

Book	Duck And His Mom	Step 2		
Sound-Spellings Skills Focus	beginning blends	sw	gl	(Duck)
	ending blends	xt		
	double-letter blends	ck*		
Hands-On Activity <i>choose 1</i>	- Couple Card match (picture to words with blends & short vowels) - Sort picture cards by beginning blends - Color the Blend, Beginning Blend #1 (included)			
Slow Down Sounds	-ck: "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.			
Phonemic Awareness	Bounce and Blend: <i>(From the Daily Dos)</i> – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word. Words to bounce:			
	/d/-/u/-/k/	/m/-/o/-/m/	/j/-/e/-/t/	
	/k/-/l/-/a/-/p/	/k/-/l/-/a/-/s/	/s/-/p/-/o/-/t/	
Sticky Words		Vocabulary		
s ee see: The "s" spells the basic /s/ sound which students have learned. The "ee" spells the long vowel sound /E/. This is a vowel team and is learned in Step 5. th e t o		cab – another word for a taxi, a car you hire to take you somewhere sub – a short version of the word submarine, a vessel that goes under the water jet – a very fast airplane		
Fluency Practice – <i>choose 1</i>		Pyramids or Blending Lines		
Comprehension & Connections	Suggested Questions:			
	- Name two types of transportation that Duck can NOT take to get to his mom’s house. (van, bus, cab, sub, jet) - Is Duck happy to visit his mom? (yes) How can you tell? - How can you tell that he is happy? (Duck is smiling in the last picture, Duck is smiling when he is ready and waiting with his bag, etc.) - How will Duck get to his mom’s house? (swim across the pond) - Why couldn’t Duck take all the other methods of transportation? (His mom’s house is so close that he can paddle across the lake.) - How do you think Duck feels when he gets to visit his mom? (happy, excited, glad, etc.) Connection Questions (connecting the student to the book): - What types of transportation do you use? What types of transportation are available in your neighborhood?			

	• What other types of transportation are there? (ferry, train, helicopter, boat, golf cart, bike, etc.) • If you could visit someone, who would it be and how would you get there? Story Element Questions: • Who is the <u>main</u> character? (Duck) • Where does this story take place? What is the <u>setting</u>? (daytime, the pond, Duck's house, Duck's mom's house, in a sub, etc.) Partner Share Topic: • Tell a partner who you would like to visit and how you would get there. • Tell a partner about a time you went on an airplane, bus, or train.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. gl – glad → glam, glum, plug, glen ck – duck → tuck, muck, mock, lock, lick, sick, sock, dock <i>Optional Extension:</i> Story Writing: Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture. Writing Response: Students practice writing their own thoughts on the Writing Response after answering the question: <i>Duck can swim to see his mom. When he gets to his mom, what can Duck and his mom do ?</i>
Comprehension Activity	Sequencing Strips: • Give students the sequencing strip and pictures. • Ask students to describe what is happening in each picture. • Students place the pictures in the order they think and explain why. • Students glue down the pictures.
Provided Resources	1. Blending Lines, <u>Duck And His Mom</u> 2. Pyramids, <u>Duck And His Mom</u> 3. Sequencing Strip & Base, <u>Duck And His Mom</u> 4. Writing Response, <u>Duck And His Mom</u> 5. Story Writing 6. Color the Blend, Beginning Blend #1

Name: _____

Pyramids, Duck And His Mom

Duck

Duck gets

Duck gets to

Duck gets to see

Duck gets to see his

Duck gets to see his mom.

Duck

Duck can

Duck can not

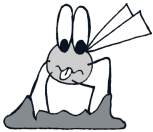
Duck can not go

Duck can not go in

Duck can not go in a

Duck can not go in a jet.

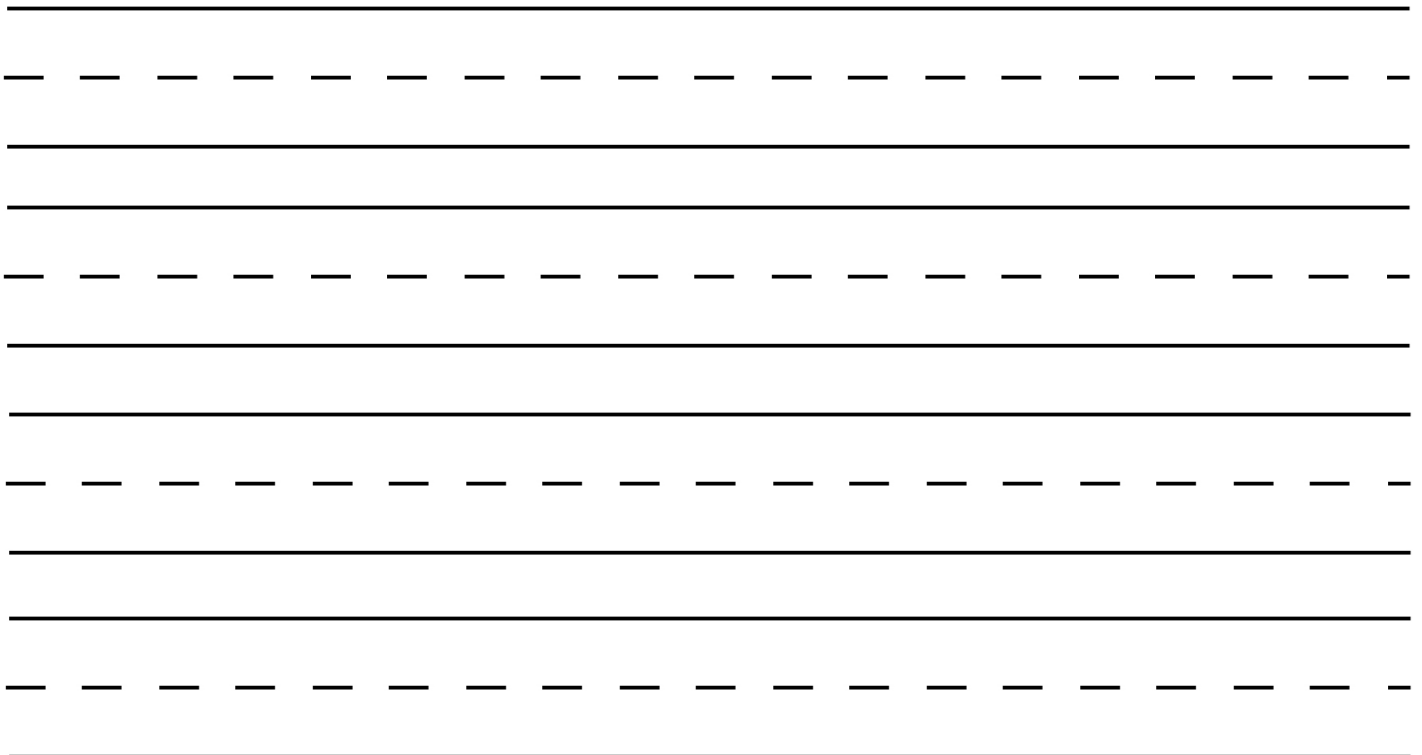
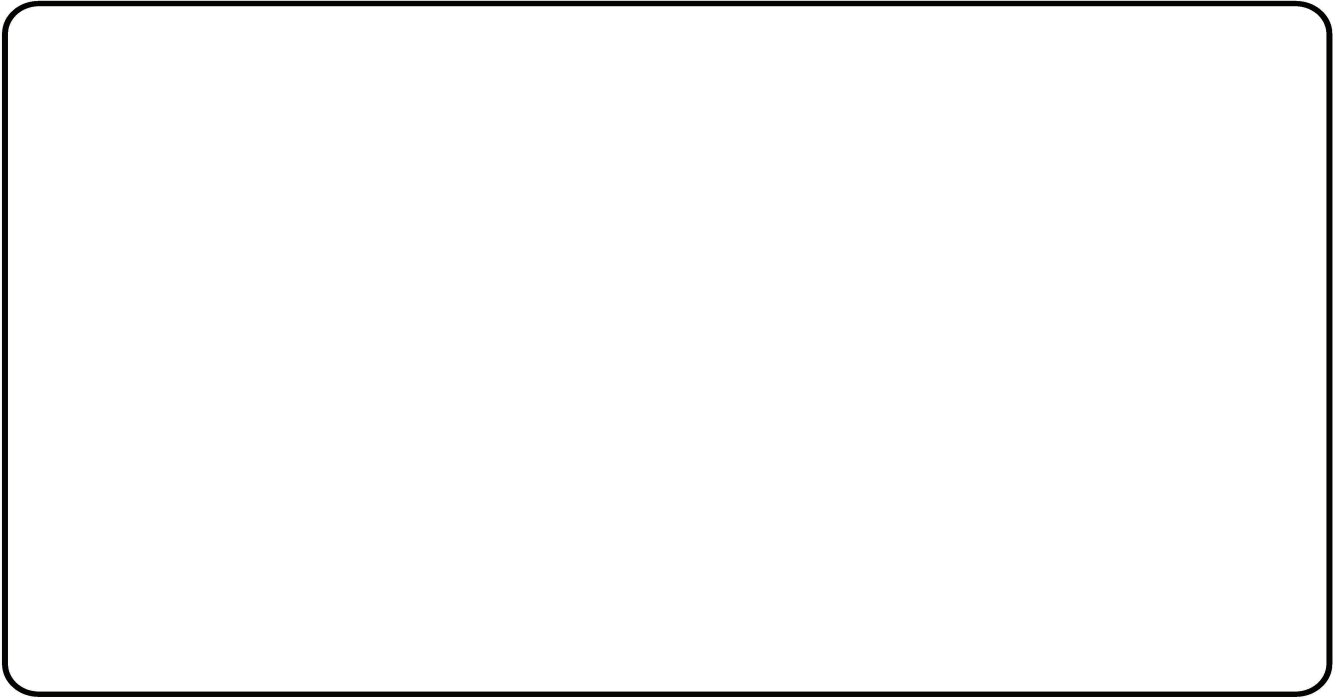
Blending Lines: Duck And His Mom

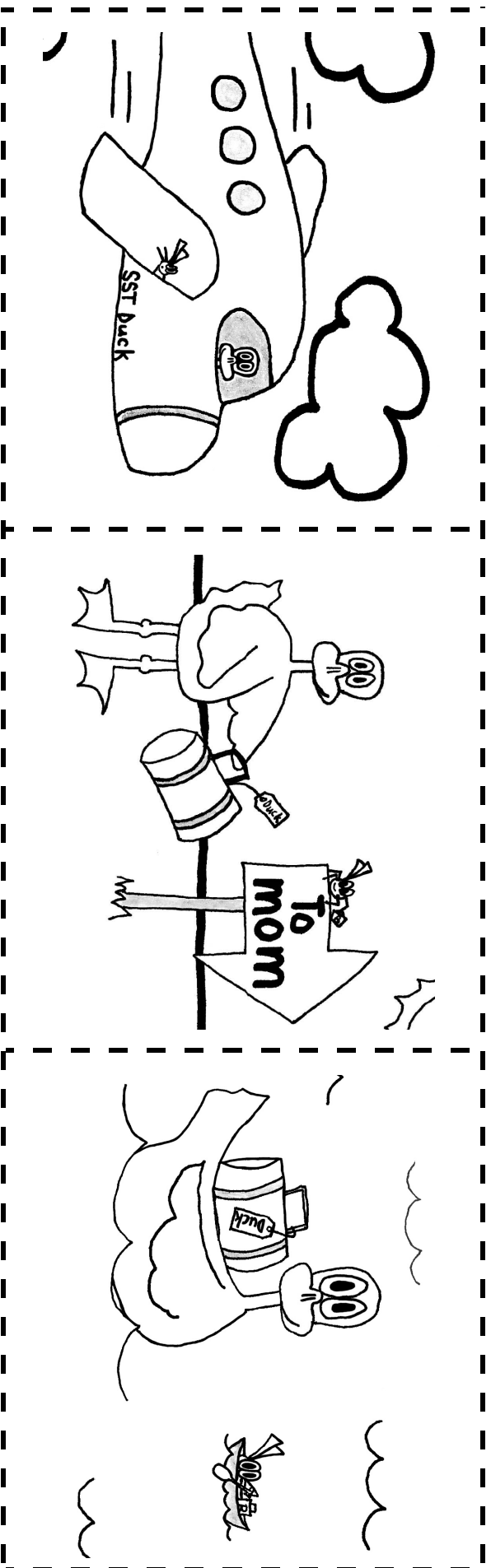
Line 1 (minimal contrasts–new to known)	mud m <u>u</u> ck net nest
Line 2 (vary initial sound)	jet pet van fan
Line 3 (vary final sound)	bus bug sub sun
Line 4 (mixed set, target skill)	swim next glad du <u>ck</u>
Line 5 (review words for mastery)	him gets his can
Line 6 (challenge words)	ba <u>ck</u> pa <u>ck</u> lu <u>ck</u> tu <u>ck</u>
Line 7 (challenge words)	clo <u>ck</u> blo <u>ck</u> bla <u>ck</u> cli <u>ck</u> s
Line 8 (connected text)	Duck can not go in a van.
Line 9 (connected text)	Duck can swim.
Line 10 (sticky words)	 see to go

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

Name: _____

Duck can swim to see his mom. When he gets to his mom, what can Duck and his mom do ?





Sequencing Strip

Duck And His Mom

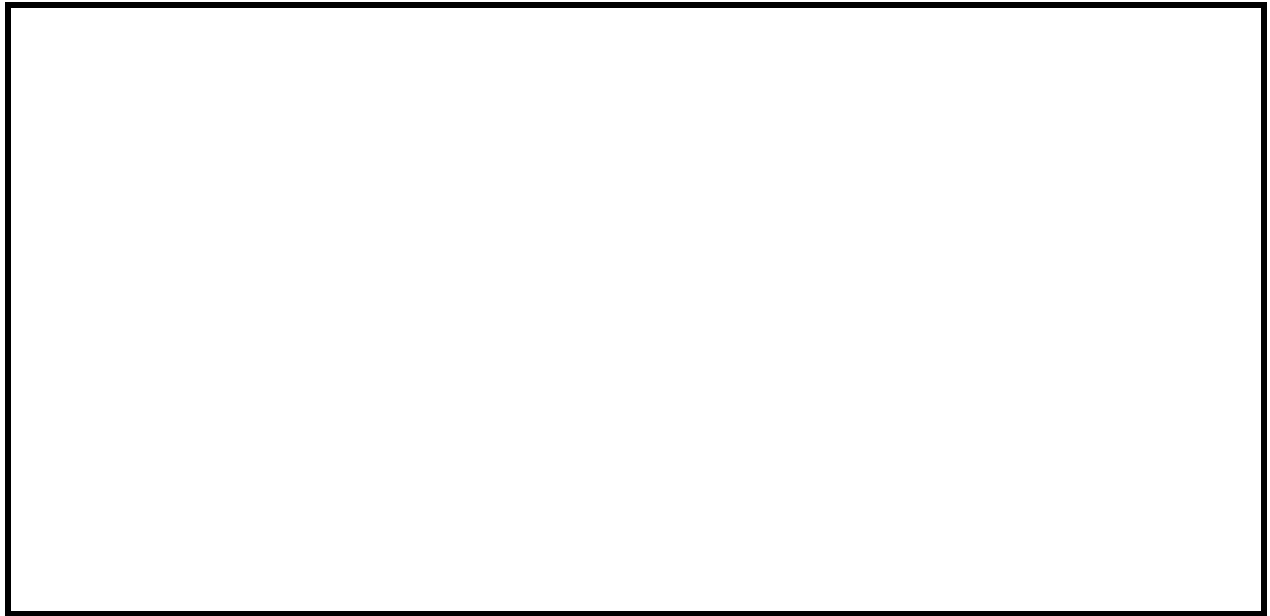
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Name: _____

Story Writing

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

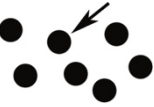
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_____	_____	_____	_____



Name: _____

Beginning Blends

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

					
plum		stop		flag	
					
clam		crab		drip	
					
frog		stem		spin	

Book	Duck Has a Nest	Step 2													
Sound-Spellings Skills Focus	<table><tr><td>ending blends</td><td>mp</td><td>nd</td><td>sk</td><td>st</td></tr><tr><td>double-letter blends</td><td>ck*</td><td colspan="3">(Duck)</td></tr></table>					ending blends	mp	nd	sk	st	double-letter blends	ck*	(Duck)		
	ending blends	mp	nd	sk	st										
double-letter blends	ck*	(Duck)													
Hands-On Activity	- Couple Card match (picture to words with blends & short vowels) - Ending Blend Match 1														
Slow Down Sounds	<u>-ck</u>: “c” and “k” both can spell the same sound. This pairing is like a <u>double letter blend</u>, and the sound is only heard once. “ck” is only found at the end or inside a word. <u>ending blends</u>														
Phonemic Awareness	Bounce and Blend: <i>(From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word. Words to bounce:</i>														
	<table><tr><td>/b/-/i/-/g/</td><td>/t/-/u/-/k/</td><td>/h/-/a/-/z/</td></tr><tr><td>/m/-/i/-/l/-/k/</td><td>/d/-/e/-/n/-/t/</td><td>/p/-/u/-/m/-/p/</td></tr></table>					/b/-/i/-/g/	/t/-/u/-/k/	/h/-/a/-/z/	/m/-/i/-/l/-/k/	/d/-/e/-/n/-/t/	/p/-/u/-/m/-/p/				
/b/-/i/-/g/	/t/-/u/-/k/	/h/-/a/-/z/													
/m/-/i/-/l/-/k/	/d/-/e/-/n/-/t/	/p/-/u/-/m/-/p/													
Sticky Words		Vocabulary													
Old Sticky Words <table><tr><td>th</td><td>e</td><td>h</td><td>e</td></tr><tr><td>f</td><td>or</td><td>t</td><td>oo</td></tr></table>		th	e	h	e	f	or	t	oo	“it is a risk” – it is dangerous, it could cause harm mend – to fix, to repair dump – a place with trash or a big mess muck – dirt or mud					
th	e	h	e												
f	or	t	oo												
Fluency Practice - <i>choose 1</i>		Phrasing Pyramids or Blending Lines													
Comprehension & Connections	Suggested Questions:														
	- What is a hut? (a type of house or home) - What does “risk” mean? (doing something dangerous, taking a chance, possibly being unsafe, etc.) - Why would it be a “risk” to have a nest on top of a bus? (the bus moves, you might slide off, he needs a seat belt, etc.) - What does “mend” mean? (to fix, to sew, to stitch up, etc.) - How would you “mend” a nest? (weave in more sticks, patch it with a leaf, use string to tie the hole up, etc.) - Where do birds usually build nests? (trees, grassy patch, etc.) - Where might a duck in the wild build a nest? (by a pond, in long grass, etc.) - What are nests made of? (sticks, feathers, leaves, etc.) - Why can’t Duck have a nest on a rock? (the rock makes the nest have a lump.) - How do you think Duck feels when finally finds a nest? (relieved, excited, happy, proud of himself, etc.)														

	- Why might the nest Duck picks at the end not work? (It is in Dog's doghouse.) Connection Questions (connecting the student to the book): - Have you ever seen a nest? What did it look like? - If you built a nest for yourself, what would you build it out of? Partner Share Topics: - Choose one of the locations Duck tried to have a nest. Explain to a partner how you could fix the location to make it better. - Draw a picture with a partner of the perfect habitat for a duck. - Tell a partner about your favorite place to be. Use descriptive words.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. st – nest → rest, rust, must, mist, list, last, fast, cast mp – dump → bump, lump, lamp, damp, camp, ramp, romp nd – mend → bend, band, land, sand, send, tend <i>Optional Extensions:</i> Story Writing: Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture. Writing Response: Students practice writing their own thoughts on the Writing Response after answering the question: <i>Duck had to get a nest. If you were Duck, what would your nest be like?</i>
Comprehension Activity	Sequencing Strips: - Give students the sequencing strip and pictures. - Ask students to describe what is happening in each picture. - Students place the pictures in the order they think and explain why. - Students glue down the pictures.
Provided Resources	- Blending Lines, <u>Duck Has a Nest</u> - Phrasing Pyramids, <u>Duck Has a Nest</u> - Writing Response, <u>Duck Has a Nest</u> - Story Writing - Sequencing Strip & Base, <u>Duck Has a Nest</u> - Ending Blend Match 1

Name: _____

Phrasing Pyramids, Duck Has a Nest

Duck must

Duck must get a nest

Duck must get a nest he can

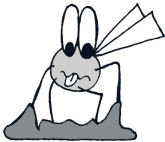
Duck must get a nest he can fit in.

Duck has a nest

Duck has a nest, but he can not

Duck has a nest, but he can not mend the rip.

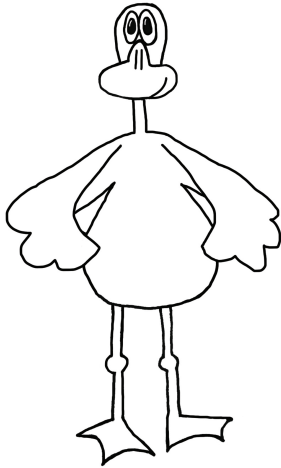
Blending Lines: Duck Has a Nest

Line 1 (minimal contrasts–new to known)	mud must net nest
Line 2 (vary initial sound)	bug mug fit pit
Line 3 (vary final sound)	rip rid men met
Line 4 (mixed set, target skill)	nest best dump lump
Line 5 (review words for mastery)	duck has and fit
Line 6 (review words for mastery)	not can get is
Line 7 (challenge words)	risk mend lumps nests
Line 8 (connected text)	Duck must get a nest.
Line 9 (connected text)	He can not mend the rip.
Line 10 (sticky words)	 for he the too

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

Name: _____

Duck had to get a nest. If you were Duck,
what would your nest be like?



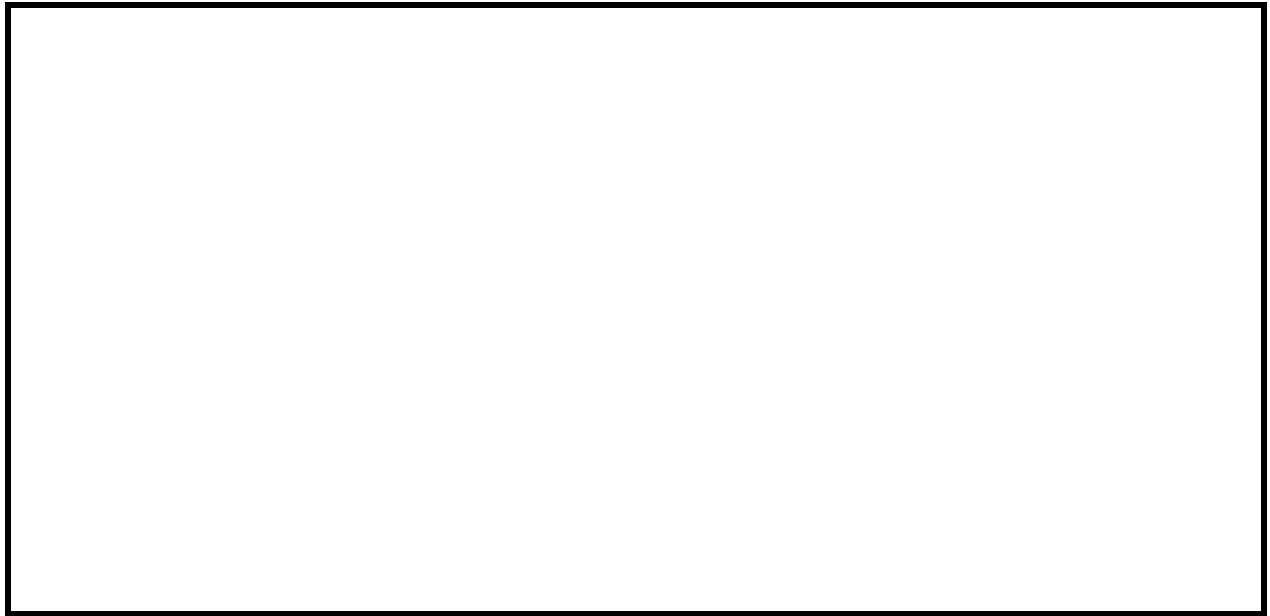
Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

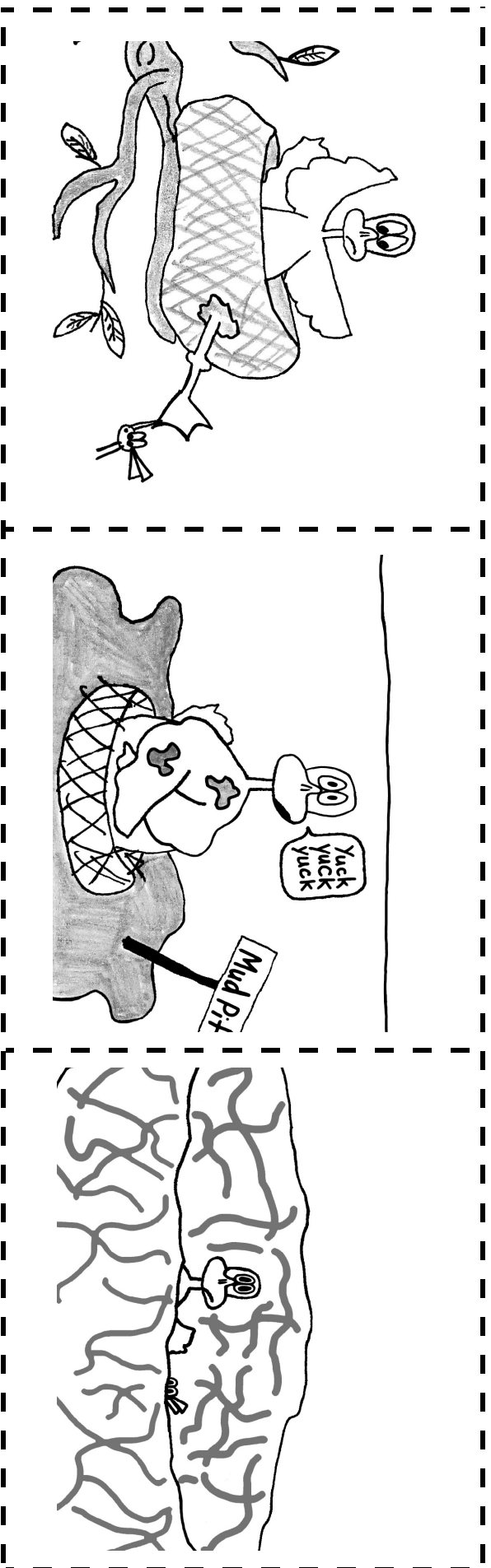
Name: _____

Story Writing

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

_____	_____	_____	_____
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_____	_____	_____	_____





Sequencing Strip

Duck Has a Nest

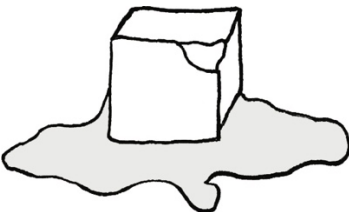
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Name: _____

End Blend Match

Cut apart the ending blends at the bottom of this paper. Say the word for the pictures below, decide on the missing blend to complete the word. Write the entire word.

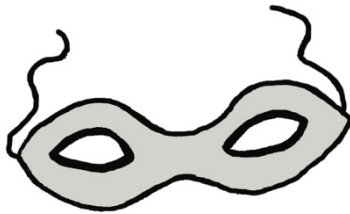
	
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Book	Frog And His Sled	Step 2							
Sound-Spellings Skills Focus	beginning blends	fr	fl	dr	gl	pl	sk	sp	sl
	double-letter blends	ll							
Hands-On Activity	- Couple Card match (picture to words with blends & short vowels) - Beginning Blend Match 1 (included)								
Slow Down Sounds	<u>-ck</u>: “c” and “k” both can spell the same sound. This pairing is like a <u>double letter blend</u>, and the sound is only heard once. “ck” is only found at the end or inside a word. <u>beginning blends</u>								
Phonemic Awareness	Bounce and Blend: <i>(From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word. Words to bounce:</i>								
	/k/-/a/-/n/	/d/-/o/-/t/	/f/-/l/-/a/-/t/						
	/s/-/l/-/a/-/p/	/g/-/r/-/i/-/d/	/t/-/r/-/u/-/k/						
Sticky Words							Vocabulary		
p u t s puts: “p” spells /p/, “t” spells /t/, and “s” spells /s/, which students have learned. The “u” spells /u/ which is a short oo sound and is an irregular sound-spelling. th e h e t o							glum – sad, feeling down, feeling blue drags – to pull across the ground or a surface		
Fluency Practice – choose 1				Pyramids or Blending Lines					
Comprehension & Connections	Suggested Questions:								
	- What does the flag on Frog’s sled look like? (it has stripes, it is small, it is a rectangle, it is on the back of the sled, etc.) - How does Frog get the sled up the side of the hill? (he drags it as he hops) - How do you think Frog feels when is going up the hill? (excited, nervous, anxious, elated, happy, glad, etc.) - Name two moves that Frog makes while sliding down the mountain. (slips, spins, skids, skips, flips, flops) - What does the word “glum” mean? (unhappy, grumpy, sad, down, blue, etc.) Connection Questions (connecting the student to the book): - Have you ever been in the snow? What did it feel like? - Have you ever ridden on a sled?								

	- What are some other activities that can be done in the snow? (snowshoeing, skiing, snowboarding, making a snowman, having a snowball fight, making snow angels, etc.) Story Element Questions: - Who is the <u>main character</u>? (Frog) - Where does this story take place? What is the <u>setting</u>? (on a hill, in the snow, during winter, etc.) Partner Share Topics: - Retell the story to a partner in your own words. - Tell a partner about a time you did something that scared you or a time you overcame a fear. - Draw a picture with a partner of how you would decorate a sled.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. fl – flip → flop, flap, clap, clip, slip, slop, slap, snap sp – spin → spit, spot, spat, span, spun, spud, sped pl – plop → plod, plot, blot, blob, slob, slab, blab <i>Optional Extensions:</i> Story Writing: Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture. Writing Response: Students practice writing their own thoughts on the Writing Response after completing the following: <i>Frog drags his sled back up the hill. On his next run, Frog's sled slips and....</i>
Comprehension Activity	Setting - Students have a version of the Setting Activity (in the activities section of this guide). - Students decide on how to explain where Frog is and describing words about the location.
Provided Resources	- Blending Lines, <u>Frog And His Sled</u> - Pyramids, <u>Frog And His Sled</u> - Writing Response, <u>Frog And His Sled</u> - Story Writing - Beginning Blend Match 1 - Setting Activity, v1

Name: _____

Pyramids, Frog And His Sled

Frog

Frog has

Frog has a

Frog has a sled.

Frog

Frog puts

Frog puts a

Frog puts a flag

Frog puts a flag on

Frog puts a flag on the

Frog puts a flag on the sled.

Blending Lines: Frog and His Sled

Line 1 (minimal contrasts–new to known)	pop plop gum glum
Line 2 (vary initial sound)	sled fled flip clip
Line 3 (vary final sound)	flat flap skip skid
Line 4 (mixed set, target skill)	drag frog slam flop
Line 5 (review words for mastery)	had not fun sits
Line 6 (review words for mastery)	hop has but and
Line 7 (challenge words)	drags hill sleds skips
Line 8 (connected text)	The sled skips and skids.
Line 9 (connected text)	Frog has a sled.
Line 10 (sticky words)	puts the to he

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

Name: _____

Frog drags his sled back up the hill. On his
next run, Frog's sled slips and....



A large, empty rectangular box with rounded corners, intended for drawing or writing.

Four sets of horizontal lines for handwriting practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Story Writing

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

A handwriting practice sheet featuring five identical sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the entire width of the page, providing a guide for letter formation and alignment.

Name: _____

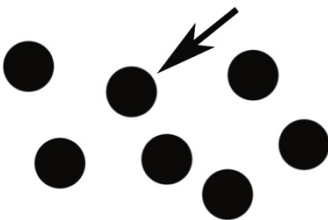
Beginning Blend Match

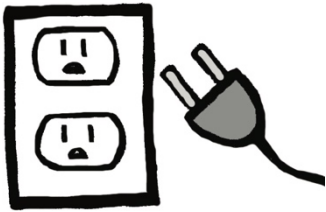
Cut apart the beginning blends at the bottom of this paper. Say the word for the pictures below, decide on the missing blend to complete the word. Write the entire word.

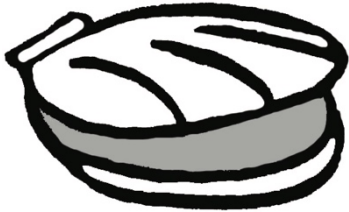
	
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cl	sp	pl	fl	cr	dr
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Name: _____

Story Elements
Setting Activity # 1

Book: _____

Setting

Book	Frog Hunts For a Pal	Step 2								
Sound-Spellings Skills Focus	beginning blends		cr	fr	gr	st	sn	sl	sp	tr
	ending blends		nt	nd	st					
	double-letter blends		dd	ll	ff	ck*				
Hands-On Activity	- Couple Card match (picture to words with blends & short vowels) - Sound House, blends #1 (included)									
Slow Down Sounds	<u>-ck</u>: "c" and "k" both can spell the same sound. This pairing is like a <u>double letter blend</u>, and the sound is only heard once. "ck" is only found at the end or inside a word. <u>blends</u>									
Phonemic Awareness	Bounce and Blend: <i>(From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word. Words to bounce:</i>									
	/p/-/o/-/t/			/b/-/u/-/g/			/s/-/a/-/d/			
	/s/-/n/-/u/-/k/			/k/-/l/-/a/-/p/			/f/-/r/-/o/-/s/-/t/			
Sticky Words								Vocabulary		
d oe s h a ve does: "d" spells /d/ and "s" spells /z/ (as it often does as the end of a word). "oe" is an irregular spelling for /u/. have: "h" spells /h/, "v" spells /v/, but "a" spells /a/ and should be long because of the "e" (learned in Step 4). th e h e t o w a s s ee s f or								grin – small smile, often not showing teeth hunt – to search for, to try to find grump – someone who is sulking or not in a good mood		
Fluency Practice - choose 1					Phrasing Pyramid or Blending Lines					
Comprehension & Connections	Suggested Questions:									
	- Why does Frog need a friend? (he is lonely, he is sad, he wants someone to play with, etc.) - Who does Frog try to make friends with first? (a crab) - Why doesn't Frog's trap work to catch a friend? (the wind blows it shut, that's not how to get a friend, etc.) - How do you think Frog feels when his trap does not work? (sad, lonely, helpless, hopeless, frustrated, etc.) - How does Frog finally get friends? (he grins, he is nice and smiling, he is happy and people want to be his friend, etc.) Connection Questions (connecting the student to the book): - What's one way to make friends with someone?									

	• What makes you want to be friends with someone? • How do you feel when you are alone or when your friends are away? Story Element Questions: • Who is the <u>main character</u>? (Frog) • What is one <u>major event</u> in the book? (the crab runs away, the trap doesn't work, Frog grins, etc.) Partner Share Topics: • Tell a partner what the problem in the story is and how you would help Frog fix the problem. • Create an ad for a newspaper to help Frog find a friend. • Tell a partner about a time you helped a friend or someone who was lonely.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. tr – trap → trip, grip, grin, grit, grim, trim, prim, pram sn – snap → snip, clip, trip, trap, flap, flop, slop, slip <i>Optional Extensions:</i> Story Writing: Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture. Writing Response: Students practice writing their own thoughts on the Writing Response after finishing the following: <i>Frog sets the trap. Snap ! Frog lifts the trap and sees....</i>
Comprehension Activity	Problem And Solution • Students each have a copy of Problem and Solution. • Students write a sentence describing the problem and draw a picture. • Students write a sentence describing the solution and draw a picture.
Provided Resources	1. Blending Lines, <u>Frog Hunts For a Pal</u> 2. Phrasing Pyramid, <u>Frog Hunts For a Pal</u> 3. Writing Response, <u>Frog Hunts For a Pal</u> 4. Story Writing 5. Sound House, blends #1 6. Problem And Solution

Name: _____

Phrasing Pyramids, Frog Hunts For a Pal

Frog has a plan

Frog has a plan to trap

Frog has a plan to trap a pal.

He tips up

He tips up a box on a stick

He tips up a box on a stick and adds

He tips up a box on a stick and adds a snack.

Blending Lines: Frog Hunts For a Pal

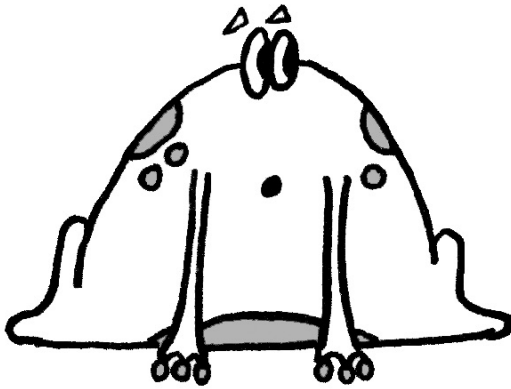
Line 1 (minimal contrasts–new to known)	hut hunt tap trap
Line 2 (vary initial sound)	pick sick slam clam
Line 3 (vary final sound)	bus bug sub sun
Line 4 (mixed set, target skill)	wind crab plan grin
Line 5 (review words for mastery)	pal sad not get
Line 6 (review words for mastery)	box must can frog
Line 7 (challenge words)	adds spots grump hunts
Line 8 (connected text)	Frog can not trap a pal.
Line 9 (connected text)	Frog is a grump.
Line 10 (sticky words)	does have to sees was the he for

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

Grade 1

Name: _____

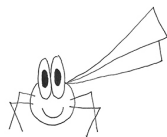
Frog sets the trap. Snap ! Frog lifts the trap
and sees....



Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Sound House
blends #1



cr

fr

gr

tr

Handwriting practice lines consisting of five sets of three horizontal lines (top, middle dashed, bottom) for writing practice.

Name: _____

(c) Elise Lovejoy
Express Readers

Problem and Solution

Story: _____

Problem:

A handwriting practice sheet featuring four identical sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the entire width of the page, providing a guide for letter formation and alignment.

Picture of the problem:

Picture of the problem:

Solution:

(c) Elise Lovejoy
Express Readers

Handwriting practice lines for the solution section, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Picture of the solution:

A large rectangular box for drawing a picture of the solution.

Give another idea for a solution to the problem:

Handwriting practice lines for the second solution section, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Book		Duck And The Mess				Step 2	
Sound-Spellings Skills Focus	beginning blends	scr	sm	st	dr		
	ending blends	nt	nd	st			
	double-letter blends	ll	ss	ck*			
Hands-On Activity	- Couple Card match (picture to words with blends & short vowels) - Blend Match 1						
Slow Down Sounds	<u>-ck</u>: "c" and "k" both can spell the same sound. This pairing is like a <u>double letter blend</u>, and the sound is only heard once. "ck" is only found at the end or inside a word. - Blends - nk – this is learned within digraphs since the "n" creates a new sound when paired with "k" – /ng/ (only found in "sink")						
Phonemic Awareness	Bounce and Blend: (From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word. Words to bounce:						
	/b/-/i/-/g/		/t/-/u/-/k/		/h/-/a/-/z/		
	/m/-/i/-/l/-/k/		/d/-/e/-/n/-/t/		/p/-/u/-/m/-/p/		
Sticky Words				Vocabulary			
c o m e l i k e come: "c" spells /k/, "m" spells /m/ but instead of a long vowel due to sneaky "e," "come" has an irregular sound spelling where "o" spells /u/ like in "some." like: "l" spells /l/ and "k" spells /k/. The "i" spells /I/ because the "e" is a sneaky "e." This is learned in Step 4. th e h e t o h a v e				dust – fine, dry powder consisting of tiny particles of earth or waste matter lying on the ground or on surfaces or carried in the air vest – a sleeveless, close-fitting waist-length garment worn over a shirt scrubs – rub (someone or something) hard so as to clean them mend – to repair or fix something that is broken			
Fluency Practice - choose 1				Phrasing Pyramid or Blending Lines			
Comprehension & Connections	Suggested Questions:						
	- Why are Duck’s pals coming to his nest? (to have snacks and see his nest) - How do you think Duck feels when he realizes he needs to clean? (nervous, worried) - What is one object Duck cleans in his nest? (cups, mugs, the floor, clothes) - What is one object Duck fixes in his nest? (ripped rug, leaky sink) - What does "mend" mean? (to fix, to sew, to stich up, etc.) - How do Duck’s friends feel about his nest at the end? Connection Questions (connecting the student to the book):						

	• Do you have to help clean at home? • What do you have to help clean? (my room, the dishes after dinner, putting my laundry away, take the trash out, etc.) • Do you have other chores you do in your home? Story Element Questions: • Who is the <u>main character</u>? (Duck) • Where does this story take place? (Duck's nest) • What is the <u>problem</u> in the story? (Duck's nest is a mess and his friends are coming for a visit.) • What is the <u>solution</u>? (Duck cleans.) Partner Share Topic: • Tell a partner how you would prepare for friends to come visit.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. dr – drip → drop, crop, prop, prod, trod, trot, plot, slot sm– smell → swell, spell, spill, still, swill, swim, swam st – stop → slop, slip, snip, snap, slap, slam <i>Optional Extensions:</i> Story Writing: Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture. Writing Response: Students practice writing their own thoughts on the Writing Response after finishing the following: <i>As Duck swept the nest and picked up his stuff,</i> <i>he found his lost _____ !</i>
Comprehension Activity	Sequencing – Beginning, Middle, End • Students each have a Sequencing-Beginning, Middle, End paper. • Students draw a picture for how the story begins, an event in the middle, and how the story ends. • Students explain their pictures and the sequence to a peer to practice explaining and using their words to describe the sequence.
Provided Resources	1. Blending Lines, <u>Duck And The Mess</u> 2. Pyramids, <u>Duck And The Mess</u> 3. Writing Response, <u>Duck And The Mess</u> 4. Story Writing 5. Blend Match 1 6. Sequencing – Beginning, Middle, End

Name: _____

Phrasing Pyramids, Duck And The Mess

Duck will

Duck will have his pals

Duck will have his pals to his nest

Duck will have his pals to his nest in a bit.

Duck smells

Duck smells bad smells

Duck smells bad smells in his nest.

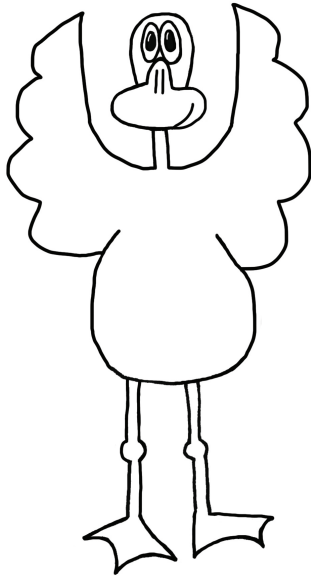
Blending Lines: Duck And The Mess

Line 1 (minimal contrasts–new to known)	yell smell dip drip
Line 2 (vary initial sound)	duck yuck dust must
Line 3 (vary final sound)	men mend net nest
Line 4 (mixed set, target skill)	quick snack mess vests
Line 5 (review words for mastery)	his pals nest has
Line 6 (review words for mastery)	rug and rip sock
Line 7 (challenge words)	scrubs pants smells
Line 8 (connected text)	Duck must mend the rip.
Line 9 (connected text)	He must fix the drip.
Line 10 (sticky words)	come like to he the have

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

Name: _____

As Duck swept the nest and picked up his stuff,
he found his lost _____ !

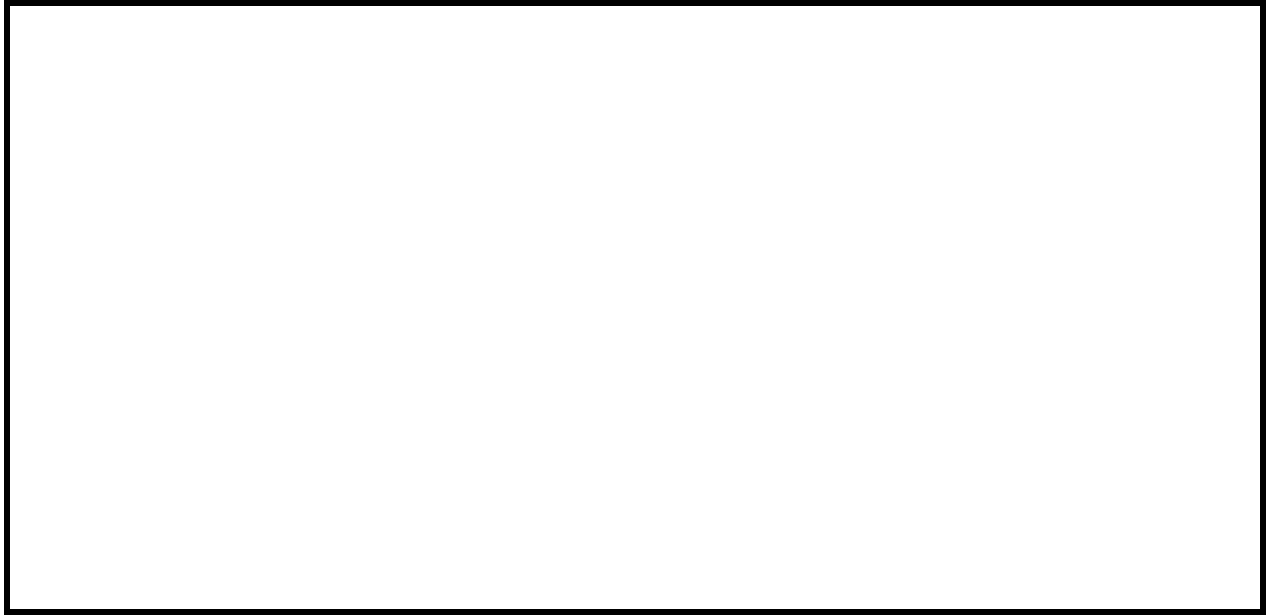


Name: _____

Story Writing

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

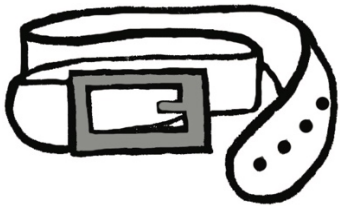
_____	_____	_____	_____
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_____	_____	_____	_____

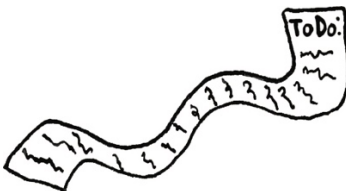


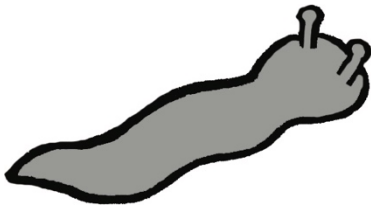
Name: _____

Blend Match

Cut apart the blends at the bottom of this paper. Say the word for the pictures below, decide on the missing blend to complete the word. Write the entire word.

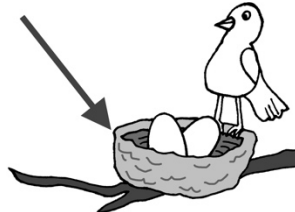
	
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sl	lt	st	st	sn	sk
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Name: — — — — — .

Book: — — — — —

--	--	--

Beginning

Middle

End

Book	Duck Up a Hill	Step 2																										
Sound-Spellings Skills Focus	<table><tr><td>beginning blends</td><td>cr</td><td>fl</td><td>gl</td><td>gr</td><td>sl</td><td>tr</td></tr><tr><td>ending blends</td><td>lp</td><td>mp</td><td>st</td><td>xt</td><td></td><td></td></tr><tr><td>double-letter blends</td><td>ff</td><td>ll</td><td>ss</td><td>tt</td><td>ck*</td><td></td></tr></table>							beginning blends	cr	fl	gl	gr	sl	tr	ending blends	lp	mp	st	xt			double-letter blends	ff	ll	ss	tt	ck*	
	beginning blends	cr	fl	gl	gr	sl	tr																					
	ending blends	lp	mp	st	xt																							
double-letter blends	ff	ll	ss	tt	ck*																							
Hands-On Activity	- Couple Card match (picture to words with blends & short vowels) - Couple Card Memory (matching words to pictures), Blends - Sound House, blends #2 (included)																											
Slow Down Sounds	<u>-ck</u>: "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word. <u>Blends</u>																											
Phonemic Awareness	Bounce and Blend: <i>(From the Daily Dos) – Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word. Words to bounce:</i>																											
	/f/-/i/-/l/		/r/-/o/-/k/		/w/-/e/-/l/																							
	/s/-/l/-/i/-/k/		/t/-/r/-/a/-/k/		/l/-/u/-/m/-/p/																							
Sticky Words			Vocabulary																									
o f of: "of" is entirely irregular. The "o" spells /u/, and the "f" spells /v/ in this word. <table><tr><td>th</td><td>e</td><td>h</td><td>e</td><td>t</td><td>o</td></tr><tr><td>b</td><td>e</td><td>s</td><td>ee</td><td>f</td><td>or</td></tr></table>			th	e	h	e	t	o	b	e	s	ee	f	or	moss – a small flowerless green plant that lacks true roots fuss – show excessive concern about something trill – to ring or make a high-pitched noise slick – wet or slippery "crick in his neck" – tightness of muscles in the neck "fluff his bed" – to make soft or plump													
th	e	h	e	t	o																							
b	e	s	ee	f	or																							
Fluency Practice – choose 1			Phrasing Pyramids or Blending Lines																									
Comprehension & Connections	Suggested Questions:																											
	- Why does Duck go up the hill? (to see the sun set) - What causes Duck to slip on top of the hill? (slick moss on a rock) - Which pals run to help Duck? (Cat, Pig, and Bug) - What must Duck do to get well? (be still and be in bed) - What do Duck's friends give him to help him get their attention? (a bell) - How do you think Duck feels while his friends are taking care of him? (cared for, loved, relaxed, better, etc.) - Why is the ending happy? (Duck feels loved, his friends were good friends, Duck is getting better, etc.) Connection Questions (connecting the student to the book): - Have you ever fallen? How did you feel? Who helped you?																											

	• How would YOU help a friend who fell? (pick them up, hug them, get them a Band-Aid, tell a teacher, etc.) • What do you need when you are sick to feel better? Story Element Questions: • Who is the <u>main character</u>? (Duck) • Who are the supporting <u>characters</u>? (Cat, Duck, Bug) • Where does this story take place? What is the <u>setting</u>? (at the top of a hill, at the bottom of a hill, at sunset, at Duck's house, in Duck's bed) Partner Share Topic: • Tell a partner how you would help a friend or family member who was sick or needed to be taken care of.
Reading Practice <i>choose 1-2</i>	partner reading, buddy reading, whisper reading, whisper phone reading, autograph reading, recorded reading
Writing Practice	White Board Chains: Help students to write the first word on their white board. Tell students to remove one sound, give a new letter by only saying the sound it spells, and have students decode that word. cr – crick → crack, track, truck, pluck, cluck, clack gr – grass → glass, class, clap, flap, flop, flip, blip mp – bump → lump, limp, lamp, damp, ramp, romp <i>Optional Extensions:</i> Story Writing: Use the Story Writing, where students choose 4 words from the book to use in a sentence/short story and draw a picture. Writing Response: Students practice writing their own thoughts on the Writing Response after answering the following: <i>Duck's pals did help him when he fell. How do your pals help you?</i>
Comprehension Activity	Sequencing – Beginning, Middle, End • Students each have a Sequencing-Beginning, Middle, End paper. • Students draw a picture for how the story begins, an event in the middle, and how the story ends. • Students explain their pictures and the sequence to a peer to practice explaining and using their words to describe the sequence.
Provided Resources	1. Blending Lines, <u>Duck Up a Hill</u> 2. Phrasing Pyramids, <u>Duck Up a Hill</u> 3. Writing Response, <u>Duck Up a Hill</u> 4. Story Writing 5. Sound House, Blends #2 6. Sequencing – Beginning, Middle, End

Name: _____

Phrasing Pyramids, Duck Up a Hill

Duck runs

Duck runs up a hill

Duck runs up a hill to see the sunset.

Duck will have his pals to his nest in a bit.

Duck slips

Duck slips on slick moss

Duck slips on slick moss on a rock

Duck slips on slick moss on a rock at the top of the hill.

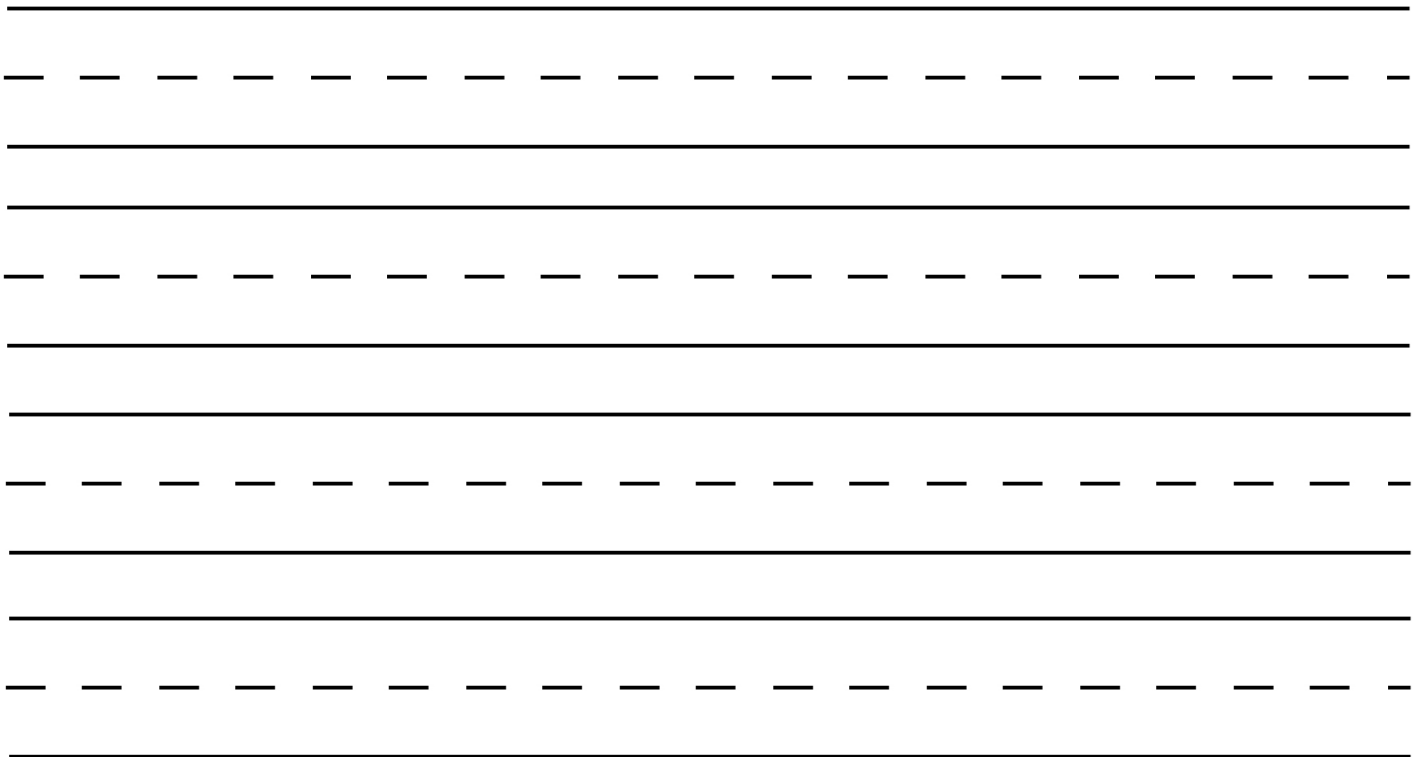
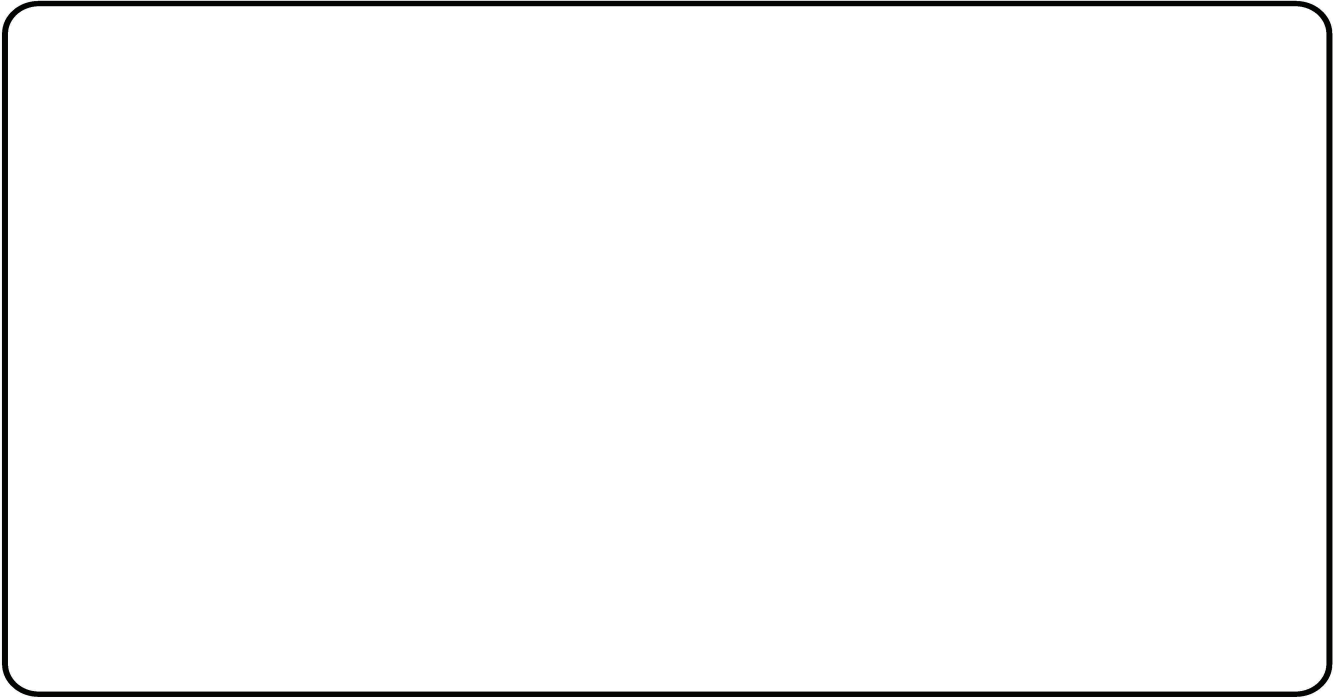
Blending Lines: Duck Up a Hill

Line 1 (minimal contrasts–new to known)	back neck will pill
Line 2 (vary initial sound)	well fell duck truck
Line 3 (vary final sound)	his hill slip slick
Line 4 (mixed set, target skill)	bumps fluff stuck grass
Line 5 (mixed set, target skill)	slick crack trill help
Line 6 (review words for mastery)	top runs sun set has
Line 7 (review words for mastery)	and get bed sad sit
Line 8 (connected text)	His pals run to pick up Duck.
Line 9 (connected text)	Duck slips on slick moss.
Line 10 (sticky words)	of he to see for the be

Credit: Wiley Blevins, **Choosing and Using Decodable Texts**
Grade 1

Name: _____

Duck's pals did help him when he fell. How do
your pals help you?

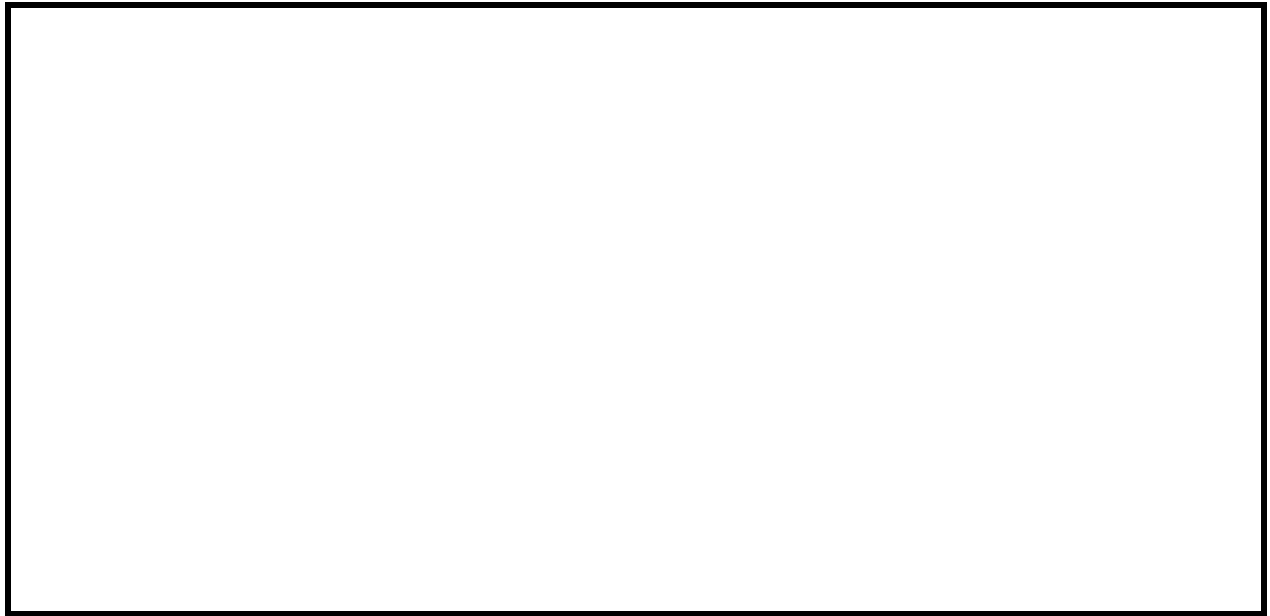


Name: _____

Story Writing

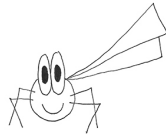
Choose 4 words from the book to use in your writing and your picture.

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



Name: _____

Sound House
blends #2



cl

fl

gl

st

Handwriting practice lines for the letter 't'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such rows, each with a small vertical line segment placed on the middle dashed line to indicate the starting point for writing the letter 't'.

Name: — — — — — .

Book: — — — — —

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Beginning

Middle

End