

th e

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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.

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

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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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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

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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

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- **/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

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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**