

# Decodable Text: *Will This Fit?*, Book 13b

**Phonics Concept to Teach:** Starter Sound th and rime patterns oth, ink, it

## I. Trick Word Intro & Review (New Word in Gray)

1. she 2. the 3. a 4. says

## II. Phonemic Awareness (Blending)

## III. Phonics Concept

Starter Sound th and rime patterns oth, ink, it

## IV. Letter Sound Review (New Sound/Concept in Gray)

1. oth 2. ink 3. it 4. th

## V. Single Word Reading

1. cloth 2. thinks 3. fit 4. moth

## VI. RAN Chart (Single Word or Phrase)

## VII. Sentence Reading

1. "Will this fit?" Fred thinks.

2. "This will not fit," says Mom.

3. Mom gets a big, red cloth.

## VIII. Phonemic Awareness Instruction (Segmenting)

## IX. Dictation

<b>Trick Word</b>	1. she		
<b>Sounds</b>	1. oth	2. ink	3. it
<b>Words</b>	1. think	2. cloth	3. this
<b>Sentence</b>	1. Mom will get that cloth.		

## X. Vocabulary Routine

cloth



## XI. Book Reading and Comprehension Check

Read to find out if Fred will find a costume that will fit.

### Comprehension Questions:

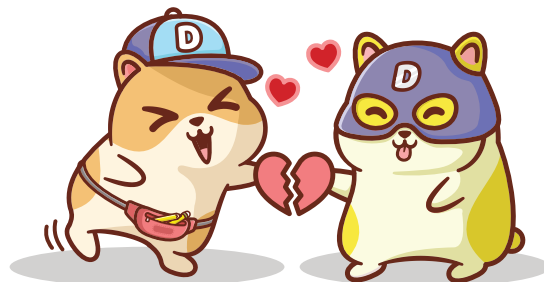
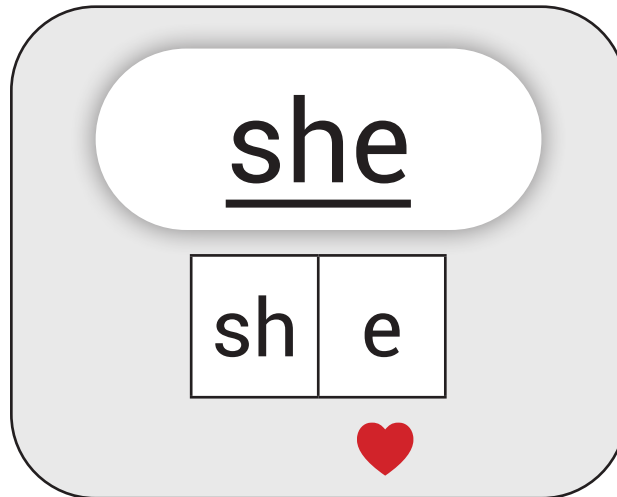
1. What does mom use to make a costume for Fred? (Factual)

2. Why might Fred need a costume? (Background Knowledge)

3. What do we know about Mom? (Inference)

4. How do you think Fred feels in the end? (Inference)

# New Trick Word



# Trick Word Review

the

th	e
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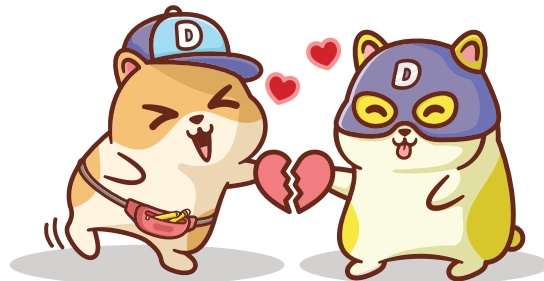
says

s	ay	s
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a

a
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# Sound Games - PA Round 1

If your district uses a phonemic awareness program, please insert those activities now. Otherwise, use the routine below. These oral activities should have a quick and lively pace.

**Teacher:** We are going to play a mystery word game, I am going to give you the sounds, and you will blend them together to figure out the word.

**Teacher:** Let's try one. Watch me hold up a finger for each sound. When I connect my fingers, you will blend the sounds to say the mystery word.

BLENDING		
Teacher models	/k/ /l/ /o/ /th/	cloth
Teacher and student together	/b/ /r/ /o/ /th/	broth
Students alone	/b/ /r/ /i/ /n/ /k/	brink
Students alone	/th/ /i/ /n/ /k/	think
Students alone	/s/ /p/ /i/ /t/	spit
Students alone	/g/ /r/ /i/ /t/	grit



# Phonics Concept

**Teacher:** Today we'll review the starter sound **th** and learn 3 new rime patterns **oth**, **ink**, **it**. A starter sound or sounds is what comes before the rime pattern.

**Teacher:** Remember that the digraph **th** can have a voiced sound, as in the words **this/then**. (Write each word/underline the starter sound as each is said) or **th** can also have an unvoiced sound, as in the words **thin/thump**. (Write each word/underline the starter sound as each is said.) Have students read each word and notice the difference when they read each word.

**Teacher:** We also know a word's rime pattern includes the vowel and final sounds. (Write **oth**, **ink**, **it**). The rime pattern **oth** says /**oth**/ as in the words **moth**, **sloth**, **broth**. (Write/underline rime pattern as each word is said.) The rime pattern **ink** says /**ink**/ as in the words drink, blink, slink. (Write/underlines the rime pattern). The rime pattern **it** says /**it**/ as in the words **bit**, **flit**, **grit** (Write/underlines rime pattern.)

**Teacher:** Let's practice our strategy for breaking up longer words. Scoop the rime pattern (find the vowel as a starting place), and underline the starter sound/blend. (Write the word **cloth** on the board.) Read the word by the rime pattern first, then add on the starter sound/blend. For example here is the word **cloth**. I will find the rime pattern **oth**, then add the starter sound **cl**, and read the word **cloth**. Let's try some more together.

	Teacher Models	Teacher and Students Together	Students Alone	Students Alone
1. Write target word on whiteboard	cloth	think	drink	grit
2. Underline rime pattern and read rime pattern	cl <u>oth</u>	th <u>ink</u>	dr <u>ink</u>	gr <u>it</u>
3. Say starter sound and read whole word.	cloth	think	drink	grit



# Letter/Sounds Practice

oth

ink

it

th



# Single Word Reading

1. cloth



2. fit

3. thinks

4. moth



# RAN Chart - Single Words

cloth	thinks	fit	moth
thinks	cloth		fit
fit	moth	cloth	thinks
thinks		fit	cloth





# RAN Chart - Phrases

big, red cloth	will this fit?	Fred thinks
will this fit?	Fred thinks	
Fred thinks	big, red cloth	will this fit?
	Fred thinks	big, red cloth



# Syntactic Phrasing

1. "Will this **fit**?" Fred **thinks**.

2. "**That** will not fit," **says** Mom.

3. Mom got **a** big, red **cloth**.



# Sound Games - PA Round 2

If your district uses a phonemic awareness program, please insert those activities now. Otherwise, use the routine below. These oral activities should have a quick and lively pace.

**Teacher:** We are going to play another word game, this time I am going to give you the whole word, and you will break it up into its sounds.

**Teacher:** Let's try one. I say the word, you repeat the word. Then hold up a finger as you say each sound. Watch me demonstrate.

## SEGMENTING

Teacher models	cloth	/k/ /l/ /o/ /th/
Teacher and student together	broth	/b/ /r/ /o/ /th/
Students alone	brink	/b/ /r/ /i/ /n/ /k/
Students alone	think	/th/ /i/ /n/ /k/
Students alone	spit	/s/ /p/ /i/ /t/
Students alone	grit	/g/ /r/ /i/ /t/



# Dictation (Teacher Slide)

If you have an existing dictation routine connected to your Tier 1 program feel free to employ those strategies.

**Teacher (Trick Word):** Your trick word to spell is \_\_\_\_\_. (Have students repeat the word.) Use the heart word strategy by identifying the sounds, and matching up the letters. Which letter(s) did we need remember by heart because they were acting in a magical way? (Students respond.)

**Teacher (Sounds):** The sound is \_\_\_\_\_, what is the sound? (Students repeat.) What letter(s) makes that sound? (Students respond/write down.)

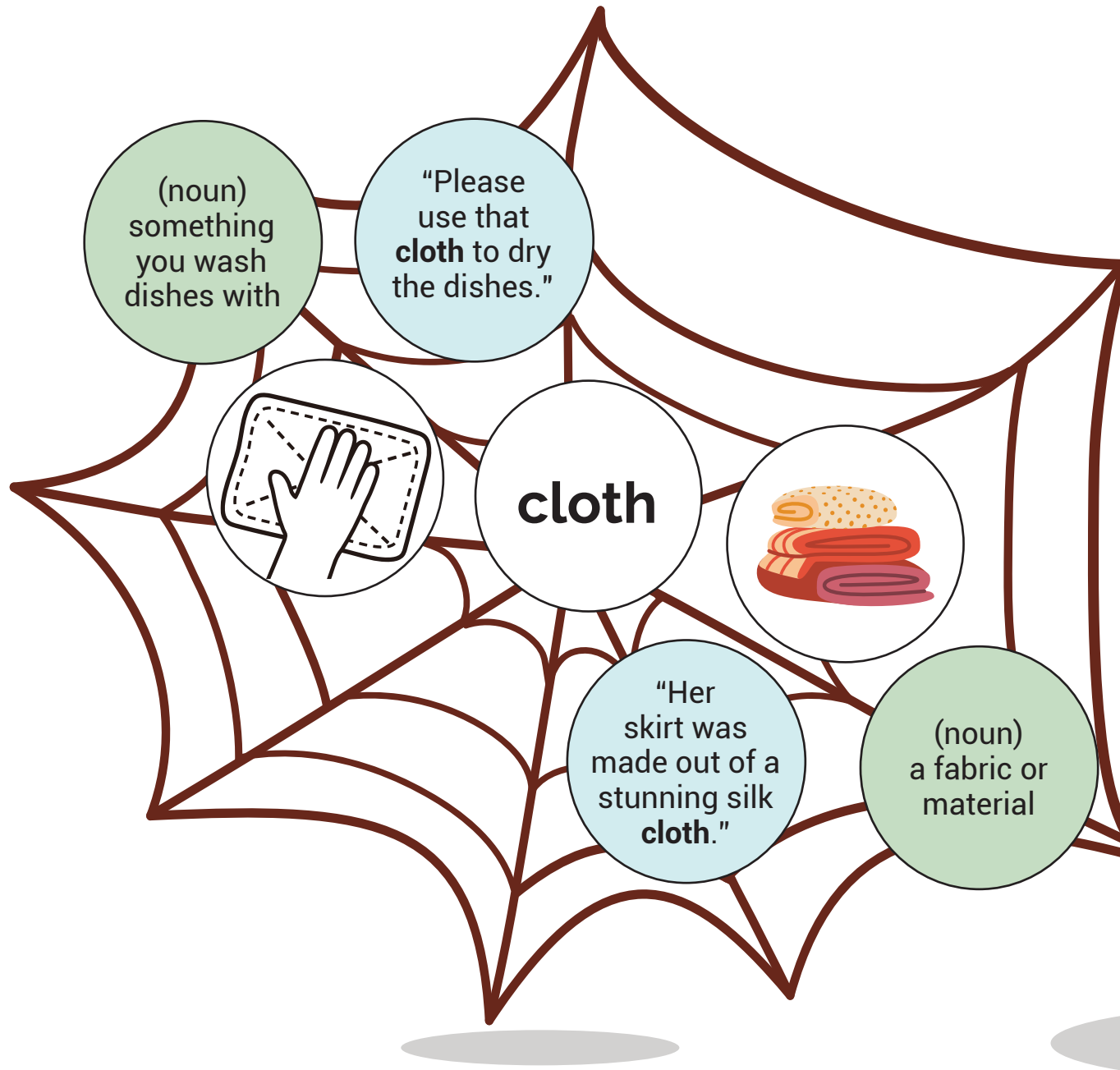
**Teacher (Words):** The word is \_\_\_\_\_. (Use the word in a sentence.) What is the word? (Students repeat.) Tell me the starter sound in (word). What letters make that starter sound? Tell me the rime pattern in (word). What letters make the rime pattern? (Students respond after each prompt.)

**Teacher (Sentence):** The sentence is \_\_\_\_\_. I am going to throw you the sentence, hold your pencil in your writing hand and catch the sentence in your other hand. Let the sentence out of your hand one word at a time. Hold up a finger for each word you say.

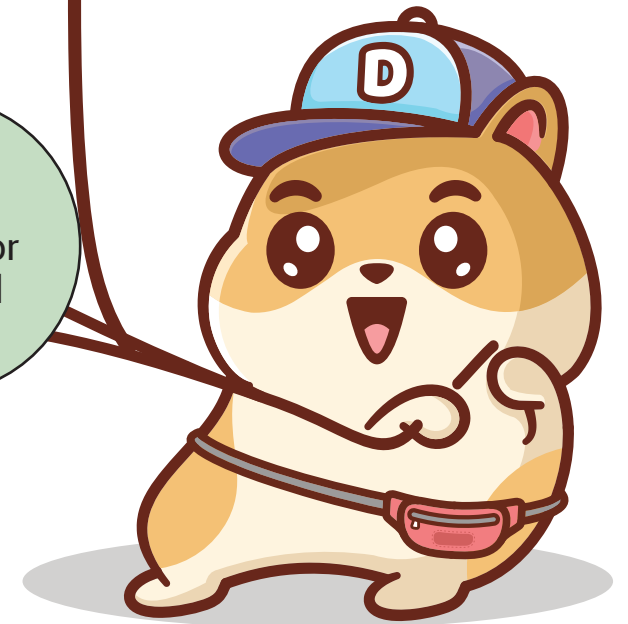
Trick Word	1. she		
Sounds	1. oth	2. ink	3. it
Words	1. think	2. cloth	3. this
Sentence	1. Mom will get that cloth.		



# Vocabulary Word Web



Elicit students' connections for each word meaning.



# Book Reading

**Purpose for Reading:** Read the story to find out if Fred will find a costume that will fit.

QUESTIONS	ANSWERS
1. What does mom use to make a costume for Fred?	Mom uses a big, red cloth to make Fred's costume.
2. Why might Fred need a costume?	Answers might include: for a parade, party, or holiday
3. What do we know about mom?	Answers might include: mom is patient, mom is helpful etc.
4. How do you think Fred feels in the end?	Answers vary.



# Additional Concept/Pattern Practice

cloth	moth	blink	stink
groth	soth	glink	spink
spit	grit	then	think
glit	trit	thep	thonk

