

Table of Contents

Introduction to Teaching Fluency By Dr. Timothy Rasinski	5–8
How to Use This Product	9–12
Fluency Strategy Descriptions	13–14
Police Officers	
<i>A Helping Hand</i>	15–18
Lesson Plans	15
Reproducibles	17
<i>Directing Traffic</i>	19–22
Lesson Plans	19
Reproducibles	21
Firefighters	
<i>Fighting a Fire</i>	23–27
Lesson Plans	23
Reproducibles	25
<i>When the Alarm Sounds</i>	28–33
Lesson Plans	28
Reproducibles	30
Teachers	
<i>A Day at School</i>	34–38
Lesson Plans	34
Reproducibles	36
<i>The Write Time</i>	39–45
Lesson Plans	39
Reproducibles	41
Nurses	
<i>Dressed for Success</i>	46–49
Lesson Plans	46
Reproducibles	48
<i>A Day on the Job</i>	50–54
Lesson Plans	50
Reproducibles	52
Doctors	
<i>Get Well Soon</i>	55–60
Lesson Plans	55
Reproducibles	57
<i>In the Operating Room</i>	61–65
Lesson Plans	61
Reproducibles	63
Librarians	
<i>Library Time</i>	66–71
Lesson Plans	66
Reproducibles	68
<i>Finding Books</i>	72–76
Lesson Plans	72
Reproducibles	74
Farmers	
<i>Farm Work</i>	77–80
Lesson Plans	77
Reproducibles	79
<i>Tools of the Trade</i>	81–85
Lesson Plans	81
Reproducibles	83
Writers	
<i>The Written Word</i>	86–91
Lesson Plans	86
Reproducibles	88
<i>Extra, Extra—Read All About It!</i>	92–95
Lesson Plans	92
Reproducibles	94

Table of Contents *(cont.)*

Bank Tellers

<i>Getting Money</i>	96–99
Lesson Plans	96
Reproducibles	98
<i>Safe Keeping</i>	100–103
Lesson Plans	100
Reproducibles	102

Store Clerks

<i>Checking Out</i>	104–111
Lesson Plans	104
Reproducibles	106
<i>Shopping Day</i>	112–116
Lesson Plans	112
Reproducibles	114

Fishers

<i>The Catch of the Day</i>	117–121
Lesson Plans	117
Reproducibles	119
<i>A Day at the Fish Market</i>	122–125
Lesson Plans	122
Reproducibles	124

Sanitation Workers

<i>The Cleaning Crew</i>	126–130
Lesson Plans	126
Reproducibles	128
<i>Swept Away</i>	131–136
Lesson Plans	131
Reproducibles	133

Theater Actors

<i>That’s Entertainment</i>	137–142
Lesson Plans	137
Reproducibles	139
<i>The World’s a Stage</i>	143–146
Lesson Plans	143
Reproducibles	145

Postal Workers

<i>It’s in the Mail</i>	147–151
Lesson Plans	147
Reproducibles	149
<i>Trucking Around the Mail</i>	152–156
Lesson Plans	152
Reproducibles	154

Government Leaders

<i>The Votes Are In!</i>	157–161
Lesson Plans	157
Reproducibles	159
<i>Running a Country</i>	162–166
Lesson Plans	162
Reproducibles	164

Community Leaders

<i>Scouting Out Ways to Serve</i>	167–171
Lesson Plans	167
Reproducibles	169
<i>Guiding Others</i>	172–175
Lesson Plans	172
Reproducibles	174

Cumulative Fluency Evaluation 176

How to Use This Product *(cont.)*

Introduction to Teaching Fluency
By Dr. Timothy Rasinski
Kent State University

Why This Book?
This book was developed in response to the need we have heard from teachers for good texts for teaching reading fluency within the content areas. Within the past several years, reading fluency has become recognized as an essential element in elementary and middle grade reading programs (National Reading Panel, 2001). Readers who are fluent are better able to comprehend what they read—they decode words so effortlessly that they can devote their cognitive resources to the all-important task of comprehension instead of bogging themselves down in working to decode words they confront in their reading. They can also construct meaning (comprehension) by reading with appropriate expression and phrasing.

Readers develop fluency through guided practice and repeated readings—reading a text selection several times to the point where it can be expressed meaningfully—with appropriate expression and phrasing. Readers who engage in regular repeated readings, under the guidance and assistance of a teacher or other coach, improve their word recognition, reading rate, comprehension, and overall reading proficiency.

Students will find the texts in this book interesting and sometimes challenging. Students will especially want to practice the texts if you provide regular opportunities for them to perform the texts for their classmates, parents, and other audiences.

So, have fun with these passages. Read them with your students and read them again. Be assured that if you regularly have your students read and perform the texts in this book, you will go a long way to develop fluent readers who are able to decode words effortlessly and construct meaning through their interpretations of texts.

How to Use This Book
The texts in this book are meant to be read, reread, and performed. If students do this, they will develop as fluent readers—improve their ability to recognize words accurately and effortlessly and read with meaningful expression and phrasing. However, you, the teachers, are the most important part in developing instructors that use these texts. In this section, we recommend ways in which you can use the texts with your students.

© Shell Education Publishing 3 #8599 Fluency Activities: Equipping & Promoting the Future

Introduction Written by Dr. Timothy Rasinski

- In a survey conducted by the National Reading Panel, fluency was determined to be one of the five research-based components of reading. Dr. Timothy Rasinski from Kent State University is an expert on teaching students to become fluent readers. His book, *The Fluent Reader*, is an excellent resource of oral reading strategies for building word recognition, fluency, and comprehension.

How to Use This Book

- Dr. Rasinski's introduction contains important information and ideas of how to use this book with your readers.

Objective

- A fluency objective is included for each lesson. This objective tells you which fluency strategy will be practiced within the lesson. See pages 13–14 for descriptions of the fluency strategies used within this book.

Fluency Suggestions and Activities

- These steps in the lesson plan describe how to introduce the piece to your students. Suggestions for ways to practice and perform the piece are also provided for your use. Remember that authentic performances are very important to ensure successful fluency for your readers.

Firefighters Lesson Plans

When the Alarm Sounds

Objective
✓ Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., tone).

Materials/Preparation

- Create an overhead transparency of *Firefighters in Uniform* (page 30). Also, print copies of the primary source pictures for the students (filesnames: [frfght01.jpg](#), [frfght02.jpg](#)).
- Create an overhead transparency of *A Firefighter's Checklist from the Past—Echo Reading* (page 31) and *A Firefighter's Checklist from Today—Echo Reading* (page 32). Also, make copies for the students.
- Copy *Fluency Evaluation* (page 33) for each student.

Fluency Suggestions and Activities
You may want to complete the history and/or vocabulary activities on the following page before this fluency activity. An understanding of the historical context and vocabulary will help students analyze and read the piece fluently.

- Place students into two groups. Give one group the "then" photo of the firefighters and the other group the "now" photo. Have the groups create descriptions of the firefighters' uniforms and the fire trucks. Then, allow them to read their descriptions aloud. Discuss how the descriptions were similar and different. Then, show the class both pictures by placing the transparency of *Firefighters in Uniform* (page 30) on the overhead. Discuss other similarities and differences with the class that might not have been previously mentioned.
- Place the transparencies of *A Firefighter's Checklist from the Past—Echo Reading* and *A Firefighter's Checklist from Today—Echo Reading* (pages 31–32) on the overhead. Read the list aloud to the class, emphasizing proper tone and volume. Discuss with students how to use proper tone and voice.
- Tell students that they will be reading the list in an echo reading. Model this for students by reading the first line of the list. Then, have the students echo what you have read. Do this until you have read the entire list with the students.
- Place the students into groups of four. Give students copies of the two firefighter's checklists, which have been broken into echo reading parts for four students. Assign each group member a part and allow the groups to practice their echo readings. Each group will present echo readings to the class, and their performances will be video-taped. Then, the class will vote on which group read the lists most naturally. That group's tape will be sent to the local fire department.
- On the day of the performance, remind students to use natural tones and voices. Then, ask the students to watch the videotapes and vote on the best performance. Also distribute copies of the *Fluency Evaluation* (page 33) to the students. Go over the evaluation before having students evaluate their taped performances.

#8599 Fluency Activities: My Community 28 © Shell Education

Firefighters Lesson Plans

When the Alarm Sounds (cont.)

History Connection
The tools firefighters use have developed greatly over the years. The first aerial ladder was developed in 1879. It had to be raised and lowered by the firefighters, using gears and pulleys. Alarming others about the fires was also a difficult task. Bells were the only means to do this until 1913, when the hand-cranked siren was invented. And, it wasn't until 1915 that oxygen helmets and filter masks were widely used. Before then, folklore states that firefighters would do all they could to prevent smoke inhalation. It is said that they would even grow long beards, wet them down before fighting a fire, and then place their beards in their mouths to use as air filters!

Vocabulary Connection
Discuss unfamiliar vocabulary encountered in the text. Some possible words are listed below. After identifying the difficult words, discuss them within the context of the text.

- aerial ladder**—a ladder that extends
- air whistle**—a device that makes a loud sound when air is blown into it
- alarm**—a tool that warns people of a dangerous situation
- alerts**—warns that there may be danger
- buildings**—structures with roofs and walls
- burning**—destroying by fire
- computer**—a tool that can store data and find information on the Internet
- dalmatian**—a large white dog that has brown or black spots
- danger**—things that could cause harm or injury
- dispatcher**—a person who answers emergency calls, then sends the police or firefighters to help
- firefighting**—the act of putting out a fire
- fireproof**—an item that will not catch on fire
- life net**—a large net or sheet used to catch a person from a burning building
- pumper truck**—truck used to pump water onto fires
- walkie-talkies**—small radios that are carried and used to talk with others

Extension Idea
After reading the firefighter's checklists, tell students to pretend to be firefighters from either the early 1900s or from today. What is their favorite part of the day as firefighters? What do they like to do best as firefighters? What is the most important tool for them to use? Have them create puppets of themselves as firefighters. Then, allow them to explain to the class what they like about being firefighters, using their puppets.

© Shell Education 29 #8599 Fluency Activities: My Community

History Connection

- Each text in this book relates to a community worker. Information is provided with each lesson to give you the historical context of how the job has changed over time.

Vocabulary Connection

- Vocabulary words have been chosen and defined for your use. Introduce the words to your students and have them define the words or simply record the definitions on the board for student reference.

Extension Ideas

- One or two extension ideas are given for each lesson. These ideas are fun, challenging, and interesting.

© Shell Education

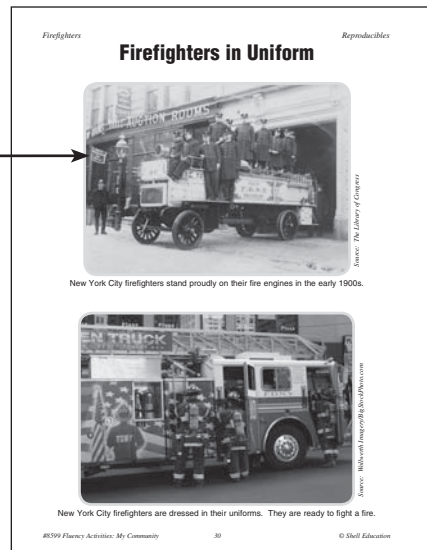
11

#8599 Fluency Activities: My Community

How to Use This Product *(cont.)*

Primary Sources

- For each lesson, a copy of two primary sources is provided. These images are ideal for comparing and contrasting communities today with how they were in the past. The teacher can make copies of this page or use it to create an overhead transparency. These images are also available on the CD-ROM.



A Firefighter's Checklist from the Past—Echo Reading

Student 1
Hi, my name is Joe. I am a firefighter. It is the year 1915.
(audience echos)

Student 2
I have a list I use every day. I have to be ready at all times to fight a fire. I check my list to make sure I am ready to go when the alarm sounds.
(audience echos)

Student 3
Step 1. Make sure the firefighting tools are in the fire truck. We always take a life net with us. It is a net used to catch people. We have an aerial ladder, too. It helps us reach windows in tall buildings. The ladder is made of wood. I have an ax to get into the buildings, too.
(audience echos)

Student 4
Step 2. Lay out my rubber rain coat and rubber hat. Put the air filter next to my coat and hat. Boy, these air filters beat the old days. We used to grow beards.

Then, we would wet them and put them in our mouths. Our beards would work as our air filters. We hoped it would keep out the smoke. But, it did not always work.
(audience echos)

Student 1
Step 3. Make sure Sparks is well fed. Sparks is our dalmatian. He is a big help. A few years ago, we used horses to pull our wagons. We did not have fire trucks then. Sparks would run next to the horses. He kept them safe. He watched over our wagon while we put out the blaze.
(audience echos)

Student 2
Step 4. Wax the alarm bell. The alarm bell alerts us to a fire. We carry air whistles too. We blow them so other people will know about the fire.
(audience echos)

Student 3
The fire truck is ready and the tools are in place. I am ready to fight a fire!
(audience echos)

Fluency Texts

- The fluency texts provided are designed to be read and reread to promote fluency. The texts differ in strategy, but most are designed for students to work together in small groups or as a whole class. There are also reader's theater scripts for the students to perform.

Fluency Evaluations

- At the end of some lessons, fluency evaluations are provided. Students can listen to a tape recording of their performances and complete the given forms. This is a great way for students to evaluate their own fluency.

Fluency Evaluation

Name: _____

Directions: Listen to your taped performance. Then, complete the sentences below.

My voice: _____ stayed the same
_____ changed during the reading

My tone: _____ stayed the same
_____ changed when it should

My tone and voice: _____ showed emotions
_____ did not show the emotions of the reading

I liked the way I read because:

I can make my reading better by:

Extra, Extra—Read All About It!

Objective

- √ Students will perform a song for two voices fluently with changes in tone, volume, timing, and expression.

Materials/Preparation

- Create an overhead transparency of *Print Time* (page 94). Also, print copies of the primary source pictures for the students (filenames: writer03.jpg, writer04.jpg).
- Create an overhead transparency of “*Books, Wonderful Books*”—*A Song for Two Voices* (page 95). Also, make copies for the students.

Fluency Suggestions and Activities

You may want to complete the history and/or vocabulary activities on the following page before this fluency activity. An understanding of the historical context and vocabulary will help students analyze and read the piece fluently.

1. Divide the class into small groups. Give each group either a “then” or “now” primary source picture. Then, have the groups create charts on pieces of paper that are divided into three sections: *People*, *Places*, and *Things*. Ask each group to observe the photo given to them and write down the things they see that would fall under each of the three categories. Have the groups then share their charts with the class as you list their observations on the board. Display the transparency of *Print Time* (page 94) on the overhead. Compare the two pictures based on the groups’ observations.
2. Place “*Books, Wonderful Books*”—*A Song for Two Voices* (page 95) on the overhead. Tell the class that they are going to read the song with partners. Read the song aloud to the class so that they can hear it at least once. Then, point out the lines in bold. Tell them that those lines are meant to be read together, with their partners. Then, the partners should take turns reading the other lines in regular type. “Voice 1” should be read by the first partner, and “Voice 2” by the second. Choose a volunteer to read the song with you. Read the song, with you being “Voice 1” and the volunteer being “Voice 2.” Be sure to read the bolded words together. Model this once again, using a different volunteer.
3. Next, give the students their own copies of the song. Tell them that they are going to practice reading the song together, with partners, using proper tempo. Explain to them that tempo is the rate at which we read. We should not read too fast or too slow. Our tempos should make our reading smooth and easy to follow. Read the song using proper tempo. Then, read it too fast or too slow. Have the students compare the two readings to help them realize the importance of tempo.
4. Assign partners to students. Have them read the song with their partners, with one partner being “Voice 1” and the other partner being “Voice 2.” Remind them to read the bolded verses together. Tell them that they will be performing the song for the music teacher. When they perform, they can either read or sing the song. Give students time to practice their songs. Then, invite the music teacher to your room. Choose two or three partner pairs to perform for the music teacher and the rest of the class.

Extra, Extra—Read All About It! *(cont.)*

History Connection

Many of the first books were published by monks. The monks from western Europe would copy books, such as the Bible, one at a time to be read by others. It wasn't until the 1400s that the printing press was invented, making the reproduction of books much easier. Johannes Gutenberg invented the printing press. Before the printing press, block printing was used. Block printing involved pressing sheets of paper into individually carved wooden blocks. This method is believed to have begun in China. Movable type was also invented in China in 1041. Though easier than block printing, each piece of movable type still had to be carved by hand. Gutenberg improved upon this by developing molds, which were easier to use than carving the letters by hand. The monks could take up to a year to hand copy the Bible. With Gutenberg's invention, several hundred copies of the Bible could be produced in a year.

Vocabulary Connection

Discuss unfamiliar vocabulary encountered in the text. Some possible words are listed below. After identifying the difficult words, discuss them within the context of the text.

- **adventure**—something exciting; thrill; risk
- **invented**—made up; devised; created for the first time
- **readable**—clear; easy to read
- **rhyme**—words that have the same ending sound

Extension Idea

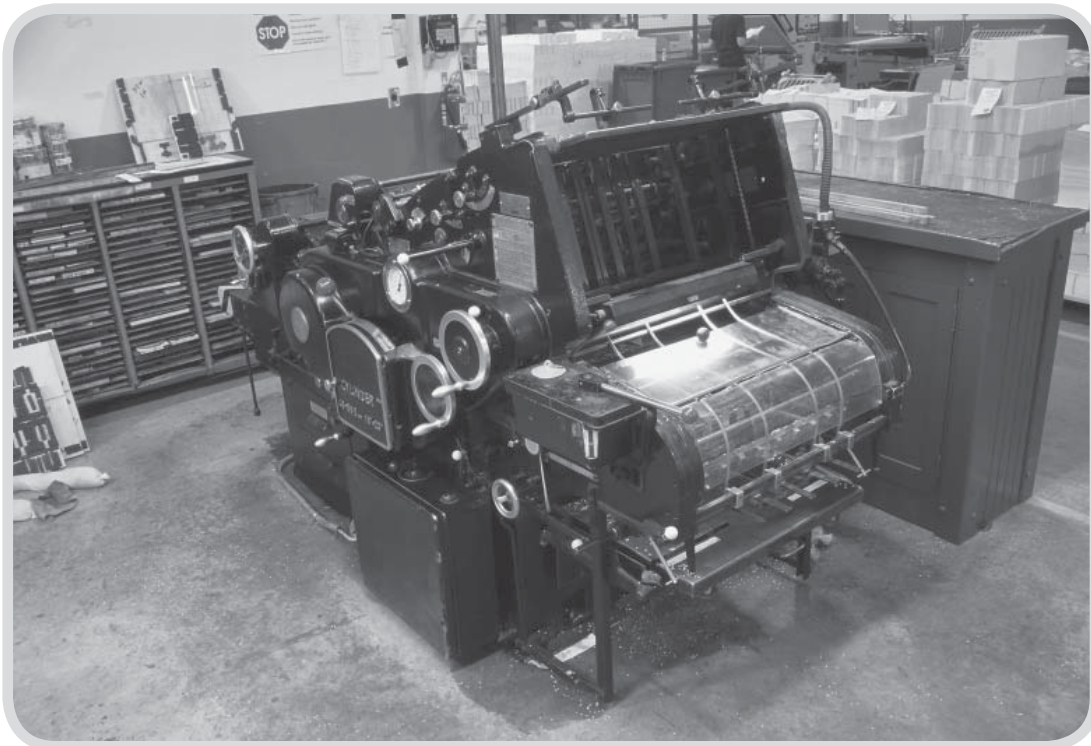
To show students the tedious work of copying books by hand, ask them to rewrite the history connection in their best handwriting. Time how long, on average, it takes the students to copy the paragraph. Then, ask them how they would feel if they had to rewrite the same paragraph for every member of the class. What about for the entire school? Allow them to share their thoughts. You may also wish to share the history connection with students and create a class time line, showing the evolution of printing.

Print Time



Source: *The Library of Congress*

Monks copied books for others to read.



Source: *Photos.com*

The printing press makes copies of books and newspapers today.

“Books, Wonderful Books”— A Song for Two Voices

CHORUS—Both Voices

Beautiful, wonderful, readable
books,

Oh, how I love your smell and
looks!

I turn the page with joy and glee.

Who knows what adventure
waits for me?

Voice 1

But, books, I wonder how you
came to be.

Did you fall like a leaf straight from
a tree?

Did you grow on a vine or drop
from the sky

From the clutch of a hawk who was
just flying by?

CHORUS—Both Voices

Voice 2

I'll find the answer! I know how to
do it.

I'll find the right book and read right
through it!

Look here! Yes, now I think I
know.

The story goes back a long time
ago.

CHORUS—Both Voices

Voice 1

Monks of old wrote each line
themselves

Of every book that sat on the
shelves.

Page by page they wrote each one

Until, at last, the whole book was
done.

CHORUS—Both Voices

Voice 2

It took months to finish a book by
pen,

And then they had to start again.

Until a man named Gutenberg

Changed the way to print each
word.

CHORUS—Both Voices

Voice 1

He invented the amazing printing
press,

And so the poor monks could take
a rest!

Hundreds of books could print at
one time!

And that, dear reader, is the end of
this rhyme.