

WEEK 6

Shared Reading

"Six Green and Speckled Frogs"	
<p><b>Standards:</b> R.1.K.d, R.2.K.d, R.3.K.a, R.3.K.c</p>	<p>Six green and speckled frogs, Sat on a speckled log, Eating some most delicious bugs. Yum! Yum!</p> <p>One jumped into the pool, Where it was nice and cool. Now there are five green speckled frogs. Glub! Glub!</p> <p style="text-align: right;"><i>Continue down to one.</i></p>
<p><b>Session 1</b></p>	<p><b>Opening:</b> <i>This week we are going to sing a song that many of you probably know! It's a counting song. The title of this song is "Six Little Speckled Frogs." Do you know it? Show me six fingers for the six frogs!</i></p> <p><b>Fluency:</b> Teach the song by singing it in its entirety, from six down to one, while tracking print with a pointer. Children will be able to chime in often, as the verses repeat.</p> <p><b>Meaning Making:</b> <i>What did you learn about frogs from this song? Is this new information or something we have already learned while studying frogs?</i></p>

## “Six Little Speckled Frogs”

**Standards:** R.1.K.d,  
R.2.K.d, R.3.K.a, R3.K.c

Six green and speckled frogs,  
Sat on a speckled log,  
Eating some most delicious bugs.  
Yum! Yum!

One jumped into the pool,  
Where it was nice and cool.  
Now there are five green speckled  
frogs.  
Glub! Glub!

*Continue down to one.*

### Session 2

#### Fluency:

Invite six children to act as the frogs as the class sings the song. Encourage the children to act out eating bugs and jumping off the log at the appropriate moments in the song.

#### Phonological Awareness:

*Last week we practiced saying words slowly to hear the sounds. You moved your hand down your arm as we said the words. Now we will say each sound in a word. We can tap on our arm for each sound we hear. Let's try it with the word "on."*

Model saying "/o/-/n/" and tapping the top of your arm for /o/ and the middle of your arm for /n/. Ask children to do the same. Repeat with other words with two phonemes, such as "now" and "cool."

#### Letter-Sound Awareness:

*When we know the sound a letter makes, we can find that letter. I'm going to say some sounds, and then you will find that letter somewhere in this song. It might be at the beginning of a word or it might be at the end. Listen for the sound.*

Say /l/. Invite children to find the letter l in the song. Repeat with other target sounds and letters that children would benefit from practicing.

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<p><b>Session 3</b></p>	<p><b>Phonological Awareness:</b> Cover the song so that children do not see the print. Say the word "six." <i>Which sound do you hear at the end of that word? Which letter would you expect to see at the end?</i> Repeat the same exercise, emphasizing the first sound, with the word "yum" (/ks/ and /y/ are target sounds this week).</p> <p><b>Fluency:</b> Show the song and invite children to sing along with the music as one child tracks the print with a pointer. Invite six different children to be the frogs if they are interested.</p> <p><b>Letter-Sound Awareness:</b> <i>We can find a word by saying it out loud and thinking about the first sound. When we know the sound a letter makes, we can find that letter. We know the first letter of a word is on the left. Who can find the word "glub"? Think about the first sound and which letter makes that sound.</i> Invite a child to find and circle or highlight the word. Repeat with "delicious," "bugs," and "jumped."</p> <p><b>Word Recognition:</b> <i>"Is" is a new high frequency word in this song [show word written on index card]. What makes it tricky is that the "s" makes the /z/ sound, instead of the /s/ sound! Let's read it!</i></p>
<p><b>Extensions</b></p>	<p><b>Word practice:</b> Write short words from the song on sticky notes or popsicle sticks, one letter on each. Give groups of children the letters and an index card with the word, invite children to work together to build the words.</p> <p><b>Phoneme segmentation practice:</b> Provide children with Elkonin boxes and chips. Say a word with two or three phonemes. Invite children to repeat each phoneme as they place a chip in each box. Ask them to run their fingers under all the chips and say the word.</p>