

Lesson 1

Listen to a rhyme



DO

Have students sit with their partners for the week.



SAY

In Shared Reading, we will read many texts together to improve our reading. We will read rhymes and poems together many times and share the reading. We will also practice reading decodable texts together, and then you will also read them independently using the sound-spellings and High Frequency Words you have learned. When we practice rereading texts many times, we become stronger readers.



DO

Post or project the rhyme, “Hey Diddle Diddle” and read aloud the title.



SAY

This is a silly nursery rhyme that you may have heard before. Nursery rhymes are passed down orally, which means that we learn them by hearing them, and we might not know who is the author. This nursery rhyme has been added to a book and has an illustrator, who is the person who drew the pictures to show what is happening at different parts in the rhyme.

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DO

Turn to page 1 and read aloud the name of the illustrator. Then turn the pages of the book to show the illustrations on each page.



SAY

Now I am going to read aloud this rhyme two times and you will listen and follow along as I read. If you have heard it before, you can join in reading any parts you know.



DO

Turn back to page 1 and point to and reread aloud the title. Then point to the first word of the rhyme and explain that when we read, we always start on the left and read to the right. Ask students to follow along as you read. Then read aloud clearly and at an appropriate rate, pointing to each word as you read.



SAY

What did I do with my finger as I read the words? (*Listen for students' response.*) That's right, I pointed to each word as I read. That is what you will do when you read, too, starting from the left and reading to the right. Now I will read aloud the rhyme one more time. Listen to me read as you follow along with your eyes.



DO

Point to and read aloud the title and name of the illustrator. Then read aloud the rhyme a second time, clearly and at an appropriate rate, pointing to each word as you read.

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We will read this nursery rhyme again in the next lesson.

Read High Frequency Words



Next we will read a decodable text that has many words we can read because they are words that include the sounds we know. It also includes some words that can't be sounded out. Before we read our decodable text today, we are going to practice reading the words that we will see that can't be sounded out. We need to know these words by sight, or automatically, so we call these High Frequency Words. For these words, you will read and spell each word. Read, spell, read.



Point to the first word and prompt students to read the word out loud. Pause to allow the students to read the word. Point to each letter and prompt the students to say each letter name. After students have said the names of all the letters in the word, prompt them to read the word out loud. Pause to allow the students to read the word.



Wonderful reading and spelling! Now we'll practice read, spell, read with each word.

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Repeat this procedure for each word, having students read, spell, read each word.

Reading decodable text



Now we will read the decodable text, “At the Window” that includes words we can decode and High Frequency Words we just practiced.



Post the text, “At the Window,” so that all students can see the words. Read aloud the title of the text.



I am going to read this text aloud and as I read, I will point to each word and you will listen, watch, and follow along silently. Ready? Let’s read!



Reread the title, then read the text aloud, smoothly and clearly, pointing to each word as you read. After reading the first time, reread the title aloud, then point to and underline the word “window.”

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“Window” is not a high frequency word or a word we can decode using sounds the we know. You have to remember what this word is when you reread the text on your own.



Prompt students to point to a window in the room, or tell you what a window is. Then point to the word again, read it aloud and have students repeat the word. Underline every occurrence of the word in the text. Repeat the above procedure to introduce the following non-decodable words in the text: cat, cats (The words cat and cats can be decoded once students learn that the letter “c” makes the /k/ sound).



There are two High Frequency Words we DO: know in this text: the and I. (*Show students the high frequency word card for each word.*) Can you find these words in the text?



Have a volunteer point to “the” or “I” in the text and then underline every occurrence of each. Then, distribute a student copy of the decodable text to each student. Have students underline every occurrence of the words the, window, cat, cats, and I on their copy of the text. Have them say each word as they underline it.

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Now we will read aloud this text together. This is called choral reading. As I read, you will follow along on your own text and read out loud what I am reading. We will read the words together, using voices that are not too loud, and not too quiet. You will use your finger to point to the words, moving from left to right as we read. Ready? Let's read!



Read the text aloud chorally with the students. Be sure to model fluent reading for students, reading not too slowly or too fast. During choral reading, make a mental note of any students who have challenges and which words cause hesitation. When you are finished reading, give the whole group specific, positive feedback about how they read (e.g., "I liked the way you pointed to each word as you read").



Now I am going to ask you some questions about the text. When I ask a question, you will turn to your partner and take turns answering the question.



Ask the following comprehension questions one at a time. After students discuss each question in pairs, invite one or two students to share with the group: What is this text mostly about? (cats and a person sitting at the window) What color are the cats? (tan)

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Correction Routine: During choral reading, if any students make an error, have the whole group stop and reread the word, then the entire phrase or sentence before moving on. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill, and avoids singling out any students who struggle.

For decodable words: Point to the sound-spelling wall card. Say the mnemonic and have students repeat the associated sound. Then, point to the word that prompted the error during reading. Have all students reread the word and then the entire sentence.

For High Frequency Words and other non-decodable words: Tell students the word. Then, point to the beginning of the phrase or sentence and have students reread the entire sentence.



SAY

Now you are going to read the passage aloud to yourself three times. Practicing rereading the text will help you read all the words accurately and correctly.



DO

Using a student's copy of the text, model how to read the text independently. For example, use your finger to point to each word and use a whisper voice, loud enough to hear yourself but not so loud that you disturb other readers.



SAY

As you read, I am going to listen to some students read.

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DO

Have students bring their copy of the text to a space in the room where they can read it aloud quietly and not disturb others.



SAY

Remember that as you read, use a quiet voice, or whisper voice, so that you can hear yourself read but do not disturb those around you. Remember to read the text aloud three times and to use your finger to point to each word as you read. Ready? Let's read!



DO

Have students begin reading. As they read, listen in on one or two students who had challenges during choral reading. Focus your support on helping them decode accurately, reminding them to use the sound-spellings they have learned and practiced. When all students are finished reading, collect their copies of the passage.



SAY

In the next lesson, we will read this text again as a group and you will practice reading it to your partner.

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Correction Routine: During independent reading, stop any students that make an error. Have the student reread the word, then the entire phrase or sentence before moving on.

For decodable words: Point to the sound-spelling wall card. Say the mnemonic and have students repeat the associated sound. Then, point to the word that prompted the error during reading. Have all students reread the word and then the entire sentence.

For High Frequency Words and other non-decodable words: Tell students the word. Then, point to the beginning of the phrase or sentence and have students reread the entire sentence.

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“At the Window”

1 tan cat sat at the window.

2 tan cats sat at the window.

I sat at the window.