

WEEK 2

Shared Reading

<p align="center">“So Nice to Be Here” by Peter and Ellen Allard Listen here</p>			
<p>Standards: R.1.K.a, R.1.K.b, R.1.K.d, R.2.K.d, R.3.K.a</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>It’s so nice to be here With my friends today. Shout hooray! Let’s all play. It’s so nice to be here With my friends today, With my friends today.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>It’s so nice to bounce With my friends today. Shout hooray! Let’s all play. It’s so nice to bounce With my friends today, With my friends today.</p> </td> </tr> </table>	<p>It’s so nice to be here With my friends today. Shout hooray! Let’s all play. It’s so nice to be here With my friends today, With my friends today.</p>	<p>It’s so nice to bounce With my friends today. Shout hooray! Let’s all play. It’s so nice to bounce With my friends today, With my friends today.</p>
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<p>Session 1</p>	<p>Opening: <i>We are going to learn another new song. We can get information about this song from the title. Based on the title, what do you think this song is about? Where do you think it’s nice to be?</i></p> <p>Fluency: Model expressive signing. Invite children to echo two lines at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>The words of this song let us know someone is happy to be with their friends. What things do they do with their friends?</i> Encourage children to bounce their bodies in place. <i>What other ways can we move our bodies with our friends? We can change the words and sing about it.</i> Invite children to change the verse and sing again with new motions. (eg. “It’s so nice to clap/spin/jump...”)</p> <p>Print Concepts (spoken words to print and directionality): <i>We say one word for each word we see in writing. Watch me while I touch the words as I read them. Remember we read from left to right so we start reading here.</i> Model touching one word for one spoken word. After the first line, invite children up to touch one word at a time as you read it. Reinforce directionality and return sweep with language. <i>After you finish reading on this line, you sweep back to the other side and keep reading.</i></p>		

“So Nice to Be Here” by Peter and Ellen Allard

[Listen here](#)

Standards:

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

It’s so nice to be here
With my friends today.
Shout hooray!
Let’s all play.
It’s so nice to be here
With my friends today,
With my friends today.

It’s so nice to bounce
With my friends today.
Shout hooray!
Let’s all play.
It’s so nice to bounce
With my friends today,
With my friends today.

Session 2

Phonological Awareness:

Cover the song so that children do not see the print. Say the word “today.”

Which sound do you hear at the beginning of that word?

Repeat the same exercise with the words “friends,” “be,” and other words with /t/, /b/ and /f/. Review the letter sound cards for T, B and F.

Fluency:

Invite children to chorally read the full song.

When we last sang this song, we changed some of the words and acted out how we can move our bodies with our friends. Let’s sing the first verse and then we will change the words.

Sing the first verse and allow children to chime in as they can.

Print Concepts (spoken words to print):

We say one word for each word we see in writing. Watch me as I make a dot under each word as I read them. Remember we read from left to right so we start reading here.

Model using a dot marker to stamp under one word for one spoken word. After the first line, invite children to stamp under one word at a time as you read it.

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<p>Session 3</p>	<p>Fluency: Invite children to chorally read and sing the song. Track the print with a pointer.</p> <p>Print Concepts (identify and say letter names and sounds): <i>Every letter has a shape and name. Can you find Tt, Bb, or Ff anywhere in this song?</i> Invite children to highlight or circle target letters, then produce the sound of the letter.</p> <p>Phonological Awareness: <i>We are focusing on the sounds /t/, /b/ and /f/, that are made by the letters T, B and F. Can you think of an action or movement that starts with one of these letter-sounds like “bounce” starts with /b/.</i> Use 1-2 suggested verbs to sing the second verse together as a class reinforcing the letter sound relationships with language. <i>We can twirl with our friends, twirl starts with /t/. (suggestions: bend, twist, twirl, flip)</i></p>		
<p>Extensions</p>	<p>Word recognition practice: Provide children 3 chips/cubes. Invite children to repeat each word in the sentence “Let’s all play.” as they put a chip/cube down. Then count the chips/cubes to determine the number of words in the sentence. This exercise can be adapted to use gross motor movements instead (stamp feet, jump up, pat head).</p> <p>Letter practice: Pass out Tt, Bb, or Ff written on index cards. Invite children to high five someone with the same letter. Ask children to think of words that start with the letter they have.</p>		
<p>Standards</p>	<p>R.1.K.a Follow words from left to right, top to bottom, and page by page.</p>		

	<p>R.1.K.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>R.1.K.d Recognize and name all the upper- and lowercase letters of the alphabet.</p> <p>R.2.K.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>R.3.K.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>
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