

Grade 2

Building Fluency

Through Practice & Performance

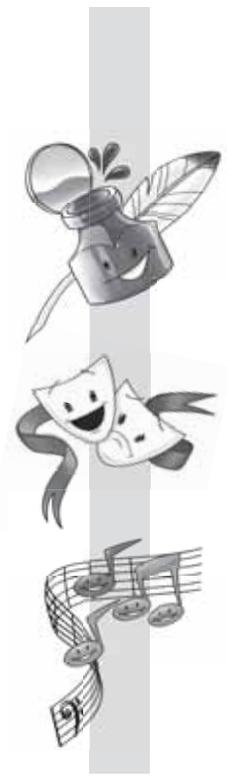


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 SHELL EDUCATION

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Introduction

How to Use This Book

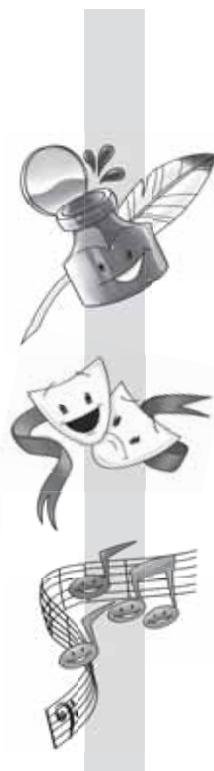
The texts in this book are engaging and enjoyable. Students will want to read, reread, and perform these texts. As they do, they will develop into fluent readers, improving their abilities to recognize words accurately and effortlessly, and read with meaningful expression and phrasing. However, you,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

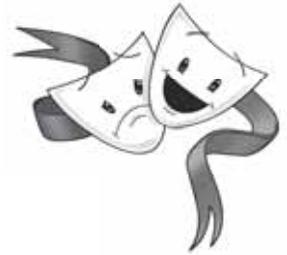
The texts need to be read repeatedly or rehearsed over several days. Introduce one text at a time and practice it over two to five days, depending on how quickly your students develop fluent mastery. Write the text you are going to teach on chart paper or project it on an overhead transparency or in 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 Water Cycle Rap

A reader's theater for many voices: four teams of rappers

All: Only so much water,
It has to go around,
Around and around,
And around and around.

Team 1: Down shines the sun
And heats up the lakes.
Water vapor rises up
Into the air, for goodness sake.
And that's evaporation,
(clap snap clap)
And that's evaporation,
(clap snap clap).

All: Only so much water,
It has to go around,
Around and around,
And around and around.

Team 2: Water vapor in the air
Gets cold and it changes
Back into liquid
And a cloud it arranges.
And that's condensation,
(clap snap clap)
And that's condensation,
(clap snap clap).

All: Only so much water,
It has to go around,
Around and around,
And around and around.



The Water Cycle Rap (cont.)

- Team 3:** Down comes the rain,
Hail, sleet, and the snow.
Runs down the hills
To the valleys below.
And that's precipitation,
(clap snap clap)
And that's precipitation,
(clap snap clap).
- All:** Only so much water,
It has to go around,
Around and around,
And around and around.
- Team 4:** The rain falls in the lakes
And the oceans and the streams,
Seeps into the ground
So we've got to keep it clean!
And that's accumulation,
(clap snap clap)
And that's accumulation,
(clap snap clap).
- All:** There's only so much water
It has to go around.
We'll have to be much smarter,
If we want it to abound.
And that's the water cycle,
(clap snap clap)
And that's the water cycle,
(clap snap clap).

Performance Note: The reader should clap and snap his or her hands when indicated by the words in parentheses.