

FLUENCY **AND** **PHONICS**

BOOK 1

Grades 1, 2, 3

- **Phrase-Cued Reading**
- **Repeated Reading**
- **Phonics in Context**

MATTHEW GLAVACH

ZOE GILLESPIE

Fluency and Phonics, Book 1

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Duplication of this book on a scale larger than the individual classroom is permitted only with the publisher's written approval.

TEACHER'S GUIDE

INTRODUCING THE PROGRAM

Fluency and Phonics, Book 1, is a reading program that builds on students' natural language abilities to develop word recognition and reading fluency in an interesting reading passage context. The program also includes phonics in a rhyming word context from the reading passages. ***Fluency and Phonics, Book 1***, has 13 lessons with graded reading passages from high grade 1 through high grade 3 reading levels.

Each of the 13 lessons includes phrase-cued reading, repeated reading, timed reading, and reading with expression all of which develop reading fluency.

- **Phrase-Cued Reading** is breaking the text into meaningful phrases to help with reading expression and comprehension.
- **Repeated Reading** is reading the same passage until students read the passage at a mastery level.
- **Timed Reading** is reading a passage for one or two minutes and recording the number of words read per minute.
- **Reading with Expression** is important for developing comprehension of a passage.

The program method produces **exceptional reading success** for at-risk readers having one or more of the following reading characteristics:

- need a sense of the whole story before reading;
- experience difficulty blending sounds;
- read letter by letter, word by word;
- have strong verbal skills and weak written language skills; and
- exhibit delays in cadence and rhythm.

Fluency and Phonics, Book 1, also is used with young readers to improve reading speed and fluency.

Starting the Program

Students' Starting Level

To start the program, students should read at **grade 2** or higher reading level. **Passage reading levels are listed in the program contents on page 1.** If teachers know students' reading levels, they start them with the first lesson at those levels. Students may read at higher reading levels but exhibit problem reading characteristics such as:

- read letter by letter, word by word and
- exhibit delays in cadence and rhythm.

For any of the thirteen lessons, if students read words correctly but read word by word and lack expression, have them start with that lesson. It is better to start with an easier lesson. For groups, choose students with similar reading levels and abilities.

Students' Reading Mastery Level

Teachers determine reading level required for mastery. A 70 percent reading mastery level works well because students will see many of the same words again in further lessons.

Students' Extended Reading

To reinforce reading skills, students participate in extended reading with books of their interests while using the program.

Using the Program

Teacher Instructions, Lessons 1 Through 13

The program is easy to use because all thirteen lessons have the same structure. Becoming familiar with lesson 1 structure is all that is necessary to teach all thirteen lessons.

Lesson 1

● For the Teacher:

For each student, duplicate and staple lesson pages 1, 2, 3, 4, and 5 to make the lesson 1 packet. (When you are ready to start lesson 1, give a lesson packet to each student.)

● Page 1 (Word Recognition, Phrasing, and Expression)

Page 1 develops word recognition, phrasing, and expression, all important to reading comprehension. It provides students with a reading model that moves them away from word-by-word reading to reading in meaningful phrases.

The pages have phrase-cued text. Phrase-cued text divides text according to natural pauses that occur in and between sentences. Phrase breaks help students who have difficulty grouping words that go together and therefore lack rhythm and expression. One slash (/) are in-sentence phrase markers. Make a slight pause at each phrase marker. Two slashes (//) are end-of-sentence markers. Pause slightly longer at two slashes.

● **Instruction 1. Discuss Title of the Passage, *Bears*. (Page 1)**

Ask students what they think the passage will be about. For example, the first passage is about *bears*. Ask, “Can you tell me some things about *bears*?” (Discussing the passage title is important because it builds a network of information that helps with comprehension and word identification.) Have students draw a picture of a *bear* in the box at the top of the page or paste a picture of a bear there.

● **Instruction 2. Read Entire Passage, *Bears*. (Page 1)**

While you are reading the passage, students follow along, moving their writing hands under each word and touching the page. This is tracking. Tracking trains students’ eyes and hands to coordinate. It also insures that students are looking at each word as it is read.

-For the **first practice**, read at a slow pace but not so slow as to lack expression. Reading with expression is important. Make a slight pause at each phrase marker.

-Do a **second practice reading** while reading at a normal pace and having students track under the words.

(NOTE: If phrase markers cause student visual difficulty, have students use page 5 rather than page 1. Page 5 is the passage without phrase markers.)

● **Instruction 3. Students Read Passage Parts and Passage. (Page 1)**

Have students read the passage or passage part with you. **When students have difficulty with words, you say the words and continue reading.**

As you read together, students move their hands under the words.

(Students do not need to master the passage now because they will be doing added activities to help them read the passages.)

● **PAGE 2, PART 1**

● **Instruction 1.** Read passage part in the box with students.

● **Instruction 2. Multisyllable Words.** Students write multisyllable words on the lines.

● **Instruction 3. Rhyming Words.** Students write rhyming word pairs. (Rhyming words are words that have the same ending sounds.) When completed, read multisyllable words and rhyming word pairs with students. **Continue with the rest of the passage part activities for pages 2 and 3 in same way as part 1.**

● PAGE 4 (TIMED READING)

Timed reading improves reading speed. If decoding is slow, not automatic, students have difficulties comprehending what they read.

● **Instruction 1. Passage Reading Practice**

Before timing, you and all students read the passage together. Students track under words and read along with you as you read with expression at a normal reading pace. If students need additional practice, they read to themselves or to partners.

● **Instruction 2. Timed Reading**

Individually, students read as many words in the passage as they can in one minute, to you, aloud softly to themselves, or to student partners. **If students make mistakes, do not have them try to sound out the words. Tell them the words, and they continue reading.**

If students finish reading, they start again at beginning and add to the total number of words they have already read. Subtract one point for each missed word.

After students complete the timed reading, they write their scores on the lines under Timed Reading. Their scores are made from number of words read minus 1 point for each missed word. Have students do **3 one-minute timed readings**. Students circle their best scores. Making graphs of their timed reading scores motivates students. A graph master is on page 8. At times, repeat previous timed readings for students to improve their scores.

● **Instruction 3. Drawing a Picture**

Students draw pictures in the box about the passage. Have students discuss the passage, and then help them write about the pictures.

● **PAGE 5 (READING WITH EXPRESSION)**

Reading with expression is important for developing comprehension of a passage.

Use page 1, Phrase-Cued Text, for the first passage practice. Students track under the words and read along with you as you read with expression at a normal reading pace.

Use page 5, Regular Text. Students track under words and read along with you as you read with expression at a normal reading pace. If students need additional practice, they read to themselves or to student partners. Listen to as many students' expressive readings as possible. **If students make mistakes, do not have them try to sound out the words. Tell them the words, and they continue reading.**

Do not require students to read to the class unless they volunteer. For comprehension development, ask students questions about the passages and discuss the passages.

REPEATED READING GRAPH

Student: _____

Book: _____

Check One

- 50 Word Passage
- 100 Word Passage

Trial # 1

Words Read _____

Errors _____

Score _____

Trial # 2

Words Read _____

Errors _____

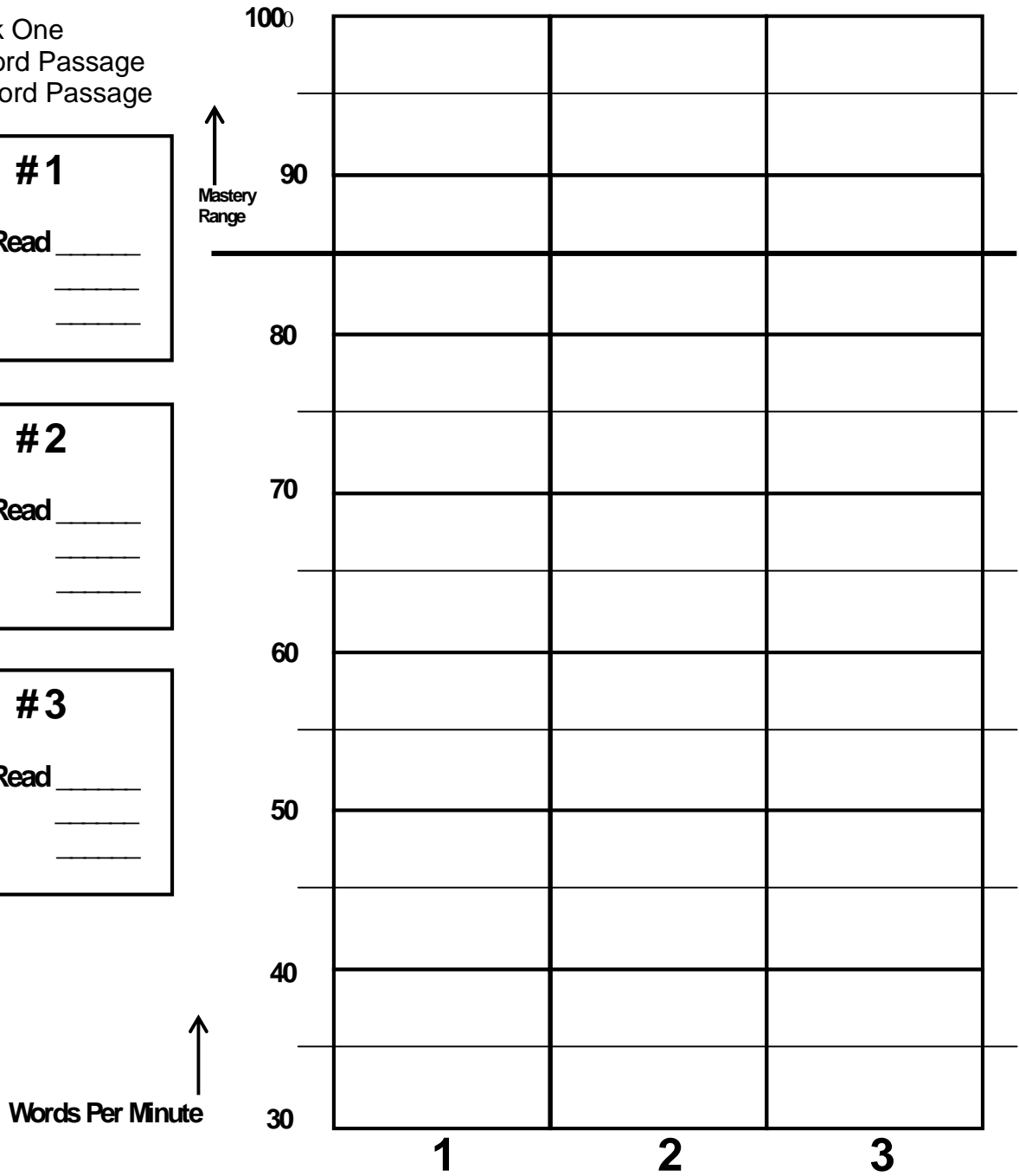
Score _____

Trial # 3

Words Read _____

Errors _____

Score _____



LESSON 1



Bears

Bears / are big animals.// They
are strong.// They have thick
fur.//

Some bears / sleep all winter.//
They get ready// They eat a lot
of food.//

Bears sleep in dens.// The
dens / can be caves.// They
can be / tree stumps.// They
can be / holes under rocks.//

The polar bear / is the biggest
bear.// It has white fur / like the
snow.// The brown bear / also
is big.// Some people think / it is
the biggest bear.//

Phrase-Cued Text

PART 1

Bears are big animals. They are strong.
They have thick fur.

● Write the word as one word.

an i m a l s

● Write the rhyming word.

1. **big** – f i g

2. **wig** – b _____

3. **kick** – th _____

4. **sick** – th _____

5. **song** – str _____

6. **long** – str _____

PART 2

Some bears sleep all winter. They get ready.
They eat a lot of food.

● Write each word as one word.

w i n t e r

r e a d y

● Write the rhyming word.

1. **get** – l _____

2. **lot** – n _____

3. **some** – c _____

4. **deep** – sl _____

5. **keep** – sw _____

6. **eat** – s _____

7. **eat** – b _____

8. **all** – c _____

9. **food** – m _____

PART 3

Bears sleep in dens. The dens can be caves. They can be tree stumps. They can be holes under rocks.

● Write the word as one word.

un der

● Write the rhyming word.

1. **den** – t _ _ _ 2. **rock** – l _ _ _ 3. **lump** – st _ _ _
3. **cave** – w _ _ _ 5. **hole** – m _ _ _ 6. **tree** – fr _ _
7. **deep** – sl _ _ _ 8. **keep** – sl _ _ _ 9. **bear** – p _ _ _

PART 4

The polar bear is the biggest bear. It has white fur like the snow. The brown bear also is big. Some people think it is the biggest bear.

● Write each word as one word.

po lar big gest al so peo ple

● Write the rhyming word.

1. **big** – w _ _ 2. **ink** – th _ _ _ 3. **bite** – wh _ _ _
3. **like** – b _ _ _ 5. **some** – c _ _ _ 6. **low** – sn _ _
7. **snow** – gr _ _ 8. **town** – br _ _ _ 9. **bear** – p _ _ _

Bears (1)

_____	Bears are big animals. They	5
_____	are strong. They have thick fur.	11
_____	Some bears sleep all winter.	16
	They get ready. They eat a lot	23
	of food.	25
	Bears sleep in dens. The dens	31
	can be caves. They can be	37
	tree stumps. They can be	42
	holes under rocks.	45
	The polar bear is the biggest	51
	bear. It has white fur like the	58
	snow. The brown bear also is	64
	big. Some people think it is the	71
	biggest bear.	73



Write about your picture.

LESSON 1



Bears

Bears are big animals. They are strong. They have thick fur.

Some bears sleep all winter. They get ready. They eat a lot of food.

Bears sleep in dens. The dens can be caves. They can be tree stumps. They can be holes under rocks.

The polar bear is the biggest bear. It has white fur like the snow. The brown bear also is big. Some people think it is the biggest bear.

LESSON 2



The Wind

You can not see the wind.// But /
you can feel / the wind.// Wind is
moving air.//

On a windy day / you can see /
things move.// You can see / a
flag wave.// Watch trees / bend
and sway.// Watch a kite fly.//

The wind / can be strong.// A
strong wind / is called a gust.// A
gust / can make big waves.//
This is not good / for boats and
ships.//

The wind / can be gentle.// It can
feel good.// A gentle breeze / is
good for sailboats.// It makes
them go.//