

WEEK 9

Shared Reading

"Five Little Wolves"	
<b>Standards:</b> R.2.K.a R.2.K.d R.3.K.c R.3.K.d L.2.K.b	Five little wolves sat in a den. The first one said, "I see a hen." The second one said, "The hen is big." The third one said, "Let's find a pig." The fourth one said, "I'll take a cat." The fifth one said, "I can do that." So the five little wolves ran out in a dash, and away they went, in a flash.
<b>Session 1</b>	<p><b>Opening:</b> <i>We are going to learn a poem about wolves, the animal we have been studying. This poem is called "Five Little Wolves." It's similar to a poem you might know called "Five Little Fishies."</i></p> <p><b>Fluency:</b> Tracking print with a pointer, teach the poem by inviting children to echo after each line.</p> <p><b>Meaning Making:</b> <i>What were the wolves doing in this poem?</i> <i>What does it mean that they "ran out in a dash?"</i></p>

## “Five Little Wolves”

**Standards:**

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

Five little wolves sat in a den.  
The first one said, “I see a hen.”  
The second one said, “The hen is big.”  
The third one said, “Let’s find a pig.”  
The fourth one said, “I’ll take a cat.”  
The fifth one said, “I can do that.”  
So the five little wolves ran out in a dash,  
and away they went,  
in a flash.

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

Read the poem through once, inviting children to chime in on repeating parts and rhyming words.

Invite five children to act out the wolves.

Encourage each child to read or echo read a line, and then have all five act out running off together.

**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 two or three pairs of rhyming words, choose one pair of words to highlight and write on the teacher whiteboard.

*The words “den” and “hen” rhyme—they sound the same at the end. Their endings are also spelled the same way.*

*What other words rhyme with “den” and “hen”?*

As children offer words, write them in a list.

Highlight the parts of the words that sound and are spelled are the same. Invite children to read the completed list of words.

**Phonics:**

*There are several words in this poem that you can read using your knowledge of letters and sounds!*

Highlight CVC words in the poem and invite children to tap and blend these words.

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**Standards:**

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

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The first one said, “I see a hen.”  
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**Session 3****Phonological awareness:**

Cover the poem so that children do not see the print.

*We have been noticing the sounds in words, and we know that we can also blend sounds together to say a word.*

Say “/b/---/i/---/g/” with a long pause in between each sound.

*What word is that? It’s “big.”*

*If I change the /b/ to a /d/ what word do we have? (dig)*

Repeat the same exercise with the words “dash,” replacing the initial phoneme to create “mash,” and “sat,” replacing the initial phonemes to create “pat.”

**Fluency:**

Invite children to chorally read and act out the poem, as in Session 1.

**Language Conventions:**

*In print, writers use uppercase letters at the beginning of the names of people and places and at the beginning of each sentence.*

*Remember, a sentence is a group of words that go together to make sense. Let’s find the uppercase letters at the beginning of the sentences in this poem.*

Invite children to find uppercase letters at the start of a few sentences.

**Word Recognition:**

*“Little” is a new high frequency word in this poem.*

*The i makes the short i sound we’ve learned, but the e at the end is silent.*

*This poem has many other high frequency words that we have already learned. What words do you see? (I, see, in, a, is, the, said)*

<b>Extensions</b>	<p>CVC practice: Write CVC words (pig, dog, red, cat, fed) on index cards, and invite children to blend and read the words.</p> <p>“Change One Sound” Game (“Chaining”): Say “den,” and invite children to write it on their own whiteboards and read the word. Provide a new beginning sound orally, /t/, and ask children to write the new word and read it (they should write “ten” under “den”). Continue changing the initial sound with b, h, and p. Repeat this with the initial consonants or medial vowels children most need to practice.</p>
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