

## Step 4

### Snake 1 And Snake 2

#### Sticky Words

do

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

they

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

Review: the, to, be, are, like, have

#### Recall and Comprehension Questions

- What are twins? (*siblings who are born together/almost at the same time, in the same pregnancy*)
- The snakes have the same of a specific object. What is that object? (*a cape*)
- What do the snakes like to bake? (*cakes*)
- What do the snakes like to snack on? (*red grapes*)
- Why can't the snakes rake? (*They don't have hands.*)
- What do the snakes need to do to skate? (*They must work together, they must help one another, etc.*)

#### Connection Questions (connecting students to the book)

- Do you have any siblings? If you do not have siblings, would you like having a sibling?
- If you have siblings, what type of siblings do you have? (*brother, sister, twin, both*)
- Hate is a very strong word, not to be used with people, but what is something that you hate or REALLY dislike? (*brussels sprouts, being sad, falling, itchy clothes, storms, etc.*)
- What is an activity that is easier to do with a partner? (*leapfrog, shaking hands, playing a board game, etc.*)

#### Slow Down Sound

- **sneaky e:** a\_e

## Step 4

### Snake 1 And Snake 2

#### Partner Activity

- The snakes have a lot in common. Talk to your partner and find 2 things you have in common. Discuss with your partner and come up with 3 more characteristics that the snakes might share.

#### Long or Short - Sound Isolation

Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel. (Long /A/ focus)

**Words:** flag, have, **late**, pan, **pain**, wag, branch, **wave**, **spray**

#### Vocabulary

- **"snack on":** to eat little bits, to munch over time
- **twins:** two children born during the same birth

#### Blending

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

cane /k/-/A/-/n/, game /g/-/A/-/m/, blame /b/-/l/-/A/-/m/, date /d/-/A/-/t/, stale /s/-/t/-/A/-/l/, grape /g/-/r/-/A/-/p/

#### 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.

- **a\_e – snake**, rake, rate, plate, plane, crane, crate, late
- **blends – twin**, tint, mint, mist, list, lisp, wisp, wind, win, grin

#### Writing Prompts

- If I had a twin, we would...
- I have hobbies. My hobbies are...

## Step 4

### Duck Bakes a Cake

#### Sticky Words

w a n t s

**wants:** “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)

a g a i n

**again:** The “g” and the “n” both spell their basic sound. The first “a” spells the schwa sound (the lazy /u/). The “ai” spells /e/ which is irregular for the spelling.

Review: to, for, he, the, puts, likes

#### Recall and Comprehension Questions

- Why does Duck want to make a cake? (*for Frog*)
- Why do you think Duck wants to make a cake for Frog? (*It's his birthday, he needs to be cheered up, he graduated, he learned how to read, he likes cake, etc.*)
- What happens to the cake? (*It burns or bursts into flames.*)
- Why does the cake burn? (*Duck taps a nap and does not wake up in time, the cake baked for too long, the cake was in the oven too long, etc.*)
- What can Duck do fix his cake? (*He will start over, try again, re-make the cake, etc.*)
- How does Duck make sure that he will wake up in time for the cake? (*He puts an alarm clock next to the couch.*)

#### Connection Questions (connecting students to the book)

- What should you do if there is a fire? (*tell an adult, get outside, call 911, get help from firefighters, etc.*)
- Do you ever bake? What do you bake or what would you like to learn how to bake?

#### Slow Down Sound

- **sneaky e:** a\_e focus

## Step 4

### Duck Bakes a Cake

#### Partner Activities

- Tell a partner how you would solve the problem if you burned a cake and needed to remake the cake.
- Use a blank piece of paper. Fold the paper into thirds or fourths. Students write 3-4 directions on HOW to make/ bake a cake with a partner.

#### Vocabulary

- **“in flames”:** to be on fire
- **dish:** the physical plate OR the food item that is cooked

#### Long or Short - Sound Isolation

Teachers say a list of words. Students listen and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel. (Long /A/ focus)

**Words:** mane, hat, plant, **fame**, **train**, **gain**, **gate**, band

#### Blending

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

make /m/-/A/-/k/, shave /sh/-/A/-/v/, frame /f/-/r/-/A/-/m/, name /n/-/A/-/m/, snake /s/-/n/-/A/-/k/, plane /p/-/l/-/A/-/n/

#### 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.

- **a\_e – bake**, take, tape, grape, grade, made, make, fake
- **sh/th/ch – dish**, wish, with, path, math, mash, mush, much

#### Writing Prompts

- If I had a twin, we would...
- I have hobbies. My hobbies are...

## Step 4

### Dog And His Bone

Sticky Words

you

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

my

**my:** “m” spells /m/. The “y” spells /I/.

Review: the, for, are, he, to, put, they, good, was

### Recall and Comprehension Questions

- How does Dog get to the shop? (*golf cart, he drives, etc.*)
- What does Dog buy at the shop? (*a bone*)
- Who is the salesclerk (or sales-person)? (*Chimp*)
- Where does Dog try to keep his bone? (*in a hole he dug, in the mole’s home, etc.*)
- How does the mole act when Dog first encounters him? (*angry, mean, upset, etc.*)
- How does Dog get mole to help him? (*Dog does something nice for mole to show him that he is a kind dog.*)
- How do Dog and the mole feel about each other at the end? (*They like one another, they are close friends, etc.*)

### Connection Questions (connecting students to the book)

- If you could save your money to buy something, what would you buy?
- Have you ever asked someone for help? How do you show them that you appreciate their help?

### Slow Down Sound

- **sneaky e:** o\_e focus

## Step 4

### Dog And His Bone

### Partner Activities

- Tell a partner what you would have done if you were Dog and your rope broke. How could you carry/store the bone?
- Write a note to thank a partner for something they helped you with this week (and they write you at the same time).

### Vocabulary

- **tole:** to carry, to lug, to take an object someplace
- **mole:** small, burrowing mammal that lives underground
- **close pals:** good friends

### Blending

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

phone /f/-/O/-/n/, home /h/-/O/-/m/, broke /b/-/r/-/O/-/k/, shone /sh/-/O/-/n/, close /k/-/l/-/O/-/s/, slope /s/-/l/-/O/-/p/

### 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.

- **short o – dog,** frog, frost, lost, loft, soft, slot, sloth
- **o\_e – bone,** cone, code, rode, rope, hope, home, dome

### Dictation

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

- **words:** hope, vote, cone, game, tape, wave
- **sentence #1:** Thank you for my pink robe.
- **sentence #2:** My home is close to the shop.

## Step 4

### Pig Hikes

Sticky Words

when

**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: the, does, good, he, to, do, wants

### Recall and Comprehension Questions

- How do you think Pig feels when he finally reaches the top? (*excited, proud of himself, happy, relieved, etc.*)
- What is a hike? (*walking outside, walking on a trail, going up a hill, walking in the mountains, walking outside that is difficult, etc.*)
- How far does Pig plan to go? (*nine miles*)
- Why does Pig get hot? (*the sunshine*)
- Why does Pig have pride when he gets to the top of the hill/mountain? (*He is proud of his accomplishment, he is proud that he didn't quit, he made it to the top, etc.*)

### Connection Questions (connecting students to the book)

- What kind of exercise/movement/sports do you like? (*running, playing basketball, riding my bike, using a scooter, playing soccer, etc.*)
- Have you ever run a race or finished something that was difficult for you? (*a report, a long book, a race, a 5K for charity, riding a bike to a friend's house, etc.*)
- How did you feel when you completed a difficult task?

### Slow Down Sound

- **sneaky e:** i\_e focus

## Step 4

### Pig Hikes

### Partner Activity

- Tell a partner about one activity that is a challenge for you and how you plan to overcome the challenge.

### Vocabulary

- **“cramp in his side”:** to have a pain in his side
- **stride:** a long step, a confident walk
- **“has pride”:** to be proud (of oneself)

### Blending

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

bike /b/-/I/-/k/, time /t/-/I/-/m/, slide /s/-/l/-/I/-/d/, life /l/-/I/-/f/, cried /k/-/r/-/I/-/d/, drive /d/-/r/-/I/-/v/

### 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.

- **a\_e – lane,** crane, crave, save, same, name, tame, tape
- **o\_e – lone,** cone, cope, mope, mole, hole, home
- **i\_e – mile,** smile, pile, pine, fine, fire, tire, tide, stride

### Dictation

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

- **words:** ride, pipe, mine, dove, same, kite
- **sentence #1:** When he likes a ride, he will smile and clap.
- **sentence #2:** The five limes are on the shelf.

### Writing Prompt

- I can do hard things. One time, I...

## Step 4

### The Snakes Race

Sticky Words



**says:** The first “s” spells /s/, the second “s” spells /z/. “ay” is irregular here as it spells /e/ in this word.

Review: to, have, are, they, the, see, be, does, go, of, for, he, good

### Recall and Comprehension Questions

- How does Snake 1 feel about racing? (*excited, happy*)
- How do you know that Snake 2 does not like racing? (*He has a smile on his face but is sad inside.*)
- What does it mean when it says that Snake 1 “does not see a trace of Snake 2?” (*Snake 1 cannot see Snake 2 at all.*)
- What do the snakes do instead of race at the end? (*swim*)
- Why is the place so much fun at the end? (*The snakes have each other, friends are fun to be with, the snakes play together, etc.*)

### Connection Questions (connecting students to the book)

- Do you like to race? Why?
- How would you tell a friend or family that you do not like to do a certain activity? (*tell the truth about how you feel, ask if you can play something else, suggest a different game that everyone would like, etc.*)
- How could you help a friend that is not happy or having trouble playing a certain game? (*teach them how, be patient and kind, giving encouraging words, etc.*)

### Slow Down Sounds

- **sneaky e**
- **Soft c:** If “c” is followed by **i, e, or y**, it spells the sound /s/.

## Step 4

### The Snakes Race

### Partner Activities

- Tell a partner about a time that you hid your feelings.
- Tell a partner about a race you have been in or would like to be in.
- Discuss with a partner what the perfect day with a friend would be.

### Long or Short - Sound Isolation

Students listen to a list of words and spread their hands wide if they hear a long vowel or put their hands close together if they hear a short vowel.

- **Words:** **grace**, glance, **place**, **face**, prance, luck, **laces**, pants, trance, **brace**, prince, rinse, **rise**, **hose**, hot

### Vocabulary

- **pace:** consistent and continuous speed
- **glance:** a quick look
- **priceless:** irreplaceable, cannot be bought, more valuable than money
- **to “not stand a chance to win”:** not capable of winning

### 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.

**ace/ice – pace**, place, trace, race, rice, price, slice, twice  
**ance/ince – dance**, chance, trance, prance, prince, wince

### Writing Prompt

- One time, my friend felt upset. To help my friend, I...

## Step 4

### Frog Has The Blues

Sticky Words



**some:** “s” spells /s/, and “m” spells /m/, but the “o” spells /u/ in this word, like the word “come,” and the “e” does not have a job.

Review: the, you, are, says, have, good, sees, wants, to, do, be, from, go

#### Recall and Comprehension Questions

- What is the first bad luck event that we learn about Frog? *(He cannot go on his trip to the dude ranch.)*
- What might have happened to the statue that Frog tipped? *(It broke, it shattered, it lost a wing, etc.)*
- How does Chimp rescue Frog from the blues? *(Chimp hugs Frog and tells him to smile. Chimp reminds Frog that he is a nice Frog and gives him a compliment.)*

#### Connection Questions (connecting students to the book)

- What is one bad luck event that has happened that has given you the blues? *(I broke my favorite pencil, I lost my dog, I fell on the playground and scraped my knee, etc.)*
- What do you do to get rid of the blues or a bad mood? *(take deep breaths, hug someone, count to ten, etc.)*

#### Slow Down Sound

- **sneaky e:** u\_e, ue focus, /U/ and /oo/

#### Writing Prompts

- I think I have good luck when...
- When I get upset, I calm down by...

## Step 4

### Frog Has The Blues

#### Partner Activities

- Tell a partner what makes you feel sad and what you do to feel better.
- Tell a partner 2 things in your life that are good and make you feel “lucky.”

#### Vocabulary

- **the blues:** low spirits, sadness
- **plume:** a long, soft feather
- **dude ranch:** a cattle ranch for vacations
- **tune:** a melody or music in a song

#### Sound Deletion

Teachers say a word and say “remove /t/ from the word” after. Removing /t/ will make a new word.

**fleet - flee, stale - sale, mist - miss, stand - sand, trip - rip, pant - pan, store - sore, trust - rust, sting - sing, dent - den, track - rack, past - pass**

#### 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.

- **u\_e – dude,** rude, rule, mule, mute, cute, flute, plume
- **ch/sh – ranch,** branch, brand, rash, mash, mush, much

#### Dictation

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

- **sentence #1:** I got cute pants with blue stripes.
- **sentence #2:** Some blue gum can make your lips blue.

## Step 4

### Cat on The Road

Sticky Words

there

**there:** "th" spells voiced /th/ but "ere" spells /A/-/r/. The other word with this spelling for this sound is "where."

her

**her:** "h" spells /h/. "er" spells /er/ which has not been taught yet.

Review: the, sees, she, does, from, wants, go, you, are, my, see, says, have, to

### Recall and Comprehension Questions

- How does Cat know that someone is nearby? (*Cat smells a campfire that is not her campfire.*)
- What does Cat do to feel brave? (*Cat hums a song.*)
- When Cat goes to inspect where the fire smell came from, what does she find? (*a cave*)
- Why does Cat tell a joke? (*The book does not specifically say, but it might be to feel brave or to try and make the brute be a happy creature.*)
- Why would someone get a stitch in their side from a good joke? (*They laugh so hard that they get a cramp.*)
- Why is Cat not scared at the end? (*It is just Cub in the cave.*)

### Connection Questions (connecting students to the book)

- Have you ever been camping?
- What are some items you might take on a camping trip?
- When you feel scared, what can you do to feel brave? (sing a song, think happy thoughts, find your parents, hug a stuffed animal, etc.)

### Slow Down Sound

- **sneaky e:** mixed review

## Step 4

### Cat on The Road

### Partner Activities

- Tell a partner about a time that you have been scared and what you did or what you could do to be brave.
- Tell a partner about a camping trip you have been on or about a camping trip that you would like to go on.

### Vocabulary

- **ignite:** to light or start (ex. an engine, a fire, an argument)
- **ruckus:** commotion, disturbance, disruption
- **brute:** a beast or monstrous creature
- **"a chill up her spine":** to get scared or feel frightened because of something creepy
- **"stitch in my side":** an ache in the side of your stomach (from laughing, from exercise, etc.)

### Sound Deletion

Teachers say a word and say "remove /r/ from the word" after. Removing /r/ will make a new word.

**trap-tap, drive-dive, strand-stand, proof-poof, creep-keep, crumb-come, crouch-couch, great-gate, free-fee, drive-dive**

### 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.

- **i\_e – side,** tide, pride, prime, lime, slime, slide, glide
- **u\_e – brute,** flute, mute, mule, rule, rude

### Dictation

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

- **sentence #1:** There are vines on the side of her home.
- **sentence #2:** Can the cake have blue lines on the top?