

Fluency through the “Fry Phrase”

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In Caldwell, 2014, Fluency in the reading process takes much practice and skill. To become a fluent reader, the reader must be able to read orally with speed, accuracy, and proper expression. When reading a passage, the reader will not stop to sound out a word, they will quickly recognize the letter and sounds to be able to figure out the word. Many readers who is fluent in reading also use this skill for comprehension. As fluency and comprehension have a clear defined relationship in reading. If a student is skilled in fluency they will be able to comprehend what is being read. However, if the reader lacks fluency then their comprehension is limited. Therefore, their vocabulary cannot stop but keep building as they get older. They must know different strategies to analyzing a word because if the reader does not know different ways then they will not be able to read accurately. Finally, when a reader reads a book they must focus on the meaning. The three requirements that were just listed is essential to read with fluency. The activity I chose that pertains to fluency by utilizing a spinner, reader expression, and a list of phrases.

The activity “Fry Phrase” can be very interactive for the children to use with pairs, a small groups, or even a class. In the website, Reading Rockets, explains that children who do not read with fluency sound choppy and awkward. However, it also points out that fluency is very important for motivation because children who can read without much difficulty like to read rather than those who hate reading because they are not well skilled in it. How this activity is played is that the teacher will have a big spinner for the whole class to see. The teacher will then have different phrases for the students to see. The teacher can have someone come to the front to spin the spinner or the teacher can do it themselves and once the spinner lands on a list the class will choose which phrase they want to say. But, each list will have to be read with different expressions. For example, list A will be read with a deep voice, list B will be read by singing, and list C will be read very slow. As the students get comfortable with the activity then they can be broken up into small groups or even pairs.

Name _____

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Spin and Read a Fry Phrase!

Game Board #1

Directions: Spin the spinner with a pencil and paper clip. Read a phrase from list A, B, or C that interests you best on the spinner. Check off the phrases as you read them.

List A	List B	List C
<input type="checkbox"/> The people	<input type="checkbox"/> How many words?	<input type="checkbox"/> Could you go?
<input type="checkbox"/> Write it down.	<input type="checkbox"/> Part of the time.	<input type="checkbox"/> One more time.
<input type="checkbox"/> By the water	<input type="checkbox"/> This is a good day.	<input type="checkbox"/> We like to write.
<input type="checkbox"/> Who will make it?	<input type="checkbox"/> Can you see?	<input type="checkbox"/> All day long.
<input type="checkbox"/> You and I	<input type="checkbox"/> Sit down.	<input type="checkbox"/> Into the water.
<input type="checkbox"/> What will they do?	<input type="checkbox"/> Now and then.	<input type="checkbox"/> It's about time.
<input type="checkbox"/> He called me.	<input type="checkbox"/> But not me.	<input type="checkbox"/> The other people.
<input type="checkbox"/> He has it.	<input type="checkbox"/> Go find her.	<input type="checkbox"/> Up in the air.
<input type="checkbox"/> We had their dog.	<input type="checkbox"/> Not now.	<input type="checkbox"/> She said to go.
<input type="checkbox"/> What did they say?	<input type="checkbox"/> Look for some people.	<input type="checkbox"/> Which way?
<input type="checkbox"/> When would you go?	<input type="checkbox"/> I like him.	<input type="checkbox"/> Each of us.
<input type="checkbox"/> No way.	<input type="checkbox"/> Go there you are.	<input type="checkbox"/> He has it.
<input type="checkbox"/> A number of people.	<input type="checkbox"/> Out of water.	<input type="checkbox"/> What are these?
<input type="checkbox"/> One or two.	<input type="checkbox"/> Did you see it?	<input type="checkbox"/> If we were older.
<input type="checkbox"/> How long are they?	<input type="checkbox"/> A long time.	<input type="checkbox"/> There was an old man.
<input type="checkbox"/> More than the other.	<input type="checkbox"/> We were here.	<input type="checkbox"/> It's no use.
<input type="checkbox"/> Come and get it.	<input type="checkbox"/> Have you seen it?	<input type="checkbox"/> It may fall down.

Fluency is crucial to a student learning and comprehension. They will not only recognize words, but the sounds and letters that go with each other. This gives the students a sense of recognition almost a memorization of sight words used frequently. Then when they stumble across a word that they don't know, they will have that knowledge to sound out the word and read right through it. Since fluency is rate, accuracy, and prosody. It is not only crucial in school but most importantly for the children to be successful in reading and comprehending what they read in the newspaper, in articles, on social media, flyers, and billboards across town. We as teachers want our students to be fluent readers, enjoy reading and most importantly be successful in life.

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