

Literacy and Fluency Instruction Using the poem, “Five Little Huskies”

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Discipline / Subject: Reading

Topic: Fluency and Literacy

Grade Level: PK-1

Resources / References / Materials Teacher Needs: “Five Little Huskies” poem written on a song chart, “Five Little Huskies” poem handout, and markers or pencils

Lesson Summary: Students demonstrate understanding of an area that you are emphasizing in your instruction by circling or underlining on the “Five Little Huskies” handout. For example, students can circle all the capital letters in the poem.

Standards Addressed: (Local, State, or National)

Alaska state standards:

The student uses strategies to decode or comprehend meaning of words in text by

[K] 1.1.1 Given spoken words or sounds (phonological awareness)

- identifying whether words are the same or different;
- identifying whether words rhyme or not;
- producing words that rhyme;
- identifying the first sound in a 1-syllable word;
- identifying different speech sounds

[K] 1.1.2 Identifying all letters by name and most common sound; orally reading some high frequency sight words

[K] 1.1.5 Demonstrating understanding of concepts of print including

- reading top to bottom of page, left to right of page;
- one-to-one word correspondence;
- meaning of the concept of first/last and beginning/end

[1] 1.1.7 Demonstrating understanding of concepts of print including

- one-to-one matching;
- return sweep when reading;
- meaning of ending punctuation;
- capital and lower case letters (e.g., sentences and names begin with capitals)

The student reads text aloud by

[K] 1.3.1 Participating in choral speaking and reciting short poems, rhymes, songs, or stories with repeated patterns

[1] 1.3.1 Reading orally with rhythm, flow, and expression, showing understanding of punctuation and other conventions of print at a pace similar to own speech

Learning Objectives:

The student will:

- Underline, circle or highlight the concept the teacher is emphasizing in her instruction using the “Five Little

Method of Assessment for Learning:

- Teacher evaluation

Huskies” poem.

Procedural Activities:

After the children have memorized the “Five Little Huskies” poem from the song chart:

- Encourage one-to-one correspondence by having students follow along with each word as they recite the poem using the handout. A fun idea for this is to purchase long, fake fingernails that wrap around the finger. These are readily available at Halloween time. Students love to wear the nails and will eagerly want to read. Another benefit of having students use the fingernails is that they generally have a pointed tip. This helps you distinguish to which word the student is pointing.
- Have students use a marker or pencil to demonstrate understanding of the area you are emphasizing in your instruction. Students can demonstrate understanding by circling, underlining or highlighting. See list below for a list of concepts students can address.
 1. Capital letters—Circle all the capital letters.
 2. Lowercase Letters—Circle particular letters (For example, all of the “h’s.”)
 3. Spaces—Color the spaces between the words.
 4. Vowels—Locate and circle the vowel(s) in each word.
 5. Punctuation—Circle periods, commas, semicolons, colons.
 6. Rhyming Words—Circle pairs of rhyming words in similar colors.
 7. Substitution—Circle the rhyming words in the poem. Think of new words that rhyme with those found in the poem and write them at the bottom of the page.

Materials Students Need:

Students need a copy of the Five Little Huskies poem and a pencil or marker.

Technology Utilized to Enhance Learning: www.iditarod.com

Other Information:

Here are three additional activities to use with the poem:

1. Number of Words—Count the number of words in a line. Write the number of words at the end of each line. Total the number of words in the whole poem!
2. Find the Letter—Indicate a letter on which your class is currently working. Locate words beginning with that letter in the poem. At the bottom of the page, think of other words that also begin with the same letter.
3. Illustrate the Poem—Another option is to have students draw a picture of one of the “little huskies” and write what he’s saying.

Modifications for Special Learners/ Enrichment Opportunities

This is an easy activity to adjust to the needs of your students. For those needing enrichment give them one of the more challenging activities. Students needing extra help may need to have one line at a time uncovered. Use a blank sheet of paper to cover the rest of the poem.