**EXPLICIT INSTRUCTION GUIDE FOR** *Phrasing and Commas*

**IN THE Fluency READING STRAND**

**MATERIALS:** chant, jump rope chants, poems, on chart paper, overhead, or individual copies for each student

**Set Context (WHAT) – Identify Strategy and Establish Purpose (WHY):** (Include introductory statement about what students will be learning to do and a brief explanation of why or how the concept, process, skill, or strategy will be useful to them as readers)

We are going to use commas to help us phrase words to become fluent readers. Correct phrasing helps us and listeners better understand what we are reading.

**Teacher Models/Demonstrates Strategy and Thinking (HOW):** “I DO”: (Teacher talks through the task as he/she performs it, “think aloud”)

Commas are signals that remind the reader to take a brief pause. Notice in this chant that there is a comma in the same place on each line – in the middle of the line and at the end. Listen, as I read the chant and pause at each comma. It has a nice rhythm. (With one hand, point to each word on the chart as you read.) In addition to letting us know when to pause, the commas also serve to cluster certain words together, we call that phrasing. Let’s see what happens when I put commas in different places and read the chant. (Put up the same chant with commas in different places; ooo-ah wanna, piece , of pie, Pie too, sweet wanna piece of, meat.) What happened to our rhythm? Remember that commas have an important job. They remind the reader to pause, and they group words together. As a result, they help sentences have a smooth and natural rhythm.

**Student Guided Practice: “WE DO”** (Teacher and student(s) perform the task together)

Now let’s echo read the chant. Remember to pause at the commas and read with nice phrasing. (Begin with a line-by-line echo reading of the chant. Point to each word as the students follow along. Then divide the group in half and have the two groups alternately read each line. Choral read the chant in this manner several times, emphasizing the pauses and the phrasing. Try reading the chant with a clap at each comma. Encourage student to have fun.)

**Student Application: “YOU DO”**: (Student(s) apply process or strategy; teacher monitors for transfer)

Now I have a chant for you to read to yourself. See if you can put the commas in the right place to create phrases so this chant is rhythmic. Give students an individual copy of the chant. Students use a pencil and practice saying the chant to insert commas until they think they have them in the right place. Then have student recite the chant to you with phrases. Students could work with a partner.

**Observation and Data Collection:** (Provide additional modeling based on observation. What data will you collect to determine student progress? Quantitative (measurable) and/or Qualitative (observable))

Observe whether students are phrasing the chant in a fluent rhythmic manner. Were students able to discern where to put the commas? Could students then recite the chant with correct phrasing?

**Additional Chant**

When I was one, I ate a bun,  
When I was two, I buckled my shoe,  
When I was three, I banged my knee,  
When I was four, I shut the door,  
When I was five, I learned to jive,  
When I was six, I picked up sticks,  
When I was seven, I went to heaven,  
When I was eight, I learned to skate,  
When I was nine, I climbed a vine,  
When I was ten, I caught a hen,
Teddy Bear Teddy Bear turn around
Teddy Bear Teddy Bear touch the ground
Teddy Bear Teddy Bear show your shoe
Teddy Bear Teddy Bear that will do
Teddy Bear Teddy Bear go upstairs
Teddy Bear Teddy Bear say your prayers
Teddy Bear Teddy Bear turn off the light
Teddy Bear Teddy Bear say good night