Physical characteristics of humans and animals

Science: Animals and Plants

Each text in this set relates to a video that builds background and vocabulary.

Knowledge-Building

Each text in this set features these new words.

down have of now what

Cumulative Review: In Text Set 7, the decodable books cumulatively review targeted elements, high-frequency words, word types, and inflectional endings from Text Sets 1–6. See the Scope and Sequence and Aligned Texts, page TK, for a complete list of elements in each set.

Phonics Practice

Target Elements Children will be ready to read the three texts in this set in conjunction with systematic, explicit instruction for these elements.

<table>
<thead>
<tr>
<th>Phonics Focus</th>
<th>Word and/or Syllable Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Vowels With Silent e</td>
<td>One-syllable words</td>
</tr>
<tr>
<td>/ʌ/  a_e (tape)</td>
<td>Syllable type: Vowel-Consonant-e</td>
</tr>
<tr>
<td>/e/  e_e (Pete, here)</td>
<td></td>
</tr>
<tr>
<td>/i/  i_e (mile)</td>
<td></td>
</tr>
<tr>
<td>/o/  o_e (cone)</td>
<td></td>
</tr>
<tr>
<td>/u/  u_e (use)</td>
<td></td>
</tr>
<tr>
<td>Soft c and g</td>
<td></td>
</tr>
<tr>
<td>/s/  c (ace, rice)</td>
<td></td>
</tr>
<tr>
<td>/j/  dge (cage, bridge)</td>
<td></td>
</tr>
</tbody>
</table>

High-Frequency Words Each text in this set features these new words.
down have of now what

Knowledge-Building

Informational: Retelling

Bones! Bones! Bones!

Your skeleton is made up of all the bones in your body. How many bones do you have? How do your bones help you? You won't believe all there is to learn about bones.

Informational: Expand Knowledge

Bones? No Bones?

Join Miss Page's class as students try to figure out which animals have bones and which animals do not. Will you be able to tell?

Realistic Fiction

Yikes!

SNAP! A boy was racing on his bike when he crashed and broke his leg. Follow the boy as he visits the doctor and gets some help from his friends.

Watch & Learn Video

“Bones, Bones, Bones!”

There's so much to learn about bones!

@ Available in English and Spanish
Whole- and Small-Group Instruction Options

The following steps offer specific instruction you may use if you are guiding children through this text set in whole- or small-group instruction.

Get Ready to Read

Phonemic Awareness  Let children know that as they read each text in this set, they will use what they’ve learned about long vowels spelled with VCe.

Play “Long and Short”  Play a game in which children distinguish long- and short-vowel sounds. Ask them to make their bodies long when they hear a word with a long-vowel sound and short when they hear a word with a short-vowel sound. Use these word pairs, and write or have children write the words after each turn: bit/bite; hop/hop; cute/cut; fin/fine; snack/snake; rip/ripe; not/note; hat/hate. Have children explain how word spellings differ.

Check Readiness of Target Skills  You may wish to ask children to read from the Set 7 Readiness Check to identify their readiness for the targeted elements in this text set.

Text Set 7 Readiness Check

Long Vowels With Silent e

<table>
<thead>
<tr>
<th>Basic (minimal contrasts)</th>
<th>bit bite • mad made • hop hope • spin spine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple (VCe, CVCe)</td>
<td>bone name rode wide</td>
</tr>
<tr>
<td>More Challenging (CCVe)</td>
<td>smile trade white snake chose these</td>
</tr>
</tbody>
</table>

Soft c and g

<table>
<thead>
<tr>
<th>Simple</th>
<th>race rice cage ice page gem</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Challenging (blends and -dge)</td>
<td>space badge stage bridge</td>
</tr>
</tbody>
</table>

Use observations from this activity to determine needs for additional support and inform grouping.

Introduce/Review High-Frequency Words  Each text in this set uses the following five words that have not been targeted in prior Read & Learn text sets. Use these steps to teach or review the words.

• Display the word. Say it aloud and have children repeat.
• Use the word in a sentence. Discuss the word and its meaning or usage with children.
• Identify known and unknown parts of the word. (See specifics below.)

HFW Word Specifics

<table>
<thead>
<tr>
<th>Use it in a sentence.</th>
<th>Identify known and unknown parts.</th>
</tr>
</thead>
</table>
| **down** The painter went **down** the ladder when the job was done. | • Find the 3 sounds in *down*: /d/ /ou/ /n/.
• Identify initial and final sound spellings children have learned: /d/ d, /n/ n.
• Identify other regular spellings: Letters o-w say /ou/ in this word. |
| **have** I **have** a pencil. | • Find the 3 sounds in *have*: /h/ /a/ /v/.
• Identify spellings children have learned: /h/ h, /a/ a, /v/ v.
• Identify an irregular spelling: The final e is silent but does not make the vowel sound long. |
| **now** **Now** it is time to feed the hungry kitten. | • Find the 2 sounds in *now*: /n/ /ou/.
• Identify spelling children have learned: /n/ n.
• Identify other regular spellings: Letters o-w say /ou/ in this word. |
| **of** I **have** a box of **crayons**. | • Find the 2 sounds in *of*: /u/ /f/.
• Explain that neither of the letters in this word makes its usual sound. Of *is a word we need to learn to recognize because we can’t sound it out*. |
| **what** **What** do you want for lunch? | • Find the 3 sounds in *what*: /w/ /a/ /t/.
• Identify initial and final sound spellings children have learned: /w/ w, /t/ t.
• Identify an irregular spelling: Letter a says /a/ in this word. |
Build Knowledge & Vocabulary

View the Watch & Learn Video Each of the texts in this set build on ideas from the video “Bones, Bones, Bones!” Watch the video together to activate background knowledge to prepare children for reading the texts.

Before Viewing: Use these guiding questions to engage children in thinking about the topic and sharing ideas.

• What are some of the bones in your body?
• Why do you think bones are important?
• Do all animals have bones?

After Viewing: Revisit the Before Viewing questions. Invite children to share what they learned.

Build Content-Area Vocabulary The following terms from the video are used in each text in this set. Before reading, you may wish to guide children to understand their meanings and build familiarity with their spellings. Use the following steps to explore these words.

• Display the word. Say it aloud and have children repeat.
• Provide a definition. Discuss the word and its meaning with children.
• Provide tips for reading and recognizing the word. (See specifics below.)
• Refer to images from the video that relate to the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Tips for Reading and Recognizing Terms</th>
<th>Video Image or Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>bones</td>
<td>the hard parts below a person's or an animal's skin</td>
<td>• You can use what you've learned to read this word. Notice that the e at the end makes the vowel sound long. Notice the -s ending.</td>
<td>0:30</td>
</tr>
<tr>
<td>skeleton</td>
<td>the set of bones under a person's or an animal's skin</td>
<td>• This word is skeleton. Now you say it: skeleton.</td>
<td>0:34</td>
</tr>
<tr>
<td>spine</td>
<td>the backbone, which is made up of many smaller bones</td>
<td>• You can use what you know to read this word. Notice that the e at the end makes the vowel sound long.</td>
<td>0:57</td>
</tr>
</tbody>
</table>

Knowledge Connection In Text Set 2: It’s a Frog!, children learned about frogs—how they develop, where they live, and how they survive. Relate children’s knowledge to the “Bones, Bones, Bones!” video. Point out that frogs have skeletons and spines. They are vertebrates. Guide a discussion to connect the topics.

• Ask children to share what they remember about how frogs move. How might bones help frogs move? (Bones help frogs leap, jump, and move fast to escape predators.)
• Ask children to share ideas about how frogs' bodies change from tadpoles to frogs. Let them know that tadpoles don't have bones. Bones develop as tadpoles begin to change into froglets.  

Science
Text Set 7: Bones, Bones, Bones!

Bones! Bones! Bones!

Your skeleton is made up of all the bones in your body. How many bones do you have? How do your bones help you? You won’t believe all there is to learn about bones!

GENRE: Informational: Retelling—This text retells key ideas from the video “Bones, Bones, Bones!”

Review the Video

Have children view (or review) the video to build background knowledge and vocabulary before reading. You may wish to guide viewing using the following steps.

- **Set Purpose:** Let’s watch and pay close attention to how our bones help us.
- **View:** Pause from time to time to guide thinking and discussion.
- **After Viewing:** Restate the Set Purpose task and invite responses.
- **Review Content-Area Vocabulary:** Review the content words from the video listed at left. Let children know they will find these three words in the book Bones! Bones! Bones!.

First Reading

- Read the title and have children repeat it.
- Read aloud the text; have children echo-read it or whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.
- Have children share their reactions to the text.

Second Reading

- Ask a volunteer to read the title.
- Have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

After Reading

**Build Comprehension** Use the following questions to monitor comprehension and reinforce knowledge and vocabulary.

- **What is a skeleton? Why is it important?** *Key Ideas and Details*
- **Where is your spine? Why is it important?** *Key Ideas and Details*
- **What is one fact from this book you might like to share with a friend or family member? Why?** *Connect Ideas*

**Respond and Write** Invite children to write and draw about facts they have learned. *Informative/Explanatory*

Then ask them to complete the additional activity.
**Bones? No Bones?**

Join Miss Page’s class as they try to figure out which animals have bones and which animals do not. Will you be able to tell?

**GENRE:** Informational: Expand Knowledge—This text reviews information from the video and playfully expands on ideas about animals that do and do not have bones and spines.

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**Phonics Focus and Other Targets**

- **Vce:** Ace, bones, game, glide, Grace, huge, jace, like, made, name, Page, place, quite, race, rules, shapes, slide, snake, spine, takes, use
- **Soft c and g:** Grace, huge, Midge, Midge’s, Page

**Content-Area Vocabulary**

bones, skeleton, spine

**New High-Frequency Words**

down, have, of, now, what

**Challenge Words**

most, or, plays, says

**Language Support**

As children learn about parts of human and animal bodies, point out the word *fins* on page 10. Explain that fish use their gills to breathe underwater. They use their fins to help them move through water. Show images or a video if possible.

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**Review the Video**

Have children view (or review) the video to build background knowledge and vocabulary before reading. You may wish to guide viewing using the following steps.

- **Set Purpose:** Let’s watch and pay close attention to which animals are vertebrates—that is, which ones have or don’t have bones and spines.
- **View:** Pause from time to time to guide thinking and discussion.
- **After Viewing:** Restate the Set Purpose task and invite children to report on what they heard and saw. (Humans, fish, and snakes are vertebrates. Worms, octopuses, and crabs are invertebrates.)
- **Review Content-Area Vocabulary:** Review the content words from the video listed at left. Let children know they will find these three words in the book *Bones? No Bones?*

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**First Reading**

- Read the title and have children repeat it.
- Read aloud the text; have children echo-read it or whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.
- Have children share their reactions to the text.

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**Second Reading**

- Ask a volunteer to read the title.
- Have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

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**After Reading**

**Build Comprehension** Use the following questions to monitor comprehension and reinforce knowledge and vocabulary.

- **The children in the book play a game called “Bones or No Bones?”**
  How would you explain the directions for playing this game? **Key Details/Retell**
- **Why might a “Bones or No Bones?” player answer that a snake has bones?** **Key Ideas and Details**
- **What animals would you want to act out in this game?** **Make Connections**

**Respond and Write** Invite children to write and draw about an animal that has bones. **Informative/Explanatory**

Then ask them to complete the additional activity.
**Read Book 3**

**Yikes!**

SNAP! A boy was racing on his bike when he crashed and broke his leg. Follow the boy as he visits the doctor and gets some help from his friends.

**GENRE: Realistic Fiction**—This text presents a realistic story inspired by ideas from the video “Bones, Bones, Bones!”

**Phonics Focus and Other Targets**

- **VCe**: bones, cute, faces, hole, home, huge, made, names, place, race, ride, rode, safe, smile, time, used, wide, yikes
- **Soft c and g**: faces, Gem, huge, place, race, Ridge

**Content-Area Vocabulary**

- bones, skeleton, spine

**New High-Frequency Words**

- down, have, of, now, what

**Challenge Words**

- break, keep, or, their

**Language Support**

Review that the ending -ed tells readers that an event happened in the past. Examples of this in the text include checked, filled, and helped. Guide children to identify the base words and endings in these words. Explain that some past-tense words don’t use -ed. Point out words like broke, sped, had, made, and wrote. Work with children to identify the present-tense version of these irregular words.

**Review the Video**

Have children view (or review) the video to build background knowledge and vocabulary before reading. You may wish to guide viewing using the following steps.

**Available in English and Spanish**

- **Set Purpose**: Let’s watch to review what we’ve learned about bones and pay special attention to what happens when a person breaks a bone.
- **View**: Pause from time to time to guide thinking and discussion.
- **After Viewing**: Restate the Set Purpose task and invite responses.
- **Review Content-Area Vocabulary**: Review the content words from the video listed at left. Let children know they will find these three words in the book *Yikes!*

**First Reading**

- Read the title and have children repeat it.
- Read aloud the text; have children echo-read it or whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to them read and give help as needed.
- Have children share their reactions to the text.

**Second Reading**

- Ask a volunteer to read the title.
- Have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

**After Reading**

**Build Comprehension** Use the following questions to monitor comprehension and reinforce knowledge and vocabulary.

- **What does the main character do after he breaks his leg?** Sequence of Events
- **How does getting a cast help the boy’s leg?** Problem and Solution
- **After he breaks his leg, what do the boy’s friends and classmates do that help make him feel better?** Problem and Solution

**Respond and Write** Invite children to write a note to a character in the text. Narrative

Then ask them to complete the additional activity.
Bones! Bones! Bones!
Take a look at these bones.
A skeleton makes up the bones in a body.
Blake can jump. Dave and Dodge can run a race. Kate can catch. What fun!
Bones help these kids jump, run, race, and catch!
A skeleton holds up the body.
Bones help shape it.
You have a spine. The spine has 33 small bones.
The spine runs down the back of the body.
The spine has little bones.
These bones help you stand and bend.
Now look. Whose skeletons are these?
Bones! Bones! Bones! Bones help them go.
Bones! Bones! Bones!
Bones help us go!