

Lesson 1

Listen to a rhyme



DO

Have students sit with their partners for the week.



SAY

Remember that in Shared Reading, we will read many texts together to improve our reading. We will read rhymes together and decodable texts together many times, and you will also read them independently using the sound-spellings and High Frequency Words you have learned. When we practice rereading texts, we become stronger readers.



DO

Post or project the rhyme, "Mary Had a Little Lamb" and read the title aloud.



SAY

This is another nursery rhyme that you may have heard before.



DO

Turn to page 1 and point to and read aloud the title and the name of the illustrator. Turn the pages of the book to show the students the illustrations.



SAY

Now I am going to read aloud this rhyme two times and you will listen and follow along as I read. If you have heard it before, you can join in reading any parts you know.

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DO

Turn to page 1 to and reread aloud the title and name of the illustrator. Then point to the first word and ask students to follow along as you read. Then read aloud the rhyme, clearly and smoothly, pointing to each word as you read.



SAY

Now I will read aloud the rhyme one more time. Listen to me read as you follow along with your eyes.



DO

Point to and reread aloud the title and name of the illustrator. Then read aloud the rhyme a second time, clearly and at an appropriate rate, pointing to each word as you read.



SAY

We will read this rhyme again in the next lesson.

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: 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

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Reading decodable text



SAY

Now we will read the decodable text, “The Bug in the Cup” that includes words we can decode and High Frequency Words we have learned and practiced.



DO

Post the text, “The Bug in the Cup,” so that all students can see the words. Read aloud the title of the text.



SAY

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?



DO

Reread the title, then read the text aloud, smoothly and clearly, pointing to each word as you read.



SAY

I see High Frequency Words we know in this text: the, said, is, was, out, of. (*Show students the high frequency word card for each word.*) Can you find each word in the text?

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DO

Have a volunteer point to each a high frequency word in the text; then underline every occurrence of each word.



SAY

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.



DO

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. Then, distribute a copy of the decodable text to each student.



SAY

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.



DO

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

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Now we will chorally read aloud the word of the text 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?



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.



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.



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 are the characters in the story? (The narrator, Val, the bug)
Where was the bug? What did the bug do? (It was in the cup; it buzzed in the cup)

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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 but do not disturb 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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“The Bug in the Cup”

Val had a bug in a cup.

It buzzed a bit.

The buzzing stopped.

Val said, “It is not lit.”

Val was sad.

I said, “Let the bug out of the cup.”

Val let it out.

Zap! The bug lit up.

“I fixed it!” said Val.