

<p>Fundations Alignment: Unit 3, Week 4</p>	<p>Standards: RF.K.2c, RF. K.3a RF.K.3c, RF.K.3d</p>
<p align="center">“Construction Worker” Sung to the tune of “Twinkle, Twinkle, Little Star”</p>	
<p>See the worker make a plan, Map it out as best she can. Use a backhoe, dig the dirt, Think and work and don’t get hurt. When it’s cold and when it’s hot, Construction workers work a lot.</p>	<p>Session 1 Opening: <i>Today we will learn a new song to the tune of a song you all know! The tune is “Twinkle, Twinkle, Little Star.” Let’s all sing that together first. Invite students to sing with you. The title of this song [point to title] is “Construction Worker.” Does anyone know some of the things a construction worker does?</i></p> <p>Fluency: Teach the song by first singing it in its entirety, while tracking print with a pointer and using expression. Then invite students to echo after every two lines.</p> <p>Meaning Making: <i>What did this song teach you about construction workers? What are some of the things construction workers do?</i></p> <p>Word Recognition: <i>“She” is a new high frequency word in this poem [show respective word written on index card]. I will point to “she” in the poem and you read it quickly. “She” has the “sh” digraph, 2 letters go together to make one sound. If you know “she”, it helps you read this high frequency word [show “he” written on index card]. What word is it? It’s “he.” Both “she” and “he” have the long e vowel sound at the end. There is another high frequency word in this poem. Who can find “as” [show respective word written on index card]? Sometimes “s” makes the sound /z/ when it is at the end of the word, like in “as”.</i></p>
<p>Extensions: Vowel sound practice: Say different words from the poem or relating to construction that have long or short vowel sounds. Invite students to stand up when they hear a long vowel sound and sit down when they hear a short vowel sound.</p> <p>High frequency word practice: Write decodable sentences on the board and invite students to read them for fluency practice. Invite them to also identify the high frequency word and write it on their own whiteboards.</p> <ul style="list-style-type: none"> - He is big. - We like to jump. 	<p>Session 2 Fluency: Invite children to echo two lines at a time and then sing the song in its entirety.</p> <p>Phonological Awareness: <i>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 “hurt”. Say “h--urt” with a long pause in between. Invite children to segment the words “when” and “think”. Sometimes the first part has two sounds that stay blended together. You say the first and last part of “plan”.</i></p> <p>Letter-Sound Awareness and Phonics: <i>Sometimes there are two letters that go together and make one sound. This is called a digraph. Write the word “think” on a whiteboard and read it out loud. This word does not follow the rules we have learned about the sounds the letters make. We do not read it /t/-/h/-/i/-/n/-/k/. Instead, we have to notice “th” together which makes the sound /th/. Refer to the letter-sound digraph cards as needed. Last week we learned about the digraph “ch” which makes the sound /ch/. Another digraph is in the high frequency word “she”. What sound does the “sh” make when they are together? It makes the sound /sh/.</i></p>
	<p>Session 3 Phonological Awareness: Cover the poem so that children do not see the print. <i>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 a word. Say “/m/-/a/-/p/” with a long pause in between each sound. What word is that? It’s “map”. Repeat the same exercise with the words “dig”, “best” and “cold”.</i></p>

Fluency:

Show the song and invite children to echo one line at a time as they sing the song with phrasing. Sing each line by grouping 3-4 words together to read them fluently.

Phonological Awareness:

This poem has rhyming words, they sound the same at the end. What are some words that rhyme? After students point out some of the rhyming words, choose plan/can to highlight. We can change the first sound in words to make other words that rhyme. If we change the /p/ in "plan" to /c/, what word is that? That's right- it's "clan" and that rhymes with "plan". If we change the /c/ in "can" to /m/, what word is that? Right- it's "man" and that rhymes with "can".

Phonics:

The words "can" and "plan" do not follow the CVC spelling rule we have learned. You do not read "can" as /c/-/ă/-/n/. The short a vowel sound is glued to the n. With glued sounds, you can hear the sounds but they are very close together and hard to separate. Listen as I stretch out the sounds in "plan". Say "/p/-/l/-/an/" while tapping out on your arm. Write "can" and "plan" on the whiteboard or build them with the Foundations letter cards. What other words do you know that have the glued "an" sound? As students say words, write (or build) the words that follow the spelling pattern.