

<p align="center"><b>“Dig in the Dirt”</b> Sung to the tune of “Row, Row, Row Your Boat”</p>	
<p><b>Standards:</b> R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.b</p>	<p>Dig, dig, dig, in the dirt, Wish and look for bugs, Use a shovel or a hand, You might touch worms and slugs.</p> <p>Dig, dig, dig, in the dirt, Wish and look for bugs, If you grab a wiggly worm, Be gentle and don’t tug!</p>
<p><b>Session 1</b></p>	<p><b>Opening:</b> <i>Let’s read the title of our new poem together!</i> Invite children to tap and read “Dig in the..,” and jump in to support children to read the word “dirt.” <i>The r in the word “dirt” makes the letter i change its sound, so we don’t hear the /i/ sound.</i> <i>We’ll sing this song to the tune of “Row, Row, Row Your Boat.”</i> Invite children to hum the tune.</p> <p><b>Fluency:</b> Model singing the song once through in its entirety while tracking the print. For the second time through, invite children to echo sing two lines at a time.</p> <p><b>Meaning Making:</b> <i>What does the word “might” mean?</i> <i>Why do you think the poet says “be gentle and don’t tug?”</i></p> <p><b>Language Conventions:</b> <i>What does the word “don’t” mean?</i> <i>It means “do not.” This is a word called a contraction.</i> Show how the apostrophe brings the two words together. <i>Why do you think the poet put an exclamation point at the end of the last line?</i></p>

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<p><b>Session 2</b></p>	<p><b>Fluency:</b> Invite children to echo sing two lines at a time. Then, sing the song in its entirety while tracking the print. Invite children to make hand gestures to show meaning.</p> <p><b>Phonological Awareness:</b> <i>We have learned how to separate all the sounds in words and to blend the sounds of words together. We can also change sounds or add sounds to make new words.</i> Say the word “slug,” and invite children to replace the /s/ with /p/. <i>What word do we have now? (plug)</i> <i>Now say the word “plug” and change the /g/ to /m/. (plum)</i> Continue by substituting initial and final sounds.</p> <p><b>Letter-Sound Awareness and Phonics:</b> <i>There are digraph sounds in some of the words in this song. We have learned the sounds /ch/, /sh/, /th/.</i> Read (rather than sing) the song through, and invite children to raise their hands to identify the digraph sounds they hear as they appear. <i>Remember, digraphs are two letters that make one sound together. Now let’s find words with digraphs in this poem.</i> Invite children to highlight digraphs in various words (wish, touch). Review each digraph sound as children identify the digraphs.</p>
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<p><b>Session 3</b></p>	<p>In preparation for the lesson, write the following words on the whiteboard. dig, wish, tug, grab</p> <p>Phonological Awareness: Cover the poem so that children do not see the print. <i>I am going to say the sounds of a word, and you will blend them together into a word.</i> Say “/t/--/ũ/--/ch/” with a long pause in between each sound. <i>What word is that?</i> [touch] Repeat the same exercise with the words “grab,” “worm,” and “gentle”.</p> <p>Phonics: <i>There are some words in this poem that you all can read by using your knowledge of letters and sounds.</i> Show the words on the whiteboard. Invite children to read and tap each one. [dig, wish, tug, grab]</p> <p>Fluency: Show the poem and invite children to read and sing while tracking the print. Invite children to make hand gestures to show the meaning of the song.</p> <p>Word Recognition: <i>“Or” is a new high frequency word in this poem.</i> <i>Just as the r in the word “dirt” bosses the i to change its sound, the r is bossy in this word too! We don’t hear the short or long o sound.</i> <i>There’s another high frequency word in this poem that has the sound /or/ inside of it. Can you find it?</i> <i>The word is “for!”</i></p>
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<b>Extensions</b>	<p>“Change one sound” Game (oral): Say “chip,” and invite children to echo the word. Then provide a new beginning sound orally, /sh/, and ask children to say the new word (ship). Then, change the final sound with /n/ and invite children to say the new word (shin). Continue to change beginning, final, and medial phonemes to create new words, with emphasis on exploring the sounds of digraphs.</p> <p>“Change one sound” Game (written): Say “chip,” and invite children to write the word. Then provide a new beginning sound orally, /sh/, and ask children to write the new word (ship). Continue to chain the word by changing the initial or ending sounds.</p>
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