

# KinderRoots Phonics

## Teacher's Manual





KinderRoots  
**Phonics**

**Teacher's Manual**

**Produced by the  
Early Learning Team**

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***KinderRoots Phonics Teacher's Manual***

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# KinderRoots Phonics

KinderRoots Phonics is designed to be an introduction to the phonics element of beginning reading. It combines two core components of beginning reading instruction—an introduction to phonemic awareness and phonics with a component called FastTrack Phonics, and an introduction to reading phonetically controlled text in beginning readers called KinderRoots Shared Stories. KinderRoots provides children with a solid foundation in early literacy.

KinderRoots Phonics is not intended to be a complete literacy program. To round out their literacy program, teachers also need to read aloud a wide variety of authentic children’s literature to their students and provide phonological-awareness activities, especially through rhymes, chants, fingerplays, and songs. They should allow ample time for students to explore books of their choice and engage in creative writing.

## Routines

You probably have established routines that you teach your students at the beginning of the school year to help your classroom run smoothly. We suggest some simple routines that will help facilitate your KinderRoots Phonics implementation. Consistent, predictable classroom routines give children a sense of security.

## Children’s Name Tags

Children’s names are very important to them, so it is a good idea to have name tags for the children with their first names written in title case (e.g., Vanessa). Spread the nametags on a table near the entrance to the classroom, and help the children find their nametags. This also provides an opportunity for you to observe the children’s letter-recognition knowledge.

## Zero Noise Signal

From the very first day, begin teaching your children management signals. Your children will know what they are supposed to be doing, and your classroom will be a comfortable, orderly place. The most important signal is the Zero Noise Signal. Hold your hand up straight above your head and look around the room, without speaking. When the children see you, indicate to them that they should stop what they are doing, raise their own hands, and look at you and listen. This is not an abrupt halt and stand at attention; rather, if they are conversing, they finish their sentence and slowly turn their focus to you. The children can learn this signal very easily. Often, they will not see your hand but another child's, so they look to see where that child is looking. Without these kinds of signals, teachers may resort to shouting across the room to get the children's attention. This is not the kind of respectful model we would like children to have.

If you already have a signal that works for you, do not change it, unless of course your signal is yelling BE QUIET! at the top of your lungs. Sometimes teachers flick the lights or play a chord on the piano to get the children's attention. The advantage of the Zero Noise Signal is that you can be anywhere in the room, or outside the room, and use this signal. It is a respectful way of quickly getting everyone's attention.

## Transitions

Often much time is wasted in schools as teachers wait for the children to line up and transition from one area to another. Try to keep transitions as brief as possible. Establish signals to indicate transitions in the schedule. Transition time can also serve as a learning time. If your children must line up to move from one room to another, make productive use of the time by playing Say-It-Fast, which is described later in this manual.

## Rewards and Praise

We want children to be intrinsically motivated to learn and to see themselves as lifelong learners. If children feel good about themselves and believe that they are successful in what they are doing, the chances of problem behaviors arising are greatly reduced. Children need feedback about which behaviors are appropriate in your classroom so that they will continue to engage in those behaviors.

The research on the use of rewards and praise indicates that if children feel that their behavior is being controlled by external rewards, they may not come to see the intrinsic value of learning. KinderRoots Phonics is designed to offer children interesting activities that they will want to engage in, so it should not be necessary to bribe children with rewards for doing the activities.

Avoid using pat phrases such as “Good Job!” over and over again. They lose their effectiveness and often do not indicate to the child what aspect of their behavior led to the praise. To recognize the children’s accomplishments, use specific phrases that lead the children to reflect on their own behavior. For example, when recognizing a child’s neat printing, you might ask, “How did you get all of these letters to stay on this line?”

## Cheers

Very simple techniques for recognizing achievement can go a long way toward helping children feel appreciated. One way to do this is to teach children simple cheers that you lead the class in whenever an individual, a small group, or the whole group completes a task. These cheers are often used to celebrate the completion of a group task. You may learn some of these cheers during training.

Some examples of cheers include:

- Silent Cheer—Wave your hands above your head as if you are cheering but make no noise.
- Pat on the Back—Pat your partner on the back.
- Hug Yourself—Wrap your arms around yourself.
- Round of Applause—Clap your hands while moving your arms in a big circle.

# Teaching Children for Whom English Is a Second Language

Young children whose families regularly speak a language other than English or who are not completely fluent in English usually learn English very quickly. Although they need time to sort out the two languages, they eventually become fluent in both languages and use each language in the appropriate context. Young children surrounded by English speakers during a significant part of their daily lives are likely to prefer English at school (unless the home language is spoken by many of their school friends) and will usually speak English fluently with no prompting.

On the contrary, children who are told that they must stop speaking their native languages can lose the ability to speak those languages in a very short time and be left able to speak only English. Because of the many emotional, cultural, economic, and social values inherent in speaking the language of one's family and heritage, children should not be discouraged from speaking their first languages, especially given the fact that most children have little trouble managing more than one language. When they remain fluent in their home languages, children's ties to family, culture, and heritage are preserved.

The National Association for the Education of Young Children position statement, "Responding to Linguistic and Cultural Diversity," includes the following recommendations for teachers:

Recognize that all children are cognitively, linguistically, and emotionally connected to the language and culture of their home.

Encourage and assist all parents in becoming knowledgeable about the cognitive value for children of knowing more than one language, and provide them with strategies to support, maintain, and preserve home-language learning.

# Teaching Children for Whom Standard American English Is a Second Language

When children whose home language is something other than English begin school, their families usually prepare them for the fact that they will be learning English. By contrast, families that speak English but come from cultural backgrounds or communities where speech patterns other than standard American English are used frequently do not perceive the differences between their speech patterns and standard American English. They, therefore, do not expect that their children will in effect be learning a “second language.” These families may include speakers of English who have different dialects, such as people from Appalachia or other regions having distinct patterns of speech, speakers of Black or African American English, or second- and third-generation English speakers who have retained the dominant accent of their heritage language. Their children are not prepared to hear the differences and learn alternative ways to pronounce some words.

In *Literacy in African American Communities* (Harris, Joyce L.; Alan, G.; Pollock, Karen E.; (2000). Mahwah, New Jersey: LEA, Inc.), Noma R. LeMoine, the director of the Los Angeles Unified School District’s Language Development Program for African American Students, vividly describes the significance of her African American home language. Using what LeMoine refers to as an “additive” approach to the language development of children for whom standard American English is a second language provides a foundation for the development of school literacy. The additive approach builds on the home language to support second language learning by:

- respecting the child’s home language and avoiding criticism of their families’, neighbors’, and friends’ ways of speaking;
- reading stories and poems and singing songs that use the children’s languages;
- providing consistent exposure to the speech patterns of standard American English;
- emphasizing that “school talk”—or whatever term we use—has pronunciations and grammatical forms that are parallel to phrases in other dialects and languages;
- emphasizing small-group activities and employing sufficient wait time for children to process questions;
- using lots of songs, rhymes, and movement; and

- maintaining a positive classroom environment that acknowledges, respects, affirms, and accommodates diversity.

KinderRoots Phonics therefore strongly recommends helping children who speak nonstandard dialects to be aware of the contrasts, to hear stories in both styles, and to begin to use standard American English.

## Promoting Language & Literacy

KinderRoots Phonics classrooms reflect what we know about how young children learn to listen, speak, read, and write. During kindergarten, children need the following to support their language and literacy learning:

- warm, caring adults talking with individual children
- strategies for developing phonemic awareness
- modeling of reading and writing
- fostering of children’s enjoyment of reading and writing
- print-rich environments that let children see and use written language for a variety of purposes
- specific instruction in letter-sound correspondence, decoding, and sound blending
- guidance to draw children’s attention to concepts of print
- daily reading of high-quality books to children
- time for children to talk about what is read and to focus on the sounds and parts of language as well as the meaning
- play that includes literacy tools
- systematic reading instruction with phonetically regular stories
- encouragement for children to express themselves verbally in complete sentences
- exploration of concrete materials that expand children’s vocabulary
- games and activities geared to the child’s level of functioning

When the children respond nonverbally, you can encourage their expressive language by saying “Tell me in words,” “Use your words,” or “Can you tell me in a sentence?”

Reading and writing for meaning are essential to maintain children's interest and involvement in literacy activities. It is important to try to link the topics of the Shared Stories to the children's life experiences.

## Promoting Higher-Level Thinking

Young children are less mature and more egocentric in their thinking than adults. This does not mean that they are not capable of higher-level thinking. They can analyze, although they will do it in a more elementary way than an older person with more refined abilities. Through practice at answering open-ended questions and engaging in problem-solving tasks, children develop greater capacity for these higher-level thought processes.

## FastTrack Phonics

During the first semester of kindergarten, FastTrack Phonics is implemented to introduce the phonemic-awareness skills of auditory blending and segmenting, common letter sounds, and basic word blending. See the *FastTrack Phonics Teacher's Manual* for a detailed description of the program and detailed daily lessons.

After you finish volume 1 of FastTrack Phonics, you will move into the KinderRoots Shared Story lessons.

## KinderRoots Shared Story Lessons

During the first semester of kindergarten, FastTrack Phonics introduces basic phonemic awareness, common letter sounds, and basic word blending. The students also learn concepts of print and letter names.

KinderRoots Shared Story lessons are introduced after you have finished Lesson 30 of FastTrack Phonics (FTP). These lessons reinforce and build on the introductory reading instruction of FTP, expanding to include the reading of connected, mostly decodable text in the KinderRoots Shared Stories. These short stories contain small-font text for the teacher to read and larger, phonetically regular text for the students to read. The goal of each lesson is to help the children use sound blending, pictures, and context strategies to successfully read the story that is the focus of the lesson.

KinderRoots Phonics lessons are structured and fast paced, with activities that enable the children to learn the sounds and words introduced in the story thoroughly and quickly. Some of the activities are the same as activities done previously in FastTrack Phonics. Some of them are new. They are all described here to make sure that it is clear how the activities are carried out.

Each lesson begins with a quick review of the targeted letter sound from a few previous stories and the current story and then proceeds to blend the new, phonetically regular words from the story. Then the children read the story, either as a group or in pairs, depending on the day and the children's abilities.

KinderRoots Shared Stories allow children to read engaging and interesting stories even if they know only a few letter sounds. The first KinderRoots story, *The Wet Dog*, begins with text that uses very few sounds and only a couple of sight words. (See the appendix for a list of all the words used in the KinderRoots Shared Stories.) Each story adds a focal sound and contains numerous words that begin with or contain that sound.

Each page in a KinderRoots Shared Story has both a teacher section and a large-font student section. The student section uses only words with letter sounds that the children have already been taught, a few key sight words, and readles (words represented by pictures).

The teacher section provides a context for the story and includes predictive questions and suggestions for explaining vocabulary to the children with limited English skills who might have difficulty understanding the story words. This scaffolding technique allows the children to read and understand meaningful stories. Many will be able to unlock the reading code and join the wacky world of Matt and his dog, Sad Sam, the world's most phonetically regular basset hound; Miss Sid, the pesky parrot; Pam and her cat, Pit-Pat; and many other engaging characters. As they learn systematic strategies for finding the meaning of words, sentences, and stories, the children take increasing responsibility for their reading.

Each lesson also uses *Reading Reels for Roots* for Existing FastTrack Phonics schools. *Reading Reels* includes the Animated Alphabet, and The Sound and the Furry segments to provide reinforcement of focal sounds, word blending, and other processes. It also includes segments from *Between the Lions*, the PBS show for beginning readers.

You can also review the focal sound of each story with the corresponding Animated Alphabet segments and word blending with the focal sounds with the Sound It Out segments. Other segments

 = DVD/Video Segment

from *The Sound and the Furry* model strategies used in KinderRoots Phonics. Segments from *Between the Lions* are also used to illustrate letter-sound connections and word blending.

KinderRoots Phonics lessons should last about 30 minutes. We have allotted four days to each story. Student response to these stories will be varied. Children who have caught on to the blending process in FastTrack Phonics will sail through the stories. Others, who might not have picked up these skills in the beginning phonics instruction, may catch on to the letter-sound correspondence, sound blending, and other strategies as the words are presented again in the stories. Still others will enjoy the activities and stories, but they will show no evidence of mastering the content presented and will read primarily from memory.

During instruction you will use techniques such as Think Alouds to model the use of context and picture clues to unlock word and text meaning and to enhance the children's knowledge of the purposes for reading, previewing, and making predictions. Thus, the children can become independent, thinking readers who experience the joy of reading.

***No matter what strategies the children use to read the stories, their attempts are to be encouraged and celebrated. It is important to accept whatever response kindergarten children have to the materials. Make sure that all the children are exposed to the lessons and have a positive experience with the initial reading, whether they master it at this point or not.***

## KinderRoots Phonics Materials

- FastTrack Phonics for Kindergarten – with *Reading Reels for Roots* for FastTrack Phonics
- *KinderRoots Phonics Teacher's Manual*
- KinderRoots Shared Stories – complete set (includes 1 copy of the teacher version and 25 copies of the student version of each story)
- KinderRoots Read & Respond bookmarks (set of 475 bookmarks)

Each student will also need a Partner Writing Book that the teacher will supply.

**If this is a child's first exposure to reading instruction, he or she might not catch on at first. Celebrate any progress a child makes, knowing that he will have other opportunities to master these skills in first grade.**

# KinderRoots Instructional Strategies

This section describes in detail instructional strategies used in KinderRoots Phonics. Some are used in FastTrack Phonics instruction and some are used only in KinderRoots Phonics.

**Cooperative Learning.** In KinderRoots Phonics, students confer with their partners as they think of words that begin with a certain sound, as they predict the next event in a story, and as they orally read and reread new and familiar stories. These cooperative-learning activities provide opportunities for children to explain their understanding to someone else, thus requiring them to identify, organize, and express their own thoughts. Simple peer-practice routines are used throughout the lessons as a means of reinforcing and building mastery of basic reading skills. Students read and discuss the stories with partners and work with partners on reading-practice activities. These activities increase the amount of time that each child can be actively engaged with text rather than passively listening as other children read. Opportunities for partner story discussion and story-related writing increase the active think time for children.

You will assign partnerships that will stay together for two to four weeks. Consider the children's reading fluency, behavior, and personality when assigning partners. It is probably not a good idea to pair the most-fluent readers in the class with the least-fluent readers. It is better to partner the children who have a closer (but not identical) range in reading ability. This will enable the children to help one another without becoming frustrated. Take care not to pair two students who do not work well together. Changing partners every few weeks can add just enough variety to keep the children interested in a task that requires a good deal of repetitive practice.

Have partners sit side by side or facing each other during KinderRoots Phonics so that they can readily begin peer-practice activities. Some teachers have found that having partners face each other helps them focus on their partner's books and faces. Other teachers find it takes too long to get the children into this partner position, so the partners just sit side by side, facing the same direction. Either position is fine as long as the children can speak quietly and still hear each other read, help each other, refer to specific text, and focus on active reading.

Partnerships facilitate active-learning interactions during the KinderRoots Phonics lesson. Within their partnerships, the children can help and encourage and inspire each other to stay on task and complete assignments. Within partnerships, assign one child to be *Peanut Butter* and the other *Jelly* (or some other nondiscriminatory

fun labels). This way, when you assign one child in each partnership to read first, you can alternate between Peanut Butter and Jelly and not waste time by assigning children on the spot or by having them decide for themselves who will start. (The third person in an occasional threesome can be *Banana*.)

**Cooperative Learning Standards.** Cooperative learning is infused throughout the program. It plays an important role in helping children achieve interpersonal objectives as well as academic skills. The Cooperative Learning Standards are:

1. **Practice active listening.** Some behaviors that show that children are practicing active listening are looking at the speaker, staying with their group, acknowledging others, requesting additional information, restating ideas, and using *I* statements.
2. **Help and encourage each other.** When the children help and encourage each other, you see them using each other's names, talking in soft voices, offering encouraging words, sharing materials, helping peers do things for themselves, and finding out what peers think.
3. **Everyone participates.** When everyone participates, they contribute their ideas and take turns, letting others contribute as well.
4. **Explain your ideas and tell why.** When the children explain their ideas and tell why, they put their heads together, give information, elaborate on their own and others' ideas, and tell how and why they think what they do.
5. **Complete tasks.** The students stay on task, restate what the task is if necessary, and complete their individual assignments.

These five standards will help you establish and maintain an effective cooperative-learning setting in your classroom community.

**Think-Pair-Share.** Rather than having only one child at a time actively involved when called upon to answer, ALL students are actively involved in thinking and then in responding to the question by discussing with their partners.

Think-Pair-Share is used almost daily in KinderRoots Phonics. This instructional strategy provides students with the “thinking time” necessary to formulate answers, without the distraction of hands in the air and the chatter of voices. Your students should know in advance who their partners will be. If you have an odd number of students, place the extra student with an existing pair to make a triad.

These are the steps:

1. Show the Think sign to your students. The Think sign is made by placing one finger (the pointer) on the temple of the forehead. Ask your students to spend about ten seconds thinking about a question or statement that is given to them. During this time, they are not to talk, raise their hands, or make any sound at all. They are only to think.
2. Give the signal that it is time to pair. The Pair sign is made by crossing the middle finger over the pointer. Explain to your students that now it’s time to whisper to their partners what they were thinking about. While your students are talking with their partners, which normally lasts thirty seconds to one minute, listen to their individual discussions, and correct any individual misconceptions pairs might have.
3. Once time has been given for all to share with a partner, use the Zero Noise Signal to end the pair portion of the strategy.
4. When your students are ready to listen, show the signal that means it is time to share aloud the things that the students had shared with one another in pairs. The signal used to show that it is time to share is an outstretched palm. Then ask, **Who would like to share something that you heard or something that you were thinking about?** This way, even the students who had not thought of something on their own may share something aloud.

In KinderRoots Phonics, Think-Pair-Share is used to give all the students, not just those called on, an opportunity to think and then share their answers with someone. This strategy encourages the students to be reflective and to thoroughly think through the answers that they will share.

**Metacognitive Strategy Instruction.** Metacognition is the awareness and comprehension of one’s own thinking. Metacognitive skills are emphasized throughout KinderRoots Phonics to help children think about the process of reading, predict what is going to happen in a story, assess their own comprehension, and use effective strategies to find meaning when they experience reading difficulties.

**Choral Response.** Many of the practice activities in KinderRoots Phonics lessons require the children to respond aloud together to practice the skills being learned. These choral response or whole-group response activities not only are fun for children but, in contrast to an individual-response format, provide far more opportunities for each child to actively think through and practice the skill being taught. All the children are engaged, without spending time waiting while others respond one at a time.

In addition, this response technique provides support for the less confident children as they hear the responses of others after having tentatively formed their own. They do not have to risk the public embarrassment of giving an incorrect response. The pace of instruction is increased because the time off task that occurs when the teacher has to select a child for each individual response is eliminated. Rapid pace and frequent-response opportunities are very effective instructional components when concrete skills, such as those found in KinderRoots Phonics, need to be learned.

The whole-group response also gives you important information about the group’s level of understanding of the skill being taught. If you see many children hesitating or looking at others before responding, you know that more instruction or practice is needed. If most of the children are responding confidently and correctly, you know that you can move on or even skip some practice activities.

Choral response can move smoothly and swiftly if you teach your children to respond together with the aid of visual cues. Establish two cues that you are comfortable with: one to indicate think time (e.g., pointing to your own head), during which everyone is expected to formulate a response, and one to indicate that it is time for all the children in the group to give their answers together (e.g., beckon with your hand as if saying “Come here.”). Whatever cues you choose, teach them to your students, and use them routinely during all the choral-response activities throughout the day.

# KinderRoots Phonics Schedule

The following KinderRoots Phonics schedule is an example of the structure of the KinderRoots Phonics lessons. Not all activities are present in each lesson. The first lesson is slightly different because it introduces the KinderRoots Shared Stories and some of the activities for the first time. The activities are described in detail following the schedule.

**Table 3.1 — KinderRoots Schedule**

Days 1	Days 2	Days 3	Days 4
Wall Frieze Review–1	“The Alphabet Chant”–1	Wall Frieze Review–1	“The Alphabet Chant”–1
Partner Reading of a Familiar Story–5 Introduction to current story			
Letter and Word Activities			
Read Letter Sounds–2 Stretch and Read–5 Say-Spell-Say (Red Words)–3 Introduce Readles–1	Say-It-Fast–3 Read Letter Sounds–2 Stretch and Read –4 Quick Erase–3	Break-It-Down–3 Read Letter Sounds–1 Stretch and Read–3 Word Wall Review (Red Words)–2 Write Sounds and Stretch and Spell–5	Read Letter Sounds–1 Stretch and Read–3 Word Wall Review (Red Words)–1
Story Activities			
Introduction, Background and Predictive Questions–5	Story Review–5		
Guided Group Reading–6	Partner Reading–8	Partner Reading–7	Guided Group Rereading–7
Story Discussion–3		Partner Story Questions–4	Story-Related Writing–13
Celebration			
	Two children read.–4	Two children read.–4	Two children read their writing.–4
Homework			
Look for words with the focal sound, and take previous story home.	Read previous stories, and look for words with the focal sound.	Read previous stories.	

**Note:** The number after the activity refers to the approximate number of minutes the activity should take.

# Lesson Structure

Instructions to effectively implement the activities of the KinderRoots Phonics program are discussed below. You have already been doing some of these activities as part of your FTP instruction. They are described here as a reminder of how they should be implemented and because some of them have been slightly changed to adapt to your students' continued progress.

Not all of the activities are present in each lesson. Some are introduced in later lessons, and other activities are discontinued. The KinderRoots Phonics schedule indicates when each activity is implemented.

Review and practice are essential elements to acquire proficiency in any skill area. Review segments are spread throughout the KinderRoots Phonics lesson and should be seen as important parts of the lesson, since this structured practice is essential for the development of fluency with letters, sounds, and words. The amount or type of review should be based on the individual needs of the children. Too much drill can kill a love of reading, so keep these practice activities short, fast-paced, fun, and nonthreatening. Remember that KinderRoots Phonics is an introduction to reading and should be a positive experience.

Begin lessons with either “The Alphabet Chant” (see the appendix) or the Wall Frieze Review.

## Letter and Word Activities

The children begin each lesson either with a quick review of the wall frieze or by doing “The Alphabet Chant.”

### **“The Alphabet Chant”** (letter names)

Have the students recite “The Alphabet Chant” with the actions (see the appendix). This will motivate them, give them an opportunity to hear the letter names regularly, and enable them to become familiar with the letters and their order in the alphabet.

### **Wall Frieze Review** (letter sounds)

This is a quick review of all the letter sounds on the wall frieze. Do not say the picture names unless there are children who still do not know them all.

**Story vocabulary is introduced during Word Activities and is reinforced throughout Story Activities.**

### **Read Letter Sounds** (letter sounds)

This is a very brief review of the letter sounds from a few previous stories and the current story. It provides a quick warm-up practice of previously taught letters. It uses the Key Cards and the letter cues to remind the children of the shapes and sounds of the letters and how to write them.

The focal sound from the current story is the sound you should review last, emphasizing it a bit more, reciting the alliterative phrase, and using the Phonics Picture Cards to review words that begin with this sound. The children repeat the picture names and identify the beginning sound for each one.

### **Say-It-Fast** (auditory blending)

This phonemic-awareness activity prepares the students to use sounds for reading by practicing auditory sound blending. In this activity, use Alphie Talk to say a word one sound at a time, and then prompt the students to say it fast. The objective of this activity is to sharpen auditory awareness while helping the children develop the ability to synthesize the sounds that they hear into meaningful words. When the children are able to connect sounds with familiar words—e.g., /b/-/e/-/d/ with *bed*—they should be able to blend sounds into recognizable words. Say-It-Fast is also great to do during transitions, such as when the children are lining up or waiting. You can have them blend simple thematic vocabulary.

### **Break-It-Down** (auditory segmenting)

After the children practice hearing individual sounds and sound blending, they will do the opposite task of segmenting or breaking simple words into their separate sounds. You say the word, and then ask the children to say the word in the segmented language of Alphie Talk. The children then break down the word into its separate sounds, the way Alphie would say it. Review the word with the whole group, sound by sound. This activity allows you to monitor whether the children are hearing the separate sounds in words. It also helps the children's efforts with sound spelling as they try to write words.

### **Stretch and Read** (decoding Green Words)

Color coding is a technique that has been successfully used to help children learn that some words are decodable and others are not. Very simply, decodable words are labeled Green Words, and nonphonetic words are labeled Red Words. The following verbal cues can then be used:

“Green means: Go ahead and sound it out.”

“Red means: Stop and ask.”

For Green Words, the children learn that saying the sounds for letters in order (left to right) produces real words. This is done in a slow, exaggerated fashion at first and then, as the children become proficient in letter-sound matching, becomes more of a rapid-drill activity.

Introduce the decodable words from the story by sounding them out. Since the words presented in Stretch and Read are words that the students will use to read the story, the skill presented is immediately applicable in a meaningful reading situation. The Stretch and Read strategy will be familiar to students if they need to use a strategy besides memory and context to unlock a word as they read.

On most days of a story, partners will practice stretching and reading the words together, reminding each other of letter sounds and the process of sounding out words. You can remind the children how to sound out words by showing the Sound It Out segments in which Alphie the alligator and his wacky friends model blending words with the focal sound.

Children who can read the words easily will be encouraged to go on and read the sentences to each other.

### **Quick Erase** (decoding)

This activity gives the children an opportunity for a fun and fast-paced drill using letters and sounds that they practiced during Stretch and Read. It involves changing one letter of a word at a time to create a new word. *Tad* becomes *mad*, *mad* becomes *dad*, and so forth. Quick Erase provides a way to explore word patterns and helps children generalize from known words to new words. Its fast pace increases automaticity, and children find it fun.

### **Stretch and Spell** (sound spelling)

This activity teaches sound spelling. Guide the children through the process of hearing, identifying, and writing sounds in words, so they can spell the decodable words in the stories. Have them write the words in their Partner Writing Books, simple notebooks for them to write letters, words, and responses to comprehension questions. This is called Stretch and Spell because it reminds the children to stretch the word by identifying the separate sounds and then to spell the word by writing the letters for each sound.

### **Say-Spell-Say** (Red Words)

Some of the common words in the KinderRoots Shared Stories, and other texts that the children will encounter, need to be learned as Red Words (sight words) because they contain sounds that have not yet been taught or are phonetically irregular. A Red Word is simply a sight word that must be recognized visually (without the aid of phonetic cues), on sight.

You will continue to use Say-Spell-Say as a cue to help the children remember the words. The Red Words that are presented with the Say-Spell-Say process include nouns, pronouns, articles, and prepositions that the children will encounter often in their early reading. The children (1) say the word with you; (2) spell the word, clapping softly along with each letter; and (3) say the word again. The clapping adds a rhythmic and kinesthetic element to the spelling.

In all the KinderRoots stories, there are a few sight words that can be understood from the context of the story. These context words are presented by going back to the story and analyzing the sentences in which they are found. Knowing that there are different kinds of words helps young children to understand that there are different strategies for recognizing words.

### **Word Wall Review** (Red Words)

The Word Wall Review provides a quick review of previously practiced Red Words. This facilitates the integration of these words into long-term memory, thus providing instant recall that will result in smoother reading.

The Word Wall displays Red Words for at least the last two stories read. You may want to keep high-frequency words posted longer, depending on student needs. The students review a few words on the Word Wall out of order very rapidly, using whole-group response. Once the children have thoroughly learned a Red Word, remove it from the wall. Review only a few words that the children need to practice at a time.

### **Readles** (rebus pictures)

There are some nonphonetic words in the stories that are not likely to appear in other texts that the children may read at this time. Rather than recommending that you teach those words now, we have replaced them with little rebus pictures called readles for the children to “read.”

## **Monitoring Mastery**

As you lead these letter and word activities, it may be clear that the children have mastered a skill even before you have gone through all the activities. If so, skip the remaining steps, and focus on the story activities.

Pacing the steps is important. Most of the word-activity practice steps should be repeated until almost all members of the class have mastered the skill. Assess group mastery by listening closely as the whole group responds to the task. When the group seems to be responding correctly 80% of the time, check individuals by asking them to respond one at a time. When about 80% of the children can respond correctly, consider that the group has mastered the step.

If the children need more practice with individual sounds or with review of previously learned sounds, it is most productive to spend extra time on rereading the story and working with the word activities, rather than on repeating letter activities. Often, the children who have difficulty remembering sounds and letters in isolation can use the meaning contained in words and stories to help them remember the individual sounds and letters. Also, remember that the children who do not catch on now can review what they have been taught when they enter first grade. They can master these concepts at that time.

## Story Activities

Use the following activities to present the story:

**Introduction to the Current Story.** Show the children the Shared Story that you will be beginning on that day. If you have *Reading Reels for Roots*, you should show the Word Plays at this time to introduce the vocabulary in the new story. Then you will move into the Letter and Word Activities.

**Introduction to the New Story.** Introduce any vocabulary that may be unfamiliar to your students. There are suggestions in the teacher version of the Shared Story for the use of realia (objects), pantomime, and ways to explain essential vocabulary so the children will better understand the story when they read it. Invite the children to preview the story by examining the front cover and looking at the pictures.

**Background Questions.** Ask background questions designed to help the children relate their own experiences to the story. This encourages the children to share, discuss, and build any previous knowledge they might have related to the story. This brings meaning to the story they will read.

**Predictive Questions.** Model asking predictive questions that are based on the introduction. This helps motivate the children to find out what will happen in the story.

**Guided Group Reading.** On the first day that the story is presented, use Guided Group Reading to assist the students in learning to read the story by themselves. Use the teacher text at the bottom of each page of the teacher version of the Shared Stories. It contains questions and comments to add meaning to the students' text and to keep them focused on understanding what they are reading. Sound out each decodable word with the children to model using the blending process when reading words for the first time. Then read each sentence twice to help the children gain fluency.

Also, review metacognitive strategies during this segment. Use Think Alouds to model using context and other strategies to figure out challenging words. Ask the predictive and comprehension questions. Encourage the children to support their predictions through text-related explanations.

**Story Review.** Revisit the story on the second day of reading, asking questions to confirm that the children understand the story. Decoding alone is not really reading. One must comprehend what one has read. Later in the year, sometimes the students will retell the story to each other instead of answering questions.

**Partner Reading.** On the second and third days of a story, the children practice reading the story with their partners. Remember to assign one child to be *Peanut Butter* and the other *Jelly* (or some other nondiscriminatory label), so you don't have to designate who will read first in each partnership every time you do a partner activity.

In Partner Reading, the students work cooperatively in their pairs, taking turns reading one page at a time aloud to their partners. The partner supports the reader, giving help if it is needed. The children should practice thinking about what they are reading in this process. You should circulate during Partner Reading to facilitate the partners' collaborative work. Keep the students in partner positions after Partner Reading so you can direct a discussion with the comprehension questions using Think-Pair-Share.

Particularly during the second Partner Reading, the children should be aiming for accuracy, expression, smoothness, and appropriate speed in their reading.

**Partner Reading of a Familiar Story.** For each story, one lesson begins with a Partner Reading of a familiar story. If the children are progressing well with their reading, this should be the previous story or another story that they have mastered. If they have not caught on to decoding yet, the story should be something that they have memorized or can “read” with the help of the illustrations. Whatever it is, it should be something that the children will feel successful reading. Beginning the lesson with a successful experience like this gives children confidence when beginning a new story.

**Guided Group Rereading.** The goal of Guided Group Rereading, conducted on the fourth day of a story, is to assist the students in learning to read the story by themselves with expression and fluency. Read only the teacher script if some children do not seem to understand the story. In Guided Group Rereading, let the students take the lead in reading, while you read in a quieter voice. Listen for the children’s voices to see if they can sound out the words. Read each sentence once. If you hear the children having difficulty with particular words, use Think Alouds to model using context and other strategies to figure out an unknown word.

Successful readers use metacognitive strategies to help them effectively read and comprehend. These strategies are presented within the context of the reading process. We need to teach the children why, when, and how to use reading strategies that will help them assess and expand their comprehension of what they read. Word-reading strategies include rereading and thinking, reading on and thinking, looking at the illustrations, and sounding out words.

### **Partner Words and Sentences and Partner Story**

**Questions.** Story words and sentences from the story are located on the inside front cover of the story. Initially, you will stretch and read the Green Words as a whole-group activity. After the children become familiar with the process, have them work with their partners. Partners practice and give feedback to each other on their reading. This partner practice increases the opportunities for oral reading and giving and receiving explanations. The children will take turns being the “teacher” who asks the “student” to give the sounds for each of the words.

Proceed in the same manner with the sight words. Then have the children read the sentences with their partners as many times as they need to until they can read them smoothly and with expression. The children take turns with their partners reading sentences about the story aloud. These sentences summarize the major points of the story. Encourage the children to have fun reading the sentences with as much expression as they can. The purpose of this activity is to give the students practice in reading and also to help them review what happened in the story.

On the inside back cover of the books, there are story comprehension questions. Initially, the responses require just pointing to “yes” or “no” or filling in one word. Questions that require a written response come later. Partners read the questions together and discuss their responses, and then each writes his or her own response.

Some simple behavior-management techniques may be helpful in encouraging cooperation between partners and setting the tone for enjoyable, productive interactions. Teach the children to acknowledge each other for good work or encourage each other for good effort even if the work is not correct. Let them know that there are positive ways to correct incorrect answers. Everyone benefits from a friendly work setting. Be sure to identify cooperative and helpful behavior so the children will know what they are working toward. Recognize pairs of students who are working well together as you identify helping skills. It will be very important during the initial peer-practice sessions to explicitly teach partner cooperation in addition to reading skills.

Once the children are familiar with the activities and are able to work independently, this portion of the daily schedule will provide time for you to informally assess the children and provide individualized instruction and partial feedback. As the children practice, your task is to circulate to look at and listen to their work. Help them to understand the process of partner work, and provide any reteaching that is necessary. Teach the children to help their partners by letting them know that they can give an answer when their partners need it. They can then go back at a later time and check to see whether their partners remember.

With all KinderRoots reading activities, adjust what you do to the average level of the students. If most of the children are struggling with decoding the words, spend more time focusing on the word and sentence activities. If they read very slowly, have them read each sentence twice, both during Partner Reading sessions and again during the Guided Group Rereading. If most of them can

read the words fairly accurately, focus the second Partner Reading on expression and appropriate speed. Ensure that all the children comprehend the text that they are reading.

**Story-Related Writing.** The students are encouraged to write to reinforce their comprehension and to express their response to stories. Writing activities may vary from completing simple letter- and word-writing activities, which reinforce letter shapes and sounds, to composing specific responses to a story, writing about personal experiences related to a story, sharing feelings about characters, and summarizing story events. Sound-based spelling is explicitly taught, and you are encouraged to respond to the meaning of the ideas the children express rather than to errors in spelling or punctuation. Peers assist one another in the writing process as they share their plans and celebrate one another's writing. Each week the children take their Partner Writing Books home to share their writing with their families.

**Letter Writing.** The children say the sounds that they are writing. They write the letter three times in their Partner Writing Books. Eventually, this enables them to write unfamiliar words by sound spelling—first sounding out the words and then writing the sounds that they hear.

**Writing Words with Sound Spelling.** Children's writing vocabularies are very limited at this age, while their speaking vocabularies are extensive. This approach to spelling teaches your students that they can write anything they can say by writing down the sounds they hear in a word. They need to feel that their writing is not limited to the words that they know how to spell or form perfectly. Teach them the concept of spelling the words they wish to write by using sound spelling. Talk individual children through the process, as needed, while they are writing, and allow them to get help in sounding out words from other students.

The children's abilities to use sound spelling will vary greatly. Some will be able to hear and write most of the sounds in a word, while others will leave out important sounds. The children write the first letter or other known letters of a word and then draw a line to substitute for the missing letters. Encourage each student to do his or her best. Continue modeling and helping individual children to use the sound-spelling process.

Spend no more than four minutes on sound spelling on the third day of a story. Have the children write some of the Green Words from the KinderRoots story in their Partner Writing Books. Use illustrations from the KinderRoots story to prompt the children to write the words. Have partners take turns sound spelling the words. They write the first letter(s) of the word. Use your discretion in the number of words that you have them write.

**Writing Prompts.** The lessons include prompts for writing sentences about each story. During the fourth day of a story, write these prompts on the board.

Reading. Have the children read the prompt or question with their partners, and then read it all together.

Planning. Before the children begin to write in response to the prompt, have them talk about their ideas with their partners. Partner planning will allow the children to get their ideas flowing and will stimulate their writing.

Writing. At the beginning stages, the children will vary tremendously in their abilities and confidence in writing. Some will be able to use sound spelling to write several words or even sentences. Others may be able to write only the initial sound of a word. Still others may draw a picture rather than express themselves in written words. It is important to accept and note whatever each child is able to accomplish.

To encourage the children not to interrupt their writing to ask how to spell words, stay away from the idea that there is a correct spelling for a word. Many spellings can be understood as indicating a particular word, especially to the author, who will be reading his or her own writing aloud. However, the students do not want to be wrong. Let them know that their job at this point is to get their ideas down using the best spelling they can. They may not have the complete spelling at this point, but they will learn that later. Use the terms *sound spelling* and *dictionary spelling* rather than *right spelling* and *wrong spelling* to further emphasize these points. Monitor and support your students in their writing attempts.

Sharing Writing. The goal is to have the students enjoy the opportunity to share their ideas through writing and to become confident and fluent writers. Some children will need to have more experience with the sounds and letters presented in the lessons before they will be able to form words. The important thing is to celebrate the ideas that the children have expressed in their writing. Do not worry at all about spelling or mechanics. The development of these skills can be addressed later.

As the children share their writing with one another, they will see what others have done. Have them share with their partners first, and then have several students share their writing with the class as a whole. Be sure that you give everyone a chance to share with the class over time. Some children may need to be encouraged more than others to share.

**Story Discussion.** Depending on the instructional focus of the story, the students are asked to answer questions with you and then with their partners about the story's plot, main characters, setting, theme, and topics. Initially, have the students think about and discuss the story with you. Ask, **What happened in this story?** Have them compare their predictions for the story with what they learned after reading it.

Then, encourage the students to work with their partners to use the book to find specific clues to answer the discussion questions. The answer to the question is less important than the discussion the children participate in to discover the answer. As the partners talk about the questions and possible answers, they will deepen their own thinking and understanding skills, as well as sharpen their expressive language skills. They are asked not only to recall what happened in the story but also to use their higher-level thinking skills to make inferences and judgments about what they have read. Invite the children to imagine what they would have done if they had been a specific character. The children are encouraged to go back and reread the story as they proceed through the questions. This will help them practice their reading-comprehension and review skills.

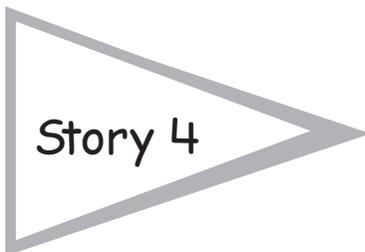
## Celebration

At the end of the second and third days of a story, celebrate the children's achievements by having two children read parts of a familiar story while the rest of the class provides support and encouragement. These readers should be notified the day before and given time to practice. The children who are not prepared to read something or are too shy to perform in front of the class should not be forced to do so. They can always read to you privately.

***This must be a positive experience for the children. Even if the children just memorize what they read, they need to feel that their achievement is as valuable as achievements of the children who are decoding more complicated text. Each child will have accomplishments to celebrate.***

# KinderRoots Story 4: *The Wet Dog*

## Day 1



### Story 4

Note: Before you begin teaching the KinderRoots Shared Story lessons, read the introduction to KinderRoots. KinderRoots begins with Story 4, *The Wet Dog*. Designate one child in each partnership to be *Peanut Butter* and the other *Jelly* (or some other way to identify them so that you can quickly assign who will go first in partner activities).

### Wall Frieze Review

Review the letter sounds on the wall frieze. Do not say the picture names unless there are children who still do not know them all.

### Partner Reading of a Familiar Story

Before working on the letter sounds and words for the current story, the children will read with a partner part of any story they can read with ease.

Because there is no familiar Shared Story yet, have the children read another book that they know by heart. Keep this activity very brief for this first KinderRoots lesson so you will have time to finish the other activities.

Ask the children to sit up straight beside their partners, open the book to the first page, and point to the first word. **This is the proper reading position. When I see every child sitting like this, I will know that the class is ready to begin reading.**

**You already know what happens in this story, so you're going to use this time to practice reading in your best storytelling voices. A storytelling voice is a smooth voice. It has expression, and it makes the story more interesting for the listeners. Try reading your story smoothly and with expression with your partner today. Now let's have the Jellies read the first page and the Peanut Butters read the second page. Then take turns reading pages until you finish reading the book.**

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary. Congratulate the students on their reading. Help build their confidence by noting individual accomplishments.

### **Introduction to Shared Stories**

Show the children *The Wet Dog*. Say, **Almost every day now, you will learn to read stories about a boy named Matt, his pets, and his friends. These stories are called KinderRoots Shared Stories. First, you will practice reading some of the sounds and words in the story, and then you will read them all together in the story.**

### **Letter and Word Activities**

#### **Read Letter Sounds**

Note: On the first day, this section will be a bit longer than usual because you should review /m/, /a/, /s/, /d/, and /t/.



Play the Animated Alphabet segment for /d/ (optional).

#### **With the teacher**

Present the “m,” “a,” “s,” “d,” and “t” Key Cards to review the sounds of the letters. Write the large letters “m,” “a,” “s,” “d,” and “t” on the board while saying the letter cues. Repeat and have the students trace large letters in the air as they say the cues in unison with you. Be sure to reverse the letter as you make it in the air, or turn around as you model it so that the formation is correct for the students.



Note which children can identify these letter sounds.

#### **Stretch and Read** (*Focus on words from the current story with the focal sound.*)

#### **With the teacher**

**In our story today, you are going to meet Matt and his dog Sad Sam. Let’s read some of the words from the story. The words that we can sound out are called Green Words. We’ll begin with the Green Word *Matt*.**

Use the Letter-Blending Cards to make the word *Matt* in the pocket chart. Say, ***Matt* begins with an uppercase letter because *Matt* is a name, and names begin with uppercase letters. Does your name begin with an uppercase letter?**

Tell the children that “tt” makes just one /t/ sound. **Read with me.** Point to the letters “M,” “a,” “t,” and “t” in the pocket chart. Blend the word “Matt,” placing the letters far apart at first and saying the sounds separately, and then moving them gradually closer together until you say the word *Matt*.

**Let’s make some other words that we will see in the story.**

Remove the word *Matt* from the pocket chart.

Form the words *Sad Sam* in the pocket chart. Blend *Sad Sam*. Say, **The words *Sad Sam* also begin with uppercase letters because *Sad Sam* is a name. Sound it out with me—*Sad Sam*.**

Say, **What will happen if we remove the “s” from *Sad* and replace it with an uppercase “d”?** [*replies*] Remove the “s” and replace it with a “D.” **Let’s sound it out.** Sound out *Dad*. **My Dad loves dogs.**

**Now let’s remove the “d” and replace it with “m.” Let’s blend the letters.** Blend *mad*. **I wonder who in the story will be mad?**

**Introduce Red Words** (*current story*)

Note: Words that are phonetically irregular or that have phonetic elements not taught yet will be presented as Red (sight) Words. A Red Word is presented either in the context of a sentence or by saying the word and then asking the students as a group to read the word several times. Commonly used, nonspecific story words (e.g., *is*, *like*, etc.) are introduced by using the Say-Spell-Say procedure. New words can then be incorporated into brief sentences for integrated practice. Concrete, story-specific words that can be understood in context (e.g., *birthday*) are introduced as context words.

**Say-Spell-Say**

Say-Spell-Say helps the children remember Red Words that appear frequently in the Shared Stories. Tell the students that they will (1) say the word with you; (2) spell the word, letter by letter, to focus on the parts of the word; and (3) say the word again. You may have the students clap softly as they spell to add a rhythmic and kinesthetic element.

The Red Words from *The Wet Dog* are *is* and *no*.

Introduce the Red Word *is* by telling the students, **The next word you will read is a Red Word from today's story. It is a Red Word because you cannot use the regular letter sounds to figure it out. You will use Say-Spell-Say to help you remember some of the Red Words. If you cannot remember a Red Word, you must STOP and ASK.**

Write *is* on the board. **Does anyone know this word? What is it? [is] That's right, the word is *is*. Let's say spell say *is* using the letter names.**

If the word *is* is on the Word Wall in your classroom, point to it. If it is not, post it now so that the children will be able to refer to it when writing. Have the students say spell say *is*:

Say the word:       **is**  
Spell the word:     **i-s** (Clap each letter softly.)  
Say the word:       **is**

Say spell say each word three times when it is introduced.

Repeat this process for the Red Word *no*. Add *no* to the Word Wall in your classroom. Rapidly review the Red Words on the Word Wall with the students.

### **Introduce Readles**

Show the readle for *happy* in *The Wet Dog*. Tell the children that some words in the Shared Stories contain sounds that they have not learned yet, so there is a picture that replaces the word, with the word written under it. **These pictures are called readles.** Pointing to the *happy* readle, say, **Can anyone figure out what word this readle means? Yes, it means *happy*. I am happy that you can read the readle.**

## Story Activities

### Introduction

Ask, **What purpose do we have when we read or listen to a story? Why do we read stories?** Have the students discuss instances of when and why people read. Make sure that the students are aware that there are several purposes for reading. Point out that people read to acquire information, answer questions, and enjoy interesting characters and stories. Help the students to identify different types of reading materials; for example, newspapers, magazines, stories, and directions on how to do something (e.g., a recipe). Ask them what they think the purpose for reading each type of material might be.

Ask, **What is the purpose for reading or listening to stories?** {T-P-S} Emphasize that there can be many purposes for reading.

Say, **Today, you all share a very important purpose for reading. It is to learn how to read a story on your own.**

Use the teacher version to preview the story by discussing the title, authors, illustrator, and cover picture. Say, **Today we are going to read a story about Matt and his dog Sad Sam. Sad Sam is a basset hound. Basset hounds look droopy and sad.**

Preview the story. Say, **Let's preview the story by reading the title and looking at the picture on the front cover.** Read the title aloud while those students who are able read along in unison. **It is called *The Wet Dog*. What does this tell you about the story?** Pause to discuss the students' responses. **Do you think Matt will be happy with Sad Sam in this story?** {T-P-S} **Let's look at the picture on the front cover of our book. What is Sad Sam doing?** Discuss the front-cover illustration with the class.

### Background Questions

Ask, **Have any of you ever known a dog that got wet? What did he or she do?** {T-P-S} Review any vocabulary that you think your students might not know.

### Predictive Questions

Ask, **What do you think the wet dog will do? Will he get into trouble?** {T-P-S}

## Guided Group Reading

Distribute the student copies of *The Wet Dog*, and tell the students that they are going to read the story together. Tell them that you will read the teacher text at the top of the page, and then you all will read the large student text together. Tell them that you will read each sentence of student text twice. Remind them that the story has many words that contain or start with the sounds that they reviewed today—/m/, /a/, /s/, /d/, and /t/.

Read the story with the students. Stretch and read each Green Word the first time you read the sentence. Read the sentences normally the second time to demonstrate fluent reading. Because most of the words in student text are simple, phonetically regular words, the children will likely be able to use their knowledge of sounds to read them. It should go something like this: **I am going to read the part at the top of the page. Then I will say, “Point, ready, read,” and we will read the first sentence together. We will read it twice. The first time, we need to sound out the words. Then we will read the sentence quickly so that we understand it. We will do that with each sentence.**

Listen for the words that the students are finding difficult to read, and stop to stretch and read those particular words again.

Use the strategies and questions at the bottom of each page in the teacher version of the book to reinforce any vocabulary that might be unfamiliar to your students.

Introduce the usage of the period, explaining that a period marks the end of a sentence or thought. Show the students how the period is used in the text.

Page 2 (period)                      *Sad Sam is happy.*

Note that a comma is used to show a slight pause in reading.

Page 3 (comma)                      *No, Sad Sam.*

Explain the usage of the exclamation point to show excitement, surprise, or anger.

Page 4 (exclamation point)      *Sad Sam. NO!*

## Story Discussion

Have the students think about and discuss the story. Ask, **What happened in this story?** Have them compare their predictions about the story with what they learned after reading it. Ask them how the story showed what happened when Sad Sam got wet. Encourage the students to use the book to find specific clues to answer the questions on the inside back cover of the teacher version of the book.

**What did Sad Sam do in the story?**

**Did Sad Sam listen to Matt? How do you know?**

**How did Dad feel when Sad Sam got him wet?**

Collect the Shared Stories.



Play a segment or two from *Between the Lions* for this lesson (optional).

# KinderRoots Story 4: *The Wet Dog*

## Day 2

### "The Alphabet Chant"

Recite "The Alphabet Chant" with the children, doing the associated motions.

### Letter and Word Activities

#### **Say-It-Fast**

Say, **We're going to play Say-It-Fast. Remember, I say a word in Alpie's language, so you will hear each sound separately. Then when I clap, you say it fast.**

Provide a sentence for the words the children have trouble understanding, but try to limit the sentences so they can focus on auditory sound blending. Give them a few seconds to think, and then signal the group to respond as you say the word quickly with them. Keep the pace rapid.

2	3	4
Phonemes	Phonemes	Phonemes
i-s	s-a-d	h-a-p-p-y
a-m	S-a-m	
	m-a-d	
	D-a-d	

#### **Read Letter Sounds**

##### With the teacher

Present the Key Cards for "a" and any of "m," "d," "s," or "t" that the children find challenging. Form a large letter "a" on the board while saying the letter cue. Repeat and have the students trace a large letter in the air as they say the cue in unison with you.

#### **Stretch and Read** (*mostly words the from the current story*)

##### With the teacher

**Let's stretch and read some of the words from the story.** Use the Letter-Blending Cards to make the word *Matt* in the pocket chart. Say, **Read with me.** Point to the word *Matt* and sound it out.

**Let's read some other words.** Make the words *Sad Sam*. Say, **Read with me—Sad Sam.** Point to the words *Sad Sam* in the pocket chart. Repeat with *Dad*, *mad*, and *not*.

With a partner

If many of the children seem able to sound out the words, distribute the Shared Stories, and say, **Now, you read the words and sentences inside the front cover with your partner. You're going to take turns reading words to your partner and helping your partner.** Sit beside a child to demonstrate how to do this. **I need to sit up straight beside my partner when we read together. We'll put our fingers under the first Green Word to begin reading. We will want to look at each other's books to see if we are looking at the same word.** Place your finger under the first Green Word, and then check to see if the student is doing the same.

**I'm Jelly so I'll go first. I'm going to stretch and read the word, and then I'll say the word: /S..a..d/ /S.a.d/ /Sad/. I read the word correctly. If I make a mistake or am having trouble, my partner can help me by stretching and reading the word. /S..a..d/ /S..a..d/ Now I try the word. /S.a.d/ /Sad/ The word is Sad. Always use Stretch and Read to help your partner read Green Words.**

**Now it's Peanut Butter's turn to read a word.** Listen to the child read, and help by sounding out the word if necessary.

Say, **Let's begin reading now. If you are Jelly, you will read first.** Circulate and monitor the partners' reading. You may need to model word-blending and partner-reading strategies for specific pairs of children. As the children move on to the Red Words, remind them that these are words they cannot stretch and read; they are words that they just have to remember.

- Observe which children are able to blend letters to read words.

Encourage the children who can read the words easily to go on to read the sentences to each other.

### Quick Erase

Because it will take a little while to get into the routine of the KinderRoots lessons, you might just model doing Quick Erase on the board. In a few days, when the activities become more routine

and take less time, you should have the children write the Quick Erase words on their individual writing boards or in their Partner Writing Books, or have a few students at a time come and write the words on the board.

Say, **Today we are going to play Quick Erase. I will write a word on the board that I bet you can read.** Write *Sad* on the board. **What is it?** [*Sad.*] **Now I am going to erase the “S” from *Sad* and write another letter.** Erase “S” and write “D.” **What sound does this letter makes?** [*/d/*] **Can you tell me quickly what new word it makes?** [*Dad.*] **Let’s blend the letters and see if you are right.**

*/D...a...d/*

*/D..a..d/*

*/D.a.d/*

**Dad. You were right!**

**Now I will Quick Erase the uppercase “D” and replace it with another letter.** Erase “D” and write “m.” **What word did I make?** [*Mad.*] **Let’s blend the letters and see if you are right.**

*/m...a...d/*

*/m..a..d/*

*/m.a.d/*

**Mad. Right again!**

Repeat the process to get back to *Sad* and then *Sam*.

### Story Activities

#### **Story Review**

Holding up *The Wet Dog*, say, **Today we are going to reread the story about Matt and his dog Sad Sam.**

Use Think-Pair-Share to have the children answer these questions. **Do you remember the title of the book you read yesterday?** [*The Wet Dog.*] **Let’s look at the picture on the front cover of the book. What is Sad Sam doing?** {T-P-S} Discuss the book and what happened in it with the class.

Use Think-Pair-Share so the children can discuss and share their answers to the following questions:

**Why were Matt and Dad mad?**

**How did Matt and Dad feel about getting wet?**

**Why were Matt and Dad happy at the end of the story?**

### **Partner Reading**

**Now you're ready to read the story again.**

Ask the children to sit up straight beside their partners and open the book to the first page. They should point to the first word.

**This is the proper reading position. When I see every child sitting like this, I'll know that the class is ready to begin reading. You'll read the story like this with your partners today. Let's have the Peanut Butters read first.**

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

### **Celebration**

At the end of most days, have two students read, with expression, a page or two from a story they have practiced. It might not be a Shared Story, particularly at the beginning. It must be something they can read with expression, even if it is a sentence. Be sure to let the students know at least one day in advance that it is their turn for the Reading Celebration so they can practice beforehand. Have the entire class provide encouragement and specific feedback.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).



Ask the children to say it fast after you say some words in Alphie Talk: /s/ /n/ /ow/ [snow], /d/ /i/ d/ [did], /l/ /e/ /t/ /er/ [letter], /s/ /ou/ /n/ /d/ [sound].

# KinderRoots Story 4: *The Wet Dog*

## Day 3

### Wall Frieze Review

Review the letter sounds on the wall frieze. Do not say the picture names unless there are children who still do not know them all.

### Letter and Word Activities

#### **Break-It-Down**

**Let's play Break-It-Down. I am going to say a word, and you will listen carefully and say the word in Alphie Talk, saying each sound that you hear in the word. Demonstrate. If I said *get*, you would listen carefully, and when I said "Break it down", you would say "/g/ /e/ /t/." Are you ready? Listen carefully—*lid... lid*. "Break it Down!" [/l/ /i/ /d/] **Right! It is /l/ /i/ /d/!****

Continue with:            a-m            h-a-s            s-t-o-p



#### **Read Letter Sounds**

Play the Animated Alphabet for /d/ (optional).

Review /m/, /a/, /s/, /d/, and /t/ with the Key Cards.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)

Blend the phonetically regular words from *The Wet Dog*.

Dad            mad            Matt            Sad            Sam

#### **Word Wall Review**

Quickly review the Red Words from *The Wet Dog*— *is* and *no*— and a few others.

#### **Stretch and Spell**

Hand out the Partner Writing Books or individual writing boards and writing utensils. You may want to make this a regular job for a pair of children.

Say **We're going to use these new Partner Writing Books to practice writing some letters and words from the KinderRoots**

**Shared Stories. Let's start by writing your name on your book.**

Allow time for the students to do this.

Say, **Now, let's review the very first letter sounds that you learned in kindergarten. The first one is /m/. Remember, the letter cue for /m/ is, From the man go down, climb one mountain and another—/m/. Let's write some /m/s on the first page of our book.**

Repeat with /a/, /s/, and /d/, as well as *Dad* and *mad* from *The Wet Dog*. Encourage the children to use sound spelling to sound out the Green Words.

Acknowledge the children's emergent-writing attempts at whatever level they are able to produce.

### **Story Activities**

#### **Partner Reading**

**Now you're ready to read the story with your partners again.**

Distribute the Shared Stories. Ask the children to sit up straight and open the books to the first page. They should point to the first word.

**Remember the partner-reading position. Let's practice reading in your best storytelling voices. A storytelling voice is a smooth voice. It has expression and it makes the story more interesting for the listeners.** Model reading a page or two of the story in a storytelling voice. **I want you to try reading the story smoothly and with expression with your partner today.**

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

- Note which children are able to read simple, phonetically controlled text accurately.

#### **Partner Story Questions**

Do a teacher-directed review of the questions on the inside back cover of the children's version of *The Wet Dog*. Have the children take turns reading the questions. Then have partners confer about their responses to the questions and circle the answers. Have a few partners share their answers with the class.

## Celebration

Have two students read, with expression, a page or two from a story they have practiced. Have the other children provide encouragement and make specific comments.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).



Challenge the children to say it fast after you say words slowly in Alphie Talk: /l/ /e/ /f/ /t/ [left], /r/ /igh/ /t/ [right], /s/ /w/ /ee/ /p/ [sweep], /b/ /a/ /ck/ [back], /d/ /ow/ /n/ [down].

# KinderRoots Story 4: *The Wet Dog*

## Day 4

### "The Alphabet Chant"

Recite "The Alphabet Chant" with the children, doing the associated motions.



### **Read Letter Sounds**

Play the Animated Alphabet segment for /d/ or any other sounds in this lesson the children have not mastered (optional).

Present the Key Cards for "d" and any of the "m," "a," and "s" letters that the children find challenging. Form a large letter "d" on the board while saying the letter cue. Repeat and have the students trace a large letter in the air as they say the cue in unison with you.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)

Distribute the Shared Stories. Partners read aloud the Green Words on the inside front cover to each other.

### **Red Word Review**

Partners read the Red Words in the inside front cover aloud to each other.

### **Story Activities**

#### **Guided Group Rereading**

Tell the students that they are going to read the story themselves. Remind them that the story has many words that contain or start with the /d/ sound. If some children did not demonstrate an understanding of the story previously, read the teacher text as well.

Ask them to put on their listening ears so they can hear this sound in the story.

As the children read the story aloud together, listen carefully to see how they are doing. Encourage them to read with expression,

using the punctuation to guide how to read each sentence. If some of them are struggling, read each sentence twice, sounding out the Green Words the first time.

Collect the Shared Stories.

### **Story-Related Writing**

Write the question “Is Sad Sam sad?” on the board or chart paper.

**Let’s look at the question that I wrote. I want you to work with your partner to read this question about Sad Sam in *The Wet Dog*.**

Monitor partners reading “Is Sad Sam sad?” Ask the children how they can tell that it is a question. [*Ends with a question mark.*]

Once they have all read the question, read it aloud with them.

**Talk quietly with your partner about the answer to the question.**

**Write your answer about whether Sad Sam is sad in your Partner Writing Book.** Monitor and support the children as they write their answers. Encourage them to write as much as they are able.

- Observe which children write letters that represent sounds.

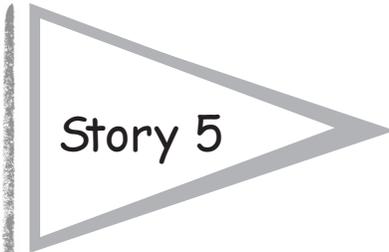
### **Celebration**

At the end of the lesson, have two students read, with expression, what they have written. Have the entire class provide encouragement and ask probing questions.

-  Play a segment or two from the *Between the Lions* segments for this lesson (optional).

# KinderRoots Story 5: *Tam and Tad*

## Day 1



Story 5

### Wall Frieze Review

Review the letter sounds on the wall frieze. Do not say the picture names unless there are children who still do not know them all.

### Partner Reading of a Familiar Story

Before working on the letter sounds and words for the current story, the children will begin by reading with a partner part of any story that they can read with ease. Tell the children that they are going to begin some KinderRoots lessons by reading a book with their partners. This will be a book that they know very well. If they can read it fluently, it may be the previous familiar Shared Story or a concept-of-print book that they know by heart.

Remind the children of the correct Partner Reading position. Ask them to sit up straight beside their partners and open their books to the first page. Have them point to the first word. **Now I know that you are all ready to begin reading.**

**We already know what happens in this story, so we're going to use this time to practice reading in our best storytelling voices. A storytelling voice is a smooth voice. It has expression and it makes the story more interesting for the listeners. Try reading your story smoothly and with expression with your partner today.**

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary. Congratulate the students on their reading. Help build their confidence by noting individual accomplishments. Tell the children that they will be able to take their own copies of *The Wet Dog* home today to read to family members. Introduce the Read & Respond bookmark at this time. (See the appendix.)

### Introduction to the Current Story

Show the children the teacher version of *Tam and Tad* and a small book as well. Say, **Remember in our first KinderRoots story, we read about a boy named Matt and his dog Sad Sam. Today**

we will read a story about two friends of Sad Sam. First, let's practice reading some of the sounds and words in the story. Then we will read them all together in the story.

### Letter and Word Activities



#### Read Letter Sounds

Play the Animated Alphabet segment for /t/ (optional).

#### With the teacher

Present the “m,” “a,” “s,” “d,” and “t” Key Cards to review the sounds of the letters. Form large letters “m,” “a,” “s,” “d,” and “t” on the board while saying the letter cues. Repeat and have the children trace large letters in the air as they say the cues in unison with you. Be sure to reverse the letter as you make it in the air, or turn around as you model it so that the formation is correct for the students.



Use this opportunity to note which children can identify these letter sounds.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)

#### With the teacher

Say, **In our story today we are going to meet two dogs who are friends of Sad Sam. Remember that the two words Sad Sam begin with uppercase letters. Tad and Tam begin with uppercase letters also because they are the names of the other two dogs.**

**Let's blend these letters to make the name of one of the dogs that we will see in the story.** Point to the letters “T,” “a,” and “d” made with letter cards in the pocket chart. Blend “Tad” in the usual manner. Say, **Tad is a friend of Sad Sam.**

Ask, **What will happen if we remove the /d/ from Tad and replace it with an /m/?** [*replies*] **Let's blend the letters and see.** Blend *Tam* also. Then say, **Tam is also a dog and a friend of Sad Sam.**

Blend the following words, using each one in a sentence.

am          sat          mad          sad          Dad

## Introduce Red Words (*current story*)

### Say-Spell-Say

Tell the children that you are going to learn the Red Words from *Tam and Tad* by using Say-Spell-Say. The Red Words from *Tam and Tad* are *I* and *was*.

Introduce the Red Word *was* by telling the students, **The new Red Words in today's story are *was* and *I*.** Write *was* on the board. Have the children say spell say *was* all together:

Say the word: was  
Spell the word: w-a-s (Clap each letter softly.)  
Say the word: was

Say spell say each word three times when it is introduced.

Add *was* to the Word Wall in your classroom.

Repeat this process for the word *I*, and add it to the Red Word Wall.

Rapidly review the Red Words on the Word Wall with the children.

### Introduce Readles

Show the readle for *happy* on page 8 of the Shared Story. Remind the children that these pictures are called *readles*. Pointing to the *happy* readle, say, **Can anyone remember from *The Wet Dog* what word this Readle is for?** [*replies*] **Yes, it means *happy*. I am happy that you remembered what the readle is.**

### Story Activities

#### Introduction

Use the teacher version, and distribute the student copies of *Tam and Tad*. Say, **Today we're going to read a story about some more dogs. These dogs are friends of Sad Sam. Matt is going to teach the three friends how to do some things. What do you think you will learn from reading this story? {T-P-S}**

Say, **The title of this story is *Tam and Tad*. Who are Tam and Tad? What does the picture on the front cover show us? What do you think it tells about the story?** Allow one minute for the students to look through the book to enjoy and become familiar with the pictures.

## Background Questions

Ask, **Have you ever tried to teach your friends how to do something? What did you try to teach them? Did they understand everything right away? How did it make you feel?**  
{T-P-S}

## Predictive Question

Ask, **What do you think Matt will try to teach the dogs?** {T-P-S}

## Guided Group Reading

Tell the students that they are going to read the story together. Remind them that you will read the teacher text at the top of the page and then you will read the large student text together. Tell them that you will read each sentence of student text twice. Remind them to notice that many of the words have the /t/ sound.

Read the story with the students. Stretch and read each Green Word the first time you read the sentence. Read the sentences normally the second time to demonstrate fluent reading. Because most of the words in student text are simple, phonetically regular words, the children will likely be able to use their knowledge of sounds to read them. It should go something like this: **I am going to read the part at the top of the page. Then I will say, “Point, ready, read,” and we will read the first sentence together. We will read it twice. The first time, we will sound out the words. Then we will read the sentence quickly so we will understand it. We will do that with each sentence.**

Listen for words that the students find difficult to read, and stop to stretch and read those particular words again.

Use the strategies and questions at the bottom of each page in the teacher version of the book to reinforce any vocabulary that might be unfamiliar to your students.

Introduce the usage of the question mark at the end of the question. Show the students how the question mark is used in the text.

Page 7 (question mark)

*Was Matt sad?*

## Story Discussion

Have the students think about and discuss what Matt taught the dogs to do. Encourage them to focus on what they think the purpose for reading the story was. Then ask the following questions found on the inside back cover of the teacher version of this book.

**Who are Sad Sam's two friends?**

**What did Matt try to teach the dogs?**

Have four children act out the roles of the dogs and Matt as the other students read the story.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 5: *Tam and Tad*

## Day 2

### "The Alphabet Chant"

Recite "The Alphabet Chant" with the children, doing the associated motions.

### Letter and Word Activities

#### **Say-It-Fast**

Say, **We're going to play Say-It-Fast. Remember, I say a word in Alphie Talk so you will hear each sound separately. Then when I clap, you say it fast.**

Provide a sentence for the words the children have trouble understanding, but try to limit the sentences so they can focus on auditory sound blending. Give them a few seconds to think, and then signal the group to respond as you say the word quickly with them. Keep the pace rapid.

3	4
Phonemes	Phonemes
M-a-tt	t-i-g-er
s-a-t	a-tt-i-c
m-a-d	
T-a-d	

### **Read Letter Sounds**

#### With the teacher

Present the Key Cards for "a" and any of the letters "m," "d," "s," or "t" that the children find challenging. Form a large letter "a" on the board while saying the letter cue. Repeat and have the students trace a large letter in the air as they say the cue in unison with you.

## **Stretch and Read** (mostly words the from the current story)

### With the teacher

**Let's stretch and read some of the words from the story.** Use the Letter-Blending Cards to make the word *Matt* in the pocket chart. Say, **Read with me.** Point to the word *Matt* and sound it out.

**Let's read some other words.** Make the word *Dad*. Say, **Read with me.** Point to the word *Dad* in the pocket chart.

Also blend:

am          sat          Tad          Tam

### With a partner

If many of the children seem able to sound out the words, distribute the Shared Stories, and say, **Now, you read the words inside the front cover with your partner. You're going to take turns reading words to your partner and helping your partner.** If the children need reminding, sit beside a child to demonstrate how to do this. **I need to sit up straight beside my partner when we read together. We'll put our fingers under the first word to begin reading. We'll want to look at each other's books to see if we're looking at the same word.** Place your finger under the first word, and then check to see if the student is doing the same.

**I'm Jelly so I'll go first. I'm going to stretch and read the word, and then I'll say the word: /D...a...d/ /D..a..d/ /D.a.d/ /Dad/. I read the word correctly. If I make a mistake or am having trouble, my partner can help me by stretching the word. /D...a...d/ /D..a..d/. Now I'll try the word: /D..a..d/ /D.a.d/ /Dad/. The word is *Dad*. Always use Stretch and Read to help your partner.**

**Now it is my partner's turn to read a word.** Listen to the child read, and help by sounding it out if necessary.

**Let's begin reading now. If you are Jelly, you will read first.**

Make sure that everyone knows which partner reads first.

Circulate and monitor the partners reading. You may need to model word-blending and partner-reading strategies for specific pairs of children. As the children move on to the Red Words, remind them that these are words that they cannot stretch and read; they are words that they just have to remember.



Observe which children are able to blend letters to read words.

Encourage the children who can read the words easily to go on to read the sentences to each other.

### **Quick Erase**

Because it will take a little while to get into the routine of the KinderRoots lessons, you might just model doing Quick Erase on the board. When the activities become more routine and take less time, you should have the children write the Quick Erase words on their individual writing boards.

Say, **Let's play Quick Erase.** Start with *Matt* and finish with *Dad*, erasing one letter (or two in the case of *Matt*) and adding another to create a new word. If most of the children can read the words easily, do not sound out each word, but have the children read them quickly.

Matt → sat → sad → Tad → mad → Dad

### **Story Activities**

#### **Story Review**

Holding up *Tam and Tad*, say, **Today we are going to read again our story about two dogs named Tam and Tad.**

Use Think-Pair-Share to have the children answer these questions.

**Can anyone remember the title of the story?** [*Tam and Tad.*]

**Do you remember what Matt tried to teach the dogs to do?**

[*To sit.*]

#### **Partner Reading**

**Now we're ready to read the story again.** Ask the children to sit up straight beside their partners and open the book to the first page. Have them point to the first word. **This is the proper reading position. When I see every child sitting like this, I will know that you're ready to begin reading. You'll read the story like this with your partners today.** Use your usual method of randomly assigning one partner to read first.

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

## **Celebration**

Have two students read, with expression, a page or two from a story they have practiced. It must be something they can read with expression, even if it is just a sentence. Be sure to let the students know at least one day in advance that it will be their turn for Reading Celebration so they can take home the story to practice. Have the entire class provide recognition and encouragement.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).



Ask the children to say it fast after you say some words in Alphie Talk: /s/ /n/ /ow/ [snow], /d/ /i/ /d/ [did], /l/ /e/ /t/ /er/ [letter], /s/ /ou/ /n/ /d/ [sound].

# KinderRoots Story 5: *Tam and Tad*

## Day 3

### Wall Frieze Review

Review the letter sounds on the wall frieze. Do not say the picture names unless there are children who still do not know them all.

### Letter and Word Activities

#### **Break-It-Down**

Say, **Let's play Break-It-Down. Remember, I say a word, and you listen carefully and say it in Alphie Talk, saying each sound that you hear in the word. If I said *get* you would listen carefully, and when I said "Break it down" you would say "/g/ /e/ /t/."** **Are you ready? Listen carefully—*lid...lid*. "Break it down!"** [ /l/ /i/ /d/ ] **Great! That's how you say it.**

Continue with:

M-a-tt      m-a-d      i-s      h-a-pp-y



#### **Read Letter Sounds**

Play the Animated Alphabet for /d/ (optional).

Review /a/, /m/, /d/, /s/, and /t/ with the Key Cards in the usual manner.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)

Blend the phonetically regular words from *Tam and Tad*.

Dad      mad      Matt      Sad      Sam

**Word Wall Review** (*current story*)

Quickly review the Red Words from *Tam and Tad*—*was* and *I*—and a few others.

#### **Stretch and Spell**

Hand out the Partner Writing Books (or other materials to write in) and pencils (or other materials to write with). **We will use your Partner Writing Books to practice writing some letters and**

**words from *Tam and Tad*. Now let's write /a/ on the next clean page of your book.** Ensure that all the children start writing at the top left side of the paper. **Remember that the letter cue for /a/ is,—Left around the apple and down the stem—/a/. Let's write some /a/s in our books.**

Repeat with /s/, /d/, and /t/ as well as a couple of the Green Words from *Tam and Tad*. Encourage the children to use sound spelling to sound out the Green Words.

If time permits and most of the children are able to do so, have them write *sat* and *mad*.

Acknowledge the children's emergent-writing attempts at whatever level they are able to produce.

### **Story Activities**

#### **Partner Reading**

Say, **Now we're ready to read the story with our partners again.** Distribute the student copies of the Shared Story *Tam and Tad*. Ask the children to sit up straight and open the book to the first page. They should point to the first word.

**Remember the partner-reading position. Let's practice reading in our best storytelling voices. A storytelling voice is a smooth voice. It has expression and it makes the story more interesting for the listeners.** Model reading a page or two of the story in a storytelling voice. **I want you to try reading the story smoothly and with expression with your partner today.**

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

- Use this opportunity to observe which children are able to read simple, phonetically controlled text accurately.

#### **Partner Story Questions**

Do a teacher-directed review of the questions on the inside back cover of the children's version of *Tam and Tad*. Have the children take turns reading the questions. Then have partners confer about their responses to the questions and circle the answers. Have a few partners share their answers with the class.

### **Celebration**

Have two students read, with expression, a page or two from a story they have practiced. Have the entire class provide support and appreciation.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).



“Step, Step, Stepping Stones”

# KinderRoots Story 5: *Tam and Tad*

## Day 4

### **"The Alphabet Chant"**

Recite "The Alphabet Chant" with the children, doing the associated motions.



### **Read Letter Sounds**

Play the Animated Alphabet for /t/ or any of the other sounds in this lesson that most of the children have not mastered.

Present the Key Cards for "t" and any of the "m," "a," "s," or "d" letters that the children find challenging. Form a large letter "t" on the board while saying the letter cue. Repeat and have the children make a large letter in the air as they say the cue in unison with you.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)

Distribute the Shared Stories. Have the partners read aloud the Green Words on the inside front cover to each other.

### **Red Word Review**

Partners read the Red Words in the inside front cover aloud to each other.

### **Story Activities**

#### **Guided Group Rereading**

Tell the students that they are going to read the story for themselves. Remind them that it has many words that contain or start with the /t/ sound. If some children did not demonstrate an understanding of the story previously, read the teacher text as well.

Ask them to put on their listening ears so they can hear this new sound in the story.

As the children read the story aloud together, listen carefully to see how they are doing. Encourage them to read with expression, using the punctuation to guide how to read each sentence. If some of them are struggling, read each story sentence twice, sounding out the Green Words the first time.

Collect the Shared Stories.

### **Story-Related Writing**

Write the question “Did Tad sit?” on the board or chart paper.

**Let’s look at the question that I wrote. I want you to work with your partner to read this question about *Tam and Tad*.**

Monitor partners reading “Did Tad sit?” Ask the children how they can tell that it is a question. *[It ends with a question mark.]* Once they have all read it, read it aloud with them. **Talk quietly with your partner about the answer to the question, and then write the answer in your Partner Writing Book.** Monitor and support the children as they write their answers. Encourage them to write as much as they are able.

- Observe which children write letters that represent sounds.

Have partners read to each other the answers they have written in their books.

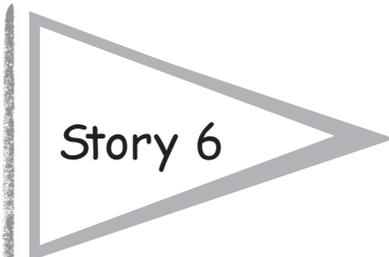
### **Celebration**

At the end of the lesson, have two children read, with expression, what they have written. Have the entire class provide encouragement and ask probing questions.

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 6: *Miss Sid*

## Day 1



### Story 6

#### Wall Frieze Review

Review the letter sounds on the wall frieze. Do not say the picture names unless there are children who still do not know them all.

#### Partner Reading of a Familiar Story

Ask the children to sit in their partner-reading position. Remind them to read their stories smoothly and with expression. Monitor them as they practice reading, modeling specific reading strategies as necessary. Acknowledge the children's efforts.

#### Introduction to the Current Story

Show the children the teacher version of *Miss Sid*. Say, **Remember that in our last KinderRoots Shared Story, we read about Sad Sam's friends Tad and Tam. Today we will read about another kind of animal. What kind of animal is it?** [CR: A bird.]

**Now, let's practice reading some of the sounds and words we'll read in the story.**

#### Letter and Word Activities



##### Read Letter Sounds

Play the Animated Alphabet segment for /i/ (optional).

##### With the teacher

Present the "m," "a," "s," "d," "t," and "i" Key Cards to review the sounds of the letters. Write the large letters "m," "a," "s," "d," "t," and "i" on the board while saying the letter cues. Repeat and have the students trace large letters in the air as they say the cues in unison with you.



Note which children can identify these letter sounds.



##### Stretch and Read (Focus on words from the current story.)

Play the Sound It Out segments for *sit* and *mitt* (optional).

### With the teacher

Use the Letter-Blending Cards to make the word *Miss*. Point to the letters “M,” “i,” and “ss” made with letter cards in the pocket chart. Blend *Miss* in the usual manner. Blend *Sid*. Say,

**Miss Sid is the pet that Dad brought home for Matt and Tim.**

Blend the following words using each one in a sentence:

it      sit      sat      Dad

### **Introduce Red Words** (*current story*)

#### **Say-Spell-Say**

The Red Words from *Miss Sid* are *I, love, is, was, and a.*

Say spell say *a*. Have the students say the word, soft-clap it, and say it again. Do this three times for each word.

Add these words to the Word Wall. Rapidly review the Red Words on the Word Wall with the children.

### **Introduce Readles**

Show the readles for *bird, flew, and happy*. Pointing to the *happy* readle, say, **Can anyone remember what word this readle means? Yes, it means *happy*. I am happy that you can read this readle.**

Repeat this process with *bird* and *flew*.

### Story Activities

#### **Introduction**

Use the teacher version, and distribute the student copies of *Miss Sid*. Say, **When we read our new story, we will meet another member of Matt’s family. In the last two stories we read, we met Matt’s dad and Matt’s dog, Sad Sam. This story is called *Miss Sid*. Do you think *Miss Sid* is a member of Matt’s family? [(replies) Yes.] How do you know? {T-P-S} Who do you think *Miss Sid* is? Let’s look at the front-cover picture. Now who do you think she is? {T-P-S} *Miss Sid* looks like a parrot.**

Allow one minute for the students to look through the book to enjoy and become familiar with the pictures.

## Background Questions

Say, **Miss Sid is a parrot. Parrots are from countries with warm weather, such as Mexico or Australia. Have any of you ever seen a parrot before? Where did you see one? Describe what a parrot looks like. {T-P-S}**

## Predictive Question

Ask, **What do you think Miss Sid will do? {T-P-S}**

## Guided Group Reading

Tell the students that they are going to read the story together. Remind them that you will read the teacher text at the top of the page and then you will read the large student text with them. Tell them that you will read each sentence of student text twice. Remind them that the story has many words that contain or start with the sounds that they reviewed today, especially /i/. Read the story together.

Read the story with the students. Stretch and read each Green Word the first time you read the sentence. Read the sentences normally the second time to demonstrate fluent reading. Because most of the words in student text are simple, phonetically regular words, the children will likely be able to use their knowledge of sounds to read them. Say, **Point, ready, read**. Read the first sentence together twice. Listen for words that the students find difficult to read, and stop to stretch and read those words again.

## Story Discussion

Have the students think about and discuss the story. Encourage them to use the book to find specific clues to answer the following questions, which are on the inside back cover of the teacher version of the book:

**What kind of animal is Miss Sid?**

**How did Tim get Miss Sid to come down?**

**How did Tim feel when Miss Sid sat on his shoulder?**

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 6: *Miss Sid*

## Day 2

### "The Alphabet Chant"

Recite "The Alphabet Chant" with the children, doing the associated motions.

### Letter and Word Activities

#### **Say-It-Fast**

Say, **We're going to play Say-It-Fast. Remember, I say a word in Alphie Talk so that you will hear each sound separately. Then when I clap, you say it fast.**

Provide a sentence for the words the children have trouble understanding. Give them a few seconds to think, and then signal the group to respond as you say the word quickly with them. Keep the pace rapid.

2	3	4
Phonemes	Phonemes	Phonemes
i-t	M-i-ss	s-i-t-s
	S-i-d	f-l-ie-s
	T-i-m	h-a-pp-y

#### **Read Letter Sounds**

##### With the Teacher

Present the Key Cards for "i" and any of the letters "m," "a," "d," "s," or "t" that the children find challenging. Form a large letter "i" on the board while saying the letter cue. Repeat, tracing a large letter in the air as the children say the cue in unison with you.

#### **Stretch and Read** (*mostly words from the current story*)

Play the Sound It Out segments for *sit* and *mitt* (optional) if the children have not mastered them.

With the teacher

**Let's stretch and read some of the words from the story.** Use the Letter-Blending Cards to make the word *cat* in the pocket chart. Say, **Read with me.** Point to the word *cat* and sound it out. Repeat with the words:

dog            sat            sit            Tim

With a partner

If many of the children seem able to sound out the words, distribute the Shared Stories and have them take turns reading the words on the inside front cover to their partners. Remind the children to use Stretch and Read to help their partners. Circulate and monitor the partners' reading. You may need to model word-blending and partner-reading strategies for specific children.

As the children move on to the Red Words, remind them that these are words that they cannot stretch and read; they are words that they just have to remember.

Observe which children are able to blend letters to read words.

Encourage the children who can read the words easily to go on to read the sentences to each other.

**Quick Erase**

Continue modeling Quick Erase on the board.

Say, **Today we are going to play Quick Erase.**

Erase one letter at a time, and add another to create a new word. If most of the children can read the words easily, do not sound out each word, but have the children read them quickly.

sit → Sid → did → dad → sad

### **Story Activities**

#### **Story Review**

Holding up *Miss Sid*, say, **Today we are going to reread our story about the parrot. Can anyone remember the title of the story?**

[*Miss Sid.*]

Use Think-Pair-Share so the children can discuss and share their answers to the following question. **Do you remember what Miss Sid did when Dad opened the box?** [*Miss Sid flew.*]

#### **Partner Reading**

Ask the children to sit beside their partners. Remind them of the proper reading position. Tell them to open their books to the first page and point to the first word. Say, **Let's have the Peanut Butters read first.**

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

#### **Celebration**

Have two students read with expression something they've practiced beforehand. It must be something they can read with expression, even if it is just a sentence. Have the entire class provide encouragement and specific feedback.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 6: *Miss Sid*

## Day 3

### Wall Frieze Review

Review the letter sounds on the wall frieze. Do not say the picture names unless there are children who still do not know them all.

### Letter and Word Activities

#### **Break-It-Down**

**Remember, in Break-It-Down, I say a word and you listen carefully and say the word in Alphie Talk, saying each sound that you hear in the word. Are you ready? Sid, Sid. Ready? "Break it down!" [S-i-d.] Right! It is S-i-d!**

Continue with:

T-i-m      h-a-pp-y      w-a-s      i-n-t-o      s-a-d



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /i/ (optional).

Review /m/, /a/, /s/, /d/, /t/, and /i/ with the Key Cards in the usual manner, as necessary.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)

Blend many of the phonetically regular words from *Miss Sid*.

it	Miss	Sid	Tim
dog	Cat	sit	Dad

#### **Word Wall Review**

Quickly review the Red Words from *Miss Sid*: *I, love, was, is,* and *a*.

#### **Stretch and Spell**

Have the children practice writing letters from the recent KinderRoots Shared Stories in their Partner Writing Books or on individual writing boards.

**Let's use the writing books to practice writing some letters and words from *Miss Sid*.** Ensure that all the children start writing at the top left side of the paper.

**Now, let's review the special letter for this story. It is /i/. Remember, the letter cue for /i/ is, Go down the insect, lift, and dot—/i/. Let's write /i/ several times in our books.** Repeat with other letters from the story.

If time permits and most of the children are able to do so, have them write *sit* and *cat*.

Accept the children's writing at whatever levels they are able to produce, and congratulate them on their writing attempts.

### **Story Activities**

#### **Partner Reading**

Have the children sit with their partners. Distribute the Shared Stories, and have the children sit up straight, open their books to the first page, and point to the first word.

Say, **Let's practice reading in our best storytelling voices. A storytelling voice is a smooth voice. It has expression and it makes the story more interesting for the listener.** Model reading a page or two in a storytelling voice.

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

- Take this opportunity to note which children are able to read simple, phonetically controlled text accurately.

## Partner Story Questions

Do a teacher-directed review of the Partner Story Questions on the inside back cover of *Miss Sid*.

Have the children take turns reading the questions. Then have partners confer about their responses to the questions and circle the answers. If time permits, have the children write a response to the last question. Have a few partners share their answers with the group.

## Celebration

Have two students read, with expression, a page or two from a story they have practiced. Have the entire class provide encouragement.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 6: *Miss Sid*

## Day 4

### "The Alphabet Chant"

Recite "The Alphabet Chant" with the children.



### **Read Letter Sounds**

Play the Animated Alphabet segment for /i/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Card for "i" and any of the previous letters that the children find challenging. Form a large letter "i" on the board while saying the letter cue. Repeat and have the students trace a large letter in the air as they say the cue in unison with you.

### **Stretch and Read** (*Focus on words from the current story with the target sound.*)

Distribute the Shared Stories. Partners read the Green Words on the inside front cover aloud to each other.

### **Red Word Review**

Partners read the Red Words on the inside front cover aloud to each other.

### **Story Activities**

#### **Guided Group Rereading**

Tell the children that they are going to read the story themselves. Remind them that the story has many words that contain or start with the /i/ sound. If some children did not demonstrate an understanding of the story previously, read the teacher text as well.

As the children read the story aloud, listen carefully to see how they're doing. Encourage the children to read with expression, using the punctuation to guide them in how to read each sentence. If some of them are struggling, read each sentence twice, sounding out the Green Words the first time. Collect the Shared Stories.

### **Story-Related Writing**

Write the writing prompt “Is Miss Sid a cat?” on the board or chart paper. Say, **Work with your partner to read this question about Miss Sid.**

Monitor partners reading “Is Miss Sid a cat?” Once they have all read the question, read it aloud with them. Have the children discuss the answer to the question with their partners before writing it in their Partner Writing Books.

Monitor and support the children as they write their answers. Encourage them to write as much as they are able.



Observe which children write letters that represent the corresponding sounds.

### **Celebration**

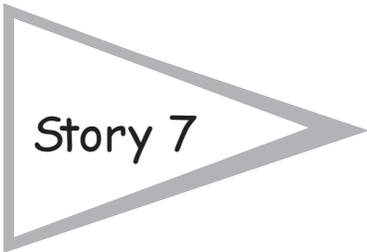
At the end of the lesson, have two children read, and have the class provide support and ask probing questions.



Play a *Between the Lions* segment for this lesson (optional).



# KinderRoots Story 7: *Dogs in Hats, Dogs in Bows*



## Story 7

# Day 1

### Wall Frieze Review

Review the letter sounds on the wall frieze. Do not say the picture names unless there are children who still do not know them all.

### Partner Reading of a Familiar Story

Ask the children to sit in their partner-reading position. Monitor them as they practice reading, modeling specific reading strategies as necessary. Acknowledge the children's efforts.

### Introduction to the Current Story

Show the children the teacher version of *Dogs in Hats, Dogs in Bows*. Say, **So far, we have met Matt's dog, Sad Sam; Matt's brother Tim; Tim's parrot, Miss Sid; and Mr. Jones, the boys' father. We know about Matt's family. Our story today will introduce you to Nan, a friend of Matt's. Nan has two pet dogs that you have already met. What do you think we will learn from reading this story? {T-P-S}**

**Now, let's practice reading some of the sounds and words we'll read in the story.**

### Letter and Word Activities

#### **Read Letter Sounds**



Play the Animated Alphabet segment for /n/ (optional).

#### With the teacher

Present the "a," "d," "t," "i," and "n" Key Cards to review the sounds of the letters. Write the large letters "a," "d," "t," "i," and "n" on the board. Repeat and have the students trace large letters in the air as they say the cues in unison with you.



Note which children can identify these letter sounds.



#### **Stretch and Read** (*Focus on words from the current story.*)

Play the Sound It Out segments for *man* and *tan* (optional).

With the teacher

Using the Letter-Blending Cards say, **Let's stretch and read some of the words from the story. Some of the Green Words in *Dogs in Hats, Dogs in Bows* are names, so what do they begin with?** [CR: Uppercase letters.] **Right. Names begin with uppercase letters. Let's try a few.**

Blend:

Nan          Tim          Sad          Sam          Tad          Tam

Say, **The dogs in this story are Sad Sam, Tad, and Tam. The children in this story are Nan and Tim.**

Blend the following words using each one in a sentence:

in          man          tan          and

**Introduce Red Words** (*current story*)

**Say-Spell-Say**

Say spell say the Red Words *has, oh, puts, the, and loves* from the story. Have the students say the word, soft-clap it, and say it again. Do this three times for each word.

Add these words to the Red Word Wall, and review all the Red Words.

**Introduce Readles**

Show the readles for *bow, tie, and happy*. Pointing to the *happy* readle, say, **Here is our happy readle again.**

Make sure that the students know what each readle means.

**Story Activities**

**Introduction**

Distribute the KinderRoots Shared Stories. Ask, **Who are the dogs with Sad Sam?** [CR: *Dogs in hats, dogs in bows.*] Say, **Dogs in hats, dogs in bows are Nan's dogs. The story we are going to read is called *Dogs in Hats, Dogs in Bows*. What do you think a story with a title like that might be about? Does the picture on the front cover help you figure out what you might learn from this story? {T-P-S} How do you think dogs in bows feel about wearing bows? {T-P-S}**

Allow the students to look through the book to enjoy and become familiar with the pictures.

### **Background Questions**

Say, **Do you have a dog or another kind of pet? Have you ever dressed up your pet? Do you think a pet likes to be dressed up?** {T-P-S}

### **Predictive Question**

Ask, **What do you think will happen when the dogs are dressed up?** {T-P-S}

### **Guided Group Reading**

Read the story together, reminding the children that the story has many words that contain or start with the sounds they reviewed today, especially /n/.

Listen for the words that the students find difficult to read, and stop to stretch and read those words.

### **Story Discussion**

Have the students think about and discuss the story. Encourage them to use the book to find specific clues to answer the following questions, which are on the inside back cover of the teacher version of the book.

**Where did Nan take dogs in hats, dogs in bows?**

**Why did Sad Sam and Tad run?**

**Why was Tam happy?**

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 7: *Dogs in Hats, Dogs in Bows*

## Day 2

### "The Alphabet Chant"

Recite "The Alphabet Chant" with the children, doing the associated motions.

### Letter and Word Activities

#### **Say-It-Fast**

Play Say-It-Fast. Provide sentences for words the children have trouble understanding. Give them a few seconds to think, and then signal the group to respond as you say the word quickly with them. Keep the pace rapid.

2	3	4
Phonemes	Phonemes	Phonemes
o-n	N-a-n	g-e-t-s
	n-i-ne	l-i-k-es
	n-o-se	M-a-tt-'s

#### **Read Letter Sounds**

##### With the teacher

Present the Key Cards for "n" and any of the letters "a," "d," "s," "t," or "i" that the children find challenging. Form a large letter "n" on the board while saying the letter cue with the children. Repeat, tracing a large letter in the air as the children say the cue in unison with you.



#### **Stretch and Read** (*mostly words from the current story*)

Play the Sound It Out segments for *man* and *tan* (optional) if the children have not mastered them.

With the teacher

**Let's stretch and read some of the words from the story. Let's read a few of the names in the story.** Use the Letter-Blending Cards to make the word *Nan*. Point to the word and blend it.

Also blend:

Tim Sad Sam Tad Tam pats man tan

With a partner

Distribute the Shared Stories, and have the students take turns reading the words on the inside front cover to their partners. Remind the children to use Stretch and Read to help their partners. Circulate and monitor the partners' reading. You may need to model word-blending and partner-reading strategies for specific children.

As the children move on to the Red Words, remind them that these are words that they cannot stretch and read; they are words that they just have to remember.

- Observe which children are able to blend letters to read words.

Encourage the children who can read the words easily to go on to read the sentences to each other.

**Quick Erase**

Continue modeling Quick Erase on the board.

Say, **Today we are going to play Quick Erase.**

Erase one letter at a time, and add another to create a new word. If most of the children can read the words easily, do not sound out each word, but have the children read them quickly.

Nan → man → tan → tin → in → it

Story Activities

**Story Review**

Holding up *Dogs in Hats*, *Dogs in Bows*, say, **Today we are going to read *Dogs in Hats*, *Dogs in Bows* again.**

Use Think-Pair-Share so that the children can discuss and share their answers to the following questions. **Can anyone remember what Nan and Tim did to the dogs?** [*Put a hat, tie, and bow on them.*] **Do you remember how the dogs felt about this?** [*Tad and Sad Sam were mad but Tam liked it.*] {T-P-S}

### **Partner Reading**

Ask the children to sit beside their partners, open their books to the first page, and point to the first word. Remind them of the partner position. Say, **Let's have the Jellies read first.**

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

### **Celebration**

Have two students read something they have practiced beforehand. It must be something they can read with expression. Have the entire class provide praise and ask questions.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 7: *Dogs in Hats, Dogs in Bows*

## Day 3

### Wall Frieze Review

Review the letter sounds on the wall frieze, saying only the picture names for the ones that some children still do not know.

### Letter and Word Activities

#### **Break-It-Down**

**Remember, in Break-It-Down, I say a word and you listen carefully and say the word in Alphie Talk, saying each sound that you hear in the word. Are you ready? Sad, Sad. Ready? "Break it down!" [/s/ /a/ /d/] Right! It is S...a...d!**

Continue with:

T-a-n

T-i-m

i-s



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /n/ (optional).

Review /a/, /d/, /t/, /i/, and /n/ with the Key Cards in the usual manner, as necessary.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)

Blend many of the phonetically regular words from *Dogs in Hats, Dogs in Bows*.

dogs

tan

in

Nan

pats

hats

#### **Word Wall Review**

Quickly review the Red Words from *Dogs in Hats, Dogs in Bows*:

a

has

oh

no

is

puts

loves

the

## Stretch and Spell

Have the children practice writing letters from the recent KinderRoots Shared Stories in the Partner Writing Books or on individual writing boards. Ensure that all the children start writing at the top left side of the page.

**Now, let's review the special letter for this story. It is /n/. Remember, the letter cue for /n/ is, From head to toe and over the net—/n/. Let's write /n/ several times in our books.**

If time permits and most of the children are able to do so, have them write *tan* and *hats*.

## Story Activities

### Partner Reading

Have the children sit with their partners. Distribute the Shared Stories, and have the children sit up straight, open the books to the first page, and point to the first word. Say, **Let's practice reading in our best storytelling voices. Remember, a storytelling voice is a smooth voice. It has expression, and it make the story more interesting.** Model reading a page or two in a storytelling voice.

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

- Take this opportunity to note which children are able to read simple, phonetically controlled text accurately.

### Partner Story Questions

Do a teacher-directed review of the Partner Story Questions in *Dogs in Hats*, *Dogs in Bows*.

Have the children take turns reading the questions, discuss their responses to the questions, circle the answers, and write a brief response to the last question. Have a few partners share their answers with the group.

### Celebration

Have two students read, with expression, a page or two from a story they have practiced.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 7: *Dogs in Hats, Dogs in Bows*

## Day 4

### "The Alphabet Chant"

Recite "The Alphabet Chant" with the children.

### Letter and Word Activities

Play the Word Play for *Dogs in Hats, Dogs in Bows* (optional) if some children don't seem to understand the vocabulary from the story.

### Read Letter Sounds

Play the Animated Alphabet segment for /n/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for "n" and any of the previous letters that the children find challenging. Form a large letter "n" on the board while saying the letter cue with the children. Repeat and have the students trace a large letter in the air as they say the cue in unison with you.

### **Stretch and Read** (*Focus on words from the current story with the target sound.*)

Distribute the Shared Stories. Partners read the Green Words on the inside front cover aloud to each other.

### **Red Word Review**

Partners read the Red Words on the inside front cover aloud to each other.

### Story Activities

#### **Guided Group Rereading**

Tell the children that they are going to read the story themselves. Remind them that the story has many words that contain or start with the /i/ sound. If some children did not demonstrate an understanding of the story previously, read the teacher text as well.

As the children read the story aloud, listen carefully to see how they're doing. Encourage them to read with expression, using the punctuation to guide how to read each sentence. If some of the children are struggling, read each sentence twice, sounding out the Green Words the first time. Collect the Shared Stories.

### **Story-Related Writing**

Write the writing prompt "What did the dogs wear?" on the board or chart paper. Say, **Work with your partner to read this question about *Dogs in Hats, Dogs in Bows*.**

Monitor partners reading the prompt to each other. Read it aloud with them. Have the children discuss the answer to the question with their partners before writing it in their Partner Writing Books.

Monitor and support the children as they write their answers. Encourage them to write as much as they are able.



Observe which children write letters that represent sounds.

### **Celebration**

At the end of the lesson, have two children read, with expression, what they have written. Ask the other children to provide support and to ask probing questions.

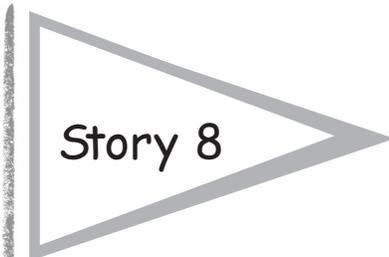


Play a *Between the Lions* segment for this lesson (optional).



# KinderRoots Story 8: *Nan's Pet*

## Day 1



### Story 8

#### Wall Frieze Review

Review the letter sounds on the wall frieze. Do not say the picture names unless there are children who still do not know them all.

#### Partner Reading of a Familiar Story

Have the children sit with their partners. Remind them to read their stories smoothly and with expression.

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary. Acknowledge the students' efforts.

#### Introduction to the Current Story

Show the children the teacher version of *Nan's Pet*. Say, **Remember in the last KinderRoots Shared Story, we read more about Nan's two dogs, Tad and Tam. Today we will read about Nan's new pet. What kind of animal is it? [(replies) A turtle.] First, let's practice reading some of the sounds and words in the story, and then we will read them all together in the story.**

#### Letter and Word Activities



##### **Read Letter Sounds**

Play the Animated Alphabet segment for /p/ (optional).

##### With the teacher

Present the “d,” “i,” “a,” “n,” and “p” Key Cards to review the sounds of the letters. Write the large letters “d,” “i,” “a,” “n,” and “p” on the board while saying the letter cues. Repeat and have the students trace large letters in the air as they say the cues in unison with you.



Take this opportunity to note which children can identify these letter sounds.



##### **Stretch and Read** (*Focus on words from current story.*)

Play the Sound It Out segments for *nap* and *pan*.

### With the teacher

Use the Letter-Blending Cards to make the word *pet*. Point to the letters “p,” “e,” and “t” made with the letter cards in the pocket chart. Blend *pet* in the usual manner. Say, **Nan’s new pet is a turtle.**

Blend *pan*, *taps*, *can*, *nips*, and *jumps* in the pocket chart, using each, if necessary, in a sentence to help the children understand the words’ meanings.

### **Introduce Red Words** (*current story*)

#### **Say-Spell-Say**

Some Red Words from Nan’s Pet are *go*, *is*, *the*, and *no*. Have the students say each word, soft-clap it by letter, and say it again. Do this three times for each word.

Add *go* to the Word Wall. Rapidly review the Red Words on the Word Wall with the children.

#### **Introduce Readles**

Show the readle for the word *turtle*. Pointing to the *turtle* readle, say, **Can everyone figure out what this readle means? Yes, it means turtle.**

Check to be sure that all the children understand.

### Story Activities

#### **Introduction**

Use the teacher version, and distribute the student copies of *Nan’s Pet*. Say, **When we read the new story, we will meet another of Nan’s pets. In the last story, Nan and Tim tried to dress up their dogs. In this story called *Nan’s Pet*, we will read about a wild animal that Nan and Tim find. Do you think they’ll put a bow, a tie, or a hat on this animal? [(replies) *Yes or no.*] Why do you think that? {T-P-S} Is it a good idea to keep wild animals as pets? [(replies) *We’ll read the story and see how Nan’s turtle gets along with the others in her home.***

Allow time for the students to look through the book to enjoy and become familiar with the pictures.

#### **Background Questions**

Say, **A turtle is an animal with a hard shell that sometimes lives on land and sometimes lives in water. Turtles are found in the city and in the country, but usually there will be some water**

nearby. Have any of you ever seen a turtle or had one as a pet before? Where did you see one? Or where did you keep your turtle? [Replies to the last three questions will vary.] Describe what a turtle looks like? {T-P-S} What do you think the turtle's hard shell does for him? {T-P-S}

### Predictive Question

Ask, **How will the turtle get along with Nan, Tim, and Sad Sam?** {T-P-S}

### Guided Group Reading

Tell the students that they are going to read the story together. Remind them that you will read the teacher text at the top of the page and then you will read the large student text with them. Tell them that you will read each sentence of student text twice. Remind them that the story has many words that contain or start with the sounds that they reviewed today, especially /p/.

Read the story together. Stretch and read each Green Word the first time you read each sentence. Read the sentences normally the second time to demonstrate fluent reading. Because most of the words in the student text are simple, phonetically regular words, the children will likely be able to use their knowledge of letter sounds to read them. Say, **Point, ready, read.** Read the first sentence together twice. Listen for words that the students find difficult to read, and stop to stretch and read those words again.

### Story Discussion

Have the students think about and discuss the story. Encourage them to use the book to find specific clues to answer the following questions, which are on the inside back cover of the teacher version of the book.

**How did the turtle surprise Sad Sam?**

**Why did Nan have to let the turtle go?**

**What did Nan do with the turtle?**

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 8: *Nan's Pet*

## Day 2

### "The Alphabet Chant"

Recite "The Alphabet Chant" with the children, doing the associated motions.

### Letter and Word Activities

#### **Say-It-Fast**

Say, **We are going to play Say-It-Fast. Remember, I say a word in Alphie Talk so that you will hear each sound separately. Then when I clap, you say it fast.** Provide a sentence for words the children have trouble understanding. Give them a few seconds to think, and then signal the group to respond as you say the word quickly with them. Keep the pace rapid.

2	3	4
Phonemes	Phonemes	Phonemes
i-n	p-a-n	n-i-p-s
	p-a-t	t-i-p-s
	p-e-t	N-a-n-'s

#### **Read Letter Sounds**

##### With the teacher

Present the Key Cards for "p" and any of the letters "d," "i," "a," or "n" that the children find challenging. Form a large letter "p" on the board while saying the letter cue. Repeat, tracing a large letter in the air as the children say the cue in unison with you.



#### **Stretch and Read** (*mostly words from the current story*)

Play the Sound It Out segments for *nap* and *pan* (optional) if the children have not mastered them.

With the teacher

**Let's stretch and read some of the words from the story.** Use the Letter-Blending Cards to make the word *pan* in the pocket chart. Say, **Read with me.** Point to the word *pan*, and sound it out. Repeat with the words *at*, *tips*, *jumps*, *pats*, and *nips*.

With a partner

Distribute the Shared Stories, and have the students take turns reading words on the inside front cover to their partners. Remind the children to use Stretch and Read to help their partners. Circulate and monitor the partners' reading. You may need to model word-blending and partner-reading strategies for specific children.

As the children move on to the Red Words, remind them that these are words that they cannot stretch and read; they are words that they just have to remember.

- Observe which children are able to blend letters to read words.

Encourage the children who can read the words easily to go on to read the sentences to each other.

**Quick Erase**

Continue modeling Quick Erase on the board.

Say, **Today we are going to play Quick Erase.** Erase one letter at a time, and add another to create a new word. If most of the children can read the words easily, do not sound out each word, but have the children read them quickly.

pan → tan → tin → tip → tap → nap → Nan

After changing the “p” in *nap* to “n” to make the word *nan*, say, **This word *nan* is a girl's name. I am going to change the lowercase “n” at the beginning of the name to an uppercase “N.”**

Story Activities

**Story Review**

Holding up *Nan's Pet*, say, **Today we are going to read again our story about the turtle. Can anyone remember the title of the story?** [*Nan's Pet.*] **Do you remember what the turtle did to Tim and Sad Sam?** [*The turtle nipped them.*]

Use Think-Pair-Share so that the children can discuss and share their answers to the following questions:

**What was Sad Sam doing when the turtle nipped him?**

**How did Nan and Tim take care of Sad Sam after the turtle nipped him?**

### **Partner Reading**

Ask the children to sit beside their partners. Remind them of the proper reading position. Tell them to open the book to the first page and point to the first word. Say, **Let's have the Peanut Butters read first.**

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

### **Celebration**

Have two students read, with expression, something they've practiced beforehand. It must be something they can read with expression, even if it's just a sentence. Have the entire class provide encouragement and specific feedback.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 8: *Nan's Pet*

## Day 3

### Wall Frieze Review

Review the letter sounds on the wall frieze.

### Letter and Word Activities

#### **Break-It-Down**

**Remember, in Break-It-Down, I say a word and you listen carefully and say the word in Alphie Talk, saying each sound you hear in the word. Are you ready? *Nan, Nan.* Ready? “Break it down!” [N-a-n.] Right! It is “N-a-n”!**

Continue with *map, has, sad, nippy, and tips.*



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /p/ (optional).

Review /i/, /a/, /s/, /d/, and /p/ with the Key Cards in the usual manner, as necessary.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)



Play the Sound It Out segments for *nap* and *pan*.

Blend many of the phonetically regular words from *Nan's Pet*.

pats naps can nips jumps pet Nan's tips

#### **Word Wall Review**

Quickly review some Red Words from *Nan's Pet*: *go, is, a, has, the,* and *no*.

#### **Stretch and Spell**

Practice writing letters from the recent KinderRoots Shared Stories in their Partner Writing Books or on individual writing boards.

**Now, let's review the special letter for this story. It is /p/. Remember, the letter cue for /p/ is, From head to tail then right around the parrot—/p/. Let's write /p/ several times in our books.** Repeat with other letters from the story.

If time permits and most of the children are able to do so, have them write *pet* and *nips*.

### **Story Activities**

#### **Partner Reading**

Have the children sit with their partners. Distribute the student copies of the Shared Story *Nan's Pet*. Have the children sit up straight, open the books to the first page, and point to the first word.

Say, **Let's practice reading in our best storytelling voices. Remember, a storytelling voice is a smooth voice. It has expression and it makes the story more interesting for the listener.** Model reading a page or two in a storytelling voice.

Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

- Use this opportunity to note which children are able to read simple, phonetically controlled text accurately.

#### **Partner Story Questions**

Do a teacher-directed review of the Partner Story Questions on the inside back cover of the student version of *Nan's Pet*. Have the children take turns reading the questions, discussing their responses to the questions, and circling their answers. If time permits, have the children write a response to the last question. Have a few partners share their answers with the group.

#### **Celebration**

Have two students read, with expression, a page or two from a story they have practiced.

Collect the Shared Stories.



- Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 8: *Nan's Pet*

## Day 4

### "The Alphabet Chant"

Recite "The Alphabet Chant" with the children.



### Letter and Word Activities

Play Animated Alphabet segment for /p/ or any other sounds in this lesson that the children have not mastered (optional).

### **Read Letter Sounds**

Present the Key Cards for "p" and any of the letters that the children find challenging. Form a large letter "p" on the board while saying the letter cue. Repeat and have the students trace a large letter in the air as they say the cue in unison with you.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)

Distribute the Shared Stories. Partners read the Green Words with the target sound on the inside front cover of the books.

### **Red Word Review**

Partners read aloud the Red Words on the inside front cover to each other.

### Story Activities

#### **Guided Group Rereading**

Tell the students that they are going to read the story for themselves. Remind them that the story has many words that contain or start with the /p/ sound. If some of the children did not demonstrate an understanding of the story previously, read the teacher text as well. Encourage them to read with expression, using the punctuation to guide them in how to read each sentence. If some of them are struggling, read each sentence twice, sounding out the Green Words the first time.

Collect the Shared Stories.

### **Story-Related Writing**

In the usual manner, write the writing prompt “Is Nan’s pet sad?” on the board or chart paper. Monitor Partner Reading the prompt. Have the children discuss the answer to the question with their partners before writing it in their Partner Writing Books.

- Observe which children write letters that represent sounds.

Have partners read to each other the answers they have written in their books.

### **Celebration**

At the end of the lesson, have two children read, and have the class provide support and ask probing questions.

-  Play a *Between the Lions* segment for this lesson.

# KinderRoots Story 9: *Sig, the Pig*

## Day 1

Story 9

### Wall Frieze Review

In the usual manner, review the letter sounds on the wall frieze.

### Partner Reading of a Familiar Story

In the usual manner, model specific reading strategies as necessary, and monitor the children as they practice. Acknowledge the students' efforts.

### Introduction to the Current Story

In the usual manner, introduce *Sig, the Pig*. Say, **Today we will read a story about Tim and Matt's visit to a farm to see their friend Mag and an animal named Sig. What kind of animal is Sig?** [(replies) *A pig.*] **Now, let's practice reading some of the sounds and words we'll read in the story.**

### Letter and Word Activities

#### Read Letter Sounds

Play the Animated Alphabet segment for /g/ (optional).

#### With the teacher

In the usual manner, present the "m," "a," "i," "p," and "g" Key Cards to review the sounds of the letters.



Use this opportunity to note which children can identify these sounds.



#### **Stretch and Read** (Focus on words from the current story.)

Play the Sound It Out segments for *gas* and *get* (optional).

#### With the teacher

Say, **Some of the Green Words in *Sig, the Pig* are names, so what do they begin with?** [(replies) *Uppercase letters.*] **Right. Names begin with uppercase letters. Let's try them.** Blend *Sig* and *Mag*'s. Say, ***Sig the pig lives on Mag's farm.***

In the usual manner, blend *digs, gas, gets, pig,* and *map* using any words that the children do not understand in a sentence.

### **Introduce Red Words** (*current story*)

#### **Say-Spell-Say**

Say spell say the Red Words *do, sees, has,* and *loves* in the usual manner.

Add the words *do* and *see* to the Word Wall, and review all the Red Words.

#### **Introduce Readles**

Show the readle for *fence*. Pointing to the *fence* readle, say, **Can anyone recognize what this readle is for?** [(*replies*) *Fence.*] **Yes, it means fence. I am happy that you know this readle.**

### **Story Activities**

#### **Introduction**

Distribute the student copies of *Sig, the Pig*. Say, **When we read the new story, we will meet a new person, Mag, and her pig Sig. In the last story we read, we met Nan's nipping turtle. This story is called *Sig, the Pig*. Do you think Sig and Mag live in the same house?** [(*replies*)] **How do you know? {T-P-S} We know that Sig is a pig. Let's look at the front-cover picture. Where do you think he likes to play? {T-P-S} Sig likes to play outdoors.**

Allow the students to look through the book for a minute to enjoy and become familiar with the pictures.

#### **Background Questions**

Say, **Sig is a pig who lives on a farm. Most pigs live on farms where they like to play and sleep in the mud.** Show a picture(s) of pigs in their farm habitats. **Have any of you ever been to a farm and seen a pig before?** [(*replies*)] **Do all pigs look the same? Can you describe what a pig looks like? {T-P-S}**

#### **Predictive Question**

Ask, **What do you think Sig will do on the farm? {T-P-S}**

## Guided Group Reading

Read the story together, reminding the children that the story has many words that contain or start with the sounds they have reviewed today, especially /g/.

Listen for words that the students find difficult to read, and stop to stretch and read those words.

## Story Discussion

Have the students think about and discuss the story, and ask the following questions:

**What animal did Matt and Tim see at the farm?**

**Why did Sig dig under the fence?**

**How did Mag stop Sig from digging?**

**How did Tim help?**

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson.

# KinderRoots Story 9: *Sig, the Pig*

## Day 2

### "The Alphabet Chant"

In the usual manner, recite "The Alphabet Chant" with the children.

### Letter and Word Activities

#### **Say-It-Fast**

Play Say-It-Fast. Provide a sentence for words the children have trouble understanding.

2	3	4
Phonemes	Phonemes	Phonemes
a-t	d-i-g	r-u-n-s
	g-a-s	n-a-p-s
		g-e-t-s

#### **Read Letter Sounds**

##### With the teacher

In the usual manner, present the Key Cards for "g" and any of the letters "m," "a," "i," "p," or "d" that the children find challenging.

#### **Stretch and Read** (*mostly words from the current story*)

Play the Sound It Out segments for *gas* and *get* (optional) if the children have not mastered them.

##### With the teacher

In the usual manner, blend *gets*, *pig*, *sags*, and *tags* using any words that the children do not understand in a sentence.

##### With a partner

Distribute the student copies of *Sig, the Pig*, and have the children take turns reading words on the inside front cover to their partners. Monitor their reading and model word-blending and partner-reading strategies for specific children.

Have the children move on to the Red Words.



Observe which children are able to blend letters to read words.

Encourage the children who can read the words easily to move on to read the sentences to each other.

### Quick Erase

In the usual manner, play Quick Erase. If most of the children can read the words easily, do not sound out each word, but have them read the words quickly.

dig → did → dad → sad → mad → Mag

After changing the “d” in *mad* to “g” to make the word *mag*, say, **This word *mag* is a girl’s name. I’m going to change the lowercase “m” at the beginning of her name to an uppercase “M.”**

### Story Activities

#### Story Review

In the usual manner, conduct the story review. Say, **Today we are going to read our story about the pig again. Can anyone remember the title of the story?** [(replies) *Sig, the Pig.*] **Do you remember what Sig did to the fence on the farm?** [*He made it sag by digging.*]

#### Partner Reading

In the usual manner, begin Partner Reading. Say, **Let’s have the Jellies read first.**

#### Celebration

Have two students read, with expression, something they practiced beforehand. Have the entire class provide encouragement and specific feedback.

Collect the Shared Stories.



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 9: *Sig, the Pig*

## Day 3

### Wall Frieze Review

In the usual manner, review the letter sounds on the wall frieze.

### Letter and Word Activities

#### **Break-It-Down**

In the usual manner, play Break-It-Down with the children.

T-i-m      d-i-d      s-a-d      g-e-t-s      s-a-gg-y



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /g/ (optional).

In the usual manner, review /m/, /a/, /i/, /p/, and /g/ with the Key Cards as necessary.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)



Play the Sound It Out segments for *gas* and *get* (optional) if the children have not mastered them.

In the usual manner, blend the phonetically regular words *gas*, *Mag's*, *map*, *pig*, *sags*, and *tags* from *Sig, the Pig*.

#### **Word Wall Review**

Quickly review the Red Words *do*, *sees*, *has*, and *loves* from *Sig, the Pig*.

#### **Stretch and Spell**

In the usual manner, have the children practice writing the focal letter “g” in their Partner Writing Books or on individual writing boards. Recite the letter cue for the letter if necessary.

If time permits and most of the children are able to do so, have them write *get* and *gas*.

## **Story Activities**

### **Partner Reading**

In the usual manner, conduct Partner Reading. Monitor the children as they practice partner reading, modeling specific partner-reading strategies as necessary.

- Use this opportunity to note which children are able to read simple, phonetically controlled text accurately.

### **Partner Story Questions**

In the usual manner, conduct a teacher-directed review of the Partner Story Questions in *Sig, the Pig*.

Have the children take turns reading the questions, discussing their answers, circling their answers, and writing a brief response to the last question. Have a few partners share their answers with the group.

### **Celebration**

Have two students read, with expression, a page or two from a story they have practiced.

Collect the Shared Stories.

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 9: *Sig, the Pig*

## Day 4

### "The Alphabet Chant"

In the usual manner, recite "The Alphabet Chant" with the children.



### Letter and Word Activities

Play the Animated Alphabet segment for /g/ (optional) or any of the other sounds in this lesson that the children have not mastered.

### **Read Letter Sounds**

In the usual manner, present the Key Cards for "g" and any of the previous letters that the children find challenging.

### **Stretch and Read** (*Focus on words from the current story with the target sound.*)

In the usual manner, distribute *Sig, the Pig*, and have partners read the Green Words on the inside front cover aloud to each other.

### **Red Word Review**

Partners read the Red Words on the inside front cover aloud to each other.

### Story Activities

#### **Guided Group Rereading**

In the usual manner, conduct Guided Group Rereading, reminding the children that the story has many words that contain or start with the /g/ sound. Encourage the children to read with expression, using the punctuation to guide them as to how to read each sentence. If some of them are struggling, read each sentence twice, sounding out the Green Words the first time.

Collect the Shared Stories.

### **Story-Related Writing**

Write the writing prompt “Did Sig, the pig, dig?” on the board or chart paper. Say, **Work with your partner to read this question about Sig.**

Monitor partners reading the prompt to each other. Read it aloud with them. Have the children discuss the answer to the question with their partners before writing it in their Partner Writing Books.

### **Celebration**

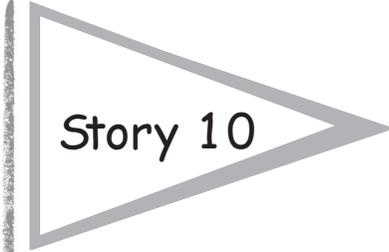
At the end of the lesson, have two children read, and have the class provide support and ask probing questions.



Play a *Between the Lions* segment for this lesson (optional).



# KinderRoots Story 10: *Don Gets a Dog*



## Story 10

## Day 1

Note: By now we trust that you have become accustomed to the repetitive sections of the KinderRoots Shared Stories lessons. Beginning today, these sections of Stepping Stones will be streamlined, eliminating the routine directions and teacher-dialogue text, so only the headings remain. Continue to check the daily lessons, however, for the sounds and words to be reviewed, new Red and Green words, and story-specific activities.

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

### Introduction to the Current Story

Show the children *Don Gets a Dog*. Say, **Remember in our last KinderRoots Shared Story, we read about Mag who had a pig named Sig who liked to dig. Today we will read about another character named Don who would like to have a pet of his own. What kind of pet do you think Don would like to have?**

[CR: A dog.] **First, let's practice reading some of the sounds and words in the story, and then we will read them all together in the story.**

### Letter and Word Activities

#### **Read Letter Sounds**



Play the Animated Alphabet segment for /o/ (optional).

#### With the teacher

Present the “n,” “g,” “i,” “p,” and “o” Key Cards to review the sounds of the letters.



Use this opportunity to note which children can identify these letter sounds.



### Stretch and Read *(Focus on words from current story.)*

Play the Sound It Out segments for *dog* and *mop* (optional).

#### With the teacher

Don dog Mom mops pot spots not

### Introduce Red Words *(current story)*

#### Say-Spell-Say

he like of put do

### Introduce Readles

Show the readles for *food* and *water*. Pointing to the *food* readle, say, **This readle is for food.** Teach the readle for *water* in the same manner.

- ▷ Continue with the following activities for the Shared Story *Don Gets a Dog*:

### Story Activities

#### Introduction

Use the teacher version, and distribute the student copies of *Don Gets a Dog*. Say, **When we read our new story, we will meet a new boy named Don, a friend of Matt's. In our last two stories we read about two girls, Nan and Mag, who had two different animals, a pig and a turtle. Today's story is called *Don Gets a Dog*. Which animal will we be reading about now? [(replies) *A dog.*] How do you know? {T-P-S}**

#### Background Questions

Say, **Many people have dogs for pets. In fact, in our country, dogs are some of the most popular pets. People like dogs because they are friendly and enjoy being around people. As you probably know, there are many kinds of dogs. Do any of you have a dog? [(replies)]** If yes, ask what kinds of dogs the children have. **What do you do to take care of your dog? [(replies)]**

#### Predictive Question

Ask, **When Don gets a dog, what do you think he will have to do to take care of it? {T-P-S}**

## Guided Group Reading

Remind the children that the story has many words that contain or start with the sounds they have reviewed today, especially /o/.

## Story Discussion

Have the students think about and discuss the story.

**Why didn't Don's mom want him to get a dog?**

**Why did Don ask Matt to bring Sad Sam to his house?**

**How did Sad Sam make a mess?**

**If you were Don's parents, would you let him get a dog?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 10: *Don Gets a Dog*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2	3	4
Phonemes	Phonemes	Phonemes
n-o	S-i-d	d-o-g-s
d-o	T-i-m	j-u-m-p

##### **Read Letter Sounds**

###### With the teacher

Present the Key Cards for "o" and any of the letters "g," "n," "i," or "p" that the children find challenging.

##### **Stretch and Read**



Play the Sound It Out segments for *dog* and *mop* (optional) if the children have not mastered them.

###### With the teacher

**Let's stretch and read some of the words from the story.**

Pop          dog          mess          Spot

###### With a partner

- Observe which children are able to blend letters to read words.

##### **Quick Erase**

Mom → mop → map → mat → sat

- ▷ Continue with the following activities for the Shared Story *Don Gets a Dog*:

### **Story Activities**

#### **Story Review**

Holding up *Don Gets a Dog*, say, **Today we are going to read again our story about how Don got his dog Spot. Can anyone remember the title of the story?** [(replies) *Don Gets a Dog.*] **Do you remember what Sad Sam did when Matt brought him over to Don's house?** [(replies) *He jumped on Don.*] **What happened after Sad Sam and the boys made a mess?** [(replies) *They mopped up the mess.*]

Use Think-Pair-Share so the children can discuss and share their answers to the following questions:

**Name three things Don has to do for his dog every day.**

**Why did Don name his dog Spot?**

#### **Partner Reading**

#### **Celebration**



Play a *Between the Lions* segment for this lesson (optional).



Ask the children to say it fast after you say some words in Alphie Talk: /n/ /o/ [*no*];  
/m/ /o/ /p/ /s/ [*mops*]; /a/ /n/ [*an*];  
/d/ /o/ /g/ [*dog*].

# KinderRoots Story 10: *Don Gets a Dog*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

P-o-p    m-o-p-s    s-p-o-t-s    d-o-g-s    p-o-t

#### Read Letter Sounds

Play the Animated Alphabet segment for /o/ (optional).

Review /g/, /n/, /i/, /p/, and /o/ with the Key Cards.

#### Stretch and Read

get    Don    Mom    mop    Spot    mess    got    pot

#### Word Wall Review

he    do    like    of    put    the

#### Stretch and Spell

**Now let's review the special letter for this story. It is /o/.**

**Remember the letter cue for /o/ is, Left around the octopus—  
/o/. Let's write /o/ several times.**

Have the children write a few of the Green Words from the current story.

- ▷ Continue with the following activities for the Shared Story *Don Gets a Dog*:

### **Story Activities**

#### **Partner Reading**

- Use this opportunity to observe which children are able to read simple, phonetically controlled text accurately.

#### **Partner Story Questions**

### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

-  Challenge the children to say it fast after you say words slowly in Alphie Talk: /g/ /o / [go];  
/s/ /t/ /o/ /p/ [stop]; /u/ /p/ [up];  
/d/ /ow/ /n/ [down].

# KinderRoots Story 10: *Don Gets a Dog*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

- Play the Word Play for *Don Gets a Dog* (optional) if some children don't seem to understand the vocabulary from the story.

#### Read Letter Sounds

- Play the Animated Alphabet segment for /o/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Card for "o" and any of the previous letters that the children find challenging.

### **Stretch and Read**

### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *Don Gets a Dog*:

#### Story Activities

##### **Guided Group Rereading**

##### **Story-Related Writing**

Writing prompt: "Can Don mop Spot's spots?"

- Observe which children write letters that represent sounds.

#### Celebration

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 11: *Where is Pit-Pat?*



## Story 11

### Day 1

- ▷ Complete the following activities in the usual manner:

#### Wall Frieze Review

#### Partner Reading of a Familiar Story

#### Introduction to the Current Story

Show the children the teacher version of *Where is Pit-Pat?* and a student version as well. Say, **Remember in our last KinderRoots Shared Story, we read about how Don learned to take care of his new dog, Spot. Today we will read about a girl named Pam and her cat, Pit-Pat. Pam and Pit-Pat like to play together. What kind of play do you think they like? [CR: Hiding games, playing ball, etc.] We will find out what they like to do when we read the story. First, let's practice some of the sounds and words in the story, and then we will read them all together in the story.**

#### Letter and Word Activities

##### Read Letter Sounds

Play the Animated Alphabet segment for /c/ (optional).

##### With the teacher

Present the “a,” “p,” “i,” “o,” and “c” Key Cards to review the sounds of the letters.

- Use this opportunity to note which children can identify these letter sounds.

##### Stretch and Read (Focus on words from the current story.)

Play the Sound It Out segments for *cat* and *cap* (optional).

##### With the teacher

Pit-Pat   bump   cot   can   Pam   cap   cat   tic-toc

## Introduce Red Words Say-Spell-Say

are likes my says to you

### Introduce Readles

Introduce the readles for *hide, clock, tail, arms, and silly*.

- ▷ Continue with the following activities for the Shared Story *Where is Pit-Pat?*:

### Story Activities

#### Introduction

Distribute the KinderRoots Shared Stories. Say, **When we read our new story, we will meet Pit-Pat the cat. In our last story, we learned how Don was able to get the new dog he wanted. This story is called *Where is Pit-Pat?* What game are you often playing when you use the word *where* as in “Where is Pit-Pat?”** [(replies) *A hiding game, Hide-and-Seek.*] **Let’s read the book and see how Pam and Pit-Pat play.**

#### Background Questions

Say, **Even though Pit-Pat is a cat, she likes to play a game with Pam. Cats and dogs both enjoy playing their favorite games with their owners. Can you think of any other games that people and animals can play together?** [(replies) *Ball games, games with string, games with ropes, and running and chasing games, etc.*] **Have any of you ever played a game with a cat or a dog before?** [(replies)] **Tell us about it.** [(replies)] **Can you think of some other activities that would be fun to do with a cat or a dog?** {T-P-S}

#### Predictive Question

Ask, **Do you think Pam will have to look a lot of places to find Pit-Pat?** {T-P-S}

#### Guided Group Reading

Remind the children that the story has many words that contain or start with the sounds that they have reviewed today, especially /c/.

## Story Discussion

Have the students think about and discuss the story.

**Where did Pam look for Pit-Pat?**

**Why couldn't Pam find Pit-Pat?**

**How did Pam and Pit-Pat feel when they were together again?**

**If you were Pit-Pat, where would you hide?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 11: *Where is Pit-Pat?*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2	3	4
Phonemes	Phonemes	Phonemes
d-o	c-o-t	c-a-n-s
a-n	c-a-p	p-o-p-s

##### **Read Letter Sounds**

###### With the teacher

Present the Key Cards for "c" and any of the letters "a," "p," "i," or "o" that the children find challenging.



##### **Stretch and Read**

Play the Sound It Out segments for *cat* and *cap* (optional) if the children have not mastered them.

###### With the teacher

**Let's stretch and read some of the words from the story.**

bump      can      cot      Pam      Pit-Pat      tic-toc

###### With a partner

- Observe which children are able to blend letters to read words.

##### **Quick Erase**

cap → cat → cot → not → pot → pat → pan → pin

- ▷ Continue with the following activities for the Shared Story *Where is Pit-Pat?*:

### **Story Activities**

#### **Story Review**

Holding up *Where is Pit-Pat?* say, **Today we are going to reread our story about Pit-Pat the cat. Can anyone remember the title of the story?** [(replies) *Where is Pit-Pat?*] **Do you remember what Pit-Pat did in the story?** [(replies) *She hid from Pam.*]

Use Think-Pair-Share so the children can discuss and share their answers to the following questions:

**What clue did Pam see before she finally found Pit-Pat?**

**How did Pam feel when she found Pit-Pat?**

#### **Partner Reading**

#### **Celebration**



Play a *Between the Lions* segment for this lesson (optional).



Ask the children to say it fast after you say some words in Alphie Talk: /a/ /n/ [an];  
/b/ /u/ /m/ /p/ [bump]; /o/ /n/ [on];  
/c/ /a/ /n/ [can].

# KinderRoots Story 11: *Where is Pit-Pat?*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

P-a-m    c-a-n    b-u-m-p    p-a-t    c-a-p    p-o-t-s



#### Read Letter Sounds

Play the Animated Alphabet segment for /c/ (optional).

Review /a/, /p/, /i/, /o/ and /c/ with the Key Cards.

#### Stretch and Read

cot    cap    Pit-Pat    cat    tic-toc    can    bump    Pam

#### Word Wall Review

are    likes    my    says    to    you

#### Stretch and Spell

**Now, let's review the special letter for this story. It is /c/.**

**Remember, the writing cue for /c/ is, Curl left around the caterpillar—/c/. Let's write /c/ several times.**

Have the children write a few of the Green Words from the current story.

- ▷ Continue with the following activities for the Shared Story *Where is Pit-Pat?*:

### **Story Activities**

#### **Partner Reading**

- Use this opportunity to observe which children are able to read simple, phonetically controlled text accurately.

#### **Partner Practice Questions**

### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

-  Challenge the children to say it fast after you say words slowly in Alphie Talk: /g/ /o / [go];  
/s/ /t/ /o/ /p / [stop]; /u/ /p / [up];  
/d/ /ow/ /n/ [down].

# KinderRoots Story 11: *Where is Pit-Pat?*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### **Read Letter Sounds**

- Play the Animated Alphabet segment for /c/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for "c" and any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *Where is Pit-Pat?*:

#### Story Activities

##### **Guided Group Rereading**

##### **Story-Related Writing**

Writing prompt: "Can Pam get Pit-Pat in Matt's cap?"

- Observe which children write letters that represent sounds.

#### Celebration

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 12: *The Jumping Sack*

Story 12

## Day 1

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

### Introduction to the Current Story

Show the children *The Jumping Sack*. Say, **Remember in our last KinderRoots Shared Story, we read about the fun Pam and her cat Pit-Pat had playing Hide-and-Seek? Today we will read a story that shows how Nan helped her sick cousin Kim feel better. Do you wonder how she might have done this? How could you help a sick person feel better?** [(replies) *Visit her, send a card, give her food or drink, try to cheer her up.*] **First, let's practice reading some of the sounds and words in the story. Then we will read them all together in the story.**

### Letter and Word Activities

#### **Read Letter Sounds**

Play the Animated Alphabet segment for /k/ (optional).

#### With the teacher

Present the “c,” “g,” “i,” “k,” and “o” Key Cards to review the sounds of the letters.

#### **Stretch and Read**

Play the Sound It Out segments for *kiss* and *kid* (optional).

#### With the teacher

frog	picks	sick	jumps
Kim	sack	sock	pack

## Introduce Red Words Say-Spell-Say

she      with      put      says      sees

### Introduce Readles

Show the readles for *smiles* and *toys*. Pointing to the *smiles* readle, say, **The word for this readle is *smiles*. It makes me smile to know that you know the meaning of this readle.** Teach the readle for *toys* in the same manner.

- ▷ Continue with the following activities for the Shared Story *The Jumping Sack*:

### Story Activities

#### Introduction

Use the teacher version, and distribute the student copies of *The Jumping Sack*. Say, **When we read our new story, we will meet Nan's cousin Kim who is home with a cold. In the last two stories that we read, we met a dog named Spot and a cat named Pit-Pat. This story is called *The Jumping Sack*. Do you think there will be an animal in this story? [(replies) Yes.] What makes you think that? {T-P-S} Do sacks usually jump by themselves? [(replies) No.] What would you think if you saw a sack jumping? {T-P-S} Let's look at the front-cover picture. Does this give you any ideas about the story? {T-P-S}**

#### Background Questions

Say, **Do you have cousins? Have they ever visited you when you were sick? How would you cheer up your cousins if they were sick? {T-P-S}**

#### Predictive Question

Ask, **What do you think Nan will do to make Kim feel better? {T-P-S}**

- Take this opportunity to note the children who make predictions about the story before it is read as well as those who predict events while the story is being read.

## **Guided Group Reading**

Remind the children that the story has many words that contain or start with the sounds they have reviewed today, especially /k/.

## **Story Discussion**

Have the students think about and discuss the story. Encourage them to use the book to find specific clues to answer the following questions:

**Why did Nan visit Kim?**

**What did Nan bring with her?**

**What was in the sack?**

**Why do you think Nan put a frog in the sack?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 12: *The Jumping Sack*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2	3	4
Phonemes	Phonemes	Phonemes
o-f	s-o-ck	k-i-ck-s
	K-i-m	k-i-d-s
		p-i-ck-s

##### **Read Letter Sounds**

###### With the teacher

Present the Key Cards for "c," "g," "i," "k," and "o" and any other sounds that the children find challenging.

-  **Stretch and Read** (*mostly words from the current story*)  
Play the Sound It Out segments for *kiss* and *kid* (optional) if the children have not mastered them.

###### With the teacher

**Let's stretch and read some of the words from the story.**

frog	pack	sock	sack
kicks	picks	up	sick

###### With a partner

##### **Quick Erase**

Tim      Kim      kick      sick      pick      pack

- ▷ Continue with the following activities for the Shared Story *The Jumping Sack*:

### **Story Activities**

#### **Story Review**

Holding up *The Jumping Sack*, say, **Today we are going to reread our story about a sack with a surprise in it. Can anyone remember the title of the story?** [(replies) *The Jumping Sack.*]  
**Do you remember what the frog was in when Kim took it from the sack?** [(replies) *A sock.*]

Use Think-Pair-Share so the children can discuss and share their answers to the following questions:

**What else besides the frog and the sock were in the sack?**

**How did the girls feel when they saw the sack jump?**

- Take this opportunity to note the children who recall facts from the story.

#### **Partner Reading**

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 12: *The Jumping Sack:*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

K-i-m      p-i-ck      j-u-m-p-s      g-e-t-s      s-a-ck

#### **Read Letter Sounds**

Play the Animated Alphabet segment for /k/ (optional).

Review /c/, /g/, /i/, /k/, and /o/ with the Key Cards.

#### Stretch and Read

frog      sock      kicks      Kim      jumps      picks

- Take this opportunity to note the children who are able to blend letters to read words.

#### Word Wall Review

she      put      with      says      sees

#### Stretch and Spell

**Let's review the special sound for this story. It is /k/.**

**Remember, the letter cue for /k/ is, From head to toe, arm up, kick out—/k/. Let's write /k/ several times on the first page of our book.**

Have the children write several Green Words from the story.

- ▷ Continue with the following activities for the Shared Story *The Jumping Sack*:

**Story Activities**

**Partner Reading**

**Partner Story Questions**

**Celebration**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 12: *The Jumping Sack*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /k/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for "k" and any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *The Jumping Sack*:

#### Story Activities

#### **Guided Group Rereading**

#### **Story-Related Writing**

Writing prompt: "Did Kim get the frog in the sack?"

As the children are able to write more complex answers, use this second, open-ended question: "Why did Nan put the frog in the sack?"



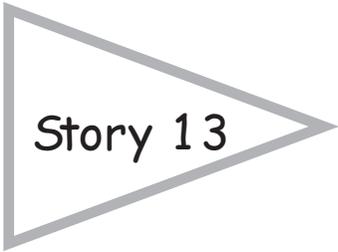
Take this opportunity to note the children who answer the higher-order question about the story they've read.

#### Celebration



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 13: *The Mud Dog*



Story 13

## Day 1

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

### Introduction to the Current Story

Show the children the teacher and student versions of *The Mud Dog*. Say, **Remember that in our last KinderRoots Shared Story we read about how Nan made her sick cousin Kim feel better with a very funny surprise inside a sack. Today we will read another story about Matt’s dog, Sad Sam.**

**In this story, Sad Sam does some surprising things. What do you think he does? {T-P-S} First, let’s practice reading some of the sounds and words in the story, and then we will read them all together in the story.**

### Letter and Word Activities

#### **Read Letter Sounds**



Play the Animated Alphabet segment for /u/ (optional).

#### With the teacher

Present the “g,” “o,” “i,” “k,” and “u” Key Cards to review the sounds of the letters.



## Stretch and Read

Play the Sound It Out segments for *dug* and *mud* (optional).

### With the teacher

up	dug	him	mud	tugs
must	pup	sun	suds	cup

## Introduce Red Words (current story) Say-Spell-Say

does      that      good      likes      oh      puts

## Introduce Readles

Show the readles for *smiles* and *soap*. Pointing to the *smiles* readle, say, **Can anyone remember what word this readle is for?** [(replies) Smiles.] **Yes, it means *smiles*. It makes me smile that you know this readle.** Teach the readle for *soap* in this manner.

- ▷ Continue with the following activities for the Shared Story *The Mud Dog*:

## Story Activities

### Introduction

Use the teacher version, and distribute the student copies of *The Mud Dog*. Say, **When we read our new story, we will see how Matt and Nan take care of Sad Sam after he surprises them and gets into a little trouble. In the last story we read, we saw how an animal in a sack turned out to be a good surprise for Kim. This story is called *The Mud Dog*. What do you think Sad Sam is going to do?** [(replies) *Get dirty.*] **How do you know? {T-P-S}**

## Background Questions

Say, **Many dogs like to dig and play in the dirt. It is a very natural thing for them to do. When dogs get dirty, they need to be bathed. In today's story, Sad Sam gets dirty and needs a bath. If a dog has soapsuds around its mouth, it might look like it has rabies. Rabies is a disease that dogs and other animals can get. Sometimes dogs with rabies have foam around their mouths. Soapsuds could look like this foam. Animal doctors, or veterinarians, give dogs and cats shots to keep them from getting rabies and other diseases. Have any of you ever had a dog or cat that got a rabies shot? [replies] We'll read *The Mud Dog* to find out what Matt and Nan did to take care of Sad Sam.**

## Predictive Question

Ask, **Someone in the story thinks Sad Sam might be sick with rabies. How do you think Matt and Nan will show that Sad Sam is not a sick dog? {T-P-S}** Let's read to find out.



Take this opportunity to note the children who make predictions about the story before it is read as well as those who predict events while the story is being read.

## Guided Group Reading

Remind the children that the story has many words that contain or start with the sounds they reviewed today, especially /u/.

## Story Discussion

Have the students think about and discuss the story. Encourage them to use the book to find specific clues to answer the following questions:

**How did Sad Sam get so muddy?**

**Why did Sad Sam run away?**

**Why did the man think that Sad Sam was a mad dog?**

**How did Sad Sam look at the end of the story?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 13: *The Mud Dog*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2  
Phonemes  
u-p

3  
Phonemes  
s-u-n  
p-u-p

4  
Phonemes  
k-i-d-s  
s-u-d-s  
y-e-ll-s

#### **Read Letter Sounds**

##### With the teacher

Present the Key Cards for "g," "i," "k," "o," and "u" or any other sounds that the children find challenging.

#### **Stretch and Read**

Play the Sound It Out segments for *dug* and *mud* (optional) if the children have not mastered them.

##### With the teacher

cup	dug	him	kids
mud	must	yells	tugs

##### With a partner

#### **Quick Erase**

Don → dog → dug → tug → pug → pup

- ▷ Continue with the following activities for the Shared Story *The Mud Dog*:

### **Story Activities**

#### **Story Review**

Holding up *The Mud Dog*, say, **Today, before we read the story about Sad Sam again, take a moment to retell the story with your partner. {T-P-S}**

- Take this opportunity to note the children who can retell a story they have read.

#### **Partner Reading**

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 13: *The Mud Dog*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

m-u-d      s-u-d-s      m-u-s-t      y-e-ll-s      w-e-t

#### Read Letter Sounds

Play the Animated Alphabet segment for /u/ (optional).

Review /g/, /i/, /k/, /o/, and /u/ with the Key Cards.

#### Stretch and Read

up      dug      him      sun      tugs      suds      must      runs

- Take this opportunity to note the children who are able to blend letters to read words.

#### Word Wall Review

does      that      good      likes      oh      puts

#### Stretch and Spell

**Let's review the special letter for this story. It is /u/.**

**Remember, the letter cue for /u/ is, Right under the umbrella, up and down—/uuu/. Let's write /u/ several times on the first page of our book.**

Have the children write several Green Words from the story.

- ▷ Continue with the following activities for the Shared Story  
*The Mud Dog*:

**Story Activities**

**Partner Reading**

**Partner Story Questions**

**Celebration**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 13: *The Mud Dog*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /u/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for “u” and any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *The Mud Dog*:

#### Story Activities

#### **Guided Group Rereading**

#### **Story-Related Writing**

Writing prompt: “Did the kids put Sad Sam in the mud?”

As the children are able to write more complex answers, use this second, open-ended question: “Why did Sad Sam like to dig?”



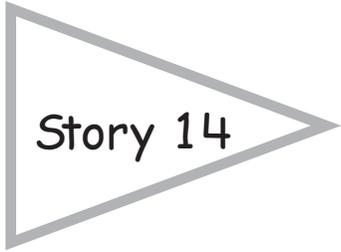
Take this opportunity to note the children who answer the higher-order question about the story they have read.

#### Celebration



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 14: *Tubb the Cub*



## Story 14

# Day 1

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

### Introduction to the Current Story

Show the children *Tubb the Cub*. Say, **Remember in our last KinderRoots Shared Story, we read about Sad Sam’s adventures in the mud. Today we will read about a new animal character named Tubb. What kind of animal is it? [(replies) A little lion.] First, let’s practice reading some of the sounds and words in the story, and then we will read them all together in the story.**

### Letter and Word Activities

#### **Read Letter Sounds**

Play the Animated Alphabet segment for /b/ (optional).

#### With the teacher

Present the “n,” “i,” “o,” “u,” and “b” Key Cards to review the sounds of the letters.

- Use this opportunity to observe which children can identify these letter sounds.

#### **Stretch and Read**

Play the Sound It Out segments for *big* and *bug* (optional).

#### With the teacher

back      bit      bad      bugs      bats      sobs

## Introduce Red Words Say-Spell-Say

be      want      play      have      me      ow

### Introduce Readles

Show the readles for *lion* and *tail*. Pointing to the *lion* readle, say, **Can anyone say what word this readle means? Yes, it means *lion*.** Teach the readle for *tail* in the same manner.

- ▷ Continue with the following activities for the Shared Story *Tubb the Cub*:

### Story Activities

#### Introduction

Use the teacher version, and distribute the student copies of *Tubb the Cub*. Say, **When we read the new story, we will meet Tubb, the little lion cub, and we will learn why he is sad at the beginning of the story. This story is called *Tubb the Cub*. Why do you think Tubb is sad? [replies] Why do you think that? {T-P-S}** **Let's read this book and find out why Tubb feels sad.**

#### Background Questions

Say, **Tubb is a little lion cub who lives with his mom. Most of the lions in the world today live in Africa or in zoos. A lion is a member of the cat family. Can you see how a big lion and little cat look alike? [replies]** If yes, ask the children how the two look alike. **A big lion can roar, but a little cat just says meow.** Show the children different pictures of lions if available. Say, **Have any of you ever seen a lion before? Where did you see one? [(replies) Zoo, television, a movie.] Describe what the lion that you saw looked like. {T-P-S}**

#### Predictive Question

Ask, **What problems do you think Tubb will have? {T-P-S}**

#### Guided Group Reading

Remind the children that the story has many words that contain or start with the sounds that they have reviewed today, especially /b/.

## Story Discussion

Have the students think about and discuss the story.

**What did Tubb want to be?**

**How did the bug and the bat make Tubb cry?**

**Why did Tubb run to his mother?**

**What are some things a cub can do?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 14: *Tubb the Cub*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2	3	4
Phonemes	Phonemes	Phonemes
d-o	b-a-ck	s-o-b-s
	T-u-bb	b-u-g-s
		f-u-nn-y

##### **Read Letter Sounds**

###### With the teacher

Present the Key Cards for "b" and any of the letters "i," "o," "u," or "n" that the children find challenging.



##### **Stretch and Read**

Play the Sound It Out segments for *big* and *bug* (optional) if the children have not mastered them.

###### With the teacher

bugs      cubs      fun      Tubb      back

###### With a partner

##### **Quick Erase**

big → bug → bun → fun → run → rub

- ▷ Continue with the following activities for the Shared Story *Tubb the Cub*:

### **Story Activities**

#### **Story Review**

Holding up *Tubb the Cub*, say, **Today we are going to read our story about the lion cub again. Can anyone remember the title of the story?** [*Tubb the Cub.*] **Do you remember what Tubb said to the bug and the bat?** [(replies) “*I am big. I am bad. I am a lion.*”]

Use Think-Pair-Share so the children can discuss and share their answers to the following questions:

**Even though Tubb can't be as big and bad as he would like, can you name some things he can enjoy doing.**

**What did Tubb say when the bug and the bat nipped him?**

- Take this opportunity to observe which children can recall facts from a story they have read.

#### **Partner Reading**

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 14: *Tubb the Cub*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

T-u-bb   r-u-n   s-o-b   i-n-t-o   b-a-t-s   b-u-g-s

#### Read Letter Sounds

Play the Animated Alphabet segment for /b/ (optional).

Review the sounds /i/, /o/, /u/, /n/, and /b/ with the Key Cards.

#### Stretch and Read

Tubb's   big   fun   sobs   bad   cubs   but   back

#### Word Wall Review

be   want   have   play   me

#### Stretch and Spell

**Now, let's review the special letter for this story. It is /b/.**

**Remember, the letter cue for /b/ is, Down the bat and right around the ball—/b/. Let's write /b/ several times.**

Have the children write a few of the Green Words from the current story.

- ▷ Continue with the following activities for the Shared Story *Tubb the Cub*:

### **Story Activities**

#### **Partner Reading**

- Use this opportunity to observe which children are able to read simple, phonetically controlled text correctly.

#### **Partner Story Questions**

### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 14: *Tubb the Cub*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /b/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for “b” and any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *Tubb the Cub*.

#### Story Activities

#### **Guided Group Rereading**

#### **Story-Related Writing**

Writing prompt: “Did Tubb like bugs and bats?”

As the children are able to write more complex answers, use this second, open-ended question: “Why was Tubb sad?”

#### Celebration



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 15: *The Fin in the Water*

Story 15

## Day 1

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

#### Introduction to the Current Story

Show the children *The Fin in the Water*. Say, **Today we will join Matt, Nan, and Matt's dad for an adventurous day at the beach. Have any of you ever been to a beach? [replies] What is a beach like? [(replies) It's sandy; it's next to a large body of water such as an ocean or a large lake.] What can you do at the beach? [(replies) Swim, play in the sand, collect seashells, and run and play.] First, let's practice reading some of the sounds and words in the story. Then we will read them all together in the story.**

### Letter and Word Activities

#### **Read Letter Sounds**

Play the Animated Alphabet segment for /f/ (optional).

#### With the teacher

Present the “i,” “o,” “u,” “b,” and “f” Key Cards to review the sounds of the letters.

- Use this opportunity to note which children can identify these letter sounds.

#### **Stretch and Read**

Play the Sound It Out segments for *fit* and *fun* (optional).

#### With the teacher

off      fat      puff      fib      fin      fits

## Introduce Red Words Say-Spell-Say

have          they          see          that          saw

### Introduce Readles

Show the readles for *beach*, *shark*, *tire*, and *water*. Pointing to the *beach* readle, say, **Can anyone say what word this readle stands for? Yes, it stands for *beach*.** Teach the other readles in the same manner. The readle for *water* was introduced in a previous story.

- ▷ Continue with the following activities for the Shared Story *The Fin in the Water*:

### Story Activities

#### Introduction

Use the teacher version, and distribute student copies of *The Fin in the Water*. Say, **When we read this new story, we will see what happens when Matt and Nan go to the beach with Matt's dad. In our last story, we saw how Tubb, although not as big and bad as he would like to have been, found out that he could do many fun things anyway. Today's story is called *The Fin in the Water*. Do you know what a fin is?** [*replies*] Some children may not know, so explain that a fin is a part of a fish's body that looks like wings on the fish's sides and helps the fish to move around. Some fins stick up from the back of the fish. **Have any of you ever seen a fin on a fish?** [*replies*] Some of the children may say yes. If so, ask where they saw the fin. Say, **People sometimes wear rubber or plastic fins to help them swim.**

#### Background Questions

Say, **A trip to the beach can be a lot of fun. As we mentioned earlier, there are many fun things to do there. It is important, though, to make sure that you are with an older person while playing in or around water, in case of any dangers. Matt and Nan had Matt's dad with them at the beach. Many beaches in our country have lifeguards. Do you know what a lifeguard does?** [(*replies*) *Watches the swimmers to make sure they are safe.*]

### **Predictive Question**

Ask, **What do you think Matt and Nan will do at the beach?**

**{T-P-S}**

### **Guided Group Reading**

Remind the children that the story has many words that contain or start with the sounds they have reviewed today, especially /f/.

### **Story Discussion**

Have the students think about and discuss the story.

**What did Nan do with the tire?**

**Why was Nan afraid?**

**How did Matt trick Nan?**

**How did Nan know that Matt was fibbing?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 15: *The Fin in the Water*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2  
Phonemes  
o-ff

3  
Phonemes  
f-i-n  
d-i-d

4  
Phonemes  
f-i-t-s  
p-u-ff-s  
s-a-n-d

#### **Read Letter Sounds**

##### With the teacher

Present the Key Card for "f" and any of the letters "i," "o," "u," or "b" that the children find challenging.



#### **Stretch and Read**

Play the Sound It Out segments for *fit* and *fun* (optional) if the children have not mastered them.

##### With the teacher

fat    fib    puff    fin    sand    fits    did    off

##### With a partner

#### **Quick Erase**

puff → buff → but → bat → fat → fan

- ▷ Continue with the following activities for the Shared Story *The Fin in the Water*:

### **Story Activities**

#### **Story Review**

Holding up *The Fin in the Water*, say, **Today, before we read the story about Matt and Nan again, take a moment to retell the story with your partner.**

- Take this opportunity to observe which children retell the story they have read.

#### **Partner Reading**

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 15: *The Fin in the Water*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

f-i-b      h-i-m      f-a-t      p-u-ff-s      s-a-n-d

#### Read Letter Sounds

Review /i/, /o/, /u/, /b/, and /f/ with the Key Cards.

#### Stretch and Read

sand      puffs      off      fits      fun      fib      fat      fin

#### Word Wall Review

have      they      that      see      saw

#### Stretch and Spell

**Now, let's review the special letter for this story. It is /f/. Remember, the letter cue for /f/ is, Curve down the flower, then across the leaves—/fff/. Let's write /f/ several times.**

Have the children write a few of the Green Words from the current story.

- ▷ Continue with the following activities for the Shared Story *The Fin in the Water*:

### **Story Activities**

#### **Partner Reading**

- Use this opportunity to observe which children are able to read simple, phonetically controlled text accurately.

#### **Partner Story Questions**

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 15: *The Fin in the Water*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /f/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for "f" and any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *The Fin in the Water*:

#### Story Activities

#### **Guided Group Rereading**

#### **Story-Related Writing**

Writing prompt: "Did Matt fib to Nan?"

As the children are able to write more complex answers, use this second, open-ended question: "Why did Matt put the fin in the water?"

#### Celebration



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 16: *Peg's Ducks*

## Day 1

Story 16

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

### Introduction to the Current Story

Show the children *Peg's Ducks*. Say, **Remember that in our last KinderRoots Shared Story we read about how Matt played a trick on Nan when they went to the beach? Today we will meet Meg and her favorite toy, a little duck named Peg. Many of you probably have a favorite toy. Who would like to tell us about a favorite toy?** [*replies*] **The title is *Peg's Ducks*. Hold up the book. By the end of the story Meg has many more ducks. How do you think Meg may have gotten more ducks?** [*replies*] **We'll read to find out, but first, let's practice reading some of the sounds and words we'll find in the story. Then we will read them all together in the story.**

### Letter and Word Activities

#### Read Letter Sounds

Play the Animated Alphabet segment for /k/ (optional).

#### With the teacher

Present the “f,” “b,” “o,” “u,” and “e” Key Cards to review the sounds of the letters.

#### Stretch and Read

Play the Sound It Out segments for *fed* and *bed* (optional).

#### With the teacher

Use the Letter-Blending Cards to make the word *Meg*. Say, **Meg loves Peg, her toy duck.**

bed	begged*	Ben	duck	egg
Meg	patted*	pecked*	Peg	mess

\***Note:** Introduce the past-tense verbs that use *ed*. Start with the present-tense form, and then add the *ed*, showing the students that the *ed* says only /d/. Have the students stretch and read the base word with you (cover the *ed*). Then uncover the *ed*, and add /d/ at the end. Use the past tense in a sentence. (Sometimes, when the students say the past tense of a verb quickly, the ending sounds like /t/. It is not important to make this distinction for the students. Using the /d/ sound as they blend should enable them to read the word.)

**The kids beg Mom to let them go to the pond.**

**Yesterday they begged Mom to let them go to the pond.**

**The ducks peck at Peg.**

**Yesterday they pecked at Peg.**

Tell the students that sometimes they will hear both the /e/ and the /d/ in words with *ed* endings. Use the following sentences as examples:

**I pat my dog.**

**Meg /pat...e...d/ patted Peg.**

### **Introduce Red Words Say-Spell-Say**

said      may      for      loved      O.K.      or

### **Introduce Readles**

Show the readles for *time*, *toy*, and *happy*. Pointing to the *time* readle, say, **This readle stands for the word *time*.** Teach the readles for *toy* and *happy* in the same manner.

- ▷ Continue with the following activities for the Shared Story *Peg's Ducks*:

### **Story Activities**

#### **Introduction**

Use the teacher version, and distribute the student copies of *Peg's Ducks*. Say, **When we read our new story, we will meet a new girl, Meg, who has a very special toy—a duck named Peg. In our last story we read about Matt and Nan's day at the beach where Nan thought a shark was swimming in the water. Today's story takes us to some water in a pond. This story is called *Peg's Ducks*. As we have said, Peg is a toy duck. Can you think of how a toy duck might have baby ducks? {T-P-S}**

#### **Background Questions**

Say, **Children like to play with toys. We talked earlier about some of your favorite toys. In this story, we will see how Meg pretends that Peg, the toy duck, can do things that a toy really cannot do. We would say that Meg is using her imagination. Do you ever pretend, or imagine, with your toys? [(replies) If yes, ask how they pretend with toys.] We can read our story and see how Meg had fun imagining that Peg could do some things that toys cannot do.**

#### **Predictive Question**

Ask, **What do you think Meg will do with Peg? {T-P-S}**

- Take this opportunity to note the children who make predictions about the story before it is read as well as those who predict events while the story is being read.

#### **Guided Group Reading**

Remind the children that the story has many words that contain or start with the sounds they have reviewed today, especially /e/.

#### **Story Discussion**

Have the students think about and discuss the story.

**What did Meg eat for breakfast in this story?**

**What did Mom say when Meg asked if she could play at the pond?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 16: *Peg's Ducks*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2  
Phonemes

a-t

e-gg

3  
Phonemes

p-e-ck

b-e-d

4  
Phonemes

p-o-n-d

s-w-a-m

##### **Read Letter Sounds**

###### With the teacher

Present the Key Cards for "e" and any of the letters "f," "b," "o," or "u" that the children find challenging.



##### **Stretch and Read**

Play the Sound It Out segments for *fed* and *bed* (optional) if the children have not mastered them.

###### With the teacher

begged

ducks

eggs

fed

Meg's

nest

ten

pecked

pond

set

Note: Review the use of "ed."

###### With a partner

##### **Quick Erase**

Meg → egg → beg → bed → Ben → ten

- ▷ Continue with the following activities for the Shared Story *Peg's Ducks*:

### **Story Activities**

#### **Story Review**

Holding up *Peg's Ducks*, say, **Today we are going to reread our story about how Meg's toy duck Peg ended up in a real duck's nest. Can anyone remember the title of the story?** [(replies) *Peg's Ducks.*] **Do you remember what happened when the real mother duck came back?** [(replies) *The mother duck was mad and pecked Peg.*]

Use Think-Pair-Share so the children can discuss and share their answers to the following questions:

**How did Meg get Mom to let her take Peg to the pond?**

**Who first saw the nest when Meg and Ben went to the pond?**

- Take this opportunity to note the children who recall facts from the story they have read.

#### **Partner Review**

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 16: *Peg's Ducks*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

d-e-ck      p-o-n-d      p-e-ck      P-e-g-'s      d-u-ck

#### Read Letter Sounds

Review “f,” “b,” “o,” “u,” and “e” with the Key Cards.

#### Stretch and Read

bed      Ben      egg      Meg's      ten      set      nest      mess

- Take this opportunity to note the children who blend letters to read words.

#### Word Wall Review

said      may      for      loved      O.K.      or

#### Stretch and Spell

**Now, let's review the special letter for this story. It is /e/.**

**Remember, the letter cue for /e/ is, Right under his ear, then all around his trunk—/e/. Let's write /e/ several times on the first page of our books.**

- ▷ Continue with the following activities for the Shared Story  
*Peg's Ducks*:

**Story Activities**

**Partner Reading**

**Partner Story Questions**

**Celebration**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 16: *Peg's Ducks*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /e/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for "e" and any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *Peg's Ducks*:

### Story Activities

#### **Guided Group Rereading**

#### **Story-Related Writing**

Writing prompt: "Did the mom of the ducks like Peg?"

As the children are able to write more complex answers, use the second, open-ended question: "What did the mom of the ducks say to Peg?"



Take this opportunity to note the children who answer the higher-order question about the story they've read.

### Celebration



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 17: *Lost!*

## Day 1



### Story 17

- ▷ Complete the following activities in the usual manner:

#### Wall Frieze Review

#### Partner Reading of a Familiar Story

#### Introduction to the Current Story

Show the children the large and small versions of *Lost!* Say, **Do you remember in our last KinderRoots Shared Story, we read about Meg and her toy duck Peg? Today we will read about Meg again, and we will meet her friend Bill. Meg and Bill will have a picnic in the woods. What is a picnic?** [(replies) *A meal eaten outdoors, usually for fun and pleasure.*] **Have you ever been on a picnic?** [(replies) *If yes, let one or two of the children talk briefly about a picnic experience.*] **First, let's practice reading some of the sounds and words in the story. Then we will read them all together in the story.**

#### Letter and Word Activities

##### **Read Letter Sounds**

Play the Animated Alphabet segment for /l/ (optional).

##### With the teacher

Present the “e,” “ng,” “o,” “u,” and “l” Key Cards to review the sounds of the letters.

##### **Stretch and Read**

Play the Sound It Out segments for *bell* and *lid* (optional).

##### With the teacher

basket	Bill	Bob's	filled	stopped
last	led	leg	picnic	went

Note: The students may need extra practice stretching and reading the /s/ blend words: *last*, *stopped*, and *basket*. Be sure to pronounce each sound separately.

### Introduce Red Words Say-Spell-Say

ate      we      this      are      her      was

### Introduce Readles

Show the readles for *bear*, *heard*, *home*, and *tree*. Pointing to the *bear* readle, say, **The word for this readle is *bear*.** Ask the children to say the word *bear* while looking at the readle. Teach the other readles in the same manner. Take a moment to practice all four readles.

### Story Activities

#### Introduction

Use the teacher version, and distribute the student copies of *Lost!* Say, **When we read our new story, we will meet Meg again, but we'll also meet a new boy named Bill and his dog, Big Bob. In our last story, we saw how much Meg loved her toy duck, Peg. She wanted to take Peg everywhere she went. Today's story is called *Lost!* What does the word *lost* mean? [(replies) *You don't know where you are; you can't find your way or direction.*] **Lost can also mean that you cannot find something, but that is not the way the word is used in this story. Let's look at the book's front cover. Does this give you any ideas about the story? {T-P-S}****

#### Background Questions

Say, **In this story Meg and Bill go into the woods to have a picnic. After they've had the picnic, they are not sure of the way back home. Have you ever lost your way? [(replies) *If yes, let a child briefly tell of the experience.*] What are some ways to keep from losing your way when you go somewhere you've never been before? {T-P-S}** Mention to the children that they should never go anywhere new without an adult with them.

#### Predictive Question

Ask, **How do you think Meg and Bill will find their way out of the woods? {T-P-S}**



Take this opportunity to note the children who make predictions about the story before it is read as well as those who predict events while the story is being read.

### **Guided Group Reading**

Remind the children that the story has many words that contain or start with the sounds they reviewed today, especially /l/.

### **Story Discussion**

Have the students think about and discuss the story.

**How did Meg and Bill take their food on the picnic?**

**While in the woods, the two children heard a step. What did they think was causing the sound?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 17: *Lost!*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2  
Phonemes  
u-s

3  
Phonemes  
B-i-ll  
l-e-d

4  
Phonemes  
l-o-s-t  
f-i-ll-ed

#### **Read Letter Sounds**

##### With the teacher

Present the Key Cards for "l" and any of the letters "e," "ng," "b," or "u" that the children find challenging.



#### **Stretch and Read**

Play the Sound It Out segments for *bell* and *lid* (optional) if the children have not mastered them.

##### With the teacher

Introduce /un/: Explain that *un* in front of a word often makes it mean the opposite, as in *undid* and *unpacked*.

Bill's	fell	let's	log	lost
lot	pal	Rock	unpacked	yelled

##### With a partner

- Observe which children are able to blend letters to read words.

#### **Quick Erase**

fast → last → lost → lot → log → leg

- ▷ Continue with the following activities for the Shared Story *Lost!*:

### **Story Activities**

#### **Story Review**

Holding up *Lost!*, say, **Today we are going to reread the story about Big Bob's rescue of Meg and Bill in the woods. Take a moment to retell the story with your partner. {T-P-S}**

- Take this opportunity to observe which children can retell a story they have read.

#### **Partner Reading**

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 17: *Lost!*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

f-e-ll    l-a-s-t    b-a-s-k-e-t    f-e-ll    p-i-c-n-i-c

#### Read Letter Sounds

Review “e,” “ng,” “b,” “u,” and “l” with the Key Cards.

#### Stretch and Read

bit	lip	leg	pass	picnic
picnics	snacks	step	stopped	undid
unpacked	rock	fell	ask	basket

#### Word Wall Review

ate    was    we    her    are    this

#### Stretch and Spell

**Now, let’s review the special letter for this story. It is /l/. Remember, the letter cue for /l/ is, Down the long, long leg—/l/. Write /l/ several times in your book.**

- ▷ Continue with the following activities for the Shared Story *Lost!*:

**Story Activities**

**Partner Reading**

- Use this opportunity to observe which children are able to read simple, phonetically controlled text accurately.

**Partner Story Questions**

**Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 17: *Lost!*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /l/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Review the "l" and any of the previous letters that the children find challenging, using the Key Cards.

#### **Stretch and Spell**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *Lost!*:

### Story Activities

#### **Partner Reading**

#### **Partner Story Questions**

Writing prompt: "Did Meg and Bill get lost?"

As the children are able to write more complex answers, use the second, open-ended question: "How did Meg and Bill get lost?"



Take this opportunity to note the children who answer the higher-order question about the story they've read.

### Celebration



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 18: *Hot Muffins*

## Day 1

Story 18

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

#### Introduction to the Current Story

Show the children *Hot Muffins*. Say, **Remember, in our last KinderRoots Shared Story we read about Meg, Bill, and Big Bob. In that story, Big Bob turned out to be a very good pal to Meg and Bill. Do you remember how Big Bob got to be their friend? [(replies) Big Bob rescued them in the woods when they were lost.] Today we will meet Big Bob again in a story. In the new story, he'll be a friend to a new boy, Hank. First, let's practice reading some of the sounds and words in the story, and then we will read them all together in the story.**

### Letter and Word Activities

#### **Read Letter Sounds**

Play the Animated Alphabet segment for /h/ (optional).

#### With the teacher

Present the “ng,” “u,” “e,” “l,” and “h” Key Cards to review the sounds of the letters.

- Use this opportunity to note which children can identify these letter sounds.

#### **Stretch and Read**

Play the Sound It Out segments for *hot* and *hit* (optional).

#### With the teacher

had	hot	hugged	hut
ham	Hank's	hat	hid

## Introduce Red Words Say-Spell-Say

his as I'll were hard give your

### Introduce Readles

Show the readles for *bone(s)*, *cents*, *idea*, *sandwich(es)*, and *sign*. Pointing to the *bone(s)* readle, say, **The word for this readle is *bone* or *bones*.**

Teach the other readles for this story in the same manner.

- ▷ Continue with the following activities for the Shared Story *Hot Muffins*:

### Story Activities

#### Introduction

Use the teacher version and distribute the student copies of *Hot Muffins*. Say, **When we read the new story, we will meet a new boy named Hank. In this story Hank has made muffins with his mother. In the last story, we read about Meg and Bill's picnic and their rescue by Big Bob. Today's story is called *Hot Muffins*. Big Bob will play a role in this story too. What do you think Big Bob will do in this story? {T-P-S}**

#### Background Questions

Say, **We will see that when this story begins Hank has made lots of muffins with his mom. What is a muffin? [(replies) *Cup-shaped bread or cake-like food.*] Say, **What are some of your favorite kinds of muffins? [replies] Have you ever made muffins? [replies] How do you make muffins? [replies] Let's read the story about Hank's muffins.****

#### Predictive Question

Ask, **What do you think Hank will do with his muffins? {T-P-S}**

#### Guided Group Reading

Remind the children that the story has many words that contain or start with the sounds they have reviewed today, especially /h/.

## Story Discussion

Have the students think about and discuss the story.

**What was Hank's idea?**

**What did Bill offer to Hank instead of five cents?**

**Why did the kids toss the muffins?**

**At the end of the story, why do you think Big Bob liked the muffins?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 18: *Hot Muffins*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2	3	4
Phonemes	Phonemes	Phonemes
a-t	h-a-t	H-a-n-k
	s-e-ll	h-a-m-s
		h-a-pp-y

##### **Read Letter Sounds**

###### With the teacher

Present the Key Cards for "h" and any of the letters "ng," "u," "e," or "l" that the children find challenging.



##### **Stretch and Read**

Play the Sound It Out segments for *hot* and *hit* (optional) if the children have not mastered them.

###### With the teacher

Hank's   muffins   lots   sell   rocks   yum   tossed

###### With a partner

##### **Quick Erase**

pit → hit → hat → had → ham → him

- ▷ Continue with the following activities for the Shared Story *Hot Muffins*:

### **Story Activities**

#### **Story Review**

Holding up *Hot Muffins*, say, **Today we are going to reread our story about Hank and his muffins. Can anyone remember the title of the story?** [CR: Hot Muffins.] **Do you remember what Meg did when she bit into a muffin?** [replies]

Use Think-Pair-Share so the children can discuss and share their answers to the following questions:

**Why did Hank return the five cents to each of the kids who bought muffins?**

**What two things did Hank get when Meg and Bill did not have five cents?**

- Take this opportunity to observe which children recall facts from a story they have read.

#### **Partner Reading**

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 18: *Hot Muffins*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

h-a-d      h-i-d      h-u-t      h-u-g-s      h-a-pp-y



#### Read Letter Sounds

Play the Animated Alphabet segment for /h/ (optional).

Review /ng/, /u/, /e/, /l/, and /h/ with the Key Cards.

#### Stretch and Read

hugged      yum      hat      muffins  
Hank's      rocks      hot

#### Word Wall Review

as      give      I'll      his      your      were      hard

#### Stretch and Spell

**Now, let's review the special letter for this story. It is /h/.**

**Remember, the letter cue for /h/ is, From head to toe and over his back—/h/. Let's write /h/ several times.**

- ▷ Continue with the following activities for the Shared Story  
*Hot Muffins*:

**Story Activities**  
**Partner Reading**

- Use this opportunity to observe which children are able to read simple, phonetically controlled text accurately.

**Partner Story Questions**

**Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 18: *Hot Muffins*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /h/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for "h" and any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *Hot Muffins*:

### Story Activities

#### **Guided Group Rereading**

#### **Story-Related Writing**

Writing prompt: "Did Big Bob like muffins as hard as rocks?"

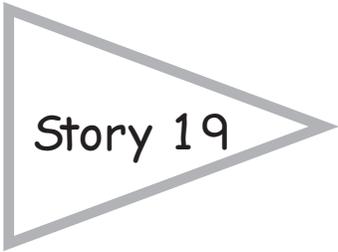
As the children are able to write more complex answers, use this second open-ended question: "Why did Hank sell hot muffins?"

### Celebration



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 19: *Big Bob's Bad Day*



## Story 19

# Day 1

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

### Introduction to the Current Story

Show the children *Big Bob's Bad Day*. Say, **Today we will read another story about Bill's dog, Big Bob. What kind of adventures do you think Big Bob will have in this story?**  
[replies] **First, let's practice reading some of the sounds and words in the story, and then we will read them all together in the story.**

### Letter and Word Activities

#### Read Letter Sounds



Play the Animated Alphabet segment for /r/ (optional).

#### With the teacher

Present the “l,” “h,” and “r” Key Cards to review the sounds of the letters.



Use this opportunity to observe which children can identify these letter sounds.

#### Stretch and Read



Play the Sound It Out segments for *run* and *red* (optional).

#### With the teacher

rag	him	Rob's	run
hugged	ran	rabbit	red

## Introduce Red Words Say-Spell-Say

day

out

gave

### Introduce Readles

Show the readles for *garden*, *radishes*, *house*, *cage*, and *happy*. Pointing to the *garden* readle, say, **This readle stands for the word *garden*.**

- ▷ Continue with the following activities for the Shared Story *Big Bob's Bad Day*:

### Story Activities

#### Introduction

Use the teacher version and distribute the student copies of *Big Bob's Bad Day*. Say, **When we read our new story, we will find out more about Bill's dog Big Bob. This story is called *Big Bob's Bad Day*. Have any of you ever had a bad day, when nothing seemed to go right? [replies] Let's look at the picture on the front cover. What do you think is happening here?**

#### Background Questions

Say, **Everyone has had a bad day at one time or another. Would anyone like to tell us about a bad day that they had? Did it eventually turn into a good day? {T-P-S}**

#### Predictive Question

Ask, **What do you think could have happened to make Big Bob have such a bad day? Do you think his day will get any better or will it just keep getting worse? {T-P-S}**

#### Guided Group Reading

Remind the children that the story has many words that contain or start with the sounds they have reviewed today, especially /r/.

#### Story Discussion

Have the students think about and discuss the story.

**What was the first mess that Big Bob made?**

**Why didn't Meg want Big Bob to play with Peg?**

**Why did Meg's mom give Big Bob a dog bone?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 19: *Big Bob's Bad Day*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2	3	4
Phonemes	Phonemes	Phonemes
i-n	r-e-d	r-u-s-t
	r-u-g	r-i-d-s
	R-o-b	

##### **Read Letter Sounds**

###### With the teacher

Present the Key Cards for "r" and either "l" or "h," whichever the children find more challenging.



##### **Stretch and Read**

Play the Sound It Out segments for *run* and *red* (optional) if the children have not mastered them.

###### With the teacher

Hank's	rabbit	Rob's	hugged
him	tipped	rug	rid

###### With a partner

##### **Quick Erase**

rid → red → bed → beg → bug → rug → run → ran

- ▷ Continue with the following activities for the Shared Story *Big Bob's Bad Day*:

### Story Activities

#### **Story Review**

Holding up *Big Bob's Bad Day*, say, **Today before we read the story about Big Bob and Peg again, take a moment to retell the story with your partner. {T-P-S}**

- Take this opportunity to observe which children retell a story they have read.

#### **Partner Reading**

#### Celebration

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 19: *Big Bob's Bad Day*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### **Break-It-Down**

h-i-d      R-o-b      r-a-g      m-u-s-t      r-a-bb-i-t



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /r/ (optional).

Review the /l/, /h/, and /r/ sounds with the Key Cards.

#### **Stretch and Read**

rag                      rug                      rid                      run  
Hank's                  red                      ran                      tipped

#### **Word Wall Review**

day      his      saw      that      out      gave

#### **Stretch and Spell**

**Now, let's review the special letter for this story. It is /r/.**

**Remember, the letter cue for /r/ is, From head to tail and along his paws—/r/. Let's write /r/ several times.**

- ▷ Continue with the following activities for the Shared Story *Big Bob's Bad Day*:

**Story Activities**  
**Partner Reading**

- Use this opportunity to observe which children are able to read simple, phonetically controlled text accurately.

**Partner Story Questions**

**Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 19: *Big Bob's Bad Day*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"



#### **Read Letter Sounds**

Play the Animated Alphabet segment for /r/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for “r” and any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *Big Bob's Bad Day*:

#### Story Activities

##### **Guided Group Rereading**

##### **Story-Related Writing**

Writing prompt: “Did Bill hug Big Bob?”

As the children are able to write more complex answers, use this second, open-ended question: “Why do you think Big Bob felt happy at the end of the story?”

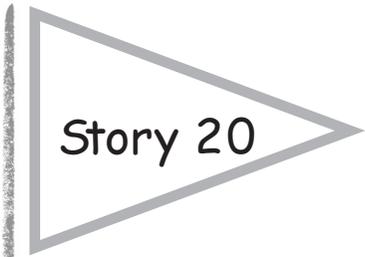
#### Celebration



Play a *Between the Lions* segment for this lesson (optional).



# KinderRoots Story 20: *A Day at the Farm*



## Story 20

# Day 1

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

### Introduction to the Current Story

Show the children *A Day at the Farm*. Say, **Today we will read about Bill and Meg’s visit to Bill’s granddad’s farm. Is a farm in the city or in the country?** [(replies) *Almost always in the country.*] **We will find out more about what happens on a farm. First, let’s practice reading some of the sounds and words in the story, and then we will read them all together.**

### Letter and Word Activities

#### **Read Letter Sounds**



Play the Animated Alphabet segment for /ee/ and /ea/ (optional).

#### With the teacher

Present the Key Cards for “h,” “l,” “r,” “ee,” and “ea” to review the sounds of the letters.

#### **Stretch and Read**



Play the Sound It Out segments for *bee* and *sheep* (optional).

#### With the teacher

bees	seeds	feed	Granddad
geese	stream	beans	went
help	ears	needs	him
near			

## Introduce Red Words Say-Spell-Say

said      may      for      loved      O.K.      or

### Introduce Readles

Show the readles for *corn*, *cows*, *flew*, *hive*, *sheep*, and *sandwiches*. Pointing to the *corn* readle, say, **The word for this readle is corn.** Teach the other readles in the same manner.

- ▷ Continue with the following activities for the Shared Story *A Day at the Farm*:

### Story Activities

#### Introduction

You use the enlarged text, and distribute the student version of the KinderRoots Shared Story to the children. Say, **When we read our new story, we will meet Bill's granddad and see his farm. This story is called *A Day at the Farm*. Has anyone ever visited a farm? [replies] What did you see there? [replies] What do you usually see on a farm? [(replies) *A barn, animals (cows, pigs, chickens, etc.), plants growing, people working.*] What do you see in the picture on the front cover of the book? [replies]**

#### Background Questions

Say, **People do not live on farms today as much as they used to, but in our story Bill's granddad does. What is a granddad? [(replies) *The father of your mother or father.*] Granddad had all kinds of animals on his farm—even bees! Have any of you ever seen a bee? [replies] Where do bees live? [(replies) *Usually in a hive.*] Are bees the kind of animal you can hold or pet? {T-P-S}**

#### Predictive Question

Ask, **How do you think the kids will help Granddad? Do you think they will get to feed the bees? {T-P-S}**

- Take this opportunity to note the children who make predictions about the story before it is read as well as those who predict events while the story is being read.

## **Guided Group Reading**

Remind the children that the story has many words that contain or start with the sounds they have reviewed today, especially the /ee/.

## **Story Discussion**

Have the students think about and discuss the story.

**How did Bill and Meg help at the farm?**

**How did Bill make the bees mad?**

**What did the kids do to get rid of the bees?**

**If you were Granddad, how would you feel?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 20: *A Day at the Farm*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

2	3	4
Phonemes	Phonemes	Phonemes
s-ee	d-ee-p	b-ea-n-s
	g-ee-se	s-ee-d-s
	n-ea-r	

##### **Read Letter Sounds**

###### With the teacher

Present the Key Cards for "ee" and "ea" and any of the letters "h," "l," or "r" that the children find challenging.

##### **Stretch and Read**

Play the Sound It Out segments for *bee* and *sheep* (optional) if the children have not mastered them.

###### With the teacher

screamed	peeled	peeked	seemed
sneaked	stream	leaped	fast
eeeeek!	planted	picked	stepped

Note: When introducing the words ending in *ed*, remind the students to stretch and read the base word and then add /d/, /ed/ or /t/. Have the students stretch and read each word with you, and have them use the word in a sentence.

With a partner

## Quick Erase

feed → need → seed → seem → seek → peek → peel

- ▷ Continue with the following activities for the Shared Story  
*A Day at the Farm*:

## Story Activities

### Story Review

Holding up *A Day at the Farm*, say, **Today we are going to read again our story about Bill and Meg's visit to the farm. Can anyone remember the title of the story?** [(replies) *A Day at the Farm.*] **Do you remember why Bill and Meg went to the farm?** [(replies) *Granddad needed help.*]

Use Think-Pair-Share so the children can discuss and share their answers to the following questions:

**What work did the children do first on the farm?**

**When the children first came near the bees, what did they think the bees were doing?**

- Take this opportunity to note the children who recall the facts from a story they have read.

### Partner Review

## Celebration

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 20: *A Day at the Farm*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

d-ee-p      g-ee-se      f-ee-d      b-ea-n-s      s-ee-d-s

#### **Read Letter Sounds**

Play the Animated Alphabet segment for /ee/ and /ea/ (optional).

Review /h/, /l/, /r/, /ee/, and /ea/ with the Key Cards.

#### Stretch and Read

Granddad      sleeping      grabbed      stream  
screamed      sneaked      geese      ears

- Take this opportunity to note the children who blend letters to read words.

#### Word Wall Review

faster      into      they      go

#### Stretch and Spell

**Now, let's review the special letter sound for this story. It is /ee/. Remember that two ways of writing the /ee/ sound are "ea" and "ee." Let's write the letters for /ee/ several times.**

- ▷ Continue with the following activities from the Shared Story *A Day at the Farm*:

**Story Activities**

**Partner Reading**

**Partner Story Questions**

**Celebration**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 20: *A Day at the Farm*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### **Read Letter Sounds**

- Play the Animated Alphabet segment for /ee/ and /ea/ (optional) or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for “ee” and “ea” and for any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities for the Shared Story *A Day at the Farm*:

#### Story Activities

##### **Guided Group Rereading**

##### **Story-Related Writing**

Writing prompt: “Did Granddad see the bees near the kids?”

As the children are able to write more complex answers, use this second open-ended question: “At the end, how did the kids feel?”

- Take this opportunity to note the children who answer the higher-order question about the story they’ve read.

#### Celebration

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 21: *Too Busy to Sleep*



Story 21

## Day 1

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Partner Reading of a Familiar Story

#### Introduction to the Current Story

Show the children *Too Busy to Sleep*. Say, **Remember in our last KinderRoots Shared Story, we read about Meg and Bill’s trip to Granddad’s farm. Today we will read more about their visit. What kinds of things can you do on a farm? [(replies) Work with animals and plants, play in the barn, etc.] First, let’s practice reading some of the sounds and words in the story, and then we will read them all together in the story.**

### Letter and Word Activities

#### **Read Letter Sounds**

Play the Animated Alphabet segment for /ng/ (optional).

#### With the teacher

Present the “ng,” “i,” “r,” “ee,” and “ea” Key Cards to review the sounds of the letters.

#### **Stretch and Read**

Play the Sound It Out segments for *ring* and *king* (optional).

#### With the teacher

eating	feeding	peeking	sleep
stream	if	helping	picking
planting	running	petting	napping

## Introduce Red Words Say-Spell-Say

called                  don't                  have                  having

### Introduce Readles

Show the readles for *phone*, *corn*, and *sheep*.

Pointing to the *corn* readle, say, **Can anyone remember what word this readle means? Yes, it means *corn*. I am happy that you remember this readle.**

If most of the children were able to sound out *sheep* when you taught it in the previous lesson, have them sound it out as a Green Word here, rather than teaching it as a readle.

- ▷ Continue with the following activities for the Shared Story *Too Busy to Sleep*:

### Story Activities

#### Introduction

Use the teacher version, and distribute the student version of *Too Busy to Sleep*. Say, **When we read our new story, we will see what happens to Bill and Meg next during their stay at the farm. This story is called *Too Busy to Sleep*. Do you think the children will be learning to do new jobs? [(replies) *Yes*.] How do you know? {T-P-S} What do you think some of these new jobs will be? Let's look at the front cover picture. What do you think has happened to Bill in this picture? {T-P-S}**

#### Background Questions

Say, **When we read our last story, we talked about some of the jobs and activities that people do on a farm. Let's review some of these. Does living on a farm require hard work? [(replies) *Yes*.] How do you know? [(replies)] Can you name some of the work that people who live on a farm might do from day to day? [(replies) *Plant seeds, pick vegetables and fruits, feed animals, milk cows, etc.*]**

#### Predictive Question

Ask, **What do you think Bill has been doing that makes him tired? {T-P-S}**



Take this opportunity to note the children who make predictions about the story before it is read as well as those who predict events while the story is being read.

### **Guided Group Reading**

Remind the children that the story has many words that contain the sounds they have reviewed today, especially /ng/.

### **Story Discussion**

Have the students think about and discuss the story.

**What were some things Bill and Meg did to help Granddad?**

**What did Mom ask Bill?**

**What happened while Bill was talking to Mom?**

**Why do you have to sleep to have fun?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 21: *Too Busy to Sleep*

## Day 2

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Say-It-Fast**

3	4	5
Phonemes	Phonemes	Phonemes
s-i-ng	s-ee-d-s	s-t-r-ea-m
b-ee-s	s-l-ee-p	
s-o-ng		

##### **Read Letter Sounds**

###### With the teacher

Present the Key Cards for "ng" and any of the letters that the children find challenging.



##### **Stretch and Read**

Play the Sound It Out segments for *ring* and *king* (optional) if the children have not mastered them.

###### With the teacher

feeding	helping	picking	log
napping	stream	planting	unpacked

###### With a partner

##### **Quick Erase**

song → sing → singing → sitting → missing → mopping

- ▷ Continue with the following activities for the Shared Story *Too Busy to Sleep*:

### **Story Activities**

#### **Story Review**

Holding up *Too Busy to Sleep*, say, **Today before we read the story about Bill and Meg again, take a moment to retell the story with your partner.**

- Take this opportunity to observe which children can retell a story they have read.

#### **Partner Reading**

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 21: *Too Busy to Sleep*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

r-i-ng    t-r-ee    w-i-ng-s    p-l-a-n-t    h-e-l-p-ed

### Read Letter Sounds

Play the Animated Alphabet segment for /ng/ (optional).

Review /ng/ using the Key Card.

### Stretch and Read

napping          eating          sleep          feeding  
peeking          picking          running          planting

- Take this opportunity to note the children who blend letters to read words.

### Word Wall Review

called          of          having          don't          then

### Stretch and Spell

**Now, let's review /ng/, the special sound for this story. The letters for /ng/ are "n," and "g"—/ng/. Let's write the letters for /ng/ several times.**

- ▷ Continue with the following activities for the Shared Story *Too Busy to Sleep*:

**Story Activities**

**Partner Reading**

**Partner Story Questions**

**Celebration**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 21: *Too Busy to Sleep*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities

##### **Read Letter Sounds**

-  Play the Animated Alphabet segment for /ng/ and /sh/ or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for “ng” and “sh” and for any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities in the usual manner:

### Story Activities

#### **Guided Group Rereading**

#### **Story-Related Writing**

Writing prompt: “Did Bill’s mom hear that Bill and Meg had fun at the farm?”

As the children are able to write more complex answers, use this second open-ended question: “Why did Bill’s mom call him?”

- Take this opportunity to note the children who answer the higher-order question about the story they’ve read.

### Celebration

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 22: *Shep, the Sheep*

## Day 1



Story 22

### Wall Frieze Review

### Partner Reading of a Familiar Story

### Introduction to the Current Story

Show the children *Shep the Sheep*. Say, **Remember in our last KinderRoots Shared Story, we read about all the things Bill and Meg did on the farm. Today we will read more about their visit. What kind of animals can you see on a farm?** [(*replies*) *If no one mentions sheep, ask them about sheep.*] **First, let's practice reading some of the sounds and words in the story, and then we will read them all together in the story.**

### Letter and Word Activities



#### Read Letter Sounds

Play the Animated Alphabet segment for /sh/ (optional).

#### With the teacher

Present the “i,” “r,” “ee,” “ea,” and “sh” Key Cards to review these sounds. Write a large “i,” “r,” “ee,” “ea,” and “sh” on the board while saying the letter cues for the single letter sounds. Repeat and have the students trace large letters in the air as they say the cues in unison with you.



#### Stretch and Read (*Focus on words from the current story.*)

Play the Sound It Out segments for *ship* and *fish* (optional).

#### With the teacher

Blend the new Green Words in the pocket chart, using each in a sentence if necessary to help the children understand the word's meaning.

best	bring	dashed	dish
flash	gosh	hush	Keep
let	past	rushed	shed
sheep	shut	sheet	will

## Introduce Red Words *(current story)* Say-Spell-Say

when            our            said            Too

### Introduce Readles

Show the readle for *gate*. Pointing to the *gate* readle say, **Can anyone guess what this readle means? Yes, it means gate. What do you think a gate could be used for on a farm?** [*Keeping animals in their pens.*]

- ▷ Continue with the following activities for the Shared Story *Shep, The Sheep*.

### Story Activities

#### Introduction

You use the enlarged text, and distribute the student version of the KinderRoots Shared Stories to the children. Say, **When we read our new story, we will see what problem Bill and Meg have during their stay at the farm. This story is called *Shep, the Sheep*. Look at the front-cover picture? What do you think Bill and Meg are doing in this picture?** {T-P-S}

#### Background Questions

Say, **When we read our last story Bill was so busy on the farm, what happened to him?** [*He fell asleep while talking to his mother on the phone.*] **What had he been doing that made him so tired?** [(replies) *Planting seeds, picking beans, feeding geese, petting sheep, peeking at bees, eating beans and corn.*]

#### Predictive Question

Ask, **What adventure do you think Bill and Meg will have in this story?** {T-P-S}

#### Guided Group Reading

Remind the children that the story has many words that contain the sounds that they have reviewed today, especially /sh/.

Listen for the words that the students are finding difficult to read and stop to Stretch and Read those words.

## Story Discussion

Have the students think about and discuss the story. Encourage them to use the book to find specific clues to answer the following questions:

**Can you remember what happened to Meg and Bill in this story?**

**How do you think they felt when the Shep got out of his pen?  
How can you tell?**

**How did they get Shep back in the pen?**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 22: *Shep, the Sheep*

## Day 2

### "The Alphabet Chant"

#### Letter and Word Activities

##### Say-It-Fast

3	4	5
Phonemes	Phonemes	Phonemes
sh-ee-p	f-a-s-t	s-t-r-ea-m
b-r-ing	sh-ee-t-s	

##### Read Letter Sounds

###### With the teacher

Present the /sh/ Key Card and any of the letters that the children find challenging.



##### Stretch and Read (*mostly words from the current story*)

Play the Sound It Out segments for *ship* and *fish* (optional) if the children have not mastered them.

###### With the teacher

best	bring	dashed	dish
flash	gosh	hush	Keep
let	past	rushed	shed
sheep	shut	sheet	will

###### With a partner

##### Quick Erase

fish → dish → dash → dashed → flashed

- ▷ Continue with the following activities for the Shared Story *Shep, The Sheep*.

### **Story Activities**

#### **Story Review**

Holding up *Shep, The Sheep* say, **Today we are going to read again our story about Bill and Meg’s adventure on the farm.**

**Can anyone remember the title of the story?** [*Shep, The Sheep.*]

**Do you remember the problem that Bill and Meg had with Shep, the sheep?** [*(replies) They left the gate open, and Shep got out.*]

Use Think-Pair-Share so that the children can discuss and share their answers to the following questions:

**What did Bill and Meg do to get so tired?**

**Why was Bill’s Mom worried?**

#### **Partner Reading**

- Monitor the children as they practice partner reading, modeling specific reading strategies as necessary.

#### **Celebration**

-  Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 22: *Shep, the Sheep*

## Day 3

- ▷ Complete the following activities in the usual manner:

### Wall Frieze Review

### Letter and Word Activities

#### Break-It-Down

sh-ee-p	s-l-ee-p
b-r-ing	f-l-a-sh
	r-u-sh-ed

#### Read Sounds

Play the Animated Alphabet segment for /sh/ (optional).

Review /sh/ using the Key Card.

**Stretch and Read** (*Focus on words from the current story with the target sound.*)

sheep	dish	dashed	sheet
flash	gosh	hush	
shed	shut	rushed	

#### Word Wall Review

when	our	said	too
------	-----	------	-----

#### Stretch and Spell

**Now, let's review /sh/, the special focus sound for this story.**

**Let's write /sh/ several times.**

- ▷ Continue with the following activities for the Shared Story *Shep, the Sheep*:

**Story Activities**

**Partner Reading**

**Partner Story Questions**

**Celebration**



Play a *Between the Lions* segment for this lesson (optional).

# KinderRoots Story 22: *Shep, the Sheep*

## Day 4

- ▷ Complete the following activities in the usual manner:

### "The Alphabet Chant"

#### Letter and Word Activities



#### **Read Sounds**

Play the Animated Alphabet segment for the /sh/ and /ng/ or any of the other sounds in this lesson that the children have not mastered.

Present the Key Cards for “sh” and ‘ng’ and for any of the previous letters that the children find challenging.

#### **Stretch and Read**

#### **Red Word Review**

- ▷ Continue with the following activities in the usual manner:

#### Story Activities

#### **Guided Group Rereading**

#### **Story-Related Writing**

Writing prompt: “What happened when Bill and Meg left the gate open?”



Observe and record whether the students write using the appropriate letters representing some sounds in a word.

#### Celebration



Play a *Between the Lions* segment for this lesson (optional).

# Appendix

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# Read & Respond

for KinderCorner



*Dear Family:* Enjoying books together at home helps your child learn to read. Each night, please read this book together, letting your child do as much of the reading as possible.

Please sign and return this form.

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

Book Title \_\_\_\_\_

1

DAY 1

Look at the Story Sharing Sheet on the inside back cover of the book for ways to support your child's reading. Read the book together.

Signature \_\_\_\_\_

2

DAY 2

Read the book again, taking turns reading the pages.

Signature \_\_\_\_\_

3

DAY 3

Look back at the Story Sharing Sheet for activities to do to extend your child's learning.

Signature \_\_\_\_\_

4

DAY 4

Encourage your child to read the book to someone else.

Signature \_\_\_\_\_

# Read & Respond

for KinderCorner



*Dear Family:* Enjoying books together at home helps your child learn to read. Each night, please read this book together, letting your child do as much of the reading as possible.

Please sign and return this form.

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

Book Title \_\_\_\_\_

1

DAY 1

Look at the Story Sharing Sheet on the inside back cover of the book for ways to support your child's reading. Read the book together.

Signature \_\_\_\_\_

2

DAY 2

Read the book again, taking turns reading the pages.

Signature \_\_\_\_\_

3

DAY 3

Look back at the Story Sharing Sheet for activities to do to extend your child's learning.

Signature \_\_\_\_\_

4

DAY 4

Encourage your child to read the book to someone else.

Signature \_\_\_\_\_

# KinderRoots Sequence for Letters and Words

Words with \* indicate that they appear inside the front cover of the Shared Story.

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#4 <i>The Wet Dog</i>	/d/	*Dad *mad *Matt *not *Sad *Sam wet		*is *no			happy
#5 <i>Tam and Tad</i>	/t/	*am *sat *Tad *Tam	Dad *mad *Matt sad Sam	*I *was			happy
#6 <i>Miss Sid</i>	short /i/	cat dog *it *Miss *Sid *sit *Tim	*Dad Matt sad *sat	*a *love	*I *is no was		bird flew happy
#7 <i>Dogs in Hats, Dogs in Bows</i>	/n/	dogs *in *hat hats *man *Matt's *Nan *on pats *tan	*and dad mad Sad Sam Tad Tam Tim	*has *oh *puts *the *loves	a is no	woof	bow happy tie

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#8 <i>Nan's Pet</i>	/p/	at *can *jumps Nan's *naps nip *nips *pan *pet *taps *tips	in mad Nan *pats Sad Sam Tim	*go	a has *is *the *no		turtle
#9 <i>Sig, the Pig</i>	/g/	dig *digs *gas *gets Mag *Mag's *map not *pig runs *sags *Sig tag *tags	and at Dad it Matt naps pats Sad Sam taps Tim	*do *sees	a *has *loves is the		fence

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#10 <i>Don Gets a Dog</i>	short /o/	*Don get *gets *got mess *Mom mop *mops *Pop *pot Spot *Spot's *spots	and can *dog dogs jumps in it mad Matt *not *on pan pats Sad Sam tips	*he *like *of *put	a *do I is the		food water
#11 <i>Where is Pit-Pat?</i>	hard /c/	*bump *†can *cap *cat *cot *Pam *Pit-Pat *tic-toc	and in Matt's not on	*are *likes *my *says *to *you	a has I is love no see sees the		arms clock hide silly tail
#12 <i>The Sack Jumps</i>	/k/	*frog *kicks *Kim *pack *picks *sack *sick *sock *up	can gets in it *jumps Nan	*she *with	a has is *put *says *sees the		smiles toys

†Note the two meanings of **can**: “to be able” and “wastebasket.”

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#13 <i>The Mud Dog</i>	short /u/	*cup *dug *him kids *mud *must *pup sits *suds *sun *tugs *yells	can dig dog get gets got in mad man Matt Nan not on pats runs Sad Sam up wet	*does *good *that	a are has he I is like *likes love no *oh *puts says sees the to you		smiles soap
#14 <i>Tubb the Cub</i>	/b/	*back *bad bat *bats *big *bit bug *bugs *but cub *cubs *fun run *sobs *Tubb *Tubb's	am and can dig in mom nap nips not on sad sun tag	*be *have *me *ow *play *want	a are do I is like says sees the to with you		lion tail

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#15 <i>The Fin in the Water</i>	/f/	*did *fat *fib *fin *fits *off *puff *puffs *sand	and at back big but can dad *fun gets him in it jumps kids Matt Matt's Nan not on sit sits sun wet	*have *saw *see *they	a are he I is puts says sees *she *that the to was you		beach shark tire †water

†Water is also a title word.

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#16 <i>Peg's Ducks</i>	short /e/	an *bed *begged *Ben duck *ducks egg *eggs *fed lot Meg *Meg's *nest patted *pecked Peg *Peg's *pond rid *set swam *ten	and at bad but can did get got in it mad *mess mom not on up	*for *loved *may *O.K. *or *said	a are be I is of play saw see she the to was with you	cracking	happy time toy

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#17 <i>Lost!</i>	/l/	*basket Bill *Bill's Bob *Bob's *fell *filled had *last *led *leg let's *log *lost *lot *pal pass *picnic ran rock step *stopped *unpacked us went *yelled	and at back big but did dog got it kids Meg not on Peg	*ate *her *this *we	a *are for go he ow said she the to *was	ding-a-ling	bear heard home tree

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#18 <i>Hot Muffins</i>	/h/	*ham Hank *Hank's *hat *hid Hmmm *hot *hugged *hut *lots muffin *muffins pit rock *rocks *sell *tossed *yum	an back bad Big Bob Bill bit but can did dog dug got *had in it kids Meg not pal sad set up	as *give *hard *his *I'll *were *your	a do have he I like love loved me of put said saw she the they to was you		bone(s) cents idea sandwich(es) sign

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#19 <i>Big Bob's Bad Day</i>	/r/	Dad's *Hank's *rabbit *rag *ran *red Rob *Rob's *rug *tipped	an and at back bad begged big Big Bob Bill bit but dad did dig dog dug egg get got had *him *hugged it lost mad Meg mess mom not patted Peg pet *rid *run sad up	*day *gave *out	a for he *his like of said *saw she *that the to was	woof	bone(s) cage garden happy house radishes

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#20 <i>A Day at the Farm</i>	/ee/ and /ea/	*beans *bees *ears Eeeeeek! fast *feed *geese *Granddad help helped *leaped *near *needs *peeked *peeled picked planted *screamed †see *seeds *seemed *sneaked stepped *stream	and at back but can did fed fell got him in jump kids log mad not on off pal ran sad went wet yelled	*faster *into	a be day do *go he his like *may me of *oh said the *they to were with you	farm sleeping	corn cows flew hive sheep

# KinderRoots Sequence for Letters and Words *continued*

Story	Letter Sound	New Phonetic (Green) Words	Review Phonetic (Green) Words	New Sight (Red) Words	Review Sight (Red) Words	Context Words	Readles
#21 <i>Too Busy to Sleep</i>	/ng/ /ing/	*eating *feeding *helping *if *napping *peeking *petting *picking *planting *sleep *sleeping *stream	and at beans bees but can fun geese got jumped lot lots mad not on seeds	*called *don't *having *then	a are *have he into is *of said she the they was we were you	farm	corn phone sheep
#22 <i>Shep the Sheep</i>	/sh/	best *bring *dashed *dish *flash *gosh *hush *keep *let past *rushed *shed *sheep sheet *sheets *shut *will	and back but can did fast fed feed get got help him in kids mad *near need not ran sad up *went	*our *when	a do for he his I my O.K. out said that the *they to *too was we *were *you		gate

# The Alphabet Chant

<b>A is for apple</b>	Pretend to take a bite of an apple.
<b>B for bat and ball</b>	Pretend to hit a ball with a bat.
<b>C is for caterpillar climbing up the wall</b>	Move one finger in the shape of a “c.” Use two hands to climb upwards.
<b>D is for dinosaur</b>	Place arms in front of you, on top of each other; open and close them like giant dinosaur jaws.
<b>E for elephant</b>	Clasp hands, bend over, and wave your “trunk.”
<b>F is for flower what a pretty scent!</b>	Pretend to smell a flower that you are holding.
<b>G is for girl</b>	Girls point to themselves; boys point to a girl.
<b>H is for horse</b>	Gallop in place.
<b>I is for insect crawling up my shorts!</b>	Place two fingers on top of head like antennae and wiggle them. Brush an imaginary insect off your leg.
<b>J is for jump</b>	Raise arms high in the air, and leap up once.
<b>K for kangaroo</b>	Hop three times.
<b>L is for legs walking to the zoo</b>	Shake your legs and point to them. Walk in place.
<b>M is for mountain</b>	Make a mountain by placing your arms above your head with fingertips together.
<b>N is for net</b>	Hold arms to one side, making a circle shape.
<b>O is for octopus wiggly and wet</b>	Wave your arms around.
<b>P is for parrot</b>	Open and close one hand to make the mouth of a talking parrot.
<b>Q is for queen</b>	Place an imaginary crown on your head.
<b>R is for rabbit hopping on the green</b>	Hop with your hands on your head like long ears.

*(continues next page)*

# The Alphabet Chant *continued*

<b>S is for snake</b>	Squirm like a snake.
<b>T is for tower</b>	Stand very tall and stretch arms out from your shoulders to form the shape of a “t.”
<b>U is for umbrella, keeps you dry in a shower</b>	Pretend to open and hold an umbrella.
<b>V is for vulture</b>	Hold arms up in a “v” shape, and then bring them down to imitate a flying vulture.
<b>W is for worm</b>	Wiggle finger like a worm.
<b>X is exercising fox now we take a turn</b>	Do jumping jacks.
<b>Y is for yo-yo</b>	Pretend to make a yo-yo go down and up.
<b>Zipper starts with Z</b>	Pretend to zip up your coat.
<b>Now I know my alphabet</b>	
<b>Hurray for me!</b>	Pat hands on chest and smile.





Success for All Foundation is a nonprofit education reform organization that develops and disseminates training, curriculum materials, and implementation support to schools adopting the Foundation's pre-kindergarten, kindergarten, elementary, and middle grades reading and math programs. These research-based programs were originally developed at Johns Hopkins University.

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