

**WEEK 1**

**Shared Reading**

<p align="center"><b>“This is the Way We Go to School”</b>  <i>Sung to the tune of “Here We Go ‘Round the Mulberry Bush”</i></p>			
<p><b>Standards:</b>                      (R.1.K.a,                      R.1.K.d,                      Reading                      Standard 2)</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>This is the way we go to school,                              Go to school, go to school.                              This is the way we go to school,                              So early in the morning.</p> </td> <td style="width: 50%; border: none;"> <p>This is the way we _____                              read our books                              shake our hands                              wave hello</p> </td> </tr> </table>	<p>This is the way we go to school,                              Go to school, go to school.                              This is the way we go to school,                              So early in the morning.</p>	<p>This is the way we _____                              read our books                              shake our hands                              wave hello</p>
<p>This is the way we go to school,                              Go to school, go to school.                              This is the way we go to school,                              So early in the morning.</p>	<p>This is the way we _____                              read our books                              shake our hands                              wave hello</p>		
<p><b>Session 1</b></p>	<p>Opening:  <i>Today we will learn a new song. Writers give us information about what the text will be about in the title [point to title]. The title, or name, of this song is, “This is the Way We Go to School.” What do you think this song will be about?</i></p> <p>Fluency:                      Model expressive singing. 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 explain how we go to school and other activities we do at school. What are some of the ways you go to school?</i>                      Invite children to respond and then model actions like walking in place, riding a bike, or driving in a car/bus after singing the song twice through.  <i>What else do we do at school? We can change the words and sing about it.</i>                      Invite children to change the verse and sing again with new motions.</p>		

**“This is the Way We Go to School”**  
*Sung to the tune of “Here We Go ‘Round the Mulberry Bush”*

<p><b>Standards:</b>          (R.1.K.a,          R.1.K.d,          Reading          Standard 2)</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">           This is the way we go to school,            Go to school, go to school.            This is the way we go to school,            So early in the morning.         </td> <td style="width: 50%; border: none;">           This is the way we _____            read our books            shake our hands            wave hello         </td> </tr> </table>	This is the way we go to school, Go to school, go to school. This is the way we go to school, So early in the morning.	This is the way we _____ read our books shake our hands wave hello
This is the way we go to school, Go to school, go to school. This is the way we go to school, So early in the morning.	This is the way we _____ read our books shake our hands wave hello		

<p><b>Session 2</b></p>	<p>Opening:          Introduce children to routines for Shared Reading, such as all viewing enlarged text and following visual signals for echo reading (such as Mama echo). Model attending to and pointing to the print with a pointer.</p> <p>Print Concepts (directionality):  <i>Watch me while I touch the words to read today. Where do I start reading?</i>          Invite children to use a pointer to indicate the first letter.  <i>We read from left to right, so we start here on the left. Which way do I go when I read?</i>          Invite children to use the pointer to point left to right. <i>We read from left to right so we read the words this way.</i></p> <p>Fluency:          Invite children to sing while tracking print with a pointer.</p> <p>Print Concepts (letter identification):          Model circling a familiar letter and pointing to it on the classroom alphabet chart.  <i>There are a lot of letters in this print. Do you see some letters from the alphabet that you know? Do you see any letters from your name? Let’s circle some together.</i>          Invite one child at a time to circle a letter and attempt to name it. Find the letter on the alphabet chart, point to it, and name it for the class.</p>
-------------------------	--

<p style="text-align: center;"><b>“This is the Way We Go to School”</b>  <i>Sung to the tune of “Here We Go ‘Round the Mulberry Bush”</i></p>			
<p><b>Standards:</b> (R.1.K.a, R.1.K.d, Reading Standard 2)</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>This is the way we go to school, Go to school, go to school. This is the way we go to school, So early in the morning.</p> </td> <td style="width: 50%; border: none;"> <p>This is the way we _____ read our books shake our hands wave hello</p> </td> </tr> </table>	<p>This is the way we go to school, Go to school, go to school. This is the way we go to school, So early in the morning.</p>	<p>This is the way we _____ read our books shake our hands wave hello</p>
<p>This is the way we go to school, Go to school, go to school. This is the way we go to school, So early in the morning.</p>	<p>This is the way we _____ read our books shake our hands wave hello</p>		
<p><b>Session 3</b></p>	<p><b>Fluency:</b> Invite children to sing while tracking print with a pointer, include children in pointing where to start and read text as in the previous session.</p> <p><b>Print Concepts (letter identification):</b> Invite children to point to specific letters within a line of the song to reinforce the concept of a letter.</p> <p><b>Text Structure (repetition):</b> <i>As we sang this song, I noticed some of the words or groups of words are repeated. Which words or phrases are sung over and over?</i> Use highlighter tape or a different color marker to signal repeated words. <i>Writers of songs and poems repeat words to help the reader remember the words! Did that help you learn this song?</i></p>		
<p><b>Extensions</b></p>	<p><b>Directionality practice:</b> Children use a crayon to draw lines under the words from top to bottom, left to right.</p> <p><b>Letter practice:</b> Children choose a letter they know from the poem and write it on whiteboards.</p>		
<p><b>Standards</b></p>	<p><b>R.1.K.a</b> Follow words from left to right, top to bottom, and page by page.  <b>R.1.K.d</b> Recognize and name all the upper- and lowercase letters of the alphabet.  <b>Reading Standard 2</b> Phonological Awareness: Demonstrate understanding of words, syllables and sounds (phonemes).</p>		