

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.

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

t h 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.)

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.