



Rhett and Jett

Guided Reading Level: F

DRA Level: 10

Lexile Level: 280L

written by Sandra Samatte and illustrated by Julian Grafenauer

Overview: In *Rhett and Jett*, young readers will practice reading words with the short /e/ vowel sound as Rhett and Jett set a net and pitch a tent for a fun day of camping.

About the Book

Drumbeat Decodable Series:

Each book contains a word list, high-frequency words, short vowel words, and fun activities for extended learning. *Rhett and Jett* is part of the Drumbeat Decodable Book Collection, a groundbreaking beginning reader series designed to strengthen and advance phonics and reading skills (www.leeandlow.com/books/drumbeat-decodable-book-collection).

The series was written by Sandra Samatte, Anishinaabe, member of Ne-biimiskonaan (Skownan) First Nation, Treaty 2 Territory, and illustrated by Julian Grafenauer, Anishinaabe, member of Ditibineya-ziibiing (Rolling River) First Nation, Treaty 4 Territory.

Reviews

"Simple text with clear and specific targeted practice for emergent readers reinforce foundational skills like segmenting and blending CVC words. . . Wonderful resources for parents to read together with children. The illustrations are breathtaking and lend themselves to lots of rich conversation." - *School Library Journal*, starred review

Page number: 15, **Word Count:** 142

Genre: Realistic Fiction

Focus: Concepts of Print and Reading Strategies

- blend letter sounds to read phonetically regular words
- use high frequency words
- read varied sentences fluently, with expression and stamina

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

High-frequency/Sight words: *and, are, two, on, a, says, to, get(s), the, in, this, be, our, asks, we, have, of, all, they, up, in, for*

Note: words based on Dolch Sight Word List and Fry's Instant Words lists

Phonics:

- decode words with short /e/ vowel sound

Lesson plan designed to support foundational language skills and comprehension skills, K-2:

- Common Core Standards
- Texas Essential Knowledge and Skills (TEKS)



Getting Ready to Read

1. For the first reading, focus on decoding the text. Many students might not know the meaning of the words *quest*, or *gem*. Teachers can observe a student's ability to decode/sound out without depending on their prior knowledge or relying on the pictures to guess the word. In later re-readings, students can study the story features of the book, the vocabulary, and work on comprehension skills.

2. Remind students of the strategies they know and can use with unfamiliar words:

Encourage students to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends, digraphs, word families, and vowels sounds they may know.

3. In subsequent readings, the focus can shift to comprehension practice and vocabulary development. Introduce unfamiliar words and their meanings. Talk about the vocabulary words and ask students what they might mean.

- suggests = give an idea
- net = a web of rope
- quest = search or hunt
- gem = a jewel
- well fed = to be full after a meal
- tent) peg = stick of metal/wood/plastic used to hold a tent to the ground
- set a net = a way to catch swimming fish in water
- tent = temporary shelter with fabric/cloth held up by poles and rope

4. Be aware of the following text features:

- The book contains familiar words, some of the most common words in English that students learn to read on sight without sounding them out: *and, are, two, on, a, says, to, get(s), the, in, this, be, our, asks, we, have, of, all, they, up, in, for.*
- The story is filled with many words with the short /e/ vowel sound, at least three examples per page. Short /e/ vowel words: *Rhett, Jett, men, quest, Let's, suggests, set, net, gets, gem, shell, met, red, pet, wet, well, fed, tent, peg, bed, rest*
- Multisyllable words: *little, suggests*
- Content-specific vocabulary words and phrases include: *quest, well fed, set a net, peg a tent.*

Reading the Book

1. Set a purpose by telling students to read the book to find and practice decoding words with the short /e/ vowel sound. Additional purpose for future re-readings: Learn how Rhett and Jett spend their day. What are Rhett and Jett on a quest for/what are they seeking?

2. Have students read quietly, but out loud. Each student should be reading at their own pace. Students should not read in chorus. Listen to students as they read by leaning in close or bending down beside each student.

3. Look for these reading behaviors during the first reading:

- Do they rely less on the pictures and more on print when reading?
- Do they sound out an unfamiliar new word correctly even if they do not know what it



means?

- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?

4. As students read, suggest reading strategies if they are struggling: Encourage students to sound out each letter if the word can be phonetically decoded. Point out any consonant blends, digraphs, word families, and vowels sounds they may know.

After the First Reading

1. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words students have learned and used. Refer to the Word Lists on the last page of the book.
- Practice sounding out the multisyllable words.
- Be aware of the irregular or more challenging words: *two, quest, says, new, are, puts, our, what, could, let's, bread, little, suggests, have.*
- Pick one of the short /e/ vowel words and have students find that word throughout the story.

2. Make a photocopy of or put an overhead projector film sheet over the Read and Review and Fill in the Blanks sections you can find at the end of the book. Using a whiteboard

marker on the film sheet, students can follow the directions for both activities focused on words with the short /e/ vowel sound.

Second Reading for Meaning and Comprehension

1. Have students reread the book in a whisper voice or to a partner.

2. Have students confirm their predictions and talk about what Rhett and Jett did on their adventure that day.

3. Ask students to retell what happened in the story. Encourage them to share something they found funny, sad, or unexpected.

4. Ask a combination of literal and higher thinking questions, including the following:

- Where do Rhett and Jett go?
- What do you think they were seeking on their adventure?
- What do Rhett and Jett take with them when they go fishing?
- What do you think Rhett and Jett are hoping to catch with a net?
- Do you think Rhett and Jett are surprised when they got a gem and crab (Crawler) in their catch?
- What reason does Rhett give not to keep the crab (Crawler) as a pet?
- When the boys are playing the water, what does the crab (Crawler) do?
- After fishing, what do Rhett and Jett do?
- After dinner, what do Rhett and Jett do?
- What do Rhett and Jett do with the fish they



catch?

- What is the tent for?
- Describe how Rhett and Jett spent their day. Tell what they do first and then what came next and so on.
- What do you think happened to the gem?
- If you found a gem in your fishing net, what would you do and why?
- If you found a crab (Crawler) in your fishing net, what would you do and why?
- What advice do you have for Jett holding a crab safely?
- What happens to the fish (Swimmers) Rhett and Jett caught in their net?
- Why do you think Jett likes the crab (Crawler) and wants the crab (Crawler) for a pet? Do you think a crab (Crawler) makes a good pet? Why or why not?
- Is it ever a good idea to keep a Crawler (animal) as a pet? Why or why not?
- What responsibilities do you have when you have a pet?
- Do you think Rhett and Jett have a fun day? Why or why not?
- Would you like to go camping? Have you ever been camping?
- How do Rhett and Jett take care of each other? How do they show good friendship?
- Do you think Rhett and Jett's family trusts them to make good choices on their adventure together? How do you know?
- Where are other places you might find fish (Swimmers) and crabs (Crawlers)?
- What are other ways you know people catch fish (Swimmers) and crabs (Crawlers)?

- What are some ways you and your family enjoy adventures together? Share a time you had a special day with someone. What did you do? Where did you go? What did you eat?
- Has anything similar in one of the story's scenes ever happened to you?

5. This is a time for assessment. While students are reading, watch what they do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Make a photocopy of and place in sheet protectors or put an overhead projector film sheet over the Read and Review and Fill in the Blanks sections of the book. Using a whiteboard marker on the film sheet, students can follow the directions for both activities focused on short /e/ words.

List and practice reading multisyllable words and names from the book. Talk about how to divide each word into syllables and how that helps them read the words. Talk about open vs. closed syllables.

Encourage students to make a list of other short /e/ words they know.

Ask students to think of other words that rhyme with *met*, *net*, *tent*. Students can illustrate several of the other words they thought of.

Looking at the text, ask students to find short /i/ words: *in*, *this*, *fish*. Ask students to find short /a/ words: *and*, *crab*, *asks*, *all*.

Write out and cut up the words, *Rhett*, *and*, and



Jett. Encourage students to work in small groups to rearrange only these letters to make new words. How many words can they make? Encourage students to write down their new words or assist them in making a list.

Reading: Read the story, *All My Relations* (<https://goodminds.com/products/all-my-relations-hc-pre-order-for-aug-30-25>), written by Nikki Soliman and illustrated by Julian Grafenauer. In a First Nations, Inuit, and Métis context, this story will help children learn about our connections to each other and the world around us, including: The Winged Ones, The Swimmers, The Crawlers, The Four-Legged, The Two-Legged, and All Our Relations.

Read other books featuring how fish (Swimmers), including: *Fish Print* (<https://www.leeandlow.com/books/fish-print/>), *Fishing Fun* (<https://www.leeandlow.com/books/fishing-fun/>), *Goldfish and Chrysanthemums* (<https://www.leeandlow.com/books/goldfish-and-chrysanthemums/>), and *Pablo's Pet* (<https://www.leeandlow.com/books/pablos-pet-confetti-kids-9/>). What are some ways we use fish?

Read more contemporary First Nations, Inuit, Métis, Indigenous Peoples and Native American stories of kids having fun and being kids. See the Additional Resources suggestions at the end of this lesson plan for curated book recommendations.

Writing: Encourage students to write and sketch a special place outside they like to go to enjoy nature. With whom do they go? Why is this place meaningful to them?

Science: Bring in a small fish (Swimmer) from a pet store (many are less than \$2) for students to observe. Leave the fish in the store's container. Ask students to describe the fish and sketch the fish.

What are the parts of a fish? Return the fish to the pet store or keep as a pet.

Math: Have students use fish-shaped crackers to solve word problems. For example, "There were seven fish swimming in a pond. A girl caught four fish. How many fish were left in the pond?" (Adjust the problems to your students' level of math expertise.) Let volunteers record the problems by writing the number sentence: $7 - 4 = 3$. Have students save their crackers for snack time.

Social Studies: Discuss the different types of jobs people can have working with fish (Swimmers). Make a list with students and show pictures of people with different jobs (sushi chef, fisherman, pet store owner, scientist, tour guide, aquatic veterinarian, and so on).

Read additional First Nations, Inuit, Métis, Indigenous Peoples and Native American stories about being with family, showing thanks and gratitude to Nature, getting food from nature in traditional and contemporary ways, and having fun: including *When a Shadbush Blooms* (www.leeandlow.com/books/when-the-shadbush-blooms/).

Reach out to your county or state government to connect with local Indigenous Peoples and Native American communities. Invite Indigenous and Native American Elders, Language Keepers, and Knowledge Keepers, librarians, and storytellers to share their stories. A local university or public library may also be a good resource to learn more.



Learn if local Indigenous People and Native American communities in your area fish. There may be tribal websites or videos of contemporary and traditional ways Indigenous People and Native American communities fish in your state. What type of tools or methods are used?

Help students understand the importance of Land to Indigenous Peoples of Turtle Island (North America). Share a map of traditional territories. Talk about how different territory and geography influence culture, stories, and language. Check out Native Land Digital www.native-land.ca and “Coming Home to Indigenous Place Names in Canada” map from the University of Maine Canada-American Center: <https://umaine.edu/canam/coming-home-map>.

Read more stories in the Drumbeat Decodable Book Collection: www.leeandlow.com/books/drumbeat-decodable-book-collection and the Canadian editions <https://goodminds.com/collections/indigenous-education-press/products/drumbeat-decodable-set-1-5-books>.

Multilingual Language Learners:

Draw and label the anatomy of a freshwater fish (Swimmer). Include the following terms: *eyes, mouth, gills, dorsal fin, pectoral fin, scales, backbone/spine, lateral line, nostril*, and so on. Compare the parts of a fish to those of a human being. Diagrams and descriptions can be found here: <https://www.dnr.sc.gov/fish/anatomy.html>.

Watch a few videos of freshwater fish. Make a list together of adjectives to describe fish with each of our senses. This is also a great opportunity to show and practice antonyms: bright/dull, big/small, and so on.

Consider consulting www.multilinguallearningtoolkit.org for more ideas on how to support Multilingual Learners.

Additional Resources: Seek out more First Nations, Inuit, Métis, Indigenous Peoples and Native American stories for the curriculum and classroom. From GoodMinds.com, Indigenous book distributor and publisher: “Indigenous stories have familiar connections for Indigenous healing, empowerment and resilience and enhance cultural understandings, mutual respect, empathy, and reconciliation through shared realities.” Check out:

<https://goodminds.com/>

<https://cynthialeitichsmith.com/>

<https://americanindiansinchildrensliterature.blogspot.com/>

<https://americanindian.si.edu/nk360>

<https://ailanet.org/>

To evaluate Indigenous Peoples and Native American children’s literature, consider this worksheet from the National Museum of the American Indian: <https://americanindian.si.edu/nk360/pdf/Native-American-Literature-in-Your-Classroom-Worksheet.pdf>.

Helpful lesson plan from Native Knowledge 360, Smithsonian National Museum of the American Indian: “Native American Cultures and Clothing: Native American Is Not a Costume:” <https://americanindian.si.edu/nk360/resources/Native-American-Cultures-Clothing-Not-Costume>