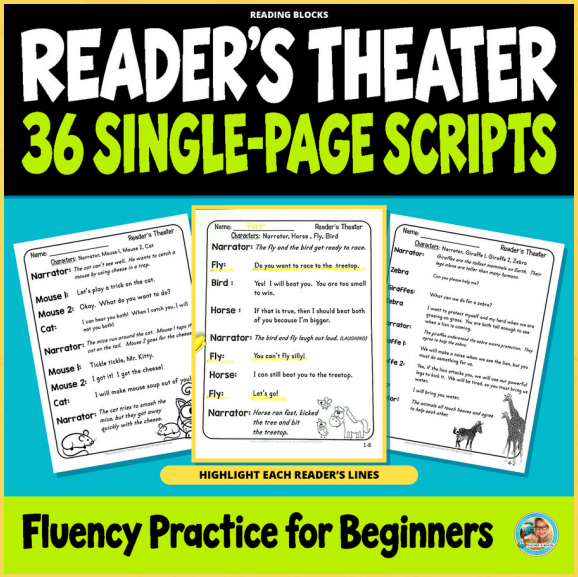
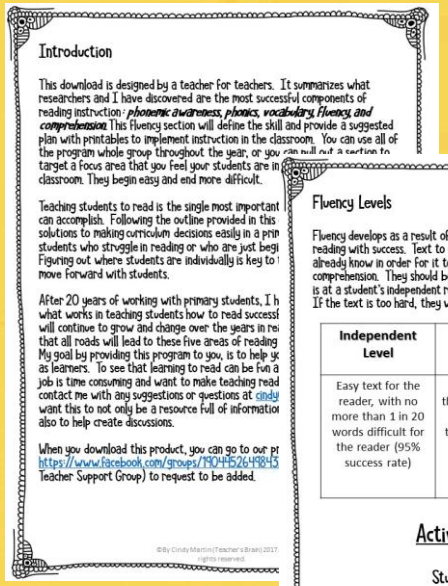


36 Simple Scripts for Beginning Readers

Increase Fluency

Scripts progressively get harder.



Introduction

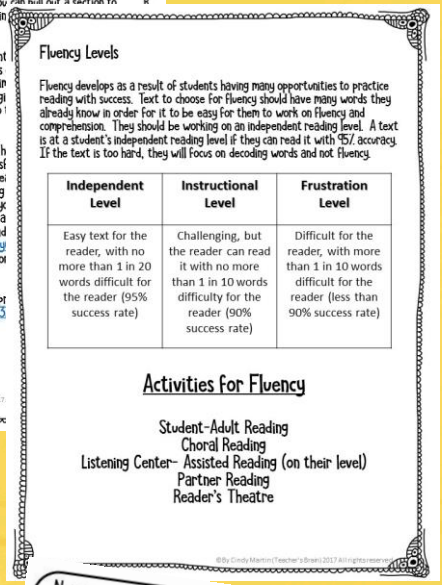
This download is designed by a teacher for teachers. It summarizes what researchers and I have discovered are the most successful components of reading instruction: ***phonemic awareness, phonics, vocabulary, fluency, and comprehension.*** This fluency section will define the skill and provide a suggested plan with printables to implement instruction in the classroom. You can use all of the program whole group throughout the year, or you can pull out a section to target a focus area that you feel your students are in the classroom. They begin easy and end more difficult.

Teaching students to read is the single most important
can accomplish. Following the outline provided in this
solutions to making curriculum decisions easily in a prin
students who struggle in reading or who are just begi
Figuring out where students are individually is key to
move forward with students.

After 20 years of working with primary students, I h
what works in teaching students how to read successf
will continue to grow and change over the years in re
that all roads will lead to these five areas of reading
My goal by providing this program to you, is to help yo
as learners. To see that learning to read can be fun a
job is time consuming and want to make teaching read
contact me with any suggestions or questions at cindy
want this to not only be a resource full of informatio
also to help create discussions.

When you download this product, you can go to our pr
https://www.facebook.com/groups/1904452649845
Teacher Support Group) to request to be added.

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Fluency Levels

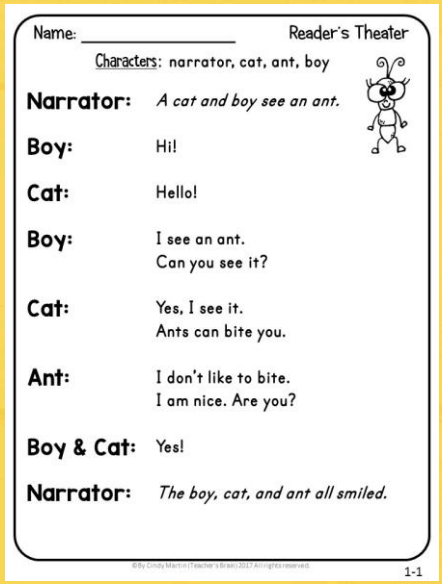
Fluency develops as a result of students having many opportunities to practice reading with success. Text to choose for fluency should have many words they already know in order for it to be easy for them to work on fluency and comprehension. They should be working on an independent reading level. A text is at a student's independent reading level if they can read it with 95% accuracy. If the text is too hard, they will focus on decoding words and not fluency.

Independent Level	Instructional Level	Frustration Level
Easy text for the reader, with no more than 1 in 20 words difficult for the reader (95% success rate)	Challenging, but the reader can read it with no more than 1 in 10 words difficulty for the reader (90% success rate)	Difficult for the reader, with more than 1 in 10 words difficult for the reader (less than 90% success rate)

Activities for Fluency

Student-Adult Reading
Choral Reading
Listening Center- Assisted Reading (on their level)
Partner Reading
Reader's Theatre

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Name: _____ Reader's Theater

Characters: narrator, cat, ant, boy

Narrator: *A cat and boy see an ant.*

Boy: Hi!

Cat: Hello!

Boy: I see an ant.
Can you see it?

Cat: Yes, I see it.
Ants can bite you.

Ant: I don't like to bite.
I am nice. Are you?

Boy & Cat: Yes!

Narrator: *The boy, cat, and ant all smiled.*

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1-1



Name: _____ Reader's Theater

Characters: Narrator, Bunny, Turtle, Girl

Narrator: *The bunny and turtle decide to race.*

Girl: I will tell you when to go. Ready?

Bunny: Eat my dust you slow turtle!

Turtle: (Talk slowly) That is not nice. I b
will still beat you.

Bunny and Turtle: We are ready!

Girl: On you mark, get ready, set, GO!

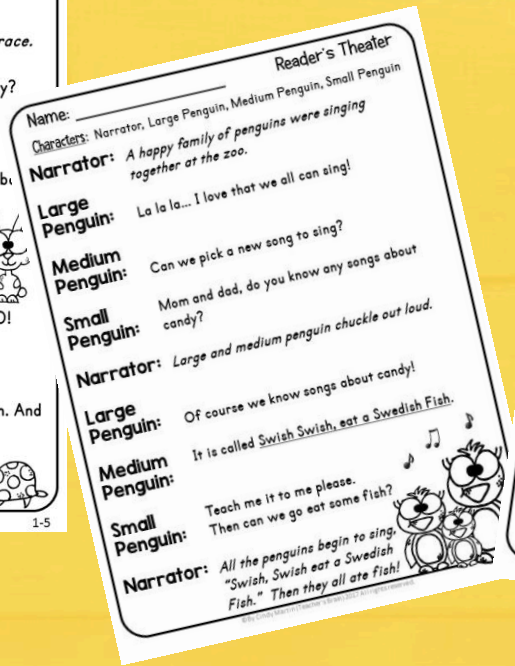
Bunny: I'm hungry. I will eat and still win this race.

Turtle: Slow and steady will always win. And knowing how much bunny likes to eat helps.

Narrator: *Turtle moved slowly but forward. He won the race.*

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1-5



Name: _____ Reader's Theater

Characters: Narrator, Large Penguin, Medium Penguin, Small Penguin

Narrator: *A happy family of penguins were singing together at the zoo.*

Large Penguin: La la la... I love that we all can sing!

Medium Penguin: Can we pick a new song to sing?

Small Penguin: Mom and dad, do you know any songs about candy?

Narrator: *Large and medium penguin chuckle out loud.*

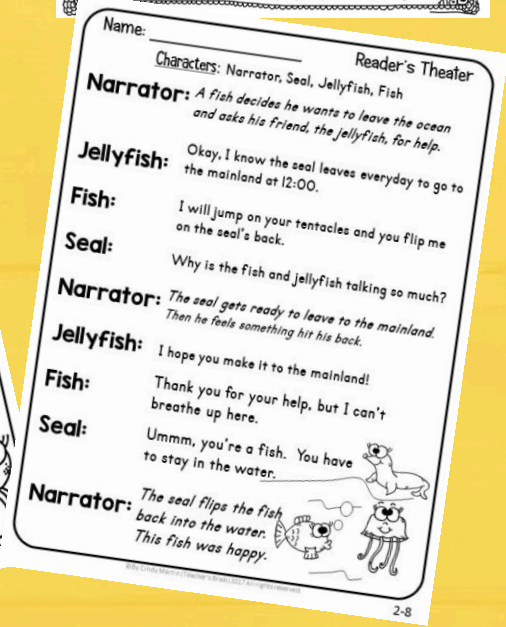
Large Penguin: Of course we know songs about candy!

Medium Penguin: It is called Swish Swish, eat a Swedish Fish.

Small Penguin: Teach me it to me please.
Then can we go eat some fish?

Narrator: *All the penguins begin to sing. "Swish, Swish eat a Swedish Fish." Then they all ate fish!*

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Name: _____ Reader's Theater

Characters: Narrator, Seal, Jellyfish, Fish

Narrator: *A fish decides he wants to leave the ocean and asks his friend, the jellyfish, for help.*

Jellyfish: Okay, I know the seal leaves everyday to go to the mainland at 12:00.

Fish: I will jump on your tentacles and you flip me on the seal's back.

Seal: Why is the fish and jellyfish talking so much?

Narrator: *The seal gets ready to leave to the mainland. Then he feels something hit his back.*

Jellyfish: I hope you make it to the mainland!

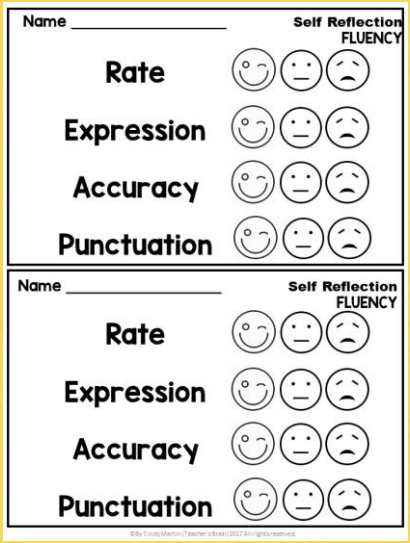
Fish: Thank you for your help, but I can't breathe up here.

Seal: Ummm, you're a fish. You have to stay in the water.

Narrator: *The seal flips the fish back into the water. This fish was happy.*

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2-8



Self Reflection Sheet

For Small Groups of 4

POSTERS

