10
Theme

We Can Do It!
EXTRA SUPPORT LESSONS FOR

We Can Do It!
**Day 1**

### Theme 10: We Can Do It!

#### Week 1

**Objective**
- associate /ɔr/ with the letters or, ore
- blend and read words with or, ore

**Materials**
- Teaching Master ES10-1
- Letter Cards: e, f, h, k, m, n, o, r, s, t

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**r-Controlled Vowels: or, ore**

**Teach**

*Recite* and repeat the chant, having children join in as they are able.

**CHANT**

In the north, there is a storm.  
Rain and hail begin to form.  
Waves pound upon the shore,  
As the man begins to snore.

*Say* north, stretching out /ɔr/. Have children repeat north several times.  
Print north on the board. Explain that the letters or can stand for /ɔr/.  
Repeat with storm and form.

*Write* shore on the board, and explain that ore can also stand for /ɔr/.  
Have children say shore several times. Repeat with snore.

**Blend**

*Give* volunteers Letter Cards b, o, r, and n. Have the volunteers with o and r hold their cards side by side, and say the sound for or /ɔr/.

*Have* all volunteers move their cards together to form born. As they do so, use Blending Routine 1 to model how to blend the sounds. Then have the whole group blend the sounds and say born. Repeat with the words fork, more, and store.

**Guided Practice**

*Display or distribute* Teaching Master ES10-1, and discuss the pictures with children. Tell them to use what they know about the /ɔr/ sound as they read the story with you.

*Help* children underline and read the /ɔr/ words.

*Check* that children are correctly blending and reading /ɔr/ words.

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**Technology**

*Get Set for Reading CD-ROM*
Two Greedy Bears

*Education Place*
www.eduplace.com  
Two Greedy Bears

*Audio CD*
Two Greedy Bears  
Audio CD for We Can Do It!

*Lexia Phonics CD-ROM*
Primary Intervention
**SKILL FOCUS: PHONICS**  
10–15 MINUTES

**r-Controlled Vowels: er, ir, ur**

**Teach**

**Recite** and repeat the chant shown, asking children to join in.

- **CHANT**
  
  Chirp, chirp, chirp.  
  A bird sings to a fern.  
  Chirp, chirp, chirp.  
  Now you take a turn.

**Display** the Sound/Spelling Card *bird*. Say *bird*, stretching out the /ûr/ sound. Have children repeat *bird* several times. Print *bird*, *fern*, and *turn* on the board, and tell children that the letters *ir*, *er*, and *ur* can stand for the /ûr/ sound.

**Blend**

**Give** four volunteers Letter Cards *b*, *i*, *r*, and *d*. Ask the two volunteers with *i* and *r* to hold their cards so they are touching. Have them say the sound for *i* and *r* together: /ûr/. Have all four volunteers move the cards together to form *bird*. Use Blending Routine 1 to model how to blend the sounds. Then have the whole group blend the sounds and say *bird*. Repeat with *fern* and *turn*.

**Practice/Apply**

**Distribute** copies of Practice Master ES10-1, discuss the pictures, and read the directions with children. Have them read the story independently, and draw lines to match each sentence with a picture.

**Check** that children are blending /ûr/ words correctly.

**LITERATURE FOCUS:**  
10–15 MINUTES

**Preview Sport Gets a Bath**

**Walk** children through *Sport Gets a Bath*. Discuss the illustrations, naming the characters and using story words.
**Objective**
- use previous knowledge to make predictions

**Materials**
- Teaching Master ES10-2
- Practice Master ES10-2
- Anthology: Two Greedy Bears

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**Making Predictions**

**Teach**

Remind children that when they make a prediction, they use what they know to help them guess what might happen next.

Read aloud the following situations and have children predict what will happen.

**Read Aloud**

Ana is outside playing soccer. She gets really hot and takes off her coat. After a while, the sun goes in and the wind picks up. It starts to get cold. What will Ana do? *(Ana will put on her coat.)*

John washed his face and hands. Then he brushed his teeth and put on his pajamas. What is John getting ready to do? *(John is getting ready for bed.)*

**Guided Practice**

Display or distribute Teaching Master ES10-2, discuss the illustration, and read aloud the sentences with children. Point out that the last sentence is not finished.

Help children jot down what they think Joy and Jan are going to do. Have them share their ideas.

Ask children how they were able to figure out what the girls are going to do. If needed, point out these clues: the picture shows them with skates; the words say that they are on their way to the lake and that they like to try new sports.

Explain that children made a prediction when they told what the girls would do.
Practice/Apply

**Distribute** Practice Master ES10-2, and read the directions with children. Tell them that they will write where they think Fred and his family went on their trip.

**Check** children’s ability to make predictions as they share their predictions and tell what they were thinking when they made them.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Two Greedy Bears**

**Walk** children through *Two Greedy Bears* on pages 143–165 in their Anthology.

**Discuss** the illustrations and use words from the story such as *thirsty*, *water*, *more*, *burst*, *morning*, and *turning*.

Objective
• read and write new high-frequency words began, laugh, sure, head, divide, second, break

Materials
• Letter Cards: a, b, c, d (2), e, g, h, i (2), k, l, n, o, r, s, t, u, v
• index cards
• Phonics Library: Home Run

High-Frequency Words

Teach

Write began, laugh, sure, head, divide, second, and break on large index cards. Read each word aloud while displaying it. Say the word again, then have children say it with you. Remind children to use what they know about letters and sounds to read the new words.

Display the Letter Cards on the chalk ledge. Draw word boxes on the chalkboard for four-, five-, and six-letter words.

Begin a game in which you give clues about each new word and ask children to identify which word it is. For example, begin by saying, I have five letters. I happen after a funny joke. I am fun to do. Who am I? As children identify the word laugh, have five volunteers locate the letters that spell the word, lead classmates in spelling the word as they hold up the letters, and then write the word in the boxes. As children write the word laugh, the others can say the letters together while writing the letters in the air. Follow this same procedure with the remaining words.

Practice

Write the sentence starters below on the board and have children read them. Then have them copy the sentences and complete the endings.

Check each child’s ability to pronounce began, laugh, sure, head, divide, second, and break as the child reads each sentence.
Apply

Ask children to help compose new sentences. Use chart paper to write a new sentence (or new sentences) for each word. You may want to put these sentences on sentence strips, cut apart the words, and ask children to rebuild the sentences.

LITERATURE FOCUS: 10–15 MINUTES

Review Home Run

Reread the story together with children. Have children take turns reading aloud.

Tell children to find and read the following high-frequency words in Home Run: began, head, second. Have them read the sentences that contain these words.
**Objectives**
- associate the /ôr/ sound with the letters or and ore
- independently read words with or and ore

**Materials**
- Letter Cards: e, o, r
- Picture Cards: cot, fork, horse, mop, ox, store
- Sound/Spelling Card: orange
- word cards: fork, store
- Phonics Library: Sport Gets a Bath

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**Teach**

Display the Sound/Spelling Card orange. Ask children to identify the picture. Say orange and ask children to repeat it. Then have children listen for and repeat the r-controlled vowel sound after you, /ôr/.

Hold up the Picture Card horse and ask children to identify the picture. Ask them which vowel sound they hear in horse, the short o vowel sound, /o/ or the vowel sound or, /ôr/. Follow the same procedure with the Picture Cards for mop, fork, ox, store, and cot.

Point to the spellings or and ore on the orange Sound/Spelling Card and write them on the board. Remind children that when o is followed by r or re, the letters together stand for the sound they hear in orange. Display word cards fork and store next to their Picture Cards. Point out that words with /ôr/ can be spelled or or ore with a silent e. Help children blend the words fork and store using Blending Routine 2.

**Practice**

Display the Letter Cards o and r on the chalk ledge. Write the following words on the board, leaving blank placeholder spaces for the letters or: storm, corn, short. For each word, have a child come to the board and write the letters or in the blanks. Then have the child blend the word continuously and use it in a sentence. Repeat this procedure with Letter Cards o, r, and e, and the words snore, more, and score.

**Apply**

Have partners look for words with or and ore in Sport Gets a Bath. Each time they find a word, ask them to take turns reading the word aloud as you write it on the board. Have volunteers come to the board to underline the or or ore in each word.
**SKILL FOCUS: PHONICS**

10–15 MINUTES

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### r-Controlled Vowels: er, ir, ur

**Teach**

**Display** Picture Cards *fern*, *girl*, and *purse*. Ask children to identify each picture. Say the words and ask children to repeat them. Then have them listen for and repeat the *r*-controlled vowel sound after you, /ûr/.

**Hold** up Picture Card *nurse* and ask children to identify the picture. Ask them which vowel sound they hear in *nurse*, /ûr/ or /ôr/. Repeat with Picture Cards *horse*, *herd*, and *store*.

**Display** Sound/Spelling Card *bird*. Point to the *er*, *ir*, and *ur* spellings on the card. Explain that when the letter *e*, *i*, or *u* is followed by an *r*, the letter pair is pronounced /ûr/.

**Display** the word cards for *fern*, *girl*, and *purse* next to the matching Picture Cards. Run your finger under the *er* in *fern*, the *ir* in *girl*, and the *ur* in *purse* and have children say the /ûr/ sound in each word. When you get to the word *purse*, explain that the *e* at the end of many *r*-controlled *u* words is silent. Help children blend and read each word using Blending Routine 2.

**Practice**

**Display** the Letter Cards *e* and *r*. Then write the following words on the board, leaving blank placeholder spaces for the letters *er*: *clerk*, *germ*. For each word, have a child come to the board and write the letters *er* in the blanks. Then have the child blend the word continuously and use it in a sentence. Repeat with Letter Cards *i*, *r* and the words *dirt*, *shirt*; and Letter Cards *u*, *r* and the words *turn*, *nurse*.

**Apply**

Have partners look for words with *er*, *ir*, and *ur* in *Home Run*. Ask them to read each word aloud as you write it on the board.

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**LITERATURE FOCUS:**

10–15 MINUTES

### Review *Two Greedy Bears*

**Reread** the story together with children. Ask children to make a list of /ôr/ and /ûr/ words that they find in the story.
Making Predictions

**Objectives**
- make predictions based on personal experiences and information from the story
- apply what children have learned to make new predictions

**Materials**
- Phonics Library: *Sport Gets a Bath, Home Run*
- Anthology: *Two Greedy Bears*

**Teach**

**Read** the following situation aloud:

It was recess time. Three students were playing on the slide. One of the children was at the top of the slide when the whistle blew to go inside.

**Ask** children to make a prediction about what might happen next. As children are responding to this question, ask them to tell you how they made their predictions. Ask, *What information did you use?* Help children to see that when they make predictions, they use details, their experience, and thinking to predict what might happen.

**Practice**

**Reread** the story of *Two Greedy Bears*. Stop several times and ask children to describe what they think might happen next. You might want to use the following places to pause the reading:

- Page 145 After the bears drink water for the second time.
- Page 148 After the bears look at their very full stomachs.
- Page 150 When the bears decide they were hungry.
- Page 153 When the fox offers to help.

**After** children make each prediction, ask, *Why do you think that?* Help them to see that by using clues from the story and the illustrations and using what they know from their experience and thinking, they can sometimes predict what will happen next.
Apply

Ask children to think about what the greedy bears might have learned from their experience of dividing the cheese. Have children work together to brainstorm ways the bears might solve the problem of dividing the cheese the next time they are in that situation. Remind children to use what they know from the story and from their experience and thinking to figure out what might happen. Some children might want to record their predictions on audiocassette tape.

Ask children to share their predictions with the class. Allow classmates to ask questions for understanding, for example, *Do the predictions make sense?*

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Sport Gets a Bath, Home Run, and Two Greedy Bears*

Page through the stories with children. Then ask them to find words with *er, ir, or, ore,* and *ur.*

Have children reread *Home Run.* Ask them to predict whether they think Jane will come back to finish the game or not.

Tell children to look through *Two Greedy Bears* to find the following high-frequency words: *began, laugh, sure, bead, divide, second, break.*

Have children read aloud their favorite sentences or pages from the stories.
**Objectives**
- associate /är/ with the letters ar
- blend and read words with ar

**Materials**
- Teaching Master ES10-3
- Practice Master ES10-3
- Letter Cards: a, f, m, r, s, t
- Phonics Library: Big Star’s Gifts

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**r-Controlled Vowels: ar**

**Teach**

**Recite** and repeat the chant, asking children to join in as they are able.

**CHANT**
- Arf, arf, arf!
- My dog Spark
- Likes to bark.
- Arf, arf, arf!

**Say** bark, stretching out the /är/ sounds. Then say: Get ready to say bark. Then go arf, arf! Are you ready? Let’s go. Have children repeat bark and arf, arf several times. If necessary, point out that a dog’s bark sometimes sounds like arf, arf!

**Print** bark on the board. Explain that the letters ar stand for /är/. Follow the same procedure for the dog’s name, Spark.

**Blend**

**Give** four volunteers Letter Cards for f, a, r, and m. Ask the two volunteers with a and r to hold their cards so they are touching. Have the volunteers say the sounds for a and r together: /är/.
Have all four volunteers move together to form farm. As they do so, model for children how to blend the sounds, using Blending Routine 1. Then have the whole group blend the sounds and say the word farm. Repeat with the word star.

Guided Practice

Display or distribute Teaching Master ES10-3, and discuss the picture with children. Tell them to use what they know about sounds as they read the sentences with you.

Help children underline the ar words in the sentences. Then have them read the words aloud.

Practice/Apply

Distribute Practice Master ES10-3, discuss the pictures, and read the directions with children. Explain that they need to use what they know about the /är/ sound as they read the sentences.

Tell children to draw a line to match each sentence with a picture.

Have children read the sentences aloud.

Check that they are blending /är/ words correctly.

LITERATURE FOCUS: 10–15 MINUTES

Preview Big Star’s Gifts

Walk children through Big Star’s Gifts. Discuss the illustrations, naming the characters and using story words such as yard, bard, dark, sharp, arms, and scarf.

Ask children to use the pictures to tell the order in which Barb did things as she built her snowman.

Tell children they will read this story with the rest of the class.
Sequence of Events

**Teach**

Tell children to watch as you do the following silently:

Pick up a piece of chalk.

Write a word on the board.

Erase the word.

Discuss what you did with children, pointing out that there was an order to the things you did. Ask children what you did first, next, and last. Ask if it would make sense for you to have erased the board before you wrote on it.

Explain to children that you will now tell them three things to do. Mention that they should do the things in the order in which you say them. Say the following, pausing so that children can complete each step.

Pick up a pencil.

Write the word cat.

Draw a line under one letter in the word.

Ask children if they could have written cat before picking up the pencil. Ask if they could have underlined a letter in cat before writing the word.

Elicit from children that doing things in order makes sense.

**Guided Practice**

Display or distribute Teaching Master ES10-4, and discuss the illustrations with children.

Point out that the pictures are in an order that tells a story. Ask if the girl and her mom could have skied down the hill before going up it.

Read the sentences below the pictures with children. Help children underline the words First, Next, and Last.

Have children use the words First, Next, and Last as they retell the story, using the pictures.
Practice/Apply

Distribute Practice Master ES10-4 to children. Read the directions with them. Be sure children understand that they are to cut out the pictures at the bottom of the page and put them in order to match the story. Once children have ordered the pictures, they can paste them, in the correct order, in the empty boxes.

Have partners compare the order in which they have pasted the pictures. Partners can then read the story to each other and then to the group.

Check children’s responses to be sure they can sequence events in a story.

Literature Focus: 10–15 Minutes

Preview Fireflies for Nathan

Walk children through Fireflies for Nathan on pages 176–199 in their Anthology.

Discuss the illustrations and use words from the story such as star, jar, monarch butterfly, arm, and dark.

Objective

- read and write new high-frequency words above, against, already, caught, begin, minute

Materials

- Letter Cards: a (2), b, c, d, e, g, h, i, l, m, n, o, r, s, t, u, v, y
- index cards
- Phonics Library: Car Trip

High-Frequency Words

Teach

Write above, against, already, caught, begin, and minute on large index cards. Read each word aloud while displaying it. Say the word again, then have children say it with you. Remind children to use what they know about letters and sounds to read the new words.

Display the Letter Cards on the chalk ledge. Draw word boxes on the chalkboard for four-, five-, six-, and seven-letter words.

Begin a game in which you give clues about each new word and ask children to identify which word it is. For example, begin by saying, I have five letters. A synonym for me is start. Who am I? As children identify the word begin, have five volunteers locate the letters that spell the word, lead classmates in spelling the word as they hold up the letters, and then write the word in the boxes. As children write the word begin, the others can say the letters together while writing the letters in the air. Follow this same procedure with the remaining words.

Practice

Write the sentence starters below on the board and have the children read them. Then have them copy the sentences and complete the endings.

Check each child’s ability to pronounce above, against, already, caught, begin, and minute as the child reads each sentence.
Apply

Have children write their sentences on sentence strips or construction paper. Ask them to share their sentences with the group. Then have them cut the sentence into individual words, trade with another student, and rebuild each sentence.

LITERATURE FOCUS: 10–15 MINUTES

Review *Car Trip*

Reread the story together with children.

Tell children to look through *Car Trip* for the following high-frequency words: *already, above, caught*. Have them read the sentences that contain these words.
Objectives
• associate the /år/ sound with the letters ar
• independently read words with ar

Materials
• Letter Cards: b, c, d, f, h, k, m, n, p, t, y
• Picture Cards: car, girl, herd, scarf, thorn, yard, yarn
• Sound/Spelling Card: artist
• word card: car
• Phonics Library: Big Star’s Gifts
• Anthology: Fireflies for Nathan

r-Controlled Vowels: ar

Teach
Display the Sound/Spelling Card artist, and have children identify the picture. Say artist and have children repeat the word. Then have children listen for and repeat the r-controlled vowel sound after you, /år/. Point to the spelling ar on the card and write it on the board. Remind children that when a is followed by r, the two letters together stand for the sound they hear in artist.

Hold up the Picture Card for yard, and ask children to identify the picture. Ask them which vowel sound they hear in yard, the r-controlled vowel sound /år/, the r-controlled vowel sound /ûr/, or the r-controlled vowel sound /ôr/. Follow the same procedure with the Picture Cards for thorn, yarn, herd, scarf, car, and girl.

Display the word card car next to its Picture Card. Run your finger under the ar in car and have children repeat the /år/ sound with you. Then help children to blend and read the word car using Blending Routine 2.

Remind children that they can make more words by adding different sounds to the beginning and end of ar. Have children blend the following sounds: /f/- /år/ - /y/- /år/ - /d/- /sm/- /år/- /t/- /b/- /år/- /n/.

Practice
Write ar on the board. Then distribute Letter Cards for b, c, d, f, h, k, m, n, p, t, and y. Have a volunteer choose a letter or letters to blend with r-controlled vowel sound ar to make the following new words: bark, farm, yarn, card, harp, part. Have children repeat each new word.
**Apply**

*Have* children look for words with *ar* in *Big Star’s Gifts*. Each time they find a word, ask them to read it aloud as you write it on the board. Have volunteers circle the *ar* in each word. Then have children choose one of the words to illustrate.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review Fireflies for Nathan**

*Reread* the story together with children.

*Ask* them to make a list of */ar*/ words that they find in the story. Have them use the words in a sentence.

*Have* children take turns reading aloud.
Sequence of Events

Teach

Select a task that children do (or see you do) every day that needs to be done in a particular sequence. For example, tell children that you are going to put on your jacket. Ask children to watch you complete the task to be sure you are doing it correctly. Holding your jacket, button (or zip) the jacket first. Then attempt to put the jacket on. Let children tell you that you buttoned the jacket before putting it on. Then ask children to instruct you on how to correctly complete the same task, using the words first, next, then, and last. Help children to see why it is important to do some tasks in the correct order.

Have children tell why the sequence of events is important in a task or in a story. Remind them that words like first, next, then, last, beginning, middle, and end let us know that there is a sequence or order to what we are reading or doing.

Practice

Talk with children about the story Fireflies for Nathan by Shulamith Levey Oppenheim. Remind them that Nathan wants to catch fireflies just the way his dad did when he was young. Have children follow along as you reread the story or walk children through the story looking at the illustrations. Tell them that, based on the story, you will all write step-by-step directions for catching fireflies. You might want to use a sequence list, like the following, to record ideas:

How to Catch Fireflies:

First, get a jar to hold the fireflies.
Then, wait for the night to come.
Next, watch for the fireflies to begin glowing.
Then, creep across the lawn carefully.
Next, cup your hands around a glow.
Then, keep the firefly in your hands … don’t peek!
Next, drop the firefly in the jar.
Then, catch more fireflies for the jar.
Next, watch your fireflies.
Last, let the fireflies go.

Ask children what might have happened if Nathan used a different sequence to catch fireflies.
Apply

**Have** children work together to write and illustrate the step-by-step process for catching fireflies. Tell children that they can change the steps if they think there is another way to catch fireflies. Then have children share their work with others, explaining why they might have changed the sequence or added other steps.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit Big Star’s Gifts, Car Trip, and Fireflies for Nathan**

**Page** through the stories with children, asking them to find /är/ words.

**Have** children reread *Big Star’s Gifts*. Ask them to sequence the events in the story.

**Tell** children to look through *Fireflies for Nathan* to find the following high-frequency words: *above, against, already, caught, begin, minute*.

**Have** children read aloud their favorite sentences or pages from the stories.
Base Words and Endings
-er, -est

**Teach**

Recite and repeat the chant, asking children to join in as they are able.

**CHANT**

Tall, taller

Who's the taller of the two?

Tall, taller, tallest

Who's the tallest of the group?

**Draw**

Draw two trees on the board. Make each tree a different size, with one obviously taller than the other. Repeat the first two lines of the chant. Ask a volunteer to point out the taller tree. Print taller below this tree.

**Say**

taller stretching out the syllables. Then have children repeat it several times. Underline the -er ending and explain that -er is an ending that we add to some words when we are comparing two things.

**Draw**

Draw another tree next to the others. Make this one the tallest of the three. Repeat the last two lines of the chant and ask a child to point out the tallest tree. Print tallest below this tree.

**Say**

tallest, stretching out the sounds in each syllable. Then have children say it several times. Underline the -est ending. Tell children that -est is an ending we can add to some words when we are comparing more than two things.
Blend

Give the word card short to one child. Model how to blend the word, using Blending Routine 1. Then have children blend and say the word.

Give a card with the ending er to another child. Model how to blend the ending. Have the child with er stand next to the child with short. Have the children move the two cards together to make shorter. Blend and say shorter. Then have children blend and say the word on their own. Follow a similar procedure for shortest.

Guided Practice

Display or distribute Teaching Master ES10-5, and help children identify the vest, the jacket, and the coat in the picture. Read the first sentence with children. Ask a volunteer to point to the word warm. Have another volunteer point to the picture of the vest.

Read the second sentence with children. Have them read the word with the -er ending (warmer). Ask What two things are being compared? (the jacket and the vest) Help children circle the picture of the one that is warmer.

Have children read the third sentence with you. Ask which article of clothing is the warmest of the three. (the coat) Help children mark an X on the picture of the coat.

Practice/Apply

Distribute Practice Master ES10-5. Discuss the illustrations and read the directions with children. Remind them to use what they know about words with endings as they read the sentences independently.

Check that children are reading -er and -est words correctly as they share their answers with the group.

Literature Focus: 10–15 minutes

Preview Ice-Cold Drinks

Walk children through Ice-Cold Drinks. Discuss the illustrations, naming the characters and using story words such as sweetest, coolest, sweeter, cooler, and louder.

Ask children to tell how the sign that Rose and Bruce made changes throughout the story.
Objective
• identify cause-and-effect relationships

Materials
• Teaching Master ES10-6
• Practice Master ES10-6
• word card: because
• Anthology: The Hat from Days with Frog and Toad

Cause and Effect

Teach

Display the word card because, and help children to read the word. Tell them that they are going to use the word because to tell why things happen.

Model how to use the word because for children. You might say: I am wearing a sweater because I am cold. After you say the sentence, ask a why question about it, for example: Why am I wearing a sweater? (because you are cold)

Remind children that a cause is something that makes something else happen. Say: The cause is that I am cold. The effect is that I put on a sweater.

Explain that the word because often signals what the cause is. Ask a few volunteers to suggest sentences using because. After each, ask a why question about the sentence, and have children answer it.

Tell children that we can also ask why questions about things that happen in stories. The answers will often include the word because.
Guided Practice

Display or distribute Teaching Master ES10-6, and discuss the pictures with children.

Read the first sentence with children. Ask, Why does Pam want a kitten? If necessary, lead children to respond by saying: She wants a kitten because she thinks kittens are fun to play with.

Help children underline the part of the sentence that tells what caused Pam to want a kitten.

Follow a similar procedure for the second sentence.

Practice/Apply

Distribute Practice Master ES10-6 to children. Read the directions with them. Be sure children understand that they are to base their choices on the information provided in the story.

Check children’s responses to be sure they can identify cause and effect in a story.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Hat from Days with Frog and Toad

Walk children through The Hat on pages 209–219 in their Anthology.

Discuss the illustrations and use words from the story such as larger, biggest, and smaller.

Note the suggestions in the Extra Support box on Teacher’s Edition page T205.

Ruff dug up Miss Brown’s roses.
Miss Brown was mad.
Ruff was mad too.
Some sharp thorns got stuck in his paws.
He won’t dig up the roses again.

1. Miss Brown was mad because ________.
   - Ruff chased her cat up a tree
   - Ruff dug up her roses

2. Ruff won’t dig up roses again because ________.
   - the thorns hurt his paws
   - he found a friend to play with
Objective
- read and write new high-frequency words 
able, eye, present, thoughts

Materials
- Letter Cards: a, b, e (2), g, h (2), l, n, o, p, r, s, t (2), u, y
- index cards
- Phonics Library: The Best Pie

High-Frequency Words

Teach

Write able, eye, present, and thoughts on large index cards. Read each word aloud while pointing to it. Say the word again, then have children say it with you. Remind children to use what they know about letters and sounds to read the new words.

Display the Letter Cards on the chalk ledge. Draw word boxes on the chalkboard for three-, four-, seven-, and eight-letter words.

Continue in this way until children have said, spelled out, and worked with you to write the words in the boxes. Begin a game in which you give clues about each new word and ask children to identify which word it is. For example, I have three letters. I am the part of the body you use to see. Who am I? (eye) As children identify the letters that make up the word, have them write the word in the air and then on their own papers.

Practice

Have children write each of these new words on cards. You may choose to have the cards in the shape of a hat. Ask students to match the word cards with words from the story The Hat. When the children find the matching words, have them read aloud the sentence in which the word was found.
Apply

Write the following story on the board. Have children read it together. When finished, reread the story, this time having children underline each new high-frequency word.

Today, I began to learn to ride my bike. I had to work hard so that I would not fall down. At the end of the day, I was able to stay on the bike. All that work made me tired. My eyes were starting to close. I went home and took a nap. I woke up with thoughts of my bike. Then my grandma was standing there. She had a present for me. A new horn for my bike!

Check each child’s ability to pronounce able, eye, present, and thoughts as the child reads each sentence.

LITERATURE FOCUS: 10–15 MINUTES

Review The Best Pie

Reread the story together with children.

Ask children to look through The Best Pie to find the following high-frequency words: able, thought, eye. Have them read the sentences that contain these words.
Objectives

- understand that -er and -est can be added to base words
- recognize that when -er and -est are added to describing words, the new words are used to compare two or more things
- independently read base words with -er and -est endings

Materials

- index cards
- Phonics Library: Ice-Cold Drinks
- Anthology: The Hat from Days with Frog and Toad

Base Words and Endings

-er, -est

Teach

Write tall, taller, and tallest on the chalkboard. Remind children that a base word is a word to which an ending can be added. Say tall and have children repeat it after you. Then point to the word tall and explain that it is a base word to which the endings -er and -est can be added. Point to taller and tallest and circle the base word tall in each word.

Remind children that when the endings -er and -est are added to describing words, the new words are used to compare things. Explain that a describing word that ends in -er compares two things and a describing word that ends in -est compares more than two things. Write the words tall, taller, tallest on three large index cards. Ask three children of varying heights to come to the front of the class and have each child hold the appropriate word card as you say:

_____ is tall.

_____ is taller than _____.

_____ is the tallest of the three children.

Repeat the procedure with the base words small and long, using classroom objects for the comparisons.
Practice
Write the following base words on the board:

fast high cold deep slow old

Read the base words aloud and have children repeat them after you. Then have volunteers add -er and -est to each base word and use each of the new words in a sentence.

Apply
Have pairs of children find words with -er and -est in Ice-Cold Drinks. Each time a child finds an -er or -est word, he or she should read it aloud while you write the word on the board. Have volunteers come to the board and circle the base word and underline -er or -est.

LITERATURE FOCUS: 10–15 MINUTES

Review The Hat from Days with Frog and Toad
Reread the story together with children.

Ask children to make a list of words with -er and -est endings that they find in the story. Have them use the words in a sentence.

Have children take turns reading aloud.
**Objectives**
- identify cause-and-effect relationships
- make a chart of causes and effects

**Materials**
- Phonics Library: *Ice-Cold Drinks, The Best Pie*
- Anthology: *The Hat* from *Days with Frog and Toad*

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**Teach**

**Recite** the nursery rhyme *Humpty Dumpty* to the class. Ask children to brainstorm a list of the many causes for Humpty’s fall from the wall. When they run out of ideas, ask them to then brainstorm a list of the effects of his falling. Use leading examples such as the following, if necessary:

**Causes:** The wind was blowing hard.

**Effects:** He fell off the wall.

**Help** children to understand that in the example, *The wind was blowing hard, so Humpty Dumpty fell off the wall,* the cause (*The wind was blowing hard.*) answers the question, *Why did it happen?* and the effect (*Humpty Dumpty fell off the wall.*) answers the question, *What happened?*

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**Practice**

**Revisit** the story *The Hat.* As you are reading, pause to help children identify the main cause-and-effect relationships. Use this chart format to help children organize and understand these relationships:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frog gives Toad a present.</td>
<td>Toad is happy.</td>
</tr>
<tr>
<td>The hat is too big.</td>
<td>Toad trips and runs into things on their walk.</td>
</tr>
<tr>
<td>Frog takes the hat home and pours water on it.</td>
<td>The hat shrinks.</td>
</tr>
<tr>
<td>The hat shrinks.</td>
<td>It fits Toad.</td>
</tr>
</tbody>
</table>
Apply

Have children choose one cause-and-effect relationship between Frog and Toad in the story. Ask children to think about other effects that could have happened in the story. In the sentence, *Frog gave Toad a present*, for example, another effect might be that Toad gave Frog a hug. Help children to see that it is helpful to identify cause-and-effect relationships because they help us to understand how and why things happen in a story.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Ice-Cold Drinks, The Best Pie, and The Hat* from *Days with Frog and Toad*

Page through the stories with children. Ask them to look for words with the endings *-er* and *-est.*

Have children reread *Ice-Cold Drinks.* Ask *What did Rose and Bruce finally do that caused people to buy their drinks?*

Tell children to look through *The Hat* to find the following high-frequency words: *able, eye, present, thoughts.*

Have children read aloud their favorite sentences or pages from the stories.