

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: learn, should

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, house, letter, mother, answer



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.

Lesson 3

Model Fluent Reading and Identify High Frequency Words



Remember that 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.



Post the text, "Tree Rings," 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.



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



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.



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

Lesson 3



Reread the title, then read the text aloud with expression, as students follow along. Then point to the diagram on page 1 and read it aloud. When you are finished reading, think aloud for students about why you read certain parts of the passage the way you did.



The first sentence of this text starts with a question. It is intended to get the reader really interested in the topic from the beginning.



Reread the first paragraph aloud.



Notice that when I read the first sentence, I read it with enthusiasm and I made my voice go up at the end to make it sound like a question. I paused briefly after the comma in the next sentence, and in the last two sentences of the first paragraph I emphasized the words “dark” and “light” to emphasize the difference in when they grow.



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? [learn]



As students respond, underline the High Frequency Words and have students underline the same words in their copy of the passage.

Review Elements of Fluency and Practice Rereading the Passage Independently



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.



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.



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. It is important to listen attentively and to offer encouraging and kind feedback to your partner.

Lesson 3



DO

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.



SAY

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



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

Now 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 3



DO

Ask the following question. After students discuss each question in pairs, invite one or two students to share with the whole group.

Q: How does the diagram in this text help you understand the information you read? (It shows what is being described in the text; it helps me see the inside of the tree trunk where the rings are visible and I can see the dark and light rings.)



SAY

You have had many opportunities to improve your reading of “Tree Rings.” 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.

