EXTRA SUPPORT LESSONS FOR

Our Earth
**Day 1**

## Theme 8: Our Earth

### Week 1

### SKILL FOCUS: PHONICS

#### Base Words and Ending -ing

**Teach**

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

**CHANT**

Jumping up!

Jumping down!

Jumping, jumping all around!

**Say** *jumping*, stretching out the sounds in each syllable. Have children say the word.

**Print** *jump* and *jumping* on the board. Help children compare the two words, letter by letter so that they see that *-ing* is at the end.

**Underline** the *-ing* in *jumping*. Tell children that *-ing* is an ending that we sometimes add to words.

**Blend**

**Give** the word card *jump* to one child. Use Blending Routine 1 to model how to blend the word. Then have children blend and say the word.

**Give** the card with the ending *ing* to another child. Model how to blend the ending. Have the child with *ing* stand next to the child with *jump*. Have the children move the two cards together to make *jumping*.

**Have** children blend the sounds and then say *jumping*.

**Repeat** the process with other base words written on cards, such as *help, rain, look,* and *play*.

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### Objectives

- recognize the ending *-ing*
- read words with the *-ing* ending

### Materials

- Teaching Master ES8-1
- Practice Master ES8-1
- word cards: *help, jump, look, play, rain*
- suffix card: *ing*
- Phonics Library: *A Fine Spring Day*

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**Technology**

### Get Set for Reading

**CD-ROM**

*The Forest*

**Education Place**

www.eduplace.com

*The Forest*

**Audio CD**

*The Forest*

Audio CD for *Our Earth*

**Lexia Phonics**

**CD-ROM**

Primary Intervention
Guided Practice

Display or distribute Teaching Master ES8-1, and discuss the illustration with children.

Tell them to use what they know about words ending with -ing as they read the sentences with you.

Ask children to point to and read words with the -ing ending. Then have them cover the ending and read the word that is left.

Monitor children as they are reading aloud to be sure they are blending words correctly.

Practice/Apply

Distribute copies of Practice Master ES8-1, read the directions with children, and remind them to use what they know about words ending with -ing to read the sentences.

Have children work independently to find each word that ends with -ing. Tell them to circle the ending and write the word that is left on the line.

Check children’s work to be sure they found the correct words and circled the endings.

LITERATURE FOCUS: 10–15 MINUTES

Preview A Fine Spring Day

Walk children through A Fine Spring Day and discuss the illustrations. As you talk, name the characters and use words from the story such as jumping, learning, building, eating, climbing, looking, and going.

Have each child choose an animal and tell what it is doing. Then ask each child to predict what Cat will do when it begins to rain.

Tell children they will read this story with the rest of the class.
Categorize and Classify

Objectives
- categorize and classify objects
- categorize and classify pictures and words

Materials
- Teaching Master ES8-2
- Practice Master ES8-2
- books
- pencils
- Anthology: The Forest

Teach

Display a few books and pencils, and have children identify the objects.

Ask three volunteers to come forward and face the group. Give books to two of the volunteers and a pencil to the third.

Ask the two volunteers holding books to stand close together, and then ask whether the pencil belongs in the same group with the books. If needed, explain that it does not belong because it is not a book. Have the volunteer with the pencil stand apart from those with the books.

Hold up another pencil. Ask if anyone knows which group this object belongs in. Give the pencil to the child who responds correctly. Have that child join the volunteer with the other pencil.

Continue to hold up books and pencils, and have children group them until you are reasonably sure that everyone is catching on.
**Guided Practice**

**Display** or **distribute** Teaching Master ES8-2. Read the names of the pictures with children.

**Tell** children that we can put pictures of things into groups. Ask which pictures show things to eat, and have children circle them.

**Ask** which pictures show things to wear and have children cross them out.

**Practice/Apply**

**Distribute** Practice Master ES8-2, and name the pictures at the top of the page with children.

**Have** them work independently to decide whether each thing shown belongs inside or outside a house. Have children write the picture names under the appropriate headings.

**Check** children’s work to be sure they are categorizing correctly.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview The Forest**

**Walk** children through *The Forest*, pages 135–149 in their Anthology.

**Discuss** the photographs and use words from the story such as *tells*, *loves*, *interesting*, *planted*, and *added*.

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages T47, T51, and T52.
High-Frequency Words

**Teach**

**Write** *about, because, draw, happy, teacher, part, tiny* on the board. Give each child a group of high-frequency word cards. Read each word aloud while pointing to it on the board. Ask children to find the word in their set of word cards.

**Pause** to give children an opportunity to say each word after you. Invite children to suggest sentences using each word while everyone holds up the word contained within that child’s sentence.

**Tell** children that you will give clues for each of the words and they should look carefully at the words in their card decks to find the word that is being described. When they find it, ask them to hold it up for all to see. Here are some possible clues:

- *I am thinking of a word that begins with the same sound that you hear at the beginning of hard.*
- *This word is the opposite of sad. (happy) I am thinking of a word that rhymes with start. (part)*

**Continue** in this way until all of the word cards have been identified.

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

- *We plant tiny seeds in part of our yard.*
- *Our teacher tells us about how they grow.*
- *We are happy because they are growing.*
- *I will draw a picture of them.*

**Check** each child’s ability to pronounce *about, because, draw, happy, teacher, part, tiny* as the child reads the sentence.

**Practice**

**Write** the sentence starter, *Our teacher is nice to us because ________.* and have children read it. Then have them copy the sentence and write two or three reasons that they believe the teacher is nice to them. Encourage children to use as many of their new words as possible and to repeat the sentence starter each time they add a new idea.
**Apply**

Have children read their completed sentence to the class. Add each child’s suggested responses to the sentence starter on the chalkboard.

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**LITERATURE FOCUS:** 10–15 MINUTES

**Review Sunset Beach**

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

Ask children to look through *Sunset Beach* for the following high-frequency words: *about, draw, happy, tiny*. Have them read the sentences that contain these words.
Base Words and Endings
-s, -ed, -ing

Teach

Display the Picture Card for *smell*, and ask children to identify the picture.

Display the Word Card for *smell* next to the Picture Card. Read the word *smell* aloud and ask children to repeat it. Remind children that *smell* is an action word that tells what a person, animal, or thing does. Then point to the word *smell* and explain that *smell* is a base word to which different endings can be added. Then write *smells*, *smelled*, and *smelling* next to *smell*. Say the word *smell* aloud and have children repeat it after you. Point to the words *smells*, *smelled*, and *smelling*, and circle the base word *smell* in each word. Explain that the simplest part of a word is the base word and the letter or letters that have been added to it is the ending.

Have two volunteers pretend to be smelling flowers. Say,

_______ and _______ smell the flowers.

Have another volunteer stand up at his or her desk and mime the same action. Say,

_______ smells the flowers.

Repeat each sentence, and ask children to listen carefully for the word *smell* or *smells*. Then, on the board, underline the *s* at the end of *smells*.

Repeat the procedure with the endings *-ed* and *-ing* and the sentences:

_______ smelled the flowers; _______ is smelling the flowers. Remind children that if the ending *-ed* is added to a base word, the new word tells that something happened in the past. Explain that adding *-ing* to a base word tells that something is happening now.

Objectives

• understand that *-s*, *-ed*, and *-ing* are endings that can be added to base words without making spelling changes
• independently read base words with endings *-s*, *-ed*, and *-ing*

Materials

• Picture Card: *smell*
• Word Card: *smell*
• Phonics Library: *A Fine Spring Day*
• Anthology: *The Forest*
Practice

Write the following base words on the board:

spell  jump  lock  pick  need

Read the base words aloud, and have children repeat them after you. Ask volunteers to use each of them in a sentence. Have children come to the board to add -s, -ed, and -ing to each base word and then use each of the new words in a sentence.

Apply

Have pairs of children find words with -s, -ed, and -ing in A Fine Spring Day. Each time children find an -s, -ed, or -ing word, they should read it aloud while you write the word on the board. Have children come to the board and circle the base word and underline the ending in each word.

LITERATURE FOCUS: 10–15 MINUTES

Review The Forest

Reread the story together with children. Tell children to make a list of words that end with -s, -ed, and -ing.

Have children take turns reading aloud.
Objectives

- find examples of categorizing in a story
- group objects by attributes

Materials

- Phonics Library: *A Fine Spring Day, Sunset Beach*
- Anthology: *The Forest*

Categorize and Classify

**Teach**

Cut out pictures from magazines of plants and animals before beginning the lesson. Ask, *Are plants and animals different? How are they different?* (animals can move, animals make noise, animals have babies, etc.)

Draw a chart similar to the one below.

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Plants | Animals
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Point to the two categories on the chart and name them. Tell the children that you are going to hold up a picture. Direct them to tell you whether to put each picture in the category of plants or animals. Attach each picture to the chart in the appropriate category.

Remind children that when you classify things, you sort them into groups based on characteristics, like you just did with the plant and animal pictures.

**Practice**

Direct children back to the story *The Forest*. Draw a new plant/animal chart on the board or on chart paper. Tell children that they are going to help you categorize objects from the story. After reading each page, ask, *What plants or plant parts and animals did you read about on this page?* Write children’s responses on the chart.

Help children to understand that classifying and categorizing can help them to remember what they read.

**Apply**

Have students think about what other plants and animals might live in the forest. Direct them to fold a piece of paper into fourths. Have them draw a plant or an animal in each section and label it. Display books or magazines with pictures of forests for children to refer to.
Revisit *A Fine Spring Day, Sunset Beach, and The Forest*

**Page** through the stories with children. Work with them to create a list of the different things they would find in a field, on a beach, and in a forest.

**Tell** children to find words in the stories with the endings -s, -ed, or -ing.

**Ask** children to look through *The Forest* for the following high-frequency words: about, because, draw, happy, part, teacher, tiny.

**Have** children read aloud selected sentences or pages from the stories.
**Vowel Pairs ou, ow (\textipa{/ou/})**

**Teach**

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

**CHANT**

Say ow now.

Ow, ow, ow.

Be sure to say it loud.

OW! OW! OW!

Say now, stretching out the /ou/ sound. If needed, model for children the /ou/ mouth position. Have children repeat ow several times.

Print ow on the board, and tell children that these two letters can stand for the /ou/ sound. Print ou on the board and explain that the letters ou can also stand for the /ou/ sound.

**Blend**

Give a volunteer the Letter Cards for o and w. Ask the volunteer to hold the cards next to each other with the letters in the correct sequence. Use Blending Routine 1 to model how to blend the sounds. Have children blend the sounds for ow /ou/. Give another volunteer the Letter Card for c and have the volunteer say the sound, /k/.

Tell the two volunteers to move their Letter Cards together to form cow. As they do so, have children blend the sounds to make the word cow. Repeat with bow, now, and owl.

Follow the same procedure with the Letter Cards o, u, and t to make the word out. Repeat with pout.

**Guided Practice**

Display or distribute Teaching Master ES8-3 and discuss the illustration with children. Tell them to use what they know about the /ou/ sound as they read the sentences with you.

Point to ou and ow words, and have children read them.

Monitor children to be sure they are blending words correctly.
Syllabication

**Teach**

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

**CHANT**

Football, soccer, tennis too!

Outside games are fun for you!

Say football, emphasizing the two syllables. Ask, How many parts are in the word football? (2) Tell children that a word part is called a syllable. Have them repeat the first line of the chant as you show them how to clap out the syllables.

Print football on the board and draw a slash between the $t$ and $b$ to show what the two word parts are. Explain that if two consonants appear together in the middle of a word, the word is divided between them into syllables. Repeat with the words soccer, tennis, and outside.

**Blend**

Print funny on the board. Using Blending Routine 1, model how to blend the sounds. Blend and then say the word with children, before having them blend the word on their own. Repeat the process with hungry and happy.

**Practice/Apply**

**Distribute** Practice Master ES8-3 and read the directions with children. Have them complete the Practice Master independently. Tell them to explain their drawings and read the words with two syllables aloud.

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

**LITERATURE FOCUS:**

**Preview Hound Dog and Round Dog**

**Walk** children through *Hound Dog* and *Round Dog*. Discuss the illustrations, naming the characters and using words from the story.
Objectives
• identify topic, main idea, and details of a story
• summarize a story

Materials
• Teaching Master ES8-4
• Practice Master ES8-4
• Anthology: Butterfly

Topic, Main Idea, Details/Summarizing

Teach

Ask children to listen as you tell a story about yourself. Say:

I am (your name), your teacher.
I can teach you how to read.
I can show you how to count.
I can help you write stories.

Ask whom the story tells about. Write your name or the word teacher on the board. Explain that this is the topic of the story and would be a good title for it.

Say the first sentence again. Tell children that it tells the main idea of the story. You may want to explain that the main idea is the biggest idea of the story.

Say the second sentence again. Explain that this is a detail that tells more about the main idea. Repeat for the remaining detail sentences.
**Guided Practice**

Display or distribute Teaching Master ES8-4. Read the story with children.

Point to the title. Explain that a title usually tells the topic of a story or what the story is about. Ask what this story is about. *(Dan’s Pets)*

Read the first sentence with children. Explain that this is the main idea of the story.

Read the remaining sentences with children. Point out that they tell details about the main idea; they tell what kinds of pets Dan has.

Direct children’s attention to the story web. Have a child point out the part that tells the title of the story. Remind them that this is called the topic. Have another child point out the main idea sentence.

Help children write the details that tell more about the main idea. Model for children how to use the story web to retell the story.

**Practice/Apply**

Distribute Practice Master ES8-4 and read the directions with children. You may want to remind children that they can look back at the Teaching Master if they need help.

Have children independently read the story and then complete the story web. Ask them to work with partners to compare their responses and retell the story to each other.

Check children’s story webs to be sure they understand the concepts of topic, main idea, and details.

**LITERATURE FOCUS:**

10–15 MINUTES

Preview *Butterfly*

Walk children through *Butterfly*, pages 161–177 in their Anthology.

Discuss the illustrations and use words from the story such as *about, out, now, bow, pouch* and *flowers*.

**Objective**
- read and write high-frequency words *always, eight, arms, seven, warm, ready, body*

**Materials**
- Letter Cards: a(2), b, d, e(2), g, h, i, l, m, n, o, r, s, t, v, w, y
- Phonics Library: Allen Camps Out

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**Teach**

**Write** *always, eight, arms, seven, warm, ready, and body* on the board. Read the words aloud, pointing to each as you go.

**Display** the Letter Cards on the chalk ledge. Ask the group, *How many letters are in the word always?* Draw six squares on the board. Have six children come up to the board. Ask them to find each letter in the word *always* and help you spell *always*. Say, *Show me the letter I should write in the first box*. Repeat for the second through sixth boxes. Then ask, *How many different letters did I write?*

**Tell** children to put the letters back on the chalk tray. Have them stay in front to help lead the cheer. Tell children to tap their left foot for each letter and then clap for each syllable as you spell and say the word: *a-l-w-a-y-s, always*. Repeat the procedure with the other words on the list.

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

- *I put my arms around my dog.*
- *His body is warm and furry.*
- *He is seven or eight years old.*
- *He is always ready to play!*

**Check** each child’s ability to pronounce *always, eight, arms, seven, warm, ready, and body* as the child reads each sentence.

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**Practice**

**Write** a sentence from the story that contains the word *always*. Ask the children to help you read the sentence. Tell them to read the word *always* all together as a chorus when it occurs in the sentence. Point to each word in the sentence as you read. Pause before the word *always* and resume reading after the group has supplied the word. Repeat this activity for each high-frequency word.
Apply

**Have** children work in small groups. Give each group two sentence starters on sentence strips. Ask children to complete the sentence by drawing a picture or writing a word. Invite children to share what they have written or drawn.

I have _______ body.
I have _______ arms.
I have seven _______.
I have eight _______.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review Allen Camps Out**

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

**Ask** children to look through Allen Camps Out to find the following high-frequency words: *always, arms, ready, warm*. Have them read the sentences that contain these words.
Vowel Pairs ou, ow (/ou/)

Objectives
- associate the /ow/ sound with the vowel pairs ou, ow
- independently read words with vowel pairs ou, ow

Materials
- Sound/Spelling Card: owl
- Picture Cards: box, brown, cow, cot, cloud, clown, dot, house, mouth
- Word Cards: mouth, cow
- Phonics Library: Hound Dog and Round Dog

Teach
Display the Picture Card for cow. Say cow, and ask children to repeat it. Then have children repeat the /ow/ sound after you, /ow/.

Hold up the Picture Card for house and ask children to identify the picture. Ask them which o sound they hear in house, the /ow/ sound, or the short o sound, /o/. Follow the same procedure with the Picture Cards for box, brown, cot, clown, dot, cloud, and mouth.

Write the following vowel pairs on the board: ou, ow. Then hold up the owl Sound/Spelling Card and remind children that the vowel pairs ou and ow can stand for the /ow/ sound. Have children listen for the /ow/ sound as you say mouth and cow. Have them repeat each word.

Display the Word Cards for cow and mouth next to the picture cards for those words. Remind children that the vowel pairs ou and ow can stand for the /ow/ sound. Point out the ou in mouth and the ow in cow, and have children say the /ow/ sound in both words. Then have children blend cow using Blending Routine 2. Have them say the sound for c, /k/, then the sound for ow, /ow/, blend continuously /kow/, and say cow.

Practice
Write out on the board. Then distribute self-stick notes with tr and sp. Have a volunteer choose a letter or letters to stick in front of out to make a new word. Have children circle the ou and use the new words in sentences. Write brown on the board. Then distribute self-stick notes with d, g, t, c, cl, cr, and fr. Have a child choose a letter or letters to stick over the br in brown and blend the new word. Have children repeat each new word together. If children need help, have them blend continuously.

Apply
Have partners look for words with vowel pairs ou and ow in Hound Dog and Round Dog. Each time they find a word, ask them to take turns saying the word aloud as you write it on the board. Have children come to the board to underline the ou or ow in each word.
**SKILL FOCUS: PHONICS**

**10–15 MINUTES**

**Syllabication**

**Teach**

**Display** Picture Cards snow and man, and have children identify them. Write snowman on the chalkboard, read it emphasizing the two syllables, and have children repeat it. Draw a slash between snow and man.

**Write** sunlight on the board, say it, and have children repeat it. Explain that one way to read a word with more than one syllable is to find out if it is a compound word. Remind children that a compound word is made up of two smaller words. Point out that sunlight starts with the word part sun, and underline it. Then draw a slash between sun and -tine. Ask children how many syllables are in sunlight.

**Draw** a mitten on the board, and have children identify it. Write mitten below the picture. Then say mitten, emphasizing the two syllables. Explain that one way to read a new word is to figure it out one syllable at a time. Point out that the word on the board has two consonants in the middle, t and t. Remind children that if two consonants appear in the middle of a word, the word is divided between them into syllables. Draw a slash between mit and ten.

**Practice**

**Write** the following words in on the board:

- sand / box
- rain / coat
- sud / den
- zig / zag
- rab / bit

**Read** each word aloud, and have children repeat it. Have children clap out the word parts and draw slashes between the two syllables.

**Apply**

**Have** children find two-syllable words in Hound Dog and Round Dog, write them on the board, and draw a slash between the syllables.

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**LITERATURE FOCUS:**

**10–15 MINUTES**

**Review Butterfly**

**Reread** the story together with children. Have children make a list of words with vowel pairs ou and ow.
Teach

Direct children to listen while you read the following to them:

The dragonfly is a very interesting insect. The dragonfly can fly at very fast speeds — up to 30 miles per hour. When it flies, it is able to twist and turn and hover and dart; it can even fly backwards. The eyes of a dragonfly are very powerful. Dragonflies have over 20,000 lenses in their eyes that allow them to see in many directions at once. The dragonfly was probably the first flying insect. It lived over 300 million years ago, even before the dinosaur.

Ask children to tell you the topic that most of the paragraph is about. (dragonflies) Ask what they think the main idea of the paragraph is. (The dragonfly is a very interesting insect.) Help children to see that each of the sentences that follows the first one supports the main idea the dragonfly is a very interesting insect.

Practice

Direct children back to the story Butterfly. Ask them what the topic of the book is. (butterflies) Read each main idea sentence, stated in the left-hand page headings. Then ask, What sentences or pictures on these two pages support this main idea? You might want to record children’s responses on a Main Idea/Supporting Detail graphic organizer. After children identify the supporting details successfully on several pages, you might have them begin to identify both the main idea sentences and the supporting details. Help children to see how identifying main idea and supporting details can help them better understand what they have read.

Apply

Have children work together with partners to choose one of the main idea sentences in the story Butterfly. Then have them write two sentences that support the main idea with new details, drawing from both the text and the illustration. Invite children to share what they have written.
Revisit *Hound Dog and Round Dog, Allen Camps Out, and Butterfly*

**Page** through the stories with children. Work with children to find the main idea of the stories. Then make a list of the details supporting the main idea.

**Tell** children to find words in each of the stories that have the /ou/ sound.

**Ask** children to look through *Butterfly* for the following high-frequency words: *always, arms, body, eight, ready, seven, warm*.

**Have** children read aloud selected sentences or pages from the stories.
Day 1

Objective
• build words by adding the \-ing\ ending
• read words with the \-ing\ ending

Materials
• Teaching Master ES8-5
• Practice Master ES8-5
• word cards: hop, hope
• suffix card: ing
• Letter Card: p
• Phonics Library: Hen’s Big Show

Base Words and Ending \-ing

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

CHANT
Hop
First add p,
Then add i-n-g.
What do you get?
Hopping!

Hope
First take away the e,
Then add i-n-g.
What do you get?
Hoping!

Say the first part of the chant with children. Remind them that \-ing\ is an ending we sometimes add to words. Say \bopping\, stretching out the sounds in each syllable. Have children say the word.

Print bop and bopping on the board. Help children compare the two words, letter by letter. Point out that another p is added to bop before the \-ing\ ending is added.

Say the second part of the chant with children. Say \boping\, stretching out the sounds in each syllable. Have children say the word.

Print bope and booping on the board. Help children compare the two words, letter by letter. Point out that the final e of bope is taken away before the \-ing\ ending is added.
Blend

Give the word card *bop* to one child. Use Blending Routine 1 to model how to blend the word. Then have children blend and say the word.

Give a card with the ending *ing* to another child. Model how to blend the ending. Tell children that before they can add the ending, they must add another *p* to *bop*. Give the letter card for *p* to a volunteer. Tell the child with the card for *p* to stand between the other two. Then have the children move the cards together to form the word *bopping*.

Follow a similar procedure, using two volunteers, for *hoping*. Ask the child holding the card with *ing* to overlap it so that it covers the *e* in *hope* to form *hoping*. Explain to children that if a word ends with *e*, they must take away the *e* before adding *-ing*.

Guided Practice

Display or distribute Teaching Master ES8-5. Tell children to use what they know about words ending with *-ing* as they read the sentences with you.

Tell children to point to words with the *-ing* ending. Have them read the words. Ask children to tell you what happened to *dig* and *make* before *-ing* was added.

Practice/Apply

Distribute Practice Master ES8-5. Read the directions and discuss the pictures with children.

Tell children to complete the Practice Master independently. Then have children share their illustrations and read the story aloud.

Check children’s responses to be sure they understand base words and the *-ing* ending.

LITERATURE FOCUS:

Preview *Hen’s Big Show*

Walk children through *Hen’s Big Show* and discuss the illustrations. As you talk, be sure to name the characters and use words from the story such as *begging, flapping, bopping, skipping,* and *joking*. Ask children to tell what each animal in the story is doing in the show. Tell them they will read this story with the rest of the class.
Objective
- draw conclusions

Materials
- Teaching Master ES8-6
- Practice Master ES8-6
- Anthology: Johnny Appleseed

Tell children to listen as you ask the following riddle. Say:

I ride in a big red truck.

I wear a black coat, boots, and a hat.

I help put out fires.

Who am I?

Ask what clues helped children identify the worker as a firefighter. If needed, display a picture of a firefighter, and reread the riddle.
Guided Practice

Display or distribute Teaching Master ES8-6. Read the story aloud with children.

Ask if children can figure out who Tuck is. If needed, point out the first clue: I hold onto Tuck’s leash. Ask what a leash is usually used for. (to walk a dog)

Ask if children can find another clue. If needed, point out the word treat in the last sentence.

Tell children that sometimes readers need to figure things out for themselves. When that happens, they should look for clues that the author gives.

Practice/Apply

Distribute Practice Master ES8-6, and read the directions with children. Explain that the riddles have clues to help the children solve them.

Have children solve the riddles and complete the Practice Master independently.

Check children’s responses to be sure they understand how to draw conclusions.

LITERATURE FOCUS: 10–15 MINUTES

Preview Johnny Appleseed

Walk children through Johnny Appleseed, pages 184–206 in their Anthology.

Discuss the illustrations and use words from the story such as moving, stopped, liked, and going.

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages T195, T196, and T204.
Day 3

SKILL FOCUS: 25–30 MINUTES

High-Frequency Words

**Objective**
- read and write high-frequency words carry, kind, put, saw, butter, were, work, person

**Materials**
- Letter Cards: a, b, c, d, e(2), i, k, n, o, p, n(2), s, t(2), u, w, y
- Phonics Library: Writing Home

**Teach**

**Write** carry, kind, put, saw, butter, were, work, and person on the board. Read each word aloud while pointing to it. Say the word again, and then have children say it with you. Remind children that as they look at each word, they should use what they know about letters and sounds to read the new words.

**Display** the Letter 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 four letters. It describes a person who does nice things for others.* As children identify the word kind, have volunteers choose the letters from the chalk ledge and help you copy the letters into the boxes. As they write, all children can say the letters together. Follow this same procedure with the remaining words.

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

*Were you the person I saw?*
*You were kind to help carry my bag.*
*Please put it here.*
*Have some butter cookies for your hard work.*

**Check** each child’s ability to pronounce carry, kind, put, saw, butter, were, work, and person as the child reads each sentence.

**Practice**

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

- Put the butter ___________________________.
- Help! Can you carry my work ___________________?
- ___________________________ is a very kind person.
- Were you kind _________________________?
**Have** children work in pairs to complete the sentences with drawings or words.

**Apply**

**Have** children show and read their completed sentences to the class. Then have children cut them into sentence strips, cut apart and mix up the words, and rebuild the sentences, using their drawings or text to complete each one.

**LITERATURE FOCUS:**

**Review Writing Home**

**Reread** the story together with children.

**Tell** children to look through *Writing Home* for the following high-frequency words: *put, saw, butter*. Have them read the sentences that contain these words.
Base Words and Endings -ed, -ing

**Objectives**
- understand that -ed and -ing are endings that can be added after making spelling changes to some base words
- independently read base words with endings -ed and -ing

**Materials**
- Picture Cards: hop, wave
- Word Cards: hop, wave
- Phonics Library: Hen’s Big Show
- Anthology: Johnny Appleseed

**Teach**

**Display** the Picture Card for hop and ask children to identify the picture. Then display the Word Card for hop next to the Picture Card. Read the word aloud and ask children to repeat it. Point to the word hop and explain that hop is a base word to which different endings can be added. Then write hopped and hopping and circle the base word hop in each word. Explain that the simplest part of a word is the base word and the letter or letters that have been added to it is the ending.

**Remind** children that sometimes spelling changes are made to base words before endings are added. Explain that in base words that have the CVC pattern, the last consonant is often doubled before an ending is added. Point to the words hopped and hopping, and underline the pp in each word. Then write the words digging, zipped, grinned, and grabbed. Circle the base words in each word and then underline the double consonants in each word.

**Repeat** the procedure with the Picture and Word Cards for wave, explaining that in base words ending in e, the e is often dropped before an ending is added. Write the words waved and waving on the board and remind children that the final e was dropped before the endings -ed and -ing were added to the base word wave.

**Practice**

**Write** base words on the board. Then have children add the endings and write the new words next to the base words.

<table>
<thead>
<tr>
<th>base word</th>
<th>ending</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>bake</td>
<td>-ed</td>
<td>dig</td>
</tr>
<tr>
<td>hop</td>
<td>-ed</td>
<td>step</td>
</tr>
<tr>
<td>shop</td>
<td>-ing</td>
<td>move</td>
</tr>
<tr>
<td>skate</td>
<td>-ed</td>
<td>dance</td>
</tr>
</tbody>
</table>
Apply

Have pairs of children find words with -ed and -ing in *Hen’s Big Show*. Each time a child finds an -ed or -ing word, he or she should read it aloud while you write the word on the board. Have volunteers come to the board, and circle the base word and underline the ending in each word.

LITERATURE FOCUS: 10–15 MINUTES

Review *Johnny Appleseed*

Reread the story together with children. Ask them to make a list of words with the endings -ed and -ing.

Have children take turns reading aloud.
Drawing Conclusions

Teach

Display a photograph or illustration that clearly depicts one season, for example, winter. As you display the picture for students, ask, *What do you think the season is in this picture?* (winter) Ask, *What details helped you to form your answer?* (Possible answers might be: snow, bare trees, children in warm clothes)

Say, *You used the details in the picture and facts you know to form a conclusion about the season in this picture.* You might want to repeat the process with pictures of spring, summer, and fall.

Explain that authors don’t always explain everything in a story. Tell children that often authors give some facts and details, and they rely on the reader to use those clues to form their own understanding.

Practice

Have children look at the illustrations on pages 186 and 187. Read page 187 aloud. Ask, *Does this story take place in the past or in the present?* (past) Ask, *What did you see and hear that helped you draw that conclusion?* (covered wagon and horse and the text says “when our country was young”) Ask, *Does the author tell you that this story happened in the past?* (no)

Point out to students that they used facts and details to help them draw a conclusion. Return to the story and identify other details that can be used to draw conclusions not stated in the story. Here are some examples you might want to use:

Page 188 Johnny wanted to plant apple trees to make the West a nicer place to live. Ask, *How would apple trees provide a nicer place to live?* (shade, apples for food, trees to play in)

Pages 190–191 Ask, *Why did Johnny wear rags and have bare feet?* (He had worn out his clothes and shoes.) *What details help you draw this conclusion?* (The text says, “He walked for days and weeks.”)
Apply

Summarize by asking, *Do you think Johnny Appleseed was happy?* Ask children to find evidence in the story that helps them to conclude that Johnny Appleseed was or was not happy. Have children work together to find details and facts from the story to support their opinion.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Hen’s Big Show, Writing Home, and Johnny Appleseed*

Page through the stories with children. Have children draw conclusions about whether or not the stories could have really happened.

Tell children to look for words that have an *-ed* or an *-ing* ending. Discuss with children what letters needed to be dropped or added before the ending was added to the base word.

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