Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 5 Fluency**

Phrasing: Punctuation

I can use punctuation to help me “chunk” words, phrases, and sentences.

Day 1

1. Listen to the teacher read each word while you read the words with your eyes.
2. Listen to the teacher read each word, and then echo read the word while pointing to the word.
3. Read the words with a partner.
* **share**
* **sprinkles**
* **eat**
* **bursting**
* **noises**
* **found**
* **tables**
* **says**
* **we**
* **long**
* **little**
* **quiet**
* **notices**
* **wonderful**
* **find**
* **both**

Choose one of the words from the list to write in a phrase. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day 2

1. Listen to the teacher read each phrase while you read with your eyes.
2. Listen to the teacher read each phrase, and then echo read the phrases while pointing to the words.
3. Read the phrases with a partner.

to **share**

she **sprinkles** corn

for Red to **eat**

is **bursting**

with animal **noises**

 can be **found**

on **tables**

Miss Fry **says**

children **we** must

the **long** summer

is too **little**

gets **quiet**

Miss Fry **notices**

a **wonderful**

to **find** a home

 **both** feel

1. Choose one to write in a sentence.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day 4

1. Listen to the teacher read the story while you read with your eyes.
2. Listen to the teacher read each sentence, and then echo read the sentences while pointing to the words.
3. Read the story with a partner.

Teacher’s Pets Unit 1

 Miss Fry’s class has sharing every Monday. Every Monday a different child brings in something special to **share**. Winston wants to bring something special. He brings his pet rooster, Red. Winston leaves Red at school. Miss Fry likes Red, so she **sprinkles** corn in his dish for Red to **eat**.

 Then Patrick brings his tarantula, Vincent. Roger brings his cricket, Moe. Other children bring pets to share. The pets all cause trouble at home. The children’s parents want them to leave the pets at school. Soon the classroom is **bursting** with animal **noises**. Pets can be **found** on **tables**, the floor, and shelves around the room. Miss Fry lets all the animals stay.

 On the last day of school, the class has a party. Miss Fry **says**, “Children **we** must take all of the pets back home for the **long** summer. My house is too **little** for all of these pets.” The classroom gets **quiet**.

 But Miss Fry **notices** that one pet is still there. Roger has left his pet cricket, Moe. Roger thinks Miss Fry should have Moe. Moe likes her best. Miss Fry take Moe home. She feels lucky to have a **wonderful** new pet. Moe is happy to **find** a home. **Both** feel special.

 Day 5 Fill in the blanks with words from the story.

Teacher’s Pets Unit 1

 Miss Fry’s class has sharing every Monday. Every Monday a different child brings in something special to **\_\_\_\_\_\_\_\_\_\_**. Winston wants to bring something special. He brings his pet rooster, Red. Winston leaves Red at school. Miss Fry likes Red, so she **\_\_\_\_\_\_\_\_\_\_\_\_** corn in his dish for Red to **\_\_\_\_\_\_**.

 Then Patrick brings his tarantula, Vincent. Roger brings his cricket, Moe. Other children bring pets to share. The pets all cause trouble at home. The children’s parents want them to leave the pets at school. Soon the classroom is **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** with animal **\_\_\_\_\_\_\_\_\_**. Pets can be **\_\_\_\_\_\_\_\_\_\_** on **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, the floor, and shelves around the room. Miss Fry lets all the animals stay.

 On the last day of school, the class has a party. Miss Fry **\_\_\_\_\_\_\_**, “Children **\_\_\_\_\_** must take all of the pets back home for the **\_\_\_\_\_\_\_** summer. My house is too **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** for all of these pets.” The classroom gets **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

 But Miss Fry **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** that one pet is still there. Roger has left his pet cricket, Moe. Roger thinks Miss Fry should have Moe. Moe likes her best. Miss Fry take Moe home. She feels lucky to have a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** new pet. Moe is happy to **\_\_\_\_\_\_\_\_** a home. **\_\_\_\_\_\_\_\_\_\_** feel special.

Words to Use:

little says eat found find we

wonderful noises quiet both long

share sprinkles bursting tables notices