

What a Fun Trip!

Teacher Resources

Word Count: 136

ATOS: 1.0

High-Frequency Words:

a	find	I	one	soon	want	where
by	fire	make	our	take	was	white
came	for	my	said	the	we	you
eat	he	now	saw	to	what	



Focus Skill: wh Digraph

This book features words with the wh digraph for decoding practice.

Decoding Skills:

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

Discussion Questions:

1. What time of day is it when the story begins? How do you know?
Possible Answers: dawn; morning / the sun is rising on page 2; they got to the pond when the sun came up
2. Read pages 6 and 7. Why do you think the first sentence on both pages is the same?
Possible Answer: to show how long they waited
3. How do the characters work together in this story? Support your answer with examples.
Possible Answers: they each carry things; Dad holds the net when the girl catches the fish
4. Predict: What will happen next? Write three sentences to continue the story.
Possible answers: they will cook the fish; they will eat lunch; they will go home



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Extension Activity:

Digraph Match



Materials: Digraph Match printable

Purpose: Students will identify digraphs in object names using the Digraph Match printable.

Procedure:

1. Print Digraph Match printable (one copy per student or one copy per group).
2. Look at the first object in the grid on page 1. Say the name of the object out loud.
3. Decide what digraph (wh, th, or ch) is the onset sound in the name of the object.
4. Circle the digraph below the object that matches its onset sound.
5. Keep going until you have matched each object with its onset digraph.

Variations:

- Students can complete this activity independently, in partners or small groups, or one-on-one with a helper.
- Laminate the Digraph Match printable for repeated use (e.g., in a phonics center).
- Extra practice: encourage students to say each object name again and identify the vowel sound that follows the onset digraph.
- Challenge: encourage students to complete page 2 of the printable instead of page 1. Students will write the onset digraph on the blanks to complete each word.