EXTRA SUPPORT LESSONS FOR

Animal Adventures
Objectives

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

Materials

- Teaching Master ES6-1

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

Teach

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

CHANT

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

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

Blend

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

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

Guided Practice

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

Check that children are blending the words correctly.
SKILL FOCUS: PHONICS  
10–15 MINUTES

Final Cluster nt

Teach

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

CHANT

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

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

Blend

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

Practice/Apply

Distribute Practice Master ES6-1, discuss the illustrations with children, and have them follow along as you read the directions with them. Tell children to read the sentences independently, and circle either Yes or No to answer each question.

Check children’s responses to be sure they are able to read /nt/ words.

LITERATURE FOCUS:  
10–15 MINUTES

Preview Duke’s Gift

Walk children through the story. Discuss the illustrations, naming the characters and using words from the story. Ask children why they think the dog wants to hide his bone.
Story Structure

**Teach**

*Ask* a volunteer to help you act out a story for the group.

*Place* a pencil on the floor. Call the child by name and say, for example: *John, yesterday I hurt my back. Now I have a problem. I can’t bend down to pick up my pencil. Can you help me solve my problem? Will you pick up the pencil?*

*Have* children retell the story. Then ask who the people, or characters, in the story were, what the problem was, and how it was solved.

**Objectives**

- identify story characters, problem, and solution
- complete a simple story map

**Materials**

- Teaching Master ES6-2
- Practice Master ES6-2
- Anthology: *The Sleeping Pig*
**Guided Practice**

**Display** or distribute Teaching Master ES6-2. Tell children that they will read a story and then fill in the chart with you.

**Read** the story with children. Have them tell who the characters in the story are, what the problem is, and how it is solved. Help them write their responses in the chart.

**Practice/Apply**

**Distribute** Practice Master ES6-2. Discuss the illustrations and read the directions with children.

**Ask** them to read the sentences independently.

**Have** children circle the picture that shows Luke’s problem and then draw a picture to show how Luke might solve the problem.

**Check** children’s responses to be sure they understand what the problem in the story is and how it could be solved.

**LITERATURE FOCUS:** 1.0–1.5 MINUTES

**Preview The Sleeping Pig**

**Walk** children through The Sleeping Pig on pages 133–152 in their Anthology.

**Discuss** the illustrations and use words from the story such as huge, home, went, use, lift, tune, woke, left, and whole.

**Objective**
- read and write high-frequency words: morning, found, shout, by, out, show, climb

**Materials**
- Letter Cards: b, c, d, f, g, h, i, l, m, n (2), o, r, s, t, u, w, y
- index cards
- Phonics Library: Legs Gets His Lunch

**Teach**

**Write** the words morning, found, shout, by, out, show, and climb 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 found?

**Draw** five squares on the board.

**Ask** children to help spell the word found. 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, 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 found. Ask the group to read the word aloud together. Repeat the procedure for the remaining words.

**Practice**

**Instruct** children to write each high-frequency word on a large index card. Write the following sentences on the board:

_In the morning, I do not climb out of bed._

_I like to sleep as long as I can._

_Mom and Dad come by with a shout._

_“Show us you are up! We found you! It is time to go out!”_

**Read** the sentences aloud and point to the words as you read. Next, read without pointing, and instruct children to raise their word cards when they hear those words in the sentences.

**Check** each child’s ability to pronounce morning, found, shout, by, out, show, and climb as the child reads each sentence.
Apply

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

LITERATURE FOCUS: 10–15 MINUTES

Review *Legs Gets His Lunch*

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

Have children look through *Legs Gets His Lunch* to find the following high-frequency words: *out, climb*. Have them read the sentences that contain these words.
**Objective**
- blend phonemes
- associate the long o sound with the letter o and the long u sound with the letter u
- independently read words with long o and long u

**Materials**
- Letter Cards: g, r, s, t, v
- Picture Cards: bus, cube, fox, hose, hug, lock, mule, note, tube
- Phonics Library: Duke's Gift

**Teach**

**Say** no and ask children to repeat it after you. Tell them that the sound at the end of no is the long sound for o, the same as the letter’s name. Then have them say the long o sound after you, /o/.

**Display** Picture Card note and have children identify the picture. Ask them which o sound they hear in note, the long o sound, /o/, or the short o sound, /ɔ/. Follow the same procedure with Picture Cards fox, hose, and lock.

**Say** cute and ask children to repeat it after you. Remind children that the long sound for u is /yoo/, and it can also sound like u, /u/. Then have them say the long u sound after you, /yoo/.

**Display** Picture Card mule and have children identify the picture. Ask them which u sound they hear in mule, the long u sound /yoo/, or the short u sound /u/. Repeat with Picture Cards bus, cube, tube, and hug.

**Write** no on the board. Remind children that many two-letter words that end with o have the long o sound. Point to each letter and help children blend, /nnnɔ ɔ̃o/. Then write note and mule, pointing to the vowel-consonant-e pattern. Remind children that the e in this pattern is silent. Explain that words with this pattern often have a long vowel sound. Help children use Blending Routine 2 to blend each word. Have them say the sounds for n, /n/, and long o, /ɔ/, and blend /nnnɔ ɔ̃o/. Finally, have them say the sound for t, /t/, blend /nnnɔ ɔ̃ɔt/, and say note. Follow a similar procedure for mule.

**Practice**

**Point to** no on the board. Display Letter Cards g and s. Have children choose Letter Cards to place in front of o and read the new words. If they need help reading, have them blend continuously. Repeat with note and Letter Cards t and v, and mule and Letter Card r.

**Apply**

**Have** partners look for words with long o and long u in Duke’s Gift. Have them read aloud each word and the sentence that contains it.
Final Clusters \(ft, \, lk, \, nt\)

**Teach**

**Display** Letter Card \(f\) and have children repeat the sound \(f\) makes after you, /\(f\)/. Repeat for the letter \(t\). Use the Letter Cards \(f\) and \(t\) to model how to blend /\(f\)/ and /\(t\)/. Hold the Letter Cards apart, and, as you say /\(f\)-/\(t\)/, move them together until they touch. Have children repeat /\(f\)-/\(t\)/. Repeat for the clusters \(lk\) and \(nt\).

**Hold** up Picture Card \(raft\) and ask children to identify the picture. Ask them what they hear at the end of \(raft\), /\(f\)/ or /\(ft\)/. Follow the same procedure with the Picture Card \(scarf\). Repeat for the final clusters \(lk\) and \(nt\), using Picture Cards \(bell\) and \(milk\) for \(lk\) and \(ant\) and \(run\) for \(nt\).

**Write** \(raft\) on the board. Underline the \(ft\) as you explain that when we see the consonants \(f\) and \(t\) together, they are always found at the end of a word. Use Blending Routine 2 to help children blend \(raft\). Have them say the sounds for \(r\), /\(t\)/ and /\(a\)/, and then blend /\(rr\)\(\widetilde{a}\)\(\widetilde{a}\)\(\widetilde{a}\)\(f\)/. Have them say the sounds for \(f\), /\(t\)/ and blend /\(rr\)\(\widetilde{a}\)\(\widetilde{a}\)\(\widetilde{a}\)\(f\)/. Finally, have them say the sound for \(t\), /\(t\)/ and blend the whole word, /\(rr\)\(\widetilde{a}\)\(\widetilde{a}\)\(\widetilde{a}\)\(f\)/. Then write \(left\) and \(gift\) on the board, underline the \(ft\), and have children blend the words with you. Repeat with \(milk\), \(elk\), and \(silk\) for \(lk\) and \(ant\), \(tent\), and \(bunt\) for \(nt\).

**Practice**

**Distribute** the Picture Cards and Word Cards \(raft\), \(milk\), and \(ant\) to children. Have the children with the Word Cards find and stand next to the child with the matching Picture Card. Have each pair of children point to the final cluster, say its sound, and read the word.

**Apply**

**Have** partners work together to find words with \(ft\), \(lk\), and \(nt\) in Duke’s \(Gift\). Each time a child finds a word, the child should read it aloud and have his or her partner read the sentence that contains it.

**Literature Focus:**

**Review** \(The \, Sleeping \, Pig\)

**Reread** the story together with children. Ask children to make a list of long \(o\) and long \(u\) words that they find in the story.
Story Structure

Teach

Have children help plan a story about their class. Ask,

• Who is in the story?
• Where and when does the story take place?
• What happens in the story?
• Is there a problem to solve?

Explain to children that every story tells who is in the story, where and when the story takes place, and what happens. Explain that these parts of a story are called the characters, the setting, and the plot. Tell children that the plot often contains a problem to solve.

Practice

Begin a story map for *The Sleeping Pig*. Read aloud the first page of the story. Ask children to identify the setting and the characters. Ask them to tell what they know about the plot so far. Ask, *Is there a problem to solve?* Elicit further information about the plot, new characters, and new information about the setting and complete the story map.

<table>
<thead>
<tr>
<th>STORY MAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place: Watermelon Patch</td>
</tr>
<tr>
<td>Setting/Time: Morning</td>
</tr>
<tr>
<td>Characters: Celia, Mrs. Pig, Coyote</td>
</tr>
<tr>
<td>Problem: A pig is sleeping in the watermelon patch and won’t wake up.</td>
</tr>
<tr>
<td>What happens: 1. Coyote howls to try to wake pig up. 2. ? 3. ?</td>
</tr>
<tr>
<td>Solution: ?</td>
</tr>
</tbody>
</table>
**Apply**

**Have** children use the story map to summarize the story. Record their ideas in a paragraph.

**Help** children to see how developing a story map and summarizing the story can help them to remember and understand what they read.

---

**LITERATURE FOCUS:**

**Revisit Duke’s Gift, Legs Gets His Lunch, and The Sleeping Pig**

**Page** through the stories with children. Then ask them to find words that end with *ft, lk,* and *nt.*

**Have** children name the different characters and discuss the problems in each story.

**Tell** children to look through *The Sleeping Pig* to find the following high-frequency words: *morning, found, shout, by, out, show, climb.*

**Have** them read aloud their favorite sentences or pages from the stories.
**Long e (CV, CVCe)**

**Teach**

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

**CHANT**

“We need to eat,” Steve said to Pete.

“Yes,” said Pete, “but let’s be neat.”

Say *we*. Then have children repeat it several times. Isolate and stretch the long *e* vowel sound. Have children repeat the /e¯/ sound. Say: *This is called the long e vowel sound.*

Have children listen as you say the chant again. Tell them to raise their hand each time they hear a word with the long *e* vowel sound.

**Blend**

Use Letter Cards to display *be*. Point to the word and say /bɛː/ *be*. Say that just the one letter *e* can stand for the long *e* sound in some words.

Use Blending Routine 1 to model for children how to blend the word, stretching the long *e* sound. Then have them blend and say the word with you before asking them to try blending it on their own.

Use Letter Cards to display *these*. Say the word for children, and point out that in this word the long *e* sound is made with the vowel-consonant-*e* pattern. Model how to blend *these*, again stretching out the long *e* sound. Have children blend and say the word with you. Repeat the process with the words *she*, *be*, and *Pete*.

**Guided Practice**

Display or distribute Teaching Master ES6-3, and discuss the illustrations with children. Tell them to use what they know about the long *e* sound as they read the sentences with you. Point to long *e* words in the sentences, and have children read them.

Monitor children to be sure they are blending the words correctly.
Vowel Pair ee

Teach

Recite and repeat the chant shown. Encourage children to join in.

CHANT

Beep, jeep, beep!

Through the busy street.

Say beep stretching the long e vowel sound and have children repeat the word with you. Identify the sound as the long e vowel sound. Print beep on the board and underline the ee. Tell children that the long e sound is sometimes spelled ee. Repeat the chant asking children to listen for other words that have the long e sound.

Blend

Print keep on the board. Point to the word as you use Blending Routine 1 to blend the sounds, stretching the /e/, and then saying the word.

Have children blend keep with you, saying /kēēp/, keep. Then have them blend it on their own. Repeat with deep, feel, seed, and greet.

Practice/Apply

Distribute Practice Master ES6-3, and discuss the picture with children. Read the directions, explaining to children what they need to do.

Have children read the sentences independently, and then aloud. Ask them to share their responses.

Check that they are blending long e words correctly.

Literature Focus: 10–15 Minutes

Preview Seal Beach

Preview Seal Beach with children. Walk them through the story, discussing the illustrations, naming the characters, and using words from the story such as we, she, see, steep, keeps, and feed.
Objectives
- identify details in a story

Materials
- Teaching Master ES6-4
- Practice Master ES6-4
- Anthology: EK! There’s a Mouse in the House

Noting Details

**Teach**

Draw an outline of a house on the board, and tell children that you are going to tell them a story and you want them to think about the details in the story.

Say: There was a house sitting at the top of a hill. The front of the house had two windows and a big door. A little boy lived in the house. One day, when the sun was shining brightly, the boy went outside to play under a big tree. He watched a bird flying by and a squirrel climbing up the tree. The boy loved watching all the wildlife around him.

Ask children to come to the board and add details from the story to the drawing of the house. (Children should draw two windows and a door on the house; the house should be sitting on a hill; the sun is shining; a boy is playing under a large tree; a bird is flying by; a squirrel is running up the tree) Repeat the story if necessary.

Explain to children that paying attention to details in a story will help them better remember what the story is about.
**Guided Practice**

**Display** or **distribute** Teaching Master ES6-4, and discuss the illustration with children.

**Tell** them they will read a story with you. Remind children to pay close attention to the details in the story.

**Read** the story with children.

**Ask** children which detail in the illustration does not match the story.

(Frog is wearing shorts in the picture, but the story says he is wearing long pants.)

**Practice/Apply**

**Distribute** Practice Master ES6-4. Discuss the illustrations with children and read the directions with them.

**Have** children read the sentences independently. Then have them circle the picture that reflects the details mentioned in the text.

**Check** children’s responses to be sure that they are reading carefully and noting the important details.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview EEK! There’s a Mouse in the House**

**Walk** children through *EEK! There's a Mouse in the House* on pages 164–182 in their Anthology.

**Discuss** the illustrations and use words from the story such as *EEK, me, eating, sheep*, and *squeezed*.

**Note** the suggestions in the Extra Support boxes on Teacher's Edition pages T129, T130, T131, and T137.
Objective
- read and write high-frequency words: cow, table, now, door, there, through, horse, wall

Materials
- Letter Cards: a, b, c, d, e (2), g, h (2), i (2), n, o (2), r, s, t, u, w
- index cards
- Phonics Library: Pete and Peach

High-Frequency Words

Teach

Write the words cow, table, now, door, there, through, horse, and wall 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 cow?

Draw three squares on the board.

Ask children to help spell cow. 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 cow. Ask the group to read the word aloud together.

Repeat the procedure for the remaining words.

Practice

Instruct children to write each high-frequency word on a large index card. Write the following sentences on the board:

There is a cow on the table.
A horse has come through the door.
Now two cats climb up the wall.

Read the sentences aloud, and point to the words. Next, read without pointing, and instruct children to raise their word cards when they hear the corresponding words in the sentences.

Check each child’s ability to pronounce cow, table, now, door, there, through, horse, and wall as the child reads each sentence.
**Apply**

**Have** children write the sentences on sentence strips. Then direct children to cut up the sentence strips and rebuild the sentences.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review** *Pete and Peach*

**Reread** the story together with children.

**Ask** children to look through *Pete and Peach* for the following high-frequency words: *cow, borse, wall*. Have them read the sentences that contain these words.
**Long e and Vowel Pairs ee, ea**

**Teach**

**Point to** yourself and ask children to guess the word you are demonstrating. When someone has called out *me*, say the word and have children repeat it after you. Remind children that the long *e* sound is the same as the letter name. Then have them say the long /\textipa{e}/ sound after you, /\textipa{e}/-/\textipa{e}/-/\textipa{e}/.

**Hold** up the Picture Card *jeep* and ask children to identify the picture. Ask them which *e* sound they hear in *jeep*, the long *e* sound, /\textipa{e}/ or the short *e* sound, /\textipa{e}/. Follow the same procedure with the Picture Cards *bed*, *queen*, *jeans*, *jet*, *leash*, *web*, *peach*, *leg*, and *seal*.

**Hold** up the Sound/Spelling Card *eagle*, and point out that *e*, *ea*, and *ee* are three ways that the long *e* sound can be spelled. Have children say /\textipa{e}/ as you point to each of the different sound/spellings again.

**Write** *me* on the board. Point out that the single *e* at the end of the word stands for the long *e* sound.

**Use** Blending Routine 2 to help children blend the sounds in *me*. Have children say the sound for *m*, /\textipa{m}/, then have them say the sound for long *e*, /\textipa{e}/, and blend /\textipa{m}\textipa{m}\textipa{m}\textipa{e}\textipa{e}\textipa{e}/, *me*.

**Display** the Word Cards for *feet* and *leaf*. Remind children that the vowel pairs *ee* and *ea* usually stand for the long *e* sound. Run your finger under the *ee* in *feet* and the *ea* in *leaf* and have children say the long *e* sound in both words. Then use Blending Routine 2 to help them blend each word.

**Objectives**
- associate the long *e* sound with the letter *e* and the vowel pairs *ee*, *ea*
- independently read words with the letter *e* and vowel pairs *ee*, *ea*

**Materials**
- Picture Cards: *bed*, *jeans*, *jeep*, *jet*, *leash*, *leg*, *peach*, *queen*, *seal*, *web*
- Sound/Spelling Card: *eagle*
- Word Cards: *feet*, *leaf*
- Phonics Library: *Seal Beach*
- Anthology: *EEK! There's a Mouse in the House*
**Practice**

**Distribute** three self-stick notes with the letters \( b, b, \) and \( w \) written on them. Have children place the notes over the \( m \) in \( me \) and read each new word. If they need help reading, have them blend continuously. Example: /www̆ĕĕ/.  

**Display** the Word Card for \( feet \). Distribute four self-stick notes with the letters \( b, m, d, \) and \( l \) written on them. Have children place the notes over the \( f \) or \( t \) in \( feet \) and read each new word. (beet, meet, feed, feel)  

**Follow** the same procedure with the Word Card for \( seal \) and four self-stick notes with the letters \( r, b, m, \) and \( t \) written on them. (real, heal, meal, seat, seam)

**Apply**

**Have** partners look for words with long \( e \) and vowel pairs \( ee \) and \( ea \) in \( Seal Beach \). Record the words and have volunteers underline the \( e, ee, \) and \( ea \) in each word, and read the word aloud.

**LITERATURE FOCUS:**

**Review EEK! There’s a Mouse in the House**

**Reread** the story together with children.  
**Ask** children to make a list of long \( e \) words that they find in the story.  
**Have** children take turns reading aloud.
Noting Details

Teach

Tell children to look out a classroom window and describe an object that they see. It could be another building, a playground, or a tree. As they describe the object, draw their attention to small details. Children may say that a building is tall or that there are a lot of swings. Ask, How many floors does the building have? How many swings are there? What shape are the leaves on the tree? Ask children to tell what they learned about the object that they didn’t know before. Explain that looking carefully at objects and noting details help us understand what we see, and also what we read.

Practice

Reread aloud EEK! There’s a Mouse in the House. Elicit details from children about characters and what they do. Ask, Why is the animal brought into the house? and What does the animal do in the house? Record children’s suggestions in a word web.

Point out that the child in the story invites animals into the house to solve a problem. Walk through the story with children and work together to complete a word web. Ask them if they think the animals are helping. Remind children that noting details helps us understand what we read.

Why It Came into the House

To catch the mouse
To catch the cat

What It Does
Knocks over a lamp
Breaks a dish

Animal
Cat
Dog

Objectives

• note details that help in understanding the story
• record details in a word web

Materials

• Phonics Library: Seal Beach, Pete and Peach
• Anthology: EEK! There’s a Mouse in the House

SKILL FOCUS: COMPREHENSION 25–30 MINUTES

THEME 6: Animal Adventures

THEME 6: Animal Adventures WEEK 2

Day 5

RETEACH
Apply

Have children reread the story, noting details that tell about time and place. Instruct children to look carefully at the pictures. When they are finished, have them draw and label a picture that describes the time and place of the story.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Seal Beach, Pete and Peach, and EEK! There’s a Mouse in the House

Page through the stories with children. Then ask them to find long e words.

Have children look through EEK! There’s a Mouse in the House and discuss the details provided in the pictures.

Tell them to look through EEK! There’s a Mouse in the House to find the following high-frequency words: cow, table, now, door, there, through, horse, wall.

Have children read aloud their favorite sentences or pages from the stories.
Vowel Pairs *ai, ay*

**Teach**

Use the chant shown to introduce the /a¯/ vowel sound. Recite the chant and repeat it, encouraging children to join in as they are able.

**CHANT**

Rain, rain go away.
Come again some other day.

Say the word *rain*, isolating and stretching the long *a* vowel sound. Then have children repeat the /a¯/ sound. Say: *This sound is called the long a vowel sound.*

Repeat the chant again asking children to listen for other words with the long *a* sound. *(away, day)*

**Blend**

Write *rain* on the board. Point to the word and use Blending Routine 1 to blend the sounds, stretching out the long *a*. Call attention to the two vowel letters that together stand for the sound.

**Objectives**

- associate the /a¯/ sound with the vowel pairs *ai* and *ay*
- blend and read words with *ai* and *ay*

**Materials**

- Teaching Master ES6-5
- Practice Master ES6-5
- Phonics Library: *Rain Day*
Have children blend and say the word *rain* with you. Then have them blend and say it on their own. Finally, ask children to use *rain* in a sentence.

Use the same blending steps to introduce the vowel pair *ay*. Blend *day* and *play* with children.

Have children blend the following words on their own: *gray, bay, sail, stray, maid, say, pail,* and *trail*.

Check that children are blending the sounds correctly.

**Guided Practice**

Display or distribute Teaching Master ES6-5, and discuss the illustration with children. Tell them to use what they know about the long *a* sound as they read the sentences with you.

Help children identify long *a* words in the sentences and write them on the board.

Ask children to use each of the long *a* words in a new sentence.

**Practice/Appy**

Distribute Practice Master ES6-5 to children, discuss the illustrations, and read the directions with them.

Have children read the sentences and complete the Practice Master independently.

Check children’s responses to be sure they are able to identify the long *a* words.

**LITERATURE FOCUS:**

**Preview Rain Day**

Preview *Rain Day* by walking children through the story. Discuss the illustrations, naming the characters and using words from the story such as *rain, day, play,* and *tail*.

Ask children if they think the dog likes to be out in the rain.

Tell children they will read this story with the rest of the class.
Making Predictions

Objectives
• use text and picture clues to make predictions
• use previous knowledge to make predictions

Materials
• Teaching Master ES6-6
• Practice Master ES6-6
• Anthology: Red-Eyed Tree Frog

Teach
Show children a stack of drawing paper and a supply of crayons or markers. Then say that the paper and crayons or markers are clues to an activity they might do next.

Have children predict what they will do next. (draw and color pictures)

Tell children there are clues in stories, too, that can help them predict what may happen next.
**Guided Practice**

Display or distribute Teaching Master ES6-6. Discuss the illustration with children.

Tell them they will read a story with you. Then read the story, calling on children to help you.

Point to the two sentences below the story. Read them with children. Help children circle the sentence that tells what may happen next.

Have children identify clues in the story that helped them decide. (It rained for days, the street was wet, the van was going fast.)

**Practice/Apply**

Distribute Practice Master ES6-6 to children. Have them look at the illustration at the middle of the page. Identify the children as Ken and Jack. Then read aloud the directions for the activity.

Ask children to read the sentences independently and circle the picture that shows what will happen next.

Have children identify clues that helped them make their choice.

Check children’s responses to be sure they understand the concept of making predictions.

**LITERATURE FOCUS: 10—15 MINUTES**

Preview *Red-Eyed Tree Frog*


Discuss the photographs and use words from the story such as rain, day, wait, and away.

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages T199, T202, T204, and T209.
Objective

- read and write high-frequency words: been, far, forest, goes, hungry, soon, evening, near

Materials

- Letter Cards: a, b, e (2), f, g, h, i, n (2), o (2), r, s, t, u, v, y
- index cards
- Phonics Library: Cub’s Long Day

High-Frequency Words

Teach

Write the words been, far, forest, goes, hungry, soon, evening, and near 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 far?

Draw three squares on the board.

Ask children to help spell the word far. 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, 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 far. Ask the group to read the word aloud together.

Repeat the procedure for the remaining words.

Practice

Instruct children to write each high-frequency word on a large index card. Write the following sentences on the board:

Soon it will be evening.
The family is hungry.
They have been far in the forest all day.
Will they be near home when the sun goes down?

Read the sentences aloud and point to the words as you read. Next, read without pointing, and instruct children to raise their word cards when they hear those words in the sentences.

Check each child’s ability to pronounce been, far, forest, goes, hungry, soon, evening, and near as the child reads each sentence.
Apply

Have children write the sentences from the previous activity on sentence strips. Then have children cut up the sentence strips so that they can rebuild the sentences.

LITERATURE FOCUS: 10–15 MINUTES

Review Cub’s Long Day

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

Have children to find and read the following high-frequency words in Cub’s Long Day: forest, hungry, evening. Have them read the sentences that contain these words.
Objectives

• associate the long a sound with the vowel pairs ai, ay
• independently read words with vowel pairs ai, ay

Materials

• Letter Cards: d, h, m, p, r, s, v
• Picture Cards: bat, braid, cab, cat, chain, gray, hay, mat, train, tray
• Sound/Spelling Card: acorn
• Word Cards: braid, hay
• Phonics Library: Rain Day
• Anthology: Red-Eyed Tree Frog

Teach

Hold up the Sound/Spelling Card acorn, and ask children to identify the picture. Remind them that the long a sound is the same as the letter name. Have children say the long a sound after you, /æ/-/æ/-/æ/.

Display the Picture Card for braid, and ask children to identify it. Say braid, and ask children to repeat it after you. Ask them which a sound they hear in braid, the long a sound, /æ/, or the short a sound, /æ/. Follow the same procedure with the Picture Cards for bay, cab, gray, train, bat, chain, cat, tray, and mat.

Display the Word Cards for braid and hay next to the Picture Cards for braid and hay. Then hold up the Sound/Spelling Card acorn. Point to the ai on the acorn card and the ai in the word braid as you say /æ/ and have children repeat after you. Repeat this for the ay in bay. Tell children that ai and ay are two ways that the /æ/ sound can be spelled. Then help children to blend bay and braid using Blending Routine 2. Example: Have children say the sound for b, /b/, then the sound for ay, /æ/, and blend /bhhaa/, bay.

Practice

Draw two boxes on the board as shown in the first row. In the last box, print ay. Tell children that you are putting two letters in one box to show that two letters stand for one sound.

Display Letter Cards d, b, m, p, r, and s. Have a volunteer choose a letter to place in the first box and blend it continuously with ay to make a new word. Continue with the other Letter Cards. Follow the same procedure with ai and three boxes. Write ai in the middle box and n in the last box; display the Letter Cards m, p, r, and v.
Apply

**Have** children look for words with vowel pairs *ai* and *ay* in *Rain Day.* Each time they find a word, ask them to say it aloud so you can write it in one column on a chart. When the search is complete, have volunteers read the chart.

LITERATURE FOCUS: 10–15 MINUTES

**Review Red-Eyed Tree Frog**

**Reread** the story together with children.

**Ask** children to make a list of long *a* words that they find in the story.

**Have** children take turns reading aloud.
Objective
• use story details and personal knowledge to make predictions

Materials
• Phonics Library: Rain Day, Cub’s Long Day
• Anthology: Red-Eyed Tree Frog

Making Predictions

Teach
Have several children dramatize the following action. Tell the children, Put your jackets on and pack your bags. Ask their classmates to tell what they think will happen next. Correct responses include they will leave the room and they will go home. Discuss why children think those events will follow.

Explain that we use what we already know from our experiences and clues from our environment to figure out what will happen next. When we tell what we think will happen next, we are making a prediction.

Practice
Read aloud the first three pages of Red-Eyed Tree Frog. Draw children’s attention to important details such as evening comes, some animals will soon go to sleep, and the red-eyed tree frog has been asleep all day. Ask children to predict what they think will happen next, and why. If necessary, model making a prediction with the following Think Aloud.

Think Aloud
From the details I read in the story, I know that it is almost night and that some animals are going to sleep. I also know that the frog has been asleep all day. I know from my experience that after sleeping all day or all night it is time to wake up. I think that the frog will wake up soon.

Continue reading aloud until page 202. Draw children’s attention to the details hungry boa snake and near the frog on page 203. Ask children what they know about a hungry snake and what they can tell about it from the picture. Ask them to predict what will happen next. Explain to children that they used details from the story, and what they already know from their experience about hungry snakes.
Apply

Have children make predictions with a partner for the following parts of the story. Instruct children to explain how they make their predictions.

pages 208 and 209: The frog sees a moth on a leaf. What will the frog do? (It will eat the moth.)

page 211: The tree frog is no longer hungry. What will it do next? (It will go to sleep.)

LITERATURE FOCUS: 10–15 MINUTES

Revisit Rain Day, Cub’s Long Day, and Red-Eyed Tree Frog

Page through the stories with children. Then ask them to find long a words.

Have children look through Rain Day and predict whether the little girl and the dog will stay out and continue to play in the rain.

Tell children to look through Red-Eyed Tree Frog to find the following high-frequency words: been, far, forest, goes, hungry, soon, evening, near.

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