

Lesson 5

Listen to a poem



DO

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



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: place, year, live

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, little, work, know

Reading decodable text



SAY

Now we are going to play a word game focused on the sound /ch/, which you learned this week. I am going to describe an object or an action that begins or ends with the /ch/ sound, and you will try to guess the word. After I say the clue for the word, you will give me a thumbs up if you think you know the word. Then I will ask everyone to say the word at the same time. Let's practice first. Here is the clue: I am thinking of an object that you sit in when at a table.

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DO

Give students an opportunity to think about the clue and then to give you a thumbs up when they think they know the word. Remind them that the word will either start or end with the sound /ch/.



SAY

What's the word? (*Listen as students say the word.*) That's right! The word "chair" starts with the sound /ch/ and is spelled c-h-a-i-r. (*Write the word where everyone can see.*)



DO

Repeat the above procedure using the following clues: I am thinking of an action that describes what you do when someone throws you a ball. (Catch) I am thinking of a word that means when two things look the same or have the same appearance. (Match/ matching). I am thinking of a word that is the opposite of 'stays the same.' (Change/ changes) I am thinking of a word that is a popular snack food. (Chips)



SAY

Great job solving the clues!



DO

Refer to the decodable texts, "Mitch and Sherry Go Fishing" and "Zip and the New Ball."

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Now we are going to do a word search looking for words that use another sound-spelling you learned this week! You are going to work with your partner to search both decodable texts for words with the /sh/ sound. Remember that this sound is spelled “sh” and can appear anywhere in a word. When you find a word that uses this spelling, circle it on your copy.



Have students work in pairs to find all of the words with the /sh/ sound in both texts. When they are finished searching, invite students to share the words they found. As they share, circle the words on the text and have them do the same on their copies.



Now I am going to write some words with the /sh/ sound and when I say “read,” you will read aloud the word.



Point to or project the first word. Pause so all students have time to think. (Ship, shape, shopped, dishes, shut, mesh)



Read.



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

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



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.).



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.



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.



We will read two new decodable texts next week.

“Mitch and Sherry Go Fishing”

Mitch has been fishing quite a bit.

Sherry has not been fishing much.

Mitch takes Sherry to the pond.

They make a space to sit on the shore.

They take out their fishing rods.

They have a batch of lures to try.

Who will catch a fish?

They clutch their rods.

Mitch brings in a branch.

Sherry brings in... a fish!

They toss it back.

Who will catch the next fish?

“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.