Fluency/Reading a Decodable Book

Core Decodable 77: Why, Bly?

Phonics Focus: /i/ Spelled _ie and _y

High-Frequency Words

Review the high-frequency words don’t, my, and too that students learned in Blending by writing them on the board, spelling the words, and having students say the words. Have a volunteer use the words in sentences. Ask students what kind of word don’t is. contraction Then ask them what two words make don’t.
do and not! Review other high-frequency words by pointing to them in the High-Frequency Word Bank and having students read them.

Reading the Decodable

✦ Follow Routine 9, reading a Decodable, as you read the story with students.

✦ Have students read the title, browse the story, and discuss what they think the story will be about.

✦ The first time through, have students read a page silently. Then have one student read it aloud. Repeat this procedure for each page.

✦ Reread the story at least twice, calling on various students to read. Then have the entire class do a choral reading of the story.

Responding

✦ After reading, be sure to talk about the story and answer any questions the students have. Ask students to identify any difficult words in the book.

Teacher Tip

SOUND/SPELLING CARDS Remind students to refer to the Sound/Spelling Cards if they are unsure of a sound/spelling.