Read It Again

Children listen to a book, then read short lines aloud and reread them.

RF.K.4.a "Engage in a variety of experiences with texts in order to develop an understanding of fluent reading."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 READ TWICE

a | I | see | you.

b | We | can | go.

2 TAKE TURNS

a | The | sun | is | up.

b | I | can | hop.

Read It Again

HOW TO RUN THIS PAGE

In a small group, show the print in a classroom book as you read one page aloud. Then listen to each child read the lines on the sheet. Notice accurate words and whether the second reading sounds more connected, and record any support separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · READ TWICE

SAY "Watch the words as I read a page from this classroom book. Now point to the words on your sheet and read each line aloud to me twice. Then circle one word to answer each question."

ROW	SAY	STUDENTS CIRCLE
a	Read the line aloud twice. Which word tells who I see? Circle it.	**you.**
b	Read the line aloud twice. Which word tells who can go? Circle it.	**We**

PART 2 · TAKE TURNS

SAY "Read each line aloud to a partner. Then read it to me and circle one word to answer each question."

ROW	SAY	STUDENTS CIRCLE
a	Read the line aloud. Which word names what is up? Circle it.	**sun**
b	Read the line aloud. Which word tells what I can do? Circle it.	**hop.**

WHAT TO ACCEPT

Circles: you., We, sun, hop. Listen to each child read every line from print, noting accuracy and connected reading; record prompts or other support separately from the circles.