

What Was That?

Teacher Resources

Word Count: 197

ATOS: 1.3

High-Frequency Words:

a	floor	his	of	saw	there	way
all	for	I	off	some	to	what
brown	from	is	over	street	tree	you
door	have	little	please	take	walk	
down	he	me	said	the	was	



Focus Skill: th Digraph (voiced & unvoiced)

This book features words with the th digraph (voiced & unvoiced) for decoding practice.

Decoding Skills:

- Set 1 Skills: Letter-Sound Correspondence, Word Building, CVC Words
- Consonant Blends
- Consonant Digraphs

Discussion Questions:

1. What does Seth see while he is on his walk?

Possible Answers: buildings; a big tree; a fallen branch; a moth

2. Look at pages 7 and 8. What do you think makes the clang sound that Seth hears on page 7?

Possible Answers: Mom spilling the broth; something falling in the kitchen

3. How does Seth help Mom?

Possible Answer: he cleans up the mess

4. How does Seth feel about the gift from Dad? Support your answer with evidence from the story.

Possible Answers: happy; excited; thankful / he is smiling; he hugs Dad; he says "thank you"



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Extension Activity:

Digraph Sort



Materials: Digraph Sort printable

Purpose: Students will decode words and sort them using the Digraph Sort printable.

Procedure:

1. Print Digraph Sort printable (one copy per student or one copy per group).
2. Cut out the word cards on page 2.
3. Choose a word card and read the word on it out loud.
4. Decide if the word has a voiced or unvoiced th digraph.
5. Place the word in the correct column on page 1 of the Digraph Sort printable.
6. Keep sorting until all the words are placed in the correct columns.

Variations:

- Students can complete this activity independently, in partners or small groups, or one-on-one with a helper.
- Print the Digraph Sort printable on cardstock, or laminate the page and word cards, for repeated use (e.g., in a phonics center).
- Extra practice: begin by placing one word in each column for students to use as a guide word.
- Challenge: encourage students to fill in page 1 of the printable by thinking of th digraph words and writing them in the correct columns, instead of using the words cards on page 2.