Theme 3: Let's Look Around!
EXTRA SUPPORT LESSONS FOR

Let’s Look Around!
Day 1

Theme 3: Let’s Look Around!
WEEK 1

Double Final Consonants

Teach
Recite and repeat the chant shown, having children join in.

CHANT
All that stuff
Makes such a mess!
I pick some up,
And now there’s less.

Say stuff, emphasizing the final /f/. Print stuff on the board and underline the final consonants. Have children repeat stuff with you. Point out that the letters ff stand for one sound, /f/. Follow a similar procedure for mess, pointing out that the letters ss stand for one sound, /s/.

Say pick, emphasizing the final sound. Print pick on the board, underlining the letters ck. Tell children that the letters ck together stand for one sound, /k/. Have children repeat the word pick with you.

Blend
Print the name Jill on the board and underline the letters ll. Use Blending Routine 1 to model how to blend the sounds, stretching /l/. Have children blend and say the word with you. Then have children blend and say the word on their own. Repeat with Jeff, Matt, and miss.

Print the name Jack on the board, underlining the letters ck. Repeat the blending process stretching /k/. Repeat with sock, tack, and lick.

Guided Practice
Display or distribute Teaching Master ES3-1. Tell children that the wolf and the pig are from The Three Little Pigs.

Direct attention to the first frame, and ask children to find words that end with the same consonants. (will, huff, puff) Help children to use sounds they know to read the words and the wolf’s dialogue.

Read the first sentence of the second frame with children. Help them find and read the word that ends with the letters ck. Follow a similar procedure for the second sentence, having children identify the words that end with the letters ll.
Objective
• blend and read words with the plural ending -s as /s/ and /z/

Materials
• Practice Master ES3-1
• Word Cards: bat, dog, leg, lock, pet
• suffix card: s
• Phonics Library: Cabs, Cabs, Cabs

Plurals with -s

Teach
Recite and repeat the chant, telling children to join in.

CHANT
The boys are here.
The girls are there.
But the dogs and cats are everywhere!

Say boys, stretching out the final /s/. Then have children say it. Print boy and boys on the board. Help children compare the two words, letter by letter. Underline the -s ending on boys. Tell children that the -s ending makes this word mean “more than one boy.” Repeat the chant again asking children to listen for other words that have the -s ending.

Blend
Distribute the Word Card bat. Using Blending Routine 1, model how to blend the word. Then have children blend and say the word. Give a card with the -s ending to another child. Have children hold the cards together and blend bats. Repeat with leg, lock, pet, and dog.

Practice/Apply
Distribute Practice Master ES3-1, discuss the illustrations, and read the directions with children.
Have children complete the page and then read the sentences aloud.
Check that children are reading the plural words correctly.

LITERATURE FOCUS:

Preview Cabs, Cabs, Cabs
Walk children through Cabs, Cabs, Cabs. Ask children to look at the picture on page 6 and count the cabs. Write the word cab and ask children what you need to add to the word to make it more than one cab. (s)
**Objective**
- Identify topic, main idea, and details of a story

**Materials**
- Teaching Master ES3-2
- Practice Master ES3-2
- Anthology: Animals in the Cold

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**Day 2**

**SKILL FOCUS: COMPREHENSION**

**25–30 MINUTES**

**Topic, Main Idea, Details**

**Teach**

Tell children that some authors write stories to help us learn information.

Write the following story on the board.

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School
We do many things in school.
We read in school.
We play outside.
We can draw in school too.
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Read the story with children.

Point to the title and read it with children. Explain that the title of a story usually tells what the story is about.

Reread the first sentence with children. Explain that this is the most important idea of the story and is called the main idea.

Reread the remaining sentences. Point out that they tell more about the main idea, and that they are called details.
Guided Practice

Display or distribute Teaching Master ES3-2, and read the story with children.

Ask What is this story about? (playing outside) Help children write playing outside on the chart to identify the topic.

Ask What is the most important idea of this story? (There are many things to play outside.) Help children write There are many things to play outside on the chart to identify the main idea.

Ask What do the details tell about playing outside? (They list different outdoor games.) Help children add these details to the chart. When the chart is complete, have children identify:

• the topic of the whole story
• the main idea sentence
• three details that tell more about the main idea

Note: You may wish to leave the Teaching Master on display for children’s reference as they complete the Practice Master.

Practice/Apply

Distribute Practice Master ES3-2 and read the directions with children. Have them complete the Practice Master independently.

Remind them to use sounds they know to read the story.

Check children’s work to be sure they understand the concepts of topic, main idea, and details.

LITERATURE FOCUS: 10–15 MINUTES

Preview Animals in the Cold

Walk children through Animals in the Cold. Discuss the illustrations, naming the animals for children.

Ask children what they think the topic of this story will be. Ask them to name some of the details they may read about.

Tell children they will read this story with the rest of the class.
High-Frequency Words

Teach

Write the words animal, bird, cold, fall, flower, full, look, of, and see on the board. Read the words aloud, pointing to each as you go. Then have children read the words along with you.

Display the Letter Cards on the chalk tray. Ask the group, How many letters are in the word animal?

Draw six squares on the board.

Ask two children to come up. Ask one child to find the letters a, n, and i, and the other to find the letters m, a, and l. Ask the children to help you spell animal. Say, show me the letter I should write in the first box, the second box, and so on. How many different letters did I write? How many times did I write the letter a? How many times did I write the letter l?

Tell the children to put the letters back on the chalk tray with the other cards. Have them help lead the cheer to remember the word. Tap your right index finger in your left palm for each letter and syllable as you spell and say the word: a-n-i-m-a-l, an-i-m-al!

Repeat the lesson procedure with the other words in the list. Remind children to use what they know about letters and sounds to help them remember the words.

Write the following sentences on the board, and read them together with children:

Fall is full of nice things.

See the animal by the flower?

Look at the bird fly!

It will not be cold.

Check each child’s ability to pronounce animal, bird, cold, fall, flower, fall, look, of, and see as the child reads each sentence.
**Practice**

Write the following sentence on the board: *I see a big animal.* Ask children if they can find the word *see* in the sentence. Point to each word and ask them if it is *see*. Tell children to slap their knees and say the word with you when you read the word *see*. Next have children find the word *animal*.

Repeat the procedure with each of these sentences: *It can be cold in the fall. Look at the bird. I have a flower. The vat is full of soup.*

**Apply**

Have children work in pairs. Give each pair nine large index cards and have them write the new words on them. Then have them go back to the story *Seasons* and find each of the words. When children match the word, have them read the sentence in the story that contains the word. Have them continue in this way until they have matched all of the words and read all the sentences.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview *Seasons***

Walk children through *Seasons* on pages 21–39 in their Anthology.

Discuss the illustrations and use words from the story such as *grass, buds, eggs, kick, buzz, quack,* and *pass.*

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages T57 and T62.
Double Final Consonants

Teach

Ask children to listen for the sound at the end of the word lock. (/k/)
Hold up the cat Sound/Spelling Card and point out the _ck. Explain that sometimes two consonant letters together can stand for one sound. In lock, the two letters c and k stand for one sound, /k/. Write lock on the board, have a child circle the ck. Blend the word lock with children using Blending Routine 2. Have them say the sound for l, /l/, then the sound for o, /o/, and blend /llloœo/. Then have them say the sound for ck, /k/, and say /llloœoœk/, lock.

Tell children that sometimes two of the same consonants can stand for one sound in a word, such as ll, /l/, gg, /g/, and ss, /s/. Have children listen for the ending sound in the words bell, egg, and miss. Write each word on the board. Have a child circle the double consonant in each word and have the class say the sound. Then help the class to blend each word using Blending Routine 2.

Practice

Place Letter Cards for ck, ll, gg, and ss on a chalk ledge. Write pi _ _ on the board and say pick. Ask a child to say the sound at the end of pick and choose the letters from the chalk ledge that would complete the word. (ck) Then fill in the ck and have the class blend, /p i i k/, pick. Repeat this process for the words doll, egg, and kiss.

Apply

Have children look for words that end with ck and double consonants in Seasons. Each time a child finds a word, he or she should blend and read the word aloud as you write it on the appropriate place on the Word Pattern Board.
**Plurals with -s**

**Teach**

Display one cup on a table. Place the Word Card for *cup* next to it and help children read the word. Place two cups on another part of the table. Explain that there is more than one cup, and have children say *cups*. Have them listen for the sound at the end of *cups*, /s/. Write *s* on a self-stick note and place it on the Word Card *cup* so that it now reads *cups*. Explain that when a naming word tells about more than one person, place, or thing it often ends in the letter *s*, /s/. Have children blend /cüppss/ emphasizing the *s*.

Display the Word Card *cup* and the self-stick *s* separately. Explain that *cup* is a base word and the -s that has been added to it is an ending.

Hold up the *zebra* Sound/Spelling Card. Explain that sometimes when an *s* is at the end of a word it is pronounced /z/. Have children listen for the /z/ sound in *cans*, write it on the board, and have a child circle the *s* while the group says /z/. Help children to blend *cans* using Blending Routine 2.

**Practice**

Draw a large dot on the board and write *dot* below it. Help children blend and say the word. Ask children how many dots are on the board. *(one)* Then ask a child to draw another dot and change the word *dot* to mean more than one. Have a volunteer underline the base word and circle the ending. Help children to blend and read the new words.

**Apply**

Have children look for plurals with -s in *Seasons*. Each time a child finds a plural with -s, he or she should read it aloud and write it in a column on the board. After the search is complete, have volunteers identify the singular base word for each plural and come to the board to circle it.

**Objectives**

- understand that adding -s to a naming word makes the word mean more than one
- blend and read words with the plural ending -s as /s/ and /z/

**Materials**

- Word Card: *cup*
- Sound/Spelling Card: *zebra*
- Anthology: *Seasons*

**Review Seasons**

Reread the story together with children. Ask children to make a list of words ending with a double consonant.
Objectives
- identify the topic, main ideas, details/summarizing
- use the topic, main ideas, and details/summarizing to understand a text structure

Materials
- Phonics Library: Cabs, Cabs, Cabs; Fall Naps
- Anthology: Animals in the Cold, Seasons

Teach

Begin a discussion of the story *Seasons* by Ashley Wolff by asking children what the story is mostly about. Explain that the title of a story often tells us the topic. Have children name the four seasons.

Ask the children, What is the main idea of the story? If children have difficulty stating the main idea, that the seasons change, ask them, What are the animals doing in each season? Guide them to conclude that animals are engaged in different activities in different seasons because the weather changes. Explain that the main idea tells us the most important idea about the topic *Seasons*.

Tell children that the topic, main ideas, and details make up the summary of the story.

Practice

Draw the graphic organizer shown here on the board or on chart paper.

Ask children to assist you in completing the graphic organizer for the story *Seasons*.
Apply

Complete a graphic organizer such as the one in the Practice activity for another nonfiction story children know, such as one about animals, holidays, or weather.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Cabs, Cabs, Cabs; Fall Naps; Animals in the Cold; and Seasons

Page through the stories with children. Then ask them to tell about the topic of each story.

Ask children to make a list of words that have a plural -s at the end.

Tell children to look through Seasons to find the following high-frequency words: animal, bird, cold, fall, flower, full, look, of, see.

Have children read aloud their favorite sentences or pages from the stories.
**Verb Ending -ed**

**Teach**
- and repeat the chant shown, having children join in.

**CHANT**
- *The dog can jump.*
- *Jump, dog, jump!*
- *The dog jumped, and jumped, and jumped.*

**Say** jumped, emphasizing the /d/. Have children say jumped several times. Print jump and jumped on the board. Help children compare the two words, letter by letter, so that they see the -ed ending at the end of jumped. Underline the -ed ending in jumped. Tell children that -ed is an ending shows that the action happened in the past.

**Blend**
- the word card pull to one child. Using Blending Routine 1, model how to blend the word. Then have children blend and say the word.
- a card with the ending ed to another child. Have that child stand next to the child with pull. Have the children move the cards together to make pulled. Then have them blend the sounds and say pulled. Repeat with other action words, such as fill and pack.

**Guided Practice**
- Display or distribute Teaching Master ES3-3, discuss the illustration, and read the sentences with children. Have them find the words with the -ed ending. (packed, filled) Help children to read the sentences aloud.
- Monitor them to be sure they are reading the -ed words correctly.
Possessives with 's

Teach

Recite and repeat the chant, asking children to join in.

CHANT
Mack's dog is big.
Nan's cat is small.
But nobody has seen
Sam's pet at all.

Say Mack's dog, emphasizing the final /s/ on Mack's. Ask children who owns the dog. (Mack) Print Mack and Mack's on the board. Help children compare the two words, letter by letter, so that they see that one word ends with 's. Tell children that the 's shows that something belongs to Mack. Repeat the process for Nan's and Sam's.

Blend

Give the word card Jack to one child. Using Blending Routine 1, model how to blend the word. Then have children blend and say the word. Give a card with 's to another child. Have that child stand next to the child with Jack. Then have children move the cards together to make Jack's. Have them blend and say Jack's.

Practice/Apply

Distribute Practice Master ES3-3, discuss the illustrations, and read the directions with children. Have them complete the Practice Master independently.

Check children’s responses to see if they know that 's shows ownership.

LITERATURE FOCUS: 10–15 MINUTES

Preview Lots of Picking

Walk children through Lots of Picking and tell them that the girl is named Kim. Have children look at the picture of Kim’s dad on page 18.

Objective

• read nouns with 's

Materials

• Practice Master ES3-3
• cards: Jack, 's
• Phonics Library: Lots of Picking
Making Predictions

**Teach**

**Call** on a volunteer to look out the window and describe the weather. Then ask a question that requires the volunteer to make a prediction, for example: *Do you think it will rain today? Do you think the sun will come out today?*

**Discuss** with children how they can predict, or guess, what the weather might be like. Point out that they may know from their own experiences that dark clouds often bring rain.

**Lead** children to see that they make predictions many times throughout the day, often without thinking about it. Ask them to make predictions about tomorrow’s school day based on classroom routines, for example:

*What will we do first in the morning?*
*What will we do after reading?*
*When will we have recess?*

**Tell** children that we can also make predictions when we read stories. Explain that making predictions can help readers to better understand a story.

**Objective**

- make predictions based on personal knowledge and story details

**Materials**

- Teaching Master ES3-4
- Practice Master ES3-4
- Anthology: *Ham and Eggs*
**Guided Practice**

**Display** or **distribute** Teaching Master ES3-4, and have children look at the picture. Read the sentences under the picture with them.

**Read** the question to children, and help them jot down a word to predict what the weather is like at Gram’s. Have them share their ideas. (Most children will suggest **cold or snowy**.)

**Ask** children how they were able to figure out that it is cold where Jim is going. If needed, point out these clues: the picture shows that Jim is packing warm things—mittens, hat, snow boots, pants, sweaters; the words say that **He will need warm things**.

**Explain** that children were able to make a prediction about what the weather will be like at Gram’s by using what they know about warm clothing.

**Practice/Apply**

**Distribute** Practice Master ES3-4 to children and read the directions with them. Make sure children understand that they will cut out all of the pictures at the bottom of the page but that they will paste only two of them. Have them complete the Practice Master independently.

**Have** children share their predictions and tell what they were thinking when they made them.

**Check** children’s responses to be sure they understand how to make predictions.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Ham and Eggs**

**Read** aloud the title on page 47, and discuss the illustration. Then have children look at the illustrations on the next two pages of the story and discuss what is happening in each.

**Ask** children to predict what Dad and the children will do. If needed, remind children that Dad and the children are sitting in a diner, looking at menus.

**Tell** children they will find out if their predictions are correct when they read the story with the rest of the class.
High-Frequency Words

Teach

Write the words all, call, eat, every, first, never, paper, shall, and why on the board. Read the words aloud, pointing to each as you go.

Display the Letter Cards on the chalk tray. Ask the group, How many letters are in the word all?

Draw three squares on the board.

Ask two children to come up. Ask one to find the letter a, and the other to find the letter l. Ask the children to help you spell all. You might say, for example, Show me the letter I should write in the first box (in the second box, and so on). Once you have written the word, ask children to read it along with you.

Tell the children to put the letters back on the chalk tray with the other cards. Have them help lead the cheer to remember the word. Tap your right index finger in your left palm for each letter and syllable as you spell and say the word: a-l-l, all!

Repeat the lesson procedure with the other words in the list.

Write the following sentences on the board, and read them together with children:

We never eat together.

Why not call a friend?

First, put away your paper.

Now, shall we eat?

Check each child’s ability to pronounce all, call, eat, every, first, never, paper, shall, and why as the child reads each sentence.

Practice

Write the following sentence on the board: We shall eat. Ask children if they can find the word shall in the sentence. Point to each word and ask them if it is shall. Tell children to tap their finger and say the word with you when you read the word shall. Read the sentence. Next have them find the word eat.

Repeat the procedure with each of these sentences: Why was Pig the first to eat? Why do all of you call for the paper every day? I never get the paper.

Objective

- read and write high-frequency words all, call, eat, every, first, never, paper, shall, why

Materials

- Letter Cards: a, c, e (2), f, h, i, l (2), n, p (2), r, s, t, v, w, y
- index cards
- Anthology: Miss Jill’s Ice Cream Shop

SKILL FOCUS: 25–30 MINUTES
Apply

**Have** children work in pairs. Give each pair nine large index cards and have them write the new words on them. Then have them go back to *Miss Jill’s Ice Cream Shop* and find each of the words. When children match the word, have them read the sentence in the story that contains the word. Have them continue in this way until they have matched all of the words and read all the sentences.

**Preview *Miss Jill’s Ice Cream Shop***

**Walk** children through *Miss Jill’s Ice Cream Shop* on pages 55–71 in their Anthology.

**Discuss** the illustrations, naming the characters Miss Jill, Jack, and Bill. Use words from the story such as eating, fixed, likes, filled, licked, falling, and bumped.

**Note** the suggestions in the Extra Support box on Teacher’s Edition page T129.
Verb Endings -s, -ed, -ing

**Teach**

Write the word *lick* on the chalkboard and have children say it after you. Remind them that *lick* is an action word that tells what a person or animal does. Then point to the word *lick* and explain that *lick* is a base word to which different endings can be added. Then write *licks, licked, and licking* under *lick*. Point to the words *licks, licked, and licking*, and circle the base word *lick* in each word. Explain that this part of a word is called the base word and the letter or letters that have been added to it is called the ending.

Write the following sentences on the chalkboard:

* [Jason] licks his ice cream cone.
* [Lindsay and Bob] lick their ice cream cones.

Repeat each sentence and ask children to listen carefully for the word *lick* or *licks*. Then underline the *s* in *licks*.

Write these sentences on the chalkboard:

* Today I am licking a strawberry ice cream cone.
* Yesterday I licked a chocolate ice cream cone.

Underline the *ed* in *licked* and the *ing* in *licking*. Repeat the two sentences, emphasizing the endings in *licked* and *licking*.

**Practice**

Write the following base words on the board:

* walk  jump  help*

Read the base words aloud, and have children repeat them after you. Then copy each word three times in columns. Have volunteers come to the board to add *-s, -ed, and -ing* to each base word and use each of the new words in a sentence.

**Apply**

Have pairs of children find words with *-s, -ed, and -ing* in *Miss Jill’s Ice Cream Shop*. Each time children find an *-s, -ed, or -ing* word, he or she should read it aloud while you write the word on the board. Have volunteers come to the board, underline the base word, and circle the ending in each word.
Possessives with ’s

Teach

Ask a volunteer to stand at the front of class with a pencil. Point to the pencil and say: Whose pencil is this? When someone says, It’s ______’s pencil, write on the board, ______’s pencil. Circle the possessive noun and remind children that ’s shows who something belongs to.

Write the title Miss Jill’s Ice Cream Shop on the chalkboard. Circle the apostrophe and the s in the name. Remind children that adding ’s to the name Miss Jill tells readers who the dinner belongs to. Remind children that another way to say the same thing is to say, the ice cream shop of Miss Jill. Write the following on the board:

The hat of Jim — Jim’s hat The book of the girl — the girl’s book

Read the phrases aloud and remind children that they mean the same thing. Then have volunteers display something they own and ask children to tell to whom the items belong. Write each possessive noun on the board, and have the group read them aloud.

Practice

Write the following on the board:

the pigs wig the cats hat Sams ham Dans van

Read each phrase aloud and ask to whom each item belongs. Ask children what is missing in each group of words. Have children add the missing apostrophe in each phrase.

Apply

Have pairs of children find possessives in Miss Jill’s Ice Cream Shop. Each time children find a possessive, they should read it aloud while you write it on the board. Have volunteers come to the board to tell who owns what and to circle the apostrophe in each possessive.

Review Miss Jill’s Ice Cream Shop

Reread the story together with children. Ask children to make a list of words from the story that have an -s, -ed, -ing, or ’s ending.
Making Predictions

Teach

Ask children how they know when it is lunchtime. Encourage them to describe their understanding of lunchtime in terms of experience. (It is the same time every day, or We always eat lunch after ____.) Explain to children that they are making a prediction about what will happen based on what they already know and have experienced. Ask them what other events they can predict will happen today. Ask them, What will happen tomorrow? Will you come to school? Why? (It’s Tuesday.) Or, ask Why not? (It will be Saturday.)

Explain to children that we can make predictions when we read stories, too. Making predictions helps us understand the story. We make predictions about story events and story characters based on details in the story and our own knowledge.

Practice

Discuss the story Miss Jill’s Ice Cream Shop by Nancy Shaw, using the term “making predictions.”

Ask the children, What did Bill predict when he saw that Jack wanted every kind of ice cream? (He predicted that Jack would never eat it all.) Why did Bill predict that? (Because it was too much ice cream for one pig.) Guide the children to understand that we make predictions based on what we know about someone or something.

Apply

Point out to children that in the story, Bill and Jack are very excited to eat ice cream at Miss Jill’s shop. Ask children how they knew the characters were happy about the ice cream. (They look happy and excited; Jack orders every kind of ice cream.)

Tell children to use what they know about the story characters and the story events to tell whether they think Bill and Jack would go back to Miss Jill’s shop. Have children draw a picture to show what they think would happen.
Revisit *Lots of Picking, Bill Bird, Ham and Eggs, and Miss Jill’s Ice Cream Shop*

Page through each of the stories, having children look for words with the endings -s, -ed, -ing, and ’s.

Ask them to predict what Kim and her dad will do with all the apples they picked in *Lots of Picking*.

Tell children to look through *Miss Jill’s Ice Cream Shop* to find the following high-frequency words: all, call, eat, every, first, never, paper, shall, why.

Have children read aloud selected sentences or pages from the stories.
Clusters with \textit{r}

**Teach**

Recite \textit{and} repeat the chant shown. Tell children to join in.

**CHANT**

\begin{itemize}
  \item Bears \textit{growl},
  \item \textit{Yes, they do}.
  \item \textit{Gr-r-r, gr-r-r!}
  \item \textit{Yes, it\textquoteright{}s true!}
\end{itemize}

**Say** \textit{growl}, stretching out and isolating /gr/. Then have children say \textit{growl} several times. Also have them make growling sounds: \textit{grr}, \textit{grr}!

**Print** the letters \textit{gr} on the board. Tell children that these letters stand for the /\textit{gr}/ sounds. Ask what sounds children hear at the beginning of \textit{growl}. (/\textit{g}/, /\textit{r}/)

**Follow** a similar procedure with the word \textit{frog}, explaining that frogs sometimes make a croaking sound. Point out that the letters \textit{fr} stand for the beginning sounds in \textit{frog}, while the letters \textit{cr} stand for the beginning sounds in \textit{croak}. Tell children that all three words—\textit{growl}, \textit{frog}, and \textit{croak}—begin with a consonant sound followed by /\textit{r}/.

**Blend**

Give the word card \textit{frog} to one child. Using Blending Routine 1, model how to blend the sounds, stretching the /\textit{fr}/ sounds and then saying the word. Have children blend and say the word with you. Finally, have children blend the word on their own. Repeat the process with the words \textit{trip}, \textit{crab}, and \textit{grass}.
Contractions with ’s

**Teach**

Recite and repeat the chant, having children join in as they are able.

**CHANT**

- Now where’s Jack?
- He’s out with Jill.
- It’s time for them
- To climb the hill.

Say *where’s*, emphasizing the final sound. Tell children that *where’s* is a short way to say *where is*. Print *where is* and *where’s* on the board. Help children compare *where is* and *where’s*. Point out that in *where’s*, the apostrophe takes the place of the letter *i* in *is*. Demonstrate how to write an apostrophe. Repeat with *be’s* and *it’s*.

**Blend**

Give the word card *it* to one child. Using Blending Routine 1, model how to blend the word. Then have children blend and say *it*. Give a card with ’s to another child. Have children move their two cards together to make *it’s*. Have the group blend and say *it’s*.

**Practice/Apply**

Distribute Practice Master ES3-5, and discuss the illustrations. Have children find in each sentence a word that ends with ’s. Then have them read the two choices below the sentence and circle the one that means the same thing as the word with the ’s.

Check children’s ability to read contractions with ’s.

**LITERATURE FOCUS:**

**Preview Let’s Trim the Track!**

Walk children through *Let’s Trim the Track!* Tell them that the track in this story is a place where people can run. Ask if they know another kind of track. Help children find words with clusters with r.
Categorize and Classify

**Objectives**
- categorize and classify objects in the classroom
- categorize and classify objects in stories

**Materials**
- Teaching Master ES3-6
- Practice Master ES3-6
- Anthology: The Trip

**Teach**

Tell children to look around the classroom and observe the way in which things in the classroom are organized. Ask children why the classroom might be set up in such a way. For example:

*Why do you think we keep all the books in one corner?*

*Why do we keep all the art supplies together?*

*Why do we keep blocks in a different area from board games?*

**Help** children see that keeping things that are the same together in the classroom can help keep order in the classroom and make it easier for children to know where they can do different activities.

**Explain** that categorizing things can also help them remember some details and see how things are alike and different.

**Guided Practice**

Display or distribute Teaching Master ES3-6 and have children look at the pictured animals. Then direct attention to the chart beneath the pictures and read the headings with children.

Ask children to look at the pictures and suggest animal names for each category. When the chart is complete, discuss how the chart helps children to see how the animals are alike and different.
**Practice/Apply**

**Distribute** Practice Master ES3-6 to children. Read the directions and the category headings with children. Make sure children understand that they will write the animal name under the correct category heading. Have them complete the Practice Master independently.

**Have** children share their completed papers. Allow them time to explain their reasoning. Accept alternate answers if children can justify them.

**Check** children’s work to be sure they understand the concept of categorizing and classifying.

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**LITERATURE FOCUS: 10–15 MINUTES**

**Preview The Trip**

**Walk** children through *The Trip*.

**Ask** children to think about things they might group together. Children might, for example, put the characters together as family members or group the cats by color.

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

- read and write high-frequency words also, blue, brown, color, funny, green, like, many, some

Materials

- Letter Cards: a, b, c, e (2), f, g, i, k, l, m, n (2), o (2), r, s, u, w, y
- index cards
- Anthology: At the Aquarium

High-Frequency Words

Teach

Write also, blue, brown, color, funny, green, like, many, and some on the chalkboard. Read the words aloud, pointing to each as you go.

Display the Letter Cards on the chalk tray. Ask the group, How many letters are in the word also?

Draw four squares on the board.

Ask four children to come up and find each letter in the word also. Ask the children to help you spell also as you write the word in the four squares.

Tell the children to put the letters back on the chalk tray with the other cards. Have them help lead the cheer to remember the word. Tap your left foot for each letter and then each syllable as you spell and say the word: a-l-s-o, al-so!

Repeat the procedure with the other words in the list.

Write the following sentences on the board, and read them together with children:

Some fish are just one color.
Some are many colors.
I like that funny blue fish.
I also like that green and brown one.

Check each child’s ability to pronounce also, blue, brown, color, funny, green, like, many, and some as the child reads each sentence.

Practice

Write a sentence from At the Aquarium that contains the word also:
A brown otter also lives here. Ask the children to help you read the sentence. Tell them you want them to read the word also together when it occurs in the sentence. Point to each word in the sentence as you read. Pause before the word also and resume reading after the group has supplied the word.

Repeat this activity for each high-frequency word.
Apply

Have children work in pairs. Give each pair nine large index cards and have them write the new words on them. Then have them go back to *At the Aquarium* and find each of the words. When children match the word, have them read the sentence in the story that contains the word. Have them continue in this way until they have matched all of the words and read all the sentences.

LITERATURE FOCUS: 10–15 MINUTES

Preview *At the Aquarium*

Walk children through *At the Aquarium* on pages 87–105 in their Anthology.

Discuss the photographs, and use words from the story such as *trip, let’s, frills, trick, grass, grab, crabs, brown,* and *it’s.*

Note the suggestions in the Extra Support box on Teacher’s Edition page T201.
Clusters with r

**Teach**

*Display* the Letter Card f, and remind children of the sound the letter f makes. Have them repeat it after you, /f/-/f/-/f/. Be sure children have their mouth in the correct position as they say the sound. Repeat the procedure with Letter Card r.

*Hold* up the Picture Cards for frog, train, and braid, and ask children to identify the pictures. Remind students that when a consonant and an r are side by side, such as fr in frog, tr in train, and br in braid, the sounds for each consonant and r are so close they almost seem to be one sound.

*Use* the Letter Cards f and r to model how to blend /f/ and /r/. Hold the Letter Cards apart, and, as you say /fr/, move the Letter Cards together until they touch. Have children repeat /fr/ as you move the Letter Cards next to each other a few times. Follow the same procedure with /trrr/, /brrrr/, /grrrr/, /drrrr/, /crrrr/, and /prrrr/.

*Write* frog on the chalkboard. Blend the word frog aloud using Blending Routine 2 as you run your finger under each letter. Have children say the sound for f, /f/ and the sound for r, /r/ and blend /ffrrrr/. Then say the sound for o, /o/ and blend /ffrrrrro/ô/. Finally, say the sound for g, /g/, blend /ffrrrrroûg/, and say frog. Repeat with other words with r clusters, such as brown, crow, dress, gray, prize, and tray.

**Practice**

*Write* br, cr, dr, fr, gr, pr, and tr in a column on the board. Next to the column, write _ _ _ ab. Say that you have written part of the word crab on the board. Have children repeat crab after you. Then have a child come to the board and circle the consonant cluster that completes the word crab. Have everyone say /cr/, crab as the child fills in the blank spaces with the letters cr. Repeat with the words brim, drip, from, grab, prim, and trip.

**Apply**

*Have* partners work together to find words with clusters with r in At the Aquarium. Have one child say the sounds of the consonant cluster and read the word aloud, and have his or her partner read the sentence with the word in it.

**Objectives**

- associate the /br/ sound with the letters br,
- /cr/ sound with the letters cr, /dr/ sound with the letters dr, /fr/ sound with the letters fr, /gr/ sound with the letters gr, /pr/ sound with the letters pr, /tr/ sound with the letters tr
- read words beginning with consonant clusters with r

**Materials**

- Letter Cards: b, c, d, f, g, p, r, t
- Picture Cards: braid, brown, crow, dress, frog, gray, prize, train, tray
- Anthology: At the Aquarium

**Materials**

- Letter Cards: b, c, d, f, g, p, r, t
- Picture Cards: braid, brown, crow, dress, frog, gray, prize, train, tray
- Anthology: At the Aquarium
Contractions with 's

Teach

Write the words she and is on the chalkboard. Then write the contraction she’s and remind children that the words she and is are joined to form the contraction she’s. Circle the word she in the contraction she’s. Then point to the apostrophe and remind children that it takes the place of the letter i in the word is. Point out that the letter i in the word is has been dropped to make the contraction she’s. Say the contraction she’s aloud and have children repeat it after you. Remind children that she’s is a shorter way of saying she is.

Write He’s sad. Then write he is above the contraction. Remind children that the words be is mean the same as be’s. Remind them that the letter i is missing in the contraction. Point to the apostrophe and tell them that the apostrophe takes the place of the missing letter i. Have children say be’s and remind them that be’s is a shorter way of saying be is. Repeat the procedure for the contraction it’s.

Practice

Write the following sentences on the board.

It is big. She is mad. He is a man. It is a ham.

Read the sentences aloud and point out the underlined words. Have volunteers say the contraction that can be formed by each pair of words, and write that contraction above each pair. Have partners work together to make up other sentences using each of the contractions.

Apply

Have pairs of children find contractions with 's in At the Aquarium.

Ask children to read them aloud while you write them on the board. Have children tell you the pair of words that form the contraction. Then children can come to the board and circle the apostrophe and tell what letter it replaces.

LITERATURE FOCUS: At the Aquarium

Review At the Aquarium

Reread the story together with children. Have them take turns reading aloud. Tell children to make a list of words that have contractions with 's.
Categorize and Classify

Teach

Gather a variety of writing tools including pencils, crayons, and markers. Collect three small boxes, bins, or cans for sorting the items. Explain that all of the tools can be used to write or draw. Hold up a pencil, a crayon, and a marker. Say, We can use all of these to write or draw, but are they different from each other in any way? Accept all answers, for example, one is smaller, one has a top, and so on. Discuss the differences. Ask children how they might sort the objects so the things that are alike are in the same container. Put the pencils in one container, the crayons in another, and the markers in the last container. Explain that putting things that are alike in some way together is called categorizing or classifying.

Practice

Make a T chart on the board or chart paper. Write the headings Animals that live on land and Animals that live in the water. Tell children that when we separate things into different categories, we sometimes make a chart. The chart is a kind of picture that helps us see what belongs in each category. Ask children to name animals for each list. Write the names of the animals on the chart.

Apply

Draw a new T chart on the board or chart paper. Label the two columns Things that live on land and Things that live in water. Tell children you are going to read the story At the Aquarium. Tell them you want them to help you find all of the things that they see or read in the story that live on land and all the things that live in water. Explain the new chart headings. Ask them to help you fill in the chart with information from the story.
Revisit *Let’s Trim the Track!,
Brad’s Quick Rag Tricks,
The Trip, and At the Aquarium*

Page through each of the stories, asking children to look for words with consonant clusters with *r*.

Have children look through *At the Aquarium*. Discuss the different ways they could categorize the fish. (Possible answers: by color, by size, by what they eat, by texture)

Tell children to look through *At the Aquarium* to find the following high-frequency words: *also, blue, brown, color, funny, green, like, many, some*.

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