

- ◆ Review /ōō/ spelled oo with students using **Sound/Spelling Card 41**.
- ◆ Remind students to use their knowledge of sound/spellings to reread the words in the word lines. Have students reread the words and sentences until they can read them quickly and accurately. If they have difficulty reading a word, stop and have them use whole-word blending.
- ◆ Have students complete the Developing Oral Language activities.

Developing Oral Language

Use one or both of these activities to help students practice reading the words from the word lines.

- Point to a word in one of the word lines, and have the class read the word. Ask a student to use the word in a sentence. Then ask another student to extend the sentence by providing answers to questions such as *who, what, where, when, and how*.
- Choose a word from one of the word lines, and make up a clue for the word. Ask students to respond with the word that answers the clue. For example, *I am thinking of a sound an animal makes. hoot*



Dictation

- ◆ Use Routine 7, the whole-word dictation routine, and Routine 8, the sentence dictation routine, to dictate the following words and sentence for students to write:

Line 1	zoo	smooth	broom
Line 2	cool	roof	troop
Challenge Word	raccoon		
Sentence	At noon I ate with a spoon.		

- ◆ After each line, write the words on the board. Have students proofread the dictated words and sentence. Tell them to circle any incorrect words and rewrite them.



Teacher Tip

EXTENDING A SENTENCE Model how to extend a sentence by asking *who, what, where, when, and how*. For example: *I am going to the pool*. Then extend the sentence to *I am going to the pool on Saturday afternoon*.

Differentiating Instruction

English Learner

IF . . . English Learners need additional help to participate in the Developing Oral Language activities, **THEN . . .** use photographs, illustrations, or pantomime to help them understand the meanings of the words in the word lines before you begin the activities.