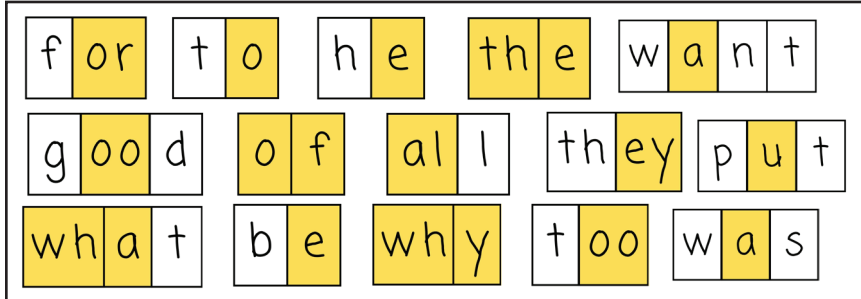


Step 6

Frog's Bad Day

Review



Recall and Comprehension Questions

- What is the first reason that Frog is having a bad day? (*It is a gloomy, cloudy day. There is no sunshine.*)
- How did Frog's clay pot break? (*Frog bumped into the desk, making the clay pot fall off the desk.*)
- Where was Frog's bike when it was crushed? (*the driveway*)
- Who wanted to stay home and read? (*Chimp*)

Connection Questions (connecting students to the book)

- What could Frog do to fix his vest? (*He could sew it, he could take it to a tailor, etc.*)
- What kind of bill do you imagine Frog needing to pay? (*phone bill, rent for his lily pad, speeding ticket for hopping too fast, buying a new pot and crayon, etc.*)
- What should Frog have done with his bike to avoid having it crushed? (*put it away, park it in the garage, etc.*)
- What makes you have a bad day? (*when I'm sick, if I miss the bus when I get hurt, etc.*)
- What can you do to make yourself happy again? (*hug my mom and dad, read a book to relax, go to bed early to start a new day, make someone else happy, etc.*)

Step 6

Frog's Bad Day

Slow Down Sound

- **Vowel Team:** "ay" /A/

Partner Activity

- Tell a partner about a time you had a bad day and how you made that day better.

Multisyllabic Words

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.

- **crayon, cannot, driveway, into, Sunday**

Vocabulary

- **fray:** the fringe on a rip or tear; the product of a rip; a raveled or worn part of fabric
- **sway:** to move or swing to and fro
- **pad:** a soft spot to sit or lay something (in this book, it's a lily pad)

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.

- **ay - pay,** say, stay, slay, clay, play, pray, fray, may

Dictation

Write "ay" and "ai" in a visible place, discuss "ay" at the end and "ai" in the middle, then dictate the words.

- **words:** way, pain, day, main, nail, spray, sprain

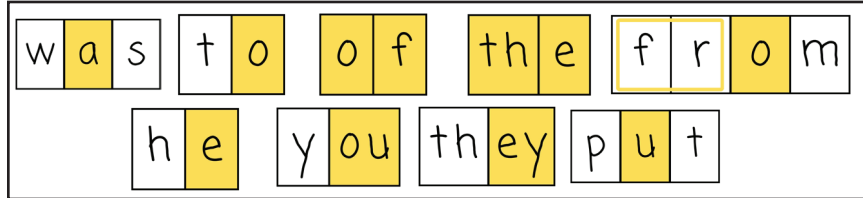
Writing Prompt

- If a pal is having a bad day, I help by...

Step 6

Chimp at The Market

Review



Recall and Comprehension Questions

- Why did Chimp go to Duck's farm? *(he got a card in the mail from Duck, he goes to help Duck sell items at the market, etc.)*
- Who does Chimp borrow a car from? *(Dog)*
- What were some of the items being sold at the market? *(art, nice cards, yarn, tarts, stuff from farms, darts with targets, soft carpets, and harps)*
- What gift does Duck give to Chimp? *(a star charm bracelet)*
- Why do the pals link arms as they walk back from the market? *(because it is dark, to be safe, etc.)*

Connection Questions (connecting students to the book)

- Chimp helped Duck. What's one way you help your friends?
- Have you ever visited a farm? What was it like? What did you see?
- How did Chimp feel at the end of the book? Why? How do you know he feels this way?

Dictation

Write "ar" in a visible place, discuss, then dictate the words.

- **words:** bark, part, yarn, harp, star, market, target, march

Step 6

Chimp at The Market

Slow Down Sound

- **Vowel Team:** "ar" /ar/

Partner Activity

- Tell a partner about a time you went shopping at a mall, a market, a store, etc.

Multisyllabic Words

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.

- **market, pumpkin, products, targets, carpets, garden, bracelet**

Vocabulary

- **product:** an article or item that is made for sale
- **harp:** a string musical instrument
- **charm:** a small ornament on a necklace or bracelet
- **march:** to walk in a measured tread
- **target:** a person, object, or place selected as the aim

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.

- **ar-park,** shark, sharp, harp, hard, harm, charm, chart, dart, cart, card, yard, yarn

Writing Prompts

- If I had a booth at a farmers' market, I would sell...
- If I could shop at a farmers' market, I would buy...

Step 6

Cat's Bow

Sticky Words

your

your: "y" spells /y/ and "our" spells /or/.

Review: he, the, does, come, do, be, go, we, put, to, for, of, you, have, all, what

Recall and Comprehension Questions

- When does the story take place? (*on the weekend*)
- What is a bungalow? (*a type of house, where Chimp lives*)
- What is a "cup of joe?" (*coffee*)
- What caused the stain on the bow? (*the pen that was used to make the lips on the scarecrow*)
- Who gave Cat the bow? (*her dad*)
- What color was her bow before the stain? (*cream*)

Connection Questions (connecting students to the book)

- Why does Cat need to wear such sturdy clothes? (*She might get scratches, to protect her knees and elbows, so her clothes don't rip, etc.*)
- Cat feels "low and sad" when her bow is stained. What does "low" mean in this situation? (*sad, down, upset, etc.*)
- What steps does Chimp take to fix the bow? (*put the bow in the bowl, mix the tints with the bow, pat the bow with a cloth, put the bow in a window to dry in the breeze*)

Slow Down Sound

- **Long o:** ow, oe

Partner Activity

- Tell a partner about an object that you own that has a lot of meaning to you.

Step 6

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Cat's Bow

Multisyllabic Words

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.

- **bungalow, scarecrow, complete, difficult, instruments, glances, follow, rainbow, admire, finish, window, fantastic, shindig, adding, bellows, weekend, elbow, secure, fabrics**

Vocabulary

- **low flow:** when liquid/water is not coming in a strong stream but a slower and less dense fashion
- **tint:** a shade of color or a dye
- **shindig:** a party or celebration

Possible vocabulary: bungalow, instruments, admire, fabrics, "tend to"

Idioms

An expression that cannot be understood from the meanings of its separate words. Explain and discuss.

"throw on strong pants and kicks": Literal = to chuck or toss clothing / Figurative = to put on quickly

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

low, shade, row, instrument, plot, kicks, bow, bowl

Writing Prompts

- One item that I cherish is...
- If I grew a garden, it would be...

Step 6

Cat's Claws

Sticky Words

your

your: "y" spells /y/ and "our" spells /or/.

Review: he, the, does, come, do, be, go, we, put, to, for, of, you, have, all, what

Recall and Comprehension Questions

- When do Cat and Duck meet? (*at dawn*)
- Why do Duck and Cat meet? (*to see the sunrise and take a long walk*)
- Where will Duck take Cat to get her claws fixed? (*a nail salon at the mall*)

Connection Questions (connecting students to the book)

- What is the cause of Cat's fall? What is the effect of her fall? (*The hawk's squawk scaring her/her claws are cracked and flawed.*)
- What is a launch shindig? (*a party when a store opens*)
- Why is Frog good at his job? (*He isn't tall, he is closer to nails and feet, etc.*)
- What does it mean when someone "relishes" something? (*enjoys or cherishes*)

Slow Down Sound

- **short o:** aw, au, al

Partner Activities

- Plan a shindig and tell your partner about it.
- Tell a partner about something you do to "dress up" or to feel special on a special occasion.

Step 6

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Cat's Claws

Multisyllabic Words

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.

- **sunrise, sudden, concrete, awful, sidewalk, shindig, difficult, being, simple, salon, plastic, thinking, fantastic, coffee, exclaims, problem, relish, canteen, visit**

Vocabulary

- **shindig:** a party
- **relish:** to enjoy
- **files:** to shave down, to use a file

Possible vocabulary: flaws, mauve, hue, launch, snug

Idioms

An expression that cannot be understood from the meanings of its separate words. Explain and discuss.

- **"catch up":** Literal = to grab with your hands in an upward position / Figurative = to review past information
- **"kick off":** Literal = remove with one's feet / Figurative = to begin, to start up

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.

- **walk/wok, claws/clause, paws/pause**

Writing Prompt

- I am going to have a shindig. At my shindig, I will have...

Step 6

Cub Frowns

Sticky Words

your

your: "y" spells /y/ and "our" spells /or/.

Review: he, the, does, come, do, be, go, we, put, to, for, of, you, have, all, what

Recall and Comprehension Questions

- What words tell you that Cub is unhappy? (*pouts, frowns, grouch, sour face, growls, etc.*)
- Who comes to try to cheer up Cub? (*Cat*)
- What is one idea Cat thinks of to cheer up Cub? (*a picnic outside, dressing up and pretending to be a king and queen, going shopping, hiking to the top of a mountain, visiting Duck's farm and seeing the cows, bouncing in a jump house, eating sweets*)

Connection Questions (connecting students to the book)

- Why is Cub sad? (*He was lonely.*)
- What does "chow down" mean? (*to eat quickly, to eat a lot of food*)
- What does "down in the mouth" mean? (*to frown and be sad*)
- What can you do to help a friend who is sad?

Slow Down Sound

- **/ow/:** ow, ou

Partner Activity

- Tell a partner what you do to improve your mood when you are feeling down.

Step 6

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Cub Frowns

Multisyllabic Words

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.

- **picnic, mountain, outfits, discount, cupcakes, upside, outside, without**

Vocabulary

- **pouts:** to sulk or feel sad about something visibly
- **slouch:** to slump down, the sag one's shoulders, to not sit up straight
- **grouch:** someone who is in a bad mood
- **discount:** a price cut, reduction in cost
- **sour face:** a look on one's face that shows a bad taste
- **vow:** to make a strong promise
- **gown:** a long dress, often very formal

Idioms

Explain and discuss.

- **"down in the mouth":** Literal = to be in the lower part of someone's mouth / Figurative = to be sad
- **"hang out":** Literal = to be suspended from something sturdy / Figurative = to spend time with someone

Morphology

The study of the forms of words (using the smallest units of meaning to make meaning of words)

- morpheme to discuss: **"dis" = away**
- ex.** discount, disconnect, disinfect, dishonest, disprove

Writing Prompt

- Write about 2-3 ways to make a day better...

Step 6

Cub's Loyal Pal

Sticky Words

f r i e n d

s o r r y

Review: to, they, have, the, go, does, he, again, there, why, are, puts, said, you, good, when, of, was, says, for, some, be

Recall and Comprehension Questions

- What do Frog and Cub plan to do together? (*go shopping and have lunch*)
- When did Frog and Cub make those plans? (*last week*)
- What is one nice thing that Cub did in the past to be a good friend? (*share toys, bring ointment to help Frog's poison oak rash, give compliments, hug*)
- How does Frog find out that Cub lied? (*Frog comes to bring broth to his friend and finds him laying in the back yard, not sick.*)

Connection Questions (connecting students to the book)

- What does the word "pinpoint" mean? (*to find the exact, to figure out*)
- What could Cub have done instead of lie to Frog? (*tell the truth, ask Frog if they could change their plans, postpone their plans, etc.*)
- Have you ever told a lie? How did it make you feel?

Slow Down Sound

- /oy/: oi, oy

Partner Activity

- Tell about a time that you made a mistake and how you fixed that mistake.

Step 6

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Cub's Loyal Pal

Multisyllabic Words

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.

- **hopping, inside, sunshine, joyful, meantime, cannot, pinpoint, reason, upset, mistake, saying, poison, ointment, selfish, problem, loyal, being, myself, choices, enjoys**

Vocabulary

- **loyal:** a characteristic that means reliable, committed, or trustworthy
- **ointment:** a cream or gel substance, often medicinal
- **hoist:** to pull up

Possible vocabulary: poison oak, selfish, ill

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

lie: an untruth OR to lay down

rest: the remainder OR to relax

please: a polite way to ask for something OR to make happy

Morphology

The study of the forms of words (using the smallest units of meaning to make meaning of words)

- morpheme to discuss: **"-ful"** = "full of," "characterized by," or "having the qualities of."

ex. joyful, spiteful, thankful, fearful, helpful, useful

Writing Prompt

- What does it mean to you to be a loyal pal?

Step 6

Dog Surfs

Sticky Words Review: the, of, to, was, go, do, you, he, be, me, have, now, my, again, my, puts, some, comes, your

Recall and Comprehension Questions

- How does Cat help Dog? (*She is a supportive friend, she is there for him, she promises to be at his side, she offers to be a pal he can turn to if he needs, etc.*)
- Dog says, "I will sit like a bird on a perch," on page 11. What does that mean? (*he will only sit and watch, he won't move from where he is, he won't be involved, he will watch from the sidelines, etc.*)
- Tell us about one time you took a tumble and got back up to try again.

Connection Questions (connecting students to the book)

- In the book, Dog gets tossed by a wave and feels defeated. Have you ever tried something new and fallen or failed the first time? What did you do?
- If you had a friend who was frustrated and couldn't do an activity, how could you help them? What might you say or do to encourage them?

Slow Down Sound

- **/er/**: er, ir, ur

Partner Activity

- Tell a partner about a time you visited a beach or what it would be like if you did visit a beach.

Writing Prompt

- I would like to learn how to...

Step 6

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Dog Surfs

Multisyllabic Words

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.

- **sunrise, after, seaweed, liquid, sunblock, into, onto, stronger, wetsuit, current, perfect, seconds, enter**

Vocabulary

- **current**: the pull of the ocean or body of water, the direction water pulls
 - **hurls**: to throw aggressively
 - **surrender to his fear**: to give in to being afraid, not doing something because someone is too afraid/scared
- Possible vocabulary: "squirm with fear," blur, hurls, churn

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.

- **feet/feat sees/seize, to/too/two, some/sum, fur/fir, not/knot, current/currant, sea/see, I/eye**

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **wave**: to shake your hand hello or goodbye OR a water movement in the ocean
- **surf**: to ride on the waves on a board OR to search the internet
- **current**: present time OR a strong pull in the water

Step 6

Dog's Book

Sticky Words

where

would

Review: to, the, he, was, all, could, of, for, go, my, have, how, from, now, what

Recall and Comprehension Questions

- Why couldn't Dog read in his favorite spot? *(The hook on his hammock broke and the hammock fell from the tree.)*
- Where did Dog go to get a good book? *(the book shop, the bookstore)*
- What type of book did Dog get? *(a cookbook)*

Connection Questions (connecting students to the book)

- Why might Dog have sneezed when he sat on the wool chair? *(He is allergic to wool, the chair was dusty, etc.)*
- Why is a kitchen the perfect place to read a cookbook? *(You can cook while reading, the ingredients are listed in a cookbook, you might need to look at the directions while cooking, etc.)*
- What is your favorite type of book to read?
- Do you have a special place you like to read?

Slow Down Sound

- /ʊ/ or short oo: oo

Partner Activity

- Tell a partner about something you can cook or make to eat.

Step 6

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Dog's Book

Multisyllabic Words

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.

- **hammock, netting, exclaim, upon, cookbook, kitchen**

Vocabulary

- **exclaim:** to pronounce or say with emotion
- **nook:** a small space
- **soot:** the remnants of fire or ash
- **roam:** to wander or move about without direction
- **hammock:** a seat/bed made like a net that hangs from poles or trees

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.

- **where/wear, would/wood**

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **book:** a written or printed work OR to reserve or make an appointment
- **hood:** a head covering on a sweater OR a short nickname for one's own neighborhood
- **coat:** a jacket OR to cover

Writing Prompts

- My favorite meal to cook or to eat is....
- If I could read any type of book, I would read...

Step 6

Duck's Night Light

Sticky Words

know knows your

Review: comes, to, the, want, of, my, you, puts, put, she, they, when, do, have, me, was, all, what, does, no, from, we, for, what

Recall and Comprehension Questions

- What happens to Duck's night light? (*It burns out, the light bulb stops working, etc.*)
- When does this story take place? (*sunset and nighttime*)
- Who comes along to help Duck? (*a firefly*)
- Name one happy thought Duck has by looking at the pictures in this book. (*flowers, hot chocolate and marshmallows, love/hearts, butterflies, his mom, sunshine, ice cream*)
- Name one happy thought Bug has by looking at the pictures in this book. (*hamburger, popcorn, muffin, donut*)

Connection Questions (connecting students to the book)

- What can be frightening about the dark? (*You don't know what is out there, you can't see, you feel alone, you might hear noises, etc.*)
- What are some nice thoughts you have that you can use when you feel frightened?

Slow Down Sound

- **Long /I/:** igh, y, ie

Partner Activity

- Tell a partner your 3 favorite things to dream about or to think about.

Step 6

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Duck's Night Light

Multisyllabic Words

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.

bedtime, nightmare, sunshine, sunrise, firefly, himself, blanket

Vocabulary

- **slight:** just a little bit
- **fright:** scare or a fear
- **nightmare:** a bad or scary dream
- **bright:** very light or vibrant
- **brave:** showing courage, ready to face danger

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.

- **might/mite, light/lite, sight/site, by/bye/buy**

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **spy:** to see something OR a person who secretly
- **sets:** to lay out or get ready OR to go down (the sun)
- **right:** correct OR a direction opposite of left
- **fly:** to move through the sky OR a type of insect

Writing Prompts

- I feel scared when...
- When I feel scared, I like to...

Step 6

Fish's New Jewel

Sticky Words

how

how: "h" spells /h/ and "ow" spells /ou/.

Review: her, of, says, was, for, be, does, have, again, could, want, my, when, there, to

Recall and Comprehension Questions

- What does Fish find in her dish in the morning? (*a rock, a stone*)
- Why does Fish blow on the rock? (*to try to dust and shine it*)
- What causes the rock to crack open? (*a quake that makes the rock hit the side of the dish*)

Connection Questions (connecting students to the book)

- Which of Fish's good characteristics does this story show? (*her positivity, her creativity, her ability to see that she is wrong, etc.*)
- Have you ever "judged a book by its cover?" What happened?

Slow Down Sound

- **Long /U/ and /oo/:** ue, ew

Partner Activity

- Tell your partner about a time you "judged a book by its cover" and it turned out "to be fun," "to taste good," etc.

Dictation

Write "ew" in a visible place, discuss, then dictate the words.

- **words:** chew, brew, blew, dew, few, grew, new

Step 6

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Fish's New Jewel

Multisyllabic Words

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.

bedtime, nightmare, sunshine, sunrise, firefly, himself, blanket

Vocabulary

- **secure:** safe or strongly tethered
- **odd:** bizarre, different, or a bit strange
- **embellishment:** something that makes another object/thing bigger or better

Possible vocabulary: elegant, frill, assume, stunning

Idiom

Explain and discuss.

- **"catch up":** Literal = to have skin and an appearance in the color blue / Figurative = to be sad

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.

blew/blue, side/sighed, plain/plane, due/do, new/knew

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **rock:** a stone OR to sway back and forth
- **pet:** a tame animal kept by a person OR to stroke gently

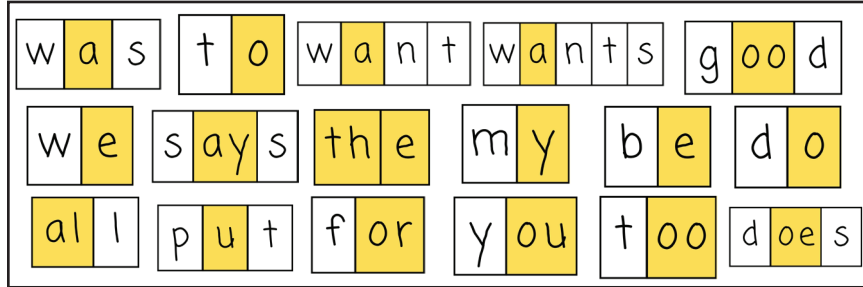
Writing Prompt

- If I had a wooden stick, I could turn it into...

Step 6

Frog The Kitchen Whiz

Review



Recall and Comprehension Questions

- Why is the taste of the cake bad when Frog makes it? *(He puts in the wrong ingredients.)*
- What does Frog want to bake a cake for? *(a bake sale, to raise money for animals, etc.)*
- Who does Frog call to complain about the cake? *(Duck)*
- What mammal does Frog want to put on the side of the cake as a decoration? *(whale)*

Connection Questions (connecting students to the book)

- If you could have a bake sale, what would you donate the money to?
- Why might it be better to work as a team to make the cake? *(two minds are better than one, to help not make mistakes, to help spell correctly, it is more fun, etc.)*

Slow Down Sound

- **silent letters:** wr, wh, kn

Partner Activity

- Tell your partner about a time you cooked or a time you had difficulty doing a task.

Step 6

Frog The Kitchen Whiz

Multisyllabic Words

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.

kitchen, exclaim

Vocabulary

- **whiz:** someone who is smart at a skill or knowledgeable
- **whine:** to complain
- **whisk:** to mix with a certain kitchen tool called a whisk

Idiom

Explain and discuss.

- **“whip up”:** Literal = to use a strip of leather / Figurative = to make quickly (usually cooking)

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.

wrap/rap, know/no, which/witch, write/right, whale/wail, team/teem

Silent Letter Find

Write the following words in a visible place. Read each word. Students point out the letter that is silent by identifying the letter that does not spell a sound.

- **wrench, whiz, white, knob, wrap, knead, wreck, know, when, write, knit, knock, while**

Writing Prompt

- If I could raise money to help, I would...

Step 6

Pig at The Pool

Review

the	to	we	wants	good
he	be	does	do	are
for	puts	you	come	said

Recall and Comprehension Questions

- How does Duck invite Pig to his party? (*Duck calls Pig on the phone.*)
- What does Pig do to get ready? (*brushes his teeth, showers, washes with shampoo, puts gel/goo in his hair, puts on a cool swimsuit*)
- What are Pig's friends doing when he arrives? (*swimming, playing basketball/shooting hoops, eating*)

Connection Questions (connecting students to the book)

- Why do you think Pig wants his friends to think he is cool?
- How does Pig feel when he falls? (*He feels foolish, he is upset and sad, he is embarrassed, etc.*)
- What is the lesson behind this story? What did you learn from this story? (*Good friends like us the way we are, you don't have to look or act a certain way to be cool, etc.*)
- What does it mean when it says, "Pig has a hoot" at the end of the book? (*He has fun, he has a good time, etc.*)

Slow Down Sound

- /oo/: oo

Step 6

Pig at The Pool

Partner Activity

- Tell a partner what you like about them or what makes them interesting.

Multisyllabic Words

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.

invite, swimsuit, shampoo

Vocabulary

- **bash:** to hit; a party or celebration
- **boost:** to lift up; an uplifting motion
- **to feel like a fool:** to be embarrassed or to feel silly
- **shoot hoops:** play basketball

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **ring:** to call on the phone OR circular jewelry
- **bash:** a party OR to hit hard
- **pool:** a small area of water OR a table game with cue sticks and 15 colored balls
- **hoot:** a good time OR a sound an owl makes
- **groom:** a man getting married OR to clean oneself and primp
- **scoot:** to go quickly OR to ride on a scooter
- **cool:** at a low temperature OR fashionably attractive or impressive

Writing Prompt

- I like myself just as I am because...

Step 6

Snakes in a Storm

Sticky Words Review: the, of, to, was, go, do, you, he, be, me, have, now, my, again, my, puts, some, comes, your

Recall and Comprehension Questions

- How does Snake 1 learn about the storm? (*He sees it on TV, he sees a forecast, etc.*)
- What does Snake 1 think will happen to all the stores when the storm comes? (*They will close.*)
- Where did the snakes leave their rain gear? (*on the porch by the front door*)
- What will the snakes need to stock up on at the store? (*corn muffins, cornflakes, shortcake, and more*)

Connection Questions (connecting students to the book)

- The book says that Snake 1 is forlorn. What are some other ways to describe how Snake 1 is feeling/acting? (*panicking, frantically prepping, upset, frazzled, frightened, nervous, spooked, uneasy, apprehensive, concerned, distressed*)
- Have you ever felt the way Snake 1 does in the middle of this book? If so, what happened to make you feel that way?

Slow Down Sound

- **/or/**: "or," "ore," "our," "oor," "oar"

Partner Activity

- Tell a partner about your favorite type of weather and if there is a weather that frightens you.

Writing Prompts

- If I had to stock up for a big storm, I would get...
- One day, a big storm came and...

Step 6

Snakes in a Storm

Multisyllabic Words

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.

report, forecast, inside, muffins, cornflakes, shortcake, sea-side, forlorn, incorrect, support

Vocabulary

- **forecast**: a projection of something/some event to come, often when dealing with weather
- **forlorn**: the state of being sad and/or depressed
- **port**: a location on a waterfront for boats and sea vessels to park
- **chores**: tasks that need to be done
- **stock up**: to get a bunch of, to get what you need

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.

- **more/moor, do/due, four/for, time/thyme, bored/bored, need/knead, week/weak, pour/pore, wait/weight, close/clothes, no/know, morn/mourn, our/hour**

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **drop**: a tiny portion of liquid OR to let/make something fall
- **coat**: to cover OR a jacket
- **store**: a business location that sells items OR to keep a reserve of something
- **long**: to yearn for/want OR measuring a great length

Challenge Book

Recall and Comprehension Questions

- Who is Pig's assistant? (*Chimp*)
- What happens to the orange during Pig's magic trick? (*It turns into orange juice.*)
- Pig turns the rock into jam, but what was it supposed to turn into? (*gem*)
- Who is the main character? (*Pig*)
- Who is the supporting character? (*Chimp*)

Connection Questions (connecting students to the book)

- How does Chimp help Pig at the beginning? (*He gives him a pep talk, he encourages him to try his best, he gives him the confidence he needs, etc.*)
- If you had a magic show, what would it be called and what type of tricks would you do?

Slow Down Sound

- **soft c/soft g:** soft "g" /j/ and soft "c" /s/ are spelled when they are followed by e, i, or y.

Examples: gentle, engine, gym, cent, circle, cycle

Partner Activity

- Tell your partner about a time you had to be brave.

Writing Prompts

- If you could perform magic, what kinds of tricks would you do?
- If you had a magic show, what would be your performer name and what would the show be like?

Multisyllabic Words

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.

engine, little, magic, challenge, performing, pointer, legend, gentle, tragic, comic, welcome, introduce, terrific, helper, entertain, perform, original, orange, disappear, into, enlarge

Vocabulary

- **original:** unique, only one like it
- **tragic:** very sad and extremely unfortunate
- **legend:** someone/something that is remembered and talked about for a long time to come

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **orange:** a color OR a citrus fruit
- **jam:** a sweet jelly OR a hard/difficult position
- **original:** unique OR the first one

Morphology

The study of the forms of words (using the smallest units of meaning to make meaning of words)

- morpheme to discuss: **"ic"** = The primary role of -ic is as an adjectival suffix. When added to a noun, it describes something as being related to that noun.
- ex.** tragedy - tragic, comedy - comic, magnet - magnetic
- While predominantly an adjective-maker, -ic can also form nouns, often referring to a person who has a certain characteristic or a specific science/system.
- ex.** mechanic, critic, logic

Step 6

The Snakes Make a Snowman

Challenge Book

w e a l w a y s

Recall and Comprehension Questions

- What do the snakes use to make the mouth on the snowman? (an orange peel)
- Name all the creations the snakes make in this story. (mouse, engine, man, igloo fort, lobster, caterpillar)
- What was underneath the snowTRAIN to make the snow the correct shape? (a bench)

Connection Questions (connecting students to the book)

- Why is Snake 2 concerned after making the snowman? (he wants to be more creative; he doesn't understand why they must make a snowman, etc.)
- How do the snakes feel at the end? (proud, creative, satisfied, gratified, delighted, content, etc.)

Partner Activity

- Tell your partner about a time you were creative and came up with a new way to make or do something.

Writing Prompt

- If you could make a snow creation, what would you make and what items would you use to make the details?

Dictation

- **words:** toothbrush, raindrop, blackbird, dustpan, handrail, inside, windstorm, sunfish, cupcake, armpit

Step 6

The Snakes Make a Snowman

Multisyllabic Words

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.

snowman, assembled, tennis, snowballs, melon, blanket, outside, powder, morning, blizzard, exclaimed, formed, hidden, engine, conductor, window, smiled, shaped, igloo, tunnel, entrance, slithered, artistic, imagine, construct, something, different, buttons, apple, orange, gumdrops, looked, always, before, never

NOTE: Many of the compound words in this story are NON-SENSE words.

Vocabulary

- **assembled:** put together
- **construct:** to build or put together
- **blizzard:** a heavy snowstorm
- **concerned:** to feel/be worried
- **considered:** to think about in order to make a decision

Homographs

Words that are spelled the same and pronounced the same but have different meanings. Explain and discuss.

- **drop:** a tiny portion of liquid OR to let/make something fall
- **coat:** to cover OR a jacket
- **store:** a business location that sells items OR to keep a reserve of something
- **long:** to yearn for/want OR measuring a great distance/time; to be lengthy