



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 7
Target Skill: *ar*

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**

- WHAT** were Jay and Carleen on the way to do?
Jay and Carleen were on the way to see the farm Marcus and Scarlet had.
- WHY** was growing things to eat on Mars a problem?
Growing things to eat on Mars was a problem because the harsh land did not have the right stuff in it to grow a garden.

► **Part 2**

- HOW** did Scarlet and Marcus grow plants?
To grow plants, Scarlet and Marcus used a water mix that makes them grow fast.
- HOW** will Scarlet and Marcus help Carleen and Jay?
Scarlet and Marcus will help Carleen and Jay by telling them what to do to grow plants.

PHONICS FOR READING • Level B Unit 7

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Target Skill: *ar*

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. Who has a part in the school play?
2. People left the beach when it got dark.
3. At the park, there were geese on the grass.
4. Why is there a cat on top of the barn?
5. I will go to the art show after I have a snack.
6. We should drive to the farm to get fresh milk.
7. Carsen said she could help me with the yard sale.
8. There were lots of bright stars to look at last night.
9. How far is it from the market to your home?
10. My car would not start after the show ended.



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

A Mars Garden

Part 1

Teacher Reads In the year 2241, Carleen and Jay are living on the planet Mars. They want to start a farm on Mars, but that is not easy to do. Their friends may have advice for them about how to do it.

The Mars car bumped on the red road. Jay and
10 Carleen were on the way to see the farm Marcus and
21 Scarlet had. Carleen peeked at the marks in the red
31 land. She could see green spots in yards with plants
41 growing.

42 There was a charm to Mars that Carleen liked, but
52 growing things to eat was a problem. The harsh land
62 did not have the right stuff in it to grow a garden.
74 Marcus and Scarlet had come up with a plan.

Part 2

Teacher Reads At the farm, Carleen and Jay tour the hydroponic greenhouse where food plants grow. Hydroponic gardening is growing plants using a nutrient-rich solution and no soil. This is important because the soil on Mars isn't good for growing things.

83 "Your garden is very big!" said Carleen. "Is it hard to
94 grow this much?"

97 "Not at all," Scarlet said.

102 "Plants grow with just the water mix, and can grow
112 fast. We can get plants to market all the time!" Marcus
123 said.

124 "And no harsh marks are made in the land," said
134 Carleen.

135 "That is very smart," said Jay. "Tell us what to do.
146 Then we can get started."

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Cold Timing _____

Practice _____

Hot Timing _____



Target Skill: *ar*

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** were Jay and Carleen on the way to do?

Jay and Carleen were on the way to _____
_____.

2. **WHY** was growing things to eat on Mars a problem?

Growing things to eat on Mars was a problem because _____
_____.

► **Part 2**

3. **HOW** did Scarlet and Marcus grow plants?

To grow plants, Scarlet and Marcus _____
_____.

4. **HOW** will Scarlet and Marcus help Carleen and Jay?

Scarlet and Marcus will help Carleen and Jay by _____
_____.