

RESOURCE L

Fluency Lesson Plan

Learning Objective: Student will demonstrate fluency reading by reading a poem with expression, phrasing, smoothness, and pacing.

Grouping: Individual

Justification: Sidney is in 4th grade and she scored a 56 and a 70 on her one-minute timed readings which puts her in the 25th percentile for fluency. (choral reading/repeated reading)

Materials:

Introduction: Today we are going to work on reading fluently. To read fluently, we want to read at a good pace so our listeners can understand. We do not want to go too fast or too slow. It is important to read fluently because it helps us to understand what we are reading about. Readers want to make sense of what they are reading and it is easier to do that when we can read fluently.

Lesson Strategy Focus: Repeated and Choral Readings.

Instructional Strategies:

Introduction: Explain to the student the lesson goals. *Today we are working on reading fluently. When we read fluently it should sound like we are talking to a friend. To read fluently means that we read at a good pace, we read each word accurately and smoothly, and we read with expression. Let's practice with this sentence "I love to eat cupcakes at birthday parties."*

Show sentence to the student and model reading it. Ask *"What did you notice about my reading?"* Then, re-read the sentence with a focus on each aspect of fluent reading. Start with accuracy and smoothness and ask the student to listen and provide feedback to you about your reading. Then, do the same for pacing and expression.

(MODEL) In this part of the lesson, you will model reading a poem fluently. *Now, we are going to read a new poem and practice reading fluently. See My Dog Likes to Dig by Ken Nesbitt <https://www.poetry4kids.com/poems/my-dog-likes-to-dig/>.*

I want you to listen while I read and pay attention to how I read the words. Let me know if I am reading fluently. Listen to hear if I am reading each word accurately, if you think I have a good pace, and if I am adding good expression so it is easy for you to follow along and understand.

Teacher reads the poem out loud two or three times while the student follows along.

Teacher and student discuss how the teacher read the poem. Then, they discuss the content of the poem. The teacher can address any vocabulary words at this point also (consider fevered/frenzied and sizzling/scorching).

(GUIDED) Next, the teacher and the student read the poem together (choral reading) several times. After reading chorally, the teacher may also choose to switch stanzas so the student reads and then the teacher.

(INDEPENDENT) Next, the student practices reading on her own (repeated reading). She may record herself reading and listen to the playback. Teacher uses the scoring rubric to assess the student's fluency.

Teacher provides feedback and invites the student to reflect on her reading fluency. *What did you think of how you read that poem? What did you do well? What do you think you still need to work on?*

Teacher invites the student to take the poem home to read to someone.

Conclusion: Now that we are done reading this poem, let's review how we read fluently. When we started we wanted to practice reading at a good pace so that we could improve our understanding of the poem. Readers pay attention to how accurate and how fast they read in order to make sense of what they are reading. We will continue to practice.

Assessment: Rasinski fluency rubric. See <https://www.timrasinski.com/resources.html>

Click on the multi-dimensional fluency rubric under the resource section. This assessment will guide your focus areas in fluency for future lessons.

References:

Appendices: *(Include any materials used during the lesson.)*