CRAFTING MINDS

DECODING DUO

STRUCTURED LITERACY ROUTINES

DANDELION
LAUNCHERS SET 2
Will This Fit?
Book 13b

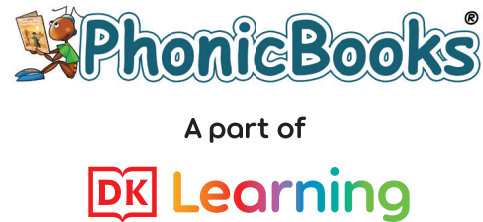BY THE CRAFTING MINDS GROUP

DECODING DUO

Structured Literacy Routines to Accompany Dandelion Launchers Set 2 Books 12a-15b

Created By:
Melissa Orkin
Sarah Gannon
Alexandria Osburn
and The Crafting Minds Group

A part of

Designed by Cindy Aubert of Cosmic Egg Studios LLC

Scope and Sequence of Dandelion Launchers Lessons

Lesson Number/Book	Phonics Concept and Letter Patterns	Trick Words	Vocabulary Word	Page
Lesson 1: Shep and Tosh 12a	Starter sound sh (digraph), shr Rime pattern -ish, osh	Review: said, was, to, the	fish	18
Lesson 2: *Fresh Fish 12b*	Starter sound sh Rime pattern esh, ash op	Review: the, says, to, is	dash	33
Lesson 3: *This and That 13a*	Starter th (digraph) Voiced and unvoiced Rime pattern eth, ith, at	Review: to, the, is, have	with	48
Lesson 4: *Will This Fit?* 13b	Starter th (digraph) Rime pattern oth, ink it	she Review: says, the, a	cloth	63
Lesson 5: *The Back Pack* 14a	Starter st Rime pattern-eck, ick, ack	Review: for, says, you, have	check	78
Lesson 6: *Which Shall I Pick* 14b	Starter wh Review-ick Rime pattern ock, old	put Review: he, of, the	pick	93
Lesson 7: *Ding Dong* 15a	Rime pattern-ong, ing am, an	Review: is, the, have, of	ring	108
Lesson 8: *The Strong Wind* 15b	Starter-str, qu Rime pattern-ang, ung	do Review: have, from, said	strong	123

Pathways to Progress Skill Groups

Matching Skills Group to Instructional Need

Pathway Name	Student Characteristics
Foundational Skills	Student(s) demonstrate below benchmark skills across most or all areas of early literacy screening or benchmark measures.The recommended instructional routines offer support across all aspects of word, sentence and passage reading and comprehension. Activities include single word, sentence, and passage reading.
Accuracy Skills	Student(s) demonstrate variable performance across early literacy screening or benchmark measures with notable weaknesses on measures of nonword decoding and/or phonics skills. The recommended instructional routines offer support in building foundational phonemic awareness, sound/symbol, decoding and spelling skills. Activities include single word, sentence and passage reading.
Fluency Skills	Student(s) demonstrate strengths in foundational phonemic awareness, letter/sound and decoding skills on early literacy screening or benchmark measures but indicate an ongoing need for fluency instruction. The recommended instructional routines offer support in building automaticity across all aspects of word knowledge including phonemic awareness, letter pattern recognition, sight word familiarity, single word and sentence reading, and passage reading fluency.
Vocabulary and Comprehension Skills	Student(s) demonstrate strengths in word reading accuracy and fluency but may not be performing at benchmark on measures of vocabulary knowledge, oral language and/or reading comprehension. The recommended instructional routines offer support in building vocabulary knowledge, prosody skills, and text comprehension at both the sentence and passage level.

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

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.		

X. Vocabulary Routine

cloth

XI. Book Reading and Comprehension Check
Read to find out if Fred will find a costume that will fit.
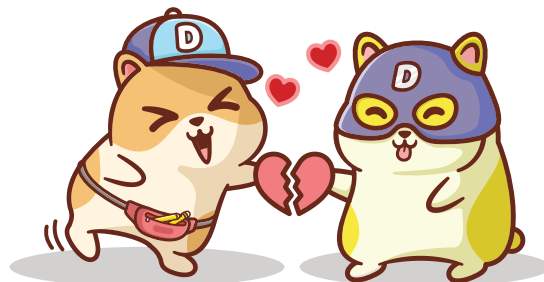
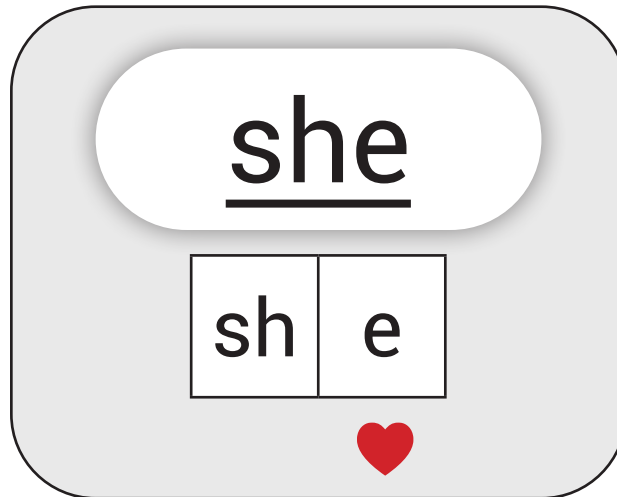### Comprehension Questions:

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

she

sh	e

♥

Trick Word Review

the
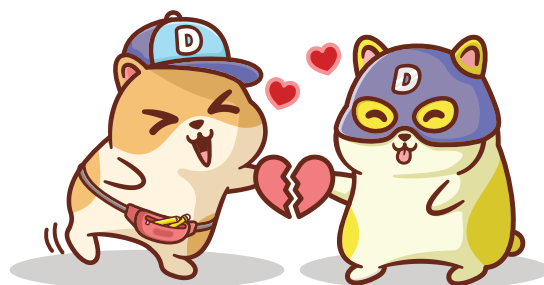
th	e

♥

says

s	ay	s

♥ ♥

a

a

♥

Sound Games - PA Round 1 (Teacher Slide)

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 Slide)

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 (Teacher Slide)

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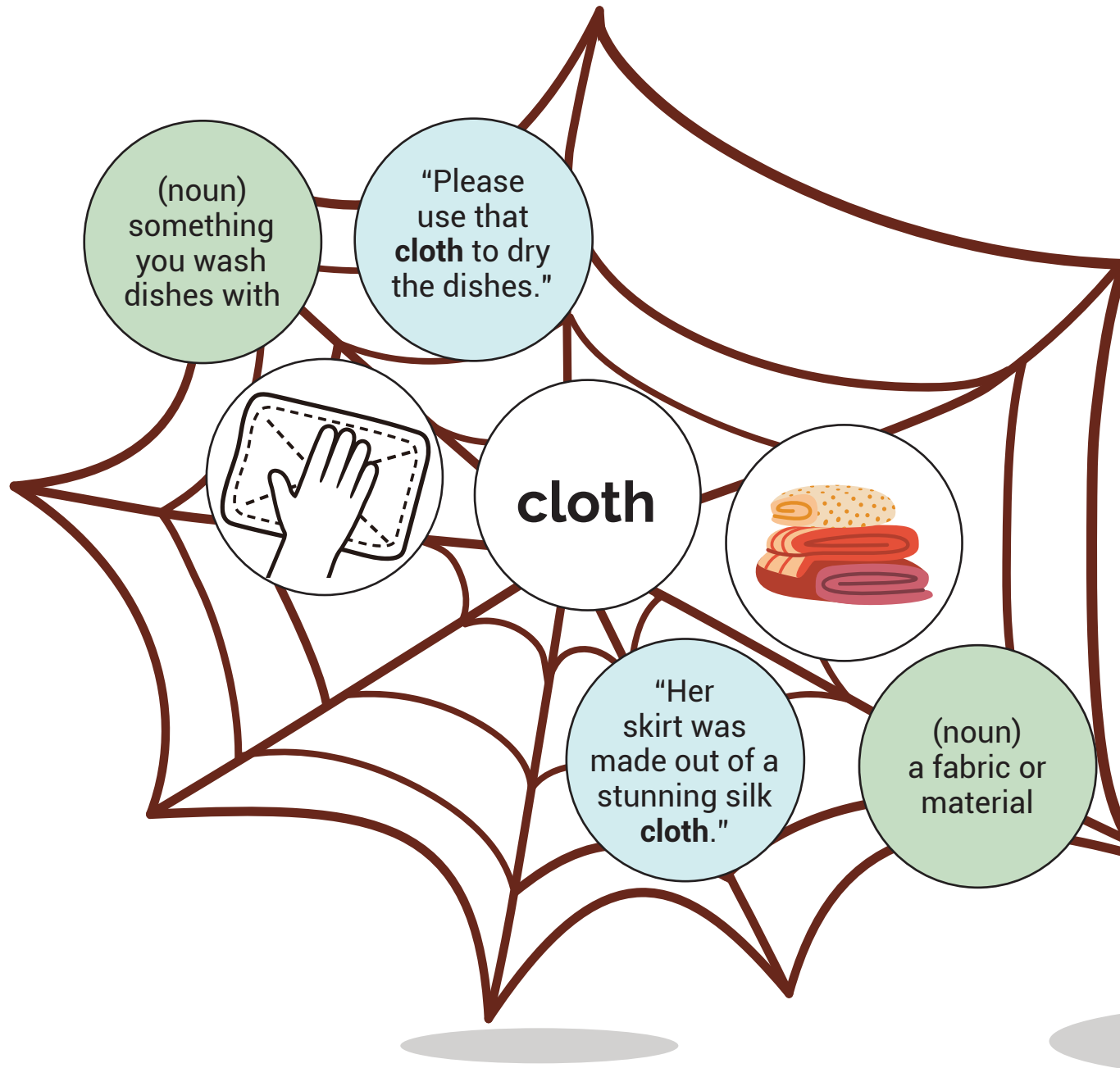
Teacher (Sentence): The sentence is _____. I am going to throw you the sentence, hold your pencil in your writing hand and catch the sentence in your other hand. Let the sentence out of your hand one word at a time. Hold up a finger for each word you say.

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

(noun) something you wash dishes with

"Please use that **cloth** to dry the dishes."

cloth

"Her skirt was made out of a stunning silk **cloth**."

(noun) a fabric or material
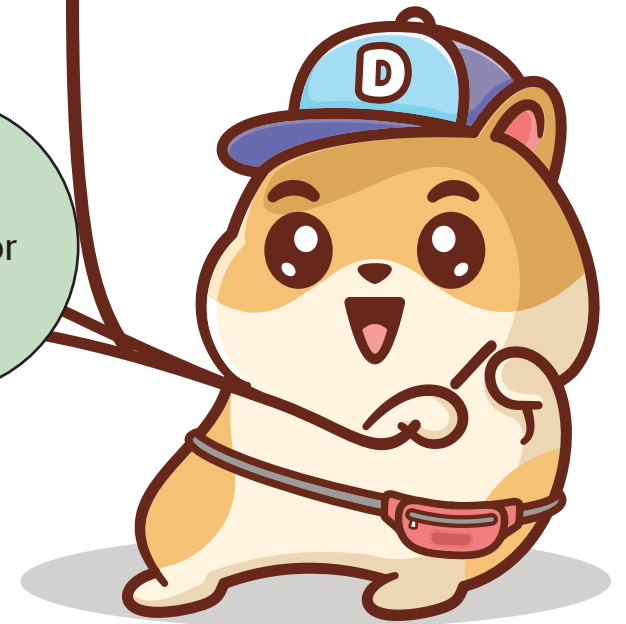
Book Reading (Teacher Slide)

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

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