

Book	Chimp Gets a Check-Up										Step 3																																			
Sound-Spellings Skills Focus	<table><tr><td>digraphs</td><td>ch</td><td>sh</td><td colspan="12"></td></tr><tr><td>blends</td><td>st</td><td>fl</td><td>tr</td><td>gl</td><td>-nd</td><td>-nt</td><td>-lp</td><td>-mp</td><td>-ll</td><td>-ck</td><td colspan="5"></td></tr></table>															digraphs	ch	sh													blends	st	fl	tr	gl	-nd	-nt	-lp	-mp	-ll	-ck					
digraphs	ch	sh																																												
blends	st	fl	tr	gl	-nd	-nt	-lp	-mp	-ll	-ck																																				
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with digraphs & short vowels) - Sound Sort, ch-sh (included)																																													
Slow Down Sounds	Digraphs: ch, sh																																													
Phonemic Awareness	Can You Hear It: (from the Daily Dos) Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.). Teachers write the given sound-spelling in a visible place for each set of words. ch – chip, challenge, shoes, tree, choose, checks, chomp, flip, munch, drag, proud, watch, children sh – rush, sharing, think, grouch, shouted, mash, shirts, plug, mouth, push, digging, kind, shocked																																													
Sticky Words										Vocabulary																																				
<table><tr><td>g</td><td>oo</td><td>d</td></tr></table> good: The “g” spells /g/, and the “d” spells /d/ in this word. The “oo” spells the short oo or /u/. <table><tr><td>d</td><td>oe</td><td>s</td><td>t</td><td>o</td><td>h</td><td>e</td></tr><tr><td>b</td><td>e</td><td>s</td><td>ee</td><td>s</td><td>l</td><td>i</td><td>k</td><td>e</td></tr></table>										g	oo	d	d	oe	s	t	o	h	e	b	e	s	ee	s	l	i	k	e	well – healthy, not sick, feeling good fit and trim – healthy and strong/lean “chin up” – to be brave “ends in a flash” – to end quickly																	
g	oo	d																																												
d	oe	s	t	o	h	e																																								
b	e	s	ee	s	l	i	k	e																																						
Fluency Practice – <i>choose 1</i>					Pyramids or Blending Lines																																									
Comprehension & Connections	Suggested Questions: - Why does Chimp need a check-up? (He does not want to get sick, he needs to check on his health) - Does Chimp like shots? (no) - Why are shots good for him? (He wants to stay fit, trim, and healthy.) - What does it mean when Chimp’s “chin is up?” (he is being brave, he isn’t scared, etc.) - What does it mean when the book says that the shot “ends in a flash?” (it ends quickly, it is over before he knows it, it was fast, etc.) - How do you think Chimp feels when he is finished with his check-up? (proud, brave, happy with himself, etc.) - What is Chimp’s reward for being so brave? (a pop/a lollipop) Connection Questions (connecting the student to the book): - Have you ever needed to get a shot?																																													

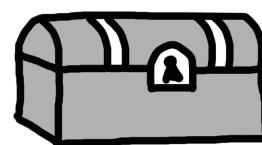
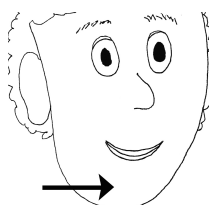
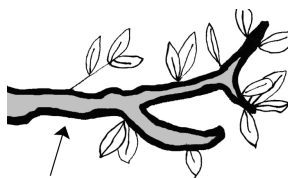
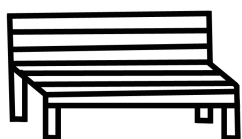
	- What can you do to be brave? (hold someone's hand, think of something you like, day dream, sing a song out loud, etc.) - What else does a doctor do when you get a check-up? (measures height, measures weight, looks in your ears, checks your tonsils/throat, takes your temperature, etc.) Story Element Questions: - Who is the <u>main character</u>? (Chimp) - What is the <u>setting</u> of this book? (the doctor's office) Partner Share Topic: - Tell a partner one way you can be brave, even when you are scared.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Put the digraph in place and build the first word. Say each word, and students switch or add one+ sound to build the new word. ch – chin → chip, chop, chomp, champ, chimp, shrimp sh – shot → shut, shin, ship, chip, chap, clap, clip <i>Optional Extension:</i> 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 answering the question: <i>Chimp is brave for his shot. When else might Chimp have his chin up and be brave?</i>
Comprehension Activity	Sequencing Activity - Students cut the pictures off the bottom of the page and place them into the correct order. - Students write one sentence to explain what is happening in the picture.
Provided Resources	- Sound Sort, ch-sh - Blending Lines, <u>Chimp Gets a Check-Up</u> - Pyramids, <u>Chimp Gets a Check-Up</u> - Writing Response, <u>Chimp Gets a Check-Up</u> - Story Writing - Sequencing Activity, <u>Chimp Gets a Check-Up</u>

Name: _____

ch

sh

cut



Blending Lines: Chimp Gets a Check-Up

Line 1 (minimal contrasts–new to known)	neck check pin chin
Line 2 (vary initial sound)	pot shot him trim
Line 3 (vary final sound)	win wish flat flash
Line 4 (mixed set, target skill)	shop chop chip ship
Line 5 (review words for mastery)	fit not doc sick
Line 6 (review words for mastery)	will help went well
Line 7 (challenge words)	chimp check-up
Line 8 (connected text)	His chin is up.
Line 9 (connected text)	Chimp is glad he went.
Line 10 (sticky words)	good does to the he be sees like go

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

Name: _____

Phrasing Pyramids, Chimp Gets a Check-Up

Chimp

Chimp has to go

Chimp has to go to the doc.

The shot

The shot ends

The shot ends in a flash.

Name: _____

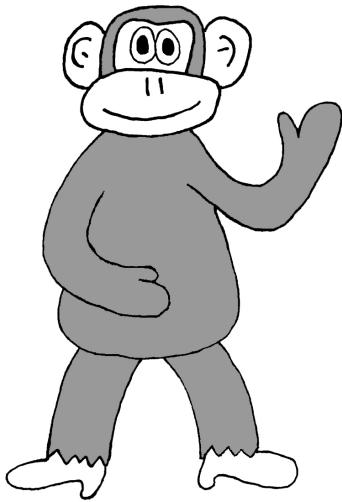
Story Writing

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

A handwriting practice sheet featuring five identical sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter formation and alignment.

Name: _____

Chimp is brave for his shot. When else might
Chimp have his chin up and be brave?



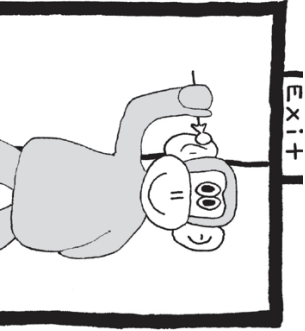
Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

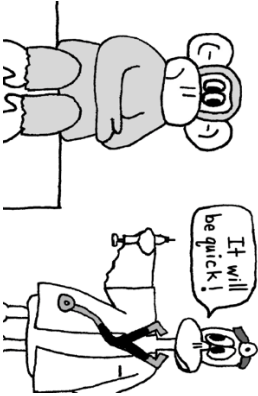
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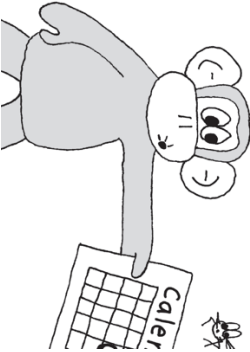
Chimp Gets a Check-Up

Sequencing

1	2	3	4









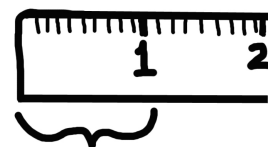
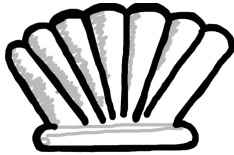
Book	Dog And The Gift				Step 3														
Sound-Spellings Skills Focus	digraphs	ch	sh																
	blends	cr	dr	fr	gl	sp	-nd	-st	-ft	-ck	-ll								
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with digraphs & short vowels) - Sound Sort, ch-sh #2 (included) - Sound House, Digraphs #1 (included)																		
Slow Down Sounds	Digraphs: ch, sh																		
Phonemic Awareness	Can You Hear It: <i>(from the Daily Dos) Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.). Teachers write the given sound-spelling in a visible place for each set of words.</i>																		
	ch – chocolate, tired, cheese, tricky, almonds, flinch, batch, lost, handle, chewing, rich, lunch, round sh – showers, bench, fishy, glued, wishes, noisy, crash, shouted, shred, jogging, bounces, fresh, wrench																		
Sticky Words				Vocabulary															
Old Sticky Words				bash – a party drag – to pull along, to pull behind Frog's pad – Frog's lily pad or Frog's home "not rich" – to not have a surplus or a ton of money															
<table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>f</td><td>or</td><td>o</td><td>f</td></tr><tr><td>h</td><td>e</td><td>s</td><td>ee</td><td>s</td><td>t</td><td>oo</td><td></td></tr></table>												th	e	t	o	f	or	o	f
th	e	t	o	f	or	o	f												
h	e	s	ee	s	t	oo													
Fluency Practice				Blending Lines															
Comprehension & Connections	Suggested Questions: - What is a "bash?" (a party) - Why does Dog need to find a gift? (He is going to a party at Frog's place.) - Why can't Dog get a chick? (it costs too much, it is too expensive, Dog is not rich, Dog doesn't have enough money, etc.) - Why can't Dog get the chest? (it is too heavy, he can't drag it, etc.) - Why can't Dog get the red dish? (there is a crack in it, it is broken, etc.) - How do you think Dog feels when he finds the right gift? (proud, happy with himself, etc.)																		
	Connection Questions (connecting the student to the book): - What was your favorite gift you ever got? - What is the best gift you have ever given? - How do you feel when you give a gift to someone? Story Element Questions: - Who is <u>main character</u>? (Dog) - Where does this story take place? What is the <u>setting</u>? (day time, stores, Frog's party, Dog's house, etc.) - How is the <u>problem</u> in this story resolved? What is the <u>solution</u>? (Dog looks at many items and finally finds one he thinks is the best.)																		

	Partner Share Topics: • Tell a partner about the best gift you have ever gotten. • Tell a partner about the best gift you have ever given. • Tell a partner what gift you think would be the best for a frog.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Put the digraph in place and build the first word. Say each word, and students switch or add one+ sound to build the new word. ch – chick → check, chuck, chug, shrug, shrub sh – shop → ship, shin, chin, chill, will, well, shell fr – frog → frost, lost, loft, soft, slot, slat, flat, flag <i>Optional Extension:</i> 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 answering the question: <i>Dog got a shell for Frog as a gift.</i> <i>If you got a gift for Frog, what would it be ?</i>
Comprehension Activity	Yes/No (True/False activity) • Students read the sentence and decide if it the statement is true or false. • If the sentence is true, students draw a happy face. • If the sentence is false, students draw a frowny face.
Provided Resources	1. Sound Sort, ch-sh #2 2. Sound House, Digraphs #1 (ch, sh) 3. Blending Lines, <u>Dog And The Gift</u> 4. Story Writing 5. Writing Response, <u>Dog And The Gift</u> 6. Yes/No, <u>Dog And The Gift</u>

Name: _____

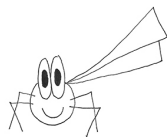
ch	sh

cut



Name: _____

Sound House
digraphs #1



ch sh

Handwriting practice lines for the digraphs. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines, each preceded by a small vertical bar on the right side of the page.

Blending Lines: Dog and The Gift

Line 1 (minimal contrasts–new to known)	dip dish bun bunch
Line 2 (vary initial sound)	top shop yell shell
Line 3 (vary final sound)	mud much bad bash
Line 4 (mixed set, target skill)	chuck ship chip chat
Line 5 (review words for mastery)	dog pick must pad
Line 6 (review words for mastery)	get but can glad
Line 7 (challenge words)	chest shocks bench spend
Line 8 (connected text)	The dish has a crack.
Line 9 (connected text)	Dog picks the best shell.
Line 10 (sticky words)	the for to he of too sees

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

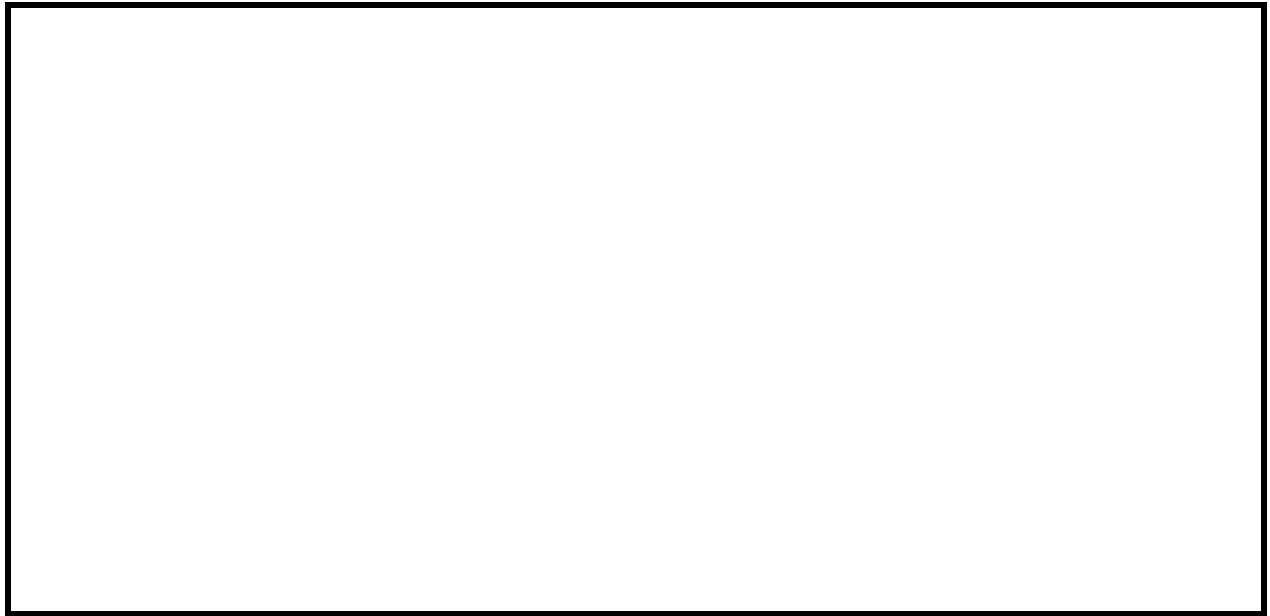
Grade 1

Name: _____

Story Writing

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

_____	_____	_____	_____
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_____	_____	_____	_____

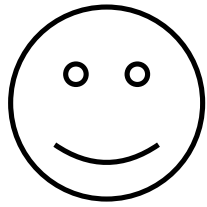


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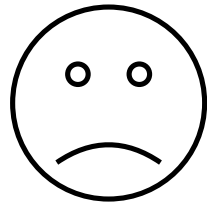
Dog got a shell for Frog as a gift.
If you got a gift for Frog, what would it be ?



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

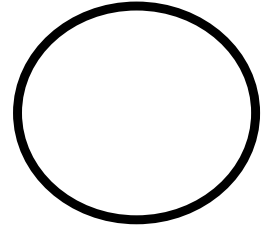


Yes

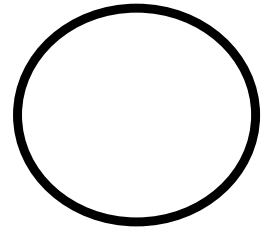


No

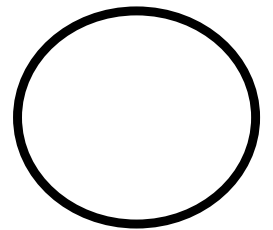
Dog must shop for a pet.



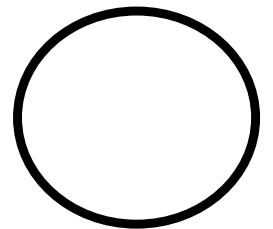
The pet chick is too big.



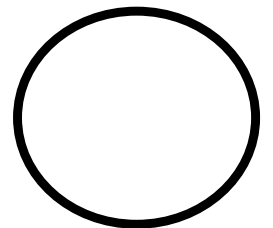
Dog drags the chest.



The red dish has a crack.



Dog picks the best shell for his pal Frog.



Book	Fish Had a Wish					Step 3					
Sound-Spellings Skills Focus	digraphs	ch	sh	th							
	blends	gl	sw	pl	st	-nd	-xt	-nt	-st	-ck	-ll
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with digraphs & short vowels) - Sound Sort, th-ch (included)										
Slow Down Sounds	Digraphs: ch, sh, th										
Phonemic Awareness	Can You Hear It: <i>(from the Daily Dos)</i> Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.). Teachers write the given sound-spelling in a visible place for each set of words. ch – cheers, luncheon, grouch, passes, landing, charge, channel sh – shrugs, dusty, crushes, vanish, lasso, pounce, lavish, rush th – think, thin, path, nutty, fish, myth, seventh, hush										
Sticky Words					Vocabulary						
sh e she: The “sh” spells /sh/ which has been introduced, but the open “e” that spells /E/ has not been explicitly taught yet. th e t o b e f or w a s <td colspan="7"> bunch – a number of things, a group of items “has a wish for” – wants, hopes for chest – a large, strong box “as it is” – just the way it currently is </td>					bunch – a number of things, a group of items “has a wish for” – wants, hopes for chest – a large, strong box “as it is” – just the way it currently is						
Fluency Practice – <i>choose 1</i>				Pyramids or Blending Lines							
Comprehension & Connections	Suggested Questions: - What does “bunch” mean when Fish wishes for a “bunch of rocks?” (a group, a lot, etc.) - What kind of chest does Fish wish for? (one with a lock) - What five items does Fish wish to have in her dish? (rocks, chest, plant, shack, ship) - How do you think Fish feels when she is too cramped to swim? (scared, misses her old dish, frustrated, upset, etc.) - What is Fish’s last wish? (for the dish to be as it was before all of the stuff made it too cramped to swim) - What lesson does Fish learn in this story? (that more is not always better, “stuff” doesn’t make one happy, etc.)										
	Connection Questions (connecting the student to the book): - Have you ever had a fish? Have you ever seen a fish? - If you had a fish, what would you name it? What would you put in the dish with the fish? - If you were a fish, what would you want in your dish?										
	Story Element Questions:										

	- Who is the <u>main</u> character? (Fish) - Where does this story take place? (in Fish's dish) Partner Share Topics: - Draw a picture with a partner from memory of all the items that Fish wishes into her dish. - Tell a partner what three items/decorations you would want to put into your room to make it the best room for you.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Put the digraph in place and build the first word. Say each word, and students switch or add one+ sound to build the new word. sh – fish → dish, dash, flash, flush, hush, crush, crash th – with → wish, fish, dish, dash, mash, math, path, bath ch – bunch → lunch, punch, pinch, finch, flinch <i>Optional Extension:</i> 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 answering the question: <i>If you had to be a fish, what would you wish for in your dish?</i>
Comprehension Activity	Sequencing Activity - Students cut the pictures off the bottom of the page and place them into the correct order. - Students write one sentence to explain what is happening in the picture.
Provided Resources	- Blending Lines, <u>Fish Had a Wish</u> - Pyramids, <u>Fish Had a Wish</u> - Writing Response, <u>Fish Had a Wish</u> - Story Writing - Sound Sort, th-ch - Sequencing Activity, <u>Fish Had a Wish</u>

Blending Lines: Fish Had a Wish

Line 1 (minimal contrasts–new to known)	did dish wish with
Line 2 (vary initial sound)	had glad lip ship
Line 3 (vary final sound)	muck much fit fish
Line 4 (mixed set, target skill)	chest plant this shed
Line 5 (review words for mastery)	can gets has big
Line 6 (review words for mastery)	stuff just next and
Line 7 (challenge words)	chest bunch shack
Line 8 (connected text)	Fish has a wish for a ship.
Line 9 (connected text)	Fish can swim and swim.
Line 10 (sticky words)	she was to the for of be

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

Name: _____

Phrasing Pyramids, Fish Had a Wish

Fish

Fish can swim and swim

Fish can swim and swim in the dish.

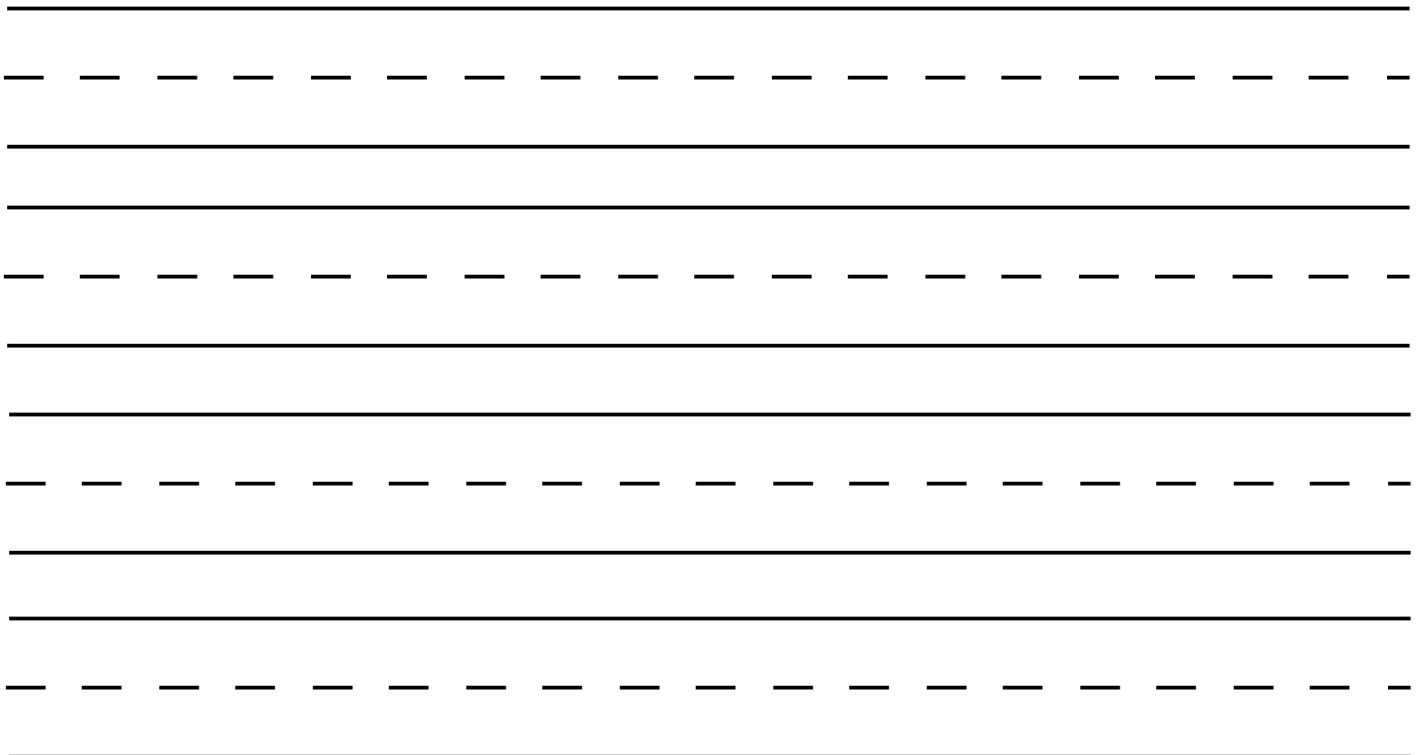
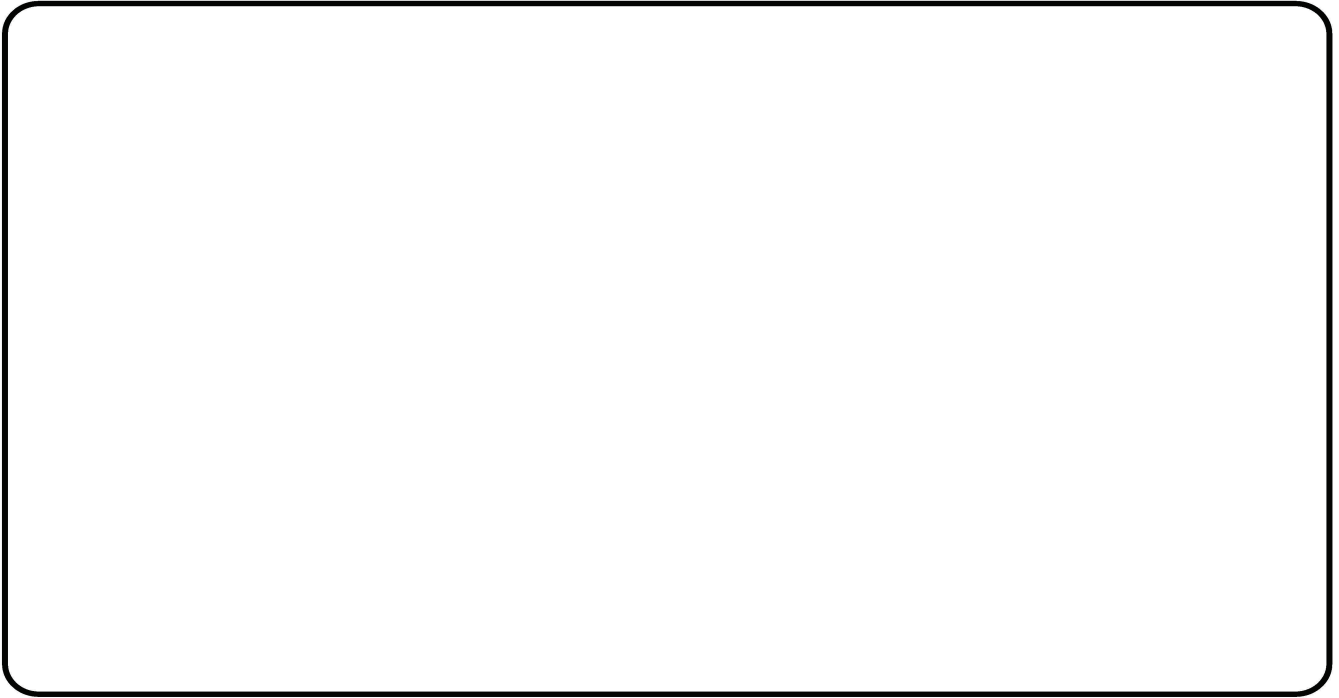
Fish

Fish has a wish

Fish has a wish for a ship.

Name: _____

If you had to be a fish, what would you
wish for in your dish?

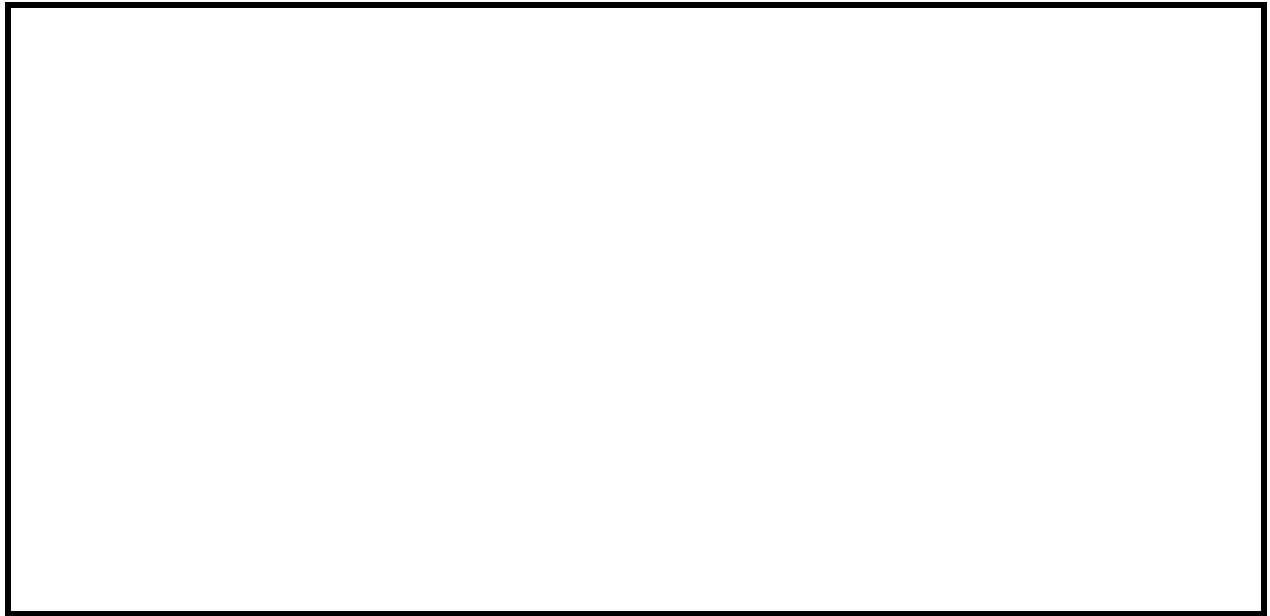


Name: _____

Story Writing

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

_____	_____	_____	_____
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_____	_____	_____	_____

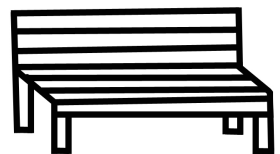
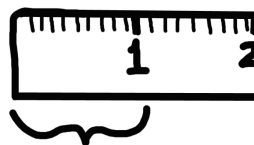
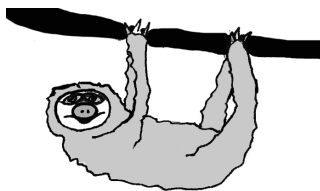
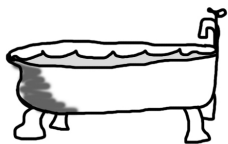
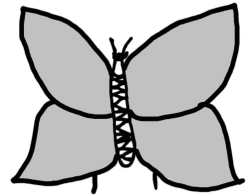
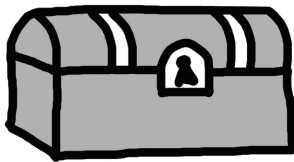


Name: _____

th

ch

cut

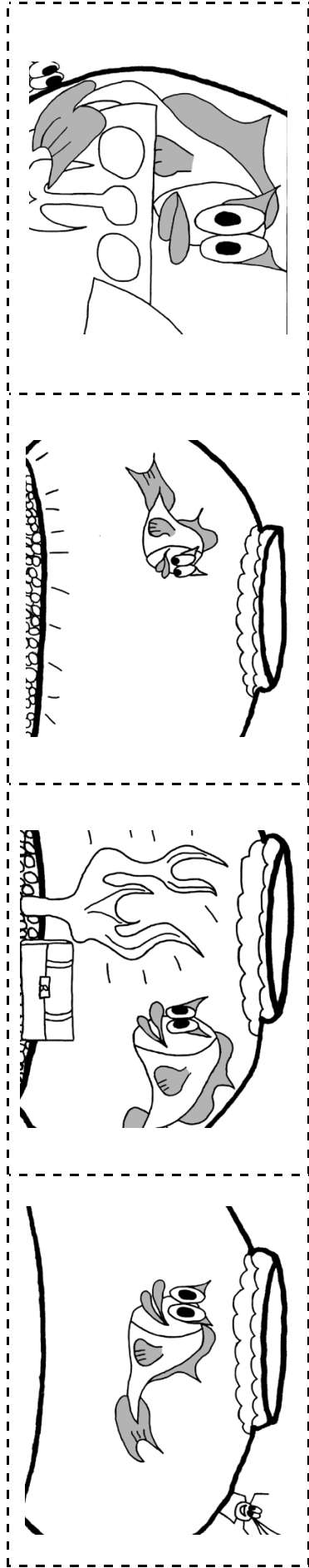


Name: _____

Fish Had a Wish

Sequencing

1	2	3	4



Book	Chimp Camps					Step 3				
Sound-Spellings Skills Focus	digraphs	ch	sh	-tch						
	blends	pl	tr	sn	st	-ff	-st	-nd	-nt	-mp
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with digraphs & short vowels) - Color the Digraph, -tch (included)									
Slow Down Sounds	Digraphs: ch, sh, -tch									
Phonemic Awareness	Can You Hear It: <i>(from the Daily Dos)</i> Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.). Teachers write the given sound-spelling in a visible place for each set of words.									
	ch – charity, filth, grouch, crunch, clock, coat, coach, finch, pluck, pouch sh – sharpen, street, grease, grasp, harsh, trash, shrimp, nest, shirt, lashes									
Sticky Words					Vocabulary					
ar e w h e r e are: The “ar” spells /ar/ which is the r-controlled sound for “r” with “a” and will be taught in Step 6. The “e” is extra. where: The “w” spells /w/, but the “h” is silent. Depending on dialect, this might make for a softer /w/ sound. The “e_e” basically spells /A/ but is an irregular spelling for the sound. d oe s t o h e th e b e s ee f r o m h a ve t o f or p u t s g o					snatch – to grab, to take ditch – a narrow channel dug into the ground cab – a taxi log – a piece of wood that is just a chunk of the trunk match – a small stick that is run across a rough surface to light fire					
Fluency Practice – <i>choose 1</i>				Phrasing Pyramids or Blending Lines						
Comprehension & Connections	Suggested Questions:									
	- What does the idiom “catch a cab” mean? (to take a cab, to ride in a cab, to get a ride from a cab, etc.) - Where does Chimp put his bags? (in his tent) - Who grabs the log? (Duck) - Who grabs the chips? (Frog) - What is Chimp doing while Frog snatches his chips? (reading) - Who grabs the matchbox and hot dogs? (Pig) - How do you think Chimp feels when he thinks someone is stealing his things? (frustrated, confused, upset, sad, scared, angry, etc.) - Why did his pals grab his stuff? (to surprise him with a meal, to do something nice, etc.) Connection Questions (connecting the student to the book): - Have you ever been camping? - What are some activities you can do when you go camping? (hike, build a campfire, make s’mores, look at the stars, etc.)									

	- Have you ever lost something? How did you feel? Story Element Questions: - Who is the <u>main character</u>? (Chimp) - Where does this story take place? (outdoors, at a campsite, by a ditch, in the woods, etc.) Partner Share Topic: - Tell a partner which four things you would take with you if you went camping. - Draw a picture with your partner of how you would set up a campsite. This can be drawn in the form of a map.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Put the digraph in place and build the first word. Say each word, and students switch or add one+ sound to build the new word. -tch – ditch → pitch, patch, batch, match, hatch, hutch nt – tent → lent, lint, mint, tint, tent, vent, rent, rant <i>Optional Extension:</i> 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 answering the question: <i>To camp like Chimp, what would you pack for your trip?</i>
Comprehension Activity	Yes/No (True/False activity) - Students read the sentence and decide if it the statement is true or false. - If the sentence is true, students draw a happy face. - If the sentence is false, students draw a frowny face.
Provided Resources	- Blending Lines, <u>Chimp Camps</u> - Pyramids, <u>Chimp Camps</u> - Writing Response, <u>Chimp Camps</u> - Story Writing - Color the Digraph, -tch - Yes/No, <u>Chimp Camps</u>

Blending Lines: Chimp Camps

Line 1 (minimal contrasts–new to known)	map <u>match</u> cap <u>catch</u>
Line 2 (vary initial sound)	dog frog went tent
Line 3 (vary final sound)	log lost jug just
Line 4 (mixed set, target skill)	<u>ditch</u> chimp <u>match</u>
Line 5 (review words for mastery)	plans his camp hop
Line 6 (review words for mastery)	pals bags cab box
Line 7 (challenge words)	lunch <u>snatch</u> <u>catches</u>
Line 8 (connected text)	He has to catch a cab.
Line 9 (connected text)	Chimp plans a trip.
Line 10 (sticky words)	where are have for to the from puts does see go he

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

Name: _____

Phrasing Pyramids, Fish Had a Wish

Fish

Fish can swim and swim

Fish can swim and swim in the dish.

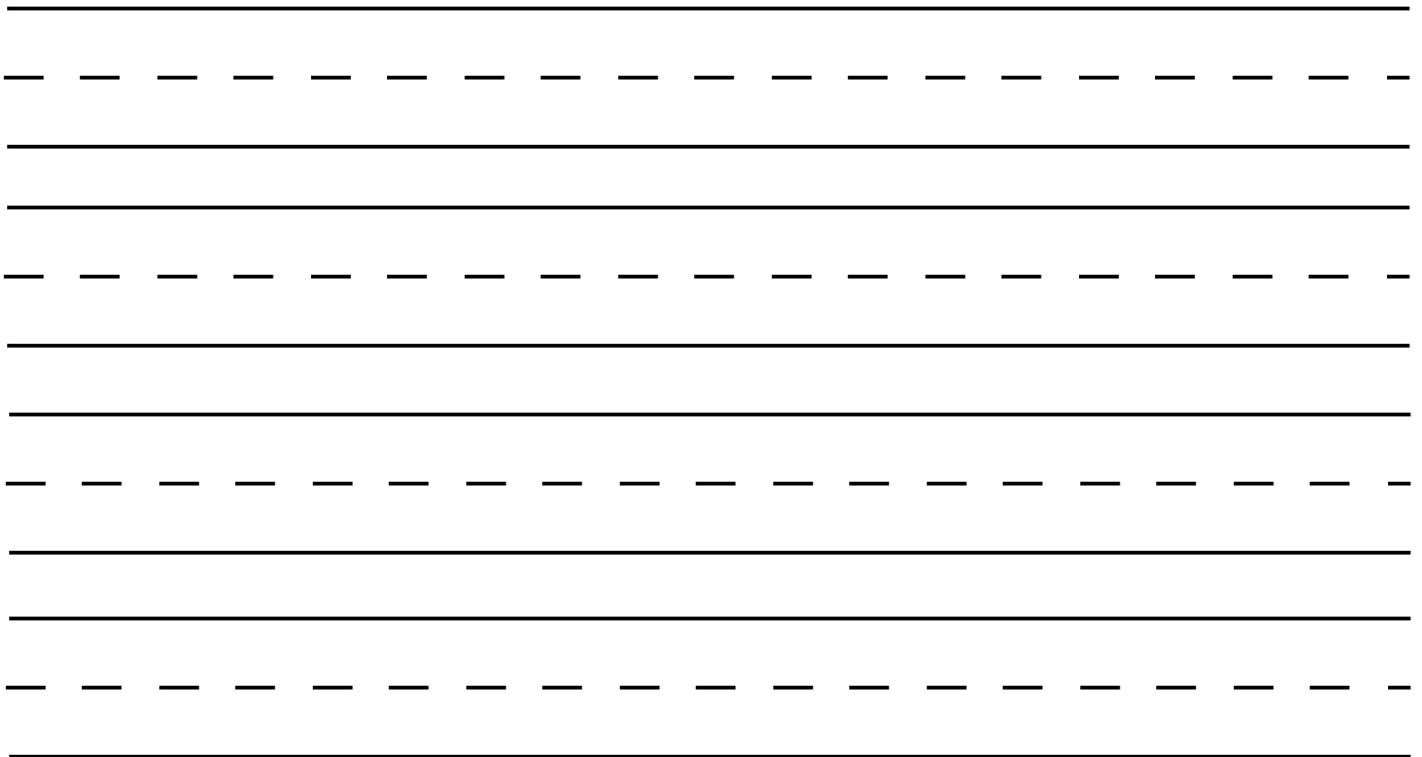
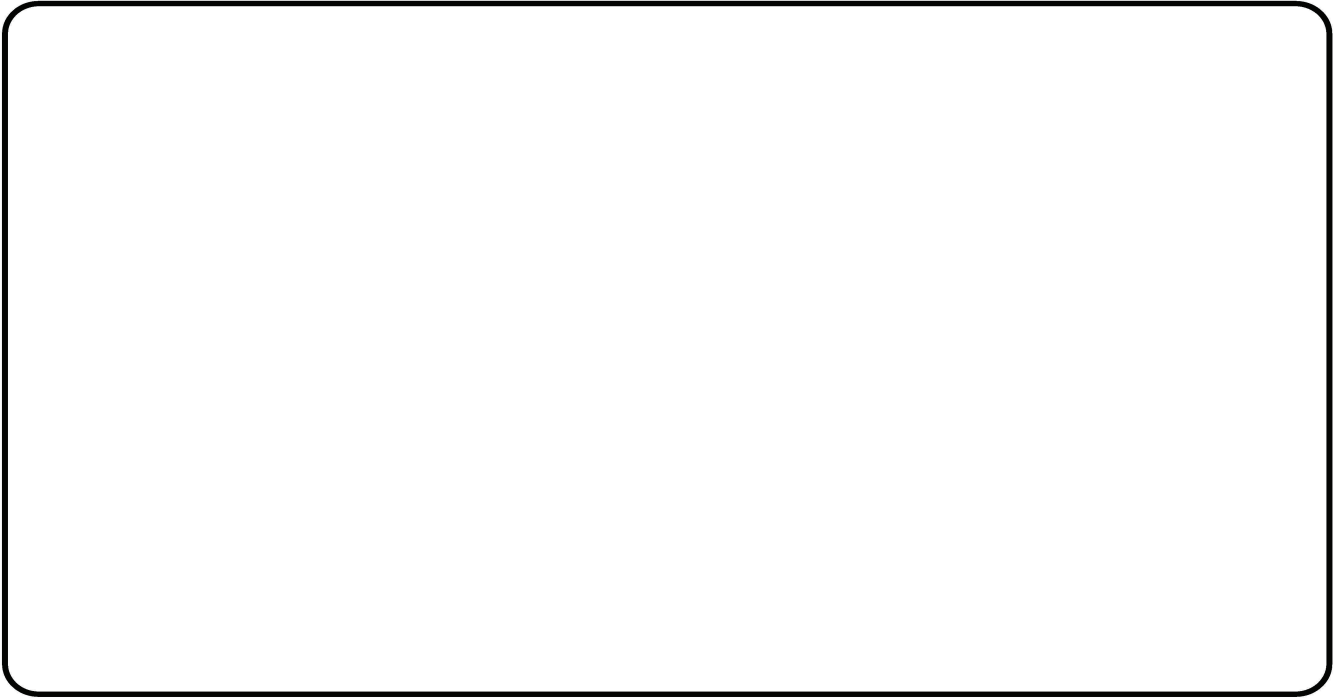
Fish

Fish has a wish

Fish has a wish for a ship.

Name: _____

To camp like Chimp, what would you pack
for your trip?

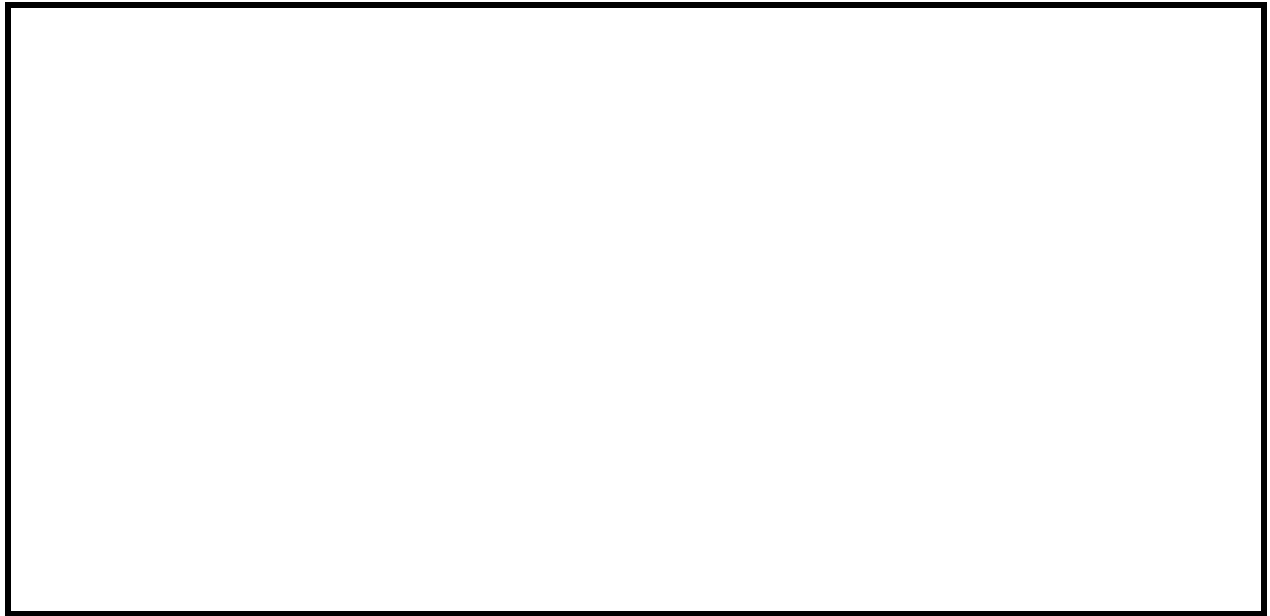


Name: _____

Story Writing

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

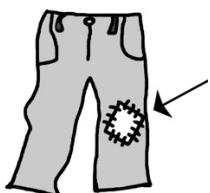
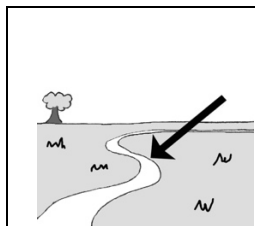
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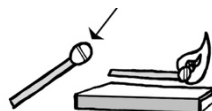
Name: _____

-tch

Trace the three letters that make the /ch/ in the word. Circle the matching picture.

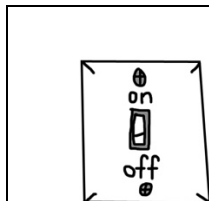


patch

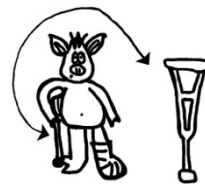


$3 + 2 = 5$
 $4 - 1 = 3$
 $2 \times 3 = 6$

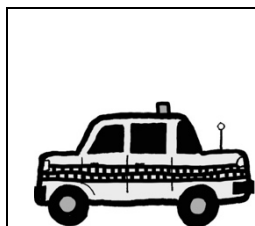
match



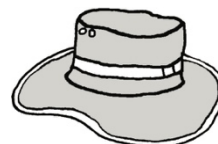
switch



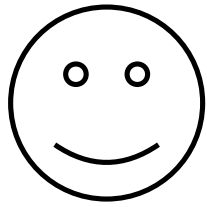
crutch



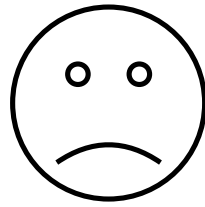
catch



hatch

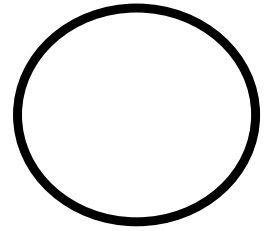


Yes

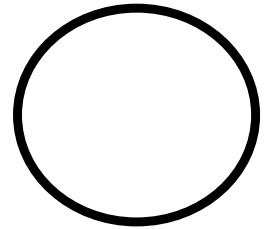


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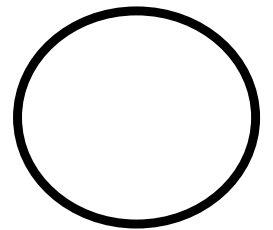
Chimp sets up a hut.



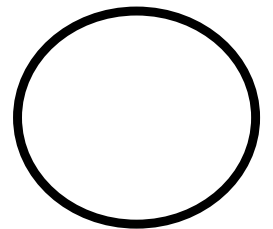
Chimp does not see Frog
snatch a log.



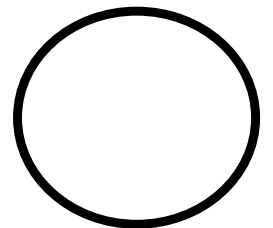
Chimp does not see Frog
hop the ditch.



His pals are at his camp.



His pals have lunch for
Chimp.



Book	Duck Sings a Song						Step 3					
Sound-Spellings Skills Focus	digraphs	ng	nk	tch	th	sh						
	blends	fl	sw	cl	fr	st	gl	br	st	spr	str	qu
		lp	nt	nd	ll	ss	ck					
Hands-On Activity choose 1	- Couple Card match (picture to words with nk/ng & short vowels) - Read for the Stars, ng/nk (included) - Sound Sort, ng-nk (included) Words to sort: sing, swing, skunk, trunk, bank, king, sink, ring											
Slow Down Sounds	Digraphs: ng, nk <i>These spellings are taught with digraphs because a new sound is created by the combination, but "nk" /ng/-/k/ makes 2 sounds (not one sound such as digraphs).</i> Review digraphs: th (thanks, thinks), sh (bash, fish), tch (stretch)											
Phonemic Awareness	Can You Hear It: (from the Daily Dos) Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.). Teachers write the given sound-spelling in a visible place for each set of words. ng – ring, stringing, flung, crouch, making, quickly, long nk – sink, broken, pinkish, drank, wrinkle, spark, crank											
Sticky Words							Vocabulary					
g oo d o f h e b e d oe s l i k e th e							be strong – to be brave, to have courage stress – anxiety, to feel uncomfortable fling – to throw something, usually up rings like a bell – to sound pure and beautiful					
Fluency Practice				Blending Lines								
Comprehension & Connections	Suggested Questions: - What is the name of the show that Duck will sing at? (the Spring Bash) - What is "stress?" (when someone feels uncomfortable, when someone is worried and nervous, when someone is anxious, when someone is upset and scared, a feeling you feel, an emotion, etc.) - What does Duck think he will do instead of sing? (honk) - Who does Duck bring with him onto stage? (Fish) - Do his friends like his song? How do you know? (they clap, the book says they like the song, they yell, etc.) - How do you think Duck feels when he finally gets up and sings his song? (proud, excited, relieved, happy, etc.) Connection Questions (connecting the student to the book): - Have you ever performed in front of other people? - Have you ever had to do something that made you afraid or nervous?											

	- How do you feel when you are nervous? Story Element Questions: - Who is the <u>main character</u>? (Duck) - Is there a supporting character? (Fish) - Where does this story take place? (the Spring Bash, on stage, etc.) Partner Share Topics: - Tell a partner about a talent you have that you could perform/do in a talent show.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: <i>Put the -ng or -nk in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> ng – sing → ring, rang, gang, hang, sang, song, long nk – honk → hunk, bunk, bonk, bank, tank, sank, sink ng – strong → string, thing, swing, bring, cling, clang nk – thank → plank, plink, think, shrink, clink, clank <i>Optional Extension:</i> 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 answering the question: <i>If you had to do an act at the Spring Bash like Duck, what would your talent be?</i>
Comprehension Activity	Yes/No (True/False activity) - Students read the sentence and decide if it the statement is true or false. - If the sentence is true, students draw a happy face. - If the sentence is false, students draw a frowny face.
Provided Resources	- Blending Lines, <u>Duck Sings a Song</u> - Writing Response, <u>Duck Sings a Song</u> - Story Writing - Read for the Stars, ng/nk - Sound Sort, ng/nk - Yes/No, <u>Duck Sings a Song</u>

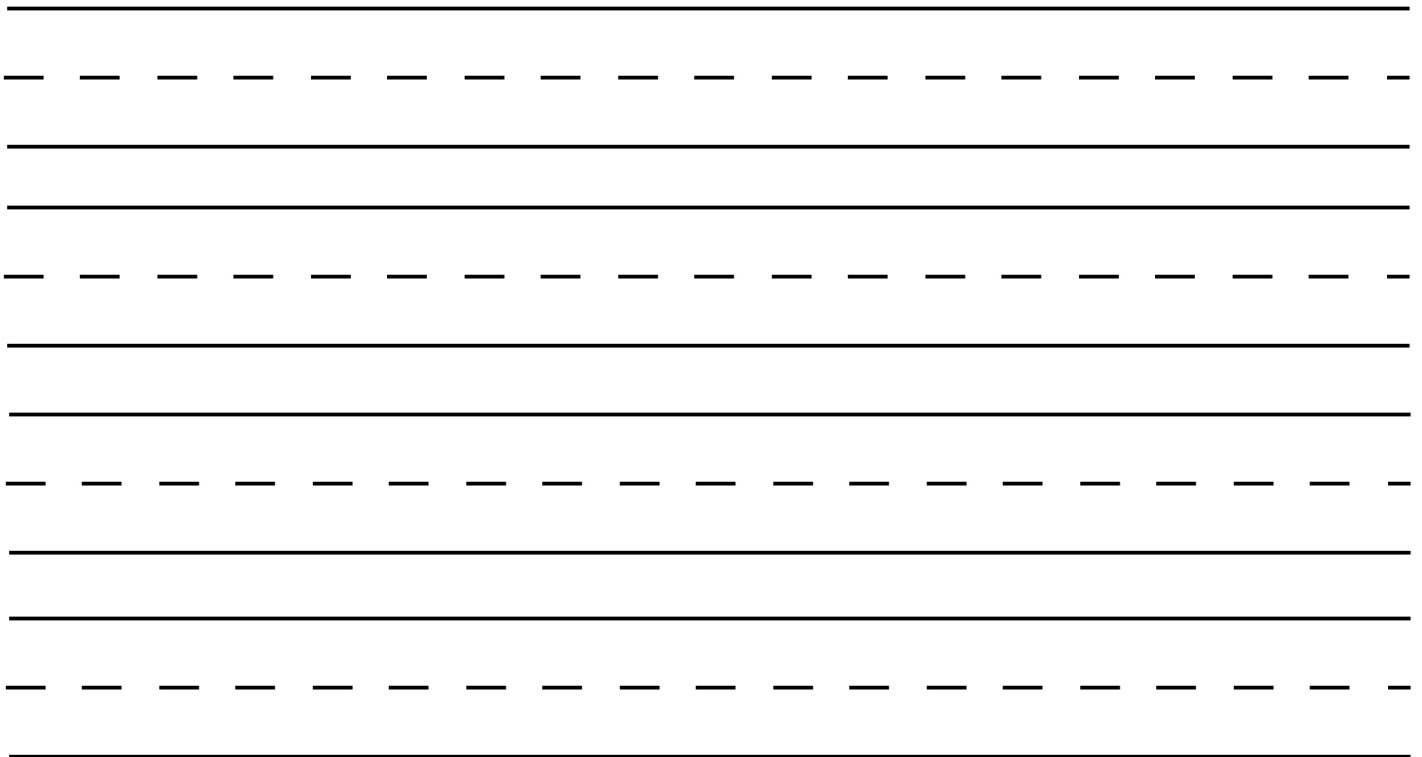
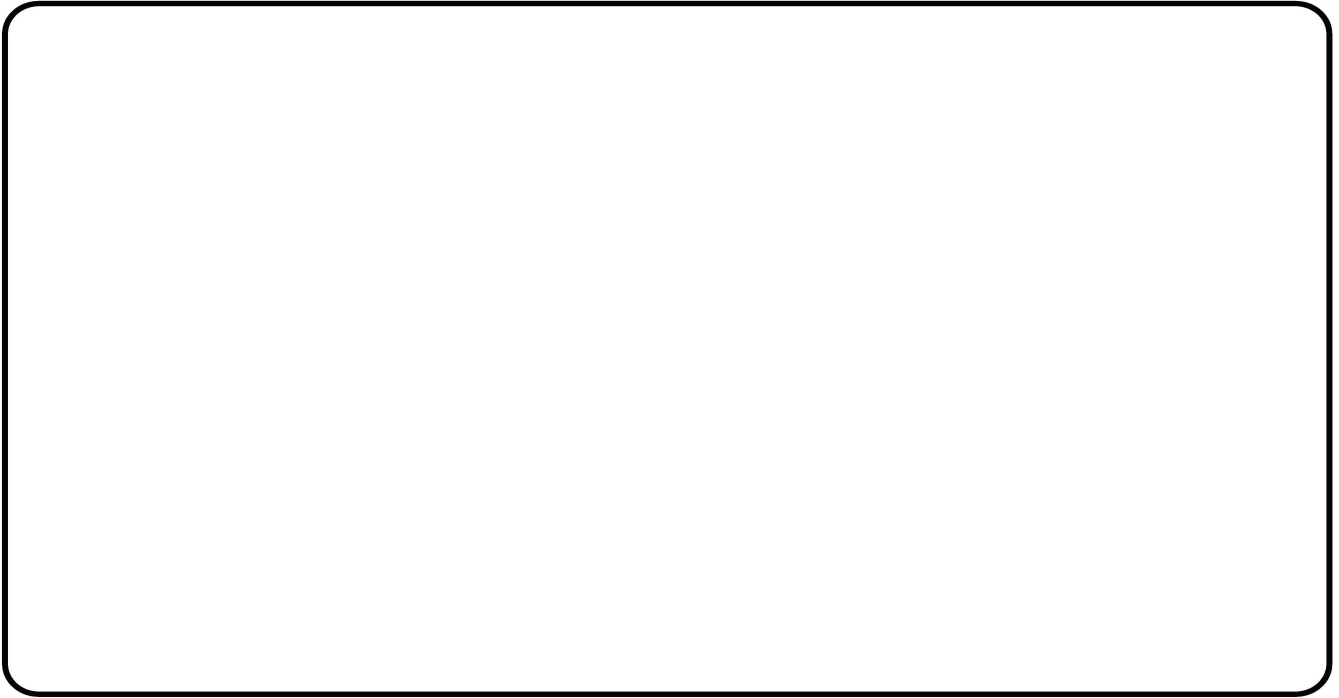
Blending Lines: Duck Sings a Song

Line 1 (minimal contrasts–new to known)	flip fling hop honk
Line 2 (vary initial sound)	wing sling ring bring
Line 3 (vary final sound)	sit sing sink sank
Line 4 (mixed set, target skill)	swing think stress winks
Line 5 (review words for mastery)	tells help clap quack
Line 6 (review words for mastery)	duck will just has
Line 7 (challenge words)	thanks strong stretch
Line 8 (connected text)	Fish did help Duck be strong.
Line 9 (connected text)	He thinks he can not sing.
Line 10 (sticky words)	the he of be good does like

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

Name: _____

If you had to do an act at the Spring Bash like
Duck, what would your talent be?

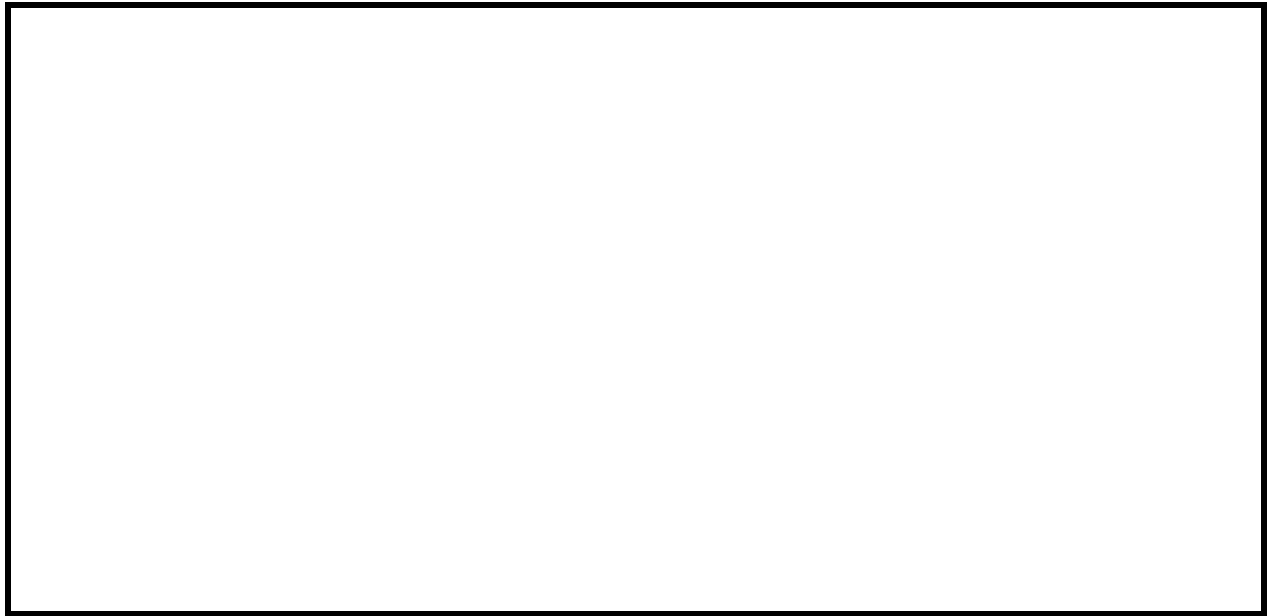


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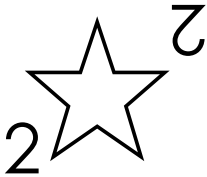
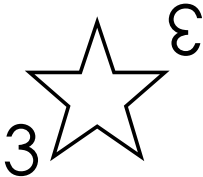
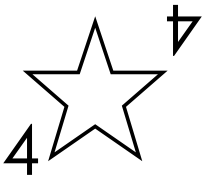
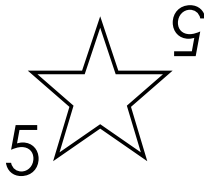
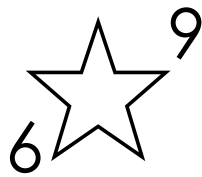
Story Writing

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

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____



Name: _____

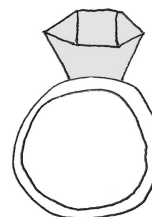
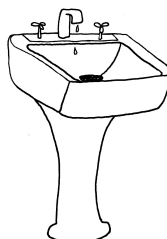
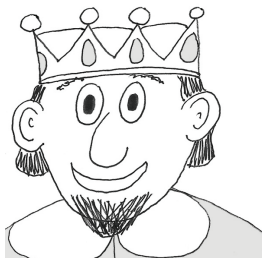
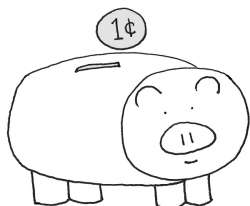
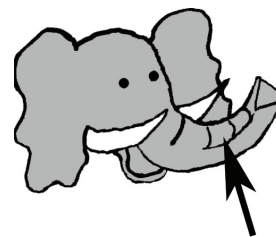
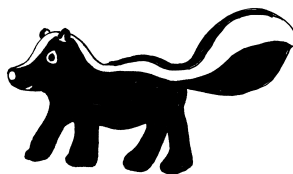
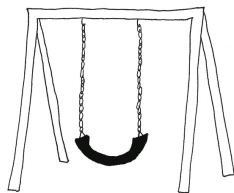
lung	tank	blink	wink	yank	drink
sink	bang	pink	trunk	long	wing
ring	bunk	fling	dunk	stung	fang
					
ring	bunk	fling	dunk	stung	fang
sink	bang	pink	trunk	long	wing
lung	tank	blink	wink	yank	drink

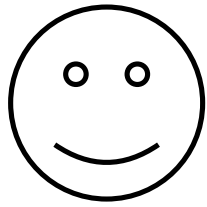
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Name: _____

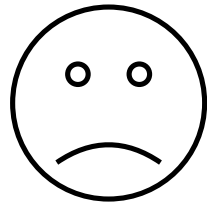
nk	ng

cut



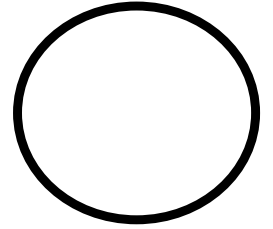


Yes

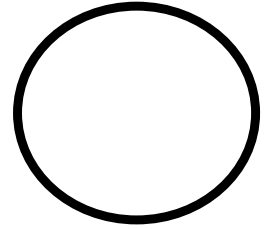


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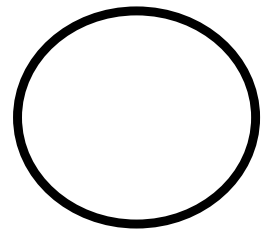
Duck will sing at the
Fantastic Bash.



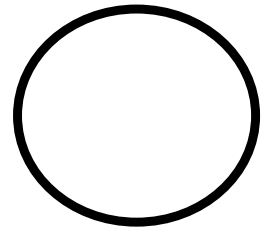
Duck thinks he can not sing.



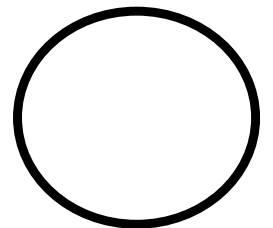
Fish thinks the song will
be a good song.



Fish did help Duck be
strong.



The pals did not like the
song.



Book		Cub Has a Picnic						Step 3																										
Sound-Spellings Skills Focus	digraphs	nk	ng	th	ch	sh	tch																											
	blends	dr	gr	pl	cl	st	spl																											
		lp	lf	sk	st	nt	nd	mp	xt	ck	ff	ll	ss																					
Hands-On Activity <i>choose 1</i>	- Syllable Sort, <u>Cub Has a Picnic</u> (included) - Compound Words sheets (included)																																	
Slow Down Sounds	Review digraphs: nk, ng, the, sh, ch, tch Multisyllabic words: splendid, picnic, closet, cobwebs, basket, seven, sandwich, radish, napkins, helpless, blanket, jacket, muffins, pumpkins, chicken, nuggets, ketchup, melon, salad, sudden, happens																																	
Phonemic Awareness	Multisyllabic words - Write these words on a white board before reading the book. - Underline/circle each syllable and color each vowel to help students learn to chunk longer words with closed syllables. - Read each syllable and blend the entire word (and model for students).																																	
	splen - did				pic - nic				clos - et																									
	cob - webs				bask - et				sev - en																									
	sand - wich				rad - ish				nap - kins																									
Sticky Words						Vocabulary																												
al l all: The “al” is a spelling for /o/ (as taught in Express Readers in Step 6). Old Sticky Words <table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>f</td><td>or</td></tr><tr><td>h</td><td>e</td><td>p</td><td>u</td><td>t</td><td>o</td><td>f</td></tr><tr><td>f</td><td>r</td><td>o</td><td>m</td><td>b</td><td>e</td><td>h</td><td>a</td><td>ve</td></tr></table>						th	e	t	o	f	or	h	e	p	u	t	o	f	f	r	o	m	b	e	h	a	ve	all of a sudden – quickly, without notice, unexpected splendid – wonderful, amazing, lovely helpless – “less” is a prefix that means “without”, so help + less means that someone cannot help cobwebs – spiderwebs splendid – wonderful, fantastic club sandwich – a sandwich with tomatoes, turkey, lettuce, and bacon						
th	e	t	o	f	or																													
h	e	p	u	t	o	f																												
f	r	o	m	b	e	h	a	ve																										
Fluency Practice				Blending Lines																														
Comprehension & Connections	Suggested Questions: - What is on Cub’s flannel blanket and picnic basket? (cobwebs) - How many lemons does he pack? (seven) - How do you know that it starts raining? (Cub feels drips, drips land on Cub, Cub looks up as the raindrops come down, etc.) - How do you think Cub feels when it starts to rain? (disappointed, helpless, upset, mad at the rain, frustrated, worried, etc.) - What is Cub’s plan? (Cub sets up a tent outside where the pals can all have their picnic.) - Do his pals have fun? How do you know?																																	

	Connection Questions (connecting the student to the book): • Have you ever had a picnic? • What would you pack if you went on a picnic? • Who would you go with if you went on a picnic? • Is there a park or a place that you would like to have a picnic? Story Element Questions: • Who is the <u>main character</u>? (Cub) • Where does this story take place? (Cub’s house) Partner Share Topics: • Tell a partner where you would have a picnic, who you would go with, and what food you would bring to your picnic.								
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading								
Writing Practice	Dictation: <i>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).</i> 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>cob - web</td><td>rad - ish</td><td>bas - ket</td><td>sev - en</td></tr><tr><td>nap - kin</td><td>help - less</td><td>prob - lem</td><td>mel - on</td></tr></table> <i>Optional Extension:</i> 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 answering the question: <i>Plan a picnic for your pals and Cub.</i>	cob - web	rad - ish	bas - ket	sev - en	nap - kin	help - less	prob - lem	mel - on
cob - web	rad - ish	bas - ket	sev - en						
nap - kin	help - less	prob - lem	mel - on						
Comprehension Activity	Problem And Solution • 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.								
Provided Resources	1. Blending Lines, <u>Cub Has a Picnic</u> 2. Writing Response, <u>Cub Has a Picnic</u> 3. Story Writing 4. Problem and Solution 5. Syllable Sort, <u>Cub Has a Picnic</u> 6. Compound Words sheets								

Blending Lines: Cub Has a Picnic (compound/multisyllabic words)

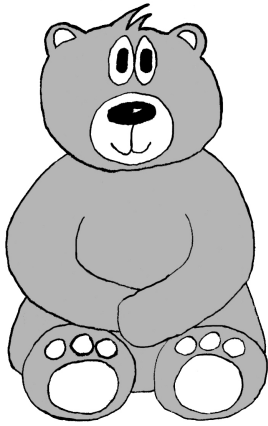
Line 1 (minimal contrasts–new to known)	cob webs cobwebs
Line 2 (minimal contrasts–new to known)	pump kin pumpkin
Line 3 (minimal contrasts–new to known)	help less helpless
Line 4 (mixed set, target skill)	upset problem muffin
Line 5 (mixed set, target skill)	seven chicken blanket
Line 6 (review words for mastery)	club lunch with gets
Line 7 (challenge words)	splendid sandwich ketchup
Line 8 (connected text)	He is helpless to fix the problem.
Line 9 (connected text)	Cub packs pumpkin muffins.
Line 10 (sticky words)	all from the he of to be for have put

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

Grade 1

Name: _____

Plan a picnic for your pals and Cub.



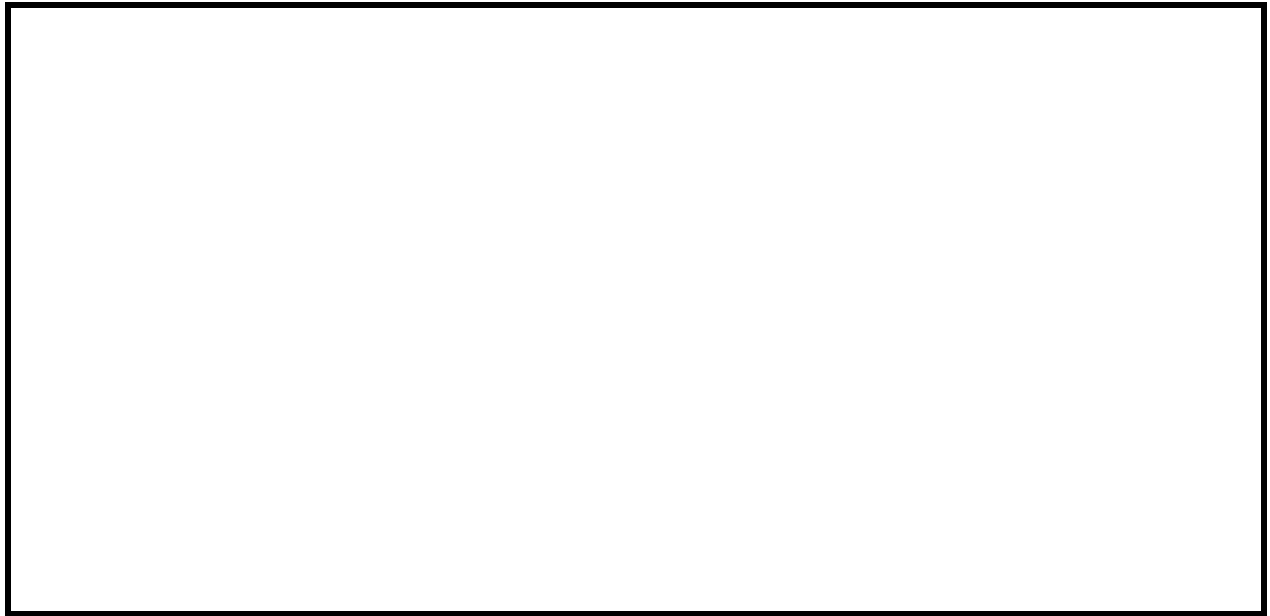
Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Story Writing

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

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____



Name: _____

(c) Elise Lovejoy
Express Readers

Problem and Solution

Story: _____

Problem:

A handwriting practice sheet featuring four identical sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the entire width of the page, providing a guide for letter formation and alignment.

Picture of the problem:

Picture of the problem:

Solution:

(c) Elise Lovejoy
Express Readers

Handwriting practice lines for the solution section, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Picture of the solution:

A large rectangular box for drawing a picture of the solution.

Give another idea for a solution to the problem:

Handwriting practice lines for the second solution section, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Syllable Sort, Cub Has a Picnic

nap	kin
rad	ish
pic	nic
bas	ket

splen	did
cob	web
help	less
prob	lem

Name: _____

base

Compound Words

1 word + 1 word = 1 compound word

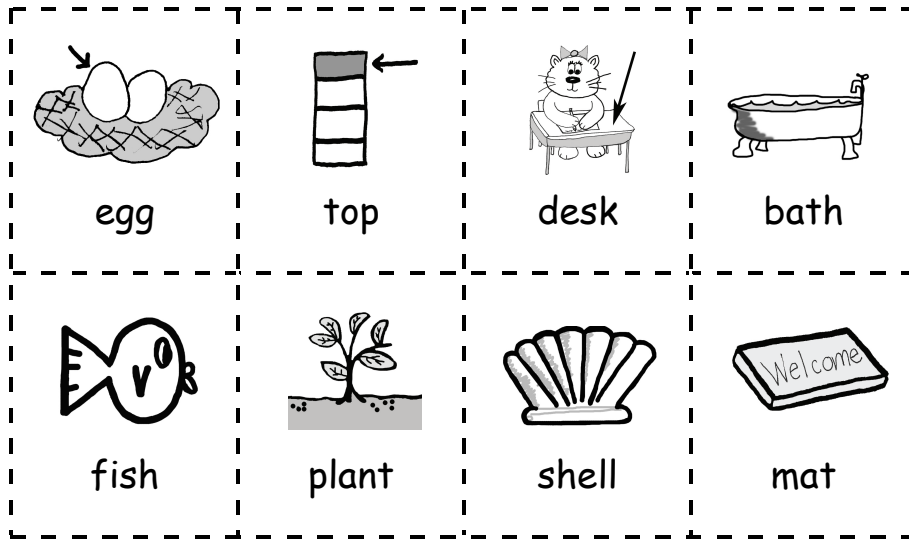
	+		=	

	+		=	

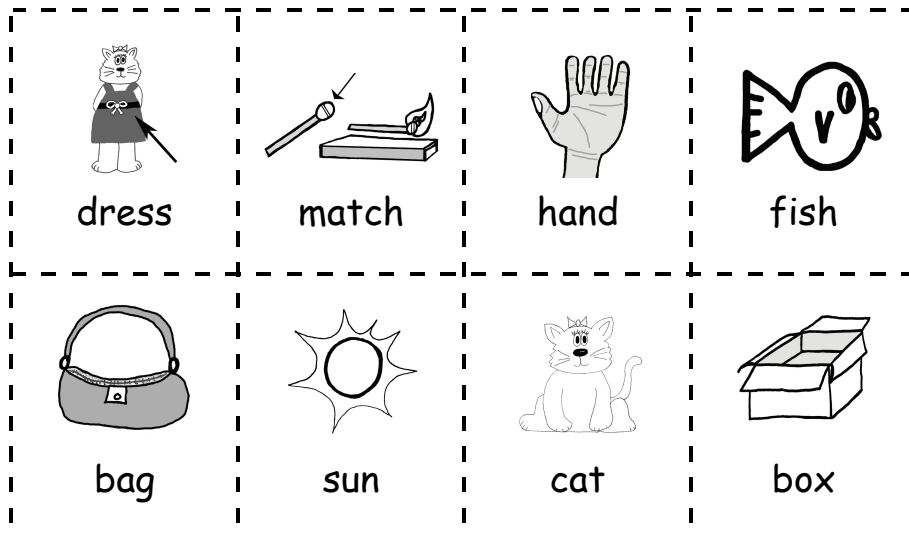
	+		=	

	+		=	

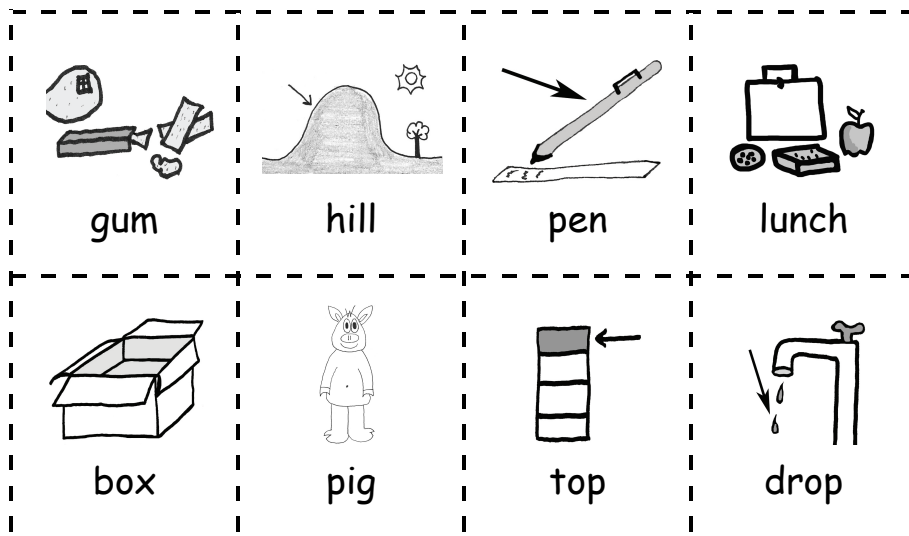
Set 1



Set 2



Set 3



Answer Key: Compound Words, Step 3

Set 1: eggplant, desktop, bathmat, shellfish

Set 2: matchbox, handbag, catfish, sundress

Set 3: gumdrop, hilltop, pigpen, lunchbox

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