

Step 4 Supplemental

The Fire Snakes

Sticky Words

are

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

they

they: "th" spells the voiced /th/ sound. The "ey" spells /A/.

Review

the to go of see put

Suggested Questions

- What is the job of the snakes? (firemen, fire-snakes)
- How do they know there is a fire? (the chime of the alarm, the smell in their nose)
- How did the fire start at Pig's place? (a wind took the match that was lit, and it hit the gate)
- How do you think the snakes feel about themselves after the fire is put out?

Connection Questions (connecting students to the book)

- What do you do that makes you proud of yourself?
- What kind of a job would you like to have when you grow up?
- Have you ever been brave? What did you do that you had to be brave for?

Story Element Questions

- What are the main settings in this book? (*the fire station, Pig's backyard*)
- What is the problem in this book? What is the solution to the problem?

Step 4 Supplemental

The Fire Snakes

Partner Activity

- Tell a partner about a job that you would like to have.

Slow Down Sound

- **sneaky e:** mixed
- **multisyllabic words:** jack-ets, ig-nite, mis-hap

Vocabulary

- **take pride:** to feel a sense of accomplishment
- **drifts:** be carried slowly by a current of air
- **chime:** a ringing sound often made by a bell
- **plume of smoke:** a tall, thin mass or column of smoke that rises up into the air
- **ignite:** catch fire or cause to catch fire
- **mishap:** an unlucky accident
- **ash:** a powdery residue left after something burns
- **brave:** courage in the face of danger

Word Building and Switching Sounds

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

- **a_e – cape,** cave, save, brave, crave, crane, lane, plane, plate

Dictation

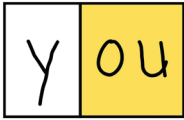
Dictate the following words to students. Students write them on paper or a whiteboard.

- **words:** came, rate, lane, bake, flame
- **sentence #1:** The truck has black tires and a long hose.
- **sentence #2:** The snake slid in the grass at sunrise.

Step 4 Supplemental

Chimp And The Mice

Sticky
Word



you: “y” spells /y/. “ou” spells long /oo/ in this word.

Review: the, to, from, have, he, for, of, good, put, puts, too

Suggested Questions

- Who did Chimp call to get help and advice? (Duck)
- What is the first thing the friends do to get ready? (They make a plan for what to make.)
- What do the friends do second to get ready? (Chimp goes to a shop to buy supplies)
- What items do the friends plan to make? (eggs with chives, prime rib, rice, a lime drink and grapes)
- How do the friends trap the mice? (They set up a box on a string, leave scraps to entice the mice, and pull the string to trap them under the box.)
- What does Chimp's mom think of the home he made for the mice? (She admires it, she likes it, she thinks it's nice, etc.)

Connection Questions (connecting students to the book)

- Have you ever cooked a meal or a certain food? If you did, what did you make?
- What would be your perfect meal to make or eat?

Partner Activities

- Tell a partner what you would make for the meal if you were Chimp.
- Tell a partner about a pet you have or a pet you would want to have.

Step 4 Supplemental

Chimp And The Mice

Slow Down Sound

- **sneaky e:** mixed, focus on i_e
- **soft “c” /s/:** “ce” spelling
- **multisyllabic words:** vis-it, ad-vice, supp-lies, in-side, ad-mires, grate-ful, en-tice

Vocabulary

- **advice:** guidance or recommendations
- **chives:** plant related to an onion, an herb
- **prime rib:** a cut of steak
- **“good price”:** affordable, possibly on sale
- **supplies:** resources, a stock of something that is needed
- **spice:** substance that adds flavor to food
- **dices:** cut into small pieces
- **entice:** attract or tempt
- **fine:** good
- **admires:** look at happily or with pleasure
- **grateful:** thankful

Word Building and Switching Sounds

Put the “i” and the “sneaky e” in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **i_e – rice,** price, nice, mice, mile, tile, time, dime, dice, slice, spice

Dictation

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

- **words:** dice, hive, like, price, twice
- **sentence #1:** The nice kid fed the mice.
- **sentence #2:** I put lime and ice in my drink.

Step 4 Supplemental

Cub's Skate Race

Sticky
Word

they

they: "th" spells the voiced /th/ sound.
The "ey" spells /A/.

Review: the, to, go, of, he, all, for, be, from, was

Suggested Questions

- How does Cub get ready for the race? (practices every morning, etc.)
- What kind of a race is it? (a spaceship race on skates)
- What happens to make Cub feel shame? (He trips and falls on his face.)
- How do the friends help Cub? (Give him support, lift him up, encourage him to finish the race, etc.)

Connection Questions (connecting students to the book)

- Have you ever been in any kind of a race? What kind of a race was it?
- Have you ever felt embarrassed or felt shame? What did you do about it? What can you tell yourself or a friend to help?

Partner Activities

- Tell a partner what kind of spaceship you would make. (color, shape, etc.)
- Tell a partner about how you would help them if they were feeling bad.

Slow Down Sounds

- **sneaky e:** mixed, focus on a_e
- **soft "c" /s/:** "ce" spelling

Step 4 Supplemental

Cub's Skate Race

Multisyllabic words

- sun-rise, ex-its, pave-ment, space-ship
- mis-take, dis-grace, fin-ish, em-brace

Vocabulary

- **"laces up":** ties the laces of
- **traces:** draw in a specific shape to copy
- **brace:** secure, keep in place
- **"take off":** to get started, to begin
- **"hits the last lap":** starts the last lap
- **pace:** the steady speed that is kept
- **shame:** to feel humiliated or embarrassed because one does something wrong
- **pale:** without color
- **disgrace:** a person who is shameful
- **shake it off:** to rid of the bad feelings
- **embrace:** to hug or put arms around
- **ace:** to do well, get top scores

Word Building and Switching Sounds

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

- **a_e – pace,** race, face, fake, bake, brake, brace, trace, trade, tame

Dictation

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

- **words:** pace, race, lace, make, crate, save
- **sentence #1:** I ran in a race with a fast pace.
- **sentence #2:** He stops at the place for cake.

Step 4 Supplemental

Dog's Shop

Sticky Words

you

you: "y" spells /y/. "ou" spells long /oo/ in this word.

do

do: "d" spells /d/. The "o" spells /oo/, an irregular spelling for this sound.

my

my: "m" spells /m/. The "y" spells /I/.

Review

for to he the have good

Suggested Questions

- Where does Dog build his shop? (next to the grove)
- What does Dog use to build his shop? (metal poles and stones)
- What is the one problem with Dog's shop? (He doesn't have anything to sell in the shop.)
- Name a few of the items that the friends make to sell in the shop.

Connection Questions (connecting students to the book)

- Do you ever make crafts at home? What do you make?
- Have you ever built something that broke or that didn't go as you wished? What was it, and how did you fix it?

Partner Activities

- Tell a partner the kind of shop you would have built.
- Tell a partner something you could make to sell in Dog's Shop.

Step 4 Supplemental

Dog's Shop

Slow Down Sound

- **sneaky e:** o_e
- **multisyllabic words:** con-struct, bull-doze, met-al, bas-kets
bath-robcs, tel-es-cope, ex-press, home-made

Vocabulary

- **constructs:** builds, puts together
- **bulldoze:** use a bulldozer to clear
- **mopes:** to pout or feel sad
- **canvas:** a strong, thick, scratchy cloth
- **tote:** a bag with handles
- **scones:** a small, biscuit-like cake
- **discs:** round sleds
- **soft tones:** pastel or muted colors
- **products:** items made or obtained to sell
- **telescope:** an instrument that helps you see something far away as if it were close
- **vote:** to choose an option and express it
- **homemade:** made at home or by hand by a person

Word Building and Switching Sounds

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

- **o_e – tone,** stone, stole, pole, hole, home, dome, dove, cove, cone

Dictation

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

- **sentence #1:** The pet shop sells bones and dog beds.
- **sentence #2:** The van is next to the cone..

Step 4 Supplemental

Duck at Camp Gem

Sticky Words

y	ou	you: “y” spells /y/. “ou” spells long /oo/ in this word.
ar	e	are: “ar” spells /ar/ (r-controlled). The “e” is silent, without a job.
m	y	my: “m” spells /m/. The “y” spells /I/.
m	e	me: “m” spells /m/. “e” spells long /E/ because of the open syllable.
w	e	we: “w” spells /w/. “e” spells long /E/ because of the open syllable.

Review: be, to, of, the, for, was

Suggested Questions

- Where did Duck go? (Camp Gem)
- Who was Duck writing to? (his mom)
- How did Duck get hurt? (He tripped and fell into a hedge.)
- How do his pals help make Duck feel better? (They make him fudge.)
- What do you think Duck's mom packs for him in the care package?

Connection Questions (connecting students to the book)

- Have you ever been to a camp? If not, would you like to go to one and what would it be like? If yes, what was it like?
- What would you pack in a care package for Duck?

Partner Activities

- Tell a partner what talent you would do for the camp talent show.
- Tell a partner about if you would like to go to camp.

Step 4 Supplemental

Duck at Camp Gem

Slow Down Sounds

- **sneaky e:** mixed
- **soft “g” /j/:** “dge” and spelled when followed by i, e, y
- **multisyllabic words:** homesick, intelligent, fidgets, pungent, contest, agile, episode, suggested, fragile, talent, careful

Vocabulary

- **smidge:** a little bit, a small amount
- **lodge:** a wooden/log building
- **intelligent:** smart
- **craft:** activity in making something
- **fidget:** a small, hand-held toy used to help calm/divert the senses
- **sage:** a grayish-green herb
- **pungent:** strong (as in smell)
- **legend:** a traditional story
- **“bad episode”:** a bad thing happened
- **swelled:** became larger or rounder
- **bulge:** a swollen bump
- **agile:** graceful
- **“get the gist”:** understand, get the idea
- **hodge-podge:** a mixture

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.

- **ge – cage,** page, huge, stage, gem, gent
- **dge – fudge,** budge, smudge, smidge, ridge, bridge, badge

Step 4 Supplemental

Frog on a Bike

Sticky Word

you

you: "y" spells /y/. "ou" spells long /oo/ in this word.

Review

the to go be
sees he for of

Suggested Questions

- Who gave the bike to Frog? (Gran)
- What was the one flaw about the bike? (It was too big.)
- Who helps Frog? (Duck)
- How does Duck help Frog? (He gets a basket for Frog to ride in so Frog can take a ride while he pedals.)
- Where do you think Duck and Frog ride to?

Connection Questions (connecting students to the book)

- Have you ever had trouble doing something when a friend or family member helped you? How did they help you?
- Can you ride a bike? Do you like riding a bike?
- Is there another mode of transport you like, such as scootering, riding an ATV, skateboarding, etc?

Partner Activities

- Tell a partner how you would help Frog to ride.
- Explain a time you got frustrated but decided to try.

Step 4 Supplemental

Frog on a Bike

Slow Down Sound

- **sneaky e:** i_e
- **multisyllabic words:** hel-met, him-self, up-set, ped-als, in-side, bas-ket, sec-ond, can-not

Vocabulary

- **yips:** make or talk in a high-pitched noise
- **helmet:** a hard hat, used to protect the head
- **jogs:** a slow run that tends to be up and down
- **quite fine:** very good
- **"wipes himself off":** to clean oneself, can also be an idiom for getting ready to try again

Blending

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

fine /f/-/I/-/n/, lime /l/-/I/-/m/, wide /w/-/I/-/d/, pride /p/-/r/-/I/-/d/, pipe /p/-/I/-/p/, slide /s/-/l/-/I/-/d/

Word Building and Switching Sounds

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

- **i_e – hike,** bike, bite, site, size, side, hide, ride, pride, prime, time

Dictation

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

- **words:** hike, fine, pile, wide, slide, five
- **sentence #1:** We can ride the bikes at five.
- **sentence #2:** A pile of tiles sits by the hive.

Step 4 Supplemental

Frog on The Dunes

Sticky Words

they

they: “th” spells the voiced /th/ sound. The “ey” spells /A/.

said

said: “s” spells /s/ and “d” spells /s/, but “ai” spells /e/ in this word.

Review: the, be, go, was, of, see, put

Suggested Questions

- Where did Frog find the map? (Gran's chest in the attic)
- What were the first two transportation methods the friends tried to use to cross the dunes? (ATV, mule)
- What made the time go so quickly while the friends were traveling? (their time together, having fun, singing and humming, telling jokes, sharing their hopes and dreams)
- What was inside the cube-shaped chest? (notes and pictures of the Duke and his friends)
- Why do you think the friends wanted to hide the map for someone else?

Connection Questions (connecting students to the book)

- Have you ever been on a quest or a hunt for something? If so, what were you looking for?
- What is something valuable to you that might not be worth much money but has personal value?

Partner Activity

- Tell a partner what you would put in the chest that has value for you.

Step 4 Supplemental

Frog on The Dunes

Slow Down Sound

- **sneaky e:** o_e
- **multisyllabic words:** attic, upon, hidden, value, fantastic, camel, rented, traveled, navigate, include, sunset

Vocabulary

- **attic:** a space or room just below the roof of a building
- **duke:** a man that has a high title and status
- **sand dunes:** mounds or hills of sand formed by wind
- **mule:** a mix between a donkey and a horse
- **ATV:** “All Terrain Vehicle,” a vehicle that can ride over lots of types of land
- **fuse:** a safety device made of wire
- **quest:** a long search for something, trek
- **navigate:** plan and direct the route
- **“x” on the map:** the spot trying to be reached that often covers a treasure
- **cube:** a **symmetrical three-dimensional shape like dice**
- **value:** the worth of something

Word Building and Switching Sounds

Put the “u” and the “sneaky e” in place and build the first word. Say each new word, and students switch one or more sounds to build the new word.

- **u_e – cube,** cute, flute, mute, mule, rule, rube, tube, tune, dune, duke

Dictation

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

- **sentence #1:** The pet shop sells bones and dog beds.
- **sentence #2:** The van is next to the cone..