

WEEK 2

Shared Reading

"Rainbow Fish, Red Frog"	
<p>Standards: R.1.K.a R.1.K.c R.1.K.d R.2.K.b R.2.K.c R.2.K.d R.3.K.a R.3.K.b R.3.K.c</p>	<p>One fish, two fish There go the rainbow fish Racing through seaweed.</p> <p>One frog, two frogs Ruby-red ribbiting frogs Resting on a red, rough log.</p>
<p>Session 1</p>	<p>Opening: Do not show the poem. <i>Today we are going to learn a poem together. Remember, poets often use repetition, rhythm, and rhyme to make the reader imagine things or have certain strong feelings. Listen as I read the poem once, and then we will talk about what you notice.</i> Read the poem in its entirety using expression and emphasizing alliteration. <i>What did you hear in this poem?</i> As children mention repeating words or lots of words beginning with the sound /r/, reinforce that this is something writers put in poems to make them interesting.</p> <p>Fluency and Print Concepts (directionality): Show the poem. <i>Who can point to the title of this poem?</i> Invite a child to point to the title. <i>When you finish reading this line of words, where do you go next? That's right, you move down to the next line and the first word on the left.</i> Reread the poem, inviting 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 were the fish and frogs doing?</i> Define key vocabulary as needed.</p>

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Session 2	<p>Fluency: Invite a child to track the print with a pointer as the poem is read aloud, while other children echo one stanza at a time.</p> <p>Phonological Awareness: <i>We have learned about how you can hear and say the syllables in words. You can also blend syllables together to make words. I’m going to say a word by saying the two syllables. Listen carefully. When you know what word I’m saying, touch your nose.</i> Say “rain...bow” with a long pause in between. <i>Most of you are touching your nose; what word do you have when you blend the syllables “rain...bow” together? Rainbow!</i> Repeat the same exercise with the words “sea...weed”, “rac...ing”, and “rib...bit...ing.”</p> <p>Print Concepts (letters): <i>We read from left to right, so the first word on a page is on the left. We can find the first letter in a word, too—it’s also on the left. In this poem, the poet uses something called alliteration. That means the poet used the same letter at the beginning of many words. Because of this, the poem can be a little tricky to reach aloud. This poet used the letter r at the beginning of many words. Can you find an r as the first letter in a word?</i> Refer to the letter-sound card as needed. Invite children to highlight or circle R/r at the beginning of words.</p>

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Session 3	<p>Phonological Awareness: Cover the poem so that children do not see the print. Say the word “rough.” <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 “go,” “two,” and any words beginning with r.</p> <p>Fluency: Show the poem and invite children to recite the poem. Invite children to use gestures or actions for the animals.</p> <p>Print Concepts (spaces): <i>We’re going to play a tapping game we have played before. When you come up, I will tell you to either tap a word or tap a space with the pointer.</i> Invite one child at a time to play (this can be fun with a fly swatter). For a challenge, include tapping a letter, focusing on Rr and Ee.</p> <p>Phonological Awareness: <i>We can hear and say the first and last part of a one-syllable word. Listen to how I say the first and last part of the word “fish.”</i> Say “f--ish” with a long pause in between. Repeat with “r--ed” and “fr--ogs.” Invite children to segment the words “rest” and “log” into onset and rime.</p>

	<p>Word Recognition:</p> <p><i>“The” is a new high frequency word in this poem, and it has some new and tricky sounds in it! The letters t and h come together to make one sound. They make the /th/ sound—this is called a digraph. We will learn all about digraphs later this year. Let’s all say /th/. The letter e doesn’t do what we expect the letter e to do. It sounds like a short u, like this /uh/. When I point to the word “the” let’s say it together!</i></p> <p><i>When we learn to read this year, most words we’ll be able to read using what we know about letters and sounds—we’ll be able to sound them out. High frequency words are very tricky to sound out so we’ll learn to recognize and remember them.</i></p>
<p>Extensions</p>	<p>High frequency word practice:</p> <p>Show “a” and “the” written on index cards. Invite children to find these high frequency words in the poem.</p> <p>Syllabification:</p> <p>Use Elkonin Boxes and chips to represent syllables.</p> <p>Onset-rime riddles:</p> <p>Say a cvc word, and ask children to think of a new word with the same ending (rime) but a new initial sound.</p> <p><i>What sounds like “bug” but begins with /r/?</i></p>