



Generalizing Skills Lesson Set

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Lesson Guide: Reading Sentences with Taught Words

Objective: Students will identify and read high-frequency words from a research-based list and decode words with initial and final consonant blends, digraphs, and trigraphs.

Model Watch/Listen

- Today we will read sentences with sight words and words we can sound out.
- Watch/listen:
 - Write the sentence **The cat naps on the mat.**
 - **Here are the sight words.** Underline **The** and say **the**. Underline **on** and say **on**.
 - **Here are the words I can sound out.** Sound out **cat**, **naps**, and **mat** using the sounding-out routine.
 - **Now I can read the sentence: The cat naps on the mat.**

Practice Let's try it/ Your turn

- Let's practice together:
 - Write the sentence **This is my dog Sam.**
 - **What are the sight words?** **This**, **is** and **my**. Underline the sight words.
 - **What words can we sound out? Let's try it. Say the sounds for this word.** Point to **dog**. Repeat for **Sam**.
 - **Now read the sentence:** **This is my dog Sam.**
- Repeat using other sentences.*

Closure Review/Restate

- We practiced reading sentences with sight words and words we can sound out.
 - Write the sentence **The frog can jump.**
 - **Turn to your partner. Tell them the sight words you see.** **The** and **can**
 - **On your own/silently, sound out the other words.** **frog** and **jump**
 - **Now let's read the sentence together, The frog can jump.**

Materials: Decodable text or leveled text with mostly decodable and High-Frequency Words (HFWs), white board or HFW cards.
High-Frequency Word List, High-Frequency Word Cards, Decodable Word List

Teacher notes: The student objective may change depending on the words chosen. If most students are reading the sentences with 100% accuracy, increase difficulty. All materials listed above can be found in previous lesson sets.

Lesson Guide: Reading a Text

Objective: Students will read and comprehend a text (see teacher notes).

Introducing the text

- **Today we will read a book together. Some words will be sight words and others we will have to sound out. Before we start reading, let's review some words and preview the text.**
- Review already-learned high frequency words (HFW) that will appear in the text.
 - **This is the word this. What's the word? this** (Show word on whiteboard or HFW word cards.)
 - **This is my elbow.** (Use the word in a sentence.)
- Preview the text (using one of these options):
 - Model a brief book walk for students.
 - Guide students through a brief book walk (this may include making predictions).
 - Students take a brief book walk on their own and then share what they think the book will be about.
- Show, pronounce, and define words in the text that may be unfamiliar to students.
- Read the title on the cover and title page yourself or with students.

Reading the text

- Read the book (using one or more of these options):
 - **I read, then you read. Me first. Point at the words and follow along as I read. Put your finger on the first word.** Read one page/sentence while students point. **Now it's your turn.** Students read the page/sentence.
 - **Let's read this page/sentence together. Put your finger on the first word.** Read each sentence at the same time as the students.
 - **You will read this page/sentence quietly/silently. Then, we will read it together.** Students read the page/sentence silently. Then, students read the page/sentence out loud along with you.
 - **You will read the book with a partner. Take turns reading a sentence/page. Point while your partner is reading.** Students read the book with a partner.
- Discuss the story (using one or more of these options):
 - Model retelling part or all of the story.
 - Have students retell with a partner.
 - Invite students to retell the story together.
 - Ask questions about the text and have students find the answers in the text.
- Provide more practice as needed:
 - Ask students to reread the book using choral or partner reading.
 - Review high-frequency words and/or unfamiliar words.

Materials: Decodable text or leveled text with mostly decodable and High Frequency Words (HFWs), white board or HFW cards. **High-Frequency Word List, High-Frequency Word Cards**

Teacher notes: Teacher should adjust student objective based on target decoding skill. Teacher should model reading HFW and decoding unknown words throughout the lesson. For partner reading, make sure students know who goes first. All materials listed above can be found in previous lesson sets.

Lesson Guide: Spelling Practice

Objective: Students will practice spelling words using sound-spelling patterns.

<p>Model Watch/Listen</p>	<ul style="list-style-type: none"> • Today we will practice spelling words. I am going to say the sounds in a word and you will spell the word. Then we will check it. • Watch/listen: <ul style="list-style-type: none"> ○ I will say the word and then say each phoneme or sound: fin. /f/i/n/ (repeat) ○ Now, I will say each sound and write its spelling <ul style="list-style-type: none"> ▪ /f/, write f ▪ /i/, write i ▪ /n/, write n ○ Now I will check it. Say the sounds pointing at the spellings, and read the word.
<p>Practice Let's try it/ Your turn</p>	<ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ Listen to each sound and write its spelling: get. /g/e/t/ ○ What's the word? Get ○ What are the sounds? /g/e/t/ ○ Say each sound and write its spelling • Let's check <ul style="list-style-type: none"> ○ Write the word get on a whiteboard, saying each sound and writing its spelling. ○ Now check yours. Circle spellings you need to fix and write the word beside it.
<p>Closure Review/Restate</p>	<ul style="list-style-type: none"> • We practiced spelling words by listening for sounds. • Read the words we spelled to yourself. • Now let's read them together.

Materials: Whiteboard, marker, lined paper, markers, **Decodable Word List**

Teacher notes: The student objective may change depending on the words chosen. Students should write words on lined paper in a list format and use a thin marker/pen to prevent erasing. All materials listed above can be found in previous lesson sets.