

Building Fluency

- After reading the book as a class, have students reread the story with a partner, alternating pages. When the partners have finished rereading, have them switch roles so they are reading different pages than they read the first time. Students who finish early should find a new partner and read the story again.
- A black-and-white version of *Decodable Book 2 Mom's Strange Speaking* is available in *Decodable Takehome Books* pages 13–16. Make and distribute copies of the story for homework and additional practice reading outside the classroom.



Teacher Tip PARTNER READING Remind students to take turns reading softly to each other.

Dictation and Spelling

The purpose of Dictation and Spelling is to give students a spelling strategy—breaking a word into its component sounds and writing the spelling for each sound. It is important to understand that Dictation and Spelling is not a test.

For the words in Line 1 (below), use Sounds-in-Sequence Dictation. Follow this routine.

- Pronounce the first word, *lip*.
- Use the word in a sentence, and say the word again. (*My lip is sore. lip*)
- Have students say the word. (*lip*)
- Tell students to think about the sounds they hear in the word. Ask, “What’s the first sound in the word?”
- Have students say the sound. (*/l/*)
- Point to and touch *Sound/Spelling Card 12 Lion*, and have students check the card and give the spelling, *l*.
- Have students write the spelling of the sound on their papers. (*l*)
- Continue with the remaining sounds until students have spelled the word.

Have students stop and proofread when they have finished writing the words in line 1. Remind them to use their proofreading pen or pencil. Have students help you write the word on the board by asking a different student for the spelling of each sound. If students have misspelled the word, have students circle it—not erase it. Then, tell students to write the word correctly, either above or beside the misspelled word.

For the words in Line 2, use Whole-Word Dictation. Follow this routine.

- Pronounce the first word (*grab*).
- Use the word in a sentence, and say the word again. (*Grab your coat. grab.*)
- Have students say the word, *grab*.
- Tell students to think of each sound they hear in the word, check the *Sound/Spelling Cards* for the spellings, and write the spellings.
- Continue with the remaining words.

Have students stop and proofread after they have written the words in Line 2. Then give them the Challenge word, and have them proofread it. Circulate as students are proofreading. Look for students who may need help during Workshop today.

Line 1:	lip	slip	stop
Line 2:	grab	twig	drum
Challenge:	complex		

Informal Assessment

Take note of individual student progress and needs as students partner read *Decodable Book 2* and proofread dictation words. Record information in the **Teacher Observation Log** found on page 32 of *Program Assessment*.