

Lesson 3

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: very, would, write

Previously Taught Word List: from, give, know, live (verb), live (adj.), once, please, put, some, thanks, want, were, because, before, been, both, buy, pull, many, goes, their



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 Fluent Reading and Answer

Questions about the Text



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, "A Salty Problem," 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.



SAY

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



DO

Distribute a copy of the passage to each student. Tell students that you will read the text aloud as they listen and follow along.



SAY

As I read, I will use my finger to follow the words and you will listen, watch, and follow along silently. Ready?

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Reread the title, then read the text aloud (including the text box), 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.



There are a lot of commas in the first paragraph. When I read this paragraph, I paused very briefly at the commas so that I could understand the meaning of sentences. (Point to and reread aloud the first two sentences of the first paragraph to students.) I also emphasized the word “some” in the first sentence and the word “others” in the second sentence to show the contrast between those who have access to fresh water and those who don’t.



Have students discuss the following question in pairs; then invite one or two students to share with the whole group.

Q: How do you think the author feels about desalination? What makes you think that? (e.g., The author recognizes desalination as a possible solution, but thinks that methods need to be improved. I think that because the author describes the problems with the current methods.)

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Practice Reading the Passage with a Buddy



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. You can take turns reading one paragraph at a time, or take turns reading the entire passage at a time. The important thing is to listen attentively and to offer encouraging and kind feedback to your partner.



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.

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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

You have had many opportunities to improve your reading of “A Salty Problem.” You can read it to your family members aloud for more practice and to prepare to read it loud 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 1 for the correction routine.

