

# Fluency Activity Planning Guide

**Date:**

**District/School:**

**Name, Grade Level, Role:**

**Name of Activity:** Choral Reading – “One Sister for Sale”

Type of Fluency Activity:		Group Size:	
X	choral reading	x	whole group
	readers theatre		individual
	partner reading		pairs
	repeated reading		small group—list members:

**Briefly describe the activity:**

*The students will participate in a choral reading lesson using the poem “One Sister for Sale” by Shel Silverstein.*

**Briefly describe the aspect of fluency that is the focus of this lesson (rate, expression, accuracy, phrasing, etc.):**

*The focus of this lesson will be on pacing, phrasing, rhyming patterns, and expression.*

*“Here’s our poem for Choral Reading this afternoon. Do you remember that Choral Reading is reading like a choir with one voice? We have been talking about pacing. I’d like you to listen to the poem as I read it and listen to my pacing.”*

*Teacher reads the poem.*

*“Does anyone hear some phrases repeated continually?” [Wait for student response.]*

*Student: One sister for sale.*

*Teacher: Right, we hear that quite a bit, don’t we? I am going to underline that with blue. Ok, we’re going to go through and whenever we come to that repeated phrase, that’s underlined in blue, I’d like you to chime in as you are comfortable. Are you ready?*

*Students: [Students repeat poem]*

*Teacher: Good chiming in. Ok, as we look through here, are there some rhyming words? We’ll underline these in green.*

*Student: kidding and bidding.*

*Teacher: Anything else?*

*Student: Crying and spying.*

*Teacher: Spying and crying, and that is repeated a couple of times. Ok, is there anything else? There is one that is kind of hidden in the middle here. Listen as I read. Do I hear a dollar, a nickel, a penny? Oh isn’t there, isn’t there, isn’t there any. Do you hear some rhyming words?*

*Student: Any and penny.*

*Teacher: Any and penny. Now when we go through, we're going to read the rhyming words as well. As you feel comfortable, chime in with me. Are you ready?*

*Students: [Students repeat poem]*

*Teacher: Excellent. We've been talking about expression too. How many of you have had experiences with brothers or sisters that have left you feeling frustrated? Put your thumbs up.*

*Oh yes, I see by your faces you have. We need to use some good expression because expression helps our listener know how we are feeling. So as we read, we're going to use good expression to help our audience understand how we are feeling.*

*Listen as I read this part: Isn't there, isn't there, isn't there. Is that very good expression?*

*Students: No.*

*Teacher: What if we got a little louder every time? I am going to show getting louder with a little arrow. Just a little louder every time to show some good expression. Ok, let's try it again using good expression. Remember you are pacing, you're going to listen to the friends around you and we are all going to read with one voice. Are you ready?*

*Students: [Students repeat poem]*

*Teacher: That was marvelous. I have one more thing. When you read, oh isn't there, isn't there, isn't there any one kid, that is a phrase. Remember we have talked about phrases. But it ends here because it needs to rhyme with penny. So kind of scoot with your voice from any to one kid as you say it. Ok, together.*

*Students: [Students repeat poem]*

*Teacher: Excellent. When we're singing in a choir, lots of times we take a little breath mark. So, we're going to make this a phrase, any one kid, pause for a little breath, and then finish together. Let's try it one more time and then we will give the finished performance.*

*Students: Oh isn't there, isn't there, isn't there any one kid who will buy this old sister for sister for sale?*

*Teacher: Ok, you may perform for me.*

*Students: [Students repeat poem]*

*Teacher: Excellent, thank you.*

*Teacher: I've made extra copies of the poem. They will be in the back in the Reading Center and you may practice them on your own. You may choose to read them with a partner and get some feedback or you may take them home and read them to your parents.*

**Data used to determine focus of activity, students participating, and materials selected:**

*Data from progress monitoring probes.*

**Complete the following after the instructional activity:**

- **Amount of time spent on activity:** *20 minutes*
- **Reflections on the organization of the lesson:**

*Students enjoyed the poem.*

- **Reflections on student response to activity\*:**

*By the end of the lesson, most of the students could orally read the poem. I will work with individual students during reading block time to see if they can independently read the poem using expression and phrasing.*

\*Student(s) responses based on the following rating scale:

2 - Student read fluently

1 - Student needed additional prompting and/or practice with the material

0 - Student was unable to build fluency (unable to engage in the material and/or activity)