

Step 3 Supplemental

Helpful Fish

Sticky Word

sh e

she: "sh" spells /sh/, but the open "e" spells /E/ due to the open syllable

Review

d o e s

t o

g o

b e

th e

Suggested Questions

- What is Fish's advice to Cat to feel comfortable in the water? (*not to rush, to not be rash, to just splash a bit and go slowly, etc.*)
- What do Fish and Cat do once they get in the water? (*splash a bit, look for shells*)
- What does Cat wear while she is in the water on the way to the party? (*a life vest*)

Connection Questions (connecting students to the book)

- Can you swim or do you like to splash about in the water?
- Have you ever been to a beach at the ocean or at a lake?

Story Element Questions

- Who is the main character? (*Fish, and possibly Cat*)
- What is the setting? (*the pond, fresh water, sunny day, shallow water, etc.*)
- What is the problem in this story? What is the solution?

Partner Activity

- Tell a partner how you would help Cat to get comfortable with the water. (*Tell a story, hold her hand, give her a bucket of water to play with, etc.*)

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Helpful Fish

Slow Down Sounds - Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **up-set, un-til, help-ful, of-ten, can-not**

Vocabulary

- **"in a flash":** quickly
- **"to be rash":** to go quickly without thinking first, displaying or proceeding from a lack of careful consideration of the possible consequences of an action
- **rush:** to go quickly, to move with urgent haste
- **gush:** to express oneself emotionally, to say with lots of expression and feeling

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **sh – splash, snake, bash, sharp, mess, camping, shirt, lav-ish, harsh, supper, class, shopping**

Word Building and Switching Sounds

Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **sh – flash, rash, rush, brush, brash, trash, splash**

Dictation

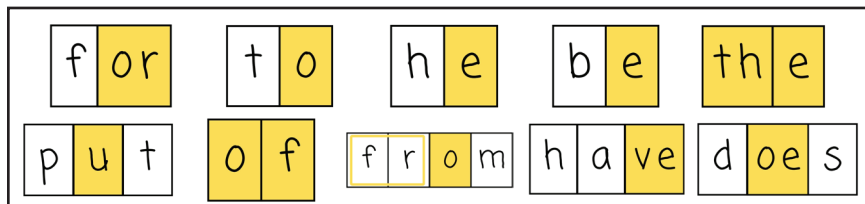
Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** ship, mash, shed, rush, crash, wish

Step 3 Supplemental

The Richest Chimp

Review



Suggested Questions

- Make a prediction about why Chimp is rich.
- What is one reason that Chimp is not rich in money? (*he hasn't won any contests, his work doesn't pay much, etc.*)
- What is one way that Chimp has fun or does activities without paying a high price? (*he camps instead of staying in fancy places, he doesn't buy a big tv but plays outside, etc.*)
- How do you think Chimp feels about his friends? What in the story makes you know he feels that way?

Connection Questions (connecting students to the book)

- Have you ever earned money? How did you earn the money? (*allowance, doing chores, walking a dog, etc.*)
- Are there ways in which you feel rich, even without money?

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner a reason why you could be "rich" without money. (*a loving family, a warm home, a grandma you love, a pet that cuddles with you, friends at school, etc.*)

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The Richest Chimp

Slow Down Sounds

- **ch**

Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **sand-wich**, **chan-nel**, **frol-ic**, **fab-ric**, **vel-vet**, **jack-et**, **el-eg-ant**, **bigg-est**, **con-test**, **rich-est**, **fan-tas-tic**

Vocabulary

- **"big bucks"**: lots of money
- **inn**: an establishment with rooms and food for travelers
- **chills**: a feeling of coldness
- **pad**: a slang term for a place to live/stay
- **elegant**: graceful or stylish in appearance
- **"pick up the check"**: to pay for, to pay the check
- **chug**: to drink quickly
- **frolic**: to dance about, wander about, play and run
- **"has a hunch"**: has a feeling, thinks it is possible

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **ch** – **charge**, candy, **cherish**, **lunch**, planter, **chicken**, **much**, **challenge**, friends, tuck, **reach**, **branch**, **hunch**

Word Building and Switching Sounds

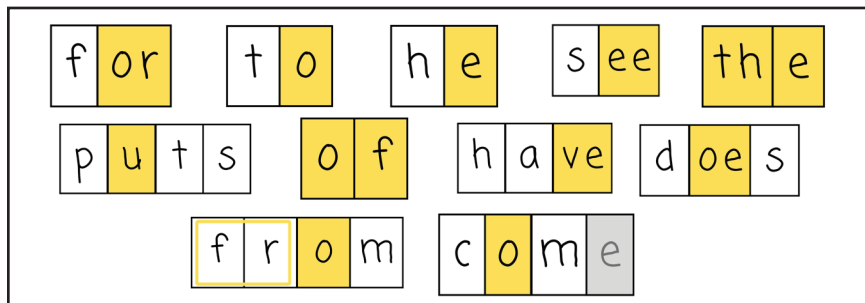
Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ch** – **chip**, chop, chomp, champ, chat, chant, chap

Step 3 Supplemental

Dog And The Sloth

Review



Suggested Questions

- Why is it odd to see a sloth sitting in an elm tree? (*a sloth belongs in the tropics, the sloth isn't in a tropical place, etc.*)
- Why is the sloth upset? (*his bath broke, he has a thick layer of yuck on his back, etc.*)
- Where does Dog get the bathtub from? (*a second-hand store called "Thrift on Fifth"*)
- What does "second-hand" mean? (*It means that the items in the store are used items, it is a thrift store, it is items that people resold, etc.*)
- How did Dog get the bathtub up into the tree? (*by creating a lift, making an elevator, etc.*)

Connection Questions (connecting students to the book)

- Have you ever seen a real sloth? Have you ever seen a picture of a sloth?
- Have you ever been some place tropical? How did it feel there? What plants or animals did you see?

Partner Activity

- Tell a partner your solution to the sloth's problem. Come up with a way to help the sloth.

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Dog And The Sloth

Slow Down Sounds

- **th**

Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **thick-et, with-in, trop-ic-al, trop-ics, smitt-en, can-not, in-sects, prob-lem, in-vent, sec-ond, meth-od, funn-el**

Vocabulary

- **thicket:** a dense group of bushes or trees
- **tropical/tropics:** regions of the world by the equator
- **invent:** to come up with, to create or design
- **method:** systematic plan/approach to accomplish a task
- **elegant:** graceful or stylish in appearance or manner
- **thick film:** a layer of something (grime/dirt in this book)
- **a lift:** a device with a pulley for carrying people/things
- **width:** the measurement from side to side (how wide)
- **depth:** the distance from top to bottom (how deep)

Word Building and Switching Sounds

Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **th – thick, thin, this, thin, then, than, that**

Dictation

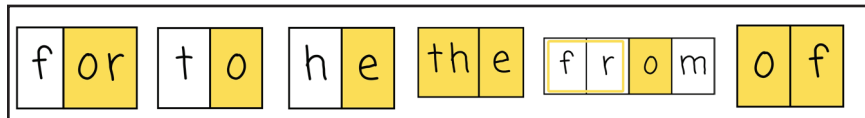
Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** moth, thin, this, that, path, thump, depth, them
- **sentence:** The bath fell with a thud.

Step 3 Supplemental

Pig's Shed

Review



Suggested Questions

- What are the best crash pads for Bug and Duck? (*a hut and a nest*)
- Name one thing that makes the shed broken down or ugly. (*the shamrocks on the steps, the trash inside, the wood pieces sticking up on the roof, etc.*)
- Name one thing that the pals do to freshen up the shed. (*Duck draws up plans, Bug fixes a shelf, Pig puts flowers and a shag rug in, etc.*)

Connection Question (connecting students to the book)

- Do you have a place that you love to be or a place that is just yours? (*my room, a treehouse, my family living room, a tent in my room, a clubhouse, etc.*)

Story Element Questions

- Who is the main character? (*Frog*)
- Where does this story take place? (*at some tennis courts, at a tennis club, etc.*)

Partner Activity

- Tell a partner how you would make a shed into a crash pad. What would you have in the shed and what would it look like?

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Pig's Shed

Slow Down Sounds

- sh

Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **sun-set**, **rel-ish-es**, **spot-less**, **sham-rocks**, **cob-web**
- **nut-shell**, **blem-ish**, **van-ish**, **de-mol-ish**, **ex-pand**
- **fresh-en**, **con-nects**, **tal-ent**, **proj-ect**, **fin-ish**, **pan-el**
- **red-dish**, **blos-som**, **pol-ish**

Vocabulary

- **to crash**: a slang term, to fall asleep or to lay down and rest,
- **to stay at a specific location**
- **slats**: thin pieces of material (wood)
- **shamrocks**: a low-growing clover-like plant with three-lobed leaves
- **demolish**: to tear down or destroy
- **expand**: to make larger
- **“freshen up”**: to make cleaner or more attractive
- **to mesh**: to bring together, to use in conjunction with
- **drafts**: to draw up, to sketch a version of
- **shreds**: to cut into pieces or strips
- **polish**: a substance used to give something a smooth and shiny surface
- **glitz**: extravagant and about the look of something
- **“spic and span”**: clean and tidy

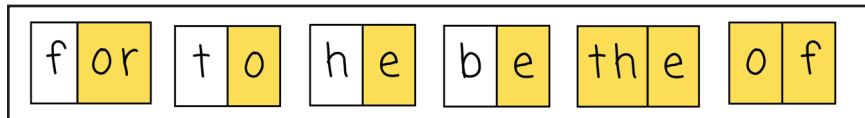
Dictation

- **words**: finish, vanish, blemish, nutshell, talent, cobweb

Step 3 Supplemental

Frog And The Tennis Match

Review



Suggested Questions

- Why is Frog going to try out tennis? (*He thinks he will like it, he thinks he will be good at it, he wants to have a hobby*)
- How does Frog get the scratch on his leg? (*He trips in a ditch as he tries to get to the ball*)
- What does Cub do for Frog to make him feel better? (*He helps him find a fun game to play, he helps him learn chess, etc.*)
- What is the sport that Frog wants to try next? (Cricket)

Connection Questions (connecting students to the book)

- Have you ever played tennis? Have you ever seen someone else play tennis? Have you ever played a sport with a racket?
- Do you like to try new activities or are there ones that you are more comfortable doing? What is one new activity you have tried recently.

Story Element Questions

- Who is the main character? (*Frog*)
- Where does this story take place? (*at some tennis courts, at a tennis club, etc.*)

Partner Activities

- Tell a partner why you think it is good to try new things.
- Tell a partner a sport you have tried that you like to play.

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Frog And The Tennis Match

Slow Down Sounds

- **-es /ez/**: If the word ends with 's', 'ch', 'sh', 'ss', 'x' or 'z' we add the '-es' suffix to make it plural. "es" spells /ez/ (and some references state that it can be /iz/).
- **/ez/** ex: hatches, clutches, flinches, catches, matches
- **-tch**: When a word ends or contains /ch/ and has a short vowel, the spelling is usually "tch" (ex. match, catch, stretch). This doesn't happen if the short vowel is followed by a consonant (ex. lunch, crunch) or if the vowel is long or complex (ex. birch, porch, march, beach, leech).

Exceptions: rich, such, much

Vocabulary

- **matches**: a competition in tennis between players
- **sets**: hitting the first ball of the set in tennis
- **flinches**: make a quick nervous movement as a reaction
- **scrunches**: to tighten or make small (a part of your face)
- **lids**: eyelids
- **lob**: to throw or hit in a high arc
- **clutches**: to tightly grasp or hold
- **topnotch**: the very best or excellent
- **"hatches a plan"**: to create or decide on a plan
- **cricket**: a bat and ball game
- **gig**: usually a musical job, but can be a task or activity that one takes on

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words**: bunch, patch, flinch, clutch, switch, fetch, ditch, stretch
- **sentence**: Frog has a tennis racket for his match.

Step 3 Supplemental

Cub The Trashman

Sticky Word

g oo d

good: "g" spells /g/, and "d" spells /d/.
The "oo" spells the short oo or /ʊ/.

Review

f r o m t o t h e h e o f p u t

Suggested Questions

- What is Cub's new job? (*a trashman*)
- Name one thing that Cub picks up in the trashcans.
- Who comes to help? (*Dog*)
- How does he help? (*He fixes the latch so Cub can continue to pick up the trash.*)
- How do you think Cub feels about his job and why do you think he feels that way?

Connection Questions (connecting students to the book)

- Does trash get picked up on a certain day at your home?
- Whose job is it to take the trash out in preparation for trash day?
- If your job is not to help with the trash, what job do you do at home to help out?

Story Element Questions

- Who is the main character? (*Cub*)
- What is the problem in this story? What is the solution?

Partner Activity

- Tell a partner what job you would like to have when you grow up and why.

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Cub The Trashman

Slow Down Sounds - Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

- **trash-man**, **up-set**, **but-ton**, **sand-wich**, **fin-ish**

Vocabulary

- **latch:** a fastener for a door or a hatch, consisting of a bar
- **hatch:** an opening
- **shrimp:** a small crustacean
- **mush:** boiled cornmeal in water or milk / a soft, wet mass
- **"he is stuck":** unable to fix a situation

Can You Hear It?

Teachers say a list of words. If students hear the given sound, they do a body motion (ex. hands on head, stand up, etc.).

- **ch – latch**, luck, **chunk**, **punch**, risk, cans, **charter**, **cheese**, **grouch**, cracker, flicker, **charity**

Word Building and Switching Sounds

Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **sh/ch – rush**, crush, crunch, lunch, brunch, brush, brash

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** trash, lunch, shut, with, flash, champ, patch, cloth
- **sentence:** The trash truck can crush and crunch.

Step 3 Supplemental

Duck And The Mix-Up

Sticky
Word

w a n t

want: “w” spells /w/, “n” spells /n/, and “t” spells /t/. The “a” spells /o/ which often happens when “a” follows “w.” (ex. swan, watch, wasp, water, wander)

Review

t o t h e h e o f f o r

Suggested Questions

- What is the occasion for Duck’s bash? (*His birthday party*)
- Who helped the pals to get the ideas for all the gifts? (*Bug*)
- Explain/Name one mix-up that happened in the gift-giving. (*Duck wanted an oven mitt for the kitchen but Chimp gave him a baseball mitt, etc.*)
- Why is it not a big problem that all the pals mixed up the gifts? (*Duck still had a great birthday, friends mean more than gifts, he got lots of hugs, etc.*)
- Why was the list all mixed up? (*Bug dropped the list in a puddle and the pen ran, etc.*)

Connection Questions (connecting students to the book)

- Have you ever had a birthday party? What would be the best kind of birthday party for you?
- What is the best gift you have ever gotten and why?

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner 1-3 gifts that you would like to get for your birthday.
- Tell a partner about the best gift you ever got.

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Duck And The Mix-Up

Slow Down Sounds

-ed: “ed” has three sound-spellings when it is a suffix to words. “ed” can spell /t/, /d/, and /ed/.

- **/d/:** pronounce –ed as /d/ after voiced consonants, except /d/. (ex. wished, mixed, fetched, helped)
- **/t/:** pronounce –ed as /t/ after unvoiced consonants, except /t/. (ex. jogged, rained, failed)
- **/ed/:** pronounce –ed as /ed/ after /d/ and /t/. (ex. ended, gifted)
- **-tch:** When a word ends or contains /ch/ and has a short vowel, the spelling is usually “tch.” This doesn’t happen if the short vowel is followed by a consonant (ex. lunch, crunch). **Exceptions: rich, such, much**

Vocabulary

- **a bash:** a party
- **don:** to wear, to put on
- **sash:** a long strip or loop of material
- **latch:** a closure or fastener
- **clash:** a mismatch of colors/patterns/fabrics
- **a clutch:** a type of purse that doesn’t have a strap.
- **a limp:** an impeded walk due to a hurt leg or foot
- **ran (“the pen ran”):** dissolve and spread (ink)

Dictation

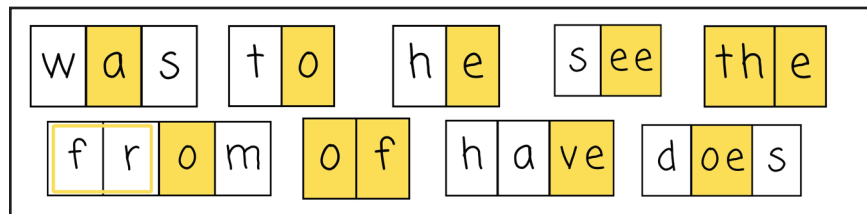
Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** bunch, catch, wish, shell, hush, fetch, pitch, chest
- **sentence:** Duck wished for a bunch of gifts.

Step 3 Supplemental

The Twin Bed

Review



Suggested Questions

- What is one reason why the twin bed does not work for the two snakes? (*The springs stick up, they must hold on to not fall out, they can bonk their head on the lamp, etc.*)
- Where does the snake get the supplies to build? (*He saved them from a trip to the junk yard.*)
- When the door is closed, what is one sound the snake hears from outside? (*axing, tapping, banging, and stacking*)
- What does the snake mean by “slam-dunk plan”? (*a winning plan, a plan that is great and will work for sure*)
- Why does the twin say “Winning” at the end? (*because he was successful and the bunk beds fit the snakes*)

Connection Questions (connecting students to the book)

- Have you ever slept in a bunk bed or do you have a bunk bed at home?
- Which do you or would you like to sleep in, the top bed or the bottom? Why?

Partner Activity

- Tell a partner another solution to their twin bed problem. (*buying a bigger bed, getting two bed side-by-side, etc.*)

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The Twin Bed

Slow Down Sounds - Multisyllabic Words

Write these words on a white board before reading the book. Draw a line between each syllable and point out that each syllable has a vowel. Underline the vowel. Read each syllable. Blend the entire word with students.

can-not, **blank-et**, **nogg-in**, **mat-tress**, **him-self**, **ad-mits**, **bot-tom**, **hang-ing**, **bang-ing**, **tapp-ing**, **ax-ing**, **stack-ing**

Vocabulary

- **dwelling**: a place that one lives
- **a kink**: crick in the neck, pain and stiffness
- **pang**: a pain, a sudden or strong pain in one area
- **flank**: the side of (a person or creature)
- **cling**: to hang on to tightly
- **yanks**: to pull quickly
- **noggin**: slang for head
- **“in a funk”**: feeling badly or in a bad mood
- **“not slept a wink”**: having not slept at all
- **“stocking up”**: getting supplies, getting lots of
- **planks**: pieces of wood, often flat and long

Word Building and Switching Sounds

Build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ng – swing**, swung, rung, rang, bang, clang, cling, sing
- **nk – bunk**, bank, plank, plunk, junk, funk, flunk, flank

Dictation

Dictate the following words to students. Students write them on paper or a whiteboard.

- **words**: bank, rung, fang, pink, sunk, wink, bring
- **sentence**: Put the junk in the trunk.