EXTRA SUPPORT LESSONS FOR

Nature Walk

Selections

1. Henry and Mudge and the Starry Night
2. Exploring Parks with Ranger Dockett
3. Around the Pond: Who’s Been Here?
Day 1

**Theme 2/Selection 1**

**Henry and Mudge and the Starry Night**

---

**Objectives**

- associate the long vowel sound with o, u, and e in CVCe patterns
- blend and read words with the long vowels o, u, and e

**Materials**

- Teaching Master ES2–1
- Letter Cards: c, e, e, h, l, m, n, o, s, t, u, v
- Phonics Library: *Miss Pig’s Garden*

---

**Technology**

**Get Set for Reading**

**CD-ROM**

*Henry and Mudge and the Starry Night*

**Education Place**

www.eduplace.com

*Henry and Mudge and the Starry Night*

**Audio CD**

*Henry and Mudge and the Starry Night*

Audio CD for *Nature Walk*

**Lexia Phonics CD-ROM**

Primary Intervention

---

**Theme Focus: Phonics**

**10–15 MINUTES**

**o, u, e in CVCe Patterns**

---

**Teach**

**Recite** the chant. Repeat it, inviting children to join in.

**CHANT**

Look at every pretty rose.

Steve will use these,

And Eve will use those.

---

**Say** *rose* and *those*, stretching out the long o sound. Have children repeat /oʊ/ and name the vowel sound: long o. *Say use*, stretching out the long u sound. Have children repeat /uː/ and name the vowel sound: long u. *Say Steve, Eve, and these*, stretching out the long e sound. Have children repeat /ɛ:/ and name the vowel sound: long e.

**Display** *rose, those, use, Steve, Eve, these*, and read them with children. Point to the final e in each word and to the vowel and consonant before it. Display the pairs *cub* and *cube* to show how the final e changes the short u to a long one.

---

**Blend**

**Display** the letters c, u, t, e. Have children name the letters. Point out the vowel u, consonant t, and final e—the VCe pattern. Have children listen as you say the sound for each letter, /k/ /uː/ /t/ and then hold a finger against your lips for final e. Use Blending Routine 1, and have children blend the sounds to say the word *cute*.

**Give** four children the letter cards b, o, l, e. Point to a card, and have that child say the sound for the letter, or hold a finger to the lips signaling a silent letter. Then have children move together to say the word *bole*. Continue with the words *eve, bose, note, stove, use, and mule*.

---

**Guided Practice**

**Display or distribute** Teaching Master ES2-1 and discuss the pictures with children.

**Read** the sentence and boxed words with children. Help them to complete the sentences.

**Check** children’s ability to read long vowel words with the VCe pattern.
Two Sounds for g

**Teach**

Recite the chant. Repeat it, inviting children to join in.

CHANT

*Gordon the goat ate the garden.*
*Gene the giraffe ate the hedge.*

Say *Gordon, goat, garden,* emphasizing /g/, and have children repeat them. Write the three words, underlining each g and repeating /g/. Tell children that /g/ is called the hard g sound.

Say *Gene, giraffe, hedge,* emphasizing /j/, and have children repeat them. Write the words, underlining G in *Gene,* g in *giraffe,* and dge in *hedge.* Point out that only the sound /j/ is heard in the dge combination. Tell children that /j/ is called the soft g sound.

**Blend**

Display the letters b, u, g. Have children name the letters, say the sound for each: /h/ /u˘ / /g/, and use Blending Routine 1 to say the word *bug.*

Add final e to *bug,* reminding children that it is silent. Have them blend the word *buge* with you: /h/ /u˘ / /j/. Write these words: *budge, green, rag, rage, stinky, ginger.* Have children blend them and identify words with hard g (*green, rag*) and words with soft g. (*budge, rage, stinky, ginger*)

**Practice/Apply**

Distribute Practice Master ES2–1 and read the directions. Have children work independently to read the sentences, circle the words with g, and write them under the correct sound for g.

Check children’s ability to associate the letter *g* with two sounds.

**LITERATURE FOCUS:**

**Preview Miss Pig’s Garden**

Walk children through *Miss Pig’s Garden* and discuss the illustrations. Have them say the vowel sound in *rose* and the sound for *g* in *garden.*
Compare and Contrast

Teach

Ask volunteers to tell how they are like another family member. They may describe similar facial features, similar interests, similar talents. List a few ideas on the board.

Continue by asking volunteers to name some differences between themselves and family members. Children may note different hair colors, different interests, different ages, and so on. Select ideas to list in a different section of the board.

Draw on the board a large Venn diagram to show how a volunteer’s similarities and differences can be shown. Example:

![Venn diagram example]

Explain that people have similarities and differences, and so do story characters. Tell children that it can be interesting to think about how characters are alike and different.

Guided Practice

Display or distribute Teaching Master ES2–2. Discuss the illustration.

Have children name the labels in the Venn diagram and tell where to write information about Goose, about Duck, and about both.

Read aloud the following story:

Goose and Duck both live at Wildwood Lake. They are good swimmers. Every day Goose swims from a little island in the middle of the lake to the shore. Duck swims from the shore to the little island in the middle of the lake. As they pass each other, they nod and say hello. Goose nods her long neck and calls HONK HONK. Duck nods her short neck and calls QUACK QUACK.
Have children recall details to help you fill out the Venn diagram.

**Practice/Apply**

Distribute Practice Master ES2–2 and read the directions with children.

Have children read the sentences independently or with a partner.

Call on volunteers to name one way in which Snowflake and Midnight are alike, and to tell where they will write that detail. *(in the middle section, under “Both”)*

Have children complete the page independently.

Check their responses by calling on volunteers to name ways in which the characters are alike and ways in which they are different.

**LITERATURE FOCUS:** 20–30 MINUTES

**Preview Henry and Mudge and the Starry Night**

**Segment 1**

Refer to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 1 of *Henry and Mudge and the Starry Night* (pages 133–149).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T51 and T54.

**Segment 2**


Note the suggestions in the Extra Support box on the Teacher’s Edition page T58.
High-Frequency Words

**Teach**

**Write** beautiful, quiet, and straight in a three-column chart on the board and read each word.

**Have** children brainstorm a list of things that could be beautiful, quiet, and straight. Possible answers include:

- beautiful
- quiet
- straight
- flowers
- libraries
- measuring
- people
- nighttime
- rulers
- songs
- mice
- straight pins

**Draw** a four-column chart on the board with the headings Fall, Winter, Spring, and Summer. Label the chart Favorite Time of Year. Underline the word Year. Read the title of the chart and the names of the four seasons. Conduct a survey to find out which season each child likes best. Mark the chart to show the results of the survey.

**Write** even on the board and read it to children. Point out that this word has many meanings. Explain that today the class is going to use the word even to stress that something is true. Write this sentence on the board: Everyone at school was dressed in a costume, even the principal. Read the sentence aloud. Ask a volunteer to tell what the sentence is trying to point out as being true. (The principal is wearing a costume like everyone else in the school.)

**Practice**

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

- I think a _________ is beautiful.
- I think a _________ is quiet.
- I think a _________ is straight.
- I think the best time of year is _________.
- I like animals, even _________.

**Have** them copy the sentences and draw pictures to illustrate how they would complete each one.
**Apply**

**Have** children read their sentences, share their illustrations, and trade papers. Have them read one of the sentences from that paper, substituting the name of the child who wrote the sentence for the word I, and changing the verb. For example: *Juan thinks a horse is beautiful.*

---

**Skill Focus: Grammar**  
**10–15 Minutes**

**Telling Sentences and Questions**

**Teach**

**Tell** children that you are thinking of an object in the room. Invite children to ask you things about the object to try to guess what it is. As you play, record some of children’s questions and your responses.

**Explain** to children that sentences that ask something are *questions*, and they end with a question mark. Explain that sentences that tell something are *telling sentences* and they end with a period. Have volunteers point to the question and the telling sentence on the chalkboard.

**Practice**

**Read aloud** sentences from *Henry and Mudge and the Starry Night*. Instruct children to stand if the sentence is a question, and to clap their hands if the sentence is a telling sentence.

**Apply**

**Have** children work independently to write three telling sentences and three questions about the story.

---

**Literature Focus**  
**10–15 Minutes**

**Review Henry and Mudge and the Starry Night**

**Have** children review and retell *Henry and Mudge and the Starry Night*. Then have them choose two story characters and discuss how they are alike and different. You might want children to write their ideas in a Venn diagram.
Objectives
• listen to and blend phonemes
• say the long vowel sound for o, u, and e in CVCe patterns
• read and write words with the long vowels o, u, e in the CVCe pattern

Materials
• Sound/Spelling Cards ocean, unicorn
• red, blue, and green markers or crayons
• Phonics Library: Mike and Dave Sleep Outside

Tell children to listen to and blend these sounds:/h//o¯//p/. Have children repeat the sounds and say the word. (hope) Repeat with cube and eve.

Write hope on the board. Underline the o and point out the o-consonant-e pattern. Remind children that this pattern usually signals a long o vowel sound and that the e is silent. Use Blending Routine 2 to help children blend the sounds. Have children say the sound for b, /h/, then the long vowel sound for o, /o¯/ then blend /h/ /o¯o¯o¯/. Finally, have them say the sound for p, /p/, and blend /h/ /o¯o¯o¯/ /p/, hope.

Display the Sound/Spelling Card ocean, say the long o sound, and have children repeat it. Point out the o_e spelling of the long o sound. (You may want to cover the other long o spellings with self-stick notes.)

Write the word mule on the board. Underline the u and tell children that the u-consonant-e pattern often signals a long u sound. Repeat the Blending Routine 2 procedure.

Display the Sound/Spelling Card unicorn, say the long u sound, and have children repeat it. Point out the u_e spelling of long u. Write the word Pete, and point out the e-consonant-e pattern which signals a long e sound.

Practice
Write this sentence on chart paper: Eve played a cute joke on her dad. Read the sentence with children, and have a volunteer use green to circle the word that has the CVCe pattern with the long e sound. (Eve) Repeat this process with long o in joke and long u sound in cute, having volunteers use different colors to circle these words.

Apply
Write the following words in columns on chart paper. Have children blend the sounds and read the words.

<table>
<thead>
<tr>
<th>cube</th>
<th>home</th>
<th>close</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete</td>
<td>rule</td>
<td>these</td>
</tr>
<tr>
<td>awoke</td>
<td>Pete</td>
<td>rude</td>
</tr>
</tbody>
</table>

Ask children to use green to circle words with the CVCe pattern long e, blue for words with the CVCe pattern long o, and red for words that have the CVCe pattern long u.
Two Sounds for g

Teach

Tell children to listen to these words: gumdrop, goat, garlic. Ask children what sound they hear at the beginning of each word. /g/ Follow the same procedure with gymnastics, germ, giant. /j/

Write pig, gate, and gold on the board, read the words, and have children repeat them. Ask children what sound these words have in common. /g/ Explain that each of these words has the /g/ sound spelled with the letter g. Display the Sound/Spelling Card goose. Point to the g spelling, say /g/, and have children repeat it. Underline the letter g in the words on the board, and blend the sounds to read them.

Follow a similar procedure with gym, gem, and badge and the Sound/Spelling Card jumping Jill. Remind children that g often has the soft sound /j/ when followed by i, e, or y.

Practice

Write gate and gem on the board in a two-column chart. Display gum, and have a child read the word and copy it onto the board in the correct column. Repeat this procedure with words stage, giant, gate, germ, gold, giraffe, dodge, and tug.

Apply

Have each child write a silly sentence using at least one word in which the letter g has the /g/ sound, and one word in which the letter g has the /j/ sound. Example: The giant golden goose was larger than a giraffe.

Literature Focus: 10–15 Minutes

Preview Mike and Dave Sleep Outside

Walk children through Mike and Dave Sleep Outside. Have them read the first page of the story to name the story characters. Then have them use picture clues to tell how Mike and Dave are alike and how they are different.
Compare and Contrast

Teach

Begin a discussion with children about dogs and cats. Ask, *What is similar about the two animals?* (they are both pets, both like to play) Record children's suggestions in the center section of a Venn diagram.

![Venn Diagram]

Dogs
- bark
- chase cars

Both
- are pets
- like to play

Cats
- meow
- chase mice

Ask children to tell how dogs and cats are different and record their suggestions under the headings *Dogs* and *Cats* on the Venn diagram. When finished, explain to children that when they tell how things are similar, they are comparing. Explain, too, that when they tell how things are different, they are contrasting.

Practice

Review the story events on pages 151–155 of *Henry and Mudge and the Starry Night*.

Use a Venn diagram to record what Henry does, what Mudge does, and what they both do. Ask children to use this information to compare and contrast what Henry and Mudge do on the camping trip.

![Venn Diagram]

Henry
- Looks at stars
- Lies by a fire
- Snuggle
- Go inside to sleep

Both
- Snuggle
- Go inside to sleep

Mudge
- Chews on a log
Apply

Have children work in pairs to use a Venn diagram to compare and contrast two other characters in the story, for example, Henry’s parents or Henry and his father.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Henry and Mudge and the Starry Night, Mike and Dave Sleep Outside, and Miss Pig’s Garden

Page through all the stories with children and ask them to compare and contrast Henry and Mudge and the Starry Night, Mike and Dave Sleep Outside and Miss Pig’s Garden.

Have children look for High-Frequency Words beautiful, even, quiet, straight, and year in Henry and Mudge and the Starry Night and Miss Pig’s Garden.

Tell children to look through Henry and Mudge and the Starry Night, Mike and Dave Sleep Outside and Miss Pig’s Garden for words with two sounds for g and words with long vowel patterns o-consonant-e, u-consonant-e, and e-consonant-e.
Consonant Clusters \( r, l, s \)

**Teach**

Recite the chant. Repeat it, inviting children to join in.

**CHANT**

- Fresh fruit, fresh fruit
- Smells so sweet.
- Please help yourself
- to a fresh fruit treat.

Say *fresh* and *fruit*, emphasizing the two initial consonant sounds but blending them smoothly, /fr/. Have children similarly emphasize the consonant cluster as they repeat *fresh fruit*. Write *fresh* and *fruit* and underline the consonant cluster *fr* in each. Point out that the sound for each letter is heard: /f/ and /r/, but they are blended together: /fr/.

Say *smells*, *sweet*, *please*, and *treat*. Emphasize each initial consonant cluster as you write *smells*, *sweet*, *please*, and *treat*, and have children tell you the two consonant letters that begin each word. (sm, sw, pl, tr)

Say *help* and *yourself*, emphasizing the final consonant sounds but blending them smoothly, /lp/ and /lf/. Have children similarly repeat *help yourself*. Write *help* and *yourself*, and have children tell you the two consonant letters that end each word. (lp, lf)

**Blend**

Display the letters \( p, l, u, m \). Have children name the letters and note the consonant cluster \( pl \). Use Blending Routine 1 to model blending the sounds to make /pl/ /ũ/ /m/. Have children blend the sounds.

Give four volunteers the Letter Cards \( d, r, o, p \). Point to a card, and have that child say the sound for the letter. Then have the first two children move close together and blend the consonant cluster \( dr \). The other volunteers say /ō/ and /p/. Then have children say the whole word.

**Guided Practice**

Display or distribute Teaching Master ES2–3. Point out words with consonant clusters, help children say them, underline the initial or final cluster, and list the words in one of the columns.

Check children’s ability with clusters by having them read the listed words.
Two Sounds for c

Teach
Recite the chant. Repeat, inviting children to join in.

CHANT
The cat left the country
to find mice in the city.

Say cat and country, emphasizing /k/. Have children repeat the words.
Write cat and country, underlining each c and repeating /k/. Tell children that /k/ is called the hard c sound. Follow the same procedure with mice and city, emphasizing /s/. Tell children that /s/ is called the soft c sound.

Blend
Display the letters c, e, n, t. Have children name the letters and say these sounds: /s/ /ɛ/ /nt/. Use Blending Routine 1 to have them blend the sounds to say cent. Continue with: cave, nice, cold, icy, place, pencil. Ask children to point out the words with hard c (cave, cold) and the words with soft c (nice, icy, place, pencil).

Practice/Apply
Distribute Practice Master ES2–3, and read both sets of directions with children. Have them independently complete the Practice Master.

Check children’s ability to associate the letter c with two sounds by having them read their word lists aloud.

LITERATURE FOCUS: 10–15 MINUTES

Preview A Trip to Central Park
Walk children through A Trip to Central Park. Discuss the illustrations. Help children to identify the soft c in Central and the consonant cluster tr in both trip and central.

Two Sounds for c

Objectives
- identify the two sounds for c
- read and write words with c

Materials
- Practice Master ES2–3
- Letter Cards: c, e, n, t
Objective
• distinguish fact and opinion

Materials
• Teaching Master ES2–4
• Practice Master ES2–4
• Anthology: Exploring Parks with Ranger Dockett

Fact and Opinion

Teach

Lead a discussion about the lunch routine in your school. Ask questions that elicit facts and opinions.

Record selected suggestions in a two-column chart, as in this example:

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch costs $1.90.</td>
<td>The tacos are the best lunch.</td>
</tr>
<tr>
<td>You can buy a weekly ticket.</td>
<td>The lunchroom is too noisy.</td>
</tr>
<tr>
<td>You can bring your own lunch.</td>
<td>The lunch line is slow.</td>
</tr>
</tbody>
</table>

Say: Facts are statements that can be proved true or false. Have children reread the Facts list and tell how they could prove each statement. (Examples: Check the price in the lunchroom, ask about weekly tickets, just watch to see kids with their own lunches.)

Say: Opinions are people’s thoughts and feelings about something. Opinions cannot be proved true or false. Have children reread the Opinions list and tell why people might agree or disagree with the statements.
Guided Practice

Display or distribute Teaching Master ES2–4. Discuss the illustrations with children.

Read the first pair of sentences. Remind children that a fact is a statement that can be proved true. Ask them to identify the fact and tell how it could be proved. (“Birds have feathers." Look in a science book. Ask a bird scientist.) Have children tell why “Birds are the best pets” is an opinion. (People with dogs or cats or other pets might disagree. There’s no way to prove who’s right.)

Continue with the remaining sentences, writing F or O before each.

Check children’s understanding by asking them to state an additional fact and an additional opinion for each set of sentences.

Practice/Apply

Distribute Practice Master ES2–4. Read aloud the directions.

Ask children what they can tell about hermit crabs from the picture and what they know from their own experience.

Have them read the story and complete the page independently.

Check children’s ability to distinguish fact and opinion by having them tell why they identified some statements as facts and others as opinions.

LITERATURE FOCUS: 20–30 MINUTES

Preview Exploring Parks with Ranger Dockett

Segment 1

Refer to the bottom of page T129 in the Teacher’s Edition and preview with children Segment 1 of Exploring Parks with Ranger Dockett (pages 169–175).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T130 and T131.

Segment 2


Objective
• read and write new High-Frequency Words: busy, important, later, touch, young

High-Frequency Words

Teach
Write busy, important, later, touch, and young on the board and read each word.
Display this poem:
There is a busy little bee,
Who makes delicious honey tea.
This important job he does,
With a busy little buzz.
Later, this bee will make,
A little lemon honey cake.
“Come young, come old,” says little bee,
Touch and eat the cake and sip the honey tea.
Read the poem with children. Invite volunteers to circle and read the High-Frequency Words.

Practice
Write the following sentence frames on the board and have children read them to you.
The bee is ________.
He has an ________ job.
The bee will make the cake ________.
Old and ________ bees will come.
They can ________ and eat the cake.
Have children copy the sentences and fill in a High-Frequency Word to complete each sentence.

Apply
Have children show and read their sentences to a partner.
Direct children to draw a picture to go with the sentences.
Commands

Teach

Ask children to tell what parents say when they want children to do something. Record children’s responses on the chalkboard.

Point out that all of the sentences on the chalkboard give orders or tell someone what to do. Explain that a sentence that gives an order is called a command.

Practice

Brainstorm with children a list of commands Ranger Dockett might use on a tour. Examples might include:

*Come this way.*
*Follow me.*

Take children on a guided tour of the classroom, to model commands.

Ask children to raise hands to signal when a command is used.

Apply

Have children take turns giving a partner a tour of the classroom.

Remind children to use commands to tell their partner what to do.

Ask children to write down some of the commands they used.

Literature Focus:

Review *Exploring Parks with Ranger Dockett*

Ask children to review and retell *Exploring Parks with Ranger Dockett.* After the retelling, ask partners to state one fact and one opinion about the story.
**Consonant Clusters r, l, s**

**Teach**

Tell children to listen to and blend these sounds /tr/ /ð/ /n/. Have children repeat the sounds and say the word. *(train)*

Repeat the procedure with *glad* and *sleep*.

Draw a picture of a tree on the board. Ask children to name the object. Write *tree* on the board and underline the *tr*. Have children read the word with you, listening for the beginning sounds /tr/. Explain that when *r* appears after another consonant, the two sounds are blended together.

Follow the same procedure with the words *clock* for *l* clusters, and *star* for *s* clusters.

Point out that consonant clusters do not always come at the beginning of a word. Write the words *best*, *afraid*, and *complete* on the board. Have volunteers underline the consonant clusters *st*, *fr*, and *pl*.

Use Blending Routine 2 to help children blend the sounds to read each word. For the two-syllable words, label the vowels and consonants, and help children divide the words into syllables. Then cover up parts of the words as needed to help children sound them out. Point out that the letters in a consonant cluster often stay together in the same syllable.

**Practice**

Draw a three-column chart on the board with the headings *r*, *l*, and *s*. Have children name words that have consonant clusters with *r*, *l*, and *s*. Point out that some words can fit under more than one heading.

**Apply**

Ask children to write sentences using one word from each section of the chart. Ask them to underline the words with *r*, *l*, and *s* consonant clusters.

Have children pair up and read their sentences to each other. Then as one member of the pair reads a sentence aloud to the whole group, the other can point to the words on the chart that are used in the sentence.
Two Sounds for c

**Teach**

Tell children to listen closely to these words: camp, coast, color. Ask children what sound they hear at the beginning of each word. (/k/) Write can, cave, and cup on the board, read the words, and have children repeat them with you. Ask children what sound these words have in common. (/k/ spelled with the letter c) Display the large Sound/Spelling Card cat. Review the /k/ sound, and point out the c spelling of the sound. Underline the letter c in each word on the board.

Ask children to listen to these words: city, ice, cymbal. Ask what same sound children hear in each word. (/s/) Write city, ice, and cymbal on the board. Read the words, and have children repeat them with you. Explain that in these words the letter c spells the /s/ sound. Display the Sound/Spelling Card seal, and point out the c spelling of /s/. Tell children that the letter c often has the soft sound, /s/ when followed by i, e, or y. Underline the ci in city, the ce in ice, and the cy in cymbal.

**Practice**

Ask children to write two sentences using words from the board. Each sentence should contain at least one word with the /k/ sound for c and one word with the /s/ sound for c. Example: What color paint would you like on your fence?

**Apply**

Tell children to underline the words from their sentences that have the /k/ sound and to circle words that have the /s/ sound.

Invite children to read their sentences to the class. As one child reads a sentence, another child can point to each c word that appears on the chart. The class can then read each c word together.

**Literature Focus:**

Preview *Zeke and Pete Rule!*

Walk children through *Zeke and Pete Rule!* Ask them if they can name a fact about Zeke, and one about Pete, from looking at the pictures.
**Objectives**
- distinguish between fact and opinion
- identify fact and opinion in the story

**Materials**
- Anthology: Exploring Parks with Ranger Dockett
- Phonics Library: A Trip to Central Park, Zeke and Pete Rule!

**Fact and Opinion**

**Teach**

**Hold** up a classroom object for children and ask them to describe it.

**Record** suggestions in a two-column chart, noting facts in one column and opinions in the other. The chart might be similar to the following:

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ball is yellow.</td>
<td>The ball is fun to play with.</td>
</tr>
<tr>
<td>The ball is 8 inches high.</td>
<td>The ball is too small.</td>
</tr>
</tbody>
</table>

**Explain** that the first column lists facts about the object that can be proven true or false, and that the second column lists opinions, or children’s thoughts, beliefs, or feelings about the object. Tell children that, unlike facts, opinions cannot be proven right or wrong and that we can only agree or disagree with them.

**Practice**

**Write** the following sentences on the chalkboard:

**Have** children decide which sentences are facts and which ones are opinions. As you point to each sentence ask:

- *Does the sentence tell what someone thinks, feels, or believes?*
- *Can the statement be proven right or wrong?* 

- Spiders are beautiful. (Opinion)
- Spiders have eight legs. (Fact)
- Oranges grow on trees. (Fact)
- Oranges are my favorite fruit. (Opinion)
Apply

Read the following sentences from Exploring Parks with Ranger Dockett:

“Ranger Docket was a Boy Scout when he was a little boy.”

“The Park is his exciting classroom.”

Have children decide which sentence is a fact and which one is an opinion. Then ask children to work independently to write three facts and three opinions about the story.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Exploring Parks with Ranger Dockett, A Trip to Central Park, and Zeke and Pete Rule!

Page through all the stories with children and review the illustrations and text in each story to recall the facts and opinions.

Have children look through Exploring Parks with Ranger Dockett, A Trip to Central Park, and Zeke and Pete Rule! for High-Frequency words busy, important, later, touch and young, and for telling sentences and questions.

Ask children to look for and say words with consonant clusters r, l, and s.
**Objectives**

- say one sound for a double consonant or *ck* at the end of a word
- read and write words with final double consonants and *ck*

**Materials**

- Teaching Master ES2–5
- Letter Cards: *c, e, f, i, k, l, m, o, p, s, t, u*

---

### Double Final Consonants

#### Teach

**Recite** the chant. Repeat it, inviting children to join in.

**CHANT**

- Huff and puff
- Run up the hill.
- Lie back in the grass
- Stay very still.

**Repeat** the word *buff*. Then say its final consonant sound: */f/*. Have children say *buff* and repeat the final sound. Write *buff* and *puff* on the board, and underline the *double f*. Tell children that when they see double consonants at the end of a word, they should say only one sound. Follow the same procedure with these words from the chant: *bill, grass, still*. Write back on the board, and underline the letters *ck*. Tell children that *ck* spells just one sound: */k*/.

#### Blend

**Display** the letters *m, e, s, s*. Have children name the letters. Use Blending Routine 1 to model how to blend the three sounds */m/ /e/ /s/ to say *mess*. Then have children blend the sounds. Give four children the letter cards. Have the first two children say their letter sounds in order and the second two say their sounds together. Follow a similar procedure using letter cards for these words: *miss, lock, spell, stuff*.

#### Guided Practice

**Display** or **distribute** Teaching Master ES2–5. Have children tell about each picture.

**Point to** the first pair of words. Call on volunteers to blend the letters and read the words.

**Have** a child read the sentence. Ask: *Which word from the box makes sense with this sentence and picture?* Write *kick* to complete the sentence.

**Repeat** with the other three sentences.

**Check** children’s understanding by having them read the unused word in each box and use it in an oral sentence.
**VCCV Pattern: Double Consonants**

**Teach**

Recite the chant. Repeat it, inviting children to join in.

Say *yellow*, clapping each syllable beat. Have children tell how many syllables they hear (2). Write *yellow* on the board. Draw a slash between the syllables, and say each syllable separately: *yell/ow*.

Tell children that if they see a long word with double consonants in the middle, they should break the word after the consonants and say each syllable separately. Remind them that a double consonant stands for just one sound. Model by blending the syllables of *yellow, buttons,* and *collar*. Write the word *jacket*. Remind children that *ck* together spell one sound /k/, so they are usually the same in syllable. Have children help you say each syllable, and then the whole word.

**Blend**

Display *rabbit*. Ask children where to break the word into syllables (between the b’s). Draw a slash: *raby/bit*. Use Blending Routine 1 to blend each syllable and the syllables together. Continue with: *pillow, attic, gallon, lesson, traffic, lesson, bucket*.

**Practice/Apply**

Distribute Practice Master ES2–5. Go over the directions, and have children work independently to complete the Practice Master.

Check children’s ability to separate syllables.

**Literature Focus:**

**Preview In the Woods**

Walk children through *In the Woods*, and discuss the illustrations.
Categorize and Classify

Teach

Say: Listen to this list of things packed in a big bag: a beach ball, a towel, skin lotion, a plastic pail and shovel, and a pair of woolen mittens.

Ask children whether any of the listed things seems not to belong in the bag, and why. (A pair of woolen mittens doesn’t belong. Mittens are for cold weather. The other items are for the beach.)

Tell children to think about the reasons that things may belong together in a group.

Guided Practice

Display or distribute Transparency Master ES2–6. Have children identify each object shown.

Read aloud the following story accompanying the illustrations. Repeat it so that children can recall the items named.

Read Aloud

This is a sunny afternoon. I am lying on my back to watch the sky. I see puffy clouds floating slowly. I see a big yellow sun. I see a pale half moon. I see silver airplanes glinting in the sunlight. I see a kite flapping gently. Geese are flying in the shape of a V. A hawk is circling high. A butterfly flutters by. A squirrel leaps from one tall tree branch to another. There is so much to see on this beautiful day.

Have children guide you in deciding where in the chart to put each of the items depicted in the art and named in the story.

Review by hiding the category names in the chart and having children tell what the listed items in each group have in common.
**Practice/Apply**

**Distribute** Practice Master ES2–6. Read the directions at the top of the page and review the example. Then review the directions accompanying the framed picture art in the bottom of the page. Have children name each animal and decide on a category label.

**Direct** children to complete the Practice Master independently.

**Check** children’s understanding by having them add another item to each of the five lists and to the frame of farm animals. (Possible responses: 1. pear; 2. tea; 3. puddle; 4. wasp; 5. office building; another farm animal, such as goat or bull.)

---

**LITERATURE FOCUS:** 20–30 MINUTES

**Preview Around the Pond:**

**Who’s Been Here?**

**Segment 1**


**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T198 and T199.

**Segment 2**


**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T201 and T206.
High-Frequency Words

**Teach**

**Write** across, brother, great, and stand on the board and read each word. Point out that each word has a consonant cluster. Ask volunteers to underline the consonant clusters (cr, br, gr, st) in the words. Remind students that these consonant clusters have two sounds that are blended together.

**Write** the following sentence starters on the board, underline the High Frequency word in each, and read the sentence starters aloud.

**Tell** children that they are going to fill in each blank using a word or words that have the same first consonant cluster as the High-Frequency Word in that sentence. Refer to the High-Frequency Words with underlined consonant clusters you wrote on the board earlier. Have children take turns reading the sentences and orally filling in the blanks.

I walked across the ____________. (creek, cracks, crater, craft store)

I heard my brother _____________. (Brian, break a glass, breathing, baking bread)

I saw some great _____________. (grapes, grades, grizzly bears, groceries)

Please stand by the _____________. (stairs, store, stones, stop sign)

**Practice**

**Ask** children to copy and then complete the sentence starters by filling in any word that makes sense.

**Apply**

**Invite** children one at a time to write two of their sentences on the board or an overhead transparency. Ask children to read their sentences to the class.

**Allow** each child to be the teacher and lead the class in a group reading of his or her sentences.
Exclamations

Teach

Read the following sets of sentences to children, using a more excited tone of voice for the second sentence in each pair. Invite children to suggest how they are different. (The second sentence in each set demonstrates excitement or more feeling.)

The game was really fun. The game was really fun!

I don’t want to go. I don’t want to go!

Write the second sentence of each set on the chalkboard and read them with children. Explain that sentences that show strong feeling are called exclamations and are typically said with greater expression.

The game was really fun!

I don’t want to go!

Practice

Draw children’s attention to exclamations on pages 210–213 in Around the Pond: Who’s Been Here? Read the pages aloud with children to model intonation for exclamations.

Ask children to read the passage a second time and raise their hand when they hear an exclamation.

Apply

Have children work independently to write a paragraph about something fun they did with a family member. Remind children to use exclamations only to show strong feelings about something.

Literature Focus: 10–15 Minutes

Review Around the Pond: Who’s Been Here?

Ask children to review and retell Around the Pond: Who’s Been Here? After the retelling, ask partners to categorize and classify the story animals by listing them in a chart.
Double Final Consonants

**Teach**

Tell children to listen to and blend these sounds: /b/ /d/ /l/. Have children repeat the sounds and say the word. *(ball)* Repeat the procedure with *pass* and *buff*.

Write *ball* on the board and have children read the word with you, listening for the final /l/ sound. Underline the *ll*, and explain that double consonants at the end of the word are said as a single sound.

Point out that double consonants do not always come at the end of a word. Write *tennis* on the board. Underline the double consonants, say *tennis*, and point out that the two consonants also make a single sound in the middle of the word.

Help children mark the VCCV pattern and divide the words into syllables after the first *n*. Then cover up alternative parts of the word to help children sound out each syllable.

Ask children to listen for and identify where they hear /k/ in *sock* and *jacket*. *(at the end; in the middle)* Write *sock*, underline the *ck*, and say the word. Point out that the *ck* is said as a single sound. Then draw a slash after the *k* to show where the word divides into syllables. Explain that the *ck* is special and stays together at the end of the same syllable. Repeat with *jacket*.

**Practice**

Have children divide these double final consonants words by drawing a slash between the consonants: *picket, summer, pocket, dinner*. *(pick/et, summ/er, pock/et, dinn/er)*

Ask volunteers to pronounce the words and give reasons why they divided the words where they did.

**Apply**

Have children search the selection *Around the Pond: Who’s Been Here?* and the Phonics Library story *In the Woods* for words having double consonants and *ck* in them.
VCV Pattern

Teach

Write *wet* on the board, and ask children to read it and identify the vowel sound (/e˘/). Point out that when a vowel is closed in by a consonant, it usually has a short sound. Write *we* on the board, and have children read it. Point out the vowel is long when there is no consonant closing it in.

Write *silent* on the chalkboard. Model how to use the VCV pattern to divide the word into syllables by first marking a V under each vowel, and then a C under the consonant between those vowels. Point to the VCV pattern and explain that when a word follows the vowel-consonant-vowel pattern, children should try dividing the word into syllables between the first vowel and the consonant (VCV). Draw a slash between the *i* and the *l*. Have children blend the sounds in each syllable and then the syllables to read *silent*.

Practice

Write the following sentence on the board and read it with children:

*There is a spider behind the door.*

Have children label the vowels and consonants in the underlined words. Help them to sound out and blend the syllables in each word.

Apply

Write this sentence and have children label the V/CV pattern in each underlined word: *A robot is made to look like a human*. Have them sound out and blend the syllables in each underlined word, and then read the sentence.

LITERATURE FOCUS 10–15 MINUTES

Preview *A Snake Sheds Its Skin*

Walk children through *A Snake Sheds Its Skin*. Point out to children that a snake is an animal with no legs and scales on its skin.
Categorize and Classify

Teach

Display the following desk supplies where children can see them: pens, pencils, crayons, paper clips, tape, and glue. Help children to see that the objects can be separated into two groups according to what the object is used for.

Point out that some of the objects are used to write and others are used to attach things. Ask children to name the function of each object and identify which group the object belongs in. Record suggestions in a chart similar to the following:

<table>
<thead>
<tr>
<th>TO WRITE WITH</th>
<th>TO ATTACH THINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pens</td>
<td>Tape</td>
</tr>
<tr>
<td>Crayons</td>
<td>Paper Clips</td>
</tr>
</tbody>
</table>

Explain to children that when we categorize and classify, we group objects with similar things.

Recall with children all of the living things they read about in Around the Pond: Who’s Been Here? Give each child two index cards and instruct children to write plant on one card and animal on the other. Read aloud the names of different living things from the story and ask children to raise an index card to tell which category it belongs in.

Practice

Have children help classify animals from the story into three categories on a chart similar to the following:

<table>
<thead>
<tr>
<th>FOUR LEGS</th>
<th>TWO LEGS</th>
<th>NO LEGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raccoon</td>
<td>Ducks</td>
<td>Fish</td>
</tr>
<tr>
<td>Turtle</td>
<td>Heron</td>
<td>Snake</td>
</tr>
</tbody>
</table>

Draw a blank chart on the chalkboard. Next, list the categories and ask children to name animals for each category. For example, ask, What animals have four legs? What animals have two legs? Then, have children classify a list of animals. Ask, In which category does a fish belong? (no legs) A duck? (two legs)
Apply

**Explain** to children that there are many ways to categorize animals, for example, animals that fly and animals that swim. Brainstorm with children other ways to group animals according to similarities. Then ask children to work in groups of three or four to categorize and classify animals from the story in a new chart according to some of the new categories.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit** *Around the Pond: Who’s Been Here? In the Woods, and A Snake Sheds Its Skin*

**Page** through all the stories with children and review the illustrations and text in each story to categorize and classify animals in each story.

**Have** children look through *Around the Pond: Who’s Been Here?* and *In the Woods* for **High-Frequency Words** *across, brother, great,* and *stand.*

**Ask** children to look for and say words with double final consonants or **VCCV patterns** in the stories from *Around the Pond: Who’s Been Here? In the Woods,* and *A Snake Sheds Its Skin.*