

Lesson 4

Read High Frequency Words



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 them for easy reference.

Level C High Frequency Words: they, two, under

Previously Taught Word List: through, on, one, away, said, there



DO

Have students sit with their assigned partner for the week.



SAY

Students, we know that we can use sounds to help us read words. We also know that there are some words that can't be sounded out. Before we read today, we are going to read words that we will see often in our reading and/or 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.

Model Fluent Reading and Identify High Frequency Words



SAY

In Shared Reading, we will read many texts to improve our fluency. When we read fluently, we are better able to comprehend or understand what we read.



DO

Post the text, "A Smelly Mystery," so that all students can see the words. Review the week's learning objectives for students and then read aloud the title of the text.



SAY

Remember, practicing rereading a text many times will improve your fluency.



DO

Distribute a copy of the passage to each student. Tell students that you will read the text aloud as they listen and follow along. Then they will identify and underline any new High Frequency Words in the text.



SAY

As I read, I will point to each word and you will listen, watch, and follow along silently. Ready?

Lesson 4



Reread the title, then read the text aloud with expression, and at a slightly slower pace so that students can easily follow along. When you are finished reading, think aloud for students about why you read certain parts of the passage the way you did.



Notice that when I read the sentences, 'The fridge door was open a little. Could it be a clue?' I paused after the period and I read the second sentence like a question by making my voice go up at the end. I did this whenever I saw a question mark." (*Offer additional examples if time allows.*)



Invite students to look at the projected text and/or their own copy of the text and work with a partner to skim the passage for any High Frequency Words they have learned and practiced.



What new High Frequency Words do you see in this passage? [*they, under*]



As students respond, underline the High Frequency Words and any additional High Frequency Words they have learned and practiced. Have students underline the same words in their copy of the passage.

Lesson 4

Introduce and Model Reading the Passage with a Buddy



SAY

Students, now you are going to be reading the passage aloud with a partner two times.



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

First I am going to model how to read aloud with a partner.



DO

Invite a volunteer to model reading the text with you. Have them use their own copy of the text for the modeling.



SAY

When you read with a buddy, you will listen carefully to them as they read and then use the “When I read fluently...” chart to say one encouraging thing about how they read. Then, you will read aloud while your buddy listens and they will use the “When I read fluently...” chart to say one encouraging thing about how you read. It is important to be kind and supportive.

Lesson 4



Write the prompts, “I like the way you...,” “One thing you did well was...,” “I liked how you read the part...,” for all students to see. Read them aloud.



You can use these prompts when sharing kind and supportive feedback with your partner.



Model buddy reading by inviting the volunteer to read [a paragraph of] the passage aloud. When they are finished, model looking at the “When I read fluently...” chart and saying one thing you thought the student did well (e.g., You read many words correctly, I liked the way you read the part at the end when Grandma speaks; One thing you did well was pay attention to the commas and the periods). Then read aloud [the same paragraph of the passage] while your buddy listens. When you are finished, your buddy will give you encouraging feedback.



During buddy reading, partners can take turns reading one paragraph at a time, or take turns reading the entire passage at a time. The important thing is to listen attentively and to offer encouraging and kind feedback. What are some kind and encouraging things we can say to our partners after they read?



Consider writing students’ ideas for kind feedback on the board or a piece of chart paper where everyone can see. You can add any new ideas to this list throughout the Shared Reading lessons.

Reread the Passage with a Buddy



SAY

Students, now you are going to be reading the passage aloud to a partner two 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

Remember that when you read with a buddy, you will listen carefully to them as they read and then use the “When I read fluently...” chart to say one encouraging thing about how they read. Then you will switch roles. You can take turns reading one paragraph at a time, or take turns reading the entire passage at a time. The important thing is to listen attentively and to offer encouraging and kind feedback to your partner.

Lesson 4



DO

Have buddies bring their copies of the text to a space in the room where they can read it aloud quietly and not disturb others. Have students practice rereading the passage with their buddies. As they read, listen in to offer helpful feedback and provide any necessary support. (See Feedback Guide) 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 passage.



SAY

You have had many opportunities to improve your reading of “A Smelly Mystery.” You can read it to your family members aloud for more practice and to prepare to read it aloud to the group at the end of the week.



DO

Support any students who are still struggling to read the passage fluently by asking them to prepare to perform a shorter section of the passage (or another passage they know well). See Lesson 2 for the Feedback Guide.

