

WEEK 4

Shared Reading
“If You’re a Leader and You Know It”

Weekly Question	How do people become leaders?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the song for whole group reading.● “If You’re a Leader and You Know it” slides● pointer● highlighter tape (optional)
Opening 1 min	<p><i>Our shared reading text this week is a song called “If You’re a Leader and You Know It.” Thumbs up if you’ve ever sung, “If You’re Happy and You Know It.” This song has the same tune.</i></p> <p><i>Before we read and sing it, let’s practice blending and segmenting sounds.</i></p>
Phonological Awareness 6 min	<p>Blend sounds to make words. (Do not show the text.) <i>We are going to blend sounds together to make words that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /k/... /l/... /ā/... /p/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i></p> <p><i>What vowel sound do you hear?</i></p> <p>Segment sounds. <i>Now we’re going to separate, or segment, the sounds in a word. Say “stomp” after me, then tap the sounds you hear. Now let’s stand up and stomp your foot for each sound!</i></p>

	<p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds.</i> <i>/s/.../t/.../o/.../m/.../p/</i></p> <p><i>What sound do you hear first?</i> <i>What vowel sound do you hear?</i></p> <p><i>What ending sound did you hear in "clap" and "stomp?"</i></p>
<p>Shared Reading 12 min</p>	<p>Invite children to echo sing the verse with "clap your hands" with expression, inviting children to chime in as they pick up the verse.</p> <p>Invite children to chorally sing the rest of the song. If children struggle to decode at the verse change, pause to tap and blend words, then continue chorally singing.</p> <p><i>Because this song has lots of repetition, I'm not going to sing it for you today—I think you can sing it by reading the words!</i></p> <p>Connect the song to unit content. <i>What is a leader?</i></p> <p>Identify high frequency words. <i>Which trick words do we see in this song?</i></p> <p>Point out the contraction (do not teach the concept for mastery at this point). <i>The word "you're" is a contraction, which means two words, "you" and "are" have been pushed together with the help of this apostrophe [point to apostrophe] to make "you're."</i></p> <p>Select one child to stand and point as the class does a third read (sing) of a verse the class chooses (clap, tap, or stomp) in unison. Guide the child to scoop phrases appropriately.</p> <p><i>Now you can be a leader!</i></p> <p>Invite one child to suggest a new gesture and to lead the group with the new verse, such as "wiggle your hips" or "nod your head" in place of "clap your hands."</p>
<p>Closing 1 min</p>	<p><i>You will continue to practice reading and singing this song at the Reading Station.</i></p>
<p>Standards</p>	<p>Standard R.2: Demonstrate understanding of words, syllables, and sounds (phonemes).</p>

	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.12.1.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts.</p> <ul style="list-style-type: none"> Do they identify beginning and ending sounds in words? Do they identify medial vowels? Do they blend phonemes? Do they segment phonemes? <p>Listen to children echo and choral read.</p> <ul style="list-style-type: none"> Do they read with appropriate phrasing and expression?
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>In paired reading, two readers sit side by side with text and either:</p> <ul style="list-style-type: none"> ● read aloud in unison, supporting each other to decode the text ● take turns reading the full text, chiming in to support each other as needed <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● Children use letter tiles or write with markers on whiteboards to build or spell words, starting with a word from the poem. For example: lap→ tap→map→ mop. ● Children write their own verses that show the actions “leaders” take.

<p>Notes</p>



Shared Reading U1 W4

Name _____

If You're a Leader And You Know It

If you're a leader and you know it
Clap your hands
If you're a leader and you know it
Clap your hands
If you're a leader and you know it
And you really want to show it
If you're a leader and you know it
Clap your hands

If you're a leader and you know it
Tap your lap
If you're a leader and you know it
Tap your lap
If you're a leader and you know it
And you really want to show it
If you're a leader and you know it
Tap your lap

If you're a leader and you know it
Stomp your feet
If you're a leader and you know it
Stomp your feet
If you're a leader and you know it
And you really want to show it
If you're a leader and you know it
Stomp your feet