

# Lesson 4

## 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: there, small

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, also, around

# Lesson 4

## Reading decodable text



DO

Point to the “When I read fluently...” chart and briefly review the elements of fluency.



SAY

Now we will reread the decodable text, “Training Zip.” Remember that this text includes words we can decode and High Frequency Words we just practiced.



DO

Post the text, “Training Zip” so that all students can see the words. Read aloud the title of the text. Briefly point out and read aloud the underlined words in the text.



SAY

I am going to read this text aloud and as I read, I will follow the words with my finger and you will listen, watch, and follow along silently. As I read, listen for 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.

# Lesson 4



What did you notice about the way that I read this text? (*Listen as students respond. Responses may vary.*) That's right, I read smoothly, paid attention to punctuation, and read at just the right pace.



Distribute a copy of the decodable text to each student.



Students, now we are going to echo read this text. As I read, you will follow along on your own text and then when I say "your turn," you will read aloud the same line of the text. Ready?



Read a line of the text aloud, pointing to the words as you read. Be sure to model fluent reading for students, reading with expression and not too slowly or too fast.



Your turn. Remember to point to each word of the text as you read. (*Listen as students read aloud the same line.*)

# Lesson 4



DO

Repeat the above procedure for each line of the text. Be sure to model accurate and smooth reading for students, reading not too slowly or too fast. During echo 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. Refer to the “When I read fluently...” chart and identify one element that students did well.



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.



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: How do you think Zip’s owner feels about him? What part of the text makes you think that? (Responses will vary.)

# Lesson 4



**Correction Routine:** During echo 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.



DO

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



SAY

Students, now you will read the text aloud to a partner three times. Practicing rereading the text will help you improve your fluency. Remember that when you read with a buddy, you will listen carefully to your partner as they read. When your partner is finished reading, say one element of fluency (accuracy, rate, expression) they did well. Then, you will switch roles and your buddy will listen to you read the text three times and then say one thing you did well. It is important to be good listeners and to be kind.

# Lesson 4



**DO**

Have students move to a space in the room where they can practice rereading the text with their buddies and not disturb others. As they read, listen in to offer helpful feedback and provide any necessary support. See Feedback Guide below. When students are finished reading (and offering kind feedback) with their buddies, call for their attention.



**SAY**

Now you are going to complete a self-assessment to help you set goals for your reading.



**DO**

Post or project the “Fluency self-assessment” form. Explain that this form will help them think about how they did with each element of fluency and set one goal for their reading. Model filling out each section, including writing one goal for improvement.



**SAY**

Think about your reading of this week’s texts, “June and Mike Fly a Kite” and “Training Zip”. How are you doing with reading them accurately, at a good pace, and with expression? What is one thing you can focus on improving? Turn and talk to your partner.



# Lesson 4



DO

Distribute a Fluency self-assessment form to each student and have them fill it out. When they are finished, invite one or two students to share with the group one thing they want to improve in their reading. Collect the self-assessments.



SAY

You have had many opportunities to improve your reading of both texts this week. We will celebrate all the progress you made in the next lesson when you will perform one of the texts for the group!



DO

Ask students to practice reading the text aloud to family members. They can also continue to practice rereading this text at another point during the instructional day.

# Lesson 4



**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.



# Lesson 4

## “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!