

Contents

<i>Acknowledgments</i>	vii
1. Time	1
2. Organizing	12
3. Grouping	20
4. Comprehension	35
5. Fluency	65
6. Phonemic Awareness	87
7. Phonics	114
8. Vocabulary	139
<i>Appendix A: Organizing</i>	163
<i>Appendix B: Grouping</i>	169
<i>Appendix C: Comprehension</i>	175
<i>Appendix D: Fluency</i>	182
<i>Appendix E: Phonemic Awareness</i>	191
<i>Appendix F: Phonics</i>	205
<i>Appendix G: Vocabulary</i>	213
<i>References</i>	221

Figure 5.4 Lesson Plan for High-Frequency Words

:: Lesson Plan for High-Frequency Words ::

Group: Danitra, Dominick, Roberto, Katy, Sam

Focus: FLUENCY

- | | | | |
|--|--|---|----------------------------------|
| <input type="checkbox"/> fast decoding | <input checked="" type="checkbox"/> HF words | <input type="checkbox"/> punctuation | <input type="checkbox"/> phrases |
| <input type="checkbox"/> intonation and expression | <input type="checkbox"/> dialogue | <input type="checkbox"/> adjusting rate | |

Warm-Up: Familiar Rereading

Listen to: Danitra

Title: *The Chick and the Duckling*

Today's Book: *Five Senses* by Robyn Opiie

Level: early first grade/E

BEFORE READING

Book Intro:

- Play high-frequency-word flash card game (*if, with, are, my, things, can, see*)
- *These words are in this book—read them fast!*
- Read title. *What will this be about? A girl tells how she can use her senses. What are her five senses?*
- *Read it fast, so it sounds like talking. Remember the words we used in our game today. They are in the book. Read them fast.*

DURING READING

Prompts:

- *That's a word you know. It's a word-wall word. Read it again, fast!*

Notes: Roberto

AFTER READING

Discuss:

- *What could the girl feel/see/hear/smell/taste?*
- *What would happen if she couldn't use one of her senses? Choose one and tell what might happen.*
- Talk about how kids sounded as they read. Review any sight words that presented difficulty, using the cards.

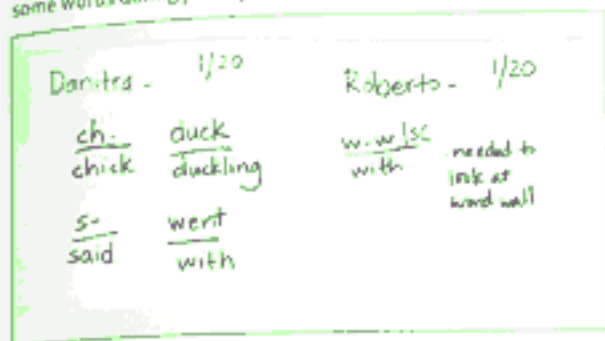
REFLECTION

HF-word flash card game went well. Play again. Include *with, out, of*. Reread book tomorrow. Find another book with these words in it.

Danitra's fluency is still a little choppy, so Mrs. Oliver reminds her to read faster the next time. She reads the last sentence to Danitra and has her read it again. "That sounds just like talking!" Mrs. Oliver tells Danitra, "Remember to try that while you're reading today."

The high-frequency-word flash card game goes well. The first child to read the word gets to hold on to it. They go through the cards twice in less than two minutes. Mrs. Oliver reminds them to read the book fast, so it sounds like talking. She lays the high-frequency word cards

Figure 5.5 Teacher's sticky notes recording student's troublesome words during fluency lesson.



on the table so the children can refer to them if needed.

Following a brief book introduction using the notes on her lesson plan, Mrs. Oliver listens to the kids read individually while the others read on their own. This is the heart of her small-group lesson. She reminds them to read the book over again if they finish. She listens to Roberto first and jots down a few notes on his reading. (See Figure 5.5.) He is rather slow on the first page; he pauses at the word *with*, and Mrs. Oliver points toward the index cards used in the warm-up game. He says, "w . . . w . . . with." She tells him that it's a word-wall word and will be in this book often. "Say it fast next time you see it," she reminds him. Roberto chimes in, "with." He rereads the page, faster this time and then continues to the next pages. When he gets to page 5, he glances at *with* in the book and on the card and reads it. Then he rereads the page. Each time he reads it successfully, he is adding to his repertoire of high-frequency words and increasing his automaticity.

Mrs. Oliver listens in to several other students and notices their fluency is better than before. This easier book is working to build fluency. She interacts with each for a minute or so and helps them read it faster. With one, she reads the page and then has the child read it with her. Then he reads it on his own. With another, she says, "That's a word you know," when the child pauses on *are*. The child finds it on the previous page and reads it correctly.

The children discuss the book after reading, and their comprehension is very good. This is a concept they know a lot about and are very interested in. At the end of the lesson, Mrs. Oliver tells the children they are beginning to sound more fluent today, that they sounded more like they were talking. She shows the flash cards *with* and *are*, and has the children read the words fast. She reminds them that these words will be in lots of the books they read and they'll have to remember them quickly. Then she tells them to practice reading this book in their book bags during independent reading time. If they are at buddy reading during literacy work stations time, they can practice rereading it there, too.

After the Lesson

Before calling another group to her table, Mrs. Oliver jots down a brief reflection about today's lesson. See her reflection at the end of her lesson plan in Figure 5.4. She'll ask the group to reread this book tomorrow and perhaps begin a new book. She will need to visit the book room to choose several more texts with these high-frequency words in them. She is pleased with the success of this lesson. She was thoughtful in both her group choice and her book choice. These are elements that make small group work effectively.

Phrasing Lesson

Things to Think About

- Be sure to include comprehension as well as working on reading rate in this kind of a lesson.
- Don't use a stopwatch when teaching a small-group lesson on reading rate. It might make kids focus more on how many words they're reading than on comprehension. Reading rate is important, but just listen for it rather than time it when teaching.
- You might choose a book written in phrases to help children with phrased reading initially.
- Encourage students to read across the page with their eyes, rather than point to every

word with their finger. Finger pointing to every word often creates word-by-word readers. If kids get lost on the page, try a book with fewer words per page. Or have them slide their finger across the page. Tell children to use their finger if they get stuck on a word, but then move their finger out of the way so they can read faster. (Note: Emergent readers need to use their finger to point to each word to help them pay attention to print. After students have established one-to-one matching or tracking of words, they should be encouraged to read with their eyes to promote greater fluency.)

Before the Lesson

The group in the following lesson was selected because the teacher, Mr. Jones, noticed that each of them need help with phrasing. If his whole second-grade class had been having trouble with reading in phrases, he would have done more modeling in whole group. However, based on his anecdotal notes and recent fluency assessments, he knows that eight of his twenty-three students need practice with phrasing. Some are reading in monotone voices, others are reading word by word. He has decided to divide them into two groups for phrasing practice to give them more individualized attention. One group is reading on lower levels than the other. The lesson plan that follows is for these children. His second group working on phrasing will be engaged in a similar lesson with a text that is slightly more difficult, since they have less trouble decoding.

Mr. Jones will stick with this focus for several lessons, because he knows that reading in phrases takes a lot of practice. He begins by choosing a book that is very easy (99 percent accuracy) and is written in phrases to give extra support for phrased, fluent reading. It is *Morris the Moose*, an I Can Read book by Bernard Wiseman. There aren't too many lines of text per page, which should help rid the children of finger pointing. And it's a funny story

that the children will delight in. If they enjoy this book, he'll point them to other books in the I Can Read series. In fact, he'll make a basket for the classroom library with this label on it and encourage kids in this group to browse these during their time at the classroom library as well as during independent reading. See his lesson plan in Figure 5.6.

During the Lesson

While the rest of the group reads familiar books from a basket of books they've read recently, Mr. Jones listens to Brianna read one. He does a running record, noting her miscues and self-corrections so he can reflect on it later. He notices that she wants to use her finger to point to every word, just as he suspected, and jots this down. He tells her to try reading with her eyes instead of her finger and see if she can read faster. It works, and they're both delighted! When she gets stuck on a word, her finger goes back on the page, and he tells her that's okay since she's using it to help her look closely at the word. She self-corrects and continues to read, taking her finger away. He reminds her to make her eyes move quickly across the page and her fluency begins to improve. After she's finished, he has her do a short retelling of the few pages she's read to check her comprehension.

Then the group looks at today's book together. *Morris the Moose* is a new book, but it's a very easy one and is written in phrases. The children read the title and make predictions. Students pay close attention to the teacher's demonstration of moving his eyes quickly across the page and reading in phrases. They laugh when he reads word by word and points with his eyes. And they realize that many of them have been doing this when they read. They are ready to attempt to read in phrases on this book. The text layout is so supportive that the teacher knows they'll succeed. He tells them to read to the bottom of page 17 and write a prediction of what might happen next on a sticky note.

As he moves from child to child, listening in to each one read a bit, Mr. Jones is pleased to see how

Figure 5.6 Lesson Plan for Phrasing, Day One

:: Lesson Plan for Phrasing: Day One ::

Group: Brianna, Ted, Jack, Lauren, Devon

Focus: FLUENCY

- | | | | |
|--|-----------------------------------|---|---|
| <input type="checkbox"/> fast decoding | <input type="checkbox"/> HF words | <input type="checkbox"/> punctuation | <input checked="" type="checkbox"/> phrases |
| <input type="checkbox"/> intonation and expression | <input type="checkbox"/> dialogue | <input type="checkbox"/> adjusting rate | |

Warm-Up: Familiar Rereading

Listen to: Brianna

Title: *The Apple Tree*

Today's Book: *Morris the Moose* by Bernard Wiseman

Level: early second grade/1

BEFORE READING

Book Intro:

- Read title and make predictions using the cover.
- *Morris is a moose and has some problems. Read to find out what Morris' problem is. Read to the sticky note at the bottom of page 17. (Put one in each book to remind kids to stop and think here.) Read to page 17 and write your prediction of what you think will happen next.*
- Show kids how the text is written in phrases. Ask them to watch my eyes as I read the first sentence. (Read it word by word and then again in a phrased way.) *What did my eyes do? How did it sound?*
- Tell them that this is reading fluently, and that it will help their reading sound better and help them understand more as they read.
- *Remember to read to the end of page 17 and write your prediction. Read it fluently.*

DURING READING

Prompts:

- *Move your eyes across the page fast. Read it in phrases. Make it sound like talking.*

Notes: Devon

AFTER READING

Discuss:

- *What was the character, Morris, like? What was his problem?*
- *What was your prediction at the bottom of page 17? Why did you think that?*
- Discuss their phrased reading and how they did. Get kids to share what helped them.
- Have each choose a favorite part and read it fluently to the rest of the group. Others give them feedback.

REFLECTION

Their fluency improved, but they weren't very solid on good predictions. Do more teaching about predictions in whole group and be sure to call on these kids. Have them reread this part and think more about the characters.

much more fluently they are reading. Their eyes are, in fact, moving more quickly across the page and they don't sound so robotic. He jots down on a sticky note that this book is perfect for Devon and is supporting his reading in a phrased, fluent way. Most finish reading much more quickly than normal and have time to jot down their predictions.

After they've read, they discuss it. They have a basic understanding of Morris, the main character, but their predictions are weak. Mr. Jones talks with them about how they sounded today, and they all think they've done much better. When he asks them what helped them, they say, "I moved my eyes across the page to the end of the line." "I didn't use my finger unless I got stuck on a word." "I read in phrases!" They are on their way to improved fluency.

After the Lesson

Mr. Jones realizes that this was the first time they really worked on reading in phrases, so they may have been focusing more on their phrasing than on their comprehension. He decides to have the students reread this book the following day and think more about comprehension. They will still focus on reading in phrases, but they will revisit predictions, too. He makes a quick note on the Reflection section of his lesson plan and decides to meet with this group again tomorrow to continue reading and rereading *Morris the Moose*.

See the plans Mr. Jones wrote for day two on his Lesson Plan for Phrasing in Figure 5.7. Notice that students will reread the text from day one in a slightly different way, with emphasis on making it sound interesting and thinking about the characters. This should aid comprehension as well as strengthen fluency.

Intonation and Expression Lesson Plan

Things to Think About

- Text that evokes strong emotions is easier to read with intonation or expression. You might

use a funny or a sad book, especially if it relates to something the children have experienced.

- A book with a few questions or exclamations can help students read with greater expression if you point these out and show them how to read these punctuation marks.
- If you're teaching kids to read in phrases, linking to reading them like the characters might say them often helps children to read so it sounds like the character would talk.
- I've found that using a bit of echo reading can directly model for children what they should sound like. I'm sure to do it just for a bit, though, so they can try this out on their own, too.

The Lesson

Yesterday, Mr. Jones worked with this group on reading in phrases. He still wants to continue having the students practice this, but he also wants them to think about what they're reading to be sure their comprehension is strong. So today, he will meet with them again, still focusing on phrasing. He will suggest that they think about the character, Morris, whom they understood well yesterday, and try to read it like Morris might say it. He'll point out the exclamation points and words written in capital letters to help children read it with better intonation, expression, and phrasing. See the lesson plan in Figure 5.7.

Reading Dialogue Lesson

Things to Think About

- Reader's theater scripts and plays are great for practicing how to read dialogue. See suggested resources of these kinds of materials in Appendix D.
- You might want to take the role of a theater "director" in these kinds of lessons, guiding the "actors" to read their parts more dramatically and with greater fluency.