

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

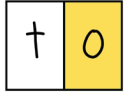
Partner Activities

- 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.