

Lesson 3

Listen to a rhyme



DO

Have students sit with their partners for the week. Post or project the rhyme, "The Itsy Bitsy Spider."



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 questions about the text and you will turn to your partner and take turns answering the questions.

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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 6.) Look at the illustration. This page says that the rain “washed the spider out.” What does that mean? (the water made the spider fall off the water spout; the illustration shows him getting washed away by the water). How do you think the spider feels when it gets washed out? What makes you think that? (scared, upset; the spider looks scared and upset in the picture)



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

Illustrations can sometimes help readers understand what they read. 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: these, so

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

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Reading decodable text



Now we will read the decodable text, “Dot’s Box” which includes words we can decode and High Frequency Words we know or just practiced.



Post the text, “Dot’s Box,” 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 a high frequency word we learned today in this text: so. Can you find the word “so” in the text?



Have a volunteer point to “so” in the text. Then, underline every occurrence of the word. Then point out and underline other High Frequency Words students have been practicing (one, the).

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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. Distribute a copy of the decodable text to each student.



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.



Have students underline the words underlined in the enlarged text on their copy of the text. Have them say each word as they underline it.



Now we will chorally 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. 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.



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: Who is Dot? (Dot is a hen) Where does Dot sit? (in her box)

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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 text aloud to yourself three times. Practicing rereading the text will help you read all the words accurately, or correctly. As you read, I am going to listen to some students read.



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.

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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 text.



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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“Dot’s Box”

Dot hops on the box.

One hen can fit in it.

Dot will sit in the box.

Dot hops back out.

What is in the box?

It is so big!