



INTRODUCING: The Digraph “wh”

Vocabulary Words

whip
when
which
whiff
whiz
whack
whisk

Bonus/High Frequency Words

what
why

WHAT THE TEACHER NEEDS TO KNOW

Today you will introduce the “wh” digraph to your students. This is the fourth digraph in this sequence. Remember “wh” is Signaled simultaneously, just like the other digraphs. The word “what” has already been introduced as a Bonus Word in Unit #5. Teach it to everyone this week, even though it is a bonus word.

LITERACY CONNECTION

Read *When I’m Sleepy* by Jane R. Howard, Illustrations by Lynne Cherry; (E.P. Dutton, Division of NAL Penguin Books USA, Inc., NY.)

Monday _____

REVIEW

Review last week’s phonics concept and vocabulary. Encourage your students to use the words in this week’s work. Don’t forget to Signal for reinforcement.

OPTION

Give a Monday Pre-test to see if your students understand the “wh” digraph concept. This will help determine who needs extra help, and who needs a challenge.

TO PRESENT THE SIGNAL, SOUND, CONCEPT, CUE WORD AND SENTENCE

To present the Signal, write a large “wh” on the board. Next, have the students Signal Honey Horse with their *right* hands saying, “Honey Horse is always right!” Now, with the *left* hand, Signal Willie Weasel. Say the “wh” sound as you do both movements together. Repeat this sequence often. This digraph must be Signaled from left to right because a left to right sequence is used in reading and writing.

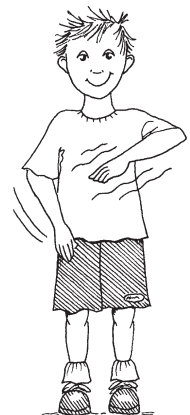
Teach the children that the “wh” sound is pronounced with “lots of air!” It should NOT be pronounced like a “w” sound.

1. “wh”—Signal Willie Weasel with the left hand and Honey Horse with the right hand and say, “wh” as in whip, “The man is a whiz with a whip.”

Let this be the secret password this week!

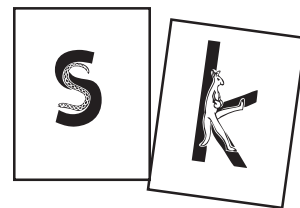
“Partners”

ad	ss
an	ll
at	ck
et	fl
id	cl
sl	br
ot	mp
sp	cr
ug	dd
pl	ch
bl	sh
nd	th
nt	wh
st	ff
dr	sk
ft	



Expeditions Into Spelling

2. “sk”—Signal Sammy Snake, and then quickly Signal Kayo Kangaroo and say “sk,” as in skin, “The skull has no skin.”
3. “y”—Signal Yancy Yak and say, “e” as in baby, and “i” as in shy, “The baby is shy.”



Pull the “sk” and “wh” Flash Cards from your *Beginning Sound Flash Cards* and the “y” from the *Intermediate Sound Flash Cards*, to put with the other Cards for daily exposure.

THE SOUND FLASH CARD ACTIVITIES

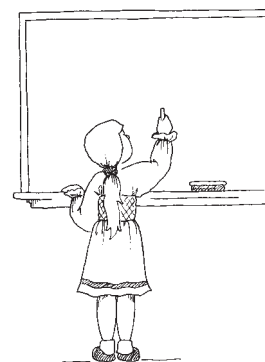
Copy the activity sheets for “wh,” “sk,” and “y” and make packets for everyone. Use them for direct instruction in the classroom and send them home for homework.

TO PRESENT THE WORDS

Write the “wh” words on the chalkboard. (Or make a transparency of the Spelling List.) Ask individual students to Signal, read and discuss the meaning of each word. Do the children see and hear the pattern in the words?

CHALKBOARD ACTIVITY

With the “wh” words on the chalkboard, have individual children approach the board and Box-In the “wh” in a word. Have them Box-In any other Partners (“sk,” “ck”). Make sure they Signal and Sound. Remember, students must always look for the patterns.



PAPER—PENCIL ACTIVITY

Hand a Spelling List to each student. Have individual students Signal and read a word from the list and then lead the others in the Signal and Sound. Have them write the words one time each. Continue this until that day’s word list is complete. Take extra time to reinforce the word “what” by Signaling and Sounding throughout the day!

REINFORCEMENT ACTIVITY

Play the “wh” story and song from the *“Pick-A-Pick A Partner” Music Tape*. They must Signal every time they hear the “wh” sound!

Learn to sing the song “Willie and Honey Picnic In The Sunshine.” Copy and enlarge the lyrics and give a copy to each child. This will help develop the idea that Willie and Honey work together to make a special sound.



HOMEWORK

Send home the Spelling List, the “Maze Game,” the “Letter Fill-In” and one of the *Beginning Sound Flash Card Activity Sheets*.

Tuesday _____

PAPER—PENCIL ACTIVITY

Hand back the Spelling List to each student. Have individual children Signal and read a word from the list, and then lead the others in the Signal and Sound. Have your students take turns using the words in oral sentences or defining the words.

Expeditions Into Spelling

SILENT SIGNALS

Signal the “wh” words from the Spelling List for the children to identify. Allow the children to take turns Signaling the words for the class to identify.

AUDITORY DISCRIMINATION ACTIVITY

Mix the “wh” spelling list on the board with CVC “w” words and use these activities:

1. Have individual students “Box-In” the “wh” partners. Signal!
2. Listen to your students pronounce the words. Remind them to add lots of air to the “wh” words.
3. Randomly read the word list to the students. Have the students hold up one finger for the “w” sound and two fingers when they hear the “wh” sound. This is an excellent auditory perception activity.

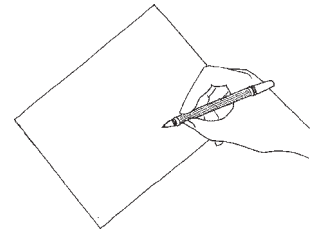
HOMEWORK

Send home the Spelling List, the “Tic-Tac-Toe” Game and one of the *Beginning Sound Flash Card Activity Worksheets*.

Wednesday

PENCIL—PAPER ACTIVITY

Give back to the students their Spelling Lists. As a class, Signal, Sound and read each word, use it in a sentence or define it, and then write the word.



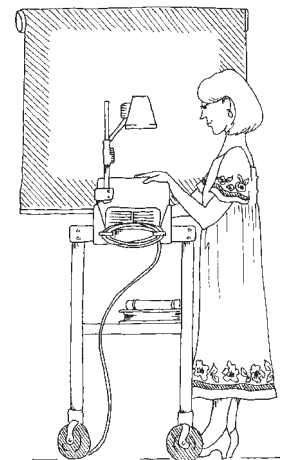
ALPHABETICAL ORDER

All of the words this week begin with “wh.” Again, the students must look for the third or fourth letter in each word. Write the words on the board, and then have them come up individually and “Box-In” the third or fourth letters in the words. Hand out and begin the “a-b-c order” activity worksheet provided.

DIGRAPH REVIEW

Review the “ch-sh-th-wh” digraph concept:

1. Write a list (on the chalkboard or overhead projector) of digraph words in random order from the four lists below. Call out a word from the list and have the students find the word. They must approach the board, “Box-In” the Partners, and Signal and Sound the word. Allow each student to participate in this activity.
 - a. chat, chip, chop, chum, inch, rich, such, branch
 - b. shed, shelf, ship, shop, shot, shock, shut, wish
 - c. bath, math, path, that, thick, thin, this, with
 - d. whack, wham, what, when, whiff, whisk, whip, whiz
2. Have your students Signal and read the word list from the board. Choose students, from raised hands, to Signal and read the entire word list or have small groups Signal and read the words aloud.



Expeditions Into Spelling

3. Call out the spelling words. Have the students spell them using the *Alphabet Grids* or *Magnets*. The students can write the word on paper as soon as s/he spells it on his or her *Grid* or *Magnet Tray*. Make sure the word is spelled correctly! *You do not want children to rehearse words spelled incorrectly!*

HOMEWORK

Send home the Spelling List and the “Unscramble Worksheet.” Tomorrow is Pre-test Day.

Thursday _____

PAPER—PENCIL ACTIVITY

Hand back each student’s Spelling List. Give them ten minutes to study their words. Make sure they Signal, for that last minute memory aid!

PRE-TEST TIME

Give the pre-test. Correct the tests immediately and pass them out so each student can see his/her results. Have students Signal and Sound any corrections.

PROOFREADING

Hand out the “Proofreading Activity” to your students. Complete this as a class. Write the mistake-filled sentences on the chalkboard and invite individuals to correct the errors. Remember, they must lead the class in Signaling as soon as the correction is made. The rest of the students will be completing their worksheets at their desks.

HOMEWORK

Send home the “Word Search” and the *Sound Flash Card Activity Worksheets* for everyone and the Spelling List for those who need one more night of studying. Ask for parental support.

Friday _____

If you have any students who need to take a re-test, give it to them after they have studied for ten minutes. Correct papers immediately and go over any needed corrections. Remind them to Signal, Sound and write the corrections three times each.

Have your students finish any spelling work that is incomplete. Those who received 100% can finish up any work not completed, and then this extra time is theirs to enjoy.

FOR “JUST BECAUSE WE LOVE TO SING!” FUN

The class may be ready for the “Flash Card Rap!” song. Listen several times to the “Flash Card Rap” from the *“Pick-A-Pick A Partner” Music Tape*. Place the *Sound Flash Cards* and *Cue Words* in a pocket chart. Point to the “Partners” in the pocket chart, as they are heard in the song. Remember to say each sound twice. Your students will become experts with daily practice.

When your students are ready, invite other classes to the performance. Sketch and have your students paint a night scene. Have your students stand in front of the night scene and sing the “Flash Card Rap” while wearing sunglasses and hat. Have your visitors participate. (Thanks to Beth Palmer of Tenaya Elementary School for this great idea!)



Expeditions Into Spelling



Name: _____

Date: _____

How to Signal "a digraph"

Simultaneously signal Willie with your left hand and Honey with your right hand. Together they make one sound.

Directions:

1. Signal and Sound out the words.
2. Write the word and Signal again.
3. Check each box after you have Signaled and written each word.

	Signal ✓	Write ✓

	Signal ✓	Write ✓

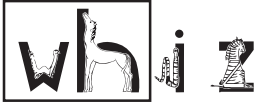
	Signal ✓	Write ✓


	Signal ✓	Write ✓

	Signal ✓	Write ✓

	Signal ✓	Write ✓

Expeditions Into Spelling

	Signal ✓	Write ✓

	Signal ✓	Write ✓

Writing Sentences

Directions: Write a sentence, using one of your spelling words, each day.

1.

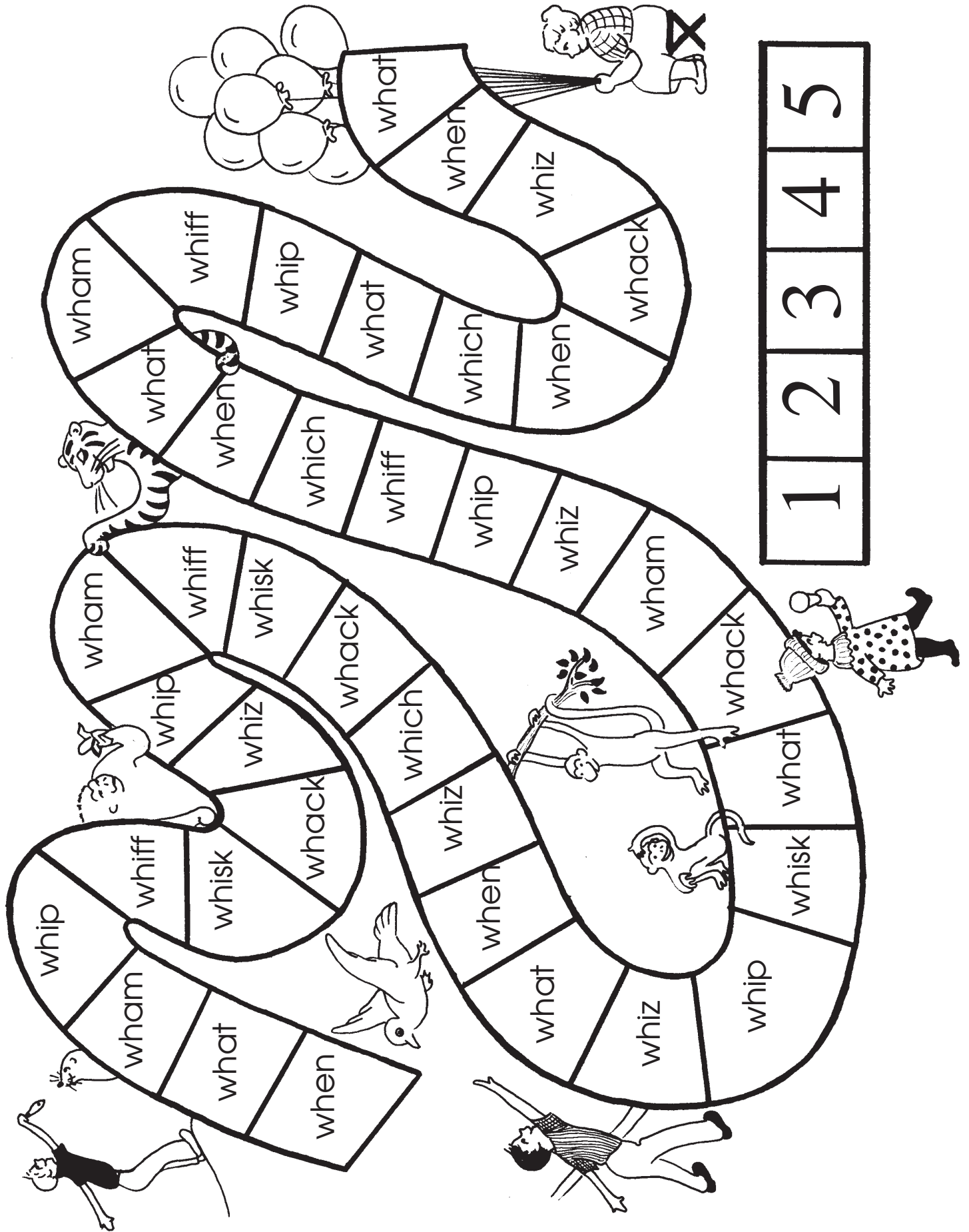
2.

3.

4.

5.

Expeditions Into Spelling





Name: _____

Date: _____

Draw a picture for each
spelling word!

whack

whiff

whip

whisk

whiz-kid



Name: _____

Date: _____

Box in the Partners

when

whack

whip

whiz

whisk

whiff

which

what

Tic—Tac—Toe

when

what

whiz

whip

whack

whisk

whiff

which

“free”



Name: _____

Date: _____

Unscramble the Words

whip

when

which

whiff

whiz

whack

whisk

what

1. zhiw

whiz

2. hihcw

3. hfwif

4. hatw

5. enhw

6. ihpw

7. cwkah

8. kwhsi



Name: _____

Date: _____

Handwriting Practice

Directions: Trace your spelling words.

1. what what what what

2. whack whack whack

3. when when when when

4. which which which

5. whiff whiff whiff

6. whip whip whip whip

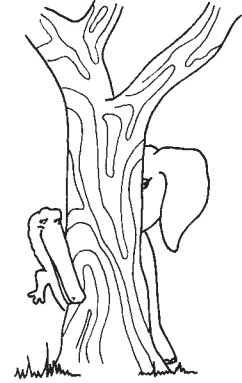


Name: _____

Date: _____

What's the Hidden Word?

Directions: Decode the words below by matching the correct letters to the numbers. Signal and Sound each letter. Fill in the missing letter and read each word.



a =1	f =6	k =11	p =16		
b =2	g =7	l =12	q =17		
c =3	h =8	m =13	r =18	u =21	x =24
d =4	i =9	n =14	s =19	v =22	y =25
e =5	j =10	o =15	t =20	w =23	z =26

--	--	--	--

23 8 1 20

--	--	--	--

23 8 5 14

--	--	--	--

23 8 9 16

--	--	--	--	--

23 8 9 3 8

--	--	--	--	--

23 8 9 6 6

--	--	--	--

23 8 9 26

Remember to begin a sentence with a capital letter. Write the sentence below.

--	--	--

25 15 21

--	--	--

1 18 5

--

1

--	--	--	--

23 8 9 26

--	--	--

11 9 4



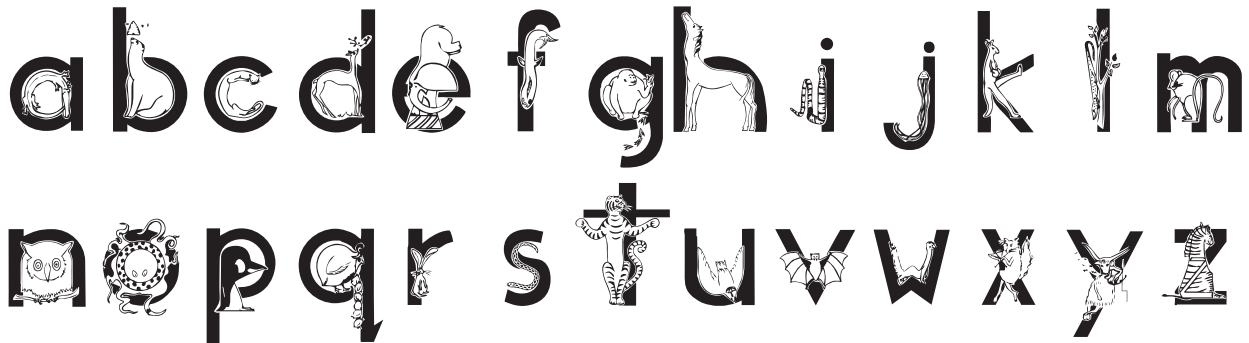
Name: _____

Date: _____

Directions: Fill in the blank with the word that should appear first in alphabetical order. Determine the alphabetical order by looking at the first letter in each word. Which letter first appears in the alphabet?

a - b - c Order

1. when or whip? _____
2. whisk or whack? _____
3. which or what? _____
4. whiff or whack? _____
5. whip or whisk? _____
6. when or whiz? _____





Name: _____

Date: _____

Directions: Fill in the missing letter in each of your spelling words. Use the word list if you need help.

Fill in the Missing Letters

when whip which
whiff whizz what

__ __ en

wh __ __

__ __ iz

__ __ ich

__ __ iff

wh __ p



Name: _____

Date: _____

Directions: Fill in the missing word. Use the spelling words in the box below to help you.

Fill in the Missing Word

whiz

whiff

what

whack

when

whip

which

whisk

1. _____ I see you, I am glad.
2. Take a _____ of these flowers.
3. _____ way did she go?
4. " _____ !" went the bat.
5. _____ the cream.
6. _____ did you say?
7. You are a _____ in class.
8. Sweep with the _____ broom.



Name: _____

Date: _____

Teacher: This is a “direct instruction” activity. Write each sentence, one at a time, on the chalkboard or on an overhead transparency. Read each sentence carefully to the students. Have them make any needed corrections. Watch for punctuation, spelling and capitalization errors.

Proofread the Sentences

1. wen did thu ship pas by.

2. my Mom wipped a kup of whipping cream.

3. Wut did jan whip im the bowl.

4. Whif means two smel.

5. thu man is a whis weth a hwip



Name: _____

Date: _____

Directions: Find the spelling words (listed in the "Word Box") in the puzzle. Use the "Word Box" to determine in which direction the spelling words appear in the puzzle. Circle each word that you find.

Word Search

w	h	a	n	d	i	k
w	w	h	i	p	c	v
q	h	y	y	a	w	f
z	i	i	h	b	h	w
t	c	w	f	v	e	h
w	h	i	z	f	n	a
w	h	i	s	k	f	t

Word Box

when ↓

whisk →

what ↓

whiff ↘

which ↓

whiz →

whack ↗

whip →

Expeditions Into Reading



Reading Unit #15



READING FOCUS: “wh” Digraph Family

WHAT THE TEACHER SHOULD KNOW BEFORE BEGINNING THIS UNIT

Today you will introduce the “wh” digraph to your students in both the Reading and Spelling Manuals. Your students have had quite a bit of experience now with digraphs, so this digraph should be very easy for them. The phonemic concept is the same, and the Signal is similar.

Once again, you will teach your reading lessons from four different types of reading text. The Mini-Books will provide a great warm-up for your students. They can practice their “digraph” skills within a reading framework, yet one that is simple and stress-free. Your students will also read a Zoo-phonics® Reader, which has controlled vocabulary. Some new phonemes will be introduced, readying your students for more challenging text, yet the book is filled with familiar Partners and words, allowing them reading success. A Zoo-phonics® Read-A-Long is the next reading text (which comes with a cassette, including the story and a wonderful song!). Although this Read-A-Long does not have controlled vocabulary, it has many familiar Partners and words, with an emphasis on “wh,” also allowing for success.

LITERATURE CONNECTION

A beautiful piece of literature will be shared, read and analyzed phonemically. This week, your students will discover a book called *When I’m Sleepy*, by Jane R. Howard. This story is about a little girl who “snuggles” with wonderful animals. See if you find any of our Zoo-phonics Animals in the book!

THIS WEEK’S READING SELECTIONS					
Titles	Monday	Tuesday	Wednesday	Thursday	Friday
1. Zoo-phonics® Mini-Books	#53	#53	# 54	#54	
2. Zoo-phonics® Reader Level C • Book 1	pgs 7-13	pgs 14-17			pgs 7-17
3. Zoo-phonics® Read-A-Long B • Book 2			pgs 57-73	pgs 67-70	
4. *When I’m Sleepy	✓	✓	✓	✓	
5. *Whistle for Willie				✓	✓

*Suggested Literature. See Literature Connection, Unit #15.

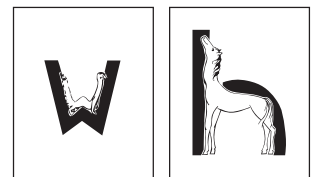
THE SPELLING CONNECTION

This week’s Spelling Unit will introduce the “wh” family. Each unit contains reinforcement, enrichment, assessment and homework activities. All aspects of basic written language will be sequentially explored. The Reading and Spelling Units complement and support each other, as you have already discovered. The Spelling Units contain direct phonetic instruction that you can apply to your reading lessons, so rather than repeat them in this Reading Unit, please refer to Spelling Unit #15.

Vocabulary Words

whip
when*
which
whiff
whiz

whack
whisk
what*
why*



*Bonus/High Frequency Words

Expeditions Into Reading

ACADEMICS AT A GLANCE

- ✓ 1. Learn the “wh” digraph concept, sound and “wh” words.
- ✓ 2. Recite the days of the week/ months of the year.
- ✓ 3. Review all the things that make a complete sentence.
- ✓ 4. Signal all the initial sounds of the number words.
- ✓ 5. Review use of quotation marks.
- ✓ 6. Review use of exclamation point.
- ✓ 7. Introduce Signal and concept of “I Say My Own Letter Name.”
- ✓ 8. Give definitions of vocabulary words.
- ✓ 9. Review High Frequency Words and their spellings.
- ✓ 10. Write sentences using descriptive words (adverbs and adjectives).
11. Review concepts of “irony,” “absurd,” “fiction,” “non-fiction.”
- ✓ 12. State story sequence.
13. Create comprehension questions.
- ✓ 14. Introduce five “wh” question words, read them on sight, identify them in a newspaper article.
- ✓ 15. Introduce silent “w” in “who,” “whole,” “two.”
- ✓ 16. Show that “who” can be the star of question sentence.
- ✓ 17. Review concept of “implied” information.
- ✓ 18. Discuss root words and suffixes.
- ✓ 19. Review multi-syllabic words – clap and draw lines dividing written words.

✓Meets State Standards for 1st Grade

ACTIVITY PREPARATION/MATERIAL NEEDS

1. Reproduce class set of Mini-Books #52 and #53.
2. Reproduce class set of Word List on page 6 of *Reader Level C • Book 1*.
3. Make copies of “scientific” writing blanks from *Expeditions into Writing — Level 1 Manual*.
4. Write vocabulary words on 3” x 5” cards.
5. Write five “wh” question words on large index cards.
6. Make class set of five “wh” question words on small index cards
7. Write vocabulary words from “Willie and Honey Go On a Picnic” on butcher paper or transparency.
8. Use a tape recorder.
9. Use pots, pans, foil, *etc.*, to make storm noises.
10. Make sentence strips for each student.
11. Find plastic visors.
12. Locate colored chalk or pens.
13. Obtain raffle tickets.
14. Locate “Whistle While You Work” from *Snow White and the Seven Dwarfs*. (Optional)
15. **Whistle For Willie**, by Ezra Jack Keats. (Optional)

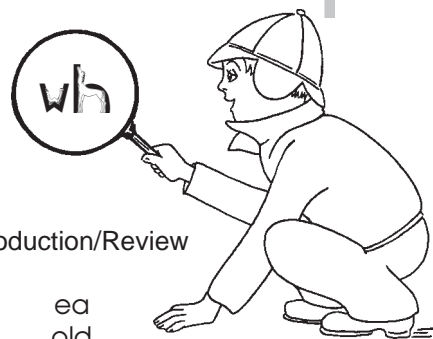
THE WRITING CONNECTION

This week your students will learn scientific writing, continue sentence writing, and will learn how to write a newspaper article.

ROTATIONAL GROUPS

Once again, use your rotational groups to create smaller groups that allow for more individual attention; create a more personal atmosphere; allow you to keep you curriculum fresh; and give you an opportunity to assess each student often. Whole group interaction must have its place in your reading lessons. Just make sure that you spend part of your reading time in smaller groupings in order to hear everyone read, and read in texts that are appropriate to their reading levels.

WORD FAMILY FOCUS (PARTNERS)

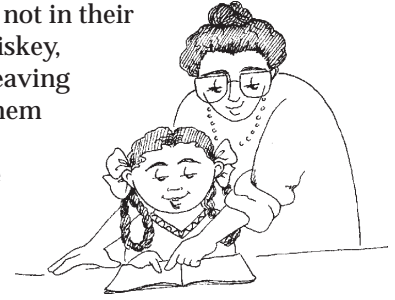


Introduction/Review

ea
old
e
o
silent w

Expeditions Into Reading

For Your E.L. Learners: For your Spanish language students, the “wh” sound is not in their language; in fact, there are few “w” words, and most of those are English (whiskey, wind surfer, western, *etc.*). They may want to pronounce just the “w” sound leaving the “h” silent. As you teach them to pronounce this unfamiliar sound, show them where to place their lips (a slight pucker), how to blow air through the mouth slightly (they can feel this), and then to say “w.” Hold a mirror so they can see themselves. Watch them and listen to them carefully. Reinforce with the Body Signal often.



Your students should be really comfortable with Signaling and Sounding the digraphs by now. They know “ch,” “th” and “sh” and this week they are adding “wh.” These digraphs unlock so many important words for them that getting them off to a good beginning is a great gift. Keep up the Signal practice daily, and always monitor your students for correct pronunciation, especially for those students for whom English is a second language. They may be completely unaware of these phonemes, or they might make these sounds in their daily speech, but the sounds may be constructed by different letters.

If you have any students who are still a little unsure of the digraph concept, spending one more week on the digraphs will help. Make sure you review all digraphs daily. The activities in this week’s lesson will insure success. We will review digraphs throughout the year, with the *Sound Flash Cards*, the vocabulary cards and the easy-to-decode Readers and through literature.

Monday

REVIEW

1. Say “**The Pledge of Allegiance.**” Sing “I’ve been Workin’ on the Railroad” from *Wee Sing America*.
2. “**Flash**” all the *Sound Flash Cards*. See how long your list of phonemes and vocabulary words has gotten over the course of a year!
3. **Very quickly, review the phonics concepts and vocabulary from last week.** “Flash” the vocabulary index cards. How many vocabulary cards can you collect this year? Perhaps when they have completely mastered a word, staple it to a “We’ve Conquered These Words!” bulletin board.
4. **Divide the larger group into groups of fours, and then recite two stanzas of “My Shadow.”** You will be able to hear individuals better this way.
5. **In these same groups of four, recite the days of the week, and the months of the year.**



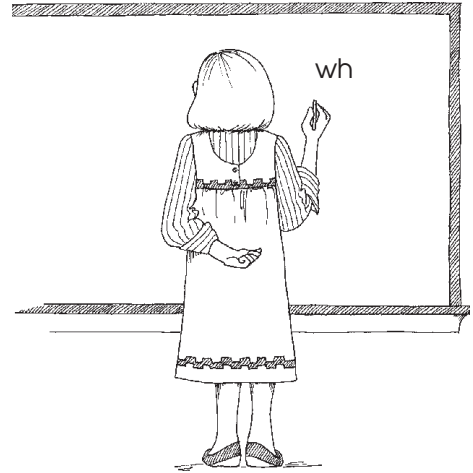
6. **Ask your students to tell you all the things that make a complete sentence.** Look for these words: noun, subject, verb, period, question mark, exclamation point, comma, adjective, etc.
7. **Count to fifty today.** As you count, Signal the initial sounds. Do they know how to Signal and Sound the “on” for “one,” the “thr” in “three,” the long “a” sound for “eight” and the long “e” in “eleven”?
8. **Ask your students to turn to a neighbor (see that “eigh” as in “eight”?) and state their telephone numbers.**

Expeditions Into Reading

PHONEMIC AWARENESS

1. **Before beginning any activities, practice the “wh” Signal and Sound.** Remember two things: 1) Honey Horse is always right! (Use your left had to Signal Willie Weasel.) 2) use lots of air when pronouncing this Sound.

Now try these activities: Write “wh” on the board. Present the Signal starting with Honey Horse on the right. Add Willie Weasel with your left (See Spelling Unit #15 for specific Signaling and phonics help and suggestions for instruction). Let them practice this for a minute. (Try “1-2-3 Snap.” Snap fingers to give Signal cue.) Signaling digraphs can be a bit like patting your head and rubbing your stomach at the same time at first, but after awhile, it becomes second nature. Soon they’ll find the rhythm of making a dip with their left hand for Willie as they pat the right thigh for Honey. “wh,” “wh,” “wh.” Remember that they must use lots of air! (It really is a “hw” sound. Look this up in the dictionary!)



Before class, place a 3” x 5” index card (roll up tape and adhere it to the students’ desks,) or a “sticky note” on each desk. On each card (or note), write one of the following rimes (you can have duplicates):

ack	am	en	et	ich
iff	im	isk	iz	ip

Finding this surprise on their desk will pique their curiosity and you can challenge them to Signal and practice what they have because they will need to share it later!

2. **Point to the “wh” on the chalkboard and ask your students to Signal.** Now have them study the index card or “sticky note” on their desks. Have them practice Signaling and Sounding the “part” that is written on their cards. Circulate and monitor their success with this. As soon as you check their Signals, ask them to practice Signaling their words by starting with the “wh,” and then adding their sounds at the end to form “wh” words.

After they have practiced this for a moment, one at a time, have each student bring up his or her index card or “sticky note” and place it next to your “wh” on the board so everyone can see it. Have each student Signal and say the whole word and use it in a sentence. Students listening can “whinny” as applause for each student’s good work!

Play the “wh” story and song from the *Pick-A-Pick-A Partner Story and Music Tape*. Learn the words to the song from this story, “Why Whimper When You Can Whinny?” Don’t forget to Signal each time you hear a “wh” word.

READING TIME WITH ZOO-PHONICS EASY-TO-DECODE TEXT: MINI-BOOK

Mini-Book #53, “Fresh Wheat Bread”

1. **Introduce the vocabulary.** Supply any unfamiliar phonemes (“ie,” “ea,” and silent “t”). Show the Sound Flash Cards and then Signal and Sound, but *do not* expect mastery. (This Mini-Book is at the end of this Unit.)

VC/CVC Words: get

Schwas: a, the, what, Honey, of

Blends: fresh, spin, stop, smell, ask, and

Digraphs: they, wheat, fresh, whiff, the, whistle, shop, what

“I Say My Own Letter Name”: go

Double Consonants: whiff, smell, Willie

Polite Partners: bread, Willie, Honey, wheat

Alternate “o” sounds: do

Silent Letter: whistle

Expeditions Into Reading

2. **Read Mini-Book # 53.** First read the story aloud to your students two times, then ask the comprehension questions.

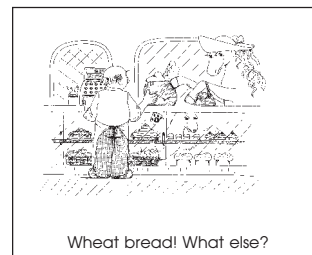
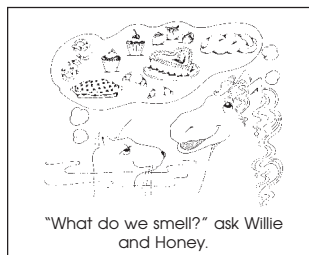
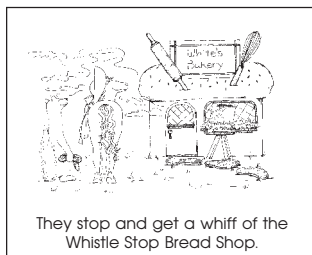
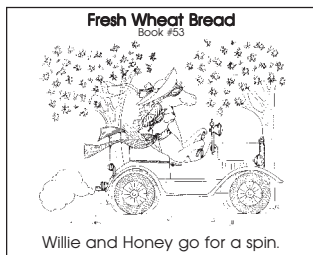
“Fresh Wheat Bread”

Willie and Honey go for a spin.

They stop and get a whiff of the Whistle Stop Bread Shop.

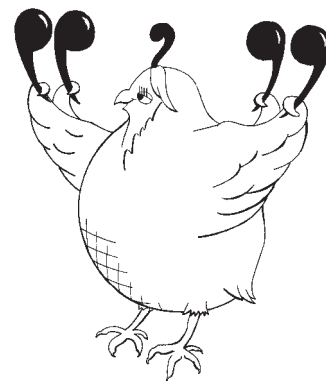
“What do we smell?” ask Willie and Honey.

Wheat bread! What else?



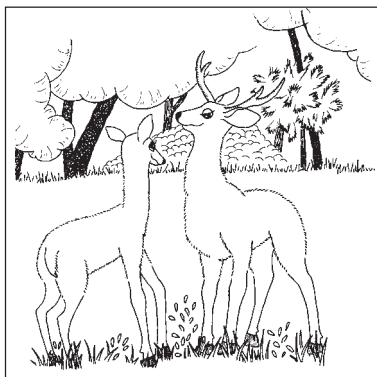
3. Lesson Plan

- Ask your students to read the story quietly, and then tell you the sequence of events.
- Ask your students about the quotation marks. Why are they used? (Because they surround words that Willie and Honey are saying.) Why is there an exclamation point? (Because it shows emotion or excitement.) What does the question mark do? (It asks a question.)
- Look at the “ea” in wheat and the “ea” as in bread. The “ea” phoneme has 3 different sounds. Show the “ea” *Advanced Sound Flash Card*.
- What do your students think Willie and Honey are going? Do they think they are in a vehicle?
- Ask your students if they have ever smelled bread cooking. It is a great smell! If you can, bring in a bread maker and enjoy a whole wheat bread treat at snack time.
- Now read the story again, this time asking volunteers to read one sentence each aloud. Go around until everyone has read at least once. Now have your students divide into buddy group for one last read.



READING TIME WITH ZOO-PHONICS EASY-TO-DECODE TEXT: READER

Reader Level C • Book 1, “Deedee Deer and Dandy”



- Read pages 7-13.** Make sure each child has many opportunities to read. Comprehension questions are in this Reader on page 19. We have also provided them at the end of this Unit for ease of teaching. We have also extended the questions.

Encourage your students to use complete sentences and more descriptive words when asking and answering questions. For instance, if the question is, “What two things are happening in the first two pictures?” Expect them to state, “It is dusk and raining in the woods,” rather than “dusk and rainy.” S/he may also answer, “The trees were wet with rain,” or “The wet trees looked black in the woods.” Perhaps other children can help supply the adjectives to make the sentence even more descriptive.

Expeditions Into Reading

Encourage your students to express themselves more fully by asking these kinds of questions:

- a. Was Deedee wise...?
- b. How do you know...?
- c. How could you prove...disprove...?
- d. Do you agree...?
- e. Would it have been better if...?



2. Phonics, Reading and Writing Instruction

- a. Each decodable story provides a word list from which you can: 1) introduce and reinforce the new words, 2) create games and activities, 3) send it home for homework, and 4) use as an assessment test. Let's take a look at the words that are used in today's reading text. You will notice that the words with the asterisks are High Frequency Words, many of which you have had in prior lessons. Encourage your students to use the vocabulary for creative and informative writing.



Read the Word List aloud together for your students prior to reading the text. Point out this Signaling information, and make sure you make the connections to the *Sound Flash Cards*. (Also use the phonemic analysis on page 18 of the Reader for more instruction.)

VC/CVC Words: it*, is*, in*, wet, on*, sod, at*, can, dog, runs, not*, man, him*

Schwas: a*, the*, ago, what*, of*

Blends: dusk, trees, drip, and*, drops, grass, sink, help,* grow, trunks, black,* stops, stands, still, asks,* sniffs, breeze, drifts, past, holds, reminds, long,* silent, brush, find, spot, glad

Digraphs: the*, what*, that*, brush, chum, quiet

Double Consonants: grass, still, sniffs

"k" sound: rocks, black*

"I say My Own Letter Name": holds, reminds, me*, ago, find, quiet,

Polite Partners: raining, woods, trees, grow, look*, Deedee Deer, breeze, see*

Suffix: raining

Alternate "o" sound: into*, to*

*High Frequency Words

Please note how many High Frequency Words your students will be reading this week. If these are not in your weekly review, please add them. Some of the words will be introduced for reading, but not necessarily mastered for spelling at this time. However, it is a good possibility that your students will end up being able to read, spell and utilize these words in a short time.

Copy the Word List from the Reader, found on page 6, for homework. Tell your parents that this is just an introduction. They can practice these with their students nightly. Remind them to Signal and keep it playful!

Expeditions Into Reading

- b. Show your students how to Signal the long vowels in “hold,” “ago,” and “remind,” by Signaling the letter, and then pulling your thumb to your chest to signify “I Say My Own Letter Name.” (For Signal instructions, see the *Zoo-phonics Signal Practice Video* and the *LARM*.) This will be the focus of Spelling and Reading Units #17. Introduce, but *do not emphasize or expect mastery*.
- c. To Signal the Polite Partners, (raining, woods, trees, grass, look, Deedee Deer, breeze, see) simply Signal both letters and say the sounds they make together. There is no Auxiliary Signal for these phonemes.

Pull these *Intermediate Sound Flash Cards* from your set and add them to your collection to “flash” daily. *Again, mastery is not required at this time*. These Partners will be covered in future Reading and Spelling Units this year. However, “ee” has been taught, seen, Signaled and Sounded for weeks!



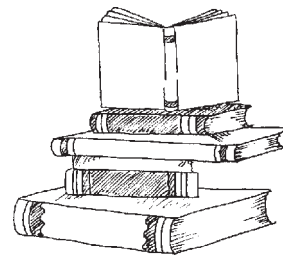
- d. Have your students volunteer individually or in pairs to read this list. You can treat this as a relay. Have one student read the list quickly until the first person misses a word. It is then the next person’s turn. Tally how many words each child reads correctly.
- e. *Definitions*. Encourage students to take turns saying, “I’m thinking of a word that means, ‘not making a sound’” (Silent). Some words do not lend themselves to definition for first graders (to, are, the), so allow them instead to use the word in sentences.

3. **Have them finish up any other work that needs completion.** As your students read quietly or play small group games (they can match the numbers, the number words, and animals one more time), take this time to work with those students who need a little extra help.

Each week, more skills will be added, and more will be required. It is crucial that each child be successful. Annotate student information. This will help you design your lesson plans and tailor your lessons for next week. Keep a log of student needs and progress.

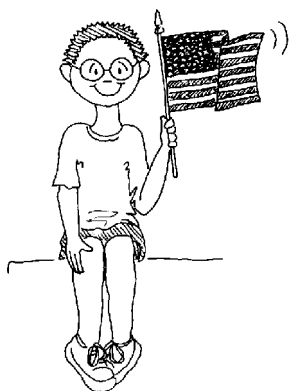
LITERATURE CONNECTION

Spend the rest of your reading time exploring language through literature. Connect all the new learning your students are acquiring (phonics, sound blending, new vocabulary) to the literature. Please note: you will be making the same phonetic connections in both the *Zoo-phonics* reading text and the literature. If you choose to use the *Zoo-phonics* selection, please turn to Unit #15 of the Literature Connection section located at the end of this Reading Manual.



Tuesday

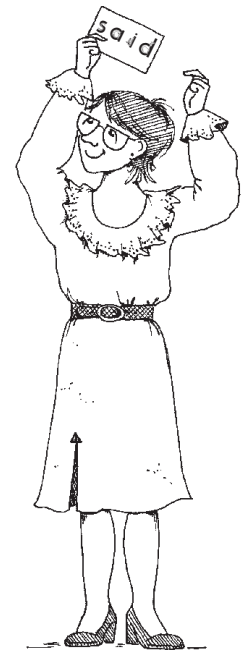
REVIEW



1. **Say “The Pledge of Allegiance.”** Sing a patriotic song. Sing “Why Worry When You Can Whistle” from the *Pick-A-Pick A Partner Story and Music Tape*. Signal when you hear the “wh” words.
2. **“Flash” the *Sound Flash Cards*.** Your focus is on “wh.” Don’t forget to learn both sides of the Card.

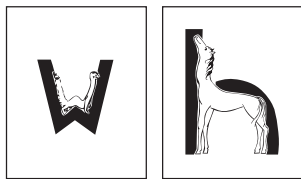
Expeditions Into Spelling

3. Review all your High Frequency and vocabulary words. Highlight the word “said.” Add all other High Frequency Words to your stack. Assess on Friday.
4. How many of your students can spell all, or almost, all of these High Frequency Words?
5. Review the “I Say My Own Letter Name” words from your literature. This will help them prepare for the literature text today: “I,” “I’m,” “be,” “cozy,” “so,” “don’t,” “cold,” “go,” “hold,” “open.”
6. What does “irony” mean? “Absurd”? “Fiction”? “Non-fiction”? It is important that you review concepts that have been taught in prior lessons. Children must hear information over and over for them to absorb, utilize and transfer the information.
7. Play the “Flash Card Rap.” Your students should be very comfortable Signaling all of the blends and digraphs now. Your goal for the end of this week will be that each of your students will know all their digraphs. Assess them more formally on Friday, using either the test in the *Sound Flash Card* packet, or the blends and digraph tests located in the *Zoo-phonics® Assessment Inventory*.



PHONEMIC AWARENESS

1. Let’s review your new “wh” Sound and Signal to get started today. Now write “What is white?” on the chalkboard. Signal and read the sentence. Ask everyone to look around and quietly Signal “wh” when s/he spots (or thinks of) something that is white. List all the responses, making tallies by those things that are mentioned more than once. Continue the activity using the following questions:



What is the same shape as a wheel?

What could you whiff?

What is made with wheat?

2. Remind the students that yesterday they practiced the words “what,” “when,” and “why.” Write these words on the chalkboard. Let’s do a quick game of asking and answering these question words. If I ask you “when?” (Signaling the “wh”), you could answer, “yesterday,” or “at 10 o’clock,” or “in the morning.” Now ask a student “when?” with Signals (spell out the whole word). A student is to answer, and then s/he can ask another student “when?” by Signaling out the word. They are to come up with an answer each time. Do this with “why” and “what,” also.

READING TIME WITH ZOO-PHONICS EASY-TO-DECODE TEXT: MINI-BOOK

Mini-Book #53, “Fresh Wheat Bread”

1. Review the vocabulary.

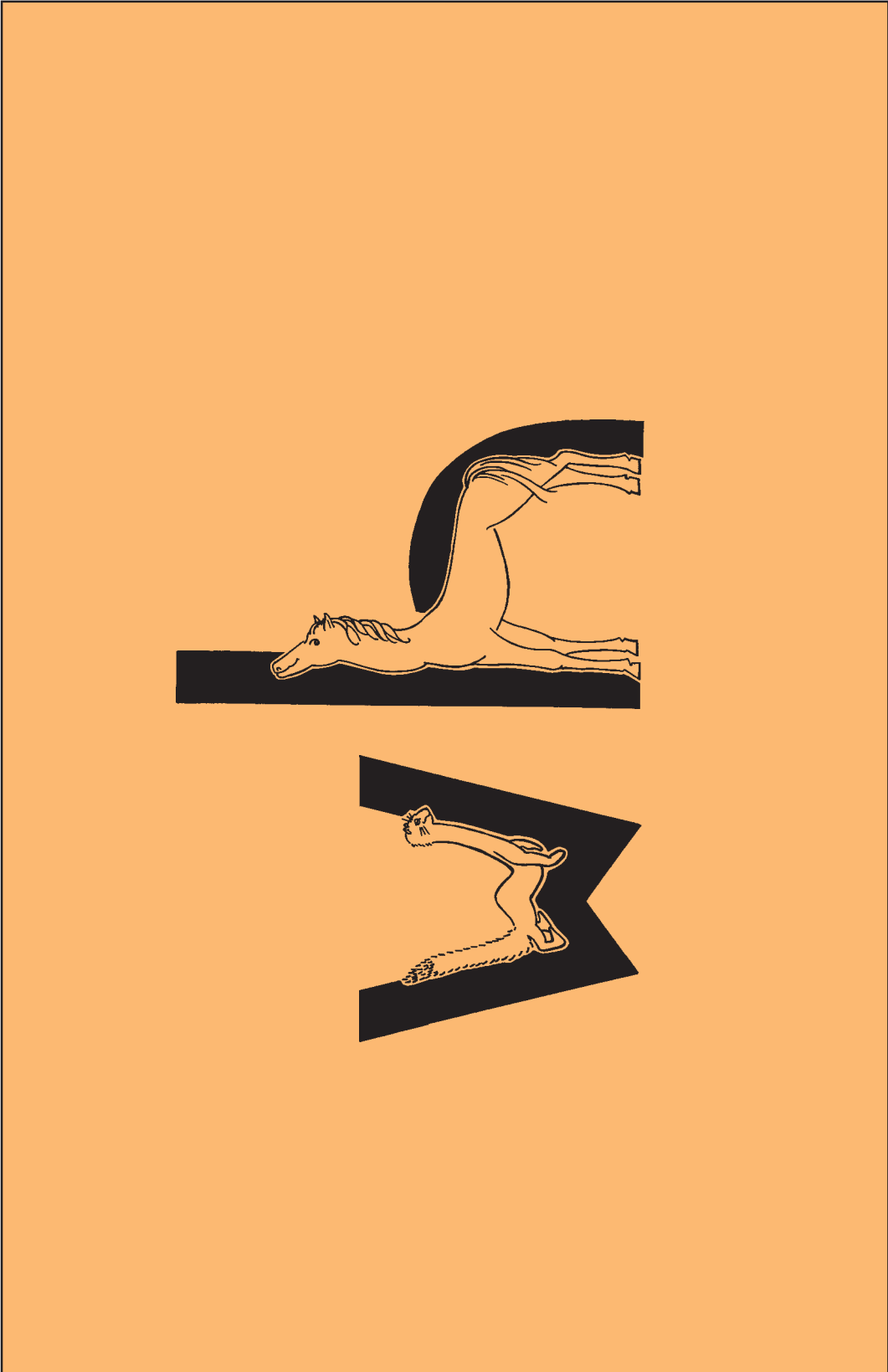
get, a, the, what, Honey, of, fresh, spin, stop, smell, ask, and, they, wheat, fresh, whiff, the, whistle, shop, what, go, whiff, smell, Willie, bread, Willie, Honey, wheat, do

2. Read again Mini-Book #53, “Fresh Wheat Bread,” located on page 379.

Today have your students tell *you* what they notice about the sentence structure in this Mini-Book. They should tell you about capitalization, punctuation, certain phonics patterns, etc. Have them tell story sequence, and create the comprehension questions.



Expeditions Into Reading





“wh” as in whip

The lad is a whiz with a whip.

Advanced: Sometimes the “w” is silent, as in “whole.”

High Frequency Words:
“wh” = what, when, where, which, white, why

Expeditions Into Reading

Here are the words: *a, the, from, to, into, or, for, if, that, this, then, when, what, are, of*. This week, add “said,” “I,” and “again” to the list. (Discuss that “ai” is found in both “said” and “again” and share the same sound. Explain that this is not its most prevalent sound. The long “a” as in “rain” is its most prevalent sound. In fact, “again” is pronounced in England, Canada, and other places with the long “a” sound. “ai” will be the focus of Unit #21 in both the Reading and Spelling Manuals.

5. **Do a special review on all the digraphs.** Pull these from either the *Beginning Sound Flash Cards* or your daily “flashing” set, and put them together. Flash the Cards, expecting your students to Signal and Sound all of them, and recite the Cue Words and the Sentences. Some that have not been formally introduced are, “ph,” “shr,” “thr,” “qu,” and “squ.” For Signaling information, see the *Language Arts Resource Manual*, pages 99–113.

It isn’t any harder to Signal a three-letter digraph (really a digraph-blend). For “shr” simply Signal Robby Rabbit after you Signal “sh.” For “squ” simply Signal Sammy, and then Signal the “qu.”

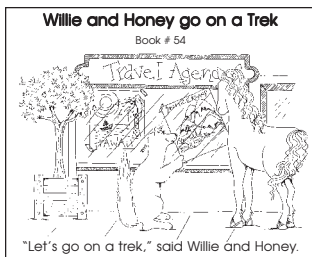


PHONEMIC AWARENESS

1. Today, why don’t you make a rhyming riddle game from the words with which you played on Monday. Hand out the index cards that have the “wh” words written on them. Ask your students to read the word and think of words that rhyme with the word on the card. Give them several minutes as you circulate to be sure everyone can read the word s/he has and can think of rhyming words.
2. Have your students create some word riddles. Model what they are going to do by saying, “I’m thinking of a word that starts with “wh” and rhymes with “curl.” What’s my word?” (Whirl.) Now, have them share their riddles. Let the riddler call on a student for an answer. The student who responds could also use the word in a sentence.

READING TIME WITH ZOO-PHONICS EASY-TO-DECODE TEXT: MINI-BOOK

Mini-Book #54, “Willie and Honey go on a Trek.”



1. **Review the vocabulary.**

let’s, on, had, what, of, trek, whisked, fresh, bread, they, whisked, thing, then, another, whiff, whetted, their, what, lunch, whey, wheat, go, Willie, whiff, whetted, appetites, backpack, ap-pe-tites, Wi-llie, Hon-ey, Willie, Honey, wheat, whey, their, one, air, whisked, whetted

2. **Read Mini-Book #54, “Willie and Honey go on a Trek.”** Use your text from Wednesday’s lesson.

3. **Have your students create the comprehension questions today.** Have them discuss story sequence of events. Ask that they point out the “how’s” and “why’s” for capitalization, punctuation and sentence structure.

READING TIME WITH ZOO-PHONICS: READ-A-LONG

Read-A-Long Level B • Book 2, “Willie and Honey Picnic in the Sunshine.”

1. **Read pages 67-70.** Listen to the story and music tape again today. Have your students Signal the “wh” words as they listen. Do they know the song now? Let’s begin to read — see text at the end of this Unit.



Expeditions Into Reading

2. Phonics, Reading, and Writing Instruction.

Here is list of phonemes and vocabulary. Write the vocabulary on the chalkboard (tagboard, butcher paper or a transparency), one category at a time. Sound and Signal each word, and each phoneme. Discuss the meanings. Point out any suffixes, or other interesting grammatical concepts.

VC/CVC Words: has, sad, as, his, an, fix, on, picnic, can, it, dug, not, bad

Schwas: a, away, from

Blends: breakfast, bring, felt, just,

Digraphs: whirled, whirling, what, while, whooshing, whole*, whinnied, whooped, whipped, whisker, whistling, who*, she, that, shouted, then, kitchen, with, them, there, they, wash, dishes, think, lunch

Double Consonants: well, sudden, Willie, we'll, pretty, messy, fill, happy, whinny, carefully

Contraction: let's

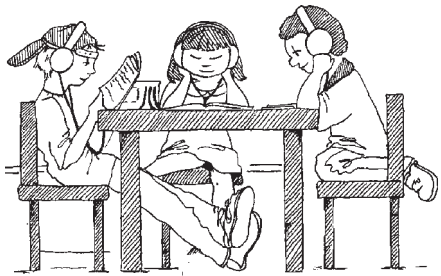
Suffixes: whirled, whirling, whooshing, ruined, putting, sighed, sadly, whinnied, whooped, shouted, whipped, doubtfully, used, whistling, worked, forgiving, lovely

*Note that the words "whole" and "who" contain the silent letter "w." Review this with your students. Show them how to pull their finger to their lips when a letter is silent. Ask them how they would tell someone to be quiet. (You put your finger to your lips.) Try Signaling the "wh" here, but do not Signal the whole word as yet. This is an *Advanced Sound Flash Card*. Pull it out only if you think it is appropriate at this time. (Perhaps show it to your more advanced students.)



Signal for a Silent

a. Signal all the blends, High Frequency Words, digraphs, or any other words they can easily Signal.



b. Read the text as you listen to the story again on the cassette. When this is complete, read the text again. Have your students read along with you. Read slowly so they can track along with you. When you find a word or words that they can read, ask individuals to supply it. When you want to emphasize either a particular phonemic concept, or vocabulary word, reinforce or add to the memory bank, simply Signal. It accomplishes all four!

c. Find the "what, where, when, why, what and how," in this story.

d. Look at the suffix in "whinnied." You drop the "y" when adding "ied." Look at "whistling." The "e" was dropped when adding "ing." Look at "whipped." You doubled the "p." Show these but don't expect mastery. Do keep reinforcing these concepts throughout the year.

Friday

REVIEW — COMPLETE ASSIGNMENTS — ASSESS — REWARD

1. **Recite "The Pledge of Allegiance."** Discuss the meanings behind the words or phrases today (pledge, allegiance, republic, one nation, under God, indivisible, liberty, justice). Sing several patriotic songs today.

2. **"Flash" all your Sound Flash Cards.** Take special note of the "I Say My Own Letter Name." *Sound Flash Cards*. They will be the focus of Units #17 - #18 in both the Reading and Spelling Manuals.

3. **Read Reader Level C • Book 1 "Deedee and Dandy," again today.** Read pages 7-17. Today, have your students read the text all the way through, without stopping. Note their fluency. Annotate anyone who is still struggling. If you have students who need more time in either decoding/reading, or just understanding the meaning behind the words, give them another week on this text. That's where the rotational groups can be such a support to you.



Expeditions Into Spelling

4. Finish reading *Zoo-phonics® Read-A-Long, Level B • Book 2* “Willie and Honey Picnic in the Sunshine,” pages 71-73. Listen first to the story and music tape. Ask your students to track along in the text with their fingers. They are to Signal the familiar Partners, especially the “wh” words. Now, ask that each child read at least one or more one sentences. Help them by encouraging them to Signal. They may surprise themselves at their own decoding skills!

Phonics, Reading and Writing Instruction

Look at your vocabulary words before reading these last three pages. Read and discuss one category at a time. Briefly discuss the Polite Partners; point out the suffixes. The more they see these concepts, the more integrated the concepts will become.

VC/CVC Words: in, run(ning), and, picnic, up

Schwas: the, from,

Blends: glorious, basket, swinging, from, remind

Digraphs: sunshine, teeth, while, who, while

“I Say My Own Letter Name”: be, remind

Double consonants: off, hill, Willie

“k” sound: kick

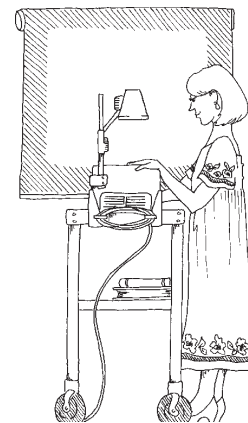
Polite Partners: heels, teeth, down, Willie, Honey


Suffixes: running, swinging

Put all these words on the chalkboard, butcher paper, or transparency from all four days. Ask your students to Sound, Signal, read and use the words in sentences.

With this Word List, try these activities:

- Look at the word “two.” Does it sound like “tw” as in twig? (No!) Review with your children that the “w” is silent in “two.” Signal Willie, then pull your finger to your lips to signify silence.
- Look at the word “who” again. Remember the “w” is silent. Can you all remember how to Signal this? Remind your students, that “whole” and “who” have a silent “w.” Simply Signal Willie Weasel, and then quickly pull your finger to your lips to Signify silence.
- Ask your students to come up and “Box In” the “wh” digraph in each “wh” word. “Box In” any other Partners with which they are familiar. Ask the children to Signal, read and then use each word in a sentence. Since these words are outside of their decodable range at this time in their education, help them if they cannot address the sound or the correct word. The goal is to recognize the “wh” in the words immediately.
- Have relay races. Call out the above vocabulary, one at a time. Have your students Sound, Signal and write the words on the chalkboard, the *Alphabet Grids* or the *Zoo-phonics® Magnets*.



Play the song  “Why Whimper When You Can Whinny.” Use this as an extended reading text. Have your students read the lyrics and Signal as they sing.



5. **Assess your students today on all the digraphs.** Use the *Zoo-phonics® Zoo-illion Dollar Word List* which will provide you with digraph words. Ask your students to Signal and spell words with “ch,” “ph,” “sh,” “shr,” “th,” “thr,” “qu,” and “squ.” Use the digraph tests in the *Zoo-phonics® Assessment Battery*, pages 197-204.

Collect the digraph *Sound Flash Cards* and “flash” your students individually. Mark whether they know the Sound, the Signal, the Cue Word, and the Sentence. Call out one digraph sound at a time, and ask the students to write the two or three letters that represent that sound. (This can be done as a group.)

Expeditions Into Reading

Annotate any children who still need help on these phonemic skills. Your students **MUST** know their “ch-sh-th-wh” digraphs before going on. They can work on the other digraphs over the course of weeks. Add these to your daily reviews.

Can your students:

- a. discern the “wh” digraph in spoken words?
- b. discern the “wh” digraph among other digraphs?
- c. write/spell “wh” words?
- d. write sentences using “wh” words?



- 6. Please have your students complete any work that has not been completed.**
- 7. If you have any students who need some extra help, use this time to support them.**

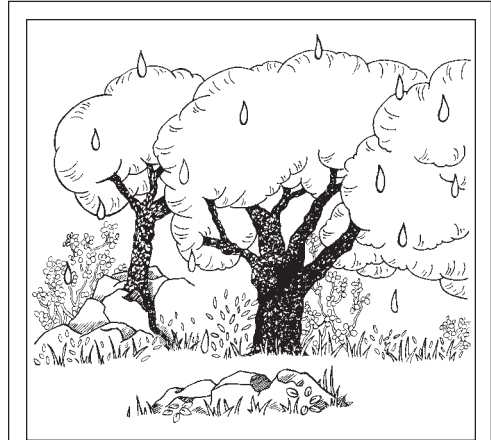
Expeditions Into Reading

Reader Level C • Book 1 (Pages 7-13, Monday; Pages 14-17, Tuesday and Pages 7-17 Friday)

Page 7.

First, what does “dusk” mean? (The time right between day and night.) Why is the asterisk after the word “dusk”? (It means that an explanation is close by, usually at the end of the paragraph or page.)

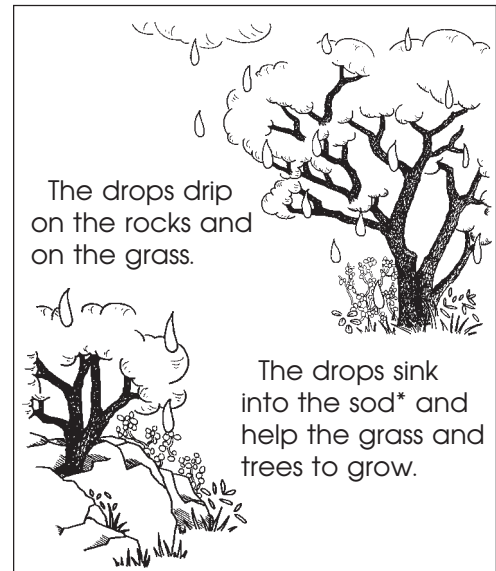
Tell what is happening in the woods. (It is raining, the trees are dripping, the trunks of the trees look dark, etc.) Have the children tell about the picture in their own words. What kind of “feel” do you get from the picture and the words? Allow children time to reflect and discuss.



It is dusk*. It is raining in the woods. The wet trees drip and drip.

Page 8.

*What is sod? (Sod is grass-covered soil.) Why is the asterisk after the word “sod”? (Because it is telling you to look for more information. There is always another * (or asterisk), usually at the bottom of the page.)*



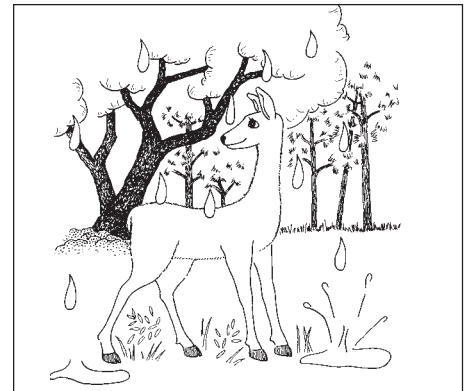
The drops drip on the rocks and on the grass.

The drops sink into the sod* and help the grass and trees to grow.

Page 9:

Tell what it would be like if you were walking through the woods. Would it be happy, scary, lonely, exciting? Who likes rain? Look for poems about rain. Perhaps memorize some. Next time it rains, catch some in a cup and measure it. Record this, and then measure and record each time it rains. Make a graph of your results, and then write a class report on rainfall in your area.

The tree trunks look black in the wet woods. Deedee Deer looks at the wet trees. The drops drip on Deedee. It rains and rains.

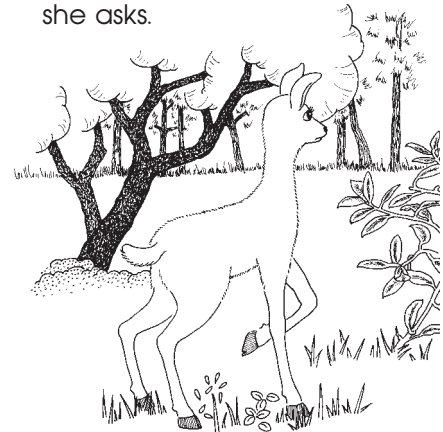


Expeditions Into Reading

Page 10.

What does it mean when Deedee is silent and still? (It means that she senses something or someone is nearby, and that the something or someone might mean danger. Have the children give their ideas.) How can Deedee's behavior help us to be safe? (Watch and listen for cars; don't open doors to strangers, etc.)

Deedee stops. She stands still. She is silent. "What is that?" she asks.



Page 11.

Have you ever had a memory of something but you couldn't quite remember it? That is what is happening to Deedee Deer. She remembers something but cannot quite remember what. Do you think animals have memories as people do? Do you know that elephants have excellent memories and respond very much as people do in many ways?

She sniffs. Then a breeze drifts past the trees. She holds still. "What is it? It reminds me of long ago." says Deedee.



Page 12.

Look at page 12. What does the bubble over Deedee's head mean? (It means she is thinking.) What are the shadows in the bubble? (It looks like a hunter and a hunting dog.) Do you think she is remembering this hunter and dog from an earlier time? What does the word "timid" mean? (Shy and frightened.)

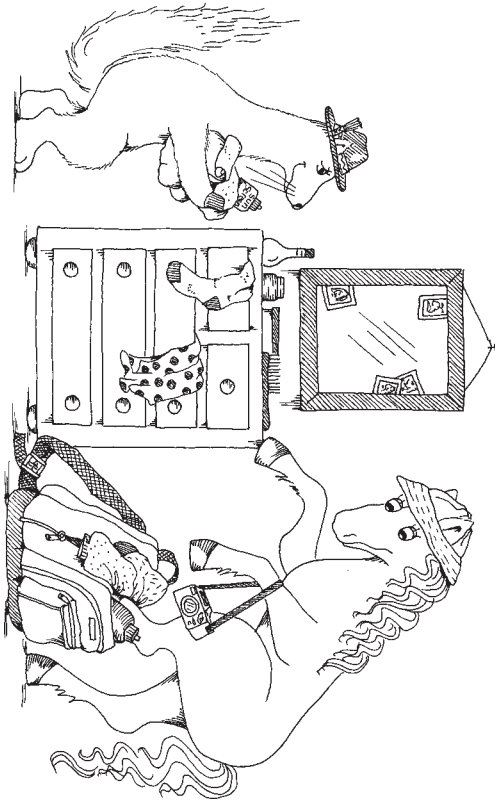
"Can it be a man? Can it be a dog?" asks Deedee.



Deedee is timid. She runs into the brush to find a quiet spot.

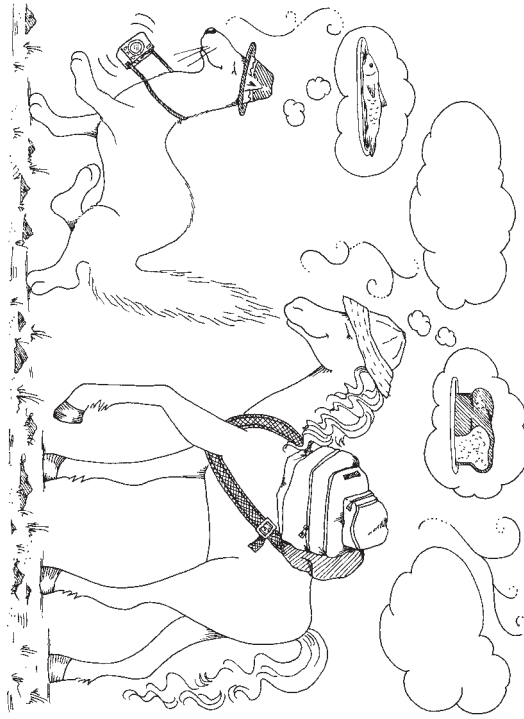
They whisked one thing, then another into a backpack.

2



The whiff of fresh air whetted their appetites.

3



Willie and Honey go on a Trek

Book #54

What a lunch of whey and wheat bread they had!



"Let's go on a trek," said Willie and Honey.



Unit 15 • Monday

When I'm Sleepy, written by Jane R. Howard

When I'm Sleepy, written by Jane R. Howard (Dutton Children's Books), is a wonderful book, with beautiful illustrations by Lynne Cherry. Ask your students to take some time to look at the illustrations. Sometimes we remember the author of a book, but don't remember the illustrator. The pictures are as important as the text, and take just as long to create.



1. **Read the story in full.** Enjoy every page. You will then concentrate on the first four pages today. The book is not numbered, so you will be looking at the pages from "cats" to "turtles." (You may want to add "sticky" notes that are numbered for your organization.)
2. **Look at each picture.** Ask your students to talk about the details: what they like, what they notice. Look at the colors in each picture. Do they notice anything unusual? Really look closely. (The child can fit into a cat's basket, a bird's nest.) If they don't notice, ask them if a child their size could fit into these objects.
3. **Ask your children with which Zoo-phonics Animal they would like to snuggle, and in what location?** Give them time to write a sentence or two about this, then draw pictures of themselves and their chosen Animals in their pictures.
4. **Look at today's phonetic concepts and vocabulary.** Write the vocabulary on the chalkboard for everyone to see.

VC/CVC Words: up, in, it

Schwas: sometimes, a

Blends: nest, and, swamp

Digraphs: when, wish

"I Say My Own Letter Name": I, I'm, be, cozy, so, don't, so, cold, go, hold, open

Alternate sound for "o": into



"I say my own name" Signal

In Unit #17, you will introduce your first long vowels. There are several long vowel words in this book. Because these words are used over and over, you can call attention to them. Introduce them, but don't emphasize them or expect mastery. Here are the words: *I, I'm, be, cozy, so, don't, cold, go, hold, open.*

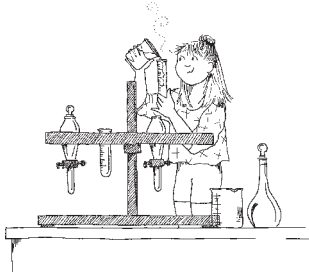
When you introduce these words, tell them that Zoo-phonics calls this the, "I Say My Own Letter Name" concept. You can read how to Signal this concept in the *Zoo-phonics® Expeditions Into Spelling*, Unit #17 and in the *Zoo-phonics® Language Arts Resource Manual*, Chapter #11. They have already been introduced to this concept in prior lessons. It is not the focus of the lesson, but certainly they will be ready by the time they get to Unit #17!

Your students should be able to recognize the easy words either "on sight" or by decoding them through Signaling and Sounding them out. On this foundation, you will build new phonetics concepts.

- a. Ask your students to take turns Sounding, Signaling and reading each word in the list. You can give them help by Signaling with them, or by supplying the word. Discuss any unfamiliar words. Define and use in oral sentences.

Expeditions Into Reading

b. Match the vocabulary and their phonemes to the *Beginning Sound Flash Cards*.



5. Read the *Zoo-phonics® Nature Notes* (located at the back of this Manual) to discover all about some of the animals in the book that match the *Zoo-phonics Animals*, such as, cats, birds, bears, zebras, elephants, bats, owls, penguins, and fish. Make a copy of one of the “scientific” writing blanks found in the *Zoo-phonics® Expeditions Into Writing Manual* (pages 36 and 473). They can make scientific journals and write their animal notes in them. Do this as part of your daily writing exercises.

Unit 15 • Tuesday

When I'm Sleepy, written by Jane R. Howard

1. Read, *When I'm Sleepy*, again. Take time to enjoy this great book.
2. Read the book all the way through, and then concentrate on the pages “raccoons” through “giraffes.”
3. Look at today’s phonetic concepts and vocabulary. Concentrate on only the familiar words and phonemes.

VC/CVC Words: log

Schwa: a

Blends: crawl, sleep, and, standing

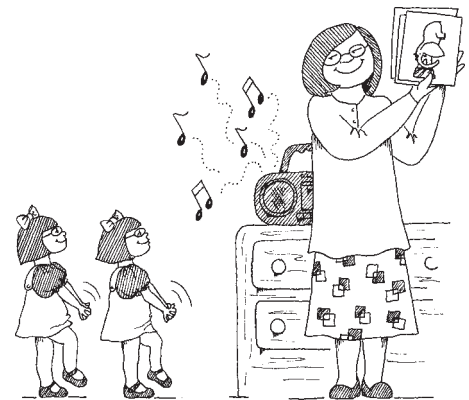
Digraph: when

Double Consonant: hollow

Alternate sound for “o”: into

Polite Partners: hollows, sleep

In Unit #27, you will teach “ee” to your students. In this book you will see the “ee” Partner in several key words: “sleep,” “sleepy,” and “asleep.” You have been practicing this Partner for a long time, so your students should have no trouble reading or Signaling out this phoneme in the reading text. Tell your students that “ee” always says “e,” except in the word “been.” (And, it probably was pronounced with a long vowel at one time in America, and some *still* pronounce it this way.) Show the “ee” *Intermediate Sound Flash Card*. You have looked, recited and Signaled this sound many times by now.



4. Match the vocabulary and phonetic concepts with the *Sound Flash Cards*.
5. Read the text again. This time, stop and ask individual students to read any words with which they are familiar. Ask for volunteers. When you know they can read the word, point to a child, and s/he will then supply it.
6. Have your students complete their “what animal would they like to snuggle with” writing project from Monday. Make sure you edit their work. Write the corrections above their errors. Meet, talk, Signal and read with the children.

Unit 15 • Wednesday

When I'm Sleepy, written by Jane R. Howard

1. Read *When I'm Sleepy*. Read it all the way through, then concentrate on the pages “mountain goats” through “nightowl.”

Expeditions Into Reading

2. **Discuss the pictures.** Notice that the child sleeps exactly how and where the animals sleep. (See the bat and the child hanging upside down?). Do two of these animals look familiar? (Vincent Vampire Bat and Nigel Nightowl)
3. **Look at today's phonemic concepts and vocabulary:**

VC/CVC Word: on

Schwas: a, of

Blends: glad, sleep, just

Digraphs: when, that, perched, branch

"k" sound: rocky

Polite Partners: or, down

Suffixes: perched, hanging

There are phonemes in this text that you will not be teaching until Units #17, #18, and #27. Some have already been introduced, so review those now. Remind them how to Signal them, but do not expect them to understand fully. (They may surprise you!) or reach mastery. It is important that you teach the phonemic concepts developmentally and sequentially.



Today, review and focus on the Polite Partner "or." Your students have seen this word over and over in their reading and in other textural experiences. The word "or" appears four times in today's text. See if they can find this Partner in other words. Pull the "or" *Sound Flash Card* out of the *Intermediate Sound Flash Cards*, if you haven't done so already. Once again, introduce, Signal, read and use the word, but don't expect mastery yet.

4. **Ask your students with which animal would they like to snuggle?** Allow them time to discuss.

Unit 15 • Thursday

When I'm Sleepy, written by Jane R. Howard

Whistle For Willie, written by Ezra Jack Keats (Optional)

★ *When I'm Sleepy*, written by Jane R. Howard

1. **Read *When I'm Sleepy*.** Today you will concentrate on the pages from "penguins" to "fishes" and "whales," up to when she's in her very own bed!
2. **Look at today's phonetic concepts and vocabulary:**

VC/CVC Words: get, can, in, bed

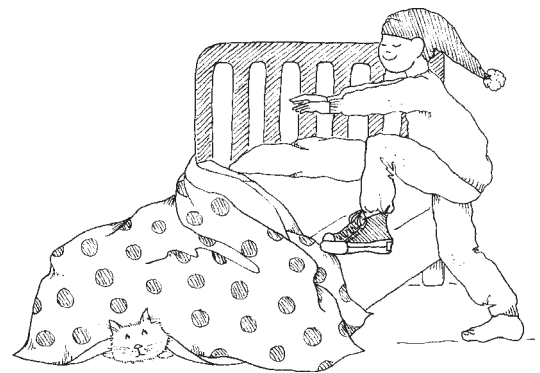
Blends: just, glad, sleep, freezing, cold, blanket, soft

Digraphs: when, that, them, shut, with

"I Say My Own Letter Name": I'm, so, I, don't, cold

"Polite Partners: sleepy, keep, freezing, tree

Suffixes: yawning, freezing, falling,

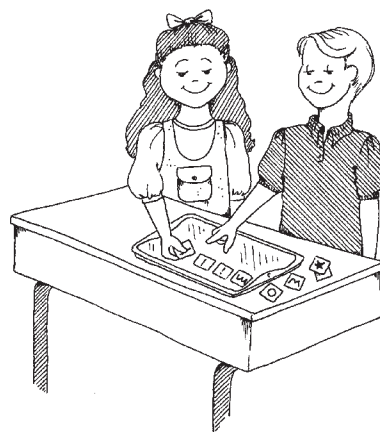


Ask your students to look at the words "own" and "pillow." They have something in common. What is it? (The "ow" says "o.") Do they remember the words in the story of "Allie and Her Pal Go to the Sock Hop"—do they remember the yellow belts and socks? Look at this *Sound Flash Card* now, and Signal and Sound! What about the word "shadow"? Signal for memory.

Review the "ee" words: sleepy, sleep, sleeping and the "I Say..." words: *so, I, behold, open*. You don't need to Signal the long vowels yet, just make the students aware of them.

Expeditions Into Reading

3. **Hand out the Zoo-phonics® Alphabet Grids.** Call out the above vocabulary words, one at a time. Have your students Signal, and then spell the words. Make sure you check their spelling before you go on to another word. Have them write their words on paper.
4. **Ask your students about what their bedrooms look like.** Look at the little girl's room. Does anyone have a bedroom that looks similar to this? Now, have your students look VERY carefully at her bedroom. What do they notice? (The animals that she snuggled with are stuffed animals on a bookshelf in the background. Can they find each one?) What else do they notice? (See the picture. The animals are in the shapes of letters, similar to Zoo-phonics. Look at the picture of the hot air balloon. That's like Zoophonia's hot air balloon. Amazing!)



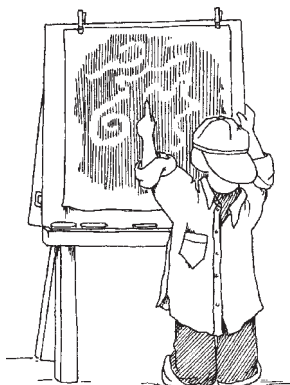
5. **“Box In” the blends and digraphs.** Write all the blend and digraph words from the story. Here are the blends and digraphs: *bl, br, ch, cr, dr, fr, ft, gl, ld, mp, sl, sh, sk, sw, tr, th, sh and wh.* Haven't the children learned a lot?
6. **Homework:** Ask your parents if their children can wear their pajamas to school tomorrow and bring a favorite blanket and their favorite stuffed animal. Have a “snuggle-up-to-a-good book and have-a-hot chocolate” day.

★*Whistle For Willie*, by Ezra Jack Keats

Here's another great “wh” literature book: *Whistle For Willie*, by Ezra Jack Keats. (Puffin Books and Viking Children's Books, a Division of Penguin Books USA, Inc.)

Unit 15 • Friday

When I'm Sleepy, written by Jane R. Howard



1. Read *When I'm Sleepy* for the last time. As you read, stop with each consonant and short vowel and ask that your students *Sound and Signal* the first letter of each.

Have your students paint a beautiful picture of their animal, themselves and beautiful scenery.

Finish up any work that needs completion. As your students read quietly or play small group games, take this time to work with those students who need a little extra help. Each week, more skills will be added, and more will be required. It is crucial that each child be successful. Annotate student information. This will help you design and plan your lessons.

Try the Square Dance from the *Pick-A-Pick A Partner* Story and Music Tape. The directions and lyrics are located in the lyric book that comes with the cassette. Practice today, and whenever you have a chance. Teach other classes!

Enjoy a picnic. If time allows, have your students make place mats by coloring a white piece of construction paper like a red and white checkered tablecloth. Sit on the lawn or under some trees.

Locate next week's reading selection, *I Like Me*, by Nancy Carlson.