Contents

Introduction
Extra Support Handbook Overview ........................................2
Lesson Walkthrough .............................................................6

Lessons for Theme 1: Look at Us!
Week 1 ..................................................................................14
Week 2 ..................................................................................24
Week 3 ..................................................................................34

Lessons for Theme 2: Colors All Around
Week 1 ..................................................................................46
Week 2 ..................................................................................56
Week 3 ..................................................................................66

Lessons for Theme 3: We’re a Family
Week 1 ..................................................................................78
Week 2 ..................................................................................88
Week 3 ..................................................................................98

Lessons for Theme 4: Friends Together
Week 1 ..................................................................................110
Week 2 ..................................................................................120
Week 3 ..................................................................................130

Lessons for Theme 5: Let’s Count!
Week 1 ..................................................................................142
Week 2 ..................................................................................152
Week 3 ..................................................................................162

Lessons for Theme 6: Sunshine and Raindrops
Week 1 ..................................................................................174
Week 2 ..................................................................................184
Week 3 ..................................................................................194

Lessons for Theme 7: Wheels Go Around
Week 1 ..................................................................................206
Week 2 ..................................................................................216
Week 3 ..................................................................................226

Lessons for Theme 8: Down on the Farm
Week 1 ..................................................................................238
Week 2 ..................................................................................248
Week 3 ..................................................................................258

Lessons for Theme 9: Spring Is Here
Week 1 ..................................................................................270
Week 2 ..................................................................................280
Week 3 ..................................................................................290

Lessons for Theme 10: A World of Animals
Week 1 ..................................................................................302
Week 2 ..................................................................................312
Week 3 ..................................................................................322

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

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

As a group, the handbooks for reaching all learners:

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

---

**Extra Support Handbook Overview**

The *Extra Support Handbook* provides support to enable lower-performing children to achieve grade-level expectations and to participate effectively in the instruction and reading opportunities in *Houghton Mifflin Reading*. Lessons in the handbook coincide with the daily skill instruction in your *Houghton Mifflin Reading* Teacher’s Edition, providing critical support for children prior to core instruction. Handbook lessons are specifically designed for children needing extra support:
• Lessons are presented in a five-day plan for preteaching key skills.
• Lessons focus on essential phonemic awareness, alphabet, and decoding skills.
• Instruction is explicit and systematic, with concepts presented in easy, step-by-step order.
• Learning is scaffolded through teacher modeling, visual examples, and interactive practice.
• Lessons include regular checks to monitor children’s understanding.
• The Practice/Apply step provides meaningful independent practice.

The Extra Support Handbook is one of several options in Houghton Mifflin Reading for providing extra support. Your Teacher’s Edition provides suggestions for each major anthology selection and includes a Resources section for support at the theme level. However, the Extra Support Handbook targets key skills in greater depth and gives students familiarity with skills before they participate in the core lesson—an important tool for building fluency and confidence.

Identifying Children Who Need Extra Support

Children who will benefit from Extra Support instruction will vary in the degree to which they have on-level skill comprehension. These children may have difficulty with letter recognition, phonetic awareness, or decoding skills. They may be able to decode simple words but need help learning to decode longer words. Some may be able to decode or “call” words but may lack fluency.

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

Frequent, positive feedback supports children’s belief that they can do well. Make sure children who are struggling have opportunities for success.
• **Benchmark Group** These children’s difficulties tend to be temporary or intermittent. In general, they are meeting their learning goals and are not performing far below grade level expectations. You can determine specific difficulties using the Monitoring Student Progress boxes in the Teacher’s Edition. Often, these children may need the more ongoing support provided by the lessons in this handbook.

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

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

**Lesson Structure**

The number of Extra Support lessons are related to the frequency of skill lessons in the core program. Lessons are not intended to substitute for core instruction, but are in addition to it.

---

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

---

### Sample Five-day Instructional Plan

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
</tr>
</thead>
</table>
| **Phonemic Awareness:** Rhyming Words | **Phonemic Awareness:** Rhyming Words | **Phonemic Awareness:** Rhyming Words | **Phonemic Awareness:** Rhyming Words | Learning ABC’s:  
• Letter Review Aa–Ee  
• Letter Names L, l |
| **Learning ABC’s:**  
• Letter Review Aa–Ee  
• Letter Names K, k | **Learning ABC’s:**  
• Letter Review Aa–Ee  
• Letter Names M, n | **Learning ABC’s:**  
• Letter Review Aa–Ee  
• Letter Names O, o | **Practice/Apply:**  
Rhyming Words |
| **Phonics Center** | **Phonics Center** | **Phonics Center** | **Phonics Center** | **Phonics Center** |
A consistent pattern of preteaching is built into instruction day to day, and week to week. Consistency, repetition, and predictability help children progress more quickly. Skill focus instruction is modeled step-by-step for them. Appropriate examples are used to help children comprehend the skill. Their understanding is monitored carefully with reminders to check that every student comprehends.

Teacher support for each lesson includes:

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

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

To the Teacher

This walkthrough will familiarize you with the five-day instructional plans for Extra Support. Each plan is based on a week in this level of *Houghton Mifflin Reading*. Days 1 and 5 are presented here for Week 1 of Theme 6, *Sunshine and Raindrops*, and show the basic features of a typical lesson.

Objectives/Materials

Skill Focus objectives are listed each day. Materials are either provided at the back of the handbook or as part of the core program.

Directive Verbs

For ease of use, the beginning verb of each paragraph is boldfaced.

Additional Resources

Children can log on to the Education Place site for activities. The theme audio CD helps with listening and comprehension skills. The Lexia Phonics CD-ROM provides phonics intervention.

Instruction Labels

The type of Skill Focus lesson is shown and a suggested amount of time to spend on it.

Day 1

**Skill Focus: Phonemic Awareness**

15–20 minutes

### Blending Phonemes

**Objectives**
- blend phonemes
- identify and say the sound for

**Materials**
- Picture Cards: cat, cot, can, game, goat, lamp, lion, map, mat, pan, pin, pot, van, vet

**Tell** children that you will play a letter-and-sound game with them.

**Display** Picture Cards cat, cot, and can. Have children name the pictures. Say:

```
/k/ /o˘/ /t/.
```

Now put the sounds together to name Picture Card cat. Have a child identify the Picture Card. Then pick up Picture Card cot, say the sounds /k/ /o˘/ /t/, and blend them again. Have children repeat the sounds and blend the word with you.

**Have** a child identify the Picture Card. Then pick up Picture Card can, say the sounds /k/ /a˘/ /n/, and blend them again. Have children repeat the sounds and blend the word with you.

**Continue** with /k/ /a˘/ /t/ (cat) and /k/ /a˘/ /n/ (can) when children have blended the word, call on a child to remove the Picture Card. Follow the same procedure with the Picture Cards pit, pot, pan, and mop, map, mat.

**Note** children’s ability to blend phonemes.
Visual Support
Charts with chants, tongue twisters, and nursery rhymes are shown at point of use.

**SKILL FOCUS: PHONEMIC AWARENESS**

**Beginning Sound /l/**

**Recite** and repeat the chant shown. Ask children to listen for words that begin with /l/. Then have them join in as they are able.

**Display** the Picture Card lamp. Say lamp, stretching out the beginning sound /l/. Ask children to say lamp similarly. Then have children just say /l/. Ask them to think about how their tongue moves when they say the sound.

**Say** Now get your mouths ready to say lamp. Now say it. Have children repeat lamp several times.

**Tell** children that you will say some words, and they should laugh when you say a word that starts with /l/: leash, map, lion, fan, lock, bug, log.

**Check** children’s ability to distinguish beginning sound /l/.

**PHONICS CENTER**

Children can work with Picture Cards game, goat, leaf, lion, vet and van. Review the Picture Cards and their initial sounds with children to prepare them for the Phonics Center activities.

**CHANT**

/l/ /l/ /l/
Lucy sings
A lullaby to her Little sister.

**Phonics Center**

Using the Picture Cards from the Phonics Center can help children prepare for Phonics Center activities.
Revisit High-Frequency Word is

Objectives
• Identify and read the High-Frequency word is in a sentence
• Blend and read short / words

Materials
• Letter Cards: a, b, f, i, g, h, p, t
• Word Cards: a, is, it
• Punctuation Card: period
• Practice Master ES6-1

Display the Word Cards It, is, and a to the left of the Letter Cards b, i, and g, (big) and h, a, and t. (hat). Tell children they are going to read a sentence with the word is.

Say “It is a big hat,” pointing to each word as you read it.

Tell children to use what they know about sounds as they read the sentence with you.

Point to words from the sentence randomly, and have children read them.

Ask children to use Letter Cards to make a new word to substitute for hat, and then read the new sentence aloud. Possible words: bag, bat, hit, pig, pit, tip.

Check each child’s ability to read the word is in the context of a sentence.
**Revisit Blending Short i Words**

**Display** the Letter Cards p, i, and t, and remind children that they know the sounds for p, /p/, i, /i/, and t, /t/.

**Model** blending the sounds as you sweep your hand under the letters /piiit/, /pit/. Have children blend and pronounce /pit/ with you.

**Replace** the Letter Card r with the Letter Card g, and have children blend the new word.

**Place** the Letter Cards b and f below the Letter Cards for /pig/.

**Ask** a child to choose a Letter Card to replace the p in /pig/, say the initial sound, and blend the word for the group. Model blending when needed.

**Check** each child’s ability to blend short i words.

**Practice/Apply**

**Distribute** copies of Practice Master ES6–1.

**Read** the directions and discuss the pictures with children.

**Remind** children to use what they know about letters and sounds to read the story independently.

**Have** children read the story aloud.

**Visual Support**

Illustration helps you to quickly focus on key instruction.

**Practice/Apply**

Briefly describes how to guide children as they use the Practice Master to apply skills independently.

Suggestions for grouping and planners for coordinating small group instruction can be found in the *Classroom Management Handbook*, along with selection-based independent activities.
Blackline Masters

Shown here is the Practice Master for Day 5 of Week 1 of Theme 6, *Sunshine and Raindrops*.

**Practice Master**

Children practice and apply the skills for the week with an activity or story to check their mastery. As children explain their answers or read aloud, you have the opportunity to make corrections immediately and give positive feedback.

---

### What Is It?

Use words and sounds you know to read the story.

- **It is big.**
- **It can nap in a pit.**
- **Is it a man?**
- **Is it a pig?**
- **It can sit in a hat.**
- **Is it a cat?**
- **It is Tig!**