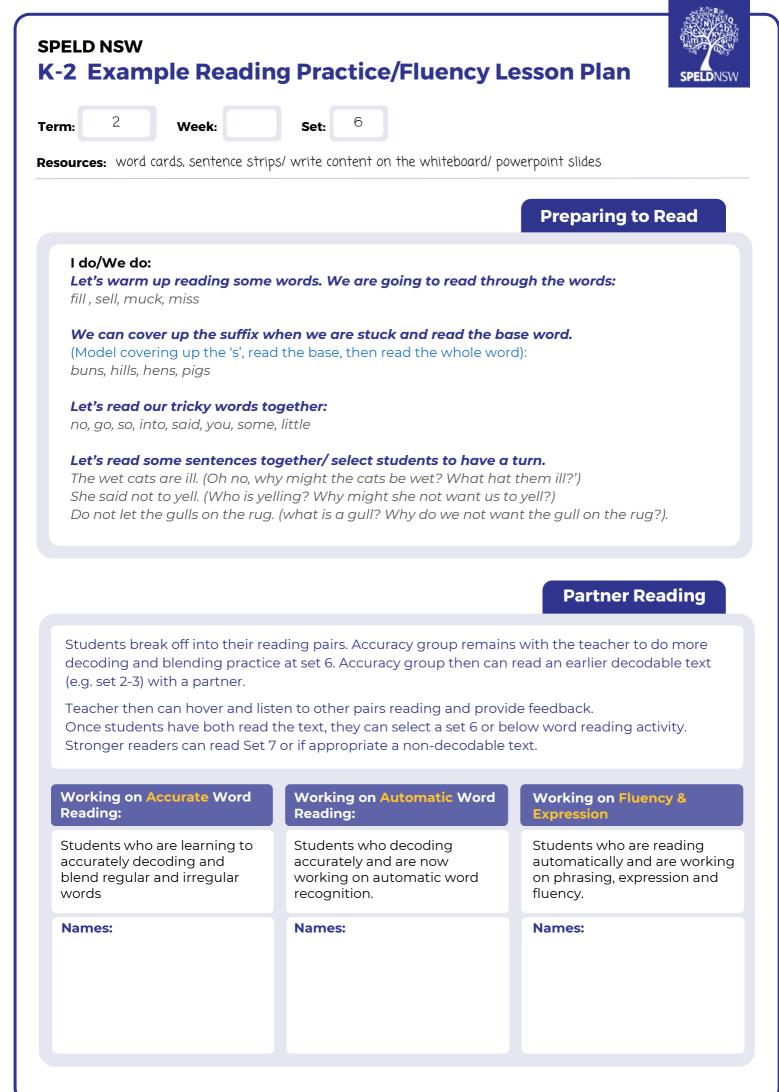# Years 2/3-6 Example Fluency Lesson Plan

Text: Sam the cat (paragraph 1-2) **Lesson:** 1/5 **Focus:** Expression | Phrasing | **Smoothness/rhythm** | Pacing

Setting up the text- I do/ We do

Words:

Let's practice our word attack strategies. Let's look for how we can break these words down by morphemes or by syllables.

Decorously (décor, decoration, de/cor/ous/ly)
Delicately- delicate- de/li/cate/ly
Narrowed- narrow
Saunters- 'au' for 'or
Urgency- urgent
Subtly- subtle

Phrase/ sentence:

Listen to my voice as I read these phrases/sentences. Now let's read it together.

Individual and groups of students read the sentence a few times. (Highlight which words to emphasise, where to place intonation and pauses). Provide constructive feedback.

Regards the activity around him
through sleepy narrowed eyes

He *never* <u>runs</u> to his food bowl | but only saunters over |with a lack or urgency | and crunches his kibble decorously | one bit at a time.

Fluency Focus

I do:

In this lesson we are focusing on smoothness and reading accurately. Listen to me as I read and pay attention to how my voice sounds as I read.
(Teacher reads 1-2 sentences)

We do:

Let's read together.
(Volunteers model and teacher provides feedback.)

You do:

You will read 1-2 paragraph with your partner. Take turns to read, focusing on reading accurately and smoothly. You will read at least 2 times. Try to focus on what you will improve on every time.
Support: just read paragraph 1, students reread the words and phrases prior to or in place of reading the text.

Differentiation:

- Teacher to provide text with boundaries marked
- Teacher to mark syllables/morphemes
- Teacher underlines words to emphasis
- Shorten text to read (words, phrases, sentences)
- Decodable text for independent reading

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K-2 Example Reading Practice/Fluency Lesson Plan

Term: 2   **Week:**   **Set:** 6

Resources: word cards, sentence strips/ write content on the whiteboard/ powerpoint slides

I do/We do:
Let's warm up reading some words. We are going to read through the words:
fill , sell, muck, miss

We can cover up the suffix when we are stuck and read the base word.
(Model covering up the 's', read the base, then read the whole word):
buns, hills, hens, pigs

Let's read our tricky words together:
no, go, so, into, said, you, some, little

Let's read some sentences together/ select students to have a turn.
The wet cats are ill. (Oh no, why might the cats be wet? What hat them ill?')
She said not to yell. (Who is yelling? Why might she not want us to yell?)
Do not let the gulls on the rug. (what is a gull? Why do we not want the gull on the rug?).

Partner Reading

Students break off into their reading pairs. Accuracy group remains with the teacher to do more decoding and blending practice at set 6. Accuracy group then can read an earlier decodable text (e.g. set 2-3) with a partner.

Teacher then can hover and listen to other pairs reading and provide feedback.
Once students have both read the text, they can select a set 6 or below word reading activity.
Stronger readers can read Set 7 or if appropriate a non-decodable text.

Working on Accurate Word Reading:	Working on Automatic Word Reading:	Working on Fluency & Expression
Students who are learning to accurately decoding and blend regular and irregular words	Students who decoding accurately and are now working on automatic word recognition.	Students who are reading automatically and are working on phrasing, expression and fluency.
Names:	**Names:**	**Names:**

SPELD NSW
K-2 Reading Practice Weekly Overview

	Working on **Accurate Word Reading:**	Working on **Automatic Word Reading:**	Working on **Fluency & Expression**
	Students who are learning to accurately decoding and blend regular and irregular words	Students who decoding accurately and are now working on automatic word recognition.	Students who are reading automatically and are working on phrasing, expression and fluency.
Texts and Resources	• **As per scope and sequence when working with the teacher.** • **Earlier set resources when working with a partner.**	• **As per scope and sequence.** • **Earlier sets for automaticity practice where needed.**	• **As per scope and sequence of next set.** • **Junior fiction texts for independent readers.**
Monday	**With a teacher:** Guided Word Reading from current set	**Partner:** Partner Read Decodable + 4 in a row	**Partner:** Partner Read Decodable + Decodable sentence strips
Tuesday	**Independently/partner:** Partner Read words from yesterday + read sound write	**Partner:** words strips/ Decodable sentence strips + decodable	**With a teacher:** Partner Read Decodable + partner dictation
Wednesday	**Partner**: Partner Read Decodable (from earlier set) + Coding	**Partner:** Decodable sentence strips	**With a teacher:** repeated reading of yesterday's decodable text with fluency instruction/post reading literacy activity
Thursday	**With a teacher:** Partner Read Decodable (from earlier set) OR word reading from current set + Fluency Strips	**Partner:** Partner Read Decodable + then 4 in a row, roll and read	**Partner:** Partner Read Decodable + Post reading literacy activity
Friday	**Independently:** Partner Read Decodable (from earlier set)	**With a teacher:** Partner Read Decodable	**Partner:** Partner Read Decodable + Partner dictations