
	Friends and Fluency Kristen Williams Albemarle County Public Schools	
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Topic: English, fluency, accuracy, rate

Overview

This lesson is part of the ongoing objective to develop fluency in reading. It is for use with upper elementary students and their primary reading buddies. Using the online program, Audacity, a voice recording and editing program, students will evaluate and improve upon their ability to read with accuracy and prosody as they prepare to share a friendship poem with their primary buddies. The friendship poem will be used for repeated readings in order to build fluency. Students will work with partners to record and evaluate repeated readings of their poem over a week's time. They will provide constructive feedback to their partners on the key components of fluent reading in preparation for the culminating event on Friday when they will have the opportunity to share their poems with their buddies.

Special Note: Prior to this lesson, students have already been assigned fluency partners and work on fluency weekly using the Six-Minute Solution Program written by Gail Adams and Sheron Brown. They also have experience using the online program, Audacity, to record themselves. Therefore, students already know how to listen and record reading errors, calculate correct words read per minute and provide appropriate feedback regarding fluency.

Grades 3-5

Time Allotment

Two 45-minute sessions (Monday and Friday)

One 20-minute session (Tuesday)

Two 15-minute sessions (Wednesday and Thursday)

Learning Objectives

On completion of this lesson students will be able to:

- Identify the key components of fluency in reading.
- Compare and contrast the aspects of fluent versus disfluent reading.
- Provide appropriate feedback to their fluency partners.
- Increase their ability to read accurately, at an acceptable rate, with meaningful expression, and observation of punctuation.

This lesson addresses VA SOL English 4.3.



Key Concepts included in this lesson are:

- Reading of familiar text with fluency, accuracy, and expression
- Working towards the goal of reading 120 wpm on grade level material (4th grade)

Media Components

Hardware

- An LCD projector connected to computer with Internet connectivity
- Speakers
- A student laptop computer/or classroom computer with Internet connectivity

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Web Resources

- <http://audacity.sourceforge.net/> (This site was used by the students to record and listen to their poetry readings.)
- <http://www.canteach.ca/elementary/songspoems2.html> This site is the source of the friendship poetry used in this lesson.)

Materials and Student Handouts

- **Book:** Adams, Gail and Brown, Sheron. The Six-Minute Solution: A Reading Fluency Program. Longmont: Sopris West, 2004. (This book was used to train students in tracking and recording correct words per minute. It is also the source for the fluency data collection forms used in the fluency folders.)
- 1 Fluency Folder for each student partnership to include:
 - 2 copies of the chosen friendship poem
 - 2 copies of the fluency data collection forms
 - 1 clear plastic sleeve
 - 1 sponge
 - 1 Vis-a-Vis pen
 - 1 copy of the target reading rates. (Refer to the Six Minute Solution book for the data forms, target reading rates, and directions on how to organize these folders.)
- One kitchen timer to be used by each partnership to time their readings. Keep this at the center location by the computer.
- T-Chart titled, Fluency Readings: Compare and Contrast - one copy per student. (attached)
- Construction paper and art supplies to be used by the students when creating a personal copy of their friendship poems for their buddies.
- Chart paper

Teacher Preparations

- Before beginning this lesson, if you are not already familiar with the free, online voice editing program, *Audacity*, visit the following tutorial website and follow the simple instructions to familiarize yourself with the program...
<http://audacity.sourceforge.net/help/tutorials>
- Before beginning this lesson, you may need to train your students in tracking and calculating cwpm. (Refer to the book, The Six Minute Solution.)
- Go to the source stated above and download the friendship poems for the lesson. You will also want to bookmark the site in order to project the poem for the whole class activities.
- Choose several friendship poems from the website or any other desired source, ready them for projection, and duplicate copies for students.
- Assign fluency partners and assemble fluency folders using the guidelines suggested in the book, The Six Minute Solution.
- Gather art supplies to be used on Friday.

Introductory Activity

Day 1

Focus: Today we are going to focus on our efforts to become more fluent readers. To refresh your memory on what fluent reading is, I have chosen a poem to read aloud to you. I will read it two times and your job is to follow along with me as I read and listen carefully to the similarities and differences in what you hear between the two readings. After each reading, thinking about what you already know about fluency, use the T-Chart I have given you to analyze and reflect on what you heard. When you are done, we will compare and contrast the two readings and generate a list of what fluent readers do.

Activity: Using a classroom computer and projection device, project the friendship poem so students can follow along as they listen to you read it aloud. Read the poem aloud “disfluently”. (Read word by word, ignoring punctuation and using little expression in your voice. You should also make errors without self-correcting along the way.) Then have students write their reflections on the T-Chart. When finished, the teacher will then read the poem aloud “fluently” and have students repeat the written reflection step.

Follow-up: Now let’s discuss your notes and compare and contrast the differences you heard between the two readings. (Guide the students in generating a list of skills needed to be considered a fluent reader including accuracy, expression, making self corrections, and an acceptable reading rate. Write the list titled, “What Fluent Readers Do”, on a piece of chart paper to be displayed in the classroom for reference during fluency practice.)

Learning Activities

Day 1

Focus: This Friday, we will be meeting with our first grade buddies. One of the most important things we do for our buddies is to serve as role models in how to read fluently. So this week, we are going to use repeated readings to practice reading a friendship poem with fluency, accuracy, and expression. The more fluently we can read something, the more enjoyable it is for the listener. I am going to project several different poems for you to read over. We are going to be sure that you know how to read and understand the meaning of all words in the poems. Your job is to then decide which of these poems you would like to share with your first grade buddy on Friday.

Activity: (Project the friendship poems selected for the week chosen from the website or any other source. Discuss any unknown words and answer any other questions the students may have about the poems.)

Please choose which poem you would like to share with your buddy and pick up a hard copy of that poem from the back table. Practice reading it to yourself for a few minutes.

Follow Up: (Use this time to walk around the room and be sure that every student has chosen an appropriate poem for his reading level.)

Tomorrow we will begin working with our fluency partners on repeated readings of your chosen poems so that we can be “fluent” role models for your buddies on Friday. Please place your poems in your fluency folders for tomorrow.

Day 2

1. Focus: Today you will be working with your fluency partners using the online program, Audacity, to record yourselves reading the friendship poems you chose for your
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first grade buddies. You will use these recordings to listen and evaluate your progress throughout the week. Your goal is to improve your fluency by working closely with your fluency partner and referring to the chart we created, “What Fluent Readers Do” for guidance. Your fluency partner will follow along as you practice during the week in order to record your fluency data and provide feedback in an effort to help you meet your goal. Before we begin, let’s take a couple of minutes to write our fluency goals for the week.

Activity: Teacher Models: Using a classroom computer and projection device, provide a visual model for students showing well written fluency goals. Also, take this time to talk about appropriate fluency feedback and target reading rates. (Use chart provided in the book, The Six Minute Solution.)

Please take out your fluency folders and write what you think would be a smart fluency goal for you to work on this week. Be sure to include your target reading rate.

Follow Up: (Take this time to walk around the room and be sure that all students have written appropriate fluency goals. Provide assistance to those who may need support.) Please take a minute to share your goals with your fluency partners.

2. Focus: During our Language Arts rotation today, you and your partner will go to the computer to record the initial read of your poem. You will need to bring your fluency folders and each take a turn as the reader and the listener during your session on the computer. Your job as the reader is to work on reaching your fluency goal for the week and to record your data on the charts in your fluency folder. Your job as the listener is to track the reader, calculate cwpm, and provide feedback to your partners. Remember to give your partner both a wish...something you wish they would improve on for next time, and a star...something they were a “star” at today when reading aloud their poem.

Activity: Students will work in pairs at the classroom computer. They will record their written data in their fluency folders and their recordings will be saved in a folder on the class computer for teacher review.



Follow Up: At the end of the Language Arts block, check in with the class on how well the fluency practice went. Let students share some of their experiences.

Days 3 and 4

Students will repeat learning activity #3 as stated above.

Assessment

- Throughout the week, students will record their fluency data (CWPM) on the charts provided as well as their written goals. The teacher will be able to assess whether or not students were able to meet their target rates and other fluency goals for the week.
- Oral recordings of their progress will be stored in a folder on the computer for evaluation by the teacher at the end of the week.
- The teacher will observe the final reading on Friday as students share the poems orally with their reading buddies.

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Community Connections

- Service Project- Have students choose a poem or short script to practice and prepare to share at a local senior citizen home.
- Tutoring- Pair older students up with younger students during an after school intervention program to serve as fluency partners. Students can role model what fluent readers sound like and then work with their partner using the repeated reading strategy to provide practice and feedback in fluency instruction.

Cross-Curricular Extensions

Social Studies/Science

- Students can write a reader's theatre script to go along with their studies in social studies and/or science. They can take the show on the road and share their plays with the other classes.

Math

- Students can practice fluency in math when learning their multiplication facts. Create a slide show of the facts and students can pair up to record accuracy and speed in learning their multiplication facts.

Art

- Students could write and illustrate a class book of poetry to be used for fluency practice.

About the Author

Kristen Williams is the literacy specialist at Woodbrook Elementary School in Charlottesville, Virginia.

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Fluency Readings
Compare and Contrast...

Same	Different