

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: eight, people, laugh

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, about, carry, done



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 5

Identify High Frequency Words and Model Performing the Passage



Have students sit with their partner. Post or project 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. 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? [people]



As students respond, underline the High Frequency Words and any additional High Frequency Words they have learned and practiced. Have students underline the same words in their copy of the passage.



Students, you have been working so hard this week on reading “A Salty Problem” 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.

Lesson 5



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.



SAY

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.



DO

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.

Lesson 5



(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?



Have a few students share their ideas. As they share, consider recording their ideas on chart paper. They can then use these ideas when responding to each other’s performances. If students don’t mention it, point out that in addition to reading fluently, you held the passage so everyone could see your face and that you read in a voice that was loud enough for all to hear.



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

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.

Lesson 5



DO

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.



SAY

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.

