

K-3 Essential 3, Bullet 3 Small Group Fluency Instruction Sample Video

MAISA Literacy Essentials

<https://youtu.be/NWl0hnb1crM>

Narrator: Providing instruction in flexible small groups allows the teacher to target literacy instruction to children's observed and assessed needs. In this classroom, the teacher supports children's reading fluency through echo reading, repeated reading, and reader's theater.

Teacher Megan: When I'm looking for my students reading fluently, I'm looking for accuracy, recognizing the word automatically and reading with expression. A few of the different ways that we work with fluency in my classroom is with repeated reading. We use echo reading and we use reader's theater. Echo reading is when the teacher reads a sentence out loud and then the student will echo it or repeat it back to you.

So this book is called Pete the Cat. Pete's Big Lunch. So what's the title?

Student: Pete The Cat. Pete's Big Lunch.

Teacher: Awesome. Here comes Pete.

Student Here comes Pete.

Teacher: It is lunchtime.

Student: It is lunchtime.

Teacher: Pete is ready to eat.

Student: Pete is ready to eat.

Teacher: Nice job. What should Pete eat?

Student: What should Pete eat?

Teacher: Yeah, let's try that again. What's at the end of that sentence? Sandwich. What's that mark there?

Student: Question mark.

Teacher: Okay, so let's read it like a question. What should Pete eat?

Student: What should Pete eat? Nice.

Teacher: A sandwich would be nice.

Student: A sandwich would be nice.

Echo reading is important because you are modeling the way that you want students to read fluently and it can help them with their confidence because they're hearing how it needs to sound and then they're repeating it back to you.

Teacher: Yes. Pete wants a sandwich.

Student: Yes. Pete wants a sandwich.

Teacher: Pete opens the fridge.

Student: Pete opens the fridge.

Teacher: Nice job Taylor. You did a great job repeating my expressions. Very good. You can keep reading.

Repeated reading is when a child reads a text repeatedly over and over again so that they feel comfortable with the text and then they're able to whisper, read, or read a little bit louder to me in the mornings so that they can hear themselves read out loud and I can check their fluency at that time.

Where? Nice. Jack. Here. Let's read this last sentence.

Student: What should I wear?

Teacher: Awesome.

When I first give a student a book, a lot of the words are unfamiliar to them. And so using repeated reading, they're seeing that same text over and over again. So they're getting more practice with some of the words that they're unfamiliar with. And then when they can read it out loud to me, we can start working on their expression.

I noticed there are a lot of questions in your book. When you ask a question, what does your voice sound like?

Student: No.

Teacher: When you ask a question at the very end of the sentence, what does your voice sound like?

Student: A little bit upper...

Teacher: Yeah, an upper voice. Yeah. So can you think of another question? Let's read this question and have your upper voice at the end. Nice.

Repeated reading helps them read with expression because they're practicing it over and over again and then they're reading it out loud, which helps them reflect on that with the teacher as we're reading together.

Student: Did see the box? No, no, no.

Teacher: Let's read those notes one more time. Okay.

Student: No, no, no.

Teacher: Nice.

Student: There's something under the rug for the basket.

So when we're talking to your dog, how would you say this last sentence?

Student: Good boy spot.

Teacher: Very good.

Reader's theater is when a group of students is presented with a play or a poem, some kind of script that they can all take part in and read together. They each have a different part. They take on a character or a narrator, and then they are able to practice it throughout a week and perform it to the class.

Alright, so we have been practicing our reader's theater this week, right? And we've been going through our parts in working to read with expression. So before we perform for the class, we're going to practice one more time.

This process kind of goes day by day. So you introduce the script to your students and you assign parts. I like to read through the whole script together and then assign the parts so that students are familiar with everything in the reading and they can kind of hear how it sounds. And then we rehearse day after day during their reading group time so that we can be ready to perform it for the class.

Teacher: Okay, Felipe, hang on. I'm going to stop right there. Felipe, I want you to read that one more time and just read a little bit louder for me and just a teeny bit slower so that when the whole class is sitting and watching, they can hear your voice. Okay.

We have some students in our class that have been practicing a reader's theater that they're going to perform for you today. So I just want to remind you to use your best listening ears and watching eyes, and then as always, a good audience can give them a big round of applause when they're finished. Okay.

Reader's theater is helpful because it is a lot of repetition as you're practicing. So it kind of goes back to repeated reading, but they're also using their expression because they're performing it for their classmates. So they want their classmates to enjoy it, they want to have fun, they want to sound excited or sad or frustrated, whatever the feeling is with their character. So it helps them read fluently because they're searching for that expression with their character as they're reading their part.

So before we get started, we are going to have our classmates introduce the part that they have in the play and what the name of their character is.

Students: Narrator, Fox, Mom, Climbing, Dexter

Teacher Megan: Reader's Theater is also fun because you're getting to perform something, so it's kind of a different activity than the usual reading activity you might find. So it makes the students a little bit more excited to read.

Teacher: if you want to introduce

Students: Adapted from Fox on Wheels by James Marshall. One Saturday morning Fox ate breakfast in a hurry. I'm off to meet the game. Hold your horses, but we're going to have a bike race. I need some help around here. Doing what? Take your choice. You can look after Louise or you can go shopping. Fox looked at Louise. Too much trouble. I'll shop. At the market fox ran into the game. They had to shop too. We'll just have to race later. Too bad. I have an idea. Why don't we race right now? Great idea. Let's race from one end of the store to the other five. Everyone got a shopping cart.

Teacher Megan: The students that are in the audience are not only practicing their listening skills, but they're also seeing their classmates perform in a way which is fun for them. And there is a lot of interaction that can happen that way. And instead of the teacher modeling fluency for the class, it's neat for the audience to see their friends and their peers modeling that fluency.

Student: On your mark. That's it. Go. And the race was on. Dexter pulled out ahead. Yay. Right. Suddenly a wheel fell off his cart.

Teacher Megan: After practicing with the students all week, it's neat to take a step back and see my students take over as a teacher and as a presenter. And I'm really proud of the work that they can do. And I know that they enjoy doing it and my students enjoy watching it. And so it's neat to step back and say that my students can also be teachers.

Narrator: Learn more at literacyessentials.org.