

Fix This!

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Grade Level: PreK-2

GRL: D **Lexile:** 100L

Subject: Phonics

Genre: Fiction

Key Idea: Develop fluency by decoding story text with words that have the short **i** sound

Standards Addressed: RF.1.3.A-B Reading: Foundational Skills, RL.1.1 Reading Literature

1. Before Reading

Make Predictions

Look at the book's cover and title. Discuss what students see and what they think the book is going to be about. Invite personal connections.

Teach Phonics Skills

Copy pages 5 and 6 of this *Teacher Note* for each student. Ask students to cut apart the picture and letter cards.

Say consonant sounds **/b/**, **/f/**, **/ng/**, **/r/**, **/s/**, **/t/**, **/th/**, and **/ks/**. Ask students to hold up the corresponding letter cards **b**, **f**, **ng**, **r**, **s**, **t**, **th**, and **x**. Point out that the digraphs **ng** and **th** make just one sound. You may wish to teach the two sounds of **th** (voiced and unvoiced) represented in *this* and *thing*. Practice the **br** consonant blend in *bring*.

Say the short **i** sound and ask students to repeat it after you. Say these word pairs, asking students to raise their **i** letter card when they hear the short **i** sound: *bat/bit*, *sing/song*, *rung/ring*, *sit/set*, *fat/fit*.

Slowly say and blend the sounds in *bits*, *fit*, *in*, *sing*, *ring*, *six*, *sit*, *thing*, and *fix*. Ask students to raise a picture card to show the word they hear. Then, help students count and blend the sounds in each word as they use their letter cards to spell the words.

Teach High-Frequency Words

Make sure students know the high-frequency words they will find in the story. Spend extra time on irregular words, shown in **bold**, which do not follow common phonics patterns.

all	does	no	we	yes
but	for	not	well	you
come	good	the	what	
do	in	way	will	

Introduce the Genre

You can tell this book is fiction because it is about made-up characters and their adventures. The illustrations were drawn by an artist.

Establish a Purpose for Reading

We will read to find out whether they really can fix anything at the Fix It All shop. We will practice reading words that have the short **i** sound.

2. During Reading

Read Together

Chorally read the story aloud together as students point to each word. Or, have students read aloud independently, using quiet voices, as you monitor. When readers have difficulty, stop and provide feedback. Help students associate letters and sounds, blend sounds to read words, and reread sentences fluently.

Check for Understanding

Ask questions about the story. Prompt students to support their answers with details from the text.

- Who is saying the words on page 4 of the story?
- What does it mean to fib?
- Where does the story take place?
- What does the beaver need fixed?
- What does the moose need fixed?
- What does the squirrel need fixed?
- What does the skunk bring to the shop?
- What do the raccoons think the thing might do?
- Does the thing get fixed? Why not?
- Have you ever fixed something?

Reread and Retell

Ask pairs to reread the story to each other. Each partner may read the whole story, or students may alternate pages. Allow time for pairs to retell the story in their own words, using the illustrations as cues. Invite partners to discuss the story and give opinions about whether they liked it.

In a whole-group follow-up, discuss and agree on the story's characters (fixers, customers with things that can be fixed, customer who brings the thing), setting (Fix It All shop), and events (beaver brings coffee pot, etc.). What might happen to the story if just one character, setting, or event were different?

3. After Reading

- Add words from the story to classroom word walls or word lists.
- Build fluency by reading the story again tomorrow or in a few days.
- Read more stories that feature the short **i** sound, such as *Little Miss, Big Sis* by Amy Krouse Rosenthal.
- Plan to read nonfiction books about how machines and other devices work.

Follow-Up Lessons

- Provide short **i** words on a list or a word wall. Challenge pairs or small groups to use them to write and perform tongue twisters such as *Six thick sticks*.
- Guide students in writing short **i** words from the story to complete a Word Ladder. (See page 7 of this *Teacher Note*.)
- Ask students to draw scenes from the story to complete a Retelling with Snapshots graphic organizer. They should write a label for each picture. (See page 8 of this *Teacher Note*.)

Writing Activities

- Dictate phrases and sentences with short **i** words for students to write and illustrate. Use the phrases and sentences shown in the book on page 22.
- Write a description of things that the thing might be able to do. Include illustrations.
- Research to learn how a machine or device works. Write facts about it.

School-to-Home Connection

- Send home the picture and letter cards from pages 5 and 6 of this *Teacher Note* along with the book.
- Send home the Word Ladder from page 7 of this *Teacher Note* along with the book.

4. ESE/SWD

- Spend extra time teaching and reviewing sounds, letters, and high-frequency words that will appear in the story.
- Do not hold students accountable for independently reading words with the **ng** and **th** digraphs.
- Have students listen to an audio recording of the story prior to the whole-group lesson.
- Read each page of the text aloud and have students echo you as they point to each word.

5. ELL/ESOL

- Use visuals to represent spoken words. If needed, find photos and videos on the internet.
- Speak slowly and enunciate words clearly. Make sure to articulate each sound.
- Be mindful of your gestures and facial expressions to make sure they support understanding.
- Write words under the picture cards on page 5 of this *Teacher Note* to create a glossary for students. Encourage students to refer to it as they read and respond to the story.
- Use props and actions to demonstrate word meanings. For example, show a *bit* and act out *bring*.
- Ask students to share their background knowledge about using tools and repairing things.
- Help Spanish, Cantonese, Vietnamese, and Hmong speakers articulate the short *i* sound, as these languages do not contain the sound or contain only an approximate transfer of the sound. Model correct mouth position and ask students to copy you. Provide handheld mirrors for support.



NEW Digital Read-Alongs With Audio and Word Highlighting

Tips for Teachers

- Connect to your SMART Board or projector for teacher and student interaction.
- Read aloud together standing up.
- Highlight, underline, and circle information (e.g., sight words, phonics, vocabulary).
- For each page, have a student be in charge of pointing to each highlighted word as it is read.
- Play “I Spy” and have students find sight words, phonics patterns, vocabulary words, punctuation, etc.
- Use with ELL/SWD as a center to listen and then practice reading for fluency.
- Share with parents at home so students can practice reading.

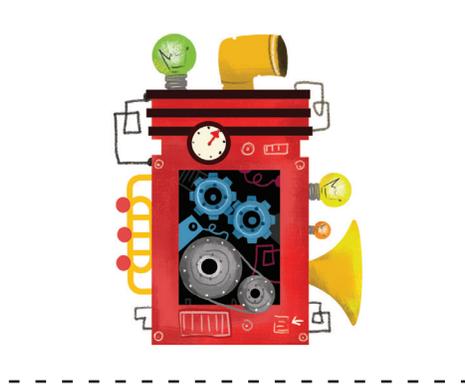
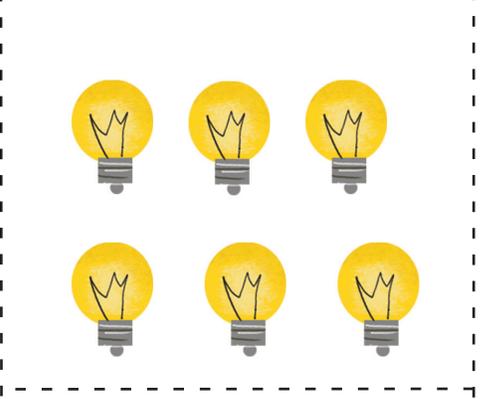
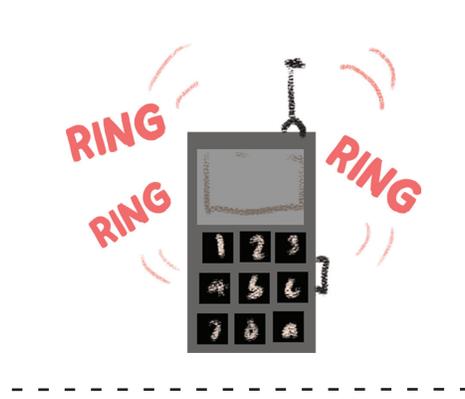
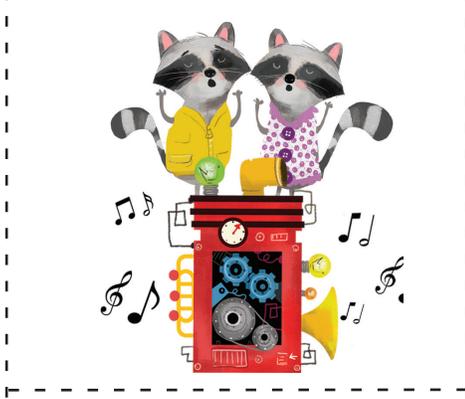
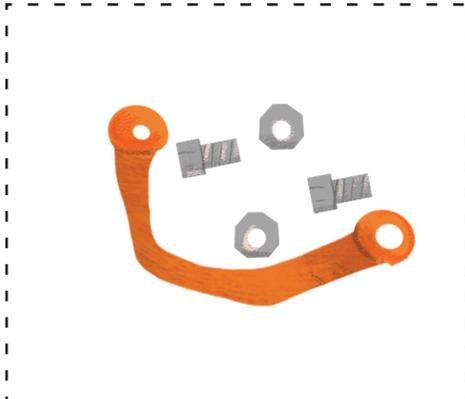
Visit our website for our complete collection of graphic organizers:
<https://www.crabtreebooks.com/resources/graphic-organizers>

Picture Cards

Name: _____

Cut the cards apart.
Match them to words.

Date: _____



Letter Cards

Name: _____

Cut the cards apart.

Date: _____

Use the letters to build words.

b

f

i

i

n

ng

r

s

s

t

th

x

Word Ladder: Fix This!

Name: _____

Write a word for each clue.

Climb from the bottom to the top.

Date: _____

A little part.
Change one letter.

Opposite of *stand*.
Change one letter.

$10 - 4 =$
Change one letter.

Make it work.
Change one letter.

Put in.
Add one letter.

it

Answers: fit, fix, six, sit, bit

Retelling with Snapshots

Book title _____

Name _____

Date _____

