

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: could, every, find

Previously Taught Word List: through, on, one, away, said, there, they, two, under, was, what, where, who, after, again



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.



DO

Point to the first word.

Lesson 1



SAY

Read. *[Pause to allow the students to read the word.]* Spell.



DO

Point to each letter and prompt the students to say each letter name.



SAY

[After students have said the names of all the letters in the word prompt them to read the word.] Read. *[Pause to allow the students to read the word.]*



DO

Repeat this procedure for each word, having students “read, spell, read” each word.

Introduce Shared Reading Passage and Model Fluent Reading



DO

Post the “When I read fluently...” chart and review the elements of fluency with students.

Lesson 1



SAY

Remember that in Shared Reading, we will read many texts to improve our fluency. Fluent readers read words of a text accurately, or correctly, at a good rate (speed), and with expression. When we read fluently, we are better able to comprehend or understand what we read.



DO

Ask students to think about the goal they set for themselves last week when they filled out their fluency self-assessment. Have them turn and tell their partner which element of fluency they want to focus on improving this week.

Post the text, “Chompy the Robot Dog,” so that all students can see the words. Read aloud the title of the text.



SAY

This is the text we will read together this week. We will read it together many times so that by the end of the week, you will be able to read it (or part of it) fluently on your own.



DO

Write the week’s learning objective for all students to see and read it aloud. “I can improve my reading fluency by practicing reading ‘Chompy the Robot Dog’ accurately, at a good speed, and with expression and feeling.”

Lesson 1



Remember, the goal is to improve reading fluency by the end of the week. You do not have to read the text fluently right away. Practicing rereading will improve your fluency.



Tell students that first you will read the text aloud as they listen and follow along.



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



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



Now I will read the text again and stop to discuss some key vocabulary. You will follow along silently, and this time, I want you to think about the meaning in this passage. Ready?

Read aloud the text again while students follow along silently. As you read, stop to define the following vocabulary:

robot dog (from title): machine that looks like and acts like a dog

space: (point to the illustration on page 4) area outside of the earth's atmosphere; area where the moon and stars are

fetch: ball game where a dog chases after a ball and then brings it back to its owner

planet: (point to the illustration on page 4) a celestial body that moves around the Sun; Earth is a planet

drooped: bent or hung down (Consider posting the words and definitions and reviewing them in each lesson.)



DO



SAY

We will read the passage again and you will answer some questions about the passage.

Practice Choral Reading and Answer Questions about the Passage



DO

Distribute a copy of the passage to each student.

Lesson 1



SAY

Students, now we will chorally read aloud the 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. Remember to use your finger to point to the words as we read. Ready?



DO

Read the text aloud chorally with the students. Be sure to model fluent reading for students, reading not too slowly or too fast. (During choral reading, make a mental note of any students who have challenges and which words cause hesitation.)

Once 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.)



SAY

Now I want you to think about the story and I am going to ask you some questions. When I ask a question, you are going to turn to your partner and take turns answering the question.

Lesson 1

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 whole group.



DO

Q: Who are the characters in this story? (Chompy, Zane, Zane's parents)

Q: (Reread the first paragraph on page 1.) Where do Zane and his family live? (on a spaceship in space)

Q: What is Zane and Chompy's relationship like? How do you know? (they are friends; they play together and the story says Chompy was Zane's only friend)



SAY

In the next lesson, we will read this text again as a group and you will also practice reading it on your own.



DO

Collect the students' copies of the passage. See lesson 1 for the correction routine.