

THINKING WITH MY FAMILY AND FRIENDS

Video: Ahoy, Fluency!
Developing Reading Fluency
(blending the elements of fluency)

Cole and Celia are at summer camp. The end of camp is quickly approaching and they have decided to perform a reader's theater for the campers and their parents at the final Camper Celebration. As they prepare for their big debut before family and friends, they must focus on the blending the elements of fluency.

Now it's **Your Turn!** Read ***A Forever Home*** and create your own *Think Aloud*.

Then compare your thinking with ***Cole and Celia's Think Alouds***.

Every year, all the neighbors gather together for a huge block party and talent show. Lachlan and Eva are planning for their star performance on stage by showcasing their acting talents. They decide it will be fun to perform a readers' theatre for their family and friends. As they prepare for the big show, they must focus on the blending the elements of fluency.

Now it's **Your Turn!** Read, ***Good Night Lucy***, and create your own *Think Aloud*.

Then compare your thinking with ***Lachlan and Eva's Think Alouds***.



Before You Read:

Think about what you may already know about animal shelters. Think about what you've learned about the elements of fluency and how you want your characters to sound. Share your thoughts with your family and friends.

While You Read:

Ask your parent, brother, sister, or friend to read this passage with you. Think about how you can blend the elements of fluency to sound like you are Ginger or Ringo when you read this passage. Consider how you group words into phrases so that you read smoothly. Think about the expression in your voice. Notice punctuation that helps you. Remember to read at a talking rate so that others can hear you. Practice the passage so that you make few or no errors. Reread until you sound like Ginger or Ringo!

After You Read:

- Now it's time to try Thinking Aloud. Ask yourself these questions:
"What were the key fluency elements I needed to consider when reading *A Forever Home* aloud?"
"What portions of text need additional practice?"
- Use the information you've considered as you read additional passages.

Readers' Theatre: *A Forever Home* appears on page 2.



Readers' Theatre: A Forever Home

Setting: An animal shelter

Characters: Ginger and Ringo, two dogs waiting to be adopted. Ringo has just arrived.

Ginger: Howdy-do, neighbor! My name's Ginger.

Ringo: Um...hello. I'm Ringo.

Ginger: Now, it might not be my business, but I noticed you haven't nibbled one morsel of that scrumptious dog food.

Ringo: I'm kind of nervous, I guess. I've never been at a shelter before and this is my first time indoors, too.

Ginger: You've never been indoors? Were you a cattle dog out on a ranch, or pulling sleds someplace exotic?

Ringo: No, actually I lived on a chain in my owner's back yard.

Ginger: Grrr... Chains are so despicable!

Ringo: I agree. One day, I got desperate enough that I tugged on that chain so hard it broke, and I made my escape.

Ginger: You became a mutt on the run like me?

Ringo: Yep. That is, until the animal shelter volunteers scooped me up.

Ginger: That was so fortunate. Do you realize that now your story *could* have a happy ending?

Ringo: How could living here forever be a happy ending?

Ginger: Ringo, this place is temporary! People come here to adopt pets, and you might be exactly the kind of dog they're hoping to find.

Ringo: Me?

Ginger: Yes, you. Wait, the shelter just opened, and the families are streaming in!

Ringo: What do I do? What do I do?

Ginger: Just be yourself, Ringo and smile. Dogs can smile, you know.

Ringo: Especially when they have a neighbor like you!





Compare your Think Aloud with Celia's Think Aloud:

Celia's Think Aloud: As I prepare for my readers' theater presentation I notice that Ginger is a dog in a shelter waiting to be adopted. I'm thinking she's going to be excited because she could be adopted into a family. This will help me think about my expression. I know that practice is going to be important because it will make my character more believable.

Rate and Volume

As I look over the script I am thinking about *Rate Man* and *Lady Volume*. I know that I will have to adjust my rate to a conversational pace and turn up my volume to project my voice to the audience.

Phrasing and Expression

Throughout the text I notice that Ginger has a lot of commas in her speaking part. Specifically in speaking turn eight where the text says, "Yes, you. Wait, the shelter just opened, and the families are streaming in!" Because of all the commas I will have to be sure and pause to help break the text into separate phrases.

I am noticing there is a lot of ending punctuation for Ginger so I will need to pay attention and think about expression as I read. On speaking turn one I notice the exclamation point. This helps me know I should sound excited as I begin my part. On speaking turn three I notice several question marks, so I know that I will have to raise my voice at the end of the questions to express this to the audience. I also notice italics on speaking turns six and nine. I know I will have to place emphasis on these words, too!

Accuracy

Thanks to *Kid Accuracy*, I know I have to practice my lines over and over in order to make them match the script. I noticed on my speaking turn two and four that there are some tricky words like "scrumptious" and "despicable." I don't want to mess up so, I'll have to ask myself if the words sound right, look right, and make sense as I'm reading.

Compare your Think Aloud with Cole's Think Aloud:

Cole's Think Aloud: I'm preparing for my readers' theater presentation and I noticed that Ringo is a dog. He just arrived at the shelter and is waiting to be adopted. I'm thinking he's nervous because he just arrived at the shelter and being somewhere new can be frightening. I'll think about this as I prepare because I will want my expression to suggest how he feels. I also know that practice is going to be important because it will make my character more believable.

Rate and Volume

I am thinking about *Rate Man* and *Lady Volume* as I look over the script because I know that I will have to adjust my rate to a conversational pace and turn up my volume to project my voice to the audience.

Phrasing and Expression

I'm noticing a lot of punctuation in Ringo's speaking parts. Speaking turn one has an ellipsis; this signals to me that I should pause in my reading. Speaking turn four also uses lots of commas. They signal to me how to group the words in the sentence. So each phrase, "One day," "I got desperate enough that I tugged on that chain so hard it broke," and "I made my escape" should be grouped together.

In speaking part one Ringo seems to be unsure and nervous because he says, "umm...hello" and when I say "umm" I'm usually nervous! This helps me know that the expression in my voice should sound nervous and unsure as I read my part.

Accuracy

I know that I am going to have to practice my lines over and over so I can make sure that they match the script. *Kid Accuracy* reminds me that I don't want to mess up so I'll have to make sure the words look right, sound right, and make sense. I notice in speaking turn four and nine there are some tough words like "desperate" and "especially." Practice is going to be important!



Readers' Theatre: A Forever Home

Setting: An animal shelter

Characters: Ginger and Ringo, two dogs waiting to be adopted. Ringo has just arrived.

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Ginger: Howdy-do, neighbor! My name's Ginger.

Ringo: Um...hello. I'm Ringo.

Ginger: Now, it might not be my business, but I noticed you haven't nibbled one morsel of that **scrumptious** dog food.

Ringo: I'm kind of nervous, I guess. I've never been at a shelter before and this is my first time indoors, too.

Ginger: You've never been indoors? Were you a cattle dog out on a ranch, or pulling sleds someplace exotic?

Ringo: No, actually I lived on a chain in my owner's back yard.

Ginger: Grrr... Chains are so **despicable**!

Ringo: I agree. One day, I got desperate enough that I tugged on that chain so hard it broke, and I made my escape.

Ginger: You became a mutt on the run like me?

Ringo: Yep. That is, until the animal shelter volunteers scooped me up.

Ginger: That was so fortunate. Do you realize that now your story **could** have a happy ending?

Ringo: How could living here forever be a happy ending?

Ginger: Ringo, this place is temporary! People come here to adopt pets, and you might be exactly the kind of dog they're hoping to find.

Ringo: Me?

Ginger: Yes, you. Wait, the shelter just opened, and the families are streaming in!

Ringo: What do I do? What do I do?

Ginger: Just be yourself, Ringo, and smile. Dogs **can** smile, you know.

Ringo: **Especially** when they have a neighbor like you!



Questions To Think About:

- How do the *elements of fluency* help Cole and Celia comprehend?
- How do punctuation and text features help Cole and Celia read more fluently?
- Why is it helpful to practice oral reading?
- When would you want to pay attention to your fluency?
- How does fluent oral reading help the audience?



Before You Read:

Think about what you may already know about little sisters. Think about what you've learned about the elements of fluency and how you want your characters to sound. Share your thoughts with your family and friends.

While You Read:

Ask your parent, brother, sister, or friend to read this passage with you. Think about how you can blend the elements of fluency to sound like you are Henry or Lucy when you read this passage. Consider how you group words into phrases so that you read smoothly. Think about the expression in your voice. Notice punctuation that helps you. Remember to read at a talking rate so that others can hear you. Practice the passage so that you make few or no errors. Reread until you sound like Henry or Lucy!

After You Read:

- Now it's time to try Thinking Aloud. Ask yourself these questions:
"What were the key fluency elements I needed to consider when reading *Good Night, Lucy* aloud?"
"What portions of text need additional practice?"
- Use the information you've considered as you read additional passages.

Readers' Theatre: *Good Night, Lucy* appears on page 2.



Readers' Theatre: Good Night, Lucy

Characters: Lucy is four years old, Henry is ten.

Setting: Henry and Lucy's house.

Henry's been assigned to put Lucy to bed for the first time.

Henry: Mom's come down with the flu, dad's working late, and I'm supposed to put you to bed tonight.

Lucy: You? You won't do it right.

Henry: Well, what does Mom do first?

Lucy: She gives me a bowl of candy for my bedtime snack.

Henry: No, she doesn't.

Lucy: She also lets me sleep in my gorilla Halloween costume.

Henry: Here are your pajamas.

Lucy: Mom reads me a bazillion books, and sometimes it's morning before she's done.

Henry: Forget the bazillion. I'm reading one.

Lucy: Mom also sets up a stack of mattresses like a mountain, so I can be the princess who slept on the pea. She uses a gumball instead of a pea because peas are terrible. Okay?

Henry: Definitely not okay.

Lucy: And every night, she dresses up in a fancy gown and uses a real microphone, and she sings lullabies with my name in each one of them.

Henry: Your lullaby is "I've Been Working On the Railroad."

Lucy: Could you sing that Lucy's been working on the railroad instead?

Henry: Argh! Here's a cup of water in case you get thirsty.

Lucy: Mom chills the glass, and gives me ice, a curly straw and a slice of lemon.

Henry: It's the cup or nothing. Are we finished?

Lucy: (sniff) Can you at least give me a hug?

Henry: Here's a hug.

Lucy: Can you say I'm your favorite sister?

Henry: You're my only sister, so yeah, I can say that.

Lucy: 'Night, Henry.





Compare your Think Aloud with Lachlan's Think Aloud:

Lachlan's Think Aloud: As I prepare for my readers' theater presentation I notice that Henry is ten years old and will be babysitting his younger sister for the first time. I'm thinking how brothers and sisters interact because this will help me with my expression. I know that practice is going to be important because it will make my character more believable.

Volume and Rate

As I look over the script I am thinking about *Rate Man* and *Lady Volume*. I know that I will have to adjust my rate to a conversational pace and turn up my volume to project my voice to the audience. I noticed that in speaking parts eight and nine Henry seems angry. When I read, "Argh!" and "It's the cup or nothing. Are we finished?" I am thinking I will need to make my volume even louder because often times siblings raise their voices when they get angry.

Phrasing and Expression

Throughout the text I notice commas in Henry's speaking part. Specifically in speaking turn one where the text says, "Mom's come down with the flu, dad's working late, and I'm supposed to put you to bed tonight." I notice something similar in speaking part eleven too! So, because of all the commas I will have to be sure and pause to help break the text into separate phrases.

I'm also noticing that a lot of Henry's comments to Lucy are responses to her silly demands. For example, on speaking part three it says, "No, she doesn't," so my expression will need to show his disbelief. Another place where I will need to really think about expression is on speaking part seven, "Your lullaby is "I've Been Working On the Railroad." Since lullabies are songs I am thinking Henry will have to sing the title.

Accuracy

Thanks to *Kid Accuracy*, I know I have to practice my lines over and over in order to make them match the script. I noticed on my speaking turn five that is a tricky word like "bazillion." I don't want to mess up so, I'll have to ask myself if the words sound right, look right, and make sense as I'm reading.

Compare your Think Aloud with Eva's Think Aloud:

Eva's Think Aloud: I'm preparing for my readers' theater presentation and noticed that Lucy is four years old and her older brother is babysitting her for the first time. I'm thinking about how little kids act when they have to listen to their siblings. She may try to trick her brother because when I have babysat, kids try to get away with things their parents don't allow. This will help me prepare because I want my expression to sound like a four year old. I also know that practice is going to be important because it will make my character more believable.

Volume and Rate

I am thinking about *Rate Man* and *Lady Volume* as I look over the script because I know that I will have to adjust my rate to a conversational pace and turn up my volume to project my voice to the audience.

Phrasing and Expression

Speaking turn six uses lots of commas. They signal to me how to group the words in the sentence. So each phrase, "every night", "she dresses up in a fancy gown and uses a real microphone" and "she sings lullabies with my name in each one of them" should be grouped together.

In speaking parts two, three, and four Lucy seems to be fibbing or exaggerating what her mom does. When she says, "she gives me a bowl of candy," "sleep in my gorilla costume," and "reads me a bazillion books," this helps me know that the expression in my voice should sound exaggerated as I read my part. As I continue to scan the script I notice Lucy acts this way throughout. At speaking part nine I notice that Lucy is suppose to sniff. I will have to make myself sound upset.

Accuracy

I know that I am going to have to practice my lines over and over so I can make sure that they match the script. *Kid Accuracy* reminds me that I don't want to mess up so I'll have to make sure the words look right, sound right, and make sense.



Readers' Theatre: Good Night, Lucy

Characters: Lucy is four years old, Henry is ten.

Setting: Henry and Lucy's house.

Henry's been assigned to put Lucy to bed for the first time.

Henry: Mom's come down with the flu, dad's working late, and I'm supposed to put you to bed tonight.

Lucy: You? You won't do it right.

Henry: Well, what does Mom do first?

Lucy: **She gives me a bowl of candy** for my bedtime snack.

Henry: **No, she doesn't.**

Lucy: She also lets me **sleep in my gorilla Halloween costume.**

Henry: Here are your pajamas.

Lucy: **Mom reads me a bazillion books**, and sometimes it's morning before she's done.

Henry: Forget the **bazillion**. I'm reading one.

Lucy: Mom also sets up a stack of mattresses like a mountain, so I can be the princess who slept on the pea. She uses a gumball instead of a pea because peas are terrible. Okay?

Henry: Definitely not okay.

Lucy: And every night, she dresses up in a fancy gown and uses a real microphone, and she sings lullabies with my name in each one of them.

Henry: **Your lullaby is "I've Been Working On the Railroad."**

Lucy: Could you sing that Lucy's been working on the railroad instead?

Henry: **Argh!** Here's a cup of water in case you get thirsty.

Lucy: Mom chills the glass, and gives me ice, a curly straw and a slice of lemon.

Henry: **It's the cup or nothing.** Are we finished?

Lucy: **(sniff)** Can you at least give me a hug?

Henry: Here's a hug.

Lucy: Can you say I'm your favorite sister?

Henry: You're my only sister, so yeah, I can say that.

Lucy: 'Night, Henry.



Questions To Think and Talk About:

- How do the *elements of fluency* help Lachlan and Eva comprehend?
- How do punctuation and text features help Lachlan and Eva read more fluently?
- Why is it helpful to practice oral reading?
- When would you want to pay attention to your fluency?
- How does fluent oral reading help the audience?