

Mini-lessons for fluency

Sixth grade example but can be adapted for other grades

Affixes mini-lesson (15 minutes)	
LENGTH	LEARNING ACTIVITY
2 minutes	Tell students they will be learning a new strategy to read long words. Specifically, they'll learn more about three words today—affixes, prefixes, and suffixes. Write these words on the board. Have students read each word. Explain that an affix is a part of a word that sticks onto a base word. These word parts, or affixes, carry meaning and can make the meaning of the base words change. An affix at the front of a base word is called a PREFIX. An affix at the end of a base word is called a SUFFIX. Check for student understanding of new terms.
2 minutes	Model PREFIXES: Work with students to think about prefixes they see during their normal reading. Create a list, with the first column consisting of prefixes by themselves, the second column showing the definition of each prefix, and the third column showing the prefix in example words. Demonstrate the first row, drawing a box around the prefix in the example words. Ask them to repeat after you as you read across the first-row columns. Demonstrate how to break apart the example words into the prefix and the rest of the word and read them part by part.
4 minutes	Practice PREFIXES: Tell students they will work with their partner to read the prefix in the first column, then to box the prefix in the last column, and finally to read the word part by part. Ask them to try it for the next three rows. Once most partners have completed the three rows, have students read chorally with you as you read across the three rows they have completed to check their work. Ask for questions. Then have students complete as many as possible until the time is up.
1 minute	Review PREFIXES: Review what a prefix is. Read chorally with students through some of the rows that were challenging.
2 minutes	Model SUFFIXES: Work with students to think about suffixes they see during their normal reading. Create a list, with the first column consisting of suffixes by themselves, the second column showing the definition of each suffix, and the third column showing the suffix in example words. Demonstrate the first row, drawing a box around the suffix in the example words. Ask them to repeat after you as you read across the first-row columns. Demonstrate how to break apart the example words into the suffix and the rest of the word and read them part by part.
3 minutes	Practice SUFFIXES: Tell students they will work with their partner to read the suffix in the first column, box in the suffix in the last column, and read the word part by part. Have them read chorally with you as you read across the three rows they have completed to check their work. Ask for questions. Then have them complete as many as possible until time is up.
1 minute	Review SUFFIXES: Review what a suffix is and how it is different from a prefix. Read chorally with students through some of the rows that were challenging. Tell students that they will be working to box prefixes and suffixes in future fluency lessons to help them read longer words with more accuracy.

Syllables mini-lesson (15 minutes)

LENGTH	LEARNING ACTIVITY
1 minute	Tell students they will be learning another strategy for reading longer words today. Specifically, they will learn more about two concepts: syllables and vowels. Write these words on the board. Have students read each chorally three times. Explain that a syllable is a word or part of a word with ONE vowel SOUND. Explain that a vowel sound is a sound that is open (not blocked by your lips, tongue, or teeth) and voiced (your voice box is turned on).
2 minutes	Model dividing words into syllables: Pass out the handout and call students' attention to List 1. Point to the first word and tell them you will be looking for vowels. If two vowels are together, they usually stick to each other to make one sound and can be underlined together. Underline the vowels in "volcano" as you think aloud with students. Have them copy: volcano. Tell them each vowel you underlined will make a separate part of the word. Tell them, "Let's try to figure out some parts we can say together." Think aloud and model, then have students echo: "Vol-can-o . . . vol-ca-no . . . volcano!"
4 minutes	Practice dividing words into syllables: Have students try the next two words with their partner. Remind them to underline each vowel, and if two vowels are together, they usually stick to each other and make one sound. After most students are finished, have students check work by modeling on the board and reading words chorally with you. Finally, have students complete the list with their partner, then read chorally with you.
1 minute	Review dividing words into syllables: Review what to do (look for vowels, underline vowels, break word into parts to sound out, and say the word together). Review any challenging words.
3 minute	Model dividing words with affixes into syllables: Now call students' attention to List 2. Tell students they will now combine what they learned from the syllables lesson today and the previous affix lesson to read longer words more efficiently. Ask students to recall the meaning of <i>affix</i> , <i>prefix</i> , and <i>suffix</i> . Then remind students to use their list to read down the prefix and suffix columns to refresh their memories. Finally, remind students to box in any affixes they find in words. Model this on the first word in List 2, "effortless," by boxing in the suffix <i>-less</i> . Then remind students to underline vowels that are left (<u>eff</u> ort), divide the word into parts to read, and read it all together.
3 minute	Practice dividing words with affixes into syllables: Have students try the next two words with their partner. Remind them to box any affixes, then underline each vowel. If two vowels are together, they usually stick to each other and make one sound. After most students are finished, have students check work by modeling on the board and reading words chorally with you. Finally, have students complete the list with their partner, then read chorally with you.
1 minute	Review dividing words with affixes into syllables: Review what to do (box in affixes, underline leftover vowels, break the word into parts to sound out, and say the word together). Review any challenging words.



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Handout for syllables mini-lesson

List 1

volcano
rainstorm
binocular
fingernail
evaporate
establish
volume
dandelion
irregular
avocado

List 2

effortless
execution
accountability
discontinuation
unimaginable
organism
disinfectant
indecisive
persecution
disqualification



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