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: thanks, want, were

Previously Taught Word List: from, give, know, live (verb), live (adj.), once, please, put, some

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 4

Model Fluent Reading 💬

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, "3D Printing Aids Animals," so that all students can see the words. Read aloud the title of the text. Distribute a copy of the passage to each student. Review the week's learning objective. 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 use my finger to follow the words 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.
When you are finished reading, think aloud for students about why you read certain parts of the passage the way you did.

Lesson 4

SAY 💬

Notice that when I read the last sentence, 'Freddy now lives with the doctor who helped save her life' I slowed down and raised the volume of my voice a little to emphasize this amazing outcome for Freddy. (Offer additional examples if time allows.)

Discuss One Sentence 💬

SAY 💬

Students, now we are going to focus on one sentence from this passage and talk about it.

DO ☑

Post or project the sentence, "Then they used a computer program to design a new plastic shell for Freddy." Read it aloud and have students read it aloud with you.

Lesson 4

SAY

For each chunk, have students discuss the following questions in pairs:

Then they:
- Why do you think the author starts this sentence with the word then? (To show that something happened before this and to let the reader know that this sentence will describe what happens next).
- Who is they? How do you know? (They is the team helping Freddy; the whole passage is about them and the sentences before are, too)

used a computer program:
- What did they do? (Used a computer program)

to design a new plastic shell:
- How did they use the computer program? (To design the new shell)
- What does the word design mean? (To plan, to draw)
- Why do you think the author used the word design instead of make or create? (Because the computer program was where they planned out what the shell would look like; it didn't make the shell, the 3D printer did)

for Freddy:
- Who was the shell for? (Freddy the tortoise)

DO

After discussing all of the chunks, invite students to say the sentence in their own words. Have one or two students share with the group. Then model reading the sentence aloud fluently, and have the students repeat after you.

Lesson 4

SAY How does this sentence help you better understand the process the team used to create Freddy's shell? (The team had to design the shell using a computer before the 3D printer could create it.)

Practice Rereading and Introduce Self-assessment

SAY Students, now you are going to read the passage aloud to yourself three 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.

SAY During this time, I am going to listen to some students read the passage and will give you feedback about your reading to help you improve your fluency. When you are done reading, you will complete a self-assessment to help you set goals for your reading.

Lesson 4

DO

Post or project the "Fluency self-assessment" form. Explain that after students read, this form will help them think about how they did with each element of fluency and set one goal for their reading. Model filling out each section, including writing one goal for improvement. Explain that you will give students this form when they are done reading. Have students bring their copy of the text to a space in the room where they can read it aloud quietly and not disturb others.

SAY

As you read, use a quiet voice, or whisper voice, so that you can hear yourself read but do not disturb those around you. Remember to read the passage aloud three times.

DO

Have students begin reading, and listen in on one or two students to offer support and provide feedback about their fluency. (See Feedback Guide) When students are finished reading, call for their attention.

SAY

Remember that one of the ways we improve our fluency is to set goals for our reading. Now you fill out a self-assessment form to set goals for yourself.

DO

Distribute a Fluency self-assessment form to each student and have them fill it out. When they are finished, invite one or two students to share with the group one thing they want to improve in their reading. Collect the self-assessments.

Lesson 4

SAY

You have had many opportunities to improve your reading of "3D Printing Aids Animals." We will celebrate all the progress you made in the next lesson when you will perform the passage for the group!

DO

Support any students who are still struggling to read the passage fluently by asking them to perform a shorter section of the passage (or another passage they know well). You might have them highlight the section of the passage they will perform and practice reading it aloud to family members in preparation for the next lesson. See Lesson 2 for the Feedback Guide.