

Caily Bridgeland

Fluency Anchor Mini Lesson

Grade: Fourth

Objective: SOLs: 4.2d. The student will make and listen to oral presentations using language and style appropriate to the audience, topic, and purpose.

4.5l. The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry, reading with fluency and accuracy.

Materials Needed: 1) Where the Sidewalk Ends, by Shel Silverstein.
2) A Treasury of American Folklore: "Slappy Hooper, World's Biggest, Fastest, and Bestest Sign Painter" from A Treasury of American Folklore.
3) "Fabulous Fluency Checklist" Handout
4) Student Evaluations for Reader's Theater

Explicit Instruction: Students will learn to use effective prosody, expressive phrasing and intonation, as well as improve their rate, accuracy, automaticity, and reading endurance of poems and scripts through choral, partner, and whisper reading.

***Explicit Instruction Piece:**

"In Language Arts this year, we have been focusing on grammar—especially differentiating when to use different forms of punctuation and phrasing. Our new goal will be to analyze how these different forms of punctuation impact the way dialogue is spoken. Understanding how punctuation can signal the audience to read with prosody—using different vocal inflections, intonations, and expressions—is an important skill to master, especially when reading dialogue. You have been reading various forms of dialogue in the chapter books and poems you have read all year, but understanding how to read them with prosody will bring a whole new level of expression, personality, and feeling to the text that will help you comprehend what you are reading in a much more sophisticated way. Today, I am going to give you an example of a poem with very expressive dialogue, and show you how punctuation influences my use of expression, intonation, chunking, and pace in reading it. This poem will be Shel Silverstein's "Ickle Me, Pickle Me, Tickle Me Too." Watch as I chunk phrases, pause for dramatic effect, and show excitement during phrases with exclamation points. Make sure to also pay attention to the smoothness and pace and volume of my voice as I read the text. This attention to detail in portraying how the text is spoken is called "fluency," and I want to help you become 'fluent readers.' I hope this reading of Shel Silverstein's poem helps you with your fluency skills during your Reader's Theatre activity today. Remind yourself that punctuation will give you clues about when to pause in a sentence, or when to be very expressive. In addition, attempt to relate to the character that you are portraying, and read with feelings that you want to express to the audience so that they can better understand your character. Remember that the way you read the text should sound natural, like you are having a real-life conversation."

Develop the Concept: The teacher will use the “Read-Aloud” method by reading Shel Silverstein’s poem “Ickle Me, Pickle Me, Tickle Me Too” from Shel Silverstein’s Where the Sidewalk Ends to model and scaffold proper fluency, with special attention given to smoothness, pace, intonation, and expression. The teacher chose this poem because of its chunking of phrases, punctuation use, and expressive dialogue. Before the teacher begins reading, he or she will give students a handout of “Favorable Fluency Tips” to remind them what to listen and aim for when attempting to read fluently. Examples of reminders on the handout will include: “Focus on Intonation!” “Change pitch based on different conventions and clause,” “Chunk phrases appropriately with the authors intended meaning,” and “Use word recognition strategies!”

Practice the Concept: Students will practice fluent strategies modeled by the teacher through repeated reading—specifically choral and echo reading. Students will re-read the Shel Silverstein poem with the teacher and one another, and the teacher will pause and correct students if there is discord in pronunciation, hesitation, or misuse of emphasis on words and intonation.

Apply the concept:

Students will use the knowledge and modeling of fluency strategies through independent practice. They will be divided into groups of four and will be given a ‘Reader’s Theater’ script called “Slappy Hooper, World’s Biggest, Fastest, and Bestest Sign Painter” from A Treasury of American Folklore. Each student will alternate turns assuming the role of a character, focusing on the use of correct intonations, pauses, and exclamations, while the other students narrate the rest of the content. Students will re-read the script four times, alternating each time until every group member has gotten to “act out” every character role. This activity will promote familiarity and fluency with the text through repeated reading, and also give group members context and comparisons for how the dialogue sounded when each member took a turn narrating a different part of the text.

After the group has recited the script four times with each member playing every character, they will choose ‘permanent’ character roles and present their script to the class. The class will have a rubric with important components of fluency on it. For each category of fluency, students will rank how their classmate performed on a scale from 1 through 5. (For example, Sally scored a 5 on “prosody,” and a 4 on “accuracy.”)

After each group has presented, students will return to their seats and will reread the text one more time using the whisper reading strategy. This final reread will give students an opportunity to read the passage at their own pace and focus on the content and reading comprehension. Reading comprehension and fluency go hand-in-hand, so it is important for students to have a chance to independently engage with the text. Students will answer a prompt about the poem, and circle the words that they feel should be the most emphasized and expressed, while underlining phrases that should be chunked together.

Closure: At the end of the lesson, the teacher will ask students a variety of questions about what was learned in the lesson and why it was important. Questions he or she should ask are:

- 1) Why is repeated reading important?
- 2) What are four essential components of fluency?
- 3) How can students improve their oral reading skills?
- 4) Why does being a fluent reader improve reading comprehension?

Evaluation:

Formative: During choral reading, the teacher will listen to student responses and the fluidity of their reading. She will take note of ‘trouble areas,’ and help students correct mistakes when there is general discord. During the partner reading, the teacher will walk around the classroom and listen to students as they assume different character roles, marking the phrasing, smoothness, and pace of each student’s reading.

Summative: The evaluation rubrics that students fill out while groups are presenting will be turned into the teacher at the end of the class.

Materials:

1)*Teacher Read-Aloud Poem:

Ickle Me, Pickle Me, Tickle Me Too from the book Where the Sidewalk Ends (1974) by Shel Silverstein.

Ickle Me, Pickle Me, Tickle Me too
Went for a ride in a flying shoe.
"Hooray!" "What fun!" "It's time we flew!"
Said Ickle Me, Pickle Me, Tickle Me too.
Ickle was captain, and Pickle was crew
And Tickle served coffee and mulligan stew
As higher And higher And higher they flew,
Ickle Me, Pickle Me, Tickle Me too.
Ickle Me, Pickle Me, Tickle Me too,
Over the sun and beyond the blue.
"Hold on!" "Stay in!" "I hope we do!"
Cried Ickle Me, Pickle Me, Tickle Me too.
Ickle Me, Pickle Me, Tickle too
Never returned to the world they knew,
And nobody Knows what's
Happened to
Dear Ickle Me, Pickle Me, Tickle Me too.

2) *Reader’s Theatre Script: Shepard, Aaron (1993). A Treasury of American Folklore: "Slappy Hooper, World's Biggest, Fastest, and Bestest Sign Painter." B.A. Botkins Inc.

NARRATOR 1: You've heard about Paul Bunyan, the greatest lumberjack of all time.

NARRATOR 3: And you've heard about Pecos Bill, the greatest cowboy.

NARRATOR 2: Now let us tell you about the world's

NARRATOR 1: biggest,

NARRATOR 2: fastest,

NARRATOR 3: bestest

NARRATOR 2: sign painter.

SLAPPY: (proudly, to audience, in booming voice) That's me! Slappy Hooper!

NARRATOR 1: You'd better believe Slappy was biggest! Why, he was seven feet tall with shoulders to match, and he weighed three hundred pounds, even without his cap and coverall and brush and bucket.

NARRATOR 2: And fastest?

SLAPPY: Just give me an eight-inch brush! (slaps paint on a wall)

NARRATOR 1: Slip!

NARRATOR 2: Slop!

NARRATOR 3: Slap!

NARRATOR 2: The job was done.

SLAPPY: And so smooth, you'd never see a brush stroke.

NARRATOR 3: And you bet Slappy was bestest! That was on account of his pictures.

SLAPPY: No one else ever made them so true to life!

NARRATOR 3: In fact, some folks said they were too true to life.

NARRATOR 1: Slappy's trouble started with the huge red rose he painted on the sign for Rose's Florist Shop.

ROSE RED: Slappy, it's so real!

NARRATOR 1: ...said Miss Rose Red, the owner.

ROSE RED: Why, I can just about smell the fragrance!

***Guided Read-Aloud Handout:**

Favorable Fluency Tips!

- *Focus on expression and volume!”
- *Change intonation based on different conventions and clauses”
- *Chunk phrases appropriately with the author’s intended meaning,”
- *Pace yourself!
- *Use word recognition strategies!
- *Use a smooth tone!

***Student Evaluation of Reader’s Theatre:**

Fluency Skills <i>(rank 1-5)</i>	Student 1	Student 2	Student 3	Student 4
Smoothness				
Accuracy				
Pace				
Phrase Chunking				
Dialogue				
Prosody				