

Focus Skill: Fluency

Common Core Standards:

CCSS.ELA-LITERACY.RF.1.4, CCSS.ELA-LITERACY.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

Learning Target:

I can read a story with fluency and inflection.

Materials:

- Alex and the Amazing Lemonade Stand
- Fluency passages



Introduction:

Before we start today's lesson, I want you to think of your favorite song. Now I'd like for you to sing this song in your head for five seconds. Ready? Go!

Did you know that when you sing the lyrics of a song, you're using some reading skills?

Our learning target says "I can read a story with fluency and inflection." **Fluency** means that you're reading smoothly, without long pauses between words. Good readers also use **inflection**. Inflection means that your voice moves up and down while you're reading, the way your voice does while you're talking to somebody, or singing a song.

You can think about fluency like singing a song smoothly, and inflection like singing the different notes.

(Feel free to introduce visual representations of fluency and inflection: for example, fluency as a hand motion to signify smooth movement and inflection as a hand moving up and down from left to right.)

If you *don't* use fluency and inflection, you may sound like a robot! Try singing your favorite song in your head this time, like a robot would. Do you notice that a. robot. speaks. with. pauses. and. its. voice. does. not. move. up. or. down. ?

(Feel free to have students share with a partner or the class to illustrate this point.)

If you sound robotic the first time you read something, you can try again and it will sound more fluent with practice. Today's question is: How can we improve our fluency and inflection as we read parts of Alex and the Amazing Lemonade Stand?

(If you have not yet read the book: read it through and go forward to the activity. If you *have* read the book, you can read an excerpt and have the students give a thumbs up when you are reading with proper fluency and inflection, and a thumbs down when you are not.)



Activity:

All three of the attached excerpts are from page 20. You can hand them out based on students' ability levels, and have partners with the same number practice with one another, before going into a group of three. Then, all of the groups can practice the whole page together, one person after the other. You can also have everyone with the same number in a group together – it's up to you and the dynamic of your class.

If time allows, groups with the same passage can 'perform' for the class and read with their best fluency and inflection.



Progress Monitor:

- Teacher listens and makes notes about improvements in fluency and/or inflection with repeated practice, or specific things students may be struggling with (types of words, pausing with punctuation, etc.).

Accommodations/Modifications:

- Have less advanced readers follow along with higher readers with a finger on the words, and repeat while still tracking the words as they go. Then, repeat and have the lower reader go first.
- Introduce pointing vs. swooping vs. reading without a tracking finger – how the goal is to read without tracking, but that it is typical at first, so you don't forget any words and can decode them as you go.
- Fluency rubric (example attached): You can have partners score each other with every repeated reading, so they can watch their scores improve, or make a comparison from the first to the last reading.

Thank you again for your interest in Alex's Lemonade Stand Foundation!

We hope you will consider supporting ALSF with the help of your class, club, school, district, or community group.

Please contact our office by phone at 866.333.1213
or by e-mail at Takeastand@alexlemonade.org
if you have any questions or need help getting started.



Fluency Passage 1

**More and more people heard about the good things that were done
By the girl named Alex and her Lemonade Fund.**

Fluency Passage 2

**The following year, Alex had a new plan -
“Now I’ll sell lemonade across this great land!”
If more kids would help, wouldn’t it be great,
we could have lemonade stands in every state.**

Fluency Passage 3

**Think of the money we could raise to help kids who are sick.
A cure might be found, perhaps even quick!
Other kids listened and held their own stands,
to help support Alex with her lemonade plans.
People waited in line, the young and the old,
They waited for lemonade, extra sweet and icy cold.**

