

Fluency Frenzy
6-15-10
(15-20 minutes)

Grade Level: 2-3

Lesson Format: One-on-one instruction

Lesson Objectives: Students will read a grade level text with accuracy and appropriate pacing

GA State Standards:

ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads familiar text with expression.

Materials: *The Zacharys' Plans* by Jill Eggleton

Reading selections ("Hamsters", "Soccer Camp", "A Perfect Beach Hat")

Oral reading assessment

Resources: abcteach.com for leveled reading selections

Macmillan/McGraw-Hill for leveled reading selections

MLPP Oral Reading assessment

Rationale/ Background: Oral fluency rate is critical for students' reading development and fluency needs to be practiced consistently. One strategy to work on fluency is choral reading. Reading grade-level appropriate texts repeatedly will help increase students' fluency rate, which in turn, will help students to comprehend what they read.

Lesson Opening: Teacher will explain that, "Fluent reading means you read like you are talking, paying special attention to punctuation and phrasing. Fluent readers read 'quickly', meaning that they read at a natural rate. Fluent reading is important because if you are able to read the text naturally, you will then be able to understand and think about what you read. Good fluency helps us to enjoy what we read. I love to read books fluently because it allows me to have fun while reading!"

The teacher will introduce herself and say, "Today we are going to practice reading together. Before that, I want to get you to know you as a reader a little bit." The teacher will ask the following questions:

- Do you like to read?
- What's your favorite part of reading?
- Do you think you're a good reader?
- What kinds of books do you like to read?
- Is reading hard or easy?

Before Reading:

1. Next, the teacher will administer a “Reading Attitude Survey” to students.
2. The teacher will say, “We are going to read a small story together called *The Zacharys’ Plans*.” Give book to student. “What do you think this book is about?” Teacher and student will discuss predictions. Then teacher will say, “I’m going to listen to you read the first page of this story, and then we will talk about it after.”
3. Student will read the story while the teacher records errors for one minute (and performs a running record). The teacher will observe the reading strategies the student demonstrates.
 - What does the child do if they come across an unfamiliar word?
 - Does the student pay attention to punctuation and character changes?
 - Does the student sound out words or skip words?
 - Does the student use picture clues?From these observations, the teacher will determine an area of needed improvement for the student, i.e. an area of focus.
4. Teacher will ask, “What was the story about that you just read? How do you know?” Teacher and student will discuss the text as the student retells the story.

During Reading:

After the teacher understands the needs of the student, they will read another selection together to continue to work on accuracy. “I’m going to give you a choice of which one you would like to read” (The three reading selections listed above are at three different levels. Based on the perceived level of the child, the teacher will choose two of the three to present to the student).

- First the teacher will read the selection and the student will listen
- The student and teacher will read the selection chorally three times
- Teacher will say, “Remember, fluent reading means you are reading the words accurately and you are reading like you are talking. You have been doing a fantastic job reading with me chorally. Now I’m going to listen to you reading this selection by yourself”.
- The student will read the selection alone

After Reading:

1. Teacher will praise the student for what he/she did especially well. The teacher will then explain, “Great job! You are now going to take what you just learned and practiced and read a selection on your own. I’m going to be listening to you practice reading fluently.”
2. Student will practice reading independently. (Teacher will listen)
3. Teacher will again tell the child what he/she did well.

Lesson Conclusion:

Teacher will say, “You did a great job today! Today we practiced reading like we were talking. Readers read often so they can become more fluent and understand what they are reading. One way you can build your fluency is to chorally read with a friend or adult. So, every time you read, know that one way you can improve your fluency is by rereading the text or reading chorally.”

Additional instructional approach:

- Before Reading: Teacher explains to student that echo reading is another way to practice fluency. Teacher will say, “Echo reading is when one person reads, and the other person repeats. It can help us with fluency because it allows us to practice re-reading the selection. Readers need to practice reading, just like you would practice soccer or swimming. Can you get better at soccer if you never practice?”
- Teacher will say, “Today we are going to read a poem called ‘My New Pet’. What do you think this poem will be about?” (Predict)
- Teacher will read the entire Poetry Theatre poem, “My New Pet” (both characters)
- Teacher will assign parts, one for teacher and one for student (“Dad” for teacher; “Child” for student)
- During Reading: Teacher will read “Child”, student will repeat (echo read). We will do this three times. (Teacher will read fluently, at a natural rate).
- Teacher will say, “Great reading. Now, we are going to read the poem with parts, I’m going to read “Dad”, and you are going to read “Child”. Remember, we want to read like we are talking, like you just practiced.”
- Teacher and student will perform “My New Pet” twice.
- After Reading: Teacher will ask, “What was the poem about?” Student will retell selection. (This will serve as an additional assessment).
- Teacher will praise the student for what he/she did especially well. The teacher will then explain, “Great job! You are now going to take what you just learned and practiced and read a selection on your own. I’m going to be listening to you practice reading fluently, like you are talking.”
- Student will practice reading independently. (Teacher will listen)
- Teacher will again tell the child what he/she did well.

Adaptations and Extensions:

- To extend the learning, student practices a selection of Poetry Theatre
- Teacher will change reading selection based on reading level
- Teacher will slow down/speed up instruction based on needs of student
- Depending on specific reading needs, teacher will alter instruction to focus on that need

Assessment of Objective:

Objective: Students will read a grade level text with accuracy and appropriate pacing

Informal, formative assessment: If the student is able to read the grade-level text fluently (with expression, paying attention to punctuation, decoding strategies, etc) the student has met the objective