



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



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

- 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.)

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.)

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
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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

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.

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.

Pig's Fit

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.