

WEEK 1

Shared Reading

<p align="center">“Popsicle Sticks and Glue” modified from the poem by Leslie D. Perkins</p>			
<p>Standards: R.2.K.a R.2.Kd R.3.K.c R.3.K.d</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>We’re building a creation of popsicle sticks, Just popsicle sticks and glue.</p> <p>Houses and fences, sidewalks and streets, A school and a library, too; Museums, churches, temples, shops, A playground, a park and a zoo.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Isn’t it wonderful what we can do With popsicle sticks and a new tube of glue?</p> <p>If you’re wondering what it will be, You’ll have to come and see!</p> </td> </tr> </table>	<p>We’re building a creation of popsicle sticks, Just popsicle sticks and glue.</p> <p>Houses and fences, sidewalks and streets, A school and a library, too; Museums, churches, temples, shops, A playground, a park and a zoo.</p>	<p>Isn’t it wonderful what we can do With popsicle sticks and a new tube of glue?</p> <p>If you’re wondering what it will be, You’ll have to come and see!</p>
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<p>Session 1</p>	<p>Opening: <i>Today we will learn a new poem, and it is not about animals... We are beginning a new unit of study about construction!</i> Invite a child to point to the title. <i>The title is “Popsicle Sticks and Glue.”</i> <i>What do you think this poem might be about?</i> <i>What can you do with popsicle sticks and glue?</i></p> <p>Fluency: Teach the poem by inviting children to echo after every two lines while tracking the print with a pointer.</p> <p>Meaning Making: <i>What construction do you think the author built?</i> <i>What clues in the text help you to know what this?</i></p>		

“Popsicle Sticks and Glue”

modified from the poem by Leslie D. Perkins

Standards:

R.2.K.a
R.2.K.d
R.3.K.c

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popsicle sticks,
Just popsicle sticks and glue.

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You’ll have to come and see!

Session 2**Fluency:**

Invite a child to track the print with a pointer as you read the poem.
Invite children to echo two to four lines at a time.
Then, chorally read the full poem.

Phonological Awareness:

*This poem has rhyming words—words that sound the same at the end.
What are some words that rhyme?*

After children point out some of the rhyming words, highlight
zoo/glue/do.

*We can change the first sound in words to make other words that
rhyme.*

*If we change the /g/ in “glue” to /k/, what word is that? It’s “clue,” and
it rhymes with “glue.” If we change the /z/ in “zoo” to /b/, what word is
that? It’s “boo,” and it rhymes with “zoo.”*

Word Recognition:

*“Be” is a new high frequency word in this text. The letter e in the word
makes the long /e/ sound; it makes the sound of its name.*

“Come” is another high frequency word.

What vowel sound do you hear in “come”?

*That’s right! It’s spelled with an o, but the sound we hear is the short u,
/u/.*

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R.2K.a
R.2.K.d
R.3.K.c
R.3.K.d
L.2.K.a
L.2.K.b

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Session 3**Phonological Awareness:**

Cover the poem so that children do not see the print.

We have been noticing the sounds in words, and we can blend the sounds together to say a word.

I am going to say the sounds of a word and you will blend them together into a word.

Say /g/-/l/-/oo/ with a long pause in between each sound.

What word is that? It’s “glue.”

Repeat the same exercise with the words “just,” “shops,” and “have.”

Fluency:

Show the poem and invite children to chorally recite the poem.

Language Conventions:

The author of the poem uses both capital and lower-case letters in this poem.

Where are the capital letters?

Invite children to identify the capital letter at the beginning of sentences and the ending punctuation.

Locate the question mark and exclamation point in the poem.

Model using the punctuation to guide expressive reading.

Extensions**Change One Sound Game (also known as “Chaining”):**

Say a CVC word and invite children to create new words by selecting a different initial, medial or final sound. Invite children to make as many words as they can stemming from one starting word. (ie. cat→ cut→ but→ bat→ pat→ pal, etc)

High frequency word practice:

While showing the words on index cards, invite children to orally spell and read previously learned words. For fun, ask them to use a robot voice or any other silly voices.