"This nonfiction story explores how ice melts. Remind your reader to look for -lt words and read like a young scientist doing an experiment."



Melt That Ice!

Rex had a cup of ice in class.

The class sat in a sunlit spot.

"Let's melt the ice!" said the teacher.

Rex felt the cup get wet.

He left it in the sun.

The ice began to melt fast.

"Salt can help," said the teacher.

They put salt on the last bit of ice.





Name:

Melt That Ice!

1. What was Rex trying to do?		2. What helped melt the last bit of ice?	
Α.	Freeze water	A.	Wind
Β.	Melt ice	B.	A towel
С.	Mix paint	С.	Wind A towel Salt
D.	Make steam	D.	A spoon

3. Fill in the blank:

Rex _____ the cup get wet.

4. Why did the teacher use salt on the ice?

5. What do you think would happen if they added more salt?





Coaching Guide

Target Skill: -It Ending Blend Genre: Nonfiction / Science High-Frequency Words: said, the, it, in, on, let's

Before Reading

- 1. We'll look for -It words like *melt*, *felt*, and *salt*.
- 2. Have you ever watched ice melt in the sun?
- 3. What might make ice melt faster?

During Reading

- 1. **Sounding Out Support:** Help your reader blend short vowel + -lt endings: *me...lt, fe...lt, sa...lt*
- 2. Watch for -It words like *melt*, *felt*, *salt*, and *left*
- 3. What happened to the cup of ice?
- 4. Use a curious voice when the teacher says, "Salt can help!"

After Reading

- 1. What did Rex and the class do to melt the ice?
- 2. Why was the cup wet after sitting in the sun?
- 3. What other materials might help ice melt?
- 4. Skill Mastery: Highlight 5 -It words from the story
- 5. Fluency Tip: Read the story again like you're leading a science experiment!

Activity Idea

Try the experiment! Put ice in a cup and set it in the sun. Add salt halfway through. Draw or write what happened and label it with -lt words like *melt*, *salt*, *felt*, and *left*.

Coaching Tip

Use simple experiments to connect real-world science with decoding skills—hands-on learning boosts comprehension and memory.

