

Lesson 2

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: no new High Frequency Words

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



DO

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



SAY

Now we will reread the text, “Where Birds Perch.” Remember that this text includes information about a topic and has words we can decode and High Frequency Words we have learned.



DO

Post the text, “Where Birds Perch,” so that all students can see the words. Read aloud the title of the text. Briefly review the High Frequency Words and other 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.

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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, I read at just the right speed and smoothly, without stopping in the middle of a sentence. I emphasized adjectives like "small" and "rocky" to show the meaning.



Distribute a copy of the decodable text to each student.



Now we are going to read the text using echo reading. I will read a line of our text aloud and you will echo me by reading the exact same line. 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 the words of the text as you read. (*Listen as students read aloud the same line.*)

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Repeat the above procedure for each line of the text. Be sure to model fluent reading for students, reading with expression and 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.



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 the topic of this text, or what information does this text give the reader? (The topic is places where birds perch) Why do you think birds perch, or pick high spots to sit and to make their nests? (To stay safe; responses will vary)



Now you are going to practice rereading the text fluently to a buddy.

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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.

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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 and invite one or two students to share something their buddy did well during reading. Then collect their copies of the text.



SAY

You have had many opportunities to improve your reading of “Where Birds Perch.” You will have the opportunity to read it aloud to the group at the end of the week.



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.



SAY

In the next lesson, we will read a new decodable 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.

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.

“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.