

Step 3

Chimp Gets a Check-Up

Sticky
Word

g oo d

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

Review

d o e s t o h e b e s e e s l i k e

Suggested Questions

- Why does Chimp need a check-up? (*He does not want to get sick, he needs to check on his health*)
- Does Chimp like shots? (*no*)
- Why are shots good for him? (*He wants to stay fit, trim, and healthy.*)
- What does it mean when Chimp’s “chin is up?” (*he is being brave, he isn’t scared, etc.*)
- What does it mean when the book says that the shot “ends in a flash?” (*It ends quickly, it is over before he knows it, it was fast, etc.*)
- How do you think Chimp feels when he is finished with his check-up? (*proud, brave, happy with himself, etc.*)
- What’s Chimp’s reward for being brave? (*a pop/a lollipop*)

Connection Questions (connecting students to the book)

- Have you ever needed to get a shot?
- What can you do to be brave? (*hold someone’s hand, think of something you like, day dream, etc.*)
- What else does a doctor do when you get a check-up? (*measures height, measures weight, looks in your ears, checks your tonsils/throat, takes your temperature, etc.*)

Step 3

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Chimp Gets a Check-Up

Partner Activity

- Retell the story to a partner in your own words.
- Tell a partner one way you can be brave, even when you are scared.

Slow Down Sounds

- **digraphs:** 2-3 letters that combine to spell a new sound
- **digraphs:** ch, sh
- **blends:** mp, ck, ll, lp, gl, st, tr, nd, fl

Vocabulary

- **well:** healthy, not sick, feeling good
- **fit and trim:** healthy and strong/lean
- **“chin up”:** to be brave
- **“ends in a flash”:** to end quickly

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 – chip, challenge**, shoes, tree, **choose, checks, chomp**, flip, **munch**, drag, proud, **watch, children**
- **sh – rush, sharing**, think, grouch, **shouted, mash, shirts**, plug, mouth, **push**, digging, kind, **shocked**

Word Building and Switching Sounds

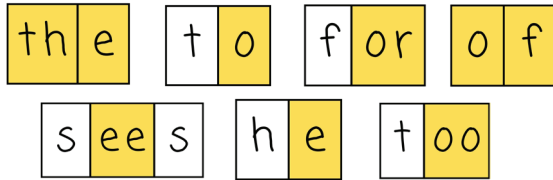
Put the digraph in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **ch – chin**, chip, chop, chomp, champ, chimp, shrimp
- **sh – shot**, shut, shin, ship, chip, chap, clap, clip

Step 3

Dog And The Gift

Review
Sticky Words



Suggested Questions

- What is a “bash?” (*a party*)
- Why does Dog need to find a gift? (*He is going to a party at Frog’s place.*)
- Why can’t Dog get a chick? (*it costs too much, it is too expensive, Dog isn’t rich, Dog doesn’t have the money, etc.*)
- Why can’t Dog get the chest? (*It is too heavy, he can’t drag it, etc.*)
- Why can’t Dog get the red dish? (*there is a crack in it, it is broken, etc.*)
- How do you think Dog feels when he finds the right gift? (*proud, happy with himself, etc.*)

Connection Questions (connecting students to the book)

- What was your favorite gift you ever got?
- What is the best gift you have ever given?
- How do you feel when you give a gift to someone?

Story Element Questions

- Who is main character? (*Dog*)
- Where does this story take place? What is the setting? (*day time, stores, Frog’s party, Dog’s house, etc.*)
- How is the problem in this story resolved? What is the solution? (*Dog looks at many items and finally finds one he thinks is the best.*)

Step 3

Dog And The Gift

Partner Activities

- Retell the story to a partner in your own words.
- Tell a partner about the best gift you have ever gotten.
- Tell a partner about the best gift you have ever given.
- Tell a partner what gift you think would be nice for a frog.

Slow Down Sounds

- **digraphs:** 2-3 letters that combine to spell a new sound
- **digraphs:** ch, sh
- **blends:** ll, cr, ck, ft, st, fr, sp, nd, dr, gl

Vocabulary

- **bash:** a party
- **drag:** to pull along, to pull behind
- **Frog’s pad:** Frog’s lily pad or Frog’s home
- **“not rich”:** to not have a surplus or a ton of money

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 – chocolate**, tired, **cheese**, tricky, almonds, **flinch**, **batch**, lost, handle, **chewing**, **rich**, **lunch**, round
- **sh – showers**, bench, **fishy**, glued, **wishes**, noisy, **crash**, **shouted**, **shred**, jogging, bounces, **fresh**, wrench

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 – chick**, check, chuck, chug, shrug, shrub
- **sh – shop**, ship, shin, chin, chill, will, well, shell
- **fr – frog**, frost, lost, loft, soft, slot, slat, flat, flag

Step 3

Fish Had a Wish

Sticky
Word

sh e

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

Review

th e

t o

b e

w a s

f o r

Suggested Questions

- What does "bunch" mean when Fish wishes for a "bunch of rocks?" (*a group, a lot, etc.*)
- What kind of chest does Fish wish for? (*one with a lock*)
- What five items does Fish wish to have in her dish? (*rocks, chest, plant, shack, ship*)
- How do you think Fish feels when she is too cramped to swim? (*scared, misses her old dish, frustrated, upset, etc.*)
- What is Fish's last wish? (*for the dish to be as it was before all of the stuff made it too cramped to swim*)
- What lesson does Fish learn in this story? (*that more is not always better, "stuff" doesn't make one happy, etc.*)

Connection Questions (connecting students to the book)

- If you had a fish, what would you name it? What would you put in the dish with the fish?
- If you were a fish, what would you want in your dish?

Story Element Questions

- Who is the main character? (*Fish*)
- Where does this story take place? (*in Fish's dish*)

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Fish Had a Wish

Partner Activity

- Draw a picture with a partner from memory of all the items that Fish wishes into her dish.
- Tell a partner what three items you would put into your room to make it the best room for you.

Slow Down Sounds

- **digraphs:** 2-3 letters that combine to spell a new sound
- **digraphs:** ch, sh, th
- **blends:** gl, sw, ck, pl, nt, xt, ll, st

Vocabulary

bunch: a number of things, a group of items

"has a wish for": wants, hopes for

chest: a large, strong box

"as it is": just the way is currently is

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 – cheers, luncheon, grouch,** passes, landing, **charge, channel**
- **sh – shrugs,** dusty, **crushes, vanish,** lasso, pounce, **lavish, rush**
- **th – thin, path,** nutty, fish, **myth, seventh,** hush

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.

- **sh – fish,** dish, dash, flash, flush, hush, crush, crash
- **th – with,** wish, fish, dish, dash, mash, math, path, bath
- **ch – bunch,** lunch, punch, pinch, finch, flinch

Step 3

Chimp Camps

Sticky Words

are

are: The “ar” spells /ar/ (r-controlled). The “e” is silent, without a job.

where

where: “w” spells /w/, but the “h” is silent. Based on dialect, this might make for a softer /w/ sound. The “ere” spells /Ar/.

Review: does, to, he, be, see, from, to, for, puts, the, have, go

Suggested Questions

- What does the idiom “catch a cab” mean? (*to take a cab, to ride in a cab, to get a ride from a cab, etc.*)
- Where does Chimp put his bags? (*in his tent*)
- Who grabs the log? (*Duck*)
- Who grabs the chips? (*Frog*)
- What is Chimp doing as Frog snatches his chips? (*reading*)
- Who grabs the matchbox and hot dogs? (*Pig*)
- How do you think Chimp feels when he thinks someone is stealing his things? (*frustrated, confused, upset, angry, etc.*)
- Why did his pals grab his stuff? (*to surprise him with a meal, to do something nice, etc.*)

Connection Questions (connecting students to the book)

- Have you ever been camping?
- What are some activities you can do when you go camping? (*hike, build a campfire, make s'mores, star gaze, etc.*)
- Have you ever lost something? How did you feel?

Story Element Questions

- Who is the main character? (*Chimp*)
- Where does this story take place? (*outdoors, at a campsite, by a ditch, in the woods, etc.*)

Step 3

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Chimp Camps

Partner Activity

- Retell the story to a partner in your own words.
- Tell a partner which four things you would take with you if you went camping.
- Draw a picture with your partner of how you would set up a campsite. This can be drawn in the form of a map.

Slow Down Sounds

- **digraphs:** 2-3 letters that combine to spell a new sound
- **digraphs:** ch, sh, -tch

Vocabulary

- **snatch:** to grab, to take
- **ditch:** a narrow channel dug into the ground

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.

chip /ch/-/i/-/p/, **camp** /k/-/a/-/m/-/p/, **ditch** /d/-/i/-/ch/
lunch /l/-/u/-/n/-/ch/, **match** /m/-/a/-/ch/, **hush** /h/-/u/-/sh/

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.

- **-tch – ditch**, pitch, patch, batch, match, hatch, hutch
- **nt – tent**, lent, lint, mint, tint, tent, vent, rent, rant

Dictation

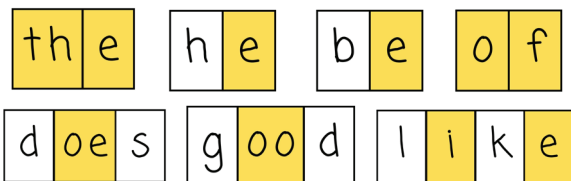
Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** ship, rush, pinch, pitch, chat, chop, shut

Step 3

Duck Sings a Song

Review
Sticky Words



Suggested Questions

- What is the name of the show that Duck will sing at? (*the Spring Bash*)
- What is "stress?" (*when someone feels uncomfortable, when someone is worried and nervous, when someone is anxious, when someone is upset and scared, a feeling you feel, an emotion, etc.*)
- What does Duck think he will do instead of sing? (*honk*)
- Who does Duck bring with him onto stage? (*Fish*)
- Do his friends like his song? How do you know? (*They clap, the book says they like the song, they yell, etc.*)
- How do you think Duck feels when he finally gets up and sings his song? (*proud, excited, relieved, happy, etc.*)

Connection Questions (connecting students to the book)

- Have you ever performed in front of other people?
- Have you ever had to do something that made you afraid or nervous?
- How do you feel when you are nervous?

Story Element Questions

- Who is the main character? (*Duck*)
- Is there a supporting character? (*Fish*)
- Where does this story take place? (*the Spring Bash, on stage, etc.*)

Step 3

Duck Sings a Song

Partner Activity

- Retell the story to a partner in your own words.
- Tell a partner about a talent you have that you could perform/do in a talent show.

Slow Down Sounds

- **ng, nk:** These spellings are taught with digraphs because a new sound is spelled by the combination, but "nk" / ng/-/k/makes 2 sounds (not one sound such as digraphs).

Vocabulary

- **be strong:** to be brave, to have courage
- **stress:** anxiety, to feel uncomfortable

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.).

- **ng – ring, stringing, flung,** crouch, **making,** quickly, **long**
- **nk – sink,** broken, **pinkish, drank, wrinkle,** spark, **crank**

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 – sing,** ring, rang, gang, hang, sang, song, long
- **nk – honk,** hunk, bunk, bonk, bank, tank, sank, sink
- **ng – strong,** string, thing, swing, bring, cling, clang
- **nk – thank,** plank, plink, think, shrink, clink, clank

Dictation

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

- **words:** bank, fang, lung, pink, song, clunk

Step 3

Cub Has a Picnic

Sticky Words



are: "a" is a spelling for /o/, and "l" spells /l/.

Review: the, to, for, he, put, of, from, be, have

Suggested Questions

- What is on Cub's flannel blanket and picnic basket? (*cob-webs*)
- How many lemons does he pack? (*seven*)
- List the items that Cub got or prepared for the picnic.
- How do you know that it starts raining? (*Cub feels drips, drips land on Cub, Cub looks up as the raindrops come down, etc.*)
- How do you think Cub feels when it starts to rain? (*disappointed, helpless, upset, mad at the rain, frustrated, worried, etc.*)
- What is Cub's plan? (*Cub sets up a tent outside where the pals can all have their picnic.*)
- Do his pals have fun? How do you know?

Connection Questions (connecting students to the book)

- Have you ever had a picnic?
- What would you pack if you went on a picnic?
- Who would you go with if you went on a picnic?
- Is there a park or a place that you would like to have a picnic?

Story Element Questions

- Who is the main character? (*Cub*)
- Where does this story take place? (*Cub's house*)
- What is the problem in the story? What is the solution?

Step 3

Cub Has a Picnic

Partner Activity

- Retell the story to a partner in your own words.
- Tell a partner where you would have a picnic, who you would go with, and what food you would bring to your picnic.

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.

- **splen-did, pic-nic, clos-et, cob-webs, bas-ket, sev-en, sand-wich, rad-ish, nap-kins**

Vocabulary

- **all of a sudden:** quickly, without notice, unexpected
- **splendid:** wonderful, amazing, lovely

Writing Prompt

- Write about what you would bring on a picnic to eat and to play with. Include who you would like to have at the picnic with you.

Bonus: Draw a picture of a picnic blanket with the items and people you wrote about.

Dictation

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

- **words:** magnet, finish, piglet, sunset, dentist, backpack