Theme 4: Amazing Animals
EXTRA SUPPORT LESSONS FOR

Amazing Animals

Selections

1 Officer Buckle and Gloria
2 Ant
3 The Great Ball Game
Teach

Recite the chant to introduce /är/. Repeat it, emphasizing the ar words.

CHANT

Let’s go riding in the car.  
It can take us very far!

Say the word car, and have children repeat it. Isolate and stretch /är/, and have children repeat it.

Have children stretch /är/ as they say these words: far, part, smart, bark.

Have children raise their hand when they hear /är/ as you say these words: park, take, flat, party, farm, card.

Blend

Use Blending Routine 1.

Distribute the letter cards f, a, and r to children. Have children holding the a and r cards link arms. Then have the child with the f card walk towards the other children to form far. Have children listen as you blend the sounds, stretching the ar sound and then saying the word.

Repeat the same steps with the word park. Have children say park with you. Then have them blend it on their own.

Guided Practice

Display or distribute Teaching Master ES4-1.

Tell children to use what they know about the sound ar to read the invitation with you. Randomly point to words and have children read them. Help children to identify any words with the /är/ sound and circle them.

Check children’s ability to read ar words by having them read aloud all the circled words.
**r- Controlled Vowels or, ore**

**Teach**

Recite the chant with children to introduce /ɔɹ/. Repeat it, emphasizing *corn* and *more*.

CHANT

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More, more, more, please!
Yellow corn, please!
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Say the word *more*, and have children repeat it. Isolate and stretch the /ɔɹ/ sound, and have children repeat it. Have children stretch /ɔɹ/ as they say these words: *snore, chore, short*.

Tell children to stamp a foot on the floor when they hear /ɔɹ/ as you say these words: *born, home, porch, store, stop, born*.

**Blend**

Display the word *more*. Use Blending Routine 1 to blend the sounds. Note the silent *e*. Then have children blend the word *more*.

Repeat the same steps with *corn*. Have children say *corn* with you. Then have them blend it on their own.

**Practice/A pply**

Distribute copies of Practice Master ES4-1 and read the directions.

Tell children to use their knowledge of sounds and letters to read the sentences and match them with the correct pictures.

Check children’s responses by having them read the /ɔɹ/ words.

**LITERATURE FOCUS:**

**Preview A Park for Parkdale**

Preview *A Park for Parkdale* and discuss the illustrations. Use words from the story such as *stores, morning, market, and park*.

Ask children to say what the people in the town work together to do. Tell children they will read this story with the rest of the class.

**Objectives**

- associate /ɔɹ/with *or* and *ore*
- read words with *or* and *ore*

**Materials**

- word cards *more, corn*
- Practice Master ES4-1
**Objective**
- use story clues to draw conclusions

**Materials**
- Teaching Master ES4-2
- Practice Master ES4-2
- Anthology: Officer Buckle and Gloria

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**Drawing Conclusions**

**Teach**

Tell children you want them to be detectives. Have them listen as you describe a scene: *The wastebasket was turned over. Some papers and an empty cookie box were on the floor. The box had little teeth marks on it. There were paw prints near the basket. Ask: What happened to the wastebasket? (It was knocked over by an animal.)*

Ask children to identify clues that help them decide what happened.

(teeth marks, paw prints)

Say that good readers are like good detectives. They look for clues in a story that help them understand what is happening.

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**Guided Practice**

Display or distribute Teaching Master ES4-2. Have children use details in the pictures to identify the settings.

Tell children to listen as you read about Mort and the choices labeled *What I Think.*

Guide them as they identify the correct conclusion and the clues that helped them draw the conclusion.

(paints, pictures, shapes, clay, makes little books)
**Practice/Apply**

**Distribute** Practice Master ES4-2, and read the directions with children. Ask volunteers to repeat in their own words what children should do to complete the activity.

**Have** children read the stories independently and then indicate their responses.

**Check** children’s ability to draw conclusions as they share their responses with the class.

**LITERATURE FOCUS:** 20–30 MINUTES

**Preview Officer Buckle and Gloria**

**Segment 1**

Refer to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 1 of Officer Buckle and Gloria (pages 19–37).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T51 and T55.

**Segment 2**

Refer to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 2 of Officer Buckle and Gloria (pages 38–51).


**Drawing Conclusions**

Read each story. Look for clues that will help you draw conclusions. Put an X by your choice. Then circle the clue in the story.

**What I Think**

- Mort likes to paint.
- Tuffy always wags his tail and barks when I get home.
- Mort likes to spend time in the book corner.
- Mort likes to make books.
- Tuffy is our pet. He is black and white. He likes to play fetch with a stick.
- Mort likes to spend time in the art room.
- Mort likes to shape clay into animals.
- Mort makes books.

**Clues**

- Mort likes to paint pictures and shape clay into animals. Sometimes he makes little books.
- Mom has the day off. She wants to do something for fun. She packs food in a basket. She packs cool drinks, too. She adds plates and napkins.
- Mort likes to spend time in the book corner.
- Mort likes to shape clay into animals.
- Mort makes books.
**Objective**
- read and write new High-Frequency Words: board, listen, told

**Materials**
- Anthology: Officer Buckle and Gloria

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**High-Frequency Words**

**Teach**

Write board, listen, and told on the board. Ask: Where did I write these words? (on the board) Ask: Which of these words is board? Have children give other examples of what the word board can mean.

Ask: What do I need you to do when I am talking? (listen) Which of these words is listen? Have children give examples of times when they listen.

Write cold and bold under told. Have children read the two new words. Then point out that told ends the same way as cold and bold. Have the students read told. Then write the sentence I told you a story yesterday on the board.

**Practice**

Write these sentence frames on the board:

Our teacher ______________ us we should ______________ when he was talking. Then he wrote on the ______________.

Have volunteers come to the board and complete the sentences using the High-Frequency Words.

**Apply**

Have children work in pairs to write a sentence for each High-Frequency Word. Then have the pairs trade sentences and read each other’s work, circling the High-Frequency Words in the sentences. Have children read the sentences aloud to the class.

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**Words for Nouns (Pronouns)**

**Teach**

Ask children what they did after school yesterday. Using their names, write sentences on chart paper similar to these:

Jorges played baseball.
Ashley read a book.
Jason and Mia rode bikes.
Natalie rode bikes with Jason and Mia.
Prepare some index cards with these pronouns written on them: *He, She, They, I, We,* and *Them.* Show the index cards, and have the children read the pronouns aloud. Tell children that the names can be replaced with pronouns. Read each sentence substituting pronoun cards for names. Tape the pronoun over the name or names in the sentence. Continue until you have placed a pronoun over each name or pair of names.

**Practice**

Refer children to *Officer Buckle and Gloria.* Have children replace nouns with pronouns in story sentences. Read each sentence aloud, and have children say the pronoun that belongs in that sentence. Some of the following examples could be used:

Page 25 “Gloria obeys my commands.” *(She)*

Page 26 “The children sat up and stared.” *(They)*

Page 37 “Officer Buckle loved having a buddy.” *(He)*

**Apply**

Have children find and write sentences that contain pronouns. Have children circle the pronoun. Then have them work with a partner to identify the story character to whom the pronoun refers.

**LITERATURE FOCUS:**

**10–15 MINUTES**

**Review** *Officer Buckle and Gloria*

Ask children to review and retell *Officer Buckle and Gloria.* Then ask partners to take turns drawing conclusions about the story. Remind them to support their ideas with clues from the words and illustrations.
r-Controlled Vowels ar

**Teach**

Tell children to listen closely to these words: arm, jar, scarf, target, carnival. Ask what sound these words have in common. /är/ Say words am, aid, arm; bate, band, barm; cave, carve, cove. Have children raise their hand each time they hear a word with the /är/ sound.

Display the Sound/Spelling Card, artist, and have children say the sound /är/ when you point to the ar spelling. Write the word card on the board. Use Blending Routine 2 to help children blend the word. For each sound, point to the letter(s), say the sound, and have children repeat it. Have children say the sound for c/k/, then the sound for ar, /är/, and then blend /kär/. Finally, have them say the sound for d/d/, and blend /kärd/, card. Repeat the blending procedure with bard and dark.

Write garden. Help children divide the word into syllables between the r and d. Help children blend the sounds in each syllable and then blend the syllables to read the word. Repeat with starting and target.

**Practice**

Display letter cards a and r and make words by putting other letter cards before and after the two cards that make the /är/ sound. Then have children use their letters to make words such as arm, art, tar, part, cart, yarn, barm, and farm. Write the words on the board, underline the ar, and have children say the word.

**Apply**

Have children work in pairs as they read A Park for Parkdale and write lists of words with ar in them that they find in the story. Have children write their lists on the board and compare them.

r-Controlled Vowels or, ore

**Teach**

Say corn, torch, sbore, order, and ask children what sound these words have in common. (/ôr/) Say these words, and ask children to identify the word with the /ôr/ sound: cone, corn, torch, touch, pot, port.
Display the Sound/Spelling Card orange and have children repeat the /ɔr/ sound. Point out the or spelling of this sound on the card. Next, write the word fork on the board 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. Have children say the sound for f, /f/, then the sound for or, /ɔr/, and then blend /fɔr/. Finally, have them say the sound for k, /k/, and blend /fɔrk/. fork.

Write more on the board and point out the ore spelling of the /ɔr/ sound. Then follow the same blending procedure as above to blend the sounds in the word more.

**Practice**

Write these sentence on the board:

The waves bit the shore with force.

We used a torch to see until morning.

The horse had a sore leg.

Call children to the board to circle the spelling of the /ɔr/ sound for the underlined words. Then have them read the complete sentence.

Have children brainstorm a list of other or and ore words.

Possible words: fort, north, formula, forklift, sore, score, chore, before, scoreboard, shoreline.

**Apply**

Have children write short stories using words from the board. Tell children to underline words that have the or spelling of the /ɔr/ sound and to circle words that have the ore spelling of the /ɔr/ sound.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Arthur’s Book**

Walk children through Arthur’s Book and discuss the illustrations using words from the story such as started, bard, and story.

Ask children to use picture clues to conclude where Arthur may get a story idea.
Objectives
- draw conclusions about events in a story
- identify feelings based on actions in role plays

Materials
- Anthology: Officer Buckle and Gloria
- Phonics Library: A Park for Parkdale, Arthur’s Book

SKILL FOCUS: COMPREHENSION

Drawing Conclusions

Teach

Show children pictures of people in various uniforms, such as a police officer, firefighter, nurse, soldier, or dentist. Or you might simply want to begin with a description of a person in an occupation: She drives me and all of my schoolmates to school in the morning. She beeps the horn. She turns the wheel. Who is she? Ask: What do you think this person’s occupation is? What clues do you see (or hear) that help you reach this conclusion?

Point out that children used the details in the pictures or sentences to draw conclusions. Tell them that they can use their skill in drawing conclusions to understand something that may not be stated directly in a story. Use the following Think Aloud:

Think Aloud

I am in line at the grocery store. The man in front of me is buying hot dogs, buns, potato chips, sodas, charcoal, and lighter fluid. From the items that I see in his shopping cart, I draw a conclusion that he is going to have a cookout.

Tell children that you are going to read a list of items. Ask them to draw a conclusion about what they can do with the items.

- flour, sugar, eggs, frosting, candles (make a birthday cake)
- mop, bucket, scrub brush, cleaner (mop the floor)
- lettuce, tomatoes, carrots, cucumber, ranch dressing (make a salad)

Practice

Tell children that they are going to use clues from the text and illustrations in the story Officer Buckle and Gloria to figure out some things that happened that the author did not tell them directly.

Direct children to page 22 of the story. Read the text aloud. Ask: What do you see? (children are sleeping, someone is throwing airplanes)

Ask: Based on what the story says and what the picture shows, how do you think the students at Napville School were feeling? (bored)

Ask: Did the author say the students were bored? (no) Explain that they used the clues in the picture to figure out the children’s feelings.
Use other examples in the story, such as the following:

Page 35 How does Officer Buckle feel about all the phone calls? (He looks happy or proud)

Pages 42–43 How does Officer Buckle feel when he sees himself on the news? (surprised) How does Gloria feel? (worried, nervous)

Conclude by saying: Being able to figure things out that are not stated in the story will help you to understand the meaning of the story. This will make you a better reader.

Apply

Have children take turns acting out different feelings that characters in the story have. Ask the other children to guess the mood or emotion. Some examples of different moods include the following: bored, happy, proud, friendly, loving, grumpy, or unhappy.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Officer Buckle and Gloria, A Park for Parkdale, and Arthur’s Book

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

Have children look through Officer Buckle and Gloria for these high-frequency words: board, listen, and told, and for words with the /ør/ sound such as: more, snoring, morning, and enormous.

Ask children to identify /år/ words from the Phonics Library stories.
**Objective**
- recognize and say the /nd/, /nk/, and /nt/ sounds
- blend and read words with final nd, nk, and nt

**Materials**
- word cards drank, hand, think, went
- Teaching Master ES4-3

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**Words with nd, nk, nt**

**Teach**

**Recite** the chant with children. Repeat the words ground, around, and found, emphasizing the final /nd/.

**CHANT**
- Chant, chant, look for an ant.
- Look on the ground, look all around.
- Look in a trunk, look in a sink.
- It’s in the Lost and Found, I think!

**Tell** children to listen to and then repeat some words that end in nd. Say: band, land, find, kind, bend. Have children stand when they hear /nd/ in the following words: band, shake, band, play, panda.

**Tell** children to listen to and then repeat some words that end in nk. Say: thank, trunk, bank, blank. Have children blink when they hear words that end with /nk/: bake, sink, skunk, can, shrink.

**Tell** children to listen to and repeat words that end in nt. Say: point, print, paint. Have children point to the child next to them when they hear words that end with /nt/: plan, plant, ten, tent.

**Blend**

**Display** the word card think. Using Blending Routine 1 to model how to blend the sounds, moving your finger under the letters as you read. Blend the sounds softly, and then say the word aloud. Have children repeat the process. Display the word card drank, and have children blend it. Repeat with /nd/ and band, and /nt/ and went.

**Write** plank, send, clink, grand, tent, and stunt on the board, and have children blend the sounds to read them.

**Guided Practice**

**Display** or distribute Teaching Master ES4-3 and discuss the illustration with children.

**Explain** to them that they will read the sentences with you and then choose a word from the piggy bank to complete each sentence. As children identify the words, help them write the words in the sentences.

**Check** children’s ability to read and write nd, nt, and nt words.
**SKILL FOCUS: STRUCTURAL ANALYSIS**  
10–15 MINUTES

**Base Words and Endings:**  
-es, -ies (nouns)

**Teach**

Recite the chant; emphasizing the words bunches and puppies.

**CHANT**

A bunch of puppies here.  
A bunch of puppies there.  
Bunches of puppies everywhere!

Write bunch and bunches. Underline the -es in bunches and explain to children that when a naming word ends in cb, -es is added to show more than one. Write the words kisses, boxes, and dishes, and explain that es is also added to words that end in s, x, and sb.

Write puppy and puppies and underline the y in puppy and the -ies in puppies. Explain to children that when a noun ends in y, the y is changed to i before -es is added to make a plural.

**Blend**

Display the word babies. Using Blending Routine 1, move your finger under the letters as you read. Have children repeat the blending process with you. Have children blend pennies on their own. Repeat the same steps for plurals ending with -es, such as lunches and foxes.

**Practice/Apply**

Distribute copies of Practice Master ES4-3 to children and read the directions. Call their attention to kittens, shells, cars, things, and trees, noting that many words that name more than one thing end with just -s.

Check children’s ability to identify plural nouns as they read the sentences.

**LITERATURE FOCUS:**  
10–15 MINUTES

**Preview Hank’s Pandas**

Preview Hank’s Pandas by walking children through the story, discussing the illustrations, and plurals such as pandas, stories, and plants. Ask children to name things Hank does to take care of the panda.

**Objectives**

- identify -es and -ies endings  
- read words with -es and -ies

**Materials**

- Practice Master ES4-3  
- word cards babies, pennies  
- Phonics Library: Hank’s Pandas
Day 2

Objective
- identify and use illustrations, captions, and text to understand main ideas

Materials
- Teaching Master ES4-4
- Practice Master ES4-4
- Anthology: Ant

Text Organization

Teach
Write the following on the board:

Honey bees make honey. They start by taking nectar from flowers. Then, they take the nectar to their beehive. There, they will turn the nectar to honey to eat during the winter.

Read the text aloud and ask children: What do honeybees make?

Write Main Idea on the board above the sentence Honeybees make honey, and ask children to provide you with details from the text that help to support the main idea.

Explain that children can look at pictures, listen for repeated words in stories, and read the text to figure out what the main idea is.

Guided Practice
Display or distribute Teaching Master ES4-4 to children, and read aloud the directions. Be certain children are aware of the stated main idea and the final question that relates to the illustration.

Read aloud the text and call on children to underline the details in the text that support the main idea.

Ask children to write a complete sentence to answer the last question on the page.
Practice/Apply

Distribute Practice Master ES4-4. Have children take note of the illustration and the caption below it. Point out the main idea statement.

Tell children to use the picture, caption, and what they read to help them fill in details that support the main idea.

Check children’s ability to pick out details that support the main idea by reviewing their responses with them.

LITERATURE FOCUS: 20–30 MINUTES

Preview Ant

Segment 1

Refer to the bottom of page T133 in the Teacher’s Edition and preview with children Segment 1 of Ant (pages 61–69).


Segment 2

Refer to the bottom of page T133 in the Teacher’s Edition and preview with children Segment 2 of Ant (pages 70–83).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T142 and T144.

Text Organization

Read the information. Then read the main idea. Underline details in the paragraph that tell more about the main idea.

Animals need doctors, too. These doctors check dogs and cats for fleas and ticks. They give animals shots and pills to keep them well. Some can mend birds’ broken wings. I would like to help animals some day.

Main idea: Animal doctors do many things to help animals.

What does the picture tell you an animal doctor can do?

Animal doctors can check a dog’s teeth.

Birds carry what they need to make nests.

Birds build nests as their homes. Some nests are in trees. Others are on the ground. Most nests are made of grass and twigs. Some nests are large, but others are small.

Main idea: Birds build nests.

Detail: Birds carry what they need to make nests.

Detail: Some nests are in trees.

Detail: Some nests are on the ground.

Detail: Most nests are made of grass and twigs.

Detail: Some nests are large, but others are small.

Grade 2 Theme 4: Amazing Animals

PMES 4–4

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High-Frequency Words

Teach

Write *between* on the board. Then draw a vertical line between the *be* and the *tween*. Cover *tween* and ask children to read *be*. Then cover *be* and ask children to read *tween*. Remind them that a double *e* makes the sound /e/. Uncover the whole word and have children read it. Have children give examples of sentences with the word *between* in them.

Write *care* on the board and read it. Have students repeat the word. Ask volunteers for examples of sentences with the word *care*.

Write the word *weigh* on the board, read it, and have children repeat it. Tell children that this word has an unusual spelling and have them spell it aloud with you. Ask volunteers for examples of sentences with the word *weigh*.

Practice

Write the following sentence frames on the board:

I wrote __________ on the board.
I care about __________.
I will weigh the __________.

Have children copy the sentence frames and complete them. Then have children read their answers aloud. You may wish to make lists of the different words and phrases used to complete each sentence.

Apply

Have children write one sentence for each word. Then have them exchange papers and take turns reading the sentences.

Objective

- read and write new High-Frequency Words: *between, care,* and *weigh*
Singular Possessive Nouns

Teach

Write a list of the children's names on the board. Ask each child to name his or her favorite toy. Write the name of the toy next to the child's name, leaving space to add 's. Tell children: *When I want to show that an object belongs to someone, I add an apostrophe and an -s to the name.* Go down the list and add 's to each child's name.

Have each child write his or her name on an index card and add 's. Assemble a small pile of objects such as crayons, pencils, and books. Hand an object to a child and ask: *Whose crayon is this?* Have the child hold up his or her name card. Continue with this process until each child's name has been used as a possessive noun.

Practice

Write the following sentences on the board:

*The ant tunnels filled the colony.* *(ant's tunnels)*

*An ant antennae are like a nose and fingers.* *(ant's antennae)*

*A worker job is to find food.* *(worker's job)*

Read the sentences aloud. Work with children to add the 's to show ownership.

Apply

Have children write and complete the following sentences about ants:

*An ___________ home is called an ant hill.* *(ant's)*

*The ___________ job is to lay eggs.* *(queen's)*

Have children share their completed sentences.

LITERATURE FOCUS:

Review *Ant*

Ask children to review and retell *Ant*. After the retelling, have children choose a page or section of the story and identify the main idea and details. You may want children to record this information in a text organization chart.
Objective

• independently read and write words with *nd, nt, mp, ng, nk*

Materials

• Letter Cards a, b, c, d, e, g, i, k, l, m, n, o, p, r, s, t, u, w, y

**Teach**

**Have** children listen for and identify the final sound in words ending with a single consonant, such as *cap, light*, and *knob* (/p/, /t/, /b/)

Then have them listen for and repeat the final consonant sounds in each of these words: *sand, lamp, pant, went, hand, dump* (/nd/, /mp/, /nt/, /nt/, /nd/, /mp/)

Finally, challenge children to listen for and repeat the final consonant sounds in *think* and *song* (/nk/, /ng/)

**Remind** children that *n* sometimes joins together with another consonant at the end of a word or syllable. Write *sand* on the board, circle the *nd*, and say the word. Have children repeat it and then say the /nd/ sounds several times. Note how the two sounds blend together. Next, write the word *land* on the board and use Blending Routine 2 to help children blend the word. For each sound, point to the letter, say the sound, and have children repeat it. Have children say the sound for *l,* /l/, then the sound for short *a,* /a/, and then blend the two sounds. Next, have them say the sound for *n,* /n/, and blend the three sounds, /lan/. Finally, have them say the sound for *d,* /d/, and blend all the sounds to say *land.*

**Follow** the same procedure, using these words and consonants:

• *pant* for the letters *nt*

• *lamp* for the letters *mp*

• *long* for the letters *ng*

• *pink* for the letters *nk*

**Practice**

**Ask** children to place their cards for *n* and *d* together on their desk or workspace. Then ask children to make words by adding to these letters. Have volunteers tell you what words they are making, and write the words on the board. Repeat this procedure with *nt, mp, ng,* and *nk,* asking children to make words with each pair of letters.

**Apply**

**Have** children work in pairs as they read *Hank’s Pandas.* Have them find words with *nd, nt, mp, ng,* and *nk.* On the board, write a chart with each pair of letters as a column heading. Then ask children to take turns writing their words beneath the appropriate heading.
Base Words and Endings -s, -es, -ies (Nouns)

**Teach**

*Write* the words *cat, watch,* and *city* on the board. Point out that each of these nouns names one thing. Explain that to name more than one thing you must make the noun plural by adding -s, -e, or -ies.

*Write* *cats* beneath *cat.* Explain that we add -s to most nouns to make them plural.

*Write* *watches* beneath *watch.* Explain that when nouns end in *ch, ss, x,* or *sh,* you add -es to make them plural.

*Write* *wives* below *wife.* Point out that when nouns end in *f or fe,* you change the *f to v* and add -s or -es.

*Write* *cities* beneath *city.* Explain that when nouns end in a consonant plus *y,* you change the *y to i* and add -es.

**Practice**

*Recite* the following phrases. Have children write the phrases down.

*One band, two bands.*

*One mix, two mixes.*

*One fly, two flies.*

*Have* volunteers write the phrases on the board. Review the spellings of the singular and the plural nouns with children.

**Apply**

*Have* children write two sentences for each pair of nouns they have written, using the singular noun in the first sentence, and the plural noun in the second sentence.

**LITERATURE FOCUS:**

**Preview Marta’s Larks**

*Walk* children through *Marta’s Larks* and discuss the illustrations, using words from the story such as *larks, birds, bugs, sing* and *thinks.*

*Ask* children where Marta lives and what details in the pictures let them know. Then tell them that they will read this story with the group.
**Text Organization**

**Teach**

Write the following story on six sentence strips:

*I woke up when my alarm went off.*

*Next, I put on my red shirt.*

*I got to school on time.*

*I ate a banana and cereal.*

*First, I took a shower.*

*Then I got on the school bus.*

Read the story to children. Ask: *Does my story make sense? (no)* Have children help you organize the story in a way that makes sense by rearranging the sentence strips.

Tell children that when we tell a story, we have to organize it in a way that makes sense. We might organize it by which things happened first, as in the story organization above.

Tell children that authors also have to organize their information in a way that makes sense. Explain that, as readers, we use the author’s organization to decide which ideas are the most important and how ideas relate to each other.

**Practice**

Tell children that they are going to find out how the author organized the story *Ant*. Begin on page 63. Together, read the text aloud. Ask: *What is the main idea? (you hardly ever see just one ant)*

Direct children to pages 64–65 of the story. Read the text aloud. Ask: *What is the main idea of these pages? (ants live in colonies) Say: So far, we have seen that the author has a main idea for each set of pages. Did she tell us there would be a main idea? (no) Ask: How did we find out what the main idea was? (read the words, looked at the pictures, listened for repeated words) Explain that they used clues in the text to figure out how the author organized the text.*
Use the same procedure, identifying how the text is organized on these pages:

Pages 66–67   ant antennae

Pages 68–69   ants help each other

Repeat that they used main ideas on each set of pages to help them figure out how the story is organized.

Apply

Write the following words on the board: leafcutter ants, army ants, farmer ants, carpenter ants, weaver ants. Have children copy the words and tell them that each one is a main idea. Ask them to find the pages on which each main idea is described, and write the page numbers next to it

• Carpenter ants (pages 70–71)
• Leafcutter ants (pages 72–73)
• Weaver ants (pages 74–75)
• Farmer ants (pages 76–77)
• Army ants (pages 78–79)

LITERATURE FOCUS: 10–15 MINUTES

Preview Ant, Hank’s Pandas, and Marta’s Larks

Page through all the stories with children and ask them to recall the main ideas of each story.

Tell children to look through Ant for the following High-Frequency Words: between, care, and weigh, and for words that end in nd, nk, and nt such as ant, ground, around, find, kinds, bend, plant, and think.

Ask children to look for and say words with -s, -es, and -ies endings in each story.
Teach

Recite the chant with children to introduce the /o¯/ vowel sound.

Say the word row and have children repeat it. Isolate and stretch the long o vowel sound and have children repeat it. Do the same with the words boats, grow, oats, know, and goats.

Have children stretch the long o sound as they say these words with you: road, flow, coat, and croak.

Have children pantomime growing each time they hear a word with the /o¯/ sound: got, goat, blow, slow, not, now, snow.

Materials

- word cards: crow, goal, oak, oath, rowboat, toad, throw
- Teaching Master ES4-5
- Practice Master ES4-5
- Phonics Library: Crow’s Plan

Blend

Use Blending Routine 1.

Display the word card for crow. Model how to blend the sounds, stretching the long o sound and then saying the word. Explain to children that the two letters ow together stand for the long o vowel sound. Then have children blend the word and say it with you. Ask a volunteer to use crow in a sentence.

Repeat the same steps with the word card for goal, saying that the two letters oa stand for the long o vowel sound.

Display the word cards for oak, oatb, rowboat, toad, and throw. Have children use blending to read them.
**Guided Practice**

**Display** or **distribute** Teaching Master ES4-5, and discuss the illustration with children. Write **toaster** below the picture, and ask children to read the word with you. Have children notice the words written on the slices of bread. Tell them to use what they know about blending sounds to read the words with you.

**Direct** attention to the sentences. Have children read them with you. Explain that they should find words on the slices of bread to complete the sentences. Help children identify the words and write them in the sentences.

**Read** the completed sentences with children.

**Practice/Apply**

**Distribute** Practice Master ES4-5 and discuss the illustrations and directions with children.

**Tell** children to find the long **o** words in the story and then write them on the lines.

**Have** children read the story and complete the Practice Master independently.

**Check** children’s ability to read long **o** words by having them read their answers aloud.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Crow’s Plan**

**Walk** children through *Crow’s Plan* and discuss the illustrations, naming the characters and using words from the story such as **floats, croaked, hollow, show, goal,** and **throw**.

**Ask** children what problem Crow solves. (He cleans up Oak Lake with the help of his friends.)

**Tell** children they will read this story with the rest of the group.
**Objective**
- identify cause-and-effect relationships in the story

**Materials**
- Teaching Master ES4-6
- Practice Master ES4-6
- Anthology: *The Great Ball Game*

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**Cause and Effect**

**Teach**

Tell children to watch you carefully. Fan your face with your hand or a piece of paper for a moment to convey that you feel warm. Then go and open the window. Discuss your actions with children. Ask: *What did I do first? What did I do next? Why did I open the window?*

Explain that one good way of understanding what is happening around us is to look for reasons why things happen. Explain that this is true when reading stories, too. Paying attention to why things happen helps readers better understand and enjoy stories.

**Guided Practice**

Display or distribute Teaching Master ES4-6 and discuss the illustration with children. Read the story and the questions with them.

Guide children as they answer the *Why* questions.
Practice/Apply

Distribute Practice Master ES4–6 to children, and read the directions with children.

Have them read the page independently and make their responses.

Check children’s comprehension of cause and effect as children share their responses.

LITERATURE FOCUS: 20–30 MINUTES

Preview The Great Ball Game

Segment 1
Refer to the bottom of page T203 in the Teacher’s Edition and preview with children Segment 1 of The Great Ball Game (pages 91–99).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T205 and T206.

Segment 2
Refer to the bottom of page T203 in the Teacher’s Edition and preview with children Segment 2 of The Great Ball Game (pages 100–109).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T211 and T212.

Cause and Effect

Today is a special day for Juan. His mom and dad invited his friends and family to their home. Juan wants to help out, so he and Dad make colorful decorations to put on the walls. Then he helps Mom make a cake. Soon all the guests arrive and say, “Happy Birthday!”

Why do Juan’s parents invite his friends and family to their home?
because it is Juan’s birthday
because he wants to help out

Why does Juan make decorations with his dad?

Because he wants to help out

SELECTION 3: The Great Ball Game
Objective
• read and write new High-Frequency Words: ago, field, half, war

Materials
• word cards ago, field, half, war

High-Frequency Words

Teach
Hold up the word card war and read it aloud. Tell children that they are going to play tug-of-war. Next, hold up the field card. Read the word and tell children where they are going to play the game. Then, hold up the half card. Divide the children into equal teams and line them up. Hold up the ago card. Tell children that a short time ago you explained the details of the tug-of-war activity, and now it is time to play.

Take the children and the word cards outside or clear a space inside. Hold up each card and cue children to say the word at the appropriate time as they prepare to play the game. (We are going to play tug-of-… (war). We are going to play on the… (field).)

Practice
Display the High-Frequency Word cards on the chalk ledge. Have children draw pictures of the class playing tug-of-war. Ask them to write descriptions underneath their drawings, using the high-frequency words.

Apply
Have children show their pictures to the class and read aloud their descriptions.

Plural Possessive Nouns

Teach
Write the following sentences with plural nouns on the board:

The boys will bring the hockey sticks.

The boys’ hockey sticks are in the gym.

Read the sentences with children. Explain that in the first sentence, the word boys is a plural noun; it ends in -s, and it tells us that there is more than one boy. Then explain that in the second sentence, the word boys’ is a plural possessive noun. It has an apostrophe to show that the hockey sticks belong to the all the boys.
**Practice**

**Direct** children to page 100 in the story *The Great Ball Game*. Read aloud this sentence:

"On the Animals' side Fox and Deer were swift runners, and Bear cleared the way for them as they played." Ask: *Where do you see an apostrophe in this sentence? Where is the apostrophe in the word Animals?*

**Write** the following sentences on the board:

- *The Birds wings made them better than the Animals.*
- *The Animals teeth made them better than the Birds.*
- *The Birds penalty was to leave the land for a half of each year.*

**Read** the sentences aloud. Tell children that each possessive noun is missing an apostrophe. Ask them to tell you where to place the apostrophe. *(Birds’ wings, Animals’ teeth, Birds’ penalty)*

**Apply**

**Have** children punctuate the possessive nouns in the sentences:

- *Birds wings help them to fly.* *(Birds’)*
- *Animals teeth help them to eat and catch prey.* *(Animals’)*
- *The Birds penalty was given because they lost the game.* *(Birds’)*

**Have** children copy the sentences and draw pictures to illustrate the concepts. Then have them share what they have drawn and written. Ask children how the meaning of the sentences would change if they were written with *The Bird’s wings, An Animal’s teeth, or The Bird’s penalty*. Help children to see that the ‘s refers to just one bird or animal.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review** *The Great Ball Game*

**Have** children review and retell *The Great Ball Game*. Then have children work in pairs. One partner names something that happened in the story (effect) and the other partner tells why it happened (cause). Children should alternate identifying effects and causes.
Vowel pairs *oa*, *ow* (long *o*)

**Teach**

Tell children to listen to and blend these sounds: /s/ /o¯p/. Have children repeat the sounds and say the word. *(soap)* Repeat with *glow*.

Display the Sound/Spelling Card *ocean* and review the long *o* sound, /ə/ , as heard in the word *ocean*. Have children repeat the long *o* sound back to you, /ə/ /ə/ /ə/. As you point to the various sound/spellings, remind children that you’ve already talked about the *o_e* spelling of the long *o* vowel sound. Tell children that the long *o* vowel sound can also be spelled with the letters *oa* or *ow*.

Write *boat* on the board. Use Blending Routine 2 to help children blend the word. For each sound, point to the letter(s), say the sound, and have children repeat it. Have children say the sound for *b*, /b/, then the sound for *oa*, /o¯/, then blend /bɔ o¯o/°. Finally, have them say the sound for *t*, /t/, and blend /b o° o° t/, *boat*.

Write *row* on the board, and point out the *ow* spelling of the /ə/ sound. Follow the same blending procedure as above.

Provide clues about words spelled with *oa* and *ow* to help children generate a word list. Write the words on the board.

<table>
<thead>
<tr>
<th>CLUE</th>
<th>WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rest your head on it</td>
<td>pillow</td>
</tr>
<tr>
<td>Something stays on top of the water</td>
<td>floats</td>
</tr>
<tr>
<td>Used to clean hands, clothes, and dishes</td>
<td><em>soap</em></td>
</tr>
<tr>
<td>What the wind does</td>
<td><em>blows</em></td>
</tr>
</tbody>
</table>
**Practice**

**Have** children choose one *oa* word from the board to write on a sheet of paper. Have them choose an *ow* word to write on the back of the paper. Next, lay a large sheet on the floor. Tell children it is a boat. Have children take turns holding up their *oa* words and reading them. After each word is read correctly, respond, *Come into the boat.* Tell children to bring their papers with them.

**Have** them take turns reading their *ow* words. After each word is read correctly, respond, *Now row the boat.* Have children pantomime a rowing motion.

**Apply**

**Have** children work in pairs as they read *Crow’s Plan.* Have them find words with vowel pairs *oa* and *ow.* Write on the board a chart with each vowel pair as a column heading. Then ask children to take turns writing their words beneath the appropriate vowel pair.

**LITERATURE FOCUS:**

**Preview ** *Brent Skunk Sings*

**Preview** *Brent Skunk Sings.* Discuss the illustrations and name the characters: Brent Skunk, Grandad Frank, and the dentist. Use words from the story such as *dentist, teeth, mouth, closed, clean, count,* and *open.*

**Ask** children why the dentist wanted Brent to open his mouth. *(to count, clean and check his teeth)* Then tell them that they will read this story with the rest of the class.
Teach

Write the following sentences on the board:

*The flowers grew because we had a lot of rain.*
*We had a lot of rain, so the flowers grew.*
*Since we had a lot of rain, the flowers grew.*
*As a result of the rain, the flowers grew.*

Explain that in each of these sentences one event makes another event happen. Tell them when one event causes another event it is called a cause and effect.

Ask: What happened in each of those sentences? (the flowers grew)
Explain that the part of the sentence that tells what happened is the effect. Ask: Why did the flowers grow? (because of the rain) Explain that the part of the sentence that tells why something happened is the cause.

Read the sentences aloud again. Point out the words so, since, because, and as a result. Tell children that these are all words that signal a cause and effect relationship.

Practice

Remind children that there are many events in the story *The Great Ball Game*. Identify each of the following events as the cause, and let the children tell the effect.

* The Birds and Animals have an argument, so… (they decided to have a ball game to settle it)
* The Birds are on one team because… (they all have wings; they can fly)
* The Animals are on the other team since… (they all have teeth)
* Bat doesn’t know where to go because… (he has teeth and wings)
* As a result of Bat’s playing,… (the Animals win)

Tell the children that when they read they can look for the words so, because, since, and as a result to help them see how the events flow in a story.
Apply

**Copy** the cause and effect chart below on the board. You may want to add sentences from other story details. Have children complete the chart with partners or as a class. Remind them that a *cause* tells why something has happened and an *effect* tells what happened.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The birds are swifter, so</td>
<td>(they keep stealing the ball)</td>
</tr>
<tr>
<td>(The birds don’t want him, so)</td>
<td>Bat joins the Animal team.</td>
</tr>
<tr>
<td>(because he could see better)</td>
<td>Bat flies when it gets dark</td>
</tr>
<tr>
<td>(Because the birds lose the game,)</td>
<td>They have to leave for half of every year.</td>
</tr>
</tbody>
</table>

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit** *The Great Ball Game, Crow’s Plan, and Brent Skunk Sings*

**Page** through all stories with children and review what happens and why in each story.

**Have** children look through *The Great Ball Game* for the following high-frequency words: *ago, field, half* and *war.*

**Have** children find and say words with the long *o* sound in *Crow’s Plan.*

**SELECTION 3:** *The Great Ball Game*