

***There are no sticky words in this book.**

Dog is SYNOPSIS

This is a book of opposites. Dog is finding himself in situations, using a sentence that students can decode. The opposite situation uses a word that would not be decodable, but students fill-in the blank by giving the opposite of the word that has been decoded. (Example: "In" is decodable, but "out" is not decodable yet.)

Text and possible answers:

- Dog is up. Dog is not up. Dog is _____. (down)
- Dog is in. Dog is not in. Dog is _____. (out)
- Dog is hot. Dog is not hot. Dog is _____. (cold, chilly, freezing)
- Dog is sad. Dog is not sad. Dog is _____. (happy, glad)

Story Element Question

- Who is the character that the book is about, or the main character? (*Dog*)

Partner Activity

- Think of a word that has an opposite. Your partner must come up with the opposite. You each draw a picture to show both opposites in the pair.
- **Examples:** yummy/yucky, fun/boring, high/low, big/little, on/under, night/day, light/dark, hungry/full, full/empty, clean/messy, heavy/light, fast/slow

Slow Down Sound

- **/z/ spelled "s":** Sometimes, "s" at the end of a word spells the sound /z/. Many common words have this sound-spelling, such as: is, has, his, as.

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **/i/ – is, hot, fit, cold, in, pig, dot, miss, pen, lip, it**

Stomp It Out - Segmentation

Teachers say a word. Students stomp (pound on a table) once for each sound in the word. The following words only have 2-3 phonemes:

- **up, in, on, us, dog, it, not, is, sad**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles.

- **in, up, on, it, at, hot, dig**

Write/Draw

Answer the following question using pictures or words (phonetically spelled in the child's own words).

- Bug helps his buddy Dog to feel happy. What is a way you help to make a friend feel happy?

th e

the: "th" spells the voiced /th/ sound where there is a vibration felt while making the sound. "e" spells the schwa sound or a lazy /u/ sound.

a

a: "a" is sticky because students are learning that "a" spells /a/. The word "a" can also sound like /A/ or /u/.

Pig is Sad SYNOPSIS

Lots of situations occur for Pig that make him sad. Also, "things" are not making him happy. At the end, all he needs is a friend to cheer him up.

Suggested Question

- What is one thing that happened to Pig to make him feel sad? (*The wig is too big, the jam has gone bad, etc.*)

Connection Question (connecting students to the book)

- When you feel sad, what makes you feel better?

Story Element Questions

- Who is the main character in the book? (*Pig, possibly Bug*)
- What is the problem in this book? (*Pig is sad.*)
- How is the problem solved? What is the solution? (*His pal Bug brings a flower, comes to cheer him up, and plays with him.*)

Partner Activities

- Imagine another thing that might have gone wrong for Pig and tell your partner.
- Tell a partner about a time something went wrong and how you fixed the problem or made yourself feel better.

Slow Down Sounds

- **/z/ spelled "s":** Sometimes, "s" at the end of a word spells the sound /z/. Many common words have this sound-spelling, such as: is, has, his, as.
- **"x" spells two sounds /ks/:** When "x" is a part of a cvc word, there are 4 sounds, not just 3 like common cvc words.

Vocabulary

- **jam:** a sweet food made from fruit and sugar, often spread on bread (NOTE: Jam has multiple meanings. Ask students if they know another meaning.)
- **pal:** a friend, a buddy

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- /a/ – pig, **can**, wig, **hat**, **am**, **van**, not, fix, **sad**, **and**

Stomp It Out - Segmentation

Teachers say a word. Students stomp (pound on a table) once for each sound in the word. The following words only have 2-3 phonemes:

- **is, hat, pig, got, on, pal, not**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles.

- **an, bad, got, not, if, jam, ram, am, big**

I

I: "I" is sticky because students are learning that "i" spells /i/. When "I" is a word, and not just a letter, it is pronounced as long /I/.

a

a: "a" is sticky because students are learning that "a" spells /a/. The word "a" can also sound like /A/ or /u/.

I Am Bug SYNOPSIS

In this book, we meet Bug and learn a bit about him and what he likes to do.

Suggested Question

- Why do you think Bug needs a nap at the end of the book? (*He did lots of activities, he is active, etc.*)

Connection Question (connecting students to the book)

- Do you like doing any of the activities that Bug likes to do? Which ones?

Story Element Question

- Who is the main character in the book? (*Bug*)

Partner Activities

- Tell a partner three things you like to do, whether your preferences are hobbies, sports, or games.
- Act out an action from the book and your partner tries to guess which activity/action you are doing.

Slow Down Sound

- **"x" spells two sounds /ks/:** When "x" is a part of a cvc word, there are 4 sounds, not just 3 like common cvc words.

Vocabulary

- **box:** a sport where you punch with gloves on
 - **sip:** to take a small drink from
 - **fan:** to cool using a waving motion/movement
- NOTE: Fan and box have multiple meanings. Ask students if they know other meanings.

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- /u/ – **sun, bug, jog, bat, hum, fox, soft, cut, pad, up**

Stomp It Out - Segmentation

Teachers say a word. Students stomp (pound on a table) once for each sound in the word. The following words only have 3 phonemes:

- **rug, big, map, hut, fun, pit, tip, can**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles. Teachers say the next word in the sequence, and students change one sound to make the new word.

- **bug, bud, mud, mug, jug, jog, dog, dig, dim, him, hit, hat, pat, pet**

I

I: "I" is sticky because students are learning that "i" spells /i/. When "I" is a word, and not just a letter, it is pronounced as long /I/.

a

a: "a" is sticky because students are learning that "a" spells /a/. The word "a" can also sound like /A/ or /u/.

I Am... SYNOPSIS

In this book, we meet all the Express Readers' characters in different ways, by animal, by character trait, or by job.

Suggested Questions

- Which character might give someone a ticket for speeding? (*Cat*)
- Which character might be able to help when your pet is sick? (*Duck*)
- Which character might swim in circles? (*Fish*)
- Which character might explain the rules of a sports game? (*Cub*)

Partner Activities

- Tell a partner what job you want to have when you grow up.
- Tell a partner which of the characters you like so far and why.

Slow Down Sound

- **tw-:** This is a blend. Both sounds, /t/ and /w/, are heard, but the combination of sounds makes the word a bit harder to decode.

Vocabulary

- **vet:** a doctor for animals
 - **fan:** a person with strong interest or admiration for something (often a sports team or a person)
- NOTE: Fan has multiple meanings. Ask students if they know another meaning.
- **twin:** two siblings who are born in the same pregnancy
 - **ref:** short for "referee," someone who ensures people follow the rules in a game or match

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- /o/ – **pot, fog, dip, dot, sad, lost, wind, stop, got, big**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles. Teachers say the next word in the sequence, and students change one sound to make the new word.

- **vet, pet, pen, pin, fin, fit, bit, big, wig, win, tin, tip, lip, lid**

Stomp It Out - Segmentation

Teachers say a word. Students stomp (pound on a table) once for each sound in the word. The following words only have 3 phonemes:

- **vet, cat, wet, tip, can, got, did**

th	e
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the: "th" spells the voiced /th/ sound where there is a vibration felt while making the sound. "e" spells the schwa sound or a lazy /u/ sound.

t	o
---	---

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound. Other words in which this occurs are "do" and "who."

w	a	s
---	---	---

was: "w" spells /w/ which students have learned. "a" spells /u/. "s" spells /z/.

Cub Hid SYNOPSIS

Cub is playing hide-and-go seek with a friend and needs to find a good spot. Cub has trouble finding a good enough spot. We find out who he is playing with at the end!

Suggested Question

- Why couldn't Cub hide under the rug? (*His legs stuck out, he was too big, etc.*)
- Why couldn't Cub hide in the hen hut? (*The chickens/hens got mad, etc.*)
- Why couldn't Cub hide behind the mop? (*The mop was too thin, he could still be seen, etc.*)
- What hiding spot ended up working the best for Cub? (*The box was a fit.*)
- What do you think happens next if you look at the last page? (*They play the game more, Cub is it and Cat goes to hide, etc.*)

Partner Activity

- Think of a place and tell your partner where Cat could hide that would be a good spot.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **-xt (ending blend):** next

Vocabulary

- **vat:** a barrel or wooden container
- **hen:** a female chicken
- **hut:** a small house or shed time dwelling
- **ram:** an animal, much like a goat, with two large horns
- **pen:** an area, usually fenced in, for animals
- **"was a fit":** was perfect for, fit someone well

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- /i/ – **wind**, lost, found, **zip**, **did**, **sit**, dog, plant, **rib**, **bit**

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

hen /h/-/e/-/n/, **vat** /v/-/a/-/t/, **hid** /h/-/i/-/d/

mop /m/-/o/-/p/, **red** /r/-/e/-/d/, **mad** /m/-/a/-/d/

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles. Teachers say the next word in the sequence, and students change one sound to make the new word.

- **hid, had, rad, red, bed, bid, bin, tin, tip**

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t o

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

g o

go: "g" spells hard /g/ which students have learned. "o" spells the long vowel /O/ because it is an open syllable (a consonant does not come after the vowel).

f or

for: "f" spells /f/ which students have learned. "or" spells /or/ (r-controlled).

f r o m

from: "f" spells /f/ and "r" spells /r/, but the two make a blend. "o" spells /u/ which is irregular here. "m" spells /m/.

Cat's Hat SYNOPSIS

Cat is going to Cub's den for a visit, but it starts to rain. Cat needs to find a hat and tries out lots of different objects but none of them work.

Suggested Questions

- Why do you think Cat needs a hat? (*It is raining out, she doesn't want to get wet, her fur can't get wet, etc.*)
- Name the objects Cat tries out that end up not being a hat, or at least a hat that works for the situation. (*pot, wig, cup, hat that is too big*)
- What is the problem in the book? (*Cat needs a hat so she can get to Cub's den since it started raining out.*)
- How is the problem solved? (*Cub sends a hat to Cat.*)

Partner Activities

- We do not know how Cub thought to send the hat. Tell your partner why you think Cub sent the hat.
- Make a hat out of recycled products with a partner (ex. cardboard, cleaned out jugs, tissue boxes, etc.)

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **-ll, -st (ending blends):** next

Vocabulary

- **den:** a living room, a cave/hole that animals can live in
- **sags:** droops, bends down over the sides
- **wig:** fake hair that someone can wear
- **"in a jam":** in a bad spot, in a tough position
- **"is a fit":** is perfect for, fits on someone well

Stomp It Out - Segmentation

Teachers say a word. Students stomp (pound on a table) once for each sound in the word. The following words only have 2-3 phonemes:

- **hat, sad, get, fit, cup, run, pen, not**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles. Teachers say the next word in the sequence, and students change one sound to make the new word.

- **hat, cat, cap, tap, tan, fan, fad, bad, bud, mud, mid, lid, lad, pad, pod, pot**

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to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

I

I: "I" is sticky because students are learning that "i" spells /i/. When "I" is a word, and not just a letter, it is pronounced as long /I/.

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Cat at The Max SYNOPSIS

Cat did a lot of activities. She is very tired as she recounts all she did that day! Luckily, she finds a way to get her energy back!

Suggested Questions

- What do you think about Cat's mood and feelings when she "lags and sags?"
- How do you "ham it up" with friends or family? (*tickling, dressing up, telling jokes, etc.*)
- What activities make you tired?
- What helps Cat get her energy back? (*taking a nap, sleeping*)

Story Element Question

- Who is the main character, the character that the story is about? (*Cat*)

Partner Activities

- Tell a partner what you do when you are tired.
- Tell a partner about the activities you do on the weekend or after school.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **/ks/ spelled x:** sax, max
- **/z/ spelled s:** has, sags, lags

Vocabulary

- **sags:** to droop
- **lags:** to be slow, to be behind
- **pep:** a state of energy, vitality, enthusiasm
- **"at the max":** tired, wiped out
- **jab:** to hit quickly, a strong punch
- **"ham it up":** to act silly, to be goofy

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **/a/ – sad, got, jam, pin, pat, bad, fit, hand, vet, past**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles. Teachers say the next word in the sequence, and students change one sound to make the new word.

- **cat, bat, bad, mad, map, tap, tab, cab**

Dog to The Dot

Sticky Words

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to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

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Dog to The Dot SYNOPSIS

Dog draws a dot on a map. We don't know where he is going, but it is definitely not an easy road to get there! When he arrives, he has a blast!

Suggested Questions

- Why can't Dog hop the bog? (*It is too wide, he can't jump that far, etc.*)
- What is hip-hop? (*a type of music, music with a strong beat, etc.*)
- What is Dog doing when he bobs and nods? (*dancing, grooving to the beat, enjoying the music, etc.*)
- What does "dot" refer to? (*the ending point on the map, the Hip-Hop Bop, etc.*)

Story Element Question

- Who is the main character, the character that the story is about? (*Dog*)

Dog to The Dot

Partner Activities

- Tell a partner what your favorite music to listen to/dance to is.
- Tell a partner about a favorite outfit/shirt, etc. you like to wear.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word. Cover the "s" with a finger, help students decode the cvc word, and remove the finger to add /s/ to the end of the blended word.
- **blend (-ff):** off
- **/z/ spelled s:** bobs, is, has, dons, jogs, nods

Vocabulary

- **jots:** to write or draw quickly
- **"dot on a map":** a location
- **bog:** wet, muddy ground too soft to support a heavy body/item

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- /o/ – pin, **dot**, mom, lip, **hog**, sat, den, **pod**, **sob**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles. Teachers say the next word in the sequence, and students change one sound to make the new word.

- **dot, dog, log, jog, job, mob, mop, top**

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Cub Is Hot SYNOPSIS

Cub is not a very fun cub when he is hot. He cannot seem to find a way to get cool! At the end, he finds a fun solution.

Suggested Questions

- Name a couple of the places that Cub goes where he still feels hot.
- Why would Cub not be a fun cub if he is too hot? (*He is tired, he is slow, he feels worn out, etc.*)
- What is the problem in this book? (*Cub is hot and cannot find a place to get cool.*)
- How does Cub solve his problem? (*Cub fills a tub with water and sits in it.*)

Story Element Question

- Who is the main character, the character that the story is about? (*Cub*)

Partner Activities

- Tell a partner what you do to cool off when it is hot outside.
- Tell your partner another idea you have to help Cub get cool.

Slow Down Sound

- **/z/ spelled s:** is, his, runs, lugs, jugs

Vocabulary

- **hut:** a small house or structure
- **"in a rut":** to be in a bad place, a bad mood, or a bad situation
- **lugs:** to pull or carry something heavy
- **jugs:** a container, often bigger and for liquid

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **/u/ – fun, big, bud, pet, lab, bus, hug, sun, fan**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles. Teachers say the next word in the sequence, and students change one sound to make the new word.

- **cub, tub, sub, sun, fun, run, rut, nut**

Pig in a Pit

Sticky Words

th e

the: "th" spells the voiced /th/ sound where there is a vibration felt while making the sound. "e" spells the schwa sound or a lazy /u/ sound.

t o

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

I

I: "I" is sticky because students are learning that "i" spells /i/. When "I" is a word, and not just a letter, it is pronounced as long /I/.

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a: "a" is sticky because students are learning that "a" spells /a/. The word "a" can also sound like /A/ or /u/.

Pig in a Pit SYNOPSIS

Pig is out for a jog when he stumbles into a pit. It looks like he will be stuck, but he gets a good idea and gets himself out all on his own!

Suggested Questions

- How does Pig get into the pit? (*He trips on a dip while jogging and falls in.*)
- How does Pig finally get out of the pit? (*He tips a box on its side and uses it to get a step up.*)
- Why does Pig dance a little jig? (*He is happy that he got out of the pit.*)
- Why does Pig say "I win, I win" at the end? (*He got himself out of the pit.*)

Story Element Question

- Who is the main character, the character that the story is about? (*Pig*)

Pig in a Pit

Partner Activity

- Tell a partner how you would get out of the pit. Would you build something, call someone, etc.?

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word. Cover the "s" with a finger, help students decode the cvc word, and remove the finger to add /s/ to the end of the blended word.
- **/z/ spelled s:** is, jogs

Vocabulary

- **dip:** a small ditch or hole in the ground
- **yips:** a high-pitched call, noise, or voice
- **rim:** the edge of
- **jig:** a little dance

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- /i/ – **pin**, path, get, **fit**, **mitt**, stop, **sip**, **will**, **bid**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles. Teachers say the next word in the sequence, and students change one sound to make the new word.

- **pig, jig, dig, dim, rim, rib, fib, fit, sit**

Bug's Pep

Sticky Words

s ee

see: "s" spells /s/ which students have learned. The "ee" spells long /E/.

t o

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

a

a: "a" is sticky because students are learning that "a" spells /a/. The word "a" can also sound like /A/ or /u/.

Bug's Pep SYNOPSIS

Bug wakes up but is still very tired. He doesn't have any pep. How can he get his pep back? He just has to eat something!

Suggested Questions

- Why do you think Bug cannot get wet? (*He doesn't like to be wet, his wings are soggy, etc.*)
- What does it mean when it says, "Bug gets red?" (*Bug is mad/angry/frustrated.*)
- Why did getting fed help Bug? (*Sometimes when you are hungry, you can be in a bad mood, etc.*)

Story Element Questions

- Who is the main character, the character that the story is about? (*Bug*)
- What is the problem in this story? (*Bug is tired and can't seem to find any pep.*)
- What is the solution? How is the problem solved? (*Bug just needs to eat something!*)

Bug's Pep

Partner Activities

- Tell a partner what you do when you feel angry or tired or sad.
- Tell a partner another way you would try to make Bug have pep again if food had not worked.

Slow Down Sound

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word. Cover the "s" with a finger, help students decode the cvc word, and remove the finger to add /s/ to the end of the blended word.
- **/z/ spelled s:** is, has

Vocabulary

- **vet:** a doctor for animals
- **pep:** a state of energy, vitality, enthusiasm
- **"gets fed":** someone feeds someone else
- **"is a ten":** refers to being rated on a scale where 10 is the best score

Can You Hear It? - Sound Isolation

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- /e/ – dog, **pet**, hen, lab, hop, **fed**, job, **met**, **web**, **nest**

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles. Teachers say the next word in the sequence, and students change one sound to make the new word.

- **pep, pet, vet, wet, web, wed, red, ref**

Step 1

Bug Gets Wet

Sticky Words

th e

the: "th" spells the voiced /th/ sound where there is a vibration felt while making the sound. "e" spells the schwa sound or a lazy /u/ sound.

g o

go: "g" spells hard /g/ which students have learned. "o" spells the long vowel /O/ because it is an open syllable (a consonant does not come after the vowel).

Suggested Questions

- Why is Bug sad? *(He gets wet and cannot fly.)*
- What does "sobs" mean? *(to cry hard, to weep, etc.)*
- How does Bug dry off? *(The sun comes out and dries his wings.)*
- How did Bug get wet in the first place? *(The book never states HOW Bug got wet but look closely at the cover picture. Pig can be seen doing a cannonball in a nearby pond causing a splash.)*
- How do you think Bug feels when he gets wet? *(Bug is sad, he might be frustrated because he can't fly, he might be angry because he did not want to be wet, etc.)*

Story Element Questions

- Who is the character that the book is about, or the main character? *(Bug)*
- Where does this story take place? What is the setting? *(by a pond, on a cloudy day that becomes sunny, on a log)*
- What is the problem in this book? *(Bug gets wet.)*
- How is the problem solved? What is the solution? *(The sun comes out and dries Bug's wings)*
- What happens first in this book? Second? Third? *(ex. Bug gets wet, Bug dries off, Bug can fly again)*

Step 1

Bug Gets Wet

Bug Gets Wet SYNOPSIS

Bug gets wet which makes his wings heavy with water. He cannot flap his wings, and so he cannot fly. This makes him sad, but the sun comes out to dry his wings. This makes him happy again.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word. Cover the "s" with a finger, help students decode the cvc word, and remove the finger to add /s/ to the end of the blended word.
- **ending blend (-nd):** and
- **/z/ spelled s:** is

Bounce and Blend (auditory blending)

Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the hoop as you say the word.

sob /s/-/o/-/b/, **sun** /s/-/u/-/n/, **wet** /w/-/e/-/t/,
and /a/-/n/-/d/, **not** /n/-/o/-/t/, **bug** /b/-/u/-/g/

Vocabulary

- **sobs** – to cry a lot, loudly, or with force
- **log** – a part of the trunk or a large branch of a tree that has fallen or been cut off

Partner Activities

- Retell the story to a partner in your own words.
- Tell your partner how you could help to dry Bug?

Step 1

Bug Has a Hut

Sticky Words

the

the: "th" spells the voiced /th/ sound where there is a vibration felt while making the sound. "e" spells the schwa sound or a lazy /u/ sound.

for

for: "f" spells /f/ which students have learned. "or" spells /or/ (r-controlled).

Suggested Questions

- What is a hut? (*a type of small house*)
- What is one problem Bug has with the hut? (*too hot, a rip, it tips and leans*)
- How does Bug solve each problem? (*gets fan, uses gum to stick the rip together, gets a pal to help push the hut straight up*)
- What does a "tad" mean when the book says a "tad hot?" (*a little bit, just a bit, etc.*)
- Besides the words, how do you know it is hot? (*Bug is sweating, it is red around him, he is panting, etc.*)
- What does it mean when it says that the hut is "a fit for" Bug? (*The hut is perfect for Bug.*)

Story Element Questions

- Who is the character that the book is about, or the main character? (*Bug*)
- Is there another character in this book? (*Bug has a pal who helps him, but we don't know his name.*)
- Where does this story take place? What is the setting? (*Bug's hut, during the day, outside, etc.*)
- What happens first in this book? Second? Third?
- What happens in the beginning? In the middle? At the end?

Step 1

Bug Has a Hut

Bug Has a Hut SYNOPSIS

Bug has a hut, but the hut has various problems. It is hot in the hut, so Bug gets a fan to cool it down. There is a rip in the hut, so Bug sticks it back together with gum. The hut tips and leans, so Bug has a pal help him to push the hut back up. At the end of the book, the hut is perfect for Bug.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word. Cover the "s" with a finger, help students decode the cvc word, and remove the finger to add /s/ to the end of the blended word.
- **/z/ spelled s:** is, has
-

Bounce and Blend (auditory blending)

Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the hoop as you say the word.

hut /h/-/u/-/t/, **fit** /f/-/i/-/t/, **gum** /g/-/u/-/m/,

hot /h/-/o/-/t/, **tad** /t/-/a/-/d/, **rip** /r/-/i/-/p/

Vocabulary

- **hut:** a small house/structure
- **tad:** a little bit
- **"is a fit for":** perfect for, goes well with

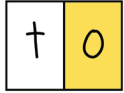
Partner Activities

- Retell the story to a partner in your own words.
- Choose one of the problems Bug has with the hut and tell a partner how YOU would fix it.

Step 1

Cat Can

Sticky Words



to: “t” spells /t/ which students have learned. “o” spells /oo/ which is an irregular spelling for this sound. Other words in which this occurs are “do” and “who.”

Suggested Questions

- What can Frog do that Cat cannot do? (*hop*)
- How do you think Cat feels when she cannot hop? (*sad, upset, badly about herself, etc.*)
- What is one skill Cat has? (*She can bat and hit, tap a jig, mix, fix a van, hug a pal, and hum.*)
- What does “tap a jig” mean? (*Tap is a type of dancing and a jig is a dance.*)
- Even though Cat cannot hop, what does Cat do at the end of the book to keep up with Frog? (*run*)

Story Element Questions

- Who is the main character? (*Cat*)
- Who is the supporting character? (*Frog, possibly Bug*)
- Where does this story take place? What is the setting? (*outside, mostly on the grass, during the day, etc.*)
- What is the problem? (*Cat cannot hop.*)
- What is the solution? (*Cat realizes she can run to be next to her pal. She also feels better after realizing all the things she CAN do.*)

Step 1

Cat Can

Cat Can SYNOPSIS

Cat is sad that she cannot hop, but she thinks of all the things she can do well. At the end, Cat finds a different way to keep up with her friend, and she is happy.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of “s” elongates the word. Cover the “s” with a finger, help students decode the cvc word, and remove the finger to add /s/ to the end
- **“x” spells /ks/ (“x” spells 2 sounds):** fix, next

Vocabulary

- **“tap a jig”:** to tap dance, a jig is a small dance number
- **hum:** to sing the tune of a song with lips together

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

jam /j/-/a/-/m/, **sad** /s/-/a/-/d/, **ran** /r/-/a/-/n/
mat /m/-/a/-/t/, **dig** /d/-/i/-/g/, **mix** /m/-/i/-/k/-/s/

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles.

cat, can, jig, win, jam, hop, dot

Partner Activities

- Retell the story to a partner in your own words.
- Tell your partner one activity you do well.
- Tell your partner about a skill you are learning or a skill you want to learn.

Step 1

Cub And The Nap

Sticky Words

th e

the: "th" spells voiced /th/ (a vibration felt while making the sound). "e" spells the schwa sound or a lazy /u/ sound.

t o

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

t oo

too: "t" spells /t/ which students have learned. "oo" spells /oo/.

h e

he: "h" spells /h/ which students have learned. "e" spells long /E/ due to the open syllable.

f or

for: "f" spells /f/ which students have learned. "or" spells /or/ (r-controlled).

Suggested Questions

- What is a hut? (*a type of house or home*)
- What is another word for a "tub?" (*bath, bathtub*)
- What is the reason that Cub cannot nap in a tub? (*The tub has water in it, and he will get wet, etc.*)
- Name the four locations that Cub cannot nap. (*a hut, a tub, a log, a web*)
- Why do you think Bug is afraid of the spider? (*He closes his eyes, he can't look, spiders eat other bugs, etc.*)
- What about the picture at the end tells you that Cub is napping? (*His eyes are closed, he is laying down, there is a "zzzz" above him which means he is snoring, etc.*)

Step 1

Cub And The Nap

Story Element Questions

- Who is the character that the book is about, or the main character? (*Cub*)
- Where does this story take place? What is the setting? (*mostly outside, a hut/log/tub/web/den, in the day, etc.*)
- What is the problem? (*Cub cannot find a place to nap.*)
- What is the solution? (*Cub naps in a den.*)

Cub And The Nap SYNOPSIS

Cub is tired and needs a nap. He wants to find a place to nap and tries many different locations. The best fit is in a den.

Slow Down Sound

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.

Vocabulary

- **den** – a living room or a home for an animal

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles.

den, web, cut, bun, sat, mad, hip, fin, not, jog

Partner Activities

- Retell the story to a partner in your own words.
- Draw a picture with a partner of what Cub's den might look like on the inside.
- Tell a partner where you like to rest. Describe what your resting spot looks like and what makes you comfortable.

Step 1

Dog Gets a Job

Sticky Words

t	o
---	---

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

f	or
---	----

for: "f" spells /f/ which students have learned. "or" spells /or/ (r-controlled).

b	e
---	---

be: "b" spells /b/ which students have learned. "e" spells long /E/ due to the open syllable.

Suggested Questions

- What is a job? (*work, what one does to earn money*)
- What are some examples of jobs? (*fireman, teacher, bank teller, chef/cook, principal, bus driver, etc.*)
- Why do you think Dog cannot be a cook/baker? (*he is clumsy, he does not mix well, etc.*)
- Why do you think Dog cannot be a cop? (*he is scared of the rat, he gets frightened, etc.*)
- What is Dog good at doing? (*digging*)
- How does digging help Dog to help a pal? (*He can dig a den for a pal.*)
- How do you think Dog feels when he realizes he can dig as a job? (*proud, motivated, successful, etc.*)
- What is a den? (*a type of animal home like a cave, etc.*)
- What are some jobs that might require digging? (*construction worker, gardener, miner, etc.*)

Story Element Questions

- What is the problem in the story? (*Dog needs to find a job but cannot do some jobs.*)
- What is the solution to the problem? (*Dog can dig so he does that as a job.*)

Step 1

Dog Gets a Job

Dog Gets a Job SYNOPSIS

Dog has to get a job, but there are things he cannot do. Finally, Dog finds his talent for digging and realizes he can do that as a job.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word. Cover the "s" with a finger, help students decode the cvc word, and remove the finger to add /s/ to the end of the blended word.
- **"x" spells /ks/ ("x" spells 2 sounds):** fix
- **-ll (double letter blends spell the sound one time /l/):** well

Vocabulary

- **den:** a living room, an animal's home that's like a cave

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles.

job, jot, dot, dog, dig, pig, pin, pan, fan

Partner Activities

- Retell the story to a partner in your own words.
- Tell your partner a job you would like to do when you grow up.
- With your partner, come up with three reasons Dog might need a job.
- Act out a job you would like to do and let your partner guess what job you want to do.

Step 1

Dog Gets a Van

Sticky Words

th e

the: "th" spells voiced /th/ (a vibration felt while making the sound). "e" spells the schwa sound or a lazy /u/ sound.

t o

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

h e

he: "h" spells /h/ which students have learned. "e" spells long /E/ due to the open syllable.

g o

go: "g" spells hard /g/ which students have learned. "o" spells long /O/ because it is an open syllable.

Suggested Questions

- What color is Dog's van? (*red*)
- What is the difference between a van and a car? (*a van is bigger, a van is a different shape, a van holds more people, a van might have a sliding door, etc.*)
- How do you think Dog feels when he cannot get the van to go? (*frustrated, hopeless, disheartened, upset, mad, etc.*)
- Why would someone "zap" a car? (*jump the battery, give it an electric shock to get it started, etc.*)
- Why doesn't the van need gas? (*The tank is full.*)
- How does Dog get the van to go? (*He taps on a button that says, "GO."*)

Story Element Questions

- Who is the main character? (*Dog*)
- Where does this story take place? What is the setting? (*the garage, a street, a driveway*)
- What is the problem in this story? (*The van won't go.*)
- What is the solution? (*Dog taps the "on" button.*)

Step 1

Dog Gets a Van

Dog Gets a Van SYNOPSIS

Dog gets a van, but he cannot get the van to turn on or go. He tries to fix the van, but it isn't broken. He tries to give the car gas, but the tank is already full. Finally, he realizes that the car turns on with the push of a button.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **"x" spells /ks/ ("x" spells 2 sounds):** fix
- **/z/ spelled s:** is, has

Vocabulary

- **kit:** a bag or group of tools that has a purpose

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

van /v/-/a/-/n/, **off** /o/-/f/, **fan** /f/-/a/-/n/

get /g/-/e/-/t/, **did** /d/-/i/-/d/, **fix** /f/-/i/-/k/-/s/

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles.

van, can, cat, hat, hot, pot, got, rot, rod, pod

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner what type of car you would like to have and why.
- Tell a partner about a time when something broke and you had to fix it. How did you feel?

Step 1

Pig Has a Pet

Sticky Words

th e

the: "th" spells voiced /th/ (a vibration felt while making the sound). "e" spells the schwa sound or a lazy /u/ sound.

t o

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

h e

he: "h" spells /h/ which students have learned. "e" spells long /E/ due to the open syllable.

g o

go: "g" spells hard /g/ which students have learned. "o" spells long /O/ because it is an open syllable.

Suggested Questions

- What type of pet does Pig have? (*a mouse or a rat*)
- What does the word "ill" mean? (*sick, not well, unhealthy*)
- How do you think Pig feels when his pet gets sick? (*worried, upset, scared, nervous, etc.*)
- Where does Pig take the pet for help? (*the vet, the animal doctor*)
- What does Pig use to make a bed for the pet? (*a box*)
- How does the pet feel at the end of this book? (*better, not sick, healthy, etc.*)

Story Element Questions

- Who is the main character? (*Pig*)
- Where does this story take place? What is the setting? (*Pig's house, the vet's office*)
- What is the problem in this story? (*Pig's pet is sick.*)
- What is the solution? (*Pig takes the pet to the vet and takes good care of the pet.*)

Step 1

Pig Has a Pet

Pig Has a Pet SYNOPSIS

Pig gets a pet, but the pet gets sick. Pig takes the pet to the vet, who gives him a pill to help him get better. After a nap and the pill, the pet is healthy again.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **"x" spells /ks/ ("x" spells 2 sounds):** fix
- **/z/ spelled s:** is, has
- **-ll (double letter blend):** pill, ill
- **gl- (beginning blend):** glad

Vocabulary

- **vet:** a doctor for animals
- **ill:** sick
- **kit:** equipment needed for a specific purpose

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles.

pet, vet, met, men, pen, ten, tin, pin, win, wig

Partner Activities

- Retell the story to a partner in your own words.
- Tell your partner about a pet you have or a pet you would like to have.
- Tell your partner how you would care for someone or a pet if they were sick and not feeling well.

Step 1

Pig Was Hot

Sticky Words

the

the: "th" spells voiced /th/ (a vibration felt while making the sound). "e" spells the schwa sound or a lazy /u/ sound.

was

was: The "w" spells /w/ which students have learned. "a" spells /u/. "s" spells /z/.

from

from: "f" spells /f/ and "r" spells /r/, but the two make a blend. "o" spells /u/ which is irregular here. "m" spells /m/.

Suggested Questions

- How do you know that Pig is hot from the picture on the cover? (*he is sweating, his mouth is open/panting, his ear is wilted, etc.*)
- What made Pig hot? (*the sun, the heat outside, etc.*)
- What is the first way Pig tried to solve his problem? (*sit in the mud*)
- Why can't Pig be in the pond? (*His inner tube is too small, and he gets stuck.*)
- Why could Pig not hide from the sun? (*He was in the shade of a car, but the car drove off.*)
- Where does Pig finally find to cool down? (*Dog's water bowl*)
- How do you think Dog feels when he sees Pig in his water bowl? (*frustrated, shocked*)

Story Element Questions

- Who is the main character? (*Pig*)
- Where does this story take place? What is the setting? (*outside, while it is hot, in the daytime, etc.*)

Step 1

Pig Was Hot

Pig Was Hot SYNOPSIS

The sun is hot and Pig needs to find a way to cool down. He tries the mud (like pigs usually do), but he still isn't cool. He tried a pond but got stuck in his inner tube and had to get out. He tried to sit in the shade of a car, but the car drove off. Finally, he sits in Dog's water bowl, and it is perfect.

Slow Down Sounds

- **-nd (ending blend):** pond
- **-nt (ending blend):** went

Vocabulary

- "...": When students see this combination of periods, it signifies a continued thought.
- **pond:** a smaller version of a lake, water collected in one area that does not move

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

pot /p/-/o/-/t/, **fun** /f/-/u/-/n/, **pond** /p/-/o/-/n/-/d/
hat /h/-/a/-/t/, **rid** /r/-/i/-/d/, **lip** /l/-/i/-/p/

Word Building Activity:

Say the following words clearly. Students either write these words or build them with letter cards or tiles.

hot, not, nut, hut, hub, cub, cup, cap, map, mop

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner what you like to do to keep cool on a hot day.



the: “th” spells the voiced /th/ sound where there is a vibration felt while making the sound. “e” spells the schwa sound or a lazy /u/ sound.

Suggested Questions

- Some of the answers cannot be found in the words. The answers are in the pictures. The pictures should not be used to read the words, but the pictures do help develop the story.
- What is Cat's bed? (a mat.)
- Who tugs the mat to try to wake Cat? (Dog)
- What does Cub do to try and wake Cat? (Cub pats Cat.)
- What occurs to finally wake Cat? (It begins to rain.)
- How do you know it begins raining? (The sounds “tap, tap, tap” is like raindrops. The picture shows a rain cloud and rain drops. Cat wakes up wet. Etc.)
- How do you think Cat feels when she wakes up? How do you know?

Story Element Questions

- Who is the character that the book is about, or the main character? (Cat)
- Is there another character in this book? (Bug)
- What is the problem in this book? What happens to solve the problem?
- What happens first in this book? Second? Third?
- What happens in the beginning? In the middle? At the end?

Cat Naps SYNOPSIS

Cat sleeps through the night and then on through the next day. Nothing seems to wake her, until the rain comes. She wakes up a bit wet but very refreshed from the nap!

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of “s” elongates the word. Cover the “s” with a finger, help students decode the cvc word, and remove the finger to add /s/ to the end of the blended word.
- **ending blend (-nd):** and

Vocabulary

tug: to pull gently

sips: to take tiny drinks of a liquid, to drink something slowly

Partner Activities

- Retell the story to a partner in your own words.
- Brainstorm with a partner about how you might gently wake up Cat.
- Tell a partner your morning routine when you wake up.

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles, changing one sound each time.

nap, nab, cab, cub, tub, tug, mug, mud, mad



of: "of" is entirely irregular. The "o" spells /u/, and the "f" spells /v/ in this word.

Suggested Questions

- What emotions or feelings is Cat having at the beginning? (*mad and sad*)
- Why is Cat feeling this way? (*She is feeling bad about herself. She has lost confidence in herself. etc.*)
- Name something that Cat does well. (*add, jam, wax, etc.*)
- How did Pig help Cat to feel better?

Story Element Questions

- Who is the character that the book is about, or the main character? (*Cat*)
- Is there another character in this book? (*Pig*)
- What is the problem in this book? How does Pig help Cat solve the problem?
- What happens in the beginning? In the middle? At the end?

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner what you might do to help a friend who is feeling sad or mad.
- Imagine something else that Cat might do well. Tell your partner (or write about the topic).

Cat's Fan SYNOPSIS

Cat is worried that she is a bad cat, but Pig shows up to reassure her that she is good. Pig helps her by bragging and listing what is wonderful about her.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **blends:** br (brag), pl (plan), -dd (add)
- **/ks/ spelled "x":** wax

Vocabulary

- **yaps:** to talk or speak, often quickly
- **brags:** to talk highly of something or someone
- **plan:** to come up with an action to solve a problem or to prepare
- **jam:** to play an instrument or make music in a relaxed way
- **wax:** to put a coat of wax, a substance that moisturizes, repairs, or shines on a vehicle/surface
- **fan:** a person who likes something or someone intensely

Writing Prompt

- Write about how you help your friends when they need to be cheered up.

Word Building Activity

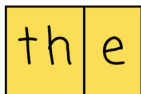
Say the following words clearly. Students either write these words or build them with letter cards or tiles, changing one sound each time.

yap, cap, cat, mat, mad, bad, bat, sat, sad

Cub in The Tub

Cub in The Tub

Sticky Word



the: “th” spells the voiced /th/ sound where there is a vibration felt while making the sound. “e” spells the schwa sound or a lazy /u/ sound.

Cub in The Tub SYNOPSIS

Cub has fun in the mud and needs to get cleaned up. He has a great time in his tub, so much fun that he must get into bed after the bath!

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of “s” elongates the word.
- **beginning blends (pl-/gl-):** plug, glub

Vocabulary

- **sets up:** to get a situation or place ready and prepared
- **suds:** when bubbles or soap are worked into a lather
- **sub:** submarine
- **glub:** an onomatopoeia, or a sound word, used for the sound of the water draining from the tub
- **plug:** device that stops water from going down the drain

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles, changing one sound each time.

cub, tub, tum, hum, hut, cut, cup

Writing Prompts

- Write about your favorite place to play and in what way. (ex. a park on the swings, a sandbox building castles, a mud pit digging for treasure, your own room with blocks, etc.)
- Draw a picture and write what you could build in sand or mud and the supplies you would use. (sticks, leaves, etc.)

Suggested Questions

- How did Cub get dirty? (*He was playing in a mud puddle, he was building in a muddy spot, etc.*)
- What are some of the ways that Cub plays in the bath? (*with cups, with a submarine, etc.*)
- Where did Cub go after the bath? (*straight to bed*)
- Why do you think Cub had to get to bed? (*he was tired, the day was over, etc.*)

Connection Question (connecting students to the book)

- Do you have fun things you like to do in the bath or shower? (*blow bubbles, play with a toy boat, bath bombs, etc.*)

Story Element Questions

- Who is the character that the book is about, or the main character? (*Cub*)
- What happens in the beginning? In the middle? At the end?
- Where does this story take place? What is the setting?

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner about an activity you like to do that is a bit messy. (ie. Finger painting, playing in sand, etc.)

Dog's Big Bag

Sticky Words

t o

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

h e

he: "h" spells /h/ which students have learned. "e" spells long /E/ due to the open syllable.

th e

the: "th" spells voiced /th/ (a vibration felt while making the sound). "e" spells the schwa sound or a lazy /u/ sound.

Suggested Questions

- What is Dog preparing to do? (*go on a picnic*)
- How is he preparing? (*packing food*)
- Name 2 items that he packs to take.
- How does Dog end up carrying the bag to the picnic? (*he attaches it to his van on a hook, he tows it, he lugs it, etc.*)

Connection Questions (connecting students to the book)

- Do you pack a lunch, or have you ever packed a picnic? What do you pack?
- How would you lug a big bag? Can you come up with another way?

Story Element Questions

- Who is the character that the book is about, or the main character? (*Dog*)
- What is the problem in this book? What happens to solve the problem?

Partner Activities

- Retell the story to a partner in your own words.
- If you could go on a picnic, what would you pack?

Dog's Big Bag

Dog's Big Bag SYNOPSIS

Dog has a big bag that he fills up to take on a picnic. After all the items are packed, the bag is too big to carry. He figures out that he can tow the bag on the back of his van to the picnic!

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **ending blend (-nd):** and
- **/z/ spelled s:** is, has

Vocabulary

- **pods:** a case or enclosure; the rind for a pea
- **buns:** bread rolls
- **jugs:** cartons or carrying containers for liquids
- **jams:** a fruit or sweet jelly
- **rams:** to push into, often in a tight space
- **yams:** edible starchy tuber, like a sweet potato
- **rigs:** builds a contraption; attaches to
- **lugs:** carries something heavy

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles, changing one sound each time.

jam, yam, yum, gum, gut, nut, net, pet, pen, pin, bin

Writing Prompt

- Write about and draw a picture of the items you would pack in your picnic bag.

h	e
---	---

he: "h" spells /h/ which students have learned. "e" spells long /E/ due to the open syllable.

th	e
----	---

the: "th" spells voiced /th/ (a vibration felt while making the sound). "e" spells the schwa sound or a lazy /u/ sound.

Suggested Questions

- What is Dog excited to get? (*pop, a bottle of soda*)
- What is the first way that Dog spills his pop? (*The top pops off and Dog knocks into it as he is dancing.*)
- What is the second way that Dog spills the pop? (*The top pops off and Dog knocks into it as he sleeps.*)
- Why do you think that the top keeps popping off? (*the carbonation, the bubbles, the top isn't screwed on, etc.*)

Connection Question (connecting students to the book)

- Have you ever had a soda? How did the bubbles feel in your mouth?

Story Element Questions

- Who is the character that the book is about, or the main character? (*Dog*)
- What is the problem in this book? What happens to solve the problem?

Partner Activities

- Retell the story to a partner in your own words.
- Tell your partner about something special you want to buy to eat/drink. Is there a special meal or food that you get to have occasionally?

Dog's Pop SYNOPSIS

Dog gets a pop (a soda or a soda pop). He puts it down but the top falls off and he spills the bottle. He fixes it and cleans up, but while he is sleeping, the top falls off and he tips it in his sleep. Lucky for Dog, he likes baths!

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **double letter blend (-ff):** off
- **/z/ spelled "s"**

Vocabulary

- **pop:** another word for soda
- **bops:** hits or knocks into; dances
- **nods off:** falls asleep
- **jabs:** hits quickly, pokes
- **"Nuts!":** a slang way to say "oh no" or "that's not good"

Bounce and Blend (auditory blending)

Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the hoop as you say the word.

pop /p/-/o/-/p/, **top** /t/-/o/-/p/, **jab** /j/-/a/-/b/,
nod /n/-/o/-/d/, **yes** /y/-/e/-/s/, **mop** /m/-/o/-/p/

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles, changing one sound each time.

pop, top, mop, mob, lob, lot, hot, hog, dog

th e

the: "th" spells voiced /th/ (a vibration felt while making the sound). "e" spells the schwa sound or a lazy /u/ sound.

t o

to: "t" spells /t/ which students have learned. "o" spells /oo/ which is an irregular spelling for this sound.

f or

for: "f" spells /f/ which students have learned. "or" spells /or/ (r-controlled).

t oo

too: "t" spells /t/ which students have learned. "oo" spells /oo/.

Suggested Questions

- Where does Cub need to go? (*to his job*)
- What does it mean when it says Cub has "a mess on top"? (*his hair is messy, he has spiky hair, his hair is dirty, etc.*)
- What type of a chicken is a hen? (*a female, a girl*)
- When it says that Cub's pant leg is "too big," what is another way to explain this? (*too long*)

Connection Questions (connecting students to the book)

- Do you do any jobs at home?
- Do you play any sports like Pig?
- How would it feel if you were late for something important? Can you recall a time you have been late?

Story Element Questions

- Who is the main character? (*Cub*)
- What is the problem in this story? What is the solution?

Get Up Cub SYNOPSIS

Cub wakes up late and must rush to get to his job. Many different tasks need to be done first, but luckily, he makes it to work in time for the soccer game!

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **double letter blend (-gg, -ss):** egg, mess
- **ending blend (-nt):**

Vocabulary

- **ref:** a referee, a person who makes sure that rules are followed, usually in a sports game
- **tum:** a slang or short way to say "stomach"
- **hems:** to sew along the edge, often to make short
- **jets:** a verb meaning to move or go quickly

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles.

get, got, hot, hut, nut, nap, lap, lab, cab, cub

Partner Activities

- Retell the story to a partner in your own words.
- Cub is a ref. What would you like to do for a job? Tell a partner about the job you would hope to have when you grow up.



for: “f” spells /f/ which students have learned. “or” spells /or/ (r-controlled).

Suggested Questions

- What game is being played? (*tag*)
- Where does Dog hide? (*up a net*)
- How does Bug move to get to his hiding spot? (*He zigs and zags. He goes in a crooked line. He goes side to side.*)
- Why does Cub get tagged? (*He cannot get up on top of the bus.*)
- How does Cub react when he is tagged? (*He is fine because he had fun!*)
- What is another way that Cub could have reacted to being tagged? (*angry, sad, frustrated, etc.*)

Story Element Questions

- Who is the character that the book is about, or the main character? (*Pig, possibly Cub*)
- Is there another character in this book? (*Bug, Cub, Cat, Dog.*)
- Where does this story take place? What is the setting? (*outside, up a net, on a bus, etc.*)

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner your favorite game to play with pals. Tell your partner why.

Pig Tags SYNOPSIS

Pig and all his pals are playing tag. Each pal finds a place to run and hide, but Cub can't get up onto the bus like Bug did. Pig tags Cub, but, fortunately, Cub still has fun!

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of “s” elongates the word.
- **/z/ spelled “s”**

Vocabulary

- **zips:** to go quickly, to use a zipper to close an object
- **jets:** to go quickly, multiple fast airplanes
- **being “it”:** the person in a game of tag who goes to tag other players

Bounce and Blend (auditory blending)

Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the hoop as you say the word.

bus /b/-/u/-/s/, **net** /n/-/e/-/t/, **jog** /j/-/o/-/g/,
hid /h/-/i/-/d/, **zip** /z/-/i/-/p/, **fun** /f/-/u/-/n/

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles, changing one sound each time.

pig, pit, hit, hat, cat, cap, tap, top, mop

Writing Prompt

- Write about how you feel if you lose a game you are playing. Why do you feel this way?

Pig's Fit

Pig's Fit

Sticky Words



the: "th" spells the voiced /th/ sound where there is a vibration felt while making the sound. "e" spells the schwa sound or a lazy /u/ sound.

Pig's Fit SYNOPSIS

Pig gets angry. He has a fit or temper-tantrum. His buddy, Bug, helps him to calm down by breathing and even taking a rest. Pig wakes up from his nap feeling calm again.

Slow Down Sounds

- **ending -s:** When students know how to decode and blend cvc words, the addition of "s" elongates the word.
- **/z/ spelled "s"**

Vocabulary

- **fit:** a tantrum or an outpouring of anger and frustration
- **top:** a t-shirt or the piece of clothing that is worn on the-top half of the body
- **hum:** to make a melody with your lips closed

Bounce and Blend (auditory blending)

Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the hoop as you say the word.

pot /p/-/o/-/t/, **bun** /b/-/u/-/n/, **sat** /s/-/a/-/t/,
mud /m/-/u/-/d/, **cot** /c/-/o/-/t/, **gas** /g/-/a/-/s/

Word Building Activity

Say the following words clearly. Students either write these words or build them with letter cards or tiles, changing one sound each time.

hum, gum, gut, cut, cot, not, nod, pod, pop, pep, yep

Writing Prompt

- Write another way that Pig could calm down and feel better.

Suggested Questions

- What happened to the hat that Pig had? (*He sat on the hat.*)
- What happened to the bun? (*Pig tripped and dropped the bun in the mud.*)
- What caused Pig to trip? (*Pig trips on a log/wood.*)
- What happened to Pig's top? (*The top ripped.*)
- Why did the top rip? (*The top was too small.*)
- What is a possible reason for the top being too small? (*It shrunk in the dryer, he bought the wrong size, Pig ate too much, etc.*)

Connection Questions (connecting students to the book)

- Have you ever felt a big emotion?
- What's a strategy you can use to help calm down your mind or body? (*count to ten, take deep breaths, etc.*)

Story Element Question

- Who is the character that the book is about, or the main character? (*Pig, possibly Bug*)

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner about how you calm down when you are feeling upset, frustrated, or angry.

Step 2

Duck And His Mom

Sticky Words

see

see: "s" spells /s/ which students have learned. The "ee" spells long /E/.

Review:

the

go

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 that he is happy? (*Duck is smiling in the last picture, etc.*)
- How will Duck get to his mom's house? (*swim*)
- 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.*)

Connection Questions (connecting students 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 main character? (*Duck*)
- Where does this story take place? What is the setting? (*daytime, the pond, Duck's house, Duck's mom's house, in a sub, etc.*)

Step 2

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Duck And His Mom

Duck And His Mom SYNOPSIS

Duck is going to visit his mom. Duck reviews a bunch of modes of transportation, but none of them can get him to his mom's house. His mom's house is just across the pond! He only needs to swim to get there.

Partner Activity

- Tell your partner about something special you want to buy to eat/drink. Is there a special meal or food that you get to have occasionally?

Slow Down Sounds

- **blends:** sw-, gl-, -xt
- **-ck:** "ck" acts like a double letter blend, where two letters that spell the same sound only spell the sound once.

Vocabulary

- **jet:** a fast airplane

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

duck /d/-/u/-/k/, **mom** /m/-/o/-/m/, **jet** /j/-/e/-/t/

clap /k/-/l/-/a/-/p/, **class** /k/-/l/-/a/-/s/, **spot** /s/-/p/-/o/-/t/

Word Building and Switching Sounds

Help students build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **gl – glad**, glam, glum, glug, glen
- **ck – duck**, tuck, muck, mock, lock, lick, sick, sock, dock

Step 2

Duck Has a Nest

Sticky Words

Review:

the for he too

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, 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*)
- 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.*)
- 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 students 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?

Story Element Questions

- Who is the main character? (*Duck*)
- Where does this story take place? (*in a nest, in a dog house, etc.*)

Step 2

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Duck Has a Nest

Duck Has a Nest SYNOPSIS

Duck tries to find a nest for himself. Each nest he finds has a problem that prohibits him from staying there. Finally, he finds a nest that fits. The nest he finds is in Dog's house.

Partner Activities

- Choose one of the locations Duck tried to have a nest. Explain to a partner how you could fix the location.
- Draw a picture with a partner of a perfect duck habitat.
- Tell a partner about your favorite place to be.

Slow Down Sounds

- **ending blends:** -st, -ck, -mp, -sk, -nd
- **-ck:** "ck" acts like a double letter blend

Vocabulary

- **"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

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

big /b/-/i/-/g/, **tuck** /t/-/u/-/k/, **pump** /p/-/u/-/m/-/p/
has /h/-/a/-/z/, **milk** /m/-/i/-/l/-/k/, **dent** /d/-/e/-/n/-/t/

Word Building and Switching Sounds

Help students build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **st – nest,** rest, rust, must, mist, list, last, fast, cast
- **mp – dump,** bump, lump, lamp, damp, camp, ramp
- **nd – mend,** bend, band, land, sand, send, tend

Step 2

Frog And His Sled

Sticky Words

Sticky Words	p u t s	puts: "p" spells /p/, "t" spells /t/, and "s" spells /s/. The "u" spells /ʊ/ (short oo sound).
	Review: t h e t o h e	

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 students 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 main character? (*Frog*)
- Where does this story take place? What is the setting? (*on a hill, in the snow, during winter, etc.*)

Step 2

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Frog And His Sled

Frog And His Sled SYNOPSIS

Frog gets a sled with a flag. He goes sledding, loses control, and flips around as he goes down the mountain. He runs into the side of a bus, but it doesn't matter. He had a great time.

Partner Activities

- 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.

Slow Down Sounds

- **blends:** Each sound is heard in a blend, unless it is a double letter blend (two letters spelling the same sound).
- **beginning blends:** fr, fl, sl, dr, sp, pl, sk, gl
- **double letter blend:** ll

Vocabulary

- **glum:** sad, feeling down, feeling blue

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

can /k/-/a/-/n/, **dot** /d/-/o/-/t/, **flat** /f/-/l/-/a/-/t/

slap /s/-/l/-/a/-/p/, **grid** /g/-/r/-/i/-/d/, **truck** /t/-/r/-/u/-/k/

Word Building and Switching Sounds

Help students build the first word. Say each new word, and students switch one or more sounds to build the new 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

Step 2

Frog Hunts for a Pal

Sticky Words

does

does: "d" spells /d/ and "s" spells /z/.
"oe" is an irregular spelling for /u/.

have

have: "h" spells /h/, "v" spells /v/, and
"a" spells /a/. "e" is silent and is only
present since "v" can't end a word.

Review

the to he was sees for

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 students 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 main character? (*Frog*)
- What is one major event in the book? (*The crab runs away, the trap doesn't work, Frog grins, etc.*)

Step 2

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Frog Hunts for a Pal

Partner Activities

- Tell a partner what the problem in the story is and how you would help Frog fix it.
- 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.

Slow Down Sounds

- **blends:** Each sound is heard in a blend, unless it is a double letter blend (two letters spelling the same sound).
- **beginning blends:** fr, gr, sp, cr, st, sn, tr, sl
- **ending blends:** nt, st, nd
- **double letter blends:** ll, ff, dd, ck*

Vocabulary

- **grin:** small smile, often not showing teeth
- **hunt:** to search for, to try to find

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

pot /p/-/o/-/t/, **bug** /b/-/u/-/g/, **snack** /s/-/n/-/a/-/k/
sad /s/-/a/-/d/, **clap** /k/-/l/-/a/-/p/, **frost** /f/-/r/-/o/-/s/-/t/

Word Building and Switching Sounds

Help students build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **tr - trap**, trip, grip, grin, grit, grim, trim, prim, pram
- **sn - snap**, snip, clip, trip, trap, flap, flop, slop, slip

Step 2

Duck And The Mess

Sticky Words

c o m e

come: "c" spells /k/ and "m" spells /m/, but "o" spells /u/ and "e" remains silent.

l i k e

like: "l" spells /l/, "k" spells /k/, but "i_e" spells long /I/ which is learned in Step 4.

Review

the

to

he

have

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 stitch up, etc.*)
- How do Duck's friends feel about his nest at the end?

Connection Questions (connecting students 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

- What is the problem in the story? (*Duck's nest is a mess and his friends are coming for a visit.*)
- What is the solution? (*Duck cleans.*)

Step 2

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Duck And The Mess

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner how you would prepare for friends to visit.
- Tell a partner about the chores you help with at home.

Slow Down Sounds

- **beginning blends:** sm, scr, st, dr
- **double letter blends:** ll, ss, ck*
- **ending blends:** st, nt, nd
- **nk:** this is learned within digraphs since the "n" creates new sound when paired with "k" - /ng/

Vocabulary

- **scrub:** to wash by rubbing strongly, often with a sponge
- **vest:** a piece of clothing that only covers the chest

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

mess /m/-/e/-/s/, **cup** /k/-/u/-/p/, **sock** /s/-/o/-/k/

dress /d/-/r/-/e/-/s/, **slug** /s/-/l/-/u/-/g/, **crib** /k/-/r/-/i/-/b/

Word Building and Switching Sounds

Help students build the first word. Say each new word, and students switch one or more sounds to build the new 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

Step 2

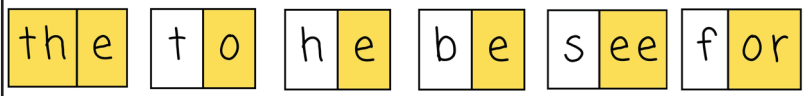
Duck Up a Hill

Sticky Words



of: “o” spells /u/ and “f” spells /v/. The entire word is not phonetic according to the phonics learned.

Review



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*)
- 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 students 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 main character? (*Duck*)
- Who are the supporting characters? (*Cat, Duck, Bug*)
- Where does this story take place? What is the setting? (*at the top of a hill, at the bottom of a hill, at sunset, at Duck’s house, in Duck’s bed*)

Step 2

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Duck Up a Hill

Partner Activities

- Tell a partner what the problem in the story is and how you would help Frog fix it.
- Tell a partner how you would help a friend or family member who was sick or needed to be taken care of.

Slow Down Sounds

- **blends:** Each sound is heard in a blend, unless it is a double letter blend (two letters spelling the same sound).
- **beginning blends:** sl, gr, cr, tr, fl, gl
- **ending blends:** mp, st, lp, xt
- **double letter blends:** ll, ss, ff, tt, ck*

Vocabulary

- **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

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

fill /f/-/i/-/l/, **rock** /r/-/o/-/k/, **well** /w/-/e/-/l/

slick /s/-/l/-/i/-/k/, **track** /t/-/r/-/a/-/k/, **lump** /l/-/u/-/m/-/p/

Word Building and Switching Sounds

Help students build the first word. Say each new word, and students switch one or more sounds to build the new 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

o f

of: “o” spells /u/ and “f” spells /v/. The entire word is not phonetic.

h a v e

have: “h” spells /h/, “v” spells /v/, and “a” spells /a/. “e” is silent and is only present since “v” can’t end a word.

s e e

see: “s” spells /s/ which students have learned. The “ee” spells long /E/.

t h e t o h e b e g o f o r

Suggested Questions

- How do you think Cub feels about not having been to the club yet? (*nervous, scared, excited, confused, etc.*)
- What does it mean to “have lots of class?” (*to be elegant or sophisticated*)
- What does Cub see when he sees the glen? (*a flag flapping in the wind*)
- What kind of club does it end up being? What do you think the members of the club do while they are there?

Connection Questions (connecting students to the book)

- How would you feel if you knew your friends had started a club and you had not been yet? (*left out, worried you wouldn’t fit in, excited to go, etc.*)
- Have you ever read a map or seen a map? If so, do you remember where you were trying to go?

Partner Activity

- Tell a partner about a type of club you would want to build or start. What will you do there? (*ex. a sports club, a friend’s club, a game club, etc.*)

Slow Down Sounds

- **blends:** Each sound is heard in a blend, unless it is a double letter blend (two letters spelling the same sound).
- **beginning blends (I blends):** bl, cl, fl, gl, pl, sl
- **ending blends:** -nd, -st, -xt
- **double letter blends:** ll, ss, ck*

Vocabulary

- **glen:** a secluded valley, sometimes wooded
- **flock:** to go to a place in a group, to go quickly together
- **“to fit in”:** to belong or be a part of in a good way
- **“glam it up”:** to get glamorous
- **slob:** dirty, messy, unkept person
- **flex:** to show one’s muscles
- **“clam up”:** to not have the words, to be quiet, to feel shy
- **“to be slick”:** to be smooth or cool
- **plod:** to walk slowly and heavily, heavy steps
- **don:** to wear, to put on

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

club /c/-/l/-/u/-/b/, **glen** /g/-/l/-/e/-/n/, **glad** /g/-/l/-/a/-/d/
flock /f/-/l/-/o/-/k/, **flex** /f/-/l/-/e/-/k/-/s/, **slick** /s/-/l/-/i/-/k/

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** club, glam, plod, clap, slob, flag, glen, plot
- **sentence:** The flag flaps in the wind.

Step 2 Supplemental

Frog And Gran

Sticky Words

s ee

see: "s" spells /s/ which students have learned. The "ee" spells long /E/.

Review

h e

t o

th e

Suggested Questions

- Where is Frog going on his trek? (*to his Gran's house*)
- How does Frog get the doll to his Gran's house? (*He drags it in a pram.*)
- What is wrong with the doll? (*It is drab and needs to be fixed up a bit.*)
- Name the ways that Frog and Gran did spruce up or fix up the doll. (*clothes, bib, etc.*)

Connection Questions (connecting students to the book)

- Have you ever repurposed a toy, recycled one into a new toy, or found a toy that you ended up loving? What was it and how did you play with it?
- Have you ever seen crops growing? What did you see?

Partner Activities

- Come up with one more way Frog and Gran could have fixed or prepared for the doll and tell your partner. (*brushed the hair, washed it in the washing machine, made a toy, etc.*)
- Dream up a different toy that Frog might have tripped over. What would Frog and Gran do with that toy? Tell your partner.

Step 2 Supplemental www.expressreaders.org

Frog And Gran

Slow Down Sounds

- **blends:** Each sound is heard in a blend, unless it is a double letter blend (two letters spelling the same sound).
- **beginning blends (r blends):** br, cr, dr, gr, pr, tr
- **ending blends:** -st, -nd
- **double letter blends:** ll, ss

Vocabulary

- **treks:** to go on a long journey, usually on foot
- **crops:** plants that are grown as food
- **pram:** a baby buggy/stroller where a baby can lay down
- **grins:** small smile
- **frets:** to be visibly worried or anxious
- **drab:** dull, boring, without much color
- **preps:** to prepare or get ready
- **don:** to wear, to put on
- **grub:** to eat
- **brags:** to boast, to talk highly about

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

frog /f/-/r/-/o/-/g/, **drab** /d/-/r/-/a/-/b/, **grab** /g/-/r/-/a/-/b/
crib /c/-/r/-/i/-/b/, **grin** /g/-/r/-/i/-/n/, **trek** /t/-/r/-/e/-/k/

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** grub, crib, drop, trip, fret, prop, brag, pram
- **sentence:** Frog trips as he hops on his trek.

Step 2 Supplemental

Cub at The Stands

Sticky Words

o f

of: “o” spells /u/ and “f” spells /v/. The entire word is not phonetic according to the phonics learned.

Review

h e t o t h e f o r

Suggested Questions

- Name some of the foods that Cub tries.
- What happens when Cub sees the strip of stands? (*he smells good smells, he licks his lips, his stomach flips and flops from hunger, etc.*)
- What food does Cub eat that is on a stick? (*a hot dog*)
- Who sells Cub a pop/soda? (*Dog*)
- How does the story end? (*Cub is so full that he must slowly walk back to his den and take a huge nap.*)

Connection Question (connecting students to the book)

- Have you ever eaten from a food truck or a food stand? If so, what did you try?

Partner Activities

- Tell a partner what kind of food truck/food stand you would own if you could. What would you make and/or sell?
- Tell a partner some of the foods from the book that you remember and any of the foods that you have tried before.

Step 2 Supplemental www.expressreaders.org

Cub at The Stands

Slow Down Sounds

- **blends:** Each sound is heard in a blend, unless it is a double letter blend (two letters spelling the same sound).
- **beginning blends (s blends):** sp, st, sn, sk, sm, str, fr, gr, pl
- **ending blends:** -nd, -mp
- **double letter blends:** ff, ll, ck*

Vocabulary

- **snag:** to grab or to get
- **spots:** to see something
- **strip (strip of):** a row, a long piece, a series of
- **plump:** having a full rounded shape
- **epic:** impressive, remarkable, extraordinary
- **to be spent (“Cub is spent.”):** to be tired
- **nips:** takes little bites
- **plod:** to walk slowly and heavily, heavy steps

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

stick /s/-/t/-/i/-/k/, **snap** /s/-/n/-/a/-/p/, **stop** /s/-/t/-/o/-/p/
skip /s/-/k/-/i/-/p/, **sniff** /s/-/n/-/i/-/f/, **smell** /s/-/m/-/e/-/l/

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** snap, strip, stand, spot, stop, spent, snag, snack
- **sentence:** Cub went to the strip of stands and got snacks.

Step 2 Supplemental

Dog's Truck

Sticky Words

d o e s

does: "d" spells /d/ and "s" spells /z/.
"oe" is an irregular spelling for /u/.

o f

of: "o" spells /u/ and "f" spells /v/. The entire word is not phonetic according to the phonics learned.

Review

g o

t o

th e

Suggested Questions

- What is the problem with Dog's truck? (He can't get into it because his legs aren't long enough to reach the bottom step.)
- How does Dog solve his problem? (crafting/building a step to help him get up into the cab)
- How does Dog feel at the end? (really happy, blissful, etc.)

Connection Questions (connecting students to the book)

- Do you own anything that is special, that you take good care of?
- Have you ever ridden in a big truck? What kind was it?

Partner Activity

- Come up with a creative way for Dog to get into his truck and tell a partner. (using a trampoline, firing himself out of a cannon, swinging on a vine, etc.)

Step 2 Supplemental www.expressreaders.org

Dog's Truck

Slow Down Sounds

- **blends:** Each sound is heard in a blend, unless it is a double letter blend (two letters spelling the same sound).
- **beginning blends:** bl, cl, cr, pl, sp, scr, st, fr, tr
- **ending blends:** -pt, -st, -ft, -lp, -mp
- **double letter blends:** ll, ss, ff, ck*

Vocabulary

- **cab:** the front part of truck where the driver sits
- **trim:** the edge
- **specks:** small/tiny spots
- **well-kept:** well taken care of
- **buff:** to polish
- **crafts:** to make, create, fashion, or build
- **frets:** to be visibly worried or anxious
- **bliss:** perfect happiness, extreme joy

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

truck /t/-/r/-/u/-/k/, **step** /s/-/t/-/e/-/p/, **last** /l/-/a/-/s/-/t/

trim /t/-/r/-/i/-/m/, **scrub** /s/-/k/-/r/-/u/-/b/,

bliss /b/-/l/-/i/-/s/

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** fast, trim, best, clap, spots, step, truck, craft
- **sentence:** Dog crafts a step for his big truck.

Step 2 Supplemental

Frog's Plant

Sticky Words

see

see: "s" spells /s/ which students have learned. The "ee" spells long /E/.

put

put: "p" spells /p/ and "t" spells /t/. The "u" spells /ʊ/ (short oo sound).

of

of: "o" spells /u/ and "f" spells /v/. The entire word is not phonetic according to the phonics learned.

the to he be from was

Suggested Questions

- What is the first thing Frog thinks of to try and solve the problem? (hug and kiss the plant to make it happy)
- What could happen if Frog puts the plant in the wind? (A gust of wind could knock it over and cause it to dump out of the pot.)
- Why was the plant wilted? (It needed to be planted in the ground, it needs more soil, a raft is not a good place for a plant, etc.)

Connection Question (connecting students to the book)

- Have you ever grown a plant? Did you grow it from a seed or take care of it once it was a plant? What happened?

Partner Activities

- Tell your partner a different way that Frog could have helped the plant.
- Tell your partner what type of plant you would like to have. (a certain type of flower, a cactus, a tree, etc.)

Step 2 Supplemental www.expressreaders.org

Frog's Plant

Slow Down Sounds

- **blends:** Each sound is heard in a blend, unless it is a double letter blend (two letters spelling the same sound).
- **beginning blends:** cr, fl, fr, gl, gr, pl, pr, sl, spl, sn, st, sw, tr
- **ending blends:** -st, -nd, -nt, -ft, -xt, -pt, -mp, -lp, -sp
- **double letter blends:** ll, ss, ff, ck*

Vocabulary

- **swell:** great, good, nice
- **limp:** not stiff or firm, lacking strength
- **gasp:** to suck in air quickly, usually in surprise
- **"plump it up":** to make fuller or fatter
- **"fluff it up":** to make fuller or bigger by giving air
- **splint:** a strip of rigid material to hold something straight
- **to prop:** to position with support

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

wind /w/-/i/-/n/-/d/, **grip** /g/-/r/-/i/-/p/, **trim** /t/-/r/-/i/-/m/

fluff /f/-/l/-/u/-/f/, **slept** /s/-/l/-/e/-/p/-/t/,

plant /p/-/l/-/a/-/n/-/t/

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** frog, wind, dump, flat, bend, plump, gift, help
- **sentence:** Frog has a limp plant next to his pad.

does: "d" spells /d/ and "s" spells /z/. "oe" is an irregular spelling for /u/.

put: "p" spells /p/ and "t" spells /t/. The "u" spells /ʊ/ (short oo sound).

of: "o" spells /u/ and "f" spells /v/. The entire word is not phonetic.

come: "c" spells /k/ and "m" spells /m/, but "o" spells /u/ and "e" remains silent.

see: "s" spells /s/. The "ee" spells long /E/.

the to he be for

Suggested Questions

- Why does Pig need to get a haircut? (*He got a glob of gum in his hair.*)
- What does Frog mean by "to be exact"? (*It can mean "to be honest" or "to be clear."*)
- How does Pig react when he finds out about his hair? (*understanding, ok, not too bothered, etc.*)
- Challenge: How did the gum get in Pig's hair? (*In a picture, you see that Bug accidentally dropped the gum.*)

Connection Questions (connecting students to the book)

- Have you ever had a haircut? Where did you get your haircut? (*at home, at a salon, at a barbershop, etc.*)
- Have you ever made a mistake and needed to tell the truth? How did it feel? (*scary, like a relief, etc.*)

Partner Activities

- Retell the story in your own words to a partner.
- Tell a partner about a time you made a mistake. How did you fix the mistake?

Slow Down Sounds

- **multisyllabic words**
- **beginning:** spr, sn, sl, sp, sk, scr, str, st, sw, cl, fl, fr, br, tr
- **ending:** -st, -nd, -nt, -ft, -xt, -pt, -mp, -lp, -sp
- **double letter blends:** zz, ff, ss, ll, ck*

Vocabulary

- **instant:** happening or coming immediately, a moment
- **mishap:** mistake, an unfortunate accident
- **intend:** to plan or have a plan in mind
- **salon:** a place where a beautician or a hairdresser works
- **suppress:** to hold back or hold in
- **exact:** precise, clear
- **misstep:** a mistake or blunder
- **smock:** an overgarment worn to keep clothes clean
- **instinct:** an uncontrolled behavior that just occurs

Multisyllabic Words

Say the syllables of each word. Pause between each syllable. Students blend the syllables together to make a word.
instant, mishap, upset, happen, salon, suppress, misstep, exact, instinct, button, visit

Dictation

Dictate the following words to students.

- **words:** clip, snip, buzz, fret, strand
- **sentence:** The plan is to trim the grass and the plants.

d o e s

does: "d" spells /d/ and "s" spells /z/. "oe" is an irregular spelling for /u/.

p u t

put: "p" spells /p/ and "t" spells /t/. The "u" spells /ʊ/ (short oo sound).

o f

of: "o" spells /u/ and "f" spells /v/. The entire word is not phonetic.

h a v e

have: "h" spells /h/, "v" spells /v/, and "a" spells /a/. "e" is silent and is only present since "v" can't end a word.

t h e

t o

h e

t o o

f o r

Suggested Questions

- What ingredients is Duck missing? (*lemon and mint*)
- How does Duck lose his map? (*He stops to rest, and a gust of wind carries it away.*)
- How does Duck finally make it to the pond?

Connection Questions (connecting students to the book)

- Have you ever had a crumpet? If not, which food(s) do you like to eat, and which foods can you make?
- What else could you or do you send to people to make them feel happy or good?

Partner Activities

- Tell a partner something you would make for a family member or a friend and why.
- Tell a partner what kind of a quest you would go on if you could. Where would it take you and what would you find? Would you take anyone with you and why?

Slow Down Sounds

- **multisyllabic words**
- **beginning blends:** cr, gr, pl, sl, sp, st
- **ending blends:** -st, -nt, -mp, -nd, -sk, -lp, -xt
- **double letter blends:** ff, dd, ll, ck*

Vocabulary

- **instant:** happening or coming immediately, a moment
- **crumpet:** a thick, flat, savory (not sweet) cake/bread
- **quest:** a long or difficult search for something
- **intend:** to plan or have a plan in mind
- **distant:** far away, a long ways off
- **zest:** flavoring made from the peel of citrus fruit
- **strut:** to walk with confidence
- **nabs:** to take or grab

Multisyllabic Words

Say the syllables of each word. Pause between each syllable. Students blend the syllables together to make a word.
instant, basket, crumpets, distant, intend, second, lemon, hidden

Word Building and Switching Sounds

Help students build the first word. Say each new word, and students switch one or more sounds to build the new word.
_t – quest, zest, best, bent, rent, rest, crest, crust
nd – pond, blond, blend, lend, send, sand, hand, stand

Dictation

Dictate the following words to students.

- **words:** mint, zest, deck, lost, hand, help
- **sentence:** The twins step on the twigs and sticks.

Step 2 Supplemental

Frog's Habitat

Sticky Words

d o e s

does: "d" spells /d/ and "s" spells /z/. "oe" is an irregular spelling for /u/.

l i k e

like: "l" spells /l/, "k" spells /k/, but "i_e" spells long /I/ which is learned in Step 4.

o f

of: "o" spells /u/ and "f" spells /v/. The entire word is not phonetic.

Review

the

to

he

for

Suggested Questions

- What does "sticks to him like a magnet" mean?
- What is it about the noises of the pond that bother Dog? (*he hears it too loudly, the sounds are too big for him, etc.*)
- Name two reasons why Dog does not fit in a habitat that a frog lives in. (*his fur collects the mud and plants, his hearing is too sensitive, he can't stick to a lily pad, etc.*)
- Why does Frog commend Dog? (*for telling the truth and not telling a lie, being honest*)
- What makes Frog suited to live in a pond as his habitat? (*slick skin, ability to hop and stick, can swim, etc.*)

Connection Questions (connecting students to the book)

- What is your habitat?
- Have you ever been to a pond? What was it like?
- If you were Dog, where would you choose to live?

Partner Activity

- Tell a partner one more reason why a dog might not do well living in a pond.

Step 2 Supplemental www.expressreaders.org

Frog's Habitat

Slow Down Sounds

- **multisyllabic words**
- **beginning blends:** sp, sl, pl, st, spr, gr, gl, spl
- **ending blends:** nd, sk, mp, xt, nt, lp, ft, ct
- **double letter blends:** ff, ss, zz, ll, ck*

Vocabulary

- **confess:** to own up, admit, or tell something that one did
- **commend:** to praise or compliment
- **habitat:** the place in which a creature lives best
- **sprig:** a small stem with leaves or flowers
- **glum:** a bit sad or gloomy
- **bask:** to revel in/make the most of, to be exposed or lie in warmth

Multisyllabic Words

Say the syllables of each word. Pause between each syllable. Students blend the syllables together to make a word.

habitat, visit, cabin, ribbit, confess, commend, cannot, magnet

Word Building and Switching Sounds

Help students build the first word. Say each new word, and students switch one or more sounds to build the new word.

sp+ – **sprig**, split, splat, slat, slot, spot, spat, span, spin

_t – **rent**, rant, raft, rift, lift, lint, mint, mist, mast, past

Dictation

Dictate the following words to students.

- **words:** soft, jump, slip, pond, slick, trip
- **sentence:** Jump to the next rock.

Step 3

Chimp Gets a Check-Up

Sticky Word

good

good: “g” spells /g/, and “d” spells /d/. The “oo” spells the short oo or /ʊ/.

Review

does to he be sees like

Suggested Questions

- Why does Chimp need a check-up? (*He does not want to get sick, he needs to check on his health*)
- Does Chimp like shots? (*no*)
- Why are shots good for him? (*He wants to stay fit, trim, and healthy.*)
- What does it mean when Chimp’s “chin is up?” (*he is being brave, he isn’t scared, etc.*)
- What does it mean when the book says that the shot “ends in a flash?” (*It ends quickly, it is over before he knows it, it was fast, etc.*)
- How do you think Chimp feels when he is finished with his check-up? (*proud, brave, happy with himself, etc.*)
- What’s Chimp’s reward for being brave? (*a pop/a lollipop*)

Connection Questions (connecting students to the book)

- Have you ever needed to get a shot?
- What can you do to be brave? (*hold someone’s hand, think of something you like, day dream, etc.*)
- What else does a doctor do when you get a check-up? (*measures height, measures weight, looks in your ears, checks your tonsils/throat, takes your temperature, etc.*)

Step 3

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Chimp Gets a Check-Up

Partner Activity

- Retell the story to a partner in your own words.
- Tell a partner one way you can be brave, even when you are scared.

Slow Down Sounds

- **digraphs:** 2-3 letters that combine to spell a new sound
- **digraphs:** ch, sh
- **blends:** mp, ck, ll, lp, gl, st, tr, nd, fl

Vocabulary

- **well:** healthy, not sick, feeling good
- **fit and trim:** healthy and strong/lean
- **“chin up”:** to be brave
- **“ends in a flash”:** to end quickly

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **ch – chip, challenge, shoes, tree, choose, checks, chomp, flip, munch, drag, proud, watch, children**
- **sh – rush, sharing, think, grouch, shouted, mash, shirts, plug, mouth, push, digging, kind, shocked**

Word Building and Switching Sounds

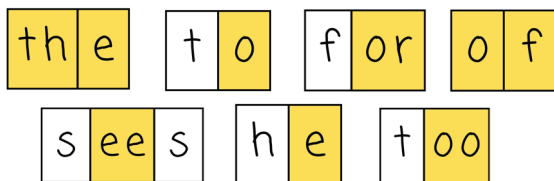
Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ch – chin, chip, chop, chomp, champ, chimp, shrimp**
- **sh – shot, shut, shin, ship, chip, chap, clap, clip**

Step 3

Dog And The Gift

Review
Sticky Words



Suggested Questions

- What is a “bash?” (*a party*)
- Why does Dog need to find a gift? (*He is going to a party at Frog’s place.*)
- Why can’t Dog get a chick? (*it costs too much, it is too expensive, Dog isn’t rich, Dog doesn’t have the money, etc.*)
- Why can’t Dog get the chest? (*It is too heavy, he can’t drag it, etc.*)
- Why can’t Dog get the red dish? (*there is a crack in it, it is broken, etc.*)
- How do you think Dog feels when he finds the right gift? (*proud, happy with himself, etc.*)

Connection Questions (connecting students to the book)

- What was your favorite gift you ever got?
- What is the best gift you have ever given?
- How do you feel when you give a gift to someone?

Story Element Questions

- Who is main character? (*Dog*)
- Where does this story take place? What is the setting? (*day time, stores, Frog’s party, Dog’s house, etc.*)
- How is the problem in this story resolved? What is the solution? (*Dog looks at many items and finally finds one he thinks is the best.*)

Step 3

Dog And The Gift

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner about the best gift you have ever gotten.
- Tell a partner about the best gift you have ever given.
- Tell a partner what gift you think would be nice for a frog.

Slow Down Sounds

- **digraphs:** 2-3 letters that combine to spell a new sound
- **digraphs:** ch, sh
- **blends:** ll, cr, ck, ft, st, fr, sp, nd, dr, gl

Vocabulary

- **bash:** a party
- **drag:** to pull along, to pull behind
- **Frog’s pad:** Frog’s lily pad or Frog’s home
- **“not rich”:** to not have a surplus or a ton of money

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **ch – chocolate**, tired, **cheese**, tricky, almonds, **flinch**, **batch**, lost, handle, **chewing**, **rich**, **lunch**, round
- **sh – showers**, bench, **fishy**, glued, **wishes**, noisy, **crash**, **shouted**, **shred**, jogging, bounces, **fresh**, wrench

Word Building and Switching Sounds

Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ch – chick**, check, chuck, chug, shrug, shrub
- **sh – shop**, ship, shin, chin, chill, will, well, shell
- **fr – frog**, frost, lost, loft, soft, slot, slat, flat, flag

Step 3

Fish Had a Wish

Sticky
Word

sh e

she: "sh" spells /sh/, but the open "e" spells /E/ due to the open syllable

Review

th e

t o

b e

w a s

f o r

Suggested Questions

- What does "bunch" mean when Fish wishes for a "bunch of rocks?" (*a group, a lot, etc.*)
- What kind of chest does Fish wish for? (*one with a lock*)
- What five items does Fish wish to have in her dish? (*rocks, chest, plant, shack, ship*)
- How do you think Fish feels when she is too cramped to swim? (*scared, misses her old dish, frustrated, upset, etc.*)
- What is Fish's last wish? (*for the dish to be as it was before all of the stuff made it too cramped to swim*)
- What lesson does Fish learn in this story? (*that more is not always better, "stuff" doesn't make one happy, etc.*)

Connection Questions (connecting students to the book)

- If you had a fish, what would you name it? What would you put in the dish with the fish?
- If you were a fish, what would you want in your dish?

Story Element Questions

- Who is the main character? (*Fish*)
- Where does this story take place? (*in Fish's dish*)

Step 3

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Fish Had a Wish

Partner Activity

- Draw a picture with a partner from memory of all the items that Fish wishes into her dish.
- Tell a partner what three items you would put into your room to make it the best room for you.

Slow Down Sounds

- **digraphs:** 2-3 letters that combine to spell a new sound
- **digraphs:** ch, sh, th
- **blends:** gl, sw, ck, pl, nt, xt, ll, st

Vocabulary

bunch: a number of things, a group of items

"has a wish for": wants, hopes for

chest: a large, strong box

"as it is": just the way is currently is

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **ch – cheers, luncheon, grouch, passes, landing, charge, channel**
- **sh – shrugs, dusty, crushes, vanish, lasso, pounce, lavish, rush**
- **th – thin, path, nutty, fish, myth, seventh, hush**

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **sh – fish, dish, dash, flash, flush, hush, crush, crash**
- **th – with, wish, fish, dish, dash, mash, math, path, bath**
- **ch – bunch, lunch, punch, pinch, finch, flinch**

Step 3

Chimp Camps

Sticky Words

are

are: The "ar" spells /ar/ (r-controlled). The "e" is silent, without a job.

where

where: "w" spells /w/, but the "h" is silent. Based on dialect, this might make for a softer /w/ sound. The "ere" spells /Ar/.

Review: does, to, he, be, see, from, to, for, puts, the, have, go

Suggested Questions

- What does the idiom "catch a cab" mean? (*to take a cab, to ride in a cab, to get a ride from a cab, etc.*)
- Where does Chimp put his bags? (*in his tent*)
- Who grabs the log? (*Duck*)
- Who grabs the chips? (*Frog*)
- What is Chimp doing as Frog snatches his chips? (*reading*)
- Who grabs the matchbox and hot dogs? (*Pig*)
- How do you think Chimp feels when he thinks someone is stealing his things? (*frustrated, confused, upset, angry, etc.*)
- Why did his pals grab his stuff? (*to surprise him with a meal, to do something nice, etc.*)

Connection Questions (connecting students to the book)

- Have you ever been camping?
- What are some activities you can do when you go camping? (*hike, build a campfire, make s'mores, star gaze, etc.*)
- Have you ever lost something? How did you feel?

Story Element Questions

- Who is the main character? (*Chimp*)
- Where does this story take place? (*outdoors, at a campsite, by a ditch, in the woods, etc.*)

Step 3

Chimp Camps

Partner Activity

- Retell the story to a partner in your own words.
- Tell a partner which four things you would take with you if you went camping.
- Draw a picture with your partner of how you would set up a campsite. This can be drawn in the form of a map.

Slow Down Sounds

- **digraphs:** 2-3 letters that combine to spell a new sound
- **digraphs:** ch, sh, -tch

Vocabulary

- **snatch:** to grab, to take
- **ditch:** a narrow channel dug into the ground

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

chip /ch/-/i/-/p/, **camp** /k/-/a/-/m/-/p/, **ditch** /d/-/i/-/ch/
lunch /l/-/u/-/n/-/ch/, **match** /m/-/a/-/ch/, **hush** /h/-/u/-/sh/

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **-tch – ditch**, pitch, patch, batch, match, hatch, hutch
- **nt – tent**, lent, lint, mint, tint, tent, vent, rent, rant

Dictation

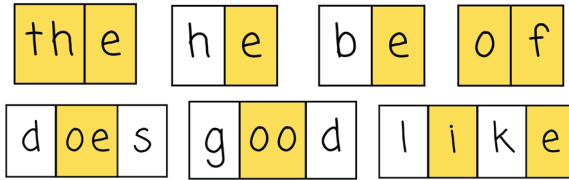
Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** ship, rush, pinch, pitch, chat, chop, shut

Step 3

Duck Sings a Song

Review
Sticky Words



Suggested Questions

- What is the name of the show that Duck will sing at? (*the Spring Bash*)
- What is “stress?” (*when someone feels uncomfortable, when someone is worried and nervous, when someone is anxious, when someone is upset and scared, a feeling you feel, an emotion, etc.*)
- What does Duck think he will do instead of sing? (*honk*)
- Who does Duck bring with him onto stage? (*Fish*)
- Do his friends like his song? How do you know? (*They clap, the book says they like the song, they yell, etc.*)
- How do you think Duck feels when he finally gets up and sings his song? (*proud, excited, relieved, happy, etc.*)

Connection Questions (connecting students to the book)

- Have you ever performed in front of other people?
- Have you ever had to do something that made you afraid or nervous?
- How do you feel when you are nervous?

Story Element Questions

- Who is the main character? (*Duck*)
- Is there a supporting character? (*Fish*)
- Where does this story take place? (*the Spring Bash, on stage, etc.*)

Step 3

Duck Sings a Song

Partner Activity

- Retell the story to a partner in your own words.
- Tell a partner about a talent you have that you could perform/do in a talent show.

Slow Down Sounds

- **ng, nk:** These spellings are taught with digraphs because a new sound is spelled by the combination, but “nk” / ng/-/k/makes 2 sounds (not one sound such as digraphs).

Vocabulary

- **be strong:** to be brave, to have courage
- **stress:** anxiety, to feel uncomfortable

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **ng – ring, stringing, flung,** crouch, **making,** quickly, **long**
- **nk – sink,** broken, **pinkish, drank, wrinkle,** spark, **crank**

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ng – sing,** ring, rang, gang, hang, sang, song, long
- **nk – honk,** hunk, bunk, bonk, bank, tank, sank, sink
- **ng – strong,** string, thing, swing, bring, cling, clang
- **nk – thank,** plank, plink, think, shrink, clink, clank

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** bank, fang, lung, pink, song, clunk

Step 3

Cub Has a Picnic

Sticky Words



are: "al" is a spelling for /o/, and "l" spells /l/.

Review: the, to, for, he, put, of, from, be, have

Suggested Questions

- What is on Cub's flannel blanket and picnic basket? (*cob-webs*)
- How many lemons does he pack? (*seven*)
- List the items that Cub got or prepared for the picnic.
- How do you know that it starts raining? (*Cub feels drips, drips land on Cub, Cub looks up as the raindrops come down, etc.*)
- How do you think Cub feels when it starts to rain? (*disappointed, helpless, upset, mad at the rain, frustrated, worried, etc.*)
- What is Cub's plan? (*Cub sets up a tent outside where the pals can all have their picnic.*)
- Do his pals have fun? How do you know?

Connection Questions (connecting students to the book)

- Have you ever had a picnic?
- What would you pack if you went on a picnic?
- Who would you go with if you went on a picnic?
- Is there a park or a place that you would like to have a picnic?

Story Element Questions

- Who is the main character? (*Cub*)
- Where does this story take place? (*Cub's house*)
- What is the problem in the story? What is the solution?

Step 3

Cub Has a Picnic

Partner Activity

- Retell the story to a partner in your own words.
- Tell a partner where you would have a picnic, who you would go with, and what food you would bring to your picnic.

Slow Down Sounds - Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **splen-did, pic-nic, clos-et, cob-webs, bas-ket, sev-en, sand-wich, rad-ish, nap-kins**

Vocabulary

- **all of a sudden:** quickly, without notice, unexpected
- **splendid:** wonderful, amazing, lovely

Writing Prompt

- Write about what you would bring on a picnic to eat and to play with. Include who you would like to have at the picnic with you.

Bonus: Draw a picture of a picnic blanket with the items and people you wrote about.

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** magnet, finish, piglet, sunset, dentist, backpack

Step 3 Supplemental

Helpful Fish

Sticky Word

sh e

she: "sh" spells /sh/, but the open "e" spells /E/ due to the open syllable

Review

d o e s

t o

g o

b e

th e

Suggested Questions

- What is Fish's advice to Cat to feel comfortable in the water? (*not to rush, to not be rash, to just splash a bit and go slowly, etc.*)
- What do Fish and Cat do once they get in the water? (*splash a bit, look for shells*)
- What does Cat wear while she is in the water on the way to the party? (*a life vest*)

Connection Questions (connecting students to the book)

- Can you swim or do you like to splash about in the water?
- Have you ever been to a beach at the ocean or at a lake?

Story Element Questions

- Who is the main character? (*Fish, and possibly Cat*)
- What is the setting? (*the pond, fresh water, sunny day, shallow water, etc.*)
- What is the problem in this story? What is the solution?

Partner Activity

- Tell a partner how you would help Cat to get comfortable with the water. (*Tell a story, hold her hand, give her a bucket of water to play with, etc.*)

Step 3 Supplemental www.expressreaders.org

Helpful Fish

Slow Down Sounds - Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **up-set, un-til, help-ful, of-ten, can-not**

Vocabulary

- **"in a flash":** quickly
- **"to be rash":** to go quickly without thinking first, displaying or proceeding from a lack of careful consideration of the possible consequences of an action
- **rush:** to go quickly, to move with urgent haste
- **gush:** to express oneself emotionally, to say with lots of expression and feeling

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **sh – splash, snake, bash, sharp, mess, camping, shirt, lav-ish, harsh, supper, class, shopping**

Word Building and Switching Sounds

Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **sh – flash, rash, rush, brush, brash, trash, splash**

Dictation

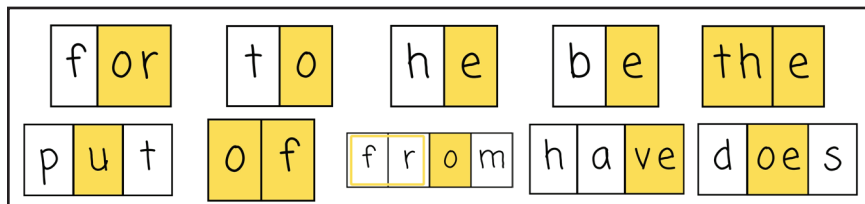
Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** ship, mash, shed, rush, crash, wish

Step 3 Supplemental

The Richest Chimp

Review



Suggested Questions

- Make a prediction about why Chimp is rich.
- What is one reason that Chimp is not rich in money? (*he hasn't won any contests, his work doesn't pay much, etc.*)
- What is one way that Chimp has fun or does activities without paying a high price? (*he camps instead of staying in fancy places, he doesn't buy a big tv but plays outside, etc.*)
- How do you think Chimp feels about his friends? What in the story makes you know he feels that way?

Connection Questions (connecting students to the book)

- Have you ever earned money? How did you earn the money? (*allowance, doing chores, walking a dog, etc.*)
- Are there ways in which you feel rich, even without money?

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner a reason why you could be "rich" without money. (*a loving family, a warm home, a grandma you love, a pet that cuddles with you, friends at school, etc.*)

Step 3 Supplemental www.expressreaders.org

The Richest Chimp

Slow Down Sounds

- **ch**

Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **sand-wich**, **chan-nel**, **frol-ic**, **fab-ric**, **vel-vet**, **jack-et**, **el-eg-ant**, **bigg-est**, **con-test**, **rich-est**, **fan-tas-tic**

Vocabulary

- **"big bucks"**: lots of money
- **inn**: an establishment with rooms and food for travelers
- **chills**: a feeling of coldness
- **pad**: a slang term for a place to live/stay
- **elegant**: graceful or stylish in appearance
- **"pick up the check"**: to pay for, to pay the check
- **chug**: to drink quickly
- **frolic**: to dance about, wander about, play and run
- **"has a hunch"**: has a feeling, thinks it is possible

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **ch** – **charge**, candy, **cherish**, **lunch**, planter, **chicken**, **much**, **challenge**, friends, tuck, **reach**, **branch**, **hunch**

Word Building and Switching Sounds

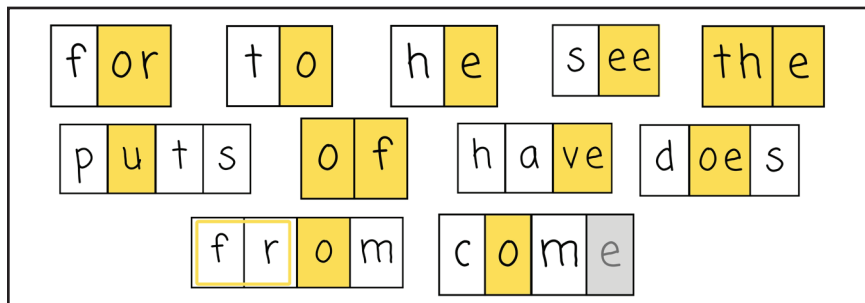
Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ch** – **chip**, chop, chomp, champ, chat, chant, chap

Step 3 Supplemental

Dog And The Sloth

Review



Suggested Questions

- Why is it odd to see a sloth sitting in an elm tree? (*a sloth belongs in the tropics, the sloth isn't in a tropical place, etc.*)
- Why is the sloth upset? (*his bath broke, he has a thick layer of yuck on his back, etc.*)
- Where does Dog get the bathtub from? (*a second-hand store called "Thrift on Fifth"*)
- What does "second-hand" mean? (*It means that the items in the store are used items, it is a thrift store, it is items that people resold, etc.*)
- How did Dog get the bathtub up into the tree? (*by creating a lift, making an elevator, etc.*)

Connection Questions (connecting students to the book)

- Have you ever seen a real sloth? Have you ever seen a picture of a sloth?
- Have you ever been some place tropical? How did it feel there? What plants or animals did you see?

Partner Activity

- Tell a partner your solution to the sloth's problem. Come up with a way to help the sloth.

Step 3 Supplemental www.expressreaders.org

Dog And The Sloth

Slow Down Sounds

- **th**

Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **thick-et, with-in, trop-ic-al, trop-ics, smitt-en, can-not, in-sects, prob-lem, in-vent, sec-ond, meth-od, funn-el**

Vocabulary

- **thicket:** a dense group of bushes or trees
- **tropical/tropics:** regions of the world by the equator
- **invent:** to come up with, to create or design
- **method:** systematic plan/approach to accomplish a task
- **elegant:** graceful or stylish in appearance or manner
- **thick film:** a layer of something (grime/dirt in this book)
- **a lift:** a device with a pulley for carrying people/things
- **width:** the measurement from side to side (how wide)
- **depth:** the distance from top to bottom (how deep)

Word Building and Switching Sounds

Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **th – thick, thin, this, thin, then, than, that**

Dictation

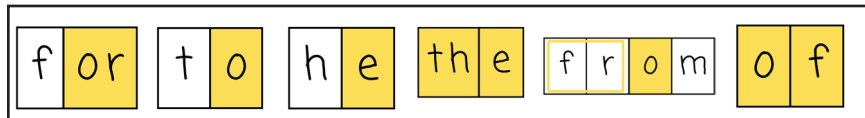
Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** moth, thin, this, that, path, thump, depth, them
- **sentence:** The bath fell with a thud.

Step 3 Supplemental

Pig's Shed

Review



Suggested Questions

- What are the best crash pads for Bug and Duck? (*a hut and a nest*)
- Name one thing that makes the shed broken down or ugly. (*the shamrocks on the steps, the trash inside, the wood pieces sticking up on the roof, etc.*)
- Name one thing that the pals do to freshen up the shed. (*Duck draws up plans, Bug fixes a shelf, Pig puts flowers and a shag rug in, etc.*)

Connection Question (connecting students to the book)

- Do you have a place that you love to be or a place that is just yours? (*my room, a treehouse, my family living room, a tent in my room, a clubhouse, etc.*)

Story Element Questions

- Who is the main character? (*Frog*)
- Where does this story take place? (*at some tennis courts, at a tennis club, etc.*)

Partner Activity

- Tell a partner how you would make a shed into a crash pad. What would you have in the shed and what would it look like?

Step 3 Supplemental www.expressreaders.org

Pig's Shed

Slow Down Sounds

- sh

Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **sun-set**, **rel-ish-es**, **spot-less**, **sham-rocks**, **cob-web**
- **nut-shell**, **blem-ish**, **van-ish**, **de-mol-ish**, **ex-pand**
- **fresh-en**, **con-nects**, **tal-ent**, **proj-ect**, **fin-ish**, **pan-el**
- **red-dish**, **blos-som**, **pol-ish**

Vocabulary

- **to crash**: a slang term, to fall asleep or to lay down and rest,
- **to stay at a specific location**
- **slats**: thin pieces of material (wood)
- **shamrocks**: a low-growing clover-like plant with three-lobed leaves
- **demolish**: to tear down or destroy
- **expand**: to make larger
- **“freshen up”**: to make cleaner or more attractive
- **to mesh**: to bring together, to use in conjunction with
- **drafts**: to draw up, to sketch a version of
- **shreds**: to cut into pieces or strips
- **polish**: a substance used to give something a smooth and shiny surface
- **glitz**: extravagant and about the look of something
- **“spic and span”**: clean and tidy

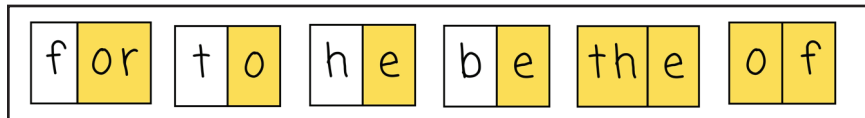
Dictation

- **words**: finish, vanish, blemish, nutshell, talent, cobweb

Step 3 Supplemental

Frog And The Tennis Match

Review



Suggested Questions

- Why is Frog going to try out tennis? (*He thinks he will like it, he thinks he will be good at it, he wants to have a hobby*)
- How does Frog get the scratch on his leg? (*He trips in a ditch as he tries to get to the ball*)
- What does Cub do for Frog to make him feel better? (*He helps him find a fun game to play, he helps him learn chess, etc.*)
- What is the sport that Frog wants to try next? (Cricket)

Connection Questions (connecting students to the book)

- Have you ever played tennis? Have you ever seen someone else play tennis? Have you ever played a sport with a racket?
- Do you like to try new activities or are there ones that you are more comfortable doing? What is one new activity you have tried recently.

Story Element Questions

- Who is the main character? (*Frog*)
- Where does this story take place? (*at some tennis courts, at a tennis club, etc.*)

Partner Activities

- Tell a partner why you think it is good to try new things.
- Tell a partner a sport you have tried that you like to play.

Step 3 Supplemental www.expressreaders.org

Frog And The Tennis Match

Slow Down Sounds

- **-es /ez/**: If the word ends with 's', 'ch', 'sh', 'ss', 'x' or 'z' we add the '-es' suffix to make it plural. "es" spells /ez/ (and some references state that it can be /iz/).
- **/ez/** ex: hatches, clutches, flinches, catches, matches
- **-tch**: When a word ends or contains /ch/ and has a short vowel, the spelling is usually "tch" (ex. match, catch, stretch). This doesn't happen if the short vowel is followed by a consonant (ex. lunch, crunch) or if the vowel is long or complex (ex. birch, porch, march, beach, leech).

Exceptions: rich, such, much

Vocabulary

- **matches**: a competition in tennis between players
- **sets**: hitting the first ball of the set in tennis
- **flinches**: make a quick nervous movement as a reaction
- **scrunches**: to tighten or make small (a part of your face)
- **lids**: eyelids
- **lob**: to throw or hit in a high arc
- **clutches**: to tightly grasp or hold
- **topnotch**: the very best or excellent
- **"hatches a plan"**: to create or decide on a plan
- **cricket**: a bat and ball game
- **gig**: usually a musical job, but can be a task or activity that one takes on

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words**: bunch, patch, flinch, clutch, switch, fetch, ditch, stretch
- **sentence**: Frog has a tennis racket for his match.

Step 3 Supplemental

Cub The Trashman

Sticky Word

g oo d

good: "g" spells /g/, and "d" spells /d/.
The "oo" spells the short oo or /ʊ/.

Review

f r o m t o t h e h e o f p u t

Suggested Questions

- What is Cub's new job? (*a trashman*)
- Name one thing that Cub picks up in the trashcans.
- Who comes to help? (*Dog*)
- How does he help? (*He fixes the latch so Cub can continue to pick up the trash.*)
- How do you think Cub feels about his job and why do you think he feels that way?

Connection Questions (connecting students to the book)

- Does trash get picked up on a certain day at your home?
- Whose job is it to take the trash out in preparation for trash day?
- If your job is not to help with the trash, what job do you do at home to help out?

Story Element Questions

- Who is the main character? (*Cub*)
- What is the problem in this story? What is the solution?

Partner Activity

- Tell a partner what job you would like to have when you grow up and why.

Step 3 Supplemental www.expressreaders.org

Cub The Trashman

Slow Down Sounds - Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **trash-man**, **up-set**, **but-ton**, **sand-wich**, **fin-ish**

Vocabulary

- **latch:** a fastener for a door or a hatch, consisting of a bar
- **hatch:** an opening
- **shrimp:** a small crustacean
- **mush:** boiled cornmeal in water or milk / a soft, wet mass
- **"he is stuck":** unable to fix a situation

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **ch – latch**, luck, **chunk**, **punch**, risk, cans, **charter**, **cheese**, **grouch**, cracker, flicker, **charity**

Word Building and Switching Sounds

Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **sh/ch – rush**, crush, crunch, lunch, brunch, brush, brash

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** trash, lunch, shut, with, flash, champ, patch, cloth
- **sentence:** The trash truck can crush and crunch.

Step 3 Supplemental

Duck And The Mix-Up

Sticky
Word

w a n t

want: “w” spells /w/, “n” spells /n/, and “t” spells /t/. The “a” spells /o/ which often happens when “a” follows “w.” (ex. swan, watch, wasp, water, wander)

Review

t o t h e h e o f f o r

Suggested Questions

- What is the occasion for Duck’s bash? (*His birthday party*)
- Who helped the pals to get the ideas for all the gifts? (*Bug*)
- Explain/Name one mix-up that happened in the gift-giving. (*Duck wanted an oven mitt for the kitchen but Chimp gave him a baseball mitt, etc.*)
- Why is it not a big problem that all the pals mixed up the gifts? (*Duck still had a great birthday, friends mean more than gifts, he got lots of hugs, etc.*)
- Why was the list all mixed up? (*Bug dropped the list in a puddle and the pen ran, etc.*)

Connection Questions (connecting students to the book)

- Have you ever had a birthday party? What would be the best kind of birthday party for you?
- What is the best gift you have ever gotten and why?

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner 1-3 gifts that you would like to get for your birthday.
- Tell a partner about the best gift you ever got.

Step 3 Supplemental www.expressreaders.org

Duck And The Mix-Up

Slow Down Sounds

-ed: “ed” has three sound-spellings when it is a suffix to words. “ed” can spell /t/, /d/, and /ed/.

- **/d/:** pronounce –ed as /d/ after voiced consonants, except /d/. (ex. wished, mixed, fetched, helped)
- **/t/:** pronounce –ed as /t/ after unvoiced consonants, except /t/. (ex. jogged, rained, failed)
- **/ed/:** pronounce –ed as /ed/ after /d/ and /t/. (ex. ended, gifted)
- **-tch:** When a word ends or contains /ch/ and has a short vowel, the spelling is usually “tch.” This doesn’t happen if the short vowel is followed by a consonant (ex. lunch, crunch). **Exceptions: rich, such, much**

Vocabulary

- **a bash:** a party
- **don:** to wear, to put on
- **sash:** a long strip or loop of material
- **latch:** a closure or fastener
- **clash:** a mismatch of colors/patterns/fabrics
- **a clutch:** a type of purse that doesn’t have a strap.
- **a limp:** an impeded walk due to a hurt leg or foot
- **ran (“the pen ran”):** dissolve and spread (ink)

Dictation

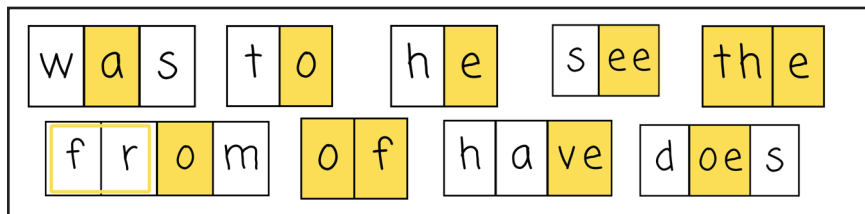
Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** bunch, catch, wish, shell, hush, fetch, pitch, chest
- **sentence:** Duck wished for a bunch of gifts.

Step 3 Supplemental

The Twin Bed

Review



Suggested Questions

- What is one reason why the twin bed does not work for the two snakes? (*The springs stick up, they must hold on to not fall out, they can bonk their head on the lamp, etc.*)
- Where does the snake get the supplies to build? (*He saved them from a trip to the junk yard.*)
- When the door is closed, what is one sound the snake hears from outside? (*axing, tapping, banging, and stacking*)
- What does the snake mean by "slam-dunk plan"? (*a winning plan, a plan that is great and will work for sure*)
- Why does the twin say "Winning" at the end? (*because he was successful and the bunk beds fit the snakes*)

Connection Questions (connecting students to the book)

- Have you ever slept in a bunk bed or do you have a bunk bed at home?
- Which do you or would you like to sleep in, the top bed or the bottom? Why?

Partner Activity

- Tell a partner another solution to their twin bed problem. (*buying a bigger bed, getting two bed side-by-side, etc.*)

Step 3 Supplemental www.expressreaders.org

The Twin Bed

Slow Down Sounds - Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

can-not, **blank-et**, **nogg-in**, **mat-tress**, **him-self**, **ad-mits**, **bot-tom**, **hang-ing**, **bang-ing**, **tapp-ing**, **ax-ing**, **stack-ing**

Vocabulary

- **dwelling**: a place that one lives
- **a kink**: crick in the neck, pain and stiffness
- **pang**: a pain, a sudden or strong pain in one area
- **flank**: the side of (a person or creature)
- **cling**: to hang on to tightly
- **yanks**: to pull quickly
- **noggin**: slang for head
- **"in a funk"**: feeling badly or in a bad mood
- **"not slept a wink"**: having not slept at all
- **"stocking up"**: getting supplies, getting lots of
- **planks**: pieces of wood, often flat and long

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ng – swing**, swung, rung, rang, bang, clang, cling, sing
- **nk – bunk**, bank, plank, plunk, junk, funk, flunk, flank

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words**: bank, rung, fang, pink, sunk, wink, bring
- **sentence**: Put the junk in the trunk.

Step 4

Snake 1 And Snake 2

Sticky Words

do

do: "d" spells /d/. The "o" spells /oo/, an irregular spelling for this sound.

they

they: "th" spells the voiced /th/ sound. The "ey" spells /A/.

Review: the, to, be, are, like, have

Recall and Comprehension Questions

- What are twins? (*siblings who are born together/almost at the same time, in the same pregnancy*)
- The snakes have the same of a specific object. What is that object? (*a cape*)
- What do the snakes like to bake? (*cakes*)
- What do the snakes like to snack on? (*red grapes*)
- Why can't the snakes rake? (*They don't have hands.*)
- What do the snakes need to do to skate? (*They must work together, they must help one another, etc.*)

Connection Questions (connecting students to the book)

- Do you have any siblings? If you do not have siblings, would you like having a sibling?
- If you have siblings, what type of siblings do you have? (*brother, sister, twin, both*)
- Hate is a very strong word, not to be used with people, but what is something that you hate or REALLY dislike? (*brussels sprouts, being sad, falling, itchy clothes, storms, etc.*)
- What is an activity that is easier to do with a partner? (*leapfrog, shaking hands, playing a board game, etc.*)

Slow Down Sound

- **sneaky e:** a_e

Step 4

Snake 1 And Snake 2

Partner Activity

- The snakes have a lot in common. Talk to your partner and find 2 things you have in common. Discuss with your partner and come up with 3 more characteristics that the snakes might share.

Long or Short - Sound Isolation

Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel. (Long /A/ focus)

Words: flag, have, **late**, pan, **pain**, wag, branch, **wave**, **spray**

Vocabulary

- **"snack on":** to eat little bits, to munch over time
- **twins:** two children born during the same birth

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

cane /k/-/A/-/n/, game /g/-/A/-/m/, blame /b/-/l/-/A/-/m/, date /d/-/A/-/t/, stale /s/-/t/-/A/-/l/, grape /g/-/r/-/A/-/p/

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **a_e – snake**, rake, rate, plate, plane, crane, crate, late
- **blends – twin**, tint, mint, mist, list, lisp, wisp, wind, win, grin

Writing Prompts

- If I had a twin, we would...
- I have hobbies. My hobbies are...

Step 4

Duck Bakes a Cake

Sticky Words

w a n t s

wants: “w” spells /w/, “n” spells /n/, and “t” spells /t/. The “a” spells /o/ which often happens when “a” follows “w.” (ex. swan, watch, wasp, water, wander)

a g a i n

again: The “g” and the “n” both spell their basic sound. The first “a” spells the schwa sound (the lazy /u/). The “ai” spells /e/ which is irregular for the spelling.

Review: to, for, he, the, puts, likes

Recall and Comprehension Questions

- Why does Duck want to make a cake? (*for Frog*)
- Why do you think Duck wants to make a cake for Frog? (*It's his birthday, he needs to be cheered up, he graduated, he learned how to read, he likes cake, etc.*)
- What happens to the cake? (*It burns or bursts into flames.*)
- Why does the cake burn? (*Duck taps a nap and does not wake up in time, the cake baked for too long, the cake was in the oven too long, etc.*)
- What can Duck do fix his cake? (*He will start over, try again, re-make the cake, etc.*)
- How does Duck make sure that he will wake up in time for the cake? (*He puts an alarm clock next to the couch.*)

Connection Questions (connecting students to the book)

- What should you do if there is a fire? (*tell an adult, get outside, call 911, get help from firefighters, etc.*)
- Do you ever bake? What do you bake or what would you like to learn how to bake?

Slow Down Sound

- **sneaky e:** a_e focus

Step 4

Duck Bakes a Cake

Partner Activities

- Tell a partner how you would solve the problem if you burned a cake and needed to remake the cake.
- Use a blank piece of paper. Fold the paper into thirds or fourths. Students write 3-4 directions on HOW to make/ bake a cake with a partner.

Vocabulary

- **“in flames”:** to be on fire
- **dish:** the physical plate OR the food item that is cooked

Long or Short - Sound Isolation

Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel. (Long /A/ focus)

Words: mane, hat, plant, **fame**, train, gain, gate, band

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

make /m/-/A/-/k/, shave /sh/-/A/-/v/, frame /f/-/r/-/A/-/m/, name /n/-/A/-/m/, snake /s/-/n/-/A/-/k/, plane /p/-/l/-/A/-/n/

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **a_e – bake**, take, tape, grape, grade, made, make, fake
- **sh/th/ch – dish**, wish, with, path, math, mash, mush, much

Writing Prompts

- If I had a twin, we would...
- I have hobbies. My hobbies are...

Step 4

Dog And His Bone

Sticky Words

you

you: “y” spells /y/. “ou” spells long /oo/ in this word.

my

my: “m” spells /m/. The “y” spells /I/.

Review: the, for, are, he, to, put, they, good, was

Recall and Comprehension Questions

- How does Dog get to the shop? (*golf cart, he drives, etc.*)
- What does Dog buy at the shop? (*a bone*)
- Who is the salesclerk (or sales-person)? (*Chimp*)
- Where does Dog try to keep his bone? (*in a hole he dug, in the mole’s home, etc.*)
- How does the mole act when Dog first encounters him? (*angry, mean, upset, etc.*)
- How does Dog get mole to help him? (*Dog does something nice for mole to show him that he is a kind dog.*)
- How do Dog and the mole feel about each other at the end? (*They like one another, they are close friends, etc.*)

Connection Questions (connecting students to the book)

- If you could save your money to buy something, what would you buy?
- Have you ever asked someone for help? How do you show them that you appreciate their help?

Slow Down Sound

- **sneaky e:** o_e focus

Step 4

Dog And His Bone

Partner Activities

- Tell a partner what you would have done if you were Dog and your rope broke. How could you carry/store the bone?
- Write a note to thank a partner for something they helped you with this week (and they write you at the same time).

Vocabulary

- **tole:** to carry, to lug, to take an object someplace
- **mole:** small, burrowing mammal that lives underground
- **close pals:** good friends

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

phone /f/-/O/-/n/, home /h/-/O/-/m/, broke /b/-/r/-/O/-/k/, shone /sh/-/O/-/n/, close /k/-/l/-/O/-/s/, slope /s/-/l/-/O/-/p/

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **short o – dog,** frog, frost, lost, loft, soft, slot, sloth
- **o_e – bone,** cone, code, rode, rope, hope, home, dome

Dictation

Dictate the following sentences to students. Students write them on paper or a whiteboard.

- **words:** hope, vote, cone, game, tape, wave
- **sentence #1:** Thank you for my pink robe.
- **sentence #2:** My home is close to the shop.

Step 4

Pig Hikes

Sticky Words

when

where: “w” spells /w/, but the “h” is silent. Based on dialect, this might make for a softer /w/ sound. The “ere” spells /Ar/.

Review: the, does, good, he, to, do, wants

Recall and Comprehension Questions

- How do you think Pig feels when he finally reaches the top? (*excited, proud of himself, happy, relieved, etc.*)
- What is a hike? (*walking outside, walking on a trail, going up a hill, walking in the mountains, walking outside that is difficult, etc.*)
- How far does Pig plan to go? (*nine miles*)
- Why does Pig get hot? (*the sunshine*)
- Why does Pig have pride when he gets to the top of the hill/mountain? (*He is proud of his accomplishment, he is proud that he didn't quit, he made it to the top, etc.*)

Connection Questions (connecting students to the book)

- What kind of exercise/movement/sports do you like? (*running, playing basketball, riding my bike, using a scooter, playing soccer, etc.*)
- Have you ever run a race or finished something that was difficult for you? (*a report, a long book, a race, a 5K for charity, riding a bike to a friend's house, etc.*)
- How did you feel when you completed a difficult task?

Slow Down Sound

- **sneaky e:** i_e focus

Step 4

Pig Hikes

Partner Activity

- Tell a partner about one activity that is a challenge for you and how you plan to overcome the challenge.

Vocabulary

- **“cramp in his side”:** to have a pain in his side
- **stride:** a long step, a confident walk
- **“has pride”:** to be proud (of oneself)

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

bike /b/-/I/-/k/, time /t/-/I/-/m/, slide /s/-/l/-/I/-/d/, life /l/-/I/-/f/, cried /k/-/r/-/I/-/d/, drive /d/-/r/-/I/-/v/

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **a_e – lane,** crane, crave, save, same, name, tame, tape
- **o_e – lone,** cone, cope, mope, mole, hole, home
- **i_e – mile,** smile, pile, pine, fine, fire, tire, tide, stride

Dictation

Dictate the following sentences to students. Students write them on paper or a whiteboard.

- **words:** ride, pipe, mine, dove, same, kite
- **sentence #1:** When he likes a ride, he will smile and clap.
- **sentence #2:** The five limes are on the shelf.

Writing Prompt

- I can do hard things. One time, I...

Step 4

The Snakes Race

Sticky Words



says: The first “s” spells /s/, the second “s” spells /z/. “ay” is irregular here as it spells /e/ in this word.

Review: to, have, are, they, the, see, be, does, go, of, for, he, good

Recall and Comprehension Questions

- How does Snake 1 feel about racing? (*excited, happy*)
- How do you know that Snake 2 does not like racing? (*He has a smile on his face but is sad inside.*)
- What does it mean when it says that Snake 1 “does not see a trace of Snake 2?” (*Snake 1 cannot see Snake 2 at all.*)
- What do the snakes do instead of race at the end? (*swim*)
- Why is the place so much fun at the end? (*The snakes have each other, friends are fun to be with, the snakes play together, etc.*)

Connection Questions (connecting students to the book)

- Do you like to race? Why?
- How would you tell a friend or family that you do not like to do a certain activity? (*tell the truth about how you feel, ask if you can play something else, suggest a different game that everyone would like, etc.*)
- How could you help a friend that is not happy or having trouble playing a certain game? (*teach them how, be patient and kind, giving encouraging words, etc.*)

Slow Down Sounds

- **sneaky e**
- **Soft c:** If “c” is followed by **i**, **e**, or **y**, it spells the sound /s/.

Step 4

The Snakes Race

Partner Activities

- Tell a partner about a time that you hid your feelings.
- Tell a partner about a race you have been in or would like to be in.
- Discuss with a partner what the perfect day with a friend would be.

Long or Short - Sound Isolation

Students listen to a list of words and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel.

- **Words:** **grace**, glance, **place**, **face**, prance, luck, **laces**, pants, trance, **brace**, prince, rinse, **rise**, **hose**, hot

Vocabulary

- **pace:** consistent and continuous speed
- **glance:** a quick look
- **priceless:** irreplaceable, cannot be bought, more valuable than money
- **to “not stand a chance to win”:** not capable of winning

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

ace/ice – **pace**, place, trace, race, rice, price, slice, twice
ance/ince – **dance**, chance, trance, prance, prince, wince

Writing Prompt

- One time, my friend felt upset. To help my friend, I...

Step 4

Frog Has The Blues

Sticky Words



some: “s” spells /s/, and “m” spells /m/, but the “o” spells /u/ in this word, like the word “come,” and the “e” does not have a job.

Review: the, you, are, says, have, good, sees, wants, to, do, be, from, go

Recall and Comprehension Questions

- What is the first bad luck event that we learn about Frog? *(He cannot go on his trip to the dude ranch.)*
- What might have happened to the statue that Frog tipped? *(It broke, it shattered, it lost a wing, etc.)*
- How does Chimp rescue Frog from the blues? *(Chimp hugs Frog and tells him to smile. Chimp reminds Frog that he is a nice Frog and gives him a compliment.)*

Connection Questions (connecting students to the book)

- What is one bad luck event that has happened that has given you the blues? *(I broke my favorite pencil, I lost my dog, I fell on the playground and scraped my knee, etc.)*
- What do you do to get rid of the blues or a bad mood? *(take deep breaths, hug someone, count to ten, etc.)*

Slow Down Sound

- **sneaky e:** u_e, ue focus, /U/ and /oo/

Writing Prompts

- I think I have good luck when...
- When I get upset, I calm down by...

Step 4

Frog Has The Blues

Partner Activities

- Tell a partner what makes you feel sad and what you do to feel better.
- Tell a partner 2 things in your life that are good and make you feel “lucky.”

Vocabulary

- **the blues:** low spirits, sadness
- **plume:** a long, soft feather
- **dude ranch:** a cattle ranch for vacations
- **tune:** a melody or music in a song

Sound Deletion

Teachers say a word and say “remove /t/ from the word” after. Removing /t/ will make a new word.

fleet - flee, stale - sale, mist - miss, stand - sand, trip - rip, pant - pan, store - sore, trust - rust, sting - sing, dent - den, track - rack, past - pass

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **u_e – dude,** rude, rule, mule, mute, cute, flute, plume
- **ch/sh – ranch,** branch, brand, rash, mash, mush, much

Dictation

Dictate the following sentences to students. Students write them on paper or a whiteboard.

- **sentence #1:** I got cute pants with blue stripes.
- **sentence #2:** Some blue gum can make your lips blue.

Step 4

Cat on The Road

Sticky Words

there

there: "th" spells voiced /th/ but "ere" spells /A/-/r/. The other word with this spelling for this sound is "where."

her

her: "h" spells /h/. "er" spells /er/ which has not been taught yet.

Review: the, sees, she, does, from, wants, go, you, are, my, see, says, have, to

Recall and Comprehension Questions

- How does Cat know that someone is nearby? (*Cat smells a campfire that is not her campfire.*)
- What does Cat do to feel brave? (*Cat hums a song.*)
- When Cat goes to inspect where the fire smell came from, what does she find? (*a cave*)
- Why does Cat tell a joke? (*The book does not specifically say, but it might be to feel brave or to try and make the brute be a happy creature.*)
- Why would someone get a stitch in their side from a good joke? (*They laugh so hard that they get a cramp.*)
- Why is Cat not scared at the end? (*It is just Cub in the cave.*)

Connection Questions (connecting students to the book)

- Have you ever been camping?
- What are some items you might take on a camping trip?
- When you feel scared, what can you do to feel brave? (*sing a song, think happy thoughts, find your parents, hug a stuffed animal, etc.*)

Slow Down Sound

- **sneaky e:** mixed review

Step 4

Cat on The Road

Partner Activities

- Tell a partner about a time that you have been scared and what you did or what you could do to be brave.
- Tell a partner about a camping trip you have been on or about a camping trip that you would like to go on.

Vocabulary

- **ignite:** to light or start (ex. an engine, a fire, an argument)
- **ruckus:** commotion, disturbance, disruption
- **brute:** a beast or monstrous creature
- **"a chill up her spine":** to get scared or feel frightened because of something creepy
- **"stitch in my side":** an ache in the side of your stomach (from laughing, from exercise, etc.)

Sound Deletion

Teachers say a word and say "remove /r/ from the word" after. Removing /r/ will make a new word.

trap-tap, drive-dive, strand-stand, proof-poof, creep-keep, crumb-come, crouch-couch, great-gate, free-fee, drive-dive

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **i_e – side,** tide, pride, prime, lime, slime, slide, glide
- **u_e – brute,** flute, mute, mule, rule, rude

Dictation

Dictate the following sentences to students. Students write them on paper or a whiteboard.

- **sentence #1:** There are vines on the side of her home.
- **sentence #2:** Can the cake have blue lines on the top?

Step 4 Supplemental

The Fire Snakes

Sticky Words

are

are: "ar" spells /ar/ (r-controlled). The "e" is silent, without a job.

they

they: "th" spells the voiced /th/ sound. The "ey" spells /A/.

Review

the to go of see put

Suggested Questions

- What is the job of the snakes? (firemen, fire-snakes)
- How do they know there is a fire? (the chime of the alarm, the smell in their nose)
- How did the fire start at Pig's place? (a wind took the match that was lit, and it hit the gate)
- How do you think the snakes feel about themselves after the fire is put out?

Connection Questions (connecting students to the book)

- What do you do that makes you proud of yourself?
- What kind of a job would you like to have when you grow up?
- Have you ever been brave? What did you do that you had to be brave for?

Story Element Questions

- What are the main settings in this book? (*the fire station, Pig's backyard*)
- What is the problem in this book? What is the solution to the problem?

Step 4 Supplemental

The Fire Snakes

Partner Activity

- Tell a partner about a job that you would like to have.

Slow Down Sound

- **sneaky e:** mixed
- **multisyllabic words:** jack-ets, ig-nite, mis-hap

Vocabulary

- **take pride:** to feel a sense of accomplishment
- **drifts:** be carried slowly by a current of air
- **chime:** a ringing sound often made by a bell
- **plume of smoke:** a tall, thin mass or column of smoke that rises up into the air
- **ignite:** catch fire or cause to catch fire
- **mishap:** an unlucky accident
- **ash:** a powdery residue left after something burns
- **brave:** courage in the face of danger

Word Building and Switching Sounds

Put the "a" and the "sneaky e" in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **a_e – cape,** cave, save, brave, crave, crane, lane, plane, plate

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** came, rate, lane, bake, flame
- **sentence #1:** The truck has black tires and a long hose.
- **sentence #2:** The snake slid in the grass at sunrise.

Step 4 Supplemental

Chimp And The Mice

Sticky
Word



you: “y” spells /y/. “ou” spells long /oo/ in this word.

Review: the, to, from, have, he, for, of, good, put, puts, too

Suggested Questions

- Who did Chimp call to get help and advice? (Duck)
- What is the first thing the friends do to get ready? (They make a plan for what to make.)
- What do the friends do second to get ready? (Chimp goes to a shop to buy supplies)
- What items do the friends plan to make? (eggs with chives, prime rib, rice, a lime drink and grapes)
- How do the friends trap the mice? (They set up a box on a string, leave scraps to entice the mice, and pull the string to trap them under the box.)
- What does Chimp's mom think of the home he made for the mice? (She admires it, she likes it, she thinks it's nice, etc.)

Connection Questions (connecting students to the book)

- Have you ever cooked a meal or a certain food? If you did, what did you make?
- What would be your perfect meal to make or eat?

Partner Activities

- Tell a partner what you would make for the meal if you were Chimp.
- Tell a partner about a pet you have or a pet you would want to have.

Step 4 Supplemental

Chimp And The Mice

Slow Down Sound

- **sneaky e:** mixed, focus on i_e
- **soft “c” /s/:** “ce” spelling
- **multisyllabic words:** vis-it, ad-vice, supp-lies, in-side, ad-mires, grate-ful, en-tice

Vocabulary

- **advice:** guidance or recommendations
- **chives:** plant related to an onion, an herb
- **prime rib:** a cut of steak
- **“good price”:** affordable, possibly on sale
- **supplies:** resources, a stock of something that is needed
- **spice:** substance that adds flavor to food
- **dices:** cut into small pieces
- **entice:** attract or tempt
- **fine:** good
- **admires:** look at happily or with pleasure
- **grateful:** thankful

Word Building and Switching Sounds

Put the “i” and the “sneaky e” in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **i_e – rice,** price, nice, mice, mile, tile, time, dime, dice, slice, spice

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** dice, hive, like, price, twice
- **sentence #1:** The nice kid fed the mice.
- **sentence #2:** I put lime and ice in my drink.

Step 4 Supplemental

Cub's Skate Race

Sticky
Word

they

they: "th" spells the voiced /th/ sound.
The "ey" spells /A/.

Review: the, to, go, of, he, all, for, be, from, was

Suggested Questions

- How does Cub get ready for the race? (practices every morning, etc.)
- What kind of a race is it? (a spaceship race on skates)
- What happens to make Cub feel shame? (He trips and falls on his face.)
- How do the friends help Cub? (Give him support, lift him up, encourage him to finish the race, etc.)

Connection Questions (connecting students to the book)

- Have you ever been in any kind of a race? What kind of a race was it?
- Have you ever felt embarrassed or felt shame? What did you do about it? What can you tell yourself or a friend to help?

Partner Activities

- Tell a partner what kind of spaceship you would make. (color, shape, etc.)
- Tell a partner about how you would help them if they were feeling bad.

Slow Down Sounds

- **sneaky e:** mixed, focus on a_e
- **soft "c" /s/:** "ce" spelling

Step 4 Supplemental

Cub's Skate Race

Multisyllabic words

- sun-rise, ex-its, pave-ment, space-ship
- mis-take, dis-grace, fin-ish, em-brace

Vocabulary

- **"laces up":** ties the laces of
- **traces:** draw in a specific shape to copy
- **brace:** secure, keep in place
- **"take off":** to get started, to begin
- **"hits the last lap":** starts the last lap
- **pace:** the steady speed that is kept
- **shame:** to feel humiliated or embarrassed because one does something wrong
- **pale:** without color
- **disgrace:** a person who is shameful
- **shake it off:** to rid of the bad feelings
- **embrace:** to hug or put arms around
- **ace:** to do well, get top scores

Word Building and Switching Sounds

Put the "a" and the "sneaky e" in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **a_e – pace,** race, face, fake, bake, brake, brace, trace, trade, tame

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** pace, race, lace, make, crate, save
- **sentence #1:** I ran in a race with a fast pace.
- **sentence #2:** He stops at the place for cake.

Step 4 Supplemental

Dog's Shop

Sticky Words

you

you: "y" spells /y/. "ou" spells long /oo/ in this word.

do

do: "d" spells /d/. The "o" spells /oo/, an irregular spelling for this sound.

my

my: "m" spells /m/. The "y" spells /I/.

Review

for to he the have good

Suggested Questions

- Where does Dog build his shop? (next to the grove)
- What does Dog use to build his shop? (metal poles and stones)
- What is the one problem with Dog's shop? (He doesn't have anything to sell in the shop.)
- Name a few of the items that the friends make to sell in the shop.

Connection Questions (connecting students to the book)

- Do you ever make crafts at home? What do you make?
- Have you ever built something that broke or that didn't go as you wished? What was it, and how did you fix it?

Partner Activities

- Tell a partner the kind of shop you would have built.
- Tell a partner something you could make to sell in Dog's Shop.

Step 4 Supplemental

Dog's Shop

Slow Down Sound

- **sneaky e:** o_e
- **multisyllabic words:** con-struct, bull-doze, met-al, bas-kets
bath-robcs, tel-es-cope, ex-press, home-made

Vocabulary

- **constructs:** builds, puts together
- **bulldoze:** use a bulldozer to clear
- **mopes:** to pout or feel sad
- **canvas:** a strong, thick, scratchy cloth
- **tote:** a bag with handles
- **scones:** a small, biscuit-like cake
- **discs:** round sleds
- **soft tones:** pastel or muted colors
- **products:** items made or obtained to sell
- **telescope:** an instrument that helps you see something far away as if it were close
- **vote:** to choose an option and express it
- **homemade:** made at home or by hand by a person

Word Building and Switching Sounds

Put the "o" and the "sneaky e" in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **o_e – tone,** stone, stole, pole, hole, home, dome, dove, cove, cone

Dictation

Dictate the following sentences to students. Students write them on paper or a whiteboard.

- **sentence #1:** The pet shop sells bones and dog beds.
- **sentence #2:** The van is next to the cone..

Step 4 Supplemental

Duck at Camp Gem

Sticky Words

y	ou	you: “y” spells /y/. “ou” spells long /oo/ in this word.
ar	e	are: “ar” spells /ar/ (r-controlled). The “e” is silent, without a job.
m	y	my: “m” spells /m/. The “y” spells /I/.
m	e	me: “m” spells /m/. “e” spells long /E/ because of the open syllable.
w	e	we: “w” spells /w/. “e” spells long /E/ because of the open syllable.

Review: be, to, of, the, for, was

Suggested Questions

- Where did Duck go? (Camp Gem)
- Who was Duck writing to? (his mom)
- How did Duck get hurt? (He tripped and fell into a hedge.)
- How do his pals help make Duck feel better? (They make him fudge.)
- What do you think Duck's mom packs for him in the care package?

Connection Questions (connecting students to the book)

- Have you ever been to a camp? If not, would you like to go to one and what would it be like? If yes, what was it like?
- What would you pack in a care package for Duck?

Partner Activities

- Tell a partner what talent you would do for the camp talent show.
- Tell a partner about if you would like to go to camp.

Step 4 Supplemental

Duck at Camp Gem

Slow Down Sounds

- **sneaky e:** mixed
- **soft “g” /j/:** “dge” and spelled when followed by i, e, y
- **multisyllabic words:** homesick, intelligent, fidgets, pungent, contest, agile, episode, suggested, fragile, talent, careful

Vocabulary

- **smidge:** a little bit, a small amount
- **lodge:** a wooden/log building
- **intelligent:** smart
- **craft:** activity in making something
- **fidget:** a small, hand-held toy used to help calm/divert the senses
- **sage:** a grayish-green herb
- **pungent:** strong (as in smell)
- **legend:** a traditional story
- **“bad episode”:** a bad thing happened
- **swelled:** became larger or rounder
- **bulge:** a swollen bump
- **agile:** graceful
- **“get the gist”:** understand, get the idea
- **hodge-podge:** a mixture

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ge – cage,** page, huge, stage, gem, gent
- **dge – fudge,** budge, smudge, smidge, ridge, bridge, badge

Step 4 Supplemental

Frog on a Bike

Sticky Word

you

you: "y" spells /y/. "ou" spells long /oo/ in this word.

Review

the to go be
sees he for of

Suggested Questions

- Who gave the bike to Frog? (Gran)
- What was the one flaw about the bike? (It was too big.)
- Who helps Frog? (Duck)
- How does Duck help Frog? (He gets a basket for Frog to ride in so Frog can take a ride while he pedals.)
- Where do you think Duck and Frog ride to?

Connection Questions (connecting students to the book)

- Have you ever had trouble doing something when a friend or family member helped you? How did they help you?
- Can you ride a bike? Do you like riding a bike?
- Is there another mode of transport you like, such as scootering, riding an ATV, skateboarding, etc?

Partner Activities

- Tell a partner how you would help Frog to ride.
- Explain a time you got frustrated but decided to try.

Step 4 Supplemental

Frog on a Bike

Slow Down Sound

- **sneaky e:** i_e
- **multisyllabic words:** hel-met, him-self, up-set, ped-als, in-side, bas-ket, sec-ond, can-not

Vocabulary

- **yips:** make or talk in a high-pitched noise
- **helmet:** a hard hat, used to protect the head
- **jogs:** a slow run that tends to be up and down
- **quite fine:** very good
- **"wipes himself off":** to clean oneself, can also be an idiom for getting ready to try again

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

fine /f/-/I/-/n/, lime /l/-/I/-/m/, wide /w/-/I/-/d/, pride /p/-/r/-/I/-/d/, pipe /p/-/I/-/p/, slide /s/-/l/-/I/-/d/

Word Building and Switching Sounds

Put the "i" and the "sneaky e" in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **i_e – hike,** bike, bite, site, size, side, hide, ride, pride, prime, time

Dictation

Dictate the following words/sentences to students. Students write them on paper or a whiteboard.

- **words:** hike, fine, pile, wide, slide, five
- **sentence #1:** We can ride the bikes at five.
- **sentence #2:** A pile of tiles sits by the hive.

Step 4 Supplemental

Frog on The Dunes

Sticky Words

they

they: “th” spells the voiced /th/ sound. The “ey” spells /A/.

said

said: “s” spells /s/ and “d” spells /s/, but “ai” spells /e/ in this word.

Review: the, be, go, was, of, see, put

Suggested Questions

- Where did Frog find the map? (Gran's chest in the attic)
- What were the first two transportation methods the friends tried to use to cross the dunes? (ATV, mule)
- What made the time go so quickly while the friends were traveling? (their time together, having fun, singing and humming, telling jokes, sharing their hopes and dreams)
- What was inside the cube-shaped chest? (notes and pictures of the Duke and his friends)
- Why do you think the friends wanted to hide the map for someone else?

Connection Questions (connecting students to the book)

- Have you ever been on a quest or a hunt for something? If so, what were you looking for?
- What is something valuable to you that might not be worth much money but has personal value?

Partner Activity

- Tell a partner what you would put in the chest that has value for you.

Step 4 Supplemental

Frog on The Dunes

Slow Down Sound

- **sneaky e:** o_e
- **multisyllabic words:** attic, upon, hidden, value, fantastic, camel, rented, traveled, navigate, include, sunset

Vocabulary

- **attic:** a space or room just below the roof of a building
- **duke:** a man that has a high title and status
- **sand dunes:** mounds or hills of sand formed by wind
- **mule:** a mix between a donkey and a horse
- **ATV:** “All Terrain Vehicle,” a vehicle that can ride over lots of types of land
- **fuse:** a safety device made of wire
- **quest:** a long search for something, trek
- **navigate:** plan and direct the route
- **“x” on the map:** the spot trying to be reached that often covers a treasure
- **cube:** a **symmetrical three-dimensional shape like dice**
- **value:** the worth of something

Word Building and Switching Sounds

Put the “u” and the “sneaky e” in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **u_e – cube,** cute, flute, mute, mule, rule, rube, tube, tune, dune, duke

Dictation

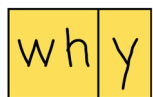
Dictate the following sentences to students. Students write them on paper or a whiteboard.

- **sentence #1:** The pet shop sells bones and dog beds.
- **sentence #2:** The van is next to the cone..

Step 5

Duck Feels Sick

Sticky Words



why: “w” spells /w/, but the “h” is silent. Based on dialect, this might make for a softer /w/ sound. The “y” spells /I/.

Review: he, are, does, for, to

Recall and Comprehension Questions

- A symptom is one way a person shows their sickness. What is one of Duck’s symptoms? (*He cannot sleep, his cheeks are hot, he weeps, etc.*)
- What is Duck’s first symptom? (*He cannot sleep.*)
- Who sees that Duck doesn’t feel well? (*Frog*)
- What does Frog do to help Duck feel better? (*Frog gives Duck some sweets.*)

Connection Questions (connecting students to the book)

- Have you ever been sick? How do you feel when you are sick? What can you do to feel better?
- What are some of the symptoms you get when you have a cold?
- Have you ever been stung by a bee? What happened?
- What should you do if a bee stings you or another person? (*Tell a teacher, tell a parent, etc.*)

Slow Down Sound

- **Vowel Team:** “ee” /E/

Writing Prompt

- When I feel sick, I...

Dictation

Write “ee” in a visible place, discuss, then dictate the words.

- **words:** beep, meet, feed, sheet, week, speed

Step 5

Duck Feels Sick

Partner Activities

- Tell a partner what you could/would do to help a friend or family member who did not feel well.
- Partners make a “How-To” book on helping others. Creating pages with a picture and a descriptive sentence on how to help someone else when that person does not feel well. Put the pages into a “How-To” book.

Long or Short - Sound Isolation

Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel.

Words: pen, **speed**, went, **tree**, led, friend, **meet**, **least**, fence

Vocabulary

- **“seems a bit green”:** nauseous, sick to his stomach
- **weep:** to cry, to sob
- **“cheeks are hot”:** this can mean embarrassed, but in this case, it is a symptom of not feeling well

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

sheep /sh/-/E/-/p/, free /f/-/r/-/E/, seed /s/-/E/-/d/, fleet /f/-/l/-/E/-/t/, green /g/-/r/-/E/-/n/, sleep /s/-/l/-/E/-/p/

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ee – feel,** feet, meet, beet, beep, sleep, sheep, sheet, greet, green, teen, seen, seek, cheek, cheep, peep, peel, heel

Step 5

Pig at The Beach

Sticky Words

now

now: “n” spells /n/. “ow” spells /ow/ (the “ouch sound”) which will be learned.

Review: of, the, does, for, to, was, he, when, good, wants

Recall and Comprehension Questions

- What is the first thing Pig does when he gets to the beach? (*Pig sets up his stuff.*)
- Who pinches Pig? (*a crab*)
- Who steals Pig's lunch? (*a sea gull*)
- Name some of the activities Pig did at the beach. (*Read in the shade, took a nap, hunted for sea shells and sea glass, surfed/rode the waves, splashed in the sea, etc.*)
- What did Pig forget to do at the beach? (*put on sun-screen*)
- How did Bug help Pig? (*Bug gave Pig cream.*)

Connection Questions (connecting students to the book)

- Have you ever been to the beach?
- What do you like to do at the beach? (*build sand castles, swim, nap, play with a beach ball, look for crabs, surf, etc.*)
- What would you pack and take with you if you got to go to the beach? (*umbrella, chair, towel, snack, beach ball, shovel, etc.*)

Writing Prompt

- At the beach, I like to...(or “I would like to”)

Dictation

Write “ea” in a visible place, discuss, then dictate the words.

- **words:** steam, leap, mean, dream, seat, heap

Step 5

Pig at The Beach

Slow Down Sound

- **Vowel Team:** “ea” /E/

Partner Activity

- Tell a partner about a time you went to the beach. If you have not been to the beach, tell your partner about what you would like to do if you ever go to the beach.

Vocabulary

- **sea:** to eat in little bits, to munch over a period of time
- **heal:** to get better
- **heaps:** mounds, piles

Homophones

Write the two homophones in a visible place. Decode, identify unlearned sound-spellings, show the same pronunciation, and discuss to talk about different meanings.

- **heal/heel, sea/see, steel/steal**

Sound Deletion

Teachers say a word and say “remove /l/ from the word” after. Removing /l/ will make a new word.

sleet-seat, clean-keen, leach-each, flake-fake, slide-side, plants-pants, whale-way, plot-pot, blow-bow, plaid-pad, glows-goes, fleet-feet

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ea – peach,** beach, beam, cream, creak, speak, leak, leap, cheap, cheat, heat, heal, steal, steam, dream, team, teal, deal

Step 5

Dog's Feast

Sticky Words

wh a t

where: "w" spells /w/, but the "h" is silent. This might make for a softer /w/ sound. The "a" spells /u/. "t" spells /t/.

Review: have, he, for, to, does, the, come, they, good

Recall and Comprehension Questions

- Who is Dog making the feast for? (*his pals*)
- What does Dog get at the store? (*meat, peas, tea, and green beans*)
- What else is on the shelf at the store? (*ice cream cones, coffee, pretzels, juice, etc.*)
- What kind of cake does Dog make? (*peach cake*)
- What does Dog slip on? (*water from a leaky sink*)
- What happens because of Dog's fall? (*Dog scrapes his feet and cannot make the feast. He starts to cry.*)
- How is the problem solved at the end of the story? (*All the pals work together to make the feast and clean.*)

Connection Questions (connecting students to the book)

- Have you ever had a feast?
- What might be a reason to have a feast? (*a birthday, Thanksgiving, a holiday, a family gathering, etc.*)
- What is your favorite food to eat at a big meal?
- Can you cook? If you can, what do you like to make? If you cannot cook, what would you like to make?

Writing Prompt

- If I could make a feast, my feast would be...

Slow Down Sound

- **Vowel Team:** "ee" and "ea" /E/

Step 5

Dog's Feast

Partner Activities

- Tell a partner about a time you had a big meal with others for a celebration.
- Draw a large table with your partner. Talk about and draw all the items you would include in a feast.

Vocabulary

- **sea:** to eat in little bits, to munch over a period of time
- **heal:** to get better
- **heaps:** mounds, piles

Sort by Spelling

There is not an absolute rule for when to use each spelling. Practice and helping students map the words can an effective support. Write the following words in a visible place. Students copy the words and read them. Students trace the "ee" with one color and "ea" with another color in each of the words.

- **cream, feel, steal, green, leash, street, lead, deal, beach, need, teach, see**

Sound Deletion

Teachers say a word and say "remove /l/ from the word" after. Removing /l/ will make a new word.

sleet-seat, clean-keen, leach-each, flake-fake, slide-side, plants-pants, whale-way, plot-pot, blow-bow, plaid-pad, glows-goes, fleet-feet

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ea – clean,** mean, meal, real, read, bead, beam, cream
- **ee – keep,** weep, week, peek, peel, feel, heel, heed

Step 5

Snakes on a Train

Sticky Words

w	e
---	---

we: “w” spells /w/. “e” spells long /E/ because of the open syllable.

ou	r
----	---

our: “ou” spells /ow/ (the ouch sound). “r” spells /r/.

Review: the, for, to, they, too, be, he, from, have, my, come, was

Recall and Comprehension Questions

- What is the first mode of transportation that the snakes try to use to travel? (*a plane*)
- Why are the snakes traveling? (*to visit a pal*)
- Why couldn't the snakes take the plane? (*The plane was too late, and the snakes hate to be late.*)
- What is the next vehicle they choose to try? (*a bus*)
- Why can't the snakes take the bus? (*The bus ran out of gas.*)
- What is wrong with the sailboat that the snakes try to use? (*The sailboat has a hole.*)
- What happens to Snake 1 when he tries to fix the boat with his tail? (*Snake 1 sprains his tail.*)
- How do the snakes get to visit their pal at the end of the story? (*They take a train.*)
- Who is the pal that they visit? (*Cat*)

Connection Questions (connecting students to the book)

- Have you ever traveled to visit someone?
- Who did you visit? (*a grandparent, a friend, etc.*)
- If you haven't traveled, where WOULD you like to travel?
- How would you get where you want to go? (*a plane, a train, a boat, a bike, on foot, etc.*)

Step 5

Snakes on a Train

Slow Down Sounds

- **Vowel Team: “ai” focus,** “ee” and “ea” /E/

Partner Activities

- Draw a large picture with a partner containing all the modes of transportation used in the story.
- Tell your partner about a time you went on a trip, where you went, how you got there, and who you saw.

Vocabulary

- **travel:** to go from one place to another
- **faith:** to have trust in or to have faith in
- **fail:** to not succeed

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.
keep /k/-/E/-/p/, paid /p/-/A/-/d/, train /t/-/r/-/A/-/n/
wait /w/-/A/-/t/, grade /g/-/r/-/A/-/d/, claim /k/-/l/-/A/-/m/

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ai – trail,** snail, mail, main, pain, pail, sail, rail, rain, drain

Dictation

Dictate the following sentences to students.

- **sentence #1:** The chain kept the bike safe.
- **sentence #2:** We can claim our tickets at the desk.

Writing Prompt

- If I went on a train, I would go...

Step 5

Fish Gets Clean

Sticky Words

no

no: “n” spells /n/. “o” spells long /O/ because of the open syllable.

could

could: “c” spells /k/ and “d” spells /d/. “oul” spells the short oo sound /ʊ/.

Review: her, she, the, what, put, do, have, we, they, come, to, does, from, of, again, be, now, for

Recall and Comprehension Questions

- What do you think the green is in Fish's dish? (*algae, moss, grime, etc.*)
- Who comes to help Fish? (*Chimp and Cat*)
- What does Chimp mean when he says “have no fear”? (*He means that she shouldn't worry.*)
- What does Cat and Chimp do with Fish while they are cleaning? (*They put her in a pail.*)
- Why would Fish need to be in a pail? (*Fish can't survive outside of the water.*)
- What does Cat paint on the side of Fish's dish? (*a landscape*)
- What does Fish's dish look like once her pals have cleaned it? (*splendid*)
- What are some synonyms for “splendid”? (*wonderful, fabulous, etc.*)

Connection Questions (connecting students to the book)

- Do you have a pet? If you do have a pet, where does your pet live? (*in my house, in our yard, in a cage, in a bowl, etc.*)
- At home, how often do you clean your room? What do you do to clean your room? (*sweep, pick up toys, put clothes in drawers, etc.*)

Step 5

Fish Gets Clean

Slow Down Sounds

- **Vowel Team:** “ai” /A/, “ee” and “ea” /E/

Partner Activities

- Tell a partner what chores you help with at home.
- Draw a picture with a partner of what landscape you would paint for the side of Fish's dish.

Vocabulary

- **“not keen on”:** to not like or not prefer something
- **fab:** short for fabulous
- **sprain:** wrench or twist one's ligaments
- **wail:** a yell/sound of sadness, pain, or anger
- **landscape:** a depiction of a countryside or land

Sound Deletion

Teachers say a word and say “remove /s/ from the word” after. Removing /s/ will make a new word.

spot-pot, grace-gray, mist-mitt, desk-deck, start-tart, place-play, house-how, sneeze-knees, past-pat, must-mutt

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ai – trail,** snail, mail, main, pain, pail, sail, rail, rain, drain

Dictation

Dictate the following sentences to students.

- **sentence #1:** The chain kept the bike safe.
- **sentence #2:** We can claim our tickets at the desk.

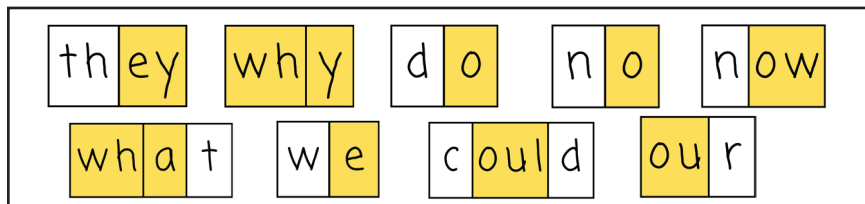
Writing Prompt

- If I were a fish, I would want my dish to be...

Step 5

Cub on a Boat

Review



Recall and Comprehension Questions

- What does Cub pack in his picnic for the cruise? (*jam, toast, and fruit juice*)
- What is a life vest and why does Cub wear it? (*A life vest is a flotation device that will help Cub stay afloat if he falls in the water. He wears it for safety.*)
- What tips Cub's boat? (*the wave*)
- Why does Cub moan and groan? (*His boat tipped and sank.*)
- Who come to save Cub? (*his pals, Duck and the snakes*)
- What do the pals all do on the beach? (*have a bonfire, roast snacks, roast marshmallows, have fun, etc.*)

Connection Questions (connecting students to the book)

- Have you ever been on a boat?
- What kind of a boat have you been on? (*sailboat, cruise ship, tugboat, canoe, dingy, speedboat, kayak, etc.*)
- If you haven't been on a boat, would you ever like to go on a boat? What kind of a boat would you like to be on? Where would you go on the boat?
- Have you ever had a bonfire or even a fire in a fireplace? What does it sound like, smell like, look like?

Step 5

Cub on a Boat

Slow Down Sounds

- **Vowel Team:** "oa" /O/, "ui" /U/ or /oo/, "ai" /A/, "ee" and "ea" /E/

Partner Activities

- Work with a partner to draw all the items you would take on a boat trip.
- Tell a partner about a time you went on a boat or about whether you would like to go on a boat.

Vocabulary

- **"soak up the sun":** to enjoy the sun, to get a tan, to feel warm
- **bonfire:** a large, controlled fire outside

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.
goat /g/-/O/-/t/, coal /k/-/O/-/l/, toast /t/-/O/-/s/-/t/,
date /d/-/A/-/t/, stain /s/-/t/-/A/-/n/, float /f/-/l/-/O/-/t/

Word Building and Switching Sounds

Using the sound-spellings "ui" and "oa" build the following words with letter tiles or writing on a white board. Teachers say the words slowly for students to build/write.

Words: fruit, moan, coach, goal, suit, soak, loaf, float

Writing Prompts

- I would like to sail to...
- If I could have a bonfire, I would...

Step 5

Cat on The Road

Sticky Words

s ai d

said: “s” spells /s/ and “d” spells /d/. The “ai” is an irregular spelling for /e/.

Review: she, the, her, to, for, from, come, you, when, they, my, have, does, go

Recall and Comprehension Questions

- Why does Cat need a plan at the beginning of the story? *(Cat needs a plan because it is hot. She needs to cool down.)*
- Who does Cat write to for help? *(Frog)*
- Who is the mailperson? *(Duck)*
- What does Cat pack in her pail? *(cream, fruit, a roast, and her swimsuit)*
- What are the directions that Cat needs to follow to get to Frog's pond? *(She needs to travel on the road next to the stream and then go on the path.)*
- How does Cat know she is near Frog's pond? *(She hears Frog croak.)*
- What do the pals do at the pond? *(swim and float on rafts)*

Connection Questions (connecting students to the book)

- Have you ever been very hot? How did you cool down? *(swim, take a shower, lay very still, sit by the air conditioner, fan myself, drink a cold drink, etc.)*
- Have you ever written a note or gotten a note in the mail?

Slow Down Sounds

- **Vowel Teams:** ai, ee, ea, oa, ui

Step 5

Cat on The Road

Partner Activities

- Draw an imaginary map with a partner from one place to another. Include a key to tell the landmarks.
- Tell a partner what you would do to cool off.

Vocabulary

- **“beat the heat”:** find a way to be cool
- **glee:** happiness, joy
- **trek:** voyage, long walk or trip

Sound Deletion

Teachers say a word and say “remove /n/ from the word” after. Removing /n/ will make a new word.

sneeze-seize, pond-pod, snip-sip, bent-bet, lint-lit, snap-sap, seen-see, pine-pie, snub-sub, sign-sigh, gnat-at

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **oa – road,** toad, toast, roast, coast, coach, roach, roam
- **ai – pail,** nail, tail, mail, main, stain, rain, rail, raid, paid

Dictation

Dictate the following sentences to students. Students write them on paper or a whiteboard.

- **words:** foam, fruit, faint, goat, wait, soap
- **sentence #1:** My pal said he can visit in the spring.
- **sentence #2:** The plants need rain and sunshine.

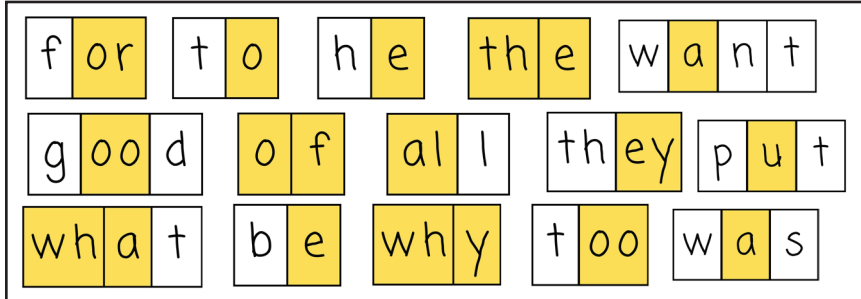
Writing Prompt

- Write a note to a friend to ask them to come visit. Tell them all the activities you would do together.

Step 6

Frog's Bad Day

Review



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 (connecting students to the book)

- 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.*)
- 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.*)

Step 6

Frog's Bad Day

Slow Down Sound

- **Vowel Team:** "ay" /A/

Partner Activity

- Tell a partner about a time you had a bad day and how you made that day better.

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **crayon, cannot, driveway, into, Sunday**

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 book, it's a lily pad)

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ay - pay,** say, stay, slay, clay, play, pray, fray, may

Dictation

Write "ay" and "ai" in a visible place, discuss "ay" at the end and "ai" in the middle, then dictate the words.

- **words:** way, pain, day, main, nail, spray, sprain

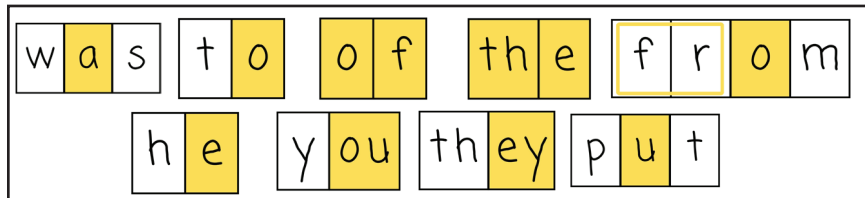
Writing Prompt

- If a pal is having a bad day, I help by...

Step 6

Chimp at The Market

Review



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 (connecting students to the book)

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

Dictation

Write "ar" in a visible place, discuss, then dictate the words.

- **words:** bark, part, yarn, harp, star, market, target, march

Step 6

Chimp at The Market

Slow Down Sound

- **Vowel Team:** "ar" /ar/

Partner Activity

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

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **market, pumpkin, products, targets, carpets, garden, bracelet**

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

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ar-park,** shark, sharp, harp, hard, harm, charm, chart, dart, cart, card, yard, yarn

Writing Prompts

- If I had a booth at a farmers' market, I would sell...
- If I could shop at a farmers' market, I would buy...

Step 6

Cat's Bow

Sticky Words

your

your: "y" spells /y/ and "our" spells /or/.

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

Recall and Comprehension Questions

- When does the story take place? (*on the weekend*)
- What is a bungalow? (*a type of house, where Chimp lives*)
- What is a "cup of joe?" (*coffee*)
- 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*)

Connection Questions (connecting students to the book)

- 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*)

Slow Down Sound

- **Long o:** ow, oe

Partner Activity

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

Step 6

Cat's Bow

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **bungalow, scarecrow, complete, difficult, instruments, glances, follow, rainbow, admire, finish, window, fantastic, shindig, adding, bellows, weekend, elbow, secure, fabrics**

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

Possible vocabulary: bungalow, instruments, admire, fabrics, "tend to"

Idioms

An expression that cannot be understood from the meanings of its separate words. Explain and discuss.

"throw on strong pants and kicks": Literal = to chuck or toss clothing / Figurative = to put on quickly

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

low, shade, row, instrument, plot, kicks, bow, bowl

Writing Prompts

- One item that I cherish is...
- If I grew a garden, it would be...

Step 6

Cat's Claws

Sticky Words

your

your: "y" spells /y/ and "our" spells /or/.

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

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*)

Connection Questions (connecting students to the book)

- What is the cause of Cat's fall? What is the effect 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*)

Slow Down Sound

- **short o:** aw, au, al

Partner Activities

- Plan a shindig and tell your partner about it.
- Tell a partner about something you do to "dress up" or to feel special on a special occasion.

Step 6

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Cat's Claws

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **sunrise, sudden, concrete, awful, sidewalk, shindig, difficult, being, simple, salon, plastic, thinking, fantastic, coffee, exclaims, problem, relish, canteen, visit**

Vocabulary

- **shindig:** a party
- **relish:** to enjoy
- **files:** to shave down, to use a file

Possible vocabulary: flaws, mauve, hue, launch, snug

Idioms

An expression that cannot be understood from the meanings of its separate words. Explain and discuss.

- **"catch up":** Literal = to grab with your hands in an upward position / Figurative = to review past information
- **"kick off":** Literal = remove with one's feet / Figurative = to begin, to start up

Homophones

Write the two homophones in a visible place. Decode, identify unlearned sound-spellings, show the same pronunciation, and discuss to talk about different meanings.

- **walk/wok, claws/clause, paws/pause**

Writing Prompt

- I am going to have a shindig. At my shindig, I will have...

Step 6

Cub Frowns

Sticky Words

your

your: "y" spells /y/ and "our" spells /or/.

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

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*)
- 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*)

Connection Questions (connecting students to the book)

- 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?

Slow Down Sound

- **/ow/:** ow, ou

Partner Activity

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

Step 6

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Cub Frowns

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **picnic, mountain, outfits, discount, cupcakes, upside, outside, without**

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

Idioms

Explain and discuss.

- **"down in the mouth":** Literal = to be in the lower part of someone's mouth / Figurative = to be sad
- **"hang out":** Literal = to be suspended from something sturdy / Figurative = to spend time with someone

Morphology

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

- morpheme to discuss: **"dis" = away**
- ex.** discount, disconnect, disinfect, dishonest, disprove

Writing Prompt

- Write about 2-3 ways to make a day better...

Step 6

Cub's Loyal Pal

Sticky Words

f r i e n d

s o r r y

Review: to, they, have, the, go, does, he, again, there, why, are, puts, said, you, good, when, of, was, says, for, some, be

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

Connection Questions (connecting students to the book)

- 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?

Slow Down Sound

- /oy/: oi, oy

Partner Activity

- Tell about a time that you made a mistake and how you fixed that mistake.

Step 6

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Cub's Loyal Pal

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **hopping, inside, sunshine, joyful, meantime, cannot, pinpoint, reason, upset, mistake, saying, poison, ointment, selfish, problem, loyal, being, myself, choices, enjoys**

Vocabulary

- **loyal:** a characteristic that means reliable, committed, or trustworthy
- **ointment:** a cream or gel substance, often medicinal
- **hoist:** to pull up

Possible vocabulary: poison oak, selfish, ill

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

lie: an untruth OR to lay down

rest: the remainder OR to relax

please: a polite way to ask for something OR to make happy

Morphology

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

- morpheme to discuss: **"-ful"** = "full of," "characterized by," or "having the qualities of."

ex. joyful, spiteful, thankful, fearful, helpful, useful

Writing Prompt

- What does it mean to you to be a loyal pal?

Step 6

Dog Surfs

Sticky Words Review: the, of, to, was, go, do, you, he, be, me, have, now, my, again, my, puts, some, comes, your

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.*)
- Tell us about one time you took a tumble and got back up to try again.

Connection Questions (connecting students to the book)

- 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?

Slow Down Sound

- **/er/**: er, ir, ur

Partner Activity

- Tell a partner about a time you visited a beach or what it would be like if you did visit a beach.

Writing Prompt

- I would like to learn how to...

Step 6

Dog Surfs

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **sunrise, after, seaweed, liquid, sunblock, into, onto, stronger, wetsuit, current, perfect, seconds, enter**

Vocabulary

- **current**: the pull of the ocean or body of water, the direction water pulls
 - **hurls**: to throw aggressively
 - **surrender to his fear**: to give in to being afraid, not doing something because someone is too afraid/scared
- Possible vocabulary: "squirm with fear," blur, hurls, churn

Homophones

Write the two homophones in a visible place. Decode, identify unlearned sound-spellings, show the same pronunciation, and discuss to talk about different meanings.

- **feet/feat sees/seize, to/too/two, some/sum, fur/fir, not/knot, current/currant, sea/see, I/eye**

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **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

Step 6

Dog's Book

Sticky Words

where

would

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

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 (connecting students to the book)

- 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?
- Do you have a special place you like to read?

Slow Down Sound

- /ʊ/ or short oo: oo

Partner Activity

- Tell a partner about something you can cook or make to eat.

Step 6

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Dog's Book

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **hammock, netting, exclaim, upon, cookbook, kitchen**

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

Homophones

Write the two homophones in a visible place. Decode, identify unlearned sound-spellings, show the same pronunciation, and discuss to talk about different meanings.

- **where/wear, would/wood**

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **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

Writing Prompts

- My favorite meal to cook or to eat is....
- If I could read any type of book, I would read...

Step 6

Duck's Night Light

Sticky Words

know knows your

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

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

Connection Questions (connecting students to the book)

- 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?

Slow Down Sound

- **Long /I/:** igh, y, ie

Partner Activity

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

Step 6

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Duck's Night Light

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

bedtime, nightmare, sunshine, sunrise, firefly, himself, blanket

Vocabulary

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

Homophones

Write the two homophones in a visible place. Decode, identify unlearned sound-spellings, show the same pronunciation, and discuss to talk about different meanings.

- **might/mite, light/lite, sight/site, by/bye/buy**

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **spy:** to see something OR a person who secretly
- **sets:** to lay out or get ready OR to go down (the sun)
- **right:** correct OR a direction opposite of left
- **fly:** to move through the sky OR a type of insect

Writing Prompts

- I feel scared when...
- When I feel scared, I like to...

Step 6

Fish's New Jewel

Sticky Words

how

how: "h" spells /h/ and "ow" spells /ou/.

Review: her, of, says, was, for, be, does, have, again, could, want, my, when, there, to

Recall and Comprehension Questions

- What does Fish find in her dish in the morning? (*a rock, a stone*)
- Why does Fish blow on the rock? (*to try to dust and shine it*)
- What causes the rock to crack open? (*a quake that makes the rock hit the side of the dish*)

Connection Questions (connecting students to the book)

- 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?

Slow Down Sound

- **Long /U/ and /oo/:** ue, ew

Partner Activity

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

Dictation

Write "ew" in a visible place, discuss, then dictate the words.

- **words:** chew, brew, blew, dew, few, grew, new

Step 6

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Fish's New Jewel

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

bedtime, nightmare, sunshine, sunrise, firefly, himself, blanket

Vocabulary

- **secure:** safe or strongly tethered
- **odd:** bizarre, different, or a bit strange
- **embellishment:** something that makes another object/thing bigger or better

Possible vocabulary: elegant, frill, assume, stunning

Idiom

Explain and discuss.

- **"catch up":** Literal = to have skin and an appearance in the color blue / Figurative = to be sad

Homophones

Write the two homophones in a visible place. Decode, identify unlearned sound-spellings, show the same pronunciation, and discuss to talk about different meanings.

blew/blue, side/sighed, plain/plane, due/do, new/knew

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **rock:** a stone OR to sway back and forth
- **pet:** a tame animal kept by a person OR to stroke gently

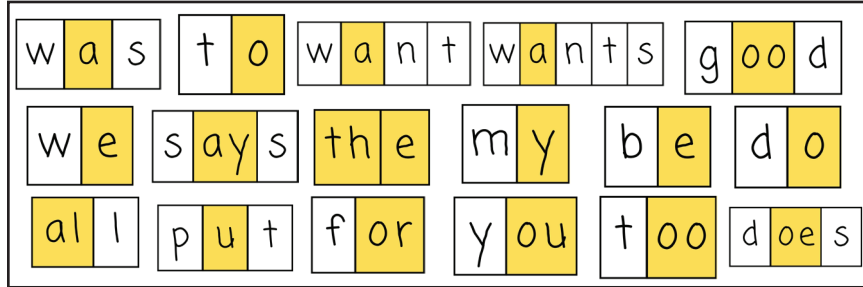
Writing Prompt

- If I had a wooden stick, I could turn it into...

Step 6

Frog The Kitchen Whiz

Review



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 (connecting students to the book)

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

Slow Down Sound

- **silent letters:** wr, wh, kn

Partner Activity

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

Step 6

Frog The Kitchen Whiz

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

kitchen, exclaim

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

Idiom

Explain and discuss.

- **“whip up”:** Literal = to use a strip of leather / Figurative = to make quickly (usually cooking)

Homophones

Write the two homophones in a visible place. Decode, identify unlearned sound-spellings, show the same pronunciation, and discuss to talk about different meanings.

wrap/rap, know/no, which/witch, write/right, whale/wail, team/teem

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, knit, knock, while**

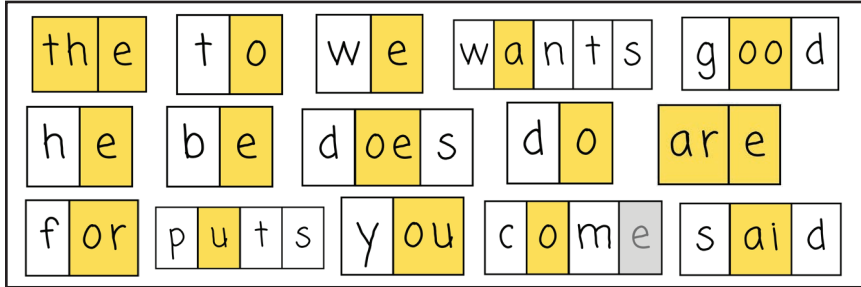
Writing Prompt

- If I could raise money to help, I would...

Step 6

Pig at The Pool

Review



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 (connecting students to the book)

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

Slow Down Sound

- /oo/: oo

Step 6

Pig at The Pool

Partner Activity

- Tell a partner what you like about them or what makes them interesting.

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

invite, swimsuit, shampoo

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

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **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

Writing Prompt

- I like myself just as I am because...

Step 6

Snakes in a Storm

Sticky Words Review: the, of, to, was, go, do, you, he, be, me, have, now, my, again, my, puts, some, comes, your

Recall and Comprehension Questions

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

Connection Questions (connecting students to the book)

- 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, spooked, uneasy, apprehensive, concerned, distressed*)
- 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?

Slow Down Sound

- **/or/**: "or," "ore," "our," "oor," "oar"

Partner Activity

- Tell a partner about your favorite type of weather and if there is a weather that frightens you.

Writing Prompts

- If I had to stock up for a big storm, I would get...
- One day, a big storm came and...

Step 6

Snakes in a Storm

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

report, forecast, inside, muffins, cornflakes, shortcake, sea-side, forlorn, incorrect, support

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

Homophones

Write the two homophones in a visible place. Decode, identify unlearned sound-spellings, show the same pronunciation, and discuss to talk about different meanings.

- **more/moor, do/due, four/for, time/thyme, bored/bored, need/knead, week/weak, pour/pore, wait/weight, close/clothes, no/know, morn/mourn, our/hour**

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **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 length

Challenge Book

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

Connection Questions (connecting students to the book)

- 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?

Slow Down Sound

- **soft c/soft g:** soft "g" /j/ and soft "c" /s/ are spelled when they are followed by e, i, or y.

Examples: gentle, engine, gym, cent, circle, cycle

Partner Activity

- Tell your partner about a time you had to be brave.

Writing Prompts

- If you could perform magic, what kinds of tricks would you do?
- If you had a magic show, what would be your performer name and what would the show be like?

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

engine, little, magic, challenge, performing, pointer, legend, gentle, tragic, comic, welcome, introduce, terrific, helper, entertain, perform, original, orange, disappear, into, enlarge

Vocabulary

- **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

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **orange:** a color OR a citrus fruit
- **jam:** a sweet jelly OR a hard/difficult position
- **original:** unique OR the first one

Morphology

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

- morpheme to discuss: **"ic"** = The primary role of -ic is as an adjectival suffix. When added to a noun, it describes something as being related to that noun.
- ex.** tragedy - tragic, comedy - comic, magnet - magnetic
- While predominantly an adjective-maker, -ic can also form nouns, often referring to a person who has a certain characteristic or a specific science/system.
- ex.** mechanic, critic, logic

Step 6

The Snakes Make a Snowman

Challenge Book

w e a l w a y s

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 (connecting students to the book)

- 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 Activity

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

Writing Prompt

- If you could make a snow creation, what would you make and what items would you use to make the details?

Dictation

- **words:** toothbrush, raindrop, blackbird, dustpan, handrail, inside, windstorm, sunfish, cupcake, armpit

Step 6

The Snakes Make a Snowman

Multisyllabic Words

Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

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

NOTE: Many of the compound words in this story are NON-SENSE words.

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

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **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