Theme 5: Home Sweet Home
EXTRA SUPPORT LESSONS FOR

Home Sweet Home
**Digraph *sh***

**Teach**

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

**CHANT**

Sh sh!

*Babies sleeping.*

Sh sh!

*People reading.*

**Say** *ship*, isolating the */sh/ sound. Model the */sh/ mouth position. Have children say *ship* several times. Print *sh* and explain that these two letters stand for one sound, */sh/.

**Blend**

**Give** volunteers the letters *s, b, i,* and *p.* Point to *b, i,* and *p* and tell children to move the cards together as they say their sounds. Use Blending Routine 1 to model how to blend the sounds. Then have the group blend the sounds and say the word they have made, *bip.* Follow the same procedure with *sip.*

**Give** another child the *s* and *b* cards to hold together. Remind children *s* and *b* are two letters but together make one sound, */sh/.* Have the children holding *s, b, i,* and *p* move the cards together to form *ship.* Have children blend the sounds, and then say the word. Repeat with *shop, sbot, dish,* and *dash.*

**Guided Practice**

**Display** or **distribute** Teaching Master ES5-1 and discuss the illustration.

**Tell** children to use what they know about the */sh/ sound as they read the sentence with you.

**Point to** words from the sentence, and have children read them.

**Check** that children are blending the words correctly.

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**Objectives**
- associate the */sh/ sound with the letters *sh*
- blend and read words with *sh*

**Materials**
- Teaching Master ES5-1
- Letter Cards: *a, d, h, i, o, p, s, t*

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**Technology**

**Get Set for Reading**

**CD-ROM**
*Moving Day*

**Education Place**

www.eduplace.com
*Moving Day*

**Audio CD**
*Moving Day*

Audio CD for *Home Sweet Home*

**Lexia Phonics**
*CD-ROM*
Primary Intervention
PRETEACH

SKILL FOCUS: PHONICS 10–15 MINUTES

Digraph _ch_

**Teach**

Recite the chant shown. Have children join in as they are able.

**CHANT**
- Ch ch ch
- Chocolate chips!
- Ch ch ch
- Chew, chew, chew!

Say _chip_, isolating the /ch/. Model the /ch/ mouth position. Have children say _chip_ several times. Print _ch_ and tell children that these letters stand for one sound, /ch/.

**Blend**

Spread out the letters _c, h, a, i, o, n_ and _p_ in front of the class. Have children make _ch_ words using the letters. Use Blending Routine 1 to model how to blend the sounds. Then have children blend and say the word.

**Practice/Apply**

Distribute copies of Practice Master ES5-1, discuss the pictures, and remind children to use what they know about the /sh/ and /ch/ sounds as they read the story aloud.

Tell children to draw the last picture for the story in the space provided. Have them read the story to you and share their pictures.

Monitor children as they read aloud.

**LITERATURE FOCUS: 10–15 MINUTES**

Preview *The Shed*

Walk children through *The Shed* and discuss the illustrations. Name the characters and use words from the story. Ask children what each character might do to help fix up the shed.
**Objectives**
- recognize similarities and differences
- compare and contrast using a Venn diagram

**Materials**
- Teaching Master ES5-2
- Practice Master ES5-2
- 2 erasers, a piece of chalk, a paper clip
- Anthology: *Moving Day*

**Teach**

Tell two volunteers to face the class standing shoulder to shoulder.

Have the volunteers hold erasers in their adjoining hands. In their outside hands, have one volunteer hold a piece of chalk and have the other hold a paper clip.

Ask the class what the volunteers have that are the same. (erasers)

Ask what things they have that are different. (piece of chalk, paper clip)
**Guided Practice**

Display or distribute Teaching Master ES5-2 and read the story with children. Direct their attention to the first Venn diagram.

Point out the middle part of the Venn diagram and explain that it shows how Nat and Pat are alike. *(they both have gloves)*

Point out the differences shown in the outer parts of the diagram. *(Nat has a bat, Pat has a ball)*

Work with children to complete the Venn diagram at the bottom of the page.

**Practice/Apply**

Distribute Practice Master ES5-2 to children. Discuss the appearance of the characters and explain that the sentences describe how Pam and Ed are both alike and different.

Have children read the sentences independently or with a partner. Guide them as necessary.

Ask volunteers to tell what they will write on the first line of the Venn diagram and why.

Have children complete the Venn diagram independently or with a partner.

Check children’s work to be sure they understand how to compare and contrast.

**LITERATURE FOCUS:**

10–15 MINUTES

**Preview Moving Day**

Walk children through *Moving Day* on pages 16–42 in their Anthology.

Discuss the illustrations and use words from the story such as *shell, big, small, long, wide, heavy, light, rough,* and *smooth.*

Objective
• read and write high-frequency words grow, light, long, more, other, right, room, small, these

Materials
• High-Frequency Word Cards
• Letter Cards: a, e, g, h, i, l (2), m, n, o (2), r, s, t, w
• index cards
• Phonics Library: Champ

High-Frequency Words

Teach

Write the words grow, light, long, more, other, right, room, small, and these 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 the Letter Cards on the chalk tray. Ask children, How many letters are in the word grow?

Draw four squares on the board.

Ask children to help spell the word grow. Point to the word on the board and ask, What letter comes first? Instruct children to say the letter and draw it in the air. Ask a volunteer to find the letter among the Letter Cards, write the letter in the first box on the board, and face the group holding the card.

Repeat the procedure for the remaining letters, asking, What letter comes next? Have volunteers stand side by side with the Letter Cards to spell the word grow. Ask the group to read the word aloud together. Invite children to make up a charade to act out when they read the word grow. For example, children might start crouched on the floor and slowly stand up, spreading their arms.

Repeat the lesson for the remaining words in the list. Together, read aloud the words, and have children act out the charades they made up. Lead children in a silent exercise. Point to the words on the board, and have children act out each one.

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

Small plants need room to grow.
Long plants need more light.
These other plants are just right.

Check each child’s ability to pronounce grow, light, long, more, other, right, room, small, and these as the child reads each sentence.
**Practice**

**Display** this rhyme on the board. Instruct children to write each underlined high-frequency word on a large index card.

My Friend Hippo
These are too long.
The other is small.
I have no room to
grow at all.
If I walk more
and I am light,
Then these you see,
will fit me just right!

**Read** the poem aloud and point to the words as you read. Reread the poem, and instruct children to raise their word cards to match the high-frequency words you read. You may want to incorporate the charades for the words into a final reading of the poem.

**Apply**

**Have** children copy the poem and make an illustration to accompany it. Children can read the poem together and share their illustrations.

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**LITERATURE FOCUS:** 10–15 MINUTES

**Review Champ**

**Reread** the story together with children.

**Ask** children to look through *Champ* to find the following high-frequency words: *light, long, these*. Have them read the sentences that contain these words.
**Digraphs sh, th, wh**

**Teach**

*Have* children identify Letter Cards s and b and say the letter sounds: /s/; /h/. Display Sound/Spelling Card *sheep* and explain that s and b together can stand for the /sh/ sound. Have children identify initial /sh/ or /s/ in Picture Cards *sit, ship,* and *salt,* and final /sh/ or /s/ in *dress, fish,* and *leash.* Write *fish* on the board and help children use Blending Routine 2 to blend the word. Have children say the sounds for /f/ and /ı˘ı/, and blend /fffı˘ı˘ı˘/. Finally, have them say the sound for the digraph *sh,* /sh/, blend /fffı˘ı˘ı˘sh/, and say *fish.*

Follow the procedure above for the digraph *th* using Letter Cards t and b and Sound/Spelling Card *thumb.* Then use Picture Cards to have children identify the /th/ or /t/ sound in *thorn, ten,* and *top* for initial *th,* and *tooth, spot, mouth* for final *th.* Write the word *cloth* on the board and help children to blend it using Blending Routine 2.

*Repeat* for the digraph *wh* using Letter Cards w and b and Sound/Spelling Card *whale.* Use Picture Cards to have children identify the initial /wh/, /h/, or /w/ sound in *horse, wheel, white, wave.* Write *when* on the board. Help children blend it using Blending Routine 2.

**Practice**

*Write* *shop, dish, that, teeth, when, whale* on the board. Give each child three index cards on which you have written *sh, wh,* and *tb.* Say each word and have children hold up the card. Have a child come to the board, circle the matching digraph, and blend the word.

**Apply**

*Have* partners take turns finding words with the digraphs *sh, th,* or *wh* in *The Shed.* Record the words. Have volunteers come to the board, underline the *sh, th,* or *wh* in each word, and read the word.

*Help* children differentiate the digraphs by pointing out the position of their lips and tongue. Have them feel for voice box vibration.

*/sh/* — lips pursed, tongue is flat in the middle of the mouth; voiceless

*/th/* — tip of tongue lightly against edges of the upper teeth; voiceless

*/wh/* — rounded lips, tongue behind lower teeth; voiceless
**Digraphs ch, tch**

**Teach**

Display Letter Cards c and h. Explain that the letters c and h together in a word stand for a new sound, /ch/. Say /ch/ and have children repeat it after you. Display the Sound/Spelling Card chick. Ask whether chick begins with /ch/ or /k/. Do the same with the Picture Cards cab, chin, and car for initial ch, and peach and book for final ch.

Write chick and help children decode it using Blending Routine 2. Have them say the sounds for ch, /ch/ and i, /ı˘/, then blend /chı˘ı˘ı˘/. Have them say the sound for ck, /k/ and blend and say the word, /chı˘ı˘ı˘k/, chick. Repeat for tcb, using Picture Cards watch and yak. Help children blend watch using Blending Routine 2.

Distribute the Picture Cards chain, chick, chin, ship, sheep, thorn, thumb, whale, wheel, and white and say: Find other children whose picture names begin with the same sound as your picture, and stand together with them. Follow the same procedure with final digraphs, using the Picture Cards fish, leash, mouth, peach, sheep, ship, thorn, thumb, tooth, watch, whale, wheel, white, yak.

Help children pronounce the digraphs correctly by pointing out the position of their lips and tongue. Have them feel for voice box vibration.

**Practice**

Write chip, pitch, bench, latch, cbat on the board. Point to a word and have a child underline the digraph as everyone blends the word.

**Apply**

Have children find and list words with the digraphs ch or tch in The Shed. Have them read each word aloud.

**Objectives**

- associate the /ch/ sound with the letters ch, and the /tch/ sound with the letters tch
- independently read words with digraphs ch or tch

**Materials**

- Letter Cards: c, h, t
- Sound/Spelling Card: chick
- Picture Cards: book, cab, car, chain, chick, chin, fish, leash, mouth, peach, sheep, ship, thorn, thumb, tooth, watch, whale, wheel, white, yak
- Phonics Library: The Shed
- Anthology: Moving Day

**LITERATURE FOCUS:**

**Review Moving Day**

Reread the story together with children. Have them find words with sb, tb, and wb.
**Teach**

**Place** your chair and a student’s chair side by side in the front of the classroom. Refer to the chairs as objects and ask children to describe first one object, and then the other. Next, ask children to tell what is the same about the two objects, and then what is different. Elicit from children that both objects are chairs with some similarities and some differences. Explain to children that when they tell how things are alike, they compare them. Explain that when they tell how things are different, they contrast them.

**Practice**

**Remind** children that in the story *Moving Day*, the hermit crab grows out of his shell and needs to find another one. Tell children that the hermit crab has to look at the shells very carefully to see which one would work for him now. Have children turn to pages 18 and 19. Ask them to describe the two shells. You might want to guide children’s descriptions of the shells with questions such as *What is it? Where is it?* and *What is it like?*

**Have** children compare and then contrast the two shells. Ask, *How are the shells alike?* (They both have a spiral shape.) and then, *How are they different?* (One is bigger than the other.) Remind children to use clues from the words and pictures to find the answers. Record children’s responses in a Venn diagram, substituting descriptive drawings for unfamiliar words.

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<table>
<thead>
<tr>
<th>HOME #1</th>
<th>BOTH</th>
<th>HOME #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• big</td>
<td>• shells</td>
<td>• small</td>
</tr>
<tr>
<td>• spiral shape</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

**Have** children compare and contrast other shells in the story, using the same steps.
Apply

Have children work with a partner to make a chart that compares and contrasts all of the homes the hermit crab looks at. Have children draw a picture and label each with a description, for example, *This shell is too big. This shell is too small.* Then have them write a description of the shell that is just right.

**LITERATURE FOCUS:** 10–15 MINUTES

Revisit *The Shed, Champ, and Moving Day*

Page through the stories calling on children to compare the characters, settings, and the problems in the stories.

Ask children to point out words that begin and end with *sh, th,* or *wh.*

Have children read aloud selected sentences or pages from the stories.
**Objectives**
- associate the /ɑ/ sound with the letters ae
- blend and read ae words

**Materials**
- Teaching Master ES5-3

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**Day 1**

**Theme 5: Home Sweet Home**

**Week 2**

**PreTeach**

**Skill Focus: Phonics**

**10-15 Minutes**

**Long a (CVCe)**

**Teach**

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

**CHANT**

Bake, bake, bake.
Cake, cake, CAKE!
Who ate the cake?

**Say** bake with children, stretching the long a vowel sound.

**Have** them repeat the second line of the chant after you and stretch the /ɑ/ in cake.

**Print** bake and cake on the board. Underline the vowel letters a and e in each word. Explain that together, they make the long a /ɑ/ sound.

**Blend**

**Print** late on the board. Use Blending Routine 1 to model blending the sounds, stretching the long a sound, and saying the word. Point out that late has the a-consonant-e pattern, which gives the vowel a the long sound.

**Blend** and say late with children before having them blend it on their own. Then ask children to use it in a sentence. Repeat with the following words: game, wave, cape.

**Check** that all children can blend the sounds correctly.

**Guided Practice**

**Display** or **distribute** Teaching Master ES5-3 and discuss the illustration.

**Tell** children to use what they know about the long a sound as they read the sentences with you. Help children find and color the triangle-shaped part of the picture.

**Point to** words from the sentences, and have children read them.
Final nk

Teach

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

CHANT

Plink, plink, plink!

It's raining in my sink.

Have children say the first line again with you. Repeat plink, emphasizing the final sounds. Ask if plink ends in the same way as pin or sink. Have children repeat plink several times. Print plink on the chalkboard. Underline the final nk.

Blend

Print rink on the board. Use Blending Routine 1 to model blending the sounds as you move your hand under each letter. Say rink, emphasizing the final /nk/ sound. Have children blend and say the word with you. Follow the same procedure for the words dunk and bonk.

Check that children can blend the sounds correctly.

Practice/Apply

Distribute copies of Practice Master ES5-3, discuss the pictures, and remind children to use what they know about the /nk/ sound as they read the story. Have children draw the story's last illustration.

Ask children to read their completed story aloud and share their drawings.

Note children's ability to blend words correctly.

LITERATURE FOCUS: 10–15 MINUTES

Preview Pets in a Tank

Walk children through Pets in a Tank, and discuss the illustrations. Name the characters and use words from the story. Ask children what they think each character will do to get a pet.
Making Generalizations

**Teach**

**Display** the pencils, crayons, pens, and markers. Have children identify what they are.

**Have** volunteers choose one of the objects. Give each a sheet of paper. Then tell each volunteer to write their name or draw something quickly. Have the volunteers show their drawings.

**Make** the point: Max drew a picture with the pencil. Meg wrote her name with a crayon.

**Write** the following generalization sentence on the board and ask children to complete it.

*People use pencil, pens, crayons, and markers to ______. (write or draw)*

**Objectives**
- recognize common functions among items
- make generalizations

**Materials**
- Teaching Master ES5-4
- Practice Master ES5-4
- assorted pencils, crayons, pens, and markers
- paper
- Anthology: *Me on the Map*
**Guided Practice**

**Display** or **distribute** Teaching Master ES5-4. Have children look at the illustrations and follow along as you read.

**Reread** the sentences and have children listen for an action word that is the same in each sentence.

**Have** children supply the missing word to complete the generalization sentence.

**Practice/Apply**

**Distribute** Practice Master ES5-4 to children, discuss the three illustrations, and explain that the sentences tell about each picture.

**Have** children read the sentences aloud, using the illustrations for cues, as needed.

**Ask** them to circle the word that completes the generalization sentence. Then have them write the word in the sentence.

**Check** children’s responses to be sure they can make generalizations.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview** *Me on the Map*

**Walk** children through *Me on the Map* on pages 55–79 in their Anthology.

**Discuss** the illustrations and use words from the story such as *state, make, place, something, find,* and *think.*

High-Frequency Words

Objective

- read and write high-frequency words could, house, how, over, own, so, world

Materials

- High-Frequency Word Cards
- Letter Cards: c, d, e, h, l, n, o, r, s, u, v, w
- index cards
- Phonics Library: Gram’s Trip

Teach

Write the words could, house, bow, over, own, so, and world on the board. Point to each word as you read it aloud. Invite children to read the words along with you a second time.

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

Draw five squares on the board.

Ask children to help spell the word house. Point to the word on the board and ask, What letter comes first? Instruct children to say the letter and draw it in the air. Ask a volunteer to find the letter among the Letter Cards, write the letter in the first box on the board, and face the group holding the card.

Repeat the procedure for the remaining letters, asking, What letter comes next? Have volunteers stand next to each other with the Letter Cards to spell the word house. Ask the group to read the word aloud together. Invite children to make up a charade to act out when they read the word house. For example, children might hold their arms in a triangle over their head.

Repeat the lesson for the remaining words in the list. Then read aloud together the words from the list and have children act out the charades (where appropriate) that they made up. Lead children in a silent exercise. Point to the words on the board and have children act out each charade. For any words not acted out, have children silently mouth the letters with you.
**Practice**

**Display** these sentences on the board. Instruct children to write each underlined high-frequency word on a large index card.

If I had my *own* jet,
I *could* have a friend,
From any place in the *world*,
Come *over* to my *house* to play.
*So* tell me! Tell me *how* I *can* get my *own* jet!

**Read** the sentences aloud and point to the words as you read. Reread the sentences, and instruct children to raise their word cards to match the high-frequency words you read.

**Check** each child’s ability to pronounce *could, house, bow, over, own, so,* and *world* as the child reads each sentence.

**Apply**

**Have** partners play a word game. Instruct children to pick a word from their word cards and give clues about it. Have their partner find the answer, show the card, and read the word aloud. Children can take turns providing clues and guessing.

**LITERATURE FOCUS:**

**Review Gram’s Trip**

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

**Ask** children to look through *Gram’s Trip* to find the following high-frequency words: *could, so.* Have them read the sentences that contain these words.
Objectives
• associate the long a sound with the letter a
• blend phonemes
• independently read words with long a

Materials
• Sound/Spelling Card: acorn
• Letter Cards: a, c, e, k, l, m, p, s, t, v
• Picture Cards: cat, game, gate, hat, jam, map, rake, van, vane
• Phonics Library: Pets in a Tank

Teach

Display the Sound/Spelling Card for acorn. Say acorn, and ask children to repeat it after you. Remind children that the long sound for a is the same sound as the letter’s name and have them say /ä/ - /ä/ - /ä/. Be sure that children’s mouths are in the correct position. Have them listen for the long a sound as you say /äääcorn/ and they repeat it.

Hold up the Picture Card for vane and ask children to identify it. Ask them which a sound they hear in vane, the long a sound, /ä/, or the short a sound, /ä/. Follow the same procedure with the Picture Cards for cat, game, gate, hat, jam, map, rake, and van.

Display the Picture Card for gate and review that the word gate has the long a sound. Then write gate on the board and point out the consonant-vowel-consonant-e pattern. Circle the a and explain that this pattern stands for the long a sound, /ä/ and the e is silent.

Use Blending Routine 2 to help children blend the sounds in the word. Point to the g and have children say /g/. Then point to the a and have children say the long a sound, /ä/. Have them blend /gäää/. Finally, point to the t and have children say /t/ and blend the whole word /gääaat/, gate.

Remind children that they can make new long a words by adding different consonants to the consonant-vowel-consonant-e pattern. Write _ a _ e on the board. Then say the following words and have children help you to fill in the correct consonants: date, same, bake, wave.

Practice

Place Letter Cards a and e on a chalk ledge with space between them: _ a _ e. Then hand out Letter Cards c, p, l, k, t, v, s, and m. Say the word lake and have the children holding the l and k Letter Cards place their cards on the chalk ledge with the a and e to spell lake. Repeat this procedure with: cape, tape, vase, cave, and same.

Apply

Have children look for words with long a in Pets in a Tank. Record the words children find. When the search is complete, choose children to read the words on the list.
Final \textit{nd, nk, ng}

**Teach**

**Display** the Letter Card \textit{n}. Have children repeat after you the sound \textit{n} makes. Repeat for the letter \textit{d}.

**Use** the Letter Cards \textit{n} and \textit{d} to model blending /\textit{n}/ and /\textit{d}/. Hold the Letter Cards together, and say /\textit{nnd}/. Have children repeat /\textit{nnd}/.

**Hold** up the Picture Card for \textit{band}, and ask children to identify the picture. Ask them what they hear at the end of \textit{band}, /\textit{n}/ or /\textit{nd}/. Follow the same procedure with the Picture Card for \textit{sun}. Repeat the procedure for final -\textit{ng} and -\textit{nk}, using the Picture Cards for \textit{king} and \textit{pan} for -\textit{ng} and \textit{ink} and \textit{ben} for -\textit{nk}.

**Write** \textit{band} on the board. Help children blend \textit{band} using Blending Routine 2. Have them say the sounds for \textit{b}, /\textit{b}/ and \textit{a}, /\textit{a}/ and blend /\textit{hhh}\textit{a} \textit{a} /\textit{a}/. Have them say the sound for -\textit{nd}, /\textit{nd}/, blend, and say the word: /\textit{hhh}\textit{a} \textit{a} \textit{nnnd}/, \textit{band}. Explain that when \textit{n} and \textit{d} are together, they are always found at the end of a word. Repeat with \textit{band} and \textit{end}.

**Practice**

**Write** -\textit{nd}, -\textit{ng}, and -\textit{nk} on the board. Display the Picture Cards \textit{band}, \textit{king}, and \textit{ink}. Have children put each Picture Card under the correct heading. Write each word on the board and have children read it.

**Apply**

**Have** children look for words with -\textit{nd}, -\textit{ng}, and -\textit{nk} in \textit{Pets in a Tank}. Have them say each word they find aloud so that you can write them on the board. Give partners a piece of paper folded vertically into thirds. Have children write -\textit{nd}, -\textit{ng}, and -\textit{nk} as headings and choose one word from the board to illustrate in each column.

**LITERATURE FOCUS:**

**Review** \textit{Me on the Map}

**Reread** the story with children. Have them look for long \textit{a} words.
Making Generalizations

**Teach**

**Teach** a discussion about how children arrive at school each day. Some children might walk to school; others might ride to school in a car, bus, or on a bicycle. Ask children if it would be true to say *All children ride to school or come on foot*. Have children think about a situation when the statement would not be true. *(It would not be true if children swam to school.)* You might want to ask children how many of them ride to school or come on foot. Then ask if there are any children that come to school in another way to help them see why the statement is true.

**Give** children another example: *Most rides are faster than going on foot.* Again, invite children to name a situation when the statement would not be true. *(It would not be true if you were stuck in traffic, if you were riding a very old horse pulling a heavy cart uphill, or if you were just learning to ride a bicycle.)* Explain that a statement that is true most of the time for most things is called a generalization.

**Practice**

**Have** children turn to pages 60 and 61 in *Me on the Map*. Read the pages aloud together. Ask children to name things you might find in a town. Encourage them to use facts from the story and what they know from their experiences to form answers. Record children’s suggestions on a chart.

**THINGS IN A TOWN**

- **Most towns have ______.**
- **All towns have ______.**
Make generalizations about things in a town using children’s suggestions from the chart. For example, you might say:

• All towns have streets.
• All towns have houses.
• Most towns have a library.

Ask children if they agree or disagree with the generalizations. Ask, Are the statements true most of the time for most towns? Encourage children to suggest more generalizations about towns.

Apply

Have children work independently to write three to five generalizations about school. Encourage them to use facts and what they know from their experiences to make a list of things all schools have. When they have finished, ask children to share their responses. Lead children in a questioning routine to help them make generalizations by asking, Do you think it is usually true that all schools have teachers?

LITERATURE FOCUS: 10–15 MINUTES

Revisit Pets in a Tank, Gram’s Trip, and Me on the Map

Page through all of the stories asking children to make generalizations about pets, trips, and maps. Then ask children to find words that end in nk or that have the long a vowel sound.

Tell children to look through Me on the Map to find the following high-frequency words: could, house, bow, over, own, so, world.

Have children read aloud selected sentences or pages from the stories.
Long i (CVCe)

Teach

Recite the chant shown. Have children join in.

CHANT

Slide, glide.
Glide, slide.
Nice ice.

Repeat the first line, stretching the vowel sound. Identify the sound as the long i. Have children repeat the word slide.

Tell children to listen carefully as you say the words slip and glide. Have them tell you which word has the long i sound they hear in slide. Say: Yes. The words slide and glide both have the long i vowel sound. Have children say the words slide and glide with you.

Print the words slide, glide, nice, and ice on the board. Underline the vowel letters i and e in each word. Explain that the two letters stand for one sound, the /ı¯/ sound.

Blend

Print side on the board. Use Blending Routine 1 to model blending the sounds, stretching the long i sound, and saying the word. Have children blend and say side with you and then alone. Repeat the process with five and shine.

Guided Practice

Display or distribute Teaching Master ES5-5, discuss the illustration, and read the sentences with children.

Have children circle the picture of the animal with stripes. Point to words from the sentences, and have children read them.

Check that children are reading the words correctly.

OBJECTIVES

associate the /ı¯/ sound with the letters i-e
blend and read i-e words

MATERIALS

Teaching Master ES5-5
Contractions

Teach

Recite the chant. Tell children to join in.

CHANT

We’ll do it. We will.

We’ll do it. We will.

WE’LL do it!

Repeat the first line, emphasizing we’ll. Tell children that we’ll is a shorter way of saying we will. Print we will on the chalkboard and we’ll below it. Compare the two words. Explain the use of the apostrophe to replace the missing letters. Have children read we will and then we’ll.

Blend

Print she’ll on the board. Use Blending Routine 1 to model blending the sounds as you move your hand under each letter. Say the word. Print she will above the contraction. Circle the apostrophe and ask what letters the apostrophe replaces. (wi). Continue with the contractions I’ll, he’ll, you’ll, and they’ll. Tell children to blend the contractions.

Practice

Distribute Practice Master ES 5-5, discuss the picture, and remind children to use what they know about sounds and letters to help them read the sentences.

Have children circle the contractions.

Check children’s responses, having them say what each contraction means. Revisit the activity to have children identify and read /ı¯/ words.
Objective
• identify cause and effect relationships

Materials
• Teaching Master ES5-6
• Practice Master ES5-6
• Anthology: The Kite

**Cause and Effect**

**Teach**

Switch off the classroom lights. Ask children what happened. *(You turned off the lights.)*

Say: *Yes. The lights went off because I flipped the light switch.*

Have a volunteer flip the lights back on. Have children explain what happened and why.

Introduce the terms *cause* and *effect*, saying that what happens is called the *effect*; why it happens is called the *cause*. Use the terms *cause* and *effect* as you talk about turning the lights on and off.
Guided Practice

Display or distribute Teaching Master ES5-6, and have children read the question with you and look at the illustration.

Help children read the response choices.

Discuss which cause statement makes sense, and help children to circle it. (It can do tricks.)

Reread with children the question and the circled cause statement.

Practice/Apply

Distribute Practice Master ES5-6 to children. Have them look at the illustration and talk about it.

Ask children to read the question independently or with a partner. Then have them read the response sentences independently.

Have children circle the cause statement that makes sense, using the illustration for clues, as needed.

Check children’s responses to make sure they understand the concept of cause and effect.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Kite

Walk children through The Kite on pages 88–101 in their Anthology.

Discuss the illustrations and use words from the story such as kite, like, she’ll, doesn’t, isn’t, didn’t, it’s, can’t and we’ve.

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages T207, T208, and T209.
High-Frequency Words

Teach

**Write** the words *give, good, her, little, try, was, fly,* and *our* 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** the Letter Cards on the chalk tray. Ask children, *How many letters are in the word give?*

**Draw** four squares on the board.

**Ask** children to help spell the word *give*. Point to the word on the board and ask, *What letter comes first?* Instruct children to say the letter and draw it in the air. Ask a volunteer to find the letter among the Letter Cards, write the letter in the first box on the board, and face the group holding the card.

**Repeat** the procedure for the remaining letters, asking, *What letter comes next?* Have volunteers stand side by side with the Letter Cards to spell the word *give*. Ask the group to read the word aloud together. Invite children to make up a charade to act out when they read the word *give*. For example, children might hold hands outstretched as if offering something.

**Repeat** the lesson for the remaining words on the list. Then read aloud together the words from the list, and have children act out the charades (where appropriate) that they made up. Lead children in a silent exercise. Point to the words on the board, and have children act out each charade. For any words not acted out, have children silently mouth the letters with you.

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

*Let’s fly our kites.*

*Her kite is stuck.*

*Give it a little tug.*

*That was a good try!*

**Check** each child’s ability to pronounce *give, good, her, little, try, was, fly,* and *our* as the child reads each sentence.
**Practice**

Instruct children to write each high-frequency word from the board on a large index card. Display these sentences.

- *Our little bird did not fly.*
- *We wanted to see her give it a good try.*
- *We let her go without a word.*
- *That was the last time I saw my little bird.*

**Read** the sentences aloud, and point to the words as you read. Reread the sentences and instruct children to raise their word cards to match the high-frequency words you read. You may want to incorporate the charades for the words into a final reading of the poem.

**Apply**

Have partners play a word game. Instruct children to pick a word from their word cards and give clues about the word. Have their partner find the answer, show the card, and read the word aloud. Encourage children to take turns providing clues and guessing the words.

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**LITERATURE FOCUS:**

**Review Fun Rides**

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

Tell children to look through *Fun Rides* to find the following high-frequency words: little, try, our. Have them read the sentences that contain these words.
Objectives
- associate the long i sound with the letter i
- blend phonemes
- independently read words with long i

Materials
- Sound/Spelling Card: ice cream
- Letter Cards: d, e, f, h, i, k, l, m, n, r, v
- Picture Cards: bike, kit, kite, lip, nine, sit, swim, vine, white
- Phonics Library: Pine Lake

Long i (CVCe)

Teach
Display the Sound/Spelling Card for ice cream. Say ice cream. Have children repeat it. Remind them that the long sound for i is the same sound as the letter’s name. Have them say the /ı¯/ sound after you, /ı¯/ -/ı¯/. Be sure that children’s mouths are in the correct position. Have them listen for the long i sound as you say ice cream, stretching out the vowel sound.

Hold up the Picture Card for kite and ask children to identify the picture. Ask them which i sound they hear in kite, the long i sound, /ı¯/, or the short i sound, /ı/. Repeat with the Picture Cards for kit, lip, nine, sit, swim, vine, and white.

Display the Picture Card for bike, noting that it has the long i sound. Write bike on the board and point out the consonant-vowel-consonant-e pattern. Circle the i and say that this pattern stands for the long i sound, /ı¯/ and the e is silent. Use Blending Routine 2 to help children blend the sounds. Point to the b and have children say /b/. Point to the i and have children say the long i sound, /ı¯/. Have them blend /bı¯ı¯ı¯/. Point to the k and have children say /k/ and blend the whole word, /bı¯ı¯ı¯ı¯k/, bike.

Remind children that they can make new long i words by adding different consonants to the consonant-vowel-consonant-e pattern. Write _ i _ e on the board. Then say the following words and have children help you fill in the correct consonants: bite, dime, bride, wise.

Practice
Place Letter Cards i and e on a chalk ledge. Hand out Letter Cards r, d, f, v, l, b, k, n, and m. Say the word bike. Have the children holding the b and k Letter Cards place them on the chalk ledge with the i and e to spell bike. Repeat this procedure with: ride, five, lime, fine.

Apply
Have children find long i words in Pine Lake. Have them say the words as they find them. List them on the board. Have volunteers read the words on the list.
Constructions

Teach

Write be and is on the board. Write the contraction be’s, reminding children that be and is are joined to make be’s. Circle the word be in the contraction be’s. Point to the apostrophe, explaining that it takes the place of the letter i in the word is. Note that the letter i in the word is has been dropped to make the contraction be’s. Say the contraction be’s aloud. Have children repeat it after you.

Follow above for be’ll, she’s, it’s, I’m, can’t, don’t, and won’t.

Practice

Write the following sentences on the board.

I will read the book.
We are ready to go.
It is a big bike.
She can not walk yet.

Read the sentences aloud. Point out the pairs of underlined words. Have volunteers say the contraction formed by each pair as you write that contraction next to each pair. Have partners work together to make another sentence using each of the contractions.

Apply

Have partners find contractions in Pine Lake. Have children read aloud each contraction found. Write them on the board. Have volunteers say which two words take the place of each contraction.

Objectives

- understand that contractions are formed by joining two words
- recognize that an apostrophe replaces a letter or letters in a pair of words that form a contraction
- independently read contractions

Materials

- Phonics Library: Pine Lake
- Anthology: The Kite

Review The Kite

Reread the story together with children. Have them list long i words and contractions that they find.
Objective
• identify causes and effects in a story

Materials
• Phonics Library: Pine Lake, Fun Rides
• Anthology: The Kite

SKILL FOCUS: COMPREHENSION 25–30 MINUTES

Teach

Draw a picture of a child with a big smile on his face as he is holding a kite string, with the kite flying high up in the sky. Ask, Why do you think the child is so happy? (The kite is flying high in the sky.) Invite children to talk about things that make them happy. You might want to record children’s responses on the chalkboard.

Ask What happened? (The child is happy.) Why did this happen? (Because John’s cousin is coming to visit) Explain to children that the answer to the question Why did this happen? is the cause and the answer to the question What happened? is the effect.

Practice

Remind children that the whole story The Kite is based around good news and bad news. For every event, there is something that happens that causes the children to be happy or sad. As children read the story together, pause after every page and record the causes and effects.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did this happen?</td>
<td>What happened?</td>
</tr>
<tr>
<td>Mama wants to make a kite,</td>
<td>so the children are happy.</td>
</tr>
<tr>
<td>But Mama doesn’t know how,</td>
<td>so the children are sad.</td>
</tr>
<tr>
<td>Mama can learn to make a kite,</td>
<td>so the children are happy.</td>
</tr>
<tr>
<td>But it is hard to make a kite,</td>
<td>so the children are sad.</td>
</tr>
<tr>
<td>Mama didn’t give up,</td>
<td>so the children are happy.</td>
</tr>
</tbody>
</table>
Apply

Conduct a rereading of the story. Divide the children into two groups, asking one group to read the effects and one to read the causes. Children can refer back to the cause-and-effect chart if they need help. You might want to hold up cards with the words “Effect — What happened?” and “Cause — Why did this happen?” as children read each event.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Pine Lake, Fun Rides, and The Kite

Page through the stories with children. Ask questions such as In Pine Lake, what caused Mike and Rick to have to take different paths? Then have children look for long i words and contractions in each of the stories.

Ask children to look through The Kite to find the following high-frequency words: give, good, her, little, try, was, fly, our.

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