

<b>Book Title</b>	It's Called Fishing
<b>Materials</b>	white board, dry erase marker, blending lines
<b>Phonics Patterns</b>	multisyllabic words with consonant digraphs and blends

## Before Reading

Phonemic Awareness:

**Adding:** Say *go*, add /r/ after /g/ and the word is *grow*.  
Say *boom*, add /l/ after /b/ and the word *bloom*.  
Say *sand*, add /t/ after /s/ and the word is *stand*.

**Deleting:** Say *spend*, without /p/, what's left is? *send*  
Say *brag*, without /r/, what's left is? *bag*  
Say *clap*, without /l/, what's left is? *cap*

Pre-Reading activities:

*We just added and deleted sounds in words with beginning blends. Remember blends are sounds that glide together, but have their own sounds. It is important that we hear each sound of a blend because it allows us to read and spell new words. Many words are different by just one sound.*

- *Blends are not the only pattern we have been working with! We have reading and writing multisyllabic words that have blends and digraphs.*
- *Remember digraphs are different from blends. They are two letters that stand for only one sound.*
- *We will read words that have blends and digraphs. Some of the words will have only one syllable and some will have more than one syllable. Remember, every syllable has a vowel sound.*

*We will practice reading some phrases. Some words will have only one syllable and some words will have more than one syllable. The syllables will include words that have digraphs and blends.*

**I DO:**

*Watch me read the first word. I will underline all of the vowels I see in each word first,*

then I will know how many syllables are in the word. I see the vowel o (underline o) and the r controlled vowel er (underline er). This word has two written vowels, so it has two syllables. Watch me loop the syllables: /bob - bers/, bobbers.

**WE DO:** Let's try the next word together. I see a blend in the beginning, what are the sounds? /s/-/w/, yes /s/-/w/ glide together to stand for the sounds /sw/.

- How many vowels do we see? (1) What is the vowel? (i) Underline i.
- I is by itself the middle of a word, it is a closed syllable. What sound will it stand for? (i)
- What do we see at the end of the word? (sh)
- The letters sh are a digraph, let's underline those together since they make one sound. What sound? /sh/.
- Let's blend the sounds together to read the word. /s - w - i - sh/, swish.
- Now we will read the phrase with fluency. Remember, fluency means we read the words the fast way. We still look at and say each sound, we just say it like we speak. (bobbers swish)

**YOU DO:** Now it is your turn. Start at the beginning of line two. Remember to look for all of the vowel sounds first.

- As you read each syllable, remember blends are their own sounds that glide together and digraphs are two letters that stand for a new sound.
- After you read the phrase, read it one more time to read the phrases with fluency. We still look at and read each sound, but we blend the sounds quickly.
- Then, read the sentences. Continue to read the phrases fluently until all of your group is done.

bobbers swish
fishing with rods
tackle each fish
plastic grub is on the rod
Who is teaching you how to fish?
Bring your tackle box to the pond.
She is helping us get ready for the fishing trip.

### Vocabulary/Story Words: Define, Example, Connection

In our story, you will see the word struggle. Turn to page 13. Look at this word (point to the word struggle), it has two syllables /strug - gle/, struggle. To struggle means to have difficulty doing something, it is when something is really hard. I struggled to lift the very heavy box. (Model what it would look like to struggle picking up a box, and students imitate the teacher.) What is something you have struggled to do?

Another word that may be new to you is the word grub. A grub is a type of bug or food. We can refer to the food we eat as grub. We might say "I am hungry, let's go eat some grub". You may have heard of "Grubhub". Grubhub delivers food to people. In this story, the grub is a type of bug that fish like to eat.

### Preview the Story: Brief overview, predictions/wonderings

Today we are going to read a story about two children who go on a fishing trip with their uncle.

- Have any of you ever been fishing? (students share)
- Let's look through the story to see what type of supplies do we need to go on a fishing trip? (rod, tackle box, grub/bait, lunch, bobbers).
- Do you think they will catch a lot of fish?

## 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
  - Words
  - Sentence: *Grab the fishing rods.*
- 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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