

Book	Dog Is	I Am Ready					
Sound-Spellings Skills Focus	CVC words						
	d	g	h	n	p	s	t
	o (17)	i (14)		a (2)		u (1)	
Hands-On Activity	- Vowel Hop: a, i, o - Circle the Picture #1, short o (included) - Vowel Sort #1 (included) <i>Pictures to sort: bat, zip, rip, pot, hat, mop, pig</i>						
Slow Down Sounds	/z/ spelled s: is						
Phonemic Awareness	Bounce and Blend: <i>(From the Daily Dos) – Mime bouncing 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/blend:</i>						
	/u/-/p/		/i/-/n/		/i/-/z/		
	/n/-/o/-/t/		/d/-/o/-/g/		/h/-/o/-/t/		
Sticky Words	Vocabulary						
none	<i>This book is based on opposites and leaves some words blank. Students must come up with the opposite word.</i>						
Fluency Practice	Blending Lines						
Comprehension & Connections	<u>Text and possible answers:</u> - Dog is up. Dog is not up. Dog is _____. (down) - Dog is in. Dog is not in. Dog is _____. (out) - Dog is hot. Dog is not hot. Dog is _____. (cold, chilly, freezing) - Dog is sad. Dog is not sad. Dog is _____. (happy, glad) Partner Share Topic: Students think of a word that has an opposite. Their partner must come up with the opposite. They each need to draw a picture to show both opposites in the pair. Examples: yummy/yucky, fun/boring, high/low, big/little, on/under, night/day, light/dark, hungry/full, full/empty, clean/messy, heavy/light, fast/slow						
	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading						
Writing Practice	Letter-to-sound Dictation Letters to dictate: o, d, i, s, g, h, t						
Provided Resources	1. Blending Lines, <u>Dog Is</u> 2. Circle the Picture #1, short o 3. Vowel Sort #1						

Blending Lines: Dog Is

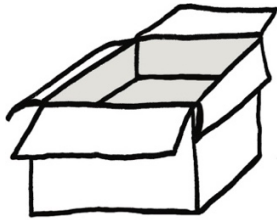
Line 1 (letter-sounds)	o s u i d g n
Line 2 (practice skill)	dog up in is
Line 3 (practice skill)	not hot sad
Line 4 (connected text)	Dog is hot.

Name: _____

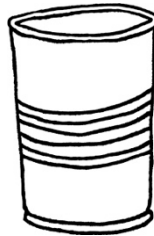
Circle the Picture #1

Directions: Read the word. Circle the picture that goes with that word.

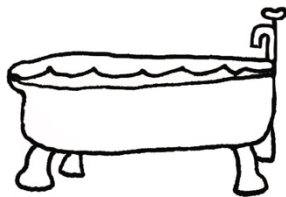
dot



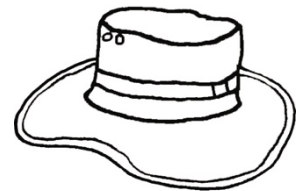
log



top



hot



pop



dog

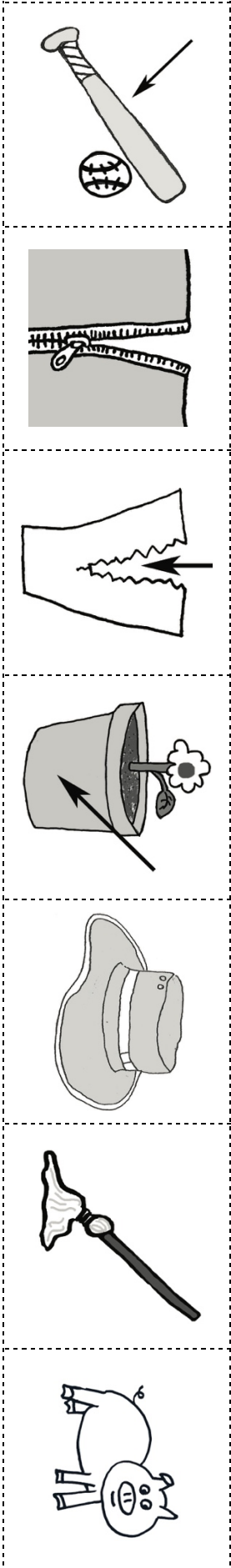


Name: _____

Vowel Sort #1

Cut the pictures from the bottom of the page. Sort the pictures by the medial vowel heard. Say each word for each picture and find the correct column.

a	i	o



Book	Pig Is Sad	I Am Ready							
Sound-Spellings Skills Focus	CVC words								
	b	c	d	f	g	h	j	l	m
	n	p	s	t	v	w	x		
	i (19)		a (12)		o (7)		u (1)		
Hands-On Activity	- Vowel Hop: a, i, o - Circle The Picture #2 (included) - Vowel Sort #2 (included) <i>Pictures to sort: cab, fin, fan, log, pins, pop, sad</i>								
Slow Down Sounds	<u>/ks/ spelled x:</u> fix <u>/z/ spelled s:</u> is								
Phonemic Awareness	Bounce and Blend: <i>(From the Daily Dos) – Mime bouncing 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/blend:</i>								
	/u/-/p/			/i/-/n/			/i/-/z/		
	/n/-/o/-/t/			/d/-/o/-/g/			/h/-/o/-/t/		
Sticky Words					Vocabulary				
th e a 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. a: “a” is sticky because students are learning that “a” spells /a/. The word “a” can also sound like /A/ or /u/.					jam – a sweet food made from fruit and sugar, often spread on bread <i>NOTE: Jam has multiple meanings. Ask students if they know another meaning.</i> pal – a friend, a buddy				
Fluency Practice				Blending Lines					
Comprehension & Connections	- Who is the character that the book is about, or <u>the main character</u>? (Pig) - Why do you think Pig is happy at the end of the story? Partner Share Topics: - Students imagine another thing that might have gone wrong for Pig and tell their partner. - Students tell a partner about a time something went wrong and how they fixed the problem or made themselves feel better.								
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading								
Writing Practice	Letter-to-sound Dictation Letters to dictate: a, p, b, i, g, m								
Provided Resources	1. Blending Lines, <u>Pig Is Sad</u> 2. Circle The Picture #2 3. Vowel Sort #2								

Blending Lines: Pig Is Sad

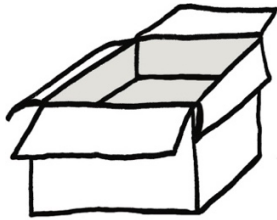
Line 1 (letter-sounds)	a i p s g b x
Line 2 (practice skill)	got fun van sad
Line 3 (practice skill)	pig jam pal hat
Line 4 (challenge words)	fix
Line 5 (connected text)	Pig got a van.
Line 6 (sticky words)	the a

Name: _____

Circle the Picture #2

Directions: Read the word. Circle the picture that goes with that word.

b a t



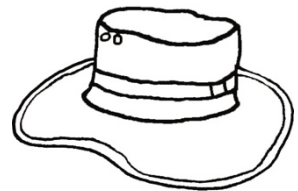
b a g



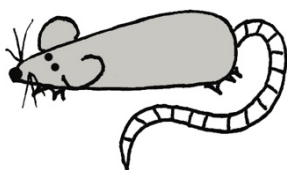
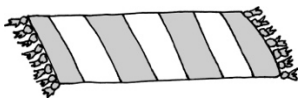
s a d



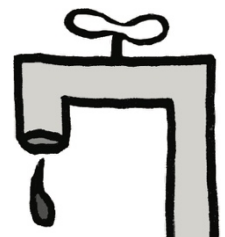
h a t



r a t



t a p

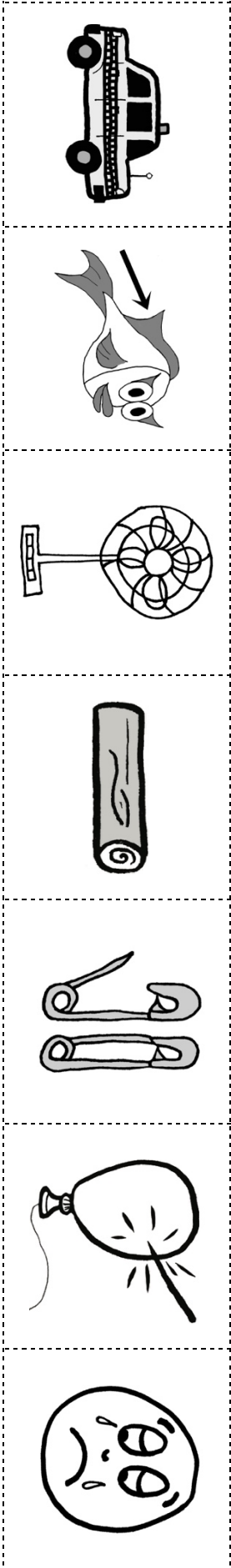


Name: _____

Vowel Sort #2

Cut the pictures from the bottom of the page. Sort the pictures by the medial vowel heard. Say each word for each picture and find the correct column.

a	i	o



Book	I Am Bug	I Am Ready							
Sound-Spellings Skills Focus	CVC words								
	b	c	d	f	g	h	m	n	p
	r	s	x						
	a (4)		i (4)		o (2)		u (5)		
Hands-On Activity	- Vowel Hop: a, i, o, u - Word building (with letter manipulatives, changing one sound at a time to make a new word) - Words to build: bug, bud, mud, mug, jug, jog, dog, dig, dim, him, hit, hat, pat, pet								
Slow Down Sound	/ks/ spelled x: box, mix								
Phonemic Awareness	Stomp It Out: (from the Daily Dos) - Teachers say a word. Teachers help students to stomp on each sound in that word. If stomping is not preferred, students can also clap, pound fists, hop, etc. The following words only have 3 phonemes. rug, big, map, hut, fun, pit, tip, can								
Sticky Words					Vocabulary				
I a I: "I" is sticky because students are learning that "i" spells /i/. When "I" is a word, and not just a letter, it is pronounced as long /I/. a: "a" is sticky because students are learning that "a" spells /a/. The word "a" can also sound like /A/ or /u/.					box - a sport where you punch with gloves on sip - to take a small drink from fan - to cool using a waving motion/movement <i>NOTE: Fan and box have multiple meanings. Ask students if they know other meanings.</i>				
Fluency Practice			Blending Lines						
Comprehension & Connections	Partner Share Topics: - Students tell a partner three things they like to do, whether their preferences are hobbies, sports, or games. - Students act out an action from the book and their partner tries to guess which activity/action they are doing.								
Reading Practice choose 1-2			partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading						
Writing Practice	Letter-to-sound Dictation Letters to dictate: b, c, m, s, a								
Provided Resources			1. Blending Lines, I Am Bug						

Blending Lines: I Am Bug

Line 1 (letter-sounds)	a b m g p d x
Line 2 (practice skill)	bug am sip hop
Line 3 (practice skill)	run hit fan cut
Line 4 (challenge words)	mix box
Line 5 (connected text)	I am a fun bug.
Line 6 (sticky words)	I a

Book	I Am...	I Am Ready							
Sound-Spellings Skills Focus	CVC words								
	b	c	d	f	g	l	m	n	p
	r	t	v						
	a (15)	i (2)		o (2)		u (2)		e (3)	
Hands-On Activity	- Vowel Hop: a, i, o, u, e - Word building (with letter manipulatives, changing one sound at a time to make a new word) – Words to build: vet, pet, pen, pin, fin, fit, bit, big, wig, win, tin, tip, lip, lid								
Slow Down Sound	blend (tw-): tw in								
Phonemic Awareness	Can You Hear It? (from the Daily Dos) – Teachers ask students if they hear the sound /o/ in a list of spoken words. Teachers write “o” in a visible place. If students hear the sound, they put their hands on their head. If students do not hear the sound, they put their hands on their knees. Word List: pot, fog, dip, dot, sad, lost, wind, stop, got, big								
Sticky Words				Vocabulary					
I a I: “I” is sticky because students are learning that “i” spells /i/. When “I” is a word, and not just a letter, it is pronounced as long /I/. a: “a” is sticky because students are learning that “a” spells /a/. The word “a” can also sound like /A/ or /u/.				vet – a doctor for animals fan – a person with strong interest or admiration for something (often a sports team or a person) twin – two siblings who are born in the same pregnancy ref – short for “referee,” someone who ensures people follow the rules in a game or match					
Fluency Practice	Blending Lines								
Comprehension & Connections	- Which character might give someone a ticket for speeding? (Cat) - Which character might be able to help when your pet is sick? (Duck) - Which character might swim in circles? (Fish) - Which character might explain the rules of a sports game? (Cub) Partner Share Topics: - Students tell a partner what job they would like to have when they grow up. - Students tell a partner which of the characters they like so far and why.								
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading								
Writing Practice	Letter-to-sound Dictation Letters to dictate: a, m, b, f, t, e								
Provided Resource	1. Blending Lines, I Am...								

Blending Lines: I Am...

Line 1 (letter-sounds)	a b c t w v r d
Line 2 (practice skill)	bug cat ref vet
Line 3 (practice skill)	cop fan dog pig
Line 4 (challenge words)	twin
Line 5 (connected text)	I am a bug.
Line 6 (sticky words)	I a

Book	Cub Hid				I Am Ready											
Sound-Spellings Skills Focus	CVC words															
	b	c	d	f	g	h	l	m	n							
	p	r	s	t	v	x	z									
	i (28)		a (16)		u (16)		o (11)		e (8)							
Hands-On Activities <i>choose 1</i>	- Vowel Hop: a, i, o, u, e - Couple Card Match (match words to pictures, cvc words) - Word building (with letter manipulatives, changing one sound at a time to make a new word) - Words to build: hid, had, rad, red, bed, bid, bin, tin, tip - Vowel Sort #4 <i>Words to Sort: bib, cup, net, pen, sun, box, bag</i>															
Slow Down Sounds	ending blend (-xt, -nd): next , and /ks/ spelled x: box /z/ spelled s: was , as , legs															
Phonemic Awareness	Bounce and Blend: <i>(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.</i> Words to bounce: <table><tr><td>/h/-/e/-/n/</td><td>/v/-/a/-/t/</td><td>/h/-/i/-/d/</td></tr><tr><td>/m/-/o/-/p/</td><td>/r/-/e/-/d/</td><td>/m/-/a/-/d/</td></tr></table>									/h/-/e/-/n/	/v/-/a/-/t/	/h/-/i/-/d/	/m/-/o/-/p/	/r/-/e/-/d/	/m/-/a/-/d/	
/h/-/e/-/n/	/v/-/a/-/t/	/h/-/i/-/d/														
/m/-/o/-/p/	/r/-/e/-/d/	/m/-/a/-/d/														
Sticky Words					Vocabulary											
<table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>w</td><td>a</td><td>s</td></tr></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. The "o" spells the /oo/ which is an irregular spelling for this sound. The only other words in which this occurs is "do" and "who." was: The "w" spells the basic /w/ sound. The "a" spells /u/. If you have taught "s" spelling /z/, then this will not be a sticky sound spelling.					th	e	t	o	w	a	s	vat - a barrel or wooden container hen - a female chicken hut - a small house or shed time dwelling ram - an animal, much like a goat, with two large horns pen - an area, usually fenced in, for animals "was a fit" - was perfect for, fit someone well				
th	e	t	o	w	a	s										
Fluency Practice				Blending Lines												
Comprehension & Connections	- Why couldn't Cub hide under the rug? (His legs stuck out, he was too big, etc.) - Why couldn't Cub hide in the hen hut? (The chickens/hens got mad, etc.) - Why couldn't Cub hide behind the mop? (The mop was too thin, he could still be seen, etc.) - What hiding spot ended up working the best for Cub? (The box was a fit.)															

	- What do you think happens next if you look at the last page? (They play the game more, Cub is it and Cat goes to hide, etc.) Partner Share Topics: - Students think of a place and tell their partner where Cat can hide that would be a good spot.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: "hid" /i/→/a/ = had, /h/→/r/ = rad, /a/→/e/ = red, /r/→/b/ = bed, /e/→/i/ = bid, /d/→/n/ = bin, /b/→/t/ = tin, /n/→/p/ = tip
Provided Resources	- Blending Lines, <u>Cub Hid</u> - Vowel Sort #4

Blending Lines: Cub Hid

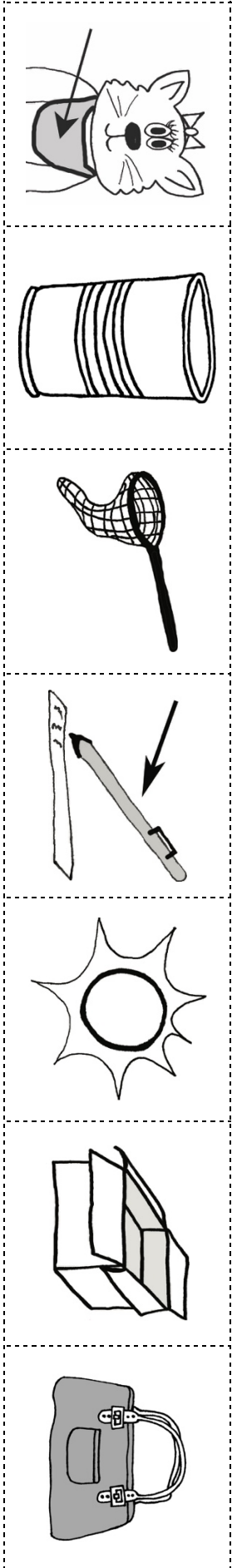
Line 1 (letter-sounds)	u i c b h r n e
Line 2 (practice skill)	red hid vat hut
Line 3 (practice skill)	bag zip big ram
Line 4 (review words)	cub can did it
Line 5 (challenge words)	next and box
Line 6 (connected text)	Cub hid in a bag.
Line 7 (connected text)	Cub hid in a hen hut.
Line 8 (sticky words)	the to was of

Name: _____

Vowel Sort #4

Cut the pictures from the bottom of the page. Sort the pictures by the medial vowel heard. Say each word for each picture and find the correct column.

a	i	o	u	e



Book	Cat's Hat							I Am Ready													
Sound-Spellings Skills Focus	CVC words																				
	b	c	d	f	g	h	j	l	m												
	n	p	s	t	x	y	z														
	a (21)		i (17)		o (8)		u (8)		e (8)												
Hands-On Activity	- Vowel Hop: a, i, o, u, e - Word building (with letter manipulatives, changing one sound at a time to make a new word) - Words to build: hat, cat, cap, tap, tan, fan, fad, bad, bud, mud, mid, lid, lad, pad, pod, pot - Vowel Sort #3 (included) <i>Pictures to sort: bed, box, cut, dog, web, six, map</i>																				
Slow Down Sounds	<u>blend</u> (-ll, -st): must, will <u>/ks/ spelled x</u> : box ending -s: gets <u>/z/ spelled s</u> : is, sags																				
Phonemic Awareness	Bounce and Blend: (<i>From the Daily Dos</i>) - Mime bouncing 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/blend:																				
	/m/-/a/-/t/			/o/-/n/			/b/-/i/-/g/														
	/g/-/o/-/t/			/s/-/a/-/g/			/w/-/i/-/g/														
Sticky Words							Vocabulary														
<table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>g</td><td>o</td><td>t</td><td>oo</td><td>f</td><td>r</td><td>o</td><td>m</td></tr></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. go: The "g" spells the basic hard /g/ sound. The "o" spells the long vowel sound /O/ because it is an open syllable (a consonant does not come after the vowel). too: The "t" spells the basic /t/ sound. The "oo" spells the /oo/ sound, which is common but unlearned at this Step. to: The "t" spells the basic /t/ sound. The "o" spells the /oo/ which is an irregular spelling for this sound. The only other words in which this occurs is "do" and "who." from: Students know "f" spells /f/ and "r" spells /r/, but consonants next each other in a blend make the sound-spelling more difficult. The "o" spells /u/ which is irregular. The "m" spells /m/.							th	e	t	o	g	o	t	oo	f	r	o	m	den - a living room, a cave/hole that animals can live in sags - droops, bends down over the sides wig - fake hair that someone can wear "in a jam" - in a bad spot, in a tough position "is a fit" - is perfect for, fits on someone well		
th	e	t	o	g	o	t	oo	f	r	o	m										
Fluency Practice	Blending Lines																				

Comprehension & Connections	- Why do you think Cat needs a hat? (It is raining out, she doesn't want to get wet, her fur can't get wet, etc.) - Name the objects Cat tries out that end up not being a hat, or at least a hat that works for the situation. (pot, wig, cup, hat that is too big) - What is the problem in the book? (Cat needs a hat so she can get to Cub's den since it started raining out) - How is the problem solved? (Cub sends a hat to Cat.) Partner Share Topics: - Students make hats out of recycled products (ie. cardboard, cleaned out jugs, tissue boxes, etc.) - We do not know how Cub thought to send the hat. Students tell their partner why they think Cub sent the hat.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: "hat" /h/→/c/ = cat, /t/→/p/ = cap, /c/→/t/ = tap, /p/→/n/ = tan, /t/→/f/ = fan, /n/→/d/ = fad, /f/→/b/ = bad, /a/→/u/ = bud
Comprehension Activity	Draw The Picture: - Give students the Draw The Picture paper. - Students read the text and add to the picture in order to make the text true. (This is not comprehension practice for the book, but practice of comprehension based on text that is phonetically similar to the book.)
Provided Resources	- Blending Lines, <u>Cat's Hat</u> - Vowel Sort #3 - Draw The Picture

Blending Lines: Cat's Hat

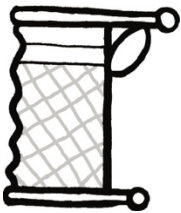
Line 1 (letter-sounds)	a t u h c n b i
Line 2 (practice skill)	den zip big wet
Line 3 (practice skill)	bag cup wig pot
Line 4 (review words)	cat but can
Line 5 (challenge words)	must box will and
Line 6 (connected text)	A box is not a hat.
Line 7 (connected text)	Cat gets a hat.
Line 8 (sticky words)	the go to too a from

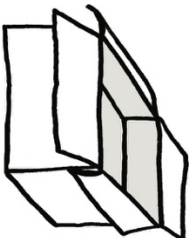
Name: _____

Vowel Sort #3

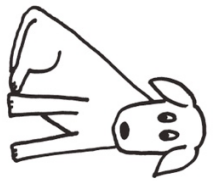
Cut the pictures from the bottom of the page. Sort the pictures by the medial vowel heard. Say each word for each picture and find the correct column.

a	i	o	u	e



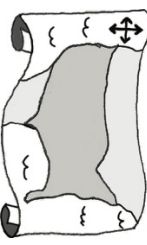








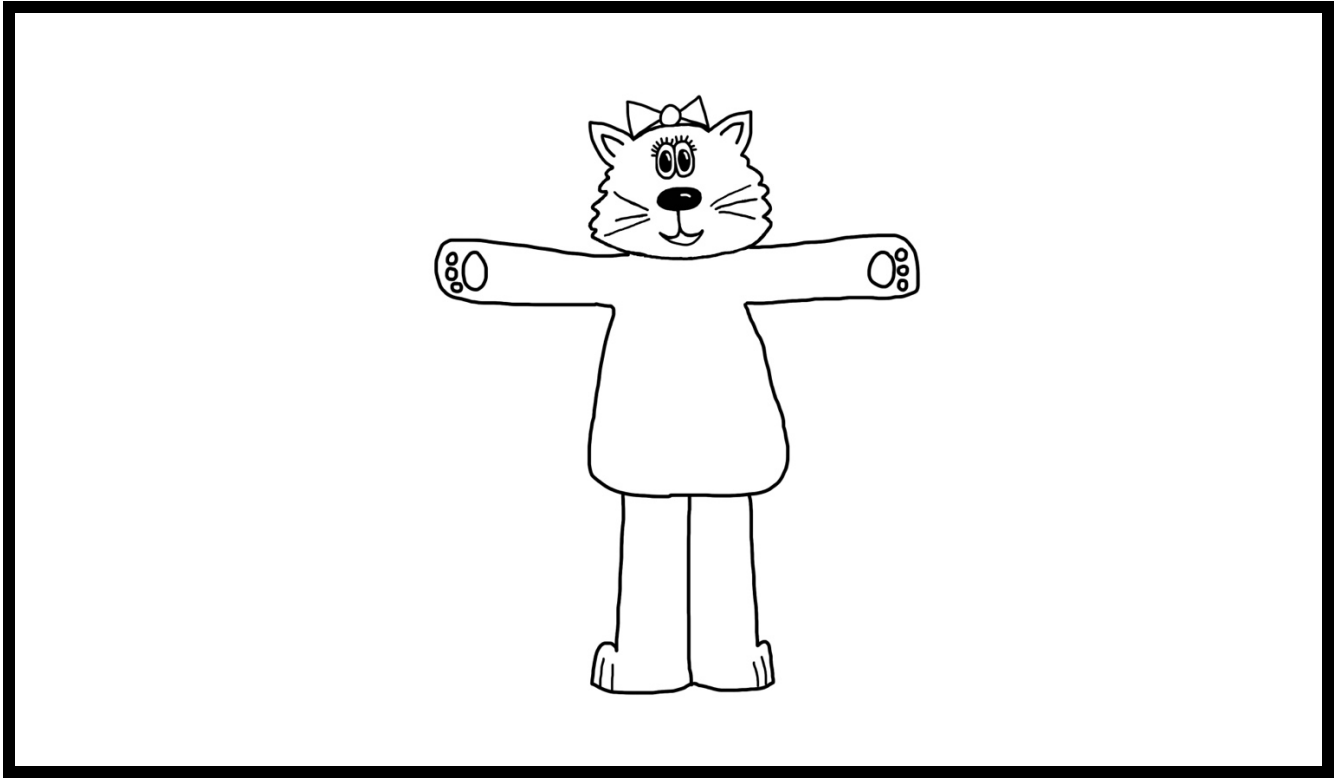




Name: _____

Draw the Picture
Cat's Hat

Directions: Read the sentences to draw the picture or add to the picture.



Cat has on a big hat.

Cat is on a red mat.

Cat has a bag.