

Lesson 5

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: number, would

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, there, small

Reading decodable text



Students, you have been working so hard this week on reading “June and Mike Fly a Kite” and “Training Zip” fluently. Today is a celebration day! We are going to celebrate all of your progress by listening to each other perform the texts for the rest of the group.



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



Which element of fluency did you improve most this week? Turn and talk to your partner.



Once students have shared with their partners, invite one or two students to share with the whole group.



Before you read, I am going to model reading “June and Mike Fly a Kite” by “performing” it for the group. As I read, you will practice listening respectfully by looking at me and not talking. When I am done, you will share some things you think I did well.

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DO

Using a printed copy of the text, model performing it for the group. Be sure to position the text so students can see your face and hear your voice, and to read in a voice that is loud enough for all to hear. Read the text aloud, modeling all elements of fluent reading as you read.



SAY

(Write or refer to the prompts, "I like the way you...", "One thing you did well was...", "I liked how you read the part...", and tell students that they can use these when saying what they liked about the performance.) What are some things that I did well?



DO

Have a few students share their ideas. As they share, consider recording their ideas on chart paper. They can then use these ideas when responding to each other's performances. If students don't mention it, point out that in addition to reading fluently, you held the text so everyone could see your face and that you read in a voice that was loud enough for all to hear.



SAY

Thank you for listening respectfully. I liked the way you looked at me and didn't talk to others as I read. You will do the same as you perform the text for each other now. Now we will listen to each student perform the texts. Remember to listen respectfully by looking at the person who is performing and by not talking to others during the performance.

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DO

Invite one student at a time to perform either or both texts for the group. (Alternatively, have students perform for each other in smaller groups.) Remind them to position the text so students can see their face and hear their voice, and to read in a voice that is loud enough for all to hear. After each student performs, have one or two students share one thing the performer did well. Encourage them to use the prompts as needed.



SAY

Thank you for listening respectfully to each other today. Great job improving your fluency this week! Next week, we will read new texts together and practice reading them fluently.



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

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.

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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.



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.



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.



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

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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.



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.



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.



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!



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.

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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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“June and Mike Fly a Kite”

June took out her kite.

The kite was folded.

June laid the kite flat on the bench.

“What a cool kite! Will it fly?” said Mike.

“It is old, but it will fly on any windy day,” said June.

Mike ran with the kite.

“Hold tight!” said June.

The kite flew up high in the sky.

“Told you!” said June.

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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!