

4 EASY STEPS

You can use this as a basic guideline for your time with each student.

1 - CONNECT

- Complete one box of the “About Me” page together each time. When all boxes are filled, connect around one of them or just talk about the student’s day.

2 - REVIEW

- Do a timed reading of prior day’s passage. Then:
 - Show students WPM (Words Per Minute- total number of words read correctly in 1 minute) on the Progress Chart in student’s composition book.
 - Write WPM and total errors on the “How Many Words WPM Can Students Read” in binder.

3 - READ

- Begin a new passage.
 - Preview- read passage’s title to student- what do you predict this passage will be about?
 - 1st Read- Read With
 - Read passage with student, highlighting or circling any difficult words along the way
 - Vocabulary- Review the words student has trouble reading. Explain or help student to determine the words’ meanings by their context.
 - Have student write a few of these words in their notebook to review later.
 - 2nd Read- Listen
 - Student tries to read alone, with less help from you
 - Understanding
 - Have student answer comprehension questions by writing a complete sentence in composition books
 - 3rd Read- Timed
 - Student reads one last time as you time their WPM. Then write WPM and total errors on the “How Many Words WPM Can Students Read” in binder.

Note: if taking too long you can combine reads 2 and 3 into one. Just be sure to time students at least once!

4 - PLAY

- Select several of the vocabulary words from the student’s notebook (or add some more from today’s reading).
- Practice with those vocabulary words and/or other words that follow the same pattern (i.e. if student struggled to read “action” add in “nation” “option” or other -tion words)
- Play a game from the “Practice Games” pages to review the selected words.
- Have fun!

OVERALL IDEA

We want students to become more fluent readers who....
read at a steady pace
can sound out words they don’t know
understand what they are reading and can talk and write about the passage
enjoy reading!

PRACTICE GAMES – Page 1

1 – JUMPING FROGS

- Fill in the lily pads with words student is working on.
- Mentor and student will each have their own frog.
- Mentor and student take turns pressing the back of the frog to make it jump onto the words on the lily pad game board.
- When the frog lands on a word, player should try to identify that word.
- If the frog lands off the mat, give player 2-3 chances to make the frog jump on a word.
- If frog does not land on a word, have the other player point to a sight word for them to say.
- Continue playing and having fun!

CHALLENGE options:

- Have student make and/or write a sentence that uses that word.
- Use the timer and see how many words student can say correctly in the given time.

2 – “CANDYLAND” like game

- Fill in the empty board spaces with words student is working on.
- Mentor and student each choose a colored game piece and place their pieces on “Start.”
- On their turn, student or mentor will roll the dice and move the corresponding number of spaces. Read the word the game piece lands on. If unable to read the word, player goes back to the previous space and rolls again.
- Continue taking turns. Note: it’s great for mentors to model making “mistakes” and learning from their mistakes.
- If mentor or student land on a free space, they can take an additional turn.
- First one to the end wins!

CHALLENGE options:

- Have student read AND write the word they land on.
- Have student use the word correctly in a sentence.

3 – CHECKERS

- Fill in all board spaces with words student is working on.
- Mentor and student each choose a color and place their game pieces on the back two rows of the board.
- On their turn, student or mentor will move their game piece to desired location (following checkers rules). Player reads the word the game piece lands on. If unable to read the word, other player assists, and player goes back to the previous space and starts turn over.
- Mentor’s turn. Note: it’s great for mentors to model making “mistakes” and learning from their mistakes.
- Game play continues following the rules of checkers, minus the “King” round. Goal is to be the first to move a piece to the opposite side of the board without being jumped over.

PRACTICE GAMES - Page 2

4 - WORD HUNT BINGO

- Fill in all board spaces with words student is working on. Write each word on the board twice (in two different spaces).
- Write each of those words on a blank index card to create "flashcards."
- Mentor and student pick color game pieces to use.
- Shuffle flashcards and place in a pile face down.
- Take turns drawing card and placing face up so all players can see.
- First to find the word on the bingo card places their color game piece on that word.
- First to have their color game pieces covering 4-5 words in a row wins!
- The middle space is a "free" space! First person to place game piece there takes the spot.

CHALLENGE options:

- Have student read AND write the word they land on.
- Have student make a sentence with the word drawn.
- Use the timer and see who can BINGO before time is up!

5 - SENSORY BAG GAME IDEAS

- Lay the Sensory Bag flat on the table.
 - Have student use their finger to trace out a word they are learning. This is good for kinesthetic learning.
 - Use a dry erase marker to write some words on the Sensory Bag.
- Create a few flashcards using the blank index cards and place them under the Sensory Bag. Have student play "detective" to find the words as you say them.
 - Have student use their finger or dry erase marker to draw circles around, or put an "X" on each word you ask them to find.
 - Then have student use the eraser to wipe away the circles and "X's." This will also wipe away the "slime" over the word (helps to reveal the "mystery" word even more).

6 - POPCORN

- Create flashcards of the words student is working on and place them and "POP" cards into the popcorn box.
- Student and mentor take turns pulling a card out of the box.
- If you can say the word correctly and use it in a sentence, keep the card.
- If you say the word incorrectly, put it back into the box.
- If you draw "POP," return all your cards to the box and remove that "POP" card from play.
- Take turns until popcorn box is empty (or as time permits).

CHALLENGE options:

- Have student write a sentence using the word.
- Have student write a story using multiple words.

PRACTICE GAMES – Page 3

7 – TIC-TAC-TOE

- Mentor and student each choose a different colored dry erase marker. (If none available, you can use the colored game pieces to note who wrote each in each space)
- Play tic-tac-toe as normal except instead of writing x's and o's, write words the student is working on. So as one player says a word, the other tries to write it in their chosen space.
- The first player to get three words in a row (in their color) is the winner!

8 – FOUR IN A ROW (similar to the game "Connect 4")

- Create flashcards of the words the student is working on.
- Each player chooses a colored game piece.
- Student draws the first flashcard, and if able to say the word, places their game piece at the bottom of any column on the board. If unable to say the word, mentor assists, and the card goes to the bottom of the stack.
- Mentor draws a card, reads the word and places their game piece above student's piece or at the bottom of another column. (Columns build from the bottom up)

CHALLENGE options:

- Ask student to say or write a sentence using the word.
- Use your timer to see who can make 4 in a row before time runs out.

9 – LUCKY 13 (Activity also includes practice in addition and subtraction.)

- Create flashcards of the words the student is working on.
- Put the flashcards in a pile facedown.
- Student draws a card, and if able to read the word, rolls the die..
- The number rolled is the number of game pieces that the student will place on the board. (Example: If student rolls a 4, he/she places a game piece on squares 1, 2, 3 and 4.) If student is unable to read the word, mentor assists and the card goes to the bottom of the stack.
- Mentor draws a card, reads the word, rolls the dice and adds that many more pieces to the board. (Example: If squares 1, 2, 3, 4 are already covered and mentor rolls a 2, he/she places two more game pieces on the board, covering squares 5 and 6.)
- Mentor and student continue taking turns until someone reaches EXACTLY 13. If the adding of game pieces goes beyond square 13, the player on the next turn will subtract the number rolled from the last square covered, trying to land on 13. (Example: After one player's turn, pieces cover the board through square 17. The next player rolls a 5. So five pieces are removed, returning the game back to square 12. On the next turn, addition is used again. Back and forth it goes until someone lands on Lucky 13!)

CHALLENGE options:

- Have student make a sentence with the words.
- Ask student math fact questions regarding the numbers landed on- i.e. can you multiply those two numbers? Add them? Subtract? Divide?

PRACTICE GAMES – Page 4

10 – ROLL A WORD

- Choose 3–6 words the student is currently learning and write them on the gray line of the sheet, one under each dice number. (If you choose less than 6 words, just write each word under two numbers. This will allow for extra practice on less words.)
- Student rolls the dice, then says and writes the corresponding word on the next line in the column.
- Goal is to see which words “wins” by filling up the column first.

CHALLENGE options:

- Use timer to see how fast student can fill up one column.
- Each time student says the word also have them give a definition.

11 – TIMER- Make any activity a competition!

- See how many words student can write in a minute.
- See how many sentences student can write in three minutes.
- In the Popcorn game, see how many word flashcards you and the student can read in 3 minutes, count them up. Repeat game to see if you can work together to beat your time!
- Use the timer concept in any of the Practice games....be creative!

CHECK OUT OUR WEBSITE FOR MORE LITERACY IDEAS
everyneighborhood.org/play-options-virtual-literacy-mentoring/

Unlocking the Power of Fluency –

Heidi Van Natter and Emily Stephenson

“We practice with reading aloud because we want students to read silently:

- *with sustained attention and concentration*
- *with an automatic recognition of most words and sophisticated word-solving skills for unknown words*
- *at an adequate rate with a level of comfort and confidence*

All of this is in the goal of developing deep comprehension.”

Factors that Determine Fluency:

1. **Accuracy** - To read fluently, a reader has to be accurate. Because a fluent reader has internalized a large number of sight words, he or she has little difficulty decoding the text. The reader recognizes most words automatically and uses effective word-solving skills to read the rest. If the reader makes a mistake, he or she recognizes that the text doesn't make sense and has the skills to self-correct.
2. **Phrasing** - Fluent reading sounds smooth. A fluent reader's eyes can focus on multiple words at a time. This allows the reader to group words into phrases. This helps the brain make sense of the whole message instead of the meaning of individual words. Fluent readers separate phrases with appropriate pauses. This skill requires attention to punctuation. Readers must know how the different marks affect meaning.
3. **Expression** - Reading should sound like talking. Fluent readers emphasize certain words for effect. They change their tones depending on the genre and the type of sentence within the passage. A fluent reader adds color and meaning to the text by using his or her voice.
4. **Rate** - Fluent readers read at an appropriate rate. Their reading sounds much like talking. They don't rush through a passage or labor over each word.

Fluency is the bridge between phonics and comprehension. Comprehension depends on the connections readers make between the text and what they already know. Readers bring their background knowledge to the text and pair it with the words on the page. As they group the words in meaningful phrases, they're connecting thoughts. Fluent reading is the bridge between figuring out the words and using the words to assemble an idea.

How to teach fluency:

1. Model fluent reading – you read effortlessly, you give expression, you pause at the right places and don't race through the text. So keep reading to your kids.

Take advantage of teachable moments. If you're reading the text in your normal voice: "Where did they go," she whispered," pause for a moment. Then say, "Oh! The book said she whispered. I'm going to go back and read this in a whisper voice." You don't have to feel like you're putting on a show, but add expression and liveliness to your reading. If it's appropriate, use a particular voice for a character. Don't belabor it, but if the moment is right, point out what you're doing as a reader and why.

2. Teach the building blocks of fluent reading - It's important that readers have a large bank of sight words to draw from. Teach high-frequency words. Teach word-solving strategies (chunking, picture cues, rereading, etc.). Teach prefixes and suffixes.

Teach students to recognize fluent reading. Teach them to read the punctuation. Teach them how to read phrases.

3. Give many opportunities to read and reread. A multi-year study published in 2004 found that **students had the greatest fluency gains when they read to an adult, received corrective feedback, and then had opportunities to reread the text.**

When students are cued to focus on either speed or comprehension, before they begin reading, their rates in both areas increase.

(Therrien, W.J. Fluency and Comprehension Gains as a Result of Repeated Reading, 2004)

<https://www.secondstorywindow.net/a-teachers-guide-to-fluency/>