Theme 9: Special Friends
EXTRA SUPPORT LESSONS FOR

Special Friends
Sounds for y

Teach

Recite and repeat the chant. Tell children to join in as they are able.

CHANT
“My, my, my!”
Laughed the fly.
“What’s so funny?”
Asked the bunny.

Say the first two lines with children. Then say my, stretching out the /i/ sound. Have children repeat my several times. Print my on the board, and tell children that the letter y can stand for the long i sound.

Follow a similar procedure for bunny, explaining that the letter y can also stand for the long e sound. Have children say my bunny several times. Ask them to listen for the vowel sound at the end of each word as they say it.

Blend

Give three volunteers the letters f, l, and y. Point to f, and have children say its sound. Repeat for l. Then point to y, and tell children to say the long i sound. Have the volunteers move the cards together to form fly.

Use Blending Routine 1 to model for children how to blend the sounds, emphasizing the long i. Then have children blend the sounds and say the word. Repeat with dry and sky.

Follow the same procedure with the word messy. Explain to children that this time, they should use the long e sound for y. Repeat with sandy and daddy.
Guided Practice

Display or distribute Teaching Master ES9-1, and discuss the illustrations with children. Tell them to use what they know about sounds as they read the sentences with you.

Help children draw a line to match each picture with the correct sentence.

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

Practice/Apply

Distribute copies of Practice Master ES9-1 to children, discuss the pictures, and read the directions with them.

Have children read the story independently and draw a picture to show how the story ends.

Ask them to read the story aloud and share their illustrations.

Check that children are correctly blending words that end in y.

LITERATURE FOCUS: 10–15 MINUTES

Preview Fussy Gail

Walk children through Fussy Gail. Discuss the illustrations, naming the characters and using words from the story such as shy, yucky, fussy, and yummy:

Ask children to name different foods that Mama Bear serves. Ask which foods children think are yummy and which are yucky.

Tell children they will read this story with the rest of the class.
Noting Details

**Teach**

**Explain** to children that details are small pieces or bits of information telling more about a big idea.

**Write** the following sentence on the board: *We play games outside*. Read the sentence aloud and tell children that this is the big idea. Explain that you want to make a list of the details.

**Ask** children to name different games that are played outside. List them on the board. Point out that the games listed are details that tell more about playing games outside.

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**Objectives**

- recall details that help with understanding the story
- draw a picture that includes important story details

**Materials**

- Teaching Master ES9-2
- Practice Master ES9-2
- Anthology: *When I Am Old with You*
Guided Practice

Display or distribute Teaching Master ES9-2, and discuss the illustration with children. Point out that it is important to look for details as we read.

Read the sentences with children. Then ask them to use the information to answer the question: What does the plant need in order to grow? (soil, sunlight, and water) Help children underline the words soil, sunlight, and water in the sentences.

Tell them that they can get information from details in the pictures, too.

Have children look at the picture of the plant. Ask questions about it such as: Where is this plant kept? (on a windowsill) Why do you think it is kept there? (so it gets lots of light)

Practice/Apply

Distribute Practice Master ES9-2, and read the directions with children. Be sure they understand that they need to include details from the story in their pictures. If needed, read aloud the second sentence. Ask children what they will draw in the sky to show this detail. (sun)

Have children share their pictures. Ask the group to note which details have been included. Ask if any have been left out.

Check children’s drawings to be sure they included the details from the story.

LITERATURE FOCUS: 10–15 MINUTES

Preview When I Am Old with You

Walk children through When I Am Old with You on pages 16–40 in their Anthology.

Discuss the illustrations and use words from the story such as Grandaddy, by, my, any, try, and cry.

High-Frequency Words

**Objective**
- read and write high-frequency words around, dance, else, open, talk, ever, though, ocean

**Materials**
- Letter Cards: a, c, d, e (2), g, h (2), k, l, n, o, p, r, s, t, u, v
- two sets of cards, one large and one small, with each of the high-frequency words written on it
- index cards
- Phonics Library: Sunny’s Buddy

**Teach**

**Write** around, dance, else, open, talk, ever, though, and ocean on the board. Read each word aloud while pointing to it.

**Place** the Letter Cards on the chalk ledge below the words. Ask, *How many letters do we need to spell the word around?* Assign one letter to each of six children, and tell them to come up and hold their letters. When each of them has a letter, ask them to hold onto the letter and turn all the other letters over, so the blank sides show. Ask them to arrange their letters in the chalk tray to spell *around*.

**Have** all children pick a partner. Have each pair look through *When I Am Old with You* and locate the word *around*. When they find it, have them “slap five” and then read a sentence from the story that contains the word *around*.

**Repeat** this procedure for the remaining words.

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

*We dance around on the beach by the ocean.*

*Then we sit by the open door and talk.*

*I do not ever want to go anywhere else.*

*Soon we should go home, though.*

**Check** each child’s ability to pronounce around, dance, else, open, talk, ever, though, and ocean as the child reads each sentence.

**Practice**

**Write** each of the high-frequency words on a set of large cards and a set of small cards. Put the large cards in one pile, face up, and the small cards in another, face down. Then ask a child to choose a word from the small card pile and act out the word so that others can guess what it is. If the word is difficult to act out (else, ever, though), have children make up a sentence, saying “blank” for the chosen word. When a child guesses the word correctly, have him or her find it in the large card pile and show it to others. If a child guesses the wrong word, children keep playing.
Apply

Have children work with partners to draw a picture for each high-frequency word on the front of an index card and write the word on the back. Then have them work in groups of four, having one pair display their pictures while the other pair guesses the word. Rather than saying the word, children can use their own set of word cards to demonstrate which word they think it is.

LITERATURE FOCUS: 10–15 MINUTES

Review Sunny’s Buddy

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

Have children look through Sunny’s Buddy to find the following high-frequency words: dance, around, open, ocean, talk, though, ever.
Sounds for y

**Teach**

**Write** the letter y on the board. Then display Sound/Spelling Card eagle. Ask children to repeat the sound they hear at the beginning of eagle, /ˈeɪɡəl/. Then point to the spelling _y on the card. Explain that when the letter y is at the end of a word it sometimes has the /ˈeɪɡəl/ sound. Point to the y on the board, and have children repeat /ˈeɪɡəl/.

**Display** the Sound/Spelling Card ice cream. Ask children to repeat the sound they hear at the beginning of ice cream, /ɪˈsɛɪkrəm/. Then point to the spelling _y on the card. Explain that the letter y can also have the /ɪˈsɛɪkrəm/ sound when it is at the end of the word. Point to the y on the board and have children repeat /ɪˈsɛɪkrəm/.

**Display** the Picture Cards penny and fly. Have children say the name of each card and identify the sound they hear at the end of each word, /ˈeɪɡəl/ or /ɪˈsɛɪkrəm/. Then place the word cards penny and fly next to their Picture Cards. Help children to blend each word using Blending Routine 2.

**Practice**

**Write** the headings “long i in fly” and “long e in penny” on a Word Pattern Board. Then read the following list: dry, by, cbilly, sticky, sby, lucky, try, dusty. Ask children to tell you the correct column in which to write each word with a sound for y.

**Objectives**

- associate y with the sounds /ɪ/ and /ˈeɪɡəl/
- independently read words with the /ɪ/ and /ˈeɪɡəl/ sound for y

**Materials**

- Picture Cards: fly, penny
- Sound/Spelling Cards: eagle, ice cream
- word cards: fly, penny
- Phonics Library: Fussy Gail
- Anthology: When I Am Old with You

**SKILL FOCUS: PHONICS**

25–30 MINUTES
Apply

**Have** partners look for words with the long *i* and long *e* sounds for *y* in *Fussy Gail*. Each time they find a word, ask them to say it aloud so you can write it in the long *i* or long *e* column on the Word Pattern Board. The words from the story are: *shy, yucky, crunchy, jelly, sticky, fussy, dry, sly, yummy*. When the search is complete, have one partner choose a long *i* word and the other partner choose a long *e* word to illustrate on one half of a folded piece of paper. They may share their “partner pictures” with the group.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review When I Am Old with You**

**Reread** the story together with children.

**Ask** children to make a list of words that end in *y* with the long *i* sound or the long *e* sound that they find in the story. Ask children to use each word in a sentence.

**Have** children take turns reading aloud.
Noting Details

Teach

Play a game of “Who Am I?” with children. Tell them to listen while you describe a person with a specific job, and see if they can guess what the person’s job is. Ask them to not speak their answer until you give them the cue, “Who Am I?”

Say: I wear a uniform to work. It is my job to lead you to your seat and to welcome you. I give you a menu and ask what you would like to order. I bring you your food and take your plate when you are finished. Who am I? (food server, waiter)

Ask the students what information helped them to identify the answer. (uniform, menu, order, food) Tell them that small pieces of information often are called details. Explain that authors use details in stories to help you picture or visualize the characters or the events that are happening.

Have children provide clues for another occupation, encouraging them to use as many details as they can. Point out to children the details used that helped solve the riddle.

Practice

Direct children to look back at the story When I Am Old with You. Say, There are many details in this story, both in the words and in the pictures. Read the story together with children. Pause after every few pages and ask the children for details about what the grandfather is like. Tell them to use both the pictures and the story. Ask questions such as the following:

• What activities does the grandfather like to do? How do you know?
• What does the grandfather like to eat?
• How does the little girl feel about her grandfather? What makes you think so?
Apply

Have children use what they have learned from the story details to write a character sketch of Grandaddy. When finished, have children share what they write. Identify the words children used to describe him, for example, kind, loving, caring, and interesting. Help children to see how the author, Angela Johnson, helps the reader understand the character of Grandaddy.

Revisit Fussy Gail, Sunny’s Buddy, and When I Am Old with You

Page through the stories with children. Then ask them to find words that end with y in each story.

Have children look at page 16 of Sunny’s Buddy. Ask children to talk about the details shown in the illustration. Ask, What are the different characters doing? What are they wearing?

Tell children to look through When I Am Old with You to find the following high-frequency words: around, dance, else, open, talk, ever, though, ocean.

Have children read aloud their favorite sentences or pages from the stories.
OBJECTIVES
• build words by adding the ending -es
• read words ending with -es

MATERIALS
• Teaching Master ES9-3
• Practice Master ES9-3
• Word Cards: fox, peach
• suffix card: es
• Phonics Library: Bo’s Bunnies

DAY 1

TEACH

CHANTS
Make a wish.
Get one kiss.
Make two wishes.
Get two kisses!

HAVE children say the words wish and wishes. Remind them that wishes means “more than one wish.”

SAY wishes slowly, stretching out the sounds in the last syllable. Have children say the word.

PRINT wish and wishes on the board. Help children compare the words, letter by letter. Point out that when a word ends with ch, tch, x, s, or ss we add the ending -es to make the word mean “more than one.”

FOLLOW a similar procedure for kiss/kisses.

BLEND

GIVE the Word Card fox 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 es to another child. Model how to blend the ending. Have the two children move their cards together to make foxes. Blend foxes with children, before having them blend and say the word on their own. Follow a similar procedure for peach/peaches.


**Guided Practice**

Display or distribute Teaching Master ES9-3, and discuss the illustration with children. Tell them to use what they know about words ending with -es as they read the sentences with you.

Help children find words with the -es ending, circle the -es ending, and say what the base word is. Then have children blend the sounds to read the words.

Check that children are reading words with the -es ending correctly.

**Practice/Apply**

Distribute copies of Practice Master ES9-3, discuss the pictures, and read the directions with children. Remind them to use what they know about word endings as they read the sentences.

Have children find each word that has an ending, circle the ending, and draw a line under the base word.

Ask children to read the words they have marked and tell what they mean.

Check children’s responses to be sure they can identify the -es ending.

**LITERATURE FOCUS: 10–15 MINUTES**

Preview *Bo’s Bunnies*

Walk children through *Bo’s Bunnies*. Discuss the illustrations, naming the characters.

Use words from the story such as *brushes, splashes, dresses, fixes, dishes,* and *glasses.*

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

- identify story structure

Materials

- Teaching Master ES9-4
- Practice Master ES9-4
- Anthology: The New Friend

Story Structure

Teach

Remind children that stories have characters, a setting, and story events including a problem and solution.

Have children listen as you read the following story:

One day at school, a girl named Ana was playing outside at recess. As she was hanging up her coat after recess, Ana noticed that her bracelet had fallen off and she started to cry. The teacher asked her what was wrong, and Ana told her about the bracelet. The teacher took the class back outside to look for the bracelet, but nobody was able to find it. As the class was going back inside, Ana reached into her coat pocket and she felt something. She pulled it out, and called to her teacher, "I found it, I found it!"

Ask: Who is the story about? (Ana) Say, Yes, Ana is the character in the story.

Ask: Where does the story take place? (at Ana’s school) Say, Yes, Ana’s school is the setting for the story.

Ask: What happened first? (Ana was playing outside)

Ask: What is the problem in the story, and how is it solved? (Ana loses her bracelet at recess, and then she finds it in her coat pocket.) Say, Yes, those are the events of the story.

Guided Practice

Draw a story map like the one below on the board.

| Characters | Nan |
| Setting | a fair |
| Where? | |
Display or distribute Teaching Master ES9-4, discuss the illustrations, and read the story with children.

Direct attention to the first frame. Ask who the character is and what they think the setting of the story is. (a girl named Nan; a fair)

Ask what happens at the beginning of this story. (Nan gets a balloon.)

Ask what the problem is in the story. (Nan lets go of the balloon.)

Direct attention to the last frame. Ask, How is Nan’s problem solved? (A clown catches the balloon.)

Complete the story map with children’s responses.

Practice/Apply

Distribute Practice Master ES9-4 to children.

Read the directions with children. Be sure they understand that they need to tell who is in the story and where it takes place. They also need to tell what happens at the beginning, in the middle, and at the end of the story.

Check children’s story maps to be sure they understand the concepts of story structure.

LITERATURE FOCUS: 10–15 MINUTES

Preview The New Friend

Walk children through The New Friend on pages 53–71 in their Anthology.

Discuss the illustrations and use words from the story such as brushes, boxes, wishes, cookies, and families.

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages T131, T133, and T139.
Objective
- read and write high-frequency words after, before, buy, pretty, school, done, off, wash

Materials
- Letter Cards: a, b, c, d, e (2), f (2), h, i, n, o (2), p, r, s, t (2), u, w, y
- Phonics Library: The Fleet Street Club

High-Frequency Words

Teach

Write after, before, buy, pretty, school, done, off, and wash on the board. Read each word aloud while pointing to it. Say the word again, then ask children to 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 the opposite of before. I have five letters. What word am I? As children identify the word after, have five volunteers locate the letters that make up the word, hold up the letters as they are spelled, and help you write the word in the boxes. The others can say the letters together and write the letters in the air. Follow this same procedure with the remaining words.

Practice

Write the incomplete sentences below on sentence strips. Have children read the words along with you. Help them to understand that they should complete the sentences with words or pictures.

- It was the day before ________.
- Mom said, “__________ will do the wash.”
- ________ will clean off the ________.
- We will buy ________ when we are done.
- After they were done, the school looked pretty and ________.
Check each child’s ability to pronounce *after, before, buy, pretty, school, done, off,* and *wash* as the child reads each sentence.

**Apply**

**Have** children show and read their completed sentences to the group. When they are finished, you might want to have them cut up the sentence strips, mix up the words, exchange completed sentences with other pairs of children, and then rebuild the sentences.

**LITERATURE FOCUS:**

**Review The Fleet Street Club**

**Reread** the story together with children.

**Ask** children to look through *The Fleet Street Club* for the following high-frequency words: *after, school, wash.* Have them read the sentences that contain these words.
Base Words and Endings

-es, -ies

Teach

Write box and boxes on the board. Remind children that box means one box and boxes means more than one. Underline the word box in boxes and circle the ending. Explain that some base words need an -es rather than an -s to show more than one. Point out that when -es is added to a word, it stands for the /e˘z/ sounds.

Write the words foxes, watches, buses, rashes, and fusses. Remind children that base words that end in x, ch, s, sh, and ss take -es endings. Use Blending Routine 2 to blend the words with children.

Write baby and babies on the board. Explain that when a base word ends with a consonant followed by y, as in baby, the y must be changed to i before -es is added. Write fly on the board and have children repeat it after you. Ask children to tell you the word for more than one fly. Erase the y and have a volunteer add -ies to fly to make flies. Show children how to blend flies using Blending Routine 2.

Practice

Write the chart on the board. Read the base words in the first column aloud, and have children repeat them after you. Then read the words with the -es ending added. Have volunteers use each word in a sentence. Repeat the procedure for the words in the -ies column.

<table>
<thead>
<tr>
<th></th>
<th>-es</th>
<th></th>
<th>-ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>kiss</td>
<td>kisses</td>
<td>berry</td>
<td>berries</td>
</tr>
<tr>
<td>lunch</td>
<td>lunches</td>
<td>guppy</td>
<td>guppies</td>
</tr>
<tr>
<td>dish</td>
<td>dishes</td>
<td>fly</td>
<td>flies</td>
</tr>
<tr>
<td>gas</td>
<td>gases</td>
<td>try</td>
<td>tries</td>
</tr>
</tbody>
</table>

Apply

Have pairs of children find words with -es and -ies in Bo’s Bunnies. Each time a child finds a word, he or she should read it aloud while you write the word on the board.
Prefixes un-, re-

Teach

Write the prefixes *un-* and *re-* on the chalkboard. Remind children that a prefix is a letter or letters added to the beginning of a word that changes the meaning of the word.

Remind children that when the prefix *un-* is added to a word and means *not*, it changes the meaning of that word to its opposite. Say pairs of words such as *tie/untie; happy/unhappy; fold/unfold; lock/unlock,* and have children repeat them after you. Repeat the procedure with the words *read/reread; use/reuse; start/restart; build/rebuild,* reminding children that the prefix *re-* means *again*.

Write *pack, unpack,* and *repack* on the board. Then place a box at the front of the classroom. Begin to fill the box with books as you say: *I pack books into the box.* Point to *pack,* and have children repeat it after you. Then take the books out of the box while you say: *I unpack the books from the box.* Point to *unpack* and have children say it after you. Then put the books back into the box and say: *I repack books into the box.* Point to *repack* and have children repeat it after you. Help children to blend *unpack* and *repack* using Blending Routine 2.

Practice

Write *read, tell, happy, snap, lock,* and *safe* on the board. Read the words aloud and have children repeat them. Then have volunteers add *un-* or *re-* to each word and use each of the new words in a sentence.

Apply

Have pairs of children find words with the prefixes *un-* and *re-* in *Bo’s Bunnies.* Have children read the words aloud while you write them on the board. Have volunteers come to the board, circle the base word, underline the prefix, and say the meaning of each word.

Review *The New Friend*

Reread the story together with children. Ask children to make a list of words that have the suffixes *-es* and *-ies* or the prefixes *re-* and *un-*.
Story Structure

Teach

Ask children to suggest the name of a familiar fairy tale. Ask the following questions:

Who are the characters in the story?

Where does the story take place?

What are the events of the story? What happens at the beginning? In the middle? At the end of the story?

Use the words character, setting, and plot, as you talk with children about the story. Remind children that the characters are the people or animals in the story, the setting is the time and place the story occurs, and the plot is what happens.

Practice

Ask children to look at the story, The New Friend. Ask, Who is this story about? (Makoto, his mother, his father, Martin, Luis, and the boy telling the story)

Turn to the beginning of the story The New Friend on page 54. Say, Where does this story take place? What is the time of the story? Have children listen while you read page 54 of the story aloud. Ask, What clues tell you where this story takes place? (city, old house) Does this story take place in the present time or long ago? (present)

Ask questions such as these: What happens at the beginning of the story? (People move into a vacant house.) What happens in the middle of the story? (The children play together.) What happens at the end of the story? (The children realize they have a new friend.)
Apply

Have children fill in a story map and summarize the story.

In the story, there are two boys whose names are ________ and _________. The story takes place _________. Makoto has just moved next door. The children _________. They learn things about each other. They learn _________. At the end of the story, _________.

LITERATURE FOCUS:

Revisit *Bo’s Bunnies, The Fleet Street Club*, and *The New Friend*

Page through the stories with children. Then ask them to find words that have the suffixes -es and -ies.

Have children reread *The Fleet Street Club* and make a story map of the story.

Tell children to look through *The New Friend* to find the following high-frequency words: *after, before, buy, pretty, school, done, off, wash*.

Have children read aloud their favorite sentences or pages from the stories.
Objectives
- associate /oi/ with the letters oi and oy
- associate /ô/ with the letters aw and au
- blend and read words with oi, oy, aw, and au

Materials
- Teaching Master ES9-5
- Practice Master ES9-5
- Letter Cards: a, h, i, l, n, o, t, u, w, y
- Phonics Library: Jenny’s Big Voice

Teach

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

CHANT
Baby Roy is
A quiet boy.
Little Paul,
Likes to crawl!

Say the first two lines with children. Then say boy, stretching out the /oi/ sound. Have children repeat boy several times.

Print boy on the board, and tell children that the letters oy can stand for the /oi/ sound. Follow a similar procedure for boil. Explain that the letters oi can also stand for the /oi/ sound.

Say Paul, stretching out the /ô/ sound. Have children repeat Paul several times.

Print Paul on the board, and tell children that the letters au can stand for the /ô/ sound. Follow a similar procedure for crawl, explaining that the letters aw can also stand for the /ô/ sound.

Blend

Give a volunteer the Letter Card for t. Have the volunteer say the sound for t. Give two other volunteers Letter Cards for o and y. Ask them to hold their cards so they are touching. Have them say the sound for o and y together: /oi/.

Have the three volunteers move the cards together to form toy. As they do so, use Blending Routine 1 to model how to blend the word. Have children blend the sounds to make the word toy. Repeat with the words yawn, oil, and baul.
Guided Practice

Display or distribute Teaching Master ES9-5 and discuss the illustrations with children.

Tell children to use what they know about sounds as they read the sentences with you. Then help children match the pictures with the corresponding sentences. Point to words from the sentences, and have children read them.

Practice/Apply

Distribute copies of Practice Master ES9-5, and discuss the illustrations with children.

Read the directions, and be sure children understand that they are to draw lines to match the sentences with the pictures.

Check children’s responses to be sure they are reading oi, oy, aw, and au words correctly.

Literature Focus: 10–15 Minutes

Preview Jenny’s Big Voice

Walk children through Jenny’s Big Voice. Discuss the illustrations, naming the characters and using words from the story such as noise, voice, bawled, and shawl.

Ask children how they think Jenny sounded when she bawled in her big voice. Then ask how they think she sounded when she spoke with a soft voice.

Tell children they will read this story with the rest of the class.
**Objectives**
- identify likenesses and differences
- use a Venn diagram to compare and contrast

**Materials**
- Teaching Master ES9-6
- Practice Master ES9-6
- Anthology: *The Surprise Family*

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**PreTeach**

**Skill Focus: Comprehension**

25–30 minutes

**Compare and Contrast**

**Teach**

**Hold** up two different types of balls. For example, hold up a tennis ball and a baseball.

**Ask** children to think about how they are alike and different. Discuss with children the different ways the two balls are alike and different. (Possible answers: Alike: round, used for games; Different: colors, size, texture)

**Remind** children that when you find ways two objects are alike you are comparing them and when you find ways they are different you are contrasting them.

**Guided Practice**

**Display** or **distribute** Teaching Master ES9-6. Have children look at the pictures of the cat and the dog at the top of the page.

**Tell** children they will discuss how the cat and the dog are alike and different. Remind them that a Venn diagram can be used to help organize likenesses and differences.

**Ask** children if a dog can be a pet. Ask if a cat can be a pet, too. Explain that being a pet is one way that a dog and a cat are alike. Print **pet** in the middle of the Venn diagram, where the circles overlap.

**Point to** the picture of the cat. Ask: *How many legs does a cat have?* Point to the picture of the dog. Ask: *How many legs does a dog have?* Print **four legs** in the middle, under **pet**.

**Ask:** *Which animal has stripes?* (the cat) *Which animal has spots?* (the dog) Explain that the two animals have different markings, so this is a way in which they are different.

Print **stripes** in the part of the diagram labeled **cat**. Ask children where they think you should print **spots**. Then print it in the part of the diagram labeled **dog**.

**Ask** children if they can think of another way in which the two animals are different. Print their suggestions under the appropriate labels.

**Continue** until several similarities and differences have been noted.
Practice/Apply

Distribute Practice Master ES9-6 to children, and read the directions with them.

Have children choose partners and spend a few minutes talking with them about how they are alike and how they are different.

Have partners complete their Venn diagram and share it with the group.

Check children’s responses to be sure they understand how to use a Venn diagram to compare and contrast.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Surprise Family

Walk children through The Surprise Family on pages 78–108 in their Anthology.

Discuss the illustrations and use words from the story such as taught, hawk, saw, pointed, fuzzy, fluffy, and carefully.

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages T201, T204, and T212.
Objective

- read and write high-frequency words only, together, watched, baby, edge, enough, garden, sharp

Materials

- Letter Cards: a, b (2), c, d, e (2), g, h, l, n, o, p, r, s, t (2), u, w, y
- flower petal-shaped cards
- Phonics Library: Joy Boy

High-Frequency Words

Teach

Write only, together, watched, baby, edge, enough, garden, and sharp on the board. Read each word aloud while pointing to it. Say the word again, and then have children say it with you. Remind them that 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 four-, five-, six-, seven-, and eight-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 have just four letters. I rhyme with lonely. Who am I? As children identify the word only, have four volunteers locate the letters that make up the word, lead classmates in spelling the word as they hold up the letters, and then write the word in the boxes. As children write the word only, the others can say the letters together while writing the letters in the air. Follow this same procedure with the remaining words.

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

I watched the cats play together in the garden.
Does that kitten have sharp claws?
No, it is only a baby.
Make sure they stay far enough from the edge of the road.

Check each child’s ability to pronounce only, together, watched, baby, edge, enough, garden, and sharp as the child reads each sentence.

Practice

Have children write each of the high-frequency words on cards in the shape of a flower petal. Then have them go back into the story and match the words on the word cards with the words in the text. Finally, have children read the sentence that contains the word on the word card.
Apply

**Compile** children’s flower word cards. Assemble them on chart paper or on a bulletin board. Tell children that you will point to the words and that they should say them as quickly as they can. Point to the same words several times until children are able to say them instantly. Continue to have children add words on flower shapes and display them on a bulletin board called “Our Flower Word Garden.”

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**Our Flower Word Garden**

edge
baby
watched
together

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**LITERATURE FOCUS:**

**Review Joy Boy**

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

**Tell** children to look through *Joy Boy* for the following high-frequency words: watched, together, garden, sharp, baby, edge, enough.
Objectives
• associate the /oi/ sound with vowel pairs oi, oy and the /ô/ sound with vowel pairs aw, au
• independently read words with vowel pairs oi, oy, aw, au

Materials
• Sound/Spelling Cards: boy, saw
• word cards: cause, coins, paw, toys
• Phonics Library: Jenny’s Big Voice

Teach
Display the Sound/Spelling Card boy and ask children to repeat the sound they hear at the end of the word, /oi/. Repeat the procedure with the Sound/Spelling Card saw and the sound /ô/.

Say toy and have children repeat it after you. Then ask children which sound they hear in toy, /oi/ or /ô/. Repeat this procedure with boy, straw, coin, and caught.

Display the Sound/Spelling Card boy and point to the spellings oi and oy. Explain that oi and oy are two ways to spell the /oi/ sound. Display word cards toys and coins. Have children say /oi/ as you point to the oy in toys and the oi in coins. Help children to blend and read each word using Blending Routine 2.

Display the Sound/Spelling Card saw and point to the spellings aw and au. Explain that aw and au are two ways to spell the /ô/ sound. Display word cards paw and cause. Have children say /ô/ as you point to the aw in paw and the au in cause. Then help children to blend and read each word using Blending Routine 2.

Practice
Write yawn, pause, and straw on the board. Give a volunteer two self-stick notes with the letters aw on one, and au on the other. Have the child match the correct note to the aw in yawn and read the word. Have other volunteers do the same for the words pause and straw. Repeat this procedure with boy, joy, join, and moist.

Apply
Have children look for words with vowel pairs oi, oy, aw, au in Jenny’s Big Voice. Each time they find a word, ask them to say the word aloud so you can write it on a Word Pattern Board. When the search is complete, have volunteers read the words with oi, oy, aw, au on the Word Pattern Board and circle the letters that stand for the /oi/ and /ô/ sounds.
Suffixes -ful, -ly, -y

Teach

Write helpful on the board. Say helpful aloud and have children repeat it after you. Then circle help in helpful and explain that it is a base word to which the ending -ful has been added. Underline the -ful in helpful, and tell children that -ful is a suffix. Remind them that a suffix is a word part added to the end of a base word that adds to the meaning of the base word. Ask children to think about the meanings of help and helpful as you say: Sara can help me carry my books. She is helpful.

Follow a similar procedure for the suffix -ly, using the words sad and sadly and the following sentences: Jon is sad. “I lost my ball,” he said sadly.

Repeat the procedure again with the suffix -y, using the words luck and lucky and the following sentences: It’s good luck to find a four-leaf clover. I feel so lucky when I find one.

Help children blend helpful, lucky, and sadly using Blending Routine 2.

Practice

Write playful, gladly, and sleepy on the board. Ask children to identify and circle the base word in each word. Have other children identify and underline the suffixes in the three words.

Apply

Have partners find words with the suffixes -ful, -ly, and -y in Jenny’s Big Voice. Each time a partner finds a word, he or she should read it aloud while you write the word on the board. Have volunteers underline the suffix in each word. Then have partners take turns reading aloud the sentences in which they found the words.

Literature Focus: The Surprise Family

Review The Surprise Family

Reread the story with children. Ask them to make a list of words with the vowel pairs oi, oy, aw, and au that they find in the story.
**Objectives**
- compare and contrast characters in a story
- use a Venn diagram to compare story characters to children’s families

**Materials**
- Phonics Library: Jenny’s Big Voice, Joy Boy
- Anthology: The Surprise Family

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**Teach**

**Hold** up two different feathers (or other available items that can be compared and contrasted). Tell the children that the feathers are alike in some ways and different in others. Ask: *How are the feathers alike? How are the feathers different?* Call on volunteers to answer the questions.

**Repeat** the ways in which the feathers are alike and different. Tell children when they discover ways in which objects are alike or different, they are comparing (ways objects are the same) and contrasting (ways objects are different).

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**Practice**

**Direct** children back to the story *The Surprise Family*. Remind children that in this story, there is an unusual family. Ask: *Who are the members of the Surprise Family? (boy, chicken, ducks) Are the characters in the Surprise family the same as your family or different from your family? (different)*

**Draw** a Venn diagram like the one below. Label the two circles *Surprise Family* and *Our Families*, and label the overlap *Both*.

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**Continue** to have children compare and contrast the characters from *The Surprise Family* with their own families. Begin by identifying the characters in both families, e.g., there is a boy, a chicken, and some ducks in *The Surprise Family*, and a father, mother, brothers, sisters, stepparents, grandparents, or pets in theirs.
Ask: How are our families like the Surprise Family? Call on volunteers and write answers in the overlap on the diagram. If children are having trouble thinking of ways, ask questions, such as How did the chicken feel about her babies? (She loved them.) How did the boy treat the chicken? (He took care of her.) Do your families take care of you? In what ways do your families show they love you?

Apply

Have children summarize by completing the following statements:

Our families are the same as the Surprise Family because __________. Our families are different from the Surprise Family because _____________.

Ask children to share their responses.

Revisit Jenny’s Big Voice, Joy Boy, and The Surprise Family

Page through the stories with children, asking them to find words with the vowel pairs oi, oy, au, and au.

Have children reread pages 102–105 of The Surprise Family. Discuss the ways in which the ducklings are different from the hen. Then talk about the ways they are the same.

Ask children to look through The Surprise Family to find the following high-frequency words: only, together, watched, baby, edge, enough, garden, sharp.

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