



Fluency and Comprehension Activities

Use these activities to increase fluency and comprehension. These activities are teacher-directed and can be provided to individual students, several students, or all group members.

Make one copy of the **Fluency and Comprehension** student pages for each student.

Sentences

Have students read the sentences to themselves and put their thumbs up when finished. Then read the sentences with students, modeling good phrasing and normal speech.

Decodable Text

Read the Text

The decodable text has two parts, each with a Teacher Reads. Preview any bold words in the text first. For each part, read the Teacher Reads. Then have students read the part independently. Choose from the following options used in the lessons to reread the part: **Choral Read, Partner Read, Individual Turns.**

Oral Comprehension Questions

After reading each text part, ask students the following comprehension questions:

- What is this part about?
Begin by saying: This part is about _____.
- How does this part end?
Begin by saying: This part ends with _____.

Fluency Check

Have students practice reading the text aloud with you or a partner for one minute, using a timing device. Students can record their times for Cold Timing, Practice, and Hot Timing. The goals are accurate reading and improvement in correct number of words read. Students can also do this Fluency Check with a copy of the decodable texts from the unit lessons.

Text Comprehension

Read the directions with students. Have them complete the first item. Provide feedback by telling students the correct answer. Use one of these options to complete the activity:

- Have students complete it independently.
- Complete the remaining items orally with students. Then have students add written responses independently.
- Proceed item by item, providing scaffolding/support as needed and immediate feedback.

ADDITIONAL PRACTICE Unit 5

Fluency and Comprehension

Target Skill: *ou*

Name: _____

Text Comprehension Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

▶ **Part 1**

- WHAT** kind of job ad did Lee find?
Lee found a job ad for camp counselors at South Bay Camp
- WHY** did Lee say the job sounded like fun?
Lee said the job sounded like fun because Answers will vary: it would get them off the couch; they would get paid
- WHY** did Hector want to say no?
Hector wanted to say no because Answers will vary: new things had a way of not working out for him; he had never been a counselor

▶ **Part 2**

- WHAT** did Lee tell Hector about learning new things?
Lee told Hector Answers will vary: he had to learn how to serve people at his dad's store; it's good to learn new skills
- WHY** did Hector say yes at the end?
Hector said yes at the end because Answers will vary: Lee said he did not want to go without Hector; they would get training and learn how to do the job; Lee talked about learning new things before and how it helped him

PHONICS FOR READING • Level C Unit 5

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Target Skill: *ou*

Name: _____

Sentences Whisper read a sentence to yourself. When you can read all the words, put your thumb up. Read the sentence with your teacher.

1. Where is the house you told me about?
2. Would you walk to the playground with me?
3. The women out in the yard are my sisters.
4. My mother has enough flour to make a cake.
5. There is a big thundercloud south of my house.
6. Without that machine, we cannot do a good job.
7. There is a warm bun on the counter for you.
8. How can we learn about each kind of cloud we see?
9. Can we talk about what to do with the old couch?
10. My dog has been in his doghouse for over an hour.



Decodable Text Read each part. Then answer your teacher's questions.

A New Job

Part 1

Teacher Reads You read about girls who tried new things and learned a lot from their experiences. It is not always easy to try something new. But it is always worth the effort. Let's read about two friends who talk about trying something new.

Lee ran to find Hector. Lee said, "Let's try new things this
12 summer. I found a job ad for camp counselors at South Bay
24 Camp. The job sounds like fun. It will get us off the couch
37 and we will get paid."

42 Hector wanted to say no. New things had a way of not
54 working out for him. "I have never been a counselor. I have
66 to think about it," he said.

Part 2

Teacher Reads Keep reading to see whether Lee can convince Hector to try something new.

72 "Come on," said Lee. "I do not want to go without you.
84 We will get training and learn how to do the job."

95 Hector looked down at the ground.

101 "Hector, last summer, I had to learn how to serve people
112 at my dad's store. I said to myself, 'It's good to learn new
125 skills. I will try my best and see what happens.' And I did it
139 well! I felt very proud."

144 Hector said, "OK, I will do my best and give camp
155 counselor a try."

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Cold Timing _____

Practice _____

Hot Timing _____



Target Skill: *ou*

Name: _____

Text Comprehension Read each question. Think of the answer or look back at the text. Fill in the blank. Be sure the sentence makes sense.

► **Part 1**

1. **WHAT** kind of job ad did Lee find?

Lee found a job ad for _____
_____.

2. **WHY** did Lee say the job sounded like fun?

Lee said the job sounded like fun because _____
_____.

3. **WHY** did Hector want to say no?

Hector wanted to say no because _____

_____.

► **Part 2**

4. **WHAT** did Lee tell Hector about learning new things?

Lee told Hector _____
_____.

5. **WHY** did Hector say yes at the end?

Hector said yes at the end because _____

_____.