

Lesson 4

Listen to a poem



DO

Have students sit with their partners for the week. Post or project the poem, "The Rabbit."



SAY

I am going to read aloud this poem 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 two times, clearly and smoothly, pointing to each word as you read.



SAY

What is a pet you have, or would like to have? How do you or would you take care of it?



DO

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

Lesson 4

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: little, work, know

Previously Taught Word list: be, we, me, of, do, to, look, you, no, he, come, are, people, my, water, been, call, who, find, down, over, new, sound, only

Lesson 4

Reading decodable text



SAY

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



DO

Post the text, “Zip and the New Ball” so that all students can see the words. Read aloud the title of the text. Briefly point out and read aloud the underlined word in 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. 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?

Lesson 4



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.

Lesson 4



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.

Lesson 4



You have had many opportunities to improve your reading of “Zip and the New Ball.” If you choose, you can read it aloud to the group at the end of the week.



Ask students to read the text at home to practice reading it aloud to family members. They can also continue to practice rereading this text at another point during the instructional day.



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.

“Zip and the New Ball”

Zip and I passed a big patch of grass.

Zip stopped and nudged my hand.

“What is it, Zip?” I said.

“Would you like to play with the new ball?” I said.

Zip made a yipping sound to tell me yes.

“Only for a bit,” I said.

“Catch, Zip!” I said. The ball landed in the grass.

Zip grabbed the ball and trotted back to me.

He dropped it in my hand.

The next time, Zip jumped and got the ball.