

**DAILY ORAL READING FLUENCY
ACTIVITIES****Lesson 1****Speed Drill**

Use [Fry's 300 Instant Words](#). Have students read the list as quickly and as accurately as they can. Record the words they have difficulty with, and have students write the words in a personal thesaurus for review.

Lesson 2**Paired Reading**

Have students work in pairs. Each student reads from exercises 1 and 2 in *Student Book* page 4 alternating words. When the words have been read through once, have students reverse roles so each student has a chance to read each word. For students having little difficulty reading the words have them read the phrases and additional words on *Student Book* page 5.

Lesson 3**Echo Reading**

Read one sentence from one of the stories on *Student Book* pages 6-7 with appropriate intonation and pacing. Have a student try to imitate your reading model. Continue until the student can imitate an entire story.

Lesson 4**Listen and Read**

Have students listen to the *Audio Program* while they silently read the sentences on pages 8-9 in the *Student Book*. After students have had a chance to read silently, have them read to you aloud. Encourage students to pay attention to intonation, pace, and accuracy.

Lesson 5**Echo Reading**

Read one sentence from *Taking Care of the Young* on *Student Book* page 11 with appropriate intonation and pacing. Have a student try to imitate your reading model. Continue until the student can imitate more than one sentence at a time.

Lesson 6**Reader's Theater**

Assign a section from *Taking Care of the Young* on pages 10-16 in the *Student Book* to each student. Have students practice reading their parts orally with a partner, so they can receive feedback. When the students are prepared to read, have them stand holding their books with their backs to the audience. When each student reads, he or she faces the audience, and then turns back around when he or she is finished.

**DAILY ORAL READING FLUENCY
ACTIVITIES****Lesson 7****Choral Reading**

Read *Taking Care of the Young* on page 12 in the *Student Book* to a group of students. Have them practice reading the section until they can read it in “one voice.” You may divide the students into groups and assign a paragraph to each.

Lesson 8**Read with Expression**

Use the *Audio Program*. Have students read the passage from *Taking Care of the Young* on page 21 of the *Student Book*. Have them pay attention to punctuation to help them read with energy and expression. Have them record themselves reading. Replay the recording as the student follows along so he or she can hear what his or her oral reading sounds like. The student can then record the passage again and listen for improvement.

Lesson 9**Tracking Method**

Write the first paragraph from page 13 in the *Student Book* on the board. Read the paragraph aloud tracking the print as you read. Then, reread the paragraph encouraging students to join in reading words or phrases when they are able.

Lesson 10**Model Fluent Reading**

Choose a book from the classroom library, and read it to the class, modeling fluent reading. Encourage students to listen attentively and to think of questions they might have about the book.

Lesson 11**Tracking Method**

Write Jason’s description on page 22 in the *Student Book* on the board. Read the description aloud tracking the print as you read. Then, reread the description encouraging students to join in reading words or phrases when they are able.

Lesson 12**Listen and Read**

Have students listen to the *Audio Program* while they silently read the sentences on pages 26-27 in the *Student Book*. After students have had a chance to read silently, have them read the sentences to you aloud. Encourage students to pay attention to intonation, pace, and accuracy.

Lesson 13**Echo Reading**

Read one sentence from *The President’s Pets* on *Student Book* page 29 with appropriate intonation and pacing. Have a student try to imitate your reading model. Continue until the student can imitate more than one sentence at a time.

**DAILY ORAL READING FLUENCY
ACTIVITIES****Lesson 14****Buddy Reading**

Pair a student with stronger reader. Have a student read a paragraph from *The President's Pets* on *Student Book* pages 28-31 to the stronger reader. As the stronger reader listens, he or she gives appropriate feedback.

Lesson 15**Neurological Impress**

Select a page from *The President's Pets* in the *Student Book*. Sit slightly behind the student. Hold the book in front of him or her so you speak toward his or her dominant ear. Read together as "one voice" with you tracking the print. The passage should be read slightly beyond the student's normal rate, so attention is paid to whole words and sentences.

Lesson 16**Read for Speed and Accuracy**

Use the *Audio Program*. Have students read the passage from *The President's Pets* on page 33 of the *Student Book*. Have them record themselves reading. Replay the recording as the student follows along so he or she can hear what his or her oral reading sounds like. Record the number of words each student reads in one minute. The student can then record the passage again and listen for improvement.

Lesson 17**Reader's Theater**

Assign a page from *The President's Pets* on pages 28-31 in the *Student Book* to each student. Have students practice reading their parts orally with a partner, so they can receive feedback. When the students are prepared to read, have them stand holding their books with their backs to the audience. When each student reads, he or she faces the audience, and then turns back around when he or she is finished.

Lesson 18**Model Fluent Reading**

Choose a book from the classroom library, and read it to the class, modeling fluent reading. Encourage students to listen attentively, and to think of questions they might have about the book.

Lesson 19**Tracking Method**

Write Ernesto's description on page 37 in the *Student Book* on the board. Read the description aloud tracking the print as you read. Then, reread the description encouraging students to join in reading words or phrases when they are able.

**DAILY ORAL READING FLUENCY
ACTIVITIES****Lesson 20****Listen and Read**

Have students listen to the *Audio Program* while they silently read the sentences on pages 38-39 in the *Student Book*. After students have had a chance to read silently, have them read the sentences to you aloud. Encourage students to pay attention to intonation, pace, and accuracy.

Lesson 21**Echo Reading**

Read one sentence from *The Star Llama* on *Student Book* page 41 with appropriate intonation and pacing. Have a student try to imitate your reading model. Continue until the student can imitate more than one sentence at a time.

Lesson 22**Buddy Reading**

Pair a student with a stronger reader. Have the first reader read a paragraph from *The Star Llama* on *Student Book* page 42 to the stronger reader. As the stronger reader listens, he or she gives appropriate feedback.

Lesson 23**Neurological Impress**

Read page 44 from *The Star Llama* in the *Student Book* to a student. Sit slightly behind the student holding the book in front of him or her so you speak toward his or her dominant ear. Read together as “one voice” with you tracking the print. The passage should be read slightly beyond the student’s normal rate, so attention is paid to whole words and sentences.

Lesson 24**Look Ahead**

Have students scan one of the reading passages on *Student Book* page 47. Encourage them to have you or another student read any words they have difficulty with before they read aloud. Have a student read one passage to a partner. Then have the students reverse roles. Have them record themselves reading. Replay the recording as the student follows along so he or she can hear what his or her oral reading sounds like. The student can then record the passage again and listen for improvement.

Lesson 25**Tracking Method**

Write page 45 from *The Star Llama* in the *Student Book* on the board. Read the sentences aloud tracking the print as you read. Then reread the sentences encouraging students to join in reading words or phrases when they are able.

**DAILY ORAL READING FLUENCY
ACTIVITIES****Lesson 26****Model Fluent Reading**

Choose a book from the classroom library, and read it to the class, modeling fluent reading. Encourage students to listen attentively, and to think of questions they might have about the book.

Lesson 27**Tracking Method**

Write Michael's description on page 51 in the *Student Book* on the board. Read the paragraph aloud tracking the print as you read. Then, reread the paragraph encouraging students to join in reading words or phrases when they are able.

Lesson 28

Reader's Theater Assign a paragraph from *Wild Horses* on *Student Book* pages 52-59 to each student. Have students practice reading their parts orally with a partner, so they can receive feedback. When the students are prepared to read, have them stand holding their books with their backs to the audience. When each student reads, he or she faces the audience and then turns back around when he or she is finished.

Lesson 29**Duet Reading**

Choose an appropriate reading from Unit 1. Choose a reading that the student will find challenging, but not too challenging. Sit side by side with the student. Read with the student and set the pace, staying one or two syllables ahead. Read fluently and with expression. Track print as you read. As students are able, they can take over tracking the print and read the story without prompting.

Lesson 30**Oral Reading Fluency**

Have students read the passage found on LongmanCornerstone.com for unit 1 with speed and accuracy. Record how many words the students read in one minute. Allow students to reread in order to increase their scores.