EXTRA SUPPORT LESSONS FOR

Silly Stories

Selections

1. Dragon Gets By
2. Julius
3. Mrs. Brown Went to Town
Short Vowels \(a, i\)

Teach

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

\[
/\text{a}/ - /\text{a}/ - /\text{a}/, \text{at} \\
\text{Pat has a bat.} \\
/\text{i}/ - /\text{i}/ - /\text{i}/, \text{it.} \\
\text{Kit has a mitt.}
\]

Ask children what Pat has. Write \textit{bat} on the board. Then ask what Kit has and write \textit{mitt} on the board. Tell children that today they will learn about the vowel sounds they hear in words like \textit{bat} and \textit{mitt}.

Point to the word \textit{bat}. Say \textit{bat}, stretching the /\text{a}/ sound. Then say: \textit{Get your mouth ready to say bat. Now say it.} Have children repeat \textit{bat} several times.

Underline the letter \textit{a} in \textit{bat}, and tell children that the letter \textit{a} can stand for the /\text{a}/ sound. Have children repeat the word \textit{bat}, listening for the /\text{a}/ sound. Follow a similar procedure with the word \textit{mitt} and the /\text{i}/ sound.

Blend

Use Blending Routine 1.

Model how to blend the sounds together for \textit{bat}. Have children blend the sounds as you repeat them.

Give three children the letter cards \textit{b, a, t}. Have them say their letter sound when you point to them in order. Then have children move together to form the word \textit{bat}. Have children blend the sounds to say the word.

Repeat the process with these words: \textit{mitt, tap, bim, sit, fan}. 

Objectives

- recognize and say the short vowel sounds \(a, i\)
- blend and read short \(a\) and short \(i\) words

Materials

- Teaching Master ES1–1
- Practice Master ES1–1
- Letter Cards \(a, b, f, h, i, m, n, p, s, t, t\)
- Phonics Library: \textit{Len and Linda’s Picnic}
Guided Practice

Display or distribute Teaching Master ES1-1. Read the directions at the top of the page and discuss the illustrations. Ask children to use what they know about the sounds for letters as they make each of the words and read them with you.

Read the second set of directions and have children complete the sentences.

Ask children to find other short a and short i words in the sentences. (Kitty, Brad, Cindy, cat, Jack, Jill, Phil, Fran)

Practice/Apply

Distribute Practice Master ES1-1 and read all of the directions with children.

Have them work independently to blend and write the words with the short a and short i sounds and complete the sentences.

Check children’s ability to read short a and short i words by having them read aloud the completed sentences.

LITERATURE FOCUS: 10-15 MINUTES

Preview Len and Linda’s Picnic

Walk children through Len and Linda’s Picnic and discuss the illustrations, naming the characters Len and Linda. Emphasize short a and short i words from the story such as Linda, chin, band, sad, visit, glad, big, pad, list, packed, until and dip.

Tell them that they will read this story with the rest of the class.
**Objectives**
- tell who the story is about
- tell where the story takes place
- tell what happens in the beginning, middle, and end

**Materials**
- Teaching Master ES1–2
- Practice Master ES1–2
- Anthology: Dragon Gets By

**Story Structure**

**Teach**

**Explain** to children that a story is about characters and it takes place somewhere. A story also includes events that happen in the beginning, middle and end.

**Tell** children to suggest the name of a familiar story such as *Little Red Riding Hood* and then ask them to answer these questions:

- Who is the story about? (*Little Red Riding Hood*)
- Where does the story take place? (*Little Red Riding Hood’s house, the woods, her Grandmother’s house*)
- What happens in the beginning? (*Little Red leaves her house to go visit her sick Grandmother*)
- What happens in the middle? (*She stops in the woods to pick flowers and meets the wolf who disguises himself as Little Red Riding Hood and eats up Grandmother*)
- What happens in the end? (*When Little Red Riding Hood gets to Grandmother’s, the wolf tries to eat her too, but she is saved by a woodcutter.*)

**Explain** to children that stories are made up of characters, places and events that answer the questions *Who?* *Where?* and *What happens?*
**Guided Practice**

**Display** or **distribute** Teaching Master ES1–2 and identify the chart as a story map. Explain to children that they can use a story map to write down the important parts of a story.

**Read** *The Tortoise and the Hare* with children. Have them share what they remember about this story to complete the story map with you.

**Practice/Apply**

**Distribute** Practice Master ES1–2 to children and read aloud the directions. Be sure children 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.

**Have** children read the story and work in pairs to complete the story map.

**Check** children’s comprehension of the story by going over their responses in the story map.

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**LITERATURE FOCUS: 20-30 MINUTES**

**Preview *Dragon Gets By***

**Segment 1**

**Refer** to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 1 of *Dragon Gets By* (pages 19–25).

**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition page T49.

**Segment 2**

**Refer** to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 2 of *Dragon Gets By* (pages 26–30).

**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T52 and T53.
Objectives
- read and write new High-Frequency Words bought, front, kitchen, roll, until

Materials
- Anthology: Dragon Gets By

High-Frequency Words

Teach

Write bought, front, kitchen, roll, and until in a column on the board and read each word. Then write yard, food, later, table, and under in a second column. Have volunteers draw lines to connect the words in each column that go together. Lines should be drawn as shown below.

Have children read the pairs of words with you. Then ask them to dictate a sentence using each pair of words. For example, a child might say, “Henry bought food at the store.” Write the dictated sentences on the board, an overhead transparency, or chart paper. Allow each student to contribute at least one sentence. Then read the sentences together.

Practice

Have children work in pairs. Give each child five index cards. Ask them to write one High Frequency Word on each card. Each pair of students should combine their cards into one stack. Have children mix up the cards and then place them face down in rows. Have children play concentration by matching up pairs of words. After getting a matching pair, a player writes a sentence using the word shown on the cards. Play continues until all cards have been matched and a sentence has been written for each word.

Apply

Invite each pair of children to present their sentences to the class by reading them aloud. Have the partners exchange papers with children from other pairs. Ask each pair of children to present the other children’s sentences to the class by reading them aloud.
What Is a Sentence?

**Teach**

Write the following sentence on a sentence strip.

The dragon ate doughnuts for breakfast.

Cut it into two parts: 1) The dragon 2) ate doughnuts for breakfast. Read each part separately. Point out that either of the two sentence parts do not make complete sense alone. Then put the two parts of the sentence together. Help children to see that now the words communicate a complete thought about what the dragon ate for breakfast.

Tell children that a sentence communicates a complete thought. Remind them that a sentence begins with a capital letter and ends with a punctuation mark. Use other examples of sentences and sentence fragments, and help children identify the differences.

**Practice**

Give each child two index cards, and have children write the word **yes** on one and **no** on the other. Tell them that you will read groups of words about the story *Dragon Gets By*. If the group of words is a sentence, tell children to raise the **yes** card. If the group of words is not a complete sentence, have them hold up the **no** card.

Dragon drove the car. (**yes**)
A balanced diet. (**no**)
Started to eat. (**no**)

**Apply**

Have children make up phrases and sentences of their own. As children read them, have classmates hold up the **yes** or **no** card to show which groups of words are sentences, and which are not.

**Objectives**

- identify complete and incomplete sentences
- make up complete and incomplete sentences

**LITERATURE FOCUS:**

**Review *Dragon Gets By***

Ask children to review *Dragon Gets By*. Have them retell the story, including who is in the story, where it takes place, and what happens at the beginning, in the middle, and at the end of the story. You might want children to complete a story map before they retell the story.
Objectives

- listen to and blend phonemes
- say the short vowel sounds a, i in short vowel patterns
- read and write words with the short vowels a, i

Materials

- Phonics Library: An Ice Cream Crash
- Sound/Spelling Cards: apple, igloo

Short Vowels a, i

Teach

Tell children to listen to and blend these sounds: /l/ /a˘/ /s/ /t/. Have children repeat the sounds and say the word. (last) Then tell children to change the /a˘/ sound to an /ı˘/ sound. Ask what the new word is. (list)

Display the Sound/Spelling Card apple and remind children that the letter a can represent the short a sound: /a˘/. Have children repeat the sound after you, /a˘/, /a˘/, /a˘/. Write the word cap on the board. Use Blending Routine 2 to help children blend the word. For each sound, point to the letter(s), say the sound, and have children repeat it. Have children say the sound for c, /k/ then the sound for a, /a˘/ then blend /a˘/ /a˘/ /a˘/ Finally, have them say the sound for p, /p/, and blend /k//a˘/ /á/ /á/ /p/. Point out that cap has the short a vowel sound. Ask children to name other words with the short a vowel sound. Write their suggestions on the board. Examples: crab, lamp, gas, wax, ant, plant, damp.

Display the Sound/Spelling Card igloo, and review the short i vowel sound. Then write sit on the board and follow the same blending procedure as above using the word sit. Ask children to name other words with the short i vowel sound such as bis, mix, swim, twig, sick, bint, bill, and quit. Write children’s suggestions on the board.

Practice

Ask children to fold a piece of paper in half and write cap at the top of one column and sit at the top of the second column. Point out that cap has the short a vowel sound and that sit has the short i vowel sound. Have children work individually to write more short a and short i words in the appropriate columns. Have children read their lists to the class. If children need help, have them think about the letter sounds and blend the word. Example: /th/ /ı˘/ /ı˘/ /ı˘/ /n/, thin.
Apply

**Have** children choose one word *pop, bug, or let.* Tell them to build four different words using the word they chose, replacing the first or last letter each time. Have children share their words with the group.

<table>
<thead>
<tr>
<th>cap</th>
<th>sit</th>
</tr>
</thead>
<tbody>
<tr>
<td>flat</td>
<td>grin</td>
</tr>
<tr>
<td>nap</td>
<td>wig</td>
</tr>
<tr>
<td>slam</td>
<td>thing</td>
</tr>
<tr>
<td>small</td>
<td>pit</td>
</tr>
</tbody>
</table>

**Literature Focus:** 10-15 Minutes

**Preview An Ice Cream Crash**

**Walk** children through *An Ice Cream Crash.* Read the first page of the story and ask children to name the characters.

**Tell** children to use picture clues to figure out where the story takes place and what happens.

**Tell** them they will read this story with the rest of the class.

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**Selection 1:** *Dragon Gets By*
Objectives

- identify the characters, setting and plot
- complete a story map

Materials

- Anthology: Dragon Gets By
- Phonics Library: Len and Linda’s Picnic, An Ice Cream Crash

Story Structure

Teach

Ask children to suggest the name of a familiar fairytale or fable, for example, The Three Little Pigs. Choose one of children’s suggestions and ask the following questions:

- Who are the characters in the story?
- Where does the story take place?
- What happens at the beginning of the story? in the middle of the story? at the end?

Draw the following story map on the chalkboard:

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Story Map
Characters
Settings
Plot
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Fill in the map with children’s responses to the questions. Remind children the characters are the people or animals in the story; the setting is the time and place the story occurs; and the plot is the sequence of events, which often includes a problem and resolution.

Practice

Work with children to identify the characters, setting, and plot of the story Dragon Gets By. Begin by walking through the story with them, pointing out Dragon, the main character; the different settings, such as Dragon’s kitchen, the car, and the grocery store; and the plot. Support understanding of the plot by asking such questions as the following:

- What happens at the beginning of the story? (Dragon realizes that he has no food, so he goes shopping to buy some.)

- What happens in the middle of the story? (Dragon buys so much food that it won’t fit in the car. So he eats the food. Then he is so big that he can’t fit in the car. So he pushes the car home.)
What happens at the end of the story? (When he gets home, he is hungry. But his cupboards are bare. So he must go shopping again.)

Apply

Guide children as they work to complete a story map for the story *Dragon Gets By*. You might want to have some children draw pictures to demonstrate their understanding of the characters; setting; and beginning, middle, and ending events of the story. Invite children to use their story maps to retell the story. When finished, display children’s completed story maps for others to see.

LITERATURE FOCUS: 10-15 MINUTES

Revisit *Dragon Gets By, Len and Linda’s Picnic, and An Ice Cream Crash*

Page through all the stories with children and ask them who the characters are, where the story takes place, and what happens in the beginning, middle and end of each story.

Tell children to look through *Dragon Gets By* for the following high-frequency words: *bought, front, kitchen, roll* and *until*.

Have children look for words with the short *a* and short *i* sounds in *Len and Linda’s Picnic* and *An Ice Cream Crash*.
Objectives
• recognize and say the short vowel sounds o, u, e
• blend and read short o, u, and e words

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

Short Vowels o, u, e

Teach
Recite and repeat the chant shown. Invite children to join in.

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, p, t, u k. 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 and e words by having them read aloud their labeled items.
SKILL FOCUS: STRUCTURAL ANALYSIS 10-15 MINUTES

VCCCV Pattern

Teach

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

CHANT
Pumpkin pie!
Potluck stew!
Yes, I’ll stay for
dinner, too!

Write pumpkin on the board. Say pumpkin and ask children how many syllables they hear. Write pumpkin in two parts: pump, kin, and tell children that when they see a long word, breaking the word into smaller parts, or syllables, can help them read the word.

Underline the u in part pump. Remind children that u can stand for /u/, the short u sound. Say pump, stretching the /u/ sound and have children repeat it. Repeat the procedure with the short i sound and the word part kin.

Blend

Spread out the letters for potluck. Help children to show where to break into parts. Push apart the letters so that it reads pot and luck.

Have children push the word parts together to make potluck.

Practice/Apply

Distribute Practice Master ES1-3, read the directions, and discuss the illustrations with children.

Have them work independently to label the pictures.

Check children’s ability to read words with the VCCV pattern.

LITERATURE FOCUS: 10-15 MINUTES

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.
Fantasy and Realism

Teach

Write the following sentences on the board and read them aloud:

1. Lisa fed peanuts to the baby elephant at the petting zoo.

2. The baby elephant said, “Thank you for the peanuts, Lisa.”

Ask children which sentence they think could really happen. Repeat the first sentence and affirm by saying, This sentence tells about something that can happen in real life.

Point to the second sentence and say: Real elephants cannot talk. This sentence tells about something that is make-believe or could not happen in real life. Something that is make-believe is called a fantasy.

Explain to children that some stories tell mostly about things that could happen in real life, and some stories tell mostly about things that are make-believe.

Guided Practice

Display or distribute Teaching Master ES1–4.

Read the story once with children, pausing at the end of each paragraph to help them complete the chart.

Discuss the completed chart with children. Lead children to conclude that a story can have realistic and fantasy elements, but that it takes only one make-believe character or event to make a story a fantasy.
Fantasy and Realism

Think about Ana’s pets to answer the questions.

1. Which characters do make-believe things?
   Poppet, Moppet, and Stoppet.

   Sample answers: Poppet laughs, Moppet yells.

2. Name three things about Ana’s pets that are make-believe.
   Poppet: likes bags, blows them up, jumps on them to pop them.
   Moppet: spills things, knocks over glasses, pushes over dishes.
   Stoppet: gets into things, messes up blankets, plays on computer.

3. Name three things about Ana and her pets that are real.
   Ana: has three kittens.

Practice Master ES1–4

Fantasy and Realism

Poppet, Moppet, and Stoppet! Poppet likes bags. He likes to blow them up like balloons. Then he jumps on the bags to pop them. The pop makes Poppet laugh. Moppet is always spilling things. She likes to knock over a glass of milk or push over a water dish. Then she yells, “I’ll mop it!” Stoppet gets into things. He messes up the blankets on Ana’s bed. He plays on Ana’s computer. Can you guess what Ana says to him?

Could Really Happen
Could Not Really Happen

Ana has three kittens.
A cat likes bags.
A cat blows up bags.
A cat laughs.

A cat spills things.
A cat mops and yells.
A cat plays on a computer.

A cat messes up blankets.

LITERATURE FOCUS: 20-30 MINUTES

Preview Julius

Segment 1

Refer to the bottom of page T123 in the Teacher’s Edition and preview with children Segment 1 of Julius (pages 44–51).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T125 and T126.

Segment 2

Refer to the bottom of page T123 in the Teacher’s Edition and preview with children Segment 2 of Julius pages 52–61).


Practice Master ES1–4

Fantasy and Realism

Think about Ana’s pets to answer the questions.

1. Which characters do make-believe things?
   Poppet, Moppet, and Stoppet.

2. Name three things about Ana’s pets that are make-believe.
   Sample answers: Poppet laughs, Moppet yells.
   Stoppet plays on the computer.

3. Name three things about Ana and her pets that are real.
   Sample answers: Ana has three kittens. Poppet likes bags. Moppet spills things.
**High-Frequency Words**

**Teach**

Write *brought*, *reason*, *special*, and *surprise* on the board and read each word. Write the following sentences on the board:

*Amy brought a special surprise for Bob.*

What was the special surprise?

What was the reason *Amy brought a special surprise for Bob*?

Read the sentences aloud with the children. Point out that the last two sentences ask questions about the telling sentence. Invite volunteers to underline the High-Frequency Words.

Write the following sentence starters on the board and read them to children.

*The special surprise Amy brought Bob was a ____________.*

*The reason Amy brought Bob a special surprise was that _________.*

Have each child read the sentence starters, completing the sentences any way they wish.

**Practice**

Write the following sentence frames on the board and read them with the children.

*I brought a ____________ as a special surprise for ________.*

*The reason I brought the special surprise was that ____________.*

Ask students to fill in the blanks as they write the sentences. Then have them illustrate their sentences. Tell them to be sure that their pictures show the special surprise as well as the reason the surprise is being given. For example, children may draw a toy being given at a birthday party or a large farewell card being given to someone who is moving.

**Apply**

Have children show their illustrations and read their sentences to the class. Display the pictures on a bulletin board.

**Objectives**

- read and write new High-Frequency Words *brought*, *reason*, *special*, *surprise*

**Materials**

- Anthology: *Julius*
Naming Parts of Sentences

Teach

Write the following sentences on the chalkboard:

My grandfather lives in the city of Los Angeles.

My parents, puppy, and I live in Riverside.

Explain to children that the naming part of a sentence names someone or something. Read the sentences to children. As you read each one, ask Who or what is this sentence about? Have volunteers draw a line under the naming part of each sentence.

Practice

Write the following sentences from Julius on the board:

“Maya’s Granddaddy lived in Alabama.”

“He lived in Alaska in the winter.”

“Julius made a big mess in the house.”

“Maya liked red felt.”

Ask children to identify the naming part of each sentence. If they are having trouble, guide them with the question, Who or what is this sentence about?

Apply

Make up other simple sentences about the story. Write them on sentence strips. Have children work in pairs to identify the naming parts of the sentences. Encourage children to make up new naming parts for each sentence.

Objectives

• identify the naming parts of sentences
• put sentence parts together to make complete sentences

Materials

• Anthology: Julius

LITERATURE FOCUS:

Review Julius

Ask children to review and retell Julius. After the retelling, have children list in a two-column chart story events that could really happen and story events that could not happen in real life.
Short Vowels o, u, e

**Teach**

- **Remind** children of the short o vowel sound, /o/. Say the word *bop*, stressing each sound: /b/ /o/ /p/. Ask children to blend the sounds and say the word. Say the following words, and have children hop if they hear the short o vowel sound: *cot, stop, go, sob, bat*. Do the same for short u and short e, having children tug if they hear short u in *jump*, *fun, cute, nut*, and *home*. Have children nod their heads yes if they hear /e/ in *pen, goat, mess, peg*, and *feed*.

- **Display** the Sound/Spelling Card *ostrich*. Review the short o sound: /o/, and have children repeat it. Write the word *pop* on the board.

- **Use** Blending Routine 2. Point to the letter(s), say the sound, and have children repeat it. Have children say the sound for p, /p/, then the sound for o, /o/ then blend /p/ /o/ /o/. Have them say the sound for p, /p/, and blend /p/ /o/ /o/ /o/ /o/. Display the Sound/Spelling Card *umbrella*. Review the short u sound. Write *bug* on the board and follow the blending procedure as above.

- **Display** the Sound/Spelling Card *elephant*. Review the short e sound. Write *jet* on the board, and use the blending procedure as above.

**Practice**

- **Write** *pop, bug, and jet* as headings of a three-column chart. Read each word with children. Point out that *pop* has the short o vowel sound, *bug* has the short u vowel sound, and *jet* has the short e vowel sound. Work with children to generate words under the appropriate heading. Have children read the words.

- **Apply**

  Have children choose one word *pop, bug, or jet*. Tell them to build four new words using the word they chose, replacing the first or last letter each time. Have children share their words with the group.
VCCV Pattern

Teach

Display a basket, a button, and a pencil. Have children name the items, clap out the syllables, and say the number of syllables in each word. Explain that breaking words into syllables can help them figure out how to read longer words.

Write basket on the chalkboard. Divide it into syllables using the VCCV pattern. Mark a V under each vowel and a C under each consonant. Point to the vowel-consonant-consonant-vowel pattern. When a word follows this letter pattern, it can be divided into syllables between the consonants. Divide the word with a slash. Cover ket and point out that bas is a closed syllable, so the a has a short vowel sound. Blend the first syllable, bas. Do the same for the second syllable, ket. Uncover and blend the syllables together to read the entire word, basket. Repeat the procedure with the words button and pencil.

Practice

Write the following words on the board: rabbit, signal, helmet. Tell children to copy the words and use the VCCV pattern to decode them. Select a child to give verbal clues or pantomime an action elicit one of the words from the other children. For example, a child might hop across the room to get the other children to guess rabbit. After children identify the word, have them label it with the VCCV pattern and divide it into syllables. Repeat with other groups of words like catnip, traffic, attic, foggy, funny, dentist; and cactus, picnic, muffin.

Apply

Tell each child to write three sentences using a word from the board in each one. Have children label the VCCV patterns in their sentences.

LITERATURE FOCUS:

Preview Robin’s Farm

Walk children through Robins’ Farm and discuss the illustrations.

Ask children to look at the pictures to decide whether this story is real or a fantasy.
Fantasy and Realism

Teach

Use the sentences below to discuss with children what is real and what is fantasy. For each statement, ask, Can a human or animal really do this? Can this happen in real life? Remind children that those things that animals and people can do are real and those that they cannot do are fantasy.

I will travel by airplane to visit my mother.

I will fly on a pink pig to visit my mother.

The bear jumped over the log.

The bear jumped over the moon.

Practice

Walk through the story of Julius with children. As they look at each of the pictures, ask questions such as the following:

Page 46: Do you think a pig could be shipped in a crate? (Yes)

Page 48: Do you think a pig could eat peanut butter? (Yes) Do you think a big pig would live in a house? (No)

Page 50: Do you think a pig could make too much noise? (Yes) Do you think a pig would stay up late to watch movies? (No)

As you walk through pages in the story, help children to see that the author includes both fantasy and realism.

Apply

Have children make up sentences to add to the story of Julius that include real and make-believe events. Tell children to illustrate their sentences.
LITERATURE FOCUS: 10-15 MINUTES

Revisit *Julius, Big Hog’s House Hunt, and Robin’s Farm*

**Page through** all the stories with children and discuss the elements of fantasy and realism in each. Ask children to compare the animals in *Big Hog’s House Hunt* and *Julius* to the animals in *Robin’s Farm*.

**Have** children look through *Julius* for the following high-frequency words: *brought, reason, special, and surprise*. Have them also look for words with the VCCV pattern such as *butter, messes, and better*.

**Ask** children to look for words with the short e, o and u sounds in each story.
Long Vowels CVCe: a, i

Teach

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

CHANT
Mike rides a bike.
Kate shuts the gate.
Jake makes a cake.
Nate sets a plate.

Ask children what Mike rides. Write bike on the board. Then ask what Kate shut and write gate on the board.

Point to the word bike. Say bike, stretching the long i sound. Have children repeat bike.

Underline the letter i in bike, and tell children that sometimes the letter i can stand for /ı/>. Point out the CVCe pattern, explaining that the first vowel is usually long and the e is silent. Have children repeat the word bike, listening for the long i sound.

Follow a similar procedure with the word gate and /æ/.

Blend

Use Blending Routine 1.

Point to the first set of letters k, i, t, e, noting with children the CVCe pattern.

Have children listen as you sound out each letter. When you get to the final e, hold a finger against your lips. Then model how to blend the sounds together to make kite.

Give four children the letter cards k, i, t, e. Have children sound out each letter as you point to them. Then have children move together to form the word kite. Ask children to blend the sounds to say the word.

Have children identify the vowel sound in kite as being long or short.

Repeat the process with time, late and game.
Guided Practice

Display or distribute Teaching Master ES1–5 and read the directions at the top of the page with children. Have children read sentences and then tell which word to circle.

Read the second set of directions with children. Help them to write the circled words in the appropriate columns.

Practice/Apply

Distribute Practice Master ES1–5 and read the directions with children. Have them work independently to put the words together to write words with the short a and short i sounds and long a, i sounds in the CVCe pattern and to fill in the words in the appropriate columns.

Check children’s ability to read the words by having them read their answers aloud.

LITERATURE FOCUS:

10–15 MINUTES

Preview Jane’s Mistake

Walk children through Jane’s Mistake and discuss the illustrations.

Explain to children that they will have a chance to read some long a and long i words in this story. As an example, call on volunteers to read words from the first page of the story. Have the class tell if the word contains a long a or a long i sound.

Tell children that they will read this story with the rest of the class.
Predicting Outcomes

Teach

Write the following number sequences on the board: 1, 2, 3, __
2, 4, 6, __

Have children examine the pattern and predict the number that comes next. Repeat with several other number sequences. Discuss how children predicted the next number by using what they know about numbers and the clues in the patterns.

Tell children that they make many predictions throughout the day, often without thinking about it. As an example, have children look out the window and describe the weather. Then ask a question that requires them to make a prediction, for instance: Do you think it will rain today? Do you think the sun will come out today? Encourage children to explain their predictions.

Explain that children can also make predictions when they read. Tell them that making predictions can help readers to better enjoy and understand a story.

Guided Practice

Display or distribute Teaching Master ES1–6 and discuss the picture with children. Read the story and the question with them. Tell children to use what they know to predict what might happen next.

Discuss each prediction with children. Then record reasonable suggestions on the chart.

Practice/Apply

Distribute Practice Master ES1–6 to children and read aloud the directions. Make sure children understand that they should write three things that might happen next.

Check children’s ability to predict outcomes by having them share their answers with the rest of the class. Have them use specific information from the story to justify their predictions.
LITERATURE FOCUS 20-30 MINUTES

Preview Mrs. Brown Went to Town

Segment 1

Refer to the bottom of page T191 in the Teacher’s Edition and preview with children Segment 1 of Mrs. Brown Went to Town (pages 72–81).


Segment 2

Refer to page T191 in the Teacher’s Edition and preview with children Segment 2 of Mrs. Brown Went to Town (pages 82–89).


Predicting Outcomes

Read the story. Write three things to tell what might happen next.

Sam likes music. He enjoys playing the flute and practices everyday. Sam hopes to be in the school band. On the day for school band try-outs, Sam plays his best. When he finishes, everyone cheers and claps.

What might happen?
1. Sam gets picked for the school band.
2. Sam practices for many years.
3. Sam becomes a famous violinist.

Anita likes to run. For a month, she has run the track after school. She has practiced very hard for her first meet. On the day of the meet, there are four other runners to race with. At the starting bell, she takes off and feels great!

What might happen?
1. Anita comes in first.
2. Anita practices for many years.
3. Anita wins a gold medal.
Objective
• read and write new High-Frequency Words different, floor, letter, move, poor, word

Materials
• Anthology: Mrs. Brown Went to Town

High-Frequency Words

Teach
Write the following High-Frequency Words and definitions on the board.
different — unusual or not the same
dif ferent
floor — part of a room that is on the ground and that you walk on
floor
letter — a note written to someone
letter
move — to change from one home to another
move
poor — unlucky or unfortunate
poor
word — a small unit of spoken or written language that has meaning
word
Read the words and their meanings to children. Then ask children to
think of and say sentences with each of the High-Frequency Words as
defined on the board.

Practice
Write the following sentence frames on the board.
My _____________ is different because it is _____________.
My
I slipped on a _____________ that was on the floor.
I
I wrote a long letter to _____________ to tell her about _____________.
I
I wish I could move to _____________.
I
My poor _____________ lost a _____________.
My poor
______________ did not speak a word.
______________
Have children complete and then illustrate each sentence.

Apply
Invite children to share their illustrations and sentences with the class.
Have them exchange papers with someone who sits close to them.
Then ask children to pick their favorite sentence from the paper they
now have. Tell them to read their favorite sentence to the class. Ask
them to tell why they like that sentence. For example, children may say
their favorite sentence was funny or that the illustration was good.
Action Parts of a Sentence

Teach

Write the following sentences on the chalkboard:

My aunt and uncle live on a farm.
The goats and cows graze on grass.
The chickens and pigs eat a special feed.

Explain that the action part of a sentence tells what the naming part of the sentence is or does. Read the sentences. Then ask, What words in the sentence tell what the naming part of the sentence is or does? Have children underline the action parts of the sentences.

Practice

Write these sentences from Mrs. Brown Went to Town on the board:

“Mrs. Brown lives in the barn.”
“The animals on her farm live in the house.”
“They slide down the stairs.”

Ask children to identify the action part of each sentence. Guide them with: What words tell the naming part of the sentence?

Apply

Write other simple sentences related to the story on sentence strips. Divide the sentence strips into the naming part and the action part. Have children identify action parts of the sentences. Have them put the sentence parts together to make complete sentences.

LITERATURE FOCUS:

Review Mrs. Brown Went to Town

Ask children to review and retell Mrs. Brown Went to Town. Then ask children to use what they already know and information from the story to predict what might happen to Mrs. Brown and her animals beyond the end of the story.
**Long Vowels CVCe: a, i**

**Teach**

**Tell** children to listen closely to these words: *pal, fast, math*. Ask children what sound they hear in the middle of each word. /â/ Next, ask children to listen to these words: *cave, blaze, grape*. Ask children what sound they hear in the middle of each one. /â/ Repeat this procedure with *kit, mill, brick and five, ride, prize*. /ı/ and /ı/

**Write** the word *can* on the board. Use Blending Routine 2 to help children blend the word. For each sound, point to the letter(s), say the sound, and have children repeat it. Have children say the sound for *c*, /k/, then the sound for *a*, /â/, then blend /k/ /â/ /â/, /â/. Finally have them say the sound for *n*, /nnn/ and blend /k/, /â/, /â/, /â/, /â/, /nnn/, *can*.

**Write** *cane* on the board and tell children that the *e* at the end of *cane* signals a long vowel sound. Have students blend the sounds to read the word. When students get to the vowel, underline the *a* and point out the *a*-consonant-*e* pattern, which signals a long a vowel sound. Then display the Sound/Spelling Card *acorn*, say the long *a* sound, /â/, and have children repeat the sound back to you. Point out the *a_e* spelling of the long *a* sound. (You may want to cover the other long *a* spellings with self-stick notes.)

**Write** the word *dim* on the board and blend it sound by sound. Then write *dime* on the board and blend the sounds. Tell children that the *e* at the end of *dim* signals a long *i* vowel sound. Underline *i* and point out the CVCe pattern (i_e). Then display the Sound/Spelling Card *ice cream*, say the long *i* sound, /ı/, and have children repeat the sound back to you. Point out the *i_e* spelling of the long *i* sound. (You may want to cover the other long *i* spellings with self-stick notes.)

**Practice**

**Write** *mane* and *dime* as headings of a two-column chart on the board. Read each word with children. Remind children that *mane* has the CVCe pattern with the long *a* sound and that *dime* has the CVCe pattern with the long *i* sound. Ask children to fold a piece of paper in half and write *mane* at the top of one column and *dime* at the top of the second column. Have them write words that have the CVCe pattern with the long *a* sound in the column under *mane*. Have them write words that have the long *i* sound in the column under *dime*. 

**Objectives**

- listen to and blend phonemes
- say the long vowel sounds *a* and *i* in the CVCe pattern
- independently read and write words with the long vowels *a* and *i* in the CVCe pattern

**Materials**

- Phonics Library: *The Big Surprise*
- Sound/Spelling Cards: *acorn, ice cream*
Have children read their lists to the class. If children need help, have them think about the letter sounds and blend the word.
Example:/t/ /á/ /á/ /á/ /p/, tape.

Apply

Have children write two sentences, one with at least one word that has the CVCe pattern with the long a sound and the other with at least one word that has the CVCe pattern with the long i sound. Have children read their words and write them on the chart paper.

Invite children to read their sentences to the class. Then have them exchange papers. On the paper children now have, ask them to use one color to circle any words that have the CVCe pattern with the long a sound and another color to circle any words that have the CVCe pattern with the long i sound. Have children read the sentences to the class. Ask them to name which words they circled and explain the pattern that goes with each color.

LITERATURE FOCUS: 10-15 MINUTES

Preview The Big Surprise

Walk children through The Big Surprise and discuss the illustrations, naming the characters and using words from the story.

Ask children to predict, based on the pictures, who gets surprised and why.

Tell children they will find out if their predictions are correct when they read the story with the rest of the class.
Predicting Outcomes

**Teach**

**Explain** to children that authors often give us clues about characters by showing the way they act or the things they do. Explain, too, that these clues can often help us predict how the character might act or what the character might say in another situation.

**Have** children recall the wolf in *The Three Little Pigs*. Ask what the wolf would have done if there had been a fourth pig. Point out that based on what readers know about the wolf, the wolf would have tried to blow down the house of the fourth pig.

**Practice**

**Have** children think about the story, *Mrs. Brown Went to Town*. Ask them how the animals behave once Mrs. Brown leaves home. Record children’s suggestions. Here are some examples.

**How the Animals Act**

*They get into mischief.*

*They slide down the stairs.*

*They wear her clothes.*

*They make a mess.*

Ask, Based on what you know about how the animals behave, how do you think they might act if they were to come to school when no one was there?

**Help** children to see that based on their behaviors when Mrs. Brown leaves, the animals would probably misbehave at school. Invite children to suggest things the animals might do. (Sit at the teacher’s desk, swing too high on the swings on the playground, draw pictures in the storybooks, and so on.)
Apply

**Have** children work in pairs and brainstorm ways in which the animals might behave at other places, such as a grocery store or a clothing store, if no one was around. Help them to see that the author of *Mrs. Brown Went to Town* helps the reader understand who the characters are and how they behave. Therefore, the readers can predict how the animals might act in another similar situation.

**LITERATURE FOCUS:** 10-15 MINUTES

**Revisit Jane’s Mistake, Mrs. Brown Went to Town, and The Big Surprise**

**Page** through all the stories with children and brainstorm different possible outcomes for each story.

**Tell** children to look through *Mrs. Brown Went to Town* for the following high-frequency words: *different, floor, letter, move, poor* and *word*.

**Ask** children to look for and say aloud words with long vowels *a, i* in the CVCe pattern in each of the stories.

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