

Lesson 1

Shared Reading #1

Students will begin to identify rhyming words in the text. If they are ready, you can ask them to produce additional rhyming words.



“The Names in Our Class” poem: pre-written on chart paper (or a projector to enlarge)

You say your name, then I’ll say mine

You can say it loud or say it soft – either way is fine!

You can say it with a silly face, you can go first or you can go last

If we practice our names enough, we will learn them all so fast!



SAY

We have been learning each other’s names today and now we’re going to learn a name poem!



DO

Read “The Names in Our Class” aloud a few times, pointing to each word as you read it to reinforce left-to-right and up-to-down directionality.

Encourage students to join in as they begin to memorize some of the words.

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When I was reading did you notice where I started? Do I start on the bottom? Do I start on this side (point to the right)? Right, I always start at the top of the page and on this side (point to the left side) and I touch each word as I read it.



SAY

We are going to read this poem many times this week. It will be your job to read it along with me as you get to know it (point to the objective if posted) and I will be calling on students to come up to the board to point to the words for the rest of the class to follow along, so make sure you know where to begin!

Let's try it again.



DO

Lead students in a choral reading of the poem as you point to each word. You may echo read a few times to get them ready for this. If they seem ready, consider calling students to come up to the poem and point to the words as the rest of the class recites.

Point to the word "mine" and say it aloud. Then point to the word "fine" and say it aloud.



SAY

What do you notice about these words? (they rhyme). That's right, they rhyme (or they sound like each other at the end of the word). Your other job today will be to find rhyming words in the poem and maybe come up with a few of your own!

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DO

Say the words together again.



SAY

Can you think of another word that rhymes with these words? (dine, line, pine, nine, vine, wine; non-words like “yine” are fine also).



DO

Consider creating a chart with rhyming words or writing on the whiteboard as you brainstorm together.



SAY

Students, you’ve done such a fantastic job reading the poem from left to right and from top to bottom today AND identifying rhyming words. And we’ll learn a new song later.

Shared Reading #2



SAY

We are about to read a book that is special in a couple of ways. First, the author is also the illustrator! So what is his job (to write the words and draw the pictures)?

The second interesting thing about this book is that it’s actually a song that has been put into a book form.

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Demonstrate singing the tune (or find online and play for students). Explain that you will “read” the words to the book as you sing the words to the tune of this song. Invite students to join in as they become familiar with some of the repeating words.



DO

Introduce and read *We’ve Got the Whole World in our Hands* at least once. Encourage students to use their bodies to follow along with the words. For example, pointing to themselves and to others for the refrain “We’ve got you and you’ve got me” or making a large circle motion to signify “the world” or using fingers to show raindrops for “the sun and the rain.”

Point to the chart paper with the refrain “We’ve got the whole world in our hands.” Invite a student to come up and point to the words while the students chorally read it together a few times. If they seem ready, invite a student to identify a particular word by re-reading (e.g., “world”).



SAY

We will read and sing this again tomorrow, but next time I am going to show you a special word.

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Optional text-based questions (go to the specific pages to support as needed):

Turn to the very first page (inside cover) of the book and slowly turn the pages, wondering aloud, "I am noticing that there is something that I see on EVERY page. What is it?" (multicolored yarn).

Why do you think the author and illustrator (the same person!) decided to include that yarn on every page? (answers may vary; possible response: to show that all the people and the animals/everything on all the pages are connected to each other because they all make up the "whole world" in our hands)



Names in Our Class

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We've got the whole world in our hands.

We've got the whole world in our hands.

We've got you and you've got me in our hands!

We've got the whole world in our hands.

We've got the sun and the rain in our hands.

We've got the moon and the stars in our hands.

Refrain from *We've Got the Whole World in our Hands/Tenemos el Mundo Entero en las Manos* by Rafael Lopez