



Objective

The student will read with proper phrasing, intonation, and expression in chunked text.

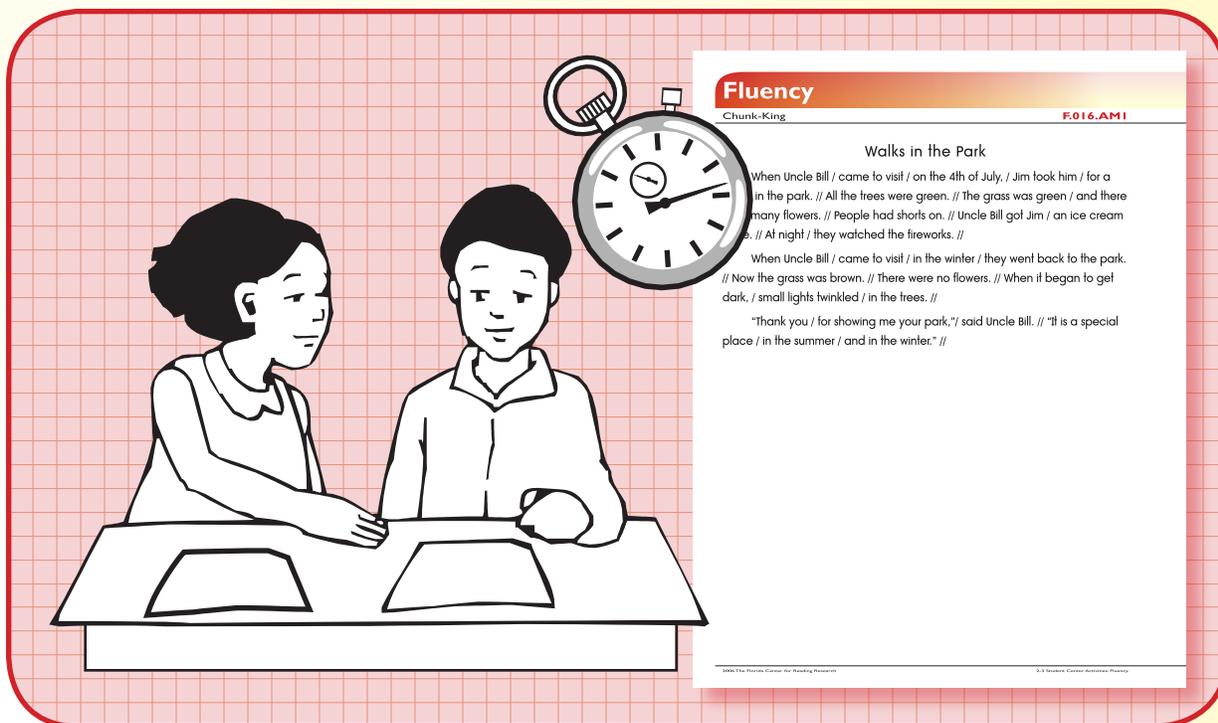
Materials

- ▶ Passage (Activity Master F.016.AM1)
Single slashes (/) denote short pauses and double slashes (//) denote the end of sentence (//).
- ▶ Timer (e.g., digital)

Activity

Students read text which has been divided into meaningful phrases by slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text. Place timer at the center.
3. Working in pairs, student one (higher performing student) reads the entire text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading by chunks, emphasizing the pauses at slash marks.
5. Repeat the activity using a timer to quicken the pace.
6. Peer evaluation



Fluency
Chunk-King F.016.AM1

Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

"Thank you / for showing me your park," / said Uncle Bill. // "It is a special place / in the summer / and in the winter." //

©2006 The Florida Center for Reading Research 2-3 Student Center Activities: Fluency

Extensions and Adaptations

- ▶ Use other passages within instructional-independent reading level range.
- ▶ Partner read the passage, taking turns reading sentences.

Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

“Thank you / for showing me your park,” / said Uncle Bill. // “It is a special place / in the summer / and in the winter.” //



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Materials

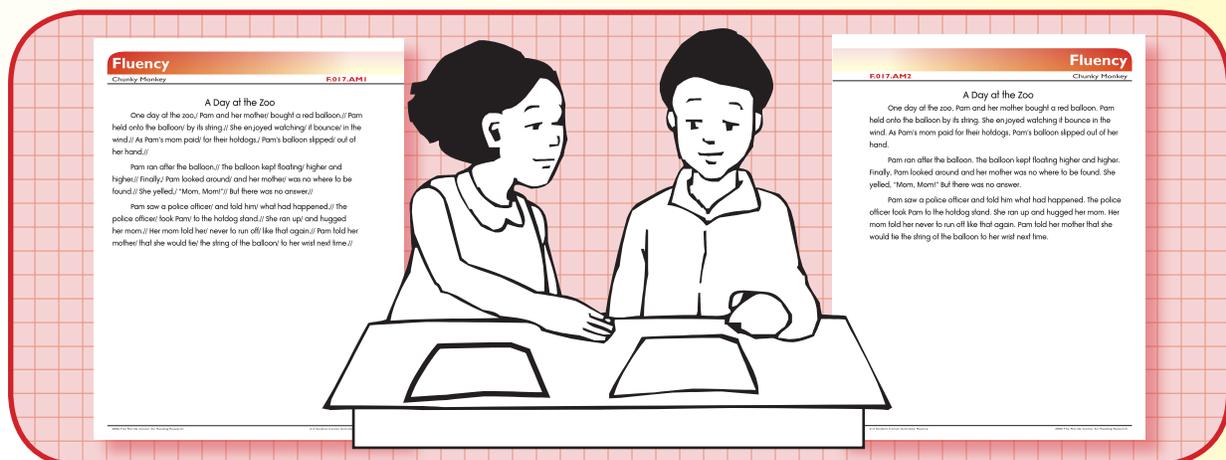
- ▶ Chunked passage (Activity Master F.017.AM1)
Make two copies and laminate.
- ▶ Original passage (Activity Master F.017.AM2)
Make two copies and laminate.



Activity

Students read text which has been divided into meaningful chunks, then reread it fluently without the slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the passage.
3. Working together, student one (higher performing student) reads the entire passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) then reads the passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the passage without the slash marks using proper phrasing, intonation, and expression.
7. Peer evaluation



Extensions and Adaptations

- ▶ Chunk and read other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.

A Day at the Zoo

One day at the zoo, / Pam and her mother / bought a red balloon. //
Pam held onto the balloon / by its string. // She enjoyed watching / it bounce /
in the wind. // As Pam's mom paid / for their hotdogs, / Pam's balloon slipped /
out of her hand. //

Pam ran after the balloon. // The balloon kept floating / higher and
higher. // Finally, / Pam looked around / and her mother / was no where to be
found. // She yelled, / "Mom, Mom!" // But there was no answer. //

Pam saw a police officer / and told him / what had happened. // The
police officer / took Pam / to the hotdog stand. // She ran up / and hugged
her mom. // Her mom told her / never to run off / like that again. // Pam told her
mother / that she would tie / the string of the balloon / to her wrist next time. //

A Day at the Zoo

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Chunky Passages

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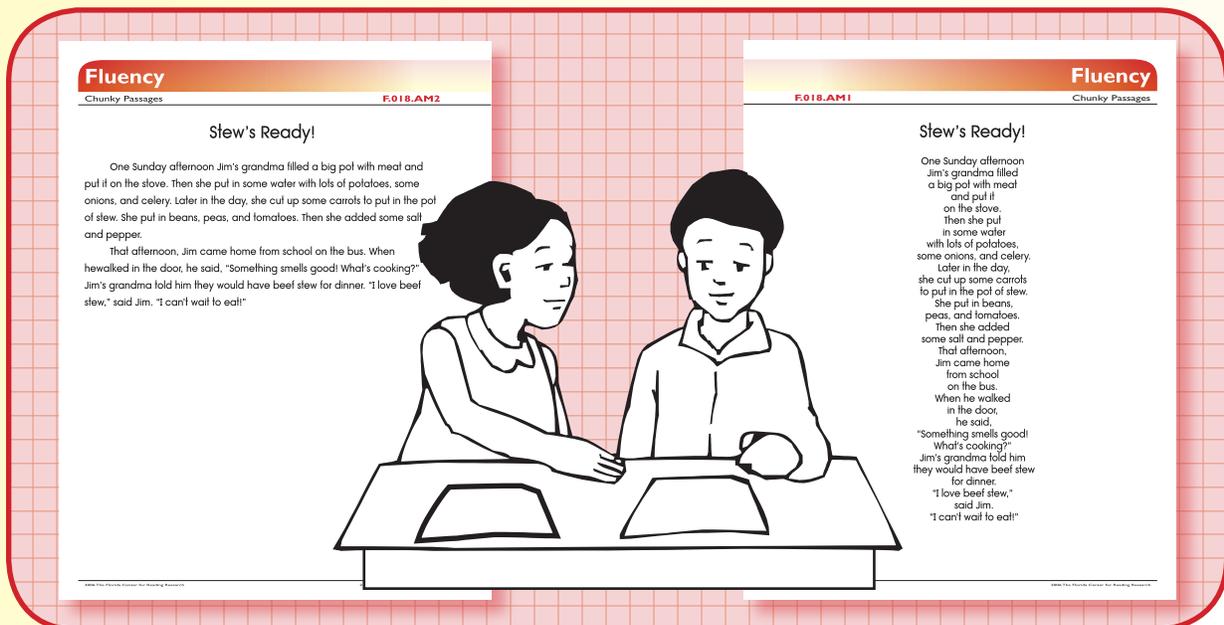
Materials

- ▶ Chunked passage (Activity Master F.018.AM1)
Passage divided by phrases in a vertical format.
Make two copies of each.
- ▶ Whole passage (Activity Master F.018.AM2)
Make two copies.

Activity

Students read text which has been divided into a chunked format, then reread it fluently in its original format.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the chunked and the whole passages.
3. Taking turns, student one (higher performing student) reads all the lines of text from the chunked passage and then reads the unaltered passage while student two (lower performing student) reads along silently.
4. Reverse roles.
5. Peer evaluation



Extensions and Adaptations

- ▶ Make up own stories and write in both formats.
- ▶ Record reading passages.
- ▶ Use other passages according to instructional-independent reading level range.

Stew's Ready!

One Sunday afternoon
Jim's grandma filled
a big pot with meat
and put it
on the stove.
Then she put
in some water
with lots of potatoes,
some onions, and celery.
Later in the day,
she cut up some carrots
to put in the pot of stew.
She put in beans,
peas, and tomatoes.
Then she added
some salt and pepper.
That afternoon,
Jim came home
from school
on the bus.
When he walked
in the door,
he said,
"Something smells good!
What's cooking?"
Jim's grandma told him
they would have beef stew
for dinner.
"I love beef stew,"
said Jim.
"I can't wait to eat!"

Stew's Ready!

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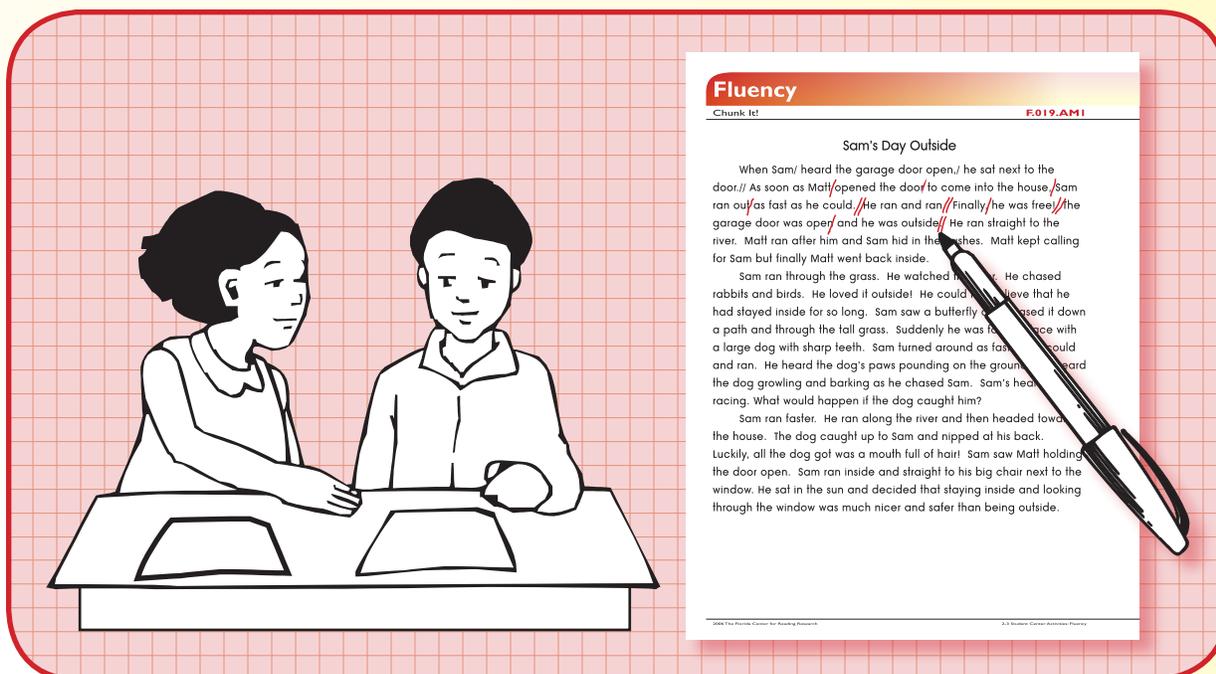
Materials

- ▶ Passage (Activity Master F.019.AM1)
Make two copies and laminate. Note: Passage has one sentence with slashes to help students get started.
- ▶ Vis-à-Vis® markers

Activity

Students divide text into meaningful parts and then read it fluently.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text.
3. Working together, students determine text chunks and indicate using slash marks. Put single slashes (/) to denote short pauses and double slashes (//) to denote end of sentence (//).
4. Student one (higher performing student) reads the text with proper intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student two (lower performing student) repeats the reading using proper intonation, expression and phrasing.
6. Peer evaluation



Fluency
Chunk It! F.019.AM1

Sam's Day Outside

When Sam/ heard the garage door open,/ he sat next to the door// As soon as Matt/opened the door/to come into the house/Sam ran out/as fast as he could//He ran and ran//Finally/he was free//the garage door was open/ and he was outside// He ran straight to the river. Matt ran after him and Sam hid in the bushes. Matt kept calling for Sam but finally Matt went back inside.

Sam ran through the grass. He watched the dog. He chased rabbits and birds. He loved it outside! He could believe that he had stayed inside for so long. Sam saw a butterfly and chased it down a path and through the tall grass. Suddenly he was face-to-face with a large dog with sharp teeth. Sam turned around as fast as he could and ran. He heard the dog's paws pounding on the ground. He heard the dog growling and barking as he chased Sam. Sam's heart started racing. What would happen if the dog caught him?

Sam ran faster. He ran along the river and then headed toward the house. The dog caught up to Sam and nipped at his back. Luckily, all the dog got was a mouth full of hair! Sam saw Matt holding the door open. Sam ran inside and straight to his big chair next to the window. He sat in the sun and decided that staying inside and looking through the window was much nicer and safer than being outside.

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Extensions and Adaptations

- ▶ Erase slash marks and read fluently.
- ▶ Use other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.

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