

Differentiating  
Instruction

## English Learners

**IF . . .** students have difficulty making up their own sentences, **THEN . . .** make a silly sentence, and ask whether the word would fit. *no* Then make a correct sentence, and ask again. *yes*

## Line 3 /i/ spelled i

Continue sound-by-sound blending for the words on this line. For the word *miss*, remind students that when the same two consonants come together, they make just one sound. The sound for *ss* in *miss* is /s/.

## Sentences 1–2

Teach the high-frequency words *did*, *in*, and *it* to students. Write the words on the board. Have students read the words, and ask volunteers to use them in sentences. Have students read the words again. Write each word on an index card, and put the cards in the High-Frequency Word Bank.

## Developing Oral Language

- ◆ Point to a word on one of the word lines, and have the class read the word. Ask a student to use the word in a sentence. Then ask another student to use the same word in a different sentence.
- ◆ For each clue below, call on someone to underline the corresponding word on the word lines and to use the word in a sentence. Lead students to expand the sentence by asking them questions such as *when*, *where*, and *which*.
  - what cans can be made of *tin*
  - the opposite of *stand* *sit*
  - the opposite of *bright* *dim*
  - a type of candy *mint*