

Lesson 4

Listen to a rhyme



DO

Have students sit with their partners for the week. Post or project the rhyme, “Mary Had a Little Lamb” and read the title aloud.



SAY

Students, remember that in Shared Reading, we will read many texts together to improve our reading. Now I will reread “Mary Had a Little Lamb.” I am going to read it aloud two times and you will listen and follow along as I read. As I read, you can join in reading any High Frequency Words or rhyming words you remember.



DO

Turn to page 1 and read aloud the title and name of the illustrator. Then read aloud the rhyme, clearly and smoothly, pointing to each word as you read. When you are finished reading, point to the title.



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. After students discuss the questions in pairs, invite one or two students to share with the group: (Turn to page 8.) Look at the illustration. How do you think Mary is feeling as she talks to her teacher? What makes you think that? (She is worried or maybe surprised; the illustration shows her holding her hand near her mouth in a nervous way) What do the children think of the lamb following Mary to school? (They are happy about it; the rhyme says it makes them laugh and play)



SAY

Now I am going to read the rhyme a second time and I invite you to join me in saying any parts you know.



DO

Turn to page 1 and point to and read aloud the title and name of the illustrator. Then read aloud the rhyme, 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: 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 reread the decodable text, “Cass and I Play.” Remember that this text includes words we can decode and High Frequency Words we just practiced.



DO

Post the text, “Cass and I Play” 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, 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 are going to echo read this text. As I read, you will follow along on your own text and then when I say “your turn,” you will read aloud the same line of the text. Ready?

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DO

Read one line of the text aloud, pointing to each word as you read. Be sure to model accurate and smooth reading for students, reading not too slowly or too fast.



SAY

Your turn. Remember to point to each word of the text as you read. (*Listen as students read aloud the same line.*)



DO

Repeat the above procedure for each line of the text. Be sure to model accurate and smooth reading for students, reading not too slowly or too fast. During echo 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 you are going to practice rereading this text accurately with a buddy.

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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 will read the text aloud to a partner three times. After you listen to your partner read the text three times you will say one thing you liked about their reading, and then you will switch roles. It is important to be good listeners and to be kind.



DO

Have students move to a space in the room where they can practice rereading the text with their buddies and not disturb others. As they read, listen in and provide any necessary support. When all students are finished reading, call for their attention.

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You have had many opportunities to improve your reading of “Cass and I Play.” Read it to your family members and if you choose, you can read it aloud to the group at the end of the week.



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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“Cass and I Play”

This is Cass.

The two of us play a lot.

Cass and I play when it is hot.

Or when it gets cold.

Playing ball is fun.

Cass kicks the ball.

I kick it back.

Running is fun.

Cass and I are fast.

Cass and I like to write on the wall.

Mom called. Got to go!