

Grade 1

Building Fluency

Through Practice & Performance

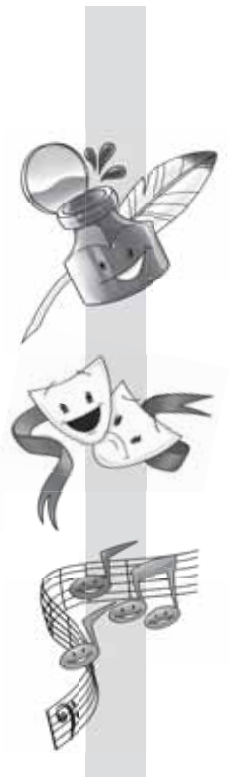


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 SHELL EDUCATION

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Introduction

How to Use This Book

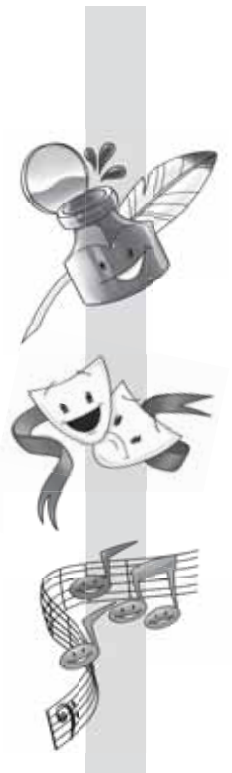
The texts in this book are engaging and enjoyable. Students will want to read, reread, and perform these texts. As they do, they will develop into fluent readers, improving their abilities to recognize words accurately and effortlessly, and read with meaningful expression and phrasing. However, you, the teacher, are the most important part in developing instruction that includes these texts.

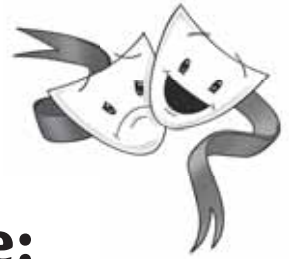
The texts need to be read repeatedly or rehearsed over several days. Introduce one text at a time and practice it over two to five days, depending on how quickly your students develop fluent mastery. Write the text you are going to teach on chart paper or project it on an overhead transparency or in a *PowerPoint* presentation. Read the text with your students several times a day. Read it at the beginning of each day; read it during various breaks in the day; and read it at the end of each day. Encourage the students to read, rehearse, and perform their passages in a variety of ways—solos, duos, trios, quartets, whole group, choral, alternating lines, and more.

Make two copies of the text for each student. Have the students keep one copy at school in a “fluency folder.” The other copy can be sent home with the students so that they can continue practicing the text with their families. Communicate to families the importance of repeated practice at school and at home.

The various sections (Poems and Rhymes, Song Lyrics, and Reader’s Theater) are not presented in reading-level order. However, the pieces within each section have been sequenced from easiest to most difficult. We encourage you to stretch your students by challenging them to read passages that may seem difficult for them on initial reading. Students can often handle material that is more challenging if they have the opportunity to rehearse the passage and be guided in their rehearsal by you and other students in the class.

It is important to note, as you select texts from this book, that many traditional versions of texts have been altered and appear in various forms. The version in this book may not have the exact wording with which you are familiar. In this case, enjoy the exposure to another version of the traditional text, or feel free to type the words to the version you know, and allow your students to perform that version.





The Rabbit and the Turtle: Slow and Steady Wins the Race

*A reader's theater for 19 voices: Readers 1–8: The Rabbit Storytellers;
Readers 9–16: The Turtle Storytellers, Rabbit, Turtle and a narrator*

Reader 1: Once upon a time, there was a rabbit.

Reader 9: Once upon a time, there was a turtle.

Reader 2: The rabbit was fast.

Reader 3: He was so fast,

Reader 4: he was almost an invisible blur when
he hopped!

Reader 10: The turtle was slow.

Reader 11: He was so slow,

Reader 12: you could hardly tell he was moving!

Reader 5: But the rabbit didn't keep his greatness
to himself!

Rabbit: I am the fastest animal around!
I am amazing!

Reader 6: Rabbit was annoying!

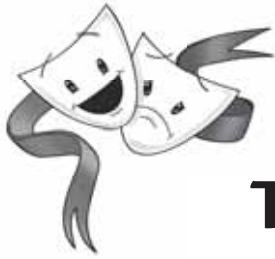
Reader 7: He teased the turtle constantly about
being slow!

Rabbit: You are so slow! You are as slow as a turtle!

Reader 13: The turtle was tired of being bullied by
the rabbit!

Turtle: I AM a turtle!

Reader 14: He said to the silly rabbit!



The Rabbit and the Turtle: Slow and Steady Wins the Race (cont.)

Turtle: Slow and steady wins the race. Slowly does it every time.

Reader 15: And then he added one more comment:

Reader 16: And he could whoop his fuzzy tail anytime!

Reader 8: Rabbit couldn't believe it!

Rabbit: Are you kidding? YOU want to race ME?

Reader 9: The turtle was clearly annoyed.

Turtle: Yes! I'll meet you right here tomorrow morning!

Narrator: A course for the race was planned. Early the next morning, they stood together at the starting line.

Reader 1: The rabbit was sleepy.

Reader 10: The turtle was quiet.

Reader 2: Off hopped the rabbit.

Reader 11: Off trudged the turtle.

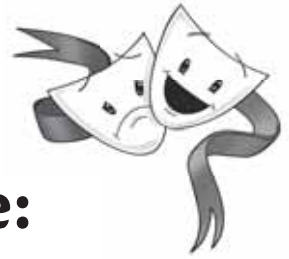
Reader 3: The sleepy rabbit noticed a quiet shady spot.

Reader 12: The turtle walked on.

Reader 4: The rabbit curled up and slept.

Reader 13: The turtle kept walking.

Reader 5: The rabbit slept and slept and slept.



The Rabbit and the Turtle: Slow and Steady Wins the Race (cont.)

Reader 14: The turtle walked and walked and walked.

Narrator: The sleeping and walking went on for hours.

Reader 6: Finally, when the sun was beginning to set, the rabbit woke up.

Reader 7: He glanced up toward the finish line and saw a speck just about ready to cross.

Rabbit: Oh no! Oh NO!

Reader 8: The rabbit hopped as fast as his springy legs could carry him.

Readers

1–8: But it was too late!

Reader 1: The rabbit, out of breath from hopping so fast, couldn't make it.

Reader 15: The turtle crossed the finish line, still quietly moving slowly.

Reader 2: The rabbit slumped down beside the turtle.

Reader 16: The turtle smiled and kindly said,

Turtle: Slow and steady wins the race. Slowly does it every time.

Performance Note: This reader's theater can be staged with the "rabbit side" on one side of the room and the "turtle side" on the other side. Readers 1–8 have the job of telling the rabbit side of the story. Readers 9–16 tell the turtle side of the story. The narrator should stand in the middle between Rabbit and Turtle.