Teaching Content for Book 1

Book 1 I Can!

Letter sounds introduced: a, c, n, s.

Vowel shape card: a

3D cut-out animal: cat

Letter/Sound Activities: Online interactive letter games (5)**. Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Spelling with letter cards: a, c, n (can)

Do a picture walk through the book, read/listen to story, then read together with Reading Strategy: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues before reading the text.

Word/Sentence Activities: Online interactive word game (1). **Printouts:** 1. Sight Words Memory Game Cards: I, can, you (Only learn to read the words: 'I, can, you' - NOT 'jump, slide, run, hide')

Print folding paper book for students to read and illustrate. In the Paper Book, have them add what they **jump** over, who will they **slide** with, what/who are they **running** from/after, what/who are they **hiding** from. **Note:** The illustrations (child jumping, a slide, child running, and child hiding) are necessary since the Reading Strategy is to 'look at the picture for clues'. The child is not expected to know the words (jump, slide, run, hide) at this stage. They are learning "I, can, you".

Printing from Practice Cards (in Printouts): Start at the top for all letters (as with I). **c:** Letter c curves up from the top, around to the bottom and up a bit. **a:** Letter a continues from letter c to go to the top and straight down. **n:** Letter n starts at the top, goes down to the bottom, back up the line to curve over and go down again without taking the pencil off the paper. (Make a line down the path. Wrong house! Go back up the path and over to the next door's path - not on their grass!) **s:** For letter s, make a snake from the top. Have it curl its tummy under its head.

Draw and Write: Have the children draw what they can do. Make dotted letters for them to trace their own sentence under their drawing. **I can ____**.

Oral Language: Student Discussion Questions: 1) What are some things people jump over? 2) Why might the child be hiding?

Teaching Content for Book 2

Book 2 Black Cat

Letter sounds introduced: k, m, b, h, l, t

Other words to sound out: am, ham

Letter/Sound Activities: Online interactive letter games (6). **Printouts**: 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards, 4. Spelling with letter cards: a, m, t (at, mat, am).

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out phonetically, sliding sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Memory Game Word/Picture Matching: (hat, mat, bat), 2. Sight Words Memory Game Cards: (my, black, on), 3. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Printing from Practice Cards (in Printouts):

All letters start from the top. **h:** Letter h starts at the top, goes down to the bottom, goes halfway back up the line and curves over to go down again without taking the pencil off the paper. (Go down the long driveway. Wrong house! Go back up half-way and go next door.) **l, t:** Letters l and t start from the top, like rain. **m**: Letter m is the same as n, but you went to the wrong house twice! Stay on their paths. **b**: For letter b, go down the long path. Wrong house! Go back up half-way and do a front roll somersault. Letter b shape has a bat first; bat starts with b sound. **k:** For letter k, make a tall line down. That is the wall. Throw the ball against the wall and it bounces to the ground.

Draw and Write: What else can the cat sit on? **A cat sat on a _____.**

Oral Language: Student Discussion Questions:

1) What other animals have some black fur or hair on them?

2) If you could be a cat or a dog, which would you be? Why?

Teaching Content for Book 3

Book 3 A Snack

Letter sounds introduced: i, g, p, d

Vowel shape card: i

3D cut-out animal: kid

Other words to sound out: kid, pick, pin

Spelling with letter cards: i, g, d, p (kid, dig, dip)

Letter Sound Activities: Online interactive letter games (5). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards. 4. Spelling with letter cards: i, g, d, p (kid, dig, dip)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together. **#3** Chop up long words (pic/nic)

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Memory Game Word/Picture Matching: (cat, can, cap) 2. Sight Words Memory Game Cards: (and, little, big, had), 3. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Printing from Practice Cards (in Printouts):

g: Letter g is letter a that continues the straight line down below the bottom and curves – it's the a going fishing. **d:** Letter d is letter a with its hand in the air (make the c, into the o, continue the line straight up and then down on the same line to the bottom). Its hand is up and it's saying, "I know the answer, teacher, I know the answer!" Letter d shape has a dot first; 'dot' starts with a 'd' sound. **i:** For letter i, start halfway above the line and go down to the line. Put the dot on last. **p:** For letter p, start halfway above the line. Go straight down into the water. Then make a circle beside it.

Draw and Write: Draw the snack you had today. **I had a** _____.

Oral Language: Student Discussion Questions:

1) Which meal do you like the best: breakfast, lunch, or supper? Why?

2) What do you like as a snack?

Teaching Content for Book 4

Book 4 2 Pals

Letter sound introduced: r

Other words to sound out: bit, Bill, big

Letter/Sound Activities: Online interactive letter games (5). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards review. 4. Spelling with letter cards: a, i, t, b (at, bat, it, bit)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts**: 1. Sight Words Memory Game Cards: (is, hi, ran, back), 2. Make a Sentence with word cards.

If students start memorizing the stories, ask them to point to certain words on the pages. "Point to the word cat." "Point to the word nap."

Print folding paper book for students to read and illustrate.

Printing from Practice Cards (in Printouts):
r: Letter r starts at the top, goes down to the bottom, goes back up the line, to make a curve at the top. You gave it a baseball cap! Don't take the pencil off the paper.

Draw and Write: I ran a lap. or **I had a nap.**

Oral Language: Student Discussion Questions:

1) Why do you think the kid wanted to run laps?

2) Which would you rather do right now: run a lap or have a nap? Why?

Teaching Content for Book 5

Book 5 Len and Ken

Letter sounds introduced: e, j, w

Vowel shape card: e

3D cut-out animal: hen

Other words to sound out: get, bell, red, bed, jet, win, wet

Spelling with letter cards: e, n, t, m (ten, men, met net)

Letter/Sound Activities: Online interactive letter games (5). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards, 4. Spelling with letter cards: e, n, t, m (ten, men, met net)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: **#1** Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together. **#3** Chop up longer words, using your letter sounds. (pic/nic). **#4** Look for known words within new word: sandwich.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Memory Game Word/Picture Matching: (hen, map, kid) 2. Sight Words Memory Game Cards: (the, into, too, his), 3. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Emphasize in a louder voice when a word is in bold print: **ants**

Printing from Practice Cards (in Printouts):
e: Make a horizontal line from left to right, continue by making letter c up and around it, without taking the pencil off the paper. (Make a table, then jump over and under it.). **w:** Start at the top for letter w. Waves in water. Dive in and out, in and out. It's too cold! **j:** Letter j is an i going fishing, past the bottom line and into the water to make a hook.

Draw and Write: Which is your favourite sandwich, favourite fruit, favourite vegetable? OR Which boy did the ants bite first? **The ants bit Ken** or **The ants bit Len.**

Oral Language: Student Discussion Questions:

1) What would you bring on a picnic?

2) What other insects visit you when you have some food or a drink outside?

Teaching Content for Book 6

Book 6 I Will Help!

Letter sound introduced: f

Other words to sound out: flap, fat, fell

Spelling with letter cards: e, i, p, n (in, pin, nip, pen)

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3.Magic Box Phonics card. 4. Spelling with letter cards: e, i, p, n (in, pin, nip, pen)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (said, out, help, will), 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Printing from Practice Cards (in Printouts):
f: Start at the top for letter f; the letter f is a tall letter. Curve at the top and go straight down to the bottom. Lift the pencil to give it a belt. (It's a candy cane!)

Draw and Write:

What other animal can help? **The** _____ **can help.**

Oral Language: Student Discussion Questions:

1) Where else can we find water?

2) The hen flapped up a bit, but hens can't fly. Why not?

Teaching Content for Book 7

Book 7 My Dog

Letter sound introduced: *o*

Vowel shape card: *o*

3D cut-out animal: dog

Other words to sound out: dot, doll

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards, 4. Spelling with letter cards: *o*, *a*, *t*, *p* (at, pat, pot, top, tap)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Memory Game Word/Picture Matching: (lock, sock, mop) 2. Sight Words Memory Game Cards: (on, stop, he), 3. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Change voice to show surprise when an exclamation mark is present.

Emphasize in a louder voice when a word is in bold print: **can**

Printing from Practice Cards (in Printouts):
o: For letter *o*, start at the top with letter *c*, then continue into a circle.

Draw and Write: The dog hops on mom.

Oral Language: Student Discussion Questions:

1) What could you throw that a dog would run and get?

2) If you could be a dog, would you be a small one or a big one? Why?

Teaching Content for Book 8

Book 8 My Dog Will Help!

Letter sound reviewed: j

Other words to sound out: lamp, block, trip, bend

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards review, 4. Spelling with letter cards: o, i, h, t (it, hit, hot)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together. **#3** Chop up words: back/pack, bas/ket.

Learn to emphasize an underlined word: has.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (not, to, has, him, oh), 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Printing from Practice Cards (in Printouts):
j: Letter j is letter i going fishing, start at top and continue down below the bottom line to curve it.

Draw and Write:

What else do dogs like to take? **The dog had a _____.**

Oral Language: Student Discussion Questions:

1) Do you think the dog did help to find the missing things?

2) What are some other things in the house that a dog might want to collect in its basket?

Teaching Content for Book 9

Book 9 Duck!

Letter sounds introduced: u, y

Vowel shape card: u

3D cut-out animal: duck

Other words to sound out: bus, must, yes, yell

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards, 4. Spelling with letter cards: u, c, t, a (at, cat, cut)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Memory Game Word/Picture Matching: (dog, duck, clock), 2. Sight Words Memory Game Cards: (all, named, no, went, we), 3. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Printing from Practice Cards (in Printouts):
u: Start at the top for letter u, down to the bottom line, curve and up, then straight back down to the bottom again along the same line. **y:** Start at top of left line and slant down to bottom. Start at top of the right line and slide down the hill past the bottom and into the water below.

Draw and Write:

What else can you name a pet duck? **His name is _____.**

Oral Language: Student Discussion Questions:

1) Many ducks fly south (migrate) for the winter. Why?

2) Other animals sleep (hibernate) during the winter. If you were an animal, which would you like to do: migrate south or sleep all winter?

Teaching Content for Book 10

Book 10 Duck and Pup

Letter sound introduced: er

Other words to sound out: faster, bigger, better

Letter/Sound Activities: Online interactive letter games (2). **Printouts:** 1. Magic Box Phonics cards review, 2. Spelling with letter cards: u, n, r, b (run, rub, bun)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together. #3 Chop up long words: fast/er.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (come, run, but, fast, he, if), 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Introduce -er sound at the end of words.

Introduce apostrophe and **s** to show possession—pup's pal

Printing: Practise commas on the line and apostrophes up higher.

Draw and Write:
What can you do: run, dig, or swim? **I can** _____**.**

Oral Language: Student Discussion Questions:

1) Why can the pup dig faster than the duck?

2) Why do you think some dogs like to dig holes?

Teaching Content for Book 11

Book 11 Pat the Kid

Letter sounds reviewed: a, e, i

Other words to sound out: went, sent, tent

Letter/Sound Activities: Online interactive letter games (6). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards review, 4.Spelling with letter cards: u, i, a, f, n (in, if, fin, fan, fun)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (hi, here, name, yes) 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Emphasize in a louder voice when a word is in bold: **name**

Use an excited voice when there is an exclamation mark (!).

Draw and Write: Create drawings and sentences that need an exclamation mark. **Here I am!**

Oral Language: Student Discussion Questions:

1) What animal would you like to have as a visitor to your school?

2) Which animals do you think like to be patted? Which ones don't?

Teaching Content for Book 12

Book 12 Here Is ...

Letter sound introduced: x

Other words to sound out: ill, hill, fill, me, be

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics card, 4. Spelling with letter cards: e, a, u, b, d (bed, bad, bud)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (here, of, me) 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Printing from Practice Cards (in Printouts): **x:** Start letter x from the top left, slanting to the bottom on the right. Take your pencil off the paper. Start another line from the top on the right, slanting down to the left, through the middle of the first line. (Slide down the hills to the ground!)

Draw and Write: What else can be on your bed? **Here is a bed of** _____.

Oral Language: Student Discussion Questions:

1) What other food gets cooked in a pan?

2) Kids like playing with big boxes. What could you pretend the box to be?

Teaching Content for Book 13

Book 13 Mac Was a Sad Lad!

Letter sounds introduced: qu, ch

Other words to sound out: quick, quit

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards review, 4. Spelling with letter cards: u, a, c, p (up, cup, cap)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (was, got, hugged) (In 'hugged', don't sound out the 'e' in 'ed'. Other words where you don't sound out the 'e' in -ed: dropped, stopped, hopped, grabbed, jumped, napped, passed, tapped, yelled. Some words where you do sound out the 'e' in -ed: landed, patted, spotted.) 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Printing from Practice Cards (in Printouts).

Letter **q** : it's the **a** going fishing the other way from letter **g**.

Draw and Write: Why was the cat fat? T**he fat cat had** _____**.**

Oral Language: Student Questions:

1) What makes you sad?

2) What makes you happy?

Teaching Content for Book 14

Book 14 Come and Look!

Letter sound introduced: th

Other words to sound out: (soft 'th') thin, thick, think, thank; (hard 'th') that, this, other, mother, father, brother

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards review, 4. Spelling with letter cards: a, n, d, s, b (bad, sad, and, sand, band)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together. **#3** Chop up the word: mon/ster

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (our, with, them, come, look, for, can't, that, us) 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Emphasize a word in capital letters (THAT).

Draw and Write: What other animal can you look for? **Come and look for a _____.**

Oral Language: Student Discussion Questions:

1) If you lost something, who would you ask to help you? Why would you ask them?

2) Have you ever lost something and found it? What happened?

Teaching Content for Book 15

Book 15 Little Ben-Ben's Baby

Letter sound introduced: sh

Other words to sound out: ship, shop, wish, fish, dish

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards review, 4.Spelling with letter cards: i, r, t, p (tip, rip trip, pit)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (see, down, baby, jumped, sit) (With 1 clap/syllable words, the 'y' at the end sounds like 'I': my, by, try, cry, why, shy. With most 2 or more clap/ syllable words, the 'y' at the end sounds like EEE: baby, candy, funny, puppy, tummy, happy, unhappy) 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Draw and Write: I can jump. or **I can sit.**

Oral Language: Student Discussion Questions:

1) Why did the Mom and Dad say "Sh" to Ben-Ben?

2) Why was Ben-Ben excited to hold the baby?

Teaching Content for Book 16

Book 16 The 'a' Jumped Out!

Letter sounds reviewed: a, e, i, o, u

Other words to sound out: out, shout, about

Letter/Sound Activities: Online interactive letter games (6). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards review, 4. Spelling with letter cards: a, i, o, u, h, t (at, it, hat, hit, hot, hut)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together. **#3** Chop up longer words, using your letter sounds. (back/pack). **#4** Look for known words within the new word (sandwich)

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (out, get, from) 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Draw and Write: Print a sentence for each word: 1) map, 2) hot, 3) sock OR Draw a map. **This is a map of _____.**

Oral Language: Student Discussion Questions:

1) When do people use maps?

2) In what kinds of weather do kids need hats?

Teaching Content for Book 17

Book 17 Who Will Win?

Letter sound introduced: ank

Other words to sound out: best, rest, test, Frank, Hank, thank, drank

Letter/Sound Activities: Online interactive letter games (2). **Printouts:** 1. Magic Box Phonics cards, 2. Spelling with letter cards: e, s, t, w, n (set, net, ten, nest, west, went, sent)

Similar sounding words: one, won

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together. **#3** Chop up longer words, using your letter sounds (con/test). **#4** Look for known words within the new word (st<u>and</u>)

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (who, have, they, ask, one, do, won). Extra word to learn: snowman 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Draw and Write: What else can 2 friends do together? **My pal and I can _____.**

Oral Language: Student Discussion Questions:

1) What other things can you build with snow?

2) Which do you like better: summer or winter? Why?

Teaching Content for Book 18

Book 18 They All Had a Wish

Letter sound introduced: wh

Other words to sound out: catch, witch, go, so, shop, shut, shelf, chin, much, which

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards review, 4.Spelling with letter cards: s, h, o, p, i (hop, shop, hops, hip, hips, ship)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together. **#3** Chop up longer words, using your letter sounds. (grand/pa, grand/ma) **#4** Look for known words within the new word (grandpa)

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (wants, go, live, which, like, why), 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Draw and Write: What would you wish? **I want to _____.**

Oral Language: Student Discussion Questions:

1) Would you rather ride a bike or a horse? Why?

2) Would you rather go on a big ship or a small boat? Why?

Teaching Content for Book 19

Book 19 Where Are They?

Letter sounds introduced: ing, ar, ay

Other words to sound out: Barb, barn, park, dark, kind, mind, play, today, away, always, say, may, day, stay, dad, bad

Letter/Sound Activities: Online interactive letter games (2). **Printouts:** 1. Magic Box Phonics cards review, 2. Spelling with letter cards: i, u, b, d, g (dig, big, dug, bug, bud)

b/d reinforcement: b: The bat shape comes first — b for bat. **d:** The dot shape comes first — d for dot.

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together.

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (where, are, by, find, over, under, her, be), 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Draw and Write: Where are some other places that you can hide from a dog? **I hid under a ____.**

Oral Language: Student Discussion Questions:

1) Why do you think the dogs found their owners so easily?

2) Is it better to play Hide-and-Seek inside or outside?

Teaching Content for Book 20

Book 20 Best Tricks!

Letter sounds introduced: v, z

Other words to sound out: sink, drink, blink, think, swing, bring, string, spring, thing, going, doing, call, ball, small, fall, tall

Letter/Sound Activities: Online interactive letter games (4). **Printouts:** 1. Letters-with-pictures Bookmarks, 2. Puzzles of Letters/Pictures, 3. Magic Box Phonics cards, 4. Spelling with letter cards: i, n, g, w, r, b (rib, bin, big, wig, win, wing, ring, bring)

Do a picture walk through book, read/listen to story, then read together with Reading Strategies: #1 Always do a picture walk of the story to get an idea of the content. Before you read each page, look at the picture for clues. **#2** Sound out the letters phonetically, sliding the sounds together. **#3** Chop up longer words, using your letter sounds. (to/geth/er) **#4** Look for known words within the new word (st<u>and</u>)

Word/Sentence Activities: Online interactive word games (3). **Printouts:** 1. Sight Words Memory Game Cards: (all, what, sing, fall, together), 2. Make a Sentence with word cards.

Print folding paper book for students to read and illustrate.

Printing from Practice Cards (in Printouts):
v: Letter v starts halfway above the line, jumps down to the ground, and bounces up! **z:** Letter z starts halfway above the line, runs across the top, slides down the hill and runs home.

Draw and Write: What are other tricks you can do? **I can** _____.

Oral Language: Student Discussion Questions:

1) Quickly stand on one leg. The one you chose is your strongest side. Now stand on your other leg. Try it with your eyes closed! Do you think you will get better with practice?

2) Why do you think it's hard to pat your head with one hand while rubbing your tummy with the other? Is it harder to do when you switch hands?