

# Fluency/Reading a Decodable Book


 ROUTINE  
**9**

## Core Decodable 77: Why, Bly?

### Phonics Focus: /ī/ Spelled ie and y

#### High-Frequency Words

Review the high-frequency words *don't*, *my*, and *too* that students learned in Blending by writing them on the board, spelling the words, and having students say the words. Have a volunteer use the words in sentences. Ask students what kind of word *don't* is. **contraction** Then ask them what two words make *don't*. **do and not** 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.

#### Responding

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



### Teacher Tip

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

