

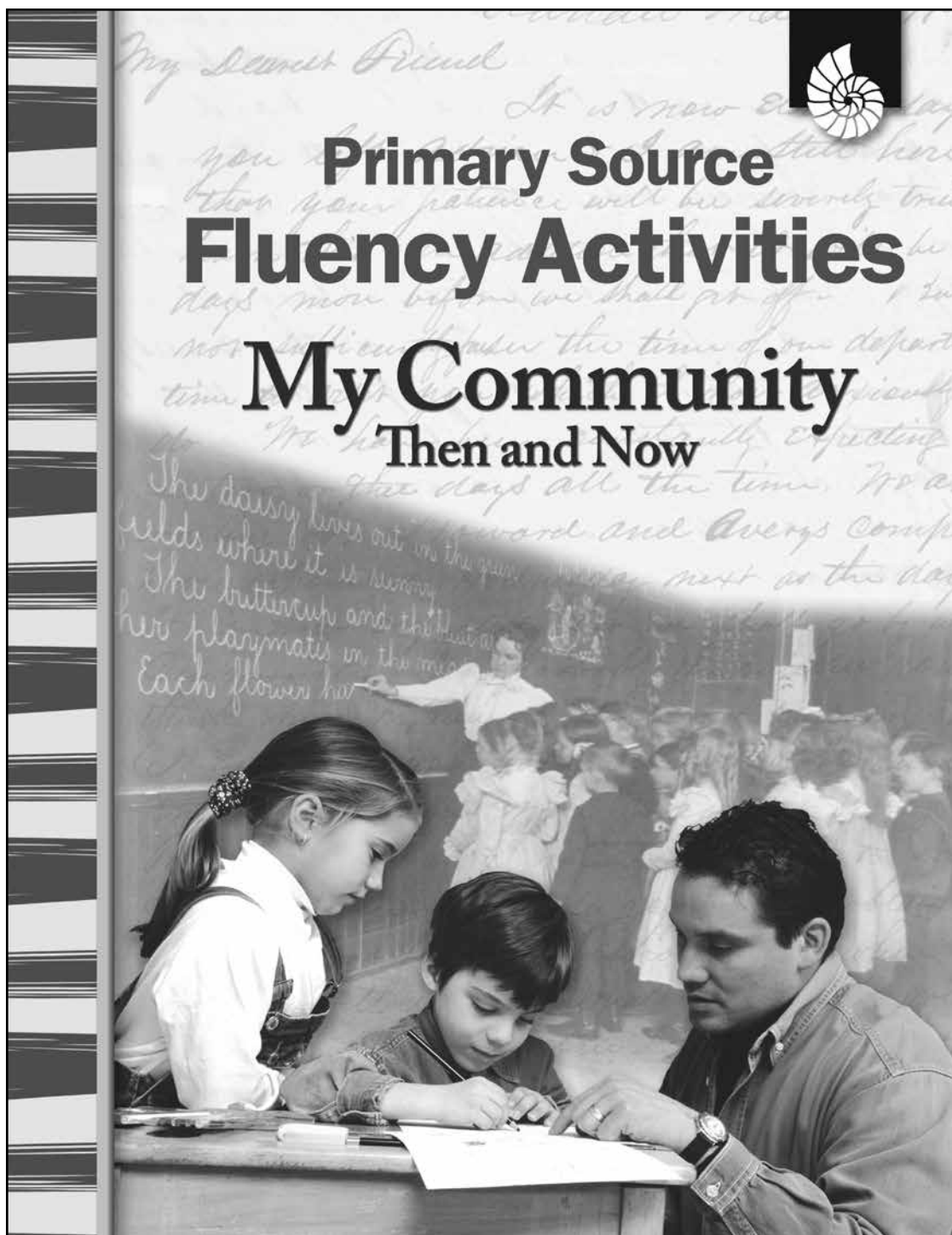


Primary Source Fluency Activities

My Community Then and Now

Introduction by Dr. Timothy Rasinski





Author

Christi E. Parker, M.A.Ed.

Special Introduction by

Dr. Timothy Rasinski, Kent State University



SHELL EDUCATION

Contributing Poet
Dona Herweck Rice

Associate Editor
Christina Hill, M.A.

Assistant Editor
Torrey Maloof

Editorial Director
Emily R. Smith, M.A.Ed.

Editor-in-Chief
Sharon Coan, M.S.Ed.

Editorial Manager
Gisela Lee, M.A.

Creative Director
Lee Aucoin

Cover Designer
Lesley Palmer

Cover Art
The Library of Congress
The National Archives
Photodisc
Photos.com
Harold B. Lee Library

Imaging
Phil Garcia
Don Tran

Publisher
Corinne Burton, M.A.Ed.

Shell Education
5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.shelleducation.com>
ISBN 978-1-4258-0368-7
© 2007 Shell Educational Publishing, Inc.

The classroom teacher may reproduce copies of materials in this book for classroom use only. The reproduction of any part for an entire school or school system is strictly prohibited. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher.

Table of Contents

Introduction to Teaching Fluency

By Dr. Timothy Rasinski 5–8

How to Use This Product 9–12

Fluency Strategy Descriptions 13–14

Police Officers

A Helping Hand 15–18

Lesson Plans 15

Reproducibles 17

Directing Traffic 19–22

Lesson Plans 19

Reproducibles 21

Firefighters

Fighting a Fire 23–27

Lesson Plans 23

Reproducibles 25

When the Alarm Sounds 28–33

Lesson Plans 28

Reproducibles 30

Teachers

A Day at School 34–38

Lesson Plans 34

Reproducibles 36

The Write Time 39–45

Lesson Plans 39

Reproducibles 41

Nurses

Dressed for Success 46–49

Lesson Plans 46

Reproducibles 48

A Day on the Job 50–54

Lesson Plans 50

Reproducibles 52

Doctors

Get Well Soon 55–60

Lesson Plans 55

Reproducibles 57

In the Operating Room 61–65

Lesson Plans 61

Reproducibles 63

Librarians

Library Time 66–71

Lesson Plans 66

Reproducibles 68

Finding Books 72–76

Lesson Plans 72

Reproducibles 74

Farmers

Farm Work 77–80

Lesson Plans 77

Reproducibles 79

Tools of the Trade 81–85

Lesson Plans 81

Reproducibles 83

Writers

The Written Word 86–91

Lesson Plans 86

Reproducibles 88

Extra, Extra—Read All About It! 92–95

Lesson Plans 92

Reproducibles 94

Table of Contents *(cont.)*

Bank Tellers

<i>Getting Money</i>	96–99
Lesson Plans	96
Reproducibles	98
<i>Safe Keeping</i>	100–103
Lesson Plans	100
Reproducibles	102

Store Clerks

<i>Checking Out</i>	104–111
Lesson Plans	104
Reproducibles	106
<i>Shopping Day</i>	112–116
Lesson Plans	112
Reproducibles	114

Fishers

<i>The Catch of the Day</i>	117–121
Lesson Plans	117
Reproducibles	119
<i>A Day at the Fish Market</i>	122–125
Lesson Plans	122
Reproducibles	124

Sanitation Workers

<i>The Cleaning Crew</i>	126–130
Lesson Plans	126
Reproducibles	128
<i>Swept Away</i>	131–136
Lesson Plans	131
Reproducibles	133

Theater Actors

<i>That's Entertainment</i>	137–142
Lesson Plans	137
Reproducibles	139
<i>The World's a Stage</i>	143–146
Lesson Plans	143
Reproducibles	145

Postal Workers

<i>It's in the Mail</i>	147–151
Lesson Plans	147
Reproducibles	149
<i>Trucking Around the Mail</i>	152–156
Lesson Plans	152
Reproducibles	154

Government Leaders

<i>The Votes Are In!</i>	157–161
Lesson Plans	157
Reproducibles	159
<i>Running a Country</i>	162–166
Lesson Plans	162
Reproducibles	164

Community Leaders

<i>Scouting Out Ways to Serve</i>	167–171
Lesson Plans	167
Reproducibles	169
<i>Guiding Others</i>	172–175
Lesson Plans	172
Reproducibles	174

Cumulative Fluency Evaluation 176

Introduction to Teaching Fluency

By Dr. Timothy Rasinski
Kent State University

Why This Book?

This book was developed in response to the need we have heard from teachers for good texts for teaching reading fluency within the content areas. Within the past several years, reading fluency has become recognized as an essential element in elementary and middle grade reading programs (National Reading Panel, 2001). Readers who are fluent are better able to comprehend what they read—they decode words so effortlessly that they can devote their cognitive resources to the all-important task of comprehension instead of bogging themselves down in working to decode words they confront in their reading. They can also construct meaning (comprehension) by reading with appropriate expression and phrasing.

Readers develop fluency through guided practice and repeated readings—reading a text selection several times to the point where it can be expressed meaningfully—with appropriate expression and phrasing. Readers who engage in regular repeated readings, under the guidance and assistance of a teacher or other coach, improve their word recognition, reading rate, comprehension, and overall reading proficiency.

Students will find the texts in this book interesting and sometimes challenging. Students will especially want to practice the texts if you provide regular opportunities for them to perform the texts for their classmates, parents, and other audiences.

So, have fun with these passages. Read them with your students and read them again. Be assured that if you regularly have your students read and perform the texts in this book, you will go a long way to develop fluent readers who are able to decode words effortlessly and construct meaning through their interpretations of texts.

How to Use This Book

The texts in this book are meant to be read, reread, and performed. If students do this, they will develop as fluent readers—improve their ability to recognize words accurately and effortlessly and read with meaningful expression and phrasing. However, you, the teachers, are the most important part in developing instruction that uses these texts. In this section, we recommend ways in which you can use the texts with your students.

Introduction to Teaching Fluency *(cont.)*

By Dr. Timothy Rasinski

Scheduling and Practice

The texts should be read repeatedly over several days. We recommend that you introduce one text at a time and practice it over the next three, four, or five days, depending on how quickly your students develop mastery over them. Write the text you are going to read on chart paper and/or put it on an overhead transparency.

Have the students read the text several times each day. They should read it a couple times at the beginning of each day; read it several times during various breaks in the day; and read it multiple times at the end of each day.

Make two copies of the text for each student. Have students keep one copy at school in their “fluency folders.” The other copy can be sent home for the students to continue practicing with their families. Communicate to families the importance of children continuing to practice the text at home with their parents and other family members.

Coaching Your Students

A key ingredient to repeated reading is the coaching that comes from a teacher. As your students practice reading the target text each week, alone, in small groups, or as an entire class, be sure to provide positive feedback about their reading. Help them develop a sense for reading the text in such a way that it conveys the meaning that the author attempts to convey or the meaning that the reader may wish to convey. Through oral interpretation of a text, readers can express joy, sadness, anger, surprise, or any of a variety of emotions. Help students learn to use their reading to convey this level of meaning.

Teachers do this by listening, from time to time, as students read and by coaching them in the various aspects of oral interpretation. You may wish to suggest that students emphasize certain words, insert dramatic pauses, read a bit faster in one place, or slow down in other parts of the text. And, of course, lavish praise on students’ best efforts to convey a sense of meaning through their reading. Although it may take a while for the students to learn to develop this sense of “voice” in their reading, in the long run, it will lead to more engaged and fluent reading and higher levels of comprehension.

Introduction to Teaching Fluency *(cont.)*

By Dr. Timothy Rasinski

Word Study

Although the goal of the passages in this book is to develop fluent and meaningful oral reading, the practicing of passages should also provide opportunities to develop students' vocabulary and word decoding skills. Students may practice a passage repeatedly to the point where it is largely memorized. At this point, students may not look at the words in the text as closely as they ought. By continually drawing attention to interesting and important words in the text, you can help students maintain their focus and develop an ongoing fascination with words.

After reading a passage several times through, ask students to choose words from the passage that they think are interesting or important. Put these words on a word wall, or ask students to add them to their personal word banks. Talk about the words—their meanings and spellings. Help students develop a deepened appreciation for these words. Encourage students to use these words in their oral and written language. You might, for example, ask students to use some of the chosen words in their daily journal entries.

Once a list of words has been added to a classroom word wall or students' word banks, play various games with the words. One of our favorites is “word bingo.” Here, students are given a card containing a 3 x 3, 4 x 4, or 5 x 5 grid. In each box, students randomly write words from the word wall or bank. Then, the teacher calls out words or sentences that contain the target words or definitions of the target words. Students find the words on their cards and cover them with markers. Once a horizontal, vertical, or diagonal line of words is covered, a student calls “Bingo” and wins the game.

Have students sort the chosen words along a variety of dimensions—by syllable, part of speech, presence of a certain phonics features such as long vowel sound or a consonant blend, or by meaning (e.g., words that express how a person can feel and words that don't). Through sorting-and-categorizing activities, students get repeated exposure to words, examining the words differently with each sort.

Choose words from a text that lend themselves to extended word family instruction. Choose a word like “hat” and brainstorm with students other words that belong to the same word family (e.g., cat, bat, and chat). Once a brainstormed list of word family words is chosen, have students create short poems using the rhyming words. These composed poems can be used for further practice and performance.

No matter how you do it, make the opportunity to examine selected words from the passages part of your regular instructional routine for these fluency texts. The time spent in word study will most definitely improve students' overall fluency.

Introduction to Teaching Fluency *(cont.)*

By Dr. Timothy Rasinski

Performance

After several days of practice, arrange a special time for the students to perform the text, as well as other ones practiced from previous days. This performance time can range from 5 minutes to 30 minutes. Find a special person (such as the principal) to listen to your children perform. You may also want to invite a neighboring class, parents, or another group to come to your room to listen to your children perform. Have the children perform the targeted text as a group. Later, you can have individuals or groups of children perform the text again, as well as other texts that have been practiced previously.

As an alternative to having your children perform for a group that comes to your room, you may also want to send your children to visit other adults and children in the building and perform for them. Principals, school secretaries, custodians, playground aides, and visitors to the building are usually great audiences for children's readings. Tape recording and video taping your students' readings is another way to create a performance opportunity.

Regardless of how you do it, it is important that you create the opportunity for your students to perform for some audience. The magic of the performance will give students the motivation to want to practice their assigned texts.

Performance Not Memorization

Remember that the key to developing fluency is guided oral and silent reading practice. Students become more fluent when they read the texts repeatedly. Reading requires students to actually see the words in the texts. Thus, it is important that you do not require students to memorize the texts they are practicing and performing. Memorization leads students away from visually examining the words. Although students may want to try to memorize some texts, the instructional emphasis needs to be on reading with expression so that any audience will enjoy the students' oral renderings of the texts. Keep students' eyes on the texts whenever possible.

One of the most important things we can do to promote proficient and fluent reading is to have students practice reading meaningful passages with a purpose: to perform them. This program provides students with just those opportunities to create meaning with their voices as well as the wonderful words in these primary sources.

How to Use This Product

General Information

This book contains reader's theater scripts, job advertisements, poems, letters, and songs. Activities for each lesson teach important fluency strategies as well as an understanding of different jobs within the community. Each lesson also contains primary source photographs. These photographs help students understand the changes and developments that have occurred within their communities over time. These photographs are available on the CD-ROM included in the book, if student copies are desired.

Depending on the reading levels of your students, you may find some of these pieces too difficult to use at the beginning of the year. Instead, focus on the pieces that have a lower reading level. This book is set up to help your students be successful and fluent readers. Instead of just reading the text once and moving on, the students practice and reread the pieces in preparation for authentic presentations. That way, not only does their fluency grow through careful repetition, but as the class discusses the pieces, the students' comprehension improves as well.

Presentations

One of the most important aspects of these lessons are the presentation pieces. The author and editors of this book have tried to provide you with plenty of ideas. If the idea suggested for a certain piece will not work for your classroom situation, flip through the book and look for other suggestions that might be suitable. The key is that you have the students practice reading the pieces for authentic reasons. If the end presentations are always just to their own classes, students will quickly lose interest. Once they have lost interest in the performance, they will not work as hard at perfecting their fluency. You will not see much growth in your students if they feel that all their practice is for nothing.

Instead, be creative and fun as you plan these presentations. Invite different guests, such as parents or administrators, to watch the presentations. Performing for other classes will give students the experiences that they need. Other classes make great audiences, especially if the content is something they are also studying. Keep in mind that many teachers cover the importance of being a member of a community, whether it is specifically in their standards or not.

How to Use This Product *(cont.)*

Presentations *(cont.)*

If you have a hard time finding people to whom your class can present, try to tie the presentations into celebrations or holidays. Some possible times to hold presentations might include Presidents' Day, the beginning of spring, Mother's Day, Memorial Day, Flag Day, the first day of summer, Father's Day, Labor Day, the beginning of autumn, Columbus Day, Election Day, Veteran's Day, Thanksgiving Day, and the first day of winter. Do not forget about celebrations that take place during entire months. Some of these include Black History Month, American Indian Heritage Month, and Women's History Month.

Finally, try to tie your presentations into school-wide events. For example, you could have your students add to the school's morning announcements. Or, you could ask for a special part in the Veteran's Day celebration. Rather than holding your own assembly, work with other teachers to hold a Poetry Celebration during which students read poetry. Remember, your students' fluency will only improve if you make the performances important and authentic.

Reader's Theater

Throughout the lessons in this book, you will find numerous reader's theater scripts. This is an exciting and easy method of providing students with the opportunity to practice fluency leading to a performance. Because reader's theater minimizes the use of props, sets, costumes, and memorization, it is an easy way to present a "play" in the classroom. Students read from a book or prepared script using their voices to bring text to life. Reader's theater has the following characteristics:

1. The script is always read and never memorized.
2. Readers may be characters, narrators, or switch back and forth.
3. The readers may sit, stand, or both, but they do not have to perform any other actions.
4. Readers use only eye contact, facial expressions, and vocal expression to express emotion.
5. Scripts may be from books, songs, poems, letters, etc. They can be performed directly from the original material or adapted specifically for the reader's theater performance.
6. Musical accompaniment or soundtracks may be used but are not necessary.
7. Very simple props may be used, especially with younger children, to help the audience identify the roles played by the readers.
8. Practice for the reader's theater should consist of coached repeated readings that lead to a smooth, fluent presentation.

How to Use This Product (cont.)

Introduction to Teaching Fluency
By Dr. Timothy Rasinski
Kent State University

Why This Book?
This book was developed in response to the need we have heard from teachers for good texts for teaching reading fluency within the content areas. Within the past several years, reading fluency has become recognized as an essential element in elementary and middle grade reading programs (National Reading Panel, 2001). Readers who are fluent are better able to comprehend what they read—they decode words so effortlessly that they can devote their cognitive resources to the all-important task of comprehension instead of bogging themselves down in working to decode words they confront in their reading. They can also construct meaning (comprehension) by reading with appropriate expression and phrasing.

Readers develop fluency through guided practice and repeated readings—reading a text selection several times to the point where it can be expressed meaningfully—with appropriate expression and phrasing. Readers who engage in regular repeated readings, under the guidance and assistance of a teacher or other coach, improve their word recognition, reading rate, comprehension, and overall reading proficiency.

Students will find the texts in this book interesting and sometimes challenging. Students will especially want to practice the texts if you provide regular opportunities for them to perform the texts for their classmates, parents, and other audiences.

No, have fun with these passages. Read them with your students and read them again. Be assured that if you regularly have your students read and perform the texts in this book, you will go a long way to develop them readers who are able to decode words effortlessly and construct meaning through their interpretations of texts.

How to Use This Book
The texts in this book are meant to be read, reread, and performed. If students do this, they will develop as fluent readers—improve their ability to recognize words accurately and effortlessly and read with meaningful expression and phrasing. However, you, the teachers, are the most important part in developing instruction that uses these texts. In this section, we recommend ways in which you can use the texts with your students.

© Shell Education Publishing 5 #8599 Fluency Activities: Expanding & Promoting the Book

Introduction Written by Dr. Timothy Rasinski

- In a survey conducted by the National Reading Panel, fluency was determined to be one of the five research-based components of reading. Dr. Timothy Rasinski from Kent State University is an expert on teaching students to become fluent readers. His book, *The Fluent Reader*, is an excellent resource of oral reading strategies for building word recognition, fluency, and comprehension.

How to Use This Book

- Dr. Rasinski's introduction contains important information and ideas of how to use this book with your readers.

Objective

- A fluency objective is included for each lesson. This objective tells you which fluency strategy will be practiced within the lesson. See pages 13–14 for descriptions of the fluency strategies used within this book.

Fluency Suggestions and Activities

- These steps in the lesson plan describe how to introduce the piece to your students. Suggestions for ways to practice and perform the piece are also provided for your use. Remember that authentic performances are very important to ensure successful fluency for your readers.

When the Alarm Sounds

Objective
✓ Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., tone).

Materials/Preparation

- Create an overhead transparency of *Firefighters in Uniform* (page 30). Also, print copies of the primary source pictures for the students (firefight01.jpg, firefight02.jpg).
- Create an overhead transparency of *A Firefighter's Checklist from the Past—Echo Reading* (page 31) and *A Firefighter's Checklist from Today—Echo Reading* (page 32). Also, make copies for the students.
- Copy *Fluency Evaluation* (page 33) for each student.

Fluency Suggestions and Activities
You may want to complete the history and/or vocabulary activities on the following pages before this fluency activity. An understanding of the historical context and vocabulary will help students analyze and read the piece fluently.

- Place students into two groups. Give one group the "then" photo of the firefighters and the other group the "now" photo. Have the groups create descriptions of the firefighters' uniforms and the fire trucks. Then, allow them to read their descriptions aloud. Discuss how the descriptions were similar and different. Then, show the class both pictures by placing the transparency of *Firefighters in Uniform* (page 30) on the overhead. Discuss other similarities and differences with the class that might not have been previously mentioned.
- Place the transparencies of *A Firefighter's Checklist from the Past—Echo Reading* and *A Firefighter's Checklist from Today—Echo Reading* (pages 31–32) on the overhead. Read the list aloud to the class, emphasizing proper tone and volume. Discuss with students how to use proper tone and voice.
- Tell students that they will be reading the list in an echo reading. Model this for students by reading the first line of the list. Then, have the students echo what you have read. Do this until you have read the entire list with the students.
- Place the students into groups of four. Give students copies of the two firefighter's checklists, which have been broken into echo reading parts for four students. Assign each group member a part and allow the groups to practice their echo readings. Each group will present echo readings to the class, and their performances will be video-taped. Then, the class will vote on which group read the list most naturally. That group's tape will be sent to the local fire department.
- On the day of the performance, remind students to use natural tones and voices. Then, ask the students to watch the videotapes and vote on the best performance. Also distribute copies of the *Fluency Evaluation* (page 33) to the students. Go over the evaluation before having students evaluate their taped performances.

#8599 Fluency Activities: My Community 28 © Shell Education

History Connection

The tools firefighters use have developed greatly over the years. The first aerial ladder was developed in 1879. It had to be raised and lowered by the firefighters, using gears and pulleys. Alarming others about the fires was also a difficult task. Bells were the only means to do this until 1913, when the hand-cranked siren was invented. And, it wasn't until 1915 that oxygen helmets and filter masks were widely used. Before then, folklore states that firefighters would do all they could to prevent smoke inhalation. It is said that they would even grow long beards, wet them down before fighting a fire, and then place their beards in their mouths to use as air filters!

Vocabulary Connection
Discuss unfamiliar vocabulary encountered in the text. Some possible words are listed below. After identifying the difficult words, discuss them within the context of the text.

- **aerial ladder**—a ladder that extends
- **air whistle**—a device that makes a loud sound when air is blown into it
- **alarm**—a tool that warns people of a dangerous situation
- **alerts**—warns that there may be danger
- **buildings**—structures with roofs and walls
- **burning**—destroying by fire
- **computer**—a tool that can store data and find information on the Internet
- **dalmatian**—a large white dog that has brown or black spots
- **danger**—things that could cause harm or injury
- **dispatcher**—a person who answers emergency calls, then sends the police or firefighters to help
- **firefighting**—the act of putting out a fire
- **fireproof**—an item that will not catch on fire
- **life net**—a large net or sheet used to catch a person from a burning building
- **pumper truck**—truck used to pump water onto fires
- **walkie-talkies**—small radios that are carried and used to talk with others

Extension Idea
After reading the firefighter's checklists, tell students to pretend to be firefighters from either the early 1900s or from today. What is their favorite part of the day as firefighters? What do they like to do best as firefighters? What is the most important tool for them to use? Have them create puppets of themselves as firefighters. Then, allow them to explain to the class what they like about being firefighters, using their puppets.

© Shell Education 29 #8599 Fluency Activities: My Community

History Connection

- Each text in this book relates to a community worker. Information is provided with each lesson to give you the historical context of how the job has changed over time.

Vocabulary Connection

- Vocabulary words have been chosen and defined for your use. Introduce the words to your students and have them define the words or simply record the definitions on the board for student reference.

Extension Ideas

- One or two extension ideas are given for each lesson. These ideas are fun, challenging, and interesting.

How to Use This Product *(cont.)*

Primary Sources

- For each lesson, a copy of two primary sources is provided. These images are ideal for comparing and contrasting communities today with how they were in the past. The teacher can make copies of this page or use it to create an overhead transparency. These images are also available on the CD-ROM.

Firefighters

Firefighters in Uniform

Reproducibles



New York City firefighters stand proudly on their fire engines in the early 1900s.



New York City firefighters are dressed in their uniforms. They are ready to fight a fire.

#8599 Fluency Activities: My Community

30

© Shell Education

Firefighters

A Firefighter's Checklist from the Past—Echo Reading

Reproducibles

Student 1

Hi, my name is Joe. I am a firefighter. It is the year 1915.

(audience echos)

Student 2

I have a list I use every day. I have to be ready at all times to fight a fire. I check my list to make sure I am ready to go when the alarm sounds.

(audience echos)

Student 3

Step 1. Make sure the firefighting tools are in the fire truck. We always take a life net with us. It is a net used to catch people. We have an aerial ladder, too. It helps us reach windows in tall buildings. The ladder is made of wood. I have an ax to get into the buildings, too.

(audience echos)

Student 4

Step 2. Lay out my rubber rain coat and rubber hat. Put the air filter next to my coat and hat. Boy, these air filters beat the old days. We used to grow beards.

Then, we would wet them and put them in our mouths. Our beards would work as our air filters. We hoped it would keep out the smoke. But, it did not always work.

(audience echos)

Student 1

Step 3. Make sure Sparks is well fed. Sparks is our dalmatian. He is a big help. A few years ago, we used horses to pull our wagons. We did not have fire trucks then. Sparks would run next to the horses. He kept them safe. He watched over our wagon while we put out the blaze.

(audience echos)

Student 2

Step 4. Wax the alarm bell. The alarm bell alerts us to a fire. We carry air whistles too. We blow them so other people will know about the fire.

(audience echos)

Student 3

The fire truck is ready and the tools are in place. I am ready to fight a fire!

(audience echos)

© Shell Education

31

#8599 Fluency Activities: My Community

Fluency Texts

- The fluency texts provided are designed to be read and reread to promote fluency. The texts differ in strategy, but most are designed for students to work together in small groups or as a whole class. There are also reader's theater scripts for the students to perform.

Fluency Evaluations

- At the end of some lessons, fluency evaluations are provided. Students can listen to a tape recording of their performances and complete the given forms. This is a great way for students to evaluate their own fluency.

Firefighters

Fluency Evaluation

Reproducibles

Name: _____

Directions: Listen to your taped performance. Then, complete the sentences below.

My voice: _____ stayed the same
_____ changed during the reading

My tone: _____ stayed the same
_____ changed when it should

My tone and voice: _____ showed emotions
_____ did not show the emotions of the reading

I liked the way I read because:

I can make my reading better by:

© Shell Education

32

#8599 Fluency Activities: My Community

Fluency Strategy Descriptions

These paragraphs describe the fluency strategies taught in the lessons in this book. These descriptions are meant to provide teachers with basic information about the strategies before beginning the lessons.

Call and Response

Call and response is a type of choral reading. When using call and response, one student reads a portion of the text and then the class (or a group of students within the class) responds by reading the refrain, reading the next lines in the text, or repeating the same lines as the reader.

Choral Reading

Choral reading is when groups of students read the same text aloud together. It allows for a lot of reading time by all students rather than single students reading while everyone else listens.

Cumulative Choral Reading

This is a special type of choral reading where one student begins reading. Then, at predetermined points, other students join in the reading. By the end of the passage, the entire group is reading in unison.

Divided Reading

Divided reading is used when dealing with a large piece of text such as a long speech, a short story, or chapters in a book. The text is divided into parts and read over several days by groups of students.

Echo Reading

In echo reading, one reader (or a small group) reads a part of the text. Then, the rest of the group (or class) echoes back the same text.

Oral Reading

Oral reading is when the students read the text aloud rather than silently. All of the strategies in this book fall under the strategy of oral reading.

Paired Reading

Paired reading is when two students or a student and an adult read text together. They can either read it chorally, or they can read alternating lines or stanzas.

Poem or Song for Two Voices

This type of poem or song has been written (or rewritten) so that it can be read by two readers. The readers alternate between lines while sometimes reading lines together.

Reader's Theater

Reader's theater is usually written for three to five students. It includes lines of a text that are read individually and lines that are read by all the students. It is like the script of a play, but there are few props and no costumes used in the production of the piece.

Repeated Reading

This type of reading is when the students read and reread a piece to improve upon their fluency. Every lesson within this book suggests that you have the students use repeated reading to improve their fluency before the performance of the piece.

Fluency Strategy Descriptions *(cont.)*

This chart indicates the fluency strategies practiced within the lessons in this book. Some lessons have more than one strategy marked because students will be working on multiple skills within the lesson.

	Call and Response	Choral Reading	Cumulative Choral Reading	Divided Reading	Echo Reading	Oral Reading	Paired Reading	Poem or Song for Two Voices	Reader's Theater	Repeated Reading
A Helping Hand	x					x				x
Directing Traffic		x				x				x
Fighting a Fire						x			x	x
When the Alarm Sounds					x	x				x
A Day at School						x	x			x
The Write Time						x			x	x
Dressed for Success						x		x		x
A Day on the Job		x				x				x
Get Well Soon				x		x				x
In the Operating Room			x			x				x
Library Time						x	x			x
Finding Books			x			x				x
Farm Work	x					x				x
Tools of the Trade				x		x				x
The Written Word					x	x				x
Extra, Extra—Read All About It!						x		x		x
Getting Money					x	x				x
Safe Keeping		x				x				x
Checking Out						x			x	x
Shopping Day						x	x			x
The Catch of the Day				x		x				x
A Day at the Fish Market	x					x				x
The Cleaning Crew			x			x				x
Swept Away					x	x				x
That's Entertainment						x			x	x
The World's a Stage						x		x		x
It's in the Mail				x		x				x
Trucking Around the Mail		x				x				x
The Votes Are In!						x		x		x
Running a Country			x			x				x
Scouting Out Ways to Serve						x	x			x
Guiding Others	x					x				x

A Helping Hand

Objective

- ✓ Students will read a passage fluently and accurately using the call-and-response method.

Materials/Preparation

- Create an overhead transparency of *Pull Over, Please* (page 17). If preferred, print copies of the primary source pictures for the students (filenames: police01.jpg, police02.jpg).
- Create an overhead transparency of *What Is a Police Officer?—Call and Response* (page 18). Also, make copies for the students.

Fluency Suggestions and Activities

You may want to complete the history and/or vocabulary activities on the following page before this fluency activity. An understanding of the historical context and vocabulary will help students analyze and read the piece fluently.

1. Ask students what types of jobs they think a police officer has. Write the items they name on the board. Tell them that police officers do many things for the community. Display the transparency of *Pull Over, Please* (page 17) on the overhead. Ask the students what the police officers are doing in the pictures. Are they doing the same job? How have the jobs changed from one picture to another? What would happen if we did not have police officers in our community?
2. Place the transparency of *What Is a Police Officer?—Call and Response* (page 18) on the overhead. Read it aloud to the students. Model fluent reading, especially the use of tempo, as you read. Explain to the class that when reading, they should use the same pace. Their readings should be neither too fast nor too slow. Show students examples of reading too fast or too slow. Then, show them how to read using proper tempo.
3. Give each student a copy of the text. Reread the entire text together, as a class. Practice the reading several times. Tell students that you need volunteers to read the various parts of the reading individually (R1, R2, etc.) but the entire class will read the lines that are bolded. Have the class practice the call and response several times.
4. Place students into groups of six. Assign the members of the groups the various parts to read. Remind them to use correct tempo as they read. Allow the class to practice their call-and-response choral readings in their small groups until they become comfortable enough to perform the reading.
5. Tell the students that one of the groups will be performing the reading for the entire school on the intercom. Allow the groups to perform for the class. Then, let the class vote on which group should perform for the entire student body.

A Helping Hand *(cont.)*

History Connection

The job of a police officer has not changed a lot over time. Police officers protect us and fight crime. They make sure that laws are enforced. When the United States first became a country, there were not a lot of police officers. The citizens protected themselves. Sometimes, the military was used for protection. The first police department was started in 1618 in Virginia. The police officers protected the governor from American Indian attacks. Most police forces were not formed until the 1830s. They were started in large cities. Today, police officers are found all over the country. They use radios to talk to one another and to get information quickly. Most drive police cars, but some still ride horses or bicycles, just as they did long ago.

Vocabulary Connection

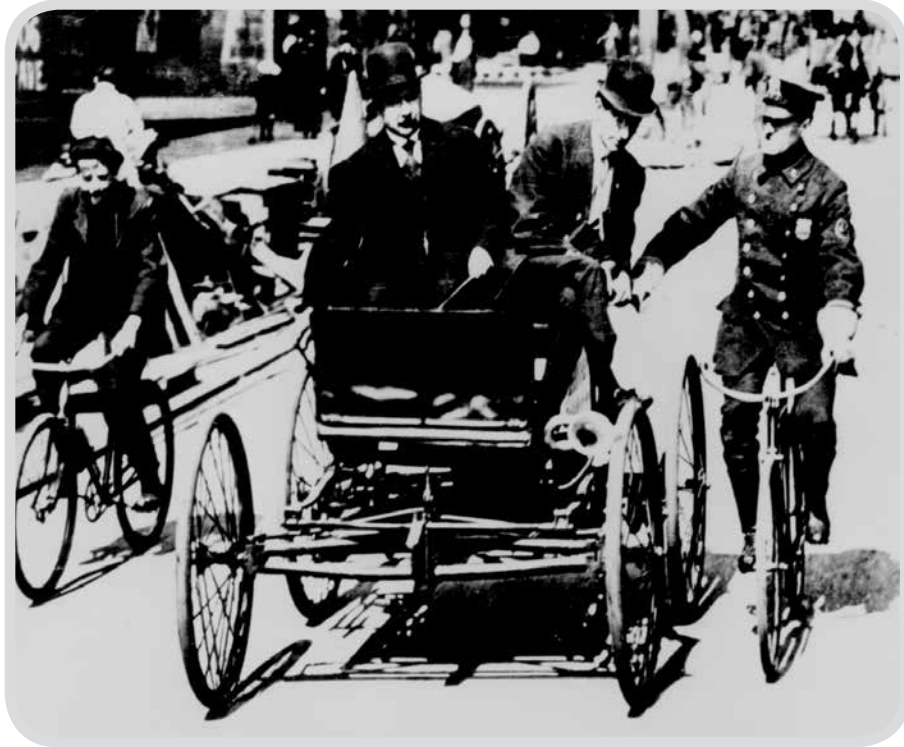
Discuss unfamiliar vocabulary encountered in the text. Some possible words are listed below. After identifying the difficult words, discuss them within the context of the text.

- **accident**—something not planned for that causes injury or death
- **citizens**—people who belong to a community
- **community**—a group of people who live in the same area
- **criminal**—someone who breaks the law
- **dangerous**—unsafe
- **enforces**—makes sure that laws are followed
- **evidence**—items found or collected which are used to create opinions or solve crimes
- **police officers**—members of the police force; people whose job is to protect the community and enforce laws
- **protect**—watch over; keep safe
- **testify**—tell what you know in court
- **traffic**—the number of cars or trucks on the road at the same time

Extension Idea

Allow students to find pictures in magazines or newspapers of ways that police officers help the community. (Or, have students draw their own pictures of police officers.) Then, have them create collages using the pictures they find, or create a large class mural using the students' pictures.

Pull Over, Please



Source: The National Archives

It is the early 1900s. A police officer rides on his bike next to a car. The car is not obeying traffic laws.



Source: Photos.com

The police officers today stop a driver who was speeding.