



Listen To Me

Objective

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

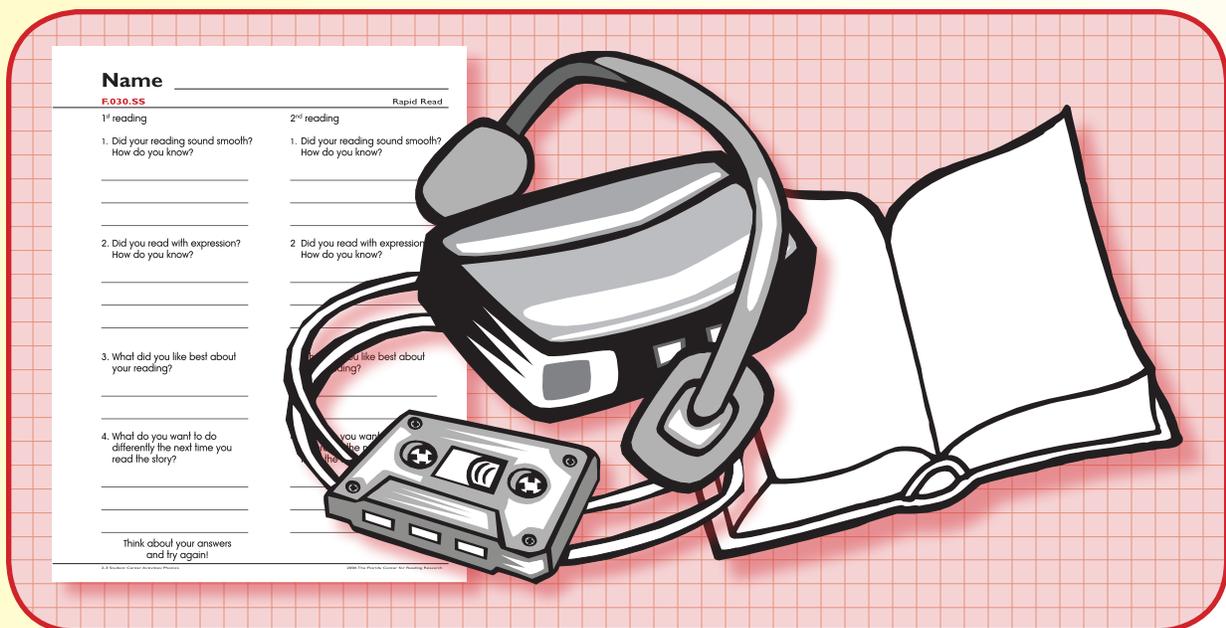
Materials

- ▶ Book or passage
Choose text within students' instructional-independent reading level range.
- ▶ Tape player
- ▶ Cassette tape
- ▶ Student sheet (Activity Master F.030.SS1)

Activity

Students read and record passages on tape.

1. Place the tape player and cassette tape at the center. Provide each student with a copy of the text and student sheet.
2. The student practices reading the lines of text aloud with proper phrasing, intonation, and expression.
3. Puts tape into the tape player, pushes record button, and reads the text.
4. Rewinds the tape and listens. Completes “first reading” section of student sheet.
5. Records second reading making improvements. Rewinds and listens to second reading. Completes “second reading” section of student sheet.
6. May repeat a third time.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Do activity with a partner.
- ▶ Complete self-evaluation daily for each attribute by checking the box that best describes reading fluency (Activity Master F.030.SS2).

Name _____

F.030.SSI

Listen To Me

1st reading

1. Did your reading sound smooth?
How do you know?

2. Did you read with expression?
How do you know?

3. What did you like best about
your reading?

4. What do you want to do
differently the next time you
read the story?

2nd reading

1. Did your reading sound smooth?
How do you know?

2. Did you read with expression?
How do you know?

3. What did you like best about
your reading?

4. What do you want to do
differently the next time you
read the story?

Think about your answers
and try again!

Name _____

Listen To Me

F.030.SS2

MY READING TODAY	Mon.	Tues.	Wed.	Thurs.	Fri.
EXPRESSION					
I read changing my voice to show feeling or to sound like the character.					
I read changing the sound of my voice some of the time.					
I read like a robot and did not change the sound of my voice.					
RATE	Mon.	Tues.	Wed.	Thurs.	Fri.
I read steady and at good rate.					
I read too fast like a rabbit.					
I read too slowly like a turtle.					
ACCURACY	Mon.	Tues.	Wed.	Thurs.	Fri.
I read every word correctly by myself.					
I read most of the words correctly by myself.					
I read a few words correctly, but needed lots of help.					
PHRASING	Mon.	Tues.	Wed.	Thurs.	Fri.
I read using proper phrasing and paid attention to punctuation.					
I read a couple of words at a time.					
I read word by word.					