| Book | Cat At The Max | I Am Ready, Supplemental |
|---|---|---|

**Sound-Spellings Skills Focus**

CVC words

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| b | c | d | g | h | j | l | m | n |
| p | s | t | v | x | y | | | |

| | | | | |
|---|---|---|---|---|
| **a** (34) | **i** (7) | **u** (3) | **o**(1) | **e** (1) |

**Hands-On Activity**

- Vowel Hop: a, u, e
- Vowel Sort, short a (included)
  *Pictures to sort: cat, can, net, pan, rat, ten, sad*
- Word building (with letter manipulatives, changing one sound at a time to make a new word) - Words to build: cat, bat, bad, mad, map, tap, tab, cab

**Slow Down Sounds**

/ks/ spelled x: sa**x**, ma**x**
ending -s: yap**s**
/z/ spelled s: ha**s**, sag**s**, lag**s**

**Phonemic Awareness**

**Can You Hear It? (from the Daily Dos) –** *Teachers ask students if they hear the sound /a/ in a list of spoken words. Teachers write "a" 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: **sad**, got, **jam**, pin, **pat, bad**, fit, **hand**, vet, **past**

**Sticky Words**

| I | a | th e | t o |
|---|---|---|---|

**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/.
**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 words in which this occurs is "do" and "who."

**Vocabulary**

**sags** – to droop
**lags** – to be slow, to be behind
**pep** – a state of energy, vitality, enthusiasm
**"at the max"** – tired, wiped out
**jab** – to hit quickly, a strong punch
**"ham it up"** – to act silly, to be goofy

| Fluency Practice | Blending Lines |
|---|---|

**Comprehension & Connections**

- What do you think about Cat's mood and feelings when she "lags and sags?"
- How do you "ham it up" with friends or family? (tickling, dressing up, telling jokes, etc.)
- What activities make you tired?
- What helps Cat get her energy back? (taking a nap, sleeping)

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| | |
|---|---|
| | **Partner Share Topics:**<br>• Students tell a partner what they do when they are worn out or tired.<br>• Students tell a partner about the activities they do on the weekend or after school. |
| Reading Practice<br>*choose 1-2* | partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading |
| Writing Practice | **Letter-to-sound Dictation**<br>Letters to dictate: c, a, t, n, p, b |
| Comprehension Activity | **Sequencing Strips:**<br>• Give students the sequencing strip and pictures.<br>• Ask students to describe what is happening in each picture.<br>• Students place the pictures in the order they think and explain why.<br>• Students glue down the pictures. |
| Provided Resources | 1. Blending Lines, Cat At The Max<br>2. Sequencing Strip & Base, Cat At The Max<br>3. Vowel Sort, short a |

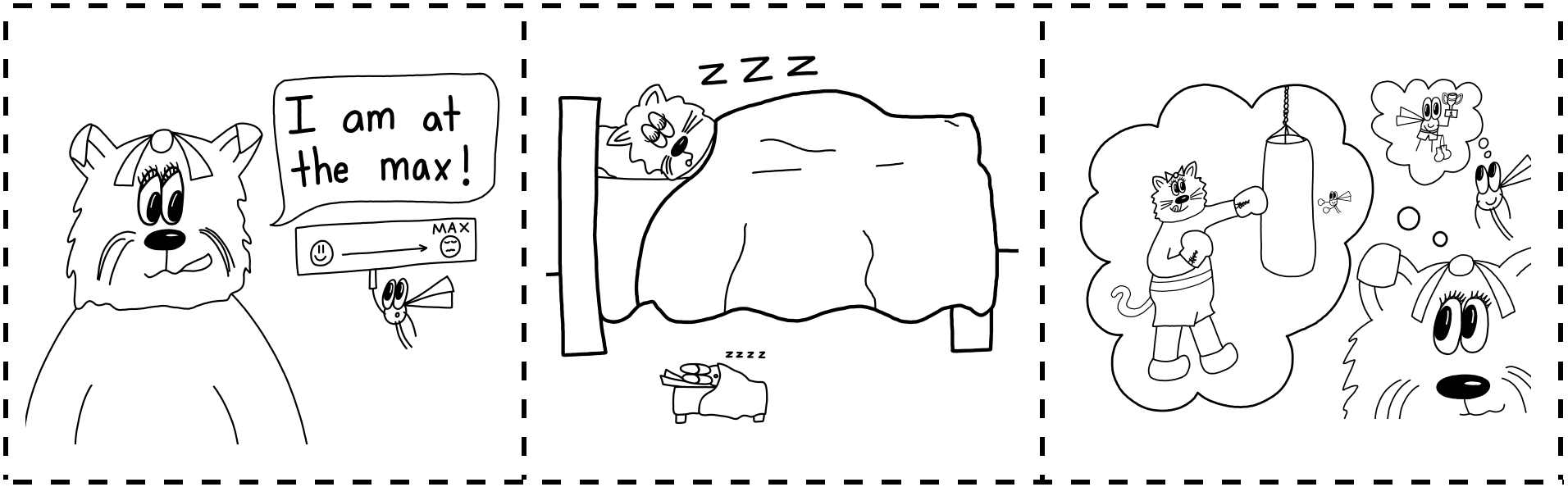
(c) Elise Lovejoy, Express Readers

Blending Lines: Cat At The Max

| | |
|---|---|
| **Line 1** (letter-sounds) | a g c t p d n x |
| **Line 2** (practice skill) | cat jab ham lap |
| **Line 3** (practice skill) | bag gas van nap |
| **Line 4** (challenge words) | sags lags yaps sax |
| **Line 5** (connected text) | Cat ran a lap. |
| **Line 6** (sticky words) | to the I a |

Original Credit: Wiley Blevins, **Choosing and Using Decodable Texts - Kindergarten**

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Sequencing Strip

## Cat At The Max

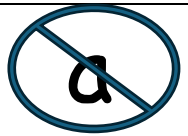
| | | |
|---|---|---|
| 1 | 2 | 3 |

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Name:_____

**Vowel Sort, short a**

Cut the pictures from the bottom of the page. Sort the pictures by the medial vowel heard, word WITH /a/, and words that do NOT contain /a/. Say each word for each picture and find the correct column.

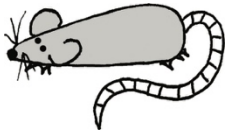
| a |  |
|---|---|
| | |














| Book | Dog To The Dot | I Am Ready, Supplemental |
|---|---|---|

**Sound-Spellings Skills Focus**

CVC words

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| b | c | d | f | g | h | j | l | m |
| n | p | s | t | y | | | | |

| | | | | |
|---|---|---|---|---|
| **o** (38) | **i** (5) | **u** (2) | **a**(5) | **e** (1) |

**Hands-On Activity**

- Vowel Hop: o, i, a
- Vowel Sort, short o (included)
  *Pictures to sort: fox, top, mop, bat, pot, rug, fan*
- Word building (with letter manipulatives, changing one sound at a time to make a new word) - Words to build: dot, dog, log, jog, job, mob, mop, top

**Slow Down Sounds**

ending -s: jot**s,** hop**s**
/z/ spelled s: bob**s,** i**s,** ha**s,** don**s,** jog**s,** nod**s**
blend (-ff): o**ff**

**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: pin, **dot, mom,** lip**, hog,** sat, den, **pod, sob**

**Sticky Words**

| a | th e | t o |
|---|---|---|

**a**: "a" is sticky because students are learning that "a" spells /a/. The word "a" can also sound like /A/ or /u/.
**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 words in which this occurs is "do" and "who."

**Vocabulary**

**jots** – to write or draw quickly
**"dot on a map"** – a location
**bog** – wet muddy ground too soft to support a heavy body

| Fluency Practice | Blending Lines |
|---|---|

**Comprehension & Connections**

- Why can't Dog hop the bog? (It is too wide, he can't jump that far, etc.)
- What is hip-hop? (a type of music, music with a strong beat, etc.)
- What is Dog doing when he bobs and nods? (dancing, grooving to the beat, enjoying the music, etc.)

**Partner Share Topics:**

- Students tell a partner what their favorite music to listen to/dance to is.
- Students tell a partner if they have a favorite outfit/shirt, etc to wear to an event.

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| | |
|---|---|
| Reading Practice<br>*choose 1-2* | partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading |
| Writing Practice | **Letter-to-sound Dictation**<br>Letters to dictate: e, b, d, g, o, j |
| Comprehension Activity | **Sequencing Strips:**<br>• Give students the sequencing strip and pictures.<br>• Ask students to describe what is happening in each picture.<br>• Students place the pictures in the order they think and explain why.<br>• Students glue down the pictures. |
| Provided Resources | 1. Blending Lines, Dog To The Dot<br>2. Sequencing Strip & Base, Dog To The Dot<br>3. Vowel Sort, short o |

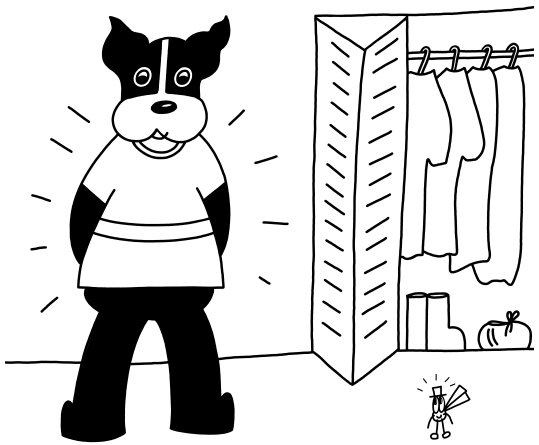
(c) Elise Lovejoy, Express Readers

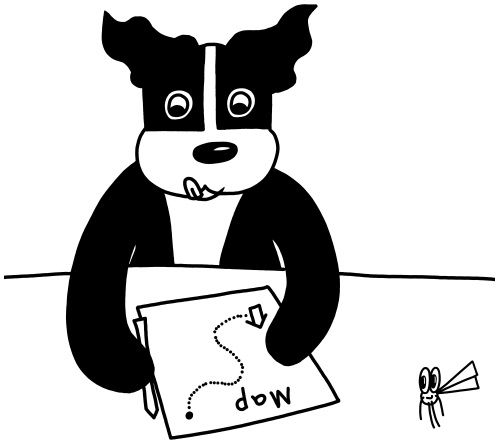
Blending Lines: Dog To a Dot

| | |
|---|---|
| **Line 1** (letter-sounds) | o d g j b p h t |
| **Line 2** (practice skill) | dot don not got |
| **Line 3** (practice skill) | bop top hop hip |
| **Line 4** (challenge words) | jogs hops bobs off |
| **Line 5** (connected text) | Dog got to the top. |
| **Line 6** (sticky words) | the a to I |

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Original Credit: Wiley Blevins, **Choosing and Using Decodable Texts - Kindergarten**









Sequencing Strip

## Dog To The Dot

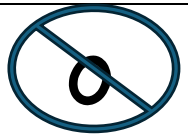
| | | |
|---|---|---|
| 1 | 2 | 3 |

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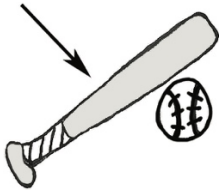
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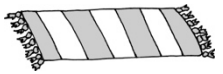
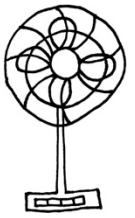
## Vowel Sort, short o

Cut the pictures from the bottom of the page. Sort the pictures by the medial vowel heard, word WITH /o/, and words that do NOT contain /o/. Say each word for each picture and find the correct column.

| o |  |
|---|---|
| | |



| Book | Pig In a Pit | I Am Ready, Supplemental |
|---|---|---|

**Sound-Spellings Skills Focus**

CVC words

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| b | c | d | f | g | h | j | m | n |
| p | r | s | t | w | y | | | |

| | | | |
|---|---|---|---|
| **i** (34) | **a** (3) | **o** (4) | **e** (2) |

**Hands-On Activity**

- Vowel Hop: i
- Vowel Sort, short a (included)
  *Pictures to sort: fin, cab, pins, hut, six, bin, dot*
- Word building (with letter manipulatives, changing one sound at a time to make a new word) - Words to build: pig, jig, dig, dim, rim, rib, fib, fit, sit

**Slow Down Sounds**

ending -s: hit**s**, sit**s**, tip**s**, tap**s**, yip**s**
/z/ spelled s: i**s**, jog**s**

**Phonemic Awareness**

**Can You Hear It? (from the Daily Dos) -** *Teachers ask students if they hear the sound /i/ in a list of spoken words. Teachers write "i" 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: **pin,** path, get**, fit, mitt,** stop**, sip, will, bid**

**Sticky Words**

| I | a | th e | t o |
|---|---|---|---|

**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/.
**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 words in which this occurs is "do" and "who."

**Vocabulary**

**dip** - a small ditch or hole in the ground
**yips** - a high-pitched call, noise, or voice
**rim** - the edge of
**jig** - a little dance

| Fluency Practice | Blending Lines |
|---|---|

**Comprehension & Connections**

- How does Pig get into the pit? (he trips on a dip while jogging and falls in.)
- How does Pig finally get out of the pit? (He tips a box on its side and uses it to get a step up.)
- Why does Pig dance a little jig? (He is happy that he got out of the pit.)

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| | |
|---|---|
| | • Why does Pig say 'I win, I win' at the end? (He got himself out of the pit.)<br>**Partner Share Topics:**<br>• Students tell a partner how they would get out of the pit. Would they build something, call someone, etc.? |
| Reading Practice<br>*choose 1-2* | partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading |
| Writing Practice | **Letter-to-sound Dictation**<br>Letters to dictate: i, p, t, g, d |
| Comprehension Activity | **Sequencing Strips:**<br>• Give students the sequencing strip and pictures.<br>• Ask students to describe what is happening in each picture.<br>• Students place the pictures in the order they think and explain why.<br>• Students glue down the pictures. |
| Provided Resources | 1. Blending Lines, Pig in a Pit<br>2. Sequencing Strip & Base, Pig in a Pit<br>3. Vowel Sort, short i |

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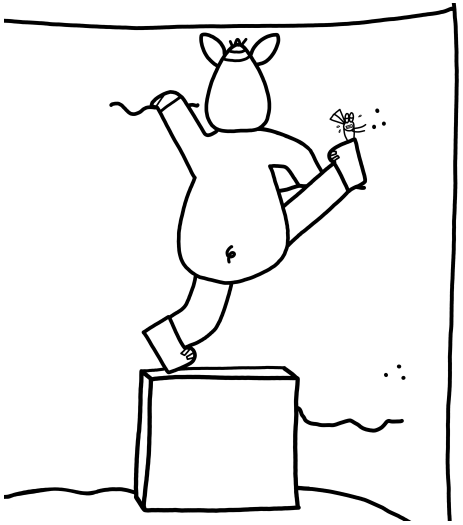
Blending Lines: Pig In a Pit

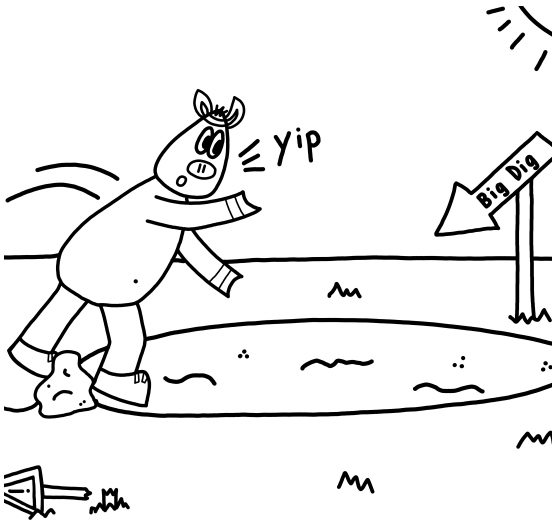
| | |
|---|---|
| **Line 1** (letter-sounds) | i p g t b n y f |
| **Line 2** (practice skill) | fit pit pig big |
| **Line 3** (practice skill) | win bin tip jig |
| **Line 4** (challenge words) | tips yips sits hits |
| **Line 5** (connected text) | Pig hits a dip. |
| **Line 6** (sticky words) | the a to I |

Original Credit: Wiley Blevins, **Choosing and Using Decodable Texts - Kindergarten**

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Sequencing Strip

## Pig in a Pit

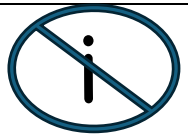
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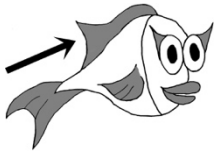
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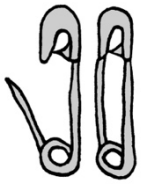
## Vowel Sort, short i

Cut the pictures from the bottom of the page. Sort the pictures by the medial vowel heard, word WITH /i/, and words that do NOT contain /i/. Say each word for each picture and find the correct column.

| i |  |
|---|---|
| | |

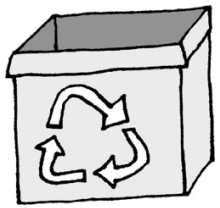














| Book | Cub Is Hot | I Am Ready, Supplemental |
|---|---|---|

**Sound-Spellings Skills Focus**

CVC words

| b | c | f | g | h | j | l | n | r |
|---|---|---|---|---|---|---|---|---|
| s | t | | | | | | | |

| **u** (23) | **i** (10) | **o** (7) |
|---|---|---|

**Hands-On Activity**

- Vowel Hop: u, i, o
- Vowel Sort, short u (included)
  *Pictures to sort: cut, fan, hut, jet, hat, run, tub*
- Word building (with letter manipulatives, changing one sound at a time to make a new word) - Words to build: cub, tub, sub, sun, fun, run, rut, nut

**Slow Down Sounds**

/z/ spelled s: i**s**, hi**s**, run**s**, lug**s**, jug**s**

**Phonemic Awareness**

**Can You Hear It? (from the Daily Dos) –** *Teachers ask students if they hear the sound /u/ in a list of spoken words. Teachers write "u" 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: **fun**, big, **bud**, pet, lab, **bus, hug, sun,** fan

**Sticky Words**

| **a** | **th** **e** | **t** **o** |
|---|---|---|

**a**: "a" is sticky because students are learning that "a" spells /a/. The word "a" can also sound like /A/ or /u/.
**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 words in which this occurs is "do" and "who."

**Vocabulary**

**hut** – to droop
**"in a rut"** – to be slow, to be behind
**lugs** – a stat
**jugs** – tired, wiped out

| Fluency Practice | Blending Lines |
|---|---|

**Comprehension & Connections**

- Name a couple of the places that Cub goes where he still feels hot.
- Why would Cub not be a fun cub if he is too hot? (he is tired, he is slow, he feels worn out, etc.)
- What is the problem in this book? (Cub is hot and cannot find a place to get cool.)
- How does Cub solve his problem? (Cub fills a tub with water and sits in it.)

**Partner Share Topics:**

- Students tell a partner what they do when they are worn out or tired.

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| | |
|---|---|
| | • Students tell a partner about the activities they do on the weekend or after school. |
| Reading Practice *choose 1-2* | partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading |
| Writing Practice | **Letter-to-sound Dictation**<br>Letters to dictate: b, h, o, c, u, s |
| Comprehension Activity | **Sequencing Strips:**<br>• Give students the sequencing strip and pictures.<br>• Ask students to describe what is happening in each picture.<br>• Students place the pictures in the order they think and explain why.<br>• Students glue down the pictures. |
| Provided Resources | 1. Blending Lines, Cub Is Hot<br>2. Sequencing Strip & Base, Cub Is Hot<br>3. Vowel Sort, short u |

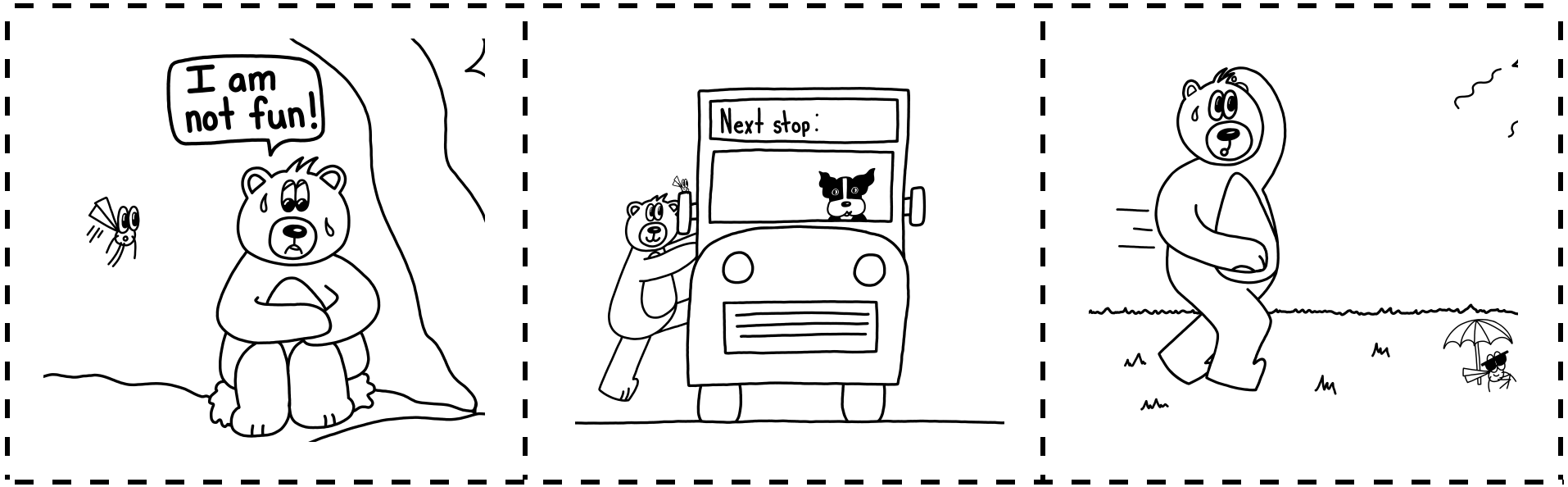
(c) Elise Lovejoy, Express Readers

Blending Lines: Cub Is Hot

| | |
|---|---|
| **Line 1** (letter-sounds) | u i o c h t b |
| **Line 2** (practice skill) | cub hot sun bus |
| **Line 3** (practice skill) | rut fun tub hut |
| **Line 4** (challenge words) | lugs jugs runs |
| **Line 5** (connected text) | The bus is hot. |
| **Line 6** (sticky words) | the a to |

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Original Credit: Wiley Blevins, **Choosing and Using Decodable Texts - Kindergarten**




Sequencing Strip

**Cub is Hot**

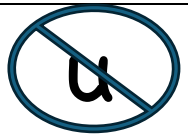
| 1 | 2 | 3 |
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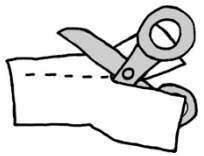
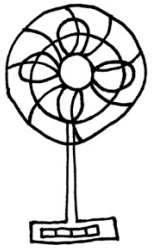
(c) Elise Lovejoy, Express Readers

Name:_____

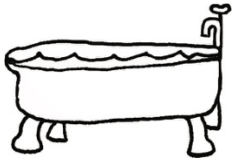
**Vowel Sort, short u**

Cut the pictures from the bottom of the page. Sort the pictures by the medial vowel heard, word WITH /u/, and words that do NOT contain /u/. Say each word for each picture and find the correct column.

| u |  |
|---|---|
| | |



| Book | Bug's Pep | I Am Ready, Supplemental |
|---|---|---|

**Sound-Spellings Skills Focus**

CVC words

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| b | c | d | f | g | h | m | n | p |
| r | s | t | v | w | | | | |

| | | | | |
|---|---|---|---|---|
| **e** (25) | **u** (16) | **a** (12) | **o**(7) | **i** (7) |

**Hands-On Activity**

- Vowel Hop: a, u, e
- Vowel Sort, short e (included)
  *Pictures to sort: bed, web, pen, van, bus, net, hen*
- Word building (with letter manipulatives, changing one sound at a time to make a new word) - Words to build: pep, pet, vet, wet, web, wed, red, ref

**Slow Down Sounds**

ending -s: get**s**
/z/ spelled s: i**s**, ha**s**

**Phonemic Awareness**

**Can You Hear It? (from the Daily Dos) –** *Teachers ask students if they hear the sound /e/ in a list of spoken words. Teachers write "e" 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: dog, **pet, hen,** lab, hop, **fed,** job**, met, web, nest**

**Sticky Words**

| | | |
|---|---|---|
| **s** **ee** | **a** | **t** **o** |

**a**: "a" is sticky because students are learning that "a" spells /a/. The word "a" can also sound like /A/ or /u/.
**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 words in which this occurs is "do" and "who."
**see:** The "s" spells /s/. The "ee" is a vowel team that spells /E/ and will be learned in Step 5

**Vocabulary**

**vet** – a doctor for animals
**pep** – a state of energy, vitality, enthusiasm
**"gets fed"** – someone feeds someone else
**"is a ten"** – refers to being rated on a scale where 10 is the best score

| Fluency Practice | Blending Lines |
|---|---|

**Comprehension & Connections**

- Why do you think Bug cannot get wet? (he doesn't like to be wet, his wings are soggy, etc.)
- What does it mean when it says, "Bug gets red?" (Bug is mad/angry/frustrated.)
- Why did getting fed help Bug? (sometimes when you are hungry, you can be in a bad mood, etc.)

**Partner Share Topics:**

- Students tell a partner what they do when they feel angry or tired or sad.

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| | |
|---|---|
| | • Students tell a partner another way they would try to make Bug have pep again if food had not worked. |
| Reading Practice *choose 1-2* | partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading |
| Writing Practice | **Letter-to-sound Dictation**<br>Letters to dictate: b, p, e, a, u, g, h |
| Comprehension Activity | **Sequencing Strips:**<br>• Give students the sequencing strip and pictures.<br>• Ask students to describe what is happening in each picture.<br>• Students place the pictures in the order they think and explain why.<br>• Students glue down the pictures. |
| Provided Resources | 1. Blending Lines, Bug's Pep<br>2. Sequencing Strip & Base, Bug's Pep<br>3. Vowel Sort, short e |

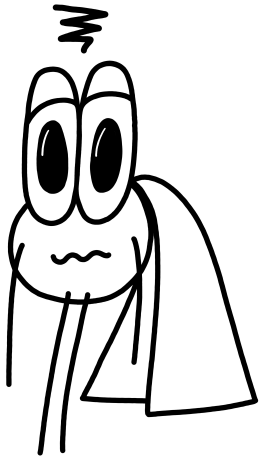
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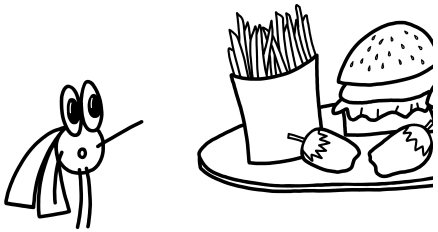
Blending Lines: Bug's Pep

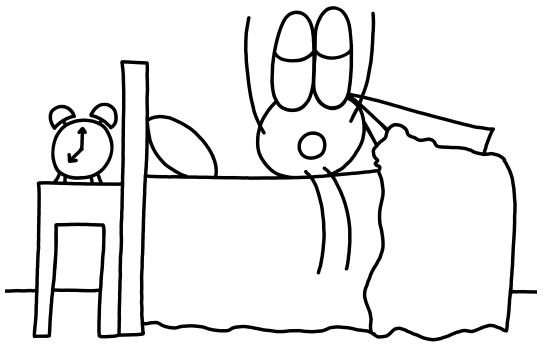
| | |
|---|---|
| **Line 1** (letter-sounds) | e b g p v w t |
| **Line 2** (practice skill) | bug pep get ten |
| **Line 3** (practice skill) | wet vet fed red |
| **Line 4** (challenge words) | gets |
| **Line 5** (connected text) | Bug gets fed. |
| **Line 6** (sticky words) | to a see |

Original Credit: Wiley Blevins, **Choosing and Using Decodable Texts - Kindergarten**

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Sequencing Strip

**Bug's Pep**

| 1 | 2 | 3 |
|---|---|---|

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Name:_____

**Vowel Sort, short e**

Cut the pictures from the bottom of the page. Sort the pictures by the medial vowel heard, word WITH /e/, and words that do NOT contain /e/. Say each word for each picture and find the correct column.

| e |  |
|---|---|
| | |

