

Lesson 5

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

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



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 a decodable text



DO

Post or project “The Bug in the Cup” 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 “Cass and I Play” 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 listen to some words from our text this week and clap the syllables in each word. Listen carefully and repeat the first word. Mary. (Say the word as you would in conversation, without obvious syllable breaks.) Mary had a little lamb. Mary. Repeat.



DO

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

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SAY

Now clap the syllables in the word.



DO

Model and watch as students quietly clap their hands once per syllable.



SAY

Show me how many syllables are in Mary. (*two*)



DO

Watch to ensure that students give the appropriate response. Repeat the above procedure to have students clap the syllables in the following words: little (2 syllables), lamb (1 syllable), buzzing (2 syllables), play (1 syllable), ball (1 syllable)



SAY

Now we are going to do a word search looking for words that use a sound or spelling that you have learned. When I say the sound or spelling, you will look at your copy of the text for a word that matches my description. When you find a word that uses this spelling, you will give me a thumbs up. Ready? Look for a word in "The Bug in the Cup" that ends with a /d/ sound.

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DO

Refer to the decodable text, “The Bug in the Cup.” Have students work in pairs to look for words and give a thumbs up when they are ready. Invite students to share any words they found that end with a /d/ sound (had, buzzed, said, sad). As they share, circle the words on the text and have them do the same on their copies. Point out that the words “stopped” and “fixed” do not end with the /d/ sound but rather the /t/ sound, which is one of the sounds made by the _ed spelling.



SAY

When I say another sound or spelling and you will look at your copy of the text for a word that matches my description. Remember to give me a thumbs up when you find a word that matches my description. Ready? Look for a word whose middle sound is a short-u sound.



DO

Have students work in pairs to look for words and give a thumbs up when they are ready. Invite students to share any words with a /u_/ sound in the middle (bug, buzzed, cup). As they share, circle the words on the text and have them do the same on their copies. Repeat the above procedure to have students look for words: beginning with an /s/ sound (stopped, said, sad), with short-a as the middle sound (Val, had, sad, Zap)



SAY

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.

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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.

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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!