

Fit

Introduce the Book

- Show students the cover of the book. Point to the title, *Fit*, and have them sound out the word as you run your finger under it.
- Ask: *What do you see in the picture? What does it mean to be fit?*

Read the Book

- Give each student a copy of the book. Have them turn to page 2 and put their finger on the first word. Have them run their finger under the word as they sound it out: /SSSSaaaaammm/.
- Have students point to the next word. Remind them that this is a word they don't sound out and that they have been practicing during the week. Have them say the word: *is*.
- Have students point to the last word and sound it out as they run their finger under the word: /ffffiiittt/.
- 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.
- If students have difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Why did Sam and Tim feel fat at the end of the meal? What did they do to feel better?*
- Read the decodable book *Fit* with the remaining small groups of students.

Support Tips

Develop: Concept and Vocabulary for *fit*

- Before reading, have students work in pairs or small groups to create collages showing people who are (physically) *fit* and people who are not.
- Introduce the vocabulary word *fit*, and encourage groups to use the word *fit* while they are working on the collages and when they share their collages with the other groups.
- Enlist the aid of the physical education teacher to reinforce the vocabulary word.

Pam Has a Map

Introduce the Book

- Show students the cover of the book. Point to the title, *Pam Has a Map*, and have them sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? Who is Pam? What is a map?*

Read the Book

- Give each student a copy of the book and instruct them to turn to page 10. Have them run their fingers under the first word as they sound it out: */Paaaammm/*.
- Have students point to the next word. Remind them that this is a word they don't sound out and that they have been practicing during the week. Have them read the word: *is*.
- Have students run their finger under the last word as they sound it out: */ffffiiit/*.
- Have students read the whole sentence at normal speed.
- Repeat with the other sentence on the page.
- If students are sounding out the words without difficulty, have them whisper-read the rest of the text.
- If students are having difficulty sounding out the words, continue to guide them page by page as they first sound out each word and then read the sentence at normal speed.

Discuss the Book

- When students have finished reading, involve them in a discussion about the book. Ask: *Why did Pam stick a pin in the map? Why did Pam and Tam sit?*
- Read the decodable book *Pam Has a Map* with the remaining small groups of students.

Support Tips

Develop/Reinforce: past tense sat

- Before reading, play the game "Who sat in the chair?"
- Direct one student to sit in a special chair and then return to his/her own seat.
- Ask: *Who sat in the chair?* Accept a single-word response (name) but model the full sentence, emphasizing *sat* until the students respond using the full sentence.
- Students can extend the activity in pairs or small groups using dolls, puppets, or other manipulatives while matching their motions to the target response.

Pop

Introduce the Book

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

Read the Book

- Give each student a copy of the book. Ask them to turn to page 18. Have them run their fingers under the first word as they sound it out: */Pooooop/*.
- Have students point to the next word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word, *is*.
- Have students run their fingers under the next word as they sound it out: */iiinnnn/*.
- Have students point to the next word. Remind them that this is a word they don't sound out. Have them say the word: *the*.
- Have students run their fingers under the last word as they sound it out: */piiiiit/*.
- Have students read the whole sentence at normal speed. You might want to ask them what the pit is and point to it on the page.
- If students are sounding out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Why is the tot laughing? What is on top of the tot's head? What is Pop doing to help the tot?*
- Read the decodable book *Pop* with the remaining small groups of students.

Support Tips

Develop/Reinforce Prepositions in and on

- Before reading, assess students in a one-on-one setting to find out how well they follow directions incorporating the prepositions in a situation.
- To teach or reinforce concepts, model and label the appropriate actions using real objects: *I put the pencil in the cup. I put the marker on the table.*
- Have students copy your actions as you describe the action: *Put the pencil on the table.*
- Have students work in pairs or small groups to play games requiring them to give and follow directions using the target prepositions.

Pop and the Fat Cat

Introduce the Book

- Display the cover of the book. Point to the title, *Pop and the Fat Cat*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What is a nap? Who can take a nap?*

Read the Book

- Give each student a copy of the book. Have them turn to page 26. Instruct them to run their fingers under the first word as they sound it out: */Pooop/*.
- Have students point to the next word. Remind them that this is a word they don't sound out. Have them say the word, *and*.
- Have students point to the next word. Remind them that this is also a word they don't sound out. Have them say the word, *the*.
- Have students sound out each of the next five words as they run their fingers under the words. (*/ffffaaaat/, /taaaannnn/, /kaaaat/, /kaaaannnn/, /nnnnaaaap/*)
- Have students read the whole sentence at normal speed.
- If students are sounding out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Where does Pop nap? Where does the cat nap? Why isn't Pop's cap fat?*
- Read the decodable book *Pop and the Fat Cat* with the remaining small groups of students.

Support Tips

Develop/Reinforce the negative response to the question pattern

Is the...?

- Before reading, revisit the preposition games introduced with *Pop*, but change the oral language to the question form *Is the pencil in the cup?*
- Begin by accepting simple Yes/No responses. Model the complete sentences, *Yes, it is* and *No, it is not*.
- Elicit the complete sentences from the students.

The Ham

Introduce the Book

- Show students the cover of the book. Point to the title, *The Ham*, and have them sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What do you do with ham? Who cooks the ham?*

Read the Book

- Give each student a copy of the book and have them turn to page 34. Instruct students to run their fingers under the first word as they sound it out: */Pooooop/*.
- Have students point to the next two words. Remind them that these are words they don't sound out.

Have them say the words: *has, a*.

- Have students sound out the last word as they run their fingers under it: */haaaammmm/*.
- Have students read the sentence at normal speed.
- If students are sounding out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Where is the ham? How does Pop get the cat away from the ham?*
- Read the decodable book *The Ham* with the remaining small groups of students.

Support Tips

Develop/Reinforce: pronoun him

Develop/Reinforce: the question pattern Can someone do something?

- Before reading, ask a student if he/she can see a specific male student sitting in the class. Accept a single-word response, *Yes*.
- Ask another student, *Can _____ see him?* Model the complete response: *Yes, _____ can see him.*
- Encourage all students to respond to the question by repeating the second student's response, *_____ can see him.*
- Repeat the activity, using pictures of the different male characters from the stories.

The Bib

Introduce the Book

- Show students the cover of the book. Point to the title, *The Bib*, and have them sound out the words as you run your finger under them. Ask: *What do you see in the picture? What is a bib? When do you wear a bib?*

Read the Book

- Give each student a copy of the book. Have students turn to page 42 and put their fingers on the first word. Have them run their fingers under the word as they sound it out: */Paaamm/*.
- Have students point to the next word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word, *has*.
- Have students point to the next word, *the*. Remind them that this also is a word they don't sound out and that they have practiced. Have them say the word.
- Have students point to the last word and sound it out as they run their fingers under the word: */haaaamm/*.
- 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.
- If students have difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Who eats the ham? Why does Bob fan the ham? What does Tim eat?*
- Read the decodable book *The Bib* with the remaining small groups of students.

Support Tips

Develop: background past tense bit

- Before reading, use puppets to act out simple activities, make sure to include biting. For example, the puppet could bite an apple.
- Model the past tense: *The (puppet) bit the (apple)*.
- Ask students what the puppet did. Accept appropriate single words, phrases and/or sentences, and if necessary, model the target language structure:
Noun bit the object.
- Give students the opportunity to manipulate the puppet and describe what the puppet did, or ask other students what the puppet did.
- Model the correct statement/question as necessary.

The Nut

Introduce the Book

- Display the cover of the book. Point to the title, *The Nut*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What is a nut? Is the nut big or little?*

Read the Book

- Give each student a copy of the book and have them turn to page 50. Instruct them to put their fingers on the first word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word, **The**.
- Have them run their fingers under the next word as they sound it out: */nnnnuuuuut/*.
- As students run their fingers under the next words, continue to distinguish between words they sound out and words they must recognize by sight.
- After students have completed the sentence once slowly, have them read the whole sentence at normal speed.
- If students are sounding out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Who is Pat? Why can't Pat see the nut? Who gets the nut?*
- Read the decodable book *The Nut* with the remaining small groups of students.

Support Tips

Develop/reinforce: vocabulary hut

- Before reading, show students a picture of a doghouse and ask them to label it.
- Accept **doghouse** and other correct labels. Introduce the word **hut** if students do not spontaneously offer that label.

Develop/reinforce: prepositions in and on

- Have students play a barrier game using the target vocabulary from the book.
- Give pairs of students identical pictures of an empty doghouse.

Create a visual barrier so students can't see one another's pictures.

- Have one student place a manipulative, such as a picture of a character or a unifix cube, **on** or **in** the hut. Have the student direct his/her partner to do the same with his/her manipulatives:

*Put the dog **on** the **hut**.*

- Students can remove the visual barrier to compare and change roles. (Note: Providing a variety of pictures of the characters and other nouns used in the series will help develop and reinforce the vocabulary.)

The Rat

Introduce the Book

- Show students the cover of the book. Point to the title, *The Rat*, and have them sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What is the rat doing?*

Read the Book

- Give each student a copy of the book and instruct them to turn to page 58. Have them run their fingers under the first word as they sound it out:
/Paaamm/.
- Have students point to the next word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word, *and*.
- Continue distinguishing between words they sound out and words they don't sound out.
- Have students read the sentence at normal speed.
- Repeat with the rest of the sentences on the page.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Why does the rat run? What does the pup do? What happens at the end of the story?*
- Read the decodable book *The Rat* with the remaining small groups of students.

Support Tips

Develop: background knowledge rat as a pet

- Before reading, bring a pet rat to class for the students to observe and discuss, making sure to identify the owner and what the owner likes to do with his/her pet rat.
- Throughout the day, ask students to tell you what the rat is doing, modeling the response *The rat is _____* if students do not use the word *rat* when they respond.
- If you are unable to obtain a real rat, have students work in pairs or small groups to create lists/collages of pets they have or know about.
- If no one suggests a rat as a pet, challenge students to identify other animals that can be pets and suggest the idea that a rat can be a pet, pairing the word with a picture of a rat.
- Support the concept of a rat as a pet with photos of children playing with rats. Have students describe the pictures.

Model the response, *The rat is _____*, if students do not use the word *rat* when they respond.

Mem the Hen

Introduce the Book

- Display the cover of the book. Point to the title, *Mem the Hen*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What color is Mem? Where is Mem?*

Read the Book

- Give each student a copy of the book and have them turn to page 66. Have them run their fingers under the first word as they sound it out: */Mmmmeeeemmm/*.
- Have students point to the next two words. Remind them that these are words they don't sound out. Have them say the words: *is, a*.
- Have students run their fingers under the next two words as they sound them out: */taaaannnn/*, */heeeennnn/*.
- Have students read the sentence at normal speed.
- Repeat with the remaining sentences on the page.
- If students can sound out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, guide them page by page.

Discuss the Book

- When students have finished reading, ask: *Why can Mem get out of the pen? How does Ben catch Mem? Where is the pup at the end?*
- Read the decodable book *Mem the Hen* with the remaining small groups of students.

Support Tips

Develop/reinforce: past tense ran

- Before reading the book, read aloud a picture story that emphasizes the word **ran**, such as *The Gingerbread Man*.
- Have students join in whenever the text indicates that the character ran.
- Have students act out the running action themselves, or have them manipulate puppets to show the characters running and stopping.
- Have other students use simple sentences to describe the action.
- Model target sentence structure as necessary. Say: *The gingerbread man **ran** home. Tony **ran** to the door.*

Get the Gum

Introduce the Book

- Display the cover of the book. Point to the title, *Get the Gum*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What do you do with gum? Do you like gum?*

Read the Book

- Give each student a copy of the book and have students turn to page 74. Instruct them to put their fingers on the first word and sound it out: */Kaaann/*.
- Have students point to the next word: **you**. Remind them that this is a word they learned this week.
- Have students continue pointing to each word in the sentence, sounding out decodable words and saying the sight words quickly).
- Have students read the whole sentence at normal speed.
- Point out the quotation marks and explain to students that these marks tell them what Gus said.
- 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 page by page.

Discuss the Book

- When students have finished reading, ask: *Where is Gus? Why can't he get the gum? Where is Tam? Where is Ben? Who gets the gum for Gus?*
- Read the decodable book *Get the Gum* with the remaining small groups of students.

Support Tips

Develop/reinforce the response to a question I cannot

- Before reading, show students objects, or pictures of familiar objects. Ask: *Can you see the ____?*
- Accept the single-word response *Yes*, and model the complete response: *Yes, I can.*
- Cover or hide an object and ask question again.
- Accept the single-word response *No*, and model the complete response: *No, I cannot.*
- Put the object out of reach. Ask: *Can you get the ____?* Accept the single-word response *No*, and model the complete response: *No, I cannot get the _____.*
- Have students work in pairs or a small group to continue the activity.

The Red Pen

Introduce the Book

- Display the cover of the book. Point to the title, *The Red Pen*, and have students sound out the words as you run your finger under them.
- Ask: *What do you see in the picture? What does Dan have? What do you do with a pen?*

Read the Book

- Give each student a copy of the book and have students turn to page 82.
- Ask them to put their fingers on the first word. Have them run their fingers under the word as they sound it out: */Daaaannnn/*.
- Have students point to the next two words. Remind them that these are words they don't sound out. Have them say the words: *has, a*.
 - Have students run their fingers under the next three words as they sound them out: */ffffaaaat/, /rrrreeeed/, /peeeennnn/*.
 - Have students read the whole sentence at normal speed.
 - Repeat with the next sentence on the 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 page by page.

Discuss the Book

- When students have finished reading, ask: *Who takes Dan's fat red pen? What does Tim do with the pen? Who finds Dan's pen?*
- Read the decodable book *The Red Pen* with the remaining small groups of students.

Support Tips

Develop/reinforce the adjective–noun pattern

- Before reading, give groups of students markers/crayons in a variety of colors and sizes (fat/thin, long/short, etc.).
- Model a request for a specific item: *Give me a red crayon.*
- Have students work in pairs to request color-specific items, using the target sentence pattern: *Give me the adjective noun.*
- Request an item using two descriptors: *Give me the fat red marker.*
- Have students request a specific item from you and model the target language structure: *Give me the adjective adjective noun.*
- Have students work in pairs again, this time requesting items using two descriptors.

The Wig

Introduce the Book

- Display the cover of the book. Point to the title, *The Wig*, and have students read the first word quickly and sound out the second word as you run your finger under it.
- Ask: *What do you see in the picture? What does the boy have on his head? Why do you think he is wearing a wig?*

Read the Book

- Give each student a copy of the book and have them turn to page 90. Have them run their fingers under the first two words as they sound them out: */Daaaannnn/, /Taaaammmm/*.
- Have students point to and read the next word, *and*. Remind them that this is a word they don't sound out.
- Have students continue pointing to the words in the sentence, sounding out the decodable words and saying the sight words quickly.
- Have students read the whole sentence at normal speed.
- Repeat with the rest of the sentences on the page.
- If students are sounding out the words without difficulty, have them whisper-read the rest of the text.
- If students have difficulty, continue to guide them page by page.

Discuss the Book

- When students have finished reading, ask: *What happens to Gus' wig? What does Dan give to Gus? What does Tam give to Gus?*
- Read the decodable book *The Wig* with the remaining small groups of students.

Support Tips

Develop/reinforce concept of *costume competition*

- Before reading, probe for and elicit students' previous experiences with costumes.
- Show a picture of a child in costume. Have students describe the picture and tell about when they wore costumes.
- Have students create their own costumes by using classroom items. Include a mop-head and other props students could use as a wig. You may need to model putting the items on your own head to introduce the idea of a wig.
- While still in costumes, have students describe what the others used to create their costumes. Accept one-word responses, such as *coat* and *hat*, and model the target sentence structure: *Maria has a hat*.
- Have students tell which costume they like best (accept a one-word response). Tally the responses and give the winner a blue ribbon.

Pop and Len

Introduce the Book

- Display the cover of the book. Point to the title, *Pop and Len*, and have students sound out the decodable words **Pop** and **Len** as you run your finger under them. Have them read the word **and** quickly.
- Ask: *What do you see in the picture?*

Read the Book

- Give each student a copy of the book and have them turn to page 2. Instruct them to run their fingers under the first word, **Can**, as they sound it out.
- Have students point to the next word. Remind them that this is a word they don't sound out and that they have practiced. Have them say the word, **I**.
- Have students continue pointing to the words in the sentence, sounding out decodable words and saying sight words quickly.
- Have students read the whole sentence at normal speed.
- Repeat with the next sentence, sounding out decodable words and reading sight words quickly.

Point out the quotation marks and explain that these denote what the characters are saying.

- 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 page by page.

Discuss the Book

- When students have finished reading, ask: *What does Len do in the lab? What does Len do with the cat? What does Pop say that Len can do?*
- Read the decodable book *Pop and Len* with the remaining small groups of students.

Support Tips

Develop/reinforce concept and vocabulary: *lab*

- Before reading, show a picture of white-coated scientists working in a lab, and ask students to identify whom they see and where they work. Accept generic labels (man, boy, girl, doctor) if students do not know the word *scientist*.
- Introduce the word **lab** to describe where the people work. Model the target language: *He works in a lab.*
- Show pictures of people in different places, including a picture of someone working in a lab, to pairs of students. Have students tell where the people are. (at school, in the bus)
- Model the target language structure and vocabulary *in the*.