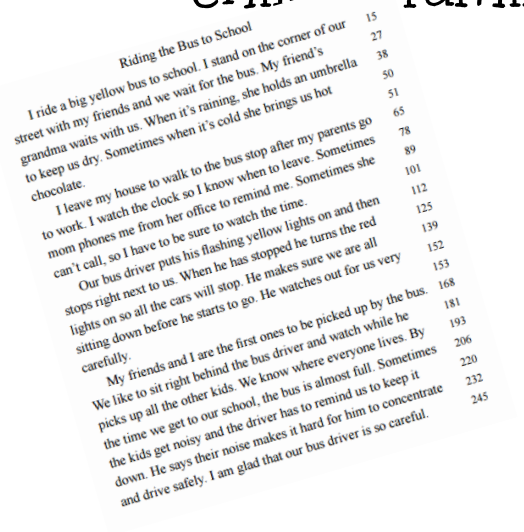
Beat the Timer!

Directions:

Begin with the first passage and continue in order. Use the sand timer and have your child read it for 1 minute. Put a slash through the word(s) that your child says incorrectly or that you tell them. Put a] behind the last word read when the timer stops. Record the number of words correct on data sheet each day. The data sheet can be found on the front of your DIBELS booklet.

- The words missed should be discussed, so the child is familiar with the words they didn't know.



Riding the Bus to School 15

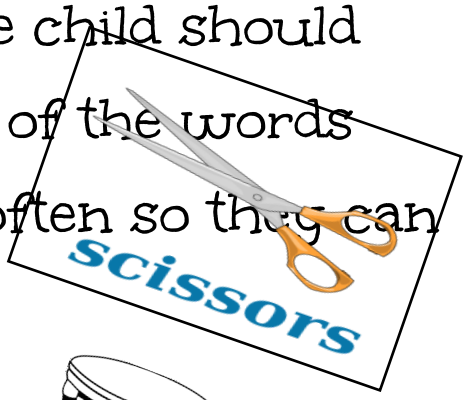
I ride a big yellow bus to school. I stand on the corner of our 27
street with my friends and we wait for the bus. My friend's 38
grandma waits with us. When it's raining, she holds an umbrella 50
to keep us dry. Sometimes when it's cold she brings us hot 51
chocolate. 65

I leave my house to walk to the bus stop after my parents go 78
to work. I watch the clock so I know when to leave. Sometimes 89
mom phones me from her office to remind me. Sometimes she 101
can't call, so I have to be sure to watch the time. 112

Our bus driver puts his flashing yellow lights on and then 125
stops right next to us. When he has stopped he turns the red 139
lights on so all the cars will stop. He makes sure we are all 152
sitting down before he starts to go. He watches out for us very 153
carefully. 168

My friends and I are the first ones to be picked up by the bus. 181
We like to sit right behind the bus driver and watch while he 193
picks up all the other kids. We know where everyone lives. By 206
the time we get to our school, the bus is almost full. Sometimes 220
the kids get noisy and the driver has to remind us to keep it 232
down. He says their noise makes it hard for him to concentrate 245
and drive safely. I am glad that our bus driver is so careful.

- In addition, the child should make flashcards of the words they miss most often so they can be practiced.

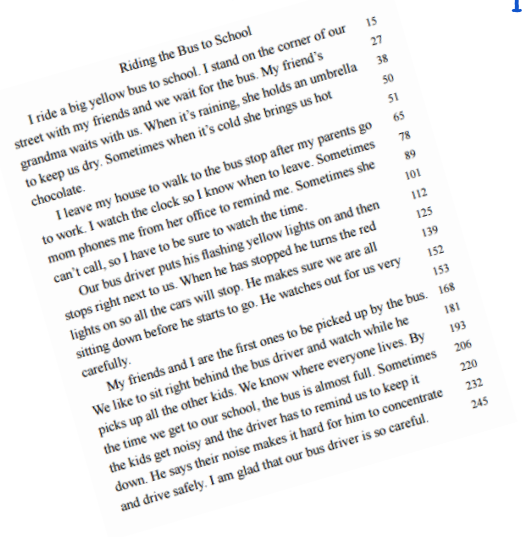


Gánele al Cronómetro

Instrucciones:

Comience con el primer pasaje y continúe en orden. Utilice el reloj de arena y haga que su hijo/a lea por un (1) minuto. Póngale (/) a las palabras que su hijo/a diga incorrectamente o las que Ud. le diga a el/ella. Marque con un corchete (]) la última palabra leída por su hijo/a cuando pare el reloj de arena. En la hoja de registro anote el número de palabras cada día. La hoja de registro puede encontrarla en el cuadernillo 'DIBELS'.

- Se debe hablar sobre las palabras que su hijo/a no acertó para que su hijo/a se familiarice con las



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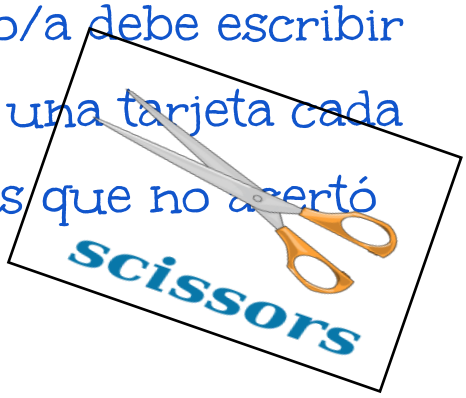
- Además, su hijo/a debe escribir con frecuencia en una tarjeta cada una de las palabras que no acertó para practicarlas.



Retell

Directions:

The parent should....

1) Have the student reread the entire story.
2) If the child struggles with a word after three seconds tell them the word.
3) At completion of the reading of the entire passage say:
   - ➔ "Please tell me about what you have read. Try to tell me everything you can. Begin."
4) Listen carefully to the retell:

   Make sure that the students are answering these questions. If not prompt them.:
   - ➔ Tell what happened in the story in order.
   - ➔ Who's in it?
   - ➔ Where does the story take place?
   - ➔ What happened?
   - ➔ Was there a problem in the story? How was it solved?