Book	Helpful Fish	Step 3, supplemental

Sound-Spellings Skills Focus

digraphs	sh							
blends	fr	sw	fl	tr	spl	sl	gl	dr
	lp	sk	nd	st	ck	ll	ss	

Hands-On Activity *choose 1*

- Couple Card match (picture to words with digraphs & short vowels)
- Digraph Coloring Sheet (color the words that contain /sh/) (included)

Slow Down Sounds

- **Digraph:** sh
- **Multisyllabic words:** upset, until, helpful, often, cannot

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 "sh" in a visible place for each set of words.*

sh – **splash**, snake, **bash**, **sharp,** mess, camping, **shirt**, **lavish**

Sticky Words

sh	e

she: The "sh" spells the /sh/ sound which is the focus of this book. The "e" spells the long vowel sound /E/ because it is an open syllable.

th e	t o	g o
b e	d oe s	

Vocabulary

"in a flash" – quickly

"to be rash" – to go quickly without thinking first, displaying or proceeding from a lack of careful consideration of the possible consequences of an action

rush – to go quickly, to move with urgent haste

gush – to express oneself emotionally, to say with lots of expression and feeling

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

Comprehension & Connections

Suggested Questions:

- What is Fish's advice to Cat to feel comfortable in the water? (not to rush, to not be rash, to just splash a bit and go slowly, etc.)
- What do Fish and Cat do once they get in the water? (splash a bit, look for shells)
- What does Cat wear while she is in the water on the way to the party? (a life vest)

Connection Questions (connecting the student to the book):

- Can you swim or do you like to splash about in the water?
- Have you ever been to a beach at the ocean or at a lake?

Story Element Questions:

- Who is the main character? (Fish, and possibly Cat)
- What is the setting? (the pond, fresh water, sunny day, shallow water, etc.)
- What is the problem in this story? What is the solution?

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	Partner Share Topic: • Tell a partner how you would help Cat to get comfortable with the water. (Tell a story, hold her hand, give her a bucket of water to play with, etc.)
Reading Practice *choose 1-2*	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** – flash → rash, rush, brush, brash, trash, splash *Optional Extension:* **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: *Fish wants to be helpful. Explain a way Fish can be helpful?* *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	**Connection Activity** **I Can Be Helpful!** First, students write how Fish is helpful. Then, students write and illustrate the ways they are helpful or can be helpful.
Provided Resources	1. Blending Lines, Helpful Fish 2. Pyramids, Helpful Fish 3. Writing Response, Helpful Fish 4. Digraph Coloring Sheet, sh 5. Connection Activity, Helpful Fish

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Blending Lines: Helpful Fish

Line 1 (minimal contrasts-new to known)	fret fresh flat flash
Line 2 (vary initial sound)	bash rash fish wish
Line 3 (vary one sound)	rush gush dish dash
Line 4 (mixed set, target skill)	hush swish shells slosh
Line 5 (review words for mastery)	must pals pond help
Line 6 (review words for mastery)	asks and off last glad
Line 7 (challenge words)	splash upset helpful often
Line 8 (connected text)	I wish to go to the bash.
Line 9 (connected text)	I wish to be a helpful pal.
Line 10 (sticky words)	**she** to does the go be

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

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Name: _____

Phrasing Pyramids, Helpful Fish

She

She must swim

She must swim and get wet

She must swim and get wet at the bash.

Frog

Frog asks his pals

Frog asks his pals to a hip bash

Frog asks his pals to a hip bash at his pond.

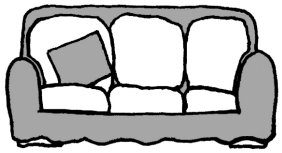
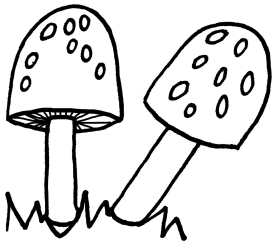
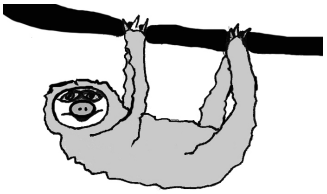
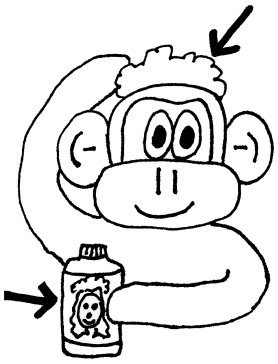
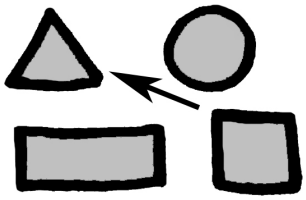
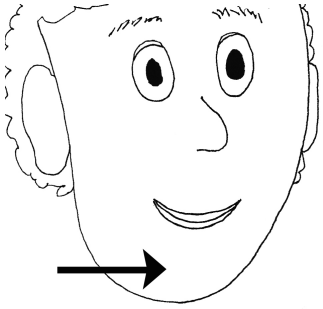
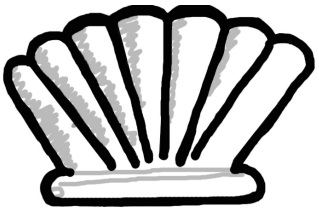
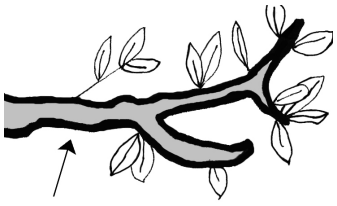
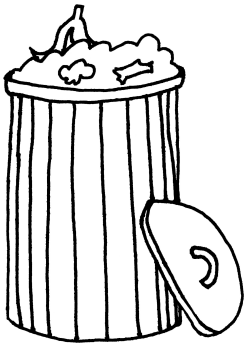
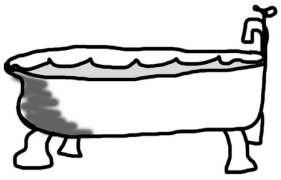
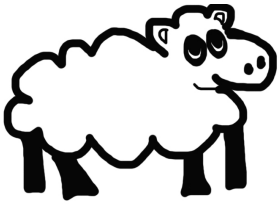
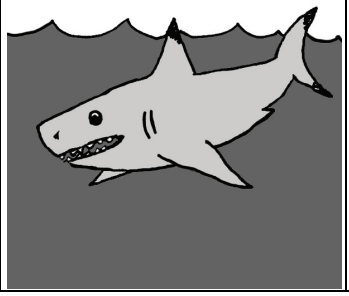
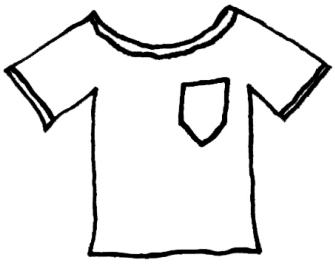
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sh

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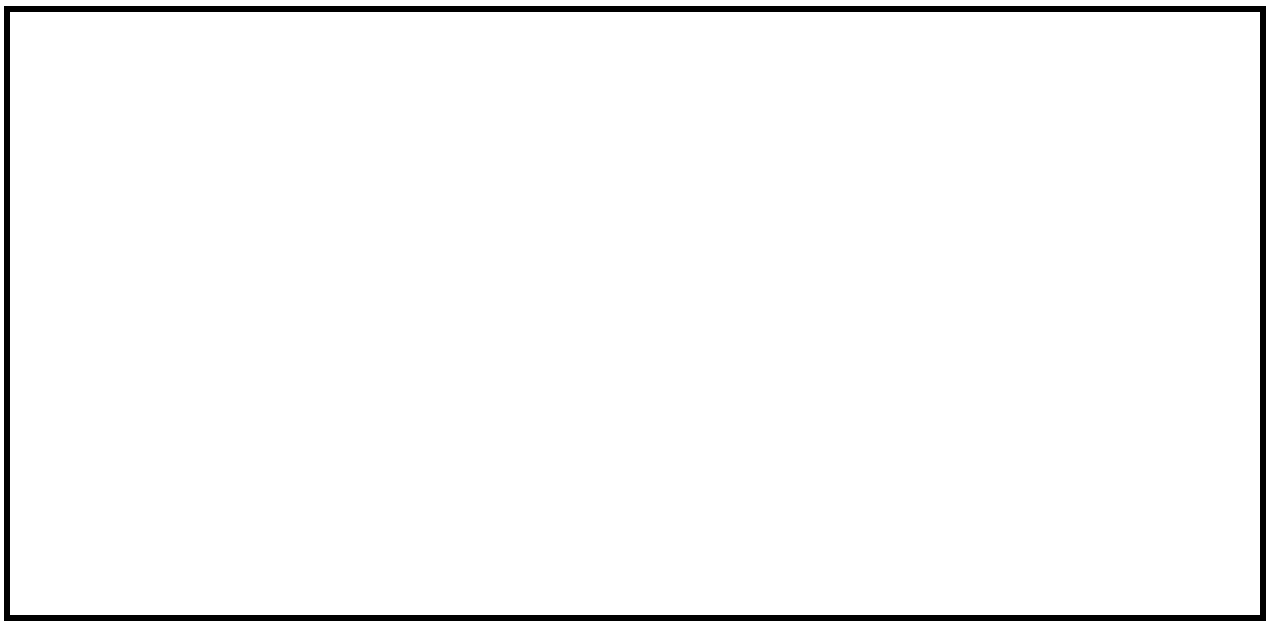
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Story Writing

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

_____ _____ _____ _____

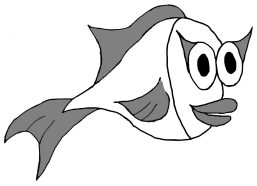
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Name:_____

Fish wants to be helpful. Explain a way Fish can be helpful?

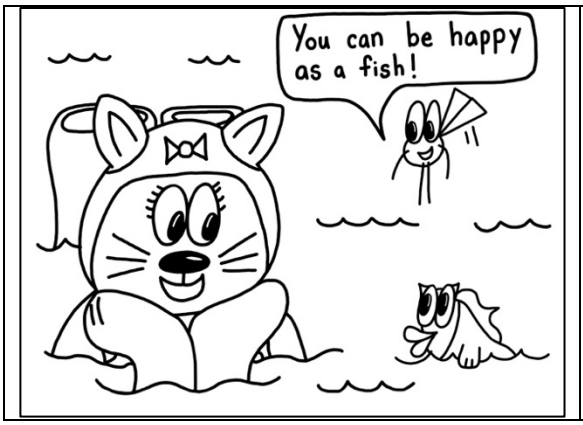


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Name:_____ Connection Activity

I can be helpful!

Fish is helpful to her pal, Cat. Write and draw about 3 ways you are helpful!



Fish is helpful when she....

_____

_____

_____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Book	The Richest Chimp	Step 3, supplemental

Sound-Spellings Skills Focus

digraphs	ch									
blends	sp	tr	br	cr	st	gr				
	ll	nn	ff	ck	nd	nt	st	mp	lk	lt

Hands-On Activity *choose 1*

- Couple Card match (picture to words with digraphs & short vowels)
- Digraph Coloring Sheet (color the words that contain /ch/) (included)

Slow Down Sounds

- **Digraph:** ch
- **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.
  - Blend the entire word (and model for students).

sand - wich	chan - nel	frol - ic	rich - est
frab - ric	vel - vet	jack - et	fan - tas - tic
el - eg - ant	bigg - est	con - test	

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 "ch" in a visible place for each set of words.*

ch – charge, candy, **cherish**, **lunch,** planter, **chicken**, **much**, **challenge,** friends, tuck**, reach, branch, hunch**

Sticky Words

Old Sticky Words

th e	**t o**	**f or**
h e	**p u t**	**o f**
f r o m	**b e**	**h a ve**
d oe s		

Vocabulary

"big bucks" – lots of money
inn – an establishment with rooms and food for travelers
chills – a feeling of coldness
pad – a slang term for a place to live/stay
elegant – graceful or stylish in appearance
"pick up the check" – to pay for, to pay the check
chug – to drink quickly
frolic – to dance about, wander about, play and run
"has a hunch" – has a feeling, thinks it is possible

Fluency Practice – *choose 1*

Pyramids or Blending Lines

Comprehension & Connections

Suggested Questions:

- Make a prediction about why Chimp is rich.
- What is one reason that Chimp is not rich in money? (he hasn't won any contests, he does get paid a lot at work, etc.)

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	• What is one way that Chimp has fun or does activities without paying a high price? (he camps instead of staying in fancy places, he doesn't buy a big tv but plays outside, etc.) **Connection Questions (connecting the student to the book):** • Have you ever earned money? How did you earn the money? (allowance, doing chores, walking a dog, etc.) • Are there ways in which you feel rich, even without money? **Partner Share Topic:** • Tell a partner a reason why you could be "rich" without money. (a loving family, a warm home, a grandma you love, a pet that cuddles with you, friends at school, etc.)
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**Word Building – Switch/Add:** *Put the "ch" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.* **ch** – chip → chop, chomp, champ, chat, chant, chap *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 statement: *Chimp is rich because...* *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	**Character Review** • Students need to write a reason why they like Chimp. • Students draw a picture of Chimp performing an action that might show the characteristic they like. • Help students to think of characteristics that deal with Chimp's personality or actions, not how he looks.
Provided Resources	1. Blending Lines, The Richest Chimp 2. Pyramids, The Richest Chimp 3. Writing Response, The Richest Chimp 4. Story Writing 5. Character Review 6. Digraph Coloring Sheet, ch

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Blending Lines: The Richest Chimp

Line 1 (minimal contrasts-new to known)	mud much rip rich
Line 2 (vary initial sound)	munch crunch snug chug
Line 3 (vary one sound)	check chest dish dash
Line 4 (mixed set, target skill)	hush swish shells slosh
Line 5 (review words for mastery)	rock camp land grass
Line 6 (challenge words)	frolic contest biggest richest
Line 7 (challenge words)	elegant fabrics sandwich velvet
Line 8 (connected text)	Chimp is the richest chimp.
Line 9 (connected text)	Chimp does not have the biggest pad.
Line 10 (sticky words)	he the go of be from to does have for

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

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Name: _____

Phrasing Pyramids, The Richest Chimp

Chimp

Chimp is the richest chimp

Chimp is the richest chimp in the land.

He

He has a hut

He has a hut up on a branch

He has a hut up on a branch from his dad.

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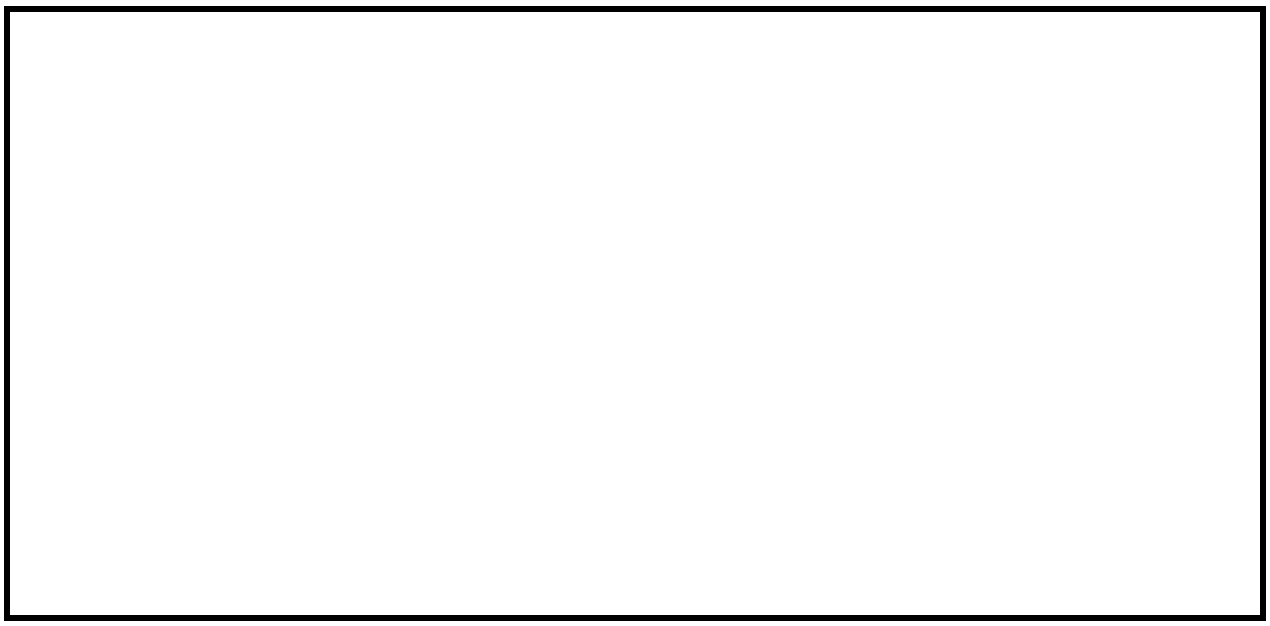
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Story Writing

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

_____ _____ _____ _____

_____ _____ _____ _____



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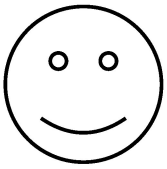
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Chimp is rich because...



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Name:_____



Character Review

_____	_____	_____
(adjective)	(adjective)	(adjective)

I like _____ because

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

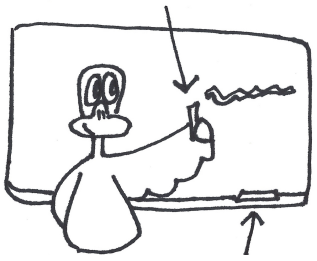
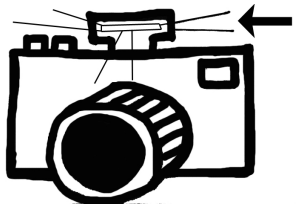
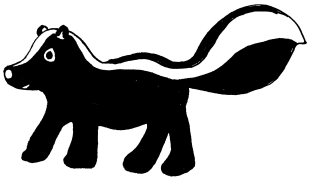
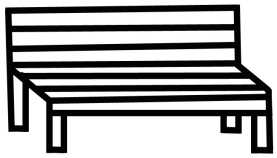
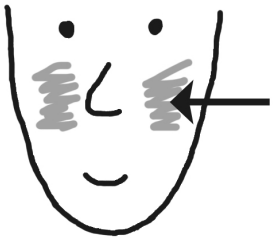
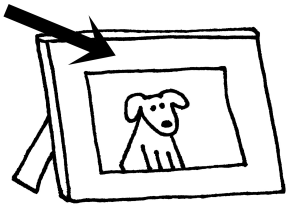
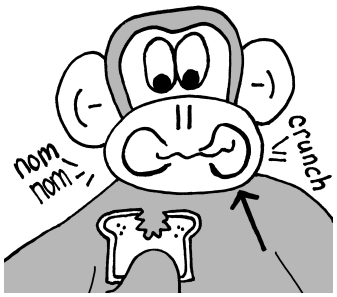
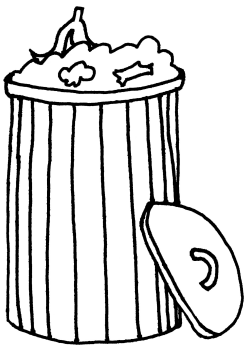
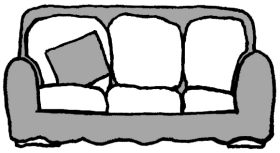
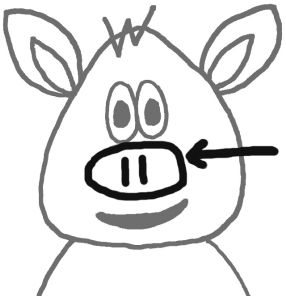
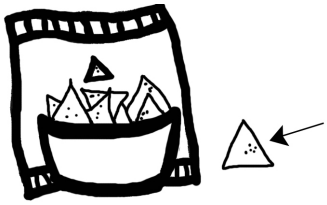
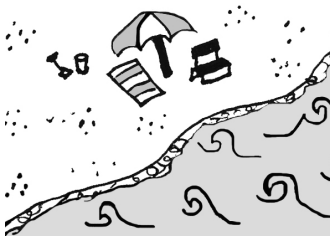
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Name:_____

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Book	Dog And The Sloth	Step 3, supplemental

Sound-Spellings Skills Focus

digraphs	th							
beginning blends	sw	fl	tr	spl	sl	gl	fr	dr
ending blends	sk	nd	st	lp	ll	ss	ck	

Hands-On Activity *choose 1*

- Couple Card match (picture to words with digraphs & short vowels)
- Digraph Coloring Sheet (color the words that contain /th/) (included)

Slow Down Sounds

- **Digraph:** th
- **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.
  - Blend the entire word (and model for students).

thick - et	with - in	trop - ic - al	sec - ond
trop - ics	smitt - en	can - not	meth - od
in - sects	prob - lem	in - vent	funn - el

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 "th" in a visible place for each set of words.*
th – **thorn**, **math**, factory, mash, **thinking**, press, **thumb**, **sixth**, grade

Sticky Words

Old Sticky Words

th e	t o
h e	p u t s
f r o m	s ee
d oe s	c o me
f or	o f
h a ve	

Vocabulary

thicket – a dense group of bushes or trees
tropical/tropics – regions of the world surrounding the equator
invent – to come up with, to create or design
method – systematic plan or approach to accomplishing something
elegant – graceful or stylish in appearance or manner
thick film – a layer of something (grime and dirt in this book)
a lift – a device that has a pulley for carrying people/things
width – the measurement from side to side (how wide)
depth – the distance from top to bottom (how deep)

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

Comprehension & Connections

Suggested Questions:

- Why is it odd to see a sloth sitting in an elm tree? (a sloth belongs in the tropics, the sloth isn't in a tropical place, etc.)
- Why is the sloth upset? (his bath broke, he has a thick layer of yuck on his back, etc.)
- Where does Dog get the bathtub from? (a second-hand store called "Thrift on Fifth")

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What does "second-hand" mean? (It means that the items in the store are used items, it is a thrift store, it is items that people resold, etc.)

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

Have you ever seen a real sloth?
Have you ever been some place tropical?

<u>Story Element Questions:</u>

Who is the <u>main character</u>? (Dog)
Where does this story take place? (behind a thicket, in the woods, by/in an elm tree)

Partner Share Topic:

Tell a partner your solution to the sloth's problem. Come up with a way to help the Sloth.

</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>moth</td><td>thin</td><td>this</td><td>that</td></tr>
<tr><td>path</td><td>thump</td><td>depth</td><td>them</td></tr>
</table>
Sentence to dictate:
<table>
<tr><td>The bath fell with a thud.</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 question: Dog helps the sloth get a bath. Think of a different way to help the sloth.
*Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
</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>Dog And The Sloth</u>
2. Pyramids, <u>Dog And The Sloth</u>
3. Writing Response, <u>Dog And The Sloth</u>
4. Story Writing
5. Digraph Coloring Sheet, th
6. Problem And Solution Table, <u>Dog And The Sloth</u>
</td></tr>
</table>

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Blending Lines: Dog And The Sloth

Line 1 (minimal contrasts-new to known)	moss moth mad math
Line 2 (vary initial sound)	bath path cloth sloth
Line 3 (vary one sound)	lift thrift then this
Line 4 (mixed set, target skill)	fifth thicket with thrill
Line 5 (review words for mastery)	yelp spots wind skills
Line 6 (challenge words)	within tropical tropics insects
Line 7 (challenge words)	problem invent second method
Line 8 (connected text)	Dog jogs on a path next to a thicket.
Line 9 (connected text)	He spots a sloth in an elm.
Line 10 (sticky words)	to for come from the he does of see puts have

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

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Name: _____

Phrasing Pyramids, Dog And The Sloth

Dog

Dog jogs on a path

Dog jogs on a path next to a thicket.

He

He puts a funnel

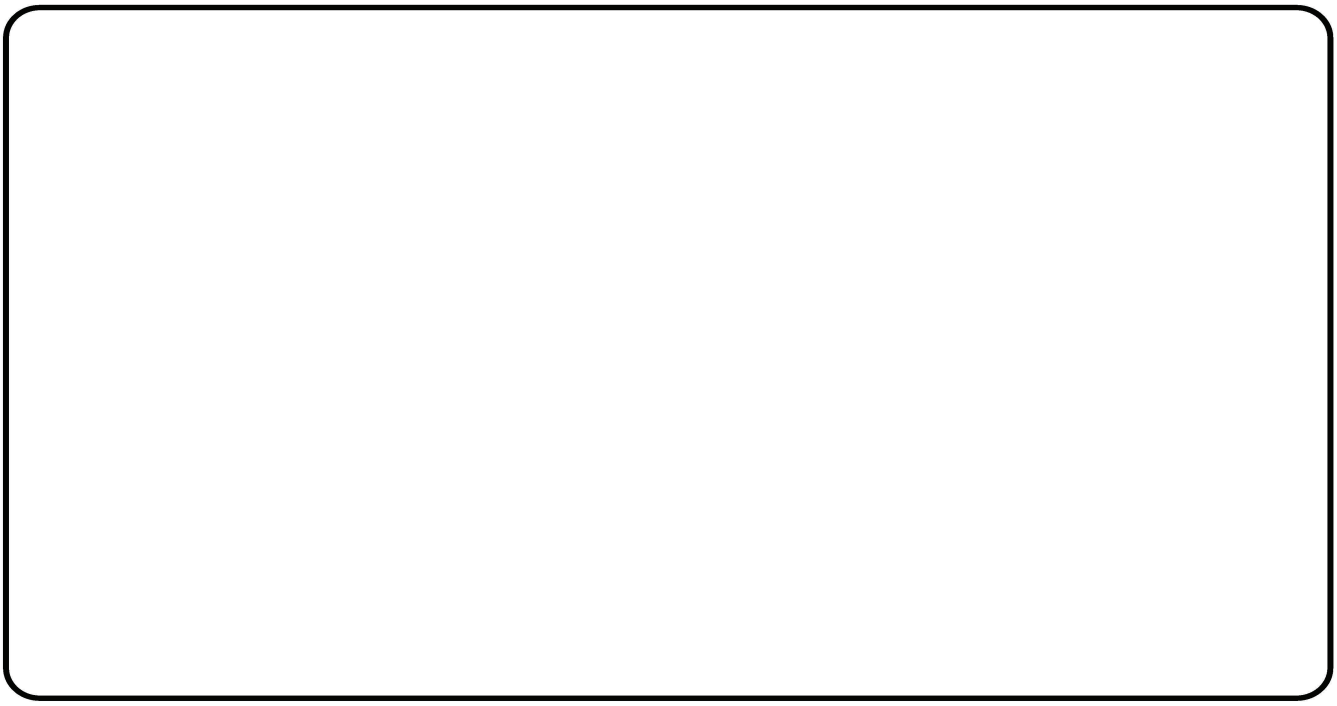
He puts a funnel that will grab the drops

He puts a funnel that will grab the drops to fill the tub.

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Name:_____

Dog helps the sloth get a bath. Think of a different way to help the sloth.



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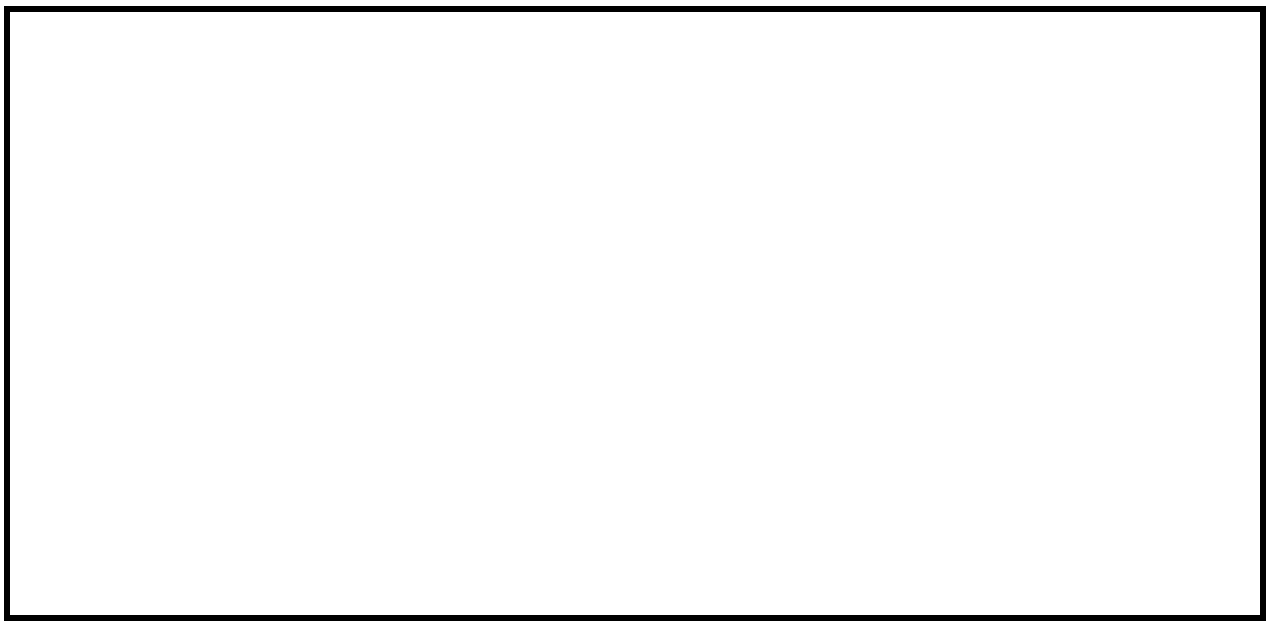
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Story Writing

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

_____ _____ _____ _____

_____ _____ _____ _____

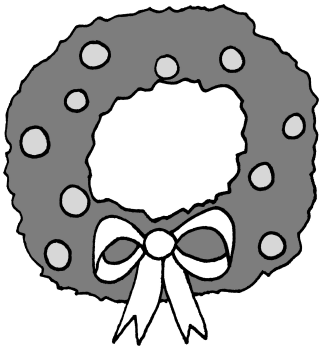
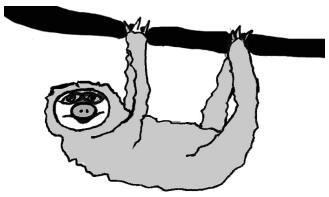
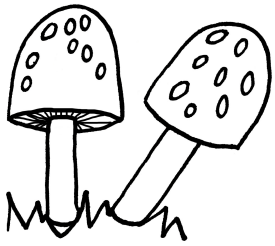
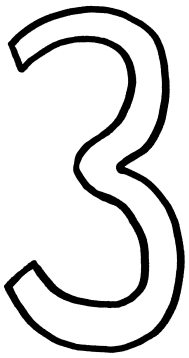
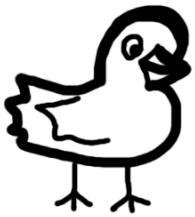
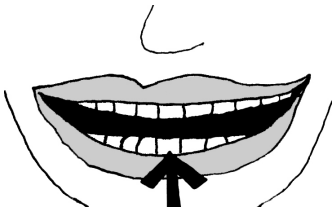
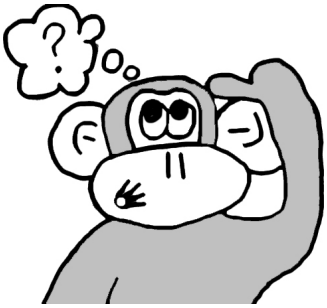
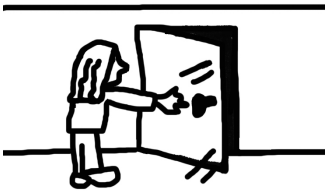
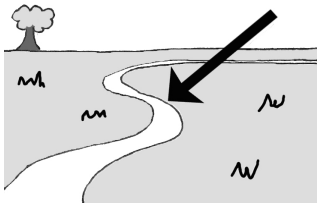
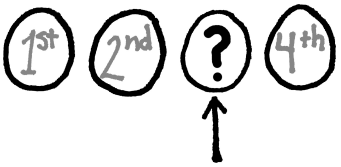
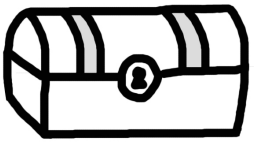
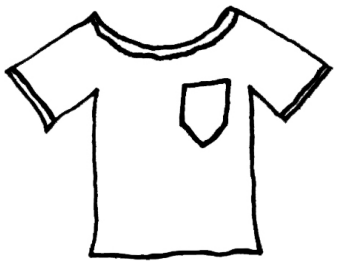
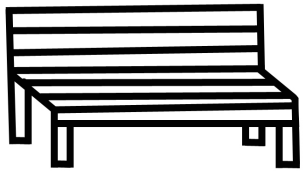
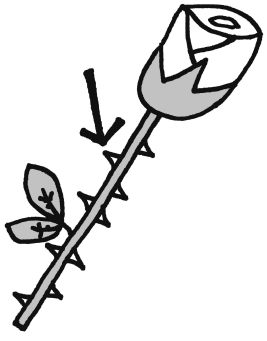


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Name:_____

Color th



			
6 + 1 = 7 2 + 2 = 4 3 − 1 = 2			
			
			

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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	Frog's Tennis Match	Step 3, supplemental

Sound-Spellings Skills Focus

digraphs	-tch	ch							
blends	fr	fl	cl	cr	pl	scr	str	sw	tr
	ll	ss	ck	st	nd	xt			

Hands-On Activity *choose 1*

- Couple Card match (picture to words with digraphs & short vowels)
- Read For the Stars, -tch (included)

Slow Down Sounds

- **Digraphs:** -tch, ch

-tch: When a word ends or contains /ch/ and has a short vowel, the spelling is usually "tch" (ex. match, catch, stretch). This doesn't happen if the short vowel is followed by a consonant (ex. lunch, crunch) or if the vowel is long or complex (ex. birch, porch, march, beach, leech).
Exceptions: rich, such, much

- **Multisyllabic words:** tennis, racket, topnotch, cricket, sunset
- **-es /ez/:** If the word ends with 's', 'ch', 'sh', 'ss', 'x' or 'z' we must add an '-es' to make it plural. "es" spells /ez/ (and some references state that it is actually /iz/).

/ez/	hatches, clutches, flinches, catches, matches

Phonemic Awareness

How Many Sounds:

- Students have either manipulatives or a marker to draw dots.
- Teachers say a word, and students draw a dot (or place a manipulative) for every sound they hear in a word.
- Teachers write the word in a visible place and underline each sound to help show the answer.

f-r-o-g (4)	l-o-b (3)	m-a-tch (3)	b-e-s-t (4)
t-e-nn-i-s (5)	c-r-i-ck-e-t (6)	s-w-i-tch (4)	c-l-u-tch-e-s (6)

Sticky Words

Old Sticky Words

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

Vocabulary

matches – a competition in tennis between two players or pairs
sets – hitting the first ball of the set in tennis
flinches – make a quick nervous movement as a reaction
scrunches – to tighten or make small (a part of your face)
lids – eyelids
lob – to throw or hit in a high arc
clutches – to tightly grasp or hold
topnotch – the very best or excellent
"hatches a plan" – to create or decide on a plan
cricket – a bat and ball game
gig – usually musical job, but can be a task or activity that one takes on

Fluency Practice: Blending Lines

Comprehension & Connections

Suggested Questions:

- Why is Frog going to try out tennis? (he thinks he will like it, he thinks he will be good at it, he wants to have a hobby)

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

How does Frog get the scratch on his leg? (he trips in a ditch as he tries to get to the ball)
What does Cub do for Frog to make him feel better? (he helps him find a fun game to play, he helps him learn chess, etc.)
What is the sport that Frog wants to try next? (Cricket)

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

Have you ever played tennis? Have you ever seen someone else paly tennis? Have you ever played a sport with a racket?

<u>Story Element Questions:</u>

Who is the <u>main character</u>? (Frog)
Where does this story take place? (at some tennis courts, at a tennis club, etc.)

Partner Share Topics:

Tell a partner why you think it is good to try new things.
Tell a partner a sport you have tried that you like to play.

</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>bunch</td><td>patch</td><td>flinch</td><td>clutch</td></tr>
<tr><td>switch</td><td>fetch</td><td>ditch</td><td>stretch</td></tr>
</table>
Sentence to dictate:
<table>
<tr><td>Frog has a tennis racket for his match.</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: Explain an activity that you have tried, even if it you did not like the activity.
*Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
</td></tr>
<tr><td>Comprehension Activity</td><td>
<u>Yes/No</u> <u>(True/False activity)</u>

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.

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

Blending Lines, <u>Frog's Tennis Match</u>
Writing Response, <u>Frog's Tennis Match</u>
Story Writing
Read For The Stars, -tch
Yes/No, <u>Frog's Tennis Match</u>

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

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Blending Lines: Frogs Tennis Match

Line 1 (minimal contrasts-new to known)	bend bench dip ditch
Line 2 (vary initial sound)	catch scratch ditch switch
Line 3 (vary one sound)	latch chest dish dash
Line 4 (mixed set, target skill)	lunch munch chess check
Line 5 (review words for mastery)	pals leg sobs trips
Line 6 (challenge words)	tennis topnotch scrunches clutches
Line 7 (challenge words)	cricket flinches hatches racket
Line 8 (connected text)	Frog will test his skills at tennis.
Line 9 (connected text)	A bunch of pals have matches.
Line 10 (sticky words)	for the of he to be

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

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Name:_____

Explain an activity that you have tried, even if it you did not like the activity.



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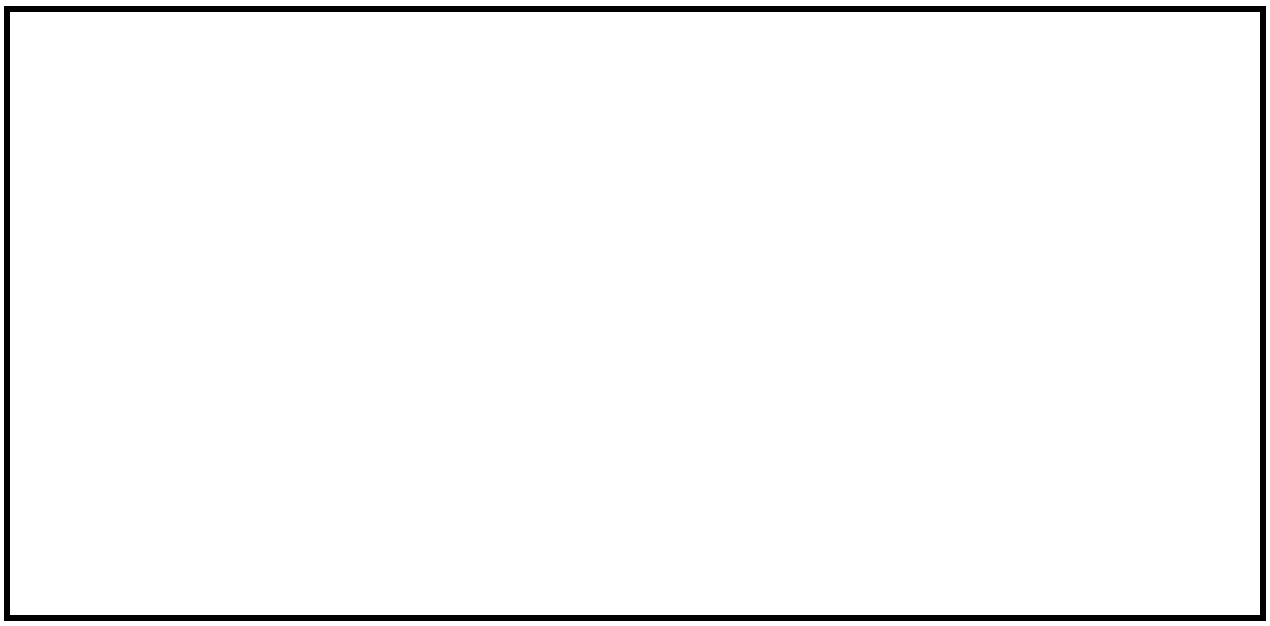
Name:_____

Story Writing

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

_____ _____ _____ _____

_____ _____ _____ _____



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Name:_____

Read for the Stars

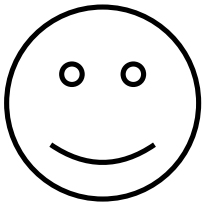
hatch	fetch	kitchen	glitch	ditch	match
stitch	clutch	pitch	latch	hutch	notch
crutch	patch	hitch	stretch	batch	catch

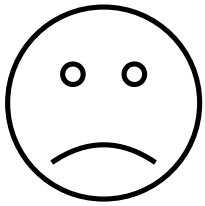
Name:_____

Read for the Stars

match	ditch	glitch	kitchen	fetch	hatch
notch	hutch	latch	pitch	clutch	stitch
catch	batch	stretch	hitch	patch	crutch

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 Yes

 No

Frog will test his skills at badmitten.	
His match is at sunset.	
Frog sets his racket on a box to stretch.	
The sun does not bug Frog.	
Frog gets a scratch.	

Express Readers
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Book	Cub The Trashman	Step 3, supplemental

Sound-Spellings Skills Focus

digraphs	sh	ch	th	-tch					
blends	tr	st	cl	sp	sm	cr	gr		
	sk	lp	mp	nd	nt	st	ft	ll	ck

Hands-On Activity *choose 1*

- Couple Card match (picture to words with digraphs & short vowels)
- Read for the Stars, ch/sh/th (included)
- Sound Hunt Grid (find words in the book that contain either ch, sh, th, -tch. Write the word and draw a picture) (included)

Slow Down Sounds

- **Digraphs:** sh, ch, th, -tch
- **Multisyllabic words:** trashman, sandwich, upset, button, finish, into

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).

up - set	trash - man	but-ton
sand-wich	fin - ish	in-to

Sticky Words

g oo d

good: The "g" spells /g/, and the "d" spells /d/ in this word. The "oo" spells the short oo or **/ʊ/.**

th e	t o	f r o m	
h e	p u t	o f	

Vocabulary

latch – a fastener for a door or a hatch, consisting of a bar
hatch – an opening
shrimp – a small crustacean
mush – boiled cornmeal in water or milk / a soft, wet mass
"he is stuck" – unable to fix a situation

Fluency Practice | **Blending Lines**

Comprehension & Connections

Suggested Questions:

- What is Cub's new job? (a trashman)
- Name one thing that Cub picks up in the trashcans.
- Who comes to help? (Dog)
- How does he help? (He fixes the latch so Cub can continue to pick up the trash).
- How do you think Cub feels about his job and why do you think he feels that way?

Connection Questions (connecting the student to the book):

- Do you have a day at your home when the trash is picked up?
- Whose job is it to take the trash out in preparation for trash day?
- If your job is not to help with the trash, what job do you do at home to help out?

Story Element Questions:

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

Who is the main character? (Cub)
What is the problem in this story? What

Partner Share Topic:

Retell the story to a partner in your own words.
Tell a partner what job you would like to have when you grow up 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).
Words to dictate:
<table>
<tr><td>trash</td><td>lunch</td><td>shut</td><td>with</td></tr>
<tr><td>flash</td><td>champ</td><td>patch</td><td>cloth</td></tr>
</table>
Sentence to dictate:
<table>
<tr><td>The trash truck can crush and crunch.</td></tr>
</table>
Optional Extension:
<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 question: Cub likes his job. What is a job that you would like to have?
*Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
</td></tr>
<tr><td>Comprehension Activity</td><td>
<u>Sequencing – Beginning, Middle, End:</u>

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, Cub The Trashman
2. Writing Response, Cub The Trashman
3. Story Writing
4. Read for the Stars, ch/sh/th
5. Sound Hunt Grid, ch/sh/th/-tch
6. Sequencing, Beginning, Middle, End
</td></tr>
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Blending Lines: Cub The Trashman

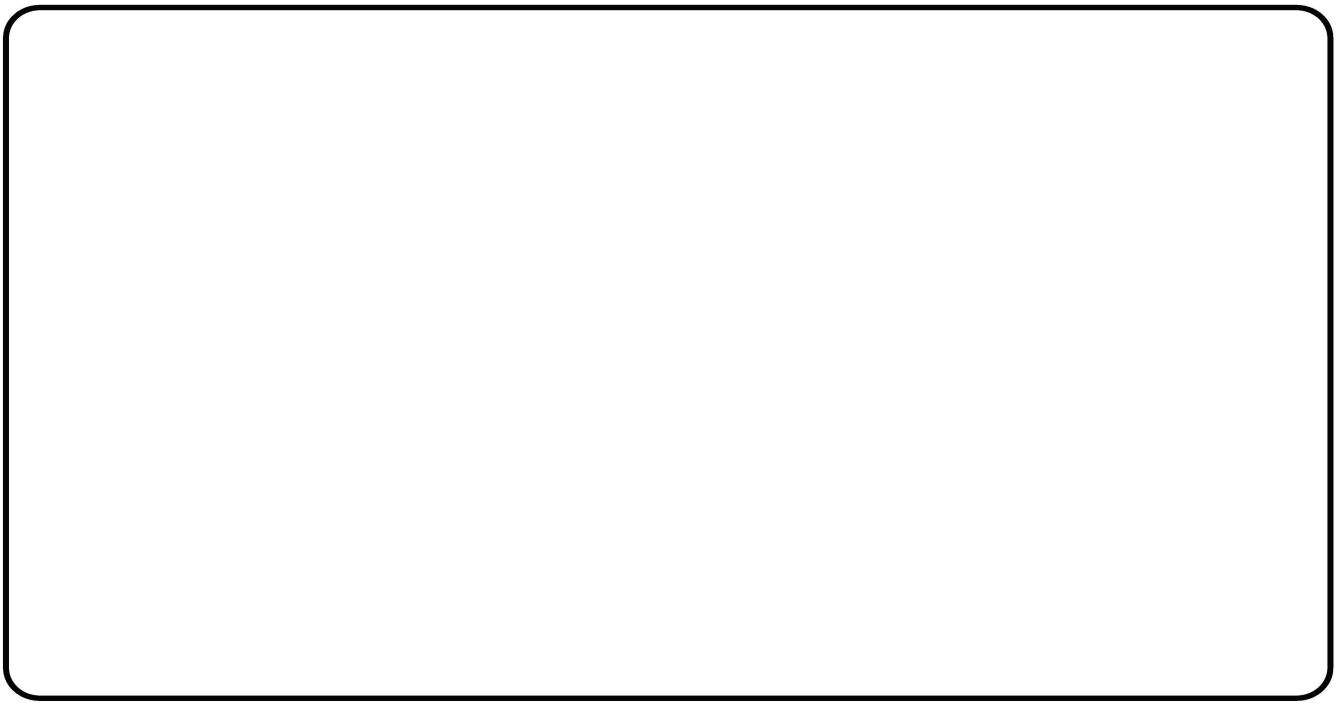
Line 1 (minimal contrasts-new to known)	trap trash crack crash
Line 2 (vary initial sound)	pick click dish fish
Line 3 (vary one sound)	latch hatch smash trash
Line 4 (mixed set, target skill)	crunch shells with shops
Line 5 (mixed set, target skill)	patch shrimp lunch cloths
Line 6 (review for mastery)	spots stuck pants smells
Line 7 (challenge words)	finish sandwich button upset
Line 8 (connected text)	Cub got a job as a trashman.
Line 9 (connected text)	The latch got stuck.
Line 10 (sticky words)	good he too the to of from

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

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Name:_____

Cub likes his job. What is a job that you would like to have?



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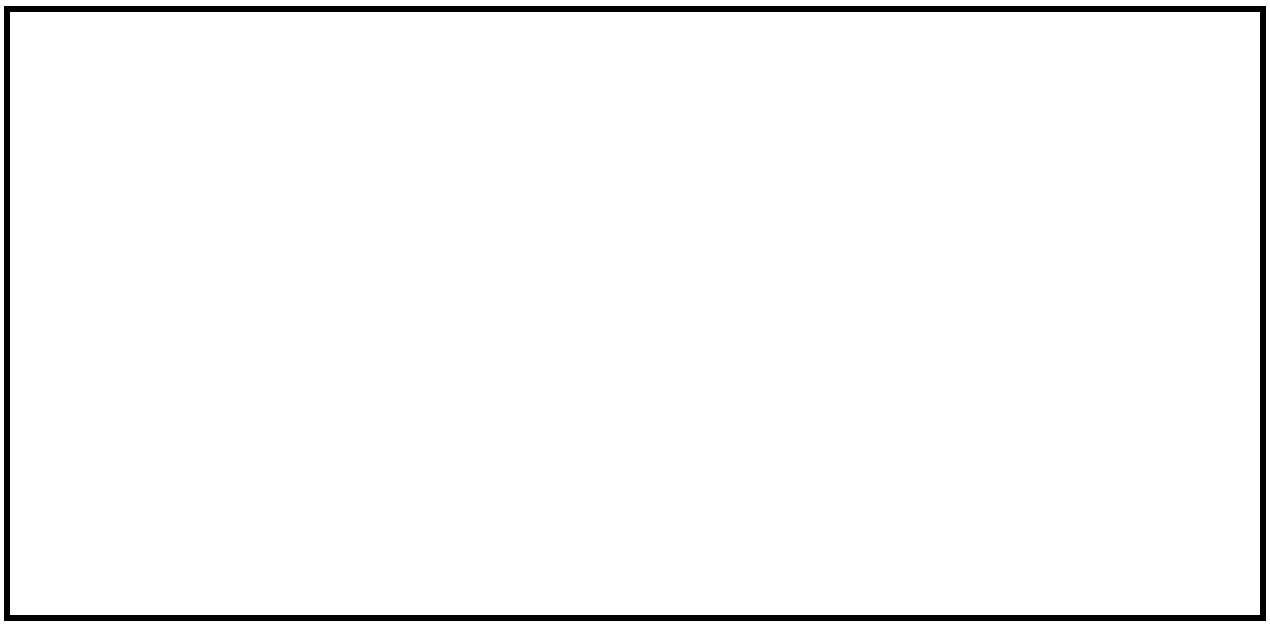
Name:_____

Story Writing

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

_____ _____ _____ _____

_____ _____ _____ _____



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Name:_____

Read for the Stars

them	path	check	chill	brush	shrimp
chip	catch	splash	thin	stitch	mesh
with	crush	itch	sloth	champ	fifth
1	2	3	4	5	6

Name:_____

Read for the Stars

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Name:_____

Sound Hunt Grid



ch	sh	th	-tch

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Name:_____

Beginning	Middle	End

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Book	Pig's Shed	Step 3, supplemental

Sound-Spellings Skills Focus

digraphs	sh

Blends: beginning, middle, end

Hands-On Activity *choose 1-2*

- Couple Card match (picture to words with digraphs & short vowels)
- Color the Digraph, sh (color the digraph "sh") (included)
- Adding "s" or "es," sh (included)
- Word Chunk Building, Pig's Shed (included)

Slow Down Sounds

- **Digraph:** sh
- **Ending:** es (after sh, ch, and -tch, we use "es" if we want to make a verb agree or a noun plural)
- **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.

sun - set	rel - ish - es	spot - less	sham - rocks
cob - web	nut - shell	blem - ish	van - ish
dem - ol - ish*	ex - pand	fresh - en	con - nects
tal - ent	proj - ect	fin - ish	pan - el
red - dish	blos - som	pol - ish	

*This can be pronounced with /dEmolish/, and it is divided differently then.

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 "sh" in a visible place for each set of words.*

sh – **relish**, fix, house, **blemish**, **shred**, **crush,** glass, **shelf**, connect, **fresh, finish**

Sticky Words	Vocabulary

Old Sticky Words

th	e
h	e
f	or
t	o
f	r	o	m
o	f

to crash – a slang term, to fall asleep or to lay down and rest, to stay at a specific location
slats – thin pieces of material (wood)
shamrocks – a low-growing clover-like plant with three-lobed leaves
demolish – to tear down or destroy
expand – to make larger
"freshen up" – to make cleaner or more attractive
to mesh – to bring together, to use in conjunction with
drafts – to draw up, to sketch a version of
shreds – to cut into pieces or strips
polish - a substance used to give something a smooth and shiny surface
glitz – extravagant and about the look of something
"spic and span" – clean and tidy
blossoms

Fluency Practice	Blending Lines

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<table>
<tr><td>Comprehension & Connections</td><td><u>Suggested Questions:</u>
• What are the best crash pads for Bug and Duck? (a hut and a nest)
• Name one thing that makes the shed broken down or ugly. (the shamrocks on the steps, the trash inside, the wood pieces sticking up on the roof, etc.)
• Name one thing that the pals do to freshen up the shed. (Duck draws up plans, Bug fixes a shelf, Pig puts flowers and a shag rug in, etc.)
<u>Connection Questions (connecting the student to the book):</u>
• Do you have a place that you love to be (maybe even a place that is just yours)? (my room, a treehouse, my family living room, a tent in my room, a clubhouse, etc.)
Partner Share Topic:
• Tell a partner how you would make a shed into a crash pad. What would you have in the shed and what would it look like?</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>sun - set</td><td>nut - shell</td><td>blem - ish</td><td>van - ish</td></tr><tr><td>cob - web</td><td>ex - pand</td><td>fresh - en</td><td>tal - ent</td></tr></table>
Optional Extension:
<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response after finishing the following statement: If I had a shed, I would...
*Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.</td></tr>
<tr><td>Comprehension Activity</td><td><u>Setting Activity</u>
• Students draw a picture of the setting (before or after the shed being built) in the book.
• Students write a sentence describing the setting.</td></tr>
<tr><td>Provided Resources</td><td>1. Blending Lines, <u>Pig's Shed</u>
2. Writing Response, <u>Pig's Shed</u>
3. Color the Digraph, sh
4. Adding "s" or "es," sh
5. Setting Activity
6. Word Chunk Building, <u>Pig's Shed</u></td></tr>
</table>

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Blending Lines: Pig's Shed

Line 1 (minimal contrasts-new to known)	red shed met mesh
Line 2 (vary initial sound)	lift shift sheds shreds
Line 3 (vary one sound)	rush rushes brush brushes
Line 4 (mixed set, target skill)	swishes fresh crash vanish
Line 5 (mixed set, target skill)	trash shrimp shack slashes
Line 6 (review for mastery)	stick step crack skills
Line 7 (challenge words)	shamrocks relishes reddish freshens
Line 8 (challenge words)	polish blemish demolish nutshell
Line 9 (connected text)	Shamrocks sit on the steps.
Line 10 (sticky words)	to for the he of from

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Name:_____

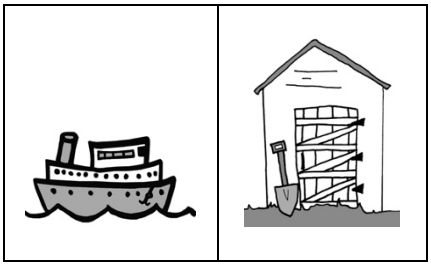
If I had a shed, I would...



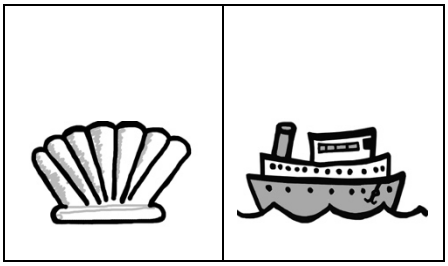
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Name:_____ sh

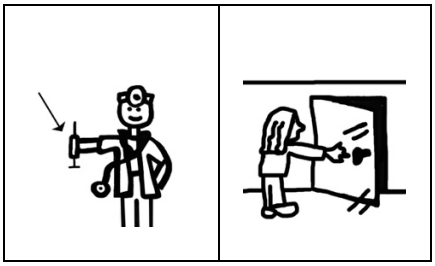
Trace the two letters that make the digraph in the word. Circle the matching picture.



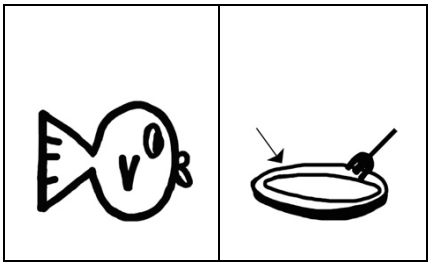
shed



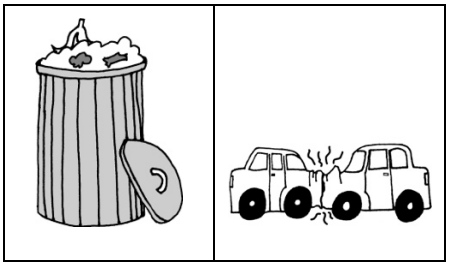
ship



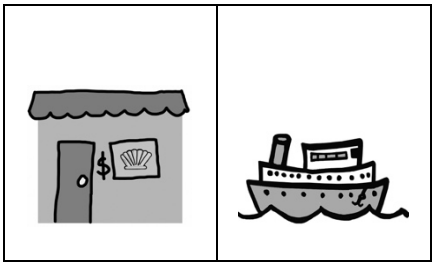
shut



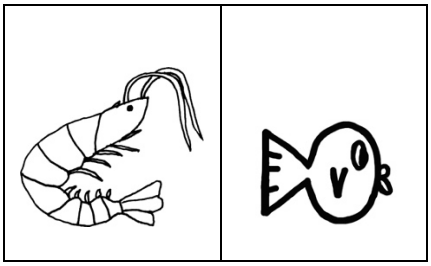
dish



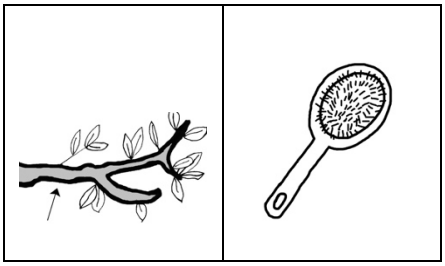
trash



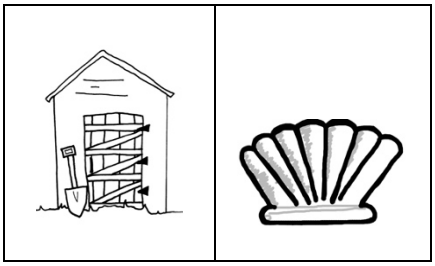
shop



fish



brush



shell

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Name:_____ sh

Adding "s" or "es"

When you make most nouns plural or a regular verb agree, you add "s" or "es." If the word ends with **sh**, you add "es."

Add "s" or "es" to the end of each word.

Examples:

dish**es**	cat**s**

1. wish_____
2. rush_____
3. blush_____
4. mash_____
5. flag_____
6. crash_____
7. crush_____
8. brush_____
9. dash_____
10. frog_____
11. tent_____
12. mop_____
13. swish_____
14. hand_____
15. help_____
16. hush_____

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Name: _____

Story Elements
Setting Activity #2

Book: _____

Setting

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Word Chunk Building, Pig's Shed

spot	less
pan	els
cob	webs
fresh	en
ex	pand
van	ish
redd	ish

rel	ish
tal	ents
fin	ish
sham	rocks
bloss	oms
conn	ects
nut	shell

Students can either build the words, or teachers can say the words for students to build.

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Book	The Twin Bed	Step 3, supplemental

Sound-Spellings Skills Focus

digraphs	ng	nk							
blends	fr	fl	cl	cr	pl	scr	str	sw	tr
	ll	ss	ck	st	nd	xt			

Hands-On Activity *choose 1-2*

- Couple Card match (picture to words with digraphs & short vowels)
- Read For the Stars, ng, nk (included)
- Digraph Coloring, ng (included)
- Digraph Coloring, nk (included)

Slow Down Sounds

- **Digraphs:** ng, nk
- **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.

can - not	blank - et	nogg - in	tap - ping
mat - tress	him - self	ad - mits	ax - ing
bot - tom	hang - ing	bang - ing	stack - ing

- **-ing ending**

Phonemic Awareness

Which One: ing, ang, ung, ong
Students need the four sound spellings on a paper, a white board, magnets, or notecards in front of them. Teachers say a word and students point to the sounds they hear in that word.
Word List: bang, ring, rung, finger, strong, lung, clang, swing, lung, wrong, rang, sing, prong, cling, gang, sting, stung, bring, tongs

Sticky Words

Old Sticky Words

th e	t o	h e
w a s	f r o m	s ee
o f	d oe s	h a ve

Vocabulary

dwelling - a place that one lives
a kink - crick in the neck, pain and stiffness
pang - a pain, a sudden or strong pain in one area
flank - the side of (a person or creature)
cling - to hang on to tightly
yanks - to pull quickly
noggin - slang for head
"in a funk" - feeling badly or in a bad mood
"not slept a wink" - having not slept at all
"stocking up" - getting supplies, getting lots of
planks - pieces of wood, often flat and long

Fluency Practice	Blending Lines

Comprehension & Connections	**Suggested Questions:**

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	• What is one reason why the twin bed does not work for the two snakes? (the springs stick up, they must hold on to not fall out, they can bonk their head on the lamp, etc.) • Where does the snake get the supplies to build? (he saved them from a trip to the junk yard) • When the door is closed, what is one sound the snake hears from outside? (axing, tapping, banging, and stacking) • What does the snake mean by "slam-dunk plan"? (a winning plan, a plan that is great and will work for sure) • Why does the twin say "Winning" at the end? (because he was successful and the bunk beds fit the snakes) **Connection Questions (connecting the student to the book):** • Have you ever slept in a bunk bed or do you have a bunk bed at home? • Which do you or would you like to sleep in, the top bed or the bottom? Why? **Partner Share Topics:** • Tell a partner why you think it is good to try new things. • Tell a partner a sport you have tried that you like to play.
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**Word Building - Switch/Add:** *Students write the -ng or -nk in place and write the first word. Say each word, and students switch or add one+ sound to write the new word.* **ng** - swing → swung, rung, rang, bang, clang, cling, sing **nk** - bunk → bank, plank, plunk, junk, funk, flunk, flank *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: *The twins got a bunk bed. Tell what you want to have in your room.* *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
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, The Twin Bed 2. Writing Response, The Twin Bed 3. Problem and Solution 4. Story Writing 5. Read For The Stars, ng, nk 6. Digraph Coloring, ng 7. Digraph Coloring, nk

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Blending Lines: The Twin Bed

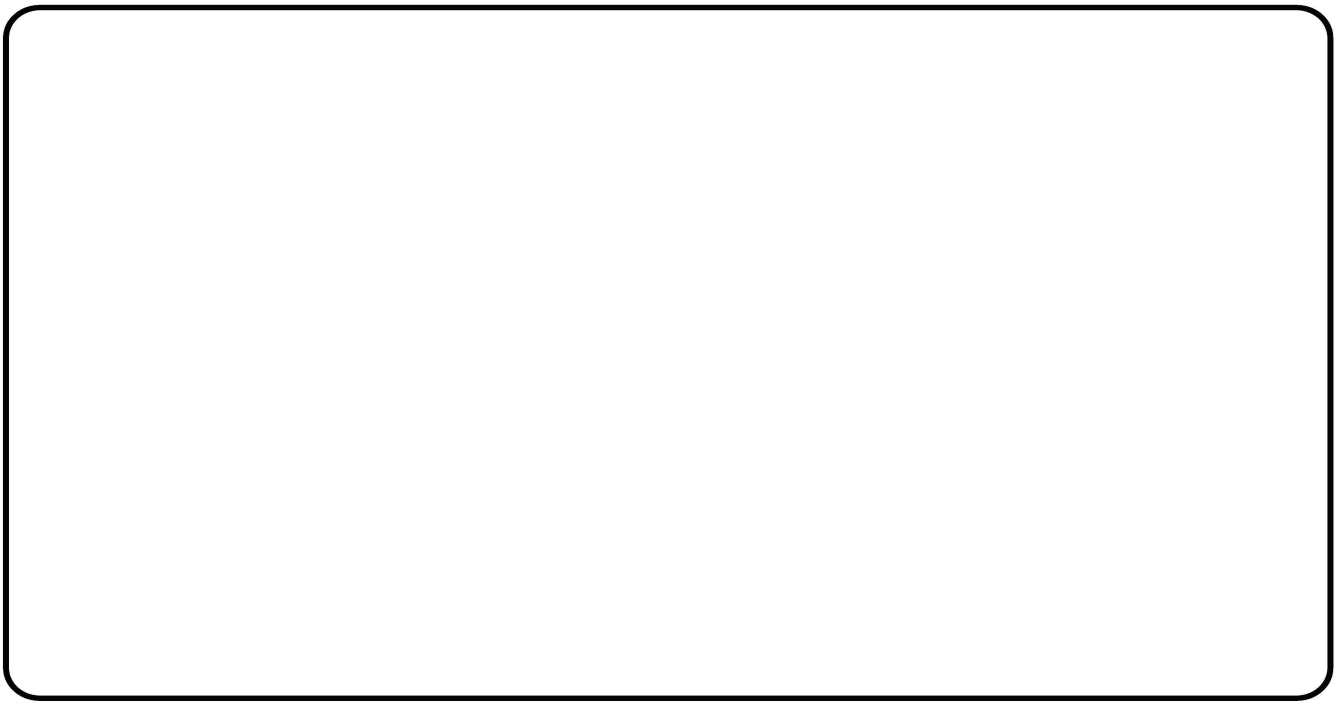
Line 1 (minimal contrasts-new to known)	wins twins tuck stuck
Line 2 (vary initial sound)	junk trunk hang pang
Line 3 (vary final sound)	stick sting blank blanket
Line 4 (mixed set, target skill)	bang sting winks bunk
Line 5 (review words for mastery)	must lamp backs slept
Line 6 (review words for mastery)	plan yells off last
Line 7 (challenge words)	hanging bottom mattress spent
Line 8 (connected text)	I was picking in the junk last spring.
Line 9 (connected text)	Twin 1 gets a kink in his neck.
Line 10 (sticky words)	the to he have was from of see

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Grade 1

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Name:_____

The twins got a bunk bed. Tell what you want to have in your room.



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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:

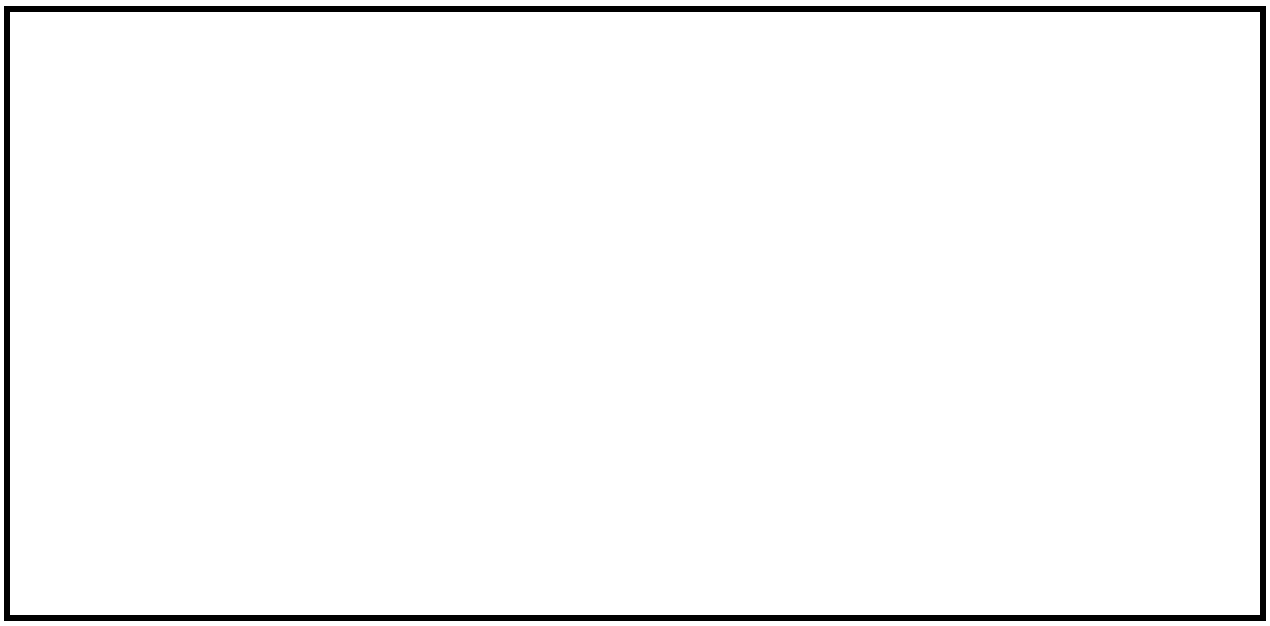
Name:_____

Story Writing

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

_____ _____ _____ _____

_____ _____ _____ _____



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Name:_____

Read for the Stars

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

Name:_____

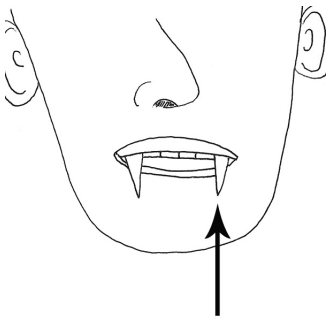
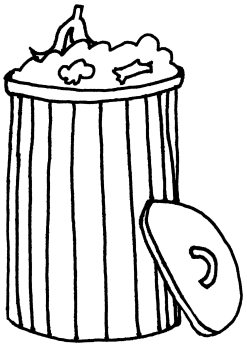
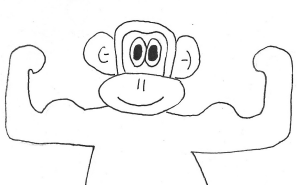
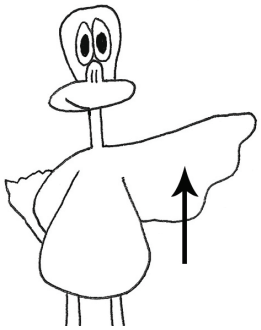
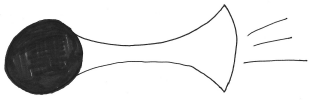
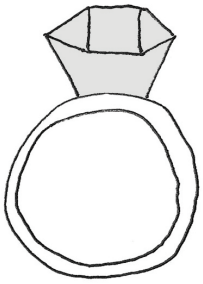
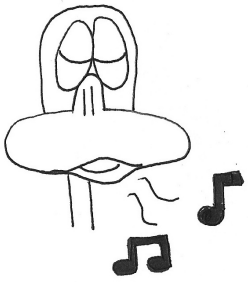
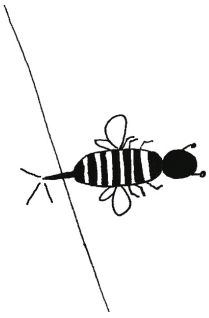
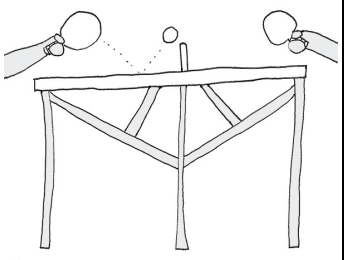
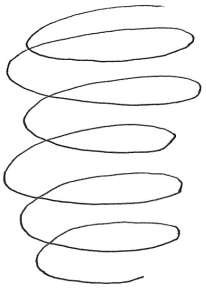
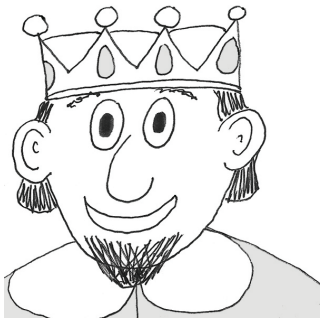
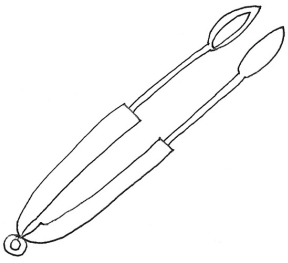
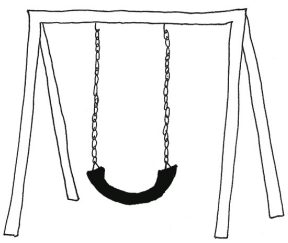
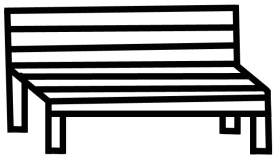
Read for the Stars

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

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Name:_____

Color  ng

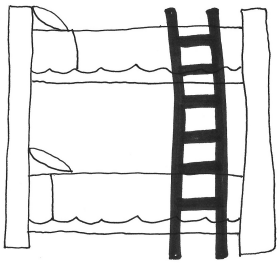
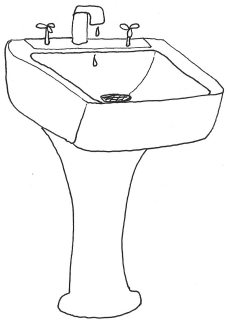
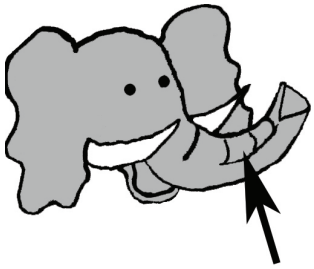
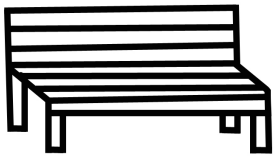
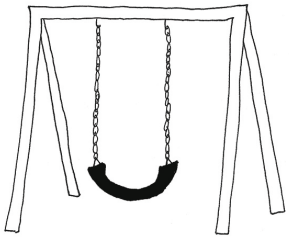
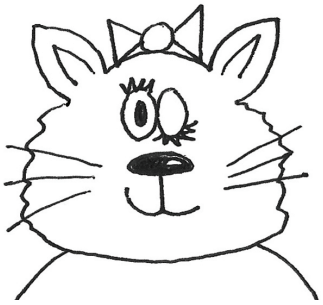
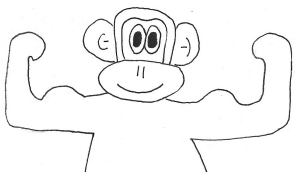
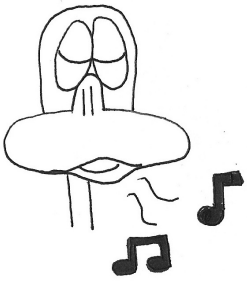
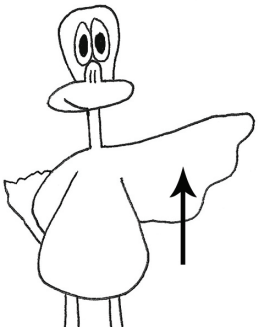
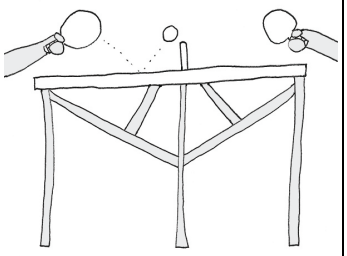
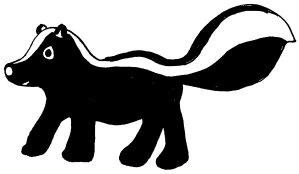
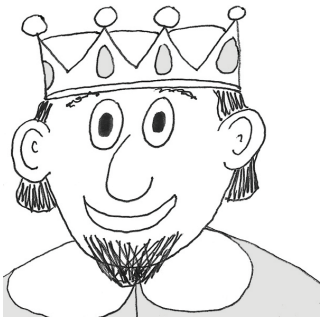
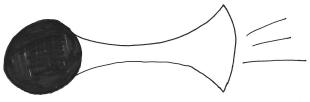
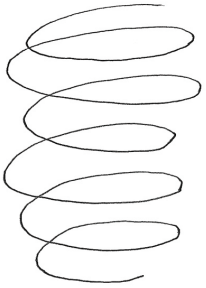
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Book	Duck And The Mix-Up	Step 3, supplemental

Sound-Spellings Skills Focus

digraphs	ch	sh	th	tch						
blends	br	cr	cl	pr	tr	tw	sw	spl		
	ft	st	nd	lp	xt	mp	ll	ss	tt	ck

Hands-On Activity *choose 1*

- Couple Card match (picture to words with digraphs & short vowels)
- Read for the stars, sentences, ch (included)
- Adding "s" or "es" (included)

Slow Down Sounds

- **Digraphs:** ch, sh, th, -tch
- **Ending:** es (after sh, ch, and -tch, we use "es" if we want to make a verb agree or a noun plural)
- **Multisyllabic words:** kitchen, chapstick, problem

Phonemic Awareness

How Many Sounds:

- Students have either manipulatives or a marker to draw dots.
- Teachers say a word, and students draw a dot (or place a manipulative) for every sound they hear in a word.
- Teachers write the word in a visible place and underline each sound to help show the answer.

d-u-ck (3)	k-i-tch-e-n (5)	t-w-i-n-s (5)	ch-e-ss (3)
b-i-n (3)	b-e-n-ch (4)	s-w-i-m-s (5)	w-i-sh (3)

Sticky Words

	w	a	n	t	

wants: The "w" spells /w/, the "n" spells /n/, and the "t" spells /t/. The "a" spells /o/ which often happens when "a" follows "w." *(Ex. swan, watch, wasp, water, wander).*

th	e	t	o	f	or
h	e	o	f		

Vocabulary

a bash – a party
don – to wear, to put on
sash – a long strip or loop of material
latch – a closure or fastener
clash – a mismatch of colors/patterns/fabrics
a clutch – a type of purse that doesn't have a strap.
a limp – an impeded walk due to a hurt leg or foot
ran (the pen ran) – dissolve and spread (ink)

Fluency Practice	Blending Lines

Comprehension & Connections

Suggested Questions:

- What is the occasion for Duck's bash? (His birthday party)
- Who helped the pals to get the ideas for all the gifts? (Bug)
- Explain/Name one mix-up that happened in the gift-giving. (Duck wanted an oven mitt for the kitchen but Chimp gave him a baseball mitt, etc.)
- Why is it not a big problem that all the pals mixed up the gifts? (Duck still had a great birthday, friends mean more than gifts, he got lots of hugs, etc.)
- Why was the list all mixed up? (Bug dropped the list in a puddle and the pen ran, etc.)

Connection Questions (connecting the student to the book):

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

Have you ever had a birthday party? What would be the best kind of birthday party for you?
What is the best gift you have ever gotten and why?

<u>Story Element Questions:</u>

Who is the <u>main character</u>? (Duck)
Where does this story take place? (Duck's house)

Partner Share Topic:

Tell a partner 1-3 gifts that you would like to get for your birthday.

</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>bunch</td><td>catch</td><td>wish</td><td>shell</td></tr>
<tr><td>hush</td><td>fetch</td><td>match</td><td>chest</td></tr>
</table>
Sentence to dictate:
<table><tr><td>Duck wishes for a bunch of gifts.</td></tr></table>

Optional Extension:
<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 question: Duck had a bash and got gifts. What gift would you like to get?
*Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
</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 And The Mix-Up</u>
2. Writing Response, <u>Duck And The Mix-Up</u>
3. Story Writing
4. Thought Report
5. Read for the Stars, sentences, ch
6. Adding "s" or "es"
</td></tr>
</table>

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Blending Lines: Duck And The Mix-Up

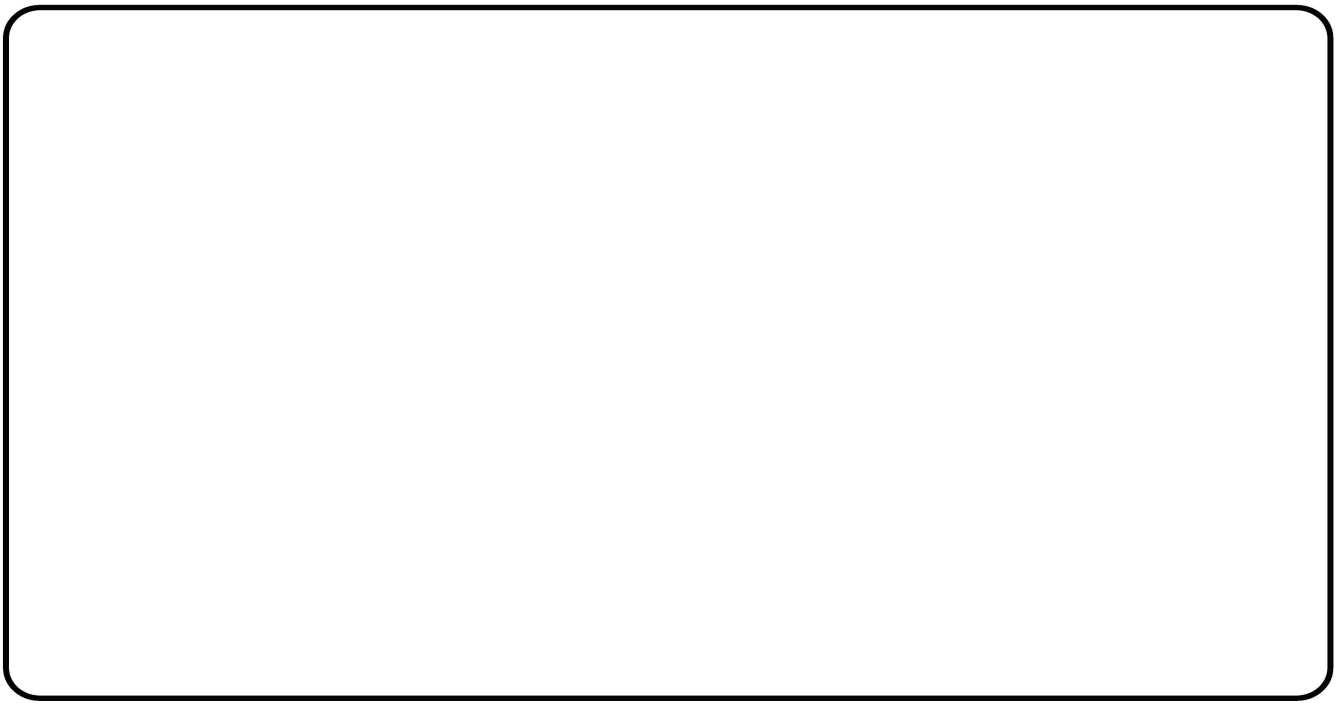
Line 1 (minimal contrasts-new to known)	mad match trap trash
Line 2 (vary initial sound)	bash sash cash clash
Line 3 (vary one sound)	wish with bash check
Line 4 (mixed set, target skill)	month chest bench bunch
Line 5 (mixed set, target skill)	clutch brush hush latch
Line 6 (review words for mastery)	split gift list help swims
Line 7 (challenge words)	fetches kitchen problem chapstick
Line 8 (connected text)	Duck wished for a mitt for his kitchen.
Line 9 (connected text)	Duck wished for a chest with a latch.
Line 10 (sticky words)	of for he the to

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

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Name:_____

Duck had a bash and got gifts. What gift would you like to get?



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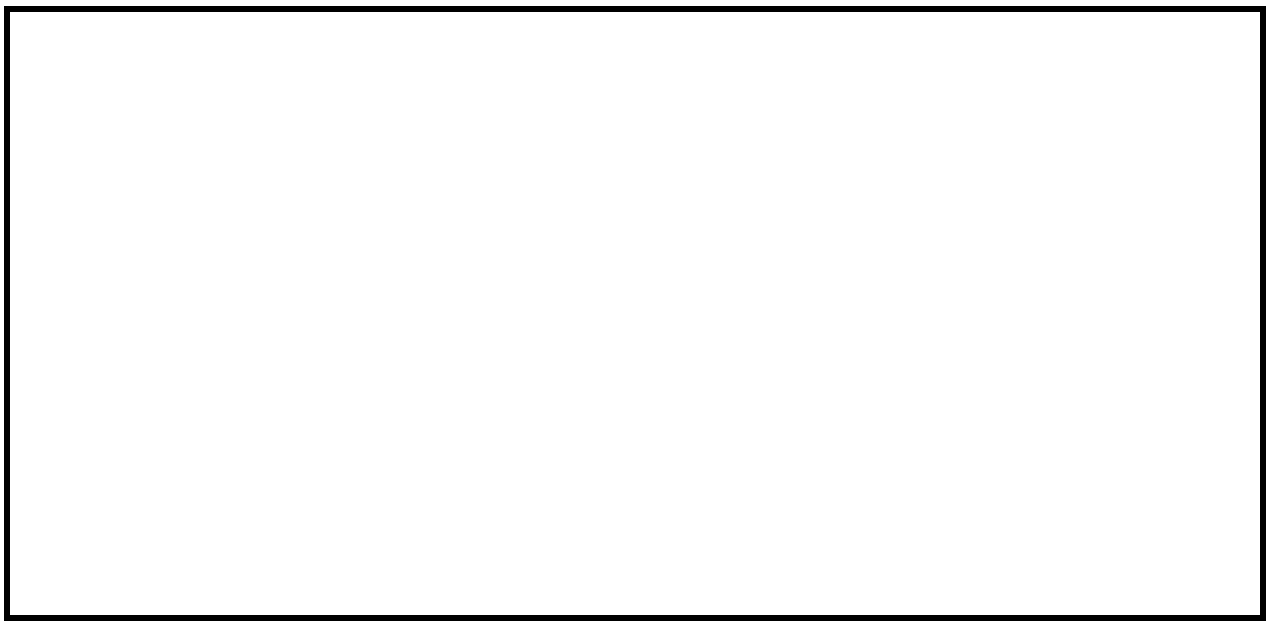
Name:_____

Story Writing

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

_____ _____ _____ _____

_____ _____ _____ _____



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Thought Report

Version 3

Book Title:_____

My name:_____

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

I did like did not like

the book because_____

_____

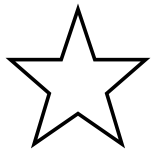
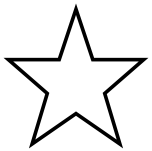
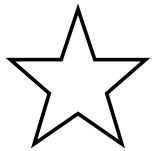
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_____

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Read for the Stars

		
Can you help lift the chest?	The ax can chop the log fast.	The chicken is in the big hut.
The chips are in the bag.	A chick runs to the hen.	Chad can munch on chips.
A black chest is in the attic.	Can I check in to the inn?	The branch fell on the van.
Let's get lunch and chat.	Sit on the bench and get a snack.	He sips on the red punch.

1	2	3	4	5	6

Name:_____

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Name:_____

Adding "s" or "es"

When you make most nouns plural or a regular verb agree, you add "s" or "es."
If the word ends with **sh**, **ch**, or -**tch**, you add "es."

Add "s" or "es" to the end of each noun to make it plural.

Examples:

match**es**	dish**es**	rich**es**	cat**s**

1. patch_____
2. hug_____
3. wish_____
4. lunch_____
5. dog_____
6. bat_____
7. crunch_____
8. flash_____
9. pond_____
10. brush_____
11. chicken_____
12. ramp_____
13. fabric_____
14. bench_____
15. switch_____
16. crash_____

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