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Blackline Masters
Teaching Masters and Practice Masters
Letter Cards
Sound/Spelling Cards
Blending Strategies and Routines
Teachers’ greatest challenges tend to be fitting in special instruction during an already busy day, having appropriate materials and organizing them quickly, and maintaining structure and concentration when interruptions and distractions are frequent.

_Houghton Mifflin Reading _’s materials for reaching all learners are a time-saving system of instruction for meeting those challenges. With this group of handbooks you can turn your attention to specific needs in your classroom—to advanced children, children who are struggling below level, or children who are learning English—while other children work independently. The Challenge, Extra Support, and English Language Learners handbooks are each tied to the core instruction in _Houghton Mifflin Reading_. For independent work, the _Classroom Management Handbook_ provides meaningful activities related to literature selections and to core skills.

As a group, the handbooks for reaching all learners:

• help you manage your classroom and organize your time effectively
• provide excellent, additional instruction
• give you the resources you need to help all students achieve grade-level expectations

**Extra Support Handbook Overview**

The _Extra Support Handbook_ provides support to enable lower-performing children to achieve grade-level expectations and to participate effectively in the instruction and reading opportunities in _Houghton Mifflin Reading_. Lessons in the handbook coincide with the daily skill instruction in your _Houghton Mifflin Reading_ Teacher’s Edition, providing critical support for children prior to core instruction. Handbook lessons are specifically designed for children needing extra support:

• Lessons are presented in a five-day plan for preteaching and reteaching key skills and previewing core literature.
• Lessons focus on essential decoding and comprehension skills.
• Instruction is explicit and systematic, with concepts presented in easy, step-by-step order.
• Learning is scaffolded through teacher modeling, visual examples, and interactive guided practice.
• Lessons include regular checks to monitor students’ understanding.
• The Practice/Apply step provides meaningful independent practice.
The *Extra Support Handbook* is one of several options in *Houghton Mifflin Reading* for providing extra support for children. Your Teacher’s Edition provides suggestions for each major anthology selection and includes a Resources section for support at the theme level. However, the *Extra Support Handbook* targets key skills in greater depth and gives students familiarity with skills before they participate in the core lesson—an important tool for building fluency and confidence.

**Identifying Children Who Need Extra Support**

Children who will benefit from Extra Support instruction include those who struggle to read on-level fiction or nonfiction, or who are in a Title 1 or similar program. These children may have difficulty with decoding or comprehension or both. They may be able to decode simple words but need help learning to decode longer words. Some may lack fluency, being unable to read rapidly and accurately and simultaneously grasp the meaning of the text.

**Evaluating Children’s Needs** At the start of the year, and periodically throughout the year, you can evaluate children’s instructional needs using the diagnostic assessments included in *Houghton Mifflin Reading*. These instruments include the Baseline Group Test, Leveled Reading Passages, Phonics Decoding Screening Test, and others. More information on diagnostic assessment can be found in the *Teacher’s Assessment Handbook*. In general, children who need extra support will likely fall into one of the following groups:

- **Benchmark Group** These children’s difficulties tend to be temporary or intermittent. In general, they are meeting their learning goals and are not performing far below grade-level expectations. You can determine specific difficulties using the Monitoring Student Progress boxes in the Teacher’s Edition. Often, the Reteaching Lessons in the Resources section of the Teacher’s Edition will provide the support these children need. In some cases, these children may need the more ongoing support provided by the lessons in this handbook.

- **Strategic Group** Diagnostic assessment will show that these children’s proficiencies are consistently below level, and this will be confirmed by your ongoing observations. These children need the regular, structured preteaching and reteaching support provided in this handbook. They should be evaluated regularly to make sure that they are progressing toward meeting grade-level expectations.

- **Intensive Group** These children are likely to be reading far below expectations. Diagnostic testing may reveal significant lack of decoding or comprehension skills. These children should receive intensive intervention or an individualized education plan. In the meantime, they can benefit from the lessons included in this handbook.

Frequent, positive feedback supports children’s belief that they can do well. Make sure children who are struggling have opportunities for success.
**Houghton Mifflin Reading** includes a variety of assessments to help you determine the cause of reading difficulties, the degree of severity, and develop various grouping plans for instructing children at risk. At the beginning of the year, you’ll use diagnostic tools to identify your children’s skill proficiencies. Assessment tools in the Teacher’s Edition and the *Teacher’s Assessment Handbook* include:

- Diagnostic Checks
- Selection Tests
- Reading Fluency Tests
- Observation Checklists
- Selection Comprehension Charts
- Reading-Writing Workshops

Once you have diagnostics underway, the *Classroom Management Handbook* provides guidance for managing groups for differentiated instruction.

### Lesson Structure

The number of Extra Support lessons are related to the frequency of word identification and comprehension lessons in the core program. Preteaching prepares students for whole-class instruction; reteaching after core instruction provides more practice. Further, each daily lesson includes a literature focus in the form of guided previews or through revisiting selections or ancillary literature. Lessons are not intended to substitute for core instruction, but are in addition to it.

The handbook provides multiple ways of explaining a concept, flexibility in pacing, levels of complexity, and frequent checks of children’s understanding.

### Five-day Instructional Plan

<table>
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<td><strong>Preteach</strong>&lt;br&gt;Phonics skill(s)</td>
<td><strong>Preteach</strong>&lt;br&gt;Comprehension skill</td>
<td><strong>Reteach</strong>&lt;br&gt;High-Frequency Words; Grammar skill</td>
<td><strong>Reteach</strong>&lt;br&gt;Phonics skills</td>
<td><strong>Reteach</strong>&lt;br&gt;Comprehension skill</td>
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<td><strong>Preview</strong>&lt;br&gt;Phonics Library, first selection</td>
<td><strong>Preview</strong>&lt;br&gt;Anthology selection Segment 1</td>
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</tbody>
</table>
A consistent pattern of preteaching, reteaching, and revisiting skills is built into instruction day to day, and week to week. Consistency, repetition, and predictability help children progress more quickly. Skill focus instruction is modeled step-by-step for children. Appropriate examples are used to help them comprehend the skill. Children’s understanding is monitored carefully with reminders to check that every child comprehends.

An application of the skill is presented and modeled, using the Teaching Master. This master introduces the skill in an interactive, visual way. The teacher guides children through the process, and then students practice and apply the skill on their own.

Teacher support for each selection includes:

Skill focus

- Easily scanned objectives and materials
- Guided instruction
- Visual examples
- Guided practice using the Teaching Master
- Support for Practice Master
- Teaching Master and Practice Master facsimile reference

Literature focus

- Literature citation
- Support for preview and review

See the Walkthrough on the following pages for more information.
Lesson Walkthrough

To the Teacher

This walkthrough will familiarize you with the five-day instructional plans for Extra Support. Each plan is based on a selection in this level of *Houghton Mifflin Reading*. Days 1 and 3 are presented here for *Julius* from Theme 1, *Silly Stories*, and show the basic features of a typical lesson.

Objectives/Materials

Skill Focus objectives are listed each day. Most of the materials are provided at the back of the handbook; literature needed for the Literature Focus is listed.

Additional Resources

The Get Set for Reading CD-ROM builds background and summarizes the Anthology selection. Children can log on to the Education Place site for activities. The theme audiotape helps with listening and comprehension skills. The Lexia Phonics CD-ROM provides phonics intervention.

Guided Practice

After teaching the skill, this section allows you to gradually turn the responsibility for practice to the children and to give immediate feedback. When two skill lessons are taught on Day 1, the guided practice and Teaching Master are provided for the first skill, while the practice/apply and Practice Master are provided for the second skill. (See Practice/Apply description on the facing page.)

Instruction Labels

Preteach or Reteach labels note when to use the lesson in relation to core instruction. The type of Skill Focus lesson is shown and a suggested amount of time to spend on it.

### Day 1

**Objectives**
- recognize and say the short vowel sounds *o, u, e*
- blend and read short *o, u, e* words

**Materials**
- Teaching Master ES1–3
- Letter Cards *c, d, e, g, k, l, n, o, p, t, u*
- Phonics Library: *Big Hog’s Mouse Hunt*

**Teach**

**CHANT**
- *Net, not, nut*
- *Leg, log, lug*
- *Pep, pop, pup*
- *Deck, dock, duck*

**Have**
- Children repeat the first line. Write *net, not, and nut* on the board. Tell children they will learn about the vowel sounds they hear.

**Point**
- To the word *net*. Say *net*, stretching /e/. Underline the letter *e* in *net*, and tell children that the letter *e* can stand for /e/. Have children repeat the word *net*, listening for /e/. Follow a similar procedure with the words *not* and /o/ and *nut* and /u/.

**Blend**

- Use Blending Routine 1.
- Spread out the letter cards *c, d, e, g, k, l, n, o, p, t, u*. Say *nut*, stretching out the sounds. Tell children to choose the corresponding letters for each sound in *nut*. Have them blend the sounds for *nut* with you.

**Make**
- More words with short vowel sounds, calling on children to build the words in the chant. Have them say sound in a word, and then blend them together.

**Guided Practice**

**Display or distribute** Teaching Master ES1–3 and discuss the illustration. Point to the words and phrases under the picture. Ask children to use what they know about the sounds for letters as they read the words with you.

**Ask**
- Children to help you check the list to see if all the items were purchased. Read each item and have children find it on the checkout counter. Label the items.

**Check**
- Children’s ability to read and write short *o, u, e* words by having them read aloud their labeled items.
Visual Support
Chalkboards and notebook art help organize instruction for visual learning and promote active student involvement.

**Visual Support**
Chalkboards and notebook art help organize instruction for visual learning and promote active student involvement.

**Objective**
- Identify syllables in words
- Use the VCCV syllable pattern to divide and blend unfamiliar words

**Materials**
- Practice Master ES1–3
- Letter Cards c, d, e, l, n, p, r, t, u

**Preview Big Hog’s House Hunt**
Walk children through Big Hog’s House Hunt and discuss the pictures.
Name the characters, and use short vowel words from the story as you preview it.

**Objectives**
- Identify syllables in words
- Use the VCCV syllable pattern to divide and blend unfamiliar words

**Materials**
- Practice Master ES1–3
- Letter Cards c, d, e, i, l, n, o, p, r, t, u

**Blackline Masters**
The Teaching Master and Practice Master are shown for reference. See the following pages for descriptions of the masters.

**Practice/Apply**
Children use the Practice Master to work on the skill independently. When a single skill is taught on Day 1, the Practice Master provides an additional opportunity beyond the Teaching Master to teach and assess the skill. When two skill lessons are taught on one day, the Practice Master provides the only application of the second skill.

**Literature Preview**
The Phonics Library selection walkthrough is targeted at the day’s reading in the core program, and follows the previewing suggestions in the Teacher’s Edition.
**Blackline Masters**

Shown here are the Teaching Master and Practice Master for Day 1 of *Julius*.

**Skill Title**

To familiarize children with the academic language for the skills they are learning, the skill title is shown on both the Teaching and Practice masters.

**Teaching Master**

The Teaching Master is used as a verbal guide to model the process and practice expected of children for applying the skill. Teaching Masters can be held up or displayed for guiding children through the activity, or they can be copied and distributed so that children can follow along individually.

**Short Vowels o, u, e**

Dad has a big list:
- a truck for Ron
- a dress for a doll
- a drum for Dot
- a set of blocks for Bud
- a lap desk for Mom

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Practice Master
Children practice the skill with a brief activity to check mastery. As they explain their answers, you have the opportunity to make corrections immediately and give positive feedback.

VCCV Pattern
Read the sentences.
Judd wants to make a puppet.
Pat has a pet rabbit.
Rob has a check-up with the dentist.
Jen needs a new soccer ball.

Look at the places in the building. Write the underlined words from the sentences to tell what people can see in the places.

1. rabbit
2. puppet
3. soccer ball
4. dentist

Visual Support
Usually an illustration or illustrations are added that can help reinforce the skill concept or help with word identification.
Skill Focus: Reteach
Day 3 lessons reteach high-frequency words and grammar skills. Notice the Reteach labels and the skill titles, along with the suggested amount of time for instruction.

3-Step Approach
Reteach lessons rely on a Teach/Practice/Apply lesson approach, using multiple examples for reinforcement.

Directive Verbs
For ease of use, the beginning verb of each paragraph is boldfaced.
Suggestions for grouping and planners for coordinating small group instruction can be found in the Classroom Management Handbook, along with selection-based independent activities.

Literature Preview
On Day 3, children preview Segment 2 of the Anthology selection; they have previewed Segment 1 on Day 2. Use the Teacher’s Edition to preview the segment as noted. For Days 1, 4, and 5, children preview the Phonics Library or revisit the Anthology and Phonics Library selections.