

The Farmer's Gift

An old farmer had worked hard all his life long. The best grapes in the land were found in his vineyards. He wanted his sons to become good farmers too.

The time came when the old man knew that he was dying. He called his sons to him and said to them, "My sons, I have hidden a great treasure in my vineyards. Look for it when I am gone as I have only this treasure to leave with you." And then the farmer died.

Later, his sons went out into their father's fields and began digging. They dug all over the vineyards looking for the hidden treasure. But they found no gold and no coins. However, they had worked so hard while digging around the vines that they had a great crop of grapes to sell that year at the market. Their fine grapes brought them much money.

The finest treasures are those that come from our own hard work.

The Goldfish Experiment

How do you know when goldfish are hungry?

A man once taught his goldfish to ring a little bell when they wanted food. He began by letting them go hungry for a few days. Their food was tied to one end of a string and a little bell to the other. The food was then dropped into the water. When the fish nibbled, the bell outside the bowl rang loudly. For several days they were fed in this way. Then the string without food was put into the bowl, and the fish bit at the end just the same. When the bell rang, the man threw in some food for the goldfish to eat. After several days of such training, they learned to ring the bell whenever they were hungry.



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Student Record Form: Oral Reading Fluency

DAR Levels 0–9/10

Strategy: Modeling

Student: _____ Grade: _____ Date: _____

Passage Title: _____ Passage Level: _____

Did the student seem to recognize what made your reading fluent? **Y** or **N**

Explain:

Use the Fluency Checklists to record observations about the student’s oral reading.

Observed difficulties:

- reads aloud haltingly
- repeats words and phrases often
- makes frequent self-corrections
- sounds out many words
- adds extra words often
- waits and/or asks for help

Observed strengths:

- reads smoothly
- reads at an appropriate rate
- reads with good phrasing
- uses context

Additional observations:

<p>During this activity, the student seemed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Passively cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____ 	<p>Additional Comments:</p>
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Student Record Form: Oral Reading Fluency

DAR Levels 0–9/10

Strategy: Repeated Reading

Student: _____ Grade: _____ Date: _____

Passage Title: _____ Passage Level: _____

Use the Fluency Checklists to record observations about student’s oral reading.

First Attempt

Observed difficulties:	Observed strengths:	Additional observations:
<input type="checkbox"/> reads aloud haltingly	<input type="checkbox"/> reads smoothly	
<input type="checkbox"/> repeats words and phrases often	<input type="checkbox"/> reads at an appropriate rate	
<input type="checkbox"/> makes frequent self-corrections	<input type="checkbox"/> reads with good phrasing	
<input type="checkbox"/> sounds out many words	<input type="checkbox"/> uses context	
<input type="checkbox"/> adds extra words often		
<input type="checkbox"/> waits and/or asks for help		

Did the student seem to recognize what made his or her reading fluent? **Y** or **N**
Explain:

Second Attempt

Observed difficulties:	Observed strengths:	Additional observations:
<input type="checkbox"/> reads aloud haltingly	<input type="checkbox"/> reads smoothly	
<input type="checkbox"/> repeats words and phrases often	<input type="checkbox"/> reads at an appropriate rate	
<input type="checkbox"/> makes frequent self-corrections	<input type="checkbox"/> reads with good phrasing	
<input type="checkbox"/> sounds out many words	<input type="checkbox"/> uses context	
<input type="checkbox"/> adds extra words often		
<input type="checkbox"/> waits and/or asks for help		

Record the student’s response to the following question:

Did it help you to read the passage a second time? How?

<p>During this activity, the student seemed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Passively cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____ 	<p>Additional Comments:</p>
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