Lesson 5

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. Then read aloud the poem two times, clearly and smoothly, pointing to each word as you 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.

Lesson 5

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: through, before

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, good, sentence, great, where

Lesson 5

Reading decodable text 💬

DO

Post or project "The Train Ride, Part 1" and distribute a copy to each student.

SAY

Students, now we will chorally read aloud both decodable texts from this week 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, moving from left to right as we read. Ready?

DO

Read the text aloud chorally with the students. Be sure to model fluent reading for students, reading not too slowly or too fast. When you are finished reading, give the whole group specific, positive feedback about how they read. Post or project "Moon Dust" and distribute a copy to each student. Repeat the above procedure to chorally read the text.

Lesson 5

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

I am going to say a word from one of the decodable texts we read this week and you will repeat the word and then say the vowel sound you hear. Ready? Moon. Repeat. *(Listen as students repeat the word.)* Vowel sound? *(/ew/)* Name of vowel? *(long-u)*

DO

Tell students that now you will ask them to change a word you say by changing just the vowel sound.

Lesson 5

SAY

Moon. Repeat. *(Listen as students repeat the word.)* Change /ew/ to /ay/. New word? *(Main)* Main. Repeat. (Listen as students repeat the word.) Change /ay/ to /oa/. New word? (Moan) Moan. Repeat. *(Listen as students repeat the word.)* Change /oa/ to / igh/. New word? *(Mine)* Mine. Repeat. *(Listen as students repeat the word.)* Change / igh/ to /ee/. New word? *(Mean)* Great job changing the vowels!

DO

If you haven't already, write each of the words from the following sentence on a large index card or piece of paper: While I wait, I see some mice playing by the rails.

SAY

Now we are going to practice putting the words of a sentence from one of our decodable texts in the correct order. I will give some students a word of a sentence from "The Train Ride, Part 1" and they will stand up to arrange themselves in the correct order.

DO

Distribute each of the words to a student. Read each word aloud as you hand it to the student.

SAY

Now you will arrange yourselves in the correct order. Remember that sentences always start with a capital letter and end with a period.

Lesson 5

DO

Support students as they arrange themselves. Do not correct them if they arrange themselves incorrectly. Once they are ready, invite the rest of the group to read the sentence aloud. If the sentence doesn't make sense, have students rearrange themselves. Then discuss the following characteristics of the sentence: The capital "W" at the beginning of the sentence; the comma after "wait"; the period after "rails" to show where the sentence ends.

SAY

Read the sentence with me. *(Point to each word as you read aloud with the students.)* The comma after the word "wait" tells us to pause very briefly as we read the sentence. Let's read the sentence aloud again, pausing very briefly after the comma. *(Point to each word as you read aloud with the students.)*

DO

"Remove" the phrase, While I wait, by having students holding each of those words sit down. Then invite the group to read aloud the sentence that remains.

SAY

Does the sentence still make sense without the phrase, "While I wait"? *(Yes)* Why do you think the author included it? *(To show us when the character saw the mice playing on the rails.)*

Lesson 5

DO "Return" the phrase, While I wait, by having students holding each of those words rearrange themselves at the beginning of the sentence. Then invite the group to chorally reread the entire sentence that remains. Have students return to their seats.

SAY Does the sentence still make sense without the phrase, "While I wait"? *(Yes)* Why do you think the author included it? *(To show us when the character saw the mice playing on the rails.)*

Reading decodable text 💬

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

DO 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.).

Lesson 5

SAY

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.

DO

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.

SAY

We will read two new decodable texts next week.

"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!

"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!