Book	Cat Naps	Step 1, supplemental

Sound-Spellings Skills Focus

CVC words

b	c	d	g	h	m	n	p
s	t	w					

a (23)	**u** (11)	**i** (4)	**o** (2)	**e** (2)

Hands-On Activity *choose 1*

- Couple Card Match – cvc words
- Reach For The Stars, nasal a

Slow Down Sounds

/z/ spelled s: i**s**, ha**s**, a**s**
ending-s: nap**s**, tug**s**, sip**s**, pat**s**
ending blend (-nd): a**nd**

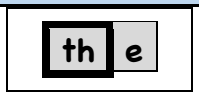
Phonemic Awareness

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:

/p/-/a/-/t/	/t/-/u/-/g/	/d/-/o/-/g/
/c/-/u/-/b/	/m/-/a/-/t/	/s/-/i/-/p/

Sticky Words



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.

Vocabulary

tug – to pull gently
sips – to take tiny drinks of a liquid, to drink something slowly

Fluency Practice *choose 1*

Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

Some of the answers cannot be found in the words. The answers are in the pictures. The pictures should not be used to read the words, but the pictures do help develop the story.

- What is Cat's bed? (a mat.)
- Who tugs the mat to try to wake Cat? (Dog)
- What does Cub do to try and wake Cat? (Cub pats Cat.)
- What occurs to finally wake Cat? (It begins to rain.)
- How do you know it begins raining? (The sounds "tap, tap, tap" is like raindrops. The picture shows a rain cloud and rain drops. Cat wakes up wet. Etc.)
- How do you think Cat feels when she wakes up? How do you know?

Story Element Questions:

- Who is the character that the book is about, or the main character? (Cat)
- Is there another character in this book? (Bug)

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	• What is the problem in this book? What happens to solve the problem? • What happens first in this book? Second? Third? • What happens in the beginning? In the middle? At the end? **Partner Share Topics:** • Brainstorm with a partner about how you might gently wake up Cat. • Tell a partner your morning routine and how you wake up.
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**White Board Chains: "nap"** /p/→/b/ = nab, /n/→/c/ = cab, /a/→/u/ = cub, /c/→/t/ = tub, /b/→/g/ = tug, /t/→/m/ = mug, /g/→/d/ = mud, /u/→/a/ = mad
Comprehension Activity	**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, Cat Naps 2. Pyramids, Cat Naps 3. Sequencing Strips & Base, Cat Naps 4. Read For The Stars, nasal a

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Blending Lines: Cat Naps

Line 1 (letter-sounds)	a p n i o t
Line 2 (new skill, minimal contrasts)	mat nap tap cat
Line 3 (new skill)	top bed up bug sip
Line 4 (review words)	has pat but is
Line 5 (challenge words & sticky words)	tugs wet the of
Line 6 (connected text)	Cat has a mat as a bed.
Line 7 (connected text)	Cub pats Cat.

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

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Name: _____

Pyramids, Cat Naps

Cub Cub pats Cat pats Cat.
Dog Dog tugs Dog tugs the Dog tugs the mat.

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Name:_____

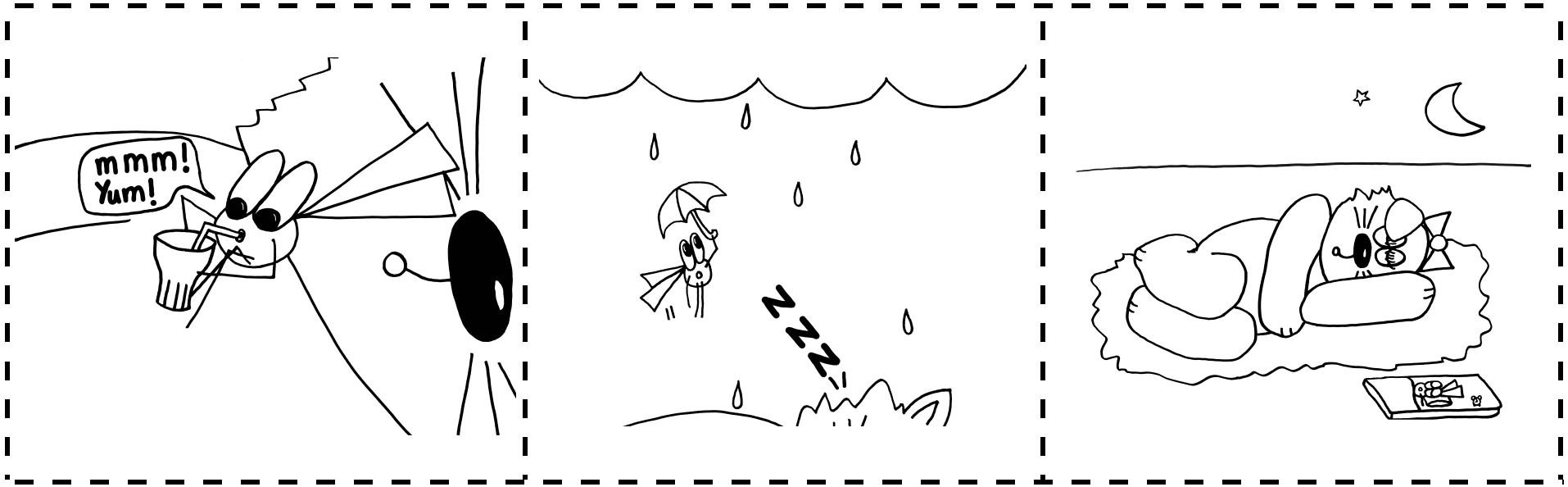
Read for the Stars

yam	ran	sag	jam	tan	van
tag	lag	can	rag	wag	fan
pan	man	ram	tan	ham	bag
1	2	3	4	5	6
pan	man	ram	tan	ham	bag
tag	lag	can	rag	wag	fan
yam	ran	sag	jam	tan	van

Name:_____

Read for the Stars

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Sequencing Strip

Cat Naps

1	2	3

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Book	Cats Fan	Step 1, supplemental

Sound-Spellings Skills Focus

CVC words

b	c	d	f	g	h	j	l	
m	n	p	r	s	t	w	x	y

a (32)	**i** (6)	**o** (1)

Hands-On Activity *choose 1*

- Vowel Hop: a, i, o
- Read For The Stars, short a (included)

Slow Down Sounds

/z/ spelled s: i**s**, ha**s**, brag**s**
ending-s: pat**s**, yap**s**, sip**s**
/ks/ spelled x: wa**x**
blends (pl-, br-, -dd): **pl**an, **br**ag, a**dd**

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:

/f/-/a/-/n/	/j/-/a/-/m/	/k/-/a/-/n/
/k/-/a/-/t/	/b/-/r/-/a/-/g/	/p/-/l/-/a/-/n/

Sticky Words	Vocabulary

o	**f**

of: "of" is entirely irregular. The "o" spells /u/, and the "f" spells /v/ in this word.

yaps – to talk or speak, often quickly
brags – to talk highly of something or someone
plan – to come up with an action to solve a problem or to prepare
jam – to play an instrument or make music in a relaxed way
wax – to put a coat of wax, a substance that moisturizes, repairs, or shines on a vehicle/surface
fan – a person who likes something or someone intensely

Fluency Practice *choose 1*

Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- What emotions or feelings is Cat having at the beginning? (mad and sad)
- Why is Cat feeling this way? (She is feeling bad about herself. She is has lost confidence in herself. Etc.)
- Name something that Cat does well. (add, jam, wax, etc.)
- How did Pig help Cat to feel better?

Story Element Questions:

- Who is the character that the book is about, or the main character? (Cat)
- Is there another character in this book? (Pig)
- What is the problem in this book? How does Pig help Cat solve the problem?

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	• What happens in the beginning? In the middle? At the end? **Partner Share Topics:** • Tell a partner what you might do to help a friend who is feeling sad or mad. • Imagine something else that Cat might do well. Tell your partner (or write about the topic).
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**White Board Chains: "yap"** /y/→/c/ = cap, /p/→/t/ = cat, /c/→/m/ = mat, /t/→/d/ = mad, /m/→/b/ = bad, /d/→/t/ = bat, /b/→/s/ = sat, /t/→/d/ = sad
Comprehension Activity *choose 1*	**Problem and Solution** or **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, Cat's Fan 2. Pyramids, Cat's Fan 3. Sequencing Strips & Base, Cat's Fan 4. Read For The Stars, short a 5. Problem And Solution, V1

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Blending Lines: Cat's Fan

Line 1 (letter-sounds)	a b f c p o
Line 2 (practice skill)	mad bad fan yap
Line 3 (practice skill)	has pig not jam
Line 4 (review words)	cat is can
Line 5 (challenge words)	add wax plan brags
Line 6 (connected text)	Pig pats Cat.
Line 7 (connected text)	Cat is not a bad cat.
Line 8 (sticky words)	of a

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

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Name: _____

Pyramids, Cat's Fan

Cat Cat can Cat can add.
Is Is Cat Is Cat a Is Cat a bad Is Cat a bad cat?

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Name:_____

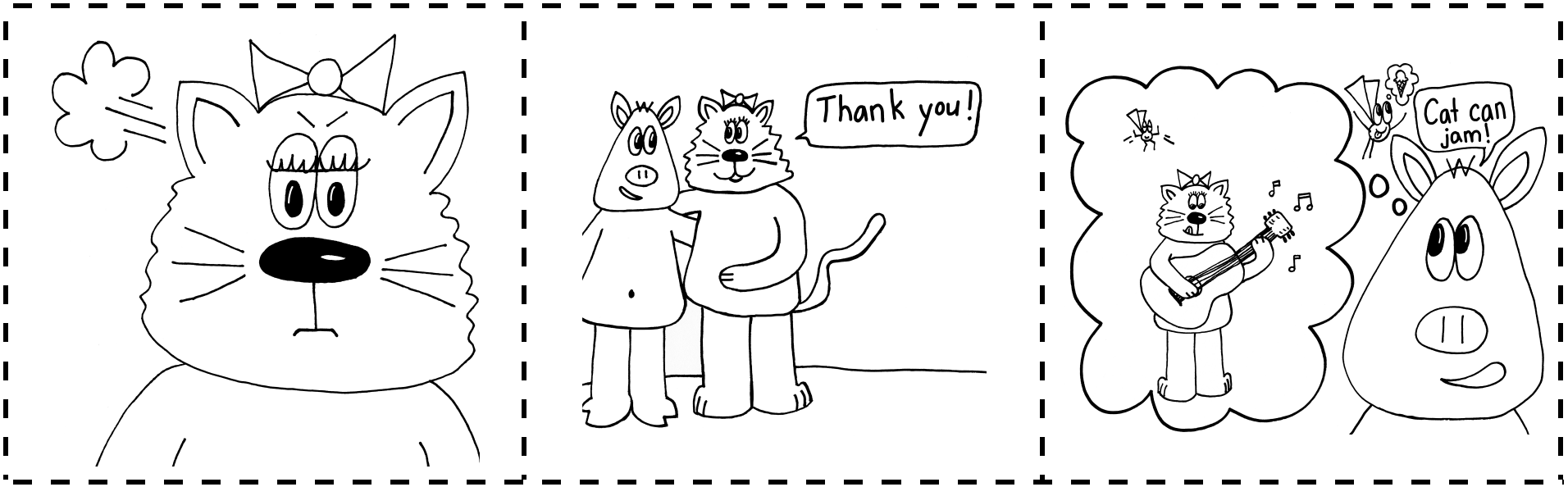
Read for the Stars

sad	lab	hat	nap	gas	mad
tab	gal	cab	pal	zap	sat
pat	map	pad	lap	lad	gap
1	2	3	4	5	6

Name:_____

Read for the Stars

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Sequencing Strip

Cat's Fan

1	2	3

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Name:_____

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Problem and Solution

Story:_____

Problem:

Picture of the problem:

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Solution:

Picture of the solution:

Give another idea for a solution to the problem:

Book	Cub In The Tub	Step 1, supplemental

Sound-Spellings Skills Focus

CVC words

c	b	d	f	g	h	l	m	n
p	r	s	t					

u (27)	**a** (23)	**i** (12)	**o** (2)	**e** (2)

Hands-On Activity *choose 1*

- Couple Card Match – cvc words
- Reach For The Stars, short u (included)

Slow Down Sounds

/z/ spelled s: tug**s**, i**s**, sud**s**
ending-s: set**s**, cup**s**, sud**s**
blends (pl-, gl-): **pl**ug, **gl**ug

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:

/m/-/u/-/d/	/t/-/u/-/b/	/c/-/u/-/b/
/s/-/u/-/d/-/s/	/r/-/u/-/b/	/b/-/e/-/d/

Sticky Words

th **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.

Vocabulary

sets up – to get a situation or place ready and prepared
suds – bubbles or soap that have been worked into a lather
sub – submarine
glub – this word is an onomatopoeia, or a sound word, used for the sound of the water draining from the tub
plug – the device that stops water from going down the drain

Fluency Practice *choose 1*

Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- How did Cub get dirty? (He was playing in a mud puddle, he was building in a muddy spot, etc.)
- What are some of the ways that Cub plays in the bath? (with cups, with a submarine, etc.)
- Where did Cub go after the bath? (straight to bed)
- Why do you think Cub had to get to bed? (he was tired, the day was over, etc.)

Story Element Questions:

- Who is the character that the book is about, or the main character? (Cub)
- What happens first in this book? Second? Third?

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	• What happens in the beginning? In the middle? At the end? • Where does this story take place? What is the setting? **Partner Share Topic:** Tell a partner about an activity you like to do that is a bit messy. (ie. Finger painting, playing in sand, etc.)
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice *choose 1*	**White Board Chains: "cub"** /c/→/t/ = tub, /b/→/m/ = tum, /t/→/h/ = hum, /m/→/t/ = hut, /h/→/c/ = cut, /t/→/p/ = cup **Writing Prompt:** Write about your favorite place to play and in what way. (ie. A park on the swings, a sandbox building castles, a mud pit digging for treasure, your own room with blocks, etc.)
Comprehension Activity	**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, Cub in The Tub 2. Pyramids, Cub in The Tub 3. Sequencing Strips & Base, Cub in The Tub 4. Read For The Star, short u

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Blending Lines: Cub in The Tub

Line 1 (letter-sounds)	u c b t m a e
Line 2 (practice skill)	cub tub mud suds
Line 3 (practice skill)	tugs sub bed rub
Line 4 (review words)	in has is up
Line 5 (challenge words)	plug glub sets
Line 6 (connected text)	Dog has a big bag.
Line 7 (connected text)	Dog zips up the bag.
Line 8 (sticky words)	the

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

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Name: _____

Pyramids, Cub in The Tub

Cub

Cub has

Cub has suds.

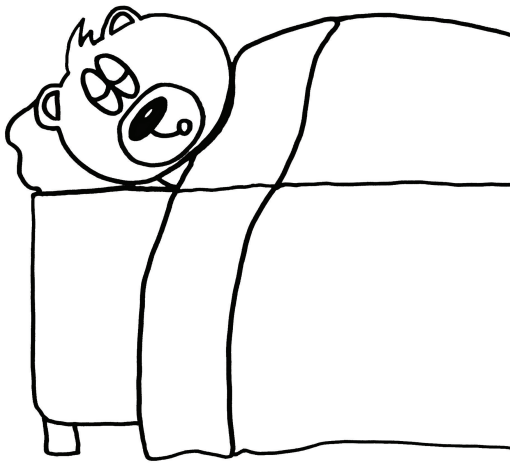
The

The tub

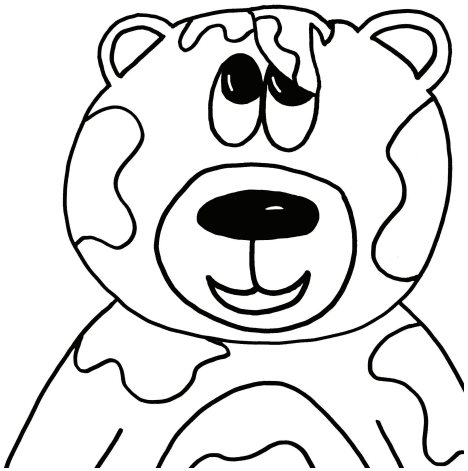
The tub has

The tub has cups.

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Sequencing Strip

Cub in The Tub

1	2	3

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Name:_____

Read for the Stars

sun	nut	mud	cut	sub	yum
rub	hum	hub	fun	bus	cub
cup	run	pup	tub	gum	bun
1	2	3	4	5	6
bun	gum	tub	pup	run	cup
cub	bus	fun	hub	hum	rub
yum	sub	cut	mud	nut	sun

Name:_____

Read for the Stars

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Book	Dog's Big Bag	Step 1, supplemental

Sound-Spellings Skills Focus

CVC words

b	c	d	f	g	h	j	l	m
n	p	r	s	t	v	y	z	

i (19)	**a** (17)	**o** (11)	**u** (7)	**e** (4)

Hands-On Activity *choose 1*

- Couple Card Match – cvc words
- Reach For The Stars, short i (included)

Slow Down Sounds

/z/ spelled s: i**s**, ha**s**, jam**s**, pod**s**, bun**s**, jug**s**, ram**s**, yam**s**, **etc.**
ending-s: pa**t**s, yap**s**, sip**s**, zip**s**
blend (-nd): a**nd**

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:

/b/-/i/-/g/	/y/-/a/-/m/	/z/-/i/-/p/
/l/-/u/-/g/	/p/-/o/-/d/	/v/-/a/-/n/

Sticky Words

t o	h e	th e	f or

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.
he: The "h" spells the basic /h/ sound. The "e" spells the long vowel sound /E/ because it is an open syllable.

Vocabulary

pods – a case or enclosure; the rind for a pea
buns – bread rolls
jugs – cartons or carrying containers for liquids
jams – a fruit or sweet jelly
rams – to push into, often in a tight space
yams – edible starchy tuber, like a sweet potato
rigs – builds a contraption; attaches to
lugs – carries something heavy

Fluency Practice *choose 1*	Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- What is Dog preparing to do? (Go on a picnic)
- How is he preparing? (packing food)
- Name 2 items that he packs to take.
- How does Dog end up carrying the bag to the picnic? (he attaches it to his van on a hook, he tows it, he lugs the bag, etc.)

Connection Questions (connecting students to the book):

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	• Do you pack a lunch, or have you ever packed a picnic? What do you pack? • How would you lug a big bag? Can you come up with another way? **Story Element Questions:** • Who is the character that the book is about, or the main character? (Dog) • What is the problem in this book? What happens to solve the problem? • Where does the story take place (What is the setting)? **Partner Share Topics:** • Retell the story to a partner in your own words. • If you could go on a picnic, what would you pack?
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**White Board Chains: "jam"** /j/→/y/ = yam, /a/→/u/ = yum, /y/→/g/ = gum, /m/→/t/ = gut, /g/→/n/ = nut, /u/→/e/ = net, /n/→/p/ = pet
Comprehension Activity	**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, Dog's Big Bag 2. Pyramids, Dog's Big Bag 3. Sequencing Strips & Base, Dog's Big Bag 4. Reach For The Stars, short i

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Blending Lines: Dog's Big Bag

Line 1 (letter-sounds)	a d b g i o
Line 2 (practice skill)	big bag rams yams
Line 3 (practice skill)	get set pop pod
Line 4 (review words)	in his up
Line 5 (challenge words)	and pic-nic
Line 6 (connected text)	Dog has a big bag.
Line 7 (connected text)	Dog zips up the bag.
Line 8 (sticky words)	a the he to

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

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Express Readers

Name: _____

Pyramids, Dog's Big Bag

Dog

Dog tugs

Dog tugs and

Dog tugs and tugs.

Dog

Dog zips

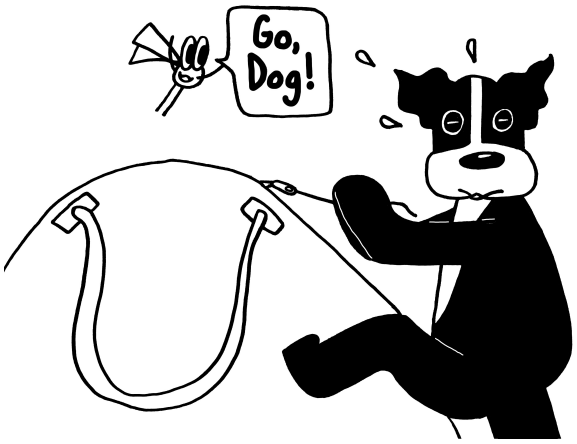
Dog zips up

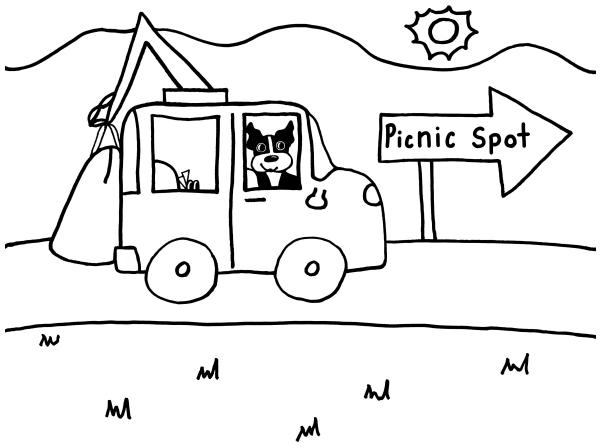
Dog zips up the

Dog zips up the bag.

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Sequencing Strip

Dog's Big Bag

1	2	3

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Name:_____

Read for the Stars

jig	zip	bin	dig	kid	wig
win	hid	dip	rib	rip	tin
bib	hit	big	sip	pin	did
1	2	3	4	5	6
did	pin	sip	big	hit	bib
tin	rip	rib	dip	hid	win
wig	kid	dig	bin	zip	jig

Name:_____

Read for the Stars

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Book	Dog's Pop	Step 1, supplemental

Sound-Spellings Skills Focus

CVC words

b	d	f	g	h	j	m	n	p
s	t							

o (33)	**i** (5)	**a** (3)	**u** (2)	**e** (1)

Hands-On Activity *choose 1*

- Couple Card Match – cvc words
- Reach For The Stars, short o (included)

Slow Down Sounds

/z/ spelled s: i**s**, nod**s**, jab**s**
ending-s: get**s**, pop**s**, bop**s**, mop**s**, nap**s**, nut**s**
blend (-ff): o**ff**

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:

/p/-/o/-/p/	/t/-/o/-/p/	/m/-/o/-/p/
/d/-/o/-/g/	/j/-/a/-/b/	/t/-/o/-/p/

Sticky Words

h e	th e	o f

he: The "h" spells the basic /h/ sound. The "e" spells the long vowel sound /E/ because it is an open syllable.
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.

Vocabulary

pop – another word for soda
bops – hits or knocks into; dances
nods off – falls asleep
jabs – hits quickly, pokes
Nuts! – a slang way to say "oh no"

Fluency Practice *choose 1*

Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- What is Dog excited to get? (pop, a bottle of soda)
- What is the first way that Dog spills his pop? (The top pops off and Dog knocks into it as he is dancing.)
- What is the second way that Dog spills the pop? (The top pops off and Dog knocks into it as he sleeps.)
- Why do you think that the top keeps popping off? (the carbonation, the bubbles, the top isn't screwed on well, etc.)

Connection Questions (connecting students to the book):

- Have you ever had a soda? How did the bubbles feel in your mouth?

Story Element Questions:

- Who is the character that the book is about, or the main character? (Dog)
- What is the problem in this book? What happens to solve the problem?
- Where does the story take place (What is the setting)?

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	Partner Share Topics: • Tell your partner about something special you want to buy to eat/drink. Is there a special meal or food that you get to have occasionally?
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**White Board Chains: "top"** /t/→/m/ = mop, /p/→/b/ = mob, /m/→/l/ = lob, /b/→/t/ = lot, /l/→/h/ = hot, /t/→/g/ = hog, /h/→/d/ = dog
Comprehension Activity	**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, Dog's Pop 2. Pyramids, Dog's Pop 3. Sequencing Strips & Base, Dog's Pop 4. Reach For The Stars, short o

(c)Elise Lovejoy, Express Readers

Blending Lines: Dog's Pop

Line 1 (letter-sounds)	d g p t a o
Line 2 (practice skill)	pot pop top mop
Line 3 (practice skill)	dog hop nods nap
Line 4 (review words)	on gets is in
Line 5 (challenge words)	off tub nuts jabs
Line 6 (connected text)	The pop is on a pot.
Line 7 (connected text)	Dog pops on the top.
Line 8 (sticky words)	the he a

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

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Name: _____

Pyramids, Dog's Pop

Dog Dog nods Dog nods off.
Dog Dog pops Dog pops on Dog pops on the Dog pops on the top.

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Sequencing Strip

Dog's Pop

1	2	3

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Name:_____

Read for the Stars

jog	pot	dog	got	job	top
hot	rod	cob	pod	log	nod
mop	sob	lot	cod	not	fog
1	2	3	4	5	6
fog	not	cod	lot	sob	mop
nod	log	pod	cob	rod	hot
top	job	got	dog	pot	jog

Name:_____

Read for the Stars

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Express Readers

Book	Get Up, Cub	Step 1, supplemental

Sound-Spellings Skills Focus

CVC words

b	c	d	f	g	h	j	l	m
n	p	r	s	t	w			

e (16)	**u** (13)	**a** (9)	**i** (6)	**o** (5)

Hands-On Activity *choose 1*

- Couple Card Match – cvc words
- Reach For The Stars, short e (included)

Slow Down Sounds

/z/ spelled s: i**s**, ha**s**, brag**s**
ending-s: pat**s**, yap**s**, sip**s**
blends (-nt, -ss, -gg): e**gg**, me**ss**, pa**nt**

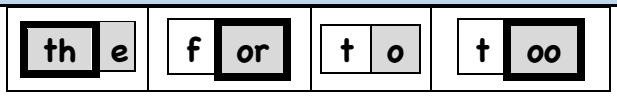
Phonemic Awareness

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:

/p/-/i/-/n/	/b/-/e/-/d/	/g/-/e/-/t/
/m/-/e/-/s/	/w/-/e/-/t/	/l/-/e/-/g/

Sticky Words



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/. 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.

Vocabulary

ref – a referee, a person who makes sure that rules are followed, usually in a sports game
tum – a slang or short way to say "stomach"
hems – to sew along the edge, often to make short
jets – a verb meaning to move or go quickly

Fluency Practice *choose 1*

Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- Where does Cub need to go? (to his job)
- What does it mean when it says Cub has "a mess on top"? (his hair is messy, he has spiky hair, his hair is dirty, etc.)
- What type of a chicken is a hen? (a female, a girl)
- When it says that Cub's pant leg is "too big," what is another way to explain this? (too long)

Connection Questions (connecting students to the book):

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	• Do you do any jobs at home? • Do you play any sports like Pig? • How would it feel if you were late for something important? Can you recall a time you have been late? **Story Element Questions:** • Who is the character that the book is about, or the main character? (Cub) • What is the problem in this book? What happens to solve the problem? • What happens in the beginning? In the middle? At the end? **Partner Share Topic:** • Cub is a ref. What would you like to do for a job? Tell a partner the job you would hope to have when you grow up.
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**White Board Chains: "get"** /e/→/o/ = got, /g/→/h/ = hot, /o/→/u/ = hut, /h/→/n/ = nut, /u/→/a/ = nat, /t/→/p/ = nap, /n/→/l/ = lap, /p/→/b/ = lab, /l/→/c/ = cab
Comprehension Activity	**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, Get Up, Cub 2. Pyramids, Get Up, Cub 3. Sequencing Strips & Base, Get Up, Cub 4. Reach For The Stars, short e

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Blending Lines: Get Up, Cub

Line 1 (letter-sounds)	u c b t m a e
Line 2 (practice skill)	job tub hem hen
Line 3 (practice skill)	get leg wets ref
Line 4 (review words)	pops pin has up
Line 5 (challenge words)	pant mess egg
Line 6 (connected text)	Cub has to get to his job.
Line 7 (connected text)	A hen lets Cub get an egg.
Line 8 (sticky words)	for the too to a

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Name: _____

Pyramids, Get Up, Cub

Cub

Cub wets

Cub wets the

Cub wets the mess.

Cub's

Cub's bag

Cub's bag has

Cub's bag has a

Cub's bag has a rip.

(c)Elise Lovejoy, Express Readers







Sequencing Strip

Get Up, Cub

1	2	3

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Name:_____

Read for the Stars

bed	pet	met	yes	fed	den
hem	yet	red	bet	web	hen
let	men	pen	wet	ref	led

Name:_____

Read for the Stars

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Book	Pig Tags	Step 1, supplemental

Sound-Spellings Skills Focus

CVC words

b	c	d	f	g	j	n	p	r
s	t	y	z					

u (14)	**i** (12)	**a** (6)	**e** (5)	**o** (4)

Hands-On Activity *choose 1*

- CVC couple card match (picture to cvc word)
- Sort picture cards by vowel sound

Slow Down Sounds

/z/ spelled s: jog**s**, zig**s**, zag**s**, tag**s**, i**s**
ending-s: fit**s**, get**s**, run**s**, zip**s**, jet**s**

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:

/n/-/e/-/t/	/p/-/i/-/g/	/z/-/i/-/p/
/t/-/a/-/g/	/b/-/i/-/n/	/u/-/p/

Sticky Words

f	or

for: The "f" spells the basic /f/ sound. The "or" spells /or/ (r-controlled).

Vocabulary

zips – to go quickly, to use a zipper to close an object
jets – to go quickly, multiple fast airplanes
being "it" – the person in a game of tag who goes to tag other players

Fluency Practice *choose 1*

Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- What game is being played? (tag)
- Where does Dog hide? (up a net)
- How does Bug move to get to his hiding spot? (he zigs and zags. He goes in a crooked line. He goes side to side. Etc.)
- Why does Cub get tagged? (He cannot get up on top of the bus.)
- How does Cub react when he is tagged? (He is fine because he had fun!)
- What is another way that Cub could have reacted to being tagged? (angry, sad, frustrated, etc.)

Story Element Questions:

- Who is the character that the book is about, or the main character? (Pig, possibly Cub)
- Is there another character in this book? (Bug, Cub, Cat, Dog.)
- Where does this story take place? What is the setting? (outside, up a net, on a bus, etc.)

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	• What happens first in this book? Second? Third? • What happens in the beginning? In the middle? At the end? **Partner Share Topic:** • Tell a partner your favorite game to play with pals. Tell your partner why.
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**White Board Chains: "pig"** /g/→/t/ = pit, /p/→/h/ = hit, /i/→/a/ = hat, /h/→/c/ = cat, /t/→/p/ = cap, /c/→/t/ = tap, /a/→/o/ = top, /t/→/m/ = mop
Comprehension Activity	**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, Pig Tags 2. Pyramids, Pig Tags 3. Sequencing Strips & Base, Pig Tags

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Blending Lines: Pig Tags

Line 1 (letter-sounds)	i p g j t a e
Line 2 (practice skill)	pig zip tag can
Line 3 (practice skill)	runs fits jogs yes
Line 4 (review words)	up bug is it
Line 5 (challenge words)	zigs zags gets zips
Line 6 (connected text)	Cat runs.
Line 7 (connected text)	Bug zips up on a bus.
Line 8 (sticky words)	for a

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Express Readers

Name: _____

Pyramids, Pig Tags

Dog Dog gets Dog gets up Dog gets up a Dog gets up a net.
Cat Cat fits Cat fits in Cat fits in a Cat fits in a bin.

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Sequencing Strip

Pig Tags

1	2	3

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Book	Pig's Fit	Step 1, supplemental

Sound-Spellings Skills Focus

CVC words

b	d	f	g	h	m	n	p	r
s	t							

i (16)	**a** (11)	**u** (7)	**o** (5)	**e** (1)

Hands-On Activity *choose 1*

- Couple Card Match – cvc words
- Reach For The Stars, mixed cvc (included)

Slow Down Sounds

/z/ spelled s: i**s**, ha**s**
ending-s: hum**s**, nap**s**, sip**s**

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:

/h/-/u/-/m/	/m/-/a/-/d/	/r/-/i/-/p/
/f/-/i/-/t/	/g/-/e/-/t/	/h/-/a/-/t/

Sticky Words	Vocabulary
th **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.	**fit** – a tantrum or an outpouring of anger and frustration **top** – a t-shirt or the piece of clothing that is worn on the top half of the body **hum** – to make a melody with your lips closed

Fluency Practice *choose 1*	Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

Some of the answers cannot be found in the words. The answers are in the pictures. The pictures should not be used to read the words, but the pictures do help develop the story.

- What happened to the hat that Pig had? (He sat on the hat.)
- What happened to the bun? (Pig tripped and dropped the bun in the mud.)
- What caused Pig to trip? (Pig trips on a log/piece of wood.)
- What happened to Pig's top? (The top ripped.)
- Why did the top rip? (The top was too small).
- What is a possible reason for the top being too small? (It shrunk in the dryer, he bought the wrong size, Pig ate too much, etc.)

Story Element Questions:

- Who is the character that the book is about, or the main character? (Pig, possibly Bug)

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	• Is there another character in this book? (Bug) • What is the problem in this book? How does Bug help Pig solve the problem? • What happens first in this book? Second? Third? • What happens in the beginning? In the middle? At the end? **Partner Share Topic:** • Tell a partner about how you calm down when you are feeling upset, frustrated, or angry.
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**White Board Chains: "hum"** /h/→/g/ = gum, /m/→/t/ = gut, /g/→/c/ = cut, /u/→/o/ = cot, /c/→/n/ = not, /t/→/d/ = nod, /n/→/p/ = pod, /d/→/p/ = pop
Comprehension Activity	**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, Pig's Fit 2. Pyramids, Pig's Fit 3. Sequencing Strips & Base, Pig's Fit 4. Read For The Stars, mixed cvc

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Blending Lines: Pig's Fit

Line 1 (letter-sounds)	i p g f r a s
Line 2 (practice skill)	pig bug fun fit
Line 3 (practice skill)	sit mad hum hat
Line 4 (review words)	on up is not in
Line 5 (challenge words)	gets naps has
Line 6 (connected text)	Pig had a bun.
Line 7 (connected text)	Pig is not mad !
Line 8 (sticky words)	the a

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

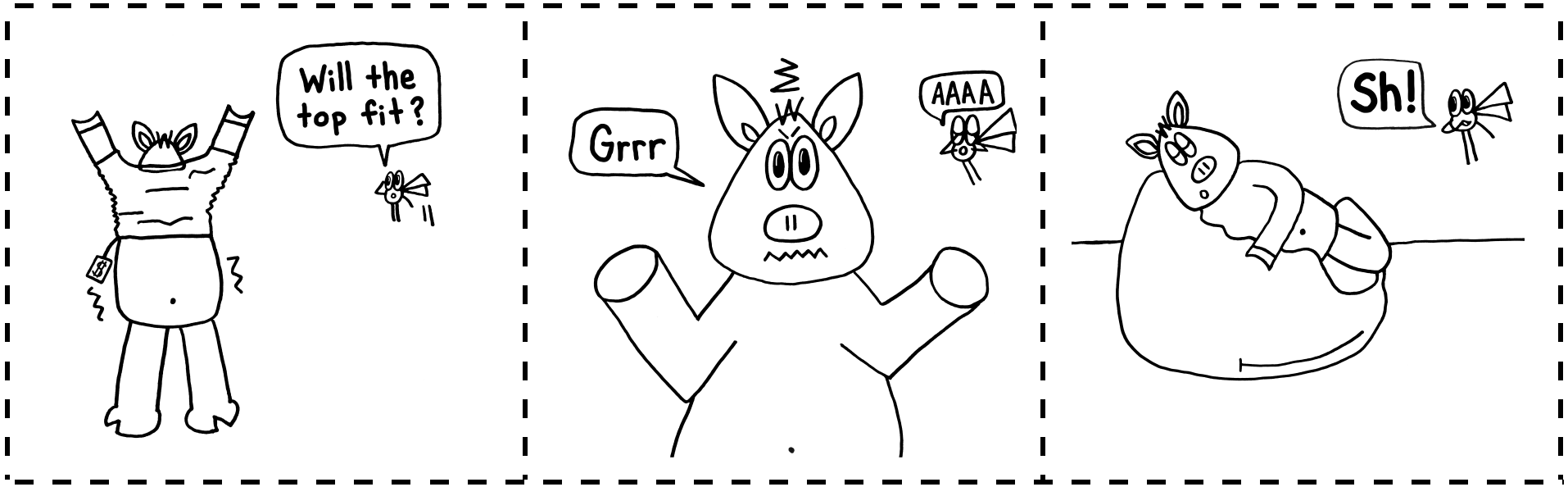
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Name: _____

Pyramids, Pig Tags

Pig Pig had Pig had a Pig had a top.
Pig Pig has Pig has a Pig has a fit.

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Sequencing Strip

Pig's Fit

1	2	3

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Name:_____

Read for the Stars

dot	sip	led	sub	had	pin
mat	web	cab	mop	hen	fog
get	bus	gap	fit	fun	vet
1 ☆ 1	2 ☆ 2	3 ☆ 3	4 ☆ 4	5 ☆ 5	6 ☆ 6
vet	fun	fit	gap	bus	get
fog	hen	mop	cab	web	mat
pin	had	sub	led	sip	dot

Name:_____

Read for the Stars

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