

Fluency: Reading a Decodable Story



Decodable Stories, Book 1, Story 1:
Sand, Tan Hats, and a Mat

Fluency Focus: /a/ spelled *a*; /d/ spelled *d*; /h/ spelled *h*_;
/m/ spelled *m*; /n/ spelled *n*; /s/ spelled *s*; /t/ spelled *t*

New High-Frequency Words: *give, may, these*

High-Frequency Words

- ◆ Remind students that many words they hear and see often do not follow the rules they are learning for spelling sounds. They need to learn these words on sight. Some of these words are decodable, but others are not.
- ◆ The high-frequency words introduced in this story are *give, may, and these*.
- ◆ Use the **High-Frequency Flash Cards**, or write the words on the board. Pronounce them, have students repeat them, spell the words together, and have students say *give, may, and these* again.
- ◆ Discuss the meanings of the words, and have volunteers use each word in a sentence.

Reading Recommendations

- ◆ **Decodable Stories** give students practice with reading words that have the phonic elements they are learning or reviewing. This allows students to gain fluency using simple, controlled reading passages and provides the necessary review of newly learned or reviewed phonic elements.
- ◆ Use Routine 9, the reading a **Decodable Story** routine, to have students read **Decodable Stories, Book 1, Story 1**. Have students read the title, and point out the names of the author and the illustrator. Have students browse the first few pages and note anything interesting or unusual. Have them read a page silently. Then have them reread the page orally or chorally. Continue in this way until the complete story has been read.

