

WEEK 10

Shared Reading

<p align="center"><b>“Over in the Meadow”</b>  <a href="#">listen here</a> (for teacher reference; lyrics have been changed)</p>		
<p><b>Standards:</b>                      R.2.K.a                      R.2.K.d                      R.3.K.a                      R.3.K.c                      R.3.K.d                      L.2.K.b</p>	<p>Over in the meadow                      In a cozy little den,                      Lived an old mother wolf                      And her wolf pups ten.                      "Howl," said the mother.                      "We howl," said the ten.                      And they howled all day                      In the cozy little den.</p>	<p>Over in the meadow                      In a nest built of sticks,                      Lived an old mother owl                      And her little owlets six.                      "Hoot," said the mother.                      "We hoot," said the six.                      And they hooted all day                      In the nest built of sticks.</p>
<p><b>Session 1</b></p>	<p>Opening:  <i>Today we will sing a song that some of you might be familiar with, but with some different words. We'll learn two verses together. The title of the song is "Over in the Meadow."</i>  <i>A meadow is a grassy area of land. It's a habitat to many different kinds of animals.</i></p> <p>Fluency:                      Teach the two verses by singing them in their entirety. Invite children to echo two lines at a time while tracking print with a pointer.</p> <p>Meaning Making:  <i>What animals live in the meadow?</i>  <i>What are the mothers teaching their babies?</i></p>	

### “Over in the Meadow”

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**Standards:**

R.2.K.a  
R.2.K.d  
R.3.K.a  
R.3.K.c  
R.3.K.d  
L.2.K.b

Over in the meadow  
In a cozy little den,  
Lived an old mother wolf  
And her wolf pups ten.  
"Howl," said the mother.  
"We howl," said the ten.  
And they howled all day  
In the cozy little den.

Over in the meadow  
In a nest built of sticks,  
Lived an old mother owl  
And her little owlets six.  
"Hoot," said the mother.  
"We hoot," said the six.  
And they hooted all day  
In the nest built of sticks.

**Session 2****Fluency:**

Invite a child to track the print with a pointer. Sing the two verses while children echo four lines at a time.  
Then invite children to sing the two selected verses in their entirety.

**Phonological Awareness and Phonics:**

*This poem has rhyming words—they sound the same at the end. What are some words that rhyme?*

After children point out the two pairs of rhyming words, highlight “six/sticks”. Write them on the teacher whiteboard in a T-chart.

*The words “six” and “sticks” rhyme—they sound the same at the end. But we see that they are not spelled the same at the end like “den” and “ten” are.*

*What other words rhyme with “six” and “sticks?”*

As children offer words, write them in a list. Highlight the parts of the words that are the same as in “six” or “sticks.”

*If you can read “six”, then you can read “mix” and “fix.”*

*If you can read “sticks”, then you can read “chicks” and “licks.”*

**Letter-Sound Awareness:**

*We are going to play a game. When you see a consonant letter at the beginning of a word, you can make its sound. I will point to the first letter of a word and you all will say the sound as quickly as you can!*

Point to the first letter in words that start with consonants, inviting children to say the corresponding sound.

**“Over in the Meadow”**

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**Standards:**

R.2.K.a  
R.2.K.d  
R.3.K.a  
R.3.K.c  
R.3.K.d  
L.2.K.b

Over in the meadow  
In a cozy, little den,  
Lived an old mother wolf  
And her wolf pups ten.  
"Howl," said the mother.  
"We howl," said the ten.  
And they howled all day  
In the cozy, little den.

Over in the meadow  
In a nest built of sticks,  
Lived an old mother owl  
And her little owlets six.  
"Hoot," said the mother.  
"We hoot," said the six.  
And they hooted all day  
In the nest built of sticks.

**Session 3**

**Phonological Awareness:**

Cover the song so that children do not see the print.  
*We can blend sounds together to say a word. I am going to say some sounds, and you will blend them together into a word.*  
Say "/d/---/a/" with a long pause in between the sounds.  
*What word is that? It's "day."*  
Repeat the same exercise with the words "hoot" and "nest."

**Phonics:**

Show the song.  
*I'm going to point to a word, and you read it!*  
Point to CVC words, "ten" and "six."

**Fluency:**

Show the song and invite children to read and sing.

**Language Conventions:**

*Sentences always start with an uppercase letter, and they end with punctuation. Punctuation lets the reader know to stop before reading on.*  
*Most sentences end with a period that looks like this [draw a period on a whiteboard]. We can find periods at the end of sentences in this song.*  
Invite children to find periods at the end of sentences.

**Word Recognition:**

*We have learned a lot of high frequency words, and many of them are in this song.*  
Invite children to find previously introduced high frequency words (we, the, a, little, and, said). Have the words available for reference on index cards.

<b>Extensions</b>	<p>“Change One Sound” Game (“Chaining”): Say “big,” and invite children to write it on their own whiteboards and read the word. Provide a new beginning sound orally, /p/, and ask them to write the new word and read it (they should write “pig” under “big”). Change the initial sound with /j/ and /f/. Repeat this with the initial consonants or medial vowels children most need to practice.</p> <p>High Frequency word practice: Review high frequency words up to this point by spelling with movements (“sky write,” “stomp it,” “punch it,” “sing it”) before inviting the children to write each word on their individual whiteboards.</p>
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