

Lesson 5

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 word and consider posting them for easy reference.

Level C High Frequency Words: below, country

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, learn, should, world, between



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 Performing the Passage



DO

Have students sit with their partner. Post the text, “Tree Rings,” so that all students can see the words. Read aloud the title of the text. Distribute a copy of the passage to each student.



SAY

Students, you have been working so hard this week on reading “Tree Rings” fluently. Today is a celebration day! We are going to celebrate all of your progress by listening to each other perform the passage for the rest of the group.



DO

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



SAY

Which element of fluency did you improve most this week? Turn and talk to your partner.



DO

Once students have shared with their partners, invite one or two students to share with the whole group.

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Before you read, I am going to model reading part of the passage and “performing” it for the group. As I read, you will practice listening respectfully by looking at me and not talking. When I am done, you will share some things you think I did well.



Using a printed copy of the passage, model performing it for the group. Be sure to position the passage so students can see your face and hear your voice, and to read in a voice that is loud enough for all to hear. Read the passage aloud, modeling all elements of fluent reading as you read.



(Write or refer to the prompts, “I like the way you...,” “One thing you did well was...,” “I liked how you read the part...,” and tell students that they can use these when saying what they liked about the performance.)
What are some things that I did well?



Using a printed copy of the passage, model performing it for the group. Be sure to position the passage so students can see your face and hear your voice, and to read in a voice that is loud enough for all to hear. Read the passage aloud, modeling all elements of fluent reading as you read.



Thank you for listening respectfully. I liked the way you looked at me and didn’t talk to others I read. You will do the same as you perform the passage for each other now.

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Perform the Passage



Now we will listen to each student perform the passage. Remember to listen respectfully by looking at the person who is performing and by not talking to others during the performance.



Invite one student at a time to perform the passage for the group. (Alternatively, have students perform for each other in smaller groups.) Remind them to position the passage so students can see their face and hear their voice, and to read in a voice that is loud enough for all to hear. After each student performs, have one or two students share one thing the performer did well. Encourage them to use the prompts as needed.



Thank you for listening respectfully to each other today. Great job improving your fluency this week! Next week, we will read a new passage together and practice reading it fluently.

