

Topic: Blue Light

Text Type: Narrative Fiction

Word Count: 594

Lexile® Measure: 1030L

Skills: Reading for Meaning
Proper Phrasing
Expression and Intonation
Rate
Timed Reading

Lesson 1

Time: 10–15 minutes

Skills: Reading for Meaning

Student Pages: “Goggle Talk” (Student Copy)

Lesson 2

Time: 15–20 minutes

Skills: Proper Phrasing

Student Pages: “Goggle Talk” (Student Copy)

Lesson 3

Time: 15 minutes

Skills: Expression and Intonation

Student Pages: “Goggle Talk” (Student Copy)

Lesson 4

Time: 15 minutes

Skills: Rate

Student Pages: “Goggle Talk” (Student Copy)

Lesson 5

Time: 15–20 minutes

Skills: Timed Reading

Student Pages: “Goggle Talk” (Student Copy)

Teacher Pages: “Goggle Talk” (Teacher Copy), Fluency Chart

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Note: Words in bold are said aloud by the teacher.

Reading for Meaning

Distribute “Goggle Talk” (Student Copy). **Follow along with me as I read this story. The title is “Goggle Talk.”** Read the story aloud to students. Read the passage with accuracy, expression, proper phrasing, and intonation. After reading, ask the following questions to engage students in a discussion about the story:

- **What is this story about?**
- **What do you think of the “blue light” theory? Why?**

Discuss any words students may not be familiar with.

Assign partners. Avoid pairing students of significantly different proficiencies. This results in less frustration. Also, the more proficient reader may serve as a model. Partners should be changed periodically.

It is important to model the expectations of partner reading. You may do this by role-playing with one student, or you may select two students to role-play the following:

- how to sit with your partner (Have partners sit close together so that the partner who is reading can use a low inside voice and still be heard.)
- how to read with your partner (Partner A reads. Partner B listens carefully and follows along. Partner A underlines lightly with a pencil any words he or she finds interesting or does not know. Partners may also assist with words if needed by using the following correction procedure:
 - If a student reads a word incorrectly, skips a word, or does not know a word, his or her partner points to the word and says, “What is this word?”
 - If the student reads the word correctly, the partner says, “Yes, that word is _____. Please reread the sentence.”
 - If the student does not know the word, the partner says, “That word is _____. Please reread the sentence.”
 - The student repeats the word and rereads the sentence.)
- how to dialogue with each other after the reading (Have students discuss what the passage is about and which words in the passage they found interesting or did not understand.)

After these procedures have been modeled, have students practice. Discuss behaviors that are unacceptable as well.

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Independent Practice

Now, I want you to get with your partner and read “Goggle Talk” together. Using a pencil, lightly underline any words you find interesting or do not know as you read. Partner A will read the first paragraph and stop. Then partner B will read the same paragraph. Discuss what you read and any words you found interesting or did not understand. Then follow the same procedure with the following paragraphs until you reach the end of the passage.

Walk around and observe students as they read together. If necessary, remind students of the expectations for partner reading.

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Teach

Redistribute or have students take out “Goggle Talk” (Student Copy). **We will practice reading “Goggle Talk” fluently.**

Reading fluently means reading the words correctly, at an appropriate rate, and with correct phrasing and intonation. Reading fluently is not about reading fast but about reading at an appropriate rate. Fluent reading should sound like talking. The way we read a text affects our comprehension.

Each lesson will focus on one or two aspects of fluency. **Today we will practice phrasing.**

Phrasing involves grouping certain words together when speaking. As we talk, we automatically chunk words into groups. This is also important when reading. There are some words that sound better chunked together, and when this is done, the ideas are easier to understand. Take a look at the first sentence in the story.

Listen as I read this sentence. Read the sentence with expression, naturally placing a brief pause where indicated by the slashes: **For the fourth evening in a row, / Miranda came / into the living room, / wearing giant orange goggles.**

I paused briefly after the word *row* and after the word *room* because of the commas. A comma signals to the reader to pause briefly. The rest of the sentence does not have a comma, but notice the way I chunk certain words together. Reread the sentence: **For the fourth evening in a row, / Miranda came / into the living room, / wearing giant orange goggles.**

Even though the remaining part of the sentence does not have a comma to tell readers to pause, fluent readers pause and chunk words together naturally to make reading sound like talking. Read the sentence with me this time. For the fourth evening in a row, / Miranda came / into the living room, / wearing giant orange goggles.

Guided Practice

Now, let’s practice by reading the second paragraph. Read the following paragraph one sentence at a time, modeling proper phrasing and expression. Pause *briefly* at the slashes within a sentence; pause *longer* at the slashes at the end of a sentence. Make sure the pauses sound like natural breaks and not like choppy phrasing. Have students repeat each sentence after you.

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Guided Practice (cont.)

Her eleven-year-old sister, / Jessica, / had been attempting / to ignore Miranda.
/ From her perspective, / Miranda was a smart aleck / who tried to get people / to
ask obvious questions / just so she could give them / a scholarly answer. / Tonight, /
however, / curiosity got the better of Jessica, / and she asked / the inevitable question.

It is important to use proper phrasing when reading fluently. Punctuation shows how to group and say the words, but fluent readers use natural pauses, too. This makes the ideas on the page easier to understand.

Independent Practice

Review the expectations for partner reading with the students. **Now, with your partner, practice using proper phrasing as you read the passage.** Have each student read the passage as before, one paragraph at a time. Walk around and listen in as students are reading. Comment on proper phrasing. If necessary, model how to use proper phrasing again.

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Teach

Redistribute or have students take out “Goggle Talk” (Student Copy). **Let’s continue to practice reading fluently. In the previous lesson, we practiced phrasing. In this lesson, we’ll discuss dialogue and using expression and intonation.**

This passage has a lot of dialogue between Miranda and her younger sister, Jessica. Quotation marks are used to let us know that someone is talking. When reading, it is important to give each character in the story a voice. When reading the words that Miranda says, read them like how you think she says them. Do the same for her sister, Jessica, too.

Intonation involves stressing or emphasizing some words more than others. We do this naturally when we are talking. This is important in reading as well.

Let’s look at the third paragraph where Jessica speaks. Notice that the third *why* is written in italics. When reading, I emphasize words like that more. Listen to me read the paragraph. I think Jessica says the words like this. Read the paragraph, using a special voice for Jessica and putting emphasis on the third *why*:

“Miranda, you look like a complete and total goofball. *Why, why, why* are you wearing orange goggles all evening, every evening?”

Reading with expression and intonation adds drama to the story.

Guided Practice

Look at the fifth paragraph, beginning with “I kept dozing off . . .” Allow time for students to locate the paragraph. **Follow along as I read this paragraph and the next one. Listen to me read with proper phrasing, expression, and intonation.** Read the following paragraphs, emphasizing the underlined words. Read the first paragraph in Miranda’s voice, and read Jessica’s response using a sarcastic tone. Do not overdo the emphasis—read the word naturally by saying it and pausing briefly for emphasis.

“I kept dozing off in Mr. Marcus’s first-period algebra class,” Miranda began in a haughty tone of voice, which made Jessica instantly sorry she had asked. “Then I noticed that I wasn’t the only one dozing—and even though Mr. Marcus is painfully boring, I knew it wasn’t all his fault. So, I conducted some research, and you’ll never guess what I discovered!”

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Guided Practice (cont.)

“Oh, do tell,” said Jessica, in a fake interested voice.

How I read the dialogue helped show what Miranda and Jessica are like. Emphasizing certain words helped create more drama and interest.

Now, read the paragraphs with me. Try to make your voice stay with mine as we read, putting emphasis on the same words I emphasize. Read the paragraphs with the students.

Independent Practice

Review the expectations for partner reading with students. **Now it’s time to practice with your partner. Place emphasis on the words you feel the author wants emphasized. These words will help convey the message. Read the dialogue like how you think the character says it.** Have students read the passage with their partner. Partners should take turns reading one paragraph at a time. Walk around and listen in as students are reading. Comment on proper phrasing, expression, and intonation. If necessary, model correct phrasing, expression, and intonation again for students.

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15
minutes

Teach

Redistribute or have students take out “Goggle Talk” (Student Copy). **Let’s continue to practice reading fluently. This time we will focus on rate.**

Rate is the speed at which you read the passage. Most of the time, reading is done at a normal pace. But sometimes, to add interest, you might read a sentence more quickly or slowly than the rest of the passage. The message that the author is conveying lets you know how to read the words.

This story is read at a normal rate, as if you are talking and telling someone the story.

Guided Practice

Let’s practice together with the seventh paragraph. First, listen to me read. Read the following paragraph fluently, modeling appropriate rate:

“Well, it turns out that something fascinating happens during adolescence— which you wouldn’t know about yet,” she said, glancing at Jessica with disdain. “Human beings produce a hormone that causes them to grow sleepy,” she continued. “The production of this hormone is triggered by darkness. But as children become teenagers, they start producing the hormone later and later in the evening. And when they spend an entire evening watching television or staring at a computer screen, they take in more light, which further delays the release of the hormone.”

Now, read with me. Try to make your voice stay with mine. Read the paragraph with the students.

Independent Practice

Now, it’s time to practice reading the passage with your partner. Have students read the passage with their partner. Partners should take turns reading one paragraph at a time. After students have read the paragraph, have them discuss what the paragraph is all about. Walk around and listen in as students are reading. Comment on rate, phrasing, expression, and intonation. If necessary, model rate, phrasing, expression, and intonation again for students.

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15–20
minutes

Timed Reading

Redistribute or have students take out “Goggle Talk” (Student Copy). **While you are reading with your partner today, I will listen to each of you read. I will call you over one at a time and have you read for 60 seconds. Then we will set fluency goals together. Remember what is expected during partner reading. I want each partner to read the passage twice. You may begin.**

While students are reading, call one student over at a time and listen to him or her read the passage for 60 seconds. Encourage students to do their best reading.

For each student, use a copy of “Goggle Talk” (Teacher Copy) to mark words that the student has trouble reading. If the student does not know a word, point to the word and say “This word is ____.” Have him or her read the word and continue reading the passage.

As students read, listen for proper phrasing and intonation. Provide positive feedback on their efforts when they are done.

When the student begins reading, start a timer or use a clock with a second hand. At the end of 60 seconds, tell the student to stop reading. Subtract the number of words that gave the student trouble from the total number of words the student read. This results in the student’s Words Correct Per Minute (WCPM).

(Total Number of Words Read) – (Number of Problematic Words) = (Number of Words Correct Per Minute)

Example: (101 Words Read) – (3 Problematic Words) = 98 WCPM

Give each student a Fluency Chart. Assist the student in charting his or her WCPM with a bar graph. The student should keep the graph to record readings of various other passages over time. Readings of the same passage may be recorded as well. Each time a passage is read, have the student write its title in the Title section of the chart and shade in the correct amount for WCPM on the graph. It will be motivating for the student to see his or her growth over time.

Each student will need to set his or her own fluency goal. Take the student’s initial WCPM and help him or her set a reasonable goal. A reasonable goal would be adding one or two words to his or her WCPM each week. The goal can be a monthly goal or a six- to nine-week goal.

Have students take the passage home and continue to practice. They can read the passage to a family member while practicing rate, phrasing, and intonation. They can also have a family member time them as they practice reading for 60 seconds.

Lexile Level: 1030L

Word Count: 1000

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Goggle Talk

For the fourth evening in a row, Miranda came into the living room, wearing giant orange goggles.

Her eleven-year-old sister, Jessica, had been attempting to ignore Miranda. From her perspective, Miranda was a smart aleck who tried to get people to ask obvious questions just so she could give them a scholarly answer. Tonight, however, curiosity got the better of Jessica, and she asked the inevitable question.

"Miranda, you look like a complete and total goofball. Why, why, *why* are you wearing orange goggles all evening, every evening?"

The girls' grandmother looked up from her crossword puzzle; she was curious, too.

"I kept dozing off in Mr. Marcus's first-period algebra class," Miranda began in a haughty tone of voice, which made Jessica instantly sorry she had asked. "Then I noticed that I wasn't the only one dozing—and even though Mr. Marcus *is* painfully boring, I knew it wasn't *all* his fault. So, I conducted some research, and you'll never guess what I discovered!"

"Oh, do tell," said Jessica, in a fake interested voice.

"Well, it turns out that something fascinating happens during adolescence—which *you* wouldn't know about yet," she said, glancing at Jessica with disdain. "Human beings produce a hormone that causes them to grow sleepy," she continued. "The production of this hormone is triggered by darkness. But as children become teenagers, they start producing the hormone later and later in the evening. And when they spend an entire evening watching television or staring at a computer screen, they take in more light, which further delays the release of the hormone."

"You're putting *me* to sleep with this lecture," Jessica murmured, although she had become slightly intrigued by Miranda's report. She remembered being on the computer late last night and then tossing and turning until after midnight.

"You see," said Miranda, "your body has a 'master clock' that regulates your sleep cycles. This clock can distinguish between types, or colors, of light. Blue light is the type of light that tells your body it's time to wake up. Light from the morning sky is the best source of blue light, but television and computer screens put out a lot of blue light, too!"

Jessica squinted at her sister's eyes, swimming in an ocean of orange plastic. "Your eyes look like fish trapped in an orange aquarium," she observed.

"So," Miranda said, ignoring her little sister, "scientists theorized that if adolescents got more blue light in the morning and less blue light in the evening, their internal clocks would reset themselves to recognize daytime and nighttime. To test this theory, they went to a middle school that used only natural light from

the sun. They gave some students goggles like these—goggles that block blue light. The students who wore the goggles—and *didn't* get any blue light—were less alert, and they actually earned lower grades in their morning classes!”

Jessica remembered the C she was currently earning in her morning science class; maybe she was entering adolescence, after all.

“Therefore, the scientists concluded that if teenagers wore goggles like these in the *evening*, their bodies would release the sleep hormone earlier, which, in turn, would make them sleepy at an earlier hour!” Miranda seemed completely energized by these ideas.

The girls’ grandmother, on the other hand, had dozed off in her chair and was emitting soft little snores.

“Maybe the scientists were wrong, Miranda,” said Jessica, stifling a laugh. “Maybe the orange goggles keep people awake and cause them to lecture others. Maybe it’s the *lectures* that put people to sleep!”

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