

NAME _____

READING
FLUENCY

DRA 4

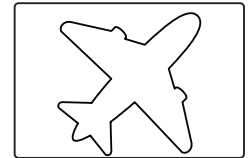
C5

LEXILE 150

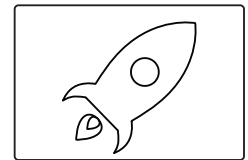
LEVEL C - SET 2

In the Sky

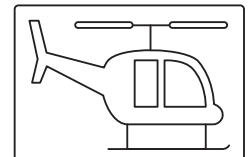
Big planes fly in the sky.



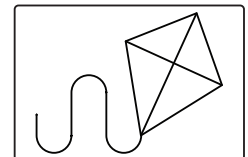
Fast rockets fly in the sky.



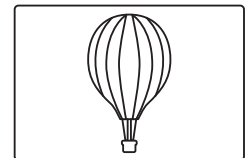
Loud helicopters fly in the sky.



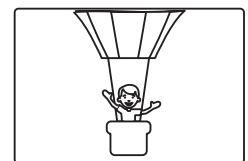
Colorful kites fly in the sky.



Bright balloons fly in the sky.



I fly in the sky...if I take a ride!



day 1

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!

day 2

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!

day 3

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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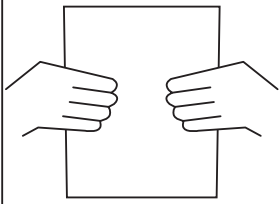
I read it ____ times!

day 4

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!



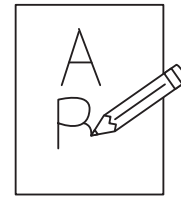
Have your child read this text several times each day.

see me

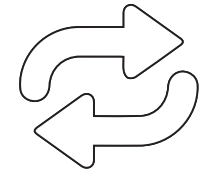
Ask your reader to point to each word as it is read.



Help your child figure out unknown words. The pictures can be a big help.

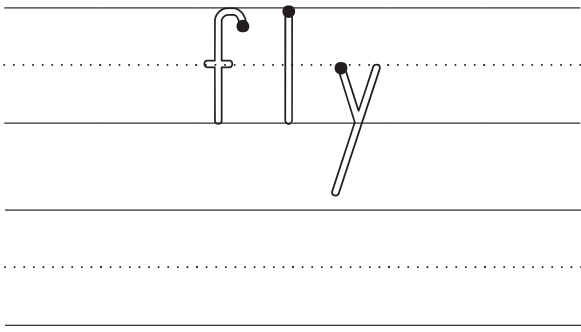


Have your child finish the practice activity for the day.



Repeat the steps on other days. Return the page to school.

Day 1: Read the story. Then trace and write the word **fly**.



Day 2: Read the story. Then circle each word that says **fly**.

fyl fly fly
fly ylf fly
cry fli fly
fly fly fyi

Circle the number of syllables in **fly**.

1 2 3

Circle the letters in the word **fly**.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

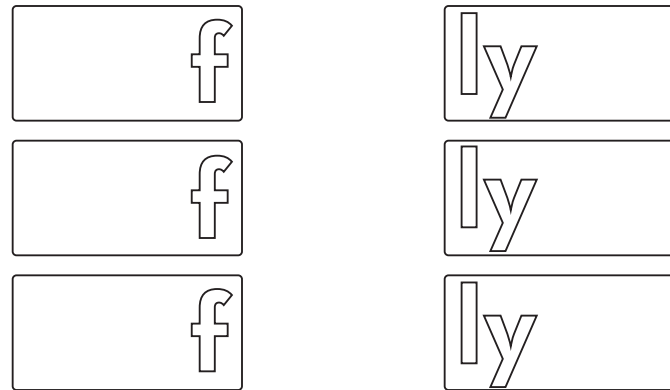
Day 3: Read the story. Then fill in the letters to make each word spell **fly**.

_ l y
f _ _

Color the vowels in **fly**. (a e i o u y)

fly

Day 4: Read the story. Then draw lines to match the word parts that spell **fly**.



Circle **fly** in the sentence.

A bird can fly.

NAME _____

READING
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DRA 4

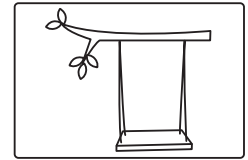
C6

LEXILE 150

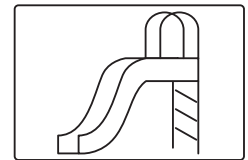
LEVEL C - SET 2

My Busy Day

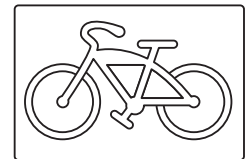
First, I went on a swing. Whee!



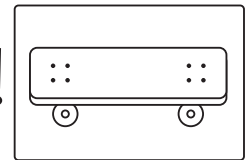
Then, I went on a slide. Whoosh!



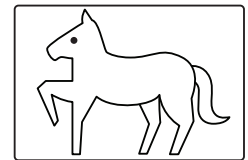
Then, I went on a bike. Zoom!



Then, I went on a skateboard. Zip!



Then, I went on a horse. Giddy up!



Last, I went to bed. ZZZZZ!



day 1

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!

day 2

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!

day 3

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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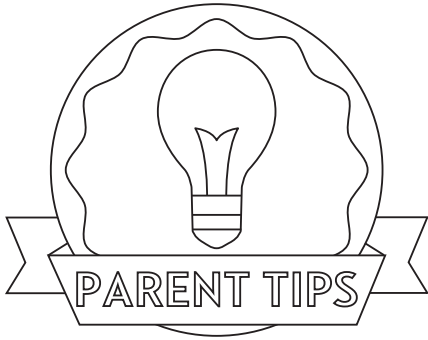
I read it ____ times!

day 4

Color a box each time
you read the text.

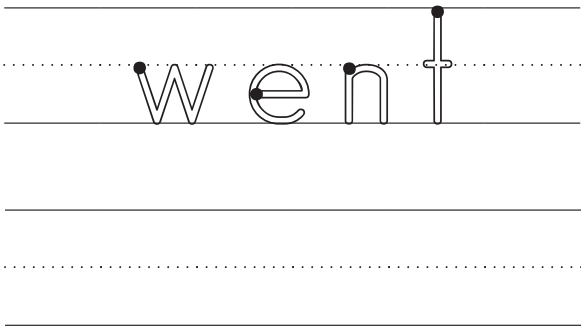
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!



Reading at this level should begin sounding smoother. Encourage your child to add expression to his or her voice when reading aloud. This text is a great place to practice. Each line ends with a sound effect. Have your reader add excitement and life to those words. Point out the exclamation marks. Explain that when we see that punctuation we know the words should sound lively. Woohoo!

Day 1: Read the story. Then trace and write the word **went**.



Day 2: Read the story. Then circle each word that says **went**.

ant win went
went want went
went went wet
went went went

Circle the number of syllables in **went**.

1 2 3

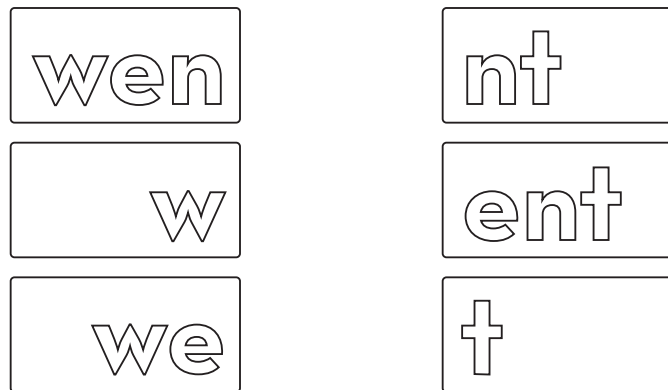
Circle the letters in the word **went**.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Day 3: Read the story. Then fill in the letters to make each word spell **went**.

w e n _
w _ n t

Day 4: Read the story. Then draw lines to match the word parts that spell **went**.



Color the vowels in **went**. (a e i o u y)

went

Circle **went** in the sentence.

He went home.

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DRA 4

C7

LEXILE 160

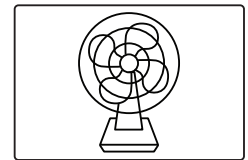
LEVEL C - SET 2

Summer Cool Down

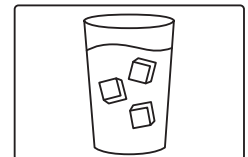
It is summer. I am **too** hot!



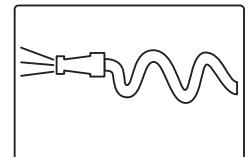
A blowing fan cools me down.



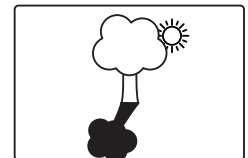
An icy drink cools me down.



A spraying hose cools me down.



A shady spot cools me down.



Brrrr! Now I am **too** cold!



day 1

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!

day 2

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

I read it ____ times!

day 3

Color a box each time
you read the text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

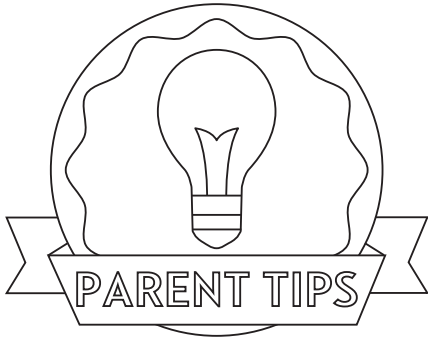
I read it ____ times!

day 4

Color a box each time
you read the text.

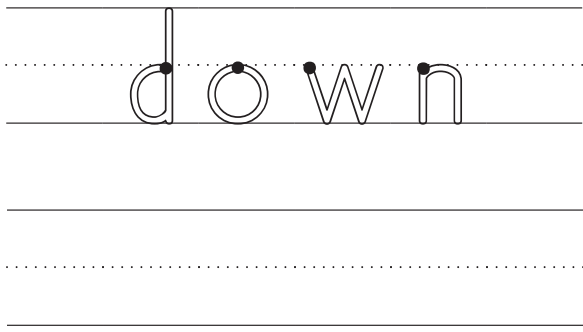
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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I read it ____ times!



If your child makes an error and then self-corrects, give a cheer! Your child is monitoring his/her thinking to make sure what is being read makes sense. If your child makes a mistake, pause before jumping in to help. Give your child some time to solve the problem. This will make your child a stronger, more confident reader. If your child doesn't notice the error, after waiting for a few moments ask, "Something doesn't sound right. Let's figure it out."

Day 1: Read the story. Then trace and write the word **down**.



Day 2: Read the story. Then circle each word that says **down**.

down dnow down
down don bown
done down donw
bow down down

Circle the number of syllables in **down**.

1 2 3

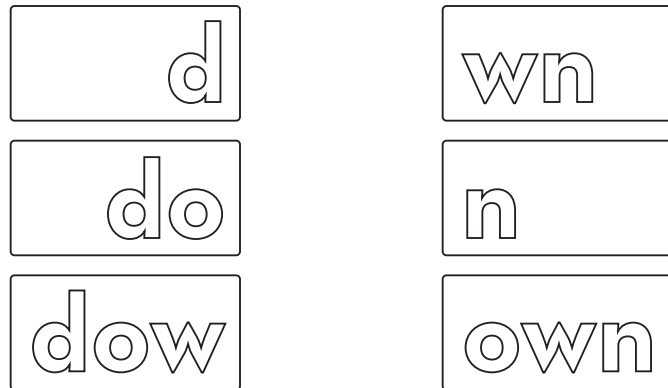
Circle the letters in the word **down**.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Day 3: Read the story. Then fill in the letters to make each word spell **down**.

d o w _
d _ _ n

Day 4: Read the story. Then draw lines to match the word parts that spell **down**.



Color the vowels in **down**. (a e i o u y)

down

Circle **down** in the sentence.

He fell down.

NAME _____

READING
FLUENCY

DRA 4

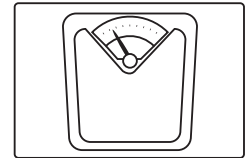
C8

LEXILE 140

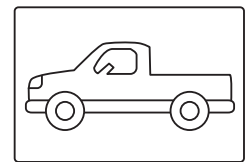
LEVEL C - SET 2

Very Heavy

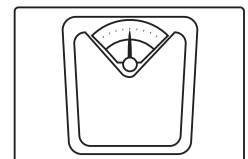
What is heavy?



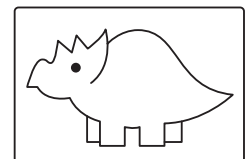
A truck is heavy.



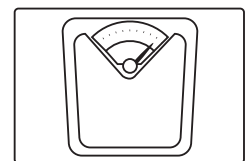
What is very heavy?



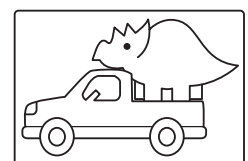
A dinosaur is very heavy.



What is very, very heavy?

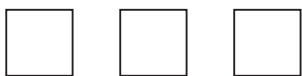


A dinosaur **in** a truck, of course!



day 1

Color a box each time
you read the text.



I read it ___ times!

day 2

Color a box each time
you read the text.



I read it ___ times!

day 3

Color a box each time
you read the text.



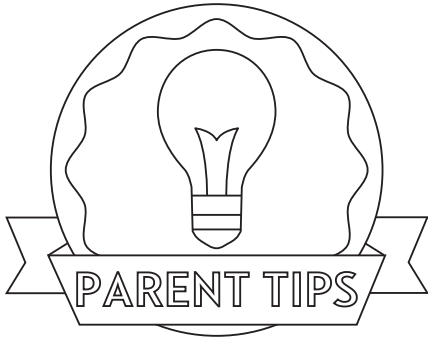
I read it ___ times!

day 4

Color a box each time
you read the text.

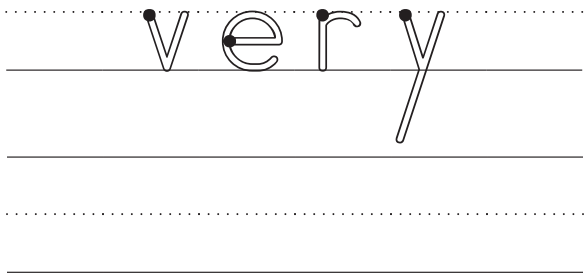


I read it ___ times!



To make sense of a text, readers have to bring together two sources of information at the same time: the words (letters, sounds) and the meaning. We call this cross-checking. If your child makes an error, wait. If he or she doesn't notice by the end of the sentence, repeat what was read and ask, "Does that make sense?" Then help your child figure out the word using pictures, saying the sounds, or with another strategy.

Day 1: Read the story. Then trace and write the word **very**.



Day 2: Read the story. Then circle each word that says **very**.

very vey very
veyr very very
year very vrye
very wery very

Circle the number of syllables in **very**.

1 2 3

Circle the letters in the word **very**.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Day 3: Read the story. Then fill in the letters to make each word spell **very**.

v e r _
v _ _ y

Day 4: Read the story. Then draw lines to match the word parts that spell **very**.

ve	ery
ver	y
v	ry

Color the vowels in **very**. (a e i o u y)

very

Circle **very** in the sentence.

I am very well.