

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: both, together

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, example, always



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 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, "Building a Fire," 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



Notice that when I read the paragraph about Mr. Griffin rubbing two sticks together I emphasized the words ‘faster and faster’ and raised my voice a little to show the meaning and the effort he was putting into doing it. Then I read the last word of the paragraph, ‘exhausted,’ with an exhausted voice and I drooped my shoulders a little to show the meaning.



Tell students that both of the High Frequency Words they learned today, “both” and “together” are 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: “Friction is also what causes the chemical coating on the head of a matchstick to catch fire,” he said. Read it aloud and have students read it aloud with you.

Lesson 4

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

“Friction:

- What is friction? (It is what causes two objects to warm up when they are rubbed together)
- What do the quotation marks before this word tell us? (Someone is talking; this sentence is dialogue)

is also what causes:

- What does the word “also” tell us? (That we already learned something about friction and that we will learn something else that friction causes)

the chemical coating on the head of a matchstick:

- Where is the chemical coating? (On the head of the matchstick)
- What is another word the author could have used for “head”? (End, top)

to catch fire,” he said:

- What does friction cause the chemical coating on the matchstick to do? (To catch fire)
- “He said” tells that someone said the words between the quotation marks in this sentence. Who is speaking in this sentence? (Mr. Griffin)



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: What clue does the author give in this sentence about why matches worked better to start a fire than rubbing sticks together? (There is a chemical coating on the matchstick)

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. 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 “Building a Fire.” 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.

