

Explain that the words inside the quotation marks are spoken.

- **Sentence 2:** Ask students what they know about contractions. Explain that a contraction is a shortened form of two or more words in which an apostrophe replaces missing letters. Ask students to find the contraction in Sentence 2. (*you'll*) Tell students that *you'll* is a contraction for the words *you will*. Be sure students reread sentences naturally as they would say them.



**Teacher Tip** **MULTISYLLABIC WORDS** Novice readers commonly have difficulty with sounding and blending multisyllabic words. Giving them a strategy that they can use on their own will help students develop the ability to read multisyllabic words quickly and easily.

### Developing Oral Language

- After blending each line, choose a word and have a student use it in a sentence. Then, have the student extend the sentence by telling *when, where, how, why, or who*.
- After blending all of the lines, use clues to review the words. For each clue, have a student come to the board, point to the word, read it, and erase it. Following are some sample clues.

This is a kind of music. (*jazz*)

This needs a key. (*lock*)

This word means “to knock over.” (*spill*)

You put this on your foot. (*sock*)

This word rhymes with *toss*. (*boss*)

- Allow students to give some clues of their own. Then, have another student come to the board, find the word, read it aloud, and erase it.

### Reading a Decodable Book

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

### Reading Recommendations

Decodable books give students practice in reading words with the phonic elements they are learning or reviewing. This helps the students to gain fluency using simple controlled reading passages and provides the necessary review of newly learned or reviewed phonic elements. Use the procedure established on Days 2–3 to read **Decodable Book 3**, which is also provided in **Routine 8**.

- Begin by reviewing the high-frequency sight words found in **Decodable Book 3 Tracks in the Dirt**: *full, said, some, they, today, to, two, were, what, where, who, you*. Write the word *you'll* on the board and ask students what two words make up this contraction. (*you will*) Have students use the word *you'll* in sentences and extend the sentences.
- After the reading, ask the following questions. Have students point to the answers in their books.
  - Who was camping with Gramps? (*Pete and Lee, page 3*)
  - What kind of tracks did Lee see? (*deer tracks, page 4*)
  - What did Pete and Lee see on the trail? (*a black snake, two chipmunks, three puny spiders, a green frog, a smelly skunk, and a slow snail, page 7*)
- A black-and-white version of **Decodable Book 3 Tracks in the Dirt** is available in **Decodable Takehome Books** pages 17–20. Make copies and distribute for additional practice reading outside the classroom.

### Building Fluency

Have student partners reread **Decodable Book 3 Tracks in the Dirt**, alternating pages. When the partners have finished rereading, have them switch roles. Students who finish early should find a new partner and read the story again. Remind students to take turns reading softly to each other as they partner read.

### 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.