

# My Pet Pup

## 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 support, have them turn to page 2 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 students continue pointing to the words, saying sight words quickly and sounding out decodable words.
- Have students reread the sentence 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: *What color is the pup? What does the boy give the pup a bath in? What does the pup drink out of? Where does the pup sleep?*

## Follow-Up Activity

- Ask students what kind of pet the boy in the book has. Then have them brainstorm other animals while you list them on chart paper.
- Ask students to think of words they might use to describe these animals. Encourage them to think of words they know how to write.
- Write the describing words in a second list on the chart paper, for example, *fat, small, big, tan, red, fun, bad, sad*.
- Ask students to use the words in the two lists to write descriptions of animals—such as *a small duck, a red hen, or a fat cat*—on a page in their phonics notebooks.

## Independent Practice

- Have students reread the book with a buddy.

- Have students create a page that could be added to the book *My Pet Pup*.

Have them draw in their phonics notebooks a picture of the boy and his tan pup doing something together. Ask students to write a sentence, using words they know, that tells about the boy and his pet. Remind them that they should pretend that they are the boy and use words such as *I*, *my*, and *me* in their sentences.

## Support Tips

- Idiomatic language is especially difficult, since English language learners may still be learning vocabulary in more literal and specific contexts, for example, *lap* as the place to keep your hands. It is especially important to reinforce idiomatic language over time.
- Give students cups of water. Tell students to *Drink it* to “plant” the word *it*.
- Pantomime drinking water.
- Ask students to tell what you were doing and model the language: *I can sip it* or *I can drink it from the cup*.
- Ask individual students to pantomime how they can drink water while other students label/describe the action. Model the target language if necessary: *He can drink it from a cup*.
- Show a picture of a dog drinking to students. Ask them what the animal is doing. Provide the target language: *The dog can lap it up*.

## Cliff

### Introduce the Book

- Show students the cover of the book. Point to the title, *Cliff*, and have them sound out the word as you run your finger under it.
- Ask: *What do you see on the cover?*

### Read the Book

- Give each student a copy of the book. Have them point to the first word on page 10 and sound it out: */kllliif/*.
- Have students point to the next word. Remind them that this is a word they should know by sight. Have them say the word, *is*.

- Repeat with the words *my*, *ball*, and *of*.
- Have students sound out the last word in the sentence, **fluff**.
- Have students read the whole sentence at normal speed.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

### Discuss the Book

- When students have finished reading, ask: *Who is Cliff? What kinds of things can Cliff do? Why do you think the girl is glad she has Cliff?*

## Support Tips

### Develop/Reinforce Idiomatic Expression: ball of fluff

- Before reading the book, label a ball, a ball of string that's wound tightly, and a *ball of fluff* (loosely wrapped fluffy yarn). Pass the balls around to students.
- Ask students if the three balls feel the same, and ask them to describe the balls. Elicit the words *soft* and *fluffy* for the ball of yarn.
- Pass around a fluffy stuffed animal, and ask students to point to the ball that feels like the animal. Introduce the expression *The animal is a ball of fluff*, and have students repeat the expression.
- Show pictures of different animals, including a fluffy dog and animals that are clearly not fluffy, such as a frog.
- Have students identify those that look fluffy. Elicit the target expression as each is identified: *The cat is a ball of fluff*.

## The Crab

### Introduce the Book

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

## Read the Book

- Give each student a copy of the book. If you feel students are able, have them sound out the words “in their heads” and then read the first sentence out loud so you can check their reading.
- If you feel students need modeling, have them turn to page 18 and ask them to put their fingers on the first word. Point out that this word starts with an *r*-family blend. Have them run their fingers under the word as they sound it out: (/fffrrraaannn/)
- Have students continue to sound out the decodable words in the sentence, and remind them to read the sight words quickly. Then have students read the whole sentence.
- If students are sounding out the words without difficulty, have them whisper-read the rest of the text. Remind them that they are to sound out words as needed.
- If students are having difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

## Discuss the Book

- When students have finished reading, ask: *Why do you think the children are looking for crabs? What did Fran and Bret do? Why do you think Fran wants to let the crab go?*

## Support Tips

### Develop/Reinforce Vocabulary: fret

- Before reading, put all markers, scissors, and glue out of sight. Assign an art project that requires students to use the missing materials.
- Ask students what they need to complete the assignment if they do not voluntarily ask for materials. Reply to the first few voluntary or elicited requests. Say: *Do not worry. Here is the \_\_\_\_\_. Do not fret. Here is the \_\_\_\_\_.*
- Respond to additional requests from students. Say: *Do not fret. Here is the \_\_\_\_\_.*
- Select one or two students to hand out the materials when other students request them.
- Model the target expression, “Do not fret. Here is the \_\_\_\_\_” for students to repeat.

# The Red Sled

## Introduce the Book

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

## Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the sentence aloud.
- If students need modeling, have them turn to page 26 and put their fingers on the first word. Remind them that this is a word they should know by sight. Have them say the word, *this*. Repeat with the word *is*.
- Have students point to the last word, *Skip*. Point out that this word starts with an s-family blend. Have students run their fingers under the word as they sound it out. (/sskiip/) Ask students to read the whole sentence.
- Continue having students read the sight words quickly and sounding out the decodable words before having them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

## Discuss the Book

- When students have finished reading, ask: *What does Skip like to do?*  
*Why will Skip have a scab? Where is a good place to go sledding?*

## Support Tips

### Develop/Reinforce irregular past tense: went

- Before reading, instruct a student to go to a specific place in the room and then return to his/her seat.
- Describe what the student did: for example, *Maria went to the door*.
- Ask: *Where did Maria go?* Model the response: *Maria went to the door*.
- Instruct other students one at a time to go to different areas in the room and then return

to their seats.

- After each student follows the directions, ask: *Where did \_\_\_\_ go?*
- Accept one-word responses and model the target response: *Maria went to \_\_\_\_.*
- Throughout the day, after students return from other activities, ask: *Where did you go?*
- Accept one-word responses and model the target response: *I went to lunch.*

## The Bad Pest

### Introduce the Book

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

### Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and read the sentence aloud so you can check their reading.
- If students need more modeling, have them turn to page 34 and put their fingers on the first word. Have them run their fingers under the word as they sound it out (*/brrreet/*).
- Have students read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the book.
- If students have difficulty, continue guiding them in blending words.

### Discuss the Book

- When students have finished reading, ask: *Why did Bret run? What happened to Bret? What do you think happened to the wasp?*

## Support Tips

### Develop/Reinforce irregular past tense: could

- Arrange students in a circle, stand in the middle, and toss a ball to a student. If the student catches the ball, describe the action, using the target language, \_\_\_\_ **could** catch the ball. If the student did not catch the ball, model the language, \_\_\_\_ **could not** catch

*the ball.*

- Toss the ball to a second student and repeat the target language.
- Have the second student toss the ball to a third student and use the target language to describe what happened.
- Continue the activity until several students have had a chance to toss the ball and use the target language to describe the action.
- Select a student to demonstrate an activity (such as hopping to the door) and pair the activity with the target language \_\_\_\_ **could/could not** *hop to the door* when the action is complete.

Repeat with different students.

## Frank and Brent

### Introduce the Book

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

### Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 42 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, **this**.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

### Discuss the Book

- When students have finished reading, ask: *How do Frank and Brent feel about each other? What are some things they do together? What would you like to do if you could*

*meet Frank and Brent?*

## Support Tips

### Develop/Reinforce Idiomatic Expression: lend a hand

- Before reading, do a routine activity by yourself (pick up papers, push chairs under desks, etc.).
- While you are doing the task, ask a student to assist you: *Albert, please help me pick up the papers.*
- Immediately pair the target expression with this request: *Please help me. Please lend a hand.*
- Involve other students in helping with the task, addressing each student by name before asking him or her to help: *[Student's name], please help pick up the papers. Lend a hand.*
- Assign other tasks to individual students and ask others to assist: *Jon, please help Maria pick up the glue. Lend a hand.*
- Stop using the *Please help* request to introduce the target expression **lend a hand** whenever you ask students to help you or another student: *Caitlin, please lend a hand.*

## At Camp

### Introduce the Book

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

### Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 50 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, **I**.



- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

### Discuss the Book

- When students have finished reading, ask: *Where is the girl? Why does she want to go home? What does the girl do to Jan? What does the girl make at crafts?*

## Support Tips

### Develop/Reinforce Vocabulary: **gramp** and **gran**

- Note: ELL students often refer to grandparents using the terms from their home language and do not readily recognize labels common to English speakers.
- Before reading, show students pictures of grandmothers and grandfathers with their grandchildren. Show families from different ethnic groups.
- Ask students who they see. Encourage all students to respond, and accept all labels offered.
- Suggest the target vocabulary by showing the pictures of the grandmothers and telling students that some children call their grandmothers **gran**. Ask students to tell you what some children call their grandmothers.
- Suggest the target vocabulary by showing the pictures of the grandfathers and telling students that some children call their grandfathers **gramp**. Ask students to tell you what some children call their grandfathers.

## Scram, Cat!

### Introduce the Book

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

## Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 58 and put their fingers on the first word. Have them run their fingers under the word as they sound it out. (/fflluuuffffff/)
- Have students continue to sound out the decodable words and read the sight words quickly in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue guiding them in blending words on each page until they are able to continue reading on their own.

## Discuss the Book

- When students have finished reading, ask: *Who is Fluff? Why did the boy take Fluff to the vet? What did the vet do for Fluff? How did the boy make Fluff feel better? What can Fluff do now that he is well?*

## Support Tips

### Develop/Reinforce Background Knowledge and Vocabulary: limp, vet, and splint

- Before reading, pretend to bump into a desk. Feign a limp while students are watching.
- Describe what happened and “plant” the vocabulary word.  
For example: *I hit the desk. My leg hurts. I have a **limp**.*
- Ask what people do when hurt. Accept appropriate responses, such as *tell mom*, and plant the idea of going to a doctor.
- Ask: *What can the doctor do for my **limp**?*
- Accept appropriate responses—such as *give you a bandage*—and show and label a ***splint*** to introduce the word.
- Show a picture of a pet and ask what people do when an animal gets hurt.
- Accept all appropriate responses, such as *go to the doctor*, and plant the word ***vet*** if necessary.

- Show pictures of animals. Have students show how the animal would move with a hurt leg. Reinforce the words *limp*, *splint*. *The dog limps. Put on a splint.*

## A Cake for Nate

### Introduce the Book

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

### Read the Book

- Give each student a copy of the book. Have them sound out the words “in their heads” and then read the first sentence aloud so you can check their reading.
- If students need modeling, have them turn to page 66 and put their fingers on the first word. Remind them that this is a word they don’t sound out but that they should know by sight. Have them say the word, *we*.
- Have students continue to read the sight words quickly and sound out the decodable words in the sentence. Then have them read the whole sentence.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text. Remind them to sound out words as needed.
- If students have difficulty, continue to guide them page by page.

### Discuss the Book

- When students have finished reading, ask: *Where do Nate and his mom go to get the cake? How does Nate know which cake is his? Why does Nate get a cake?*

## Support Tips

### Develop/Reinforce Pronouns: she and he

- Before reading, give an object, such as a marker, to a male student. Ask: *Who has the \_\_\_\_?*
- Accept appropriate responses and model the complete sentence, emphasizing the pronoun: *He has the \_\_\_\_*. Have students repeat the sentence.
- Pass the object to several more male students, repeating the question-response to

reinforce the pronoun *he*.

- Pass the object to a female student and repeat the question.
- Model the complete sentence, emphasizing the new pronoun: *She has the \_\_\_\_*. Have students repeat the sentence.
- Pass the object to several more female students, repeating the question-response to reinforce the pronoun *she*.
- Have the last student to receive the object pass it to a classmate.
- Ask the question and model the response, emphasizing the correct pronoun as necessary.