

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: no new High Frequency Words

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, both, together, often, important, children, idea, enough, really, almost, above, sometimes, talk, leave, family



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



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.



Post the text, “Less Screen Time for Children,” so that all students can see the words. Read aloud the title of the text and remind students that this text discusses screen time for children. Review the week’s learning objective for students: “I can improve my reading fluency by practicing reading ‘Less Screen Time for Children’ accurately, at a good speed, and with expression and feeling.”

Distribute a copy of the passage to each student. Tell students that you will read the text aloud as they listen and follow along. Then you will read the text again and ask some questions.



As I read, I will use my finger to follow the words and you will listen, watch, and follow along silently. Ready?

Lesson 2



DO

Reread the title, then read aloud the text, including the information in both text boxes, with expression and at a slightly slower pace so that students can easily follow along.



SAY

Now I will read the text again and then ask you some questions. You will follow along silently. Ready?



DO

Reread the title, then read aloud the text with expression and at a slightly slower pace so that students can easily follow along.



SAY

Now 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.



DO

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: (Point to the chart on page 2.) How much daily screen time does the World Health Organization suggest for children 0–1 and 2–5 years? (None for kids 0–1; one hour for kids 2–5)

Q: Why do you think the author included this graph? (To show that kids get a lot more screen time than is recommended)

Q: Why do you think the author wrote this passage? (To convince people of the risks of too much screen time for young children)

Lesson 2



SAY

Now we will read the passage again and identify the High Frequency Words we recognize.

Practice Echo Reading and Identify High Frequency Words in the Passage



SAY

Students, now we are going to echo read the text. As I read, you will follow along on your own text and then when I say “your turn,” you will read aloud the same line of the passage. Before we echo read, let’s identify any High Frequency Words in the passage that we know.



DO

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.



SAY

What High Frequency Words do you see in this passage? [from, know, put, some, live, their, about, together, children, enough, talk, family]

Lesson 2



DO

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



SAY

Now we will practice echo reading. Remember, as I read, you will follow along on your own text and then when I say “your turn,” you will read aloud the same line of the passage. Remember to use voices that are not too loud and not too quiet, and to use your finger to follow the words as we read. Ready?



DO

Read a line of the passage aloud, pointing to each word as you read. Be sure to model fluent reading for students, reading with expression and not too slowly or too fast. (During echo reading, make a mental note of any students who have challenges and which words cause hesitation.)



SAY

Your turn. Remember to use your finger to follow the words as you read. (*Listen as students read aloud the same line.*)



DO

Repeat the above procedure for each line of the passage. Once you are finished reading, give the whole group specific, positive feedback about how they echo read fluently.



See lesson 1 for the correction routine.

Review Elements of Fluency and Practice Rereading the Passage Independently



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. Invite students to think about which element of fluency they most need to improve and to focus on that element as they read.



During this time, I am going to listen to some students read the passage and will give feedback about your reading to help improve your fluency.



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.

Lesson 2



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 and to use your finger to follow the words as you read.



Have students begin reading. As they read, listen in on one or two students and offer feedback about their fluency. When all students are finished reading, collect their copies of the passage.

