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**Downloadable Resources**

- “The Pup Shop” Super Story
- Sight Words Matching Cards

## DAY 1

## COMPREHENSION FOCUS:

Retelling: Retell Story Elements



**STEP 1** → To open the day’s lesson, read a familiar nursery rhyme, song, poem, or chant.

**Warm-Up**



**STEP 2** → **INTRODUCE THE NEW BOOK**

**Shared Reading**

Introduce the book by reading the title: *Jasper and the Birds*. Read the author’s name and the illustrator’s name. Invite students to make predictions based on the title and cover illustration.

- *This story is about Katie and her cat, Jasper. Turn to the title page. Who has a prediction about the book?*
- Explain the meaning of the word *naughty* on page 12. *Katie calls Jasper naughty. Let’s read to find out why.*

## READ

- **Echo Read:** pages 2 and 4
- **Page 2:** *The setting is where the story takes place. What is the setting on this page (outside)?*
- **Page 4:** *What is the setting now (inside the house)? What is the problem (the birds are hungry)?*
- **Choral Read:** pages 6, 8, and 10
- **Page 10:** *What is the setting now? How is Katie trying to solve the problem (feeds bread to the birds)?*
- **Echo Read:** page 12
- **Page 12:** *What’s the problem now (Jasper eats the bread)?*
- *Let’s find the word bread on page 12. Run your pointer under the word bread as students say the word slowly.*

## DISCUSS

- *Who are the characters in this story (Katie, Jasper, Mom, and the birds)?*
- *What is the setting (outside and inside the house)?*
- *What is the problem (birds are hungry)?*
- *What does Katie do to solve the problem (gives bread to the birds)?*
- *Turn and tell your partner what happens at the end (Jasper eats the bread).*

## TEACH (Strategic Processing)

Turn to page 12.

- *See if you can find my mistake. Point to each word and say, “Jasper,” said Katie. “You are a naughty cat! The bird is for the birds, not for you!” Bird and bread have some of the same letters. You have to think which word makes sense and looks right.*

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### STEP 3 → RHYMING: Producing Rhymes

Phonological  
Awareness  
Activity

**Model:** I am going to say a word, and we are going to listen to how the word ends. Then we will say more words that end with the same sound.

- Say a word that ends with /and/: sand.
- Have students repeat the word.
- Now say more words that have /and/: stand, band, land.

**Guided Practice:** heat /eat/: \_ , \_ , \_ ,  
chase /ase/: \_ , \_ , \_ ,  
bent /ent/: \_ , \_ , \_ ,



### STEP 4 → MAKING WORDS: Initial Digraphs *ch*, *sh*, and *th*

Word Study/  
Phonics  
Activity

Have students stand at the front of the classroom, holding the following Shared Reading Letter Cards: c, h, i, n, o, p, s, and t.

- Make the word *shop*.
- Say a word with a new initial digraph, medial vowel, and/or final consonant: *chop*. What letters need to change to make the new word?
- Have students make these words: *chip*, *chin*, *thin*, *shin*, and *ship*.

## DAY 2

**COMPREHENSION FOCUS:**  
Retelling: Retell Story Elements



### STEP 1 →

Warm-Up

To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.



### STEP 2 → TEACH THE NEW SIGHT WORD: *they*

Interactive  
Writing  
and Cut-Up  
Sentence



What's Missing? **AR HE** Mix and Fix

**DICTATED SENTENCE:** *They went outside to share the bread.*

- Say the sentence and then have students repeat it with you as you draw a line for each word on the chart paper.
- Share the marker with students and have them help write any dominant sounds and familiar sight words.
- Use sound boxes for *side* and *share*. Add the silent e to both words.

**LETTER FORMATION:** *Tt*

**CUT-UP SENTENCE:** Write the completed sentence on a sentence strip. Cut and remake the sentence.

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### STEP 3

Phonological Awareness Activity

#### BLENDING: Onset-Rime

**Model:** *I am going to say two parts of a word. We are going to put the two parts together to make one word.*

- Use the Sally the Cow Puppet to say the two parts: /ch/ air.
- Have students repeat the two parts.
- Put the two parts together to make the word: chair.

**Guided Practice:** /th/ ud, thud  
/ch/ eat, cheat  
/ch/ amp, champ  
/sh/ ape, shape



### STEP 4

SOUND BOXES: Initial Digraphs ch, sh, and th

**Word Study/Phonics Activity** Distribute Sound Box Cards and dry-erase markers.

- Dictate the following words: shot, that, chop, and shed.
- Have students say each word slowly and write one sound in each box.
- Check the letters by saying the word as you run your finger under the boxes.

## DAY 3

#### COMPREHENSION FOCUS:

Analyzing Characters: Track the Character's Feelings



### STEP 1

Warm-Up To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.



### STEP 2

REREAD




Shared Reading

Reread *Jasper and the Birds*. As you read, point to each word. Keep your pace natural but slow enough for all readers to follow along. As students choral read with you, cloze read by dropping your voice on some words and having students read them without your support.

- **Page 2:** Why is Jasper looking at the birds (cats like to chase birds)? What might Jasper be thinking?
- **Page 6:** How does Katie feel about the birds (she feels sorry for them)?
- **Page 12:** Why does Jasper eat the bread (he is hungry too)?
- Find the words see and tree. Run your pointer under the words as students say them slowly. Point out that the words rhyme and end with the letters ee.

#### DISCUSS

- How do Katie's feelings change in this book? Create a B-M-E table on the chart paper to track how Katie's feelings change in the book. Tell students they are going to think about a word that describes Katie's feelings. She might feel worried, happy, or mad.
- How does Katie feel at the beginning of the story (worried)? Why (the birds are hungry)?
- How does Katie feel in the middle (happy)? Why (she has bread for the birds)?
- How does Katie feel at the end (mad)? Make your face match how she is feeling. Why (Jasper eats the bread)?
- Use the chart to retell the story with your partner. Take turns describing how Katie's feelings change.

B	M	E
		
worried	happy	mad

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## TEACH (Strategic Processing)

Turn to page 12.

- *I'm going to read this page and make a mistake. See if you can find my mistake. Point to each word as you say, "Jasper," said Katie. "You are a nice cat!" Am I right? Is Jasper a nice cat? Let's check the word. Nice and naughty both start with an n. You have to think which word makes sense and looks right.*



### STEP 3 → SEGMENTING: Stretching to Segment Phonemes

Phonological  
Awareness  
Activity

**Model:** *I am going to say a word. We are going to break the word apart by listening for all the sounds.*

- Say a word: *them*.
- Have students repeat the word.
- Say the word again, stretching the sounds as you tap your head, shoulders, and knees: *thhh-eee-mmm*.
- Say the word again, isolating the sounds as you repeat the hand motions: *th-ē-m*.

**Guided Practice:** *ship, sh-ī-p, ship*  
*sham, sh-ă-m, sham*  
*chop, ch-ŏ-p, chop*  
*thin, th-ī-n, thin*



### STEP 4 → BREAKING WORDS: Initial Digraphs *ch, sh,* and *th*

Word Study/  
Phonics  
Activity

Have students hold the following Shared Reading Letter Cards: *h, i, n, s,* and *t*.

- On the board, write the word: *thin*. Do not say the word aloud.
- Have students make the word: *thin*.
- Have students read the word, and then have the student holding the onset step away to break it at the vowel: *th-in*. Tap students' heads as you read the two parts.
- Have students step back together to create the word: *thin*.
- Repeat the procedure with the word: *shin*.
- On the board, write the word: *chin*. Have students read it aloud.
- *Now let's read all three words together.*

# DAY 4

## COMPREHENSION FOCUS:

Analyzing Characters: Track the Character's Feelings



**STEP 1** → To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.

Warm-Up



**STEP 2** → RETEACH THE NEW SIGHT WORD: *they*

Interactive  
Writing  
and Cut-Up  
Sentence



Rug Writing



Write and Retrieve

**DICTATED SENTENCE:** *They did not let the cat chase the birds.*

- Say the sentence and then have students repeat it with you as you draw a line for each word on the chart paper.
- Share the marker with students and have them help write any dominant sounds and familiar sight words.
- Use sound boxes for *did*, *let*, and *chase*. Add the silent e to the word *chase*.

**LETTER FORMATION:** s

**CUT-UP SENTENCE:** Write the completed sentence on a sentence strip. Cut and remake the sentence.



**STEP 3** → DELETING: Onset

Phonological  
Awareness  
Activity

**Model:** *I am going to say a word. We are going to take away one part of the word.*

- Put your hands together as you say a word: *chip*.
- Have students repeat the word.
- Pull away your right hand and make a fist as you say the part of the word you are deleting (onset): /ch/.
- Say the part that is left: *ip*.

**Guided Practice:** *shot*, take away /sh/, *ot*  
*thin*, take away /th/, *in*  
*chop*, take away /ch/, *op*  
*thaw*, take away /th/, *aw*



**STEP 4** → DECODING WORDS IN CONTROLLED TEXT: Initial Digraphs *ch*, *sh*, and *th*

Word Study/  
Phonics  
Activity

**"The Pup Shop" Super Story**

- Display the story and point to each word as you model decoding strategies for the first few words. Then have students finish reading the sentences.
- Practice reading the sight word: *they*.
- Have students read the sentences again fluently.

# DAY 5



**STEP 1** → To open the day's lesson, read a familiar nursery rhyme, song, poem, or chant.

Warm-Up



**STEP 2** → Select one or two shared reading books from previous lessons to reread together.

Reread Books



**STEP 3** → **ASSESSMENT: Sight Word Review**

Assessment

Dictate three or four of the following sight words and have students write them on a piece of paper: *they, went, not, you, come, are, said, here, and, going, for, my, am, we, see, in, look, can, like, is, the, at, to.*

## **ASSESS PHONICS FOCUS: Initial Digraphs *ch, sh, and th***

Have students fold their paper in half and then in half again to create four squares. Dictate the following words for students to write in each square: *that, chap, ship, and chin.*

**Follow-Up Activity** → Print out “The Pup Shop” Super Story and distribute to students. *Circle the sight words they, and, and look in the story. Color the words with the digraphs sh and th.*

**Tips for ELL** → For the interactive writing of a longer sentence, rehearse the language in phrases. *They did not let the cat (echo) chase the birds (echo).* Make it a goal for English language learners to hold the language of the complete sentence before they begin to write. However, if they can only hold the language for part of the sentence, have them write after each echoed part.

**Literacy Center or Independent Practice** →

- Have students play the Sight Words Memory Game. Place two copies of previously taught Sight Words Matching Cards facedown in the center and mix them up. Have students take turns picking two cards and reading both words to see if they match.
- Place the cut-up sentences in a pocket chart. Read it. Mix it. Fix it. Check it.
- Place individual copies of *Jasper and the Birds* in a shared reading basket for independent practice.
- Have students read the “The Pup Shop” Super Story to a buddy.