Stage: Full Alphabetic
Skill Level:

Before-Reading Activities to Build Background Knowledge

- Read the read-aloud version, *Datiz and Whale Shark*, to students before they read this book to introduce them to the character Datiz and the sea or ocean as a setting for a story.
- Have students read the stage 0 book, *What Does Datiz See in the Sea?*

Purpose: Post and read these statements with students to set a purpose for reading.

- I can sound out words I don't know.
- I can connect the words with the pictures and what I know to make inferences.
- I can retell parts of a story.

Materials:

- Letter cards (s, w, i, sh, f, t, s, l, p, a) or wipe-off board and marker. Print the vowel letters in a different color from the consonants.
- Color copy of the book on the computer screen.
- Individual black and white copies of the book for each student.
- Individual strips of paper with the sequence words (*first, next, then, after that, finally*) and connecting words (*but, so, because*).

Lesson Guide

**Activity 1 Making Predictions from the Book Cover**

Read the Title (*Datiz and the Whale Shark*) with students. Then look at the illustration on the cover to have students predict what the story is about. Help students to think about what the title and the picture help us predict about the characters and the setting, which is called the set-up of the story.
Explore the Book Cover and Character page:
Who are the characters?
Where are they?
What are they doing?
What do you see in the illustration that connects to the title?

Character Page (page 2):
Say: Let’s read the characters names: Datiz, Splash the Whale Shark
Have students apply their letter sound knowledge to sound out the characters’ names.
Datiz, S-p-l-a-sh
Predict:
Who are the characters? (I see Datiz, and I see a big shark.)
What is the setting? (It looks like they are underwater. Maybe they are in the ocean/sea.)
What are the characters doing? (They are swimming together in the ocean.)
Think-aloud: “I see a boy swimming in the water. I think I have seen this character before in other books: it is Datiz. Datiz is wearing snorkeling gear, which helps him to breathe while he’s swimming. He is swimming next to a huge fish. The title says Datiz and the Whale Shark, so I think the huge fish is a whale shark. They are underwater with some other fish, so I think they are in the ocean. Datiz is just wearing a swimsuit, so I think the setting is a warm, tropical place near the ocean—maybe an island. They are swimming close to each other, so I think they are friends. So I think this will be a story about a boy named Datiz and his friend the whale shark.”

Activity 2 Discuss the First Illustration
Read page 3 text to students to help them understand what they will read about in the book.

Text: The sea is so important to the people who live on Mantanani. The fishermen, who live on the island, catch fish to sell at the market.

Activity 3 Word Work: Sounding Out Words and Recognizing Words
Before students read the book on their own, practice these activities to prepare them to read the words accurately.

Phonemic Awareness
Point a finger for each sound you hear in a word.
Words with 3 sounds: fish, bus, mash, shock, glad
Words with 4 sounds: swim, stop, swish, trash, snap, click, flash, quit
Words with 5 sounds: Splash, stand, blast, thanks, flocks
Sound-By-Sound Blending

Sound-by-sound blending for closed-syllable words: swim, stop, kill, glad, flocks, class, click, snap, trash, swish, blast, thanks, stand, fish, mash, shock, sell

On wipe-off boards, have students give the sound as you spell each word letter by letter. Have students blend the consonant sounds with the vowel sound.

- Example: swish
  - Write the letter s
  - Say: sound (Students respond /s/)
  - Write the letter w
  - Say: sound (students respond /w/)
  - Write the letter i
  - Say: sound: /i/
  - Say: blend (Students respond /swi/)
  - Write the letters sh
  - Say: sound (Students respond /sh/)
  - Say: blend (Students respond /swish/)

Word Chain

Use letter cards: (s, w, i, sh, f, t, s, l, p, a)

Before doing this activity become familiar with the demonstration and explanation for Word Chain activities.

In the word chain activity students learn to listen for a one sound change as the teacher says the next word in the chain. Students will listen for a change in one sound, the addition of a sound, or the deletion of a sound. They respond by making the change of letter(s) to represent the change of sounds.

Announce the first word for students to spell. After students spell the first word, say the following: “You are going to listen carefully to how I change each word by just one sound. You can only change one sound each time to spell a new word.”

Follow the steps for the word chain. Try to show a picture or explain the meaning of any words students don’t know. Connecting spelling to meaning will help students to recognize words faster when they see them in print.

Follow the steps for the word chain.

  Say to students: Spell swish.
  Say: Change swish to wish.
  Say: Change wish to fish.
  Say: Change fish to fit.
  Say: Change fit to sit
  Say: Change sit to slit.
  Say: Change slit to split.
  Say: Change split to splat.
  Say: Change splat to splash.
  Say: Change splash to slash.

High-Frequency Words

:and, his, on, in, the, from, to, with, likes, by, says, also, of, see, all, at, one, is, are, after, we, live, one, talk, every, people, they, friend

Use the cover of the book:

Label:

The ______________________ (whale shark, fish, boy, coral) is in the water.
Datiz likes his ______________ (pal, dad, home, friend, people).
All of the ______________ swim in the sea. (name the animals of the sea)
Also _______ and ______________ swim in the sea. (people, fish, whale sharks)
After lunch we ______________________.
(Eels, whale sharks, fish, sea turtles) ______________ live in the sea. 
Every day ___________________(whale sharks, fish, people) swim in the sea. . 
They live in the ___________(sea, ocean, water, house).

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### Phoneme-Grapheme Map for Blends and Digraphs

Tap out the sounds in the word. 
Guide students to think of how to spell each sound in the word. 
After spelling the word in the sound blocks, then have students write the whole word again in the space at the end.

Each space is a sound block. Only one sound can be printed in each space.
- Note that digraphs (-ck, -ss, sh, mb) occupy one sound because they spell one sound.
- Qu represents two sounds /kw/ so each letter has its own box.
- Guide students to hear both sounds in the beginning or ending blends (qu-, bl-, st, sm-, fr-).
- The blend tr is confusing because it is pronounced as /chr/. Say: When we hear a ch + r together we spell it tr like in the word trash.
- The sound /ch/ can also be spelled with a trigraph/-tch/. Since this trigraph represents only one sound, it is printed in one box.
- The sound/ar/ as in car, harm, shark is an r-controlled vowel and makes one sound.

Each space is a sound block. Only one sound can be printed in each space.

### Syllable Division: Datiz, coral, fishermen, photo

Clap the number syllables in the word. 
Write the following words on the board. Draw slash marks between the syllables. Have students read each syllable and then blend them all together into the word. cor/al, fish/er/men, pho/to (both the syllables in photo are open syllables and so they are pronounced with a long vowel sound). 
Have students read each syllable with you and then blend the two syllables together.
Activity 4 Individual Reading with Feedback from Teacher

The students read the text and sound out words they don’t know. While other students are reading, the teacher listens to one student read at a time and gives the student feedback on their pronunciation. Help them sound out the word and then put the sounds back together (blend). The challenging words in this book are words that have a beginning or ending blend, and digraph (e.g., smash, splash), trigraph (e.g., catch), or inflectional ending (e.g., happened).

Activity 5 Choral Reading for Fluency Practice

a) My Turn, Your Turn
Students may still be reading word by word. So the teacher should model reading the text in phrases. Reread the book page by page and model how to read fluently in phrases. The teacher reads a line from the text and the students follow in their books with their fingers. Then the students read the same line. Look to see if students are pointing to each word.
Example:
Teacher: “My turn. Datiz likes to swim with his friend. Your turn.”
Students: “Datiz likes to swim with his friend.”

b) Choral Reading: The teacher and students read the text at the same time.

Activity 6 Comprehension Practice

Close read of the text with teacher. Reread each page of the text with students. Teacher helps students to understand the story and make inferences with help from the illustrations. Teacher asks text-dependent questions or models a think-aloud to help students focus on the story set-up, make inferences, and practice talking about the text in response to questions. During the close read the teacher guides the students to integrate (put together) information from the text with information from the pictures. Inferences about what is happening in the story and evidence to support inferences and answers to questions can be used from both the text and the illustrations. Students answer questions and reread parts of the book to show the evidence for their answers to the questions the teacher asks.
Example:
Ask: What do Datiz and his dad do every day? (They catch fish.)
Say: Read me the part that tells what they do every day. (Datiz and his dad catch fish from the sea.) Teacher helps students make inferences about what happens in the story, how the characters’ feel, or what they are thinking. Tell why something happens using the words and pictures as evidence to support their inference.
Here are some examples:
- Why do Datiz and his dad catch fish every day? (They eat them and sell them at the market.)
- Why does the coral break apart on page 5? (Because a fisherman was using fish bombs.)
- How do Splash and Datiz feel when they see the fish bomb underwater? (They are upset, because it is destroying the coral.)

Text-Dependent Questions
On each page, there are questions to ask students for different levels of English language development.
*After one student gives an answer to a question, the teacher repeats the correct answer in a complete sentence. Then have all the students repeat the answer.
*Ask the students who gave the answer to show the other students where the answer came from in the book or picture.

Story Grammar: The Story Set Up
Page 4 Text: Datiz and his dad catch fish from the sea. They sell their fresh fish to the fish stand.

Oral Language level 1:
Point to Datiz. Point to his dad. Point to their boat. Point to the market. Point to the fresh fish.  Point to a character.
Oral Language levels 2&3:
What is the setting of the story?
What are Datiz and his dad doing in the picture on the left? (They are fishing. Pulling in fish in a net from the sea.)
What are people doing in the picture on the right? (They are shopping at the market, maybe buying fish.)
How do you know? (from the picture and it says, “fish stand.”)
Infer: What do you think Datiz’s father’s job is? (Datiz’s father is a fisherman.) How do you know? (On the Teacher’s Page, it says that the people of Mantanani island catch fish and sell the fish to the market. On page 3, Datiz’s father is holding a net and fishing on a boat.)
Think Aloud: In the pictures, I see two settings, one with the characters at sea, and the other at a market. It says that Datiz and his dad catch fish and then sell them to the market. So far, we know what Datiz does with his dad.
Ask: What does Datiz do all the time with his dad? (He catches fish to sell at the market.)
Vocabulary: Ask: Why did the author choose the word fresh to describe the fish that Datiz and his father caught? (Fresh means just caught, not frozen.)
Think Aloud: I think the author wants us to know that the fish were just caught. The picture/illustration shows the fish still in the net.

Page 5 Text: Every spring, the gentle whale sharks swim by Datiz and his pals. Datiz likes to swim with his friend, Splash, one of the whale sharks. The whale sharks are the biggest fish in the sea. But they will not harm people.

Oral Language level 1:
Point to the whale shark. Point to Datiz. Point to the mountains. Point to the ocean. Count how many children are with Datiz. (4) Point to what they are wearing to help them swim and see in the ocean.
Oral Language level 2 & 3:
What are the people doing in the photo? (They are bobbing in the water near the whale shark.)
How does the author describe the whale sharks? (They are gentle. They are the biggest fish in the...
sea. They will not harm people.)
Who is Datiz’s pal? (Splash)
What kind of animal is Splash? (A whale shark.)
What do Datiz and Splash do together? (They swim together.)
What else did we learn about the story set up? What do we know so far about Datiz?
Think Aloud: Now we also know that Datiz likes to swim with the whale shark. He has a pal named
Splash.
Vocabulary: How does the author use the word gentle in the story? It describes the whale shark. A clue
to its meaning is that the last sentence on page 3 tells that whale sharks will not harm people. So gentle
means easy or nice behavior with others.
Model Retell of Story Set Up:
Datiz lives in a village near the sea. He helps his father catch fish to sell to the market. He likes to
swim with the whale sharks. One of the whale sharks is his pal Splash.

Story Grammar: The Initiating Event
Page 6 Text: One day, Datiz and Splash swim by a coral reef, the home of many sea animals.
Swish, swish, swish. Datiz can talk to his pal, Splash.

Oral Language level 1:
Point to Datiz. Point to Splash. Point to the coral. Point to a starfish. Point to fish.
Oral Language level 2 & 3:
What are Datiz and Splash doing? (They are swimming.)
What sound do they make as they swim? (‘swish’)
Where are they swimming? (Near the coral reef.)
What does the author say about the coral reef? (It is home to many animals.)
How does the author signal to us that something is going to happen? (One day...)
Think Aloud: I notice on this page the author says, “one day...” This makes me think something is going to
happen.
Say: We also found out something special about Datiz and Splash. They can talk to each other. Let’s
reread that part.

Page 7 Text: BOOM! BLAST! BOOM! “What’s that?” asks Datiz. “It will kill the coral reef!” says
Splash.

BOOM! BLAST! BOOM!

“What’s that?” asks Datiz.

“It will kill the coral reef!” says Splash.

Oral Language level 1:
Point to Datiz. Point to Splash. Point to the broken coral.

Oral Language level 2 & 3:
What happens that is unexpected?
Infer: What is the “BOOM, BLAST, BOOM!” sound? (an explosion)
Why do you think the author used uppercase letters? (because it was a loud explosion)
Think Aloud: So Datiz and Splash are swimming like they always do when all of a sudden there is a loud explosion. The sounds like the initiating event. We read before, “One day…” So something did happen.
Infer: Why are there pieces of broken coral in the picture? (because the explosion broke the coral)
Infer: How does Splash feel? (He is worried, because the blast could kill the coral reef and he says to Datiz, “It will kill the coral reef!”)
What does “It…” refer to? (the blast or explosion)

Story Grammar: THE REACTION of the CHARACTERS: The feelings and the plan.
Page 8 Text: Datiz sees a man drop a bomb into the sea. Boom, blast, boom!

Oral Language Level 1:
Point to Datiz. Point to the explosion. Point to the boat. Point to the fisherman.
Oral Language level 2 & 3:
Infer how Datiz reacts to the blast.
Think Aloud: So right after the blast, Splash tells Datiz that he is worried the blast will kill the coral reef.
Datiz decides to find out what is making the blast or explosion.
What does Datiz find out? (that men are dropping bombs into the sea)
What was the “BOOM, BLAST, BOOM”? (It was a fish bomb going off.)
Who threw the bomb? (the fisherman)
Infer: How does Datiz feel when he sees the fisherman throwing the bomb into the sea?
(He is upset, because he saw the coral break apart and all the sea animals get hurt.)
Model a retell of the initiating event that changes everything: All of a sudden, Datiz and Splash hear and see an explosion underwater. Coral breaks apart. Splash warns Datiz that this will kill the coral reef.
Datiz and Splash are worried about the coral reef. Datiz decides to find out what is going on. So he goes back on land and sees fisherman dropping bombs into the sea.

Story Grammar: The Plan
Main question for the plan: What does Datiz decide to do?
Page 9 Text: “STOP!” yells Datiz to the fisherman. “The blast kills the fish so we can catch them,” says the fisherman. “The bombs also smash, mash, and trash the coral reefs,” says Datiz.

“STOP!” yells Datiz to the fisherman.
“The blast kills the fish so we can catch them,” says the fisherman.
“The bombs also smash, mash, and trash the coral reefs,” says Datiz.

Oral Language Level 1:
Point to Datiz. Point to the fisherman. Point to the boat. Point to the word STOP. Show me how Datiz feels.

Oral Language Level 2 & 3:
Infer: What is Datiz’s plan? (He plans to get the fisherman to stop the blast fishing.)
What does Datiz do first? (He yells, “STOP!”)
What do the fishermen tell Datiz? (That they use blasting to kill the fish so they can catch them.)
What words does Datiz use to tell the fisherman what the blasts do to the coral reefs? (smash, mash, and trash)
Why do the fisherman have to stop throwing fish bombs? (Because it is hurting the coral, the tiny sea animals that live on the coral reef.)
Why can’t the fishermen stop blast fishing? (Because they catch a lot of fish that way, and they want to sell them at the market.)

Think Aloud: Say: I am going to tell what I think is Datiz’s plan. Datiz wants the fisherman to stop blast fishing. First, he yells, “STOP!” But the fisherman tell Datiz they need to blast to kill and catch the fish. So next, Datiz, tells them how the coral is breaking apart because of the blasting.

Page 10 Text: Snap, click, flash! Datiz and Splash take a photo of the coral reef after the blast.

“STOP!” yells Datiz to the fisherman.
Snap, click, flash!
Datiz and Splash take a photo of the coral reef after the blast.

Oral Language Level 1:
Point to Datiz. Point to the camera. Point to Splash. Point to the broken coral.

Oral Language Level 2+:
What does Datiz decide to do next to stop the fisherman and save the coral reef?
Datiz decides to take photos of the reef after the blast.
What is Datiz doing? (He is taking photos of the broken coral reef.)
Infer: Why is he taking photos? (Maybe he wants to show the damage that fish bombs cause.)

Page 11 Text: All the kids rush into the class to find out what is happening to the coral reef. The kids in the class tell Datiz, “Don’t quit. Get the fisherman to stop blasting the coral reef!”

Oral Language Level 1:
Point to the teacher. Point to the other students. Point to Datiz. Point to photos that Datiz took of the coral.

Oral Language Level 2+:
What else did Datiz do to stop the fisherman? (He decided to show his photos to more people.)
What is Datiz showing to his class? (His photos of the broken coral.)
Infer: Why is he showing his class the photos? (So they will understand why fish bombs are bad.)
Examine the before and after photos in the illustration. What do they show us?
What do the kids tell Datiz? (“Don’t quit…”)
What do you think Datiz said to the kids in his class? (answers may vary)

Page 12 Text: The fishermen are in shock when they see the photos. They did not think their bombs smashed the coral reefs. “We will stop blast fishing to save the coral reefs,” say the fishermen.

Oral Language Level 1:
Point to Datiz. Point to the fishermen. Point to the photos. Point to the other people.

Oral Language Level 2+:
What does Datiz try next to stop the fisherman?
Who is Datiz talking to? (fishermen)
What is he showing them? (He shows them photos of the broken coral.)
How do the fishermen feel when they see the photos? (They are in shock.)
What do the fishermen say? (They say they will stop using fish bombs, because they want to save the coral too.)
Did Datiz’s plan work? (Yes)
Think aloud: I think Datiz’s plan finally worked after he showed the photos to the Fisherman. Splash and Datiz got what they wanted because the fishermen told Datiz they would stop the blast fishing.

Story Grammar: The Story Resolution
Main question for the story resolution: How does the author end the story?
(Explains that the coral reef begins to grow back because of what Datiz did.)
Page 13 Text: The coral reef begins to grow back. Splash is glad and thanks Datiz.

Activity 7 Retell the Story

Model a retell of the story: Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. First, the teacher models a retell of the story using the sequence and connecting words. Then students can help the teacher tell parts of the story or fill in words when the teacher pauses.

Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. These academic language words are bolded. Use the word decides or wants in the retell to help students understand the characters’ goals.
Also, use words to signal the initiating event in the story, “All of a sudden…”
Students can practice retelling parts of the story. The teacher has the sequence words and connecting words on cards. Use the pictures from the story to help remember details of the story to retell.

Retell the story:
Datiz fishes every day with his dad. He swims with his friend, Splash the whale shark. One day, Datiz and Splash swim to a coral reef. All of a sudden, Datiz and Splash see a huge explosion underwater. Splash is worried about the coral reef, so they decide to find out what is going on. When they investigate they see that the explosion was from a fisherman throwing a fish bomb. They make a plan to save the coral reef. First, Datiz tells the fishermen to stop using fish bombs. But, they say “no,” because they want to catch a lot of fish. Next, Datiz takes photos of the broken coral. Then, he shows the photos to his class. After that, he shows the photos to the fishermen. The fishermen are shocked because they didn’t realize they were killing the coral. Finally, the fishermen decide to stop blast fishing. Datiz’ plan works and, and the coral reef starts to grow again. Splash is thankful for what Datiz did to help save the coral reef.

Activity 8 Cut-Up Sentences

Prepare the sentences and then cut apart the words, but leave the period with the last word of the sentence as a clue. Guide students to use strategies to put the words back in order to make sense.

Datiz and his dad catch fish from the sea.
They sell their fish to the fish stand.
Datiz and Splash take a photo of the coral reef after the blast.
Get the fisherman to stop blasting the coral reef!
Splash is glad and thanks Datiz.
The coral reef begins to grow back.

Activity 9 Word Fluency Practice

Use the Decodable Word Chart on page 16 to review all of the short vowel words from the book. This will help students become more automatic at reading closed syllable words with a short vowel pronunciation.

### Decodable Word Chart

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<th>Short /i/</th>
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Activity 10 Connecting the Spelling of the Word to its Grammatical Meaning

- Make this chart and write and read the word sums with students.
- Example of how to read the word sum: “b-l-a-s-t plus ing is rewritten as blasting.”
- Listen to how the inflectional ending -ing is pronounced at the end of the word as a unit.
Activity 11 Wrap-Up: Collaborative Discussion and Written Response

Talking about The Story Theme
Lead the students into a discussion of the main character, Datiz. Pose the question, what can you learn from the character Datiz and how he handled the situation in the story.
Would you want to have Datiz for a friend? Why or why not?
I _______________(would/would not) want to have Datiz for a friend because___________________.
Also ____________________________. For these reasons I ________________(would/would not)
Example: I would like to have Datiz as a friend because he is brave and he saves the coral reef.

Tracking the Character’s Feelings:
Go through the pictures and practice talking about characters’ feelings. They change over the course of the story (happy → upset/worried → angry → disappointed → happy/pleased).
Question: How does Datiz feel in this part of the story? Why?
Datiz feels ___________________ because _____________________.
Examples: Datiz feels upset because he sees that the coral is hurt.
Datiz feels happy because he can swim with his pal Splash.

Activity 12 Assessment

Target: digraph sh, beginning and ending blends (spl-, st-, -nd, fr-, cl-, sw-, sm-, sn-, -st)

Student Name ______________________   Date____________
Record answers:
If the student sounded out the word before saying it, write the letters with dashes (For example: s-m-a-sh or sm-ash) in the box. Mark a (+) in the box to show they could sound out the word and blend it back together. If the student recognized the word without sounding it out, then just make a (✓) mark in the box. If the student did not read the word correctly then write a (0) in the box. Count the number of words read correctly and record it as _______correct/10.
Comment on vowel errors: _______________________________________________________
Comment on consonant errors: ________________________________________________
Comment on blend errors: ____________________________________________________
Miscues (errors) made in context:
__________________________________________________________________________
Type of error: ______________________________________________________________________________________