

Lesson 5

Listen to a poem



DO

Have students sit with their partners for the week. Post or project the poem "Circle of Smiles"



SAY

Now I am going to read aloud this poem 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 author. Then read aloud the poem 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. 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: people, my, water

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

Reading decodable text



DO

Post or project "In the Box" 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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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 (e.g., “I like how you corrected your mistakes.”). Post or project “Sunny the Snake” 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.



SAY

Now we are going to play a game with prepositions. Prepositions are words that describe where something is in relation to something else. For example, I am standing “next to” the rug. The phrase “next to” is a preposition. Both decodable texts that we read this week use prepositions.

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DO

Post or project the decodable text, "In the Box" and point out the preposition "in" throughout the text. Repeat this procedure for the text, "Sunny the Snake," pointing out the prepositions: in, on, by.



SAY

Now you will use prepositions in your own speaking.



DO

Write the following sentence frame where students can see it and read the sentence frame aloud: *The teacher is standing _____ the _____.*



SAY

I will move and stand in a different spot and each time I move, you will use this sentence frame to describe where I am standing. For example, if I stand by the door, you will use the preposition "by," saying: "The teacher is standing by the door."



DO

Move to a different area in the room that will be easily described by using the sentence frame (e.g., next to the board, by the desk, in front of the screen, behind the shelf). Then invite a few students to complete the sentence frame. As they share, discuss the preposition they used.



SAY

Now each of you will use a preposition to describe where you are sitting.

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Write the following sentence frame where students can see it: *I am sitting _____ my _____*. Ask students to turn to a partner and use the sentence frame to describe where they are sitting. (e.g., I am sitting on the rug. I am sitting at my desk. I am sitting next to my friend.) When partners are finished sharing, have one or two students share with the group.



Remember that the “final-e” makes the vowel sound in a word long. For example, if we put an “e” at the end of the word “hid,” the vowel changes from a short-i to a long-i, making the word “hide.”



Post or project the decodable text, “Sunny the Snake,” and distribute a copy to each student.



Now we are going to do a final-e word search! You are going to work with your partner to search this text for final-e words. When you find one, you will circle it on your copy.



Have students work in pairs to find all of the final-e words in the text (snake, like, name, likes, hide). When they are finished searching, invite students to share any final-e words they found. As they share, circle the words on the text and have them do the same on their copies.

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SAY

Now I am going to write some final-e words and when I say “read,” you will read aloud the word.



DO

Point to or project the first word. Pause so all students have time to think. (Tape, brake, eve, stroke, pike, spine, cute)



SAY

Read.



DO

Repeat this procedure for each word on the list, having students read each word silently in their heads before they say the word aloud.



SAY

Students, you have worked so hard this week to improve your reading.



DO

Describe for the group some of the improvements you have noticed that can be applied to the whole group (e.g., corrected mistakes during reading, words they’ve learned to decode automatically, High Frequency Words they’ve learned, etc.).

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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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“In the Box”

Can I be in the box?

Yes, I can be in the box.

See me?

Can Zip be in the box?

Yes, Zip can be in the box.

See him?

Can Zip and I be in the box?

Yes, we can be in the box.

See us? We got in the box!

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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.