Book	Cub And The Club	Step 2, supplemental

Sound-Spellings Skills Focus

L blends	bl	cl	fl	gl	pl	sl
ending blends	st	nd	xt			
double-letter blends	ll	ss	ck*			

Hands-On Activity *choose 1*

- Couple Card match (picture to words with l blends & short vowels)
- Color the L Blend (included)

Slow Down Sounds

- L Blends
- -ck: "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.

Phonemic Awareness

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

/c/-/l/-/u/-/b/	/g/-/l/-/e/-/n/	/g/-/l/-/a/-/d/
/f/-/l/-/o/-/k/	/f/-/l/-/e/-/k/-/s/	/s/-/l/-/i/-/k/

Sticky Words

o f	h a ve	s ee s

of: "of" is entirely irregular. The "o" spells /u/, and the "f" spells /v/ in this word.
have: "h" spells /h/, "v" spells /v/, but "a" spells /a/ and should be long because of the "e" (learned in Step 4).
see: The "s" spells the basic /s/ sound which students have learned. The "ee" spells the long vowel sound /E/. This is a vowel team and is learned in Step 5.

th e	t o	h e
f or	b e	g o

Vocabulary

- **glen** – a secluded valley, sometimes wooded
- **flock** – to go to a place in a group, to go quickly together
- **"to fit in"** – to belong or be a part of in a good way
- **"glam it up"** – to get glamorous
- **slob** – dirty, messy, unkept person
- **flex** – to show one's muscles
- **"clam up"** – to not have the words, to be quiet, to feel shy
- **"to be slick"** – to be
- **plod** – to walk slowly and heavily, heavy steps
- **don** – to wear, to put on

Fluency Practice – *choose 1*: Phrasing Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- How do you think Cub feels about not having been to the club yet?
- What does it mean to "have lots of class?" (to be elegant or sophisticated)
- What does Cub see when he sees the glen? (a flag flapping in the wind)
- Why didn't Cub need to worry so much about the club? What kind of a club is it?

Connection Questions (connecting the student to the book):

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<table>
<tr><td></td><td>

How would you feel if you knew your friends had started a club and you had not been yet? (left out, worried you wouldn't fit in, excited to go, etc.)
Have you ever read a map or seen a map? If so, do you remember where you were trying to go?

Partner Share Topics:

Tell a partner about a type of club you would want to build or start. What would you do there? (Examples: a sports club, a friend's club, a game club, etc.)

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>
Dictation: Dictate the following words to students and have them write on paper or a whiteboard. Help students segment the sounds to write (at least for the first couple words).
Words to dictate:
<table>
<tr><td>club</td><td>glam</td><td>plod</td><td>clap</td></tr>
<tr><td>slob</td><td>flag</td><td>glen</td><td>plot</td></tr>
</table>
Sentence to dictate:
<table>
<tr><td>The flag flaps in the wind.</td></tr>
</table>
Optional Extensions:
<u>Story Writing:</u>
Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture.

<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response after finishing the following: Cub went to a club for pals. If I had a club,
the club would be...
</td></tr>
<tr><td>Comprehension Activity</td><td>
<u>Character Review</u>

Students decide if they like or dislike Cub.
Students fill out Character Review Basic or Character Review, v. 1 or v. 2.
Students explain to a peer why they like Cub or why they do not like him. Students need to give a reason.

</td></tr>
<tr><td>Provided Resources</td><td>

Blending Lines, <u>Cub And The Club</u>
Phrasing Pyramids, <u>Cub And The Club</u>
Writing Response, <u>Cub And The Club</u>
Story Writing
Color the L Blend
Character Review, v1

</td></tr>
</table>

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Blending Lines: Cub And The Club

Line 1 (minimal contrasts-new to known)	cub club pot plot
Line 2 (vary initial sound)	pan plan lip clip
Line 3 (vary final sound)	plot plod slob slot
Line 4 (mixed set, target skill)	glen flag clap glad
Line 5 (review words for mastery)	it in not and get
Line 6 (review words for mastery)	at up top must but
Line 7 (challenge words)	slick flock gloss class
Line 8 (connected text)	The glen is on Cub's map.
Line 9 (connected text)	Cub plods to the glen.
Line 10 (sticky words)	of sees have he to for be the go

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

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Name: _____

Phrasing Pyramids, Cub And The Club

Cub gets

Cub gets wind of a club

Cub gets wind of a club in the next glen.

He sees

He sees a flag

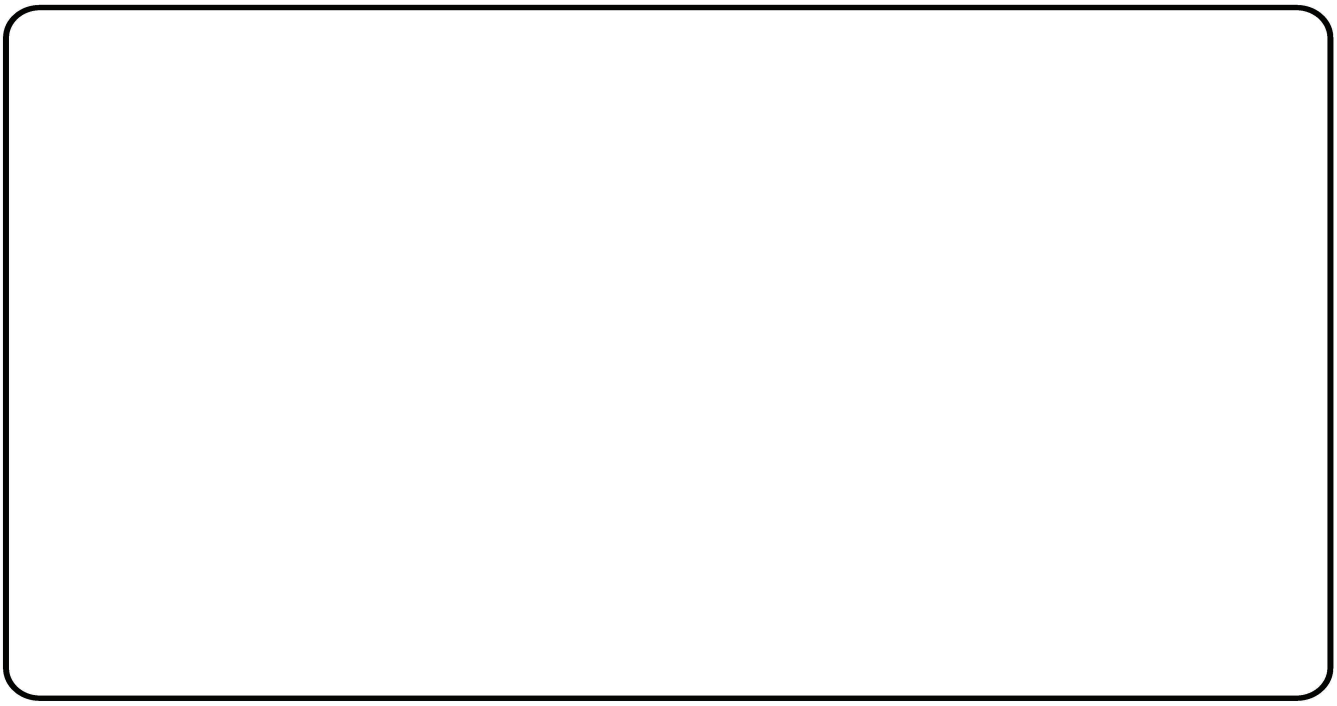
He sees a flag as it flaps.

He sees a flag as it flaps in the wind.

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Name:_____

Cub went to a club for pals. If I had a club, the club would be...



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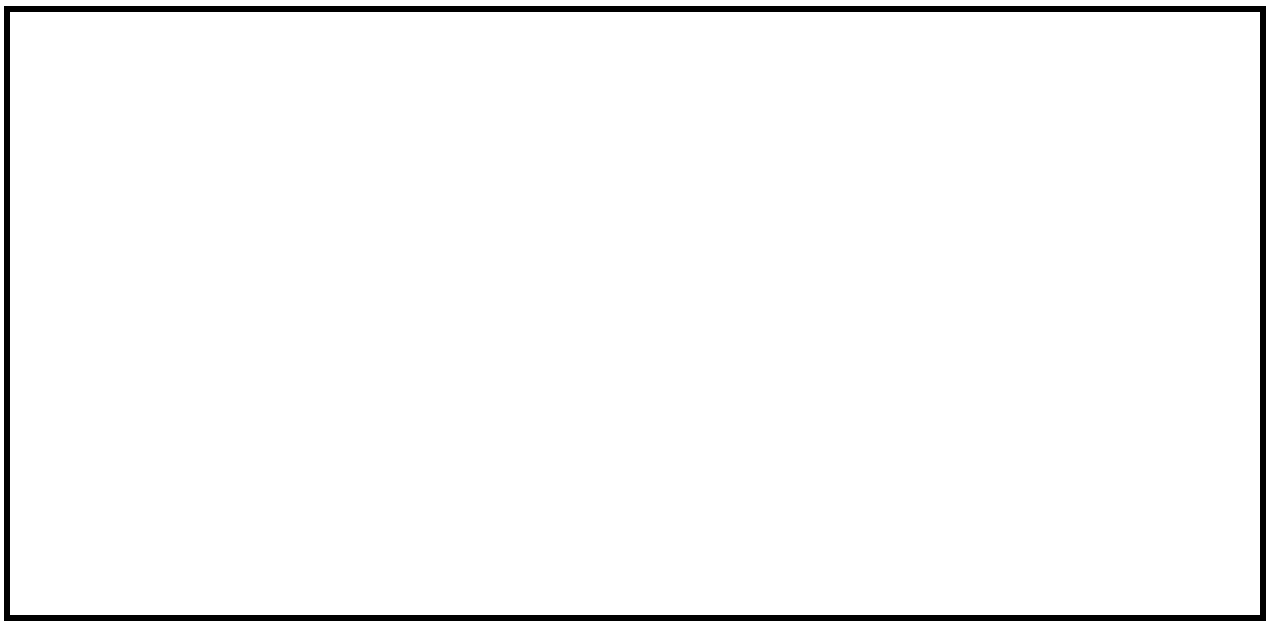
Name:_____

Story Writing

Choose 4 words from the book to use in your writing and your picture.

_____ _____ _____ _____

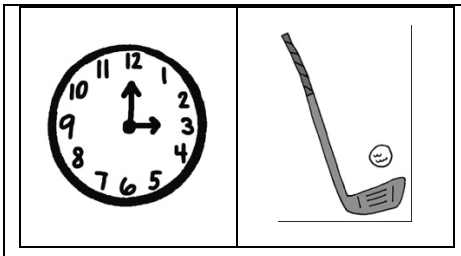
_____ _____ _____ _____



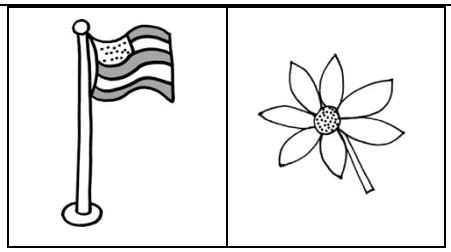
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Name:_____ l Blends

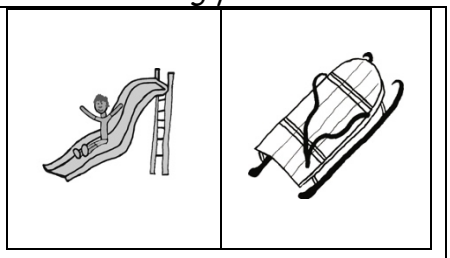
Trace the two letters that make the blend in the word. Circle the matching picture.



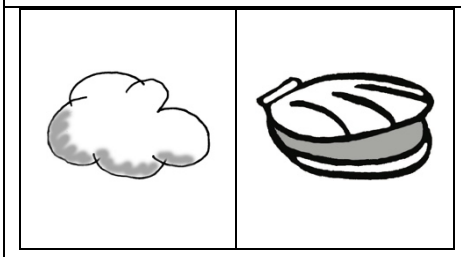
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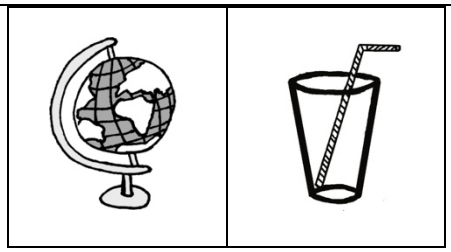
flag



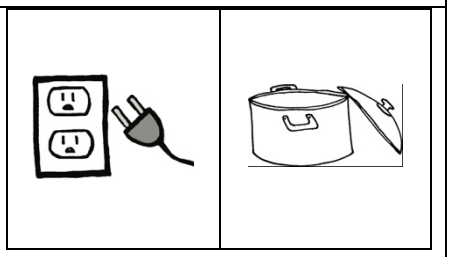
sled



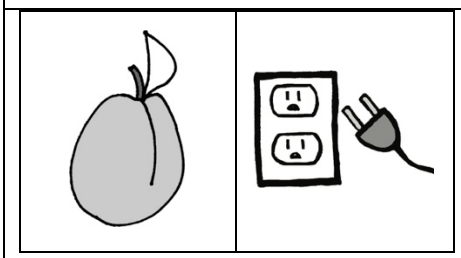
clam



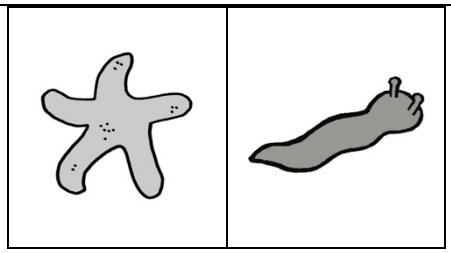
glass



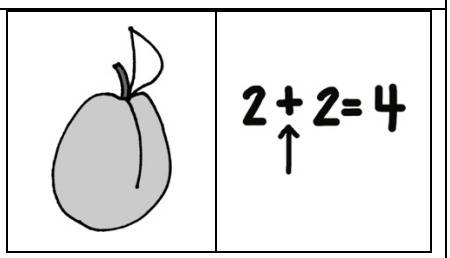
plug



plum



slug

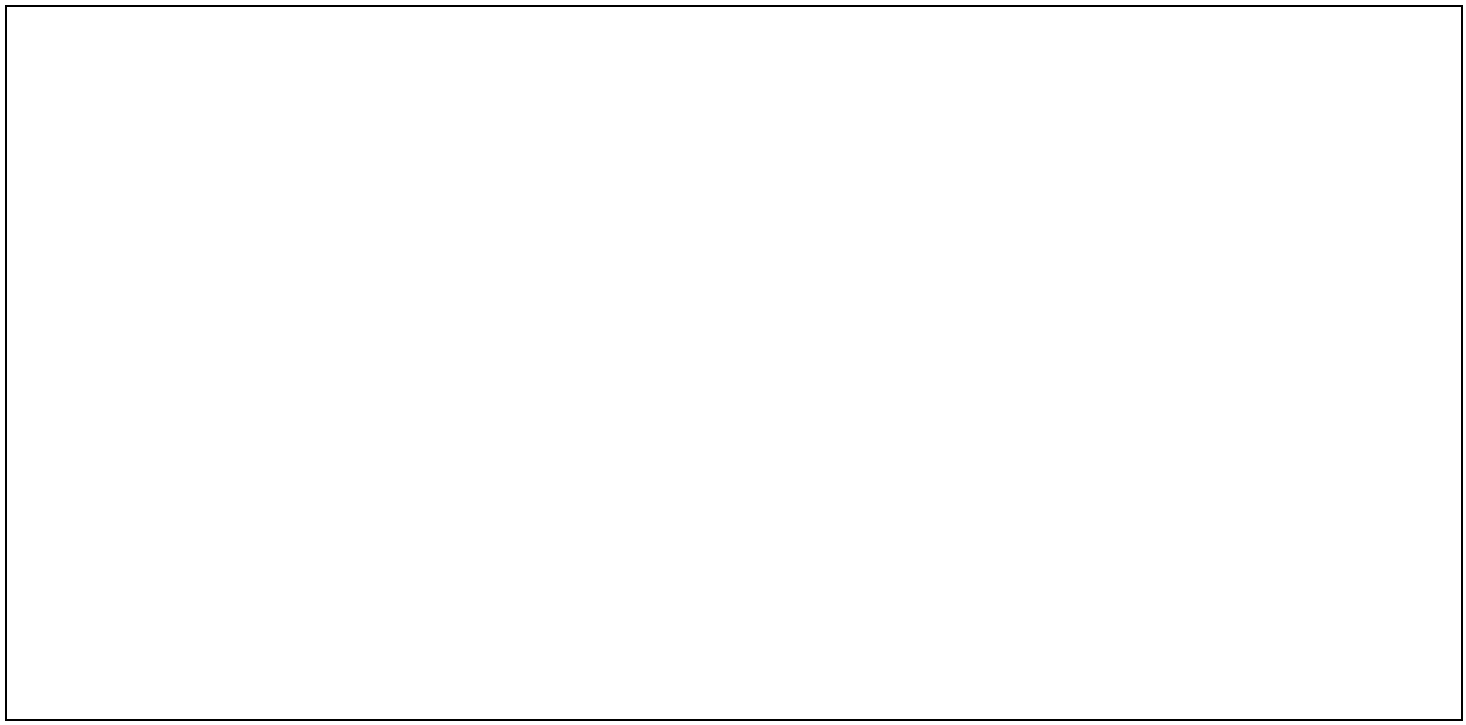


plus

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Name:_____

Character Review



I like _____ because

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Express Readers

Book	Cub At The Stands	Step 2, supplemental

Sound-Spellings Skills Focus

S blends	sk	sm	sn	sp	st	str
beginning blends	fl	gr	pl			
ending blends	nd	mp				
double-letter blends	ff	ll	ck*			

Hands-On Activity *choose 1*

- Couple Card match (picture to words with s blends & short vowels)
- S blend picture sort (included)
- Color the S Blend (included)

Slow Down Sounds

- -ck: "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.
- S Blends, blends

Phonemic Awareness

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

/s/-/t/-/i/-/k/	/s/-/n/-/a/-/p/	/s/-/t/-/o/-/p/
/s/-/k/-/i/-/p/	/s/-/n/-/i/-/f/	/s/-/m/-/e/-/l/

Sticky Words

o	f

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

th	e	t	o
h	e	f	or

Vocabulary

- **snag** – to grab or to get
- **spots** – to see something
- **strip** (strip of) – a row, a long piece, a series of
- **plump** – having a full rounded shape
- **epic** – impressive, remarkable, extraordinary
- **to be spent (Cub is spent.)** – to be tired
- **nips** – takes little bites
- **plod** – to walk slowly and heavily, heavy steps

Fluency Practice – *choose 1*: Phrasing Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- Name some of the foods that Cub tries.
- What happens when Cub sees the strip of stands? (he smells good smells, he licks his lips, his stomach flips and flops from hunger, etc.)
- What food does Cub eat that is on a stick? (a hot dog)
- Who sells Cub a pop (soda)? (Dog)
- How does the story end? (Cub is so full that he must slowly walk back to his den and take a huge nap.)

Connection Questions (connecting the student to the book):

- Have you ever eaten from a food truck or a food stand? If so, what did you try?

Partner Share Topic:

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<table>
<tr><td></td><td>

Tell a partner what kind of food truck/food stand you would own if you could. What would you make and/or sell?
Tell a partner some of the foods from the book that you remember and any of the foods that you have tried before.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>
Dictation: Dictate the following words to students and have them write on paper or a whiteboard. Help students segment the sounds to write (at least for the first couple words).
Words to dictate:
<table>
<tr><td>snap</td><td>strip</td><td>stand</td><td>spot</td></tr>
<tr><td>stop</td><td>spent</td><td>snag</td><td>snack</td></tr>
</table>
Sentence to dictate:
<table>
<tr><td>Cub went to the strip of stands and got snacks.</td></tr>
</table>

Optional Extensions:
<u>Story Writing:</u>
Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture.

<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response after answering the following: If you had a stand, what would you sell at the stand?
</td></tr>
<tr><td>Comprehension Activity</td><td>
<u>Thought Report:</u>

Students have a version of the Thought Report.
Students decide their personal feeling about the book, being able to explain WHY they feel the way they do about the book.

</td></tr>
<tr><td>Provided Resources</td><td>
1. Blending Lines, <u>Cub At The Stands</u>
2. Phrasing Pyramids, <u>Cub At The Stands</u>
3. Writing Response, <u>Cub At The Stands</u>
4. Story Writing
5. S Blend Picture Sort
6. Color the S Blend
7. Thought Report, v1/v2
</td></tr>
</table>

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Blending Lines: Cub at the Stands

Line 1 (minimal contrasts-new to known)	lid slid nap snap
Line 2 (vary initial sound)	pot spot top stop
Line 3 (vary final sound)	still stick snip sniff
Line 4 (mixed set, target skill)	snags strip skip smell
Line 5 (review words for mastery)	nut cub pop nap
Line 6 (review words for mastery)	bun hot bed den
Line 7 (challenge words)	plump grab flips spent
Line 8 (connected text)	Cub spots a strip of stands.
Line 9 (connected text)	He sniffs and smells.
Line 10 (sticky words)	he the to of for

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

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Name: _____

Phrasing Pyramids, Cub At The Stands

Cub snaps up

Cub snaps up a hot dog

Cub snaps up a hot dog on a stick.

Cub can not skip

Cub can not skip, but he plods

Cub can not skip, but he plods back to the den.

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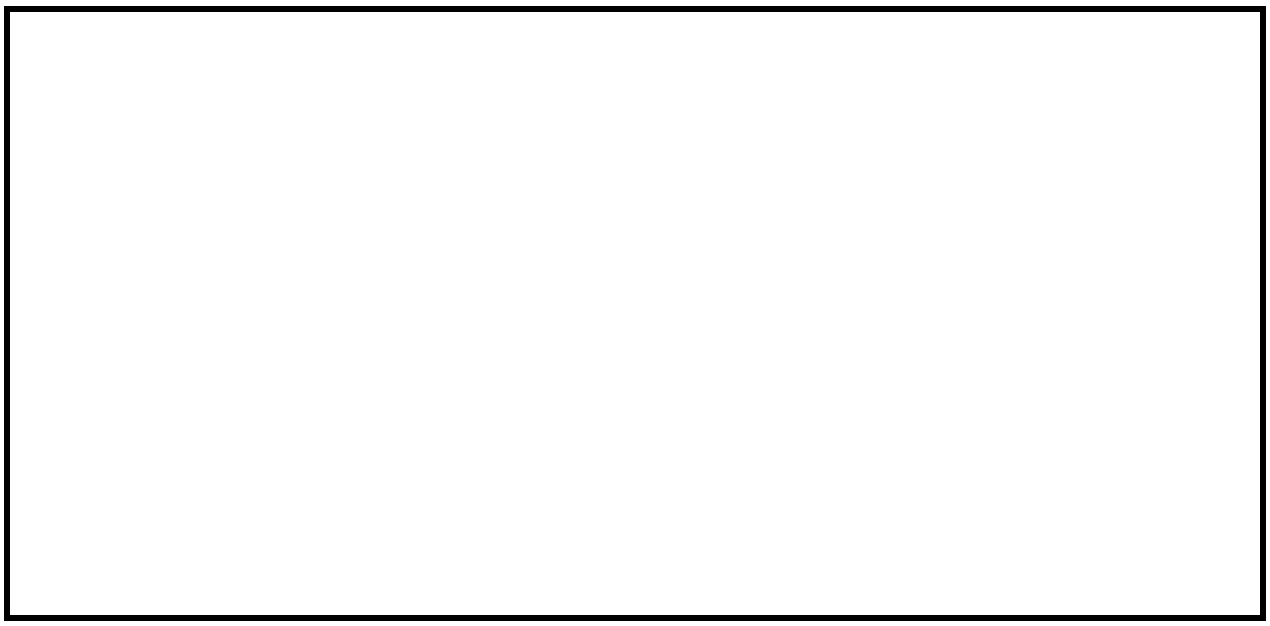
Name:_____

Story Writing

Choose 4 words from the book to use in your writing and your picture.

_____ _____ _____ _____

_____ _____ _____ _____



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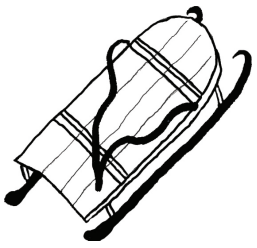
Blend Sound Sort - s blends

Name:_____

sn	sl
st	

cut

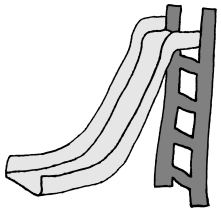
















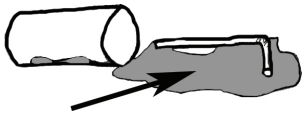
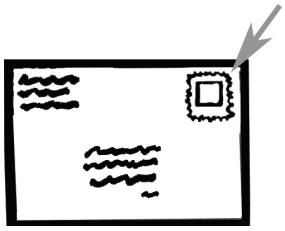
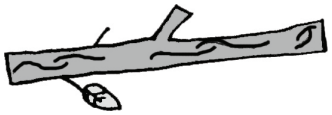
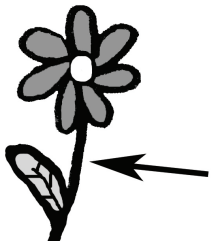
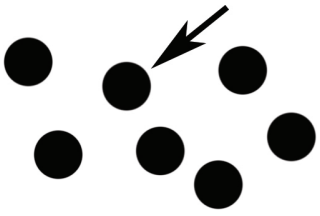
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Name:_____

Blend Sound Sort - s blends 2

st	sw
sp	

cut

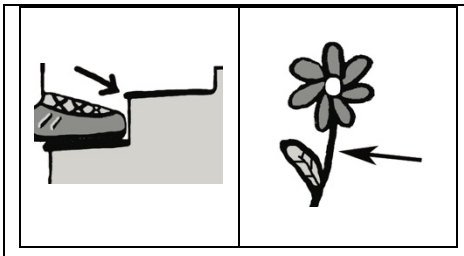









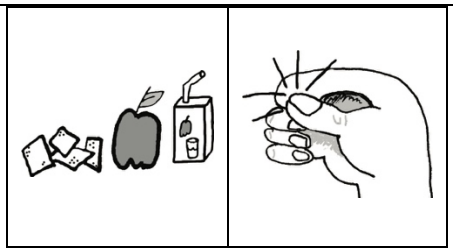
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Name:_____ S Blends

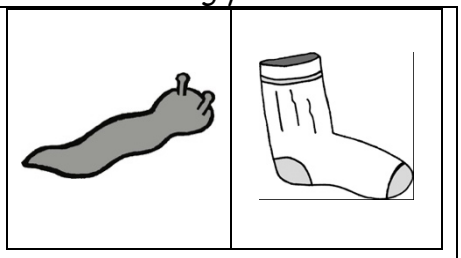
Trace the two letters that make the blend in the word. Circle the matching picture.



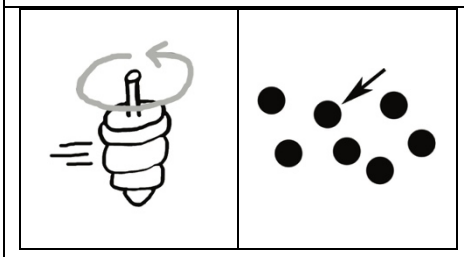
stem



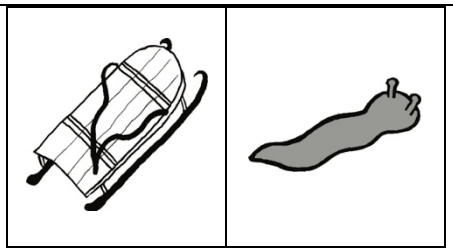
snap



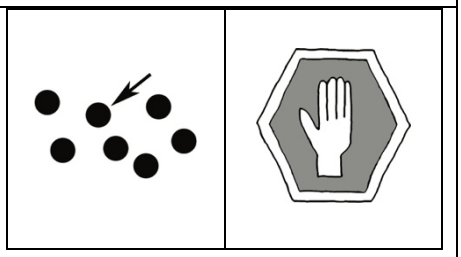
slug



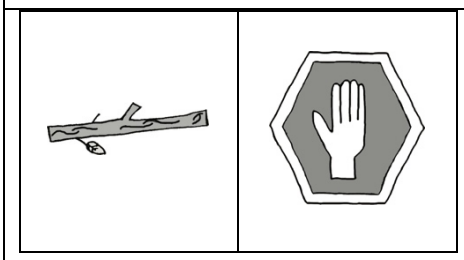
spin



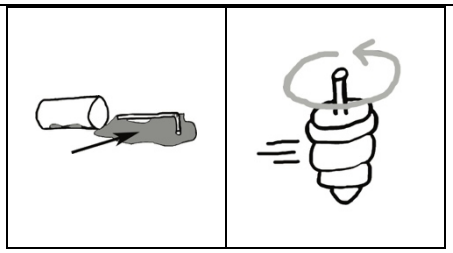
sled



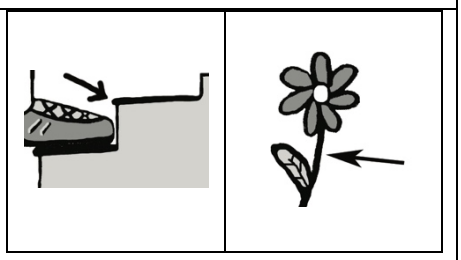
spot



stop



spill



step

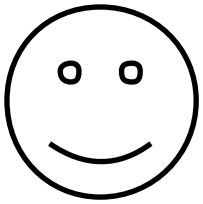
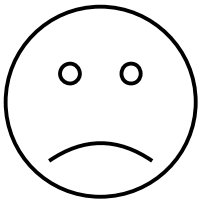
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Thought Reports

Version 1

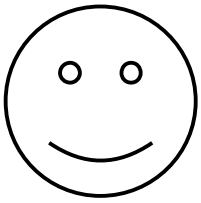
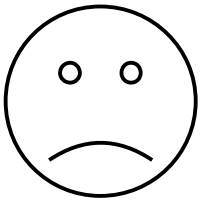
Title:_____

My name:_____

I did like the book.	I did not like the book.
	

Title:_____

My name:_____

I did like the book.	I did not like the book.
	

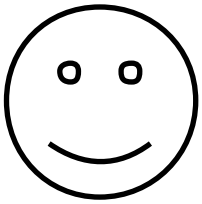
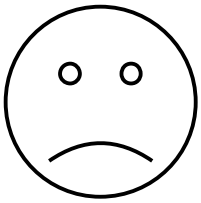
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(C)Elise Lovejoy

Version 2

Thought Report

Title:_____

My name:_____

I did like the book.	I did not like the book.
	

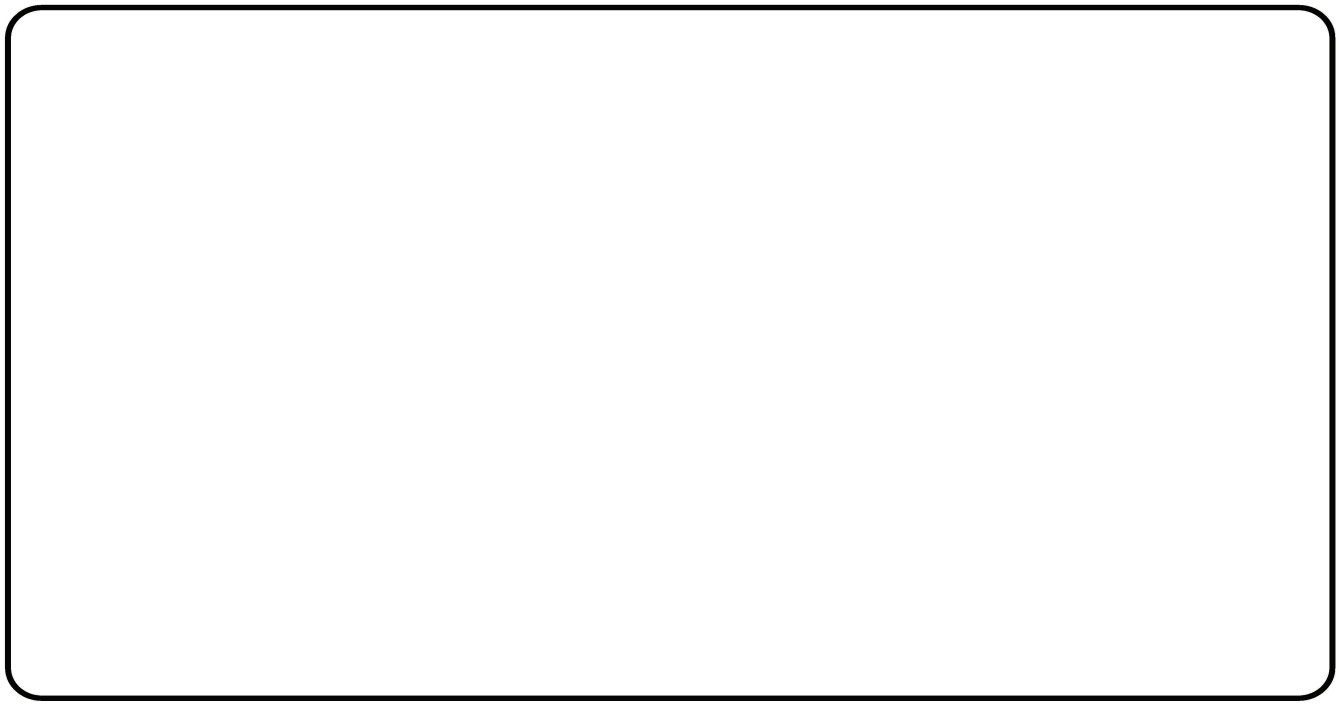
The best part:

Express Readers
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Name:_____

Cub At The Stands

If you had a stand, what would you sell at the stand?



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Book	Frog And Gran	Step 2, supplemental

Sound-Spellings Skills Focus

R blends	br	cr	dr	fr	gr	pr	tr
ending blends	st	nd					
double-letter blends	ll	ss					

Hands-On Activity *choose 1*

- Couple Card match (picture to words with r blends & short vowels)
- R blend picture sort (included)

Slow Down Sounds

- R Blends

Phonemic Awareness

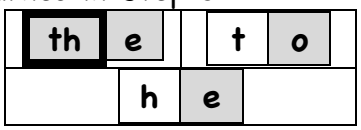
Bounce and Blend: *(From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word.* **Words to bounce:**

/f/-/r/-/o/-/g/	/d/-/r/-/a/-/b/	/g/-/r/-/a/-/b/
/c/-/r/-/i/-/b/	/g/-/r/-/i/-/n/	/t/-/r/-/e/-/k/

Sticky Words



see: The "s" spells the basic /s/ sound which students have learned. The "ee" spells the long vowel sound /E/. This is a vowel team and is learned in Step 5.



Vocabulary

- **treks** – to go on a long journey, usually on foot
- **crops** – plants that are grown as food
- **pram** – a baby buggy or stroller where a baby can lay down
- **grins** – small smile
- **frets** – to be visibly worried or anxious
- **drab** – dull, boring, without much color
- **preps** – to prepare or get ready
- **don** – to wear
- **grub** – to eat
- **brags** – to boast

Fluency Practice – *choose 1*: Phrasing Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- Where is Frog going on his trek? (to his Gran's house)
- How does Frog get the doll to his Gran's house? (He drags it in a pram.)
- What is wrong with the doll? (It is drab and needs to be fixed up a bit.)

Connection Questions (connecting the student to the book):

- Have you ever repurposed a toy, recycled one into a new toy, or found a toy that you ended up loving? What was it and how did you play with it?
- Have you ever seen crops growing? What did you see?

Partner Share Topics:

- Come up with one more way Frog and Gran could have fixed or prepared for the doll and tell your partner. (brushed the hair, washed it in the washing machine, made a toy, etc.)

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<table>
<tr><td></td><td>

- Dream up a different toy that Frog might have tripped over. What would Frog and Gran do with that toy? Tell your partner.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>

Dictation: *Dictate the following words to students and have them write on paper or a whiteboard. Help students segment the sounds to write (at least for the first couple words).*

Words to dictate:

grub	crib	drop	trip
fret	prop	brag	pram

Sentence to dictate:

Frog trips as he hops on his trek.

Optional Extensions:

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.

Writing Response:

Students practice writing their own thoughts on the Writing Response after finishing the following: *Frog and Gran had a doll. If I had a doll…*

</td></tr>
<tr><td>Comprehension Activity</td><td>

Sequencing – Beginning, Middle, End:

- Students each have a Sequencing-Beginning, Middle, End paper.
- Students draw a picture for how the story begins, an event in the middle, and how the story ends.
- Students explain their pictures and the sequence to a peer to practice explaining and using their words to describe the sequence.

</td></tr>
<tr><td>Provided Resources</td><td>

1. Blending Lines, Frog And Gran
2. Phrasing Pyramids, Frog And Gran
3. Writing Response, Frog And Gran
4. Story Writing
5. R Blend Picture Sort
6. Sequencing – Beginning, Middle, End

</td></tr>
</table>

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Blending Lines: Frog And Gran

Line 1 (minimal contrasts-new to known)	get fret hop drop
Line 2 (vary initial sound)	hop crop grab drab
Line 3 (vary final sound)	grin grip gran grab
Line 4 (mixed set, target skill)	trek drab grub crib
Line 5 (review words for mastery)	get on in up fix
Line 6 (review words for mastery)	can nap bib and
Line 7 (challenge words)	dress trips preps visit
Line 8 (connected text)	Gran grabs a doll dress.
Line 9 (connected text)	Frog preps a crib.
Line 10 (sticky words)	sees the to he

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

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Name: _____

Phrasing Pyramids, Frog And Gran

He drags

He drags the doll

He drags the doll in a pram.

On his trek,

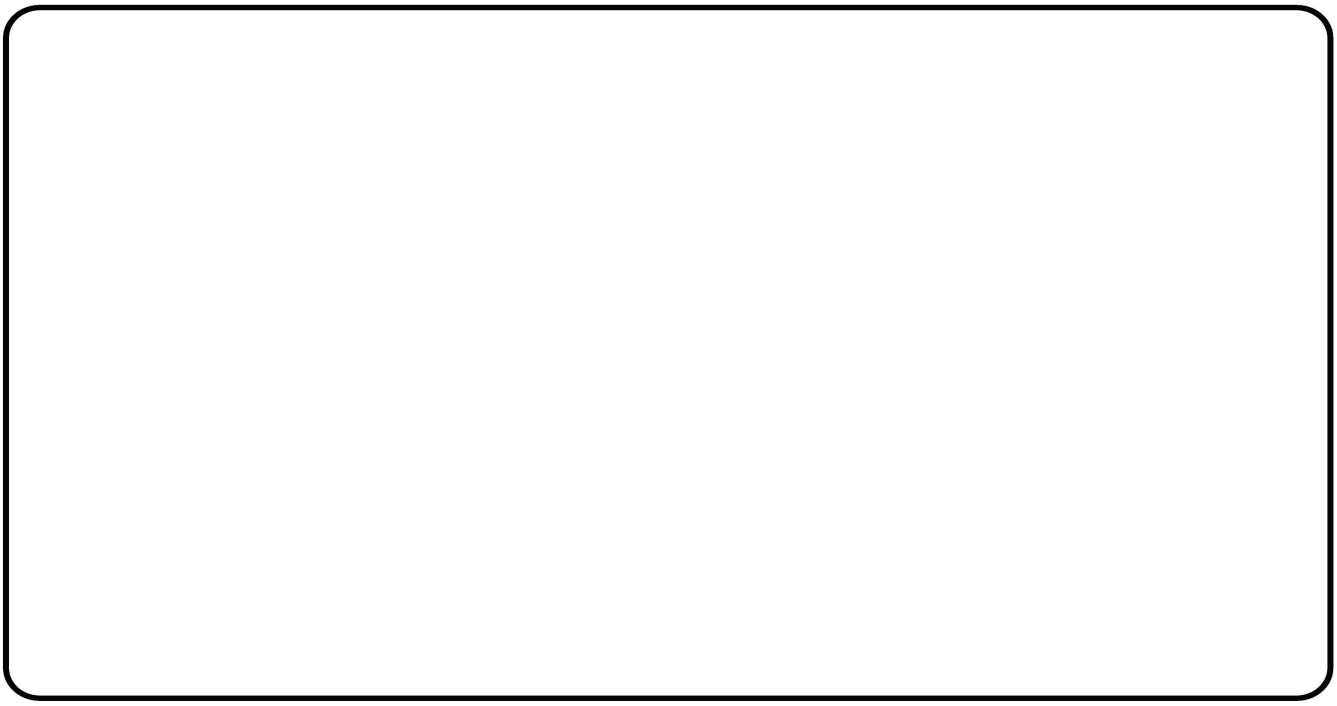
On his trek, he trips

On his trek, he trips on a doll.

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Name:_____

Frog and Gran had a doll. If I had a doll...



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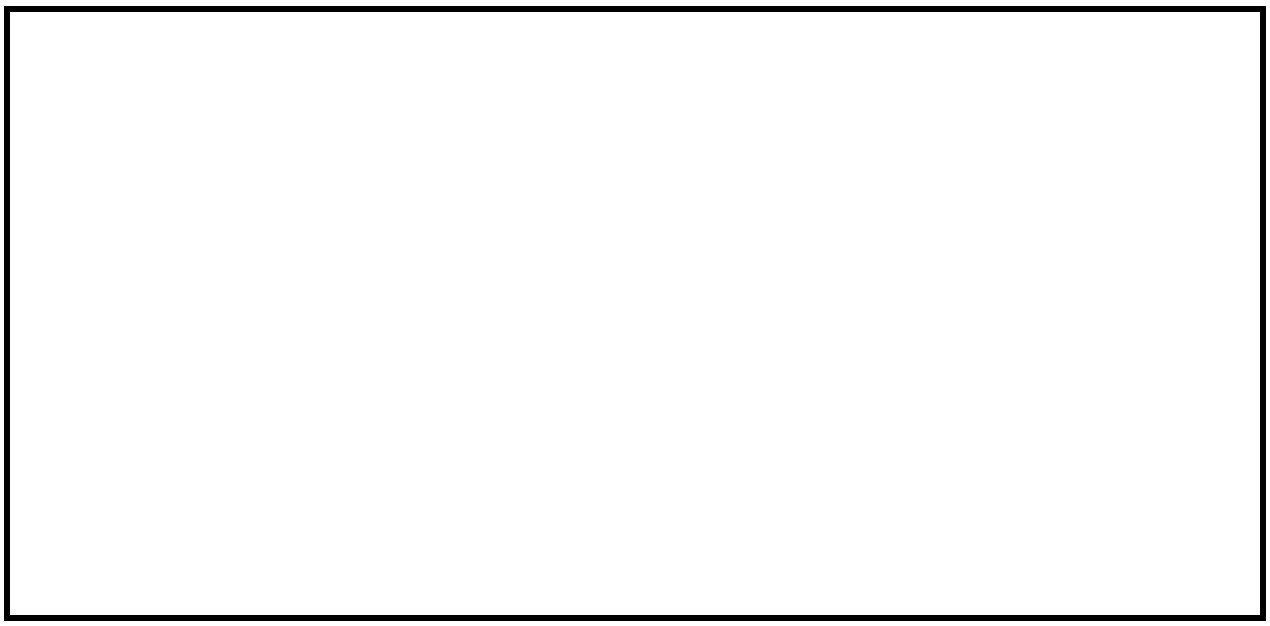
Name:_____

Story Writing

Choose 4 words from the book to use in your writing and your picture.

_____ _____ _____ _____

_____ _____ _____ _____



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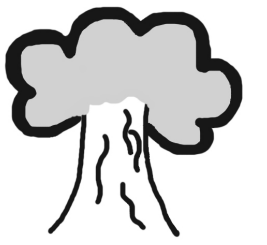
Blend Sound Sort - r blends

Name:_____

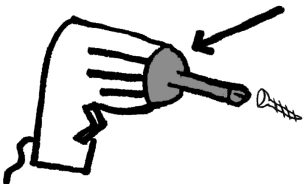
dr	tr

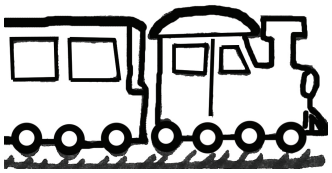
cr

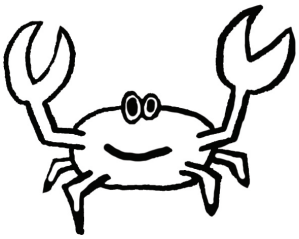
cut

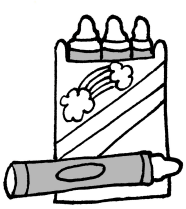


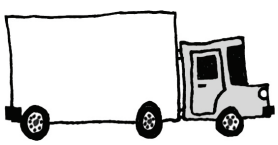


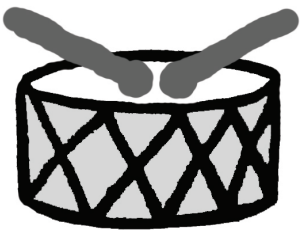








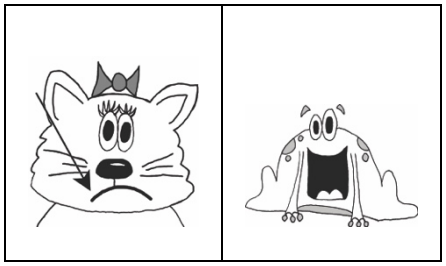




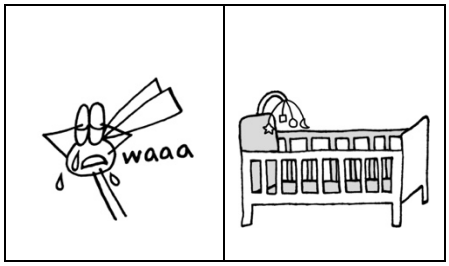
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Name:_____ r Blends

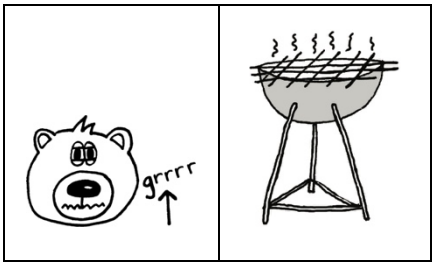
Trace the two letters that make the blend in the word. Circle the matching picture.



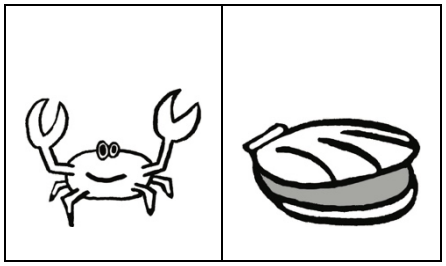
frog



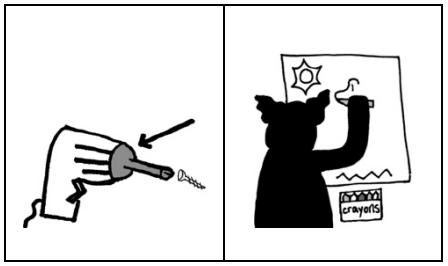
crib



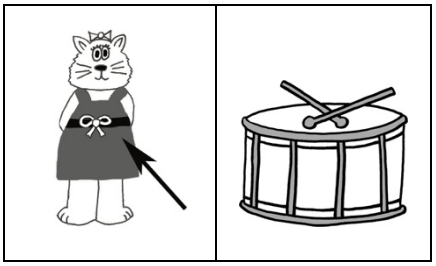
grill



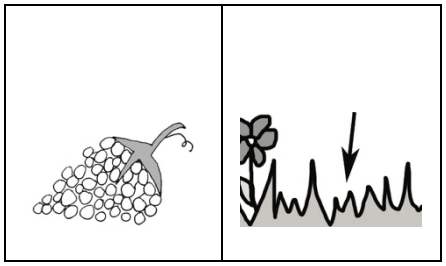
crab



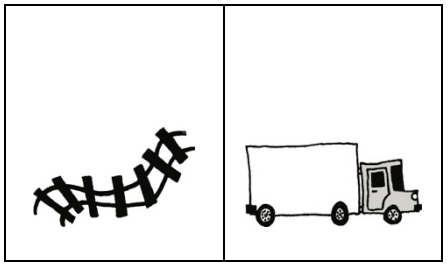
drill



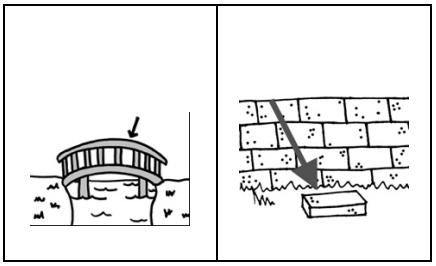
drum



grass



truck



brick

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Name: _____

Story Elements
Sequencing Activity

Book: _____

Beginning	**Middle**	**End**

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Name:_____

Beginning	Middle	End

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Express Readers

Book	Frog's Plant	Step 2, supplemental

Sound-Spellings Skills Focus

beginning blends	cr	fl	fr	gl	gr	pl	pr	sl	spl	sn	st	sw	tr
ending blends	ft	xt	nt	pt	st	nd	mp	lp	sp				
double-letter blends	ff	ll	ss	ck*									

Hands-On Activity *choose 1*

- Couple Card match (picture to words with blends & short vowels)
- Couple Card Memory (blends, word cards and picture cards)
- Phone Tap, blends (included)

Slow Down Sounds

- Blends
- -ck: "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.

Phonemic Awareness

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

/w/-/i/-/n/-/d/	/g/-/r/-/i/-/p/	/t/-/r/-/i/-/m/
/f/-/l/-/u/-/f/	/s/-/l/-/e/-/p/-/t/	/p/-/l/-/a/-/n/-/t/

Sticky Words

s ee	o f	p u t

see: The "s" spells the basic /s/ sound which students have learned. The "ee" spells the long vowel sound /E/. This is a vowel team and is learned in Step 5.
was: The "w" spells the basic /w/ sound which students have learned. The "a" spells /u/. If you have taught "s" spelling /z/, then this will not be a sticky sound spelling.
of: "of" is entirely irregular. The "o" spells /u/, and the "f" spells /v/ in this word.

th e	t o	h e	b e	f r o m	w a s

Vocabulary

- **swell** – great, good, nice
- **limp** – not stiff or firm, lacking strength
- **gasp** – to suck in air quickly, usually in surprise
- **"plump it up"** – to make fuller or fatter
- **"fluff it up"** – to make fuller or bigger by giving air
- **splint** – a strip of rigid material to hold something straight
- **to prop** – to position with support

Fluency Practice – *choose 1*	Phrasing Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- What is the first thing Frog thinks of to try and solve the problem? (hug and kiss the plant to make it happy)
- What could happen if Frog puts the plant in the wind? (A gust of wind could knock it over and cause it to dump out of the pot.)
- Why was the plant wilted? (It needed to be planted in the ground, it needs more soil, a raft is not a good place for a plant, etc.)

Connection Questions (connecting the student to the book):

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<table>
<tr><td></td><td>

Have you ever grown a plant? Did you grow it from a seed or take care of it once it was a plant? What happened?

Partner Share Topic:

Tell your partner a different way that Frog could have helped the plant.
Tell your partner what type of plant you would like to have. (a certain type of flower, a cactus, a tree, etc.)

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>
Dictation: Dictate the following words to students and have them write on paper or a whiteboard. Help students segment the sounds to write (at least for the first couple words).
Words to dictate:
<table>
<tr><td>frog</td><td>wind</td><td>dump</td><td>flat</td></tr>
<tr><td>bend</td><td>plump</td><td>gift</td><td>help</td></tr>
</table>
Sentence to dictate:
<table>
<tr><td>Frog has a limp plant next to his pad.</td></tr>
</table>
Optional Extensions:
<u>Story Writing:</u>
Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture.
<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response after finishing the following: If I had a plant, it would be...
</td></tr>
<tr><td>Comprehension Activity</td><td>
<u>Problem And Solution</u>

Students each have a copy of Problem and Solution.
Students write a sentence describing the problem and draw a picture.
Students write a sentence describing the solution and draw a picture.

</td></tr>
<tr><td>Provided Resources</td><td>
1. Blending Lines, <u>Frog's Plant</u>
2. Phrasing Pyramids, <u>Frog's Plant</u>
3. Writing Response, <u>Frog's Plant</u>
4. Story Writing
5. Phone Tap, Blends
6. Problem And Solution
</td></tr>
</table>

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Blending Lines: Cub And The Club

Line 1 (minimal contrasts-new to known)	cub club pot plot
Line 2 (vary initial sound)	pan plan lip clip
Line 3 (vary final sound)	plot plod slob slot
Line 4 (mixed set, target skill)	slept plant gasp trim
Line 5 (review words for mastery)	can will if sun did
Line 6 (review words for mastery)	fits tells pot frog just
Line 7 (challenge words)	splint craft plump grass
Line 8 (connected text)	The sun set, and Frog slept.
Line 9 (connected text)	Frog got a swell gift from Duck.
Line 10 (sticky words)	see put of he to was be the from

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

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Name: _____

Phrasing Pyramids, Frog's Plant

At sun up,

At sun up, Frog did see

At sun up, Frog did see the plant

At sun up, Frog did see the plant was limp.

The grip

The grip of a hug

The grip of a hug will press

The grip of a hug will press the plant

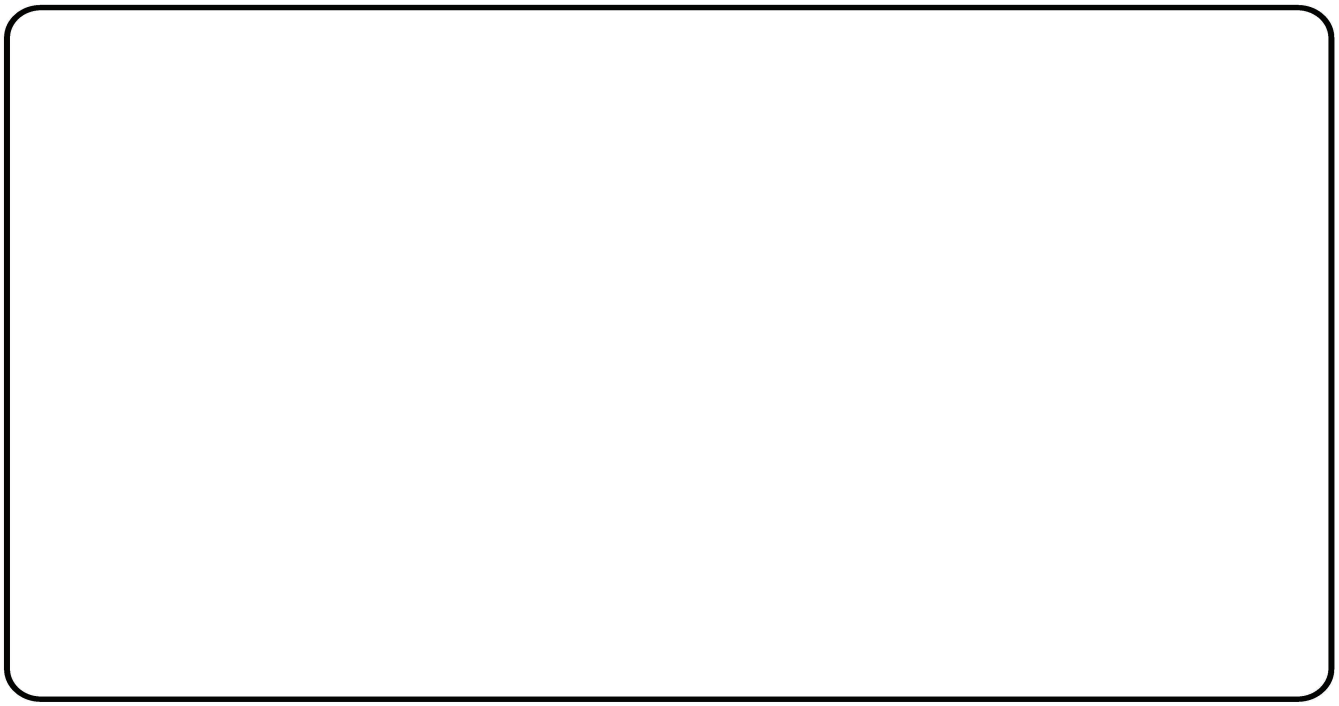
The grip of a hug will press the plant flat.

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Name:_____

Frog's Plant

If I had a plant, it would be...



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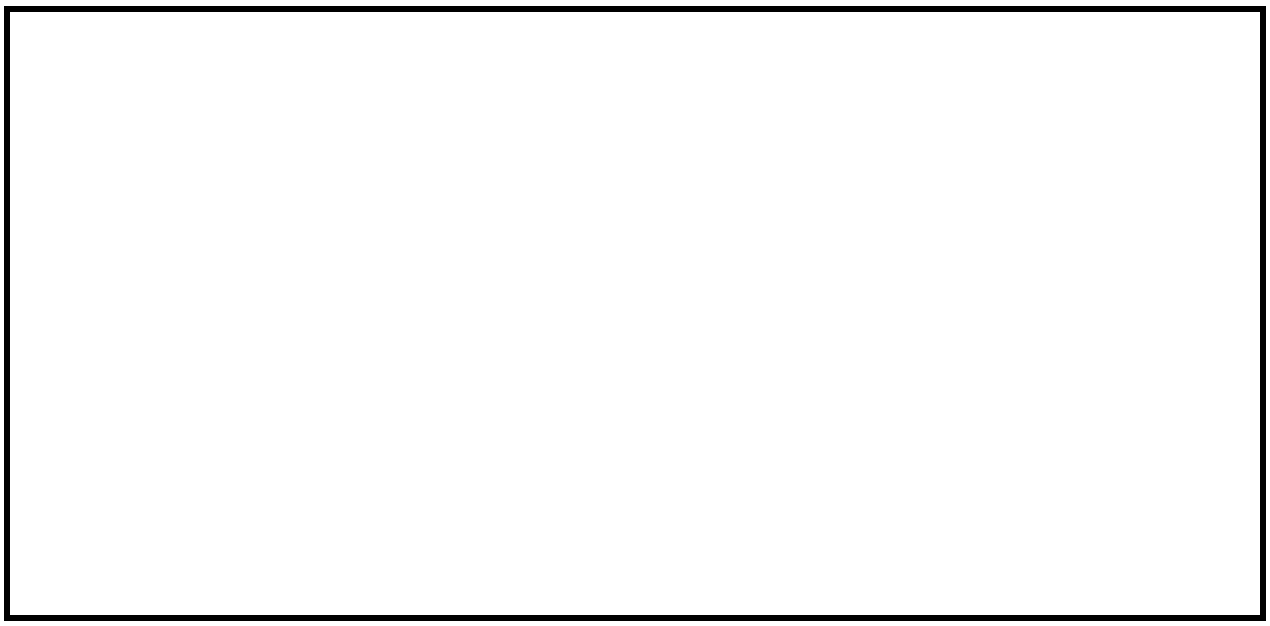
Name:_____

Story Writing

Choose 4 words from the book to use in your writing and your picture.

_____ _____ _____ _____

_____ _____ _____ _____



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Phone Tap

Cut out the phones below. Look at the picture, say the word, tap the sound spellings for the word on the phone and then spell the word on the line.

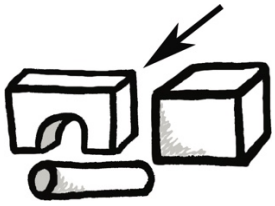
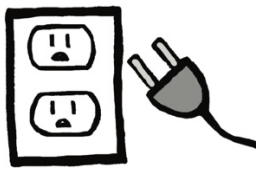
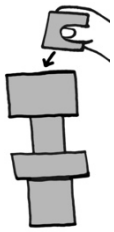
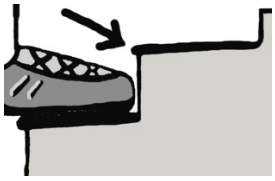
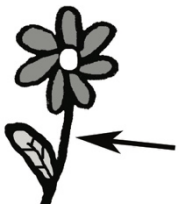
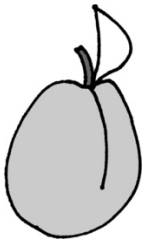
bl	i	ck
cl	e	p
pl	a	g
fl	o	m
gl	u	n

Phone #1

st	e	m
sl	i	n
sn	u	ck
sp	a	b
sk	o	p

Phone #2

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Phone #1		Phone #2	
			
			
			
			
			
			

(c) Elise Lovejoy
Express Readers

Name:_____

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Express Readers

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	Dog's Truck	Step 2, supplemental

Sound-Spellings Skills Focus

beginning blends	bl	cl	cr	pl	sp	scr	st	fr	tr
ending blends	ft	lp	mp	pt	st				
double-letter blends	ff	ll	ss	ck*					

Hands-On Activity

- Couple Card match (picture to words with blends & short vowels)
- Blend Match #1 (included)

Slow Down Sounds

- Blends
- -ck: "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.

Phonemic Awareness

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

/t/-/r/-/u/-/k/	/s/-/t/-/e/-/p/	/l/-/a/-/s/-/t/
/t/-/r/-/i/-/m/	/s/-/k/-/r/-/u/-/b/	/b/-/l/-/i/-/s/

Sticky Words

d	oe	s		o	f

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

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

th	e		t	o			g	o

Vocabulary

- **cab** – the front part of truck where the driver sits
- **trim** – the edge
- **specks** – small/tiny spots
- **well-kept** – well taken care of
- **buff** – to polish
- **crafts** – to make, create, fashion, or build
- **frets** – to be visibly worried or anxious
- **bliss** – perfect happiness, extreme joy

Fluency Practice – *choose 1*	Phrasing Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- What is the problem with Dog's truck? (He can't get into it because his legs aren't long enough to reach the bottom step.)
- How does Dog solve his problem? (crafting/building a step to help him get up into the cab)
- How does Dog feel at the end? (really happy, blissful, etc.)

Connection Questions (connecting the student to the book):

- Do you own anything that is special, that you take good care of?
- Have you ever ridden in a big truck? What kind was it?

Partner Share Topic:

- Come up with a creative way for Dog to get into his truck and tell a partner. (using a trampoline, firing himself out of a cannon, swinging on a vine, etc.)

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<table>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>Dictation: Dictate the following words to students and have them write on paper or a whiteboard. Help students segment the sounds to write (at least for the first couple words).
Words to dictate:
<table><tr><td>fast</td><td>trim</td><td>best</td><td>clap</td></tr><tr><td>spots</td><td>step</td><td>truck</td><td>craft</td></tr></table>Sentence to dictate:
Dog crafts a step for his big truck.

Optional Extensions:
<u>Story Writing:</u>
Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture.

<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response after finishing the following: Dog got in the truck. He went to...</td></tr>
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2. Phrasing Pyramids, <u>Dog's Truck</u>
3. Writing Response, <u>Dog's Truck</u>
4. Sequencing Strip, <u>Dog's Truck</u>
5. Story Writing
6. Blends Match #1</td></tr>
</table>

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Blending Lines: Dog's Truck

Line 1 (minimal contrasts-new to known)	lap clap pot spot
Line 2 (vary initial sound)	last fast duck truck
Line 3 (vary final sound)	bet best stem step
Line 4 (mixed set, target skill)	trek drab grub crib
Line 5 (review words for mastery)	can big up not him
Line 6 (review words for mastery)	get top has and
Line 7 (challenge words)	crafts bliss jumps scrub
Line 8 (connected text)	Dog's truck is the best.
Line 9 (connected text)	The truck is well - kept.
Line 10 (sticky words)	does of the to go

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

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Name: _____

Phrasing Pyramids, Dog's Truck

The truck

The truck has

The truck has a red cab

The truck has a red cab and black trim.

Dog

Dog scrubs

Dog scrubs the truck

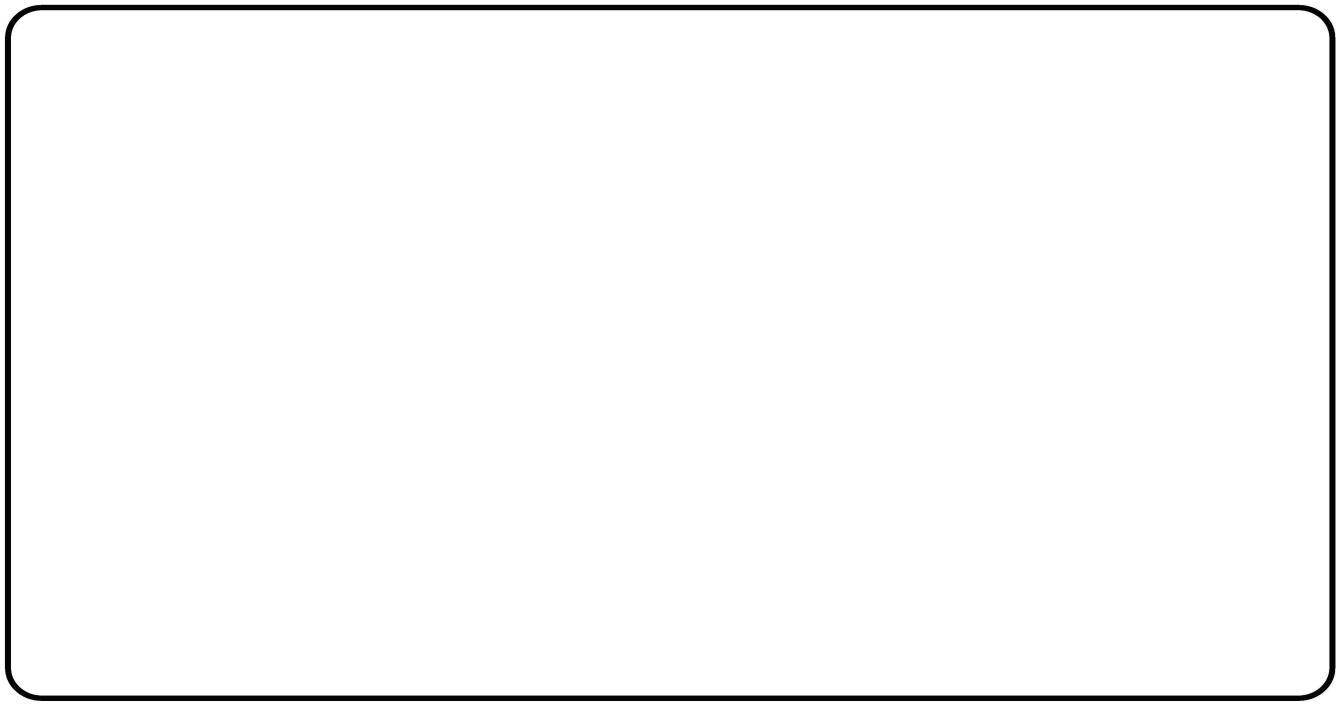
Dog scrubs the truck to rid of spots.

(c) Elise Lovejoy, Express Readers

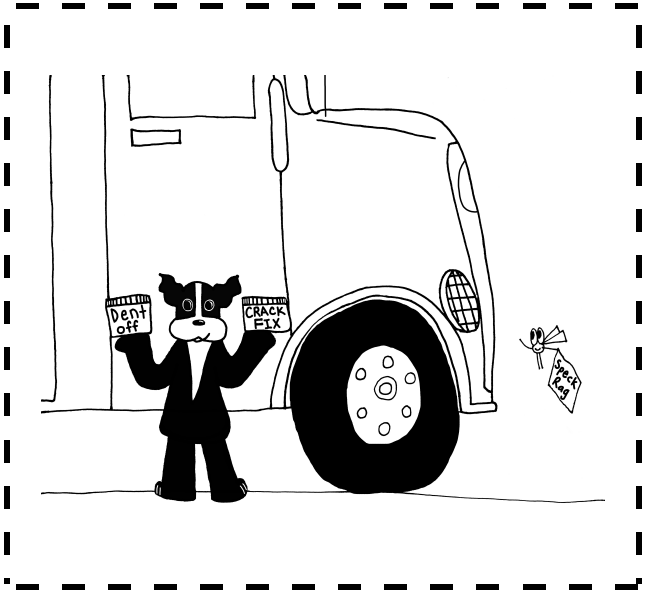
Name:_____

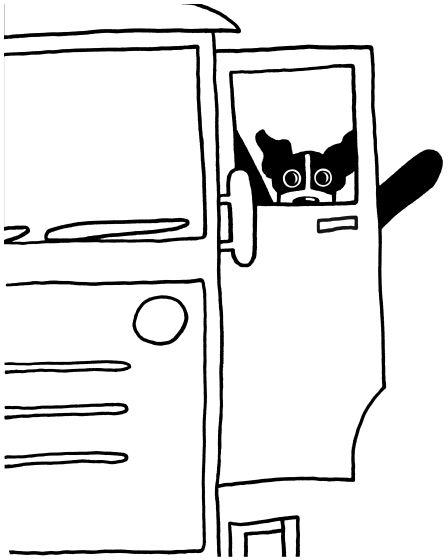
Dog's Truck

Dog got in the truck. He went to...



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Sequencing Strip

Dog's Truck

1	2	3

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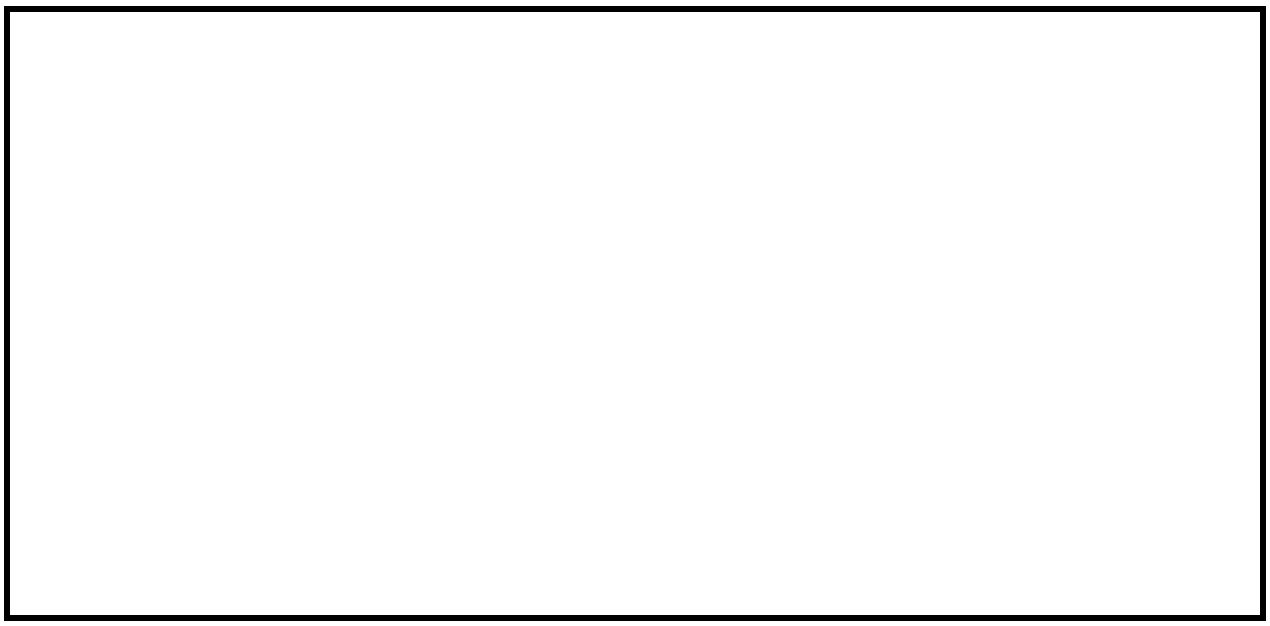
Name:_____

Story Writing

Choose 4 words from the book to use in your writing and your picture.

_____ _____ _____ _____

_____ _____ _____ _____



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Express Readers

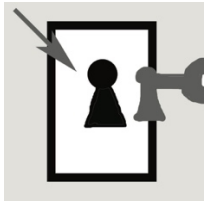
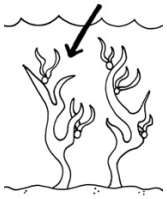
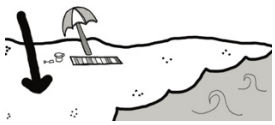
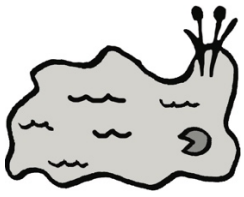
Name:_____ Blend Match #1

Words with ending blends & -ck

fist	
pond	
hand	
kelp	
sand	
sack	
desk	

back	
rock	
sick	
kick	
lock	
duck	
sock	

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Book	Frog's Habitat	Step 2, supplemental

Sound-Spellings Skills Focus

beginning blends	fr	gl	gr	pl	sl	sp	spr	spl	st
ending blends	nd	sk	mp	xt	nt	ft	lp		
double-letter blends	ff	ll	ss	zz	ck*				

Hands-On Activity *choose 1*

- Couple Card match (picture to words with r blends & short vowels)
- Syllable Sort, Frog's Habitat

Slow Down Sounds

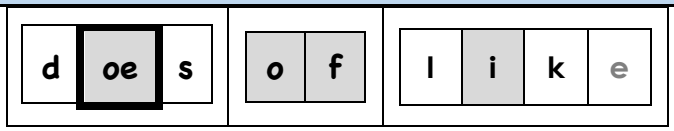
- Blends
- Multisyllabic words: habitat, cannot, cabin, magnet, ribbit, commends, visit, confess
- -ck: "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.

Phonemic Awareness

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

hab – it – at	vis – it	cab – in	rib – bit
con – fess	com – mend	can – not	mag – net

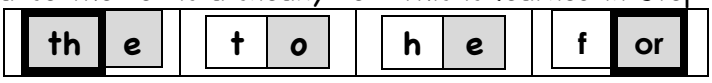
Sticky Words



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

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

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



Vocabulary

- **confess** – to own up, admit, or tell about something that one did
- **commend** – to praise or compliment
- **habitat** – the place in which a creature lives best
- **sprig** – a small stem with leaves or flowers
- **glum** – a bit sad or gloomy
- **bask** – to revel in/make the most of, to be exposed or lie in warmth

Fluency Practice – *choose 1*	Phrasing Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- What does it mean when it says, "sticks to him like a magnet?"
- What is it about the noises of the pond that bother Dog? (he hears it too loudly, the sounds are too big for him, etc.)
- Name two reasons why Dog does not fit in a habitat that a frog lives in. (his fur collects the mud and plants, his hearing is too sensitive, he can't stick to a lily pad, etc.)
- Why does Frog commend Dog? (for telling the truth and not telling a lie, being honest)

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<table>
<tr><td></td><td>

What makes Frog suited to live in a pond as his habitat? (slick skin, ability to hop and stick, normal hearing/not sensitive to sounds, can swim, etc.)

<u>Connection Questions (connecting the student to the book):</u>

What is your habitat?
Have you ever been to a pond? What was it like?
If you were Dog, where would you choose to live?

Partner Share Topic:

Tell a partner what you think happens next. What do you think Dog and Frog do during their visit now that Dog is staying in a cabin?
Tell a partner one more reason why a dog might not do well living in a pond.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>
Dictation: Dictate the following words to students and have them write on paper or a whiteboard. Help students segment the sounds to write (at least for the first couple words).
Multisyllabic Words: Say the parts/syllables of each word. Students write on a white board, decoding each part, and then blending the word together. Explain that chunking a word helps to decode longer words.
Words to dictate:
<table>
<tr><td>hab – it - at</td><td>vis - it</td><td>cab - in</td><td>rib - bit</td></tr>
<tr><td>con - fess</td><td>com - mend</td><td>can - not</td><td>mag - net</td></tr>
</table>
Optional Extensions:
<u>Story Writing:</u>
Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture.

<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response after finishing the following: Frog's habitat is a pond. My habitat is...
</td></tr>
<tr><td>Comprehension Activity</td><td>
<u>Problem And Solution</u>

Students each have a copy of Problem and Solution.
Students write a sentence describing the problem and draw a picture.
Students write a sentence describing the solution and draw a picture.

</td></tr>
<tr><td>Provided Resources</td><td>
1. Blending Lines, <u>Frog's Habitat</u>
2. Phrasing Pyramids, <u>Frog's Habitat</u>
3. Writing Response, <u>Frog's Habitat</u>
4. Story Writing
5. Syllable Sort, <u>Frog's Habitat</u>
6. Problem And Solution
</td></tr>
</table>

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Blending Lines: Frog's Habitat

Line 1 (minimal contrasts-new to known)	hum glum dog frog
Line 2 (vary initial sound)	stick slick help yelp
Line 3 (vary final sound)	next nest stuff stuck
Line 4 (mixed set, target skill)	magnet cannot cabin visit
Line 5 (review words for mastery)	on can and sun hops
Line 6 (review words for mastery)	top mud gets wet not
Line 7 (challenge words)	habitat commends confess ribbit
Line 8 (connected text)	The plants stick to his legs.
Line 9 (connected text)	The pond has a hum.
Line 10 (sticky words)	does like of the for to

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

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Name: _____

Phrasing Pyramids, Frog's Habitat

Frog gets

Frog gets to the pond

Frog gets to the pond to bask

Frog gets to the pond to bask in the sun.

Dog slips off

Dog slips off the slick pad

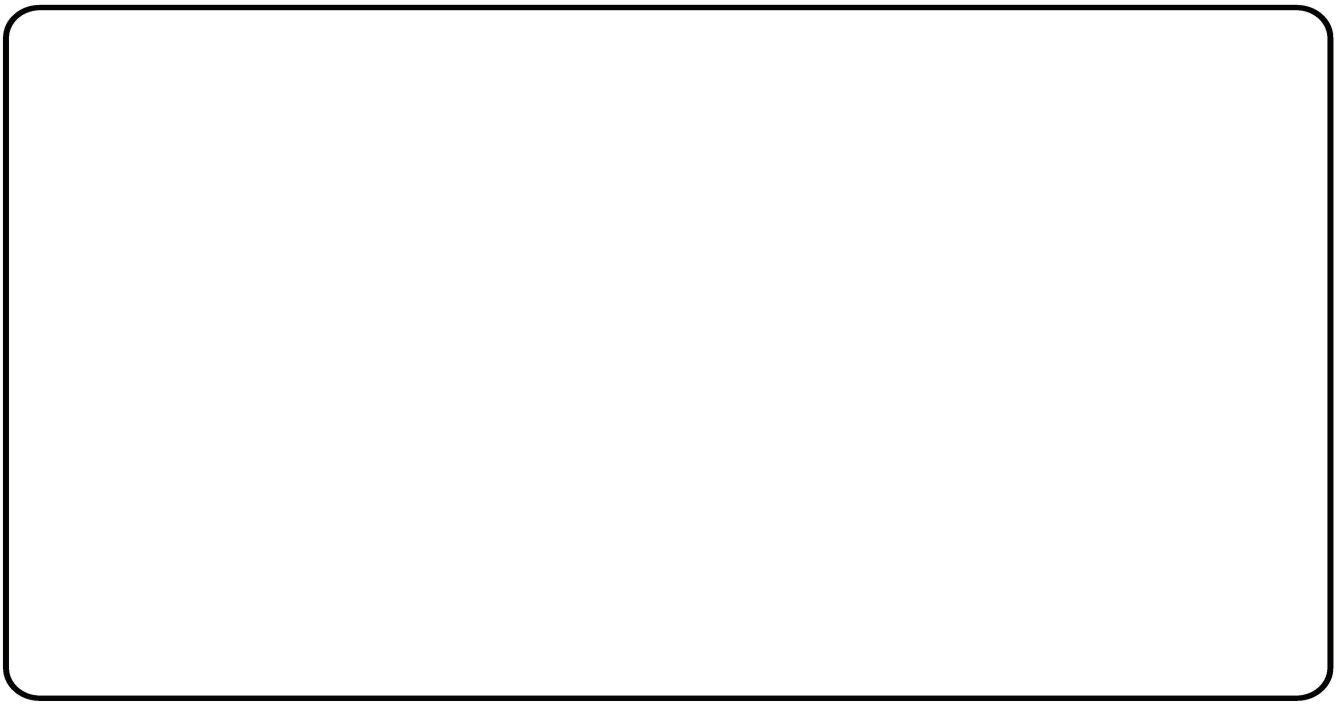
Dog slips off the slick pad and

Dog slips off the slick pad and gets wet.

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Name:_____

Frog's habitat is a pond. My habitat is...



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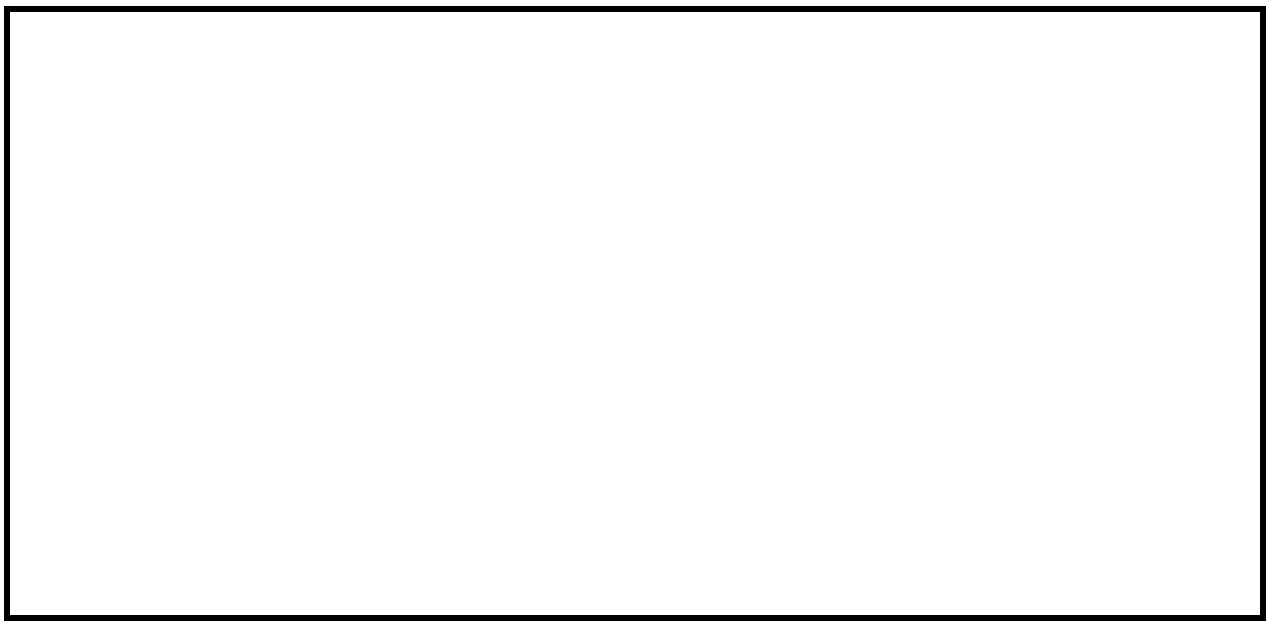
Name:_____

Story Writing

Choose 4 words from the book to use in your writing and your picture.

_____ _____ _____ _____

_____ _____ _____ _____



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Syllable Sort, Frog's Habitat

vis	it
rib	bit
com	mend
mag	net

cab	in
con	fess
can	not

hab	it	at

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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	Pig's Trim	Step 2, supplemental

Sound-Spellings Skills Focus

S blends	spr	sn	sl	sp	sk	scr	str	st	sw
beginning blends	cl	fl	fr	br	tr				
ending blends	nd	nt	lp	ct	st	sk			
double-letter blends	ff	ll	ss	zz	ck*				

Hands-On Activity *choose 1*

- Couple Card match (picture to words with s blends & short vowels)
- Read For The Stars, s blends (included)

Slow Down Sounds

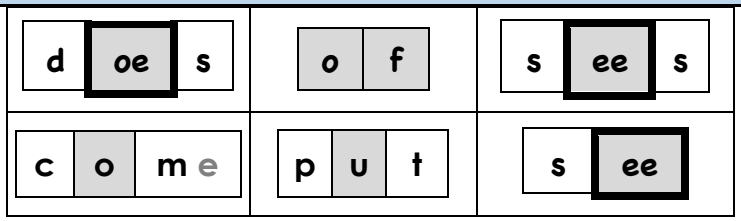
- S blends, blends
- Multisyllabic words: visits, salon, button, misstep, exact, instant, suppress, instinct, noggin, mishaps, happen, intend, upset
- -ck: "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.

Phonemic Awareness

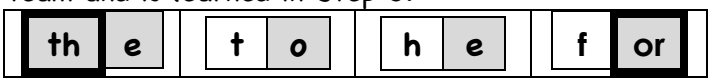
Bounce and Blend-syllables: *(From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one syllable. Bounce faster, saying the syllables continuously. Shoot the basketball at an invisible hoop as you say the entire word.* **Words to bounce:**

in - stant	mis - hap	up - set	hap - pen
sal - on	sup - press	mis - step	ex - act
in - stinct	but - ton	vis - it	

Sticky Words



of: "of" is entirely irregular. The "o" spells /u/, and the "f" spells /v/ in this word.
does: "d" spells /d/ and "s" spells /z/ (as it often does as the end of a word). "oe" is an irregular spelling for /u/.
put(s): "p" spells /p/ and "t" spells /t/, which students have learned. The "u" spells /ʊ/ which is a short **oo** sound and is an irregular sound-spelling.
come: "c" spells /k/, "m" spells /m/ but instead of a long vowel due to sneaky "e," "come" has an irregular sound spelling where "o" spells /u/ like in "some."
see: The "s" spells the basic /s/ sound which students have learned. The "ee" spells the long vowel sound /E/. This is a vowel team and is learned in Step 5.



Vocabulary

- **instant** – happening or coming immediately, a moment
- **mishap** – mistake, an unfortunate accident
- **intend** – to plan or have a plan in mind
- **salon** – a place where a beautician or a hairdresser works
- **suppress** – to hold back or hold in
- **exact** – precise, clear
- **misstep** – a mistake or blunder
- **smock** – an overgarment worn to keep clothes clean
- **instinct** – an uncontrolled behavior that just occurs

Fluency Practice – *choose 1*	Phrasing Pyramids or Blending Lines

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<table>
<tr><td>Comprehension & Connections</td><td><u>Suggested Questions:</u>
• Why does Pig need to get a haircut? (He got a glob of gum in his hair.)
• What does Frog mean by "to be exact"? (It can mean "to be honest" or "to be clear.")
• How does Pig react when he finds out about his hair? (understanding, ok, not too bothered, etc.)
• Challenge: How did the gum get in Pig's hair? (In one of the pictures, you can see that Bug accidentally dropped the gum.)
<u>Connection Questions (connecting the student to the book):</u>
• Have you ever had a haircut? Where do you get your haircut? (at home, at a salon, at a barbershop, etc.)
• Have you ever made a mistake and needed to tell the truth? How did it feel? (scary, like a relief, etc.)
Partner Share Topic:
• Tell a partner about a time you made a mistake. How did you fix the mistake?</td></tr>
<tr><td>Reading Practice
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Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture.
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Students practice writing their own thoughts on the Writing Response after finishing the following: Pig hid his bad trim in a hat. If Pig did not have a hat, he could...</td></tr>
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• Give students the sequencing strip and pictures.
• Ask students to describe what is happening in each picture.
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2. Phrasing Pyramids, <u>Pig's Trim</u>
3. Writing Response, <u>Pig's Trim</u>
4. Story Writing
5. Sequencing Strip, <u>Pig's Trim</u>
6. Read For The Stars, s blends</td></tr>
</table>

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Blending Lines: Frog's Habitat

Line 1 (minimal contrasts-new to known)	get fret top stop
Line 2 (vary initial sound)	trim skim skin spin
Line 3 (vary final sound)	next nest stuff stuck
Line 4 (mixed set, target skill)	upset visits scraps spritz
Line 5 (mixed set, target skill)	exact strand swell happen
Line 6 (review words for mastery)	bad pig off stop just
Line 7 (challenge words)	suppress instinct mishaps instant
Line 8 (connected text)	Frog stops for an instant.
Line 9 (connected text)	Pig must get a trim.
Line 10 (sticky words)	does see sees of puts come for the be to he

Credit: Wiley Blevins, **Choosing and Using Decodable Texts, Grade 1**

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Name: _____

Phrasing Pyramids, Pig's Trim

A big glob

A big glob of gum

A big glob of gum got stuck

A big glob of gum got stuck on top of Pig.

Frog

Frog gets set up

Frog gets set up and puts on

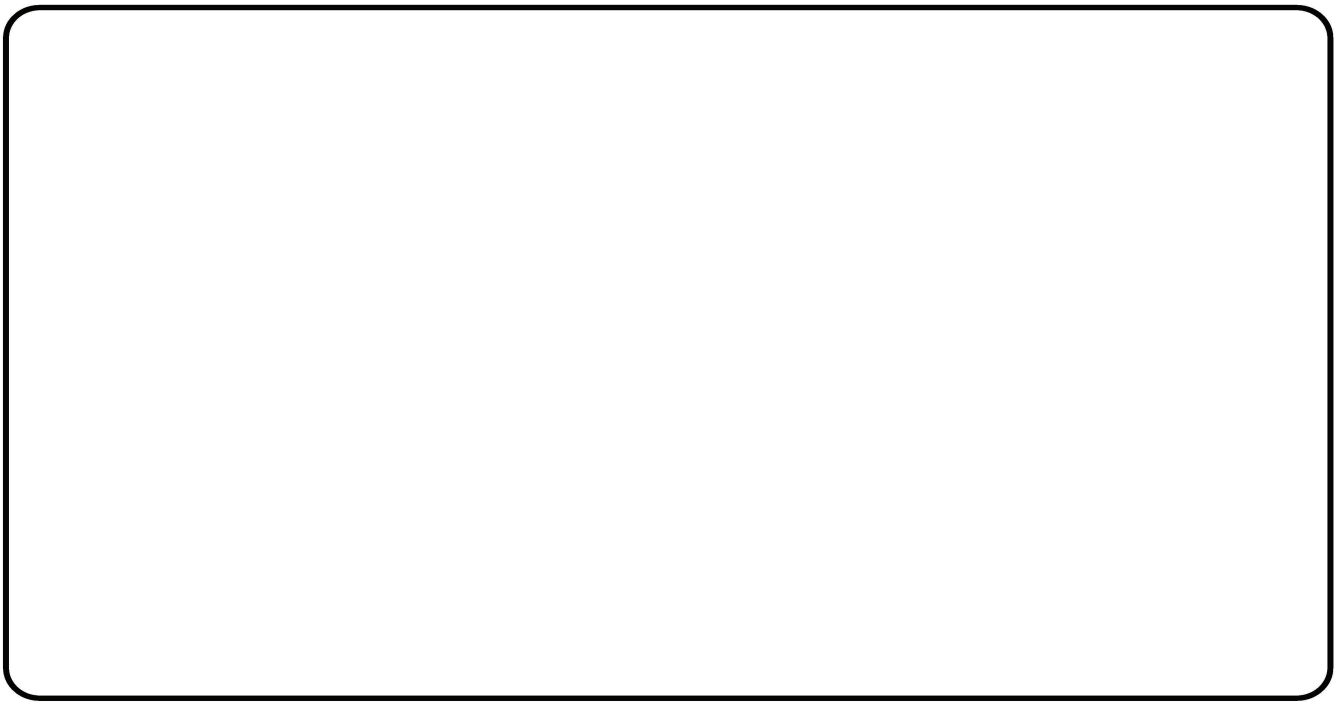
Frog gets set up and puts on his best smock.

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Name:_____

Pig's Trim

Pig hid his bad trim in a hat. If Pig did not have a hat, he could...



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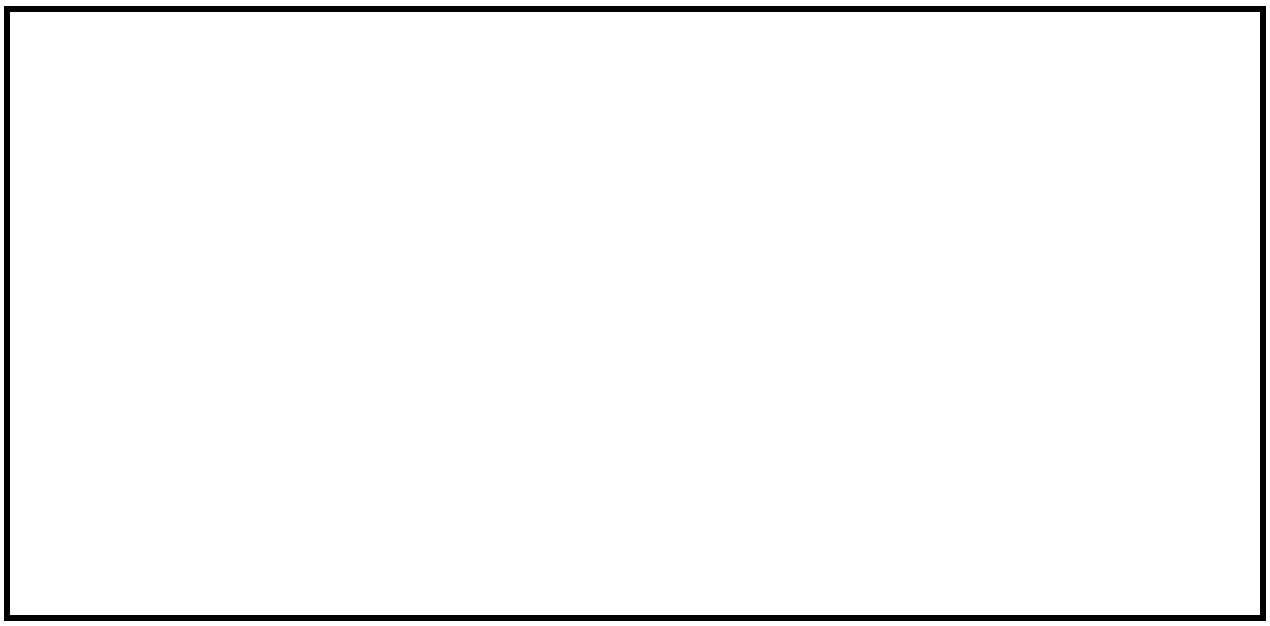
Name:_____

Story Writing

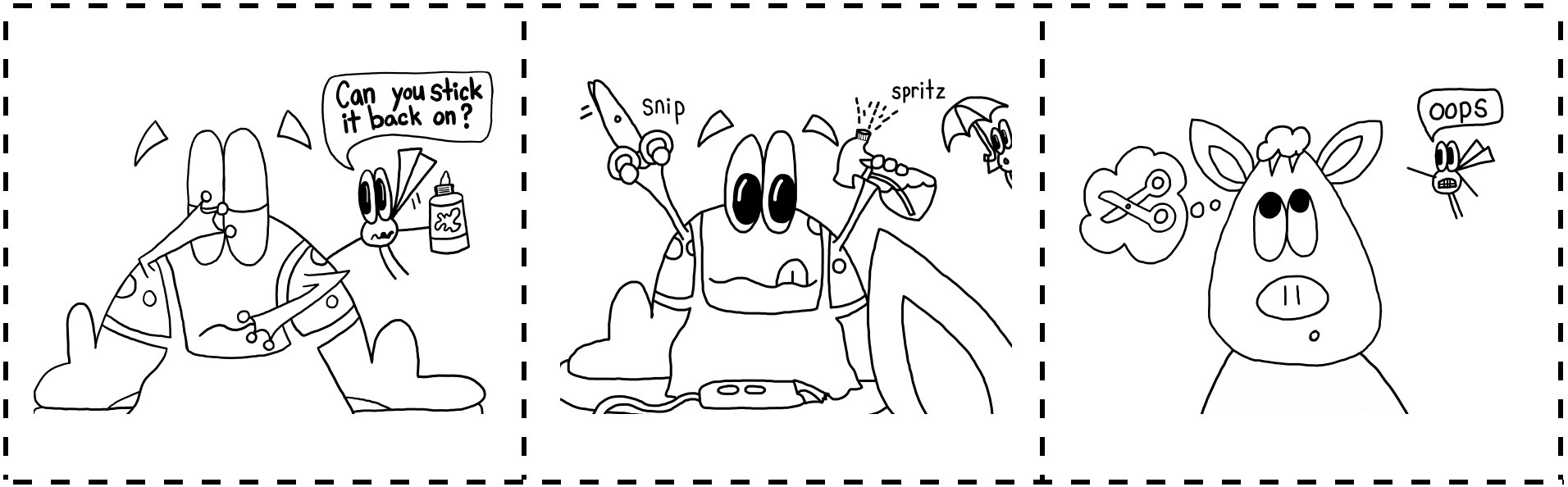
Choose 4 words from the book to use in your writing and your picture.

_____ _____ _____ _____

_____ _____ _____ _____



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Sequencing Strip

Pig's Trim

1	2	3

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Name:_____

Read for the Stars

slip	slat	skin	slot	scan	step
snap	swim	spot	scum	slug	skip
stem	stop	stub	snip	slid	slap
1	2	3	4	5	6

Name:_____

Read for the Stars

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Book	Duck's Crumpets	Step 2, supplemental

Sound-Spellings Skills Focus

beginning blends	cr	gr	pl	sl	sp	st	str
ending blends	st	nt	mp	nd	sk	lp	xt
double-letter blends	ff	ll	dd	ck*			

Hands-On Activity *choose 1*

- Couple Card match (picture to words with r blends & short vowels)
- Syllable Sort, Duck's Crumpets (included)

Slow Down Sounds

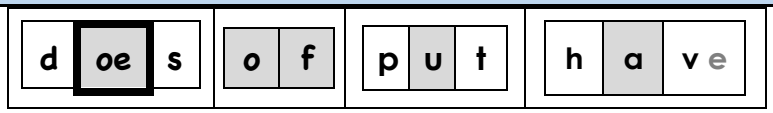
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- -ck: "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.

Phonemic Awareness

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

in - stant	bas - ket	crum - pets	dis - tant
in - tend	sec - ond	lem - on	hid - den

Sticky Words



of: "of" is entirely irregular. The "o" spells /u/, and the "f" spells /v/ in this word.
does: "d" spells /d/ and "s" spells /z/ (as it often does as the end of a word). "oe" is an irregular spelling for /u/.
put: "p" spells /p/ and "t" spells /t/, which students have learned. The "u" spells /ʊ/ which is a short **oo** sound and is an irregular sound-spelling.
have: "h" spells /h/, "v" spells /v/, but "a" spells /a/ and should be long because of the "e" (learned in Step 4).



Vocabulary

- **instant** – happening or coming immediately, a moment
- **crumpet** – a thick, flat, savory (not sweet) cake/bread
- **quest** – a long or difficult search for something
- **intend** – to plan or have a plan in mind
- **distant** – far away, a long ways off
- **zest** – flavoring made from the peel of citrus fruit
- **strut** – to walk with confidence
- **nabs** – to take or grab

Fluency Practice - *choose 1*	Phrasing Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- What ingredients is Duck missing? (lemon and mint)
- How does Duck lose his map? (He stops to rest and a gust of wind carries it away.)
- How does Duck finally make it to the pond?

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<table>
<tr><td></td><td><u>Connection Questions (connecting the student to the book):</u>
• Have you ever had a crumpet? If not, which food(s) do you like to eat and which foods can you make?
• What else could you or do you send to people to make them feel happy or good?
Partner Share Topic:
• Tell a partner something you would make for a family member or a friend and why.
• Tell a partner what kind of a quest you would go on if you could. Where would it take you and what would you find? Would you take anyone with you and why?</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>Dictation: Dictate the following words to students and have them write on paper or a whiteboard. Help students segment the sounds to write (at least for the first couple words).
Multisyllabic Words: Say the parts/syllables of each word. Students write on a white board, decoding each part, and then blending the word together. Explain that chunking a word helps to decode longer words.
Words to dictate:<table><tr><td>in - stant</td><td>bas - ket</td><td>crum - pets</td><td>dis - tant</td></tr><tr><td>in - tend</td><td>sec - ond</td><td>lem - on</td><td>hid - den</td></tr></table>Optional Extensions:
<u>Story Writing:</u>
Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture.
<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response after finishing the following: Frog's habitat is a pond. My habitat is...</td></tr>
<tr><td>Comprehension Activity</td><td><u>Thought Report:</u>
• Students have a version of the Thought Report.
• Students decide their personal feeling about the book, being able to explain WHY they feel the way they do about the book.</td></tr>
<tr><td>Provided Resources</td><td>1. Blending Lines, <u>Duck's Crumpets</u>
2. Phrasing Pyramids, <u>Duck's Crumpets</u>
3. Writing Response, <u>Duck's Crumpets</u>
4. Syllable Sort, <u>Duck's Crumpets</u>
5. Story Writing
6. Thought Report, v2-v3</td></tr>
</table>

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Blending Lines: Duck's Crumpets

Line 1 (minimal contrasts-new to known)	rest quest pot spot
Line 2 (vary initial sound)	gust must lend intend
Line 3 (vary final sound)	next nest stuff stuck
Line 4 (mixed set, target skill)	basket lemon intend hidden
Line 5 (review words for mastery)	can big up not him
Line 6 (review words for mastery)	get top has and
Line 7 (challenge words)	crumpets distant instant second
Line 8 (connected text)	Duck plans to send crumpets to his mom.
Line 9 (connected text)	The basket does not have a lemon.
Line 10 (sticky words)	put of does have the to for too he

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

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Name: _____

Phrasing Pyramids, Duck's Crumpets

The map

The map will help

The map will help him

The map will help him on his quest.

Duck

Duck must get

Duck must get lemons and mint

Duck must get lemons and mint to add

Duck must get lemons and mint to add a bit of zest.

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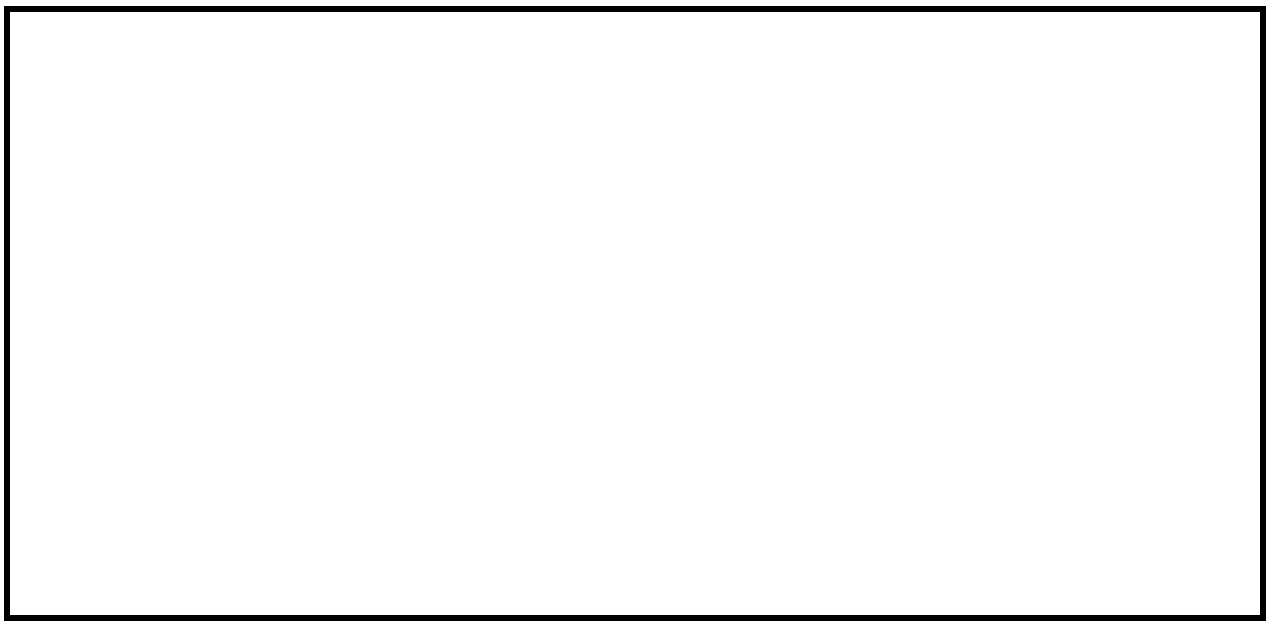
Name:_____

Story Writing

Choose 4 words from the book to use in your writing and your picture.

_____ _____ _____ _____

_____ _____ _____ _____



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Syllable Sort, Duck's Crumpets

lem	on
in	stant
hid	den
sec	ond

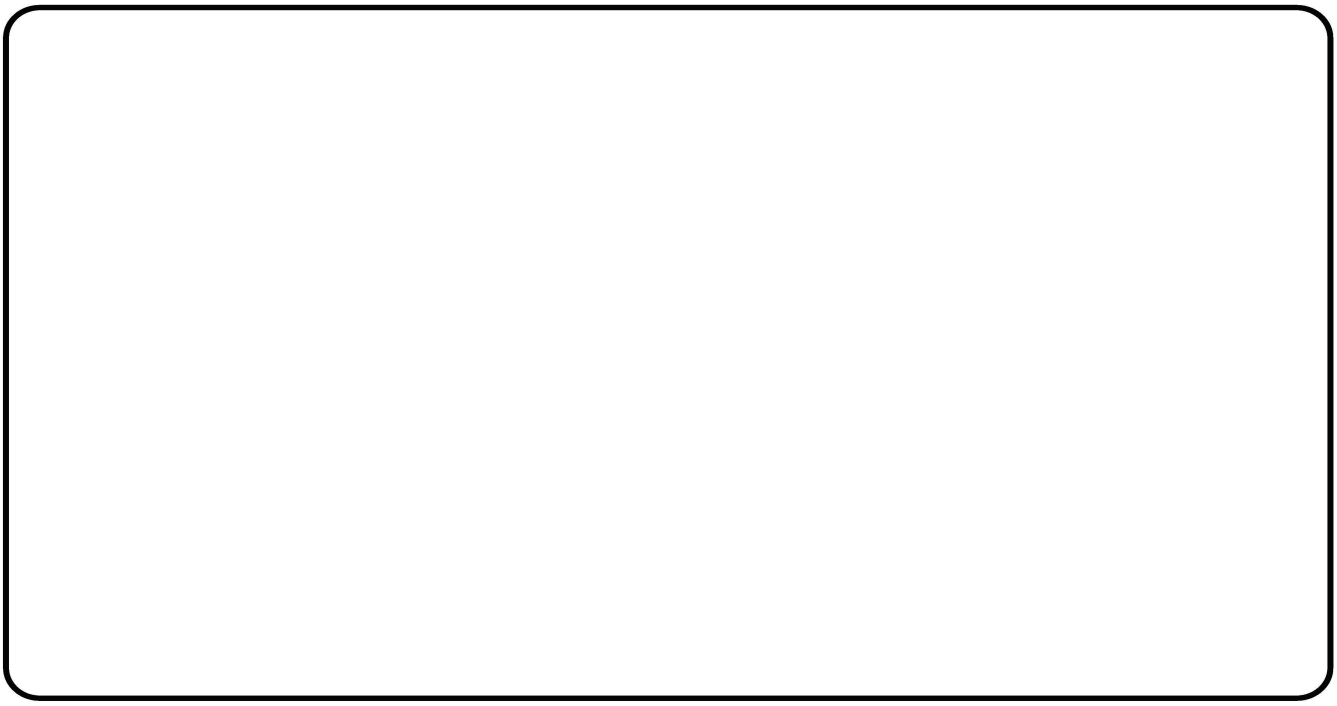
in	tend
bas	ket
crum	pets
dis	tant

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Name:_____

Frog's Habitat

Duck sent crumpets to his mom. If I sent a gift to my mom, dad, or pal, it would send...



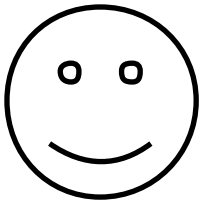
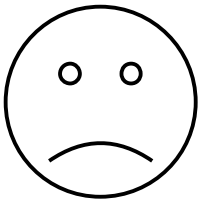
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Thought Reports

Version 1

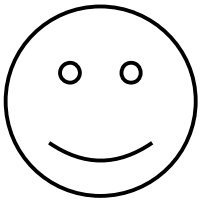
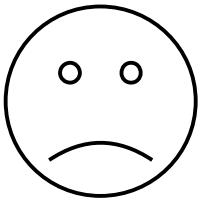
Title:_____

My name:_____

I did like the book.	I did not like the book.
	

Title:_____

My name:_____

I did like the book.	I did not like the book.
	

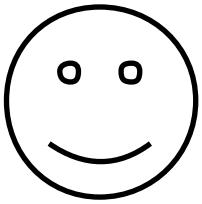
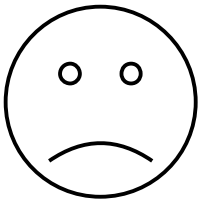
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Version 2

Thought Report

Title:_____

My name:_____

I did like the book.	I did not like the book.
	

The best part:

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