

Lesson 2

Listen to a rhyme



DO

Have students sit with their partners for the week. Post or project the rhyme, “The Itsy Bitsy Spider” and read aloud the title.



SAY

Students, remember that in Shared Reading, we will reread texts together many times. When we practice rereading texts, we become stronger readers. You’ll remember this rhyme from the last lesson. I am going to read it aloud two times and you will listen and follow along as I read. As I read, I want you to listen for any rhyming words you hear. *[If necessary, remind students that rhyming words are words that sound the same at the end and provide examples (e.g., car/star, end/friend)].*



DO

Turn to page 1 and point to and read aloud the title and name of the illustrator. Then point to the first word of the rhyme and remind students that when we read, we always start on the left and read to the right. Ask students to follow along as you read and listen for any rhyming words they hear. Then read aloud the rhyme, clearly and smoothly, pointing to each word as you read.



SAY

What rhyming words did you hear? *(Listen for students’ response.)*

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Discuss each of the rhyming words (spout/ out, rain/again) and point to the word in the text as you read it aloud.



SAY

Now I am going to read the rhyme a second time and I invite you to say the rhyming words with me as I read them.



DO

Turn to page 1 and point to and read aloud the title and name of the illustrator. Then read aloud the rhyme a second time, clearly and smoothly, pointing to each word as you read.



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: (Turn to page 4.) What does the spider do at the beginning of this poem? (climbed up the water spout) Look at the illustration. What is a waterspout? How do you know? (a pipe, something that water runs out of; I can see it in the picture)

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: out, many

Previously Taught Word list: the, I, like, play, go, with, all, or, one, by, what, were

Reading decodable text



Now we will reread the decodable text, “Zip and the Pup.” Remember that this text includes words we can decode and High Frequency Words we just practiced.



Post the text, “Zip and the Pup,” so that all students can see the words. Read aloud the title of the text. Briefly review the High Frequency Words that are underlined.



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?



Reread the title, then read the text aloud, clearly and smoothly, pointing to each word as you read. Then, distribute a copy of the decodable text to each student.



Students, now I will read a line of our text aloud and you will echo me by reading the exact same line. As I read, you will follow along on your own text and then when I say “your turn,” you will read aloud the same line of the text. Ready?

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Read a line of the text aloud, pointing to each word as you read. Be sure to model accurate and smooth reading for students, reading not too slowly or too fast.



Your turn. Remember to point to each word of the text as you read. (*Listen as students read aloud the same line.*)



Repeat the procedure for each line of text. Model accurate and smooth reading for students, reading not too slowly or too fast. During echo 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.



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



Ask the following comprehension question. After students discuss the question in pairs, invite one or two students to share with the group: What happens at the end of this story? (the fat pup sits on Zip and falls off



Now you are going to practice rereading the text accurately with a buddy.

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Correction Routine: During echo 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 skills, 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 will read the text aloud to a partner three times. Practicing rereading the text will help you decode and recognize the words automatically. When you read with a buddy, you will listen carefully to your partner read the text three times. When your partner is finished reading, you say one thing you liked about how they read. Then, you will switch roles and your buddy will listen to you read the text three times and then say one thing they liked about your reading. It is important to be good listeners and to be kind.

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Invite the volunteer to read the text aloud three times. Then, say one thing you liked about their reading (e.g., You read many words correctly. You used your finger to point to each word. You didn't read too fast.). Then read aloud the text while your buddy listens. When you are finished, invite your buddy to say one thing they liked.



SAY

Remember that during buddy reading, it is important to listen respectfully and to be kind. As you read, I am going to listen to some students read the text.



DO

Distribute individual copies of the text and have students move to a space in the room where they can practice rereading the text with their buddies and not disturb others. As they read, listen in and provide any necessary support. When all students are finished reading, call for their attention.



SAY

You have had many opportunities to improve your reading of "Zip and the Pup." Now you will bring it home and read it to family members to show them all the progress you've made. If you choose, you can read it aloud to the group at the end of the week. In the next lesson, we will read a new decodable text.

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Ask students to read the text at home to practice reading it aloud to family members. They can also continue to practice rereading this text at another point during the instructional day.



Correction Routine: During buddy reading, stop any students that make an error. Have them 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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“Zip and the Pup”

I like Zip the dog.

Zip and I play.

I got a fat pup.

Can Zip and the pup play?

The fat pup can sit on Zip.

The pup got on top.

But the pup fell off Zip!

What a fat pup!