

Book	Frog on a Bike	Step 4, supplemental																																	
Sound-Spellings Skills Focus	i_e: bike, shines, mine, smiles, like, wipes, time, ride, side, fine, quite, drive, size, inside, miles <table><tr><td>digraphs</td><td>th</td><td>sh</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>blends</td><td>fr</td><td>gr</td><td>st</td><td>cl</td><td>sm</td><td>nd</td><td>sk</td><td>nd</td><td>ll</td><td>ck</td><td>ff</td></tr></table>											digraphs	th	sh										blends	fr	gr	st	cl	sm	nd	sk	nd	ll	ck	ff
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Hands-On Activity choose 1	- Couple Card match (picture to words with CVGe, specifically i_e) - Four in a Row, i_e (included) - Read for the Stars, sentences, i_e #1 (included)																																		
Slow Down Sounds	CVGe, i_e - 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. - Read each syllable. - Blend the entire word (and model for students). <table><tr><td>hel-met</td><td>him-self</td><td>up-set</td><td>ped-als</td></tr><tr><td>in-side</td><td>bas-ket</td><td>sec-ond</td><td>can-not</td></tr></table>											hel-met	him-self	up-set	ped-als	in-side	bas-ket	sec-ond	can-not																
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Phonemic Awareness	Long or Short: (from the Daily Dos) Teachers say a set of words. If students hear a long vowel, they hold their hands wide. If students hear a short vowel, they put their hands close together. i – pin, pine, hit, dim, slime, drip, fine, hike, fin, lime, tip, slip, slide																																		
Sticky Words					Vocabulary																														
<table><tr><td>y</td><td>ou</td></tr></table> you: The “y” spells /y/. The “ou” spells the long /oo/. Old Sticky Words <table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>g</td><td>o</td><td>b</td><td>e</td></tr><tr><td>h</td><td>e</td><td>s</td><td>ee</td><td>s</td><td>f</td><td>or</td><td>o</td><td>f</td></tr></table>					y	ou	th	e	t	o	g	o	b	e	h	e	s	ee	s	f	or	o	f	yips – make or talk in a high-pitched noise helmet – a hard hat, used to protect the head jogs – a slow run that tends to be up and down quite fine – very good “wipes himself off” – to clean oneself, can also be an idiom for getting ready to try again											
y	ou																																		
th	e	t	o	g	o	b	e																												
h	e	s	ee	s	f	or	o	f																											
Fluency Practice					Blending Lines																														
Comprehension & Connections	Suggested Questions: - Who gave the bike to Frog? (Gran) - What was the one flaw about the bike? (It was too big.) - Who helps Frog? (Duck) - How does Duck help Frog? (He gets a basket for Frog to ride in so Frog can take a ride while he pedals.) - Where do you think Duck and Frog ride to? Connection Questions (connecting the student to the book):																																		

	• Have you ever had trouble doing something when a friend or family member helped you? How did they help you? • Can you ride a bike? Do you like riding a bike? • Is there another mode of transport you like, such as scootering, riding an ATV, skateboarding, etc? Partner Share Topics: • Tell a partner how you would help Frog to ride the bike. • Explain a time you got frustrated but decided to try again.
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 “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> i_e – hike → bike, bite, site, size, side, hide, ride, pride, prime, time <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 after finishing the following statement: <i>If I could invent something to help Frog ride the bike, I would...</i> *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	<u>Problem and Solution</u> • 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	1. Blending Lines, <u>Frog on a Bike</u> 2. Writing Response, <u>Frog on a Bike</u> 3. Story Writing 4. Problem and Solution Table, <u>Frog on a Bike</u> 5. Four in a Row, i_e 6. Read for the Stars, sentences, i_e #1

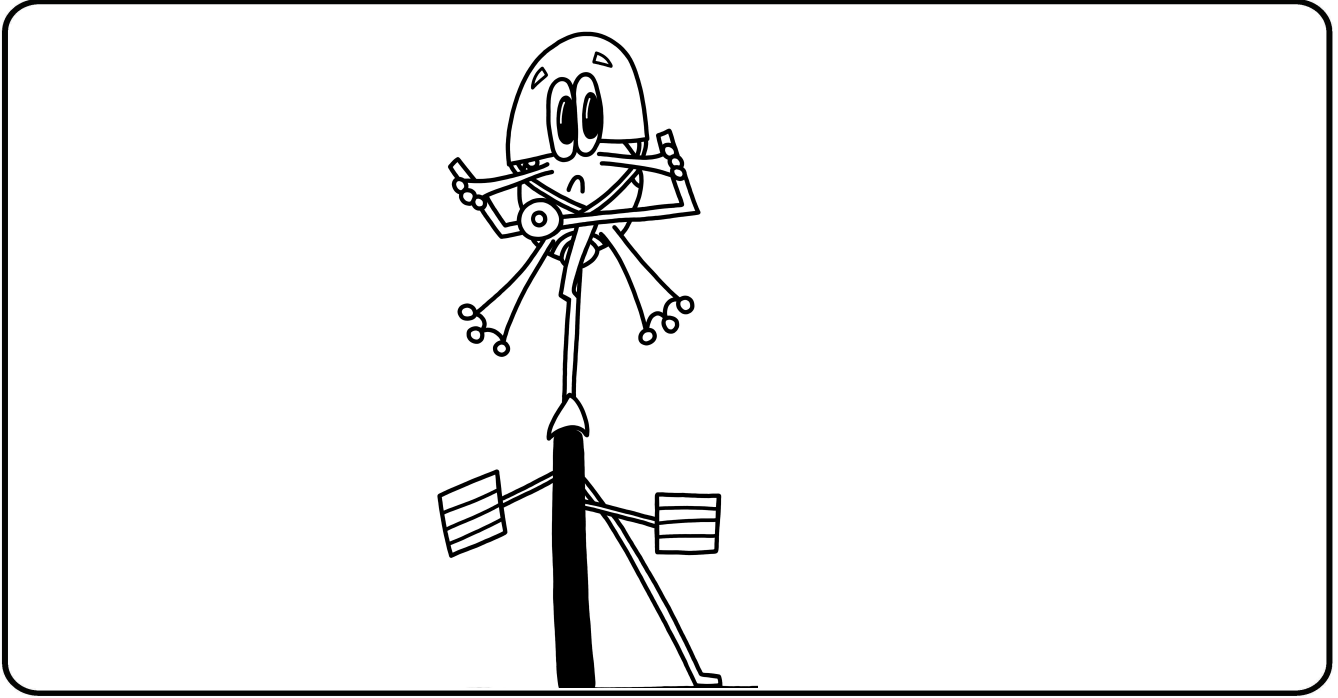
Blending Lines: Frog on a Bike

Line 1 (minimal contrasts–new to known)	fin fine quit quite
Line 2 (vary initial sound)	side ride mile smile
Line 3 (vary one sound)	mile mine five drive
Line 4 (mixed set, target skill)	shines like bike time
Line 5 (mixed set, target skill)	size hive line hike
Line 6 (review for mastery)	click this gift stand
Line 7 (challenge words)	inside pedals himself helmet
Line 8 (connected text)	Frog's Gran gets him a bike.
Line 9 (connected text)	I like this bike.
Line 10 (sticky words)	<u>you</u> he the to of sees for go

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

Name: _____

If I could invent something to help Frog ride the
bike, I would...

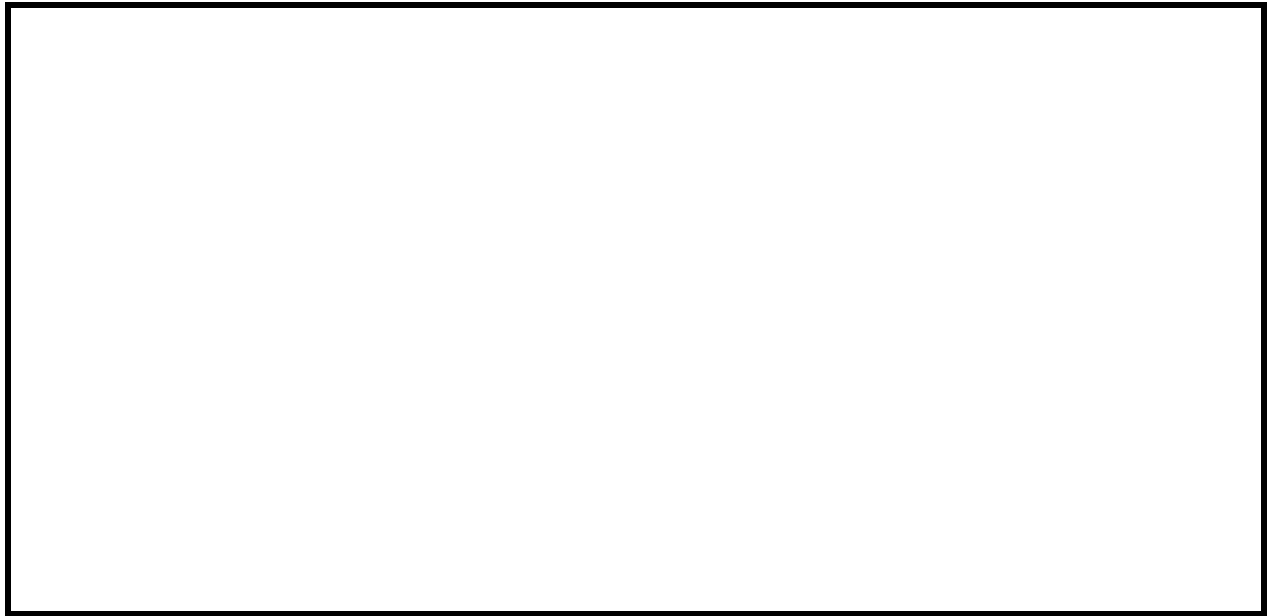


Name: _____

Story Writing

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

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



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 on a Bike

Problem	Draw	Write

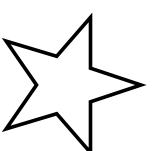
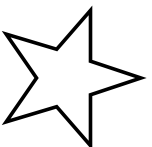
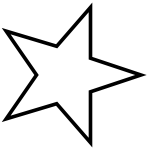
Solution	Draw	Write

Four in a Row



Two player game: Each player has a color counter or specific marker color. Students try to get four in a row. Students must read the word before putting down a counter. The first student to get four in a row wins.

Read for the Stars, long i



Is the time on
the clock fast?

The kid smiles on
the slide.

Let's go on a
bike ride.

The pals went on
a five mile hike.

The slime is on
the big tile.

He can drive the
wide van.

I like to win
and get a prize.

The bus line can
get us to him.

Grab a ripe lime.

The five vines
stick to the box.

Put the nine
socks in a pile.

I am fine.

1

2

3

4

5

6

Name: _____

Book	Dog's Shop	Step 4, supplemental																							
Sound-Spellings Skills Focus	o_e: bulldoze, grove, stone, poles, mopes, chokes, nope, bathrobes, totes, wove, scones, stove, home, slopes, chose, tones, telescope, poles, rope, notes, jokes, vote, spoke																								
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically i_e) - Four in a Row, o_e (included) - Read for the Stars, sentences, o_e #1 (included)																								
Slow Down Sounds	- CVCe, o_e - CVCe, a_e (name, made) - 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>con-struct</td><td>bull-doze</td><td>met-al</td><td>bas-kets</td></tr><tr><td>bath-robes</td><td>tel-es-cope</td><td>ex-press</td><td>home-made</td></tr></table>			con-struct	bull-doze	met-al	bas-kets	bath-robes	tel-es-cope	ex-press	home-made														
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bath-robes	tel-es-cope	ex-press	home-made																						
Phonemic Awareness	Long or Short: (from the Daily Dos) Teachers review the sound of long /O/ and short /o/ and write "o" in a visible place. Teachers say a set of words. If students hear a long vowel, they hold their hands wide. If students hear a short vowel, they put their hands close together. o – not, note, mop, slot, slope, stop, hope, broke, rot, dome, top, cove																								
Sticky Words		Vocabulary																							
<table><tr><td>y</td><td>ou</td><td>d</td><td>o</td><td>m</td><td>y</td></tr></table> you: The "y" spells /y/. The "ou" spells the long /oo/. do: The "d" spells the basic /d/ sound which students have learned. The "o" spells /oo/ which is an irregular spelling for this sound. my: The "m" spells /m/. The "y" spells /I/. Old Sticky Words <table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>h</td><td>a</td><td>v</td><td>e</td></tr><tr><td>h</td><td>e</td><td>g</td><td>oo</td><td>d</td><td>f</td><td>or</td><td></td></tr></table>		y	ou	d	o	m	y	th	e	t	o	h	a	v	e	h	e	g	oo	d	f	or		constructs – builds, puts together bulldoze – use a bulldozer to clear mopes – to pout or feel sad canvas – a strong, thick, scratchy cloth tote – a bag with handles scones – a small, biscuit-like cake discs – round sleds soft tones – pastel or muted colors products – an item made to sell telescope – an instrument that helps you see something far away as if it were close vote – to choose an option and express it homemade – made at home or by a person "set to sell" – ready to open the shop to receive sales	
y	ou	d	o	m	y																				
th	e	t	o	h	a	v	e																		
h	e	g	oo	d	f	or																			
Fluency Practice		Blending Lines																							
Comprehension & Connections	Suggested Questions: Where does Dog build his shop? (next to the grove)																								

	• What does Dog use to build his shop? (metal poles and stones) • What is the one problem with Dog's shop? (He doesn't have anything to sell in the shop.) • Name a few of the items that the friends make to sell in the shop. Connection Questions (connecting the student to the book): • Do you ever make crafts at home? What do you make? • Have you ever built something that broke or that didn't go as you wished? What was it, and how did you fix it? Partner Share Topics: • Tell a partner what kind of shop you would have if you built one. • Tell a partner something you could make to sell in Dog's Shop.
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" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> o_e – tone → stone, stole, pole, hole, home, dome, dove, cove, cone <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 after finishing the following statement: <i>Pretend you are Dog's pal. What could you sell in his shop?</i> *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	Shop Items • Students write the items that will be sold in the shop. Students can look back in the book, but students need to encode the words without copying them from the book. • Students draw a picture of the items above the written word.
Provided Resources	1. Blending Lines, <u>Dog's Shop</u> 2. Writing Response, <u>Dog's Shop</u> 3. Story Writing 4. Shop Items, <u>Dog's Shop</u> 5. Four in a Row, o_e 6. Read for the Stars, sentences, o_e #1

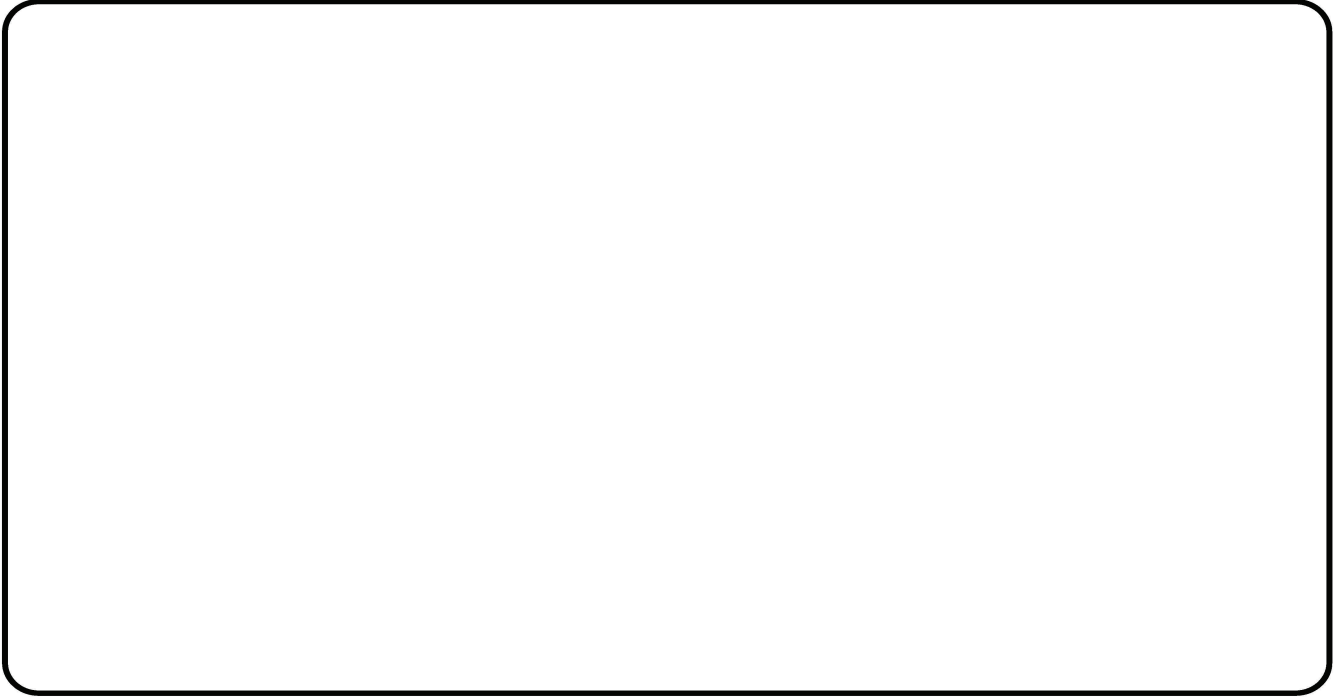
Blending Lines: Dog's Shop

Line 1 (minimal contrasts–new to known)	hop	hope	mop	mope		
Line 2 (vary initial sound)	tone	stone	notes	totes		
Line 3 (vary one sound)	nope	note	stove	stone		
Line 4 (mixed set, target skill)	grove	role	code	wove		
Line 5 (mixed set, target skill)	drove	broke	rope	zone		
Line 6 (review for mastery)	click	this	gift	stand		
Line 7 (challenge words)	homemade	bulldoze	telescope	bathrobes		
Line 8 (connected text)	Dog lifts stone blocks.					
Line 9 (connected text)	He can bulldoze a spot.					
Line 10 (sticky words)	<u>you</u>	<u>do</u>	<u>my</u>	to	he	the
		good	have	for		

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

Name: _____

Dream up a shop you could have. What is
the name? What would you sell?

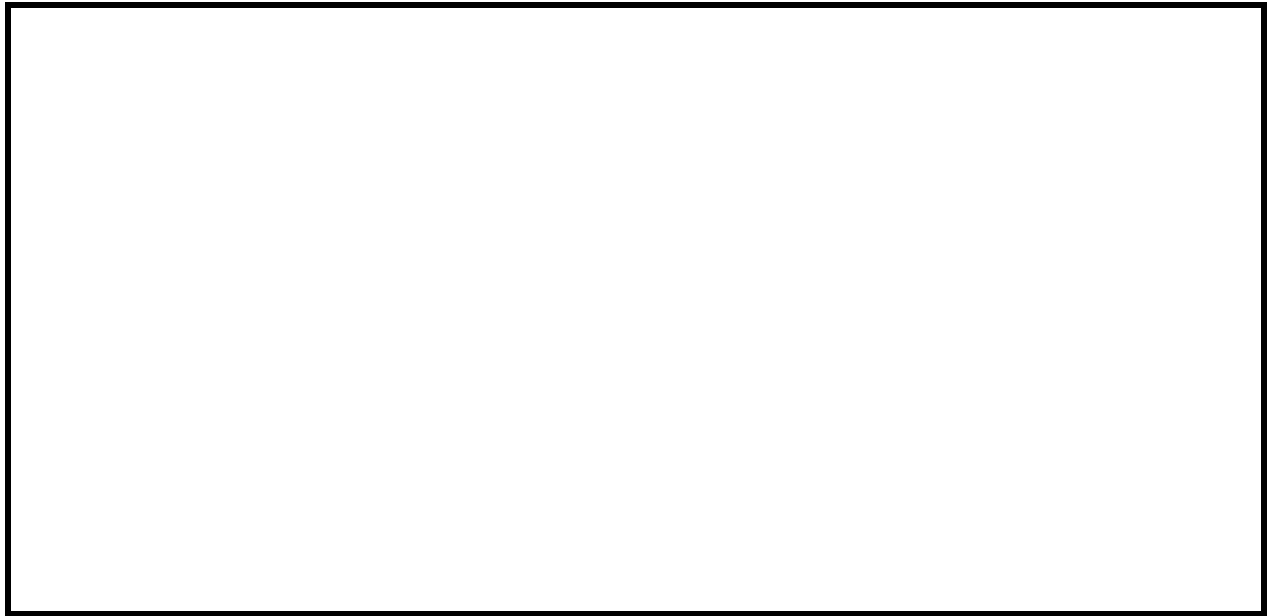


Name: _____

Story Writing

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

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



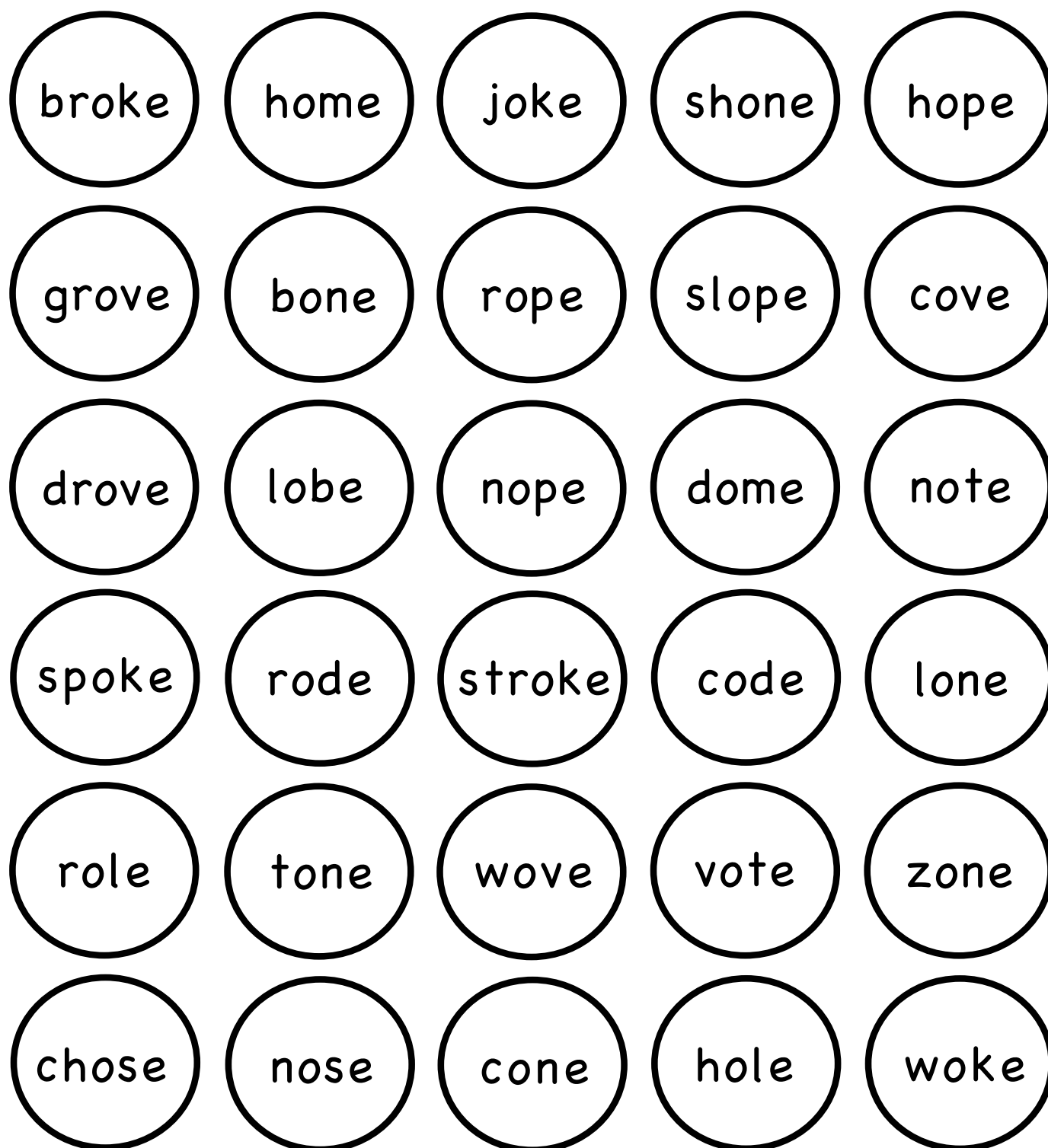
Dog's Shop

Shop Items

Think of the items that Dog's pals made to sell in the shop. Write the word by using the phonics you know and draw a picture.

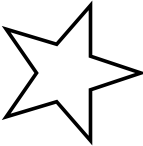
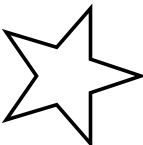
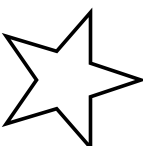
Four in a Row

long o, o_e



Two player game: Each player has a color counter or specific marker color. Students try to get four in a row. Students must read the word before putting down a counter. The first student to get four in a row wins.

Read for the Stars, long o, o_e

					
I hope we can be at home.	The man can bulldoze the zone.	The shop has a flag pole on top.			
Put the scones on the stove.	The dog dug up the big bone.	The van broke past the rope.			
The belt on the robe broke.	Let's sled on the slope.	I vote to go to the Fun Zone.			
The stone pokes the man.	I chose the mint chip cone.	The cat dove into a hole.			
1	2	3	4	5	6

Name:_____

Book	Cub's Skate Race	Step 4, supplemental																													
Sound-Spellings Skills Focus	soft "c" /s/ spelled "ce" in CVCe pattern: race, laces, grace, spaceship, place, pace, face, disgrace, embrace, ace a_e: skate, wakes, pavement, make, shape, tapes, fake, flames, cases, crates, plates, takes, lane, rate, pale, shame, mistake, shake, same, states, made, cave i_e: sunrise, glides, line, time																														
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with CVCe, specifically a_e/ace) - Four in a Row, a_e and soft c (included) - Read for the Stars, sentences, a_e and soft c (included)																														
Slow Down Sounds	CVCe, a_e, i_e Soft "c" spelled _ce - 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).																														
	sun-rise		ex-its		pave-ment																										
	mis-take		dis-grace		fin-ish																										
						space-ship																									
						met-al																									
NOTE: Adding "s" to words ending with /s/ also adds a syllable. (laces, traces, cases)																															
Phonemic Awareness	Long or Short: <i>(from the Daily Dos)</i> Teachers review the sound of long /A/ and short /a/ and write "a" in a visible place. Teachers say a set of words. If students hear a long vowel, they hold their hands wide. If students hear a short vowel, they put their hands close together. a – hat, name, man, lamp, gate, stack, bake, grape, trace, map, has, cave																														
Sticky Words				Vocabulary																											
th ey they: The "th" spells the voiced /th/ sound. The "ey" spells /A/. Old Sticky Words <table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>g</td><td>o</td><td>o</td><td>f</td></tr><tr><td>h</td><td>e</td><td>al</td><td>l</td><td>f</td><td>or</td><td></td><td></td></tr><tr><td>b</td><td>e</td><td>f</td><td>r</td><td>o</td><td>m</td><td>w</td><td>a</td><td>s</td></tr></table>				th	e	t	o	g	o	o	f	h	e	al	l	f	or			b	e	f	r	o	m	w	a	s	"laces up" – ties the laces of traces – draw in a specific shape to copy brace – secure, keep in place "take off" – to get started, to begin "hits the last lap" – starts the last lap pace – the steady speed that is kept shame – to feel humiliated or embarrassed because one does something wrong pale – without color disgrace – a person who is shameful shake it off – to rid of the bad feelings embrace – to hug or put arms around ace – to do well, get top scores		
th	e	t	o	g	o	o	f																								
h	e	al	l	f	or																										
b	e	f	r	o	m	w	a	s																							
Fluency Practice				Blending Lines																											
Comprehension & Connections	Suggested Questions: How does Cub get ready for the race? (practices every morning, etc.)																														

	• What kind of a race is it? (a spaceship race on skates) • What happens to make Cub feel shame? (He trips and falls on his face.) • How do the friends help Cub? (Give him support, lift him up, encourage him to finish the race, etc.) Connection Questions (connecting the student to the book): • Have you ever been in any kind of a race? What kind of a race was it? • Have you ever felt embarrassed or felt shame? What did you do about it? What can you tell yourself or a friend to help? Partner Share Topics: • Tell a partner what kind of spaceship you would make (color, shape, etc.) • Tell a partner about how you would help them if they were feeling bad.
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 and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> a_e – pace → race, face, fake, bake, brake, brace, trace, trade, tame <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 by answering the following question: <i>If you were in the Spaceship Skate Race, what kind of spaceship would you make?</i> *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	Sequencing-Beginning, Middle, End • Students each have a Sequencing-Beginning, Middle, End paper. • Students draw a picture for how the story begins, an event in the middle, and how the story ends. Students write a sentence for each picture. • Students explain their pictures and the sequence to a peer to practice explaining and using their words to describe the sequence.
Provided Resources	1. Blending Lines, <u>Cub's Skate Race</u> 2. Writing Response, <u>Cub's Skate Race</u> 3. Story Writing 4. Sequencing-Beginning, Middle, End 5. Four in a Row, a_e and soft c 6. Read for the Stars, sentences, a_e and soft c

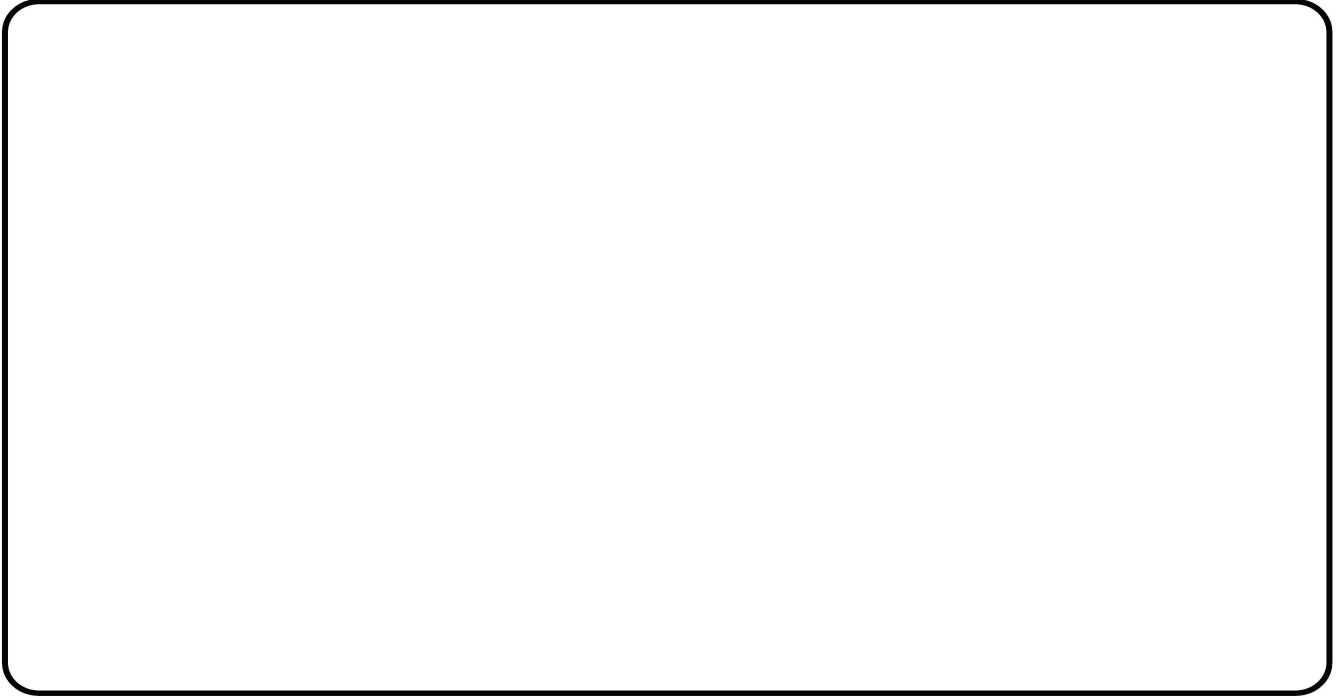
Blending Lines: Cubs Skate Race

Line 1 (minimal contrasts-new to known)	tap	tape	rack	race			
Line 2 (vary initial sound)	pace	place	take	shake			
Line 3 (vary one sound)	shake	shame	states	skates			
Line 4 (mixed set, target skill)	wakes	cave	fake	flames			
Line 5 (mixed set, target skill)	space	crates	plates	same			
Line 6 (review for mastery)	crafts	finish	month	trips			
Line 7 (challenge words)	embrace	disgrace	pavement	spaceships			
Line 8 (connected text)	He must make a spaceship.						
Line 9 (connected text)	Cub takes his place in lane ten.						
Line 10 (sticky words)	<u>they</u>	<u>are</u>	the	he	for	to	from
	of	go	be	all	was		

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

Name: _____

If you were in the Spaceship Skate Race, what
kind of spaceship would you make?

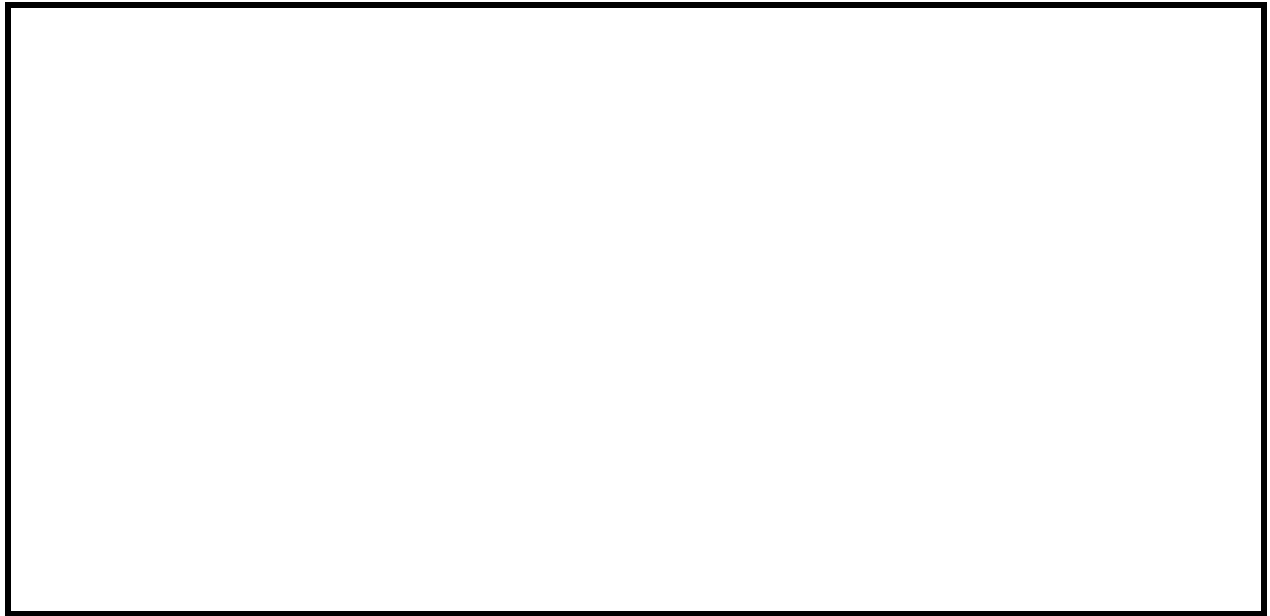


Name: _____

Story Writing

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

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



Name: _____

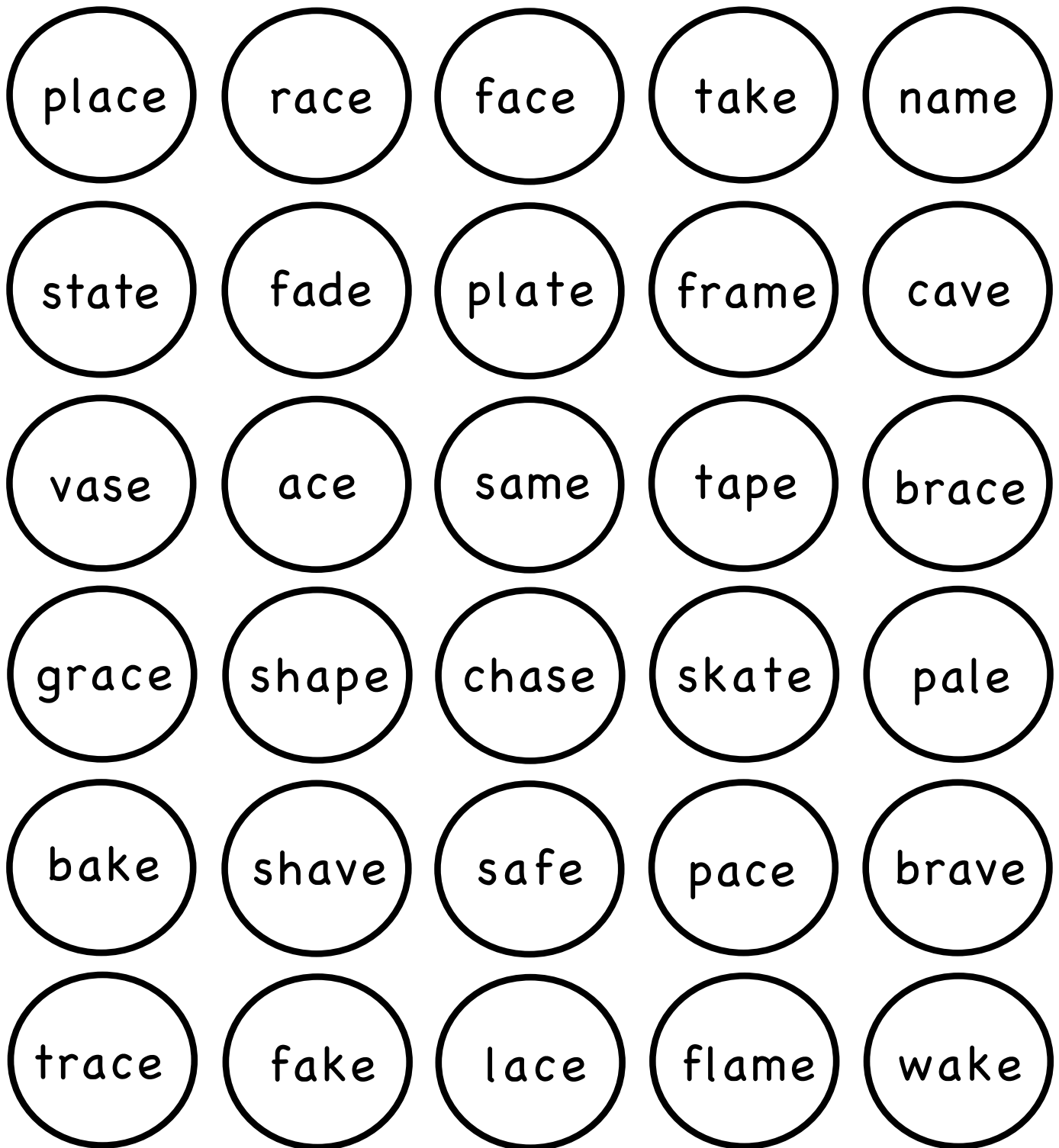
Beginning

Middle

End

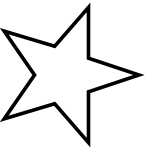
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Four in a Row



Two player game: Each player has a color counter or specific marker color. Students try to get four in a row. Students must read the word before putting down a counter. The first student to get four in a row wins.

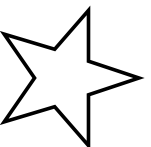
Read for the Stars, long a (a_e) and soft c



I got last place
in the race.

I lost a necklace
and a bracelet.

The fireplace makes
my face hot.



I can lace up
my skates.

Trace the shape
on the canvas.

I did misplace
my pen case.

He is brave to
save his pals.

The plane is in
a safe place.

The spaceship lands
on the lane.

The kid got
braces.

He is graceful as
he skates.

The class can
ace this test.

1

2

3

4

5

6

Name: _____

Book	Chimp And The Mice	Step 4, supplemental																																					
Sound-Spellings Skills Focus	soft "c" /s/ spelled "ce" in CVCe pattern: advice, nice, rice, price, spice, dices, ice, slices, mice, entices, race, Brice, i_e, ie: drive, chives, prime, rice, lime, nine, pile, vine, fries, ripe, inside, fine, Clive, time, smiles, admires, bite, fine																																						
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically i_e) - Four in a Row, i_e + ce (included) - Read for the Stars, sentences, i_e + ce (included)																																						
Slow Down Sounds	- CVCe, i_e - Soft "c" spelled _ce - CVCe (home, make, grateful, names, waves, grapes) - 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>vis-it</td><td>ad-vice</td><td>supp-lies</td><td>in-side</td></tr><tr><td>ad-mires</td><td>grate-ful</td><td>en-tice</td><td></td></tr></table>			vis-it	ad-vice	supp-lies	in-side	ad-mires	grate-ful	en-tice																													
	vis-it	ad-vice	supp-lies	in-side																																			
ad-mires	grate-ful	en-tice																																					
NOTE: Adding "s" to words ending with /s/ also adds a syllable. (dices, slices)																																							
Phonemic Awareness	Long or Short: (from the Daily Dos) Teachers review the sound of long /I/ and short /i/ and write "i" in a visible place. Teachers say a set of words. If students hear a long vowel, they hold their hands wide. If students hear a short vowel, they put their hands close together. i - mice, fin, fine, whisk, win, wipe, lint, lime, chin, chips, chimes, chill, mine																																						
Sticky Words		Vocabulary																																					
<table><tr><td>y</td><td>ou</td></tr></table> you: The "y" spells /y. The "ou" spells the long /oo/. Old Sticky Words <table><tr><td>th</td><td>e</td><td>t</td><td>o</td><td>f</td><td>r</td><td>o</td><td>m</td></tr><tr><td>h</td><td>e</td><td>f</td><td>or</td><td></td><td></td><td>o</td><td>f</td></tr><tr><td>p</td><td>u</td><td>t</td><td>p</td><td>u</td><td>t</td><td>s</td><td>t</td><td>oo</td></tr><tr><td>h</td><td>a</td><td>v</td><td>e</td><td>g</td><td>oo</td><td>d</td><td></td><td></td></tr></table>		y	ou	th	e	t	o	f	r	o	m	h	e	f	or			o	f	p	u	t	p	u	t	s	t	oo	h	a	v	e	g	oo	d			advice - guidance or recommendations chives - plant related to an onion, an herb prime rib - a cut of steak "good price" - affordable, possibly on sale supplies - resources, a stock of something that is needed spice - substance that adds flavor to food dices - cut into small pieces entice - attract or tempt fine - good admires - look at happily or with pleasure grateful - thankful	
y	ou																																						
th	e	t	o	f	r	o	m																																
h	e	f	or			o	f																																
p	u	t	p	u	t	s	t	oo																															
h	a	v	e	g	oo	d																																	
Fluency Practice		Blending Lines																																					
Comprehension & Connections	Suggested Questions: Who did Chimp call to get help and advice? (Duck)																																						

	- What is the first thing the friends do to get ready? (They make a plan for what to make.) - What do the friends do second to get ready? (Chimp goes to a shop to buy supplies) - What items do the friends plan to make? (eggs with chives, prime rib, rice, a lime drink and grapes) - How do the friends trap the mice? (They set up a box on a string, leave scraps to entice the mice, and pull the string to trap them under the box.) - What does Chimp's mom think of the home he made for the mice? (She admires it, she likes it, she thinks it's nice, etc.) Connection Questions (connecting the student to the book): - Have you ever cooked a meal or a certain food? If you did, what did you make? - What would be your perfect meal to make or eat? Partner Share Topics: - Tell a partner what you would make for the meal if you were Chimp. - Tell a partner about a pet you have or a pet you would want to have.
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 "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> i_e – rice → price, nice, mice, mile, tile, time, dime, dice, slice, spice <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 after finishing the following statement: <i>If you had mice, what home would you build for them?</i> *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	Step-by-Step Directions Students explain and illustrate 4 of the steps Chimp and Duck took to make the meal for Chimp's parents.
Provided Resources	1. Blending Lines, <u>Chimp And The Mice</u> 2. Writing Response, <u>Chimp And The Mice</u> 3. Story Writing 4. Step-by-Step Directions, <u>Chimp And The Mice</u> 5. Four in a Row, i_e + ce 6. Read for the Stars, sentences, i_e + ce

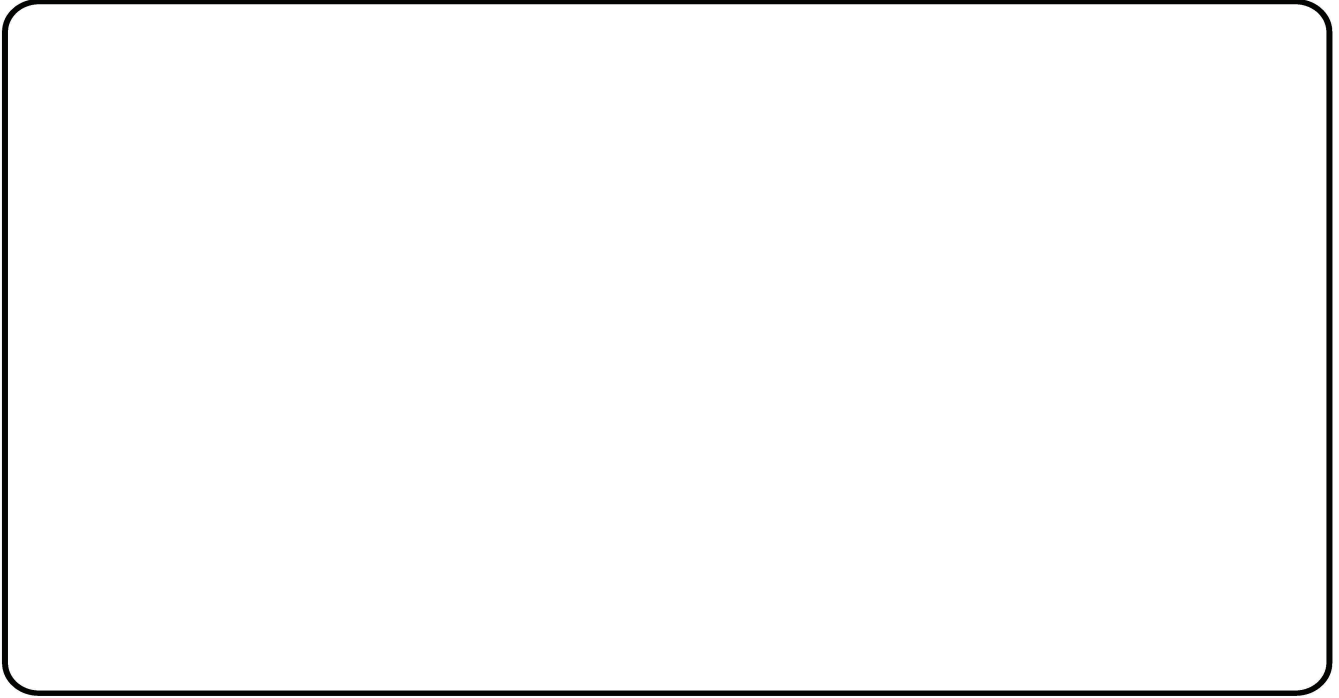
Blending Lines: Chimp And The Mice

Line 1 (minimal contrasts–new to known)	prim prime bit bite
Line 2 (vary initial sound)	mice rice nice spice
Line 3 (vary one sound)	ripe rice prime price
Line 4 (mixed set, target skill)	dices lime nine race
Line 5 (mixed set, target skill)	chives slices price smiles
Line 6 (review for mastery)	pinch cracks drinks shops
Line 7 (challenge words)	admire entice supplies advice
Line 8 (connected text)	Chimp rings Duck to get advice.
Line 9 (connected text)	Duck makes rice with a pinch of spice.
Line 10 (sticky words)	<u>you</u> to the too he for from of put puts have good

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

Name: _____

If you had mice, what home would you build
for them?

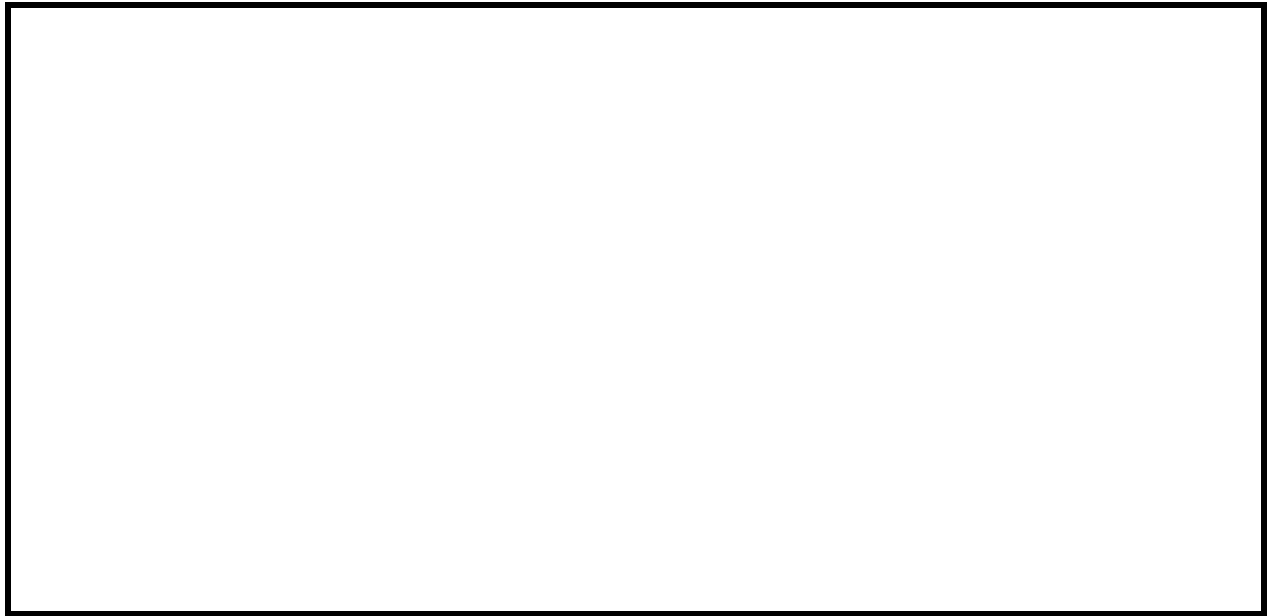


Name: _____

Story Writing

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

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



Name: _____

Step-By-Step Directions

Chimp And The Mice

Explain and illustrate 4 of the steps Chimp and Duck took to make the meal for Chimp's parents.

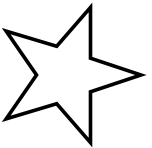
1) _____ _____ _____ _____	2) _____ _____ _____ _____
3) _____ _____ _____ _____	4) _____ _____ _____ _____

Four in a Row



Two player game: Each player has a color counter or specific marker color. Students try to get four in a row. Students must read the word before putting down a counter. The first student to get four in a row wins.

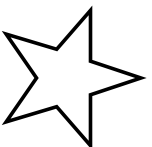
Read for the Stars, long i, soft c



Five mice ran
past a bike.

I have had to fix
the pipe twice.

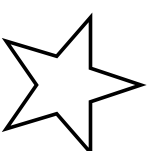
I cracked nine of
the tiles.



The prize is at
the finish line.

Is it time to go
on a hike?

The kid has a
nice smile.



The cat hides in
the pile of rags.

The hive is on
top of the slide.

The ice is in the
glass that is mine.

The price of rice
is a dime.

Slice up the
limes for me.

Let's ride a bike
to the hillside.

1

2

3

4

5

6

Name: _____

Book	Frog on the Dunes	Step 4, supplemental																														
Sound-Spellings Skills Focus	u_e, ue (/oo/ and /U/): dunes, duke, value, true, fuse, mule, cute, brute, use, tunes, blue, cube, include a_e: tale, made, navigate, share, take, o_e: broke, rode, jokes, close, hopes, notes, home i_e: ride, miles, time, hide, like, prize																															
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically i_e) - Read for the Stars, sentences, o_e #1 (included) - Four in a Row, u_e, ue (included)																															
Slow Down Sounds	- 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>att-ic</td><td>up-on</td><td>hidd-en</td><td>val-ue</td><td>nav-ig-ate</td><td>in-clude</td></tr><tr><td>fan-tas-tic</td><td>cam-el</td><td>rent-ed</td><td>trav-el-ed</td><td>sun-set</td><td></td></tr></table>							att-ic	up-on	hidd-en	val-ue	nav-ig-ate	in-clude	fan-tas-tic	cam-el	rent-ed	trav-el-ed	sun-set														
att-ic	up-on	hidd-en	val-ue	nav-ig-ate	in-clude																											
fan-tas-tic	cam-el	rent-ed	trav-el-ed	sun-set																												
Phonemic Awareness	Long or Short: (from the Daily Dos) Teachers review the sound of long /U/ and short /u/ and write "u" in a visible place. Teachers say a set of words. If students hear a long vowel, they hold their hands wide. If students hear a short vowel, they put their hands close together. u – cub, bump, cube, rule, grunt, tube, mud, mule, mute, blue, cut, cute																															
Sticky Words			Vocabulary																													
<table><tr><td>th</td><td>ey</td><td></td><td></td><td>s</td><td>ai</td><td>d</td></tr></table> they: The "th" spells /th/. The "ey" spells the long /A/ which is irregular. said: The "s" and "d" spell the basic sounds, but "ai" spells /e/ in this word. Old Sticky Words <table><tr><td>th</td><td>e</td><td>b</td><td>e</td><td>g</td><td>o</td></tr><tr><td>o</td><td>f</td><td>s</td><td>ee</td><td>p</td><td>u</td><td>t</td></tr><tr><td>w</td><td>a</td><td>s</td><td></td><td></td><td></td></tr></table>			th	ey			s	ai	d	th	e	b	e	g	o	o	f	s	ee	p	u	t	w	a	s				attic – a space or room just below the roof of a building duke – a man that has a high title and status sand dunes – mounds or hills of sand that are formed by wind mule – a mix between a donkey and a horse ATV – "All Terrain Vehicle," a vehicle that can ride over lots of types of land fuse – a safety device made of wire quest – a long search for something, trek navigate – plan and direct the route "x" on the map – the spot trying to be reached that often covers a treasure cube – a symmetrical three-dimensional shape like dice value – the worth of something			
th	ey			s	ai	d																										
th	e	b	e	g	o																											
o	f	s	ee	p	u	t																										
w	a	s																														
Fluency Practice			Blending Lines																													
Comprehension	Suggested Questions:																															

& Connections	• Where did Frog find the map? (Gran's chest in the attic) • What were the first two transportation methods the friends tried to use to cross the dunes? (ATV, mule) • What made the time go so quickly while the friends were traveling? (their time together, having fun, singing and humming, telling jokes, sharing their hopes and dreams) • What was inside the cube-shaped chest? (notes and pictures of the Duke and his friends) • Why do you think the friends wanted to hide the map for someone else? Connection Questions (connecting the student to the book): • Have you ever been on a quest or a hunt for something? If so, what were you looking for? • What is something valuable to you that might not be worth much money but has personal value? Partner Share Topic: • Tell a partner what you would put in the chest that has value for you.
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 "u_e" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> <u>u_e</u> – cube → cute, flute, mute, mule, rule, rube, tube, tune, dune, duke <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 after finishing the following statement: <i>If you had a chest for things you value, what would be in the chest?</i> *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	Write a Letter • Students dream up a quest they went on. • Students write a letter to someone special about the imaginary quest they went on.
Provided Resources	1. Blending Lines, <u>Frog on The Dunes</u> 2. Writing Response, <u>Frog on The Dunes</u> 3. Story Writing 4. Write a Letter 5. Four in a Row, <u>u_e</u>, <u>ue</u> 6. Read for the Stars, sentences, <u>u_e</u>, <u>ue</u> #2

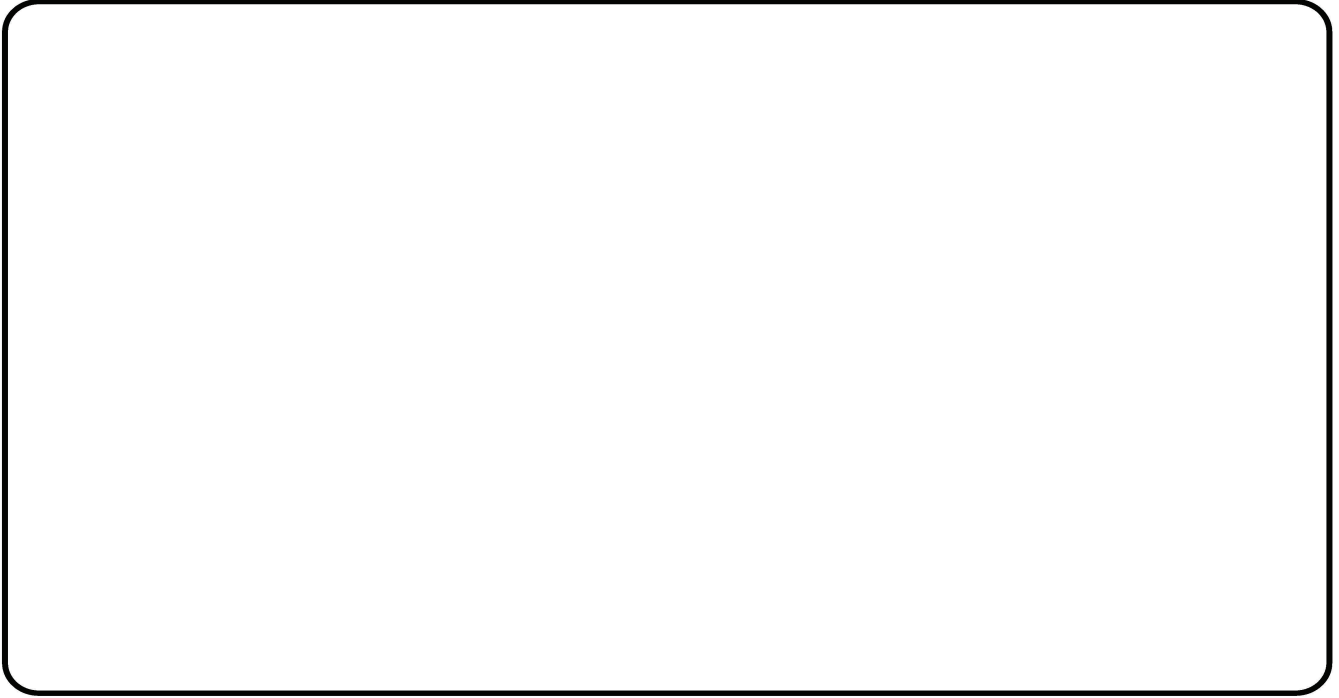
Blending Lines: Frog on the Dunes

Line 1 (minimal contrasts-new to known)	fuss	fuse	cut	cute		
Line 2 (vary initial sound)	blue	true	tunes	dunes		
Line 3 (vary one sound)	dune	duke	quest	chest		
Line 4 (mixed set, target skill)	mule	fuse	cube	prize		
Line 5 (mixed set, target skill)	share	hopes	time	broke		
Line 6 (review for mastery)	things	chat	sand	that		
Line 7 (challenge words)	value	include	navigate	traveled		
Line 8 (connected text)	The tale must be true !					
Line 9 (connected text)	Frog got a mule to ride.					
Line 10 (sticky words)	<u>they</u>	<u>said</u>	was	of	the	be
		go	see	put		

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

Name: _____

If you had a chest for things you value,
what would be in the chest?

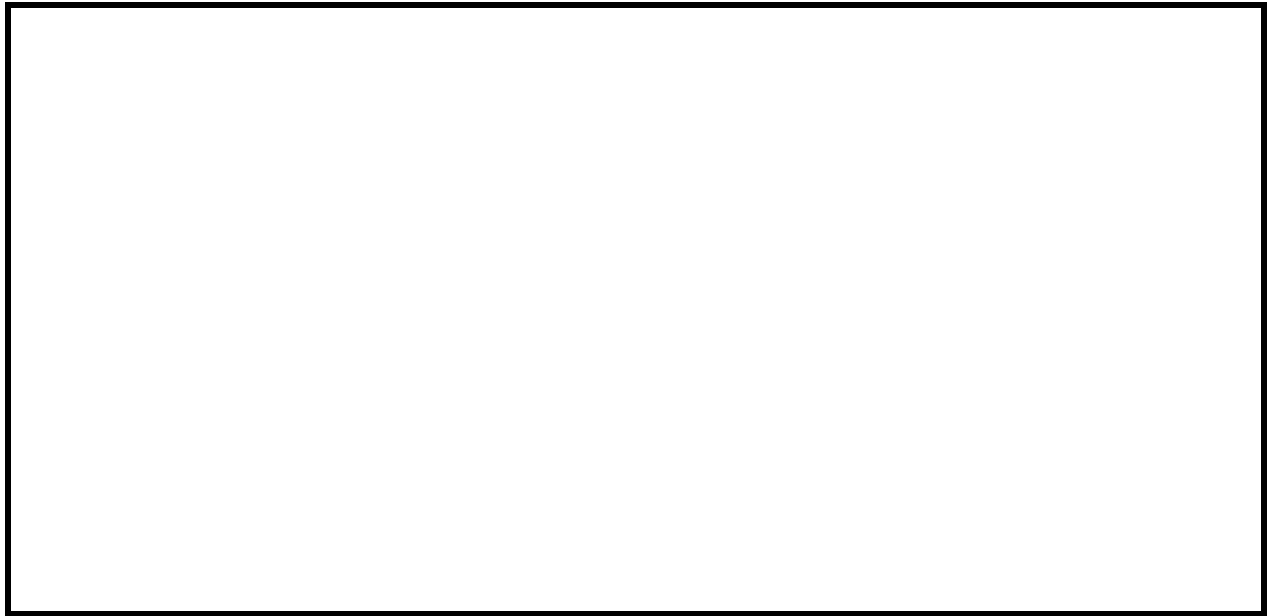


Name: _____

Story Writing

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

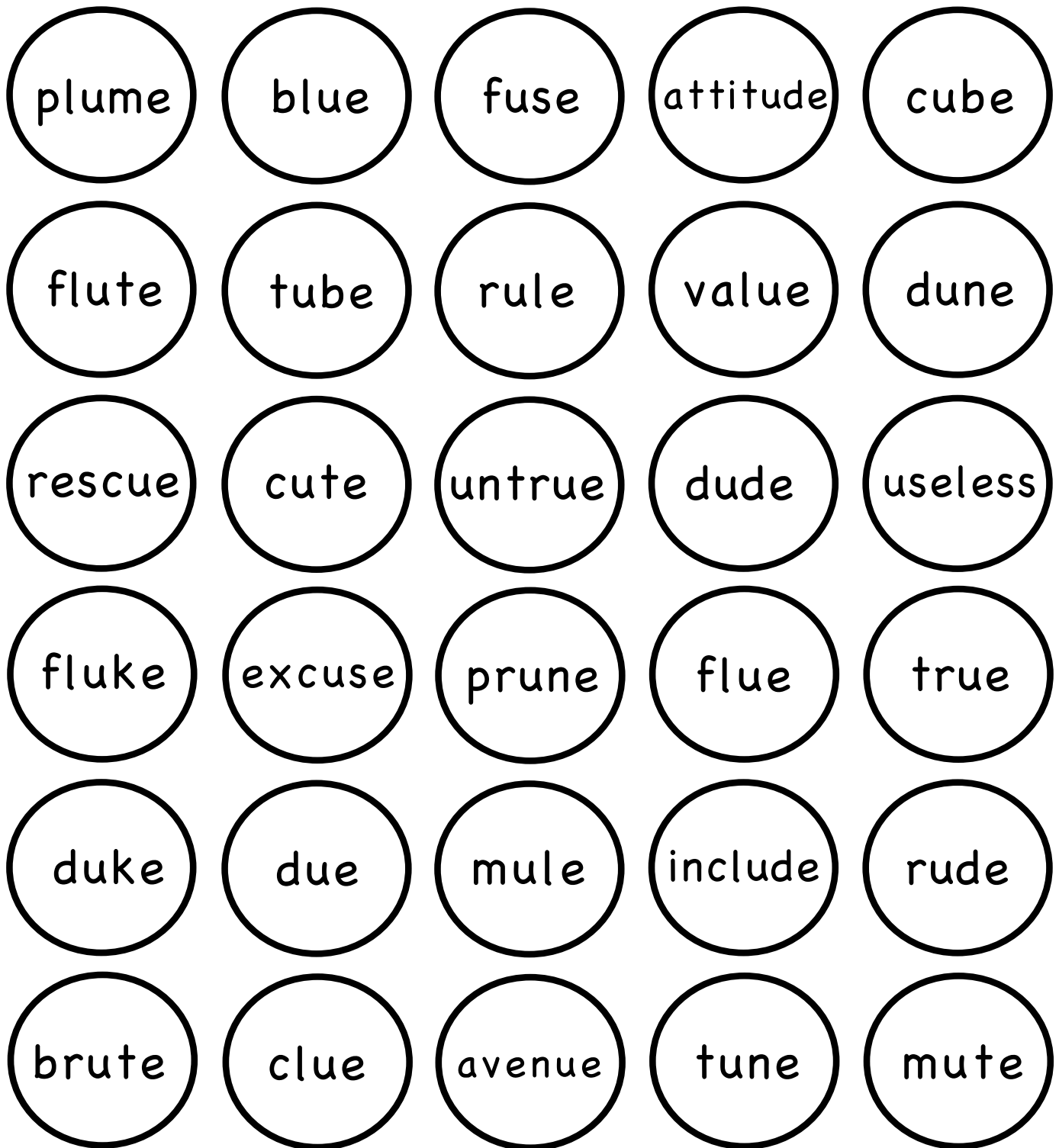
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Date:

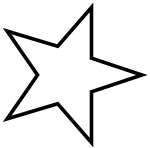
Dear

Sincerely,

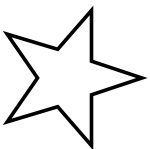


Two player game: Each player has a color counter or specific marker color. Students try to get four in a row. Students must read the word before putting down a counter. The first student to get four in a row wins.

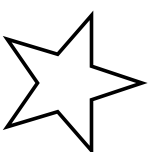
Read for the Stars, long u



The duke put on a blue jacket.



The flute makes a good tune.



The chest has a big value.

The tube split and is useless.

The rule is to mute the TV.

Can he include glue on the list?

The cute mule is in his shed.

Rescue the man on the avenue.

Excuse my rudeness.

The cube is hidden in a dune.

The rude dog is a brute.

The dude ranch has mules.

1

2

3

4

5

6

Name: _____

Book	The Fire Snakes	Step 4, supplemental	
Sound-Spellings Skills Focus	a_e: snakes, take, gate, brave, save, flames, safe o_e: hose, nose, smoke, cones, pole i_e: pride, shine, tires, side, chime, slide, drive, fire, ignite u_e: plume		
Hands-On Activity choose 1	- Couple Card match (picture to words with CVCe, specifically i_e) - CVCe Change sheet (included) - Read for the Stars, sentences, mixed CVCe #1 (included)		
Slow Down Sounds	CVCe mixed - 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).		
	jack-ets	ig-nite	mis-hap
Phonemic Awareness	Long or Short: (from the Daily Dos) Teachers review the sound of long /A/ and short /a/ and write "a" in a visible place. Teachers say a set of words. If students hear a long vowel, they hold their hands wide. If students hear a short vowel, they put their hands close together. a – flat, late, snack, snake, pan, lamp, plant, plate, shape, stand		
Sticky Words		Vocabulary	
ar e th ey are: The "ar" is an r-controlled spelling and spells /ar/. The "e" is extra. they: The "th" spells the voiced /th/ sound. The "ey" spells /A/. Old Sticky Words th e t o g o o f s ee p u t		take pride – to feel a sense of accomplishment drifts – be carried slowly by a current of air chime – a ringing sound often made by a bell plume of smoke – a tall, thin mass or column of smoke that rises up into the air ignite – catch fire or cause to catch fire mishap – and unlucky accident ash – a powdery residue left after something burns brave – courage in the face of danger	
Fluency Practice		Blending Lines	
Comprehension & Connections	Suggested Questions: - What is the job of the snakes? (firemen, fire-snakes) - How do they know there is a fire? (the chime of the alarm, the smell in their nose) - How did the fire start at Pig's place? (a wind took the match that was lit, and it hit the gate)		

	- How do you think the snakes feel about themselves after the fire is put out? Connection Questions (connecting the student to the book): - What do you do that makes you proud of yourself? - What kind of a job would you like to have when you grow up? Partner Share Topic: - Tell a partner about the job you would like to have and why.
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 and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> a_e – cape → cave, save, brave, crave, crane, lane, plane, plate <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 after finishing the following statement: <i>The snakes are fire-snakes. Describe the job you want to have.</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>The Fire Snakes</u> - Writing Response, <u>The Fire Snakes</u> - Story Writing - Problem and Solution Table, <u>The Fire Snakes</u> - CVCe Change sheet - Read for the Stars, sentences, mixed CVCe #1

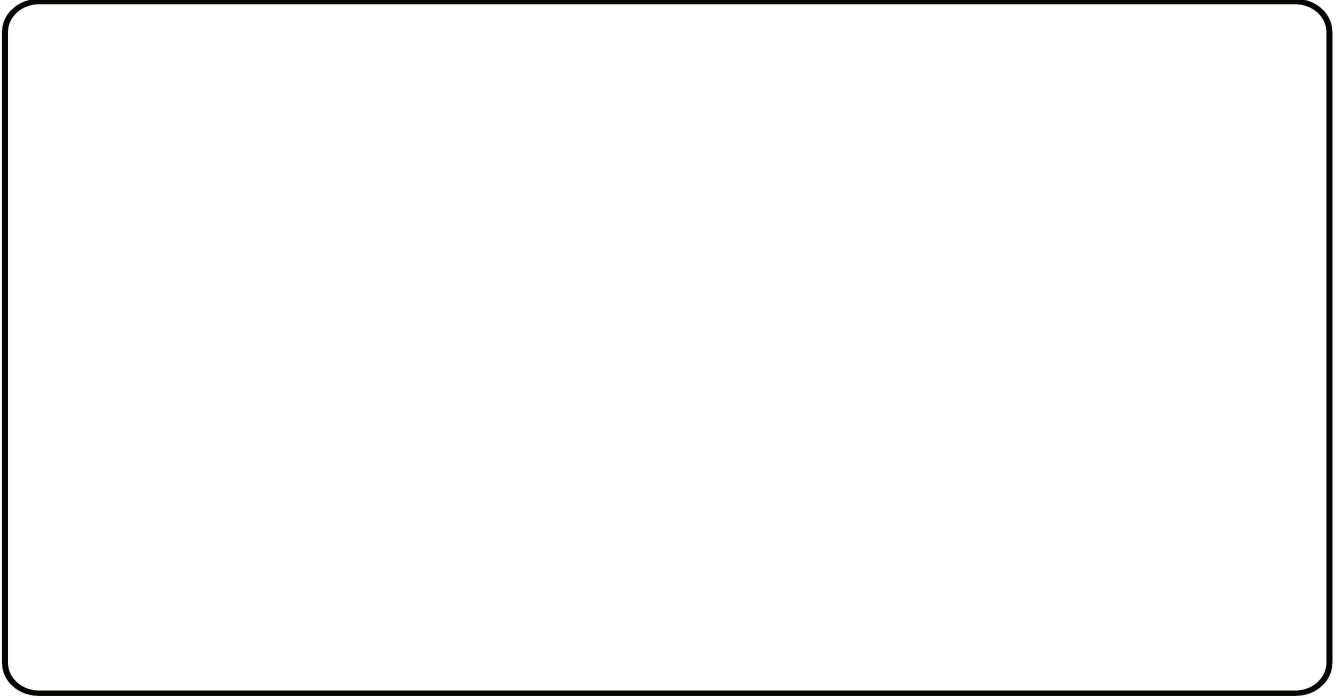
Blending Lines: The Fire Snakes

Line 1 (minimal contrasts–new to known)	shin shine slid slide
Line 2 (vary initial sound)	save brave tire fire
Line 3 (vary one sound)	slide side hose nose
Line 4 (mixed set, target skill)	snakes plume pole safe
Line 5 (mixed set, target skill)	flames smoke chime gate
Line 6 (review for mastery)	jump match grill bells
Line 7 (challenge words)	mishap ignite jackets
Line 8 (connected text)	They take pride in the job !
Line 9 (connected text)	They shine and prep the truck.
Line 10 (sticky words)	<u>they</u> <u>are</u> the to go put see of

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

Name: _____

The snakes are fire-snakes. Describe the job
you want to have.

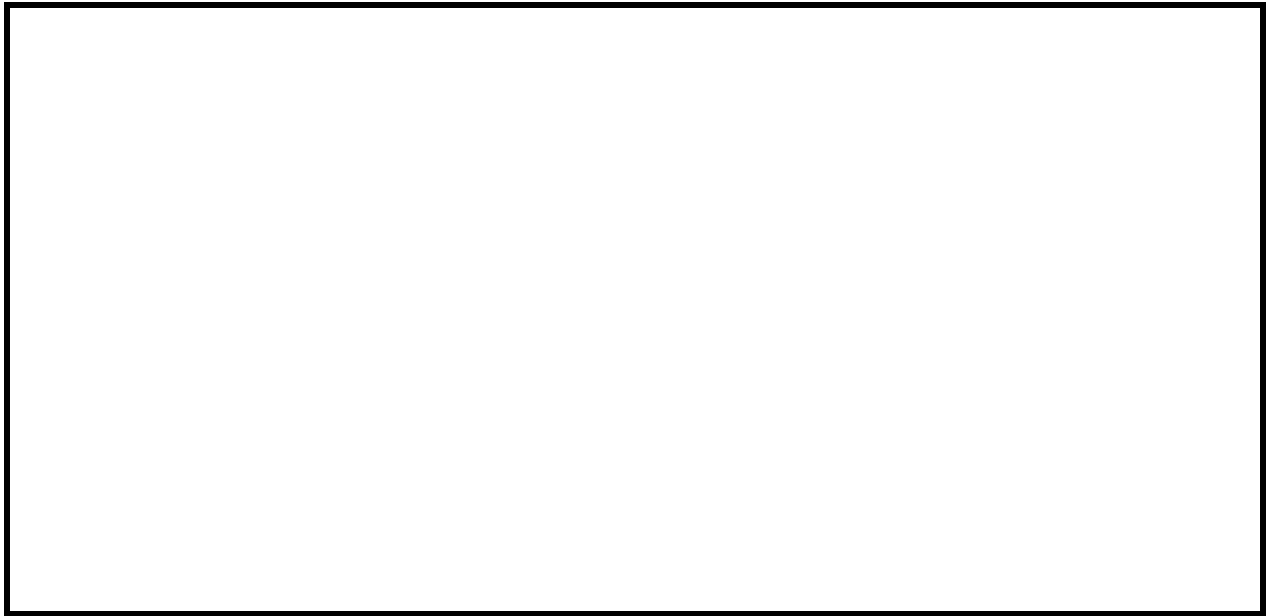


Name: _____

Story Writing

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

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



Name: _____

Problem and Solution

Problem: What happened ? What has gone wrong ?

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

BOOK: The Fire Snakes

Problem	Draw	Write

Solution	Draw	Write

Name: _____

Read the word first. Add a sneaky "E" and then draw a picture of the new word.

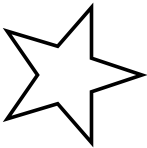
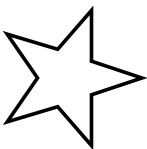
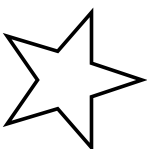
can__	cut__	glob__	pin__

man__	rob__	cap__	at__

dim__	strip__	slid__	not__

tap__	cub__	tub__	cod__

Read for the Stars, CVCe mixed #1

					
The snake slides on the slope.	A mole digs a big hole.	He broke the glass frame.			
Put the cones on the pavement.	His mom has homemade cakes.	Dan bakes nine scones for dad.			
Let's drive to the grove.	Beth dives into the blue lake.	The rose sits in a black vase.			
His home has grape vines.	State your name and address.	Let's make a maze for ants.			
1	2	3	4	5	6

Name:_____

Book		Duck at Camp Gem		Step 4, supplemental																											
Sound-Spellings Skills Focus		/j/ spelled "dge": smidge, lodge, ridge, bridge, ledge, edge, judge, badge, dodged, sludge, hedge, fudge, wedge, hodge-podge soft "g" /j/: gem, huge, intelligent, change, fidgets, sage, pungent, stage, magic, legends, agile, bulge, suggested, fragile, gist, page, age a_e: made, safe, make, tales, careful i_e: hike, campfires, dive, smile, time o_e: note, home, homesick, episode																													
Hands-On Activity <i>choose 1</i>		• Four in a Row, soft g (included) • Read for the Stars, sentences, CVCe and soft g (included)																													
Slow Down Sounds		• Soft "g" /j/ - spelled "dge" and spelled when followed by i, e, y • CVCe mixed • 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>home-sick</td><td>in-tell-ig-ent</td><td>fidge-ets</td><td>pun-gent</td><td>tal-ent</td></tr><tr><td>con-test</td><td>ag-ile</td><td>ep-is-ode</td><td>sug-gest-ed</td><td>care-ful</td></tr><tr><td>frag-ile</td><td></td><td></td><td></td><td></td></tr></table>				home-sick	in-tell-ig-ent	fidge-ets	pun-gent	tal-ent	con-test	ag-ile	ep-is-ode	sug-gest-ed	care-ful	frag-ile															
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con-test	ag-ile	ep-is-ode	sug-gest-ed	care-ful																											
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Phonemic Awareness		Long or Short: <i>(from the Daily Dos) Teachers say a set of words. If students hear a long vowel, they hold their hands wide. If students hear a short vowel, they put their hands close together.</i> a – hat, <u>name</u>, man, lamp, gate, stack, <u>bake</u>, <u>grape</u>, trace, map, has, <u>cave</u>																													
Sticky Words			Vocabulary																												
<table><tr><td>ar</td><td>e</td><td>y</td><td>ou</td><td>w</td><td>e</td><td>m</td><td>e</td><td>m</td><td>y</td></tr></table> are: The "ar" is an r-controlled spelling and spells /ar/. The "e" is extra. you: The "y" spells /y/. The "ou" spells the long /oo/. my: The "m" spells /m/, which has been learned, but "y" spells /I/ which has not been learned yet. we/me: The consonant spells the basic sound. The "e" spells the long vowel sound /E/ because it is an open syllable. <table><tr><td>b</td><td>e</td><td>t</td><td>o</td><td>th</td><td>e</td><td>o</td><td>f</td></tr><tr><td>f</td><td>or</td><td>w</td><td>a</td><td>s</td><td></td><td></td><td></td></tr></table>			ar	e	y	ou	w	e	m	e	m	y	b	e	t	o	th	e	o	f	f	or	w	a	s				smidge – a little bit, a small amount lodge – a wooden/log building intelligent – smart craft – activity in making something fidget – a small, hand-held toy used to help calm/divert the senses sage – a grayish-green herb pungent – strong (as in smell) legend – a traditional story "bad episode" – a bad thing happened swelled – became larger or rounder bulge – a swollen bump agile – graceful "get the gist" – understand, get the idea hodge-podge – a mixture		
ar	e	y	ou	w	e	m	e	m	y																						
b	e	t	o	th	e	o	f																								
f	or	w	a	s																											
Fluency Practice			Blending Lines																												

Comprehension & Connections	Suggested Questions: • Where did Duck go? (Camp Gem) • Who was Duck writing to? (his mom) • How did Duck get hurt? (He tripped and fell into a hedge.) • How do his pals help make Duck feel better? (They make him fudge.) • What do you think Duck's mom packs for him in the care package? Connection Questions (connecting the student to the book): • Have you ever been to a camp? If not, would you like to go to one and what would it be like? If yes, what was it like? • What would you pack in a care package for Duck? Partner Share Topics: • Tell a partner what talent you would do for the camp talent show. • Tell a partner about how you would feel about going to camp.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	Word Building: <i>Put the "ge" or "dge" in place and build the first word. Say each word and students build the new word.</i> ge – cage, page, huge, stage, gem, gent dge → fudge, budge, smudge, smidge, ridge, bridge, badge <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 after finishing the following statement: <i>Describe the camp you would want to go to.</i> *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.
Comprehension Activity	Major Events • Students each have a copy of the Major Events sheet. • Students write about 4 of the major events that happened at Camp Gem.
Provided Resources	1. Blending Lines, <u>Duck at Camp Gem</u> 2. Writing Response, <u>Duck at Camp Gem</u> 3. Story Writing 4. Major Events, <u>Duck at Camp Gem</u> 5. Four in a Row, CVCe and soft g 6. Read for the Stars, sentences, CVCe and soft g

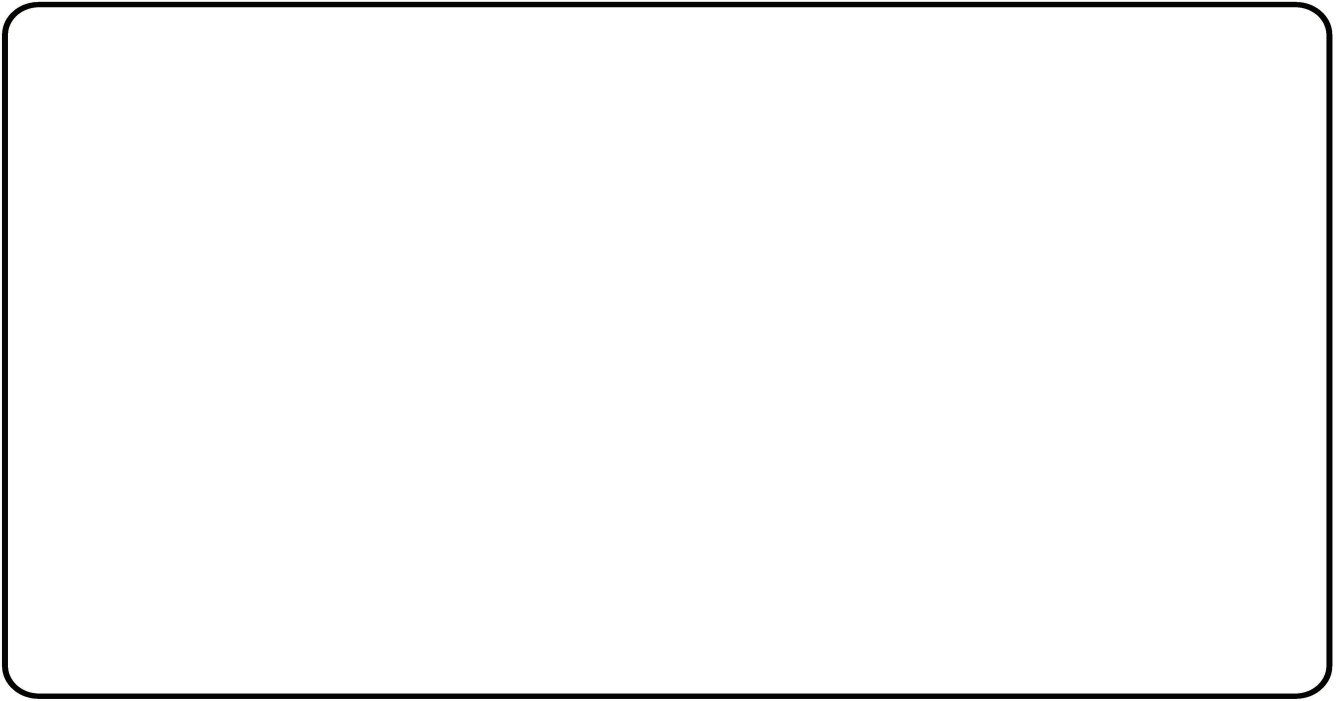
Blending Lines: Duck at Camp Gem

Line 1 (minimal contrasts–new to known)	same <u>sage</u> dock <u>dodge</u>
Line 2 (vary initial sound)	edge ledge age sage
Line 3 (vary one sound)	fudge sludge ridge smidge
Line 4 (mixed set, target skill)	gist gem huge judge
Line 5 (mixed set, target skill)	bridge badge bulge change
Line 6 (review for mastery)	crossed smells grass safe
Line 7 (challenge words)	pungent legend fidgets intelligent
Line 8 (connected text)	I made it to Camp Gem.
Line 9 (connected text)	The lodge is huge.
Line 10 (sticky words)	<u>they</u> <u>are</u> the he for to from of go be all was

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

Name: _____

Describe the camp you would want to go to.

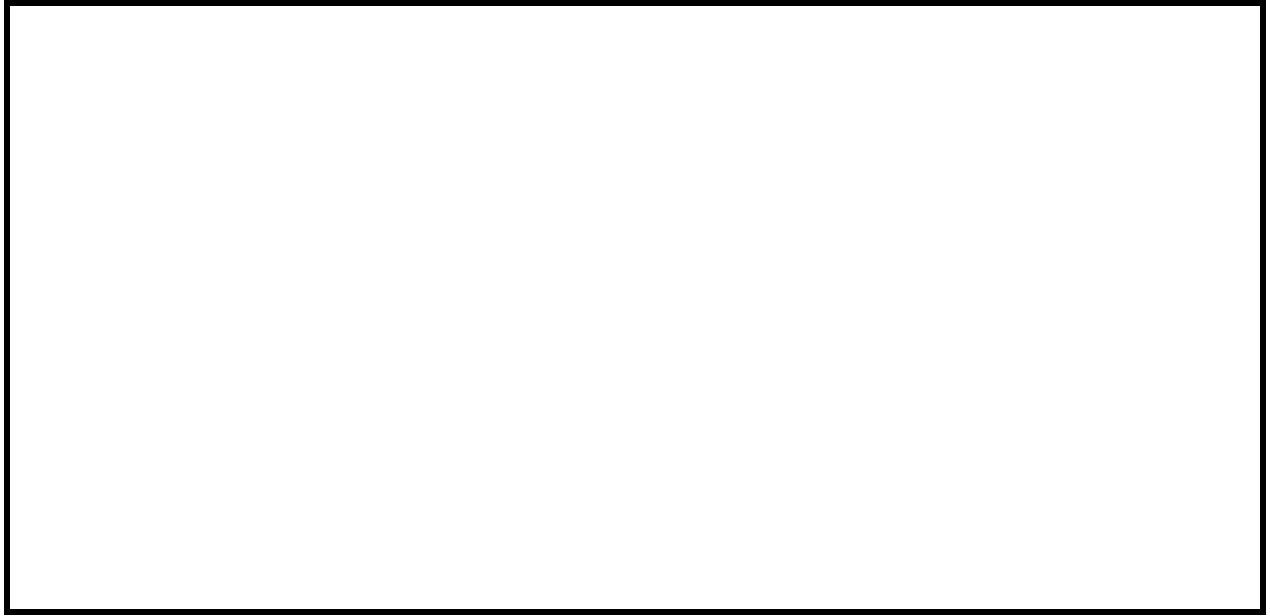


Name: _____

Story Writing

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

_____	_____	_____	_____
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_____	_____	_____	_____



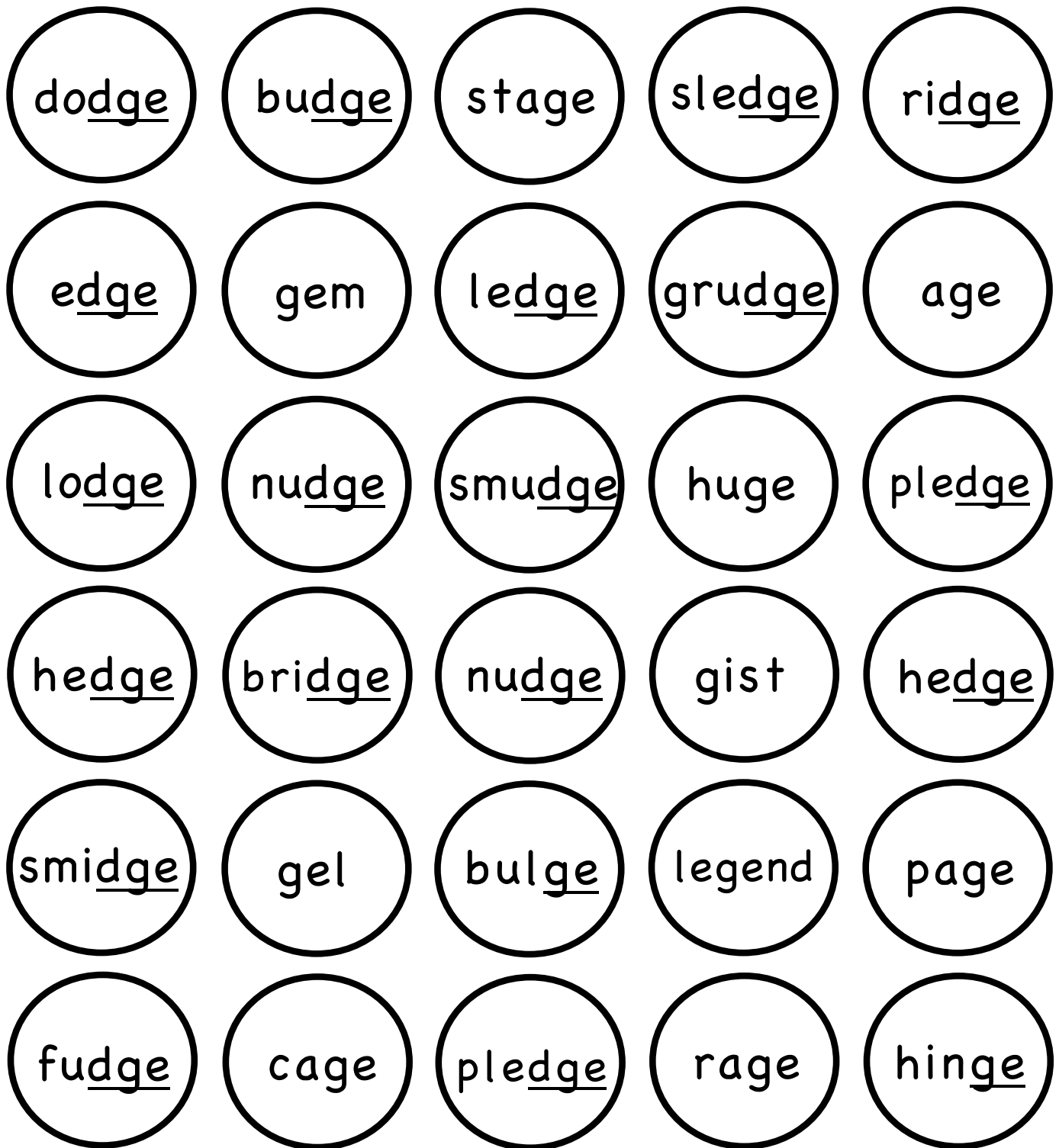
Name: _____

Major Events, Duck at Camp Gem

Major Events

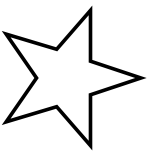
Book: Duck at Camp Gem

Event #1	Event #2

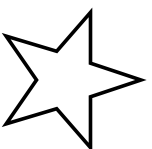


Two player game: Each player has a color counter or specific marker color. Students try to get four in a row. Students must read the word before putting down a counter. The first student to get four in a row wins.

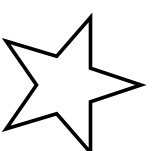
Read for the Stars, soft g, dge, CVCe



I made a wedge
of fudge for him.



The ridge is lined
with hedges.



I sat on the
edge of a ledge.

The judge has to
pledge to a flag.

The fridge is full
of snacks.

The metal badge
has a smudge.

Nudge me if I
doze off.

Sludge and mud
came in the lodge.

I am a smidge
sad.

The bridge
crosses the pond.

I cannot get the
van to budge.

The badge has a
crack on the edge.

1

2

3

4

5

6

Name: _____