# Fluency and Phonics, Book 2

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TEACHER’S GUIDE

INTRODUCING THE PROGRAM

*Fluency and Phonics, Book 2,* is a reading program that builds on students’ natural language abilities to develop word recognition and reading fluency in an interesting reading passage context. The program also includes phonics in a rhyming word context from the reading passages. *Fluency and Phonics, Book 2,* has 12 lessons with graded reading passages from high grade 3 through high grade 5 reading levels.

Each of the 12 lessons includes phrase-cued reading, repeated reading, timed reading, and reading with expression all of which develop reading fluency.

- **Phrase-Cued Reading** is breaking the text into meaningful phrases to help with reading expression and comprehension.
- **Repeated Reading** is reading the same passage until students read the passage at a mastery level.
- **Timed Reading** is reading a passage for one or two minutes and recording the number of words read per minute.
- **Reading with Expression** is important for developing comprehension of a passage.

The program method produces **exceptional reading success** for at-risk readers having one or more of the following reading characteristics:

- need a sense of the whole story before reading;
- experience difficulty blending sounds;
- read letter by letter, word by word;
- have strong verbal skills and weak written language skills; and
- exhibit delays in cadence and rhythm.

*Fluency and Phonics, Book 2,* also is used with young readers to improve reading speed and fluency.
Starting the Program

Students’ Starting Level
To start the program, students should read at grade 3 or higher reading level. Passage reading levels are listed in the program contents on page 1. If teachers know students’ reading levels, they start them with the first lesson at those levels. Students may read at higher reading levels but exhibit problem reading characteristics such as:

- read letter by letter, word by word and
- exhibit delays in cadence and rhythm.

For any of the twelve lessons, if students read words correctly but read word by word and lack expression, have them start with that lesson. It is better to start with an easier lesson. For groups, choose students with similar reading levels and abilities.

Students’ Reading Mastery Level
Teachers determine reading level required for mastery. A 70 percent reading mastery level works well because students will see many of the same words again in further lessons.

Students’ Extended Reading
Students participate in extended reading with books of their interests while using the program to reinforce reading skills.

Using the Program

Teacher Instructions, Lessons 1 Through 12
The program is easy to use because all twelve lessons have the same structure. Becoming familiar with lesson 1 structure is all that is necessary to teach all twelve lessons.
Lesson 1

● **For the Teacher:**

For each student, duplicate and staple lesson pages 1, 2, 3, 4, 5, and 6 to make the lesson 1 packet. (When you are ready to start lesson 1, give a lesson packet to each student.)

● **Pages 1 and 2** (Word Recognition, Phrasing, and Expression)

*Pages 1 and 2 develop word recognition, phrasing, and expression, all important to reading comprehension. They provide students with a reading model that moves them away from word-by-word reading to reading in meaningful phrases.*

The pages have phrase-cued text. Phrase-cued text divides text according to natural pauses that occur in and between sentences. Phrase breaks help students who have difficulty grouping words that go together and therefore lack rhythm and expression. One slash (/) are in-sentence phrase markers. Make a slight pause at each phrase marker. Two slashes (//) are end-of-sentence markers. Pause slightly longer at two slashes.

● **Instruction 1. Discuss Title of the Passage, Horses.** (Page 1)

Ask students what they think the passage will be about. For example, the first passage is about horses. Ask, “Can you tell me some things about horses?” (Discussing the passage title is important because it builds a network of information that helps with comprehension and word identification.) Have students draw a picture of a horse in the box at the top of the page or paste a picture of a horse there.

● **Instruction 2. Read Entire Passage, Horses.** (Pages 1 and 2)

While you are reading the passage, students follow along, moving their writing hands under each word and touching the page. This is tracking.
Tracking trains students’ eyes and hands to coordinate. It also insures that students are looking at each word as it is read.

-For the first practice, read at a slow pace but not so slow as to lack expression. Reading with expression is important. Make a slight pause at each phrase marker.

-Do a second practice reading while reading at a normal pace and having students track under the words.

(NOTE: If phrase markers cause student visual difficulty, have students use page 6 rather than pages 1 and 2. Page 6 is the passage without phrase markers.)

●Instruction 3. Students Read Passage Parts and Passage. (Pages 1 and 2)
Have students read the passage or passage part with you. When students have difficulty with words, you say the words and continue reading. As you read together, students move their hands under the words.
(Students do not need to master the passage now because they will be doing added activities to help them read the passages.)

●PAGE 3, PART 1
●Instruction 1. Read passage part in the box with students.

●Instruction 2. Multisyllable Words. Students write multisyllable words on the lines.

●Instruction 3. Rhyming Words. Students write rhyming word pairs. (Rhyming words are words that have the same ending sounds.) When completed, read multisyllable words and rhyming word pairs with students. Continue with the rest of the passage part activities for pages 3 and 4 in same way as part 1.
Timed reading improves reading speed. If decoding is slow, not automatic, students have difficulties comprehending what they read.

**Instruction 1. Passage Reading Practice**
Before timing, you and all students read the passage together. Students track under words and read along with you as you read with expression at a normal reading pace. If students need additional practice, they read to themselves or to partners.

**Instruction 2. Timed Reading**
Individually, students read as many words in the passage as they can in two minutes, to you, aloud softly to themselves, or to student partners. If students finish reading, they start again at beginning and add to the total number of words they have already read. (For some students, timing for one minute works better.) Subtract one point for each missed word. **If students make mistakes, do not have them try to sound out the words. Tell them the word and they continue reading.**

After students complete timed reading, they write their scores on the lines under Timed Reading. Their scores are made from number of words read minus 1 point for each missed word. Have students do **3 one-minute timed readings or 3 two-minute timed readings.** Between timings, ask students to look over the selection, reread it, and practice words that caused difficulty. Students circle their best scores. Students gain reading skills, and also enjoy timed readings. Repeat previous timed readings for students to improve their scores. Making graphs of their timed reading scores motivates students. Graph masters are on pages 8 and 9.
● PAGE 6 (READING WITH EXPRESSION)

Reading with expression is important for developing comprehension of a passage.

Use pages 1 and 2, Phrase-Cued Text, for the first passage practice. Students track under the words and read along with you as you read with expression at a normal reading pace.

Use page 6, Regular Text. Students track under words and read along with you as you read with expression at a normal reading pace. If students need additional practice, they read to themselves or to student partners. Listen to as many students’ expressive readings as possible. Do not require students to read to the class unless they volunteer. For comprehension development, ask students questions about the passages and discuss the passages.
REPEATED READING GRAPH (Graph 1)

Student: ______________________________
Book: ______________________________

Check One
☐ 50 Word Passage
☐ 100 Word Passage

Trial #1
Words Read ______
Errors ______
Score ______

Trial #2
Words Read ______
Errors ______
Score ______

Trial #3
Words Read ______
Errors ______
Score ______

Words Per Minute

Mastery Range

100
90
80
70
60
50
40
30
1 2 3
REPEATED READING GRAPH (Graph 2)

Student: __________________________
Book: __________________________

Check One
☐ 50 Word Passage
☐ 100 Word Passage

Trial # 1
Words Read ______
Errors ______
Score ______

Trial # 2
Words Read ______
Errors ______
Score ______

Trial # 3
Words Read ______
Errors ______
Score ______

Words Per Minute
1 2 3

Mastery Range
140
130
120
110
100
90
80
70
Horses

People love horses.// There are different / kinds of horses.// There are / huge draft horses.// They are over / 7 feet tall.// There are / small horses.// Some / are called ponies.// One kind / is smaller than / most dogs.//

Once,// horses were used / for work on farms.// They pulled plows / and farm carts.// Now,// tractors are used / for most farm work.// In some places / horses still / are used for work.// But today,// horses are used / mostly for / trail-riding,// showing, / and more.//
Horses (continued)

Here are some interesting facts about horses. They can sleep lying down. They can sleep standing up. Horses gallop at about 27 miles per hour. The fastest speed of a horse is 55 miles per hour. Horses eat grass, oats, hay, and other plants.

Once, most horses were wild. Wild horses are called mustangs. The horse was one of the first wild animals to be tamed. Today, there are few wild horses. Would you like to ride a wild horse? Or, would you like to ride a tame horse?
PART 1
People love horses. There are different kinds of horses. There are huge draft horses. They are over 7 feet tall. There are small horses. Some are called ponies. One kind is smaller than most dogs.

Write the words as one word.

dollar  different  smaller

Write the rhyming word.

1. love – gl___ ___
2. there – wh___ ___
3. kind – f___ ___
4. raft – dr______
5. feet – m______
6. tall – sm______
7. tall – c______
8. one – d______
9. most – p______

PART 2
Once, horses were used for work on farms. They pulled plows and farm carts. Now, tractors are used for most farm work. In some places horses still are used for work. But today, horses are used mostly for trail-riding, showing, and more.

Write the words as one word.

tractors  today  showing

Write the rhyming word.

1. use – f______
2. farm – h______
3. pull – f______
4. cow – pl____
5. carts – p______
6. race – pl______
7. tail – tr______
8. show – gr____
9. more – st______
PART 3

Here are some interesting facts about horses. They can sleep lying down. They can sleep standing up. Horses gallop at about 27 miles per hour. The fastest speed of a horse is 55 miles per hour. Horses eat grass, oats, hay, and other plants.

● Write the words as one word.

interesting  lying  standing

gallop  about  fastest

● Write the rhyming word.

1. act – f___ ___
2. ant – pl___ ___
3. pass – gr___ ___
4. land – st_______
5. fast – p_______
6. mile – f___ ___
7. need – sp_______
8. deep – sl_______
9. out – a_______ ___

PART 4

Once, most horses were wild. Wild horses are called mustangs. The horse was one of the first wild animals to be tamed. Today, there are few wild horses. Would you like to ride a wild horse? Or, would you like to ride a tame horse?

● Write the words as one word.

mustangs  animals

● Write the rhyming word.

1. wild – m___ ___
2. tame – c___ ___
3. one – d_______
4. call – t_______
5. few – n___
6. there – wh___ ___
7. first – th_______
8. would – c_______
9. could – sh_______ ___
Horses (1)

People love horses. There are different kinds of horses. There are huge draft horses. They are over 7 feet tall. There are small horses. Some are called ponies. One kind is smaller than most dogs.

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