



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 10
Target Skills: *ir, ur*

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** did Jordin speak to Sid after class?
Jordin spoke to Sid after class because she looked upset during class.
- WHAT** did Sid tell Jordin when they spoke?
Sid said that she Answers will vary: felt upset and tense lots of the time; could not sit still; could not eat or sleep; felt like she would burst.

► **Part 2**

- WHO** did Jordin get help from to deal with his stress?
Jordin got help from his mom, who is a nurse.
- WHAT** is something Jordin said Sid could do that would help her?
Jordin told Sid to Answers will vary: inhale slow and deep, then exhale; get exercise; speak to a grown-up.

PHONICS FOR READING • Level B Unit 10

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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. The performer had on a shirt like yours.
2. We were surprised by the girl's high-jumping skill.
3. Another bird sat on the northern side of the tree.
4. That purring cat will not disturb your nap.
5. My mother left her purse on the bus last Thursday.
6. A nurse worked to help the people who were hurt.
7. Rowen asked, "Who made this cheeseburger?"
8. Dad had to make a turn because we were not on the correct road.
9. Thirteen people waited in line at the bake shop.
10. My sister and I worked hard to clean the dirt off the dogs.



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

Dealing with Stress

Part 1

Teacher Reads Anxiety is a feeling of worry or stress that can be hard to control. Some people experience strong anxiety that affects their daily lives. Read on to find out about Jordin and Sid.

After class, Jordin spoke to Sid. “I do not want to
11 disturb you. But I saw you during class. You looked
21 upset. What’s up?”
24 “I feel upset and tense—lots of the time,” said Sid.
35 She said she could not sit still. She could not eat. At
47 night, she would curl up in bed, but she could not
58 sleep.
59 “How can I deal with this?” Sid asked. “I feel like I
71 will burst.”

Part 2

Teacher Reads Anxiety is a common experience, and there are ways to manage it. Taking deep breaths in and out, exercising, practicing meditation, and speaking with a counselor are just some ways to help manage anxiety.

73 Jordin said, “I feel stress at times like you. It is not a
86 surprise because we all have lots to do. I turned to my
98 mom for help. She is a nurse.”
105 Jordin went on in a firm tone. “First, when you feel
116 stress, inhale, slow and deep. Exhale, blowing past your
125 lips. Next, get some **exercise**. Go for a run or a bike
137 ride. Burn off that stress! And third, speak to a grown-
148 up you trust. Those things can all help.”
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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** did Jordin speak to Sid after class?

Jordin spoke to Sid after class because _____.

_____.

2. **WHAT** did Sid tell Jordin when they spoke?

Sid said that she _____.

_____.

_____.

► **Part 2**

3. **WHO** did Jordin get help from to deal with his stress?

Jordin got help from _____.

4. **WHAT** is something Jordin said Sid could do that would help her?

Jordin told Sid to _____.

_____.