

Step 5

Duck Feels Sick

Sticky Words

why

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

Review: he, are, does, for, to

Recall and Comprehension Questions

- A symptom is one way a person shows their sickness. What is one of Duck’s symptoms? (*He cannot sleep, his cheeks are hot, he weeps, etc.*)
- What is Duck’s first symptom? (*He cannot sleep.*)
- Who sees that Duck doesn’t feel well? (*Frog*)
- What does Frog do to help Duck feel better? (*Frog gives Duck some sweets.*)

Connection Questions (connecting students to the book)

- Have you ever been sick? How do you feel when you are sick? What can you do to feel better?
- What are some of the symptoms you get when you have a cold?
- Have you ever been stung by a bee? What happened?
- What should you do if a bee stings you or another person? (*Tell a teacher, tell a parent, etc.*)

Slow Down Sound

- **Vowel Team:** “ee” /E/

Writing Prompt

- When I feel sick, I...

Dictation

Write “ee” in a visible place, discuss, then dictate the words.

- **words:** beep, meet, feed, sheet, week, speed

Step 5

Duck Feels Sick

Partner Activities

- Tell a partner what you could/would do to help a friend or family member who did not feel well.
- Partners make a “How-To” book on helping others. Creating pages with a picture and a descriptive sentence on how to help someone else when that person does not feel well. Put the pages into a “How-To” book.

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.

Words: pen, **speed**, went, **tree**, led, friend, **meet**, **least**, fence

Vocabulary

- **“seems a bit green”:** nauseous, sick to his stomach
- **weep:** to cry, to sob
- **“cheeks are hot”:** this can mean embarrassed, but in this case, it is a symptom of not feeling well

Blending

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

sheep /sh/-/E/-/p/, free /f/-/r/-/E/, seed /s/-/E/-/d/, fleet /f/-/l/-/E/-/t/, green /g/-/r/-/E/-/n/, sleep /s/-/l/-/E/-/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.

- **ee – feel**, feet, meet, beet, beep, sleep, sheep, sheet, greet, green, teen, seen, seek, cheek, cheep, peep, peel, heel

Step 5

Pig at The Beach

Sticky Words

now

now: “n” spells /n/. “ow” spells /ow/ (the “ouch sound”) which will be learned.

Review: of, the, does, for, to, was, he, when, good, wants

Recall and Comprehension Questions

- What is the first thing Pig does when he gets to the beach? (*Pig sets up his stuff.*)
- Who pinches Pig? (*a crab*)
- Who steals Pig's lunch? (*a sea gull*)
- Name some of the activities Pig did at the beach. (*Read in the shade, took a nap, hunted for sea shells and sea glass, surfed/rode the waves, splashed in the sea, etc.*)
- What did Pig forget to do at the beach? (*put on sun-screen*)
- How did Bug help Pig? (*Bug gave Pig cream.*)

Connection Questions (connecting students to the book)

- Have you ever been to the beach?
- What do you like to do at the beach? (*build sand castles, swim, nap, play with a beach ball, look for crabs, surf, etc.*)
- What would you pack and take with you if you got to go to the beach? (*umbrella, chair, towel, snack, beach ball, shovel, etc.*)

Writing Prompt

- At the beach, I like to...(or “I would like to”)

Dictation

Write “ea” in a visible place, discuss, then dictate the words.

- **words:** steam, leap, mean, dream, seat, heap

Step 5

Pig at The Beach

Slow Down Sound

- **Vowel Team:** “ea” /E/

Partner Activity

- Tell a partner about a time you went to the beach. If you have not been to the beach, tell your partner about what you would like to do if you ever go to the beach.

Vocabulary

- **sea:** to eat in little bits, to munch over a period of time
- **heal:** to get better
- **heaps:** mounds, piles

Homophones

Write the two homophones in a visible place. Decode, identify unlearned sound-spellings, show the same pronunciation, and discuss to talk about different meanings.

- **heal/heel, sea/see, steel/steal**

Sound Deletion

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

sleet-seat, clean-keen, leach-each, flake-fake, slide-side, plants-pants, whale-way, plot-pot, blow-bow, plaid-pad, glows-goes, fleet-feet

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.

- **ea – peach,** beach, beam, cream, creak, speak, leak, leap, cheap, cheat, heat, heal, steal, steam, dream, team, teal, deal

Step 5

Dog's Feast

Sticky Words

wh a t

where: "w" spells /w/, but the "h" is silent. This might make for a softer /w/ sound. The "a" spells /u/. "t" spells /t/.

Review: have, he, for, to, does, the, come, they, good

Recall and Comprehension Questions

- Who is Dog making the feast for? (*his pals*)
- What does Dog get at the store? (*meat, peas, tea, and green beans*)
- What else is on the shelf at the store? (*ice cream cones, coffee, pretzels, juice, etc.*)
- What kind of cake does Dog make? (*peach cake*)
- What does Dog slip on? (*water from a leaky sink*)
- What happens because of Dog's fall? (*Dog scrapes his feet and cannot make the feast. He starts to cry.*)
- How is the problem solved at the end of the story? (*All the pals work together to make the feast and clean.*)

Connection Questions (connecting students to the book)

- Have you ever had a feast?
- What might be a reason to have a feast? (*a birthday, Thanksgiving, a holiday, a family gathering, etc.*)
- What is your favorite food to eat at a big meal?
- Can you cook? If you can, what do you like to make? If you cannot cook, what would you like to make?

Writing Prompt

- If I could make a feast, my feast would be...

Slow Down Sound

- **Vowel Team:** "ee" and "ea" /E/

Step 5

Dog's Feast

Partner Activities

- Tell a partner about a time you had a big meal with others for a celebration.
- Draw a large table with your partner. Talk about and draw all the items you would include in a feast.

Vocabulary

- **sea:** to eat in little bits, to munch over a period of time
- **heal:** to get better
- **heaps:** mounds, piles

Sort by Spelling

There is not an absolute rule for when to use each spelling. Practice and helping students map the words can an effective support. Write the following words in a visible place. Students copy the words and read them. Students trace the "ee" with one color and "ea" with another color in each of the words.

- **cream, feel, steal, green, leash, street, lead, deal, beach, need, teach, see**

Sound Deletion

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

sleet-seat, clean-keen, leach-each, flake-fake, slide-side, plants-pants, whale-way, plot-pot, blow-bow, plaid-pad, glows-goes, fleet-feet

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.

- **ea – clean,** mean, meal, real, read, bead, beam, cream
- **ee – keep,** weep, week, peek, peel, feel, heel, heed

Step 5

Snakes on a Train

Sticky Words

w	e
---	---

we: “w” spells /w/. “e” spells long /E/ because of the open syllable.

ou	r
----	---

our: “ou” spells /ow/ (the ouch sound). “r” spells /r/.

Review: the, for, to, they, too, be, he, from, have, my, come, was

Recall and Comprehension Questions

- What is the first mode of transportation that the snakes try to use to travel? (*a plane*)
- Why are the snakes traveling? (*to visit a pal*)
- Why couldn't the snakes take the plane? (*The plane was too late, and the snakes hate to be late.*)
- What is the next vehicle they choose to try? (*a bus*)
- Why can't the snakes take the bus? (*The bus ran out of gas.*)
- What is wrong with the sailboat that the snakes try to use? (*The sailboat has a hole.*)
- What happens to Snake 1 when he tries to fix the boat with his tail? (*Snake 1 sprains his tail.*)
- How do the snakes get to visit their pal at the end of the story? (*They take a train.*)
- Who is the pal that they visit? (*Cat*)

Connection Questions (connecting students to the book)

- Have you ever traveled to visit someone?
- Who did you visit? (*a grandparent, a friend, etc.*)
- If you haven't traveled, where WOULD you like to travel?
- How would you get where you want to go? (*a plane, a train, a boat, a bike, on foot, etc.*)

Step 5

Snakes on a Train

Slow Down Sounds

- **Vowel Team:** “ai” focus, “ee” and “ea” /E/

Partner Activities

- Draw a large picture with a partner containing all the modes of transportation used in the story.
- Tell your partner about a time you went on a trip, where you went, how you got there, and who you saw.

Vocabulary

- **travel:** to go from one place to another
- **faith:** to have trust in or to have faith in
- **fail:** to not succeed

Blending

Say each sound separately. Pause between each sound. Students listen, repeat, and blend orally.
keep /k/-/E/-/p/, paid /p/-/A/-/d/, train /t/-/r/-/A/-/n/
wait /w/-/A/-/t/, grade /g/-/r/-/A/-/d/, claim /k/-/l/-/A/-/m/

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.

- **ai – trail**, snail, mail, main, pain, pail, sail, rail, rain, drain

Dictation

Dictate the following sentences to students.

- **sentence #1:** The chain kept the bike safe.
- **sentence #2:** We can claim our tickets at the desk.

Writing Prompt

- If I went on a train, I would go...

Step 5

Fish Gets Clean

Sticky Words

no

no: “n” spells /n/. “o” spells long /O/ because of the open syllable.

could

could: “c” spells /k/ and “d” spells /d/. “oul” spells the short oo sound /ʊ/.

Review: her, she, the, what, put, do, have, we, they, come, to, does, from, of, again, be, now, for

Recall and Comprehension Questions

- What do you think the green is in Fish's dish? (*algae, moss, grime, etc.*)
- Who comes to help Fish? (*Chimp and Cat*)
- What does Chimp mean when he says “have no fear”? (*He means that she shouldn't worry.*)
- What does Cat and Chimp do with Fish while they are cleaning? (*They put her in a pail.*)
- Why would Fish need to be in a pail? (*Fish can't survive outside of the water.*)
- What does Cat paint on the side of Fish's dish? (*a landscape*)
- What does Fish's dish look like once her pals have cleaned it? (*splendid*)
- What are some synonyms for “splendid”? (*wonderful, fabulous, etc.*)

Connection Questions (connecting students to the book)

- Do you have a pet? If you do have a pet, where does your pet live? (*in my house, in our yard, in a cage, in a bowl, etc.*)
- At home, how often do you clean your room? What do you do to clean your room? (*sweep, pick up toys, put clothes in drawers, etc.*)

Step 5

Fish Gets Clean

Slow Down Sounds

- **Vowel Team:** “ai” /A/, “ee” and “ea” /E/

Partner Activities

- Tell a partner what chores you help with at home.
- Draw a picture with a partner of what landscape you would paint for the side of Fish's dish.

Vocabulary

- **“not keen on”:** to not like or not prefer something
- **fab:** short for fabulous
- **sprain:** wrench or twist one's ligaments
- **wail:** a yell/sound of sadness, pain, or anger
- **landscape:** a depiction of a countryside or land

Sound Deletion

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

spot-pot, grace-gray, mist-mitt, desk-deck, start-tart, place-play, house-how, sneeze-knees, past-pat, must-mutt

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.

- **ai – trail,** snail, mail, main, pain, pail, sail, rail, rain, drain

Dictation

Dictate the following sentences to students.

- **sentence #1:** The chain kept the bike safe.
- **sentence #2:** We can claim our tickets at the desk.

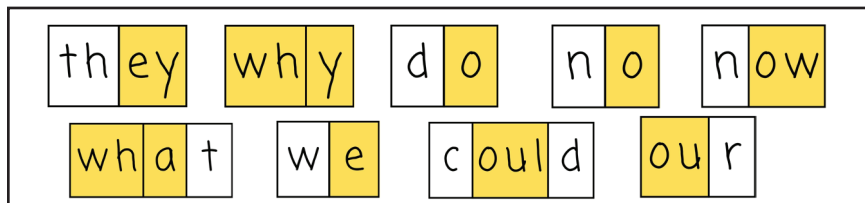
Writing Prompt

- If I were a fish, I would want my dish to be...

Step 5

Cub on a Boat

Review



Recall and Comprehension Questions

- What does Cub pack in his picnic for the cruise? (*jam, toast, and fruit juice*)
- What is a life vest and why does Cub wear it? (*A life vest is a flotation device that will help Cub stay afloat if he falls in the water. He wears it for safety.*)
- What tips Cub's boat? (*the wave*)
- Why does Cub moan and groan? (*His boat tipped and sank.*)
- Who come to save Cub? (*his pals, Duck and the snakes*)
- What do the pals all do on the beach? (*have a bonfire, roast snacks, roast marshmallows, have fun, etc.*)

Connection Questions (connecting students to the book)

- Have you ever been on a boat?
- What kind of a boat have you been on? (*sailboat, cruise ship, tugboat, canoe, dingy, speedboat, kayak, etc.*)
- If you haven't been on a boat, would you ever like to go on a boat? What kind of a boat would you like to be on? Where would you go on the boat?
- Have you ever had a bonfire or even a fire in a fireplace? What does it sound like, smell like, look like?

Step 5

Cub on a Boat

Slow Down Sounds

- **Vowel Team:** "oa" /O/, "ui" /U/ or /oo/, "ai" /A/, "ee" and "ea" /E/

Partner Activities

- Work with a partner to draw all the items you would take on a boat trip.
- Tell a partner about a time you went on a boat or about whether you would like to go on a boat.

Vocabulary

- **"soak up the sun":** to enjoy the sun, to get a tan, to feel warm
- **bonfire:** a large, controlled fire outside

Blending

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

goat /g/-/O/-/t/, coal /k/-/O/-/l/, toast /t/-/O/-/s/-/t/, date /d/-/A/-/t/, stain /s/-/t/-/A/-/n/, float /f/-/l/-/O/-/t/

Word Building and Switching Sounds

Using the sound-spellings "ui" and "oa" build the following words with letter tiles or writing on a white board. Teachers say the words slowly for students to build/write.

Words: fruit, moan, coach, goal, suit, soak, loaf, float

Writing Prompts

- I would like to sail to...
- If I could have a bonfire, I would...

Step 5

Cat on The Road

Sticky Words

s ai d

said: “s” spells /s/ and “d” spells /d/. The “ai” is an irregular spelling for /e/.

Review: she, the, her, to, for, from, come, you, when, they, my, have, does, go

Recall and Comprehension Questions

- Why does Cat need a plan at the beginning of the story? *(Cat needs a plan because it is hot. She needs to cool down.)*
- Who does Cat write to for help? *(Frog)*
- Who is the mailperson? *(Duck)*
- What does Cat pack in her pail? *(cream, fruit, a roast, and her swimsuit)*
- What are the directions that Cat needs to follow to get to Frog's pond? *(She needs to travel on the road next to the stream and then go on the path.)*
- How does Cat know she is near Frog's pond? *(She hears Frog croak.)*
- What do the pals do at the pond? *(swim and float on rafts)*

Connection Questions (connecting students to the book)

- Have you ever been very hot? How did you cool down? *(swim, take a shower, lay very still, sit by the air conditioner, fan myself, drink a cold drink, etc.)*
- Have you ever written a note or gotten a note in the mail?

Slow Down Sounds

- **Vowel Teams:** ai, ee, ea, oa, ui

Step 5

Cat on The Road

Partner Activities

- Draw an imaginary map with a partner from one place to another. Include a key to tell the landmarks.
- Tell a partner what you would do to cool off.

Vocabulary

- **“beat the heat”:** find a way to be cool
- **glee:** happiness, joy
- **trek:** voyage, long walk or trip

Sound Deletion

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

sneeze-seize, pond-pod, snip-sip, bent-bet, lint-lit, snap-sap, seen-see, pine-pie, snub-sub, sign-sigh, gnat-at

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.

- **oa – road,** toad, toast, roast, coast, coach, roach, roam
- **ai – pail,** nail, tail, mail, main, stain, rain, rail, raid, paid

Dictation

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

- **words:** foam, fruit, faint, goat, wait, soap
- **sentence #1:** My pal said he can visit in the spring.
- **sentence #2:** The plants need rain and sunshine.

Writing Prompt

- Write a note to a friend to ask them to come visit. Tell them all the activities you would do together.