

Book Title	Knit, Frog, Tink
Materials	Blending lines, prefix cards re-, un-
Phonics Patterns	Prefixes re-, un-, multisyllabic words

Before Reading

Choose 1-2 Pre-Reading activities

- ☒ Blending lines ☐ Encoding ☐ Red word mapping

A prefix is a unit of meaning that is added to the beginning of a base word. A prefix adds a syllable to the word and changes its meaning. Let's review our prefixes.

- Show the prefix re- When we add the prefix re- to the beginning of a base word, it changes the meaning.
- Does anyone remember what the prefix re- means? (again or back) If we add the prefix re- to a word, it means to do something again.
 - Listen to me use the word rewrite in a sentence. My writing was messy the first time I wrote the sentence. I will rewrite it with neater handwriting.
 - What does rewrite mean? (to write again)
- Let's look at another prefix. (Teacher shows the prefix un-.) Who remembers what the prefix un- means? (not)
 - For example, if we skipped recess, but the other classes did not, that would not be fair. It would be unfair.

We will practice reading words with and without prefixes. After we read the word, we will think about what the word means.

Blending Lines:

I DO: Watch me read the first word on our blending lines. I see two r-controlled vowels, I will underline the or and er. I will loop my syllables, /or - der/, order.

- What does the word order mean? (Students share definitions and/or give examples.) For example, I put the books in alphabetical order.
- Watch me read another word. Touch the word underneath the word order.

When I look at this word, I see a prefix. I will circle the prefix because I know it is a unit with meaning. The prefix re- is only one syllable, but some prefixes can be more than one syllable.

- *When reading and writing words with prefixes, we keep the prefix together. (Circle re-).*
- *Now I will look at the rest of the word and find my vowels. I underline or and er. (Underlines or and er and say the sounds)*
- *Watch me read the word. /re - or - der/, reorder. Reorder means to put something in order again. If someone messed up the books I put in alphabetical order and I needed to do it again, I would reorder the books.*

WE DO: *Let's try some together. Touch the second word in the top row of your blending lines.*

- *Do we see a prefix? (no)*
- *How many vowels/vowel teams do we see? (2) What should we underline? (a, ai) We have two vowel sounds, so we know this word will have two syllables.*
- *When multisyllabic words begin with an a, they often begin with the schwa sound, which can sound like the sound ũ. We can try the sound of the long or short a first, but if it does not make sense, we can flex the vowel and try the schwa. Let's loop our syllables, ā-fraid, afraid. (Depending on dialect/pronunciation, teachers can ask students to flex the vowel to read ũ-fraid, afraid).*
- *What does it mean to be afraid? Can you share something you are afraid of? (Teachers and students share.)*

Let's try one more together. Touch the word underneath of afraid.

- *Do we see a prefix? (yes) Remember, we will circle the prefix because we always want to keep a prefix together. This is a unit that has meaning. What is the prefix? (un) Circle un-. Does anyone remember what un- means? (not.)*
- *Let's look at the rest of the word. How many vowel/vowel teams do we see? (2) What should we underline? (a, ai)*
- *This word has one prefix and two vowel sounds. Let's read the word. /un - ũ - afraid/, unafraid.*
- *We know what afraid means, what does unafraid mean? (not afraid) Can you share something that you are unafraid of? (Teachers and students share.)*

YOU DO:

Now it is your turn. Start at the beginning. Remember to circle prefixes and underline the vowel sounds. Read each chunk or syllable and blend them together to read the word. Then, go back to the beginning and read each word again with fluency. Remember, fluency means you read the word the fast way, but are still looking at all of the parts of the word.

Then, read the sentences. Once you are done, practice reading the words and sentences with fluency again until everyone in our group is finished.

order	afraid	again	loop	able	stitch
reorder	unafraid	rethink	restitch	unloop	unable
If you knit, you may need to undo stitches.					
Knitting is a good way to relax.					
You can rethink and redo your work.					

Vocabulary/Story Words: Define, Example, Connection

When we read our story today, we will read words that have the prefixes re- and un-. Remember, when we add prefixes to a base word it changes the meaning.

We will read a story about knitting. To knit means to loop yarn together to create something. We can knit blankets, sweaters, even mittens.

- *Turn to page 12. On this page, the characters have balls of yarn (point to yarn) and they are knitting with knitting needles. (point to the pictures of needles and knitting).*
- *Let's pretend we have knitting needles in our hand and we are looping yarn together. (Teacher and students pretend to knit.)*

Preview the Story: Brief overview, predictions/wonderings

We are going to read the book "Knit, Frog, Tink". This is a nonfiction book, meaning we are going to learn facts! We already learned what it means to knit, but I wonder why the title includes words like frog and tink! We will learn how these

words can be about knitting!

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

☐ Echo read ☐ Choral read ☐ Partner read ☐ Independent read



More support

Less Support

Add notes here...

After Reading

Choose 1-2 activities

- ☒ Dictation: Have students spell the words, reminding them to listen for prefixes and syllables. Explain that when they spell multisyllabic words, listen for syllables or prefixes first. Then, listen for all of the individual sounds in each syllable or prefix.

☐ Words

☒ Sentences: *Tinking is a way you can unknit your yarn.*

- ☒ Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Call on individual students or have them respond in pairs.

☐ Written Summary

☐ Other

Add notes here...

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