

SAMPLE FLUENCY

ACTIVITIES

10 ACTIVITIES TO
INCREASE
READING **FLUENCY**



read more

Smart & Special
TEACHING

Smart
& Special
TEACHING

Contact me with questions : tonistirtz@gmail.com

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Name _____

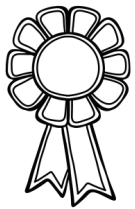
Date: _____

Reading Race

Directions: Read the columns as fast as you can Try to increase your speed each day.



1. rash	7. lash	shop	19. lash
2. ship	8. shut	14. shod	20. posh
3. shack	9. shell	15. mash	21. shod
4. shed	10. shin	16. dash	22. shot
5. shim	11. sash	17. shad	23. shun
6. shin	12. rush	18. fish	24. sham



How fast can you read it?



Day	Mon	Tues	Wed	Thurs	Fri
Date					
Time					

Scoop and Read

Sentence Strips



Draw scoops under your sentences and read them.

Tim has a rash.

The fish is hot.

Beth had a wig and a hat.

A big moth is in the box.

Did Tim nab the fish?

Did Rich run to the bus?

Seth had that big pup.

Did Rick see the chick?

Bob has a rash on the neck.

Name: _____

Date: _____

Read the words and phrases to prepare for your story.

Use the remediation Procedure for any that need practice.

rush

mash

dish

lash

shed

shod

ship

shin

***nash**

***fash**

***shib**

***shog**

The ♥

is ♥

of ♥

to ♥

to get fish

on a dish

a big hit

bit the fish

to the shop

dish of hash

next to the

did rush to

*** = nonsense word**

♥ = high frequency word

Words to read and highlight

fish	dish	to	next	he
hash	shop	rush	the	of



Tom and the Fish

Did Tom rush to get fish?

Yes, Tom did rush to the shop.

He ran to get to the fish shop.

Tom ran to the shop; he had his cat Max. Max sits next to the shop.

Tom gets a fish on a dish.

He gets a dish of hash.

Max did get a bit of fish.

Tom and Max bit the fish and the hash. The fish shop is a big hit!

Point and say the sound	
sh	g
r	o
s	f
a	h
t	d
b	m
p	e

The teacher will dictate some sounds and words and the student will write them in the boxes. Use the small rectangles above the writing lines to write a dot for each sound in each word. The teacher will dictate a sentence for the last line.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Name _____

Date: _____



Tom and the Fish

Did Tom rush to get fish?

Yes, Tom did _____ to the shop.

He ran to get to the _____ shop.

Tom ran to the shop; _____ had his cat Max.

Max sits _____ to the shop.

Tom gets a fish on a dish.

He gets a _____ of hash.

Max did get a bit of fish.

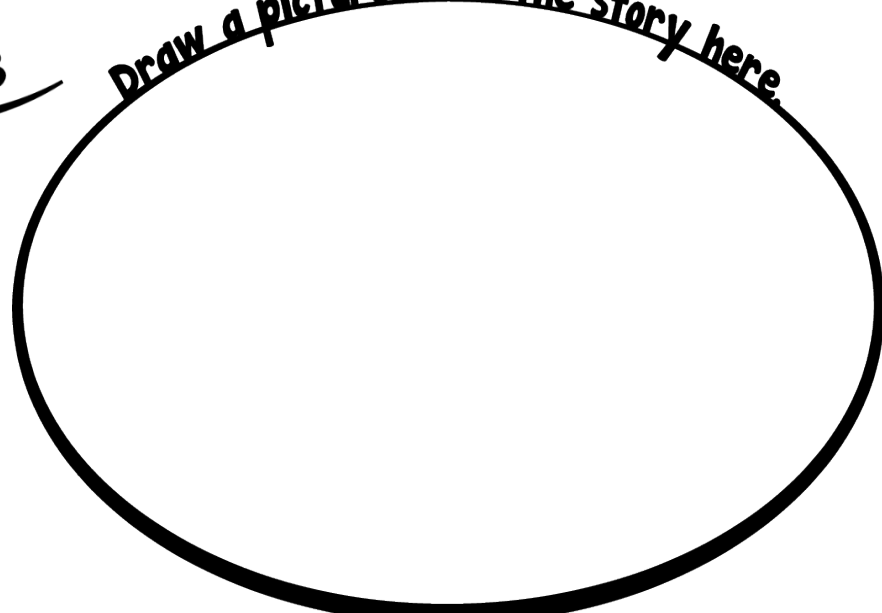
Tom and Max bit the fish and the _____.

The fish shop is a big hit!

Write the missing words

Draw a picture from the story here.

fish	dish
hash	rush
next	he



Name _____

Tom and the Fish Questions

Where did Tom go?

Who went to the shop with Tom?

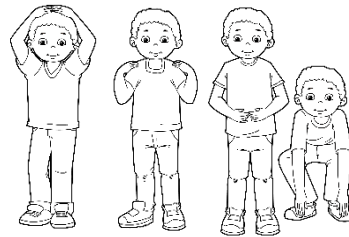
Where did Max and Tom sit?

What did they munch on?

How did they feel about their lunch?

Phonemic Awareness

Stretch it.	Delete the sound at the end.
a-n-d	/d/
b-e-n-d	/d/
h-a-t-s	/s/
f-ir-m	/m/
f-ar-m	/m/



Have your students stand. The teacher says a word and the students repeat the word. The students unblend each sound while moving their hands down from their head. (shoulders, stomach, knees, and toes) for each sound and back up if there is more than 5 sounds. Then they clap and blend the word back together. Have them tell you whether or not the target sound was in the word. ****Remember this is only meant to be done auditorily no letters need to be written or seen.

Name: _____

Tom and the Fish

Did Tom rush to get lunch?

Yes, Tom did rush to the shop.

He ran to get to the fish shop.

Tom ran to the shop with his cat Max.

Max sits on the bench.

Tom gets a fish on a dish.

He gets a dish of hash.

Tom and Max sit on the bench.

Tom and Max bit the fish and the hash.

Lunch is a big hit!

6

13

21

30

35

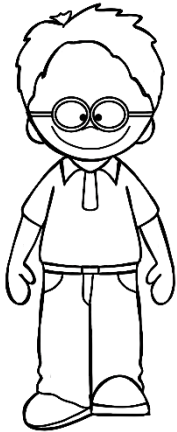
42

48

55

64

69



Number of Errors

Date	Words Per Minute

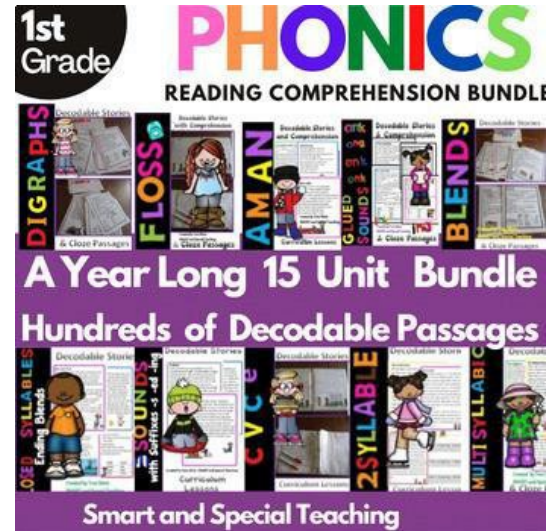
Looking for Reading Decodable Bundles?

-click to go-

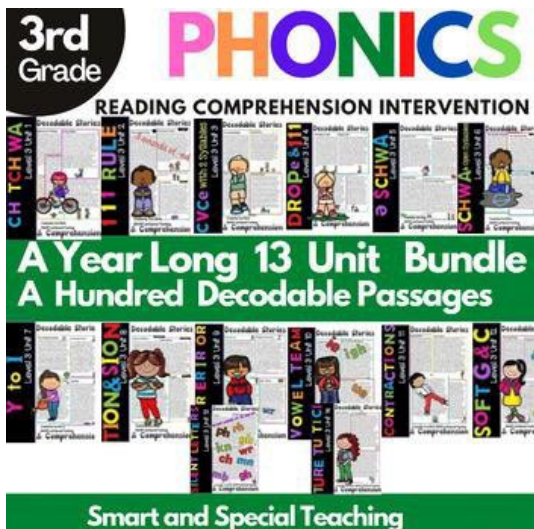
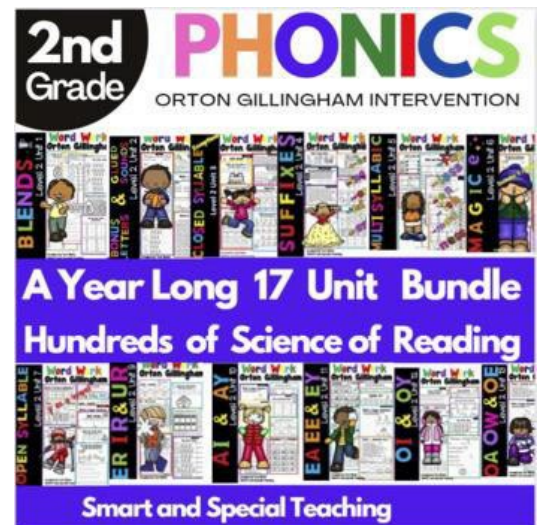
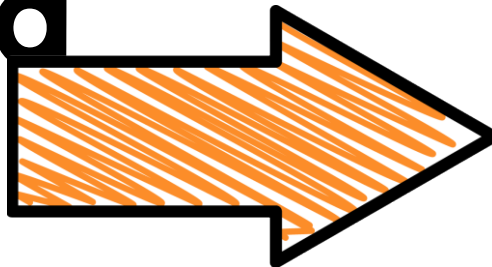


Level K

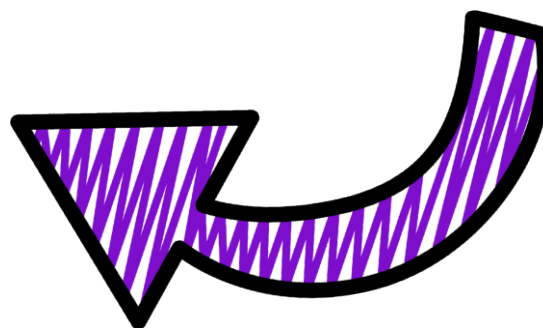
First



Second



Third



Looking for **Worksheets, Centers, and Activities**
-click to go-

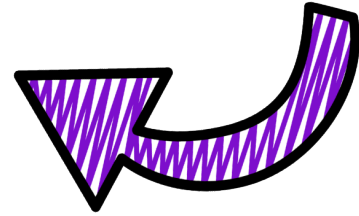
First

1st Grade PHONICS
READING INTERVENTION BUNDLE

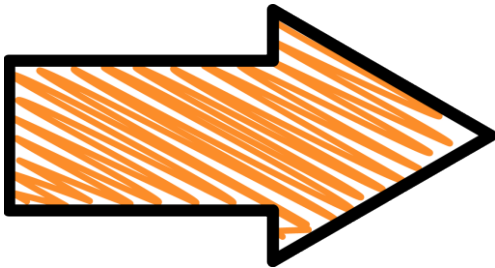
Glued Sounds 4 in a Row

A Year Long 14 Unit RTI Bundle
Science of Reading Intervention

Smart and Special Teaching



Second



2nd Grade PHONICS
ORTON GILLINGHAM INTERVENTION

A Year Long 17 Unit Bundle
Hundreds of Science of Reading

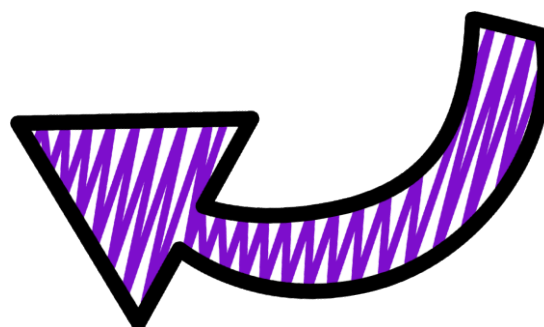
Smart and Special Teaching

Third

3rd Grade PHONICS
ORTON GILLINGHAM INTERVENTION

A Year Long 14 Unit Bundle
Hundreds of Science of Reading

Smart and Special Teaching



Looking for Worksheets, Centers, and Activities *-click to go-*

speech to
print
spelling

FIRST GRADE

Spelling Lesson Pamphlets

Spelling Dictionary
When we hear a silent **ss** sound just before a **ss** sound at the end of a word we use digraph /ss/.
duck back
Digraph /ss/ says the **ss** sound before the **ss** sound. It is not commonly used. But it can help you remember how to spell 7 words.

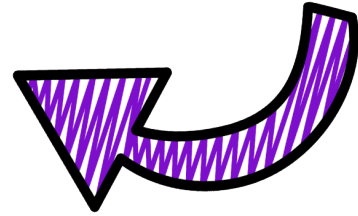
thumb
bath
this or that
Name: _____

Spelling Dictionary
The digraph **ss** can be at the beginning and end of a word. It can be used as a sound.
it is sound a tongue of the nasal
Name: _____

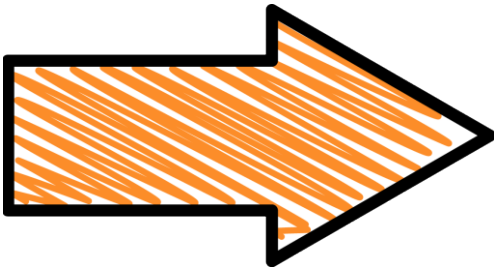
Spelling Dictionary
When we hear a silent **ss** sound just before a **ss** sound at the end of a word we use digraph /ss/.
Name: _____

RTI for Beginning & Struggling Spellers
30 week growing bundle
smart and special teaching

First



Second



SECOND Grade

Crossword Puzzle
Spell on Post
Week 25 Spelling
The Spelling of the **OU** Sound
OU
Dear Today, when w
we're
Feel It v
wash
stop hu
The
and the
long, flat timber
LABEL: Let me see if you can spell these words.

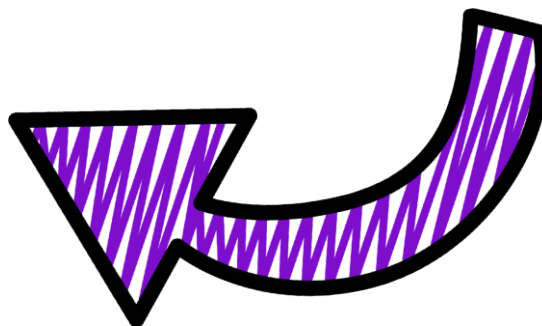
Weekly Spelling Packs Weeks 1-30
Spelling Packets Bundle
smart and special teaching

THIRD Grade

Spelling Bur
Crossword Puzzle
Week 21 Spelling
{wor? says (wor):}
{wor? says (wor):}
{wor? says (wor):}
{wor? says (wor):}

Weekly Spelling Packs Weeks 1-31
Spelling Packets
smart and special teaching

Third



Smart
& Special
TEACHING

Looking for Worksheets, Centers, and Activities *-click to go-*

speech to
print

Passages & Activities

SPEECH to PRINT

Reading Intervention

2nd & 3rd

a u o e

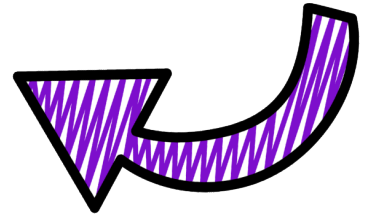
e e i o w

e a o y

a o e

Words to find

SMART and Special Teaching

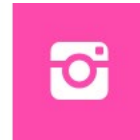
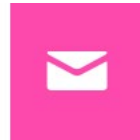
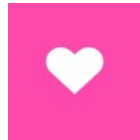


Thank you for downloading!

I sincerely hope that you find this resource to be useful in your classroom. If you have any questions or suggestions, feel free to contact me via email: tonistirtz@gmail.com



- Let's connect!



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