Fluency

Objective
The student will gain speed and accuracy in reading phrases.

Materials
- Phrase practice sheets (Activity Master F.014.AM1a - F.014.AM1d)
  *Make two copies of each sheet and laminate. Note: These phrases were developed using high frequency and other grade level words. Some phrases repeat and some have repeating words.*
- Phrases correct per minute record (Activity Master F.013.AM2)
- Timer (e.g., digital)
- Vis-à-Vis® markers

Activity
Students quickly read phrases in a timed activity.
1. Place the phrase practice sheets and timer at the center. Provide each student with a phrases correct per minute record.
2. Taking turns, students select a practice sheet and practice reading the phrases to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on her copy and uses a Vis-à-Vis® marker to mark any words in the phrases that are read incorrectly. If all the phrases on the sheet are read, go back to the top and continue.
5. Continue until the timer goes off. Student one marks the last word read. Student two counts the number of total phrases read correctly. (To count the phrase as correct, all the words in the phrase must be read correctly.)
6. Student two records number of phrases read correctly on her phrases correct per minute record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation

Extensions and Adaptations
- Use other phrases.
- Graph individual words read correctly. Use graph F.025.SS2 or F.025.SS3.
1. we know that set an example would you please
   what to do most of the people when she goes
   above and below we know that would you please
   which way to go he said that here and there
   where to go they are called study and learn
   most of the people would you please when she goes
   set an example help them to he said that
   above and below what to do where to go
   which way to go study and learn help them to
   here and there they are called would you please

common phrases
<table>
<thead>
<tr>
<th>phrase</th>
<th>phrase</th>
<th>phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>help me out</td>
<td>just the same</td>
<td>watch the game</td>
</tr>
<tr>
<td>on my side</td>
<td>it never happened</td>
<td>in my head</td>
</tr>
<tr>
<td>seemed so good</td>
<td>turn the page</td>
<td>show us around</td>
</tr>
<tr>
<td>they did go</td>
<td>one more time</td>
<td>each of us</td>
</tr>
<tr>
<td>the same page</td>
<td>there you are</td>
<td>part of the time</td>
</tr>
<tr>
<td>you can see</td>
<td>you show us</td>
<td>a good day</td>
</tr>
<tr>
<td>one more game</td>
<td>the same day</td>
<td>turn my head</td>
</tr>
<tr>
<td>help us see</td>
<td>show it to me</td>
<td>they seemed good</td>
</tr>
<tr>
<td>it happened there</td>
<td>you never watch</td>
<td>each day you can</td>
</tr>
<tr>
<td>the same game</td>
<td>time of day</td>
<td>the good game</td>
</tr>
</tbody>
</table>

**common phrases**
3. 

in the story  
all day long  
next to the house  

it’s important to  
we thought that  
many children are  

my name is  
just in time  
now and then  

how will they  
there have been  
when she goes  

think about it  
he said that  
once in a while  

there have been  
it’s important to  
when she goes  

my name is  
once in a while  
now and then  

how will they  
next to the house  
he said that  

in the story  
we thought that  
many children are  

think about it  
all day long  
just in time  

common phrases
| to the store | next to the couch | during the day |
| my mom and I | a good time | my brothers and sisters |
| all the time | at night | you can do it |
| peas, carrots, and corn | near the school | my sister said |
| in the water | by the way | and after that |
| part of the way | my dad and I | to the school |
| next to the table | a great time | and before that |
| smart, sweet, and happy | during the night | she can do it |
| my grandmother said | at home | my aunts and uncles |
| by the house | in the lake | near the tree |