WEEK 3   Shared Reading

	"My Name"		
Standards: R.1.K.a, R.1.K.b, R.1.K.d, R.2.K.a, R.2.K.d R.3.K.a	Everybody has a name Some are different Some, the same!	What is new to you, Is familiar to me. We each have names Special to our family.	I like my name, It's nice to me. I am exactly who I want to be!
Session 1	Opening: *The title of the poem is "My Name." This is a popular poem with many versions and we don't know who the original author, or poet is. This poem does have a message, though—a message about names. Let's read to find out what the poem's message is.* Fluency: Read the poem in its entirety. Then, invite children to echo one line at a time while tracking print with a pointer. Meaning Making: *What does this poem tell us about names? What does the poem mean in the second stanza:"What is new to you, is familiar to me?"* Facilitate a discussion about the diversity of names and languages in the classroom.		

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Session 2	Phonological Awareness (letter recognition):

	Cover the poem so that children do not see it. Say the word "name."
	    What sound do you hear at the beginning of that word?
	    Repeat the same exercise with the words "my," "me," and "nice."
	    Review the letter- sound cards Mm and Nn. Continue the exercise to
	    review sounds /b/ and /f/.
	
	Fluency:
	    Invite children to use a pointer to identify where to start reading, and
	    to track the print from left to right and top to bottom as you read the
	    poem. Encourage children to chime in, especially at the end of the
	    lines that rhyme.
	
	Phonological Awareness (word recognition):
	    Cover the poem again so that children do not see the print.
	    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 poem. Your job is
	    to count how many words you hear.
	    Read the first line. As needed, read it again and model putting up one
	    finger for each word. Repeat this with other lines.

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Session 3	Fluency: Invite children to chorally read the poem. Track the print with a pointer. Print Concepts (identify and say letter names and sounds): *Can you find the letters m and n in this poem?* Invite children to highlight or circle target letters, then say the sound of the letter. *All letters are different, but some of them have parts that are the same. What is the same about Mm and Nn? What is different?* Phonological Awareness (rhyming): *The words "name" and "same" rhyme in this poem—they have the same ending sound. Can you think of another word that rhymes with "name?"* (game, tame, fame). Meaning Making: Generate a list of children's names and facilitate discussion about the relationship between names, cultures and families. Note: Save a chart of this poem for Unit 1 Week 6. The poem will be used to introduce high frequency words.		

Extensions	Word recognition Practice:
	    Provide children with Elkonin boxes and chips. Say a 2-4 word phrase. Invite children to repeat each word in the phrase as they place a chip in each box. Then count the chips to determine the number of words in the phrase. This exercise can be adapted to use gross motor movements instead (stamp feet, jump up, pat head).
	
	Letter sound practice:
	    Ask children to name things that start with /m/ and /n/ and write them on the whiteboard. Sort the words by initial sound as you write them.

Standards	**R.1.K.a** Follow words from left to right, top to bottom, and page by page. **R.1.K.b** Recognize that spoken words are represented in written language by specific sequences of letters. **R.1.K.d** Recognize and name all the upper- and lowercase letters of the alphabet. **R.2.K.a** Recognize and produce rhyming words. **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/.) **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.

Shared Reading U1 W3