

Lesson 1

Read High Frequency Words



DO

Have students sit with their partners 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, number, would

Reading decodable text



Post the “When I read fluently...” chart and review the elements of fluency with students. Remind students that last week they read two stories and practiced all the elements of fluency as they read. Explain that this week they will read two texts that are about true topics.



Now we will read the decodable text, “Where Birds Perch” that includes words we can decode and High Frequency Words we just practiced or have learned previously.



Post the text, “Where Birds Perch” so that all students can see the words. Read aloud the title of the text.



This text is different from the texts we read last week because it is not a story with characters, but a text that gives us information about a topic. I am going to read this text aloud and as I read, I want you to follow along silently and listen for ways I read it fluently. Ready?

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



What did you notice about the way that I read this text? (*Listen as students respond. Responses may vary.*) That's right, I paid attention to punctuation by pausing briefly when I saw a comma and a little longer when I saw a period. I made my voice sound like an expert, like I was a scientist sharing information with a group. This is a little different from how I read a story.



Tell students the High Frequency Words in this text: where, to, small, also; 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: many, is. Then, distribute a copy of the decodable text to each student.



Students, now we will read aloud the 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 yet decode using the sounds you have learned.

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Have students underline all of the words that are underlined in the enlarged text. Have them say each word as they underline it.



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.

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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 does the word perch mean? (To pick a high spot to perch) Where are some places that birds perch? (On a branch, on a rock, in a nest)



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.



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.

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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.



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 below. When all students are finished reading, collect their copies of the text.

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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.

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.

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.

Pace: Students read at an appropriate pace when they recognize most words automatically and read them smoothly and at just the right speed. They don't have to stop to figure out many words, and they read in phrases, not word-by-word. Some suggestions for supportive feedback on pace are: Model reading a sentence or two at a good pace. Have the student reread the same sentence(s). "Read the sentence again, and read the words [took out her kite] together, not word by word." "You read a little fast. Practice that sentence again, slowing down a bit." "You read that smoothly, without taking many breaks."





Expression: Pace and phrasing (above) are aspects of expressive reading. Expressive reading happens once accurate, automatic reading is well established. Expressive readers sound like they are trying to make sense of what they are reading (expression is closely related to comprehension). Some suggestions for supporting students with expressive reading are: Model how a sentence(s) should sound. Think aloud for students about why you read the sentence(s) the way you did. (e.g., “I noticed there was a question mark at the end of this sentence, so I read it like I was asking a question.”; “The quotation marks show when someone is talking, so I read the words a little louder and like the character was speaking.”; “I emphasized the word [ran] in [Mike ran with the kite] to show the meaning: Mike ran to make the kite catch wind.”) Have students reread the sentence(s) you modeled with expressive reading. “You changed the tone of your voice to express the author’s meaning.” “The volume of your voice was natural, like you were talking to a friend.”

“Where Birds Perch”

To perch means to pick a high spot to sit.

Many birds perch.

A small bird can perch on a branch.

A bird can perch on a rock.

A bird on a rocky perch can turn and see well.

A bird can also perch in a nest.

This bird is making a nest.

She is using sticks, grass, and dirt.

Her chicks will perch here too.