Objective:

The student will gain speed and accuracy in reading phrases.

## Materials:

▸ Phrase cards (Activity Master F.013.AM1a - F.013.AM1f)
▸ Phrases correct per minute record student sheet (Activity Master F.013.SS)
▸ YES and NO header cards (Activity Master F.006.AM1)
▸ Timer (e.g., digital)
▸ Pencils

Activity

Students read phrases in a timed activity.

1. Place the set of phrase cards face down in a stack. Place the timer at the center. Place the YES and NO header cards face up next to each other. Provide each student with a phrases correct per minute record.
2. Working in pairs, student one sets the timer for one minute and tells student two to "begin." Student two selects the top card and reads the phrase aloud while student one follows along silently.
3. If all the words in the phrase are read correctly, student one places the card in a pile under the "YES" header card. If one or more words in the phrase are read incorrectly, places it in a pile under the "NO" header card.
4. Continue activity until the timer goes off. Count the phrase cards in the "YES" pile and record the number on the phrases correct per minute record. Read phrases in the "NO" pile together.
5. Reverse roles and repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation
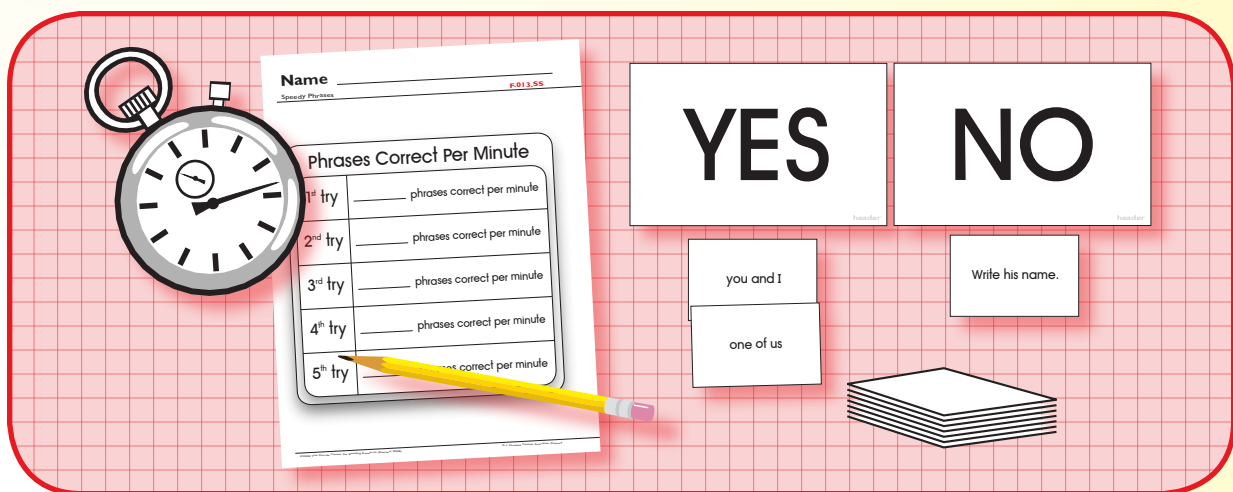
Extensions and Adaptations

▸ Write and use other phrases.
▸ Graph individual words read correctly per minute (Activity Master F.007.SS1a-F.007.SS1d).

I like them.

you and I

She called me.

We have some.

It is time.

This is my dog.

one of us

these people

in the water	by the time
How old are you?	Look at me.
You may go.	how many
a long day	my number is

phrase cards

it has been	Write her name.
some of you	it could be
The cat is little.	Look for them.
There you are.	She will go.

phrase cards

one at a time	What are these?
Look at this.	I made some
about the time	You can go.
one or the other	Write his name.

phrase cards

some of them	look at each
Call her now.	She said that.
they have been	What time is it?
Write the word.	some may get

phrase cards

he would like	Who said that?
Who are you?	Now we will go.
What could it be?	We will use this.
Write the number.	They are with him.

phrase cards

Name _____

Phrases Correct Per Minute

1st try	_____ phrases correct per minute
2nd try	_____ phrases correct per minute
3rd try	_____ phrases correct per minute
4th try	_____ phrases correct per minute
5th try	_____ phrases correct per minute

Objective

The student will read with proper phrasing, intonation, and expression in chunked text.

Materials

▶ Passage, book, or text

Choose passages within students' instructional-independent reading level range. Divide text into one-to-five word chunks (phrases) by placing slash marks where students should pause. Single slashes may denote short pauses within sentences and double slashes may denote longer pauses at the end of sentences.

Activity

Students read text which has been divided into meaningful phrases by slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text.
3. Working in pairs, student one (higher performing student) reads the entire text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading by chunks, emphasizing the pauses at slash marks.
5. Continue until able to read the passage fluently.
6. Peer evaluation

> Once upon a time,/a little boy/
> went to fly/his kite/in the open
> field.//As he ran/with the kite,/
> it got caught/in a tall, tall tree.
> He didn't know/what to do.//So
> he/ran to his brother/shouting,
> "Help me, help me!//Please
> help me/get my kite down."//

Extensions and Adaptations

▶ Use a timer to quicken the pace.
▶ Partner read the passage, taking turns reading sentences.
▶ Use longer and/or more difficult passages within instructional-independent reading level range.

Fluency

Rereading Decodable Text

Objective
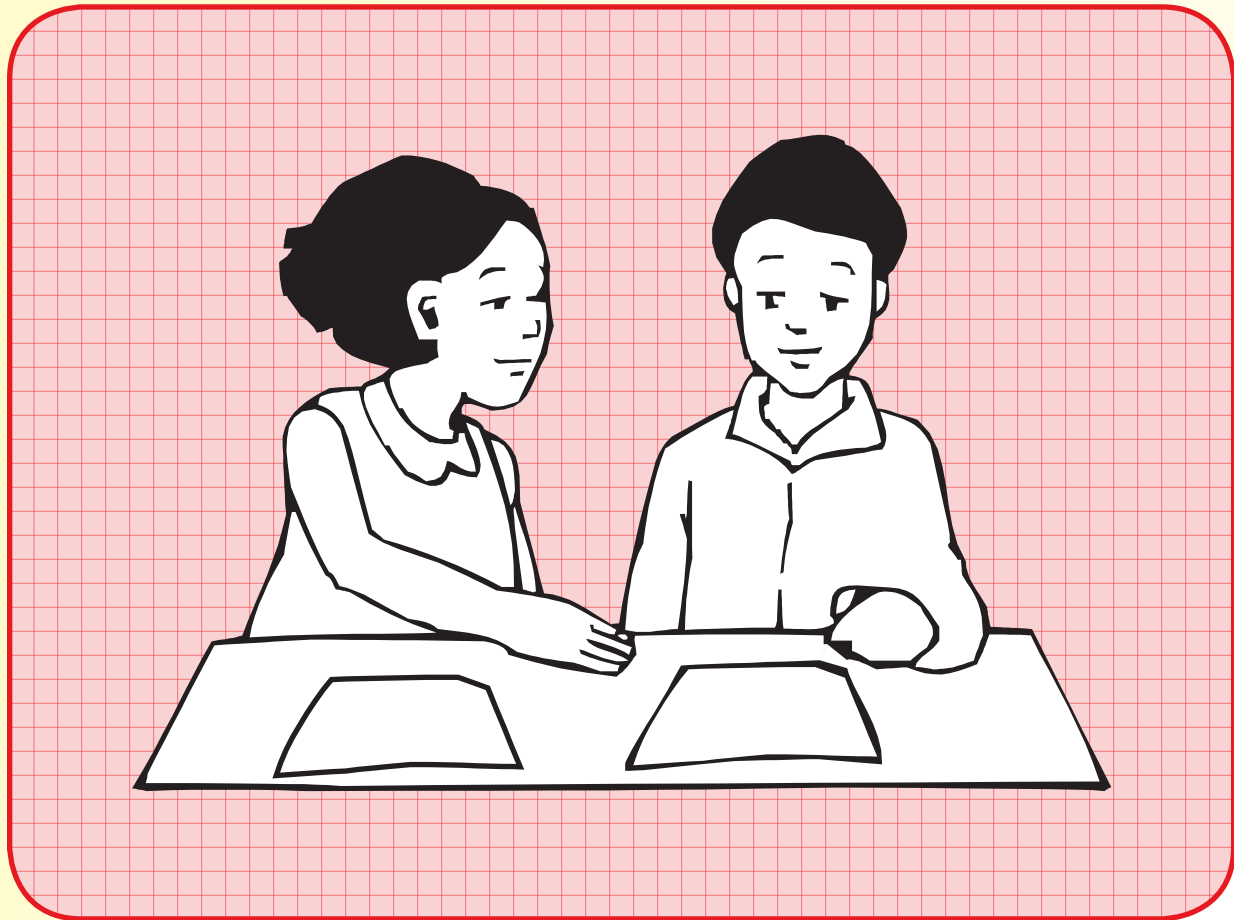The student will gain speed and accuracy in reading connected text.

Materials
▶ Set of decodable books or passages
Select previously introduced text which focuses on target letter-sound correspondences.

Activity
Students practice rereading decodable text with a partner.
1. Provide each student with a copy of the text.
2. Taking turns, student one reads the first sentence of the text aloud. Student two reads along silently providing assistance when needed.
3. Continue to read alternating sentences until the entire text is read.
4. Reverse roles and reread the text several times attempting to gain speed and accuracy.
5. Peer evaluation

Extensions and Adaptations
▶ Make copies of the text and circle target letter-sound correspondences.
▶ Read other decodable texts with targeted letter-sound correspondences.
▶ Use a timer to quicken the pace.

✐ **Objective**

The student will gain speed and accuracy in reading connected text.

✐ **Materials**

▶ Passage, book, or text
  Choose books or passages within students' instructional-independent reading level range.
▶ Sticky notes
  Divide the text into passages using sticky notes to indicate the length of text to be read.

✐ **Activity**

Students practice reading fluently by reading text with a partner.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text.
3. Taking turns, student one (the higher-performing student) reads the assigned length of text aloud. Student two (the lower-performing student) reads along silently, providing assistance when needed.
4. Student two rereads the same text while student one assists.
5. Continue until the entire text has been read.
6. Reread the text several times attempting to increase speed and accuracy.
7. Peer evaluation
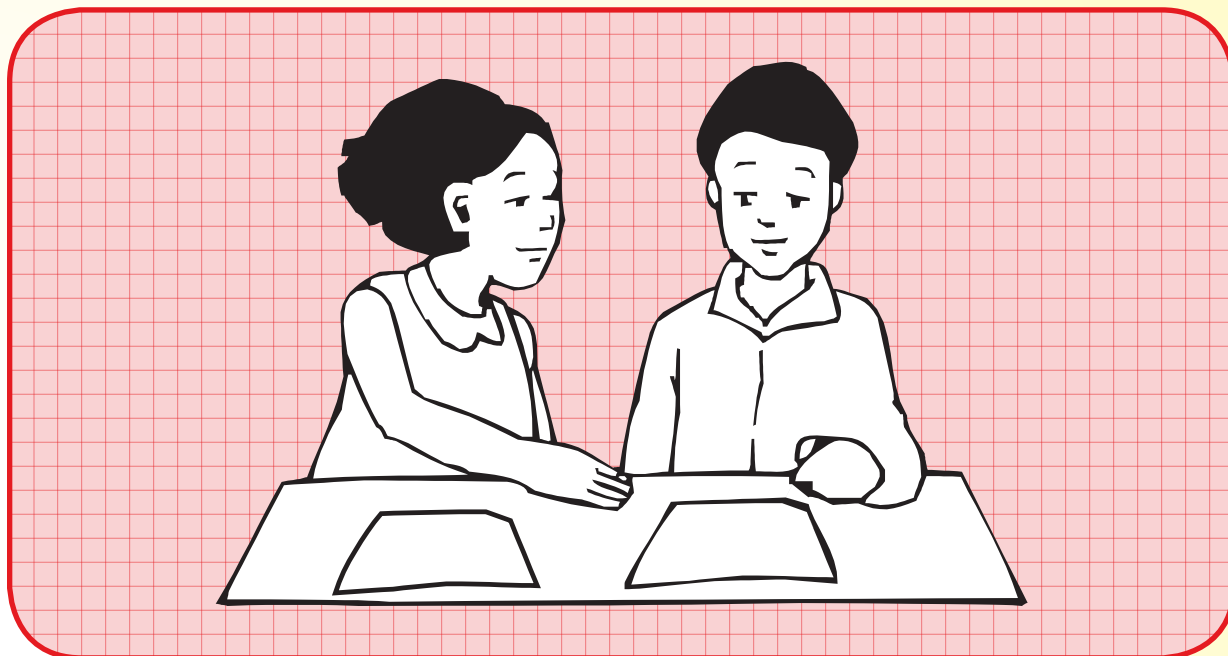
✐ **Extensions and Adaptations**

▶ After reading, answer comprehension questions.
▶ Retell the story with a partner. For example, student one asks, "What happened first?" Student two answers. Student one asks, "What happened next?" Student two answers. Student one continues questioning until student two has retold the entire story in sequence.

Fluency

Repeated Timed Readings

Objective

The student will gain speed and accuracy in reading connected text.

Materials

▶ Books or passages
  Choose books or passages within students' instructional-independent reading level range.
  Make two copies and laminate. Indicate the number of words in text.
▶ Reading record student sheet (Activity Master F.017.SS)
▶ Words correct per minute graph student sheet (Activity Master F.007.SS1a - F.007.SS1d)
  Choose or make a graph appropriate to the students' fluency level.
▶ Timer (e.g., digital)
▶ Vis-à-Vis® marker
▶ Pencils

Activity

Students time repeated readings and graph words correct per minute.

1. Provide each student with a copy of the text, reading record, and words correct per minute graph. Place the timer and Vis-à-Vis® marker at the center.
2. Working in pairs, student one sets the timer for one minute and orally reads the text. Student two follows along, using a Vis-à-Vis® marker to mark words read incorrectly.
3. Continues reading until timer goes off. Student two circles the last word read. Student one completes the reading record and words per minute graph with the assistance of student two.
4. Student one rereads the text two more times, attempting to increase speed and accuracy.
5. Reverse roles and continue until student sheet is complete.
6. Teacher evaluation
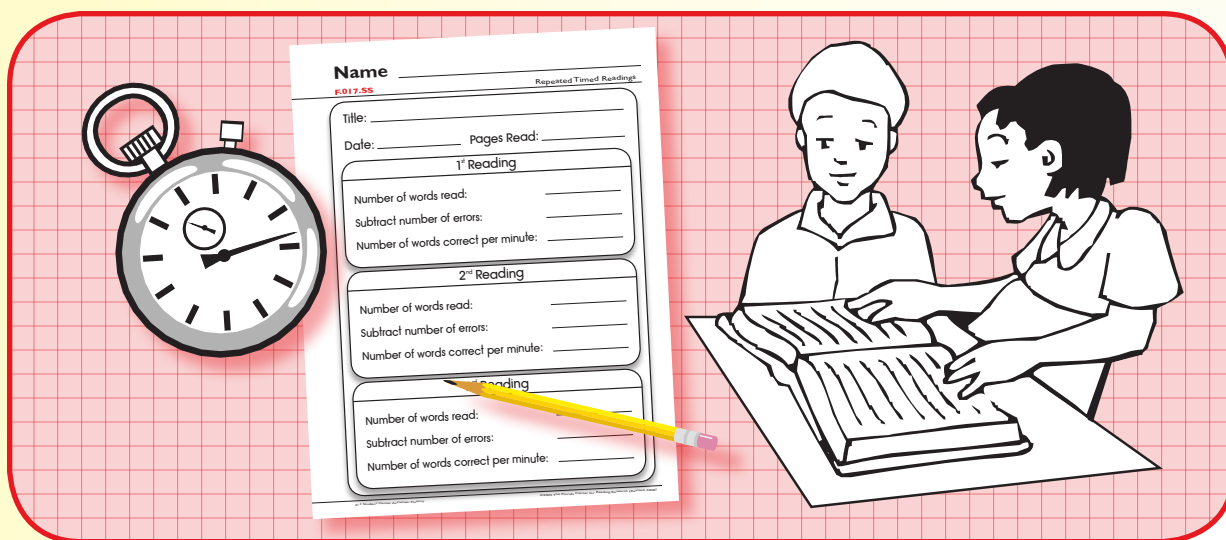
Extensions and Adaptations

▶ Use other books or passages.

Name _____

Title: _____

Date: _____   Pages Read: _____

1st Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

2nd Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

3rd Reading

Number of words read: _____

Subtract number of errors: _____

Number of words correct per minute: _____

Fluency

Tape-Assisted Reading

✎ Objective
The student will read with proper phrasing, intonation, and expression in connected text.

✎ Materials
- ▶ Book or paper copy of reading passage
- ▶ Tape player

  Place a green sticker on play, red sticker on stop, and yellow sticker on rewind.
- ▶ Headphones
- ▶ Cassette tape

  Choose or make tapes of a book or passage on students' instructional reading level.

✎ Activity
Students practice reading fluently by reading along with a tape-recorded book.

1. Place the tape player, headphones, and cassette tape at the center. Provide the student with a copy of the text.
2. The student listens to the tape and follows along in the text tracking under the words with a finger.
3. Rewinds and reads with the tape, emphasizing phrasing, intonation, and expression.
4. Practices reading the text without the tape, emphasizing phrasing, intonation, and expression.
5. Continues until able to read the passage fluently.
6. Self-check
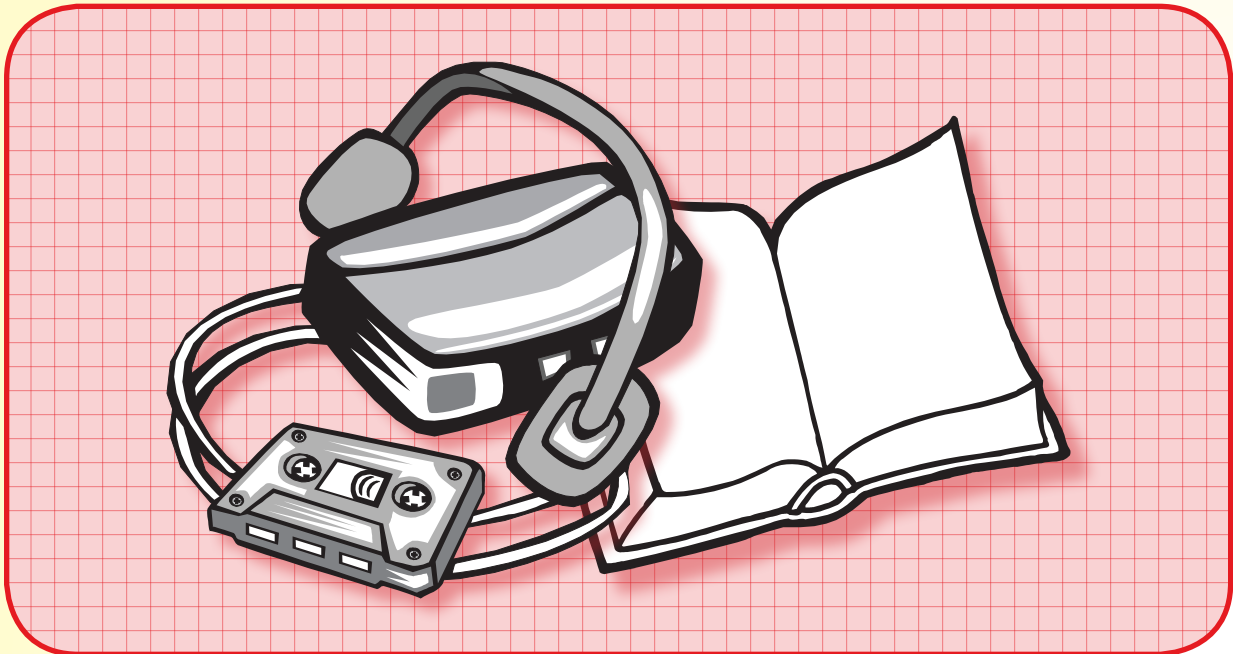
✎ Extensions and Adaptations
- ▶ Read the text or passage to other students at the center.
- ▶ Choral read the text with a partner.
- ▶ Partner read the text.

Objective

The student will read with proper phrasing, intonation, and expression in connected text.

## Materials

▶ Books or passages

Choose books or passages within students' instructional-independent reading level range.

Activity

Students read text in unison.

1. Provide each student with a copy of the text.
2. Taking turns, student one begins reading.
3. The other students choral read along with student one.
4. Continue until the text is complete.
5. Change roles, allowing each student to lead the group, and reread.
6. Peer evaluation
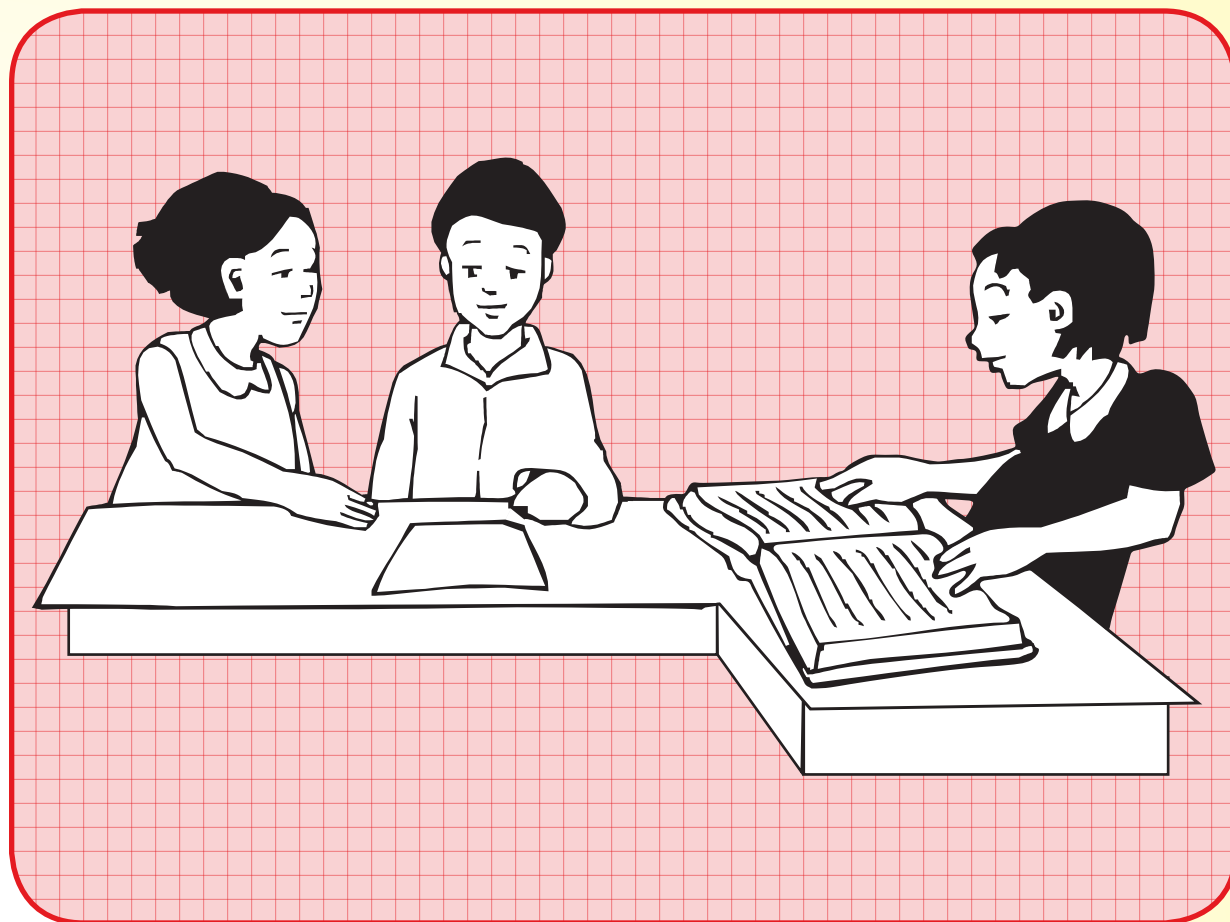
Extensions and Adaptations

▶ Copy text on overhead transparency and one student leads the choral reading by tracking under the words.

▶ Use a big book and students take turns leading the choral reading by tracking under the words.

Express It!

✐ Objective
The student will read with proper phrasing, intonation, and expression in connected text.

✐ Materials
▶ Sentence strips (Activity Master F.020.AM1a - F.020.AM1c)
   Copy on card stock, laminate, and cut.

✐ Activity
Students read sentences with expression.
1. Place the sentence strips face up in a stack at the center.
2. Working in pairs, student one selects the top sentence strip and reads it silently. Reads the sentence(s) again, this time orally, using proper phrasing, intonation, and expression.
3. Student two then reads the same sentence(s) aloud. If the sentence(s) is read with different phrasing, intonation, or expression, students discuss why.
4. Reverse roles and continue until all sentences are read.
5. Peer evaluation

> The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

✐ Extensions and Adaptations
▶ Read the sentences chorally.
▶ Write and read other sentences (Activity Master F.020.AM1c).
▶ Use longer sentences or passages.

Little Red Riding Hood said, "Grandmother, what big eyes you have!" The wolf replied in a high voice, "The better to see you with, my dear."

"This bowl of porridge is too cold! This one is too hot! But this one is just right," said Goldilocks.

"Little pig let me come in or I'll huff and puff and blow your house down!" yelled the wolf.

The lion roared loudly, "Mouse, please help me get this thorn out of my paw!"

TRIP! TRAP! TRIP! TRAP! "Who's that trip-trapping over my bridge?" shouted the troll.

sentence strips

The mouse was very afraid. "Please let me go," the mouse begged.

"Oh, Turkey-Lurkey, the sky is falling! We are going to tell the king," cried Goosey-Loosey.

"Somebody has been sitting in my chair!" growled Papa Bear.

"Run, run as fast as you can! You can't catch me! I'm the Gingerbread Man!"

"Somebody has been sitting in my chair and they broke it!" whined Baby Bear.

sentence strips

The goose said, "Stop Gingerbread Man! I would like to eat you!"

The first little pig shouted, "Not by the hair on my chinny, chin, chin!"

"Grandmother, what big teeth you have!" said Little Red Riding Hood.

The third goat had a big voice. "IT IS I, THE BIGGEST BILLY GOAT GRUFF!" he bellowed.

sentence strips

Fluency

Readers' Theater

Objective
The student will read with proper phrasing, intonation, and expression in connected text.

Materials
▶ Readers' Theater script (Activity Master F.021.AM1a - F.021.AM1d)

Optional: Choose stories with dialogue-rich text and develop scripts within students' instructional-independent reading level range or locate appropriate scripts on the Internet.

Activity
Students rehearse and read text using a Readers' Theater format.
1. Provide scripts for each student with his character highlighted in a specific color.
2. Taking turns, students read assigned parts of the script while providing assistance to one another with unknown words and/or phrasing, intonation, and expression.
3. Change characters and continue until every student has a turn reading each part.
4. Peer evaluation

Fluency

F.021.AM1a   Readers' Theater

The Three Bears

Characters:

Narrator
Baby Bear
Momma Bear
Papa Bear
Goldilocks

Narrator: Once upon a time there were three bears who lived in a house in the woods.

Baby Bear: One of them was Baby Bear.

Momma Bear: One was Momma Bear.

Papa Bear: And the other was Papa Bear.

Narrator: They each had a bowl for their porridge.

Baby Bear: The Baby Bear had a little wee bowl.

Momma Bear: The Momma Bear had a medium-sized bowl.

Papa Bear: And the Papa Bear had a great big bowl.

Narrator: They each had a chair to sit in.

Baby Bear: The Baby Bear had a little wee chair.

Momma Bear: The Momma Bear had a medium-sized chair.

Papa Bear: And the Papa Bear had a great big chair.

Narrator: And they each had a bed to sleep in.

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Extensions and Adaptations
▶ Increase the reading difficulty of the scripts.
▶ Students write plays to use for Readers' Theater.

The Three Bears

Characters:

Narrator
Baby Bear
Momma Bear
Papa Bear
Goldilocks

Narrator: Once upon a time there were three bears who lived in a house in the woods.

Baby Bear: One of them was Baby Bear.

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Narrator: They each had a bowl for their porridge.

Baby Bear: The Baby Bear had a little wee bowl.

Momma Bear: The Momma Bear had a medium-sized bowl.

Papa Bear: And the Papa Bear had a great big bowl.

Narrator: They each had a chair to sit in.

Baby Bear: The Baby Bear had a little wee chair.

Momma Bear: The Momma Bear had a medium-sized chair.

Papa Bear: And the Papa Bear had a great big chair.

Narrator: And they each had a bed to sleep in.

Baby Bear: The Baby Bear had a little wee bed.

Momma Bear: The Momma Bear had a medium-sized bed

Papa Bear: And the Papa Bear had a great big bed.

Narrator: One morning, the three bears made porridge for breakfast, but it was too hot to eat! So they decided to go for a walk in the woods until it cooled.

While the three bears were walking, a little girl named Goldilocks came to their house. First, she looked in at the window, and then she peeked through the keyhole.

Goldilocks turned the handle of the door. The door was not locked, so Goldilocks opened the door and went right in.

There was the porridge on the table. It smelled very, very good! She went straight to it.

First, she tasted the porridge of the Papa Bear.

Goldilocks: Um, this is too hot.

Narrator: Then she tasted the porridge of the Momma Bear.

Goldilocks: Um, this is too cold.

Narrator: Then she tasted the porridge of the Baby Bear.

Goldilocks: Oh, this is just right. I like it so much I think I'll eat it all up!

Narrator: Then Goldilocks went into the living room to see what else she could find. There were the three chairs.

First, she sat down in the chair of the Papa Bear.

Goldilocks: Um, this is too hard.

Narrator: Then she sat down in the chair of the Momma Bear.

Goldilocks: Um, this is too soft.

Narrator: Then she sat down in the chair of the Baby Bear.

Goldilocks: Oh, this is just right. I like it so much I think I'll rock and rock!

Narrator: BUT, the bottom of the chair fell out! Down she went onto the floor with a CRASH!

Goldilocks went into the bedroom where the three bears slept.

First, she lay upon the bed of the Papa Bear.

Goldilocks: Um, this bed is too high at the head for me.

Narrator: Then she lay upon the bed of the Momma Bear.

Goldilocks: Um, this bed is too high at the foot for me.

Narrator: Then she lay down upon the bed of the Baby Bear.

Goldilocks: Oh, this is just right! I like it so much I think I'll go to sleep!

Narrator: By this time, the three bears thought their porridge would be cool enough. So they came home for breakfast.

Goldilocks had left the spoons of the bears in their porridge bowls and they all noticed right away!

Papa Bear: Somebody has been eating my porridge!

Baby Bear: Somebody has been eating my porridge and it's all gone!

Narrator: Goldilocks had left the chair cushions a mess.

Papa Bear: Somebody has been sitting in my chair!

Momma Bear: Somebody has been sitting in my chair!

Baby Bear: Somebody has been sitting in my chair and it is broken!

Narrator: The three bears went into the bedroom.

Goldilocks had left all of the bed pillows out of place.

Papa Bear: Somebody has been lying in my bed!

Momma Bear: Somebody has been lying in my bed!

Baby Bear: Somebody has been lying in my bed and here she is!

Narrator: All three bears let out a long yell.

All Three Bears: Aaaaahhhhhh!

Narrator: This woke Goldilocks up. The three bears were all staring at her.

Goldilocks was so frightened that she jumped out of bed and ran away as fast as she could and never came back!

Objective

The student will gain speed and accuracy and read with proper phrasing, intonation, and expression in connected text.

Materials
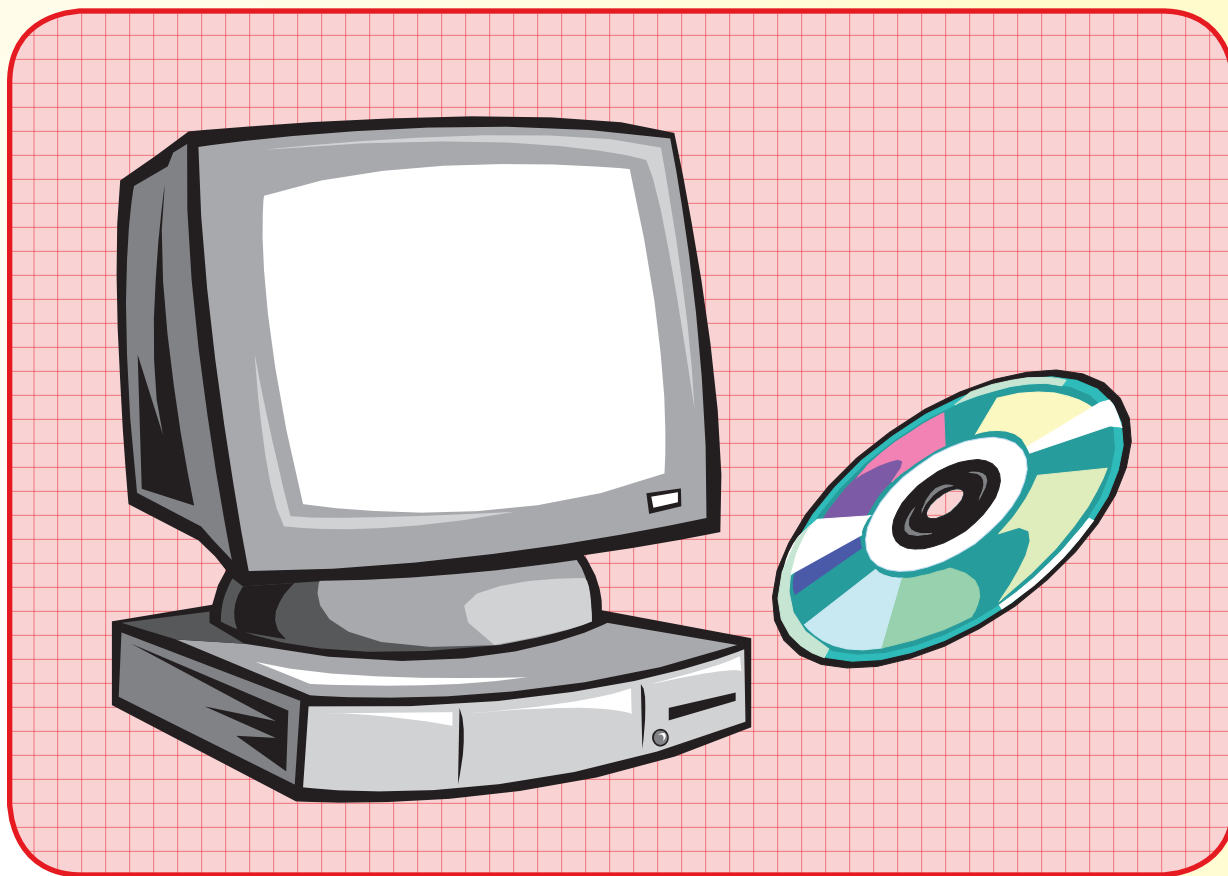
▶ Computer
▶ Headphones
▶ Computer software
   Choose fluency-based computer software on students' instructional level.

Activity

Students interact with fluency passages at the computer center.

1. Place the computer software and headphones at the computer center.
2. The student listens to passages and interacts with fluency-based software.
3. Progresses to the next level as directed, and continues to follow instructions.
4. Self-check

Extensions and Adaptations

▶ Use various reading-related computer software programs.