

At the Mat

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students. Ask: *What do you see on the cover?*

Read the Book

- Give students copies of the book. If you feel students are able, have them sound out the words “in their heads,” and then read the book aloud so you can check their reading.
- If students need modeling, have them turn to page 2 and point to the first word on the page, *See*. Tell them that this is a word they should know how to read quickly. Ask them to say the word, providing support if needed.
- Ask students to point to the next word, *the*, and repeat the procedure.
- Have students sound out the next two words: /t/ /aaa/ /nnn/; /mmm/ /aaa/ /t/.
- Have them read the first sentence.
- Repeat with the next sentence, having students sound out the decodable words and say the sight words quickly.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

- When students have finished reading, ask: *What could Nat do at the mat? What could Pat do at the mat? What did the cat do at the mat? Who is the mat at the end?*

Follow-Up Activity

- Have students draw a line in their phonics notebooks to divide the page in half. Ask students to draw a picture of themselves at the mat in the first section and to write a sentence under the picture.
- Have them draw a picture of a friend at the mat in the second section and write a sentence under the picture. Make sure students know what to do before letting them continue independently.
- When they have finished drawing their pictures, let them take turns showing the pictures and reading aloud their sentences to their classmates.

Independent Practice

- Have students use the decodable word and sight word cards to make a new sentence for a page in the book. Have them copy it in their notebooks and draw a new picture to go with the

sentence.

- Have students reread the book with a buddy, taking turns to read alternate pages.

Support Tips

- Before reading, put colored markers (five each of five colors) in a box.
- Have each student take one marker.
- Ask students who have taken one particular color, such as blue, to stand up.
- Have the group tell how many students have a blue marker. Accept single-word responses and model the target expression: *All [number of students] have blue markers.*
- Repeat the activity for each color marker.
- As you are collecting the markers, ask students with specific colored items of clothing, such as green shirts, to stand. Repeat the question-response paradigm to emphasize the target structure.

Am I in It?

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students. Ask: *What do you see on the cover?*

Read the Book

- Give students copies of the book. If you feel students are able, have them sound out the words “in their heads” and then read the book aloud so you can check their reading.
- If students need modeling, have them turn to page 10 and point to the first word on the page, *I*. Tell them that this is a word they should know how to read quickly. Ask them to say the word, providing support if needed.
- Have them point to the next word, *can*, and sound it out.
- Have students point to the third word, *see*, and tell them that this is another word they need to be able to read quickly. Have them say the word.
- Continue with the next words, sounding out the words *Kit*, *in*, and *it*, and saying the word *go* quickly.
- Have them read the first sentence.
- Repeat with the next sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

When students have finished reading, ask: *What are Kit and Pam sitting in?*

Do they both fit in it? Who goes in the playhouse?

Follow-Up Activity

- Review with students the places that the children in the book are in (teepee, playhouse, tent, window).
- Have students brainstorm other places that people can go in, such as a house, store, car, and closet. Talk about how a person will fit in these places.
- Ask students to choose one of these places or another place they can go in. Have them draw a picture of themselves in this place on a page in their phonics notebooks. Then have them write this sentence as the label for their picture: “I can fit in it.”
- When students have finished, let them take turns showing their pictures and reading aloud their sentences while their classmates guess what the place is.

Independent Practice

- Have students use the decodable word and sight word cards to make a new sentence for a page in the book. Have them copy it in their notebooks and draw a new picture to go with the sentence.
- Have students reread the book with a buddy, taking turns to read alternate pages.

Support Tips

- Give three or four students different items that can fit in a cup or a box.
- To the first student, say: “Put the ____ *in* the cup.” Ask: *Can the ____ fit in it?*
- Model the response, *The ____ can fit in it*, if necessary.
- Repeat the command-question-response sequence for the remaining items.
- Challenge students to find other items that can fit in it.
- As students bring their items, ask the question, *Can the ____ fit in it?* to elicit the target response, *The ____ can fit in it*.

Can It Fit?

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students. Ask: *What do you see on the cover?*

Read the Book

- Give students copies of the book. If you feel students are able, have them sound out the words “in their heads” and then read the book aloud so you can check their reading.
- If students need modeling, have them turn to page 18 and point to the first word on the page,

Lon. Ask a volunteer to sound out the word, while the rest of the students run their fingers under the word.

- Ask a different student to sound out the next word, **can**, while the rest of the students run their finger under it.
- Have students point to the third word, **see**, and tell them that this is a word they should know how to read quickly. Ask them to say the word.
- Continue having students point to each word in the sentence, sounding out the decodable words **hot** and **pot**, and saying the sight word **the** quickly.
- Have students read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

- When students have finished reading, ask: *What does Lon see? What does Don put on the cot? What is wrong with the tan top? What does Lon bite?*

Follow-Up Activity

- Have students draw a box on a page in their phonics notebook.
- Then have them cut out two pictures from old magazines, one of an object that fits in their box, and one of an object that does not fit in their box.
- Have students paste the pictures on their pages in the appropriate places.
- Write the following sentence patterns on the chalkboard and have students copy them onto their pages:

The _____ can fit in the box.

The _____ cannot fit in the box.

- Help students fill in the blanks with the names of their pictures.
- Let them show their pictures and read their sentences aloud to their classmates.

Independent Practice

- Have students reread the book with a buddy, taking turns to read alternate pages. Using decodable or sight word cards, have the partner hold up a word card when he/she hears one of the words read.

Support Tips

- Hold up a sweater or shirt and ask students to tell you what you are holding. Accept all appropriate responses, and say the word **top** if no one says the word.
- Suggest other contexts for **top**, using items or pictures for **top of head**, **on top of**, etc. Emphasize that **top** can mean many things.

- Show students the book and challenge them to find how many times the word **top** is used in the story.

Pets

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students. Ask: *What do you see on the cover?*

Read the Book

- Give students copies of the book. Have them sound out the words “in their heads” and then read the book aloud so you can check their reading.
- If students need modeling, have them turn to page 26 and point to the first word on the page, **Ted**. Ask a volunteer to sound out the word while the rest of the students run their fingers under the word.
- Ask a different student to sound out the next word, **can**. Have the other students run their fingers under the word. Repeat with the word **get**.
- Ask students to point to the fourth word, **a**, and tell them that this is a word they should know how to read quickly. Have them say the word.

Then have volunteers sound out the last two words, **red** and **pet**.

- Repeat with the next sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

- When students have finished reading, ask: *How do the boy and the dog get wet? What do the children in the book do with their pets that you like to do with your pets? Which pets in the book do you like best? Why?*

Follow-Up Activity

- Review with students what pets the children in the book have.
- Brainstorm pets that people might have. Make a list on the chalkboard.
- Have students choose a pet from the list that they have or want to have.
- In their phonics notebooks, have them draw a picture of themselves doing something with the pet.
- Have students use the following sentence pattern(s), using decodable words and sight words, to write about their pictures: “I have _____.”
“My pet and I can _____.”

- Have students take turns reading their sentences to a buddy.

Independent Practice

- Have students reread the book with a buddy, taking turns to read alternate pages.
- Write several words from *Pets* on index cards and place the cards in the literacy center. Have students work with a partner. One student reads the book aloud while the other holds up a word card whenever the word is read aloud.

Support Tips

- Assign a student to lead the class to recess, another room, etc.
- Return to class. Ask: *Who led us to ___?*
- Model the complete response, if necessary, *[Student's name] led us to _____.*
- Assign different students to lead the class to other places and repeat the question-response sequence.
- If there is a class pet, hold up the pet food. Ask: *Who fed [pet's name] yesterday?*
- Model the complete response, if necessary, *[Student's name] fed [pet's name] yesterday.*
- If there is no class pet, have students draw pictures showing themselves eating a meal with their families.
- Refer to one of the pictures and ask: *Who cooked the ___?*
- Model: *Mother cooked the _____. Mother fed you.*
- Repeat using other pictures students have drawn.

Bugs

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students. Ask: *What do you see on the cover?*

Read the Book

- Give students copies of the book. If you feel students are able, have them sound out the words “in their heads” and then read the book aloud so you can check their reading.
- If students need modeling, have them turn to page 34 and point to the first word on the page, ***Kit.***
- Ask a volunteer to sound out the word, while the rest of the students run their fingers under the word.
- Repeat with the next word, ***can.***
- Have students point to the third word, ***see.*** Tell them that this is a word they should know how to read quickly. Ask them to say the word, providing support if needed.

- Continue to have students point to the words in the sentence, asking volunteers to sound out the words **bug**, **in**, and **sun**, and saying the sight words **the**, **play**, and **the** quickly.
- Have students whisper-read the whole page.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

- When students have finished reading, ask: *Where can you see bugs?*
What kind of bugs did the children in the book see? Which of these bugs have you seen before?

Follow-Up Activity

- Review with students the places where the children in the book see bugs (on a bun, on a bed, on a rug, in a mug, in a jar). Point out that these are not places where bugs usually live. Brainstorm with students places where they might see bugs. Talk about how bugs are part of nature and why bugs are important.
- Ask students to draw in their phonics notebooks a picture of a place where a bug lives on a page.
- Then have them write this sentence as a label for their picture: “I can see a bug.”
- When students have finished, have them show their pictures and read aloud their sentences to a partner.

Independent Practice

- Have students reread the book with a buddy, taking turns to read alternate pages.
- Suggest that students write and illustrate a page to add to the decodable book *Bugs*. Have them use their name and one of the sentence patterns from the book as copy for their page.

Support Tips

- Model and label the actions of putting objects **in** a **mug** and a **jug**. *I put the spoon in the mug; I put the crayon in the jug.*
- Give directions to individual students to put something in the mug.
- Ask students, *Is the _____ in the mug?*
- Accept a single word *Yes* response, and model the expanded response, *Yes, the _____ is in the mug.*
- Have students work in pairs or small groups to give and follow directions using **in** and the vocabulary words.

Am I Sad?

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students. Ask: *What do you see on the cover?*

Read the Book

- Give students copies of the book. If you feel students are able, have them sound out the words “in their heads” and then read the book aloud so you can check their reading.
- If students need modeling, have them turn to page 42 and point to the first word on the page, **I**. Tell them that this is a word they should know how to read quickly. Ask them to say the word.
- Have students point to the next word, **cannot**. Ask a volunteer to sound out the two words that make up **cannot**, while the rest of the students run their fingers under the word.
- Have them read the first sentence with you, saying the sight word **play** quickly and sounding out the decodable word **tag**.
- Repeat with the next sentence, having students sound out the decodable words and say the sight words quickly.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

- When students have finished reading, ask: *What does the girl play with on page 3? Why can't the girl sit on a lap? What are the girls on page 6 doing? Are the children on page 8 happy or sad? Why?*

Follow-Up Activity

- Have students draw a line across the middle of a page in their phonics notebooks to divide the page in half.
- Ask students to draw a picture of themselves when they are sad in the first section and a picture of themselves when they are happy in the second section.
- They are to write a sentence under each picture.
- When students have finished drawing their pictures, let them take turns showing the pictures and reading their sentences to their classmates.

Independent Practice

- Have students reread the book with a buddy, taking turns to read alternate pages.

Support Tips

- Show students pictures of people performing different actions. Ask, *Can the boy throw a ball?* Model the answer if necessary, *Yes, the boy can throw a ball.*
- Ask individual students, *Can you throw a ball?*
- Model the response if necessary, *Yes, I can.*
- Show pictures of people performing actions that the students cannot perform, such as driving a car. Ask students, *Can you drive a car?*
- Model the response if necessary, *No, I cannot drive a car.*
- Give pictures of actions the students cannot perform to pairs or small groups of students to provide opportunities to ask questions and use the target response, *I cannot*_____ .

Fun in the Sun

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students. Ask: *What do you see on the cover?*

Read the Book

- Give students copies of the book. If you feel students are able, have them sound out the words “in their heads” and then read the book aloud so you can check their reading.
- If students need modeling, have them turn to page 50 and point to the first word on the page, **Look**. Tell them that this is a word they should know how to read quickly. Ask them to say the word, providing support if needed.
- Have students point to the next word, **at**. Ask a volunteer to sound out the word, while the rest of the students run their fingers under the word.
- Have students point to the third word, **me**, and say it quickly.
- Continue with the rest of page, having students say the sight words quickly and sound out the decodable words.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

- When students have finished reading, ask: *What does the girl make?*
What else could the girl do at the beach? What do you like to do at the beach?

Follow-Up Activity

- Have students brainstorm other places that people have fun, for example, a park, a circus, a museum, and an amusement park. Make a list of the places on chart paper.
- Ask students to choose a place where they have fun. Have them draw a picture in their

phonics notebooks of themselves having fun at a special place. Then have them write this sentence as a label for their picture: *I can have fun.*

- When they have finished, let students take turns showing their pictures and sentences to others in the class.

Independent Practice

- Have students reread the book with a buddy, taking turns to read alternate pages.
- Provide the letter cards needed to spell the decodable words **big**, **did**, **dig**, **dip**, **rid**, and **tip**. Have pairs of students read aloud the decodable book *Fun in the Sun* together, looking for words they can build with the letter cards. When they find a word, one partner builds the word while the other sounds out the word, then reads aloud the sentence in which the word appears. When they find the next word, the partners trade roles.

Support Tips

- Before reading the decodable book, ring a bell or hit a drum as the students watch.

Ask: *Who made the noise?*

- Accept a single-word response, *you*, and model the target response, *I did*.
- Distribute different noisemakers to three or four students. Instruct them to use their noisemakers one at a time and ask, *Who made the noise?* after each student does so.
- Accept a single word response, *Tony*, from the students and model, *Tony did*.
- Ask the student who used the noisemaker, *Did you make the noise?*
- Accept a single word, *Yes*, and model the target response, *Yes, I did*.

Is Bob Big?

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students. Ask: *What do you see on the cover?*

Read the Book

- Give students copies of the book. Have them sound out the words “in their heads” and then read the book aloud so you can check their reading.
- If students need modeling, have them turn to page 58 and point to the first word on the page, **Bob**. Ask a volunteer to sound out the word **Bob**, while the rest of the students run their fingers under the word.
- Have other volunteers sound out the next words, **can**, **sit**, and **on**, while the rest of the students run their fingers under the words.
- Point to the word **the** and tell students that this is a word they should know how to read quickly. Have them say the word.

- Continue to ask volunteers to sound out the rest of the sentence.
- Have students read the whole sentence with you.
- Repeat with the next sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

- When students have finished reading, ask: *Who is bigger—Bob or the ox? Can a tan box be big? Can a fat cat be small? Can the tot get as big as Bob?*

Follow-Up Activity

- Display pictures of people of all ages and discuss how the people are alike and different. Talk about how people change as they get bigger.
- Make a two-column chart on the chalkboard with the headings “Small” and “Big.” Ask students things they could do when they were small and things that they can do now that they are bigger. Record the things on the chart.
- Have students draw a line down the middle of a page in their phonics notebook. Ask them to draw a picture of something they could do when they were small on one half and a picture of something they can do now that they are bigger on the other half. Have them write these sentences as the labels for each picture: “I was small”; “I am big.”

Independent Practice

- Have students use the decodable word and sight word cards to make a new sentence for a page in the book. Have them copy it in their notebooks and draw a new picture to go with the sentence.
- Have students reread the book with a buddy, taking turns to read alternate pages.

Support Tips

- Hand out pairs of **big** and **small** items to three or four students.
- Draw two big circles on the floor.
- Place your **big** block in one circle and say: *I put the big block in the circle.*
- Have students put their **big** blocks in the circle and repeat the phrase: *I put the big block in the circle.*
- Place your **small** block in the other circle and say: *I put the small block in the circle.*
- Have students put their **small** blocks in the circle and repeat the phrase.
- Have students take a block and tell if it is **big** or **small**.
- Have students continue the activity until all have a chance to place **big** and **small** blocks in the circles and use the target vocabulary.

Did It Beg?

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students. Ask: *What do you see on the cover?*

Read the Book

- Give students copies of the book. Have them sound out the words “in their heads” and then read the book aloud so you can check their reading.
- If students need support, have them turn to page 66 and point to the first word, **The**. Tell them that this is a word they should know how to read quickly. Ask them to say the word.
- Have students point to the second word, **red**, and ask a volunteer to sound out the word while the rest of the students run their fingers under it.
- Point to the word **hen** and ask another volunteer to sound it out.
- Continue with the rest of the words in the sentence.
- Have students whisper-read the whole page. If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them as they sound out the words until they are able to continue reading on their own.

Discuss the Reading

- When students have finished reading, ask: *Where is the big bull? Where are Meg and Ben? What do the characters in the book want?*

Follow-Up Activity

- Discuss how animals and people are alike and different (both need food, water, sleep, shelter; people talk, animals make noises; etc.).
- Discuss the kinds of foods that the animals in the book might eat. Make a list on chart paper.
- Ask students what foods people eat and make a second list.
- Compare and contrast the foods animals and people eat.
- Have students draw a line across the middle of a page in their notebooks.
- Ask them to draw a picture in the top section of one of the animals mentioned in the book eating. Have them draw a picture of themselves eating in the bottom section.
- Then have them write these sentences as labels for their pictures, filling in the appropriate animal name: “The _____ is fed.” “I am fed.”
- When students have finished, let them take turns showing their pictures and telling how the two pictures are alike and different.

Independent Practice

- Have students reread the book with a buddy.
- Have students reread the last sentence in the book and then write it, substituting their name and a friend's or sibling's name for Meg and Ben.

Have them draw a new picture to go with the sentence.

Support Tips

- Show students a box of crackers or cookies and ask: *Who wants a cookie?*
- Distribute the snack to students, one at a time, asking each student, *Did you raise your hand or say "me" when I asked who wanted a cookie?* Then ask: *Did you **beg** to be fed?*
- As soon as the student responds, ask the class: *Did _____ **beg** to be fed?*, substituting the student's name.
- If a student did not respond affirmatively to the question of whether he or she wanted a cookie, say, *You did not want a cookie. You did not **beg** to be fed* and do not give him or her the snack.