

Lesson 1

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: house, letter

Previously Taught Word List: through, on, one, away, said, there, they, two, under, was, what, where, who, after, again, could, every, find, put, does, another, large, even, because, different, move, kind, picture, away, animal



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

Have students sit with their assigned partner for the week.

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DO

Point to the first word.



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.

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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.



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, "Tree Rings," so that all students can see the words. Read aloud the title of the text.



This is a non-fiction text that gives us information about the topic of tree rings. We will read this text 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. Remember that 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?

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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. Then point to the diagram on page 1 and read it aloud. Tell students that informational texts often include diagrams, photos, or other details in boxes to help readers better understand the information they read in the text.



SAY

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



SAY

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?

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

rings: lines in the shape of a circle

trunk: thick main stem of a tree

climate: kind of weather in a particular place

temperature: how hot or cold the weather is (Consider posting the words and definitions and reviewing them in each lesson.)



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.



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?

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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 information in this text 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.



DO

Reread the first paragraph and the diagram below it. Then 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.

Q: What do tree rings tell us about a tree? (How old it is)

Q: What did you learn about light rings and dark rings? (One light and one dark ring together equals one year)

Q: When do light rings grow? When do dark rings grow? (Light rings grow during spring and early summer; dark rings grow during late summer and fall)

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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.