

Lesson 5

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

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 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



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.



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: would, look

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

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Reading decodable text



DO

Post or project “Zip and the Pup” 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. Post or project “Dot’s Box” 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 “What’s the new word?” I am going to say a word from one of the decodable texts this week and you will tell me each sound in the word. Then I will ask you to change the first or last sound of the word to make a new word. Ready? Listen as I say the first word. Zip. Repeat.



DO

Listen as students repeat the word. Ensure that they have pronounced it correctly.

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Say each sound in the word Zip.



Listen as students say the sounds. (/z/ /i_/ /p/)



Now change the first sound /z/ to /s/.



Listen as students say the new word. (sip)



Now you will change the last sound. Sip. Repeat the word. (*Listen as students repeat the word.*) Change the last sound /p/ to /t/.



Listen as students say the new word. (sit) Repeat the above procedure to have students change the first or last sound to make the following words: bit, big, fig. Then, if you haven't already, create a set of the following spellings (graphemes) for each pair of students: Z, i, p, s, t, b, g, f.



Now you will work with a partner to make the same words in the last activity using spellings we know.



Distribute a set of the spellings to each pair of students. Briefly review the sounds for each of the spellings in the set.

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Now I will say a word and you will work with your partner to make the word I say. Ready? The first word is Zip. Repeat. (*Listen as students say the word.*)
Make the word Zip.



Watch as students make the word. Support them as needed. Be sure that all students have made the correct word before moving on to the next word.



Now you will change the word. Ready? Change the first sound in "Zip" to make "sip".



Watch as students change the "Z" to "s." Support them as needed. Be sure that all students have made the correct word before moving on to the next word.



Now change the last sound in "sip" to make "sit."



Watch as students change the "p" to "t." Support them as needed. Be sure that all students have made the correct word before moving on to the next word. Repeat the above procedure to have students change the first or last sound to make the following words: bit, big, fig. When students have made all the words, collect the spelling sets.

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



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.).



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.



Ask the following question and invite students to discuss the question in pairs: 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.



We will read two new decodable texts next week.

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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!

“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!