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*Explode The Code*® series has helped millions of students build the essential literacy skills needed for reading success: phonological awareness, decoding, vocabulary, comprehension, fluency, and spelling. Consistent exercise formats with simple directions and concrete examples allow students to work and learn independently. Based on the Orton-Gillingham approach to reading—which supports multisensory, structured, sequential, cumulative, and flexible instruction—*Explode The Code* is a “code-centric program” that offers a complete systematic phonics program for elementary grades.

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☑ Effective, research-based, multisensory phonics instruction
☑ Accommodations for English Language Learners and struggling readers
☑ Abundant practice and reinforcement opportunities for greater retention

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Teaching the Letter b

Materials: Wall Chart bell, fish; Picture–Letter Cards for b
Picture book suggestions: Buster by Denise Fleming; The Baby Beebee Bird
by Diane Redfield Massie, Steven Kellogg (illus.)

Quick Review
Display the Wall Chart fish. Have students name it and say the first sound [/f/]. Ask them what letter makes this sound. Then toss the fish to a student as you say /f/. Have the student who catches it say: “f says /f/ as in fish.” Throw it a few more times to different students and have them repeat the phrase.

Phonemic Awareness
Display the Wall Chart bell and ask students to name it. Have the class repeat the word bell several times. Then ask the class to say only the first sound in bell [/b/]. Have students repeat the /b/ sound.

Ask the class what sound they hear at the beginning of baby. Is this the same sound as at the beginning of bell? Then ask the class to indicate with thumbs up or thumbs down if the following words begin with /b/: bull, bank, song, bark, fish, four, band, jump, bud.

Phonics
Introduce the Skill Say the word bell, emphasizing the initial consonant sound. Ask students if they can name the letter that stands for the sound /b/ that they hear at the beginning of bell, band, and bag.

Write the letter b on the board or show the b picture–letter card. Tell the class that this is the letter b, and it stands for the sound at the beginning of bell. Hold up the Wall Chart bell or bell picture card. Say the letter name, the sound, and key word: “b says /b/ as in bell.” Have the class repeat the phrase.

Ask students to name other words that begin like bell, then ask what letter the words begin with. Clarify any incorrect responses.

Vocabulary
Introduce New Vocabulary Words from this lesson include bus, belt, bike, boots, bird, balloon, basket, and box. Clarify the meaning of these words, as necessary, during the lesson.

Completing Student Pages 13–24
Page 13. Read the directions aloud. Assist students, as necessary, by asking them questions about the pictures.
Page 14. Model formation of the letter \textit{b} for the class. Have students write the letter in the air as you write it on the board. Have students look at the letter \textit{b} in the middle of the page. Then have them find the number 1 and place their index fingers on it. Ask students to start tracing the letter, beginning at number 1 and following the stroke of the first line. To continue, have them find the number 2 and follow that line. They should say the letter name and its sound as they trace it. Point out the capital letter \textit{B} in the bottom corner of the page and tell students that capital letters are used to begin names and sentences. Reinforce letter formation with the writing suggestions provided for this lesson or by having students practice writing the letter on lined paper.

Page 15. Read the directions aloud, and remind students to work carefully. Make sure they move from left to right. Ask them to say both the word and the first sound in the word when they get to the picture.

Page 16. Read the directions aloud. For each row, make sure students are tracking from left to right. Point out that the bottom line shows capital letters.

Page 17. Read the directions aloud, pausing for students to respond to each part. As they color the sections, have them say the letter name, the sound of the letter, and the name of the pictured word. Remind students that they are looking for both lowercase and capital letters.

Page 18. Have the class point to each picture on page 19 as you name it: \textit{belt}, \textit{bicycle}, \textit{bird}, \textit{box}, \textit{basket}, \textit{balloon}, \textit{boots}, \textit{bus}. Pause between each word, allowing students time to respond. Then read the questions below and have them follow the directions for the pictures on page 19.

1. I am thinking of something you buckle around your waist to hold your pants up. What is it? [belt] Put your finger on the \textit{belt}. What sound do you hear at the beginning of \textit{belt}? Draw an X on the \textit{belt}.

2. I am thinking of something you wear on your feet to keep them warm and dry. What are they called? [boots] Put your finger on the \textit{boots}. What sound do you hear at the beginning of \textit{boots}? Color the \textit{boots}.

3. I am thinking of something that is filled with air. It will burst if you prick it. What is it? [balloon] Put your finger on the \textit{balloon}. What sound does \textit{balloon} begin with? Color the \textit{balloon} your favorite color.

4. I am thinking of something that has a handle, which makes it easy to carry many things. (But please do not try to carry water in it.) What is it called? [basket] Put your finger on the \textit{basket}. What sound do you hear? Draw a circle around the \textit{basket}.

5. I am thinking of something you can ride, but you must push the pedals to make it go. What is it? [bike/bicycle] Put your finger on the \textit{bicycle}. What sound do you hear at the beginning? Draw a box around the \textit{bicycle}. 

Teachers read the student book directions with the class and check for understanding of the task.
6. Now I am thinking of something bigger than a car that you can ride in. Lots of students go to school on a school _______ [bus]. Put your finger on the bus. Say the word again. What sound does bus begin with? Color the bus its usual color.

7. I am thinking of something you can put things in. It sometimes has a lid so nothing falls out. It is made of cardboard. What is it called? [box] Put your finger on the box. What sound do you hear at the beginning of box? Color the lid of the box.

8. The last picture is of something with wings. It builds a nest to lay its eggs in. What is it? [bird] Put your finger on the bird. You may color the bird any color you like, but do it carefully.

Page 19. Read the directions aloud on page 18 while students listen and work.

Page 20. Read the directions aloud and assist students, as necessary.

Page 21. Read the directions aloud, pausing for students to complete each part. Give praise for slow, careful work.

Page 22–24. Read the directions aloud, pausing for students to complete each task. Identify pictures, as necessary.

**Building Fluency**

**Modeling Fluent Reading** Select a read-aloud book or a poem that features words beginning with the letter b. Read the book or poem several times throughout the week, modeling left to right reading and appropriate expression. After you read the book, you may ask students to recall words from the story that begin with the letter b.

**Building Comprehension**

**Using Language** Review any new words from the lesson or read-aloud. Ask volunteers to use one of the new words in a sentence.

**Prediction** As you read aloud to the class, pause at various points throughout the story to ask students what they think will happen next. Confirm correct predictions as you read the rest of the story.

**Writing**

To reinforce letter formation, have students practice writing the letter b in the following fun way. Cut a piece of sandpaper in half and write a letter on each piece. Have students trace the letter with their index fingers.

**Reinforcement Activities**

1. Divide the class into two teams. Ask each team to tell you whether the words you say begin with /f/ or /b/. Use simple words such as: bug, fly, flea, band, bean, floor, and box.

2. On the board write some simple words that include the letters b or f. Ask a volunteer to identify and circle those letters in each word.
Trace the letter b with your finger. This letter has the sound you hear at the beginning of _b_. Say the sound.

Capital letters are used to begin sentences and names. A capital b looks like this: B.

Books A, B, and C focus on initial consonant sound, and Book C also incorporates work with final consonant sounds.
Follow the path from the ☐ to the picture whose name begins with /b/. Say the sound. Try not to cross any lines.
Look carefully at the letter in the box. Circle the letters that match it.

Direction words are included in each lesson; color, trace, copy, and write letters are a few examples. Confirm students’ understanding of these words through discussion and example.
Say the name of the picture. Now say the sound that comes at the beginning of the name. Color only the sections with the letter b or B in them.
**Teacher:** Read the directions aloud while the students listen and work on page 19.

1. I am thinking of something you buckle around your waist to hold your pants up. What is it? [belt] Put your finger on the belt. What sound do you hear at the beginning of belt? Draw an X on the belt.

2. I am thinking of something you wear on your feet to keep them warm and dry. What are they called? [boots] Put your finger on the boots. What sound do you hear at the beginning of boots? Color the boots.

3. I am thinking of something that is filled with air. It will burst if you prick it. What is it? [balloon] Put your finger on the balloon. What sound does balloon begin with? Color the balloon your favorite color.

4. I am thinking of something that has a handle, which makes it easy to carry many things. (But please do not try to carry water in it.) What is it? [basket] Put your finger on the basket. What sound do you hear? Draw a circle around the basket.

5. I am thinking of something you can ride, but you must push the pedals to make it go. What is it? [bike/bicycle] Put your finger on the bicycle. What sound do you hear at the beginning of bicycle? Draw a box around the bicycle.

6. Now I am thinking of something bigger than a car that you can ride in. Lots of students go to school on a school[_______]bus. Put your finger on the bus. Say the word again. What sound does bus begin with? Color the bus its usual color.

7. I am thinking of something you can put things in. It sometimes has a lid so nothing falls out. It is made of cardboard. What is it called? [box] Put your finger on the box. What sound do you hear at the beginning of box? Color the lid of the box.

8. The last picture is of something with wings. It builds a nest to lay its eggs in. What is it? [bird] Put your finger on the bird. You may color the bird any color you like, but do it carefully.
Listen; then follow the directions.
Draw a line from the box to each picture whose name begins with /b/ as in _bell_.

_b_
Follow the arrows to write the letter b, which says /b/ as in "b". Say the sound aloud.

Notice that b is two spaces tall. Trace the letters.

Writing goes hand-in-hand with phonics instruction. Students need multiple opportunities to practice correct formation of each new letter. A number of fun and multisensory suggestions for reinforcing letter formation are provided.
Which letter does the picture’s name begin with? Circle it.
Trace the letters. Copy the letter.

Each picture whose name begins with b. Write b below those pictures.
Which sound does the word begin with? Write the letter that stands for the sound.

- Foot
- Bone
- Bus
- Kite
- Box
- Helicopter
Lesson 3
Short a with final consonants

Materials: Explode The Code Code Card 1; Explode The Code Wall Chart

Quick Review
Tell students to listen to the sound at the end of each word you say. Have volunteers say the ending sound, and have the other students indicate their agreement or disagreement with thumbs up or thumbs down: pat, Sam, pan, dad, bat, pad, Pam, and can.

Phonemic Awareness
Phoneme Blending Tell students you are going to sound out some words very slowly. Ask students to listen to the sounds, repeat the sounds, and say the word. For example, ask, What word is /rl/ /a/ /gl/? Response: /rl/ /a/ /gl/ is rag.

/rl/ /a/ /gl/ (map)
/rl/ /a/ /gl/ (bag)
/rl/ /a/ /gl/ (fan)
/rl/ /a/ /gl/ (pal)
/rl/ /a/ /gl/ (cap)
/rl/ /a/ /gl/ (had)
/rl/ /a/ /gl/ (can)
/rl/ /a/ /gl/ (gas)

Phonics
Review the Skill Show the class Code Card 1. Ask them to name the letter, the sound, and the key word for short a. Pass around the card and the apple from the Wall Chart (or a real apple) as students repeat the phrase: a says /a/ as in apple.

Vocabulary
Introduce New Vocabulary If students are not familiar with lesson words or concepts, provide explanations such as the following: A tag is a card attached to something as a label, like a tag on something you buy tells you the price. Sap is a sticky substance that comes from trees and is used to make syrup. Pal is another word for friend. Cap is another word for hat. A bass is a kind of fish.

Completing the Student Pages 18–25
Read the directions with students. Identify any pictures that may be unfamiliar, such as pass in row 1 and sap in row 2 on page 22. Together, complete a sample item on each page. Then have students complete the pages independently, providing assistance as needed.

Fluency
Word Automaticity Provide or have students create several flashcards with -an, -am, -ad, -at, -ap, and -ag words. Have students flip through the cards as they read the words to a partner. Encourage students to review the flashcards multiple times as they work to increase their accuracy and speed. Include cards from previous lessons as review.
Comprehension

Extending Word Knowledge  Ask questions or give directions such as the following to be sure that students understand short-a words used in this lesson:

1. A dog wags its tail. Show what it means for something to wag.
2. When something sags, it droops. Show how your shoulders might sag.
3. Who are your pals? What kinds of things do you do with your pals?
4. The words Sam, Jan, Pat, Al, Pam, Dan, and Nat are all what? (names) Do you know anyone with one of those names?
5. When would you want to have a map with you? (when you are in an unfamiliar place)

Writing  Display the words hat, nap, tag, gas, and map. Have students write numbers 1–5 on a sheet of lined paper. Tell them to choose and write the word that matches each clue.

1. You wear this on your head. (hat)
2. When you are sleepy you take a ____. (nap)
3. This helps you figure out where you are or where you want to go. (map)
4. This is a game where you might say, “You’re it!” (tag)
5. A car needs this to run. (gas)

Differentiating Instruction

Learning Style (Kinesthetic)  Kinesthetic learners will benefit from using letter tiles to build words from the lesson. Have students build new words by replacing the beginning consonant in the word families -ap (tap, nap, cap, lap, sap) and -ag (bag, tag, wag, lag). Have students say each new word they form and write it on a piece of paper or a white board.

Extra Practice  Find more practice with short a in Explode The Code Book 1½, Lesson 1.

Challenge  Have students think of two rhyming short-a words to answer the following clues:

1. This is an unhappy parent. (sad dad)
2. This is a chubby mouse relative. (fat rat)
3. This could be a hat you wear when you take a short rest. (nap cap)
4. This is a sack that holds little pieces of paper. (tag bag)

Computer-based Reinforcement  Give students additional practice with short a with final consonants on ETC Online, Units 1.3.1 to 1.3.7.
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Lesson 3

**Phonics instruction** is provided to help students recognize and manipulate the sounds in spoken words. Struggling learners may need this kind of support on an ongoing basis in order to improve their ability to read and spell.

**a says /ɑ/ as in**

Find the picture that begins with the sound of the letter below.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ă</td>
<td></td>
<td></td>
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<tr>
<td>ă</td>
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<tr>
<td>ă</td>
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<td></td>
</tr>
</tbody>
</table>

18
Each student book lesson follows a predictable format; as students learn the format, they should be able to complete the pages without further assistance.

- bag
- gab
- had
- ban
- gas
- gab
- had
- dan
- ban
- had
- hag
- fad
- lad
- fad
- map
- nap
- map
- jam
- jan
- jam
The oral activities in this section help students focus on and work with the sounds of words in the lesson.

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
<th>Picture</th>
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<tbody>
<tr>
<td>bag</td>
<td><img src="image" alt="Bag" /></td>
<td><img src="image" alt="Bell" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td>pal</td>
<td><img src="image" alt="Pencil" /></td>
<td><img src="image" alt="Person" /></td>
<td><img src="image" alt="Pan" /></td>
</tr>
<tr>
<td>cap</td>
<td><img src="image" alt="Cap" /></td>
<td><img src="image" alt="Sun" /></td>
<td><img src="image" alt="Cat" /></td>
</tr>
<tr>
<td>tag</td>
<td><img src="image" alt="10" /></td>
<td><img src="image" alt="Bus" /></td>
<td><img src="image" alt="Flashlight" /></td>
</tr>
<tr>
<td>fan</td>
<td><img src="image" alt="Fan" /></td>
<td><img src="image" alt="Fan" /></td>
<td><img src="image" alt="Flashlight" /></td>
</tr>
<tr>
<td>rat</td>
<td><img src="image" alt="Fishing Pole" /></td>
<td><img src="image" alt="Rat" /></td>
<td><img src="image" alt="Rat" /></td>
</tr>
<tr>
<td>wag</td>
<td><img src="image" alt="House" /></td>
<td><img src="image" alt="Dog" /></td>
<td><img src="image" alt="Frankenstein" /></td>
</tr>
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</table>

Read, copy, and circle it.
The activities in Books 1 and 2 focus on blending and segmenting phonemes in words. Other activities ask students to identify, isolate, or manipulate phonemes.

<table>
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<th>Write.</th>
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<tr>
<td>![Bag Image]</td>
<td>![Bag Image]</td>
</tr>
<tr>
<td>b g c a g j</td>
<td>bag</td>
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<tr>
<td>![Rope Image]</td>
<td>![Rope Image]</td>
</tr>
<tr>
<td>r n a o p t</td>
<td></td>
</tr>
<tr>
<td>![Scarf Image]</td>
<td>![Scarf Image]</td>
</tr>
<tr>
<td>m w a c p t</td>
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<td>![Remote Control Image]</td>
<td>![Remote Control Image]</td>
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<tr>
<td>g d b a n s</td>
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<td>![Fan Image]</td>
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<tr>
<td>f t d a n m</td>
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<tr>
<td>g c a o m p</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bad</td>
</tr>
<tr>
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<td>-----</td>
</tr>
<tr>
<td>bag</td>
<td>gab</td>
</tr>
<tr>
<td>sap</td>
<td>pass</td>
</tr>
<tr>
<td>pan</td>
<td>sag</td>
</tr>
<tr>
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<td>sap</td>
</tr>
<tr>
<td>nap</td>
<td></td>
</tr>
<tr>
<td>pad</td>
<td>pan</td>
</tr>
<tr>
<td>pal</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 3**

22

It.
Match and write it.

- sat
- nap
- wag
- bag
- mat
- Pam
- gas
- tag

- bag

- [image]
- [image]

- [image]
- [image]

- [image]
- [image]

- [image]
- [image]
<table>
<thead>
<tr>
<th>X it.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A rat naps in a cap.</td>
<td>X</td>
</tr>
<tr>
<td>The man pats a cat.</td>
<td></td>
</tr>
<tr>
<td>Sam has a bag.</td>
<td></td>
</tr>
<tr>
<td>The rat is in the van.</td>
<td></td>
</tr>
<tr>
<td>A bass is at bat.</td>
<td></td>
</tr>
<tr>
<td>A cat is at bat.</td>
<td></td>
</tr>
<tr>
<td>Pat has a nap.</td>
<td></td>
</tr>
<tr>
<td>Pat has a fan.</td>
<td></td>
</tr>
<tr>
<td>A rat sat on Pam.</td>
<td></td>
</tr>
<tr>
<td>A cat sat in a bag.</td>
<td></td>
</tr>
<tr>
<td>Al has a cap.</td>
<td></td>
</tr>
<tr>
<td>Al has a pal.</td>
<td></td>
</tr>
<tr>
<td>The bat can wag.</td>
<td></td>
</tr>
<tr>
<td>The hat has a tag.</td>
<td></td>
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</tbody>
</table>

24
Write it.

Write goes hand-in-hand with phonics instruction. Students practice writing words from the lesson. Activities include writing answers to word clues, copying sentences, writing dictated sentences, and writing original sentences.

*For further practice on short a, see Book 1½, pp. 1–8.
Lesson 7

Quick Review
Ask students to recall how to spell the word high and write the word on the board as they spell it for you. Have them tell you what vowel sound the letters igh stand for (long i) and which letters are silent (gh). Elicit other words that contain igh and list them on the board.

Phonemic Awareness
Matching Sounds Tell students to listen as you say groups of three words. Then have them identify the word whose vowel sound is different from the others. As you say each word in the set, emphasize its vowel sound. Model an example: toot, root, nice (nice)

| cut, pup, cool (cool) | spun, sun, spoon (spoon) |
| broke, brook, rope (brook) | loose, look, goose (look) |
| loose, lot, lock (loose) | tame, foot, game (foot) |
| mood, moose, mop (mop) |

Phonics
Introduce the Skill Bring in or draw pictures of a book and a boot. Have students identify each item, and write its name as a column head on the board. Underline the oo in each word, and point out that oo makes different sounds in different words. Slowly say each word, drawing out the vowel sound, and have students repeat the words. Explain to students that when they see a new word that contains oo, they should try both pronunciations to see which makes a word they recognize.

Then list some oo words along the side of the board; examples include stool, goose, cook, soon, foot, shook. Say each one, and have students decide whether the oo in the word is the same as in book or boot. Ask a volunteer to write each word in the correct column.

Vocabulary
Introduce New Vocabulary If students are unfamiliar with lesson words or concepts, provide explanations: Soot is the black dust that comes from fires. A groom is a man who is about to be or has just gotten married.

Introduce Sight Words Introduce the new sight words used in the lesson: very and some. Have students make up sentences using each word. Then ask the class to repeat the sight words and spell them aloud. Have them write the letters in the air using their fingers as a pencil. Add these words to the Word Wall or have students add the words to their personal dictionaries.
Explode The Code Book 6 Teacher's Guide and Key

Completing Student Pages 49–56
For each page, read the directions and complete a sample item with students. Identify any pictures that may be unfamiliar: fist in item 1, crack in item 2, roast and raft in item 6 of page 49. Then have students complete the pages independently, providing assistance as needed.

Fluency
Varying Pitch and Volume Copy expressive sentences from page 55 on the board, such as the second sentences of numbers 4, 5, 6, and 7. Remind students to read with expression by changing the volume (loudness) and pitch (high and low sounds) of their voices as they read aloud. Read the sentences with appropriate expression then have students practice saying each one, using your reading as a model. Check to see that they are varying their pitch and volume as they speak.

Comprehension
On the board, list three phrases that include words from the lesson: a spooky room, cooking good food, a foolish goose. Have students draw and label a sketch that illustrates each phrase.

Writing Ask students to think of a favorite book they think others would enjoy. Have them write a book report entitled “A Cool Book” to “sell” the book, telling why they like it. Encourage them to include other oo words in their report.

Differentiating Instruction
Learning Styles (Auditory) As you work with auditory learners, precede each sentence with the appropriate pronunciation of the exclamation Oops! Pronounce it with the oo sound in book when focusing on /oo/ words, and with the oo sound in boot when focusing on /ōo/ words. For example:
Oops! I put the cookbook on my foot! [pronounce “oops” with the short sound]
Oops! The foolish goose is loose! [pronounce “oops” with the long sound]

Work with students to make additional sentences, preceding each one with an appropriately pronounced Oops!

ELL The oo sound does not exist in languages including Spanish, Hmong, and Haitian Creole. Give students additional practice with this sound. Have them repeat the following sentences: The cookbook stood up and put the cookbook on the bookshelf. Look! His foot shook in the chilly brook.

Challenge Remind students that a compound word is made up of two smaller words that often point to the word’s meaning. Direct them to list all compounds and their definitions from the lesson, using a dictionary if necessary. You may want to challenge students to create and illustrate “new” compound words that use smaller oo words from the lesson, such as moonfoot and woodfood.

Computer-based Reinforcement Give students additional practice with oo words on ETC Online, Units 6.7.2 to 6.7.7.
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Lesson 7

**oo** says two things:
Sometimes **oo** says /ɒ/ as in *boot*.
Sometimes **oo** says /ʊ/ as in *book*.

Read, write, and **underline** it.

<table>
<thead>
<tr>
<th>word</th>
<th>image</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td>![foot image]</td>
</tr>
<tr>
<td>cook</td>
<td>![cook image]</td>
</tr>
<tr>
<td>broom</td>
<td>![broom image]</td>
</tr>
<tr>
<td>moon</td>
<td>![moon image]</td>
</tr>
<tr>
<td>spoon</td>
<td>![spoon image]</td>
</tr>
<tr>
<td>roof</td>
<td>![roof image]</td>
</tr>
<tr>
<td>goose</td>
<td>![goose image]</td>
</tr>
</tbody>
</table>

**Phonics instruction is provided to help students recognize and manipulate the sounds in spoken words. Struggling learners may need this kind of support on an ongoing basis in order to improve their ability to read and spell.**
oo says /ɔʊ/ as in *boot*.  
*oo* says /ʊ/ as in *book*.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>good</td>
<td>or</td>
<td>goose?</td>
</tr>
<tr>
<td>hook</td>
<td>or</td>
<td>shook?</td>
</tr>
<tr>
<td>food</td>
<td>or</td>
<td>foot?</td>
</tr>
<tr>
<td>stool</td>
<td>or</td>
<td>stoop?</td>
</tr>
<tr>
<td>tooth</td>
<td>or</td>
<td>troop?</td>
</tr>
<tr>
<td>mood</td>
<td>or</td>
<td>moose?</td>
</tr>
<tr>
<td>booth</td>
<td>or</td>
<td>boot?</td>
</tr>
<tr>
<td>soot</td>
<td>or</td>
<td>shoot?</td>
</tr>
</tbody>
</table>

Each student book lesson follows a predictable format; as students learn the format, they should be able to complete the pages without further assistance.
<table>
<thead>
<tr>
<th>Spell.</th>
<th>Write.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image](b d oo ao g k.png)</td>
<td>____________</td>
</tr>
<tr>
<td>![Image](n m oo ao in m.png)</td>
<td>____________</td>
</tr>
<tr>
<td>![Image](st sp ea oo k n.png)</td>
<td>____________</td>
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<tr>
<td>![Image](br dr oo oe k m.png)</td>
<td>____________</td>
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<tr>
<td>![Image](g f o oo t d.png)</td>
<td>____________</td>
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<tr>
<td>![Image](r gr u oo t f.png)</td>
<td>____________</td>
</tr>
<tr>
<td>![Image](g j or oo t se.png)</td>
<td>____________</td>
</tr>
</tbody>
</table>
Yes or no?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does sandpaper feel smooth in the morning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can a poodle catch a football in the dark?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will a woolly hood keep you warm in winter?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it spooky in a dark, wooded forest?</td>
<td></td>
<td></td>
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<tr>
<td>Are you foolish to ride home on a broomstick?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is a spoonful of root beer a good cure for a sick hamster?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you understood this lesson so far?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture</td>
<td>Word</td>
<td>Picture</td>
</tr>
<tr>
<td>---------------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td>Moon</td>
<td>moon</td>
<td>Rookey</td>
</tr>
<tr>
<td>Meet</td>
<td>meet</td>
<td>Rootless</td>
</tr>
<tr>
<td>Moose</td>
<td>moose</td>
<td>Rooftop</td>
</tr>
<tr>
<td>Teaspoon</td>
<td>teaspoon</td>
<td>Toolbox</td>
</tr>
<tr>
<td>Teasing</td>
<td>teasing</td>
<td>Toothbrush</td>
</tr>
<tr>
<td>Harpoon</td>
<td>harpoon</td>
<td>Tooting</td>
</tr>
<tr>
<td>Football</td>
<td>football</td>
<td>Poodle</td>
</tr>
<tr>
<td>Foolish</td>
<td>foolish</td>
<td>Puddle</td>
</tr>
<tr>
<td>Footprints</td>
<td>footprints</td>
<td>Poolside</td>
</tr>
<tr>
<td>Woolly</td>
<td>woolly</td>
<td>Cooling</td>
</tr>
<tr>
<td>Woodpile</td>
<td>woodpile</td>
<td>Crooked</td>
</tr>
<tr>
<td>Wedding</td>
<td>wedding</td>
<td>Cookbook</td>
</tr>
<tr>
<td>Booklet</td>
<td>booklet</td>
<td>Footloose</td>
</tr>
<tr>
<td>Bookshelf</td>
<td>bookshelf</td>
<td>Football</td>
</tr>
<tr>
<td>Brooding</td>
<td>brooding</td>
<td>Foothill</td>
</tr>
</tbody>
</table>
Pick the best word to finish each sentence.

<table>
<thead>
<tr>
<th>moose</th>
<th>playroom</th>
<th>toolbox</th>
</tr>
</thead>
<tbody>
<tr>
<td>rooftop</td>
<td>cookbook</td>
<td>understood</td>
</tr>
<tr>
<td>toothbrush</td>
<td>goodness</td>
<td>pool</td>
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</tbody>
</table>

When you are fixing supper, you may need to use a ____________.

The foolish ____________ is eating grass behind the woodpile.

On a hot summer day, swimming in a ____________ cools me off.

The repair person came with a ____________ to fix the TV.

To keep your teeth clean you must use your ____________ after every meal.

The snow on the ____________ shines in the bright moonlight.

Put the toys in the ____________.
X it.

- The hungry football player is looking for some French food.
- The French cook is reading the cookbook.
- The football fell on the crooked rooftop.
- The goose stood on the crooked bookshelf.
- Mike is snooping into the chicken coop.
- Mike is stooping to look at the footprints.
- The woolly poodle has a boot on its right foot.
- The frightened poodle stood and shook as I read the book.
- Betsy understood the textbook.
- Betsy inspects the spooky room.
- The foolish groom has a loose tooth.
- The food falls in the pool.
- The moose is tooting its horn in the moonlight.
- The raccoon is barking at the moose.
Write it, using a word with oo.

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<td>🗖️</td>
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Writing goes hand-in-hand with phonics instruction. In this section, students are asked to incorporate words from the lesson as they write word clues, sentences, similes, tongue twisters, riddles, poems, book reports, and stories.
Get Ready (Book A), Get Set (Book B), and Go for The Code (Book C)
Three primers address pre-literacy skills and letter formation. Twenty-one consonant sounds are introduced through visual, auditory, and kinesthetic activities.

Explode The Code 1–8
Eight books provide the most practice for developing phonics skills. Exercises include encoding, decoding, and writing.

Explode The Code “Half” Books
The half books, 1½–6½, provide additional practice for every skill taught in books 1–6. These are great tools to assist in differentiating instruction in the classroom.

Beyond The Code
Engaging stories allow students to apply phonics skills in context and develop comprehension skills. Vocabulary activities preceding each story introduce sight words and word patterns encountered in the text.

Teacher Guides
Detailed lesson plans are available for each lesson in books A–8. Phonemic awareness, fluency, vocabulary, comprehension, writing, and differentiation are included for each lesson.

Teacher’s Guide for English Language Learners
Specific lesson plans for ELL students focus on vocabulary, grammar, reading, and comprehension. Reproducible pages included.

Placement Test 1–8
Criterion-referenced diagnostic tool assesses specific reading and spelling skills taught in this series. Results can determine entry level, placement within the series, or skill-specific intervention.

Wall Chart and Activity Book
Felt wall chart corresponds to key words in the series. Activity Book includes hands-on activities to reinforce skills.

Picture Letter Cards
Sturdy cards feature consonants taught in Books A–C. Each sheet has a picture card, a letter card, and a picture card with the letter superimposed.

Code Cards
54 cards for all concepts from books 1–3½. Side one features a word and illustration. Side two features the concept letter(s) in large print.
Using time-tested content from the award-winning print workbooks series, Explode The Code® Online provides a comprehensive online curriculum for beginning readers. Covering the essential skills for reading success, the program provides adaptive, individualized placement and instruction.

Explode The Code Online Key Advantages

🌟 Effective, research-based multisensory phonics instruction
🌟 Flexible access to sequenced phonics content
🌟 Adaptive and data-driven
🌟 Motivating and personalized
🌟 Promotes early literacy

RESEARCH PROVEN

Explode The Code Online users show reading proficiency gains at a rate three times that of other students. Learn more at ExplodeTheCode.com/results

Common Core STATE STANDARDS

Aligned to the

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