Theme 2: Surprise!
EXTRA SUPPORT LESSONS FOR

Surprise!
Objectives
- associate the /d/ sound with the letter d
- associate the /l/ sound with the letter l

Materials
- Teaching Master ES2-1
- Sound/Spelling Cards: duck, lion

Consonants d and l

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

CHANT
Dance, Duck, dance!
Dance all day long.
Leap, Lion, leap!
Leap all night long.

Display the Sound/Spelling Card duck. Say duck, stretching out the /d/ sound. If needed, model the mouth position for /d/. Have children repeat duck several times. Say the chant again, having children raise their hands when they hear a word that begins with /d/. Print d on the board, and tell children that d stands for the /d/ sound.

Follow a similar procedure for /l/, using the Sound/Spelling Card lion.

Blend
Print dig on the board. Using Blending Routine 1, model how to blend the sounds and then say the word. Then have children blend and say the word with you. Finally, have children blend and say the word on their own. Repeat the process with the word lip.

Guided Practice
Display or distribute Teaching Master ES2-1, and discuss the illustrations.

Direct attention to the first frame, and read aloud what Dad and Dan say. Help children find words that begin with /d/ and read them. Ask children to read both sentences with you.

Follow a similar procedure for the second frame. Focus on words that begin with /l/.

Check that children understand how to blend the sounds correctly in Dad, Dan, and lap.
Blending Short o Words

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

CHANT
Ollie is an ostrich.
Oscar is an octopus.
/o/–/o/-Ollie, /o/–/o/-Oscar

Display the Sound/Spelling Card ostrich, and help children identify the bird pictured. Say ostrich, stretching out and isolating the short o sound. Then have children say ostrich with you.

Ask what sound children hear at the beginning of ostrich. (\(\text{o}\)) Ask what letter stands for this sound. (o)

Blend
Give the Word Card ox to a child. Using Blending Routine 1, model how to blend the word, stretching out the sounds. Then have children blend and say the word with you. Finally, have children blend the sounds and say the word on their own. Follow a similar procedure with dot, hop, log, and box.

Practice/Apply
Distribute Practice Master ES2-1, and discuss the illustrations. Read the directions aloud, and be sure children understand what to do. Have them complete the Practice Master independently.

Check children’s responses to be sure they understand and are able to read short o words.

LITERATURE FOCUS: 10–15 MINUTES

Preview Dot Fox
Walk children through Dot Fox and discuss the illustrations. Point out that Dot Fox is the character in the story. Use words from the story such as bot, got, and lot.
Teach

Display three similar objects, such as backpacks, for children to examine. Call on children to point out a detail, or a small part, that sets each backpack apart from the others. A child might say: *This backpack has a key chain on it.*

Point out that details, such as the key chain, give a clear picture of how each backpack is different. Then explain that writers and illustrators often include details, or small parts of information, in their stories or pictures to help readers get a clear picture of story characters and events.

Guided Practice

Display or distribute Teaching Master ES2-2, and call on a child to name the place pictured.

Ask children what details in the picture helped them know that the place was a library. *(Possible answers: bookshelves, books, tables and chairs)*

Work with children to create the word web. Begin the web using the details children noticed. Then have them add details about libraries, based on their own experiences.
**Practice/Apply**

**Distribute** Practice Master ES2-2 to children. Read the directions and discuss the picture. Be sure children understand that they need to add one detail from each sentence to complete the picture.

**Have** children complete the Practice Master independently.

**Have** children share their completed pictures.

**Check** children’s pictures to be sure that they understand how to find details in sentences. For example, ask, *Why is the word big in the first sentence important?* (because it tells which cat should be wearing the hat)

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**LITERATURE FOCUS: 10–15 MINUTES**

**Preview** *A Lot! A Lot!*

**Take** children on a picture walk of *A Lot! A Lot!*

**Discuss** the illustrations, having children note details in the pictures. Help children count the number of cats in each set.

**Tell** children that they will read this story with the rest of the class.
High-Frequency Words

Objective
- read and write high-frequency words five, four, in, once, three, two, upon, what

Materials
- Letter Cards: a, c, e (2), f, h, i, n, o, p, r, t, u, v, w
- index cards
- Anthology: A Lot! A Lot!, A Party for Bob

Teach
Write five, four; in, once, three, two, upon, and what on the board. Read each word aloud while pointing to that word. On a second reading, encourage children to read along with you.

Place the Letter Cards in the chalk tray below the words. Ask, How many letters do we need to spell the word five? Assign one letter to each of four children, and tell them to come up and hold their letters for classmates to see. Have classmates spell the word together, clapping for each letter.

Write a sentence from the story, A Party for Bob, that contains the word five, for example, Five kids fit. Have children read the sentence together, and clap their hands together when they read the word five. Repeat this procedure for the remaining words.

Write the following sentences on the board, and read them together with children:

I once saw five big boxes.

What was in them?

I saw four gifts and three kids.

I saw two kids upon one box!

Check each child’s ability to pronounce five, four, in, once, three, two, upon, and what as the child reads each sentence.

Practice
Ask the children to name the number words. If necessary, remind them that these words tell how many. Write each word on a large index card.

Tell children you want to sort the words into two groups: words that tell how many (five, four, three, two) and words that do not tell how many (in, once, upon, what)

Have children read each word card and decide which group the card belongs in. Tape the words in two columns. When finished, have children read the lists together.

Apply
Have children match the high-frequency word cards to the words in the stories A Lot! A Lot! or A Party for Bob.
Preview *A Party for Bob*

**Walk** children through *A Party for Bob* on pages 113–129 in their Anthology.

**Discuss** the illustrations, and tell children that the characters’ names are Bob, Tom, Ben, Dot, and Tim.

**Use** words from the story such as *got, box, wet, bid,* and *lit.*

**Note** the suggestions in the Extra Support box on Teacher’s Edition page T57.
Consonants $d$, $w$, $l$, $x$

**Teach**

Display the Letter Cards. Have children name each letter with you and say the letter sound: $d$/d$/; $w$/w$/; $l$/l$/; $x$/ks$/.

Give some children Picture Cards for initial $d$, some initial $l$, and some initial $w$. Say:

*Find other children whose picture names begin with the same sound as yours and stand with them.*

Have children name their cards, say the beginning sound, and name the letter that stands for it.

Give some children Picture Cards for final $d$, some final $l$, and some final $x$. Have children find others whose picture names end with the same sound and stand with them.

Help children differentiate among the consonants, by pointing out the position of their lips and tongue, and have them feel for vibration of the voice box.

- /d/ — tongue tip starts behind upper teeth, then moves back; vibration
- /w/ — rounded lips, tongue behind lower teeth; vibration
- /l/ — tongue tip behind upper teeth; vibration
- /ks/ — combines /k/ and /s/; begin with back of tongue on top of mouth, no vibration and end with tongue at top of mouth, no vibration

**Practice**

Display the Picture Card for *dog* and have children identify it. Call on a child to tell what sound he or she hears at the beginning of *dog*. Write *dog* on the board and have a child underline the $d$. Repeat with Picture Cards for *web* and *leg*. Then display Picture Cards for *bed*, *girl*, and *fox* and ask children what sound they hear at the end of each word.

**Apply**

Pin Letter Cards for $d$, $w$, $l$, and $x$ on chart paper. Have children look for words that begin with $d$, $w$, and $l$ or end with $d$, $l$, or $x$ in *A Party for Bob*. Each time they find a word, ask children to say it aloud so you can write it on a word list under the appropriate letter. Have children read the words on the list.
**Blending Short o Words**

**Teach**

- **Display** the Letter Card o and have children repeat after you the sound the letter o makes, /ɔ/ - /ɔ/ - /ɔ/. Be sure that children have their mouths in the correct position as they say the sound. Hold up the Picture Card for otter and ask children to identify the picture. Ask them which sound otter begins with, /ɔ/ or /ə/.

- **Use** the Letter Cards to model how to blend the word pot using Blending Routine 2. Have children say the sounds for p, /p/ and o, /ɔ/. Then have them blend /pɔ́o/. Finally, have them say the sound for t, /t/, blend /pɔ́oʊt/, and say pot.

- **Remind** children that they can make words by adding different letter sounds they know to the beginning and end of /ɔ/. Have children blend the following sounds using Blending Routine 2: /kɔ́o/, /fɔ́oʊx/, /lɔ́oʊt/, /bɔ́o/, /rɔ́o/.

**Practice**

- **Place** Letter Card o on the chalk ledge and explain to children that they will spell some short o words. Then place the Picture Card for box on the chalk ledge and have a child choose the correct consonant Letter Cards to spell the word box. Repeat this procedure with Picture Cards for cot, dot, fox, ox, hop, log, and pot.

**Apply**

- **Have** partners take turns finding words with short o in A Party for Bob. Each time children find a word with short o they should read it aloud while you write it in a column labeled short o words.

**LITERATURE FOCUS:**

**Review A Party for Bob**

- **Reread** the story with children. Together, make a list of short o words. Then have partners find and read story words with d, w, l, and x.
Noting Details

Teach

Begin the lesson by using three similar but not identical items to discuss the skill of noting details. For example, you might ask three children to volunteer the use of their jackets, book bags, or lunch boxes. As you display the items, ask children to look closely as you describe details about the jackets, for example: *I am looking at a jacket that has a zipper.* Which jacket is it? *I am looking at a jacket that has brown trim around the sleeves.*

Explain to children that writers often create small details to help the reader get a picture of story characters and events. Explain that illustrators often do the same thing. They include details in their art to help the viewer further understand a character or event.

Practice

Discuss the story *A Party for Bob* by Angela Shelf Medearis. Begin by having children look at the illustration on pages 114 and 115. Tell them to describe what they see in the drawing and ask what details help them to know that the story takes place in a house. *(walls, floor, table)* Have children read the text on the page together. Ask, *How can you tell that story is about a birthday party?* Lead them to understand that the word *party* and the picture clues *(birthday cake, balloons, streamers)* can help them understand that the story is about a birthday party.

Explain to children that looking at picture clues and reading words carefully can help them note details when they read.

Apply

Have children work in small groups. Ask children to look carefully at the illustrations in the story *A Party for Bob* and to find details in the drawings. Ask *How does the artist use details to show that each friend is bringing a gift for Bob? What features does the artist give each gift?* Tell each group of children to choose one of the kids in the story and to draw a picture of him or her with their present for Bob. Tell the children to pay close attention to the details the artist uses in the drawings as they draw their own pictures.
Revisit *Dot Fox, Bob Pig and Dan Ox, A Lot! A Lot!, and A Party for Bob*

- **Page** through the stories with children. Note important details that have been included in the pictures of the different stories.

- **Have** children look for short *o* words in each of the stories.

- **Tell** children to look through *A Lot! A Lot!* and *A Party for Bob* for the following high-frequency words: *five, four, in, once, three, two, upon, what.*

- **Have** children read aloud selected sentences or pages from the stories.
**Objectives**
- associate the /y/ sound with the letter y
- associate the /v/ sound with the letter v

**Materials**
- Teaching Master ES2-3

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**Consonants y and v**

**Teach**

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

**CHANT**

You like violets,  
Yes, you do!  
Violets in a vase,  
From me to you!

**Say** violets, stretching out the /v/ sound. If needed, model the mouth position for /v/. Have children repeat violets several times. Repeat with vase.

**Follow** a similar procedure for /y/, using the words yes and you.

**Blend**

Print yam on the board. Tell children that this word names a vegetable. Using Blending Routine 1, model how to blend the sounds, stretching the sound for y and then saying the word. Then have children blend and say the word with you. Finally, have children blend and say the word on their own. Repeat the process with the word vet, pointing out that vet is short for veterinarian.

**Guided Practice**

Display or distribute Teaching Master ES2-3. Discuss the illustrations and what is happening in each.

Direct attention to the first frame, and read aloud the caption with children. Help them draw a line under all the words that begin with /v/. Read these words again and then have children read them. Repeat the procedure for the second frame, focusing on words that begin with y. Ask children if they can think of other words that begin with /y/.

Check that children are forming the /v/ and /y/ sounds correctly.
SKILL FOCUS: PHONICS  10–15 MINUTES

Blending Short e Words

Teach

Recite and repeat the chant, telling children to join in.

CHANT

Ed is an elephant,
Stepping on the eggs.
iː/-iː/elephant, iː/-iː/eggs

Say elephant, stretching out the initial short e sound. Then have children say elephant with you, again stretching out the /e/. Display the Sound/Spelling Card elephant. Ask what sound children hear at the beginning of elephant. (/e/) Ask what letter stands for this sound. (e)

Blend

Print Ed on the board. Using Blending Routine 1, model how to blend the name, stretching out the short e sound. Then have children blend and say it with you. Finally, have children blend the name on their own. Repeat with yet, vet, den, and ben.

Practice/Apply

Distribute Practice Master ES2-3, discuss the illustrations, and read the directions with children. Have them complete the Practice Master independently. Have children read the sentences aloud and share their answers.

Check that children understand how to blend short e words.

LITERATURE FOCUS:  10–15 MINUTES

Preview Not Yet!

Walk children through Not Yet! As you discuss the illustrations, use the words kit and van. You may need to tell children that the word kit refers to the big bags that Peg Hen is trying to put into the van.
Fantasy and Realism

**Teach**

Tell children that you are going to say two sentences. Explain that they need to listen carefully because you are going to ask them which sentence could really happen and which could not. Say:

Sentence 1: *After school, Tom walked home.*

Sentence 2: *After school, Tom flew in a rocket to his house on the moon.*

Discuss which sentence children think could really happen. Say:

*Yes, the sentence: After school, Tom walked home could really happen. It tells about something that is real.*

Repeat the second sentence. Ask children why they think this sentence could not happen in real life. Say:

*Yes, the sentence: After school, Tom flew in a rocket to his house on the moon could not really happen. It is make-believe. Something that is make-believe is also called a fantasy.*

Point out that some stories tell about things that could happen in real life and other stories tell about things that could not.
**Guided Practice**

**Display** or **distribute** Teaching Master ES2–4 and invite children to look at the illustrations. Have them read the sentences under the pictures.

**Help** children circle the sentence that tells a story about a real fox. *(the second sentence)*

**Discuss** with children what it is about the second sentence that is real. *(Sample answer: Real foxes walk on four paws and live in homes called dens.)*

**Ask** children why they think the first picture and sentence tells a make-believe story about a fox. *(Sample answer: Real foxes cannot talk; only make-believe or fantasy foxes can talk.)*

**Practice/Apply**

**Distribute** Practice Master ES2–4 and preview the pictures to make sure children understand what is happening in each one. Tell children that two of the pictures and sentences on this page tell stories about real story characters, but that the other two tell stories about make-believe story characters.

**Read** the directions with children. Make sure they understand that they are to circle only the pictures that tell about things that could really happen.

**Have** children work independently to complete the page. Encourage them to discuss why they chose to circle, or not circle, the pictures on the page.

**Check** children’s work to be sure they understand the differences between fantasy and reality in stories.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Val Can Help**

**Walk** children through *Val Can Help*. Discuss the illustrations, pointing out the characters and naming them for children: Val and Rob. Then ask children to look at the pictures to predict whether this story could be real or whether it is a fantasy story.

**Tell** children that they will read this story with the rest of the class.
Objective
- read and write high-frequency words do, for, I, is, me, my, said, you

Materials
- Letter Cards: a, d, e, f, i, l, m, o, r, s, u, y
- index cards
- Anthology: Val Can Help, The Bunnies and the Fox

High-Frequency Words

Teach

Write do, for, I, is, me, my, said, and you on the board. Read each word aloud while pointing to that word. On a second reading, encourage children to read along with you.

Place the Letter Cards in the chalk tray below the words. Ask, How many letters do we need to spell the word do? Assign one letter to each of two children, and tell them to come up and hold their letters for classmates to see. Have classmates spell the word together, clapping for each letter.

Write a sentence from the story The Bunnies and the Fox that contains the word do. For example, write: We have a job to do. Have children read the sentence together, and clap their hands when they read the word do. Repeat this procedure for the remaining words.

Write the following sentences on the board, and read them together with children:

"My dog is lost," I said.

"Do you want me to help?" she said.

“We can look for him.”

“I can see him!” I said.

Check each child’s ability to pronounce do, for, I, is, me, my, said, and you as the child reads each sentence.

Practice

Write each High-Frequency Word on a large index card and distribute the cards to children. Write a sentence on the board from one of the stories that uses each new word. Leave a blank for the word from the high-frequency list. Have children read each sentence along with you. Have the children decide who has the missing word. Have that child bring up the word and tape it in the blank space.

Apply

Have children match high-frequency word cards to the words in the stories Val Can Help or The Bunnies and the Fox.
Preview *The Bunnies and the Fox*

**Walk** children through *The Bunnies and the Fox*, on pages 145–161 in their Anthology.

**Discuss** the illustrations, and tell children that the characters' names are Kev and Viv.

**Use** words from the story such as *den, yet, get, yes,* and *help.*

**Note** the suggestions in the Extra Support box on Teacher’s Edition page T129.
Objectives
• recognize \( y, k, v \) and the sounds they represent
• independently read words with \( y, k, v \)

Materials
• Letter Cards: \( k, v, y \)
• Picture Cards: hook, key, king, kiss, kit, kite, van, vane, vase, vest, vet, vine, yak, yam, yard, yarn, yellow, yolk, yo-yo
• Anthology: The Bunnies and the Fox

Consonants \( y, k, v \)

Teach
Display the Letter Cards one at a time. Have children name each letter with you and say the letter sound: \( y/y \); \( k/k \); \( v/v \). Give some children Picture Cards for initial \( y \), some initial \( k \), and some initial \( v \). Say:

*Find other children whose picture names begin with the same sound as yours. Everyone whose picture name begins the same, stand together.*

Have children in each group name their cards, say the beginning sound, and name the letter that stands for that sound.

Display the Picture Card for hook and have children identify the picture. Ask a volunteer to tell what sound he or she hears at the end of hook. Write the word hook on the board and have a volunteer underline the final \( k \).

Help children differentiate among the consonants by pointing out the position of their lips and tongue, and have them feel for a vibration of the voice box.

• /\( k \)/ — back of tongue against roof of mouth; vibration
• /\( v \)/ — upper teeth on your lower lip; vibration
• /\( y \)/ — combination of vowel sounds long e and short u; begins with tongue at the middle of the mouth, vibration and ends with tongue at the bottom of the mouth, vibration

Practice
Display the Picture Cards yak, yarn, key, kite, book, vet, and van and write those words on the board. Have children underline the \( y, k \), and \( v \) in each word and say the sound and then the word aloud. Call on children to find the matching Picture Card for each word.

Apply
Have children find words with \( y, k, v \) in The Bunnies and the Fox. Each time a child finds a word with \( y, k, \) or \( v \), he or she should read the word aloud while you write it on the board. Have children come to the board to underline the \( y, k, \) or \( v \) in each word.
Blending Short e Words

**Teach**

**Display** the Letter Card e and remind children of the sound the letter e makes: /e/. Have them repeat it after you. Hold up the Picture Card egg and ask children to identify the picture. Ask them which sound egg begins with, /e/ or /o/.

**Use** the Letter Cards to model how to blend the word *vet* using Blending Routine 2. Have children say the sounds for *v, e, t*. Then have them blend /ve˘e˘e˘/. Finally, have them say the sound for *t, e, vet*.

**Remind** children that they can make more words by adding different sounds to the beginning and end of short e. Have children blend the following sounds: /jɛ˘ɛ˘e˘t/, /hɛ˘ɛ˘n/, /nɛ˘ɛ˘e˘t/, /pɛ˘ɛ˘ɛ˘n/.

**Practice**

**Place** Letter Card e on a chalk ledge and explain to children that they will spell some short e words. Then place the Picture Card for *ben* on the chalk ledge and have a child choose the correct consonant Letter Cards to spell *ben*. Repeat this procedure with Picture Cards for *pen, pet, ten, vet, net*, and *bed*.

**Apply**

**Have** partners look for words with short e in *The Bunnies and the Fox*. Have a child say the word aloud so that you can write it on a short e word list on the board. Then give each pair a piece of paper divided in half vertically. Have partners each choose a different word from the word list and illustrate it on either side of the center line. Children can share their short e “partner pictures” with the group.

**LITERATURE FOCUS:**

**Review** *The Bunnies and the Fox*

**Reread** the story together with children. Ask, *Who can find a word with the short e sound?* Repeat with consonants *y, k, and v.*

**Objectives**

- blend phonemes
- associate the short e sound with the letter e
- independently read words with short e

**Materials**

- Letter Cards: *b, d, e, h, j, n, p, t, v*
- Picture Cards: *bed, egg, hen, net, pen, pet, ten, vet*
- Anthology: *The Bunnies and the Fox*
Teach

**Explanation** to children that you are going to tell them two short stories and that they should listen carefully to see if they can tell which one is real and which one is make-believe.

Story 1: *This morning I woke up, got dressed, and ate breakfast. I fed my goldfish and my dog.*

Story 2: *Two hundred years ago, I lived on the Planet Jupiter. When I was hungry, I reached out and ate some stars.*

**Ask** children which story they think is real and could happen in real life. Ask them why it might be true. (We wake up in the morning, we get dressed and eat breakfast. We feed our pets. These are things that happen every day.) Then ask them which story is not true. Repeat the story if necessary. Ask them why they think the second story is not true. (People don’t live to be 200 years old. We live on Earth. We can’t eat stars.) Explain that the second story is make-believe. Tell children that another word for make-believe is *fantasy*. And another word for stories with events that could happen in real life, and with characters who act and talk like we do in real life, is *realism*.

Practice

**Revisit** the story *The Bunnies and the Fox* by David McPhail. Direct the children to look at the illustrations and listen as you read pages 146 and 147. Ask them to tell you which parts of the story are realistic, that is, what parts could really happen. (bunnies live in a den, fox is dangerous) Then ask them what makes this story fantasy or make-believe. (bunnies wear clothes, bunnies own furniture, bunnies talk) Continue through the story, identifying elements of fantasy and realism.

Apply

**Have** children act out some of the story actions by taking the parts of Kev, Viv, Mom, and Fox. Provide cards for each child with the words Yes on one and No on the other. As volunteers act out the roles of the story animals, have classmates tell whether the action could really happen or not by holding up their cards.
Revisit *Not Yet! Big Ben, Val Can Help, and The Bunnies and the Fox*

**Page** through the stories with children. Discuss various aspects of the stories that could be real or that are definitely fantasy.

**Have** children look for short *e* words in each of the stories.

**Tell** children to look through *Val Can Help* and *The Bunnies and the Fox* for the following high-frequency words: *do, for, I, is, me, my, said,* and *you.*

**Have** children read aloud selected sentences or pages from the stories.
Consonants j and z

**Teach**

**Recite** and repeat the chant shown. Have children join in.

**CHANT**

Jackets have zippers;
Jungles have trees;
Zoos have zebras.
Zookeepers have knees!

**Display** the Sound/Spelling Card *zebra*. Say *zebra*, stretching out the /z/ sound. If needed, model the mouth position for /z/. Have children repeat *zebra* several times. Say the chant again, having children raise their hands whenever they hear a word that begins with /z/.

**Print** *z* on the board, and tell children that *z* stands for the /z/ sound.

**Repeat** the procedure for /j/, using the Sound/Spelling Card *jumping Jill*.

**Blend**

**Print** *jet* on the board. Use Blending Routine 1 to model how to blend the sounds, stretching the /j/ sound and then saying the word. Then have children blend and say the word with you. Finally, have children blend the word on their own.

**Repeat** the process with the words *jog, zip, and zap*.

**Guided Practice**

**Display** or **distribute** Teaching Master ES2-5. Discuss the illustrations.

**Direct** attention to the first picture, and read the sentence with children. Then help children find and point to the words *Jan* and *zoo*. Read the next two sentences with children. Ask if they can find the zebra. Then read the sentences again, having children join you.

**Check** that children are blending the sounds correctly and are able to read and understand the words.
Blending Short u Words

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

CHANT
Umbrellas go up;
Umbrellas go down.
Now my umbrella is upside-down!

Say *umbrella*, stretching out the initial /ʊ/. Then have children say it with you. Ask what sound children hear at the beginning of *umbrella*. (/ʊ/) Ask what letter stands for this sound. (u) Display the Sound/Spelling Card *umbrella*, and ask if the umbrella in the picture is up or down. Then turn the card upside-down, and ask children to describe the umbrella now.

Blend
Print *up* on the board. Using Blending Routine 1, model how to blend the word, stretching out the short *u* sound. Then have children blend and say it with you. Finally, have children blend the sounds and say the word on their own. Repeat with *us*, *but*, and *jug*.

Practice/Apply
Distribute Practice Master ES2-5, and discuss the illustrations. Read the directions with children. Have them complete the Practice master independently. Have children share their answers and read the sentences aloud.

Check that children are blending short *u* words correctly.

Literature Focus: The Bug Kit
Walk children through *The Bug Kit*. Discuss the illustrations and use words from the story. Ask children to look at the picture on page 29 and tell what they think a bug kit is for.
Objectives
• identify story characters, setting, plot
• complete a simple story map

Materials
• Teaching Master ES2-6
• Practice Master ES2-6
• Anthology: Quit It, Bug!

Story Structure

Teach

Explain to children that most stories follow a plan. Every story includes parts that tell who the story is about, where the story takes place, and what happens.

Have children think about the story of The Three Little Pigs. Ask, Who is the story about? (three little pigs and a wolf) Then ask, Where does the story take place? (in the pigs’ houses) Finally, ask, What happens? (First, the wolf blows down the house of straw, then the wolf blows down the house of sticks, but in the end he couldn’t blow down the house of bricks.)

Call on children to share information about their favorite stories. Have them answer the questions Who? Where? and What happens?

Guided Practice

Display or distribute Teaching Master ES2-6 and tell children that these pictures tell a short story. Invite children to look at the story with you to see if it answers the questions Who? Where? and What happens?

Direct attention to the first picture. Ask, Who is in this story? (a boy named Sam) Explain that Sam is a character in the story.

Ask, Where does this story take place? (in Sam’s yard) Ask how children can tell the story takes place in Sam’s yard. (from the picture clues) Explain that Sam’s yard is the setting for the story.

Remind children that a story has a beginning, a middle, and an end. Point to the first frame of the story. Ask, What happens at the beginning of this story? What problem does Sam have? (Sam’s kite is caught in a tree and he can’t get it down.)

Point to the second frame. Ask, What happens in the middle of the story? (Sam’s dad tries to reach the kite, but he can’t.)
Direct attention to the third frame. Ask, What happens at the end of the story? (Sam sits on his dad’s shoulders to reach the kite.)

Point out the story map under the pictures. Explain that children can use a map like this to help them show the plan a story follows. Work with children to complete the story map.

Practice/ Apply

Distribute Practice Master ES2-6 to children and read the directions with them. Be sure children understand that they need to tell who is in the story and where it takes place. They also need to tell what happens at the beginning, in the middle, and at the end of the story.

Have partners work together to complete story maps.

Check children’s work to be sure they understand the concepts of character, setting, and story events.

LITERATURE FOCUS: 10–15 MINUTES

Preview Quit It, Bug!

Walk children through Quit It, Bug! Ask children who the characters in the story are. (a boy, a girl, and a bug) Tell children that the boy’s name is Dan and the girl’s name is Meg.

Ask children if they can tell from the pictures what the setting of the story is. Then call on children to use picture clues to tell what happens in this story. Ask if children think Dan and Meg still have a problem at the end of the story, and if not, why.

Tell children that they will read this story with the rest of the class.
Objective
• read and write high-frequency words are, away, does, he, live, pull, they, where

Materials
• Letter Cards: a (2), d, e (2), h, i, l (2), o, p, r, s, t, u, v, w, y
• Anthology: A Surprise for Zig Bug

High-Frequency Words

Teach

Write *are*, away, does, be, live, pull, they, and where on the board and read each word. On a rereading, have children read the words along with you. Then distribute the Letter Cards. Draw three squares on the board, and tell children that you need their help to spell the word *are*. You might want to emphasize the use of *are* in a sentence to be certain they understand the word’s meaning. For example, say, *We are learning to read lots of new words.* Say:

> The word *are* has three letters. Who will come up and help me identify the letters in the word? Who has the letters a, r, and e? Stand up here and I’ll write the word *are* in the boxes.

Lead children in a cheer to help them remember the word. Clap on each letter and syllable as children spell and say the word together: *a-r-e, are!* Then tell children to jump when you point to each of their cards. Lead a new “hop-it” cheer *a-r-e, are!*

Repeat the procedure for the words *away, does, be, live, pull, they,* and *where.*

Write the following sentences on the board, and read them with children:

*Where does he live?*
*Pull the door shut.*
*They are away.*

Check each child’s ability to pronounce *are, away, does, be, live, pull, they,* and *where* as the child reads each sentence.

Practice

Give children these sentence frames. Have them complete the sentences by drawing or writing to fill in the blanks.

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Are you____?
Where does_____ live?
They are away in the______.
He is______.
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Apply

**Have** children show and read their sentences to the class. Then ask children to exchange and read one another’s sentences.

**LITERATURE FOCUS:**

**10–15 MINUTES**

**Preview *A Surprise for Zig Bug***

**Walk** children through *A Surprise for Zig Bug*, on pages 177–193 in their Anthology. Discuss the illustrations with children. Explain that the characters’ names are Zig Bug, Kip Bug, and Zag Bug.

**Use** words from the story such as *bug, but, tug, jug,* and *quit.*

**Note** the suggestions in the Extra Support box on Teacher’s Edition page T201.
Consonants q, j, z

Teach

Display the Letter Cards q, u, j, and z. Have children name each letter with you. Tell them that q is always followed by u in a word and that letters qu together stand for the /kw/ sound. Say the letter sounds: qu /kw/; j /j/; z /z/.

Divide the Picture Cards for initial qu, j, and z among the children. Say:

Find other children whose picture names begin with the same sound as yours. Everyone whose picture name begins the same, stand together.

Have children in each group name their cards, say the beginning sound, and name the letter or letters that stand for that sound.

Help children differentiate among the consonant sounds by pointing out the position of their lips, teeth, and tongue, and have them feel for a vibration of the voice box:

• /kw/ — combination of /k/ and /w/ sounds; begins with back of tongue against roof of mouth, vibration, and ends with rounded lips, tongue behind lower teeth; vibration

• /j/ — tongue against the roof of the mouth; vibration

• /z/ — tongue in the middle of the mouth, teeth closed; vibration

Practice

Display Letter Cards for q, u, j, and z in random order on the chalk ledge, and post the queen Picture Card above the letters. Have children identify the picture. Call on a child to tell what sound he or she hears at the beginning of /kwén/. Write the word queen on the board and have a child place the correct Letter Cards under the picture. Point out again that that the letters qu together stand for the /kw/ sound. Repeat with Picture Cards for jam and zip, asking children what sound they hear at the beginning of each word.

Apply

Have children look for words that begin with qu, j, and z in A Surprise for Zig Bug. Each time a child finds a word with qu, j, or z, he or she should read the word aloud as you write it on the appropriate place on a Word Pattern Board. Have children come to the chart to underline the qu, j, or z in each word.

Objectives

• recognize q, j, and z and the sounds they represent
• read words with q, j, and z

Materials

• Letter Cards: q, u, j, and z
• Picture Cards: jam, jar, jeans, jeep, jet, jug, queen, quill, quilt, zebra, zigzag, zip, zoo
• Anthology: A Surprise for Zig Bug
Blending Short u Words

Teach

Display the Letter Card u and remind children of the sound the letter u makes: /u/. Have them repeat it after you: /u/ - /u/ - /u/. Be sure children have their mouth in the correct position as they say the sound. Hold up the Picture Card for under and ask children to identify the picture. Ask them which sound under begins with, /u/ or /e/. Do the same with the Picture Cards for egg and up.

Use the Letter Cards to model how to blend the word nut using Blending Routine 2. Have children say the sound for n, /n/, the sound for u, /u/, then blend /nnn u u/. Finally, have them say the sound for t, /t/ blend /nnn u u t/, and say nut.

Remind children that they can make words by adding different sounds to the beginning and end of short u. Have children blend the following sounds using Blending Routine 2: /ku u u t/, /hu u u g/, /bu u u n/.

Practice

Write nut on the board. Have a volunteer find the matching Picture Card and Word Card and then read the word aloud. Repeat the procedure with the words rug, but, run, up, bug, and bug.

Apply

Have children look for words with short u in A Surprise for Zig Bug. Each time a child finds a word, ask him or her to read the word aloud and help you to write it on the board. Have all children repeat the word as the child at the board circles the u.

Literature Focus: A Surprise for Zig Bug

Reread the story together with children. Have partners look through the story to find and read words with short u and the consonants q, j, and z.
Objectives

- identify the setting, characters, and plot of a story
- use a story map to identify the elements of a story

Materials

- Phonics Library: *The Bug Kit, Quit It, Zig!*
- Anthology: *Quit It, Bug!, A Surprise for Zig Bug*

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**Teach**

**Ask** children if they know the well-known children’s fairytale, *Goldilocks and the Three Bears*. If they don’t know the story, tell it to them. Then ask them questions such as the following:

- *Who are the characters in the story?* (Goldilocks and the three bears)
- *Where does the story take place?* (the woods, the home of the three bears)
- *What happens in the story?* (Goldilocks explores the house of the three bears.)

**Explain** to children that many stories include these elements: *characters*, the people or animals; a *setting*, the place the story happens; and a *plot*, events in the story, often with a story problem and solution. You might want to write the words *Character* (Who?), *Setting* (Where?) and *Plot* (What happens?) on the chalkboard.

**Practice**

**Discuss** the story *A Surprise for Zig Bug* by Pam Muñoz Ryan. Begin by asking children to identify the characters in the story. Allow them to look through the pages of the story to be certain they have identified each of the characters. Write the word *Character* on the board or chart paper and list the names of the story characters. Continue in this same way as children identify the *Setting* and story *Plot*. If children are uncertain about the setting or plot, encourage them to look at the illustrations for clues.

**Apply**

**Assign** children the roles of Zig, Zag, and Kip. Have other children draw the setting on the chalkboard. Then ask a child to tell the plot of the story while the story characters act it out. When finished, work with children to complete a story map. Some children may want to draw pictures to indicate their responses.
Revisit *The Bug Kit, Quit It, Zig!, Quit It, Bug!, and A Surprise for Zig Bug*

**Page** through the stories with children. Discuss the different characters, settings, and story events in each of the stories.

**Have** children list all the short *u* words found in the stories.

**Tell** children to look through *Quit It, Bug! and A Surprise for Zig Bug* for the following high-frequency words: *are, away, does, be, live, pull, they, where*.

**Have** children read aloud selected sentences or pages from the stories.