



Pre-Decodable 3



Teacher Tip

REBUSES To make these early stories coherent for emerging readers, the **Pre-Decodables** use rebuses, or little pictures, to represent the words that students cannot yet decode. These rebuses appear above the words they represent, allowing students to connect the pictures to the printed form of the words. Before reading, draw students' attention to the rebus in the title, and explain that the word below the "little picture" names what they see in the picture—in this case, *farm*.

Technology

Use **ePredecodable A Farm** with students to reinforce the high-frequency word *a*.

Audio CD

Reading a Pre-Decodable



ROUTINE

3

Pre-Decodable 3: A Farm

High-Frequency Word: *a*

- ◆ The high-frequency word introduced is *a*. Write *a* on the board, and read it aloud. Discuss that this one letter can also make its own word.
- ◆ Explain that the word *a* is used to introduce the name of something. Point to *a*, and say *A dog. A bed. A bike.*
- ◆ Point again to *a* written on the board, and have students read the word independently. Invite volunteers to use *a* to introduce other names of things. Hold up a few familiar objects, and have students name them using *a*, such as *a crayon* or *a hat*.

Reading Recommendations

- ◆ Distribute copies of **Pre-Decodable 3**. Invite students to flip through the book and look at the pictures, commenting on what they see and making predictions about what they think the story will be about.
- ◆ Point to the rebuses in the text, and pronounce their names. Then have students point to the rebuses and say their names.
- ◆ Point to the high-frequency word *a* in the text, and pronounce it. Then have students point to *a* and read it aloud.
- ◆ Hold up your book, and read the title, pointing to each word. Read aloud the names of the author and the illustrator, pointing to each name as you say it. Review the job of the author and the job of the illustrator.
- ◆ Read the **Pre-Decodable**, following the established procedure. (See Routine 3 for a detailed description.) After you have read the story, reread the title, and have students repeat after you. Then have students read it chorally with you, reminding them how to start on the left and move to the right.