

Step 2, Book 1: Duck And His Mom

New Sticky Word: see

Old Sticky Words: the, go

Slow Down Sounds: blends (-ck, sw-, gl-, -xt)

Duck And His Mom SYNOPSIS:

-Duck is going to visit his mom. Duck reviews a bunch of modes of transportation, but none of them can get him to his mom's house. The reason he doesn't need the modes of transportation is because his mom's house is just across the pond. He only needs to swim to get there.

Suggested Questions:

- Name two types of transportation that Duck can NOT take to get to his mom's house. (van, bus, cab, sub, jet)
- Is Duck happy to visit his mom? (yes) How can you tell?
- How can you tell that he is happy? (Duck is smiling in the last picture, Duck is smiling when he is ready and waiting with his bag, etc.)
- How will Duck get to his mom's house? (swim across the pond)
- Why couldn't Duck take all the other methods of transportation? (His mom's house is so close that he can paddle across the lake.)
- How do you think Duck feels when he gets to visit his mom? (happy, excited, glad, etc.)

Connection Questions (connecting the student to the book):

- What types of transportation do you use? What types of transportation are available in your neighborhood?
- What other types of transportation are there? (ferry, train, helicopter, boat, golf cart, bike, etc.)
- If you could visit someone, who would it be and how would you get there?

Story Element Questions:

- Who is the main character? (Duck)
- Where does this story take place? What is the setting? (daytime, the pond, Duck's house, Duck's mom's house, in a sub, etc.)

Partner Activity:

- Retell the story to a partner in your own words.
- Tell a partner who you would like to visit and how you would get there.
- Tell a partner about a time you went on an airplane, bus, or train.

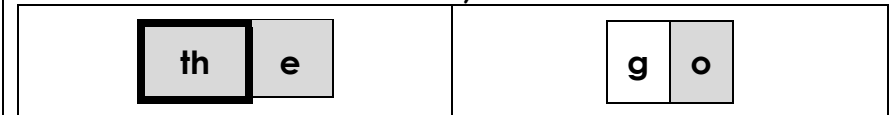
Step 2: Duck And His Mom continued...

Sticky Word Mapping



see: The "s" spells the basic /s/ sound which students have learned. The "ee" spells the long vowel sound /E/. This is a vowel team and is learned in Step 5.

Old Sticky Words



Slow Down Sounds:

blends: Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).

- **-ck** - "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.
- **beginning blends** - sw (swim), gl (glad)
- **ending blend** - xt (next)

Bounce and Blend: (From the Daily Dos) - Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word.

Words to bounce:

/d/-/u/-/k/	/m/-/o/-/m/	/j/-/e/-/t/
/k/-/l/-/a/-/p/	/k/-/l/-/a/-/s/	/s/-/p/-/o/-/t/

Word Building - Switch: Help students build the first word. Say each new word, and students switch one+ sound to build the new word.

gl - glad → glam, glum, glug, glen

ck - duck → tuck, muck, mock, lock, lick, sick, sock, dock

Step 2, Book 2: Duck Has a Nest

Old Sticky Words: for, he, the, too

Slow Down Sounds: ending blends (-st, -ck, -mp, -sk, -nd)

Duck Has a Nest SYNOPSIS:

-Duck tries to find a nest for himself. Each nest he finds has a problem that prohibits him from staying there. Finally, he finds a nest that fits. The nest he finds is actually in Dog's house.

Suggested Questions:

- What is a hut? (a type of house or home)
- What does "risk" mean? (doing something dangerous, taking a chance, possibly being unsafe, etc.)
- Why would it be a "risk" to have a nest on top of a bus? (the bus moves, you might slide off, he needs a seat belt, etc.)
- What does "mend" mean? (to fix, to sew, to stitch up, etc.)
- How would you "mend" a nest? (weave in more sticks, patch it with a leaf, use string to tie the hole up, etc.)
- Where do birds usually build nests? (trees)
- Where might a duck in the wild build a nest? (by a pond, in long grass, etc.)
- What are nests made of? (sticks, feathers, leaves, etc.)
- Why can't Duck have a nest on a rock? (the rock makes the nest have a lump.)
- How do you think Duck feels when finally finds a nest? (relieved, excited, happy, proud of himself, etc.)
- Why might the nest Duck picks at the end not work? (It is in Dog's doghouse.)

Connection Questions (connecting the student to the book):

- Have you ever seen a nest? What did it look like?
- If you built a nest for yourself, what would you build it out of?

Story Element Questions:

- Who is the main character? (Duck)
- Where does this story take place? (in a nest, in a dog house, etc.)

Partner Activities:

- Retell the story to a partner in your own words.
- Choose one of the locations Duck tried to have a nest. Explain to a partner how you could fix the location to make it better.
- Draw a picture with a partner of the perfect habitat for a duck.
- Tell a partner about your favorite place to be. Use descriptive words.

Step 2: Duck Has a Nest continued...

Sticky Word Mapping

Old Sticky Words

th	e	f	or
h	e	t	oo

Slow Down Sounds:

blends: Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).

- **-ck** - "c" and "k" both can spell the same sound. This pairing is like a double letter blend, and the sound is only heard once. "ck" is only found at the end or inside a word.
- **ending blends** - st, mp, sk, nd

Bounce and Blend: (From the Daily Dos) - Pretend to bounce a basketball. Each time your hand pushes the ball down, say one sound. Bounce faster, saying the sound continuously. Shoot the basketball at an invisible hoop as you say the word.

Words to bounce:

/b/-/i/-/g/	/t/-/u/-/k/	/h/-/a/-/z/
/m/-/i/-/l/-/k/	/d/-/e/-/n/-/t/	/p/-/u/-/m/-/p/

Word Building - Switch: Help students build the first word. Say each new word, and students switch one+ sound to build the new word.

st - nest → rest, rust, must, mist, list, last, fast, cast

mp - dump → bump, lump, lamp, damp, camp, ramp, romp

nd - mend → bend, band, land, sand, send, tend

Vocabulary/words to preview:

"it is a risk" - it is dangerous, it could cause harm

mend - to fix, to repair

dump - a place with trash or a big mess

muck - dirt or mud

Step 2, Book 3: **Frog And His Sled**

New Sticky Word: puts

Old Sticky Words: the, to, he

Slow Down Sounds: blends (fr-, fl-, sl-, -ll, dr-, sp-, pl-, sk-, gl-)

Frog And His Sled SYNOPSIS:

-Frog gets a sled with a flag. He goes sledding, loses control, and flips around as he goes down the mountain. He runs into the side of a bus, but it doesn't matter. He had a great time.

Suggested Questions:

- What does the flag on Frog's sled look like? (it has stripes, it is small, it is a rectangle, it is on the back of the sled, etc.)
- How does Frog get the sled up the side of the hill? (he drags it as he hops)
- How do you think Frog feels when is going up the hill? (excited, nervous, anxious, elated, happy, glad, etc.)
- Name two moves that Frog makes while sliding down the mountain. (slips, spins, skids, skips, flips, flops)
- What does the word "glum" mean? (unhappy, grumpy, sad, down, blue, etc.)

Connection Questions (connecting the student to the book):

- Have you ever been in the snow? What did it feel like?
- Have you ever ridden on a sled?
- What are some other activities that can be done in the snow? (snowshoeing, skiing, snowboarding, making a snowman, having a snowball fight, making snow angels, etc.)

Story Element Questions:

- Who is the main character? (Frog)
- Where does this story take place? What is the setting? (on a hill, in the snow, during winter, etc.)

Partner Activity:

- Retell the story to a partner in your own words.
- Tell a partner about a time you did something that scared you or a time you overcame a fear.
- Draw a picture with a partner of how you would decorate a sled.

Step 2: **Frog And His Sled** continued...

Sticky Word Mapping

p	u	t	s
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puts: "p" spells /p/, "t" spells /t/, and "s" spells /s/, which students have learned. The "u" spells /ʊ/ which is a short oo sound and is an irregular sound-spelling.

Old Sticky Words

th	e	t	o	h	e
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Slow Down Sounds:

blends: Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).

- **beginning blends** - fr, fl, sl, dr, sp, pl, sk, gl
- **double letter blend** - ll

Bounce and Blend: (From the Daily Dos) - auditory blending

Words to bounce:

/k/-/a/-/n/	/d/-/o/-/t/	/f/-/l/-/a/-/t/
/s/-/l/-/a/-/p/	/g/-/r/-/i/-/d/	/t/-/r/-/u/-/k/

Word Building - Switch:

Help students build the first word. Say each new word, and students switch one+ sound to build the new word.

fl - flip → flop, flap, clap, clip, slip, slop, slap, snap

sp - spin → spit, spot, spat, span, spun, spud, sped

pl - plop → plod, plot, blot, blob, slob, slab, blab

Vocabulary/words to preview:

glum - sad, feeling down, feeling blue

Step 2, Book 4: Frog Hunts For a Pal

New Sticky Words: does, have

Old Sticky Words: the, to, he, was, sees, for

Slow Down Sounds: blends (fr-, gr-, -nt, sp-, cr-, -ff, ll, st-, -st, -ck, sn-, -dd, tr-, -nd, sl-, sn-)

Frog Hunts For a Pal SYNOPSIS:

-Frog is lonely and looking for a friend. Frog tries to make friends with a crab, but the crab runs away. Frog decides he will trap a pal, but his trap doesn't catch anyone. Finally, Bug holds up a sign that reminds Frog to smile. All Frog needs to do is smile, and he gets friends.

Suggested Questions:

- Why does Frog need a friend? (he is lonely, he is sad, he wants someone to play with, etc.)
- Who does Frog try to make friends with first? (a crab)
- Why doesn't Frog's trap work to catch a friend? (the wind blows it shut, that's not how to get a friend, etc.)
- How do you think Frog feels when his trap does not work? (sad, lonely, helpless, hopeless, frustrated, etc.)
- How does Frog finally get friends? (he grins, he is nice and smiling, he is happy and people want to be his friend, etc.)

Connection Questions (connecting the student to the book):

- What's one way to make friends with someone?
- What makes you want to be friends with someone?
- How do you feel when you are alone or when your friends are away?

Story Element Questions:

- Who is the main character? (Frog)
- What is one major event in the book? (the crab runs away, the trap doesn't work, Frog grins, etc.)

Partner Activities:

-Tell a partner what the problem in the story is and how you would help Frog fix it.

-Create an ad for a newspaper to help Frog find a friend.

-Tell a partner about a time you helped a friend or someone who was lonely.

Step 2: Frog Hunts For a Pal continued...

Sticky Word Mapping

d	oe	s			h	a	ve
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does: "d" spells /d/ and "s" spells /z/ (as it often does as the end of a word). "oe" is an irregular spelling for /u/.

have: "h" spells /h/, "v" spells /v/, but "a" spells /a/ and should be long because of the "e" (learned in Step 4).

Old Sticky Words

th	e		t	o		h	e
w	a	s	s	ee	s	f	or

Slow Down Sounds:

blends: Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).

- **beginning blends** - fr, gr, sp, cr, st, sn, tr, sl, sn
- **ending blends** - nt, st, nd
- **double letter blends** - ll, ff, dd, ck*

Bounce and Blend: (From the Daily Dos) - auditory blending

Words to bounce:

/p/-/o/-/t/	/b/-/u/-/g/	/s/-/a/-/d/
/s/-/n/-/u/-/k/	/k/-/l/-/a/-/p/	/f/-/r/-/o/-/s/-/t/

Word Building - Switch: Help students build the first word. Say each new word, and students switch one+ sound to build the new word.

tr - trap → trip, grip, grin, grit, grim, trim, prim, pram

sn - snap → snip, clip, trip, trap, flap, flop, slop, slip

Vocabulary/words to preview:

grin - small smile, often not showing teeth

hunt - to search for, to try to find

Step 2, Book 5: Duck And The Mess

New Sticky Words: come, like

Old Sticky Words: to, he, the, have

Slow Down Sounds: blends (-ck, sm-, -ll, scr-, st-, -st, -ss, -nt, -nd, dr-, -nk)

Duck And The Mess SYNOPSIS:

-Duck's friends are coming for a visit and his nest is messy and dirty. He cleans and fixes many different objects and parts of his nest. When his friends come, they like his nest.

Suggested Questions:

- Why are Duck's pals coming to his nest? (to have snacks and see his nest)
- How do you think Duck feels when he realizes he needs to clean? (nervous, worried)
- What is one object Duck cleans in his nest? (cups, mugs, the floor, clothes)
- What is one object Duck fixes in his nest? (ripped rug, leaky sink)
- What does "mend" mean? (to fix, to sew, to stitch up, etc.)
- How do Duck's friends feel about his nest at the end?

Connection Questions (connecting the student to the book):

- Do you have to help clean at home?
- What do you have to help clean? (my room, the dishes after dinner, putting my laundry away, take the trash out, etc.)
- Do you have other chores you do in your home?

Story Element Questions:

- Who is the main character? (Duck)
- Where does this story take place? (Duck's nest)
- What is the problem in the story? (Duck's nest is a mess and his friends are coming for a visit.)
- What is the solution? (Duck cleans.)

Partner Activity:

- Retell the story to a partner in your own words.
- Tell a partner how you would prepare for friends to come visit.

Step 2: Duck And The Mess continued...

Sticky Word Mapping

c	o	m	e			l	i	k	e
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come: "c" spells /k/, "m" spells /m/ but instead of a long vowel due to sneaky "e," "come" has an irregular sound spelling where "o" spells /u/ like in "some."

like: "l" spells /l/ and "k" spells /k/. The "i" spells /I/ because the "e" is a sneaky "e." This is learned in Step 4.

Old Sticky Words

th	e			t	o		
		h	e		h	a	ve

Slow Down Sounds:

blends: Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).

- **beginning blends** - sm, scr, st, dr
- **double letter blends** - ll, ss, ck*
- **ending blends** - st, nt, nd
- nk - this is learned within digraphs since the "n" creates a new sound when paired with "k" - /ng/

Bounce and Blend: (From the Daily Dos) - auditory blending

Words to bounce:

/m/-/e/-/s/	/k/-/u/-/p/	/s/-/o/-/k/
/d/-/r/-/e/-/s/	/s/-/l/-/u/-/g/	/k/-/r/-/i/-/b/

Word Building - Switch: Help students build the first word.

Say each new word, and students switch one+ sound to build the new word.

dr - drip → drop, crop, prop, prod, trod, trot, plot, slot

sm - smell → swell, spell, spill, still, swill, swim, swam

st - stop → slop, slip, snip, snap, slap, slam

Step 2, Book 6: Duck Up a Hill

New Sticky Word: of

Old Sticky Words: be, he, for, see, the, to

Slow Down Sounds: double letters (-ll, -ss, -ff, -tt)

Duck Up a Hill SYNOPSIS:

-Duck goes up a hill to watch a sun set but slips at the top and tumbles down the hill. His friends help him into bed and take care of him so he can get better.

Suggested Questions:

- Why does Duck go up the hill? (to see the sun set)
- What causes Duck to slip on top of the hill? (slick moss on a rock)
- Which pals run to help Duck? (Cat, Pig, and Bug)
- What must Duck do to get well? (be still and be in bed)
- What do Duck's friends give him to help him get their attention? (a bell)
- How do you think Duck feels while his friends are taking care of him? (cared for, loved, relaxed, better, etc.)
- Why is the ending happy? (Duck feels loved, his friends were good friends, Duck is getting better, etc.)

Connection Questions (connecting the student to the book):

- Have you ever fallen? How did you feel? Who helped you?
- How would YOU help a friend who fell? (pick them up, hug them, get them a Band-Aid, tell a teacher, etc.)
- What do you need when you are sick to feel better?

Story Element Questions:

- Who is the main character? (Duck)
- Who are the supporting characters? (Cat, Duck, Bug)
- Where does this story take place? What is the setting? (at the top of a hill, at the bottom of a hill, at sunset, at Duck's house, in Duck's bed)

Partner Activities:

- Retell the story to a partner in your own words.
- Tell a partner how you would help a friend or family member who was sick or needed to be taken care of.

Step 2: Duck Up a Hill continued...

Sticky Word Mapping



of: "of" is entirely irregular. The "o" spells /u/, and the "f" spells /v/ in this word.

Old Sticky Words

th	e	t	o	h	e
b	e	s	ee	f	or

Slow Down Sounds:

blends: Each sound is heard in a blend (no new sounds are created), unless it is a double letter blend (two letters spelling the same sound and only heard once).

- **beginning blends** - sl, gr, cr, tr, fl, gl
- **ending blends** - mp, st, lp, xt
- **double letter blends** - ll, ss, ff, tt, ck*

Bounce and Blend: (From the Daily Dos) - auditory blending

Words to bounce:

/f/-/i/-/l/	/r/-/o/-/k/	/w/-/e/-/l/
/s/-/l/-/i/-/k/	/t/-/r/-/a/-/k/	/l/-/u/-/m/-/p/

Word Building - Switch: Help students build the first word. Say each new word, and students switch one+ sound to build the new word.

cr - crick → crack, track, truck, pluck, cluck, clack

gr - grass → glass, class, clap, flap, flop, flip, blip

mp - bump → lump, limp, lamp, damp, ramp, romp

Vocabulary/words to preview:

trill - to ring or make a high-pitched noise

slick - wet or slippery

"**crick in his neck**" - tightness of muscles in the neck

"**fluff his bed**" - to make soft or plump