

Lesson 4

Listen to a poem



DO

Have students sit with their partners for the week.



SAY

Students, remember that in Shared Reading, we will read many texts together to improve our reading.



DO

Post or project the poem “Circle of Smiles.”



SAY

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

Point to and read aloud the title and name of the author. Then read aloud the poem, clearly and smoothly, pointing to each word as you read.

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SAY

Now I am going to say some words from the book. You will listen to the word and then tell me the vowel sound. Ready? Smile. What's the vowel sound? (*Listen as students say / igh/.*) Long or short? (*Long*) Gift. What's the vowel sound? (*Listen as students say / i_/.*) Long or short? (*Short*) Me. What's the vowel sound? (*Listen as students say / ee/.*) Long or short? (*long*) end. What's the vowel sound? (*Listen as students say / e_/.*) Long or short? (*short*)



DO

Tell students that now you will read the poem a second time. Point to and read aloud the title and name of the author. Then read aloud the poem, clearly and smoothly, pointing to each word as you read.



SAY

Who are some people that make you smile? Turn and talk to your partner.



DO

After students discuss the question in pairs, invite one or two students to share with the group.

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. You may also want to post High Frequency Words taught in the previous level as well because students will encounter them in this level's decodable texts.

Level B High Frequency Words: he, come, are

Previously Taught Word list: be, we, me, of, do, to, look, you, no

Reading decodable text



SAY

Now we will reread the decodable text, “Sunny the Snake.” Remember that this text includes words we can decode and High Frequency Words we just practiced.



DO

Post the text, “Sunny the Snake” so that all students can see the words. Read aloud the title of the text. Briefly point out the High Frequency Words in the text (look, you, no, be, do, to).



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.

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Students, now we are going to echo read this text. Remember that this means that I will read a line of our passage aloud and you will echo me by reading the exact same line. 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?



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.



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



Repeat the above procedure for each line of the text. Be sure to model accurate and smooth reading for students. 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.



Now you are going to practice rereading the 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. Practicing rereading the text will help you decode and recognize the words automatically. Remember that when you read with a buddy, you will listen carefully to your partner read the text three times. When your partner is finished reading, you say one thing you liked about how they read. Then, you will switch roles and your buddy will listen to you read the text three times and then say one thing they liked about your reading. 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 “Sunny the Snake.” 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 buddy reading, stop any students that make an error. Have them 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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“Sunny the Snake”

Do you like Sunny?

I do.

She is my pet snake.

Why is her name Sunny?

She is happy when the sun is up.

She likes to be in the sun.

Sunny can hide.

Can you see her?

No, you can not.

Look on the grassy hill.

Look by the rock.

You will see her.