



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 2
Target Skills: *aw, au*

Fluency and Comprehension

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**

- WHY** could Shawn peek inside the sawmill?
Shawn could peek inside the sawmill because he was tall.
- HOW** did Devin get to look inside the sawmill?
Devin got to look inside the sawmill by Shawn boosting him up.
- WHY** did the brothers suspect the sawmill was haunted?
The brothers suspected the sawmill was haunted because Answers will vary: they saw a shadow inside that looked like big, sharp teeth; they saw red spots by the sawdust; there was an awesome screech.

► **Part 2**

- HOW** did Dad explain what the kids saw inside the sawmill?
Dad explained that Answers will vary: the shadow was from the big saw blade, which had sharp teeth to cut through thick tree trunks; the red spots were rust.
- WHAT** caused the awesome screech?
The awesome screech was caused by a hawk.

PHONICS FOR READING • Level C Unit 2

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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. You can get the lawnmower from the shed.
2. Did you ask Dad how he hurt his jaw?
3. What would cause the automatic light to go on?
4. A drawback for Saul was seeing flaws in the paint.
5. The lawyer wants the fraud case to be withdrawn.
6. My brother said it was not his fault that the seesaw broke.
7. The astronaut went through training for the rocket flight.
8. Kevin likes to make drawings of hawks and other animals.
9. The cause of my sneezing was dust from the sawmill.
10. The author paused until the applause in the room stopped.



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

The Haunted Sawmill

Part 1

Teacher Reads Two brothers, 14-year-old Shawn and 10-year-old Devin, observe an old sawmill from the outside. A sawmill is a factory where logs are cut into lumber. Some sights and sounds lead the brothers to think the sawmill may be haunted.

9 “This sawmill is haunted,” Shawn said. Because he was
tall, Shawn was peeking inside.

14 Devin said, “It’s just shut down. Why do you say it’s
25 haunted?”

26 Shawn said, “We can’t go in, but I will boost you up,
38 Devin. Then you can look inside.”

44 They saw a shadow inside that looked like big, sharp
54 teeth. They saw red spots by the sawdust. Then, there was an
66 awesome screech.

68 “Run!” said Devin.

Part 2

Teacher Reads Keep reading to find out if the old sawmill really is haunted when the brothers go back a second time.

71 The brothers did not pause. They ran home. Shawn said
81 to Dad, “The sawmill is haunted.”

87 “Let’s check,” said Dad. They went back to the sawmill.

97 Shawn showed Dad the shadow of big sharp teeth. Dad said,

108 “That shadow is from the big saw blade. The saw has sharp
120 teeth because it had to cut through thick tree trunks. The red
132 spots are just rust.”

136 They saw a hawk launch from a tree, screeching.

145 “See?” said Dad. “Each thing has a cause. The sawmill is
156 not haunted.”

158

Cold Timing _____

Practice _____

Hot Timing _____



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. **WHY** could Shawn peek inside the sawmill?

Shawn could peek inside the sawmill because _____.

2. **HOW** did Devin get to look inside the sawmill?

Devin got to look inside the sawmill by _____

_____.

3. **WHY** did the brothers suspect the sawmill was haunted?

The brothers suspected the sawmill was haunted because _____

_____.

► **Part 2**

4. **HOW** did Dad explain what the kids saw inside the sawmill?

Dad explained that _____

_____.

5. **WHAT** caused the awesome screech?

The awesome screech was caused by _____.