

WEEK 3

Shared Reading

| "The Lady with the Alligator Purse" | | |
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| <p>Standards: R.1.K.a R.1.K.b R.1.K.d R.2.K.c R.2.K.d R.3.K.a R.3.K.c</p> | <p>Ms. Penny had a froggy, His name was Jumping Jim. She put him in the bathtub To see if he could swim.</p> <p>He drank up all the water, He ate up all the soap. He tried to eat the bathtub, But it wouldn't go down his throat.</p> <p>Ms. Penny called the doctor, Ms. Penny called the nurse, Ms. Penny called the lady With the alligator purse.</p> | <p>In came the doctor, In came the nurse, In came the lady With the alligator purse.</p> <p>"He's sick," said the doctor, "He's not well," said the nurse, "Nonsense!" said the lady With the alligator purse.</p> <p>"Medicine!" said the doctor, "Juice!" said the nurse, "Pizza!" said the lady With the alligator purse.</p> |
| <p>Session 1</p> | <p>Opening: <i>Today we are going to learn parts of a song. First we will listen to the song while I sing it, then we will learn and read some of the lines. The song is "The Lady with the Alligator Purse."</i></p> <p>Fluency: Teach the first three verses by singing them in their entirety. Then invite children to echo two lines at a time while tracking print with a pointer. [Based on knowledge of your class, add more verses if appropriate.]</p> <p>Meaning Making: <i>Does this song make a whole lot of sense? No! It's just a silly song. Versions of it have been sung for many, many years; just like folktales such as Abiyoyo have been told for many generations. A long time ago when your great, great grandparents were alive people often used alligator skin to make things, like purses, belts, and shoes. Doctors used to visit people in their homes, and a doctor long ago might have carried her medicines and tools in a purse made from alligator skin.</i></p> | |

“The Lady with the Alligator Purse”

Standards:

R.1.K.a
R.1.K.b
R.1.K.d
R.2.K.c
R.2.K.d
R.3.K.a
R.3.K.c

Ms. Penny had a froggy,
His name was Jumping Jim.
She put him in the bathtub
To see if he could swim.

He drank up all the water,
He ate up all the soap.
He tried to eat the bathtub,
But it wouldn't go down his throat.

Ms. Penny called the doctor,
Ms. Penny called the nurse,
Ms. Penny called the lady
With the alligator purse.

In came the doctor,
In came the nurse,
In came the lady
With the alligator purse.

“He’s sick,” said the doctor,
“He’s not well,” said the nurse,
“Nonsense!” said the lady
With the alligator purse.

“Medicine!” said the doctor,
“Juice!” said the nurse,
“Pizza!” said the lady
With the alligator purse.

Session 2

Fluency:
Invite children to sing the three selected verses in their entirety. Then invite a child to track the print with a pointer as you sing the selected verses one verse at a time and other children echo.

Phonological Awareness:
Project the last verse (slide 7). Sing this last stanza.
We can hear and say the first and last part of a one syllable word. Listen to how I say the first and last part of the word juice.
Say “j--uice” with a pause in between. Invite children to crouch down on the onset /j/ and jump up on the rime /oose/.
Invite children to segment the words “swim,” “Jim,” and “him” into onset and rime orally and with movements.

Print Concepts:
We know each letter has two forms: one form is uppercase, and the other is lowercase. Your name starts with an uppercase letter. The characters with names in this song are Ms. Penny and Jumping Jim. Their names start with uppercase letters. Can someone find the uppercase P in Penny? Can someone find the uppercase J in Jim? Refer to the letter-sound card as needed. Invite children to highlight or circle the target letters.

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| “The Lady with the Alligator Purse” | | |
| Standards: R.1.K.a R.1.K.b R.1.K.d R.2.K.c R.2.K.d R.3.K.a R.3.K.c | Ms. Penny had a froggy, His name was Jumping Jim. She put him in the bathtub To see if he could swim. He drank up all the water, He ate up all the soap. He tried to eat the bathtub, But it wouldn’t go down his throat. Ms. Penny called the doctor, Ms. Penny called the nurse, Ms. Penny called the lady With the alligator purse. | In came the doctor, In came the nurse, In came the lady With the alligator purse. “He’s sick,” said the doctor, “He’s not well,” said the nurse, “Nonsense!” said the lady With the alligator purse. “Medicine!” said the doctor, “Juice!” said the nurse, “Pizza!” said the lady With the alligator purse. |
| Session 3 | Phonological Awareness: Cover the song so that children do not see the print. Say the word “purse.” <i>Which sound do you hear at the beginning of this word? Which letter would you expect to see at the beginning?</i> Repeat the same exercise with the words “pizza” and “jumping,” as /j/ and /p/ are target sounds this week. Fluency: Show the print and invite children to sing selected verses. Phonological Awareness: <i>We can blend word parts together. We have practiced blending two words together to make compound words and blending syllables together to make words. We can also blend the first part and last part of a word together. I’m going to say a word by saying the first part and last part and you will listen carefully. When you know what word I’m saying, touch your nose.</i> Say “h--ad” with a pause in between. <i>Most of you are touching your noses; what word do you have when you blend the parts “h--ad” together? Had!</i> Repeat the same exercise with the words “s--oap” and “thr--oat”. Word Recognition: <i>“See” is a new high frequency word in this song [show it written on an index card]. The s in “see” makes the sound we expect and the two e’s together say /ē/. Another high frequency word is in this song</i> | |

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| | <i>the word said. Who can find "said?"</i> [show the word written on an index card]. |
| Extensions | <p>White-board writing practice: Show pictures of words from the song (pizza, juice, frog, bathtub, doctor, alligator). Invite children to write the letter of the first sound in each word on white boards.</p> <p>High frequency word practice: Distribute letter tiles and boards. While showing the words on index cards, invite children to build and then read "said" and "the."</p> |