



Objective

The student will read with proper phrasing, intonation, and expression in chunked text.

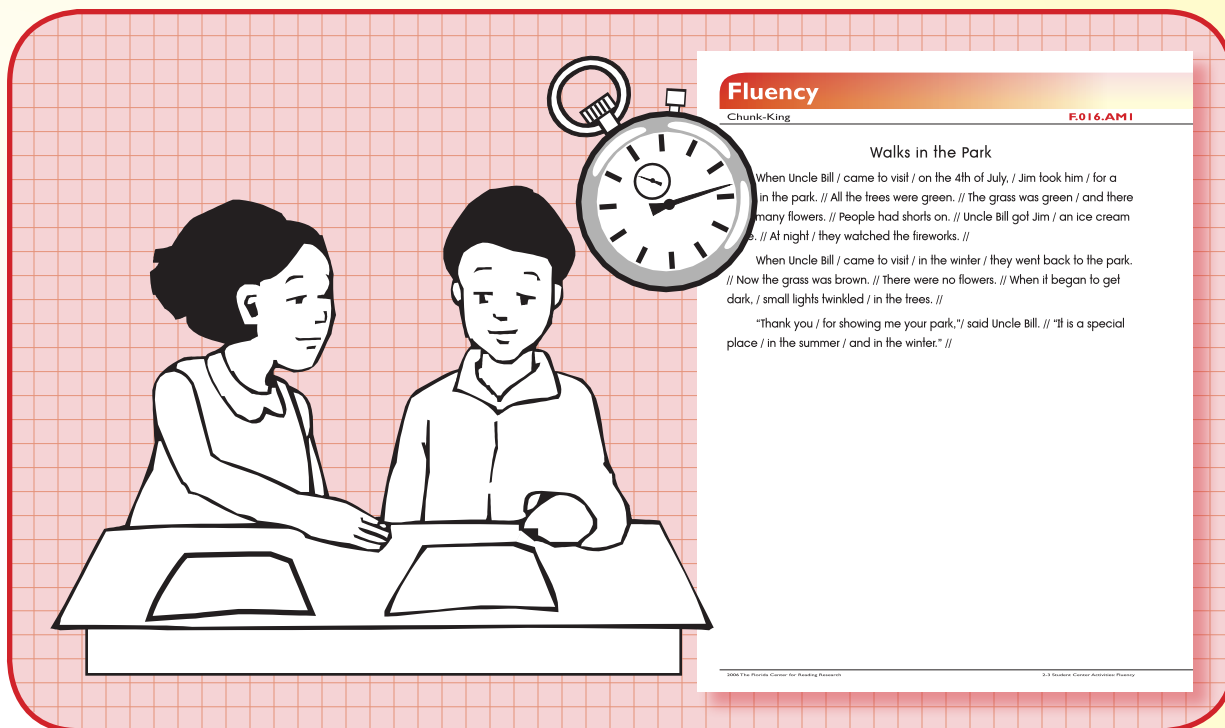
Materials

- ▶ Passage (Activity Master F.016.AM1)
Single slashes (/) denote short pauses and double slashes (//) denote the end of sentence (//).
- ▶ Timer (e.g., digital)

Activity

Students read text which has been divided into meaningful phrases by slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text. Place timer at the center.
3. Working in pairs, student one (higher performing student) reads the entire text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading by chunks, emphasizing the pauses at slash marks.
5. Repeat the activity using a timer to quicken the pace.
6. Peer evaluation



Fluency
Chunk-King F.016.AM1

Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

"Thank you / for showing me your park," / said Uncle Bill. // "It is a special place / in the summer / and in the winter." //

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Extensions and Adaptations

- ▶ Use other passages within instructional-independent reading level range.
- ▶ Partner read the passage, taking turns reading sentences.

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