Book	Cat's Bow	Step 6
Sound-Spellings Skills Focus	**long /O/ spelled "ow" or "oe":** bungalow, own, grow, bow, joe, throw, elbow, knows, hoe, mows, rows, sows, flow, crows, bellow, low, scarecrow, follow, bowl, rainbow, window, blow, show	
Hands-On Activity *choose 1*	• Cut And Paste, ow/oe/oa (included) • Read for the Stars, sentences, ow/oe/long o (included)	

Slow Down Sounds

- **Long /O/ spelled "ow" and "oe"**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

f o ll ow	d i ff i c u l t	s c a re c r ow
c o m p l e te	r ai n b ow	w i n d ow
a d m i re	e l b ow	w ee k e n d

More multisyllabic words: bungalow, glances, finish, bellows, secure, adding, shindig, fantastic, instruments, fabrics

Phonemic Awareness

Make it Stick (*from the Daily Dos*): long /O/ - Teachers say long /O/ and remind students of the learned spellings by writing them in a visible place (ow, oe, o_e, oa). Teachers tell students they are going to say a beginning sound and students need to "make it stick" to long /O/ spelled "ow." First, say the beginning sound(s) and then point to the spelling "ow." Students repeat the sounds, add "ow," and then blend to make a complete word.

r (row)	m (mow)	t (tow)	b (bow)	gr (grow)
sl (slow)	sh (show)	bl (blow)	cr (crow)	thr (throw)

Sticky Words

New:

know	knows	so	your

Old:

comes	of	puts	she
they	when	the	my
do	was	to	have
put	all	what	you
no	from	want	does
we	for	me	

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

low flow - when liquid/water is not coming in a strong stream but a slower and less dense fashion
tint - a shade of color or a dye
shindig - a party or celebration
bungalow - a small, single-story house
cup of joe - a cup of coffee
fabrics - cloth or other material produced by weaving or knitting fibers
"tend to" - to take care of
instruments - the tools being used to complete job
admire - look at with pleasure

Fluency Practice | **Blending Lines**

Comprehension & Connections

Recall and Comprehension Questions:

- When does the story take place? (on the weekend)
- What does Chimp ask Cat to help with? (tending to the garden, planting, taking care of the plants, etc.)

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	• What caused the stain on the bow? (the pen that was used to make the lips on the scarecrow) • Who gave Cat the bow? (her dad) • What color was her bow before the stain? (cream) • What is the event that the friends have at the end? (a big shindig) **<u>Connection Questions & Complex Questions:</u>** • Why does Cat need to wear such sturdy clothes? (she might get scratches, to protect her knees and elbows, so her clothes don't rip, etc.) • Cat feels "low and sad" when her bow is stained. What does "low" mean in this situation? (sad, down, upset, etc.) • What steps does Chimp take to fix the bow? (put the bow in the bowl, mix the tints with the bow, pat the bow with a cloth, put the bow in a window to dry in the breeze) **Partner Activities:** • Tell about an object that you own that has a lot of meaning to you.
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**<u>Dictation sentences:</u>** *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.* 1. The crows sit on the scarecrow and eat the plants that grow. 2. The tow truck follows the rows of traffic. **<u>Writing Response:</u>** Students practice writing their own thoughts on the Writing Response by answering the following question: *Cat's bow is very important to her.* *Describe an item that is very special to you and why.*
Meaning Making Methods	**Homographs:** *words that are spelled the same and pronounced the same but have different meanings* -Use the Homograph Hands page to illustrate/describe following words. Examples in the book: **low** - not high in altitude or force **OR** sad / **shade -** when a covering blocks out most of the sun from an area **OR** a form of a color **row -** a fight or argument **OR** a line of items / **instrument -** tools for a specific job **OR** an object that produces musical sounds **More:** plot, kicks, bow, bowl **Idioms:** *an expression that cannot be understood from the meanings of its separate words* -Use the Idioms sheet to illustrate/describe "throw on clothes" Examples in the book: "throw on strong pants and kicks" / **<u>Literal:</u>** to chuck or toss clothing **<u>Figurative:</u>** to put on quickly, to put together quickly
Comprehension Activity	**Step-by-Step Directions** • Write 4 steps on how to fix Cat's bow. Write one sentence for each step in the process. • Draw a picture for each.

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Provided Resources	1. Blending Lines, Cat's Bow 2. Writing Response, Cat's Bow 3. Homograph Hands, Cat's Bow 4. Idioms Sheet, Cat's Bow 5. Step-by-Step Directions, Cat's Bow 6. Cut And Paste, ow/oe/oa 7. Read for the Stars, sentences, ow/oe/long o

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Blending Lines: Cat's Bow

Line 1 (target skill)	low row mow bow sow
Line 2 (target skill)	flow grow crows blow show
Line 3 (target skill)	own bowl throw elbow follow
Line 4 (target skill)	bellow window rainbow scarecrow
Line 5 (review for mastery)	weekend visit strong thick
Line 6 (review for mastery)	fabrics plants finish glances
Line 7 (challenge words)	bungalow instruments difficult complete
Line 8 (connected text)	I want my own patch to grow plants.
Line 9 (connected text)	Chimp mows the grass, and Cat uses a hoe.
Line 10 (sticky words)	**know knows so your** comes of put she they when the my do was to have put all what you no from want does we what for me

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

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Name:_____

My Special Item

Cat's bow is very important to her.
Describe an item that is very special to you and why.

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Name:_____ Homograph Hands

Cat's Bow

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

low	
	

row	
	

shade	
	

instrument	
	

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Name:_____ Cat's Bow

Idioms

Draw a picture of what the idiom sounds like it means. Write and explain the actual meaning.

"throw on clothes"

Meaning: _____

_____

_____

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Name:_____

Cat's Bow

Step-By-Step Directions

Topic/Activity: How to fix Cat's Bow

Write 4 steps on how to fix Cat's Bow. Draw a picture for each.

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

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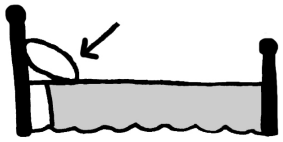
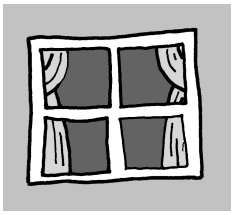
Cut And Paste: **ow, oe, oa, o_e**

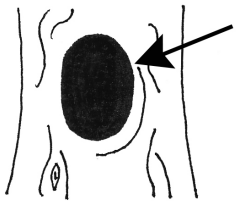
toe	**hose**	**coat**	**snow**

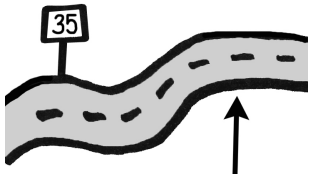
toast	**globe**	**mow**	**hole**

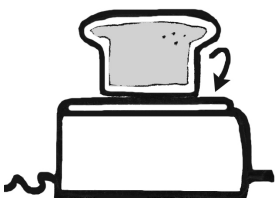
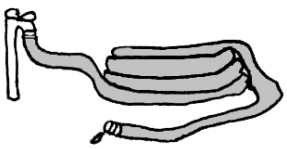
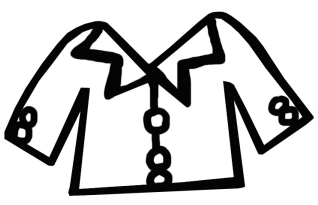
window	**tow**	**pillow**	**road**



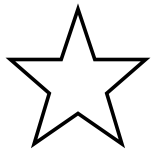
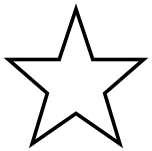
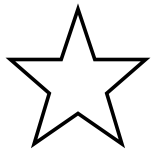








Read for the Stars, long /O/ spelled "ow" and "oe"

		
I hit my own elbow on the window.	The scarecrow keeps the crows off the plants.	Don't throw the frisbee at the window.
If the grass grows, I will mow.	We got tickets for the show in the front row.	The wind blows the bow off her hat.
Milk flows into the bowl.	If you follow me, I can show you the path to my home.	A rainbow often follows the rain.
He stubs his toe on a low shelf.	The tow truck helps the van.	He grows his own plants.

1	2	3	4	5	6

Name:_____

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Book	Cat's Claws	Step 6
Sound-Spellings Skills Focus	**short /o/ spelled "aw," "au," or "al":** dawn, walk, talk, all, squawk, hawk, falls, lawn, sidewalk, paw, claw, awful, flaws, launch, mall, small, tall, mauve, draws, pause	
Hands-On Activity *choose 1*	• Cut And Paste, aw/au/al (included) • Read for the Stars, sentences, aw/au/al (included)	

Slow Down Sounds

- **short /o/ spelled "aw," "au," or "al"**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

c | o | ff | ee	d | i | ff | i | c | u | l | t	s | i | de | w | al | k
aw | f | u | l	sh | i | n | d | i | g	r | e | l | i | sh

More multisyllabic words: sunrise, sudden, concrete, being, simple, salon, plastic, thinking, fantastic, exclaims, problem, canteen, visit

Morphology

Morphology
Definition: the study of the forms of words (using the smallest units of meaning to make meaning of words)

con – "with"

Examples: **concrete** (in the book), conspire, concourse
Connect – If you **con**nect two objects, you link them "with" each other.
Convene – If people **con**vene at a particular place, they come there "with" others.
Congregate – If people **con**gregate, they flock "with" each other.
Consensus – a mutual feeling of agreement that people have "with" each other.
Concord – an agreement or harmony when one person's "heart" is "with" another.

Sticky Words

New:

while	would	about	your

Old:

want	does	we	for	of
her	the	my	do	could
all	what	now	they	he
go	to	you	have	are
from				

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

- **shindig** – a party
- **relish** – to enjoy
- **files** – to shave down, to use a file
- **flaws** – a mark, fault, or other imperfection that mars a substance or object
- **mauve** – a pale purple color
- **hue** – a color or shade
- **launch** – introduce to the public for the first time
- **snug** – comfortable, warm, and cozy; very tight or close-fitting

Fluency Practice

Blending Lines

Comprehension & Connections

Recall and Comprehension Questions:

- When do Cat and Duck meet (at dawn)
- Why do Duck and Cat meet? (to see the sunrise and take a long walk)
- Where will Duck take Cat to get her claws fixed? (a nail salon at the mall)

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

What do the pals do to celebrate once the problem is fixed? (have lunch at the Canteen/at a restaurant)

<u>Connection Questions & Complex Questions:</u>

What is the <u>cause</u> of Cat's fall? What is the <u>effect</u> of her fall? (the hawk's squawk scaring her/her claws are cracked and flawed)
What is a launch shindig? (a party when a store opens)
Why is Frog good at his job? (he isn't tall, he is closer to nails and feet, etc.)
What does it mean when someone "relishes" something? (enjoys or cherishes)
Do you have a way you celebrate something special with friends or family?

Partner Activities:

Plan a shindig and tell your partner about it.
Tell a partner another way you could have fixed Cat's cracked claws (cutting them off, getting fancy gloves, putting on fake nails, etc.)

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>
Optional Extensions:
<u>Dictation sentences:</u> 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.

The fawn runs on the lawn at dawn.
The pals walk and talk on the path to the mall.

<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by answering the following question: Cat has a fall and cracks her claws. Duck and Frog help their pal. How are you a helper to others?
</td></tr>
<tr><td>Meaning Making Methods</td><td>
Homophones: words that are spelled differently, pronounced the same, and have different meanings
-Use the Homophone Hands page to illustrate/describe 2+ of the following words.
Examples in the book: (The bold word is the word used in the book.)
<table>
<tr><td>walk/wok</td><td>claws/clause</td><td>paws/pause</td></tr>
<tr><td>pain/pane</td><td>pair/pear</td><td></td></tr>
</table>
Idioms: an expression that cannot be understood from the meanings of its separate words
-Use the Idioms sheet to illustrate/describe on of the idioms.
Examples in the book:
<table>
<tr><td>"catch up"</td><td><u>Literal:</u> to grab with your hands in an upward position
<u>Figurative:</u> to review past information, to be up to speed on</td></tr>
<tr><td>"kick off"</td><td><u>Literal:</u> remove with one's feet
<u>Figurative:</u> to begin, to start up</td></tr>
</table>
</td></tr>
</table>

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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, Cat's Claws 2. Writing Response, Cat's Claws 3. Homophone Hands 4. Idioms Sheet, Cat's Claws 5. Problem and Solution Table, Cat's Claws 6. Cut And Paste, au/aw/al 7. Read for the Stars, sentences, aw/au/al

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Blending Lines: Cat's Claws

Line 1 (target skill)	all fall mall tall small
Line 2 (target skill)	walk talk hawk squawk
Line 3 (target skill)	claw flaw draw straw
Line 4 (target skill)	lawn dawn launch pause
Line 5 (review for mastery)	reach scrubs paints shapes
Line 6 (review for mastery)	problem place cracks sudden tree
Line 7 (challenge words)	sidewalk mauve concrete exclaims
Line 8 (connected text)	All of a sudden, a squawk comes from a tree.
Line 9 (connected text)	Duck falls on a soft lawn.
Line 10 (sticky words)	**your while about would** want does we for of the her my do could all what now they he go to have you are from

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

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Name:_____

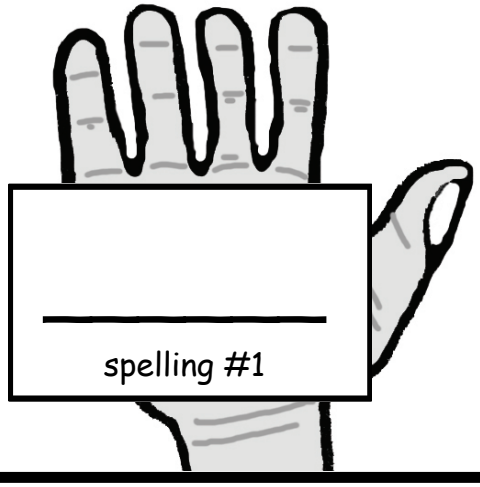
I'm A Helper

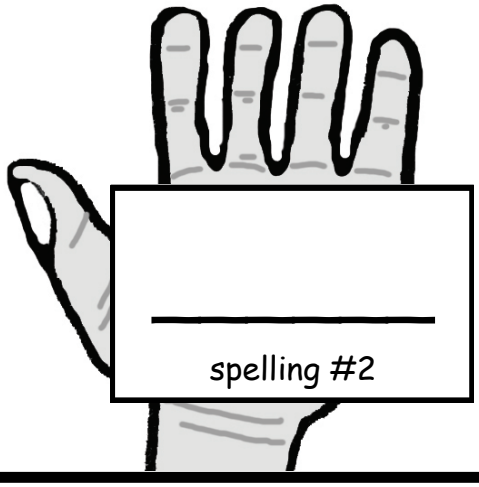
Cat has a fall and cracks her claws. Duck and Frog help their pal. How are you a helper to others?

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Name:_____

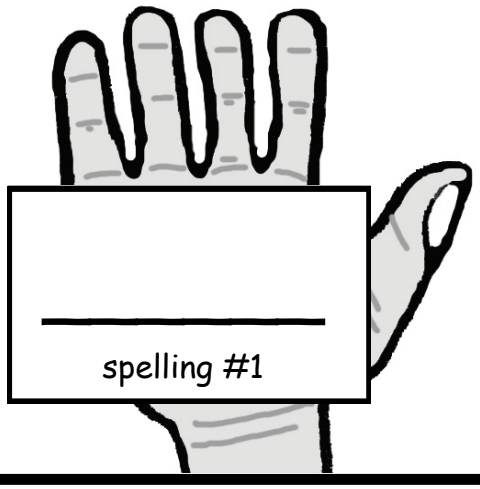
Homophones: **words that are spelled differently and have different meanings but sound the same.**

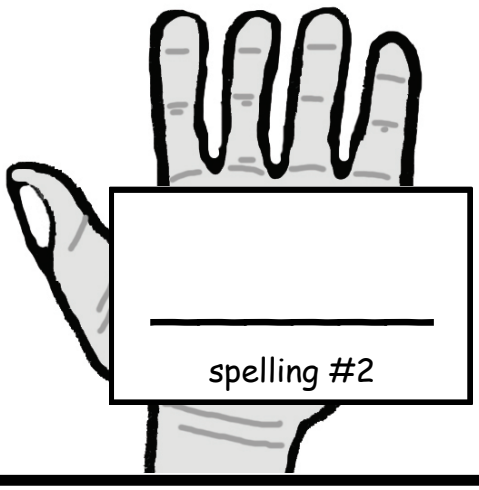




meaning #1:

meaning #2





meaning #1:

meaning #2

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Name:_____ Cat's Claws

Idioms

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

"catch up"	"kick off"

Meaning: _____

_____

_____

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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's Claws

	Draw	Write
Problem		_____ _____ _____ _____ _____
Solution		_____ _____ _____ _____ _____

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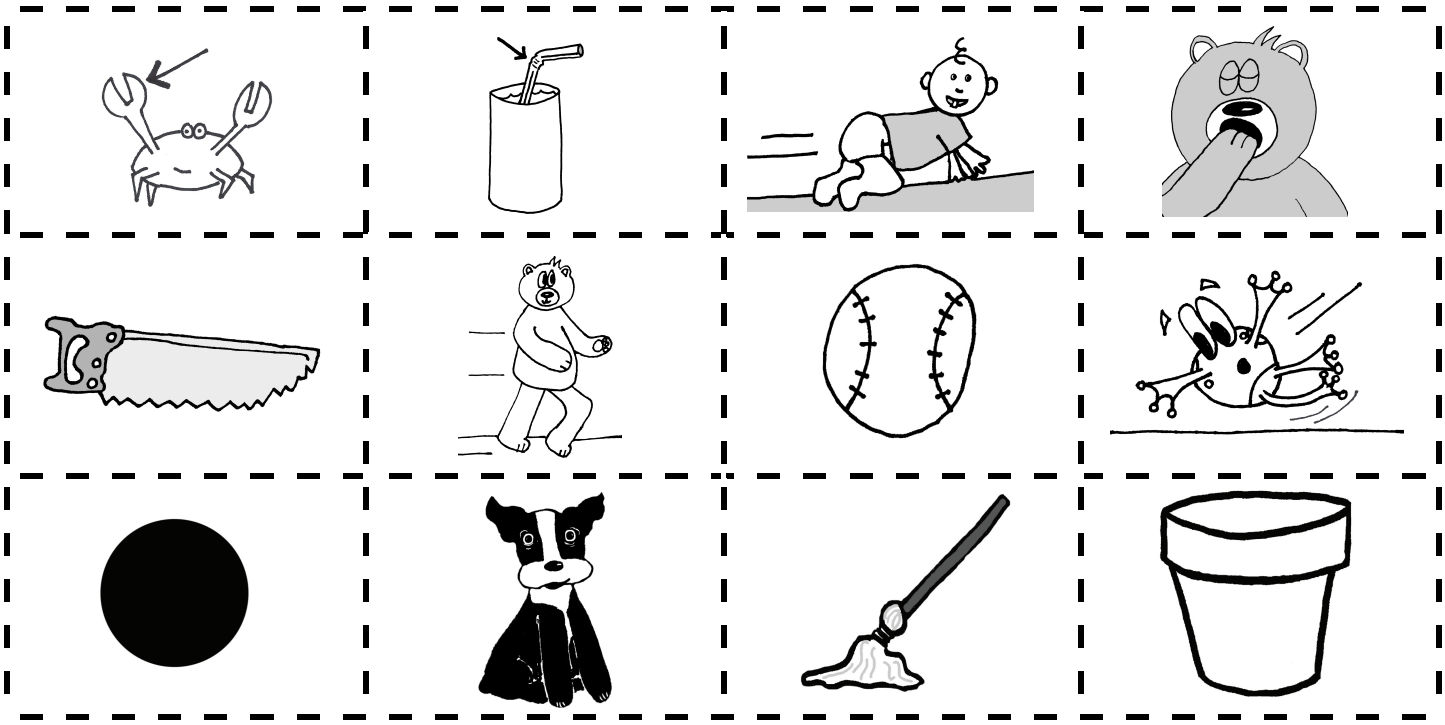
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Cut And Paste: **short /o/**

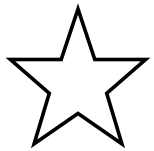
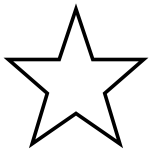
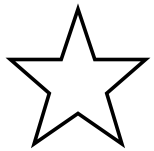
pot	**ball**	**walk**	**mop**

claw	**straw**	**crawl**	**fall**

yawn	**saw**	**dot**	**dog**



Read for the Stars, short /o/ spelled "aw," "al," and "au"

		
Can we go to the rocket launch?	I will walk to the mall to shop.	He woke at dawn to draw up a plan.
Mom saw the small hawk on the lawn.	Dawn talks to the tall man.	All the cats claws scratch my hand.
The dog falls and strains his paw.	I feel awful that the top is too small.	Use the saw to cut the logs.
The fawn eats the grass and straw.	The tot can crawl on the lawn.	I saw a flaw on the test.

1	2	3	4	5	6

Name:_____

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Book	Chimp At The Market	Step 6
Sound-Spellings Skills Focus	**/ar/ spelled "ar":** card, farm, market, car, jars, parks, barn, garden, hard, cart, far, smart, start, march, yards, bark, star, mart, art, yarn, tarts, darts, targets, carpets, harps, dark, arms, charm, part	
Hands-On Activity *choose 1*	• Cut And Paste, ar (included) • Read for the Stars, sentences, ar (included)	

Slow Down Sounds

- **/ar/ spelled ar**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

m ar k e t	p u m p k i n	p r o d u c t
t ar g e t	c ar p e t	b r a ce l e t

Phonemic Awareness

Make it Stick (*from the Daily Dos*): /ar/ - Teachers say /ar/ and remind students of the learned spelling by writing it in a visible place (ar). Teachers tell students they are going to say a beginning sound and students need to "make it stick" to /ar/. First, say the beginning sound(s) and then point to the spelling "ar." Students repeat the sounds, add "ar," and then blend to make a complete word. Repeat with endings.

b (bar)	t (tar)	c (ar)	st (star)	f (far)
(arm) m	(art) t	(arc) c	(arch) ch	

Sticky Words

Old:

the	was	from	be
to	you	of	say
they	he	put	for

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

product - an article or item that is made for sale
harp - a string musical instrument
charm - a small ornament on a necklace or bracelet
march - to walk in a measured tread
target - a person, object, or place selected as the aim

Fluency Practice

Blending Lines

Comprehension & Connections

Recall and Comprehension Questions:

- Why did Chimp go to Duck's farm? (he got a card in the mail from Duck, he goes to help Duck sell items at the market, etc.)
- Who does Chimp borrow a car from? (Dog)
- What were some of the items being sold at the market? (art, nice cards, yarn, tarts, stuff from farms, darts with targets, soft carpets, and harps)
- What gift does Duck give to Chimp? (a star charm bracelet)
- Why do the pals link arms as they walk back from the market? (because it is dark, to be safe, etc.)

Connection Questions & Complex Questions:

- Chimp helped Duck. What's one way you help your friends?

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

Have you ever visited a farm? What was it like? What did you see?
How did Chimp feel at the end of the book? Why? How do you know he feels this way?

Partner Activities:

Tell a partner about a time you went shopping at a mall, a market, a store, etc.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>
<u>Dictation sentences:</u> 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.

The dogs bark in the yards as we pass.
A big, red barn is to the left of the farm.

<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by answering the following question: Chimp has a stand at market. If you could have a stand, what would it be and what would you sell?
</td></tr>
<tr><td>Meaning Making Methods</td><td>
Homographs: words that are spelled the same and pronounced the same but have different meanings
-Use the Homograph Hands page to illustrate/describe 2+ of the following words.
Examples in the book:
<table>
<tr><td>march – a spring month OR a rhythmic walk</td><td>park – when a covering blocks out most of the sun from an area OR a form of a color</td></tr>
<tr><td colspan="2">charm – the power or quality of giving delight OR a small ornament worn on a necklace or bracelet</td></tr>
</table>
More: safe, drive
</td></tr>
<tr><td>Comprehension Activity</td><td>
Questions Quest

Students think of and write 3 questions about the story for a partner to answer.
The partner then finds the page # of the answer and write the answer for the question asked.

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

Blending Lines, <u>Chimp At The Market</u>
Writing Response, <u>Chimp At The Market</u>
Homograph Hands, <u>Chimp At The Market</u>
Questions Quest, <u>Chimp At The Market</u>
Cut And Paste, ar
Read for the Stars, sentences, ar

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

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Blending Lines: Chimp At The Market

Line 1 (target skill)	car far jars star art arm
Line 2 (target skill)	card cart farm barn part
Line 3 (target skill)	hard parks yard harp dark
Line 4 (target skill)	charm start march bark mart
Line 5 (review for mastery)	reach scrubs paints shapes
Line 6 (review for mastery)	problem place cracks sudden
Line 7 (challenge words)	market garden carpets target
Line 8 (connected text)	Chimp gets a card from Duck.
Line 9 (connected text)	Chimp parks the car in the barn.
Line 10 (sticky words)	the he to they of was you be from for say put

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

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Name:_____

My Market Stand

Chimp has a stand at market. If you could have a stand, what would it be and what would you sell?

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Name:_____

Homograph Hands

Chimp At The Market

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

march	
	

park	
	

charm	
	

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Name of Question Writer:_____

Name of Question Quester:_____

The Question Writer comes up with three questions about the book, using a different question word for each question.

The Question Quester uses the book to answer the three questions, answering in complete sentences and siting a page number or numbers to show evidence.

Question Quest

Who **Where** **When** **What** **Why** **How**

Book Title: Chimp At The Market

Question #1:_____

_____

_____

Page number or numbers for evidence:	Answer:_____
_____	_____
	_____
	_____
	_____
	_____

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Question #2: _____

_____

_____

Page number or numbers for evidence:	Answer: _____
_____	_____
	_____
	_____
	_____
	_____

Question #3: _____

_____

_____

Page number or numbers for evidence:	Answer: _____
_____	_____
	_____
	_____
	_____
	_____

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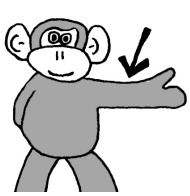
(c) Elise Lovejoy
Express Readers

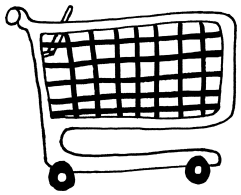
Cut And Paste: **ar**

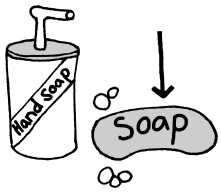
chart	**star**	**bar**	**yard**

shark	**cart**	**jar**	**yarn**

barn	**charm**	**arm**	**scarf**



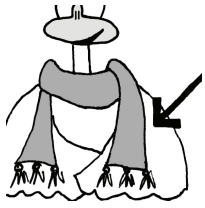


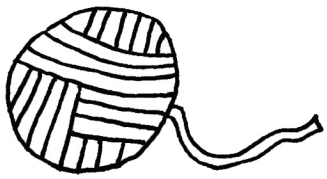


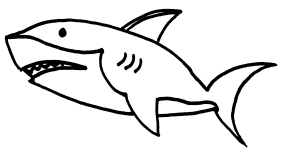










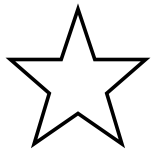
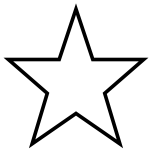
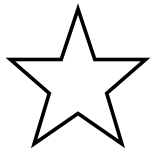








Read for the Stars, ar

		
The garden is next to the barn.	The star charm is on my bracelet.	The market does not sell yarn.
The dogs in the yard bark at cats.	His dad drove the car to the park.	Stack the jars in the shopping cart.
The race has a hard start uphill.	The band can march far.	Chuck the dart at the target.
The card has nice art on the front.	The stars shine in the dark.	Let's eat tarts and drink tea.

1	2	3	4	5	6

Name:_____

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Book	Cub Frowns	Step 6
Sound-Spellings Skills Focus	**/ow/ spelled "ow" and "ou":** pouts, frowns, house, couch, growls, howls, sound, scowls, sour, slouch, grouch, mouth, town, out, gown, crown, bow, crowds, count, clouds, ground, bounce, discount, outfits, chow, down, clown, brown, cow, mountain, shout, loud, vow, wow, without	
Hands-On Activity *choose 1*	• Cut And Paste, ow/ou (included) • Read for the Stars, sentences, ow/ou (included)	

Slow Down Sounds

- **/ow/ spelled "ow" and "ou"**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

p i c n i c	m ou n t ai n	ou t f i t s
d i s c ou n t	c u p c a ke	ou t s i de

More multisyllabic words: upside, without

Morphology

Morphology
Definition: the study of the forms of words (using the smallest units of meaning to make meaning of words)

dis – "not," "away from," or "opposite of"

Examples:
discount – removal of the count or calculation
dishonest – not honest
disinfect – rid of infection, make not infected
dislike – not like
disapproval – not approving of
More examples: disconnect, discontinue, disorganized

Sticky Words

New:

your

Old:

he	come	be	put
does	do	go	to
all	you	what	we
for	the	have	of

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

pouts – to sulk or feel sad about something visibly
slouch – to slump down, the sag one's shoulders, to not sit up straight
grouch – someone who is in a bad mood
discount – a price cut, reduction in cost
sour face – a look on one's face that shows a bad taste
vow – to make a strong promise
gown – a long dress, often very formal

Fluency Practice

Blending Lines

Comprehension & Connections

Recall and Comprehension Questions:

- What words tell you that Cub is unhappy? (pouts, frowns, grouch, sour face, growls, etc.)
- Who comes to try to cheer up Cub? (Cat)

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

What is one idea Cat thinks of to cheer up Cub? (a picnic outside, dressing up and pretending to be a king and queen, going shopping, hiking to the top of a mountain, visiting Duck's farm and seeing the cows, bouncing in a jump house, eating sweets)

<u>Connection Questions & Complex Questions:</u>

Why is Cub sad? (He was lonely.)
What does "chow down" mean? (to eat quickly, to eat a lot of food)
What does "down in the mouth" mean? (to frown and be sad)
What can you do to help a friend who is sad?

Partner Activities:

Tell a partner what you do to improve your mood when you are feeling down.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>
<u>Dictation sentences:</u> 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.

The clown did his act for the crowd.
The kids count the clouds.

<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by answering the following question: Cat was trying to plan a special day to cheer up Cub. What would you do on a special day?
</td></tr>
<tr><td>Meaning Making Methods</td><td>
Idioms: an expression that cannot be understood from the meanings of its separate words
-Use the Idioms sheet to illustrate/describe one of the idioms.
Examples in the book:
<table>
<tr><td>"hang out"</td><td><u>Literal:</u> to be suspended from something sturdy
<u>Figurative:</u> to spend time with someone</td></tr>
<tr><td>"down in the mouth"</td><td><u>Literal:</u> to be in the lower part of someone's mouth
<u>Figurative:</u> to be sad or upset</td></tr>
<tr><td>"a sour face"</td><td><u>Literal:</u> to have a sour tasting face, like a lemon
<u>Figurative:</u> to have an expression of displeasure or disgust, often involving a frown</td></tr>
</table>
</td></tr>
<tr><td>Comprehension Activity</td><td>
<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.

</td></tr>
<tr><td>Provided Resources</td><td>
1. Blending Lines, <u>Cub Frowns</u>
2. Writing Response, <u>Cub Frowns</u>
3. Idioms, <u>Cub Frowns</u>
4. Problem and Solution Table, <u>Cub Frowns</u>
5. Cut And Paste, ow/ou
6. Read for the Stars, sentences, ow/ou
</td></tr>
</table>

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Blending Lines: Cub Frowns

Line 1 (target skill)	out pout loud cloud couch
Line 2 (target skill)	sound ground mouth slouch shout
Line 3 (target skill)	cow bow vow town frown
Line 4 (target skill)	howl growl crowd brown chow
Line 5 (review for mastery)	makes hang queens picnic
Line 6 (review for mastery)	cupcakes place upside smile
Line 7 (challenge words)	discount outfits mountain without
Line 8 (connected text)	Cub pouts and frowns.
Line 9 (connected text)	He sits in his house on the couch.
Line 10 (sticky words)	**your** he the does come do be go to we put for of you have all what

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

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Name:_____

A Special Day

Cat was trying to plan a special day to cheer up Cub. What would you do on a special day?

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Name:_____ Cub Frowns

Idioms

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

"hang out"	"down in the mouth"	"a sour face"

Meaning: _____

_____

_____

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Name:_____ Problem and Solution

Problem: What happened ? What has gone wrong ?
Solution: How is the problem fixed? What happens to fix the problem ?

BOOK: Cub Frowns

	Draw	Write
Problem		_____ _____ _____ _____ _____
Solution	Draw	Write
		_____ _____ _____ _____ _____

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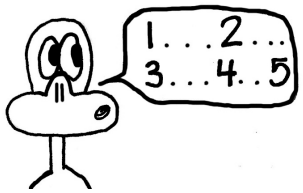
Cut And Paste: **ow, ou**

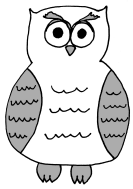
cow	**house**	**cloud**	**count**

crown	**couch**	**mouse**	**snout**

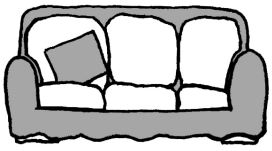
town	**owl**	**frown**	**south**

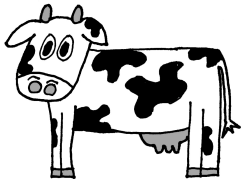




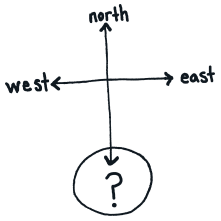


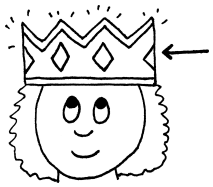


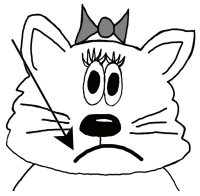


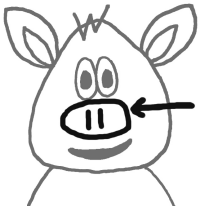






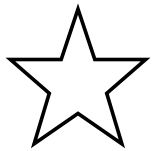
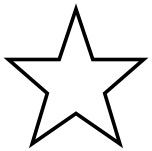
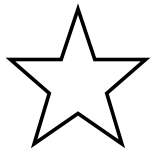








Read for the Stars, /ow/ spelled "ow" and "ou"

		
The kid pouts and frowns if he is mad.	The crowd sees the odd clown.	The dog growls and howls at the mouse.
A brown cow is next to the house.	The queen has on a crown and gown.	I got a discount on my outfit at a sale.
If you slouch, you seem like a grouch.	The shouting is too loud of a sound.	Let's go out to the town without him.
Let's sit back and count the clouds.	I found a discount on the round frame.	He hit the ground when he fell down.

1	2	3	4	5	6

Name:_____

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Book	Cub's Loyal Pal	Step 6

Sound-Spellings Skills Focus	**/oy/ spelled "oy" and "oi":** spoil, choice, enjoys, boils, joy, hoists, noise, joyful, pinpoint, boy, toys, ointment, poison, loyal, join
Hands-On Activity *choose 1*	• Four in a Row, oi/oy (included) • Read for the Stars, sentences, oi/oy (included)
Slow Down Sounds	• **/oy/ spelled "oi" and "oy"** • **Mapping long words:** ○ Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words. ○ Examples:

e n j oy	l oy a l	j oy f u l
m ea l t i me	p i n p oi n t	s e l f i sh

More multisyllabic words: hopping, inside, sunshine, cannot, reason, upset, mistake, saying, poison, ointment, selfish, problem, being, myself, choices

Morphology	**Morphology** Definition: the study of the forms of words (using the smallest units of meaning to make meaning of words) **self –** refers to the individual's identity or personal being Examples: **self**ish – lacking consideration for others; concerned with one's own personal profit or pleasure **myself** - used by a speaker to refer to himself or herself self**less** - concerned more with the needs and wishes of others than with one's own More examples: unselfish, yourself, self-conscious

Sticky Words	Vocabulary

New:

friend	sorry

Old:

he	me	be	puts	why	say
does	good	go	to	they	said
are	you	when	there	some	was
for	the	have	of	again	

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

loyal - a characteristic that means reliable, committed, or trustworthy
ointment - a cream or gel substance that is often medicinal
hoist - to pull up
poison oak – a plant can cause a severe allergic rash in many people
selfish – lacking consideration for others; concerned with one's own personal profit or pleasure
ill - sick

Fluency Practice	Blending Lines

Comprehension & Connections	**Recall and Comprehension Questions:** • What do Frog and Cub plan to do together? (go shopping and have lunch) • When did Frog and Cub make those plans? (last week) • What is one nice thing that Cub did in the past to be a good friend? (share toys, bring ointment to help Frog's poison oak rash, give compliments, hug)

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

How does Frog find out that Cub lied? (Frog comes to bring broth to his friend and finds him lying in the back yard, not sick.)

<u>Connection Questions & Complex Questions:</u>

What does the word "pinpoint" mean? (to find the exact, to figure out)
What could Cub have done instead of lie to Frog? (tell the truth, ask Frog if they could change their plans, postpone their plans, etc.)
Have you ever told a lie? How did it make you feel?

Partner Activities:

Tell about an object that you own that has a lot of meaning to you.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>
<u>Dictation sentences:</u> 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 enjoy when I can stay home and play with my toys.
He joins the boys as they hoist up a tire swing.

<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by answering the following question: Cub learns about being a loyal pal. What are some ways that you are a loyal pal?
</td></tr>
<tr><td>Meaning Making Methods</td><td>
Homographs: words that are spelled the same and pronounced the same but have different meanings
-Use the Homograph Hands page to illustrate/describe the following words.
Examples in the book:
<table>
<tr><td>lie - an untruth OR to lay down</td><td>rest - the remainder OR to relax</td><td>please - a polite way to ask for something OR to make happy</td></tr>
</table>
</td></tr>
<tr><td>Comprehension Activity</td><td>
Questions Quest

Students think of and write 3 questions about the story for a partner to answer.
The partner then finds the page # of the answer and write the answer for the question asked.

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

Blending Lines, <u>Cub's Loyal Pal</u>
Writing Response, <u>Cub's Loyal Pal</u>
Questions Quest, <u>Cub's Loyal Pal</u>
Homograph Hands, <u>Cub's Loyal Pal</u>
Four in a Row, oi/oy
Read for the Stars, sentences, oi/oy

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

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Blending Lines: Cub's Loyal Pal

Line 1 (target skill)	boy toy joy enjoy joyful
Line 2 (target skill)	boils spoil join hoist noise
Line 3 (target skill)	loyal poison toilet moist oil
Line 4 (target skill)	choice coins foil joint royal
Line 5 (review for mastery)	lunch inside broth himself
Line 6 (review for mastery)	fence upset thinks mistake
Line 7 (challenge words)	meantime ointment pinpoint
Line 8 (connected text)	He makes a choice not to go.
Line 9 (connected text)	He rests and enjoys the sunshine.
Line 10 (sticky words)	**friend** **sorry** he good me are have there does why go to puts they you when some again say said for the be of was

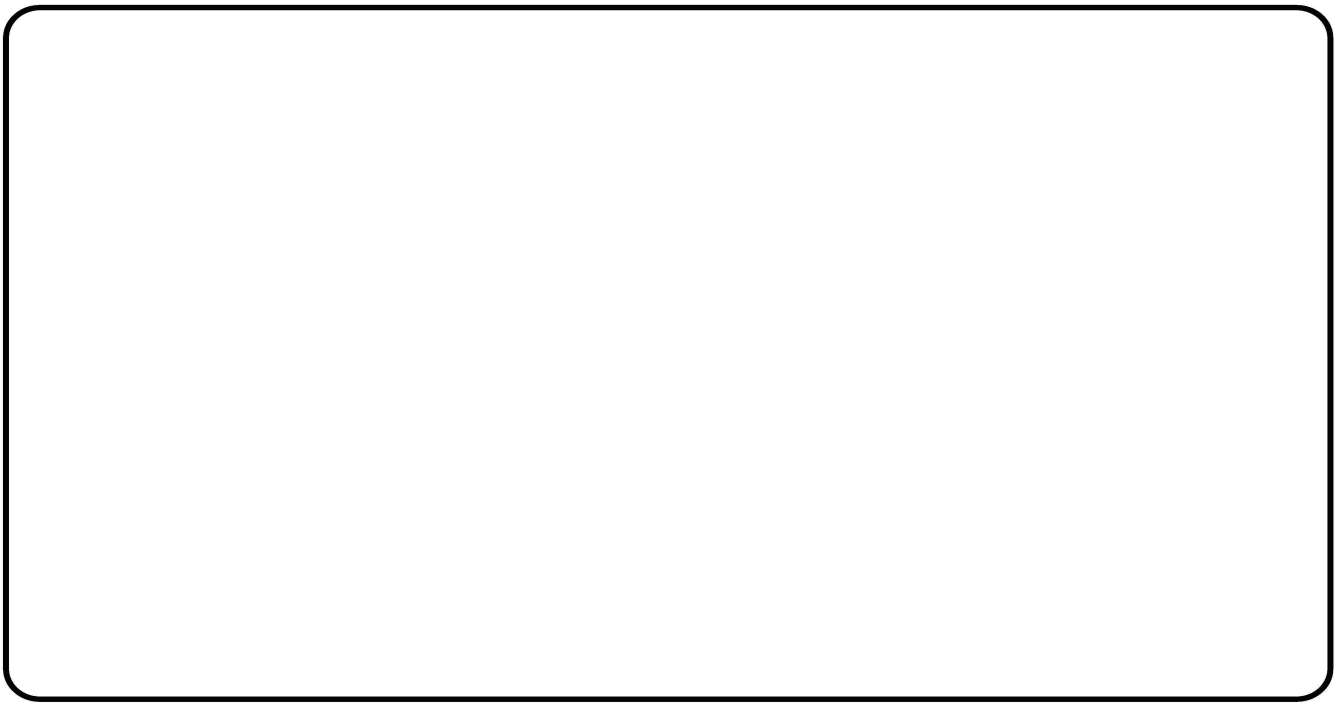
Credit: Wiley Blevins, **Choosing and Using Decodable Texts**

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Name:_____

I can be loyal

Cub learns about being a loyal pal. What are some ways that you are a loyal pal?



(c) Elise Lovejoy, Express Readers

Name of Question Writer:_____

Name of Question Quester:_____

The Question Writer comes up with three questions about the book, using a different question word for each question.

The Question Quester uses the book to answer the three questions, answering in complete sentences and siting a page number or numbers to show evidence.

Question Quest

Who **Where** **When** **What** **Why** **How**

Book Title: Cub's Loyal Pal

Question #1:_____

_____

_____

Page number or numbers for evidence:	Answer:_____
_____	_____
	_____
	_____
	_____
	_____

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Express Readers

Question #2: _____

_____

_____

Page number or numbers for evidence:	Answer: _____
_____	_____
	_____
	_____
	_____
	_____

Question #3: _____

_____

_____

Page number or numbers for evidence:	Answer: _____
_____	_____
	_____
	_____
	_____
	_____

(c) Elise Lovejoy
Express Readers

Name:_____

Cub's Loyal Pal

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

lie	
	

rest	
	

please	
	

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Four in a Row

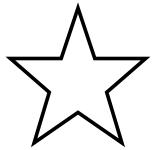
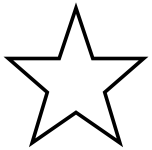
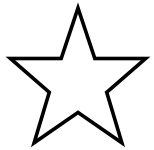
coin	foil	joyful	poison	noise
point	toil	moist	oink	oil
loyal	coil	pointless	enjoy	hoist
spoil	voice	choice	boy	toilet
join	toy	royal	employ	soil
pinpoint	boil	destroy	joint	void

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.

Challenge: Students use the word in a sentence once it is read.

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Read for the Stars, oy/oi

					
Let's enjoy the sunshine.		Do not destroy my block stacks.		The boy got a toy train set.	
The milk will spoil if isn't chilled.		I put my coins in the bank.		The kid made a joyful noise.	
The toilet made an odd noise.		Plant the seeds in the soil.		I will coil up and enjoy a nap.	
The royal king had loyal subjects.		I put an ointment on my joints.		The man put oil in the boiling pot.	
1	2	3	4	5	6
Name:_____					

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Book	Dog Surfs	Step 6

Sound-Spellings Skills Focus	**/er/ spelled "er," "ir," and "ur":** first, after, surf, shirt, enter, perfect, stronger, hurls, under, churn, twirl, fur, hurt, burn, blur, curl, current, squirm, bird, perch, purrs, surrender
Hands-On Activity *choose 1*	• Cut And Paste, er/ir/ur (included) • Read for the Stars, sentences, er/ir/ur (included)

Slow Down Sounds

- **/er/ spelled "er," "ir," and "ur"**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

a f t er	s ea w ee d	p er f e c t
e n t er	w e t s ui t	c urr e n t

More multisyllabic words: sunrise, liquid, sunblock, into, onto, stronger, seconds

Phonemic Awareness

Make it Stick (*from the Daily Dos*): /er/ - Teachers say /er/ and remind students of the learned spellings by writing them in a visible place (er, ir, ur). Teachers tell students they are going to say a beginning sound(s) and students need to "make it stick" to /er/. First, say the beginning sound(s) and then point to one of the three spellings. Students repeat the sounds, add /er/, and blend to make a complete word.

s (sir)	f (fur)	h (her)	lad (ladder)	sist (sister)
numb (number)	lobst (lobster)	ham (hammer)	sad (sadder)	sell (seller)

Sticky Words

Old

was	me	be
puts	the	my
comes	your	now
go	to	you
some	he	again
do	have	of

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

- **current** - the pull of the ocean or body of water, the direction water pulls
- **"surrender to his fear"** - to give in to being afraid, not doing something because someone is too afraid/scared
- **"squirm with fear"** - to be so afraid that one literally squirms or feels as though they might
- **"like a bird on a perch"** - sitting or resting in a comfortable, stable position, much like a bird on a branch
- **liquid** - a substance that flows freely, having a consistency like that of water or oil
- **blur** - a thing that cannot be seen or heard clearly
- **hurls** - throw (an object) with great force
- **churn** - move or cause to move about vigorously

Fluency Practice	Blending Lines

Comprehension & Connections

Recall and Comprehension Questions:

- How does Cat help Dog? (she is a supportive friend, she is there for him, she promises to be at his side, she offers to be a pal he can turn to if he needs, etc.)
- Dog says, "I will sit like a bird on a perch," on page 11. What does that mean? (he will only sit and watch, he won't move from where he is, he won't be involved, he will watch from the sidelines, etc.)

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<table>
<tr><td></td><td>
• Tell us about one time you took a tumble and got back up to try again.
<u>Connection Questions & Complex Questions:</u>
• In the book, Dog gets tossed by a wave and feels defeated. Have you ever tried something new and fallen or failed the first time? What did you do?
• If you had a friend who was frustrated and couldn't do an activity, how could you help them? What might you say or do to encourage them?
Partner Activities:
• Tell a partner about a time you visited a beach or what it would be like if you did visit a beach.
</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td>
<u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by answering the following question: Dog overcomes a fear and gets back up on his surfboard. Describe a time you were scared but overcame the fear.
</td></tr>
<tr><td>Meaning Making Methods</td><td>
Homographs: words that are spelled the same and pronounced the same but have different meanings
-Use the Homograph Hands page to illustrate/describe the following words.
Examples in the book:
• wave - to shake your hand hello or goodbye OR a water movement in the ocean
• surf - to ride on the waves on a board OR to search the internet
• current - present time OR a strong pull in the water
• can - possible/able OR a metal container

Homophones: words that are spelled differently, pronounced the same, and have different meanings
-Use the Homophone Hands page to illustrate/describe the following words.
Examples in the book: (The bold word is the word used in the book.)
<table>
<tr><td>feet/feat</td><td>sees/seize</td><td>to/too/two</td></tr>
<tr><td>some/sum</td><td>fur/fir</td><td>not/knot</td></tr>
<tr><td>current/currant</td><td>sea/see</td><td>I/eye</td></tr>
</table>
</td></tr>
<tr><td>Comprehension Activity</td><td>
<u>True/False</u>
• Students read the sentence and decide if it the statement is true or false.
• If the sentence is true, students color the true/happy face.
• If the sentence is false, students color the false/frowning face.
</td></tr>
<tr><td>Provided Resources</td><td>
1. Blending Lines, <u>Dog Surfs</u>
2. Writing Response, <u>Dog Surfs</u>
3. True/False, <u>Dog Surfs</u>
4. Homograph Hands, <u>Dog Surfs</u>
5. Homophone Hands, <u>Dog Surfs</u>
6. Cut And Paste, er/ir/ur
7. Read for the Stars, sentences, er/ir/ur
</td></tr>
</table>

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Blending Lines: Dog Surfs

Line 1 (target skill)	fur blur curl hurl surf
Line 2 (target skill)	bird first shirt twirl squirm
Line 3 (target skill)	perch under enter after
Line 4 (target skill)	hurt burn her skirt third
Line 5 (review for mastery)	waves swim thinks beach
Line 6 (review for mastery)	strength sunrise catch floats
Line 7 (challenge words)	stronger current perfect surrender
Line 8 (connected text)	Dog is the first of his pals at the beach.
Line 9 (connected text)	Dog sees some of his pals enter the sea.
Line 10 (sticky words)	the of to was go do you he be me have now my again puts some comes your

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

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Name:_____

Writing Prompt
Dog Surfs

I did it!

Dog overcomes a fear and gets back up on his surfboard. Describe a time you were scared but overcame the fear.

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True or False

Read the statement.

Choose true or false.

True		False
True	Dog came to the beach last to go surf.	False
True	Dog puts on his wet-suit shirt and sun block.	False
True	Dog rides the first wave perfectly.	False
True	Dog's pal Duck helps him overcome his fear.	False
True	Dog has fun surfing at the end.	False

Star Challenge: Write the page number of where you found the evidence for the answer.

Name:_____

Homograph Hands

Dog Surfs

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

wave	
	

surf	
	

current	
	

can	
	

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Name:_____ Dog's Surfs

Homophone Hands

Homophones are words that are spelled differently, pronounced the same, and have different meanings.

Write/draw about the below words that are pronounced the same way from the book.

fur	fir
	

I	eye
	

to	too	two
		

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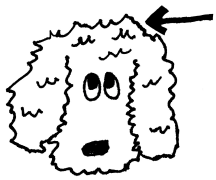
Cut And Paste: **er, ir, ur**

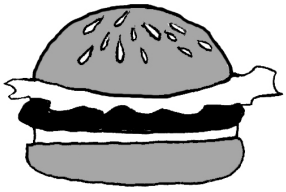
shirt	**burst**	**letter**	**bird**

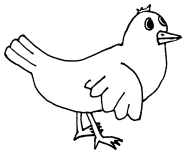
fur	**first**	**burger**	**enter**

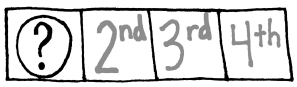
surf	**under**	**curl**	**turn**

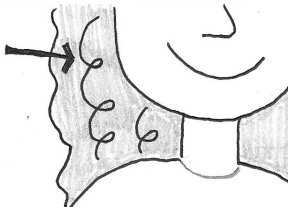


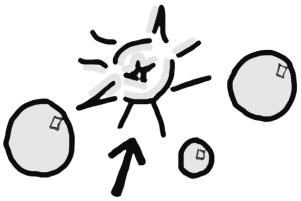


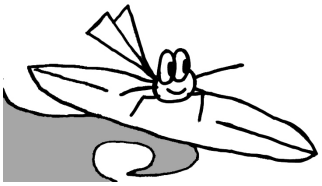


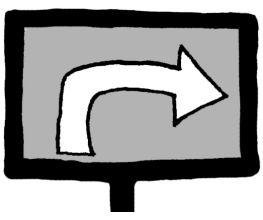


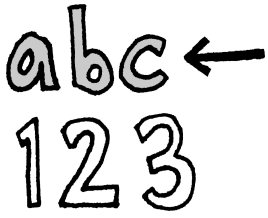


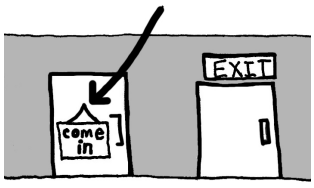


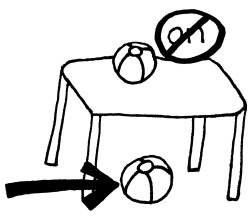




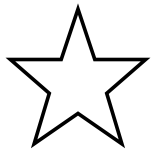
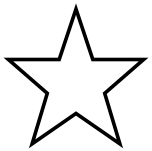
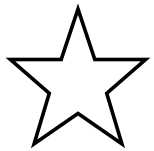








Read for the Stars, er/ir/ur

		
Her cat purrs and curls up on a mat.	Turn the burgers before they burn.	The bird can perch on the branch.
My shirt is under the bed.	I will get a ladder after lunch.	The girl twirls in her skirt.
I was first to enter ride.	It hurt to get a sunburn.	I think three is a perfect number.
Let's turn the curve to the left.	He runs so fast that he is a blur.	The dog has fur with curls in it.

1	2	3	4	5	6

Name:_____

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Book	Dog's Book	Step 6
Sound-Spellings Skills Focus	**/ʊ/ spelled "oo":** good, book, brook, woods, look, foot, hook, woof, took, hood, wool, soot, shook, nook, cookbook, cook	
Hands-On Activity *choose 1*	• Four in a Row, /ʊ/ spelled "oo" (included) • Read for the Stars, sentences, /ʊ/ spelled "oo" (included)	

Slow Down Sounds

- **/ʊ/ spelled "oo"**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

h a mm o ck	n e tt i ng	e x c l ai m
u p o n	c oo k b oo k	k i tch e n

Morphology

Morphology

Definition: the study of the forms of words (using the smallest units of meaning to make meaning of words)

ing – primarily forms the present participle of verbs, indicating an ongoing action, like "walking" or "eating". It can also form gerunds, which function as nouns, such as "Swimming is good exercise"

Present participle of words (examples): getting, stopping, writing, looking

Gerunds/nouns: "I enjoy reading." / "Swimming is fun in the summer."

Sticky Words

New:

where	would

Old:

for	the	he	what	now
go	have	of	to	from
was	all	could	how	my

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

- **exclaim** – to pronounce or say with emotion
- **nook** – a small space
- **soot** – the remnants of fire or ash
- **roam** – to wander or move about without direction
- **hammock** – a seat/bed made like a net that hangs from poles or trees
- **hood** – short form for "neighborhood" or the place one lives and spends time in

Fluency Practice

Blending Lines

Comprehension & Connections

Recall and Comprehension Questions:

- Why couldn't Dog read in his favorite spot? (The hook on his hammock broke and the hammock fell from the tree.)
- Where did Dog go to get a good book? (the book shop, the bookstore)
- What type of book did Dog get? (a cookbook)

Connection Questions & Complex Questions:

- Why might Dog have sneezed when he sat on the wool chair? (he is allergic to wool, the chair was dusty, etc.)
- Why is a kitchen the perfect place to read a cookbook? (you can cook while reading, the ingredients are listed in a cookbook, you might need to look at the directions while cooking, etc.)
- What is your favorite type of book to read?

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	• Do you have a special place you like to read? **Partner Activities:** • Tell a partner about something you can cook or make to eat.
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**Dictation sentences:** *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.* 1. The good hook on the ship broke. 2. Cut the wood and I will cook us a meal. **Writing Response:** Students practice writing their own thoughts on the Writing Response by answering the following question: *Dog finds the best spot to read his book. Describe the perfect spot for you to read a book.*
Meaning Making Methods	**Homographs:** *words that are spelled the same and pronounced the same but have different meanings* -Use the Homograph Hands page to illustrate/describe the following words. Examples in the book: • **book –** a written or printed work **OR** to reserve or make an appointment • **hood –** a head covering on a sweater **OR** a short nickname for one's own neighborhood • **coat –** a jacket **OR** to cover **Homophones:** *words that are spelled differently, pronounced the same, and have different meanings* -Use the Homophone Hands page to illustrate/describe the following words. Examples in the book: (The bold word is the word used in the book.) **where**/wear | **would/wood**
Comprehension Activity	**Book Elements Flipbook** • Students write the title of the book and the name of the author on the lines. • Students fill in the four sections of the flipbook: Setting, Character, Problem, and Solution based on the book. • Students draw a picture for each section of the flipbook. • Students cut on the 2 dotted lines and fold the 4 squares to make the flipbook.
Provided Resources	1. Blending Lines, Dog's Book 2. Writing Response, Dog's Book 3. Book Elements Flipbook 4. Homograph Hands, Dog's Book 5. Homophone Hands, Dog's Book 6. Four in a Row, short oo 7. Read for the Stars, sentences, short oo

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Blending Lines: Dog's Book

Line 1 (target skill)	good book look hook foot
Line 2 (target skill)	woods woof took hood wool
Line 3 (target skill)	soot nook cook brook shook
Line 4 (target skill)	stood crook rook hoof roof
Line 5 (review for mastery)	broke roam chair sneeze
Line 6 (review for mastery)	fire cried seems place
Line 7 (challenge words)	hammock netting exclaim kitchen
Line 8 (connected text)	Dog went and got a good book.
Line 9 (connected text)	He could read his book and look at the woods.
Line 10 (sticky words)	**where would** to the he was all could of for go my have how from now what

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

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Name:_____

My Reading Spot

Dog finds the best spot to read his book. Describe the perfect spot for you to read a book.

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Problem

Solution

fold on this line

Name:_____

Book Title:

_____

Author: _____

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fold on this line

Setting

Characters

Cut

fold on this line

Draw

fold on this line

Cut

Name:_____ Dog's Book

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

book	
	

hood	
	

coat	
	

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Name:_____ Dog's Book

Homophone Hands

Homophones are words that are spelled differently, pronounced the same, and have different meanings.

Write/draw about the below words that are pronounced the same way from the book.

where	wear
	

would	wood
	

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Four in a Row

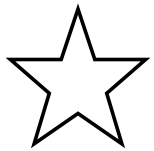
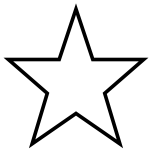
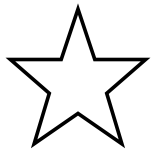
book	cooktop	foot	barefoot	cook
woof	hook	sunroof	crook	unhook
matchbook	shook	look	look	firewood
roof	textbook	hoof	sunroof	wood
rook	soot	brook	good	bookend
stood	took	footpath	wool	footpath

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.

Challenge: Students use the word in a sentence once it is read.

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Read for the Stars, short oo

		
I took a class to become a cook.	He reads a book in the shop nook.	The soot got on the sheep's wool.
A brook ran to the woods.	Look at the robin on the roof.	Mom took the coat off the hook.
She stood up to get a good look.	My foot got stuck in the wood deck.	Put on the hood of your jacket.
Let's look for a wool hat.	He got a cookbook and took it home.	I mistook the bear for bigfoot.

1	2	3	4	5	6

Name:_____

(c) Elise Lovejoy, Express Readers

Book	Duck's Night Light	Step 6
Sound-Spellings Skills Focus	**Long /I/ spelled "igh," "ie," and "y":** fright, sky, light, bright, night, why, might, tight, nightmare, cry, spy, slight, firefly, dry, try, my, bright, right, sight, flight, fly, high, by	
Hands-On Activity *choose 1*	• Cut And Paste, long /I/ (included) • Read for the Stars, long /I/ (included)	

Slow Down Sounds

- **long /I/ spelled "igh," "ie," and "y"**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

s u n r i se	n igh t m a re	b e d t i me
s u n sh i ne	f i re f l y	h i m s e l f

More multisyllabic words: blanket

Phonemic Awareness

Make it Stick (*from the Daily Dos*): long /I/ – Teachers say long /I/ and remind students of the learned spellings by writing them in a visible place (igh, y, ie, i_e). Teachers tell students they are going to say a beginning sound and students need to "make it stick" to long /I/ spelled "igh," "y," and "ie." First, say the beginning sound(s) and then point to the spelling used in the spoken word. Students repeat the sounds, add long /I/, and then blend to make a complete word.

m (my)	b (by)	s (sigh)	fl (fly)	p (pie)
cr (cry)	tr (try)	h (high)	t (tie)	sh (shy)

Sticky Words

New:

your

Old:

he	for	what	to
you	have	are	all
do	the	does	why
says	when	of	to

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

- **slight** – just a little bit
- **fright** – scare or a fear
- **might** – possibly
- **nightmare** – a bad or scary dream
- **bright** – very light or vibrant
- **brave** – showing courage, ready to face or endure danger

Fluency Practice	Blending Lines

Comprehension & Connections

Recall and Comprehension Questions:

- What happens to Duck's night light? (it burns out, the light bulb stops working, etc.)
- When does this story take place? (sunset and nighttime)
- Who comes along to help Duck? (a firefly)
- Name one happy thought Duck has by looking at the pictures in this book. (flowers, hot chocolate and marshmallows, love/hearts, butterflies, his mom, sunshine, ice cream)

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

Name one happy thought Bug has by looking at the pictures in this book. (hamburger, popcorn, muffin, donut)

<u>Connection Questions & Complex Questions:</u>

What can be frightening about the dark? (you don't know what is out there, you can't see, you feel alone, you might hear noises, etc.)
What are some nice thoughts you have that you can use when you feel frightened?

Partner Activities:

Tell a partner your 3 favorite things to dream about or to think about.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td><u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by answering the following question: Duck thinks of some of his favorite things when he needs to be brave. Describe 3 of your favorite things that you could think of if you were scared.</td></tr>
<tr><td>Meaning Making Methods</td><td>
Synonyms and Antonyms:
Synonym: a word or phrase that means exactly or nearly the same as another word or phrase
Antonym: a word opposite in meaning to another
Pairs based in the book (bold word is in the book):
<table>
<tr><td>Synonyms</td><td>cry/weep/sob</td><td>nice/good/kind</td><td>might/possibly</td><td>right/correct</td></tr>
</table>
<table>
<tr><td>Antonyms</td><td>light/dark</td><td>bright/dim</td><td>right/wrong</td><td>long/short</td></tr>
</table>
Homographs: words that are spelled the same and pronounced the same but have different meanings
Examples in the book:
<table>
<tr><td>spy - to see something OR a person who secretly collects information</td><td>sets - to lay out or get ready OR to go down (the sun)</td></tr>
<tr><td>right - correct OR a direction opposite of left</td><td>fly - to move through the sky OR a type of insect</td></tr>
</table>
</td></tr>
<tr><td>Comprehension Activity</td><td><u>Sequencing-Beginning, Middle, End</u>

Students each have a Sequencing-Beginning, Middle, End paper.
Students draw a picture for how the story begins, an event in the middle, and how the story ends. Students 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.

</td></tr>
<tr><td>Provided Resources</td><td>
1. Blending Lines, <u>Duck's Night Light</u>
2. Writing Response, <u>Duck's Night Light</u>
3. Sequencing: Beginning, Middle End
4. Homograph Hands, <u>Duck's Night Light</u>
5. Synonyms and Antonyms
6. Cut And Paste, igh, ie, y
7. Read for the Stars, sentences, long /I/ - igh, ie, y
</td></tr>
</table>

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Blending Lines: Duck's Night Light

Line 1 (target skill)	by my sky fly dry try
Line 2 (target skill)	light might tight right night
Line 3 (target skill)	fright slight flight bright
Line 4 (target skill)	sight high spy shy sly fry
Line 5 (review for mastery)	grabs fears thinks time
Line 6 (review for mastery)	shines sunrise catch floats
Line 7 (challenge words)	firefly nightmare blanket sunshine
Line 8 (connected text)	He gets a fright when the sun sets.
Line 9 (connected text)	The sky is not light.
Line 10 (sticky words)	**your** he for what to you have are all do the does why says when of to

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

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Name:_____

My Favorite Things

Duck thinks of some of his favorite things when he needs to be brave. Describe 3 of your favorite things that you could think of if you were scared.

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Name:_____

Beginning	Middle	End

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Name:_____

Homograph Hands

Duck's Night Light

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

spy	
	

sets	
	

right	
	

fly	
	

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Name:_____

Synonyms and Antonyms

Synonym	Antonym
the same	the opposite
Example pair: **right** **correct**	Example pair: **right** **wrong**

Circle the **synonym** for the underlined word.
1) begin start end
2) chilly cold hot
3) cut glue slice
4) end go finish
5) fearful brave scared
6) place swim spot
7) grab take send
8) little small green
9) look see hide
10) fly run soar

Circle the **antonym** for the underlined word.
1) wet hot dry
2) glad happy sad
3) soft hard lumpy
4) little big small
5) light sunny dark
6) up down side
7) strong weak brave
8) fast late slow
9) last first second
10) off on under

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Express Readers

Cut And Paste: **ie, i_e, y, igh**

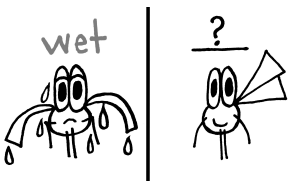
tie	**night**	**pie**	**fly**

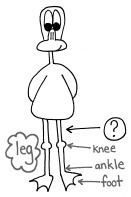
cry	**thigh**	**tight**	**dry**

hive	**bike**	**smile**	**spy**

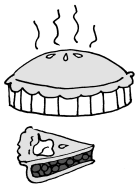


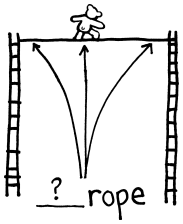


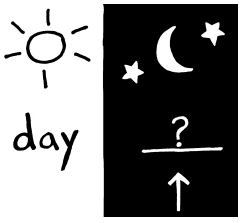


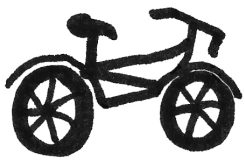


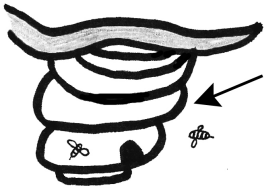


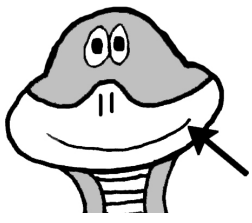






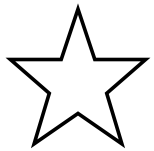
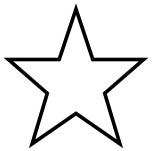
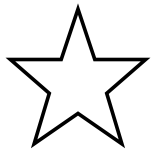








Read for the Stars, long /I/ spelled "igh," "y," and "ie"

		
That light is too bright.	The night sky is black.	Fry the eggs and dry the dishes.
I tied my laces up tight.	The fly flies right by my pie.	Can you try the French fries?
"My flight is late," I say as I sigh.	The spy has a bad man in his sight.	I cried with fright.
The plane flies high up in the sky.	The dog fights with the cat.	I am shy, but I will try to be brave.

1	2	3	4	5	6

Name:_____

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Book	Fish's New Jewel	Step 6
Sound-Spellings Skills Focus	**Long /U/ and /oo/ spelled "ew" and "ue":** new, hue, eww, due, blue, value, blew, statue, glue, jewel **Long /U/ and /oo/ spelled "u_e":** confuse, assume, use, secure, cute, costume	
Hands-On Activity *choose 1*	• Cut And Paste, ew/ue/u_e (included) • Read for the Stars, sentences, ew/ue (included)	

Slow Down Sounds

- **long /U/ and /oo/ spelled "ew," "ue," and "u_e"**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

j ew e l	v a l ue	s t a t ue
c o n f u se	s e c u re	a ss u me

More multisyllabic words: embellishment, cannot, invent, costume, trinkets, elegant, stunning, inside, level

Morphology

Definition: the study of the forms of words (using the smallest units of meaning to make meaning of words)

in – "in or into" – *can often be interchanged with "im"*

invent - The prefix combines with the root "vent" (from the Latin "venire," meaning "to come") to convey the idea of "coming into" or creating something new

inside - The combination of "in-" and "side" creates the word "inside," which refers to the inner part or surface of something

insert - "sert" is derived from the Latin "serere" meaning "to join or attach," "insert" literally means "to join or attach into" or "to put into a space or position"

More Examples: inject, induct, inclined, inscribe

in – "not" – *can often be interchanged with "im," "il," and "ir"*

insane - not sane

independent - not dependent, not reliant or attached

More examples: inedible, indispensable, inactive

Sticky Words

New:

or	how

Old:

for	the	be	when
does	have	of	to
was	again	could	says
want	her	there	my

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

- **secure –** safe or strongly tethered
- **odd –** bizarre, different, or a bit strange
- **embellishment –** something that makes another object/thing bigger or better
- **elegant** – graceful and stylish
- **frill** - an unnecessary extra feature or embellishment
- **assume** - suppose to be the case, without proof
- **stunning** - extremely impressive or attractive

Fluency Practice	Blending Lines

Comprehension & Connections

Recall and Comprehension Questions:

- What does Fish find in her dish in the morning? (a rock, a stone)

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

Why does Fish blow on the rock? (to try to dust it and shine it)
Name two of the possibilities that Fish comes up with for the rock.
What causes the rock to crack open? (a quake that makes the rock hit the side of the dish)

<u>Connection Questions & Complex Questions:</u>

Which of Fish's good characteristics does this story show? (her positivity, her creativity, her ability to see that she is wrong, etc.)
Have you ever "judged a book by its cover?" What happened?

Partner Activities:

Tell your partner about a time you "judged a book by its cover" and it turned out "to be fun," "to taste good," etc.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td><u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by answering the following question: Fish had some creative ideas for the rock. Think of how you would use a rock.</td></tr>
<tr><td>Meaning Making Methods</td><td>Idioms: an expression that cannot be understood from the meanings of its separate words
-Use the Idioms sheet to illustrate/describe the idiom.
Example in the book:
<table>
<tr><td>"to be blue"</td><td><u>Literal:</u> to have skin and an appearance in the color blue
<u>Figurative:</u> to be sad</td></tr>
</table>
Homophones: words that are spelled differently, pronounced the same, and have different meanings
-Use the Homophone Hands page to illustrate/describe 2+ of the following words.
Examples in the book: (The bold word is the word used in the book.)
<table>
<tr><td>blew/blue</td><td>side/sighed</td><td>plain/plane</td></tr>
<tr><td>due/do</td><td>new/knew</td><td></td></tr>
</table>
</td></tr>
<tr><td>Comprehension Activity</td><td><u>True/False</u>

Students read the sentence and decide if it the statement is true or false.
If the sentence is true, students color the true/happy face.
If the sentence is false, students color the false/frowning face.

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

Blending Lines, <u>Fish's New Jewel</u>
Writing Response, <u>Fish's New Jewel</u>
Homophone Hands
Idioms Sheet, <u>Fish's New Jewel</u>
True/False, <u>Fish's New Jewel</u>
Cut And Paste, ew, ue, u_e
Read for the Stars, sentences, ew/ue

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

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Blending Lines: Fish's New Jewel

Line 1 (target skill)	new blew crew dew few
Line 2 (target skill)	hue due glue blue clue
Line 3 (target skill)	use cute assume confuse costume
Line 4 (target skill)	value statue avenue rescue jewel
Line 5 (review for mastery)	stone plain bumps nice shine
Line 6 (review for mastery)	rock needs invent home game
Line 7 (challenge words)	elegant stunning embellishment secure
Line 8 (connected text)	I must not be blue.
Line 9 (connected text)	I cannot assume this rock does not have value.
Line 10 (sticky words)	**or** **how** the for was again could of does says want to her when there my be have

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

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Name:_____

My New...

Fish had some creative ideas for the rock. Think of how you would use a rock.

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Name:_____ Fish's New Jewel

Homophone Hands

Homophones are words that are spelled differently, pronounced the same, and have different meanings.

Write/draw about the below words that are pronounced the same way from the book.

blue	blew
	

plain	plane
	

due	do
	

new	knew
	

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Name:_____ Fish's New Jewel

Idioms

Draw a picture of what the idiom sounds like it means. Write and explain the actual meaning.

"to be blue"

Meaning: _____

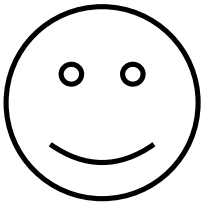
_____

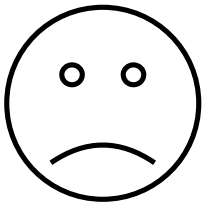
_____

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True or False

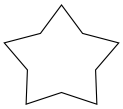




Read the statement.

Choose true or false.

True		False
 True	Fish woke up with an odd stone outside her dish.	 False
 True	Fish blew on the rock, and it began to shine.	 False
 True	Fish plans to make the rock her pet.	 False
 True	There is a quake, but the stone does not crack.	 False
 True	A jewel is inside the stone.	 False



Star Challenge: Write the page number of where you found the evidence for the answer.

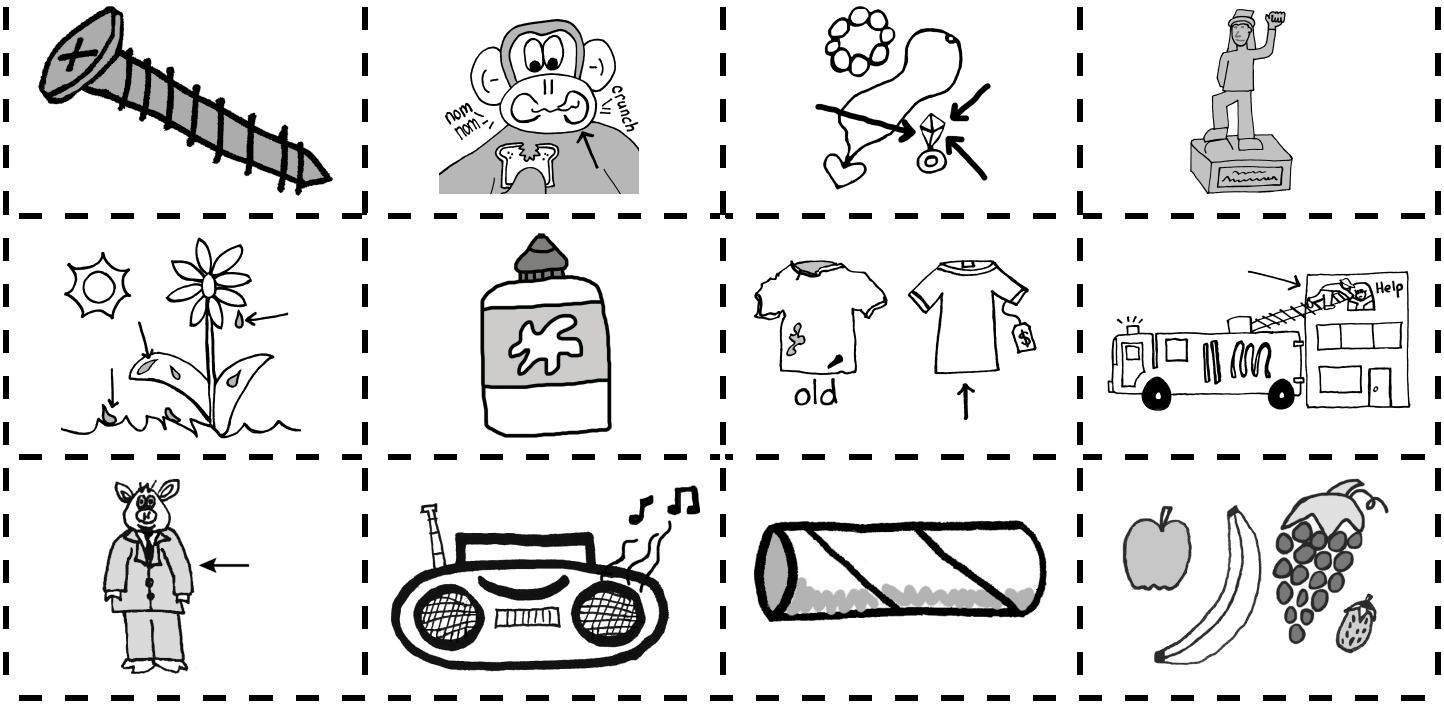
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Express Readers

Cut And Paste: **ew, ui, ue, u_e**

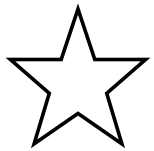
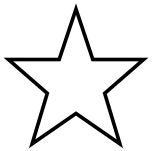
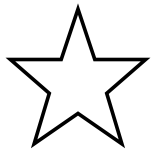
screw	**fruit**	**jewel**	**glue**

tube	**chew**	**new**	**statue**

tune	**suit**	**rescue**	**dew**



Read for the Stars, long /U/ and /oo/ spelled "ew" and "ue"

		
She got a new blue jewel.	Is it true that the bill is due?	Ew! That slug is not cute!
What is the value of the statue?	I assume the wind blew the top off.	There is mildew on the tiles.
I drew a sketch of the boat crew.	He threw the frisbee.	Her costume is a blue newt.
I grew plants for the stew.	Brew the coffee and get a mug.	Chew the gum but do not eat it.

1	2	3	4	5	6

Name:_____

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Book	Frog The Kitchen Whiz	Step 6

Sound-Spellings Skills Focus

Silent Letters
wr: wrong, wreck, wrap, wrist, write
wh: whip, white, whales, whine, whisk, when
kn: knife, knob, knock, knee, know, knit

Hands-On Activity *choose 1*

- Cut And Paste, silent letters (included)
- Read for the Stars, sentences, silent letters (included)
- Which Silent Letter Pair? (included)

Silent Letter Find:
Write the following words in a visible place. Read each word. Students point out the letter that is silent by identifying the letter that does not spell a sound.

wrench	whiz	white	knob	wrap
knead	wreck	know	when	write

Morphology

Morphology
Definition: the study of the forms of words (using the smallest units of meaning to make meaning of words)

know – "be aware of through observation, inquiry, or information"

unknowing – (un = not, ing = in the process of doing) "not be aware of"
More examples: knowhow, known, knowledge, unknowable

Slow Down Sounds

- **Silent letters: wh, wr, kn**
- **Mapping long words:** kitchen, exclaim
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.

Sticky Words

Old

want	wants	does	we	for	to
was	the	my	do	be	too
all	you	says	put	know	good

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

whiz - someone who is smart at a skill or knowledgeable
whine - to complain
whisk - to mix with a certain kitchen tool called a whisk
"knock my knee" – to hit one's knee, bump
to ice – to frost with icing/frosting

Fluency Practice | **Blending Lines**

Comprehension & Connections

Recall and Comprehension Questions:

- Why is the taste of the cake bad when Frog makes it? (he puts in the wrong ingredients)
- What does Frog want to bake a cake for? (a bake sale, to raise money for animals, etc.)
- Who does Frog call to complain about the cake? (Duck)
- What mammal does Frog want to put on the side of the cake as a decoration? (whale)

Connection Questions & Complex Questions:

- If you could have a bake sale, what would you donate the money to?

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

- Why might it be better to work as a team to make the cake? (two minds are better than one, to help not make mistakes, to help spell correctly, it is more fun, etc.)

Partner Activities:

- Tell your partner about a time you cooked or a time you had difficulty doing a task.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td><u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by responding to the following prompt: Frog raised money for animals without homes. If I could raise money for a cause, it would be for...</td></tr>
<tr><td>Meaning Making Methods</td><td>

Idioms: *an expression that cannot be understood from the meanings of its separate words*

-Use the Idioms sheet to illustrate/describe the idiom.

Example in the book:

<table>
<tr><td>"whip up"</td><td><u>Literal:</u> to use a strip of leather
<u>Figurative:</u> to make quickly (usually cooking)</td></tr>
</table>

Homophones: *words that are spelled differently, pronounced the same, and have different meanings*

-Use the Homophone Hands page to illustrate/describe the following words.

Examples in the book: (The bold word is the word used in the book.)

<table>
<tr><td>wrap/rap</td><td>know/no</td><td>which/witch</td></tr>
<tr><td>write/right</td><td>whale/wail</td><td>team/teem</td></tr>
</table>

Homographs: *words that are spelled the same and pronounced the same but have different meanings*

Example in the book to point out:

<table>
<tr><td>ice - frozen water OR to put icing on</td></tr>
</table>

</td></tr>
<tr><td>Comprehension Activity</td><td>

<u>Book Elements Flipbook</u>

- Students write the title of the book and the name of the author on the lines.
- Students fill in the four sections of the flipbook: Setting, Character, Problem, and Solution based on the book.
- Students draw a picture for each section of the flipbook.
- Students cut on the 2 dotted lines and fold the 4 squares to make the flipbook.

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

1. Blending Lines, <u>Frog The Kitchen Whiz</u>
2. Writing Response, <u>Frog The Kitchen Whiz</u>
3. Book Elements Flipbook
4. Homophone Hands, <u>Frog The Kitchen Whiz</u>
5. Idioms Sheet, <u>Frog The Kitchen Whiz</u>
6. Cut And Paste, silent letters
7. Which Silent Letter Pair?
8. Read for the Stars, sentences, silent letters: wh, wr, kn

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

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Blending Lines: Frog The Kitchen Whiz

Line 1 (target skill)	wrist write wrap wreck
Line 2 (target skill)	whip white whisk whine when
Line 3 (target skill)	knob knit knock knee knife
Line 4 (target skill)	wrong whales whiz wrench
Line 5 (review for mastery)	week next poke hand flip
Line 6 (review for mastery)	stove broke splat things taste
Line 7 (challenge words)	kitchen exclaim know writing
Line 8 (connected text)	I will whip up a cake and frost the cake white.
Line 9 (connected text)	Frog rings Duck to whine.
Line 10 (sticky words)	the my do was to be too you for want does wants all put we good says know

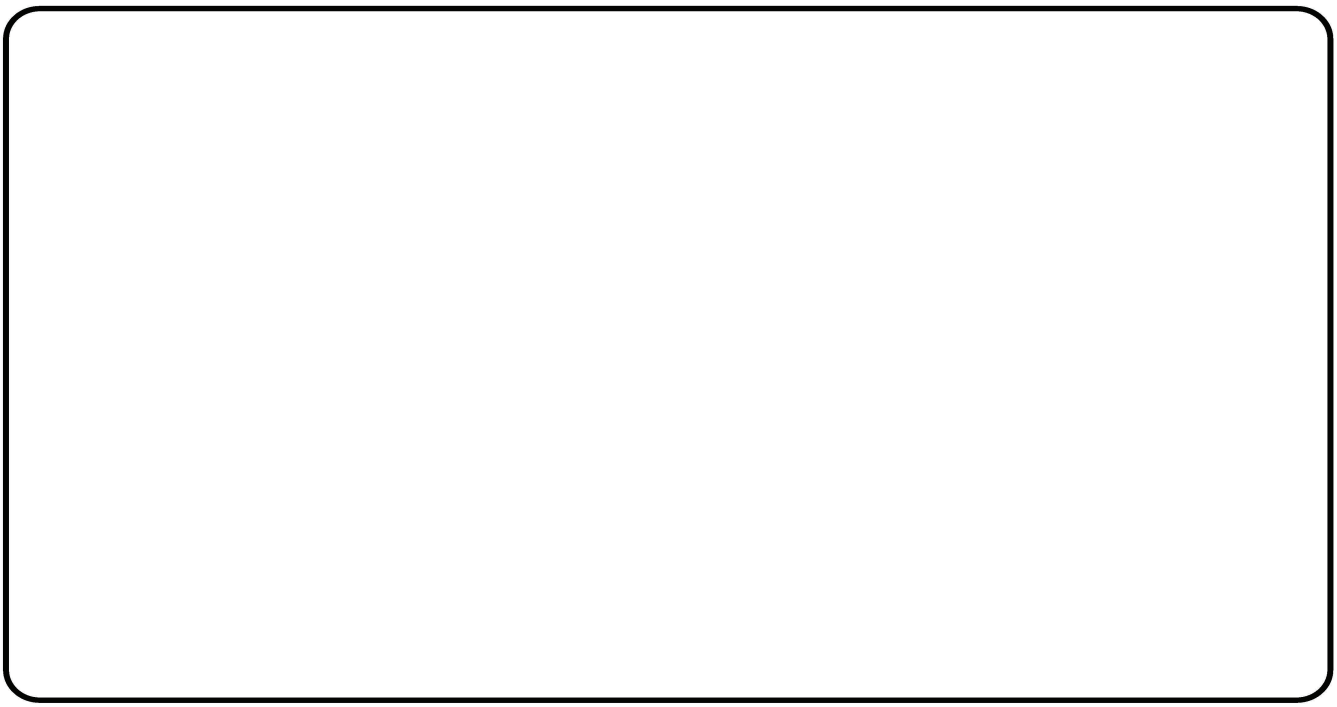
Credit: Wiley Blevins, **Choosing and Using Decodable Texts**

(c) Elise Lovejoy, Express Readers

Name:_____

Writing Prompt
Frog The Kitchen Whiz

Frog raised money for animals without homes. If I could raise money for a cause, it would be for...



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Problem

Solution

fold on this line

Name:_____

Book Title:

_____

Author: _____

(c)Elise Lovejoy
Express Readers

fold on this line

Setting

Characters

Cut

fold on this line

Draw

fold on this line

Cut

Name:_____ Frog The Kitchen Whiz

Homophone Hands

Homophones are words that are spelled differently, pronounced the same, and have different meanings.

Write/draw about the below words that are pronounced the same way from the book.

wrap	rap
	

no	know
	

write	right
	

whale	wail
	

(c) Elise Lovejoy, Express Read

Name:_____ Frog The Kitchen Whiz

Idioms

Draw a picture of what the idiom sounds like it means. Write and explain the actual meaning.

"whip up"

Meaning: _____

_____

_____

(c) Elise Lovejoy, Express Readers

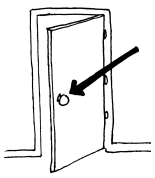
(c) Elise Lovejoy
Express Readers

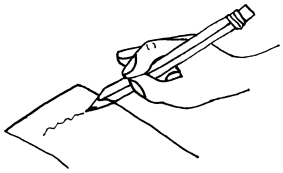
Cut And Paste: **silent letters, wh, wr, kn**

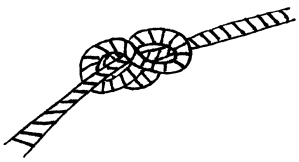
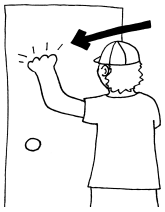
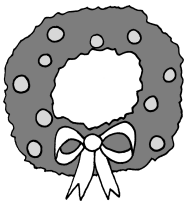
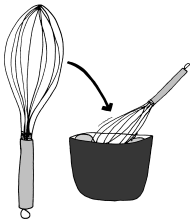
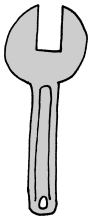
wrist	**knob**	**wrap**	**knit**

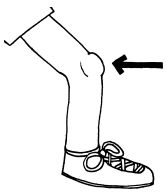
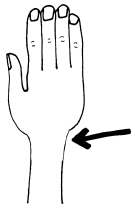
knock	**wreath**	**knee**	**knot**

write	**whisk**	**wrench**	**wheat**





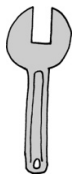
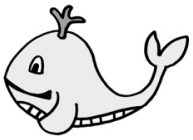
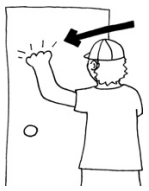
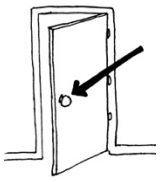
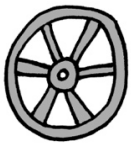
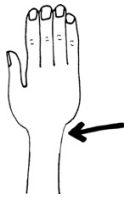
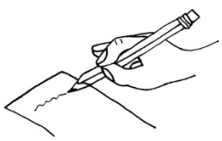



Name:_____

Which Silent Letter Pair?

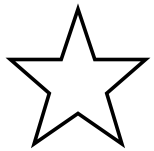
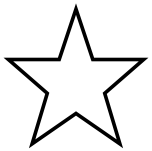
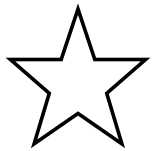
wh	wr	kn

Choose and write the silent letter pair that completes/starts the words below.

_____	ench	
_____	it	
_____	ale	
_____	ock	
_____	eat	
_____	eath	
_____	ap	
_____	ob	
_____	eel	
_____	ist	
_____	ite	
_____	ee	

(c) Elise Lovejoy, Express Readers

Read for the Stars, silent letters: wh, wr, kn

		
I whined when the wrench hit my knee.	Whip up some white frosting.	He writes the wrong math problem.
Let's knit a wrap for mom!	The wreath is white and red.	The whales whiz by the ship.
Whisk the eggs and cut with the knife.	The van was a wreck.	The wheel fell off the truck.
The wheat whips in the wind.	Sit still while I wrap your wrist.	Knock and try the knob.

1	2	3	4	5	6

Name:_____

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Book	Frog's Bad Day	Step 6
Sound-Spellings Skills Focus	**long /A/ spelled "ay":** day, gray, ray, crayon, fray, play, stay, way, pay, sway, tray, clay, driveway, may, Sunday	
Hands-On Activity *choose 1*	• Cut And Paste, ai/a_e/ay (included) • Long /A/ spellings (included)	

Slow Down Sounds

- **Vowel team: ay**
- **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).

cray-on	can-not	in-to	drive-way	Sun-day

Phonemic Awareness

Think and Throw - Deleting: *(from the Daily Dos):* **/r/** - Teachers say /r/. Students repeat the sound. Students listen to the list of words said and pretend to throw out the /r/ sound from each word said. "We are going to 'delete' or 'throw' the sound /r/ from the word. It will make a new word"

pray - **pay**	stray - **stay**	bray - **bay**	grass - **gas**
trap - **tap**	string - **sting**	brand - **band**	trip - **tip**

Sticky Words

Old Sticky Words

th e	b e	f or	al l
t o	o f	g oo d	w a n t
w h y	h e	t oo	w h a t

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

fray - the fringe on a rip or tear; the product of a rip; a raveled or worn part of fabric
sway - to move or swing to and fro
pad - a soft spot to sit or lay something (in this case = a lily pad)

Fluency Practice | **Blending Lines**

Comprehension & Connections

Recall and Comprehension Questions:

- What is the first reason that Frog is having a bad day? (It is a gloomy, cloudy day. There is no sunshine.)
- How did Frog's clay pot break? (Frog bumped into the desk, making the clay pot fall off the desk.)
- Where was Frog's bike when it was crushed? (the driveway)
- Who wanted to stay home and read? (Chimp)

Connection Questions & Complex Questions:

- What could Frog do to fix his vest? (he could sew it, he could take it to a tailor, etc.)
- What kind of bill do you imagine Frog needing to pay? (phone bill, rent for his lily pad, speeding ticket for hopping too fast, buying a new pot and crayon, etc.)

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	• What should Frog have done with his bike to avoid having it crushed? (put it away, park it in the garage, etc.) • What makes you have a bad day? (when I'm sick, if I miss the bus when I get hurt, etc.) • What can you do to make yourself happy again? (hug my mom and dad, read a book to relax, go to bed early to start a new day, make someone else happy, etc.) **Partner Share Topic:** • Tell a partner about a time you had a bad day and how you made that day better.
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 "ay" in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.* **ay** – pay → play, clay, slay, stay, tray, fray, ray, day, may, say, sway, way, bay *Optional Extensions:* **Dictation sentences:** *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.* 1. Can we play even if it is a gray day? 2. The sting ray makes his way to the bay. **Writing Response:** Students practice writing their own thoughts on the Writing Response by answering the following question: *If a pal has a bad day, I can help by...*
Comprehension Activity	**Why is it a bad day?** • Students write about and illustrate 4 of the events that show Frog is having a bad day.
Provided Resources	1. Blending Lines, Frog's Bad Day 2. Writing Response, Frog's Bad Day 3. Why is it a bad day? Frog's Bad Day 4. Cut And Paste, ai/a_e/ay 5. Long /A/ spellings

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Blending Lines: Frog's Bad Day

Line 1 (minimal contrasts-new to known)	plate play grab gray
Line 2 (vary initial sound)	say may hay day bay
Line 3 (vary one sound)	stay stray pay play
Line 4 (mixed set, target skill)	way fray tray clay sway
Line 5 (review for mastery)	this broke best home read
Line 6 (review for mastery)	drop lunch crush bike must
Line 7 (challenge words)	driveway Sunday cannot crayon
Line 8 (connected text)	It is a gray day.
Line 9 (connected text)	This day is a bad day for Frog.
Line 10 (sticky words)	for he of to be wants good too why all what the

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

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Name:_____

Writing Prompt
Frog's Bad Day

If a pal has a bad day, I can help by...



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Name:_____ Frog The Kitchen Whiz

Why is it a bad day?

Describe and illustrate 4 reasons that Frog is having a bad day.

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

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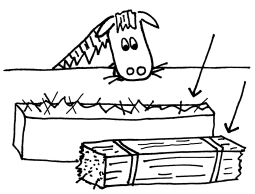
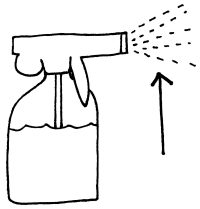
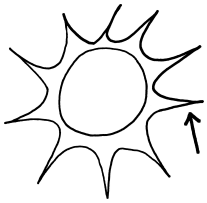
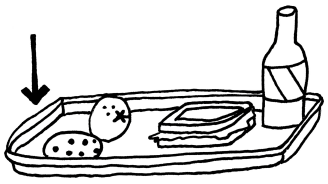
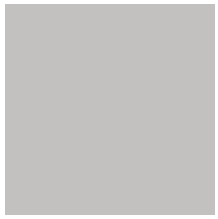
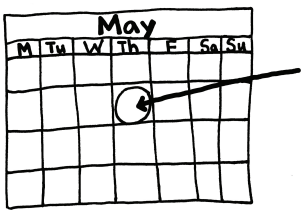
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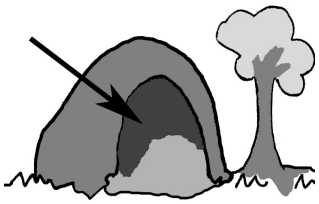
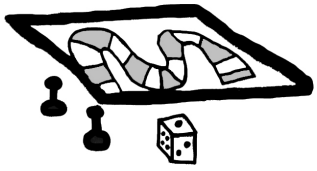
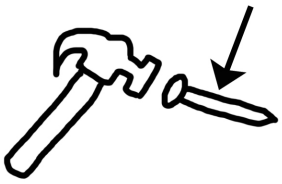
Cut And Paste: **ay, ai, a_e**

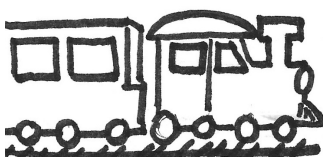
hay	**game**	**train**	**day**

rake	**nail**	**spray**	**gray**

stain	**ray**	**tray**	**cave**

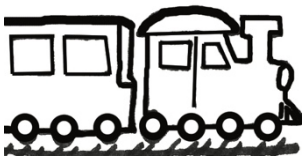
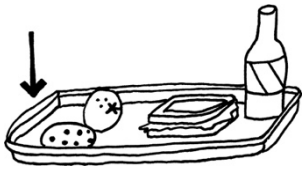
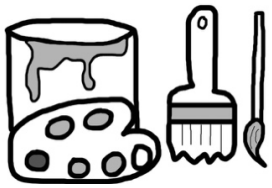


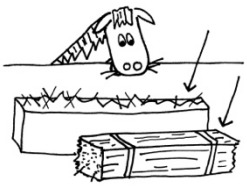
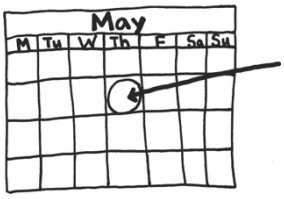
Name:_____ ai/ay

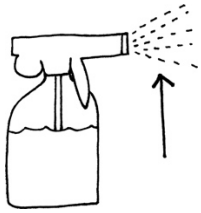
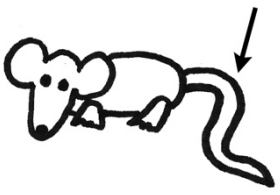
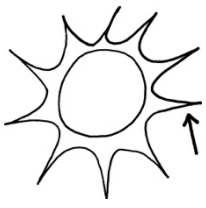
Long /A/

ai	ay
found within a word	*found at the end of words and syllables*
Examples: pail, chain	**Examples**: delay, stay

Look at the picture, say the word, look at the sounds spellings, and decide which spelling for long /A/ to put into the word to complete that word.

			
tr _____ n	tr _____	p _____ nt	st _____ n

			
m _____ l	h _____	d _____	r _____ n

			
spr _____	sn _____ l	t _____ l	r _____

(c) Elise Lovejoy, Express Readers

Book	Pig At The Pool	Step 6
Sound-Spellings Skills Focus	**/oo/ spelled "oo":** pool, noon, shoot, hoops, hoot, food, zooms, room, cool, groom, tooth, shampoo, smooth, goo, scoot, soon, stool, boost, spoon, oops, boom, fool, mood	
Hands-On Activity *choose 1*	• Cut And Paste, /OO/ spelled "oo" (included) • Read for the Stars, sentences, /OO/ spelled "oo" (included)	

Slow Down Sounds

- **/oo/ spelled "oo"**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

i	n	v	i	te	s	w	i	m	s	ui	t	sh	a	m	p	oo			

Phonemic Awareness

Make it Stick (*from the Daily Dos*): long /oo/ – Teachers say long /oo/ and remind students of the learned spelling by writing "oo" in a visible place. Teachers tell students they are going to say a beginning sound and an ending sound. Students need to "make it stick" to long /oo/ spelled "oo." First, say the beginning sound(s) and then point to the spelling "ow" silently and then say the ending sound. Students repeat the sounds and then blend to make a complete word.

m, n – moon	p, l – pool	h, p – hoop	b, t – boot	s, n – soon
t, th – tooth	m, d – mood	sh, t – shoot	z, m – zoom	f, d – food

Sticky Words

New:

your

Old:

come	of	puts	be	we
wants	does	the	do	for
puts	to	you	he	said

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

- **bash** – to hit; a party or celebration
- **boost** – to lift up; an uplifting motion
- **to feel like a fool** – to be embarrassed or to feel silly
- **shoot hoops** – play basketball
- **to groom** – give a neat and tidy appearance to
- **be a hoot** – be very amusing, funny, or fun
- **zooms** – move or travel very quickly
- **bad mood** – a mood or feeling that is down, grumpy, or sad

Fluency Practice

Blending Lines

Comprehension & Connections

Recall and Comprehension Questions:

- How does Duck invite Pig to his party? (Duck calls Pig on the phone.)
- What does Pig do to get ready? (brushes his teeth, showers, washes with shampoo, puts gel/goo in his hair, puts on a cool swimsuit)
- What are Pig's friends doing when he arrives? (swimming, playing basketball/shooting hoops, eating)

Connection Questions & Complex Questions:

- Why do you think Pig wants his friends to think he is cool?

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	• How does Pig feel when he falls? (he feels foolish, he is upset and sad, he is embarrassed, etc.) • What is the lesson behind this story? What did you learn from this story? (Good friends like us the way we are, you don't have to look or act a certain way to be cool, etc.) • What does it mean when it says, "Pig has a hoot" at the end of the book? (he has fun, he has a good time, etc.) **Partner Activities:** • Tell a partner what you like about them or what makes them interesting.
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**Dictation sentences:** *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.* 1. He uses shampoo and goo to slick his hair. 2. The food is on a stool next to the pool. **Writing Response:** Students practice writing their own thoughts on the Writing Response by answering the following question: *No one is perfect, but Pig's pals know he is great just as he is. Why are you great "just as you are?"*
Meaning Making Methods	**Homographs:** *words that are spelled the same and pronounced the same but have different meanings* -Use the Homograph Hands page to illustrate/describe following words. Examples in the book: • **ring –** to call on the phone **OR** circular jewelry • **bash –** a party **OR** to hit hard • **pool –** a small area of water **OR** a table game with cue sticks and 15 colored balls • **hoot –** a good time **OR** a sound an owl makes • **groom –** a man getting married **OR** to clean oneself and primp • **scoot –** to go quickly **OR** to ride on a scooter • **cool –** at a low temperature **OR** fashionably attractive or impressive
Comprehension Activity	**True/False** • Students read the sentence and decide if it the statement is true or false. • If the sentence is true, students color the true/happy face. • If the sentence is false, students color the false/frowning face.
Provided Resources	1. Blending Lines, Pig At The Pool 2. Writing Response, Pig At The Pool 3. Homograph Hands, Pig At The Pool 4. True/False, Pig At The Pool 5. Cut And Paste, oo long 6. Read for the Stars, sentences, oo long

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Blending Lines: Pig At The Pool

Line 1 (target skill)	goo fool pool noon food
Line 2 (target skill)	cool room soon oops mood
Line 3 (target skill)	shoot hoops tooth boost spoon
Line 4 (target skill)	boom scoot zooms groom smooth
Line 5 (review for mastery)	swim brush hair each
Line 6 (review for mastery)	hopes steps grab feels
Line 7 (challenge words)	invite swimsuit shampoo
Line 8 (connected text)	Pig zooms to his room.
Line 9 (connected text)	He wants to be cool.
Line 10 (sticky words)	**your** the wants he to be come said do we does you of are for puts

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

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Name:_____

Writing Prompt
Pig At The Pool

Just as I am

No one is perfect, but Pig's pals know he is great just as he is. Why are you great "just as you are?"

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Name:_____ Pig At The Pool

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

ring	
	

bash	
	

pool	
	

hoot	
	

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groom	
	

scoot	
	

cool	
	

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Pig At The Pool

True or False

Read the statement.

Choose true or false.

True		False
True	Duck tells Pig to come over at ten p.m.	False
True	Pig rides his scooter to the bash.	False
True	Pig is the first person to get to the bash.	False
True	Pig slips and trips off the stool.	False
True	Pig's pals like him just the way he is.	False

Star Challenge: Write the page number of where you found the evidence for the answer.

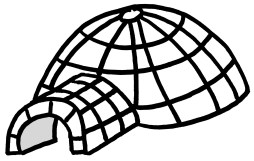
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Cut And Paste: **oo long**

broom	**food**	**stool**	**spoon**

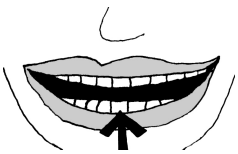
scoop	**igloo**	**moon**	**mushroom**

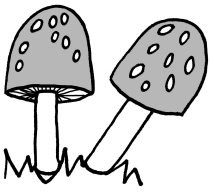
zoo	**raccoon**	**tooth**	**boot**

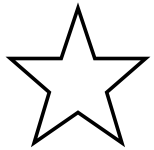
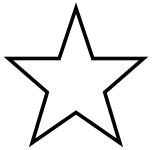
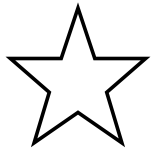





Read for the Stars, /oo/ spelled "oo"

		
The igloo roof is made of ice.	Oops! I tripped and feel foolish.	I hit my tooth with my spoon.
That was a smooth dive into the pool!	Get the broom and clean your room.	Let's see the baboons at the zoo.
The rocket zooms to the moon.	I left my boots in the chicken coop.	He has lunch at the saloon at noon.
I use shampoo and put goo in my hair.	Our food will get here soon!	Get your tools to fix the stool.

1	2	3	4	5	6

Name:_____

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Book	Snakes in a Storm	Step 6
Sound-Spellings Skills Focus	**/or/ spelled "or," "ore," "our," "oor," and "oar":** horn, morn, report, storm, forecast, four, snores, for, pour, stores, cork, board, corn, cornflakes, shortcake, more, porch, door, wore, port, oars, forlorn, support, chores, incorrect	
Hands-On Activity *choose 1*	• Cut And Paste, or, oor, our, ore (included) • Read for the Stars, sentences, /or/ (included)	

Slow Down Sounds

- **/or/ spelled "or," "ore," "oor," "oar," and "our"**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

r e p or t	f ore c a s t	i n s i de
sh or t c a ke	f or l or n	s u pp or t

More multisyllabic words: muffins, cornflakes, seaside, incorrect

Morphology

Definition: the study of the forms of words (using the smallest units of meaning to make meaning of words)

re – "back" or "again"

Examples:

report – "port" means to carry or bear something, and adding "re" makes the meaning "to carry something back"

rewrite – to write again

reject – "ject" is derived from the Latin "jacere," meaning "to throw." This root is found in many English words related to throwing or casting. Adding "re" makes it "to throw back."

reverse - "vertere" means "to turn" in Latin, so reverse means to turn in the opposite direction or to turn back.

Sticky Words

Old:

no	when	they	was	the
could	go	come	says	we
to	you	put	all	my
too	be	do	have	of
our	are			

These sticky words may be decodable in Step 6, but any sticky word from Steps 1-5 is listed here to allow for Step 6 to be used in an alternate order.

Vocabulary

- **forecast** = a projection of something/some event to come, often when dealing with weather
- **forlorn** = the state of being sad and/or depressed
- **port** = a location on a waterfront for boats and sea vessels to park
- **chores** = tasks that need to be done
- **stock up** = to get a bunch of, to get what you need

Fluency Practice | **Blending Lines**

Comprehension & Connections

Recall and Comprehension Questions:

- How does Snake 1 learn about the storm? (he sees it on TV, he sees a forecast, etc.)

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	• What does Snake 1 think will happen to all the stores when the storm comes? (They will close.) • Where did the snakes leave their rain gear? (on the porch by the front door) • What will the snakes need to stock up on at the store? (corn muffins, cornflakes, shortcake, and more) **<u>Connection Questions & Complex Questions:</u>** • The book says that Snake 1 is forlorn. What are some other ways to describe how Snake 1 is feeling/acting? (panicking, frantically prepping, upset, frazzled, frightened, nervous, agitated, spooked, uneasy, apprehensive, concerned, distressed, etc.) • Have you ever felt the way Snake 1 does in the middle of this book? If so, what happened to make you feel that way? **Partner Activities:** • Tell a partner about your favorite type of weather and if there is a weather that frightens you.
Reading Practice *choose 1-2*	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	**<u>Dictation sentences:</u>** *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.* 1. I get sore when I play sports. 2. The corn from the store is on the porch. **<u>Writing Response:</u>** Students practice writing their own thoughts on the Writing Response by answering the following questions: *Sometimes, when there is a storm, you need to stay home to be safe. How would you prepare? What would you need?*
Meaning Making Methods	**Homographs:** *words that are spelled the same and pronounced the same but have different meanings* -Use the Homograph Hands page to illustrate/describe some of the following words. Examples in the book: • **drop -** a tiny portion of liquid **OR** to let/make something fall • **coat -** to cover **OR** a jacket • **store -** a business location that sells items **OR** to keep a reserve of something • **long -** to yearn for/want **OR** measuring a great distance/time; to be lengthy • **stuff -** items/things **OR** to push into a smaller location **Homophones:** *words that are spelled differently, pronounced the same, and have different meanings* -Use the Homophone Hands page to illustrate/describe some of the following words. Examples in the book: (The bold word is the word used in the book.)

more/moor	**do**/due	**four**/fore/for
time/thyme	**board**/bored	**need**/knead
we/wee	**week**/weak	**pour**/pore
wait/weight	**our**/hour	**no**/know
morn/mourn		

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Comprehension Activity	**Step-by-Step Directions** • Write 4 of the steps that the snakes take to prepare for the storm. Write one sentence for each step in the process. • Draw a picture for each step.
Provided Resources	1. Blending Lines, Snakes in a Storm 2. Writing Response, Snakes in a Storm 3. Homograph Hands, Snakes in a Storm 4. Homophone Hands, Snakes in a Storm 5. Step-By-Step Directions, Snakes in a Storm 6. Cut And Paste, or, oor, our, ore 7. Read for the Stars, sentences, /or/

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Blending Lines: Snakes in a Storm

Line 1 (target skill)	for horn cork corn port
Line 2 (target skill)	storm snore store more wore
Line 3 (target skill)	chore porch board four
Line 4 (target skill)	door oars report short
Line 5 (review for mastery)	wakes inside week close
Line 6 (review for mastery)	stuff need these complete
Line 7 (challenge words)	forlorn forecast support incorrect
Line 8 (connected text)	Snake 1 hears a horn in the morn.
Line 9 (connected text)	The forecast says the storm will come at four p.m.
Line 10 (sticky words)	no when they was the could go come says we to you put all my too be do have of our are

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

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Name:_____

Prep for a Storm

Sometimes, when there is a storm, you need to stay home to be safe. How would you prepare? What would you need?

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Name:_____ Snakes in a Storm

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

drop	
	

coat	
	

store	
	

stuff	
	

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Name:_____ Snakes in a Storm

Homophone Hands

Homophones are words that are spelled differently, pronounced the same, and have different meanings.

Write/draw about the below words that are pronounced the same way from the book.

wait	weight
	

pour	pore
	

need	knead
	

week	weak
	

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board	bored
	

do	due
	

more	moor
	

time	thyme
	

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Name:_____ Snakes in a Storm

Step-By-Step Directions

Topic/Activity: How to prep for a storm

Write 4 steps the snakes took to prepare for the storm. Draw a picture for each.

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

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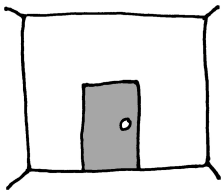
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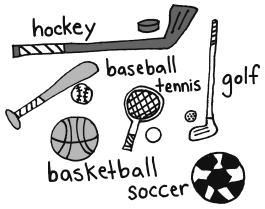
Cut And Paste: **or-oor-ore-our**

cork	**door**	**horn**	**store**

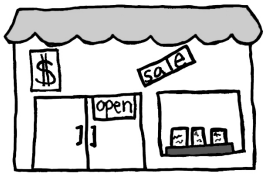
sports	**torch**	**four**	**pour**

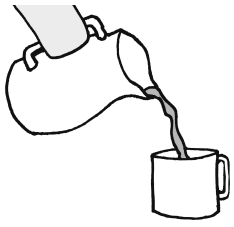
core	**popcorn**	**horse**	**snore**



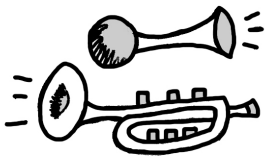






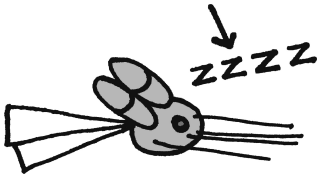


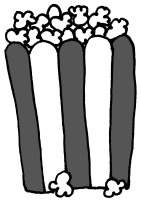


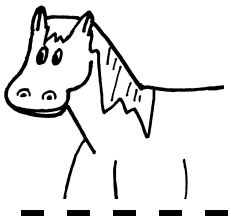




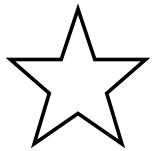
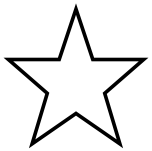
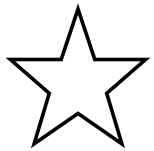








Read for the Stars, /or/ spelled "or," "ore," "oor," "oar," and "our"

		
Fill in this short form for a ticket.	I will get more corn at the store.	My dad snores as he dozes on the porch.
I put the torn list on the cork board.	I went back and forth to the shore.	I used four sticks to support my fort.
My chore is to sweep the floor.	My hat was torn on a thorn.	The ship sails north to the port.
The pants I wore are too short.	I feel sore from the sports game.	Let's sort cords for the laptops.

1	2	3	4	5	6

Name:_____

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Book	Pig's Magic Trick	Step 6
Sound-Spellings Skills Focus	**Soft g:** judge, challenge, nudge, urge, legend, fringe, huge, stage, magic, original, orange, budge, enlarge, engine, gem, gentle, tragic **Soft c:** introduce	
Hands-On Activity *choose 1*	• Soft g (included)	

Slow Down Sounds

- **Soft g/soft c**
- **Mapping long words:**
  - Either write these words on a white board and help students chunk phonics structures to read or use Elkonin boxes to map the words.
  - Examples:

m a g i c	e n t er t ai n	ch a ll e n ge
p er f or m i ng	p oi n t er	e n l ar ge

Multisyllabic words: engine, little, legend, gentle, tragic, comic, welcome, introduce, terrific, helper, perform, original, orange, disappear, into

Morphology

Morphology

Definition: the study of the forms of words (using the smallest units of meaning to make meaning of words)

intro – "signifies "within" or "inward""

Examples:

- Introduce: "intro-" (prefix) + "-duce" (root meaning "to lead") = to lead in or bring in.
- Introspect: "intro-" (prefix) + "-spect" (root meaning "to look at") = to look within, examine one's own thoughts and feelings.
- Introvert: "intro-" (prefix) + "-vert" (root meaning "to turn") = a person who turns inward, or is primarily focused on their internal thoughts and feelings.
- Introversion: "intro-" (prefix) + "-version" (noun-forming suffix) = the state or quality of being introverted.

More examples: introduction, introject

Sticky Words	Vocabulary
As a challenge book, sticky words are practiced as known words and not listed here.	• **original** – unique, only one like it • **tragic** – very sad and extremely unfortunate • **legend** – someone/something that is remembered and talked about for a long time to come • **disappear** – to go missing, to be lost • **gentle** – softly, with care • **terrific** – wonderful, amazing • **original** – unique, one of a kind

Fluency Practice	Word Automaticity Practice

Comprehension & Connections

Recall and Comprehension Questions:

- Who is Pig's assistant? (Chimp)
- What happens to the orange during Pig's magic trick? (it turns into orange juice)
- Pig turns the rock into jam, but what was it supposed to turn into? (gem)

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

Who is the main character? (Pig)
Who is the supporting character? (Chimp)

<u>Connection Questions & Complex Questions:</u>

How does Chimp help Pig at the beginning? (he gives him a pep talk, he encourages him to try his best, he gives him the confidence he needs, etc.)
If you had a magic show, what would it be called and what type of tricks would you do?

Partner Activities:

Retell the story in your own words.
Tell your partner about a time you had to be brave.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td><u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by responding to the following prompt: Pig has a talent for magic, and he finds out he has a talent for comedy. Describe a talent you have and what it allows you to do.</td></tr>
<tr><td>Meaning Making Methods</td><td>
Homographs: words that are spelled the same and pronounced the same but have different meanings
-Use the Homograph Hands page to illustrate/describe some of the following words.
Examples in the book:
<table>
<tr><th>rock</th><th>pet</th><th>orange</th><th>jam</th><th>original</th></tr>
<tr><td>-a stone
-to sway back and forth</td><td>-a tame animal kept by a person
-to stroke gently</td><td>-a color
-a citrus fruit</td><td>-a sweet jelly
-a hard/difficult position</td><td>-unique
-the first one</td></tr>
</table>
Homophones: words that are spelled differently, pronounced the same, and have different meanings
Examples in the book (the bold word):
<table>
<tr><td>dons/dawns</td><td>way/weigh</td></tr>
</table>
</td></tr>
<tr><td>Comprehension Activity</td><td>
Questions Quest

Students think of and write 3 questions about the story for a partner to answer.
The partner then finds the page # of the answer and write the answer for the question asked.

</td></tr>
<tr><td>Provided Resources</td><td>
1. Word Automaticity Practice, <u>Pig's Magic Trick</u>
2. Writing Response, <u>Pig's Magic Trick</u>
3. Questions Quest, <u>Pig's Magic Trick</u>
4. Homograph Hands, <u>Pig's Magic Trick</u>
5. Soft g
</td></tr>
</table>

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Word Automaticity Practice: Pig's Magic Trick

long /O/	show go bow smoke tone jokes know
long /I/	try rise tie smile like my
/or/ & /er/	your original orange perform for before
/er/	helper terrific turn nerves urge entertain
mixed	poof toy pointer little looks
soft g /j/	huge legend stage fringe nudge judge
soft g /j/	gentle challenge tragic magic pidge-podge
soft g /j/	gem enlarge engine budge
challenge	amuse disappear begin introduce
review	juice clear need train thrill
sticky words for review	does want to the put you would have there of said says they were come

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Name:_____

Writing Prompt
Pig's Magic Trick

I have a talent

Pig has a talent for magic, and he finds out he has a talent for comedy. Describe a talent you have and what it allows you to do.

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Name of Question Writer:_____

Name of Question Quester:_____

The Question Writer comes up with three questions about the book, using a different question word for each question.

The Question Quester uses the book to answer the three questions, answering in complete sentences and siting a page number or numbers to show evidence.

Question Quest

Who **Where** **When** **What** **Why** **How**

Book Title: Pig's Magic Trick

Question #1:_____

_____

_____

Page number or numbers for evidence:	Answer:_____
_____	_____
	_____
	_____
	_____
	_____

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Question #2: _____

_____

_____

Page number or numbers for evidence:	Answer: _____
_____	_____
	_____
	_____
	_____
	_____

Question #3: _____

_____

_____

Page number or numbers for evidence:	Answer: _____
_____	_____
	_____
	_____
	_____
	_____

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Name:_____ Pig's Magic Trick

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

rock	
	

pet	
	

orange	
	

jam	
	

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Name:_____ Pig's Magic Trick

Soft "g" spells /j/

ge	gi	gy	dge

Underline all the letters that make "g" spell /j/ (even if the other letters spell their own sound). The first two have been done as examples.

ju**dge**	fragile
lo**gi**c	bridge
gem	stage
digit	village
genetic	gel
cage	huge
legend	badge
manage	change
dodge	imagine

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Book	The Snakes Make a Snowman	Step 6
Sound-Spellings Skills Focus	**Multisyllabic and compound words**	
Hands-On Activity	• Compound Words (included)	

Slow Down Sounds

- **Soft g/soft c**
- **Multisyllabic words:** snowman, assembled, tennis, snowballs, melon, blanket, outside, powder, morning, blizzard, exclaimed, formed, hidden, engine, conductor, window, smiled, shaped, igloo, tunnel, entrance, slithered, artistic, imagine, construct, something, different, buttons, apple, orange, gumdrops, looked, always, before, never
- Teachers write each two-syllable word in a visible location. Teachers split those words into smaller parts to help students map and decode those words.

NOTE: Many of the compound words in this story are NONSENSE words.

Morphology

Morphology

Definition: the study of the forms of words (using the smallest units of meaning to make meaning of words)

	con	struct		construct
			or	constructor
de				deconstruct
			ion	construction

de = off, from, down
con = together
struct = to build, to arrange
or = can change a verb into a noun, means the person who does that action
ion = act, state or condition of

Sticky Words

New:

were	always

As a challenge book, sticky words are practiced as known words and not listed here.

Vocabulary

- **assembled** = put together
- **construct** = to build or put together
- **blizzard** = a heavy snowstorm
- **concerned** = to feel/be worried
- **considered** = to think about in order to make a decision

Fluency Practice

Blending Lines

Comprehension & Connections

Recall and Comprehension Questions:

- What do the snakes use to make the mouth on the snowman? (an orange peel)
- Name all the creations the snakes make in this story. (mouse, engine, man, igloo fort, lobster, caterpillar)
- What was underneath the snowTRAIN to make the snow the correct shape? (a bench)

Connection Questions & Complex Questions:

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

Why is Snake 2 concerned after making the snowman? (he wants to be more creative; he doesn't understand why they must make a snowman, etc.)
How do the snakes feel at the end? (proud, creative, satisfied, gratified, delighted, content, etc.)

Partner Activities:

Tell your partner about a time you were creative and came up with a new way to make or do something.

</td></tr>
<tr><td>Reading Practice
choose 1-2</td><td>partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading</td></tr>
<tr><td>Writing Practice</td><td><u>Writing Response:</u>
Students practice writing their own thoughts on the Writing Response by answering the following question: The snakes make lots of snow art. If you could make a snow creation, what would you make and how would you make it?</td></tr>
<tr><td>Meaning Making Methods</td><td>Homographs: words that are spelled the same and pronounced the same but have different meanings
-Use the Homograph Hands page to illustrate/describe the following words.
Examples in the book:
<table>
<tr><th>leaves</th><th>scarf</th><th>peel</th></tr>
<tr><td>-to walk away; to go out or go away from
-part of a plant</td><td>-a warm, fabric strip to wrap around one's neck
-to eat quickly</td><td>-the outside layer; the rind
-to take off slowly</td></tr>
</table>
Homophones: words that are spelled differently, pronounced the same, and have different meanings
-Use the Homophone Hands page to illustrate/describe the following words.
Examples in the book (the bold word):
<table>
<tr><td>peel/peal</td><td>tail/tale</td></tr>
<tr><td>nose/knows</td><td>hole/whole</td></tr>
</table>
</td></tr>
<tr><td>Comprehension Activity</td><td>Questions Quest

Students think of and write 3 questions about the story for a partner to answer.
The partner then finds the page # of the answer and write the answer for the question asked.

</td></tr>
<tr><td>Provided Resources</td><td>1. Word Automaticity Practice, <u>The Snakes Make a Snowman</u>
2. Writing Response, <u>The Snakes Make a Snowman</u>
3. Questions Quest, <u>The Snakes Make a Snowman</u>
4. Homograph Hands, <u>The Snakes Make a Snowman</u>
5. Homophone Hands, <u>The Snakes Make a Snowman</u>
6. Compound Words</td></tr>
</table>

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Word Automaticity Practice: The Snakes Make a Snowman

/or/	formed conductor fort for door before
silent letters	build white wheels
/er/	different powder concern never
/ar/	scarf blizzard parts artistic yarn
-ed ending	exclaimed slithered smiled looked used
-ed ending	considered assembled packed shaped asked
soft g /j/	imagine engine orange
soft c /s/	entrance slice face
mixed	stood claw foot window outside play new
review	coal each hidden train tunnel wait
sticky words for review	there always some come could put of were to do they

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Name:_____

Writing Prompt
The Snakes Make a Snowman

I made a snow...

The snakes make lots of snow art. If you could make a snow creation, what would you make and how would you make it?

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Name of Question Writer:_____

Name of Question Quester:_____

The Question Writer comes up with three questions about the book, using a different question word for each question.

The Question Quester uses the book to answer the three questions, answering in complete sentences and siting a page number or numbers to show evidence.

Question Quest

Who **Where** **When** **What** **Why** **How**

Book Title: The Snakes Make a Snowman

Question #1:_____

_____

_____

Page number or numbers for evidence:	Answer:_____
_____	_____
	_____
	_____
	_____
	_____

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Question #2: _____

_____

_____

Page number or numbers for evidence:	Answer: _____
_____	_____
	_____
	_____
	_____
	_____

Question #3: _____

_____

_____

Page number or numbers for evidence:	Answer: _____
_____	_____
	_____
	_____
	_____
	_____

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Name:_____ The Snakes Make a Snowman

Homograph Hands

Homographs are words that are spelled the same and pronounced the same but have different meanings.

Write/draw about each meaning of the below words from the book.

leaves	
	

scarf	
	

peel	
	

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Name:_____ The Snakes Make a Snowman

Homophone Hands

Homophones are words that are spelled differently, pronounced the same, and have different meanings.

Write/draw about the below words that are pronounced the same way from the book.

peel	peal
	

tail	tale
	

nose	knows
	

hole	whole
	

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Name:_____

Compound Words

1 word + 1 word = 1 compound word

snow	+	man	=	_____
out	+	side	=	_____
gum	+	drops	=	_____
snow	+	ball	=	_____

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