

Reading a Decodable Book

Book 1: *Sam Sat*

Phonics Focus: /s/, /m/, /a/, /t/

High-Frequency Words

- The high-frequency word reviewed in this book is *on*.

Reading Recommendations

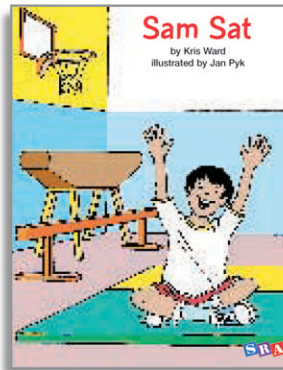
- Say the previously introduced high-frequency word as you write it on the board. Point to the word and ask the students to say it. Call on a student to use it in a complete, coherent sentence.
- Give each student a copy of *Decodable Book 1*. Tell the students that this is a book they can read by using what they know about sounds, letters, and words.
- Hold your book. Read the title aloud, pointing to each word.
- Point to and read the names of the author and illustrator.
- Tell the students to follow along in their books as you read the book all the way through without stopping.
- Read the book with the students, following the established procedure. (See the Appendix for a full description of the procedure for reading a *Decodable Book*.)
- After reading, congratulate the students for reading a “real” book.

Responding

- Ask students to retell the story in their own words. Encourage them to use the familiar “and then . . .” format.
- Point to the word *on* on the board. Tell the students to look through the book and find the word (*page 8*).
- Hold up your book. Point to the title and have the students blend and read the words along with you.
- If you choose, make copies of the story for the students to take home. A black-and-white version of the story is available in *Decodable Takehome Books*.

Building Fluency

During the time you set aside each day for individual and small-group work, encourage the students to reread the book with a partner. Remind them to read any of the *Pre-Decodable Books* as well.



Decodable Book 1



Routine Card

Refer to Routine 4 for the Reading Decodable Books procedure.



Teacher Tip HIGH-FREQUENCY WORD BANK Have students read the words in the High-Frequency Word Bank.



Informal Assessment

TRACKING Observe five or six students as they read *Sam Sat*. Continue this observation over the next several days until you have observed all students. Note students who seem to understand the concepts of *picture* and *word*; observe their left-to-right tracking and whether they can recognize a word out of position. Record your observations in the Teacher Observation Log.