Tot put tan dots on Pat’s rat. “No, Tot. I do not like dots on my rat,” said Pat.
Decodable Information Sheet

Purpose of the Decodables

• Designed to intensify instruction with the isolated phonics skill.
• Used with the instructional Day 1 of the instructional protocol
• Used by teacher or interventionist during small group instruction

Alignment with the Reading Street RtI Phonics Mini-lessons

• Whole Number corresponds with the lesson sequence (e.g., 4.1, 4.2, 4.3)
• Decimal number corresponds with the mini lesson within the lesson sequence (e.g., 4.1, 4.2, 4.3)
• Two passage choices for each skill
• After lesson 19, some skills have only one passage option

Routines to support the instruction can be found in the Small Group Instruction Manual:

• Sound Fluency
• Words Fluency
• Phrase and Sentence Fluency
• Connected Text Fluency

The K-2 and the 3-6 books are identical with these exceptions: Lessons: 5, 6, 14, 15, 16, 17, 20, 21, 23, 24, 25 have additional skills and/or alternative skills sequence in the lesson.
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Small Group Decodable Text Instructional Routine

Basic Guidelines:
1. The first reading of the decodable text should be guided by the teacher to ensure accurate reading of the text.
2. Students should finger-point and read aloud while reading decodable text.
3. All errors are corrected using immediate error correction routine.
4. Students are supported in developing fluent reading of the text.

**Immediate Error Correction Routine**
1. Intervene when an error is heard – Correct even the little words such as ‘a’ and ‘the’ to develop accurate reading skills.
2. Provide Error Correction Support:
   - To give the student the word, say: “My turn, that word is….”
   - “What word?”
   - “Go back and read again.”
   - To support student correction, say: “Try that word again.”
   - *If the student is accurate say:* “Now put it in the sentence.”
   - *If the student is inaccurate a second time say:* “That word is …. What word? Now put it in the sentence.”
3. Reread the sentence--Upon correction of the word, reread the sentence to support comprehension and provide an opportunity to correctly read the word.

<table>
<thead>
<tr>
<th>Pre-reading</th>
<th>First Read</th>
<th>Second/Third Read</th>
<th>Comprehension Check</th>
<th>Fluency Check</th>
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</thead>
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<tr>
<td>1. Using the word bank, on the front cover of the decodable, and sound spelling card, <strong>review the targeted phonics skill</strong>. Select 5-7 words and write them while students blend/read the words.</td>
<td>1. Read the title aloud.</td>
<td>On-Level or Above Level: Have all students chorally reread the text with a partner. Reader 1 begins reading alternating sentences/pages with Reader 2. On the third read, have Reader 2 start the reading.</td>
<td>Teacher models retelling the story in sequence. Then, have students practice retelling the story in sequence. Ask comprehension questions and have student find the answer or information that supports their answer in the text.</td>
<td>Have students work in partners to do a fluency check. Reader 1 will start at the beginning of the text and read for 60 seconds. While Reader 1 reads, Reader 2 keeps track of any errors Reader 1 makes and helps to keep track of how far Reader 1 got in 60 seconds. Record their rate and errors on a fluency graph. Switch roles.</td>
</tr>
<tr>
<td>2. Write the high frequency words on index cards. Hold up each card, tell them the word and have students repeat the word. Then, mix up the cards and have students chorally read the words.</td>
<td>2. Chorally read the text.</td>
<td>Below Level: For the second read, have the students echo read the text. The teacher will read a sentence with good expression and intonation and students will echo what the teacher has read. Make sure students are tracking what they are reading with their finger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Next, have students chorally read each line of the word bank. Repeat if needed to build automaticity.</td>
<td></td>
<td>For the third read, have each student individually whisper read 3-5 lines of the text at a time. When they finish reading the assigned lines, have them place their finger where they stopped. When all students have finished reading, have them choral read the last lines read. Continue in this manner until the text is finished.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1 Common Letter-Sound Correspondences

Short vowels  a

Hats

<table>
<thead>
<tr>
<th>Words to Read</th>
<th>Jan</th>
<th>can</th>
<th>bat</th>
<th>hat</th>
<th>Dan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat</td>
<td>cat</td>
<td>fat</td>
<td>tap</td>
<td>sat</td>
<td></td>
</tr>
<tr>
<td>with</td>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jan can bat with a hat.  6
Dan can bat with a hat.  12
Jan can pat.           15
Jan can pat a cat hat.  21
Dan can pat.           24
Dan can pat with a fat hat.  31
Jan can tap.           33
Jan can tap with a hat.  39
Dan can tap.           42
Dan can tap with a hat.  48
Jan sat with a hat.     53
Dan sat with a hat.     58
Lesson 1 Common Letter-Sound Correspondences

Short vowels e

Jeff the Cat

Words to Read

<table>
<thead>
<tr>
<th>Jeff</th>
<th>Leg</th>
<th>get(s)</th>
<th>Deb</th>
<th>yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pets</td>
<td>Bed</td>
<td>Vet</td>
<td>Well</td>
<td>Fed</td>
</tr>
<tr>
<td>to</td>
<td>likes</td>
<td>he</td>
<td>the</td>
<td>here</td>
</tr>
<tr>
<td>a</td>
<td>den</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jeff is a cat.
Jeff sits here.
Jeff naps on the bed.
He likes the bed.
Jeff licks a lot.
He is licking his leg.
Jeff is at the vet.
Jeff gets his tags.
He is well.
Deb fed Jeff.
Jeff ran to his mat.
Can Jeff get here?
Yes, he is in his den.
Deb pets Jeff.
He likes it.
# Lesson 1 Common Letter-Sound Correspondences

**Short vowels i**

### Did They Win?

<table>
<thead>
<tr>
<th>Words to Read</th>
<th>pick</th>
<th>did</th>
<th>Pin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill</td>
<td>Jim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in</td>
<td>will</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Did They Win?

- Jill ran in.
- Jim ran in.
- Will they win?
- Jill will pick.
- Did Jill win?
- Jill did win.
- Jill will win the pig.
- Jim ran.
- Did Jim win?
- Jim did win.
- Jim will win the stick pin.
- Jill ran to Jim.
- Jim ran to Jill.
- Look!
- Jill will sit.
- Jim will sit.
- They did win!

---

3 6 9 12 15 18 23 25 28 31 37 41 45 46 49 52 55
Lesson 1 Common Letter-Sound Correspondences
Short vowels  o

The Box

Words to Read
Von  box  hop  mop  hot
got  Dot  Rod  not  job
a  the  two  three  is
they

Von got a big box.  
Von got in the box.  
Von can fit.  
Dot will hop in.  
Dot will sit in the box.  
Two can fit.  
Rod got in the box.  
Rod sat in it.  
Three can fit.  
Mop will hop in.  
Mop will NOT fit!  
Von will fix the box.  
It is a hot job.  
They got back in.  
Mop can fit!
Lesson 1  Common Letter-Sound Correspondences
Short vowel  u

Duck Has Fun

Words to Read

<table>
<thead>
<tr>
<th>Duck</th>
<th>fun</th>
<th>runs</th>
<th>mud</th>
<th>tub</th>
</tr>
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<tbody>
<tr>
<td>hum</td>
<td>Cub</td>
<td>up</td>
<td>nuts</td>
<td>cups</td>
</tr>
<tr>
<td>pup</td>
<td>cut</td>
<td>suns</td>
<td>bug</td>
<td>rug</td>
</tr>
<tr>
<td>tucks</td>
<td>to</td>
<td>they</td>
<td>the</td>
<td>with</td>
</tr>
<tr>
<td>too</td>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Duck likes fun. 3
Duck runs to Frog. 7
They flop in mud. 11
Duck hops in the tub. 16
Frog hops in too. 20
They hum. 22
Duck runs with Cub. 26
They pick up nuts. 30
They drop nuts in the cups. 36
Duck sits with Pup. 40
They cut suns. 43
Duck spots Bug. 46
They sit on a rug. 51
They spin tops. 54
Duck gets in bed. 58
Mom tucks Duck in. 62
Duck had fun. 65
Lesson 1  Common Letter-Sound Correspondences
Consonants  m,s,t,  Short a

I Sat

Words to Read
Sam    sat    I

<table>
<thead>
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<th>I sat.</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sat.</td>
<td>4</td>
</tr>
<tr>
<td>I sat.</td>
<td>6</td>
</tr>
<tr>
<td>I sat.</td>
<td>8</td>
</tr>
<tr>
<td>I sat.</td>
<td>10</td>
</tr>
<tr>
<td>I sat.</td>
<td>12</td>
</tr>
<tr>
<td>Sam sat.</td>
<td>14</td>
</tr>
</tbody>
</table>
Lesson 1 Common Letter-Sound Correspondences
Short vowels

Gus

Words to Read
Ken  pet  Pup  Gus  his
not  yet  six  and  got
big  bag  quick  fun  can
bell  tug  ran  hop  run
tell  red  rang  job  did
let  well  long  jog  picnic
bunk  next  it  mat  nap
bed  pat  let  neck  will
lick  hug  is  he  was

Ken got a pet pup.
Gus is his pup.
Ken was not yet six
and he got Gus.
Gus was not yet big back then.
Gus got big quick.
Gus is not yet as big as Ken.
Gus had fun.
Gus can run and hop.
Gus is quick.
Gus ran back.
Gus can tug on his red bell.
It can tell Ken to let Gus in.
The bell rang and
Ken did his job well.
At the end of his long picnic
and jog,
Gus will nap on his mat.
It is big and red.
It is next to a bunk bed.
Ken can pat Gus on the head, leg,
and neck.
Gus will lick Ken back.
Ken and Gus had fun.
Ken will hug and pet
Gus.
Ken had fun with
with his big pup.
Lesson 1 Common Letter-Sound Correspondences
Short vowels

The Van

Words to Read

<table>
<thead>
<tr>
<th>Bud</th>
<th>had</th>
<th>fit</th>
<th>lot</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td>his</td>
<td>van</td>
<td>big</td>
<td>rug</td>
<td>it</td>
</tr>
<tr>
<td>bed</td>
<td>got</td>
<td>red</td>
<td>basket</td>
<td>set</td>
</tr>
<tr>
<td>pet</td>
<td>tan</td>
<td>box</td>
<td>Rex</td>
<td>cat</td>
</tr>
<tr>
<td>not</td>
<td>bag</td>
<td>jam</td>
<td>ham</td>
<td>fan</td>
</tr>
<tr>
<td>did</td>
<td>yes</td>
<td>is</td>
<td>will</td>
<td>run</td>
</tr>
<tr>
<td>gas</td>
<td>to</td>
<td>he</td>
<td>was</td>
<td></td>
</tr>
</tbody>
</table>

Bud had to fit a lot in his van.  
He fit a big rug in it.  
Bud fit his big bed in it.  
Bud got a big red basket.  
He set a pet bed in the red basket.  
He fit the big basket in his van.  
Bud got a tan box.  
In it, Bud set a pet tub.  
Bud fit the tan box in his van.
<table>
<thead>
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<th>It sat on the red basket.</th>
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<td>Bud fit a pet pen in his van.</td>
<td>80</td>
</tr>
<tr>
<td>Rex, his cat, was not in it.</td>
<td>87</td>
</tr>
<tr>
<td>Bud fit a bag in his van.</td>
<td>94</td>
</tr>
<tr>
<td>The bag had jam.</td>
<td>98</td>
</tr>
<tr>
<td>It had ham.</td>
<td>101</td>
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<tr>
<td>Bud had a big, big fan to fit in his van.</td>
<td>110</td>
</tr>
<tr>
<td>Did it fit?</td>
<td>112</td>
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<tr>
<td>Yes, Bud fit a lot in his van.</td>
<td>115</td>
</tr>
<tr>
<td>Bud is in his van.</td>
<td>123</td>
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<tr>
<td>Will it run?</td>
<td>128</td>
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<tr>
<td>It will not!</td>
<td>131</td>
</tr>
<tr>
<td>Sad Bud did not get gas!</td>
<td>134</td>
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<td></td>
<td>140</td>
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</tbody>
</table>
Lesson 1: Common Letter-Sound Correspondences
Short vowels

What’s In the Sack?

Words to Read

Les    got    big    sack    well
can    tag    will    tell    is
in     fill    quick    fit    rock
on     hill    lock    dad    kid
pink   gum     pack    box    bell
ring   it      picnic  the    when
his    that

Les got a big sack.
Les can add a big tag.
That big tag will tell Les what is in his big sack.
Les will fill his sack quick and well.
When can Les fit things in his big sack?
Les had a red rock.
Les got it on a hill.
Les got a big lock in his sack.
Les can pack quick.  
Les got pink gum  
in his big sack.  
His pal got that in a big box.  
Les got a bell  
in his big sack.  
His bell can ring.  
Les can ring his bell well.  
Les can fit it  
in his sack.  
Les will have fun on his quick picnic.
Lesson 2.1: Initial Blends and Three Letter Blends
r and l blends

Ted and Fran

Words to Read
frog  grass  Fran  black  spot(s)
flip(s)  flop(s)  a  the  green

Ted is a frog in the grass.  7
Fran is a hen in the grass.  14
Ted is green with black spots.  20
Fran is red.  23
Ted flips.  25
Ted flops.  27
Ted is wet.  30
Fran did not flip.  34
Fran did not flop.  38
Fran is not wet.  42
Fran gets up.  45
Can you spot Fran?  49
Ted gets up.  52
Ted and Fran sat.  56
Ted did not get wet.  61
Fran did not get wet.  66
**Lesson 2.1: Initial Blends and Three Letter Blends**
r and l blends

**Sam and Flip**

**Words to Read**

<table>
<thead>
<tr>
<th>flags</th>
<th>flag</th>
<th>plums</th>
<th>flats</th>
<th>plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flip</td>
<td>glad</td>
<td>slim</td>
<td>plump</td>
<td>plan</td>
</tr>
<tr>
<td>Gram</td>
<td>grass</td>
<td>frog</td>
<td>brown</td>
<td>green</td>
</tr>
<tr>
<td>blue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sam and Flip have a plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They have a plan to get some cash.</td>
</tr>
<tr>
<td>Sam and Flip will put plants in a green box for Gram.</td>
</tr>
<tr>
<td>Plants in a box are called flats.</td>
</tr>
<tr>
<td>Sam and Flip will make a flag for each flat of plants.</td>
</tr>
<tr>
<td>The flags will tell which plants are in the flat.</td>
</tr>
<tr>
<td>The slim plants are blue grass.</td>
</tr>
<tr>
<td>The plump plants are plums.</td>
</tr>
<tr>
<td>Sam and Flip have lots of plants.</td>
</tr>
<tr>
<td>The grass they plant can be food for their pet frog.</td>
</tr>
<tr>
<td>It will be fun to plant with Gram.</td>
</tr>
<tr>
<td>Sam and Flip will look for brown frogs after they plant the flats with Gram.</td>
</tr>
<tr>
<td>Gram will pay them cash.</td>
</tr>
<tr>
<td>Sam and Flip will be glad to have cash.</td>
</tr>
<tr>
<td>They will shop for candy drops at the after planting with Gram.</td>
</tr>
</tbody>
</table>
**Lesson 2.2: Initial Blends and Three Letter Blends**

**Slim and Stan**

**Words to Read**
- frog
- grass
- Fran
- black
- spot(s)
- flip(s)
- flop(s)
- a
- the
- green
- you

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slim sees the sled.</td>
<td>4</td>
</tr>
<tr>
<td>Slim wants to sled.</td>
<td>8</td>
</tr>
<tr>
<td>Mom said no.</td>
<td>11</td>
</tr>
<tr>
<td>Slim is mad and slams the sled.</td>
<td>18</td>
</tr>
<tr>
<td>Skip sees a spot where he can sled.</td>
<td>26</td>
</tr>
<tr>
<td>Skip sleds down the hill to Stan.</td>
<td>33</td>
</tr>
<tr>
<td>Skip slid into Stan.</td>
<td>37</td>
</tr>
<tr>
<td>Stan stops Skip.</td>
<td>40</td>
</tr>
<tr>
<td>Slim’s mom says he can go sled.</td>
<td>47</td>
</tr>
<tr>
<td>Slim sped down the hill on the sled.</td>
<td>55</td>
</tr>
<tr>
<td>Slim spins.</td>
<td>57</td>
</tr>
<tr>
<td>Did Stan stop Slim?</td>
<td>61</td>
</tr>
<tr>
<td>No, Stan slid to a stop on the spot of grass.</td>
<td>72</td>
</tr>
</tbody>
</table>
Lesson 2.2: Initial Blends and
Three Letter Blends
Initial s blends

Swiss Fun Run

Words to Read
<table>
<thead>
<tr>
<th>Stan</th>
<th>Scott</th>
<th>Swiss</th>
<th>swim</th>
<th>skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>steps</td>
<td>swell</td>
<td>stop</td>
<td>slipped</td>
<td>skinned</td>
</tr>
<tr>
<td>stiff</td>
<td>still</td>
<td>sniffed</td>
<td>sped</td>
<td>slug</td>
</tr>
<tr>
<td>spot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is Stan and Scott. They are going to run in the Swiss Fun Run. It is not just a run. They have to swim and skip, too. “I cannot swim,” said Stan. Let’s go run up and down the steps. We can get skills on the steps.” “Swell,” said Scott. “Let’s just run up and down the steps. We can run fast. See who is last to stop.” They ran up the steps. One step was wet. Stan slipped and skinned his leg. It got stiff, but he still ran. Scott and Stan ran and ran. Scott had to stop to rest. “Come on,” said Stan. “You cannot rest. You must run to be the best.” But just then Stan sniffed. “I smell ham,” said Stan. “Let’s stop and have ham.” “We must not stop,” said Stan. “We must run fast to be the best.” So they did not stop.

On the day of the Swiss Fun Run, Scott and Stan sped off. But Scott slipped on a big slug and fell. Stan ran fast and did not stop. He won the top spot. Scott ran his best, but he was last.
Lesson 2.3: Initial Blends and Three Letter Blends
Three Letter Initial S Blends

Scram!

Words to Read

<table>
<thead>
<tr>
<th>stream</th>
<th>shrubs</th>
<th>stripes</th>
<th>strong</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>string</td>
<td>splash</td>
<td>scream</td>
<td>scram</td>
<td>saw</td>
</tr>
<tr>
<td>the</td>
<td>again</td>
<td>was</td>
<td>afraid</td>
<td>said</td>
</tr>
</tbody>
</table>

Madge set up her tent.  
She set up her tent by the edge of a stream.  
She made hot toast.  
As she rested, Madge saw a thing in the shrubs.  
Then she saw it again.  
It had stripes on its tail and a dark mask.  
It was as big as a cat.  
Madge was not afraid.  
She got a big, strong string.  
She went to the stream with the string.  
"I will wait for that thing," Madge said.
"It will splash in the stream and trip on my string."
Madge was brave and she did not budge.
She did not scream.
That thing tripped on Madge's string.
"Scram!" yelled Madge.
The thing ran fast.
It did not stop.
Then Madge felt safe at camp.
Lesson 2:3 Initial Blends and Three Letter Blends

The Robin

Words to Read

spring  splendid  strutted  sprinted  scraps
string  sprigs  strip  scram  spluttered
stressed  splashed  strap  splint

It was spring and the sun was out. Robin felt splendid. She strutted on the grass and sprinted in the wind.
Robin looked for scraps of string. She looked for sprigs of grass because she wanted to make a nest. Robin jumped and landed on a strip of grass by a pond.
Robin looked down at a fish. “They look splendid swimming in the pond,” she said. Just then a dog jumped out from a strip of tall grass. The dog sprinted to Robin and she slipped and fell in the pond. Splat! Robin flapped and flapped. She told the dog to scram. She spluttered and spluttered in the pond.
Robin got very stressed. “I will sink,” she said as she splashed. “I cannot swim, I will sink and the fish will nip me.” Just then a big red strap landed by her. Robin swam to the strap. A kid held the end of the strap. Robin grabbed the strap. The kid yanked and yanked and pulled her to shore.
Robin’s leg was hurt. “We will take you to see the doc,” they said. “The doc will put a splint on your bad leg.” “Splendid,” said Robin.
Lesson 3.1: Final Blends

nd, nt, mp, ft

The Gift of Gab

Words to Read

<table>
<thead>
<tr>
<th>fast</th>
<th>gift</th>
<th>soft</th>
<th>runt</th>
<th>left</th>
</tr>
</thead>
<tbody>
<tr>
<td>hand</td>
<td>limp</td>
<td>pond</td>
<td>lump</td>
<td>felt</td>
</tr>
<tr>
<td>camp</td>
<td>lift</td>
<td>jump</td>
<td>help</td>
<td>mask</td>
</tr>
<tr>
<td>wind</td>
<td>gulf</td>
<td>next</td>
<td>meow</td>
<td>love</td>
</tr>
</tbody>
</table>

Gab is Brad’s pet cat. Gab is a gift Brad got when his left hand was in a cast. Gab was a soft, limp, lump of fuzz in a big silk box. Brad felt glad! Gab was a run, but had a big meow. Dad said, “That cat can gab!”

Gab can tug on the rug and rip it to shreds. When gab rips the rug, mom yells, “Scram!”

Gab loves milk, catnip and a felt rat. Gab can run fast and jump! When Gab got mom’s best cutlet at lunch, mom was sad.

Still, Gab is the best gift, and Brad loves him a bunch.
Lesson 3.2: Final Blends
lt, ld, lp

Wild Child

Words to Read

child  colt  mind  wild  yelled
bold  gold  help  bolted  hold
scolded  gulp  yelp  scalp

“Gulp,” said the wild child as she rode the colt. Her dad told her to mind, but the wild child was bold. Her scalp was red. The wild child did not want help. He yelled, “Go for the gold!”

But no! The colt bolted. The child could not hold. Her dad scolded and scolded.

The child became mild. He trotted to the post. Then he folded the rope and slid it onto the bolt.
Lesson 3.2: Final Blends
sk, st, sp

Lost in the Dump

Words to Read
quest cost west mist lost
task last best mask past
busted rusted mast last just
fast dusk gust blast faster

Brent and I were on a quest for a ramp to make a bike jump. We did not want it to cost a lot, so we went to the dump out west. There was damp mist over the dump.

“We must not get lost,” said Brent. “I do not want this task to last, not in this smell. It would be best to have a gas mask.

We tramped over the dump, stomped past limp, lumpy stuff and a busted pump, and a lot of rusted cans.

“See this mast?” I said. “It would make a grand ramp.” “That mast is bent,” said Brent. “I bet it would not last.”

“See this bus bumper?” I asked. “Yes, but it is just a hunk of junk,” said Brent. I said, “We must get a ramp fast. The sun is setting and it will be dusk.”

Just then there was a gust of wind. The blast dumped a stump onto Brent. “Help!” yelped Brent.
The stump has trapped my leg.” I lifted the stump and held it up so Brent could get out.

I felt Brent’s leg. “You have to rest,” I said. “Your leg has a big welt and a lump.” “No,” said Brent. “We have to get home. I can limp on my left leg.”

“Can you step faster?” I asked. “I want to, but I am as swift as I can be with a bad leg. I cannot trust my leg,” he said.

It was getting dark. I had to lift Brent. We could not go fast. It was as if the damp dump would not end. At last, we were home.
Lesson 3.3: Final Blends  
sk, sp, st

**Stan**

**Words to Read**

<table>
<thead>
<tr>
<th>Stan</th>
<th>dusk</th>
<th>fast</th>
<th>last</th>
<th>best</th>
</tr>
</thead>
<tbody>
<tr>
<td>must</td>
<td>rest</td>
<td>time</td>
<td>eat</td>
<td>snack</td>
</tr>
<tr>
<td>crisp</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Stan likes to run at dusk. | 6 |
| He can run fast. He is not last. | 14 |
| Stan must run fast to get the best snack. | 23 |
| He picks a snack that is crisp. | 30 |
| Stan must eat his snack fast. | 36 |
| It is a good time to rest. | 43 |
| To do his best he must be fast. | 51 |
Lesson 4.1: Consonant Digraphs
sh

Fish Mush

Words to Read
fish    mush    ship    wish    mash
shot    dash    sham    cash    wish
Josh    gosh    ship    wish    mash
shot    dash    sham    cash    wish

Josh wants to have catfish at lunch.
He runs to get his rod and net.
Gosh! Josh is upset.
The man at the ship said, “No fish until sunset.”
Will Josh still fish?
He will dash to Tom’s shop.
At the shop is a dish of fish mush.
If Josh has the cash, his wish for a fish lunch will happen yet!
Lesson 4.1: Consonant Digraphs  
sh

**Trish’s Ship**

**Words to Read**

<table>
<thead>
<tr>
<th></th>
<th>Trish</th>
<th>fishes</th>
<th>shells</th>
<th>ship</th>
<th>stashed</th>
<th>shed</th>
<th>brushes</th>
<th>shellfish</th>
<th>spashes</th>
<th>can</th>
<th>a</th>
<th>it</th>
<th>is</th>
<th>has</th>
<th>off</th>
</tr>
</thead>
</table>

Trish fishes.  
Trish picks up shells.  
Can Trish spot a ship?  
Is it stashed in the shed?  
It is! A ship is stashed in the shed.  
Trish has a plan. Trish gets Mom.  
Trish brushes sand off the ship.  
Trish calls the ship “The Shellfish.”  
Trish’s ship splashes in the sun.

<table>
<thead>
<tr>
<th>Line</th>
<th>2/16</th>
<th>2/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4.2: Consonant Digraphs
th

A Plan for Trash

Words to Read
thin    path    with    this    that
them    then    shack    fish    trash
ball    walk    talk    all    call
a       to      the     my      good

Let us get this ball.
That is not fun at all.
Let us get a fish at that thin shack.
I can not walk to the shack and back.
Let us call Brad and Jim
and talk with them.
That is not my plan.
Let us pick up the trash on the path.
That plan is good!
Lesson 4.2: Consonant Digraphs
th

Beth

Words to Read
Beth  thin  cloth  then  broth
with  likes  to  eat  says
from  all  she

<table>
<thead>
<tr>
<th>Beth likes to eat. Beth is not thin. Beth likes to eat hot dogs. Beth keeps a cloth with her to help with the mess she makes. Beth eats too many hot dogs and then gets sick.</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beth’s Mom said, ”You must not eat hot dogs again.” Beth will have to eat broth, not hot dogs. Beth does not like the broth.</td>
<td>23</td>
</tr>
<tr>
<td>Beth’s mom says, “Eat the broth, Beth!” Beth eats lots and lots of broth. Beth gets thin from all the broth she eats.</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>85</td>
</tr>
</tbody>
</table>
**Lesson 4.3: Consonant Digraphs**

**ph**

**Phil has a Whim**

**Words to Read**

<table>
<thead>
<tr>
<th>Phil</th>
<th>Phelps</th>
<th>graph</th>
<th>whim</th>
<th>whiff</th>
</tr>
</thead>
<tbody>
<tr>
<td>are</td>
<td>he</td>
<td>can</td>
<td>on</td>
<td>the</td>
</tr>
<tr>
<td>good</td>
<td>some</td>
<td>that</td>
<td>broth</td>
<td>has</td>
</tr>
</tbody>
</table>

Phil Phelps has a whim. Phil will whiff many smells to make a graph. Phil will plot on a graph good and bad whiffs. Phil will stop after he can find some whiffs that are good and bad.

Phil will whiff mud. It is a bad whiff on the graph. Phil will whiff a pup. That is a good whiff on the graph. Phil will whiff the wet cat. That is a bad whiff on the graph. Phil will whiff the pig in the pen. That is a bad whiff. The broth will be a good whiff.

Phil Phelps has put some whiffs on the graph that are good and bad.
Phil likes animals. Every summer, his mom and dad take him back to the city zoo. Phil can never go wrong visiting that zoo.

First, they go in the petting zoo. Phil likes petting the horses. He feeds them hay. A graph posted on the gates shows how fast horses grow.

His mom gives him a sack. It is stuffed with food to feed the eager goats. Those goats eat from Phil’s sack. His dad takes photos. Phil pets a white rabbit on the way out.

Next Phil visits wild animals. He sees signs with the phrase, “Pick up litter!” Hippos play in mud. They look happy by that cool stream. Three foxes dart under bushes.

In the fish house, Phil sees sea stars, puffer fish, sea horses, and sharks. Phil likes to see the sharks getting fed. Before the zoo closes, Phil and his mom and dad see a dolphin show. The dolphins know how to do fun tricks. Splash! Everybody laughs.
Lesson 5.1: More Consonant Digraphs

Which Job?

Words to Read

<table>
<thead>
<tr>
<th>which</th>
<th>chart</th>
<th>chop</th>
<th>much</th>
<th>latch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chad</td>
<td>Champ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>made</td>
<td>place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>too</td>
<td>of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We all like to help with family jobs.
Which jobs are on the chart?
Peg can make ice.
Dad can chop and mix.
Dad made too much rice.
Mom can fix this latch.
Chad can place trash in sacks and get rid of it.
Champ can chase and fetch.
We did the jobs.
It is time for fun!
Lesson 5.1: More Consonant Digraphs

**ch**

**Chet and Chad**

**Words to Read**

<table>
<thead>
<tr>
<th>Chet</th>
<th>Chad</th>
<th>Chip</th>
<th>inch</th>
<th>chat</th>
</tr>
</thead>
<tbody>
<tr>
<td>lunch</td>
<td>chomps</td>
<td>chums</td>
<td>much</td>
<td>have</td>
</tr>
<tr>
<td>small</td>
<td>with</td>
<td>dog</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chet and Chad have a dog. His name is Chip. Chip is a pup. Chip seems as small as an inch and is black and brown. Chet and Chad pet the small dog.

Chet and Chad run with Chip. Chet and Chad chat about Chip. Chet and Chad have lunch with Chip. Chip chomps his lunch inch by inch. He has such fun with his chums! They love Chip very much.
Lesson 5.2: More Consonant Digraphs  
tch

Mitch on a Ranch

Words to Read
Mitch     ranch     hitch     truck     checks
chick     chick     hatched  stuck     ditch
Patch     catches   snack     fetches   on
a         pats      is        this      the

This is Mitch.
Mitch is on a ranch.
Mitch helps Dad hitch up the truck.
Mitch checks on the chicks.
This chick just hatched.
Dad’s truck is stuck in a ditch!
Mitch fetches Patch.
Patch catches on and helps.
The truck is not in the ditch.
Dad pats Patch.
Mitch gets Patch a snack.
Lesson 5.2: More Consonant Digraphs

tch

Chet Checks

Words to Read

<table>
<thead>
<tr>
<th>Chet</th>
<th>things</th>
<th>Finish</th>
<th>shell</th>
<th>shrimp</th>
</tr>
</thead>
<tbody>
<tr>
<td>trash</td>
<td>shelf</td>
<td>Bench</td>
<td>pitch</td>
<td>catch</td>
</tr>
<tr>
<td>with</td>
<td>Beth</td>
<td>finished</td>
<td>shelling</td>
<td>white</td>
</tr>
<tr>
<td>catching</td>
<td>pitching</td>
<td>itch</td>
<td>shelled</td>
<td>checking</td>
</tr>
<tr>
<td>sixth</td>
<td>fresh</td>
<td>you</td>
<td>one</td>
<td></td>
</tr>
</tbody>
</table>

Chet kept a list of things to finish. It had five things.

2. Shop with Dad and get lunch stuff.
3. Set trash out.
4. Dust shelf and bench in den.
5. Pitch and catch with Beth.

When Chet finished shelling shrimp, he grabbed his white pen with red ink. It was his checking pen. Chet made one check next to "Help Mom shell shrimp."

Later Chet checked that he had shopped. Then Chet checked that he set the trash out and dusted in the den. Dust made Chet's nose itch. Pitching and catching with Beth was fun. When he had finished, Chet checked it on his
Lesson 5.3: More Consonant Digraphs
wh

Catch the Bus

Words to Read

<table>
<thead>
<tr>
<th>which</th>
<th>catch</th>
<th>checks</th>
<th>graph</th>
<th>white</th>
</tr>
</thead>
<tbody>
<tr>
<td>such</td>
<td>when</td>
<td>pitch</td>
<td>chips</td>
<td>times</td>
</tr>
<tr>
<td>line</td>
<td>ride</td>
<td>white</td>
<td>nice</td>
<td>place</td>
</tr>
<tr>
<td>to</td>
<td>the</td>
<td>l</td>
<td>for</td>
<td>put</td>
</tr>
</tbody>
</table>

Mom and Pam walk to the bus stop.  
Which bus can Mom and Pam catch?  
Mom checks the graph for times.  
Mom and Pam get in line  
and then ride the bus.  
At the store Pam ask, "Mom, can I get this red and white cap? It is such a nice fit and I can put it on when I pitch."  
At lunch, Pam has chips.  
Mom gets the check.  
When will Mom and Pam go back to that place, Pam wonders?  
Now it is time to catch the bus.
**Lesson 5.3: Consonant Digraphs**

**wh**

**The Wiz**

**Words to Read**

<table>
<thead>
<tr>
<th>whiz</th>
<th>whip</th>
<th>whomp</th>
<th>whip</th>
<th>wham</th>
</tr>
</thead>
<tbody>
<tr>
<td>which</td>
<td>why</td>
<td>facts</td>
<td>stops</td>
<td>class</td>
</tr>
<tr>
<td>chugs</td>
<td>rustling</td>
<td>combed</td>
<td>wren</td>
<td>wrung</td>
</tr>
</tbody>
</table>

Ralph is a whiz. Ralph can whip through a list of math facts, fast! Ralph can whip and wham all math facts in a whiz. Ralph can add well, which is why he is a whiz. Ralph can wham and whip all tests. Ralph really is the class whiz.

When Ralph starts he chugs and plugs to get the math facts. When he gets the fact, wham, he stops.

He whips again and goes past the last fact. Ralph is a whiz that goes and goes when he does math.
list.

As Chet made his check, his pen ran out of ink. "You must add a sixth thing to that list," said Beth, "Get a fresh pen!"
Lesson 6.1: Final Digraphs and Sounds
dge

Where Is My Badge?

Words to Read

<table>
<thead>
<tr>
<th>badge</th>
<th>ledge</th>
<th>Madge</th>
<th>edge</th>
<th>thin</th>
</tr>
</thead>
<tbody>
<tr>
<td>said</td>
<td>to</td>
<td>where</td>
<td>Your</td>
<td>I</td>
</tr>
<tr>
<td>the</td>
<td>of</td>
<td>find</td>
<td>see</td>
<td></td>
</tr>
<tr>
<td>pink</td>
<td>wink</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"Let's get my red badge first. Then we can go," Bucky said to Madge.
"Where is my red badge?" asked Bucky.
"I think I left it on that ledge."
"Is your badge on the edge of that desk?" Madge asked.
"Did it fall in this trash can?"
"No," said Bucky.
He seemed sadder.
"We can't find my badge."
Madge sat on her bed.
Then she jumped up.
"I see it!" she yelled.
"It is by my pink brush," Madge said.
"Bucky, keep this badge safe. It is your best badge."
"Thanks, Madge,"
Bucky said with a wink.
He felt glad.
Lesson 6.1: Final Digraphs and Sounds
dge

The Fudge Cake

Words to Read
fudge  badge  judge  faster  flattest
hotter  biggest  there  a  the
to  again  said  you

There is a prize
for the best cake.
Penny likes to bake.
Penny will bake a cake
to win that prize.
She mixes faster and faster.
Her cake is flat.
"This cake is the flattest.
It will not win."
She made her pan hotter.
Her cake burned.
"I will try again," said Penny.
She did not mix as fast.
She added fudge.
"Did you make this cake?"
asked the judge with the badge.
"It is the biggest cake."
That fudge cake is best.
It wins first prize!
Lesson 6.2: Final Digraphs and Sounds
Final /ng/ ng, and /ngk/nk

Pancakes

Words to Read
rang drank sink things think
trunk hang batch match catch
pancakes milkshakes outside catfish inside
hats plates cups for the
wanted of new put to

Ben made a batch of pancakes for us.
We like pancakes.
The bell rang on the stove.
Ben gave us hot pancakes.
We drank milkshakes.
We ate and then placed the
cups and plates in the sink.
Then we wanted new things to try.
We will take a long walk outside.
We think we need snug hats
that match.
We see hats that match in that trunk.
Then we stand by the lake.
No catfish swam by.
We can't catch catfish.
We go inside.
We hang up the hats that match.
Lesson 6.2: Final Digraphs and Sounds
Final /ng/ng, and /ngk/nk

Zing in a Tank

Words to Read

Zing  tank  honks  wings  stung
bangs  thud  honking  think  drink
bring  sink  sing  drinking  winked
buzz  jazz  a  could  into
the  now  from  to  I

Zing is in a tank.
He buzzes with his wings.
Buzz, buzz.
I will not let Zing go!
He will be mad at us.
We could get stung.
Zing bangs into the tank.
THUNK!
He is not buzzing now.
I think Zing needs a drink.
I will bring it from the sink.
I will let Zing go.
Will he try to sting me?
Zing is flying to the dish.
He is drinking.
Buzz, buzz.
Zing honks jazz with his wings.
He is a happy bee.
I think he winked at me.
Lesson 6.3: Final Digraphs and Sounds
Final /k/ ck

Big Jobs

Words to Read

digs   fills   licks   rocks   naps
picks   packs   maps   digs   Rick
Nick   Jack   sacks   A   we
you   the   do   have

Rick digs.
Rick has a hot job.
Lin fills the pan.
The dog licks.
It is a big job.
Nick rocks Quin.
Quin naps.
Nick has a big job.
Kim picks the pods.
It is a big job.
Jack packs the sacks.
Jack did a big job.
Nan mops.
Nan did a top job.
We did big jobs.
Do you have big jobs?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7</td>
<td>11</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>24</td>
<td>29</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td>42</td>
<td>47</td>
<td>49</td>
<td>54</td>
<td>58</td>
</tr>
<tr>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mack was a splendid black cat. 
In fact, Mack was such a splendid black cat that the pack of rats from the ship ran from him.
Rats would scat back to the crack in the dock when Mack would strut on the deck of the ship.
Nick, the rat said, “Let us trick Mack. The trick must be slick. Mack naps on a stack of silk. It is next to a stack of sticks.”
Nick sent the pack of rats back to the dock.
Then, Nick got a stick, but Mack was quick.
Nick did not trick Mack. Mack got Nick’s neck and sped to the dock.
“Rats cannot trick this cat. Do not come back to this dock. Mack will check!”
Lesson 7.1: Short Vowel Phonograms
Short a phonograms

Happy Clan and Sad to Glad

Words to Read

<table>
<thead>
<tr>
<th>man</th>
<th>Stan</th>
<th>Jan</th>
<th>Dan</th>
<th>clan</th>
</tr>
</thead>
<tbody>
<tr>
<td>loved</td>
<td>each</td>
<td>other</td>
<td>wife</td>
<td>lad</td>
</tr>
<tr>
<td>sad</td>
<td>dad</td>
<td>away</td>
<td>bad</td>
<td>glad</td>
</tr>
<tr>
<td>day</td>
<td>when</td>
<td>that</td>
<td>had</td>
<td>other</td>
</tr>
</tbody>
</table>

Happy Clan

There was a man.
His name was Stan.
He had a wife.
Her name was Jan.
Stan and Jan had a son name Dan.
They loved each other.
They were a happy clan.
The only plan for this happy clan is to follow these words:
The best you can!
<table>
<thead>
<tr>
<th>Sad to Glad</th>
</tr>
</thead>
<tbody>
<tr>
<td>There once was a lad</td>
</tr>
<tr>
<td>Who was very sad.</td>
</tr>
<tr>
<td>He was very sad because</td>
</tr>
<tr>
<td>He missed his dad.</td>
</tr>
<tr>
<td>His dad was sad</td>
</tr>
<tr>
<td>Because he had</td>
</tr>
<tr>
<td>To work far away</td>
</tr>
<tr>
<td>And he felt bad.</td>
</tr>
<tr>
<td>The lad was glad</td>
</tr>
<tr>
<td>when he saw his dad</td>
</tr>
<tr>
<td>It was the best day</td>
</tr>
<tr>
<td>that he ever had!</td>
</tr>
</tbody>
</table>

104
Lesson 7.1: Short Vowel Phonograms
Short a Phonograms

Mad Dad

Words to Read

<table>
<thead>
<tr>
<th>Dad</th>
<th>fan</th>
<th>mad</th>
<th>hat</th>
<th>ran</th>
</tr>
</thead>
<tbody>
<tr>
<td>van</td>
<td>cat</td>
<td>map</td>
<td>nap</td>
<td>lap</td>
</tr>
<tr>
<td>again</td>
<td>now</td>
<td>put</td>
<td>on</td>
<td>that</td>
</tr>
</tbody>
</table>

Dad has no fan. Dad was mad.
Dad put on his hat and ran to the van to get a new fan. Dad sat on the cat that was on the map. Now Dad was mad at the cat.
The cat will not nap in the van again.
The cat will nap on my lap.
Dad got the fan that was in the van. Dad is not mad now.
Lesson 7.2: Short Vowel Phonograms
Short a

Pigs, Wigs, Cats, and Bats

Words to Read

<table>
<thead>
<tr>
<th>cat</th>
<th>bat</th>
<th>fans</th>
<th>mats</th>
<th>pigs</th>
</tr>
</thead>
<tbody>
<tr>
<td>wigs</td>
<td>hit</td>
<td>pots</td>
<td>one</td>
<td>two</td>
</tr>
<tr>
<td>have</td>
<td>the</td>
<td>three</td>
<td>we</td>
<td></td>
</tr>
</tbody>
</table>

One fox can nap.  
Fox is in the box.  
Two pigs sit.  
The pigs pin on wigs.  
Three cats tap.  
Tan cats tap on mats.  
The bats hit.  
The bats hit pots.  
Cats can tap.  
Bats can hit.  
Pigs have hats.  
Fox has fans.  
Tap! Tap! Tap!  
We can nap.
Lesson 7.2: Short Vowel Phonograms
Short o, i

Big Jobs

Words to Read

digs  fills  licks  rocks  naps
picks  Packs  maps  digs  Rick
Nick  Jack  sacks  job  rocks
dog  pods  do  have  a
we  you  the

Rick digs.
Rick has a hot job.
Lin fills the pan.
The dog licks.
It is a big job.
Nick rocks Quin.
Quin naps.
Nick has a big job.
Kim picks the pods.
It is a big job.
Jack packs the sacks.
Jack did a big job.
Nan mops.
Nan did a top job.
We did big jobs.
Do you have big jobs?
Lesson 7.3: Short Vowel Phonograms
Short u, e

Vic and Roz

Words to Read
sun up but tug muff
fuzz huff puff quiz quilt
zip Roz yum yell yet
Vic rev van the is
we with they have late

The sun is up. 4
But it is not hot! 9
Vic will zip up. 13
Vic will tug on a hat. 19
Roz will put on a muff with fuzz on it. 29
Dad will sit. 32
Dad will sip from a cup. Yum! 39
"Rev up the van, Dad!" they yell. 46
"We have to go!" 50
Vic will huff. 53
Roz will puff. 56
They run from the van to the school. 64
Will they be late? 68
Not yet! 70
Lesson 7.3: Short Vowel Phonograms
Short u, e

Gus

Words to Read
Ken  pet  Pup  Gus  his
not  yet  Six  and  got
big  bag  quick  fun  can
bell  tug  ran  hop  run
tell  red  rang  job  did
let  well  long  jog  picnic
bunk  next  it  mat  nap
bed  pat  let  neck  will
lick  hug  his  was  he
then  as  to  with

Ken got a pet pup.
He named him Gus.
Ken was not yet six
when he got Gus.
Gus was not yet big back then.
Gus got big quick, but
Gus is not as big as Ken.
Gus has fun.
Gus can run and hop.
Gus is quick.
Gus runs back.
Gus can tug on his red bell.
It can tell Ken to let Gus in.
The bell rang and
Ken did his job well.
At the end of his long picnic
and jog,
Gus will nap on his mat.
It is big and red.
It is next to a bunk bed.
Ken can pat Gus on the head, leg,
and neck.
Gus will lick Ken back.
Ken and Gus had fun.
Ken will hug and pet
Gus.
Ken had fun with
his big pup.
Lesson 8.1: More Consonant Sounds
Soft consonant sound /s/ c

Where Is Dave?

**Words to Read**
race  lace  place  face  cage
Dave  take  walk  ball  steps
black  where  the  my  a
here  go

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave is not in his cage.</td>
<td>6</td>
</tr>
<tr>
<td>Where is Dave?</td>
<td>9</td>
</tr>
<tr>
<td>Is Dave on the steps?</td>
<td>14</td>
</tr>
<tr>
<td>Did Dave race up the walk?</td>
<td>20</td>
</tr>
<tr>
<td>Did Dave take my black ball?</td>
<td>26</td>
</tr>
<tr>
<td>Where is it?</td>
<td>29</td>
</tr>
<tr>
<td>Is Dave in bed?</td>
<td>33</td>
</tr>
<tr>
<td>Did Dave get this sock?</td>
<td>38</td>
</tr>
<tr>
<td>This shoe had a lace.</td>
<td>43</td>
</tr>
<tr>
<td>Where did it go?</td>
<td>47</td>
</tr>
<tr>
<td>Is Dave in this place?</td>
<td>52</td>
</tr>
<tr>
<td>Is that his face?</td>
<td>56</td>
</tr>
<tr>
<td>Dave jumps up.</td>
<td>59</td>
</tr>
<tr>
<td>Yes, Dave is here!</td>
<td>63</td>
</tr>
</tbody>
</table>
Lesson 8.1: More Consonant Sounds
Soft consonant sound /s/ c

Grace and Vince

Words to Read
Grace Civic Center Vince cell
pencil ice rice spice citrus
cider enough space

Grace shopped at the Civic Center Mall.
Her cell rang. Vince was calling.
“Do you have a pencil?” Vince asked.
Grace smiled, “I do.”
“Can you make a shopping list?
Ice, rice, spice?” asked Vince.
“And citrus drinks and cider?” Vince added.
“Can you get them all?”
“I can’t,” Grace grinned.
“You do not have cash?” asked Vince.
Grace’s pencil fell.
“I do not have enough space in my hands!”
Lesson 8.2: More Consonant Sounds
/j/ g

Ginger and Gem

Words to Read

<table>
<thead>
<tr>
<th>Ginger</th>
<th>Gem</th>
<th>ride</th>
<th>Danger</th>
<th>signs</th>
<th>giant</th>
<th>gentle</th>
<th>stage</th>
<th>back</th>
<th>space</th>
<th>drop</th>
<th>go</th>
<th>part</th>
<th>best</th>
<th>second</th>
<th>like</th>
<th>they</th>
<th>will</th>
<th>up</th>
<th>this</th>
</tr>
</thead>
</table>

Ginger and Gem like this ride. 6
It is called Space Danger. 11
Ginger and Gem go up the giant ride. 19
This stage of the ride is gentle. 26
Then Ginger and Gem stop. 31
This is the second stage. 36
The last stage is a large drop. 43
Ginger and Gem fall! 47
Go! Go! Go! 50
They like this part the best! 87
Ginger and Gem like Space Danger. 62
They will go back on it again. 69
Lesson 8.2: More Consonant Sounds
Soft consonant sound /g/

The Goat Named Gail

Words to Read
Gail  large  change  Gage  sage
rage  guest  goat  things  made
does  other  likes  use

Gail is a large goat that does not like change. Gage, the large goat, loves to help change things. Gage is a guest at Gail’s house and he will change the things in the guys room.

Gage will use a sage green rag to dust the things he will change. Will Gail be in a rage when she sees the change Gage made? One goat likes change but the other goat does not like change.

Gage is a guest that made a good change for Gail. Gail likes the change that Gage her guest made.
Lesson 8.3: More Consonant Sounds
Consonant sound /z/as s

His Cat

Words to Read
his is has bags toys
dogs slugs as likes of
cat

Don has a cat. 4
His cat is tan. 8
The cat has bags of toys. 14
Don’s cat has fun with dogs. 20
His cat can dig up slugs. 26
His cat likes to sit on rugs. 33
His cat is as big as his dog. 41
Lesson 8.3: More Consonant Sounds
Consonant sound /z/ as s

Bags

Words to Read
Sam's cans tins Tom's bags
pins Dad's is ham of
the have

<table>
<thead>
<tr>
<th>Dad’s bags have cans in them.</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cans sit in the bags.</td>
<td>12</td>
</tr>
<tr>
<td>Pam’s bags have tins full of pins in them.</td>
<td>21</td>
</tr>
<tr>
<td>Dad and Pam put the bags in the van.</td>
<td>30</td>
</tr>
<tr>
<td>Dad’s van is big.</td>
<td>34</td>
</tr>
</tbody>
</table>
Kate Wins the Game

Words to Read
Kate    brave    save    makes    waves
take    shakes    flames    Jane    Dale
game    late    lake    shade    smash
the    soccer    her    you    do
a

Kate can kick a soccer ball.
Mom and Dad take Kate
to her game.
Kate waves to her teammates.
Dale kicks the ball into the shade.
Jane kicks it and it rolls into the lake.
Dad calls, "You can do it, Kate!"
Mom yells, "Run, Kate, run!"
Kate makes a kick late in the game.
The ball goes in the net!
Kate’s kick saves the big game.
The game is over.
The Flames win!
Mom calls Kate brave.
Dad shakes her hand.
Lesson 9.1: More Consonant Sounds
Long a (spelled a_e)

Jane Can Race

Words to Read
race cage age face Jane
ape name snake cave wave
gate take like the look
a they

Jane likes to visit the animals at the zoo.
Jane can name the big cats in the cages.
Jane likes to hiss like the snake in that cage.
Jane looks in the big cave.
A baby cub is in it.
Jane can race with the ducks by a pond.
They cannot run fast at this age.
Jane can wave to the ducks at the gate.
Jane can take a nap on the bus.
Lesson 9.2: Long Vowels
Long i (spelled i_e)

The Bike

Words to Read
Mike  hike  twice  like  size
nice  fine  mine  bike  side
times  rides  hide  five  smiles
small  twice  black  wants  your
said  what  he  my  the

Mike rides a small bike.
But he wants a nice big bike.
Mike tells Mom twice.
He tells Dad five times.
"Your bike is just fine,"
Dad said to Mike.
"No, it is not the right size,"
Mike said to Dad.
Dad and Mike hike to the shed.
What did Dad hide at the side?
Mike yells, "Is it mine?"
"Do you like it?" Dad asks.
Dad smiles.
Mike hugs Dad and his big new black bike.
Lesson 9.2: Long Vowels
Long i (spelled i_e)

Ike and Ace

Words to Read
mice  age  make  home  nice
safe  age  Ike   Ace   quite
wise  Poke nose  game  reptile
rose  ate  bite  cute  race
face  life made  has  mice
is   age  his   her  for
put  their

Tess has pet mice.
Mice are nice pets at her age.
The mice make a home in
a nice, safe cage.
Tess will add a fine mice bed for
her two mice, Ike and Ace.
Tess had a lid for the cage to keep
them inside. Tess is quite wise.
Tess likes to watch her two mice.
Ike can poke up his nose.
Ace likes to play fun games with Tess.
Ace will act like a reptile.
Tess puts fine pellets
in their red pan.
Ike and Ace light up
and ate every bite.
Ike is big and cannot sit up.
Ace is small and cute.
Ace is quick.
Ace can run in a race.
Ike can sit still
and make a face.
Ike and Ace have a fine life.
What luck for mice!
Tess has made a safe
home for Ike and Ace.
Lesson 9.3: Long Vowels
Long o (spelled o_e)

A Note for Rose

Words to Read

<table>
<thead>
<tr>
<th>note</th>
<th>those</th>
<th>Rose</th>
<th>bone</th>
<th>hope</th>
</tr>
</thead>
<tbody>
<tr>
<td>rope</td>
<td>stove</td>
<td>home</td>
<td>make</td>
<td>Kate</td>
</tr>
<tr>
<td>take</td>
<td>gave</td>
<td>a</td>
<td>I</td>
<td>To</td>
</tr>
<tr>
<td>her</td>
<td>working</td>
<td>put</td>
<td>go</td>
<td>where</td>
</tr>
</tbody>
</table>

Mom will make a snack.
"I must get nuts."
"Kate, take this note to Rose.
I hope Rose has nuts."
Rose is working at her stove.
"Take those nuts, Kate, and
put them in this sack."
Rose hands Max a bone.
Jan is jumping rope.
"Can I jump?" asks Kate.
"I must go home."
"Where is that sack?" Jan asks.
"Here it is. Max has it."
"Mom, Rose gave us nuts and
a bone."
A Note for Rose

Words to Read

<table>
<thead>
<tr>
<th>note</th>
<th>those</th>
<th>Rose</th>
<th>bone</th>
<th>hope</th>
</tr>
</thead>
<tbody>
<tr>
<td>rope</td>
<td>stove</td>
<td>home</td>
<td>make</td>
<td>Kate</td>
</tr>
<tr>
<td>snack</td>
<td>gave</td>
<td>a</td>
<td>asks</td>
<td>Jan</td>
</tr>
<tr>
<td>her</td>
<td>walnuts</td>
<td>put</td>
<td>go</td>
<td>where</td>
</tr>
</tbody>
</table>

"Mom can we make a snack?" asked Kate.
"We can, but I need some walnuts."
"Kate, take this note to Rose.
I hope Rose has walnuts," said Mom.
Rose is working at her stove.
She read the note and said,
"Take those walnuts in the bag, Kate."
On her way home, Kate see's Jan.
Jan is jumping rope.
"Can I jump?" asks Kate.
"I will be fast because, I must go home."
"What is in that sack?" Jan asks.
"It's walnuts for a snack."
"Yum", says Jan.
Kate jumps and then went home.
"Mom, Rose gave us some walnuts.
Now we can make a snack.
I hope it is good!"
Lesson 10.1 Other Long Vowel Patterns
Long u (spelled u_e and Long e (spelled e_e)

June and Pete

<table>
<thead>
<tr>
<th>Words to Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
</tr>
<tr>
<td>age</td>
</tr>
<tr>
<td>home</td>
</tr>
<tr>
<td>be</td>
</tr>
</tbody>
</table>

June is age six and Is really small. June hopes to go home but has no way to get there. Pete is a huge mule. Pete is big, brown, and old. Pete can help June to get home. June can ride on Pete to get home. But Pete is rude to June. It makes June sad when Pete is so rude. June will not be sad for long. Pete takes June to see Steve the frog. Can Steve ride too? June votes yes! Steve hops on Pete. June and Steve ride Pete all the way to their home.
Luke Meets Pete

**Words to Read**

<table>
<thead>
<tr>
<th>Luke</th>
<th>June</th>
<th>mule</th>
<th>dune</th>
<th>cute</th>
</tr>
</thead>
<tbody>
<tr>
<td>cubes</td>
<td>asked</td>
<td>looked</td>
<td>added</td>
<td>called</td>
</tr>
<tr>
<td>walked</td>
<td>Gene</td>
<td>Pete</td>
<td>here</td>
<td>to</td>
</tr>
<tr>
<td>go</td>
<td>be</td>
<td>there</td>
<td>too</td>
<td>the</td>
</tr>
</tbody>
</table>

Luke sat at his home
on a dune near Lake Gene.
June came to Luke’s with a mule.
Luke asked his name.
"His name is Pete," June said.
"Pete is a fine mule."
Pete looked at Luke.
"Pete likes you, Luke,"
June added.
"Can Pete eat with us?"
Luke asked.
"It will be fun!"
"Pete!" June called.
Pete walked fast.
Pete looked glad.
"Pete eats cubes,"
June said.
She gave Pete his cubes.
Lesson 10.2: Other Long Vowel Patterns
Long e(spelled e), Long o(spelled o), and Long i (spelled i)

Vi, Mo, and Me

Words to Read

<table>
<thead>
<tr>
<th>no</th>
<th>go</th>
<th>be</th>
<th>Mo</th>
<th>he</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vi</td>
<td>hi</td>
<td>she</td>
<td>we</td>
<td>sky</td>
</tr>
<tr>
<td>my</td>
<td>by</td>
<td>silly</td>
<td>sunny</td>
<td>happy</td>
</tr>
<tr>
<td>grass</td>
<td>pass</td>
<td>said</td>
<td>come</td>
<td>the</td>
</tr>
<tr>
<td>want</td>
<td>to</td>
<td>down</td>
<td>now</td>
<td>saw</td>
</tr>
</tbody>
</table>

"No! I will not go!" I said.
"It will not be fun.
It will be silly."
"Mo will come," Mom said.
"Mo likes a picnic in the grass.
He will ask Vi."
"Will Vi and Mo
go now?" I asked.
"I want to see them."
I saw Vi and Mo and the sunny sky.
I yelled, “Hi!” at them.
They yelled, "Hi!"
I asked my mom,
"Can I race with
Vi and Mo?"
She said, "Yes, but be safe."
Mo, Vi, and I ran a lot.
Mom did not pass us by!
By the time the sun went down, it was time to go.
We felt happy.
Lesson 10.2 Other Long Vowel Patterns
Long e (spelled e), Long o (spelled o), and Long i (spelled i)

Old Jo

Words to Read
post   old   most   gold   hold
unwinds mild   wild   told   cold
Jo     he     he’s   loves   caws
fluffs swing   this   things   ready

At the end of this road, at the top of a post, is the home of Old Jo and the things he loves most. His nest made of straw is the color of gold, and he fills it with all the food it can hold.

Old Jo grabs a twig and unwinds a string and he ties them together to make a nice swing. He sings and caws with his voice that is mild.

Then he flies in the sky on a ride that is wild. Old Jo has a coat that is black I am told. He crows all day long—on warm days or cold. He does not undress when he is ready for bed. He just fluffs up his coat and tucks down his head.

When you think of Old Jo—his nest, swing, and all—think of the fun things you can recall.
Lesson 10.3: Other Long Vowel Patterns
Long i and long e spelled y

Can Billy Fly?

Words to Read

<table>
<thead>
<tr>
<th>my</th>
<th>why</th>
<th>fly</th>
<th>trying</th>
<th>cry</th>
</tr>
</thead>
<tbody>
<tr>
<td>by</td>
<td>try</td>
<td>sky</td>
<td>silly</td>
<td>Dotty Duck</td>
</tr>
<tr>
<td>funny</td>
<td>Dotty</td>
<td>sunny</td>
<td>Freddy Fly</td>
<td></td>
</tr>
<tr>
<td>can't</td>
<td>isn't</td>
<td>don't</td>
<td>rabbit</td>
<td></td>
</tr>
<tr>
<td>contest</td>
<td>wants</td>
<td>to</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>what</td>
<td>you</td>
<td>are</td>
<td>the</td>
<td></td>
</tr>
</tbody>
</table>

Billy is a silly rabbit. Billy wants to learn to fly. Billy is trying to fly. Bump! Thud! That isn’t funny. Billy, don’t cry.
Dotty Duck can fly by. Why can Dotty fly? Dotty is a duck. That is why she can fly.
Still, Billy will try to learn to fly. He wants to fly up in the sunny sky. What will happen?
Freddy Fly is buzzing by. It is a shame you can’t fly, Billy. But you are a rabbit. You have no wings!
That is why you can’t fly. This is not a contest. But you can be happy just the same.
Lesson 10.3: Other Long Vowel Patterns
Long i and long e spelled y

Rose Flies Home

Words to Read

bright  sky  I  try  spider
fright  cry  tiny  finds  my
child  flight  fly  high  I'll
right  I'm  flying  cries

It is a bright day.
The sunny sky is fine.
"I must try to get home on time,"
Rose said.
Rose sees a spider
on the crack.
It gave her a fright,
but she won't cry.
"Some spiders bite," she said,
"but this tiny spider is nice."
That spider strolls off.
Rose went on.
Rose finds a dime.
"For my bank," she said,
picking it up.
"I will save it for a treat."
The child went on her way.
Rose sees a plane in flight.
"Planes fly fast and very high," she said. "They must land on time."
Then Rose jumped and ran. "Mom told me to be home on time," she said. "I'll run right home."
Her home is in sight. Rose acts like a plane in the sky. "I'm flying home!" she cries. She lands right on time.
# Lesson 11.1: Endings

- *s, -es*

## Boxes for Flo

### Words to Read

<table>
<thead>
<tr>
<th>boxes</th>
<th>dishes</th>
<th>dresses</th>
<th>sketches</th>
<th>brushes</th>
</tr>
</thead>
<tbody>
<tr>
<td>rushes</td>
<td>pitches</td>
<td>presses</td>
<td>smashes</td>
<td>wishes</td>
</tr>
<tr>
<td>fixes</td>
<td>lunches</td>
<td>passes</td>
<td>buses</td>
<td>bunches</td>
</tr>
<tr>
<td>fetches</td>
<td>dashes</td>
<td>packs</td>
<td>go</td>
<td>Bo</td>
</tr>
<tr>
<td>where</td>
<td>the</td>
<td>out</td>
<td>to</td>
<td>some</td>
</tr>
<tr>
<td>into</td>
<td>a</td>
<td>down</td>
<td>her</td>
<td>for</td>
</tr>
<tr>
<td>of</td>
<td>Flo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Flo is packing boxes.
She packs dishes and dresses.
She packs sketches and brushes.
Where did the boxes go?
Flo rushes out to get more.
Bo has boxes. He tosses boxes into a bin. When the top presses down, it smashes them flat.
Flo wishes she had those boxes.
Will Bo save her some?
Grumpy Bo will not. Flo fixes homemade lunches. She gets Bo passes for buses. That makes Bo happy. Now Bo saves bunches of boxes for Flo. Thanks, Bo. Flo fetches all the boxes. She dashes back to her packing.
Lesson 11.1: Endings
-s, -es

Yard Sale

Words to Read
boxes  shelves  benches  glasses  dishes
dresses  books  brushes  waxes  crutches
sales  parties  pennies  dimes  cars
after  bought  people

Mom and Dad had a yard sale. Dad got down boxes from the attic shelves. One box had an odd red jar. “We will use this for cash at the sale,” said Dad.

At nine in the morning, Mom and Dad set their things on benches in the yard. The benches had glasses, dishes, dresses, comic books, brushes, waxes for cars, used crutches, and much more.

At ten, the yard was filled with people. Dad and Mom had fun with them. “Yard sales are like parties,” said Dad.

After five, Dad’s red jar was filled with pennies, dimes, and more. People had bought a lot. Then a man spotted Dad’s red jar. “Is that jar for sale?” he asked.

Dad dumped the cash in a bag and said, “Yes!” Mom and Dad had a great yard sale!
Cam smiled back at Clive. "Now we can rest," Cam added. Clive and Cam sat and rested in his snug hole.
Lesson 11.2: Endings
-ed

Showing and Telling

Words to Read
jumped  wiped  running  dropped  hugged
lifted  jogged  hopped  smiled  asked
smiling  nodded  grinned  filled  pets
up  early  ran  eat  from

Len jumped up early from his bed.
Len wiped his face and ran to eat.
"Stop running," Mom said.
"You will not be late." Len sat and ate
eggs that Mom made. Len dropped his
stuff in his big black bag. Len hugged his
mom. He lifted his bag.
Len jogged up the lane and hopped on
his bus.
His bus came to a stop. Len ran to class.
Len smiled at Pat.
"Did you bring it?" Pat asked, smiling.
Len nodded yes. Pat and Len grinned.
Len got his bag. In the bag was an odd
cage.
It was filled with five pet mice. Len pet his
mice. Len kept his pets with him in class.
Lesson 11.3: Endings
-ing

**Rocking and Kicking**

**Words to Read**
rocking  kicking  picking  starts  ball
kicks  naps  tick  tired  eats
her  take  a

Nan is eating. 3
Nan has a bib on 8
when she is eating. 12
When she is done eating, 17
Nan kicks a ball to Sam. 23
Sam is picking it up, and giving 30
the ball back to Nan. 35

Nan is getting tired. 39
Mom starts rocking Nan. 43
Mom is tired too. 47
Now, Mom is napping. 51
Dad is napping. 54
Sam is napping. 57
But is Nan napping? 61
She is not tired. 65
She is just sitting. 69
Lesson 11.3: Endings
-ing

Hopping Buffy

Words to Read
stepped  hopped  hopping  mopped
slipped  dripping  jogged  tripped
stopped  tapped  clapped  tapping
flopped  napped  getting  stepped
running  do  you  could
was  good  people  into
look  until  dance  class

Buffy came by to say hi!
Do you think she stepped?
No, Buffy hopped!

Buffy could not stop hopping.
She was like a frog.
When Buffy mopped and hopped,
she slipped and fell in the water!
Then she was dripping!

Later, Buffy jogged. She could
not stop jogging until Buffy tripped and stopped.

In dance class Buffy tapped, and people clapped.
Tapping was a lot like hopping! Buffy huffed and
puffed! She was so tired that Buffy flopped into bed.

Buffy napped for a while. Then at last, Buffy is getting
up. She is stepping and running.
Look! Buffy is not hopping!
Lesson 12.1: Syllable Patterns
VC/CV

A Rabbit and a Kitten

Words to Read

<table>
<thead>
<tr>
<th>basket</th>
<th>rabbit</th>
<th>kitten</th>
<th>Dee</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>feet</td>
<td>sweet</td>
<td>deep</td>
</tr>
<tr>
<td>keeps</td>
<td>she</td>
<td>he</td>
<td>be</td>
</tr>
<tr>
<td>a</td>
<td>her</td>
<td>too</td>
<td>to</td>
</tr>
<tr>
<td>they</td>
<td>the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dee has a basket.
It is deep and green.

Dee keeps a small rabbit in this basket.

Dee’s rabbit is black, but she has white feet.

Rabbit is a sweet pet.
Dee likes her.

Dee has a kitten too.
He is tan.

Dee’s kitten likes to be with his pet rabbit. Dee has nice pets.
They like the basket.
Herb Helps Out

Words to Read

<table>
<thead>
<tr>
<th>Herb’s</th>
<th>bird</th>
<th>Herb</th>
<th>her</th>
<th>butter</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>third</td>
<td>stirred</td>
<td>stir</td>
<td>batter</td>
</tr>
<tr>
<td>better</td>
<td>after</td>
<td>until</td>
<td>shirt</td>
<td>stirring</td>
</tr>
<tr>
<td>turned</td>
<td>like</td>
<td>saw</td>
<td>put</td>
<td>also</td>
</tr>
<tr>
<td>first</td>
<td>into</td>
<td>done</td>
<td>timer</td>
<td>splash</td>
</tr>
</tbody>
</table>

Herb’s mom was making a cake shaped like a bird.  
Herb was helping. He liked making this cake.  
Herb’s mom needed butter for her cake. She asked Herb to get it for her. Herb got his bench first. He had to stand on his bench to see. Herb saw butter in the third box. He got the butter for Mom.

Herb’s mom put milk and eggs in the batter. Herb also helped get those things. Herb helped stir the batter. At first he stirred fast, but then he splashed spots on his shirt. Herb got better at stirring. He did not stir fast after that. Herb’s mom put the batter in her bird pan. She turned her timer. It would take until five.

When the cake was done, Herb and Mom made it into a bird. It made Herb’s dad smile.
**A Writer and an Actor**

**Words to Read**

<table>
<thead>
<tr>
<th>writer</th>
<th>actor</th>
<th>baker</th>
<th>farmer</th>
<th>joy</th>
<th>toys</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td>moist</td>
<td>choice</td>
<td>soil</td>
<td>family</td>
<td>who</td>
</tr>
<tr>
<td>the</td>
<td>of</td>
<td>to</td>
<td>are</td>
<td>they</td>
<td>a</td>
</tr>
</tbody>
</table>

| Sue must make a family tree. | 6 |
| A family tree shows who is in her family. | 15 |
| Sue starts with her mom. | 20 |
| Mom is a writer. | 24 |
| She writes books. | 27 |
| Sue likes her mom’s books. | 32 |
| Sue’s dad is an actor. | 37 |
| He acts with much joy. | 42 |
| Sue’s dad is a good actor. | 48 |
| My mom’s dad made all sorts of toys. | 56 |
| My mom’s mom ran a toy shop. | 63 |
| Girls and boys liked to see those nice toys. | 72 |
| My Dad’s mom is a baker. | 78 |
| She makes buns. | 81 |
| They are always moist. | 85 |
| My Dad’s dad made the choice to be a farmer. | 95 |
| He made things grow in rich, brown soil. | 103 |
| Sue made her family tree. | 108 |
| She showed all these facts. | 113 |
| Sue is proud of her family! | 119 |
Lesson 12.2: Syllable Patterns

V/CV

Jason’s Music

Words to Read

<table>
<thead>
<tr>
<th>Jason’s music</th>
<th>even</th>
<th>tiny</th>
<th>pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>talent</td>
<td>finish</td>
<td>silent</td>
<td>never</td>
</tr>
<tr>
<td>finish</td>
<td>pounded</td>
<td>family</td>
<td>never</td>
</tr>
<tr>
<td>a</td>
<td>the</td>
<td>could</td>
<td>would</td>
</tr>
<tr>
<td>you</td>
<td>said</td>
<td>were</td>
<td></td>
</tr>
</tbody>
</table>

Jason had always liked music and hoped to play it well. Even as a tiny boy, Jason liked to sing and play. He pounded the keys. He even made up his own tunes. Mom and Dad asked for less noise. Jill shouted, “Stop!” But Jason did not stop. He played and played. Then Mom and Dad said yes. Jason could try music lessons. Jason borrowed a trumpet. Mr. Reese could give him lessons. Mr. Reese had lots of happy pupils. Jason started classes. Jason tried some notes. But horn music was not the music for him.

Jason tried to play music on a flute. His flute made odd sounds. Mrs. Lee told him, “You have so much talent. You will play well.” But Jason did not finish his lessons. Flute music was not for him. He needed to play music, but not on the flute.

Jason stopped playing music. He seemed sad. Jason had not found the best music for
him. The house fell silent. Mom and Dad longed for more noise. They longed for a louder house. Mom and Dad worried that Jason would never make music again.


Ms. Bates seemed pleased. “You need to focus on drum lessons,” she said. “You are a good pupil. You will play drums well in no time.”

Jason had lessons each week. He played rapid and slow beats on his drums. He started playing music with the class band.

Loud noises from his drums filled the house day and night. But his family did not care. Mom and Dad tapped their feet. Jill hummed. Mom, Dad, and Jill were quite proud of Jason. Jason was making music again!
Land for A Cabin

Words to Read

cabin  denim  robin  seven  polish  finish
Helen  Spanish  wagon  radish  timid  credit
have  bought  there  want  would  our

We wanted a spot to vacation. A cabin would be the best pick. Mom and Dad bought land seven blocks west of the big hotel. When we left the wagon during construction of the cabin, our wagon vanished in the tall grass. It is a haven for robins and rabbits.

We want to finish the cabin at the end of spring. There will still be a lot to do when the walls are up. We will have to shovel gravel and rock for the path. We will have to polish the glass. It will be fun to finish our vacation spot.
Lesson 12.3: Syllable Patterns
VC/V and V/CV

Begin to Dance

Words to Read

lemon  open  begins  limit  out
sour    mouth  frown  shows  afraid
what    a     said   you    to
behind  of     the    do     there

Pam will start dance class. Pam is afraid. Will she be left out? "What a sour face!" said Mom. "Did you eat a lemon? Smile! It will be fun." Mom pats Pam's cheek.

Pam will try to dance. Pam will step with her feet. She will swing her arms behind her. Pam will bring her hands high and open them. All of the girls do the same. Class ends so fast!

Pam opens her mouth. She begins to smile. She is happy. Pam can dance now! She will not frown and look sour. Her feet are happy at class! Pam likes to dance.

Pam shows that she can dance all day. She bends, turns, spins, and glides. At home there is no limit.
Lesson 13.1: R-Controlled Vowels

Day at the Farm

Words to Read

farm barn hard harm cart yard from
smart bark dark star car baby
she go Frank honks wings thing
honks they live very could look
every have

Cass is going to see Kate and Frank.
They live on a farm.

Cass sees baby cats in the barn.
She pets them but not very hard.
That could harm them.

Frank takes corn from a cart.
Cass and Kate feed it to hens and chicks in the yard.
The hens and chicks have wings.

Smart pups bark at sheep.
The pups make them go in the pen.

As it gets dark, Cass, Frank, and Kate look up.
Many stars shine.

Mom honks the car horn.
Cass runs and gets in the car.

Cass likes the farm.
The best thing is seeing Kate and Frank.
Barb’s Sharp Car

Words to Read

<table>
<thead>
<tr>
<th>Barb</th>
<th>Carson</th>
<th>car</th>
<th>large</th>
<th>dark</th>
</tr>
</thead>
<tbody>
<tr>
<td>art</td>
<td>bark</td>
<td>charming</td>
<td>army</td>
<td>guard</td>
</tr>
<tr>
<td>March</td>
<td>far</td>
<td>star</td>
<td>start</td>
<td>garden</td>
</tr>
<tr>
<td>barn</td>
<td>farm</td>
<td>darted</td>
<td>mart</td>
<td>arch</td>
</tr>
<tr>
<td>park</td>
<td>marsh</td>
<td>party</td>
<td>Mars</td>
<td>barge</td>
</tr>
</tbody>
</table>

Barb Carson loved her car. It was a large, dark blue car. It was a work of art and it was magic. People stared at Barb’s dark blue car. Dogs would bark when Barb honked her horn at them. Barb loved her charming car. She wanted to hire an army to guard it. Barb did not want anyone to harm her car.

In March, Barb wanted to take her car on a long drive. She wanted the air to blow through her hair. She wanted to go as far as a distant star. “My car can go as fast and as far as a hare can run,” thought Barb. “I will start my trip in the morning.”

She drove her car past the garden. She drove it past the big barn on the farm. Then she darted it past the food mart. She drove her car under the arch in the park. She drove it to the marsh. She drove her sharp car to a party. She drove it over large ice caps.

She drove her magic car into space. She drove it past Mars. She drove it through the stars. When Barb reached the sea, she parked her car on a large barge. She did not want the sharks to get her magic car. So she rode an ark over the sea.
Lesson 13.2: R-Controlled Vowels
or, ore, oar

At the Shore

Words to Read

<table>
<thead>
<tr>
<th>wore</th>
<th>store</th>
<th>part</th>
<th>score</th>
<th>fort</th>
<th>shore</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>for</td>
<td>short</td>
<td>corn</td>
<td>more</td>
<td>photo</td>
</tr>
<tr>
<td>trophy</td>
<td>we</td>
<td>go</td>
<td>from</td>
<td>one</td>
<td>water</td>
</tr>
<tr>
<td>of</td>
<td>to</td>
<td>eat</td>
<td>who</td>
<td>the</td>
<td>I</td>
</tr>
</tbody>
</table>

| I wore my cap from the store. | 7 |
| I got my backpack. | 11 |
| We can go! | 14 |

| We are at a port. | 19 |
| I see ships in the water. | 25 |
| I take a photo of the ships. | 32 |

| Dad and I see a ball game. | 39 |
| The score is six to five. | 45 |
| Who will win the trophy? | 50 |

| We drive to a big fort. | 56 |
| It has a big flag. | 61 |

| It is hot. | 64 |
| We can swim at the shore. | 71 |
| I can run or jump in the waves. | 79 |

| We go for a short walk. | 85 |
| We stop to eat clams and corn. | 92 |
| Dad has more clams than Mom. | 98 |
| We had fun. | 101 |
| But it is time to go! | 107 |
Lesson 13.2: R-Controlled Vowels
or, ore, oar

Farm Chores

Words to Read
Darling's  farm  before  far  more
barn  roared  horses  Darling  porch
hard  chores  part  sore  arm
dark  Patrick  kitten  rabbits  went
this  far  much  more  do

Patrick went to Jon Darling's farm. Patrick had not gone to this farm before. "Is it far?" Patrick asked. "Not much more," Mom said.

Patrick spotted Jon's farm. "His farm has a big red barn!" Patrick roared. "Are there horses, mules, and pigs?" His mom grinned.

Jon Darling sat on his porch with his kitten. Patrick jumped out. Patrick ran up to Jon. "Are you set to work hard?" Jon asked. "We do chores on this farm. You must do your part as well as you can."

Lesson 13.3: *R-Controlled Vowels*  
er, ir, ur

**Burt and Gert**

### Words to Read

<table>
<thead>
<tr>
<th>girl</th>
<th>Fern</th>
<th>bird</th>
<th>her</th>
<th>Burt</th>
<th>first</th>
</tr>
</thead>
<tbody>
<tr>
<td>chirps</td>
<td>twirls</td>
<td>perch</td>
<td>Herb</td>
<td>Gert</td>
<td>fur</td>
</tr>
<tr>
<td>curls</td>
<td>purrs</td>
<td>curb</td>
<td>squirm</td>
<td>swirl</td>
<td>for</td>
</tr>
<tr>
<td>short</td>
<td>store</td>
<td>he</td>
<td>she</td>
<td>a</td>
<td>good</td>
</tr>
<tr>
<td>the</td>
<td>friends</td>
<td>their</td>
<td>what</td>
<td>do</td>
<td>to</td>
</tr>
</tbody>
</table>

This girl is Fern.  
She has a bird.  
Her bird is Burt.

Burt is a good pet.  
First he chirps and sings.  
Then he twirls on his perch.

This is Herb.  
He has a cat.  
His cat is Gert.

Gert is a good pet.  
First she licks her fur.  
Then she curls up and purrs for a short time.

The friends and their pets meet on the curb by the store. What will the pets do?  
Gert starts to squirm.  
Burt starts to swirl.  
This meeting is not going well!  
Next time Fern and Herb will meet without pets!
Lesson 13.3: R-Controlled Vowels
er, ir, ur

Curt’s Bike Trouble

Words to Read

<table>
<thead>
<tr>
<th>Curt</th>
<th>turned</th>
<th>swerve</th>
<th>dirt</th>
<th>curb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curt’s</td>
<td>hurt</td>
<td>Fern</td>
<td>Nurse</td>
<td>Kirk</td>
</tr>
<tr>
<td>hurting</td>
<td>perked</td>
<td>first</td>
<td>corner</td>
<td>plaster</td>
</tr>
<tr>
<td>better</td>
<td>time</td>
<td>ago</td>
<td>fast</td>
<td>toward</td>
</tr>
<tr>
<td>say</td>
<td>enough</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some time ago, Curt rode his bike fast. He turned at this corner and rode toward a big hole. Curt did not swerve. His bike hit that big hole.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
<tr>
<td>23</td>
</tr>
<tr>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curt fell hard in the dirt by the curb. Curt’s leg hurt. Fern helped him. She yelled for Curt’s dad. Dad was sad for Curt. Dad had asked Curt not to ride fast. Curt didn't say a thing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
</tr>
<tr>
<td>53</td>
</tr>
<tr>
<td>65</td>
</tr>
<tr>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dad drove Curt to see Nurse Kirk. He put a plaster cast on Curt’s hurt leg. It stopped hurting. Curt perked up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
</tr>
<tr>
<td>89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curt went back to Nurse Kirk. &quot;This leg is better,&quot; Nurse Kirk said. &quot;You must use the rules and not ride fast.&quot; &quot;I will ride well,&quot; Curt said. “I had that big cast on for long enough!&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
<tr>
<td>112</td>
</tr>
<tr>
<td>125</td>
</tr>
<tr>
<td>126</td>
</tr>
</tbody>
</table>
Dee, Lee, and the Green Plants

Words to Read

<table>
<thead>
<tr>
<th>she</th>
<th>be</th>
<th>we</th>
<th>Dee</th>
<th>seeds</th>
<th>needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee</td>
<td>feeds</td>
<td>weeds</td>
<td>weeks</td>
<td>see</td>
<td>green</td>
</tr>
<tr>
<td>three</td>
<td>wheels</td>
<td>need</td>
<td>tree</td>
<td>beets</td>
<td>sweet</td>
</tr>
<tr>
<td>free</td>
<td>puts</td>
<td>little</td>
<td>the</td>
<td>work</td>
<td>for</td>
</tr>
<tr>
<td>they</td>
<td>many</td>
<td>to</td>
<td>under</td>
<td>a</td>
<td>are</td>
</tr>
<tr>
<td>said</td>
<td>thin</td>
<td>then</td>
<td>these</td>
<td>when</td>
<td></td>
</tr>
</tbody>
</table>

Dee digs holes. 3
She puts in thin little seeds. 9
Lee helps when she needs it. 15

Lee feeds the plants. 19
Then he picks the weeds. 24
Dee helps. 26

Lee and Dee work for weeks. 32
They see many tall green plants. 38

Dee and Lee use this box. 44
It has three wheels. 48

Lee and Dee need to rest. 54
They sit under a tree. 59

Dee and Lee pick beets. 64
These beets will be sweet. 69
And they are free! 73
“We did it!” said Lee and Dee. 80
Lesson 14.1: Vowel Digraphs
Long e (Spelled ee)

Three Weeks at Camp

Words to Read
meet need seed Kathleen week
sheet teeth keep greet three
green sleep speed to for
of the

Kathleen will spend three weeks at camp. She got a note in the mail with a list of things she will need.

The campers will sleep in a green tent. She will not need sheet, just a sleeping bag. She must bring a canteen and seeds to feed the chipmunks.

Each camper must bring a brush for teeth and socks to keep feet dry. They will meet at the jeep and be greeted by Mr. Green. He will speed them to camp for three weeks of fun.
Lesson 14.2: Vowel Digraphs
Long e (Spelled ea)

Peaches and Cream

**Words to Read**

<table>
<thead>
<tr>
<th>Bea</th>
<th>eats</th>
<th>much</th>
<th>peas</th>
<th>peaches</th>
<th>gleam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bea's</td>
<td>leaps</td>
<td>reach</td>
<td>dear</td>
<td>Dean</td>
<td>please</td>
</tr>
<tr>
<td>tea</td>
<td>Dean's</td>
<td>beak</td>
<td>sneaks</td>
<td>speaks</td>
<td>beats</td>
</tr>
<tr>
<td>heap</td>
<td>beams</td>
<td>feast</td>
<td>cream</td>
<td>real</td>
<td>treat</td>
</tr>
<tr>
<td>bread</td>
<td>breath</td>
<td>meant</td>
<td>head</td>
<td>lives</td>
<td>of</td>
</tr>
<tr>
<td>to</td>
<td>have</td>
<td>you</td>
<td>the</td>
<td>enough</td>
<td>are</td>
</tr>
</tbody>
</table>

- Bea lives by a tree on a farm. 8
- She eats meals of bread and peas. 15

- In summer, ripe peaches gleam on Bea’s tree. 23
- Bea takes a deep breath and leaps up. 31
- But she can’t reach them. 36

- Bea needs help, so she sends a note to Dean. 46
- “Dear Dean, please have tea with me at my tree.” 56

- Bea asks, “Can you reach the peaches?” 63
- Is Dean tall enough to reach? 69
- No. The peaches must be meant to stay on the tree. 80

- Bea gets an idea when Daisy sneaks by. 88
- Bea speaks to her. 92
- “Can you get the peaches?” 97

- Daisy gets up in the tree and beats on the branch. 108
- Peaches fall in a heap. 113
- Bea beams. 115

- Bea, Dean, and Daisy have a feast. 122
- Peaches and cream are a real treat. 129
Lesson 14.2: Vowel Digraphs
Long e (spelled ea)

Our Reading Party

Words to Read
reading  read  we  week  party
teacher  each  please  clean  need
team  be  easy  sweeping  Dee
Danny  Dena  cleaning  Steven  Jean
Lee  Peter  seats  feel  readers
treat  neat  eat  even  our
class  room  read  fact  got
again

The kids in my class like reading. We read and read. In fact, we got a prize for reading a lot. This week we will have a big party.

Our teacher gave each kid a job. "Please clean up this room," he said. "We need to clean as a team. It will be easy that way." Dee is sweeping. Danny is picking things up. Dena is cleaning the glass. Steven is dusting that shelf.

We bring things for this party. Jean is bringing cups. Lee is bringing plates. Mike is bringing napkins. Peter is bringing forks. We sat in our seats.

"You must feel good!" our teacher said. "You are good readers. This prize is such a nice treat." We clapped. Then we had neat treats to eat.

Our party was a blast! We will read even more to win again.
Lesson 14.3: Vowel Digraphs
Long a (Spelled ai, ay)

Tay on the Trail

Words to Read
raining trail Gail main tail plain
snail wait pain asked walked barked
called strayed may Tay strayed stay
jay way gray play said they
could was old oh what you’re
to you’ll the a today anymore

“It’s not raining today,” said Dad. 6
“We can hike on the trail.” 12
Gail asked, “May we take Tay?” 18
“Yes! We can take Tay”, said Dad 25
They all walked on the trail. 31
Then Yay left the main path. 37
Gail could see his tail anymore. 43
“Don’t stray, Tay,” called Gail. 48
Tay barked. Did he spy a snake? 55
No, it was a plain old snail. 62
“Wait, Tay!” called Gail. 66
Tay didn’t stay. 69
He barked more. 72
Did Tay spot a skunk? 77
No, it was a jay. 82
“This way, Tay!” called Gail. 87
Tay still strayed. 90
Tay barked more. 93
Oh, my! What was it? 98
It was a gray cat. 103
Gail said, “Tay, you’re a pain. 109
The trail isn’t a place to play. 116
Next time you’ll stay home!” 121
Lesson 14.3: Vowel Digraphs
Long a (Spelled ai and ay)

Critter Trail

Words to Read
rained  April  Jay  Gail  waited
trail  explained  wait  exclaimed  main
plain  play  quails  hay  gray
snails  paying  stayed  away  tail
minute  brought

It had rained and rained in April! Jay and Gail had waited long to hike. May 1st was a perfect hiking day. Jay gazed west. "I say hiking the west trail is the best way," explained Jay.

"Wait a minute!" exclaimed Gail. "April rain brought roses to the main trail. That west trail is plain." "Then on the main trail, you must play Spot That Critter," Jay said.

That's what Jay and Gail did on the main trail. Jay and Gail spotted five quails, a horse munching hay, five gray snails, and six birds paying a visit to a hole filled with rain.

Jay and Gail stayed away when they spotted a white and black tail. It was a skunk!

"I can spot one more critter," smiled Gail after hiking. "You, Jay!" Jay grinned at Gail's joke.
Lesson 15.1: Vowel Digraphs
Long o: spelled ow

Mr. Brown’s Dog

Words to Read
sows  rows  low  grow  now
crows  down  growls  howls  prowl
Brown  away  are  keeps

Mr. Brown sows seeds in rows. The seeds will be peas. At first, the plants in rows are low to the ground. Then the plants grow and grow. The plants are now big. The crows see the peas in the rows. The crows fly down to the ground and eat the peas.

Mr. Brown sends his dog after the crows. The dog growls and howls. The crows fly away. Mr. Brown has his dog prowl in the rows. The dog keeps the crows away.

Now, Mr. Brown can pick his peas and sell them. Mr. Brown has a good dog.
Lesson 15.1: Vowel Digraphs
Long O: spelled ow

The Snow Show

Words to Read
snows show flow blow glow
bow throw thrown made that
had his will man

It snows at the show. The snow at the show will flow and blow. Pat and Jim see the snow blow and flow. At the show, a man made of snow has a glow on his bow. Pat and Jim see the man throw his own bow.

The man throws his bow to the cat in the show. The thrown bow with the glow fell in the snow. The cat fell in the snow on top of the bow with the glow. The cat left the show with the bow that the man had thrown.
Lesson 15.2: Vowel Digraphs  
Long o: spelled oa

**Sloan’s Goal**

**Words to Read**

| Sloan        | floated | boats | soaked | coach | Joan | roamed | moaned | groaned | whoa | goal | Snow | grown | showed | blowing | growing | low | slow | flown | grow | row | crowed | enough | here | said | was | into | to | two | you |
|--------------|---------|-------|--------|-------|------|--------|--------|---------|------|------|------|-------|--------|---------|---------|-----|------|-------|-----|-----|------|-------|------|-----|-----|-----|-----|-----|

Sloan and Snow were floating toy boats in the pond. When one crashed, Snow got soaked. Snow moaned and groaned.

Then a ball came rolling by.  
“May I play?” Sloan asked.  
“You’re not grown up enough,” Dave claimed.

“I’m the coach,” called Joan.  
“Can you kick?”  
Sloan showed her his best kick.  
Joan said, “Play back here.”

Sloan roamed back and forth on the field with the rest of the team. The wind was blowing.

Just when Sloan was going, the ball came at him. Whoa! Sloan kicked it.  
His kick was low and not slow. Sloan pumped his arm. Yes! The ball had flown into the goal.

“A goal!” yelled Dave.  
“I’ll score two in a row,” Sloan crowed.
Lesson 15.2: Vowel Digraphs
Long O: spelled oa

Whoa!

Words to Read

go  roller  coaster  Joan  okay
roll  slow  over  low  told
so  going  below  float  moment
whoa  thrown  moaned  groaned  always
been  pushed

“Let’s go on this roller coaster, Kathy!” Joan said. Kathy had always been afraid of roller coasters. Still she said, “Okay!”

As the roller coaster started to roll, it was slow. It went over a low hill. “This is fun!” Joan told Kathy. Kathy didn’t think so.

Next the coaster started up a steep hill. It was slow, but the coaster kept going up and up. Kathy spotted people way, way below.

On top of the steep hill, the coaster seemed to float for a moment. But then it dove fast! Joan yelled, “Whoa!” Kathy didn’t!

As the coaster whipped back and forth, the girls got thrown and pushed from side to side. Kathy moaned and groaned. When the ride was over, Joan yelled, “Let’s go again!” Kathy groaned.
Lesson 15.3: Vowel Digraphs
Long I: spelled ie and igh

Just Right!

Words to Read
sight tight lie high might light
night right shriek shield field look
you out of to too there

Let’s play hide and seek.
Let me look for you.
I will shriek.
“Hide out of sight!”

Try to hide in this box.
The lid will not close.
It is a tight fit.

Try to use that rug as a shield.
No, it is not big!
You are not out of sight!

Can you hide in this tree in the field?
Sit on that branch.
No, it is too high.

Inside this cave might be fine.
No, there is no light.
It is dark like night!

By this shelf might be fine.
No, I can see you in the light!
Get out of sight!

Lie under this bed.
I will not see you.
Yes, this is just right!
Lesson 15.3: Vowel Digraphs
Long i: igh, ie

Tie at Night

Words to Read
Tie night die flight lie
shy spy day around bird
brother path cannot find flight

My brother Ty likes to spy at night. Ty feels like he will die if he cannot spy bugs. Ty will find a bug on the path at night. Ty can see a bird at flight at night. I will not tell a lie. Ty would like to be a bird in flight at night. Ty would also like to be a bug on the path at night. Ty likes to spy at night. When day comes, Ty is shy. He does not like to spy when it is day. Ty is shy around the bugs he can spy in the day. Ty is shy when birds fly by. Ty is too shy to spy in the day.
Lesson 16.1: More Vowel Sounds
/e/ spelled ea

Jen Dreamt

Words to Read
Jen  bread  dreamt  bread  spread
instead  head  leapt  breakfast  Mom
dab  tasted  had  lifted  went

| Jen had bread and then went to bed. | 8 |
| Jen dreamt her bed was made of bread. | 16 |
| “Can I dab the bread bed in milk?” Jen said. | 26 |
| “Or can I spread jam on it instead?” | 34 |

| Jen dreamt that she leapt up on her bread bed, and spread jam all over. Then she dreamt that she tasted it and the bread bed was good! | 43 |
| 52 |
| 62 |

| Jen lifted her head and leapt from her bed. | 71 |
| “Mom, can I have bread for breakfast? Can I spread jam on my bread?” | 88 |
| 95 |
Lesson 16.1: /e/ spelled ea

Dressed for Weather

Words to Read

breakfast  weather  toasted  bread  breath
spread  sweater  thread  leapt  bed
ready  dreadful  weather  leather  said
head  hanging  would  cold  wanted

| At breakfast, Suzy wanted to know the weather. It looked like a bad day outside. | 7  |
| Snow would be in the weather today. Suzy’s mom toasted the bread. It would be so cold that you would be able to see your breath. | 15 |
| Suzy’s mom spread jam on her toast. Then she looked at her sweater. It had a thread hanging. Suzy’s sister leapt from the bed. She wanted to be ready for the dreadful weather. | 23 |
| “Where are my leather boots,” she asked. Dad said, “find your hat for your head!” | 32 |

At breakfast, Suzy wanted to know the weather. It looked like a bad day outside. Snow would be in the weather today. Suzy’s mom toasted the bread. It would be so cold that you would be able to see your breath. Suzy’s mom spread jam on her toast. Then she looked at her sweater. It had a thread hanging. Suzy’s sister leapt from the bed. She wanted to be ready for the dreadful weather. “Where are my leather boots,” she asked. Dad said, “find your hat for your head!”
Lesson 16.2 More Vowel Sounds

A Good Book

Words to Read
books  what  look  these  good
looking  stood  maybe  read  cook
cookbook  put  took

Mike has a card that he uses to get books. What kind of book will he look for? Mike runs up these steps. He sees books, books, and more books! Can Mike find a good book? Mike will ask the man at this desk. “I’m looking for a book,” Mike said. “A book? We have lots of books? What kind do you want?” he asked. “I am looking for a good book,” Mike said as he stood and looked at books. “Maybe I’ll read this book. It will teach me how to cook!” Mike will check out this cookbook! The man took Mike’s card and he took Mike’s book. Then he gave the book and card back to Mike. Mike put his bag down and took a seat. The book was full of good things to eat. Mike will take his book home. He will cook with his mom! Mike is on his way to being a good cook!

Woof! Woof! Barked the dog that doesn’t know us. His bark lets the Rooks know we have come.

First, we look inside the Rook’s cabin. Inside we see that food is cooked in pots that are hung on hooks over a wood fire.

Jenny Rook spins yarn from sheep’s wool. She will use the yarn to knit a hooded blanket for the new baby.

Simon and Becky Rook dipped pails in the brook. It took them seven trips to get enough water for one day!

Dan Rook showed us how he cleans a horse’s hoof. That’s its foot.
That horse just about stood on my foot!
Soon we had to say good-bye.
The Rooks shook hands with us.
We had a good time at the Rooks’ farm.
Lesson 16.3: More Vowel Sounds
/e/ ie, ey

The Silly Monkey

<table>
<thead>
<tr>
<th>Words to Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joey</td>
</tr>
<tr>
<td>honey</td>
</tr>
<tr>
<td>plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sentence</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom and Joey get in the car.</td>
<td>7</td>
</tr>
<tr>
<td>Joey wants to go to the zoo.</td>
<td>14</td>
</tr>
<tr>
<td>Mom gives Joey money.</td>
<td>18</td>
</tr>
<tr>
<td>Joey rides on a donkey.</td>
<td>23</td>
</tr>
<tr>
<td>Joey sees a monkey.</td>
<td>27</td>
</tr>
<tr>
<td>The monkey makes a face at Joey.</td>
<td>34</td>
</tr>
<tr>
<td>The monkey sees a man with a key.</td>
<td>42</td>
</tr>
<tr>
<td>The monkey has a plan.</td>
<td>48</td>
</tr>
<tr>
<td>The monkey is out!</td>
<td>52</td>
</tr>
<tr>
<td>He rides on the donkey.</td>
<td>58</td>
</tr>
<tr>
<td>He eats a cub’s honey.</td>
<td>63</td>
</tr>
<tr>
<td>The monkey gives Joey the key and goes back in the cage.</td>
<td>72</td>
</tr>
<tr>
<td>The monkey is a thief.</td>
<td>77</td>
</tr>
<tr>
<td>He had the key and a piece of honey for a brief time.</td>
<td>82</td>
</tr>
<tr>
<td>The monkey is in charge like a chief.</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>103</td>
</tr>
</tbody>
</table>
Lesson 16.3: More Vowel Sounds
/e/ ie, ey

The King Who Was Late

Words to Read
Shelley  honey  valley  money  grieves
grieves  piece  thieves  field  grief  dinner
grief  spice  tonight  always  greedy  maid

| Lady Grieves told the maid, | 5 |
| "Please tell dear Queen Shelley that King Money may invite five greedy mice to dinner tonight." | 15 |
| The maid told Prince Valley, | 21 |
| "Please tell dear Queen Shelley that King Money might fight thieves in the field before dinner tonight." | 26 |
| Prince Valley told Princess Honey, | 35 |
| "Please tell dear Queen Shelley that King Money may add the right spice and make a fine dinner tonight." | 43 |
| Princess Honey told dear Queen Shelley, | 48 |
| "Dear Queen Shelley, King Money may be late to dinner tonight. He does not want you to wait." | 58 |
| Queen Shelley answered, | 67 |
| "Dear King Money is always late. I will save him a piece of dinner and give him a bit of grief later for being late." | 73 |
Lesson 17.1: Vowel Patterns with /ü/ oo

**Zoom! Zoom!**

**Words to Read**
- zoo
- zoomed
- coo
- noon
- food
- hoops
- too
- many
- other
- were
- thought
- was
- what
- you
- do
- remember
- to

Luke is fast.
He walks so fast that he misses many things.
Luke went to the zoo.
Luke went past apes.
Other kids stopped.
Luke zoomed on.
They were huge!
Other kids stayed to look.
Luke zoomed on.
Luke zipped past birds.
"Coo, coo," called bright birds.
Luke did not stop.
He zoomed on.
At noon a man gave food to the fish.
Fish swim fast for food!
Luke zoomed on.
Seals threw balls in hoops.
All the kids thought it was fun.
Luke missed the show.
“What did you see at the zoo?” Mom asked.
“It all went by too fast!”
Lesson 17.1: Vowel Patterns with /ü/
 oo

Sally’s New Puppy

Words to Read
Scoots  noon   moon   too   boot
shooed  juice  fruit  Woo  choose
droopy  smooth  grooming  true  school
stoop  scoops  food  mood

On Sunday, Sally got a new puppy. Cool! Sally named her puppy Scoots. Sally played with Scoots from noon until the moon shone in the sky. Bedtime came too soon! When Sally woke the next day, Scoots was chewing her blue boot. "No Scoots!" Sally yelled as she shooed him away. Sally had juice and fruit. In class, Miss Woo asked kids to draw. Sally thought for a single instant. That’s all the time she needed to choose what to draw. Scoots! Sally drew droopy eyes and a smooth nose. She drew fur that needed grooming. Her picture was true to life, too! After school, Sally ran home. On her stoop, she heard Scoots barking in the house. Was he waiting for her? Inside, Sally gave Scoots hugs and three scoops of food. Thanks to Scoots, Sally was in the best mood!
Lesson 17.2: Vowel Patterns with /ü/

The Stew

Words to Read
Drew  stew  threw  brew  chewed
new  Sal  nice  shade  they
make  Knew  smelled  onions  beans
could  tasted  blew  yuck  stove

Sal and Drew thought they knew how to make a stew for their mom. Sal went to the store to get lots of stuff to put in the stew. When Sal got home Drew was at the stove. They threw fish, milk, and salt in a pot and let it brew on the stove. It did not smell good. Then they threw potatoes, onions, and beans. Now that the stew smelled good so they let it brew longer.

Later Sal and Drew sat down to try their stew. It was hot, so they blew on it. When they tasted the stew, they chewed and chewed and chewed. Sal and Drew had let the stew brew too long. Yuck! Sal and Drew could not give this to their mom, so they threw it out. Time to make a new stew.
Lesson 17.2: Vowel Patterns with /ü/
ew

Pot of Gold

Words to Read
Lew blew clue crew new
flew few happy gold looked

Lew went on a walk one day. He fell over a rock in the road. When he got up, a red cloth blew by. He picked it up. On the cloth was a clue. It said that it would take him to a pot of gold! Lew was so happy. He called in his crew to help him find the pot of gold.

Lew and the crew looked at the clue and the map. This led them to a new clue. It was under a log. The new clue told them to fly over the sea and look for a red path.

Lew and his crew flew over the sea and looked for the red path. They saw a few red paths. Lew and his crew walked down all of the red paths. All of the paths led to the same boat. Lew and his crew used the boat to look for the gold.

Lew and the crew took the boat out to sea. Many birds flew by. The birds perched in one spot. Lew docked the boat at this spot and the crew jumped in the sea. They had found the pot of gold! Lew and the crew were happy!
Lesson 17.3: Vowel Patterns with /ü/
ue, ui

Clues for Sue

Words to Read

<table>
<thead>
<tr>
<th>Sue</th>
<th>few</th>
<th>clue</th>
<th>fruit</th>
<th>new</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
<td>suit</td>
<td>chew</td>
<td>knew</td>
<td>knows</td>
</tr>
<tr>
<td>knitted</td>
<td>knots</td>
<td>wrote</td>
<td>wreath</td>
<td>goal</td>
</tr>
<tr>
<td>coat</td>
<td>room</td>
<td>knows</td>
<td>show</td>
<td>grow</td>
</tr>
<tr>
<td>look</td>
<td>find</td>
<td>said</td>
<td>touch</td>
<td>laughs</td>
</tr>
<tr>
<td>was</td>
<td>were</td>
<td>around</td>
<td>to</td>
<td>the</td>
</tr>
</tbody>
</table>

Dad knows a game for Sue.
The goal is to find a few clues that Dad wrote.
Dad shows Sue her first clue.
“The first clue is by that fruit,” said Dad.
“It is in that bright blue pot.”
Sue reads her first clue.
“Take six steps to Dad’s desk.
Touch the pad to see the next clue.”
Sue reads her new clue.
“Look for the trail up the steps.”
Sue runs to the steps.
She laughs.
The trail is made of Dad’s knitted socks.
Sue spots the clue by Dad’s bed.
“Find Dad’s new blue coat.”
Sue reads her last clue.
“He likes to bark, run, roam, and chew on knots.
He will grow big!”
Dad hugged Sue.
“I knew this pup was right for Sue.”
Sue’s arms were like a wreath around that pup!
Lesson 17.3: Vowel Patterns with /ü/
ue, ui

New Clues

Words to Read
clue    blue    timer    room    broom
new    clue    noon    cool    food
juice    took    tooth    bathroom    blue
which    found

I hear it go tick. I hear it go tock. Mom gave me a clue to find her blue timer. It said, "Go to the room with the big broom." The room with the broom had this new clue in place. It said, "Go to the room where you sit at noon." At the table, my new clue waited. "Find that place that keeps food cool." That freezer is cold! That food and juice are frozen. I took that clue out! It told me to find that place where each tooth is brushed! That clue in the bathroom asked me to find the room with blue rugs. Which room has blue rugs? That's my room! The time goes "tick, tock." But I can't find it! The timer went "ding!" No new clues can be founds. Mom, show me where the timer is now!
Pat hugged her hound, Max. But Max was a grouch! What will make Max happy? “Maybe Max needs a new doghouse,” said Mom. But Max was still a grouch.

“How about a pound of dog bones?” asked Dad. Dad set a large bone on the ground. Max spit the bone out of his mouth with a loud sound! Max was still a real grouch.

“How about a long walk?” asked Pat. She and Max walked around the park. Now Max was a tired grouch. Pat went to feed Max. “Look, Mom!” Pat whispered. “Max found a mouse pal!” Max was finally happy.
Lesson 18.1: Vowel Diphthongs
ou

The Mouse

Words to Read
mouse  house  couch  bounds  around

crouch  bounced  sprout  out  mound

blouse  pouch

I had a mouse that lived in my house. It lived under my couch. It liked to jump in leaps and bounds around the room. The mouse also liked to crouch under my bed to hide from the cat. When the cat bounced on the bed the mouse would sprout out from under the bed and run around the room. It would run through the mound of clothes on the floor. It got caught in my red blouse.

I put a pouch beside the blouse and waited for the mouse to run in so I could catch it. The mouse ran out of the blouse and bounced in the pouch. I shut the pouch and bounced out the door to throw the mouse in the grass. Now there is not a mouse in my house.
Lesson 18.2: Vowel Dipthongs

The Harvest

Words to Read

<table>
<thead>
<tr>
<th>town</th>
<th>around</th>
<th>allowed</th>
<th>loud</th>
<th>shower</th>
</tr>
</thead>
<tbody>
<tr>
<td>ground</td>
<td>out</td>
<td>crowded</td>
<td>surrounded</td>
<td>hours</td>
</tr>
<tr>
<td>pounds</td>
<td>clouds</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Everyone visits the town square in summer. Children play all around. We work in the garden. But no dogs are allowed!

Sometimes in June the clouds get dark. We hear loud thunder. Then the garden gets a shower!

We take good care of the ground around the plants. We take out the weeds. Plants are stronger when they are not crowded by weeds.

At the end of summer, we harvest the food that was planted and grew.

Our crew works for hours! Then we are surrounded by pounds and pounds of super cucumbers, beans, peas, and tomatoes.
Browny the Clown

Words to Read
Browny  gown  clown  town  cows
owls  wow  crowd  now  how
growls  down  pow  howl  crowd
bow  frowning  around  couch  Bouncy
out  loud  mouth  boots  balloons
tools  room  too  puts  into
find  looks  are  people  two
the

Browny puts on a red nose and wig.  8
She puts on a silly gown and huge boots. Why?  18
Browny is a clown.  22
Browny is the best clown around town.  29
She uses balloons as tools and makes them into cows  39
or owls.
Her dances will make you say, “Wow!”  48
A crowd is waiting, but Browny is frowning. Why?  57
Clowns need painted faces.  61
Browny can’t find her paints.  66
Browny looks in each box and under the couch.  75
She looks all around the room.  81
Maybe Bouncy the dog can help. But how?  89
Bouncy barks and growls out loud.  95
Browny cries, “Not now, Bouncy!”  100
Bouncy leaps at the shelf.  105
Down falls a case! Pow!  110
Browny’s paints are in the case.
Her mouth now has a smile.
“Thanks, Bouncy!”
People howl at Browny.
The people howl at Bouncy too.
The crowd claps, and two clowns bow.
Words to Read

Floyd  Joy  Hoy  Boy  join
Roy  Joyce  oils  joints  coils
hoist  voice  choice  toy  boil
noisy  moist  spoil  joyful  soil
rushes  crashes  watches  named  smiling
races  across  they  again  everything

Floyd owns a sailboat named Pride and Joy.  8
In the summer Floyd sails his beautiful boat across Lake Hoy.  17
This time a boy and a girl join the sailboat’s crew.  19
Roy and Joyce will help Floyd.  30
They are smiling.  36
Roy oils gears and joints.  39
Joyce wraps ropes into neat coils.  44
They help hoist the sails.  50
The crew races quickly when Floyd talks.  55
They have no choice.  61
Floyd is in charge.  65
The sailboat rushes into a bad storm.  69
It bounces like a toy boat in a bathtub.  76
A wave boils up and crashes on deck.  85
At last, the noisy wind and rain die down.  93
Floyd watches the sky.  102
He says, “It’s clearing up.”  106
Everything is a little moist, but a storm can't spoil this trip.  111
Still, the crew is joyful when they step on soil again.  122

Lesson 18.3: Vowel Diphthongs
oi, oy

Joy’s Flowers

Words to Read

Joy
brown
moist
out
found
now
shower
ground
flowers
how
sprout
noise
frown
pound
without
soil
drown
proud

Joy found a bag of flower seeds. What can she do with them? Joy had a frown on her face. Then she smiled. She will make a garden in the soil! What will she do first? Joy will plant her seeds. A good spot of land is what Joy needs. This soil is nice and brown. Joy digs tiny holes for the seeds. She will dig holes for every single one of them! Now the seeds can be planted. One seed in each hole is how it’s done.

Put soil on top, but do not pound it down! It’s time to make the soil moist. It is a shower for the flowers! It will help them sprout. Now they just need sunlight. When will the flowers sprout? Without a noise, the flowers will poke out of the ground and grow up to the sky. Joy is so proud! Her flowers did get big. She will pick one flower and take it home.
Lesson 19.1: Vowel Patterns with /o/ a, al (ball)

Get the Ball

Words to Read

<table>
<thead>
<tr>
<th>ball</th>
<th>talk</th>
<th>walk</th>
<th>call</th>
<th>small</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>the</td>
<td>one</td>
<td>they</td>
<td>too</td>
</tr>
</tbody>
</table>

Hit the ball, Ben!  
Ben cannot hit it.  
Hit the ball, Nick!  
Nick hits the ball.  
It is stuck in that tree.  
Ben and Nick are small.  
They cannot get it.  
They call Tim.  
Can Tim get the ball?  
Tim cannot get the ball.  
The boys walk over and talk to Mom.  
Mom is tall.  
Mom can reach up and get the ball.  
Now Mom get’s to hit the ball.
Lesson 19.1: Vowel Patterns with /o/
   a, al

The Bootmaker's Daughter

Words to Read
bootmaker small Walt daughter stall
all halt merchant pieces tricky

<table>
<thead>
<tr>
<th></th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long ago, a bootmaker and his</td>
<td></td>
</tr>
<tr>
<td>daughter lived in a small city.</td>
<td></td>
</tr>
<tr>
<td>The bootmaker was called Walt.</td>
<td></td>
</tr>
<tr>
<td>His daughter was Jenny.</td>
<td></td>
</tr>
<tr>
<td>One day, Walt passed the stall</td>
<td></td>
</tr>
<tr>
<td>of a rich merchant.</td>
<td></td>
</tr>
<tr>
<td>“Halt!” cried the merchant.</td>
<td></td>
</tr>
<tr>
<td>“How much for all you have?”</td>
<td></td>
</tr>
<tr>
<td>“Ten gold pieces,” Walt said.</td>
<td></td>
</tr>
<tr>
<td>The merchant paid Walt ten gold</td>
<td></td>
</tr>
<tr>
<td>pieces. Then the merchant</td>
<td></td>
</tr>
<tr>
<td>got into the cart and told Walt</td>
<td></td>
</tr>
<tr>
<td>to get out.</td>
<td></td>
</tr>
<tr>
<td>“Why should I get out of my</td>
<td></td>
</tr>
<tr>
<td>cart?” asked Walt.</td>
<td></td>
</tr>
<tr>
<td>“You agreed to sell all,” said</td>
<td></td>
</tr>
<tr>
<td>the tricky merchant. “That</td>
<td></td>
</tr>
<tr>
<td>includes the cart and horse. I</td>
<td></td>
</tr>
<tr>
<td>bought it all. It’s mine. Ask</td>
<td></td>
</tr>
<tr>
<td>the judge!”</td>
<td></td>
</tr>
<tr>
<td>Walt found the judge and told</td>
<td></td>
</tr>
<tr>
<td>his story.</td>
<td></td>
</tr>
<tr>
<td>“You should be clearer,” said</td>
<td></td>
</tr>
<tr>
<td>the judge. “I cannot help you.”</td>
<td></td>
</tr>
<tr>
<td>Walt walked slowly home and</td>
<td></td>
</tr>
<tr>
<td>told Jenny all.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 19.2: Vowel Patterns with /o/  
au, aw (cause)

It Is No One’s Fault

Words to Read
Dawn  Paul  coleslaw  flaws  thawed  
because  sauce  hauls  raw  straw  
pause  bawls  fault  squawks  crawls  
sprawls  draw  are  their  of  
to  who  they  a

Dawn and Paul are fixing meat loaf and coleslaw for dinner.  
Their plan has a few flaws.  
First, the meat is not thawed.  
Dawn left it in the freezer all day.  
Next, the sauce burns in its pot.  
Why? Because Paul didn’t stir it on the stove.  
When Dawn hauls the meat loaf out of the oven, it is raw inside. Why? Because Paul didn’t turn on the oven.  
The coleslaw tastes like straw.  
Why? Because Dawn didn’t pause to add oil or spices.  
Paul bawls at Dawn, “This isn’t my fault!”  
Dawn squawks back, “This isn’t my fault!”  
Dawn crawls on the couch.  
Paul sprawls on the rug.
| The meal was not Dawn’s fault.       | 115 |
| It was not Paul’s fault.            | 120 |
| They need to think for a time.      | 127 |
| Later, Paul and Dawn draw straws to see who    | 136 |
| will clean up the mess.             | 141 |
**Dawn’s Daughter**

**Words to Read**

<table>
<thead>
<tr>
<th>Dawn</th>
<th>daughter</th>
<th>fawn</th>
<th>crawling</th>
<th>walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>taught</td>
<td>lawn</td>
<td>fall</td>
<td>sidewalk</td>
<td>talk</td>
</tr>
<tr>
<td>ball</td>
<td>caught</td>
<td>call</td>
<td>smalls</td>
<td>calls</td>
</tr>
</tbody>
</table>

Dawn has a daughter. Dawn gave her daughter the name Fawn. Fawn is just a bit past two years old. This summer, Fawn stopped crawling. Now she can walk! Dawn had taught Fawn to walk on the lawn. That way, Fawn did not fall and get hurt on the sidewalk. Fawn can talk a bit, too! When Fawn wants a hug, she can say, "Arm!" When Fawn is hungry, she will say, "Mouth!" When Fawn wants to play, she will say, "Ball." Fawn has not caught the ball yet, but she tries! Fawn can call for her pet kitty, Mister Smalls. When Fawn sees Mister Smalls do his trick, Fawn calls, "best kitty!" Fawn likes to pet Mister Smalls on his paws. But Mister Smalls would rather just yawn and take a nap. So would Fawn!
Lesson 19.3: Vowel Patterns with /o/ augh, ough

All That Moms Do

Words to Read
lawn  thought  ought  caught  squawking
sought  taught

At the end of the lawn in Jim’s backyard was an old tall walnut tree. Jim’s dad had made a house in it, and Jim often went there to think about things. As he sat and thought about stuff, he liked to hear the wind in the leaves, and see birds flutter from branch to branch. One day Jim went to his tree house because he didn’t want to clean his room. “Your room is a mess,” Mom had said. “I want you to clean it by lunchtime.”
“No! No! No!” Jim thought. “It’s my room and I ought to be free to keep it that way!”
He ran to his treehouse. “I’ll stay here for ten years,” Jim said. Jim sat in the tree and gazed at his house. “Mom is always asking me to clean my room or make my bed,” he grumbled to himself. Just then Jim caught sight of something outside the window.
“Chirp, chirp, chirp.”
Jim saw a baby bird in a nest, calling for food. A moment later a big bird landed beside the baby. “That must be its mom,” thought Jim.
The mother bird filled her baby’s mouth with the food she brought back. The little bird gobbled up its dinner. Then it started squawking again. Mother bird soared off to find more food. The big bird brought back more food and left again. The big bird sought more and more food. She always brought it back to her baby. Jim counted thirteen trips in all.
“That mom works hard,” Jim thought. And suddenly, he thought about his mom. “My mom works hard also. She feeds me just like that mother bird feeds her small baby.” Jim got down from the tree and returned to his house. Without a sound he went up to his room and picked up his toys. Then he cleaned up the mess on his bed and desk. Jim went to find his mom. She was making lunch from food she had bought.

“I'm starving,” Jim told her.

“What's your room like?” asked his mom.

“Go see it,” said Jim. Jim's mom walked down the hall and came back a moment later smiling.

“Wow, Jim!” What made you clean it? She asked.

“A little bird taught me how!” Jim exclaimed.
Lesson 20.1 Schwa
In first syllable

Sylvester’s Notes

<table>
<thead>
<tr>
<th>Words to Read</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>circus</td>
<td></td>
</tr>
<tr>
<td>problem</td>
<td></td>
</tr>
<tr>
<td>children</td>
<td></td>
</tr>
<tr>
<td>pencil</td>
<td></td>
</tr>
<tr>
<td>tickets</td>
<td></td>
</tr>
<tr>
<td>kitchen</td>
<td></td>
</tr>
<tr>
<td>seconds</td>
<td></td>
</tr>
<tr>
<td>elephants</td>
<td></td>
</tr>
<tr>
<td>traveling</td>
<td></td>
</tr>
</tbody>
</table>

Sylvester sat at his desk in the circus train’s caboose. Sylvester felt stressed. He had so much to remember. Running a circus was hard! Right now Sylvester had to get asparagus for his elephants, clean his shark’s traveling aquarium, shine the marble steps used for dog tricks, check the weather, feed his hamster, get hammers for his crew, and more. Sylvester’s problem was that he forgot a lot! He was afraid he might forget even more! He needed a way to remember to get apples for his horses, get ready for the children’s show, and ask baker Bob to whip up fresh pretzels. How would Sylvester remember all this? Then an idea hit him. He could write things on little notes. He would stick those notes on his desk. Sylvester found sticky yellow pieces of paper. With his pencil, he wrote note after note on those papers. He stuck them along his desk’s
edges. In no time, his desk was decorated with yellow notes that said things like get more bubble wrap, print tickets for next show, have kitchen helpers clean oven, and order more yellow paper notes.

Sylvester had just stuck that last note on his desk when his circus train started. In seconds, it raced along the tracks. Wind blew into the caboose’s side window. Wind blew Sylvester’s yellow notes out the caboose’s back window. Sylvester got up and closed the windows. Then he sat down and wrote a new note and tacked it in the center of his desk. It said Close the windows before the train starts.
Lesson 20.2 schwa
in second syllable

A Rabbit and a Kitten

Words to Read
basket  rabbit  kitten  Dee  feet
green  feet  sweet  deep  keeps
she  he  be  a  her
too  to  they  the

Dee has a basket.
It is deep and green.
Dee keeps a small rabbit in this basket.
The rabbit is black, but she has white feet.
The rabbit is a sweet pet.
Dee likes her.
Dee has a kitten too.
He is tan.
The kitten likes to be with the rabbit.
Dee has nice pets.
They like the basket.
Lesson 20.3 silent letters gn

Camp Gnome

Words to Read

<table>
<thead>
<tr>
<th>gnome</th>
<th>know</th>
<th>sign</th>
<th>designs</th>
<th>knew</th>
</tr>
</thead>
<tbody>
<tr>
<td>write</td>
<td>climb</td>
<td>knit</td>
<td>knee</td>
<td>wrap</td>
</tr>
<tr>
<td>wrong</td>
<td>gnat</td>
<td>thumb</td>
<td>numb</td>
<td></td>
</tr>
</tbody>
</table>

Bruce spent a week at Camp Gnome. At first, he didn't know what a gnome was. But the camp sign showed an elf. A gnome was an elf! The camp had lots of other gnome things. It had gnome pictures, designs, and little stone gnomes. Now Bruce really knew what a gnome was! On his third night at camp, Bruce had to write home. He told Mom that he climbed a rope. He learned how to knit a gnome scarf, too! He told her that he skinned his knee. The man who was in charge of camp helped wrap it. As he wrote, bugs flew by his head. Bruce told Mom this place had the wrong name. It should be called Camp Gnat. After writing a bit, Bruce's thumb went numb. He signed the letter and dropped it in the gnome mailbox.
Lesson 21.1: More Silent Letters

The Knight Took His Knife to the King

Words to Read

<table>
<thead>
<tr>
<th>knight</th>
<th>knife</th>
<th>knock</th>
<th>knelt</th>
<th>knee</th>
</tr>
</thead>
<tbody>
<tr>
<td>knack</td>
<td>knit</td>
<td>knot</td>
<td>knead</td>
<td>gnarl</td>
</tr>
<tr>
<td>thread</td>
<td>king</td>
<td>crafts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The knight took his knife to the king. The knight gave a knock at the king’s door. He knelt on one knee before the king. The king had a knack for crafts. He liked to knit. He had a knot in the yarn. “Do you know how to take out a knot,” asked the king.

The knight said, “I will knead the threads and try.” He began to knead the thread. It did not work. He got out his knife.

“I know!” said the knight. “I’ll use my knife and cut out the knot and try not to gnarl it.” The knight cut out the knot with his knife and did not gnarl the thread.
The Knight and the Gnat

Words to Read

<table>
<thead>
<tr>
<th>knight</th>
<th>kneel</th>
<th>knees</th>
<th>knife</th>
<th>knew</th>
</tr>
</thead>
<tbody>
<tr>
<td>knit</td>
<td>known</td>
<td>sign</td>
<td>king</td>
<td>gnat</td>
</tr>
<tr>
<td>gnaw</td>
<td>dusk</td>
<td>skin</td>
<td>choose</td>
<td>sore</td>
</tr>
</tbody>
</table>

The black knight read a sign. The sign said he had to kneel on his knees before the king. He did not want to kneel because he had sore knees.

The king was known to have a big knife. He knew the king would use his knife if he did not kneel. If the black knight did not kneel, he would be told to leave. If he left, he did not know where he would go.

The knight went to a bench where he used to sit and knit. He went there to sit and think. He sat so long that it was dusk. The gnats came out and tried to gnaw on his skin. This made the knight choose to go back to the king. He would kneel on his sore knees to keep from being gnawed by gnats.
Lesson 21.2: More Silent Letters

wr

Knots for Your Wrist

Words to Read

knots  knife  knows  knit  wreath
wrist  wrote  string  strand  stripes
light  pie  bright  many  looks
your  what  with

Cam’s class has Arts and Crafts Day.
The kids bring things they made
to show the class.
Kay made a wreath with her mom
to hang on her wall.
Her wreath is light green and pink.
It smells sweet.
Len uses string for your wrist.
He ties many knots.
He gave a short strand
to each kid in class.
Jill baked pumpkin pie muffins.
She baked with her dad.
Her dad has a knife to
cut the muffins.
Jan wrote a skit.
She shows her skit
while the class looks on.
Her skit is funny.
Don painted a ship.
His art looks real.
Don's mom put
it in a frame.
What did Cam bring?
Cam knows how to knit!
He has a bright
scarf with stripes that he made.
Clues for Sue

Words to Read
Sue few clue(s) fruit new
blue suit chew knew knows
knitted knots wrote wreath goal
cloth roam show grow look
of find said touch laughs
was were around

Dad knows a game for Sue.
The goal is to find a few clues that Dad wrote.
Dad shows Sue her first clue. "The first clue is by that wreath," said Dad.
"It is in that bright blue pot." Sue reads her first clue.
"Take six steps to Dad's desk. Touch the pad to see the next clue."
Sue reads her next clue.
"Look for the trail up the steps."
Sue runs to the steps and laughs.
The trail is made of Dad's knitted socks.
Sue spots the clue by Dad's bed. "Find Dad's new blue coat."
Sue reads her last clue. "He likes to bark, run, roam,
and chew on knots. He will grow big!"
Dad hugged Sue.
"I knew this pup was right for Sue."
Sue's arms were wrapped around the pup like a wreath!
Fred has a friend named Dan. Dan lives far away. Fred and Dan write letters and tell each other a lot. Dan wrote a letter to Fred. So Fred took out paper and wrote a letter back to Dan. He had a lot to tell him. "I climbed a tree and went out on a limb. I fell and hurt my knee. Mom wrapped it and put ice packs on it to make it numb." "After that, Mom got me a new game with knights, kings, and queens," Fred wrote.
"The knights ride horses."
Fred told Dan about his camping trip. He told about the two cats that Mom brought home.
"I like to watch them play on the rug," Fred wrote.
Fred told Dan that he is learning to tie knots.
His grandmother wants to show him how to knit too.
"It looks like a fun hobby," Fred wrote.
Fred told Dan that he had to stop writing.
"My thumb is hurting," he wrote.
He signed his letter and added a note: "Write soon!"
Lesson 22.1
More Syllable Patterns
Consonant + le

A Bundle of Shirts

Words to Read
little  simple  bundle  sample  dimple
town  brown  frown  flowers  house
mouth  out  school  was  a
they  the  wanted  of  to
one

Jen will start school soon.  5
She needs new stuff.  9
She was happy.  12
So was her mom.  16
Jen's mom planned on  20
going a shirt for Jen.  25
They left the house to go shopping  32
at the mall in town.  37
Jen tried on a brown shirt.  43
It was too little.  47
Jen tried on a red shirt.  53
It was too big.  57
Jen tried on a simple blue shirt.  64
It had a big rip.  69
She did not see  73
a shirt she wanted.  77
Her mouth was in a frown.  83
Her mom asked the clerk if he had a cute shirt for Jen. He got out a bundle of shirts to sample. One shirt had flowers on it. A green shirt in the bundle fit Jen nicely. It was not too little or too big. Jen's smile was so big that her dimple showed. She gave her mom a big hug.
Lesson 22.1
More Syllable Patterns
Consonant + le

The Maple Tree

Words to Read
maple simple stumble table bottle
bubbles able bottle bubbles able
puddle giggle seen tree find
show turn want

Have you seen that old maple tree? 7
It's simple to find the maple tree. 14
Stan can show the way! 19
He can run fast. 23
Can you? 25
Run by this big rock. 30
Do not stumble! 33
Turn right when you 37
pass this rock. 40
Kids are playing hopscotch. 44
It's not a hard game to play. 51
Run by that game. 55
Sit at that table. 59
It's time to rest! 63
We'll find the maple tree, 68
but first we'll drink the water 74
in this bottle. 77
<table>
<thead>
<tr>
<th>Line</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids are blowing bubbles!</td>
<td>81</td>
</tr>
<tr>
<td>We will blow bubbles too.</td>
<td>86</td>
</tr>
<tr>
<td>Stan is able to blow big bubbles.</td>
<td>93</td>
</tr>
<tr>
<td>Off we go!</td>
<td>96</td>
</tr>
<tr>
<td>Jump over that big puddle</td>
<td>101</td>
</tr>
<tr>
<td>but don't step in.</td>
<td>105</td>
</tr>
<tr>
<td>Keep running.</td>
<td>107</td>
</tr>
<tr>
<td>The hardest part is over.</td>
<td>112</td>
</tr>
<tr>
<td>This is it!</td>
<td>115</td>
</tr>
<tr>
<td>This is the big maple tree for you to see.</td>
<td>125</td>
</tr>
<tr>
<td>We can sit under this tree.</td>
<td>131</td>
</tr>
<tr>
<td>Why did you want to find this tree?</td>
<td>139</td>
</tr>
</tbody>
</table>
Lesson 22.2
More Syllable Patterns
VCCCV

The Race

Words to Read
children compete surprise hundreds explained
monster explode instant control complete
instant

| Pete and Steve are children that compete. Steve competes with Pete. Pete competes with Steve. Here is where they compete. They compete in the evening. They compete by surprise. They compete hundreds of times. Pete runs fast like a monster. Steve runs so fast you think we might explode. Pete is winning. In the next instant, Steve is winning. Pete, Steve. Steve, Pete. Who will control the race and be the winner? The race is complete. Who is the winner? Is it Steve or Pete? Pete and Steve are even. The race is complete. How will the winner be explained? The race was even. Steve and Pete both win. The race was a tie. | 7 | 14 | 22 | 25 | 33 | 44 | 55 | 64 | 75 | 86 | 97 | 107 | 114 | 117 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
Lesson 22.3
More Syllable Patterns
VC/CV

The Picnic

Words to Read
tablet    picnic    happen    velvet    napkin
possum    rabbit    gallon    ribbon    basket
tunnel    bonnet    have      would     draw
to        see       of        the

Pat will put on a bonnet. It has a velvet ribbon. Pat will fill a picnic basket. It will have pop, a napkin, a pen, and a tablet. Pat will run to the tiptop of the hill to sit and see a rabbit dig a tunnel in the hill. On the hilltop, Pat will get a pen and a tablet. It would be fun to pet the rabbit, but it would run. Pat will draw the rabbit on the tablet. Pat will sip her pop. At sunset, Pat will put the tablet and pen in the basket and run. Pat will have fun on the picnic.
Lesson 22.3
More Syllable Patterns
CV/VC

At the Museum

Words to Read
- cereal
- quiet
- museum
- pioneer
- peony
- violets
- piano
- violent

| The museum has a quiet room that looks like a pioneer home. The theory is to show us how different life is today. Instead of cereal on the table, there is cornbread. While we might have a vase of peonies to decorate our room, the pioneer family had wild violets. A piano was difficult to transport, so pioneer children were taught to play the violin. Violin music was soothing during the violent storms encountered on the plains. |
|---|---|---|---|---|---|---|---|---|
| 10 | 19 | 28 | 37 | 46 | 55 | 63 | 70 | 76 | 78 |
Lesson 23.1: Prefixes and Suffixes
Prefixes re, un

**Untie and Rewrap**

**Words to Read**
relight  unwraps  rewrap  replay  unwise
unhappy  unending  reties  untie  rereads
Saul  bawls  pause  because  crawls
today  again  of  wants  many
four  too  are  to  the

Saul is four today.
Mom and Dad throw a party for him and three pals.
Saul blows out the candles.
He likes that, so he asks Mom to relight them.
Saul blows out the candles again.
Saul unwraps all of his gifts.
He likes that too, so he starts to rewrap the gifts.
He wants to unwrap them again.
Saul and his pals play Pin the Tail on the Dog.
Saul makes them replay the game again and again.
Dad tells Saul, "No more repeating."
That's unwise.
It makes Saul unhappy, and he bawls and bawls. 
His cries are unending. 
So Dad reties ribbons on boxes. 
Saul can untie them many times. 
Mom reads cards to Saul. 
She rereads them many times. 
Mom and Dad can now pause because this day is over. 
Even Saul curls up for a nap!
Lesson 23.1: Prefixes
re, un

An Unhappy Spaceman

Words to Read
preflight  dislikes  unlocks  reacts  unable
reclose    unmasks  unhappy  rewind  replay
reuse      games    those    boys    space
so         come

| Jon and Jack like to                               | 5 |
| think up games.                                     | 8 |
| Then they play them.                                | 12|
| Most of the time those boys are very silly.         | 17|
| Jon is playing a spaceman.                          | 21|
| Jack will fly the space shuttle.                    | 26|
| Their bedroom is a spaceship.                       | 32|
| Jack does a preflight check of the ship.            | 37|
| Jon pounds on the bedroom door.                     | 42|
| Jack dislikes that noise.                           | 45|
| Jack unlocks the door.                              | 51|
| He reacts by jumping back when he sees the spaceman. | 55|
| Jack is unable to reclose his door.                 | 59|
| What can he do so                                   | 64|
|                                                       | 69|
|                                                       | 76|
|                                                       | 81|
that spaceman can't get him?  
He hides behind his bed.  
Then Jack acts brave.  
He unmasksthat unhappy spaceman.  
Jack tells that spaceman to never come back.  
Jack has saved the day!  
Mom and Dad got everything on film!  
They rewind the film and replay it so that Jon and Jack can see.  
Everyone laughs.  
Next time Jon and Jack play,  
Mom and Dad will reuse the tape to make a funny new film.  
Jon and Jack will be stars!
Lesson 23.2: Suffixes
Suffixes –er, -or

Teacher, Actor, or Sailor

Words to Read

<table>
<thead>
<tr>
<th>teacher</th>
<th>actor</th>
<th>sailor</th>
<th>singer</th>
<th>doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td>choice</td>
<td>Joy</td>
<td>hoist</td>
<td>voice</td>
</tr>
<tr>
<td>joyful</td>
<td>join</td>
<td>what</td>
<td>you</td>
<td>become</td>
</tr>
<tr>
<td>anything</td>
<td>they</td>
<td>a</td>
<td>school</td>
<td>work</td>
</tr>
<tr>
<td>people</td>
<td>your</td>
<td>the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What will you be  
when you grow up?  
Boys and girls can become anything  
if they try hard.  
Pete's choice is a teacher.  
He will teach reading and writing.  
Pete likes school.  
He is smart.  
Joy will be an actor.  
She will act on stage.  
Joy is funny.  
She is not shy.  
Tom will be a sailor.  
He will work on a ship.  
Tom will hoist sails.  
He likes feeling the wind on his face.  
Dan will be a singer.
| He will sing songs.                        | 84 |
| Dan has a nice voice.                    | 89 |
| Being on stage makes him feel joyful.   | 96 |
| Kim will be a doctor.                   | 101|
| She will help people.                   | 105|
| She will work hard.                     | 108|
| What is your dream?                     | 113|
| Join in!                                | 115|
| You can be a teacher, an actor,         | 122|
| a sailor – or anything!                 | 127|
Lesson 23.2: Suffixes
Suffixes er, or

Sue’s Family Tree

Words to Read
writer  actor  baker  famer  joy
boys    soil    toy    today family

Today Sue must make a family tree.
A family tree shows who is in her family.
Sue starts with her mom. Mom is a writer.
She writes books. Sue likes her mom’s books.
Sue’s dad is an actor.
He acts with much joy.
Sue’s dad is a good actor.
Mom’s mother ran a toy shop. Girls and boys liked to see those nice toys.
Dad’s mother is a baker. She makes cakes.
Dad’s dad was a farmer. He made things grow in heavy, brown soil.
Sue made her family tree.
She showed all these facts.
Sue is proud of her family!
Prue sighed deeply. “What can I do?” Mom was helpful. “Take a class,” she said. Prue tried an art class. Her paintings were all blue and frightful. Clearly, art was not for Prue. Prue tried an acting class. When she got on stage, she felt fearful. Plainly, acting was not for Prue. Prue tried to ride a horse. The horse jumped wildly, and the ride was painful. Sadly, horses were not for Prue. Mom wisely chose Prue’s next class. Would Prue like it? Mom and Prue felt hopeful. Coach Newt showed Prue a dive. Prue’s dive was graceful. It hardly made a splash. Prue wanted to do a few more dives in her new suit.
Lesson 23.3: Suffixes
Suffixes ly, ful

Victor's Birthday

Words to Read
older  joyful  happily  quietly  visitor
harmful  slowly  greenish  yellowish  closer
playful  quickly  told  teacher  you're
garden  anything  little

It was Victor's birthday! In class, Victor told his teacher. The teacher shook his hand. "You're getting older! Have a joyful day," she said happily. Back home, Victor saw Mom chatting quietly with a visitor in the garden. When Mom spotted Victor, she pointed at a flower. "A harmful bug is on that flower," she said slowly. "It's greenish with yellowish wings." Victor looked closer. He didn't see anything. And he didn't see Mom give the visitor a playful wink. "Whoops, Victor! That little bug flew into the backyard," Mom said excitedly. "Go look quickly!" Victor ran to the back. He found
Dad standing next to a greenish bike. It had yellowish wings painted on it! Suddenly, Victor guessed that the visitor was a delivery person. The greenish and yellowish thing was really a bike. It was Victor's birthday gift!
What am I going to be when I grow up? I am just seven. So I can take a lot of time to reach a conclusion. Still I like thinking about the future. I like asking myself questions about what I might do. For example, should I be a farmer and work in a pasture? Or I might be good at house painting. I would paint the top sections first and move down. Or I might be a park ranger. I like nature and hiking. After a bit of discussion with mom and dad, I decided I might be a photographer. I snap good pictures. As an adult, I might travel to different locations in this nation.
and take photos of people and action that I see. Photography just might be the right profession for me.
Smile and say cheese!
Lesson 24.2: Common Syllables and Multisyllabic Words
ture, multisyllabic

My Future

Words to Read
future picture pictures mixture action
stations nation locations nature motion
might paint smile move take

There are many jobs that people have.
When I think about my future, I try to picture what I might be.
I have many choices!
Maybe I will be an artist.
I can paint fine pictures, using a mixture of colors.
My pictures will make people smile.
Maybe I will be a firefighter.
I can take action to protect my city.
Maybe I will work at stations all over the nation!
Maybe I will be a builder.
I can make skyscrapers and houses in many locations.
I could even make a house for myself!
Maybe I will be a park ranger.
I can see wild animals and enjoy
nature.
I will show people how to be safe
and keep things clean in my park.
Maybe I will be a dancer.
I will be in motion every day.
I will dance in shows
and teach kids
how to move nicely.
My future might hold anything!
I know that I will be happy
if I do something that I like
and that makes other people happy.
Lesson 24.3: Common Syllables and Multisyllabic Words

Chinatown in San Francisco

Words to Read

different communities laborers visitors usually
afternoons Saturday celebrate firecrackers envelopes
galleries interesting museum parade Francisco

Many people came to the United States from different lands. They came in search of a better life, and settled in major cities. They based their new life on the things they knew from back home. In time, entire areas took on the feel of the old land.

Let’s take a look at one of these communities. Let’s learn a little more about Chinatown in San Francisco. You can find something new around each corner of this community.

Chinatown has a long history. In the 1800s, many laborers came to San Francisco from China. Today, the community is a mix of old and new. It’s also true that Chinatown hosts many visitors each year.

Enter Chinatown at the Dragon’s Gate. Then you have your first clue that you are in a Chinese community. You can walk down narrow streets packed with shops. Inside, you can buy things usually found in shops in China. There are foods, toys, and much more.

The best food shopping is at a market on Saturday afternoons. Sellers offer produce they have grown. They also sell live animals such as turtles, chickens, and more. These markets get very crowded.

Speaking of food, Chinatown offers lots of places to eat.
There are family noodle bars and fancy places to eat. Many provide a true taste of China.

People in Chinatown celebrate Chinese New Year in a big way. They value the older people in their families. Children get red envelopes with new dollar bills. At midnight, firecrackers are set off to greet the New Year.

The party ends with a big parade. It is filled with floats and people in costume. There are bands and dancers, too. The last thing in the parade is a huge dragon that seems to dance. It’s a time of hope for a bright New Year.

Chinatown is a community full of life. It is filled with shops, places to eat, art galleries, and museums. Many people visit it because it provides such an interesting look at Chinese ways of doing things. And many people know Chinatown as their home.
Lesson 25.1: More Endings
er, est

The Hardest Job

Words to Read
smaller  smallest  shorter  shortest  fatter
fattest  darker  darkest  smarter  fattest
hotter  faster  hardest  Buzz  Muzzy
Fuzzy  every  day  to  the
of  ever

Every day Kirk walks Buzz 5
to the park. 8
Sly is smaller than Muzzy. 13
Perky is smaller still. 17
Buzz is the smallest of all. 23
Ike is shorter than Lark. 28
Tig is shorter still. 32
Buzz is the shortest of all. 38
Wink is faster than Pal. 43
Curly is fatter still. 47
Buzz is the fattest of all. 53
Dee is darker than Ruff. 58
Sport is darker still Buzz is the darkest of all. 68
Fuzzy is smarter than King. 73
Jinks is smarter still. 77
Buzz is the smartest of all. 83
It is getting hotter. 87
Buzz walks faster. 90
This is the hardest job ever! 96
Lesson 25.1: More Endings
endings er, est

Faster, Colder, Brighter

Words to Read
faster  tighter  nicer  higher  saddest
happier  harder  colder  brightest  brighter
longer  happiest  city  too  way

Kelly visited a big city.
"Cars go faster in this city
than at home," Mom said.
"People go much faster, too,"
Dad added as he stepped
out of a man's way.
Kelly held tighter
to Mom's hand.
They went to a store.
"This is a nice scarf," Kelly said.
"It's nicer than my old scarf."
"These prices are higher,"
Mom added.
They went to a park.
"That is the saddest duck," Kelly said.
"He would be happier
at our pond."
The wind started blowing harder.
"It's getting colder," Mom noted.
"We must go inside."
They went to a shop
that sold hot drinks.
After dark, the street lit up.
"Those are the brightest lights I've ever seen!" Kelly said.
"It is brighter than day!"
"We cannot stay longer,"
Dad told them.
Kelly was glad.
"I like this city," she said,
"but I'm happiest at home."
Lesson 25.2: More Endings
-ed, -ing double final consonant

Hopping Buffy

Words to Read
stepped  hopped  hopped  hopping
mopped  slipped  dripping  jogged
tripped  stopped  tapped  clapped
tapping  flopped  napped  getting
stepped  running  do  you
could  was  good  people
into  look

Buffy came.  2
Do you think she stepped?  7
No, Buffy hopped!  10
Buffy could not stop hopping.  15
She was like a frog.  20
That was not good.  24
When Buffy mopped and hopped, she slipped  31
and fell.  33
Then she was dripping!  37
When Buffy jogged, she could not stop  44
hopping.  45
Buffy tripped and stopped.  49
Buffy tapped, and people clapped.  54
Tapping was a lot like hopping!  60
Buffy huffed and puffed!  64
Buffy flopped into bed.  68
Buffy napped for a while.  73
At last, Buffy is getting up.  79
She is stepping and running.
Look! Buffy is not hopping!
Lesson 25.2: Endings Double Final Consonants ed, ing

Showing and Telling

Words to Read

jumped  wiped  running  dropped  hugged
lifted  jogged  hopped  lifted  hugged
asked  smiling  nodded  grinned  filled

Len jumped up early from bed. Len wiped his face and ran to eat. “Stop running,” Mom said “you will not be late.” Len sat and ate eggs that Mom made. Len dropped his stuff in his big black bag. Len hugged his mom. He lifted his bag. Len jogged up the lane and hopped on his bus. His bus came to a stop. Len ran to class. Len smiled at Pat. “Did you bring it?” Pat asked, smiling. Len nodded yes. Pat and Len grinned. Len got his bag. In the bag was an odd cage. It was filled with five pet mice. Len pets his mice. Len kept his pets with him in class.
This year my Dad and I are baking a cake for my Mom’s birthday. I just need to get a box of cake mix. Look on the back. It shows you what to do.

Rub butter on the cake pan. Then start shaking the flour into it. Then the cake will not stick. Next, turn on the oven.

Look at the back of the box what you need to begin making the cake. Put the cake mix in the bowl. The cake needs oil in it. Put that in the mixing bowl too.

Next, start cracking an egg and add it to the bowl. Then add the next egg. Stir it all up so there are no lumps. Put the cake mix in your pan. Dad will put the pan in the hot oven.

Keep baking your cake until they are done. When they are done, cool them on a rack. Then put the cake on the plate. Having your Dad help you frost it would be fun. Your Mom will be so happy to see you have baked your first cake!
Lesson 25.3: Endings: 
drop the e to add -ed, -ing

Fun in Nome

Words to Read
<table>
<thead>
<tr>
<th>moved</th>
<th>going</th>
<th>hoping</th>
<th>having</th>
<th>taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>driving</td>
<td>riding</td>
<td>making</td>
<td>liked</td>
<td>pictures</td>
</tr>
<tr>
<td>codfish</td>
<td>taking</td>
<td>having</td>
<td>scared</td>
<td>tracks</td>
</tr>
</tbody>
</table>

| May 9  | I am in Nome. My family just moved. I have so much to tell. Next week I am going to my new school. I’m scared because I won’t know the kids. I am hoping they like me! |
|        | 2      | 13     | 24     | 33     | 39     |
| May 11 | It’s spring, but it’s cold! Some places still are having snow. It’s not hot like it is back home. I saw fox tracks in the mud. My Dad was taking pictures of them. |
|        | 41     | 50     | 62     | 72     | 74     |
| May 15 | Mom is driving me to school. Back home I would be riding my bike. All the kids spoke to me! I am making new friends. Next week I will be riding the bus. That will be lots of fun! |
|        | 76     | 86     | 98     | 108    | 115    |
| May 23 | There are codfish and crab here in Nome. Mom makes them a lot. She gets cod and crab off the boats. We ate them back home too. I am glad I like fish and crab! |
|        | 117    | 109    | 120    | 131    | 134    |
June 10
I have liked being in Nome. I have missed my home, but for now, I am happy to be at home in Nome!
**Lesson 26.1: Plurals**

**-s**

**Pancakes**

**Words to Read**

<table>
<thead>
<tr>
<th>pancakes</th>
<th>milkshakes</th>
<th>outside</th>
<th>catfish</th>
<th>pancakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>hats</td>
<td>plates</td>
<td>cups</td>
<td>put</td>
<td>rang</td>
</tr>
<tr>
<td>drank</td>
<td>sink</td>
<td>things</td>
<td>think</td>
<td>trunk</td>
</tr>
<tr>
<td>hang</td>
<td>batch</td>
<td>match</td>
<td>catch</td>
<td>for</td>
</tr>
<tr>
<td>they</td>
<td>the</td>
<td>wanted</td>
<td>of</td>
<td>new</td>
</tr>
<tr>
<td>to</td>
<td>a</td>
<td>put</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ben made a batch of pancakes for us.  
We like pancakes.  
The bell rang on the stove.  
Ben gave us hot pancakes.  
We drank milkshakes with our pancakes.  
Then we ate and placed all the dirty  
cups and plates in the sink.  
Next we wanted to go for a stroll.  
As we walked, it began to get cold.  
We thought we should try to get  
snug hats that match to keep us warm.  
We asked our parents to get us matching hats.  
When they said yes, we bought hats with blues and pinks and  
greens on them.  
After our walk, we went inside to play games.  
Playing games with friends is always so much fun.  
What a great way to spend the day!
Lesson 26.1 Plurals

Animals of Africa

Words to Read
people  Africa  animals  zebras  stripes
lions  teeth  hippos  ostriches  slips
elephants  where  you  live  people

People live in Africa  4
Animals live there too.  8
Zebras live in Africa.  12
Zebras have stripes.  15
Lions live in Africa  19
Lions have big teeth.  23
Look at the hippo.  27
Hippos can swim.  30
Look at the ostriches.  34
Ostriches cannot fly.  37
Elephants live in Africa.  41
Elephants have big ears.  45
Animals live in Africa.  49
What animals do you see where you live?  57
Lesson 26.2: Plurals
-es

Boxes for Flo

Words to Read
boxes  dishes  dresses  sketches  brushes
pitches  presses  smashes  wishes  fixes
lunches  passes  buses  bunches  fetches
dashes  dresses  presses  passes  Flo
go  Bo  where  out  some
into  down  her  for  of

Flo is packing boxes.  4
She packs dishes and dresses.  9
She packs sketches and brushes.  14
Where did the boxes go?  19
Flo rushes out to get boxes.  25
Bo pitches boxes into a bin.  31
When the top presses down,  36
it smashes them flat.  40
Flo wishes she had those boxes.  46
Will Bo save her some?  51
Grumpy Bo will not.  55
Flo fixes homemade lunches.  59
She gets Bo passes for buses.  65
| That makes Bo happy.                      | 69 |
| Nice Bo saves bunches of boxes for Flo.  | 73 |
| Thanks, Bo.                               | 77 |
| Flo fetches all the boxes.                | 79 |
| She dashes back to her packing.           | 84 |

Flo fetches all the boxes. She dashes back to her packing.
# Lesson 26.2: Plurals

**-es**

## Stan's Notes

### Words to Read

<table>
<thead>
<tr>
<th>lunch</th>
<th>buddies</th>
<th>notes</th>
<th>cards</th>
<th>elves</th>
<th>dishes</th>
<th>takes</th>
<th>tells</th>
<th>stuffs</th>
<th>slips</th>
<th>switches</th>
<th>lamps</th>
<th>things</th>
<th>boxes</th>
<th>people</th>
<th>remember</th>
<th>bought</th>
<th>door</th>
<th>seemed</th>
<th>sister</th>
</tr>
</thead>
<tbody>
<tr>
<td>lunches</td>
<td>buddies</td>
<td>notes</td>
<td>cards</td>
<td>elves</td>
<td>dishes</td>
<td>takes</td>
<td>tells</td>
<td>stuffs</td>
<td>slips</td>
<td>switches</td>
<td>lamps</td>
<td>things</td>
<td>boxes</td>
<td>people</td>
<td>remember</td>
<td>bought</td>
<td>door</td>
<td>seemed</td>
<td>sister</td>
</tr>
</tbody>
</table>

Stan forgets his lunches often.
Stan forgets his school bag for classes too!
Stan’s buddies are sad for him.
It isn’t fun to forget.
"People remember better with helpful notes,"
Stan's mom said.
She bought cards and made notes for Stan.
Hal thought it seemed like elves were leaving notes to remind him of things he should do.
Hal found a note on his cup.
The note told Stan to put the dishes away.
Stan takes the dishes to the sink.
A note at the sink told Stan to grab the lunches his mom had made for him and his sister.
Stan stuffs the lunches in his bag.
A note on the clock told Stan to take...
the boxes of trash out to the big garbage can. A note on the back door told Stan to remember his big bag. Stan slips it on his back. Another note by Stan's door told him to flip the switches. Stan turns off lamps. This is a big day for Stan! Stan did not forget things—thanks to Mom's notes.
Lesson 26.3: Plurals
for fe to v

Things to Do

Words to Read –

<table>
<thead>
<tr>
<th>places</th>
<th>things</th>
<th>lots</th>
<th>lunches</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>passes</td>
<td>knives</td>
<td>stands</td>
<td>tunes</td>
<td>classes</td>
</tr>
<tr>
<td>beautiful</td>
<td>leaves</td>
<td>crafts</td>
<td>are</td>
<td>together</td>
</tr>
<tr>
<td>go</td>
<td>give</td>
<td>won't</td>
<td>after</td>
<td>everything</td>
</tr>
</tbody>
</table>

Fletch and Fran are elves.
They do everything together.
Fletch and Fran go places
and see things.
One day Fletch and Fran go on
a picnic for lunch.
Fran's sees a tree with lots of green leaves.
They sit under the tree.
Fran takes out food, 2 plates, 2 forks, 2 knives
and 2 cups.
Fletch and Fran eat their lunch under the tree.
They have so much fun, they say they
will come back in the fall.
In the fall the leaves will be pretty and colorful.
Fletch likes when the leaves fall off the tree.
In the fall, Fletch and Fran come back
and see the beautiful fall colors.
Fran and Fletch think they have great lives!
Lesson 27.1: Compound Words
Compounds

**Inside and Outside**

**Words to Read**

<table>
<thead>
<tr>
<th>inside</th>
<th>backpack</th>
<th>outside</th>
<th>sunshine</th>
<th>sunblock</th>
</tr>
</thead>
<tbody>
<tr>
<td>treetops</td>
<td>sunset</td>
<td>bedtime</td>
<td>checks</td>
<td>lunch</td>
</tr>
<tr>
<td>chase</td>
<td>to</td>
<td>do</td>
<td>eats</td>
<td>the</td>
</tr>
</tbody>
</table>

| Pete has lots to do inside. | 6 |
| He checks his fish.         | 10 |
| He feeds his fish.          | 14 |
| He fills his backpack.      | 18 |
| He eats is lunch.           | 22 |
| He takes a nap.             | 26 |
| Pete can go outside.        | 30 |
| Pete has lots to do in the nice sunshine. | 35 |
| Pete likes to jump.         | 39 |
| He can jump rope.           | 43 |
| He jumps and jumps.         | 47 |
| Pete likes to swim.         | 51 |
| He must use sunblock.       | 55 |
| He can swim for a while.    | 59 |
| Pete likes to fly his butterfly kite. | 65 |

| 72 |
He will chase his kite.
His kite is up in the treetops.
At sunset, Pete must go home.
It is bedtime.
Pete has had a big day!
Lesson 27.1: Compound Words
More compounds

Bill's Birthday

Words to Read
driveway birthday mailbag where
backyard mailbox river something
riverbank someone smile cannot
weekend something smile mailman

May visited Bill's home. 4
Bill is not in his driveway. 10
He is not in his backyard. 16
He is not in his seat. 22
Where is Bill? 25
May walked to the river. 30
Bill was sitting 33
on the riverbank. 36
He seemed sad. 39
"Hello, Bill!" May said. 43
"Put on a smile!" 47
It's such a nice weekend. 52
You cannot be sad 56
on a day like this!" 61
"This is my birthday," Bill said. 67
"I didn't even get a card."
A drop rolled off his cheek.
"Have you checked?"
May asked.
"No," Bill said.
"Then how can you tell that you got no mail?" May asked
Bill and May went to Bill's mailbox.
Bill had no mail waiting for him.
He turned to go back in his home.
"Wait," May yelled. "I see someone.
That mailman is running late.
He has something big in his mailbag!"
His bag is stuffed with cards and gifts for Bill!
Lesson 27.2: Compound Words
More compounds

What to Do

Words to Read
<table>
<thead>
<tr>
<th>walk</th>
<th>everyone</th>
<th>milkshakes</th>
<th>outside</th>
<th>catfish</th>
</tr>
</thead>
<tbody>
<tr>
<td>inside</td>
<td>burger</td>
<td>trashcan</td>
<td>look</td>
<td>swim</td>
</tr>
<tr>
<td>order</td>
<td>fries</td>
<td>pond</td>
<td>each</td>
<td>butterfly</td>
</tr>
<tr>
<td>movie</td>
<td>popcorn</td>
<td>couch</td>
<td>sidewalk</td>
<td>because</td>
</tr>
</tbody>
</table>

For lunch we each ordered a burger, fries and a milkshake. Mom let us order cupcakes too. When we were done, we put our trash in the trashcan by the door.

Now we will take a long walk outside. Maybe we will see a butterfly. Everyone walks on the sidewalk to the pond. We look in the pond, but no catfish swim by. Then we walk back home and go inside. We sit on the couch and watch a movie and eat popcorn. Everyone falls asleep because we have had a fun, but long day!
Lesson 27.2: Compound Words
More Compounds

A Backyard Birthday

Words to Read
weekend     granddad     someone     riverbank
cannot     birthday     lunchtime     backyard
driveway     everyone     park     catfish
captured     believe     never     mailbox
finally

Lee went to a park this weekend.
He rode with his mom and granddad.
That park was big and nice.
Lee saw someone fishing on the riverbank.
"Let's go!" he yelled.
Lee and his granddad went fishing.
Lee had never been fishing before.
Finally, he caught an ugly catfish.
"I cannot believe how big this fish is!" Lee yelled.
Three kids asked Lee to play games with them.
His mom made yummy snacks while she waited for him.
"Tomorrow is my birthday,"
Lee told his granddad at lunchtime.
"We are having a backyard picnic.
We will eat what Dad makes."
Today Lee saw birthday cards in his mailbox.
His granddad drove up in the driveway.
Then Lee had lunch with everyone in his backyard.
It was a fun party.
Lesson 27.3: Compound Words
compounds with a longer word

**Jon’s Postcard**

**Words to Read**

<table>
<thead>
<tr>
<th>postcard</th>
<th>weekend</th>
<th>sunrise</th>
<th>breakfast</th>
<th>buttermilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>pancakes</td>
<td>streetcar</td>
<td>hillside</td>
<td>tugboats</td>
<td>speedboats</td>
</tr>
<tr>
<td>supermarket</td>
<td>oatmeal</td>
<td>cupcakes</td>
<td>subway</td>
<td>railroad</td>
</tr>
<tr>
<td>lunchtime</td>
<td>drumsticks</td>
<td>peppermint</td>
<td>teacup</td>
<td>cannot</td>
</tr>
<tr>
<td>never</td>
<td>park</td>
<td>river</td>
<td>where</td>
<td></td>
</tr>
</tbody>
</table>

Jon gets a postcard in the mail.
He reads it.
“Dear Jon,
Today is Sunday. My mom and I are at Gramps this weekend. I have never had so much fun! At sunrise, we had breakfast. I had buttermilk pancakes. Then we rode an old streetcar to a hillside park by a river. We spotted tugboats and speedboats. We stopped in a supermarket where we grabbed oatmeal cupcakes for a snack. We ate them as we rode on a subway. It was like a railroad!
At lunchtime, we had chicken drumsticks. Mom had peppermint tea in a huge teacup. Next we…”
The postcard has no more printing. There was no space left to print! Which pal sent it to Jon? The postcard does not say. Jon cannot tell. But that pal has made Jon want lunch!
Lesson 28.1: More Endings and Plurals
ending –es: change y to i

**Bill Tried**

**Words to Read**

<table>
<thead>
<tr>
<th>spied</th>
<th>funny</th>
<th>cried</th>
<th>tried</th>
<th>Bill’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fred’s</td>
<td>Ann’s</td>
<td>what</td>
<td>ponies</td>
<td>old</td>
</tr>
<tr>
<td>friends</td>
<td>give</td>
<td>away</td>
<td>said</td>
<td>our</td>
</tr>
<tr>
<td>have</td>
<td>saw</td>
<td>design</td>
<td>bunnies</td>
<td>now</td>
</tr>
</tbody>
</table>

| Bill and his wife | 4 |
| cleaned Bill’s shed. | 7 |
| What will Bill do | 11 |
| with these old things? | 15 |
| "We can give them away,"
| said Bill. | 20 |
| "Our friends can have | 22 |
| all of these things." | 26 |
| Jenny rode by and saw Bills cart full of things. | 30 |
| Jenny spied Bill's funny bunnies. | 40 |
| "They are funny!" said Jenny. | 45 |
| Jenny took Bill’s bunnies off his cart. | 50 |
| Ann came. | 57 |
| Ann liked Bill's many books. | 59 |
| She loves stories! She will read them all. | 64 |
| | 72 |
Bill put Ann's stories in her basket.
Then Lee stopped by.
Lee will take Bill's pony picture.
Lee really likes pictures of ponies.
Next, Bill saw some ladies.
Bill gave the ladies dishes with strawberries on them. They like the strawberry design.
Then Bill went home.
What will he put in his shed now?
Lesson 28.1: More Endings and Plurals
ending –es: change y to i

Flying Buddies

Words to Read

<table>
<thead>
<tr>
<th>with</th>
<th>why</th>
<th>there</th>
<th>when</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>flies</td>
<td>lie</td>
<td>lies</td>
<td>tried</td>
</tr>
<tr>
<td>pies</td>
<td>dry</td>
<td>try</td>
<td>tries</td>
<td>sky</td>
</tr>
<tr>
<td>myself</td>
<td>activity</td>
<td>activities</td>
<td>buddy</td>
<td>buddies</td>
</tr>
</tbody>
</table>

Bob and Bill are seagulls with white feathers.
Bob and Bill only fly when their feathers are dry.
Bob and Bill fly high in the sky.
Bob did not want to fly with Bill.
Bob says, “Bill I want to try and fly in the sky all by myself.”
Bill asks, “Why don’t you want to fly with me? Have you ever tried flying with a buddy?”
Bob lies saying, “Yes, I’ve tried and it is not one of my favorite activities.”
Bill wants a buddy. His favorite activity is when he flies with his buddy.
Bill offers Bob yummy pies if he will fly with him and be his buddy.
Bob and Bill fly high, dip, turn, swirl, and sway.
Bob shares the yummy pies with Bill.
Bob admits his lie and says, “Flying with a buddy is one of my favorite activities!”

Bob and Bill are flying buddies!
Lesson 28.2: More Endings and Plurals
ending –ed: change y to i

Bill Tried

Words to Read
spied    flies    cried    tried    Bill’s
Fred’s   Ann’s    what     do      replied
friends  give     away     said     our
put      to       the      pushed   now

Bill and his wife
cleaned Bill's shed.
What will Bill do
with his old things?
"We can give them away,"
replied Bill.
"Our friends can take
all of these things."
Fred rode by.
Fred spied Bill's funny fly.
"It still flies!" cried Fred.
Bill put Fred's fly on his cart.
Ann came.
Ann liked Bill's big rug.
She tried to jam it in her car.
Bill put Ann's rug by the fly.
Then Lee stopped.
Lee tried to lift Bill's trunk.
The trunk is as big as Lee!
Bill put the trunk on his cart.
Bill pushed the cart to each home.
When Bill went home, he wondered
“What will I put
in my shed now?”
Lesson 28.2: More Endings and Plurals
ending –ed: change y to i

Bill Tried

Words to Read
spied flies cried tried Bill’s
Fred’s Ann’s what do replied
friends give away said our
put to the pushed now

Bill and his wife
cleaned Bill's shed.
What will Bill do
with his all of his old things?
"We can give them away to friends!"
replied Bill.
"Our friends can take
all of these things."
Fred hurried and rode by.
Fred spied Bill's funny plane.
"It still flies!" cried Fred.
Bill put Fred's plane on his cart.
Ann came.
Ann liked Bill's big rug.
She tried to jam it in her car.
Bill placed Ann's rug by the plane.
Then Lee stopped.
Lee wanted to take Bill's trunk.
The trunk is as big as Lee!
Bill put the trunk on his cart.
Bill carried the cart to each home.
When Bill went home, he wondered
“What will I put
in my shed now?”
Lesson 28.3: Irregular Plurals

People and Animals at the Farm

Words to Read

- child, children
- man, men
- person, people
- tooth, teeth
- calf, calves
- ox, oxen
- goose, geese
- wolf, wolves
- arrived
- eventually
- teachers
- farm

The school buses arrived at the farm early the day of the field trip.

First, one child and eventually all the children, were emptied from the school buses.

School children were lined up and organized by teachers. The teachers wanted to make sure that each child stayed with the group because the farm had many people visiting. The teachers asked the children to remain with the group. The teachers said, “If one person is lost, please go to the buses to meet us.”

The farm had many workers. One man was feeding all the animals.

Three men were raking hay and cleaning out the animal’s pens.
First, the children saw one ox then noticed several oxen hiding behind the barn. 
Next, one happy child called the group over to see the geese in the pond. The geese were honking loudly. Suddenly, one goose flapped its wings and flew out of the water. The teachers asked the children to walk over to help the workers feed the calves with milk bottles. One calf was so hungry it drank all the milk very fast. The children heard a howl. One child said, “I think there are wolves in the woods.” Their teacher said, “Don’t worry, a wolf can not live on a farm.” Then it was time for lunch. The teachers and students sat down to eat. One student bit into a sandwich and shouted, “Hey, I just lost a tooth!” His teacher put the tooth into a bag and said, “All children lose teeth and they will be replaced with new teeth.” Soon it was time to leave the farm. All the teachers and children loaded the buses and left the farm.
Lesson 28.3: Irregular Plurals

People and Animals at the Farm

Words to Read

<table>
<thead>
<tr>
<th>Word</th>
<th>Plural</th>
<th>Word</th>
<th>Plural</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>children</td>
<td>man</td>
<td>men</td>
<td>arrived</td>
<td></td>
</tr>
<tr>
<td>person</td>
<td>people</td>
<td>tooth</td>
<td>teeth</td>
<td>eventually</td>
<td></td>
</tr>
<tr>
<td>calf</td>
<td>calves</td>
<td>ox</td>
<td>oxen</td>
<td>teachers</td>
<td></td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
<td>wolf</td>
<td>wolves</td>
<td>farm</td>
<td></td>
</tr>
</tbody>
</table>

The school buses arrived at the farm early the day of the field trip. First, one child and eventually all the children, were emptied from the school buses. School children were lined up and organized by teachers. The teachers wanted to make sure that each child stayed with the group because the farm had many people visiting. The teachers asked the children to remain with the group. The teachers said, “If one person is lost, please go to the buses to meet us.” The farm had many workers. One man was feeding all the animals. Three men were raking hay and cleaning out the animal’s pens. First, the children saw one ox then noticed several oxen hiding behind the barn. Next, one happy child called the group over to see the geese in the pond. The geese were honking loudly. Suddenly, one goose flapped its wings and flew out of the water. The teachers asked the children to walk over to help the workers feed the calves with milk bottles.
One calf was so hungry it drank all the milk very fast. The children heard a howl. One child said, “I think there are wolves in the woods.” Their teacher said, “Don’t worry, a wolf can not live on a farm.”

Then it was time for lunch. The teachers and students sat down to eat. One student bit into a sandwich and shouted, “Hey, I just lost a tooth!” His teacher put the tooth into a bag and said, “All children lose teeth and they will be replaced with new teeth.”

Soon it was time to leave the farm. All the teachers and children loaded the buses and left the farm.
Lesson 29.1: Contractions
n't, 'm

I’m Glad

Words to Read

didn’t isn’t I’m can’t it’ll
rides bikes safe place fine
came smiles the want to
da I be we going
to

Tom rides bikes with Mike and Dad.  
Mike and Dad ride up the hill.  
Tom didn't want to ride up it.  
Dad calls to Tom.  
"It isn't a big hill."  
"Ride up it, Tom," calls Dad.  
"I'm going as fast as I can."  
"That path has rocks on it.  
It can't be a safe place to ride."  
"We can walk back. It'll be fine."  
"I'm glad we can walk back," Tom smiles.  
"This is fun."
Lesson 29.1: Contractions
n’t, ‘m

Jem Wasn’t Happy

Words to Read

didn’t  isn’t  I’m  isn’t  let’s
it’ll  full  does  yard  bones
my

Jem liked her dish.
Jem liked her yard.
Jem liked her bones
and fun things.
But Jem didn’t act glad.
Jem moped in the yard.
Jem is not well.
Jem is my best pet.
I’m sad for Jem.
This isn’t like Jem.
"Let’s go to the vet," I said.
Jem went to a nice vet.
"If Jem is sick,
this vet can help."
That vet checked Jem.
"Jem isn't sick," she said.
"Jem is just sad."
Does Jem have friends?"
"It'll help if Jem spends more time with pups," the vet said.
That vet had me take Jem to the park.
Jem had lots of fun at the park.
Jem ran with pups and made lots of pals.
I'm not worried about Jem anymore.
Nat’s Fish Shack is at the shore.  
Nat’s friend Jack likes to eat at Nat’s Fish Shack.  
Nat said, “I’d like to take my ship to catch fish for the Fish Shack. Will you come with me Jack?”  
Nat and Jack go fishing for catfish and crabs.  
Later, Jack digs in the sand on the shore for clams.  
Jack’s bucket is full of clams. Jack says, “I’d like to take the clams back to Nat’s Fish Shack too.  
Jack’s clams will be good to eat at Nat’s Fish Shack.  
Nat’s Fish Shack has a grill. Nat tells Jack, “We’d better light the grill.”  
Nat grills catfish, crabs and clams.  
Nat’s Fish Shack is full of hungry friends.  
Nat and Jack’s friends eat the catfish, crabs and clams.  
They’d like to come again and eat at the Fish Shack.  
Nat’s catfish and crabs are a hit.  
Jack’s clams are a hit at Nat’s Crab Shack.  
If you ate at the Fish Shack you’d be glad you did.
Lesson 29.2: Contractions
‘s, ‘d

Don’t Be Sad

Words to Read
I’m  It’s  I’ll  I’ve  doesn’t
she’s  how’s  you’re  what’s  isn’t
I’d  you’d  wouldn’t  let’s  been
you  would  once

"I'm home!" shouts Millie.
"Hi, Millie!" Mom smiles. "It's almost time to eat. Will you get Jess and then help me fix lunch?"
"I'll be happy to do that. I've been starving all morning!" Millie tells Mom.
Millie looks for Jess, but doesn't see her.
"Jess!" she calls.
"I'm outside," replies Jess. Jess is Millie's little sis. She's just six.
"How's it going?" asks Millie. "You seem sad."
"I'm fine," sobs Jess.
"You're not fine," Millie tells Jess. "You're crying! What's got my sis down? Please tell me."
"Granny teased me on the phone," Jess
frowns. "She told me I look ravishing!"
Millie smiles. It's plain that Jess doesn't understand the meaning of ravishing.
"Granny isn't teasing you. In fact, I'd like Granny to say that I'm ravishing," Millie explains.
"You'd like that?" asks Jess. "It wouldn't make you sad?"
"Nope," replies Millie. "In fact, it would be sweet if she told me that."
"But isn't Granny saying that I need to eat?" Jess asks Millie. "That I'm too skinny?"
"I've got good news, Jess," smiles Millie. "Granny doesn't mean that. She's saying you're really good looking!"
"She is?" asks Jess. "She really doesn't mean that I need to eat more?"
"Nope!" Millie replies once more. "But I need to eat more. Let's go help Mom make lunch. I'm starving!" "Me too! Yells Jess. "I'll race you to the kitchen."
Phillip pulled on his white pants and his red top. He just couldn't wait for today's game. Last night, Phillip hadn't thrown a single strike. He'd felt glad when fans in the stand had yelled and clapped. This time Phillip might even hit some home runs!

Phillip's brother came into Phillip's room. "Let's play!" Joe shouted. Joe was just three. "I can't play, Joe," Phillip said. "I've got a game in an hour."

Phillip tugged on his long socks. He stopped to look at himself. Wasn't something missing? Phillip scratched his head. His cap! Phillip looked on his bedside stand. His cap wasn't there. He looked on his bed. He looked under it. Where was his cap? Phillip was worried.

Mom was peeling carrots in the kitchen. She smiled at Phillip. But she hadn't seen his cap.

Mom asked where he'd seen it last.
Phillip pictured his game last night. It was very late. His dad had driven him home. Phillip had gone to bed as soon as he got home. Hadn't he placed his cap on his bedside stand?
"Look in Joe's room," Mom suggested. "I'll look in the car." No cap!
"If you'll look under chairs, I'll look under tables," Mom said. No cap!
"Coach Pepper has a strict rule: team members can't play without caps," Phillip said. "But if I'm late, he'll begin without me." Phillip's day just wasn't going as he'd planned.
Phillip's big sister Patty came in. "What's everybody looking for?" Patty asked.
"My cap. But I'm sure you won't find it," Phillip said.
"I bet I will!" Patty frowned. Then she opened doors under the kitchen sink.
"You're not helping!" Phillip said. "Why would my cap be under the kitchen sink?"
Patty pulled out Joe's lunchbox. It had robots on it. "Silly Joe often stores stuff here," Patty said. She opened Joe's lunchbox. There lay Phillip's cap. It looked crushed, but Phillip didn't mind.
Hurray! He'd hit those home runs yet!
Just then Joe came in. "It's time to play!" he yelled.
Phillip just laughed. Now he'd know where to locate missing things in the future - under the kitchen sink!
Lesson 30.1: Possessives and Abbreviations
Singular and Plural Possessives

Jay's Ranch

<table>
<thead>
<tr>
<th>Words to Read</th>
<th>Rain</th>
<th>Pail</th>
<th>Waits</th>
<th>Gray</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay</td>
<td>rain</td>
<td>pail</td>
<td>waits</td>
<td>gray</td>
</tr>
<tr>
<td>Day</td>
<td>day</td>
<td>stays</td>
<td>Jay's</td>
<td>pail's</td>
</tr>
<tr>
<td>Dog's</td>
<td>pig's</td>
<td>horses'</td>
<td>worry</td>
<td>about</td>
</tr>
<tr>
<td>Now</td>
<td>two</td>
<td>from</td>
<td>come</td>
<td>again</td>
</tr>
</tbody>
</table>

It has not rained for days and days.
Jay must worry about his dog, horses, and pigs.
If it rains, Jay will save rain.
Jay has a big pail that saves rain.
Jay's pail has pipes.
Jay waits and waits for rain.
Will it come on this gray day?
Yes, rain comes at last!
This rain stays for two days.
Rain fills Jay's big pail.
Now Jay can drain rain from the big pail's pipes.
Jay fills his dog's pail.
Then he fills his pigs' pails.
Next Jay fills his horses' pails.
At last, it is Jay's turn.
Jay will not fill his pail yet.
That is not the main way Jay will use his rain.
Jay enjoys his rain his way.
He plays in it and stays in it.
Then he will wait until it rains again.
Lesson 30.1:
Possessives and Abbreviations
Singular and Plural Possessives

Jay’s Ranch

Words to Read
Jay rain pail waits gray
day day stays Jay’s pail’s
dog’s pig’s horses’ worry about
now two from come again

It has not rained for days and days.
Jay must worry about his dog, horses, and pigs.
If it rains, Jay will save rain.
Jay has a big pail that saves rain.
Jay’s pail has pipes.
Jay waits and waits for rain.
Will it come on this gray day?
Yes, rain comes at last!
This rain stays for two days.
Rain fills Jay’s big pail.
Now Jay can drain rain from the big pail’s pipes.
Jay fills his dog’s pail.
Then he fills his pigs’ pails.
Next Jay fills his horses' pails.
At last, it is Jay's turn.
Jay will not fill his pail yet.
That is not the main way Jay will use his rain.
Jay enjoys his rain his way.
He plays in it and stays in it.
Then he will wait until it rains again.
Lesson 30.2:
Possessives and Abbreviations
Singular and Plural Possessives

My Family’s Pets

Words to Read

<table>
<thead>
<tr>
<th>family’s</th>
<th>Sam’s</th>
<th>Dan’s</th>
<th>pets’</th>
<th>cats’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liz’s</td>
<td>Brainy’s</td>
<td>day</td>
<td>play</td>
<td>gray</td>
</tr>
<tr>
<td>tail</td>
<td>Brainy</td>
<td>mailman</td>
<td>do</td>
<td>many</td>
</tr>
<tr>
<td>are</td>
<td>of</td>
<td>have</td>
<td>from</td>
<td>you</td>
</tr>
<tr>
<td>our</td>
<td>the</td>
<td>to</td>
<td>and</td>
<td>a</td>
</tr>
</tbody>
</table>

My family’s pets do many funny things.
Our pets’ tales are lots of fun.
Have you ever seen a puppy sing?
Our big, black puppy Sam sings.
He can bark the notes and tap his tail.
Sam’s songs go on and on.
Dan has twin cats.
Dan’s cats run fast!
Muff and Puff zip from place to place all day.
See the cats' bed.
Dan's cats like socks.
The cats play
with Dan's socks.
Liz's bird Brainy is big and gray.
Brainy likes to sit and talk.
Brainy likes the mailman.
Brainy tells him a silly joke.
Brainy's joke makes the mailman smile.
Brainy's joke is funny.
Sam's songs are funny.
The cats are quick.
They are funny pets.
Lesson 30.2:
Possessives and Abbreviations
Singular and Plural Possessives

My Family's Pets

Words to Read

- family's
- Sam's
- Dan's
- pets'
- cats'
- Liz's
- Brainy's
- day
- play
- gray
- tail
- Brainy
- mailman
- do
- many
- are
- of
- have
- from
- you
- our
- the
- to
- and
- a

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The cats are quick.
They are funny pets.
Mrs. Rose Jenkins works at Willis Sign Shop.
Mrs. Jenkins has an important job there.
She is the dot lady.
She paints dots on signs.
What kind of dots?
Have you seen street signs that say "Main St." or "Mountain Rd." or other names?
Mrs. Jenkins painted those dots!
Have you seen mailboxes that say "Dr. Silva" or Ms. Smith?"
The dot lady painted those dots, too.
Did she paint your mailbox?
Mrs. Jenkins paints dots on posters, too.
For example, have you seen a poster about a "Dec. 12" music concert?
She may have painted that dot!
Once Mr. Ellis replaced Mrs. Jenkins with a dot-painting machine.
That was a mistake!
It painted dots in the wrong places!
The machine did not know that "St." meant street or that "Aug." meant August.
Mr. Ellis sold the machine and hired Mrs. Jenkins back.
She was happy.
So if you see a sign that reads "Bike Race! South Maple Ave. closed to traffic on Sept. 15," remember Mrs. Jenkins.
The dot lady may have painted it!
Anthony knew life at North Mountain School was good. But one thing made him unhappy. No one called him by a title!

In his family, his mother had a title. She was called Mrs. Delano. His dad was called Mr. Delano. His oldest sister was an important doctor, so she was called Dr. Delano. Even his other sister who was almost thirteen was sometimes called Miss Delano. But Anthony was called Anthony or Tony or Delano.

Anthony was thinking about this in class. But, Ms. Jones was explaining that month names can be shortened. For example, Nov.

Anthony was shocked. Mrs. Jones called him by a title. But right now, it didn't make him happy.