

# 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:** about, carry, done

**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, very, would, write



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 and Identify High Frequency Words



**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. 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



In the second paragraph, the word “desalination” is in italics. Authors often italicize important words in a text to make them stand out. This word is important because it is not a word we see very often and it is what the text is about. When I read this word, I slowed down a bit and emphasized the word with my voice to show that it is important.



Tell students that one of the High Frequency Words they learned today, “about,” is in the text. Underline the word in the enlarged text and have students do the same in their own copy of the text.

## Discuss One Sentence



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



Post or project the sentence, “Someday, desalination may help meet our demand for fresh water.” Read it aloud and have students read it aloud with you.

# Lesson 4

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

Someday,;

- This word is a combination of two words: some and day. What do you think it means? (Some time; some time in the future)

desalination

- What is desalination? (Method of taking salt out of ocean water to make fresh water)

may help meet our demand:

- Desalination may do what? (Help take care of our need)
- Who is "our" referring to? How do you know? (All of us living on Earth; I know because the text is about people needing clean water)

for fresh water:

- Desalination may help meet our demand for what? (For fresh water)
- What is another word or words the author could have used for "fresh? (Clean, drinking)



**SAY**



**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



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

Q: Do you think desalination is a good solution to the need for fresh water? How is your point of view different from or the same as the author's point of view?

## Practice Rereading and Introduce Self-assessment



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.



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



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. Remind students that after they read, they will fill out this form to help them think about how they did with each element of fluency and set one goal for their reading. 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



You have had many opportunities to improve your reading of “A Salty Problem.” We will celebrate all the progress you made in the next lesson when you will perform the passage for the group!



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.

