

and different. (They both begin with /ku/, but one ends in /t/ and the other ends in /p/.) Do the same for *mud/mug* and *run/rub*.



**Teacher Tip SOUND/SPELLINGS** When writing spellings with blanks like *qu\_*, be sure to write the blank and ask students to tell you what the blank means. Write *qu\_* on the board and ask, “What does this blank mean?” (A letter must go there.) Then continue writing the word *quit*.

## Developing Oral Language

The activities in this section are designed to review the words while developing the students’ speaking and listening skills.

- After blending the words in each line, choose a word, and have a student use the word in a sentence. Then have the student extend the sentence by telling *when*, *where*, *how*, or *why* something happened or *who* did something. Encourage students to vary the placement of the extension for the sentence—don’t always put it at the end. For example, if a student is extending a sentence using *when*, the extension could come at the beginning of the sentence:
  - Student: I built a sandcastle.
  - Teacher: When did you build a sandcastle?
  - Student: When I went to the beach.
  - Teacher: Can you put that at the beginning of the sentence?
  - Student: When I went to the beach, I built a sandcastle.
- Review the words in the blending lines by giving students clues. Have a student come to the board, point to the correct word, read it, then erase it. For example,
  - Find a word that rhymes with *fan*. (*pan*, *van*)
  - This word is the name of a color. (*red*)
  - The opposite of dry is \_\_\_\_\_. (*wet*)
  - This word means “to stop.” (*quit*)
  - This is something you can drink from. (*cup*, *mug*)
- You may want to give students the opportunity to make up their own clues, then have a classmate come to the board, find the word, and read it aloud.

## Reading a Decodable Book

**Decodable books** focus on sounds reviewed in the lesson, as well as any sound/spellings taught in grade 1. These sound/spellings are reviewed throughout Getting Started and the *Student Anthology* lessons.

### High-Frequency and Story Words

- Review the non-decodable high-frequency words found in **Decodable Book 1 Todd’s Box**: *from*, *what(s)*. Write *what’s* on the board. Point out the apostrophe *s*, and ask students what they know about contractions. Tell students that a contraction is a shorter way to write two or more words as one word with letters left out. Explain that the contraction *what’s* is a shorter way to write or say *what is*. Ask students to use the contraction *what’s* in sentences, then extend the sentences.
- Introduce the non-decodable story word for **Decodable Book 1 Todd’s Box**: *says*.
- Remind students that there are some words that we need to learn on sight because they do not follow the phonic rules. Because these words do not follow phonic rules, students will also need to memorize their spellings. Write the non-decodable story word, *says*, on a card or on the board, then use the following procedure to introduce the word.
  - Hold up a card or point to the word on the board.
  - Have a volunteer say the word.
  - Have the class repeat the word.
  - Have the class spell the word out loud. Then, say the word again.
  - Have another student use the word in a sentence, then extend the sentence.
  - Place the word in the Word Bank. Have students write the word in the Personal Dictionary section of their Writer’s Notebook if they think they may have trouble remembering how to spell it.
  - If the word is written on a card, mix in yesterday’s cards and review all of the words. Shuffle the cards and repeat the set at least once.



**Teacher Tip STUDENT RESPONSES** In all review activities, remember to use the technique of shifting between whole group and individual responses.