

Book	Snake 1 And Snake 2	Step 4																				
Sound-Spellings Skills Focus	a_e: snake, same, shape, cape, bake, grapes, hate, late, skate, rake																					
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically a_e) - Read for the Stars, sentences, a_e (included) - Sneaky e Sheet (included) – Use this sheet if sneaky e CVCe is taught using all vowel forms.																					
Slow Down Sounds	- CVCe, a_e - Blends and digraphs																					
Phonemic Awareness	Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word. Words to bounce: <table><tr><td>/k/-/A/-/n/</td><td>/g/-/A/-/m/</td><td>/d/-/A/-/t/</td></tr><tr><td>/b/-/l/-/A/-/m/</td><td>/s/-/t/-/A/-/l/</td><td>/g/-/r/-/A/-/p/</td></tr></table>		/k/-/A/-/n/	/g/-/A/-/m/	/d/-/A/-/t/	/b/-/l/-/A/-/m/	/s/-/t/-/A/-/l/	/g/-/r/-/A/-/p/														
/k/-/A/-/n/	/g/-/A/-/m/	/d/-/A/-/t/																				
/b/-/l/-/A/-/m/	/s/-/t/-/A/-/l/	/g/-/r/-/A/-/p/																				
Sticky Words		Vocabulary																				
<table><tr><td>d</td><td>o</td></tr></table> <table><tr><td>th</td><td>ey</td></tr></table> do: “d” spells /d/, but in this word, /oo/ is spelled “o” which is irregular. This is only found in two other words (to, who). they: The “th” spells the voiced /th/. The “ey” spells /A/, but “ey” is an irregular spelling for this sound. Old Sticky Words <table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>b</td><td>e</td><td>h</td><td>a</td><td>v</td><td>e</td><td>ar</td><td>e</td><td>l</td><td>i</td><td>k</td><td>e</td></tr></table>		d	o	th	ey	th	e	t	o	b	e	h	a	v	e	ar	e	l	i	k	e	“snack on” – to eat in little bits, to munch over a period of time twins – two children born at the same birth (one after another) cape – a piece of cloth secured around the neck and trailing behind one’s back
d	o																					
th	ey																					
th	e	t	o	b	e	h	a	v	e	ar	e	l	i	k	e							
Fluency Practice		Blending Lines																				
Comprehension & Connections	Recall and Comprehension Questions: - What are twins? (siblings who are born together/almost at the same time) - The snakes have the same of a specific object. What is that object? (a cape) - What do the snakes like to bake? (cakes) - What do the snakes like to snack on? (red grapes) - Why can’t the snakes rake? (They don’t have hands.) - What do the snakes need to do to skate? (They must work together, they must help one another, they wrap around each other, etc.) Connection Questions (connecting students to the book): - Do you have any siblings? If you do not have siblings, would you like having a sibling?																					

	- If you have siblings, what type of siblings do you have? (brother, sister, twin, both) - Hate is a very strong word, not to be used with people, but what is something that you hate or REALLY dislike? (brussels sprouts, being sad, falling, itchy clothes, commercials in my favorite show, storms, etc.) - What is an activity that is easier to do with a partner? (leapfrog, shaking hands, hugging, playing a board game, etc.) Partner Share Topics: - The snakes have a lot in common. Talk to your partner and find 2 things you have in common (sports you like, foods that are your favorite colors or activities that you like, etc.). - Discuss with your partner and come up with 3 more characteristics that the snakes might share.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	Word Building – Switch/Add: Put the "a_e" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word. a_e – snake → rake, rate, plate, plane, crane, crate, late blends – twin → tint, mint, mist, list, lisp, wisp, wind, win, grin <i>Optional Extensions:</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: <i>Snake 1 and Snake 2 have much that is the same. How else could they be the same?</i> *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	Thought Report - 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.
Provided Resources	- Blending Lines, <u>Snake 1 And Snake 2</u> - Writing Response, <u>Snake 1 And Snake 2</u> - Story Writing - Thought Report - Read for the Stars, a_e - Sneaky e Sheet

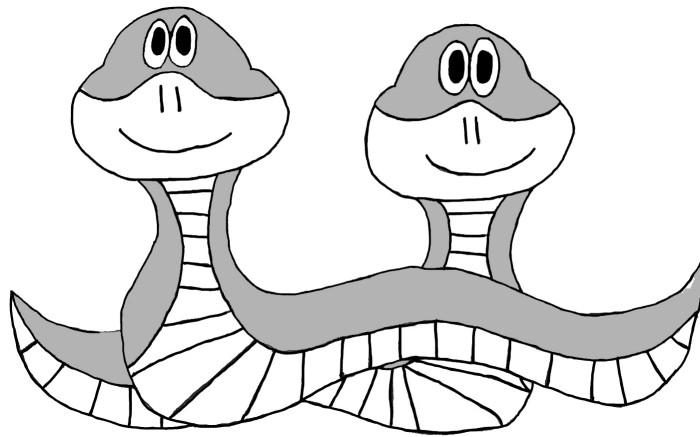
Blending Lines: Snake 1 And Snake 2

Line 1 (minimal contrasts–new to known)	hat	hate	cap	cape				
Line 2 (vary initial sound)	bake	rake	same	name				
Line 3 (vary one sound)	late	lake	shape	shake				
Line 4 (mixed set, target skill)	same	bake	hate	late				
Line 5 (mixed set, target skill)	cape	rake	cake	take				
Line 6 (review for mastery)	twins	snack	helps	hands				
Line 7 (challenge words)	grapes	snake	shape	skate				
Line 8 (connected text)	The snakes are the same shape.							
Line 9 (connected text)	Snake 1 and Snake 2 are twins.							
Line 10 (sticky words)	they	do	be	have	to	are	the	like

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

Name: _____

Snake 1 and Snake 2 have much that is the same. How else could they be the same?

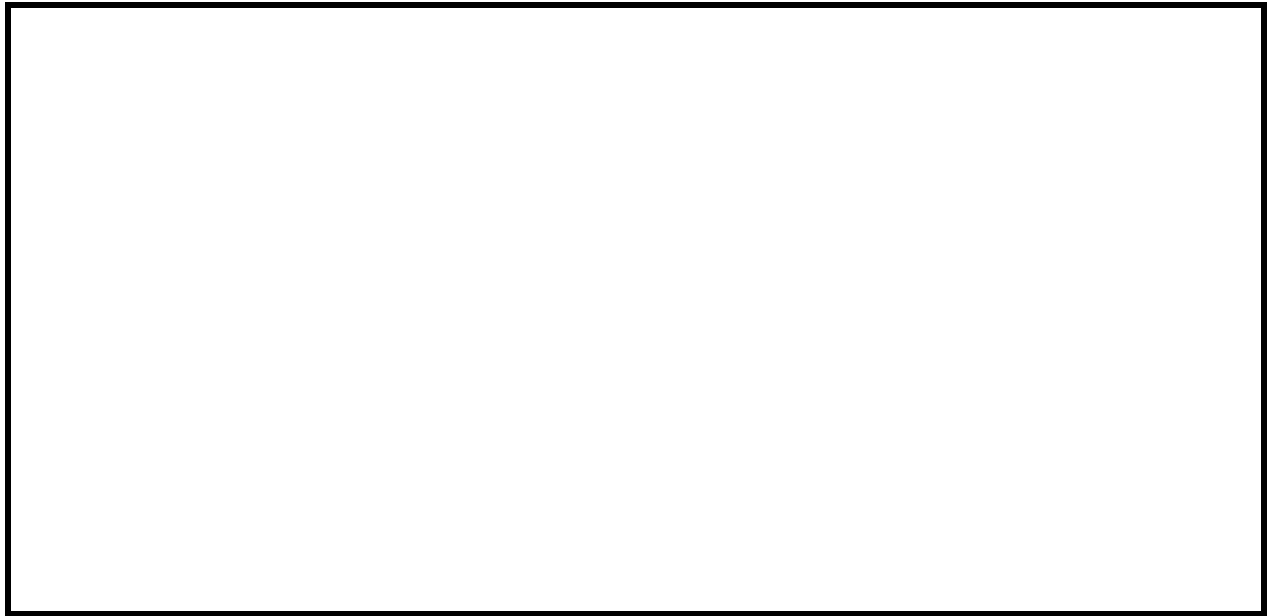


Name: _____

Story Writing

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

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



Name: _____

Thought Report

Book Title: _____

Author: _____

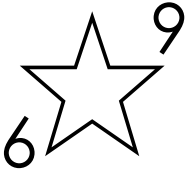
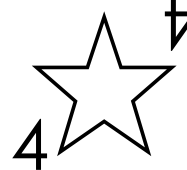
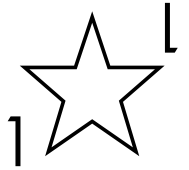
	Not Great	So-So	Just Okay	Good	Fantastic
My Smile Rating					

The book was _____.

(adjective)

This is my opinion because _____

Name: _____

crate	safe	plate	name	game	made
gave	same	cape	pale	cave	fake
sale	make	brave	flake	bake	gate
					
gate	bake	flake	brave	make	sale
fake	cave	pale	cape	same	gave
made	game	plate	name	game	crate

Name: _____

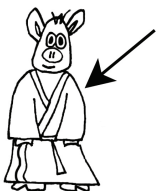
Name: _____

Read the words in the grid below.

glob	tub	hid	<i>rob</i>
can	not	tap	dim

Write the word in front of the sneaky e. Read the new word. Draw a picture of the new word.

EXAMPLE



__rob__e

_____e

_____e

_____e

_____e

_____e

_____e

_____e

Book	Duck Bakes a Cake	Step 4		
Sound-Spellings Skills Focus		a_e: bake, cake, takes, wakes, late, flames, made		
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically a_e) - Read for the Stars, a_e #2 (included) - Long Vowel Coloring, a (included)			
Slow Down Sounds	- CVCe, a_e - Blends and digraphs			
Phonemic Awareness	Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word. Words to bounce:			
	/m/-/A/-/k/		/sh/-/A/-/v/	
	/n/-/A/-/m/		/p/-/l/-/A/-/n/	
Sticky Words		Vocabulary		
w a n t s a g ai n wants: The “w” spells /w/, the “n” spells /n/, the “t” spells /t/, and the “s” spells /s/. The “a” spells /o/ which often happens when “a” follows “w” but has not been explicitly taught yet. (Ex. swan, watch, wasp, water, wander) again: The “g” and the “n” both spell their basic sound. The first “a” spells the schwa sound (the lazy /u/). The “ai” spells /e/ which is irregular for the spelling (but also found in the common/sticky word “said”). Old Sticky Words th e t o f or h e p u t s l i k e		“in flames” – to be on fire dish – the physical plate/bowl OR the food item that is cooked		
Fluency Practice		Blending Lines		
Comprehension & Connections	Story Element Questions: - Who is the <u>main character</u>? (Duck) - What is the <u>setting</u>? (Duck’s house, during the day, in a kitchen, etc.) Recall and Comprehension Questions: - Why does Duck want to make a cake? (for Frog) - Why do <i>you</i> think Duck wants to make a cake for Frog? (it’s his birthday, he needs to be cheered up, he graduated, he learned how to read, he likes cake, etc.) - What happens to the cake? (it burns, it bursts into flames, etc.) - Why does the cake burn? (Duck taps a nap and does not wake up in time, the cake baked for too long, the cake was in the oven too long, etc.) - What can Duck do fix his cake? (he will start over, try again, re-make the cake, etc.)			

	- How does Duck make sure that he will wake up in time for the cake? (he puts an alarm clock next to the couch. etc.) Connection Questions (connecting students to the book): - What should you do if there is a fire? (tell you an adult, get out, call 911, get help from firefighters, etc.) - Do you ever bake? What do you bake or what would you like to learn how to bake? Partner Share Topics: - Tell a partner how you would solve the problem if you burned a cake and needed to remake the cake. - Use a blank piece of paper. Fold the paper into thirds or fourths. Students write 3-4 directions on HOW to make/bake a cake with a partner.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	Word Building – Switch/Add: <i>Put the "a_e" in place(or write the digraphs in a visible place) and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> a_e – bake → take, tape, grape, grade, made, make, fake sh/th/ch – dish → wish, with, path, math, mash, mush, much sh/th/ch – chip → ship, shin, thin, thick, chick, chin <i>Optional Extension:</i> Dictation sentences: <i>Say the sentences slowly while students write the words based on the sound-spelling rules they have learned and the sticky words they have been taught.</i> - The man bakes a cake in the shape of a cat. - Can the kid skate in the lane? Writing Response: Students practice writing their own thoughts on the Writing Response: <i>Duck bakes a cake for a pal. If you could bake a big cake, what would the cake be like?</i> *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 Table. - Students write a sentence describing the problem and draw a picture. - Students write a sentence describing the solution and draw a picture.
Provided Resources	- Blending Lines, <u>Duck Bakes a Cake</u> - Writing Response, <u>Duck Bakes a Cake</u> - Dictation Sentences Sheet - Problem and Solution Table, <u>Duck Bakes a Cake</u> - Read for the Stars, a_e #2 - Long Vowel Coloring, a

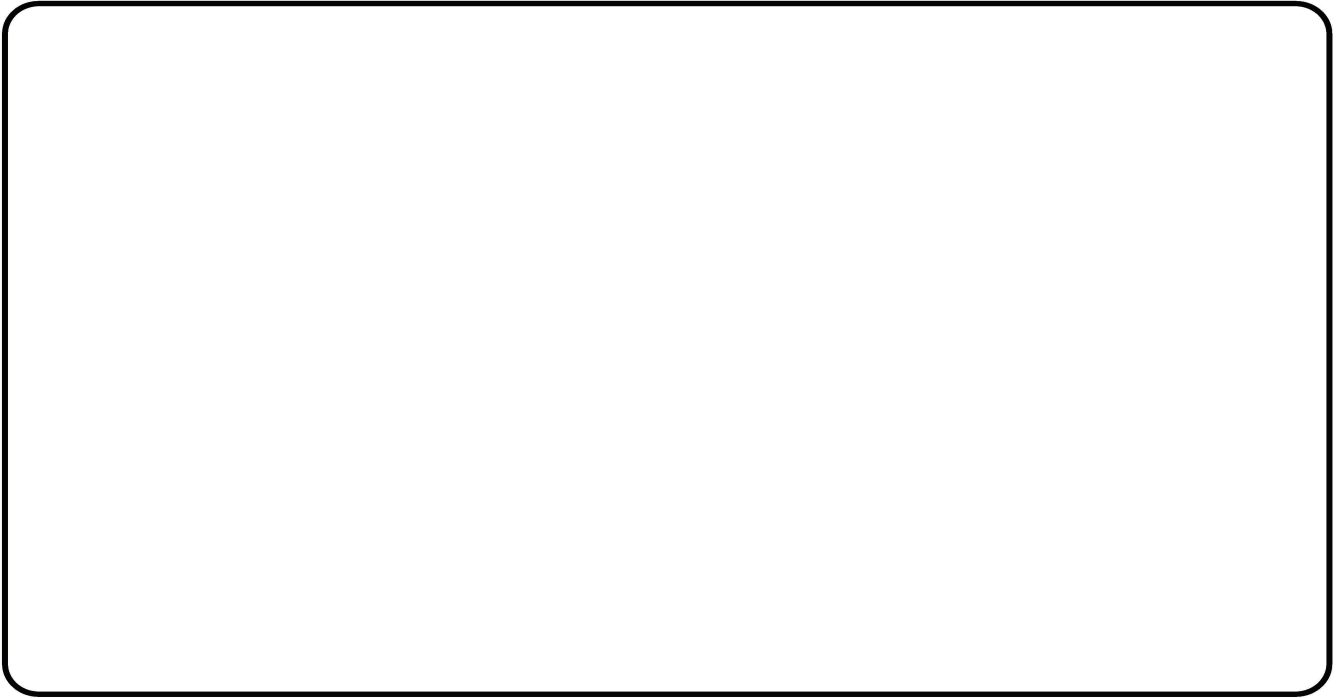
Blending Lines: Duck Bakes a Cake

Line 1 (minimal contrasts–new to known)	mad made pal pale
Line 2 (vary initial sound)	bake take cake lake
Line 3 (vary one sound)	tape tame tale take
Line 4 (mixed set, target skill)	late wakes made name
Line 5 (mixed set, target skill)	same save fake blame
Line 6 (review for mastery)	frog dish with next
Line 7 (challenge words)	flames
Line 8 (connected text)	Duck wants to bake a cake.
Line 9 (connected text)	He takes the stuff to mix.
Line 10 (sticky words)	<u>w</u> ants <u>a</u> gain the he for to likes put

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

Name: _____

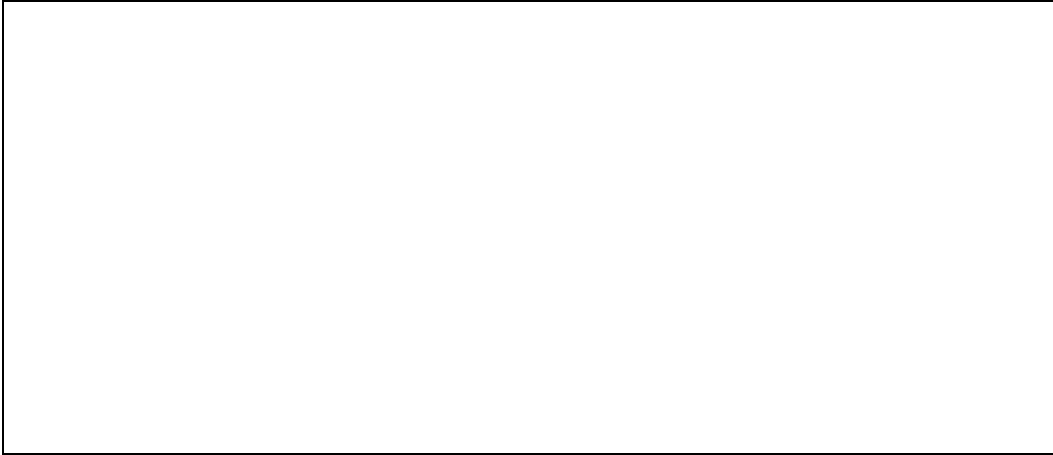
Duck bakes a cake for a pal. If you could bake
a big cake, what would the cake be like?



Name: _____

Dictation Sentences

Listen and write the spoken sentence using the sound spellings and sight words you know. Illustrate each sentence.



Sentence #1 : _____



Sentence #2 : _____

Name: _____

Problem and Solution

Problem: What happened? What has gone wrong?

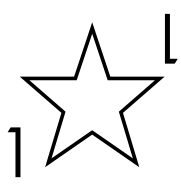
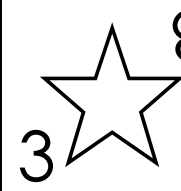
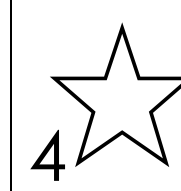
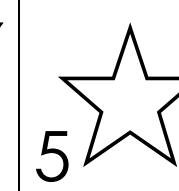
Solution: How is the problem fixed? What happens to fix the problem?

BOOK: Duck Bakes a Cake

Problem	Draw	Write

Solution	Draw	Write

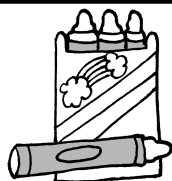
Name: _____

plane	drape	frame	mane	trade	flame
wave	crane	blaze	shave	jade	stale
crave	grape	spade	vase	brave	shape
					
crave	grape	spade	vase	brave	shape
wave	crane	blaze	shave	jade	stale
plane	drape	frame	mane	trade	flame

Name: _____



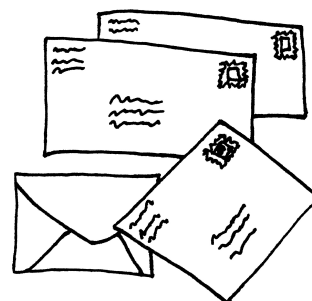
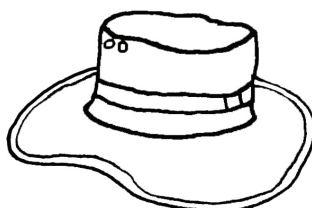
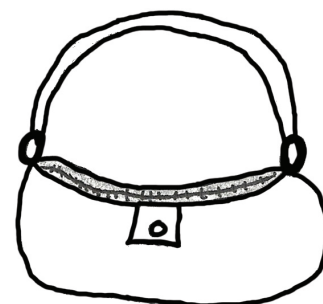
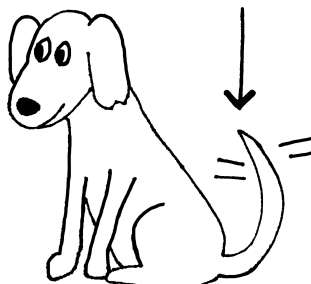
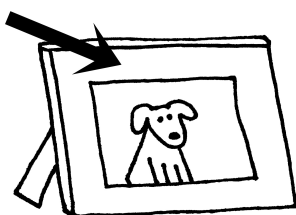
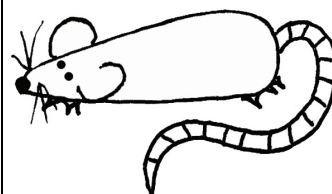
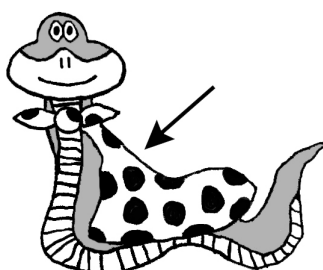
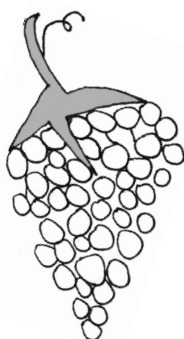
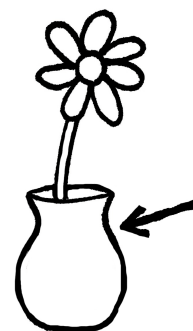
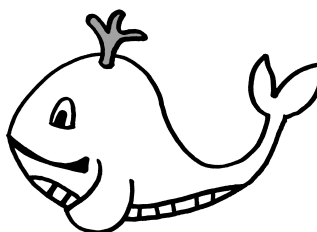
Name: _____



Color long a



short a



Book	Pig Hikes	Step 4																		
Sound-Spellings Skills Focus	i_e: likes, hike, nine, mile, tire, sunshine, five, side, stride, pride, smile, time																			
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically i_e) - Read for the Stars, i_e (included) - Long Vowel Sound Coloring, i (included)																			
Slow Down Sounds	- CVCe, i_e - CVCe, a_e: make - Blends and digraphs - Multisyllabic word: sunshine																			
Phonemic Awareness	Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word. Words to bounce: <table><tr><td>/b/-/I/-/k/</td><td>/t/-/I/-/m/</td><td>/l/-/I/-/f/</td></tr><tr><td>/s/-/l/-/I/-/d/</td><td>/k/-/r/-/I/-/d/</td><td>/d/-/r/-/I/-/v/</td></tr></table>		/b/-/I/-/k/	/t/-/I/-/m/	/l/-/I/-/f/	/s/-/l/-/I/-/d/	/k/-/r/-/I/-/d/	/d/-/r/-/I/-/v/												
/b/-/I/-/k/	/t/-/I/-/m/	/l/-/I/-/f/																		
/s/-/l/-/I/-/d/	/k/-/r/-/I/-/d/	/d/-/r/-/I/-/v/																		
Sticky Words		Vocabulary																		
wh e n when: “w” spells /w/, “e” spells /e/, and “n” spells /n/ <i>There are 2 ways to teach this, depending on your dialect.</i> 1) “Wh” is a digraph in locations where the sound of “wh” is a softer sound than a singular /w/. 2) “H” is a silent letter in locations where “wh” and “w” both spell /w/. Old Sticky Words <table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>d</td><td>o</td><td>h</td><td>e</td></tr><tr><td>d</td><td>oe</td><td>s</td><td>w</td><td>a</td><td>n</td><td>t</td><td>g</td><td>oo</td><td>d</td></tr></table>		th	e	t	o	d	o	h	e	d	oe	s	w	a	n	t	g	oo	d	“cramp in his side” – to have a pain in his side stride – a long step, a confident walk “has pride” – to be proud (of oneself)
th	e	t	o	d	o	h	e													
d	oe	s	w	a	n	t	g	oo	d											
Fluency Practice		Blending Lines																		
Comprehension & Connections	Story Element Questions: - Who is the <u>main character</u>? (Pig) - Where does this story take place? What is the <u>setting</u>? (on a mountain, outside, during the day, etc.) Recall and Comprehension Questions: - How do you think Pig feels when he finally reaches the top? (excited, proud of himself, happy, relieved, etc.) - What is a hike? (walking outside, walking on a trail, going up a hill, walking in the mountains, walking outside that is difficult, etc.) - How far does Pig plan to go? (nine miles) - Why does Pig get hot? (the sunshine)																			

	- Why does Pig have pride when he gets to the top of the hill/mountain? (he is proud of his accomplishment, he is proud that he didn't quit, he made it to the top, etc.) Connection Questions (connecting students to the book): - What kind of exercise/movement/sports do you like? (running, playing basketball, riding my bike, using a scooter, playing soccer, etc.) - Have you ever run a race or finished something that was difficult for you? (a report, a long book, a race, a 5K for charity, riding a bike to a friend's house, etc.) - How did you feel when you completed a difficult task? Partner Share Topic: - Tell a partner about one activity that is a challenge for you and how you plan to overcome the challenge.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	Word Building - Switch/Add: <i>Put the "a_e" or "i_e" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> a_e - lane → crane, crave, save, same, name, tame, tape i_e - mile → smile, pile, pine, fine, fire, tire, tide, stride <i>Optional Extensions:</i> Dictation sentences: <i>Say the sentences slowly while students write the words based on the sound-spelling rules they have learned and the sticky words they have been taught.</i> - When he likes a ride, he will smile and clap. - The five limes are on the shelf. Writing Response: Students practice writing their own thoughts on the Writing Response: <i>Pig had pride when he got to the end of the hike. Describe a time you had pride.</i> *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 think of a reason to like Pig. - Students fill out Character Review, positive. - Students explain to a peer why they like Pig. Students need to give a reason.
Provided Resources	- Blending Lines, <u>Pig Hikes</u> - Writing Response, <u>Pig Hikes</u> - Dictation Sentences Sheet - Character Review, positive, <u>Pig Hikes</u> - Read for the Stars, i_e - Long Vowel Sound Coloring, i

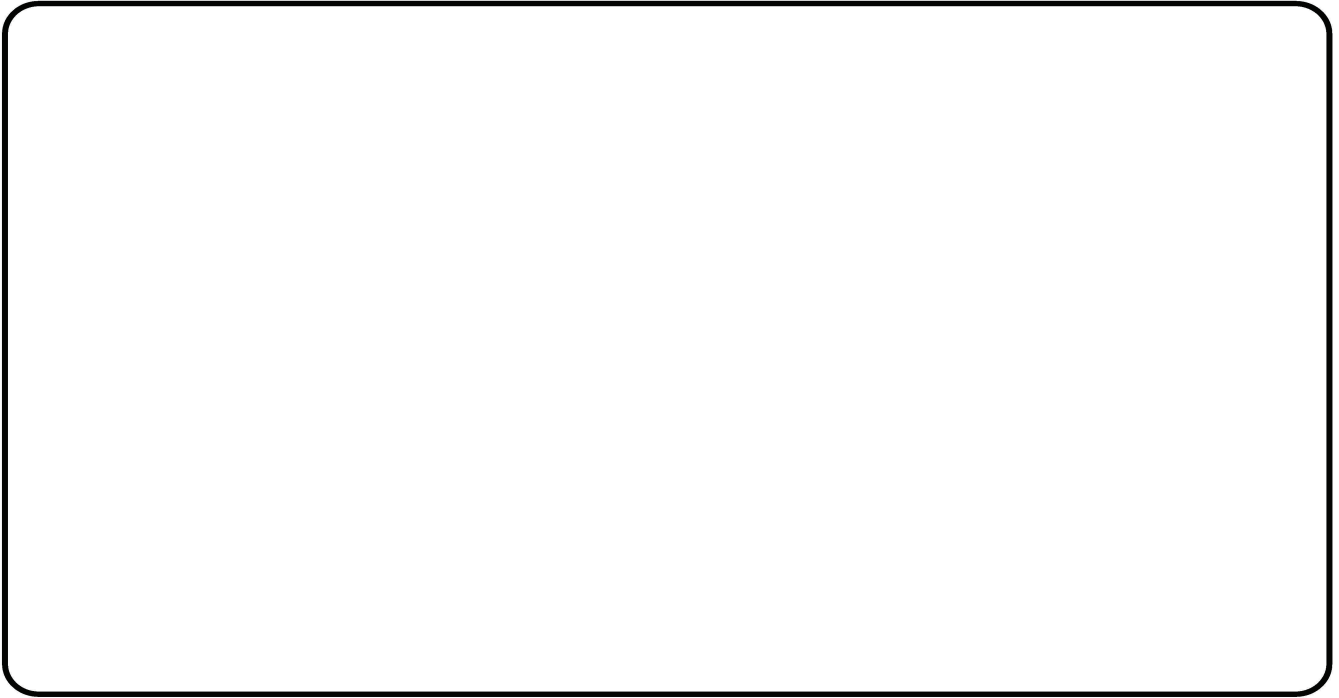
Blending Lines: Pig Hikes

Line 1 (minimal contrasts-new to known)	hid	hide	rip	ripe				
Line 2 (vary initial sound)	like	hike	mine	fine				
Line 3 (vary one sound)	like	line	bike	bite				
Line 4 (mixed set, target skill)	mile	nine	tire	side				
Line 5 (mixed set, target skill)	time	five	hike	smile				
Line 6 (review for mastery)	fast	rests	cramp	stop				
Line 7 (challenge words)	sunshine	pride	stride	smile				
Line 8 (connected text)	Pig likes to hike.							
Line 9 (connected text)	He will do a nine mile hike.							
Line 10 (sticky words)	<u>when</u>	the	to	do	he	does	want	good

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

Name: _____

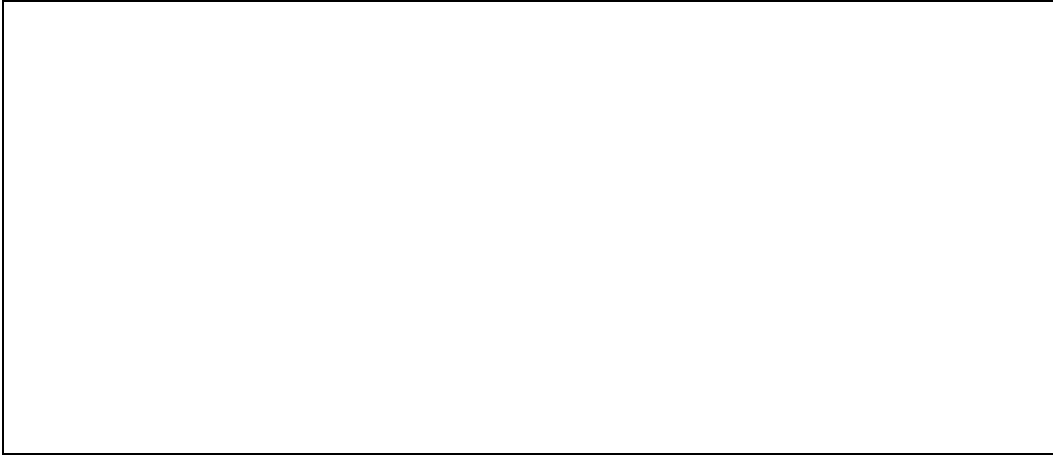
Pig had pride when he got to the end of the hike. Describe a time you had pride.



Name: _____

Dictation Sentences

Listen and write the spoken sentence using the sound spellings and sight words you know. Illustrate each sentence.

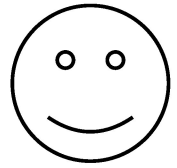


Sentence #1 : _____



Sentence #2 : _____

Name: _____



Character Review

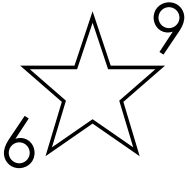
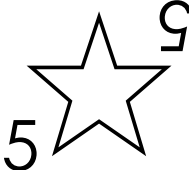
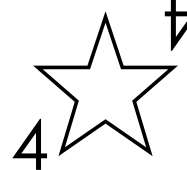
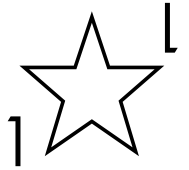
(adjective)

(adjective)

(adjective)

I like _____ because

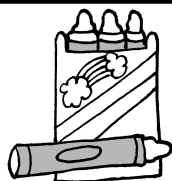
Name: _____

rise	pile	mine	drive	chime	hive
five	time	wide	pipe	vine	bite
bike	nine	stripe	tile	fine	ripe
					
ripe	fine	tile	stripe	nine	bike
bite	vine	pipe	wide	time	five
hive	chime	drive	mine	pile	rise

Name: _____



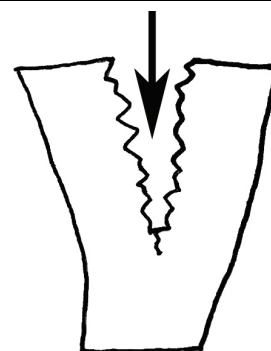
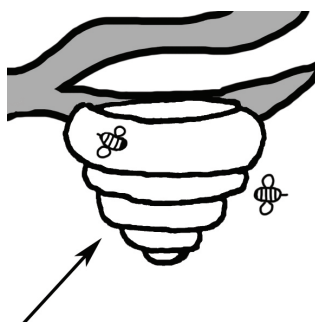
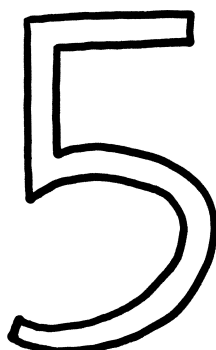
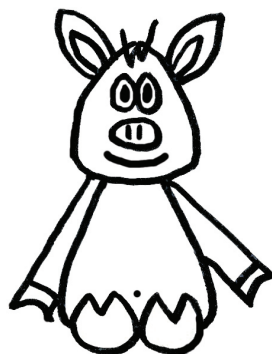
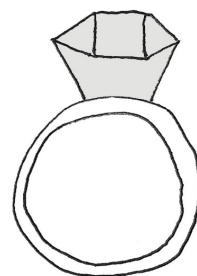
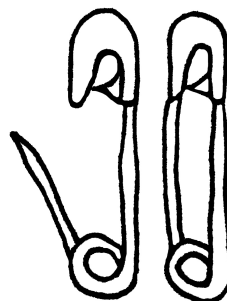
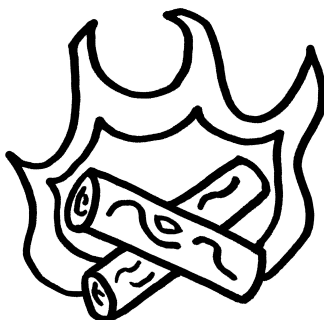
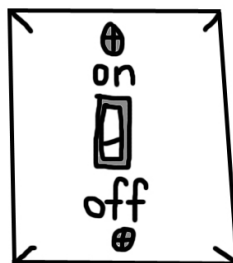
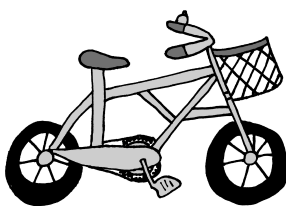
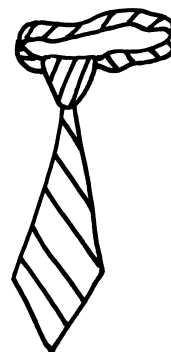
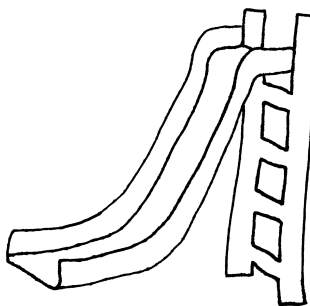
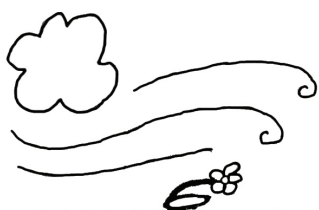
Name: _____



Color long i



short i



Book	Dog's Bone	Step 4																										
Sound-Spellings Skills Focus	o_e: drove, bone, chose, tote, rope, broke, mole, hole, poke, nose, home, spoke, rose, note, hope, close																											
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically o_e) - Read for the Stars, o_e (included) - Long Vowel Coloring, o (included)																											
Slow Down Sounds	- CVCe, o_e - Blends and digraphs																											
Phonemic Awareness	Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sounds continuously. Shoot the basketball at an invisible hoop as you say the word.																											
	Words to bounce:																											
	<table><tr><td>/f/-/O/-/n/</td><td>/h/-/O/-/m/</td><td>/sh/-/O/-/n/</td></tr><tr><td>/b/-/r/-/O/-/k/</td><td>/k/-/l/-/O/-/s/</td><td>/s/-/l/-/O/-/p/</td></tr></table>		/f/-/O/-/n/	/h/-/O/-/m/	/sh/-/O/-/n/	/b/-/r/-/O/-/k/	/k/-/l/-/O/-/s/	/s/-/l/-/O/-/p/																				
/f/-/O/-/n/	/h/-/O/-/m/	/sh/-/O/-/n/																										
/b/-/r/-/O/-/k/	/k/-/l/-/O/-/s/	/s/-/l/-/O/-/p/																										
Sticky Words		Vocabulary																										
<table><tr><td>y</td><td>ou</td><td>m</td><td>y</td></tr></table> you: The “y” spells /y/ which has been learned, but “ou” spells /oo/ in this word, which is an irregular spelling for that sound. my: The “m” spells /m/, which has been learned, but “y” spells /I/ which will be explicitly taught in Step 6. Old Sticky Words <table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>d</td><td>o</td><td>w</td><td>a</td><td>s</td><td>th</td><td>ey</td></tr><tr><td>f</td><td>or</td><td>p</td><td>u</td><td>t</td><td>ar</td><td>e</td><td>g</td><td>oo</td><td>d</td><td></td></tr></table>		y	ou	m	y	th	e	t	o	d	o	w	a	s	th	ey	f	or	p	u	t	ar	e	g	oo	d		tote – to carry, to lug, to take an object someplace mole – small, burrowing mammal that lives underground “close pals” – good friends
y	ou	m	y																									
th	e	t	o	d	o	w	a	s	th	ey																		
f	or	p	u	t	ar	e	g	oo	d																			
Fluency Practice		Blending Lines																										
Comprehension & Connections	Story Element Questions:																											
	- Who is the <u>main character</u>? (Dog) - Who are <u>supporting characters</u>? (the mole, Chimp, and Bug) - What is the <u>problem</u>? (Dog cannot tote his bone, he needs a place to store his bone, etc.) - How is it <u>solved</u>? (Dog is kind to mole and mole helps store the bone.) Recall and Comprehension Questions: - How does Dog get to the shop? (golf cart, he drives, etc.) - What does Dog buy at the shop? (a bone) - Who is the salesclerk (or sales-person)? (Chimp) - Where does Dog try to keep his bone? (in a hole he dug, in the mole’s home, etc.) - How does the mole act when Dog first encounters him? (angry, mean, upset, etc.)																											

	- How does Dog get mole to help him? (Dog does something nice for mole to show him that he is a kind dog.) - How do Dog and the mole feel about each other at the end? (they like one another, they are close friends, etc.) Connection Questions (connecting students to the book): - If you could save your money to buy something, what would you buy? - Have you ever asked someone for help? How do you show them that you appreciate their help? Partner Share Topics: - Tell a partner what you would have done if you were Dog and your rope broke. How could you carry/store the bone? - Write a note to thank a partner for something they helped you with this week (and they write you at the same time).
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	Word Building – Switch/Add: <i>Put the "o_e" or "o" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> short o – dog → frog, frost, lost, loft, soft, slot, sloth o_e – bone → cone, code, rode, rope, hope, home, dome <i>Optional Extensions:</i> Dictation sentences: <i>Say the sentences slowly while students write the words based on the sound-spelling rules they have learned and the sticky words they have been taught.</i> - Thank you for my pink robe. - My home is close to the shop. Writing Response: Students practice writing their own thoughts on the Writing Response: <i>Dog made a pal when he gave a note to the mole. Describe a time you made a pal.</i> *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 Table. - Students write a sentence describing the problem and draw a picture. - Students write a sentence describing the solution and draw a picture.
Provided Resources	- Blending Lines, <u>Dog's Bone</u> - Writing Response, <u>Dog's Bone</u> - Dictation Sentences Sheet - Problem and Solution Table, <u>Dog's Bone</u> - Read for the Stars, o_e - Long Vowel Coloring, o

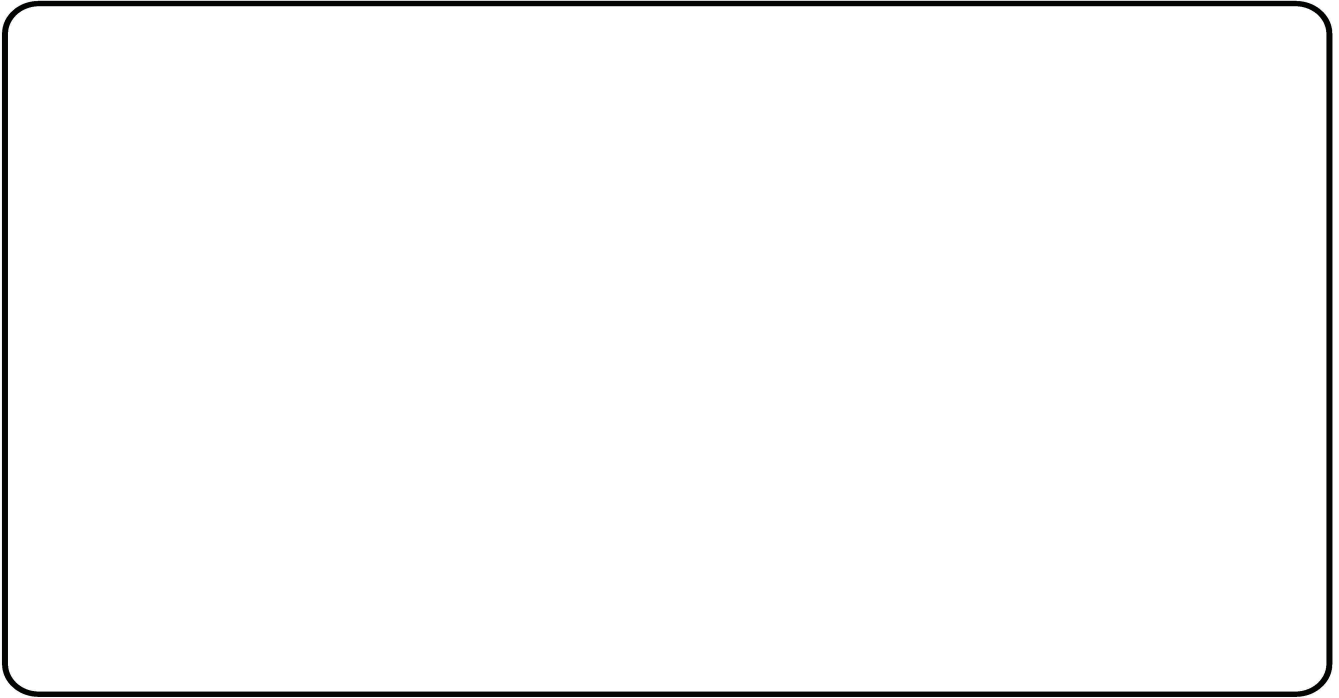
Blending Lines: Dog's Bone

Line 1 (minimal contrasts-new to known)	not	note	hop	hope			
Line 2 (vary initial sound)	hole	mole	nose	close			
Line 3 (vary one sound)	rope	rose	home	hope			
Line 4 (mixed set, target skill)	bone	poke	nose	rope			
Line 5 (mixed set, target skill)	hope	robe	dove	close			
Line 6 (review for mastery)	shop	with	this	help			
Line 7 (challenge words)	broke	chose	spoke	drove			
Line 8 (connected text)	Dog drove to the shop.						
Line 9 (connected text)	Dog chose a bone.						
Line 10 (sticky words)	you	my	the	for	to	are	good
		he	was	they	put		

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

Name: _____

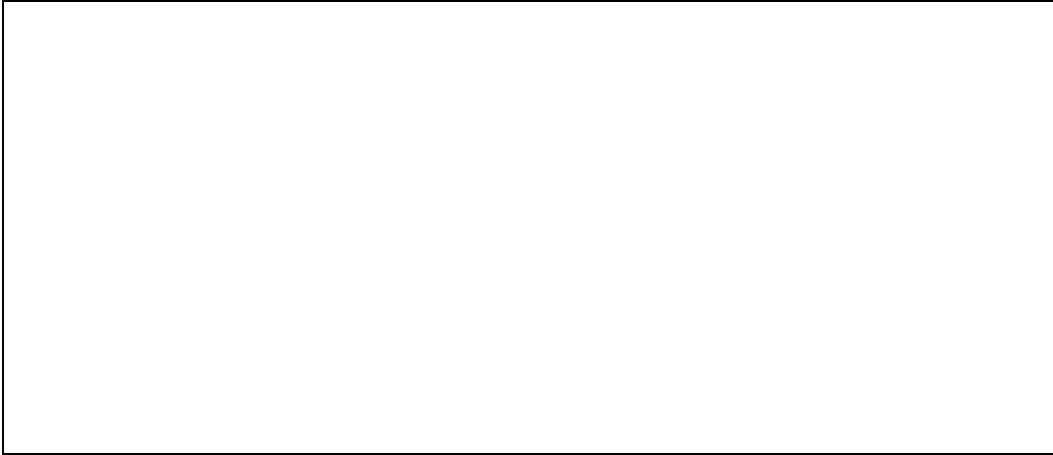
Dog made a pal when he gave a note to the mole. Describe a time you made a pal.



Name: _____

Dictation Sentences

Listen and write the spoken sentence using the sound spellings and sight words you know. Illustrate each sentence.



Sentence #1 : _____



Sentence #2 : _____

Name: _____

Problem and Solution

Problem: What happened? What has gone wrong?

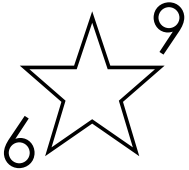
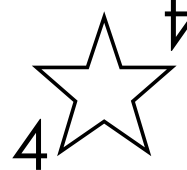
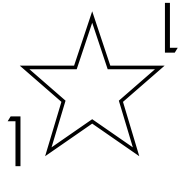
Solution: How is the problem fixed? What happens to fix the problem?

BOOK: Dog And His Bone

Problem	Draw	Write

Solution	Draw	Write

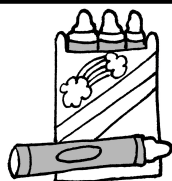
Name: _____

joke	bone	zone	drove	rose	mope
dove	pole	robe	hole	vote	home
rope	tone	stone	nose	slope	cone
					
cone	slope	nose	stone	tone	rope
home	vote	hole	robe	pole	dove
mope	rose	drove	zone	bone	joke

Name: _____



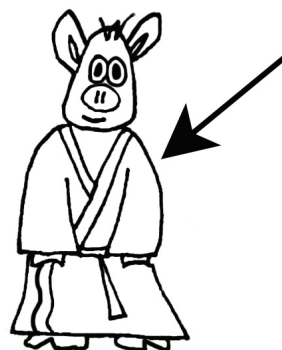
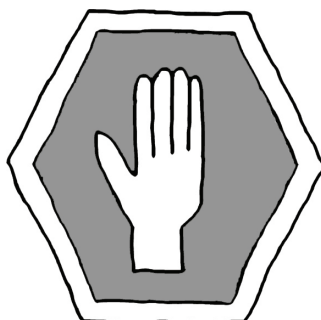
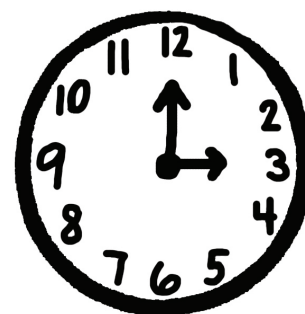
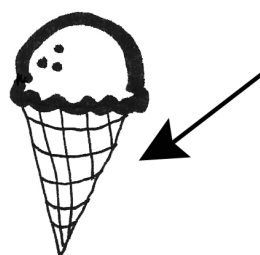
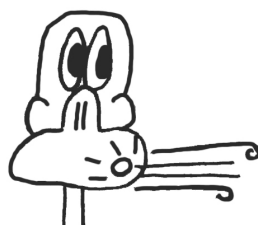
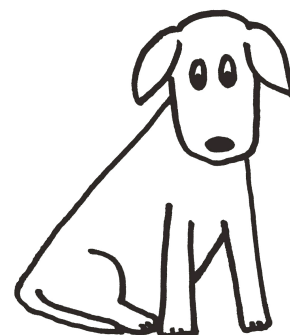
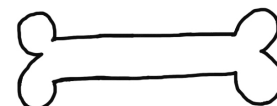
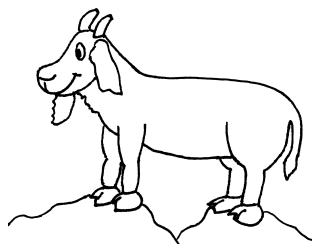
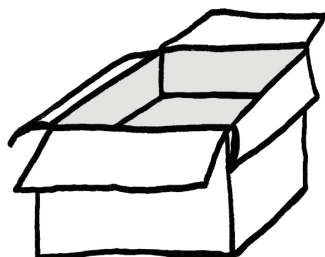
Name: _____



Color long o



short o



Book	The Snakes Race	Step 4															
Sound-Spellings Skills Focus	a_e: take, lake, scrape i_e: smile, inside, like CVCe, soft "c" spelled "ce": nice, place, race, face, trace, twice _ce: glance, chance																
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically _ce) - Read for the Stars, soft c (included) - Soft c Missing Word (included)																
Slow Down Sounds	Soft c: If "c" is followed by <u>i, e, or y</u>, it spells the soft sound /s/. The vowel in the word can be long if it follows the sneaky "e" rule. CVCe - Blends and digraphs																
Phonemic Awareness	Long or Short: (From the Daily Dos) – Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel. <u>Words:</u> grace , glance, place , face , prance, luck, laces , pants, trance, brace , prince, rinse, rise , hose, hot																
Sticky Words		Vocabulary															
s ay s says: The first "s" spells /s/ and the second "s" spells /z/ (but this spelling for "s" has been taught as an optional sound). The "ay" is irregular as it spells /e/ in this word. Old Sticky Words <table><tr><td> th e </td><td> t o </td><td> g o </td><td> h e </td><td> g oo d </td></tr><tr><td> o f </td><td> b e </td><td> h a v e </td><td> ar e </td><td> d oe s </td></tr><tr><td> th ey </td><td> s ee </td><td> f or </td><td></td><td></td></tr></table>		th e	t o	g o	h e	g oo d	o f	b e	h a v e	ar e	d oe s	th ey	s ee	f or			pace – consistent and continuous speed glance – a quick look priceless – irreplaceable, cannot be bought, more valuable than money "does not see a trace of" – cannot see something anymore, is no longer visible "does not stand a chance to win" – not fit or capable of winning
th e	t o	g o	h e	g oo d													
o f	b e	h a v e	ar e	d oe s													
th ey	s ee	f or															
Fluency Practice		Blending Lines															
Comprehension & Connections	Recall and Comprehension Questions: - How does Snake 1 feel about racing? (excited, happy, etc.) - How do you know that Snake 2 does not like racing? (He has a smile on his face but is sad inside.) - What does it mean when it says that Snake 1 "does not see a trace of Snake 2?" (Snake 1 cannot see Snake 2 at all.) - What do the snakes do instead of race at the end? (swim) - Why is the place so much fun at the end? (The snakes have each other, friends are fun to be with, the snakes play together, etc.) Connection Questions (connecting the student to the book): - Do you like to race? Why?																

	- How would you tell a friend or family that you do not like to do a certain activity? (tell the truth about how you feel, ask if you can play something else, suggest a different game that everyone would like, etc.) - How could you help a friend that is not happy or having trouble playing a certain game? (teach them how, help they play, be patient and kind, giving encouraging words, etc.) Partner Share Topics: - Tell a partner about a time that you hid your feelings. - Tell a partner about a race you have been in or would like to be in. - Discuss with a partner what the perfect day with a friend would be.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	Word Building – Switch/Add: <i>Put the "ce" or "nce" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> ace/ice – pace → place, trace, race, rice, price, slice, twice ance/ince – dance → chance, trance, prance, prince, wince <i>Optional Extensions:</i> Writing Response: Students practice writing their own thoughts on the Writing Response: <i>The snakes take care to help when they are sad. How do you help pals who are sad?</i> *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	True/False - 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>The Snakes Race</u> - Writing Response, <u>The Snakes Race</u> - Dictation Sentences Sheet - True/False, <u>The Snakes Race</u> - Read for the Stars, soft c - Soft c Missing Word

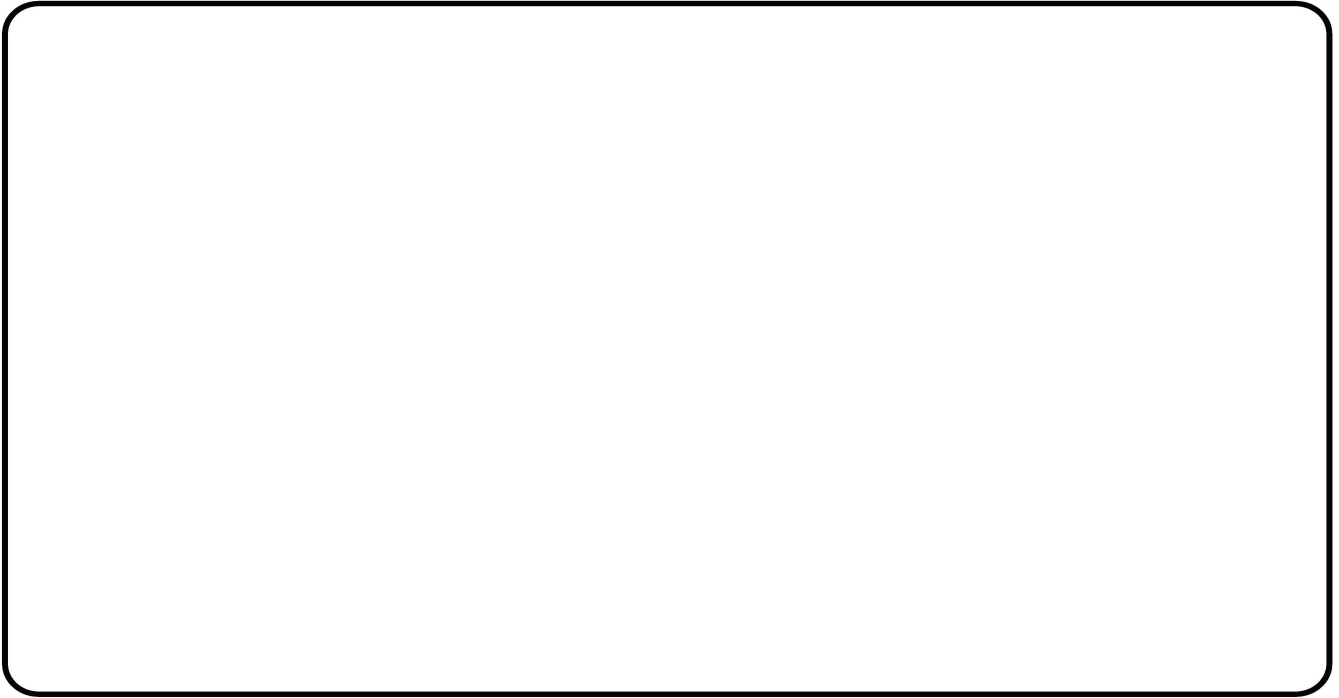
Blending Lines: The Snakes Race

Line 1 (minimal contrasts–new to known)	rake	race	fake	face			
Line 2 (vary initial sound)	race	face	trace	place			
Line 3 (vary one sound)	nine	nice	pace	place			
Line 4 (mixed set, target skill)	lace	space	lake	smile			
Line 5 (mixed set, target skill)	dance	chance	since	wince			
Line 6 (review for mastery)	swim	stand	much	fast			
Line 7 (challenge words)	priceless	inside	twice	glance			
Line 8 (connected text)	They have fun at the nice place.						
Line 9 (connected text)	Let us have a race.						
Line 10 (sticky words)	<u>says</u> the	does are	he good	see to	of they	be have	for

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

Name: _____

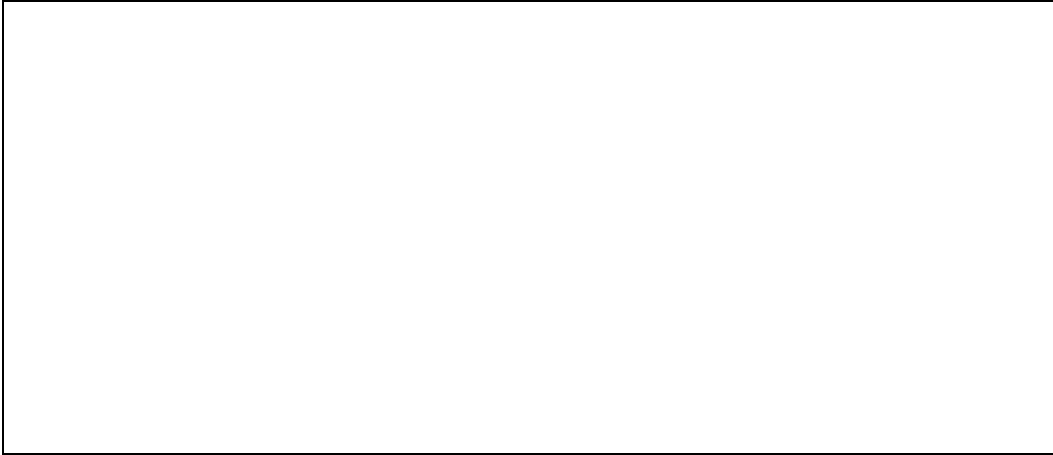
The snakes take care to help when they
are sad. How do you help pals who are sad?



Name: _____

Dictation Sentences

Listen and write the spoken sentence using the sound spellings and sight words you know. Illustrate each sentence.



Sentence #1 : _____



Sentence #2 : _____

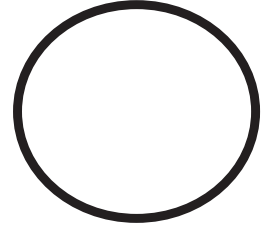


true

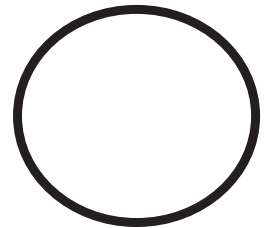


false

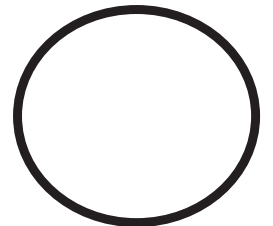
Snake 1 and Snake 2 take
a trip next to a hill.



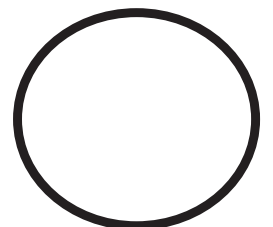
Snake 1 and Snake 2 can not
swim.



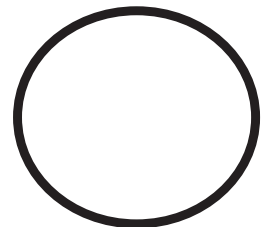
Snake 2 says, "Let us race."



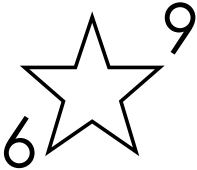
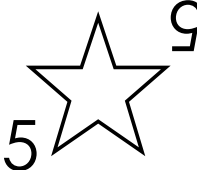
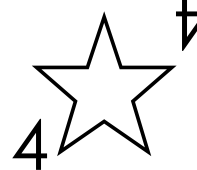
Snake 2 has a fast pace.



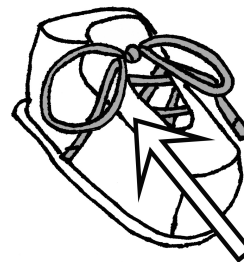
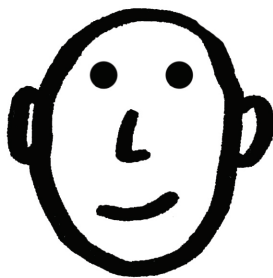
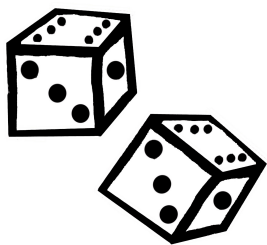
It is good to be nice to
pals.

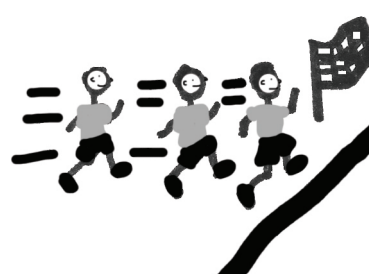
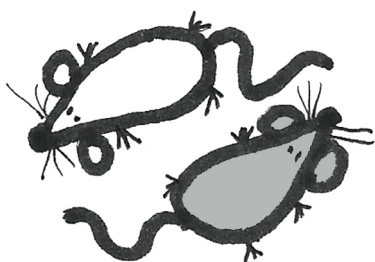


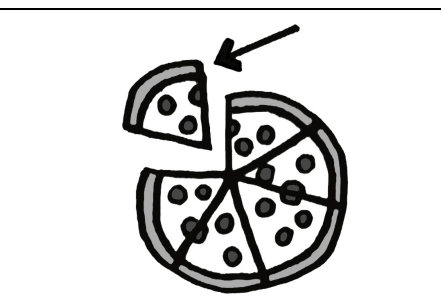
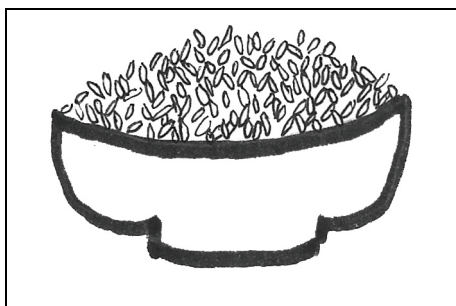
Name: _____

lace	dice	face	vice	spice	slice
rice	price	race	ace	place	space
nice	twice	mice	pace	grace	trace
					
trace	grace	pace	mice	twice	nice
space	place	ace	race	price	rice
slice	spice	face	vice		

Name: _____







face
lace

race
dice

price
slice

rice
mice

Book	Frog Has The Blues	Step 4			
Sound-Spellings Skills Focus	u_e, ue: blues, dude, glue, tube, statue, tune, flute, plume, cute, rescue, rude, true CVCe: nice, smile, make, came				
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically _ce) - Read for the Stars, u_e, ue (included) - Long Vowel Coloring, u (included)				
Slow Down Sounds	- CVCe, u_e, ue /oo/ and /U/ - CVCe - Soft c: nice - Blends and digraphs				
Phonemic Awareness	Think and Throw - Deleting: (from the Daily Dos): /t/ - Teachers say the sound "t" spells, /t/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /t/ sound from each word said. "We are going to 'delete' or 'throw' the sound /t/ from the word. It will make a new word"				
	fleet - flee		stale - sale		mist - miss
	trip - rip		pant - pan		store - sore
	sting - sing		dent - den		track - rack
					stand - sand
					trust - rust
					past - pass
Sticky Words					Vocabulary
s o m e some: The "s" spells /s/, and the "m" spells /m/, but according to the learned structures, the "o" SHOULD say /O/, but instead it says /u/ which is irregular. (Also found in "come") This makes the "e" also be without a job or spelling a sound. Old Sticky Words th e t o d o b e g o y ou ar e s ay s f r o m s ee s h a ve w a n t s g oo d					the blues - low spirits, sadness plume - a long, soft feather dude ranch - a cattle ranch for vacations tune - a melody or music in a song flute - a wind instrument that is straight statue - a solid representation of something or someone that is usually made from metal, stone, or concrete
Fluency Practice					Blending Lines
Comprehension & Connections	Story Element Questions:				
	- Who is the main character? (Frog) - What is the problem in this story? (Frog is having bad luck.) - What is the solution? (Chimp comes to cheer Frog up.) Recall and Comprehension Questions: - What is the first bad luck event that we learn about Frog? (He cannot go on his trip to the dude ranch.) - What might have happened to the statue that Frog tipped? (it broke, it shattered, it lost a wing, etc.)				

	- How does Chimp rescue Frog from the blues? (Chimp hugs Frog and tells him to smile. Chimp reminds Frog that he is a nice Frog and gives him a compliment.) Connection Questions (connecting the student to the book): - What is one bad luck event that has happened that has given you the blues? (I broke my favorite pencil, I lost my dog, I fell on the playground and scraped my knee, etc.) - What do you do to get rid of the blues or a bad mood? (take deep breaths, hug someone, count to ten, etc.) Partner Share Topics: - Tell a partner about a time you had some bad luck. - Tell a partner what you do to feel better when you "have the blues." - Discuss with a partner and come up with more possible ways that Frog could have had bad luck.
Reading Practice choose 1-2	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	Word Building – Switch/Add: <i>Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.</i> blends/ch – bump → lump, lamp, ramp, stamp, stomp, chomp u_e – dude → rude, rule, mule, mute, cute, flute, plume ch/sh – ranch → branch, brand, rash, mash, mush, much <i>Optional Extensions:</i> Dictation sentences: <i>Say the sentences slowly while students write the words based on the sound-spelling rules they have learned and the sticky words they have been taught.</i> - I got cute pants with blue stripes. - Some blue gum can make your lips blue. Writing Response: Students practice writing their own thoughts on the Writing Response: <i>Frog has the blues. What makes you have the blues? What do you do to fix the blues?</i> *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 Table. - Students write a sentence describing the problem and draw a picture. - Students write a sentence describing the solution and draw a picture.
Provided Resources	- Blending Lines, <u>Frog Has The Blues</u> - Writing Response, <u>Frog Has The Blues</u> - Dictation Sentences Sheet - Problem and Solution Table, <u>Frog Has The Blues</u> - Read for the Stars, u_e, ue - Long Vowel Coloring, u

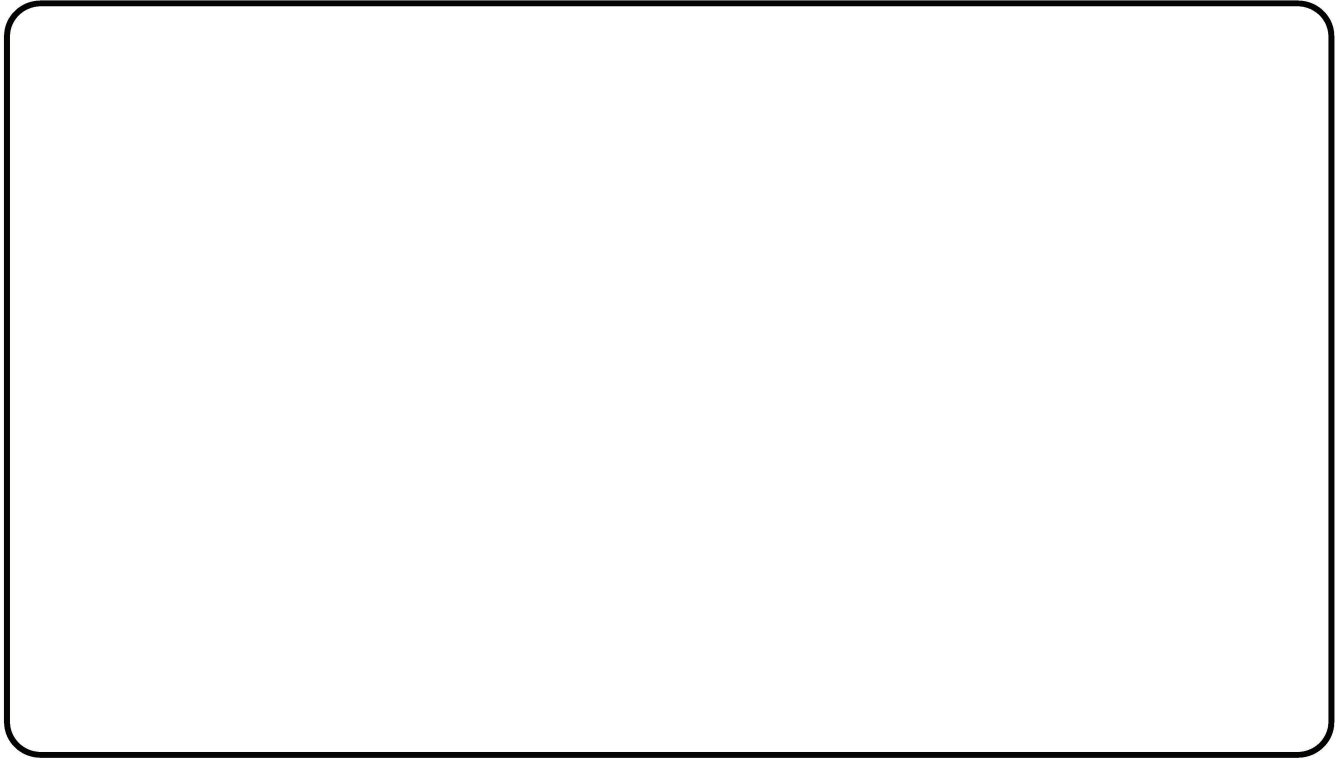
Blending Lines: Frog Has The Blues

Line 1 (minimal contrasts-new to known)	cub	cube	cut	cute			
Line 2 (vary initial sound)	clue	blue	cube	tube			
Line 3 (vary one sound)	cube	cute	tube	tune			
Line 4 (mixed set, target skill)	glue	tune	cute	dude			
Line 5 (mixed set, target skill)	rude	blues	flute	plume			
Line 6 (review for mastery)	thinks	bump	stuck	ranch			
Line 7 (challenge words)	statue		rescue				
Line 8 (connected text)	Frog gets stuck in some glue.						
Line 9 (connected text)	Frog bumps a statue.						
Line 10 (sticky words)	<u>some</u> sees	good to	from be	says the	go have	you wants	are do

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

Name: _____

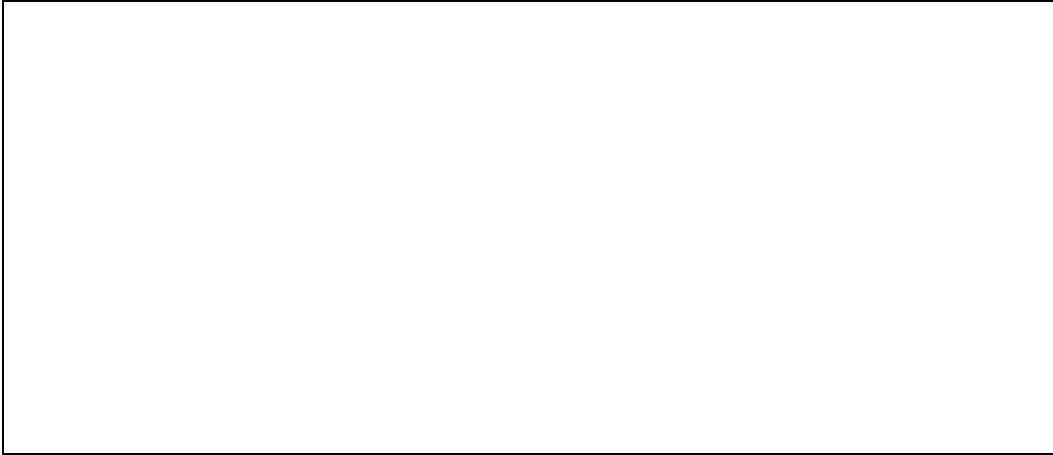
Frog has the blues. What makes you have the blues? What do you do to fix the blues?



Name: _____

Dictation Sentences

Listen and write the spoken sentence using the sound spellings and sight words you know. Illustrate each sentence.



Sentence #1 : _____



Sentence #2 : _____

Name: _____

Problem and Solution

Problem: What happened? What has gone wrong?

Solution: How is the problem fixed? What happens to fix the problem?

BOOK: Frog Has The Blues

Problem	Draw	Write

Solution	Draw	Write

Read for the Stars

Name: _____

fume

due

mule

glue

true

mute

rule

cute

dude

tube

tune

clue

dunes

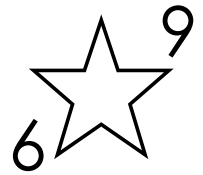
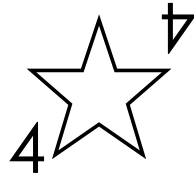
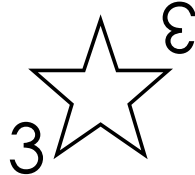
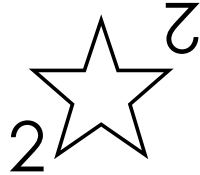
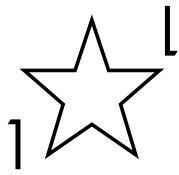
plume

flute

hue

blue

cube



cube

blue

hue

flute

plume

dunes

clue

tune

tube

dude

cute

rule

mute

true

glue

mule

due

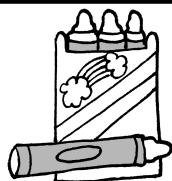
fume

Name: _____

Read for the Stars



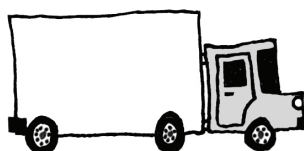
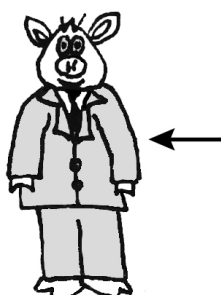
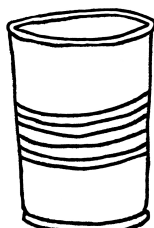
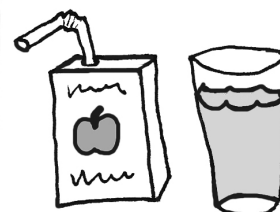
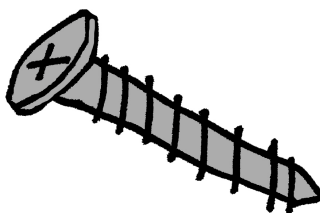
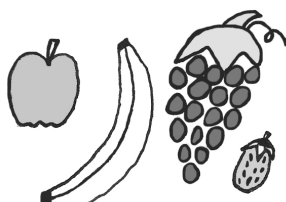
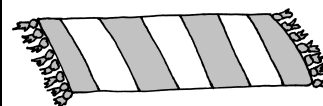
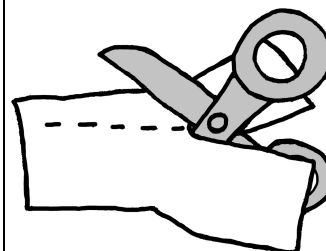
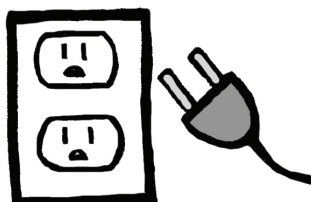
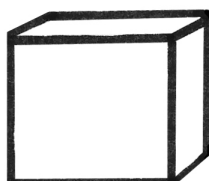
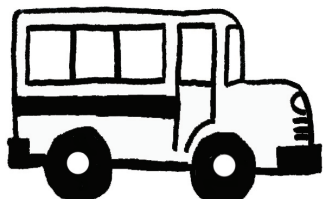
Name: _____



Color long u



short u



Book	Cat Gets a Scare	Step 4																																										
Sound-Spellings Skills Focus	a_e: takes, lake, cave, shake, brave, scare i_e: ignites, fire, likes, campsite, spine, yikes, inside, side o_e: stove, smoke, hopes, home, joke u_e: brute																																											
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe) - Read for the Stars, mixed CVCe (included) - Sneaky e #2 (included)																																											
Slow Down Sounds	- CVCe - Blends and digraphs - 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 and sneaky e. - Read each syllable. - Blend the entire word (and model for students). <table><tr><td>her-self</td><td>ruck-us</td><td>camp-site</td></tr><tr><td>sun-set</td><td>ig-nites</td><td>in-side</td></tr></table>		her-self	ruck-us	camp-site	sun-set	ig-nites	in-side																																				
her-self	ruck-us	camp-site																																										
sun-set	ig-nites	in-side																																										
Phonemic Awareness	Think and Throw - Deleting: (from the Daily Dos): /r/ - Teachers say the sound "r" spells, /r/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /r/ sound from each word said. "We are going to 'delete' or 'throw' the sound /r/ from the word. It will make a new word" <table><tr><td>trap - tap</td><td>drive - dive</td><td>strand - stand</td><td>proof - poof</td></tr><tr><td>creep - keep</td><td>crumb - come</td><td>crouch - couch</td><td>great - gate</td></tr><tr><td>free - fee</td><td>drive - dive</td><td>drove - dove</td><td>stray - stay</td></tr></table>		trap - tap	drive - dive	strand - stand	proof - poof	creep - keep	crumb - come	crouch - couch	great - gate	free - fee	drive - dive	drove - dove	stray - stay																														
trap - tap	drive - dive	strand - stand	proof - poof																																									
creep - keep	crumb - come	crouch - couch	great - gate																																									
free - fee	drive - dive	drove - dove	stray - stay																																									
Sticky Words																																												
<table><tr><td>th</td><td>e</td><td>re</td><td>h</td><td>er</td></tr></table> there: The "th" spells the voiced /th/, but "ere" spells /A/-/r/ which is irregular. The other word with this spelling for this sound is "where." her: The "h" spells /h/. The "er" spells /er/ which will be explicitly taught in Step 6. Old Sticky Words <table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>g</td><td>o</td><td>sh</td><td>e</td></tr><tr><td>m</td><td>y</td><td>s</td><td>ay</td><td>s</td><td>y</td><td>ou</td><td>ar</td><td>e</td></tr><tr><td>f</td><td>r</td><td>o</td><td>m</td><td>d</td><td>oe</td><td>s</td><td>s</td><td>ee</td><td>s</td></tr><tr><td></td><td>h</td><td>a</td><td>ve</td><td></td><td>w</td><td>a</td><td>n</td><td>t</td><td>s</td></tr></table>			th	e	re	h	er	th	e	t	o	g	o	sh	e	m	y	s	ay	s	y	ou	ar	e	f	r	o	m	d	oe	s	s	ee	s		h	a	ve		w	a	n	t	s
th	e	re	h	er																																								
th	e	t	o	g	o	sh	e																																					
m	y	s	ay	s	y	ou	ar	e																																				
f	r	o	m	d	oe	s	s	ee	s																																			
	h	a	ve		w	a	n	t	s																																			
Vocabulary																																												
ignite - to light or start (ex. an engine, a fire, an argument) ruckus - commotion, disturbance, disruption brute - a beast or monstrous creature "a chill up her spine" - to get scared or feel frightened because of something creepy "stitch in my side" - an ache in the side of your stomach (from laughing, from exercise, etc.)																																												
Fluency Practice																																												
Blending Lines																																												
Comprehension & Connections	Recall and Comprehension Questions: - How does Cat know that someone is nearby? (Cat smells a campfire that is not her campfire.) - What does Cat do to feel brave? (Cat hums a song.)																																											

	- When Cat goes to inspect where the fire smell came from, what does she find? (a cave) - Why does Cat tell a joke? (The book does not specifically say, but it might be to feel brave or to try and make the brute be a happy creature.) - Why would someone get a stitch in their side from a good joke? (They laugh so hard that they get a cramp.) - Why is Cat not scared at the end? (It is only Cub in the cave.) Connection Questions (connecting students to the book): - Have you ever been camping? - What are some items you might take on a camping trip? - When you feel scared, what can you do to feel brave? (sing a song, think happy thoughts, find your parents, hug a stuffed animal, etc.) Partner Share Topics: - Tell a partner about a time that you have been scared. Tell your partner what you did or what you could do to be brave. - Tell a partner a joke. - Tell a partner about a camping trip you have been on or about a camping trip that you would like to go on.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	Word Building – Switch/Add: <i>Say each word, and students switch or add one+ sound to build the new word, orally or with letter tiles/white board writing.</i> a_e – scare → stare, stale, pale, pave, shave, shade, made o_e – smoke → poke, pole, hole, home, dome, dove, stove i_e – side → tide, pride, prime, lime, slime, slide, glide u_e – brute → flute, mute, mule, rule, rude <i>Optional Extensions:</i> Dictation sentences: <i>Say the sentences slowly while students write the words based on the sound-spelling rules they have learned and the sticky words they have been taught. Students illustrate each sentences</i> - There are vines on the side of her home. - Can the cake have blue lines on the top? Writing Response: Students practice writing their own thoughts on the Writing Response: <i>Cat goes to a campsite. Plan a trip to camp and see a place outdoors.</i> <i>*Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.</i>
Comprehension Activity	Idioms - Teachers explain that idioms mean something that is different than what the saying sounds like. - Students chose an idiom from the book and complete the Idioms sheet.
Provided Resources	- Blending Lines, Cat Gets a Scare - Writing Response, <u>Cat Gets a Scare</u> - Dictation Sentences Sheet - Idioms, <u>Cat Gets a Scare</u> - Read for the Stars, mixed CVCe - Sneaky e #2

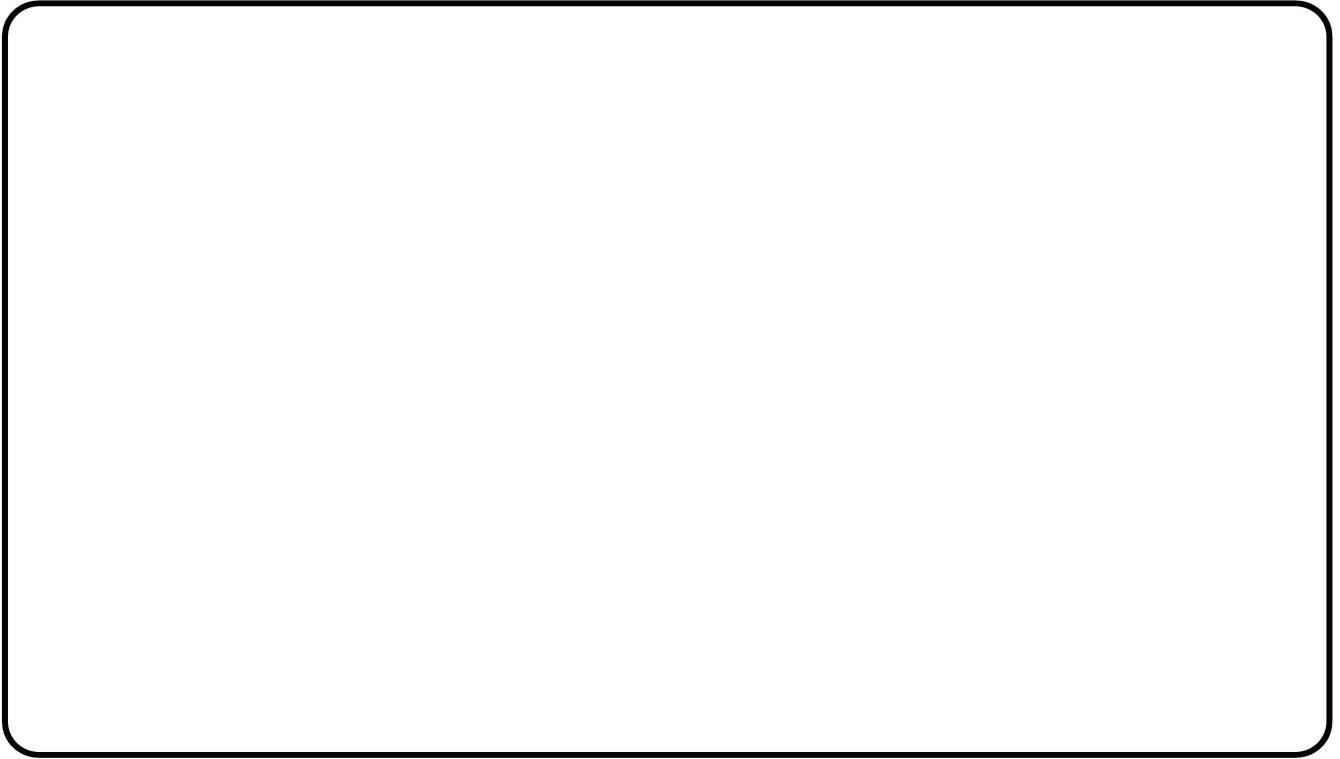
Blending Lines: Cat Gets a Scare

Line 1 (minimal contrasts–new to known)	hop	hope	spin	spine			
Line 2 (vary initial sound)	lake	shake	cave	brave			
Line 3 (vary one sound)	hope	home	five	fire			
Line 4 (mixed set, target skill)	shake	scare	yikes	side			
Line 5 (mixed set, target skill)	brute	smoke	joke	stove			
Line 6 (review for mastery)	camp	next	smells	stitch			
Line 7 (challenge words)	campsite	ignites	ruckus	inside			
Line 8 (connected text)	She likes her campsite and her fire.						
Line 9 (connected text)	She gets a chill up her spine.						
Line 10 (sticky words)	there	her	the	sees	she	does	from
	wants	go	you	are	my	see	says
			have	to			

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

Name: _____

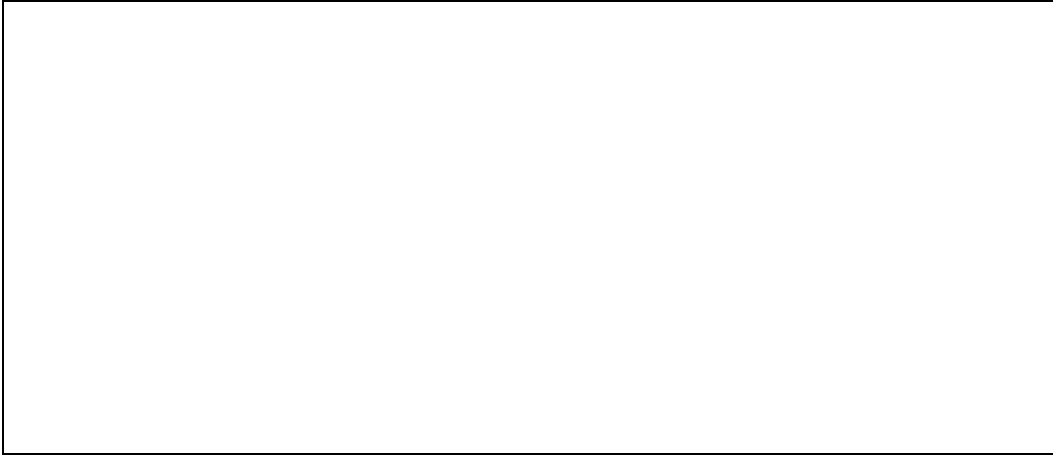
Cat goes to a campsite. Plan a trip to camp
and see a place outdoors.



Name: _____

Dictation Sentences

Listen and write the spoken sentence using the sound spellings and sight words you know. Illustrate each sentence.



Sentence #1 : _____



Sentence #2 : _____

Name: _____

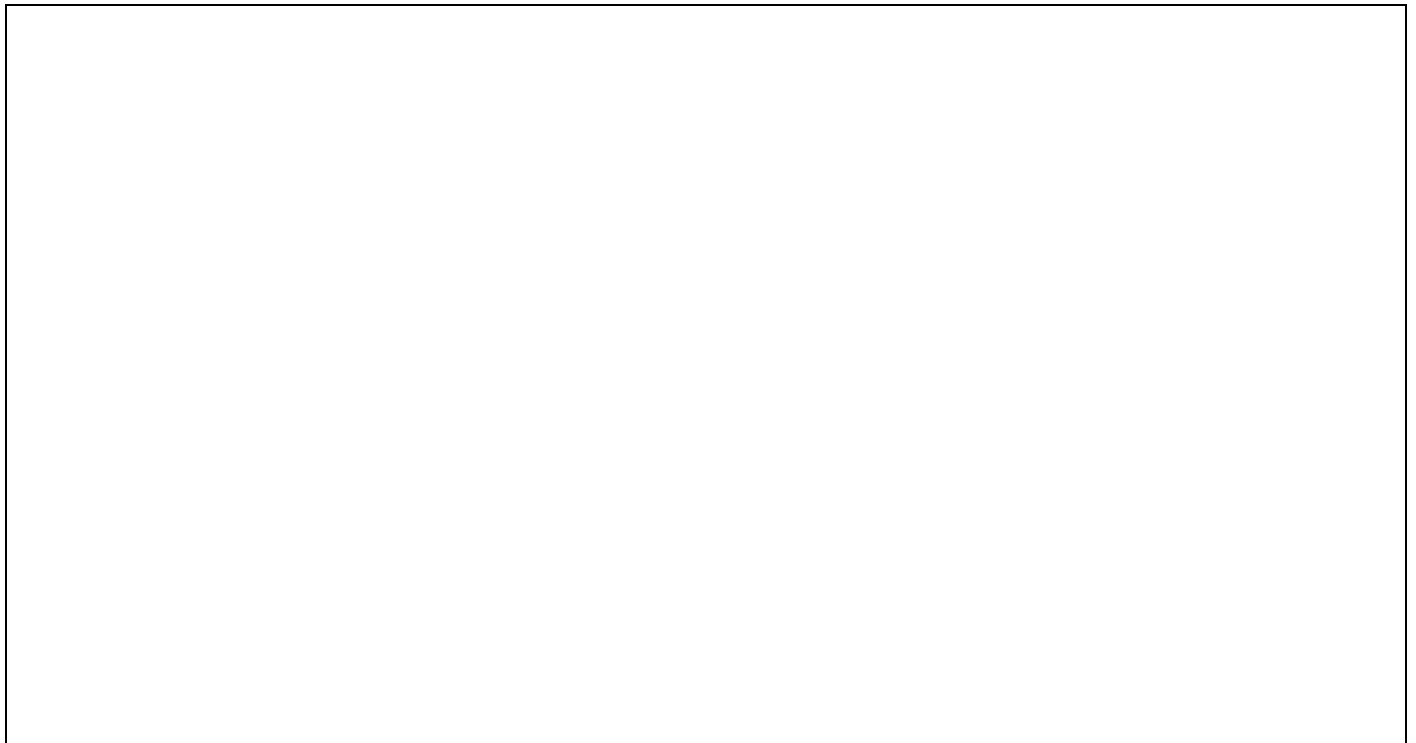
Cat Gets a Scare

Idioms

Choose and highlight one of the following idioms. Draw a picture of what it sounds like it means. Write and explain the actual meaning.

"a chill up her spine"

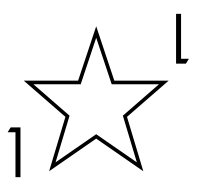
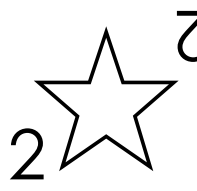
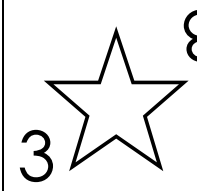
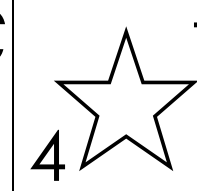
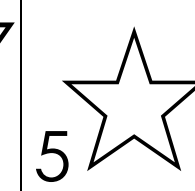
"a stitch in my side"



Meaning: _____

Read for the Stars

Name: _____

mine	code	mute	tune	life	mole
wave	made	lake	hike	tape	rude
poke	mule	time	bone	note	five
					
five	note	bone	time	mule	poke
rude	tape	hike	lake	made	wave
mole	life	tune	mute	code	mine

Name: _____

Read for the Stars

Name: _____

Read the words in the grid below.

slid	cub	cap	kit
dim	con	man	strip

Write the word in front of the sneaky e. Read the new word. Draw a picture of the new word.

EXAMPLE _____e	 _____e
 _____e	 _____e
 _____e	 _____e
 _____e	 _____e