

Lesson 1

Listen to a poem



DO

Have students sit with their partners for the week.



SAY

Remember that in Shared Reading, we will read many texts together to improve our reading. For example, we will read poems together many times and “share” the reading. We will also practice reading decodable texts together, and then you will also read them independently using the sound-spellings and High Frequency Words you have learned. When we practice rereading texts many times, we become stronger readers.



DO

Post or project the poem, “The Perfect Snowball.” Point to and read aloud the title and name of the author.



SAY

This poem is about snow. What do you know about snow? (*Listen as students respond.*) I will read aloud this poem two times and you will listen and follow along as I read.



DO

Reread the title and then point to the first word of the poem and ask students to follow along as you read. Then read aloud the poem, clearly and at an appropriate rate, pointing to each word as you read.

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SAY

Now I will read aloud the poem one more time. Listen to me read as you follow along with your eyes.



DO

Point to and read aloud the title and name of the author. Then read aloud the poem a second time, clearly and at an appropriate rate, pointing to each word as you read.



SAY

Now I am going to ask you a question about the text. When I ask a question, you are going to turn to your partner and take turns answering the question.



DO

Ask the following comprehension question. After students discuss it in pairs, invite one or two students to share with the group: What is this poem mostly about? (About a snowball that flew fast and far away.)



SAY

We will read this poem again in the next lesson.

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: most, very 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, place, year, live

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Reading decodable text



SAY

Now we will read the decodable text, “Taking the Train, Part 1” that includes words we can decode and High Frequency Words we just practiced or have learned previously.



DO

Post the text, “Taking the Train, Part 1” so that all students can see the words. Read aloud the title of the text.



SAY

I am going to read this text aloud and as I read, I will point to the words and you will listen, watch, and follow along silently. Ready?



DO

Reread the title, then read the text aloud, slowly and clearly, pointing to each word as you read.



SAY

Some of the High Frequency Words we just practiced and learned in previous lessons are in this text: most, very, to, of, you, are, of, people, little. Can you find these words in the text?

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Have a volunteer point to each of the High Frequency Words in the text and then underline every occurrence of each of the words. Repeat the above procedure to identify in the text previously learned (from Curriculum Level A/Grade K) High Frequency Words: the, go, said, is, I, many, some, see



There are some other words in this text you need to know that we haven't learned yet. The words are have, school, and their. These are words you have to remember when you reread the text on your own.



Point to each of the above words in the text one at a time, read it aloud and have students repeat the word. Underline every occurrence of the word in the text. Then, distribute a copy of the decodable text to each student.



Students, now we will read aloud the decodable text together. But first you will underline the same words in your copy of the text that are underlined in the enlarged text. These are the words you cannot yet decode using the sounds you have learned.



Have students underline all of the words that are underlined in the enlarged text. Have them say each word as they underline it.

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Now we will chorally read this text 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 as we read. Ready?



Read the text aloud chorally with the students. Be sure to model fluent reading for students, reading not too slowly or too fast. During choral 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 (e.g., "I like how you read the new High Frequency Words accurately.")



Now I am going to ask you some questions about the text. When I ask a question, you are going to turn to your partner and take turns answering the question.



Ask the following comprehension questions one at a time. After students discuss each question in pairs, invite one or two students to share with the group: Who are the characters in this story? (Gabe, the narrator, Pug) What happens in this story? (Gabe and the narrator take the train and the narrator sees mice playing on the rails)

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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 are going to read the text aloud to yourself three times. Practicing rereading the text will help you read all the words accurately, or correctly.



DO

Using a student's copy of the text, model how to read the text independently. For example, use your finger to point to each word and use a whisper voice, loud enough to hear yourself but not so loud that you disturb other readers.



SAY

As you read, I am going to listen to some students read.

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DO

Have students bring their copy of the text to a space in the room where they can read it aloud quietly and not disturb others.



SAY

Remember that as you read, use a quiet voice, or whisper voice, so that you can hear yourself read but do not disturb those around you. Remember to read the text aloud three times and to use your finger to point to each word as you read.



DO

Have students begin reading. As they read, listen in on one or two students who had challenges during choral reading. Focus your support on helping them decode accurately, reminding them to use the sound-spellings they have learned and practiced. When all students are finished reading, collect their copies of the text.



SAY

In the next lesson, we will read this text again as a group and you will practice reading it to your partner.

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Correction Routine: During independent reading, stop any students that make an error. Have the student 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.

“Taking the Train, Part 1”

“Time to go!” Said Gabe. “It is getting very late!”

Most days, Gabe and I take the train.

I have school. He has his job.

“You stay home, Pug,” I said.

At this time of day, a lot of people are waiting.

Many people take the train to school and to their jobs.

While I wait, I see some mice playing by the rails.

The mice are little. The mice can hide and stay safe from the trains.

A train is on its way! Hide mice!