

## 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:** example, always

**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, kind, don't, along, something



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**

Students, 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 able to comprehend or understand what we read.



**DO**

Post the text, "Building a Fire," 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?

# Lesson 3



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 is a lot of dialogue, or conversation between characters, in this story. Authors show dialogue by putting the words of a character inside quotation marks.



Point to examples of dialogue in the passage and reread one or two examples.



Notice that when I read the dialogue my voice changed to sound like I was speaking to someone. Fluent readers read dialogue using a voice that shows characters are speaking to each other. When you read the passage to your buddy, remember to change your voice when you see quotation marks for dialogue.

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

Q: (Point to and read aloud the last two paragraphs.) Why do you think the children are so excited? (e.g., They are happy Mr. Griffin could get the fire started. It was exciting to see the match burst into flame.)

Q: Why is it important for campers to learn how to build a fire safely? (Fire is very dangerous)

Ask the students to rub their hands together to experience how the friction warms them up.



DO

## Practice Reading the Passage with a Buddy



SAY

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.



DO

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.

# Lesson 3



**SAY**

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.



**DO**

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.



**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.

# Lesson 3



You have had many opportunities to improve your reading of “Building a Fire.” You can read it to your family members aloud for more practice and to prepare to read it aloud to the group at the end of the week.



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 2 for the Feedback Guide.

