



Objective

The student will gain speed and accuracy in reading words.

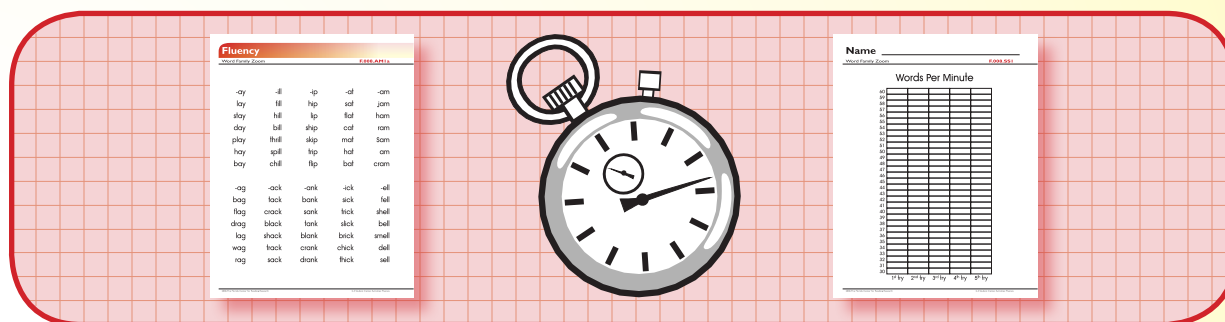
Materials

- ▶ Word family practice sheets (Activity Master F.008.AM1a - F.008.AM1b)
Select target practice sheet, make two copies, and laminate.
- ▶ Words correct per minute graph (Activity Master F.008.SS1)
This graph can be used to record 30-60 words correct per minute. Other graphs to record 60-90 and 90-120 words correct per minute can be found at F.025.SS2 and F.025.SS3.
- ▶ Timer (e.g., digital)
- ▶ Pencils
- ▶ Vis-à-Vis® marker

Activity

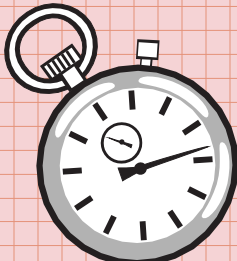
Students quickly read words in the same word family by doing timed practices.

1. Place two copies of the target word family practice sheets and timer at the center. Provide each student with a words correct per minute graph.
2. Taking turns, students practice reading the rime and words aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads down the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any rimes or words that are read incorrectly. If all the words on the sheet are read, go back to the top and continue reading.
5. When the timer goes off, student one marks the last word read. Counts the number of rimes and words read correctly.
6. Student two graphs the number of rimes and words read correctly on his words correct per minute graph.
7. Repeat the activity at least two more times to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation



Fluency
wordfamilyzoom.com F.008.AM1a

-ay	-il	-ip	-id	-om
kay	fill	hip	sid	zom
skay	hill	tip	fid	nom
skay	bill	ship	cid	nom
pkay	hill	skip	mid	nom
hay	spill	tip	hid	om
kay	chill	tip	bid	com
-ag	-ack	-ank	-ack	-all
bag	back	bank	ack	fall
flag	crack	walk	back	hall
drag	black	lank	ack	ball
lag	shack	blank	beck	small
wag	frack	crack	check	dell
rag	sock	dock	back	wall



Name _____ F.008.SS1

Words Per Minute

30	
29	
28	
27	
26	
25	
24	
23	
22	
21	
20	
19	
18	
17	
16	
15	
14	
13	
12	
11	
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	
0	

1st try 2nd try 3rd try 4th try 5th try

Extensions and Adaptations

- ▶ Use different rimes and words.
- ▶ Use advanced graphs with more fluent readers (Activity Master F.025.SS2 and F.025.SS3).

-ay	-ill	-ip	-at	-am
lay	fill	hip	sat	jam
stay	hill	lip	flat	ham
day	bill	ship	cat	ram
play	thrill	skip	mat	Sam
hay	spill	trip	hat	am
bay	chill	flip	bat	cram

-ag	-ack	-ank	-ick	-ell
bag	tack	bank	sick	fell
flag	crack	sank	trick	shell
drag	black	tank	slick	bell
lag	shack	blank	brick	smell
wag	track	crank	chick	dell
rag	sack	drank	thick	sell

-ot -ing -ap -unk -ail

hot sing cap dunk rail

slot thing tap sunk bail

cot bring snap skunk frail

spot king lap hunk snail

jot sling strap junk tail

not wing clap trunk mail

-ain -eed -y -out -ug

rain seed fly pout hug

chain need cry about bug

gain breed my trout shrug

main feed try snout dug

brain greed dry shout jug

pain heed by out rug

Name _____

Words Correct Per Minute

60					
59					
58					
57					
56					
55					
54					
53					
52					
51					
50					
49					
48					
47					
46					
45					
44					
43					
42					
41					
40					
39					
38					
37					
36					
35					
34					
33					
32					
31					
30					
	1 st try	2 nd try	3 rd try	4 th try	5 th try



F.009

Objective

The student will gain speed and accuracy in reading words.

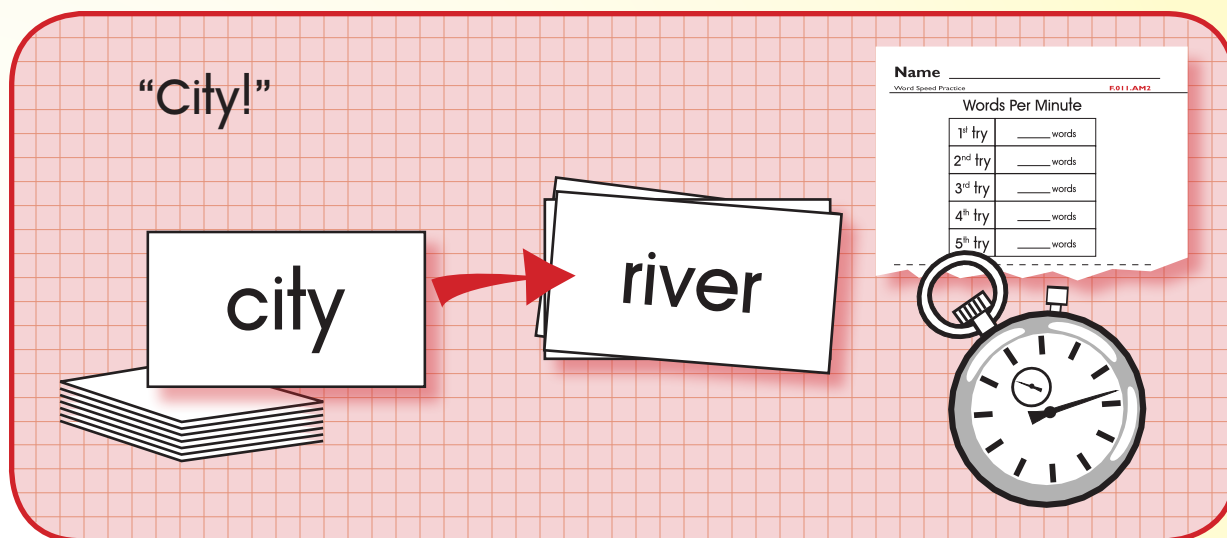
Materials

- ▶ High frequency word cards (Activity Master P.HFW.005 - P.HFW.064 in Phonics)
Choose 60 or more words depending on the skill level of the students.
- ▶ Timer (e.g., digital)
- ▶ Words correct per minute record (Activity Master F.011.AM2)
- ▶ Pencils

Activity

Students take turns reading word cards in a timed group activity.

1. Stack the word cards face down and place the timer at the center. Provide each group of students with a words correct per minute record.
2. Taking turns, student one sets the timer for one minute, picks up the first word card from the stack, reads it, and places it in the discard pile. If unable to read the card, makes attempts while another student counts to five. If still unable to read it, places it under the stack.
3. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it.
4. Students continue to pick up cards and read the words until the timer goes off.
5. Student one counts and records the number of words read correctly on the words correct per minute record.
6. Repeat the activity, attempting to increase speed and accuracy.
7. Peer evaluation



"City!"

Words Per Minute	
1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words

Extensions and Adaptations

- ▶ Use other high frequency word cards.
- ▶ Use phrases and sentences.
- ▶ Time how long it takes to read all word cards.



Word Sprint

Objective

The student will gain speed and accuracy in reading words.

Materials

- ▶ High frequency word cards (Activity Master P.HFW.005 - P.HFW.064 in Phonics)
Choose 60-120 words.
- ▶ YES and NO header cards (Activity Master F.004.AM1)
- ▶ Words correct per minute graph (Activity Master F.008.SS1)
- ▶ Timer (e.g., digital)
- ▶ Pencils

Activity

Students quickly read words in a timed activity.

1. Place timer and header cards at the center. Stack the set of word cards face down and provide each student with a words correct per minute graph.
2. Taking turns, student one sets the timer for one minute, turns a card over, and prompts partner to read the word.
3. If the word is read correctly, the student places the card in a pile on the “YES” header card. If the word is read incorrectly, places it in a pile on the “NO” header card.
4. Continue activity until the timer rings. Count the word cards in the “YES” pile and record number on the words correct per minute graph. Read words in “NO” pile together.
5. Repeat at least two more times attempting to increase speed and accuracy. Reverse roles.
6. Peer evaluation

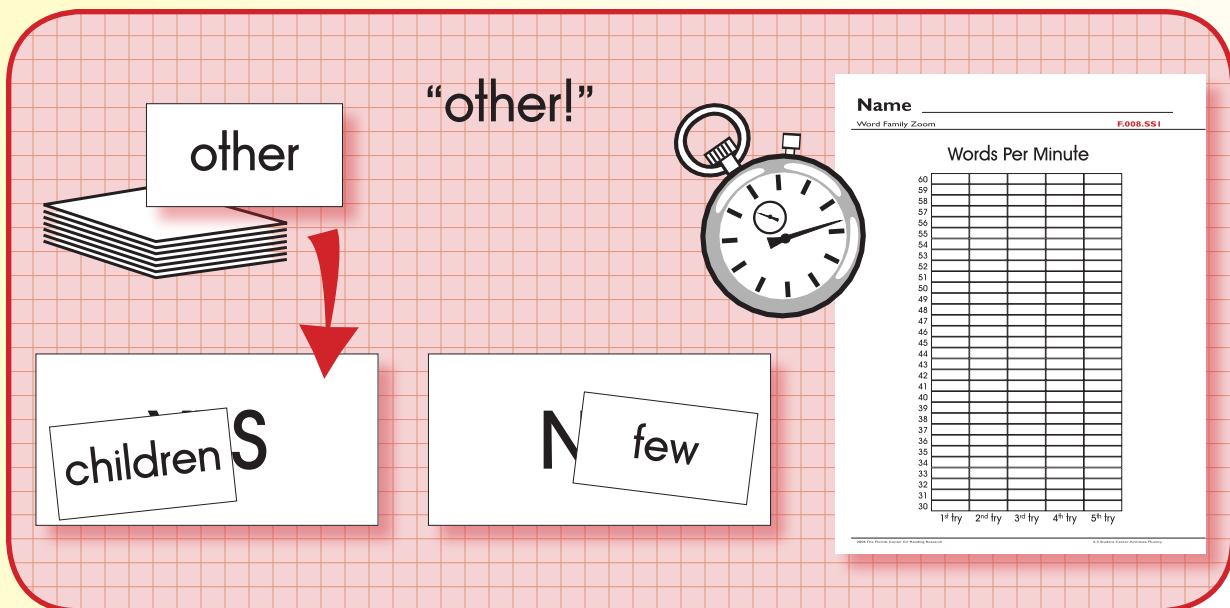


Diagram illustrating the Word Sprint activity setup. A stack of word cards is shown with a red arrow pointing to a "YES" card (labeled "children S") and a "NO" card (labeled "N few"). A stopwatch is shown next to the cards. The text "other" is written above the stack, and "other!" is written above the "NO" card. To the right is a "Words Per Minute" graph with a grid and a timer icon.

Name _____		Word Family Zoom F.008.SS1				
Words Per Minute						
60						
59						
58						
57						
56						
55						
54						
53						
52						
51						
50						
49						
48						
47						
46						
45						
44						
43						
42						
41						
40						
39						
38						
37						
36						
35						
34						
33						
32						
31						
30						
	1 st try	2 nd try	3 rd try	4 th try	5 th try	

Extensions and Adaptations

- ▶ Use other high frequency words.
- ▶ Use advanced graphs with more fluent readers (Activity Masters F.025.SS2 and F.025.SS3).



Objective

The student will gain speed and accuracy in reading words.



Materials

- ▶ Word practice sheets (Activity Master F.011.AM1a - F.0011.AM1d)
*These words are taken from the high frequency word list.
Each sheet consists of 20 different words that repeat.
Make two copies of each sheet and laminate.*
- ▶ Words correct per minute record (Activity Master F.011.AM2)
- ▶ Timer (e.g., digital)
- ▶ Pencils
- ▶ Vis-à-Vis® markers



Activity

Students quickly read words on a practice sheet in a timed activity.

1. Place the word practice sheets and timer at the center. Provide each student with a words correct per minute record.
2. Taking turns, student one sets the timer for one minute and tells student two to “begin.”
3. Student two reads across the page while student one follows on his sheet and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all words are read, go back to the top and continue until timer goes off.
4. Student one counts number of words pronounced correctly and student two records the number of words on his words correct per minute record.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation

The illustration shows a word practice sheet on the left with a grid of words. Some words are crossed out with red lines, such as 'follow', 'family', and 'please'. A pencil is shown pointing to the word 'point'. In the center is a large stopwatch. On the right is a 'Words Per Minute' record sheet with a table for recording results.

Words Per Minute	
1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 ^h try	_____ words



Extensions and Adaptations

- ▶ Use other target words.
- ▶ Read the same words and graph (Activity Master F.008.AM2, F.025.SS2, and F.025.SS3).
- ▶ Time how long it takes to read all the words.

Fluency

Word Speed Practice

F.O.I.I.A.M.I.a

1. between often every few might
carry only example follow many
change other often many follow
children people only might few
enough picture other there family
every please between point example
example point people please every
family there picture only enough
few carry please people children
follow change point other change
many children there only carry
might enough family often between

high frequency words

2. around house watch from group
 away idea around goes have
 because leave away idea here
 before thought because leave house
 being through before away thought
 found under being have through
 from very great because under
 goes watch group found very
 great thought have from watch
 group through here goes around
 have under house idea away
 here very found leave because

high frequency words

3. which different answer laugh does
where could were learn down
when another what when important
what animal which where know
were always come along large
learn along could always laugh
laugh come different animal learn
large answer does another were
know along down answer what
important always important come when
down animal know could where
does another large different which

high frequency words

4. your myself yellow really near
 yellow move your round never
 would mountain almost sentence really
 why almost move should round
 who again myself about sentence
 while after near above should
 should above never after while
 sentence about move again who
 round while above almost why
 really who after mountain would
 never why again move yellow
 near would mountain myself your

high frequency words

Name _____

Word Speed Practice

F.011.AM2

Words Correct Per Minute

1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words

Words Correct Per Minute

1 st try	_____ words
2 nd try	_____ words
3 rd try	_____ words
4 th try	_____ words
5 th try	_____ words