

Lesson 5

Listen to a rhyme



DO

Have students sit with their partners for the week. Post or project the rhyme “Humpty Dumpty.”



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

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.

Lesson 5

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: was, said

Previously Taught Word list: the, I, like, play, go, with, all, or, one, by, what, were, out, many, these, so, some, her, would, look, two, more, write, are, my, of, see, to

Reading decodable text



DO

Post or project “When the Dog Got Sick” 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 of project “I Like Jets” and distribute a copy to each student. Repeat the above procedure to chorally read the text.

Lesson 5



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 “Thumbs Up/Thumbs Down!”



DO

Point to the short-e sound-spelling wall card and have the students say the sound and do the motion for the sound three times.

Lesson 5



I am going to say some words and you will listen to hear if the word includes the sound you just practiced (/e_/). If you hear the sound in the word I say, you will give a thumbs up. If you don't hear the sound in the word I say, you will give a thumbs down. Listen as I say the first word. Box. Repeat.



Listen as students repeat the word and ensure that they have pronounced it correctly. Then invite them to show a thumbs up or a thumbs down. If any students respond incorrectly, say the individual sounds in the word (/b//o_//x/) and have them repeat the individual sounds. Repeat the above procedure to have students listen for the short-e sound in the following words: vet, pill, dog, yet, jet, ledge.



Now we are going to do a short-e word search! You are going to work with your partner to search on your copy of both of these texts for short-e words. When you find one, you will circle it.



Refer to the decodable texts, "When the Dog Got Sick" and "I Love Jets." Have students work in pairs to find all of the short-e words in each text. When they are finished searching, invite students to share any short-e words they found. As they share, circle the words on the text and have them do the same on their copies.

Lesson 5



Now I am going to write some short-e words and when I say “read,” you will read aloud the word.



Point to or project the first word. (tell, nest, set, end, bend, rent)



You will say the sounds as I point to the letters. Don’t forget to respond with one voice, together as a group. Look at my finger/ pointer as I point so that you know when to say each sound. Ready?



Point to the letter in the first word. Listen for students’ response. Slide under the next letter(s) and prompt the students to say the sound(s). After students have said the sounds for all the letters in the word, point to the beginning of the word to prompt them to chorally read the word. Repeat this procedure for each word on the list, having students read each word silently in their heads before they say the word aloud.



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

Lesson 5



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.

Lesson 5

“When the Dog Got Sick”

The dog got sick.

The dog will go in the van.

The kids go in the van.

Will the vet help her?

Yes, the vet will.

Look, the dog got a pill.

Will the dog get well?

Yes, but not yet.

The dog will rest.

The dog is well.

“I Like Jets”

My pad is on the edge of the bed.

My pen is on the ledge.

I can just get it.

What will I write on my pad?

I will pick up my pen.

I will write, “I like jets.”