

WEEK 1

Shared Reading

"One, Two, Buckle My Shoe"		
<p>Standards: R.1.K.a R.1.K.b R.1.K.d R.2.K.a R.2.K.b R.2.K.d R.3.K.a R.3.K.c</p>	<p>Traditional version</p> <p>One, two, Buckle my shoe. Three, four, Shut the door. Five, six, Pick up sticks. Seven, eight, Lay them straight. Nine, ten, A big fat hen!</p>	<p>Animal version</p> <p>One, two, Owls say "Hoo!" Three, four, Bears say "Roar!" Five, six, Dolphins make clicks. Seven, eight, They all sound great. Nine, ten, Let's do it again!</p>
<p>Session 1</p>	<p>Opening: <i>We are going to learn a nursery rhyme that some of you might already know [point to the title and read it]. This is the title of the nursery rhyme. Put a thumbs up if you're familiar with this nursery rhyme.</i></p> <p>Print Concepts (directionality): <i>We know where to start reading the words on the page. Invite one child to point to the first word. We start reading on the left and at the top.</i></p> <p>Fluency: Read the poem, inviting children to echo two lines at time while tracking print with a pointer.</p> <p>Meaning Making: <i>Let's make some motions for the different actions in this poem. We can also count the numbers on our fingers. Reread the poem again with gestures.</i></p>	

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<p>Session 2</p>	<p>Opening: <i>Today we are going to learn a different version of the poem “One, Two, Buckle My Shoe.” This version is about animals. It is similar because it keeps the same beat, it counts from one to ten, and it has rhymes.</i></p> <p>Fluency: Invite one child to track the print with a pointer as you read the poem, while children echo two lines at time.</p> <p>Print Concepts (identify words): <i>Some of the words are the same in both poems. The letters in a word are always in the same order. The word “one” is spelled o-n-e, it’s spelled the same in both poems. [if possible, point to the word “one” in the original poem] Here is the word “one”, look at it, now we can find the same word in the new version. Invite a child to point to the word “one.” What other words are the same? Repeat the same exercise with one or two other words.</i></p> <p>Phonological Awareness: <i>We are going to listen for and name the words that rhyme, or sound alike at the end. Did anyone hear two rhyming words? Reread the poem, two lines at a time as needed to help children identify the rhyming pairs. As children name rhyming pairs, use the same gesture from the previous week to reinforce the rhyming words. Children can also use highlighter tape to indicate rhyming words.</i></p>																						

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<p>Session 3</p>	<p>Phonological Awareness: Cover the poem so that children do not see the print. Say the word “dolphins.” <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 “say”, “do”, and “sound,” as /d/ and /s/ are target sounds this week.</p> <p>Fluency: Show the poem and invite children to recite the poem while doing gestures for animals.</p> <p>Phonological Awareness: <i>We can make rhymes by thinking of words that end the same. We know “two”, “hoo”, and “shoe” rhyme. Which other words rhyme with them?</i> Repeat this exercise with another set of rhyming words. It might be helpful to record the rhyming words on chart paper to use in the extension activity.</p> <p>Word Recognition: <i>“My” is a new high frequency word in this poem. This means it is in books, songs, and poems a lot [show on an index card]. The m in “my” makes the “m” sound like we would expect. The “y” says the name of the letter i, like this [demonstrate long i sound]. When I point to the word “my” let’s say it!</i></p>																						

Extensions	<p>Syllable practice: Ask children to count the syllables in each line of the poem (can use either version). Record the number of syllables in each line. If you have children do both, compare what is the same.</p> <p>Class shared writing experience: Lead the class in writing their own version of the poem. Use the syllable patterns and rhyming words to help.</p> <p>High frequency word practice: Pass out letter tiles and boards to children. While showing the words on index cards, invite children to build “my” and “is” and then read them.</p>
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