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**Blackline Masters**
- Teaching Masters and Practice Masters
- Letter Cards
- Sound/Spelling Cards
- Blending Strategies and Routines
Teachers’ greatest challenges tend to be fitting in special instruction during an already busy day, having appropriate materials and organizing them quickly, and maintaining structure and concentration when interruptions and distractions are frequent.

_Houghton Mifflin Reading’s_ materials for reaching all learners are a time-saving system of instruction for meeting those challenges. With this group of handbooks you can turn your attention to specific needs in your classroom—to advanced children, children who are struggling below level, or children who are learning English—while other children work independently. The Challenge, Extra Support, and English Language Learners handbooks are each tied to the core instruction in _Houghton Mifflin Reading_. For independent work, the _Classroom Management Handbook_ provides meaningful activities related to literature selections and to core skills.

As a group, the handbooks for reaching all learners:

• help you manage your classroom and organize your time effectively
• provide excellent, additional instruction
• give you the resources you need to help _all_ children achieve grade-level expectations

**Extra Support Handbook Overview**

The _Extra Support Handbook_ provides support to enable lower-performing children to achieve grade-level expectations and to participate effectively in the instruction and reading opportunities in _Houghton Mifflin Reading_. Lessons in the handbook coincide with the daily skill instruction in your _Houghton Mifflin Reading_ Teacher’s Edition, providing critical support for children prior to core instruction. Handbook lessons are specifically designed for children needing extra support:

• Lessons are presented in a five-day plan for preteaching and reteaching key skills and previewing core literature.
• Lessons focus on essential decoding and comprehension skills.
• Instruction is explicit and systematic, with concepts presented in easy, step-by-step order.
• Learning is scaffolded through teacher modeling, visual examples, and interactive guided practice.
• Lessons include regular checks to monitor children’s understanding.
• The Practice/Apply step provides meaningful independent practice.
The Extra Support Handbook is one of several options in Houghton Mifflin Reading for providing extra support for children. Your Teacher’s Edition provides suggestions for each anthology selection and includes a Resources section for support at the theme level. However, the Extra Support Handbook targets key skills in greater depth and gives students familiarity with skills before they participate in the core lesson—an important tool for building fluency and confidence.

Identifying Children Who Need Extra Support

Children who will benefit from Extra Support instruction include those who struggle to read on-level literature or who are in a Title 1 or similar program. These children may have difficulty with decoding or comprehension or both. They may be able to decode simple words but need help learning to decode longer words. Some may lack fluency, being unable to read rapidly and accurately and simultaneously grasp the meaning of the text.

Evaluating Children’s Needs  At the start of the year, and periodically throughout the year, you can evaluate children’s instructional needs using the diagnostic assessments included in Houghton Mifflin Reading. These instruments include the Baseline Group Test, Leveled Reading Passages, Phonics Decoding Screening Test, and others. More information on diagnostic assessment can be found in the Teacher’s Assessment Handbook. In general, children who need extra support will likely fall into one of the following groups:

• Benchmark Group  These children’s difficulties tend to be temporary or intermittent. In general, they are meeting their learning goals and are not performing far below grade-level expectations. You can determine specific difficulties using the Monitoring Student Progress boxes in the Teacher’s Edition. Often, the Reteaching Lessons in the Resources section of the Teacher’s Edition will provide the support these children need. In some cases, these children may need the more ongoing support provided by the lessons in this handbook.

• Strategic Group  Diagnostic assessment will show that these children’s proficiencies are consistently below level, and this will be confirmed by your ongoing observations. These children need the regular, structured preteaching and reteaching support provided in this handbook. They should be evaluated regularly to make sure that they are progressing toward meeting grade-level expectations.

• Intensive Group  These children are likely to be reading far below expectations. Diagnostic testing may reveal significant lack of decoding or comprehension skills. These children should receive intensive intervention or an individualized education plan. In the meantime, they can benefit from the lessons included in this handbook.

Frequent, positive feedback supports children’s belief that they can do well. Make sure children who are struggling have opportunities for success.
Houghton Mifflin Reading includes a variety of assessments to help you determine the cause of reading difficulties, and the degree of severity, and to develop various grouping plans for instructing children at risk. At the beginning of the year, you’ll use diagnostic tools to identify your children’s skill proficiencies. Assessment tools in the Teacher’s Edition and the Teacher’s Assessment Handbook include:

- Diagnostic Checks
- Selection Tests
- Reading Fluency Tests
- Observation Checklists
- Selection Comprehension Charts
- Reading-Writing Workshops

Once you have diagnostics underway, the Classroom Management Handbook provides guidance for managing groups for differentiated instruction.

Lesson Structure

The number of Extra Support lessons are related to the frequency of word identification and comprehension lessons in the core program. Preteaching prepares students for whole-class instruction; reteaching after core instruction provides more practice. Further, each daily lesson includes a literature focus in the form of guided previews or through revisiting selections or ancillary literature. Lessons are not intended as substitutes for core instruction, but are in addition to it.

The handbook provides multiple ways of explaining a concept, flexibility in pacing, levels of complexity, and frequent checks of children’s understanding.

<table>
<thead>
<tr>
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<th>DAY 5</th>
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<tr>
<td>Th. 1–4</td>
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<tr>
<td>Preteach Phonics skill(s)</td>
<td>Preteach Comprehension skill</td>
<td>Reteach High-Frequency Words</td>
<td>Reteach Phonics skill</td>
<td>Reteach Comprehension skill</td>
</tr>
<tr>
<td>Th. 5–10</td>
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<td></td>
</tr>
<tr>
<td>Preview Phonics Library, first selection</td>
<td>Preview Get Set Anthology selection</td>
<td>Preview Main Anthology selection</td>
<td>Review Anthology selection</td>
<td>Revisit Anthology and Phonics Library selections</td>
</tr>
<tr>
<td>Preview Anthology selection</td>
<td>Review Phonics Library, second selection</td>
<td>Review Anthology selection</td>
<td>Revisit Anthology and Phonics Library selections</td>
<td></td>
</tr>
</tbody>
</table>
A consistent pattern of preteaching, reteaching, and revisiting skills is built into instruction day to day, and week to week. Consistency, repetition, and predictability help children progress more quickly. Skill focus instruction is modeled step-by-step for students. Appropriate examples are used to help them comprehend the skill. Student understanding is monitored carefully with reminders to check that every student comprehends.

An application of the skill is presented and modeled, using the Teaching Master. This master introduces the skill in an interactive, visual way. The teacher guides students through the process, and then students practice and apply the skill on their own.

Teacher support for each selection includes:

**Skill focus**
- Easily scanned objectives and materials
- Guided instruction
- Visual examples
- Guided practice using the Teaching Master
- Support for the Practice Master
- Teaching Master and Practice Master facsimile reference

**Literature focus**
- Literature citation
- Support for preview and review

*See the Walkthrough on the following pages for more information.*
Lesson Walkthrough

To the Teacher

This walkthrough will familiarize you with the five-day instructional plans for Extra Support. Each plan is based on a week in this level of Houghton Mifflin Reading. Days 1 and 3 are presented here for Week 1 of Theme 6, Animal Adventures, and show the basic features of a typical lesson.

Objectives/Materials
Skill Focus objectives are listed each day. Most of the materials are provided at the back of the handbook; literature needed for the Literature Focus is listed.

Additional Resources
The Get Set for Reading CD-ROM builds background and summarizes the Anthology selection. Children can log on to the Education Place site for activities. The theme Audio CD helps with listening and comprehension skills. The Lexia Phonics CD-ROM provides phonics intervention.

Guided Practice
After teaching the skill, this section allows you to gradually turn the responsibility for practice to the students and to give immediate feedback. When two skill lessons are taught on Day 1, the guided practice and Teaching Master are provided for the first skill, while the practice/apply and Practice Master are provided for the second skill. (See Practice/Apply description on the facing page.)

Instruction Labels
Preteach or Reteach labels note when to use the lesson in relation to core instruction. The type of Skill Focus lesson is shown and a suggested amount of time to spend on it.

Day 1

Objectives
- associate the /o/ sound with the letters o and o-e
- associate the /yoo/ sound with the letters u-e
- blend and read long o and long u words

Materials
- Teaching Master ES6-1

Long o (CV, CVCe) and Long u (CVCe)

Teach
Recite and repeat the chant shown, having children join in.

CHANT
A cute little doe
Was eating a rose.
She had a huge bump
On the side of her nose.

Say "doo," stretching the long o sound. Identify the sound as the long o vowel sound. If necessary, explain that a doe is a female deer. Have children repeat "doo" several times. Repeat with "rose." Print "rose" on the board. Underline the o and e and explain that together, these two letters make the long o sound. Repeat the process with the long u words "cute" and "huge.

Blend
Print "no" on the board and use Blending Routine 1 to model how to blend the sounds, stretching each sound and then saying the word. Blend and say the word with children, before asking them to blend it on their own. Point out that "no" has the consonant-vowel pattern. Repeat the process with the words "note," "broke," and "rope." Point out that these words have the o-consonant-e pattern.

Follow a similar procedure with the word "mule," pointing out that it has the u-consonant-e pattern. Repeat with the words "rule," "fume," and "tube.

Guided Practice
Display or distribute Teaching Master ES6-1 and discuss the illustrations with children. Tell them to use what they know about long o and long u vowel sounds as they read the sentences with you. Point to words from the sentences randomly, and have children read them.

Check that children are blending the words correctly.
Blackline Masters
The Teaching Master and Practice Master are shown for reference. See the following pages for descriptions of the masters.

SKILL FOCUS: PHONICS
Final Cluster nt

Teach
Recite and repeat the chant shown, encouraging children to join in.

CHANT
An ant, an ant, an ant
Sat on a plant, a plant, a plant.

Repeat the first line: Have children listen to compare an and ant. Ask: Do these words end the same way? Repeat the words, emphasizing the final /nt/ sounds in ant. Tell children that ant ends with two sounds, say the sounds /n/ and /t/ and then blend them to form /nt/. Tell children to raise their hand each time they hear a word that ends with /nt/. Say: hat, chant, spin, paint, get.

Blend
Print went on the board, and use Blending Routine 1 to model how to blend the sounds, emphasizing the final /nt/ sounds. Have children blend and say went with you. Then have them blend it on their own. Repeat with tent, grant, and grum.

Practice/Apply
Distribute Practice Master ES6–1, discuss the illustrations with children, and have them follow along as you read the directions with them. Tell children to read the sentences independently, and circle either Yes or No to answer each question. Check children’s responses to be sure they are able to read /nt/ words.

LITERATURE FOCUS: 10–15 MINUTES
Preview Duke’s Gift
Walk children through the story. Discuss the illustrations, naming the characters and using words from the story. Ask children why they think the dog wants to hide his bone.

Practice/Apply
Students use the Practice Master to work on the skill independently. When a single skill is taught on Day 1, the Practice Master provides an additional opportunity beyond the Teaching Master to teach and assess the skill. When two skill lessons are taught on Day 1, the Practice Master provides the only application of the second skill.

Literature Preview
The Phonics Library selection walkthrough is targeted at the day’s reading in the core program, and follows the previewing suggestions in the Teacher’s Edition.
Blackline Masters

Shown here are the Teaching Master and Practice Master for Day 1 of Week 1 of Theme 6, Animal Adventures.

Skill Title
To familiarize children with the academic language for the skills they are learning, the skill title is shown on both the Teaching and Practice masters.

Teaching Master
The Teaching Master is used as a verbal guide to model the process and practice expected of children for applying the skill. Teaching Masters can be held up or displayed for guiding students through the activity, or they can be copied and distributed so that children can follow along individually.

Long o (CV and CVCe) and Long u (CVCe)

June rode a huge mule. She held on with a rope.

Rose broke her flute when she fell in the hole.
## Practice Master

Children practice the skill with a brief activity to check mastery. As children explain their answers, you have the opportunity to make corrections immediately and give positive feedback.

### Final nt

Read the questions. Circle the answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can an ant ride a bike?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Can an ant rest on a plant?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Can an ant hunt for things to eat?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Can an ant read a note you sent?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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*Grade 1  Theme: Animal Adventures*
Skill Focus: Reteach
Day 3 lessons reteach high-frequency words. Notice the Reteach label and the skill title, along with the suggested amount of time for instruction.

3-Step Approach
Reteach lessons rely on a Teach/Practice/Apply lesson approach, using multiple examples for reinforcement.

Directive Verbs
For ease of use, the beginning verb of each paragraph is boldfaced.

Visual Support
Chalkboards and notebook art help organize instruction. They also promote visual learning and involvement for children.
Suggestions for grouping and planners for coordinating small group instruction can be found in the Classroom Management Handbook, along with selection-based independent activities.

Literature Preview
The Anthology selection walkthrough is targeted at the day’s reading in the core program, and follows the previewing suggestions in the Teacher’s Edition.

Apply
Have children write the sentences from the previous activity on sentence strips. Then have them cut up the sentence strips and then rebuild the sentences.

Literature Focus: 10–15 minutes

Review Legs Gets His Lunch
Reread the story together with children. Have children take turns reading aloud.

Have children look through Legs Gets His Lunch to find the following high-frequency words: out, climb. Have them read the sentences that contain these words.