



Objective

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

Materials

- ▶ Chunked passage (Activity Master F.011.AM1)
Make two copies and laminate.
- ▶ Original passage (Activity Master F.011.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) at slash marks.
4. Student two (lower performing student) then reads the same passage with intonation and expression while pausing briefly between chunks (or phrases) at slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the same passage without the slash marks using proper phrasing, intonation, and expression.
7. Reverse roles and repeat activity.
8. Peer evaluation

Fluency
Reading Chunks
F.011.AM1

Harry's Hiccups

What started out / as a typical day / would soon turn into / one of the most unusual days / Harry ever had. // His mom came in / and woke him up at 7:00 // so he could get ready for school. // breakfast was the same cereal / he ate every day / along with his banana / and glass of juice. // As he left, / he grabbed his homework and backpack. // He reminded his mom / that he had a baseball game that night. //

He was on the bus / when they began. // He was involved in a conversation / with his friends when, / out of nowhere, / he began to hiccup. // He excused himself / and thought that would be the end of it. // Instead, // it was only the beginning. // He hiccupped again and again until, / finally, / one of his friends said, / "Okay, Harry enough. // You're starting to bother me / and everyone else on the bus." // The problem was / they weren't small inaudible hiccups. // No, / they were loud enough / for everyone to hear. // They also got to be painful. //

The hiccups persisted / throughout the day. // This had never happened / to Harry before. // His teacher tried to be understanding / and suggested he get some water. // When that didn't work, / one of the students / tried to stifle him / as a way to stop the hiccups. // Another student suggested he breathe / into a bag. // None of these remedies worked. // Harry continued to hiccup. // When they got to be too loud, / everyone decided he should go / see the nurse. // His classmates did not want to be rude, / but no one wanted to sit with him at lunch, / so he sat at a table by himself. //

Harry thought the hiccups / might go away / when he started playing baseball. // But, / instead, / he hiccupped and stuck out. // The coach told Harry // it probably would be better / if he sat out / the rest of the game. // That night / when he tried to do his homework, / all he could do was hiccup. // What if he had the hiccups / for the rest of his life? // Upset and worn out, / Harry went to bed. // (The last thing he remembered) / was hiccupping. // The next morning / when he woke up / he opened his eyes and inhaled. // All was normal. // Harry was happy // to be quiet that day. //

Fluency
Reading Chunks
F.011.AM2

Harry's Hiccups

What started out as a typical day would soon turn into one of the most unusual days Harry ever had. His mom came in and woke him up at 7:00 so he could get ready for school. Breakfast was the same cereal he ate every day along with his banana and glass of juice. As he left, he grabbed his homework and backpack. He reminded his mom that he had a baseball game that night.

He was on the bus when they began. He was involved in a conversation with his friends when, out of nowhere, he began to hiccup. He excused himself and thought that would be the end of it. Instead, it was only the beginning. He hiccupped again and again until, finally, one of his friends said, "Okay, Harry enough. You're starting to bother me and everyone else on the bus." The problem was they weren't small inaudible hiccups. No, they were loud enough for everyone to hear. They also got to be painful.

The hiccups persisted throughout the day. This had never happened to Harry before. His teacher tried to be understanding and suggested he get some water. When that didn't work, one of the students tried to stifle him as a way to stop the hiccups. Another student suggested he breathe into a bag. None of these remedies worked. Harry continued to hiccup. When they got to be too loud, everyone decided he should go see the nurse. His classmates did not want to be rude, but no one wanted to sit with him at lunch, so he sat at a table by himself.

Harry thought the hiccups might go away when he started playing baseball, but, instead, he hiccupped and stuck out. The coach told Harry it probably would be better if he sat out the rest of the game. That night when he tried to do his homework, all he could do was hiccup. What if he had the hiccups for the rest of his life? Upset and worn out, Harry went to bed. The last thing he remembered was hiccupping. The next morning when he woke up he opened his eyes and inhaled. All was normal. Harry was happy to be quiet that day.

Extensions and Adaptations

- ▶ Chunk and read other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.
- ▶ Read passage divided line-by-line in a chunked format (Activity Master F.011.AM3) and reread in original format (Activity Master F.011.AM4).

Harry's Hiccups

What started out / as a typical day / would soon turn into / one of the most unusual days / Harry ever had. // His mom came in / and woke him up at 7:00 / so he could get ready for school. // Breakfast was the same cereal / he ate every day / along with his banana / and glass of juice. // As he left, / he grabbed his homework and backpack. // He reminded his mom / that he had a baseball game that night. //

He was on the bus / when they began. // He was involved in a conversation / with his friends when, / out of nowhere, / he began to hiccup. // He excused himself / and thought that would be the end of it. // Instead, / it was only the beginning. // He hiccupped again and again until, / finally, / one of his friends said, / "Okay, Harry enough. // You're starting to bother me / and everyone else on the bus."// The problem was / they weren't small inaudible hiccups. // No, / they were loud enough / for everyone to hear. // They also got to be painful. //

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What started out as a typical day would soon turn into one of the most unusual days Harry ever had. His mom came in and woke him up at 7:00 so he could get ready for school. Breakfast was the same cereal he ate every day along with his banana and glass of juice. As he left, he grabbed his homework and backpack. He reminded his mom that he had a baseball game that night.

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The hiccups persisted throughout the day. This had never happened to Harry before. His teacher tried to be understanding and suggested he get some water. When that didn't work, one of the students tried to startle him as a way to stop the hiccups. Another student suggested he breathe into a bag. None of these remedies worked. Harry continued to hiccup. When they got to be too loud, everyone decided he should go see the nurse. His classmates did not want to be rude, but no one wanted to sit with him at lunch, so he sat at a table by himself.

Harry thought the hiccups might go away when he started playing baseball. But, instead, he hiccupped and struck out. The coach told Harry it probably would be better if he sat out the rest of the game. That night when he tried to do his homework, all he could do was hiccup. What if he had the hiccups for the rest of his life? Upset and worn out, Harry went to bed. The last thing he remembered was hiccupping. The next morning when he woke up he opened his eyes and inhaled. All was normal. Harry was happy to be quiet that day.

Cooking Up Trouble

Jill and her dad
went to the bakery
for breakfast.
Jill could see the baker
placing trays
in the massive oven.
The baker asked Jill
if she would like
a tour of the kitchen.
Jill smiled
and said, "Yes!"
The baker demonstrated
how the large mixer worked,
showed them the oven,
and the huge baker's
preparation table.
Then the baker told them
how he combines the ingredients
to make the dough.
As Jill listened,
the glistening switch
on the giant mixing machine
caught her eye.
She extended her hand
and flipped the switch.
"Whir!" went the machine.
The baker, Jill, and her dad
tried to dart
out of the way.
Chocolate cake batter splattered
around the room

and all over Jill.
The baker lunged
toward the machine
and turned it off.
Jill wanted to cry
and was afraid
to look at her dad
or the baker.
Unexpectedly the baker
started to laugh.
Then, Jill's dad
started to laugh.
Jill still felt dreadful,
but she began to giggle too.
Jill's dad sat
and had a cup of coffee
while Jill cleaned up
the chocolate cake batter.
When she had completed the job,
she asked the baker
to accept her apology
for making the mess.
He smiled and said,
"That's okay."
Then, he offered her a box
to take with her.
When she got outside the bakery,
she peered in the box
to see a huge piece
of chocolate cake.
Jill smiled.

Cooking Up Trouble

Jill and her dad went to the bakery for breakfast. Jill could see the baker placing trays in the massive oven. The baker asked Jill if she would like a tour of the kitchen. Jill smiled and said, “Yes!”

The baker demonstrated how the large mixer worked, showed them the oven, and the huge baker’s preparation table. Then the baker told them how he combines the ingredients to make the dough. As Jill listened, the glistening switch on the giant mixing machine caught her eye. She extended her hand and flipped the switch. “Whir!” went the machine.

The baker, Jill, and her dad tried to dart out of the way. Chocolate cake batter splattered around the room and all over Jill. The baker lunged toward the machine and turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. Unexpectedly the baker started to laugh. Then, Jill’s dad started to laugh. Jill still felt dreadful, but she began to giggle too.

Jill’s dad sat and had a cup of coffee while Jill cleaned up the chocolate cake batter. When she had completed the job, she asked the baker to accept her apology for making the mess. He smiled and said, “That’s okay.” Then, he offered her a box to take with her. When she got outside the bakery, she peered in the box to see a huge piece of chocolate cake. Jill smiled.



Division Decisions

Objective

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

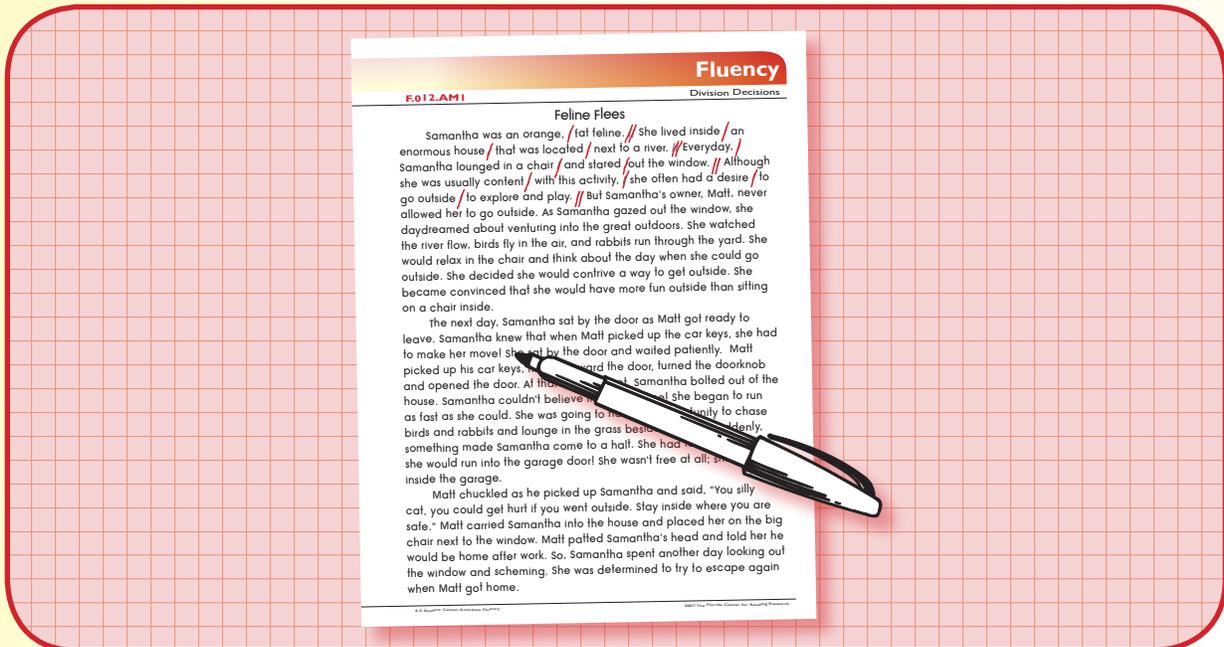
Materials

- ▶ Passage (Activity Master F.012.AM1)
Make two copies and laminate. Note: Several sentences have 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) listens and checks for designated phrasing. Repeats the reading using proper intonation, expression, and phrasing.
6. Reverse roles and repeat activity.
7. Peer evaluation



Fluency
Division Decisions

F.012.AM1

Feline Flees

Samantha was an orange, / fat feline, // she lived inside / an enormous house, / that was located / next to a river. // Everyday, / Samantha lounged in a chair, / and stared / out the window. // Although she was usually content, / with this activity, // she often had a desire / to go outside / to explore and play. // But Samantha's owner, Matt, never allowed her to go outside. As Samantha gazed out the window, she daydreamed about venturing into the great outdoors. She watched the river flow, birds fly in the air, and rabbits run through the yard. She would relax in the chair and think about the day when she could go outside. She decided she would contrive a way to get outside. She became convinced that she would have more fun outside than sitting on a chair inside.

The next day, Samantha sat by the door as Matt got ready to leave. Samantha knew that when Matt picked up the car keys, she had to make her move! She sat by the door and waited patiently. Matt picked up his car keys, // he turned toward the door, turned the doorknob and opened the door. At that moment, // Samantha bolted out of the house. Samantha couldn't believe // she began to run as fast as she could. She was going to // she had the opportunity to chase birds and rabbits and lounge in the grass beside the river. // suddenly, something made Samantha come to a halt. She had // she would run into the garage door! She wasn't free // she was still inside the garage.

Matt chuckled as he picked up Samantha and said, "You silly cat, you could get hurt if you went outside. Stay inside where you are safe." Matt carried Samantha into the house and placed her on the big chair next to the window. Matt patted Samantha's head and told her he would be home after work. So, Samantha spent another day looking out the window and scheming. She was determined to try to escape again when Matt got home.

Extensions and Adaptations

- ▶ Erase slash marks and read fluently.
- ▶ Use other passages and highlight every other phrase in the text and then read fluently.
- ▶ Use other passages according to instructional-independent reading level range.
- ▶ Repeat using a timer.

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The next day, Samantha sat by the door as Matt got ready to leave. Samantha knew that when Matt picked up the car keys, she had to make her move! She sat by the door and waited patiently. Matt picked up his car keys, moved toward the door, turned the doorknob and opened the door. At that same instant, Samantha bolted out of the house. Samantha couldn’t believe it; she was free! She began to run as fast as she could. She was going to have the opportunity to chase birds and rabbits and lounge in the grass beside the river. Suddenly, something made Samantha come to a halt. She had to stop or else she would run into the garage door! She wasn’t free at all; she was still inside the garage.

Matt chuckled as he picked up Samantha and said, “You silly cat, you could get hurt if you went outside. Stay inside where you are safe.” Matt carried Samantha into the house and placed her on the big chair next to the window. Matt patted Samantha’s head and told her he would be home after work. So, Samantha spent another day looking out the window and scheming. She was determined to try to escape again when Matt got home.



Chunk It Up



Objective

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



Materials

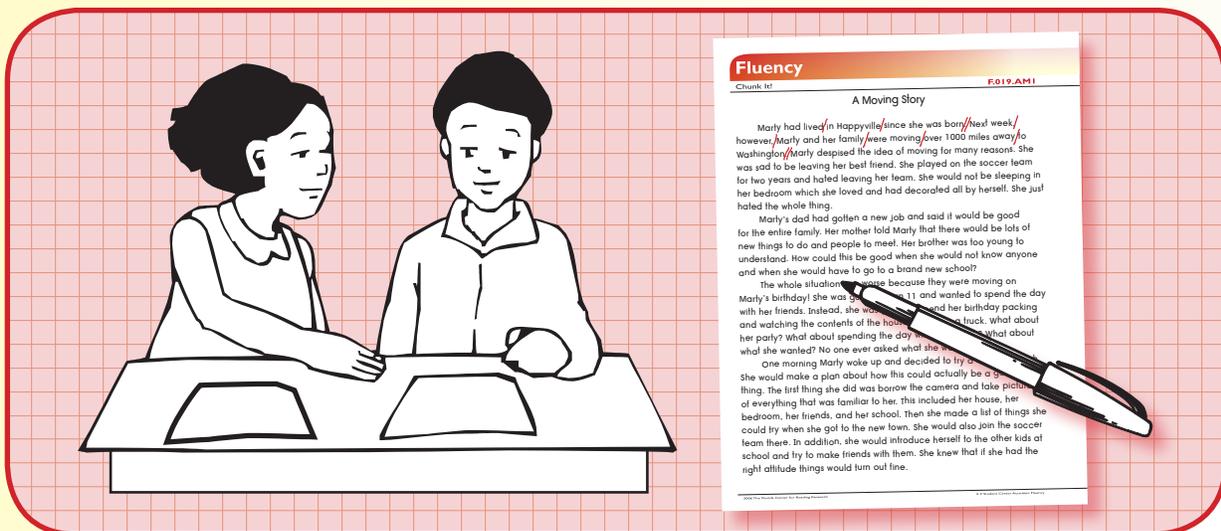
- ▶ Tent card (Activity Master F.013.AM1)
- ▶ Passage (Activity Master F.013.AM2)
Make two copies and laminate. Optional: Provide each student a paper copy of the text to turn in.
- ▶ Vis-à-Vis® markers



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. Place tent card so both students can read it. Provide each student with a copy of the text and a Vis-à-Vis® marker.
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. Refer to tent card, as necessary.
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. Reverse roles and repeat the activity.
7. Peer evaluation



Extensions and Adaptations

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

Divide or chunk sentences into meaningful phrases to practice fluent reading.

1. Place a single slash mark (/) to indicate a short pause at the end of a phrase within the sentence.
2. Place two slash marks (//) at the end of a sentence to indicate a longer pause.

Keep in mind:

- There are no defined rules to separate sentences into phrases.
- Most people pause somewhere in the middle of sentences.
- Sometimes subjects and predicates are placed in separate phrases.
- Prepositional phrases, verb phrases, and noun phrases may signal a pause.
- Punctuation marks within and at the end of sentences signal phrases and pauses.

Example:
 Mom relaxed / in the chair / and thought / about the day / when she / could go on vacation. //

Chunking Text

Chunking Text

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Example:
 Mom relaxed / in the chair / and thought / about the day / when she / could go on vacation. //



A Moving Story

Marty had lived in Happyville since she was born. Next week, however, Marty and her family were moving over 1000 miles away to Washington. Marty despised the idea of moving for many reasons. She was sad to be leaving her best friend. She played on the soccer team for two years and hated leaving her team. She would not be sleeping in her bedroom which she loved and had decorated all by herself. She just hated the whole thing.

Marty's dad had gotten a new job and said it would be good for the entire family. Her mother told Marty that there would be lots of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and when she would have to go to a brand new school?

The whole situation was worse because they were moving on Marty's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house be put on a truck. What about her party? What about spending the day with her friends? What about what she wanted? No one ever asked what she wanted.

One morning Marty woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was borrow the camera and take pictures of everything that was familiar to her. This included her house, her bedroom, her friends, and her school. Then she made a list of things she could try when she got to the new town. She would also join the soccer team there. In addition, she would introduce herself to the other kids at school and try to make friends with them. She knew that if she had the right attitude things would turn out fine.