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## General Fluency Activities *(cont.)*

### What a Character!

**Standard: 5.10**

This activity will assist your students in identifying the voice of story characters.

1. When reading a story, ask the students to describe one of the characters. Draw attention to the way the character speaks.
  - Does he/she speak loudly?
  - Does he/she react impulsively?
  - Is the character easily angered?
2. Select an event from the story where the character has dialog.
3. Ask the students how the character might say this dialog if he/she is in a different mood (excited, afraid, angry, annoyed, etc.).
4. Draw students' attention to the importance of using expression when reading and how a reader's expression changes with the moods of the characters.

### Parent Involvement

**Standard: 5.10**

Getting parents involved is an effective way to give your students a double dose of reading fluency practice. See the "Parent Letter" activity on page 74.

### High-Frequency Words

**Standard: 5.8**

Knowledge of high-frequency words provides students with the ability to read more smoothly as they encounter fewer unfamiliar words.

**Materials**

- copies of high-frequency word cards (pages 66–71)
  - scissors
1. Duplicate the word cards on pages 66–71 and cut them apart. (Laminate them for durability.)
  2. Explain to the students that many words appear in print quite regularly. With these kinds of words, it is best to memorize them so they can be recognized automatically.
  3. Mix up the cards and select a few words a day to review with the class. Be sure to review the pronunciation and use of each new word.
  4. As new words are reviewed each day, add them to the stack and have the class work to recognize more and more new words.
  5. For additional practice, place the cards at a learning center and encourage students to quiz each other in a word flash card game.
  6. Assess students' knowledge of high-frequency words using the charts on pages 72–73.

# Beginning, Middle, or End?

Read and cut out each word below. Would the word be found at the beginning, middle, or end of the dictionary? Glue the word in the correct flower box.



**Beginning**

(a, b, c, d, e, f, g)



**Middle**

(h, i, j, k, l, m, n, o, p)



**End**

(q, r, s, t, u, v, w, x, y, z)

<b>daisy</b>	<b>marigold</b>	<b>rose</b>	<b>carnation</b>
<b>pansy</b>	<b>sunflower</b>	<b>aster</b>	<b>daffodil</b>
<b>tulip</b>	<b>heather</b>	<b>gardenia</b>	<b>lilac</b>
<b>poppy</b>	<b>zinnia</b>	<b>mum</b>	