

Animals Eat Food, Too!

DECODABLE WORDS

Target Skill: /ōō/ spelled oo

cool	loon	raccoon	too
food	pool	roots	

Previously Taught Skills

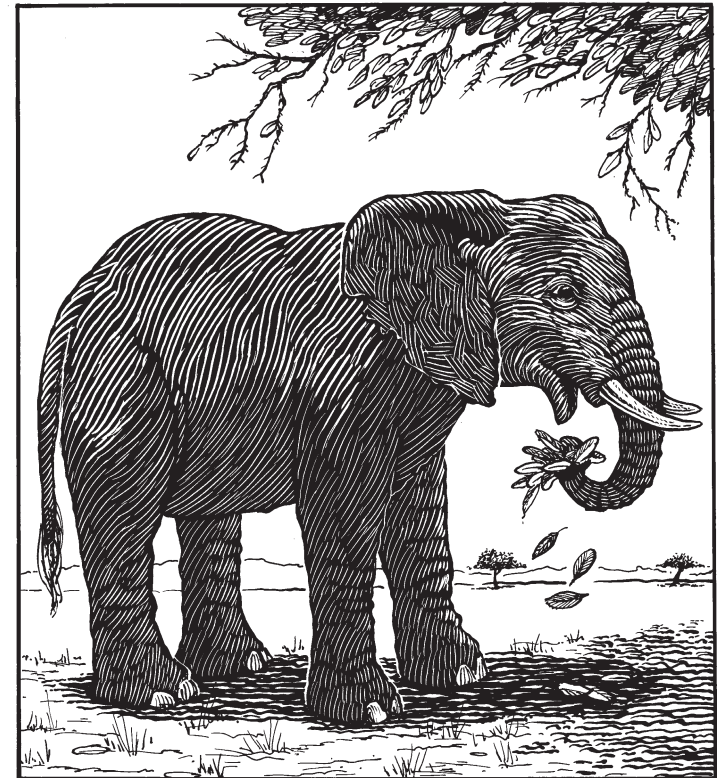
are	dives	get	its	own
bird	eat	hog	kind	this
brings	fish	is	likes	we
digs	for	it	mom	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *w*; consonant *k*; consonant *v*; final blend *nd*; digraph *th*; ending *-s*; digraph *sh*; long *i* (CVCe); long *e* (*ee*); long *e* (*ea*); long *o* (*ow*); *r*-controlled *ir*; /ōō/ spelled *oo*

HIGH-FREQUENCY WORDS

a	baby	little	to
animals	into	of	

Animals Eat Food, Too!

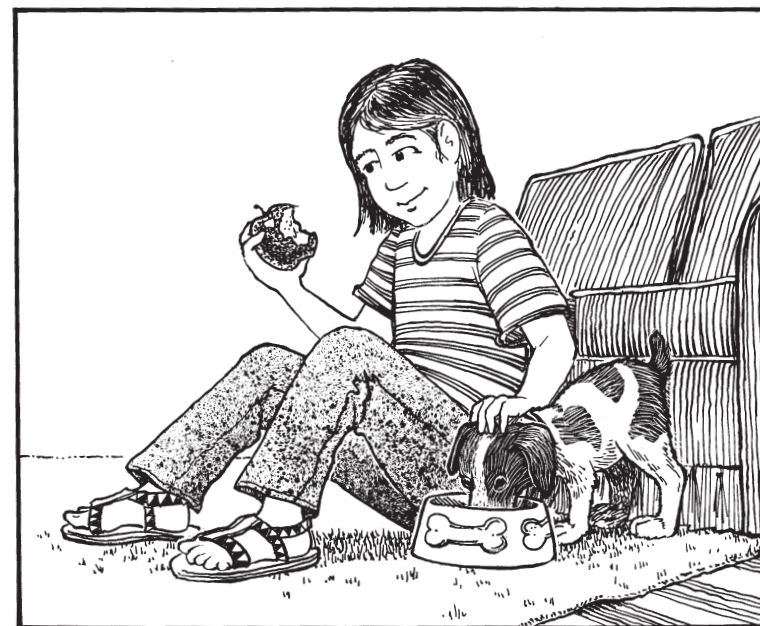


High-Frequency Words Taught to Date

a	brown	father	help	more	put	they	where
about	by	few	her	mother	read	think	who
after	call	find	here	my	ready	those	why
again	car	first	hold	never	right	three	window
all	carry	five	house	new	said	to	with
almost	cold	fly	how	night	see	today	work
along	come	follow	I	no	shall	together	world
and	could	food	into	noise	she	too	would
animal	country	for	is	nothing	show	try	write
are	covers	four	kinds	now	sing	two	years
around	do	friend	know	of	small	under	yellow
away	does	full	laugh	off	soil	until	you
baby	done	funny	learning	old	some	use	young
be	don't	give	light	one	sometimes	very	your
because	door	go	like	open	soon	walk	
been	down	goes	little	or	starts	want	
before	draw	good	live	our	story	warms	
began	earth	great	long	out	sure	was	
begins	eat	green	look	over	take	wash	
bird	eight	ground	loudly	own	talk	watch	
blue	every	grow	make	paper	the	water	
both	eyes	have	many	pictures	their	we	
boy	fall	he	maybe	play	there	were	
bring	far	hear	me	pull	these	what	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (e, ee); long *e* (CVCe, ea); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*

Animals Eat Food, Too!



We eat food. Animals eat food, too!



This baby raccoon is too little to get its own food. Its mom brings it food.



A loon is a kind of bird. This loon dives into a cool pool. Fish are food for a loon.



This hog digs for roots. It likes to eat roots. Roots are food for this hog.

Joon's Big Blooms

DECODABLE WORDS

Target Skill: /ōō/ spelled oo

bloom	food	noon	scoop
blooms	Joon	room	too
drooping	Joon's	roots	tools

Previously Taught Skills

and	drops	Hee	need	them
are	fix	his	pot	then
at	gets	in	puts	
big	grows	lots	sets	
dirt	he	must	sun	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *w*; consonant *j*; short *u*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; digraph *th*; ending *-s*; ending *-ing*; possessives with *'s*; long *e* (*ee*); long *o* (*ow*); *r*-controlled *ir*; /ōō/ spelled *oo*

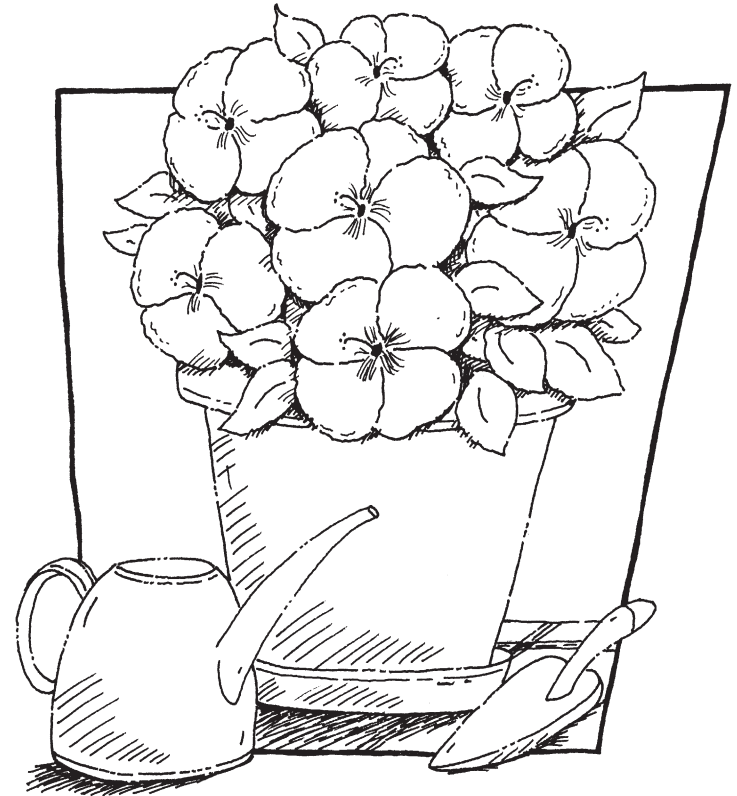
HIGH-FREQUENCY WORDS

a	of	they
gives	the	

/ōō/ spelled oo

BOOK 152

Joon's Big Blooms



High-Frequency Words Taught to Date

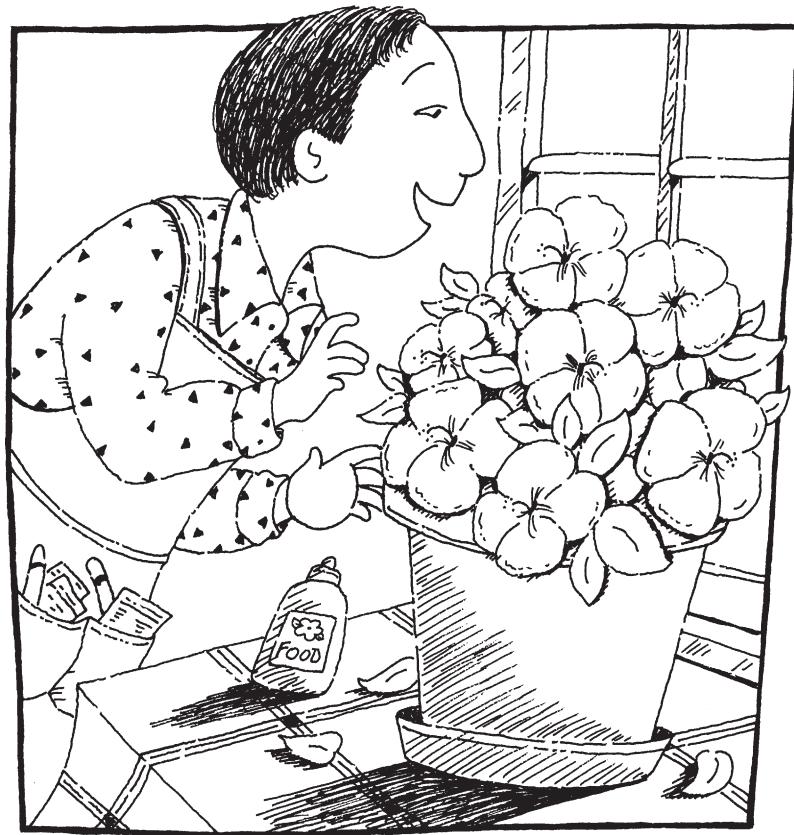
a	bring	far	hear	me	pull	these	what
about	brown	father	help	more	put	they	where
after	by	few	her	mother	read	think	who
again	call	find	here	my	ready	those	why
all	car	first	hold	never	right	three	window
almost	carry	five	house	new	said	to	with
along	cold	fly	how	night	see	today	work
and	come	follow	I	no	shall	together	world
animal	could	food	into	noise	she	too	would
are	country	for	is	nothing	show	try	write
around	covers	four	kinds	now	sing	two	years
away	do	friend	know	of	small	under	yellow
baby	does	full	laugh	off	soil	until	you
be	done	funny	learning	old	some	use	young
bear	don't	give	light	one	sometimes	very	your
because	door	go	like	open	soon	walk	
been	down	goes	little	or	starts	want	
before	draw	good	live	our	story	warms	
began	earth	great	long	out	sure	was	
begins	eat	green	look	over	take	wash	
bird	eight	ground	loudly	own	talk	watch	
blue	every	grow	make	paper	the	water	
both	eyes	have	many	pictures	their	we	
boy	fall	he	maybe	play	there	were	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar, or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew, /ōō/ spelled oo*

Joon's Big Blooms



Joon Hee grows lots of
big blooms in his room.

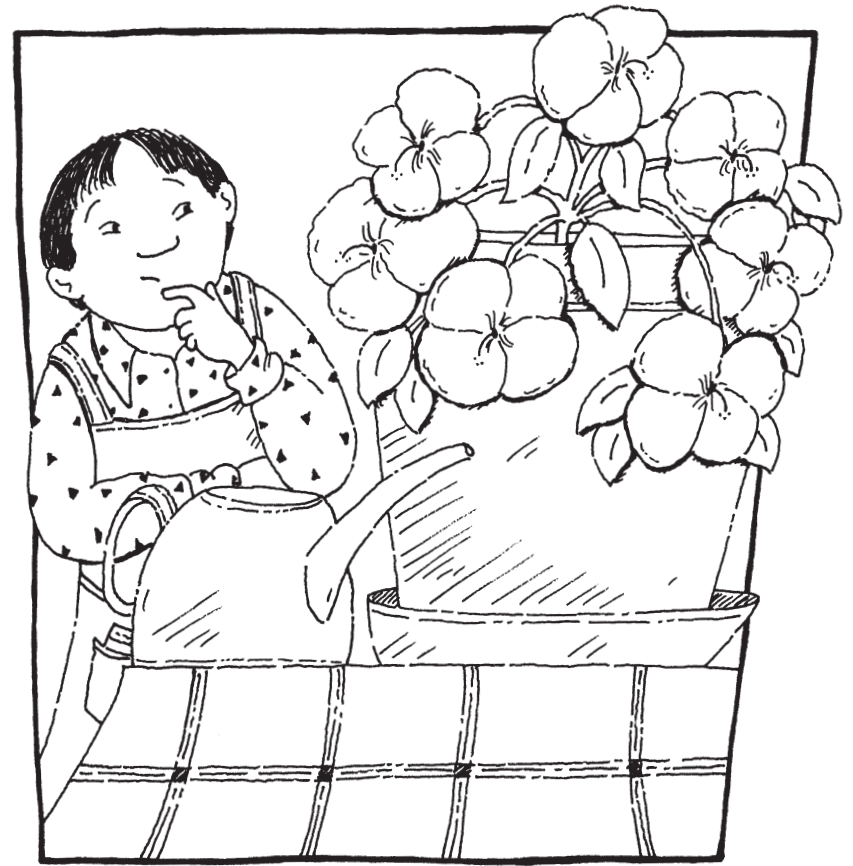


Joon Hee sets the blooms in
the sun at noon. He gives them
food, too. They bloom, bloom,
bloom!



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Joon Hee puts the roots in the pot. Then he gets his tools. He drops a scoop of dirt in the pot.



The blooms are drooping!
Joon Hee must fix the blooms.
They need sun and food.

Glue Clues

DECODABLE WORDS

Target Skill: /ōō/ spelled *u, ue*

clue	glue	Stu's	true
clues	Stu	Sue	truth

Previously Taught Skills

are	have	make	rug	took
be	in	making	see	use
close	is	me	so	went
find	it	much	soon	will
for	know	need	spots	yelled
gift	lead	nice	thank	you
go	like	now	that	
good	line	on	they	
has	look	place	this	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; short *u*; final consonants *ll*; blends with *r*; blends with *l*; blends with *s*; digraph *th*; ending *-s*; ending *-ed* /d/; ending *-ing*; digraph *ch*; possessives with *'s*; long *a* (CVCe); soft *c* /s/; long *i* (CVCe); digraph *kn*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (e, ee); long *e* (ea); final consonants *nk*; long *o* (ow); *r*-controlled *ar*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*

HIGH-FREQUENCY WORDS

a	friend	my	said	to
door	l	out	the	where

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/ōō/ spelled *u, ue*

BOOK 153

Glue Clues

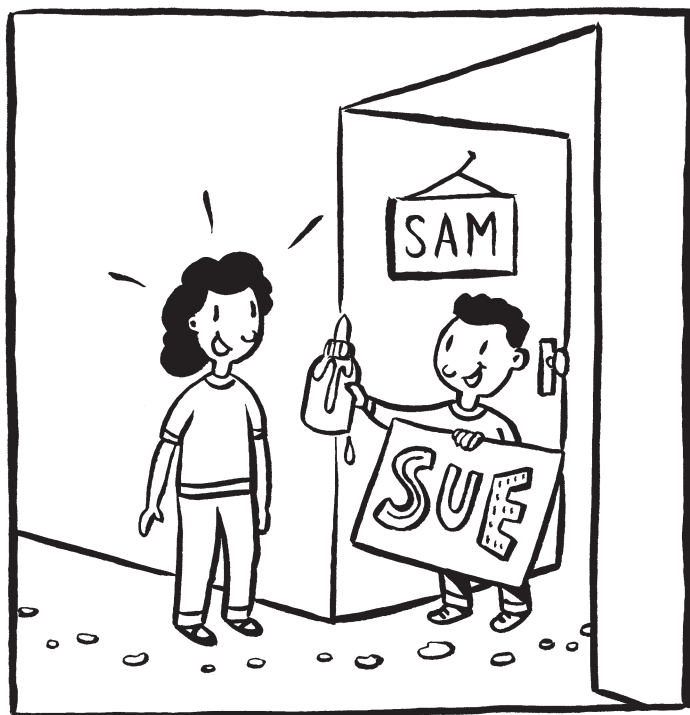


High-Frequency Words Taught to Date

a	brown	few	here	never	said	today	would
about	by	find	hold	new	see	together	write
after	call	first	house	night	shall	too	years
again	car	five	how	no	she	try	yellow
all	carry	fly	I	noise	show	two	you
almost	cold	follow	into	nothing	sing	under	young
along	come	food	is	now	small	until	your
and	could	for	kinds	of	soil	use	
animal	country	four	know	off	some	very	
are	covers	friend	laugh	old	sometimes	walk	
around	do	full	learning	one	soon	warms	
away	does	funny	light	open	starts	was	
baby	done	give	like	or	story	wash	
be	don't	go	little	our	sure	watch	
bear	door	goes	live	out	take	water	
because	down	good	long	over	talk	we	
been	draw	great	look	own	the	were	
before	earth	green	loudly	paper	their	what	
began	eat	ground	make	pictures	there	where	
begins	eight	grow	many	play	these	who	
bird	every	have	maybe	pull	they	why	
blue	eyes	he	me	put	think	window	
both	fall	hear	more	read	those	with	
boy	far	help	mother	ready	three	work	
bring	father	her	my	right	to	world	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; digraphs *ch*, *tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s*, *n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e*, *ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai*, *ay*); contractions *'ll*, *'d*; long *o* (*ow*, *oa*); contractions *'ve*, *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*, *ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou*, *ew*; /ōō/ spelled *oo*; /ōō/ spelled *u*, *ue*

Glue Clues

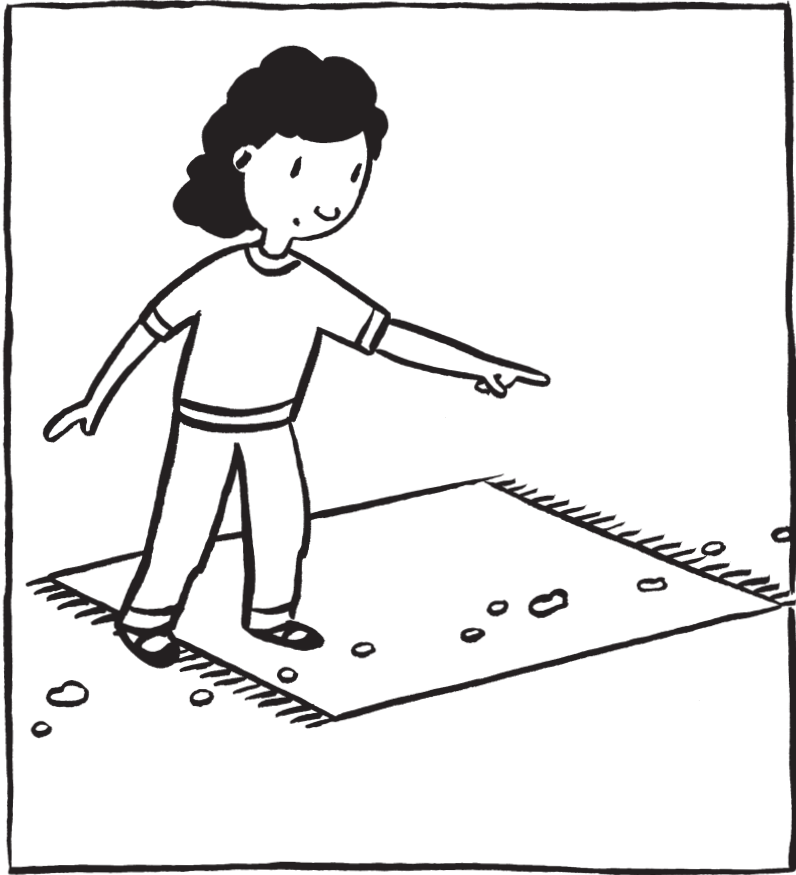


"It is the truth, Sue," said Stu.
"I took that glue to make this gift for you!"

"Thank you, Stu!" yelled Sue.
"It is such a nice gift. I like it so much. You are a good, good friend for making this for me."



"I will need glue soon," said Sue. "Where is my glue? It has to be in a place that is close. I know! Now I will go look for clues."



"Look, clues! I see glue spots on this rug. They are in a line. I will find out where the glue spots lead!"



The glue spots went to Stu's door. "Stu, I have a clue," said Sue. "Is it true that you have my glue? I will need to use it soon."

Your Book Is Due, Ruth

DECODABLE WORDS

Target Skill: /ōō/ spelled *u, ue*

Blue	overdue	Ruth's	truth
due	Ruth	true	

Previously Taught Skills

asked	dad	is	slid	took
be	dime	it	take	will
book	her	Miss	thank	you
books	in	must	that	
box	into	not	this	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t*; short *a*; consonant *d*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; short *o*; consonant *l*; consonant *x*; inflection *-s*; consonant *w*; consonant *k*; short *u*; final consonants *ll*; final consonants *ss*; blends with *r*; blends with *l*; blends with *s*; final blend *st*; ending *-ed* /d/; digraph *th*; ending *-s*; possessives with *'s*; compound words; long *a* (CVCe); long *i* (CVCe); long *e* (e); final consonants *nk*; *r*-controlled *er*; /ōō/ spelled *oo*; /ōō/ spelled *ou*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*

HIGH-FREQUENCY WORDS

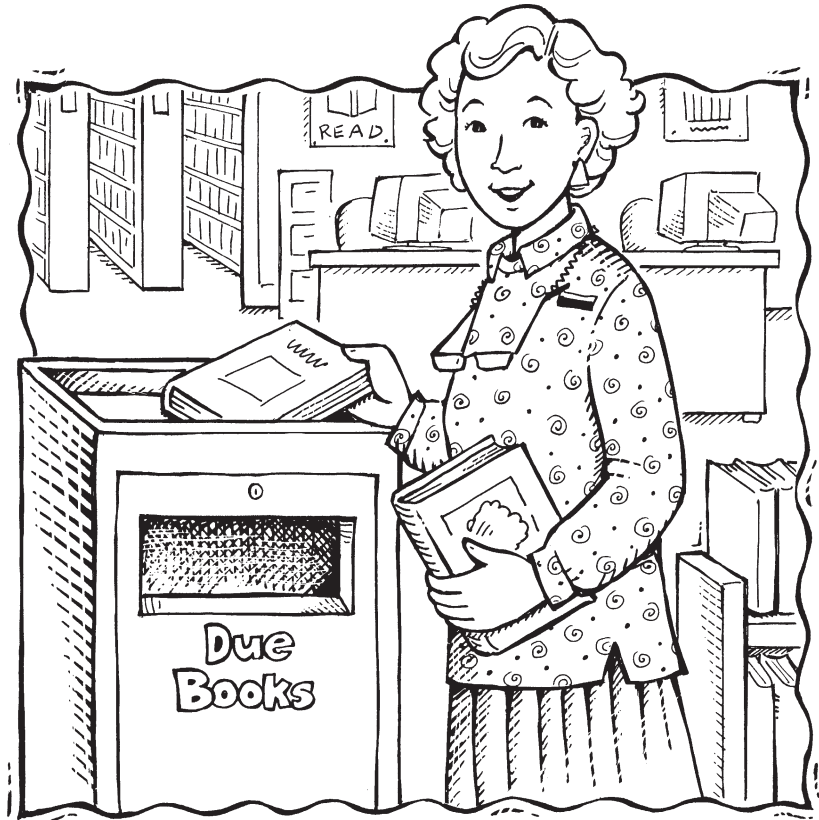
a	over	the	your
again	put	to	
my	said	today	

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/ōō/ spelled *u, ue*

BOOK 154

Your Book Is Due, Ruth



High-Frequency Words Taught to Date

a	brown	few	here	never	said	today	would
about	by	find	hold	new	see	together	write
after	call	first	house	night	shall	too	years
again	car	five	how	no	she	try	yellow
all	carry	fly	I	noise	show	two	you
almost	cold	follow	into	nothing	sing	under	young
along	come	food	is	now	small	until	your
and	could	for	kinds	of	soil	use	
animal	country	four	know	off	some	very	
are	covers	friend	laugh	old	sometimes	walk	
around	do	full	learning	one	soon	warms	
away	does	funny	light	open	starts	was	
baby	done	give	like	or	story	wash	
be	don't	go	little	our	sure	watch	
bear	door	goes	live	out	take	water	
because	down	good	long	over	talk	we	
been	draw	great	look	own	the	were	
before	earth	green	loudly	paper	their	what	
began	eat	ground	make	pictures	there	where	
begins	eight	grow	many	play	these	who	
bird	every	have	maybe	pull	they	why	
blue	eyes	he	me	put	think	window	
both	fall	hear	more	read	those	with	
boy	far	help	mother	ready	three	work	
bring	father	her	my	right	to	world	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; digraphs *ch*, *tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s*, *n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (e, ee); long *e* (CVCe, ea); final consonants *ng*; final consonants *nk*; long *a* (ai, ay); contractions *'ll*, *'t*; long *o* (ow, oa); contractions *'ve*, *'re*; compound words; short *e* (ea); *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*, *ir*; *r*-controlled *ur*; /ð/ spelled *oo*; closed syllables (CVC); /ō/ spelled *ou*, *ew*; /ō/ spelled *oo*; /ō/ spelled *u*, *ue*

Your Book Is Due, Ruth



"Ruth, your book is due,"
said Ruth's dad. "Take it over
to Miss Blue."



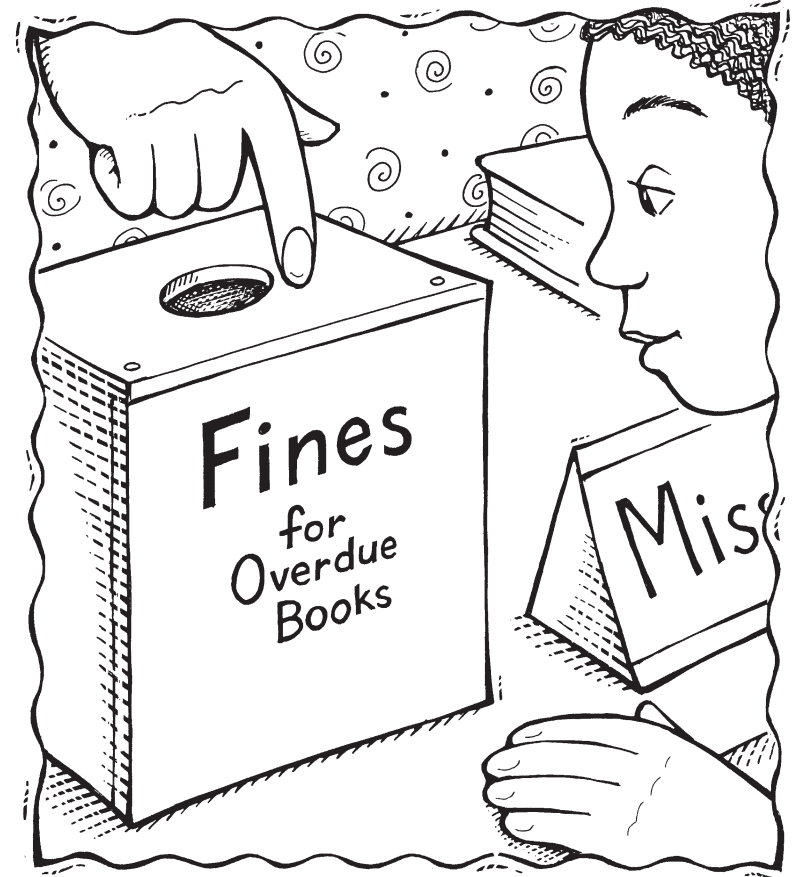
Ruth slid a dime into the box.
"My books will not be overdue
again," said Ruth.
"Thank you!" said Miss Blue.



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Ruth took her book to Miss Blue.

"Miss Blue, is it true that my book is due today?" asked Ruth.



"Ruth, the truth is that your book is overdue," said Miss Blue. "You must put a dime in this box."

It Is June!

DECODABLE WORDS

Target Skill: /ōō/ spelled u_e (CVCe)

Bruce June Luke's spruce tune

Duke Luke prune tube

Previously Taught Skills

as help is Mom sing will

called helped it picked this you

game his let's pup up

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *j*; short *u*; final consonants *ll*; consonants *-ck*; blends with *r*; blends with *s*; ending *-ed* /d/; digraph *ch*; contraction *'s*; long *a* (CVCe); soft *c* /s/; final consonants *ng*; /ōō/ spelled *ou*; /ōō/ spelled *oo*; /ōō/ spelled *u_e* (CVCe)

HIGH-FREQUENCY WORDS

a house the

do I

every said

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/ōō/ spelled u_e (CVCe)

BOOK 155

It Is June!



High-Frequency Words Taught to Date

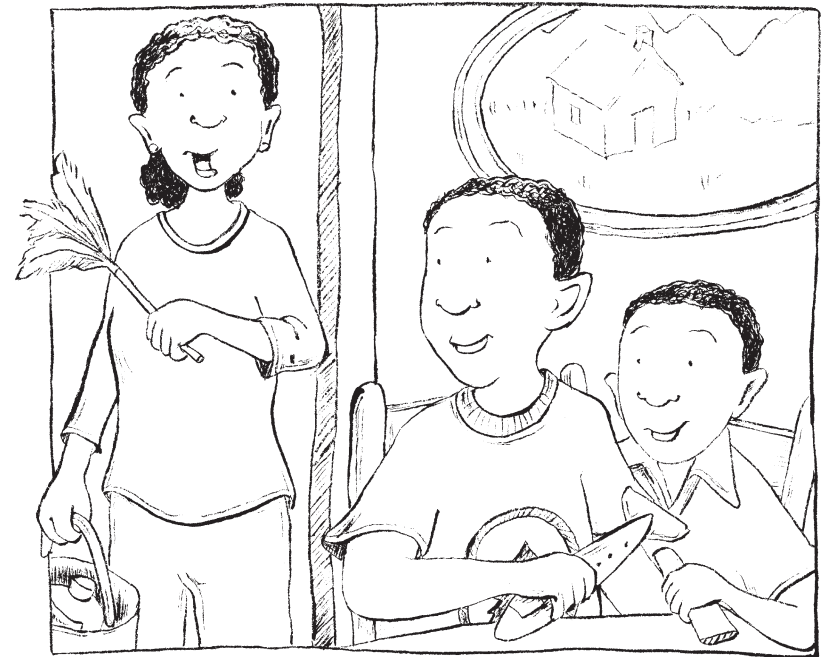
a	bring	fall	he	many	paper	talk	wash
about	brown	far	hear	maybe	pictures	the	watch
after	by	father	help	me	play	their	water
again	call	few	her	more	pull	there	we
all	car	find	here	mother	put	these	were
almost	carry	first	hold	my	read	they	what
along	cold	five	house	never	ready	think	where
and	come	fly	how	new	right	those	who
animal	could	follow	I	night	said	three	why
are	country	food	into	no	see	to	window
around	covers	for	is	noise	shall	today	with
away	do	four	kinds	nothing	she	together	work
baby	does	friend	know	now	show	too	world
be	don't	funny	laugh	of	sing	try	would
because	done	give	learning	off	small	two	write
been	door	go	light	old	soil	under	years
before	down	goes	like	one	some	until	yellow
began	draw	good	little	open	sometimes	use	you
begins	earth	great	live	or	soon	very	young
bird	eat	green	long	our	starts	walk	your
blue	eight	ground	look	out	story	want	
both	every	grow	loudly	over	sure	warms	
boy	eyes	have	make	own	take	was	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g*; short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; vowel digraph *oo /ōō/*; closed syllables (CVC); /oo/ spelled *oo, ou*; /oo/ spelled *ew*; /oo/ spelled *u, ue*; /oo/ spelled *u_e*

It Is June!



"Let's do this every June!"
said Mom.



"Bruce! Luke!" called Mom.
"It is June! Will you help spruce
up the house?"



“I will prune this spruce,”
said Bruce. “As I prune, I will
sing a tune!”



Luke picked up his tube game.
Luke's pup, Duke, helped, too!

Spruce Tune

DECODABLE WORDS

Target Skill: /ōō/ spelled u_e (CVCe)

Bruce	June	lute	tune
flute	Luke	spruce	

Previously Taught Skills

big	hit	likes	names	street
her	is	lives	on	up
his	it	makes	plays	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, c, t*; consonant *n*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection -s; consonant *y*; consonant *k*; consonant *v*; consonant *j*; short *u*; blends with *r*; blends with *l*; blends with *s*; ending -s; long *a* (CVCe); soft *c* /s/; long *i* (CVCe); long *e* (ee); long *a* (ay); *r*-controlled *er*; /ōō/ spelled *u_e* (CVCe)

HIGH-FREQUENCY WORDS

a

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/ōō/ spelled u_e (CVCe)

BOOK 156

Spruce Tune



High-Frequency Words Taught to Date

a	boy	eyes	grow	loudly	over	sure	was
about	bring	fall	have	make	own	take	wash
after	brown	far	he	many	paper	talk	watch
again	by	father	hear	maybe	pictures	the	water
all	call	few	help	me	play	their	we
almost	car	find	her	more	pull	there	were
along	carry	first	here	mother	put	these	what
and	cold	five	hold	my	read	they	where
animal	come	fly	house	never	ready	think	who
are	could	follow	how	new	right	those	why
around	country	food	I	night	said	three	window
away	covers	for	into	no	see	to	with
baby	do	four	is	noise	shall	today	work
be	does	friend	kinds	nothing	she	together	world
bear	done	full	know	now	show	too	would
because	don't	funny	laugh	of	sing	try	write
been	door	give	learning	off	small	two	years
before	down	go	light	old	soil	under	yellow
began	draw	goes	like	one	some	until	you
begins	earth	good	little	open	sometimes	use	young
bird	eat	great	live	or	soon	very	your
blue	eight	green	long	our	starts	walk	
both	every	ground	look	out	story	warms	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g*; short *o*; consonant *t*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe)



“Spruce Tune” is a big hit
on Spruce Street!

Spruce Tune



Luke lives on Spruce Street.
Luke makes up a tune. Luke
names it “Spruce Tune.”



Bruce likes "Spruce Tune."
Bruce plays "Spruce Tune" on
his flute.



June likes "Spruce Tune."
June plays "Spruce Tune" on
her lute.

Al and Scout

DECODABLE WORDS

Target Skill: /ou/ spelled *ou, ow*

bounded	ground	out	pout	scowled
couch	house	outside	round	slouched
down	now	pounded	Scout	

Previously Taught Skills

Al	go	kept	rain	wet
and	hat	Mom	sat	you
can	he	on	then	
don't	his	onto	went	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *y*; consonant *w*; consonant *k*; blends with *r*; blends with *l*; blends with *s*; final blend *nt*; final blend *nd*; digraph *th*; ending *-ed /ed/*; ending *-ed /d/*; digraph *ch*; contraction *n't*; long *i* (CVCe); long *o* (CV); long *e* (e), long *a* (ai); compound words; /ou/ spelled *ou, ow*

HIGH-FREQUENCY WORDS

all	of	said
around	put	the

Al and Scout



High-Frequency Words Taught to Date

a	brown	family	hear	more	please	their	what
about	buy	far	help	mother	pull	there	where
after	by	father	her	my	put	these	who
again	call	few	here	myself	read	they	why
all	car	find	hold	never	ready	think	window
almost	carry	first	house	new	right	those	with
along	city	five	how	night	said	three	work
and	cold	fly	I	no	school	to	world
animal	come	follow	into	noise	see	today	would
are	could	food	is	nothing	seven	together	write
around	country	for	kinds	now	shall	too	years
away	covers	four	know	of	she	try	yellow
baby	do	friend	laugh	off	show	two	you
be	does	full	learning	old	sing	under	young
bear	done	funny	light	one	small	until	your
because	don't	give	like	open	soil	use	
been	door	go	little	or	some	very	
before	down	goes	live	our	sometimes	walk	
began	draw	good	long	out	soon	warms	
begins	earth	great	look	over	starts	was	
bird	eat	green	loudly	own	story	wash	
blue	eight	ground	make	paper	sure	watch	
both	every	grow	many	party	take	water	
boy	eyes	have	maybe	pictures	talk	we	
bring	fall	he	me	play	the	were	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (e, ee); long *e* (CVCe, ea); final consonants *ng*; final consonants *nk*; long *a* (ai, ay); contractions *'ll, 't*; long *o* (ow, oa); contractions *'ve, 're*; compound words; short *e* (ea); *r*-controlled *ar, or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur, /ōō/ spelled oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ou/ spelled *ou, ow*

Al and Scout



Al and Scout slouched on the couch. Al scowled. Outside, the rain pounded down.



Al and Scout bounded out onto the wet ground. And the rain kept falling down all around town!



Mom said, "Don't pout, Al.
You and Scout can go out now."



Al sat down. He put on his
round hat. Then he and Scout
went out of the house.

No Gown Downtown

DECODABLE WORDS

Target Skill: /ou/ spelled *ou, ow*

crown	found	gown	sound
downtown	frowned	proud	

Previously Taught Skills

am	did	no	that	will
and	just	not	then	you
can	make	Rose	this	
can't	Mom	she	wear	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *y*; consonant *w*; consonant *j*; short *u*; final consonants *ll*; blends with *r*; final blend *nd*; digraph *th*; ending *-ed /d/*; digraph *sh*; contraction *n't*; long *a* (CVCe); long *o* (CV, CVCe); long *e* (e); compound words; short *e* (ea); /ou/ spelled *ou, ow*

HIGH-FREQUENCY WORDS

a	I	said
again	of	your

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/ou/ spelled *ou, ow*

BOOK 158

No Gown Downtown



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High-Frequency Words Taught to Date

a	bring	eyes	grow	make	own	starts	warms
about	brown	fall	have	many	paper	story	was
after	buy	family	he	maybe	party	sure	wash
again	by	far	hear	me	pictures	take	watch
all	call	father	help	more	play	talk	water
almost	car	few	her	mother	please	the	we
along	carry	find	here	my	pull	their	were
and	city	first	hold	myself	put	there	what
animal	cold	five	house	never	read	these	where
are	come	fly	how	new	ready	they	who
around	could	follow	I	night	right	think	why
away	country	food	into	no	said	those	window
baby	covers	for	is	noise	school	three	with
be	do	four	kinds	nothing	see	to	work
bear	does	friend	know	now	seven	today	world
because	done	full	laugh	of	shall	together	would
been	don't	funny	learning	off	she	too	write
before	door	give	light	old	show	try	years
began	down	go	like	one	sing	two	yellow
begins	draw	goes	little	open	small	under	you
bird	earth	good	live	or	soil	until	young
blue	eat	great	long	our	some	use	your
both	eight	green	look	out	sometimes	very	
boy	every	ground	loudly	over	soon	walk	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (e, ee); long *e* (CVCe, ea); final consonants *ng*; final consonants *nk*; long *a* (ai, ay); contractions *'ll, 'd*; long *o* (ow, oa); contractions *'ve, 're*; compound words; short *e* (ea); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ev*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*

No Gown Downtown



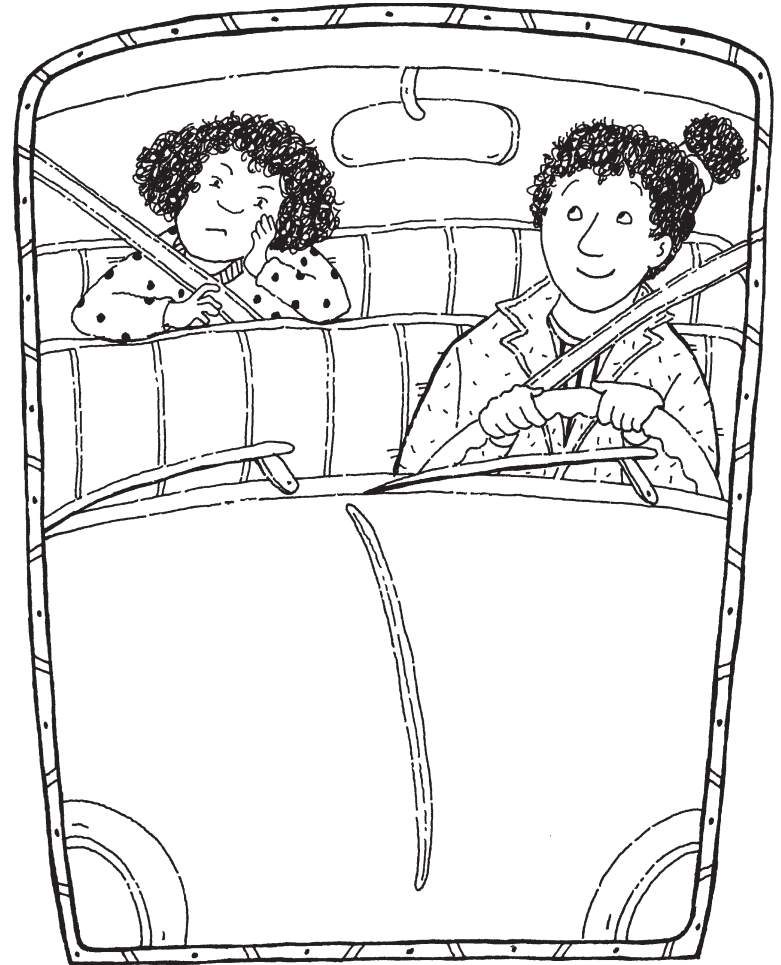
Rose found a crown and a gown. "I will wear this crown and gown downtown," said Rose.



"I am proud of you, Rose," said Mom. "We will have fun downtown. Then you can wear your crown and gown again!"



"No, Rose," said Mom. "You can't wear that crown and gown downtown."



Rose did not make a sound. She just frowned.

Ten Coins

DECODABLE WORDS

Target Skill: /oi/ spelled oy, oi

coins	foil	moist	spoil
Floyd	joy	pointed	toy

Previously Taught Skills

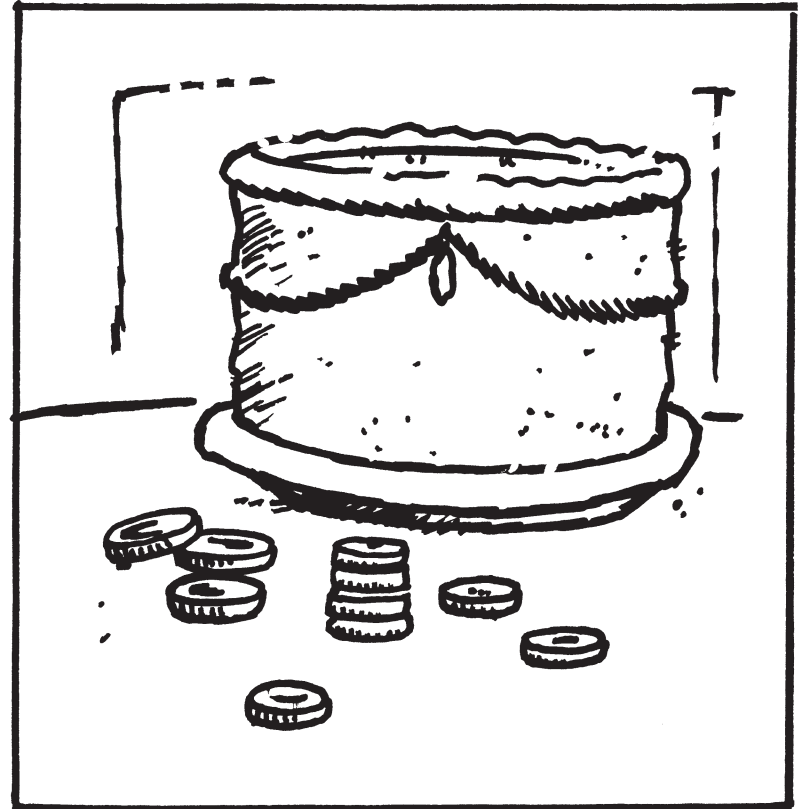
big	got	meal	pulled	will
cake	had	Mom	snack	with
did	he	not	store	you
eat	his	off	ten	
for	in	or	this	
gave	man	placed	went	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *y*; consonant *w*; consonant *v*; consonant *j*; final consonants *ll*; final consonants *ff*; blends with *l*; blends with *s*; final blend *st*; final blend *nt*; digraph *th*; ending *-ed /ed/*; ending *-ed /d/*; long *a* (CVCe); soft *c /s/*; long *e (e)*; long *e (ea)*; *r*-controlled *or*; /ōō/ spelled *ou*; /oi/ spelled *oy, oi*

HIGH-FREQUENCY WORDS

a	called	I	said	to
buy	do	maybe	the	your

Ten Coins



High-Frequency Words Taught to Date

a	brown	family	hear	more	please	their	what
about	buy	far	help	mother	pull	there	where
after	by	father	her	my	put	these	who
again	call	few	here	myself	read	they	why
all	car	find	hold	never	ready	think	window
almost	carry	first	house	new	right	those	with
along	city	five	how	night	said	three	work
and	cold	fly	I	no	school	to	world
animal	come	follow	into	noise	see	today	would
are	could	food	is	nothing	seven	together	write
around	country	for	kinds	now	shall	too	years
away	covers	four	know	of	she	try	yellow
baby	do	friend	laugh	off	show	two	you
be	does	full	learning	old	sing	under	young
bear	done	funny	light	one	small	until	your
because	don't	give	like	open	soil	use	
been	door	go	little	or	some	very	
before	down	goes	live	our	sometimes	walk	
began	draw	good	long	out	soon	warms	
begins	earth	great	look	over	starts	was	
bird	eat	green	loudly	own	story	wash	
blue	eight	ground	make	paper	sure	watch	
both	every	grow	many	party	take	water	
boy	eyes	have	maybe	pictures	talk	we	
bring	fall	he	me	play	the	were	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *l*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (e, ee); long *e* (CVCe, ea); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*

Ten Coins



Floyd had ten coins. "Maybe I will buy a toy," he said.



Floyd pulled the foil off the cake. "For you, Mom!" he said with joy. "I got you this moist cake!"



Floyd went to the store.
"Do not eat a snack or you will
spoil your meal," called Mom.



Floyd did not buy a toy. He
pointed to a big, moist cake in
the bakery. Floyd gave the man
his ten coins. The man placed
the cake in foil.

The New Boy

DECODABLE WORDS

Target Skill: /oi/ spelled oy, oi

boy	joined	pointed	Troy
joy	Joy	Roy	voice

Previously Taught Skills

am	don't	in	new	soft
at	feel	is	next	this
be	first	it	not	want
can	glad	like	now	was
class	he	low	sad	you
desk	her	Miss	she	
did	his	Mom	sit	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; final consonants *ss*; blends with *r*; blends with *l*; final blend *nt*; final blend *st*; digraph *th*; ending *-ed /d/*; ending *-ed /ed/*; digraph *sh*; contraction *n't*; soft *c /s/*; long *i* (CVCe), long *e* (e, ee); long *o* (ow); *r*-controlled *er*; /ou/ spelled *ow*; /oi/ spelled *oy, oi*

HIGH-FREQUENCY WORDS

a	here	said	the
day	I	school	to
happy	our	teacher	

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/oi/ spelled oy, oi

BOOK 160

The New Boy



High-Frequency Words Taught to Date

a	brown	family	hear	more	please	their	what
about	buy	far	help	mother	pull	there	where
after	by	father	her	my	put	these	who
again	call	few	here	myself	read	they	why
all	car	find	hold	never	ready	think	window
almost	carry	first	house	new	right	those	with
along	city	five	how	night	said	three	work
and	cold	fly	I	no	school	to	world
animal	come	follow	into	noise	see	today	would
are	could	food	is	nothing	seven	together	write
around	country	for	kinds	now	shall	too	years
away	covers	four	know	of	she	try	yellow
baby	do	friend	laugh	off	show	two	you
be	does	full	learning	old	sing	under	young
bear	done	funny	light	one	small	until	your
because	don't	give	like	open	soil	use	
been	door	go	little	or	some	very	
before	down	goes	live	our	sometimes	walk	
began	draw	good	long	out	soon	warms	
begins	earth	great	look	over	starts	was	
bird	eat	green	loudly	own	story	wash	
blue	eight	ground	make	paper	sure	watch	
both	every	grow	many	party	take	water	
boy	eyes	have	maybe	pictures	talk	we	
bring	fall	he	me	play	the	were	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar, or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ō/ spelled *o*; closed syllables (CVC); /ō/ spelled *ou, ew*; /ō/ spelled *oo*; /ō/ spelled *u, ue*; /ō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*

The New Boy



Roy joined Joy at her desk.
Now he was happy. He did not
feel like the new boy!



Roy was sad. It was his first
day at a new school. "Mom, I
don't want to be the new boy,"
said Roy.



"I am Miss Troy," said the teacher in a low, soft voice. "I am glad you can join our class."



Miss Troy said, "Class, this is Roy. He is new here."
"Sit here, Roy," said Joy. She pointed next to her.

Draw, Draw, Draw

DECODABLE WORDS

Target Skill: /aw/ spelled *aw*, *au*

Aubree	draws	lawn
draw	fawn	Paul
drawn	hawk	pauses

Previously Taught Skills

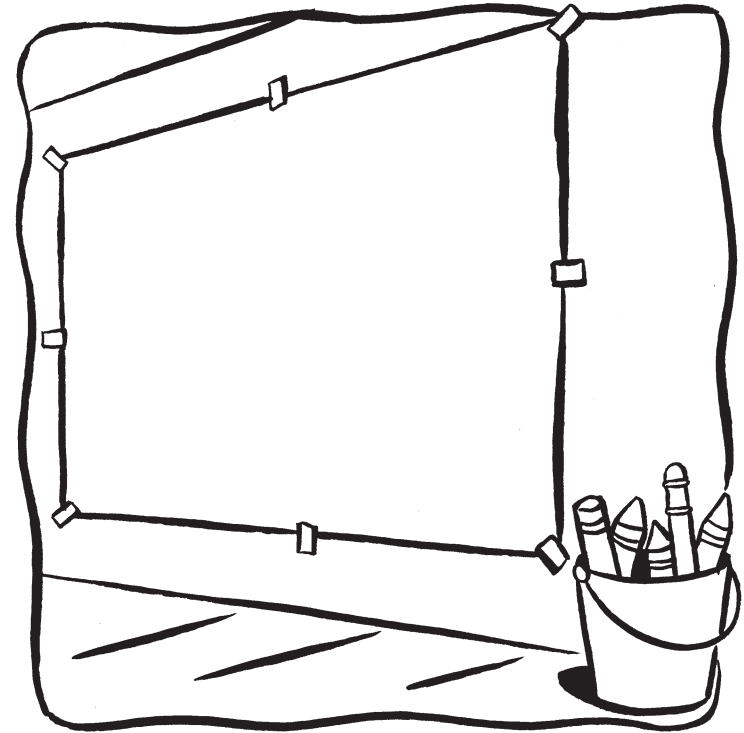
and	big	has	then
at	can	he	
Ben	class	on	

SKILLS APPLIED IN WORDS IN STORY: consonant *t*; *c*; short *a*; consonant *n*;
consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*;
consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection -s; short *e*; consonant *k*;
final consonants *ss*; blends with *r*; blends with *l*; final blend *nd*; digraph *th*; long *e* (*e*, *ee*);
/aw/ spelled *aw*, *au*

HIGH-FREQUENCY WORDS

a school the

Draw, Draw, Draw

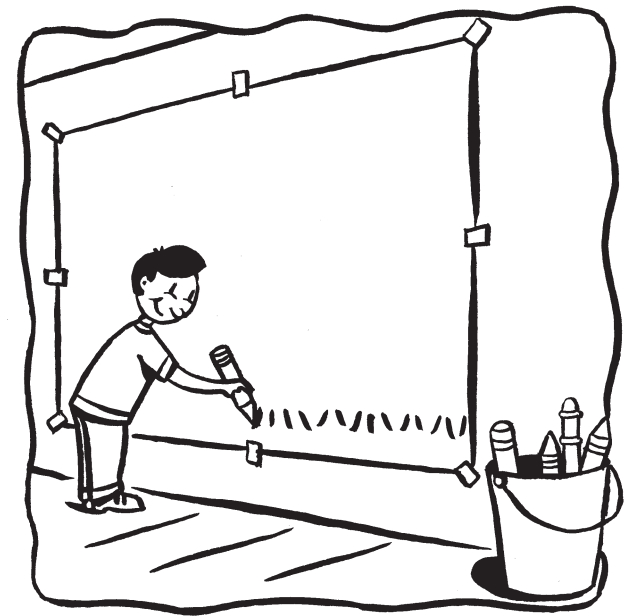


High-Frequency Words Taught to Date

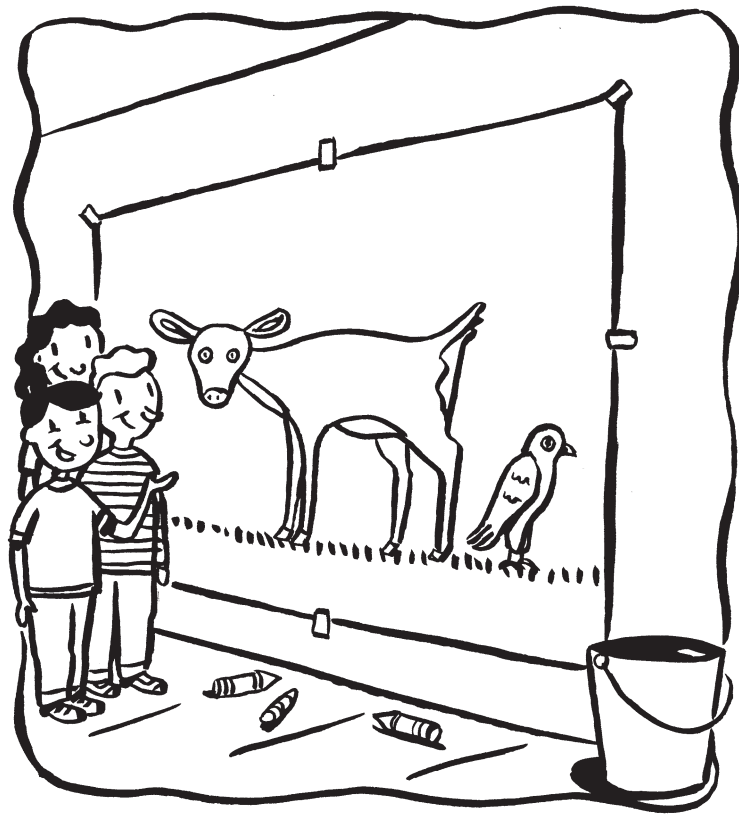
a	brown	fall	have	many	paper	story	warms
about	buy	family	he	maybe	party	sure	was
after	by	far	hear	me	pictures	take	wash
again	call	father	help	more	play	talk	watch
all	car	few	her	mother	please	the	water
almost	carry	find	here	my	pull	their	we
along	city	first	hold	myself	put	there	were
and	cold	five	house	never	read	these	what
animal	come	fly	how	new	ready	they	where
are	could	follow	I	night	right	think	who
around	country	food	into	no	said	those	why
away	covers	for	is	noise	school	three	window
baby	do	four	kinds	nothing	see	to	with
be	does	friend	know	now	seven	today	work
because	done	full	laugh	of	shall	together	world
been	don't	funny	learning	off	she	too	would
before	door	give	light	old	show	try	write
began	down	go	like	one	sing	two	years
begins	draw	goes	little	open	small	under	yellow
bird	earth	good	live	or	soil	until	you
blue	eat	great	long	our	some	use	young
both	eight	green	look	out	sometimes	very	your
boy	every	ground	loudly	over	soon	walk	
bring	eyes	grow	make	own	starts	want	

Decoding skills taught to date: consonant *m*, *s*, *t*, *c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed/ed/*; ending *-ed/d/*; ending *-ed/t/*; ending *-ing*; digraphs *ch*, *tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s*, *n't*; long *a* (CVCe); soft *c/s/*; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gr*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e*, *ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea*, *e_e*); long *a* (*ai*, *ay*); contractions *'ll*, *'d*; long *o* (*ow*, *oa*); contractions *'ve*, *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*, *ir*, *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou*, *ew*; /ōō/ spelled *oo*; /ōō/ spelled *u*, *ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou*, *ow*; /oi/ spelled *oi*, *oi*; /aw/ spelled *aw*, *au*

Draw, Draw, Draw



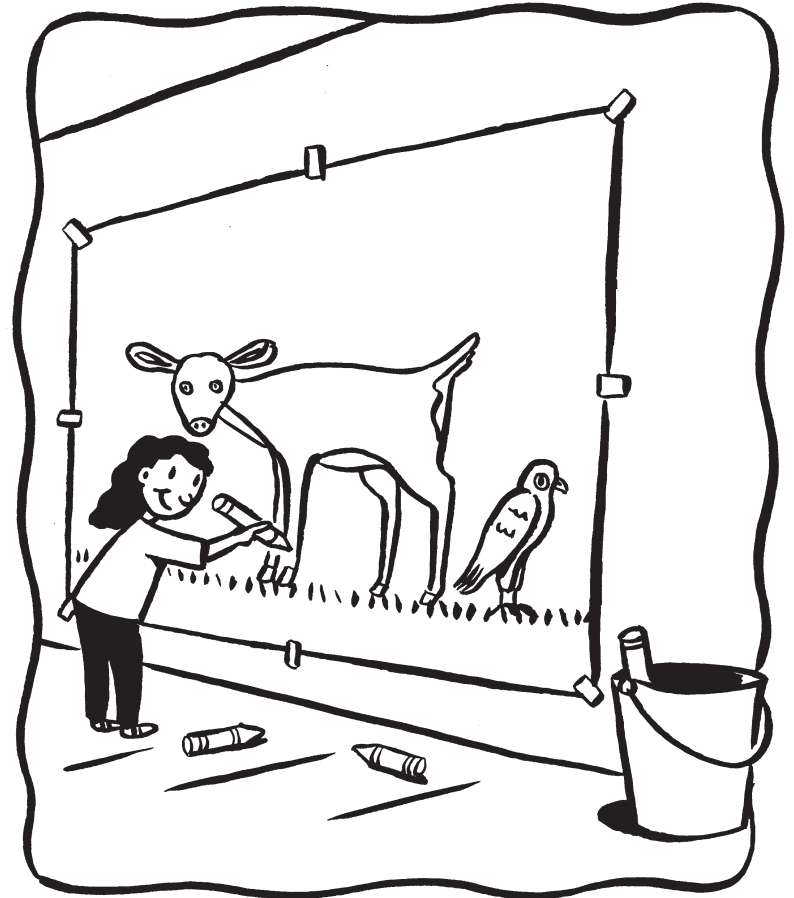
First, Paul draws a big lawn.



The class has drawn a hawk
and a fawn on a big lawn!



Ben pauses. Then he draws a hawk on the big lawn.



Last, Aubree draws a fawn on the big lawn.

Paul

DECODABLE WORDS

Target Skill: /aw/ spelled *aw, au*

cause	jaunt	Paul	prawns
dawn	launch	pause	yawns

Previously Taught Skills

at	from	it's	still
boat	go	looks	time
can't	he	not	will
dock	his	off	
fish	is	on	
for	it	rope	

SKILLS APPLIED IN WORDS IN STORY: consonant *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; consonant *y*; consonant *w*; consonant *k*; consonant *j*; final consonants *ll*; consonants *ck*; final consonants *ff*; blends with *r*; blends with *s*; final blend *nt*; ending *-s*; digraph *ch*; digraph *sh*; contractions *'s, n't*; long *i* (CVCe); long *o* (CV, CVCe); long *e* (e); long *o* (oa); *r*-controlled *or*; /ōō/ spelled *oo*; /aw/ spelled *aw, au*

HIGH-FREQUENCY WORDS

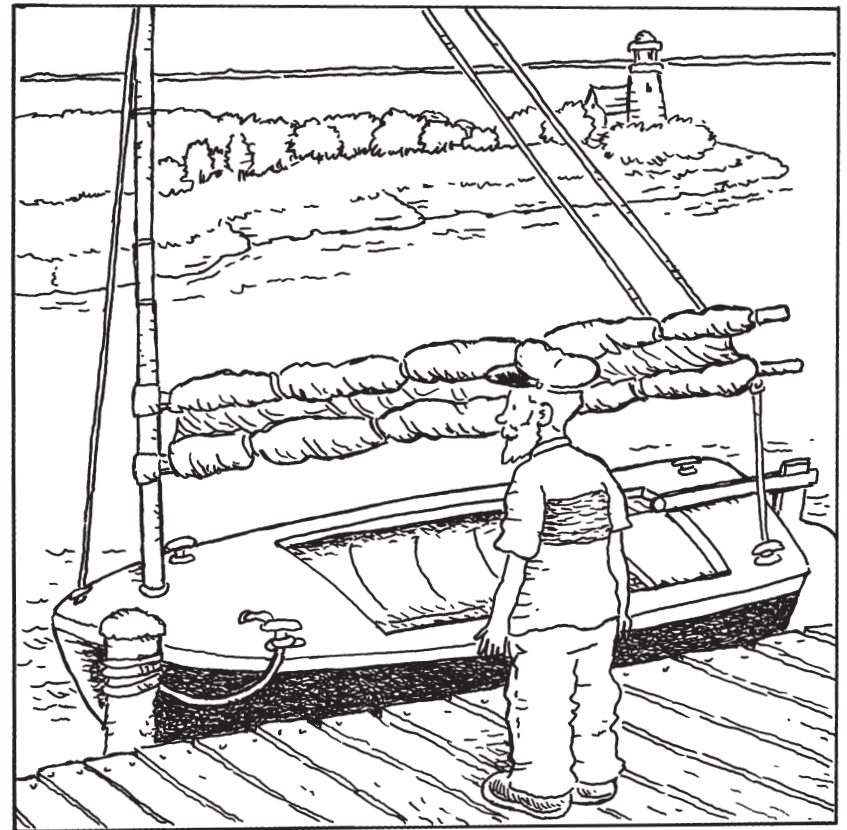
a the there to wants

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/aw/ spelled *aw, au*

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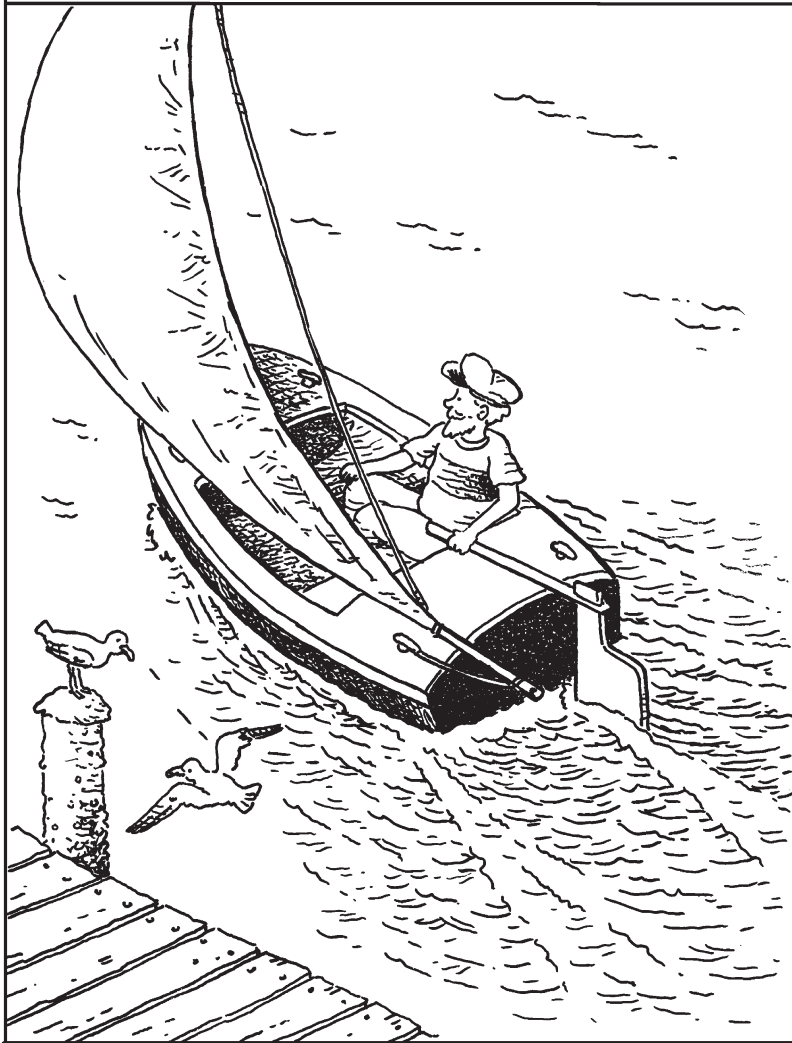
Paul



High-Frequency Words Taught to Date

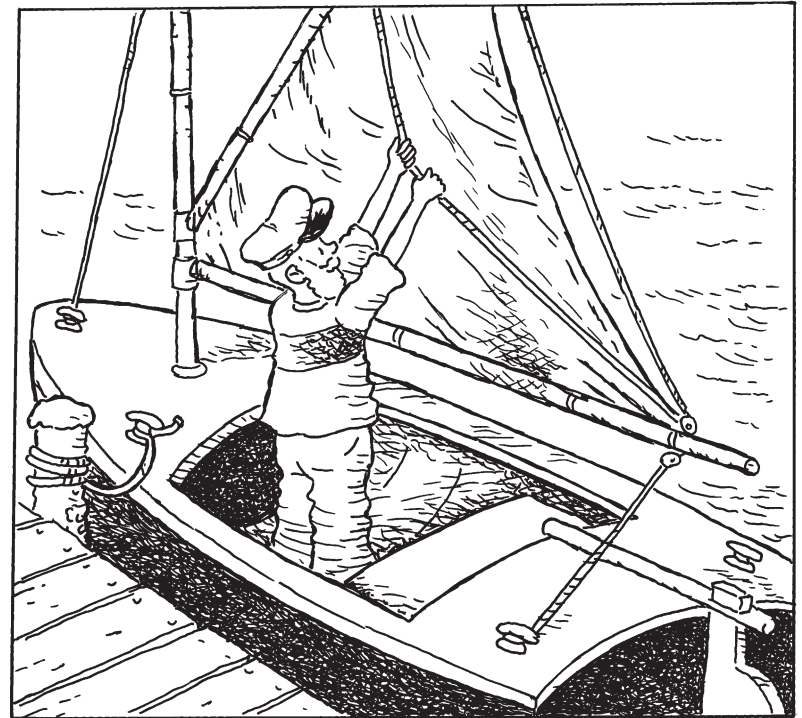
a	buy	far	help	mother	pull	there	what
about	by	father	her	my	put	these	where
after	call	few	here	myself	read	they	who
again	car	find	hold	never	ready	think	why
all	carry	first	house	new	right	those	window
almost	city	five	how	night	said	three	with
along	cold	fly	I	no	school	to	work
and	come	follow	into	noise	see	today	world
animal	could	food	is	nothing	seven	together	would
are	country	for	kinds	now	shall	too	write
around	covers	four	know	of	she	try	years
away	do	friend	laugh	off	show	two	yellow
baby	does	full	learning	old	sing	under	you
be	done	funny	light	one	small	until	young
because	don't	give	like	open	soil	use	your
been	door	go	little	or	some	very	
before	down	goes	live	our	sometimes	walk	
began	draw	good	long	out	soon	want	
begins	earth	great	look	over	starts	warms	
bird	eat	green	loudly	own	story	was	
blue	eight	ground	make	paper	sure	wash	
both	every	grow	many	party	take	watch	
boy	eyes	have	maybe	pictures	talk	water	
bring	fall	he	me	play	the	we	
brown	family	hear	more	please	their	were	

Decoding skills taught to date: consonant *m*, *s*, *t*, *c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; digraphs *ch*, *tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s*, *n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e*, *ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea*, *e_e*); long *a* (*ai*, *ay*); contractions *'ll*, *'d*; long *o* (*ow*, *oa*); contractions *'ve*, *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*, *ir*, *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou*, *ew*; /ōō/ spelled *oo*; /ōō/ spelled *u*, *ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou*, *ov*; /oi/ spelled *oy*, *oi*; /aw/ spelled *aw*, *au*

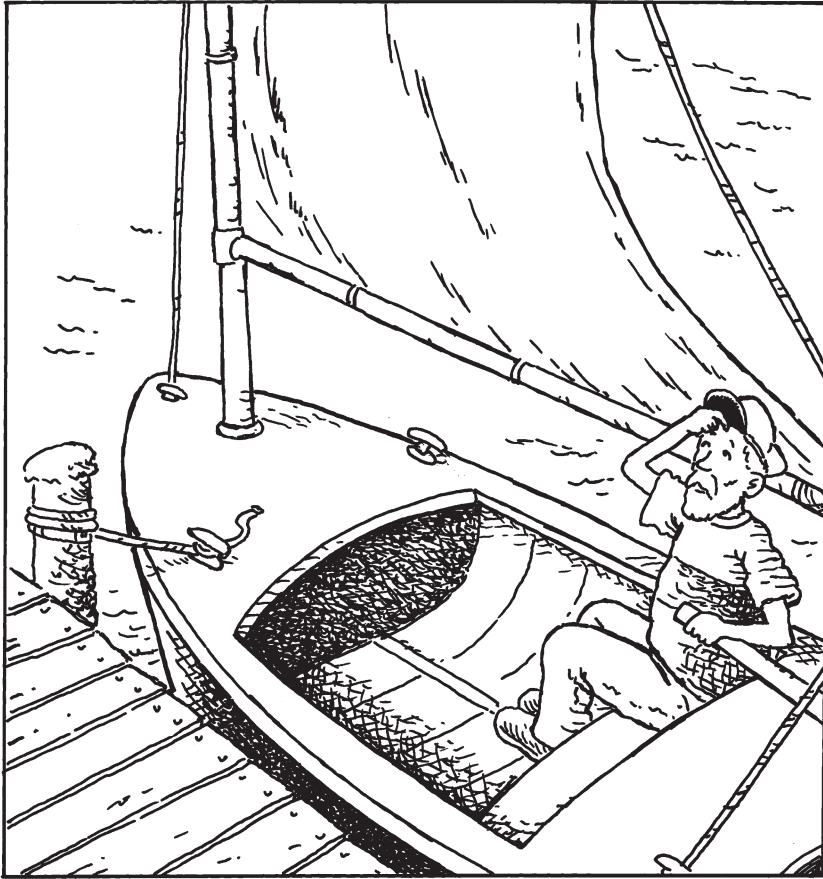


Paul is off on his jaunt! It's time to fish for prawns at dawn.

Paul

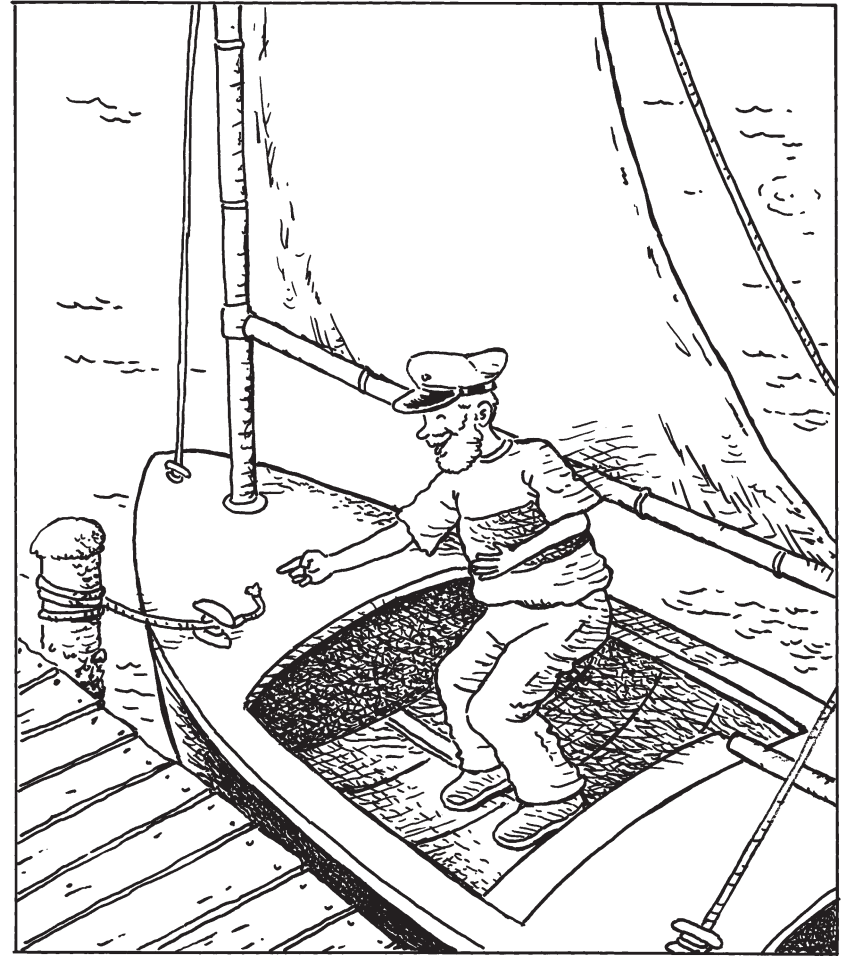


It is dawn. Paul yawns. He wants to fish for prawns.



Paul can't launch his boat from the dock!

There is a pause. The boat will not go.



The boat still will not go. Paul looks for the cause. It is the rope!

Clapping and Tapping

DECODABLE WORDS

Target Skill: ending *-ing*: drop e; double consonant

chatting	dining	sipping	spinning
clapping	hopping	skipping	tapping
dancing	joking	smiling	

Previously Taught Skills

and	has	is	Nate	stoop
bedroom	he	jumping	on	Tess
crunching	her	Kim	playing	
glass	his	look	she	
hands	in	munching	springing	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *k*; consonant *j*; short *u*; final consonants *ss*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nd*; ending *-s*; ending *-ing*; digraph *ch*; digraph *sh*; long *a* (CVCe); soft *c* /s/; long *i* (CVCe); long *o* (CVCe); long *e* (e); final consonants *ng*; long *a* (ay); compound words; *r*-controlled *er*; closed syllables (CVC); /oo/ spelled *oo*; ending *-ing*: drop e, double consonant

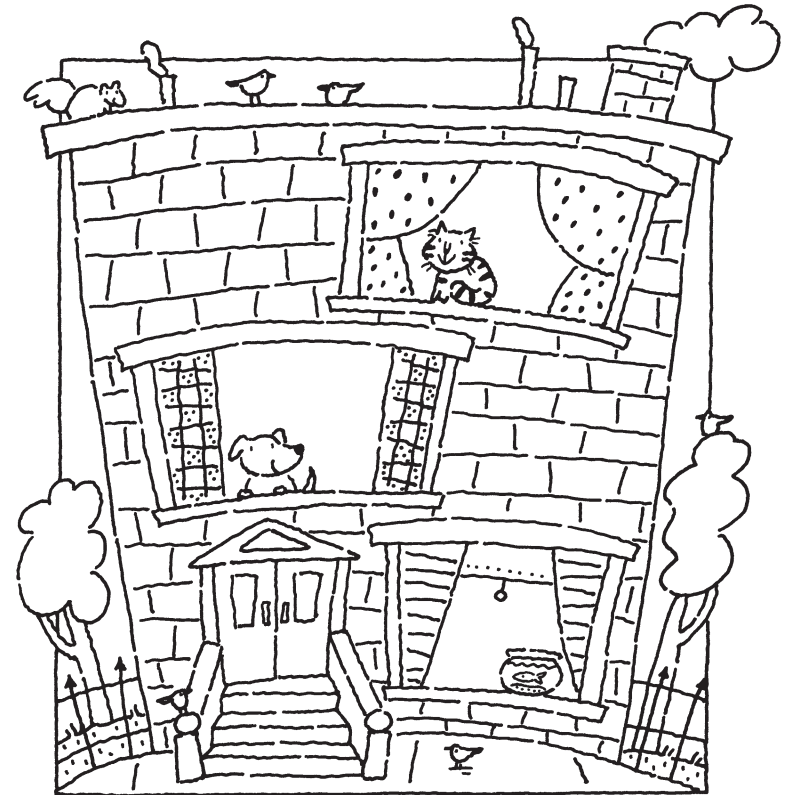
HIGH-FREQUENCY WORDS

a	do(ing)	the	what
are	learning	they	window

ending *-ing*: drop e; double consonant

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Clapping and Tapping



High-Frequency Words Taught to Date

a	bring	eyes	have	maybe	pictures	sure	want
about	brown	fall	he	me	play	surprised	warms
above	buy	family	hear	more	please	take	was
after	by	far	help	mother	pull	talk	wash
again	call	father	her	my	pushed	teacher	watch
all	car	few	here	myself	put	the	water
almost	carry	find	hold	never	read	their	we
along	city	first	house	new	ready	there	were
and	cold	five	how	night	right	these	what
animal	come	fly	I	no	said	they	where
are	could	follow	into	noise	school	think	who
around	country	food	is	nothing	see	those	why
away	covers	for	kinds	now	seven	three	window
baby	do	four	know	of	shall	to	with
be	does	friend	laugh	off	she	today	work
bear	done	full	learning	old	show	together	world
because	don't	funny	light	one	sing	too	would
been	door	give	like	open	small	toward	write
before	down	go	little	or	soil	try	years
began	draw	goes	live	our	some	two	yellow
begins	earth	good	long	out	sometimes	under	you
bird	eat	great	look	over	soon	until	young
blue	eight	green	loudly	own	starts	use	your
both	even	ground	make	paper	story	very	
boy	every	grow	many	party	studied	walk	

Decoding skills taught to date: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blends *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; digraphs *ch*, *tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c/s/*; /j/ spelled *g* and *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or* and *ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant



What are Tess, Nate, and Kim doing on the stoop? They are smiling, chatting, joking, playing, and learning.

Clapping and Tapping



Look in the window. Tess is clapping, tapping, dancing, and spinning.



Nate has a glass in his hands. He is dining, munching, crunching, and sipping.



Kim is in her bedroom. She is skipping, hopping, jumping, and springing.

Rising, Shining, Setting

DECODABLE WORDS

Target Skill: ending *-ing*: drop *e*; double consonant

chasing	gliding	humming	shining
dozing	hiding	rising	tapping
flipping	hopping	setting	waking

Previously Taught Skills

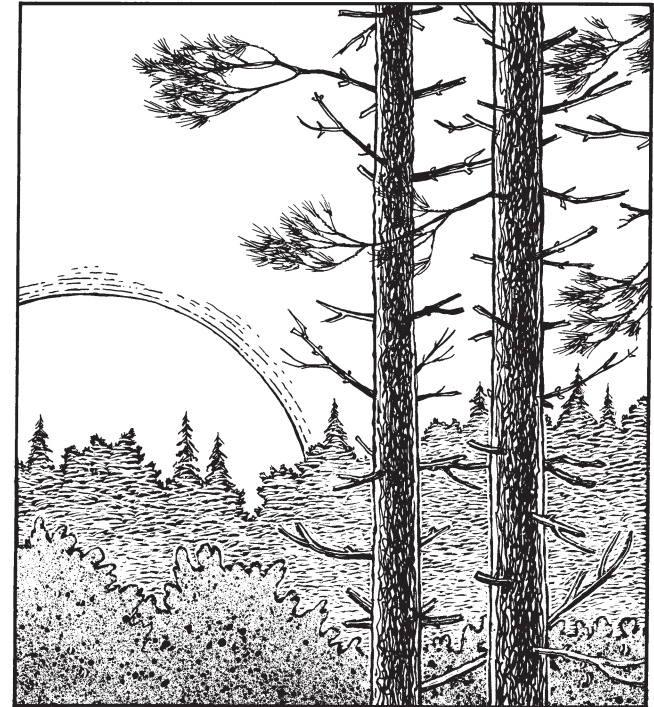
and	food	is	now
bees	hare	its	owl
birds	her	just	sun
bugs	hole	lots	toads
cub	home	mom	
for	in	moon	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *w*; consonant *k*; consonant *j*; short *u*; consonant *z*; blends with *l*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; digraph *ch*; digraph *sh*; long *a* (CVCe); long *i* (CVCe); long *o* (CVCe); long *e* (ee); final consonants *ng*; long *o* (oa); *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ir*; /oo/ spelled *oo*; /ou/ spelled *ow*; ending *-ing*: drop *e*, double consonant

HIGH-FREQUENCY WORDS

a	are	of
animal(s)	other	the

Rising, Shining, Setting



High-Frequency Words Taught to Date

a	bring	eyes	have	maybe	pictures	sure	want
about	brown	fall	he	me	play	surprised	warms
above	buy	family	hear	more	please	take	was
after	by	far	help	mother	pull	talk	wash
again	call	father	her	my	pushed	teacher	watch
all	car	few	here	myself	put	the	water
almost	carry	find	hold	never	read	their	we
along	city	first	house	new	ready	there	were
and	cold	five	how	night	right	these	what
animal	come	fly	I	no	said	they	where
are	could	follow	into	noise	school	think	who
around	country	food	is	nothing	see	those	why
away	covers	for	kinds	now	seven	three	window
baby	do	four	know	of	shall	to	with
be	does	friend	laugh	off	she	today	work
bear	done	full	learning	old	show	together	world
because	don't	funny	light	one	sing	too	would
been	door	give	like	open	small	toward	write
before	down	go	little	or	soil	try	years
began	draw	goes	live	our	some	two	yellow
begins	earth	good	long	out	sometimes	under	you
bird	eat	great	look	over	soon	until	young
blue	eight	green	loudly	own	starts	use	your
both	even	ground	make	paper	story	very	
boy	every	grow	many	party	studied	walk	

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *g* (hard); consonant *b*; short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or* and *ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant

Rising, Shining, Setting



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The moon is rising. Lots of animals are dozing. Owl is just now waking.



The sun is rising. Bees are humming. Birds are tapping for food.



The sun is shining. Bugs are flipping and gliding. A mom is chasing her cub.



The sun is setting. Toads are hopping home. A hare is hiding in its hole.

Nate Dotted and Dabbed

DECODABLE WORDS

Target Skill: ending *-ed*: drop *e*; double consonant

dabbed	liked	stopped
dotted	mopped	traced
dropped	pasted	used
hugged	smiled	

Previously Taught Skills

and	his	onto	then
beads	it	paint	up
gave	lot	spilled	with
Gran	Nate	string	

SKILLS APPLIED IN WORDS IN STORY: consonant *m*, *s*, *t*; short *a*; consonant *n*; consonant *d*; consonant *p*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *w*; consonant *k*; consonant *v*; short *u*; final consonants *ll*; blends with *r*; blends with *s*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ed /d/*; long *a* (CVCe); soft *c /s/*; long *i* (CVCe); long *u* (CVCe); final consonants *ng*; long *e* (*ea*); long *a* (*ai*); compound words; ending *-ed*: drop *e*, double consonant

HIGH-FREQUENCY WORDS

a	again	eight	picture	the
---	-------	-------	---------	-----

Nate Dotted and Dabbed



High-Frequency Words Taught to Date

a	bring	eyes	have	maybe	pictures	sure	want
about	brown	fall	he	me	play	surprised	warms
above	buy	family	hear	more	please	take	was
after	by	far	help	mother	pull	talk	wash
again	call	father	her	my	pushed	teacher	watch
all	car	few	here	myself	put	the	water
almost	carry	find	hold	never	read	their	we
along	city	first	house	new	ready	there	were
and	cold	five	how	night	right	these	what
animal	come	fly	I	no	said	they	where
are	could	follow	into	noise	school	think	who
around	country	food	is	nothing	see	those	why
away	covers	for	kinds	now	seven	three	window
baby	do	four	know	of	shall	to	with
be	does	friend	laugh	off	she	today	work
bear	done	full	learning	old	show	together	world
because	don't	funny	light	one	sing	too	would
been	door	give	like	open	small	toward	write
before	down	go	little	or	soil	try	years
began	draw	goes	live	our	some	two	yellow
begins	earth	good	long	out	sometimes	under	you
bird	eat	great	look	over	soon	until	young
blue	eight	green	loudly	own	starts	use	your
both	even	ground	make	paper	story	very	
boy	every	grow	many	party	studied	walk	

Decoding skills taught to date: consonant *m*; *s*; *t*; *c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e*, *ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea*, *e_*); long *a* (*ai*, *ay*); contractions with *'ll* and *'d*; long *o* (*ow*, *oa*); contractions with *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or* and *ore*; *r*-controlled *er* *ir*; *r*-controlled *ur*; /ō/ spelled *oo*; closed syllables (CVC); /ō/ spelled *ou*, *ew*; /ō/ spelled *oo*; /ō/ spelled *u*, *ue*; /ō/ spelled *u_e* (CVCe); /ou/ spelled *ou*, *ow*; /oi/ spelled *oy*, *oi*; /aw/ spelled *aw*, *au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant



Nate gave Gran his picture.
Gran liked it. Gran smiled and
hugged Nate.

Nate Dotted and Dabbed



Nate traced a picture. Nate
dropped the picture. Nate traced
it again.



Nate dotted and dabbed his picture with paint. Nate used a lot. Nate spilled it. Nate mopped it up.



Nate pasted eight beads and string onto his picture. Then, Nate stopped.

We Baked

DECODABLE WORDS

Target Skill: ending *-ed*: drop *e*; double consonant

baked	iced	shopped	tasted
begged	rubbed	sliced	whipped

Previously Taught Skills

and	can't	lot	our	we
big	eat	more	pan	with
cake	eggs	nice	things	
can	for	oil	wait	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *w*; consonant *k*; short *u*; blends with *l*; blends with *s*; final blend *st*; final blend *nd*; digraph *th*; ending *-s*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ed /d/*; digraph *sh*; contractions with *n't*; digraph *wh*; long *a* (CVCe); soft *c /s/*; long *i* (CVCe); long *e* (e); long *e* (ea); long *a* (ai); final consonants *ng*; *r*-controlled *or* and *ore*; /ou/ spelled *ou*; /oi/ spelled *oi*; ending *-ed*: drop *e*, double consonant

HIGH-FREQUENCY WORDS

a	of	to
have	some	until

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ending *-ed*: drop *e*; double consonant

BOOK 166

We Baked



High-Frequency Words Taught to Date

a	bring	eyes	have	maybe	pictures	sure	want
about	brown	fall	he	me	play	surprised	warms
above	buy	family	hear	more	please	take	was
after	by	far	help	mother	pull	talk	wash
again	call	father	her	my	pushed	teacher	watch
all	car	few	here	myself	put	the	water
almost	carry	find	hold	never	read	their	we
along	city	first	house	new	ready	there	were
and	cold	five	how	night	right	these	what
animal	come	fly	I	no	said	they	where
are	could	follow	into	noise	school	think	who
around	country	food	is	nothing	see	those	why
away	covers	for	kinds	now	seven	three	window
baby	do	four	know	of	shall	to	with
be	does	friend	laugh	off	she	today	work
bear	done	full	learning	old	show	together	world
because	don't	funny	light	one	sing	too	would
been	door	give	like	open	small	toward	write
before	down	go	little	or	soil	try	years
began	draw	goes	live	our	some	two	yellow
begins	earth	good	long	out	sometimes	under	you
bird	eat	great	look	over	soon	until	young
blue	eight	green	loudly	own	starts	use	your
both	even	ground	make	paper	story	very	
boy	every	grow	many	party	studied	walk	

Decoding skills taught to date: consonant *m*, *s*, *t*, *c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e*, *ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea*, *e_e*); long *a* (*ai*, *ay*); contractions with *'ll* and *'d*; long *o* (*ow*, *oa*); contractions with *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or* and *ore*; *r*-controlled *er* *ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou*, *ew*; /ōō/ spelled *oo*; /ōō/ spelled *u*, *ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou*, *ow*; /oi/ spelled *oy*, *oi*; /aw/ spelled *aw*, *au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant



We Baked



We tasted and tasted. We
tasted our baked, iced cake.
We begged and begged. We
begged for more iced cake.

We shopped and shopped.
We shopped for things to eat.
We whipped and whipped. We
whipped a lot of eggs.



We rubbed and rubbed a pan with oil. We baked and baked a nice, big cake. We can't wait until we can have some cake.



We iced and iced. We iced our nice, baked cake. We sliced and sliced. We sliced our nice, baked cake.

Billy in the City

DECODABLE WORDS

Target Skill: long e spelled y, ie

Billy	city	hilly	yield
brief	fields	sleepy	

Previously Taught Skills

and	Dad	in	ride	time
at	first	last	see	towns
be	go	let	stay	went
big	got	long	stop	will
bus	Gran	not	streets	you
can	had	on	that	
cars	hope	pleased	this	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *y*; consonant *w*; short *u*; final consonants *ll*; blends with *r*; blends with *l*; blends with *s*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-ed /d/*; soft *c /s/*; long *i* (CVCe); long *o* (CV, CVCe); long *e* (ea); final consonants *ng*; long *e* (e, ee); long *a* (ay); *r*-controlled *ir*; *r*-controlled *ar*; /oo/ spelled *ou*; /ou/ spelled *ow*; long *e* spelled *y* and *ie*

HIGH-FREQUENCY WORDS

a	I	the	to	were
by	said	they	was	

Billy in the City



High-Frequency Words Taught to Date

a	brown	family	help	my	put	their	were
about	buy	far	her	myself	read	there	what
above	by	father	here	never	ready	these	where
after	call	few	hold	new	right	they	who
again	car	find	house	night	said	think	why
all	carry	first	how	no	school	those	window
almost	city	five	I	noise	see	three	with
along	cold	fly	into	nothing	seven	to	work
and	come	follow	is	now	shall	today	world
animal	could	food	kinds	of	she	together	would
are	country	for	know	off	show	too	write
around	covers	four	laugh	old	sing	toward	years
away	do	friend	learning	one	small	try	yellow
baby	does	full	light	open	soil	two	you
be	done	funny	like	or	some	under	young
bear	don't	give	little	our	sometimes	until	your
because	door	go	live	out	soon	use	
been	down	goes	long	over	starts	very	
before	draw	good	look	own	story	walk	
began	earth	great	loudly	paper	studied	want	
begins	eat	green	make	party	sure	warms	
bird	eight	ground	many	pictures	surprised	was	
blue	even	grow	maybe	play	take	wash	
both	every	have	me	please	talk	watch	
boy	eyes	he	more	pull	teacher	water	
bring	fall	hear	mother	pushed	the	we	

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /d/*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar, r*-controlled *or* and *ore*; *r*-controlled *er, ir, ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*

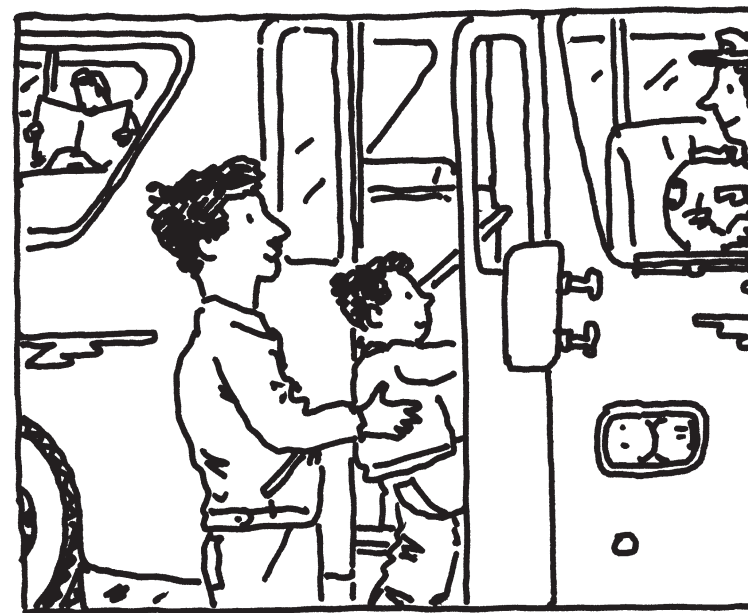
Billy in the City



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Billy and Dad went to see Gran. Gran was happy.

"I hope you can stay, and that this time will not be brief," said Gran.



Billy and Dad went to see the city. They got on a big bus.



The ride was long. They went by fields and towns. Billy got sleepy.



At last, Billy and Dad got to the city. The city streets were hilly. The bus had to stop and yield to let cars go first.

Messy Willy

DECODABLE WORDS

Target Skill: long e spelled y, ie

brief	fluffy	sticky	Willy's
candy	messy	sudsy	
chief	shriek	Willy	

Previously Taught Skills

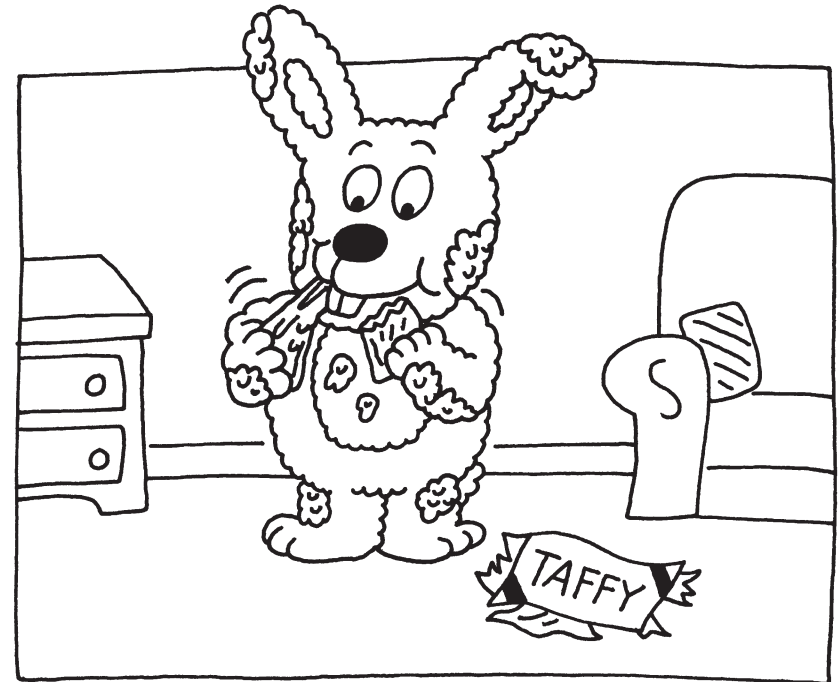
am	did	had	now	very
and	fix	is	she	we
ate	fur	mess	so	will
bath	gave	Mom	this	you
candy	got	not	too	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; short *u*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; digraph *th*; digraph *ch*; possessives with 's; digraph *sh*; long *a* (CVCe); long *o* (CV); long *e* (e); *r*-controlled *ur*; /oo/ spelled *ou*; /oo/ spelled *oo*; /ou/ spelled *ow*; long *e* spelled *y, ie*

HIGH-FREQUENCY WORDS

a	are	my	some
again	I	said	today

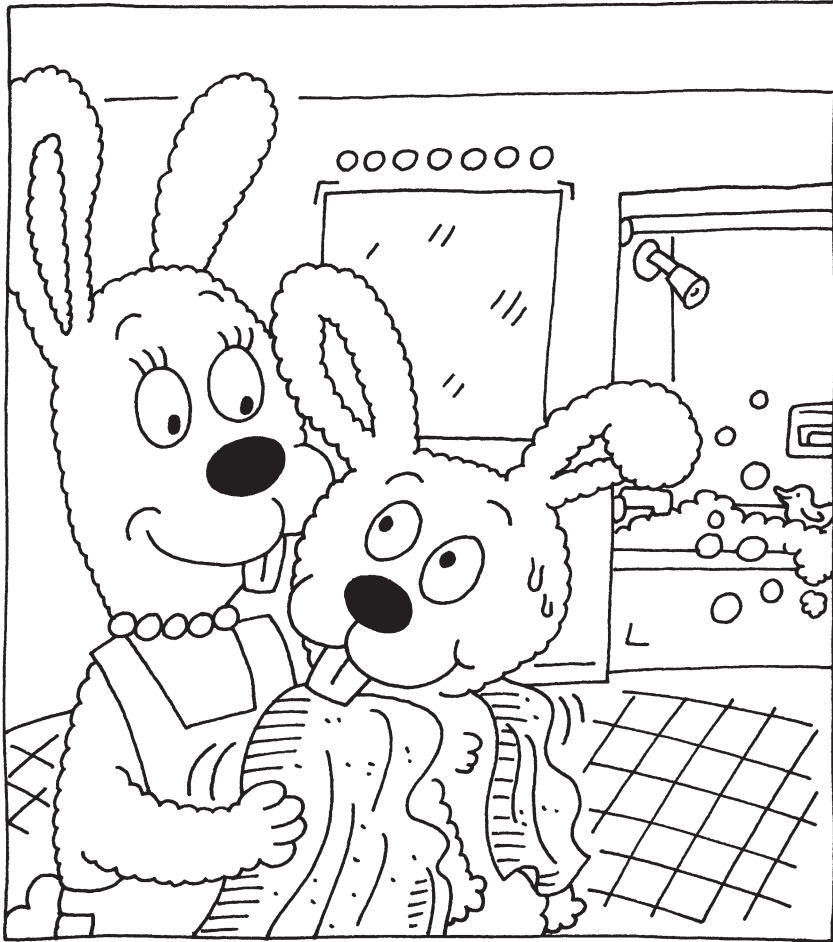
Messy Willy



High-Frequency Words Taught to Date

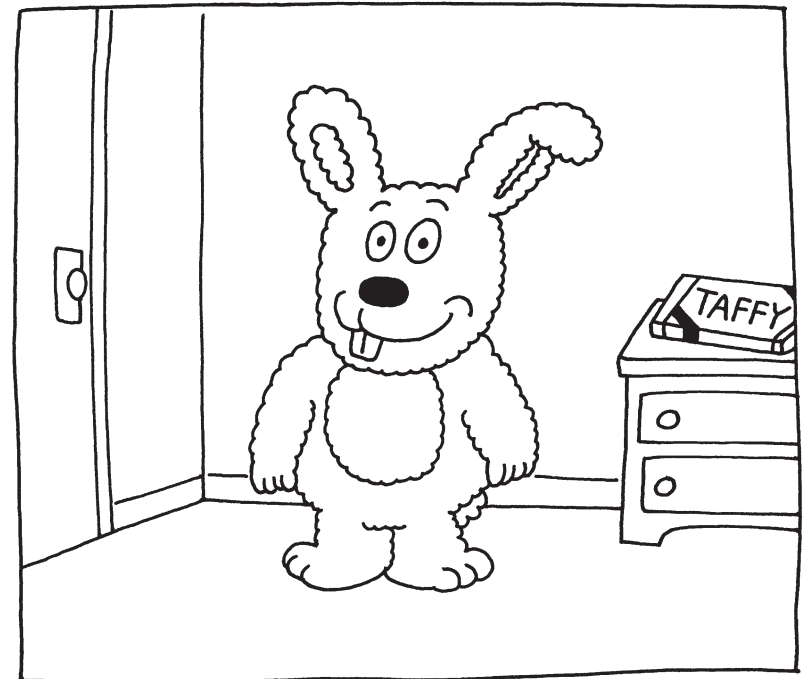
a	brown	family	help	my	put	their	were
about	buy	far	her	myself	read	there	what
above	by	father	here	never	ready	these	where
after	call	few	hold	new	right	they	who
again	car	find	house	night	said	think	why
all	carry	first	how	no	school	those	window
almost	city	five	I	noise	see	three	with
along	cold	fly	into	nothing	seven	to	work
and	come	follow	is	now	shall	today	world
animal	could	food	kinds	of	she	together	would
are	country	for	know	off	show	too	write
around	covers	four	laugh	old	sing	toward	years
away	do	friend	learning	one	small	try	yellow
baby	does	full	light	open	soil	two	you
be	done	funny	like	or	some	under	young
bear	don't	give	little	our	sometimes	until	your
because	door	go	live	out	soon	use	
been	down	goes	long	over	starts	very	
before	draw	good	look	own	story	walk	
began	earth	great	loudly	paper	studied	want	
begins	eat	green	make	party	sure	warms	
bird	eight	ground	many	pictures	surprised	was	
blue	even	grow	maybe	play	take	wash	
both	every	have	me	please	talk	watch	
boy	eyes	he	more	pull	teacher	water	
bring	fall	hear	mother	pushed	the	we	

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blend with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /d/*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s* and *n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); long *e* (*ea, e_e*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar, r*-controlled *or* and *ore*; *r*-controlled *er, ir, ur, /ōō/* spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, evr*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow, /oi/* spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*; drop *e*, double consonant; long *e* spelled *y, ie*



Mom gave Willy a brief sudsy bath. Now Willy is fluffy again.

Messy Willy



Willy had very fluffy fur.



Willy ate some sticky candy.
Willy's fur got so sticky and
messy.



"Mom! I am too sticky," said
Willy.

Mom did not shriek. She said,
"You are my chief mess today.
We will fix this."

Cindy Studies

DECODABLE WORDS

Target Skill: endings *-es, -ed*: change *y* to *i*

copied hurried studies

Previously Taught Skills

an	got	it	she	with
as	her	job	show	you
big	for	knew	spelling	
Cindy	good	list	test	
copy	home	Mom	took	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *h*; /*z*/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *w*; short *e*; consonant *y*; consonant *k*; consonant *j*; short *u*; final consonants *ll*; blends with *s*; final blend *st*; digraph *th*; ending *-ing*; digraph *sh*; soft *c* /*s*/; digraph *kn*; long *o* (CVCe); long *e* (*e*); final consonants *ng*; long *o* (*ow*); *r*-controlled *or*; *r*-controlled *er*; *r*-controlled *ur*; /*oo*/ spelled *oo*; /*ou*/ spelled *ou*; long *e* spelled *y*; endings *-es, -ed*: change *y* to *i*

HIGH-FREQUENCY WORDS

a	I	school	walk(s)
could	of	the	
do	said	to	

endings *-es, -ed*: change *y* to *i*

BOOK 169

Cindy Studies



High-Frequency Words Taught to Date

a	bring	eyes	have	maybe	pictures	sure	want
about	brown	fall	he	me	play	surprised	warms
above	buy	family	hear	more	please	take	was
after	by	far	help	mother	pull	talk	wash
again	call	father	her	my	pushed	teacher	watch
all	car	few	here	myself	put	the	water
almost	carry	find	hold	never	read	their	we
along	city	first	house	new	ready	there	were
and	cold	five	how	night	right	these	what
animal	come	fly	I	no	said	they	where
are	could	follow	into	noise	school	think	who
around	country	food	is	nothing	see	those	why
away	covers	for	kinds	now	seven	three	window
baby	do	four	know	of	shall	to	with
be	does	friend	be	laugh	off	she	today
bear	done	full	learning	old	show	together	world
because	don't	funny	light	one	sing	too	would
been	door	give	like	open	small	toward	write
before	down	go	little	or	soil	try	years
began	draw	goes	live	our	some	two	yellow
begins	earth	good	long	out	sometimes	under	you
bird	eat	great	look	over	soon	until	young
blue	eight	green	loudly	own	starts	use	your
both	even	ground	make	paper	story	very	
boy	every	grow	many	party	studied	walk	

Decoding skills taught to date: consonant *m*, *s*, *t*, *c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants: *ll*; final consonants: *ss*; consonants *ck*; final consonants: *ff*; final consonants: *zz*; blends with *r*; blends with *l*; blends with *s*; final blend: *mp*; final blend: *nt*; final blend: *nd*; final blend: *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch*, *tch*; digraph *sh*; digraph *wh*; digraph *ph*; possessives with *'s*; contractions *'s* and *n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g* and *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV/CVCe); long *u* (CVCe); long *e* (*e*, *ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea*, *e_e*); long *a* (*ai*, *ay*); contractions *'ll* and *'d*; long *o* (*ow*, *oa*); contractions *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar*; *r*-controlled *or*; *or*; *r*-controlled *er*, *ir*, *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou*, *ow*; /ōō/ spelled *oo*; /ōō/ spelled *u*, *ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou*, *ow*; /oi/ spelled *oy*, *oi*; /aw/ spelled *aw*, *au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y*, *ie*; endings *-es*, *-ed*, change *y* to *i*



Cindy hurried home with the copy of her test. Mom said, "Good job! I knew you could do it!"

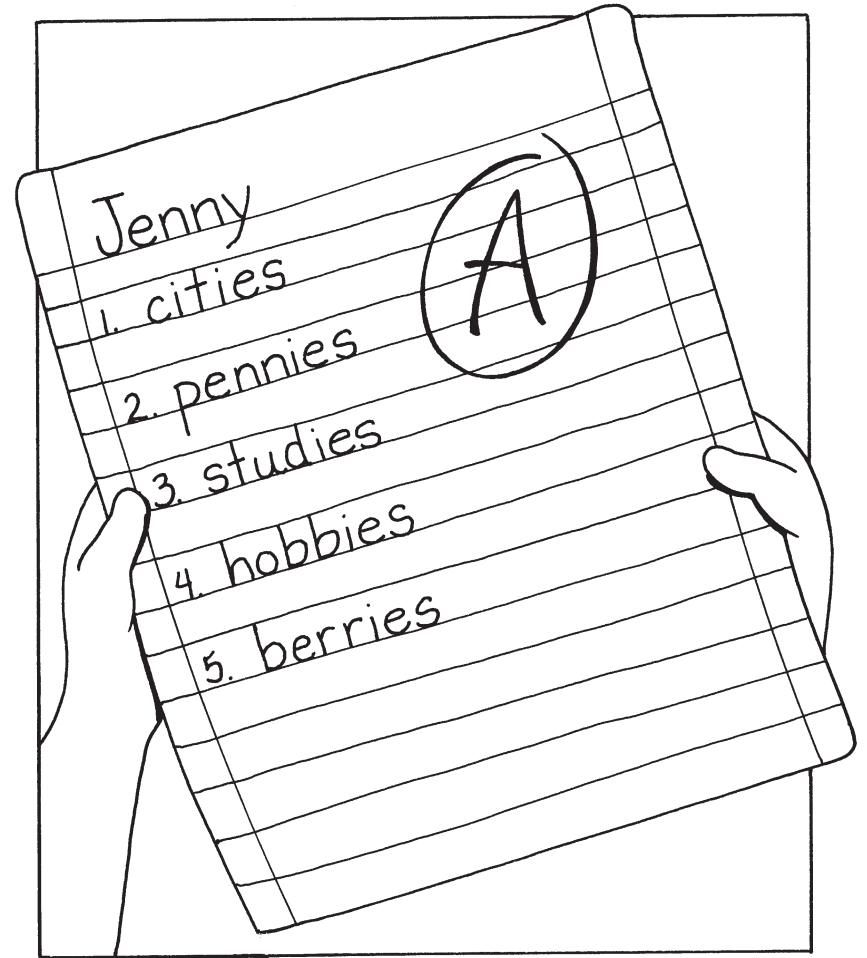
Cindy Studies



Cindy studies for a big spelling test. She studies, studies, studies.



Cindy studies her spelling list as she walks to school. She studies, studies, studies.



Cindy took the test. She got an A! She copied the test to show her mom.

Milly Carries the Berries

DECODABLE WORDS

Target Skill: endings *-es, -ed*: change *y* to *i*

berries

Previously Taught Skills

and	good	like	picked	tasted
but	grabbed	looked	pie	too
Dad	has	Milly	reached	
day	her	no	she	
did	home	now	so	
for	into	pail	started	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); consonant *l*; short *e*; consonant *k*; short *u*; final consonants *ll*; consonants *-ck*; blends with *r*; blends with *s*; digraph *th*; ending *-s*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ed /d/*; final blend *-nd*; final blend *-st*; digraph *ch*; digraph *sh*; long *a* (CVCe); long *i* (CVCe); long *o* (CV/CVCe); long *e* (e); long *e* (ea); long *a* (ai, ay); compound words; *r*-controlled *ar*; *r*-controlled *er*; /oo/ spelled *oo*; closed syllables (CVC); /oo/ spelled *oo*; /ou/ spelled *ow*; ending *-ed*: double consonant; long *e* spelled *y*; endings *-es, -ed*: change *y* to *i*

HIGH-FREQUENCY WORDS

a	full	one	they
carry (carried)	(in)to	some	
carry (carries)	of	the	

endings *-es, -ed*: change *y* to *i*

BOOK 170

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Milly Carries the Berries



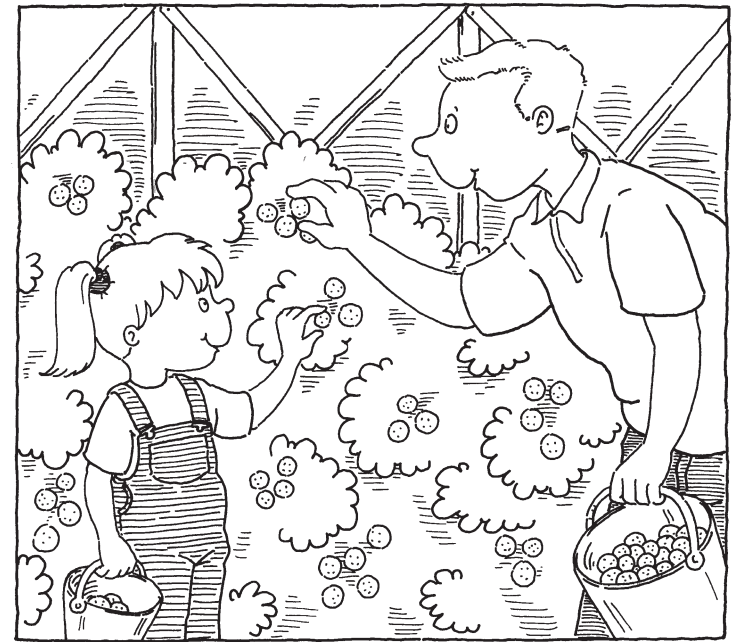
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High-Frequency Words Taught to Date

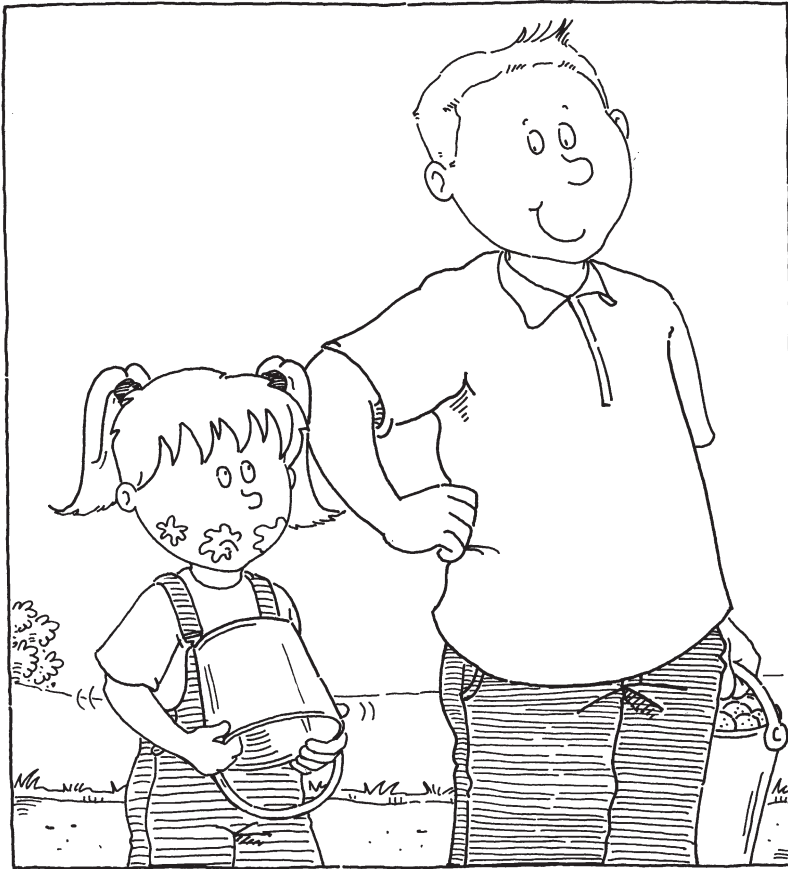
a	bring	eyes	have	maybe	pictures	sure	want
about	brown	fall	he	me	play	surprised	warms
above	buy	family	hear	more	please	take	was
after	by	far	help	mother	pull	talk	wash
again	call	father	her	my	pushed	teacher	watch
all	car	few	here	myself	put	the	water
almost	carry	find	hold	never	read	their	we
along	city	first	house	new	ready	there	were
and	cold	five	how	night	right	these	what
animal	come	fly	I	no	said	they	where
are	could	follow	into	noise	school	think	who
around	country	food	is	nothing	see	those	why
away	covers	for	kinds	now	seven	three	window
baby	do	four	know	of	shall	to	with
be	does	friend	laugh	off	she	today	work
bear	done	full	learning	old	show	together	world
because	don't	funny	light	one	sing	too	would
been	door	give	like	open	small	toward	write
before	down	go	little	or	soil	try	years
began	draw	goes	live	our	some	two	yellow
begins	earth	good	long	out	sometimes	under	you
bird	eat	great	look	over	soon	until	young
blue	eight	green	loudly	own	starts	use	your
both	even	ground	make	paper	story	very	
boy	every	grow	many	party	studied	walk	

Decoding skills taught to date: consonant *m*, *s*, *t*, *c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants: *ll*; final consonants: *ss*; consonants *ck*; final consonants: *ff*; final consonants: *zz*; blends with *r*; blends with *l*; blends with *s*; final blend: *mp*; final blend: *nt*; final blend: *nd*; final blend: *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; digraphs *ch*, *tch*; digraph *sh*; digraph *wh*; digraph *ph*; possessives with *'s*; contractions *'s* and *n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g* and *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV/CVCe); long *u* (CVCe); long *e* (*e*, *ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea*, *e_e*); long *a* (*ai*, *ay*); contractions with *'ll* and *'d*; long *o* (*ow*, *oa*); contractions *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*, *ir*, *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou*, *ew*; /ōō/ spelled *oo*; /ōō/ spelled *u*, *ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou*, *ow*; /oi/ spelled *oy*, *oi*; /aw/ spelled *aw*, *au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y*, *ie*; endings *-es*, *-ed*, change *y* to *i*

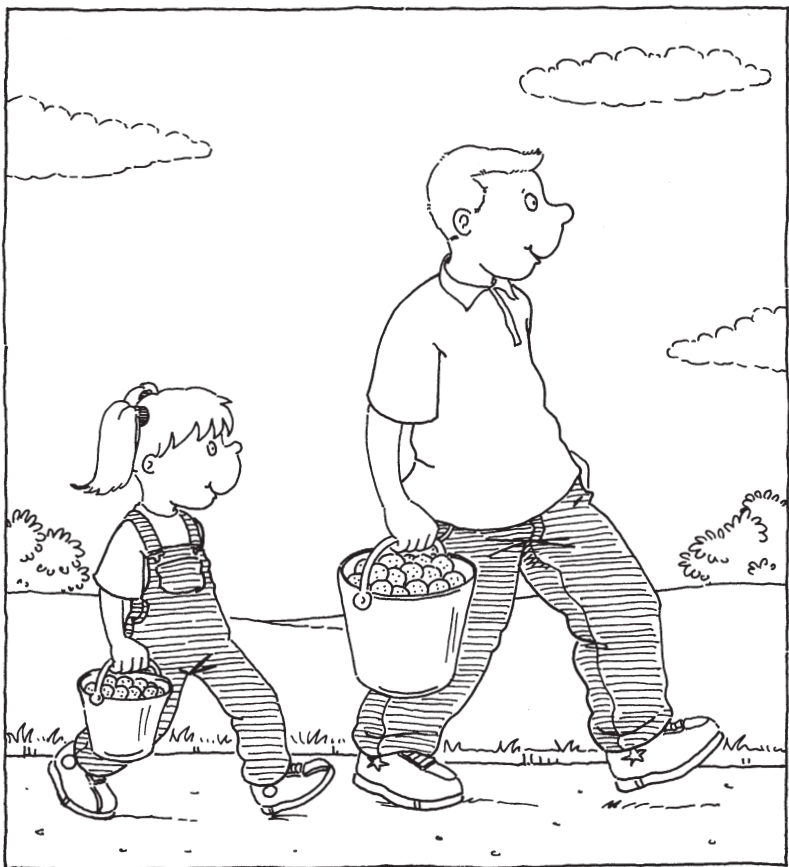
Milly Carries the Berries



Milly and Dad like treats. So one day they picked berries.



Now Dad has a full pail of berries, but Milly has no berries!



Dad and Milly started home.
Dad carried a full pail of berries.
Milly did too.



The berries looked so good.
Milly reached into her pail. She
grabbed some berries. They
tasted good, too!

The Bike Ride

DECODABLE WORDS

Target Skill: ending -er

faster	louder	shorter	steeper
harder	quicker	smarter	

Previously Taught Skills

and	dived	let's	ride	tree
ate	down	miles	rode	up
be	for	Mule	see	we
bees	getting	next	Sheep	went
bike	got	on	take	will
big	had	our	tea	
but	hills	peaches	that	
buzz	hive	ran	then	
buzzed	jumped	rest	time	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection -s; short *e*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; consonants *ck*; final consonants *zz*; blends with *r*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending -s; ending -es; ending -ed /d/; ending -ed /t/; ending -ing; digraph *ch*; digraph *sh*; digraph *wh*; contractions with 's; long *a* (CVCe); long *i* (CVCe); long *o* (CVCe); long *u* (CVCe); long *e* (e, ee); long *e* (ea); *r*-controlled *ar*; *r*-controlled *or*; /ou/ spelled *ou*, *ow*; ending -ing; double consonant; ending -er

HIGH-FREQUENCY WORDS

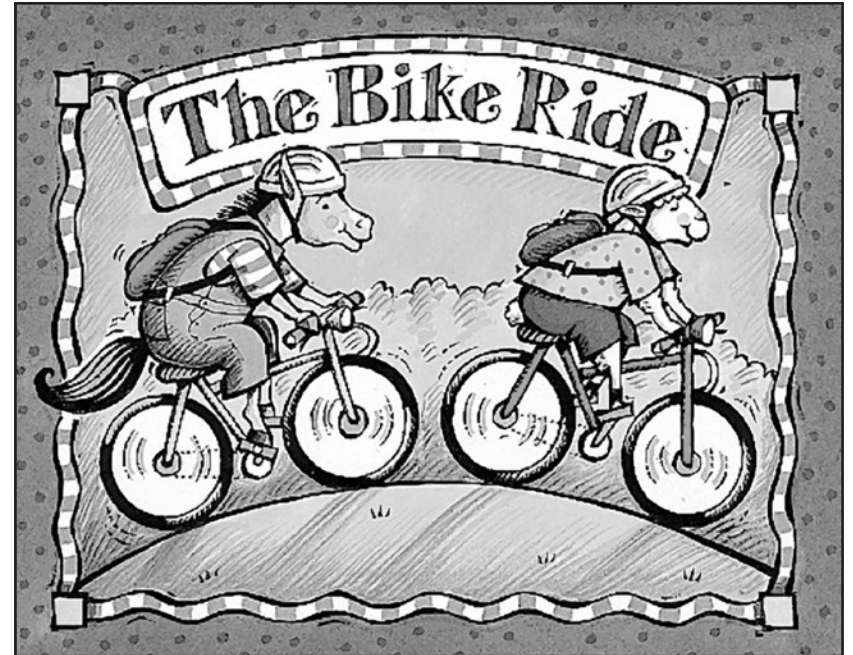
a	I	the	to	what
do	said	they	was	

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ending -er

BOOK 171

The Bike Ride



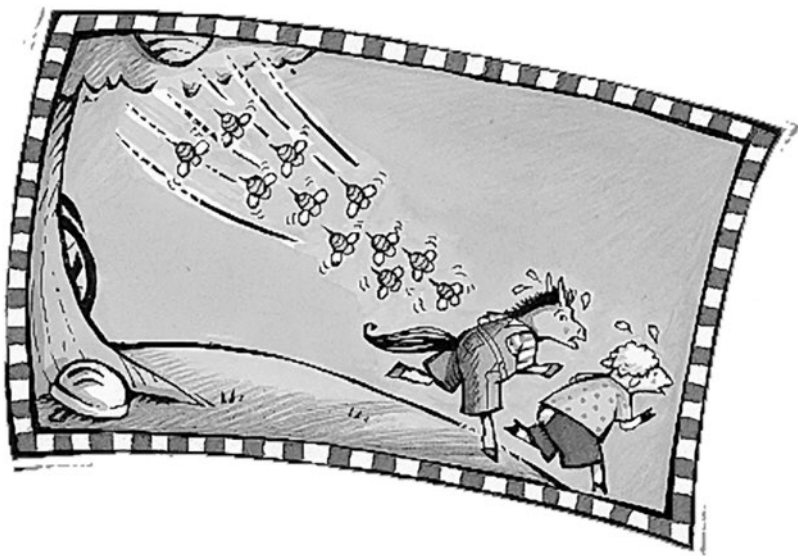
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High-Frequency Words Taught to Date

a	brown	fall	hear	mother	pull	teacher	we
about	buy	family	help	my	pushed	the	were
above	by	far	her	myself	put	their	what
after	call	father	here	near	read	there	where
again	car	few	high	never	ready	these	who
all	carry	find	hold	new	right	they	why
almost	city	first	house	night	said	think	window
along	cold	five	how	no	school	those	with
always	come	fly	I	noise	see	three	work
and	could	follow	into	nothing	seven	to	world
animal	country	food	is	now	shall	today	would
are	covers	for	kinds	of	she	together	write
around	different	four	know	off	show	too	years
away	do	friend	laugh	old	sing	toward	yellow
baby	does	full	learning	once	small	try	you
be	done	funny	light	one	soil	two	young
bear	don't	give	like	open	some	under	your
because	door	go	little	or	sometimes	until	
been	down	goes	live	our	soon	use	
before	draw	good	long	out	starts	very	
began	earth	great	look	over	stories	walk	
begins	eat	green	loudly	own	story	want	
bird	eight	ground	make	paper	studied	warms	
blue	enough	grow	many	party	sure	was	
both	even	happy	maybe	pictures	surprised	wash	
boy	every	have	me	play	take	watch	
bring	eyes	he	more	please	talk	water	

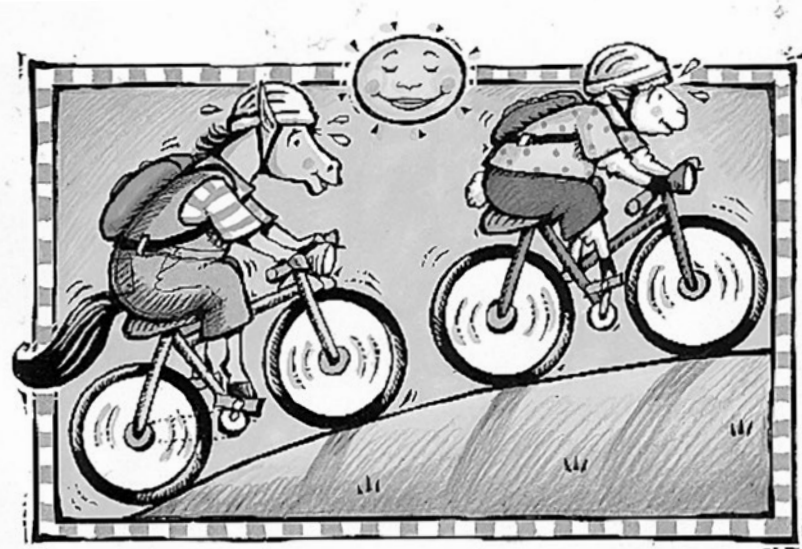
Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *k*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *f*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar, r*-controlled *or* and *ore*; *r*-controlled *er, ir, ur, /ōō/* spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*; drop *e*, double consonant; long *e* spelled *y, ie*; ending *-er*

The Bike Ride



The bees dived down. They went faster and faster. But Mule and Sheep ran quicker.

“We will be smarter next time,” said Sheep. “We will take a shorter bike ride.”



Sheep and Mule went on a bike ride. They rode for miles.

The hills got steeper. The ride was getting harder. “Let’s rest next to that tree,” said Sheep.



Mule and Sheep ate peaches.
They had tea.

Then Mule jumped up. "I see
a big hive," said Mule.



"Buzz, buzz. What do we see
next to our tree?" said the bees.
The bees buzzed louder.

The Bear

DECODABLE WORDS

Target Skill: ending *-er*

cooler deeper faster shorter thicker

Previously Taught Skills

and	den	grows	on	stores
as	eats	her	out	takes
at	fat	in	piles	them
bear	feeds	is	play	then
bear's	first	its	she	up
born	food	keeps	sleeps	warm
brown	for	land	slow	way
cubs	fur	last	smells	wind
crawls	goes	looks	snow	winter
days	grow	lot	spring	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *w*; consonant *k*; short *u*; final consonants *ll*; consonants *ck*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; possessives with *'s*; digraph *sh*; long *a* (CVCe); long *i* (CVCe); long *o* (CV); long *e* (*e, ee*); long *e* (*ea*); final consonants *ng*; long *a* (*ay*); long *o* (*ow*); short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er*; *r*-controlled *ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *oo*; /ou/ spelled *ou*; /aw/ spelled *aw*; ending *-er*

HIGH-FREQUENCY WORDS

a of the
are mother

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ending *-er*

BOOK 172

The Bear



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High-Frequency Words Taught to Date

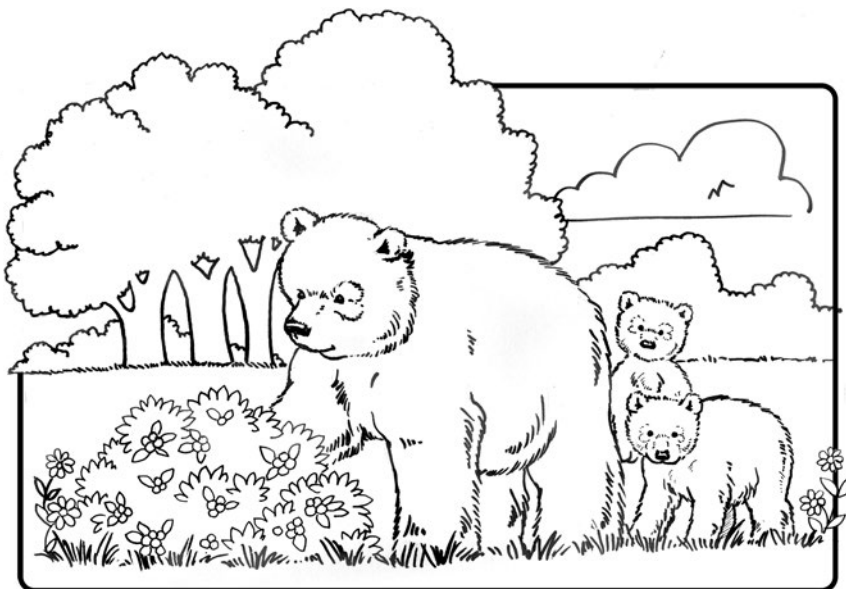
a	bring	every	happy	many	paper	story	walk
about	brown	eyes	have	maybe	party	studied	want
above	buy	fall	he	me	pictures	sure	warms
after	by	family	hear	more	play	surprised	was
again	call	far	help	mother	please	take	wash
all	car	father	her	my	pull	talk	watch
almost	carry	few	here	myself	pushed	teacher	water
along	city	find	high	near	put	the	we
always	cold	first	hold	never	read	their	were
and	come	five	house	new	ready	there	what
animal	could	fly	how	night	right	these	where
are	country	follow	I	no	said	they	who
around	covers	food	into	noise	school	think	why
away	different	for	is	nothing	see	those	window
baby	do	four	kinds	now	seven	three	with
be	does	friend	know	of	shall	to	work
bear	done	full	laugh	off	she	today	world
because	don't	funny	learning	old	show	together	would
been	door	give	light	once	sing	too	write
before	down	go	like	one	small	toward	years
began	draw	goes	little	open	soil	try	yellow
begins	earth	good	live	or	some	two	you
bird	eat	great	long	our	sometimes	under	young
blue	eight	green	look	out	soon	until	your
both	enough	ground	loudly	over	starts	use	
boy	even	grow	make	own	stories	very	

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *k*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; final consonants *l*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or* and *ore*; *r*-controlled *er*; *r*-controlled *ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; ending *-er*

The Bear



The brown bear smells the wind. Winter is on its way. The bear eats a lot. She stores fat. Her fur grows thicker.



At last it is spring. The bear takes her cubs out of the den. She is slow at first. Then she goes faster. She looks for food as the cubs play.



Days grow shorter. The land is cooler. The bear crawls in her den and sleeps. Snow piles up deeper and deeper.



The bear's cubs are born in the winter. The mother feeds them. She keeps them warm.

Clean Kittens

DECODABLE WORDS

Target Skill: ending *-est*

cleanest	fastest	neatest	shortest
----------	---------	---------	----------

Previously Taught Skills

am	get	kittens	neat	three
and	gets	know	noise	time
bed	hats	made	panted	treat
clean	in	marched	pick	too
cleans	is	masks	played	up
did	Kat	mess	ready	we
don't	Ken	Mom	room	which
for	Kip	much	that	will
games	kitten	must	this	you

SKILLS APPLIED IN WORDS IN STORY: consonants *m, t, s, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; short *u*; final consonants *ll*; final consonants *ss*; consonants *-ck*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; digraph *ch*; digraph *sh*; digraph *wh*; long *a* (CVCe); long *i* (CVCe); digraph *kn*; long *e* (e, ee); long *e* (ea); long *a* (ay); long *o* (ow); short *e* (ea); *r*-controlled *ar*; *r*-controlled *or*; contractions with *n't*; /oo/ spelled *ou*; closed syllables (CVC); /oo/ spelled *oo*; /oi/ spelled *oi*; long *e* spelled *y*; ending *-est*

HIGH-FREQUENCY WORDS

a	I	the
are	said	they

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ending *-est*

BOOK 173

Clean Kittens



High-Frequency Words Taught to Date

a	bring	every	happy	many	paper	story	walk
about	brown	eyes	have	maybe	party	studied	want
above	buy	fall	he	me	pictures	sure	warms
after	by	family	hear	more	play	surprised	was
again	call	far	help	mother	please	take	wash
all	car	father	her	my	pull	talk	watch
almost	carry	few	here	myself	pushed	teacher	water
along	city	find	high	near	put	the	we
always	cold	first	hold	never	read	their	were
and	come	five	house	new	ready	there	what
animal	could	fly	how	night	right	these	where
are	country	follow	I	no	said	they	who
around	covers	food	into	noise	school	think	why
away	different	for	is	nothing	see	those	window
baby	do	four	kinds	now	seven	three	with
be	does	friend	know	of	shall	to	work
bear	done	full	laugh	off	she	today	world
because	don't	funny	learning	old	show	together	would
been	door	give	light	once	sing	too	write
before	down	go	like	one	small	toward	years
began	draw	goes	little	open	soil	try	yellow
begins	earth	good	live	or	some	two	you
bird	eat	great	long	our	sometimes	under	young
blue	eight	green	look	out	soon	until	your
both	enough	ground	loudly	over	starts	use	
boy	even	grow	make	own	stories	very	

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; */z/* spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; */kw/* spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *t*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c /s/*; */j/* spelled *g, dge*; long *i* (CVCe), digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or* and *ore*; *r*-controlled *er*; *r*-controlled *ir*; *r*-controlled *ur*; */ōō/* spelled *oo*; closed syllables (CVC); */ōō/* spelled *ou, ew*; */ōō/* spelled *oa*; */ōō/* spelled *u, ue*; */ōō/* spelled *u_e* (CVCe); */ou/* spelled *ou, ow*; */oi/* spelled *oy, oi*; */aw/* spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; ending *-er*; ending *-est*



"This room is neat!" said Mom.
"Which kitten gets a treat?"

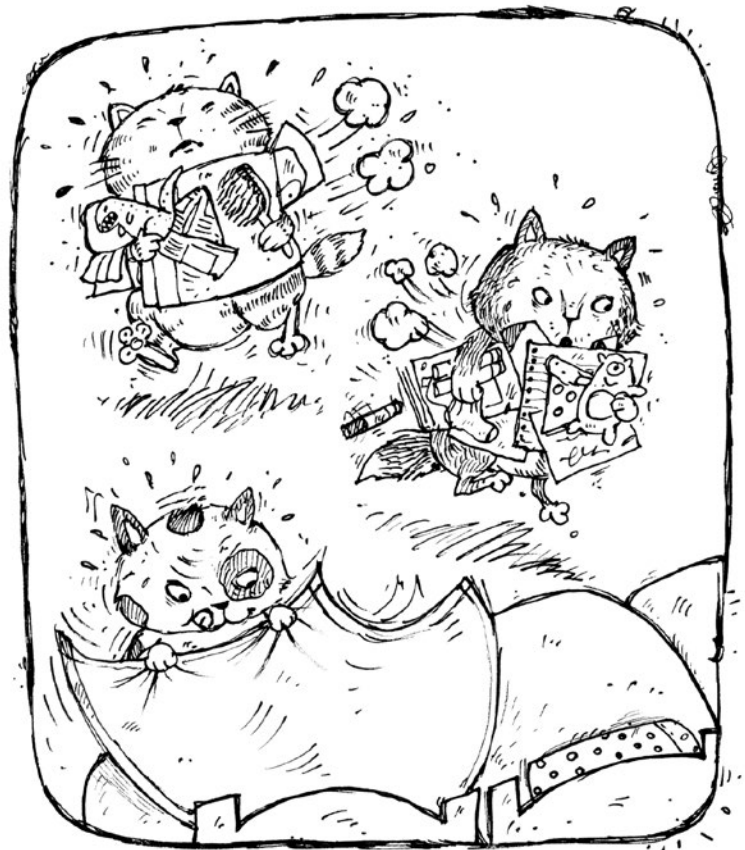
"We don't know," panted Kip,
Kat, and Ken. "We did too much.
We are ready for bed."



The three kittens played
games. They marched and made
noise. They made hats and
masks. They made a mess.



"You must pick up this mess," Mom said. "The kitten that cleans in the shortest time will get a treat."



"I am the cleanest kitten," said Kip.

"I am the neatest kitten," said Kat.

"I am the fastest kitten," said Ken.

The Band

DECODABLE WORDS

Target Skill: ending *-est*

deepest loudest softest sweetest

Previously Taught Skills

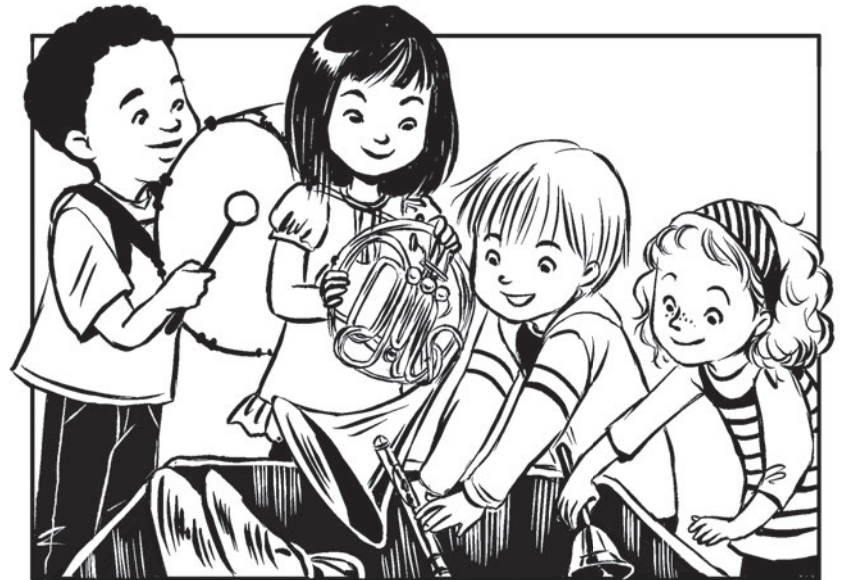
and	ding	hit	Pat	sweet
band	drum	horn	play	time
bell	flute	it	played	Tom
blew	for	Jack	she	toot
boom	had	let's	shook	tweet
can	he	loud	soft	we
class	her	Meg	songs	
deep	his	now	sound	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *w*; consonant *k*; consonant *j*; short *u*; final consonants *ll*; final consonants *ss*; consonants *-ck*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; ending *-s*; ending *-ed /d/*; digraph *sh*; contractions with *'s*; long *i* (CVCe); long *e* (*e, ee*); final consonants *ng*; long *a* spelled *ay*; *r*-controlled *or*; *r*-controlled *er*; /*oo*/ spelled *oo*; /*oo*/ spelled *ou, ew*; /*oo*/ spelled *oo*; /*oo*/ spelled *u_e* (CVCe); /*ou*/ spelled *ou, ow*; ending *-est*

HIGH-FREQUENCY WORDS

a	I	the	together
are	said	they	was

The Band



High-Frequency Words Taught to Date

a	bring	every	happy	many	paper	story	walk
about	brown	eyes	have	maybe	party	studied	want
above	buy	fall	he	me	pictures	sure	warms
after	by	family	hear	more	play	surprised	was
again	call	far	help	mother	please	take	wash
all	car	father	her	my	pull	talk	watch
almost	carry	few	here	myself	pushed	teacher	water
along	city	find	high	near	put	the	we
always	cold	first	hold	never	read	their	were
and	come	five	house	new	ready	there	what
animal	could	fly	how	night	right	these	where
are	country	follow	I	no	said	they	who
around	covers	food	into	noise	school	think	why
away	different	for	is	nothing	see	those	window
baby	do	four	kinds	now	seven	three	with
be	does	friend	know	of	shall	to	work
bear	done	full	laugh	off	she	today	world
because	don't	funny	learning	old	show	together	would
been	door	give	light	once	sing	too	write
before	down	go	like	one	small	toward	years
began	draw	goes	little	open	soil	try	yellow
begins	earth	good	live	or	some	two	you
bird	eat	great	long	our	sometimes	under	young
blue	eight	green	look	out	soon	until	your
both	enough	ground	loudly	over	starts	use	
boy	even	grow	make	own	stories	very	

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; */z/* spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; */kw/* spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed/ed/*; ending *-ed/ed/*; ending *-ed/d/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c /s/*; */j/* spelled *g, dge*; long *i* (CVCe), digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions with *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar*; *r*-controlled *or* and *ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; */ōō/* spelled *oo*; closed syllables (CVC); */ōō/* spelled *ou, ew*; */ōō/* spelled *oo*; */ōō/* spelled *u, ue*; */ōō/* spelled *u_e* (CVCe); */ou/* spelled *ou, ow*; */oi/* spelled *oy, oi*; */aw/* spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; ending *-er*; ending *-est*



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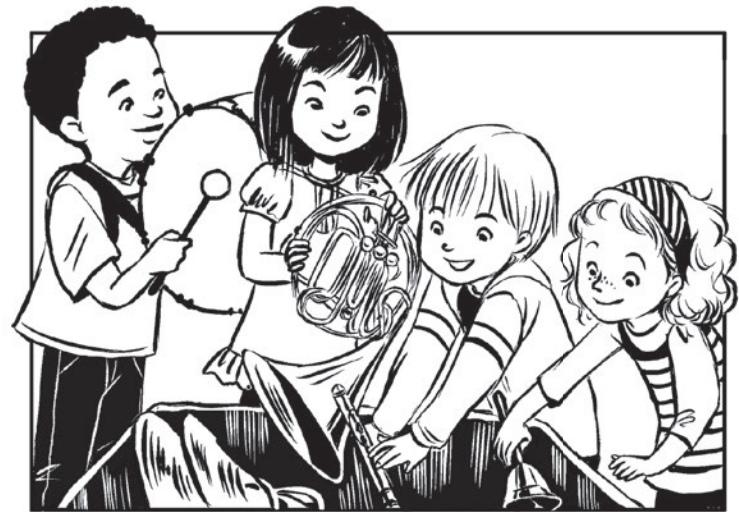
“Let’s play songs together,”
said Tom. They played loud,
sweet, deep, and soft.

“Now we are a band,”
said Meg.

ending *-est*

BOOK 174

The Band



It was time for band class.
Tom had a drum. Meg had a
horn. Jack had a flute. Pat had
a bell.

“Let’s play,” they said.



"I can play the deepest sound," said Tom. He hit his drum. Boom, boom!

"I can play the softest sound," said Pat. She shook her bell. Ding, ding!



"I can play the sweetest sound," said Jack. He played his flute. Tweet, tweet!

"I can play the loudest sound," said Meg. She blew her horn. Toot, toot!

Baker Joy

DECODABLE WORDS

Target Skill: ending -er: drop e, double consonant

baker later winner

Previously Taught Skills

added	eggs	Joy	out	this
and	good	meal	pan	time
bake	got	milk	she	up
be	grows	mix	shelf	went
bowl	he	mixed	stuff	when
bread	her	mixer	taste	with
can	how	mixing	tastes	yes
corn	in	needed	teach	
dad	is	off	then	
dry	it	our	things	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *j*; short *u*; final consonants *ff*; blends with *r*; blend with *l*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ing*; digraph *ch*; digraph *sh*; digraph *wh*; long *a* (CVCe); long *i* (CVCe); long *e* (*e, ee*); long *e* (*ea*); final consonants *ng*; long *o* (*ow*); short *e* spelled *ea*; *r*-controlled *or*; *r*-controlled *er*; /ōō/ spelled *oo*; /ou/ spelled *ou, ow*; /oi/ spelled *oy*; ending *-ed*; long *e* spelled *y*; ending *-er*; ending *-er*: drop *e*: double consonant

HIGH-FREQUENCY WORDS

a	happy	said	to
done	learning	the	was
great	put	they	

ending -er: drop e, double consonant

BOOK 175

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Baker Joy



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High-Frequency Words Taught to Date

a	brown	fall	hear	mother	pull	teacher	we
about	buy	family	help	my	pushed	the	were
above	by	far	her	myself	put	their	what
after	call	father	here	near	read	there	where
again	car	few	high	never	ready	these	who
all	carry	find	hold	new	right	they	why
almost	city	first	house	night	said	think	window
along	cold	five	how	no	school	those	with
always	come	fly	I	noise	see	three	work
and	could	follow	into	nothing	seven	to	world
animal	country	food	is	now	shall	today	would
are	covers	for	kinds	of	she	together	write
around	different	four	know	off	show	too	years
away	do	friend	laugh	old	sing	toward	yellow
baby	does	full	learning	once	small	try	you
be	done	funny	light	one	soil	two	young
bear	don't	give	like	open	some	under	your
because	door	go	little	or	sometimes	until	
been	down	goes	live	our	soon	use	
before	draw	good	long	out	starts	very	
began	earth	great	look	over	stories	walk	
begins	eat	green	loudly	own	story	want	
bird	eight	ground	make	paper	studied	warms	
blue	enough	grow	many	party	sure	was	
both	even	happy	maybe	pictures	surprised	wash	
boy	every	have	me	play	take	watch	
bring	eyes	he	more	please	talk	water	

Decoding skills taught to date: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*, final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /t/; ending *-ed* /d/; ending *-ing*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e*, *ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea*, *e_e*); long *a* (*ai*, *ay*); contractions *'ll*, *'d*; long *o* (*ow*, *oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or*, *ore*; *r*-controlled *er*, *ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou*, *ew*; /ōō/ spelled *oo*; /ōō/ spelled *u*, *ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou*, *ow*; /oi/ spelled *oy*, *oi*; /aw/ spelled *aw*, *au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y*, *ie*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant



Later, Dad said, "It is time to taste our corn bread."

"This tastes good," said Joy.

"Yes," said Dad. "Our bread is a winner!"

Baker Joy



Joy can be a baker when she grows up. She is learning how to bake with her dad. She is happy he can teach her. He is a great baker.



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When the mixing was done, Dad and Joy got out a pan. They put the mix in the pan. Then they put it in to bake.

Mark Runs

DECODABLE WORDS

Target Skill: ending -er: drop e, double consonant

bigger runner runners upper winner

Previously Taught Skills

and	faster	in	much	think
at	finish	is	off	time
be	first	jumped	race	training
best	get	kids	ready	up
bigger	going	line	run	warming
cheered	grade	looked	runs	went
county	he	looks	sorts	when
dad	helping	Mark	sound	yay
drills	him	Mark's	starter	
ended	his	meet	than	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *j*; short *u*; final consonants *ll*; final consonants *ff*; blends with *l*; blends with *s*; final blend *-nt*; final blend *-nd*; final blend *-st*; blends with *r*; digraph *th*; ending *-s*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ed /d/*; ending *-ing*; digraph *ch*; possessives with *'s*; digraph *sh*; digraph *wh*; contractions *n't*; long *a* (CVCe); soft *c /s/*; long *i* (CVCe); long *o* (CV); long *e* (*e, ee*); final consonants *nk*; long *a* (*ai, ay*); short *e* spelled *ea*; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *ir*; /ōō/ spelled *oo*; closed syllables (CVC); /ou/ spelled *ou*; long *e* spelled *y*; ending *-er*; ending *-er*: drop e, double consonant

HIGH-FREQUENCY WORDS

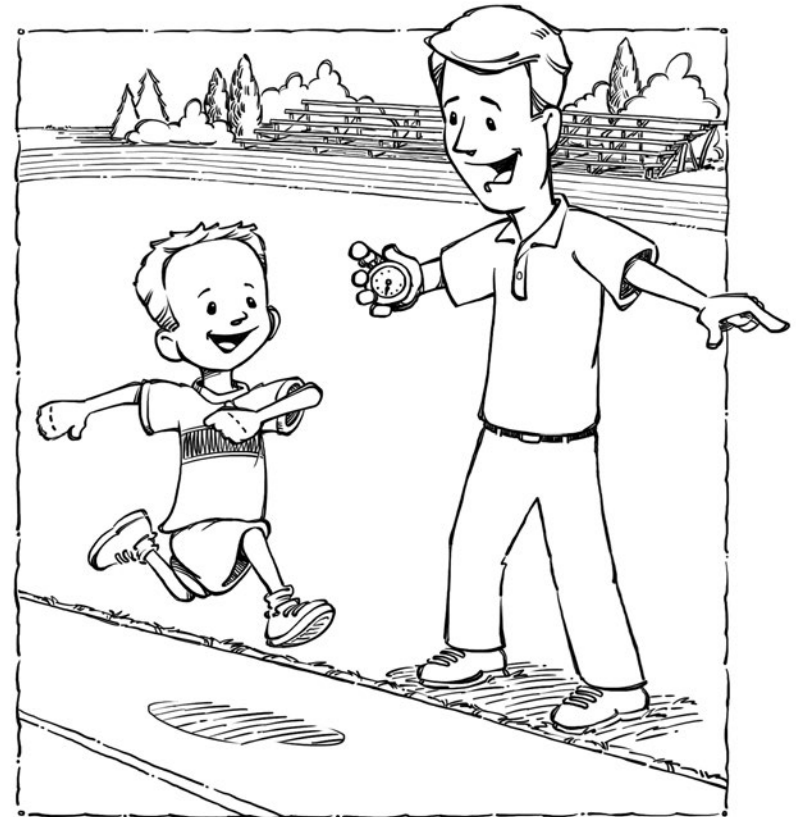
all	father	the	was(n't)
began	of	to	
family	some	was	

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ending -er: drop e, double consonant

BOOK 176

Mark Runs

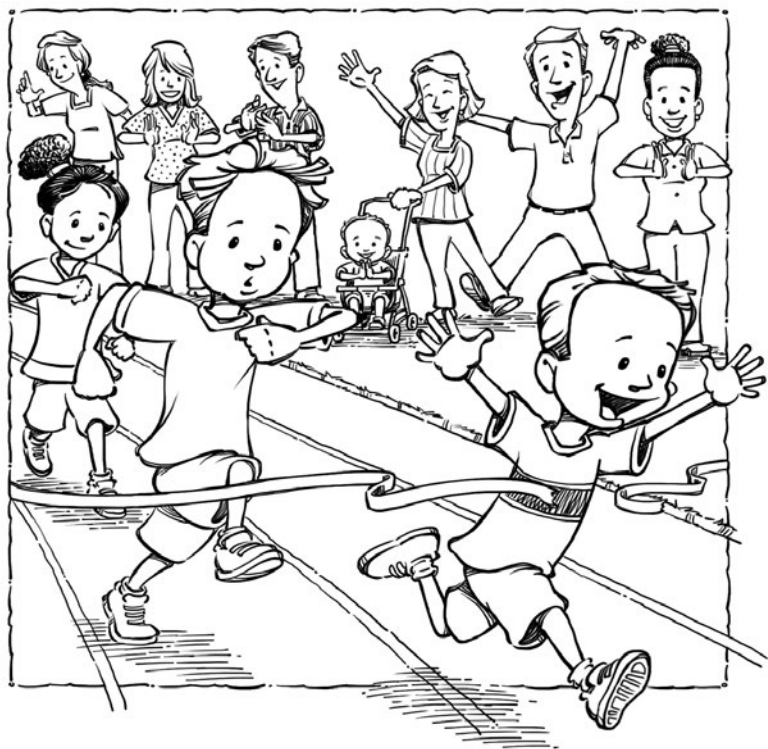


High-Frequency Words Taught to Date

a	brown	fall	hear	mother	pull	teacher	we
about	buy	family	help	my	pushed	the	were
above	by	far	her	myself	put	their	what
after	call	father	here	near	read	there	where
again	car	few	high	never	ready	these	who
all	carry	find	hold	new	right	they	why
almost	city	first	house	night	said	think	window
along	cold	five	how	no	school	those	with
always	come	fly	l	noise	see	three	work
and	could	follow	into	nothing	seven	to	world
animal	country	food	is	now	shall	today	would
are	covers	for	kinds	of	she	together	write
around	different	four	know	off	show	too	years
away	do	friend	laugh	old	sing	toward	yellow
baby	does	full	learning	once	small	try	you
be	done	funny	light	one	soil	two	young
bear	don't	give	like	open	some	under	your
because	door	go	little	or	sometimes	until	
been	down	goes	live	our	soon	use	
before	draw	good	long	out	starts	very	
began	earth	great	look	over	stories	walk	
begins	eat	green	loudly	own	story	want	
bird	eight	ground	make	paper	studied	warms	
blue	enough	grow	many	party	sure	was	
both	even	happy	maybe	pictures	surprised	wash	
boy	every	have	me	play	take	watch	
bring	eyes	he	more	please	talk	water	

Decoding skills taught to date: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*, final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ed /d/*; ending *-ing*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions with *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ov*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant

Mark Runs

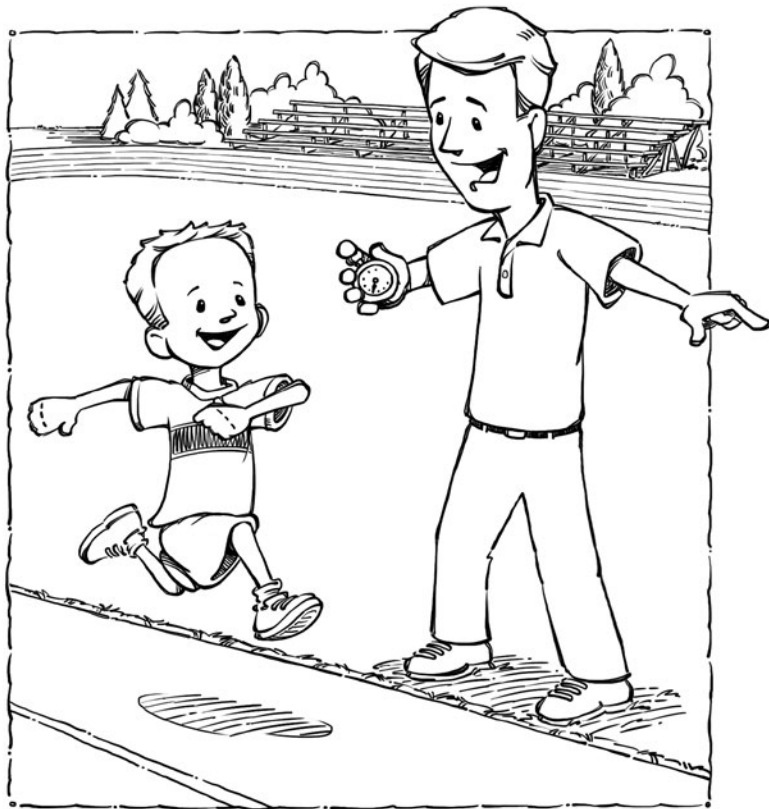


Time to line up. The starter sound went off. Mark ran and ran. He looked at the finish.

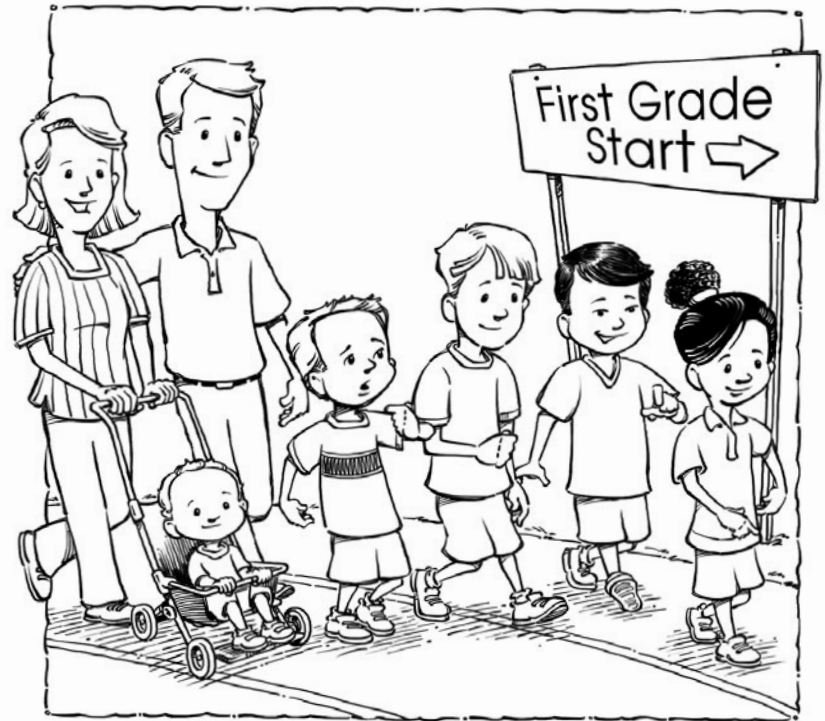
When the race ended, Mark was the winner. His family jumped and cheered! "Yay!"



Mark is the best runner in first grade. He is faster than some of the upper grade kids. Mark is training to run in the county meet.



Mark's father is helping him. Mark and his dad run all sorts of drills. Mark is going to be ready.



Mark and his family get to the county meet. Mark is warming up. He looks at all the first grade runners. Some were much bigger than Mark. Mark began to think he wasn't the best.

The Nicest Lunch

DECODABLE WORDS

Target Skill: ending *-est*: drop *e*; double consonant

biggest finest reddest
closest nicest

Previously Taught Skills

and	food	jar	milk	went
Bob	good	likes	nice	will
bread	got	lunch	pal	with
Brown	he	made	peanut	you
butter	his	make	Rose	
eat	it's	me	then	
ever	jam	met	too	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; final consonants *ll*; blends with *r*; blends with *l*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; digraph *ch*; contraction *'s*; long *a* (CVCe); soft *c /s/*; long *i* (CVCe); long *o* (CVCe); long *e* (e); long *e* (ea); compound words; short *e* (ea); *r*-controlled *ar*; *r*-controlled *er*; /ōō/ spelled *oo*; /ōō/ spelled *ou*; /ōō/ spelled *oo*; ending *-est*: drop *e*, double consonant; /ou/ spelled *ow*

HIGH-FREQUENCY WORDS

a	find	of	to
buy	friend	said	was
could	have	the	

The Nicest Lunch



High-Frequency Words Taught to Date

a	bring	every	happy	many	paper	story	walk
about	brown	eyes	have	maybe	party	studied	want
above	buy	fall	he	me	pictures	sure	warms
after	by	family	hear	more	play	surprised	was
again	call	far	help	mother	please	take	wash
all	car	father	her	my	pull	talk	watch
almost	carry	few	here	myself	pushed	teacher	water
along	city	find	high	near	put	the	we
always	cold	first	hold	never	read	their	were
and	come	five	house	new	ready	there	what
animal	could	fly	how	night	right	these	where
are	country	follow	I	no	said	they	who
around	covers	food	into	noise	school	think	why
away	different	for	is	nothing	see	those	window
baby	do	four	kinds	now	seven	three	with
be	does	friend	know	of	shall	to	work
bear	done	full	laugh	off	she	today	world
because	don't	funny	learning	old	show	together	would
been	door	give	light	once	sing	too	write
before	down	go	like	one	small	toward	years
began	draw	goes	little	open	soil	try	yellow
begins	earth	good	live	or	some	two	you
bird	eat	great	long	our	sometimes	under	young
blue	eight	green	look	out	soon	until	your
both	enough	ground	loudly	over	starts	use	
boy	even	grow	make	own	stories	very	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed/ed/*; ending *-ed/d/*; ending *-ed/t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-es, -ed*: change *y* to *i*; ending *-er*; ending *-est* ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant



Bob and Rose made lunch.
It was the finest lunch ever.
“It’s nice to have lunch with a
good friend,” said Rose.

The Nicest Lunch



Bob Brown likes to eat peanut
butter. He likes milk, too.

Bob went to buy food to make
the nicest lunch.



Bob got bread and milk. He got the biggest jar of peanut butter and the reddest jam he could find.



Then Bob met his closest pal, Rose. He said, "Will you have lunch with me?"

The Nicest Day

DECODABLE WORDS

Target Skill: ending *-est*: drop *e*, double consonant

cutest nicest widest

Previously Taught Skills

and	flash	jiffy	room	top
Annie	for	know	see	up
asked	get	later	she	wait
at	go	looked	shorts	week
be	going	mom	smile	what
bus	good	my	smiled	woke
came	got	nice	stepped	you
clothes	her	on	such	
day	in	out	summer	
do	is	outfit	swimming	
dress	it	outside	that	
dressed	it's	picked	things	
enjoy	jean	red	this	

SKILLS APPLIED IN WORDS IN STORY: consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /*z*/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *j*; short *u*; /*kw*/ spelled *qu*; final consonants *ss*; consonants *ck*, blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-ed* /*d*/; ending *-ed* /*t*/; ending *-ing*; digraph *ch*; digraph *sh*; long *a* (CVCe); soft *c* /*s*/; long *i* (CVCe); digraph *kn*; long *o* (CV, CVCe); long *e* (e); long *e* (ea); final consonants *ng*; long *e* (ea); long *a* (ay); long *o* (ow); compound words; *r*-controlled (or); *r*-controlled *er*; /*oo*/ spelled *oo*; closed syllables (CVC); /*oo*/ spelled *ou*; /*oo*/ spelled *oo*; /*ou*/ spelled *ou*; /*oi*/ spelled *oy*; ending *-ing*; double consonant; ending *-ed*: drop *e*, double consonant; ending *-est*; ending *-est*: drop *e*

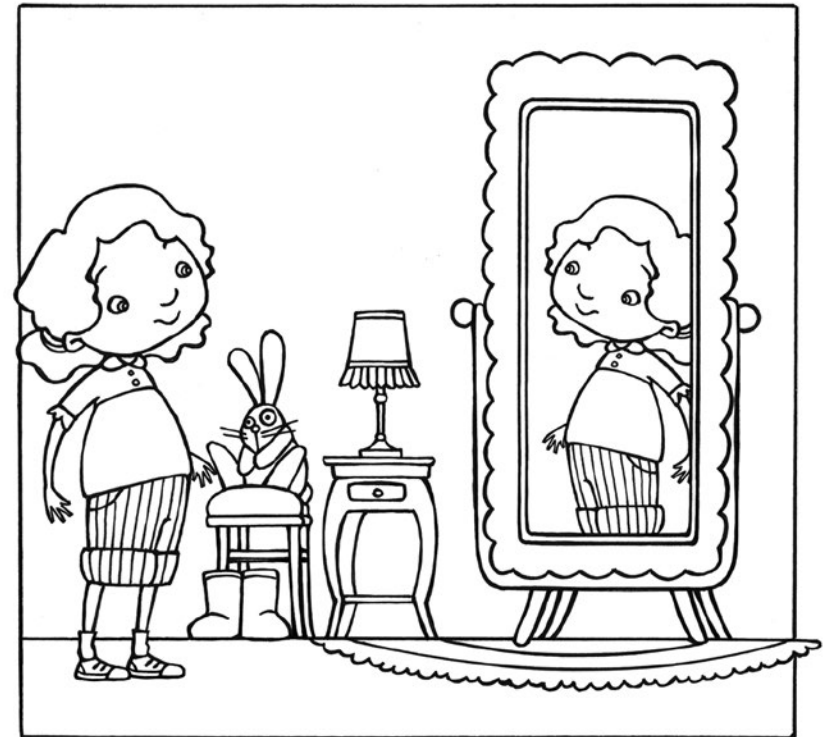
HIGH-FREQUENCY WORDS

a	do	of	school	to	what
are	I	said	the	to(day)	

ending *-est*: drop *e*, double consonant

BOOK 178

The Nicest Day

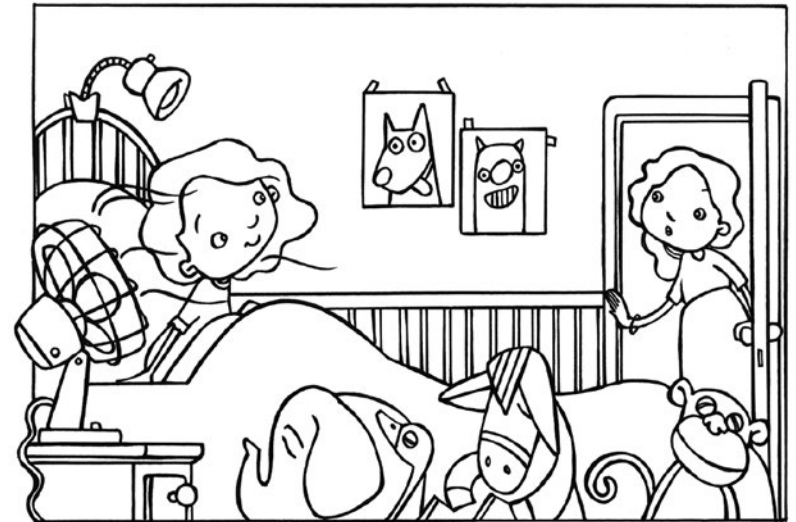


High-Frequency Words Taught to Date

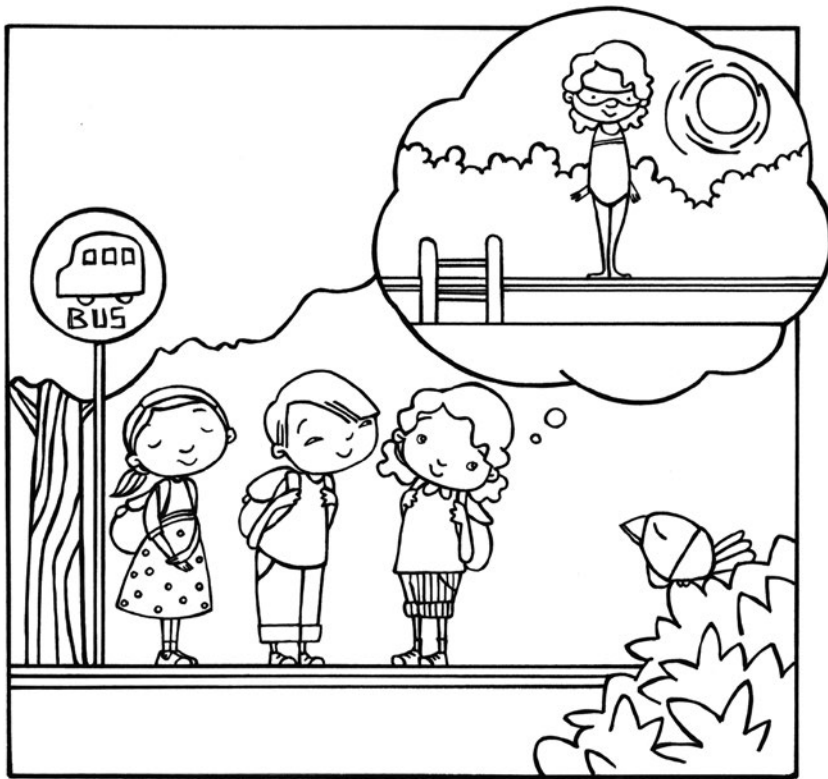
a	brown	fall	hear	mother	pull	teacher	we
about	buy	family	help	my	pushed	the	were
above	by	far	her	myself	put	their	what
after	call	father	here	near	read	there	where
again	car	few	high	never	ready	these	who
all	carry	find	hold	new	right	they	why
almost	city	first	house	night	said	think	window
along	cold	five	how	no	school	those	with
always	come	fly	l	noise	see	three	work
and	could	follow	into	nothing	seven	to	world
animal	country	food	is	now	shall	today	would
are	covers	for	kinds	of	she	together	write
around	different	four	know	off	show	too	years
away	do	friend	laugh	old	sing	toward	yellow
baby	does	full	learning	once	small	try	you
be	done	funny	light	one	soil	two	young
bear	don't	give	like	open	some	under	your
because	door	go	little	or	sometimes	until	
been	down	goes	live	our	soon	use	
before	draw	good	long	out	starts	very	
began	earth	great	look	over	stories	walk	
begins	eat	green	loudly	own	story	want	
bird	eight	ground	make	paper	studied	warms	
blue	enough	grow	many	party	sure	was	
both	even	happy	maybe	pictures	surprised	wash	
boy	every	have	me	play	take	watch	
bring	eyes	he	more	please	talk	water	

Decoding skills taught to date: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *t*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*, final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ed /d/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g* and *dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions with *'ll* and *'d*; long *o* (*ow, oa*); contractions with *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar*, *r*-controlled *or* and *ore*; *r*-controlled *er, ir*; *r*-controlled *ur, /ōō/ spelled *oo**; closed syllables (CVC); /ōō/ spelled *ou, ew, /ōō/ spelled *oo**; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; ending *-es, -ed*, change *y* to *i*; ending *-er*; ending *-est*; ending *-er*; drop *e*, double consonant; ending *-est*: drop *e*, double consonant

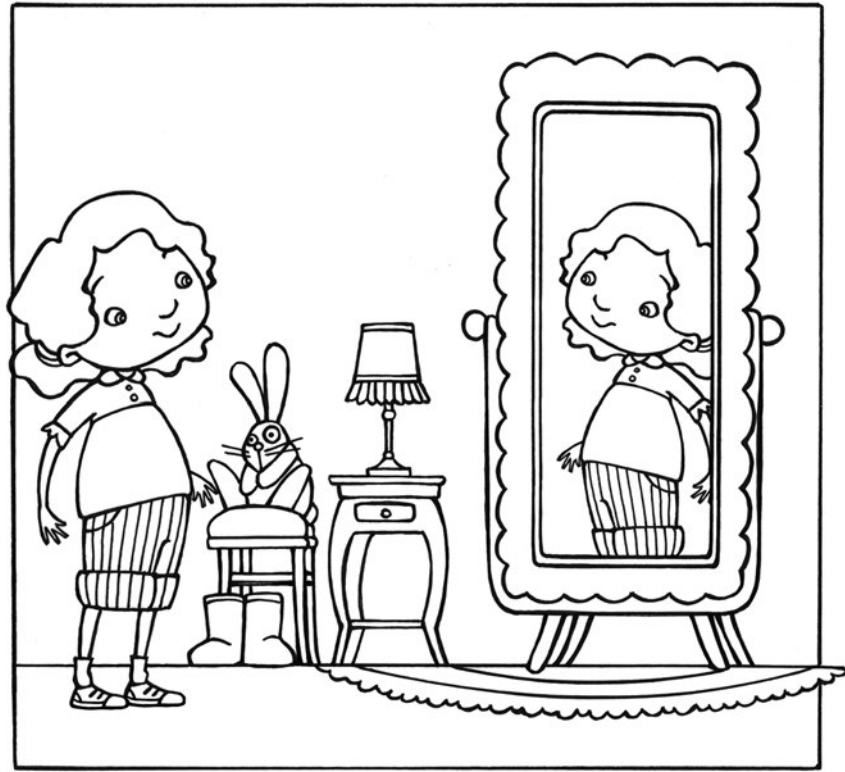
The Nicest Day



Annie woke up for school. Her mom came to her room, and she said to dress in summer clothes. "It is going to be the nicest day of the week."



Annie stepped outside to wait for the bus. "Do you know what day it is?" Annie asked. "It's the nicest day of the week. I get to go swimming later!"



Annie looked at her things. She picked out her jean shorts and her red top. "This is good for such a nice day. It's my cutest outfit," Annie said.



Annie got dressed in a flash. Her mom looked at her and said, "I see that you are set to enjoy the day."

Annie smiled the widest smile.

The Sandiest Places

DECODABLE WORDS

Target Skill: endings *-er, -est*: change *y* to *i*

rainier sunniest trickiest
sandiest thorniest

Previously Taught Skills

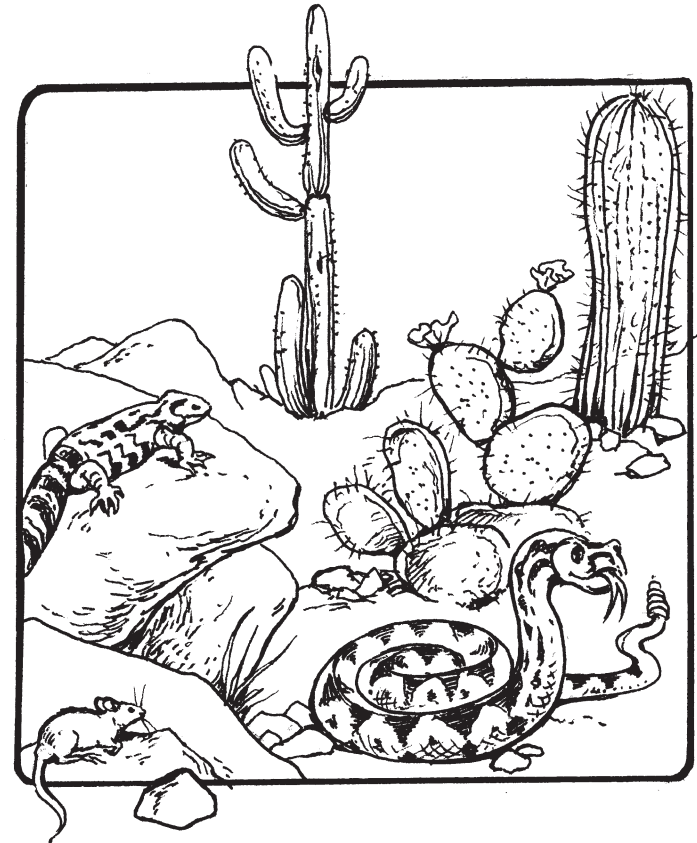
contain	holes	much	sandy	these	ways
days	in	not	scales	thirsty	which
desert	inside	on	see	thorns	with
deserts	is	places	snakes	thorny	without
for	it	plant	stay	time	you
get	keep	plants	survive	toads	
help	long	rain	than	until	
here	many	rains	them	way	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; short *u*; blends with *l*; blends with *s*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *s*; ending *-es*; ending *-s*; digraph *ch*; possessives with *'s*; digraph *wh*; long *a* (CVCe); soft *c* /s/; long *i* (CVCe); long *o* (CVCe); long *e* (ee); long *e* (CVCe); final consonants *-ng*; long *a* (*ai, ay*); long *o* (*oa*); compound words; *r*-controlled *or*; *r*-controlled *er, ir*; *r*-controlled *ur*; closed syllables (CVC); long *e* spelled *y*; /oo/ spelled *ou*; /ou/ spelled *ou*; *-er, -est*: change *y* to *i*

HIGH-FREQUENCY WORDS

a	away	have	water
animal(s)	cover(ed)	the	won't
are	do	to	world('s)

The Sandiest Places

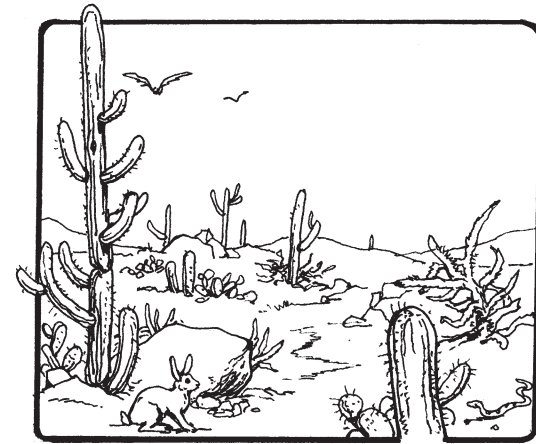


High-Frequency Words Taught to Date

a	buy	far	here	never	right	think	with
about	by	father	high	new	said	those	work
above	call	few	hold	night	school	three	world
after	car	find	house	no	see	to	would
again	carry	first	how	noise	seven	today	write
all	city	five	I	nothing	shall	together	years
almost	cold	fly	into	now	she	too	yellow
along	come	follow	is	of	show	toward	you
always	could	food	kinds	off	sing	try	young
and	country	for	know	old	small	two	your
animal	covers	four	laugh	once	soil	under	
are	different	friend	learning	one	some	until	
around	do	full	light	open	sometimes	use	
away	does	funny	like	or	soon	very	
baby	done	give	little	our	starts	walk	
be	don't	go	live	out	stories	want	
bear	door	goes	long	over	story	warms	
because	down	good	look	own	studied	was	
been	draw	great	loudly	paper	sure	wash	
before	earth	green	make	party	surprised	watch	
began	eat	ground	many	pictures	take	water	
begins	eight	grow	maybe	play	talk	we	
bird	enough	happy	me	please	teacher	were	
blue	even	have	more	pull	the	what	
both	every	he	mother	pushed	their	where	
boy	eyes	hear	my	put	there	who	
bring	fall	help	myself	read	these	why	
brown	family	her	near	ready	they	window	

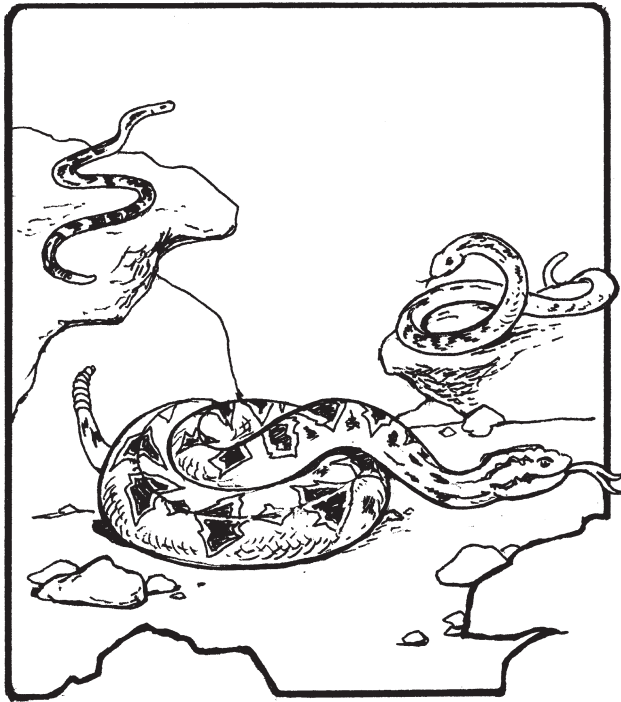
Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd, 'o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables; /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*; drop *e*, double consonant; long *e* spelled *y, ie*; endings *-es, -ed*; change *y* to *i*; ending *-er*; ending *-est*; ending *-er*; drop *e*, double consonant; ending *-est*; drop *e*, double consonant; endings *-er, -est*; change *y* to *i*

The Sandiest Places



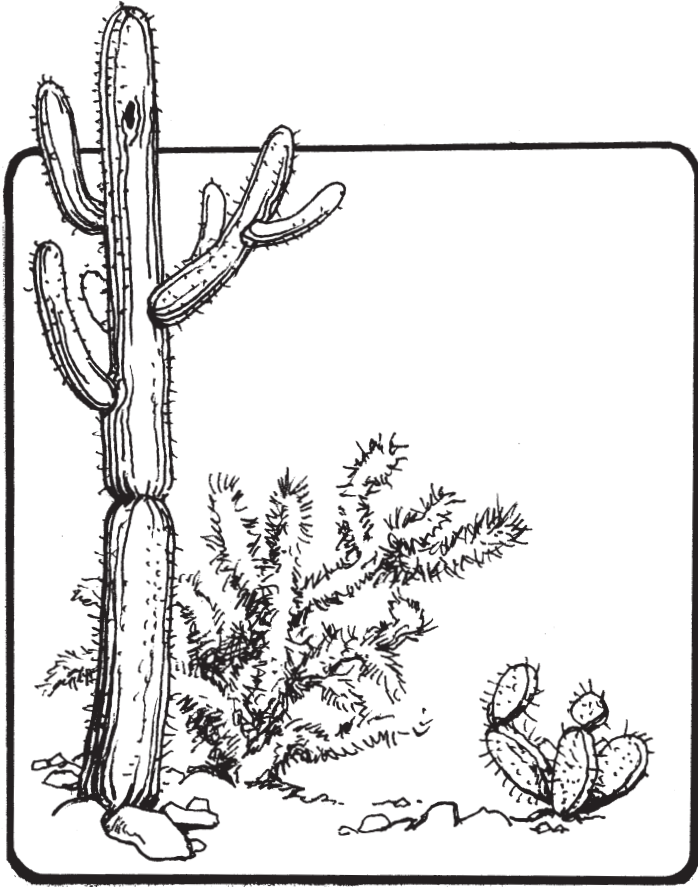
Deserts do not get much rain. Many places are rainier than deserts.

Deserts are the world's sandiest places.

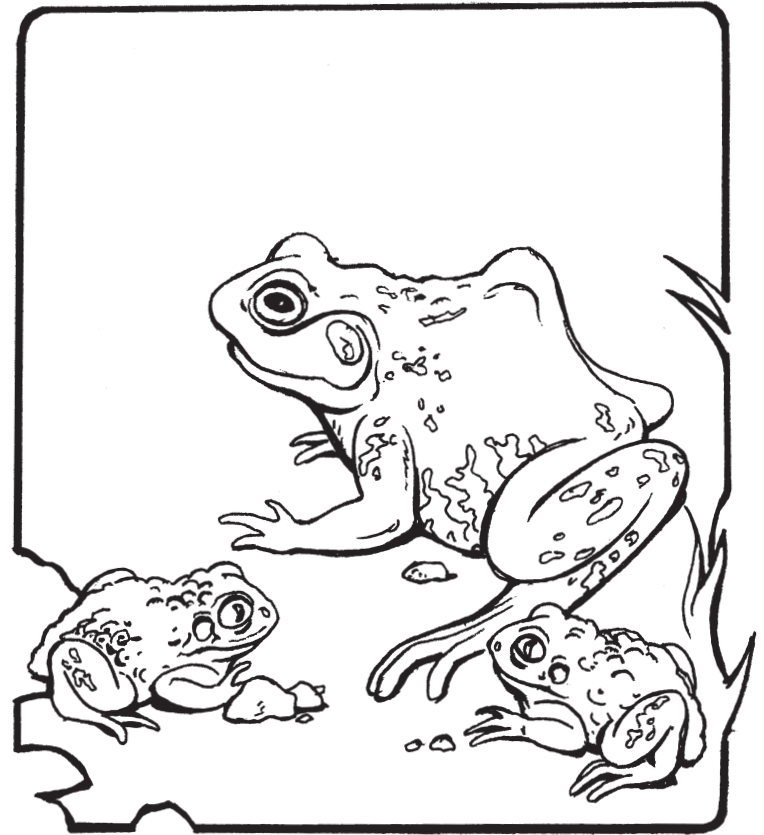


Desert snakes are covered with scales. The scales help snakes keep water inside for a long time.

Desert plants and animals have ways to survive without much water. Which way is the trickiest?



Here are desert plants. These thorny plants contain rain. Thorns keep thirsty animals away. Which plant is the thorniest?



Desert toads stay in sandy holes until it rains. You won't see them on the sunniest days.

The Silliest Queen

DECODABLE WORDS

Target Skill: endings *-er, -est*: change *y* to *i*

funniest	shinier	sillier
happiest	shiniest	silliest

Previously Taught Skills

and	glass	looking	shook	you
asked	glasses	maid	speak	
best	is	not	than	
can't	Kathleen	queen	thing	
did	Kathleen's	rest	yelled	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /*z*/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *y*; consonant *k*; short *u*; /*kw*/ spelled *qu*; final consonants *ll*; final consonants *ss*; blends with *l*; blends with *s*; final blend *nd*; final blend *st*; digraph *th*; ending *-es*; ending *-ed* /*d*/; ending *-ed* /*t*/; ending *-ing*; possessives with *'s*; digraph *sh*; contraction *n't*; long *i* (CVCe); long *e* (*ee*); long *e* (*ea*); final consonants *ng*; long *a* (*ai*); /*ōō*/ spelled *oo*; /*ōō*/ spelled *oo*; long *e* spelled *y*; endings *-er, -est*: change *y* to *i*

HIGH-FREQUENCY WORDS

are	talk	who
said	the	

The Silliest Queen



High-Frequency Words Taught to Date

a	brown	fall	hear	mother	pull	teacher	we
about	buy	family	help	my	pushed	the	were
above	by	far	her	myself	put	their	what
after	call	father	here	near	read	there	where
again	car	few	high	never	ready	these	who
all	carry	find	hold	new	right	they	why
almost	city	first	house	night	said	think	window
along	cold	five	how	no	school	those	with
always	come	fly	I	noise	see	three	work
and	could	follow	into	nothing	seven	to	world
animal	country	food	is	now	shall	today	would
are	covers	for	kinds	of	she	together	write
around	different	four	know	off	show	too	years
away	do	friend	laugh	old	sing	toward	yellow
baby	does	full	learning	once	small	try	you
be	done	funny	light	one	soil	two	young
bear	don't	give	like	open	some	under	your
because	door	go	little	or	sometimes	until	
been	down	goes	live	our	soon	use	
before	draw	good	long	out	starts	very	
began	earth	great	look	over	stories	walk	
begins	eat	green	loudly	own	story	want	
bird	eight	ground	make	paper	studied	warms	
blue	enough	grow	many	party	sure	was	
both	even	happy	maybe	pictures	surprised	wash	
boy	every	have	me	play	take	watch	
bring	eyes	he	more	please	talk	water	

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, ch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables; /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-es, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*



“You are sillier!” said the maid.
“Looking glasses can’t talk!”

The Silliest Queen



Queen Kathleen’s best looking glass is shinier than the rest.

Queen Kathleen asked, “Who is the happiest queen?” The shiniest looking glass did not speak.



Queen Kathleen asked, "Who is the funniest queen?" The shiniest looking glass did not speak.



Queen Kathleen shook the looking glass and yelled, "You are the silliest thing!"

Rainy Day

DECODABLE WORDS

Target Skill: syllable *_le*

apple pickles twinkle
little simple

Previously Taught Skills

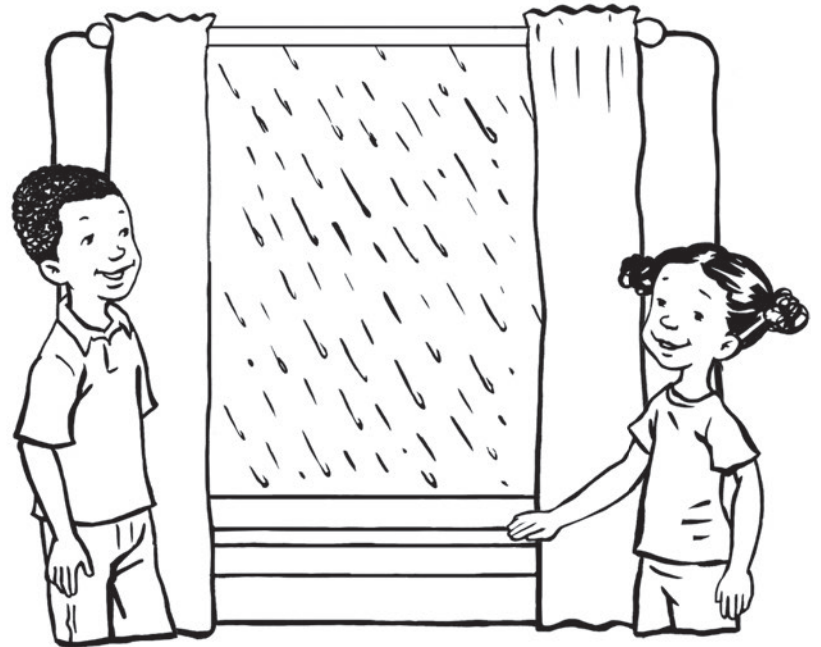
and	good	make	rainy	top
asked	hard	meat	set	use
bread	his	Mom	shall	we
can	hmmm	my	side	with
chips	in	need	sister	yes
Dad	is	nice	sounds	
day	it	now	spread	
dishes	let's	okay	such	
for	like	on	tastes	
fun	luckiest	out	that	
get	lunch	raining	them	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; short *u*; final consonants *ll*; consonants *ck*, blends with *r*; blends with *s*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /t/; ending *-ing*; digraph *ch*; digraph *sh*; contraction 's; long *a* (CVCe); soft *c* /s/; long *i* (CVCe); long *o* (CV); long *u* (CVCe); long *e* (*e, ee*); long *e* (*ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; /ōō/ spelled *oo*; closed syllable (CVC); /ou/ spelled *ou, ow*; long *e* spelled *y*; ending *-est*; change *y* to *i*; syllable *_le*

HIGH-FREQUENCY WORDS

a	eye	said	to
are	I	something	today
do	put	the	what

Rainy Day



High-Frequency Words Taught to Date

a	brown	fall	hear	mother	pull	teacher	we
about	buy	family	help	my	pushed	the	were
above	by	far	her	myself	put	their	what
after	call	father	here	near	read	there	where
again	car	few	high	never	ready	these	who
all	carry	find	hold	new	right	they	why
almost	city	first	house	night	said	think	window
along	cold	five	how	no	school	those	with
always	come	fly	I	noise	see	three	work
and	could	follow	into	nothing	seven	to	world
animal	country	food	is	now	shall	today	would
are	covers	for	kinds	of	she	together	write
around	different	four	know	off	show	too	years
away	do	friend	laugh	old	sing	toward	yellow
baby	does	full	learning	once	small	try	you
be	done	funny	light	one	soil	two	young
bear	don't	give	like	open	some	under	your
because	door	go	little	or	sometimes	until	
been	down	goes	live	our	soon	use	
before	draw	good	long	out	starts	very	
began	earth	great	look	over	stories	walk	
begins	eat	green	loudly	own	story	want	
bird	eight	ground	make	paper	studied	warms	
blue	enough	grow	many	party	sure	was	
both	even	happy	maybe	pictures	surprised	wash	
boy	every	have	me	play	take	watch	
bring	eyes	he	more	please	talk	water	

Decoding skills taught to date: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ed /d/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c/s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, ea); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ov, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*

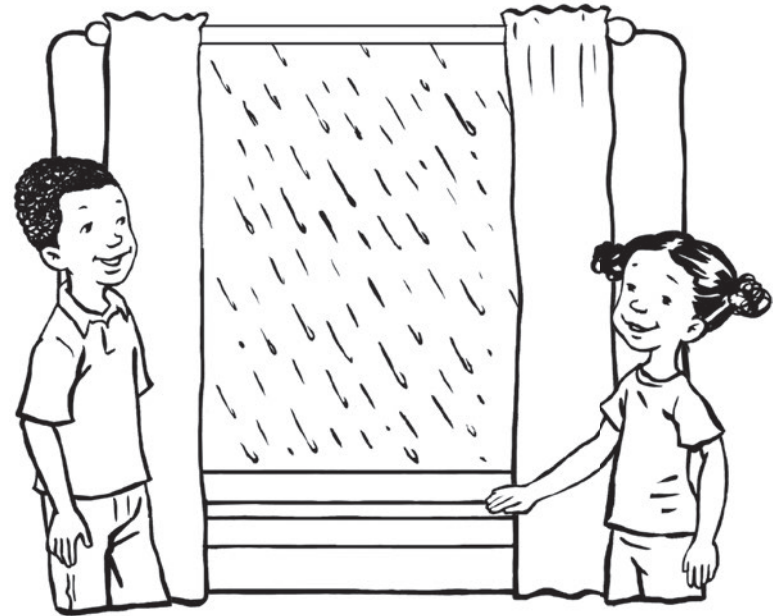


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Now let's get Mom and Dad and set out the dishes. "MOM! DAD!"

"Such a nice lunch! We are the luckiest mom and dad!" Dad said with a twinkle in his eye.

Rainy Day



Today, it is raining hard. My little sister and I need to find something to do. I said, "Let's make lunch for Mom and Dad."



“Okay, that sounds like fun.”
said my sister.

“Hmmm, what shall we make
for them?” I asked. “Something
that is simple and tastes good.”



“We can use bread and meat,”
said my little sister.

“Yes, and let’s put a spread
and pickles on top.” I said.

“And apple chips on the side,”
my little sister said.

Ben and Frankie

DECODABLE WORDS

Target Skill: syllable *_le*

chuckle	freckles	little	tickled
dimples	giggle	rattle	

Previously Taught Skills

and	Frankie	like	play	this
asked	fun	look	rug	those
at	he	looks	sat	went
baby	help	lot	shook	when
Ben	him	me	so	with
Ben's	his	mine	smiled	wow
big	is	Mom	squeak	yes
Dad	it	much	squealed	
feet	just	on	then	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *j*; short *u*; /kw/ spelled *qu*; consonants *ck*, blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-ed* /d/; ending *-ed* /t/; digraph *ch*; possessives with *'s*; digraph *sh*; digraph *wh*; long *i* (CVCe); long *o* (CV, CVCe); long *e* (*e, ee*); long *e* (*ea*); final consonants *nk*; long *a* (*ay*); /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *oo*; /ou/ spelled *ow*; long *e* spelled *y, ie*; syllable *_le*

HIGH-FREQUENCY WORDS

a	great	the	you
are	picture	to	yours
does	said	were	

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syllable *_le*

BOOK 182

Ben and Frankie



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High-Frequency Words Taught to Date

a	brown	fall	hear	mother	pull	teacher	we
about	buy	family	help	my	pushed	the	were
above	by	far	her	myself	put	their	what
after	call	father	here	near	read	there	where
again	car	few	high	never	ready	these	who
all	carry	find	hold	new	right	they	why
almost	city	first	house	night	said	think	window
along	cold	five	how	no	school	those	with
always	come	fly	I	noise	see	three	work
and	could	follow	into	nothing	seven	to	world
animal	country	food	is	now	shall	today	would
are	covers	for	kinds	of	she	together	write
around	different	four	know	off	show	too	years
away	do	friend	laugh	old	sing	toward	yellow
baby	does	full	learning	once	small	try	you
be	done	funny	light	one	soil	two	young
bear	don't	give	like	open	some	under	your
because	door	go	little	or	sometimes	until	
been	down	goes	live	our	soon	use	
before	draw	good	long	out	starts	very	
began	earth	great	look	over	stories	walk	
begins	eat	green	loudly	own	story	want	
bird	eight	ground	make	paper	studied	warms	
blue	enough	grow	many	party	sure	was	
both	even	happy	maybe	pictures	surprised	wash	
boy	every	have	me	play	take	watch	
bring	eyes	he	more	please	talk	water	

Decoding skills taught to date: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /t/*; ending *-ed /d/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll, 't*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*



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“Like mine?” asked Frankie.
“Yes, Ben looks just like you when you were little. Just look at this picture,” said Mom.
“Wow!” said Frankie. “He does look a lot like me!”

Ben and Frankie



Baby Ben and Frankie sat on the rug. Frankie tickled Ben’s feet.
“Giggle, giggle, giggle, squeak, squeak,” squealed Ben.



"Mom, Dad, look at Ben chuckle. It is so much fun to play with him," said Frankie.

"You are a great big help," said Dad.



Ben shook his rattle, and then smiled at Frankie.

"Look at those dimples and freckles," said Frankie.

"His dimples and freckles are just like yours," said Dad.

White Knight

DECODABLE WORDS

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

fight	Knight	pie	sighed	tight
high	might	right	tie	

Previously Taught Skills

am	fell	is	not	toss
and	for	it	on	up
brave	get	just	rope	White
but	hang	like	she	will
came	he	Miss	started	
down	help	Moll	this	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; final consonant *l*; final consonant *ss*; blends with *r*; blends with *s*; final blend *nd*; final blend *st*; digraph *th*; ending *ed* /*ĕd*/; ending *-ed* /*d*/; digraph *sh*; digraph *wh*; long *a* (CVCe); long *i* (CVCe); digraph *kn*; long *o* (CVCe); long *e* (e); final consonants *ng*; *r*-controlled *ar*; *r*-controlled vowel spelled *or*; vowel combination *ow*; long *i* (*ie, igh*)

HIGH-FREQUENCY WORDS

call(ed)	said	want(ed)
come	some	was
could	to	what
I	the	you

White Knight



High-Frequency Words Taught to Date

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

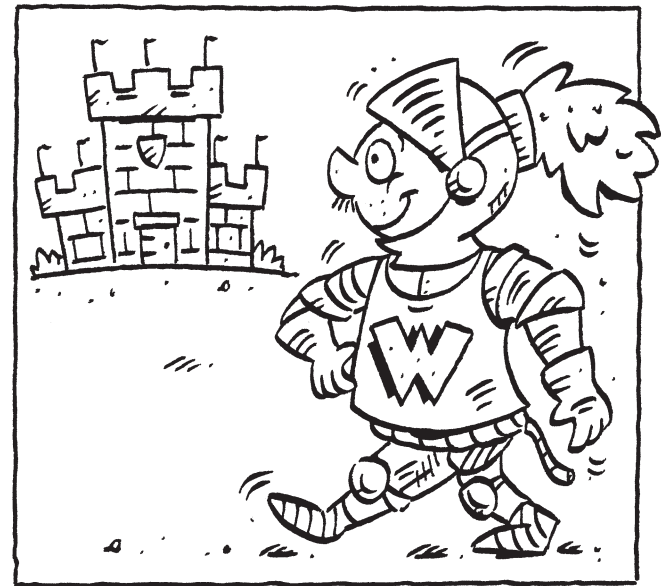
Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonant *ll*; final consonant *ss*; consonants *-ck*; final consonant *ff*; final consonant *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *-mp*; final blend *-nt*; final blend *-nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch*, *tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll*, *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*; double consonant; ending *-ed*: drop *e*; double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*



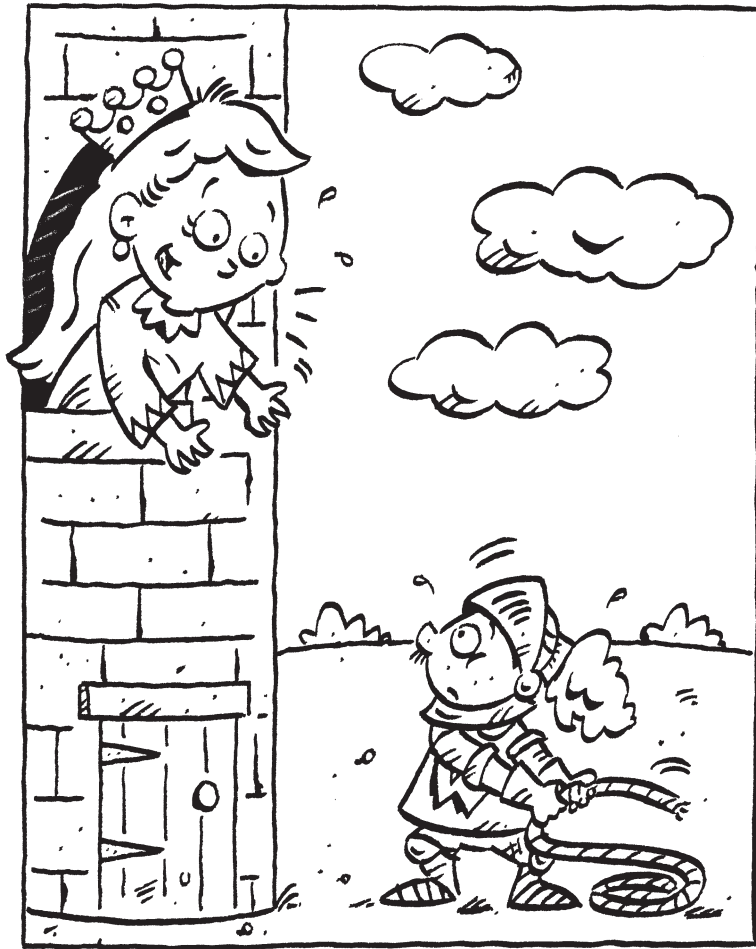
Miss Moll came down the rope.
"You might like some pie," she
said.

White Knight just sighed.

White Knight



White Knight said, "I am
brave. I fight for what is right."



Miss Moll was up high.
She called, "White Knight!
White Knight!"



White Knight wanted to
help Miss Moll get down. "I will
toss you this rope, Miss Moll.
Tie it tight, and I will come up!"
he said. White Knight started
up, but he could not hang on!
He fell!

High, High Up**DECODABLE WORDS****Target Skill:** long *i* spelled *-ie, -igh*

bright	lie	sight
high	night	sunlight

Previously Taught Skills

as	for	look	soon
at	glass	loons	sun
coast	hilltops	see	then
dive	is	shines	this
feed	it	sleeping	up
fish	lake	smooth	wake

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /*z*/ spelled *s*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *w*; consonant *k*; consonant *v*; short *u*; final consonant *l*; final consonant *ss*; blends with *r*; blends with *l*; blends with *s*; final blend *st*; digraph *th*; ending *-s*; ending *-ing*; digraph *sh*; long *a* (CVCe); long *i* (CVCe); long *e* (*ee*); long *o* (*oa*); final consonants *ng*; compound words; *r*-controlled (*or*); /*ōō*/ spelled *oo*; /*ōō*/ spelled *oo*; long *i* (*ie, igh*)

HIGH-FREQUENCY WORDS

a	fly	the	they	under
along	over	their	to	water

High, High Up

High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, c, t*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonant *l*; final consonant *ss*; consonants *-ck*; final consonant *ff*; final consonant *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *-mp*; final blend *-nt*; final blend *-nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; digraphs *ch*, *tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g*, *dge*; long *i* (CVCe); digraphs *kn*, *gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e*, *ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea*, *e_e*); long *a* (*ai*, *ay*); contractions *'ll*, *'d*; long *o* (*ow*, *oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or*, *ore*); *r*-controlled *er*, *ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou*, *ew*; /ōō/ spelled *oo*; /ōō/ spelled *u*, *ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou*, *ow*; /oi/ spelled *oy*, *oi*; /aw/ spelled *aw*, *au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y*, *ie*; endings *-ing*, *-ed*: change *y* to *i*; ending *-er*; ending *-est*, ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er*, *-est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie*, *igh*



The bright sun shines on their wings as these loons fly high, high up along the coast. It is a sight to see!

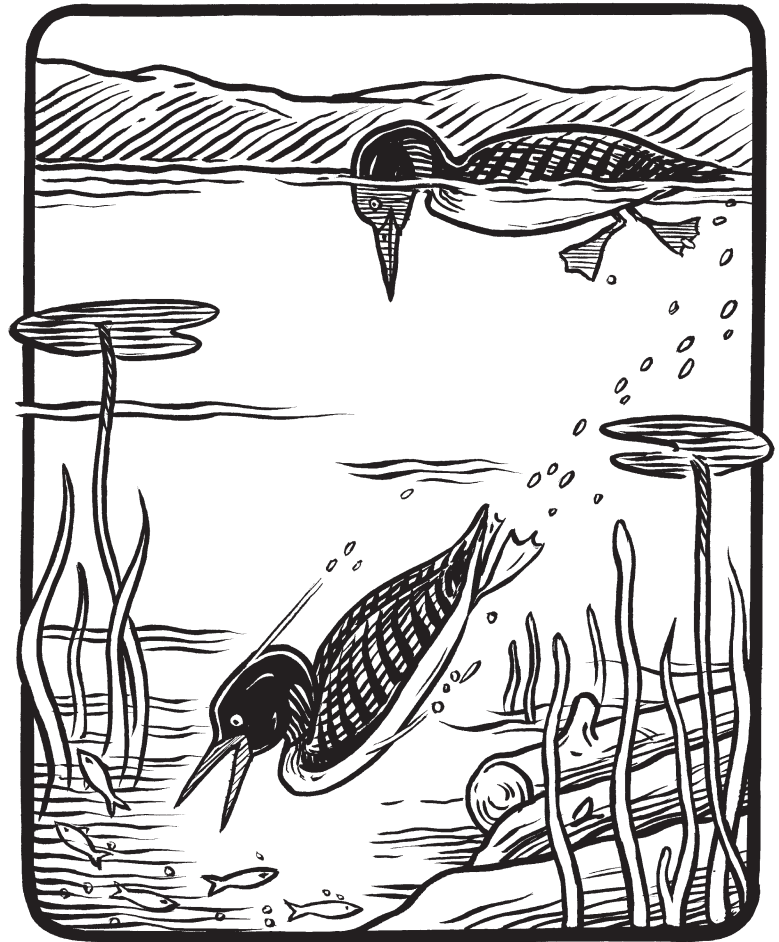
High, High Up



At night this lake is as smooth as glass. Loons lie sleeping.



Soon, bright sunlight shines over the high hilltops. The loons wake up.



Loons stick their heads into the water to look for fish. Then they dive under to feed.

Vy and the Fly

DECODABLE WORDS

Target Skill: long *i* spelled *y*

fly fry sky Vy

Previously Taught Skills

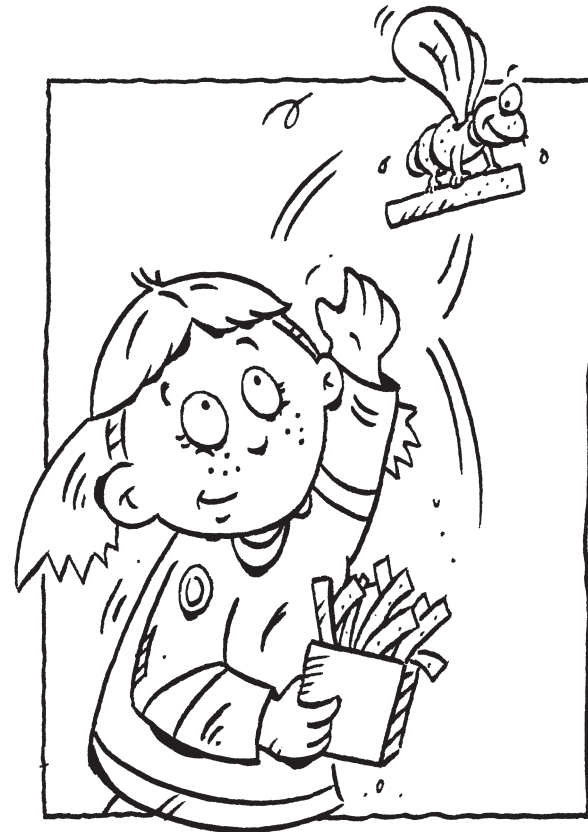
and	dove	in	sat	upset
back	down	is	saw	yelled
bit	fries	it	she	
box	get	no	then	
but	go	on	took	
can	her	sailed	up	

SKILLS APPLIED IN WORDS IN STORY: consonant *c*, *s*, *t*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *k*; consonant *v*; short *u*; final consonants *ll*; consonants *ck*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; ending *-s*; ending *-ed* /d/; digraph *sh*; long *o* (CV, CVCe); long *e* (e); long *a* spelled *ai*; compound words; *r*-controlled *er*; /ōō/ spelled *oo*; /ou/ spelled *ow*; /aw/ spelled *aw*; long *i* spelled *ie*; long *i* spelled *y*

HIGH-FREQUENCY WORDS

a	into	the	want(s)
away	of	to	

Vy and the Fly

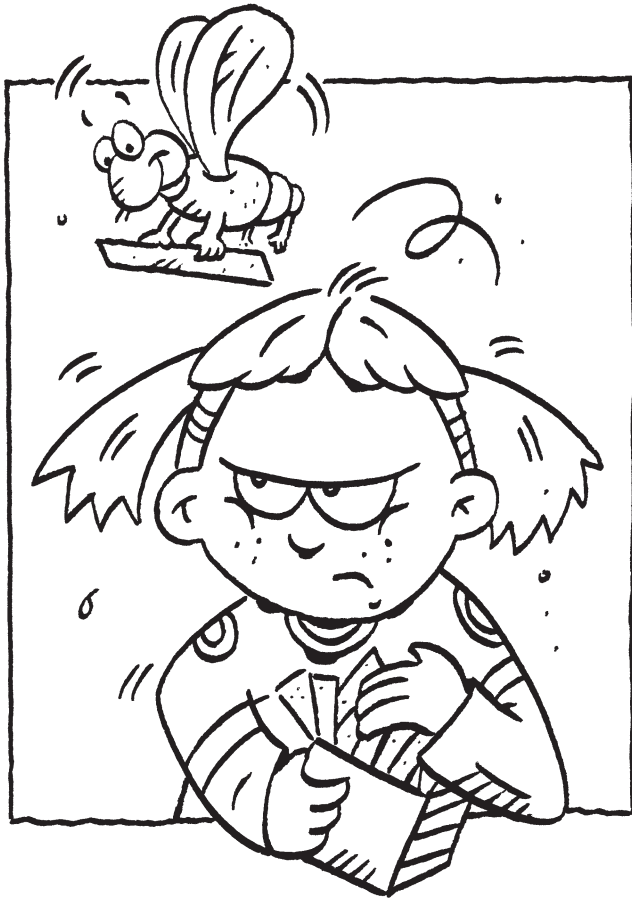


High-Frequency Words Taught to Date

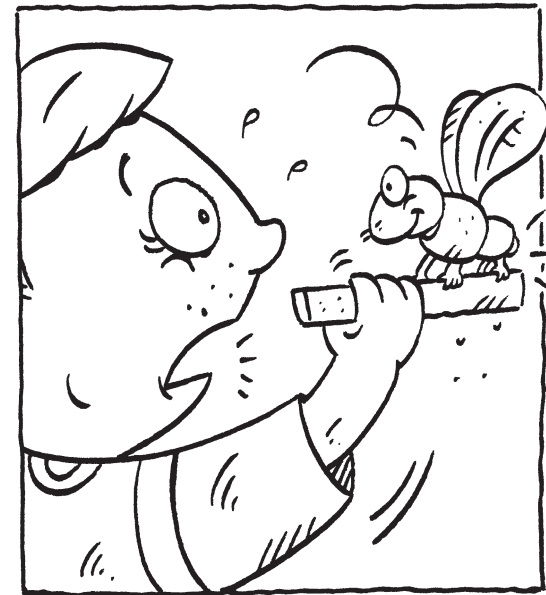
a	brown	family	help	myself	ready	these	window
about	buy	far	her	near	right	they	with
above	by	father	here	never	said	think	work
across	call	few	high	new	school	those	world
after	car	find	hold	night	second	three	would
again	carry	first	house	no	see	to	write
all	city	five	how	noise	seven	today	years
almost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

Decoding skills taught to date: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; */z/* spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; */kw/* spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed/ed/*; ending *-ed/t/*; ending *-ed/d/*; ending *-ing*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c/s/*; */j/* spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions with *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir*; *r*-controlled *ur, /ōō/* spelled *oo*; closed syllables (CVC); */ōō/* spelled *ou, ew*; */ōō/* spelled *oo*; */ōō/* spelled *u, ue*; */ōō/* spelled *u_e* (CVCe); */ou/* spelled *ou, ow*; */oi/* spelled *oy, oi*; */aw/* spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*: ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*

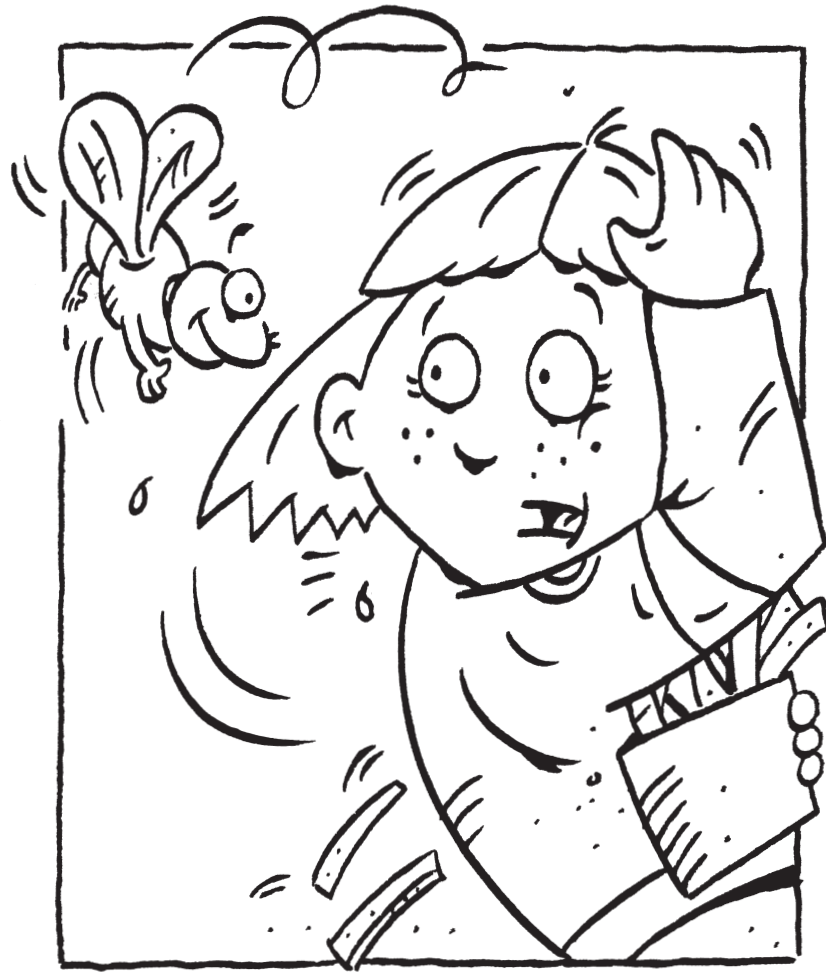
Vy and the Fly



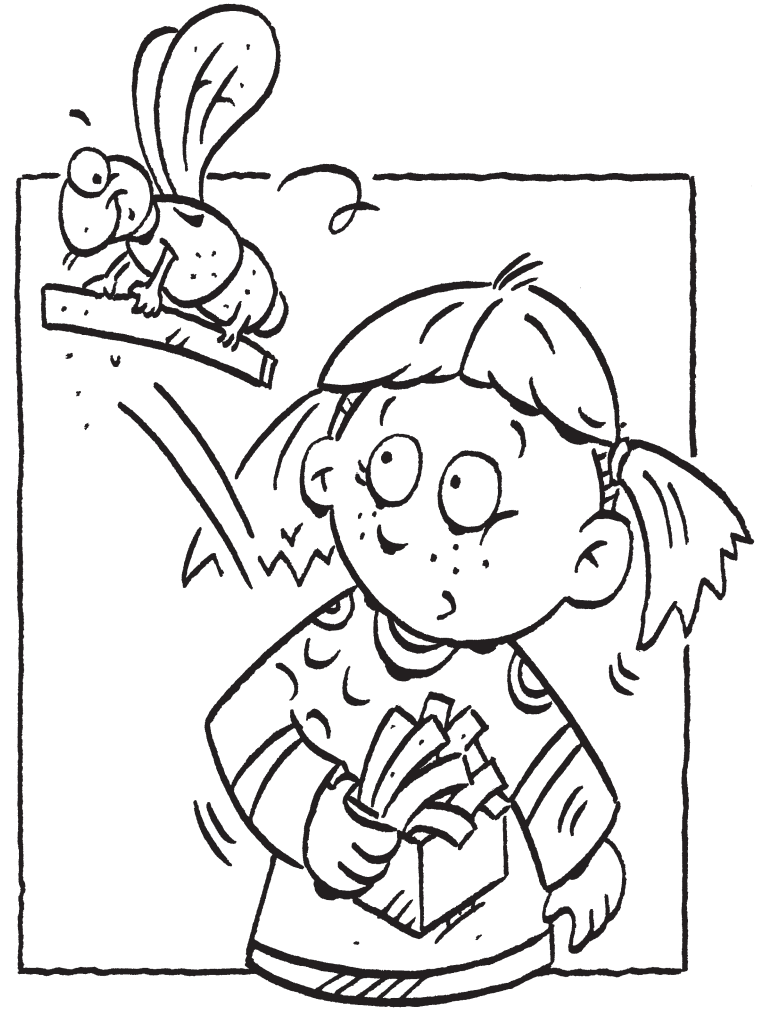
Can Vy get her fry? No, the fly is high up in the sky. Vy is a bit upset. She wants her fry back.



Vy saw a fly in the sky. The fly sat on her fry.



"Go away, fly!" said Vy.
But the fly dove down to her
box of fries.



The fly took a fry. Then it
sailed up into the sky.

The Spy

DECODABLE WORDS

Target Skill: long *i* spelled *y*

Cy	dry	spy
Cy's	my	why

Previously Taught Skills

ask	Dad	is	milk	out
asked	did	know	Mom	will
be	drank	knows	must	
cup	his	Lin	not	

SKILLS APPLIED IN WORDS IN STORY: consonants *m*, *s*, *t*, *c*, short *a*; consonant *n*; consonant *d*; consonant *p*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; short *o*; consonant *l*; inflection *s*; consonant *w*; consonant *k*; short *u*; final consonants *ll*; blends with *r*; blends with *s*; final blend *st*; digraph *th*; ending *-ed /d/*; possessives with *'s*; digraph *wh*; soft *c /s/*; digraph *kn*; final consonants *nk*; long *e (e)*; long *o (ow)*; /ou/ spelled *ou*; long *i* spelled *y*

HIGH-FREQUENCY WORDS

a	find	said	your
family	I	the	

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long *i* spelled *y*

BOOK 186

The Spy



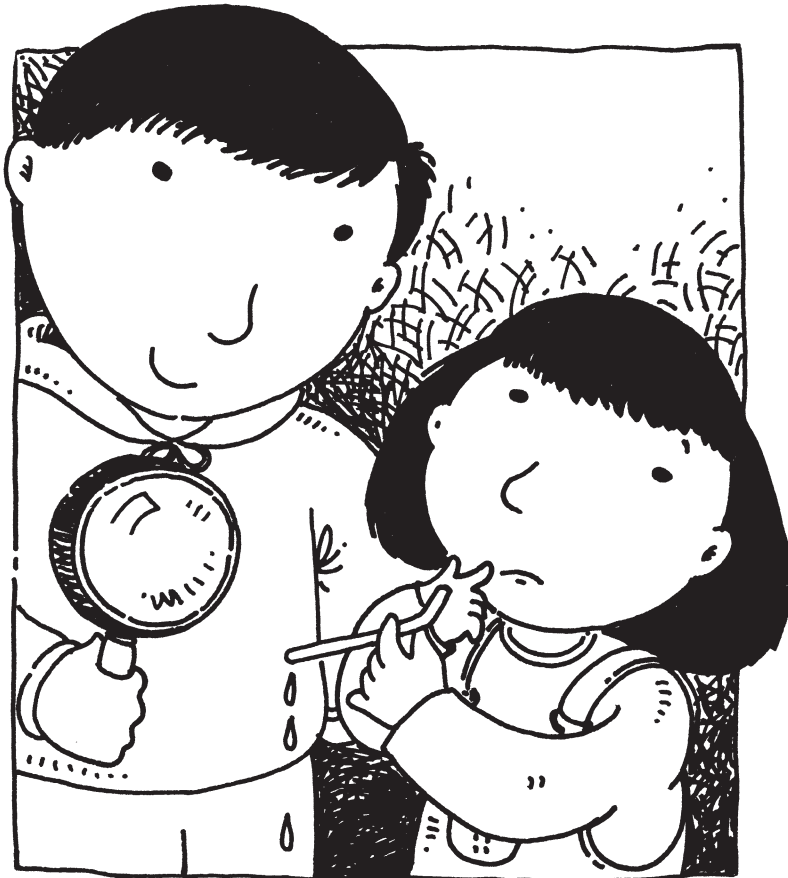
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High-Frequency Words Taught to Date

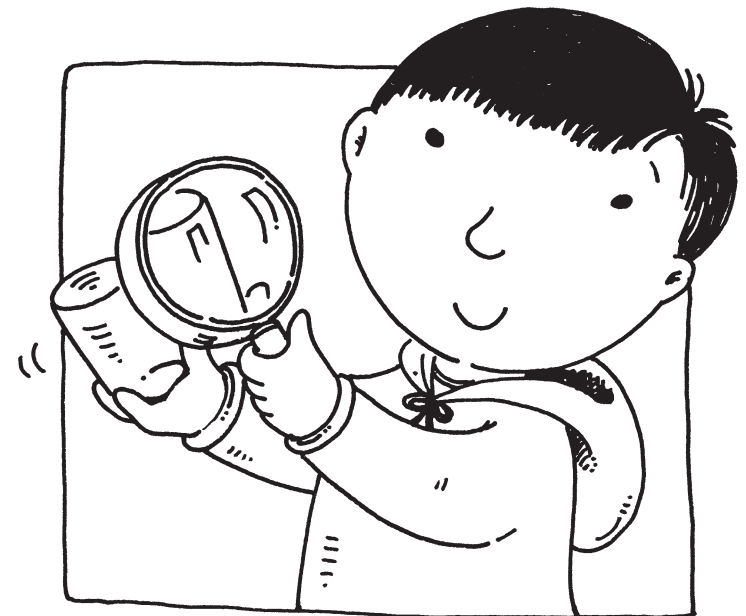
a	bring	eyes	head	me	please	take	water
about	brown	fall	hear	more	pull	talk	we
above	buy	family	heard	mother	pushed	teacher	were
across	by	far	help	my	put	the	what
after	call	father	her	myself	read	their	where
again	car	few	here	near	ready	there	who
all	carry	find	high	never	right'	these	why
almost	city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

Decoding skills taught to date: consonants *m, s, t, c*, short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending /ed/; ending *-ed /t/*; ending *-ed /d/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s* and *n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions with *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*; drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*; change *y* to *i*; ending *-er*; ending *-est*; ending *-er*; drop *e*, double consonant; ending *-est*; drop *e*, double consonant; endings *-er, -est*; change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*

The Spy



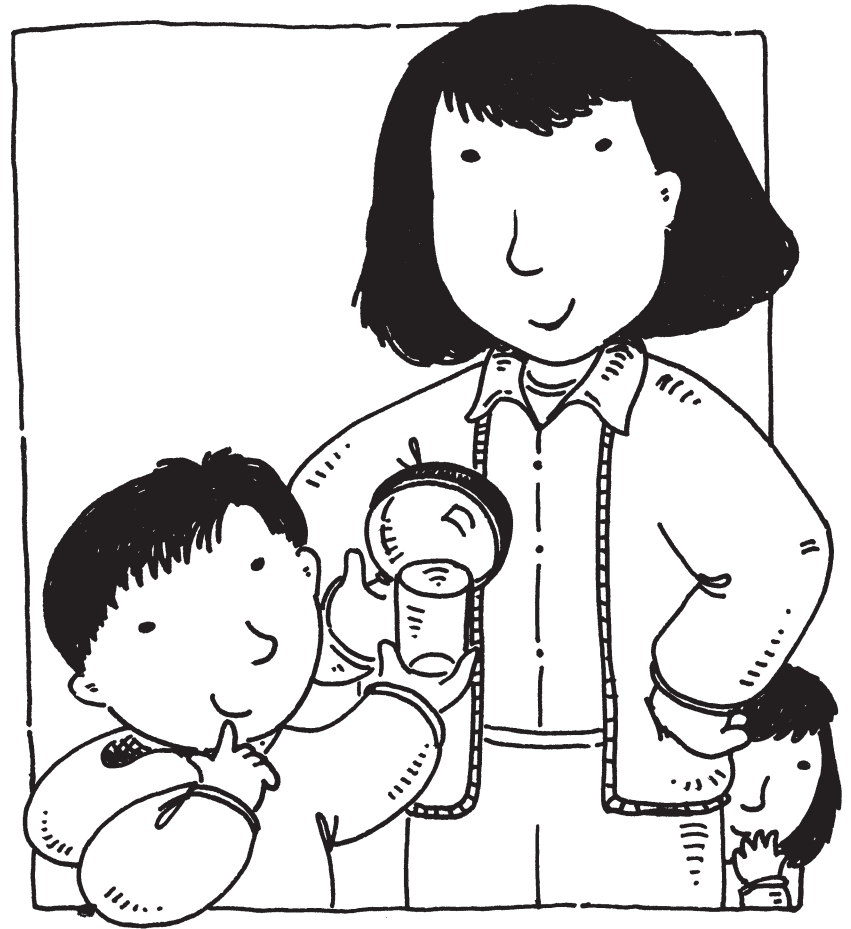
Lin knows why Cy's cup is dry.
"I drank your milk," said Lin.



Cy must find out why his cup is dry. Cy will be a spy. "I will ask my family," said Cy.



"Why is my cup dry?" Cy asked Dad. Dad did not know why.



"Why is my cup dry?" Cy asked Mom. Mom did not know why.

Mike in the Sky

DECODABLE WORDS

Target Skill: long *i* spelled *y*: change to *i*, add *-es*, *-ed*

cried	flies	spies
cries	skies	tried

Previously Taught Skills

and	fly	it	streams	wish
be	go	Mike	that	with
blue	got	off	then	writes
down	had	plane	this	zoomed
dream	he	runway	took	
dreamed	his	sky	trees	
far	in	so	up	
fields	is	start	vroom	

SKILLS APPLIED IN WORDS IN STORY: consonants *m*, *s*, *t*, *c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *w*; consonant *k*; consonant *v*; final consonants *ff*; short *u*; consonant *z*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /d/; digraph *sh*; long *a* (CVCe); long *i* (CVCe); digraph *wr*; long *o* (CV); long *e* (e, ee, ea); long *a* (ay); compound words; *r*-controlled *ar*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *oo*; /ōō/ spelled *u*, *ue*; /ou/ spelled *ow*; long *e* (ie); long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es*, *-ed*

HIGH-FREQUENCY WORDS

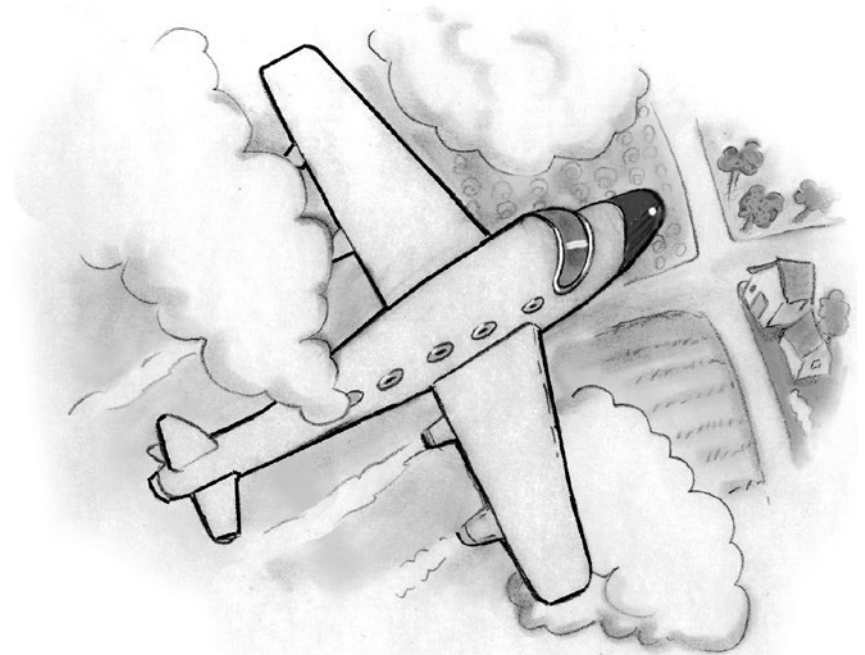
a	I	love	the	want
great	into	over	to	would

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long *i* spelled *y*: change to *i*, add *-es*, *-ed*

BOOK 187

Mike in the Sky



High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar, r*-controlled *or, ore*; *r*-controlled *er, ir, ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*



Mike flies far in the blue skies.
Then he writes with his plane,
“I love to fly!”

Mike in the Sky



Mike had a dream.
“I want to go up in the blue
skies in a plane. That would be
so great!” he cried.



Mike dreamed that he got his wish. He got into a plane and tried to start it. Vroom!!

Mike zoomed down the runway and took off!



“This is great!” Mike cries. He spies trees and streams. He flies over fields.

Fuzz Flies

DECODABLE WORDS

Target Skill: long *i* spelled *y*; change to *i*, add *-es*, *-ed*

cried dried flies tried tries

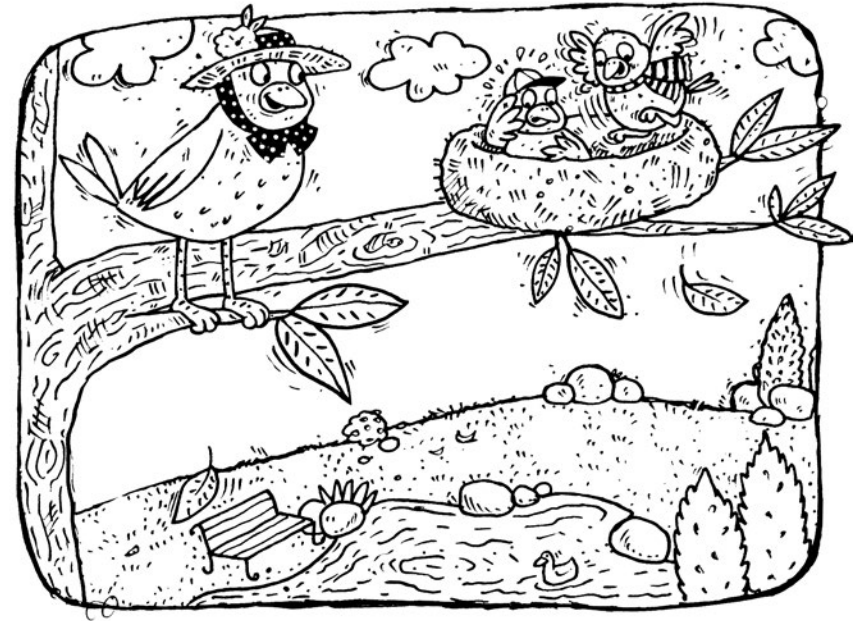
Previously Taught Skills

am	far	ground	nest	try
and	fell	he	off	up
at	Fizz	how	pond	wet
bird	flap	in	so	when
brave	fly	is	saw	wings
but	flying	last	see	
down	Fuzz	Mom	still	

SKILLS APPLIED IN WORDS IN STORY: consonants *m*, *s*, *t*, *c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *w*; short *u*; final consonants *ll*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; final blend *st*; ending *-s*; ending *-ed* /d/; ending *-ing*; digraph *wh*; long *a* (CVCe); long *o* (CV); long *e* (e, ee); words ending with *ng*; *r*-controlled *ar*; *r*-controlled *ir*; /ou/ spelled *ou*, *ow*; /au/ spelled *aw*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es*, *-ed*

HIGH-FREQUENCY WORDS

a	baby	ready	the	was
again	I	said	to	your



High-Frequency Words Taught to Date

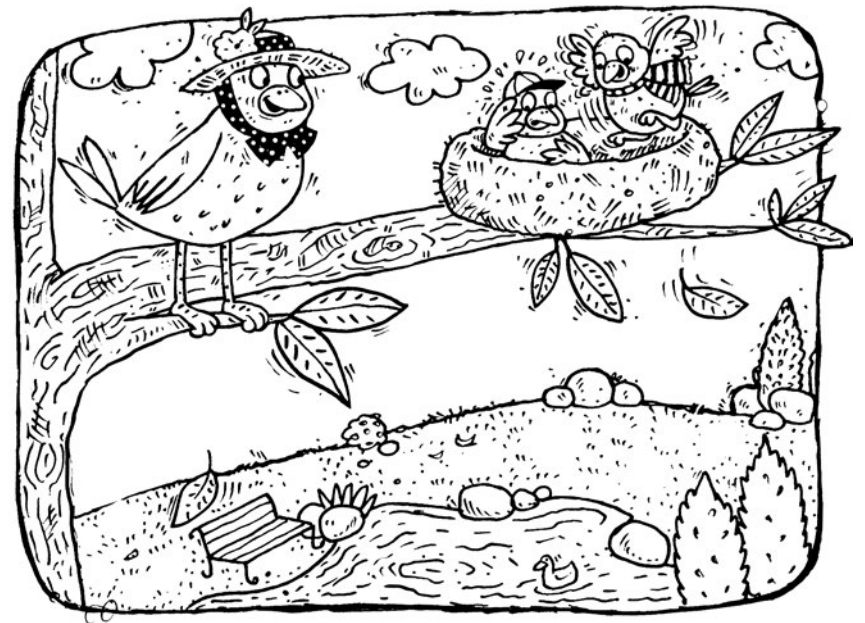
a	boy	even	happy	loudly	own	starts	very
about	bring	every	have	make	paper	stories	walk
above	brown	eyes	he	many	party	story	want
across	buy	fall	head	maybe	pictures	studied	warms
after	by	family	hear	me	play	sure	was
again	call	far	heard	more	please	surprised	wash
all	car	father	help	mother	pull	take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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; */z/* spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; */kw/* spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s* and *n't*; long *a* (CVCe); soft *c /s/*; */j/* spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir, ur*; */ōō/* spelled *oo*; closed syllables (CVC); */ōō/* spelled *ou, ew*; */ōō/* spelled *oo*; */ōō/* spelled *u, ue*; */ōō/* spelled *_e* (CVCe); */ou/* spelled *ou, ov, oi*; */aw/* spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*



When Fuzz dried off, he tried again. At last, he was up, up, up! "I am flying!" he cried.

Fuzz Flies



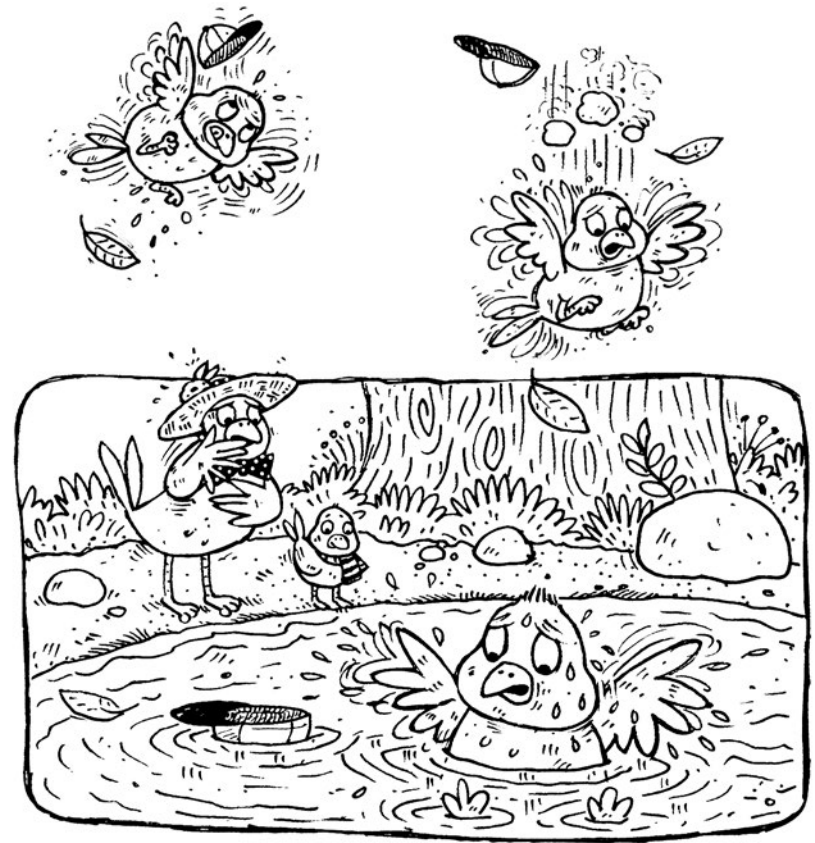
Fuzz is ready to fly. But Fuzz is still in the nest.

"The ground is far down," said Fuzz.



“Try to flap your wings,” said Mom. “See how Fizz flies.”

Fuzz saw Fizz fly. Flap, flap, flap! Fuzz was still in the nest.



“A brave baby bird tries and tries,” said Mom.

So Fuzz tried and tried. But he fell in the pond. Fuzz was wet!

Goat and Toad's Lunch

DECODABLE WORDS

Target Skill: suffix *-ful*

basketful handful painful restful thankful

Previously Taught Skills

and	Goat	lift	on	three
ate	go	lighter	our	Toad
basket	hard	loaded	packed	Toad's
cried	hill	lunch	picnic	up
croaked	in	me	rested	with
eat	is	met	spot	
food	it	moaned	things	
for	let's	nice	this	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *w*; consonant *k*; short *u*; double consonants *ll*; consonants *ck*; blends with *r*; blends with *s*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; possessives with *'s*; digraph *ch*; contractions *'s*; long *a* (CVCe); soft *c /s/*; long *i* (CVCe); long *o* (CV); long *e* (ee); final consonants *nk*; long *e* (ea); long *a* (aI); long *o* (oa); contractions *'ve*; closed syllables (CVC); *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er*; /ōō/ spelled *oo*; /ou/ spelled *ou*; ending *-er*; long *i* spelled *igh*; long *e* spelled *y*; ending *-ed*: change *y* to *i*; suffix *-ful*

HIGH-FREQUENCY WORDS

a	I	said	was
carry	I've	the	what
come	of	to	

Goat and Toad's Lunch



High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed/ed*; ending *-ed/d*; ending *-ed/tv*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s* and *n't*; long *a* (CVCe); soft *c/s*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *e* (*ea, e_e*); long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir, ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*; change to *i*, add *-es, -ed*; suffix *-ful*

Goat and Toad's Lunch



"This is a restful spot for our picnic. Let's eat," cried Toad.

Goat and Toad ate and rested. Goat was thankful for the lighter basket!

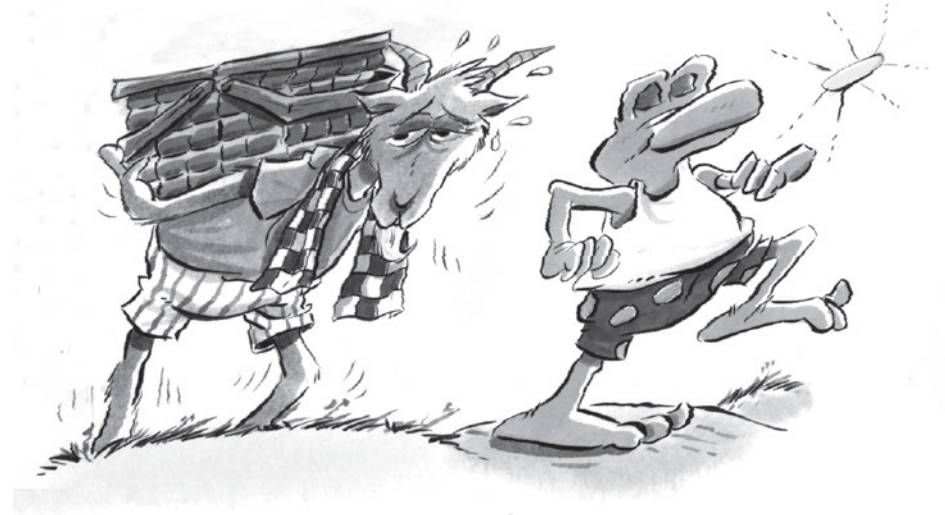


Goat met Toad for a picnic. "Let's go!" said Toad. "I've packed a basketful of food for lunch."



“What is in this basket?”
moaned Goat. “It is a handful
for me to carry.”

“I loaded it with three nice
things,” croaked Toad.



The basket was hard to lift. It
was painful for Goat to carry.

“Come on,” said Toad. “Carry
it up the hill.”

Rob Sings a Song

DECODABLE WORDS

Target Skill: suffix *-ful*

hopeful hurtful joyful thankful

Previously Taught Skills

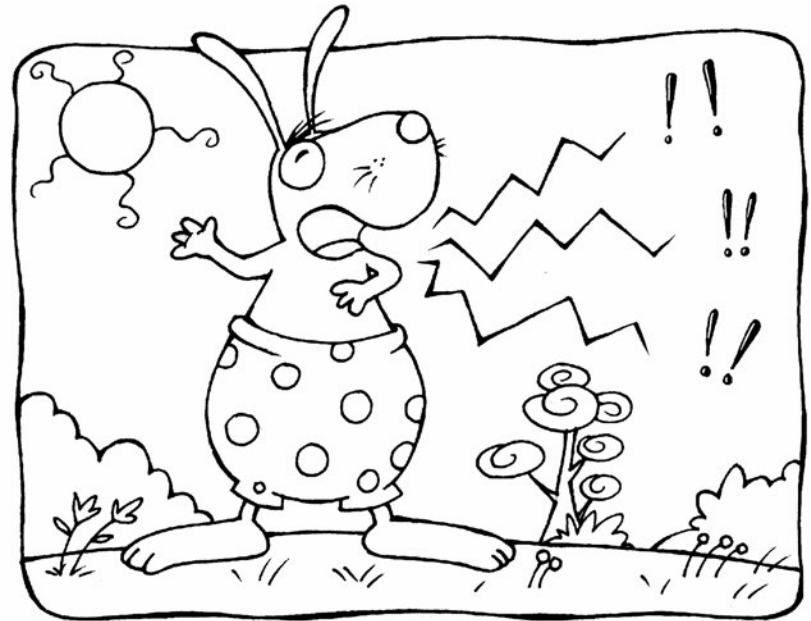
am	he	Rabbit	song	wished
bad	his	Rob	smiled	with
but	how	Rob's	sound	
came	in	sang	stay	
can	is	see	teach	
clapped	Lark	she	that	
cried	me	sighed	then	
day	mouth	sing	tune	
didn't	not	sings	up	
good	out	singing	went	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; short *i*; consonant *f*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *w*; consonant *k*; consonant *j*; short *u*; blends with *r*; blends with *l*; blends with *s*; final blend *nt*; final blend *nd*; digraph *th*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraph *ch*; possessives with *'s*; digraph *sh*; contractions *n't*; long *a* (CVCe); long *i* (CVCe); long *o* (CVCe); long *u* (CVCe); long *e* (e, ee); final blend *nk*; long *e* (ea); final consonants *ng*; long *a* (ai, ay); *r*-controlled *ar*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ou/ spelled *ou, ow*; /oi/ spelled *oy*; ending *-ed*: double consonant; long *i* spelled *igh*; suffix *-ful*

HIGH-FREQUENCY WORDS

a	could	of	to	you
always	give	one	was	your
beautiful	I	said	work(ed)	

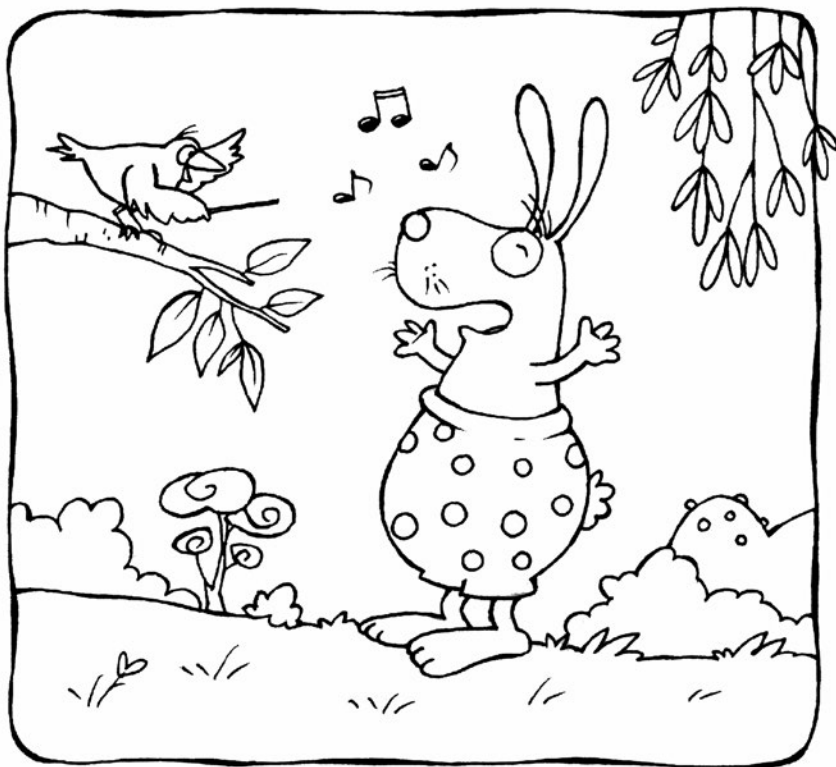
Rob Sings a Song



High-Frequency Words Taught to Date

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

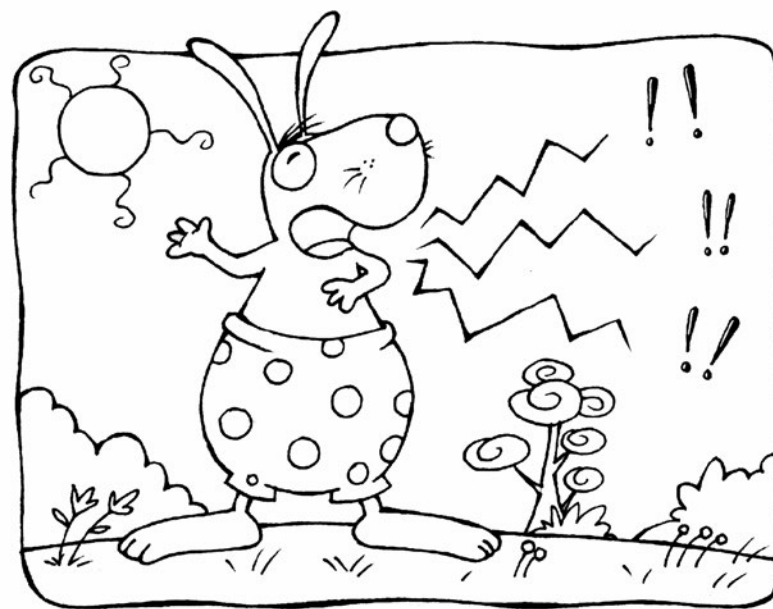
Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed/ed*; ending *-ed/d*; ending *-ed/tv*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s* and *n't*; long *a* (CVCe); soft *c*; soft *c/s*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*) contractions *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar, r*-controlled (*or, ore*); *r*-controlled *er, ir, ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew, /ōō/ spelled oo, /ōō/ spelled u, ue, /ōō/ spelled u_e* (CVCe); /ou/ spelled *ou, ow, /oi/ spelled oy, oi, /aw/ spelled aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*; change to *i*, add *-es, -ed*; suffix *-ful*



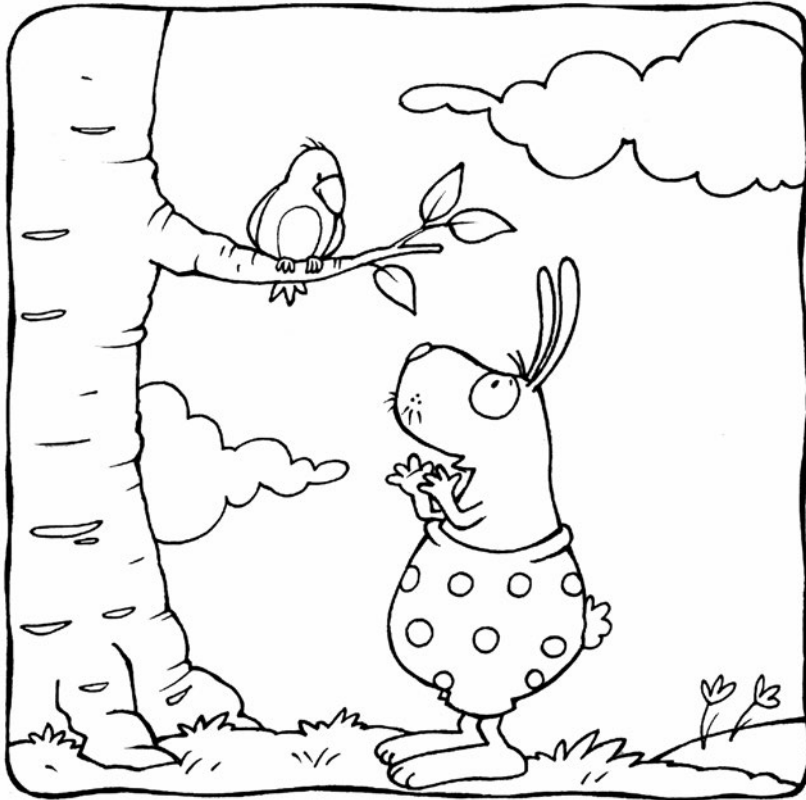
Then one day, Rob sang.
Lark clapped. "That was
tuneful," she said.

"I am thankful that you didn't
give up," said Rob. He smiled.

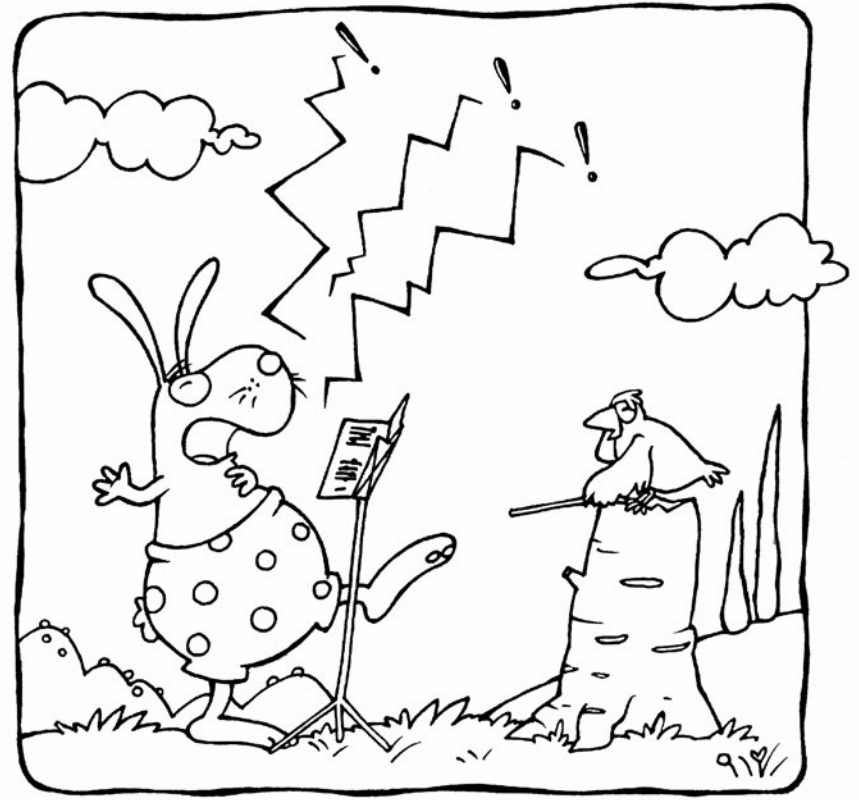
Rob Sings a Song



Rob Rabbit wished he could
sing. But his singing was not
good. He could not stay in tune.



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



Lark worked with Rob. But a bad sound always came out of Rob's mouth.

"That is hurtful," cried Lark.

The Big Race

DECODABLE WORDS

Target Skill: suffix *-ly*

badly	loudly	quickly	sadly	slowly
gladly	nicely			

Previously Taught Skills

and	flag	Kit	ran	take
at	for	Lee	rest	turns
Ben	Fran	left	Sam	up
big	Fred	line	same	us
crossed	go	lined	say	went
down	had	need	started	will
dust	he	prize	stop	win
end	huffed	puffed	that's	with
fine	in	race	time	yelled

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*, short *e*; consonant *y*; consonant *w*; consonant *k*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; blends with *r*; blends with *l*; blends with *s*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; digraph *th*; contractions with 's; long *a* (CVCe); soft *c* /s/; long *i* (CVCe), long *o* (CV); long *e* (e, ee); long *a* (ay); long *o* (ow); *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *ur*; closed syllable (CVC); /ou/ spelled *ou, ow*; suffix *-ly*

HIGH-FREQUENCY WORDS

animal(s)	I	the	to	you
both	said	they	were	

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suffix *-ly*

BOOK 191

The Big Race

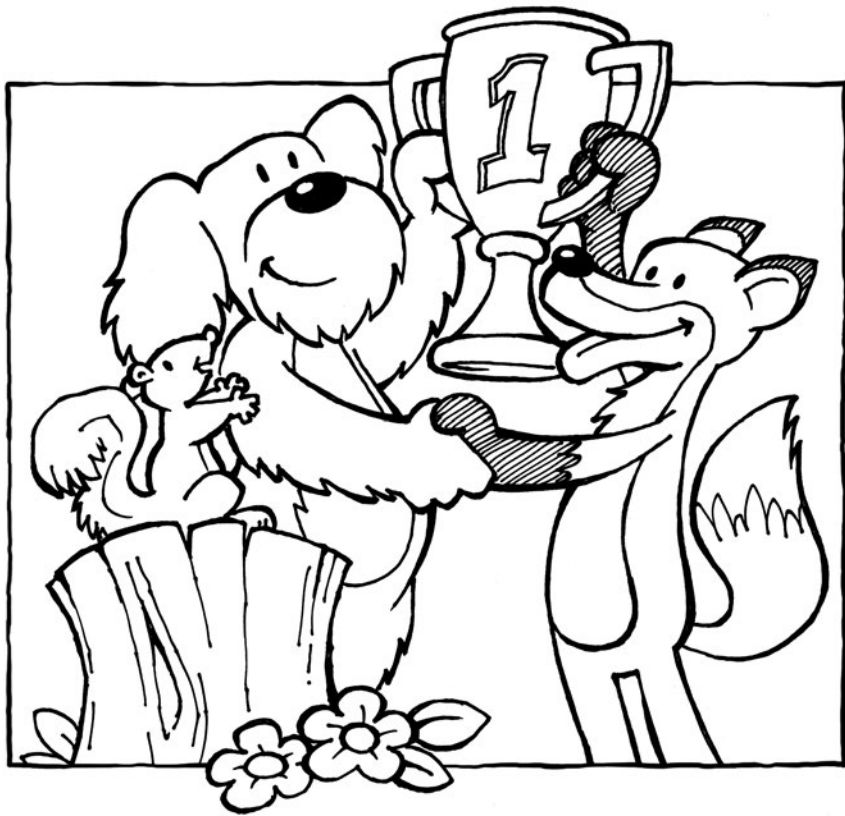


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High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions with *'s, n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir, ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew, /ōō/ spelled oo; /ōō/ spelled u, ue; /ōō/ spelled u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*; change to *i*, add *-es, -ed*; suffix *-ful*; suffix *-ly*



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

"That's fine with us," Fran and
Fred said nicely.

The Big Race



The animals lined up for the
big race.

"Go!" yelled Sam loudly.

The flag went down. The race
started.



Kit ran badly. Lee ran slowly.
They were sadly left in the dust.
Ben huffed and puffed. He
had to stop and rest.



Fran and Fred ran quickly.
They crossed the end line at the
same time.

Little Fish

DECODABLE WORDS

Target Skill: suffix *-ly*

deeply dimly quickly sharply wisely

Previously Taught Skills

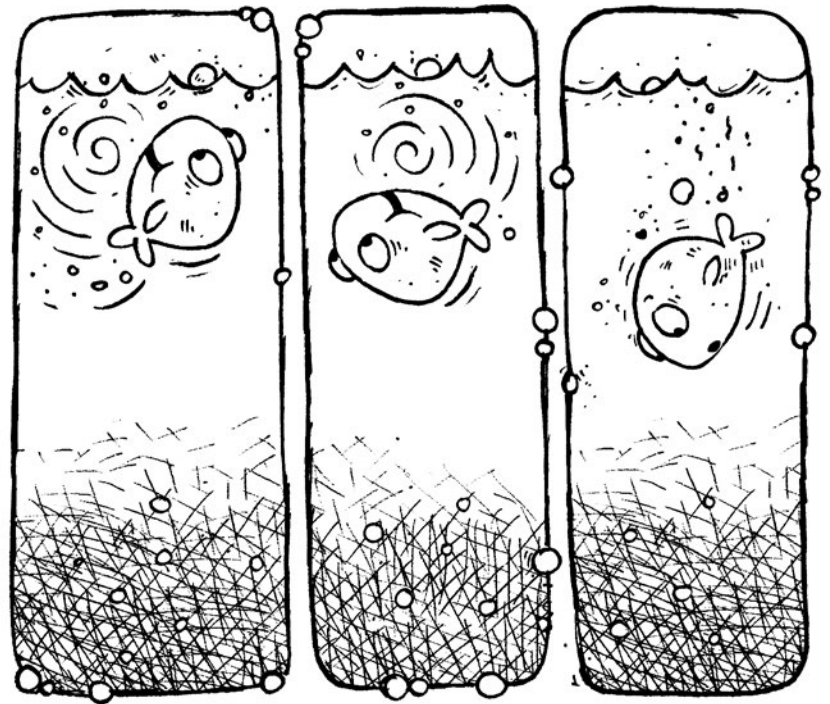
and	down	just	see	why
big	fish	let's	show	will
but	go	likes	so	wishes
can	good	little	swim	you
click	in	long	swims	
Dad	is	looms	teeth	
dark	it	not	them	
deep	its	sea	up	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *j*; short *u*; /kw/ spelled *qu*; final consonants *ll*; consonants *ck*; blends with *l*; blends with *s*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; digraph *sh*; digraph *wh*; contractions with 's; long *i* (CVCe); long *o* (CV); long *e* (*e, ee*); final consonants *ng*; long *e* (*ea*); long *o* (*ow*); short *e* spelled *ea*; *r*-controlled *ar*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *oo*; /ōō/ spelled *ou, ew*; /ou/ spelled *ow*; /ou/ spelled *ow*; long *e* spelled *y*; syllable *_le*; long *i* spelled *y*; suffix *-ly*

HIGH-FREQUENCY WORDS

a	I	the	water
again	idea	they	
before	said	to	

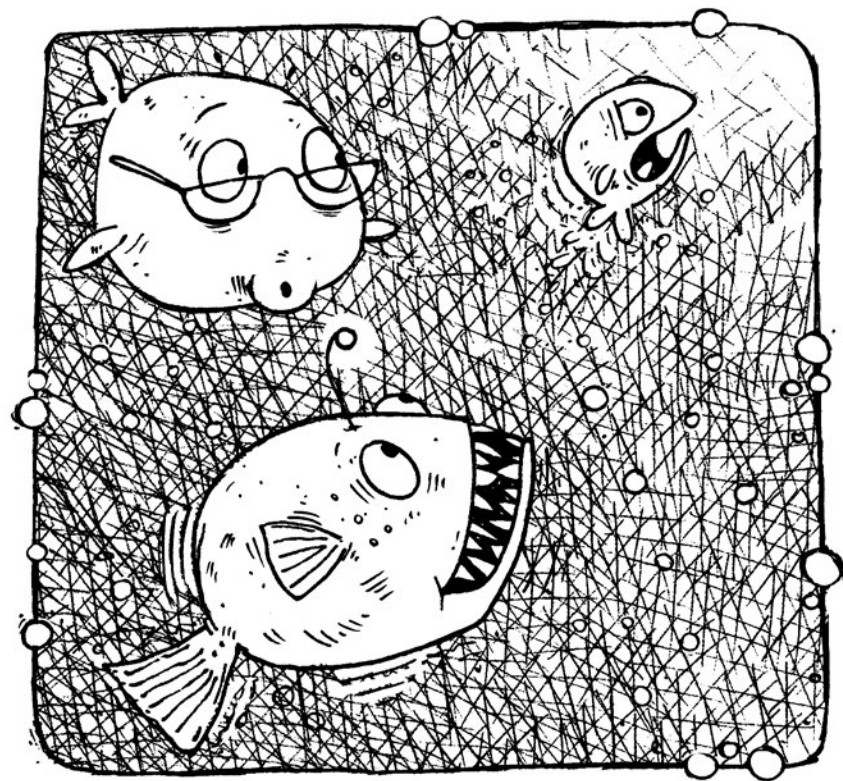
Little Fish



High-Frequency Words Taught to Date

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

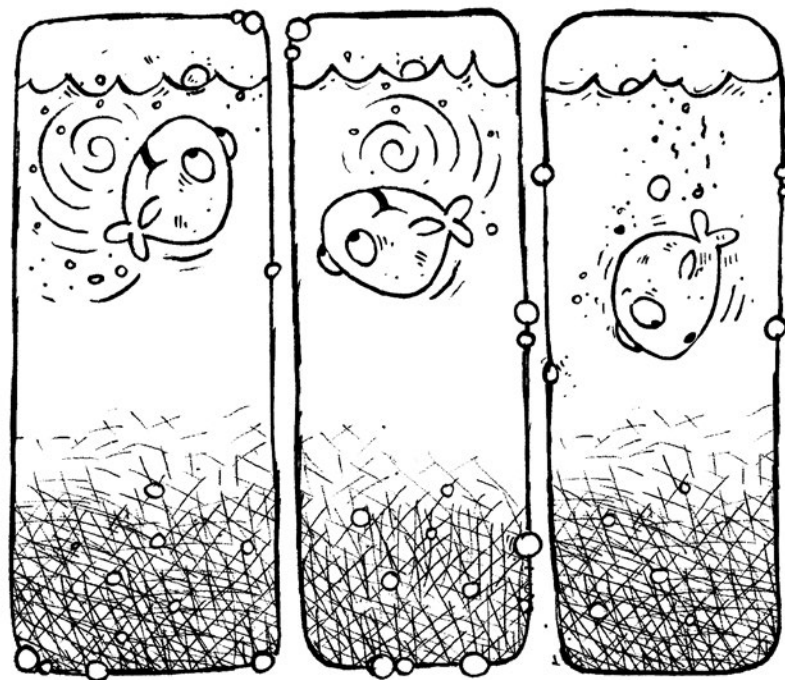
Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g, dgē*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* spelled *ea*; *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir, ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*; suffix *-ful*; suffix *-ly*



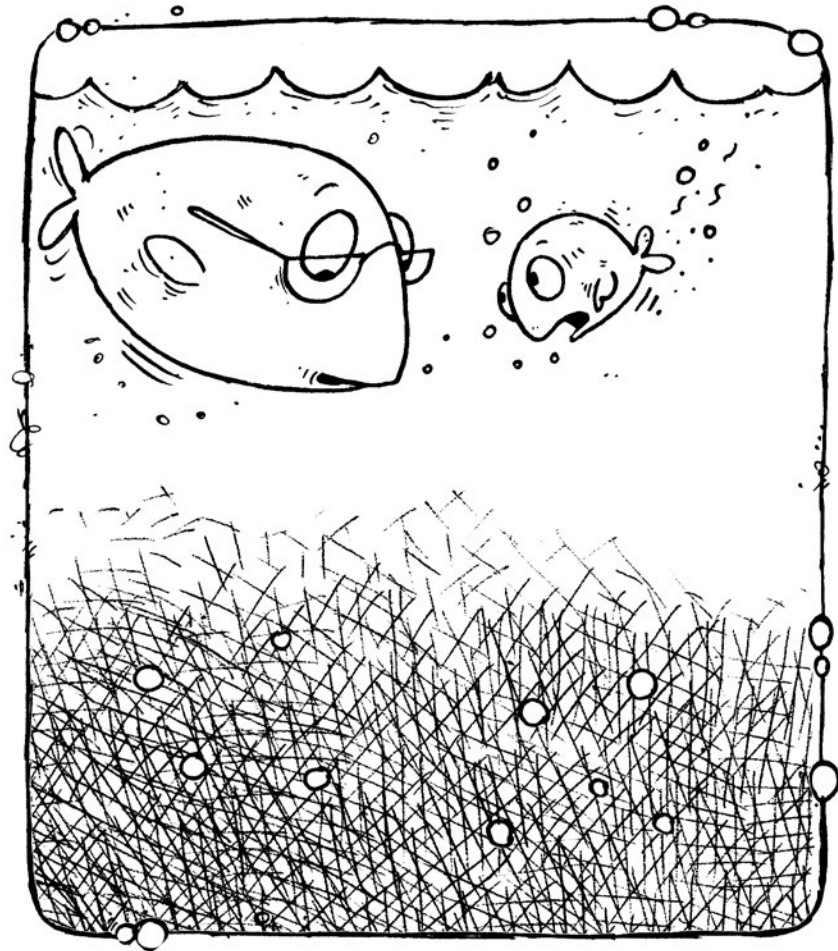
A big fish looms before them.
Its long teeth click sharply. Little
fish swims quickly up, up, up.

“You will not go so deep again
will you,” said Dad wisely.

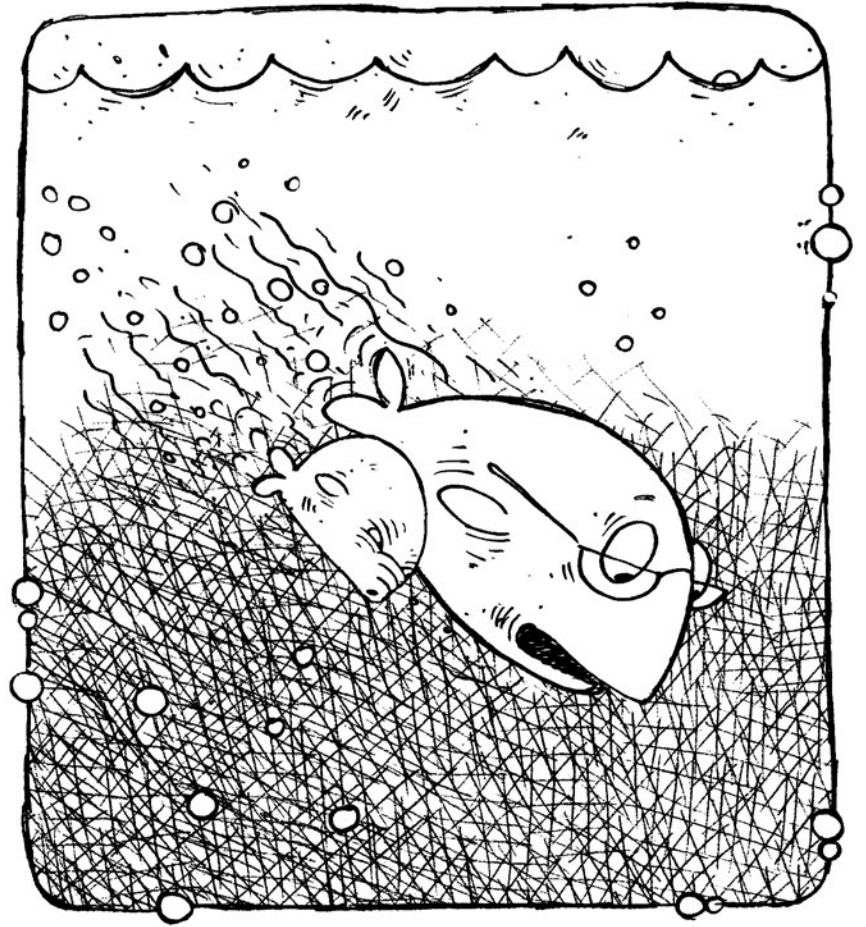
Little Fish



Little fish likes to swim. He
wishes to swim deep down in the
dark sea.



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



Down, down in the sea they swim. The water is dark. Little fish can just see dimly.

On This Day

DECODABLE WORDS

Target Skill: suffix -y

chilly rainy snowy sunny

Previously Taught Skills

and	day	it	she	warm
be	dry	may	so	wear
big	glasses	mittens	stay	will
boots	hat	Nan	sun	
coat	hot	on	then	
could	if	rain	this	
dark	is	raincoat	too	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*, short *e*; consonant *w*; consonant *k*; short *u*; final consonants *ll*; final consonants *ss*; blends with *r*; blends with *l*; blends with *s*; ending *-s*; ending *-es*; final blend *nd*; digraph *th*; digraph *ch*; digraph *sh*; long *o* (CV); long *e* (e); long *a* (*ai, ay*); long *o* (*ow, oa*); compound words; short *e* (*ea*); *r*-controlled *ar*; closed syllables (CVC); /oo/ spelled *oo*; long *i* spelled *y*; long *e* spelled *y*; suffix *-y*

HIGH-FREQUENCY WORDS

a put pull today what

On This Day



High-Frequency Words Taught to Date

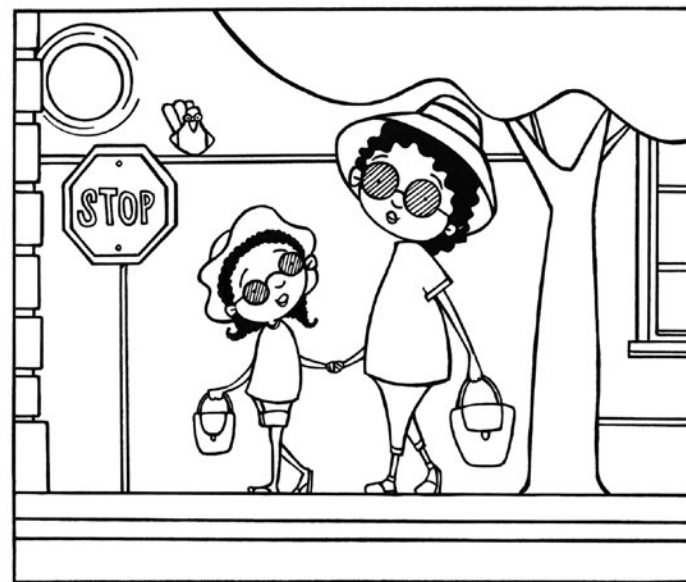
a	brown	family	help	mother	read	these	why
about	buy	far	her	my	ready	they	window
above	by	father	here	myself	right	think	with
across	call	few	high	near	said	those	work
after	car	find	hold	never	school	thought	world
again	carry	first	house	new	second	three	would
all	caught	five	how	night	see	to	write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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c/s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); long *e* (CVCe, *ea*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* spelled *ea*; *r*-controlled *ar, ore*; *r*-controlled *er, ir, ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*; suffix *-ful*; suffix *-ly*; suffix *-y*



So what will Nan wear today?

On This Day



It may be sunny and hot today. If it is hot, Nan will put on a sun hat. She will put on dark glasses, too.



It could be rainy. Then Nan will wear a rain hat. She will put on a raincoat and rain boots. She will stay dry.



Today may be snowy and chilly. Then Nan will wear a big hat and coat. She will pull on mittens and boots. She will be warm.

Three Messy Sheep

DECODABLE WORDS

Target Skill: suffix -y

bushy	fluffy	messy	mushy
cloudy	fuzzy	muddy	

Previously Taught Skills

and	Fin	in	out	then
Ben	for	is	rain	three
day	gate	look	ran	too
did	get	much	see	way
eat	grass	mud	sheep	we
far	he	nice	sky	went
fell	here	not	soft	
Fen	home	on	splashed	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *g* (hard); short *o*; consonant *l*; consonant *b*; short *e*; consonant *y*; consonant *w*; consonant *k*; short *u*; final consonants *ll*; final consonants *ss*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *nt*; final blend *nd*; digraph *th*; ending *-ed /d/*; ending *-ed /t/*; digraph *ch*; digraph *sh*; long *a* (CVCe); soft *c /s/*; long *i* (CVCe), long *o* (CVCe); long *e* (*e, ee*); long *e* (CVCe); long *e* (*ea*); long *a* (*ai, ay*); *r*-controlled *ar*; *r*-controlled *or*; /ōō/ spelled *oo*; /ōō/ spelled *oo*; vowel digraph *oo*; /ou/ spelled *ou*; long *e* spelled *y*; long *i* spelled *y*; suffix *-y*

HIGH-FREQUENCY WORDS

are	I	open(ed)	the	to
friend(s)	one	said	they	want

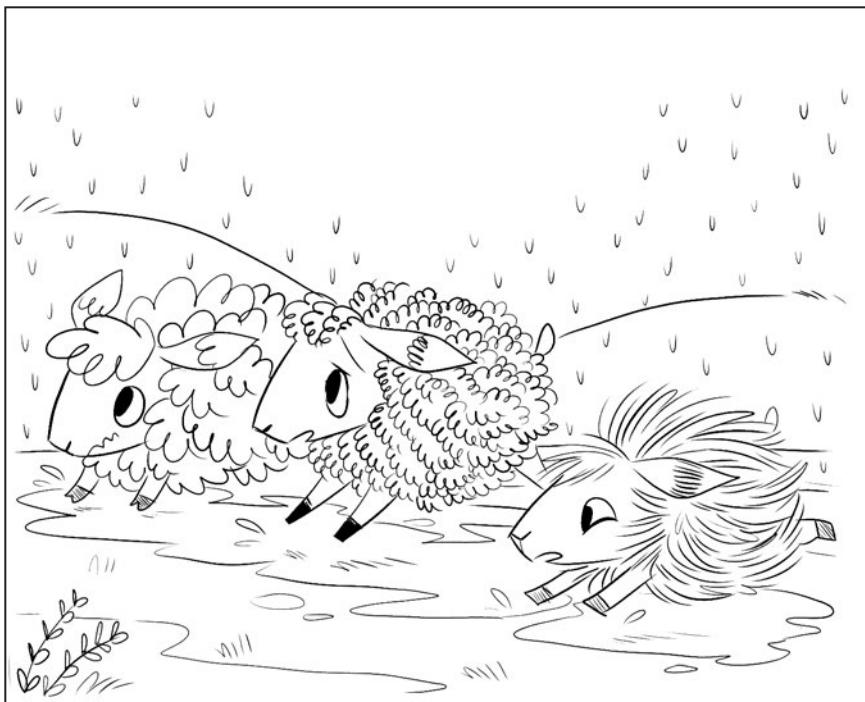
Three Messy Sheep



High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; *lj* spelled *g, dge*; long *i* (CVCe); digraphs *kn, gn*; digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (e, ee); long *e* (CVCe, ea); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll* and *'d*; long *o* (*ow, oa*); contractions *'ve* and *'re*; compound words; short *e* spelled *ea*; *r*-controlled *ar*; *r*-controlled *or, ore*; *r*-controlled *er, ir, ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ev*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*; drop *e*, double consonant; ending *-ed*; drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*; change *y* to *i*; ending *-er*; ending *-est*; ending *-er*; drop *e*, double consonant; ending *-est*; drop *e*, double consonant; endings *-er, -est*; change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*; change to *i*, add *-es, -ed*

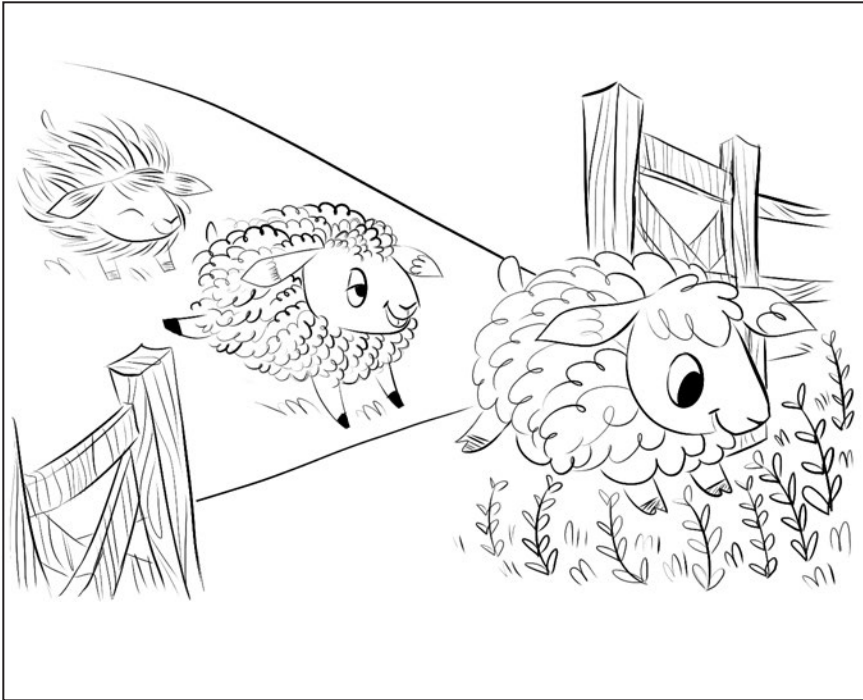


The sheep ran home. They splashed in much mushy mud on the way.

"We are three muddy, messy sheep," Fin, Fen, and Ben said.



Fin, Fen, and Ben are friends. Fin is fluffy. Fen is fuzzy. Ben is bushy.



One day, Fin opened the gate.
"I want to eat soft grass out here," he said.
Out went Fin. Out went Fen
and Ben, too.



The three sheep went far to
look for nice grass. They did not
see the sky get cloudy. Then the
rain fell.

Two Places, Two Animals

DECODABLE WORDS

Target Skill: open syllables (CV)

even	humid	over	spider
female	lazy	rodents	

Previously Taught Skills

and	eggs	ice	lot	seals
as	fish	in	makes	such
bear	for	insects	not	that
bears	food	is	on	these
big	he	it	packs	things
cub	her	just	place	this
damp	his	like	places	warm
eat	how	little	rains	wet
eats	hunt	lives	seabirds	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; inflection *-s*; short *e*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; consonant *z*; consonants *-ck*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; digraph *ch*; digraph *sh*; long *a* (CVCe); soft *c* /s/; long *i* (CVCe); long *o* (CV); long *e* (e); long *e* (CVCe, ea); final consonants *ng*; long *a* (ai); compound words; short *e* (ea); *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er, ir*; /oo/ spelled *oo*; closed syllables (CVC); /ou/ spelled *ow*; long *e* spelled *y*; syllable *_le*; open syllables (CV)

HIGH-FREQUENCY WORDS

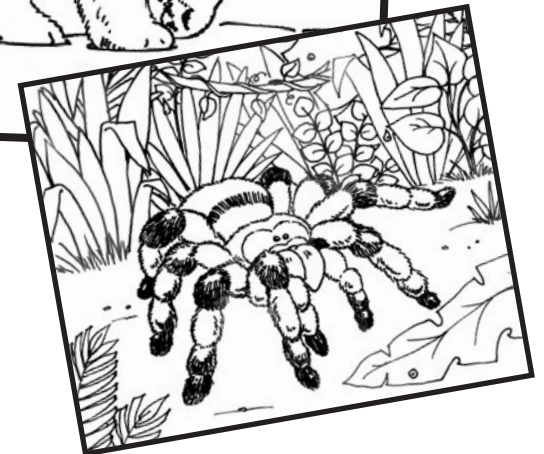
a	earth	mother	two	where
animal(s)	even	the	very	
are	learn(s)	they	watch(es)	
cold	live(s)	to	water	

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open syllables (CV)

BOOK 195

Two Places, Two Animals



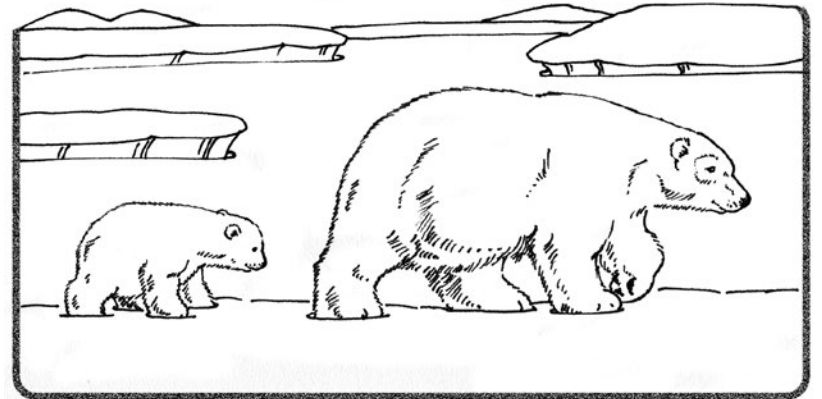
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High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *t*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir, ur, /ōō/* spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*; suffix *-ful*; suffix *-ly*; suffix *-y*; open syllables (CV)

Two Places, Two Animals



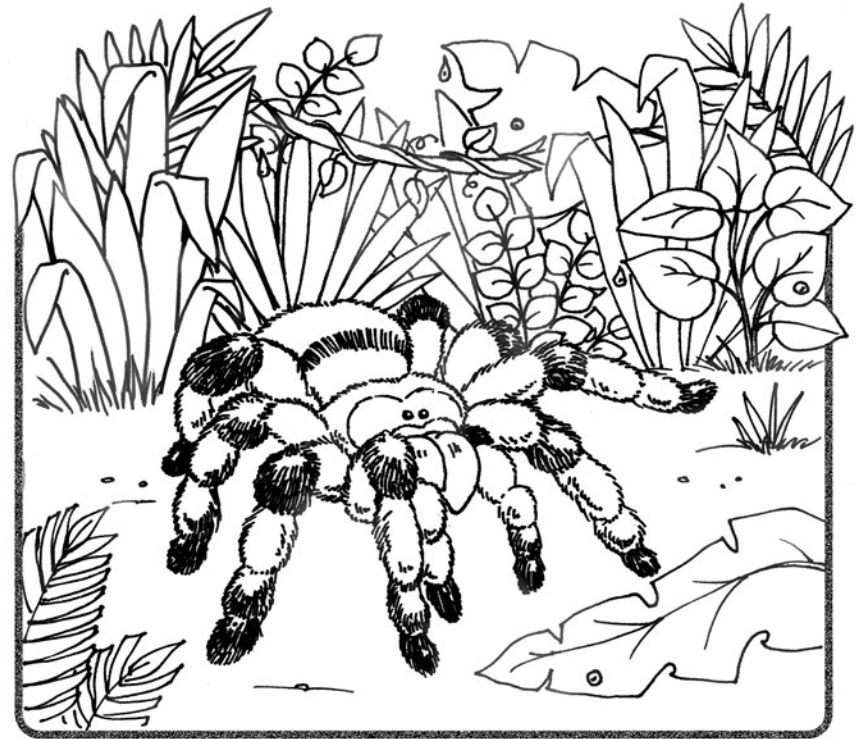
Some bears live in very cold places. This female bear watches over her cub. The cub watches his mother. That is how he learns to hunt.



Spiders are not lazy. They hunt for food. They eat insects. This big spider even eats little rodents —just like bears!



These bears hunt for food on ice packs. They eat such things as seals, fish, seabirds, eggs, and little rodents.



Big spiders live in warm, wet places on earth. This spider lives where it rains a lot. The rain makes this a damp, humid place.

Making Music

DECODABLE WORDS

Target Skill: open syllables (CV)

banjo	program	Toby	trophy
music	student	Toby's	

Previously Taught Skills

afternoon	glad	Miss	this	we
at	go	on	tiny	win
best	had	played	took	with
big	handed	playing	trumpet	
Brown	his	she	turn	
day	last	shocked	us	
each	making	then	waited	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *w*; consonant *k*; consonant *j*; short *u*; final consonant *ss*; consonants *ck*; blends with *r*; blends with *l*; blends with *s*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ing*; digraphs *ch*; possessives with *'s*; digraph *th*; digraph *sh*; digraph *ph*; long *a* (CVCe); long *o* (CV); long *e* (ea); final consonants *ng*; final consonants *nk*; long *a* (ai, ay); compound words; *r*-controlled *er*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *oo*; /ou/ spelled *ow*; ending *-ing*; drop *e*; long *e* spelled *y*; open syllables (CV)

HIGH-FREQUENCY WORDS

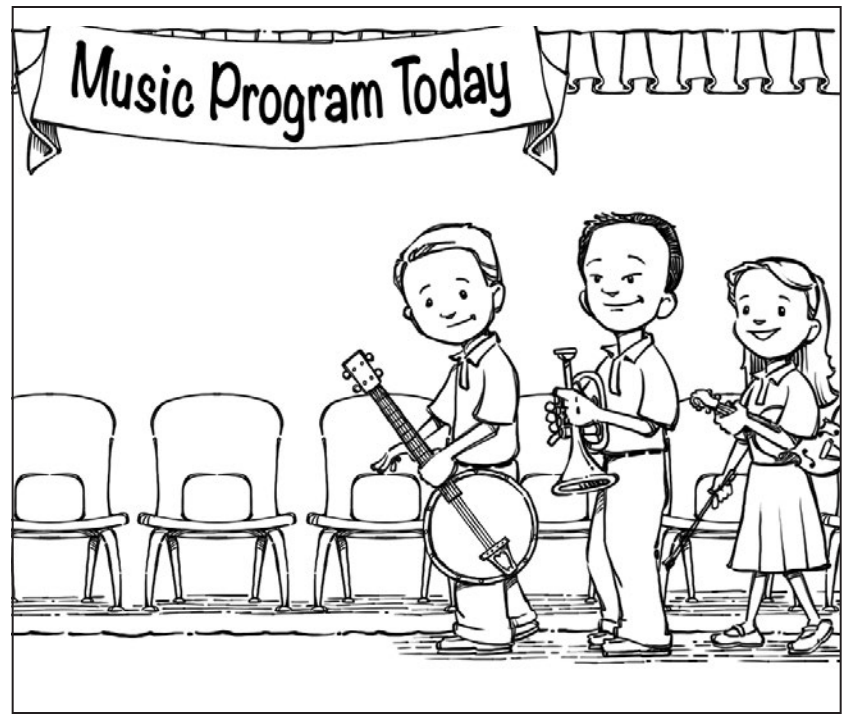
a	every	school	was
all	friend	some(thing)	who
come	one	the	would

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open syllables (CV)

BOOK 196

Making Music



High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed* /ed/; ending *-ed* /d/; ending *-ed* /t/; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c* /s/; /j/ spelled *g, dge*; long *i* (CVCe); digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar, r*-controlled (*or, ore*); *r*-controlled *er, ir, ur, /ōū/* spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*; suffix *-ful*; suffix *-ly*; suffix *-y*; open syllables (CV)

Making Music



Miss Brown shocked us. She handed each student a tiny trophy. We all win with music!

Toby was glad the big day had come at last. The music program at his school would go on this afternoon. The student who played the best would win a trophy.



Toby's best friend played the trumpet. Toby played the banjo.



Each student took a turn playing something. Then we waited.

Decodable Words

DECODABLE WORDS

Target Skill: prefix *un-*

unhappy unpacked unwrapped

Previously Taught Skills

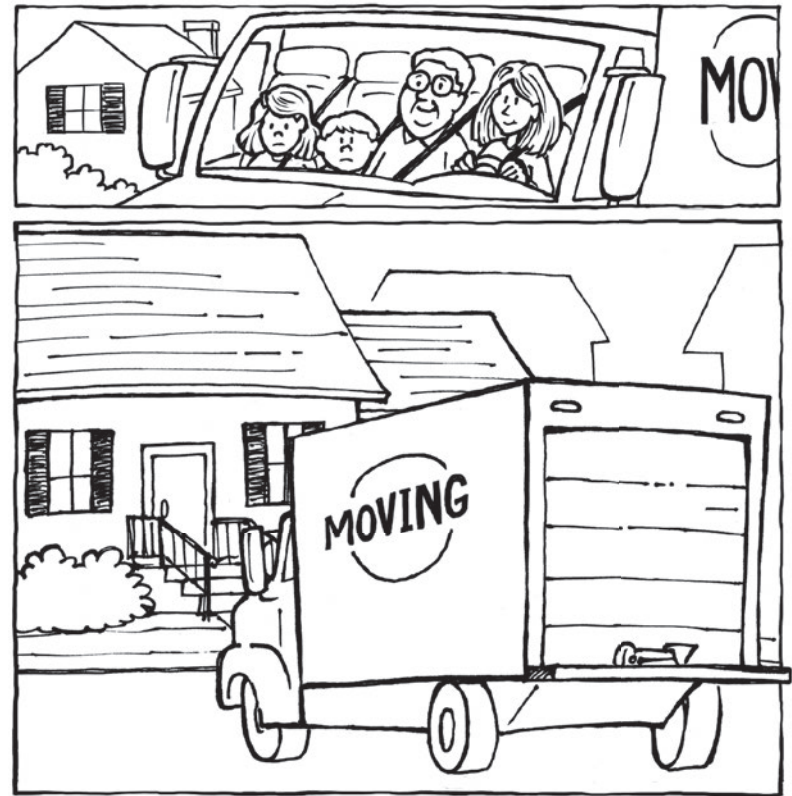
and	Gramps	make	saw	this
boy	happier	Mom	say	van
can	home	new	spotted	waving
day	in	no	still	we
felt	Jude	now	them	Wendy
girl	lifted	place	then	when
goodby	looked	rode	things	with

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /*z*/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; short *e*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; final consonants *ll*; consonants *ck*; blends with *r*; blends with *s*; final blends *mp, nd*; digraph *th*; ending *-ed /ed/*; ending *-ed/t/*; ending *-s*; ending *-ing*; digraph *wh*; long *a* (CVCe); soft *c /s/*; digraph *wr*; long *o* (CV; CVCe); long *e* (e); final consonants *ng*; long *a* (ai); compound words; *r*-controlled *ir*; /*oo*/ spelled *oo*; closed syllables (CVC); /*oo*/ spelled *ew*; /*oo*/ spelled *u_e* (CVCe); /*ou*/ spelled *ow*; /*oi*/ spelled *oy*; /*au*/ spelled *aw*; ending *-ing*: drop *e*; ending *-ed*; double consonant; long *e* spelled *y*; long *i* spelled *y*; endings *-er, -est*: change *y* to *i*; open syllables (CV); prefix *un-*

HIGH-FREQUENCY WORDS

a	every	one	they	was
all	family	the	thought	watch
carry	friend(s)	their	to	were

A New Home



High-Frequency Words Taught to Date

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

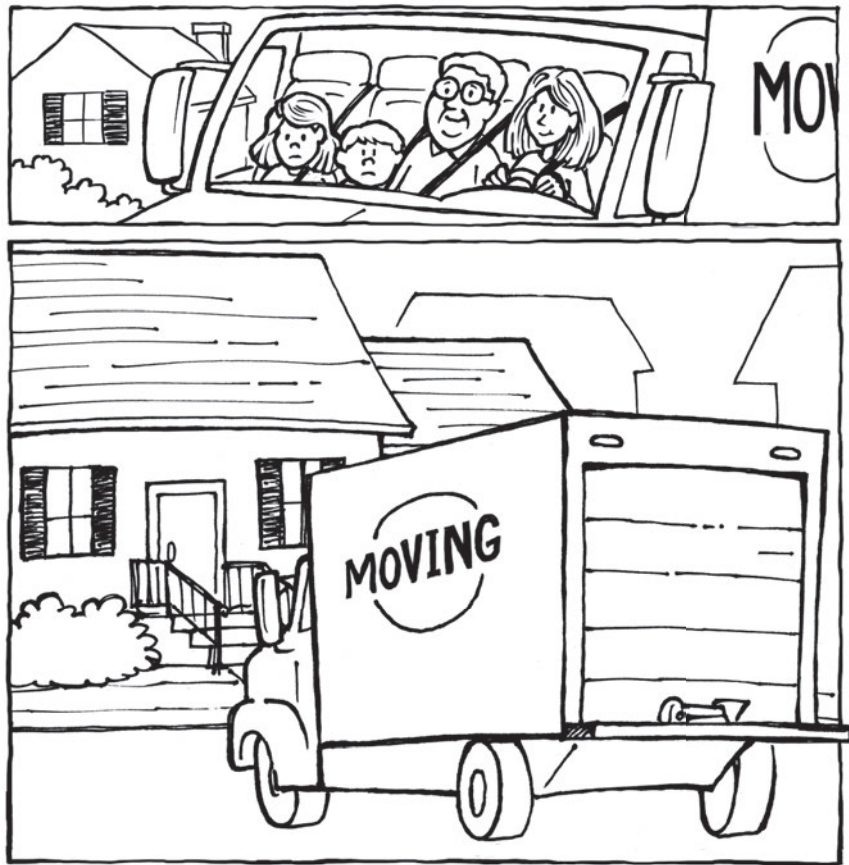
Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *t*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *l*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *t*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c/s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir*; *r*-controlled *ur*; /ō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*; suffix *-ful*; suffix *-ly*; suffix *-y*; open syllables (CV); prefix *un-*



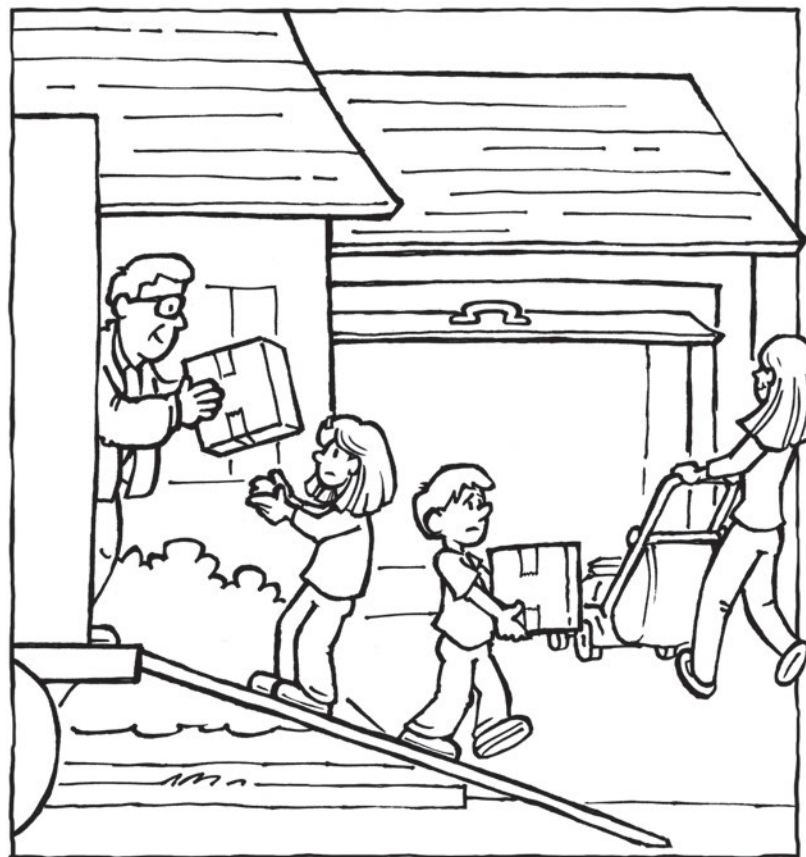
Then Jude and Wendy saw a boy and girl waving to them. "We can make new friends," they thought. Now no one was unhappy.



Jude and Wendy rode in the van with Mom and Gramps. Everyone felt unhappy to say good-bye to this place.



Mom and Gramps looked happier when they spotted their new home. Jude and Wendy were still unhappy.



All day the family unpacked, unwrapped, and lifted things. Jude and Wendy were still unhappy.

Decodable Words

DECODABLE WORDS

Target Skill: prefix *un-*

unable uncover unsafe unwilling

Previously Taught Skills

and	down	is	out	track
at	explore	it	park	under
be	for	like	pick	up
bite	from	look	plants	will
boys	get	may	rocks	willing
bugs	girls	no	still	you
but	hard	not	sting	
can	if	on	them	
city	in	or	too	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; short *e*; consonant *y*; consonant *w*; consonant *k*; short *u*; final consonants *ll*; consonants *-ck*; blends with *r*; blends with *l*; blends with *s*; final blends *nt, nd*; digraph *th*; ending *-s*; ending *-ing*; digraph *tch*; long *a* (CVCe); soft *c* /s/; long *i* (CVCe); long *o* (CV); long *e* (e); final consonants *ng*; long *a* (ay); compound words; *r*-controlled *ar*; *r*-controlled (or, ore); *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ou/ spelled *ou, ow*; /oi/ spelled *oy*; long *e* spelled *y*; syllable *_le*; open syllables (CV); prefix *un-*

HIGH-FREQUENCY WORDS

a	country	find	some	to
are	everywhere	live	the	watch

Explore!



High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *t*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir*; *r*-controlled *ur*; /ōō/ spelled *oo*; closed syllables (CVC); /ōō/ spelled *ou, ew*; /ōō/ spelled *oo*; /ōō/ spelled *u, ue*; /ōō/ spelled *u, e*; /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*; suffix *-ful*; suffix *-ly*; suffix *-y*; open syllables (CV); prefix *un-*

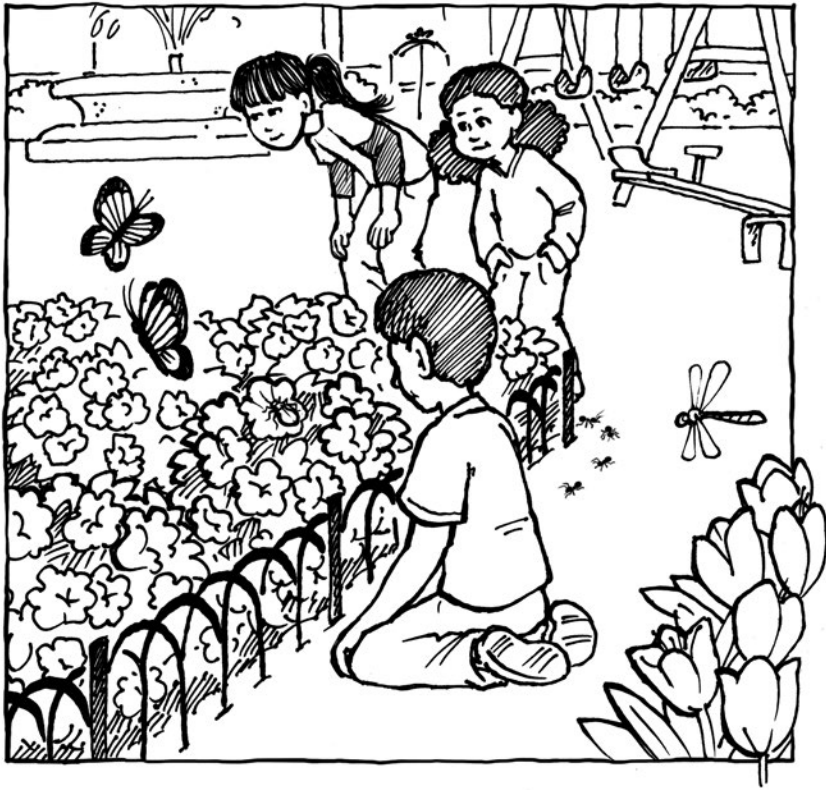
Explore



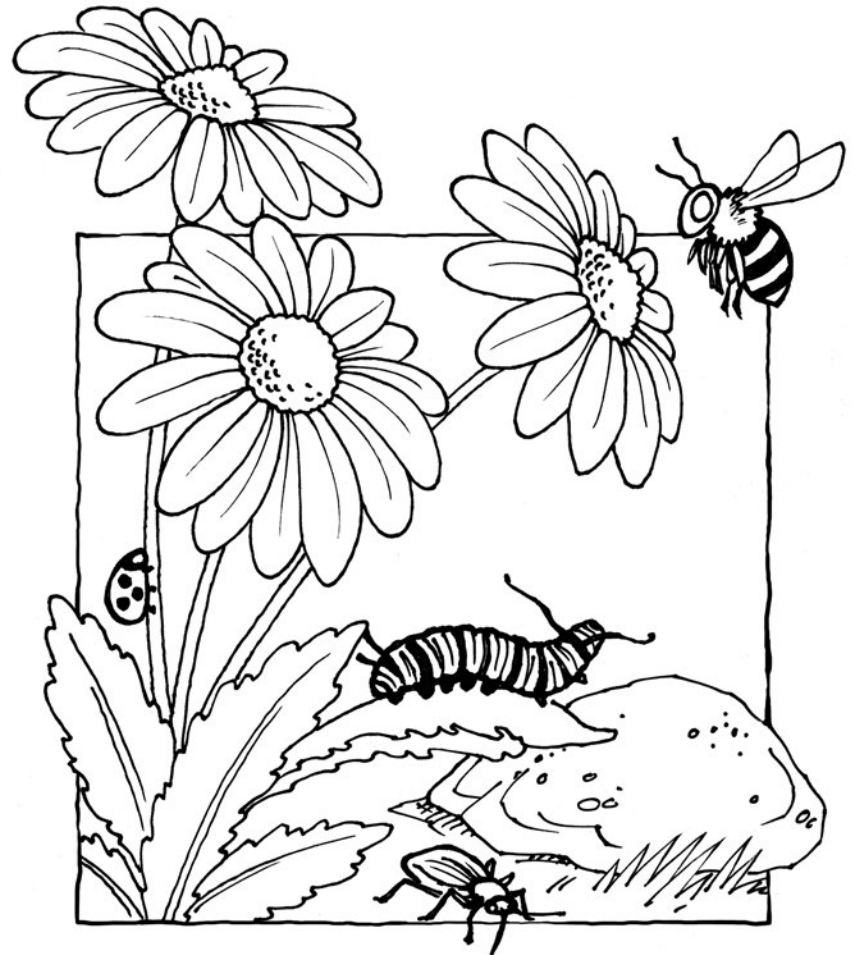
Boys and girls everywhere like to look at bugs. To track down bugs, get out and explore!



You may be unwilling to pick up bugs. But if you are willing, watch out! It may be unsafe to pick them up. Some bugs bite or sting.



If you live in the country, it is not hard to find bugs. If you live in the city, will you be unable to find bugs? No! You can still explore for bugs in a park.



Look for bugs on plants. You can uncover bugs from under rocks, too.

Our Stories

DECODABLE WORDS

Target Skill: prefix *re-*

recheck reread rethink rewrite

Previously Taught Skills

asked	explained	next	story	with
Blake	first	not	stories	write
can	happy	now	that	wrote
checked	her	our	them	you
class	is	own	then	
complete	it	part	until	
don't	like	read	us	
drafts	Miss	she	will	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; short *o*; consonant *l*; consonant *x*; short *e*; consonant *y*; consonant *w*; consonant *k*; short *u*; final consonants *ll*; final consonants *ss*; consonants *-ck*; blends with *r, l, s*; final blend *st*; digraph *th*; ending *-s*; ending *-ed /d/*; ending *-ed /t/*; digraph *ch*; digraph *sh*; contraction *n't*; long *a* (CVCe); long *i* (CVCe); digraph *wr*; long *o* (CVCe); long *e* (*e, e_e*); long *e* (*ea*); final consonants *nk*; long *a* (*ai*); long *o* (*ow*); compound words; *r*-controlled *ar*; *r*-controlled *or*; *r*-controlled *er, ir*; closed syllables (CVC); /oo/ spelled *ou, ew*; /ou/ spelled *ou, ow*; long *e* spelled *y*; open syllables (CV); prefix *re-*

HIGH-FREQUENCY WORDS

a	are	their	thought	your
about	everyone	there	to	
all	said	they	what	

Our Stories



High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonant *h*; /z/ spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *t*; consonant *x*; inflection *-s*; short *e*; consonants *y*; consonants *w*; consonants *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed*; ending *-ed /ēd/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; /j/ spelled *g, dge*; long *i* (CVCe); digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (e, ee); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir*; *r*-controlled *ur*; /ō/ spelled *oo*; closed syllables (CVC); /ō/ spelled *ou, ew*; /ō/ spelled *oo*; /ō/ spelled *u, ue*; /ō/ spelled *u_e* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *-le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*; suffix *-ful*; suffix *-ly*; suffix *-y*; open syllables (CV); prefix *un-*; prefix *re-*



“Now recheck your stories,”
Miss Blake said. “Then you will
all read them to us!”

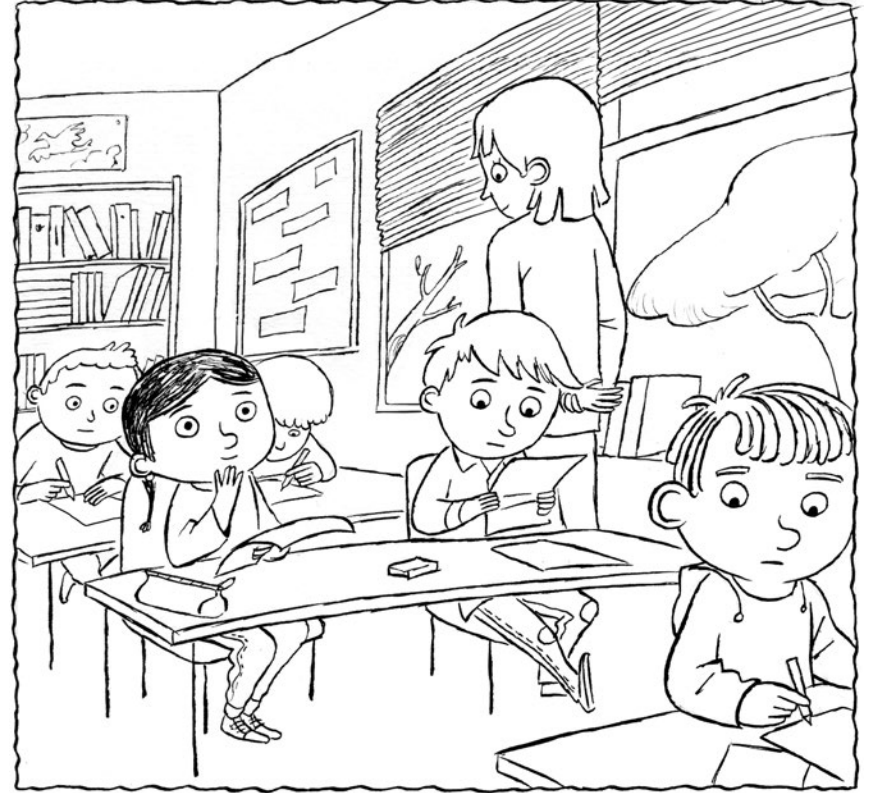
Our Stories



Miss Blake asked her class to
write their own stories. Everyone
thought about what to write.
Then they wrote their first drafts.



Miss Blake explained that a story is not complete until it is checked. "First, reread your story," she said.



Next Miss Blake asked, "Are you happy with your story? Is there a part you don't like? You can rethink what you wrote. Then you can rewrite that part."

Waste Less

DECODABLE WORDS

Target Skill: prefix *re-*

recycle	recycled	refill	refilling	reuse
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Previously Taught Skills

and	cans	less	that	we
at	can't	look	them	you
be	don't	make	things	
bin	how	more	this	
bottle	in	over	trash	
bottles	instead	paper	use	
by	is	plastic	waste	
can	it	same	way	

SKILLS APPLIED IN WORDS IN STORY: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *h*; /z/ spelled *s*; consonant *b*; short *o*; consonant *l*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; final consonants *ll*; final consonants *ss*; blends with *r*; blends with *l*; blends with *s*; final blend *nd*; digraph *th*; ending *-s*; ending *-ed /d/*; ending *-ing*; digraph *sh*; contractions *n't*; long *a* (CVCe); soft *c /s/*; long *o* (CV); long *u* (CVCe); long *e* (e); final consonants *ng*; long *a* (ay); compound words; short *e* (ea); *r*-controlled *ore*; *r*-controlled *er*; /oo/ spelled *oo*; closed syllables (CVC); /oo/ spelled *ou*; syllable *_le*; long *i* spelled *y*; /ou/ spelled *ow*; open syllables (CV); prefix *re-*

HIGH-FREQUENCY WORDS

a	buy	one	the	water
all	everyone	put	to	

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prefix *re-*

BOOK 200

Waste Less



High-Frequency Words Taught to Date

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

Decoding skills taught to date: consonants *m, s, t, c*; short *a*; consonant *n*; consonant *d*; consonant *p*; consonant *f*; short *i*; consonant *r*; consonants *h, /z/* spelled *s*; consonant *b*; consonant *g* (hard); short *o*; consonant *l*; consonant *x*; inflection *-s*; short *e*; consonant *y*; consonant *w*; consonant *k*; consonant *v*; consonant *j*; short *u*; /kw/ spelled *qu*; consonant *z*; final consonants *ll*; final consonants *ss*; consonants *-ck*; final consonants *ff*; final consonants *zz*; blends with *r*; blends with *l*; blends with *s*; final blend *mp*; final blend *nt*; final blend *nd*; final blend *st*; digraph *th*; ending *-s*; ending *-es*; ending *-ed /ed/*; ending *-ed /d/*; ending *-ed /t/*; ending *-ing*; digraphs *ch, tch*; possessives with *'s*; digraph *sh*; digraph *wh*; digraph *ph*; contractions *'s, n't*; long *a* (CVCe); soft *c /s/*; *ij* spelled *oy, dge*; long *i* (CVCe); digraph *wr*; digraph *mb*; long *o* (CV, CVCe); long *u* (CVCe); long *e* (*e, ee*); final consonants *ng*; final consonants *nk*; long *a* (*ai, ay*); contractions *'ll, 'd*; long *o* (*ow, oa*); contractions *'ve, 're*; compound words; short *e* (*ea*); *r*-controlled *ar*; *r*-controlled (*or, ore*); *r*-controlled *er, ir*; *r*-controlled *ur*; /ō/ spelled *oo*; closed syllables (CVC); /ō/ spelled *ou, ew*; /ō/ spelled *oo*; /ō/ spelled *u, ue*; /ō/ spelled *u, ue*; /ō/ spelled *u, ue* (CVCe); /ou/ spelled *ou, ow*; /oi/ spelled *oy, oi*; /aw/ spelled *aw, au*; ending *-ing*: drop *e*, double consonant; ending *-ed*: drop *e*, double consonant; long *e* spelled *y, ie*; endings *-ing, -ed*: change *y* to *i*; ending *-er*; ending *-est*; ending *-er*: drop *e*, double consonant; ending *-est*: drop *e*, double consonant; endings *-er, -est*: change *y* to *i*; syllable *_le*; long *i* spelled *ie, igh*; long *i* spelled *y*; long *i* spelled *y*: change to *i*, add *-es, -ed*; suffix *-ful*; suffix *-ly*; suffix *-y*; open syllables (CV); prefix *un-*; prefix *re-*



Everyone can waste less.
Recycle and reuse, don't waste.

Waste Less



Look at all this trash! How can
we make less waste?



One way to waste less is to recycle. Don't put bottles, paper, plastic, and cans in the trash. Put them in a bin to be recycled instead.



One more way to make less waste is to reuse things. Don't buy water in plastic bottles that you can't refill. Use the same bottle over and over by refilling it.