

WEEK 8

Shared Reading

<p style="text-align: center;"><b>“I Had a Rooster”</b>                      modified from the song by Pete Seeger  <a href="#">listen here</a> (for teacher reference)</p>			
<p><b>Standards:</b>                      R.1.K.d, R.2.K.d,                      R.3.K.c</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>I had a rooster and the rooster pleased me.                              I fed my rooster on a red bud tree.                              The little rooster goes                              “Cock-a-doodle-doo dee doodle-ee doodle-ee doodle-ee do.”</p> <p>I had a cat and the cat pleased me.                              I fed my cat on a red bud tree.                              The little cat goes                              “Meow, meow.”</p> </td> <td style="width: 50%; vertical-align: top;"> <p>I had a dog and the dog pleased me.                              I fed my dog on a red bud tree.                              The little dog goes                              “Ruff, ruff, ruff.”</p> <p>I had a pig and the pig pleased me.                              I fed my pig on a red bud tree.                              The little pig goes                              “Oink, oink, oink.”</p> <p>I had an owl and the owl pleased me.                              I fed my owl on a red bud tree.                              The little owl goes                              “Hooooo.”</p> </td> </tr> </table>	<p>I had a rooster and the rooster pleased me.                              I fed my rooster on a red bud tree.                              The little rooster goes                              “Cock-a-doodle-doo dee doodle-ee doodle-ee doodle-ee do.”</p> <p>I had a cat and the cat pleased me.                              I fed my cat on a red bud tree.                              The little cat goes                              “Meow, meow.”</p>	<p>I had a dog and the dog pleased me.                              I fed my dog on a red bud tree.                              The little dog goes                              “Ruff, ruff, ruff.”</p> <p>I had a pig and the pig pleased me.                              I fed my pig on a red bud tree.                              The little pig goes                              “Oink, oink, oink.”</p> <p>I had an owl and the owl pleased me.                              I fed my owl on a red bud tree.                              The little owl goes                              “Hooooo.”</p>
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<p><b>Session 1</b></p>	<p>Opening:  <i>This week we are going to sing another song about animals! The author of Abiyoyo, Pete Seeger, sang this song! We remember that Pete Seeger was not the original author of Abiyoyo—he retold an old folktale. This song is a folk song; it has been sung by different people for many generations. The title is “I Had a Rooster.”</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 with the song’s repeating pattern.</p> <p>Meaning Making:  <i>A <b>bud</b> is the beginning of a flower or leaf on a tree, when it’s still closed up. This tree has red buds because the flower that will bloom is pink.                      Do farmers feed all their animals on a tree?                      Of course not. What do animals on a farm really eat?</i></p>		

## "I Had a Rooster"

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**Standards:**

R.1.K.d, R.2.K.d,  
R.3.K.c

I had a rooster and the rooster pleased me.

I fed my rooster on a red bud tree.

The little rooster goes

"Cock-a-doodle-doo dee doodle-ee doodle-ee doodle-ee do."

I had a cat and the cat pleased me.

I fed my cat on a red bud tree.

The little cat goes

"Meow, meow."

I had a dog and the dog pleased me.

I fed my dog on a red bud tree.

The little dog goes

"Ruff, ruff, ruff."

I had a pig and the pig pleased me.

I fed my pig on a red bud tree.

The little pig goes

"Oink, oink, oink."

I had an owl and the owl pleased me.

I fed my owl on a red bud tree.

The little owl goes

"Hooooo."

**Session 2****Fluency:**

Sing the song while tracking the print.

**Phonological Awareness:**

*We have been listening to the sounds in words, and we can hear the last sound in a word when we say it. Let's say the last sound in the word "fed."*

Model saying "/f/-/e/-/d/" and tapping the top of the arm for /f/, the middle of the arm for /e/ and the wrist for /d/.

*What was the last sound?* [tap the wrist again to help children recall.]

*The last sound in "fed" is /d/.*

Repeat the same exercise with the words "goes" and "tree."

**Print Concepts and Phonics:**

*We have learned all the letters of the alphabet and the sounds they make. Some letters are consonants and some letters are vowels.*

*Every word has a vowel. We are going to play the tapping game.*

*When you come up, I will tell you to either tap a consonant or a vowel. Invite one child at a time to play (for fun, try it with a fly swatter).*

Refer to the salmon (vowels) and yellow (consonants) Foundations cards as needed.

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I fed my owl on a red bud tree.

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"Hooooo."

**Session 3**

**Phonological Awareness:**

Cover the song so that children do not see the print. Say the word "owl" *Which sound do you hear at the end of that word? Which letter would you expect to see at the end?*

Repeat the same exercise with the words "rooster" and "ruff."

*Some words sound the same at the end.*

*I will say two words from the song. If they end with the same sound, give a thumbs up. If they end with different sounds, give a thumbs down.*

Name pairs of words: red/bud, oink/little, dog/pig.

**Fluency:**

Show they print and invite children to sing along with the song. After singing the verses, invite children to add additional animals and their noises.

**Phonics:**

*There are several words in this poem that you can read using your knowledge of letters and sounds!*

Highlight CVC words in the poem and invite children to tap and blend the words.

**Word Recognition:**

*"And" is a new high frequency word in this poem. Just like in the word "an," the a and n come together to say /an/ and the d makes the sound we expect it to make. Let's read it!*

<b>Extensions</b>	<p>CVC practice: Write CVC words on index cards and invite children to blend and read the words.</p> <p>Phoneme segmentation practice: Provide children with Elkonin boxes and chips. Say a word with 3 phonemes. Invite children to repeat each phoneme as they place a chip in each box. Children then run their fingers under all the chips and say the word.</p>
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