Theme 7: We Can Work It Out
EXTRA SUPPORT LESSONS FOR

We Can Work It Out

THEME 7: We Can Work It Out
Vowel Pairs oa, ow

**Teach**

*Use* the chant to introduce /o/. Recite the chant several times with children, inviting them to join in. Then have children listen for and produce the /o/ vowel sound.

**CHANT**

Toad and Crow row the boat.

Row, row, row the boat!

*Say* boat, and have children repeat it. Isolate and stretch out the long o sound, and have children repeat it. Identify the sound as the long o vowel sound. Remind children they have worked with this sound before.

*Have* children listen to and repeat more long o words: toad, crow, row, float, soak.

**Demonstrate** how to row a boat. Say: *Listen to each word as I say it. If it has the /o/ sound, pretend to row a boat. If it doesn’t have the /o/ sound, sit still. Here are the words:* hot, moan, grow, cow, coat, mop.

**Blend**

*Write* toad on the board. Use Blending Routine 1 to model how to blend the sounds, stretching out the long o sound and then saying the word. Explain to children that the two vowel letters o and a together make the long o vowel sound.

*Have* children blend the word with you. Then have children blend the word on their own. Ask a volunteer to use toad in a sentence. Repeat the same steps with the word boat.

*Write* the following words on the board and have children blend them: float, goat, groan, road.

*Use* the same blending steps to introduce the vowel pair ow. Model blending row and snow with children. Then have them blend crow, glow, and mow.
Guided Practice

Display or distribute Teaching Master ES7-1. Talk briefly with children about the illustration.

Tell children to use what they know about sounds as they read the sentences with you. Then point to words from the sentences randomly, and have children read them.

Direct attention again to the illustration of the animals in the boat. Ask children to decide which animal or animals should get out of the boat to make it light enough to float.

Practice/Apply

Distribute Practice Master ES7-1 to children. Talk with them about the pictures. Then read the directions.

Have children read and match the sentences independently.

Review the activity. Have volunteers read the sentences aloud. Then have children identify words that have the long o vowel sound.

Check children’s ability to read words with oa and ow.

Literature Focus: 10–15 MINUTES

Preview Pet Show

Familiarize children with Pet Show by walking them through the story. Discuss the illustrations, naming the characters and using words from the story such as goat, toad, crow, show, and slow.

Ask children which animal causes trouble at the pet show. (the goat)

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

**Teach**

Tell children that you hoped they could draw some pictures for you, but that you don’t have enough sheets of drawing paper for everyone. Show just a few sheets. Ask how you could solve the problem.

Discuss children’s ideas, which may include borrowing paper from another teacher, cutting the sheets into halves, and so on.

Say: **In stories there are often problems the characters have to solve. It’s fun to read to find out what they do. Sometimes you can think of other ways the characters could have tried to solve their problems, too.**

**Objective**

- identify story problem and solution

**Materials**

- Teaching Master ES7-2
- Practice Master ES7-2
- Anthology: *That Toad is Mine!*
Guided Practice

Display or distribute Teaching Master ES7-2 to children, and discuss the illustration at the top.

Have children read the story with you. Tell them to think about the problem.

Have them look at the illustrations and sentences that suggest solutions. Read the solution sentences with children, and have them decide which solution is better. Encourage them to say why.

Help children choose the sentence that is the better solution and underline it.

Practice/Apply

Distribute Practice Master ES7-2 to children, and discuss the illustration at the top of the page. Then read aloud the directions for the page.

Ask children to read the page independently. Have them circle the sentence that tells what the story problem is and circle the picture that shows the solution.

Check children’s responses to make sure they can use problem solving in their reading.

LITERATURE FOCUS: 10–15 MINUTES

Preview That Toad is Mine!

Walk children through That Toad Is Mine! on pages 17–37 in their Anthology.

Discuss the illustrations and use words from the story such as share, lemonade, agree, mad, turn, hoptoad, toad, know; and road.

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages T47, T49, T50 and T55.
High-Frequency Words

Teach

Write *again, both, gone, or, want, turn, and hard* on the board. Read each word aloud while pointing to it, and then have children say it with you. Remind children that they should use what they know about letters and sounds to read the new words.

Draw word boxes on the chalkboard for two-, four-, and five-letter words.

Begin a game in which you give clues about each new word and ask children to identify which word it is. For example, begin by saying, *I am thinking of a word that has four letters.* (Children can eliminate only two of the words.) *This word usually refers to “two”—two people, two animals, two holidays.* As children identify the word *both,* have them point to it on the chalkboard.

Have volunteers work with you to copy the letters into the boxes. As they write, all children can say the letters together and write the letters in the air.

Follow this same procedure with the remaining words.

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

*Turn to look both ways.*
*Aren’t they gone?*
*Look again!*

Check each child’s ability to pronounce *again, both, gone,* and *turn* as the child reads each sentence.
**Practice**

**Write** the following rhyme frame on the chalkboard.

```
My friend and I
Both want to share
But it is hard for him and me.
We share our _________ or__________
again and again,
But not our _________ you see.
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**Have** children read it together. Then have them copy the rhyme, completing the blanks with things they like and don’t like to share with a friend. Children can draw pictures to match what they have written.

**Apply**

**Have** children show and read their completed poems to the group. Then ask children to exchange and read one another’s poems.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review Nick Is Sick**

**Reread** the story together with children.

**Tell** children to look through *Nick Is Sick* for the following high-frequency words: *both, gone, want*. Have them read the sentences that contain these words.
Vowel Pairs $oa$, $ow$

**Teach**

Display the Picture Card for *boat*, and ask children to identify the picture. Remind them that the long $o$ sound they hear in *boat* is the same as the letter name. Have children say the long $o$ sound after you, /$o$/. 

Display the Picture Card for *snow*, and ask children to identify the picture. Then ask them which $o$ sound they hear in *snow*, the long $o$ sound, /$o$/, or the short $o$ sound, /$i$/. 

Follow the same procedure with the Picture Cards for *box*, *boat*, *crow*, *cot*, *dot*, *goat*, *lock*, and *bow*.

Display the Sound/Spelling Card *ocean* and point out the vowel pairs $oa$ and $ow$. Remind children that the vowel pairs $oa$ and $ow$ usually stand for the long $o$ sound.

Display the Word Cards for *boat* and *snow* next to the Picture Cards for *boat* and *snow*. Point to the $oa$ in *boat* and the $ow$ in *snow*, and remind children that both $oa$ and $ow$ stand for the long $o$ sound.

Help children blend *boat* and *snow* using Blending Routine 2. Example: Have children say the sound for $b$ /$b$/, then the long $o$ sound for vowel pair $oa$ /$o$/, and blend /$bōōo$/. Then have them say the sound for $t$ /$t$/ and have them blend /$bōōōt$/ and say *boat*.

**Objectives**

- associate the long $o$ sound with the vowel pairs $oa$, $ow$
- independently read words with vowel pairs $oa$, $ow$

**Materials**

- Letter Cards: $b$, $c$, $g$, $l$, $m$, $r$, $s$, $t$
- Picture Cards: *boat*, *bow*, *box*, *cot*, *crow*, *dot*, *goat*, *lock*, *snow*
- Word Cards: *boat*, *snow*
- Sound/Spelling Card: *ocean*
- Anthology: *That Toad Is Mine!*
**Practice**

**Make** a horizontal box that is divided into two squares. In the last square, print *ow*. Tell children that you are putting two letters in one square to show that two letters stand for one sound.

**Display** the Letter Cards *b, l, m, r, s*, and *t*. Have a volunteer choose a letter to place in the square in front of *ow* to make a new word. Follow the same procedure with *oa*. Create a horizontal box with three squares and put *oa* in the middle box; display the Letter Cards *b, c, t*, and *g*.

**Have** children choose letters to place in both boxes to make new words. If any children have trouble reading one of the new words, help them to blend it continuously.

**Apply**

**Have** children look for words with vowel pairs *oa* and *ow* in *Pet Show*. Each time they find a word, ask them to take turns saying the word aloud as you write it on the board. Have volunteers come to the board to underline the *oa* or *ow* in each word.

**LITERATURE FOCUS:**

**Review That Toad Is Mine!**

**Reread** the story together with children.

**Ask** children to make a list of *oa* and *ow* words that they find in the story.
Problem Solving

Teach

Show children a pile of math counters—the same number as are in the group plus half that amount extra. Tell children, *I have a pile of counters for you all. I want to divide the counters in a way that is fair. What can I do?* Call on volunteers to answer. (possible answers: give one to each person and keep any extra for another day; divide them evenly) Then count the children and count the counters and ask children what can be done. (possible answers: give some children two and half the group only one; divide them evenly) Evaluate each of the possibilities and work with children to determine which solution is the fairest for all.

Explain to children that you had a problem, and together you found a way to solve it. Help them to see that together you were able to: 1) define the problem; 2) think of several solutions; 3) evaluate possible solutions; and 4) decide on the best solution. Tell children that characters in books often have problems, and the story is about how the problem gets solved. Tell children that a problem in a story helps to connect them to the characters and make the story more real.

Practice

Direct children to look back at the story *That Toad Is Mine!* Remind them that the boys in the story have a problem. Reread pages 26–30. Ask the following questions while referring to the text and pictures of the story.

page 26 *What problem do John and his friend have?* (They both want the same toad.)

pages 26–28 *What solutions do they think of?* (cut the toad in half; take turns every day with the toad)

page 30 *Do their solutions work?* (No, the toad hops away.) Point out that when the toad hops away, John and his friend have a new problem. Refer back to page 32. Ask, *What is the problem for John and his friend now?* (They are mad at each other.) Read together pages 34–36. Ask, *How do the children solve their problem this time?* (They kick the stone until they aren’t mad anymore.)

Objectives

- use strategies to problem solve in a story
- identify other possible ways to problem solve

Materials

- Phonics Library: *Pet Show, Nick Is Sick*
- Anthology: *That Toad Is Mine!*

SKILL FOCUS: COMPREHENSION 25–30 MINUTES
Apply

Have children identify other ways they might have solved the problems that John and his friend have. Have them: 1) define the problem; 2) think of possible solutions; 3) evaluate possible solutions; and 4) decide on the best solution. Point out that this problem-solving strategy can help them to evaluate the ways in which story characters solve their problems and how they may have done it differently.

Literature Focus: 10–15 minutes

Revisit *Pet Show, Nick Is Sick,* and *That Toad Is Mine!*

Page through the stories with children. Ask them to find *oa* and *ow* words.

Have children look through *That Toad Is Mine!* to decide if the boys have solved their problem.

Tell children to look through *Nick Is Sick* to find the following high-frequency words: *both, gone, want.*

Have children read aloud their favorite sentences or pages from the stories.
The /oo/ Sound for oo

Objectives
• associate the /oo/ sound with oo
• blend and read words with oo, as in book

Materials
• Teaching Master ES7-3

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

CHANT
Look, oh look,
What he can cook.
Mmm—good! Mmm—good!

Repeat the word look. Isolate and stretch the /oo/ vowel sound. Then have children repeat look and stretch the vowel sound. Have them listen to and repeat more words with the /oo/ sound: cook, good, sbook, and wood.

Tell children to clap each time they hear a word with the /oo/ sound.
Say: moon, box, bood, book, stood.

Blend
Display look. Use Blending Routine 1 to model how to blend the sounds, stretching the vowel sound and then saying the word. Explain to children that the two vowel letters together produce the vowel sound.

Have children blend the word and say it with you, before blending it on their own. Repeat the same steps with the words good, took, and wood.

Guided Practice
Display or distribute Teaching Master ES7-3, and have children identify the picture at the top. Tell them to use what they know about sounds as they read the story with you.

Ask children to identify words with the /oo/ sound. Help them write the words on the cook’s hat. Have children read the words on the list.
**Compound Words**

**Teach**

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

**CHANT**

Time for a bath,  
so into the tub.  
Rub-a-dub-dub  
in the BATHTUB.

Say *bathtub* and tell children that it is made up of two words put together. Print *bath*, *tub*, and *bathtub*, one word below the other on the chalkboard. Have children observe how *bath* and *tub* have been combined to form the compound word *bathtub*.

**Blend**

Print *sun* and *shine* on the chalkboard. Use Blending Routine 1 to model how to blend the sounds in each word. Then blend the two words together and say *sunshine*.

**Repeat** with *cupcake*, *cookbook*, *Sunday*, and *railroad*.

**Practice/Apply**

Distribute copies of Practice Master ES7-3, and discuss the picture with children. Read the directions, reminding children to use what they know about sounds and letters to help them read the sentences.

Check children’s responses to be sure that they can name the two small words that make up a compound word.

**Objectives**

- recognize compound words
- blend and read words that are compounds

**Materials**

- Practice Master ES7-3
- Phonics Library: *Chan’s Gift*

**Preview *Chan’s Gift***

Preview *Chan’s Gift* by walking children through the story. Discuss the illustrations, naming the characters and using words from the story.
**Objective**
- order story events

**Materials**
- Teaching Master ES7-4
- Practice Master ES7-4
- Anthology: *Lost!*

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### Sequence of Events

**Teach**

Talk with children about the order of events in a typical classroom routine, such as what happens at the end of the day when it is time to leave school. Say, for example: *First, we put away our books and papers. Next, we get and put on our coats. Last, we line up and leave the classroom.*

Ask: *Would it make sense for us to line up and leave the classroom before we got and put on our coats?* Make the point that the order in which things happen is important.

Tell children that things happen in order in stories, too. Explain that paying attention to the order of events makes it easier to understand and remember a story.
Guided Practice

Display or distribute Teaching Master ES7-4. Encourage children to talk about the illustration at the top.

Have children read the story with you. Ask them what happens first in the story. Help them write First before the first sentence of the story. Then ask what happens next, and help them write Next before the second sentence. Repeat for what happens last.

Reread the story with children, including the sequence words first, next, and last.

Practice/Apply

Distribute Practice Master ES7-4 to children, and tell them they will put the pictures in the correct order to match the story. Talk about each picture briefly. Read aloud the directions for the page.

Have children read the story independently, cut out the pictures, and paste them on the page in correct story order. Have them use their sequence of pictures to retell the story in their own words.

Check children’s responses to be sure they can put a set of pictures in the correct story sequence.

LITERATURE FOCUS: 10–15 MINUTES

Preview Lost!

Walk children through Lost! on pages 47–69 in their Anthology.

Discuss the illustrations and use words from the story such as afraid, bear, idea, follow, elevator, city, park, books, and good-bye.

High-Frequency Words

**Teach**

**Write** afraid, any, bear, follow, most, tall, water, and idea on the board. Read each word aloud while pointing to it, and then have children say it with you. Remind children that they should use what they know about letters and sounds to read the new words.

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

**Begin** a game in which you give clues about each new word and ask children to identify which word it is. For example, begin by saying, I am thinking of a word that has six letters. (Children can now eliminate several of the words.) It tells about a feeling someone has when frightened. As children identify the word afraid, have volunteers choose it from the chalk ledge and work with you to copy the letters into the boxes. As they write, all children can say the letters together and write the letters in the air.

**Follow** this same procedure with the remaining words.

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

Is any bear afraid of water?

Watch that tall bear splash!

**Check** each child’s ability to pronounce afraid, any, bear, tall, and water as the child reads each sentence.

**Objective**

- read and write high-frequency words afraid, any, bear, follow, most, tall, water, idea

**Materials**

- Word Cards: afraid, any, bear, follow, most, tall, water, idea
- Phonics Library: Ann Can’t Sleep
Practice

Write the following sentence starters on the chalkboard and have children read them.

I am afraid of ________.

Water, ________, and ________ are good for a bear.

_______ is as tall as I am.

Most of the time, it is a good idea to follow ________.

Have children work in pairs to copy and complete the sentences.

Apply

Have children show and read their completed sentences to the group. As they read their sentences, keep a list on the board of their responses. Write their responses under these headings: What are we afraid of? What is good for a bear? Who is as tall as I am? What should you follow most of the time?

Have children read each question heading and read along with you as you point to their responses.

Literature Focus: 10–15 Minutes

Review Ann Can’t Sleep

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

Have children look through Ann Can’t Sleep to find the following high-frequency words: afraid, bear, idea. Have them read the sentences that contain these words.
The /oo/ Sound for oo

Teach

Display the Picture Card book. Say book, and ask children to repeat it. Have children say the vowel sound for oo after you, /oo/. Hold up Picture Card foot, and ask children to identify the picture. Ask them which sound they hear in foot, the oo sound, /oo/, or the short o sound, /o/. Repeat with the Picture Cards box, hood, and dot.

Display the Sound/Spelling Card book, and remind children that the letters oo can stand for the /oo/ sound. Have children listen for the /oo/ sound as you say book, and have them repeat the word after you. Display Word Card book. Then use Blending Routine 2 to help children blend book. Have them say the sound for b, /b/, then the sound for oo, /oo/ and blend /boo/. Finally have them say the sound for k, /k/ and have them blend the whole word, /bōok/, book.

Practice

Write cook on the board. Read the word aloud and have children repeat it. Display the Letter Cards b, g, d, l, and w. Then have a volunteer come to the board, choose one of the letters, erase the c or k and write the new letter in front of or after oo to make a new word. Have the volunteer continuously blend the new letter sounds with oo. Repeat the procedure to make the new words: book, look, good, wood.

Apply

Have partners look for words with the /oo/ sound in Chan’s Gift. Each time they find a word, ask them to say the word aloud so you can write it on the board. When the search is complete, have each partner choose an oo word, and use it in a sentence.
Compound Words

Teach

Write bedtime on the chalkboard, and read it aloud. Draw a slash between bed and time, and explain that bedtime is a compound word made up of two smaller words. Say bed and time, and have children repeat the words separately and then together as a compound word.

Write bathtub on the board. Explain that one way to read a compound word is to find the first small word. Underline bath. Then draw a slash between bath and tub. Point out that the second small word is tub. Circle tub. Then say bathtub and have children repeat it after you.

Write homesick on the chalkboard. Read the word aloud and have children repeat it after you. Then say the words home and sick separately as you run your finger under each word. Ask a volunteer to come to the board and draw a slash between the two smaller words. Repeat with classmate, seashells, and sunshine. If children have difficulty identifying the smaller words, help them to use Blending Routine 2 to blend each of the smaller words.

Practice

Write the words snap, note, back, and cup in a column on the board.
Write cake, pack, book, time, and shut in a second column. Have children read the words aloud. Then have volunteers match a word in the left column with a word in the right column to make a compound word. Write each compound word. Then have volunteers draw a slash between the two smaller words in each compound word.

Apply

Have pairs of children find compound words in Chan’s Gift. Write the words on the board. Have volunteers come to the board and draw a slash between the two smaller words that make up each compound word.

Literature Focus:

Review Lost!

Reread the story together with children. Ask children to make a list of /ʊʊ/ words and compound words that they find in the story.
**Sequence of Events**

**Teach**

Ask children if they have ever lost something in their house. Call on volunteers to explain how they found the missing items. Repeat their stories, using the words *first, next, then, last,* and *finally*.

Use the following Think Aloud to detail a sequence of events.

**Think Aloud**

*When I tell about something that I have done, I put the events in order in my mind. I remind myself what happened first and what came next. I use words like first, next, then, last, and finally to tell my story. These words help me connect the events in my story.*

Explain that authors often use clue words like *first, next, then, last,* and *finally* to tell their stories in sequential order.

**Practice**

Direct children back to the story *Lost!* Remind them that in this story, a bear gets lost and a little boy helps him find his way home. Tell children that there are many sequences of events in this story, and you are going to retell the events of the story using sequence words.

Tell children to turn to page 48. Ask, *How did the bear get lost?* Guide children to use sequence words and details from the text and picture, such as: *First, the bear climbed on the truck, and then he fell asleep. Next, the truck driver drove away. Finally, the truck stopped in the city.*
Have children continue to retell other events in the story, using the clue words first, next, then, last, and finally by asking these questions:

pages 49–50  How does the boy find the bear? (first he hears crying, then he looks in the truck)

pages 60–62  What do the bear and the boy do in the park? (first they take a boat ride, then they have lunch, finally they go to the playground)

pages 64–65  What do the boy and the bear do in the library? (first they get some books, next they look at pictures, then they find a map)

Apply

Have children act out events that happen in the story Lost! in the order in which they happen.

Bear: climbs into truck and falls asleep (next: wakes up and cries)

Boy: walks down street and hears a noise (next event: finds bear crying)

Both: go up an elevator in a tall building and look around (next: go down the elevator and walk across three streets)

Both: eat lunch (next: go to playground and swing)

Revisit Chan’s Gift, Ann Can’t Sleep, and Lost!

Page through the stories with children. Then ask them to find /oo/ words and compound words.

Have children look through the stories and compare their sequence of events.

Tell children to look through Lost! to find the following high-frequency words: afraid, any, bear, follow, idea, most, tall, water.

Have children read aloud their favorite sentences or pages from the stories.
**Vowel Pairs ew, oo, (/oo/)**

**Teach**

Use the chant shown to introduce the /oo/ sound. Recite and repeat the chant, encouraging children to join in. Then have children practice producing the vowel sound.

**CHANT**

The wind blew and blew.
The leaves flew and flew.
Snow will come soon.

Say the word blew and have children repeat it. Isolate and stretch the vowel sound. Then have children repeat the vowel sound. Have children listen to and repeat more words with the vowel sound /oo/. Say, few, new, boot, and tooth.

Say, Listen to each word as I say it. If it has the /oo/ sound, moo like a cow. Demonstrate a cow moo, stretching the vowel sound. Here are words to use: bot, shoo, grew, now, new, bath, and boot.

**Blend**

Display blew. Use Blending Routine 1 to model how to blend the sounds, stretching the vowel sound and then saying the word. Explain to children that the two vowel letters together produce the /oo/ vowel sound. Have children blend the word and say it with you. Then have children blend the word on their own. Ask a volunteer to use blew in a sentence. Repeat with the words flew, crew, chew, stew, and drew.

Use the same blending steps to introduce the vowel pair oo. Model blending soon and tooth with children. Have children blend boot, spoon, and troop on their own.
Guided Practice

Display or distribute Teaching Master ES7-5, and talk briefly with children about the illustration. Then tell them to use what they know about sounds as they read the sentences with you.

Point to words from the sentences randomly and have children read them.

Direct attention again to the illustration. Have children identify words in the sentences that have the /ōo/ sound. Help them write the words on the side of the pot.

Practice/Apply

Distribute Practice Master ES7-5 to children. Talk with them about the pairs of pictures. Then read the directions.

Have children read the sentences independently and mark the correct pictures.

Review the activity. Have volunteers read the sentences aloud.

Check children’s ability to identify words that have the /ōo/ vowel sound.

LITERATURE FOCUS: 10–15 MINUTES

Preview Clues from Boots

Familiarize children with Clues from Boots. Walk children through the story. Discuss the illustrations, naming the characters and using words from the story such as threw, food, and clues.

Ask children how the dog lets the girl know what he wants.

Tell them they will read this story with the rest of the class.
Objective
- distinguish between what is real and what is make-believe

Materials
- Teaching Master ES7-6
- Practice Master ES7-6
- Anthology: If You Give a Pig a Pancake

Fantasy and Realism

Tell children about something you did the previous evening, such as cooking dinner. Weave some fantastic details into your description, such as My cat and I decided to practice flying around the living room while the dinner cooked. We got as close to the ceiling as possible. When children react with giggles and object to the fantastic elements of your story, have them tell you what things could really happen and what things are just make-believe.

Say, Sometimes stories can tell about real things and also tell about make-believe things. Good readers read carefully to know what could really happen and what could never happen in real life.
Guided Practice

Display or distribute Teaching Master ES7-6. Have children read the story with you. Tell them to think about what is real and what is make-believe.

Reread the story with children, sentence by sentence, and ask volunteers to say if each detail describes something that is real or make-believe.

Help children write each detail in the correct portion of the chart.

Practice/Apply

Distribute Practice Master ES7-6 to children. Read aloud the directions.

Ask children to read the sentences independently and to look at the pictures. Have children circle each sentence that tells about something that is make-believe.

Check children's responses to be sure they can distinguish fantasy from realism in their reading.

LITERATURE FOCUS: 10–15 MINUTES

Preview If You Give a Pig a Pancake

Walk children through If You Give a Pig a Pancake on pages 79–103 in their Anthology.

Discuss the illustrations and use words from the story such as syrup, bubbles, under, build, and glue.

Note the suggestions in the Extra Support boxes on Teacher's Edition pages T201, T204, T205, T210, and T211.

Fantasy and Realism

Read the sentences. Circle the ones that tell about make-believe things.

1. The pig tells a joke.
2. The cat takes a nap.
3. She swims in the lake.
4. A fish cooks a meal.

Real Make-Believe

Jen rides her bike.
Jen and the cat live in the same house.
Her pet cat rides a bike, too.
The cat sings as she rides.

Jen rides her bike.
Jen and the cat live in the same house.
Her pet cat rides a bike, too.
The cat sings as she rides.
Objective
- read and write high-frequency words old, piece, shoe, start, under, very, wear, build

Materials
- Word Cards: old, piece, shoe, start, under, very, wear, build
- index cards
- Phonics Library: Lou’s Tooth

Teach
Place the Word Cards in the chalk tray. Draw word boxes on the board for three-, four-, and five-letter words.

Begin a game in which you give clues about each new word and ask children to identify the word. For example, begin by saying, I am thinking of a word that has five letters. (Children can now eliminate several of the words.) It is something you can do with a hammer and nails. As children identify the word build, have volunteers choose it from the chalk ledge and work with you to copy the letters into the boxes. As they write, all children can say the letters together and write the letters in the air.

Follow this same procedure with the remaining words.

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

What is under that old shoe?

It is a piece of a very flat pancake!

Check each child’s ability to pronounce old, piece, shoe, under, and very as the child reads each sentence.

Practice
Write the following sentences on sentence strips:

I will start to build a new toy plane.

I will use a piece of paper to start.

I will wear these very old shoes.

Read aloud each sentence. Ask children to draw a picture on a large index card to match the meaning of each sentence.
**Apply**

**Have** children read each sentence together while they match the sentence to their picture card. Continue by mixing the cards and sentence strips for children to practice reading and matching. You might want to cut up the sentence strips and have children rebuild the sentences, again matching their pictures to the rebuilt sentences.

**Literature Focus:**

**Review *Lou’s Tooth***

**Reread** the story together with children.

**Tell** children to find and read the following high-frequency words in *Lou’s Tooth*: *old, shoe, start*. Have them read the sentences that contain these words.
**Objectives**

- associate the /oo/ sound with vowel pairs oo, ew, ue, ou
- independently read words with vowel pairs oo, ew, ue, ou

**Materials**

- Picture Cards: blue, book, hood, hook, soup, spoon, tooth, zoo
- Sound/Spelling Card: moon
- Phonics Library: Clues from Boots

**Teach**

**Display** the Picture Card spoon. Say spoon, and ask children to repeat it after you. Have children say the /oo/ sound after you, /oo/ /oo/ /oo/.

**Hold** up the Picture Card tooth, and ask children to identify the picture. Ask them which sound they hear in tooth, /oo/ or /oo/. Repeat with the Picture Cards blue, book, hood, book, soup, and zoo.

**Display** the Sound/Spelling Card moon, and print the vowel pairs oo, ue, ou, and ew on the board. Remind children that these vowel pairs can stand for the sound /oo/. Have children listen for the /oo/ sound as you say spoon, blue, new, and soup, and have them repeat each word.

**Write** the words spoon, blue, new, and soup. Call on children to circle the oo in spoon, the ue in blue, the ou in soup, and the ew in new, and have children say the /oo/ sound in all the words.

**Use** Blending Routine 2 to help children blend each word. For example, have children say the sound for s, /s/, then have them say the sound for vowel pair ou, /oo/ and blend /sssos/. Last, have them say the sound for p, /p/ and blend the whole word, /sssoo/, soup.

**Practice**

**Write** each of the vowel pairs on self-stick notes. Then write the following on the board: food, glue, drew, soup. Hand out the self-stick notes to children. Have each child come up to the board and find the word that matches the letter pair on his or her note, stick the note over the matching letter pair, and read the word. If children have trouble reading a word, help them to blend it continuously.

**Apply**

**Have** children look for words with vowel pairs oo, ew, ue, ou in Clues from Boots. Each time they find a word, ask them to say the word aloud so you can write it in one column on a chart. When the search is complete, have volunteers read the words with oo, ew, ue, ou. Have other volunteers underline the vowel pairs in the words.
**SKILL FOCUS: PHONICS**  
**10–15 MINUTES**

### Long i (igh, ie)

**Teach**

Ask children this riddle: *What rhymes with tie and tastes delicious to eat?* When someone answers *pie*, say *pie* again, and ask children to repeat it. Remind them that the long sound for *i* is the same sound as the letter’s name, and have them say the sound after you: /ı¯/. Ask children which *i* sound they hear in *tie*, the long *i* sound, /ı¯/, or the short *i* sound /ı/. Follow the same procedure with the words *lip, kit, right, tight, thigh,* and *fish.*

Hold up the Sound/Spelling Card *ice cream.* Point out that *ie* and *igh* are two ways to spell the long *i* sound. Write *bigb* and *tie* on the board, and circle the *ie* or *igh* in each word as you have the group say /ı¯/. Then help children blend each word using Blending Routine 2. For example, have children say the sound for *t,* /t/, then the sound for the letters *ie* /ı/, and blend /tı¯ı¯ı¯/, *tie.*

**Practice**

Write *ie* and *igh* on self-stick notes and hand them out to children. Then write the following words on the board: *pie, sigh.* Have each child come up to the board and find the word that matches the letters on his or her note, stick the note over the matching letter pair, and read the word.

**Apply**

Have partners look for words with the letters *igh* and *ie* in *Clues from Boots.* Each time they find a word, ask them to take turns reading the word aloud as you write it on the board. Have volunteers come to the board to underline the *igh* or *ie* in each word.

**LITERATURE FOCUS:**

**10–15 MINUTES**

### Review If You Give a Pig a Pancake

Reread the story together with children. Ask children to make a list of *oo, ue, ou* words and *igh* words that they find in the story.
**Fantasy and Realism**

**Teach**

Tell children about a dream with both real and fantasy events, such as the following:

*I was driving in my car, when all of a sudden the car floated up into the sky. I drove around in the stars, and then my car landed near a restaurant. I ate a hamburger and fries at the restaurant, and then went back to my car. When I got in my car, it started talking to me. I drove home and parked the car. Then I went into the house and went to bed.*

Ask, *What parts of that dream do you think could really happen?* (driving, eating burger and fries, parking the car, going to bed) 

Ask, *What parts of that dream could not really happen?* (car floating, driving in the stars, car talking)

**Explain**

that we use our experiences and what we know about the world to tell the difference between fantasy and reality. Tell children that authors often use a mix of fantasy and reality to tell a story.

**Practice**

Recall the story *If You Give a Pig a Pancake* with children.

Ask, *Could a real pig do all those things?* (no) *Could a real pig do some of those things?* (yes)

Draw a chart on the board with two columns labeled *Reality* and *Fantasy*. Ask volunteers to name events in the story that could be real, and events that are fantasy. Use examples such as the ones shown.

<table>
<thead>
<tr>
<th>Reality</th>
<th>Fantasy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pig eats maple syrup.</td>
<td>Pig talks.</td>
</tr>
<tr>
<td>Pig has a bath.</td>
<td>Pig has a bubble bath.</td>
</tr>
<tr>
<td>Pig comes from a farm.</td>
<td>Pig wears tap shoes.</td>
</tr>
</tbody>
</table>
Point out that If You Give a Pig a Pancake has a mix of reality and fantasy in it. Explain that authors often use both elements to make a story seem real and to make it more fun and imaginative than what could really happen.

Apply

Work with children to tell how the story might be different if it included only real events. Help them to see that the pig would not be able to do many of the events in the story. Ask children to retell the story as if it were entirely real. Ask, How does the fantasy make the story more fun?

LITERATURE FOCUS: 10–15 MINUTES

Revisit Clues from Boots, Lou’s Tooth, and If You Give a Pig a Pancake

Page through the stories with children. Then ask them to find oo, ew, ue, ou and igh, ie words.

Have children look through the stories for elements of realism and elements of fantasy.

Tell children to look through If You Give a Pig a Pancake to find the following high-frequency words: build, old, piece, shoes, start, under, very, wear.

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