EXPLICIT & SYSTEMATIC DECODABLE PASSAGES DIGRAPHS & BLENDS wh Digraph catch the Frog Name: Christina Catch the Frog Catch the Frog Before Reading: Underline the words with the wh diananh During Re Name: Christing Today, we are going to le whale. The /hw/ sound in with the letter wh. Can y Focus Skills with a /hw/ sound? get that a frog," Catch the Frog Before Reading: Circle the words with the wh digraph. from gla Decodable During Words was not During Reading: Read together. hen when hack wha Reading in the po when then whip ch Ben has a cut on his leg. Jess asks, (When did said Ben get that cut?" "I got cut when I got in the pond to ca when whack which Blending Lines get the f a frog," Ben said. What was the cut from? Was it which why whis *adjust review swim and from glass? Who put glass in the pond?" Jess asks. lines to pond glass sw was not from glass. It was from a big rock which we according to After Regi then this that in the pond. I had to whack a bug and I fell on a rock your phonics scope & whisks whis said Ben. "Did you get the frog?" Jess asks. "I did not sequence as Before whipped get the frog," said Ben. "It was fast! That frog can needed When did Reading What we After Reading: Answer the questions about the story. After Irregular High Frequency Reading Words I. What did Jess ask Ben? (Heart Words) Jess asked Ben, "When 2. When did Ben get the cut? wh Digraph Created by: © Christina Winter

EXPLICIT PRACTICE

EXPLICIT DIRECTIONS FOR BEFORE, DURING, AND AFTER READING

The Itch

Before Reading: Circle the words with the ch digraph.

During Reading: Read together.

Name:

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

After Reading: Answer the questions about the story.

scrub got rid of the itch. Chip was glad!

^Vl. Who had an itch?

____had an itch.

2. What did they use to trick Chip?

They used

ch Digraph

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AFTER READING
COMPREHENSION QUESTIONS



TO HEAR THE PASSAGE

IFXI

OR CODES

Day I

FOLDABLE TO ALLOW STUDENTS TO

FOCUS ON PASSAGE

EXPLICIT LESSON PLANS

Catch the Frog

Teacher Lesson Plan

wh Digraph

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?

READING BEFORE

Before Reading

	Decodable Words	when, whack, which		
		hen when hack whack know		n to new skill
		when then whip chip	vary	
	Blending Lines	when whack which whip	vary	
	*adjust review	which why whisk	mixe	7
	lines to according to	pond glass swim catch	revie	
	your phonics	then this that them	revie	
	scope & sequence as needed	whisks whisking whips whipped	challe	
		When did you get that cut?	conn	
		What was the cut from?	conn	
	Irregular High Frequency Words (Heart Words)			During Reading
		"The title of our story is called 'Cata What do you think is going to happe		
	Preview & Predict	Academic word to preteach: worrie Definition: to be anxious or concern situation Example: Jack worried that he didn' would fail the test.		

worried about?

AFTER READING

Think about it: What is something y

DURING READING

Catch the Frog

Teacher Lesson Plan

wh Digraph

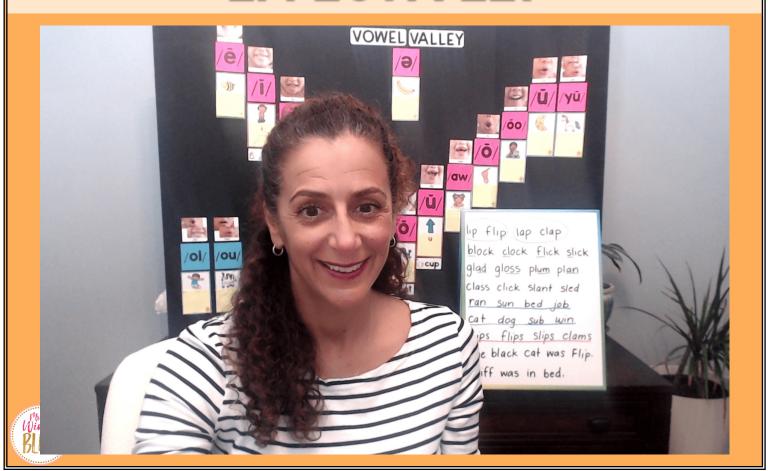
	Read Together	First Read: Choral Read Echo Read	Second Read: Partner Read Whisper Read	
During Reading	Routine for when a word is missed:	Point to the missed sound-spelling State the spelling and sound Have children repeat the sound Have children blend the word again with corrected sound Reread sentence with correct word		
	Comprehension Questions	What did Jess ask Ben? (written answer)	phonics skill word	
		When did Ben get the cut? (written answer)	text evidence	
After		Do you think Jess was worried about Ben? (oral answer)	higher level	
Reading		How do you think Ben feels that did not catch the frog? (oral answer)	he 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



TEACHER INFO & TIPS

Planning for Small Group Lessons

Teacher Guide

Activity		Purpose		
		The four approaches to and reading included in these lesson plans vary in their amount of teacher support. From most to least amount of teacher support the approaches are either reading, portner reading, partner reading, and whisper reading.		
During Reading		The first reading, provides you with the chance to correct any missed sounds or words and should include the most amoun of teacher support. Repeated readings are proven to increase student reading fluence.		

There are 5 questions f

1. Answer targets phoni

2. Student must use text
their answer

3. Addresses higher lev

4. Addresses higher lev

5. Prompts students to

Writing about reading d

understanding of a text about what they read th

comprehension skills, b and phonics skills to wr

Teacher Guide			
	Activity	Purpose	
	Focus Skill (1 minute)	This statement explicitly introdu sound (/a/) and spelling for the	
	Decodable Words & Blending Lines (3 minutes)	This section provides a list of I words in each passage. These should be introduced through B prior to reading. See Decodable Activities & A Word About Blen for more ideas and infro. Blending Lines: Line 1: known skill to new skills Line 2: vary beginning sound Line 3: vary ending sound Line 3: vary ending sound Line 3: chart beginning to the skills Line 5 AG: Tevilow words Line 3: the Set Tevilow words Line 3: the Set Tevilow words Line 3: the Set Tevilow words Line 5: the Set Tevilow Reservation Line 5	
Before		This section lists the irregular t	

Planning for Small Group Les

licitly introdu	Before Reading	Irregular High Frequency Words (Heart Words) (3 minutes)
lling for the les a list of t lage. These led through B		Preview & Predict (1 minute)
ee Decodable d About Blen I info.	During Reading	Read Together : Choral Read or Read (6 minutes)
o new skills ing sound sound greet skill rords ords	After Reading	Comprehension Questions (6 minutes)
to text le irregular I tudents will I tudents will I to know to know these w o decide which i froduced to stud egular High Frei n how to introdus an opportunity I framiliar with the	new ents. quency te these	distribute Victor

Suggested Pacing for Activities

Day I - Total time: 20 minutes

	Activity			
fore Reading	Focus Skill (1 minute)			
	Decodable Words & Blending Lir (3 minutes)	Cuan	and Daoine	
	Irregular High Frequency Words (Heart Words) (3 minutes)	sugge for	ested Pacing Activities	,
	Preview & Predict	Day 2 - Tota	l time: 20 minutes	
	(1 minute)		Activity	
ring Reading	Read Together : Choral Read or		Review Focus Skill (1 minute)	
	(6 minutes)		Review blending lines or focus on lines you didn't get to the previous day.	ou
			(3 minutes)	
ter Readina	Comprehension Questions	Before Reading	Review Irregular High Frequency Words	

A Word about **Blending Lines**

the new skill for a decodable passage. Blending lines should be used ing the I do, We do, You do format.

- I do: Teacher models blending the first word
 We do: Students join the teacher in chorally reading the rest of the words on the list. Provide corrective feedback as needed.

 You do: Tap a word and have a student read independently ord at a time. In some cases, using phoneme addition, substitution stion will connect words in a blending line. (Ex. hat – hate. Write

and hat on your whiteboard show students and blend the word er. Then tell students, "Now I'm going to gdd an e to the end of

ting Lines Lesson Format

known skill to new skills — moves student from a known word to a word with the target skill (Ex. red, read) vary beginning sound - varies the beginning sounds of each word, focuses on target skill.

vary ending sound – varies the ending sound of each word, focuses on target skill.

mixed set target skill - mix of words that all focus on target

k6: review words – some may be in decodable passo challenge words - included for high level readers, some may

be in decodable passage.

blending lines differ slightly. For example, the first line

Using the Printables

You can also differentiate for needs by choosing to best passage option for your students' needs.

Two options are included:

old the printable on the dotted line when reading the stor udent to focus on reading the passage. When the stude imprehension questions or writing portion of the lesson

with sentence stems Max and Rat

After

Reading

vithout a sentence stem Max and Rat h options also include a dotted line that runs right below the pas

Frequency Words (Heart Words) (3 minutes)

ords to students.

Differentiating for Student Success

An audio recording of each passage is included to provide additional support for students who need it. Students can listen and follow along with their own copy of the passage to preview the passage before meeting in a small or whole group setting. Students can scan the QR code on each passage page using an iPad, tablet or Chromebook to quickly access the audio recording (no log in required). Alternatively, you can use the audio recording files included to pull up the audio

Audio recording routine for CVC & Blends passages: 1st read: Teacher reads to student, student follows along 2nd read: Echo read- teacher reads the passage line by line and students repeat after.

3rd read: Teacher and student whisper read together

recording on a laptop, computer or other listening device.



Introducing Irregular High Frequency Words

memorization doesn't work for all students. Using orthographic mapping strategies, the science-based heart word method teaches students to sound out the parts of irregular words that do follow phonics rules. Students then only need to learn a small portion of the word that is the "tricky part" by heart.

For some students, irregular words can be committed to memory after only 1-4 exposures. Struggling readers may need 20+ exposures before the word can be automatically recognized.

Visit the following blog posts for more information on each introducing irregular high frequency words to students using the Heart Words

- · Heart Words: A Better Way to Teach Sight Words
- · Tips for Teaching Heart Words
- . How to Teach Sight Words Using the Heart Word Method

ng routine for Digraphs & beyond: ther reads to student, student follows along

al read-teacher and student read together in ding voice. sper read-teacher and student whisper read to

el Students

may display mastery of a target skill at day 1. In this case, have students reread at tivity independently or in a center on day 2. Au also be utilized during these independent wo dels of a fluent reader

During Reading

After Reading

ho need continued practice with building fluency can ading the passage with a partner or whisper reading. U scordings to provide students with independent practice ise at a center.

Preview & Predict : review the title of the

passage and academic word Read Together: Whisper Read or Partne

(3 minutes)

Write & Retell

Decodable Words Activity Ideas

- Word Ladders Students can build a word ladder or word chain changing one phoneme in the word to create the next word.
- Word Building Students create a series of words using a limi set of letter cards. This activity creates flexibility with student knowledge of letter sounds and builds reading & spelling skills.
- Word Sorts After mastering a phonics skill, sorting words by their phonics patten is a great way to review.
- Word Mapping Word mapping is a physical way to represent the relationship between phonemes (sounds) and graphemes (letters). Using word mapping activities helps students store words into their sight word memories.

Visit the following blog posts for more information on decodable word

- · Practice Activities for Phonics Skills
- · Using Word Sorts for Phonics Instruction
- Phoneme-Grapheme Word Mapping Activities

Suggested K-2 Scope & Sequences

scope & sequence. If your school already has a scope & sequence for introducing target skills to students, then you will use that to plan the order you use these decodable passages with your class

If you do not have a scope & sequence provided by your school, I have created a research-based suggested scope & sequence for Kindergarten. 1st grade, and 2nd grade. These scope & sequences are included in the





2 DIFFERENTIATED VERSIONS OF EVERY PASSAGE

Name:

Catch the Frog



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. "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: Answer the questions about the story.

I. What did Jess ask Ben?





2. When did

Ben

Jessr

wh Digraph

Before Reading: $\underline{\text{Underline}}$ 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 from

PRIMARY RULED WITH SENTENCE STEMS

wh Diaraph

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Name:

Catch the Frog



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. "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: Answer the questions about the story

I. What did Jess ask Ben?

Name:

Catch the Frog



2. When did

wh Digraph

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

SECONDARY
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SENTENCE STEMS

wh Digraph

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