

WEEK 4

Shared Reading

"Sleeping Outdoors" by Marchette Chute	
Standards: R.1.K.a, R.1.K.b, R.1.K.c, R.1.K.d, R.2.K.d, R.3.K.d	Under the dark is a star, Under the star is a tree, Under the tree is a blanket, And under the blanket is me.
Session 1	<p>Opening: Do not show the poem. <i>We are going to learn another poem. Remember writers of poems are called poets. The poet of this poem is Marchette Chute. She uses repetition, rhythm, and rhyme to make the reader imagine things.</i> Read the poem in its entirety using expression and emphasizing rhyme. <i>What did you imagine? What did you hear in this poem?</i> As children mention rhyming words and/or repeating words, reinforce that this is something writers put in poems to make them interesting.</p> <p>Fluency: Show the poem. Reread it and invite children to echo one line at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>When you imagined this poem, what did you see? What do you think the person in the poem is doing? Why do you think that?</i> Help children understand this poem is about a person sleeping outside under the stars.</p>

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<p>Session 2</p>	<p>Phonological Awareness: Cover the poem so that children do not see the print. Say the word "under." <i>Which sound do you hear at the beginning of that word?</i> Repeat the same exercise with the words "is", "me", and "blanket." Review the letter-sound cards for U and I.</p> <p>Fluency: Invite children to use a pointer to identify where to start reading. Allow them to track the print from left to right, top to bottom as you read the poem. Encourage children to chime in, especially with "under the" and rhyming words. Invite children to recite the poem again and come up with gestures for each line.</p> <p>Print Concepts (word and spaces): <i>Words have 1 or more letters in them and a space on each side. Last week we listened for each word and counted them. We can find words in this poem [point to "dark"]. This is a word, the word is "blanket." It begins with the letter b and ends in the letter Here is the white space on both sides [point to spaces].</i> Invite children to point to words and reinforce the group of letters and white spaces. Be sure to also discuss the word "a" and explain that it is a word and a letter. After a few children have identified words, ask the children to count the words in a line [each line has 6].</p>

“Sleeping Outdoors” by Marchette Chute

Standards:
R.1.K.a, R.1.K.b,
R.1.K.c, R.1.K.d,
R.2.K.d, R.3.K.b

Under the dark is a star,
Under the star is a tree,
Under the tree is a blanket,
And under the blanket is me.

Session 3

Fluency:
Show the poem and invite children to recite the poem while doing gestures from the previous session. Track the print with a pointer.

Print Concepts (identify and say letter names and sounds):
Can you find the letters Uu and li in this poem?
Invite children to highlight or circle target letters, then say the sound of the letter.

Phonological Awareness (segment compound words):
When two words go together to make one word it is called a compound word. There is a compound word in the title of this poem: Outdoors. Which two words do you hear inside of the big word?
Put palms together and say “Outdoors.” Then separate each palm for the individual words “out” and “doors.” Repeat with a variety of compound words, asking the children to listen for the two words that make the new word. (suggested words: starfish, treehouse, daytime, pancake)

Phonological Awareness (rhyming):
What two words in this poem rhyme? What other words in this poem rhyme? (me, be, family). What other words can you think of that rhyme with “me?”

Extensions	<p>Word practice: Write two lines of the poem and cut it out, including cutting out white spaces. Give a word or white space to each child. Play a game and tell children to do an action if they have a word or space. Eg. “If you have a space, do a jumping jack. If you have a word, spin around.”</p> <p>Letter practice: Pass out Mm, Nn, Ii, or Uu 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>Compound word/syllable practice: Provide children with Elkonin boxes and chips. Say a 2 syllable compound word. Invite children to repeat each syllable/word as they place a chip in each box. Then count the chips to determine the number of syllables/words in the compound word.</p>
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