

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: kind, don't

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, eight, people, laugh



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 1



DO

Point to the first word.



SAY

Read. *[Pause to allow the students to read the word.]* Spell.



DO

Point to each letter and prompt the students to say each letter name.



SAY

[After students have said the names of all the letters in the word prompt them to read the word.] Read. *[Pause to allow the students to read the word.]*



DO

Repeat this procedure for each word, having students “read, spell, read” each word.

Introduce Shared Reading Passage and Model Fluent Reading



DO

Post the “When I read fluently...” chart and review the elements of fluency with students.

Lesson 1



Remember that in Shared Reading, we will read many texts to improve our fluency. Fluent readers read words of a text accurately, or correctly, at a good rate (speed), and with expression. When we read fluently, we are better able to comprehend or understand what we read.



Ask students to think about the goal they set for themselves last week when they filled out their fluency self-assessment. Have them turn and tell their partner which element of fluency they want to focus on improving this week. Post the text, "Building a Fire," so that all students can see the words. Read aloud the title of the text.



This is the text we will read together this week. We will read it together many times so that by the end of the week, you will be able to read it (or part of it) fluently on your own.



Write the week's learning objective for all students to see and read it aloud. "I can improve my reading fluency by practicing reading 'Building a Fire' accurately, at a good speed, and with expression and feeling."



Remember, the goal is to improve reading fluency by the end of the week. You do not have to read the text fluently right away. Practicing rereading will improve your fluency.

Lesson 1



DO

Point to and read aloud the title again. Tell students that this is a fiction story about children (“forest friends”) on a camping trip, but in the story we also read true information about a topic. 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?



DO

Reread the title, then read aloud the text and the information in the “Do You Know?” text box. Read with expression and at a slightly slower pace so that students can easily follow along.



SAY

Now I will read the text again and stop to discuss some key vocabulary. You will follow along silently, and this time, I want you to think about what the topic of this text is, or what the text is about. Ready?

Lesson 1



DO

Read aloud the text again while students follow along silently. As you read, stop to define the following vocabulary:

s'mores: treat made with graham crackers, chocolate, and melted marshmallows

huddled: gathered around

pack leader: adult who leads the children

exhausted: very tired

panted: breathed heavily

matches: short sticks with a tips that catch fire when rubbed on a hard surface

dragged: pulled

(Consider posting the words and definitions and reviewing them in each lesson.)



SAY

We will read the passage again and you will answer some questions about the passage.

Practice Choral Reading and Answer Questions about the Text



DO

Distribute a copy of the passage to each student.

Lesson 1



SAY

Students, now we will chorally read the passage together. As I read, you will follow along on your own text and read out loud what I am reading. We will read the words together, using voices that are not too loud, and not too quiet. Remember to use your finger to follow the words as we read. Ready?



DO

Read aloud the text chorally with the students (including the “Do You Know?” box). Be sure to model fluent reading for students, reading not too slowly or too fast. (During choral reading, make a mental note of any students who have challenges and which words cause hesitation.) Once you are finished reading, give the whole group specific, positive feedback about how they read fluently. (Refer to the “When I read fluently,...” chart and identify one element that students did well.)



SAY

Now I want you to think about the text and I am going to ask you some questions. When I ask a question, you are going to turn to your partner and take turns answering the question.

Lesson 1



Ask the following comprehension questions one at a time. After students discuss each question in pairs, invite one or two students to share with the whole group.

Q: Who are the characters in this story? (Mr. Griffin and the children)

Q: What do the children learn from Mr. Griffin? (That friction starts a fire; how to start a fire)

Q: Why does Mr. Griffin rub two sticks together? (Rubbing them together creates friction, which heats them up to start a fire)



In the next lesson, we will read this text again as a group and you will also practice reading it on your own.



Collect the students' copies of the passage. See lesson 1 for the correction routine.