Step 1: Bug Has a Hut

Sticky Words: the, for

Slow Down Sounds: ending -s

Bug Has a Hut SYNOPSIS:
-Bug has a hut, but the hut has various problems. It is hot in the hut, so Bug gets a fan to cool it down. There is a rip in the hut, so Bug sticks it back together with gum. The hut tips and leans, so Bug has a pal help him to push the hut back up. At the end of the book, the hut is perfect for Bug.

Suggested Questions:
- What is a hut? (a type of house)
- What is one problem Bug has with the hut? (too hot, a rip, it tips and leans)
- How does Bug solve each problem? (gets fan, uses gum to stick the rip together, gets a pal to help push the hut straight up)
- What does a “tad” mean when the book says a “tad hot?” (a little bit, just a bit, etc.)
- Besides the words, how do you know it is hot? (Bug is sweating, it is red around him, he is panting, etc.)
- What does it mean when it says that the hut is “a fit for” Bug? (The hut is perfect for Bug.)

Story Element Questions:
- Who is the character that the book is about, or the main character? (Bug)
- Is there another character in this book? (Bug has a pal who helps him, but we don’t know his name.)
- Where does this story take place? What is the setting? (Bug’s hut, during the day, outside, etc.)
- What happens in the beginning? In the middle? At the end?

Partner Activities:
-Retell the story to a partner in your own words.
-Choose one of the problems Bug has with the hut and tell a partner how YOU would fix it.
Step 1: Bug Gets Wet

**Sticky Words:** the, go

**Slow Down Sounds:** ending -s

**Bug Gets Wet SYNOPSIS:**
- Bug gets wet which makes his wings heavy with water. He cannot flap his wings, and so he cannot fly. This makes him sad, but the sun comes out to dry his wings. This makes him happy again.

**Suggested Questions:**
- Why is Bug sad? (He gets wet and cannot fly.)
- What does “sobs” mean? (to cry hard, to weep, etc.)
- How does Bug dry off? (The sun comes out and dries his wings.)
- How did Bug get wet in the first place? (The book never states HOW Bug got wet, but if you look closely at the cover picture, Pig can be seen doing a cannonball in a nearby pond causing a splash.)
- How do you think Bug feels when he gets wet? (Bug is sad, he might be frustrated because he can’t fly, he might be angry because he did not want to be wet, etc.)

**Story Element Questions:**
- Who is the character that the book is about, or the main character? (Bug)
- Where does this story take place? What is the setting? (by a pond, on a cloudy day that becomes sunny, on a log)
- What is the problem in this book? (Bug gets wet).
- How is the problem solved? What is the solution? (The sun comes out and dries Bug’s wings)

**Partner Activity:**
- Retell the story to a partner in your own words.

---

**Sticky Word Mapping**

```
| the | go |
```

**the:**
- The “th” spells the voiced /th/ sound where there is a vibration felt while making the sound.
- The “e” spells the schwa sound or a lazy /u/ sound.

**go:**
- The “g” spells the basic hard /g/ sound which students have learned.
- The “o” spells the long vowel sound /O/ because it is an open syllable (a consonant does not come after the vowel).

**Slow Down Sounds:**

- **ending -s** - When students know how to decode and blend cvc words, the addition of an “s” can make the word slightly more daunting. An effective way to help students is to cover the “s” with a finger, help students decode the cvc word prior to the “s,” and THEN remove the finger to add /s/ to the end of the blended word.

**Vocabulary/word to preview:**

- **sobs** - to cry a lot, loudly, or with force
Step 1: Cat Can

Sticky Word: to

Slow Down Sounds: ending -s, -xt (in “next”)

Cat Can SYNOPSIS:
-Cat is sad that she cannot hop, but she thinks of all of the things she can do well. At the end, Cat finds a different way to keep up with her friend, and she is happy.

Suggested Questions:
• What can Frog do that Cat cannot do? (hop)
• How do you think Cat feels when she cannot hop? (sad, upset, badly about herself, etc.)
• What is one skill Cat has? (She can bat and hit, tap a jig, mix, fix a van, hug a pal, and hum.)
• What does “tap a jig” mean? (Tap is a type of dancing and a jig is a dance.)
• Even though Cat cannot hop, what does Cat do at the end of the book to keep up with Frog? (run)

Story Element Questions:
• Who is the main character? (Cat)
• Who is the supporting character? (Frog, possibly Bug)
• Where does this story take place? What is the setting? (outside, mostly on the grass, during the day, etc.)
• What is the problem? (Cat cannot hop.)
• What is the solution? (Cat realizes she can run to be next to her pal. She also feels better after realizing all the things she CAN do.)

Partner Activities:
-Retell the story to a partner in your own words.
-Tell your partner one activity you do well.
-Tell your partner one activity you have trouble doing.
-Tell your partner about a skill you are learning or a skill you want to learn.

Step 1: Cat Can continued...

Sticky Word: to

Sticky Word Mapping

to:
- The “t” spells the basic /t/ sound which students have learned.
- The “o” spells the /oo/ which is an irregular spelling for this sound. The only other word in which this occurs is “do.”

Slow Down Sounds:
ending -s - When students know how to decode and blend cvc words, the addition of an “s” can make the word slightly more daunting. An effective way to help students is to cover the “s” with a finger, help students decode the cvc word prior to the “s,” and THEN remove the finger to add /s/ to the end of the blended word.
-xt (in “next”) = 3 sounds - /ks/ /t/
“x” in “fix” - “x” spells 2 sounds - /ks/

Vocabulary/words to preview:
“tap a jig” – to cry a lot, loudly, or with force
“hum” – to sing the tune of a song with lips together

Word Building Activity – Say the following words clearly and help students build these words with letter cards or tiles, using the sounds they hear.
cat, can, jig, win, jam, hop, dot

(c) Elise Lovejoy
Express Readers
Step 1: **Cub And The Nap**

**Sticky Words:** the, too, to, for, he  
**Slow Down Sounds:** ending -s

**Cub And The Nap SYNOPSIS:**  
Cub is tired and needs a nap. He wants to find a place to nap and tries many different locations. The best fit is in a den.

**Suggested Questions:**
- What is a hut? (a type of house or home)
- What is another word for a “tub?” (bath, bathtub)
- What is the reason that Cub cannot nap in a tub? (The tub has water in it, and he will get wet.)
- Name the four locations that Cub cannot nap. (a hut, a tub, a log, a web)
- Why do you think Bug is afraid of the spider? (he closes his eyes, he can't look, spiders eat other bugs, etc.)
- What about the picture at the end tells you that Cub is napping? (his eyes are closed, he is laying down, there is a “zzzz” above him which means he is snoring, etc.)

**Story Element Questions:**
- Who is the character that the book is about, or the main character? (Cub)
- Where does this story take place? What is the setting? (mostly outside, a hut/log/tub/web/den, in the day time, etc.)
- What is the problem? (Cub cannot find a place to nap.)
- What is the solution? (Cub naps in a den.)

**Partner Activities:**
- Retell the story to a partner in your own words.
- Draw a picture with a partner of what Cub’s den might look like on the inside.
- Tell a partner where you like to rest. Describe what your resting spot looks like and what makes you comfortable.

---

**Sticky Words:** the, to, too, for, he

**Sticky Word Mapping**

<table>
<thead>
<tr>
<th>the</th>
<th>for</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>too</td>
</tr>
</tbody>
</table>

**the:** The “th” spells the voiced /th/ sound where there is a vibration felt while making the sound. The “e” spells the schwa sound or a lazy /u/ sound.

**to:** The “t” spells the basic /t/ sound which students have learned. The “o” spells the /oo/ which is an irregular spelling for this sound. The only other word in which this occurs is “do.”

**too:** The “t” spells the basic /t/ sound which students have learned. The “oo” spells the /oo/ sound, which is common but unlearned at this Step.

**he:** The “h” spells the basic /h/ sound which students have learned. The “e” spells the long vowel sound /E/ because it is an open syllable.

**for:** The “f” spells the basic /f/ sound which students have learned. The “or” spells /or/ (r-controlled).

**Ending -s** - When students know how to decode and blend cvc words, the addition of an “s” can make the word slightly more daunting.

**Word Building Activity** – Say the following words clearly and help students build these words with letter cards or tiles, using the sounds they hear.

den, web, cut, bun, sat, mad, hip, fin, not, jog

(c) Elise Lovejoy
Express Readers
**Step 1: Dog Gets a Job**

**Sticky Words:** to, for, be

**Slow Down Sounds:** ending -s, -ll (in the word “well”)

**Dog Gets a Job SYNOPSIS:**
-Dog has to get a job, but there are things he cannot do. Finally, Dog finds his talent for digging and realizes he can do that as a job.

**Suggested Questions:**
- What is a job? (work, what one does to earn money)
- What are some examples of jobs? (fireman, teacher, bank teller, chef/cook, principal, bus driver, etc.)
- Why do you think Dog cannot be a cook/baker? (he is clumsy, he does not mix well, etc.)
- Why do you think Dog cannot be a cop? (he is scared of the rat, he gets frightened, etc.)
- What is Dog good at doing? (digging)
- How does digging help Dog to help a pal? (He can dig a den for a pal.)
- How do you think Dog feels when he realizes he can dig as a job? (proud, motivated, successful, etc.)
- What is a den? (a type of animal home, like a cave, etc.)
- What are some jobs that might require digging? (construction worker, someone who finds fossils, gardener, miner, etc.)

**Story Element Questions:**
- Who is the main character? (Dog)
- What is the problem in the story? (Dog needs to find a job but cannot do some jobs.)
- What is the solution to the problem? (Dog can dig so he does that as a job.)

**Partner Activities:**
- Retell the story to a partner in your own words.
- Tell your partner a job you would like to do when you grow up.
- With your partner, come up with three reasons Dog might need a job.
- Act out a job you would like to do and let your partner guess what job you want to do.
Step 1: **Dog Gets a Van**

**Sticky Words:** the, to, go, he

**Slow Down Sounds:** ending -s

**Dog Gets a Van SYNOPSIS:**
-Dog gets a van, but he cannot get the van to turn on or go. He tries to fix the van, but it isn’t broken. He tries to give the car gas, but the tank is already full. Finally, he realizes that the car turns on with the push of a button.

**Suggested Questions:**
- What color is Dog’s van? (red)
- What is the difference between a van and a car? (a van is bigger, a van is a different shape, a van holds more people, a van might have a sliding door, etc.)
- How do you think Dog feels when he cannot get the van to go? (frustrated, hopeless, disheartened, upset, mad, etc.)
- Why would someone “zap” a car? (jump the battery, give it an electric shock to get it started, etc.)
- Why doesn’t the van need gas? (The gas tank is already full.)
- How does Dog get the van to go? (He taps on a button that says, “GO.”)

**Story Element Questions:**
- Who is the main character? (Dog)
- Where does this story take place? What is the setting? (the garage, a street, a driveway)
- What is the problem in this story? (The van won’t go.)
- What is the solution? (Dog taps the button to turn on the car.)

**Partner Activities:**
- Retell the story to a partner in your own words.
- Tell a partner what type of car you would like to have and why.
- Tell a partner about a time when something broke and you had to fix it. How did you feel? How did you fix the broken object?

---

**Sticky Word Mapping**

<table>
<thead>
<tr>
<th>the</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>go</td>
</tr>
</tbody>
</table>

**the:** The “th” spells the voiced /th/ sound where there is a vibration felt while making the sound. The “e” spells the schwa sound or a lazy /u/ sound.

**to:** The “t” spells the basic /t/ sound which students have learned. The “o” spells the /oo/ which is an irregular spelling for this sound. The only other word in which this occurs is “do.”

**he:** The “h” spells the basic /h/ sound which students have learned. The “e” spells the long vowel sound /E/ because it is an open syllable.

**go:** The “g” spells the basic hard /g/ sound which students have learned. The “o” spells the long vowel sound /O/ because it is an open syllable.

**Slow Down Sounds:**
- **ending -s** - When students know how to decode and blend cvc words, the addition of an “s” can make the word slightly more daunting.
- “x” in “fix” – “x” spells 2 sounds – /ks/

**Vocabulary/word to preview:**
- **kit** – a bag or group of tools that has a purpose

**Word Building Activity** – Say the following words clearly and help students build these words with letter cards or tiles, using the sounds they hear.

- van, can, cat, hat, hot, pot, got, rot, rod, pod

(c) Elise Lovejoy  
Express Readers
Step 1: **Pig Has a Pet**

**Sticky Words:** the, go, he, to

**Slow Down Sounds:** ending -s, -ll (in the words “ill” and “pill”), gl- (in the word “glad”)

**Pig Has a Pet SYNOPSIS:**
-Pig gets a pet, but the pet gets sick. Pig takes the pet to the vet, who gives him a pill to help him get better. After a nap and the pill, the pet is healthy again.

**Suggested Questions:**
- What type of pet does Pig have? (a mouse or a rat)
- What does the word “ill” mean? (sick, not well, unhealthy, etc.)
- How do you think Pig feels when his pet gets sick? (worried, upset, scared, nervous, etc.)
- Where does Pig take the pet for help? (the vet, the animal doctor)
- What does Pig use to make a bed for the pet? (a box)
- How does the pet feel at the end of this book? (better, not sick, healthy, etc.)

**Story Element Questions:**
- Who is the main character? (Pig)
- Where does this story take place? What is the setting? (Pig’s house, the vet’s office)
- What is the problem in this story? (Pig’s pet is sick.)
- What is the solution? (Pig takes the pet to the vet and takes good care of the pet.)

**Partner Activities:**
- Retell the story to a partner in your own words.
- Tell your partner about a pet you have or a pet you would like to have.
- Tell your partner how you would care for someone or a pet if they were sick and not feeling well.

---

**Sticky Word Mapping**

<table>
<thead>
<tr>
<th>t h e</th>
</tr>
</thead>
<tbody>
<tr>
<td>t o</td>
</tr>
</tbody>
</table>

**the:** The “th” spells the voiced /th/ sound where there is a vibration felt while making the sound. The “e” spells the schwa sound or a lazy /u/ sound.

**to:** The “t” spells the basic /t/ sound which students have learned. The “o” spells the /oo/ which is an irregular spelling for this sound. The only other word in which this occurs is “do.”

**he:** The “h” spells the basic /h/ sound which students have learned. The “e” spells the long vowel sound /E/ because it is an open syllable.

**go:** The “g” spells the basic hard /g/ sound which students have learned. The “o” spells the long vowel sound /O/ because it is an open syllable.

**Slow Down Sounds:**
- ending -s - When students know how to decode and blend cvc words, the addition of an “s” can make the word slightly more daunting.
- ll (in “ill” and “pill”) - Double letter blends only spell the sound one time /l/.
- gl- (in the word “glad”) - beginning blend

**Vocabulary/word to preview:**

**vet** – a doctor for animals

**Word Building Activity** – Say the following words clearly and help students build these words with letter cards or tiles, using the sounds they hear.

**pet, vet, met, men, pen, ten, tin, pin, win, wig**
Step 1: Pig Was Hot

**Sticky Words:** the, was, from

**Slow Down Sounds:** -nt (in the word “went”), -nd (in the word “pond”)

**Pig Was Hot SYNOPSIS:**
-The sun is hot and Pig needs to find a way to cool down. He tries the mud (like Pigs usually do), but he still isn’t cool. He tried a pond, but got stuck in his inner tube and had to get out. He tried to sit in the shade of a car, but the car drove off. Finally, he sits in Dog’s water bowl, and it is the perfect place to cool off.

**Suggested Questions:**
- How do you know that Pig is hot from the picture on the cover? (he is sweating, his mouth is open/panting, his ear is wilted, etc.)
- What made Pig hot? (the sun, the heat outside, etc.)
- What is the first way Pig tried to solve his problem? (sit in the mud)
- Why can’t Pig be in the pond? (His inner tube is too small, and he gets stuck.)
- Why could Pig not hide from the sun? (He was in the shade of a car, but the car drove off.)
- Where does Pig finally find to cool down? (Dog’s water bowl)
- How do you think Dog feels when he sees Pig in his water bowl? (frustrated, shocked)

**Story Element Questions:**
- Who is the main character? (Pig)
- Where does this story take place? What is the setting? (outside, while it is hot, in the day time, etc.)

**Partner Activities:**
- Retell the story to a partner in your own words.
- Tell a partner what you like to do to keep cool on a hot day.
- Tell a partner how you think Pig should have gotten cool.
Step 2, Book 1: Duck And His Mom

New Sticky Word: see

Old Sticky Words: the, go

Slow Down Sounds: blends (-ck, sw-, gl-, -xt)

Duck And His Mom SYNOPSIS:
-Duck is going to visit his mom. Duck reviews a bunch of modes of transportation, but none of them can get him to his mom’s house. The reason he doesn’t need the modes of transportation is because his mom’s house is just across the pond. He only needs to swim to get there.

Suggested Questions:
• Name two types of transportation that Duck can NOT take to get to his mom’s house. (van, bus, cab, sub, jet)
• Is Duck happy to visit his mom? (yes) How can you tell?
• How can you tell that he is happy? (Duck is smiling in the last picture, Duck is smiling when he is ready and waiting with his bag, etc.)
• How will Duck get to his mom’s house? (swim across the pond)
• Why couldn’t Duck take all the other methods of transportation? (His mom’s house is so close that he can paddle across the lake.)
• How do you think Duck feels when he gets to visit his mom? (happy, excited, glad, etc.)

Connection Questions (connecting the student to the book):
• What types of transportation do you use? What types of transportation are available in your neighborhood?
• What other types of transportation are there? (ferry, train, helicopter, boat, golf cart, bike, etc.)
• If you could visit someone, who would it be and how would you get there?

Story Element Questions:
• Who is the main character? (Duck)
• Where does this story take place? What is the setting? (daytime, the pond, Duck’s house, Duck’s mom’s house, in a sub, etc.)

Partner Activity:
-Refell the story to a partner in your own words.
-Tell a partner who you would like to visit and how you would get there.
-Tell a partner about a time you went on an airplane, bus, or train.

(c) Elise Lovejoy
Express Readers
Step 2, Book 2: Duck Has a Nest

Old Sticky Words: for, he, the, too
Slow Down Sounds: ending blends (-st, -ck, -mp, -sk, -nd)

Duck Has a Nest SYNOPSIS:
-Duck tries to find a nest for himself. Each nest he finds has a problem that prohibits him from staying there. Finally, he finds a nest that fits. The nest he finds is actually in Dog’s house.

Suggested Questions:
- What is a hut? (a type of house or home)
- What does “risk” mean? (doing something dangerous, taking a chance, possibly being unsafe, etc.)
- Why would it be a “risk” to have a nest on top of a bus? (the bus moves, you might slide off, he needs a seat belt, etc.)
- What does “mend” mean? (to fix, to sew, to stitch up, etc.)
- How would you “mend” a nest? (weave in more sticks, patch it with a leaf, use string to tie the hole up, etc.)
- Where do birds usually build nests? (trees)
- Where might a duck in the wild build a nest? (by a pond, in long grass, etc.)
- What are nests made of? (sticks, feathers, leaves, etc.)
- Why can’t Duck have a nest on a rock? (the rock makes the nest have a lump.)
- How do you think Duck feels when finally finds a nest? (relieved, excited, happy, proud of himself, etc.)
- Why might the nest Duck picks at the end not work? (It is in Dog’s doghouse.)

Connection Questions (connecting the student to the book):
- Have you ever seen a nest? What did it look like?
- If you built a nest for yourself, what would you build it out of?

Story Element Questions:
- Who is the main character? (Duck)
- Where does this story take place? (in a nest, in a dog house, etc.)

Partner Activities:
- Retell the story to a partner in your own words.
- Choose one of the locations Duck tried to have a nest. Explain to a partner how you could fix the location to make it better.
- Draw a picture with a partner of the perfect habitat for a duck.
- Tell a partner about your favorite place to be. Use descriptive words.

Sticky Word Mapping

Old Sticky Words

<table>
<thead>
<tr>
<th>t</th>
<th>h</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>o</td>
<td>r</td>
</tr>
<tr>
<td>h</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

Slow Down Sounds:
blends: Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).
- -ck – “c” and “k” both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. “ck” is only found at the end or inside a word.
- ending blends – st, mp, sk, nd

Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word.

Words to bounce:
- /b/-/i/-/g/ /t/-/u/-/k/ /h/-/a/-/z/
- /m/-/i/-/l/-/k/ /d/-/e/-/n/-/t/ /p/-/u/-/m/-/p/

Word Building - Switch: Help students build the first word. Say each new word, and students switch one+ sound to build the new word.
- st – nest ➔ rest, rust, must, mist, list, last, fast, cast
- mp – dump ➔ bump, lump, lamp, damp, camp, ramp, romp
- nd – mend ➔ bend, band, land, sand, send, tend

Vocabulary/words to preview:
“it is a risk” – it is dangerous, it could cause harm
- mend – to fix, to repair
- dump – a place with trash or a big mess
- muck – dirt or mud

(c) Elise Lovejoy
Express Readers
**New Sticky Word:** puts

**Old Sticky Words:** the, to, he

**Slow Down Sounds:** blends (fr-, fl-, sl-, -ll, dr-, sp-, pl-, sk-, gl-)

**Frog And His Sled SYNOPSIS:**
-Frog gets a sled with a flag. He goes sledding, loses control, and flips around as he goes down the mountain. He runs into the side of a bus, but it doesn’t matter. He had a great time.

**Suggested Questions:**
- What does the flag on Frog’s sled look like? (it has stripes, it is small, it is a rectangle, it is on the back of the sled, etc.)
- How does Frog get the sled up the side of the hill? (he drags it as he hops)
- How do you think Frog feels when he goes up the hill? (excited, nervous, anxious, elated, happy, glad, etc.)
- Name two moves that Frog makes while sliding down the mountain. (slides, spins, skids, slips, slaps, flips)
- What does the word “glum” mean? (unhappy, grumpy, sad, down, blue, etc.)

**Connection Questions (connecting the student to the book):**
- Have you ever been in the snow? What did it feel like?
- Have you ever ridden on a sled?
- What are some other activities that can be done in the snow? (snowshoeing, skiing, snowboarding, making a snowman, having a snowball fight, making snow angels, etc.)

**Story Element Questions:**
- Who is the main character? (Frog)
- Where does this story take place? What is the setting? (on a hill, in the snow, during winter, etc.)

**Partner Activity:**
- Retell the story to a partner in your own words.
- Tell a partner about a time you did something that scared you or a time you overcame a fear.
- Draw a picture with a partner of how you would decorate a sled.

---

**Sticky Word Mapping**

puts: “p” spells /p/, “t” spells /t/, and “s” spells /s/, which students have learned. The “u” spells /u/ which is a short oo sound and is an irregular sound-spelling.

**Old Sticky Words**

**Slow Down Sounds:**
- blends: Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).
  - beginning blends – fr, fl, sl, dr, sp, pl, sk, gl
  - double letter blend – ll

**Bounce and Blend:**

- /k/-/a/-/n/ /d/-/o/-/t/ /f/-/l/-/a/-/t/ /s/-/l/-/a/-/p/ /g/-/r/-/i/-/d/ /t/-/r/-/u/-/k/

**Word Building - Switch:** Help students build the first word. Say each new word, and students switch one sound to build the new word.
- fl – flip → flop, flap, clap, clip, slip, slop, slap, snap
- sp – spin → spit, spot, spat, span, spun, spud, sped
- pl – plop → plod, plot, blot, blob, slob, slab, blab

**Vocabulary/words to preview:**
- glum – sad, feeling down, feeling blue

(c) Elise Lovejoy
Express Readers
Step 2, Book 4: **Frog Hunts For a Pal**

**New Sticky Words:** does, have

**Old Sticky Words:** the, to, he, was, sees, for

**Slow Down Sounds:** blends (fr-, gr-, -nt, sp-, cr-, -ff, ll, st-, -st, -ck, sn-, -dd, tr-, -nd, sl-, sn-)

**Frog Hunts For a Pal SYNOPSIS:**
-Frog is lonely and looking for a friend. Frog tries to make friends with a crab, but the crab runs away. Frog decides he will trap a pal, but his trap doesn’t catch anyone. Finally, Bug holds up a sign that reminds Frog to smile. All Frog needs to do is smile, and he gets friends.

**Suggested Questions:**
-Why does Frog need a friend? (he is lonely, he is sad, he wants someone to play with, etc.)
-Who does Frog try to make friends with first? (a crab)
-Why doesn’t Frog’s trap work to catch a friend? (the wind blows it shut, that’s not how to get a friend, etc.)
-How do you think Frog feels when his trap does not work? (sad, lonely, helpless, hopeless, frustrated, etc.)
-How does Frog finally get friends? (he grins, he is nice and smiling, he is happy and people want to be his friend, etc.)

**Connection Questions (connecting the student to the book):**
-What’s one way to make friends with someone?
-What makes you want to be friends with someone?
-How do you feel when you are alone or when your friends are away?

**Story Element Questions:**
-Who is the main character? (Frog)
-What is one major event in the book? (the crab runs away, the trap doesn’t work, Frog grins, etc.)

**Partner Activities:**
-Tell a partner what the problem in the story is and how you would help Frog fix it.
-Create an ad for a newspaper to help Frog find a friend.
-Tell a partner about a time you helped a friend or someone who was lonely.

---

**Step 2: Frog Hunts For a Pal continued...**

**Sticky Word Mapping**

<table>
<thead>
<tr>
<th>does</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>t</strong></td>
<td><strong>h</strong></td>
</tr>
<tr>
<td><strong>e</strong></td>
<td><strong>e</strong></td>
</tr>
<tr>
<td><strong>w</strong></td>
<td><strong>s</strong></td>
</tr>
<tr>
<td><strong>a</strong></td>
<td><strong>s</strong></td>
</tr>
<tr>
<td><strong>s</strong></td>
<td><strong>f</strong></td>
</tr>
<tr>
<td><strong>e</strong></td>
<td><strong>r</strong></td>
</tr>
</tbody>
</table>

**does:** “d” spells /d/ and “s” spells /z/ (as it often does at the end of a word). “oe” is an irregular spelling for /u/.

**have:** “h” spells /h/, “v” spells /v/, but “a” spells /a/ and should be long because of the “e” (learned in Step 4).

**Old Sticky Words**
-the, to, he, was, sees, for

**Slow Down Sounds:**

**blends:** Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).
- **beginning blends** - fr, gr, sp, cr, st, sn, tr, sl, sn
- **ending blends** - nt, st, nd
- **double letter blends** - ll, ff, dd, ck*

**Bounce and Blend:** (From the Daily Dos) – auditory blending

**Words to bounce:**

| /p/-/o/-/t/ | /b/-/u/-/g/ | /s/-/a/-/d/ |
| /s/-/n/-/u/-/k/ | /k/-/l/-/a/-/p/ | /f/-/r/-/o/-/s/-/t/ |

**Word Building – Switch:** Help students build the first word. Say each new word, and students switch one+ sound to build the new word.

- **tr** - trap ➔ trip, grip, grin, grit, grim, trim, prim, pram
- **sn** - snap ➔ snap, clip, trip, trap, flap, flop, slop, slip

**Vocabulary/words to preview:**

**grin** - small smile, often not showing teeth
**hunt** - to search for, to try to find
Step 2, Book 5: **Duck And The Mess**

**New Sticky Words:** come, like

**Old Sticky Words:** to, he, the, have

**Slow Down Sounds:** blends (-ck, sm-, -ll, scr-, st-, -st, -ss, -nt, -nd, dr-, -nk)

**Duck And The Mess SYNOPSIS:**
-Duck’s friends are coming for a visit and his nest is messy and dirty. He cleans and fixes many different objects and parts of his nest. When his friends come, they like his nest.

**Suggested Questions:**
- Why are Duck’s pals coming to his nest? (to have snacks and see his nest)
- How do you think Duck feels when he realizes he needs to clean? (nervous, worried)
- What is one object Duck cleans in his nest? (cups, mugs, the floor, clothes)
- What is one object Duck fixes in his nest? (ripped rug, leaky sink)
- What does “mend” mean? (to fix, to sew, to stitch up, etc.)
- How do Duck’s friends feel about his nest at the end?

**Connection Questions (connecting the student to the book):**
- Do you have to help clean at home?
- What do you have to help clean? (my room, the dishes after dinner, putting my laundry away, take the trash out, etc.)
- Do you have other chores you do in your home?

**Story Element Questions:**
- Who is the main character? (Duck)
- Where does this story take place? (Duck’s nest)
- What is the problem in the story? (Duck’s nest is a mess and his friends are coming for a visit.)
- What is the solution? (Duck cleans.)

**Partner Activity:**
- Retell the story to a partner in your own words.
- Tell a partner how you would prepare for friends to come visit.

---

**Sticky Word Mapping**

**come:** “c” spells /k/, “m” spells /m/ but instead of a long vowel due to sneaky “e”, “come” has an irregular sound spelling where “o” spells /u/ like in “some.”

**like:** “l” spells /l/ and “k” spells /k/. The “i” spells /I/ because the “e” is a sneaky “e.” This is learned in Step 4.

**Old Sticky Words**

**Slow Down Sounds:**
- blends: Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).
  - beginning blends – sm, scr, st, dr
  - double letter blends – ll, ss, ck*
  - ending blends – st, nt, nd
  - nk – this is learned within digraphs since the “n” creates a new sound when paired with “k” – /ng/

**Bounce and Blend:** (From the Daily Dos) – auditory blending

**Words to bounce:**
- /m/-/e/-/s/ /k/-/u/-/p/ /s/-/o/-/k/
- /d/-/r/-/e/-/s/ /s/-/l/-/u/-/g/ /k/-/r/-/i/-/b/

**Word Building – Switch:** Help students build the first word. Say each new word, and students switch one+ sound to build the new word.
- **dr** – drip → drop, crop, prop, prod, trod, trot, plot, slot
- **sm** – smell → swell, spell, spill, still, swill, swim, swam
- **st** – stop → slop, slip, snip, snap, slap, slam
New Sticky Word: of

Old Sticky Words: be, he, for, see, the, to

Slow Down Sounds: double letters (-ll, -ss, -ff, -tt)

Duck Up a Hill SYNOPSIS:
-Duck goes up a hill to watch a sun set but slips at the top and tumbles down the hill. His friends help him into bed and take care of him so he can get better.

Suggested Questions:
• Why does Duck go up the hill? (to see the sun set)
• What causes Duck to slip on top of the hill? (slick moss on a rock)
• Which pals run to help Duck? (Cat, Pig, and Bug)
• What must Duck do to get well? (be still and be in bed)
• What do Duck’s friends give him to help him get their attention? (a bell)
• How do you think Duck feels while his friends are taking care of him? (cared for, loved, relaxed, better, etc.)
• Why is the ending happy? (Duck feels loved, his friends were good friends, Duck is getting better, etc.)

Connection Questions (connecting the student to the book):
• Have you ever fallen? How did you feel? Who helped you?
• How would YOU help a friend who fell? (pick them up, hug them, get them a Band-Aid, tell a teacher, etc.)
• What do you need when you are sick to feel better?

Story Element Questions:
• Who is the main character? (Duck)
• Who are the supporting characters? (Cat, Duck, Bug)
• Where does this story take place? What is the setting? (at the top of a hill, at the bottom of a hill, at sunset, at Duck’s house, in Duck’s bed)

Partner Activities:
• Retell the story to a partner in your own words.
• Tell a partner how you would help a friend or family member who was sick or needed to be taken care of.
**New Sticky Word:** good

**Old Sticky Words:** does, to, the, he, be, sees, like

**Slow Down Sounds:** digraphs ch and sh

**Chimp Gets a Check-Up SYNOPSIS:**
-Chimp must have a check-up with his doctor. He wants to be healthy, and so he goes to his check-up. He does not want to get a shot, but he knows it will help him stay healthy. He is brave, and the shot is over very quickly. Chimp even gets a lollipop!

**Suggested Questions:**
- Why does Chimp need a check-up? (He does not want to get sick, he needs to check on his health)
- Does Chimp like shots? (no)
- Why are shots good for him? (He wants to stay fit, trim, and healthy.)
- What does it mean when Chimp’s “chin is up?” (he is being brave, he isn’t scared, etc.)
- What does it mean when the book says that the shot “ends in a flash?” (it ends quickly, it is over before he knows it, it was fast, etc.)
- How do you think Chimp feels when he is finished with his check-up? (proud, brave, happy with himself, etc.)
- What is Chimp’s reward for being so brave? (a pop/a lollipop)

**Connection Questions (connecting the student to the book):**
- Have you ever needed to get a shot?
- What can you do to be brave? (hold someone’s hand, think of something you like, day dream, sing a song out loud, etc.)
- What else does a doctor do when you get a check-up? (measures height, measures weight, looks in your ears, checks your tonsils/throat, takes your temperature, etc.)

**Story Element Questions:**
- Who is the main character? (Chimp)
- What is the setting of this book? (the doctor’s office)

**Partner Activity:**
- Retell the story to a partner in your own words.
- Tell a partner one way you can be brave, even when you are scared.

**Sticky Word Mapping**

<table>
<thead>
<tr>
<th>good</th>
<th>Old Sticky Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>d o e s</td>
<td>t o h e</td>
</tr>
<tr>
<td>b e</td>
<td>s e e s l i k e</td>
</tr>
</tbody>
</table>

**Can You Hear It:** (from the Daily Dos) Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.).

- ch – chip, challenge, shoes, tree, choose, checks, chomp, flip, munch, drag, proud, watch, children
- sh – rush, sharing, think, grouch, shouted, mash, shirts, plug, mouth, push, digging, kind, shocked

**Word Building – Switch/Add:** Put the digraph in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.

- ch – chin → chip, chop, chomp, champ, chimp, shrimp
- sh – shot → shut, shin, ship, chip, chap, clap, clip

**Vocabulary/words to preview:**
- well – healthy, not sick, feeling good
- fit and trim – healthy and strong/lean
- “chin up” – to be brave
- “ends in a flash” – to end quickly

(c) Elise Lovejoy
Express Readers
**Old Sticky Words:** the, for, to, he, of, too, sees

**Slow Down Sounds:** digraphs ch and sh

**Dog And The Gift SYNOPSIS:**
-Dog is trying to find a gift for Frog’s party. He tries multiple gifts but there is something wrong with each gift. Dog finally picks out a shell, and Frog loves the gift. More importantly, Dog spent time and care to find the right gift for Frog.

**Suggested Questions:**
- What is a “bash?” (a party)
- Why does Dog need to find a gift? (He is going to a party at Frog’s place.)
- Why can’t Dog get a chick? (it costs too much, it is too expensive, Dog is not rich, Dog doesn’t have enough money, etc.)
- Why can’t Dog get the chest? (it is too heavy, he can’t drag it, etc.)
- Why can’t Dog get the red dish? (there is a crack in it, it is broken, etc.)
- How do you think Dog feels when he finds the right gift? (proud, happy with himself, etc.)

**Connection Questions (connecting the student to the book):**
- What was your favorite gift you ever got?
- What is the best gift you have ever given?
- How do you feel when you give a gift to someone?

**Story Element Questions:**
- Who is main character? (Dog)
- Where does this story take place? What is the setting? (day time, stores, Frog’s party, Dog’s house, etc.)
- How is the problem in this story resolved? What is the solution? (Dog looks at many items and finally finds one he thinks is the best.)

**Partner Activities:**
- Retell the story to a partner in your own words.
- Tell a partner about the best gift you have ever gotten.
- Tell a partner about the best gift you have ever given.
- Tell a partner what gift you think would be the best for a frog.

**Sticky Word Mapping**

**Old Sticky Words**

<table>
<thead>
<tr>
<th>the</th>
<th>to</th>
<th>for</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>sees</td>
<td>too</td>
</tr>
</tbody>
</table>

**Slow Down Sounds:**

digraphs: 2-3 consonant letters that come together to spell a new sound
- ch, sh

blends: ll, cr, ck, ft, st, fr, sp, nd, dr, gl

**Can You Hear It:** (from the Daily Dos) Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.).

- ch – chocolate, tired, cheese, tricky, almonds, flinch, batch, lost, handle, chewing, rich, lunch, round
- sh – showers, bench, fishy, glued, wishes, noisy, crash, shouted, shred, jogging, bounces, fresh, wrench

**Word Building – Switch/Add:** Put the digraph or blend in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.

- ch – chick → check, chuck, chug, shrug, shrub
- sh – shop → ship, shin, chin, chill, will, well, shell
- fr – frog → frost, lost, loft, soft, slot, slat, flat, flag

**Vocabulary/words to preview:**
- bash – a party
- drag – to pull along, to pull behind
- Frog’s pad – Frog’s lily pad or Frog’s home
- “not rich” – to not have a surplus or a ton of money

(c) Elise Lovejoy
Express Readers
**Step 3, Book 3: Fish Had a Wish**

**New Sticky Word:** she

**Old Sticky Words:** was, to, the, for, be

**Slow Down Sounds:** digraphs ch, sh, th

**Fish Had a Wish SYNOPSIS:**
-Fish wishes for all types of things to be in her dish, but her dish becomes too cramped for her to swim about. She wants her dish back the way it was. Fish is happy to have her dish just as it was.

**Suggested Questions:**
- What does “bunch” mean when Fish wishes for a “bunch of rocks?” (a group, a lot, etc.)
- What kind of chest does Fish wish for? (one with a lock)
- What five items does Fish wish to have in her dish? (rocks, chest, plant, shack, ship)
- How do you think Fish feels when she is too cramped to swim? (scared, misses her old dish, frustrated, upset, etc.)
- What is Fish’s last wish? (for the dish to be as it was before all of the stuff made it too cramped to swim)
- What lesson does Fish learn in this story? (that more is not always better, “stuff” doesn’t make one happy, etc.)

**Connection Questions (connecting the student to the book):**
- Have you ever had a fish? Have you ever seen a fish?
- If you had a fish, what would you name it? What would you put in the dish with the fish?
- If you were a fish, what would you want in your dish?

**Story Element Questions:**
- Who is the main character? (Fish)
- Where does this story take place? (in Fish’s dish)

**Partner Activity:**
- Retell the story to a partner in your own words.
- Draw a picture with a partner from memory of all the items that Fish wishes into her dish.
- Tell a partner what three items/decorations you would want to put into your room to make it the best room for you.

---

**Sticky Word Mapping**

**she:** The “sh” spells /sh/ which has been introduced, but the open “e” that spells /E/ has not been explicitly taught yet.

**Old Sticky Words**
- was
- to
- the
- for
- be

**Slow Down Sounds:**
- digraphs: 2-3 consonant letters that come together to spell a new sound
  - ch, sh, th
- blends: gl, sw, ck, pl, nt, xt, ll, st

**Can You Hear It?** (From the Daily Dos)
- Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.).
  - ch – cheers, luncheon, grouse, passes, landing, charge, channel
  - sh – shrugs, dusty, crushes, vanish, lasso, pounce, lavish, rush
  - th – think, thin, path, nutty, fish, myth, seventh, hush

**Word Building – Switch/Add:** Put the digraph or blend in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.
- sh – fish → chip, chop, chomp, champ, chimp, shrimp
- th – wish → wish, fish, dish, dash, mash, math, path, bath
- ch – bunch → lunch, punch, pinch, finch, flinch

**Vocabulary/words to preview:**
- bunch – a number of things, a group of items
- “has a wish for” – wants, hopes for
- chest – a large, strong box
- “as it is” – just the way is currently is
Step 3, Book 4: **Chimp Camps**

**New Sticky Words:** where, are

**Old Sticky Words:** have, for, to, from, he, puts, does, see, the, go

**Slow Down Sounds:** digraphs ch, sh, -tch

**Chimp Camps SYNOPSIS:**
-Chimp goes camping. One by one, his belongings disappear. He thinks someone is stealing, but his friends surprise him at the end by making him a meal.

**Suggested Questions:**
- What does the idiom “catch a cab” mean? (to take a cab, to ride in a cab, to get a ride from a cab, etc.)
- Where does Chimp put his bags? (in his tent)
- Who grabs the log? (Duck)
- Who grabs the chips? (Frog)
- What is Chimp doing while Frog snatches his chips? (reading)
- Who grabs the matchbox and hot dogs? (Pig)
- How do you think Chimp feels when he thinks someone is stealing his things? (frustrated, confused, upset, sad, scared, angry, etc.)
- Why did his pals grab his stuff? (to surprise him with a meal, to do something nice, etc.)

**Connection Questions (connecting the student to the book):**
- Have you ever been camping?
- What are some activities you can do when you go camping? (hike, build a campfire, make s’mores, look at the stars, etc.)
- Have you ever lost something? How did you feel?

**Story Element Questions:**
- Who is the main character? (Chimp)
- Where does this story take place? (outdoors, at a campsite, by a ditch, in the woods, etc.)

**Partner Activities:**
- Retell the story to a partner in your own words.
- Tell a partner which four things you would take with you if you went camping.
- Draw a picture with your partner of how you would set up a campsite. This can be drawn in the form of a map.

---

**Sticky Word Mapping**

<table>
<thead>
<tr>
<th>where</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Sticky Words</td>
<td></td>
</tr>
<tr>
<td>does</td>
<td>to</td>
</tr>
<tr>
<td>be</td>
<td>see</td>
</tr>
<tr>
<td>to</td>
<td>for</td>
</tr>
<tr>
<td>the</td>
<td>have</td>
</tr>
</tbody>
</table>

**are:** The “ar” spells /ar/ which is the r-controlled sound for “r” with “a” and will be taught in Step 6. The “e” is extra.

**where:** The “w” spells /w/, but the “h” is silent. Depending on dialect, this might make for a softer /w/ sound. The “e_e” basically spells /A/ but is an irregular spelling for the sound.

**Old Sticky Words**

does
be
to
for
the
have
go

**Slow Down Sounds:**
digraphs: 2-3 consonant letters that come together to spell a new sound
- ch, sh, -tch

**Word Building – Switch/Add:** Put the digraph or blend in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.
- ch – ditch → pitch, patch
- sh – shawl → shell
- nt – tent → lent

**Vocabulary/words to preview:**

- **snatch** – to grab, to take
- **ditch** – a narrow channel dug into the ground
Step 3, Book 5: Duck Sings a Song

Old Sticky Words: the, he, of, be, good, like, does
Slow Down Sounds: -ng, -nk

Duck Sings a Song SYNOPSIS:
-Duck is going to sing and perform at a show but becomes very nervous. Duck explains how this makes him feel. Fish helps Duck be brave and confident. At the end, Duck is glad to have tried and sang in front of all his friends. His friends support him and are always kind.

Suggested Questions:
- What is the name of the show that Duck will sing at? (the Spring Bash)
- What is “stress?” (when someone feels uncomfortable, when someone is worried and nervous, when someone is anxious, when someone is upset and scared, a feeling you feel, an emotion, etc.)
- What does Duck think he will do instead of sing? (honk)
- Who does Duck bring with him onto stage? (Fish)
- Do his friends like his song? How do you know? (they clap, the book says they like the song, they yell, etc.)
- How do you think Duck feels when he finally gets up and sings his song? (proud, excited, relieved, happy, etc.)

Connection Questions (connecting the student to the book):
- Have you ever performed in front of other people?
- Have you ever had to do something that made you afraid or nervous?
- How do you feel when you are nervous?

Story Element Questions:
- Who is the main character? (Duck)
- Is there a supporting character? (Fish)
- Where does this story take place? (the Spring Bash, on stage, etc.)

Partner Activity:
- Retell the story to a partner in your own words.
- Tell a partner about a talent you have that you could perform/do in a talent show.

Sticky Word Mapping
Old Sticky Words

<table>
<thead>
<tr>
<th>g</th>
<th>o</th>
<th>o</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>e</td>
<td>d</td>
<td>o</td>
</tr>
<tr>
<td>t</td>
<td>h</td>
<td>e</td>
<td></td>
</tr>
</tbody>
</table>

Slow Down Sounds:
These spellings are taught with digraphs because a new sound is created by the combination, but /ng/ makes 2 sounds (not one sound such as digraphs).
- ng, nk

Can You Hear It: (from the Daily Dos) Teachers say a set of words. If students hear the given sound(s), they do a body motion (such as hands on head, stand up, etc.).
- ng – ring, stringing, flung, crouch, making, quickly, long
- nk – sink, broken, pinkish, drank, wrinkle, spark, crank

Word Building – Switch/Add: Put the -ng or -nk in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.
- ng – sing → ring, rang, gang, hang, sang, song, long
- nk – honk → hunk, bunk, bonk, bank, tank, sank, sink

Vocabulary/words to preview:
- be strong – to be brave, to have courage
- stress – anxiety, to feel uncomfortable
**Cub Has a Picnic SYNOPSIS:**
–Cub gets all ready for a picnic with his friends. He gets his blanket, his picnic basket, and all types of food and supplies packed. Just as he is almost ready, he feels raindrops. He feels helpless and upset, but he comes up with a plan. He sets up a tent, and all his pals have a great picnic in the tent.

**Suggested Questions:**
- What is on Cub’s flannel blanket and picnic basket? (cobwebs)
- How many lemons does he pack? (seven)
- How do you know that it starts raining? (Cub feels drips, drips land on Cub, Cub looks up as the raindrops come down, etc.)
- How do you think Cub feels when it starts to rain? (disappointed, helpless, upset, mad at the rain, frustrated, worried, etc.)
- What is Cub’s plan? (Cub sets up a tent outside where the pals can all have their picnic.)
- Do his pals have fun? How do you know?

**Connection Questions (connecting the student to the book):**
- Have you ever had a picnic?
- What would you pack if you went on a picnic?
- Who would you go with if you went on a picnic?
- Is there a park or a place that you would like to have a picnic?

**Story Element Questions:**
- Who is the main character? (Cub)
- Where does this story take place? (Cub’s house)

**Partner Activities:**
- Retell the story to a partner in your own words.
- Tell a partner where you would have a picnic, who you would go with, and what food you would bring to your picnic.
- Draw a picture with your partner of a picnic blanket and each type of food you would bring.

**Vocabulary/words to preview:**
**all of a sudden** – quickly, without notice, unexpected
**splendid** – wonderful, amazing, lovely
**Step 4, Book 1: Snake 1 And Snake 2**

**New Sticky Words:** do, they

**Old Sticky Words:** are, like, have, the, to, be

**Slow Down Sounds:** sneaky “e,” a_e

**Snake 1 And Snake 2 SYNOPSIS:**
Snake 1 and Snake 2 are introduced in this book (not used as main characters in any of the previous steps). They are twin brothers, and the book talks about their characteristics and some of their activities.

**Vocabulary/words to preview:**
- “snack on” — to eat in little bits, to munch over a period of time
- twins — two children born at the same birth (one after another)

**Recall and Comprehension Questions:**
- What are twins? (siblings who are born together/almost at the same time)
- The snakes have the same of a specific object. What is that object? (a cape)
- What do the snakes like to bake? (cakes)
- What do the snakes like to snack on? (red grapes)
- Why can’t the snakes rake? (They don’t have hands.)
- What do the snakes need to do to skate? (They must work together, they must help one another, they wrap around each other, etc.)

**Connection Questions (connecting students to the book):**
- Do you have any siblings? If you do not have siblings, would you like having a sibling?
- If you have siblings, what type of siblings do you have? (brother, sister, twin, both)
- Hate is a very strong word, not to be used with people, but what is something that you hate or REALLY dislike? (brussels sprouts, being sad, falling, itchy clothes, commercials in my favorite show, storms, etc.)
- What is an activity that is easier to do with a partner? (leapfrog, shaking hands, hugging, playing a board game, etc.)

**Writing Prompts:**
1. If I had a twin, we would...
2. I have hobbies. My hobbies are...

---

**Sticky Word Mapping**

**do**
- “d” spells /d/, but in this word, /oo/ is spelled “o” which is irregular. This is only found in one other word (“to”).

**they**
- The “th” spells the voiced /th/. The “ey” spells /A/, but “ey” is an irregular spelling for this sound.

**Bounce and Blend:** (From the Daily Dos) — Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word.

**Words to bounce:**
- /k/-/A/-/n/ cane
- /g/-/A/-/m/ game
- /d/-/A/-/t/ date
- /b/-/l/-/A/-/m/ blame
- /s/-/t/-/A/-/l/ stale
- /g/-/r/-/A/-/p/ grape

**Long or Short:** (From the Daily Dos) — Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel.

**Words:** flag, have, late, pan, pain, wag, branch, wave, spray

**Word Building – Switch/Add:** Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.

- a_e — snake → rake, rate, plate, plane, crane, crate, late
- blends — twin → tint, mint, mist, list, lisp, wisp, wind, win, grin

**Partner Activity:**
- The snakes have a lot in common. Talk to your partner and find 2 things you have in common (sports you like, foods that are your favorite colors or activities that you like, etc.).
- Discuss with your partner and come up with 3 more characteristics that the snakes might share.
Sticky Words: again, wants

Old Sticky Words: to, for, he, the, puts, likes

Slow Down Sounds: sneaky “e,” a_e

Duck Bakes a Cake SYNOPSIS:
Duck tries to bake a cake for his friend, Frog. He falls asleep on the couch, and the cake burns. Duck is sad, but he starts over and tries again. This time he uses an alarm clock to help him know when the cake is finished. Frog likes his cake!

Vocabulary/words to preview:
• “in flames” – to be on fire
• dish – the physical plate/bowl OR the food item that is cooked

Story Element Questions:
• Who is the main character? (Duck)
• What is the setting? (Duck’s house, during the day, in a kitchen, etc.)

Recall and Comprehension Questions:
• Why does Duck want to make a cake? (for Frog)
• Why do you think Duck wants to make a cake for Frog? (it’s his birthday, he needs to be cheered up, he graduated, he learned how to read, he likes cake, etc.)
• What happens to the cake? (it burns, it bursts into flames, etc.)
• Why does the cake burn? (Duck taps a nap and does not wake up in time, the cake baked for too long, the cake was in the oven too long, etc.)
• What can Duck do fix his cake? (he will start over, try again, re-make the cake, etc.)
• How does Duck make sure that he will wake up in time for the cake? (he puts an alarm clock next to the couch, etc.)

Connection Questions (connecting students to the book):
• What should you do if there is a fire? (tell you an adult, get out, call 911, get help from firefighters, etc.)
• Do you ever bake? What do you bake or what would you like to learn how to bake?

Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word.

Words to bounce:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>/m/-A/-k/</td>
<td>make</td>
</tr>
<tr>
<td>/sh/-A/-v/</td>
<td>shave</td>
</tr>
<tr>
<td>/n/-A/-m/</td>
<td>name</td>
</tr>
<tr>
<td>/f/-r/-A/-m/</td>
<td>frame</td>
</tr>
<tr>
<td>/s/-n/-A/-k/</td>
<td>snake</td>
</tr>
<tr>
<td>/p/-/-A/-n/</td>
<td>plane</td>
</tr>
</tbody>
</table>

Word Building – Switch/Add: Say each word, and students switch or add one sound to build the new word, orally or with letter tiles/white board writing.

a_e – bake → take, tape, grape, grade, made, make, fake
sh/th/ch – dish → wish, with, path, math, mash, mush, much
sh/th/ch – chip → ship, shin, thin, thick, chick, chin

Partner Activities:
• Tell a partner how you would solve the problem if you burned a cake and needed to remake the cake.
• Use a blank piece of paper. Fold the paper into thirds or fourths. Students write 3-4 directions on HOW to make/bake a cake with a partner.
Step 4, Book 4: Pig Hikes

Sticky Word: when
Old Sticky Words: the, does, good, he, to, do, wants
Slow Down Sounds: sneaky “e,” i_e

Pig Hikes SYNOPSIS:
-Pig goes on a hike but gets tired quickly. He must rest and gets a cramp. He almost gives up, but he keeps going until he reaches the top. He is very proud of himself.

Vocabulary/words to preview:
- “cramp in his side” – to have a pain in his side
- strive – a long step, a confident walk
- “has pride” – to be proud (of oneself)

Story Element Questions:
- Who is the main character? (Pig)
- Where does this story take place? What is the setting? (on a mountain, outside, during the day, etc.)

Recall and Comprehension Questions:
- How do you think Pig feels when he finally reaches the top? (excited, proud of himself, happy, relieved, etc.)
- What is a hike? (walking outside, walking on a trail, going up a hill, walking in the mountains, walking outside that is difficult, etc.)
- How far does Pig plan to go? (nine miles)
- Why does Pig get hot? (the sunshine)
- Why does Pig have pride when he gets to the top of the hill/mountain? (he is proud of his accomplishment, he is proud that he didn’t quit, he made it to the top, etc.)

Connection Questions (connecting students to the book):
- What kind of exercise/movement/sports do you like? (running, playing basketball, riding my bike, using a scooter, playing soccer, etc.)
- Have you ever run a race or finished something that was difficult for you? (a report, a long book, a race, a 5K for charity, riding a bike to a friend’s house, etc.)
- How did you feel when you completed a difficult task?

Writing Prompt:
- I can do hard things. One time, I…

Sticky Word Mapping

when: “w” spells /w/, “e” spells /e/, and “n” spells /n/
There are 2 ways to teach this, depending on your dialect.
1) “Wh” is a digraph in locations where the sound of “wh” is a softer sound than a singular /w/.
2) “H” is a silent letter in locations where “wh” and “w” both spell /w/.

Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word.

Words to bounce:

| /b/-/i/-/k/ | /t/-/i/-/m/ | /l/-/i/-/f/ |
| bike       | time        | life        |
| /s/-/l/-/d/ | /k/-/r/-/d/ | /d/-/r/-/v/ |
| slide      | cried       | drive       |

Word Building – Switch/Add: Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.

- a_e – lane → crane, crave, save, same, name, tame, tape
- o_e – lone → cone, cope, mope, mole, hole, home
- i_e – mile → smile, pile, pine, fine, fire, tire, tide, stride

Dictation sentences: Say the sentences slowly while students write the words based on the sound-spelling rules they have learned and the sticky words they have been taught.

1. When he likes a ride, he will smile and clap.
2. The five limes are on the shelf.

Partner Activities:
Tell a partner about one activity that is a challenge for you and how you plan to overcome the challenge.
Step 4, Book 3: Dog And His Bone

New Sticky Words: you, my
Old Sticky Words: the, for, are, he, to, put, they, good, was
Slow Down Sounds: sneaky “e,” o_e

Dog And His Bone SYNOPSIS:
Dog goes to a shop and buys a new bone. When he is trying to carry the bone home, his rope breaks. He tries to put the bone in a hole, but it is the home of a mole. The mole is angry, but after Dog gives the mole a rose and a nice note, the mole helps Dog, and they become friends.

Vocabulary/words to preview:
- tote – to carry, to lug, to take an object someplace
- mole – small, burrowing mammal that lives underground
- close pals – good friends

Story Element Questions:
- Who is the main character? (Dog)
- Who are supporting characters? (the mole, Chimp, and Bug)
- What is the problem? (Dog cannot tote his bone, he needs a place to store his bone, etc.)
- How is it solved? (Dog is kind to mole and mole helps store the bone.)

Recall and Comprehension Questions:
- How does Dog get to the shop? (golf cart, he drives, etc.)
- What does Dog buy at the shop? (a bone)
- Who is the salesclerk (or sales-person)? (Chimp)
- Where does Dog try to keep his bone? (in a hole he dug, in the mole’s home, etc.)
- How does the mole act when Dog first encounters him? (angry, mean, upset, etc.)
- How does Dog get mole to help him? (Dog does something nice for mole to show him that he is a kind dog.)
- How do Dog and the mole feel about each other at the end? (they like one another, they are close friends, etc.)

Connection Questions (connecting students to the book):
- If you could save your money to buy something, what would you buy?
- Have you ever asked someone for help? How do you show them that you appreciate their help?

Sticky Word Mapping

you: The “y” spells /y/ which has been learned, but “ou” spells /oo/ in this word, which is an irregular spelling for that sound.
my: The “m” spells /m/, which has been learned, but “y” spells /I/ which will be explicitly taught in Step 6.

Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word.

Words to bounce:
- /f/-/O/-/n/ phone
- /h/-/O/-/m/ home
- /sh/-/O/-/n/ shone
- /b/-/r/-/O/-/k/ broke
- /k/-/l/-/O/-/s/ close
- /s/-/l/-/O/-/p/ slope

Word Building – Switch/Add: Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.
short o – dog ➔ frog, frost, lost, loft, soft, slot, sloth
o_e – bone ➔ cone, code, rode, rope, hope, home, dome

Dictation sentences: Say the sentences slowly while students write the words based on the sound-spelling rules they have learned and sticky words taught.
1. Thank you for my pink robe.
2. My home is close to the shop.

Partner Activity:
- Tell a partner what you would have done if you were Dog and your rope broke. How could you carry/store the bone?
- Write a note to thank a partner for something they helped you with this week (and they write you at the same time).
Step 4, Book 5: The Snakes Race

New Sticky Word: says

Old Sticky Words: to, have, are, they, the, see, be, does, go, of, for, he, good

Slow Down Sounds: sneaky “e”, soft “c”

Soft c – If “c” is followed by i, e, or y, it spells the soft sound /s/.

The vowel in the word can be long if it follows the sneaky “e” rule.

The Snakes Race SYNOPSIS:
The snakes go on a trip to a place with cabins and swimming. Snake 1 suggests racing, and Snake 2 does not tell Snake 1 that he does not like to race. When the race starts, Snake 2 cannot keep up and he falls. Snake 1 comes back for him and realizes that Snake 2 is not happy. They decide to do an activity they both enjoy, and they swim together. The snakes realize that the trip is more fun with a friend.

Vocabulary/words to preview:
pace – consistent and continuous speed

glance - a quick look

priceless – irreplaceable, cannot be bought, more valuable than money

“does not stand a chance to win” – not fit or capable of winning

Recall and Comprehension Questions:
• How does Snake 1 feel about racing? (excited, happy, etc.)
• How do you know that Snake 2 does not like racing? (He has a smile on his face but is sad inside.)
• What does it mean when it says that Snake 1 “does not see a trace of Snake 2?” (Snake 1 cannot see Snake 2 at all.)
• What do the snakes do instead of race at the end? (swim)
• Why is the place so much fun at the end? (The snakes have each other, friends are fun to be with, the snakes play together, etc.)

Connection Questions (connecting the student to the book):
• Do you like to race? Why?
• How would you tell a friend or family that you do not like to do a certain activity? (tell the truth about how you feel, ask if you can play something else, suggest a different game that everyone would like, etc.)
• How could you help a friend that is not happy or having trouble playing a certain game? (teach them how, help they play, be patient and kind, giving encouraging words, etc.)

Writing Prompt:
• One time, my friend felt upset. To help my friend, I...

Sticky Word Mapping

says: The first “s” spells /s/ and the second “s” spells /z/ (but this spelling for “s” has been taught as an optional sound). The “ay” is irregular as it spells /e/ in this word.

Long or Short: (From the Daily Dos) – Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel.

Words: grace, glance, place, face, prance, luck, laces, pants, trance, brace, prince, rinse, rise, hose, hot

Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word.

Words to bounce:

lace /l/ /A/-/s/ /d/-/I/-/m/ /f/-/O/-/n/ dime phone

crane /k/-/r/-/A/-/n/ /s/-/l/-/s/ /p/-/r/-/l/-/z/ slice prize

Word Building – Switch/Add: Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.

ace/ice – pace ⇒ place, trace, race, rice, price, slice, twice

ance/ince – dance ⇒ chance, trance, prance, prince, wince

Partner Activity:
• Tell a partner about a time that you hid your feelings.
• Tell a partner about a race you have been in or would like to be in.
• Discuss with a partner what the perfect day with a friend would be.

(c) Elise Lovejoy
Express Readers
Step 4, Book 6: Frog Has The Blues

**Sticky Word:** some
**Old Sticky Words:** the, you, are, says, have, good, sees, wants, to, do, be, from, go

**Slow Down Sounds:** sneaky “e,” u_e, ue

**Frog Has The Blues SYNOPSIS:**
Frog has had some bad luck and we see multiple events that show his bad luck. Chimp sees Frog being sad and hugs him. Chimp also gives him a compliment. Frog remembers that not everything can be bad if he has such a good friend.

**Vocabulary/words to preview:**
- **the blues** – low spirits, sadness
- **plume** – a long, soft feather
- **dude ranch** – a cattle ranch for vacations
- **tune** – a melody or music in a song

**Story Element Questions:**
- Who is the main character? (Frog)
- What is the problem in this story? (Frog is having bad luck.)
- What is the solution? (Chimp comes to cheer Frog up.)

**Recall and Comprehension Questions:**
- What is the first bad luck event that we learn about Frog? (He cannot go on his trip to the dude ranch.)
- What might have happened to the statue that Frog tipped? (it broke, it shattered, it lost a wing, etc.)
- How does Chimp rescue Frog from the blues? (Chimp hugs Frog and tells him to smile. Chimp reminds Frog that he is a nice Frog and gives him a compliment.)

**Connection Questions (connecting the student to the book):**
- What is one bad luck event that has happened that has given you the blues? (I broke my favorite pencil, I lost my dog, I fell on the playground and scraped my knee, etc.)
- What do you do to get rid of the blues or a bad mood? (take deep breaths, hug someone, count to ten, etc.)

**Writing Prompts:**
1. I think I have good luck when...
2. When I get upset, I calm down by...

**Sticky Word Mapping**

<table>
<thead>
<tr>
<th>s</th>
<th>o</th>
<th>m</th>
<th>e</th>
</tr>
</thead>
</table>

some: The “s” spells /s/, and the “m” spells /m/, but according to the learned structures, the “o” SHOULD say /O/, but instead it says /u/ which is irregular. (Also found in “come”) This makes the “e” also be without a job or spelling a sound.

**Think and Throw – Deleting:** (From the Daily Dos): /t/-
Teachers say the sound “t” spells, /t/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /t/ sound from each word said. “We are going to ‘delete’ or ‘throw’ the sound /t/ from the word. It will make a new word”

<table>
<thead>
<tr>
<th>fleet - flee</th>
<th>stale - sale</th>
<th>mist - miss</th>
<th>stand - sand</th>
</tr>
</thead>
<tbody>
<tr>
<td>trip - rip</td>
<td>pant - pan</td>
<td>store - sore</td>
<td>trust - rust</td>
</tr>
<tr>
<td>sting - sing</td>
<td>dent - den</td>
<td>track - rack</td>
<td>past - pass</td>
</tr>
</tbody>
</table>

**Word Building – Switch/Add:** Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.

**blend/ch** – bump → lump, lamp, ramp, stamp, stomp, chomp

**u_e** – dude → rude, rule, mule, mute, cute, flute, plume

**ch/sh** – ranch → branch, brand, rash, mash, mush, much

**Dictation Sentences:**
1. I got cute pants with blue stripes.
2. Some blue gum can make your lips blue.

**Partner Activities:**
- Tell a partner about a time you had some bad luck.
- Tell a partner what you do to feel better when you “have the blues.”
- Discuss with a partner and come up with more possible ways that Frog could have had bad luck.

(c) Elise Lovejoy
Express Readers
New Sticky Words: there, her

Old Sticky Words: the, sees, she, does, from, wants, go, you, are, my, see, says, have, to

Slow Down Sounds: sneaky “e”

Cat Gets a Scare SYNOPSIS:
Cat goes camping, but she smells smoke from a fire other than hers. She is scared and imagines a brute in the cave. She tries to be brave, and even tells a joke to make the brute happy. Cub starts laughing, and Cat realizes it is just a friend of hers.

Vocabulary/words to preview:
• ignite – to light or start (ex. an engine, a fire, an argument)
• ruckus – commotion, disturbance, disruption
• brute – a beast or monstrous creature
• “a chill up her spine” – to get scared or feel frightened because of something creepy
• “stitch in my side” – an ache in the side of your stomach (from laughing, from exercise, etc.)

Recall and Comprehension Questions:
• How does Cat know that someone is nearby? (Cat smells a campfire that is not her campfire.)
• What does Cat do to feel brave? (Cat hums a song.)
• When Cat goes to inspect where the fire smell came from, what does she find? (a cave)
• Why does Cat tell a joke? (The book does not specifically say, but it might be to feel brave or to try and make the brute be a happy creature.)
• Why would someone get a stitch in their side from a good joke? (They laugh so hard that they get a cramp.)
• Why is Cat not scared at the end? (It is only Cub in the cave.)

Connection Questions (connecting students to the book):
• Have you ever been camping?
• What are some items you might take on a camping trip?
• When you feel scared, what can you do to feel brave? (sing a song, think happy thoughts, find your parents, hug a stuffed animal, etc.)
New Sticky Word: why

Old Sticky Words: he, are, does, for, to

Slow Down Sound: ee - vowel team that spells /E/

Duck Feels Sick SYNOPSIS:
Duck has many symptoms of being sick. Duck was stung by a bee and saw blood, which made him feel awful. His friend, Frog, cheers him up by bringing him sweets and being nice.

Vocabulary/words to preview:
• “seems a bit green” – nauseous, sick to his stomach, feels like throwing up
• weep – to cry, to sob
• “cheeks are hot” – sometimes this can mean embarrassed, but in this case, it is a symptom of not feeling well

Story Element Questions:
• Who is the main character in the book? (Duck)
• What is the problem in this book? (A bee stung Duck.)
• How is the problem solved? What is the solution? (Frog sees his friend being sad and brings him sweets to cheer him up.)

Recall and Comprehension Questions:
• A symptom is one way a person shows their sickness. What is one of Duck’s symptoms? (He cannot sleep, his cheeks are hot, he weeps, etc.)
• What is Duck’s first symptom? (He cannot sleep.) Who sees that Duck doesn’t feel well? (Frog)
• What does Frog do to help Duck feel better? (Frog gives Duck some sweets.)

Connection Questions (connecting students to the book):
• Have you ever been sick? How do you feel when you are sick? What can you do to feel better?
• What are some of the symptoms you get when you have a cold?
• Have you ever been stung by a bee? What happened?
• What should you do if a bee stings you or another person? (Tell a teacher, tell a parent, etc.)

Writing Prompt:
• When I feel sick, I...

Sticky Word Mapping

why:
The ‘y’ spells /I/ since it comes at the end of the word and is the only vowel. This is learned in Step 6.

There are 2 ways to teach “wh,” depending on your dialect.
1) “Wh” is a digraph in locations where the sound of “wh” is a softer sound than a singular /w/. 2) “H” is a silent letter in locations where “wh” and “w” both spell /w/.

Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word.

Words to bounce:

<table>
<thead>
<tr>
<th>/sh/-/E/-/p/</th>
<th>/f/-/r/-/E/</th>
<th>/s/-/E/-/d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>free</td>
<td>seed</td>
</tr>
<tr>
<td>/f/-/l/-/E/-/t/</td>
<td>/g/-/r/-/E/-/n/</td>
<td>/s/-/l/-/E/-/p/</td>
</tr>
<tr>
<td>fleet</td>
<td>green</td>
<td>sleep</td>
</tr>
</tbody>
</table>

Long or Short: (From the Daily Dos) – Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel.

Words: pen, speed, went, tree, lend, friend, meet, least, fence

Word Building – Switch/Add: Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.

ee - feel → feet, meet, beet, beep, sleep, sheep, sheet, greet, green, teen, seen, seek, cheek, cheep, peep, peel, heel

Partner Activity:
• Tell a partner what you could/would do to help a friend or family member who did not feel well.
• Work with a partner or small group to make a “How-To” book on helping others. Each student makes a page or a couple of pages with a picture and a descriptive sentence on how to help someone else when that person does not feel well. Put the pages together and keep the “How-To” book in the class for students to look at and read.
Step 5, Book 2: Pig At The Beach

**Sticky Word:** now

**Old Sticky Words:** of, the, does, for, to, was, he, when, good, wants

**Slow Down Sounds:** ee, ea

**Pig At The Beach SYNOPSIS:**
Pig goes to the beach and has a great time, even though a sea gull steals his lunch, and a crab pinches him. He does lots of fun activities, but he forgets to put on sunscreen. He gets sunburn, and Bug gives him cream at the end to help with his sunburn.

**Vocabulary/words to preview:**
- sea – to eat in little bits, to munch over a period of time
- heal – to get better
- heaps – mounds, piles

**Story Element Questions:**
- Who is the main character? (Pig)
- What is the setting? (the beach, during the day)
- What happens 1st, 2nd, and 3rd in the book?

**Recall and Comprehension Questions:**
- What is the first thing Pig does when he gets to the beach? (Pig sets up his stuff.)
- Who pinches Pig? (a crab)
- Who steals Pig’s lunch? (a sea gull)
- Name some of the activities Pig did at the beach. (read in the shade, took a nap, hunted for sea shells and sea glass, surfed/rode the waves, splashed in the sea, etc.)
- What did Pig forget to do at the beach? (put on sunscreen)
- How did Bug help Pig with his sunburn? (Bug gave Pig cream.)

**Connection Questions (connecting students to the book):**
- Have you ever been to the beach?
- What do you like to do at the beach? (build sand castles, swim, nap, play with a beach ball, look for crabs, surf, etc.)
- What would you pack and take with you if you ever go to the beach? (umbrella, chair, towel, snack, beach ball, shovel, etc.)

**Writing Prompt:**
- At the beach, I like to... (or “I would like to”)

**Sticky Word Mapping**

```
now
```

**now:** “n” spells /n/. “ow” spells /ow/ (the “ouch sound”) which is learned in Step 6.

**Homophones:** Write the two homophones in a visible place. Decode, identifying unlearned sound-spellings, to show the same pronunciation but discuss to talk about different meanings.

<table>
<thead>
<tr>
<th>Unlearned</th>
<th>Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>heal/heel</td>
<td>sea/see</td>
</tr>
<tr>
<td>for/four</td>
<td>to/two/too</td>
</tr>
<tr>
<td>steel/steal</td>
<td>made/maid</td>
</tr>
</tbody>
</table>

**Long or Short:** (From the Daily Dos) – Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel.

**Words:** seat, rent, seven, present, treats, cheek, vented, leak

**Word Building – Switch/Add:** Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.

- **ea** – peach ➔ beach, beam, cream, creak, speak, leak, leap, cheap, cheat, heat, heal, steal, steam, dream, team, teal, deal

**Think and Throw - Deleting:** (from the Daily Dos): /l/ – Teachers say the sound “l” spells, /l/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /l/ sound from each word said. “We are going to ‘delete’ or ‘throw’ the sound /l/ from the word. It will make a new word”

- sleet ➔ seat
- clean ➔ keen
- leach ➔ each
- flake ➔ fake
- slide ➔ side
- plants ➔ pants
- whale ➔ way
- plot ➔ pot
- blow ➔ bow
- plaid ➔ pad
- glows ➔ goes
- fleet ➔ feet

**Partner Activities:**
- Tell a partner about a time you went to the beach. If you have not been to the beach, tell your partner about what you would like to do if you ever go to the beach.
- Work with a partner to draw a picture of what you would pack for a day at the beach.
New Sticky Word: what

Old Sticky Words: have, he, for, to, does, the, come, they, good

Dog’s Feast SYNOPSIS:
Dog plans a big feast for all his friends. He does lots of work to get ready, but he slips on water that came from a leaky faucet and scrapes his feet. His friends come to find Dog crying and help to make the feast happen.

Vocabulary/words to preview:
- feast — a large meal, usually in celebration

Story Element Questions:
- What is the problem in this story? (Dog is trying to clean so quickly that he hurts himself.)
- What is the solution? (Dog’s friends help him prepare and clean. They do the work as a team.)

Recall and Comprehension Questions:
- Who is Dog making the feast for? (his pals)
- What does Dog get at the store? (meat, peas, tea, and green beans)
- What else is on the shelf at the store? (ice cream cones, coffee, pretzels, juice, etc.)
- What kind of cake does Dog make? (peach cake)
- What does Dog slip on? (water from a leaky sink)
- What happens because of Dog’s fall? (Dog scrapes his feet and cannot make the feast. He starts to cry.)
- How is the problem solved at the end of the story? (All the pals work together to make the feast and clean.)

Connection Questions (connecting students to the book):
- Have you ever had a feast?
- What might be a reason to have a feast? (a birthday, Thanksgiving, a holiday, a family gathering, etc.)
- What is your favorite food to eat at a big meal?
- Can you cook? If you can, what do you like to make? If you cannot cook, what would you like to make?

Writing Prompt:
- If could make a feast, my feast would be…

Sticky Word Mapping

**what**

- The “a” in what spells /u/ which happens often when “a” comes directly after “w.” This is identified in Step 6. There are 2 ways to teach “wh,” depending on your dialect.
- 1) “Wh” is a digraph in locations where the sound of “wh” is a softer sound than a singular /w/.
- 2) “H” is a silent letter in locations where “wh” and “w” both spell /w/.

Sort by Spelling — There is not an absolute rule for when to use each spelling. Practice and helping students map the words can be very effective though. Write the following words in a visible place. Students copy the words in pencil and read the words, using their newly learned /E/ sound-spellings. Modify by preprinting a sheet of these words for each student. Then students trace the “ee” with one color and “ea” with another color in each of the words. (Example: Trace “ee” with a blue marker and “ea” with an orange marker)

<table>
<thead>
<tr>
<th>cream</th>
<th>feel</th>
<th>steal</th>
<th>green</th>
</tr>
</thead>
<tbody>
<tr>
<td>leash</td>
<td>street</td>
<td>lead</td>
<td>deal</td>
</tr>
<tr>
<td>beach</td>
<td>need</td>
<td>teach</td>
<td>see</td>
</tr>
</tbody>
</table>

Word Building – Switch/Add: Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.
- ea — clean ➔ mean, meal, real, read, bead, beam, cream
- ee — keep ➔ weep, week, peek, peel, feel, heel, heed, need

Partner Activity:
- Tell a partner about a time you had a big meal with others for a celebration.
- Work with a partner to illustrate directions for making a certain dish. (Ex. a peanut butter sandwich.)
- Draw a large table with your partner and draw all the items you would include in a feast.
Snakes On a Train SYNOPSIS:
The snakes are going to visit a friend and they try all types of transportation options to get there. They fail in many ways but finally get on a train that takes them to visit their friend.

Vocabulary/words to preview:
- travel – to go from one place to another
- faith – to have trust in or to have faith in
- fail – to not succeed

Recall and Comprehension Questions:
- What is the first mode of transportation that the snakes try to use to travel? (a plane)
- Why are the snakes traveling? (to visit a pal)
- Why couldn't the snakes take the plane? (The plane was too late, and the snakes hate to be late.)
- What is the next vehicle they choose to try? (a bus)
- Why can't the snakes take the bus? (The bus ran out of gas.)
- What is wrong with the sailboat that the snakes try to use? (The sailboat has a hole.)
- What happens to Snake 1 when he tries to fix the boat with his tail? (Snake 1 sprains his tail.)
- How do the snakes get to visit their pal at the end of the story? (They take a train.)
- Who is the pal that they visit? (Cat)

Connection Questions (connecting students to the book):
- Have you ever traveled to visit someone?
- Who did you visit? (a grandparent, a friend, etc.)
- If you haven’t traveled, where WOULD you like to travel?
- How would you get where you want to go? (a plane, a train, a boat, a bike, on foot, etc.)

Writing Prompt:
- If I went on a train, I would go...
Step 5, Book 5: Fish Gets Clean

New Sticky Words: could, no

Old Sticky Words: her, she, the, what, put, do, have, we, they, come, to, does, from, of, again, be, now, for

Slow Down Sounds: ai, ee, ea

Fish Gets Clean SYNOPSIS:
Fish sprains her tail and cannot clean her bowl. She is sad, but her friends come to help her. They make her dish look splendid.

Vocabulary/words to preview:
• “not keen on” – to not like or not prefer something
• fab – short for fabulous
• sprain – wrench or twist one’s ligaments
• wail – a yell/sound of sadness, pain, or anger
• landscape – a depiction of a countryside or land

Recall and Comprehension Questions:
• Why can’t Fish clean her dish? (She has a sprain in her tail.)
• What do you think the green is in Fish’s dish? (algae, moss, grime, etc.)
• Who comes to help Fish? (Chimp and Cat)
• What does Chimp mean when he says “have no fear”? (He means that she shouldn’t worry.)
• What does Cat and Chimp do with Fish while they are cleaning? (They put her in a pail.)
• Why would Fish need to be in a pail? (Fish can’t survive outside of the water.)
• What does Cat paint on the side of Fish’s dish? (a landscape)
• What does Fish’s dish look like once her pals have cleaned it? (splendid)
• What are some synonyms for “splendid”? (wonderful, fabulous, etc.)

Connection Questions (connecting students to the book):
• Do you have a pet? If you do have a pet, where does your pet live? (in my house, in our yard, in a cage, in a bowl, etc.)
• At home, how often do you clean your room? What do you do to clean your room? (sweep, pick up toys, put clothes in drawers, etc.)

Sticky Word Mapping

no: “n” spells /n/. /O/ is spelled “o” because it is an open syllable, such as in “go,” but this is irregular (and taught in Step 6.)
could: The “c” spells /k/, and “d” spells /d/. The “oul” is an irregular spelling for the short oo sound /ʊ/. This can also be seen in “would” and “should.”

Think and Throw – Deleting: (from the Daily Dos): /s/ – Teachers say the sound /s/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /s/ sound from each word said. “We are going to ‘delete’ or ‘throw’ the sound /s/ from the word. It will make a new word”

| spot – pot | grace – gray | sleek – leek | mist – mitt |
| desk – deck | start – tart | place – play | wisp – whip |
| house – how | sneeze – knees | past – pat | must – mutt |

Writing Prompts:
1. If I were a fish, I would want my dish to be...
2. One time, a friend needed my help.

Word Building – Switch/Add: Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.

ai – snake → rake, rate, plate, plane, crane, crate, late
ee – keen → keep, jeep, jeer, deer, deed, seed, seem
ea – read → lead, leak, beak, beat, meat, meal, deal

Partner Activity:
- Tell a partner what your chores you help with.
- Draw a picture with a partner of what landscape you would paint for the side of Fish’s dish.
**Step 5, Book 6: Cub On a Boat**

**Old Sticky Words:** the, he, puts, for, does, come, say, we, our, have, be, when, they, to

**Slow Down Sounds:** oo, ui, ea, ee

**Cub On a Boat SYNOPSIS:**
Cub gets ready to cruise up the coast on his boat. He packs food in a cooler and gets all ready to go. On the boat, a big wave tips him over. Cub’s boat sinks, but his pals come and rescue him. They have a fun day of eating, telling jokes, and a bonfire on the beach.

**Vocabulary/words to preview:**
- “soak up the sun” – to enjoy the sun, to get a tan, to feel warm
- bonfire – a large, controlled fire outside

**Recall and Comprehension Questions:**
- What does Cub pack in his picnic for the cruise? (jam, toast, and fruit juice)
- What is a life vest and why does Cub wear it? (A life vest is a flotation device that will help Cub stay afloat if he falls in the water. He wears it for safety.)
- What tips Cub’s boat? (the wave)
- Why does Cub moan and groan? (His boat tipped and sank.)
- Who come to save Cub? (his pals, Duck and the snakes)
- What do the pals all do on the beach? (have a bonfire, roast snacks, roast marshmallows, have fun, etc.)

**Connection Questions (connecting students to the book):**
- Have you ever been on a boat?
- What kind of a boat have you been on? (sailboat, cruise ship, tugboat, canoe, dingy, motorboat, speedboat, kayak, etc.)
- If you have never been on a boat, would you ever like to go on a boat? (What kind of a boat would you like to be on? Where would you go on the boat?)
- Have you ever had a bonfire or even a fire in a fireplace? What does it sound like, smell like, look like?

**Writing Prompts:**
1. I would like to sail to...
2. If I could have a bonfire, I would...

---

**Sticky Word REVIEW Mapping**
Students write the following words on a paper or white board. Students splat the sticky sounds (the irregular sounds or sounds that have not been learned) by tracing the letters that spell that sound with a yellow crayon or marker.

<table>
<thead>
<tr>
<th>do</th>
<th>they</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>could</td>
<td>now</td>
</tr>
<tr>
<td>what</td>
<td>we</td>
<td>our</td>
</tr>
</tbody>
</table>

**Bounce and Blend:** (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word.

**Words to bounce:**
| /g/-/O/-/t/ | /k/-/O/-/l/ | /-/-/A/-/-/t/ |
| goat       | coal       | date         |
| /s/-/-/A/-/-/n/ | /t/-/-/O/-/-/s/-/-/t/ | /f/-/-/l/-/-/O/-/-/t/ |
| stain      | toast      | float       |

**Word Building:** Using the sound-spellings that have just been learned, vowel teams, build the following words with letter tiles or writing on a white board. Teachers say the words slowly for students to build/write.

**Words:** fruit, moan, coach, goal, suit, soak, loaf, float

**Partner Activities:**
- Work with a partner to draw all the items you would take on a boat trip.
- Tell a partner about a time you went on a boat or about whether you would like to go on a boat.
New Sticky Word: **said**

Old Sticky Words: she, the, her, to, for, from, come, you, when, they, my, have, does, go

Slow Down Sounds: vowel teams (ai, ee, ea, oa, ui)

**Cat On The Road SYNOPSIS:**
It is very hot, and Cat has a plan to get cool. She writes to Frog to ask if she can come to his pond, and he responds with a note and directions. Cat goes to Frog’s pond and has a lovely week with him, swimming and floating on rafts.

**Vocabulary/words to preview:**
- “**beat the heat**” – find a way to be cool
- **glee** – happiness, joy
- **trek** – voyage, long walk or trip

**Recall and Comprehension Questions:**
1. Why does Cat need a plan at the beginning of the story? (Cat needs a plan because it is hot. She needs to cool down.)
2. Who does Cat write to for help? (Frog)
3. Who is the mailperson? (Duck)
4. What does Cat pack in her pail? (cream, fruit, a roast, and her swimsuit)
5. What are the directions that Cat needs to follow to get to Frog’s pond? (She needs to travel on the road next to the stream and then go on the path.)
6. How does Cat know she is near Frog’s pond? (She hears Frog croak.)
7. What do the pals do at the pond? (swim and float on rafts)

**Connection Questions (connecting students to the book):**
- Have you ever been very hot? How did you cool down? (swim, take a shower, lay very still, sit by the air conditioner, fan myself, drink a cold drink, etc.)
- Have you ever written a note or gotten a note in the mail?

**Writing Prompt:**
- Write a note to a friend to ask them to come visit. Tell them all the activities you would do together.

**Sticky Word Mapping**

<table>
<thead>
<tr>
<th>said: “s” spells /s/, and “d” spells /d/. The “ai” is an irregular spelling for /e/.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T</strong>hink and Throw - Deleting: (from the Daily Dos): /n/ - Teachers say /n/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /n/ sound from each word said. “We are going to ‘delete’ or ‘throw’ the sound /n/ from the word. It will make a new word”</td>
</tr>
<tr>
<td>sneeze - seize</td>
</tr>
<tr>
<td>lint - lit</td>
</tr>
<tr>
<td>snub - sub</td>
</tr>
</tbody>
</table>

**Dictation sentences:** Say the sentences slowly while students write the words based on the sound-spelling rules they have learned and sticky words that have been taught.
1. My pal said he can visit in the spring.
2. The plants need rain and sunshine.

**Word Building - Switch/Add:** Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.
- **oa** - road → toad, toast, roast, coast, coach, roach, roam, foam
- **ain** - pail → nail, tail, mail, main, stain, rain, rail, raid, paid

**Partner Activity:**
- Draw an imaginary map with a partner from one place to another. Include a key that tells what landmarks there are.
- Tell a partner what you would do to cool off.