**EDU 279**

**Module Five Assignments**

**Lab**

**Classroom Observation:**

*During this module, you will work with students in pairs and small groups.*

**Lab Assignments:**

Lab #1

Fluency Oriented Reading (FOOR)

1. Gather a group of 3-4 students at roughly the same instructional level. Provide a copy of the text to each student.
2. Day 1:

Read the text while students are following along

Think aloud and call attention to how you read and emphasize important words

Discuss the meaning of the text with students

Echo read the text (You read one sentence fluently and the students read it at the same pace and intonation.)

1. Day 2: Pair up students and have them take turns reading, each one reads a sentence or paragraph. Circulate among students and assist as necessary.
2. Day 3: Have students come back together and choral read with you.

In your journal, discuss the following:

What was the text that you selected? How much progress did you see in students from Day 1 to Day 2? What types of issues were present during Day 2? What was the outcome for Day 3? How would you continue this process beyond Day 3?

Lab #2

Paired Reading

1. Match a fluent reader with a less fluent reader. The classroom teacher can assist with this process.
2. Choose a text on the level of the less fluent reader.
3. The more fluent reader reads the text to the less fluent reader.
4. The two readers read the passage in unison. (multiple times)
5. The less fluent reader reads while the more fluent reader monitors their reading. The more fluent reader will provide a model by saying words correctly and assisting with misread sentences as needed.
6. Repeat each step 5-6 times.

Once your pair is reading, observe how they work and interact together. In your journal, discuss the following:

Is this pair two students or a student and an adult reader? How does the pair interact while they are working together? Do you believe the process is helpful for the less fluent reader? Are there any benefits for the more fluent reader? Approximately how much time did they spend on this activity?

After the partners are finished, ask each to share their opinions of the experience and share their comments in your journal.

**Course / Lecture Assignments**

**Discussion Assignments**:

See the course resources for detailed, general directions and a grading rubric for discussion boards. You can insert the prompt(s) you wish to use into to general template.

Prompt One:

#1 Supplying appropriate texts and guiding students reading are two ways teachers can support reading fluency. Discuss the types of texts and reading materials you will provide in the classroom for your students to read. How will you help your students choose books and set goals for reading?

Prompt Two:

#2 Choose a favorite children’s book. Practice reading through the book several times. Record yourself reading the book and comment on the following:

1. Did you match the emotional qualities of the passage with the tone of your voice? Provide a specific example from the book.
2. Did you stress the important words in the passages? Provide a specific example from the book.
3. Did you honor punctuation?
4. Did you read the dialogues as if people were talking? How does this make the book more interesting?
5. How will you engage your students as you read?

**Module Assignments:**

Option One:

Assignment 1: Choose an audiobook for a children’s storybook. After listening to the book, answer the following questions.

1. What makes this person’s reading interesting to listen to? (10 points)
2. How does the reader group words? (10 points)
3. How does the reader use intonation (making the voice rise and fall)? (20 points)
4. How are the characters brought to life? Provide specific examples. (30 points)
5. How will you include what you have learned in your own oral reading? Provide specific examples. (30 points)

Each question should be answered completely. Spelling and grammar are noted. Each question should be answered in paragraph form.

Option Two:

Assignment 2: Paired Reading, Buddy Reading, Radio Reading and Fluency Oriented Reading Instruction (FOOR) are all ways to practice reading and enhance fluency.

1. Choose two types of reading and explain how each type of reading works. What is the student’s role? What is the teacher’s role? (50 points)
2. Explain how you would use them in your classroom and why you think they will be effective. (50 points)

Each question should be answered completely. Spelling and grammar are noted. Each question should be answered in paragraph form.