

Lesson 3

Read High Frequency Words



DO

Have students sit with their assigned partner for the week.



SAY

Students, 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: also, around

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, through, before, old, any, boy, want

Reading decodable text



DO

Post or project the text, “Training Zip” so that all students can see the words. Read aloud the title of the text.



SAY

Today we will read this text, which includes words we can decode and High Frequency Words we just practiced or have learned previously. We will practice rereading this text many times to improve our fluency.



DO

Tell students that this is a story with characters who talk to each other, just like in the text they read the last lesson. Point to the quotation marks and remind students that these punctuation marks tell when a character starts and finished speaking. Refer to the “When I read fluently...” chart and briefly review the elements of fluency.



SAY

I am going to read this text aloud and as I read, I want you to follow along silently and listen to ways I read the text fluently. Ready?



DO

Reread the title, then read the text aloud, and with expression and at a slightly slower pace so that students can easily follow along.

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What did you notice about the way that I read this text? (*Listen as students respond. Responses may vary.*) That's right, when I read the words in quotation marks I read them like the character was speaking. I also emphasized the last sentence of the text to show how entertaining Zip's silly behavior is. When I read fluently, I understand what I am reading and enjoy it more.



Tell students the High Frequency Words in this text: also, around, to, he, after, little, come, over, boy, also, want, good; then invite 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, I, is. Then, distribute a copy of the decodable text to each student.



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.

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Now we will chorally read this text 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 follow the words as we read. Ready?



Read the text aloud chorally with the students. Be sure to model fluent reading for students, reading with expression and 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 fluently. Refer to the “When I read fluently...” chart and identify one element that students did well.



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.



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? (Zip the dog getting trained) What are some of the tricks Zip knows? (To stay, to come, to catch a treat, to chase his own tail)

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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

Students, now you are going to read the text aloud to yourself three times. Practicing rereading the text will help you become a more fluent reader.



DO

Point to the “When I read fluently...” chart and briefly review the elements of fluency. Invite students to think about which element of fluency they most need to improve and to focus on that element as they read.



SAY

During this time, I am going to listen to some students read the text and will give feedback about your reading to help improve your fluency.

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DO

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.



SAY

Remember that as you read, use a quiet voice, or whisper voice, so that you can hear yourself read but do not disturb those around you. Remember to read the text aloud three times and to use your finger to follow the words as you read.



DO

Have students begin reading. As they read, listen in on one or two students who had challenges during choral reading. Offer feedback on their fluency using the Feedback Guide. 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 text.



SAY

In the next lesson, we will read this text again as a group and you will practice reading it to your partner.

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Feedback Guide: Listen to the student read the text aloud. In your feedback, focus on one element of fluency at a time and invite the student to practice improving in that element. Reassure students that fluency is something that improves with practice and that it is OK if they don't read a text fluently at first. They will improve every time they reread the text. Look for additional opportunities during the day to listen to students read and provide feedback.

Accuracy: Students need to read most words correctly and automatically. Students who consistently struggle with accuracy will not be able to improve other elements of fluency and may be in need of intervention. Support students with accuracy by using the following correction routine: For decodable words: Point to the sound-spelling wall card. Say the mnemonic and have students repeat the associated sound.

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“Training Zip”

I like to train Zip.

“Stay, Zip,” I say.

If Zip waits, he will get a treat.

After a little while, I say, “Come Zip!”

He runs right over.

“Good boy, Zip,” I say, and Zip gets a treat.

Zip can also play catch.

“Want a treat, Zip?” I say.

I throw the treat up high. Zip catches it.

“Good boy, Zip,” I say.

Zip is funny when he chases his own tail.

He spins around and around.

Silly dog!