

## Ed and Em

Written by Kim Thompson

**Grade Level:** PreK-2

**GRL:** D **Lexile:** 120L

**Subject:** Phonics

**Genre:** Fiction

**Key Idea:** Develop fluency by decoding story text with words that have the short **e** sound

**Standards Addressed:** RF.1.3.A-B Reading: Foundational Skills, RL.1.1 Reading Literature

## 1. Before Reading

### Make Predictions

Look at the book's cover and title. Discuss what students see and what they think the book is going to be about. Invite personal connections.

### Teach Phonics Skills

Copy pages 5 and 6 of this *Teacher Note* for each student. Ask students to cut apart the picture and letter cards. Make sure students understand the sound-symbol correspondences they will read in the story.

Say consonant sounds **/d/**, **/m/**, **/n/**, **/p/**, **/s/**, **/t/**, **/w/**, and **/y/**. Ask students to hold up the corresponding letter cards **d**, **m**, **n**, **p**, **s**, **t**, **w**, and **y**. Practice the **st** blend in *nest*.

Say the short **e** sound and ask students to repeat it after you. Say these word pairs, asking students to raise their **e** letter card when they hear the short **e** sound: *am/Em, Ed/odd, sit/set, men/man, rod/red*.

Slowly say and blend the sounds in *den, red, men, nest, pen, set, ten, wet*, and *yes*. Ask students to raise a picture card to show the word they hear. Then, help students count and blend the sounds in each word as they use their letter cards to spell the words.

### Teach High-Frequency Words

Make sure students know the high-frequency words they will find in the story. Spend extra time on irregular words, shown in **bold**, which do not follow common phonics patterns.

<b>a</b>	had	<b>said</b>	this	well
and	not	that	<b>to</b>	went
but	<b>of</b>	them	up	
got	red	then	way	

## Introduce the Genre

You can tell this book is fiction because it is about made-up characters and their adventures. The illustrations were drawn by an artist.

## Establish a Purpose for Reading

We will read to find out how chickens Em and Ed meet. We will practice reading words that have the short **e** sound.

# 2. During Reading

## Read Together

Chorally read the story aloud together as students point to each word. Or, have students read aloud independently, using quiet voices, as you monitor. When readers have difficulty, stop and provide feedback. Help students associate letters and sounds, blend sounds to read words, and reread sentences fluently.

## Check for Understanding

Ask questions about the story. Prompt students to support their answers with details from the text.

- What is a pen for animals?
- What kind of animals are Ed and Em?
- What is a hen? A rooster? Which are Ed and Em?
- Tell two ways the chickens have fun on the farm.
- What does it mean to have pep?
- Why does it take a while for Ed and Em to meet?
- Where do Em and Ed meet?
- What does it mean to wed?
- Who is Ned?
- What details about this story make it silly?

## Reread and Retell

Ask pairs to reread the story to each other. Each partner may read the whole story, or students may alternate pages. Allow time for pairs to retell the story in their own words, using the illustrations as cues. Invite partners to discuss the story and give opinions about whether they liked it.

In a whole-group follow-up, discuss and agree on the story's characters (Ed, Em, Ned, men), setting (farm pen), and events (Ed and Em play in the water, etc.). What might happen to the story if just one character, setting, or event were different?

## 3. After Reading

- Add words from the story to classroom word walls or word lists.
- Build fluency by reading the story again tomorrow or in a few days.
- Read more stories that feature the short **e** sound, such as *An Extraordinary Egg* by Leo Lionni.
- Plan to read nonfiction books about chickens and farms.

### Follow-Up Lessons

- Provide short **e** words on a list or a word wall. Challenge pairs or small groups to use them to write and perform tongue twisters such as *Men set up ten red pens*.
- Guide students in writing short **e** words from the story to complete a Word Ladder. (See page 7 of this *Teacher Note*.)
- Ask students to write and draw on a Venn Diagram to compare Ed and Em. (See page 8 of this *Teacher Note*.)

### Writing Activities

- Dictate phrases and sentences with short **e** words for students to write and illustrate. Use the phrases and sentences shown in the book on page 22.
- Write and illustrate a diagram of the life cycle of a chicken. Research as needed.
- Write a vivid description of the wedding of Em and Ed.

### School-to-Home Connection

- Send home the picture and letter cards from pages 5 and 6 of this *Teacher Note* along with the book.
- Send home the Word Ladder from page 7 of this *Teacher Note* along with the book.

## 4. ESE/SWD

- Spend extra time teaching and reviewing sounds, letters, and high-frequency words that will appear in the story.
- Hold students accountable for independently reading only short **e** CVC words. Do not expect knowledge of all high-frequency words.
- Have students listen to an audio recording of the story prior to the whole-group lesson.
- Read each page of the text aloud and have students echo you as they point to each word.

## 5. ELL/ESOL

- Use visuals to represent spoken words. If needed, find photos and videos on the internet.
- Speak slowly and enunciate words clearly. Make sure to articulate each sound.
- Be mindful of your gestures and facial expressions to make sure they support understanding.
- Write words under the picture cards on page 5 of this *Teacher Note* to create a glossary for students. Encourage students to refer to it as they read and respond to the story.
- Ask students to share their background knowledge about chickens and farms.
- Help Cantonese, Vietnamese, and Hmong speakers articulate the short **e** sound, as these languages do not contain the sound or contain only an approximate transfer of the sound. Model correct mouth position and ask students to copy you. Provide handheld mirrors for support.
- Speakers of African American English may not make a distinction between short **e** and short **i** in words in which these sounds are followed by **/n/**, as in *pen/pin*. Help students discriminate and pronounce the two sounds.

## NEW Digital Read-Alongs With Audio and Word Highlighting



### Tips for Teachers

- Connect to your SMART Board or projector for teacher and student interaction.
- Read aloud together standing up.
- Highlight, underline, and circle information (e.g., sight words, phonics, vocabulary).
- For each page, have a student be in charge of pointing to each highlighted word as it is read.
- Play “I Spy” and have students find sight words, phonics patterns, vocabulary words, punctuation, etc.
- Use with ELL/SWD as a center to listen and then practice reading for fluency.
- Share with parents at home so students can practice reading.

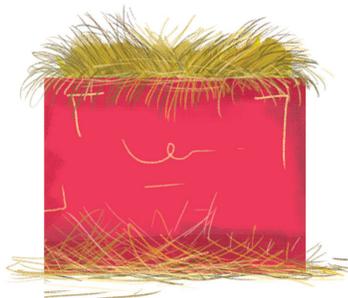
Visit our website for our complete collection of graphic organizers:  
<https://www.crabtreebooks.com/resources/graphic-organizers>

# Picture Cards

Name: \_\_\_\_\_

Cut the cards apart.  
Match them to words.

Date: \_\_\_\_\_



# Letter Cards

Name: \_\_\_\_\_

Cut the cards apart.  
Use the letters to build words.

Date: \_\_\_\_\_

d

d

e

e

m

n

p

r

s

t

w

y

# Word Ladder: Ed and Em

Name: \_\_\_\_\_

Write a word for each clue.

Climb from the bottom to the top.

Date: \_\_\_\_\_

A nod of your head.  
Change one letter.

Starts with **y**.  
Change one letter.

Soggy.  
Change one letter.

To marry.  
Change one letter.

Em and Ed's chick.  
Add one letter.

Ed

Answers: Ned, wed, wet, yet, yes

# Venn Diagram

Name \_\_\_\_\_

Date \_\_\_\_\_

Write details that explain how the subjects are different in the two outer circles. Write details that explain how the subjects are alike where the circles overlap in the center.

Subject: \_\_\_\_\_

Subject: \_\_\_\_\_

