



Objective

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

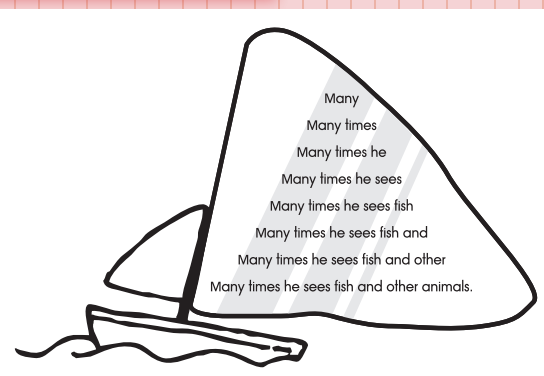
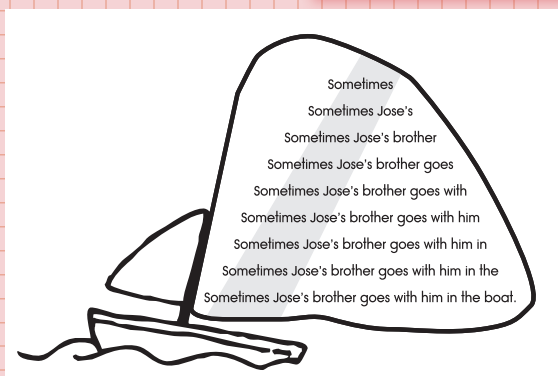
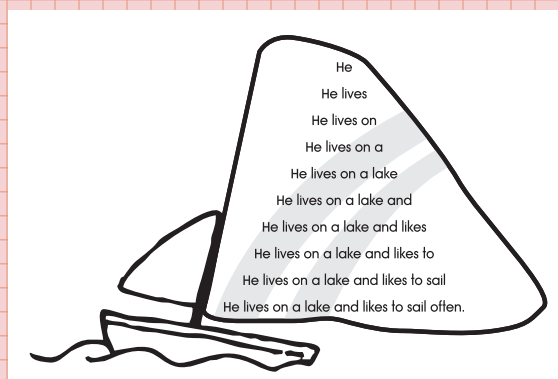
Materials

- ▶ Sentence sailboats (Activity Master F.012.AM1a - F.012.AMf)

Activity

Students read words that progressively result in sentences.

1. Place sentence sailboats face down in a stack.
2. Taking turns, student one selects the top card and reads line by line until completing the entire sentence. Student two sits beside student one and reads along silently.
3. Reread the sentence on the last line of the sailboat together.
4. Reverse roles and continue until all the sentences have been read.
5. Peer evaluation



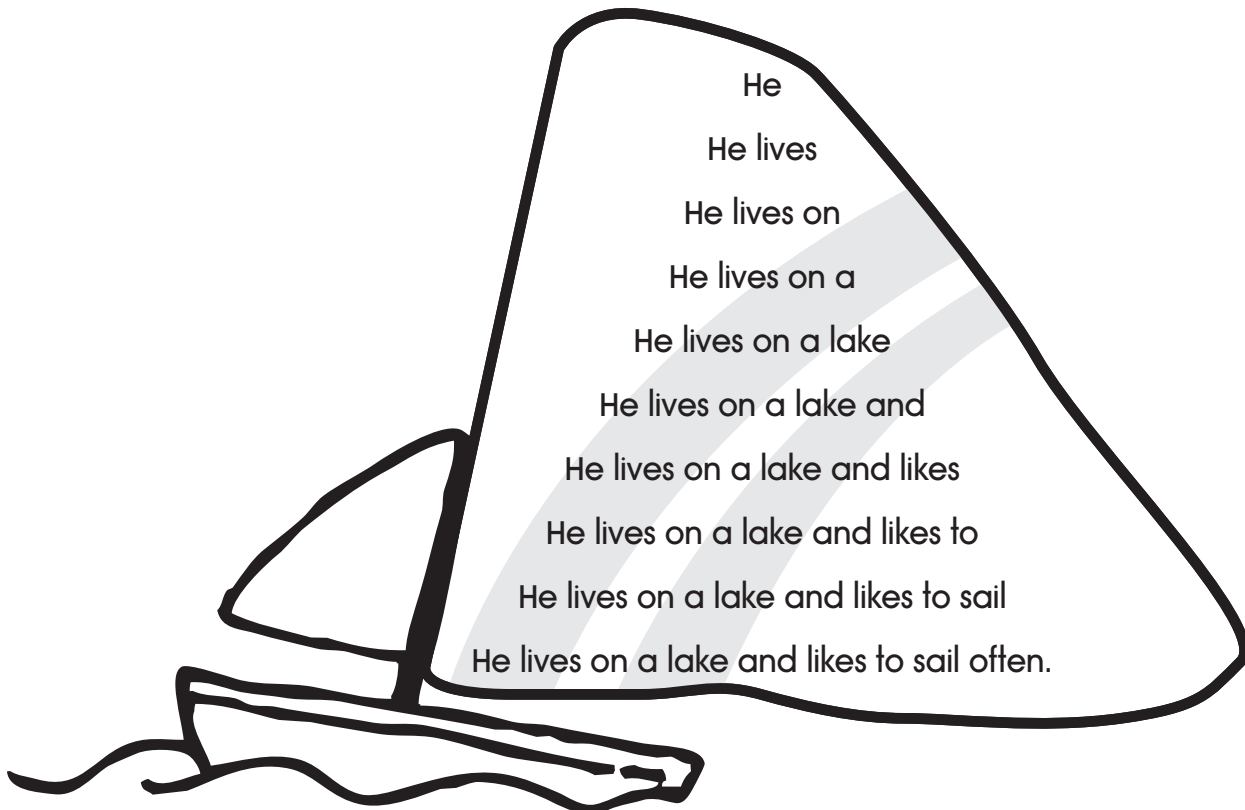
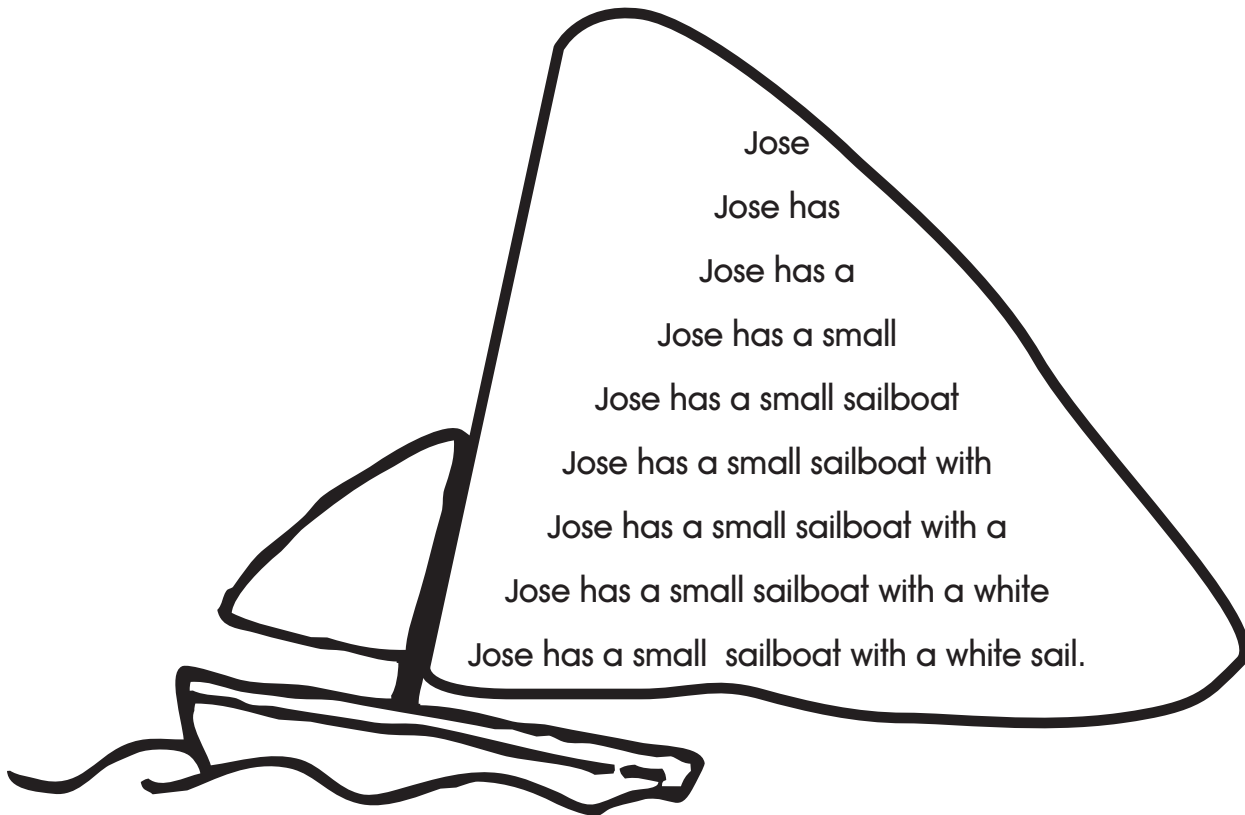
Extensions and Adaptations

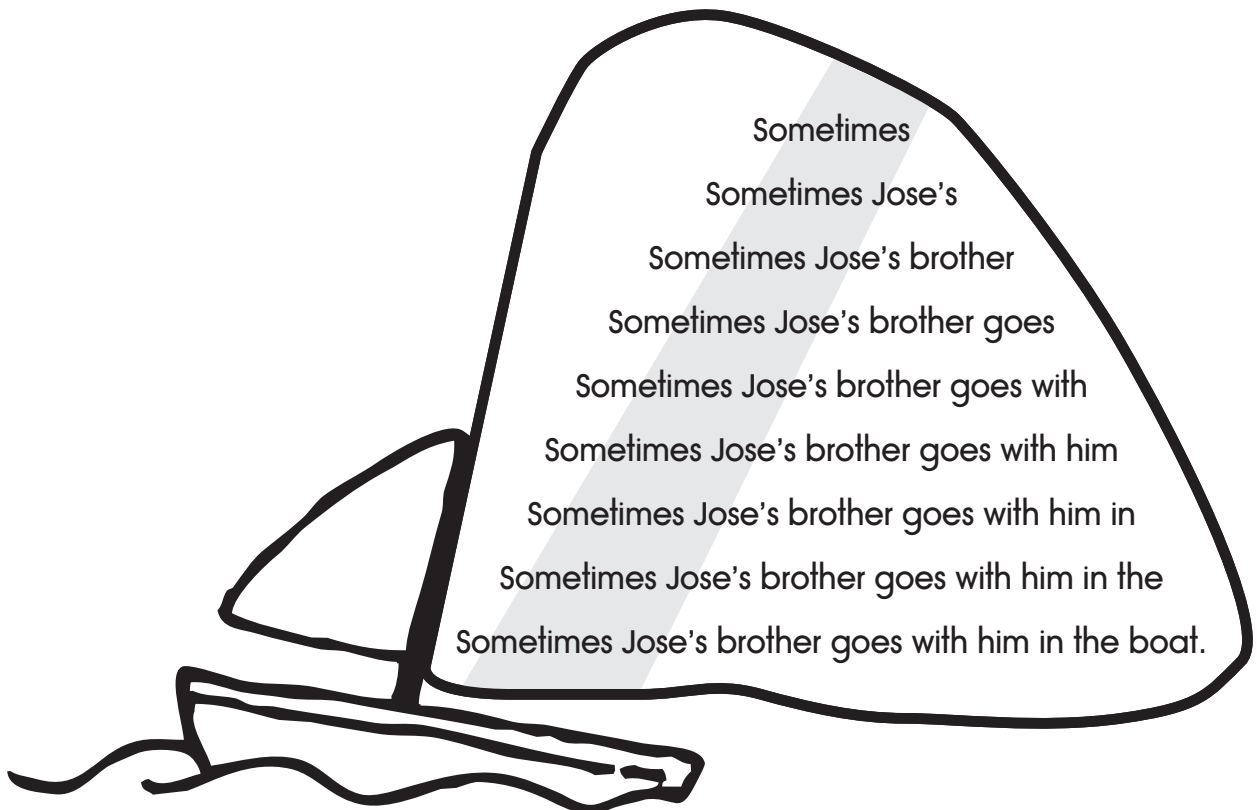
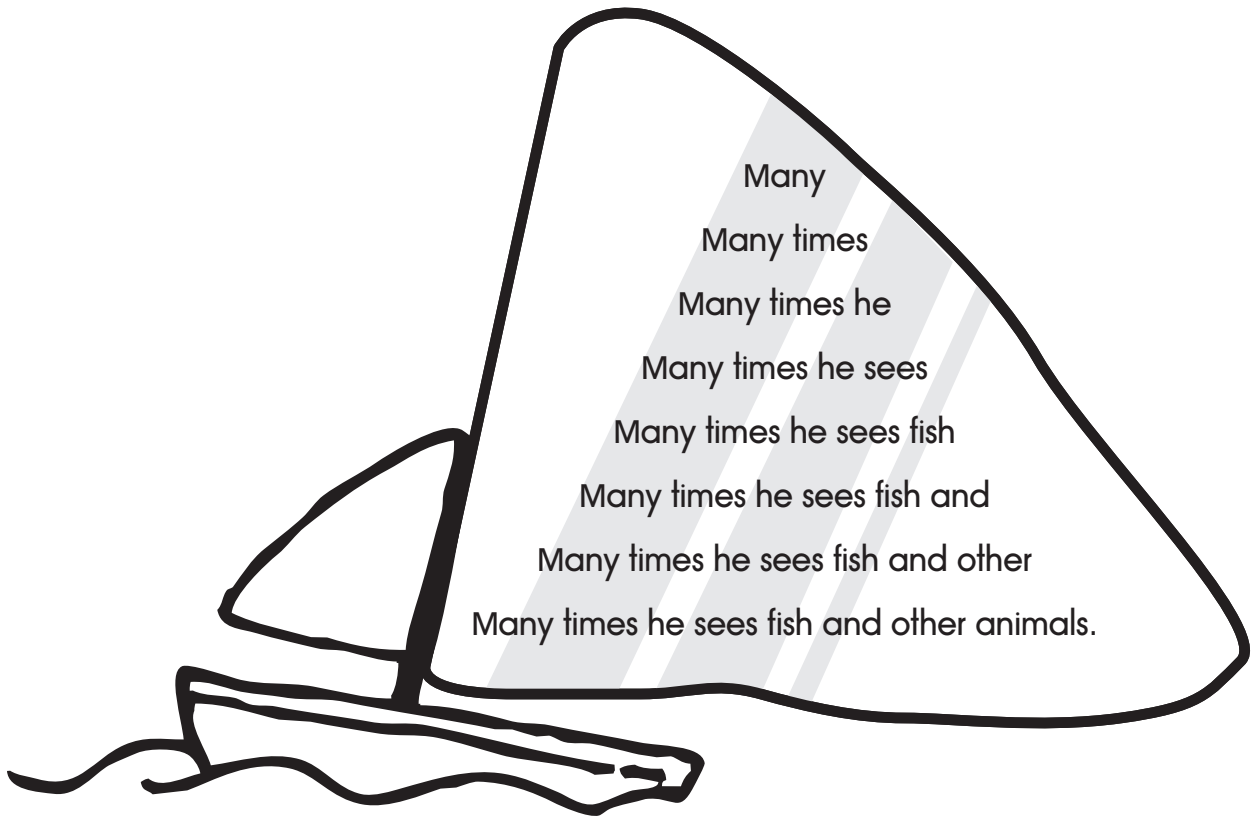
- ▶ Take turns reading the text passage (Activity Master F.012.AM2).
- ▶ Sequence the sentence sailboats into a story.
- ▶ Write other sentences and passages to choral and partner read.

Fluency

Fluent Phrasing

F.012.AM1a

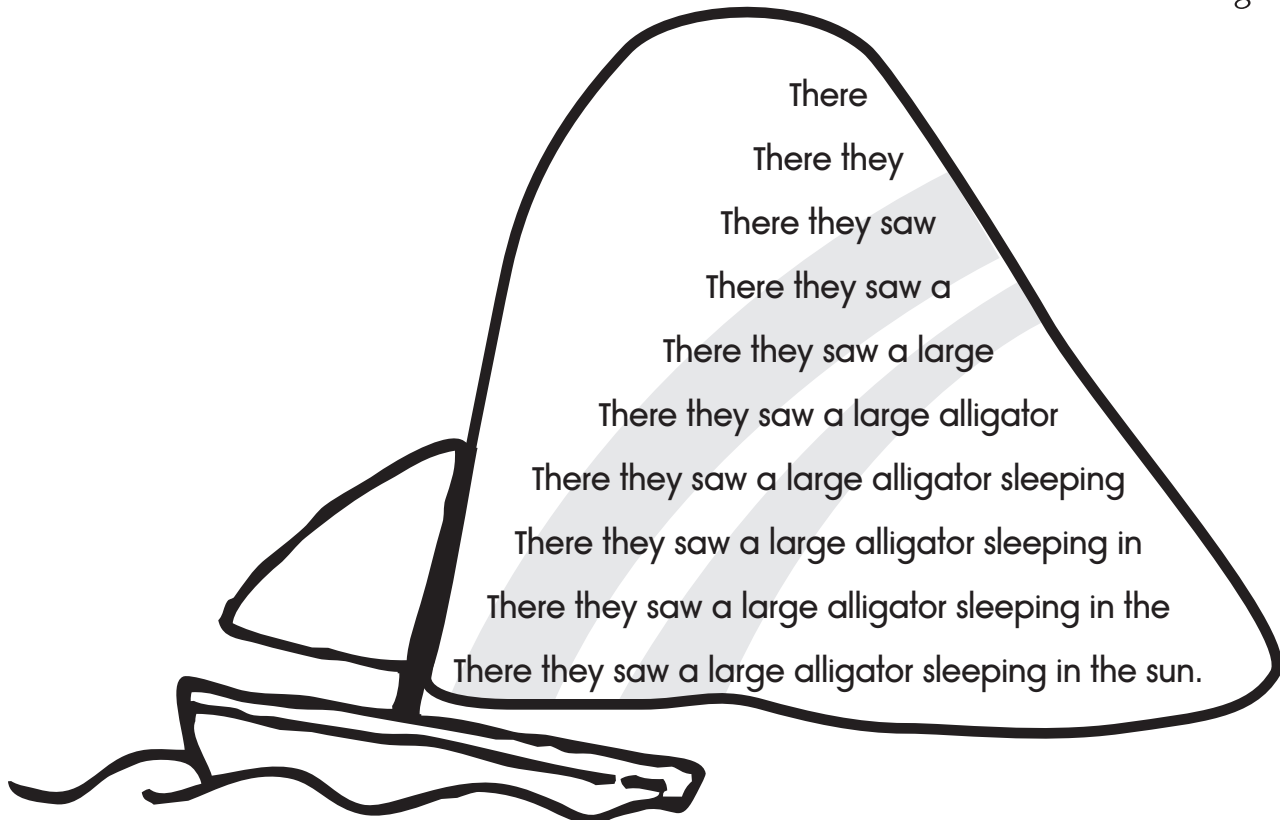
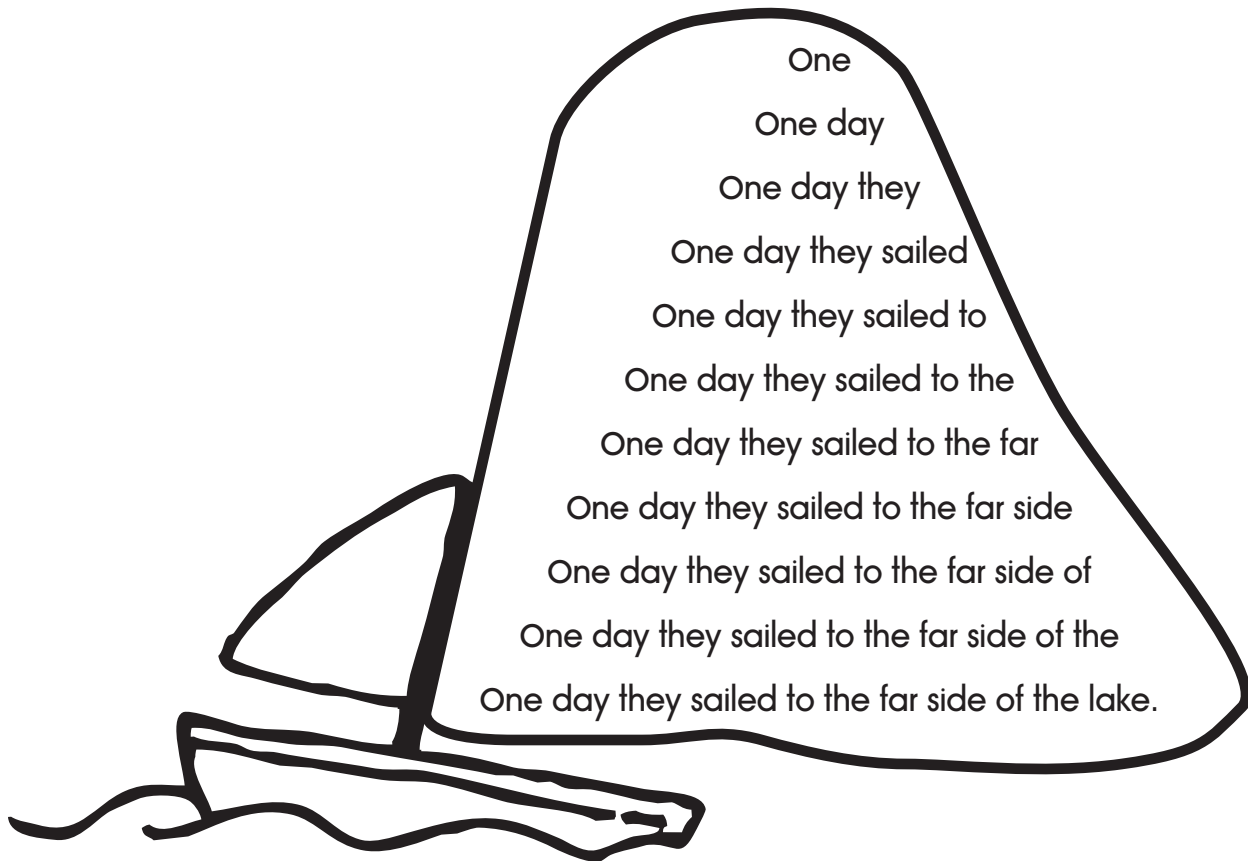


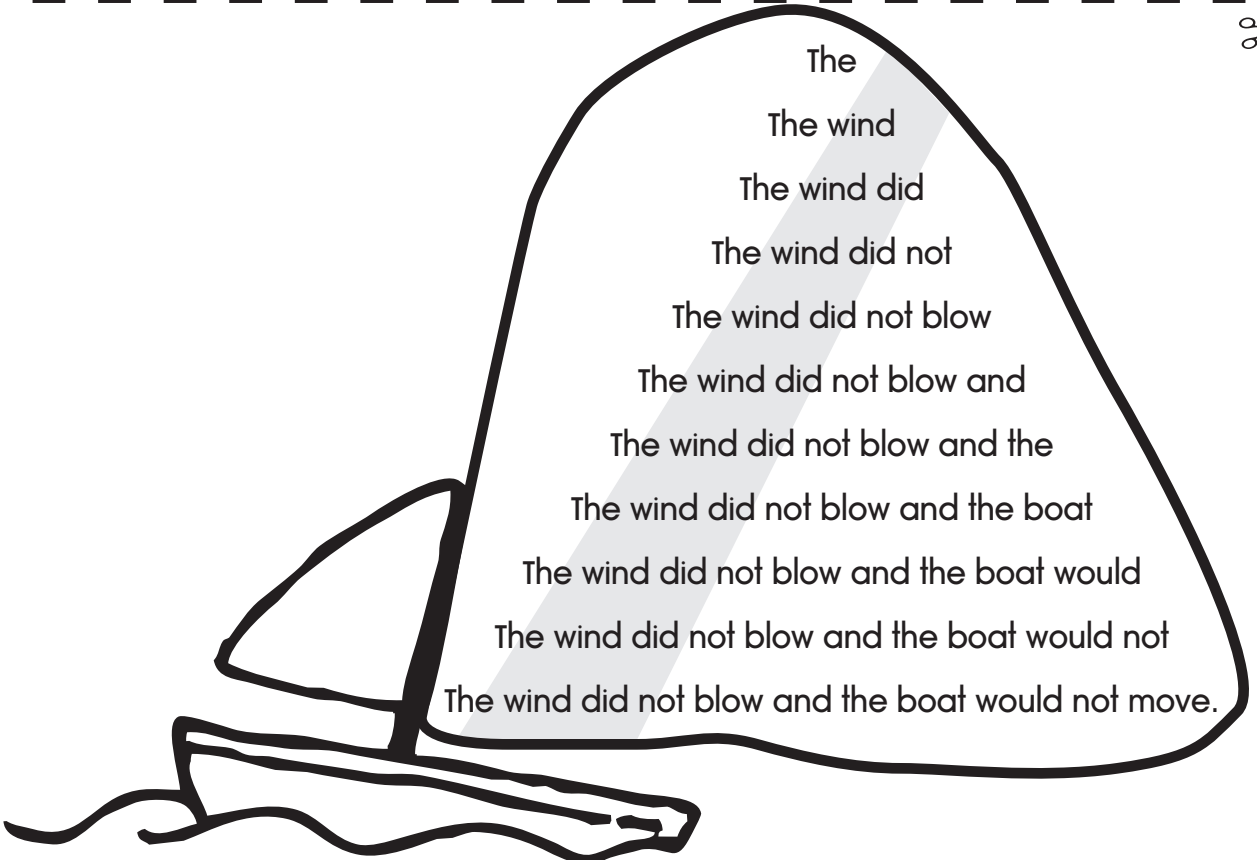
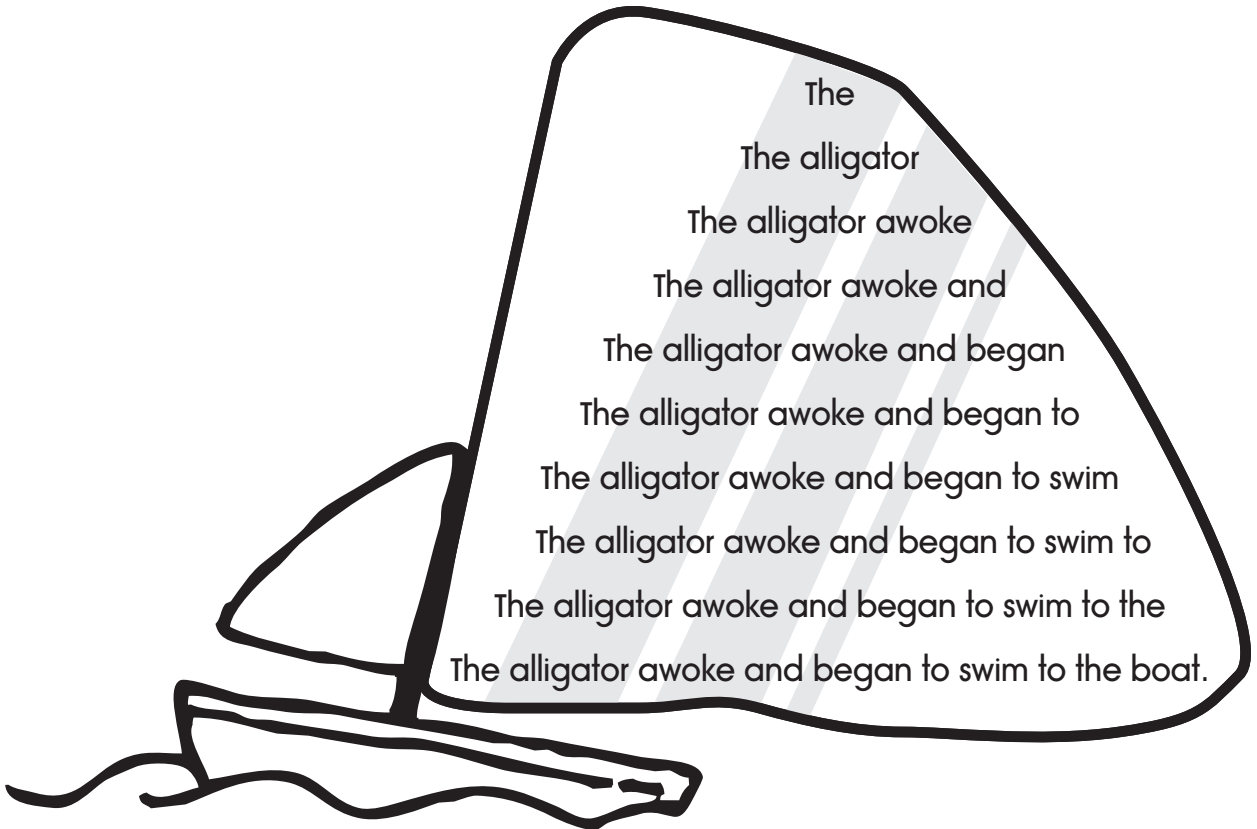



Fluency

Fluent Phrasing

F.012.AMIc



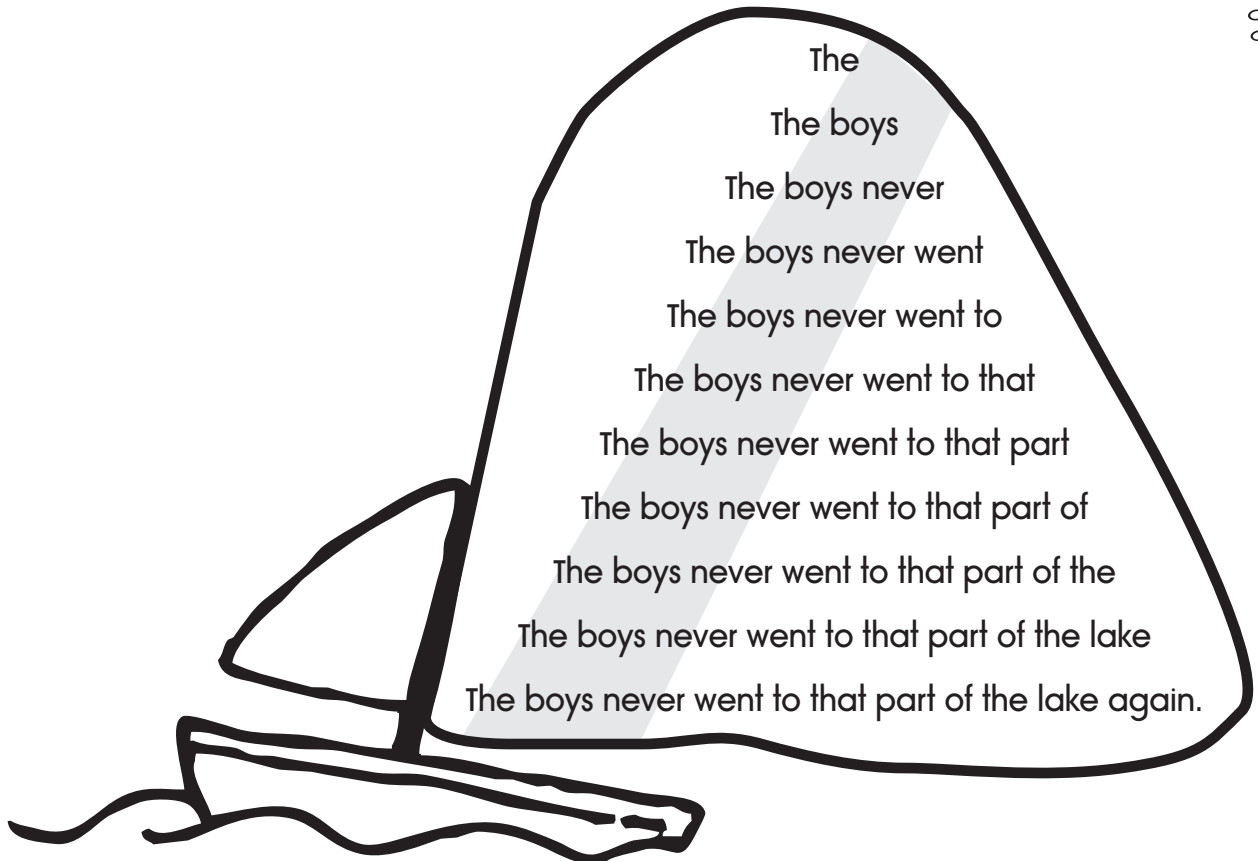
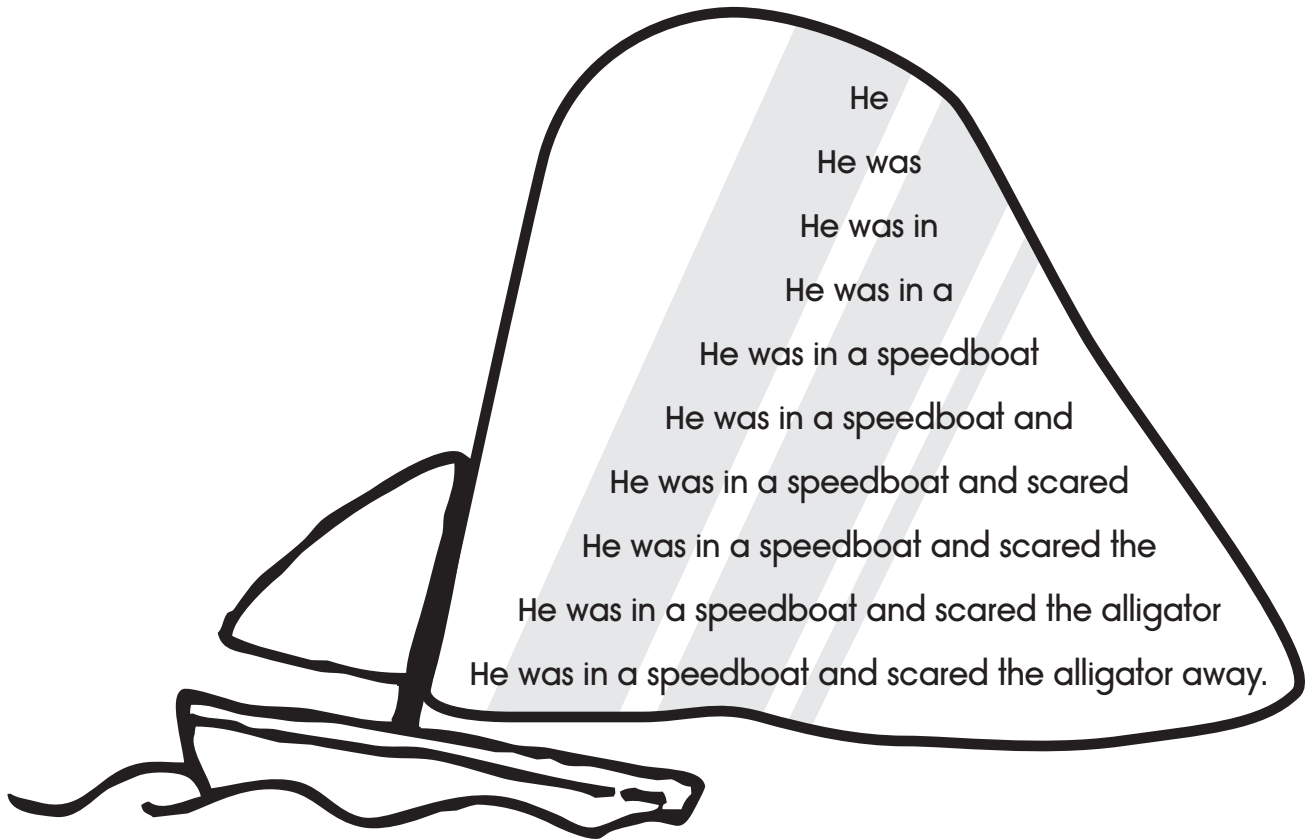




The
The boys
The boys started
The boys started to
The boys started to worry
The boys started to worry and
The boys started to worry and get
The boys started to worry and get scared.



Soon
Soon they
Soon they saw
Soon they saw their
Soon they saw their dad
Soon they saw their dad come
Soon they saw their dad come across
Soon they saw their dad come across the
Soon they saw their dad come across the lake.



Jose and the Sailboat

Jose has a small sailboat with a white sail. He lives on a lake and likes to sail often. Many times he sees fish and other animals. Sometimes Jose's brother goes with him in the boat.

One day they sailed to the far side of the lake. There they saw a large alligator sleeping in the sun. The alligator awoke and began to swim to the boat. The wind did not blow and the boat would not move.

The boys started to worry and get scared. Soon they saw their dad come across the lake. He was in a speedboat and scared the alligator away. The boys never went to that part of the lake again.



Objective

The student will gain speed and accuracy in reading phrases.

Materials

- ▶ YES and NO header cards (Activity Master F.004.AM1)
- ▶ Phrase cards (Activity Master F.013.AM1a - F.013.AM1h)
Copy on card stock, laminate, and cut.
- ▶ Phrases correct per minute record (Activity Master F.013.AM2)
- ▶ Timer (e.g., digital)
- ▶ Pencils

Activity

Students read phrases in a timed activity.

1. Place the set of phrase cards face down in a stack and timer at the center. Provide each student with a phrases correct per minute record.
2. Working in pairs, student one sets the timer for one minute and turns the phrase cards over one at a time while student two reads the phrases as quickly as possible.
3. If all the words in the phrase are read correctly, the student places the card in a pile on the “YES” card. If one or more words in the phrase are read incorrectly, places it in a pile on the “NO” card.
4. Continue activity until the timer rings. Count the phrase cards in the “YES” pile and record the number on the phrases correct per minute record. Read phrases in the “NO” pile together.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation

Fluency	
Fast Phrases	
F.013.AM2	
Phrases Per Minute	
1 st try	___ phrases
2 nd try	___ phrases
3 rd try	___ phrases
4 th try	___ phrases
5 th try	___ phrases

Extensions and Adaptations

- ▶ Make other phrase cards.

Fluency

Fast Phrases

F.013.AM1a

two of them

at the house

a good place

some of the people

point to it

you may go

they did go

a big house



must be his

turned out well

form one line

they need help

I like it

want to go

hand it here

turn this over



Fluency

Fast Phrases

F.013.AM1c

read a sentence

it is time

answer the phone

we will go

like it here

read this line

you may need

a big place



at the time

it is my turn

go to school

form a line

it is like

they want to

they still need

turn it over



Fluency

Fast Phrases

F.013.AMIe

set it here

it is still there

turned out well

put it up

at some point

just my name

study in school

keep it up



near the end

this place is

stay a while

close the door

work too much

before they go

just the same

near the door



Fluency

Fast Phrases

F.013.AMIg

want to stay

set it there

my name is

still in school

the same name

here and there

before they end

in a while



want to help

stay in there

still the same

want to go too

here to help

began to help

it may be

we will study



Phrases Correct Per Minute

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

Phrases Correct Per Minute

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



Objective

The student will gain speed and accuracy in reading phrases.

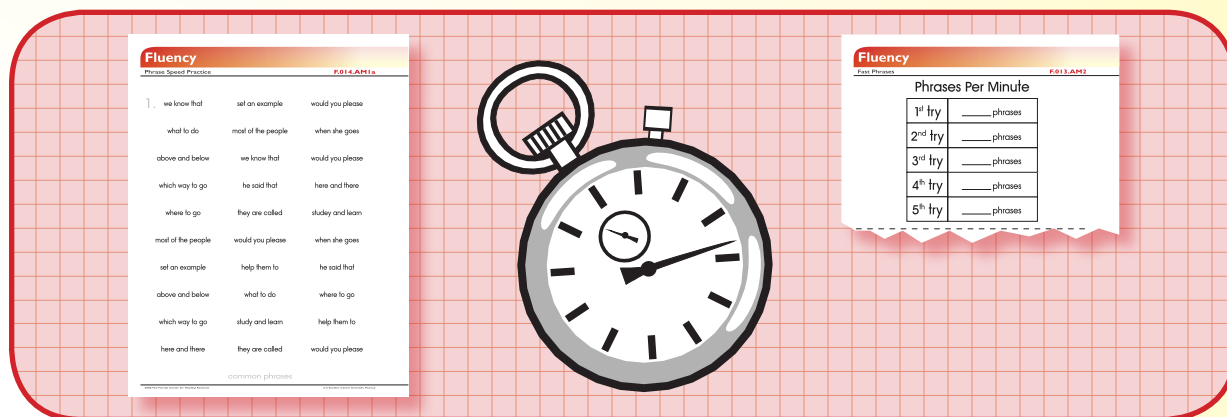
Materials

- ▶ Phrase practice sheets (Activity Master F.014.AM1a - F.014.AM1d)
Make two copies of each sheet and laminate. Note: These phrases were developed using high frequency and other grade level words. Some phrases repeat and some have repeating words.
- ▶ Phrases correct per minute record (Activity Master F.013.AM2)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers

Activity

Students quickly read phrases in a timed activity.

1. Place the phrase practice sheets and timer at the center. Provide each student with a phrases correct per minute record.
2. Taking turns, students select a practice sheet and practice reading the phrases to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on her copy and uses a Vis-à-Vis® marker to mark any words in the phrases that are read incorrectly. If all the phrases on the sheet are read, go back to the top and continue.
5. Continue until the timer goes off. Student one marks the last word read. Student two counts the number of total phrases read correctly. (To count the phrase as correct, all the words in the phrase must be read correctly.)
6. Student two records number of phrases read correctly on her phrases correct per minute record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation



Extensions and Adaptations

- ▶ Use other phrases.
- ▶ Graph individual words read correctly. Use graph F.025.SS2 or F.025.SS3.

Fluency

Phrase Speed Practice

F.014.AM1a

1.

we know that

set an example

would you please

what to do

most of the people

when she goes

above and below

we know that

would you please

which way to go

he said that

here and there

where to go

they are called

study and learn

most of the people

would you please

when she goes

set an example

help them to

he said that

above and below

what to do

where to go

which way to go

study and learn

help them to

here and there

they are called

would you please

common phrases

2.

help me out

just the same

watch the game

on my side

it never happened

in my head

seemed so good

turn the page

show us around

they did go

one more time

each of us

the same page

there you are

part of the time

you can see

you show us

a good day

one more game

the same day

turn my head

help us see

show it to me

they seemed good

it happened there

you never watch

each day you can

the same game

time of day

the good game

common phrases

Fluency

Phrase Speed Practice

F.014.AMIc

3.

in the story

all day long

next to the house

it's important to

we thought that

many children are

my name is

just in time

now and then

how will they

there have been

when she goes

think about it

he said that

once in a while

there have been

it's important to

when she goes

my name is

once in a while

now and then

how will they

next to the house

he said that

in the story

we thought that

many children are

think about it

all day long

just in time

common phrases

4.

to the store

next to the couch

during the day

my mom and I

a good time

my brothers and sisters

all the time

at night

you can do it

peas, carrots, and corn

near the school

my sister said

in the water

by the way

and after that

part of the way

my dad and I

to the school

next to the table

a great time

and before that

smart, sweet, and happy

during the night

she can do it

my grandmother said

at home

my aunts and uncles

by the house

in the lake

near the tree

common phrases



Phrase Progression



Objective

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



Materials

- ▶ Sentence cards (Activity Master F.015AM1a - F.015.AM1d)



Activity

Students read phrases that progressively result in sentences.

1. Place sentence cards face down in a stack at the center.
2. Taking turns, student one selects the top card and reads line by line until completing entire sentence while concentrating on proper phrasing, intonation, and expression. Student two sits beside student one and reads along silently.
3. Choral read the sentence.
4. Continue until all the sentences have been read.
5. Peer evaluation

My aunt,
My aunt, who is a police officer,
My aunt, who is a police officer, goes to schools
My aunt, who is a police officer, goes to schools to talk
My aunt, who is a police officer, goes to schools to talk about safety.

“My aunt”

“My aunt, who is a police officer”

“My aunt, who is a police officer, goes to schools”

“My aunt, who is a police officer, goes to schools to talk”

“My aunt, who is a police officer, goes to schools to talk about safety.”



Extensions and Adaptations

- ▶ Write other sentences and passages to choral and partner read.

F.015.AM1a

Phrase Progression

He jumped
 He jumped into bed
 He jumped into bed and pulled
 He jumped into bed and pulled the covers
 He jumped into bed and pulled the covers over his head.

My aunt,
 My aunt, who is a police officer,
 My aunt, who is a police officer, goes to schools
 My aunt, who is a police officer, goes to schools to talk
 My aunt, who is a police officer, goes to schools to talk about safety.

We ran
 We ran for shelter
 We ran for shelter as the rain shower
 We ran for shelter as the rain shower suddenly turned
 We ran for shelter as the rain shower suddenly turned into a storm.

Jimmy rode
 Jimmy rode his motorcycle
 Jimmy rode his motorcycle to the family picnic
 Jimmy rode his motorcycle to the family picnic in the park
 Jimmy rode his motorcycle to the family picnic in the park on Sunday.

Each year
 Each year many visitors
 Each year many visitors ride a ferry
 Each year many visitors ride a ferry to see
 Each year many visitors ride a ferry to see the Statue of Liberty.



Fluency

Phrase Progression

F.015.AM1b

Danny was excited

Danny was excited and couldn't stop

Danny was excited and couldn't stop thinking about

Danny was excited and couldn't stop thinking about his new school.

The cat

The cat found a warm place

The cat found a warm place to settle down

The cat found a warm place to settle down for a nap.

The black and red car

The black and red car went fast

The black and red car went fast around the track

The black and red car went fast around the track and won the race.

We saw

We saw a great show

We saw a great show of fireworks

We saw a great show of fireworks on the 4th of July.

When we got home,

When we got home, we made

When we got home, we made a cake

When we got home, we made a cake and chocolate chip cookies.



F.015.AM1c

Phrase Progression

The teacher

The teacher hung the paintings

The teacher hung the paintings by the students

The teacher hung the paintings by the students in the hallway.

The dogs played

The dogs played with each other

The dogs played with each other in the green grass

The dogs played with each other in the green grass in the yard.

Dollar bills

Dollar bills sometimes tear

Dollar bills sometimes tear because many people

Dollar bills sometimes tear because many people touch them.

They had to

They had to drive twenty miles

They had to drive twenty miles into town

They had to drive twenty miles into town to the hospital.

It is important

It is important to look both ways

It is important to look both ways before crossing

It is important to look both ways before crossing a road.



Fluency

Phrase Progression

F.015.AM1d

The people

The people in the neighborhood

The people in the neighborhood worked together

The people in the neighborhood worked together to clean the park.

My sister and I

My sister and I went to the lake

My sister and I went to the lake to swim and to ride

My sister and I went to the lake to swim and to ride in the boat.

Our aunt drove us

Our aunt drove us to the store

Our aunt drove us to the store to buy a present

Our aunt drove us to the store to buy a present for our mother.

He likes to cook hamburgers

He likes to cook hamburgers on the grill

He likes to cook hamburgers on the grill in the backyard

He likes to cook hamburgers on the grill in the backyard for his family.

I like earning good grades

I like earning good grades and helping Mom

I like earning good grades and helping Mom with chores

I like earning good grades and helping Mom with chores at home.

