

Fluency: Reading a Decodable Story


 ROUTINE
9

Decodable Stories, Book 1, Story 2:
Mitts and Hits

Fluency Focus: /i/ spelled *i*; /b/ spelled *b*; /k/ spelled *c* and *k*; /l/ spelled *l* and *ll*; /p/ spelled *p*; /r/ spelled *r*

New High-Frequency Words: *been, our, those*

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 *been, our, and those*.
- ◆ 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 *been, our, and those* again.
- ◆ Discuss the meanings of the words, and have volunteers use each word in a sentence.

Reading Recommendations

- ◆ Use Routine 9, the reading a **Decodable Story** routine, to have students read **Decodable Stories, Book 1, Story 2**. Have them 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 students read a page silently. Then have them reread the page orally or chorally. Continue in this way until the complete story has been read.
- ◆ Reread the story at least twice, calling on different students to read. Then have the entire group chorally read the story.

