

WEEK 5

Shared Reading

<p align="center">“Riding in My Car” modified from the song by Woody Guthrie <u>listen here</u></p>																			
<p>Standards: R.1.K.a R.1.K.b R.1.K.d R.2.K.b R.2.K.d R.3.K.a R.3.K.b</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Take me riding in the car, car</td> <td style="width: 50%;">Click clack, open up the door, friends</td> </tr> <tr> <td>Take me riding in the car, car</td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td>Take you riding in the car, car</td> <td>Front door, back door, clickety clack</td> </tr> <tr> <td>I’ll take you riding in my car</td> <td>Take you riding in my car</td> </tr> <tr> <td></td> <td align="center">-</td> </tr> <tr> <td></td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td></td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td></td> <td>Front seat, back seat, sit on the seat</td> </tr> <tr> <td></td> <td>Take you riding in my car</td> </tr> </table>	Take me riding in the car, car	Click clack, open up the door, friends	Take me riding in the car, car	Click clack, open up the door, friends	Take you riding in the car, car	Front door, back door, clickety clack	I’ll take you riding in my car	Take you riding in my car		-		Click clack, open up the door, friends		Click clack, open up the door, friends		Front seat, back seat, sit on the seat		Take you riding in my car
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<p>Session 1</p>	<p>Opening: <i>Based on the title, what do you think this song is about? This is a silly song about riding in the car.</i></p> <p>Fluency: Model expressive singing by singing the song in its entirety. Then invite children to echo 2 lines at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>Let’s all make the motions for the actions in the song!</i> Sing the song again with body gestures.</p> <p>Phonological awareness: Cover the song so that children do not see the print. Say the word “car.” <i>Which sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?</i> Repeat the same exercise with the words “on,” “click”, “front,” and “back.” Review letter sounds cards for C and O.</p>																		

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Standards:

R.1.K.a
R.1.K.b
R.1.K.d
R.2.K.b
R.2.K.d
R.3.K.a
R.3.K.b

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Take you riding in the car, car	Front door, back door, clickety clack
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	Click clack, open up the door, friends
	Click clack, open up the door, friends
	Front seat, back seat, sit on the seat
	Take you riding in my car

Session 2

Fluency:

Let’s sing the first verse and then we’ll use motions as we sing the rest!
Sing the first verse and invite children to chime in. Continue the body gestures from session 1.

Print Concepts (letters vs. words):

We have learned a lot about how to read words on a page. We know we read from left to right and top to bottom. We know letters have different shapes and names. We know words have 1 or more letters in them and a space on each side. Letters and words are different, but you can find letters in words and you can find words that have the same letters in them. Can someone find a word with the letter Cc? Can anyone find that same word again? [car, click, clack all repeat].

Phonological Awareness (word identification) :

Do not refer to the print. Remember you can hear words in a sentence or phrase if you stop after each one. I will say each word in one of the lines of this song like we have done before. Your job is to count how many words you hear.

Say the first line. As needed, say it again and model putting up one finger for each word. Repeat this with other lines.

Phonological awareness (syllables):

Last week we practiced hearing each word inside of a compound word, like “starfish.” The word “starfish” has two words inside it- “star” and “fish”, but it also has two syllables. Words that are not compound words also have syllables! You can hear and say the syllables in a word.

Teach children to segment words into syllables by placing a hand under the chin to feel the syllables in “open” vs. “take”. Then clap and identify the number of syllables in “clickety” and “door.”

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<p>Session 3</p>	<p>Fluency: Invite children to chorally sing the song while tracking the print with a pointer.</p> <p>Print Concepts and Phonics (identify letters and say sounds): <i>There are many letters in this song that we have learned. Where in the poem do we see the letters Bb, Ff, Tt, Mm, Cc, Oo, li and Uu?</i> Invite children to highlight or circle letters in the poem and then say the sound the letter makes in the given word.</p> <p>Phonological awareness: <i>Some words have 1, 2, or 3 syllables. How many syllables are in the word “riding”?</i> Repeat with “seat” and “open.”</p>																		
<p>Extensions</p>	<p>Letter and word practice: Pass out previously introduced letters written on index cards and some words that start with these letters. Have children sort the index cards into words/letters.</p> <p>Syllable practice: Provide children with Elkonin boxes and chips. Say a word with 1-3 syllables. Invite children to repeat each syllable as they place a chip in each box. Then count the chips to determine the number of syllables in the word.</p>																		