Theme 3: Around Town: Neighborhood and Community
EXTRA SUPPORT LESSONS FOR

Around Town: Neighborhood and Community

Selections

1. Chinatown
2. A Trip to the Firehouse
3. Big Bushy Mustache
4. Jamaica Louise James
Consonant Digraphs *sh, ch*

**Teach**

Recite and repeat the chant. Encourage children to join in. Repeat the word *shush*, stretching the /sh/ sound at the beginning and end of the word. Have children follow your model. Then say *chitter-chatter*, stretching the /ch/ sound at the beginning of the words.

**CHANT**

- Shush, shush!
- No more chitter-chatter
- Shhhhh!

Write *shush* and *chatter* on the board. Have children say each word with you as you underline the *sh* and *ch* digraphs.

Have children listen to and repeat some more words with *sh* and *ch*. Use these words: *chair, sheet, dish, teach, shake,* and *cheese*.

**Blend**

Display *ship*. Use Blending Routine 1 to model how to blend sounds to read the word. Then have children blend sounds to read *ship*. Repeat the modeling step with *gush*. Write these words on the board and have children using blending to read them with you: *shot, smash, wish,* and *flesh*. Continue, using the same steps as above to work with the digraph *ch*. Use *chin* and *rich* for your modeling. Then display *chin, chunk,* *much,* and *peach* for children to blend and read with you.

Check understanding by having individual children read: *shell, shop,* *brush, chase, check,* and *crunch*.

**Guided Practice**

Display or distribute Teaching Master ES3-1. Help children identify the illustration as a treasure chest. Have them read the sentences with you. Then point randomly to words that have the digraph *sh* or *ch*. As each word is read, write it on the side of the treasure chest.

Check children’s ability to read *sh* and *ch* words as you review the final list of words with them.
**Base Words and Endings -er, -est**

**Teach**

Begin by reciting the chant. Then repeat the first line, emphasizing -er and -est. Have children say the three words with you.

**CHANT**

Small, smaller, smallest,
Rabbit, mouse, and bug.

Write small, smaller, and smallest on the board. Have children compare them and say what is the same and different about them. Underline the endings. Say: *These endings show things are being compared.*

Have children listen to some words and raise their hand each time they hear a word with an ending. Say: tallest, big, stronger, nice, fastest.

**Blend**

Display thicker. Have children identify the ending. Underline it, and draw a line between the ending and the base word—thick/er. Use Blending Routine 1 to model how to blend sounds to read thick and then blend the base word with the ending. Repeat with tastiest, noting the change made to the base word before the ending was added. Help children blend these words: finer, newer, greenest, fresher, hottest.

Check understanding as children read: older, wettest, lighter, thickest.

**Practice/Apply**

Distribute Practice Master ES3-1 and read the directions with children. Tell them to read and complete the Practice Master independently.

Note children’s ability to read base words and endings -er and -est.

**LITERATURE FOCUS:**

**Preview Sunshine for the Circus**

Familiarize children with *Sunshine for the Circus* by walking them through the story. Discuss the illustrations, name the characters, and use words such as botter; neatest, bigger, biggest, and cutest.
Making Judgments

**Teach**

Tell children that reading or listening to stories is a good way to find out about different people and the different kinds of work that they do. In that way children can begin to think about the things they might like to do when they grow up.

**Guided Practice**

Have children listen to you read the story about people who work at the circus.

Display or distribute Teaching Master ES3-2 and discuss the illustration.

Help children fill in the chart with information from the story.

Have children say what they like and don’t like about the lives of circus workers.

Ask if they would like to be workers in a circus when they grow up.

People who work at the circus live there with their children. Sometimes the children work in the circus with their parents. Sometimes they go to school right there at the circus. Everyone practices circus acts. Each circus act has to wait its turn while other acts perform. Some circus families check on the animals. They may have to get close to lions, tigers, and elephants to feed them and keep them clean.
Practice/Apply

Distribute Practice Master ES3-2 to children. Read the directions with them and discuss the illustration.

Have children read and complete the page independently.

Check children’s ability to make judgments as they read as they share their responses.

LITERATURE FOCUS: 20–30 MINUTES

Preview Chinatown

Segment 1

Refer to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 1 of Chinatown (pages 262–271).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T49 and T50.

Segment 2

Refer to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 2 of Chinatown (pages 272–284).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T57 and T58.
Objective
• read and write new High-Frequency Words: during, heard, lion, winter

High-Frequency Words

Teach

Write the following sentence on the board and underline the High-Frequency Words during, winter, heard, and lion. Read the sentence with children. Point to each High-Frequency Word and ask a volunteer to say it.

*During the winter, I heard the lion roar.*

Write the word during on the board. Read the word with children. Ask youngsters to name things that they do during the school day. Examples: read, write, eat lunch, play outside.

Write winter on the board. Read the word with children. Ask children to name things they like about winter. Examples: drinking hot chocolate, playing in the snow, winter holidays.

Write heard on the board. Read the word with children. Ask youngsters to name things they have heard that day. Examples: alarm clock, cars honking, school bell, teacher talking.

Write lion on the board. Read the word with children. Ask youngsters to tell what they know about lions. Examples: they live in groups called prides, males have shaggy manes, they roar.

Practice

Write the following sentence frames on the board.

*During the ____________, I ____________________.*

Winter is the season for ____________________.

I heard ____________________, and that made me feel ____________________.*The lion ____________________.*

Read the sentence frames with children. Ask them to complete the sentences on their own paper.

Apply

Invite children to read their sentences to the class. Ask children to pick their favorite sentence out of the four they have written and illustrate it. Have children show their illustrations and read their favorite sentence aloud, explaining why it is their favorite.
Naming Words (Common Nouns)

Teach

Invite children to play a word association game. Begin by naming and pointing to a person, place, or thing, and ask children to respond with the first word that comes to mind. For example, you might say book and a child might respond words. Record the naming words on a three-column chart with these headings: “Person,” “Place,” and “Thing.” When finished, explain to children that the words in the first three columns are naming words that name a person, place, or thing. Ask children to identify which column has words that name a person, which column has words that name a place, and which column has words that name things.

Practice

Give each child two index cards labeled “Naming Word” and “Not a Naming Word.” Read to children a list of naming words and words that are not naming words from the story Chinatown. The list might include grandmother, apartment, bold, street, car, park, tell, dancer, most, cobbler, job, graceful, price, chicken, and outside. Ask children to hold up the appropriate card as you read each word. If the word is a naming word, have them identify whether it names a person, place, or thing.

Apply

Have children work with a partner to find naming words in the story. Ask them to write their sentences and circle the naming words.

LITERATURE FOCUS: Chinatown

Review Chinatown

Ask children to review and retell Chinatown. After the retelling, have small groups discuss what they would like to see or do in Chinatown, providing reasons for their answers.
Consonant Digraphs th, wh, sh, ch (tch)

Teach

Say the word ship, and have children repeat it after you. Then tell children to change the /sh/ sound at the beginning of the word to /ch/ Ask what the new word is. (chip) Then say the word teach and have children repeat it after you. Tell children to change the /ch/ sound at the end of the word to /th/ Ask what the new word is. (teeth)

Display the Sound/Spelling Card sheep. Point out that the letters s and b work together to make one sound, /sh/ This sound is different than the sound of either letter alone. This is called a digraph. Have children repeat the sound back to you. Then write the word shade on the board, underlining the sh digraph. Use Blending Routine 2 to help children sound out the word. For each sound, point to the letter(s), say the sound, and have children repeat it. Have children say the sound for the sh digraph, /sh/ then the long a sound for the a-consonant-e pattern, /æ/, then blend /sh//æ//æ//æ/. Finally, have them say the sound for d, /d/ and blend /sh//æ//æ//æ//d/ shade.

Repeat this procedure with the other digraph Sound/Spelling Cards thumb, whale, and chick.

Practice

Write tb, wb, sb, cb/tcb on the board as headings of a four-column chart. Ask children to brainstorm words having the digraph sounds and to identify the column where each word belongs. List the words under the correct headings. Note if a word belongs in more than one column. Finally, have children read each word with you as a volunteer circles the consonant digraph in it.

Apply

Have pairs of children find words with digraphs in Sunshine for the Circus. The words they should find are: sunshine, teach, children, they, cheerful, catch, show, choose, short, shell, shop, beach, fish, splash, much, shake, others, checks, baths, brushed, fresh, dashed, flash, and thunder.

Objectives

- listen for consonant digraphs th, wh, sh, ch
- identify consonant digraphs th, wh, sh, ch (tch)
- read and write words with consonant digraphs th, wh, sh, ch (tch)

Materials

- Sound/Spelling Cards: sheep, thumb, whale, chick
- Phonics Library: Sunshine for the Circus

THEME 3/Selection 1: Chinatown
**Base Words and Endings -er, -est**

**Teach**

**Write** the following sentences on the board and read them with children.

*Carlos is tall.*

*Megan is taller than Carlos.*

*Jim is the tallest boy in his class.*

**Underline** tall, taller, and tallest. Point to tall and explain that it describes Carlos. Point to taller and explain that -er is added to tall to compare two people, Megan and Carlos. Point to tallest and explain that -est is added to tall to compare three people, Carlos, Megan, and Jim.

**Tell** children that sometimes the spelling of the base word changes when -er or -est is added. Write on the board the following spelling changes.

- ending consonant is doubled, as in bigger
- ending y is changed to i, as in busiest
- final silent e is dropped, as in larger

**Practice**

**Write** the examples on a chart. Help children underline -er and -est.

*Julie’s pencil is longer than Tom’s. Angela’s pencil is the longest.*

*Adam’s book is wider than Paul’s. Bridget’s book is the widest.*

*Kim’s shirt is redder than Nathan’s. Min’s skirt is the reddest.*

**Apply**

**Have** children find words with -er and -est endings in *Sunshine for the Circus*, write them on the board, and circle the endings.

**LITERATURE FOCUS:**

**Preview Mother’s Day Parade on Park Street**

**Walk** children through the story and discuss the illustrations. Name the characters and use words such as shouted, march, and leash.

**Objectives**

- identify words with the comparative endings -er and -est
- identify spelling changes to some base words when -er and -est are added
- read and write words with -er and -est endings

**Materials**

- Phonics Library: *Mother’s Day Parade on Park Street*
Making Judgments

Teach

Have children consider a character in a story that everyone is familiar with, such as *Little Red Riding Hood*. Review the events of the story and ask children to recall the wolf’s actions. *The wolf tells lies to Little Red Riding Hood, tricks her, and tries to eat her.* Ask children to form an opinion about the wolf and tell why they think of the wolf that way. Children might say that *the wolf is mean and can’t be trusted because he plays tricks on and lies to people and tries to hurt them.* Invite children to tell how they think we should treat one another.

Explain to children that when we read, we use facts from the story and our beliefs to form opinions about the characters or situations. Remind children that no single opinion is correct and that we must use facts from the story to support our opinions.

Practice

Invite children to form an opinion about the boy in *Chinatown* by William Low. Reread the following parts of the story with children:

Page 264 “Every morning Grandma and I go for a walk through Chinatown. We hold hands before we cross the street. ‘Watch out for cars, Grandma,’ I tell her.”

Page 284 “I turn to Grandma, take her band, and say, ‘Gung bay fat boy, Grandma.’ She smiles at me. And a happy new year to you, too.”

Ask children to talk about how the boy treats his grandmother. Tell children to form an opinion about the boy based on what he does and says and on their own beliefs about how people should treat one another. Ask, *Are the things the boy says and does good and fair?* Have children share their opinions with the class and support them with facts from the story. Children might say *I think the boy is a nice person because he spends time with his grandma and is very kind and caring toward her.*

Help children to see that when we read, we use facts from the story and our beliefs to form opinions about characters or situations in a story.
**Apply**

**Invite** children to work with a partner to form an opinion about Grandma in the story. Have children refer to the following parts of the story and then write their opinions of Grandma.

Page 273 “When it gets cold outside and Grandma needs to make medicinal soup, we visit the herbal shop… ‘Winter is here,’ says Grandma. ‘We must get our strength up.’”

Page 280 “During the celebrations the streets of Chinatown are always crowded. ‘Be sure to stay close by,’ Grandma says.”

**LITERATURE FOCUS:**

Revisit *Chinatown, Mother’s Day Parade on Park Street, and Sunshine for the Circus.*

Page through all the stories with children, reviewing the illustrations and text in each story to make judgments.

Have children look through the stories for High-Frequency Words *during, beard, lion,* and *winter,* and for base words with endings *-er* and *-est.*

Ask children to look for words with consonant digraphs *th, wh, sh, ch* (*tch*), and *ck* in the stories.
Objectives
• associate the /æ/ sound with ai and ay
• blend and read words with ai and ay

Materials
• Teaching Master ES3-3

Vowel pairs ai, ay

Teach
Use the chant to focus attention on the long a sound. Repeat it a couple of times, inviting children to join in. Repeat the words rain and day with them, stretching the long a vowel sound. Remind children that the vowel sound is called long a.

CHANT
Rain, rain.
What a day!
Guess I’ll stay
Indoors to play.

Write rain and play on the board. Underline the letters that stand for the vowel sound.

Tell children they will listen to some words. Have them wave their hand each time they hear a word that has the long a vowel sound. Use these words: plant, train, gray, paint, sadness, gasp, players.

Blend
Display chain. Use Blending Routine 1 to model how to blend sounds to read the word. Then have children blend sounds to read chain with you. Repeat the modeling step with sway.

Write these words on the board, and have children using blending to read them with you: trailer, raisin, tray, bay, clay, pain.

Check children’s ability to blend and read words with long a.

Guided Practice
Display or distribute Teaching Master ES3-3. Call attention to the four rows of word boxes.

Help children read the words in each box with you and circle the words that have the long a sound. Point to the Bonus Word box. Ask children to look back at the boxes and find a word that has two long a sounds.
Compound Words

**Teach**

**CHANT**

*Our dog, dog, dog*

*Needs a house, house, house.*

*So let’s get together*

*And build a DOGHOUSE!*

**Recite** and repeat the chant. Have children echo the second reading and shout out DOGHOUSE! Write *dog, house,* and *doghouse* one below the other on the chalkboard. Have children notice how *dog* and *house* have been combined to form the compound *doghouse.*

**Blend**

**Write** *snow* and *flake* on the chalkboard. Use Blending Routine 1 to model how to blend the sounds in each separate word as you move your hand under the letters and say the word. Then blend the two words together and say *snowflake.*

**Tell** children they can blend sounds and say the two words together when they read compound words. Have them use blending to read these compounds with you: *pathway, daylight, cupcake, sunset.*

**Check** for understanding by having children blend *cookbook, Sunday, railroad, handshake,* and *spaceship.*

**Practice/Apply**

**Distribute** Practice Master ES3–3, and read the directions with children. Tell them to read and complete the page independently.

**Check** children’s skill with compound words as they share their work.

**LITERATURE FOCUS:**

**Preview Jay the Mailman**

**Preview** *Jay the Mailman* by walking children through the story. Discuss the illustrations, name the characters, and use words from the story such as *mailbox, everything, bandshakes,* and *grandchildren.*
Topic, Main Idea, Details

Explain that authors have a plan when they write. First, they decide what they will write about. That’s the topic. Say: If an author was going to write about a trip to the library, the library would be the topic.

Continue by saying that authors think about the most important thing they want to say. That’s the main idea. Say: If an author was writing about the library, the main idea could be The library is a place that gives you new ideas and information.

Tell children that authors give information to help readers understand the main idea. Those are the details. Say: If an author was writing about how the library is a place of new ideas and information, a detail sentence could be The latest books, videos, and recordings can be found there.

My topic is the rainforest. I need a good main sentence. What details should I include?
**Guided Practice**

Display or distribute Teaching Master ES3-4. Call attention to the headings Topic, Main Idea, and Details. Have children notice that the Details part of the chart is already filled in.

Read and discuss the details with children. Work with children to identify the topic and main idea the details would support.

**Practice/Apply**

Distribute Practice Master ES3-4 to children and discuss the directions.

Have children complete the Practice Master independently.

Check children’s ability to identify topic, main idea, and details as they share their responses with the group.

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**LITERATURE FOCUS: 20–30 MINUTES**

**Preview A Trip to the Firehouse**

**Segment 1**

Refer to the bottom of page T129 in the Teacher’s Edition and preview with children Segment 1 of *A Trip to the Firehouse* (pages 297–305).


**Segment 2**

Refer to the bottom of page T129 in the Teacher’s Edition and preview with children Segment 2 of *A Trip to the Firehouse* (pages 306–317).

Objective
• read and write new High-Frequency Words: clothes, guess, order

High-Frequency Words

Teach
Prepare by writing these three rhymes on chart paper.

My alarm clock goes beep, beep  
To wake me up from deep sleep.  
I'm glad it's in working ____ today,  
Or I wouldn't get up in time to play!  
Shirts, skirts, sweaters, coats, and shoes by the pair.  
These are kinds of ____ that many people wear.  
How many jellybeans in the jar?  
I can only take a ____, I confess.  
There are too many to count by far.

Write clothes, guess, order on the board and have children read them.  
Read aloud the rhymes. Have children choose the High-Frequency Word that completes each.

Pair children, then have each pair fold a sheet of paper into thirds and write the words Clothes, Guess, and Order as column heads. Ask pairs to brainstorm and list or draw pictures of items in each category—kinds of clothes, things people guess about, and things that must be in working order.

Apply
Have children share their lists. Tell them to add to their lists if they hear something new.

Special Nouns (Proper Nouns)

Teach
Begin a discussion with children about places they have visited. Ask them to name one person who went with them. Record children's responses in a chart similar to the one below.
Draw children’s attention to the names of people and places on the chart. Explain to children how in this case the names of places and people begin with a capital letter because they name a particular person or place. Provide examples of other special nouns, such as California (state), Chicago (city), and Emily (girl). Continue with the names of buildings, streets, countries, and pets.

<table>
<thead>
<tr>
<th>Names of Places</th>
<th>Names of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orlando, Florida</td>
<td>Maria</td>
</tr>
<tr>
<td>Franklin Park</td>
<td>Jeff</td>
</tr>
<tr>
<td>Colorado</td>
<td>Michael</td>
</tr>
</tbody>
</table>

Practice

Read to children a list of naming words from the story A Trip to the Firehouse. Have children clap their hands to identify special nouns that name a particular person, place, animal, or thing, such as David, Spot, Katelyn, Josh, and Falmouth. Continue the activity with additional special nouns, such as the name of your town, school, or principal. Then have children write sentences with some of the special nouns they have identified.

Apply

Have children work in groups of four to six to play the game “I’m Going on a Trip.” Instruct the child whose turn it is first to say, “I am going on a trip to (name of place) with (name of person).” The next player repeats the first player’s sentence (changing pronouns) and adds a sentence of his or her own. For example, “He is going on a trip to Bermuda with Tony: I am going on a trip to Boston with Mary.” Have children write the new sentences each player says and underline the special nouns used. Tell the last player to repeat everyone’s sentences and finish the game with an additional sentence.

LITERATURE FOCUS 10–15 MINUTES

Review A Trip to the Firehouse

Have children review and retell A Trip to the Firehouse. Then have children choose a page or section of the story and identify the topic, main idea, and details. You might want children to record this information in a chart.
Objectives
- listen to and segment phonemes
- say the long a vowel sound with words that contain vowel pairs ai, ay
- independently read and write words with the vowel pairs ai, ay

Materials
- Sound/Spelling Card acorn
- Letter Cards a(2), h, i, m, p, s, w, y
- Phonics Library: Jay the Mailman

Vowel pairs ai, ay

Teach
Tell children to blend these sounds, /r/ /a¯/ /n/. Ask children what the word is. (rain) Repeat this procedure with the word clay.

Display the Sound/Spelling Card acorn, say /a¯/, and have children repeat it. Remind them that they have learned the a_e spelling of /a¯/. Point out that ai and ay are other ways to spell /a¯/.

Write the word wait on the board and underline the ai spelling. 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 w, /w/ then the sound for ai, /a¯/, then blend /w/ /a¯/ /a¯/ /a¯/. Finally, have them say the sound for t, /t/ and blend /w/ /a¯/ /a¯/ /a¯/ /t/, wait. Repeat with paint and sailing.

Write tray on the board and underline the ay spelling. Use Blending Routine 2 to blend the word. Repeat with spraying and playful. Point out that the ay spelling occurs at the end of a word (as in tray) or at the end of a syllable (as in maybe).

Practice
Have children use their Letter Cards to build words with ai and ay. Encourage them to make word pairs that begin with the same letter, such as pay, pail; bay, bail; say, sail; may, mail; way, wait.

Apply
Have pairs of children find words with ai and ay in Jay the Mailman. Have them say the words aloud, and write the words on the board. Have volunteers come to the board and circle the vowel pairs.

Compound Words

Teach
Display the word fire and have children read it. Display house next to fire, and have children read it. Then have them read the whole word,
firehouse. Tell children firehouse is a compound word. Remind them that a compound word is made up of two shorter words that are put together to make a new word. Replace house with fighter. Have children read the new word. Repeat with wood and place.

**Practice**

**Write** the following words on the chalkboard in two columns, as shown:

<table>
<thead>
<tr>
<th>news</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>thing</td>
</tr>
<tr>
<td>any</td>
<td>paper</td>
</tr>
<tr>
<td>my</td>
<td>room</td>
</tr>
<tr>
<td>can</td>
<td>self</td>
</tr>
</tbody>
</table>

**Point** to news, and have children read it. Then ask them to find a word in the second column that can be combined with news to make a compound word. Draw a line between news and paper. Then write newspaper on the chalkboard. Have children read the compound word. Repeat with bedroom, something, myself, and cannot.

**Apply**

**Have** children find compound words in *Jay the Mailman* and read them aloud as you write them on the board. Have volunteers come to the board and draw a line between the two smaller words in the compound word.

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**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Watch Out for Thick Mud!**

**Familiarize** children with *Watch Out for Thick Mud!* Read the first page to introduce the characters. Discuss the illustrations on succeeding pages. As you talk with children, use words from the story such as rain, exclaimed, explained, and anything. Ask children to think about what the topic of the story might be.
Topic, Main Idea, Details

Teach

Write the following paragraph on the board:

People who work in our community help us in many ways. A crossing guard helps me cross the street to the school building. At school, I learn new things from my teacher. At the end of the day, the bus driver takes me home. As I walk to my door, I see a postal worker bringing our mail.

Read the paragraph together with children, then ask these questions:

• How does a crossing guard help the community?
• How does a teacher help the community?
• How does a bus driver help the community?
• How does a postal worker help the community?

Ask children to tell which sentence gives the main idea of what the paragraph is about. (People who work in our community help us in many ways.) Point out how each of the sentences that follow the first one provide supporting details for the main idea of the paragraph. Finally ask, What is the whole paragraph about? (community helpers/workers) Explain to children that the topic of this paragraph is community helpers or workers because both the main idea and the supporting details are about them.

Practice

Read with children the first page of *A Trip to the Firehouse* by Wendy Cheyette Lewison. Model identifying the topic, main idea, and supporting details with the following Think Aloud:

I read that the fire chief welcomes the children to the firehouse and that everyone tries on a fire helmet. I know that these details tell me about the main idea. David and his class are visiting their neighborhood firehouse today is the main idea because it tells what most of the page is about, and other sentences support the main idea.
Point out that the main idea is often expressed in the first sentence of a paragraph as a main idea sentence. To continue practice with main ideas and supporting details, read the following paragraphs from the story:

Page 9 “The pole is an important part of the firehouse…”

Page 14 “Different kinds of fire trucks do different things…”

Have children identify details to determine main idea and topic.

Apply

Work together to develop a step-by-step procedure for determining topic and main idea. It might include the following steps:

1. Find the details and ask what they tell about.
2. Ask what the most important idea is and look for a main idea sentence.
3. Ask what the paragraph is about and name the topic.

Use your procedure to determine the topic and main idea of the following paragraph:

Read Aloud

People who work in our community help us in many ways. A crossing guard helps me cross the street to the school building. At school, I learn new things from my teacher. At the end of the day, the bus driver takes me home. As I walk to my door, I see a postal worker bringing our mail.

LITERATURE FOCUS: 10–15 MINUTES

Revisit A Trip to the Firehouse, Jay the Mailman, and Watch Out For Thick Mud!

Page through all the stories with children, reviewing the illustrations and text in each story for the topics and main ideas.

Have children look through the stories for High-Frequency Words clothes, guess, and order, and for compound words.

Ask children to look for words with vowel pairs ai and ay in the stories.
Vowel pairs *ow, ou*

**Teach**

Recite the chant and repeat it, encouraging children to join in. Say the words *town* and *around*, and have children repeat them. Isolate and stretch the /ou/ sound, and have children do the same.

**CHANT**

Let’s go uptown,
Let’s go downtown,
Up and down and all around town!

Write *around* and *town* on the board and underline *ou* and *ow*. Have children say some more words with the /ou/ sound: *brown, ground, found, owl, towel, out.*

Have children stand by their seats. Tell them to completely turn around each time they hear a word with the /ou/ sound. Use these words: *snow, power, flower, spoke, bottle, mouse, knot.*

**Blend**

Display *shout*. Use Blending Routine 1 to model how to blend the sounds, stretching /ou/ and then saying the word. Remind children that the two letters *ou* together stand for /ou/. Then have children blend the word and say it with you. Repeat with *bowl, mouth, shower, and proud.*

Check understanding as children read *gown, sound, count,* and *power.*

**Guided Practice**

Display or distribute Teaching Master ES3-5, and discuss the illustrations with children.

Help children use what they know about blending sounds to read the sentences and place names. Help them to identify the words that contain /ou/ and write the words in a list.

Check children’s skill with /ou/ words as they read the list.
Suffix -ly

Teach

Recite the chant and then repeat it. Encourage children to chime in. Repeat *quickly*, emphasizing the /l/ /e¯/ sounds the suffix -ly stands for. Ask children how the word *quickly* is different from *quick*.

**CHANT**

Quickly, quickly the ants march on the trail.
Slowly, slowly here comes the snail!

Write *quick* and *quickly* on the board. Have children compare the two words and underline the suffix. Repeat with the word *slowly*.

Blend

Display *loudly* and underline -ly. Use Blending Routine 1 to model how to blend the sounds in the base word *loud* and then -ly. Say the complete word, emphasizing the /l/ /e¯/ sounds at the end. Then have children blend the word with you. Repeat with *safely*.

Display *wildly, gladly, friendly,* and *smoothly*. Call on children to underline the endings. Have children use blending to read the words.

Practice/Apply

Distribute Practice Master ES3-5, and read the directions with children. Tell them to complete the page independently.

Check children’s ability to read -ly words as they share their answers.

LITERATURE FOCUS: 10–15 MINUTES

**Preview Mouse’s Crowded House**

Familiarize children with *Mouse’s Crowded House*. Discuss the illustrations, name the characters, and use words such as *bounced, count, thousand, frowning, clowning, exactly,* and *proudly*.
Objectives
- identify story problem and solution

Materials
- Teaching Master ES3-6
- Practice Master ES3-6
- Anthology: Big Bushy Mustache

Problem Solving

Teach

Present children with this situation: Suppose that you and some friends have planned a picnic lunch in the park. Just when the food is all packed and it is time to go, it starts to rain. What can you do to solve the problem? Encourage children to share their solutions. (Possible answers: Have a picnic dinner, if the weather clears later on; have an indoor picnic lunch; postpone the event until the next day.)

Tell children that characters in stories often have problems to solve and may have to try more than just one way to solve them.

Guided Practice

Read the following to children. To help children recall story information, read the story more than once.

Ben is upset. He wants to put his a new model airplane together, but can’t figure out how. He reads the directions over and over, but they are too confusing. He tries to remember how he put other model planes together, but that doesn’t work. Finally, he asks his big brother to help him. Two hours later, he has a new model airplane.

Display or distribute Teaching Master ES3-6. Have children notice that it shows a problem/solution chart. Tell children they will help you complete the chart.

Ask children to identify Ben’s problem. Then have them recall the three different solutions he tried. Encourage children to say why they think the last solution was successful.
**Practice/Apply**

**Distribute** Practice Master ES3-6 and go over the directions with children.

**Have** them complete the Practice Master independently.

**Check** children’s ability to identify problems and solutions as they share their answers with the group. Be sure to have children say why they think Sara’s first two solutions did not work.

**LITERATURE FOCUS:** 20–30 MINUTES

**Preview Big Bushy Mustache**

**Segment 1**

**Refer** to the bottom of page T197 in the Teacher’s Edition and preview with children Segment 1 of *Big Bushy Mustache* (pages 326–341).

**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T200 and T203.

**Segment 2**

**Refer** to the bottom of page T197 in the Teacher’s Edition and preview with children Segment 2 of *Big Bushy Mustache* (pages 342–356).

**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T207 and T212.

**Problem Solving**

**Problem:** Sara’s mouse is missing.

**Solutions:**

1. Sara sat quietly and waited.
2. Sara shouted “Mousey” as she looked around.
3. Sara put down some cheese.

★
Objective

• read and write new High-Frequency Words: behind, soldier, story

High-Frequency Words

Write the following sentences on the board.

I read a story at the library.

Emma sits behind Jordan.

This soldier is in the army.

Read each sentence with children. Ask volunteers to underline story, behind, and soldier. Discuss the meaning of each underlined word.

Practice

Assign each child one of the three High-Frequency Words (behind, soldier, story). Try to assign each word to about the same number of children. Ask children to write a sentence using the word they were assigned.

Hang up three pieces of large chart paper at a height children can easily reach. At the top of each piece of chart paper, write one of the High-Frequency Words (behind, soldier, story) as a heading. Invite children one at a time to read aloud their sentences. Then have children write their sentences on the piece of chart paper under the appropriate High-Frequency Word.

Apply

Invite a group of three or four children to read together the first sentence on each piece of chart paper. Continue by having other groups of children read one sentence from each piece of chart paper until all of the sentences have been read.

One and More than One

Teach

Invite children to help you name parts of the body. Point to an eye or an arm, and elicit from children the name of the body part. Then ask children to name the parts again, but to name more than one eye or more than one arm. Record children’s responses in a chart on the board.
Point out that the words used to name body parts are naming words. Explain to children that adding an -s to the end of a naming word changes its meaning from one to more than one. Read aloud words from the chart, and have children raise their hand when you say words that indicate more than one.

### Practice

Read aloud sentences from *Big Bushy Mustache*. Ask children to listen for words that indicate one or more than one. Have children raise either one or two hands to identify the words as one or more than one:

“Her eyes settled on Ricky.”

“Mi’jo, wash your hands and help me with the apples.”

“Ricky jumped up and threw his arms around Papi’s neck.”

### Apply

Use the following sentence starters, asking children to complete each one together:

(Child’s name) *has one* pencil, *but* (child’s name) *has two* _____.

(Child’s name) *has one* cat, *but* (child’s name) *has two* _____.

As children respond, record their answers. Point out in each instance how the naming word adds an -s to show more than one.

### LITERATURE FOCUS: 10-15 MINUTES

**Review *Big Bushy Mustache***

Ask children to review and retell *Big Bushy Mustache*. Then have children work in small groups. One group member should identify the problem in the story and the other members should identify the three solutions that fail and the one solution that works.
Vowel Pairs ow, ou

Teach

Say the following words, and have children crouch when they hear a word with the same vowel sound as *owl*: pit, pout; bound, band; ill, bowl, crow, cow; town, ton, grow, growl.

Display the Sound/Spelling Card *owl*, say *owl*, and /ou/. Have children repeat /ou/ several times. Remind children that this sound may be spelled with the vowel pairs ow or ou.

Write the word *loud* on the board, and underline the ou spelling. 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 /l/, /l/ then the sound for ou, /ou/, then blend /l/ /ou/ to say /lou/. Finally have them say the sound for d, /d/ and blend the sounds /loud/, loud. Repeat with *pout*, *cloud*, *town*, and *crowd*.

Practice

Write *loud* and *cow* as headings of a two-column chart on the board. Read the words with children. Point out that both words have the /ou/ sound. Have children name words with the /ou/ sound and write them on the board under the appropriate heading.

<table>
<thead>
<tr>
<th>Loud</th>
<th>Cow</th>
</tr>
</thead>
<tbody>
<tr>
<td>found</td>
<td>cowboy</td>
</tr>
<tr>
<td>ground</td>
<td>brown</td>
</tr>
<tr>
<td>flour</td>
<td>clown</td>
</tr>
</tbody>
</table>

Apply

Have children draw an outline of a large house on their papers, then ask them to find words with the /ou/ sound in Mouse’s Crowded House. Each time children find an /ou/ word, they can write it inside their houses. When they are done, have partners take turns reading the words.
Suffixes -ly, -ful

Teach

Write the word loud on the board. Read it with children, then add the suffix -ly. Read loudly with children, and invite some of them to use it in a sentence.

Follow the same procedure with play and add the suffix -ful. Point out that the suffix changes play to a new word that means “full of play.”

Practice

Write loudly and playful as headings of a two-column chart on the board. Read the words with children. Point out that both words have suffixes.

<table>
<thead>
<tr>
<th>loudly</th>
<th>playful</th>
</tr>
</thead>
<tbody>
<tr>
<td>sadly</td>
<td>cheerful</td>
</tr>
<tr>
<td>quickly</td>
<td>colorful</td>
</tr>
<tr>
<td>slowly</td>
<td>helpful</td>
</tr>
</tbody>
</table>

Invite children to name words with -ly and -ful suffixes. Write the words on the board under the appropriate heading.

Apply

Have pairs of children look for words with suffixes -ly and -ful in Mouse’s Crowded House. They should find: loudly, suddenly, sadly, peaceful, lonely, playful, proudly, sweetly, joyful. Each time children find a word with a suffix, they should read it aloud while you write the word on the board. Have volunteers come to the board and underline the suffixes.

LITERATURE FOCUS: Hooray for Main Street

Preview Hooray for Main Street. Read the first page to introduce the main characters. Discuss the illustrations on succeeding pages. As you talk with children, use words from the story such as rain, exclaimed, explained, and anything.
Problem Solving

**Teach**

Ask children if they have ever lost their lunch money or forgotten their lunch. Invite children to share their experiences with the class. Ask children to tell what happened and what they did to solve the problem. Point out to children that having no lunch is the *problem* and what they did to solve the problem is the *solution*. Record the solutions children suggest on the board and have them evaluate the pros and cons of each one. Have children decide on the best solution.

**Practice**

Review with children events in *Big Bushy Mustache* by Gary Soto. Ask children to identify a problem that arises in the story. (Ricky loses the mustache that he took home from school.) Have children identify the solutions that Ricky tries and invite them to brainstorm other solutions not mentioned in the story. Record children’s suggestions in a problem/solution graphic organizer similar to the one that follows:

**Problem**

- Ricky loses the mustache

**Solutions**

- Look for the mustache
- Make another mustache from paper.

Instruct children to list the pros and cons of each solution. Have children evaluate the possible solutions and decide which is best.
Apply

Have children develop a step-by-step procedure for problem solving. It might include the following steps:

- Identify the problem.
- Brainstorm possible solutions.
- Examine the solutions.
- Decide which solution is best.
- Carry out the solution.

Brainstorm with children to identify another problem in the story:

*Ricky wants to look more like his father.* Have children work with a partner to complete the problem/solution graphic organizer. Encourage children to think about what they would do if they were in Ricky’s situation.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Big Bushy Mustache, Hooray for Main Street, and Mouse's Crowded House*

Page through all the stories with children, reviewing the illustrations and text in each story to solve problems.

Have children look through the stories for High-Frequency Words

*behind, soldier, and story.*

Ask children to look for words with vowel pairs *ow* and *ou* in the stories.
Vowel pairs ee, ea

Teach

Recite the chant and then repeat it. Have children echo your second reading. Say the words peep and eat, and have children repeat them with you. Isolate and stretch the long e vowel sound, and have children do the same. Identify the vowel sound as the long e sound.

Write peep and eat on the board, underlining ee and ea, respectively. Tell children they will say some more words with long e: cheap, seat, meal, feet, peel, and leap.

Tell children to say peep, peep each time they hear a word with the long e vowel sound. Use these words: settle, steam, spell, speak, jelly, jeep.

Blend

Display green. Use Blending Routine 1 to model how to blend the sounds, stretching the /e/ sound and then saying the word. Remind children that the two letters ee together stand for one vowel sound. Then have children blend the word and say it with you. Repeat the same steps with the word stream.

Display cream, feed, teeth, clean, and seaweed. Have children use blending to read them.

Check children’s understanding by calling on individuals to read street, mean, creek, tweed, beast, and streak.

Guided Practice

Display or distribute Teaching Master ES3-7. Call attention to the illustration at the top. Read the label Bean Bag Toss Game with children. Point out the little bean bags with words printed on them.

Help children use what they know about blending sounds to read the words. Help them find the ones they can toss into the basket.

Check children’s ability to blend and read long e words.
-ture Ending in Two-Syllable Words

**Teach**

**Recite** the chant and repeat it. Encourage children to join in. Repeat *mixture*, emphasizing the /chûr/ sounds. Ask children how *mixture* is different from *mix*. Write *mix* and *mixture* on the board, and underline the -*ture* ending in *mixture*. Have children compare the words.

**CHANT**

Mix it, mix it, mix it well,
So the mixture will be swell!

Have children say these words with you and listen for the /chûr/ sounds at the end: *picture, pasture, nature, fixture*.

**Blend**

Display *future*, and underline -*ture*. Use Blending Routine 1 to model how to blend the sounds in the first syllable and then add the /chûr/ sounds. Have children blend the word with you. Repeat with *fracture*.

Display *capture, culture, and nature*. Call on children to underline the ending in each word. Have them use blending to read the words.

**Check** children’s ability to blend and read *fixture, creature, and picture*.

**Practice/ Apply**

Display or distribute copies of Practice Master ES3-7. Read the directions with children so they understand that they are circling and writing the words. Tell children to complete the page independently.

**Check** children’s responses to see that they can read -*ture* words.

**LITERATURE FOCUS:**

**Preview The Clean Team**

Lead children on a picture walk through The Clean Team. Discuss the illustrations throughout the story and use words such as *clean, team, beaps, jeans, neat, pictures, and furniture*. 

**Objectives**

- associate the /chûr/ sounds with the ending -*ture*
- blend and read words with -*ture*

**Materials**

- Practice Master ES3-7
- Phonics Library: The Clean Team

**Vowel pairs ee, ea**

- *mixture*
- *creatures*
- *nature*
- *picture*
**Objective**

- make inferences about story characters

**Materials**

- Teaching Master ES3-8
- Practice Master ES3-8
- Anthology: Jamaica Louise James

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**Making Inferences**

**Teach**

**Say** to children: *Suppose that you see a friend crying. How do you think your friend is feeling? Right. Your friend is sad or upset. Crying and tears are clues. From your own experiences, you know that people who are sad or upset cry.*

**Tell** children that they can understand more about story characters if they look for clues in what the characters do and say. Children should also think about their own personal experiences. Then they can figure out what a character is like.

**Guided Practice**

**Read** the following story to children.

**Read Aloud**

The teacher is giving back tests. Ray studied very hard for the test. He even missed going to a movie so he could study. He waits quietly as other children get their tests. Then it’s his turn. Ray smiles a big smile. He can’t wait to show his parents his test!

**Display** or **distribute** Teaching Master ES3-8 and discuss the illustration with children. Explain to them that the story clues part of the chart is filled in. Help children to identify personal experiences that when combined with these story clues will tell what Ray is like.

**Complete** the chart with children.
**Practice/Apply**

**Distribute** Practice Master ES3-8 and read the directions with children.

**Have** children work independently to read the paragraphs and answer the questions.

**Check** children’s ability to make inferences as they share their responses with the group.

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**LITERATURE FOCUS:** 20-30 MINUTES

**Preview Jamaica Louise James**

**Segment 1**


**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T274 and T275.

**Segment 2**


**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T277, T278, and T282.

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**What Ray Is Like**

**Story Clues**

- Ray is serious about his school work. Ray studied hard. He missed a movie to study more.
- Ray is patient. Ray waited quietly while other children got their tests back.
- Ray is proud of his good grades. Ray smiled and couldn’t wait to show his parents his test.

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**Sample answer:** Tammy is helpful. She is kind and thoughtful.

**Sample answer:** Max is afraid of the water. Max may not know how to swim.
Objective

• read and write new High-Frequency Words: believe, lady, whole

High-Frequency Words

Teach

Write the following sentence on the board.

Can you believe that lady ate the whole thing?

Read the sentence with children. Underline and point out believe, lady, and whole. Reread the underlined words with children, and discuss the meaning of each. Invite children to say a sentence using each High-Frequency Word (believe, lady, whole).

Practice

Write the following sentence starters on the board.

I believe ____________.

That lady is my ____________.

I'm so hungry I could eat a whole ____________.

Read the sentence starters with children. Have children copy them and complete each sentence any way they like. Tell them to use a dictionary or invented spelling for words they do not know how to spell.

Apply

Invite children to share their sentences with the class and illustrate a sentence that was written by someone else. Then have them read the other children’s sentences and show the illustrations.

Nouns that Change Spelling in Plural

Teach

Read the following sentences aloud, and ask children to complete them:

I make a wish every day. I hope all of my ____ come true.

This watch is very pretty. I see several pretty ____.

I like this story and that story. I like both ____.

That woman is strong. There are many strong ____.

One child is sitting alone. Three ____ are sitting nearby.
Record their responses on a chart next to a column that shows each word’s singular form.

<table>
<thead>
<tr>
<th>One</th>
<th>More Than One</th>
</tr>
</thead>
<tbody>
<tr>
<td>wish</td>
<td>wishes</td>
</tr>
<tr>
<td>watch</td>
<td>watches</td>
</tr>
<tr>
<td>story</td>
<td>stories</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
</tbody>
</table>

Draw children’s attention to the -es ending on the words that mean more than one. Explain that when words ending in s, x, sh, ch, and the consonant y form plurals, they have -es endings to indicate more than one. Words ending in the consonant y, such as story, drop the y and add i before adding -es, such as stories. Point out that words like woman and child also have a change in spelling in the plural.

Practice

Read with children the following sentences in Jamaica Louise James:

“Mama says my stories go on… and on… she tells me,… ‘Snap to it, baby!’”

“At night, Mama and Granny and I cuddle on the couch while the city quiets down.”

“They bought me a real paint set — with eight little tubes of color and two paint brushes.”

Ask children to record on a chart the story words that take -es endings or change spelling to indicate more than one.

Apply

Invite children to write a story, using the words on their charts.

Objectives

- identify plural nouns that end in -es
- make a chart of nouns that change spelling in the plural

Materials

- Anthology: Jamaica Louise James

LITERATURE FOCUS: 10-15 MINUTES

Review Jamaica Louise James

Ask children to review and retell Jamaica Louise James. After the retelling, ask children to tell what one character is like. Have them point out the page(s) that support their thinking.
**Vowel Pairs ee, ea**

**Teach**

*Say* the following words, and have children raise their hand each time they hear a word with the same vowel sound as *eagle*: sheet, shout, met, meal, dream, keep, cape, week, went, seal, sell.

*Display* the Sound/Spelling Card *eagle*, say the long *e* sound, and invite children to repeat it with you several times. Remind children that this sound may be spelled with the vowel pairs *ee* or *ea*.

*Write* *deep* on the board, underline the *ee* spelling, and 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. Start with the sound for *d/*, /d/*, add the sound for *ee/*, /e¯/*, and have children blend the sounds to say /d/ /e¯/ . Finally, have children say the sound for *p/*, /p/*, and blend the sounds /d//e¯//e¯//p/, *deep*. Repeat with *beet*, *feed*, and *feet*.

*Write* *real* on the board, and underline the *ea* spelling. Use Blending Routine 2 to blend the word, and repeat with *seat* and *team*.

**Practice**

*Write* *deep* and *real* as headings of a two-column chart. Read the words with children. Point out that both words have the long *e* sound. Invite children to brainstorm *ee* and *ea* words with the long *e* sound. Assist them with spelling the words, and have them write the words under the appropriate heading.

<table>
<thead>
<tr>
<th>deep</th>
<th>real</th>
</tr>
</thead>
<tbody>
<tr>
<td>street</td>
<td>dream</td>
</tr>
<tr>
<td>beet</td>
<td>team</td>
</tr>
<tr>
<td>sweet</td>
<td>sneak</td>
</tr>
<tr>
<td>week</td>
<td>speak</td>
</tr>
<tr>
<td>speed</td>
<td>weak</td>
</tr>
</tbody>
</table>

**Encourage** children to write three sentences using as many words from the chart as possible. Have children read their sentences to the class.

**Apply**

*Have* pairs of children look for long *e* words spelled with the vowel pairs *ee* and *ea* in *The Clean Team*. Each time children find a word with *ee* or *ea*, they should read it aloud while you write it on the board. Have volunteers come to the board and underline the vowel pairs.
SKILL FOCUS: PHONICS

Common Syllables -tion, -ture

Say the following words, and ask children how many syllables they hear in each one: action, mention, motion, nation. (two) Repeat the words, having children listen for the syllable they share. (tion) Repeat the procedure for -ture, using the words picture, pasture, nature, and mixture.

Write action, and say it. Underline -tion, say /sh n/, and point out that many longer words end with -tion. Have children say the syllable. Help them use the VCCV pattern to divide action into syllables after the c. Help them blend the first syllable sound by sound, and then say -tion. Finally, have them blend the syllables together to say action. Repeat with mention. Follow the same procedure to review the syllable -ture, /ch r/, using the words picture and pasture.

Practice

Write -tion and -ture as headings on the board. Ask children to suggest other words that end with those common syllables. List the words on the board. Finally, read the words with children and discuss their meanings.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-tion</td>
<td>-ture</td>
</tr>
<tr>
<td>action</td>
<td>picture</td>
</tr>
<tr>
<td>station</td>
<td>furniture</td>
</tr>
<tr>
<td>vacation</td>
<td>nature</td>
</tr>
<tr>
<td>motion</td>
<td>mixture</td>
</tr>
</tbody>
</table>

Apply

Have pairs of children use the words on the chalkboard to make up a riddle. Ask each pair to take turns reading their riddles to the group.

LITERATURE FOCUS:

Preview Big Hound’s Lunch

Preview Big Hound’s Lunch. Introduce the characters, discuss the illustrations, and use words such as please, leash, and eat.
Objectives
• use clues from the story and their knowledge to make inferences
• complete a chart about story clues and inferences

Materials
• Anthology: Jamaica Louise James
• Phonics Library: Big Hound’s Lunch, The Clean Team

Teach
Demonstrate for children examples of feelings. After each example, ask children to tell what feeling is expressed and what clues helped them figure it out. You might try the following:

Yawn and say, I didn’t sleep well last night. (tired)

Hold your stomach and say, I’m going to go lie down. (sick)

Put your hands on your hips and say, Who spilled glue on my jacket? (angry)

Explain to children that when they use story clues and their knowledge to understand something that isn’t directly stated, they are making inferences. Provide children with an opportunity to pantomime different feelings while classmates guess what they are. Explain that they are making inferences.

Practice
Have children make inferences about Jamaica in Jamaica Louise James by Amy Hest. Ask children to review the story and tell things that Jamaica does or says. Have children use those clues and what they know from their experiences to make inferences about what Jamaica is like. Record children’s observations in a similar chart:

<table>
<thead>
<tr>
<th>Things Jamaica does or says</th>
<th>What is Jamaica like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She hangs things for her Grammy’s birthday.</td>
<td>thoughtful</td>
</tr>
<tr>
<td>She is always drawing and painting.</td>
<td>expressive</td>
</tr>
<tr>
<td>She tell stories.</td>
<td>talkative</td>
</tr>
</tbody>
</table>
Apply

Have children work with a partner to make inferences about the character Grammy in the story. Ask children to record on a chart their observations about what kind of a person Grammy is based on what Grammy says and does. Then have children use those clues and what they know from their experiences to tell what Grammy is like.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Jamaica Louise James, Big Hound’s Lunch, and The Clean Team

Page through all the stories with children, reviewing the illustrations and text in each story to make inferences.

Have children look through the stories for High-Frequency Words believe, lady, and whole.

Ask children to look for words with vowel pairs ea and ee in the stories, and for the –tion and –ture ending in two-syllable words.