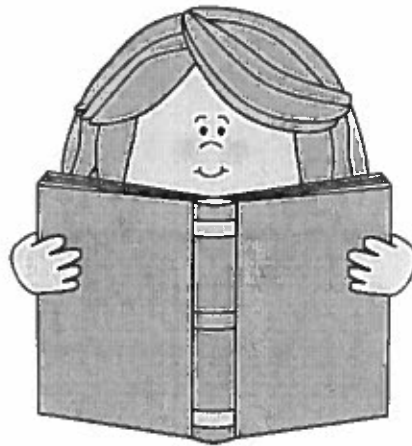


## Fluency Homework Packet

# 1st Nine Weeks



### • Things to remember •

- If your packet is misplaced, you can copy a replacement packet from the GSS second grade website.
  - Parent initials are required each day to receive credit.
- Students will receive a completion grade at the end of each nine weeks.
  - Every nine weeks students will have a fluency assessment which counts as a reading test grade.

# Reading Fluency

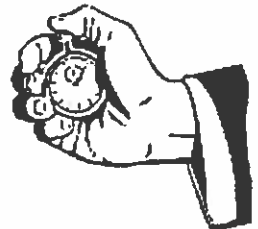
Every reader is expected to read not only all the words on a page correctly, but also to read those words with voice and intonation (personality) and at a comfortable, flowing pace. These skills fall under the category of fluency. The key to fluency is NOT just speed! The key is being able to chunk groups of words together so the reading sounds like speech, use punctuation as a guide, and to use expression. (Being able to also include character attitude and personality is a wonderful sign of comprehension, too!) When a student does these things well, then his/her speed automatically increases!

Although fluent reading is more than just fast reading, the easiest way to assess fluency is through one-minute timed readings. As students progress as readers, the number of words they read correctly per minute (wcpm) should increase even if the difficulty of the text is increasing. EVERY student, regardless of reading ability, benefits from fluency support and practice.

Part of each child's homework is to read aloud a passage every night. They will read the same passage every night for a week and answer three or four questions about the passage. I am asking that an adult or older sibling time the student reading for one minute, help correct any errors, record their work together and model fluent reading for the student.

## These are the steps for this nightly assignment:

1. Student reads the entire passage to him/herself.
2. Student reads aloud the passage to the adult/parent, who is timing them for EXACTLY one minute. During this time the parent is also keeping track of (counting up) any errors the child makes while reading, BUT does NOT try to correct the child at this time.
3. Adult/parent records on the homework sheet the number of words read in a min. (use the numbers at the end of each line to help you add quickly) and the number of errors.
4. Adult/parent NOW points out and corrects the errors made to the child.
5. Adult/parent might consider reading the passage to the child as well.



This process should be repeated every night Monday-Thursday.

Thank you for your help. If you have any questions, please contact me.

Name \_\_\_\_\_

## At My School

We are very busy at school. We do lots of things every day. 13

Before school starts, we hang up our backpacks. We choose 23

what we want for lunch. When the bell rings, it is time for 36

reading. I like reading books about animals. My friend likes 46

books about sports. When it is time for recess, we go outside 58

to play. Some days I go down the slide. Some days I play ball. 72

After recess we do math. Sometimes math is hard, but I am 84

good at adding. Next we go to lunch. Today we had hot dogs. 97

They were good, but not as good as pizza. In the afternoon we 110

learn about things like plants and rocks. I like learning new things. 122

Before we go home, we have to make sure our room is clean. 135

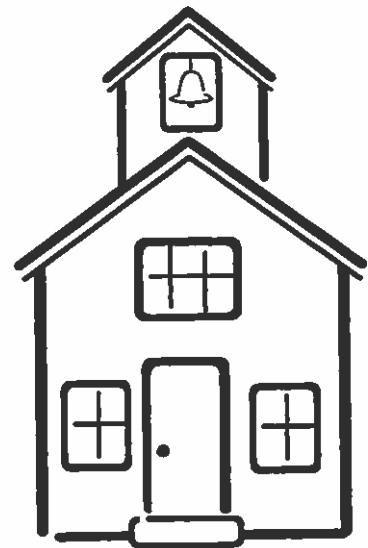
I like going to school. 140

	Mon.	Tues.	Wed.	Thurs.
words read in 1 minute				
- number of mistakes				
= total words read correctly				
adult initials				

## Parent Tips

1. Have the student read the ENTIRE story to himself & answer the questions.
2. Time the student while he reads aloud for exactly 1 minute. Do not help fix mistakes.
3. If the student is stuck on a word for 2 seconds, say the word & count it as a mistake.
4. Record the number of words read and the number of errors. Subtract: words read – errors = total words read correctly.
5. Now, help fix mistakes.
6. You may read the story out loud as a model for fluent reading.
7. Repeat the steps Monday-Thursday.

1. What does the child do first?
  - play ball outside
  - hang up a backpack
  - learn about rocks
2. The child is good at \_\_\_\_\_.
  - climbing trees
  - running far
  - adding numbers
3. The child's favorite lunch is \_\_\_\_\_.
  - pizza
  - hot dogs
  - tacos



4. What is your favorite part of school?

Name \_\_\_\_\_

## Old School

Long ago, schools were only for boys. Most schools had just 11  
 one room. Boys of all ages sat in the same room. The boys 24  
 learned about reading. They learned about math. In history, 33  
 they learned about kings and queens and wars. Paper cost a lot 45  
 of money, so they wrote on little chalkboards called slates. The 55  
 teacher was always a man. He could be very mean. He could 67  
 whip the boys if they were bad. There was no place at school 80  
 to cook lunch. The boys had to bring their lunches from home. 92  
 There were no lunchboxes like we have. They used pails or 103  
 baskets to carry their food. Most people did not go to school 116  
 for very long. Only rich men went to college. We are lucky to 129  
 have schools where everyone can learn. 135

	Mon.	Tues.	Wed.	Thurs.
words read in 1 minute				
– number of mistakes				
= total words read correctly				
adult initials				

## Parent Tips

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6. You may read the story out loud as a model for fluent reading.
7. Repeat the steps Monday-Thursday.

1. Long ago schools had just one \_\_\_\_\_.

- lunchbox
- room
- paper

2. A slate is a \_\_\_\_\_.

- paperclip
- chalkboard
- bookmark



3. What is the main idea of this passage?

- Long ago schools were very different.
- Boys took their lunches in pails.
- Only rich men went to college.

4. What is something you learned about schools from this passage?

## How to Make Friends

Having friends is lots of fun. There are some things to do if you want to make friends. First, you need to meet people. At school there are lots of people around you. At recess or lunch, talk to the other kids. Tell the kids your name. See if you like to do the same things. Remember to take turns. Smile at people. If you are fun to be with, other kids will want to be your friend. People also want a friend who will listen to them. Be a help to your friends if they need you. The best way to find a good friend is to be a good friend. What if someone wants you to do bad things? That person is not a friend. A real friend will make you feel good. Just be yourself and you will make friends who like you for the great person you are!

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145

153

	Mon.	Tues.	Wed.	Thurs.
words read in 1 minute				
- number of mistakes				
= total words read correctly				
adult initials				

## Parent Tips

### What is Fluency?

*Fluency* refers to a student's speed, smoothness, and ease of oral reading. Fluent readers read more quickly and smoothly, allowing them to focus on comprehension. Fluent readers gain more meaning from the text they read.

Because fluency leads to comprehension, fluent readers enjoy reading more than students who devote all their energy to sounding out words.

--www.readinga-z.com

1. If your friend is hurt, what should you do?

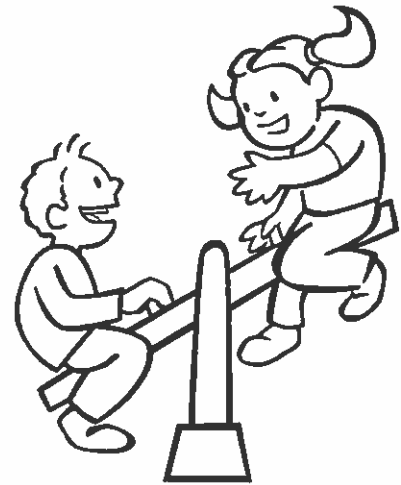
- scream
- help
- laugh

2. People want friends who are \_\_\_\_\_.

- fun
- lazy
- mean

3. Why would an author write this passage?

- To make you laugh
- To scare you
- To teach you something



4. How do you know if someone is your friend?



## Three Stages of Life

A hen lays an egg. The egg hatches. A chick is born! The chick grows 15  
 into a hen. One day she lays an egg. That egg hatches into a chick. Can 31  
 you guess what happens to the chick? She grows up and lays an egg. 45  
 The same thing happens over and over again. We call this a cycle. All 59  
 birds have a three-step cycle in their lives. They start as eggs, hatch into 74  
 babies, and then grow up and lay their own eggs. Other animals have 87  
 similar life cycles. Have you seen a frog? Frogs start out as eggs, too. 101  
 But they don't hatch into chicks! Instead a frog hatches into a tadpole. 114  
 Slowly the tadpole loses its tail. It grows legs and hops out of the water. 129  
 Now it is a grown-up frog and will lay eggs of its own. The three stages in 147  
 a frog life-cycle are: egg, tadpole, and frog. With people, the three 160  
 steps are a little different. That's because people don't hatch. They are 172  
 born alive. Everyone starts out as a baby. Babies grow into children and 185  
 then teenagers. When they become adults they can have children of 196  
 their own. That's how the cycle continues. 203

	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>
words read in 1 minute				
- number of mistakes				
= total words read correctly				
adult initials				

## Parent Tips

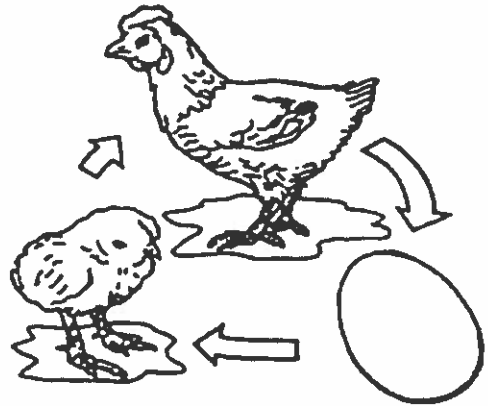
Fluent reading is much more than just fast reading. A fluent reader reads at a good rate with proper pauses. Intonation should change if the reader is reading a question or exclamation. Notice how your student reads the questions in this article. Does her voice change to match the different sentence types?

1. Something that happens again and again is called a \_\_\_\_\_.

- cycle
- hatching
- baby

2. What hatches out of a hen's egg?

- a frog
- a chick
- a worm



3. What is the main idea of this passage?

- Chickens and other animals lay eggs.
- A grown-up frog was once a tadpole.
- People and animals go through different stages in their lives.

4. What do you think the stages are in a butterfly's life cycle?

Name \_\_\_\_\_

## Three Kittens Learn a Lesson

Mother cat needed to get some food. She told her three kittens not to leave the house while she was gone. The kittens said they would stay inside. The kittens played some games. Then Nan got out her ball. She threw it to her brothers, Spot and Jack. They threw the ball all around the house. One time Spot threw the ball too hard. It went out the window. The kittens went after it. Soon they were playing in the yard. Jack threw the ball to Spot. Spot missed it. The ball rolled away and stopped by a tree. Nan went after it. When she got to the tree, she saw a big dog. The big dog growled. Nan and her brothers ran away quickly. The big dog chased them! Just then, Mother cat came home. She hissed at the big dog. He ran away. The kittens were glad their mother saved them, but they wished they had listened and stayed in the house.

	Mon.	Tues.	Wed.	Thurs.
words read in 1 minute				
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adult initials				

## Parent Tips

This is a long story, but don't worry, your student isn't expected to read the whole thing in sixty seconds. At the beginning of 2<sup>nd</sup> grade, he should be reading about 50 words correct per minute (wcpm) on grade-level texts. In the winter, he should reach about 75 wcpm. By the end of 2<sup>nd</sup> grade, the goal is for him to read 90 wcpm.

1. Where does this story take place?

- At the kittens' house
- At the grocery store
- In the green forest



2. What happened first in the story?

- The kittens played with a ball.
- The big dog chased the kittens.
- Mother cat went to get food.

3. A story that teaches a lesson is called a *fable*. In this fable, what lesson did the three kittens learn?

- To play together without fighting
- To do what their mother says
- To play with toys outside the house

4. What do you think happened after the dog ran away?

## Three Special Colors

Look around you. Unless you are in a cave, you can see lots of colors. 15

Your shirt may be one color. Your pencil may be a very different color. 29

A tree, a book, your hair...so many colors to see! Of all the colors, three 45

are most important. Those colors are red, blue, and yellow. What if you 58

do not like those colors? Maybe your favorite color is green. Well, 70

without blue and yellow there could not be green. All other colors are 83

made by mixing red, yellow, or blue. Think about the color red and the 97

color blue. If you mix them, you get purple. Another word for purple is 111

violet. So you can say that red and blue make violet. If you mix a little 127

more red than blue, the purple will be redder. That color is red-violet. 141

If you mix a little more blue, the purple will be bluer. Can you guess what 157

that color is called? You are right—it is blue-violet! Red, yellow, and 171

blue are special because they make other colors. They are also special 183

because they cannot be made from other colors. We call red, yellow, 195

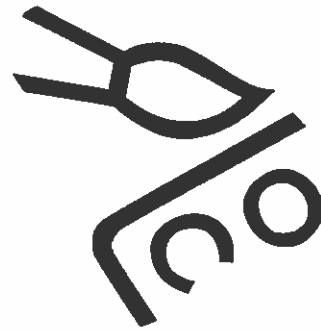
and blue primary colors because they come before any other color. 206

	Mon.	Tues.	Wed.	Thurs.
words read in 1 minute				
- number of mistakes				
= total words read correctly				
adult initials				

## Parent Tips

The goal of this assignment is to improve reading comprehension through fluent reading. So, even though the students are only expected to read 50-100 words per minute, we have to give them enough information to think about. There's very little skill required to understand a 50 word story! As the year progresses, you'll notice the stories getting longer and more complex. This is to match your child's growth as a reader.

1. Red, yellow, and blue \_\_\_\_\_ the other colors.
  - fix
  - find
  - make
2. Red-violet has more red than \_\_\_\_\_.
  - green
  - blue
  - yellow
3. What is the main idea of this passage?
  - Red, yellow, and blue are important colors.
  - Red, yellow, and blue are the prettiest colors.
  - Red, yellow, and blue should be your favorite colors.
4. Tell about your favorite color.



Name \_\_\_\_\_

# The Adventure of Three Balloons

One morning, a man filled three balloons. He tied their long strings to a tree. The balloons were so sad! They wanted to fly away and see new things. When the wind came, the balloons got loose. The red balloon flew far away. A little girl saw it and liked its pretty color. She caught the balloon and held its string in her hand. Then she tied the balloon to a box. The balloon was part of a present! The red balloon was happy to have a new friend. The black balloon flew to a school. Some boys saw it and caught it. They played with it like a ball. The black balloon liked playing with the boys. The white balloon flew high into the sky. It looked at all the people and cars under it. It saw birds and clouds above it. It never wanted to come down. The white balloon liked flying better than any other thing!

	Mon.	Tues.	Wed.	Thurs.
words read in 1 minute				
- number of mistakes				
= total words read correctly				
adult initials				

## Parent Tips

We want students to “read to the punctuation.” This means that students don’t pause in their reading until they reach a punctuation mark. Beginning readers often develop the habit of stopping at the end of a line instead of the end of the sentence. As your student reads *The Adventure of Three Balloons*, make sure she is not stopping until reaching a punctuation mark.



1. Where did the black balloon go?
  - To a house
  - To a school
  - To a party
2. The red balloon was tied to \_\_\_\_\_.
  - a ball
  - a fence
  - a present
3. Why would an author write this passage?
  - To teach you something new
  - To entertain you with a good story
  - To get you to do something
4. What are some things you think the white balloon saw?



Name \_\_\_\_\_

# Brer Rabbit & Mr. Hawk adapted from an American folktale

Brer Rabbit liked this summer day. He did not see danger coming near. 13

In the sky, Mr. Hawk flew back and forth. He dipped closer and closer 29

to Rabbit. Suddenly Rabbit was pinned to the ground. Mr. Hawk 40

perched on top of him. He had a hungry look in his eye. Brer Rabbit 55

was well and truly scared. He twisted, but Mr. Hawk just held him tighter. 69

Rabbit would need all of his smarts to get away from this trouble. “Look 83

at me, Mr. Hawk,” said Brer Rabbit. “I’m too skinny to make a good 97

meal for you.” Mr. Hawk knew Brer Rabbit’s tricks. He wasn’t going to 110

fall for this one. Brer Rabbit tried another idea. “Here is my plan,” 123

Rabbit said. “Let me go now and I will eat lots and lots. Soon I will be too 141

fat to move. Think about how delicious I will taste then!” Brer Rabbit 154

could tell that Hawk was thinking about that idea. In fact, Hawk was 167

thinking so hard about a juicy rabbit dinner that he forgot to hold tight. 181

Quick as a flash, Brer Rabbit wiggled loose and dashed away. From then 194

on Brer Rabbit always kept an eye out for hungry hawks. 205

	Mon.	Tues.	Wed.	Thurs.
words read in 1 minute				
– number of mistakes				
= total words read correctly				
adult initials				

## Parent Tips

Adult readers are fairly quick to read about 50,000 words—words that we see often enough that they are in our sight vocabulary. Struggling readers have very few words in their sight vocabulary, and they must spend a great deal of time and energy sounding out most of the words they read. Fluency instruction, therefore, should focus on helping students who already know how to sound out words to repeatedly read words (in real text) so they can read them quickly and automatically. Repeated reading with feedback is one of the best ways to do this, and silent reading for pleasure is another.

[www.balancedreading.com/fluency](http://www.balancedreading.com/fluency)

1. When Mr. Hawk got him, Brer Rabbit felt \_\_\_\_\_.
  - scared
  - bored
  - joyful

2. When does this story happen?
  - In the winter
  - Tuesday night
  - On a summer day

3. Brer Rabbit got away by \_\_\_\_\_.
  - being really strong
  - tricking Mr. Hawk
  - hiding in the grass



4. Do you think Brer Rabbit would have really gone back to let Mr. Hawk eat him after he got fat?