

Fluency Activity: Cat in the Hat Fluency

By: Mia Diaz

a) Introduction:

- a. Fluency is, “The ability to use a language easily and accurately” (Daniels, 2016).

We have been taught that there are three main elements included within fluency: rate, accuracy, and prosody. Rate is the ability for a child to read at an appropriate speed, not too fast nor not too slow. Accuracy is a child’s ability to read words correctly without too much hesitation or miscues. And thirdly, prosody is a student’s ability to read with correct expression and notation. For my activity regarding the reading pillar fluency, I will be focusing slightly on each of those three aspects. It is an activity titled, “Cat in the Hat Fluency.”

b) Body:

- a. To begin, I will explain to my students that we are going to perform an activity which will help increase our fluency. First, I will explain to my students that I am going to walk around to each table with my “cat in the hat” hat. When I do so, I will ask each student to select four folded pieces of paper. Each piece of paper contains a quote by Dr. Seuss, in honor of Dr. Seuss’ birthday. Once they have selected their sheets of paper, they are to keep them folded until I instruct them to do otherwise.
- b. Next, I will then instruct my students that they are going to unfold their sheets of paper and read them to themselves silently. Once they have done so, they are going to identify the punctuation marks of each of their quotes. If their quote contains a period, they will highlight (or color) the period pink. If their quote

contains a question mark, they will highlight it yellow. If their quote contains an exclamation mark, they will highlight it green.

- c. Once the students have finished identifying all of their corresponding punctuation marks, they will then each read all of their quotes one by one to their group members. They will use each of the punctuation marks to determine how they should read each quote. If there is a question mark, they should read it as a question. If the quote contains an exclamation point, they should read it with strong emotion. If the quote ends with a period, they should read it as a normal sentence.
 - d. After each student has read all four of their quotes, then they will each select their favorite quote of the four. Then, each student will read their favorite quote to the entire classroom. They will read the quote aloud to the entire class with the exact same pronunciation that they read it to their groupmates.
- c) Conclusion:
- a. Fluency is about more than just ensuring students can read words accurately. They must also read at a steady pace and with proper expression. A student may be able to decode words; however, if they are unable to do so in a timely manner, then they could spend hours trying to read short passages. A student can read at a steady pace with only a few, if any, miscues; however, without any expressions, their reading will become mundane and they will not be able to properly express the intended meaning.
 - b. This activity does not have to be directed towards Dr. Seuss. It can have a variety of themes. Nor does this activity have to focus on all aspects of fluency. It can be

structured specifically towards rate, accuracy, or prosody. For example, instead of identifying the punctuation markers and then reading the quotes, the students can read the quotes first and then have their classmates guess which punctuation marker was used, based upon the expression the student read the quote with. Another example is to have the students read a variety of quotes with only a certain amount of time, in order to improve their reading rate.

- c. This activity was directed towards assessing students' ability to read at a proper rate, to read with accuracy, and to read with prosody. Allowing the students to read their quotes multiple times provides them with practice to improve their reading rate. Also, allowing the students to read their quotes multiple times not only silently but also aloud, helps increase their accuracy while reading. Thirdly, having the students identify the punctuation markers and read various quotes including different punctuation markers, allows them to practice their prosody skills. Each layer of this assessment activity is intertwined with all three aspects of fluency.

d) References:

37 Dr. Seuss Quotes That Can Change the World. (2014, May 25). Retrieved March 1, 2018, from

<http://brightdrops.com/dr-seuss-quotes>.

Daniels, N., MPH. (2016). Fluency (speech-language pathology). Salem Press Encyclopedia.