

***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
----	---

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/ – **w**ind, lost, found, **z**ip, **d**id, **s**it, dog, plant, **r**ib, **b**it

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**

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.

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**