

Step 3, Book 1: Chimp Gets a Check-Up

New Sticky Word: good

Old Sticky Words: does, to, the, he, be, sees, like

Slow Down Sounds: digraphs ch and sh

Chimp Gets a Check-Up SYNOPSIS:

-Chimp must have a check-up with his doctor. He wants to be healthy, and so he goes to his check-up. He does not want to get a shot, but he knows it will help him stay healthy. He is brave, and the shot is over very quickly. Chimp even gets a lollipop!

Suggested Questions:

- Why does Chimp need a check-up? (He does not want to get sick, he needs to check on his health)
- Does Chimp like shots? (no)
- Why are shots good for him? (He wants to stay fit, trim, and healthy.)
- What does it mean when Chimp's "chin is up?" (he is being brave, he isn't scared, etc.)
- What does it mean when the book says that the shot "ends in a flash?" (it ends quickly, it is over before he knows it, it was fast, etc.)
- How do you think Chimp feels when he is finished with his check-up? (proud, brave, happy with himself, etc.)
- What is Chimp's reward for being so brave? (a pop/a lollipop)

Connection Questions (connecting the student to the book):

- Have you ever needed to get a shot?
- What can you do to be brave? (hold someone's hand, think of something you like, day dream, sing a song out loud, etc.)
- What else does a doctor do when you get a check-up? (measures height, measures weight, looks in your ears, checks your tonsils/throat, takes your temperature, etc.)

Story Element Questions:

- Who is the main character? (Chimp)
- What is the setting of this book? (the doctor's office)

Partner Activity:

-Retell the story to a partner in your own words.

-Tell a partner one way you can be brave, even when you are scared.

Step 3, Book 1: Chimp Gets a Check-Up continued...

Sticky Word Mapping



all: The "g" spells /g/, and the "d" spells /d/ in this word. The "oo" spells the short oo or /u/.

Old Sticky Words

d	oe	s	t	o	h	e		
b	e	s	ee	s	l	i	k	e

Slow Down Sounds:

digraphs: 2-3 consonant letters that come together to spell a new sound

- ch, sh

blends: mp, ck, ll, lp, gl, st, tr, nd, fl

Can You Hear It: (from the Daily Dos) Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.).

ch - chip, challenge, shoes, tree, choose, checks, chomp, flip, munch, drag, proud, watch, children

sh - rush, sharing, think, grouch, shouted, mash, shirts, plug, mouth, push, digging, kind, shocked

Word Building - Switch/Add: Put the digraph in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.

ch - chin → chip, chop, chomp, champ, chimp, shrimp

sh - shot → shut, shin, ship, chip, chap, clap, clip

Vocabulary/words to preview:

well - healthy, not sick, feeling good

fit and trim - healthy and strong/lean

"chin up" - to be brave

"ends in a flash" - to end quickly

Step 3, Book 2: Dog And The Gift

Old Sticky Words: the, for, to, he, of, too, sees

Slow Down Sounds: digraphs ch and sh

Dog And The Gift SYNOPSIS:

-Dog is trying to find a gift for Frog's party. He tries multiple gifts but there is something wrong with each gift. Dog finally picks out a shell, and Frog loves the gift. More importantly, Dog spent time and care to find the right gift for Frog.

Suggested Questions:

- What is a "bash?" (a party)
- Why does Dog need to find a gift? (He is going to a party at Frog's place.)
- Why can't Dog get a chick? (it costs too much, it is too expensive, Dog is not rich, Dog doesn't have enough money, etc.)
- Why can't Dog get the chest? (it is too heavy, he can't drag it, etc.)
- Why can't Dog get the red dish? (there is a crack in it, it is broken, etc.)
- How do you think Dog feels when he finds the right gift? (proud, happy with himself, etc.)

Connection Questions (connecting the student to the book):

- What was your favorite gift you ever got?
- What is the best gift you have ever given?
- How do you feel when you give a gift to someone?

Story Element Questions:

- Who is main character? (Dog)
- Where does this story take place? What is the setting? (day time, stores, Frog's party, Dog's house, etc.)
- How is the problem in this story resolved? What is the solution? (Dog looks at many items and finally finds one he thinks is the best.)

Partner Activities:

- Retell the story to a partner in your own words.
- Tell a partner about the best gift you have ever gotten.
- Tell a partner about the best gift you have ever given.
- Tell a partner what gift you think would be the best for a frog.

Step 3, Book 2: Dog And The Gift continued...

Sticky Word Mapping

Old Sticky Words

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

Slow Down Sounds:

digraphs: 2-3 consonant letters that come together to spell a new sound

- ch, sh

blends: ll, cr, ck, ft, st, fr, sp, nd, dr, gl

Can You Hear It: (from the Daily Dos) Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.).

ch - chocolate, tired, **cheese**, tricky, almonds, **flinch**, **batch**, lost, handle, **chewing**, **rich**, **lunch**, round

sh - **showers**, bench, **fishy**, glued, **wishes**, noisy, **crash**, **shouted**, **shred**, jogging, bounces, **fresh**, wrench

Word Building - Switch/Add: Put the digraph or blend in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.

ch - chick → check, chuck, chug, shrug, shrub

sh - shop → ship, shin, chin, chill, will, well, shell

fr - frog → frost, lost, loft, soft, slot, slat, flat, flag

Vocabulary/words to preview:

bash - a party

drag - to pull along, to pull behind

Frog's pad - Frog's lily pad or Frog's home

"not rich" - to not have a surplus or a ton of money

Step 3, Book 3: Fish Had a Wish

New Sticky Word: she

Old Sticky Words: was, to, the, for, be

Slow Down Sounds: digraphs ch, sh, th

Fish Had a Wish SYNOPSIS:

-Fish wishes for all types of things to be in her dish, but her dish becomes too cramped for her to swim about. She wants her dish back the way it was. Fish is happy to have her dish just as it was.

Suggested Questions:

- What does "bunch" mean when Fish wishes for a "bunch of rocks?" (a group, a lot, etc.)
- What kind of chest does Fish wish for? (one with a lock)
- What five items does Fish wish to have in her dish? (rocks, chest, plant, shack, ship)
- How do you think Fish feels when she is too cramped to swim? (scared, misses her old dish, frustrated, upset, etc.)
- What is Fish's last wish? (for the dish to be as it was before all of the stuff made it too cramped to swim)
- What lesson does Fish learn in this story? (that more is not always better, "stuff" doesn't make one happy, etc.)

Connection Questions (connecting the student to the book):

- Have you ever had a fish? Have you ever seen a fish?
- If you had a fish, what would you name it? What would you put in the dish with the fish?
- If you were a fish, what would you want in your dish?

Story Element Questions:

- Who is the main character? (Fish)
- Where does this story take place? (in Fish's dish)

Partner Activity:

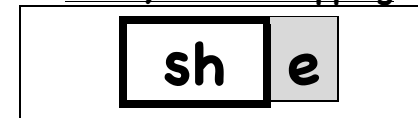
-Retell the story to a partner in your own words.

-Draw a picture with a partner from memory of all the items that Fish wishes into her dish.

-Tell a partner what three items/decorations you would want to put into your room to make it the best room for you.

Step 3, Book 3: Fish Had a Wish continued...

Sticky Word Mapping



she: The "sh" spells /sh/ which has been introduced, but the open "e" that spells /E/ has not been explicitly taught yet.

Old Sticky Words

th	e	t	o	b	e
f	or	w	a	s	

Slow Down Sounds:

digraphs: 2-3 consonant letters that come together to spell a new sound

- ch, sh, th

blends: gl, sw, ck, pl, nt, xt, ll, st

Can You Hear It: (from the Daily Dos) Teachers say a set of words. If students hear the given sound, they do a body motion (such as hands on head, stand up, etc.).

ch - cheers, luncheon, grouch, passes, landing, charge, channel

sh - shrugs, dusty, crushes, vanish, lasso, pounce, lavish, rush

th - think, thin, path, nutty, fish, myth, seventh, hush

Word Building - Switch/Add: Put the digraph or blend in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.

sh - fish → chip, chop, chomp, champ, chimp, shrimp

th - with → wish, fish, dish, dash, mash, math, path, bath

ch - bunch → lunch, punch, pinch, finch, flinch

Vocabulary/words to preview:

bunch - a number of things, a group of items

"has a wish for" - wants, hopes for

chest - a large, strong box

"as it is" - just the way is currently is

Step 3, Book 4: **Chimp Camps**

New Sticky Words: where, are

Old Sticky Words: have, for, to, from, he, puts, does, see, the, go

Slow Down Sounds: digraphs ch, sh, -tch

Chimp Camps SYNOPSIS:

-Chimp goes camping. One by one, his belongings disappear. He thinks someone is stealing, but his friends surprise him at the end by making him a meal.

Suggested Questions:

- What does the idiom "catch a cab" mean? (to take a cab, to ride in a cab, to get a ride from a cab, etc.)
- Where does Chimp put his bags? (in his tent)
- Who grabs the log? (Duck)
- Who grabs the chips? (Frog)
- What is Chimp doing while Frog snatches his chips? (reading)
- Who grabs the matchbox and hot dogs? (Pig)
- How do you think Chimp feels when he thinks someone is stealing his things? (frustrated, confused, upset, sad, scared, angry, etc.)
- Why did his pals grab his stuff? (to surprise him with a meal, to do something nice, etc.)

Connection Questions (connecting the student to the book):

- Have you ever been camping?
- What are some activities you can do when you go camping? (hike, build a campfire, make s'mores, look at the stars, etc.)
- Have you ever lost something? How did you feel?

Story Element Questions:

- Who is the main character? (Chimp)
- Where does this story take place? (outdoors, at a campsite, by a ditch, in the woods, etc.)

Partner Activities:

-Retell the story to a partner in your own words.

-Tell a partner which four things you would take with you if you went camping.

-Draw a picture with your partner of how you would set up a campsite. This can be drawn in the form of a map.

Step 3, Book 4: **Chimp Camps** continued...

Sticky Word Mapping

ar e	w h e re
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are: The "ar" spells /ar/ which is the r-controlled sound for "r" with "a" and will be taught in Step 6. The "e" is extra.

where: The "w" spells /w/, but the "h" is silent. Depending on dialect, this might make for a softer /w/ sound. The "e_e" basically spells /A/ but is an irregular spelling for the sound.

Old Sticky Words

d oe s	t o	h e
b e	s ee	f r o m
t o	f or	p u t s
th e	h a ve	g o

Slow Down Sounds:

digraphs: 2-3 consonant letters that come together to spell a new sound

- ch, sh, -tch

Word Building - Switch/Add: Put the digraph or blend in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.

-tch - ditch → pitch, patch, batch, match, hatch, hutch
nt - tent → lent, lint, mint, tint, tent, vent, rent, rant

Vocabulary/words to preview:

snatch - to grab, to take

ditch - a narrow channel dug into the ground

Step 3, Book 5: Duck Sings a Song

Old Sticky Words: the, he, of, be, good, like, does

Slow Down Sounds: -ng, -nk

Duck Sings a Song SYNOPSIS:

-Duck is going to sing and perform at a show but becomes very nervous. Duck explains how this makes him feel. Fish helps Duck be brave and confident. At the end, Duck is glad to have tried and sang in front of all his friends. His friends support him and are always kind.

Suggested Questions:

- What is the name of the show that Duck will sing at? (the Spring Bash)
- What is "stress?" (when someone feels uncomfortable, when someone is worried and nervous, when someone is anxious, when someone is upset and scared, a feeling you feel, an emotion, etc.)
- What does Duck think he will do instead of sing? (honk)
- Who does Duck bring with him onto stage? (Fish)
- Do his friends like his song? How do you know? (they clap, the book says they like the song, they yell, etc.)
- How do you think Duck feels when he finally gets up and sings his song? (proud, excited, relieved, happy, etc.)

Connection Questions (connecting the student to the book):

- Have you ever performed in front of other people?
- Have you ever had to do something that made you afraid or nervous?
- How do you feel when you are nervous?

Story Element Questions:

- Who is the main character? (Duck)
- Is there a supporting character? (Fish)
- Where does this story take place? (the Spring Bash, on stage, etc.)

Partner Activity:

- Retell the story to a partner in your own words.
- Tell a partner about a talent you have that you could perform/do in a talent show.

Step 3, Book 5: Duck Sings a Song continued...

Sticky Word Mapping

Old Sticky Words

g	oo	d	o	f	h	e		
b	e	d	oe	s	l	i	k	e
th	e							

Slow Down Sounds:

These spellings are taught with digraphs because a new sound is created by the combination, but "nk" /ng/-/k/ makes 2 sounds (not one sound such as digraphs).

- ng, nk

Can You Hear It: (from the Daily Dos) Teachers say a set of words. If students hear the given sound(s), they do a body motion (such as hands on head, stand up, etc.).

ng - ring, stringing, flung, crouch, making, quickly, long
nk - sink, broken, pinkish, drank, wrinkle, spark, crank

Word Building - Switch/Add: Put the -ng or -nk in place and build the first word. Say each word, and students switch or add one+ sound to build the new word.

ng - sing → ring, rang, gang, hang, sang, song, long
nk - honk → hunk, bunk, bonk, bank, tank, sank, sink
ng - strong → string, thing, swing, bring, cling, clang
nk - thank → plank, plink, think, shrink, clink, clank

Vocabulary/words to preview:

be strong - to be brave, to have courage
stress - anxiety, to feel uncomfortable

Step 3, Book 6: **Cub Has a Picnic**

New Sticky Word: all

Old Sticky Words: from, the, he, of, to, be, for, have, put

Slow Down Sounds: 2 syllable words, multisyllabic words

Cub Has a Picnic SYNOPSIS:

-Cub gets all ready for a picnic with his friends. He gets his blanket, his picnic basket, and all types of food and supplies packed. Just as he is almost ready, he feels raindrops. He feels helpless and upset, but he comes up with a plan. He sets up a tent, and all his pals have a great picnic in the tent.

Suggested Questions:

- What is on Cub's flannel blanket and picnic basket? (cobwebs)
- How many lemons does he pack? (seven)
- How do you know that it starts raining? (Cub feels drips, drips land on Cub, Cub looks up as the raindrops come down, etc.)
- How do you think Cub feels when it starts to rain? (disappointed, helpless, upset, mad at the rain, frustrated, worried, etc.)
- What is Cub's plan? (Cub sets up a tent outside where the pals can all have their picnic.)
- Do his pals have fun? How do you know?

Connection Questions (connecting the student to the book):

- Have you ever had a picnic?
- What would you pack if you went on a picnic?
- Who would you go with if you went on a picnic?
- Is there a park or a place that you would like to have a picnic?

Story Element Questions:

- Who is the main character? (Cub)
- Where does this story take place? (Cub's house)

Partner Activities:

- Retell the story to a partner in your own words.
- Tell a partner where you would have a picnic, who you would go with, and what food you would bring to your picnic.
- Draw a picture with your partner of a picnic blanket and each type of food you would bring.

Step 3, Book 6: **Cub Has a Picnic** continued...

Sticky Word Mapping



good: The "a" is a spelling for /o/ (as taught in Express Readers in Step 6).

Old Sticky Words

th e	t o	f or
h e	p u t	o f
f r o m	b e	h a v e

Slow Down Sounds: multisyllabic words

- Write these words on a white board before reading the book.
- Underline/circle each syllable and color each vowel to help students learn to chunk longer words.
- Read each syllable.
- Blend the entire word (and model for students).

spl <u>e</u> n - did	pic - nic	clo <u>s</u> - <u>e</u> t
co <u>b</u> - <u>w</u> ebs	ba <u>s</u> k - <u>e</u> t	se <u>v</u> - <u>e</u> n
sa <u>n</u> d - <u>w</u> ich	ra <u>d</u> - ish	na <u>p</u> - <u>k</u> ins

Vocabulary/words to preview:

all of a sudden - quickly, without notice, unexpected
splendid - wonderful, amazing, lovely