

# Lesson 3

## Listen to a rhyme



DO

Have students sit with their partners for the week. Post or project the rhyme, “Hey Diddle Diddle.”



SAY

Now I am going to read aloud this rhyme two times and you will listen and follow along as I read. You can join in reading any High Frequency Words you know or rhyming words you remember.



DO

Turn to page 1 and point to and read aloud the title and name of the illustrator. Ask students to follow along left-to-right as you read. Then read aloud the rhyme two times, clearly and smoothly, pointing to each word as you read.



SAY

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



DO

Ask the following question: Why did the dog laugh? (He thought it was funny to see a cow jumping over the moon.) After students discuss the question in pairs, invite one or two students to share with the group.

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Now we are going to look at one sentence.



Turn to page 5 and read the sentence aloud. (The cow jumped over the moon.)



(Point to the capital "T" at the beginning of the sentence.) The word "The" has a capital "T" here because sentences always start with a capital letter. (Point to the period at the end of the sentence.) This is called a period. Authors put a period to show where a sentence ends. When we read and see a period, we know to pause, or wait a second before continuing to read. Now let's count the words in this sentence. Remember, there is a space between each word. As I point to each word, you will count it and then tell me how many words you counted.



Point to each word in the sentence and join students in counting the words aloud.



How many words are in this sentence? (*Listen as students respond.*) That's right, there are 6 words in this sentence. We will read this rhyme again in the next lesson.

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## Read High Frequency Words



Students, 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.



Some frequently used words are not decodable with the phonics students know. Students will learn to spell and recognize these words by sight. This will support their ability to read them accurately when they encounter them in texts. Introduce or review the High Frequency Words, and consider posting the words for easy reference during the lessons.

Level A High Frequency Words: go, with  
Previously Taught Word list: the, I, like, play

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## Reading decodable text



Now we will read the decodable text, “Tag with Zip” which includes words we can decode and High Frequency Words we know or just practiced.



Post the text, “Tag with Zip,” so that all students can see the words. Read aloud the title of the text.



I am going to read this text aloud. As I read, I will point to each word and you will listen, watch, and follow along silently. Ready?



Reread the title, then read the text aloud, clearly and smoothly, pointing to each word as you read.



I see the High Frequency Words we learned today in this text: go and with. Can you find the word “go” or “with” in the text?



Have a volunteer point to “go” or “with” in the text. Then, underline every occurrence of each of the words. Then point out and underline other High Frequency Words students have been practicing (like, play, I).

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When we read this text, we know that these are the words we have to recognize by sight or automatically. They are not words we should try to decode sound-by-sound.



Tell students that you will read aloud the text one more time and ask them to follow along as you read. Read aloud the text, clearly and smoothly, pointing to each word as you read.



Students, now we will read aloud the decodable text together. But first you will underline the same words in your copy of the text that are underlined in the enlarged text. These are the words you cannot decode using the sounds you have learned.



Distribute a copy of the decodable text to each student. Have students underline every occurrence of the words with, I, like, and play on their copy of the text. Have them say each word as they underline it.



Now we will read aloud the words of this text together. Remember, 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?

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DO

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 like the way you followed the words left to right.”)



SAY

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



DO

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? (playing tag with Zip) What happens at the end? (Zip gets tagged.)

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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**

Students, now you are going to be reading the passage aloud to yourself [three] times. Practicing rereading the text will help you read all the words accurately, or correctly.



**DO**

If necessary, 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.

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



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.



Remember that as you read, use a quiet voice, or whisper voice, so that you can hear yourself read without disturbing those around you. Remember to read the text aloud [three] times and to use your finger to point to each word as you read.



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.



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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## “Tag With Zip”

I like Zip a lot.

I go with him.

I play tag with him.

Zip ran. I got him.