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How to Use This Product (cont.)



Introduction to Teaching Fluency
By Dr. Timothy Rasinski
Kent State University

Why This Book?
This book was developed in response to the need we have heard from teachers for good tools for teaching reading fluency within the content areas. Within the past several years, teaching fluency has become recognized as an essential element of elementary and middle grade reading instruction in all states. Fluency is the bridge between word recognition and comprehension. This book provides teachers with a variety of strategies for building word recognition, fluency, and comprehension. The book also includes information on how to use this book with your students.

How to Use This Book
This book is designed to be used as a resource for teachers. It contains a variety of strategies for building word recognition, fluency, and comprehension. The book also includes information on how to use this book with your students.

Introduction Written by Dr. Timothy Rasinski

- In a survey conducted by the National Reading Panel, fluency was determined to be one of the five research-based components of reading. Dr. Timothy Rasinski from Kent State University is an expert on teaching students to become fluent readers. His book, *The Fluent Reader*, is an excellent resource of oral reading strategies for building word recognition, fluency, and comprehension.

How to Use This Book

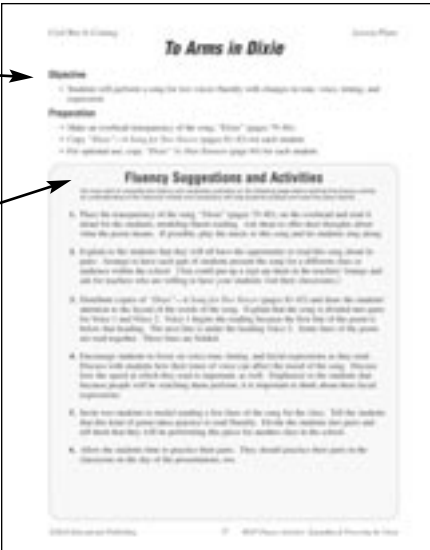
- Dr. Rasinski's introduction contains important information and ideas of how to use this book with your readers.

Objective

- A fluency objective is included for each lesson. This objective tells you which fluency strategy will be practiced within the lesson. See pages 13–14 for descriptions of the fluency strategies used within this book.

Fluency Suggestions and Activities

- These steps in the lesson plan describe how to introduce the piece to your students. Suggestions for ways to practice and perform the piece are also provided for your use. Remember that authentic performances are very important to ensure successful fluency for your readers.

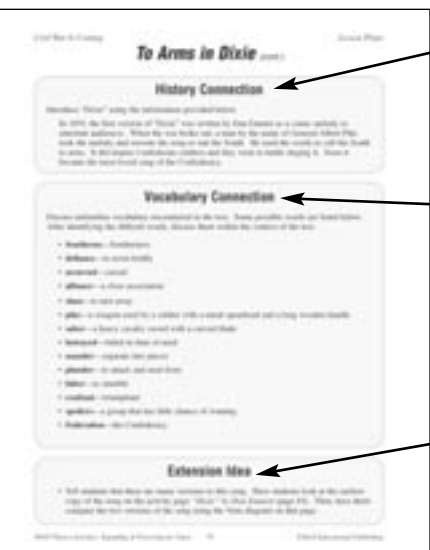


To Arms in Dixie

Objective

Fluency Suggestions and Activities

- Read the introduction of the story, "To Arms in Dixie," and the objective of the lesson.
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- Read the story, "To Arms in Dixie," and the objective of the lesson.



To Arms in Dixie

History Connection

Vocabulary Connection

Extension Ideas

History Connection

- Each text in this book relates to an important historical person or event. Information is provided with each lesson to give you the historical context of the piece.

Vocabulary Connection

- Vocabulary words have been chosen and defined for your use. Introduce the words to your students and have them define the words or simply record the definitions on the board for student reference.

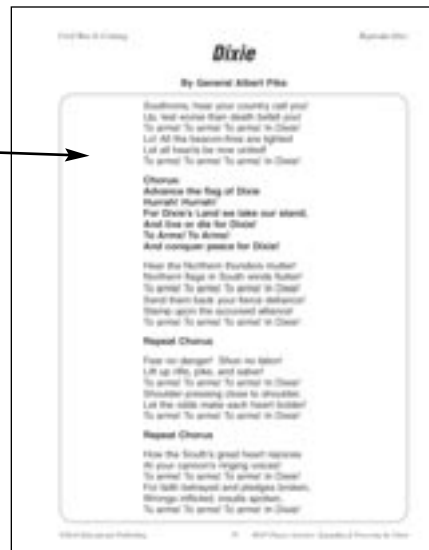
Extension Ideas

- One or two extension ideas are given for each lesson. These ideas are usually fun, challenging, and interesting.

How to Use This Product (cont.)

Primary Source Text

- For each lesson, a copy of the primary source text is provided for the teacher. Sometimes, the students will not receive copies of this text. They may only receive copies of the rewritten text, divided reading, or reader's theater. This text is provided so that teachers can read the original document to the students and/or refer to it as they teach the lesson to the class.



Student Versions of the Primary Source Text

- For most of the texts, the author of the book has rewritten the texts for the students to use. Sometimes, it is simply rephrased in modern language. Other times, the texts have been divided into smaller reading sections. There are also pieces that have been rewritten into reader's theater scripts for the students to perform.

Student Reproducibles

- For most of the lessons, at least one of the student reproducibles is designed to help students analyze the text. These are quite often one of the extension activities, since they do not focus on fluency as much as comprehension of the piece. If time allows, be sure to complete these activity sheets with your students.



The Captain!

Objective

- Students will participate in cooperative learning and improve expressive reading skills by engaging in reader's theater.

Preparation

- Copy the poem, "O Captain! My Captain!" (page 162), for the teacher.
- Copy "*O Captain! My Captain!*"—*Reader's Theater* (pages 163–168) for each student.
- Provide highlighters.

Fluency Suggestions and Activities

You may want to complete the history and vocabulary activities on the following page before starting this fluency activity. An understanding of the historical context and vocabulary will help students analyze and read the piece fluently.

Note: You might want to plan to complete this fluency activity on President's Day, Abraham Lincoln's birthday, or on April 14, the anniversary of Lincoln's assassination.

1. Model a fluent reading of the poem, "O Captain! My Captain!" (page 162), for the students.
2. Give each student a copy of "*O Captain! My Captain!*"—*Reader's Theater* (pages 163–168). Tell students that they will be performing this poem for classes within their school. Place students in groups of four. Assign parts to students by having them volunteer or audition. Have students highlight their parts.
3. Read the script together several times. Model reading lines with changes in pitch, tone, and timing to achieve different effects. Ask students to look for clues in the text that tell them how to read it (e.g., commas or exclamation points).
4. Students then begin to read their assigned parts aloud. Provide time for practice individually, with partners, and in small groups.
5. Students should then practice their parts with groups of four. Once the students are comfortable, have them perform their readings for other classes within the school.

The Captain! (cont.)

History Connection

Discuss the history of “O Captain! My Captain!” using the information below.

Walt Whitman wrote this poem after Abraham Lincoln was assassinated in 1865. It was said that the night before the assassination, Whitman dreamed of a ship coming into a harbor with full sails. This poem was published in the New York City *Saturday Press* and became Whitman’s most famous poem during his lifetime. When Whitman had a speaking engagement, he was always asked to recite it. This happened so many times that he once said that he almost wished he had never written it.

Vocabulary Connection

Discuss unfamiliar vocabulary encountered in the text. Some possible words are listed below. After identifying the difficult words, discuss them within the context of the text.

- **rack**—wind-driven storm
- **sought**—looked for
- **exulting**—celebrating
- **keel**—a ship with a flat bottom much like a barge
- **vessel**—a ship or boat
- **trills**—a musical tone with vibrations
- **victor**—victorious
- **tread**—to walk

Extension Idea

- Discuss the meanings of words with unusual spellings, such as weather’d, ribbon’d, and anchor’d. Display these words on the board and ask the students to determine the pronunciation of each. Explain that while these words may seem unfamiliar at first glance, most are familiar words, when spelled in a conventional manner. They are often spelled this way in poems and song lyrics for the purposes of flow and rhythm.

O Captain! My Captain!

By Walt Whitman

O Captain! my Captain! Our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.
But O heart! heart! heart!
O the bleeding drops of red!
Where on the deck my captain lies,
Fallen cold and dead.

O Captain! my Captain! Rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills;
For you bouquets and ribbon'd wreaths—for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning.
Here Captain! dear father!
The arm beneath your head,
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still:
My father does not feel my arm, he has no pulse nor will.
The ship is anchor'd safe and sound, its voyage closed and done:
From fearful trip the victor ship comes in with object won!
Exult O shores, and ring O bells!
But I with silent tread,
Walk the deck my captain lies
Fallen cold and dead.

Name _____

“O Captain! My Captain!”— Reader’s Theater

All: O Captain! my Captain!

R1: Abraham Lincoln was once the captain of our great nation.

All: Our fearful trip is done;

R2: The Union had just experienced the Civil War.

R3: Brothers fought against brothers

R4: Friends battled against friends.

R1: The North won and the war was finally over.

All: The ship has weathered every rack, the prize we sought is won;

R2: The ship was the Union

R3: and it made it through the painful years of war.

R4: The prize was winning the war and keeping the Union together.

All: The port is near,

R1: The port signals peace between the North and South.

R2: Even with the war over, there is much work to do to end the division.

R3: That’s why the port is near, and they have not arrived at the port yet.

“O Captain! My Captain!”— Reader’s Theater (cont.)

All: the bells I hear,

R4: The bells are ones of victory.

All: the people all exulting,

R1: All the people are happy about hearing the bells of victory.

All: While follow eyes the steady keel, the vessel grim and daring.

R2: On the shore the people are looking at this ship,

R3: which is the Union,

R4: which shows the wear from four long years of battle.

R1: Lincoln undertook the brave task of fighting to keep the Union together.

All: But O heart! heart! heart!

R2: Pay attention! Something terrible has happened!

All: O the bleeding drops of red,

R3: The blood of all the dead,

R4: including soldiers who fought for the cause

R1: and Lincoln who fought to keep the Union together

R2: is on the deck of the ship.

All: Where on the deck my Captain lies,

“O Captain! My Captain!”— Reader’s Theater *(cont.)*

All: Fallen cold and dead.

R3: Lincoln, the captain, is dead.

All: **O Captain! my Captain! Rise up and hear the bells;**

R4: Lincoln! Get up! Get up!

R1: I can’t believe you are not alive!

R2: Which bells do you hear?

R3: Are they the bells of victory?

R4: Or do you hear the bells of death?

All: **Rise up—for you the flag is flung—for you the bugle trills;**

R1: The flag is flying.

R2: Is it flying for your victory or for your death?

R3: The horn is playing for you.

R4: Is it playing for your victory or for your death?

All: **For you bouquets and ribboned wreaths—**

R1: Flowers and wreaths are everywhere.

R2: Is this a victory parade

R3: or a funeral procession?

“O Captain! My Captain!”— Reader’s Theater *(cont.)*

All: for you the shores a-crowding;

R4: Everyone is crowding around the shore in honor of you.

All: For you they call, the swaying mass, their eager faces turning.

R1: The masses of people are calling for you.

R2: The eager faces hope to see their captain, their leader.

All: Here Captain! dear father!

R3: The captain, Lincoln, was a father to the Union.

R4: It was this father’s determination that kept the Union together.

All: The arm beneath your head!

R1: His wife held him in her arms after he was shot.

All: It is some dream that on the deck

R2: Your dream of keeping the nation together

R3: Has brought you nothing but death.

All: You’ve fallen cold and dead.

R4: Their leader, the president, has lost his life for the peace of this country.

“O Captain! My Captain!”— Reader’s Theater *(cont.)*

All: My Captain does not answer, his lips are pale and still:

R1: Lincoln cannot provide the answers anymore

R2: because he is dead.

R3: It’s someone else’s turn to lead our country

R4: and give us the answers we need.

All: My father does not feel my arm, he has no pulse nor will.

R1: Lincoln did all he could to lead us.

R2: He gave everything

R3: including his life

R4: for his country.

R1: Now that Lincoln is dead,

R2: leadership and meaning for our country must be found somewhere else.

All: The ship is anchored safe and sound,

R3: Thanks to Lincoln

R4: everything America once stood for is now secure again.

“O Captain! My Captain!”— Reader’s Theater *(cont.)*

All: its voyage closed and done:

R1: The war is over

R2: and the North and South reunite in one strong Union.

All: **From fearful trip the victor ship comes in with object won!**

R3: The war brought fear with brothers fighting brothers.

R4: But the war is now over and the Union can focus on being a great nation again.

All: **Exult O shores, and ring O bells!**

R1: Sing Lincoln’s praises!

R2: He did a great thing in saving our nation.

R3: Are the bells of celebration,

R4: or bells of death?

All: **But I with silent tread,**

R1: While the country is celebrating the end of the war,

R2: I must mourn the loss of Lincoln.

All: **Walk the deck my captain lies**

R3: Now I have to live in this Union

R4: where the life of Lincoln, the leader, was taken.

All: **Fallen cold and dead.**