Lesson 4

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.

Lesson 4

Model Fluent Reading of the Passage 💬

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, "Less Screen Time for Children," 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.

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.

SAY

In the first sentence of the last paragraph, I paused very briefly after each comma and I emphasized the words "exercise," "sleep," and "others" to emphasize the meaning of the sentence.

Lesson 4

Discuss One Sentence 💬

SAY
> Students, now we are going to focus on one sentence from this passage and talk about it.

DO
> Post or project the sentence: However, too much screen time can do more harm than good. Read it aloud and have students read it aloud with you.

SAY
> For each chunk, have students discuss the following questions in pairs:
>
> However,:
> - Why does the author include this word? What does this word tell us? (The sentence before this one says that young children enjoy getting a lot of screen time. This word tells us that this sentence will say something that contrasts with that.)
>
> too much screen time:
> - What is this chunk about? (Screen time)
> - Why is the phrase "too much" important here? (Because screen time isn't bad by itself, just when we get too much of it)
>
> can do more harm than good:
> - What does too much screen time do? (It does more harm, or damage, than it does good.)

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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.

SAY 💬

Have students discuss the following question in pairs; then invite one or two students to share with the whole group.
Q: What is the author's opinion about screen time? Do you agree or disagree, and why? (The author thinks too much screen time for young children is harmful.)

Practice Rereading and Complete Self-assessment 💬

SAY 💬

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.

DO ☑

Point to the "When I read fluently..." chart and briefly review the elements of fluency.

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SAY

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.

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.

Lesson 4

☑ **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.

💬 **SAY**

You have had many opportunities to improve your reading of "Less Screen Time for Children." We will celebrate all the progress you made in the next lesson when you will perform the passage for the group!

☑ **DO**

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.