

EXPLICIT & SYSTEMATIC DECODABLE PASSAGES

DIGRAPHS & BLENDS

wh Digraph

Catch the Frog

Teacher Lesson Plan

During Reading	Before Reading	After Reading										
	<table><thead><tr><th>Focus Skills</th><td>Today, we are going to teach the /wh/ sound in words with the letter wh. Can you think of words with a /hw/ sound?</td></tr><tr><th>Decodable Words</th><td>when</td></tr><tr><th>Blending Lines</th><td>hen when hack whale when then whip when whack which which why whisk pond glass swim then this that whisks whisk When did What was</td></tr><tr><th>Irregular High Frequency Words (Heart Words)</th><td>was</td></tr><tr><th>Preview & Predict</th><td></td></tr></thead></table>	Focus Skills	Today, we are going to teach the /wh/ sound in words with the letter wh. Can you think of words with a /hw/ sound?	Decodable Words	when	Blending Lines	hen when hack whale when then whip when whack which which why whisk pond glass swim then this that whisks whisk When did What was	Irregular High Frequency Words (Heart Words)	was	Preview & Predict		
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wh Digraph

W h e n

Name: Christina

Before Reading: Underline the words with the wh digraph.

During Reading: Ben got that a frog, from glass was not in the pond said Ben get the frog swim and

After Reading: What the

Day 2

QR Code

Name: Christina

Before Reading: Circle the words with the wh digraph.

During Reading: Read together. Ben has a cut on his leg. Jess asks, "When did you get that cut?" "I got cut when I got in the pond to catch a frog," Ben said. "Who put glass in the pond?" Jess asks. "It was from a big rock which we got the frog," said Ben. "It was fast! That frog can swim and hop!"

After Reading: Answer the questions about the story.

1. What did Jess ask Ben?
Jess asked Ben, "When did you get that cut?"

2. When did Ben get the cut?
Ben got the cut in the pond.

wh Digraph

Day 1

QR Code

WITH AUDIO

Created by: © Christina Winter

EXPLICIT PRACTICE

Name: _____

Day 1



QR CODES
TO HEAR THE
PASSAGE

The Itch

Before Reading: Circle the words with the ch digraph.

During Reading: Read together.

Meg's cat Chip had an itch. The itch was big. The itch was bad. Itch! Itch! Itch! "Sit, Chip. Dad will fix the itch." Chip was much too quick. Chip ran! Chip hid. Meg had a plan. "Chip! Chip! A fish for Chip!" It was a trick. Chip ran to Meg. Sniff! Sniff! "Quick, Dad! Pick up Chip!" Dad got him. Dad had a scrub for Chip. The scrub got rid of the itch. Chip was glad!

CONTROLLED
TEXT

After Reading: Answer the questions about the story.

1. Who had an itch?

_____ had an itch.

2. What did they use to trick Chip?

They used _____

FOLDABLE
TO ALLOW
STUDENTS TO
FOCUS ON
PASSAGE

ch Digraph

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EXPLICIT
DIRECTIONS
FOR
BEFORE,
DURING,
AND AFTER
READING

AFTER READING
COMPREHENSION QUESTIONS



EXPLICIT LESSON PLANS

wh Digraph

Catch the Frog

Teacher Lesson Plan

ORE
ING

Before
Reading

Focus Skills

Today, we are going to learn the sound /hw/ as in whale. The /hw/ sound in this passage is spelled with the letters wh. Can you think of any other words with the /hw/ sound?

Decodable Words

when, whack, which

Blending Lines

hen when hack whack

known to new skill

when then whip chip

vary

when whack which whip

vary

which why whisk

mixe

pond glass swim catch

revie

then this that them

revie

whisks whisking whips
whipped

chall

When did you get that cut?

conn

What was the cut from?

conn

Irregular High
Frequency
Words
(Heart Words)

was, you, what, who, put, from, the,

Preview &
Predict

"The title of our story is called 'Catch the Frog'. What do you think is going to happen?"

Academic word to preteach: *worried*
Definition: to be anxious or concerned about a situation

Example: Jack worried that he didn't pass the test.

Think about it: What is something you are worried about?

During
Reading

©Chris

BEFORE READING

Before Reading

AFTER READING

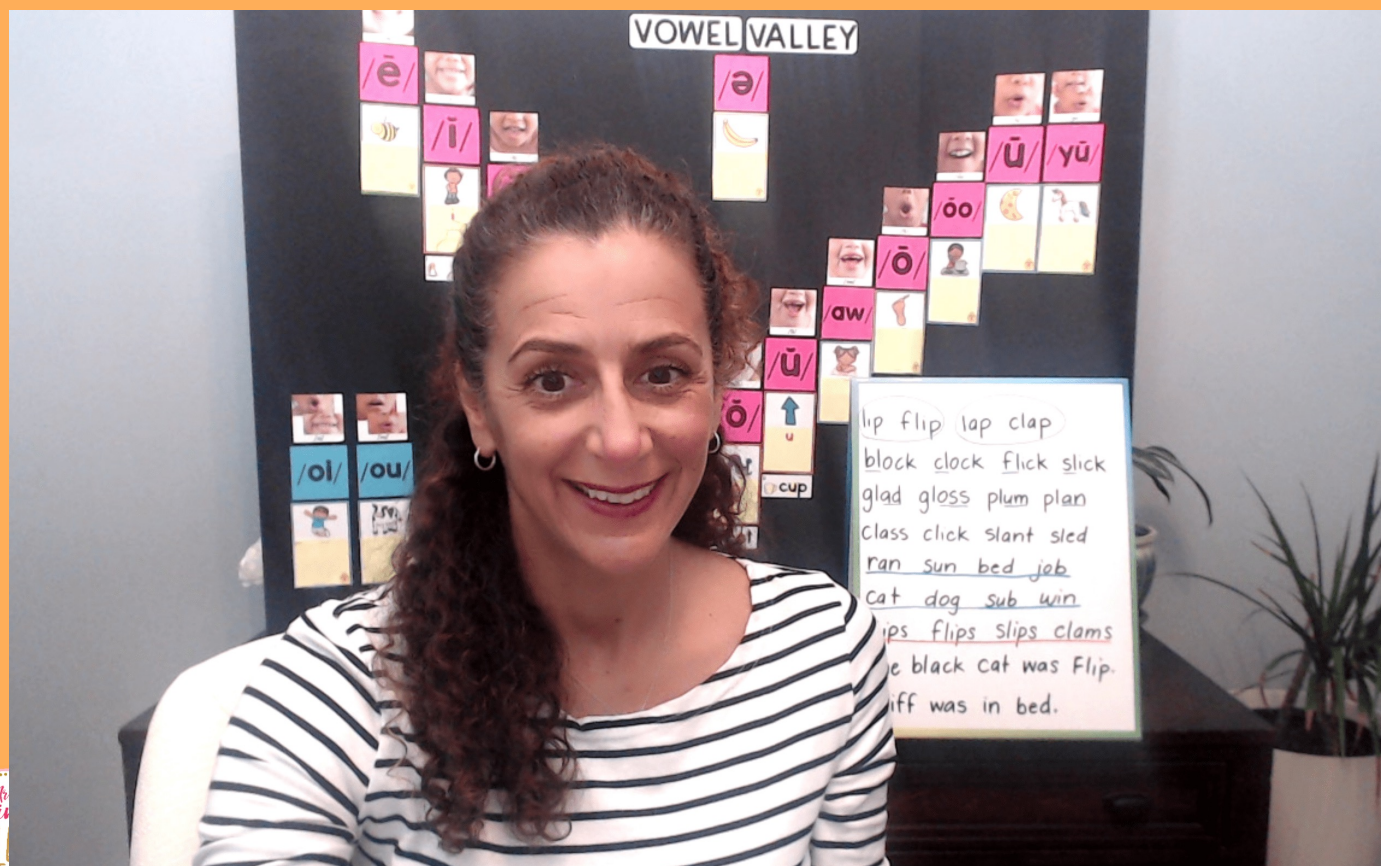
DURING READING

Catch the Frog
Teacher Lesson Plan

wh Digraph

Catch the Frog Teacher Lesson Plan					wh Digraph
During Reading	Read Together		First Read: Choral Read Echo Read	Second Read: Partner Read Whisper Read	
	Routine for when a word is missed:		1. Point to the missed sound-spelling 2. State the spelling and sound 3. Have children repeat the sound 4. Have children blend the word again with corrected sound 5. Reread sentence with correct word		
After Reading	Comprehension Questions	What did Jess ask Ben? (written answer)			phonics skill word
		When did Ben get the cut? (written answer)			text evidence
		Do you think Jess was worried about Ben? (oral answer)			higher level
		How do you think Ben feels that he did not catch the frog? (oral answer)			higher level
		Have you ever had a friend get hurt? Were you worried about them?			text-to-self connection
	Write & Retell	What happened when Ben tries to catch the frog?			

INSTRUCTIONAL VIDEO: HOW TO USE BLENDING LINES & DECODABLE TEXT EFFECTIVELY



2 DIFFERENTIATED VERSIONS OF EVERY PASSAGE

Name: _____

Day 1



Catch the Frog

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During Reading: Read together.

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After Reading: Answer the questions about the story.

1. What did Jess ask Ben?

Jess asked Ben _____

2. When did _____

Ben _____

wh Digraph

Name: _____

Day 2



Catch the Frog

Before Reading: Underline the words with the wh digraph.

During Reading: Take turns reading with a partner.

Ben has a cut on his leg. Jess asks, "When did you get that cut?" "I got cut when I got in the pond to catch a frog," Ben said. "What was the cut from? Was it from glass? Who put glass in the pond?" Jess asks. "It was not from glass. It was from a big rock which was in the pond. I had to whack a bug and I fell on a rock," said Ben. "Did you get the frog?" Jess asks. "I did not get the frog," said Ben. "It was fast! That frog can swim and hop!"

After Reading: What happened when Ben tries to catch the frog?

When Ben tries to catch the frog, _____

PRIMARY RULED WITH SENTENCE STEMS

wh Digraph

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Name: _____

Day 1



Catch the Frog

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wh Digraph

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Day 2



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