Objective

The student will gain speed and accuracy in reading words.

Materials

- High frequency word cards
  
  Choose 50 target words.
- Words correct per minute record student sheet
- Timer (e.g., digital)
- Pencils

Activity

Students take turns reading high frequency words in a timed activity.

1. Place the word cards face down in a stack. Place the timer at the center. Provide the students with one words correct per minute record.
2. Students set the timer for one minute. Taking turns, student one selects the top card from the stack and reads the word.
3. If correct, places the card aside. If incorrect, makes attempts while student two counts to three. If still unable to read it, places it at the bottom of the stack.
4. Continue taking turns until the timer goes off. Count and record the number of words read correctly on the words correct per minute record.
5. Reverse roles and repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation

Extensions and Adaptations

- Use other high frequency words.
- Time how long it takes to read all the cards.
<table>
<thead>
<tr>
<th>Try</th>
<th>Words Correct per Minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st try</td>
<td>___________ words correct per minute</td>
</tr>
<tr>
<td>2nd try</td>
<td>___________ words correct per minute</td>
</tr>
<tr>
<td>3rd try</td>
<td>___________ words correct per minute</td>
</tr>
<tr>
<td>4th try</td>
<td>___________ words correct per minute</td>
</tr>
<tr>
<td>5th try</td>
<td>___________ words correct per minute</td>
</tr>
<tr>
<td>is</td>
<td>that</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>the</td>
<td>and</td>
</tr>
</tbody>
</table>
to

it

he

a

in

was
as
his
with
for
on
are
<table>
<thead>
<tr>
<th>this</th>
<th>at</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>be</td>
<td>I</td>
</tr>
</tbody>
</table>
Word Relay

<table>
<thead>
<tr>
<th>or</th>
<th>had</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>from</td>
<td>one</td>
<td>by</td>
</tr>
</tbody>
</table>

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K-1 Student Center Activities: Fluency
<table>
<thead>
<tr>
<th>were</th>
<th>what</th>
<th>we</th>
</tr>
</thead>
<tbody>
<tr>
<td>but</td>
<td>not</td>
<td>all</td>
</tr>
</tbody>
</table>
but not all what were we said there can use your
<table>
<thead>
<tr>
<th>she</th>
<th>do</th>
<th>how</th>
</tr>
</thead>
<tbody>
<tr>
<td>an</td>
<td>each</td>
<td>which</td>
</tr>
</tbody>
</table>
first  water  been
their  if  will
call
oil
about
who
up
other
Fluency

Word Relay

made  may  come

its  get  part
<table>
<thead>
<tr>
<th>did</th>
<th>long</th>
<th>final</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>now</td>
<td>day</td>
</tr>
</tbody>
</table>

Word Relay
only

sound

little

over

take

new
Word Relay

- out
- year
- many
- know
- work
- place
Fluency

Word Relay

her  make  into

like  him  would
<table>
<thead>
<tr>
<th>time</th>
<th>them</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td>these</td>
<td>some</td>
<td>so</td>
</tr>
</tbody>
</table>

**Word Relay**

F. 008
Word Relay: Fluency

- has
- write
- more
- look
- two
- go
<table>
<thead>
<tr>
<th>see</th>
<th>people</th>
<th>way</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td>could</td>
<td>no</td>
</tr>
</tbody>
</table>

Fluency
K-1 Student Center Activities: Fluency ©2005 The Florida Center for Reading Research and Florida Department of Education (Revised, 2021)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>my</strong></td>
<td><strong>than</strong></td>
<td><strong>live</strong></td>
</tr>
<tr>
<td><strong>me</strong></td>
<td><strong>back</strong></td>
<td><strong>give</strong></td>
</tr>
</tbody>
</table>
thing
just
our
most
after
very
Word Relay

man  good  sentence

you  think  say
Word Relay

line
right
too

mean
old
any
follow
came
want

some
tell
boy
show  also  around
farm  three  small
well
end
put
does
set
another
big  

must

because

even

large

such
Word Relay

 went  men  why

 turn  ask  here
Word Relay

Fluency

need

home

different

read

land

us
Word Relay

- try
- hand
- picture
- move
- kind
- again
<table>
<thead>
<tr>
<th>spell</th>
<th>air</th>
<th>off</th>
</tr>
</thead>
<tbody>
<tr>
<td>change</td>
<td>away</td>
<td>play</td>
</tr>
</tbody>
</table>
letter
animal
mother
house
page
point
<table>
<thead>
<tr>
<th>Fluency</th>
<th>Word Relay</th>
<th>F. 008</th>
</tr>
</thead>
<tbody>
<tr>
<td>near</td>
<td>answer</td>
<td>found</td>
</tr>
<tr>
<td>every</td>
<td>add</td>
<td>study</td>
</tr>
</tbody>
</table>

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K-1 Student Center Activities: Fluency
learn
America
world
still
should
high
food  between  own

below  country  plant
school  tree  never
last  father  keep
Fluency

Word Relay

don't  

story

left

t

head

under

saw

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while  might  something

few  along  close
open  
next  
hard  

seem  

begin  
example
always  both  together
life  those  paper
<table>
<thead>
<tr>
<th>got</th>
<th>run</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>often</td>
<td>until</td>
</tr>
</tbody>
</table>
Fluency

Word Relay

side  car  night

children  feet  mile
fluency

K-1 Student Center Activities: Fluency

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Word Relay

four  state  book

river  carry  once
<table>
<thead>
<tr>
<th>stop</th>
<th>second</th>
<th>miss</th>
</tr>
</thead>
<tbody>
<tr>
<td>hear</td>
<td>without</td>
<td>later</td>
</tr>
<tr>
<td>face</td>
<td>watch</td>
<td>far</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>idea</td>
<td>enough</td>
<td>eat</td>
</tr>
<tr>
<td>mountain</td>
<td>talk</td>
<td>young</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>sometimes</td>
<td>soon</td>
<td>cut</td>
</tr>
<tr>
<td>song</td>
<td>leave</td>
<td>being</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>list</td>
<td>family</td>
<td>it's</td>
</tr>
</tbody>
</table>