

# Lesson 2

## Listen to a poem



DO

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



SAY

You'll remember this poem from the last lesson. I am going to read it aloud two times and you will listen and follow along as I read. As I read, I want you to listen for any rhyming words you hear.



DO

Point to and read aloud the title and name of the author. Ask students to follow along as you read and listen for any rhyming words they hear. Then read aloud the poem, clearly and smoothly, pointing to each word as you read.



SAY

Now I am going to read the poem a second time and I invite you to say any rhyming words with me as I read them.



DO

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

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**SAY**

Now I am going to ask you some questions about words in the text. Some words help us make a picture in our minds or help us imagine how something might look, sound or feel. You will turn and discuss each question with your partner.



**DO**

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: (Turn to page 5 and reread the first sentence.) In this sentence, the author uses the word “sailed” to describe the way the snowball moves through the air. Sailed means to move smoothly and confidently. Why do you think the author chose to use “sailed” instead of “flew” here? (Sailed helps us picture in our minds how smoothly the snowball flew.) What are some other words the author uses to describe the way the snowball flies? (Turn to other pages in the poem.) (zipped, whizzed, etc.) How does the word zipped help you picture the snowball in your mind? (Student responses will vary.)



**SAY**

Poems are more interesting and enjoyable to read when authors use words that help us make pictures in our minds or imagine how something might look, sound or feel.

## 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: after, our

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, most, very

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## Reading decodable text



**SAY**

Now we will reread the decodable text, “Taking the Train, Part 1.” Remember that this text includes words we can decode and High Frequency Words we have learned.



**DO**

Post the text, “Taking the Train, Part 1,” so that all students can see the words. Read aloud the title of the text. Briefly review the High Frequency Words and other underlined words 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**

Now we are going to read the text using echo reading. I will read a line of our text 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?

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DO

Read a 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 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.

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DO

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: Where do Gabe and the narrator need to go on the train? (To work and to school) What happens at the end? (The narrator sees the mice and tells them to hide.)



SAY

Now you are going to practice rereading the text accurately with a buddy.



**Correction Routine:** During echo 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.



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**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. 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.



**SAY**

You have had many opportunities to improve your reading of “Taking the Train, Part 1.” If you choose, you can read it aloud to the group at the end of the week.



**DO**

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.



**SAY**

In the next lesson, we will read a new decodable text.

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**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.



## “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!