

Book	Cat Can	Step 1						
Sound-Spellings Skills Focus	CVC words							
	b	c	f	g	h	j	l	m
	n	p	s	t	v	x	z	
	a (27)	i (6)		u (5)		o (5)		e (1)
Hands-On Activity <i>choose 1</i>	- CVC couple card match (picture to cvc word) - Sort picture cards by vowel sound - CVC, Cut And Paste, Short a #2							
Slow Down Sounds	ending blend (-xt, -nd): next, and x spells /ks/: fix, mix							
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 sound continuously. Shoot the basketball at an invisible hoop as you say the word.</i>							
	Words to bounce:							
	/k/-/a/-/t/		/h/-/o/-/p/		/j/-/i/-/g/			
	/m/-/i/-/k/-/s/		/v/-/a/-/n/		/t/-/a/-/p/			
Sticky Words					Vocabulary			
t o 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.”					“tap a jig” – to tap dance, a jig is a small dance number hum – to sing the tune of a song with lips together			
Fluency Practice - <i>choose 1</i>		Pyramids or Blending Lines						
Comprehension & Connections	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 <u>main character</u>? (Cat) - Who is the <u>supporting character</u>? (Frog, possibly Bug)							

	- Where does this story take place? What is the <u>setting</u>? (outside, mostly on the grass, during the day, etc.) - What is the <u>problem</u>? (Cat cannot hop.) - What is the <u>solution</u>? (Cat realizes she can run to be next to her pal. She also feels better after realizing all the things she CAN do.) Partner Share Topics: - Tell your partner one activity you do well or tell your partner one activity you have trouble doing. - 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
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: Help students to write the word "cat" on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. /c/→/h/ = hat, /h/→/m/ = mat, /t/→/d/ = mad, /m/→/s/ = sad, /d/→/p/ = nab, /a/→/i/ = sip
Comprehension Activities	Sequencing Strips: - Give students the sequencing strip and pictures. - Ask students to describe what is happening in each picture. - Students place the pictures in the order they think and explain why. - Students glue down the pictures.
Provided Resources	- Blending Lines, <u>Cat Can</u> - Pyramids, <u>Cat Can</u> - Sequencing Strips & Base, <u>Cat Can</u> - CVC, Cut And Paste, Short a #2

Blending Lines: Cat Can

Line 1 (letter-sounds)	u t a f t p g o
Line 2 (practice skill)	cat hop hug bat
Line 3 (practice skill)	jig van hit run
Line 4 (review words)	can not
Line 5 (challenge words)	next fix mix and
Line 6 (connected text)	Cat can not hop.
Line 7 (connected text)	Cat can tap a jig.
Line 8 (sticky words)	to

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

Name: _____

Pyramids, Cat Can

Cat

Cat can

Cat can not

Cat can not hop.

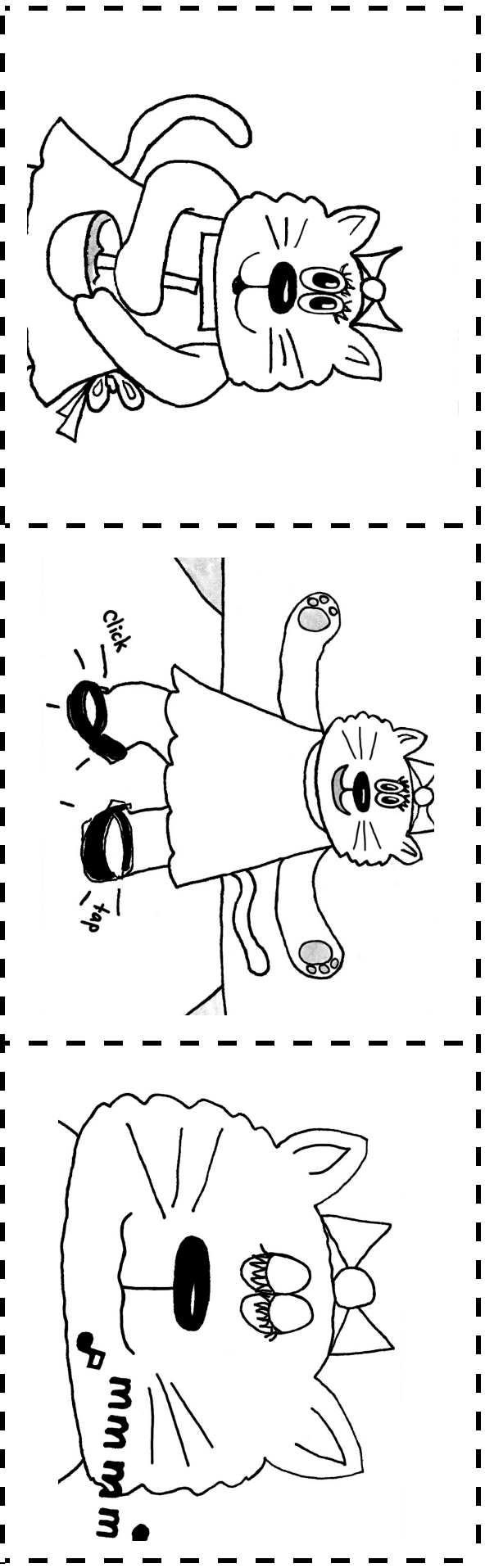
Cat

Cat can

Cat can tap

Cat can tap a

Cat can tap a jig.



Sequencing Strip

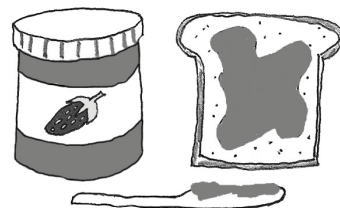
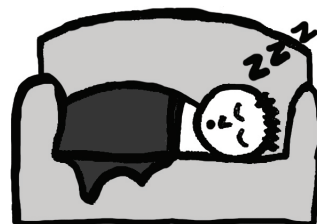
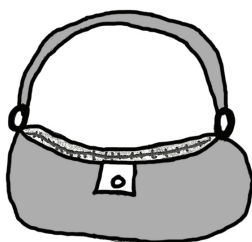
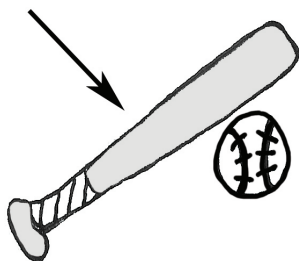
Cat Can

1	2	3
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Name: _____

j a m	b a g	c a b

c a n	n a p	b a t



Book	Bug Has a Hut	Step 1									
Sound-Spellings Skills Focus	CVC words										
	b	d	f	g /g/	h	l	m	n			
	p	r	s	t							
	u (11)	i (5)	a (3)	e (3)	o (1)						
Hands-On Activity choose 1	- CVC couple card match (picture to cvc word) - Sort picture cards by vowel sound - CVC, Cut And Paste, short a #1 (included)										
Slow Down Sounds	<u>/z/ spelled s:</u> is, has <u>ending-s:</u> gets, tips, sobs										
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 sound continuously. Shoot the basketball at an invisible hoop as you say the word.</i>										
	Words to bounce:										
	/b/-/u/-/g/	/w/-/e/-/t/	/s/-/u/-/n/								
	/k/-/a/-/n/	/n/-/o/-/t/	/t/-/i/-/p/								
Sticky Words					Vocabulary						
<table><tr><td>th</td><td>e</td><td>f</td><td>or</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. for: The “f” spells the basic /f/ sound. The “or” spells /or/ (r-controlled).					th	e	f	or	hut – a small house/structure tad – a little bit “is a fit for” – perfect for, goes well with		
th	e	f	or								
Fluency Practice – choose 1		Pyramids or Blending Lines									
Comprehension & Connections	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 <u>the main character</u>? (Bug) - Is there another <u>character</u> 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 <u>setting</u>? (Bug's hut, during the day, outside, etc.) - What happens first in this book? Second? Third? - What happens in the beginning? In the middle? At the end? Partner Share Topic: - Choose one of the problems Bug has with the hut and tell a partner how YOU would fix it.
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: Help students to write the word "tad" on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. /t/→/b/ = bad, /d/→/t/ = bat, /a/→/i/ = bit, /b/→/h/ = hit, /t/→/m/ = him, /i/→/a/ = ham
Comprehension Activities	Sequencing Strips: - Give students the sequencing strip and pictures. - Ask students to describe what is happening in each picture. - Students place the pictures in the order they think and explain why. - Students glue down the pictures.
Provided Resources	- Blending Lines, <u>Bug Has a Hut</u> - Pyramids, <u>Bug Has a Hut</u> - Sequencing Strips & Base, <u>Bug Has a Hut</u> - CVC, Cut And Paste, Short a #1

Blending Lines: Bug Has a Hut

Line 1 (letter-sounds)	u + a f + p g o
Line 2 (practice skill)	hut hot tad gum
Line 3 (practice skill)	pal fit rip fan
Line 4 (review words)	is has bug
Line 5 (challenge words)	and tips
Line 6 (connected text)	The hut is a tad hot.
Line 7 (connected text)	Bug gets gum.
Line 8 (sticky words)	the for

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

Name: _____

Pyramids, Bug Has a Hut

Bug

Bug has

Bug has a

Bug has a hut.

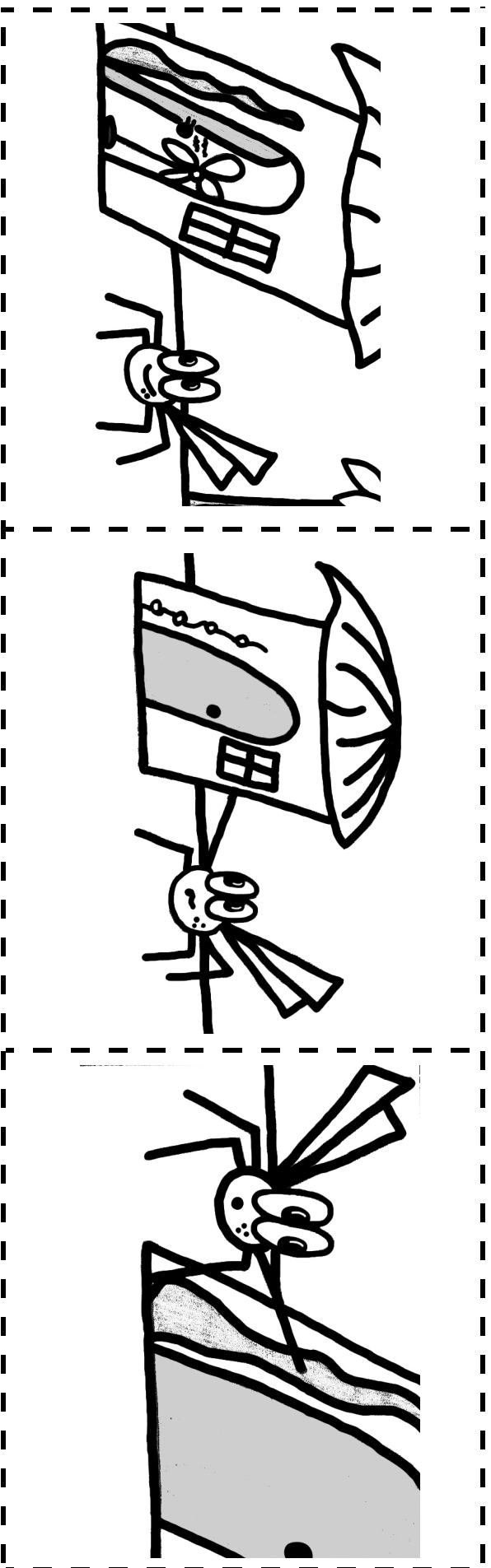
The

The hut

The hut has

The hut has a

The hut has a rip.



Sequencing Strip

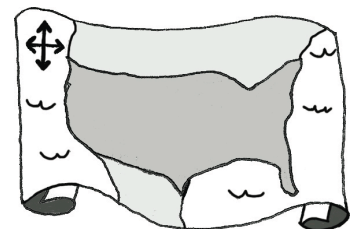
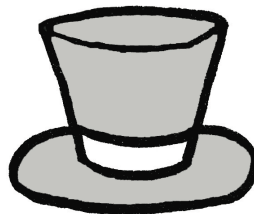
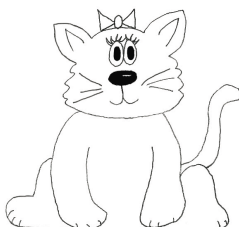
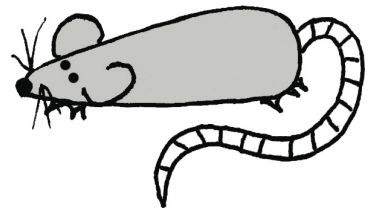
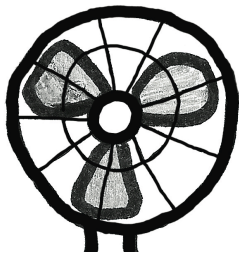
Bug Has a Hut

1	2	3
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Name: _____

c a t	f a n	m a p

r a t	h a t	p a n



Book	Bug Gets Wet	Step 1											
Sound-Spellings Skills Focus	CVC words												
	b	c /k/	d	g /g/	l	n	p	s					
	t	w											
	u (16)	o (7)	a (5)	i (4)	e (3)								
Hands-On Activity choose 1	- CVC couple card match (picture to cvc word) - Sort picture cards by vowel sound - CVC, Cut And Paste, Short u (included)												
Slow Down Sounds	<u>/z/ spelled s:</u> is <u>ending-s:</u> gets, sits, sobs <u>ending blend (-nd):</u> and												
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 sound continuously. Shoot the basketball at an invisible hoop as you say the word.</i> Words to bounce: <table><tr><td>/b/-/u/-/g/</td><td>/h/-/o/-/t/</td><td>/s/-/o/-/b/</td></tr><tr><td>/s/-/u/-/n/</td><td>/k/-/a/-/n/</td><td>/u/-/p/</td></tr></table>							/b/-/u/-/g/	/h/-/o/-/t/	/s/-/o/-/b/	/s/-/u/-/n/	/k/-/a/-/n/	/u/-/p/
/b/-/u/-/g/	/h/-/o/-/t/	/s/-/o/-/b/											
/s/-/u/-/n/	/k/-/a/-/n/	/u/-/p/											
Sticky Words					Vocabulary								
<table><tr><td>th</td><td>e</td><td>g</td><td>o</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 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).					th	e	g	o	sobs – to cry a lot, loudly, or with force log – a part of the trunk or a large branch of a tree that has fallen or been cut off				
th	e	g	o										
Fluency Practice – choose 1			Pyramids or Blending Lines										
Comprehension & Connections	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 <u>the main character</u>? (Bug) - Where does this story take place? What is the <u>setting</u>? (by a pond, on a cloudy day that becomes sunny, on a log) - What is the <u>problem</u> in this book? (Bug gets wet). - How is the problem solved? What is the <u>solution</u>? (The sun comes out and dries Bug's wings) - What happens first in this book? Second? Third? (Ex. Bug gets wet, Bug dries off, Bug can fly again) Partner Share Topic: - Retell the story in your own words.
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: Help students to write the word "bug" on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. /b/→/t/ = tug, /g/→/b/ = tub, /t/→/c/ = cub, /u/→/a/ = cab, /c/→/n/ = nab, /b/→/p/ = nap
Comprehension Activities	Sequencing Strips: - Give students the sequencing strip and pictures. - Ask students to describe what is happening in each picture. - Students place the pictures in the order they think and explain why. - Students glue down the pictures.
Provided Resources	- Blending Lines, <u>Bug Gets Wet</u> - Pyramids, <u>Bug Gets Wet</u> - Sequencing Strips & Base, <u>Bug Gets Wet</u> - CVC, Cut And Paste, Short u

Blending Lines: Bug Gets Wet

Line 1 (letter-sounds)	u b g l s p e w
Line 2 (practice skill)	bug wet log sun
Line 3 (practice skill)	can not sad
Line 4 (review words)	on is up
Line 5 (challenge words)	and gets sobs sits
Line 6 (connected text)	Bug sits on the log.
Line 7 (connected text)	Bug can go up, up, up.
Line 8 (sticky words)	the go

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

Name: _____

Pyramids, Bug Gets Wet

Bug

Bug gets

Bug gets wet.

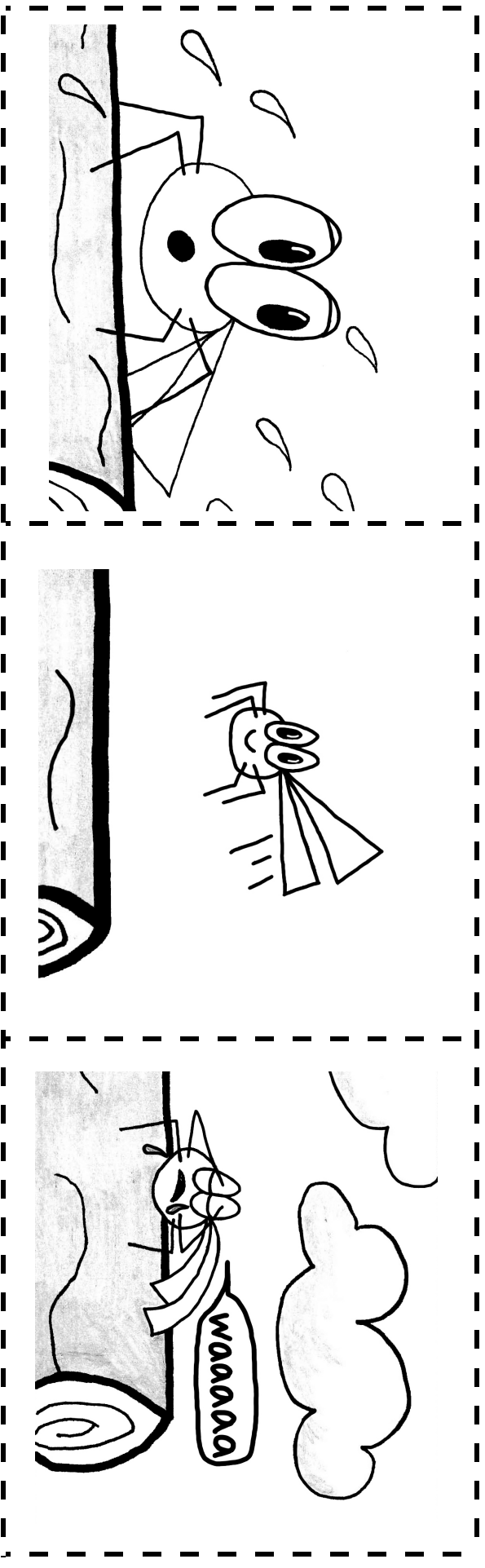
Bug

Bug sits

Bug sits on

Bug sits on a

Bug sits on a log.



Sequencing Strip

Bug Gets Wet

1

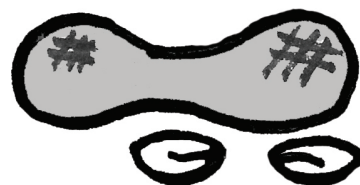
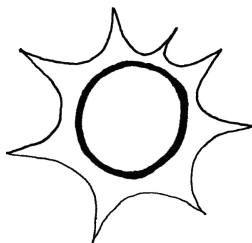
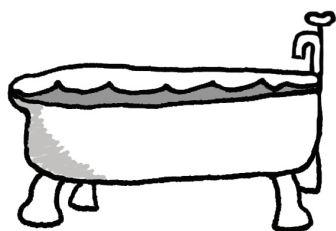
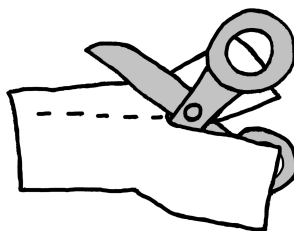
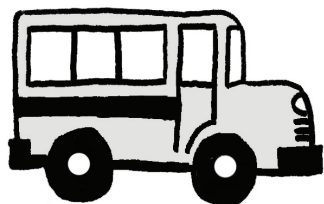
2

3

Name: _____

c u t	h u g	b u s

t u b	n u t	s u n



Book	Dog Gets a Job	Step 1											
Sound-Spellings Skills Focus	CVC words												
	b	c	d	f	g	h	j	l					
	m	n	p	s	t	v	w	x					
	o (17)		a (9)		i (4)		e (4)						
Hands-On Activity choose 1	- CVC couple card match (picture to cvc word) - Sort picture cards by vowel sound - CVC, Cut And Paste, Short o #1 (included)												
Slow Down Sounds	<u>ending blend (-ll): well</u> <u>/z/ spelled s: digs, has</u> <u>x spells /ks/: fix, mix</u>												
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 sound continuously. Shoot the basketball at an invisible hoop as you say the word.</i>												
	Words to bounce:												
	/j/-/o/-/b/		/v/-/a/-/n/		/k/-/o/-/p/								
	/m/-/i/-/k/-/s/		/d/-/o/-/g/		/d/-/i/-/g/								
Sticky Words							Vocabulary						
<table><tr><td>t</td><td>o</td><td>b</td><td>e</td><td>f</td><td>or</td></tr></table> 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.” be: The “b” spells the basic /b/ sound. The “e” spells the long vowel sound /E/ because it is an open syllable. for: The “f” spells the basic /f/ sound. The “or” spells /or/ (r-controlled).							t	o	b	e	f	or	den – a living room, an animal’s home that’s like a cave
t	o	b	e	f	or								
Fluency Practice - choose 1				Pyramids or Blending Lines									
Comprehension & Connections	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 <u>main character</u>? (Dog) - What is the <u>problem</u> in the story? (Dog needs to find a job but cannot do some jobs.) - What is the <u>solution</u> to the problem? (Dog can dig so he does that as a job.) Partner Share Topics: - 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.
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: Help students to write the word "job" on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. /b/→/t/ = jot, /j/→/d/ = dot, /t/→/g/ = dog, /o/→/i/ = dig, /d/→/p/ = pig, /g/→/n/ = pin
Comprehension Activities	Sequencing Strips: - Give students the sequencing strip and pictures. - Ask students to describe what is happening in each picture. - Students place the pictures in the order they think and explain why. - Students glue down the pictures.
Provided Resources	- Blending Lines, <u>Dog Gets a Job</u> - Pyramids, <u>Dog Gets a Job</u> - Sequencing Strips & Base, <u>Dog Gets a Job</u> - CVC, Cut And Paste, Short o #1

Blending Lines: Dog Gets a Job

Line 1 (letter-sounds)	o b j d m e v a
Line 2 (practice skill)	doc dog get job
Line 3 (practice skill)	dig den cop van
Line 4 (review words)	can not has
Line 5 (challenge words)	fix mix well digs
Line 6 (connected text)	Dog has to get a job.
Line 7 (connected text)	Dog can dig well.
Line 8 (sticky words)	be to for

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

Name: _____

Pyramids, Dog Gets a Job

Dog

Dog can

Dog can not

Dog can not fix

Dog can not fix a

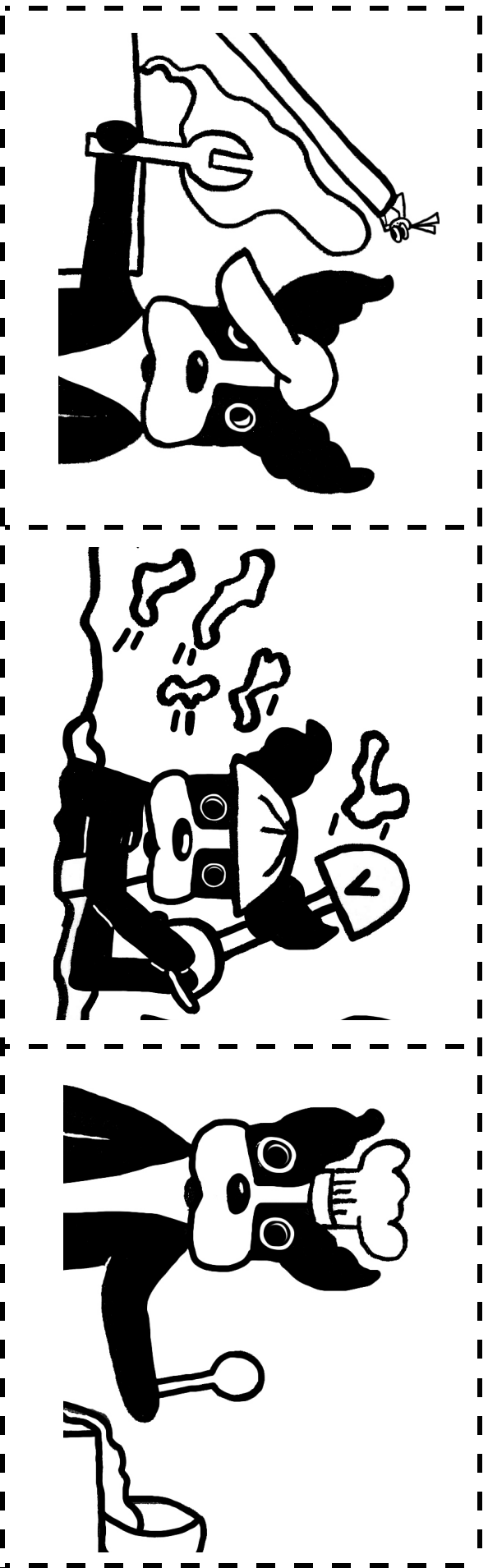
Dog can not fix a van.

Dog

Dog can

Dog can dig

Dog can dig well.



Sequencing Strip

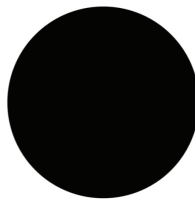
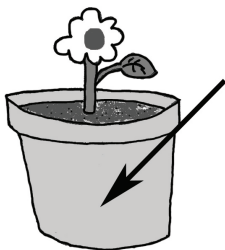
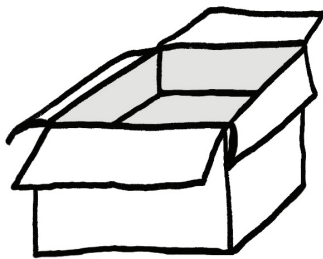
Dog Gets a Job

1	2	3
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Name: _____

f o x	m o p	d o g

d o t	p o t	b o x



Book	Dog Gets a Van	Step 1						
Sound-Spellings Skills Focus	CVC words							
	b	c	d	f	g	h	k	l
	n	p	r	s	t	v	x	z
	a (21)	o (9)	e (5)	i (2)	u (2)			
Hands-On Activity choose 1	- CVC couple card match (picture to cvc word) - Sort picture cards by vowel sound - CVC, Cut And Paste, Short o #2 (included)							
Slow Down Sounds	<u>/z/ spelled s:</u> is, has <u>ending-s:</u> gets, tips, sobs <u>x spells /ks/:</u> fix, mix							
Phonemic Awareness	Bounce and Blend: (From the Daily Dos) – Mime bouncing 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:							
	/v/-/a/-/n/		/k/-/i/-/t/		/t/-/a/-/p/			
	/f/-/i/-/k/-/s/		/n/-/o/-/t/		/d/-/o/-/g/			
Sticky Words							Vocabulary	
th e t o h e g o 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 word in which this occurs is “do.” he: The “h” spells the basic /h/ sound. The “e” spells the long vowel sound /E/ because it is an open syllable. go: The “g” spells the basic hard /g/ sound. The “o” spells the long vowel sound /O/ because it is an open syllable.							kit – a bag or group of tools that has a purpose	
Fluency Practice – choose 1			Pyramids or Blending Lines					
Comprehension & Connections	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 <u>main character</u>? (Dog) • Where does this story take place? What is the <u>setting</u>? (the garage, a street, a driveway) • What is the <u>problem</u> in this story? (The van won't go.) • What is the <u>solution</u>? (Dog taps the button to turn on the car.) Partner Share Topics: • 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?
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: Help students to write the word "van" on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. /v/→/c/ = can, /n/→/t/ = cat, /c/→/h/ = hat, /a/→/o/ = hot, /h/→/p/ = pot, /p/→/g/ = got, /g/→/r/ = rot, /t/→/d/ = rod, /r/→/p/ = pod
Comprehension Activities	Sequencing: • Give students the sequencing strip and pictures. • Ask students to describe what is happening in each picture. • Students place the pictures in the order they think and explain why. • Students glue down the pictures.
Provided Resources	1. Blending Lines, <u>Dog Gets a Van</u> 2. Pyramids, <u>Dog Gets a Van</u> 3. Sequencing Strips & Base, <u>Dog Gets a Van</u> 4. CVC, Cut And Paste, Short o #2

Blending Lines: Dog Gets a Van

Line 1 (letter-sounds)	o r v g t e n a
Line 2 (practice skill)	red van kit gas
Line 3 (practice skill)	zap tap dog van
Line 4 (review words)	can not has on
Line 5 (challenge words)	fix gets zap
Line 6 (connected text)	Dog gets a red van.
Line 7 (connected text)	Dog can not fix the van.
Line 8 (sticky words)	the to go

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

Name: _____

Pyramids, Dog Gets a Van

Dog

Dog gets

Dog gets a

Dog gets a red

Dog gets a red van.

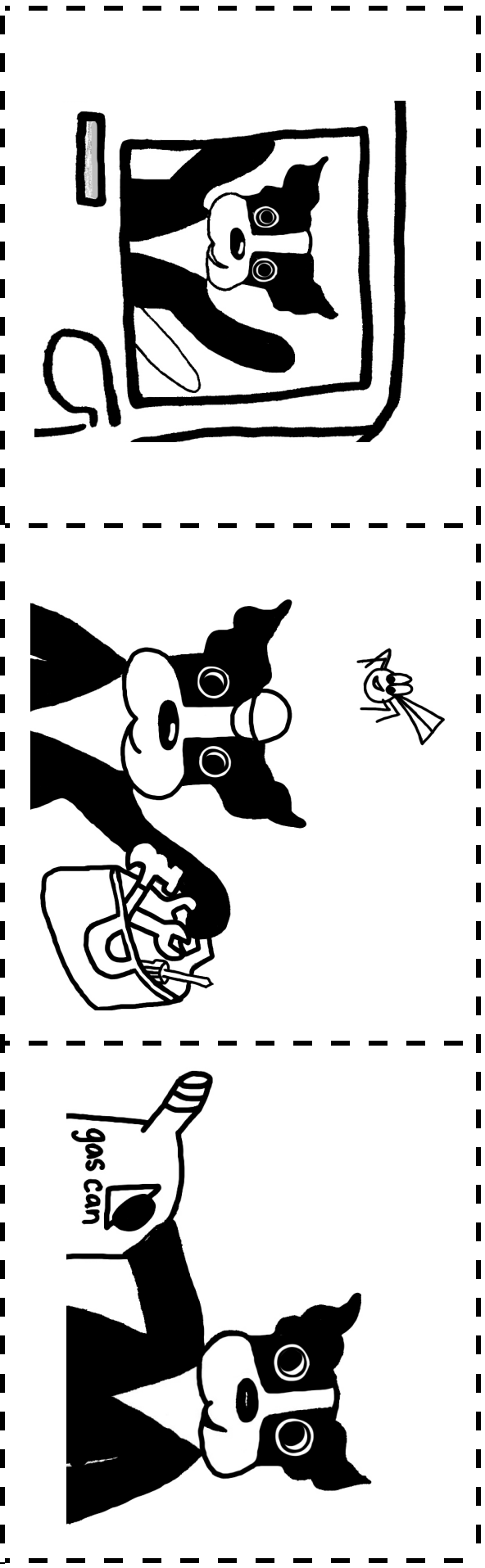
The

The van

The van can

The van can not

The van can not go.



Sequencing Strip

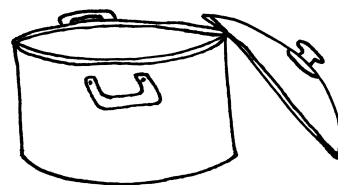
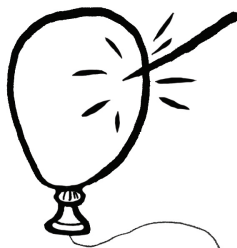
Dog Gets a Van

1	2	3
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Name: _____

t o p	c o p	p o t

l o g	p o p	h o p



Book	Pig Was Hot	Step 1						
Sound-Spellings Skills Focus	CVC words							
	b	d	g	h	m	n	p	s
	t	w						
	o (19)	i (12)	u (6)	e (1)	a (1)			
Hands-On Activity <i>choose 1</i>	- CVC couple card match (picture to cvc word) - Sort picture cards by vowel sound - CVC, Cut And Paste, Short i #2 (included)							
Slow Down Sounds	<u>/z/ spelled s:</u> was ending blends (nd, nt): pond, went							
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 sound continuously. Shoot the basketball at an invisible hoop as you say the word.</i>							
	Words to bounce:							
	/h/-/o/-/t/	/p/-/i/-/g/	/m/-/u/-/d/					
	/p/-/o/-/n/-/d/	/s/-/u/-/n/	/t/-/u/-/b/					
Sticky Words				Vocabulary				
th e w a s f r o m 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. for: The “f” spells the basic /f/ sound. The “or” spells /or/ (r-controlled). from: “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/.				“...” – When students see this combination of periods, it signifies a continued thought. pond – a smaller version of a lake, water collected in one area that does not move				
Fluency Practice - <i>choose 1</i>		Pyramids or Blending Lines						
Comprehension & Connections	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 <u>main</u> character? (Pig) - Where does this story take place? What is the <u>setting</u>? (outside, while it is hot, in the daytime, etc.) Partner Share Topics: - 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.
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: Help students to write the word “hot” on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. /h/→/n/ = not, /o/→/u/ = nut, /n/→/h/ = hut, /t/→/b/ = hub, /h/→/c/ = cub, /b/→/p/ = cup, /u/→/a/ = cap, /c/→/m/ = map
Comprehension Activities	Sequencing Strips: - Give students the sequencing strip and pictures. - Ask students to describe what is happening in each picture. - Students place the pictures in the order they think and explain why. - Students glue down the pictures.
Provided Resources	- Blending Lines, <u>Pig Was Hot</u> - Pyramids, <u>Pig Was Hot</u> - Sequencing Strips & Base, <u>Pig Was Hot</u> - CVC, Cut And Paste, Short i #2

Blending Lines: Pig Was Hot

Line 1 (letter-sounds)	i h t p d o s a
Line 2 (practice skill)	hot mud sat pig
Line 3 (practice skill)	hid got tub sun
Line 4 (review words)	in
Line 5 (challenge words)	went pond sets glad
Line 6 (connected text)	Pig got in a tub.
Line 7 (connected text)	Pig was hot in the sun.
Line 8 (sticky words)	the was

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

Name: _____

Pyramids, Pig Was Hot

Pig

Pig was

Pig was hot

Pig was hot, hot

Pig was hot, hot, hot.

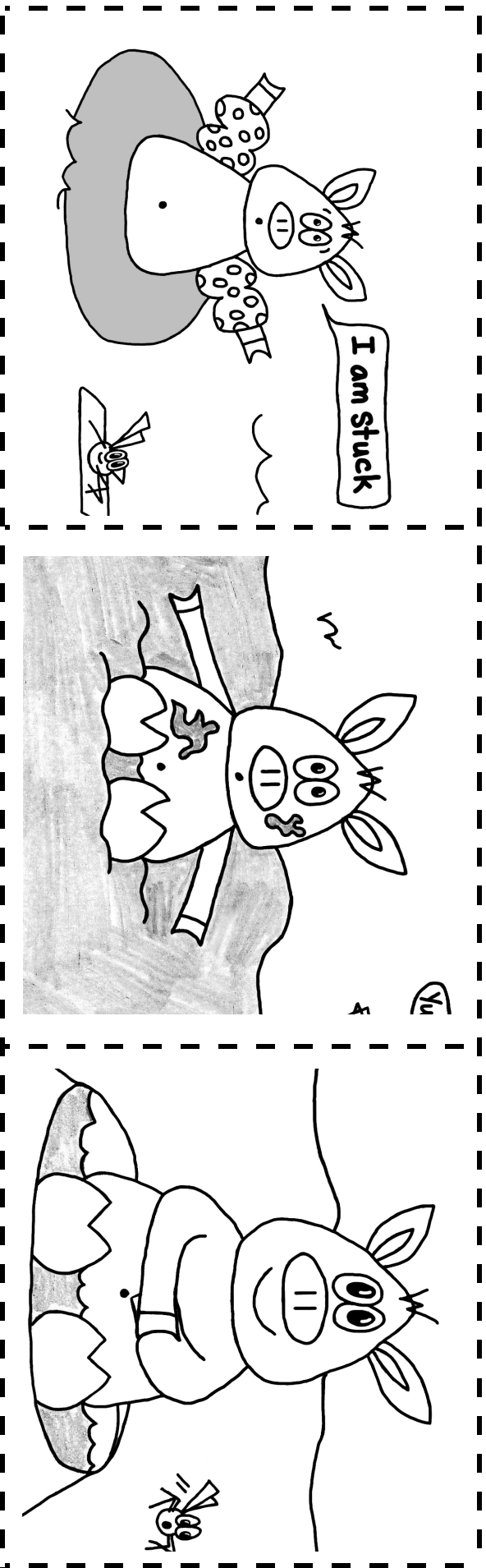
Pig

Pig sat

Pig sat in

Pig sat in the

Pig sat in the mud.



Sequencing Strip

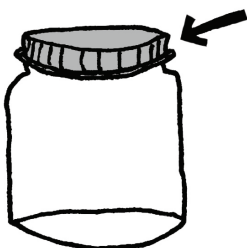
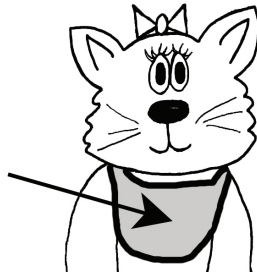
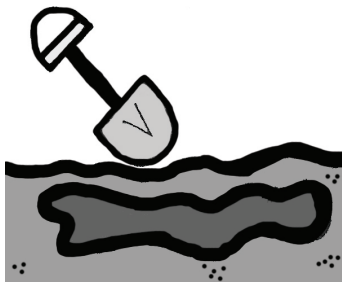
Pig Was Hot

1	2	3
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Name: _____

b i b	l i d	s i x

d i g	k i t	s i t



Book	Pig Has a Pet	Step 1														
Sound-Spellings Skills Focus	CVC words															
	b	c	d	f	g	h	k	l								
	n	p	s	t	v	x										
	i (16)	e (16)		a (4)		o (3)		u (2)								
Hands-On Activity <i>choose 1</i>	- Sort by Vowel Sound - CVC, Cut And Paste, Short i #1 (included)															
Slow Down Sounds	<u>/z/ spelled s:</u> is, has <u>ending blends (-ll, -nd):</u> ill, pill, and <u>blend gl-:</u> glad <u>/ks/ spelled x:</u> fix <u>ending -s:</u> gets, sets															
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 sound continuously. Shoot the basketball at an invisible hoop as you say the word.</i>															
	Words to bounce: <table><tr><td>/p/-/e/-/t/</td><td>/b/-/e/-/d/</td><td>/v/-/e/-/t/</td></tr><tr><td>/g/-/l/-/a/-/d/</td><td>/p/-/i/-/l/</td><td>/f/-/i/-/k/-/s/</td></tr></table>								/p/-/e/-/t/	/b/-/e/-/d/	/v/-/e/-/t/	/g/-/l/-/a/-/d/	/p/-/i/-/l/	/f/-/i/-/k/-/s/		
/p/-/e/-/t/	/b/-/e/-/d/	/v/-/e/-/t/														
/g/-/l/-/a/-/d/	/p/-/i/-/l/	/f/-/i/-/k/-/s/														
Sticky Words							Vocabulary									
<table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>h</td><td>e</td><td>g</td><td>o</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 other words in which this occurs are “do” and “who.” he: The “h” spells the basic /h/ sound. The “e” spells the long vowel sound /E/ because it is an open syllable. go: The “g” spells the basic hard /g/ sound. The “o” spells the long vowel sound /O/ because it is an open syllable.							th	e	t	o	h	e	g	o	vet – a doctor for animals ill – sick kit – equipment needed for a specific purpose	
th	e	t	o	h	e	g	o									
Fluency Practice - <i>choose 1</i>			Pyramids or Blending Lines													
Comprehension & Connections	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 <u>main</u> character? (Pig) - Where does this story take place? What is the <u>setting</u>? (Pig's house, the vet's office) - What is the <u>problem</u> in this story? (Pig's pet is sick.) - What is the <u>solution</u>? (Pig takes the pet to the vet and takes good care of the pet.) Partner Share Topics: - 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.
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: Help students to write the word "pet" on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. /p/→/v/ = vet, /v/→/m/ = met, /t/→/n/ = men, /m/→/p/ = pen, /p/→/t/ = ten, /e/→/i/ = tin, /t/→/p/ = pin, /p/→/w/ = win, /n/→/g/ = wig
Comprehension Activities	Sequencing Strips: - Give students the sequencing strip and pictures. - Ask students to describe what is happening in each picture. - Students place the pictures in the order they think and explain why. - Students glue down the pictures.
Provided Resources	- Blending Lines, <u>Pig Has a Pet</u> - Pyramids, <u>Pig Has a Pet</u> - Sequencing Strips & Base, <u>Pig Has a Pet</u> - CVC, Cut And Paste, Short i #1

Blending Lines: Pig Has a Pet

Line 1 (letter-sounds)	e p t n v i g a
Line 2 (practice skill)	pig pet vet bed
Line 3 (practice skill)	kit nap fix can
Line 4 (review words)	is up has in
Line 5 (challenge words)	ill pill sets glad
Line 6 (connected text)	Pig gets a pet.
Line 7 (connected text)	The vet gets his kit.
Line 8 (sticky words)	the to go he

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

Name: _____

Pyramids, Pig Gets a Pet

Pig

Pig gets

Pig gets a

Pig gets a pet.

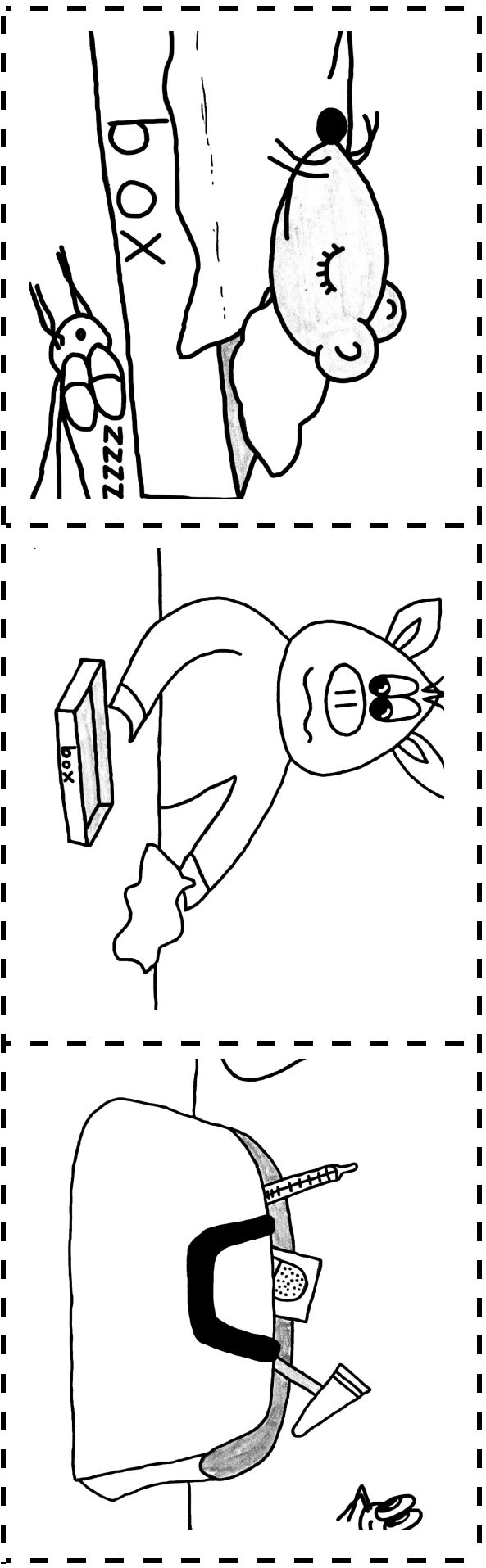
The

The vet

The vet gets

The vet gets his

The vet gets his kit.



Sequencing Strip

Pig Has a Pet

1

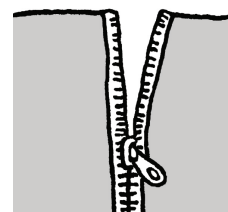
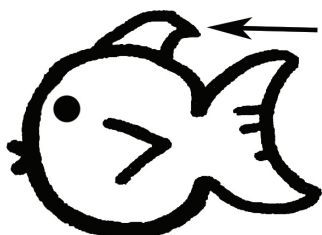
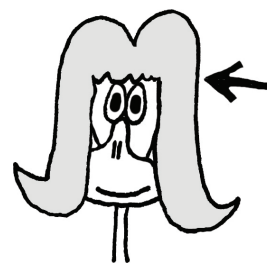
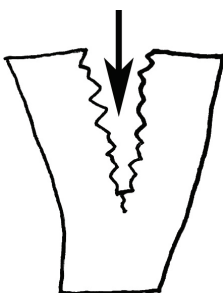
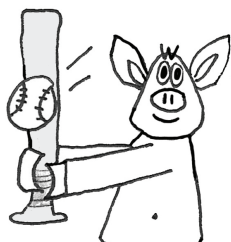
2

3

Name: _____

w i g	f i n	z i p

s i x	r i p	h i t



Book	Cub And The Nap	Step 1						
Sound-Spellings Skills Focus	CVC words							
	b	c	d	f	g	n	p	s
	t	w	y					
	u (15)	a (14)	i (13)	e (9)	o (2)			
Hands-On Activity <i>choose 1</i>	- CVC couple card match (picture to cvc word) - Sort picture cards by vowel sound - CVC, Cut And Paste, Short u #2							
Slow Down Sounds	<u>/z/ spelled s:</u> is, has <u>ending-s:</u> gets, fits							
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 sound continuously. Shoot the basketball at an invisible hoop as you say the word.</i>							
	Words to bounce:							
	/k/-/u/-/b/	/b/-/e/-/d/	/l/-/o/-/g/					
	/d/-/e/-/n/	/t/-/u/-/b/	/h/-/u/-/t/					
Sticky Words						Vocabulary		
th e f or t o t oo h e 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. for: The “f” spells the basic /f/ sound. The “or” spells /or/ (r-controlled). 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. too: The “t” spells the basic /t/. The “oo” spells the /oo/ sound, which is common but unlearned at this Step. he: The “h” spells the basic /h/ sound. The “e” spells the long vowel sound /E/ because it is an open syllable.						hut – a small house/structure den – a living room, an animal’s home that’s like a cave “...” – When students see this combination of periods, it signifies a continued thought.		
Fluency Practice – <i>choose 1</i>			Pyramids or Blending Lines					
Comprehension & Connections	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, etc.) - 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 <u>main character</u>? (Cub) • Where does this story take place? What is the <u>setting</u>? (mostly outside, a hut/log/tub/web/den, in the daytime, etc.) • What happens first in this book? Second? Third? • What is the <u>problem</u>? (Cub cannot find a place to nap.) • What is the <u>solution</u>? (Cub naps in a den.) Partner Share Topic: • Tell a partner where you like to rest. Describe what your resting spot looks like and what makes you comfortable.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	Dictation: Students write the following dictated words: den, web, cut, bun, sat, mad, hip, fin, not, jog Story Writing: Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture.
Comprehension Activities	Sequencing Strips: • Give students the sequencing strip and pictures. • Ask students to describe what is happening in each picture. • Students place the pictures in the order they think and explain why. • Students glue down the pictures.
Provided Resources	1. Blending Lines, <u>Cub And The Nap</u> 2. Pyramids, <u>Cub And The Nap</u> 3. Sequencing Strips & Base, <u>Cub And The Nap</u> 4. CVC, Cut And Paste, Short u #2

Blending Lines: Cub And The Nap

Line 1 (letter-sounds)	u b e g w p d a
Line 2 (practice skill)	nap bed hut log
Line 3 (practice skill)	big web den cub
Line 4 (review words)	can is in
Line 5 (challenge words)	naps fits
Line 6 (connected text)	Can Cub nap in a big web ?
Line 7 (connected text)	Cub gets wet in the tub.
Line 8 (sticky words)	he to the too for

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

Name: _____

Pyramids, Cub And The Nap

Can

Can Cub

Can Cub nap

Can Cub nap in

Can Cub nap in a

Can Cub nap in a tub ?

Cub

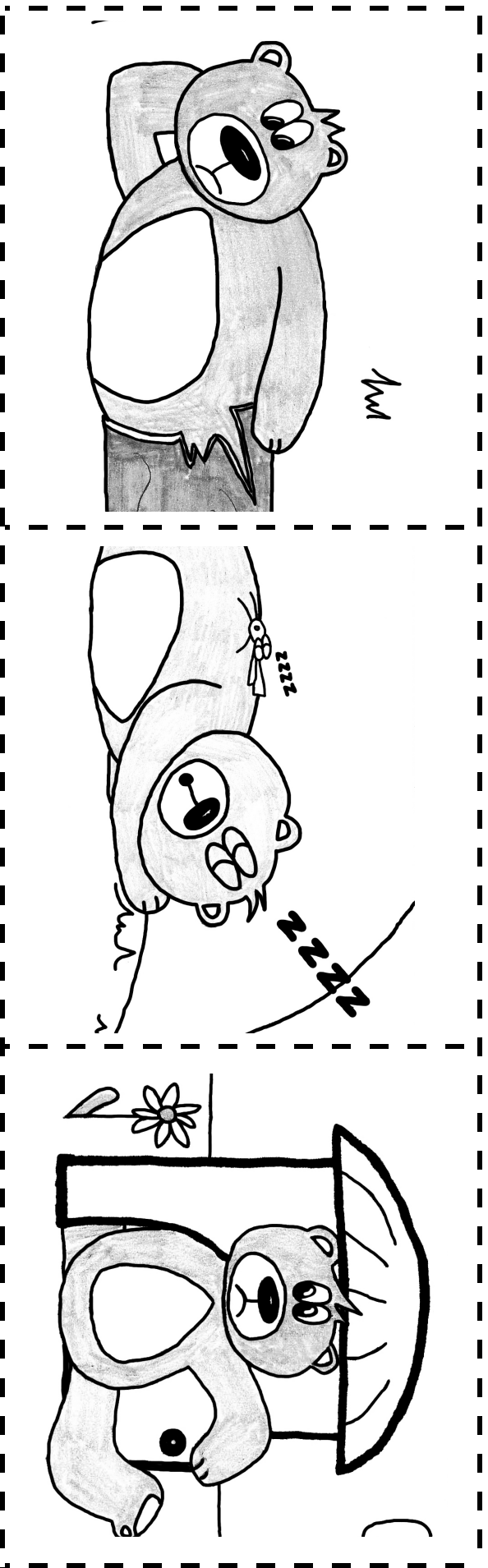
Cub gets

Cub gets wet

Cub gets wet in

Cub gets wet in the

Cub gets wet in the tub ?



Sequencing Strip

Cub And The Nap

1	2	3
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Name: _____

b u n	h u t	s u b

c u p	m u g	r u n

