

Brief Focus Lesson

Fluency: Reread Text for Grade 4

Text: *Nasty Bugs* edited by Lee Bennett Hopkins

Featured Poem "Termite Tune" by Alice Schertle

CAFE Goal	Fluency
CAFE Strategy	Reread Text
Observe/Relate (1 – 2 min.)	Do you have a favorite story when you choose Listen to Reading during Daily 5? Maybe the story is one of your favorites because of the way that the actor or actress reads it out loud. Actors and actresses try to sound very dramatic and put a lot of feeling into their voices when they read stories and scripts. Before they go to the recording studio, they practice reading the text many times because they want it to sound perfect. The director, or person in charge, might ask them to read the lines again if they don't sound exactly right. Or, sometimes the actor or actress will ask for another chance to read if they think that they can do better. So, when you practice your fluency by rereading good fit texts, you are just like that professional actor or actress in the recording studio!
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – Today we are learning to reread text so that we can read fluently.</p> <p>Create urgency – We are learning to reread text because it helps us to do a smooth reading. Plus, it really is fun to practice!</p> <p>Explicit teacher modeling – <i>(Please note: although the poem "Termite Tune" is suggested for this practice, you can use the same procedure with any short text.)</i> We have been talking about rereading text. I am going to pretend that I'm an actress practicing to do a recording of a poem. The good fit book that I've chosen is <i>Nasty Bugs</i>. It is filled with fun poems about some bugs that we have probably all seen or heard about. Listen as I read one of my favorites, "Termite Tune" (on page 25) by Alice Schertle. It's about those bugs that are famous for their love of eating wood! <i>(If you would like, you can focus on a shorter portion of the poem, instead of the entire text. Display the poem on a document camera or chart. Read it through the first time with little expression; then say, "Hmm, I think that I can do better than that. There are a couple of things that I want to remember this time when I read. For example, when I read the words 'Got Wood?' I want to be sure that I sound like I am asking a question." After you read the text a second time, ask questions like these: "How did my reading sound? How did rereading the poem help me to do better? Was my reading too fast, too slow, or just right? Was my voice loud enough? Did I show feeling when I read? How did rereading the poem help me to do</i></p>

	<p><i>better?" Then invite students to read the poem once more with you. Please note: at the end of the brief focus lesson, you can offer additional facts about termites from page 32 of the text.</i></p>
<p>Practice (2 – 3 min.)</p>	<p>Now it is your chance to pretend to be an actor or actress as you read the poem in the best way that you can. You have already heard me read the poem twice, and you read it along with me the third time. I want you to hear how much better you sound each time you read the poem. So here are your directions:</p> <ol style="list-style-type: none"> 1. Partner A will read the first part of the poem while the other partner listens. 2. Partner B will read the last part of the poem. 3. You will each read your same part again. 4. Last of all, you will talk about how rereading the poem helped you to sound more fluent.
<p>Encourage and Plan (1 – 2 min.)</p>	<p>I want to see you use the strategy of Reread Text for fluency whenever you read out loud. Every week, you have many chances to do oral reading of good fit texts at school during Read to Self, Read to Someone, small group work, and reading conferences. At home, you can practice reading out loud, too. Rereading text will enable you to read more smoothly at just the right speed and volume. It will also improve the expression, or feeling, that you show when you read. Who knows? Maybe the fluency you develop through rereading will help you to become an actor or an actress when you grow up!</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Reread Text for Fluency aligns with Standards RF.4.4 on our Grade 4 CAFÉ Menu or CCSS Grade Level Matrix.</p>

You can use this bookmark every time you reread text for fluency. Read the text several times and rate yourself from the lowest rating of 1 to the highest of 3 in each of these areas: volume (*how loudly or quietly you read*), rate (*how fast or slow you read*), and expression (*how much feeling you show in your voice*). If you have a tape player, you can record your reading and rate yourself after you play it back.

Title:			
Author:			
Page number(s): to practice: _____			
Words that are hard to pronounce:			
First Reading Rate yourself from 1-3.			
Volume:	1	2	3
Rate:	1	2	3
Expression:	1	2	3
Second Reading Rate yourself from 1-3.			
Volume:	1	2	3
Rate:	1	2	3
Expression:	1	2	3
Third Reading Rate yourself from 1-3.			
Volume:	1	2	3
Rate:	1	2	3
Expression:	1	2	3