

## Rainbow

### DECODABLE WORDS

**Target Skill:** compound words

inside      rainbow      sunshine      weekend

### Previously Taught Skills

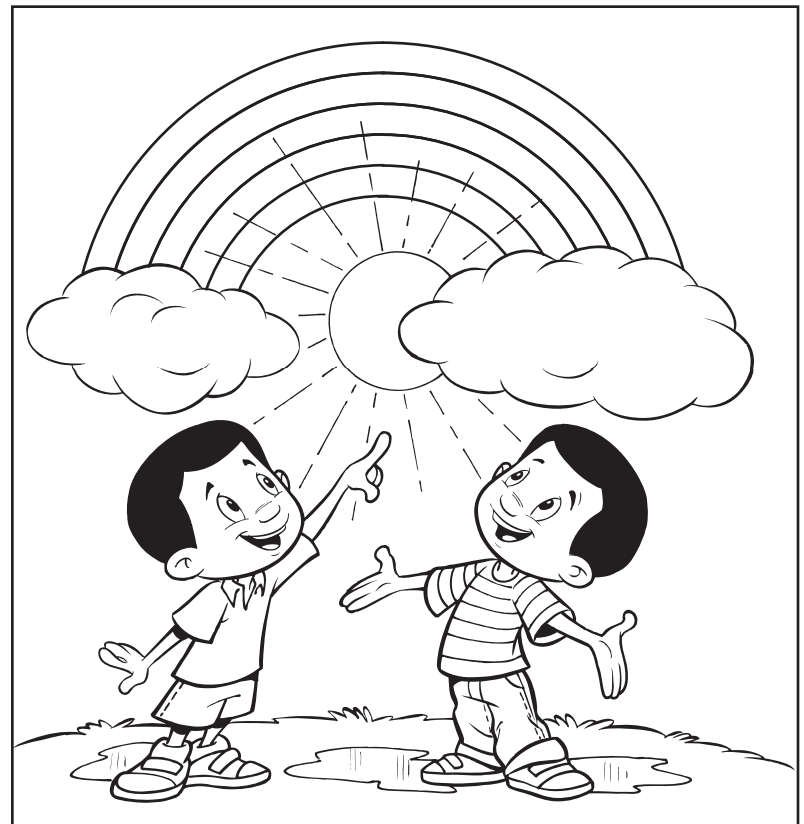
am	grass	must	red	wet
and	green	need	sad	when
Ben	has	nice	Sam	while
best	he	no	see	will
but	in	pass	stay	yard
can	is	play	stop	yelled
day	it	playing	tells	yellow
fast	jumped	rain	this	
game	leaped	rained	time	
games	leaping	raining	up	
glad	let's	rains	us	
go	long	ran	we	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; double final consonants *ll*, *ss*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; ending *-s*; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; open syllables (CV); contractions 's; ending *-s*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraph *ow*; compound words; consonants; short vowels; /z/ spelled *s*; final blend *st*; final blend *-mp*; *r*-controlled *ar*

### HIGH-FREQUENCY WORDS

a	I	said	to
blue	laugh(ed)	the	
have	look	they	

# Rainbow

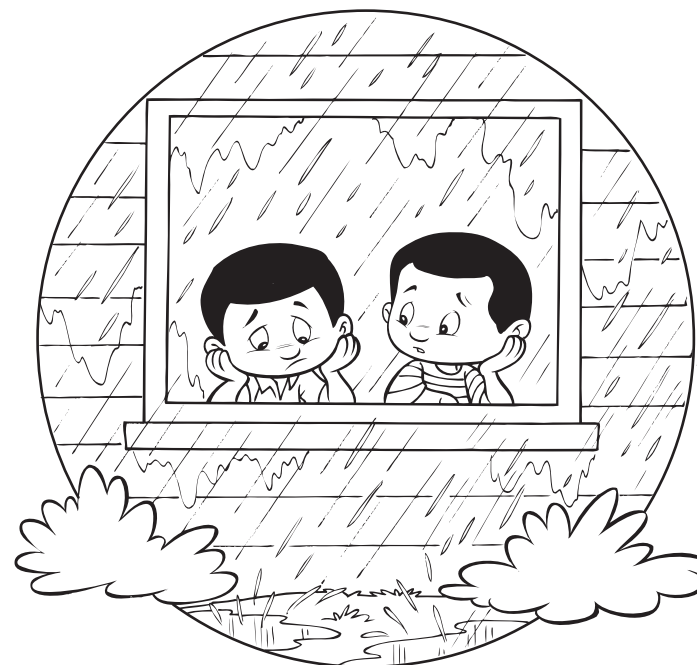


**High-Frequency Words Taught to Date**

a	call	first	into	of	small	use	cheer
about	car	five	is	off	soil	very	children
above	carry	fly	kinds	old	some	walk	dark
across	caught	follow	know	once	sometimes	want	ever
after	city	food	large	one	soon	warms	everything
again	cold	for	laugh	only	sorry	was	front
all	come	four	learning	open	starts	wash	girl
almost	could	friend	light	or	stories	watch	hair
along	country	friendship	like	our	story	water	hard
always	covers	full	listen	out	studied	we	hello
and	cried	funny	little	over	sure	were	hundred
animal	different	give	live	own	surprised	what	kept
are	do	go	long	paper	take	where	might
around	does	goes	look	party	talk	who	mind
away	done	good	loudly	people	teacher	why	morning
baby	don't	great	loved	pictures	the	window	next
ball	door	green	make	play	their	with	other
be	down	ground	many	please	there	work	part
bear	draw	grow	maybe	pull	these	world	pretty
beautiful	earth	happy	me	pushed	they	would	really
because	eat	have	minute	put	think	write	says
been	eight	he	more	read	those	years	sky
before	enough	head	most	ready	thought	yellow	sleep
began	even	hear	mother	right	three	you	slowly
begins	every	heard	my	said	to	young	someone
bird	everyone	help	myself	school	today	your	store
blue	eyes	her	near	second	together		table
both	fall	here	never	see	too	afraid	this
boy	family	high	new	seven	took	against	told
bring	far	hold	night	shall	toward	air	
brothers	father	house	no	she	try	another	
brown	few	how	noise	should	two	better	
buy	field	I	nothing	show	under	book	
by	find	idea	now	sing	until	care	

**Decoding skills taught to date:** short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōū/ (CVCe); long *u* /ōū/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; open syllables (CV); contractions 's and *n't*; contractions 'll and 'd; contractions 've and 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; consonants; short vowels; /z/ spelled *s*; final blend *st*; final blend *-mp*; *r*-controlled *ar*

# Rainbow



"It has rained a long time," said sad Ben. "When will it stop?"

"This is the weekend. We need to play in sunshine," said sad Sam.



"Look! A rainbow!" yelled Sam.

"I see red and blue," said Ben.

"I see yellow and green," said Sam.

"A rainbow tells us we will have a nice day. I am glad we can play games in the sunshine," laughed Ben.



"We must stay inside while it rains," said Ben. "We can play games to pass the time."

"No. The best game is leaping and playing in the grass," said Sam. "But the grass is wet, and it is raining."



"Look! No rain! I can see sunshine. Let's go!" yelled Ben. He jumped up fast.

Sam and Ben ran to the yard. They ran and leaped.

# Snowflake's Coat

## DECODABLE WORDS

Target Skill: compound words

handmade	inside	sheepskin	Snowflake's
hillside	lifetime	Snowflake	springtime

## Previously Taught Skills

am	from	it's	not	stuck
and	go	last	on	that
best	got	let's	play	then
big	groaned	like	Rabbit	thing
box	grow	lots	see	things
can't	had	mine	she	this
coat	he	moaned	showed	up
cute	held	Mom	sniffed	will
den	hole	much	snow	with
dug	in	need	so	yet
feet	is	no	soft	
fits	it	nose	stayed	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVCe); /k/ spelled *c*; long *a* (CVCe); long *i* (CVCe); long *o* (CVCe); long *u* /yōō/ (CVCe); /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ft*; final blend *ng*; double final consonants *ll*, *ff*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *ch*; ending *-s*; ending *-ed* /d/; open syllables (CV); contractions 's, n't; vowel digraph *ay*; vowel digraph *ee*; vowel digraphs *oa*, *ow*; compound words; consonants; short vowels; /z/ spelled *s*; final blend *st*; possessive 's

## HIGH-FREQUENCY WORDS

a	I	the	was
cold	of	to	you
could	one	too	your
have	said	walk	yours

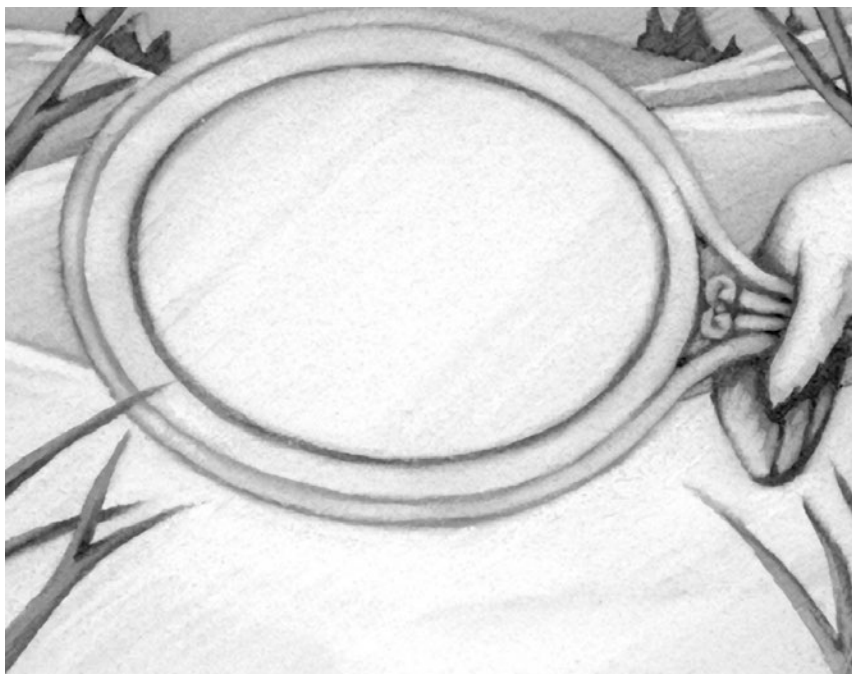
# Snowflake's Coat



**High-Frequency Words Taught to Date**

a	call	first	into	of	small	use	cheer
about	car	five	is	off	soil	very	children
above	carry	fly	kinds	old	some	walk	dark
across	caught	follow	know	once	sometimes	want	ever
after	city	food	large	one	soon	warms	everything
again	cold	for	laugh	only	sorry	was	front
all	come	four	learning	open	starts	wash	girl
almost	could	friend	light	or	stories	watch	hair
along	country	friendship	like	our	story	water	hard
always	covers	full	listen	out	studied	we	hello
and	cried	funny	little	over	sure	were	hundred
animal	different	give	live	own	surprised	what	kept
are	do	go	long	paper	take	where	might
around	does	goes	look	party	talk	who	mind
away	done	good	loudly	people	teacher	why	morning
baby	don't	great	loved	pictures	the	window	next
ball	door	green	make	play	their	with	other
be	down	ground	many	please	there	work	part
bear	draw	grow	maybe	pull	these	world	pretty
beautiful	earth	happy	me	pushed	they	would	really
because	eat	have	minute	put	think	write	says
been	eight	he	more	read	those	years	sky
before	enough	head	most	ready	thought	yellow	sleep
began	even	hear	mother	right	three	you	slowly
begins	every	heard	my	said	to	young	someone
bird	everyone	help	myself	school	today	your	store
blue	eyes	her	near	second	together		table
both	fall	here	never	see	too	afraid	this
boy	family	high	new	seven	took	against	told
bring	far	hold	night	shall	toward	air	
brothers	father	house	no	she	try	another	
brown	few	how	noise	should	two	better	
buy	field	I	nothing	show	under	book	
by	find	idea	now	sing	until	care	

**Decoding skills taught to date:** short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; open syllables (CV); contractions *'s* and *n't*; contractions *'ll* and *'d*; contractions *'ve* and *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; consonants; short vowels; /z/ spelled *s*; final blend *st*; possessives with *'s*



“See? You have the best coat. It’s like mine. It fits you from your cute nose to your feet. It will grow with you and will last a lifetime!” Mom said.

## Snowflake’s Coat



Mom Rabbit dug a hole in the den. Snowflake could see snow. He sniffed. It was not yet springtime.

“Let’s go and play,” said Mom.



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“No, it’s cold on this hillside,”  
Snowflake groaned. “I need a coat.”  
So he stayed inside.

Then Mom got a big coat. It was a  
handmade sheepskin coat.

“This is too much coat,” Snowflake  
said. “I am stuck and can’t walk.”



“I need a soft coat like yours,”  
moaned Snowflake.

So Mom got a box that had lots of  
things inside it. She held up one thing  
and showed Snowflake.



## Book Sale

### DECODABLE WORDS

**Target Skill:** schwa spelled e, a

animals	hundreds	never	Roland	travel
dozens	Japan	present	seven	

### Previously Taught Skills

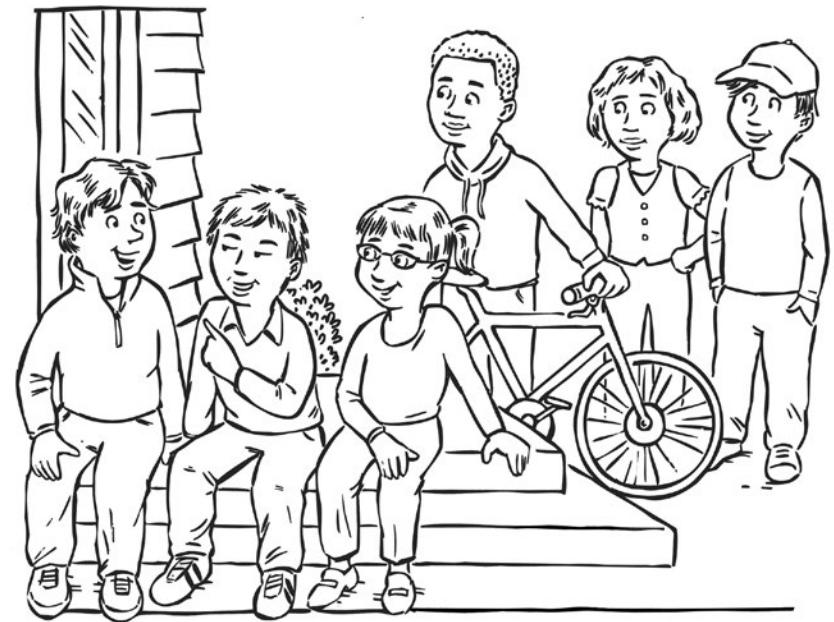
a	can	he	likes	read	way
am	carry	her	lots	replied	we
as	chimed	him	maybe	ride	well
asked	Chip	home	me	sale	who'd
at	Cole	I'd	Molly	smell	will
bags	dad	I'll	mom	so	with
be	exclaimed	in	most	soon	you
begins	for	is	much	them	Zack
bikes	fun	it	my	think	
book	get	it's	need	Tom	
books	go	Jan	noon	trucks	
but	going	like	on	used	

SKILLS APPLIED IN WORDS IN STORY: short a; short i; closed syllables (CVC); short o; short u; short e; long a (CVCe); long i (CVCe); /k/ spelled c; long o (CVCe); /g/ spelled g; blends with r; blends with l; blends with s; final blend nd; final blend nk; final blend nt; double final consonants ll; consonants -ck; consonant digraph th; consonant digraph wh; consonant digraph ch; ending -s; ending -ed /d/; ending -ed: drop e; open syllables (CV); contractions 'll, 'd; vowel digraphs ai, ay; vowel digraphs ee, ea; schwa spelled e, a; consonants; short vowels; /z/ spelled s; r-controlled or; r-controlled er; vowel digraph oo /ōō/; /oo/ spelled oo; long e spelled y

### HIGH-FREQUENCY WORDS

a	have	of	there	too
brother	I	said	they	
enough	new	the	to	

# Book Sale



**High-Frequency Words Taught to Date**

a	call	first	into	of	small	use	cheer
about	car	five	is	off	soil	very	children
above	carry	fly	kinds	old	some	walk	dark
across	caught	follow	know	once	sometimes	want	ever
after	city	food	large	one	soon	warms	everything
again	cold	for	laugh	only	sorry	was	front
all	come	four	learning	open	starts	wash	girl
almost	could	friend	light	or	stories	watch	hair
along	country	friendship	like	our	story	water	hard
always	covers	full	listen	out	studied	we	hello
and	cried	funny	little	over	sure	were	hundred
animal	different	give	live	own	surprised	what	kept
are	do	go	long	paper	take	where	might
around	does	goes	look	party	talk	who	mind
away	done	good	loudly	people	teacher	why	morning
baby	don't	great	loved	pictures	the	window	next
ball	door	green	make	play	their	with	other
be	down	ground	many	please	there	work	part
bear	draw	grow	maybe	pull	these	world	pretty
beautiful	earth	happy	me	pushed	they	would	really
because	eat	have	minute	put	think	write	says
been	eight	he	more	read	those	years	sky
before	enough	head	most	ready	thought	yellow	sleep
began	even	hear	mother	right	three	you	slowly
begins	every	heard	my	said	to	young	someone
bird	everyone	help	myself	school	today	your	store
blue	eyes	her	near	second	together		table
both	fall	here	never	see	too	afraid	this
boy	family	high	new	seven	took	against	told
bring	far	hold	night	shall	toward	air	
brothers	father	house	no	she	try	another	
brown	few	how	noise	should	two	better	
buy	field	I	nothing	show	under	book	
by	find	idea	now	sing	until	care	

**Decoding skills taught to date:** short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *-ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed*; drop *e*; ending *-ing*; drop *e*; open syllables (CV); contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *e*, *a*

# Book Sale



"The sale begins at noon," Roland said. "We can ride bikes."

"We will need lots of bags to carry the books home," said Zack.

"Lots of bags for lots of books!" Roland exclaimed.



"I am going to a book sale," said Roland. "Who'd like to go with me?"

"I'd like to go," said Chip. "My mom is going to Japan. I'd like to get her a travel book."

"I'll go, too," Jan chimed in. "My dad likes animals. I'd like to get him a book on animals."



"I need a book," said Zack. "It's a present for my brother, Tom. He will be seven soon. He likes books with trucks in them."

"Will there be lots of books?" asked Molly. "I like new books. I like the way they smell."



"Most books will be used," replied Roland. "But I think there will be new books, as well. Maybe hundreds of them."

"You can never have enough books!" exclaimed Cole. "I have dozens of books at home. I like to read. It is so much fun!"

# The Yellow Elephant

## DECODABLE WORDS

Target Skill: schwa spelled e, a

about	around	elephant	Helen	sofa
above	asleep	elephants	opened	village
animals	chicken	forest	pajamas	

## Previously Taught Skills

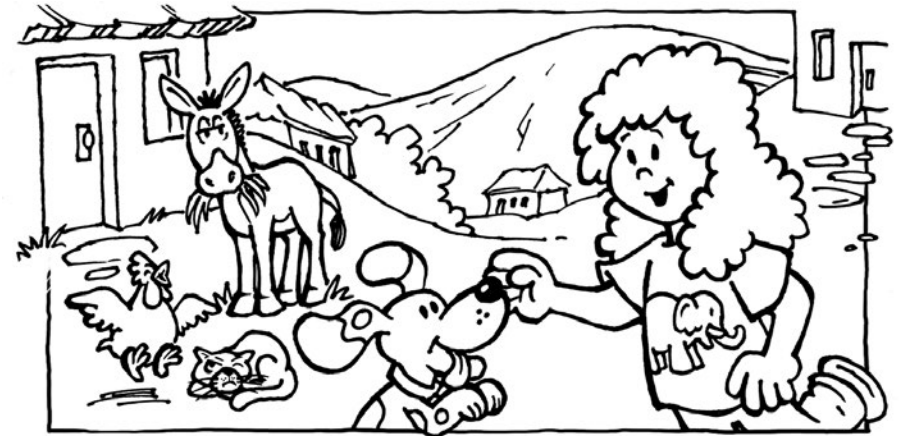
am	dream	inside	reading	up
an	dreamed	it	room	wallpaper
and	fell	looked	rug	whispered
big	flew	lucky	sat	woke
book	fly	most	she	yellow
box	had	mule	sky	
but	he	now	so	
cat	her	on	soon	
day	hills	own	thud	
dog	in	owned	trees	

SKILLS APPLIED IN WORDS IN STORY: long o (CVCe); long u (CVCe); closed syllables (CVC); /g/ spelled g; blends with r, l, s; final blends nd, nt; double final consonants ll; consonants -ck; double consonants (closed syllables); consonant digraphs th, sh, wh; endings -s, -ed /d/, -ing; open syllables (CV); vowel digraphs ay, ee, ea; vowel digraph ow; compound words; schwa spelled e, a; consonants; short vowels; /z/ spelled s; r-controlled or, er; /ōō/ spelled oo, ew; ou spelled ou, ow; long e spelled y

## HIGH-FREQUENCY WORDS

a	eyes	lived	said	was
again	from	many	the	what
could	I	one	wanted	

# The Yellow Elephant



**High-Frequency Words Taught to Date**

a	call	first	into	of	small	use	cheer
about	car	five	is	off	soil	very	children
above	carry	fly	kinds	old	some	walk	dark
across	caught	follow	know	once	sometimes	want	ever
after	city	food	large	one	soon	warms	everything
again	cold	for	laugh	only	sorry	was	front
all	come	four	learning	open	starts	wash	girl
almost	could	friend	light	or	stories	watch	hair
along	country	friendship	like	our	story	water	hard
always	covers	full	listen	out	studied	we	hello
and	cried	funny	little	over	sure	were	hundred
animal	different	give	live	own	surprised	what	kept
are	do	go	long	paper	take	where	might
around	does	goes	look	party	talk	who	mind
away	done	good	loudly	people	teacher	why	morning
baby	don't	great	loved	pictures	the	window	next
ball	door	green	make	play	their	with	other
be	down	ground	many	please	there	work	part
bear	draw	grow	maybe	pull	these	world	pretty
beautiful	earth	happy	me	pushed	they	would	really
because	eat	have	minute	put	think	write	says
been	eight	he	more	read	those	years	sky
before	enough	head	most	ready	thought	yellow	sleep
began	even	hear	mother	right	three	you	slowly
begins	every	heard	my	said	to	young	someone
bird	everyone	help	myself	school	today	your	store
blue	eyes	her	near	second	together		table
both	fall	here	never	see	too	afraid	this
boy	family	high	new	seven	took	against	told
bring	far	hold	night	shall	toward	air	
brothers	father	house	no	she	try	another	
brown	few	how	noise	should	two	better	
buy	field	I	nothing	show	under	book	
by	find	idea	now	sing	until	care	

**Decoding skills taught to date:** short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *-ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed*; drop *e*; ending *-ing*; drop *e*; open syllables (CV); contractions 'll, 'd; contractions 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *e*, *a*

# The Yellow Elephant



A thud woke Helen from her dream. She opened her eyes and looked around. A big box sat on the rug. Helen opened it up. Inside was an elephant—a yellow elephant.

“Now I own a yellow elephant!” Helen said. “I am so lucky!”

“I am the lucky one,” whispered the yellow elephant.



Helen lived in a village in the hills. Helen had many animals. She had a cat and a dog. She had a mule and a chicken. But what Helen wanted most was an elephant.



Helen had elephant pajamas. She had elephants on the wallpaper in her room.

One day, Helen sat on the sofa reading. The book was about a yellow elephant. Soon she fell asleep. Helen had a dream. She dreamed she owned a yellow elephant.



In her dream, the elephant could fly. He flew her up in the sky. He flew her above the trees in the forest. Again and again Helen and the elephant flew.



# Lunch

## DECODABLE WORDS

**Target Skill:** schwa spelled *o, u*

aprons	cotton	Melody	potato	second
bottom	gallon	minutes	season	tomato

### Previously Taught Skills

add	first	kitchen	peeled	up
and	for	look	please	washed
asked	get	lot	pot	we
big	got	lunch	pretty	will
bring	great	made	sink	with
butter	he	make	sixty	you
came	help	me	sliced	
cook	helped	meat	smelled	
Dad	her	mix	soon	
exclaimed	home	Mom	spices	
fills	in	next	thank	
finds	it	package	then	

SKILLS APPLIED IN WORDS IN STORY: closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r, l, s*; final blends *nd, nk*; double final consonants *ll*; consonants *-ck*; double consonants (CVC); consonant digraphs *th, sh, ch, tch*; endings *-s, -es, -ed* /d/; vowel digraphs *ai, ee, ea*; schwa spelled *a*; schwa spelled *o, u*; consonants; short vowels; /z/ spelled *s*; *r*-controlled *er, ir, /ōō/ spelled oo; /ōō/ spelled oo, ew; long e spelled y*

## HIGH-FREQUENCY WORDS

a	I	said	to	wanted
finds	of	should	too	
her	put	the	two	

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schwa spelled *o, u*

**BOOK 105**

# Lunch



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**High-Frequency Words Taught to Date**

a	call	first	into	of	small	use	cheer
about	car	five	is	off	soil	very	children
above	carry	fly	kinds	old	some	walk	dark
across	caught	follow	know	once	sometimes	want	ever
after	city	food	large	one	soon	warms	everything
again	cold	for	laugh	only	sorry	was	front
all	come	four	learning	open	starts	wash	girl
almost	could	friend	light	or	stories	watch	hair
along	country	friendship	like	our	story	water	hard
always	covers	full	listen	out	studied	we	hello
and	cried	funny	little	over	sure	were	hundred
animal	different	give	live	own	surprised	what	kept
are	do	go	long	paper	take	where	might
around	does	goes	look	party	talk	who	mind
away	done	good	loudly	people	teacher	why	morning
baby	don't	great	loved	pictures	the	window	next
ball	door	green	make	play	their	with	other
be	down	ground	many	please	there	work	part
bear	draw	grow	maybe	pull	these	world	pretty
beautiful	earth	happy	me	pushed	they	would	really
because	eat	have	minute	put	think	write	says
been	eight	he	more	read	those	years	sky
before	enough	head	most	ready	thought	yellow	sleep
began	even	hear	mother	right	three	you	slowly
begins	every	heard	my	said	to	young	someone
bird	everyone	help	myself	school	today	your	store
blue	eyes	her	near	second	together		table
both	fall	here	never	see	too	afraid	this
boy	family	high	new	seven	took	against	told
bring	far	hold	night	shall	toward	air	
brothers	father	house	no	she	try	another	
brown	few	how	noise	should	two	better	
buy	field	I	nothing	show	under	book	
by	find	idea	now	sing	until	care	

**Decoding skills taught to date:** short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *-ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed*; drop *e*; ending *-ing*; drop *e*; open syllables (CV); contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *e*, *a*; schwa spelled *o*, *u*



Soon Mom came home. The kitchen smelled great. "Look, Mom!" Melody exclaimed. "I made you lunch!"

"Thank you, Melody," Mom said.

"You should thank Dad, too, Mom. He helped a lot!"

# Lunch



Melody wanted to make lunch for her mom. Dad said he will help her.

Melody got two cotton aprons.

"Melody, will you bring me a tomato, please?" Dad asked. Melody got the tomato. Then Dad washed it in the sink.



"Please get me a potato, Melody," said Dad. Melody got a potato. Then Dad peeled and sliced it.

"Will you get me a big pot, Melody?" asked Dad. Melody got a gallon pot. Dad put butter in it.



"Please bring me the package of meat, Melody," said Dad. Melody got the meat.

"First we put the meat in the bottom of the pot," said Dad. "Second, we add the potato and the tomato. Then we season it with spices and mix it up. Next we cook it for sixty minutes."

# Circus Time

## DECODABLE WORDS

**Target Skill:** schwa spelled *o, u*

circus	minutes	opposite	reason	suppose
Devon	occur	peanuts	suggest	

## Previously Taught Skills

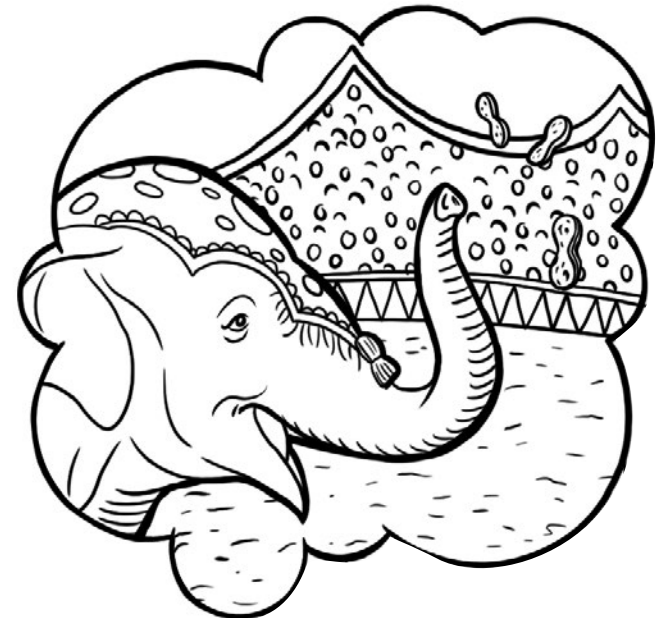
about	if	me	smiled	when
asked	I'll	must	so	why
can	in	my	sounds	will
can't	is	need	started	with
Dad	it	never	take	write
didn't	it's	not	teased	yelled
don't	June	notebook	that	yet
down	just	now	think	you
few	know	please	tickets	you'd
for	let's	quite	time	
go	like	seen	today	
going	liked	smells	town	

SKILLS APPLIED IN WORDS IN STORY: closed syllables (CVC); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r, l, s*; final blends *nd, nk*; double final consonants *ll*; consonants *-ck*; consonant digraphs *th, wh*; endings *-s, -ed /d/, -ing*; contractions *'s, n't, 'll, 'd*; vowel digraphs *ee, ea, ow*; compound words; schwa spelled *o, u*; consonants; short vowels; /z/ spelled *s*; /kw/ spelled *qu*; digraph *kn*; *r*-controlled *or, ir*; digraph *ay*; /ou/ spelled *ou, ow*; long *i* spelled *y*

## HIGH-FREQUENCY WORDS

a	give	love	the	want
do	have	said	to	what
find	I	someone	too	who

# Circus Time

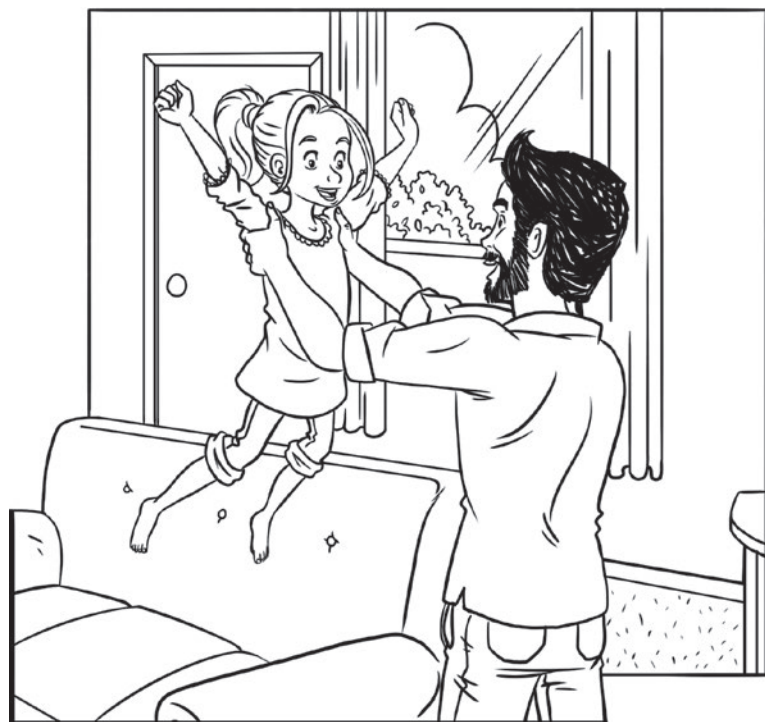


**High-Frequency Words Taught to Date**

a	call	first	into	of	small	use	cheer
about	car	five	is	off	soil	very	children
above	carry	fly	kinds	old	some	walk	dark
across	caught	follow	know	once	sometimes	want	ever
after	city	food	large	one	soon	warms	everything
again	cold	for	laugh	only	sorry	was	front
all	come	four	learning	open	starts	wash	girl
almost	could	friend	light	or	stories	watch	hair
along	country	friendship	like	our	story	water	hard
always	covers	full	listen	out	studied	we	hello
and	cried	funny	little	over	sure	were	hundred
animal	different	give	live	own	surprised	what	kept
are	do	go	long	paper	take	where	might
around	does	goes	look	party	talk	who	mind
away	done	good	loudly	people	teacher	why	morning
baby	don't	great	loved	pictures	the	window	next
ball	door	green	make	play	their	with	other
be	down	ground	many	please	there	work	part
bear	draw	grow	maybe	pull	these	world	pretty
beautiful	earth	happy	me	pushed	they	would	really
because	eat	have	minute	put	think	write	says
been	eight	he	more	read	those	years	sky
before	enough	head	most	ready	thought	yellow	sleep
began	even	hear	mother	right	three	you	slowly
begins	every	heard	my	said	to	young	someone
bird	everyone	help	myself	school	today	your	store
blue	eyes	her	near	second	together		table
both	fall	here	never	see	too	afraid	this
boy	family	high	new	seven	took	against	told
bring	far	hold	night	shall	toward	air	
brothers	father	house	no	she	try	another	
brown	few	how	noise	should	two	better	
buy	field	l	nothing	show	under	book	
by	find	idea	now	sing	until	care	

**Decoding skills taught to date:** short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *-ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed*; drop *e*; ending *-ing*; drop *e*; open syllables (CV); contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *e*, *a*; schwa spelled *o*, *u*

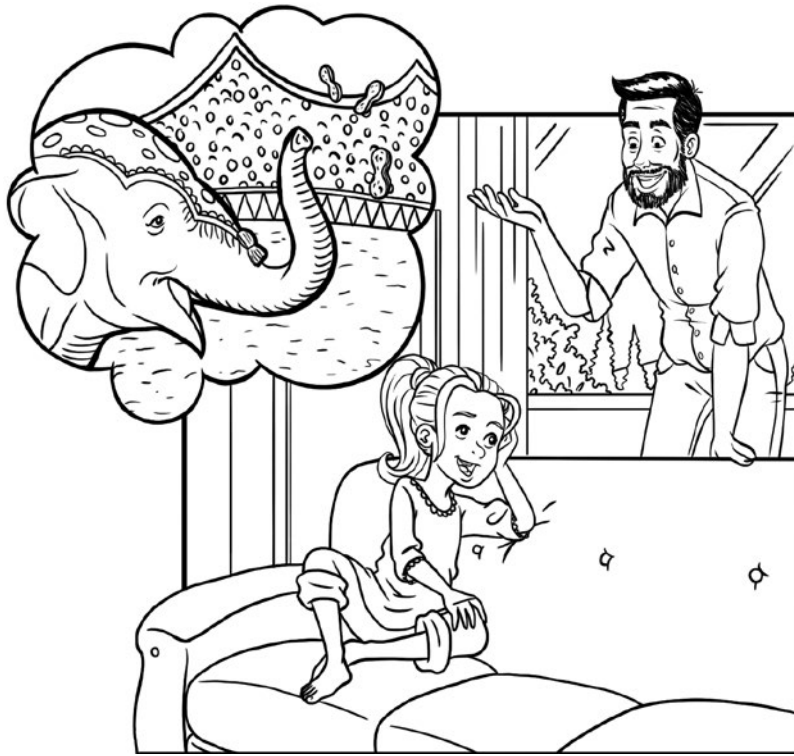
# Circus Time



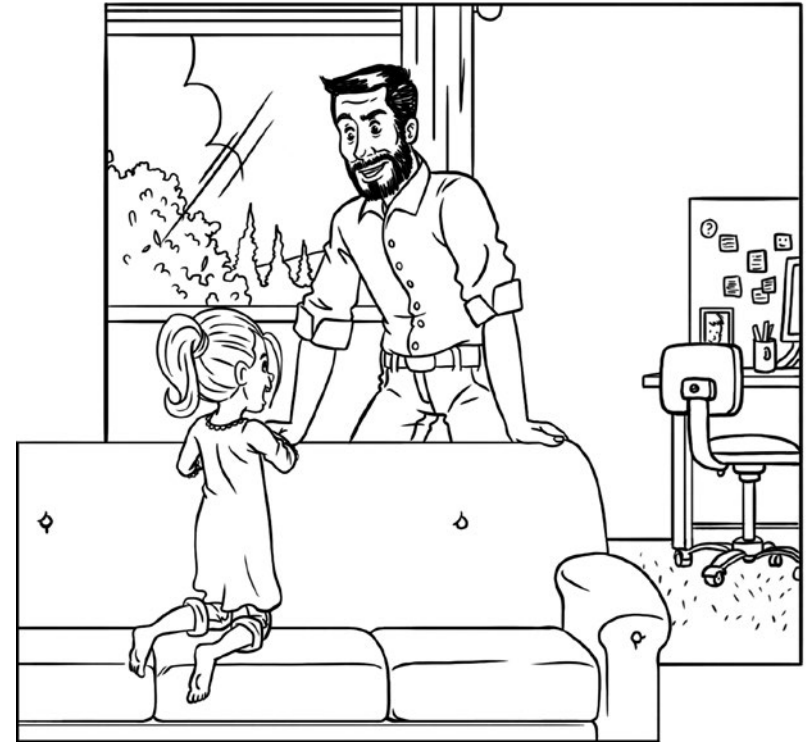
"I like the circus, Dad!" yelled Devon.  
"I want to go! Please take me with you."  
Dad smiled. "Let's go now!"



"Devon, have you seen my notebook?"  
Dad asked. "I can't find it. I need to  
write down when the circus is in town."  
"The circus?" Devon asked. "The  
circus is in town in June, Dad. It's June  
now! The circus started today. Why?  
Will you need tickets?"



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“Must I need a reason?” Dad asked.  
“I suppose not,” Devon said. “It just did not occur to me that you’d need tickets for the circus. I didn’t think you liked going.”  
“Quite the opposite, Devon,” Dad said. “I like the circus. I like the sounds and smells. I love the peanuts!”

“Who will you take to the circus?”  
Devon asked.  
“I don’t know yet,” teased Dad. “Can you suggest someone? I’ll give you a few minutes if you need to think about it.”



## The Article

### DECODABLE WORDS

**Target Skill:** schwa spelled *a, e, i, o, u*

about	April's	lessons	sofa	suggested
animal	article	mother	subject	supportive
appealed	asleep	pencil	subjects	
April	dozen	poison	suggest	

### Previously Taught Skills

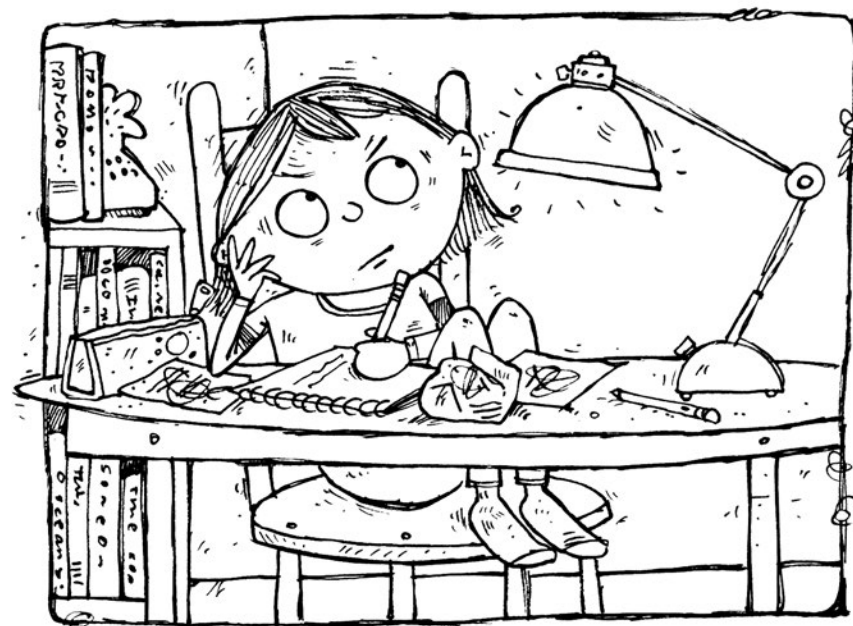
an	dad	ivy	mind	that
and	did	knew	music	them
asked	didn't	laid	needed	think
at	down	like	no	those
bit	family	list	not	time
but	fell	little	on	up
can't	got	made	out	when
choices	had	make	she	woke
choose	happy	maybe	she'd	write
closed	her	might	so	you

SKILLS APPLIED IN WORDS IN STORY: closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; /j/ spelled *g*; blends with *r, l, s*; final blends *nd, nk*; double final consonants *ll*; double consonants (closed syllables); consonant digraphs *th, sh, wh, ch*; endings *-s, -ed /ed/, -ed /d/*; open syllables (CV); contractions *'s, n't, 'd*; vowel digraphs *ai, ay, ee*; schwa spelled *a, e, i, o, u*; consonants; short vowels; digraphs *kn, wr*; *r*-controlled *ar, er*; /oo/ spelled *oo*; /ou/ spelled *ou, ow*; /oi/ spelled *oi*; long *e* spelled *y*; syllable *\_le*

### HIGH-FREQUENCY WORDS

a	could	of	the	want	your
all	do	one	they	wanted	
any	eyes	school	to	what	

# The Article

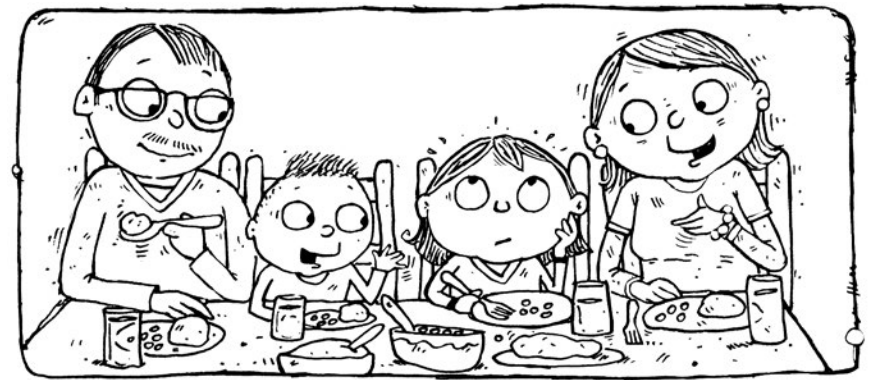


**High-Frequency Words Taught to Date**

a	call	first	into	of	small	use	cheer
about	car	five	is	off	soil	very	children
above	carry	fly	kinds	old	some	walk	dark
across	caught	follow	know	once	sometimes	want	ever
after	city	food	large	one	soon	warms	everything
again	cold	for	laugh	only	sorry	was	front
all	come	four	learning	open	starts	wash	girl
almost	could	friend	light	or	stories	watch	hair
along	country	friendship	like	our	story	water	hard
always	covers	full	listen	out	studied	we	hello
and	cried	funny	little	over	sure	were	hundred
animal	different	give	live	own	surprised	what	kept
are	do	go	long	paper	take	where	might
around	does	goes	look	party	talk	who	mind
away	done	good	loudly	people	teacher	why	morning
baby	don't	great	loved	pictures	the	window	next
ball	door	green	make	play	their	with	other
be	down	ground	many	please	there	work	part
bear	draw	grow	maybe	pull	these	world	pretty
beautiful	earth	happy	me	pushed	they	would	really
because	eat	have	minute	put	think	write	says
been	eight	he	more	read	those	years	sky
before	enough	head	most	ready	thought	yellow	sleep
began	even	hear	mother	right	three	you	slowly
begins	every	heard	my	said	to	young	someone
bird	everyone	help	myself	school	today	your	store
blue	eyes	her	near	second	together		table
both	fall	here	never	see	too	afraid	this
boy	family	high	new	seven	took	against	told
bring	far	hold	night	shall	toward	air	
brothers	father	house	no	she	try	another	
brown	few	how	noise	should	two	better	
buy	field	l	nothing	show	under	book	
by	find	idea	now	sing	until	care	

**Decoding skills taught to date:** short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *-ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed*; drop *e*; ending *-ing*; drop *e*; open syllables (CV); contractions 'll, 'd; contractions 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *e*, *a*; schwa spelled *o*, *u*; schwa spelled *a*, *e*, *i*, *o*, *u*

# The Article



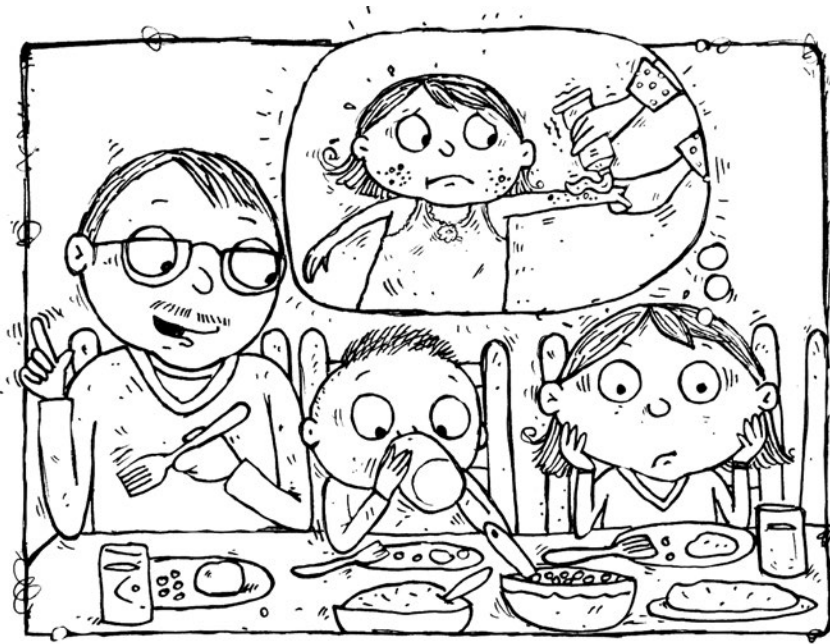
April had to write an article for school. She asked her family to suggest subjects she might like to write about.

April's mother suggested she write about her music lessons. No, she didn't like that at all.



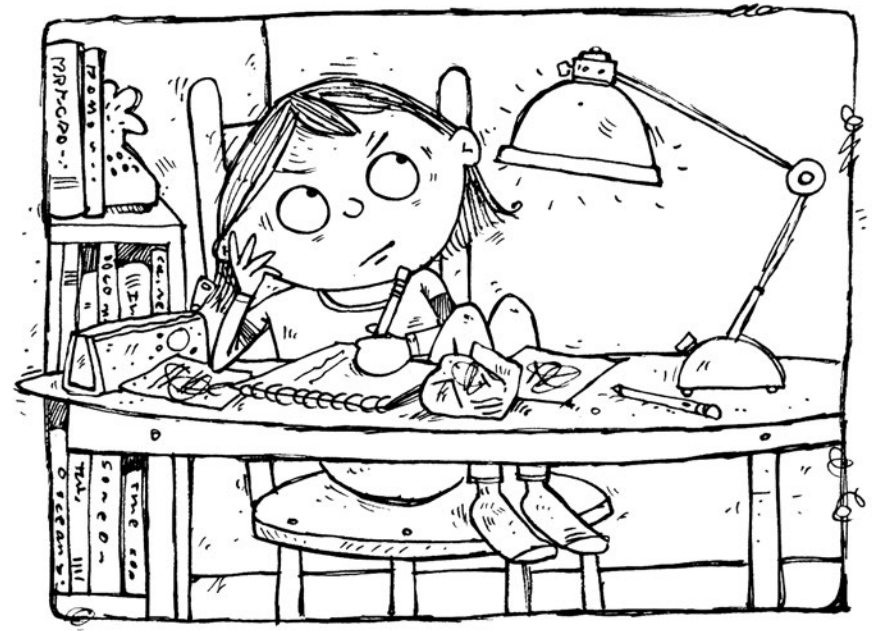
Maybe she needed to relax a little bit. So she laid down on the sofa, and fell asleep.

When April woke up, she knew what she'd write about. She got out her pencil and began to write. "When you can't make up your mind..."



April's dad suggested she write about the time she got poison ivy. No, April did not want to write about that.

Could she choose an animal to write about? No. April didn't like any of those subjects.



April knew they wanted to be supportive, but she wanted to think of a subject that appealed to her.

She made a list of a dozen choices. But not one of them made her happy.

# The Missing Bike

## DECODABLE WORDS

**Target Skill:** schwa spelled *a, e, i, o, u*

another	Calvin	children	noticed	supposed
around	Calvin's	garage	open	

## Previously Taught Skills

and	got	my	tell	wet
are	he	new	thanks	when
arms	her	no	that	yelled
as	his	not	them	you
asked	home	outside	then	
best	hope	playing	threw	
bike	inside	ran	time	
block	it	red	took	
didn't	looked	saw	up	
door	lunch	see	want	
down	mailman	seen	we	
finished	missing	so	went	
get	mom	storm	we're	

SKILLS APPLIED IN WORDS IN STORY: closed syllables (CVC); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; /j/ spelled *g*; blends with *r, l, s*; final blends *nd, ng, nk, nt*; double final consonants *ll, ss*; consonants *-ck*; consonant digraphs *th, sh, wh, ch*; endings *-s, -ed /d/, -ed /t/, -ing*; open syllables (CV); contractions *'s, n't, 're*; vowel digraphs *ai, ay, ee*; compound words; schwa spelled *a, e, i, o, u*; consonants; short vowels; *r*-controlled *ar, or, er*; /ōō/ spelled *oo*; /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ou/ spelled *ou, ow*; vowel combination *au*; long *i* spelled *y*

## HIGH-FREQUENCY WORDS

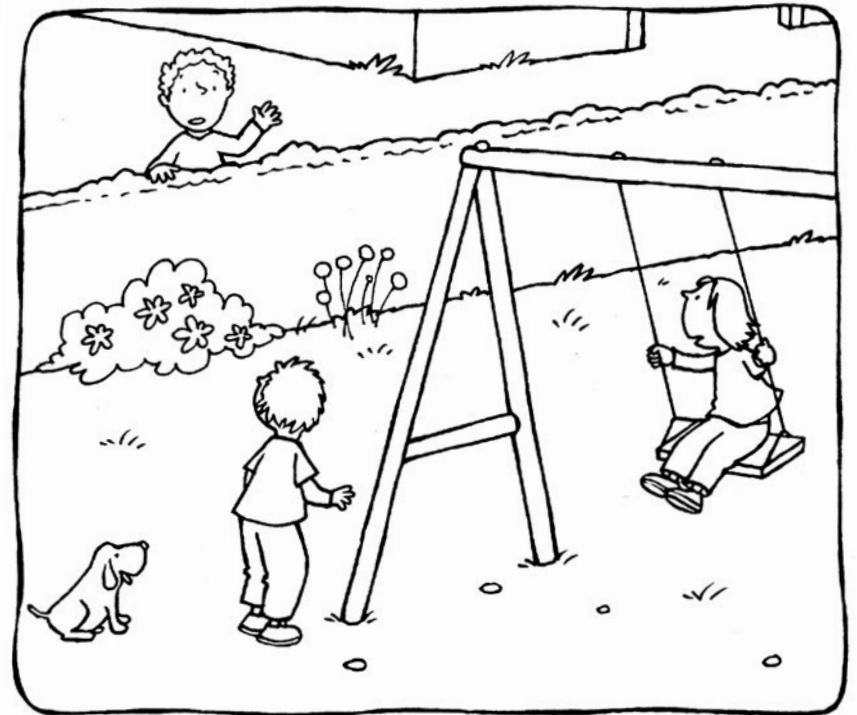
a	have	said	the	to	your
find	I	some	there	was	

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schwa spelled *a, e, i, o, u*

**BOOK 108**

# The Missing Bike

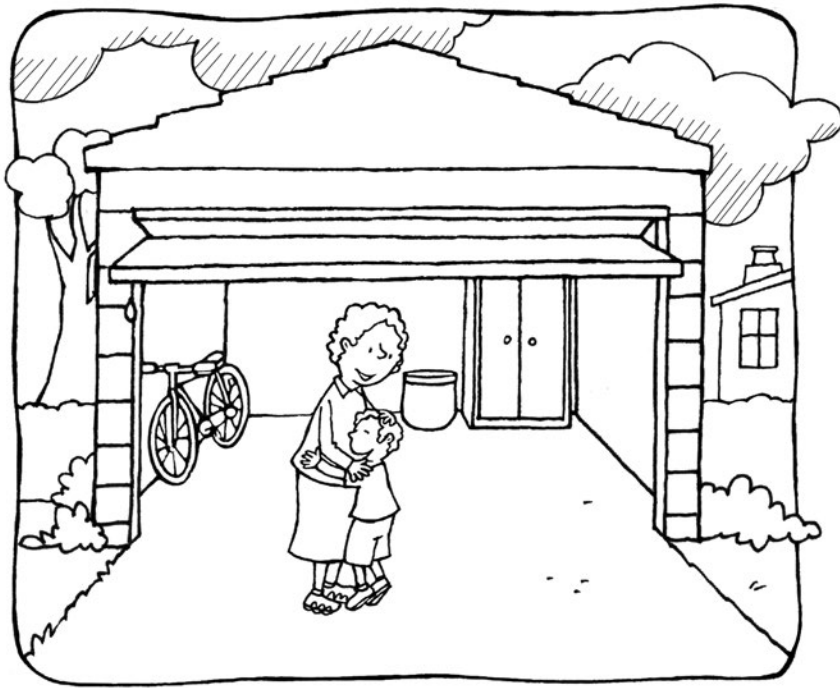


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**High-Frequency Words Taught to Date**

a	call	first	into	of	small	use	cheer
about	car	five	is	off	soil	very	children
above	carry	fly	kinds	old	some	walk	dark
across	caught	follow	know	once	sometimes	want	ever
after	city	food	large	one	soon	warms	everything
again	cold	for	laugh	only	sorry	was	front
all	come	four	learning	open	starts	wash	girl
almost	could	friend	light	or	stories	watch	hair
along	country	friendship	like	our	story	water	hard
always	covers	full	listen	out	studied	we	hello
and	cried	funny	little	over	sure	were	hundred
animal	different	give	live	own	surprised	what	kept
are	do	go	long	paper	take	where	might
around	does	goes	look	party	talk	who	mind
away	done	good	loudly	people	teacher	why	morning
baby	don't	great	loved	pictures	the	window	next
ball	door	green	make	play	their	with	other
be	down	ground	many	please	there	work	part
bear	draw	grow	maybe	pull	these	world	pretty
beautiful	earth	happy	me	pushed	they	would	really
because	eat	have	minute	put	think	write	says
been	eight	he	more	read	those	years	sky
before	enough	head	most	ready	thought	yellow	sleep
began	even	hear	mother	right	three	you	slowly
begins	every	heard	my	said	to	young	someone
bird	everyone	help	myself	school	today	your	store
blue	eyes	her	near	second	together		table
both	fall	here	never	see	too	afraid	this
boy	family	high	new	seven	took	against	told
bring	far	hold	night	shall	toward	air	
brothers	father	house	no	she	try	another	
brown	few	how	noise	should	two	better	
buy	field	l	nothing	show	under	book	
by	find	idea	now	sing	until	care	

**Decoding skills taught to date:** short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *-ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed*; drop *e*; ending *-ing*; drop *e*; open syllables (CV); contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa spelled *e*, *a*; schwa spelled *o*, *u*; schwa spelled *a*, *e*, *i*, *o*, *u*



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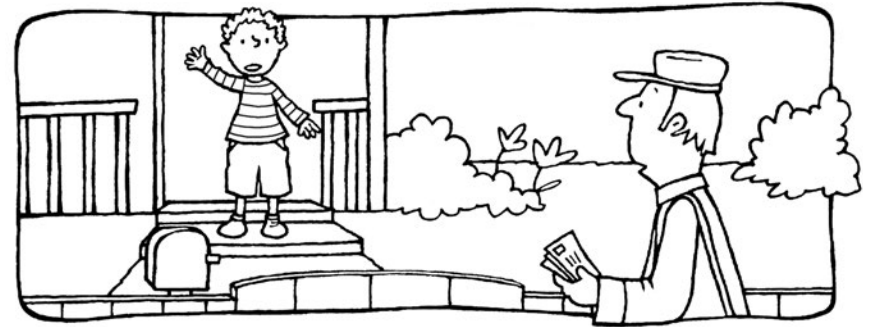
"Calvin, I took your bike inside," his mom said. "We're supposed to get another storm. I didn't want it to get wet."

"Thanks, Mom!" yelled Calvin as he threw his arms around her. "You are the best!"

schwa spelled a, e, i, o, u

**BOOK 108**

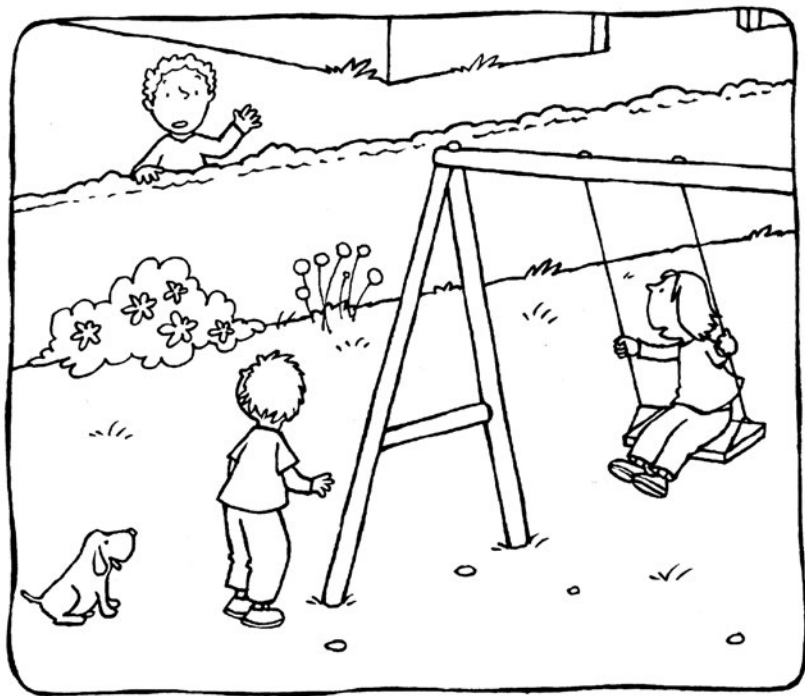
## The Missing Bike



Calvin went outside when he finished lunch. His new bike was not there.

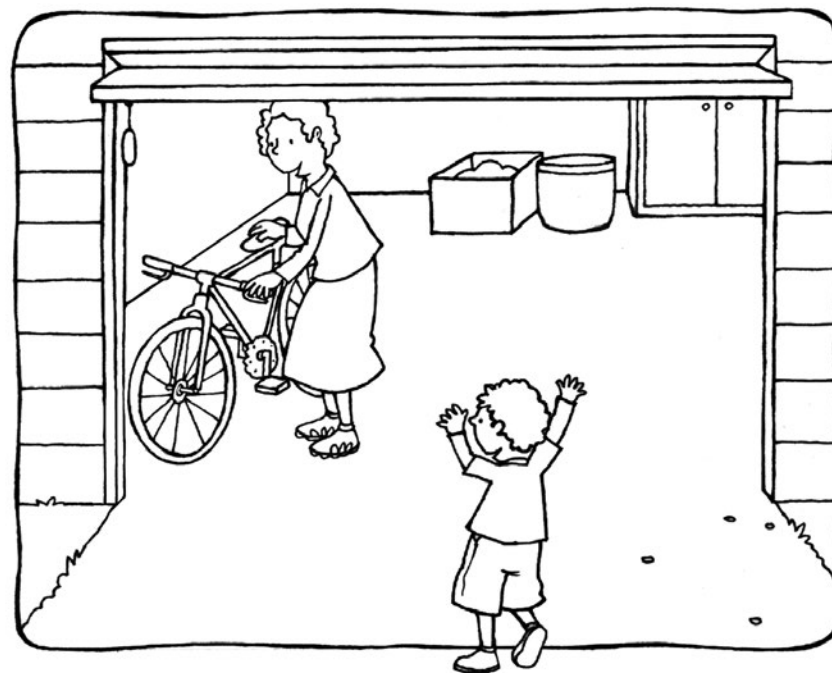
Calvin saw the mailman. "My red bike is missing. Have you seen it?" Calvin asked.

"No, Calvin, I have not," said the mailman. "I hope you find it."



Then Calvin saw some children playing. "My red bike is missing. Have you seen it?" Calvin asked them.

"No, Calvin, we have not," said the children. "We hope you find it."



Calvin ran up and down his block. He didn't see his bike. It was time to tell his mom that his bike was missing.

When Calvin got home, he noticed that the garage door was open. He looked inside. His mom was there. And so was his bike!



# Making Things

## MAKING THINGS

**Target Skill:** ending *-ed*: double consonant  
 dabbed    hugged    mopped    stopped

### Previously Taught Skills

added	did	it	on	think
am	didn't	it's	paint	this
and	fine	just	red	up
asked	finish	like	Sam	use
beads	fun	liked	shape	way
best	gave	likes	she	when
big	Gran	make	smiled	white
black	green	making	spilled	will
bumped	had	man	string	yes
but	happen	me	thank	
can	hope	mess	that	
cleaned	I	needed	then	
cut	is	nice	things	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; double final consonants *ll*, *ss*, *dd*; double consonants (closed syllables); consonants *ck*; consonant digraphs *th*, *sh*, *ch*, *wh*; base words and ending *-s*; vowel digraphs *ai*, *ay*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; ending *-ed*: drop *e*; ending *-ing*: drop *e*; contractions with *'s*, *n't*; vowel digraphs *ee*, *ea*; ending *-ed*: double consonant; consonants; short vowels; long *i* (*i*); long *e* (*e*)

## HIGH-FREQUENCY WORDS

a	out	so	would
for	paper	the	you
my	said	to	

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ending *-ed*: double consonant

# BOOK 109

# Making Things

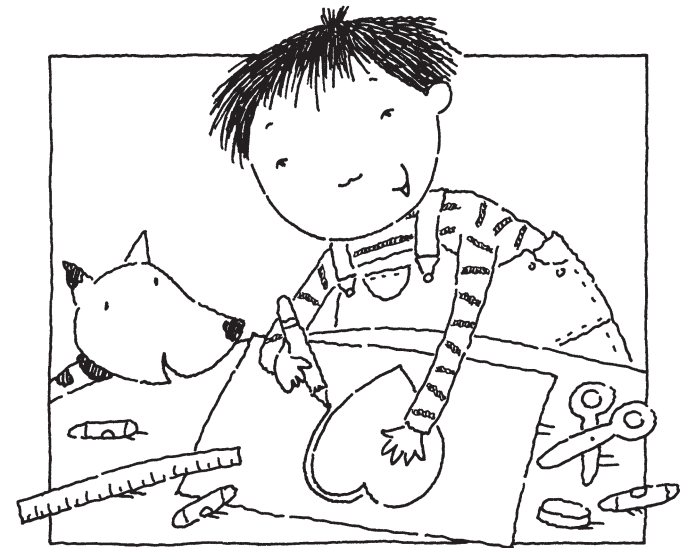


**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	girl
about	carry	follow	large	only	starts	watch	gone
above	caught	food	laugh	open	stories	water	hair
across	city	for	learning	or	story	we	hard
after	cold	four	light	our	studied	were	hello
again	come	friend	like	out	sure	what	horse
all	could	friendship	listen	over	surprised	where	hundred
almost	country	full	little	own	take	who	kept
along	covers	funny	live	paper	talk	why	might
always	cried	give	long	party	teacher	window	mind
and	different	go	look	people	the	with	morning
animal	do	goes	loudly	pictures	their	work	next
are	does	good	loved	play	there	world	other
around	done	great	make	please	these	would	part
away	don't	green	many	pull	they	write	pretty
baby	door	ground	maybe	pushed	think	years	really
ball	down	grow	me	put	those	yellow	river
be	draw	happy	minute	read	thought	you	saw
bear	earth	have	more	ready	three	young	says
beautiful	eat	he	most	right	to	your	sky
because	eight	head	mother	said	today		sleep
been	enough	hear	my	school	together	afraid	slowly
before	even	heard	myself	second	too	against	someone
began	every	help	near	see	took	air	something
begins	everyone	her	never	seven	toward	also	store
bird	eyes	here	new	shall	try	another	table
blue	fall	high	night	she	two	better	this
both	family	hold	no	should	under	book	told
boy	far	house	noise	show	until	care	
bring	father	how	nothing	sing	use	cheer	
brothers	few	I	now	small	very	children	
brown	field	idea	of	soil	walk	dark	
buy	find	into	off	some	want	ever	
by	first	is	old	sometimes	warms	everything	
call	five	kinds	once	soon	was	front	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *ff*; double final consonants *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*; drop *e*; ending *-ing*; drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll*, *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; consonants; short vowels; long (*i*); long (*e*)

# Making Things



I am Sam, the make-it man. I like making things. I am making this for my Gran. I hope she likes it!

I cut out a big red shape. I will use black, white, green, and red paint. Gran and I like red the best.



When I gave it to Gran, she asked, "Did you make this, Sam?"

"Yes," I said. "It's for you, Gran."

"That is so nice!" she said. "Thank you, Sam!" Then she smiled and hugged me. She liked it!



I dabbed paint on the paper, but I bumped the paint can and the red paint spilled. I didn't think that would happen! I mopped and cleaned up my mess. I needed to finish.



I added beads and string. Then I stopped. It is fine just the way it is. I had fun making it. I hope Gran will like it!

# We Baked a Cake

## DECODABLE WORDS

**Target Skill:** ending *-ed*: double consonant

begged      clapped      rubbed      shopped      whipped

### Previously Taught Skills

and	gave	last	pan	Tom
at	got	left	plate	us
baked	had	made	protect	waited
batter	hands	make	slice	we
butter	her	Meg	smiled	when
cake	him	mitts	stick	will
cut	his	mix	stove	with
each	home	Mom	than	yum
face	hot	not	that	
frosted	it	on	time	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; base words and ending *-s*; base words and ending *-ed /t/*; base words and ending *-ed /d/*; CV syllable pattern (open syllables); vowel digraphs *ai*, *ay*; base words and ending *-ing*; ending *-ed*: drop *e*; schwa sound; ending *-ed*: double consonant; consonants; short vowels; long *e* (*e*); *r*-controlled vowel (*er*)

## HIGH-FREQUENCY WORDS

a	from	so	would
another	good	the	
cool(ed)	more	to	
for	put	was	

# We Baked a Cake



**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	girl
about	carry	follow	large	only	starts	watch	gone
above	caught	food	laugh	open	stories	water	hair
across	city	for	learning	or	story	we	hard
after	cold	four	light	our	studied	were	hello
again	come	friend	like	out	sure	what	horse
all	could	friendship	listen	over	surprised	where	hundred
almost	country	full	little	own	take	who	kept
along	covers	funny	live	paper	talk	why	might
always	cried	give	long	party	teacher	window	mind
and	different	go	look	people	the	with	morning
animal	do	goes	loudly	pictures	their	work	next
are	does	good	loved	play	there	world	other
around	done	great	make	please	these	would	part
away	don't	green	many	pull	they	write	pretty
baby	door	ground	maybe	pushed	think	years	really
ball	down	grow	me	put	those	yellow	river
be	draw	happy	minute	read	thought	you	saw
bear	earth	have	more	ready	three	young	says
beautiful	eat	he	most	right	to	your	sky
because	eight	head	mother	said	today		sleep
been	enough	hear	my	school	together	afraid	slowly
before	even	heard	myself	second	too	against	someone
began	every	help	near	see	took	air	something
begins	everyone	her	never	seven	toward	also	store
bird	eyes	here	new	shall	try	another	table
blue	fall	high	night	she	two	better	this
both	family	hold	no	should	under	book	told
boy	far	house	noise	show	until	care	
bring	father	how	nothing	sing	use	cheer	
brothers	few	I	now	small	very	children	
brown	field	idea	of	soil	walk	dark	
buy	find	into	off	some	want	ever	
by	first	is	old	sometimes	warms	everything	
call	five	kinds	once	soon	was	front	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe), long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *ff*; double final consonants *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll*, *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; consonants; short vowels; long *e* (e); *r*-controlled vowel (er)

# We Baked a Cake



The last time we shopped, we got a cake mix. When we got home, we made the cake. We whipped eggs with the cake mix to make the cake batter.



Yum! That cake was good.

Tom begged and begged for more. Tom had more cake on his face than he had left on his plate. Mom and Meg smiled at him. Mom gave him another slice.



We rubbed the pan with butter so the cake would not stick to the pan. We waited while the stove got hot.

Meg put on mitts and clapped her hands. The mitts will protect her hands from the hot stove.



When the cake had cooled, we frosted it. We waited for Mom to cut it. Mom cut the cake and gave us each a slice.



# Alone and Together

## DECODABLE WORDS

**Target Skill:** ending *-ing*: double consonant

clapping	hopping	skipping
getting	sipping	tapping

### Previously Taught Skills

alone	eating	in	munching	spin
and	eats	is	Nate	steps
as	feet	joking	not	sticks
at	fun	jump	on	tap
away	glad	jumping	play	Tess
carrot	go	jumps	playing	will
clap	hands	keeping	rope	with
class	he	Kim	sandwich	
crunching	his	Kim's	she	
dog	home	lunch	show	
drink	hops	mom	skips	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); /*k*/ spelled *c*; long *o* (CVCe), /*g*/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *nk*; double final consonants *ll*, *ss*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *ch*; base words and ending *-s*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); vowel digraphs *ay*, *ea*, *ee*; vowel digraph *ow*; schwa sound; ending *-ing*: double consonant; consonants; short vowels; possessives with *'s*

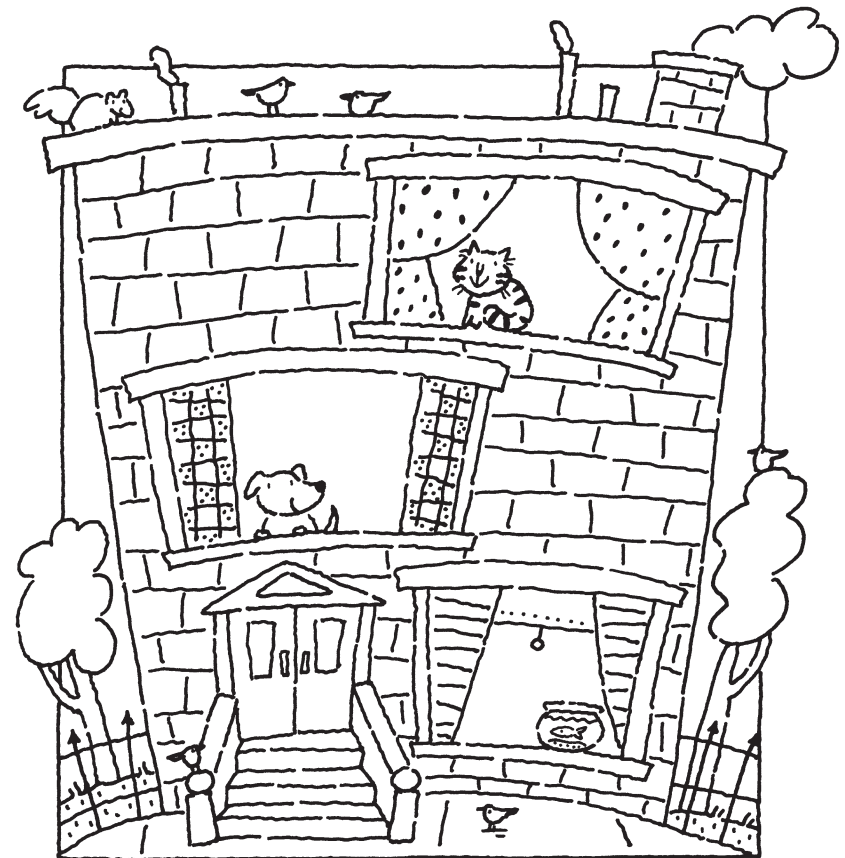
## HIGH-FREQUENCY WORDS

a	from	now	the	together
are	have	out	they	told
for	her	ready	to	too

ending *-ing*: double consonant

**BOOK 111**

# Alone and Together



**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	girl
about	carry	follow	large	only	starts	watch	gone
above	caught	food	laugh	open	stories	water	hair
across	city	for	learning	or	story	we	hard
after	cold	four	light	our	studied	were	hello
again	come	friend	like	out	sure	what	horse
all	could	friendship	listen	over	surprised	where	hundred
almost	country	full	little	own	take	who	kept
along	covers	funny	live	paper	talk	why	might
always	cried	give	long	party	teacher	window	mind
and	different	go	look	people	the	with	morning
animal	do	goes	loudly	pictures	their	work	next
are	does	good	loved	play	there	world	other
around	done	great	make	please	these	would	part
away	don't	green	many	pull	they	write	pretty
baby	door	ground	maybe	pushed	think	years	really
ball	down	grow	me	put	those	yellow	river
be	draw	happy	minute	read	thought	you	saw
bear	earth	have	more	ready	three	young	says
beautiful	eat	he	most	right	to	your	sky
because	eight	head	mother	said	today		sleep
been	enough	hear	my	school	together	afraid	slowly
before	even	heard	myself	second	too	against	someone
began	every	help	near	see	took	air	something
begins	everyone	her	never	seven	toward	also	store
bird	eyes	here	new	shall	try	another	table
blue	fall	high	night	she	two	better	this
both	family	hold	no	should	under	book	told
boy	far	house	noise	show	until	care	
bring	father	how	nothing	sing	use	cheer	
brothers	few	I	now	small	very	children	
brown	field	idea	of	soil	walk	dark	
buy	find	into	off	some	want	ever	
by	first	is	old	sometimes	warms	everything	
call	five	kinds	once	soon	was	front	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yoo/ (CVCe); long *u* /oo/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *zz*, *ff*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll*, *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; consonants; short vowels

# Alone and Together



Now Tess, Nate, and Kim are not alone. They are joking and playing together on the steps. Tess, Nate, and Kim have fun together and alone.



Tess is at home. She is getting ready for a show. Tess is clapping her hands and tapping her feet. Tess will spin, clap, and tap in a class show.



Nate is eating his lunch. He is munching on a sandwich and crunching as he eats carrot sticks. He is sipping his drink and keeping his sandwich away from his dog.



Kim is at home, too. She is skipping, hopping, and jumping. Kim is glad as she skips and hops with her jump rope. Kim's mom told her to go out and play.

# Day and Night

## DECODABLE WORDS

**Target Skill:** ending *-ing*: double consonant

flapping      hopping      humming      setting      tapping

### Previously Taught Skills

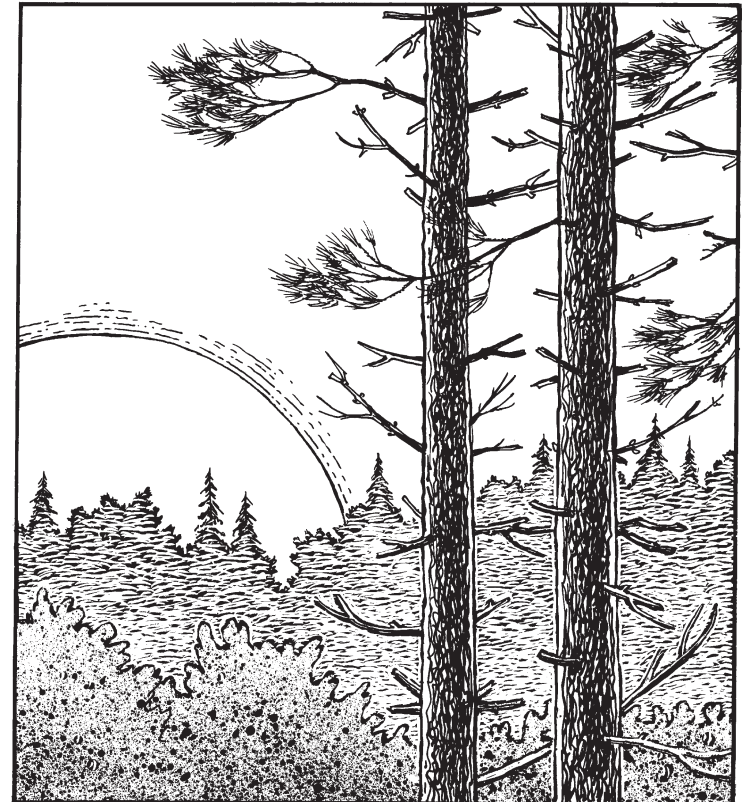
afraid	day	in	rising	time
am	daytime	is	seems	tired
and	eat	it	shining	toads
bees	fun	its	sleep	trees
begin	gliding	like	sleeping	up
big	go	maybe	so	waiting
bugs	hole	not	sun	waking
can	home	playing	then	will
chasing	hunt	rabbit	think	
cub	I	rest	this	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *e* (CVCe); /g/ spelled *g*; blends with *l*; blends with *s*; final blend *nd*; final blend *nt*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *ch*; base words and ending *-s*; base words and ending *-ing*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); vowel digraphs *ai*, *ay*; vowel digraphs *ea*, *ee*; vowel digraphs *o*, *oa*; compound words; schwa sound; ending *-ing*: double consonant; consonants; short vowels *o*, *oa*; compound words

## HIGH-FREQUENCY WORDS

a	birds	for	one	to
animals	dark	hear	some	world
are	down	morning	the	
bear	family	night	they	

# Day and Night



**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	girl
about	carry	follow	large	only	starts	watch	gone
above	caught	food	laugh	open	stories	water	hair
across	city	for	learning	or	story	we	hard
after	cold	four	light	our	studied	were	hello
again	come	friend	like	out	sure	what	horse
all	could	friendship	listen	over	surprised	where	hundred
almost	country	full	little	own	take	who	kept
along	covers	funny	live	paper	talk	why	might
always	cried	give	long	party	teacher	window	mind
and	different	go	look	people	the	with	morning
animal	do	goes	loudly	pictures	their	work	next
are	does	good	loved	play	there	world	other
around	done	great	make	please	these	would	part
away	don't	green	many	pull	they	write	pretty
baby	door	ground	maybe	pushed	think	years	really
ball	down	grow	me	put	those	yellow	river
be	draw	happy	minute	read	thought	you	saw
bear	earth	have	more	ready	three	young	says
beautiful	eat	he	most	right	to	your	sky
because	eight	head	mother	said	today		sleep
been	enough	hear	my	school	together	afraid	slowly
before	even	heard	myself	second	too	against	someone
began	every	help	near	see	took	air	something
begins	everyone	her	never	seven	toward	also	store
bird	eyes	here	new	shall	try	another	table
blue	fall	high	night	she	two	better	this
both	family	hold	no	should	under	book	told
boy	far	house	noise	show	until	care	
bring	father	how	nothing	sing	use	cheer	
brothers	few	l	now	small	very	children	
brown	field	idea	of	soil	walk	dark	
buy	find	into	off	some	want	ever	
by	first	is	old	sometimes	warms	everything	
call	five	kinds	once	soon	was	front	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base word and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll*, *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; consonants; short vowels

# Day and Night



The sun is down. It is dark. Some animals sleep and rest. Not this one! It is waking up. It will go and hunt so it can eat.

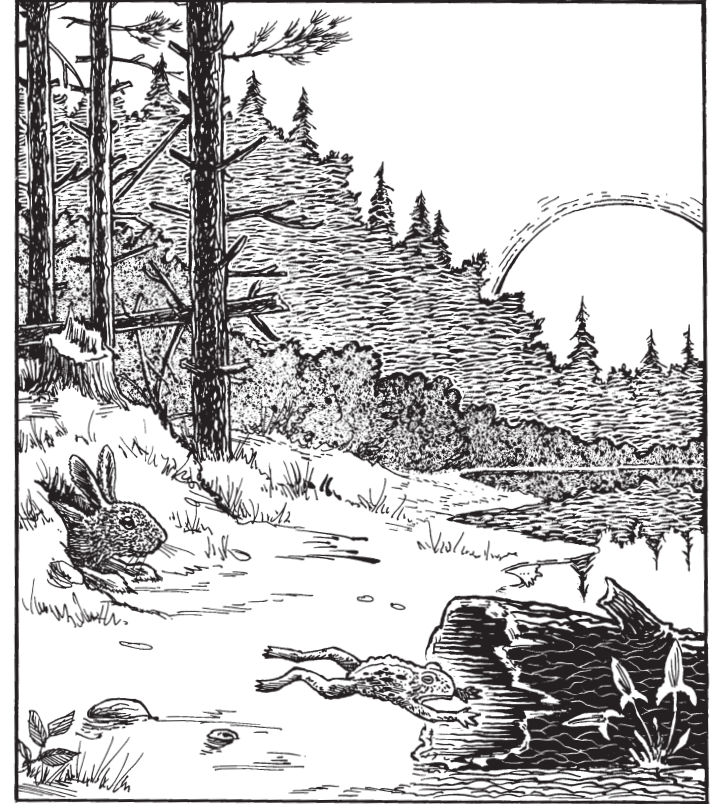


It is time to begin the day. I am sleeping. The sun is rising. Bees are humming. I hear birds tapping in trees. The world is waking up.



It is daytime. The sun is shining.  
Bugs are flapping and gliding.

A big bear is chasing a cub. I think  
they are playing. It seems like fun!



Then the sun is setting. Toads are  
hopping home. A rabbit is in its hole.  
Maybe it is afraid. Maybe it is tired.  
Maybe it is waiting for its family.



# Dwight's Kite

## DECODABLE WORDS

Target Skill: long *i* spelled *igh*, *ie*

bright	flight	might	tied
Dwight	fright	sight	tight
Dwight's	high	tie	

## Previously Taught Skills

and	get	kite	sent	way
away	go	let	stand	went
back	grass	made	string	wind
be	green	not	that	with
blow	had	on	then	yellow
but	he	painted	this	
did	his	ran	time	
fell	in	reach	tree	
felt	it	sailed	up	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *i* (CVCe); /*g*/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *nt*; double final consonants *ss*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *ch*; ending *-ed*; CV pattern (open syllables); vowel digraphs *ai*, *ay*, *ea*, *ee*, *ow*; schwa sound; long *i* spelled *igh*, *ie*; consonants; short vowels; possessives with 's

## HIGH-FREQUENCY WORDS

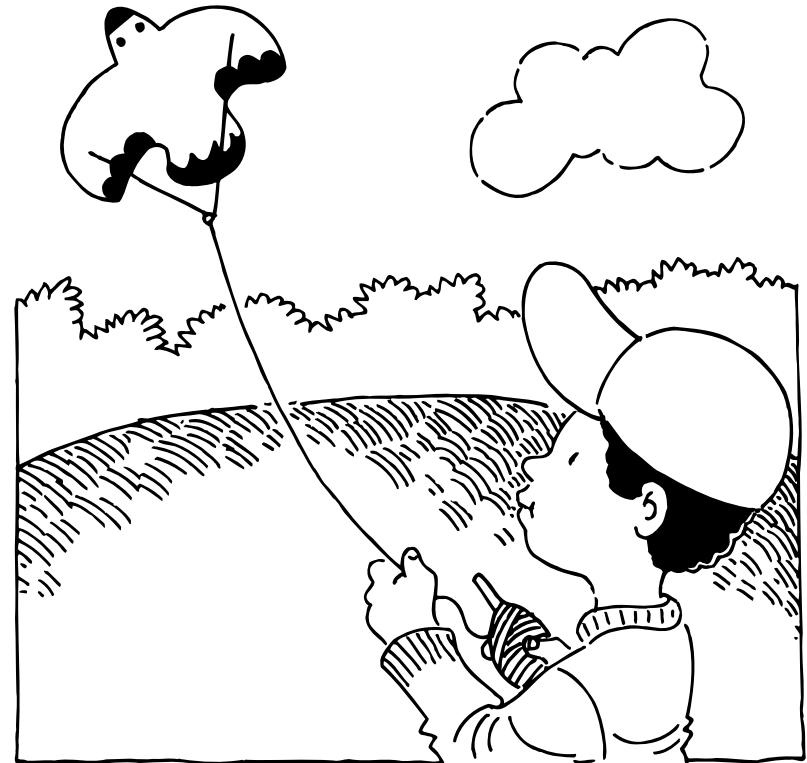
a	into	out	the
could	now	saw	thought
fall	of	sky	to
good	off	sure	was

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long *i* spelled *igh*, *ie*

**BOOK 113**

# Dwight's Kite

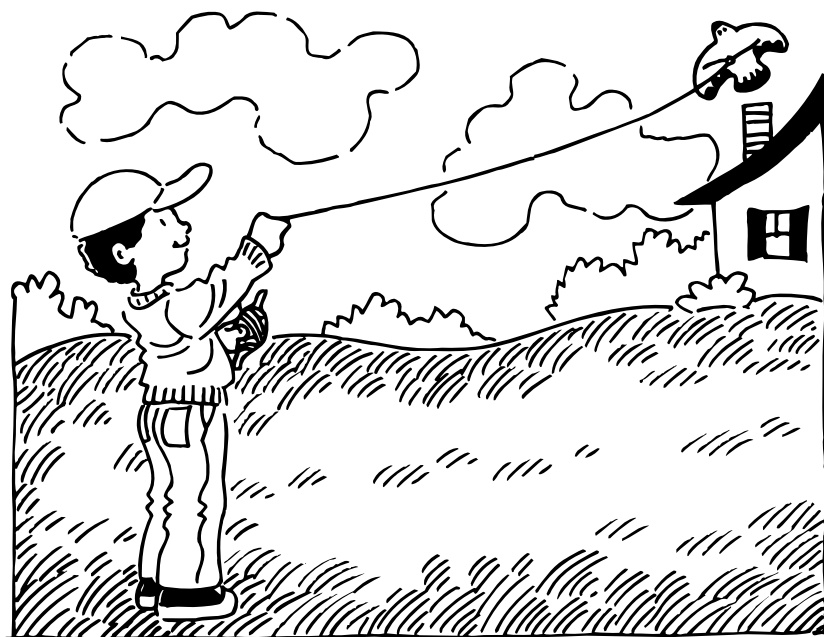


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**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	ever
about	carry	follow	large	only	starts	watch	everything
above	caught	food	laugh	open	stories	water	front
across	city	for	learning	or	story	we	girl
after	cold	four	light	our	studied	were	gone
again	come	friend	like	out	sure	what	hair
all	could	friendship	listen	over	surprised	where	hard
almost	country	full	little	own	take	who	hello
along	covers	funny	live	paper	talk	why	horse
always	cried	give	long	party	teacher	window	hundred
and	different	go	look	people	the	with	kept
animal	do	goes	loudly	pictures	their	work	might
are	does	good	loved	play	there	world	mind
around	done	great	make	please	these	would	morning
away	don't	green	many	pull	they	write	next
baby	door	ground	maybe	pushed	think	years	other
ball	down	grow	me	put	those	yellow	part
be	draw	happy	minute	read	thought	you	pretty
bear	earth	have	more	ready	three	young	really
beautiful	eat	he	most	right	to	your	river
because	eight	head	mother	said	today		room
been	enough	hear	my	school	together	afraid	saw
before	even	heard	myself	second	too	against	says
began	every	help	near	see	took	air	sky
begins	everyone	her	never	seven	toward	also	sleep
bird	eyes	here	new	shall	try	another	slowly
blue	fall	high	night	she	two	any	someone
both	family	hold	no	should	under	better	something
boy	far	house	noise	show	until	book	store
bring	father	how	nothing	sing	use	care	table
brothers	few	I	now	small	very	cheer	this
brown	field	idea	of	soil	walk	children	told
buy	find	into	off	some	want	dark	turned
by	first	is	old	sometimes	warms	doing	
call	five	kinds	once	soon	was	else	

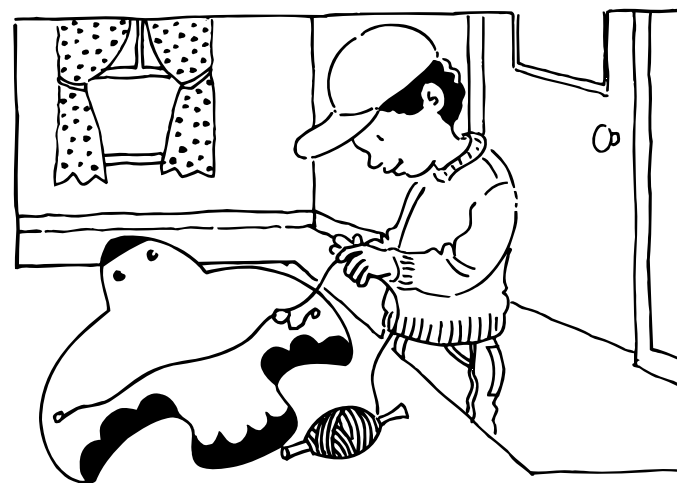
**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *zz*, *ff*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll*, *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*



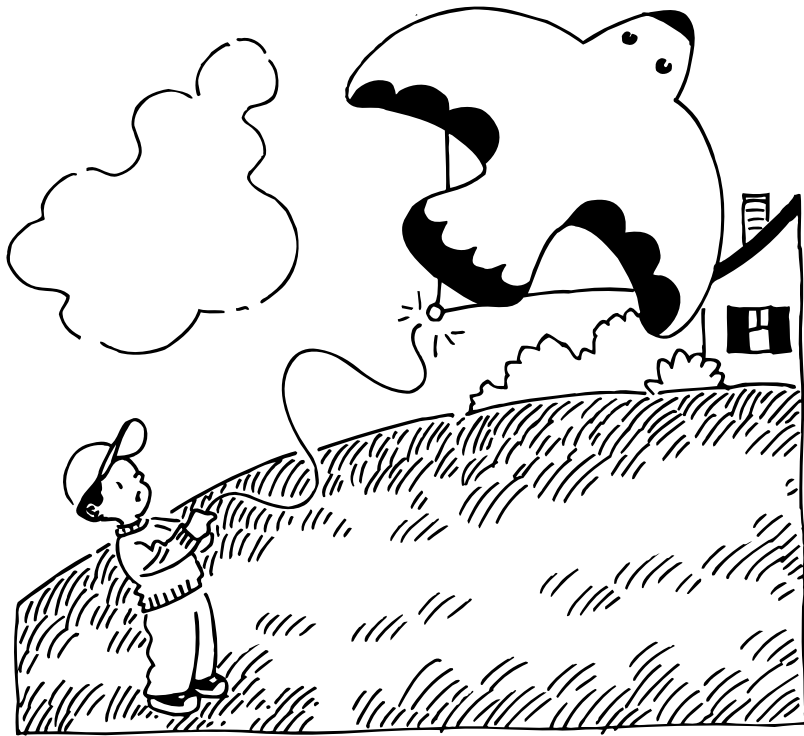
Dwight's kite was in a tree. It was high, but Dwight could reach it. Dwight tied the string back on his kite. He made sure to tie it tight this time.

Then Dwight sent his kite back up into the sky. Dwight's kite string did not fall off the kite this time.

## Dwight's Kite



Dwight made a kite. Dwight painted it bright yellow and green. Then Dwight tied it to a string. He made sure to tie the string tight.



Dwight went to stand in the grass. He felt the wind blow. "Now might be the right time to let this kite go," he thought.

Dwight's kite was in flight! It went way up high. Then Dwight had a fright. The kite string fell off his kite!



Dwight's kite sailed away out of sight. "That string was not on tight," thought Dwight.

Then, Dwight saw his bright kite and ran to get it.

## Gran's Peach Pie

### DECODABLE WORDS

Target Skill: long *i* spelled *igh*, *ie*

dried high pie pies right tried

### Previously Taught Skills

add	can	Gran's	Jean's	open	soaked	when
added	contest	had	judges	oven	thanks	which
an	crust	held	kitchen	pan	that	with
and	decide	help	laid	peach	them	
asked	drained	helped	made	peaches	then	
ate	each	in	make	plump	this	
bake	faced	is	making	prize	time	
begins	filling	it	me	secret	top	
bottom	glad	jammed	means	she	up	
bring	Gran	Jean	on	so	waited	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; /j/ spelled *dge*; blends with *r*; blends with *l*; blends with *s*; final blends *nd*, *ng*, *nk*; double final consonants; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; ending *-ed*; endings *-ed*, *-ing*; endings *-ed*, *-ing*: drop *e*; CV syllable pattern (open syllables); endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ea*, *oa*; schwa sound; long *i* spelled *igh*, *ie*; consonants; short vowels; possessives with *'s*

### HIGH-FREQUENCY WORDS

a	my	the	was
first	of	they	were
for	put	to	what
her	said	told	you

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long *i* spelled *igh*, *ie*

BOOK 114

# Gran's Peach Pie



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**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	ever
about	carry	follow	large	only	starts	watch	everything
above	caught	food	laugh	open	stories	water	front
across	city	for	learning	or	story	we	girl
after	cold	four	light	our	studied	were	gone
again	come	friend	like	out	sure	what	hair
all	could	friendship	listen	over	surprised	where	hard
almost	country	full	little	own	take	who	hello
along	covers	funny	live	paper	talk	why	horse
always	cried	give	long	party	teacher	window	hundred
and	different	go	look	people	the	with	kept
animal	do	goes	loudly	pictures	their	work	might
are	does	good	loved	play	there	world	mind
around	done	great	make	please	these	would	morning
away	don't	green	many	pull	they	write	next
baby	door	ground	maybe	pushed	think	years	other
ball	down	grow	me	put	those	yellow	part
be	draw	happy	minute	read	thought	you	pretty
bear	earth	have	more	ready	three	young	really
beautiful	eat	he	most	right	to	your	river
because	eight	head	mother	said	today		room
been	enough	hear	my	school	together	afraid	saw
before	even	heard	myself	second	too	against	says
began	every	help	near	see	took	air	sky
begins	everyone	her	never	seven	toward	also	sleep
bird	eyes	here	new	shall	try	another	slowly
blue	fall	high	night	she	two	any	someone
both	family	hold	no	should	under	better	something
boy	far	house	noise	show	until	book	store
bring	father	how	nothing	sing	use	care	table
brothers	few	I	now	small	very	cheer	this
brown	field	idea	of	soil	walk	children	told
buy	find	into	off	some	want	dark	turned
by	first	is	old	sometimes	warms	doing	
call	five	kinds	once	soon	was	else	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll*, *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; consonants; short vowels; possessives with *'s*



Jean was glad to bring her pie to the contest. The pie tent was jammed with pies. The judges ate a slice of each pie. They had to decide which pie was best.

Jean's peach pie got first prize! Jean held her pie up high and said, "This is thanks to my Gran."

## Gran's Peach Pie



Jean and Gran were in Gran's kitchen. "You make the best peach pie, Gran," said Jean. "Can you help me make a peach pie for the pie contest?" she asked.



Gran told Jean the secret to her peach pie. She begins with dried peaches. So Jean and Gran soaked dried peaches to make them plump.

Then Jean tried making the pie crust. Jean got it right! She made a fine bottom crust and laid it in the pie pan.



Jean drained the peaches, which had gotten plump. Gran told Jean what to add to make the pie filling. Jean added the pie filling on top of the crust. Gran's peach pie is an open-faced pie, which means that it has no top crust.

Gran helped Jean put the pie in the oven. Jean waited for the pie to bake.



## Vy and the Fly

### DECODABLE WORDS

Target Skill: long *i* spelled *i, y*

child	I	my	try
fly	kind	shy	Vy
fry	mind	sky	

### Previously Taught Skills

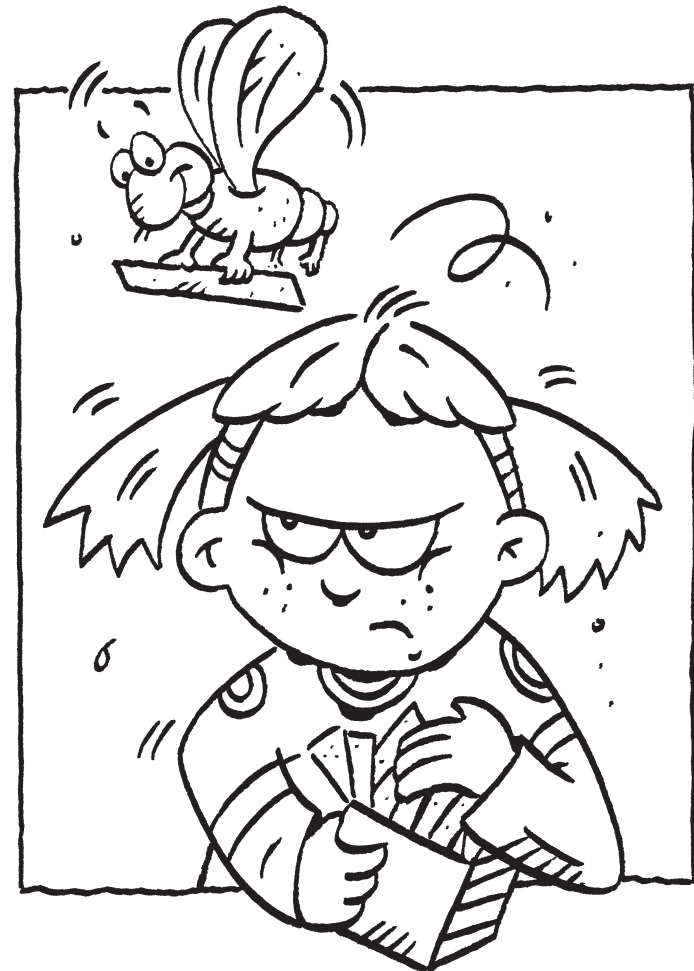
and	fright	named	sighs	this
away	get	needs	since	up
back	high	nice	sits	way
but	in	not	stop	will
can't	is	on	such	wish
cries	it	quite	take	with
didn't	it's	sails	that	
eat	mad	sees	then	
French	might	shame	thinks	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern; long *a* (CVCe); /k/ spelled *c*; long *o* (CVCe); blends with *r*; final blend *nd*; consonants *ck*; double final consonants *ll*; blends with *s*; long *i* (CVCe); /s/ spelled *c*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *ch*; base words and endings *-s*, *ed* /d/; contractions with *'s*, *n't*; vowel digraphs *ai*, *ay*; vowel digraph *ea*; schwa sound; long *i* spelled *igh*, *ie*; long *i* spelled *i, y*; consonants; short vowels; /kw/ spelled *qu*

### HIGH-FREQUENCY WORDS

a	pushes	wants
have	she	you
her	the	
no	to	

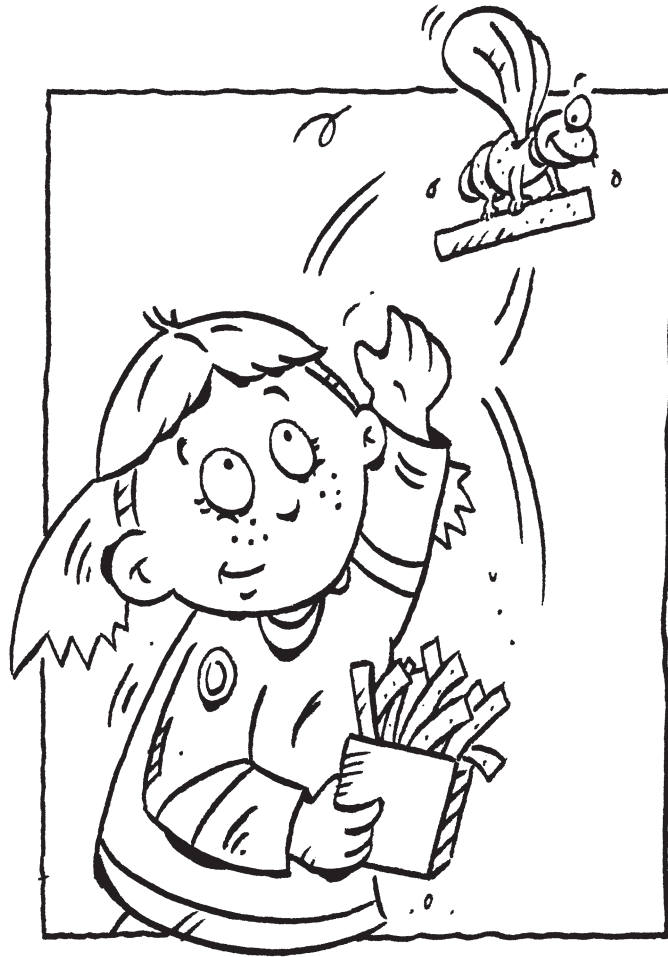
# Vy and the Fly



**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	ever
about	carry	follow	large	only	starts	watch	everything
above	caught	food	laugh	open	stories	water	front
across	city	for	learning	or	story	we	girl
after	cold	four	light	our	studied	were	gone
again	come	friend	like	out	sure	what	hair
all	could	friendship	listen	over	surprised	where	hard
almost	country	full	little	own	take	who	hello
along	covers	funny	live	paper	talk	why	horse
always	cried	give	long	party	teacher	window	hundred
and	different	go	look	people	the	with	kept
animal	do	goes	loudly	pictures	their	work	might
are	does	good	loved	play	there	world	mind
around	done	great	make	please	these	would	morning
away	don't	green	many	pull	they	write	next
baby	door	ground	maybe	pushed	think	years	other
ball	down	grow	me	put	those	yellow	part
be	draw	happy	minute	read	thought	you	pretty
bear	earth	have	more	ready	three	young	really
beautiful	eat	he	most	right	to	your	river
because	eight	head	mother	said	today		room
been	enough	hear	my	school	together	afraid	saw
before	even	heard	myself	second	too	against	says
began	every	help	near	see	took	air	sky
begins	everyone	her	never	seven	toward	also	sleep
bird	eyes	here	new	shall	try	another	slowly
blue	fall	high	night	she	two	any	someone
both	family	hold	no	should	under	better	something
boy	far	house	noise	show	until	book	store
bring	father	how	nothing	sing	use	care	table
brothers	few	I	now	small	very	cheer	this
brown	field	idea	of	soil	walk	children	told
buy	find	into	off	some	want	dark	turned
by	first	is	old	sometimes	warms	doing	
call	five	kinds	once	soon	was	else	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll* and *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; consonants; short vowels; /kw/ spelled *qu*

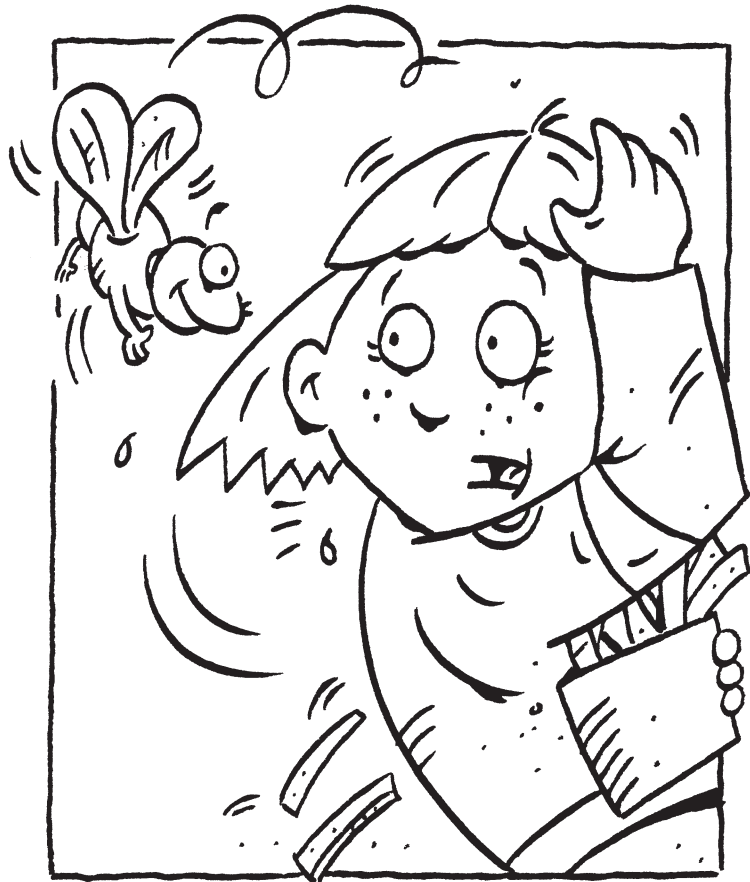


Vy thinks she might get her French fry back, but then the fly is high in the sky. Since Vy is kind, she didn't mind. Will Vy get her fry back? No, that fly is way up high in the sky with the fry.

# Vy and the Fly

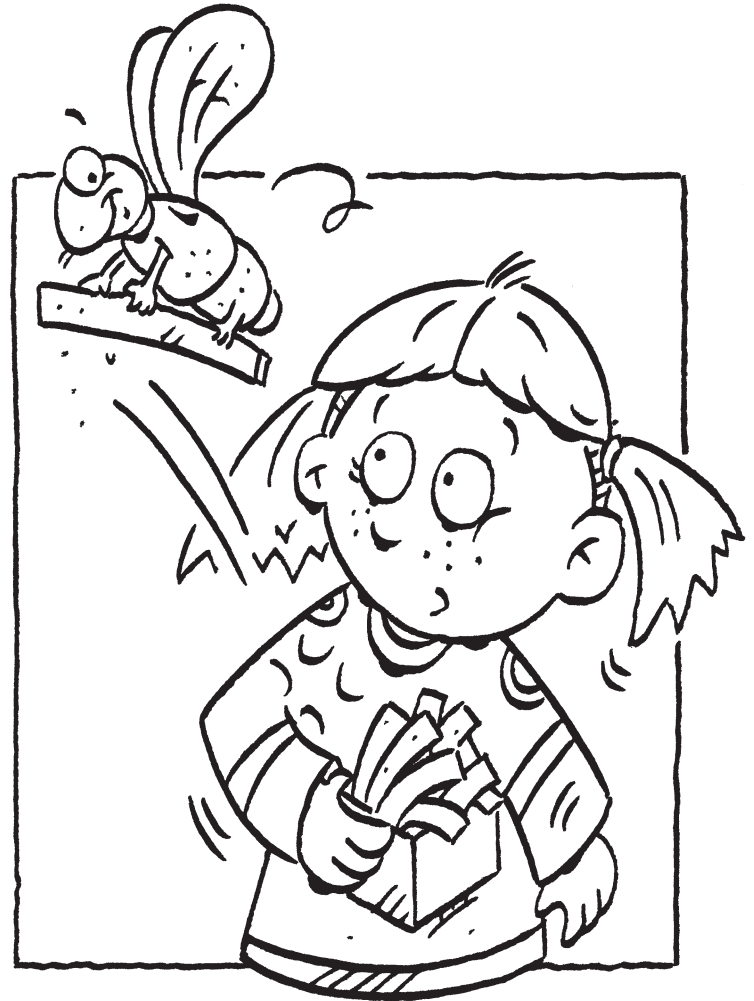


A nice child named Vy sees a fly up in the sky. This fly is not shy. It sits on her French fry. This is a fright! Vy can't eat her fry. Vy needs to try to stop this fly!



Vy is quite a kind child, but she wants her French fry. Vy is mad.

"You can't have my fry, fly!" Vy cries. Vy pushes the fly away.



Vy sees the fly take the fry. It sails up in the sky. It's such a shame!

"I wish that fly didn't get my fry," Vy sighs.

# The Spy

## DECODABLE WORDS

Target Skill: long *i* spelled *i, y*

dry	I	my	why
find	I'll	spy	

## Previously Taught Skills

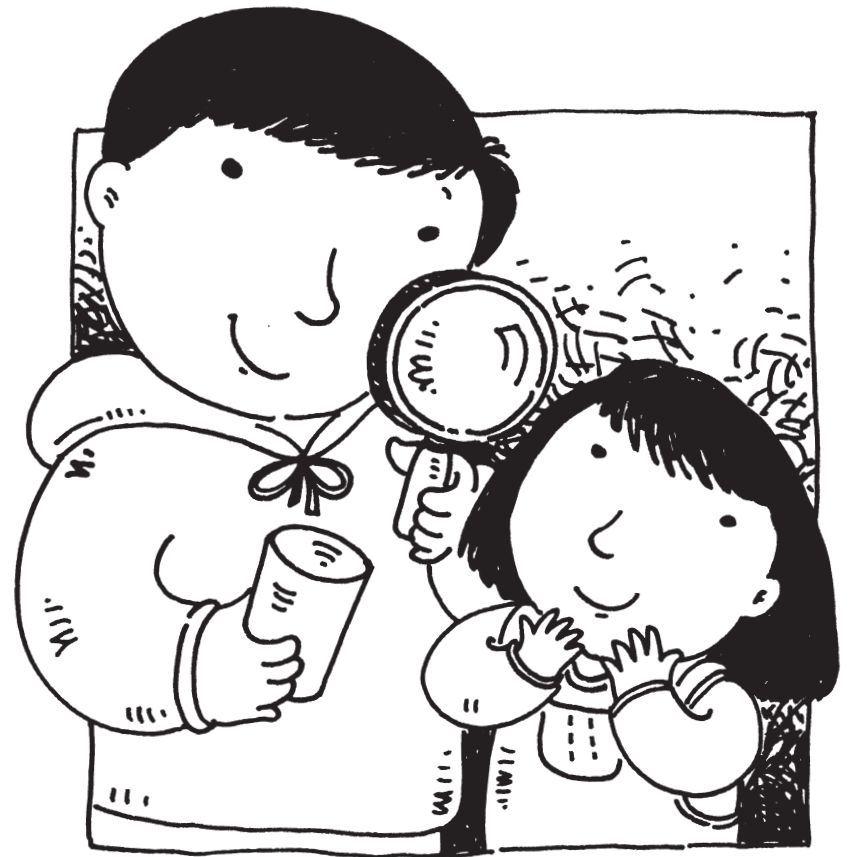
act	drank	in	Mom	tell
am	drip	is	must	used
ask	glass	it	next	went
at	hand	last	nice	will
begin	has	like	see	with
bit	hmmm	Lin	shall	
can	I	might	sighed	
Dad	I'll	milk	son	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *u* /yōō/ (CVCe); blends with *r*; blends with *s*; blends with *l*; CV syllable pattern (open syllables); vowel digraph *ee*; contractions with *'ll*; final blends *nd*, *ng*, *nk*, *nt*; double final consonants *ll*, *ss*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; base words and ending *-ed* /d/; schwa sound; long *i* spelled *igh*; long *i* spelled *i, y*; consonants; short vowels; final blends

## HIGH-FREQUENCY WORDS

a	have	no	she	where
don't	her	of	something	you
go	know	out	the	your
good	look	said	to	

# The Spy

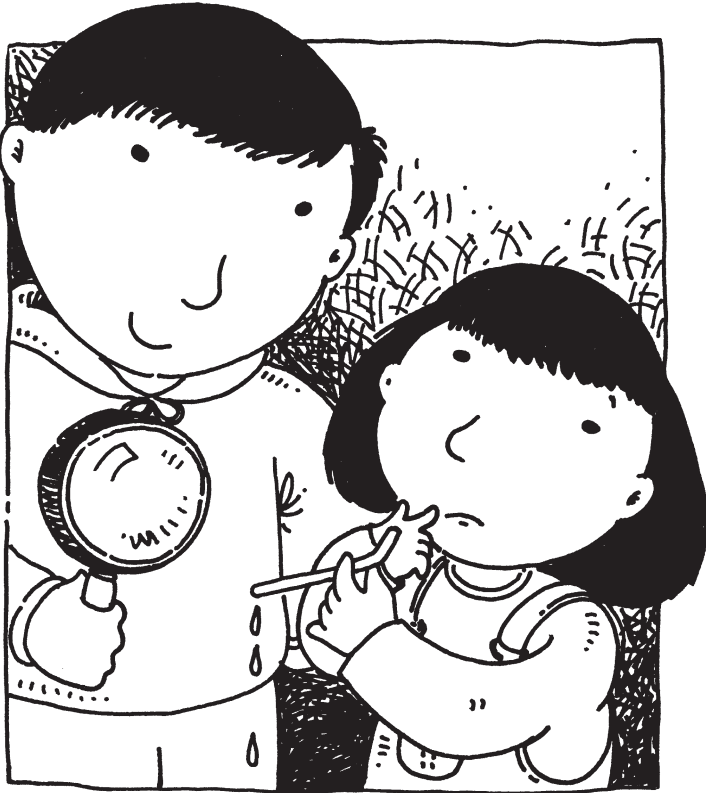


**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	ever
about	carry	follow	large	only	starts	watch	everything
above	caught	food	laugh	open	stories	water	front
across	city	for	learning	or	story	we	girl
after	cold	four	light	our	studied	were	gone
again	come	friend	like	out	sure	what	hair
all	could	friendship	listen	over	surprised	where	hard
almost	country	full	little	own	take	who	hello
along	covers	funny	live	paper	talk	why	horse
always	cried	give	long	party	teacher	window	hundred
and	different	go	look	people	the	with	kept
animal	do	goes	loudly	pictures	their	work	might
are	does	good	loved	play	there	world	mind
around	done	great	make	please	these	would	morning
away	don't	green	many	pull	they	write	next
baby	door	ground	maybe	pushed	think	years	other
ball	down	grow	me	put	those	yellow	part
be	draw	happy	minute	read	thought	you	pretty
bear	earth	have	more	ready	three	young	really
beautiful	eat	he	most	right	to	your	river
because	eight	head	mother	said	today		room
been	enough	hear	my	school	together	afraid	saw
before	even	heard	myself	second	too	against	says
began	every	help	near	see	took	air	sky
begins	everyone	her	never	seven	toward	also	sleep
bird	eyes	here	new	shall	try	another	slowly
blue	fall	high	night	she	two	any	someone
both	family	hold	no	should	under	better	something
boy	far	house	noise	show	until	book	store
bring	father	how	nothing	sing	use	care	table
brothers	few	I	now	small	very	cheer	this
brown	field	idea	of	soil	walk	children	told
buy	find	into	off	some	want	dark	turned
by	first	is	old	sometimes	warms	doing	
call	five	kinds	once	soon	was	else	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll* and *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; consonants; short vowels; final blends

# The Spy

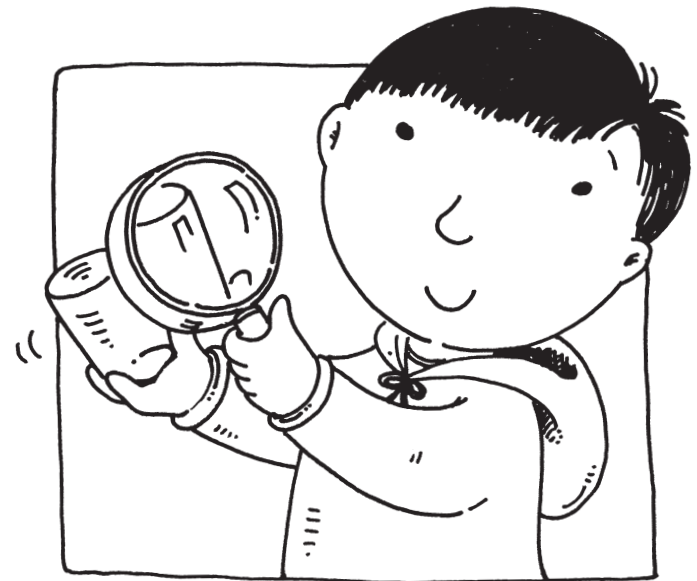


Last, I went to ask Lin. I see something in her hand go drip, drip, drip.

"Lin, why is my glass dry?"

"I can tell you," said Lin. "I drank your milk!"

I am a good spy!

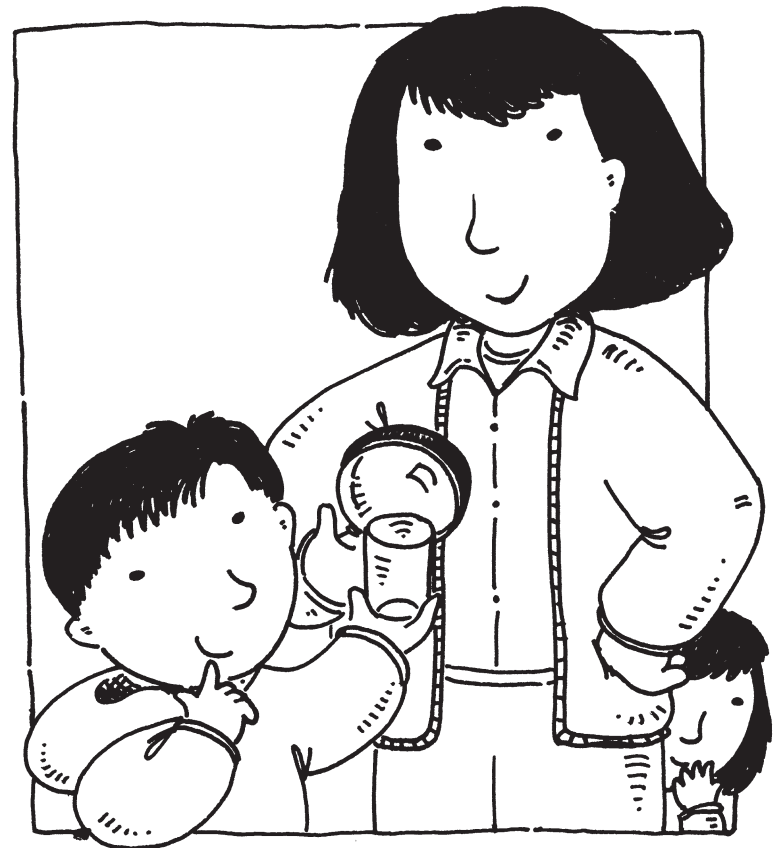


I look at my glass. It used to have a nice bit of milk in it. "I must find out why my glass is dry," I sighed. "I will act like a spy. Hmm. Where shall I begin?"



I'll begin with my Dad. "Dad, my glass has no milk. Why is my glass dry?"

"I don't know why, son. Ask Mom. She might know," Dad said.



Next, I went to ask Mom. "Mom, why is my glass dry?"

"I don't know why, son. Ask Lin. She might know," Mom said.



# Ride and Jump

## DECODABLE WORDS

Target Skill: long e spelled y

bumpy	dusty	Kenny	tiny
bunny	happy	lucky	tricky
candy	hilly	sunny	

## Previously Taught Skills

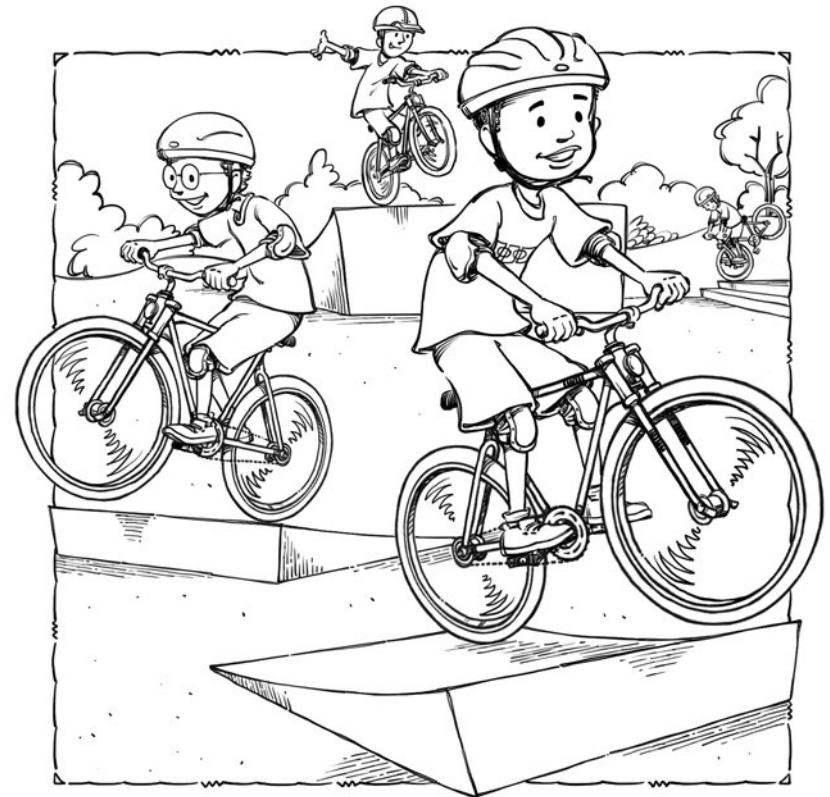
am	even	hopped	lots	shop
and	fast	I	Mom	such
as	feel	if	my	take
asked	flying	is	pal	thanks
bike	fun	it	place	trail
bikes	got	it's	race	try
by	grinned	jump	ramps	up
can	had	jumped	ride	went
close	helmet	jumping	right	when
day	hills	just	rode	with

SKILLS APPLIED IN WORDS IN STORY: short a; short i; short o; short u; short e; CVC syllable pattern (closed syllables); long a (CVCe); long i (CVCe); /k/ spelled c; /s/ spelled c; long o (CVCe), /g/ spelled g; blends with r; bends with l; blends with s; final blend nd; double final consonants ll, ss; consonant digraph th; consonant digraph sh; base words and ending -s; base words and ending -ed /t/; base words and ending -ed /d/; base words and ending -ing; ending -ed: double consonant; consonant digraphs ch, wh; contractions with 's; final blends mp, nk, nt; CV syllable pattern (open syllables); vowel digraphs ai, ay; vowel digraph ee; vowel digraph oa; schwa sound; long i spelled i, y, igh; long e spelled y; consonants; short vowels

## HIGH-FREQUENCY WORDS

a	new	said	too	were
could	of	the	wanted	you
down	one	there	was	
for	our	to	we	

# Ride and Jump



**High-Frequency Words Taught to Date**

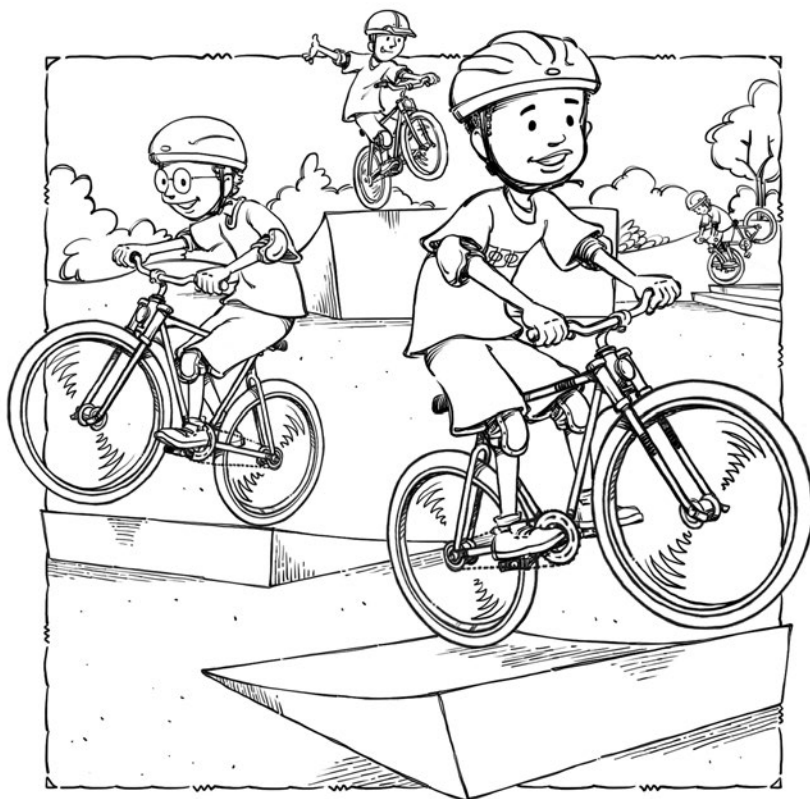
a	car	fly	know	one	sorry	wash	else
about	carry	follow	large	only	starts	watch	ever
above	caught	food	laugh	open	stories	water	everything
across	city	for	learning	or	story	we	front
after	cold	four	light	our	studied	were	girl
again	come	friend	like	out	sure	what	gone
all	could	friendship	listen	over	surprised	where	hair
almost	country	full	little	own	take	who	hard
along	covers	funny	live	paper	talk	why	hello
always	cried	give	long	party	teacher	window	horse
and	different	go	look	people	the	with	hundred
animal	do	goes	loudly	pictures	their	work	kept
are	does	good	loved	play	there	world	might
around	done	great	make	please	these	would	mind
away	don't	green	many	pull	they	write	morning
baby	door	ground	maybe	pushed	think	years	next
ball	down	grow	me	put	those	yellow	other
be	draw	happy	minute	read	thought	you	part
bear	earth	have	more	ready	three	young	pretty
beautiful	eat	he	most	right	to	your	really
because	eight	head	mother	said	today		river
been	enough	hear	my	school	together	afraid	room
before	even	heard	myself	second	too	against	saw
began	every	help	near	see	took	air	says
begins	everyone	her	never	seven	toward	also	sky
bird	eyes	here	new	shall	try	another	sleep
blue	fall	high	night	she	two	any	slowly
both	family	hold	no	should	under	anything	someone
boy	far	house	noise	show	until	better	something
bring	father	how	nothing	sing	use	book	store
brothers	few	I	now	small	very	care	table
brown	field	idea	of	soil	walk	cheer	this
buy	find	into	off	some	want	children	told
by	first	is	old	sometimes	warms	dark	turned
call	five	kinds	once	soon	was	doing	words

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe), long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll* and *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; consonants; short vowels

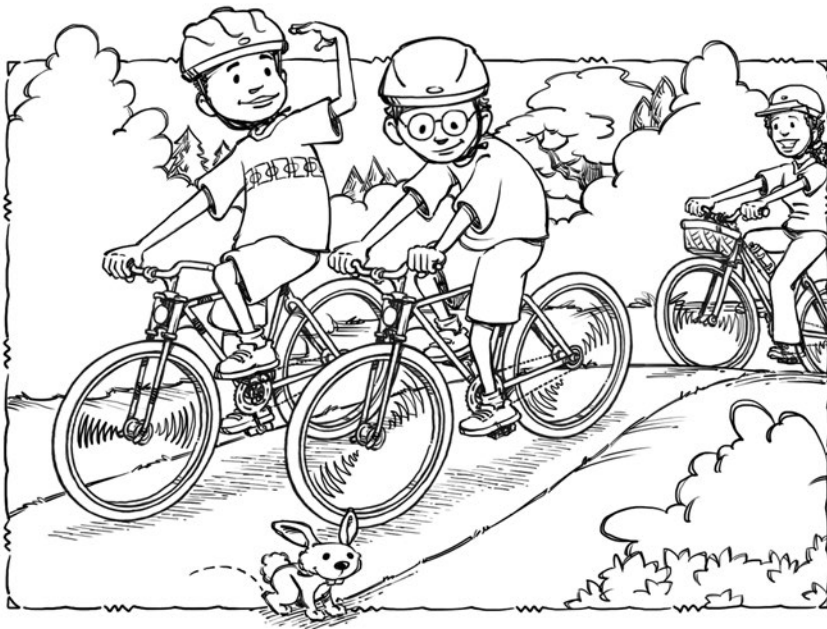
# Ride and Jump



I am lucky! I just got a new bike and helmet. I can ride fast. I feel as if I am flying when I ride my bike. My pal Kenny got a new bike, too. We can race.



When we got there, we rode up lots of ramps. The ramps were bumpy and tricky. Kenny and I jumped with our bikes! It was such a happy day!



One sunny day, Mom, Kenny, and I went to the bike trail. The trail was dusty and hilly. We rode up and down hills. We had fun. A tiny bunny even hopped by!



I asked Mom if I could try jumping with my bike. Kenny wanted to try jumping, too.

Mom said, "A place by the candy shop is just right for jumping. It's close by. I can take you."

I grinned. "Thanks, Mom!"

# My Kite

## DECODABLE WORDS

Target Skill: long e spelled y

Benny	funny	sunny
Daddy	happy	windy

## Previously Taught Skills

and	fly	just	prizes	way
best	flying	kite	right	which
big	games	kites	see	will
but	get	like	shop	win
cat	high	lots	stand	with
contest	him	name	sun	
dad	his	next	Sunday	
decide	I	on	that	
find	is	plays	this	
flag	it	prize	up	

SKILLS APPLIED IN WORDS IN STORY: short a; short i; CVC syllable pattern (closed syllables); short o; short u; short e; long a (CVCe); long i (CVCe); /k/ spelled c; /s/ spelled c; long o (CVCe); /g/ spelled g; blends with r; blends with l; blends with s; final blend nd; double final consonants ll; consonant digraphs ch, sh, th, wh; CV syllable pattern (open syllables); base words and endings -s, -es; vowel digraphs ai, ay; vowel digraph ee; schwa sound; long i spelled i, y, igh; long e spelled y; consonants; short vowels; final blends

## HIGH-FREQUENCY WORDS

a	for	new	to
are	go	of	today
be	he	the	was
call	me	there	we

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long e spelled y

BOOK 118

# My Kite

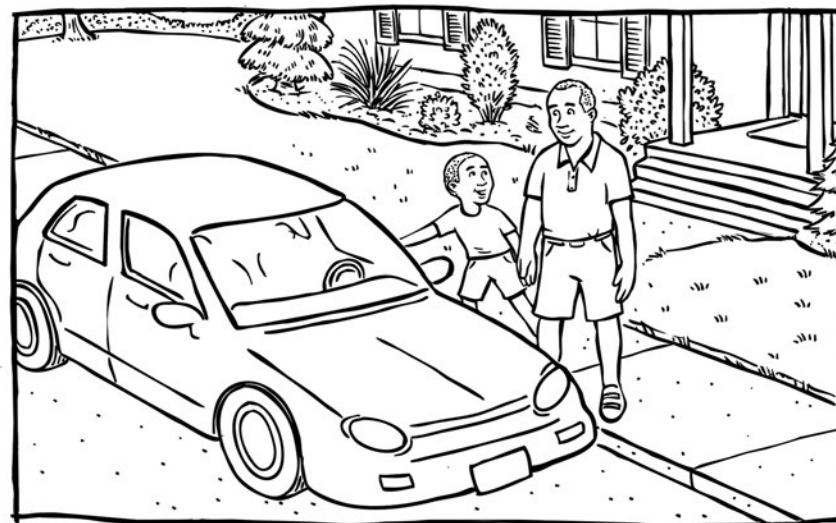


**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	else
about	carry	follow	large	only	starts	watch	ever
above	caught	food	laugh	open	stories	water	everything
across	city	for	learning	or	story	we	front
after	cold	four	light	our	studied	were	girl
again	come	friend	like	out	sure	what	gone
all	could	friendship	listen	over	surprised	where	hair
almost	country	full	little	own	take	who	hard
along	covers	funny	live	paper	talk	why	hello
always	cried	give	long	party	teacher	window	horse
and	different	go	look	people	the	with	hundred
animal	do	goes	loudly	pictures	their	work	kept
are	does	good	loved	play	there	world	might
around	done	great	make	please	these	would	mind
away	don't	green	many	pull	they	write	morning
baby	door	ground	maybe	pushed	think	years	next
ball	down	grow	me	put	those	yellow	other
be	draw	happy	minute	read	thought	you	part
bear	earth	have	more	ready	three	young	pretty
beautiful	eat	he	most	right	to	your	really
because	eight	head	mother	said	today		river
been	enough	hear	my	school	together	afraid	room
before	even	heard	myself	second	too	against	saw
began	every	help	near	see	took	air	says
begins	everyone	her	never	seven	toward	also	sky
bird	eyes	here	new	shall	try	another	sleep
blue	fall	high	night	she	two	any	slowly
both	family	hold	no	should	under	anything	someone
boy	far	house	noise	show	until	better	something
bring	father	how	nothing	sing	use	book	store
brothers	few	I	now	small	very	care	table
brown	field	idea	of	soil	walk	cheer	this
buy	find	into	off	some	want	children	told
by	first	is	old	sometimes	warms	dark	turned
call	five	kinds	once	soon	was	doing	words

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /eɪ/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ll* and *'d*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *y*; long *e* spelled *y*; consonants; short vowels; final blends

# My Kite



This is my dad. His name is Benny, but I call him Daddy. He is funny, and he plays games with me. We like to fly kites. Today we will get a new kite. I will find a kite I like.



On Sunday, it was sunny and windy. That is just right for kite flying! I fly my kite way up high. Daddy and I are happy flying my kite! Will I win a prize?



Daddy and I go to the kite shop.  
I see lots of kites. There are funny kites,  
cat kites, flag kites, and sun kites.  
I decide which kite to get.



I like the flag kite best. Daddy and  
I will fly this kite next Sunday. There  
will be a big kite flying contest with  
prizes.



# Jenny Studies

## DECODABLE WORDS

**Target Skill:** ending -es: change y to i

buddies	copies	pennies	tries
cities	hobbies	studies	

## Previously Taught Skills

and	Friday	list	rushes	test
as	happy	Mom	sees	this
at	has	much	smiles	time
best	home	needs	snack	way
big	I	night	spell	week
can	it	on	spelled	well
class	Jenny	reads	spelling	Wendy
did	job	rest	take	when
feel	Kim	right	tell	with

SKILLS APPLIED IN WORDS IN STORY: short a; short i; short o; short u; short e; CVC syllable pattern (closed syllables); long a (CVCe); long i (CVCe); /k/ spelled c; /s/ spelled c; long o (CVCe); long e (CVCe); blends with r; blends with l; blends with s; final blend nd; double consonants; digraphs th, sh, wh, ch; base words and endings -ed, -s, ing; CV syllable pattern (open syllables); consonants ck; vowel digraphs ay, ee, ea; long i spelled igh, ie, i; long e spelled y; ending -es: change y to i; consonants; short vowels

## HIGH-FREQUENCY WORDS

a	good	says	too
always	her	she	you
do	how	the	
does	of	to	

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ending -es:  
change y to i

**BOOK 119**

# Jenny Studies



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**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	else
about	carry	follow	large	only	starts	watch	ever
above	caught	food	laugh	open	stories	water	everything
across	city	for	learning	or	story	we	front
after	cold	four	light	our	studied	were	girl
again	come	friend	like	out	sure	what	gone
all	could	friendship	listen	over	surprised	where	hair
almost	country	full	little	own	take	who	hard
along	covers	funny	live	paper	talk	why	hello
always	cried	give	long	party	teacher	window	horse
and	different	go	look	people	the	with	hundred
animal	do	goes	loudly	pictures	their	work	kept
are	does	good	loved	play	there	world	might
around	done	great	make	please	these	would	mind
away	don't	green	many	pull	they	write	morning
baby	door	ground	maybe	pushed	think	years	next
ball	down	grow	me	put	those	yellow	other
be	draw	happy	minute	read	thought	you	part
bear	earth	have	more	ready	three	young	pretty
beautiful	eat	he	most	right	to	your	really
because	eight	head	mother	said	today		river
been	enough	hear	my	school	together	afraid	room
before	even	heard	myself	second	too	against	saw
began	every	help	near	see	took	air	says
begins	everyone	her	never	seven	toward	also	sky
bird	eyes	here	new	shall	try	another	sleep
blue	fall	high	night	she	two	any	slowly
both	family	hold	no	should	under	anything	someone
boy	far	house	noise	show	until	better	something
bring	father	how	nothing	sing	use	book	store
brothers	few	I	now	small	very	care	table
brown	field	idea	of	soil	walk	cheer	this
buy	find	into	off	some	want	children	told
by	first	is	old	sometimes	warms	dark	turned
call	five	kinds	once	soon	was	doing	words

**Decoding skills taught to date:** short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; consonants; short vowels

# Jenny Studies



Jenny always tries her best. This week she has a big spelling test. She needs to spell cities, pennies, studies, and hobbies on it. Jenny studies and studies and studies her spelling.



When Jenny studies, she does well. Jenny rushes home to tell Mom. Mom sees the spelling test.

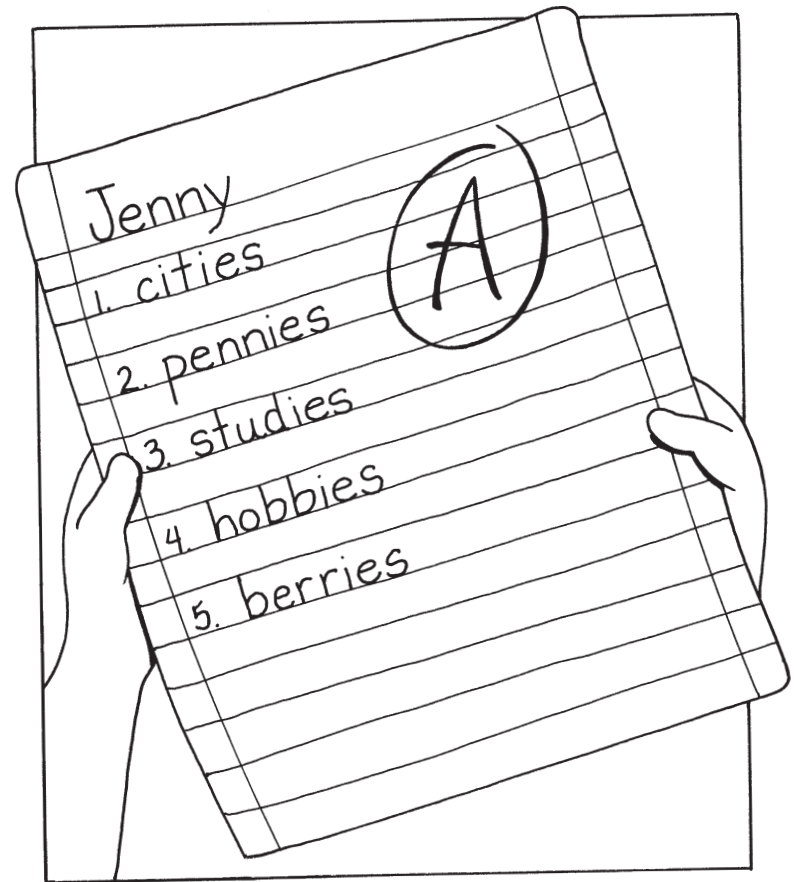
Mom says, "Good job, Jenny! How do you feel?"

Jenny smiles. "I feel h-a-p-p-y! I feel happy!"



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Jenny copies the spelling list.  
She reads her spelling list on the way home. She studies spelling at snack time. She studies with Mom at night. Jenny studies as much as she can.



On Friday, Jenny and her class take the test. Jenny does well! She spelled cities, pennies, studies, and the rest of the list right. Her buddies, Wendy and Kim, did well on this test, too!

# Milly Can't Wait

## DECODABLE WORDS

**Target Skill:** ending -es: change y to i

cities	dries	spies
cries	skies	tries

### Previously Taught Skills

and	eat	it	see	those
asks	face	Let's	smell	trip
bake	feel	long	smiled	up
best	fills	make	snack	use
big	grab	Milly	snacks	wait
bucket	hands	my	still	Well
buckets	happy	needs	such	Why
by	hike	nice	sunny	wipes
can	his	not	take	yummy
Can't	home	on	that	
Dad	hot	path	them	
day	I	picks	These	
dusty	is	place	thinks	

SKILLS APPLIED IN WORDS IN STORY: short a; short i; short o; short u; short e; closed syllables (CVC); long i (CVCe); /k/ spelled c; long e (CVCe); /g/ spelled g; blends with r; blends with l; blends with s; double final consonants ll; consonants ck; schwa sound; long e spelled y; final blends nd, ng, nk; /s/ spelled c; long a (CVCe); long o (CVCe); long u /yōō/ (CVCe); consonant digraphs ch, th, wh; vowel digraphs ai, ay, ee, ea; contractions with 's, n't; base words and endings -s, -ed; long i spelled i, y, ie; ending -es: change y to i; consonants; short vowels

## HIGH-FREQUENCY WORDS

a	go	one	their	we
any	good	she	they	were
could (couldn't)	have	something	to	your
full	her	the	under	

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ending -es:  
change y to i

**BOOK 120**

# Milly Can't Wait

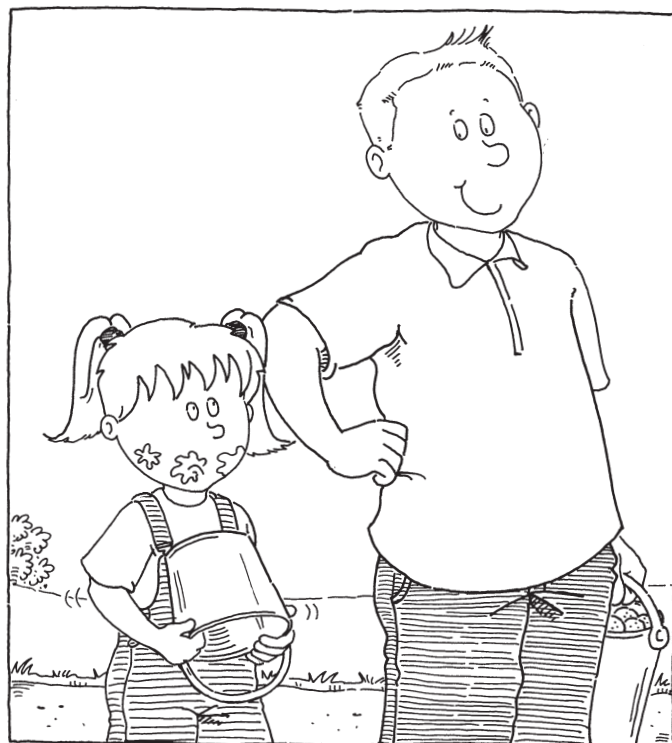


**High-Frequency Words Taught to Date**

a	car	fly	know	one	sorry	wash	else
about	carry	follow	large	only	starts	watch	ever
above	caught	food	laugh	open	stories	water	everything
across	city	for	learning	or	story	we	front
after	cold	four	light	our	studied	were	girl
again	come	friend	like	out	sure	what	gone
all	could	friendship	listen	over	surprised	where	hair
almost	country	full	little	own	take	who	hard
along	covers	funny	live	paper	talk	why	hello
always	cried	give	long	party	teacher	window	horse
and	different	go	look	people	the	with	hundred
animal	do	goes	loudly	pictures	their	work	kept
are	does	good	loved	play	there	world	might
around	done	great	make	please	these	would	mind
away	don't	green	many	pull	they	write	morning
baby	door	ground	maybe	pushed	think	years	next
ball	down	grow	me	put	those	yellow	other
be	draw	happy	minute	read	thought	you	part
bear	earth	have	more	ready	three	young	pretty
beautiful	eat	he	most	right	to	your	really
because	eight	head	mother	said	today		river
been	enough	hear	my	school	together	afraid	room
before	even	heard	myself	second	too	against	saw
began	every	help	near	see	took	air	says
begins	everyone	her	never	seven	toward	also	sky
bird	eyes	here	new	shall	try	another	sleep
blue	fall	high	night	she	two	any	slowly
both	family	hold	no	should	under	anything	someone
boy	far	house	noise	show	until	better	something
bring	father	how	nothing	sing	use	book	store
brothers	few	I	now	small	very	care	table
brown	field	idea	of	soil	walk	cheer	this
buy	find	into	off	some	want	children	told
by	first	is	old	sometimes	warms	dark	turned
call	five	kinds	once	soon	was	doing	words

**Decoding skills taught to date:** short *a*; short *i*; short *o*; short *u*; short *e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; consonants; short vowels

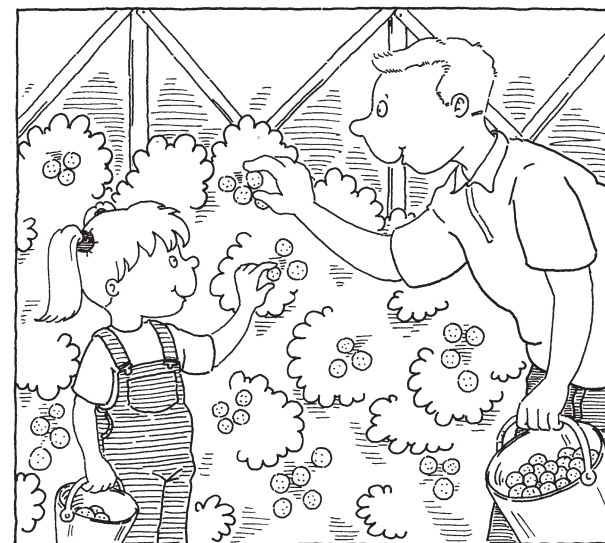
# Milly Can't Wait



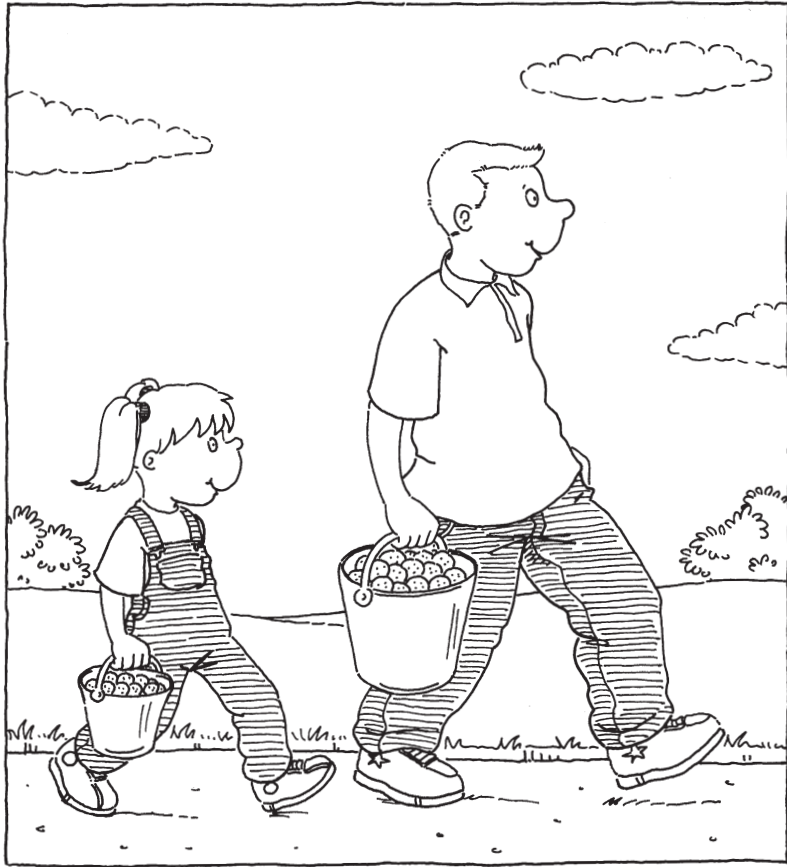
"Milly, I see your bucket! Why is it not full?" asks Dad.

"I couldn't wait," Milly cries. "These were the best snack!" Milly wipes her face and dries her hands.

"Well," Dad smiled, "we still have my bucket. We can use those. Let's go home and bake something yummy!"



One day, Milly and Dad take a trip. They go to a nice place that is not by any big cities. Milly spies something yummy. She picks, picks, picks and fills up her bucket. Dad picks, picks, picks and fills his bucket.



Milly and Dad grab their buckets and hike on a path. They feel happy. They hike on the long, dusty path under hot, sunny skies.



Milly needs a snack. "These smell good," she thinks. Milly tries one, and it is yummy. "These make such yummy snacks! Why not eat them?" Milly thinks.



## At the Food Mart

### DECODABLE WORDS

Target Skill: *r*-controlled *ar*

arms	cart	far	mart	parks	tart
Barb	charge	jars	park	smart	
car	Clark	large	parking	starts	

### Previously Taught Skills

and	food	home	lot	rice	too
at	get	in	meat	shop	trunk
back	gets	inside	nice	soon	up
bag	go	is	not	spot	when
big	got	it	opens	tells	white
box	has	jam	plums	that	wide
bring	he	lane	pushes	then	will
checkout	helps	likes	pushing	things	with
drive	his	line	puts	three	you

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; base words and ending *-s* (no spelling changes); base words and ending *-ing* (no spelling changes); CV syllable pattern (open syllables); vowel digraphs *ee*, *ea*; compound words; schwa sound spelled *a*, *e*, *i*, *o*, *u*; *r*-controlled *ar*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*; /ōō/ spelled *ou*, *oo*; /ou/ spelled *ou*

### HIGH-FREQUENCY WORDS

a	are	hold(s)	their
after	from	of	they
again	her	the	to

# At the Food Mart



**High-Frequency Words Taught to Date**

a	carry	food	learning	our	sure	where	hair
about	caught	for	light	out	surprised	who	hard
above	city	four	like	over	take	why	hello
across	cold	friend	listen	own	talk	window	horse
after	come	friendship	little	paper	teacher	with	hundred
again	could	full	live	party	the	work	I'll
all	country	funny	long	people	their	world	kept
almost	covers	give	look	pictures	there	would	might
along	cried	go	loudly	play	these	write	mind
always	different	goes	loved	please	they	years	morning
and	do	good	make	pull	think	yellow	next
animal	does	great	many	pushed	those	you	other
are	done	green	maybe	put	thought	young	part
around	don't	ground	me	read	three	your	pretty
away	door	grow	minute	ready	to		really
baby	down	happy	more	right	today	afraid	river
ball	draw	have	most	said	together	against	room
be	earth	he	mother	school	too	air	saw
bear	eat	head	my	second	took	also	says
beautiful	eight	hear	myself	see	toward	another	sky
because	enough	heard	near	seven	try	any	sleep
been	even	help	never	shall	two	anything	slowly
before	every	her	new	she	under	better	someone
began	everyone	here	night	should	until	book	something
begins	eyes	high	no	show	use	care	sound
bird	fall	hold	noise	sing	very	cheer	store
blue	family	house	nothing	small	walk	children	table
both	far	how	now	soil	want	dark	this
boy	father	I	of	some	warms	didn't	told
bring	few	idea	off	sometimes	was	doing	turned
brothers	field	into	old	soon	wash	else	words
brown	find	is	once	sorry	watch	ever	
buy	first	kinds	one	starts	water	everything	
by	five	know	only	stories	we	front	
call	fly	large	open	story	were	girl	
car	follow	laugh	or	studied	what	gone	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /d/; base words and ending *-ed* /t/; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*; /ōō/ spelled *ou*, *oo*; /ou/ spelled *ou*



# At the Food Mart



When Barb and Clark get back to the car, Barb opens the trunk. Then Clark puts inside the trunk the bag that has the things they got. Barb starts the car and they drive back home.

Barb and Clark will shop at the mart again soon.

Barb and Clark drive to the food mart. It is not too far from their home. Barb likes to bring Clark with her. Clark is smart and he helps Barb shop. Barb will park the car in the parking lot.



After Barb parks the car in a nice spot, Barb and Clark go inside the mart. They get a big cart.

"You are in charge of pushing the cart," Barb tells Clark.



Clark pushes the cart up the wide lane at the mart. He puts a big box of white rice, meat, and a nice tart in the cart. Then he holds a large bag of plums in his arms. Barb gets three jars of jam. Then Clark pushes their cart to the checkout line.

# Sharks

## DECODABLE WORDS

Target Skill: *r-controlled ar*

dark	hard	large	scared	shark	shark's
far	harm	parts	scary	sharks	sharp

## Previously Taught Skills

and	deep	in	mouth	side	until
away	down	is	need	so	up
baby	fins	it	not	stay	use
be	fish	its	pups	swim	whale
big	grow	land	right	teeth	will
but	help	lot	sea	that	with
can	huge	may	see	them	without
close	hungry	moms	seem	this	you

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /*k*/ spelled *c*; long *o* (CVCe); long *u* /*yōō*/ (CVCe); /*g*/ spelled *g*; /*j*/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; double final consonants *ll*, *ss*, *ff*, *zz*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; base words and ending *-s*; base words and ending *-ed*; CV syllable pattern (open syllables); vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound spelled *a*, *e*, *i*, *o* *u*; long *i* spelled *igh*, *ie*; long *e* spelled *y*; *r-controlled ar*; short vowels; consonants; long *o* spelled *o*; long *e* spelled *e*; /*ōō*/ spelled *ou*; singular possessives; /*ou*/ spelled *ou*

## HIGH-FREQUENCY WORDS

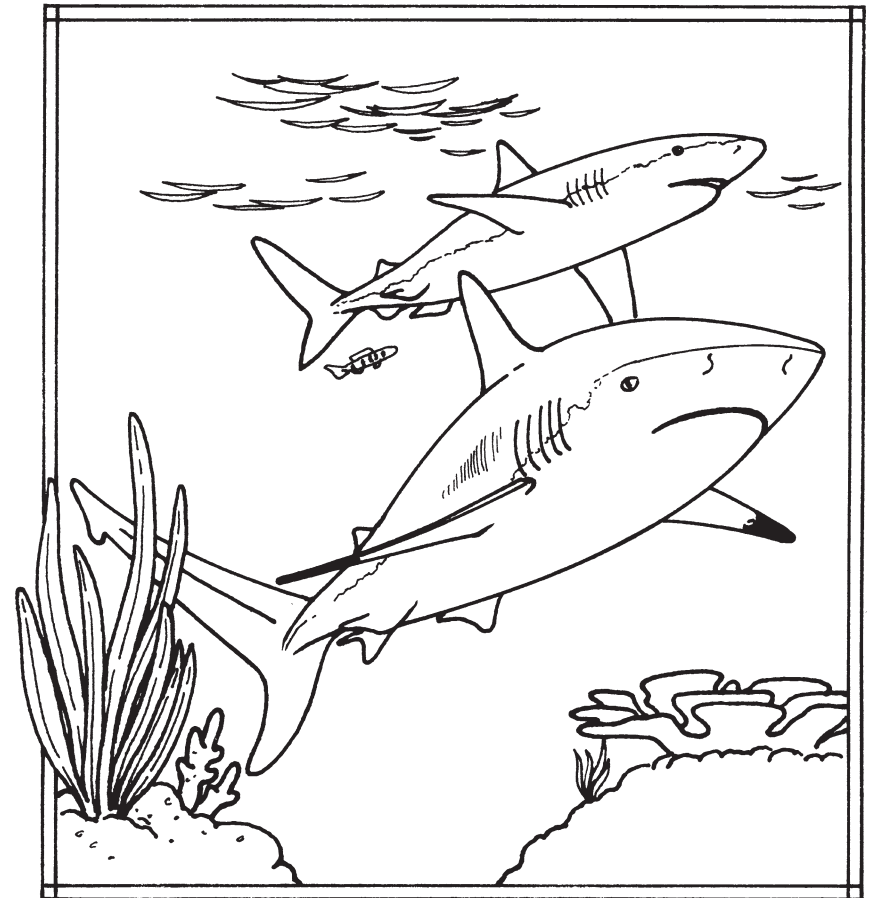
a	else	live	really	they
are	eye	of	some	to
called	from	other	the	what
do	have	people	their	

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*r-controlled ar*

**BOOK 122**

# Sharks

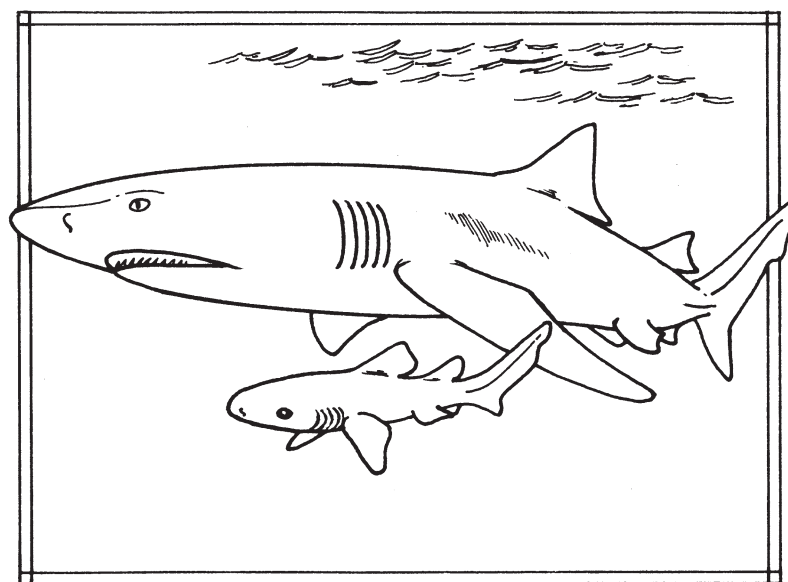


**High-Frequency Words Taught to Date**

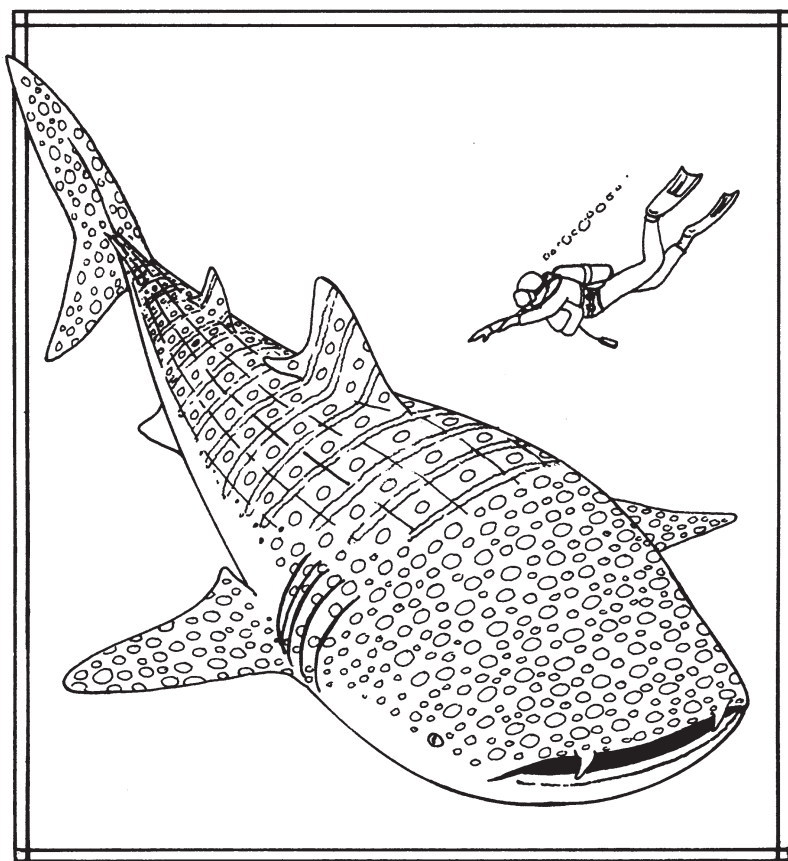
a	carry	food	learning	our	sure	where	hair
about	caught	for	light	out	surprised	who	hard
above	city	four	like	over	take	why	hello
across	cold	friend	listen	own	talk	window	horse
after	come	friendship	little	paper	teacher	with	hundred
again	could	full	live	party	the	work	I'll
all	country	funny	long	people	their	world	kept
almost	covers	give	look	pictures	there	would	might
along	cried	go	loudly	play	these	write	mind
always	different	goes	loved	please	they	years	morning
and	do	good	make	pull	think	yellow	next
animal	does	great	many	pushed	those	you	other
are	done	green	maybe	put	thought	young	part
around	don't	ground	me	read	three	your	pretty
away	door	grow	minute	ready	to		really
baby	down	happy	more	right	today	afraid	river
ball	draw	have	most	said	together	against	room
be	earth	he	mother	school	too	air	saw
bear	eat	head	my	second	took	also	says
beautiful	eight	hear	myself	see	toward	another	sky
because	enough	heard	near	seven	try	any	sleep
been	even	help	never	shall	two	anything	slowly
before	every	her	new	she	under	better	someone
began	everyone	here	night	should	until	book	something
begins	eyes	high	no	show	use	care	sound
bird	fall	hold	noise	sing	very	cheer	store
blue	family	house	nothing	small	walk	children	table
both	far	how	now	soil	want	dark	this
boy	father	I	of	some	warms	didn't	told
bring	few	idea	off	sometimes	was	doing	turned
brothers	field	into	old	soon	wash	else	words
brown	find	is	once	sorry	watch	ever	
buy	first	kinds	one	starts	water	everything	
by	five	know	only	stories	we	front	
call	fly	large	open	story	were	girl	
car	follow	laugh	or	studied	what	gone	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s* (no spelling changes); base words and ending *-ed* /ed/ (no spelling changes); base words and ending *-ed* /d/ (no spelling changes); base words and ending *-ed* /t/ (no spelling changes); base words and ending *-ing* (no spelling changes); ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with 's and *n't*; contractions with 'll and 'd; contractions with 've and 're; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; short vowels; consonants; long *o* spelled *o*; long *e* spelled *e*; /ōō/ spelled *ou*; singular possessives; /ou/ spelled *ou*

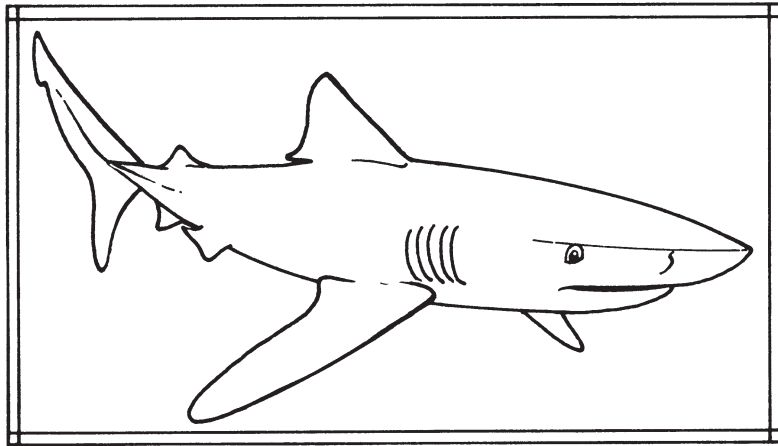
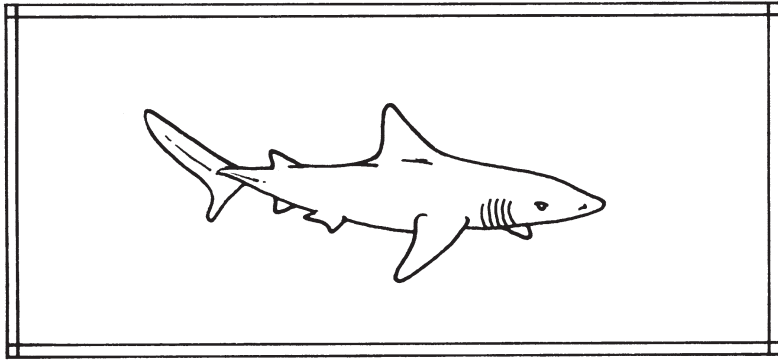
# Sharks



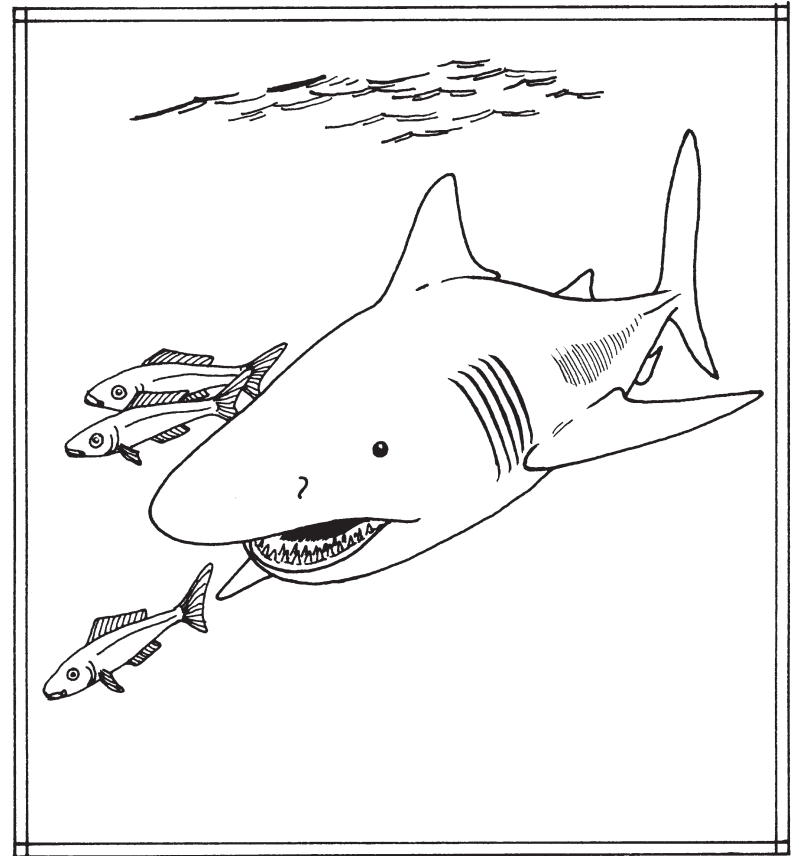
Sharks are fish. Some sharks live close to land. Other sharks live far away. They swim in deep, dark parts of the sea. Sharks use their fins to swim up and down and from side to side.



Some sharks can harm people but a lot of them do not. The whale shark is a large shark. It may seem huge and scary, but do not be scared! The whale shark will not harm you.



Baby sharks are called pups. Pups have hard, sharp teeth. Pups can swim without help, so their moms do not need to stay with them until they grow up.



This shark is hungry. You can see the shark's really sharp teeth in its big mouth. What else can you see? That is right! You can see its fins and you can see its eye.



# Mort's Porch

## DECODABLE WORDS

Target Skill: *r*-controlled *or, ore*

before	morning	organ	short
glories	Mort	porch	snore
more	Mort's	porridge	

## Previously Taught Skills

an	cat	in	not	sit
and	close	kept	on	sits
asleep	didn't	like	open	songs
at	had	liked	played	starts
ate	happy	long	pole	than
be	he	made	sang	that
big	he's	make	sat	tried
bowl	his	music	shhh	when
but	hot	night	singing	with

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; base words and ending *-s*; base words and ending *-ed*; base words and ending *-ing*; ending *-ed*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *oa*, *ow*; schwa sound spelled *a*, *e*, *i*, *o* *u*; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or, ore*; short vowels; consonants; single possessives; long *e* spelled *e*; /z/ spelled *s*

## HIGH-FREQUENCY WORDS

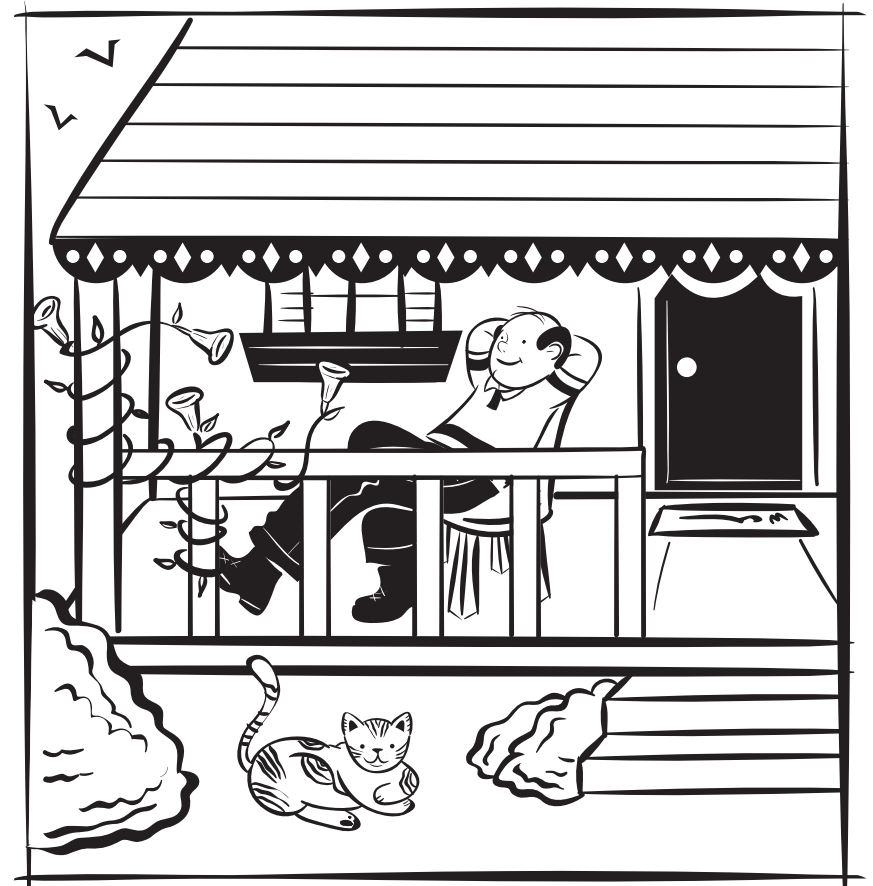
all	good	of	the	watch(ed)
anything	hear(s)	sometimes	to	watch(es)
bird(s)	near	sound	too	

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*r*-controlled *or, ore*

**BOOK 123**

# Mort's Porch



**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	I'll
about	city	friend	little	party	their	would	I've
above	cold	friendship	live	people	there	write	kept
across	come	full	long	pictures	these	years	might
after	could	funny	look	play	they	yellow	mind
again	country	give	loudly	please	think	you	morning
all	covers	go	loved	pull	those	young	next
almost	cried	goes	make	pushed	thought	your	other
along	different	good	many	put	three		part
always	do	great	maybe	read	to	afraid	pretty
and	does	green	me	ready	today	against	really
animal	done	ground	minute	right	together	air	river
are	don't	grow	more	said	too	also	room
around	door	happy	most	school	took	another	saw
away	down	have	mother	second	toward	any	says
baby	draw	he	my	see	try	anything	sky
ball	earth	head	myself	seven	two	being	sleep
be	eat	hear	near	shall	under	better	slowly
bear	eight	heard	never	she	until	book	someone
beautiful	enough	help	new	should	use	care	something
because	even	her	night	show	very	cheer	sound
been	every	here	no	sing	walk	children	stood
before	everyone	high	noise	small	want	dark	store
began	eyes	hold	nothing	soil	warms	didn't	table
begins	fall	house	now	some	was	doing	tall
bird	family	how	of	sometimes	wash	else	this
blue	far	I	off	soon	watch	ever	told
both	father	idea	old	sorry	water	everything	turned
boy	few	into	once	starts	we	flower	words
bring	field	is	one	stories	were	front	
brothers	find	kinds	only	story	what	girl	
brown	first	know	open	studied	where	gone	
buy	five	large	or	sure	who	hair	
by	fly	laugh	our	surprised	why	hard	
call	follow	learning	out	take	window	hello	
car	food	light	over	talk	with	horse	
carry	for	like	own	teacher	work	hundred	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blends *nd*, *ng*, *nk*, *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and endings *-s*, *-ed* /ed/, *-ed* /d/, *-ed* /t/, *-ing*; CV syllable pattern (open syllables); contractions with *'s*, *n't*, *'ll*, *'d*, *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*; short vowels; consonants; single possessives; long *e* spelled *e*; /z/ spelled *s*



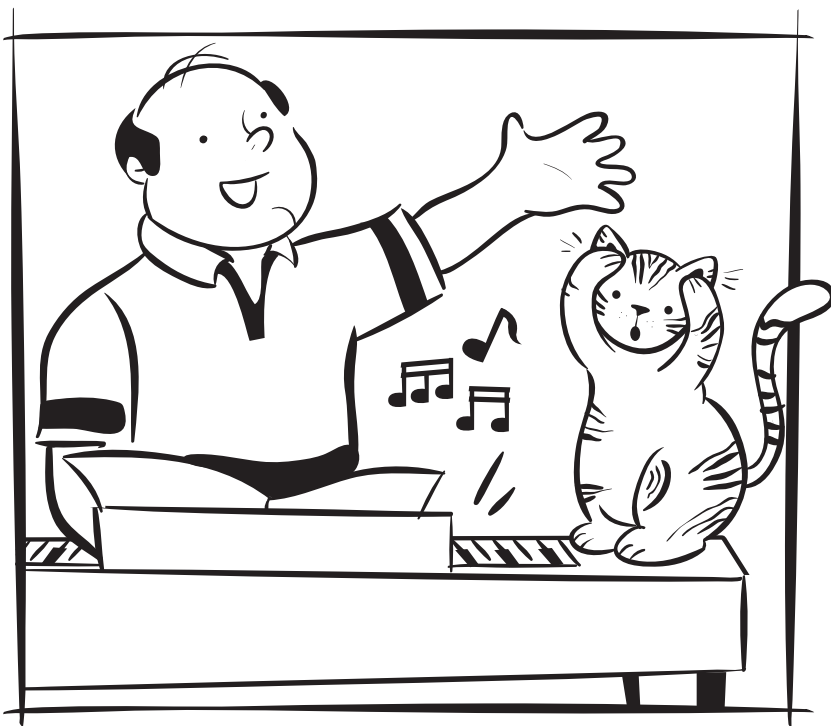
Mort sits on his porch at night, too. He watches the morning glories on the porch pole close. He hears the birds near his porch singing good night.

Before long, Mort starts to snore! Shhh! He's asleep!

## Mort's Porch



Mort sat on his porch in the morning. He watched the morning glories on the porch pole open. He ate his big bowl of hot porridge. Mort liked to sit on his porch more than anything!



Mort had an organ on his porch. Sometimes he played songs on his organ. Mort tried to make the organ sound like the birds that sang near his porch. But Mort didn't sound like the birds. He didn't sound good at all!



Mort played more and more songs on his organ. Mort's cat liked to be on the porch with Mort, but not when he played his organ music. Mort kept his songs short and that made his cat happy.

## Chores Before the Seashore

### DECODABLE WORDS

**Target Skill:** *r*-controlled *or, ore*

before	chores	forgot	shore	store	torn
bored	corn	more	shoreline	thorn	
chore	Flora	seashore	shorts	tore	

### Previously Taught Skills

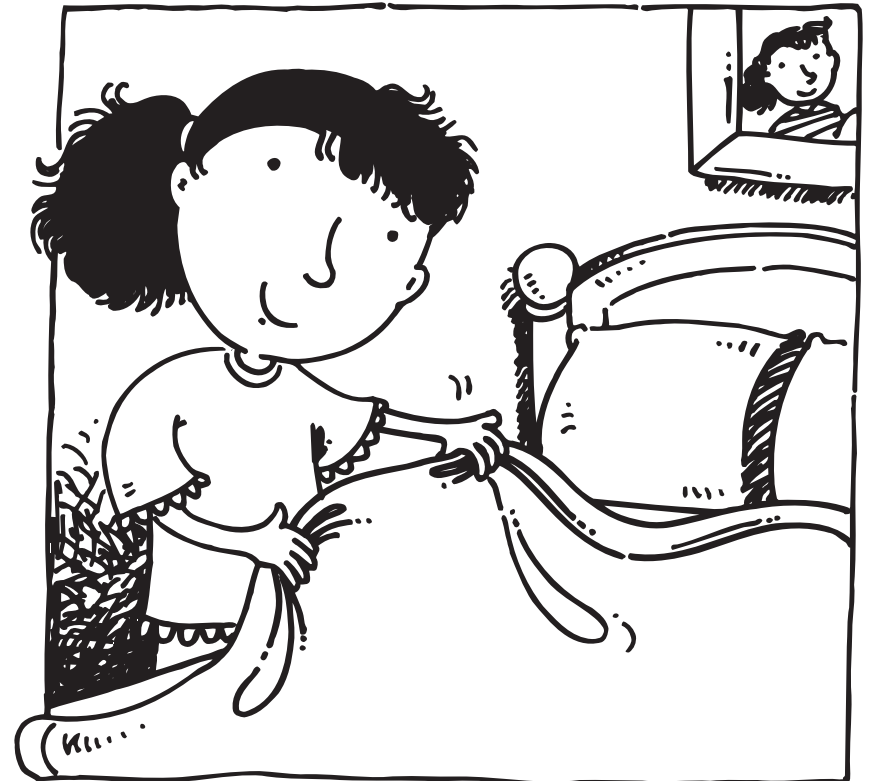
about	crabs	it's	not	saw	wait
and	crawl	last	now	she	way
asked	fix	make	on	so	we
at	fixed	mess	patch	stitched	went
back	get	Mom	pick	that	wet
bed	go	must	rock	that's	when
big	got	my	room	then	with
by	home	need	rose	this	you
can	I	next	sand	time	
close	in	nice	sat	up	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; base words and ending *-ed*; CV syllable pattern; contractions with 's; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; compound words; schwa sound spelled *a*, *e*, *i*, *o*, *u*; long *i* spelled *i*, *y*; *r*-controlled *or, ore*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*; /ōō/ spelled *ou, oo*; /ou/ spelled *ou, ow*; /ô/ spelled *aw*

### HIGH-FREQUENCY WORDS

a	done	one	they	walked
birds	door	said	to	was
do	her	the	told	your

# Chores Before the Seashore



**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	I'll
about	city	friend	little	party	their	would	I've
above	cold	friendship	live	people	there	write	kept
across	come	full	long	pictures	these	years	might
after	could	funny	look	play	they	yellow	mind
again	country	give	loudly	please	think	you	morning
all	covers	go	loved	pull	those	young	next
almost	cried	goes	make	pushed	thought	your	other
along	different	good	many	put	three		part
always	do	great	maybe	read	to	afraid	pretty
and	does	green	me	ready	today	against	really
animal	done	ground	minute	right	together	air	river
are	don't	grow	more	said	too	also	room
around	door	happy	most	school	took	another	saw
away	down	have	mother	second	toward	any	says
baby	draw	he	my	see	try	anything	sky
ball	earth	head	myself	seven	two	being	sleep
be	eat	hear	near	shall	under	better	slowly
bear	eight	heard	never	she	until	book	someone
beautiful	enough	help	new	should	use	care	something
because	even	her	night	show	very	cheer	sound
been	every	here	no	sing	walk	children	stood
before	everyone	high	noise	small	want	dark	store
began	eyes	hold	nothing	soil	warms	didn't	table
begins	fall	house	now	some	was	doing	tall
bird	family	how	of	sometimes	wash	else	this
blue	far	I	off	soon	watch	ever	told
both	father	idea	old	sorry	water	everything	turned
boy	few	into	once	starts	we	flower	words
bring	field	is	one	stories	were	front	
brothers	find	kinds	only	story	what	girl	
brown	first	know	open	studied	where	gone	
buy	five	large	or	sure	who	hair	
by	fly	laugh	our	surprised	why	hard	
call	follow	learning	out	take	window	hello	
car	food	light	over	talk	with	horse	
carry	for	like	own	teacher	work	hundred	

**Decoding skills taught to date:** short *a*; short *i*; CVC closed syllables; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /d/; base words and ending *-ed* /t/; base words and ending *-ing*; CV open syllables; contractions with *'s*, *n't*, *'ll*, *'d*, *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ee*, *ea*, *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; short vowels; consonants; long *e* spelled *e*; long *o* spelled *o*; /ōō/ spelled *ou*, *oo*; /ou/ spelled *ou*, *ow*; /ô/ spelled *aw*



At last, Flora was done with her chores! So Flora and her mom went to the seashore. They walked by the shoreline and saw nice shore birds. Then Flora sat on a rock and saw crabs crawl by on the wet sand. Flora was not bored now!



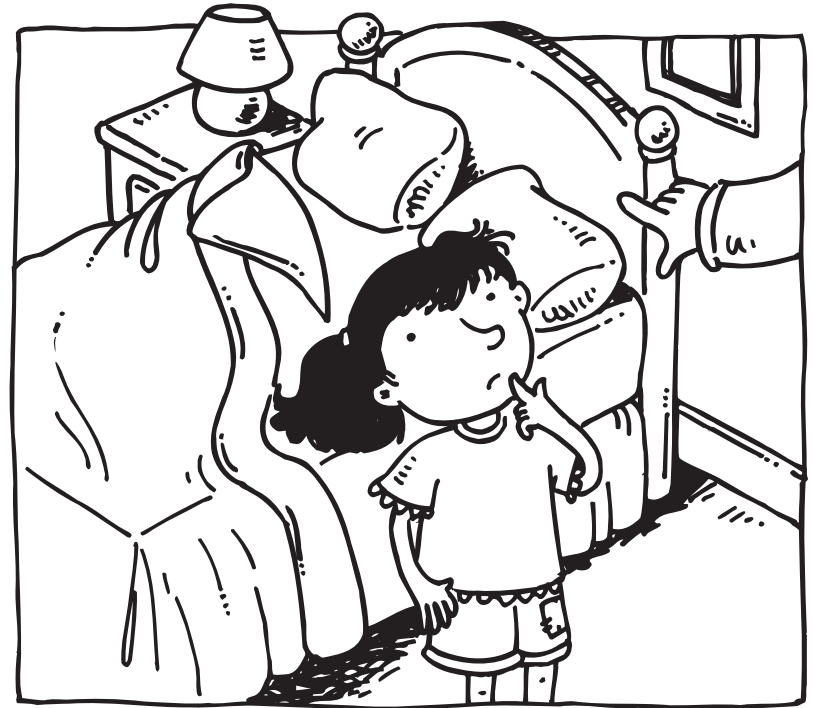
Flora was bored. "Can we go to the seashore?" she asked.

"Flora, you forgot about your chores," said Mom. "You must get more corn before we can go to the shore. Go to the store next door."



Flora went to the store and got more corn. On her way back home, she walked so close to roses that she tore her shorts on a thorn.

"Now I need to fix my shorts," said Flora. "That's one more chore I need to do before I can go to the seashore!"



Flora stitched a big patch on her shorts when she got home.

"I got more corn," she told Mom. "And I fixed my torn shorts. Now it's time to go!"

"Wait!" said Mom. "You must make your bed and pick up the mess in this room."



# Mister Fern's Big Day

## DECODABLE WORDS

Target Skill: *r*-controlled *er*

border	cooler	Fern's	matters	poster
cheaper	disaster	flowers	Mister	toaster
cider	Fern	grocer's	perhaps	

## Previously Taught Skills

am	day	home	made	sorry	too
and	dropped	I	Miss	started	we
at	for	in	no	stuff	went
be	get	is	on	such	will
big	got	isn't	party	sudden	with
Bunny	had	it	planned	then	
cake	he	its	put	think	
cried	Hen	jug	sandwiches	this	
crispy	his	like	so	time	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; double consonants (closed syllables); consonant digraph *th*; consonant digraphs *ch*, *tch*; base words and ending *-s*; base words and ending *-ed*; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *n't*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; schwa sound spelled *a*, *e*, *i*, *o*, *u*; ending *-ed*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; short vowels; consonants; single possessives; long *e* spelled *e*; long *o* spelled *o*; /ōō/ spelled *oo*; /z/ spelled *s*

## HIGH-FREQUENCY WORDS

a	friend(s)	of	smaller	to	your
all	from	said	surprised	walked	
anyway	great	saw	the	want(ed)	
around	hav(ing)	should	they	what	

# Mister Fern's Big Day



**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hundred
about	city	friend	little	party	their	would	I'll
above	cold	friendship	live	people	there	write	I've
across	come	full	long	pictures	these	years	kept
after	could	funny	look	play	they	yellow	might
again	country	give	loudly	please	think	you	mind
all	covers	go	loved	pull	those	young	morning
almost	cried	goes	make	pushed	thought	your	move
along	different	good	many	put	three		next
always	do	great	maybe	read	to	afraid	other
and	does	green	me	ready	today	against	part
animal	done	ground	minute	right	together	air	pretty
are	don't	grow	more	said	too	also	really
around	door	happy	most	school	took	another	river
away	down	have	mother	second	toward	any	room
baby	draw	he	my	see	try	anything	saw
ball	earth	head	myself	seven	two	behind	says
be	eat	hear	near	shall	under	being	sky
bear	eight	heard	never	she	until	better	sleep
beautiful	enough	help	new	should	use	book	slowly
because	even	her	night	show	very	care	someone
been	every	here	no	sing	walk	cheer	something
before	everyone	high	noise	small	want	children	sound
began	eyes	hold	nothing	soil	warms	dark	stood
begins	fall	house	now	some	was	didn't	store
bird	family	how	of	sometimes	wash	doing	table
blue	far	I	off	soon	watch	else	tall
both	father	idea	old	sorry	water	ever	this
boy	few	into	once	starts	we	everything	told
bring	field	is	one	stories	were	flower	turned
brothers	find	kinds	only	story	what	front	voice
brown	first	know	open	studied	where	girl	words
buy	five	large	or	sure	who	gone	
by	fly	laugh	our	surprised	why	hair	
call	follow	learning	out	take	window	hard	
car	food	light	over	talk	with	hello	
carry	for	like	own	teacher	work	horse	

**Decoding skills taught to date:** short *a*; short *i*; CVC closed syllables; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /d/; base words and ending *-ed* /t/; base words and ending *-ing*; CV open syllables; contractions with *'s*, *n't*, *'ll*, *'d*, *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ee*, *ea*, *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; short vowels; consonants; single possessives; long *e* spelled *e*; long *o* spelled *o*; /ōō/ spelled *oo*; /z/ spelled *s*

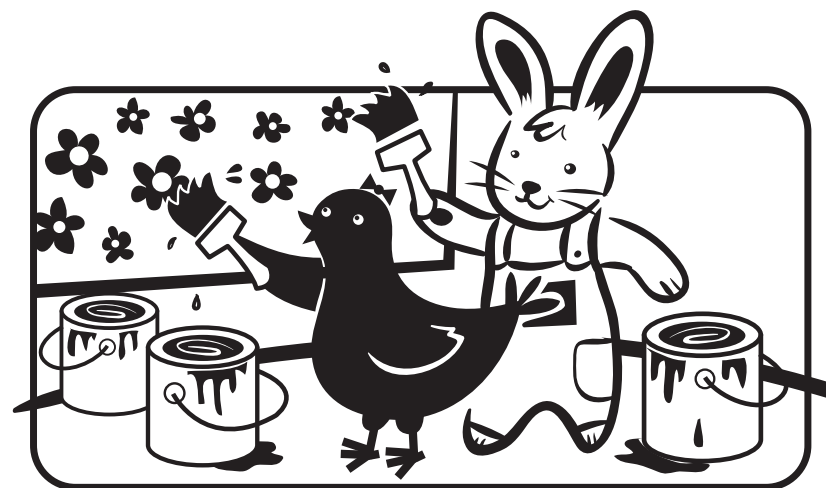
# Mister Fern's Big Day



All of a sudden, Mister Fern walked in. He saw the big poster with the border of flowers.

"I am sorry your party is such a disaster," said Miss Hen.

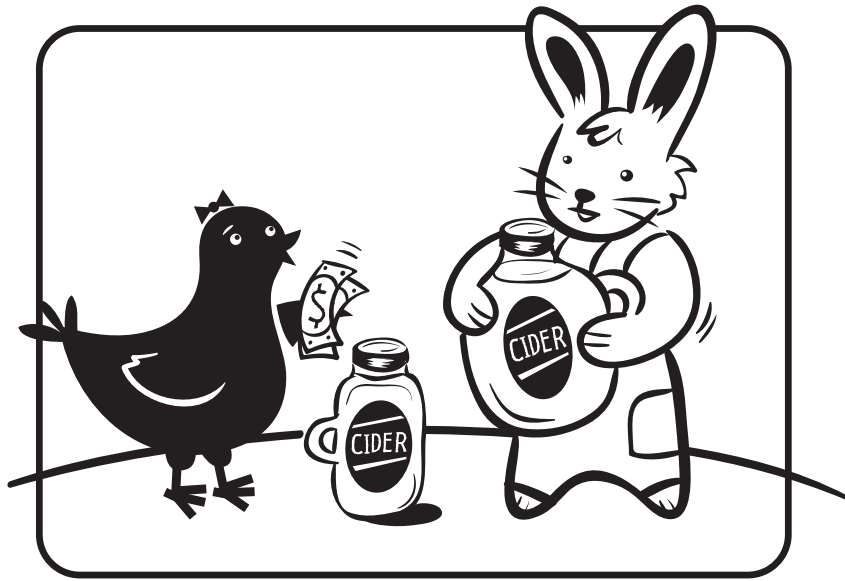
"No, it isn't," said Mister Fern. "Having friends is what matters!" So Mister Fern and his friends had a great time anyway!



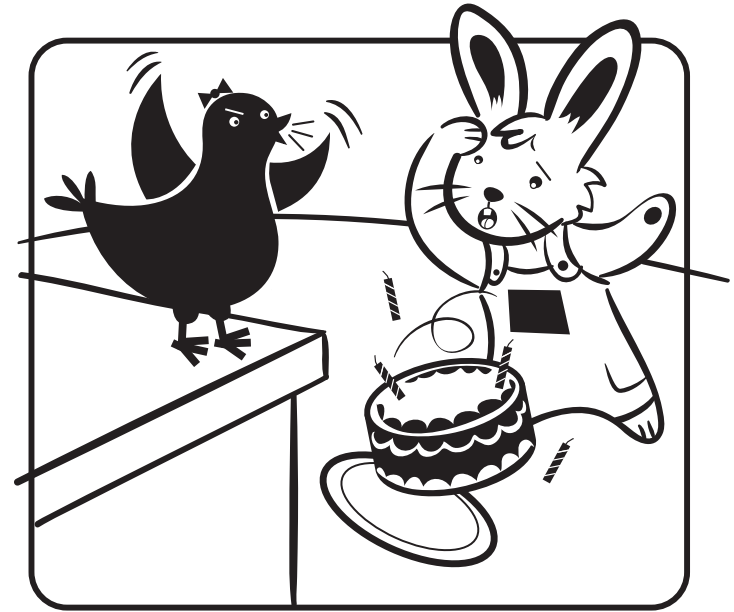
Mister Bunny and Miss Hen planned a party for Mister Fern. They wanted Mister Fern to be surprised on his big day!

Mister Bunny and Miss Hen made a big poster with flowers around its border.

"I think Mister Fern will like this," said Miss Hen.



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Mister Bunny and Miss Hen went to the grocer's to get stuff for the party. They got sandwiches and cake. Then they got cider from the cooler.

"I like cider," said Mister Bunny.

"Perhaps we should get this big jug."

"No," said Miss Hen. "The smaller jug of cider is cheaper."

At home, Miss Hen put the sandwiches in the toaster. The sandwiches started to get too crispy!

Then Mister Bunny dropped Mister Fern's cake!

"This is a disaster!" cried Miss Hen.

## Amber and Her Corn

### DECODABLE WORDS

**Target Skill:** r-controlled er

Amber	farmer	herself	perhaps
Amber's	ferns	higher	shorter
eaters	her	louder	stronger

### Previously Taught Skills

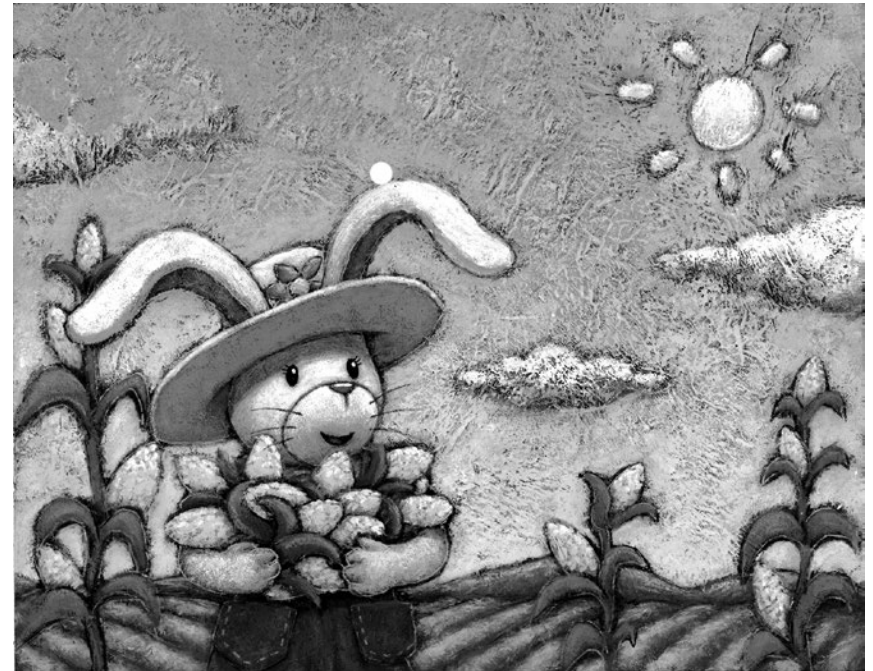
and	corn	had	left	plan	will
asked	dogs	happy	like	she	with
asks	filled	has	lot	soon	
ate	free	helps	lots	still	
barn	garden	huge	loud	them	
big	get	I	maybe	then	
but	getting	is	munched	this	
can	good	it	now	too	
cats	got	just	on	top	
chicks	grow	keeps	pile	way	

SKILLS APPLIED IN WORDS IN STORY: short a; short i; CVC syllable pattern (closed syllables); short o; short u; short e; long a (CVCe); long i (CVCe); /k/ spelled c; long u /yoo/ (CVCe); /g/ spelled g; /j/ spelled g, dge; blends with r; blends with l; blends with s; final blend nd; final blend ng; double final consonants ll, ss, ff, zz; consonants ck; consonant digraph th; consonant digraph sh; consonant digraphs ch, tch; base words and ending -s; base words and ending -ed; base words and ending -ing; CV syllable pattern (open syllables); vowel digraphs ai, ay; vowel digraphs ee, ea; vowel digraphs oa, ow; compound words; schwa sound spelled a, e, i, o, u; ending -ing: double consonant; long i spelled igh, ie, i, y; long e spelled y; r-controlled ar; r-controlled or, ore; r-controlled er; short vowels; consonants; /z/ spelled s; long e spelled e; /oo/ spelled oo; /oo/ spelled oo; single possessives; /ou/ spelled ou, ow

### HIGH-FREQUENCY WORDS

a	do	many	the	to
all	friends	of	there	were
call(ed)	know	said	they	what

# Amber and Her Corn



**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hundred
about	city	friend	little	party	their	would	I'll
above	cold	friendship	live	people	there	write	I've
across	come	full	long	pictures	these	years	kept
after	could	funny	look	play	they	yellow	might
again	country	give	loudly	please	think	you	mind
all	covers	go	loved	pull	those	young	morning
almost	cried	goes	make	pushed	thought	your	move
along	different	good	many	put	three		next
always	do	great	maybe	read	to	afraid	other
and	does	green	me	ready	today	against	part
animal	done	ground	minute	right	together	air	pretty
are	don't	grow	more	said	too	also	really
around	door	happy	most	school	took	another	river
away	down	have	mother	second	toward	any	room
baby	draw	he	my	see	try	anything	saw
ball	earth	head	myself	seven	two	behind	says
be	eat	hear	near	shall	under	being	sky
bear	eight	heard	never	she	until	better	sleep
beautiful	enough	help	new	should	use	book	slowly
because	even	her	night	show	very	care	someone
been	every	here	no	sing	walk	cheer	something
before	everyone	high	noise	small	want	children	sound
began	eyes	hold	nothing	soil	warms	dark	stood
begins	fall	house	now	some	was	didn't	store
bird	family	how	of	sometimes	wash	doing	table
blue	far	I	off	soon	watch	else	tall
both	father	idea	old	sorry	water	ever	this
boy	few	into	once	starts	we	everything	told
bring	field	is	one	stories	were	flower	turned
brothers	find	kinds	only	story	what	front	voice
brown	first	know	open	studied	where	girl	words
buy	five	large	or	sure	who	gone	
by	fly	laugh	our	surprised	why	hair	
call	follow	learning	out	take	window	hard	
car	food	light	over	talk	with	hello	
carry	for	like	own	teacher	work	horse	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and endings *-s*, *-ed* /ed/, *-ed* /d/, *-ed* /t/, *-ing*; open syllables; contractions with *'s*, *n't*, *'ll*, *'d*, *'ve*, *'re*; base words and endings *-s*, *es*; vowel digraphs *ai*, *ay*, *ee*, *ea*, *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; short vowels; consonants; /z/ spelled *s*; long *e* spelled *e*; /ōō/ spelled *oa*; /ōō/ spelled *oo*; single possessives; /ou/ spelled *ou*, *ow*



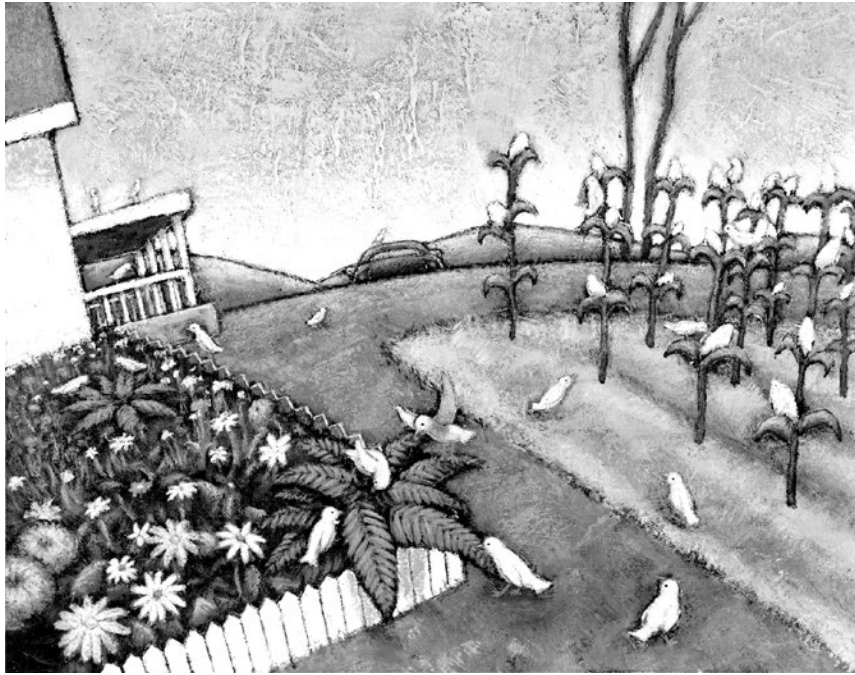
"I know what I will do!" said Amber. She called her farmer friends. They were happy to get free chicks!

Now Amber's pile of corn is shorter, but there is still a lot left. "Maybe cats and dogs like corn, too?" Amber asks herself.

# Amber and Her Corn



Amber is a farmer. She has a big barn filled to the top with corn. "This huge pile keeps getting higher and higher!" she said. "What can I do with all this corn?" Soon, she had a good plan!



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“Corn helps chicks grow stronger!” she said. “Perhaps I will get lots of chicks!”

Amber’s chicks were good eaters. The chicks ate lots and lots of corn, but then they ate Amber’s garden. The chicks munched on Amber’s ferns!



The chicks were loud. “It is too loud!” Amber called to them, but the chicks just got louder and louder!

Now there were way too many chicks. “What can I do?” Amber asked herself.



# A Bird Nest

## DECODABLE WORDS

Target Skill: *r*-controlled *ir, ur*

bird    birds    dirt    disturb    stir    turns

### Previously Taught Skills

after	get	long	rope	waiting
and	grass	make	saw	warm
at	had	making	see	webs
began	hatch	male	sitting	weeks
careful	her	mom	stems	with
close	him	mud	taking	wove
cute	home	my	them	
dad	I	nest	then	
did	in	nests	times	
eggs	is	next	too	
ever	it	not	tree	
for	keeping	on	twigs	
fun	leaves	protect	used	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); /*k*/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); /*g*/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; double final consonants *ss*; consonant digraph *th*; consonant digraph *tch*; base words and ending *-s*; base words and ending *-ed* /*d*/; base words and ending *-ing*; ending *-ing*: drop *e*; vowel digraph *ai*; vowel digraphs *ee, ea*; long *i* spelled *i, y*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir, ur*; consonants; short vowels; final blend *st*; vowel combination *aw*; vowel digraph *oo /oo/*

## HIGH-FREQUENCY WORDS

a	have	they	you
another	he	to	
because	said	wanted	
could	small	was	
few	the	were	

# A Bird Nest



**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hundred
about	city	friend	little	party	their	would	I'll
above	cold	friendship	live	people	there	write	I've
across	come	full	long	pictures	these	years	kept
after	could	funny	look	play	they	yellow	might
again	country	give	loudly	please	think	you	mind
all	covers	go	loved	pull	those	young	morning
almost	cried	goes	make	pushed	thought	your	move
along	different	good	many	put	three		next
always	do	great	maybe	read	to	afraid	other
and	does	green	me	ready	today	against	part
animal	done	ground	minute	right	together	air	pretty
are	don't	grow	more	said	too	also	really
around	door	happy	most	school	took	another	river
away	down	have	mother	second	toward	any	room
baby	draw	he	my	see	try	anything	saw
ball	earth	head	myself	seven	two	behind	says
be	eat	hear	near	shall	under	being	sky
bear	eight	heard	never	she	until	better	sleep
beautiful	enough	help	new	should	use	book	slowly
because	even	her	night	show	very	care	someone
been	every	here	no	sing	walk	cheer	something
before	everyone	high	noise	small	want	children	sound
began	eyes	hold	nothing	soil	warms	dark	stood
begins	fall	house	now	some	was	didn't	store
bird	family	how	of	sometimes	wash	doing	table
blue	far	I	off	soon	watch	else	tall
both	father	idea	old	sorry	water	ever	this
boy	few	into	once	starts	we	everything	told
bring	field	is	one	stories	were	flower	turned
brothers	find	kinds	only	story	what	front	voice
brown	first	know	open	studied	where	girl	words
buy	five	large	or	sure	who	gone	
by	fly	laugh	our	surprised	why	hair	
call	follow	learning	out	take	window	hard	
car	food	light	over	talk	with	hello	
carry	for	like	own	teacher	work	horse	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *l*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; consonants; short vowels; final blend *st*; vowel combination *aw*; vowel digraph *oo* /oo/



At times, I could see the male sitting on the eggs keeping them warm. Mom bird and dad bird were taking turns in the nest. After a few weeks, cute birds began to stir!

## A Bird Nest



Did you ever see birds make nests? I have, and it is fun to see. I saw a bird make a nest in a tree next to my home. It began with long grass stems. Then it wove them.



Dad said the male bird was making a nest for eggs. He used rope he had. Mud, dirt, twigs, leaves, and webs were used. I was careful not to disturb him.



Next, another bird was sitting on eggs. Dad said it was mom bird. I was waiting for the eggs to hatch. I did not get too close because mom bird wanted to protect her eggs.

# Beach Trip

## DECODABLE WORDS

Target Skill: *r-controlled ir, ur*

bird      burned      hurts      sunburn

### Previously Taught Skills

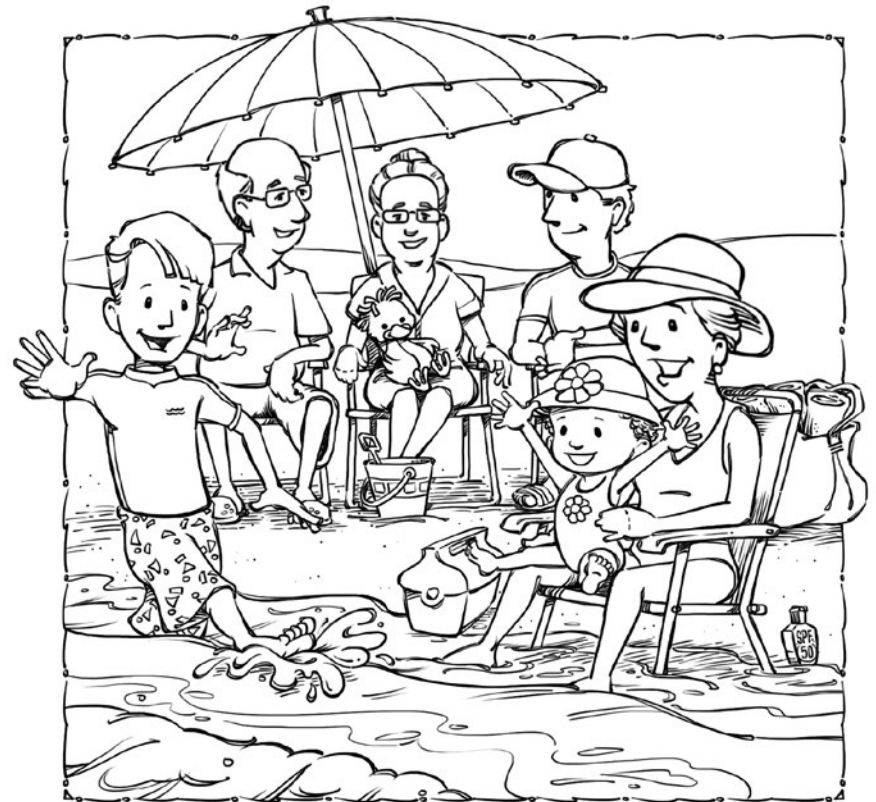
am	for	itch	packs	trip
and	get	joy	plan	trunks
arms	glass	jump	play	unpack
at	Gramps	last	screams	up
bag	Granny	long	seat	us
beach	has	makes	seatbelt	use
block	help	Mom	so	uses
buggy	her	my	stay	up
can	I	next	stuffed	van
click	ice	off	summer	waves
Dad	in	on	sun	will
flip	is	Pam	tea	with
flops	it	pack	time	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; long *a, i, u* /yōō/ (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *r, l, s*; final blend *nd*; double final consonants *ll*; double consonants (closed syllables); consonants *ck*; consonant digraph *tch*; base words and endings *-s, -ed /t/, -ed /d/*; vowel digraphs *ay, ea*; compound words; long *i* spelled *i, y*; long *e* spelled *y*; *r-controlled ar, er, ir, ur*; consonants; short vowels; final blend *mp*

## HIGH-FREQUENCY WORDS

a	family	me	she	they
all	happy	of	sure	to
are	have	puts	the	we
don't	live	really	there	

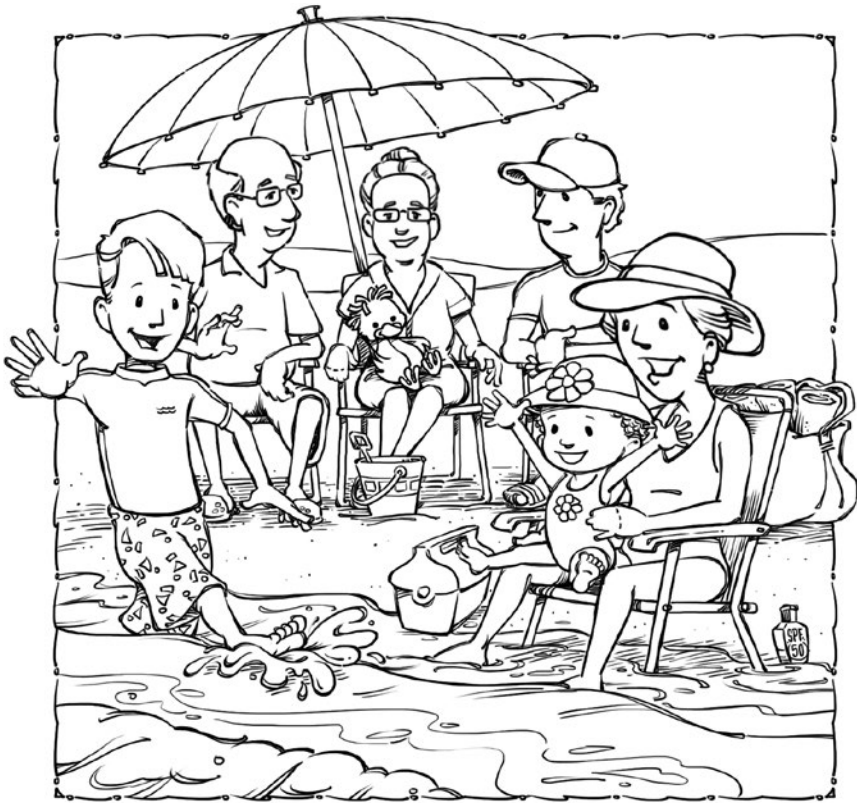
# Beach Trip



**High-Frequency Words Taught to Date**

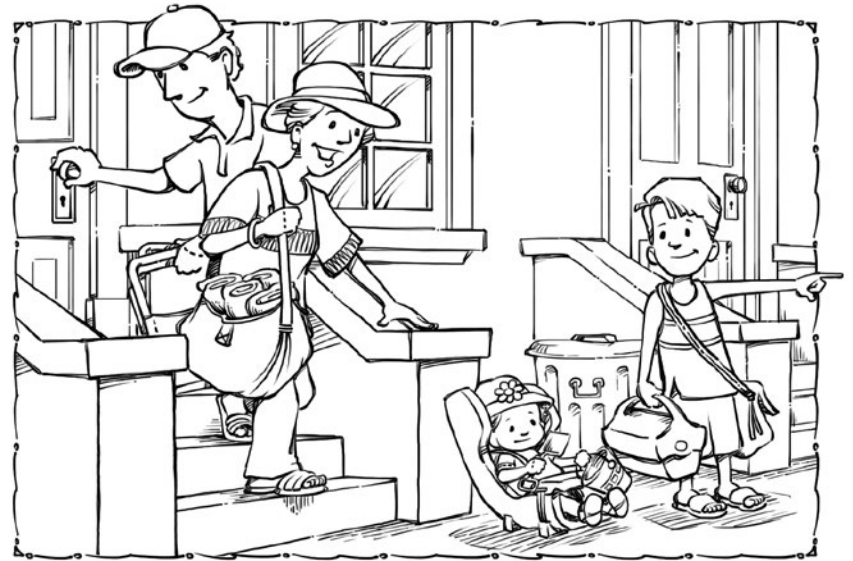
a	caught	four	listen	paper	the	world	hundred
about	city	friend	little	party	their	would	I'll
above	cold	friendship	live	people	there	write	I've
across	come	full	long	pictures	these	years	kept
after	could	funny	look	play	they	yellow	might
again	country	give	loudly	please	think	you	mind
all	covers	go	loved	pull	those	young	morning
almost	cried	goes	make	pushed	thought	your	move
along	different	good	many	put	three		next
always	do	great	maybe	read	to	afraid	other
and	does	green	me	ready	today	against	part
animal	done	ground	minute	right	together	air	pretty
are	don't	grow	more	said	too	also	really
around	door	happy	most	school	took	another	river
away	down	have	mother	second	toward	any	room
baby	draw	he	my	see	try	anything	saw
ball	earth	head	myself	seven	two	behind	says
be	eat	hear	near	shall	under	being	sky
bear	eight	heard	never	she	until	better	sleep
beautiful	enough	help	new	should	use	book	slowly
because	even	her	night	show	very	care	someone
been	every	here	no	sing	walk	cheer	something
before	everyone	high	noise	small	want	children	sound
began	eyes	hold	nothing	soil	warms	dark	stood
begins	fall	house	now	some	was	didn't	store
bird	family	how	of	sometimes	wash	doing	table
blue	far	I	off	soon	watch	else	tall
both	father	idea	old	sorry	water	ever	this
boy	few	into	once	starts	we	everything	told
bring	field	is	one	stories	were	flower	turned
brothers	find	kinds	only	story	what	front	voice
brown	first	know	open	studied	where	girl	words
buy	five	large	or	sure	who	gone	
by	fly	laugh	our	surprised	why	hair	
call	follow	learning	out	take	window	hard	
car	food	light	over	talk	with	hello	
carry	for	like	own	teacher	work	horse	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *ff*; double final consonants *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed /ed/*; base words and ending *-ed /t/*; base words and ending *-ed /d/*; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; consonants; short vowels; final blend *mp*



Mom packs the beach buggy, and I get my trunks and flip flops. Mom puts sun block on Pam and me. I play in the waves. Pam puts her arms up and screams with joy!

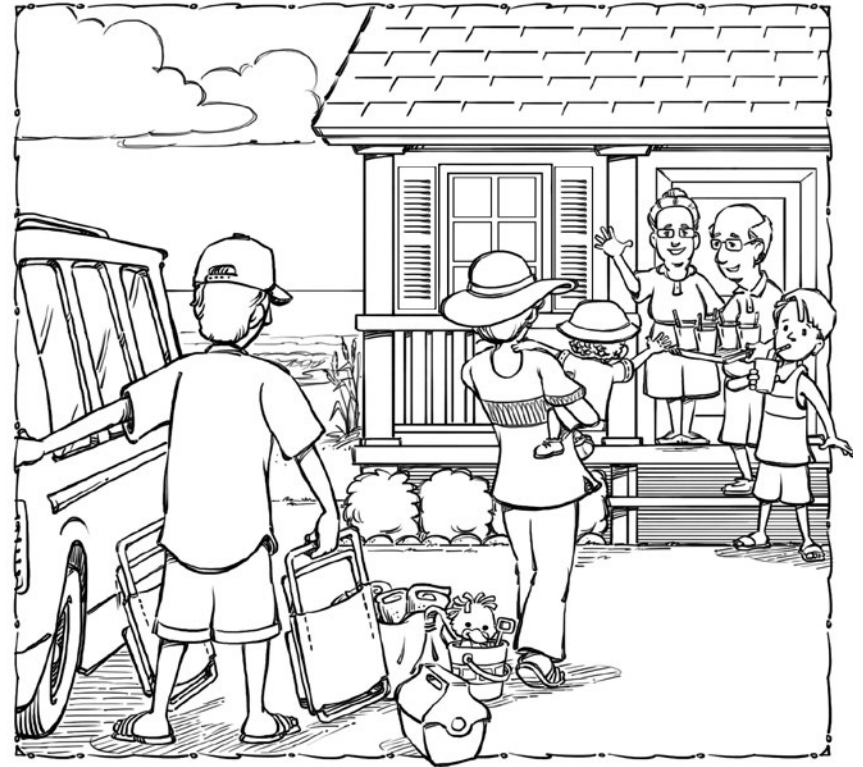
## Beach Trip



My family packs for a trip to the beach. We plan to stay there all summer. Mom has sun block in her beach bag for us to use so we don't get burned. A sunburn really hurts and can itch.



Mom and Dad pack up the van. Pam is in her seat. She has her stuffed bird and is happy. I jump in next to her, click my seatbelt, and we are off.



At long last, we are at the beach. Granny and Gramps live there. They help us unpack the van. We have a glass of ice tea. Gramps makes the best ice tea.



## A Role in the Play

### DECODABLE WORDS

**Target Skill:** homophone pairs (with high-frequency words in parentheses)

for/(four) (hear)/(here) sea/see

### Previously Taught Skills

and	for	leaves	picks	tried
asks	fun	like	play	turn
at	got	lines	rock	up
bit	happy	Miss	role	wait
boat	has	mom	smiles	waits
bus	her	needs	so	when
can	I	next	stage	wide
cannot	in	nine	stand	will
cast	is	on	step	
class	it	out	tells	
dance	kids	part	them	
excited	Kitty	parts	this	
first	lead	Peach	time	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; long *a, i, (CVCe)*; /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; /j/ spelled *g*; blends with *r, l, s*; final blend *nd*; double final consonants *ll, ss*; consonant digraph *th*; CV syllable pattern (open syllables); base words and ending *-s*; vowel digraphs *ai, ay, ee, ea*; long *i* spelled *ie, i*; long *e* spelled *y*; *r*-controlled *ar, er, ur*; homophones; consonants; short vowels; final blend *mp*

### HIGH-FREQUENCY WORDS

a	here	the	you
be	many	to	
four	of	today	
have	says	what	
hear	she	who	

# A Role in the Play



**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hello
about	city	friend	little	party	their	would	horse
above	cold	friendship	live	people	there	write	hundred
across	come	full	long	pictures	these	years	I'll
after	could	funny	look	play	they	yellow	I've
again	country	give	loudly	please	think	you	kept
all	covers	go	loved	pull	those	young	might
almost	cried	goes	make	pushed	thought	your	mind
along	different	good	many	put	three		morning
always	do	great	maybe	read	to	afraid	move
and	does	green	me	ready	today	against	next
animal	done	ground	minute	right	together	air	other
are	don't	grow	more	said	too	also	part
around	door	happy	most	school	took	another	pretty
away	down	have	mother	second	toward	any	really
baby	draw	he	my	see	try	anything	river
ball	earth	head	myself	seven	two	behind	room
be	eat	hear	near	shall	under	being	saw
bear	eight	heard	never	she	until	better	says
beautiful	enough	help	new	should	use	book	sky
because	even	her	night	show	very	care	sleep
been	every	here	no	sing	walk	cheer	slowly
before	everyone	high	noise	small	want	children	someone
began	eyes	hold	nothing	soil	warms	dark	something
begins	fall	house	now	some	was	didn't	sound
bird	family	how	of	sometimes	wash	doing	stood
blue	far	I	off	soon	watch	else	store
both	father	idea	old	sorry	water	ever	table
boy	few	into	once	starts	we	everything	tall
bring	field	is	one	stories	were	floor	this
brothers	find	kinds	only	story	what	flower	told
brown	first	know	open	studied	where	found	turned
buy	five	large	or	sure	who	front	voice
by	fly	laugh	our	surprised	why	girl	what's
call	follow	learning	out	take	window	gone	words
car	food	light	over	talk	with	hair	
carry	for	like	own	teacher	work	hard	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *l*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *lt*; double final consonants *ss*; double final consonants *ff*; double final consonants *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ed* /d/; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *ore*; *r*-controlled *er*; *r*-controlled *ir*; *ur*; homophones; consonants; short vowels; final blend *mp*



At last, the play is today. Kitty is a bit excited! When Kitty leaves for the bus, her mom tells her, "Have fun! See you at the play!" Kitty smiles wide.

## A Role in the Play



Kitty is so happy. She tried out for the class play, and she got the lead role. It is the first time Kitty will be on stage. Kitty cannot wait.



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First, the cast has to repeat the parts. Kitty needs to hear the many parts. Miss Peach tells her, "Stand here for this part. You will be on a boat at sea."

Kitty waits for her turn to read her lines.

Next, Miss Peach asks, "Can I have four kids who like to dance?"

Nine kids step up. Miss Peach picks four of them and says, "Time to rock!"

# A Boat Ride

## DECODABLE WORDS

Target Skill: homophone pairs

road/rode sea/see weak/week

## Previously Taught Skills

am	fish	his	mile	safe	time
and	fishing	I	need	smooth	too
at	float	in	nice	so	took
best	for	is	off	stay	until
block	fun	it	on	sun	us
boat	go	keep	or	take	vests
can	good	life	out	taking	waves
cannot	Gramps	like	pole	tasted	while
day	great	long	rest	that	wish
docked	grilled	look	rested	then	
far	has	lunch	ride	three	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; double final consonants *ll*; double final consonants *ff*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; base words and ending *-s*; base words and ending *-ed* /t/; base words and ending *-ing*; vowel digraph *ay*; vowel digraphs *ee*, *ea*; vowel digraph *oa*; *r*-controlled *or*, *ore*; homophones; consonants; short vowels; vowel combination *ou*; vowel digraph *oo* /oo/

## HIGH-FREQUENCY WORDS

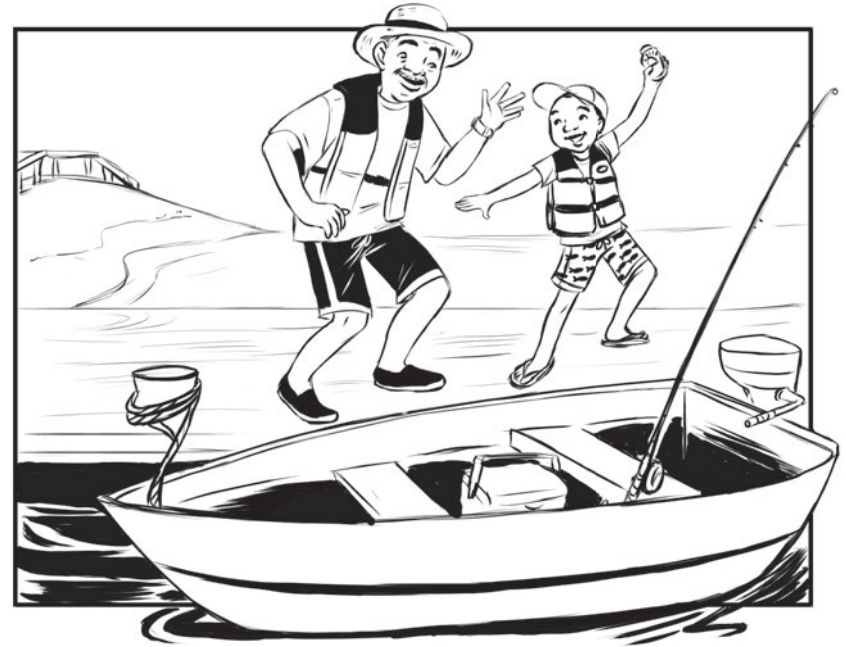
a	away	put	the	water
also	could	said	to	we
are	(in)to	says	today	you

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homophones

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# A Boat Ride



**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hello
about	city	friend	little	party	their	would	horse
above	cold	friendship	live	people	there	write	hundred
across	come	full	long	pictures	these	years	I'll
after	could	funny	look	play	they	yellow	I've
again	country	give	loudly	please	think	you	kept
all	covers	go	loved	pull	those	young	might
almost	cried	goes	make	pushed	thought	your	mind
along	different	good	many	put	three		morning
always	do	great	maybe	read	to	afraid	move
and	does	green	me	ready	today	against	next
animal	done	ground	minute	right	together	air	other
are	don't	grow	more	said	too	also	part
around	door	happy	most	school	took	another	pretty
away	down	have	mother	second	toward	any	really
baby	draw	he	my	see	try	anything	river
ball	earth	head	myself	seven	two	behind	room
be	eat	hear	near	shall	under	being	saw
bear	eight	heard	never	she	until	better	says
beautiful	enough	help	new	should	use	book	sky
because	even	her	night	show	very	care	sleep
been	every	here	no	sing	walk	cheer	slowly
before	everyone	high	noise	small	want	children	someone
began	eyes	hold	nothing	soil	warms	dark	something
begins	fall	house	now	some	was	didn't	sound
bird	family	how	of	sometimes	wash	doing	stood
blue	far	I	off	soon	watch	else	store
both	father	idea	old	sorry	water	ever	table
boy	few	into	once	starts	we	everything	tall
bring	field	is	one	stories	were	floor	this
brothers	find	kinds	only	story	what	flower	told
brown	first	know	open	studied	where	found	turned
buy	five	large	or	sure	who	front	voice
by	fly	laugh	our	surprised	why	girl	what's
call	follow	learning	out	take	window	gone	words
car	food	light	over	talk	with	hair	
carry	for	like	own	teacher	work	hard	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*; double final consonants *ss*; double final consonants *zz*; double final consonants *ff*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed /ed/*; base words and ending *-ed /t/*; base words and ending *-ed /d/*; base words and ending *-ing*; ending *-ed*: drop *e*; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *n't*; contractions with *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *ore*; *r*-controlled *er*; *r*-controlled *ir*; *ur*; homophones; consonants; short vowels; vowel combination *ou*; vowel digraph *oo /oo/*

# A Boat Ride

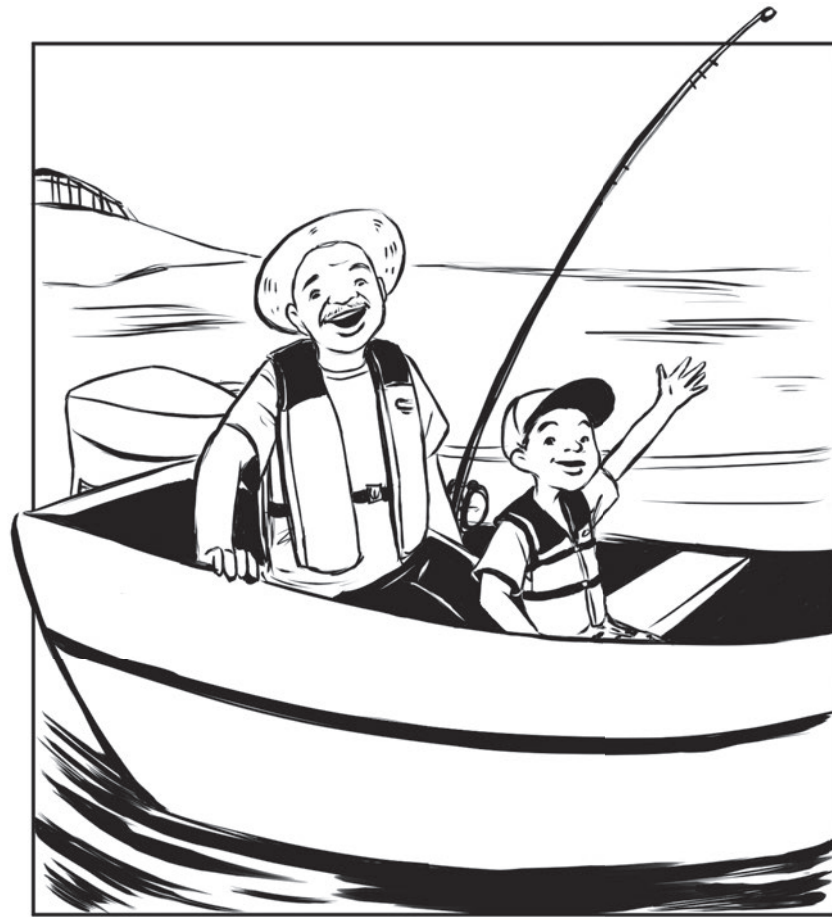


Can you see the boat? It is time for a nice ride on the sea. We need to put life vests on. We need sun block to keep us safe, too.



"Good! Good! I like fish!" I said.

We rode in the boat for a long while until lunch. Then we docked and grilled the fish. It tasted great. I wish we could stay on that boat for a week.



We cannot take a boat on the road. It has to float on the sea. The waves are weak, so Gramps says it is the best day for a smooth boat ride.



Off we go. We rode a mile out, and then rested. It is fun to rest and look out at the far away sea. Gramps took out his fishing pole and said, "I am fishing for lunch."



# Faster or Not?

## DECODABLE WORDS

Target Skill: ending -er: double consonant

bigger faster smarter stronger

### Previously Taught Skills

a	did	join	slow	uphill
am	each	just	snack	us
an	fast	let's	soon	wagon
apple	first	look	spotted	waved
ate	Frog	looked	started	well
by	get	may	stop	when
beat	go	not	than	will
big	Goat	on	then	wise
but	her	or	this	
came	hill	over	too	
can	how	Owl	top	
chuckled	I	race	Tory	
claimed	is	ran	Turtle	
cried	it	set	up	

SKILLS APPLIED IN WORDS IN STORY: short a, i, o, u, e; long a (CVCe); /k/ and /s/ spelled c; /g/ spelled g; blends with l, blends with s; double final consonants ll; consonants ck; consonant digraphs th, ch; contraction 's; vowel digraphs ay, ea; vowel digraph ow; long i spelled y; r-controlled ar, or, er; ending -er: double consonant; consonants; vowel digraph oo /ōō/; /oo/ spelled oo, ou; vowel combination ow

## HIGH-FREQUENCY WORDS

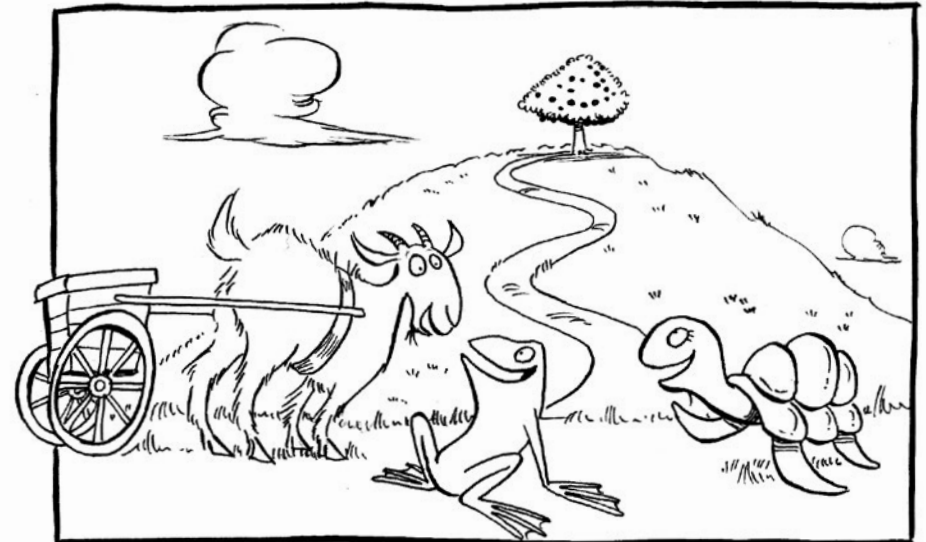
a	do	other	the	who
animals	everyone	pull	there	you
are	horse	said	they	
be	laughed	she	to	

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ending -er: double consonant

BOOK 131

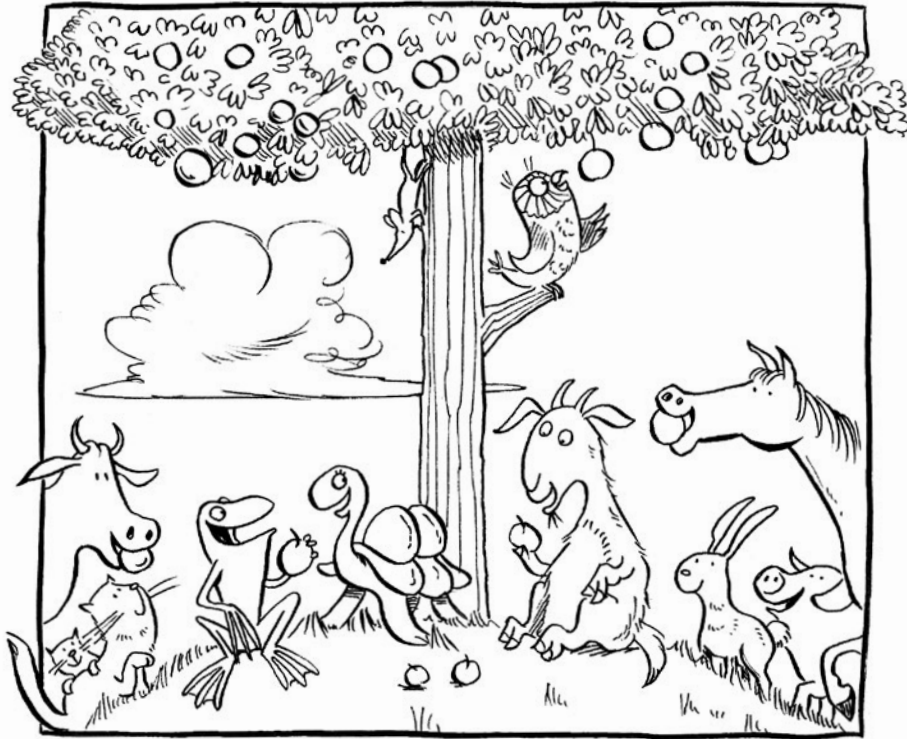
# Faster or Not?



**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hello
about	city	friend	little	party	their	would	horse
above	cold	friendship	live	people	there	write	hundred
across	come	full	long	pictures	these	years	I'll
after	could	funny	look	play	they	yellow	I've
again	country	give	loudly	please	think	you	kept
all	covers	go	loved	pull	those	young	might
almost	cried	goes	make	pushed	thought	your	mind
along	different	good	many	put	three		morning
always	do	great	maybe	read	to	afraid	move
and	does	green	me	ready	today	against	next
animal	done	ground	minute	right	together	air	other
are	don't	grow	more	said	too	also	part
around	door	happy	most	school	took	another	pretty
away	down	have	mother	second	toward	any	really
baby	draw	he	my	see	try	anything	river
ball	earth	head	myself	seven	two	behind	room
be	eat	hear	near	shall	under	being	saw
bear	eight	heard	never	she	until	better	says
beautiful	enough	help	new	should	use	book	sky
because	even	her	night	show	very	care	sleep
been	every	here	no	sing	walk	cheer	slowly
before	everyone	high	noise	small	want	children	someone
began	eyes	hold	nothing	soil	warms	dark	something
begins	fall	house	now	some	was	didn't	sound
bird	family	how	of	sometimes	wash	doing	stood
blue	far	I	off	soon	watch	else	store
both	father	idea	old	sorry	water	ever	table
boy	few	into	once	starts	we	everything	tall
bring	field	is	one	stories	were	floor	this
brothers	find	kinds	only	story	what	flower	told
brown	first	know	open	studied	where	found	turned
buy	five	large	or	sure	who	front	voice
by	fly	laugh	our	surprised	why	girl	what's
call	follow	learning	out	take	window	gone	words
car	food	light	over	talk	with	hair	
carry	for	like	own	teacher	work	hard	

**Decoding skills taught to date:** short *a*; short *i*; short *o*; short *u*; short *e*; CVC closed syllables; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and endings *-s*, *-ed* /ed/, *-ed* /t/, *-ed* /d/, *ing*, *es*; CV open syllables; contractions with *'s*, *n't*, *'ll*, *'d*, *'ve*, *'re*; vowel digraphs *ai* and *ay*, *ee* and *ea*, *oa* and *ow*; compound words; schwa sound; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; ending *-er*: double consonant

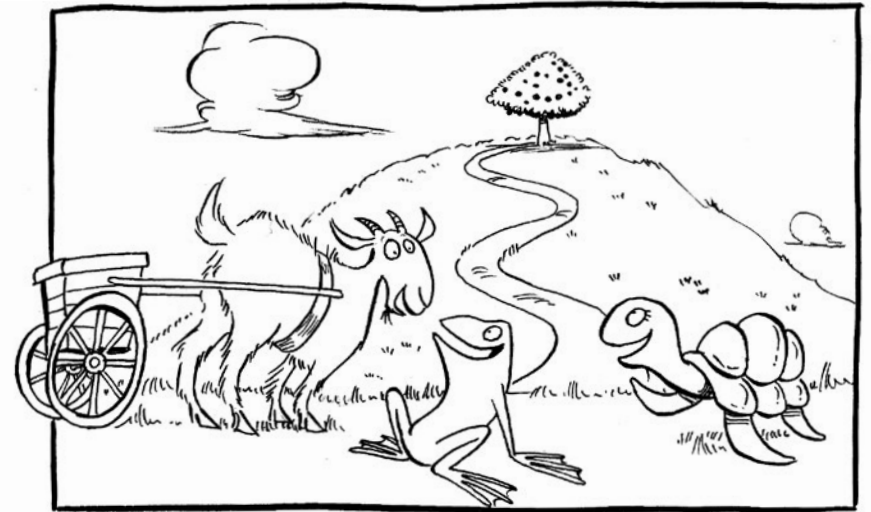


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ending -er: double consonant

**BOOK 131**

## Faster or Not?



"You beat us!" the animals cried.  
"How did you do it?"

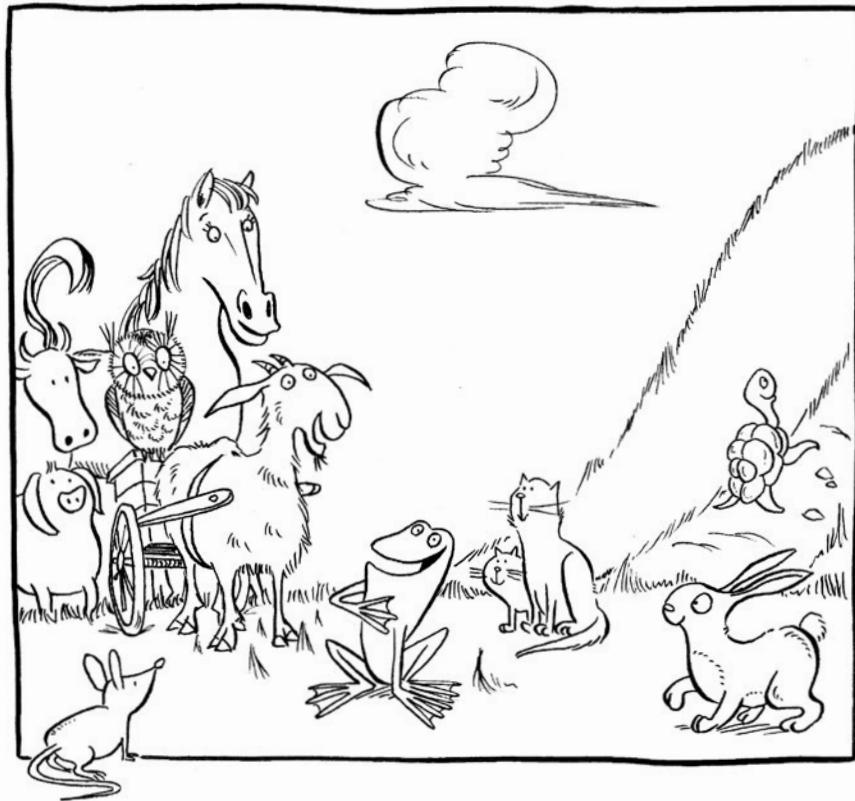
"Well," chuckled Tory. "I may not be faster, but I am smarter. When the race started, I did not stop. I just ran!"

Everyone laughed. Then each ate an apple snack.

"Let's race up the big hill," said Tory Turtle. "Who will get there first? Get set! GO!"

"I will," laughed Frog. "You are too slow."

"Tory may be slow," cried Goat, "but I am fast!"

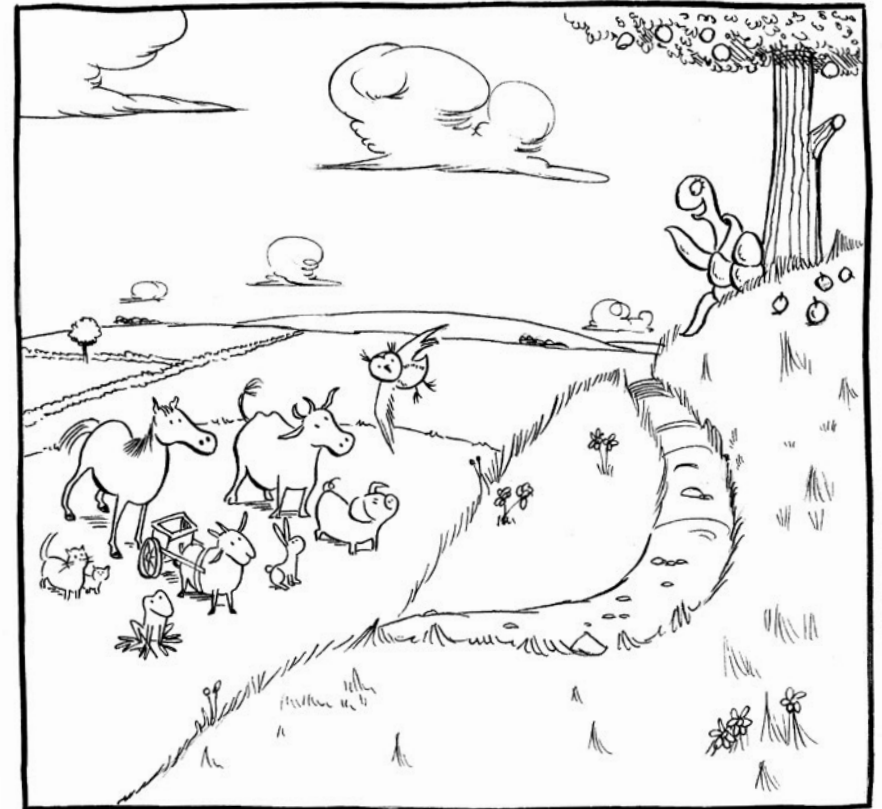


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Soon, other animals came by. Each claimed to be faster.

"I am not just faster," Goat said, "I am stronger! I can pull a wagon!"

"I can pull a bigger wagon!" said Horse!



"Stop!" cried wise Owl, "The race is over! Look!"

The animals looked uphill. They spotted Tory on top. Tory waved.

They ran up the big hill to join her.

## Little Bird's Flight

### DECODABLE WORDS

**Target Skill:** ending *-er*: double consonant

bigger	colder	harder	longer	warmer
brighter	cooler	lighter	older	wiser

**Previously Taught Skills**

an	days	her	little	pals	tiny
and	eat	here	long	place	trip
as	flight	hides	look	seeds	warm
back	fly	home	lots	shook	we
bird	food	in	much	sky	went
birds	for	is	must	snow	when
brrr	freeze	it	need	soon	will
but	gets	it's	not	spring	wings
can	got	just	now	stopped	winter
chirped	ground	lakes	nuts	strength	with
cried	happy	let's	on	sunny	yes

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; long *a* (CVCe); long *i* (CVCe); /k/ and /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r*; blends with *s*; final blends *nd, ng*; consonants *ck*; consonant digraphs *sh, wh, ch*; base words and endings *-s, -ed /t/, -ed /d/*; vowel digraphs *ay, ee*; vowel digraph *ow*; long *i* spelled *igh, y*; long *e*, spelled *y*; *r*-controlled *ar, er, ir*; consonants; possessives with *'s*; vowel digraphs *oo /ōō/, /oo/*; syllable *\_le*; vowel combinations *ou, ow*

### HIGH-FREQUENCY WORDS

a	flew	she	there	today	were
away	of	sometimes	they	was	you
find	said	the	to	we	

ending *-er*: double consonant

**BOOK 132**

# Little Bird's Flight

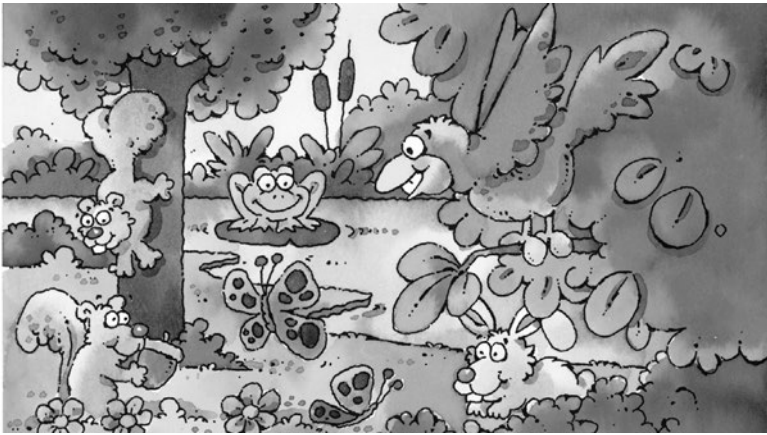


**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hello
about	city	friend	little	party	their	would	horse
above	cold	friendship	live	people	there	write	hundred
across	come	full	long	pictures	these	years	I'll
after	could	funny	look	play	they	yellow	I've
again	country	give	loudly	please	think	you	kept
all	covers	go	loved	pull	those	young	might
almost	cried	goes	make	pushed	thought	your	mind
along	different	good	many	put	three		morning
always	do	great	maybe	read	to	afraid	move
and	does	green	me	ready	today	against	next
animal	done	ground	minute	right	together	air	other
are	don't	grow	more	said	too	also	part
around	door	happy	most	school	took	another	pretty
away	down	have	mother	second	toward	any	really
baby	draw	he	my	see	try	anything	river
ball	earth	head	myself	seven	two	behind	room
be	eat	hear	near	shall	under	being	saw
bear	eight	heard	never	she	until	better	says
beautiful	enough	help	new	should	use	book	sky
because	even	her	night	show	very	care	sleep
been	every	here	no	sing	walk	cheer	slowly
before	everyone	high	noise	small	want	children	someone
began	eyes	hold	nothing	soil	warms	dark	something
begins	fall	house	now	some	was	didn't	sound
bird	family	how	of	sometimes	wash	doing	stood
blue	far	I	off	soon	watch	else	store
both	father	idea	old	sorry	water	ever	table
boy	few	into	once	starts	we	everything	tall
bring	field	is	one	stories	were	floor	this
brothers	find	kinds	only	story	what	flower	told
brown	first	know	open	studied	where	found	turned
buy	five	large	or	sure	who	front	voice
by	fly	laugh	our	surprised	why	girl	what's
call	follow	learning	out	take	window	gone	words
car	food	light	over	talk	with	hair	
carry	for	like	own	teacher	work	hard	

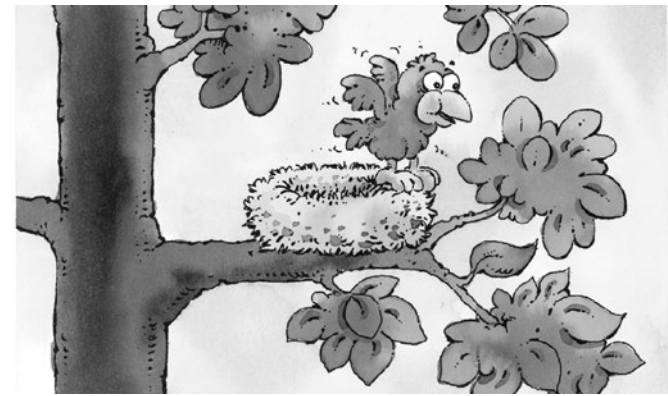
**Decoding skills taught to date:** short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and endings *-s*, *-ed* /ed/, *-ed* /t/, *-ed* /d/, *ing*, *es*; open syllables; contractions with *'s*, *n't*, *'ll*, *'d*, *'ve*, *'re*; vowel digraphs *ai*, *ay*, *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; ending *-er*: double consonant

# Little Bird's Flight



Little Bird and her pals were happy in the warm, sunny place. In spring, they went back home.

"Now it is warmer here," said Little Bird. "We can find food. And when it gets colder, we will just fly to a warmer place!"



"Brrr!" cried Little Bird as she shook her tiny wings. "It is much cooler today!"

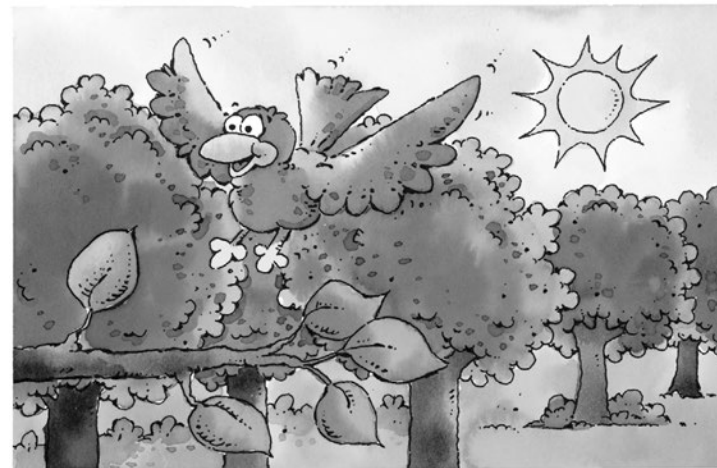
"Yes," said a bigger bird. "We must find a warmer place for the winter."

"Eat lots of seeds," said an older and wiser bird. "You will need strength for the long trip!"



Soon Little Bird flew away. Bigger and older birds went with her. Sometimes they stopped to eat. But there was not much food.

"It's harder to find food," said an older bird. "Snow hides the ground, and lakes freeze."



The birds flew on. Soon the sky got lighter and brighter. The days got longer and warmer.

"Let's look for a home here," chirped Little Bird. "We can find lots of nuts and seeds to eat!"



# Pumpkin and Prizes

## DECODABLE WORDS

**Target Skill:** ending *-est*: double consonant

biggest	scariest	smallest
saddest	silliest	

### Previously Taught Skills

and	dripped	judges	pointed	think
as	dry	Lee	prize	this
asked	face	let's	prizes	too
at	for	like	proudly	we
be	gave	looked	pumpkin	will
best	get	made	pumpkins	win
Carlo	got	Mandy	Sam	winner
contest	had	Miss	she	with
crying	he	Mr. (Mister)	silly	yes
did	I	on	Smith	
didn't	is	paint	so	
down	it	picked	they	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; CVC closed syllables; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /j/ spelled *g*, *dge*; blends with *r*; blends with *s*; final blends *nd*, *nk*, *nt*; double final consonants *ll*; consonants *ck*; consonant digraphs *th*, *sh*; base words and endings *-ed/ed/*, *-ed /t/*, *-ing*, *-es*; CV open syllables; contractions with *'s*, *n't*; vowel digraphs *ai* and *ay*, *ee* and *ea*; endings *-ed*, *-er*: double consonant; long *i* spelled *i*, *y*; long *e* spelled *y*; *r*-controlled *ar*, *or*, *er*; ending *-est*: double consonant; consonants, /z/ spelled *s*; phonogram *-ump*; long *e* (*e*, *ee*); vowel digraphs *oo /ōō/*; /oo/ spelled *oo*; vowel combinations *ou*, *ow*; suffix *-ly*

## HIGH-FREQUENCY WORDS

a	have	said	was
eyes	laugh(ed)	the	were
from	one	there	who

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ending *-est*: double consonant

**BOOK 133**

# Pumpkin and Prizes



**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hello
about	city	friend	little	party	their	would	horse
above	cold	friendship	live	people	there	write	hundred
across	come	full	long	pictures	these	years	I'll
after	could	funny	look	play	they	yellow	I've
again	country	give	loudly	please	think	you	kept
all	covers	go	loved	pull	those	young	might
almost	cried	goes	make	pushed	thought	your	mind
along	different	good	many	put	three		morning
always	do	great	maybe	read	to	afraid	move
and	does	green	me	ready	today	against	next
animal	done	ground	minute	right	together	air	other
are	don't	grow	more	said	too	also	part
around	door	happy	most	school	took	another	pretty
away	down	have	mother	second	toward	any	really
baby	draw	he	my	see	try	anything	river
ball	earth	head	myself	seven	two	behind	room
be	eat	hear	near	shall	under	being	saw
bear	eight	heard	never	she	until	better	says
beautiful	enough	help	new	should	use	book	sky
because	even	her	night	show	very	care	sleep
been	every	here	no	sing	walk	cheer	slowly
before	everyone	high	noise	small	want	children	someone
began	eyes	hold	nothing	soil	warms	dark	something
begins	fall	house	now	some	was	didn't	sound
bird	family	how	of	sometimes	wash	doing	stood
blue	far	I	off	soon	watch	else	store
both	father	idea	old	sorry	water	ever	table
boy	few	into	once	starts	we	everything	tall
bring	field	is	one	stories	were	floor	this
brothers	find	kinds	only	story	what	flower	told
brown	first	know	open	studied	where	found	turned
buy	five	large	or	sure	who	front	voice
by	fly	laugh	our	surprised	why	girl	what's
call	follow	learning	out	take	window	gone	words
car	food	light	over	talk	with	hair	
carry	for	like	own	teacher	work	hard	

**Decoding skills taught to date:** short *a*; short *i*; short *o*; short *u*; short *e*; CVC closed syllables; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ūū/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and endings *-s*, *-ed* /ed/, *-ed* /t/, *-ed* /d/, *ing*, *es*; CV open syllables; contractions with *'s*, *n't*, *'ll*, *'d*, *'ve*, *'re*; vowel digraphs *ai* and *ay*, *ee* and *ea*, *oa* and *ow*; compound words; schwa sound; long *i* spelled *igh*, *ie*, *i*, *y*; long *e*, spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; consonants; /z/ spelled *s*; phonogram *-ump*; long *e* (*e*, *ee*); vowel digraphs *oa*; /oo/ spelled *oo*; vowel combinations *au*, *ow*; suffix *-ly*



I looked at my pumpkin. The paint didn't dry on the eyes! It dripped down from its eyes like it was crying!

"Who made this?" asked Mr. Lee.

"I did," I said.

"It can get a prize . . . for the saddest!" laughed Miss Smith.

So I got a prize, too!

# Pumpkin and Prizes



"Let's have a pumpkin contest," said Miss Smith. "The best pumpkins will win a prize!"

"Will there be a prize for the biggest?" I asked.

"Yes," Miss Smith said. "And there will be a prize for the smallest, the silliest, and the scariest!"



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Miss Smith and Mr. Lee were the judges. They picked the best pumpkins.

Sam was a winner. He had the smallest pumpkin.

Mandy was a winner, too. She had the biggest pumpkin!



"Who made this one?" asked Mr. Lee. He pointed at a pumpkin with a silly face.

"I did," Carlo said proudly.

"We think it is the silliest!" said Mr. Lee as he gave Carlo a prize.

## Did You Know?

### DECODABLE WORDS

**Target Skill:** ending *-est*: double consonant

biggest	highest	loudest	slowest	tallest
coldest	hottest	oldest	smallest	
fastest	longest	shortest	strongest	

### Previously Taught Skills

a	cat	is	ostrich	that
about	did	it	our	them
an	elephant	kind	out	they
and	falcon	know	peak	things
beak	find	land	pelican	tiny
big	from	lift	read	tree(s)
bigger	full	like	redwood	up
bird	has	look	sailfish	whale
blue	how	monkeys	sea	you
book(s)	hummingbird	more	shapes	
bugs	I	much	sizes	
but	in	on	sky	
can	Internet	or	than	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; closed syllables; long *a* (CVCe); long *i* (CVCe); /*g*/ spelled *g*; blends with *r, l, s*; final blends *nd, ng, nt, nk*; double final consonants *ll*; consonant digraphs *th, wh, sh, ch, ph*; base words and endings *-s, -ing*; open syllables; vowel digraphs *ai, ee, ea*; compound words; schwa sound; long *i* spelled *i*; long *e* spelled *y, ey*; *r*-controlled *ore, er, ir, or*; ending *-er*: double consonant; ending *-est*: double consonant; consonants; /*z*/ spelled *s*; consonant digraph *kn*; digraph *oo /ōō/; /oo/ spelled *ou, ue*; vowel combinations *ou, ow**

### HIGH-FREQUENCY WORDS

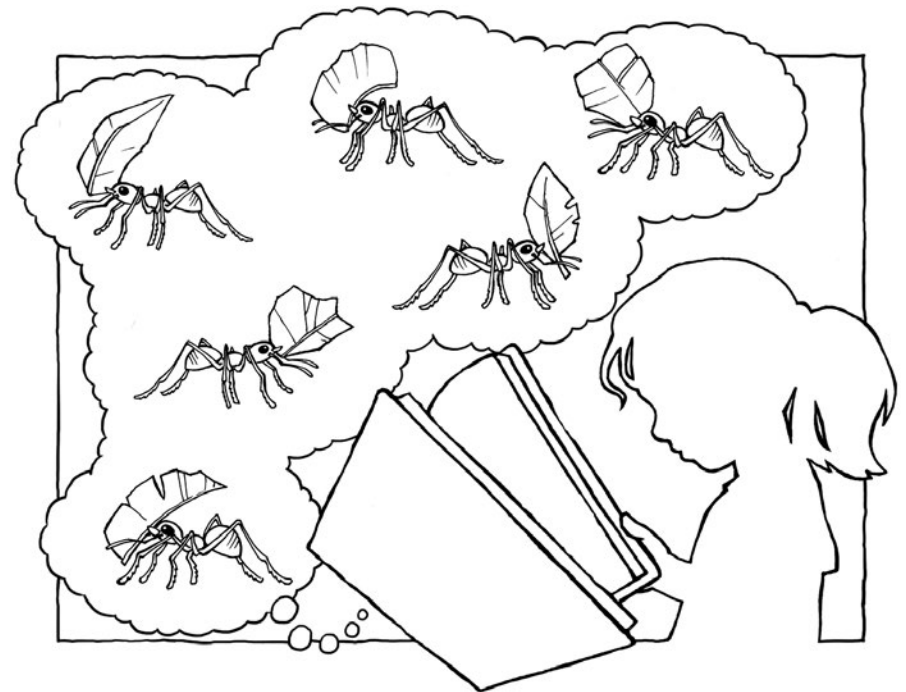
all	are	many	to	where
also	come	of	wall	world
animal(s)	earth	the	what	

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ending *-est*: double consonant

**BOOK 134**

# Did You Know?



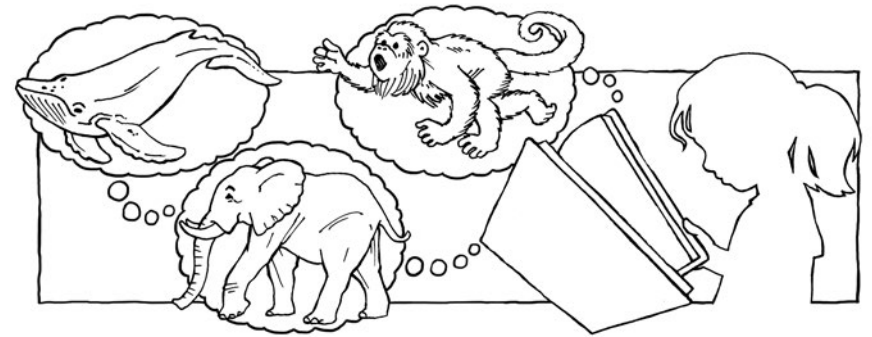
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**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hello
about	city	friend	little	party	their	would	horse
above	cold	friendship	live	people	there	write	hundred
across	come	full	long	pictures	these	years	I'll
after	could	funny	look	play	they	yellow	I've
again	country	give	loudly	please	think	you	kept
all	covers	go	loved	pull	those	young	might
almost	cried	goes	make	pushed	thought	your	mind
along	different	good	many	put	three		morning
always	do	great	maybe	read	to	afraid	move
and	does	green	me	ready	today	against	next
animal	done	ground	minute	right	together	air	other
are	don't	grow	more	said	too	also	part
around	door	happy	most	school	took	another	pretty
away	down	have	mother	second	toward	any	really
baby	draw	he	my	see	try	anything	river
ball	earth	head	myself	seven	two	behind	room
be	eat	hear	near	shall	under	being	saw
bear	eight	heard	never	she	until	better	says
beautiful	enough	help	new	should	use	book	sky
because	even	her	night	show	very	care	sleep
been	every	here	no	sing	walk	cheer	slowly
before	everyone	high	noise	small	want	children	someone
began	eyes	hold	nothing	soil	warms	dark	something
begins	fall	house	now	some	was	didn't	sound
bird	family	how	of	sometimes	wash	doing	stood
blue	far	I	off	soon	watch	else	store
both	father	idea	old	sorry	water	ever	table
boy	few	into	once	starts	we	everything	tall
bring	field	is	one	stories	were	floor	this
brothers	find	kinds	only	story	what	flower	told
brown	first	know	open	studied	where	found	turned
buy	five	large	or	sure	who	front	voice
by	fly	laugh	our	surprised	why	girl	what's
call	follow	learning	out	take	window	gone	words
car	food	light	over	talk	with	hair	
carry	for	like	own	teacher	work	hard	

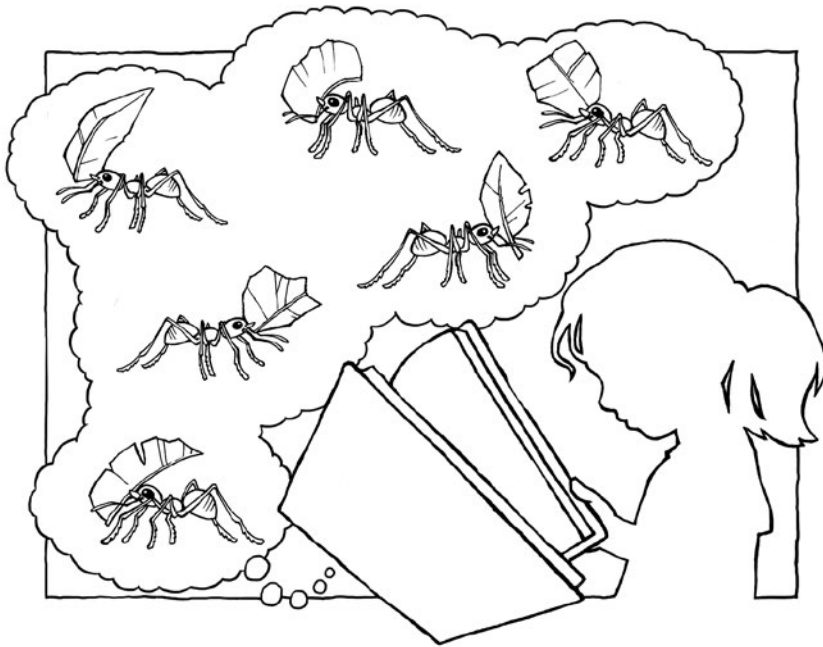
**Decoding skills taught to date:** short *a*; short *i*; short *o*; short *u*; short *e*; CVC closed syllables; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and endings *-s*, *-ed* /ed/, *-ed* /t/, *-ed* /d/, *ing*, *es*; CV open syllables; contractions with *'s*, *n't*, *'ll*, *'d*, *'ve*, *'re*; vowel digraphs *ai* and *ay*, *ee* and *ea*, *oa* and *ow*; compound words; schwa sound; long *i* spelled *igh*, *ie*, *i*, *y*; long *e*, spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *ore*, *er*, *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; consonants; /z/ spelled *s*; consonant digraph *kn*; digraph *oo* /ōō/; /oo/ spelled *ou*, *ue*; vowel combinations *ou*, *ow*

# Did You Know?



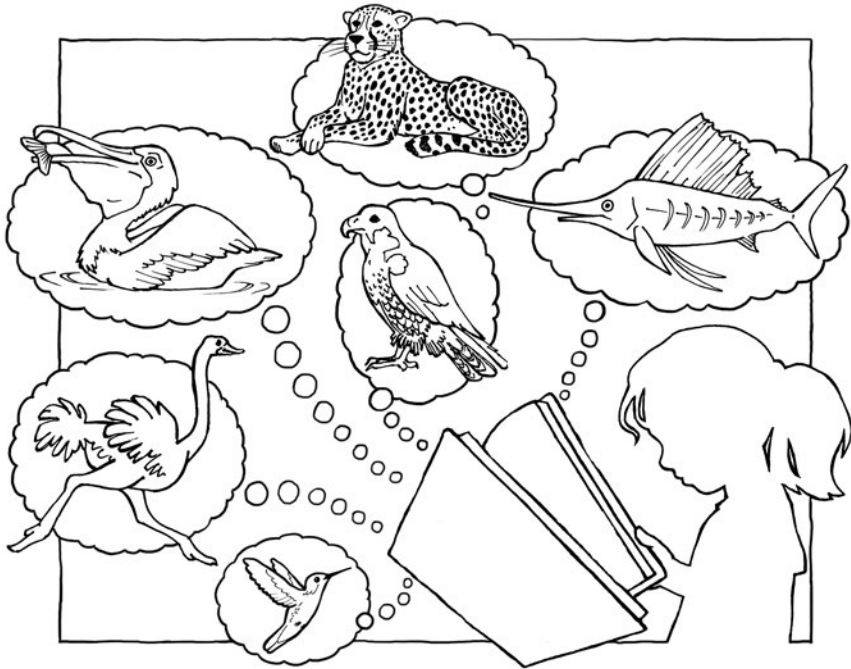
Our world is full of many things. They come in all shapes and sizes. I like to read about them.

Did you know that a blue whale is the biggest animal in the sea? It is also the loudest. The biggest land animal is an elephant. Monkeys are the loudest animals on land.



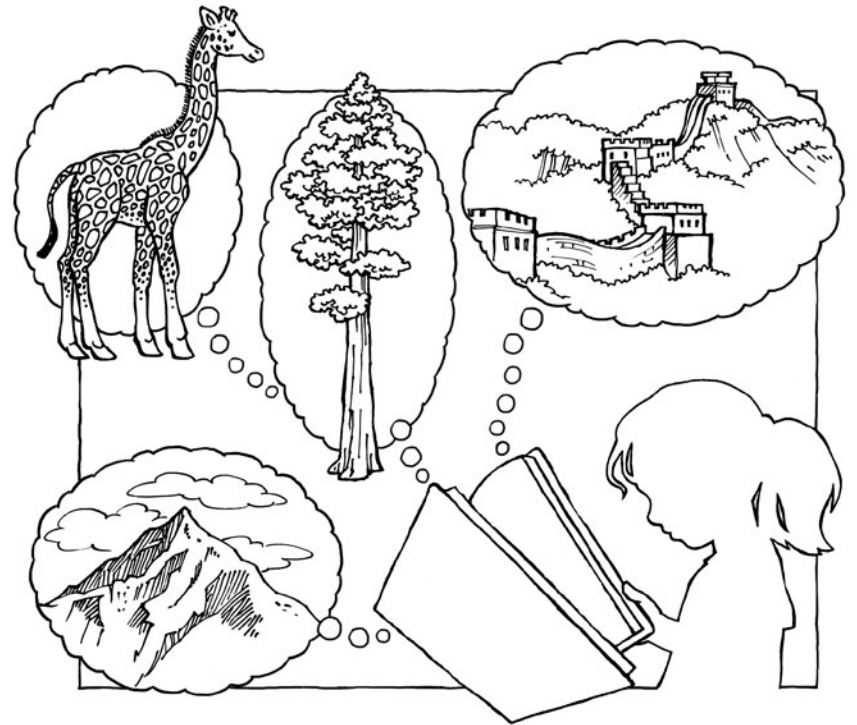
Did you know that the strongest animals are tiny bugs? They can lift things much bigger than they are!

You can find out more about the slowest, coldest, hottest, or shortest things. How? Read a book about them. You can also look them up on the Internet!



Did you know that the fastest animal on land is a kind of big cat? A sailfish is fastest in the sea. A falcon is the fastest bird in the sky. I know this from books!

The biggest bird on earth is the ostrich. The smallest is a hummingbird. A pelican has the longest beak.



Did you know that a redwood is the tallest tree? A redwood is also one of the oldest trees in the world.

You can also read to find out what the tallest animal is, what the highest peak is, or where the longest wall is!



# Willy and the Puppy

## DECODABLE WORDS

Target Skill: suffix -y

breezy	cloudy	gloomy	stormy
chilly	fluffy	snowy	windy

## Previously Taught Skills

a	face	jumped	puppy	too
and	for	long	puppy's	we
asked	get	looked	scarf	will
back	got	made	sky	Willy
began	had	maybe	snow	Willy's
blew	happy	Mom	snowflakes	wind
boy	his	not	soon	window
can	I	now	stepped	
city	in	out	then	
day	inside	outside	think	
even	it	played	time	

SKILLS APPLIED IN WORDS IN STORY: short a; short i; short o; short u; short e; CVC closed syllables; long a (CVCe); long i (CVCe); /k/ spelled c; /s/ spelled c; /g/ spelled g; blends with r; blends with l; blends with s; final blends *nd*, *ng*, *nk*; double final consonants *ll*, *ff*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *ch*; base words and endings *-s*, *-ed /t/*, *-ed /d/*; CV open syllables; vowel digraph *ay*; vowel digraph *ow*; compound words; schwa sound; long i spelled y; long e spelled y; r-controlled *ar*, *or*; suffix *-y*; consonants; long e (e, ee); final blend *mp*; possessives with 's; vowel digraph *oo /ōō/*; /oo/ spelled *oo*; vowel combinations *ou*, *ow*, *ew*, *oy*

## HIGH-FREQUENCY WORDS

also	go	the	very
been	into	they	was
fall	said	to	were

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suffix -y

BOOK 135

# Willy and the Puppy



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**High-Frequency Words Taught to Date**

a	caught	four	listen	paper	the	world	hello
about	city	friend	little	party	their	would	horse
above	cold	friendship	live	people	there	write	hundred
across	come	full	long	pictures	these	years	I'll
after	could	funny	look	play	they	yellow	I've
again	country	give	loudly	please	think	you	kept
all	covers	go	loved	pull	those	young	might
almost	cried	goes	make	pushed	thought	your	mind
along	different	good	many	put	three		morning
always	do	great	maybe	read	to	afraid	move
and	does	green	me	ready	today	against	next
animal	done	ground	minute	right	together	air	other
are	don't	grow	more	said	too	also	part
around	door	happy	most	school	took	another	pretty
away	down	have	mother	second	toward	any	really
baby	draw	he	my	see	try	anything	river
ball	earth	head	myself	seven	two	behind	room
be	eat	hear	near	shall	under	being	saw
bear	eight	heard	never	she	until	better	says
beautiful	enough	help	new	should	use	book	sky
because	even	her	night	show	very	care	sleep
been	every	here	no	sing	walk	cheer	slowly
before	everyone	high	noise	small	want	children	someone
began	eyes	hold	nothing	soil	warms	dark	something
begins	fall	house	now	some	was	didn't	stand
bird	family	how	of	sometimes	wash	doing	stood
blue	far	I	off	soon	watch	else	store
both	father	idea	old	sorry	water	ever	table
boy	few	into	once	starts	we	everything	tall
bring	field	is	one	stories	were	floor	this
brothers	find	kinds	only	story	what	flower	told
brown	first	know	open	studied	where	found	turned
buy	five	large	or	sure	who	front	voice
by	fly	laugh	our	surprised	why	girl	what's
call	follow	learning	out	take	window	gone	words
car	food	light	over	talk	with	hair	
carry	for	like	own	teacher	work	hard	

**Decoding skills taught to date:** short *a*; short *i*; CVC closed syllables; short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /d/; base words and ending *-ed* /t/; base words and ending *-ing*; base words and ending *-ed*; CV open syllables; contractions *s* with *'s*, *n't*, *'ll*, *'d*, *'ve*, *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ee*, *ea*, *oa*, *ow*; compound words; schwa sound; endings *-s*, *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; consonants; long *e* (*ee*); final blend *mp*; possessives with *'s*; vowel digraph *oo* /ōō/; /oo/ spelled *oo*; vowel combinations *ou*, *ow*, *ew*, *oy*



Now it was not too windy to go outside. A happy Willy and his puppy jumped into the fluffy snow. They played and played in the fluffy snow. They even made a snow boy and a snow puppy!

# Willy and the Puppy



It was a chilly day. Willy and his puppy stepped outside.

The sky was cloudy and gloomy. A breezy wind blew Willy's scarf. It also blew in the puppy's face.



Soon it got very, very windy. Willy and his puppy had to go back inside. "I think it will get stormy," said Willy. "Maybe it will even get snowy!"

It had not been snowy in Willy's city for a long, long time.



Willy and his puppy looked out the window. Then fluffy snowflakes began to fall! Willy and his puppy were happy.

"Mom, can we play outside?" asked Willy.

## Three Messy Sheep

### DECODABLE WORDS

Target Skill: suffix -y

cloudy	fuzzy	mucky	shaggy
fluffy	messy	muddy	

### Previously Taught Skills

and	far	I	on	three
at	faster	in	open	way
ate	fell	is	out	we
bad	Fen	it	played	went
be	Fin	last	rain	wet
Ben	for	latch	ran	will
closed	gate	leaned	see	
day	get	leaped	sheep	
did	got	looking	sky	
drip	grass	moaned	so	
drop	harder	mud	soft	
each	he	nice	splashed	
eat	home	not	swung	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; CVC syllable pattern (closed syllables); long *a, i, o* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; blends with *r, l, s*; final blends *nd, ft, ng, nt*; double final consonants *ll, ss, ff, zz*; consonant digraphs *th, sh, ch, tch*; base words and endings *-ed /d/, -ed /t/, -ing*; CV syllable pattern (open syllables); vowel digraphs *ai, ay, ee, ea*; vowel digraph *oa*; long *i* spelled *y*; long *e* spelled *y*; *r*-controlled *ar, or*; ending *-er*: double consonant; suffix *-y*; consonants; short vowels; long *e* (*e, ee*); /oo/ spelled *oo*; vowel combination *ou*

### HIGH-FREQUENCY WORDS

are	here	the	was
field	one	they	were
friends	said	to	

# Three Messy Sheep



**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	kept
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	dark	someone
bear	enough	her	no	small	warms	didn't	something
beautiful	even	here	noise	soil	was	doing	stand
because	every	high	nothing	some	wash	else	stood
been	everyone	hold	now	sometimes	watch	ever	store
before	eyes	house	of	soon	water	everything	table
began	fall	how	off	sorry	we	floor	tall
begins	family	I	old	starts	were	flower	this
bird	far	idea	once	stories	what	found	told
blue	father	into	one	story	where	front	turned
both	few	is	only	studied	who	girl	voice
boy	field	kinds	open	sure	why	gone	what's
bring	find	know	or	surprised	window	hair	words
brothers	first	large	our	take	with	hard	
brown	five	laugh	out	talk	work	hello	
buy	fly	learning	over	teacher	world	horse	
by	follow	light	own	the	would	hundred	
call	food	like	paper	their	write	I'll	
car	for	listen	party	there	years	I've	
carry	four	little	people	these	yellow		
caught	friend	live	pictures	they	you		

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yoō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /d/; base words and ending *-ed* /t/; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones, ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; consonants; short vowels; long *e* (*e*, *ee*); /oo/ spelled *oo*

# Three Messy Sheep



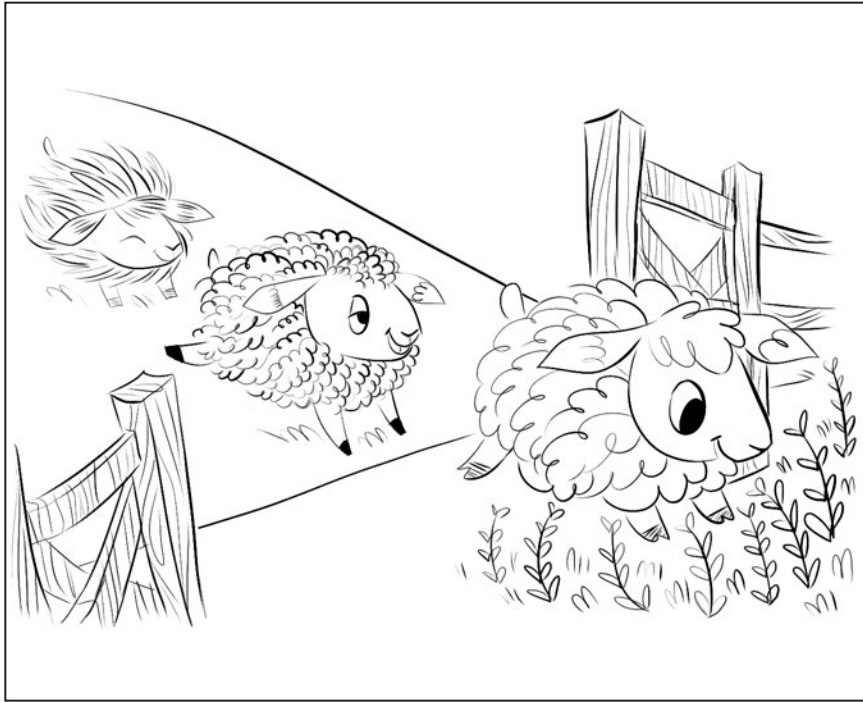
"It is so bad to be wet," moaned Ben. So the sheep ran home. They went faster and faster. They splashed in mucky mud on the way.

At last Fen, Fin, and Ben got home.

"We are three muddy, messy sheep," Fen said.



Fin, Fen, and Ben were friends. Fin was fluffy. Fen was fuzzy. Ben was shaggy. They ate grass in the field. They leaped and played each day.



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One day, the gate latch was not closed. So Fin leaned on it. The gate swung open.

"I will eat soft grass out here," he said.

Out went Fin. Out went Fen and Ben.



The three sheep went far looking for nice grass. Fen, Fin, and Ben ate and ate. They did not see the sky get cloudy.

Drip, drop, drip, drop. Rain fell harder and harder. The three sheep got so wet.



## The Big Race

### DECODABLE WORDS

**Target Skill:** suffix *-ly*

badly	gladly	quickly	slowly
briskly	nicely	sadly	

**Previously Taught Skills**

a	fine	I	rock	time
and	finish	Kit	Sam	turns
at	flag	last	same	up
Ben	for	Lee	sat	us
best	Fran	line	say	when
big	Fred	lined	so	will
both	go	not	started	win
crowd	got	on	starting	with
did	had	place	stepped	yelled
end	he	prize	stop	
ever	held	puffed	take	
faster	his	race	that's	
fell	huffed	ran	this	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; CVC syllable pattern (closed syllables); long *a* (CVCe); long *i* (CVCe); /s/ spelled *c*; /g/ spelled *g*; blends with *r, l, s*; final blends *nd, ft, st*; double final consonants *ll, ff*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th, sh, wh*; base words and ending *-s*; base words and ending *-ed /d/*; base words and ending *-ed /t/*; base words and ending *-ing*; contractions with *'s*; vowel digraphs *ay, ee*; long *o* spelled *ow*; endings *-ed, ing*; double consonant; long *i* spelled *e, y*; long *e* spelled *y*; *r*-controlled *ar, ore, ur*; ending *-er*: double consonant; suffix *-ly*; consonants; long vowel *o* (CV); vowel combination *ow*

### HIGH-FREQUENCY WORDS

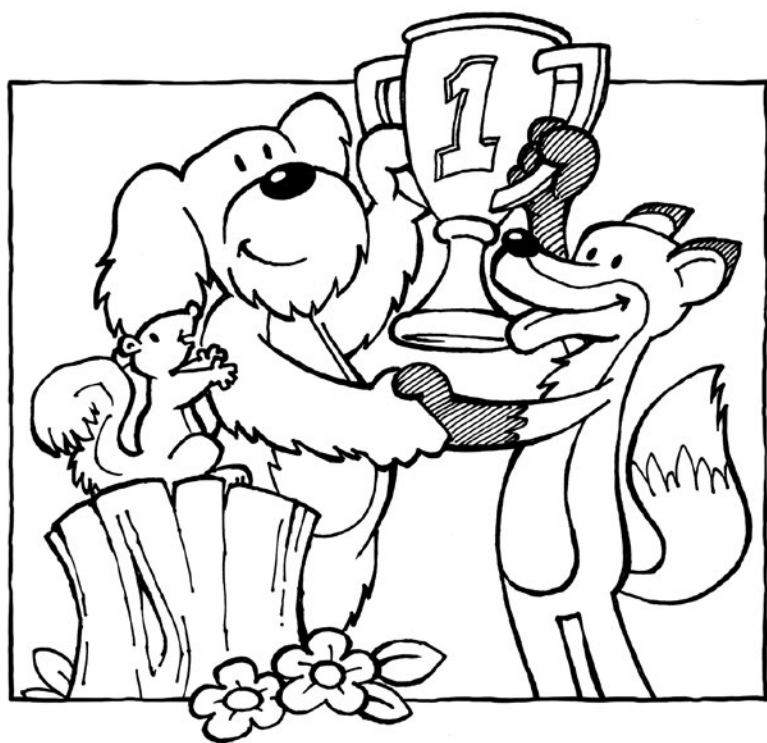
animals	said	they	was
caught	the	to	you



**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	stand
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	words
brown	five	laugh	out	talk	work	hard	
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i*, (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with 's and *n't*; contractions with 'll and 'd; contractions with 've and 're; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; consonants; long vowel *o* (CV); vowel combination *ow*



# The Big Race



"I gladly say you both win," said Sam.  
"You will take turns with the prize."

"That's fine with us," Fran and Fred  
said nicely. They held up the big prize.  
This was the best race ever.

The animals lined up for the big race.  
The crowd yelled.

Sam stepped up to the starting line.  
He got his flag up. "Go!" he yelled.  
The flag fell. The race started briskly.



Kit ran badly. Lee ran slowly. They sadly fell to last place.

Ben huffed and puffed. He had to stop. He sat on a big rock and did not finish the race.



Fran and Fred ran quickly. When Fred ran faster, Fran caught up. So Fran and Fred got to the end at the same time.

# Little Fish

## DECODABLE WORDS

Target Skill: **suffix -ly**

bravely	dimly	really	wisely
deeply	quickly	sharply	

## Previously Taught Skills

a	fast	it	sea	them
and	fins	its	see	up
big	fish	just	shakes	way
but	flips	leads	show	why
can	go	leaps	so	will
click	he	let's	splashes	with
dad	his	likes	swim	
dark	I	long	swims	
deep	in	not	teeth	
down	is	plan	tell	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a*, *i* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; double final consonants *ll*; consonants *ck*; consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; base words and ending *-s* (no spelling changes, drop *e* before ending); CV syllable pattern (open syllables); contractions with *'s*; base words and endings *-s*, *-es*; vowel digraph *ay*; vowel digraphs *ee*, *ea*; vowel digraph *ow*; long *i* spelled *y*; *r*-controlled *ar*; suffix *-ly*; consonants, short vowels; vowel combination *ow*

## HIGH-FREQUENCY WORDS

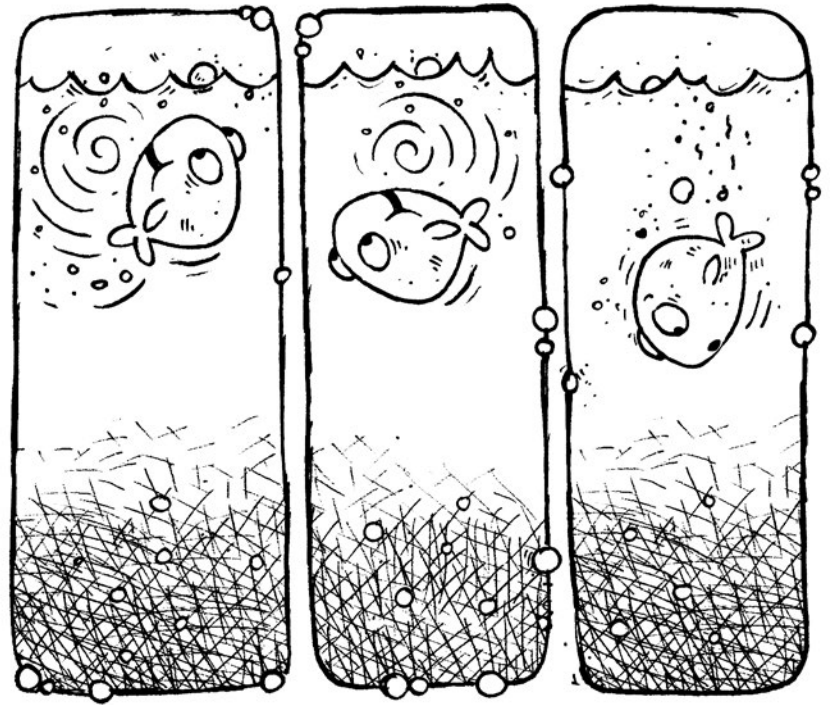
again	little	they	water
good	said	to	you
idea	the	wants	

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suffix *-ly*

**BOOK 138**

# Little Fish



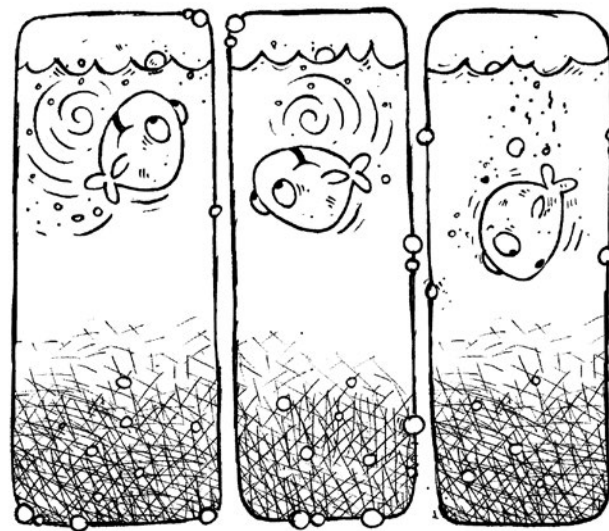
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**High-Frequency Words Taught to Date**

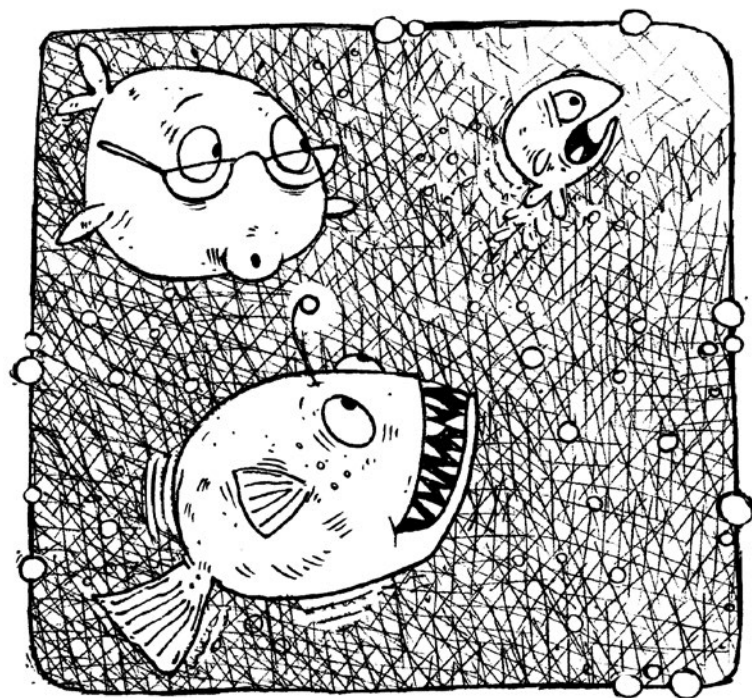
a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	stand
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	words
brown	five	laugh	out	talk	work	hard	
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yoō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with 's and *n't*'; contractions with 'll and 'd; contractions with 've and 're; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; consonants; short vowels; vowel combination *ow*

# Little Fish

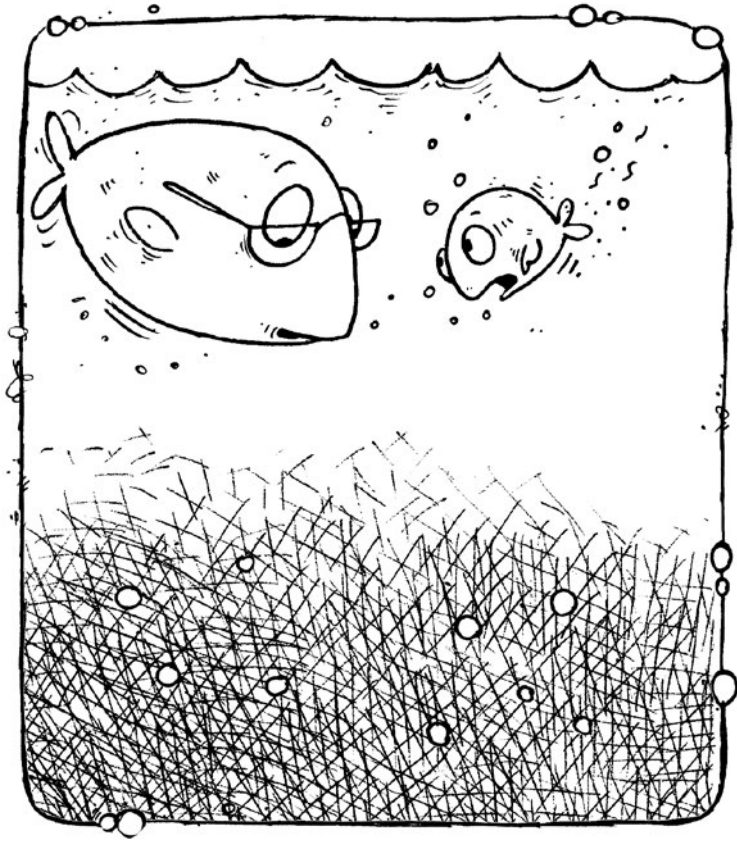


Little Fish likes to swim. He swims fast. He leaps and splashes. But he really wants to swim deep down in the sea.



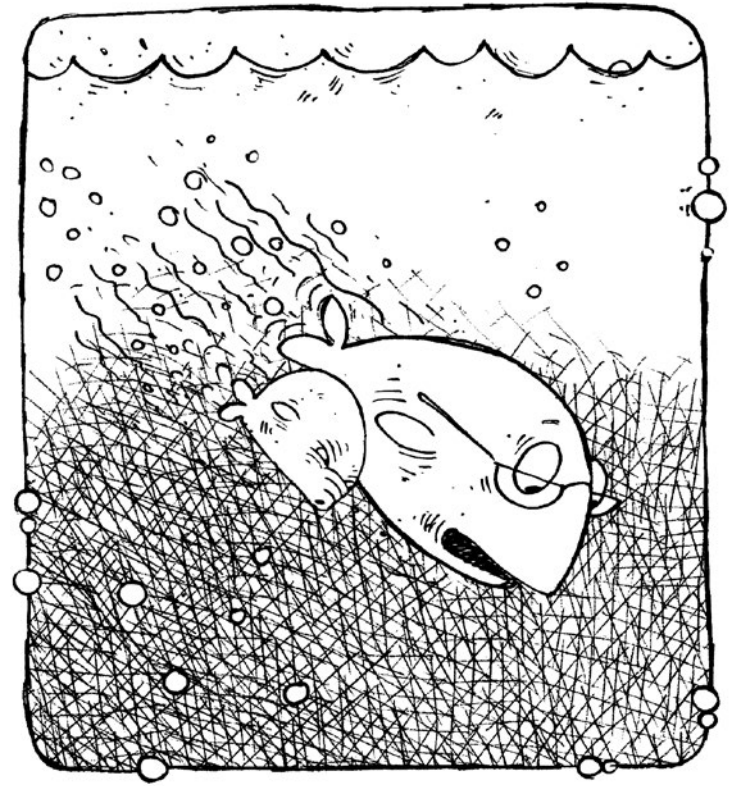
A big fish swims fast to them. Its long teeth click sharply. Little Fish shakes. He flips his fins and swims quickly up, up, up.

"You will not go so deep again, will you?" said Dad wisely.



Little Fish is with his dad. He tells his plan to swim deep.

"It is not a good idea to swim deeply. But let's go and I will show you why," said Dad.



Down in the sea they swim. Dad leads the way. The water is dark. Little Fish can just see dimly. But he swims bravely.



# Rob Sings a Song

## DECODABLE WORDS

Target Skill: suffix *-ful*

helpful      hopeful      hurtful      joyful      thankful

### Previously Taught Skills

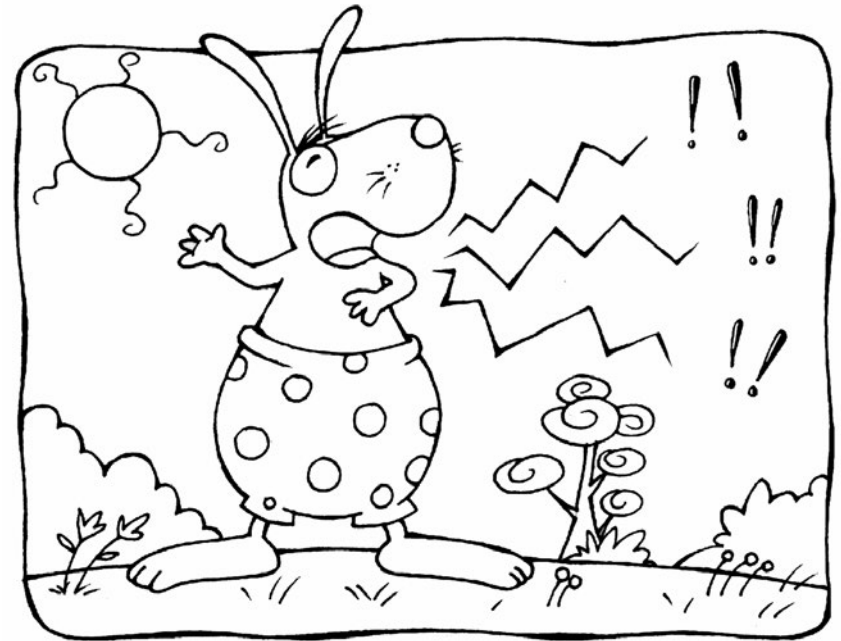
am	had	nice	sings	tune
and	hard	not	smiled	weeks
bad	he	notes	song	went
but	him	Rabbit	so	when
can	his	Rob	stay	will
clapped	in	sang	still	wished
cracking	is	scream	sweet	with
day	it	see	teach	
did	Lark	she	that	
for	liked	shrill	then	
glass	made	sing	think	
good	me	singing	try	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; CVC syllable pattern (closed syllables); long *a, i, o* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *u* /yōō/ (CVCe); /g/ spelled *g*; blends with *r, l, s*; final blends *nd, ng, nk, nt*; double final consonants *ll, ss*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th, sh, wh, ch*; base words and endings *-s, -ed /d/, -ed /t/, -ing*; CV syllable pattern (open syllables); vowel digraphs *ee, ea*; ending *-ed*: double consonant; long *i* spelled *y*; *r*-controlled *ar, or, ur*; suffix *-ful*; consonants; short vowels; long *e* (*e, ee*); vowel digraph *oo*; vowel diphthong *oy*

## HIGH-FREQUENCY WORDS

a	I	one	to	work(ed)
could	never	said	was	you
heard	of	sound	were	your

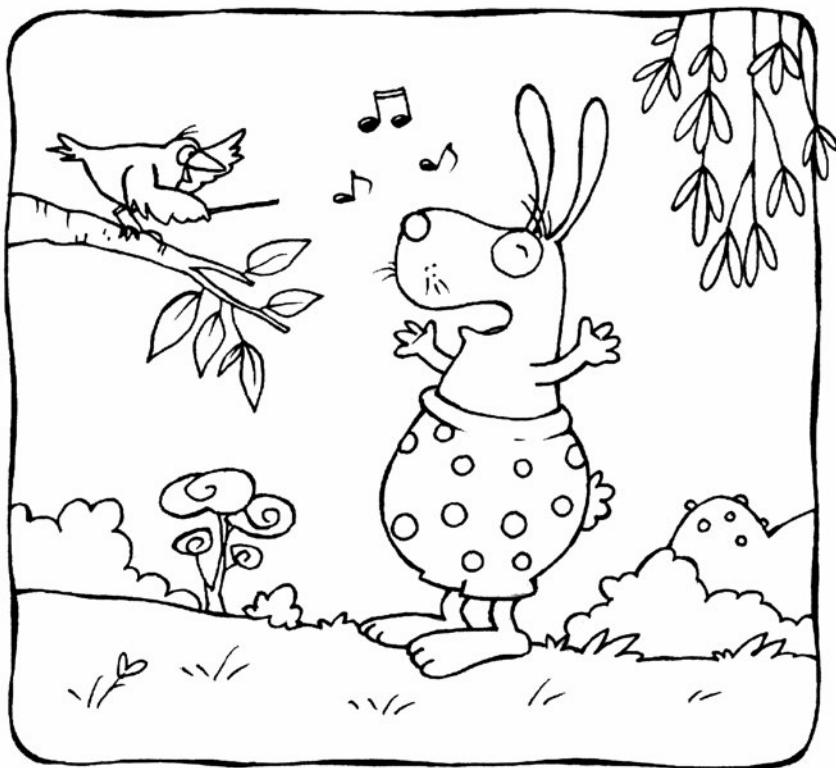
# Rob Sings a Song



**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	words
brown	five	laugh	out	talk	work	hard	
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yō/ (CVCe); long *u* /ō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /d/; base words and ending *-ed* /t/; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*

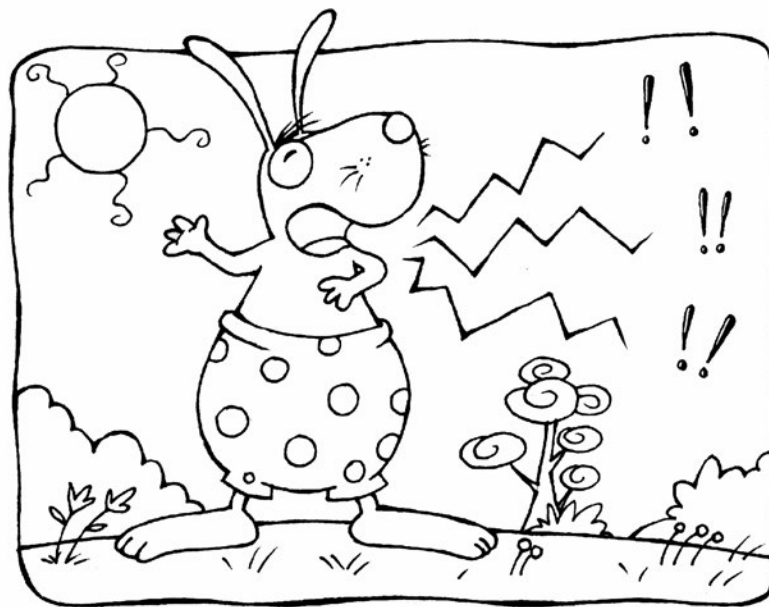


Then one day, Rob sang. It was a nice song. It was good.

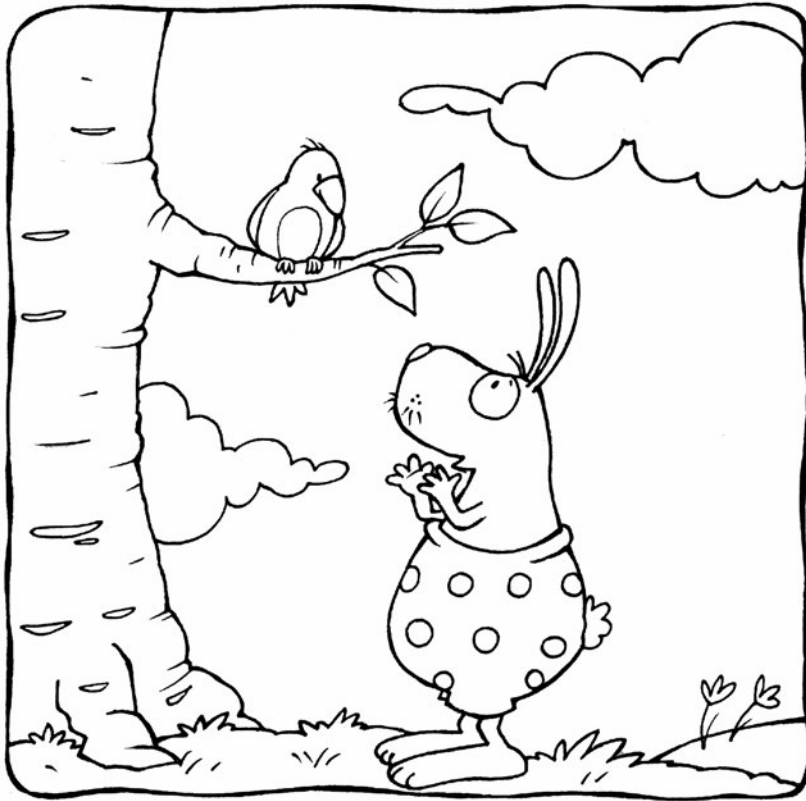
Lark clapped and smiled. "That is a sweet tune," she said.

"I am thankful that you were so helpful," said Rob. He and Lark smiled.

## Rob Sings a Song



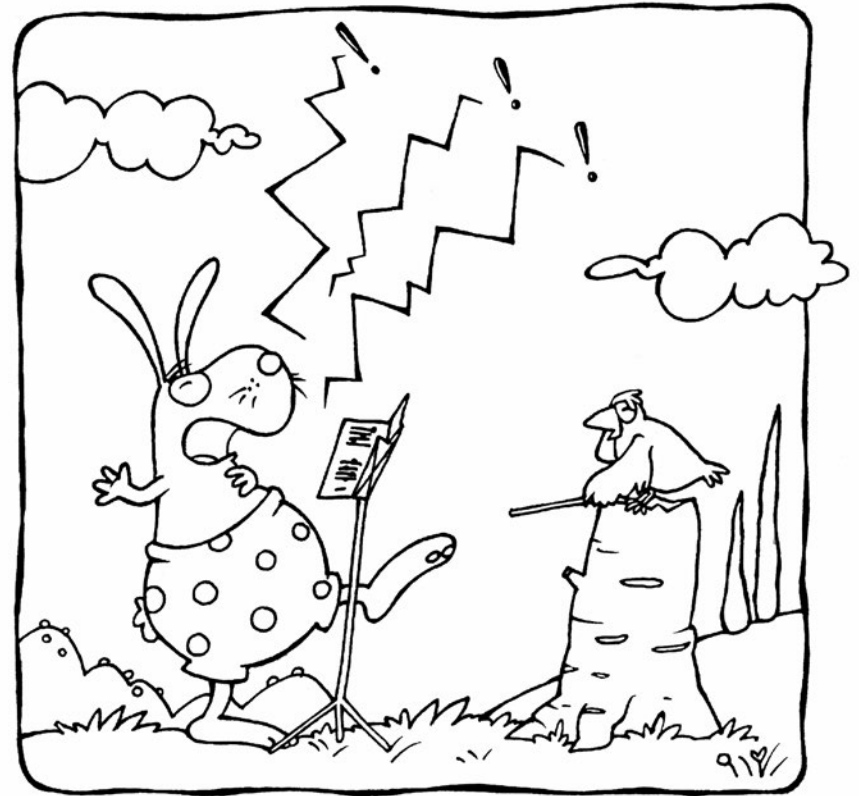
Rob Rabbit wished he could sing, but his singing was bad. He could not stay in tune. He sang and sang, but his notes never made a nice sound.



Rob went to see Lark. "Your singing is joyful," said Rob. "I am hopeful you can teach me to sing."

Lark had heard that Rob could not sing, but she liked him.

"I will try," she said.



Lark worked with Rob for weeks. Rob did try hard, but when he sang, it was still bad. His notes made Lark think of cracking glass.

"That is not a song. It is a scream," said Lark. "It is hurtful and shrill."

## Goat and Toad's Lunch

### DECODABLE WORDS

Target Skill: suffix *-ful*

basketful    handful    mouthful    painful    restful

### Previously Taught Skills

am	felt	in	nice	that
and	for	is	on	them
at	gave	it	packed	things
back	go	I've	panted	this
basket	Goat	last	picnic	three
became	had	let's	ready	Toad
before	hard	lift	rest	Toad's
better	harder	like	so	up
but	he	lunch	spot	will
croaked	hill	met	stop	
eat	his	moaned	tasted	

SKILLS APPLIED IN WORDS IN STORY: short *a, i, o, u, e*; CVC syllable pattern (closed); long *a, i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *s*; final blends *nd, ng, nt*; double final consonants *ll*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th, ch*; base words and endings *-s, -ed /ed/, /t/* (no spelling changes, drop *e* before ending); CV syllable pattern (open); contractions with *'s, 've*; base words and ending *-s*; vowel digraphs *ai, ee, ea*; vowel digraph *oa*; long *e* spelled *y*; *r*-controlled *ar, or, ore, er*; ending *-er*: double consonant; suffix *-ful*; consonants, short vowels; short *e* spelled *ea*; long *e* (*e, ee*); vowel combination *ou* (as in *out*); possessive *'s*

### HIGH-FREQUENCY WORDS

a	food	of	the	you
carry	good	our	to	
come	here	put	was	
could	I	said	what	

# Goat and Toad's Lunch



**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	words
brown	five	laugh	out	talk	work	hard	
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yoō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /d/; base words and ending *-ed* /t/; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*

# Goat and Toad's Lunch



"Let's stop," panted Goat.

"It is restful in this spot. Let's eat," said Toad.

Goat had to rest before he could eat. At last, he had a mouthful of food. It tasted good, and Goat felt better.

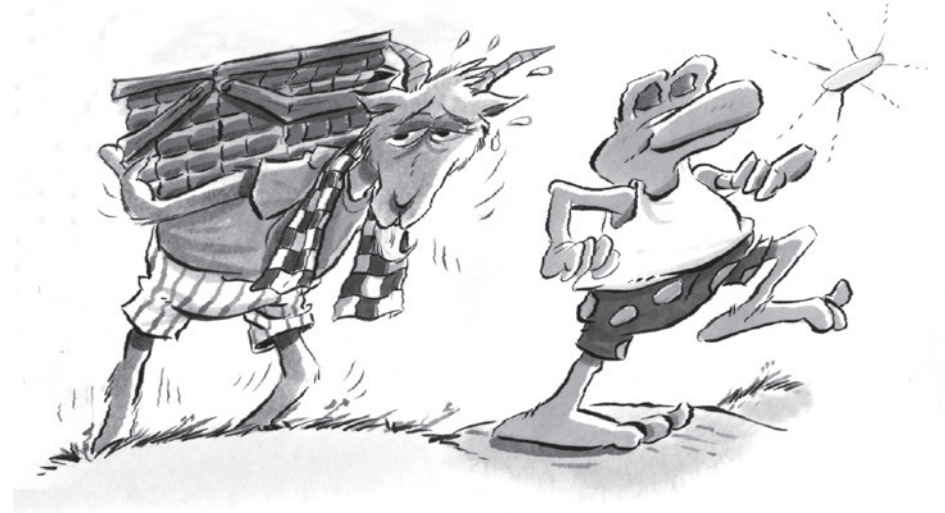
Goat met Toad for a picnic. "I am here for our picnic," Goat said.

"I am ready, so let's go!" said Toad. "I've packed this basketful of food for lunch." He gave the basket to Goat.



The basket was hard to lift. "What is in this basket?" moaned Goat. "It is a handful to carry."

"I put in three nice things," croaked Toad. "You will like them."



The basket became harder and harder to carry. Goat had it on his back, but that became painful.

"Come on," said Toad. "Carry it up the hill."



# I Love Vacation!

## DECODABLE WORDS

Target Skill: syllable *-tion*

action	motion	station
lotion	protection	vacation

## Previously Taught Skills

a	Gabe	mom	seashore	wait
all	get	my	sleepy	waves
at	go	nap	spot	we
back	he	on	stay	week
before	here	our	sunburn	will
can	house	out	suntan	you
don't	I	pulls	swim	
family	is	put	take	
feel	it	rocks	then	
for	just	run	this	
forth	makes	says	too	
from	me	seagulls	train	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); /k/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; double final consonants *ll*; consonants *ck*; consonant digraphs *th*, *sh*; base words and ending *-s*; open syllables (CV); contractions with *n't*; vowel digraphs *ai* and *ay*, *ee* and *ea*; compound words; schwa sound; long *i* spelled *l*, *y*; long *e* spelled *y*; *r*-controlled *or*, *ore*, *ur*; homophones; suffix *-y*; syllable *-tion*; consonants; short vowels; /z/ spelled *s*; long *e* (*e*, *ee*); /ōō/ spelled *ou*; vowel combination *ou*

## HIGH-FREQUENCY WORDS

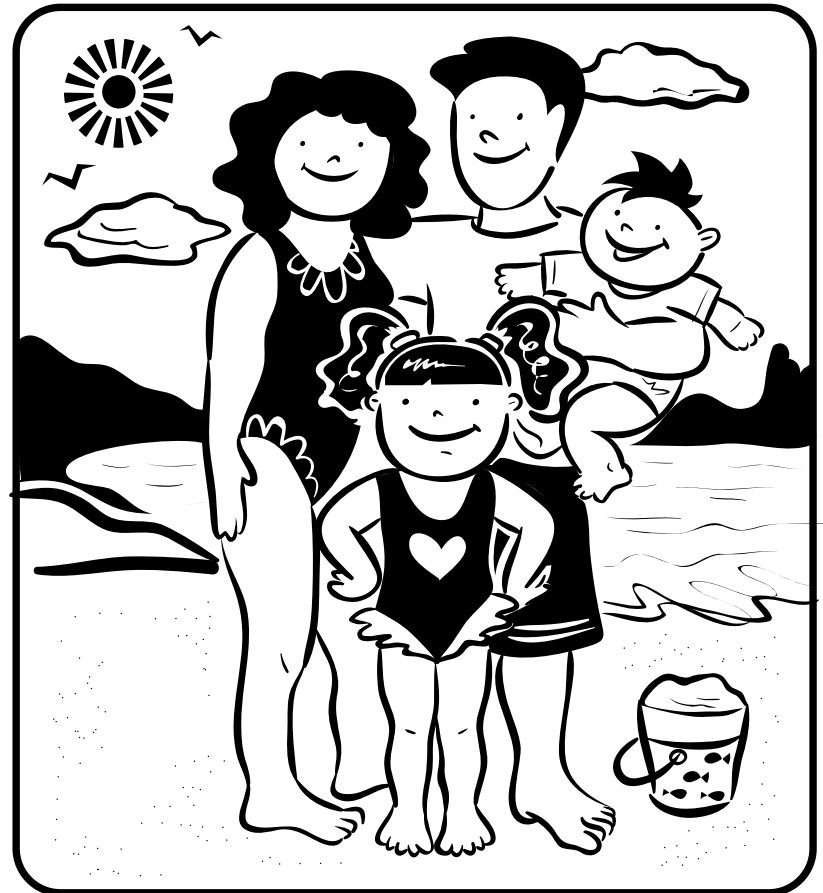
all	come(s)	love	the	watch(es)
and	house	of	to	
are	little	one	want	

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syllable *-tion*

BOOK 141

# I Love Vacation!

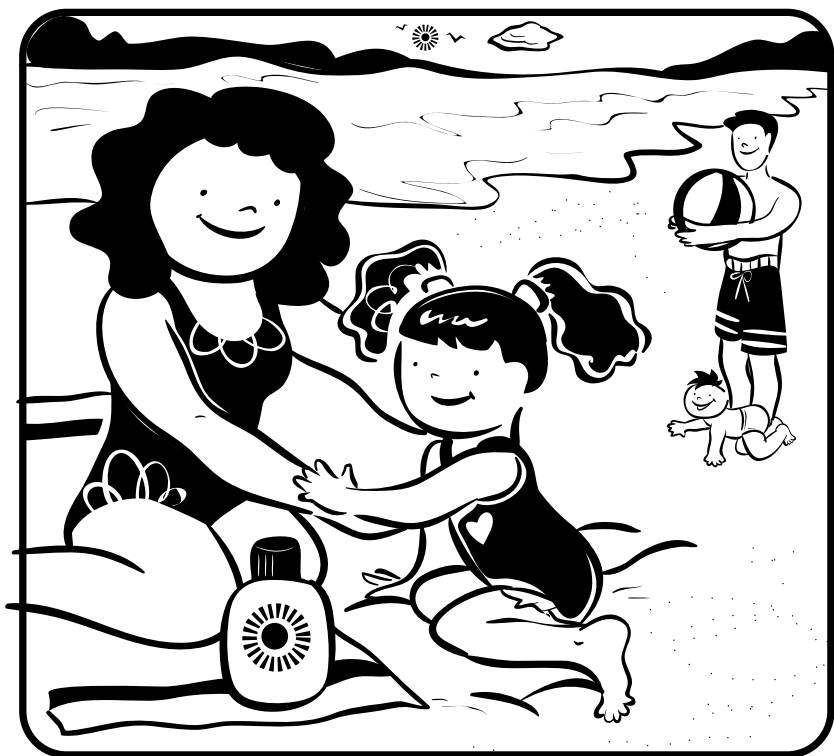


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### High-Frequency Words Taught to Date

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	words
brown	five	laugh	out	talk	work	hard	
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ūū/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /*ed*/; base words and ending *-ed* /*t*/; base word and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*



"You don't want to get a sunburn," Mom says. "Put on this suntan lotion for protection."

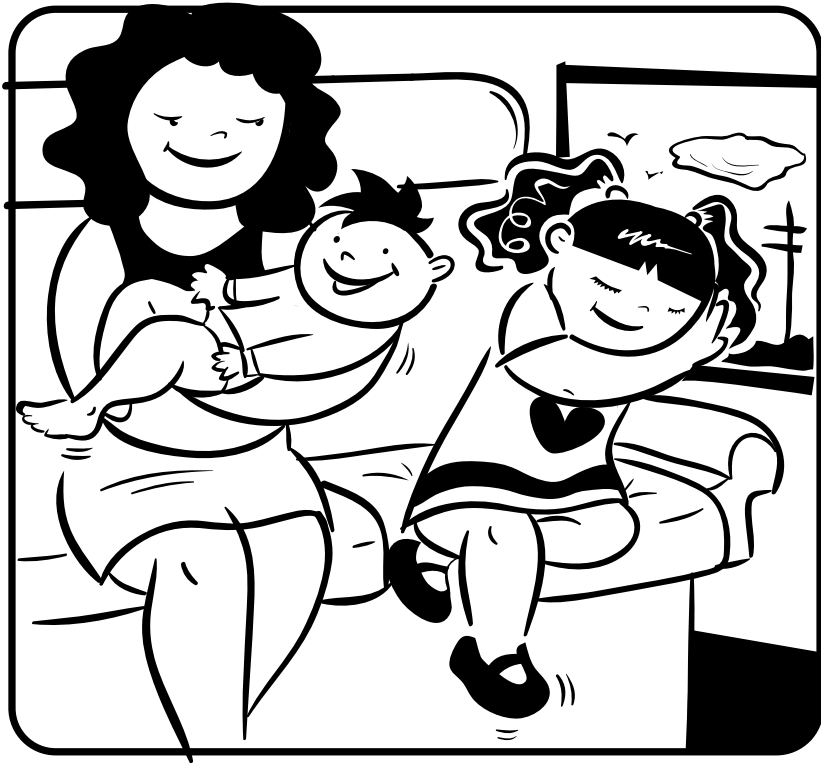
We all put on suntan lotion. Then we go for a swim. Don't you just love a vacation?

# I Love Vacation!



My family will go on vacation! We will stay at the seashore for one week. We get to take a train from the station to the seashore.

We wait at the station for the train. Here it comes!



We get on the train. Then it pulls out of the station. I can feel the motion of the train. It rocks back and forth.

The motion makes me sleepy. I take a nap before we get to our vacation spot.



We are here! I run to our vacation house.

Gabe is too little to run. He just watches the motion of the waves and the action of the seagulls.

# A Space Station

## DECODABLE WORDS

Target Skill: syllable *-tion*

connection protection station  
motion section

### Previously Taught Skills

a	fly	it	our	up
after	food	last	outfit	us
always	for	make	outside	we
an	get	makes	put	while
astronauts	go	must	show(ed)	will
be	he	need	space	with
bring	helmet	needs	spaceship	
call(ed)	home	next	things	
can	if	on	this	
day	in	orbit	trip	
fix	is	orbits	try	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r*; blends with *l*; blends with *s*; final blend *ng*; double final consonants *ll*; consonant digraphs *th*, *sh*, *wh*; base words and ending *-s*; open syllables (CV); vowel digraphs *ai* and *ay*, *ee* and *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; long *i* spelled *y*; *r*-controlled *or*; homophones; syllable *-tion*; consonants; long *e* (*e*, *ee*); /ōō/ spelled *oo*; vowel combinations *ou*, *au*

## HIGH-FREQUENCY WORDS

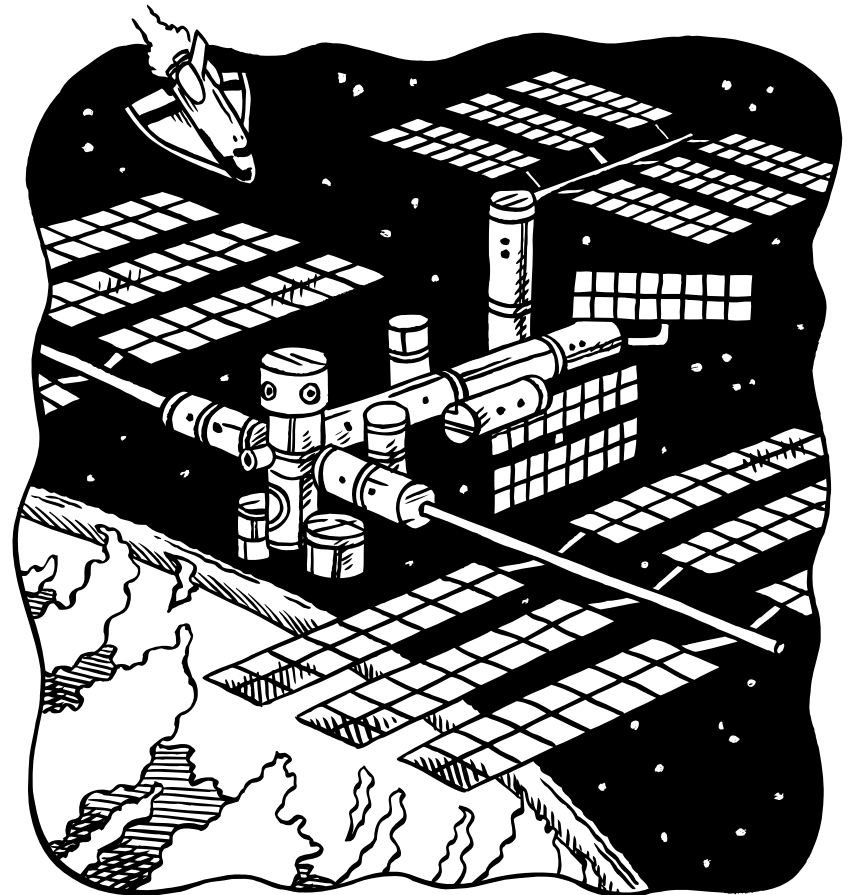
and	gear	one	the	want(s)
around	live	other	their	who
Earth	move(s)	said	they	work
every	of	sometimes	to	

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syllable *-tion*

BOOK 142

# A Space Station



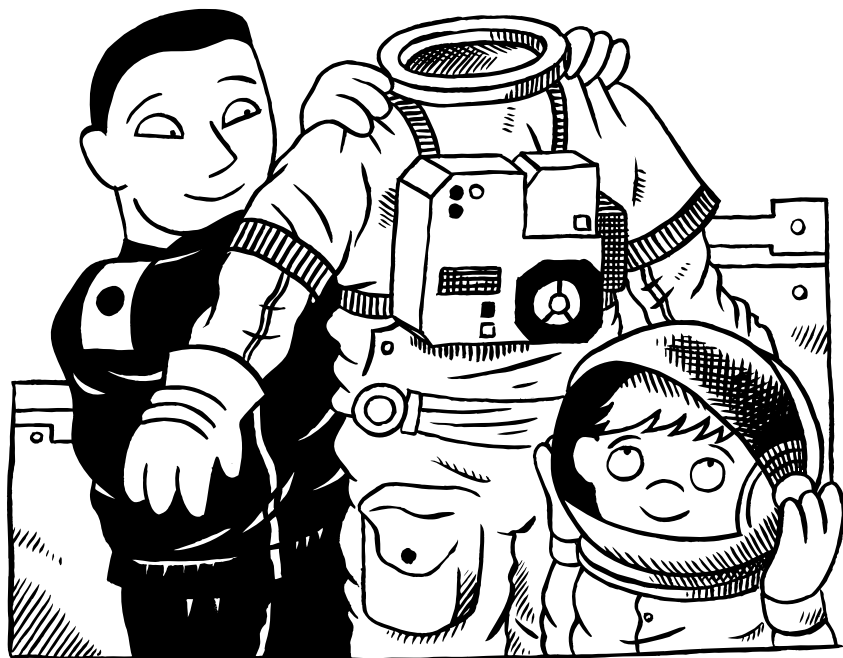
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**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	words
brown	five	laugh	out	talk	work	hard	
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

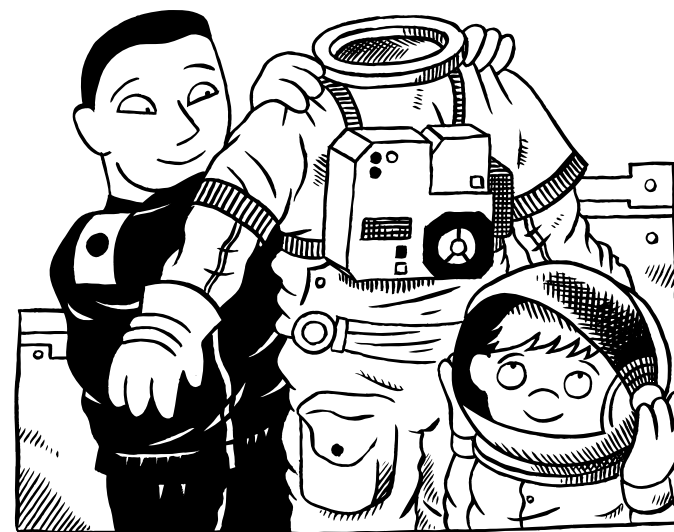
**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /*ed*/; base words and ending *-ed* /*t*/; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*

# A Space Station

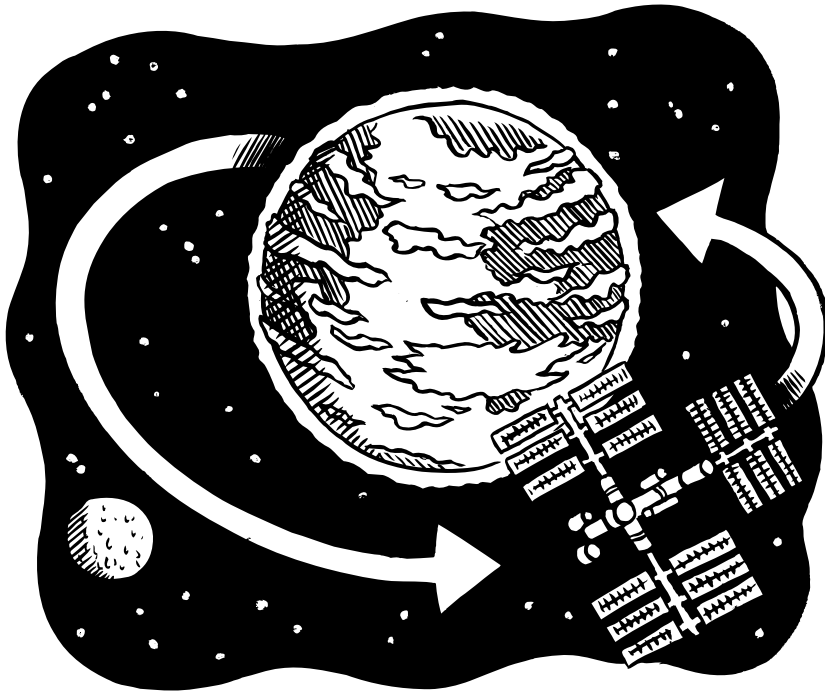


The last astronaut showed us a space outfit.

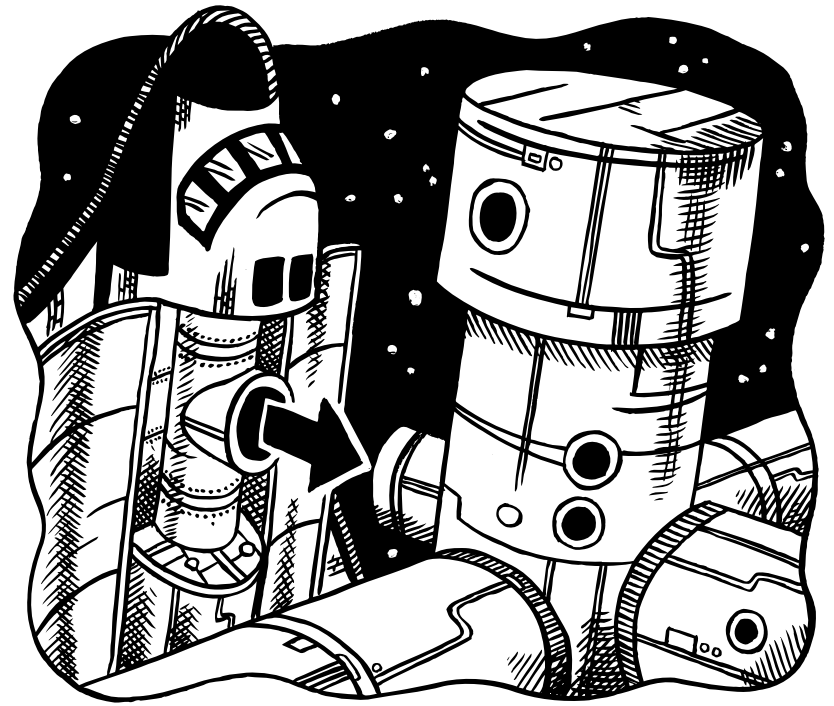
"Sometimes we need to fix a section outside the space station," he said. "If we go outside of the space station, we must put on this gear for protection. Who wants to try on a space helmet?"



Astronauts can fly in a spaceship up to the space station. The space station will be their home while they work in space.



One astronaut said, "The space station is always in motion. It moves around Earth. This trip is called an orbit. The space station makes 16 orbits every day!"



The next astronaut said, "Our spaceship needs to make a connection with the space station. After we make the connection, we can get on to the space station. We will bring space food and other things we need while we live on the space station."



# Painting Pictures

## DECODABLE WORDS

**Target Skill:** syllable *-ture*

creature	features	nature	pictures
creature's	future	pasture	texture
creatures	mixture	picture	

### Previously Taught Skills

a	farm	in	my	smooth
and	first	is	on	thick
as	fun	it	paint	thin
be	grass	kitchen	painting	think
big	hangs	like(s)	paper	this
bumpy	has	make	place	use
can	he	makes	she	well
Dad	I	mix	shows	with
den	I'll	Mom	silly	you

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; blends with *r*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*; consonant digraphs *th*, *tch*; base words and endings *-s*, *-ed* /d/, *-ing*; contraction with *'ll*; vowel digraphs *ai* and *ay*, *ee* and *ea*; schwa sound; long *i* spelled *i*, *y*; long *e* spelled *y*; *r*-controlled *ar*, *er*, *ir*; homophones; suffix *-y*; syllable *-ture*; consonants; /z/ spelled *s*; long *e* (*e*, *ee*); long *o* spelled *ow*; /ōō/ spelled *ou*

## HIGH-FREQUENCY WORDS

animal(s)	give(s)	the	want
are	of	to	what
do	or	use(d)	

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syllable *-ture*

**BOOK 143**

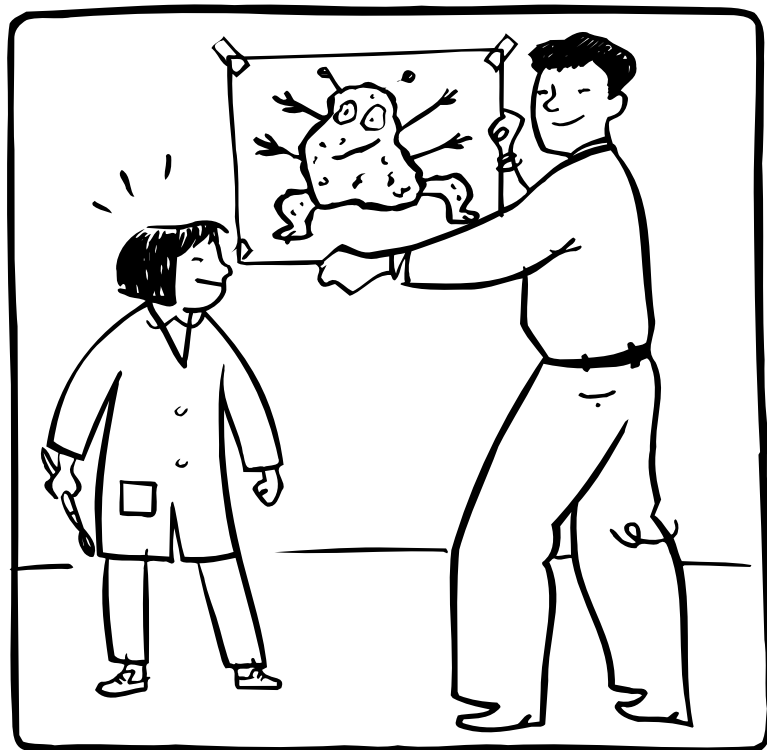
# Painting Pictures



**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	words
brown	five	laugh	out	talk	work	hard	
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /*ed*/; base words and ending *-ed* /*t*/; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*



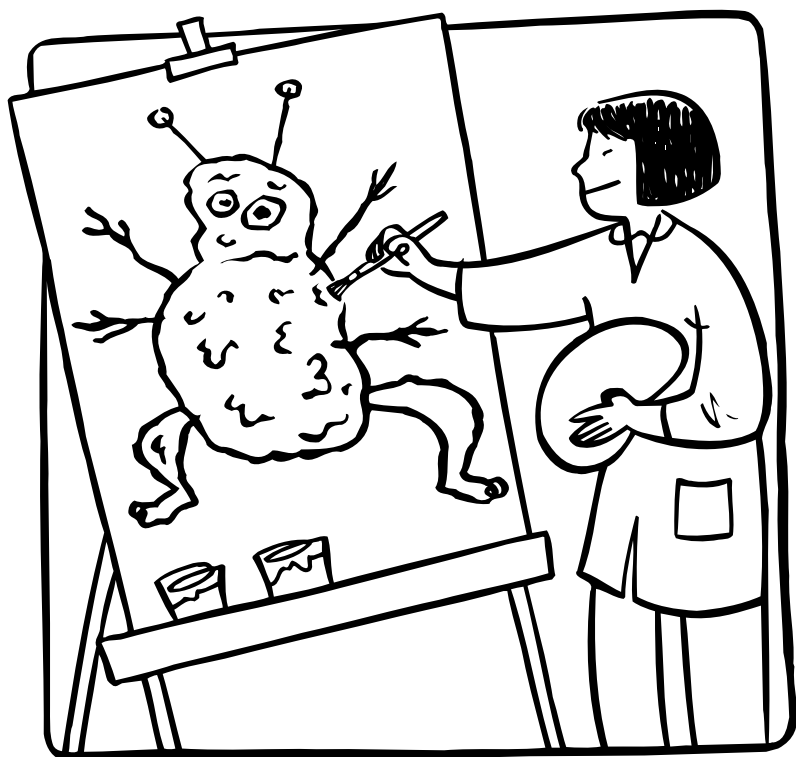
# Painting Pictures



Dad likes my bumpy creature picture. He hangs it in the den. Mom likes my pasture picture. She hangs it in the kitchen. What pictures do you think I'll paint in the future?

I like to paint pictures. First, I mix the paint. I can make the paint mixture thick or thin.

A thin mixture has a smooth texture. A thick mixture makes a bumpy texture on the paper.



I like to paint silly creatures. I want this creature's features to be bumpy. I use a thick paint mixture. It makes a bumpy texture. Bumpy creature pictures are fun to paint!



I paint pictures of nature as well. This picture shows a pasture. It is a big place with grass and farm animals. I used a thin paint mixture. It gives the pasture picture a smooth texture.

## Pasture Creatures

### DECODABLE WORDS

Target Skill: syllable *-ture*

adventure	captured	creatures	pasture
capture	creature	mixture	puncture

### Previously Taught Skills

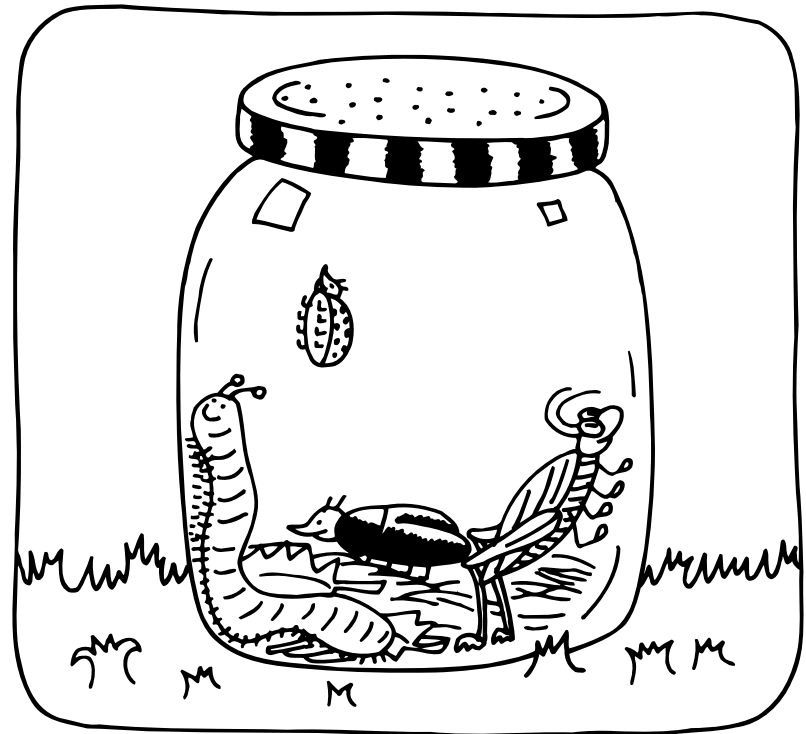
a	got	is	nice	this
Al	grass	it	on	too
an	grasshopper	jar	placed	we
and	he	kept	planned	went
asked	holes	leaves	pointed	while
boys	home	let	put	will
bugs	homes	lid	Sam	yes
did	hurried	long	see	you
farm	I	look	so	
for	if	more	that	
go	in	net	then	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; short *o*; short *u*; short *e*; closed syllables (CVC); long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r*; blends with *l*; final blend *nd*; final blend *ng*; final blend *nt*; double final consonants *ll*, *ss*; double consonants (closed syllables); consonant digraphs *th*, *wh*; base words and endings *-s*, *-ed* /ed/, *-ed* /t/, *-ed* /d/; CV syllable pattern (open syllables); vowel digraphs *ee* and *ea*; compound words; schwa sound; long *i* spelled *l*; ending *-ed*: change *y* to *i*; *r*-controlled *ar*, *ur*, *or*, *ore*; homophones; syllable *-ture*; consonants; /z/ spelled *s*; long *e* (*e*, *ee*); vowel digraphs *oo*, /ōō/; /ōō/ spelled *ou*; vowel combinations *oy*, *oi*

### HIGH-FREQUENCY WORDS

call(ed)	live(d)	the	to
have	of	their	would
into	said	they	

# Pasture Creatures



**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	words
brown	five	laugh	out	talk	work	hard	
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

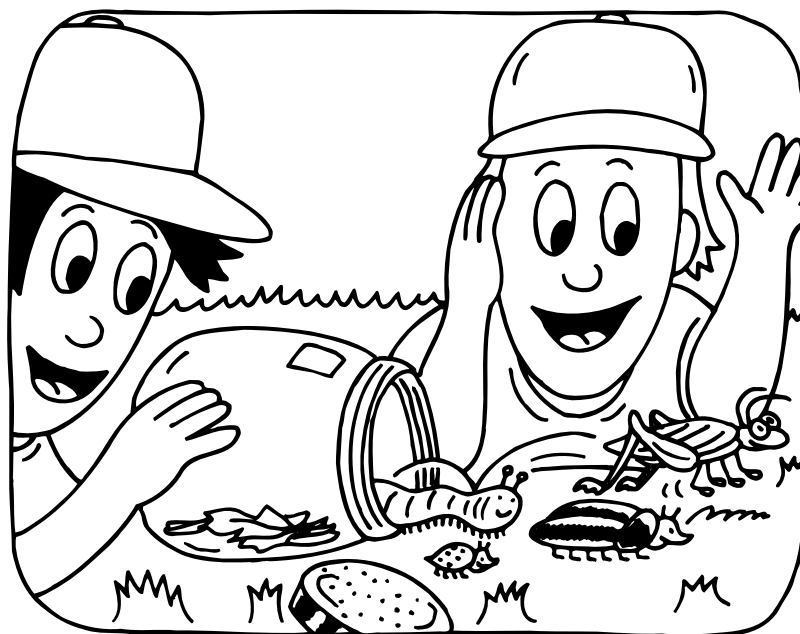
**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed syllables); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yoō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *t*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraph *th*; consonant digraph *sh*; consonant digraph *wh*; consonant digraphs *ch*, *tch*; consonant digraph *ph*; base words and ending *-s*; base words and ending *-ed* /ed/; base words and ending *-ed* /t/; base words and ending *-ing*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll* and *'d*; contractions with *'ve* and *'re*; base words and endings *-s*, *-es*; vowel digraphs *ai*, *ay*; vowel digraphs *ee*, *ea*; vowel digraphs *oa*, *ow*; compound words; schwa sound; ending *-ed*: double consonant; ending *-ing*: double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; endings *-es*: change *y* to *i*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*; *r*-controlled *ir*, *ur*; homophones; ending *-er*: double consonant; ending *-est*: double consonant; suffix *-y*; suffix *-ly*; suffix *-ful*; syllable *-tion*; syllable *-ture*

## Pasture Creatures



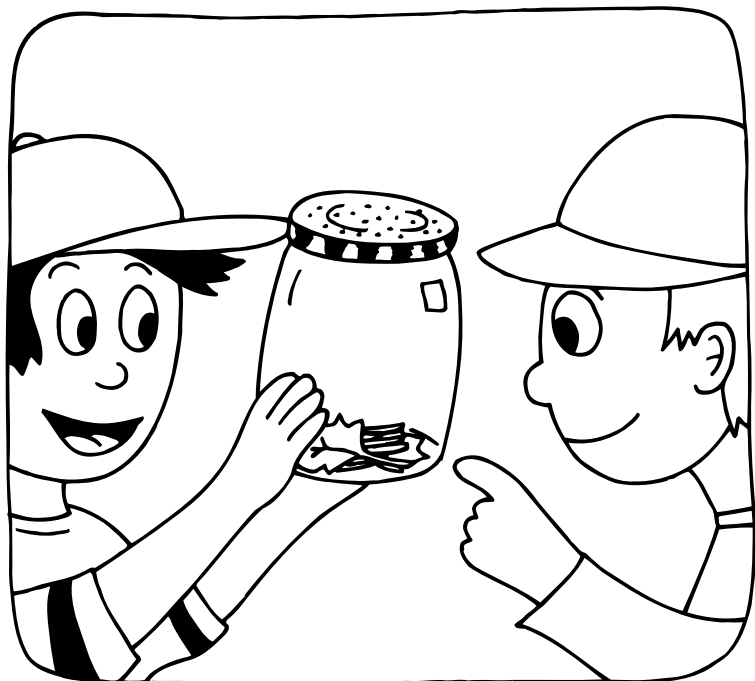
Sam and Al planned an adventure on the farm. They would capture bugs that lived in the farm pasture.

The boys got a net and a jar. Then they went into the pasture to look for creatures.



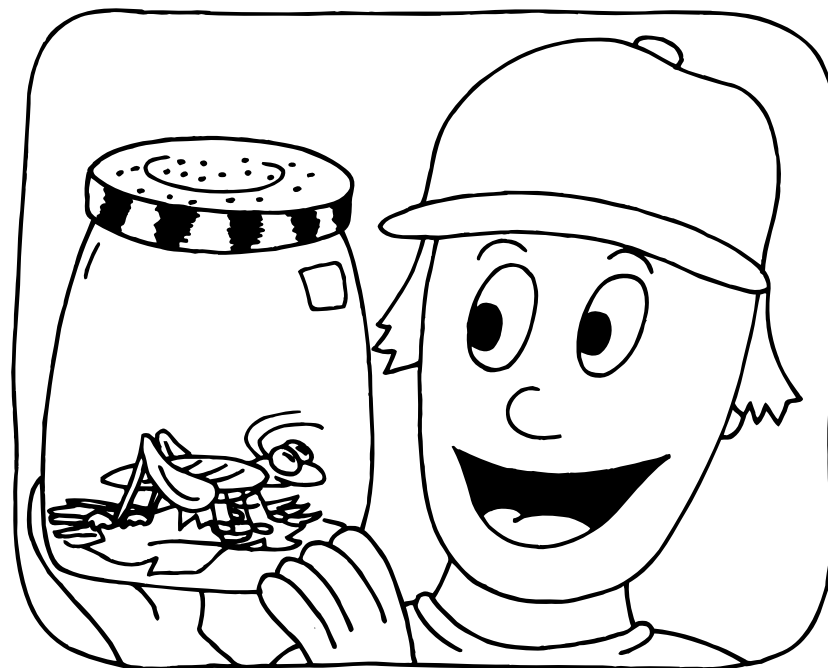
Sam and Al captured more creatures in the pasture. They kept the creatures in the jar for a while. Then the boys let the pasture creatures go.

"So long, creatures," called Sam and Al. The creatures hurried to their homes in the pasture.



"Did you puncture holes in the lid of the jar?" Sam asked Al.

"Yes," said Al. "I put in a mixture of grass and leaves, too. If we capture creatures, they will have a nice home!"



Al pointed. "I see a creature. Capture it, Sam!"

Sam captured the creature in the net. Then he and Al placed the creature in the jar.

"This creature is a grasshopper," said Sam.



## From Unhappy to Happy

### DECODABLE WORDS

Target Skill: prefix *un-*

unhappy      unload      unpack

### Previously Taught Skills

and	drive	I	she	we're
Ann	ends	is	she's	when
asks	feel	it	smile	will
at	for	leaving	smiles	
back	glad	long	still	
be	going	make	them	
boxes	Granddad	Mom	then	
but	happy	more	think	
Carl	hard	Parks	wave	
day	help	see	we	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed syllables); short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; long *o* (CVCe); /g/ spelled *g*; blends with *r*, *l*, *s*; final blends *nd*, *ng*, *nk*; double final consonants *ll*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*; endings *-s*, *-ed*, *-ing*; endings *-ed*, *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'s*, *'re*; endings *-s*, *-es*; vowel digraphs *ay*, *ea*, *ee*; compound words; long *i* spelled *y*; long *e* spelled *y*; *r*-controlled *ar*, *or*, *ore*; prefix *un-*

### HIGH-FREQUENCY WORDS

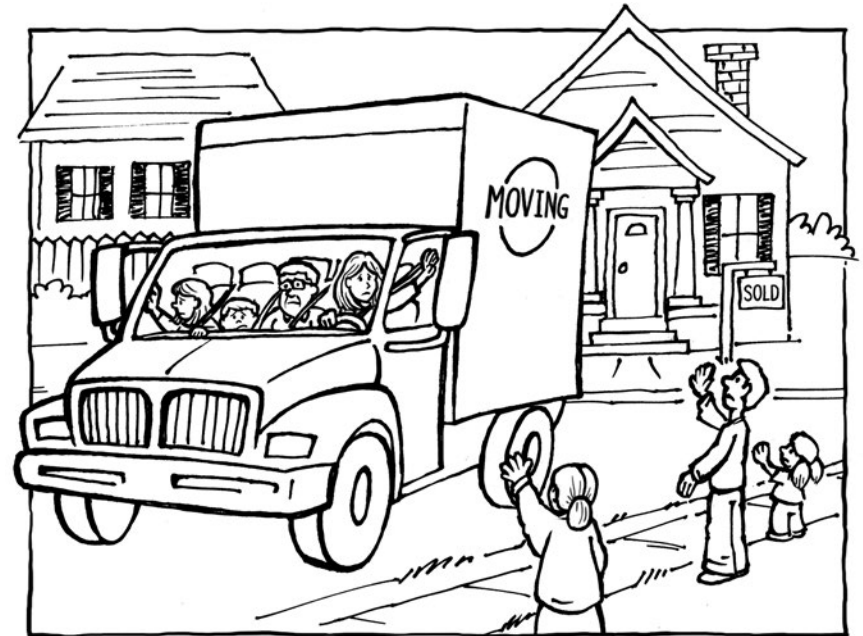
all	family	here	the	too
are	friends	mov(ing)	their	watching
children	from	says	to	work

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prefix *un-*

**BOOK 145**

# From Unhappy to Happy



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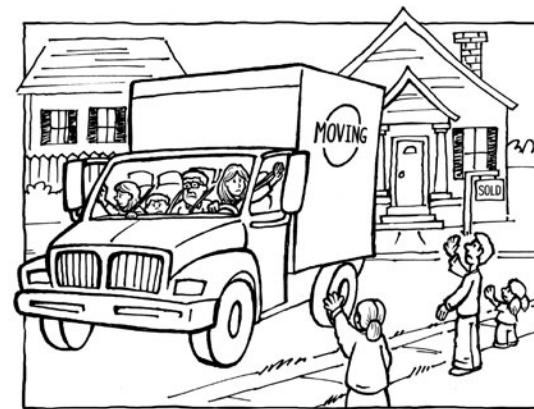
**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

**Decoding skills taught to date:** short *a*, short *i*, CVC syllable pattern (closed), short *o*, short *u*, short *e*, long *a* (CVCe), long *i* (CVCe), /k/ spelled *c*, /s/ spelled *c*; long *o* (CVCe), long *u* /yōō/ (CVCe), long *u* /ōō/ (CVCe), long *e* (CVCe), /g/ spelled *g*, /j/ spelled *g*, *dge*; blends with *r*, *l*, *s*; final blends *nd*, *ng*, *nk*, *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonant (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; endings *-s*, *-ed*; endings *-ed*, *-ing*; drop *e*; CV syllable pattern (open syllables); contractions with *'s* and *n't*; contractions with *'ll*, *'d*, *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ee*, *ea*, *oa*, *ow*; compound words; schwa sound; endings *-ed*, *-ing*; double consonant; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; endings *-er*, *-est*: double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefix *un-*; consonants; short vowels



# From Unhappy to Happy

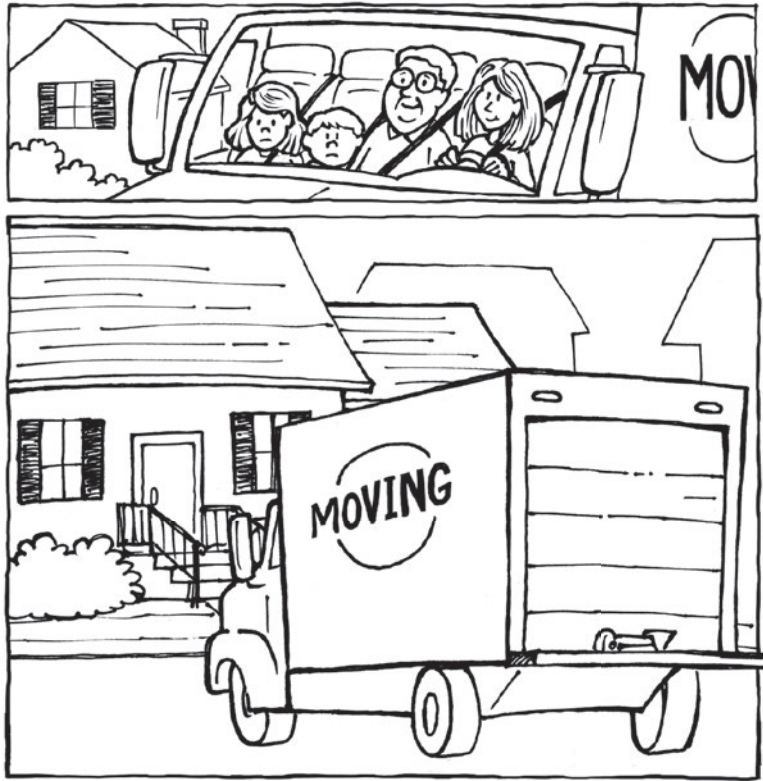


Then Carl and Ann see children watching them. The children wave at Carl and Ann. Carl and Ann wave back.

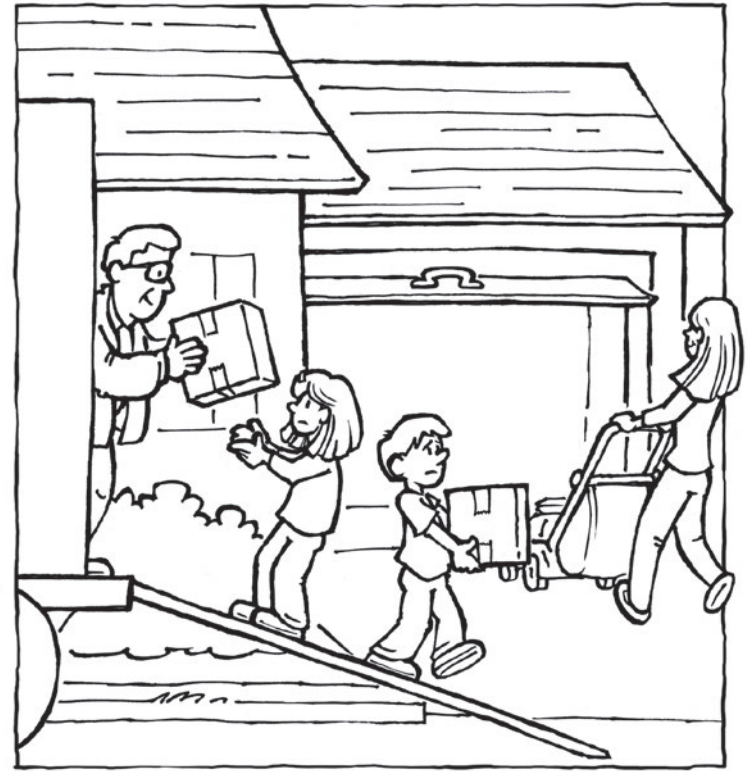
"I think we will make friends and be happy here," Ann says.

It is moving day for the Parks family. Carl and Ann are unhappy to be leaving their friends. "Will we make friends?" Carl asks Mom.

"We're all going to make more friends," she says. Mom smiles, but she's unhappy, too.



Mom, Carl, Ann, and Granddad are all glad when the long drive ends. Mom and Granddad smile, but Carl and Ann still feel unhappy.



Mom and Granddad unload boxes. Carl and Ann help unpack. Moving is hard work.

# Be a Bug Spy!

## DECODABLE WORDS

**Target Skill:** prefix *un-*  
 unlucky      unsafe      unwell

**Previously Taught Skills**

and	closely	leaf	plant	that
be	eating	like	plants	them
bee	find	lucky	rock	trees
big	finding	make	safe	under
bite	for	may	smart	up
bug	hard	might	so	will
bugs	hopping	not	spot	
but	hurt	on	spy	
by	if	or	start	
can	in	park	stem	
check	is	pick	stems	
close	it	places	sting	

SKILLS APPLIED IN WORDS IN STORY: short *a*, short *i*, CVC syllable pattern (closed), short *o*, short *u*, short *e*, long *a* (CVCe); long *i* (CVCe), /k/ spelled *c*; long *o* (CVCe), /g/ spelled *g*; blends with *l*, *s*; final blends *nd*, *ng*, *nt*; consonants *ck*; consonant digraphs *th*, *ch*; endings *-s*, *-ing*; CV syllable pattern (open syllables); endings *-s*, *-es*; vowel digraphs *ai*, *ee*, *ea*; schwa sound; ending *-ing*: double consonant; long *i* spelled *igh*, *y*; *r*-controlled *ar*, *or*; suffixes *-y*, *-ly*, *-ful*; prefix *un-*

## HIGH-FREQUENCY WORDS

a	don't	how	most	to
are	flower	look	the	you
care(ful)	flowers	many	their	

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prefix *un-*  
**BOOK 146**

# Be a Bug Spy!



**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

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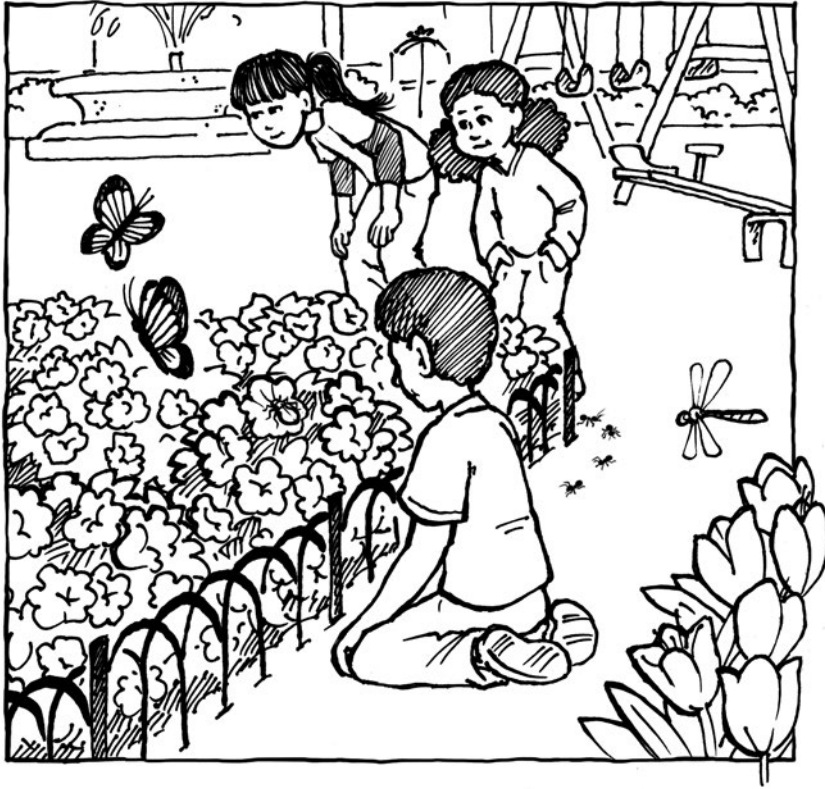


Look closely for bugs, but be smart. It is unsafe to pick up bugs that might bite or sting you. Their bites can make you unwell. So be careful, and don't get close to bugs that might hurt you.

# Be a Bug Spy!



If you like bugs, you can be a bug spy. Most bugs are not big, but you can find them if you look for them.



It is not hard to spy bugs in a park. Start by finding bugs on plants. Check plant stems and flowers. You may spy bugs eating plants or hopping up trees.



Look closely and you can spy a bee on a flower or a bug on a leaf. Can you spy a bug under a rock? Will you be lucky or unlucky? How many bugs can you spot under a big rock?



# Writing Time

## DECODABLE WORDS

Target Skill: prefix re-

recheck reread rethink

### Previously Taught Skills

after	copy	happen	make	reading	that	whole
and	day	happy	Miss	right	then	will
ask	did	helped	missing	Rose	things	with
asking	draft(s)	I	my	sat	think(s)	yes
be	events	in	need	sentences	this	
begin	find	is	not	she	time	
by	finish	it	on	spelling	turns	
changes	first	just	order	stories	understand	
chat	fix	last	partner(s)	story	us	
check	for	Lee	partner's	take	we	
class	fresh	liked	perfect	tell	when	

SKILLS APPLIED IN WORDS IN STORY: short *a*, short *i*, CVC syllable pattern (closed), short *o*, short *u*, short *e*, long *a* (CVCe), long *i* (CVCe), long *o* (CVCe), /g/ spelled *g*; /j/ spelled *g*; blends with *r*, *l*, *s*; final blends *nd*, *ng*, *nk*; double final consonants *ll*, *ss*; consonants *ck*; consonant digraphs *th*, *wh*, *ch*; base words and ending *-ed* /t/; ending *-ing*: drop *e*; CV syllable pattern (open syllables); contractions with *'ll*; base words and ending *-s*; vowel digraphs *ay*, *ee*, *ea*; long *o* spelled *o*; compound words; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *or*, *ir*; prefix *re-*

## HIGH-FREQUENCY WORDS

about	next	there	was	writ(ing)
anything	our	to	were	you
are	said	took	what	your
does	the	want	work	

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prefix re-

BOOK 147

# Writing Time



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**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

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When we were happy with our stories, it was time to recheck spelling and fix our sentences. When the stories were just right, we made a fresh copy.

We took turns reading our stories. I think the class liked my story. I liked it.

## Writing Time



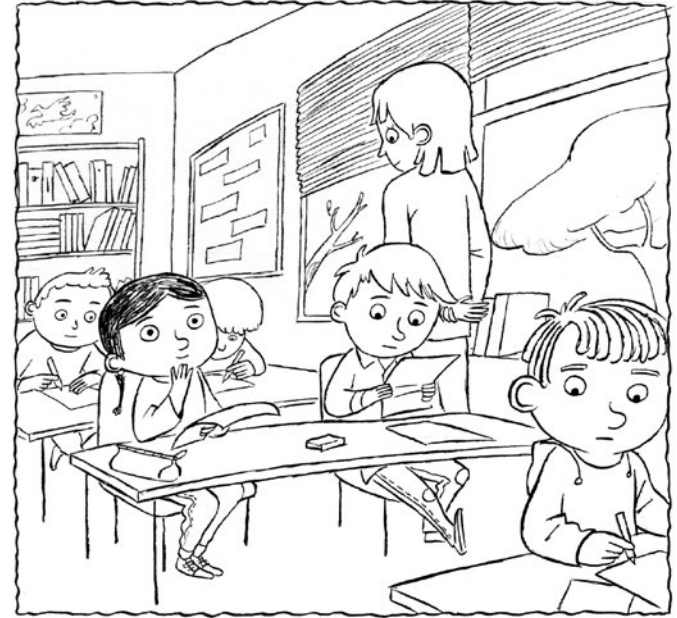
Miss Lee said, "Class, it is time to work on your stories. Begin your first drafts. What will happen first, next, and last? This draft does not need to be perfect. After you finish, there will be time to reread the drafts with partners and make changes."



The next day, we sat with partners. Miss Lee said, "Take turns reading your stories. Ask what your partner thinks. Chat about your partner's story."

"Miss Lee?" Rose said. "After we reread with our partners, we find things we need to fix and things we want to change. Is that right?"

"Yes!" said the whole class.



Miss Lee helped us by asking, "Did you tell the whole story? Are events in order? Is anything missing?" Then she said, "Rethink parts that your partners didn't understand."

# Recycle and Reuse

## DECODABLE WORDS

**Target Skill:** prefix *re-*  
recycle      refilling      reuse

### Previously Taught Skills

and	drink	landfills	or	toss
as	dump	less	paper	trash
away	get	longer	rid	trashcans
bags	girl	lot	she	until
be	glass	lunch	so	use
bin	go	made	that	waste
box	her	make	then	way
burn	homes	may	these	we
burned	in	much	things	
but	is	need	this	
can	it	no	throw	
cans	it's	not	throwing	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVCe); /k/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *e* (CV, CVCe); /g/ spelled *g*; blends with *r*, *l*, *s*; final blends *nd*, *ng*, *nk*; double final consonants *ll*, *ss*; consonant digraphs *th*, *sh*, *ch*; endings *-s*, *-ed*, *-ing*; CV syllable pattern (open syllables); contractions with 's; vowel digraphs *ay*, *ee*, *ow*; compound words; schwa sound; *r*-controlled *or*, *er*, *ir*, *ur*; ending *-er*: double consonant; prefix *re-*

## HIGH-FREQUENCY WORDS

a	don't	other	what
all	how	our	where
do	into	put	work
do(ing)	of	the	you
does	one	to	

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prefix *re-*

**BOOK 148**

# Recycle and Reuse



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**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

**Decoding skills taught to date:** short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yō/ (CVCe); long *u* /ō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*, *l*, *s*; final blends *nd*, *ng*, *nk*, *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonant (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; endings *-s*, *-ed*; endings *-ed*, *-ing*; drop *e*; CV syllable pattern (open syllables); contractions with 's and *n't*; contractions with 'll, 'd, 've, 're; endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ee*, *ea*, *oa*, *ow*; compound words; schwa sound; endings *-ed*, *-ing*; double consonant; long *i* spelled *igh*, *ie*, *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; endings *-er*, *-est*; double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefixes *un-*, *re-*; consonants; short vowels

# Recycle and Reuse



Recycle and reuse. It's not waste until you waste it!



We make a lot of trash in our homes and where we work. Then we throw it away. We put it in trashcans to get rid of it.

Where does all that trash go? It may get burned. It may go into landfills, or to the dump.



How can we make less trash so we don't burn as much or dump so much in landfills?

One way is to waste less. We can recycle what we no longer need. We can put glass, paper, and cans in a recycle bin. Then these things can be made into other things.



We make less waste when we reuse things. Use a lunch box, not bags that you toss in the trash. Do what this girl is doing. She is refilling her drink can, not throwing it away.



# Growing Plants

## DECODABLE WORDS

**Target Skill:** prefix *over-*  
overeager    overgrown    overreact    overtake

### Previously Taught Skills

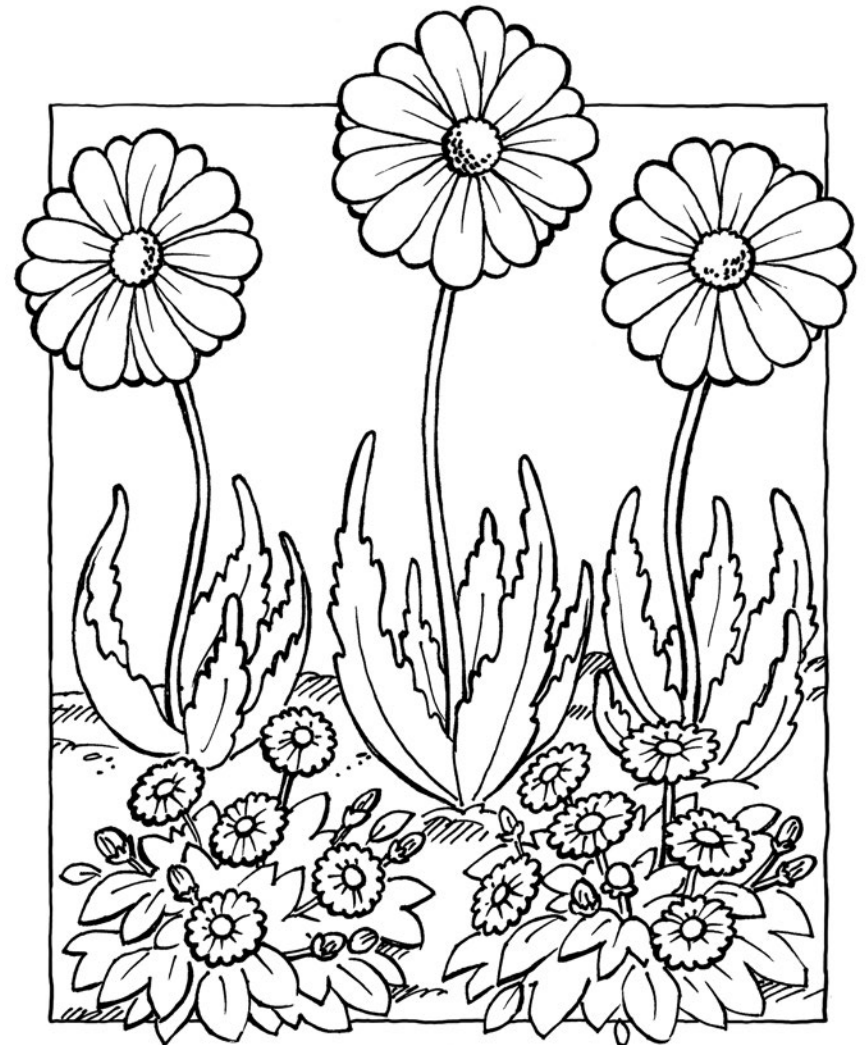
advice	can	growing	make	sunlight
and	dirt	hard	may	that
as	drain	harder	much	this
at	dry	if	need	time
be	easy	in	no	wait
beds	follow	is	not	weeds
begin	for	it	or	when
big	garden	just	plant	will
bit	get	letting	plants	with
but	grow	like	strong	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; /g/ spelled *g*; blends with *r*, *l*, *s*; final blends *nd*, *ng*, *nt*; double final consonants *ll*; double consonants (closed syllables); consonant digraphs *th*, *wh*, *ch*; ending *-s*; ending *-ing*; CV syllable pattern (open); vowel digraphs *ai*, *ay*, *ee*, *ea*, *ow*; compound words; schwa sound; ending *-ing*: double consonant; long *i* spelled *igh*, *y*; long *e* spelled *y*; *r*-controlled *ar*, *or*, *er*, *ir*; ending *-er*: double consonant; suffix *-y*; prefixes *re-*, *over-*; consonants; short vowels

## HIGH-FREQUENCY WORDS

a	don't	to	your
air	out	too	
are	the	water	
do	they	you	

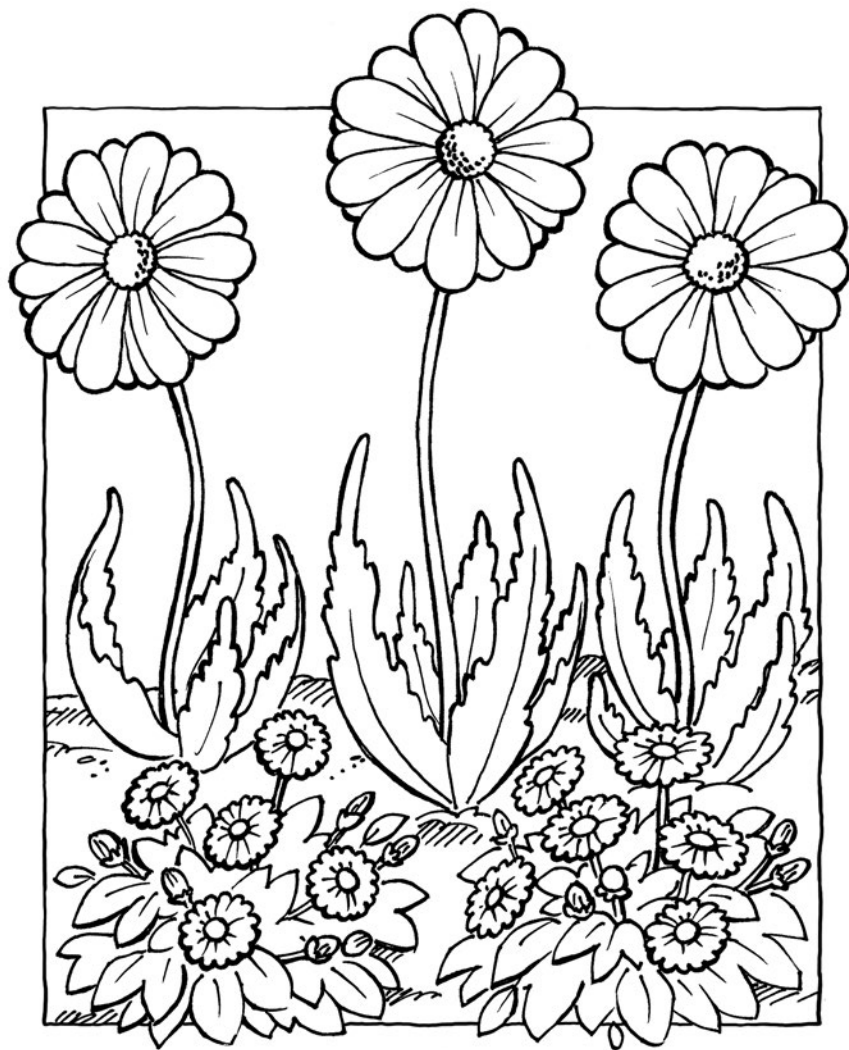
# Growing Plants



**High-Frequency Words Taught to Date**

a	caught	friend	live	pictures	they	you	kept
about	city	friendship	long	play	think	young	knew
above	cold	full	look	please	those	your	might
across	come	funny	loudly	pull	thought		mind
after	could	give	loved	pushed	three	afraid	morning
again	country	go	make	put	to	against	move
all	covers	goes	many	read	today	air	next
almost	cried	good	maybe	ready	together	also	other
along	different	great	me	right	too	another	part
always	do	green	minute	said	took	any	pretty
and	does	ground	more	school	toward	anything	really
animal	done	grow	most	second	try	behind	river
are	don't	happy	mother	see	two	being	room
around	door	have	my	seven	under	better	saw
away	down	he	myself	shall	until	book	says
baby	draw	head	near	she	use	care	sky
ball	earth	hear	never	should	very	cheer	sleep
be	eat	heard	new	show	walk	children	slowly
bear	eight	help	night	sing	want	coming	someone
beautiful	enough	her	no	small	warms	dark	something
because	even	here	noise	soil	was	didn't	sound
been	every	high	nothing	some	wash	doing	stood
before	everyone	hold	now	sometimes	watch	else	store
began	eyes	house	of	soon	water	ever	table
begins	fall	how	off	sorry	we	everything	tall
bird	family	I	old	starts	were	floor	this
blue	far	idea	once	stories	what	flower	though
both	father	into	one	story	where	found	told
boy	few	is	only	studied	who	front	turned
bring	field	kinds	open	sure	why	girl	voice
brothers	find	know	or	surprised	window	gone	what's
brown	first	large	our	take	with	hair	without
buy	five	laugh	out	talk	work	hard	words
by	fly	learning	over	teacher	world	hello	
call	follow	light	own	the	would	horse	
car	food	like	paper	their	write	hundred	
carry	for	listen	party	there	years	I'll	
	four	little	people	these	yellow	I've	

**Decoding skills taught to date:** short *a*; short *i*; closed syllables (CVC); short *o*; short *u*; short *e*; long *a* (CVCe); long *i* (CVCe); /k/ spelled *c*; /s/ spelled *c*; long *o* (CVCe); long *u* /yōō/ (CVCe); long *u* /ōō/ (CVCe); long *e* (CVCe); /g/ spelled *g*; /j/ spelled *g*, *dge*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *ng*; final blend *nk*; final blend *nt*; double final consonants *ll*, *ss*, *ff*, *zz*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*, *tch*, *ph*; ending *-s*; ending *-ed* /ed/; ending *-ed* /t/; ending *-ing*; CV syllable pattern (open syllables); contractions *'s*, *n't*; contractions *'ll*, *'d*; contractions *'ve*, *'re*; endings *-s*, *-es*; vowel digraphs *ai*, *ay*, *ea*, *ee*, *oa*, *ov*; endings *-ed*, *-ing*; drop *e*; compound words; schwa sound; endings *-ed*, *-ing*; double consonant; long *i* spelled *igh*, *ie*; long *i* spelled *i*, *y*; long *e* spelled *y*; ending *-es*: change *y* to *i*; *r*-controlled *ar*, *or*, *ore*, *er*, *ir*, *ur*; homophones; endings *-er*, *-est*: double consonant; suffixes *-y*, *-ly*, *-ful*; syllables *-tion*, *-ture*; prefixes *un-*, *re-*, *over-*



If you follow this advice, the plants in your garden will grow big and strong in no time!

# Growing Plants

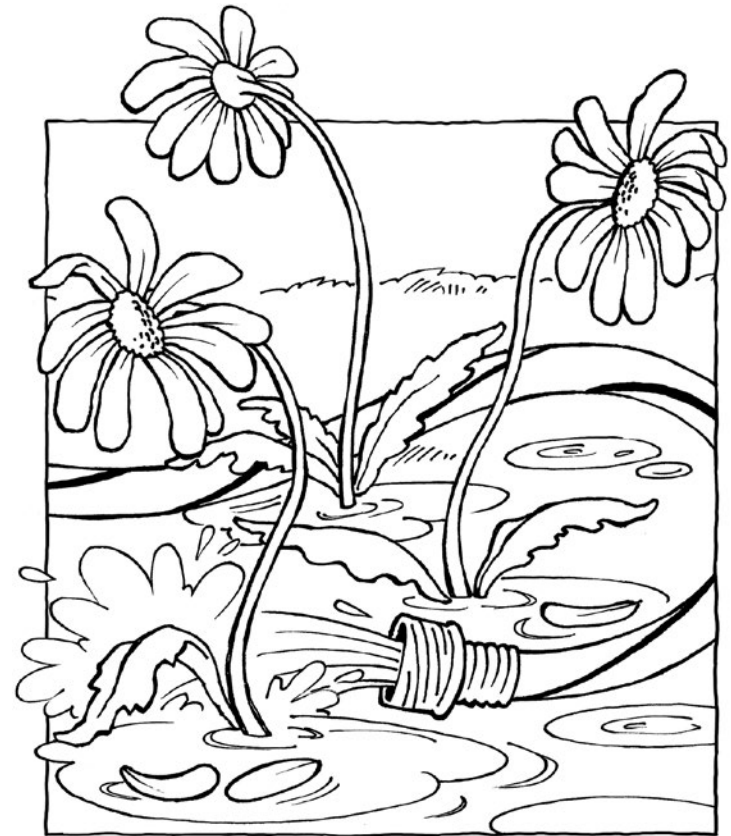


If you like plants, you can plant a garden.

Plants may be easy or hard to grow in a garden. Plants need air, sunlight, water, dirt, and time to grow. Don't be overeager as you begin. Just do a bit at a time.



Plants need air and sunlight. Letting weeds overtake your garden plants will make it hard for your plants to grow. When garden beds get overgrown with weeds, it is harder for plants to get the air and sunlight that they need.



Plants need water, but not too much. If your plants get too much water, don't overreact. Just drain the garden as much as you can, and wait for the sun to dry it out.

# Is Liz Late?

## DECODABLE WORDS

Target Skill: prefix *over-*

overcast    overdid    oversleep

## Previously Taught Skills

afraid	Dan	it	not	then
after	day	Jess	on	think
am	did	just	park	tried
and	didn't	late	quickly	up
as	dressed	least	raining	wait
ate	find	Liz	ran	we
be	for	long	really	went
bed	glad	make	rubbed	with
bench	had	meet	see	woke
but	happy	missed	set	
came	I	morning	she	
can't	in	night	stairs	
cried	is	no	start	

SKILLS APPLIED IN WORDS IN STORY: short *a*; short *i*; CVC syllable pattern (closed); short *o*; short *u*; short *e*; long *a* (CVCe); /*k*/ spelled *c*; /*g*/ spelled *g*; blends with *r*, *l*, *s*; final blends *nd*, *ng*, *nk*, *nt*; double final consonants *ss*; consonants *ck*; double consonants (closed syllables); consonant digraphs *th*, *sh*, *wh*, *ch*; endings *-s*, *-ed*, *-ing*; contractions with *n't*; vowel digraphs *ai*, *ay*, *ee*, *ea*; schwa sound; ending *-ed*: double consonant; long *i* spelled *igh*, *i*, *ie*; long *e* spelled *y*; *r*-controlled *ar*, *er*; suffix *-ly*; prefix *over-*

## HIGH-FREQUENCY WORDS

a	eyes	said	to
are	next	the	too
call(ed)	off	they	want
don't	one	thought	was

# Is Liz Late?



**High-Frequency Words Taught to Date**

a	city	friendship	long	play	think	young	knew
about	cold	full	look	please	those	your	might
above	come	funny	loudly	pull	thought		mind
across	could	give	loved	pushed	three	afraid	morning
after	country	go	make	put	to	against	move
again	covers	goes	many	read	today	air	next
all	cried	good	maybe	ready	together	also	other
almost	different	great	me	right	too	another	part
along	do	green	minute	said	took	any	pretty
always	does	ground	more	school	toward	anything	really
and	done	grow	most	second	try	behind	river
animal	don't	happy	mother	see	two	being	room
are	door	have	my	seven	under	better	saw
around	down	he	myself	shall	until	book	says
away	draw	head	near	she	use	care	sky
baby	earth	hear	never	should	very	cheer	sleep
ball	eat	heard	new	show	walk	children	slowly
be	eight	help	night	sing	want	coming	someone
bear	enough	her	no	small	warms	dark	something
beautiful	even	here	noise	soil	was	didn't	sound
because	every	high	nothing	some	wash	doing	stood
been	everyone	hold	now	sometimes	watch	else	store
before	eyes	house	of	soon	water	ever	table
began	fall	how	off	sorry	we	everything	tall
begins	family	I	old	starts	were	floor	this
bird	far	idea	once	stories	what	flower	though
blue	father	into	one	story	where	found	told
both	few	is	only	studied	who	front	turned
boy	field	kinds	open	sure	why	girl	voice
bring	find	know	or	surprised	window	gone	what's
brothers	first	large	our	take	with	hair	without
brown	five	laugh	out	talk	work	hard	words
buy	fly	learning	over	teacher	world	hello	
by	follow	light	own	the	would	horse	
call	food	like	paper	their	write	hundred	
car	for	listen	party	there	years	I'll	
carry	four	little	people	these	yellow	I've	
caught	friend	live	pictures	they	you	kept	

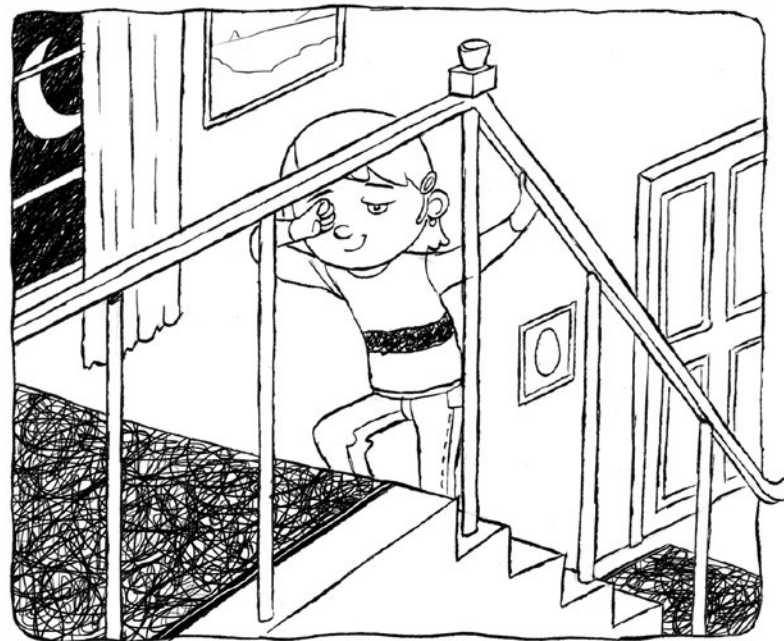
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Just then, Jess and Dan came up to her. Liz was happy to see them. "Liz!" they called. "Are we late?"

"I thought I was late," said Liz.  
"Am I glad to see you!"

## Is Liz Late?



One night, Liz stayed up late after a long day. She really overdid it, and she had to meet Dan and Jess in the park the next morning. She rubbed her eyes as she went up the stairs to bed.



The next morning, Liz woke up with a start. "No, no!" she cried. "Did I oversleep? I can't be late! I don't want to make Jess and Dan wait!"

She quickly dressed and ate and set off for the park.



The day was overcast, but at least it was not raining. Liz ran to the park and tried to find Jess and Dan. She didn't see them.

She was afraid she was too late and had missed them. She sat on a bench to think.