

WEEK 4

Shared Reading

<p align="center"><b>“This is the Way”</b> Sung to the tune of “Here We Go ‘Round the Mulberry Bush”</p>		
<p><b>Standards:</b> R.2.K.d R.3.K.a R.3.K.c R.3.K.d L.2.K.c</p>	<p>This is the way we use our tools, Use our tools, use our tools.</p> <p>This is the way we use our tools so early in the morning.</p> <p>This is the way we hit the nails, Hit the nails, hit the nails.</p> <p>This is the way we hit the nails So early in the morning.</p>	<p>This is the way we chop the wood, Chop the wood, chop the wood.</p> <p>This is the way we chop the wood so early in the morning.</p> <p>This is the way we drill a hole, Drill a hole, drill a hole.</p> <p>This is the way we drill a hole so early in the morning.</p>
<p><b>Session 1</b></p>	<p><b>Opening:</b> <i>When we first came to school in September, we sang “This is the Way We Go To School.”</i> <i>Today we will learn a new version of this song, about using tools.</i> <i>What are some tools you know about?</i> <i>Let’s see what tools are mentioned in this song!</i></p> <p><b>Fluency:</b> Teach the song by singing it in its entirety, while tracking print with a pointer and singing with expression. Children will be able to chime in, as many lines repeat.</p> <p><b>Meaning Making:</b> <i>This song describes actions that tools make, but it does not actually name the tools used.</i> <i>What tools do the workers in this song use, and how do you know?</i></p> <p><b>Language Conventions:</b> <i>When we write sentences, we use a capital letter at the beginning.</i> <i>Poems and songs often don’t follow the rules of when to capitalize.</i> <i>Where do we see the capital letters in this song?</i> Invite children to notice capital letters at the start of every line.</p>	

## “This is the Way”

Sung to the tune of “Here We Go ‘Round the Mulberry Bush”

**Standards:**

R.2.K.d  
R.3.K.a  
R.3.K.c  
R.3.K.d  
L.2.K.c  
L.3.K

This is the way we use our tools,  
Use our tools, use our tools.

This is the way we use our tools  
so early in the morning.

This is the way we hit the nails,  
Hit the nails, hit the nails.

This is the way we hit the nails  
So early in the morning.

This is the way we chop the wood,  
Chop the wood, chop the wood.

This is the way we chop the wood  
so early in the morning.

This is the way we drill a hole,  
Drill a hole, drill a hole.

This is the way we drill a hole  
so early in the morning.

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

Invite children to echo-sing one stanza at a time, and then sing the song together in its entirety.

**Letter-Sound Awareness and Phonics:**

*As we have been learning, some words have two or more sounds at the beginning, and those sounds get blended together but still make their own sounds, like “/s/-/t/--/o/--/p/.*

*Some times we hear one sound, but the sound is made with two letters.*

Say the word “chop,” without pointing it out in the poem.

*What sound do you hear at the beginning of “chop?”*

*That’s right- we hear /ch/. It’s a sound called a digraph.*

Write the word “chop” on a whiteboard and read it out loud.

*We do not read it /k/-/h/-/o/-/p/. Instead, we have to notice “ch” together which makes the one sound /ch/.*

Refer to the letter-sound digraph cards as needed. (Note that Foundations teaches digraphs a few weeks later, so this will serve as exposure.)

*What other words can you think of that start with the sound /ch/ sound?*

Write words the children share on the whiteboard, underlining ch.

**Phonological Awareness:**

*We are going to continue to notice sounds in the middle of words.*

*Tap out all the sounds in the word “hit” and figure out the middle sound.*

Invite children to tap out the three sounds on their arms.

*What is the middle sound? (/i/)*

Repeat the same exercise with “hole” and “drill.”

*Let’s also review a few ending sounds in words.*

*What is the ending sound in “hit?”*

*What about the ending sound in “this?”*

## “This is the Way”

Sung to the tune of “Here We Go ‘Round the Mulberry Bush”

**Standards:**

R.2.K.d  
R.3.K.a  
R.3.K.c  
R.3.K.d  
L.2.K.c  
L.3.K

This is the way we use our tools,  
Use our tools, use our tools.

This is the way we use our tools  
so early in the morning.

This is the way we hit the nails,  
Hit the nails, hit the nails.

This is the way we hit the nails  
So early in the morning.

This is the way we chop the wood,  
Chop the wood, chop the wood.

This is the way we chop the wood  
so early in the morning.

This is the way we drill a hole,  
Drill a hole, drill a hole.

This is the way we drill a hole  
so early in the morning.

**Session 3****Phonological Awareness:**

Cover the song so that children do not see the print.

*You are experts at noticing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word and you will blend them together into the word.*

Say “/t/---/oo/---/l/---/z/” with a long pause in between each sound.

*What word is that? (tools)*

Repeat the same exercise with the words “nails” and “wood.”

**Fluency:**

Show the song and invite children to sing it in its entirety.

**Phonics:**

Write the words “hit” and “chop” at the top of a T-chart. Read the words.

*What vowel sounds do you hear in each word?*

*I’m going to say a new word, and you tell me which column it goes in: the short i or short o column. Then you’ll help me spell the word and write it in its column.*

Say the words “bit,” “top,” “fit,” “mop,” and invite children to identify the proper column for and then spell each word.

**Word Recognition:**

*“So” is a new high frequency word in this song. If you know “so,” it helps you read this high frequency word [point at “go” but do not read it aloud.]*

*What word is it?*

*The letter o makes the long o sound in both “go” and “so.”*

*There is another high frequency word in this song. Who can find “this?”*

*“This” has a digraph, just like “chop.” The letters “t” and “h” come together to make one, new sound.*

<b>Extensions</b>	<p>Phoneme blending practice: Invite children to stand and then crouch down a bit as you say each sound in words with 3 and 4 phonemes. Once they are crouched near the ground they can jump up and shout the word. Model this with the word “jump.”</p> <p>Sentence reading practice: Write decodable sentences on the board with CVC words. Invite children to read them for fluency practice. Also invite them to identify the high frequency words and write them on their own whiteboards.</p> <ul style="list-style-type: none"><li>- Mom is mad.</li><li>- Tim got wet.</li><li>- It is not hot.</li></ul>
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