

Phrase Reading (Opitz & Rasinski, 1998)
(1 per participant)

Directions: Take a familiar text, e.g., campfire song, "Bug Juice". Mark text with / to indicate phrasing. Use // to indicate pauses. Practice reading using marked phrasing with a partner.

SAMPLE: /The big brown cat/ jumped in my lap/ just as I sat down.//I pushed her/ onto the floor/ and she bit me//--hard!

Bug Juice

Tune: On Top of Old Smokey

(Taken from <http://www.scoutsongs.com>)

At the camp with the Girl Scouts, they gave us a drink.
We thought it was kool-aid because it was pink.

But the thing that they told us, would've grossed out a moose, for
that great tasting pink drink, was really bug juice.

It looked fresh and fruity, like tasty kool-aid, but the bugs that
were in it, were murdered with Raid.

We drank it by gallons. We drank it by tons,
And the next morning, we all had the runs.

So the next time you drink bug juice and a fly drives you mad,
he's just getting even, 'cause you swallowed his Dad'.

Look for the Signals (Opitz & Rasinski, 1998)
(1 per participant)

Directions: Read over the poster of the "signals" (Opitz & Rasinski, 1998). Practice reading the sample text below (abc's) with a partner. Keep a poster of the "signals" in view in the classroom.

Variation: Have students read a familiar text to themselves. Go back and highlight the "signals". Practice reading aloud with appropriate phrasing and expression.

1. ABC? DEF. GH! I! JK? LMNOP. QRS,
TU, V, AND WX? Y? Z!

2. A? B? CDE! FGH. IJK, LM, AND NOP.
QRS! TU. "VWX!" yelled YZ.

3. Write your own signals. Read it. Trade
with a neighbor.

ABC DE F G H IJKL

MNO PQR ST U V WXY Z