

Lesson 5

Listen to a rhyme



DO

Have students sit with their partners for the week. Post or project the rhyme, "The Lion and the Unicorn."



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.

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.

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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: no new High Frequency Words

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, was, said, into

Reading decodable text



DO

Post or project “The Old Cans” 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?

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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 “Kit’s Kick” and distribute a copy to each student. Repeat the above procedure to chorally read the text.



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.

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SAY

Now we are going to play a word game focused on the sound /s/, which you practiced this week. I am going to describe an object or an action that begins or ends with the /s/ sound, and you will try to guess the word. After I say the clue for the word, you will give me a thumbs up if you think you know the word. Then I will ask everyone to say the word at the same time. Let's practice first. Here is the clue: I am thinking of something you use to wash your hands.



DO

Give students an opportunity to think about the clue and then to give you a thumbs up when they think they know the word. Remind them that the word will either start or end with the sound /s/.



SAY

What's the word? (*Listen as students say the word.*) That's right! The word "soap" starts with the sound /s/ and is spelled s-o-a-p. (*Write the word where everyone can see.*)



DO

Repeat the above procedure using the following clues:

I am thinking about what we do each night. (sleep)

I am thinking of the word we use for people who cheer for a sports team. (fans)

I am thinking of the word that means the opposite of no. (yes)

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Great job solving the clues!



Distribute a whiteboard and marker to each student.



One of the spellings we learned this week is “old.” We see it in our decodable text, “The Old Cans.” (*Refer to the posted decodable text.*)



Write the word “old” where all students can see and ask students to also write the word on their whiteboards.



Now I will add a sound to the beginning of “old” to make a new word. Listen as I say the new word. **Bold**. Repeat the word. (*Listen as students repeat the word.*) Now I will add the spelling for /b/ to the beginning of “old” to make the new word.



Write a “b” in front of “old” to make “bold” and have students do the same. Then chorally read the new word aloud. Repeat this procedure to change the first sound to make the following new words: fold, sold, mold, told, cold (tell students which /k/ spelling to use)



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.



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: 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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“The Old Cans”

Dad said, “What are these?”

I said, “These are old cans.”

Dad said, “Get rid of the cans.”

I told Dad I would.

I got a bag.

Will the cans go into the bag?

Will the bag hold all of these?

I fit the cans into the bag!

“Kit’s Kick”

Kit ran with the ball.

Kit kicked the ball.

The fans yelled.

The ball landed.

Did it go in? It did!

Kit kicked well.

Kit picked up the ball.

“I did it!” said Kit.