

## Shared Reading #1

Students will also 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 are going to read “The Names in Our Class” poem together again today and then we are going to search for our High Frequency Words, so your job is to keep an eye out for those words as we read the poem the first time through. You can touch your nose if you see one of them (remind students of the words by showing them the cards).



**DO**

Read “The Names in Our Class” aloud 1-2 times, pointing to each word as you read it to reinforce left-to-right and up-to-down directionality. Encourage students to join in when they are ready. Consider asking a student to come up and point to the words for you at some point in the reading.

# Lesson 2



Did any of you notice any of our High Frequency Words in the poem?

Allow students to come up to the enlarged poem and point to the High Frequency Words as they identify them. Use a highlighter (or other chosen material) to circle the words.



Place the High frequency word cards next to each of the identified words and ask students to give you a thumbs up if they match.

Next, lead students in another choral reading of the poem as you point to each word. Point to the word “last” and say it aloud. Then point to the word “fast” and say it aloud.



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!



Say the words together again.



Can you think of another word that rhymes with these words? (cast, mast, past, vast, blast; non-words like “zast” are fine, too).

# Lesson 2



DO

Circle the rhyming words in a different color (including the words from yesterday). 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 and High Frequency Words!

## Shared Reading #2



SAY

We are going to read and sing from We've Got the Whole World in Our Hands again today, but this time, we will also be looking for High Frequency Words!

# Lesson 2

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

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.”



SAY

Does anybody see any of our High Frequency Words?



DO

Invite students up to circle the high frequency word in the refrain (the). Place the “the” High frequency word card next to the word to confirm that it is correct.