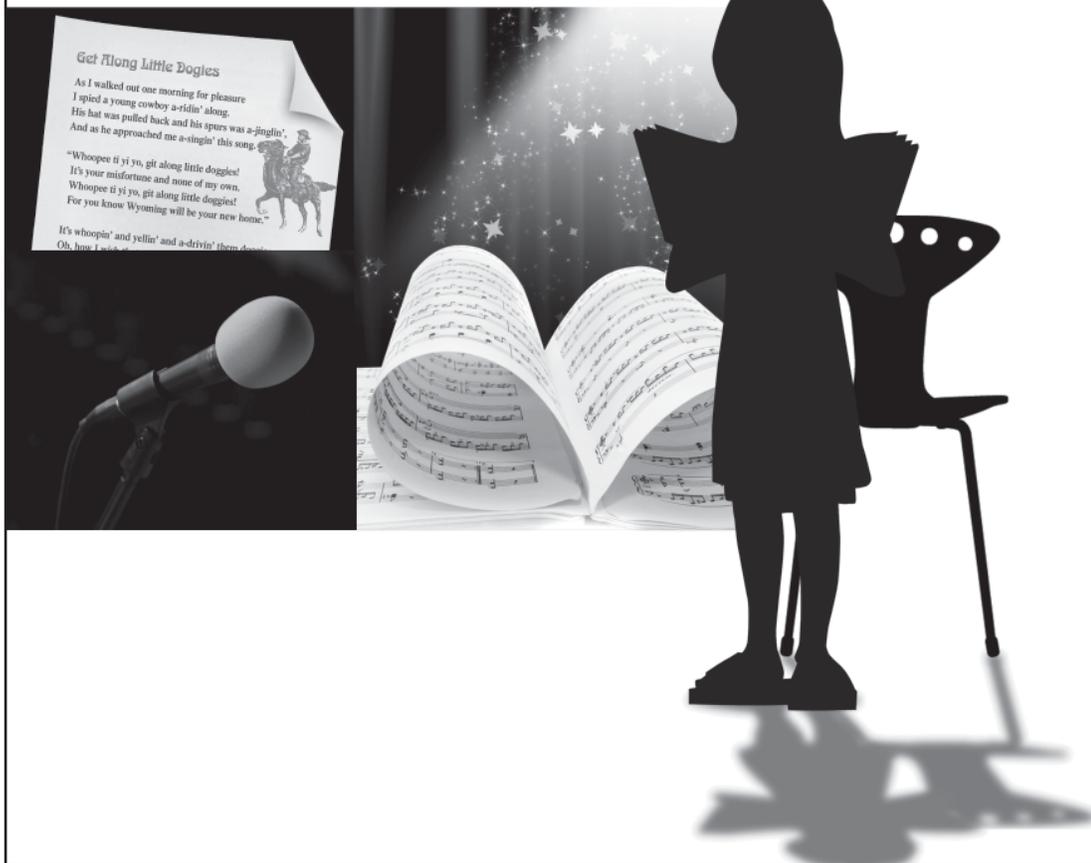


Grade 4

Building Fluency

Through Practice & Performance

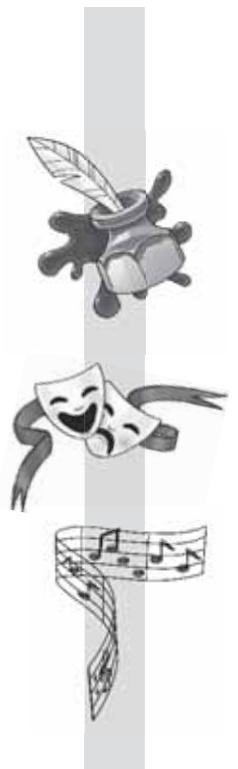


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 SHELL EDUCATION

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Introduction

How to Use This Book

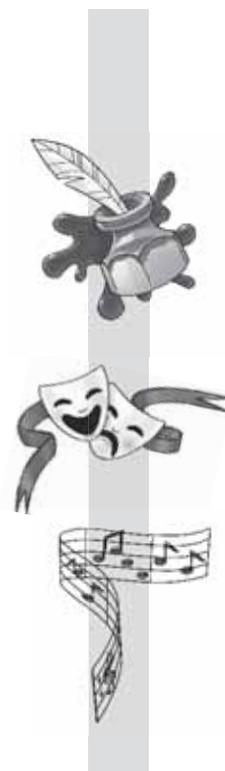
The texts in this book are engaging and enjoyable. Students will want to read, reread, and perform these texts. As they do, they will develop into fluent readers, improving their abilities to recognize words accurately and effortlessly, and read with meaningful expression and phrasing. However, you, 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, Monologues, 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 Spider and the Fly

Poem by Mary Howitt

A reader's theater for four voices: Spider, Fly, and two narrators

Spider: "Will you walk into my parlour?"

Narrator 1: said the Spider to the Fly.

Spider: "'Tis the prettiest little parlor that ever you did spy! The way into my parlor is up a winding stair, and I've many curious things to show when you are there."

Fly: "Oh no, no,"

Narrator 2: said the little Fly.

Fly: "To ask me is in vain, for who goes up your winding stair, can ne'er come down again."

Spider: "I'm sure you must be weary, dear, with soaring up so high. Will you rest upon my little bed?"

Narrator 1: Said the Spider to the Fly.

Spider: "There are pretty curtains drawn around, the sheets are fine and thin, and if you like to rest awhile, I'll snugly tuck you in!"

Fly: "Oh no, no,"

Narrator 2: said the little Fly,

Fly: "for I've often heard it said they never, never wake again, who sleep upon your bed!"



The Spider and the Fly (cont.)

- Narrator 2:** Said the cunning Spider to the Fly,
- Spider:** “Dear friend, what can I do to prove the warm affection I’ve always felt for you? I have within my pantry good store of all that’s nice. I’m sure you’re very welcome, will you please to take a slice?”
- Fly:** “Oh no, no,”
- Narrator 1:** said the little Fly.
- Fly:** “Kind sir, that cannot be! I’ve heard what’s in your pantry, and I do not wish to see!”
- Spider:** “Sweet creature!”
- Narrator 2:** said the Spider.
- Spider:** “You’re witty and you’re wise! How handsome are your gauzy wings, how brilliant are your eyes! I’ve a little looking-glass upon my parlor shelf. If you’ll step in one moment, dear, you shall behold yourself.”
- Fly:** “I thank you, gentle sir,”
- Narrator 1:** she said.
- Fly:** “For what you’re pleased to say, and bidding you good morning now, I’ll call another day.”
- Narrator 2:** The Spider turned himself about, and went into his den, for well he knew the silly Fly would soon come back again.



The Spider and the Fly (cont.)

Narrator 1: So he wove a subtle web, in a little corner sly. And set his table, ready to dine upon the Fly.

Narrator 2: Then he came out to his door again, and merrily did sing,

Spider: “Come hither, hither, pretty Fly, with the pearl and silver wing.
Your robes are green and purple, there’s a crest upon your head;
Your eyes are like a diamond bright, but mine are dull as lead!”

Narrator 1: Alas, alas! How very soon this silly little Fly, hearing his wily, flattering words, came slowly flitting by. With buzzing wings she hung aloft, then near and nearer drew, thinking only of her brilliant eyes, and green and purple hue.

Narrator 2: Thinking only of her crested head, poor foolish thing! At last, up jumped the cunning Spider, and fiercely held her fast. He dragged her up his winding stair, into his dismal den. Within his little parlor, and she ne’er came out again!

Performance Note: This is a wonderful character development piece, where the spider has the opportunity to create a very cunning and wily voice.