

WEEK 4

Shared Reading

<p align="center">“Who Fed the Chickens?” modified from the song by Ella Jenkins; listen here</p>		
<p>Standards: RF.K.1d, RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3c</p>	<p>Who fed the chickens? I did!</p> <p>Who stacked the hay? I did!</p> <p>Who milked the cow? I did!</p> <p>On this fine day.</p>	<p>Who fed the chickens? We did!</p> <p>Who pet the kid? We did!</p> <p>Who brushed the llama? We did!</p> <p>On this fine day.</p>
<p>Session 1</p>	<p>Opening: <i>Today we will learn a song about farm animals. The title of the song is “Who Fed the Chickens?” Parts of this song repeat so you will be able to join me in singing it!</i></p> <p>Fluency: Teach the song by singing it in its entirety while tracking print with a pointer. Children will be able to chime in often.</p> <p>Meaning Making: <i>What were some of the things the farmers were doing in this song? How can we move our bodies like we are doing these jobs on the farm?</i></p>	

“Who Fed the Chickens?”

modified from the song by Ella Jenkins; [listen here](#)

Standards: RF.K.1d,
RF.K.2c, RF.K.2d, RF.K.3a,
RF.K.3c

Who fed the chickens?
I did!

Who stacked the hay?
I did!

Who milked the cow?
I did!

On this fine day.

Who fed the chickens?
We did!

Who pet the kid?
We did!

Who brushed the llama?
We did!

On this fine day.

Session 2

Fluency:

Play the song and sing over it. Invite a child to track the print with a pointer as you sing. Encourage children to do the movements from Session 1.

Print Concepts (sentences):

A sentence is a group of words that go together to make sense. We have practiced saying sentences and counting the words in them. Listen to this sentence and count the words in it “Who pet the kid?” How many words are in that sentence?

Phonological Awareness:

We can blend the first part and last part of a word together. I’m going to say a word by saying the first part and last part and you will listen carefully. When you know what word I’m saying, cross your arms.

Say “p--et” with a long pause in between.

Most of you are crossing your arms, what word do you have when you blend the parts “p--et” together? Pet!

Repeat the same exercise with the words “c--ow” and “f--ed”.

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RF.K.2c, RF.K.2d, RF.K.3a,
RF.K.3c

Who fed the chickens?
I did!

Who fed the chickens?
We did!

Who stacked the hay?
I did!

Who pet the kid?
We did!

Who milked the cow?
I did!

Who brushed the llama?
We did!

On this fine day.

On this fine day.

Session 3

Phonological Awareness:

Cover the print so that children do not see the print. Say the word “kid.”
Which sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?

Repeat the same exercise with the words “hay” and “llama”, as /h/, /k/, and /l/ are target sounds this week.

Fluency:

Show the print and invite children to sing along with the music.

Letter Knowledge:

The first letter of a word is on the left, we can find words that start with the same letter. Look at the words in the song, can you find two words that start with the same letter?

Invite children to highlight or circle the words and underline the first letters. If needed, invite a child to find a word that starts with Dd and then invite another child to find another word that starts with the same letter. [did/day, chickens/cow, the/this]

Word Recognition:

The word “we” is a new high frequency word in this song [show the word written on an index card].

Instead of making the e sound we’ve been practicing, /ē/, the e makes the long e sound, like this, /ē/ [demonstrate making the sound].

Extensions

Sentence practice:

Using interactive writing routines, invite children to share the pen in writing complete sentences using their names. Eg. “Tori pet the chickens.”

Onset rime practice:

Say a CVC word, and invite children to think of a new word with the same ending (rime) but a new initial sound.

What sounds like “pet” but begins with /l/?