



## Fluency with Flair!

S.D. #71 ~ Comox Valley

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### L.A. Big Idea:

Experimenting with and refining language are powerful tools in the process of communicating for a variety of purposes and audiences.

**Grade Band 3 - 5**

Experimenting with and refining language are powerful tools in the process of communicating for a variety of purposes and audiences.

**Grade Band 6 - 7**

This lesson is designed to help students build fluency ... with purpose! Using criteria the students build, they will record themselves as they read a picture book out loud. A QR code will be generated and placed on the back cover of the chosen book from the school's library. When taken home by other students, the QR code can be scanned and voila... the book is being read aloud... fluently, by a child!

### Part 1:

Begin by asking your students a series of questions:

What is fluency?

When do people read aloud?

Why is being able to read aloud well important?

What holds your attention when something is read aloud well?

**Listen to a story** or two read well out loud. Story Line on Line has lots of quality samples.

<http://www.storylineonline.net/>

I Need My Monster ~ Read by Rita Moreno;

written by Amanda Noll

<http://www.storylineonline.net/i-need-my-monster/>



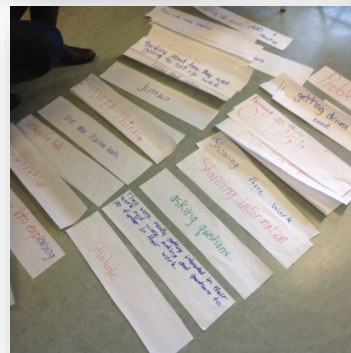
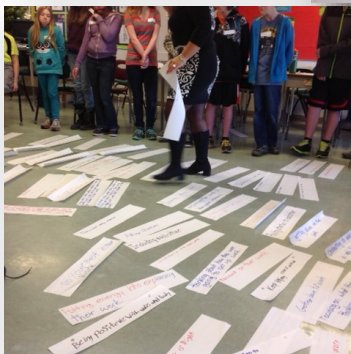
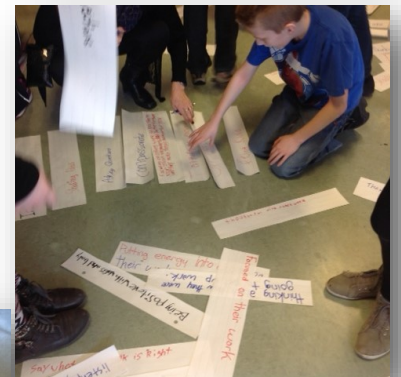
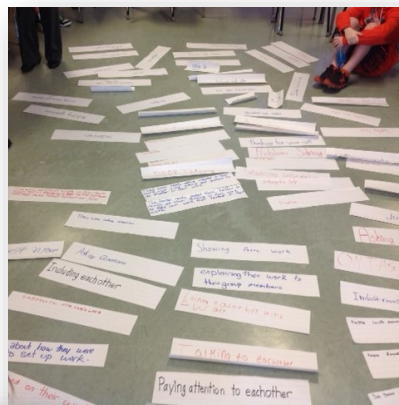
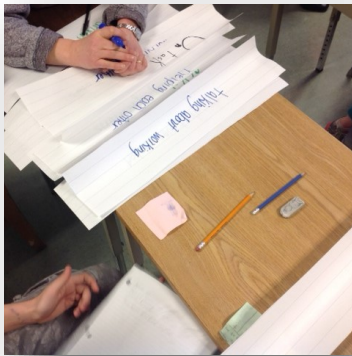
As this project unfolds, please note how quickly students self-assess and how naturally their peers offer constructive advice (feedback) related to our co-created criteria.



## Fluency with Flair! continued ...

### Co-Create Criteria about quality oral reading/fluency:

- Thinking about the questions just discussed, write your ideas about quality oral reading or fluency on sentence strips. Make sure you put one idea only on each strip of paper.
- Once each group of students has a collection of ideas written on their sentence strips, lay them all out in an open floor area in your classroom.
- With all eyes on these pieces of criteria, students are asked to notice strips that are similar. These are grouped together. You may want to staple them so they stay grouped.



Now that the students have built the criteria and have developed greater ownership of it, a simplified list may be created by the teacher utilizing the most pertinent ideas that were generated. Their groupings create categories for fluency criteria. Create colourful book marks with this criteria so students may refer back to it as they read.

## READING FLUENCY

☺ Choose a book that you enjoy and have fun reading it!

☺ Read with a volume appropriate for your audience.

☺ Use expression in your voice to make your reading interesting for the audience.

☺ Make the story come alive by changing your voice and adding appropriate sound effects.

☺ Have your sentences flow together clearly (follow the punctuation).

☺ Enunciate each word clearly.

☺ Pace your reading carefully with dramatic pauses and time to flip the page.

☺ Practice makes perfect.

## READING FLUENCY

☺ Choose a book that you enjoy and have fun reading it!

☺ Stay focused on what you are reading.

☺ Read with a volume that's good for your audience.

☺ Use your voice to show the mood and feelings in the story.

☺ Change your voice for different characters.

☺ Use sound effects.

☺ Have your sentences flow together clearly (follow the punctuation).

☺ Pronounce each word clearly.

☺ Pace your reading carefully. You may slow down or speed up to fit the story.

☺ Practice to make sure you know all the words confidently.

Samples from two upper intermediate classes.



READING FLUENTLY	read slowly
	sound effects
	expression
	use voice
	read clearly
	read loudly
	different voices
	use punctuation
	Read with courage!

READING FLUENTLY	read words clearly
	exciting voice
	loud voice
	use punctuation
	pause

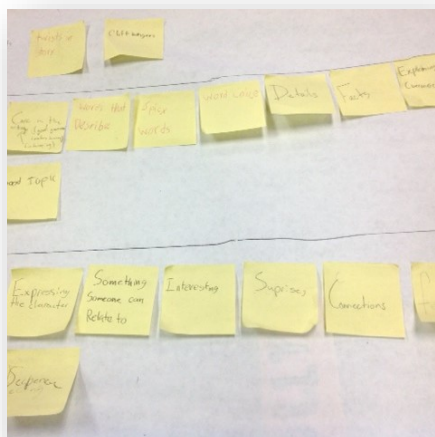
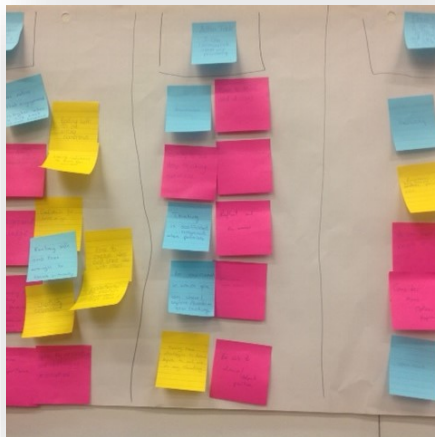
Examples from two primary classes.

Every class will have different criteria listed on their bookmarks because they created it!

## Fluency with Flair! continued ...

### Choosing a picture book to read aloud:

- Repeat the same process by showing a video story (start with questions, then show/listen to another story)
- using post-it notes and chart paper, establish priorities around choosing an appropriate picture book.
- At first, post-it notes are simply scattered on the poster paper.
- The next step is to once again group similar ideas.
- Once grouped, each category is given a title e.g. length of picture book, interesting characters, or subject if nonfiction.
- The chart may be taken to the library to use as reference while students choose a picture book they will be motivated to read.



CRITERIA		DETAILS			
READINESS	Open to learning, able to think flexibly + creatively	open-minded	open to total 100%	open to see ideas / make your decisions	open to change opinion in a new place
		flexibility creativity + open	being open without getting	understanding + accepting ideas + arguments of others	
VALUE	empowers lifelong learning + responsible citizenship	open to all, without caring of age	flexible during school, cultural change	accepting quality of a good education	open to be able to do things better, more productively
		accepting the future	being curious to be a new experience to learning		
PRACTISE	practising + using critical thinking skills in multiple situations	open to learn + experience to find it really fun	being multi- tasking	learning during school experience	being open mind and heart to learning in both school + out of school
		to go on with new job tasks + new the world	to go on with new job tasks + new the world		
what it looks like-					
REFLECTIVE/ METACOGNITIVE	• I can communicate my thinking • understand + repeat the process in new situations	not "ask" during exam in April -	ask + think outside of + thinking	ask + think ask + think	explaining during your thinking
		in different fields	thinking about situations	thinking about your friends	thinking about the process of thinking

### 1. Brainstorm a list of ideas

#### WHAT IS IMPORTANT FOR A QUALITY REPORT & POSTER?

- MAKES SENSE
- HAS BEGINNING, MIDDLE & END
- NEAT
- INTERESTING INFORMATION
- USE PARAGRAPHS
- INDENT
- USE DESCRIPTIVE LANGUAGE
- PUNCTUATE
- CAPITALS
- SPELLING
- ADD HUMOR, DRAMA, EMOTION
- PRACTICE READING IT OUT LOUD
- GRAB THE READER'S ATTENTION
- ADD DETAILS
- REMEMBER YOUR AUDIENCE

### 2. Sort and group the ideas

#### WHAT IS IMPORTANT FOR A QUALITY REPORT & POSTER?

- ★ MAKES SENSE
- ★ HAS BEGINNING, MIDDLE & END
- ★ NEAT
- INTERESTING INFORMATION
- USE PARAGRAPHS
- INDENT
- USE DESCRIPTIVE LANGUAGE
- PUNCTUATE
- CAPITALS
- ★ SPELLING
- ADD HUMOR, DRAMA, EMOTION
- ★ PRACTICE READING IT OUT LOUD
- GRAB THE READER'S ATTENTION
- ADD DETAILS
- REMEMBER YOUR AUDIENCE

### 3. Make and post a T-Chart

#### CRITERIA FOR A BOOK REPORT & POSTER

#### SPECIFICS / DETAILS

##### INTERESTING TO AUDIENCE

- INTERESTING INFORMATION
- USE DESCRIPTIVE LANGUAGE
- ADD HUMOR, DRAMA, EMOTION
- PRACTICE READING IT OUT LOUD
- GRAB THE READER'S ATTENTION
- ADD DETAILS
- REMEMBER YOUR AUDIENCE

##### EASY TO FOLLOW

- MAKES SENSE
- HAS BEGINNING, MIDDLE & END
- USE PARAGRAPHS
- SPELLING
- PRACTICE READING IT OUT LOUD
- NEAT

##### EASY TO READ

- NEAT
- INDENT PARAGRAPHS
- PUNCTUATE (., "?! ETC)
- CAPITALS
- SPELLING
- REMEMBER YOUR AUDIENCE

### 4. Use and revise as you learn more

#### CRITERIA FOR A BOOK REPORT & POSTER

#### SPECIFICS / DETAILS

##### INTERESTING TO AUDIENCE

- INTERESTING INFORMATION
- USE DESCRIPTIVE LANGUAGE
- ADD HUMOR, DRAMA, EMOTION
- PRACTICE READING IT OUT LOUD
- GRAB THE READER'S ATTENTION
- ADD DETAILS
- REMEMBER YOUR AUDIENCE
- COLOUR HELPS AUDIENCE SEE WHAT IS IMPORTANT

##### EASY TO FOLLOW

- MAKES SENSE
- HAS BEGINNING, MIDDLE & END
- USE PARAGRAPHS
- SPELLING
- PRACTICE READING IT OUT LOUD
- NEAT
- POSTER NEEDS TO LINK WORDS

##### EASY TO READ

- NEAT
- INDENT PARAGRAPHS
- PUNCTUATE (., "?! ETC)
- CAPITALS
- SPELLING
- REMEMBER YOUR AUDIENCE
- PRINT BIG ENOUGH FOR PEOPLE TO SEE / USE LARGE FONT

A 4 step process for co-creating criteria from Anne Davies' *Making Classroom Assessment Work*, 2007.

**Practice Reading Aloud:**

- With picture books chosen, students read aloud with a buddy. While reading, students refer to their bookmarks and the criteria they created. Students can self-assess, or their partner can offer peer-assessments.

**Use a recording app to capture audio recordings:**

- As students read and listen to their recorded voice, they will naturally self assess. Their peers will also quite naturally offer advice.

Voice Record app directions on the next page:









# Recording Student Reading in Voice Record Pro




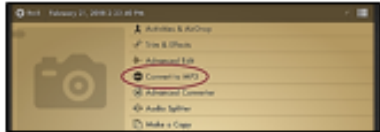


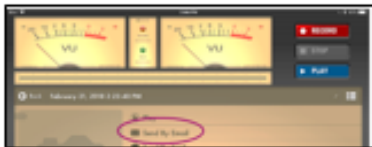

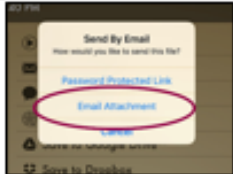

## Introduction

In our QR Code project students are reading picture books with fluency and are recording the readings. These recordings are used to create QR Codes to put on the books for other students to scan and enjoy. These instructions are designed to help you with the recording part.

Download the App and open it:		
1	<p>Install Voice Record Pro (by Dayana Networks Ltd) on your devices.</p> <p>When you open the app it will request access to your microphone. Click to <b>Allow</b> this.</p>	
Start the Recording:		
2	To begin your recording, you will need to press the <b>Record</b> button in the upper right corner. You will need to press <b>this 2 times</b> .	
3	<p><b>While you are recording:</b></p> <ul style="list-style-type: none"> <li>Watch the VU (Volume Units) needle to make sure the recording is not too loud or too soft. The recording should be kept between -7 and 0 where possible.</li> <li>Pause the recording to take breaks, sneeze or giggle.</li> </ul>	
4	Press <b>Stop</b> when you are done.	
5	<p>Press <b>Play</b> to hear your recording. If you like it, then proceed to the next section (<b>Saving and Renaming</b>).</p> <p>If you do not like your recording, <b>Delete</b> it:</p> <ul style="list-style-type: none"> <li>Scroll down the menu until you find <b>Delete</b></li> <li>Press <b>Delete</b> once and then press the <b>Delete</b> that shows up on the right</li> </ul>	
Saving and Renaming:		



Voice Record

1	Scroll down to find <b>Rename File</b> and click on it. Give the recording a new name and click on the check mark in the top right.	
2	Scroll down to find <b>Convert to MP3</b> and press on it. The app records as an MP4 but needs to be a MP3 for this project.	
3	Click on the <b>Back</b> arrow to find your newly created MP3 recording.	
4	Press on it to open it. Make sure you get the one that has .mp3.	
<b>Emailing the Recording:</b>		
1	Look in the menu to find <b>Send By Email</b> . Select it.	
2	Choose to send the <b>Audio File</b> .	
3	Choose to send <b>Email Attachment</b> .	
4	Now fill in the email address of the person that you would like to send it to and press <b>Send</b> .	



Tip...

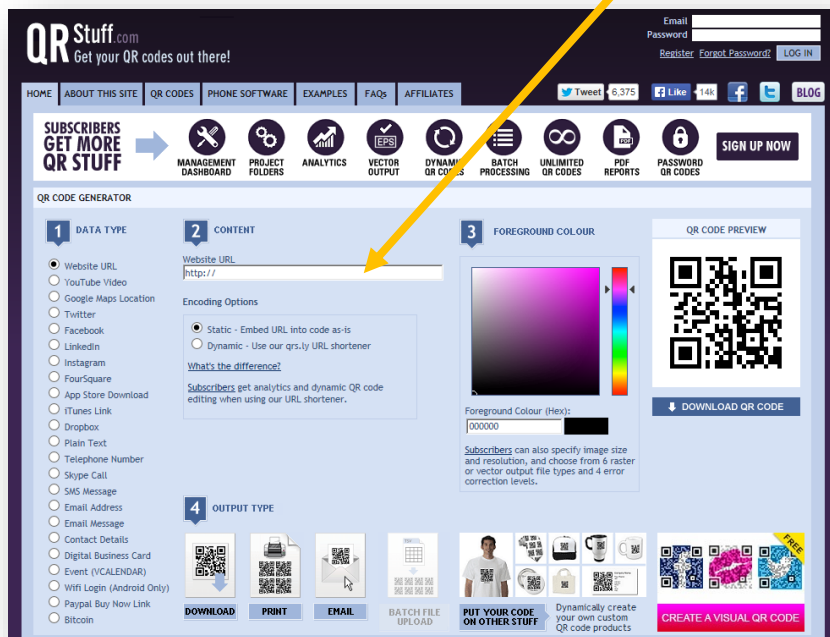
When you are finished the entire project it would be helpful to go back to all of the recording devices that you used and erase the recordings.

### Practice Reading Aloud:

- With picture books chosen, students read aloud with a buddy. While reading, students refer to their bookmarks and the criteria they created. Students can self-assess, or their partner can offer peer-assessments.

### Use a recording app to capture audio recordings:

- As students read and listen to their recorded voice, they will naturally self assess. Their peers will also quite naturally offer advice.
- Once captured as a polished read, email the audio file to yourself and add to your e-portfolio for secure storage of information. Use the URL from there to get a QR code. Simple do a search for 'QR code generator' I like the one called QR Stuff. It's free and really easy to use. Simply copy the URL for one student's audio file and paste into the white box. And before your eyes, the URL will be converted into a QR code.



### Use a scan app to listen to audio recordings:

- The newest iPhones will scan a QR code right from the camera. But if you have an older phone, a scan app is required. We like the one simply called, "Scan". The icon looks like this:



The first time around, have students read a book written by another author. But why not have students read a piece of writing they've done themselves at another time of the year and replay this QR code project! (Thanks Kathy Segriff for this great idea!)

