Theme 4: Family and Friends
EXTRA SUPPORT LESSONS FOR

Family and Friends
Day 1

Objective
- Associate sounds with the clusters bl, cl, fl, gl, pl, and sl.

Materials
- Teaching Master ES4-1
- Letter Cards: a, b, c, d, f, g, i, k, l, o, p, s, t, u

Clusters with /l/

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

CHANT
- A big glob of blue glue
- Is slipping through the door.
- Hurry please, to clean it up,
- Or it’ll land upon the floor!

Say glob, emphasizing the beginning sounds /gl/. Then have children say glob with you several times. Print glob on the board and underline the gl. Tell children that these letters stand for the /gl/ sounds at the beginning of glob. Explain that the letter /l sometimes appears with another consonant at the beginning of words.

Repeat the chant asking children to listen for other words that begin with a consonant and /l/. Write the /l/ cluster words on the board.

Blend
- Display the letters g, l, a, and d in front of the class. Use Blending Routine 1 to model how to blend the sounds, emphasizing the initial consonant cluster, and then say the word glad.

Blend and say the word with children before having children blend the sounds and say the word on their own. Repeat the process with the words black, clap, flip, plug, and slot.

Guided Practice
- Display or distribute Teaching Master ES4-1, and discuss the illustrations with children. Tell them to use what they know about clusters with /l/ as they read the sentences with you.

Help children underline any words that begin with clusters with /l/.

Check that they are blending /l/ cluster words correctly.
Blending More Short o Words

**Teach**

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

**CHANT**

Don't drop the block  
Upon the clock,  
Or it will start  
To flip and flop.

**Write** block on the board, underlining the o. Remind children that the o can stand for /ȯ/. Say block, stretching the /ȯ/. Have children repeat block several times. Repeat with the word flop.

**Blend**

**Give** five children the Letter Cards b, l, o, c, and k, and ask them to stand holding the cards together to form block.

**Use** Blending Routine 1 to model how to blend the word, emphasizing the short o sound. Next, tell children to chant their letter sound when you point to them. Then have them blend the sounds together to make block. Repeat with the words clog, flop, glob, plot, and slot.

**Practice/Apply**

**Distribute** Practice Master ES4-1, discuss the illustrations, and read the directions with children.

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

**Check** children’s responses to be sure they can read short o words.

**LITERATURE FOCUS:**

**Preview Hot Dog**

**Walk** children through Hot Dog and discuss the illustrations. Tell children that Floss is the name of the girl in the story and Hot Dog is the name of her dog. Use words from the story such as flips, flop, and glad.
**Objective**
- use details and personal experience to draw conclusions

**Materials**
- Teaching Master ES4-2
- Practice Master ES4-2
- Anthology: *Fluff Is Missing!*

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**Teach**

**Tell** children that sometimes they can use things they already know to figure out what people will say or do. Explain that this is called *drawing conclusions*.

**Present** situations that call for children to use their own experiences to draw conclusions:

- What conclusion can you draw if the fire bell goes off? *(There is a fire drill or a fire.)*
- What conclusion can you draw if the clock shows three o'clock and the bell rings? *(It is time to go home.)*
- What conclusion can you draw if I point to the job chart and ask the napkin, cup, and juice helpers to do their jobs? *(It is time for snack.)*

**Lead** children to see that they can use their own experiences to help them draw conclusions about story characters and events as they read. Explain that this will help them better understand and enjoy stories.

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**JOB CHART**

<table>
<thead>
<tr>
<th>JOB</th>
<th>MON.</th>
<th>TUES.</th>
<th>WED.</th>
<th>THURS.</th>
<th>FRI.</th>
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**Guided Practice**

**Display** or **distribute** Teaching Master ES4-2, and discuss the illustration with children.

**Remind** children that they can use details from the picture and what they know about their own experiences to draw a conclusion about where Meg is going.

**Discuss** children’s ideas about where they think Meg is going based on clues they used from the picture and their own experiences.

**Practice/Apply**

**Distribute** Practice Master ES4-2, and read the directions with children. **Tell** them that they may write one word for each conclusion or that they may write longer conclusions. Have them complete the Practice Master independently.

**Have** children share their conclusions and tell what clues they used to make them.

**Check** children’s responses to be sure they understand how to use the story, the pictures, and their own experiences to draw conclusions.

**LITERATURE FOCUS:** **10–15 MINUTES**

**Preview** *Fluff Is Missing!*

**Read** aloud the first page of *Fluff Is Missing!* Identify the characters as Fluff the cat, Max, and his sister.

**Ask** children to use their own experiences and the details in the story to draw conclusions about how Max and his sister feel when Fluff runs away.

**Tell** children they will read this story with the rest of the class.
Objective

- read and write high-frequency words children, come, family, father, love, mother, people, picture, your

Materials

- Letter Cards: a, c, d, e (2), f, h, i, l, m, n, o, p (2), r, t, u, v, y
- index cards
- Anthology: Go Away, Otto!

High-Frequency Words

Teach

Write the words children, come, family, father, love, mother, people, picture, and your on the board. Point to each word as you read it aloud. Tell children to help you read the words aloud a second time.

Display Letter Cards on the chalk tray. Ask children, How many letters are in the word children?

Draw eight squares on the board.

Have the class name letters in the word children. As each letter is named, ask a volunteer to find the letter. Invite the class to help spell the word children. Point to the word on the board and ask, What letter comes first? Instruct children to say the letter and point to the letter card. Have the volunteer with the card write the letter in the correct box on the board. Repeat the procedure for the remaining letters asking, What letter comes next? Have children spell and read the word aloud together. When finished, put the letter cards back on the chalk tray.

Ask volunteers to help lead a cheer to remember the word. Have children find a partner and clap hands patty-cake style for each letter and syllable as you spell and say the word: c-h-i-l-d-r-e-n, children!

Repeat the lesson for the remaining words in the list.

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

Come here, Tanya.

I would love to see your family picture.

Are these people your mother and father?

Tell me about the children in the picture.

Check each child’s ability to pronounce children, come, family, father; love, mother, people, picture, and your as the child reads each sentence.
**Practice**

*Write* the following sentences on the board: *Mother and father come for a family picture. People love children!* Ask children to help find the word *mother* in the first sentence. Read each word aloud and direct children to tap their pencil on the desk and say the word aloud when you read *mother*. You might want to point out that the word *mother* is capitalized because it is the first word in the sentence. Repeat the exercise for each high-frequency word.

**Apply**

*Have* children work in pairs to draw pictures of or make symbols for each of the high-frequency words. Instruct children to write each word on a large index card and draw a picture that helps them remember what the word is and what it means.

**LITERATURE FOCUS:**

**Preview *Go Away, Otto!***

*Walk* children through *Go Away, Otto!* on pages 123–141 in their Anthology.

*Discuss* the illustrations and use words from the story such as *not, clean, plan, fluff, lots, blocks, black,* and *play*.

*Note* the suggestions in the Extra Support box on Teacher’s Edition page T57.
Clusters with /l/

Teach

Display the Sound/Spelling Card *fish* and remind children of the sound the letter *f* makes. Have them repeat it after you, /f/. Be sure children have their mouth in the correct position as they say the sound. Repeat the procedure with Sound/Spelling Card *lion*.

Hold up the Picture Cards *flag, blue, cloud, globe, plug,* and *sled,* and ask children to identify the pictures. Remind children that when a consonant and an *l* are side by side, such as *fl* in *flag,* and *sl* in *sled,* the sounds for each consonant and *l* are so close together they almost seem to be one sound.

Use the Letter Cards *f* and *l* to model how to blend /f/ and /l/. Hold the cards apart, and as you say /ffflll/, move them together until they touch. Have children repeat /ffflll/ as you move the Letter Cards next to each other a few times. Repeat for /b/ - /l/, /k/ - /l/, /g/ - /l/, /p/ - /l/ and /s/ - /l/.

Display the Word Card for *flag* on the chalk ledge. Help children use Blending Routine 2 to blend the word. Have children say the sound for *f, /f/* and the sound for *l, /l/* and blend the consonant cluster /ffflll/. Then have them say the sound for *a, /a/*, and blend /ffflllääää/. Finally, have them say the sound for *g, /g/*, blend /ffflllääääg/*, and say *flag*.

Practice

Display the following Picture Cards on the chalk ledge: *flag, globe, plug, sled.* Write those words on the board above each card. Have children underline the cluster with *l* in each word and say the sounds of the consonant cluster and then read the word aloud. Have volunteers use each word in a sentence.

Apply

Have partners work together to find words with clusters with *l* in *Go Away, Otto!* Each time a child finds a word, he or she should read the word aloud while you write it on a Word Pattern Board.
Blending More Short o Words

Teach

Display the Sound/Spelling Card ostrich, and remind children that the short sound of the letter o is: /o˘/. Have them repeat it after you, /o˘/. Be sure that children have their mouth in the correct position as they say the sound. Hold up Picture Card box, and ask children to identify the picture. Have them listen for the short o sound as you say box, and ask them to repeat it after you.

Hold up Picture Card fox and ask children to identify the picture. Ask them which sound they hear in fox, /o˘/ or /ı˘/. Follow the same procedure with Picture Cards cot, dot, fish, hop, pig, mop, and pit.

Display the Word Card box next to its Picture Card and use Blending Routine 2 to help children blend the word. Have children say the sound for b, /b/, then the sound for o, /o˘/, and blend /bɔð˘o˘/. Finally, have them say the sound for x, /ks/, blend /bɔð˘o˘ks/, and say box.

Practice

Display the Word Card dot. Distribute Letter Cards c, g, h, l, n, p, and x. Have volunteers choose a letter to place over the d or the t in dot and blend the letter sounds to make a new short o word. List the new words on a short o Word Pattern Board.

Apply

Draw a horizontal box that is divided into three squares on the board. In the middle square, print o. Have children look through Go Away, Otto! for short o words that have three letters. Each time they find a word, ask them to say the word aloud, and have a child write its other letters in the squares.

Objectives

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

Materials

- Letter Cards: c, g, h, l, n, p, x
- Picture Cards: box, cot, dot, fish, fox, hop, mop, pig, pit
- Sound/Spelling Card: ostrich
- Word Cards: box, dot
- Anthology: Go Away, Otto!

Literature Focus: 10–15 Minutes

Review Go Away, Otto!

Reread the story together with children. Ask children to make a list of short o words and words with clusters with l that they find in the story.
Teach

Act out for children the following examples of feelings. After each example, ask children to tell what feeling is expressed and what clues helped them figure it out.

- Yawn and say, I stayed up late last night. (tired)
- Clap your hands and say, My mom is coming to visit me. (happy)
- Wipe your eyes and say, My cat is lost. (sad)

Explain to children that when we can figure things out by what people say and how they act, we are drawing conclusions. Explain that when we look at the facts and details in a story and use what we know from our experiences, we are also drawing conclusions.

Practice

Review with children Go Away, Otto! by Pat Cummings. Draw attention to the following events in the story:

- Otto trying to fluff the pillows, making a mess
- Otto accidentally scattering pictures across the floor

Ask children to use the clues in the words and pictures and what they know from their experiences to draw conclusions about Otto. Children might say that Otto wants to help, but he is clumsy.

Apply

Have children reread the story and draw their own conclusions about what the authors tell us about the story characters. Invite children to discuss with a partner the conclusions they made and what details in the story they used to figure them out. Help children to see that, just as they were able to figure out that you were tired, happy, and sad, so they can figure out information about story events and story characters from what they read and what they already know from their experiences.

Have children draw a picture of the story characters doing something that they just discussed with their partner.
LITERATURE FOCUS: 10–15 MINUTES

Revisit *Hot Dog, Tom’s Plan, Fluff Is Missing!, and Go Away, Otto!*

*Page* through the stories with children. Then ask them to find short o words and words with clusters with l.

*Have* children look through *Hot Dog* and draw a conclusion as to whether Hot Dog is a friendly dog or an unfriendly dog.

*Tell* children to look through *Go Away, Otto!* to find the following high-frequency words: *children, come, family, father, love, mother, people, picture, your.*

*Have* children read aloud their favorite sentences or pages from the stories.
Clusters with s

**Teach**

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

**CHANT**

*Stop, don’t skip!*

*I see a spill.*

*Watch your step,*

*Stand very still.*

**Have** children repeat the first line after you. Write *stop* on the board. Underline the letters *st*, and tell children that these letters stand for the /s/ /t/ sounds at the beginning of *stop*. Read the word for children stretching the initial consonant sounds. Have them say *stop*. Tell children that the letter *s* sometimes appears with another consonant at the beginning of words.

**Repeat** the chant, asking children to listen for other words that begin with *s* and another consonant. Write the *s* cluster words on the board.

**Blend**

**Distribute** the Letter Cards *s, n, a,* and *p* to four volunteers. Have the children hold the cards close together to form the word *snap*.

**Use** Blending Routine 1 to model how to blend the sounds, emphasizing the initial consonant cluster, and then say the word *snap*. Have children blend the sounds and say the word *snap* on their own.

**Repeat** with the words *scan, skip, slap, smock, spin, still, and swim*.

**Guided Practice**

**Display** or distribute Teaching Master ES4-3, and discuss the illustrations with children. Tell children to use what they know about clusters with *s* as they read the sentences with you.

**Help** children underline and read any words that begin with clusters with *s*.
**SKILL FOCUS: PHONICS**  
**10-15 MINUTES**

## Blending More Short e Words

**Teach**

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

**CHANT**
Meg can spell well,  
And I think that’s swell.

Write spell on the board, underlining the e. Remind children that they have learned that the letter e can stand for /e/, the short e sound. Say spell stretching the /e/ sound. Have children repeat spell several times.  

Repeat the procedure with the words well and swell.

**Blend**

Give four volunteers the Letter Cards s, l, e, and d. Point to each letter and have the child say its sound. Then have them move the cards close together to form sled.

Model how to blend the sounds, using Blending Routine 1 and stretching the short e. Have children blend the sounds, and then say the word sled. Repeat with spell and stem.

**Practice/Apply**

Distribute Practice Master ES4-3, and discuss the illustrations with children. Read the directions with them. Explain that they need to use what they know about the short e sound as they read the sentences and match the pictures.

Check children’s responses to be sure they are able to read short e words.

**LITERATURE FOCUS:**  
**10-15 MINUTES**

## Preview Knock, Knock

Walk children through Knock, Knock, and discuss the illustrations. Explain that children will have a chance to read some short e words and some words with s clusters in this story.


**Objectives**
- identify similarities and differences
- use a Venn diagram to compare and contrast

**Materials**
- Teaching Master ES4-4
- Practice Master ES4-4
- picture of lion
- picture of domestic cat
- Anthology: *Zack and His Friends*

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**Compare and Contrast**

**Teach**

*Ask* two children to volunteer to bring their backpacks to the front of the room. Explain that the two backpacks are alike in some ways and different in other ways.

**Encourage** children to find ways in which the backpacks are alike and different. You may want to make a list on the board of similarities and differences.

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**Guided Practice**

*Display* a picture of a lion beside a picture of a domestic cat, and call on volunteers to identify the animals. Then explain to children that the lion and the cat are alike in some ways and different in others.

*Display* or *distribute* Teaching Master ES4-4, and remind children that the two circles are called a Venn diagram. Explain that it can be used to help them show how cats and lions are alike and different.

*Point out* the labels *lion* in the left circle and *cat* in the right circle. Explain to children that you will write the things that are different about the two animals in these parts of the circles. Begin by writing the words *wild* under *lion* and *tame* under *cat*.

*Tell* children that in the middle, where the two circles overlap, you will write the things that are similar about a lion and a cat. Add the words *claws* in the space where the circles overlap.
Prompt children with questions to help them identify other similarities and differences, for example: What sound does a lion make? What sound does a cat make? Is this the same or different? What should I write in the diagram?

Continue until several more similarities and differences have been noted.

Practice/Apply

Distribute Practice Master ES4-4 to children, and read the directions.

Tell children that they will use the pictures and words on this page to practice looking for things that are the same and different. Make sure children understand that they will complete the Venn diagram by writing the words in the appropriate parts of the circle.

Have children work independently or with partners to complete the page.

Check children’s responses to be sure they understand the concepts of comparing and contrasting.

LITERATURE FOCUS: 10–15 MINUTES

Preview Zack and His Friends

Take a picture walk of Zack and His Friends with children. Ask them to identify the setting of the story.

Encourage children to tell how this school is similar to and different from their own.

Tell children that they will read this story with the rest of the class.
Objective
- read and write high-frequency words friend, girl, know, play, read, she, sing, today, write

Materials
- Letter Cards: a, d, e, f, g, h, i, k, l, n, o, p, r, s, t, w, y
- index cards
- Anthology: Two Best Friends

High-Frequency Words

Teach

Write the words friend, girl, know, play, read, she, sing, today, and write on the board. Point to each word as you read it aloud. Have children help you read the words aloud a second time.

Display Letter Cards on the chalk tray. Ask children, How many letters are in the word friend?

Draw six squares on the board.

Have the class name each letter in the word friend, and ask a volunteer to find that letter. Ask the class to help spell the word friend. Point to the word on the board and ask, What letter comes first? Instruct children to say the letter and point to the letter card. Have the volunteer with the card write the letter in the correct box on the chalkboard.

Repeat the procedure for the remaining letters, asking, What letter comes next? Have children spell and read the word aloud together, then put the letter cards back on the chalk tray.

Ask children to help lead a cheer to remember the word. Have them stomp their right foot for each letter and syllable as you spell and say the word: f-r-i-e-n-d, friend!

Repeat the lesson for the remaining words in the list.

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

Do you know that girl?
She can read, write, and sing.
She is my friend.
We will play with her today.

Check each child’s ability to pronounce friend, girl, know, play, read, she, sing, today, and write as the child reads each sentence.
Practice

Write the following sentences on the board:

A girl and a friend play.
They know how to read and write.
Today she has a bell and they sing.

Ask children to help find the word *friend* in the first sentence. Read each word aloud and direct children to knock on the desk and say the word aloud when you read *friend*. Repeat the exercise for each high-frequency word.

Apply

Instruct children to write each high-frequency word on a large index card. Then have children work in pairs to draw pictures of or make symbols for each word to help them remember what the word is and what it means.

LITERATURE FOCUS: 10–15 MINUTES

Preview *Two Best Friends*

Walk children through *Two Best Friends* on pages 157–175 in their Anthology.

Discuss the illustrations, and use words from the story such as *last, rest, smile, still, felt, just, met,* and *best.*

Note the suggestions in the Extra Support box on Teacher’s Edition page T129.
Clusters with s

**Teach**

**Display** Sound/Spelling Card seal, and remind children of the sound the letter s makes. Have them repeat it after you. Be sure children have their mouths in the correct position as they say the sound. Repeat the procedure for the /m/ sound with Sound/Spelling Card mouse.

**Hold** up the Picture Cards for smell, skate, snow, and spot, and ask children to identify the pictures. Remind students that when s and another consonant are side by side, such as sm in smell, and sp in spot, the sounds for s and the other consonant are so close together they almost seem to be one sound.

**Use** the Letter Cards s and m to model how to blend /s/ and /m/. Hold the Letter Cards apart, and as you say /s/ - /m/, /sssmmm/ move the Letter Cards together until they touch. Have children repeat /sssmmm/ as you move the Letter Cards next to each other a few times. Follow the same procedure with /s/ - /p/, /s/ - /t/, /s/ - /n/, /s/ - /k/, and /s/ - /w/.

**Write** smell on the chalkboard, and blend it using Blending Routine 2. Have children say the sound for s, /s/ and the sound for m, /m/ and blend the consonant cluster, /sssmmm/. Then have them say the sound for e, /e/, and blend /sssmmmee/. Finally, have them say the sound for double l, /ll/, blend /sssmmmeeell/, and say smell. Underline sm. Then write on the board other words with clusters with s, such as scarf, skate, snow, spot, stem, and nest, and underline the cluster with s in each of the words. Have children blend each word using Blending Routine 2. Remind children that clusters with s can be found at the beginning or end of a word.

**Practice**

**Display** Picture Cards skate, smell, stem, swim, desk, mask, nest, vest, and wasp on the chalk tray. Write those words on the board above each card. Have children underline the cluster with s in each word, say the sounds of the consonant cluster, and read the word aloud.

**Apply**

**Have** children find words with clusters with s in Two Best Friends. Have them read the words aloud while you write them on the board.
Blending More Short e Words

**Teach**

Display Sound/Spelling Card *elephant*, and remind children of the sound for short *e*: /e˘/. Have them repeat it after you, /e˘/. Be sure that children have their mouth in the correct position as they say the sound.

Hold up Picture Card *jet* and ask children to identify the picture. Ask them which sound they hear in *jet*, /e˘/ or /o˘/. Follow the same procedure with Picture Cards *pen*, *cot*, *pet*, *mop*, *log*, and *web*.

Display Word Card *bed* next to its Picture Card and help children to use Blending Routine 2 to blend the word. Have children say the sound for *b*, /b/, then the sound for *e*, /e˘/, and blend /bê˘e˘/. Finally, have them say the sound for *d*, /d/, blend /bê˘e˘d/, and say *bed*.

**Practice**

Place the Letter Card *e* on the chalk ledge and place consonant Letter Cards *b*, *j*, *n*, *p*, *t*, and *w* on a different part of the chalk ledge. Then, one at a time, show Picture Cards *hen*, *jet*, *net*, *pen*, *pet*, and *web* and name each picture. Have individuals come to the board, find the correct consonants to place before and after the *e* on the chalk ledge to spell the word, and then read it.

**Apply**

Make two horizontal boxes on the board, one divided into three squares, and the other into four squares. In the second square in both boxes, print *e*. Have children look for three- and four-letter words with short *e* in *Two Best Friends*. Each time they find a word, ask them to say it aloud and come to the board to write its letters in the squares. Keep the *e* in the second box as children change the initial and final letters to form these words from *Two Best Friends*: Peg, *pet*, *met*, *yes*, *rest*, and *best*.

**LITERATURE FOCUS:**

**Review *Two Best Friends***

Reread the story together with children. Have them make a list of the *s* cluster words they find.
Compare and Contrast

Teach

Tell children about an experience you had in the first grade, such as taking the wrong bus home or learning to ride a bike for the first time. Ask children, Have you ever done anything like that? Have children tell the class what happened. As children share experiences, say, That happened to me, too. Or say, Unlike you, I… Ask children to find similarities and differences in the experiences.

Explain to children that when they look for similarities, they are comparing and when they look for differences, they are contrasting.

Practice

Reread with children Two Best Friends by Eve Bunting. Have children tell how their experiences are similar to or different from events in the story.

Have children describe their friends. Ask children to tell how their friends are similar to or different from Kim. Use a Venn diagram to demonstrate the similarities and differences.

Apply

Have children use the information from the Venn diagram to demonstrate their understanding of comparing and contrasting by completing sentence pairs such as the following:

Most friends______. Most friends______.  
But Kim______. And Kim does, too!
Revisit *Knock, Knock; Miss Nell; Zack and His Friends; and Two Best Friends*

**Page** through the stories with children, and ask children to compare and contrast the different settings.

**Ask** children to find short *e* words and words with clusters with *s* in each story.

**Tell** children to look through *Two Best Friends* to find the following high-frequency words: *friend, girl, know, play, read, she, sing, today, write.*

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

- associate sounds with the clusters scr, spl, spr, str

**Materials**

- Teaching Master ES4–5
- Letter Cards: a, b, c, g, i, l, m, n, p, r, s, t, u

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**Triple Clusters**

**Teach**

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

**CHANT**

Spring rain,  
What a pain!  
Splash, sprinkle, splatter, stream,  
Why won’t it stop?  
I want to scream!

**Have** children repeat the first line after you. Then write spring on the board. Say spring stretching the /s/, /p/, and /r/ sounds. Underline the letters spr, and tell children that these letters stand for the /s/ /p/ /r/ sounds at the beginning of spring. Have them say spring several times. Tell children that sometimes three consonants appear at the beginning of a word.

**Blend**

Write the following clusters on the board: scr, spl, spr, str. Tell children that many words begin with these letters.

**Display** the letters s, c, r, u, and b in front of the class. Use Blending Routine 1 to blend the sounds, stretching out the initial sounds of the consonant cluster, and then say the word, scrub. Have children blend the sounds, and say the word scrub with you, and then have them blend and say the word on their own. Repeat the process with the words scrap, split, spring, and strum.

**Guided Practice**

Display or distribute Teaching Master ES4-5, and discuss the illustrations with children. Tell them to use what they know about consonant clusters as they read the sentences with you.

**Help** children circle words that begin with a triple cluster, and read them.

**Check** that children are blending the words correctly.
**Blending More Short \( u \) Words**

**Teach**

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

**CHANT**

Hit the drum.

Sing or hum.

Huff and puff.

Bang or strum.

Write drum on the board. Call on a volunteer to read the word. Underline the \( u \) in drum. Explain to children that they have learned that the letter \( u \) can stand for the short \( u \) sound. Say drum, stretching the \( /u/ \) sound. Have children repeat drum several times. Repeat with the words bum, buff, puff, and strum.

**Blend**

Give children the letters \( d, r, u \), and \( m \). Tell them to chant the letter sound when you point to them. Use Blending Routine 1 to model how to blend the sounds together to make drum. Then have children blend the sounds on their own. Repeat with the words hum and strum.

**Practice/Apply**

Distribute Practice Master ES4-5, discuss the illustrations, and read the directions with children. Point out the sentences beneath each picture. Tell children to use what they know about the short \( u \) sound to read the sentences. Have them complete the Practice Master independently. After they have circled the short \( u \) words, have them take turns reading aloud.

Check that they are blending short \( u \) words correctly.

**LITERATURE FOCUS:**

**Preview Buzzing Bug**

Have children read the title of the story with you. Take children on a picture walk of the story and discuss the illustrations. Use words from the story such as buzz, splat, and stuck.
**Sequence of Events**

**Teach**

**Call** on volunteers to tell what they do when they eat a banana. Then restate children’s descriptions, saying: *First, I peel the banana. Then I eat it.*

**Ask** what would happen if someone tried to eat the banana first, without peeling it. *(They would bite into the peel; the banana wouldn’t taste good.)* Point out that people eat a banana in a certain order. Then remind children that they do many things in a certain order throughout the day.

**Make** a simple chart on the chalkboard to help children order the events of what they do in the morning before school. Your chart may resemble the following:

<table>
<thead>
<tr>
<th>FIRST</th>
<th>NEXT</th>
<th>LAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get dressed</td>
<td>Eat breakfast</td>
<td>Get on the school bus</td>
</tr>
</tbody>
</table>

**Remind** children that stories also happen in a certain order. Tell them that what happens first in a story is the *beginning*. What happens next is the *middle*, and what happens last is the *end*.

**Guided Practice**

**Display** or **distribute** Teaching Master ES4-6 and point out that these pictures tell a story, but that the pictures are not in story order. Ask children to look at the pictures as you read the sentence under each one with them.

**Ask** children which picture and sentence tells what happens first, at the beginning of the picture story. Help children write the numeral *1* under the picture for Mix it.

**Continue**, having children name the pictures that show what happens next, in the middle of the story, and what happens last, at the end of the story.
**Practice/Appl**

**Distribute** Practice Master ES4-6 to children and discuss the pictures to make sure they understand what is happening in each one.

**Tell** children that the pictures on this page tell a story, but that the pictures are not in the right order.

**Have** children cut out the pictures and put them in story order. Encourage children to try ordering the pictures in different ways before pasting them into the numbered boxes.

**Check** children’s responses to be sure they understand the concept of sequencing events.

**LITERATURE FOCUS:**

**Preview Dad’s Big Plan**

**Walk** children through Dad’s Big Plan. Discuss the illustrations, using words from the story such as run, gulls, spritz, and scrub.

**Tell** children to use picture clues to tell about the sequence of events in the story.

**Explain** to children that they will read Dad’s Big Plan with the rest of the class.
Objective

- read and write high-frequency words car, down, hear, hold, hurt, learn, their, walk, would

Materials

- Letter Cards: a, c, d, e, h, i, k, l, n, o, r, t, u, w
- index cards
- Anthology: Dog School

High-Frequency Words

Teach

Write the words car, down, bear, bold, hurt, learn, their, walk, and would on the board. Point to each word as you read it aloud. Invite children to help you read the words aloud a second time.

Display Letter Cards on the chalk tray. Ask children, How many letters are in the word car?

Draw three squares on the board.

Have the class name the letters in the word car. Ask a volunteer to find the letter. Invite others to help spell the word car. Point to the word on the board and ask, What letter comes first? Instruct children to say the letter and point to the letter card. Have the volunteer with the card write the letter in the correct box on the board.

Repeat the procedure for the remaining letters asking, What letter comes next? Have children spell and read the word aloud together. When finished, put the letter cards back on the chalk tray.

Ask the volunteers to help lead a cheer to remember the word. Have children clap their hands over their head for each letter and syllable as you spell and say the word: c-a-r, car!

Check each child’s ability to pronounce car, down, bear, bold, hurt, learn, their, walk, and would as the child reads each sentence.
**Practice**

**Write** the following sentences on the board:

I want to learn to walk a dog.
Let’s go down to the pet shop to hear what they have to say.
If you hold a dog well, it will not run into a car and get hurt.
I would hold their dogs very well!

**Ask** children to help find the word *want* in the first sentence. Read each word aloud and direct children to knock on the desk and say the word aloud when you read *want*. Repeat the exercise for each high-frequency word in that sentence as well as the ones that follow in the remaining sentences.

**Apply**

**Have** children work in pairs to draw pictures of or make symbols for each of the high-frequency words. Instruct children to write each word on a large index card and draw a picture that helps them remember what the word is and what it means.

**LITERATURE FOCUS:**

**Preview Dog School**

**Walk** children through *Dog School* on pages 191–209 in their Anthology.

**Discuss** the illustrations, and tell children that the dog’s name is Spritz. Use words from the story such as *scrub*, *tub*, *must*, and *just*.

**Note** the suggestions in the Extra Support box on Teacher’s Edition page T201.
Triple Clusters

**Teach**

**Point to** a calendar and say: *Let’s name the seasons of the year. There’s summer, fall, winter, and …?* Ask children to name the fourth season. When someone says *spring*, repeat it, and have children say it after you. Remind children that when consonants at the beginning of words are side by side, their sounds can be so close together they almost seem to be one sound. Say the word *spring* again and have children listen for the consonant sounds at the beginning of the word, *spring*.

**Display** the Letter Card *s* and remind children of the sound the letter *s* makes. Be sure children have their mouths in the correct position as they say the sound. Repeat the procedure for the letter *p*, /p/ and the letter *r*, /r/. Then use the Letter Cards *s, p,* and *r* to model how to blend the sounds. Hold the Letter Cards apart, and, as you say /sspprrr/, move them together until they touch. Follow the same procedure for Letter Cards *s, c, r* (/s/ - /k/ - /r/), *s, p, l* (/s/ - /p/ - /l/), and *s, t, r* (/s/ - /t/ - /r/).

**Write** the word *sprig* on the board and explain that it is a small twig or piece of a plant. Help children to blend *sprig* using Blending Routine 2. Have them say the sound for *s*, /s/, the sound for *p*, /p/, and the sound for *r*, /r/, then blend the cluster, /sspprrr/. Have them say the sound *i*, /ı˘/ and blend /sspprrri˘i˘/. Finally, have them say the sound for *g*, /g/, blend /sspprrri˘i˘g/, and say the word *sprig*. Repeat this procedure with the words *split, strap,* and *scrub.*

**Practice**

**Write** the four clusters, *scr, spl, spr,* and *str* on self-stick notes. Then write ___ *ap* on the board and say the word *scrap*. Have a child identify the correct cluster that comes at the beginning of *scrap* and come to the board to place the correct self-stick note in the blank at the beginning of the word. Have all children read *scrap*. If they need help, have them blend continuously, /ssccrrrăă āp/. Repeat this procedure with the words *splat, strum,* and *sprint.*

**Apply**

**Have** partners find words with triple clusters in *Dog School*. When children find the words, have them read each one aloud while you write it on a Word Pattern Board under the heading *scr* or *spl.*
**Skill Focus: Phonics**

10-15 minutes

**Blending More Short u Words**

**Teach**

**Display** the Sound/Spelling Card *umbrella* and remind children of the short *u* sound: /u˘/. Have them repeat it after you, /u˘/-/u˘/-/u˘/. Be sure that children have their mouths in the correct position as they say the sound. Hold up Picture Card *cup*, and ask children to identify the picture. Have children listen for the short *u* sound as you say *cup*, and ask children to repeat it after you.

**Hold** up Picture Card *rug* and ask children to identify the picture. Ask them which sound they hear in *rug*, /u˘/ or /e˘/. Follow the same procedure with Picture Cards *jet*, *leg*, *run*, and *sun*.

**Display** the Word Card *cup* next to its Picture Card. Use Blending Routine 2 to blend the word with children. Have children say the sound for *c*, /k/, then the sound for *u*, /u˘/, and blend /cu˘u˘u˘/. Finally, have them say the sound for *p*, /p/, blend /cu˘u˘u˘p/, and say *cup*.

**Practice**

**Place** the Letter Card *u* on the chalk ledge and place the Letter Cards *b*, *c*, *g*, *h*, *j*, *n*, *p* (2), *r*, *t*, and *u* on a different part of the chalk ledge. Then, one at a time, show Picture Cards *tub*, *cut*, *run*, *but*, *jug*, *pup*, and *nut* and name each picture. Have children come to the board and find the correct consonants to place before and after the *u* to spell the word, then read it. If children need help reading the word, have them blend continuously. For example, /tu˘u˘u˘b/, *tub*.

**Apply**

**Have** children look for words with short *u* in *Dog School*. Each time they find a word, ask them to say the word aloud so you can write it on a word list on the board. When the search is complete, choose volunteers to read the words on the list and use each word in a sentence.

**Literature Focus:**

10-15 minutes

**Review Dog School**

**Reread** the story together with children. Have children take turns reading aloud. Ask them to make a list of words with triple clusters that they find in the story.
Sequence of Events

**Teach**

**Ask** children to tell what things they do each day, and then tell the order in which they do them. Ask questions such as *What do you do first?* and *What do you do next?* to guide children’s responses. Encourage children to use words like *first, next, then,* and *last.* Children might provide answers similar to the following:

*First I go to school.*
*Then I come home and play.*
*Next I eat dinner.*
*Last, I get ready for bed and go to sleep.*

**Explain** to children that the order in which they do things is called a *sequence.* Explain, too, that the sequence of events in a story is the order in which things happen.

**Practice**

**Discuss** with children events from *Dog School.* Have children recall what happens in the story. Children can look through the story to identify the events in the order in which they happen. Ask, *What happens first?* and *Then what happens?* Record children’s suggestions in a sequence chart similar to the one that follows.

<table>
<thead>
<tr>
<th>FIRST</th>
<th>NEXT</th>
<th>LAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spritz causes trouble.</td>
<td>Spritz goes to dog school.</td>
<td>Spritz passes the test.</td>
</tr>
</tbody>
</table>

**Explain** to children that knowing and recognizing the sequence of events can help us better understand what we read.
**Apply**

**Have** children work in groups of four to dramatize the story. Children can play the following characters: Spritz, the boy, the mother, and the teacher. Remind children to keep the sequence of events in mind as they act out the story. Encourage them to refer to the sequence chart and the story to help them.

**LITERATURE FOCUS:**

**Revisit** *Buzzing Bug, Duff in the Mud, Dad’s Big Plan, and Dog School*

**Page** through the stories with children, and discuss the sequence of events in each story.

**Ask** children to look through the stories to find short *u* words and words with triple clusters.

**Tell** children to look through *Dog School* to find the following high-frequency words: *car, down, bear, bold, burt,learn, their, walk, would.*

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