

# Lesson 3

## Listen to a poem



DO

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



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. Ask students to follow along. Then read aloud the poem two times, clearly and smoothly, pointing to each word as you read. When you are finished reading, turn to page 9 and reread it aloud.



SAY

The author says the snowball "zoomed" and "whooshed." Now look at the illustration. How does this illustration help you understand what is happening in this part of the poem?



DO

Have students discuss the question in pairs, then invite one or two students to share with the group (e.g., the picture shows the snowball moving very fast – zooming and whooshing—and in a wild way; the characters look a little worried, like they are trying not to get hit.).

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SAY

Illustrations can often help you better understand what is happening in a text, or how characters feel. We will read this poem again in the next lesson.

## 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.



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: good, sentence 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, after, our

## Reading decodable text



Now we will read the decodable text, “Moon Dust” which includes words we can decode and High Frequency Words we have learned.



Post the text, “Moon Dust,” so that all students can see the words. Read aloud the title of the text.



I am going to read this text aloud. As I read, I will point to each word and you will listen, watch, and follow along silently. Ready?



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



Some of the High Frequency Words we learned in previous lessons are in this text: people, been, to, work, of, little. Can you find these words in the text?

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Have a volunteer point to each of the words in the text. 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



There is one other word in this text you need to know that we haven't learned yet. The word is have.



Point to the word, read it aloud and have students repeat it. Underline every occurrence of the word in the text.



When we read this text, we know that the underlined are the words we have to recognize by sight or automatically. They are not words we should try to decode sound-by-sound.



Tell students that you will read aloud the text one more time and ask them to follow along as you read. Read aloud the text, clearly and smoothly, pointing to each word as you read. Then, distribute a copy of the decodable text to each student.

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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 decode using the sounds you have learned.



Have students underline the High Frequency Words on their copy of the text. Have them say each word as they underline it.



Now we will read the text together chorally. 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.



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: What is this text mostly about? (People going to the moon and collecting rocks and dust) Where did the crew put the moon dust, and where did they take it? (They put it in tubes and took it back home to Earth)



SAY

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



**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.



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Students, now you are going to be reading the passage aloud to yourself three times. Practicing rereading the text will help you read all the words accurately, or correctly. As you read, I am going to listen to some students read.



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.



Remember that as you read, use a quiet voice, or whisper voice, so that you can hear yourself read without disturbing those around you. Remember to read the text aloud three times and to use your finger to point to each word as you read.



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 passage.



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.

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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.



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## “Moon Dust”

People have been to the moon a few times.

Each crew that went to the moon took tools with them.

The tools helped them work on the moon.

The crew used the tools to pick up rocks and dust.

The crew took the rocks and dust home in tubes.

Each tube has a little bit of moon in it!