# Day 3 Preparing to Read

## Fluency/Reading a Decodable Book () 9

#### Core Decodable 11: Sit

#### Phonics Focus: /i/ Spelled i

#### **High-Frequency Words**

Review the high-frequency words *did*, *it*, and *in*, which students learned in blending, by writing them on the board and having students say the words. Have volunteers use the words in sentences. Review other high-frequency words by pointing to them in the High-Frequency Word Bank and having students read them.

#### **Reading the Decodable**

- Follow Routine 9, reading a *Decodable*, as you read the story with students.
- Have students read the title, browse the story, and discuss what they think the story will be about.
- The first time through, have students read a page silently. Then have one student read it aloud. Repeat this procedure for each page.
- Reread the story at least twice, calling on various students to read. Then have the entire class do a choral reading of the story.

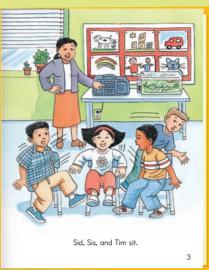
### **Teacher Tip**

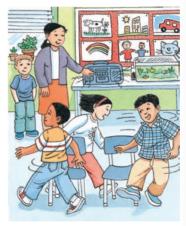
**SOUND/SPELLING CARDS** Remind students to refer to the **Sound/Spelling Cards** if they are unsure of a sound/spelling.

#### Responding

 After reading, be sure to talk about the story and answer any questions students have. Ask students to identify any difficult words in the book.









Did Matt sit? See Matt stand.

Sid and Sis sit.

T220 Theme: Back to School