

Unit 1: Building Strong Communities

WEEK 5

Shared Reading
“We’ve Got the Whole World in Our Hands”

Weekly Question	What are the qualities of a good leader?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the song for whole group reading.● “We’ve Got the Whole World in Our Hands” slides● pointer● highlighter tape (optional)
Opening 1 min	<p><i>Our shared reading text this week is a song called “We’ve got the Whole World In Our Hands.” Thumbs up if you’ve heard or sung this song before.</i></p> <p><i>Before we read and sing it, let’s practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 8 min	<p>Identify sounds. (Do not show the text.) <i>What beginning sound do you hear in “world?”</i> <i>Yes—we’ve been practicing listening for the /w/ sound in Foundations too!</i></p> <p>Blend sounds to make words. <i>We are going to blend sounds together to make words that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /p/... /e/... /t/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i></p> <p><i>What vowel sound do you hear?</i></p>

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	<p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word. Say "got" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds. /g/.../o/.../t/</i></p> <p><i>What sound do you hear first? What vowel sound do you hear?</i></p> <p><i>What ending sound did you hear in "pet" and "got?"</i></p> <p>Determine syllables.</p> <p><i>Remember that you learned in K2 how to clap syllables? The word "pet" is a one-syllable word because there is one vowel sound, /e/. Place your hand under your chin as we all say the word "pet."</i></p> <p>Place a flat hand under chin and feel as the chin pushes the hand down. <i>Our chins drop once.</i></p> <p><i>Now listen to this word, "sister," and feel the chin drops for this word. See how this time our chins dropped two times? This word has two syllables. Clap them with me as we say the syllables (sis-ter). There are two vowel sounds, /i/ and /er/.</i></p> <p><i>How many syllables in "brother?"</i></p> <p>Repeat the process of feeling chin drops, then clapping. <i>Hold up fingers for how many syllables are in "brother."</i></p>
<p>Shared Reading 10 min</p>	<p>Model singing the first two stanzas so children can hear the tune, scooping phrases with a pointer.</p> <p>Invite children to echo sing the next two stanzas, one line at a time. Then chorally sing the final chorus.</p> <p>Connect to the song to unit content.</p> <p><i>What does it really mean that we've got the whole world in our hands? What does this song have to do with being a leader?</i></p> <p>Identify the contraction.</p> <p><i>Just like our text last week, this song has a contraction—two words</i></p>

	<p><i>that have pushed together into one. Can you find the contraction? How do you know? Yes—"we're." The words "we" and "are" come together to make "we're." We know this because we see the apostrophe.</i></p> <p>Select one child to stand and point as the class chorally reads (sings) the full the song. Add hand gestures and body movements, such as for "whole world," "fish," and "birds."</p>
<p>Closing 1 min</p>	<p><i>You will continue to practice reading and singing this song at the Reading Station.</i></p>
<p>Standards</p>	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words. R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends. R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). R.3.1.a Know the spelling-sound correspondences for common consonant digraphs. R.3.1.b Decode regularly spelled one-syllable words. R.12.1.a Read various on-level text with purpose and understanding. R.12.1.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do they identify beginning, middle and ending sounds in words? Do they identify the number of syllables in words? Do they blend phonemes? Do they segment phonemes?</p> <p>Listen to children echo and choral read. Do they read with appropriate phrasing and expression?</p>
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral, or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build or write single syllable words by changing the initial, final, or middle sounds. ● Children write their own verses that show who or what they have

	"in their hands."
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Notes

Name _____

We've Got the Whole World in our Hands

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got our brothers and our sisters in our hands.

We've got our friends and our family in our hands.

We've got our pets and our neighbors in our hands.

We've got the whole world in our hands.

We've got the fish in the sea in our hands.

We've got the birds in the sky in our hands.

We've got the animals on land in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.