



## More Round-Robin Reading Alternatives

**1. Three-Ring Circus:** Form three reading groups—Coaching Group, Independent Group, Partner Group. Work with the Coaching Group by guiding them through the story. The other two groups work on their own. Rotate groups each day so every student is in the Coaching Group at least twice a week. Or, stop part way through the Coaching Group’s reading to circulate and “listen in” on the Partner Group and Independent Group.

**2. Partner Reading:** Develop a rotation of partner-reading options.

*Take-Turn Days.* Students alternate reading a paragraph or page at a time.

*Ask-Question Days.* Students read independently to a specified page, then stop to answer questions posed by their partner.

*Sticky-Note Days.* Students read and post questions on self-sticking notes as they read.

*You-Decide Days.* Students choose how they want to read the selection.

**3. Choral Reading:** Students read the story aloud, in unison. This is best for poetry, plays, and repetitive text.

**4. Reader’s Theater:** Students choose a passage from a selection and practice it until they are ready to give a dramatic reading for the class.

**Note:** For additional ideas, see *Goodbye Round Robin: 25 Effective Oral Reading Strategies* (Michael F. Opitz and Timothy V. Rasinski, Heinemann, 1998).

## Lesson 11



### Speed Drills

Speed drills build fluency because they help students rapidly recognize common syllables and spelling patterns in multisyllabic words. And they’re fun!

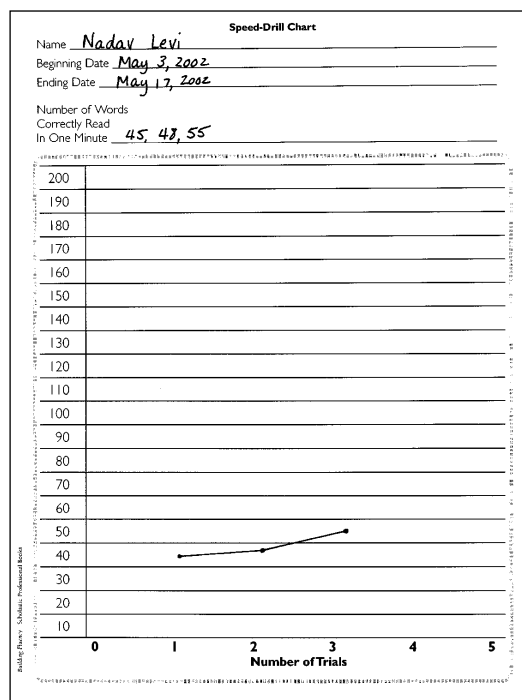
You can use the speed-drill reproducibles (pages 57–67), which include examples of all the spelling patterns as well as high-frequency words. And you can create your own drills using the blank 50- and 100-word charts (pages 55 and 56). To gather words for your drills, draw on the word lists that begin on page 75.

- 1.** Distribute copies of the speed drill to students. Allow students two minutes to underline the target syllable or spelling pattern. For example, if the skill is words ending in consonant +*le*, have students underline *ble*, *cle*, and *ple* in any words containing these common patterns. If the skill is to recognize vowel teams, have them underline those letters.
- 2.** When finished, have students use their speed-drill sheet to read the marked words. Help students pronounce the common syllables or spelling patterns.
- 3.** As an incentive, students may record their speed-drill scores on a chart (page 54). Have

them record the score for each testing of the speed drill. Work with each student to set individual speed-drill goals—a set number of words to read in a minute, for example.

Speed drills should cover the following six common syllable spelling patterns:

- 1. closed:** These syllables end in a consonant. The vowel sound is generally short (examples: rabbit, napkin).
- 2. open:** These syllables end in a vowel. The vowel sound is generally long (examples: itiger, ipilot).
- 3. vowel-silent e:** These syllables generally represent long-vowel sounds (examples: compete, decide).
- 4. vowel team:** Many vowel sounds are spelled with vowel digraphs such as *ai*, *ay*, *ea*, *ee*, *oa*, *ow*, *oo*, *oi*, *oy*, *ou*, *ie*, and *ei*. The vowel digraphs, or teams, appear in the same syllable (examples: boat, explain).
- 5. r-controlled:** When a vowel is followed by *r*, the letter *r* affects the sound of the vowel. The vowel and the *r* appear in the same syllable (examples: bird, turtle).
- 6. consonant + le:** Usually when *le* appears at the end of a word and is preceded by a consonant, the consonant + *le* form the final syllable (examples: table, little).



## ★ Put It Into Practice!

### Tips for Creating Speed Drills

- ✓ Select skills with which your students need to develop automaticity (i.e., words containing a specific phonics skill or irregular high-frequency words).
- ✓ Select either a 50-word or 100-word Speed-Drill form based on the age of your students. I suggest using the 50-word drills for younger students or for newly-learned skills.
- ✓ Select 20–25 words to include on the speed drill. Write the words in random order, multiple times, on the speed-drill form. Make copies of the speed drill for students to use. (Note: For some skills, you may not want to repeat any of the words or syllables, especially if the speed drill covers review skills or multiple skills.)
- ✓ Allow students time to practice reading the words on the speed drills independently. Suggest that they underline or highlight the target skill. For example, have students underline *ee* and *ea* in all the long *e* words.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Consonant + le Syllable Speed Drill

Underline the consonant + le in each word. (The consonant + le appears in the same syllable.)

Then practice reading the words until you are ready to be timed.

bubble	battle	angle	bridle	apple
ankle	double	bottle	bugle	bundle
circle	crinkle	fable	cattle	eagle
fiddle	maple	dazzle	marble	gentle
giggle	handle	purple	fizzle	noble
kettle	jungle	kindle	sample	muzzle
pebble	little	shingle	middle	simple
puzzle	rumble	mantle	single	needle
steeple	sparkle	stubble	rattle	struggle
puddle	temple	sprinkle	tumble	settle
wiggle	puddle	uncle	wrinkle	title
saddle	vehicle	bubble	double	battle
fable	bottle	angle	title	cattle
eagle	circle	fiddle	bundle	handle
middle	steeple	marble	apple	gentle
rumble	giggle	tumble	maple	kettle
sample	rattle	needle	uncle	pebble
vehicle	purple	jungle	little	bridle
simple	settle	saddle	single	struggle
ankle	stubble	puzzle	wrinkle	wiggle

Name \_\_\_\_\_ Date \_\_\_\_\_

## High-Frequency Syllable Speed Drill

Practice reading the syllables until you are ready to be timed.

ing	er	ter	tion	re
ver	ex	bout	com	ple
un	der	num	ble	ment
ture	est	dis	im	fi
ture	ing	ment	er	bout
un	ter	com	est	der
ex	dis	ver	ple	re
ble	im	tion	num	fi
dis	un	ing	ple	ble
er	num	est	ter	ture
com	ver	bout	re	der
em	ex	tion	ment	fi
un	er	der	dis	ing
bout	ter	ture	ment	est
im	ble	ex	num	com
tion	re	ver	fi	ple
ter	ble	er	re	un
ing	fi	dis	der	num
ment	tion	ple	est	ver
ture	com	ex	bout	im