

WEEK 2

Shared Reading

<p style="text-align: center;">“If I Could Make a City” Modified from a poem by Betsy Franco</p>			
<p>Standards: R.2.K.c R2.K.d R.3.K.b R.3.K.c</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>If I could make a city, I know just what I’d like: An ice cream store And toy shop, A place to get a bike.</p> <p>If I could make a city, I’d like to make a park: A place for tag, Slides and swings, Where it never gets dark!</p> </td> <td style="width: 50%; vertical-align: top;"> <p>If I could make a city, There’s one more thing I’d add: A home for me And family Where we will all be glad!</p> </td> </tr> </table>	<p>If I could make a city, I know just what I’d like: An ice cream store And toy shop, A place to get a bike.</p> <p>If I could make a city, I’d like to make a park: A place for tag, Slides and swings, Where it never gets dark!</p>	<p>If I could make a city, There’s one more thing I’d add: A home for me And family Where we will all be glad!</p>
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<p>Session 1</p>	<p>Opening: <i>Today we will learn another poem about construction. The title of this poem is “If I Could Make a City.” What do you think this poem might be about?</i></p> <p>Fluency: Teach the poem by modeling expressive reading while pausing at the last word of each stanza to allow children to fill in the rhyming word. Next, invite children to chime in while reading it a second time, emphasizing the repetition of “If I could make a city.”</p> <p>Meaning Making: <i>What are some of the things the author would put in the city? How is this poem similar to “Popsicle Sticks and Glue?” [Both would build houses, shops, and a playground]</i></p>		

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<p>Session 2</p>	<p>Fluency: Reading the poem one stanza at a time, invite a child to track the print with a pointer. Invite children to echo each stanza.</p> <p>Phonological Awareness: <i>We have practiced hearing sounds at the beginning and end of words. Today we are going to focus our attention on the sound in the middle of words. You can hear the middle sound in a word, and some words sound the same in the middle. Listen for the middle sound in “tag.”</i> Model saying /t/-/ă/-/g/ and tapping the top of the arm for /t/, the middle of the arm for /ă/, and the wrist for /g/. <i>What is the middle sound?</i> [tap the middle of your arm again to help children recall]. <i>The middle sound in “tag” is /ă/.</i> Repeat the same exercise with any of the words “make,” “like,” “home”.</p> <p>Letter-Sound Awareness: <i>The middle sounds in all those words are vowel sounds. Remember, the vowels are a, e, i, o, and u, and each vowel can make different sounds depending on the letters around it.</i> <i>When a vowel says its name, it’s called a long vowel sound. The other sound we have already learned for each vowel is a short vowel sound.</i> Invite children to practice saying the short vowel sounds, followed by the long vowel sounds. <i>I will point to a word and read it. Listen for the vowel sound in the middle.</i> Point to and read “bike.” <i>What sound is in the middle of the word, and what vowel makes that sound? Is it a long vowel or short vowel?</i> Repeat with “place” and “glad.”</p>
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<p>Session 3</p>	<p>Phonological Awareness: Cover the poem so that children do not see the print. <i>Some words have two sounds at the beginning that are blended together. I am going to say the two beginning sounds of a word and then the end of the word, and you will blend it all together into a word.</i> Say “/p/-/l/---/ās/” with a long pause between the onset blend and rime. <i>What word is that? It’s “place.” You blended together /p/, /l/.</i> Repeat the same exercise with “cream” and “slide.”</p> <p>Fluency: Show the poem and invite children to read it.</p> <p>Letter-Sound Awareness: <i>Remember the vowels are a, e, i, o, and u. Each vowel makes different sounds depending on the letters around it. I will point to a word and read it. Listen for the vowel sound in the middle.</i> Point to “shop” and read it aloud. <i>What sound is in the middle, and what vowel makes that sound?</i> Repeat with “slide” and “get.”</p> <p>Word Recognition: <i>“An” is a new high frequency word in this poem. It is also part of many words we can read like “can” and “man.”</i> <i>We call “an” a glued sound, because the two letters get glued together to make a new sound.</i> <i>Here is another high frequency word in the poem: “like.”</i> <i>“Like” has a silent e at the end, which makes the i sound long; the i says its name.</i></p>
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Extensions	<p>“Change One Sound” game: Say “tag” and invite children to write it on their own whiteboards and read the word. Provide a new middle sound orally, /ŭ/, and ask them to write the new word and read it. In sequence, replace the initial sound with /b/, the middle sound with /i/, and the final sound with /t/. Children will have written and read “ tag, tug, bug, big, bit.”</p> <p>Vowel sound practice: Say different words from the poem or relating to construction that have long or short vowel sounds. Invite children to stand up when they hear a long vowel sound and sit down when they hear a short vowel sound.</p>
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