

Book	Duck Feels Sick	Step 5					
Sound-Spellings Skills Focus	Vowel Teams long /E/ spelled "ee": feels, sleep, feet, weeps, cheeks, green, bee, sees, sweets, glee						
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with CvvC, specifically "ee") - Block Words, ee (included) - Read for the Stars, sentences, ee (included)						
Slow Down Sounds	Vowel teams: ee - Multisyllabic word: cannot						
Phonemic Awareness	Bounce and Blend: <i>(From the Daily Dos) – Teachers write "ee" in a visible place and review that this spells /E/. 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.</i>						
	Words to bounce:						
	<table><tr><td>/sh/-/E/-/p/</td><td>/f/-/r/-/E/</td><td>/s/-/E/-/d/</td></tr><tr><td>/f/-/l/-/E/-/t/</td><td>/g/-/r/-/E/-/n/</td><td>/s/-/l/-/E/-/p/</td></tr></table>		/sh/-/E/-/p/	/f/-/r/-/E/	/s/-/E/-/d/	/f/-/l/-/E/-/t/	/g/-/r/-/E/-/n/
/sh/-/E/-/p/	/f/-/r/-/E/	/s/-/E/-/d/					
/f/-/l/-/E/-/t/	/g/-/r/-/E/-/n/	/s/-/l/-/E/-/p/					
Sticky Words		Vocabulary					
w h y why: The 'y' spells /I/ since it comes at the end of the word and is the only vowel. This is learned in Step 6. <i>There are 2 ways to teach "wh," 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> h e </td><td> t o </td><td> f or </td><td> ar e </td><td> d oe s </td></tr></table>		h e	t o	f or	ar e	d oe s	"seems a bit green" – nauseous, sick to his stomach, feels like throwing up weep – to cry, to sob "cheeks are hot" – sometimes this can mean embarrassed, but in this case, it is a symptom of not feeling well sweets – candy, treats
h e	t o	f or	ar e	d oe s			
Fluency Practice		Blending Lines					
Comprehension & Connections	Story Element Questions:						
	- Who is the <u>main character</u> in the book? (Duck) - What is the <u>problem</u> in this book? (A bee stung Duck.) - How is the problem solved? What is the <u>solution</u>? (Frog sees his friend being sad and brings him sweets to cheer him up.) Recall and Comprehension Questions: - A symptom is one way a person shows their sickness. What is one of Duck's symptoms? (He cannot sleep, his cheeks are hot, he weeps, etc.) - What is Duck's first symptom? (He cannot sleep.)Who sees that Duck doesn't feel well? (Frog) - What does Frog do to help Duck feel better? (Frog gives Duck some sweets.)						

	Connection Questions (connecting students to the book): • Have you ever been sick? How do you feel when you are sick? What can you do to feel better? • What are some of the symptoms you get when you have a cold? • Have you ever been stung by a bee? What happened? • What should you do if a bee stings you or another person? (Tell a teacher, tell a parent, etc.) Partner Share Topics: • Tell a partner what you could/would do to help a friend or family member who did not feel well. • Work with a partner or small group to make a "How-To" book on helping others. Each student makes a page or a couple of pages with a picture and a descriptive sentence on how to help someone else when that person does not feel well. Put the pages together and keep the "How-To" book in the class for students to look at and read.
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 "ee" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> ee – feel → feet, meet, beet, beep, sleep, sheep, sheet, greet, green, teen, seen, seek, cheek, cheep, peep, peel, heel <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>Duck felt sick when he got stung by a bee. What would you do to help Duck?</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	1. Blending Lines, <u>Duck Feels Sick</u> 2. Writing Response, <u>Duck Feels Sick</u> 3. Story Writing 4. Problem and Solution Table, <u>Duck Feels Sick</u> 5. Block Words, ee 6. Read for the Stars, sentences, ee

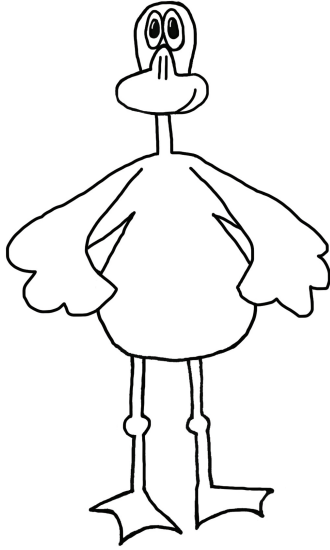
Blending Lines: Duck Feels Sick

Line 1 (minimal contrasts-new to known)	slept	sleep	check	cheek		
Line 2 (vary initial sound)	feet	meet	heel	peel		
Line 3 (vary one sound)	see	seem	bee	beet		
Line 4 (mixed set, target skill)	weeps	glee	green	feet		
Line 5 (mixed set, target skill)	sweets	feels	sees	cheeks		
Line 6 (review for mastery)	wing	smile	fast	sick		
Line 7 (challenge words)	cannot					
Line 8 (connected text)	Duck feels sick.					
Line 9 (connected text)	He is not fast on his feet.					
Line 10 (sticky words)	why	he	for	to	are	does

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

Name: _____

Duck felt sick when he got stung by a bee.
What would you do to help Duck?

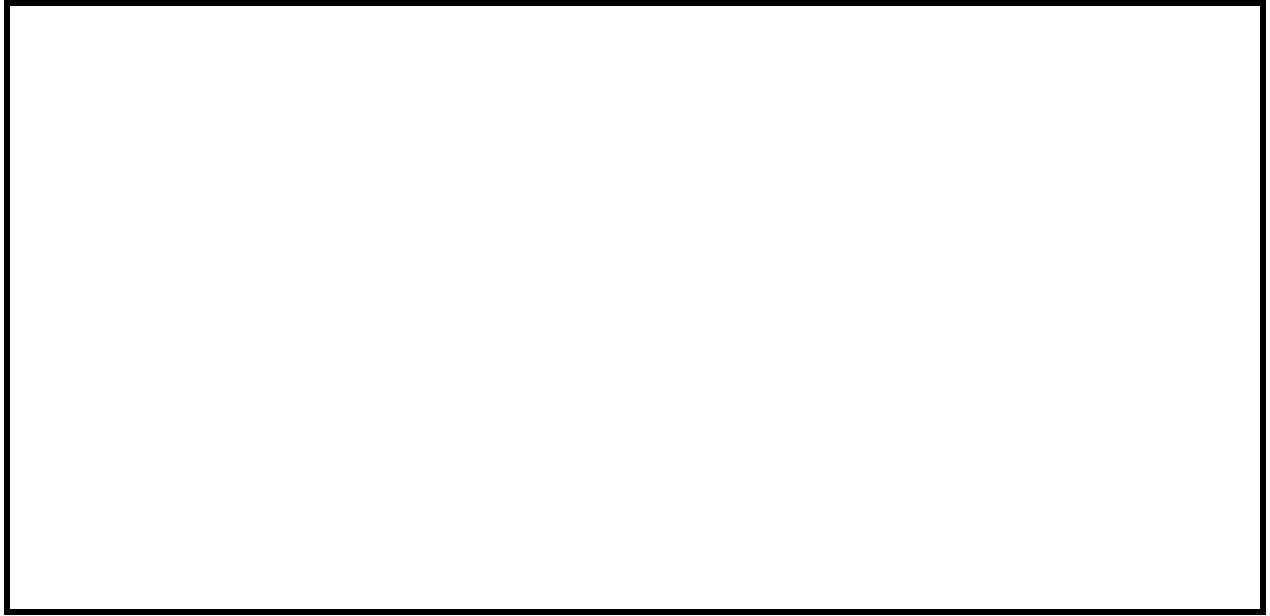


Name: _____

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: Duck Feels Sick

Problem	Draw	Write

Solution	Draw	Write

Name: _____

Block Words



m	r	p
l	ee	t
s	sh	th

Build as many words as you can and decide if the word is real or a nonsense word.

 real words 		 nonsense words 	
1) _____ _____	6) _____ _____	1) _____ _____	6) _____ _____
2) _____ _____	7) _____ _____	2) _____ _____	7) _____ _____
3) _____ _____	8) _____ _____	3) _____ _____	8) _____ _____
4) _____ _____	9) _____ _____	4) _____ _____	9) _____ _____
5) _____ _____	10) _____ _____	5) _____ _____	10) _____ _____

CHALLENGE PAGE

Choose 3 of your real words, write each word on a line, and draw a picture for each.

Choose 1 of your real words to use in a sentence. CHOSEN WORD: _____

Sentence:

Pick two of your words and change the vowel to make a NEW word.

		
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Extra Block Word Page



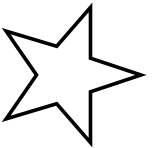
real words



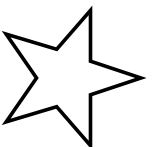
nonsense words



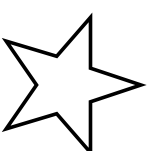
Read for the Stars, ee



I take of the
green peel.



Feel free to
take a snack.



The tree fell
into the street.

Can I keep the
bag of sweets ?

The sheep munch
green grass.

My cheeks get
red and hot.

Let's meet the
kids in class.

He plants seeds
by the tree.

Mom sees the
kid weep.

Heed the speed
limit !

We need to
brush our teeth.

I sleep in the
green bed.

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Name: _____

Book	Pig at The Beach		Step 5																																			
Sound-Spellings Skills Focus	Vowel Teams long /E/ spelled "ea": dreams, sea, beach, sneak, beak, steals, meal, least, peach, eat, screams, squeals, heal, mean, heaps, read, neat, cream long /E/ spelled "ee": see																																					
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with CvvC, specifically ea) - Four in a Row, ea (included) - Read for the Stars, sentences, ea (included)																																					
Slow Down Sounds		Vowel teams: ea, ee																																				
Phonemic Awareness	Think and Throw - Deleting: (<i>from the Daily Dos</i>): /l/ - Teachers remind students that "l" spells /l/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /l/ sound from each word said. "We are going to 'delete' or 'throw' the sound /l/ from the word. It will make a new word."																																					
	sleet - seat		clean - keen	leach - each	flake - fake																																	
	slide - side		plants - pants	whale - way	plot - pot																																	
	blow - bow		plaid - pad	glows - goes	fleet - feet																																	
Sticky Words			Vocabulary																																			
h ow now: "n" spells /n/. "ow" spells /ow/ (the "ouch sound") which is learned in Step 6. Old Sticky Words <table><tr><td>h</td><td>e</td><td>t</td><td>o</td><td>f</td><td>or</td><td>th</td><td>e</td></tr><tr><td>w</td><td>a</td><td>n</td><td>t</td><td>s</td><td>o</td><td>f</td><td>g</td><td>oo</td><td>d</td><td>d</td><td>oe</td><td>s</td></tr><tr><td>w</td><td>h</td><td>e</td><td>n</td><td>w</td><td>a</td><td>s</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			h	e	t	o	f	or	th	e	w	a	n	t	s	o	f	g	oo	d	d	oe	s	w	h	e	n	w	a	s							sea - an ocean heal - to get better heaps - mounds, piles sneaks - moves quietly pinch - a grip that hurts sea glass - soft pieces of glass created by glass being smoothed by waves and sand cream - lotion	
h	e	t	o	f	or	th	e																															
w	a	n	t	s	o	f	g	oo	d	d	oe	s																										
w	h	e	n	w	a	s																																
Fluency Practice			Blending Lines																																			
Comprehension & Connections	Story Element Questions: - Who is the <u>main character</u>? (Pig) - What is the <u>setting</u>? (the beach, during the day) - What happens 1st, 2nd, and 3rd in the book?																																					
	Recall and Comprehension Questions: - What is the first thing Pig does when he gets to the beach? (Pig sets up his stuff.) - Who pinches Pig? (a crab) - Who steals Pig's lunch? (a sea gull) - Name some of the activities Pig did at the beach. (read in the shade, took a nap, hunted for seashells and sea glass, surfed/rode the waves, splashed in the sea, etc.)																																					

	- What did Pig forget to do at the beach? (put on sunscreen) - How did Bug help Pig with his sunburn? (Bug gave Pig cream.) Connection Questions (connecting students to the book): - Have you ever been to the beach? - What do you like to do at the beach? (build sandcastles, swim, nap, play with a beach ball, look for crabs, surf, etc.) - What would you pack and take with you if you got to go to the beach? (umbrella, chair, towel, snack, beach ball, shovel, etc.) Partner Share Topics: - Tell a partner about a time you went to the beach. If you have not been to the beach, tell your partner about what you would like to do if you ever go to the beach. - Work with a partner to draw a picture of what you would pack for a day at the beach.						
Reading Practice choose 1-2	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading						
Writing Practice	Word Building – Switch/Add: Put the “ea” in place and build the first word. Say each word, and students switch or add one+ sound to build the new word. ea – peach → beach, beam, cream, creak, speak, leak, leap, cheap, cheat, heat, heal, steal, steam, dream, team, teal, deal <i>Optional Extensions:</i> Homophones: Write the two homophones in a visible place. Decode, identifying unlearned sound-spellings, to show the same pronunciation but discuss to talk about different meanings. Repeat on the given sheet. <table><tr><td>heal/heel</td><td>sea/see</td><td>made/maid</td></tr><tr><td>for/four</td><td>to/two/too</td><td>steel/steal</td></tr></table> Writing Response: Students practice writing their own thoughts on the Writing Response by answering the following question: <i>At the beach, Pig had fun. For a trip to the beach, what would you pack and plan to do?</i> *Note: The question contains words that are not decodable at this level. Teachers are advised to read the question TO students.	heal/heel	sea/see	made/maid	for/four	to/two/too	steel/steal
heal/heel	sea/see	made/maid					
for/four	to/two/too	steel/steal					
Comprehension Activity	Beach Day - Students review the activities that Pig did at the beach. - Students choose four activities, write a sentence, and draw a picture.						
Provided Resources	- Blending Lines, <u>Pig at The Beach</u> - Writing Response, <u>Pig at The Beach</u> - Homophone Hands, <u>Pig at The Beach</u> - Beach Day, <u>Pig at The Beach</u> - Four in a Row, ea - Read for the Stars, sentences, ea						

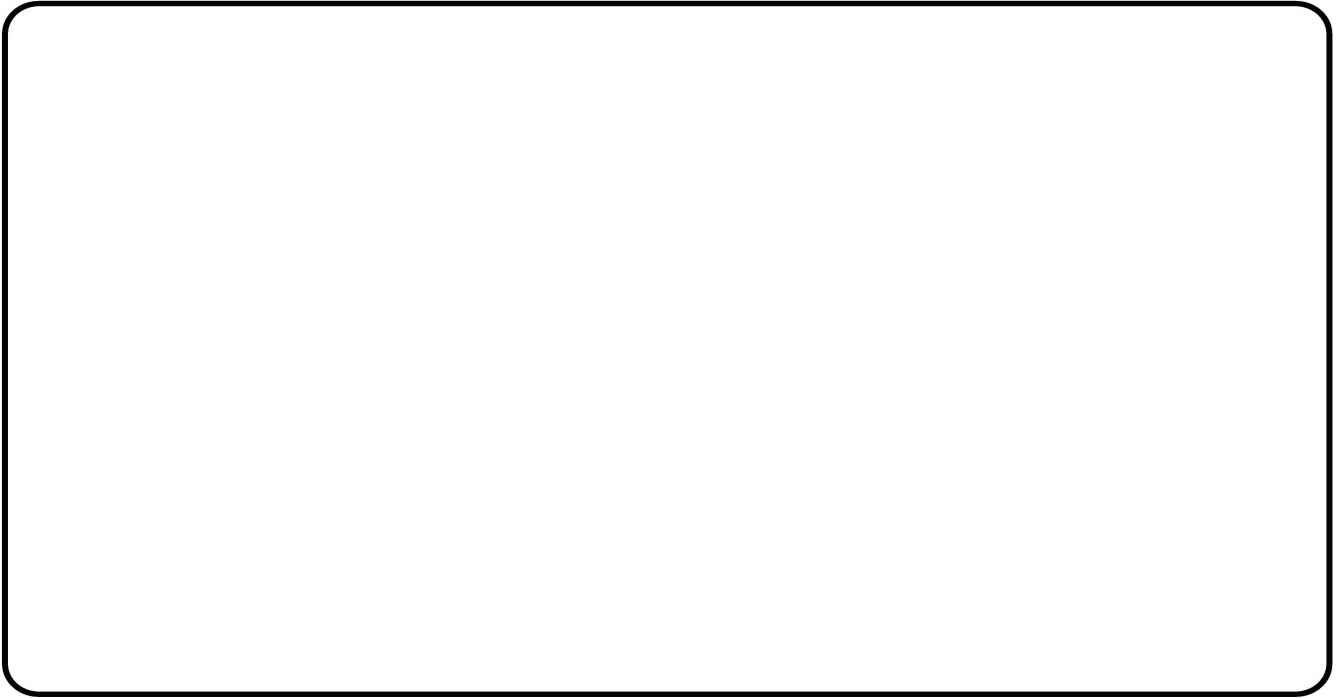
Blending Lines: Pig at The Beach

Line 1 (minimal contrasts–new to known)	men	mean	net	neat							
Line 2 (vary initial sound)	cream	dream	beach	peach							
Line 3 (vary one sound)	meal	mean	heal	heap							
Line 4 (mixed set, target skill)	sneak	sea	beak	steals							
Line 5 (mixed set, target skill)	read	least	eat	beach							
Line 6 (review for mastery)	waves	splash	shade	pinch							
Line 7 (challenge words)	squeals		screams								
Line 8 (connected text)	Pig dreams of the beach.										
Line 9 (connected text)	The sea gull steals his meal !										
Line 10 (sticky words)	<u>now</u>	was	of	good	to	when	does	he	for	the	wants

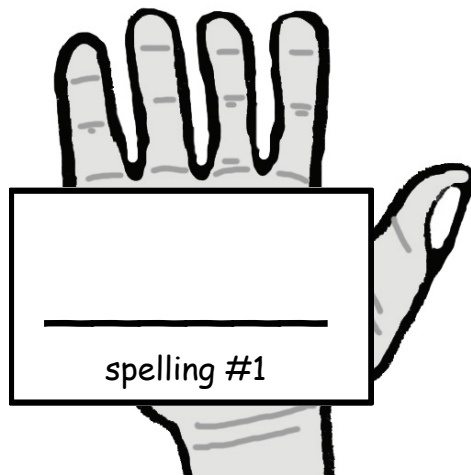
Credit: Wiley Blevins, **Choosing and Using Decodable Texts**

Name: _____

At the beach, Pig had fun. For a trip to the beach, what would you pack and plan to do?



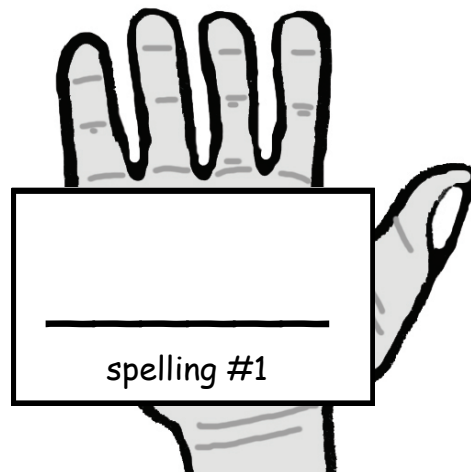
Homophones: words that are spelled differently and have different meanings but sound the same.



meaning #1:



meaning #2



meaning #1:



meaning #2

Name: _____

Beach Day, Pig At The Beach

Beach Day

Book: Pig At The Beach

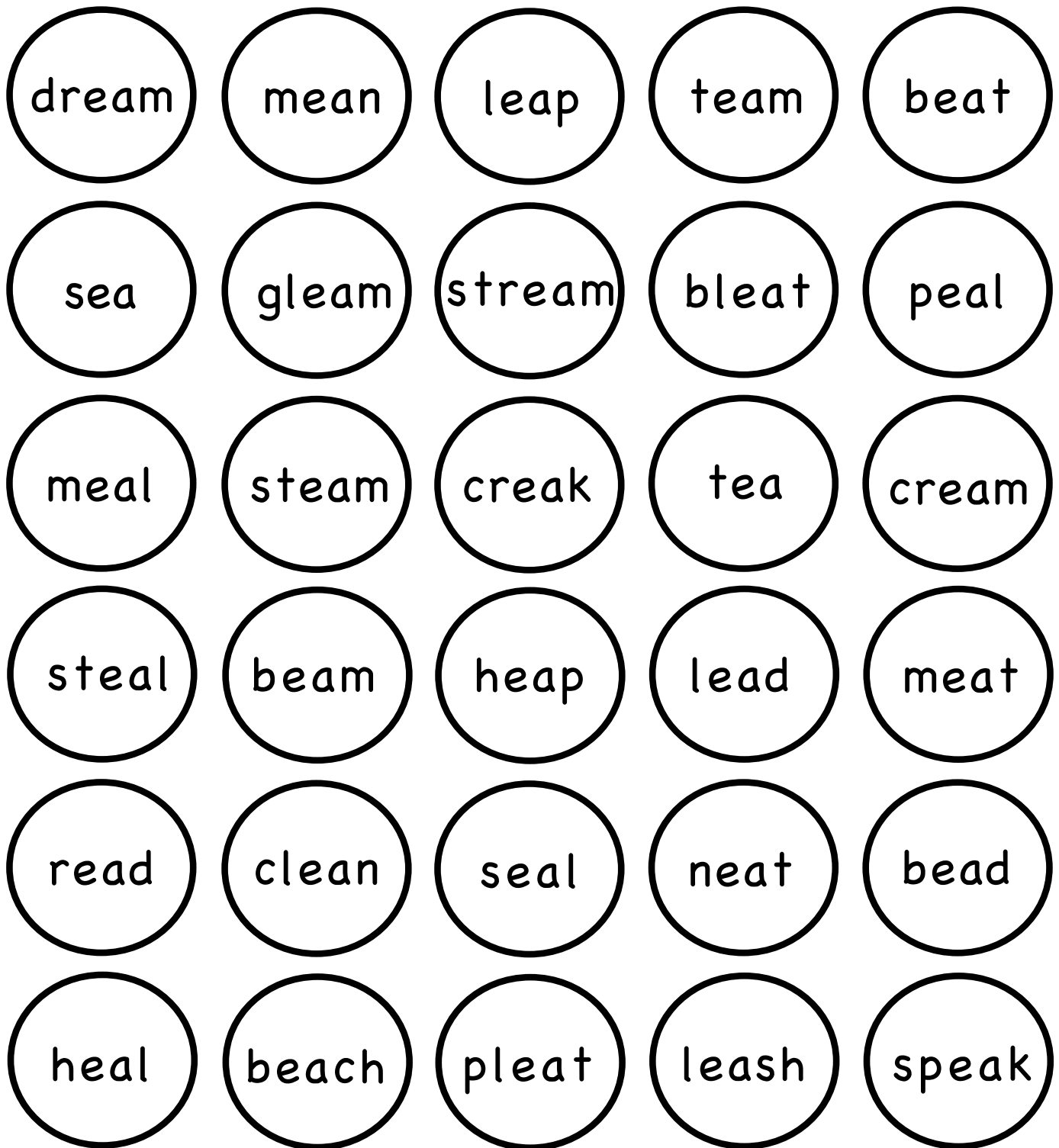
Activity #1

Activity #2

Activity #3

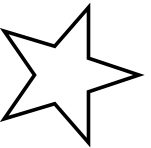
Activity #4

Four in a Row

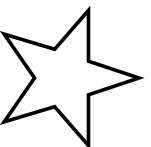


Two player game: Each player has a color counter or specific marker color. Students try to get four in a row. Students must read the word before putting down a counter. The first student to get four in a row wins.

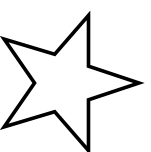
Read for the Stars, ea, long /E/



I dreamt I swam
in a stream.



The meal had
heaps of snacks.



The seal came
up on the beach.

Read the rules
to the team.

The van is neat
and clean.

Mom put cream
in her tea.

I lead the dog
on the leash.

Can the cream
heal my cut?

Get meat and
beans at the shop.

Let's speak at
the big feast.

The steam rose
from the bath.

The song has a
good beat.

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6

Name: _____

Book	Dog's Feast			Step 5
Sound-Spellings Skills Focus	Vowel Teams long /E/ spelled "ea": feast, meal, meat, peas, tea, beans, treats, peach, cleans, leak, seat, team, eat long /E/ spelled "ee": needs, green, sweeps, speeds, feet, weeps, see, feel			
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with CvvC, specifically ee and ea) - Sort by spelling, ee/ea (included) - Read for the Stars, sentences, ee and ea (included)			
Slow Down Sounds	Vowel teams: ea, ee - Multisyllabic word: cannot			
Phonemic Awareness	Think and Throw - Deleting: (<i>from the Daily Dos</i>): /l/ - Teachers say the sound "l" spells, /l/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /l/ sound from each word said. "We are going to 'delete' or 'throw' the sound /l/ from the word. It will make a new word"			
	sleet - seat	clean - keen	leach - each	flake - fake
	slide - side	plants - pants	whale - way	plot - pot
	blow - bow	plaid - pad	glows - goes	fleet - feet
Sticky Words			Vocabulary	
w h a t what: The "a" in what spells /u/ which happens often when "a" comes directly after "w." This is identified in Step 6. <i>There are 2 ways to teach "wh," 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 h e t o f or h a ve c o me th e th ey g oo d d oe s			feast - a large meal, usually in celebration meal - breakfast, lunch or dinner speeds up - goes faster the leak - a hole that causes an oozing or outpouring of liquid weeps - cries "as a team" - working together in an effective way	
Fluency Practice			Blending Lines	
Comprehension & Connections	Story Element Questions:			
	- What is the <u>problem</u> in this story? (Dog is trying to clean so quickly that he hurts himself.) - What is the <u>solution</u>? (Dog's friends help him prepare and clean. They do the work as a team.) Recall and Comprehension Questions: - Who is Dog making the feast for? (his pals) - What does Dog get at the store? (meat, peas, tea, and green beans) - What else is on the shelf at the store? (ice cream cones, coffee, pretzels, juice, etc.) - What kind of cake does Dog make? (peach cake) - What does Dog slip on? (water from a leaky sink)			

	- What happens because of Dog's fall? (Dog scrapes his feet and cannot make the feast. He starts to cry.) - How is the problem solved at the end of the story? (All the pals work together to make the feast and clean.) Connection Questions (connecting students to the book): - Have you ever had a feast? - What might be a reason to have a feast? (a birthday, Thanksgiving, a holiday, a family gathering, etc.) - What is your favorite food to eat at a big meal? - Can you cook? If you can, what do you like to make? If you cannot cook, what would you like to make? Partner Share Topics: - Tell a partner about a time you had a big meal with others for a celebration. - Work with a partner to illustrate directions for making a certain dish. (Ex. a peanut butter sandwich.) - Draw a large table with your partner and draw all the items you would include in a feast.
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 "ea" or "ee" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> ea – clean → mean, meal, real, read, bead, beam, cream ee – keep → weep, week, peek, peel, feel, heel, heed, need <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 by answering the following question: <i>Dog planned a big feast. For a feast, what meal would you plan and who would come to eat?</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	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	- Blending Lines, <u>Dog's Feast</u> - Writing Response, <u>Dog's Feast</u> - Story Writing - Sequencing, <u>Dog's Feast</u> - Sort by Spelling, ee/ea - Read for the Stars, sentences, ee/ea

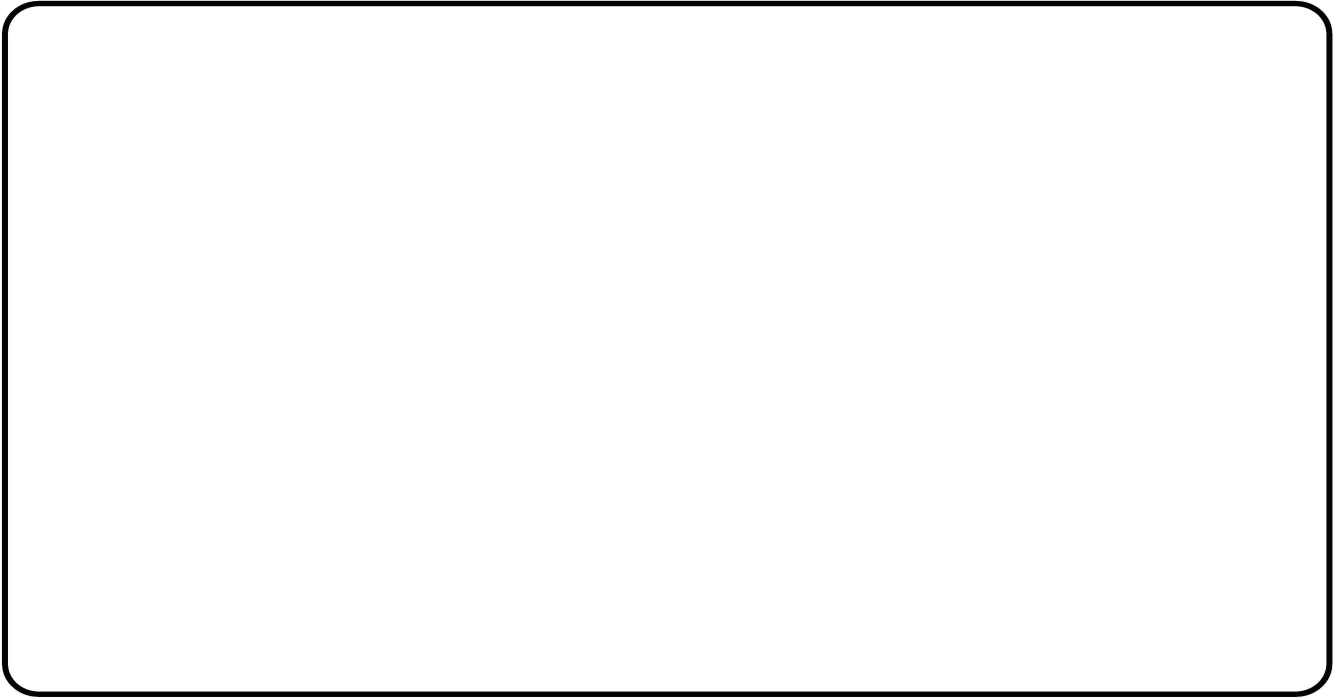
Blending Lines: Dog's Feast

Line 1 (minimal contrasts–new to known)	fast <u>fe</u> ast set <u>se</u> at
Line 2 (vary initial sound)	peach beach mean clean
Line 3 (vary one sound)	feet feel tea team
Line 4 (mixed set, target skill)	treats leak seat sweeps
Line 5 (mixed set, target skill)	speeds green team beans
Line 6 (review for mastery)	scrapes makes cake place
Line 7 (challenge words)	cannot
Line 8 (connected text)	Dog wants to have a feast.
Line 9 (connected text)	He needs to plan a meal.
Line 10 (sticky words)	<u>wh</u> at have they good come he for does to the wants

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

Name: _____

Dog planned a big feast. For a feast, what meal
would you plan and who would come to eat?

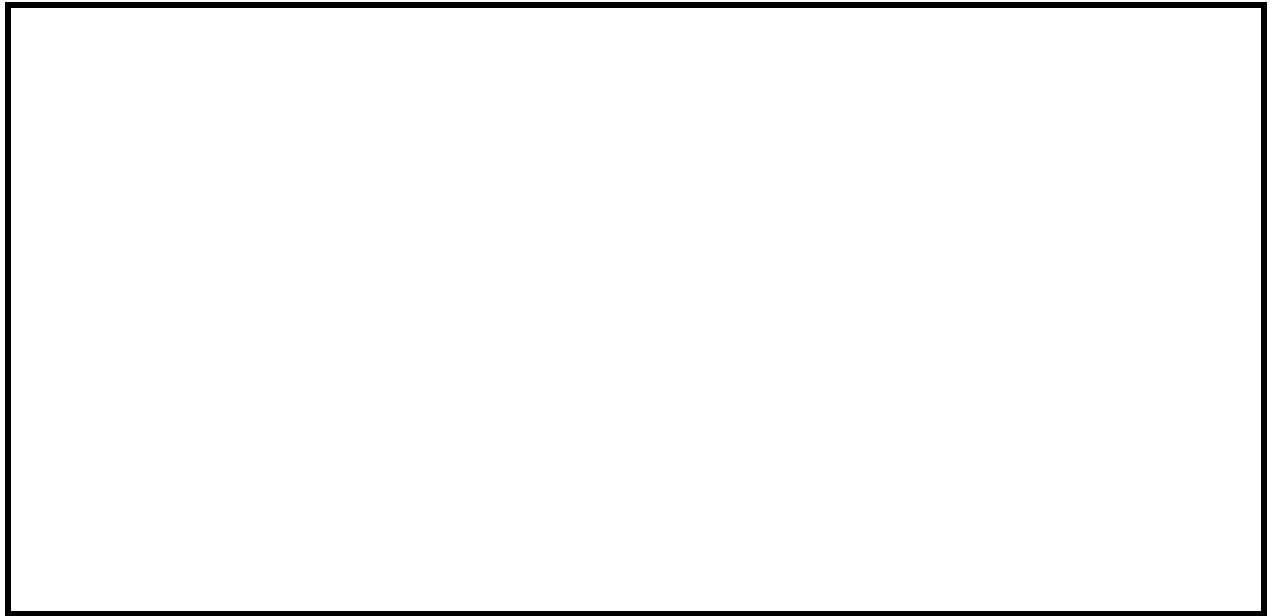


Name: _____

Story Writing

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

_____	_____	_____	_____
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_____	_____	_____	_____



Name: _____

Beginning

Middle

End

Name: _____

Long /E/: ee, ea

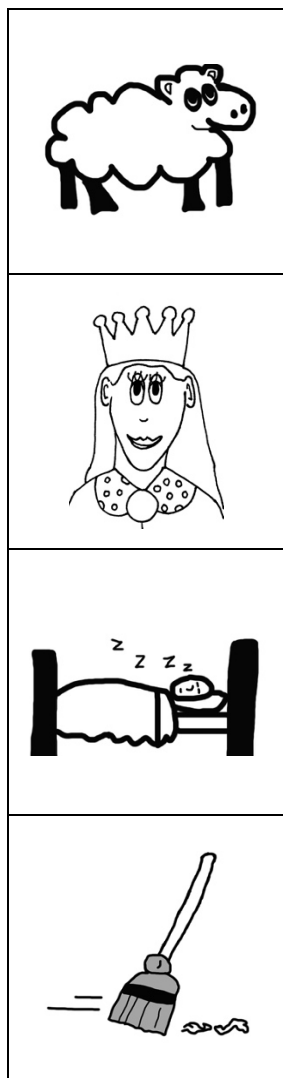
Sort by Spelling

Read each word. Sort the word by the spelling of /E/ and write the word next to the correct picture.

sweep	sheep	seal	teach
leaf	sleep	queen	leash

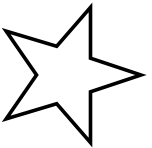
ee

ea

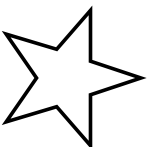




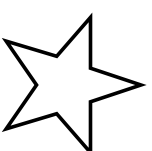
Read for the Stars, ea, ee, long /E/



I see a leaf in
the stream.



My dad reads
each week.



I keep my tea
in a green mug.

He needs to get
the cream.

Please sweep and
clean the hut.

We will meet
and speak.

The dog has a
green leash.

She speeds up
the street.

Scream if you
need me !

The sheep sleep
by a big tree.

The deal makes it
feel like a steal.

My pal eats a
ripe peach.

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6

Name: _____

Book	Snakes on a Train	Step 5																																		
Sound-Spellings Skills Focus	Vowel Teams long /A/ spelled "ai": paid, wait, fail, sail, tail, pain, strain, aim, trail, sprain, aid, rain, faint, wail, faith, brain, train, laid long /E/ spelled "ee": sleep																																			
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with CvvC, specifically ai) - Four in a Row, ai (included) - Read for the Stars, sentences, ai (included)																																			
Slow Down Sounds	Vowel teams: ai, ee 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>tick-ets</td><td>can-not</td><td>trav-el</td></tr></table>		vis-it	tick-ets	can-not	trav-el																														
vis-it	tick-ets	can-not	trav-el																																	
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/-/E/-/p/</td><td>/p/-/A/-/d/</td><td>/w/-/A/-/t/</td></tr><tr><td>/t/-/r/-/A/-/n/</td><td>/g/-/r/-/A/-/d/</td><td>/k/-/l/-/A/-/m/</td></tr></table>		/k/-/E/-/p/	/p/-/A/-/d/	/w/-/A/-/t/	/t/-/r/-/A/-/n/	/g/-/r/-/A/-/d/	/k/-/l/-/A/-/m/																												
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Sticky Words		Vocabulary																																		
<table><tr><td>ou</td><td>r</td><td>w</td><td>e</td></tr></table> we: "w" spells /w/. "e" spells /E/ in this word because it is an open syllable, such as in "he, she, me." This is taught in Step 6. our: "ou" spells /ow/ (the ouch sound) which is taught in Step 6. "r" spells /r/. Old Sticky Words <table><tr><td>h</td><td>e</td><td>t</td><td>o</td><td>f</td><td>or</td><td>h</td><td>a</td><td>ve</td></tr><tr><td>b</td><td>e</td><td>m</td><td>y</td><td>th</td><td>e</td><td>th</td><td>ey</td><td></td></tr><tr><td>t</td><td>oo</td><td>w</td><td>a</td><td>s</td><td>c</td><td>o</td><td>me</td><td>f</td><td>r</td><td>o</td><td>m</td></tr></table>		ou	r	w	e	h	e	t	o	f	or	h	a	ve	b	e	m	y	th	e	th	ey		t	oo	w	a	s	c	o	me	f	r	o	m	travel – to go from one place to another faith – to have trust in or to have faith in "faith in our skills" – to believe in one's ability to do something fail – to not succeed sprain – faint – to lose consciousness, to pass out strain – "sleep cab" – the car on the train with beds to sleep in for long travel snug – cozy
ou	r	w	e																																	
h	e	t	o	f	or	h	a	ve																												
b	e	m	y	th	e	th	ey																													
t	oo	w	a	s	c	o	me	f	r	o	m																									
Fluency Practice		Blending Lines																																		
Comprehension & Connections	Recall and Comprehension Questions: - What is the first mode of transportation that the snakes try to use to travel? (a plane) - Why are the snakes traveling? (to visit a pal) - Why couldn't the snakes take the plane? (The plane was too late, and the snakes hate to be late.)																																			

	• What is the next vehicle they choose to try? (a bus) • Why can't the snakes take the bus? (The bus ran out of gas.) • What is wrong with the sailboat that the snakes try to use? (The sailboat has a hole.) • What happens to Snake 1 when he tries to fix the boat with his tail? (Snake 1 sprains his tail.) • How do the snakes get to visit their pal at the end of the story? (They take a train.) • Who is the pal that they visit? (Cat) Connection Questions (connecting students to the book): • Have you ever traveled to visit someone? • Who did you visit? (a grandparent, a friend, etc.) • If you haven't traveled, where WOULD you like to travel? • How would you get where you want to go? (a plane, a train, a boat, a bike, on foot, etc.) Partner Share Topics: • Draw a large picture with a partner containing all the modes of transportation used in the story. • Tell your partner about a time you went on a trip, where you went, how you got there, and who you saw.
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 "ai" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> ai – trail → snail, mail, main, pain, pail, sail, rail, rain, drain, brain, braid, paid <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> 1. The chain kept the bike safe. 2. We can claim our tickets at the desk. Writing Response: Students practice writing their own thoughts in the Writing Response by answering the following question: In the end, the snakes did travel by train. If you could travel, what method would you use? <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	How to Get There • Students explain and illustrate 4 of the ways the snakes tried to get to their pal for a visit.
Provided Resources	1. Blending Lines, <u>Snakes on a Train</u> 2. Writing Response, <u>Snakes on a Train</u> 3. Dictation Page 4. How to Get There, <u>Snakes on a Train</u> 5. Four in a Row, ai 6. Read for the Stars, sentences, ai

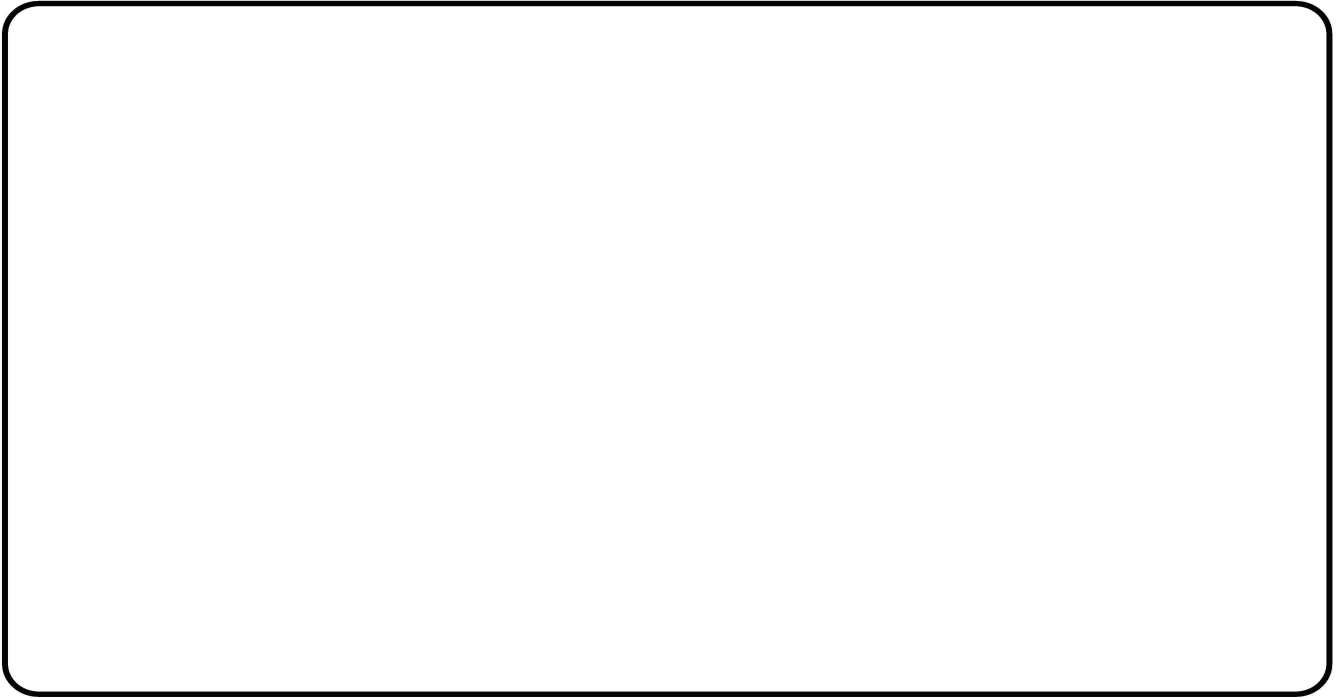
Blending Lines: Snakes on a Train

Line 1 (minimal contrasts-new to known)	pan	pain	mad	maid			
Line 2 (vary initial sound)	sail	tail	fail	trail			
Line 3 (vary one sound)	paid	pain	brain	train			
Line 4 (mixed set, target skill)	wait	aim	faith	rain			
Line 5 (mixed set, target skill)	strain	sprain	faint	train			
Line 6 (review for mastery)	late	plan	hole	place			
Line 7 (multisyllabic words)	visit	travel	cannot	tickets			
Line 8 (connected text)	The snakes paid for tickets.						
Line 9 (connected text)	The snakes went to sail on a lake.						
Line 10 (sticky words)	we	our	was	they	be	to	from
	come	the	he	for	my	too	have

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

Name: _____

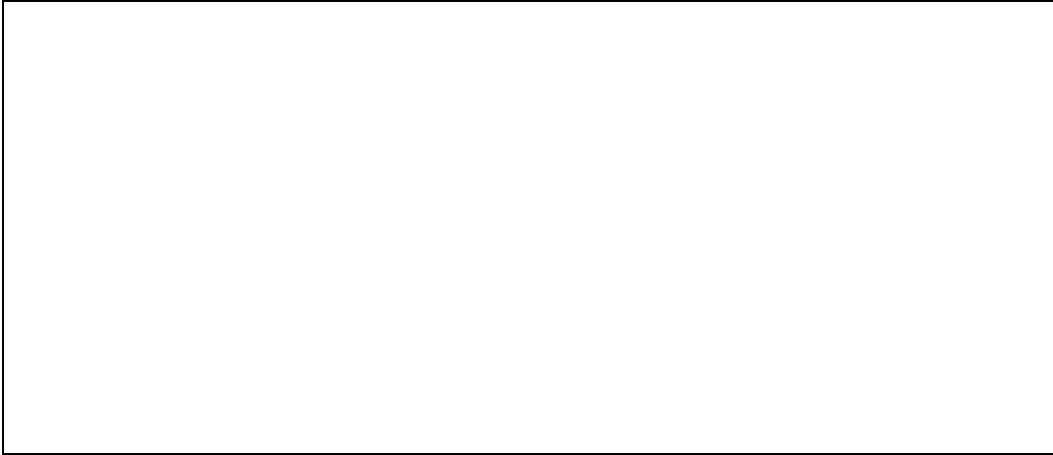
In the end, the snakes did travel by train. If you could travel, what method would you use?



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: _____

How to Get There

Snakes on a Train

Explain and illustrate 4 of the ways the snakes tried to get to their pal for a visit.

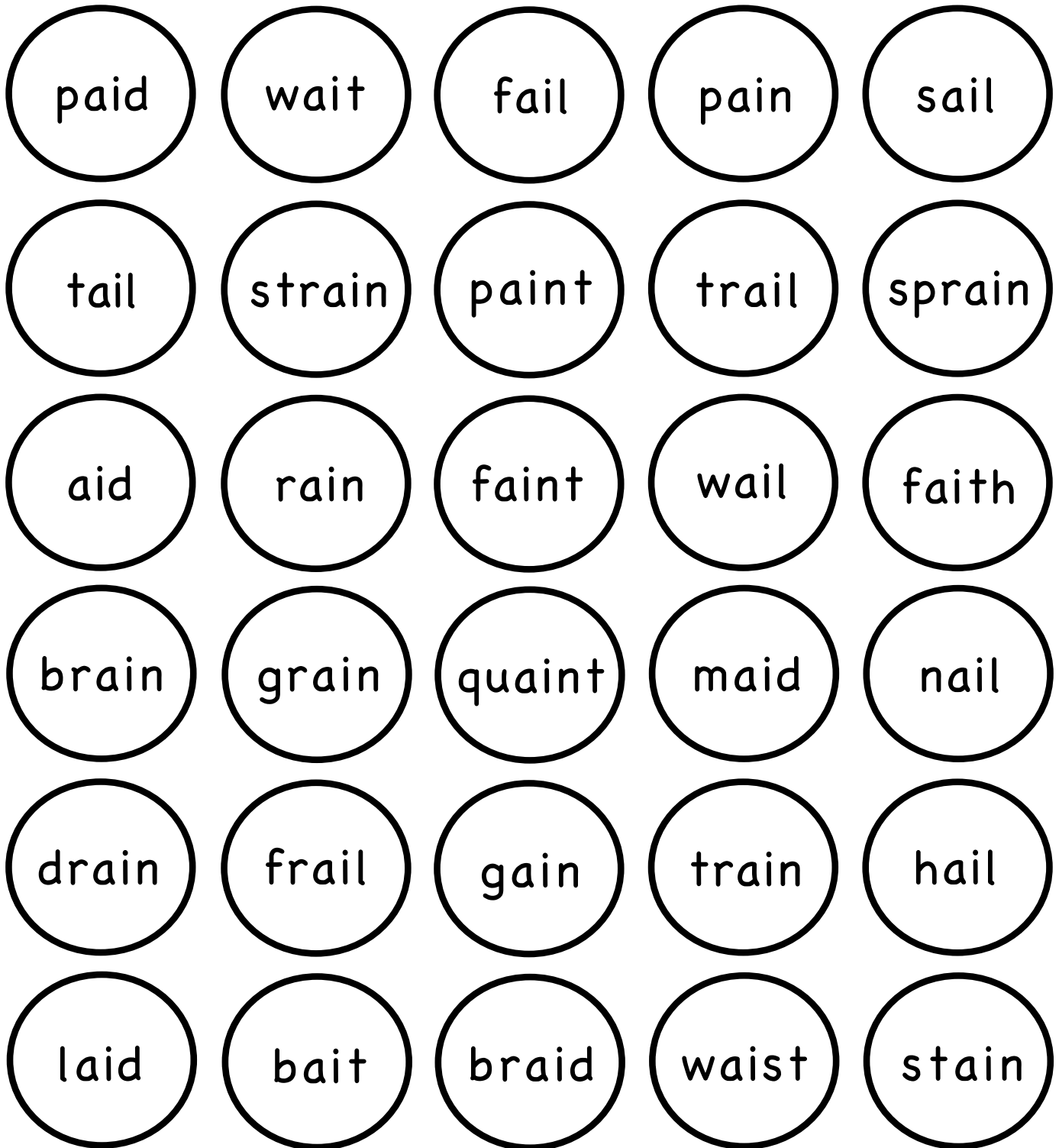
1) _____

2) _____

3) _____

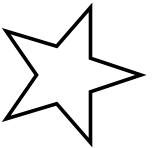
4) _____

Four in a Row

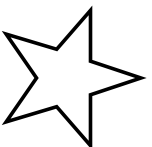


Two player game: Each player has a color counter or specific marker color. Students try to get four in a row. Students must read the word before putting down a counter. The first student to get four in a row wins.

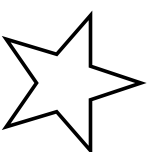
Read for the Stars, ai



I got a **paint**
stain on my pants.



He put the belt
on his **waist**.



Let's **paint** the
railing red.

I did **sprain** my
leg on the **trail**.

My **braid** is much
like a **tail**.

The **snail** slid on
top of the **mail**.

Have you **paid**
for the **train**?

My **sprain** made
me **wail** in **pain**.

The **strain** makes
my pal **faint**.

Rain and **hail**
came at 6:00.

I **paid** for a
bucket of **grain**.

I have the **bait**
for the fish.

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Name: _____

Book		Fish Gets Clean		Step 5																																																											
Sound-Spellings Skills Focus		Vowel Teams long /A/ spelled "ai": sprain, tail, stains, wails, pail, drain, paints, waits long /E/ spelled "ea": clean, tears, fear, reach, dreams, reveal long /E/ spelled "ee": been, week, green, keen, see, sheet, cheers																																																													
Hands-On Activity <i>choose 1</i>		• Couple Card match (picture to words with CvvC, specifically ea, ee, ai) • Color the Vowel Team, ai (included) • Read for the Stars, sentences, ai (included)																																																													
Slow Down Sounds		• Vowel teams: ai, ee • 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>reveal</td><td>landscape</td><td>splendid</td></tr></table>				reveal	landscape	splendid																																																							
reveal	landscape	splendid																																																													
Phonemic Awareness		Think and Throw - Deleting: (<i>from the Daily Dos</i>): /s/ - Teachers say the sound /s/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /s/ sound from each word said. "We are going to 'delete' or 'throw' the sound /s/ from the word. It will make a new word" <table><tr><td>spot - pot</td><td>grace - gray</td><td>sleek - leek</td><td>mist - mitt</td></tr><tr><td>desk - deck</td><td>start - tart</td><td>place - play</td><td>wisp - whip</td></tr><tr><td>house - how</td><td>sneeze - knees</td><td>past - pat</td><td>must - mutt</td></tr></table>				spot - pot	grace - gray	sleek - leek	mist - mitt	desk - deck	start - tart	place - play	wisp - whip	house - how	sneeze - knees	past - pat	must - mutt																																														
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house - how	sneeze - knees	past - pat	must - mutt																																																												
Sticky Words				Vocabulary																																																											
<table><tr><td>n</td><td>o</td><td>c</td><td>oul</td><td>d</td></tr></table> no: "n" spells /n/. /O/ is spelled "o" because it is an open syllable, such as in "go," but this is irregular (and taught in Step 6.) could: The "c" spells /k/, and "d" spells /d/. The "oul" is an irregular spelling for the short oo sound /u/. This can also be seen in "would" and "should." Old Sticky Words <table><tr><td>w</td><td>e</td><td>t</td><td>o</td><td>f</td><td>or</td><td>h</td><td>er</td><td>h</td><td>a</td><td>ve</td></tr><tr><td>th</td><td>e</td><td>th</td><td>ey</td><td>c</td><td>o</td><td>me</td><td>f</td><td>r</td><td>o</td><td>m</td><td>d</td><td>oe</td><td>s</td></tr><tr><td>d</td><td>o</td><td>b</td><td>e</td><td>n</td><td>ow</td><td>w</td><td>h</td><td>a</td><td>t</td><td>a</td><td>g</td><td>ai</td><td>n</td></tr><tr><td>sh</td><td>e</td><td>p</td><td>u</td><td>t</td><td>o</td><td>f</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>				n	o	c	oul	d	w	e	t	o	f	or	h	er	h	a	ve	th	e	th	ey	c	o	me	f	r	o	m	d	oe	s	d	o	b	e	n	ow	w	h	a	t	a	g	ai	n	sh	e	p	u	t	o	f								"not keen on" - to not like or not prefer something fab - short for fabulous sprain - wrench or twist one's ligaments wail - a yell/sound of sadness, pain, or anger landscape - a depiction of a countryside or land	
n	o	c	oul	d																																																											
w	e	t	o	f	or	h	er	h	a	ve																																																					
th	e	th	ey	c	o	me	f	r	o	m	d	oe	s																																																		
d	o	b	e	n	ow	w	h	a	t	a	g	ai	n																																																		
sh	e	p	u	t	o	f																																																									
Fluency Practice						Blending Lines																																																									
Comprehension & Connections		Recall and Comprehension Questions: • Why can't Fish clean her dish? (She has a sprain in her tail.) • What do you think the green is in Fish's dish? (algae, moss, grime, etc.) • Who comes to help Fish? (Chimp and Cat)																																																													

	- What does Chimp mean when he says, "have no fear"? (He means that she shouldn't worry.) - What does Cat and Chimp do with Fish while they are cleaning? (They put her in a pail.) - Why would Fish need to be in a pail? (Fish can't survive outside of the water.) - What does Cat paint on the side of Fish's dish? (a landscape) - What does Fish's dish look like once her pals have cleaned it? (splendid) - What are some synonyms for "splendid"? (wonderful, fabulous, etc.) Connection Questions (connecting students to the book): - Do you have a pet? If you do have a pet, where does your pet live? (in my house, in our yard, in a cage, in a bowl, etc.) - At home, how often do you clean your room? What do you do to clean your room? (sweep, pick up toys, put clothes in drawers, etc.) Partner Share Topics: - Tell a partner what your chores you help with. - Draw a picture with a partner of what landscape you would paint for the side of Fish's dish.
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 "ai," "ee," or "ea" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> ai – paid → maid, main, rain, train, trail, nail, sail, snail ee – keen → keep, jeep, jeer, deer, deed, seed, seem ea – read → lead, leak, beak, beat, meat, meal, deal <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> - The green train rides on the rails. - In my dreams, I paint the tree pink. Writing Response: Students practice writing their own thoughts in the Writing Response by answering the following question: <i>Fish needs a landscape in her dish. What would you paint for Fish's dish?</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>Fish Gets Clean</u> - Writing Response, <u>Fish Gets Clean</u> - Dictation Sentences - Problem and Solution, <u>Fish Gets Clean</u> - Color the Vowel Team, ai - Read for the Stars, sentences, ai

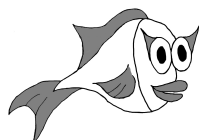
Blending Lines: Fish Gets Clean

Line 1 (minimal contrasts–new to known)	pants p <u>a</u> ints ran d <u>r</u> ain
Line 2 (vary initial sound)	<u>m</u> ean <u>c</u> lean <u>s</u> een <u>g</u> reen
Line 3 (vary one sound)	w <u>a</u> it w <u>a</u> il sh <u>e</u> et sh <u>e</u> ep
Line 4 (mixed set, target skill)	<u>k</u> een <u>f</u> ear <u>t</u> ears <u>w</u> ee <u>k</u>
Line 5 (mixed set, target skill)	d <u>r</u> ain spr <u>a</u> in st <u>a</u> in t <u>a</u> il
Line 6 (review for mastery)	sheds scrubs dish fish
Line 7 (multisyllabic words)	landscape reveal splendid
Line 8 (connected text)	Fish got a sprain in her tail fin.
Line 9 (connected text)	She is not keen on the green.
Line 10 (sticky words)	could no does put from now she what again for do of they the to we be come her have

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

Name: _____

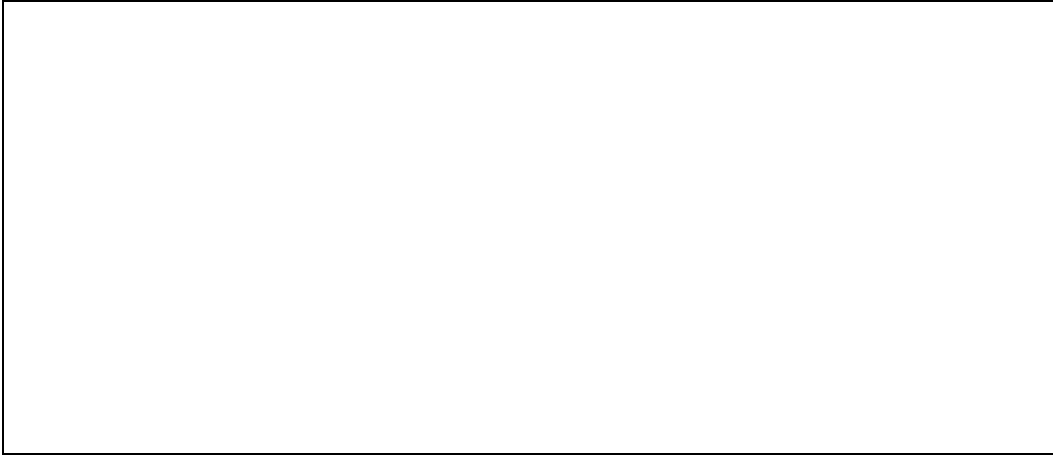
Fish needs a landscape in her dish. What would you paint for Fish's dish?



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: Fish Gets Clean

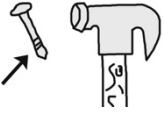
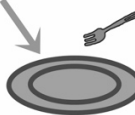
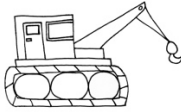
Problem	Draw	Write

Solution	Draw	Write

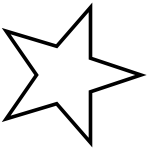
Name: _____

ai

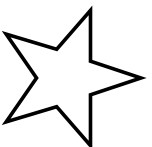
Trace the two letters that make the vowel team in the word. Circle the matching picture.

 	 	 
chain	mail	train
 	 	 
nail	snail	stain
 	 	 
tail	paint	rain
 	 	 
braid	pail	sail

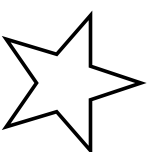
Read for the Stars, ai



I got a **paint**
stain on my pants.



He put the belt
on his **waist**.



Let's **paint** the
railing red.

I did **sprain** my
leg on the **trail**.

My **braid** is much
like a **tail**.

The **snail** slid on
top of the **mail**.

Have you **paid**
for the **train**?

My **sprain** made
me **wail** in **pain**.

The **strain** makes
my pal **faint**.

Rain and **hail**
came at 6:00.

I **paid** for a
bucket of **grain**.

I have the **bait**
for the fish.

1

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Name: _____

Book	Cub on a Boat	Step 5															
Sound-Spellings Skills Focus	Vowel Teams long /A/ spelled "oa": coast, boat, toast, loads, soaks, floats, moans, groans, roam, roast long /A/ spelled "ui": cruise, fruit, juice, suit/swimsuit long /E/ spelled "ea": beach long /E/ spelled "ee": see																
Hands-On Activity <i>choose 1</i>	• Couple Card match (picture to words with CvvC, specifically "oa" and "ui") • Color the Vowel Team, oa (included) • Read for the Stars, sentences, ai (included)																
Slow Down Sounds	• Vowel teams: oa, ui, ea, ee • 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>picnic</td><td>bonfire</td></tr></table>		picnic	bonfire													
picnic	bonfire																
Phonemic Awareness	Bounce and Blend: <i>(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.</i> Words to bounce: <table><tr><td>/g/-/O/-/t/</td><td>/k/-/O/-/l/</td><td>/d/-/A/-/t/</td></tr><tr><td>/s/-/t/-/A/-/n/</td><td>/t/-/O/-/s/-/t/</td><td>/f/-/l/-/O/-/t/</td></tr></table>		/g/-/O/-/t/	/k/-/O/-/l/	/d/-/A/-/t/	/s/-/t/-/A/-/n/	/t/-/O/-/s/-/t/	/f/-/l/-/O/-/t/									
/g/-/O/-/t/	/k/-/O/-/l/	/d/-/A/-/t/															
/s/-/t/-/A/-/n/	/t/-/O/-/s/-/t/	/f/-/l/-/O/-/t/															
Sticky Words		Vocabulary															
Old Sticky Words <table><tr><td>h e</td><td>t o</td><td>f or</td><td>th e</td><td>th ey</td></tr><tr><td>s ay</td><td>c o me</td><td>d oe s</td><td>h a ve</td><td>ou r</td></tr><tr><td>w e</td><td>b e</td><td>w h e n</td><td>p u t s</td><td></td></tr></table>		h e	t o	f or	th e	th ey	s ay	c o me	d oe s	h a ve	ou r	w e	b e	w h e n	p u t s		"soak up the sun" – to enjoy the sun, to get a tan, to feel warm bonfire – a large, controlled fire outside roast – cook over a fire or in extreme heat
h e	t o	f or	th e	th ey													
s ay	c o me	d oe s	h a ve	ou r													
w e	b e	w h e n	p u t s														
Fluency Practice		Blending Lines															
Comprehension & Connections	Recall and Comprehension Questions: • What does Cub pack in his picnic for the cruise? (jam, toast, and fruit juice) • What is a life vest and why does Cub wear it? (A life vest is a flotation device that will help Cub stay afloat if he falls in the water. He wears it for safety.) • What tips Cub's boat? (the wave) • Why does Cub moan and groan? (His boat tipped and sank.) • Who come to save Cub? (his pals, Duck and the snakes)																

	- What do the pals all do on the beach? (have a bonfire, roast snacks, roast marshmallows, have fun, etc.) Connection Questions (connecting students to the book): - Have you ever been on a boat? - What kind of a boat have you been on? (sailboat, cruise ship, tugboat, canoe, dingy, motorboat, speedboat, kayak, etc.) - If you have never been on a boat, would you ever like to go on a boat? (What kind of a boat would you like to be on? Where would you go on the boat? - Have you ever had a bonfire or even a fire in a fireplace? What does it sound like, smell like, look like? Partner Share Topics: - Work with a partner to draw all the items you would take on a boat trip. - Tell a partner about a time you went on a boat or about whether you would like to go on a boat.
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>Using the sound-spellings that have just been learned, vowel teams, build the following words with letter tiles or writing on a white board. Teachers say the words slowly for students to build/write.</i> Words: fruit, moan, coach, goal, suit, soak, loaf, float <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> - The boat floats next to the coast. - The goat eats a green suit. Writing Response: Students practice writing their own thoughts on the Writing Response by answering the following question: <i>Cub invites you on his boat. What will you pack to take with you?</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>Cub on a Boat</u> - Writing Response, <u>Cub on a Boat</u> - Dictation Sentences - True/False, <u>Cub on a Boat</u> - Color the Vowel Team, oa - Read for the Stars, sentences, oa

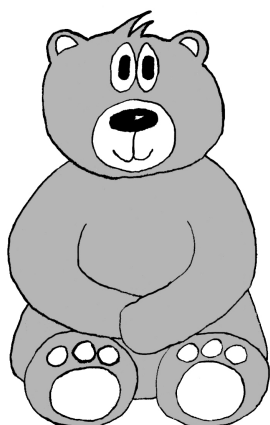
Blending Lines: Cub on a Boat

Line 1 (minimal contrasts–new to known)	cast <u>co</u> ast ram <u>ro</u> am
Line 2 (vary initial sound)	<u>s</u> uit <u>f</u> ruit boat coat
Line 3 (vary one sound)	<u>s</u> ee <u>k</u> <u>s</u> oa <u>k</u> <u>g</u> ree <u>n</u> <u>g</u> roa <u>n</u>
Line 4 (mixed set, target skill)	<u>t</u> oa <u>s</u> t <u>f</u> loa <u>t</u> <u>r</u> oa <u>s</u> t <u>j</u> ui <u>c</u> e
Line 5 (mixed set, target skill)	<u>c</u> ruis <u>e</u> <u>b</u> ea <u>ch</u> <u>s</u> ee <u>l</u> oad <u>s</u>
Line 6 (review for mastery)	life wave jokes time
Line 7 (multisyllabic words)	picnic bonfire
Line 8 (connected text)	Cub will take a cruise up the coast.
Line 9 (connected text)	He puts on his swimsuit.
Line 10 (sticky words)	when come the say they he for does puts our be have we to

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

Name: _____

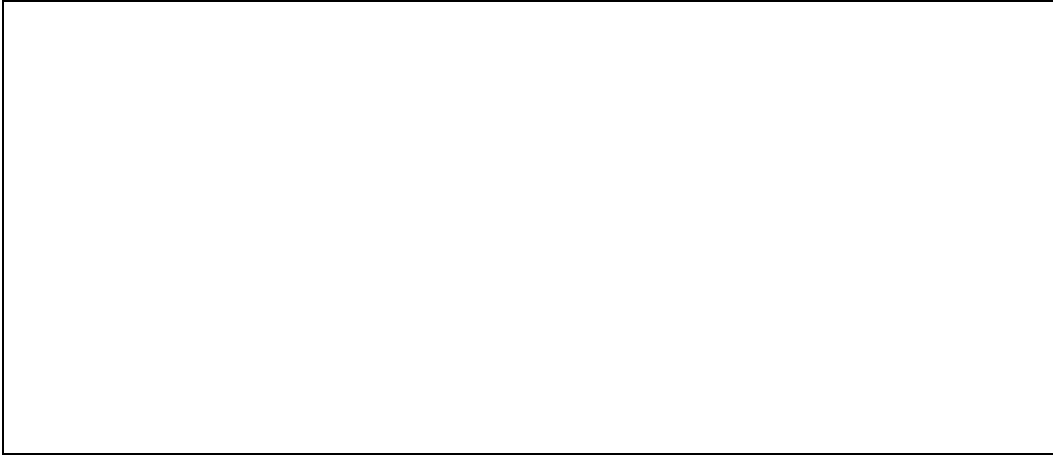
Cub invites you on his boat. What will you pack
to take with you?



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 : _____

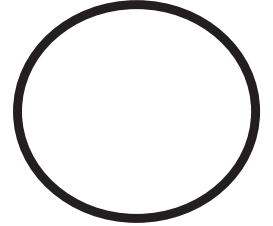


true

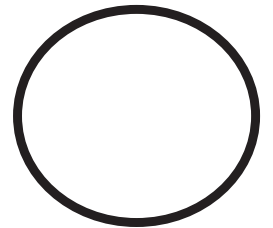


false

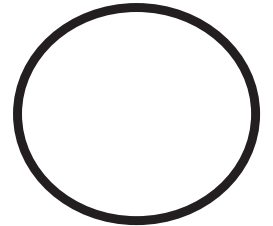
Cub gets set to take a train up the coast.



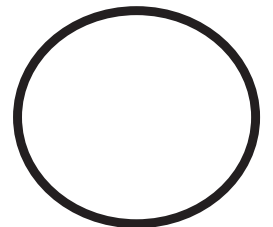
Cub packs chips and hot dogs for his picnic.



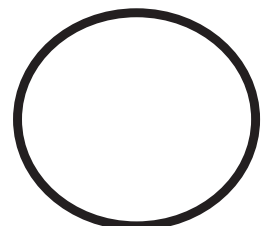
He puts on a swim suit and a life vest.



A big wave tips the boat.



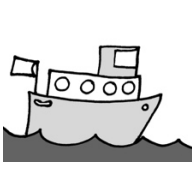
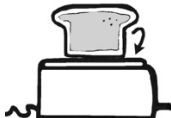
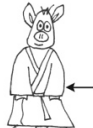
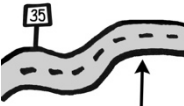
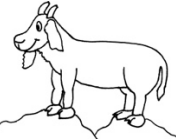
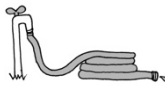
The pals have a bonfire and swim at the beach.



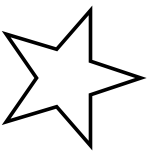
Name: _____

oa

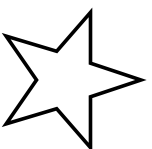
Trace the two letters that make the vowel team in the word. Circle the matching picture.

 	 	 
boat	toast	toad
 	 	 
soap	road	coach
 	 	 
coat	goal	goat

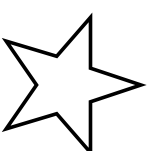
Read for the Stars, oa, long /O/



The **goat** steps
into the **moat**.



The **coach** yells
to get a **goal**.



The **toad** **croaks**
at the pond.

I can **loan** you
cash for rent.

Use **soap** and
soak the pants.

Let's take the
boat up the **coast**.

A **groan** came
from my **throat**.

I **float** in a lake
by the **road**.

Put **coal** on the
fire for the **roast**.

The **roach** ate
my **toast**.

Let's **load** the
boat and set off.

Coax the **foal** to
come home.

1

2

3

4

5

6

Name: _____

Book		Cat on The Road		Step 5																																							
Sound-Spellings Skills Focus	Vowel Teams																																										
	long /A/ spelled "ai": waits, mail																																										
	long /E/ spelled "ea": beat, heat																																										
	long /E/ spelled "ee": needs, week																																										
	long /O/ spelled "oa": roast																																										
long /U/ spelled "ui": suit																																											
Hands-On Activity choose 1		- Color the Vowel Teams, mixed (included) - Read for the Stars, sentences, mixed vowel teams (included)																																									
Slow Down Sounds	- Vowel teams: ai, ee, ea, oa, ui - 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).																																										
	travel		until																																								
Phonemic Awareness	Think and Throw - Deleting: (from the Daily Dos): /n/ - Teachers say /n/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /n/ sound from each word said. "We are going to 'delete' or 'throw' the sound /n/ from the word. It will make a new word"																																										
	sneeze - seize		pond - pod	snip - sip	bent - bet																																						
	lint - lit		snap - sap	seen - see	pine - pie																																						
snub - sub		sign - sigh	nil - ill	gnat - at																																							
Sticky Words					Vocabulary																																						
sai d said: "s" spells /s/, and "d" spells /d/. The "ai" is an irregular spelling for /e/. Old Sticky Words <table><tr><td>m</td><td>y</td><td>t</td><td>o</td><td>f</td><td>or</td><td>th</td><td>e</td><td>th</td><td>ey</td></tr><tr><td>sh</td><td>e</td><td>h</td><td>er</td><td>w</td><td>h</td><td>e</td><td>n</td><td>d</td><td>oe</td><td>s</td><td>h</td><td>a</td><td>ve</td></tr><tr><td>g</td><td>o</td><td>y</td><td>ou</td><td>c</td><td>o</td><td>me</td><td>f</td><td>r</td><td>o</td><td>m</td><td colspan="3"></td></tr></table>					m	y	t	o	f	or	th	e	th	ey	sh	e	h	er	w	h	e	n	d	oe	s	h	a	ve	g	o	y	ou	c	o	me	f	r	o	m				"beat the heat" - find a way to be cool glee - happiness, joy trek - voyage, long walk or trip leap - to hop over cream - heavy, thick milk stream - a small river-like flow of water croak - the sound a frog makes glee - happiness
m	y	t	o	f	or	th	e	th	ey																																		
sh	e	h	er	w	h	e	n	d	oe	s	h	a	ve																														
g	o	y	ou	c	o	me	f	r	o	m																																	
Fluency Practice					Blending Lines																																						
Comprehension & Connections	Recall and Comprehension Questions:																																										
	- Why does Cat need a plan at the beginning of the story? (Cat needs a plan because it is hot. She needs to cool down.) - Who does Cat write to for help? (Frog) - Who is the mailperson? (Duck) - What does Cat pack in her pail? (cream, fruit, a roast, and her swimsuit)																																										

	• What are the directions that Cat needs to follow to get to Frog's pond? (She needs to travel on the road next to the stream and then go on the path.) • How does Cat know she is near Frog's pond? (She hears Frog croak.) • What do the pals do at the pond? (swim and float on rafts) Connection Questions (connecting students to the book): • Have you ever been very hot? How did you cool down? (swim, take a shower, lay very still, sit by the air conditioner, fan myself, drink a cold drink, etc.) • Have you ever written a note or gotten a note in the mail? Partner Share Topics: • Draw an imaginary map with a partner from one place to another. Include a key that tells what landmarks there are. • Tell a partner what you would do to cool off.
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 "oa" or "ai" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.</i> oa – road → toad, toast, roast, coast, coach, roach, roam, foam ai – pail → nail, tail, mail, main, stain, rain, rail, raid, paid <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> 1. My pal said he can visit in the spring. 2. The plants need rain and sunshine. Writing Response: Students practice writing their own thoughts on the Writing Response by answering the following question: <i>Duck felt sick when he got stung by a bee. What would you do to help Duck?</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	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	1. Blending Lines, <u>Cat on The Road</u> 2. Writing Response, <u>Cat on The Road</u> 3. Problem and Solution Table, <u>Cat on The Road</u> 4. Color the Vowel Teams, mixed 5. Read for the Stars, sentences, mixed vowel teams

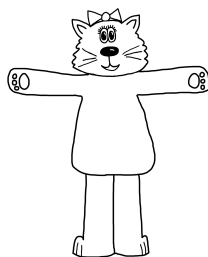
Blending Lines: Cat on the Road

Line 1 (minimal contrasts–new to known)	sit <u>s</u> uit rod r <u>o</u> ad
Line 2 (vary initial sound)	<u>m</u> ail t <u>r</u> ail p <u>a</u> il t <u>a</u> il
Line 3 (vary one sound)	r <u>o</u> ad r <u>o</u> ast r <u>e</u> ad r <u>e</u> ach
Line 4 (mixed set, target skill)	s <u>t</u> ream c <u>r</u> eam k <u>e</u> eeps h <u>e</u> ar
Line 5 (mixed set, target skill)	s <u>p</u> eeds f <u>l</u> oat w <u>a</u> its w <u>e</u> ek
Line 6 (review for mastery)	note home path stuff
Line 7 (multisyllabic words)	travel until
Line 8 (connected text)	She waits and waits for the mail.
Line 9 (connected text)	She needs to beat the heat.
Line 10 (sticky words)	said go for does from they when come she my you her have the to

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

Name: _____

Help Cat get to a fun place. Make a map and
tell her how to get there.



Name: _____

Problem and Solution

Problem: What happened? What has gone wrong?

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

BOOK: Cat on the Road

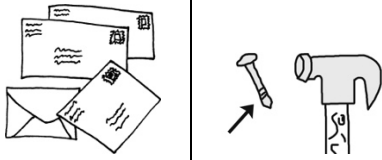
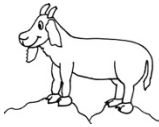
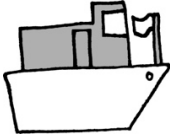
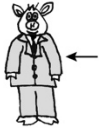
Problem	Draw	Write

Solution	Draw	Write

Name: _____

ee, ea, ai, oa, ui

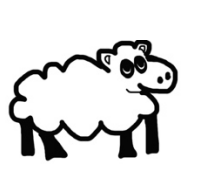
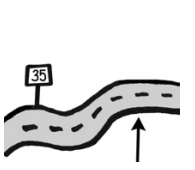
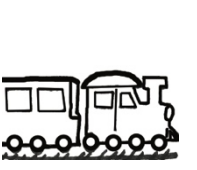
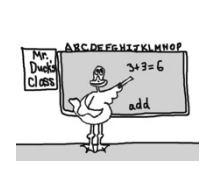
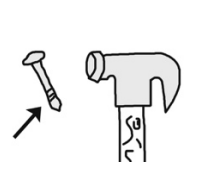
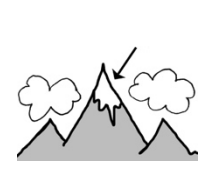
Trace the two letters that make the vowel team in the word. Circle the matching picture.

 		
three	paint	mail
 	 	 
sheep	goal	boat
 	 	 
suit	beach	rain
 	 	 
fruit	leash	chain

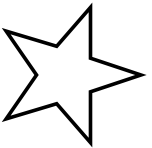
Name: _____

ee, ea, ai, oa, ui

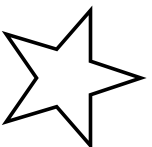
Trace the two letters that make the vowel team in the word. Circle the matching picture.

 	 	 
sleep	road	tail
 	 	 
toast	tea	stream
 	 	 
nail	queen	seal
 	 	 
steam	soap	sweep

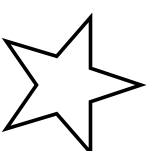
Read for the Stars, mixed vowel teams (ee, ea, ai, oa, ui)



The train rides
in the rain.



The coach leads
the team.



The goat leaps
past the sheep.

The chain on the
gate broke.

Get a swimsuit
for the beach.

The dog jogs on a
leash in the road.

I teach each
class this week.

We get tea with
cream in it.

I put the snail
in a green pail.

The sheep sleep
next to a tree.

Three teams get
sixteen goals.

The stream runs
between the peaks.

1

2

3

4

5

6

Name: _____