

Sentences 1–2

Write the words *my*, *don't*, *sleep*, and *too* on the board. Read the words, repeat them, and have students read them. Then spell the words together. Have volunteers use the words in sentences. Write each word on an index card, and add the cards to the High-Frequency Word Bank.

Circle the quotation marks in Sentence 2. Explain that quotation marks go around a speaker's exact words. They help readers understand who is talking. Underline the words the speaker said, and circle the name of the speaker.

Developing Oral Language

To review the words, have students point to and read the following:

- two one-syllable words that begin with the /dr/ blend *dry*, *dried*
- a two-syllable word that contains the /ō/ sound *tightrope*
- a word that ends with the /ē/ sound *lightly*
- a two-syllable word that contains the /ā/ sound *highway*
- two one-syllable words that rhyme with *sky* *dry*, *fry*