

Lesson 5

Listen to a rhyme



DO

Have students sit with their partners for the week. Post or project the rhyme “Hey Diddle Diddle” and read aloud the title.



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. Then read aloud the rhyme two times, clearly and smoothly, pointing to each word as you read.

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Read High Frequency Words



DO

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: one, by

Previously Taught Word list: the, I, like, play, go, with, all, or



SAY

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.

Lesson 5

Reading decodable text



DO

Post or project “At the Window” and distribute a copy to each student.



SAY

Students, now we will chorally read aloud both decodable texts from this week together. 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?



DO

Read the text aloud chorally with the students. Be sure to model fluent reading for students, reading not too slowly or too fast. 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.”). Post or project “Tag with Zip” and distribute a copy to each student. Repeat the above procedure to chorally read the text.

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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 we are going to play some games using the sounds and words we learned and practiced in our reading this week. The first activity is called “Find the Rhyming Words.” I am going to say a word and then you will look for a word in the decodable text that rhymes with the word I say. Remember, rhyming words are words that sound the same at the end, like “lake” and “take.”



DO

Post or project the decodable text, “At the Window” and read it aloud to students.

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SAY

Now I will say a word and you will repeat it. Then you will look at this text and put your thumbs up if you see a word that rhymes with the word I said. Ready? Listen as I say a word. At. Repeat. (*Listen as students repeat the word.*) Can you find a word in this text that rhymes with “at”? (*Remind students not to call out the word, but to put their thumbs up if they see a word that rhymes with “at”.*)



DO

Invite one student at a time to share a word they found that rhymes with “at.” As they share, point to the word they say or invite them to point to it. (“cat” and “sat”)



SAY

Now we will chorally read all the rhyming words in this text. (*Point to “at,” “cat,” and “sat” as students read them aloud with you.*)

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DO

Invite students to share any other words they know that rhyme with these words and write them where everyone can see. Then chorally read the words with the students. If students mention a word that does not rhyme, remind them that words that rhyme have the same sound at the end. For example, “tan” has the same vowel sound as “cat,” but they don’t rhyme because they have a different ending sound. (Tan and cat are considered “imperfect” rhymes.) Then, if you haven’t already, write each of the words from the following sentence on a large index card or piece of paper: I play tag with him.



SAY

Now we are going to practice putting the words of one sentence in the correct order. I will give some students a word of a sentence from “Tag with Zip” and they will stand up to arrange themselves in the correct order.



DO

Distribute each of the words to a student. Read each word aloud as you hand it to the student.



SAY

Now you will arrange yourselves in the correct order. Remember that sentences always start with a capital letter and end with a period.

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DO

Support students as they arrange themselves. Do not correct them if they arrange themselves incorrectly. Once they are ready, invite the rest of the group to read the sentence aloud. If the sentence doesn't make sense, have students rearrange themselves. Then discuss the following characteristics of the sentence: The capital "I" at the beginning of the sentence; the period after "him" to show where the sentence ends.



SAY

Read the sentence with me. (*Point to each word as you read aloud with the students.*) Count the words in the sentence. (*Listen as students count the words*). Is there any word we can take away and still have a sentence that makes sense? (*"Remove" words by having students holding each of the following words sit down. Then invite the group to read the sentence that remains*). Remove "tag" = I play with him. Remove "with him" = I play tag. Remove "tag with him" = I play.



DO

Collect the words and have all students return to their seats.



SAY

Students, you have worked so hard this week to improve your reading!

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DO

Describe for the group some of the improvements you have noticed that can be applied to the whole group (e.g., learning to point to each word during reading, words they've learned to decode automatically, High Frequency Words they've learned, etc.).



SAY

You will continue to make improvements as you reread texts, using the sounds you know to decode words and the High Frequency Words you've learned to read automatically. I hope this week has shown you how rereading texts helps you become better readers.



DO

Ask the following question and invite students to discuss the question in pairs. Q: What is one way your reading has improved this week? After students discuss the question in pairs, invite one or two students to share with the whole group.



SAY

We will read two new decodable texts next week.

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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.

“Tag With Zip”

I like Zip a lot.

I go with him.

I play tag with him.

Zip ran. I got him.