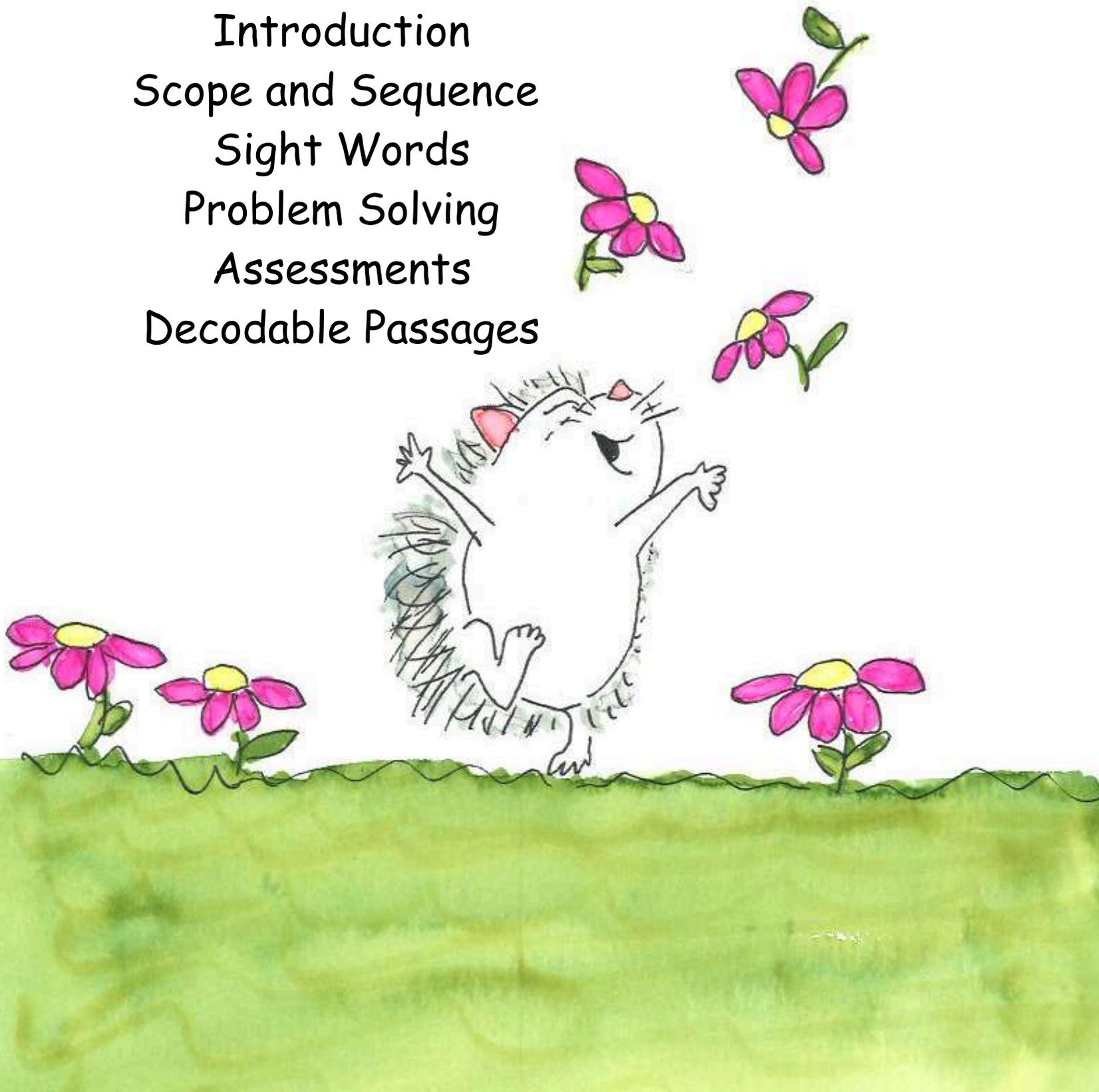




Table of Contents

Introduction
Scope and Sequence
Sight Words
Problem Solving
Assessments
Decodable Passages



Why Decodable Books?

1. **Decodability:** The words in these books can be 'sounded out', meaning that they align perfectly with systematic phonics instruction.
2. **Scope and Sequence:** Decodable books strictly follow a carefully planned scope and sequence, ensuring that students progress at a pace that aligns with their phonics development.
3. **Assessment integration:** To support parents in tracking their child's progress, this book starts with an informal assessment of phonological and phonics ability so that parents can assess where their child is in their reading journey.

Scope and Sequence

Chapters

1. short vowels
2. blends
3. sh, wh, th, ch
4. oll, all
5. ing, ang, ung
6. old, olt, ost, ind, ild
7. open syllable/ long vowel
8. magic e/ silent e
9. Vowel teams
10. gh, igh, ight
11. soft g and c
12. the many jobs of y
13. ar
14. of
15. er, ur, ir
16. ph, gn, kn, wr
17. aw, au
18. ow, ou
19. oi, oy
20. oo
21. eu, ew
22. ey, ay
23. tion, sion

A word about sight words:

The sight word lists provided at the beginning of each chapter are high frequency words that are common words children may not be able to read yet at this stage but are included in the story. As children learn the English phonic code, they will learn how to decode these words. Please review these words with your child before reading the chapter and be eager to assist the child with reading these words if they struggle.

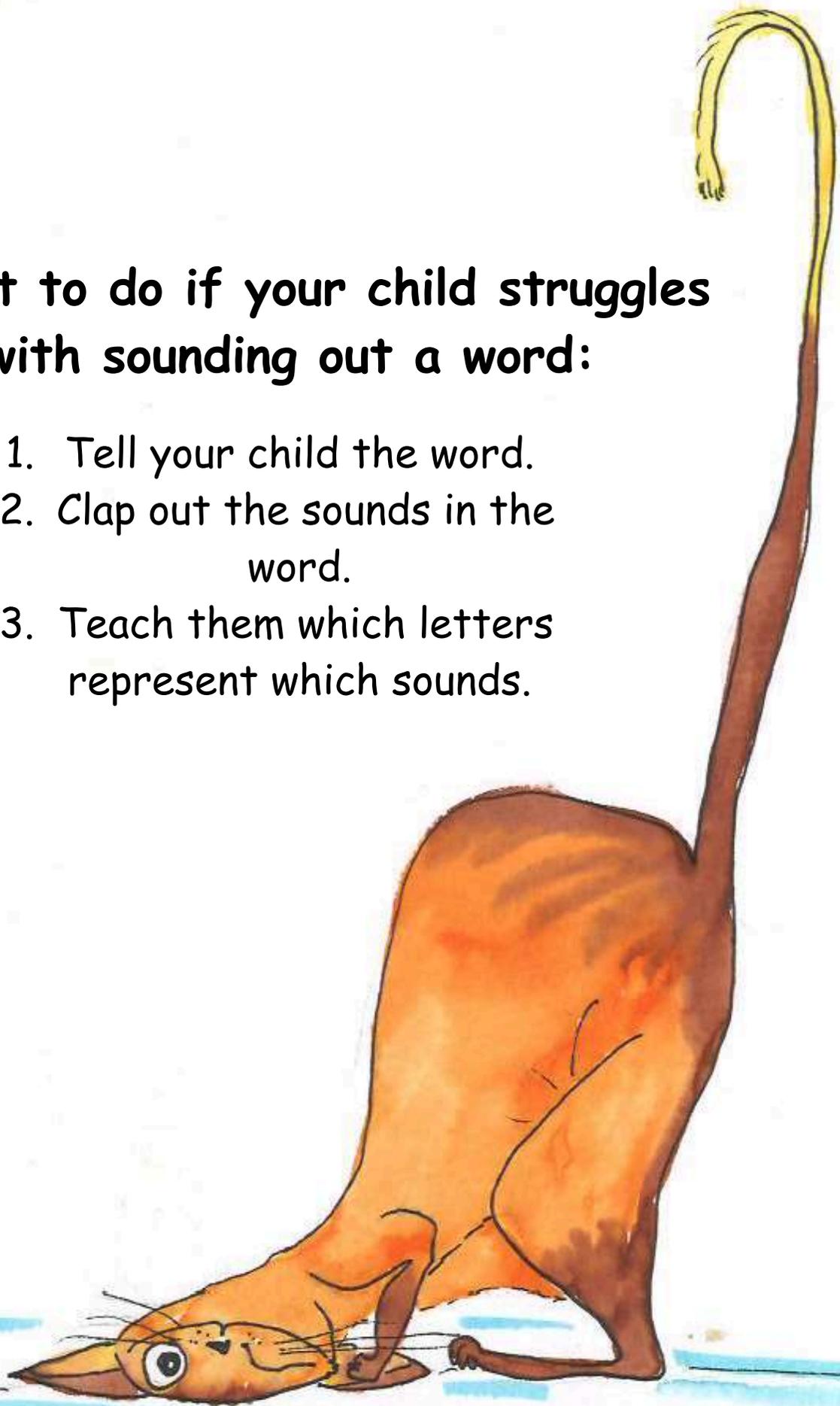
What to do if your child struggles to read a chapter:

1. As the child reads, on a separate page, write down the words that they either mispronounced or hesitated on.
2. Refer back to the scope and sequence of the phonics patterns. What types of words did they struggle with? Was it vowel teams, etc.?
3. Go back to the books that explicitly teach those skills. and give your child ample opportunities to apply and use the required phonics skills.



What to do if your child struggles with sounding out a word:

1. Tell your child the word.
2. Clap out the sounds in the word.
3. Teach them which letters represent which sounds.



Syllables

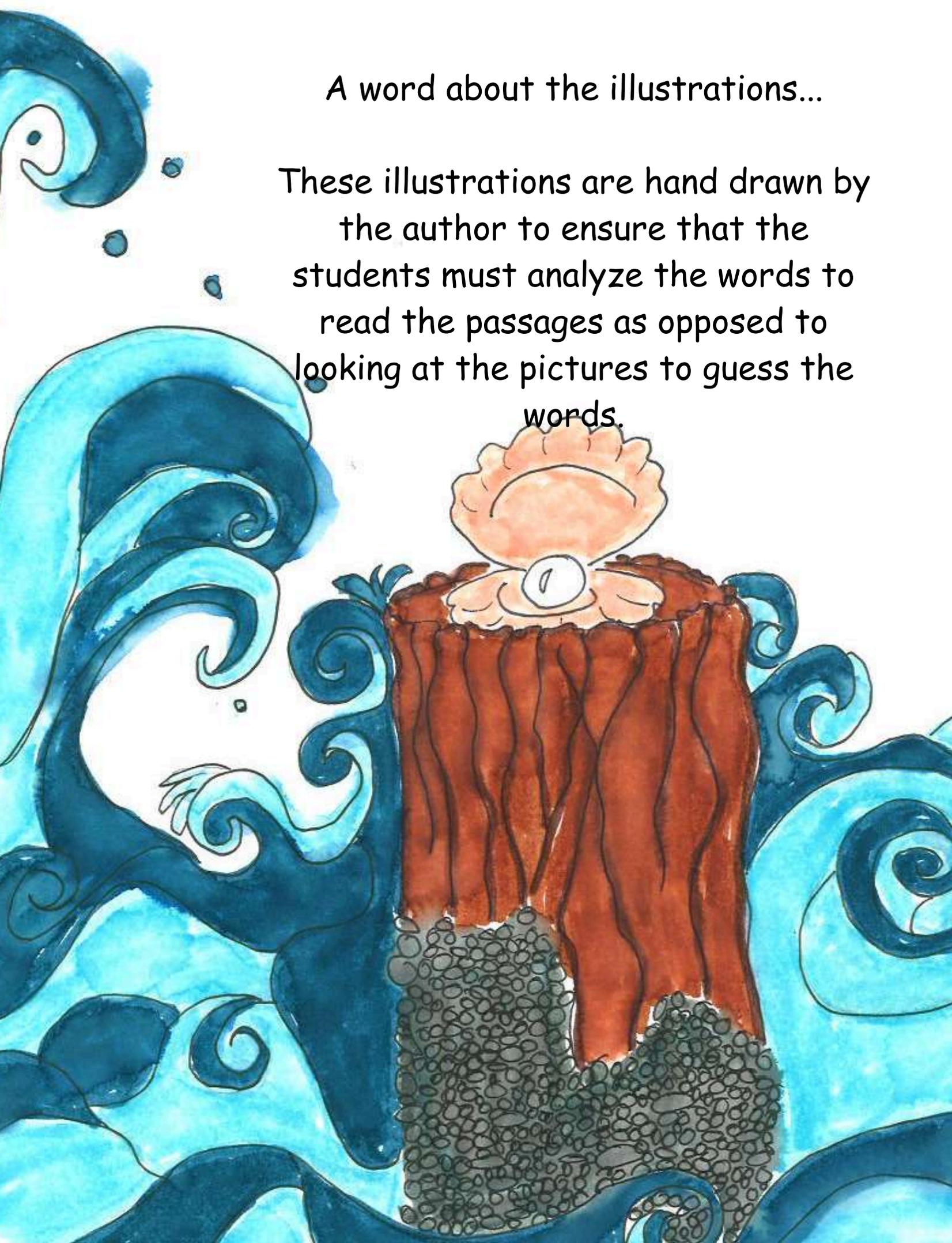
These decodable passages are designed as an extra reading supplement for students learning to read regularly spelled one syllable words. Occasionally, for the purpose of reader interest, two syllable words are included. Remember, if the first syllable ends in a vowel, the vowel will be long.

-ing and -ed endings

There is no story specifically teaching the -ing and -ed endings. These endings will appear throughout the stories. Please take time to review their sounds with your child.

A word about the illustrations...

These illustrations are hand drawn by the author to ensure that the students must analyze the words to read the passages as opposed to looking at the pictures to guess the words.



Informal Assessment Student Materials



Have your child tell you the sounds of the letter and letter combinations listed on this page.

Consonant Sounds

m s f l r

n h v w z

b c d g p

t j k y x q

Digraph Sounds

sh th ch wh

Short Vowel Sounds

i o a u e

Have your child read these regularly spelled one syllable words

1. hen, pig, sat, mud
2. clam, snack, left, must
3. fish, chat, when, then
4. fall, hall, almost
5. tank, drink, king, sang, long,
thing
6. told, most, colt, child, mild
7. me, she, go, no
8. lake, snake, take, ripe
9. boat, hear, field, rain, steer
10. night, thigh, sight, ghastly
11. space, price, mice, dance
12. fussy, sunny, July, puppy

13. bark, farm, yard, card
14. horn, torn, born, torch
15. dirt, fern, summer, burn
16. wren, gnome, knife
17. hawk, fraud, lawn
18. howl, mouse, sound
19. toy, oil, boil
20. cook, moose, hook
21. shrew, few, feud, blue
22. day, hey, say
23. action, mission

Parent Materials

How to assess decoding ability:

Step 1: Have the child read the letters and words on the student materials.

Step 2. Keep track on the following page regarding which types of words they mispronounce. Once they get three words incorrect consecutively, that is their highest level of decoding ability and the chapter at which they should start reading.

Mark on this list the numbers of words within each phonics skills that they read correctly vs incorrectly.

1. Short Vowel
2. blends
3. sh, wh, th, ch
4. oll, all
5. ing, ang, ung
6. old, olt, ost, ind, ild
7. open syllable/ long vowel
8. magic e/ silent e
9. Vowel teams
10. gh, igh, ight
11. soft g and c
12. the many jobs of y
13. ar
14. of
15. er, ur, ir
16. ph, gn, kn, wr
17. aw, au
18. ow, ou
19. oi, oy
20. oo
21. eu, ew
22. ey, ay
23. tion, sion

Informal Assessment of Phonological Awareness

1. Can the child isolate the middle sound in the following spoken words?
cat, hit, cup, take, hope
2. Can the child isolate the final sounds in the following spoken words?
sad, leg, bake, room
3. Can the child produce a rhyming word to the following words? **bat, snug, fed, will, told, plate**

Chapter 1

Short Vowels

Pig Gets Mad

Description: This chapter focuses on consonant vowel consonant words that have the short vowel sounds. Teach your child that the letter a represents the short /a/ sound as in the first sound in apple. The letter e represents the short /e/ sound as in the first sound in echo. The letter i represents the /i/ sound as in the first sound in itch. The letter o represents the /o/ sound as in the first sound in opera. The letter u represents the /u/ sounds as in the first sound in umbrella.

Short Vowel Word List

sat

sad

mad

ran

hen

bed

get

pig

big

dog

fog

log

job

mud

mug

bug

High Frequency Words

the

was

for

went

to

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

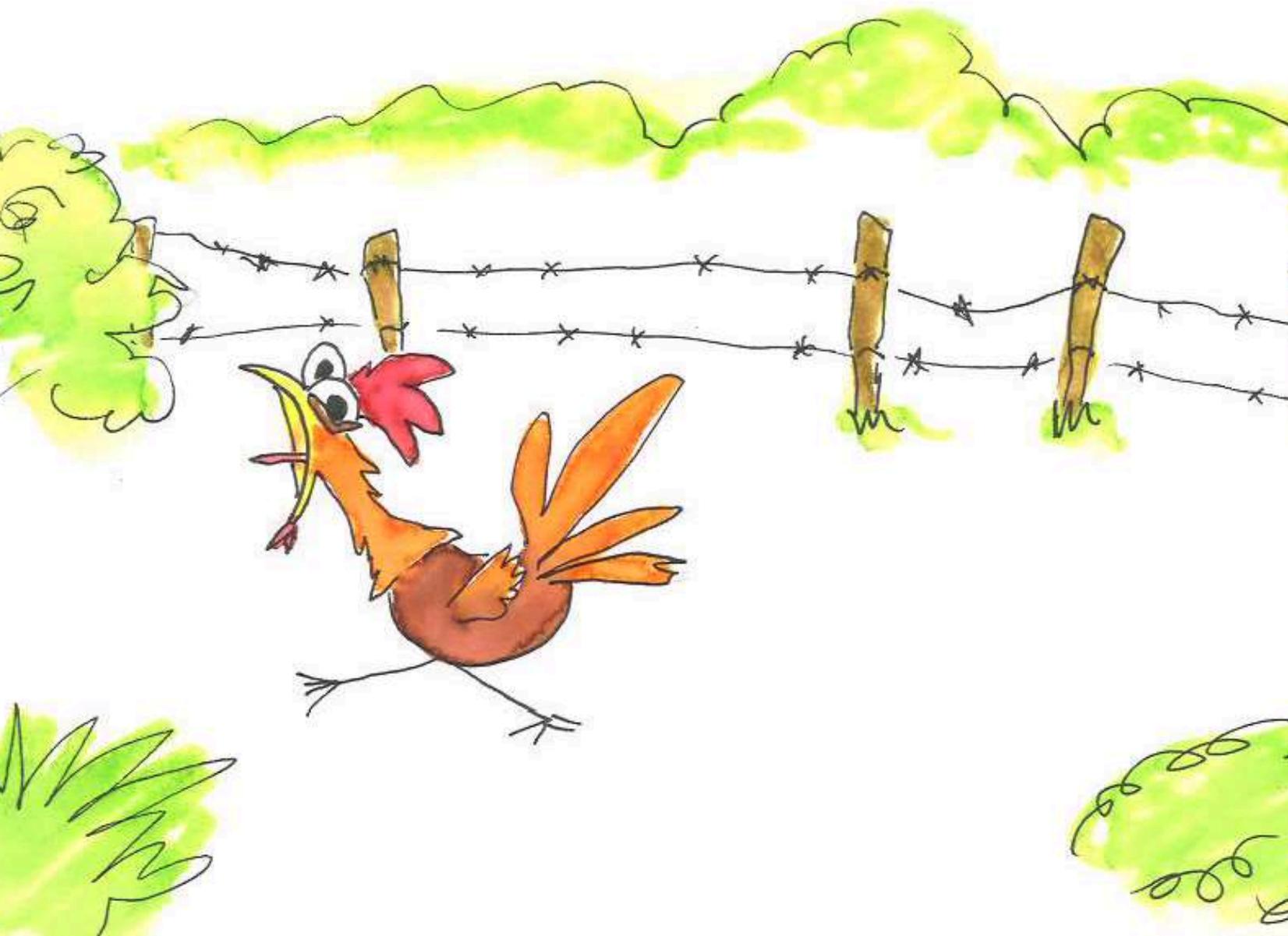
Sam, the pig, and Mat,
the bug, ran to the wet
mud pit.



A red hen got the bug
from the wet mud! The pig
was mad at the red hen.



The hen ran but got in a big web.



The pig was sad for the hen.

The pig got a dog to get the hen.

The hen went to bed.

The pig and the bug went to bed.

Chapter 2

Blends

The Crab traps

the Clam

Description: A blend is two consonants that stand together and can start a syllable or word. The blends are bl, br, cl, cr, dr, fr, tr, fl, gl, gr, pl, pr, pl, sl, sm, sp, and st.

Blends

Word List

clam
crab
traps
drum
grabs

swims
grass
glad
glad

High Frequency Words

and

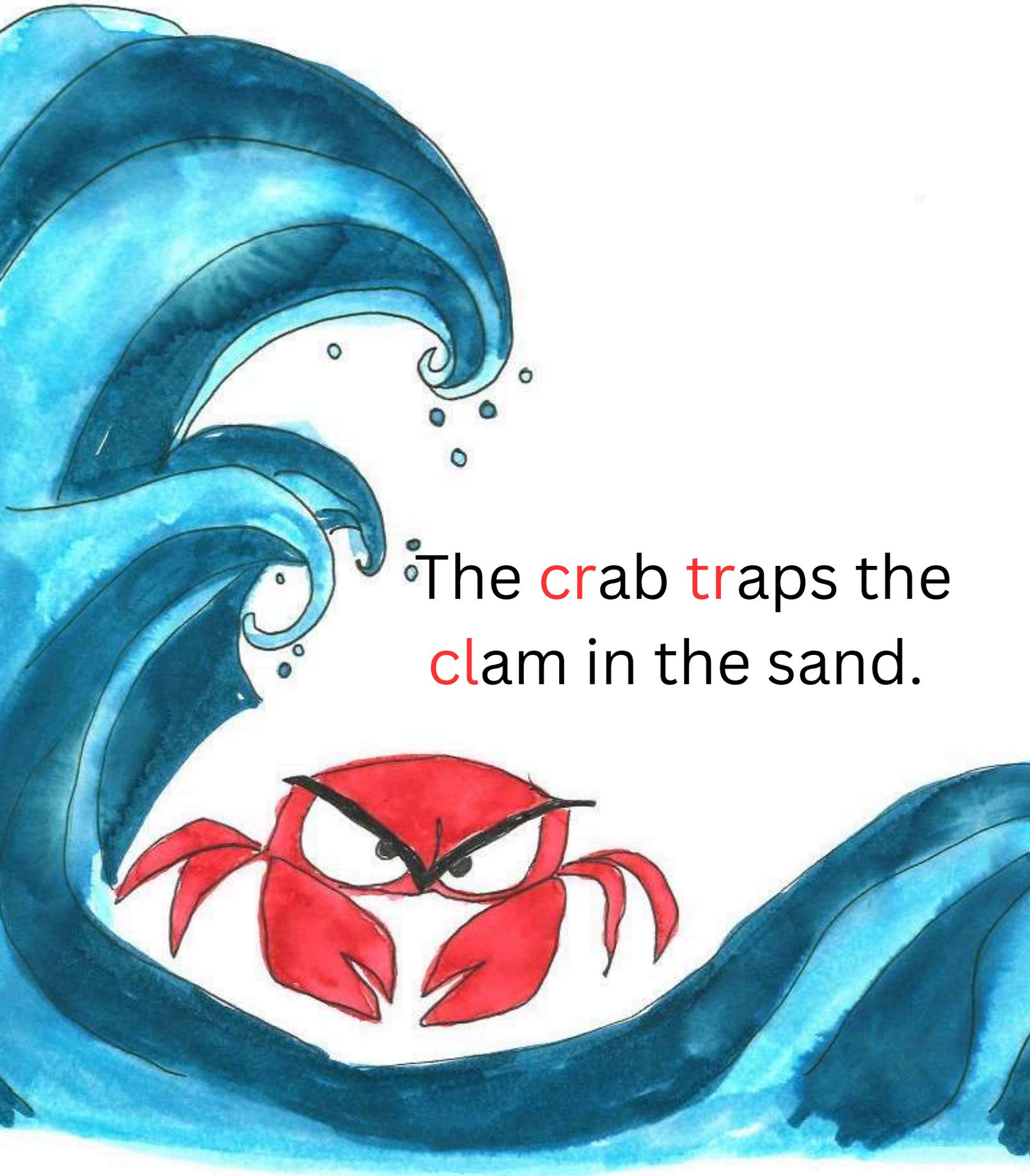
the

are

like

with

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.



The crab traps the clam in the sand.

The **cr**ab taps on the top of the **cl**am like a **dr**um.

A kid **gr**abs the **cl**am!

The kid **sw**ims with the **cl**am.

Oh no! The kid **gr**abs the **cl**am. The kid puts the **cr**ab on the **gr**ass.

The clam and the kid are glad.



Chapter 3

Sh, Ch, Th, Wh

***The Fish in the
Bath***

Description: The new sounds are /ch/ as in chess, /sh/ as in shirt, /wh/ as in wheel, and /th/ as in think or this.

*Sometimes, ch sounds like /sh/ as in chef or /k/ as in Christmas. This is not something you need to teach at this time. This information is available in case your child has questions about these words.

sh, wh, th, ch

Word List

fish

with

bath

chat

much

when

High Frequency Words

was

eat

said

to

too

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

The fish was in the class with the kids.



The kids put the fish in the bath.

The kids chat to the fish.

Oh no! The kids let the fish eat too much.

The fish was sad.

The kid's mom said, "No fish in the bath!"

When the fish was back in the class, he was glad.



Chapter 4

oll, all

The Small Cat

Description: When the letter a is followed by the letter l (usually two ll's), the sound changes to the short sound /o/ sound as in **fall**. When the letter o is followed by two ll's, it changes the sound to the long /o/ sound as in **toll**.

-all, -oll word list

Word List

all

ball

poll

tall

roll

small

troll

hall

almost

fall

wall

stall

High Frequency Words

are

said

play

to

too

has

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

The small cat is sad. She is all wet and damp.



"There must be a chill this fall."

The tall dog calls to the small cat, “Let’s go into the pig’s stall, then we will not be wet.”

In the stall, the dog saw a
ball next to the wall.



The tall dog is glad he has
a ball!

Chapter 5

-ing, -ang, -ung

Finn's Fish Tank

Description: When a is followed by -ng or -nk, it changes to the sound to the long vowel /a/ sound as in **bank**, **rang**, or **tank**. The letter i is followed by -ing, it changes to the long /i/ sound as in **ring**, or **cling**.

-ing, -ank, -unk

word list

Word List

tank

drink

king

Hank

sang

strung

long

strong

song

fang

wing

thing

High Frequency Words

by

you

go

down

too

for

your

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

Finn's fish tank is the best fish tank because of Hank.



The **tan**k is filled with crabs and squid. But the best fish is **Han**k. His fins look like wings and he has big **fan**gs.

You can go see Finn's fish
tank by dad's grill. If you sit
there, Finn's mom will **bring**
you a **drink**.



If you see **Hank**, you will see
that he is **king** of the fish
tank.



Hank is the strongest fish
in the **tank**.

Chapter 6

**-old, -olt, -ost,
-ind, -ild**

***The Old Home
Gets Sold***

Description: When the vowel o and i are followed by -ld, -nd, -lt, or -st, the vowel sound become long.

**-old, -olt, -ost,
-ind, and -ind**

Word List

old

most

hold

told

sold

colt

jolt

cold

wild

child

mild

scold

High Frequency Words

home

hard

knew

one

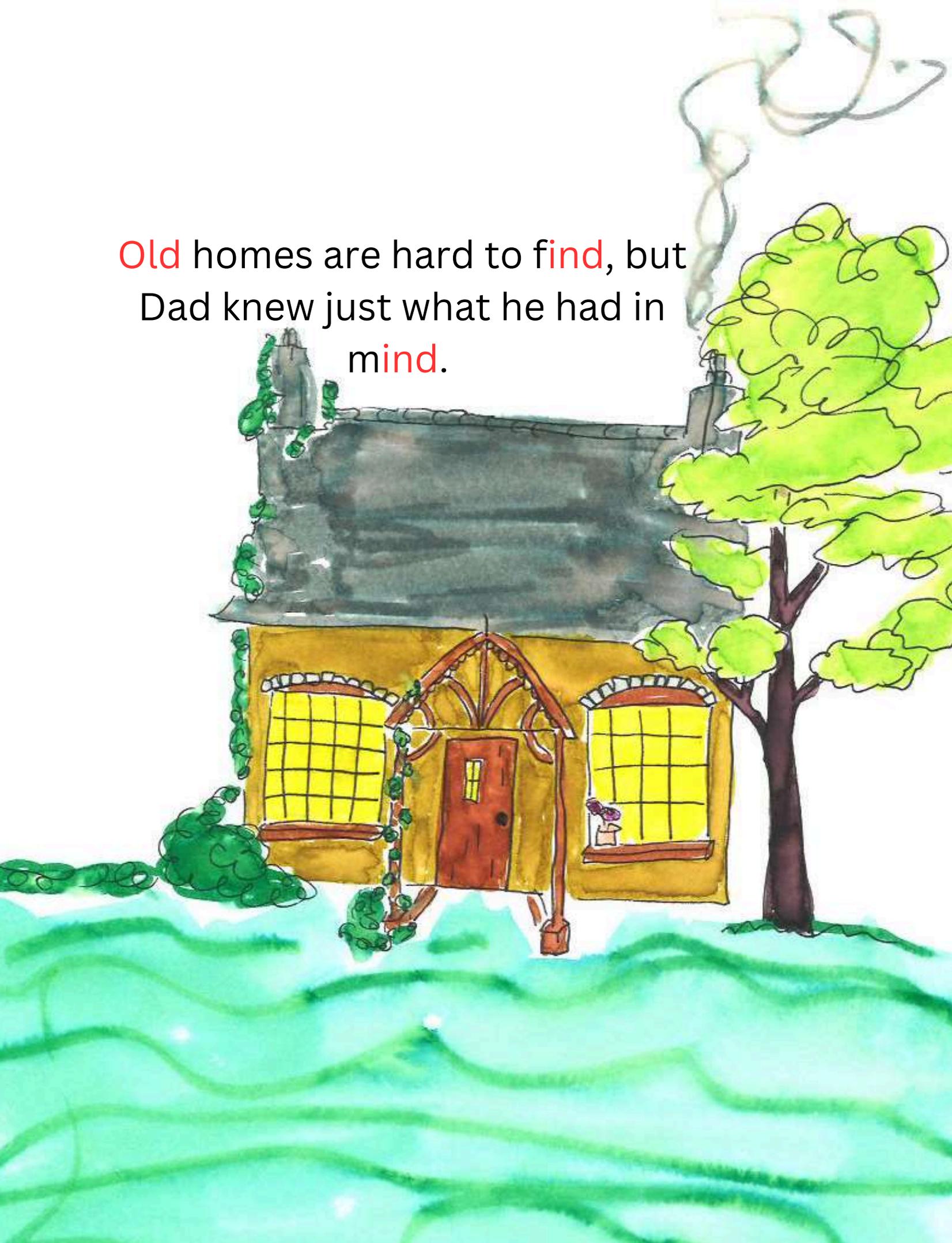
read

hoped

already

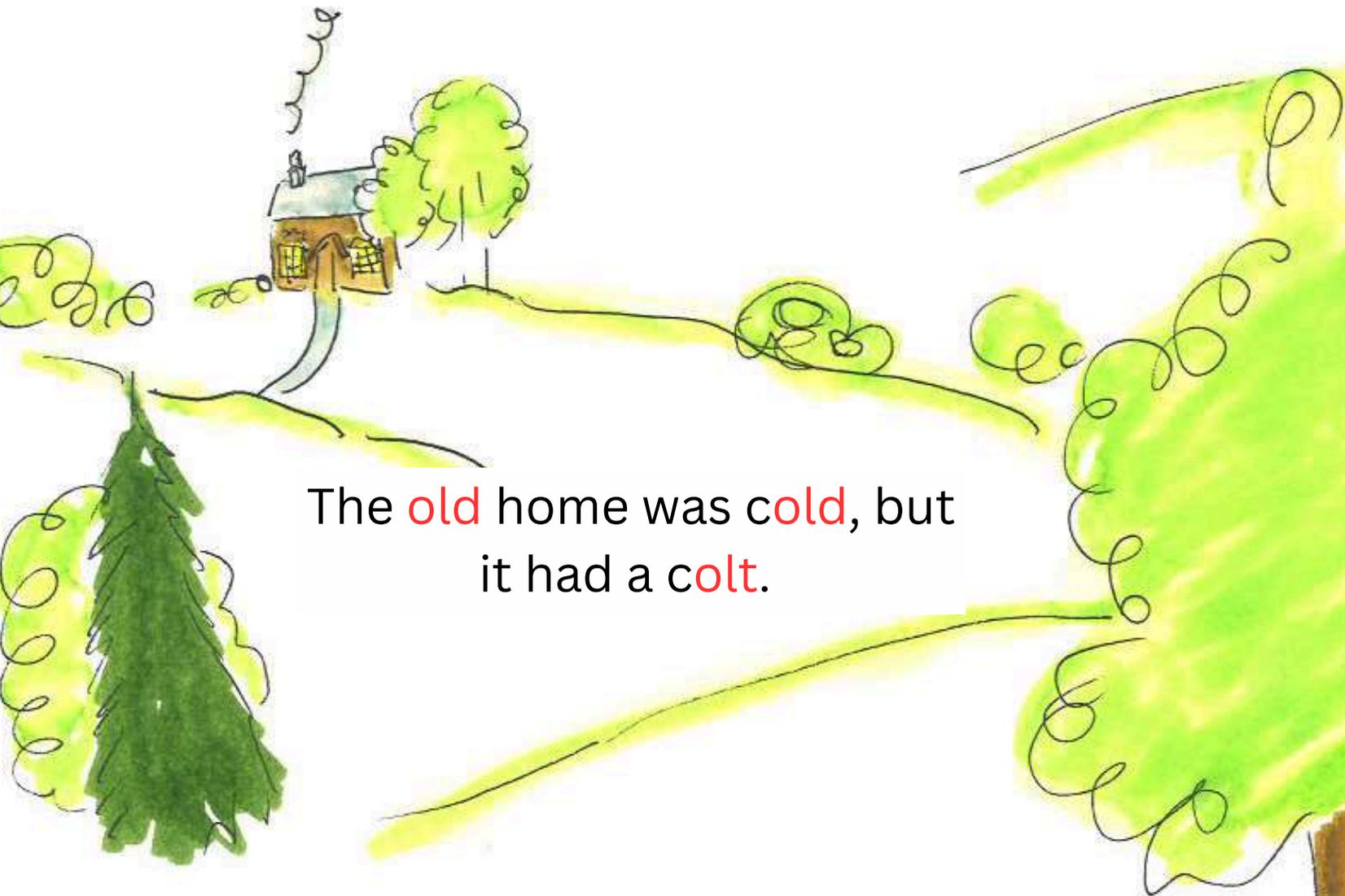
*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

Old homes are hard to find, but
Dad knew just what he had in
mind.

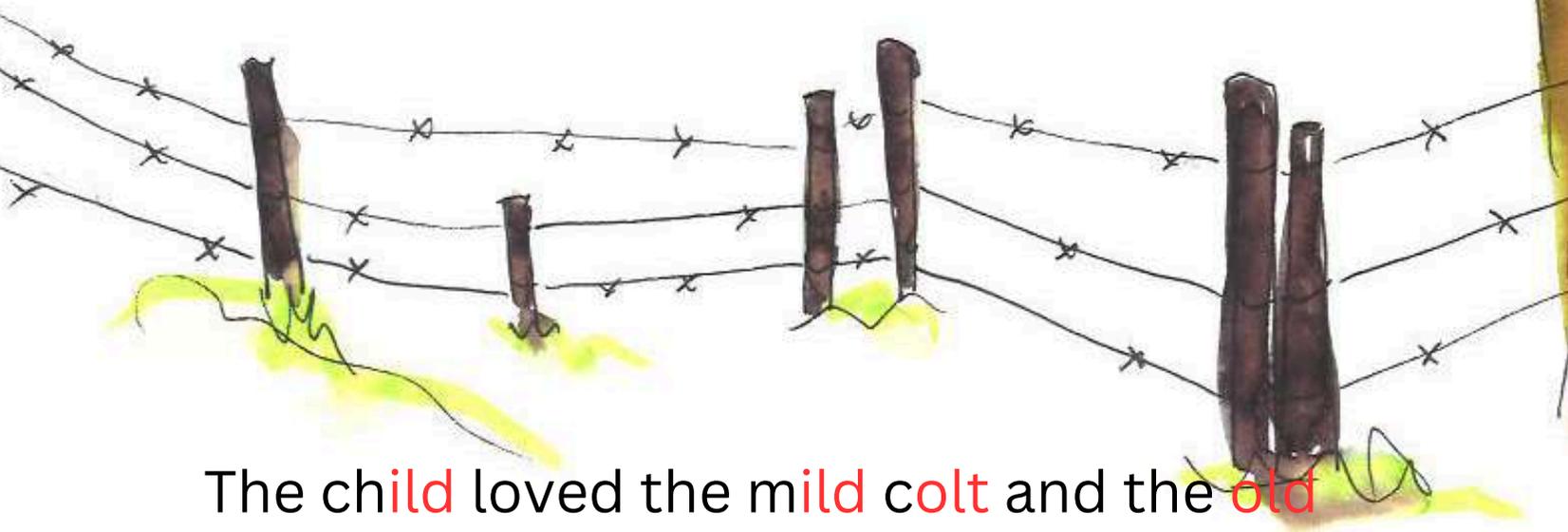


He saw the list of homes. At last, he saw one he liked the most.

Dad hoped it had not already been sold.



The **old** home was **cold**, but
it had a **colt**.



The **child** loved the **mild colt** and the **old**
home.

Chapter 7

The Open Syllable *Jo's Gift*

Description: When a word or a syllable ends in a vowel, that vowel is long.

Open Syllable Word List

Jo

me

he

no

so

go

Mo

she

I

High Frequency Words

good

say

who

her

say

to

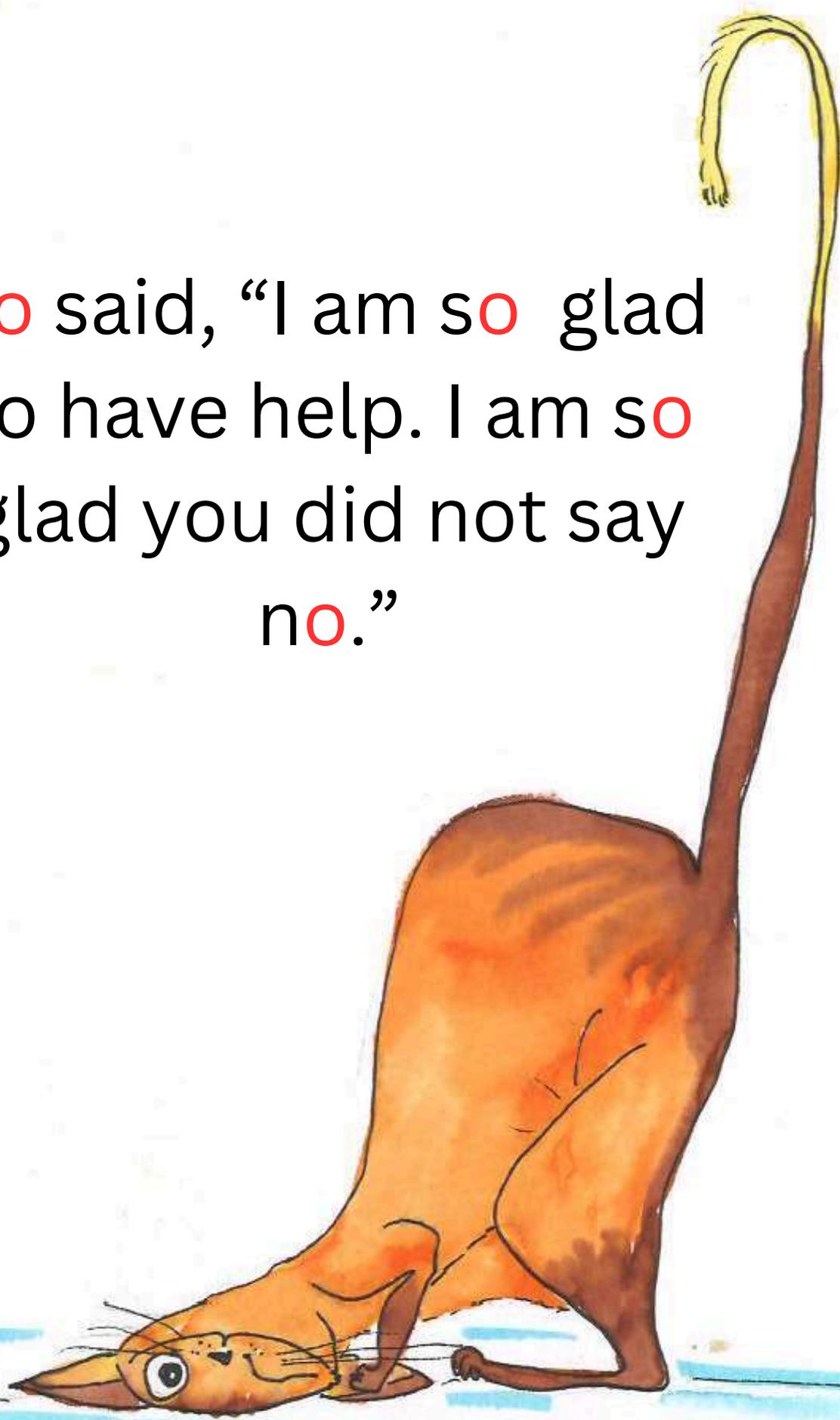
**Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.*

Jo, the cat, thought, “I must get a gift for mom! Who will help me?”



So Jo asks Mo, the dog, if he will help her get a gift for mom. He said, “We will go shopping!”

Jo said, “I am so glad
to have help. I am so
glad you did not say
no.”



Chapter 8

Magic E

Jane and Dale

Find a Snake

Description: When the vowel e is at the end of a word and it preceded by a consonant and vowel, the previous vowel sound becomes long.

Magic E

Word List

hike

Jane

site

Dale

lake

made

ripe

snake

grape

brave

ate

pine

cave

made

stone

froze

High Frequency Words

they

there

to

their

love

away

from

down

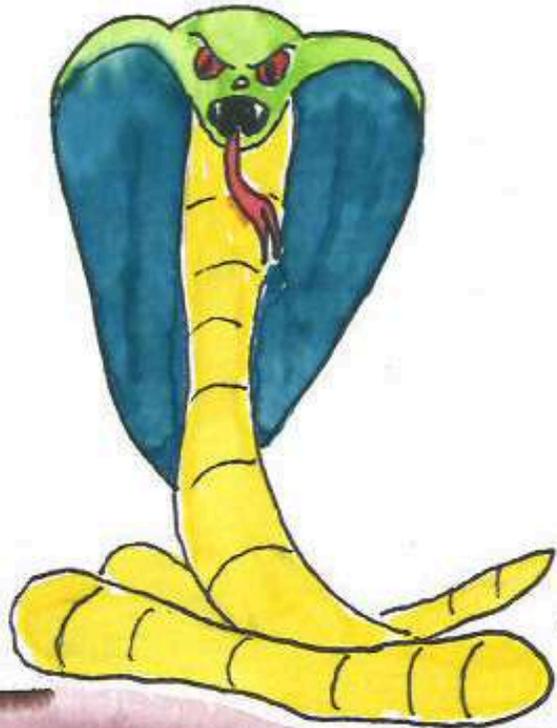
*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.



Jane and Dale love the sand dunes. They make holes in the sand and ride down the hills. The ate ripe melons and grapes.

They hid in a cave made of stone but there was a snake in the cave so they had to be brave.

The snake stole away from the stone cave after they fired stones at it.



Then Dale and Jane went back to their campsite by the sand dunes.

Chapter 9

Vowel Teams

Toad saves a

Goat

ai, ay, ea, ee, oa, oe, ui, ue, ie

Description: The vowel teams listed above will have the long sound of the first vowel.

Note: Some of these vowel teams have other less likely sounds. The team ea can make the long e, short e, and long a sound. For example: **eat** **great** **bread**. Also, ue will often make the sound /oo/ as in **blue** as opposed to /yoo/ as in **statue**.

Vowel Teams

Word List

toad	moan
boat	groan
green	oak
sway	afraid
frail	coast
leaf	steer
croak	wait
rain	
hear	

High Frequency Words

other
water

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

The green toad sat and swayed on a frail leaf in the pond by the grass.



He croaked in the rain and dozed off.

He woke up to hear a little
goat moaning and
groaning. The little goat
had lost his mom! The
toad wanted to help. He
saw his mom on the grass.

The goat was afraid but
he went with the green
toad onto the boat.



The boat coasted along with
the toad steering the boat.
The mom was waiting for
her little goat. The toad was
so glad he could help!

Chapter 10

gh, igh, ight

*The frightened
gopher*

Description:

When gh is at the beginning of a word, it makes the /g/ sound as in **gh**astly.

When gh is at the end of a word is often says /f/ as in rou**gh**. Usually gh is silent as in cau**ght**.

If gh is preceded by a letter i, then the i says its long sound and the gh is silent as in **nigh**t.

gh, igh, ight

Word List

ghastly

night

sigh

caught

sight

fright

tonight

tight

elephant

thigh

High Frequency Words

one

from

said

you

yes

they

were

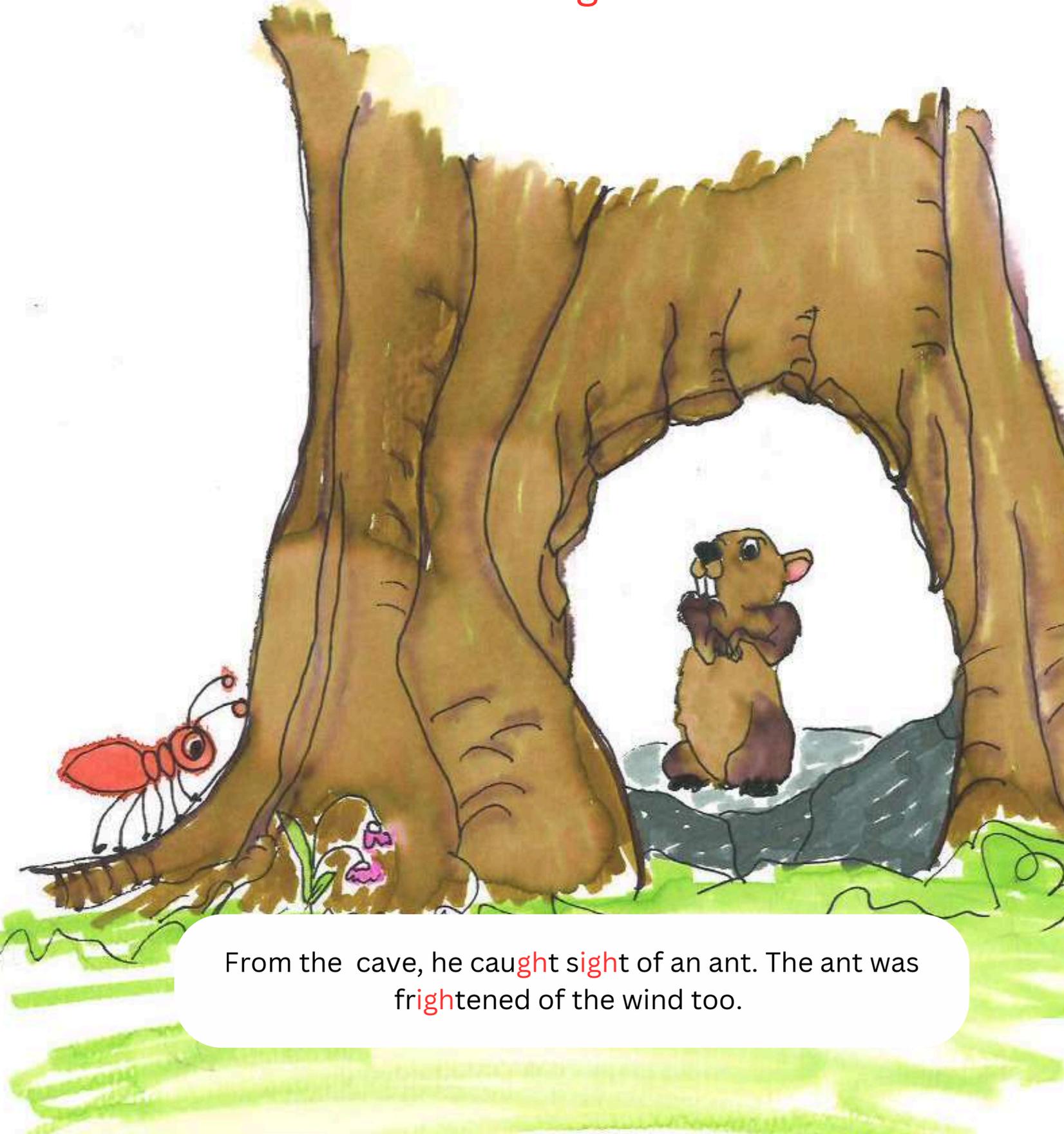
they

too

by

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

One **gh**astly **nigh**t, a gopher hid in his cave as the wind **sigh**ed in the trees.



From the cave, he caught **sigh**t of an ant. The ant was **fright**ened of the wind too.

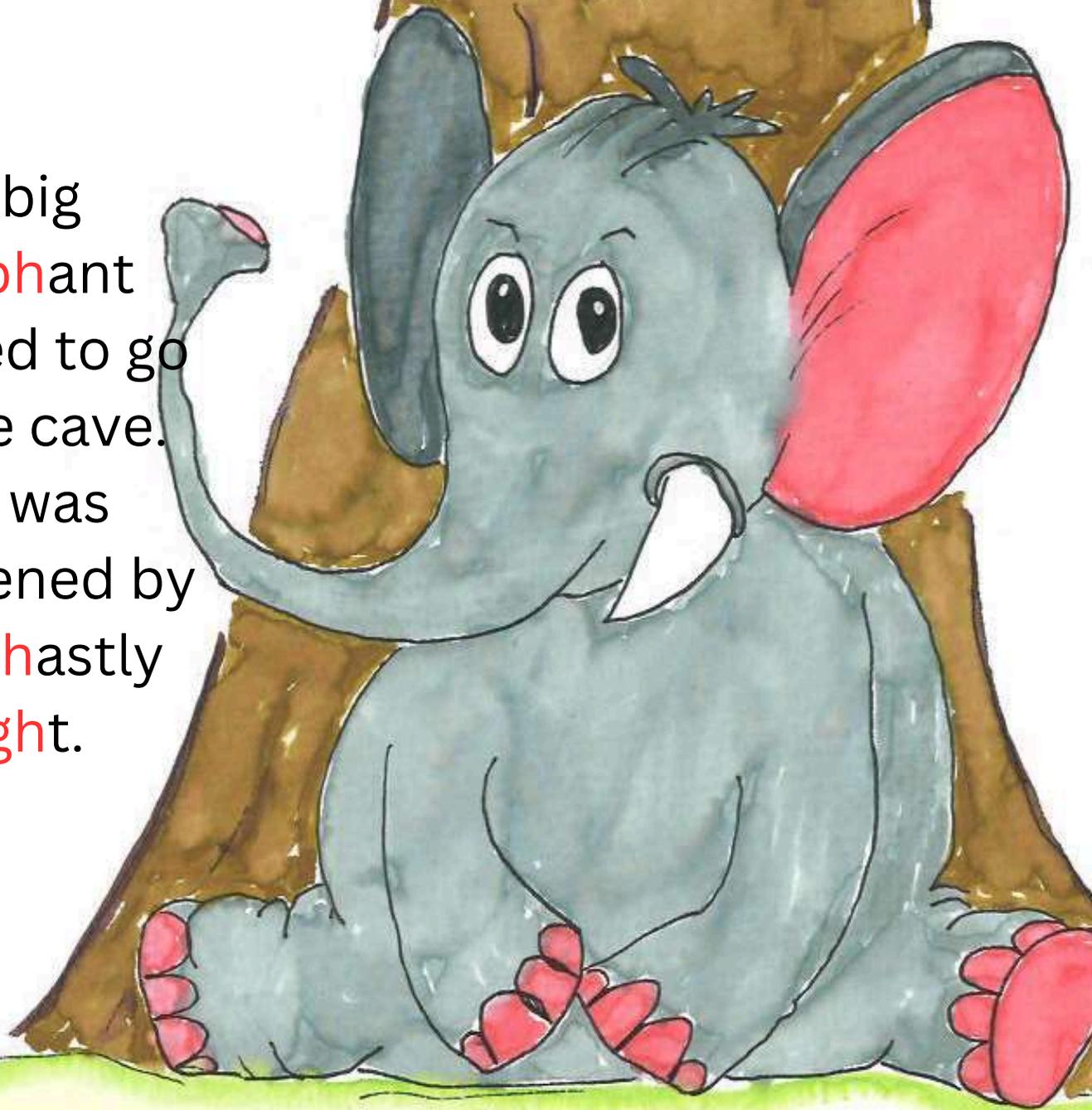
The gopher said, “Do you want to
come into my cave tonight?”

“Yes!” said the ant.

The cave was small and it was a tight
fit but they were not frightened.

A big
elephant
wanted to go
in the cave.

He was
frightened by
the ghastly
night.



The ant and the gopher
agreed that he was too big
to fit into the cave.

They sat on his thigh. They
knew they were safe with
the big elephant.

Chapter 11

The soft sounds of g and c

The Circus!

Description:

When g is followed by i or e, it softens the sound to the sound of /j/ as in gel.

When c followed by i or e, it softens the sound to /s/ as in cent.

Soft Sounds

Word List

Belgian

circus

legend

magic

plunge

space

price

chance

choice

furnace

mice

dance

bounce

sing

gentle

High Frequency Words

show

who

good

would

took

two

of

out

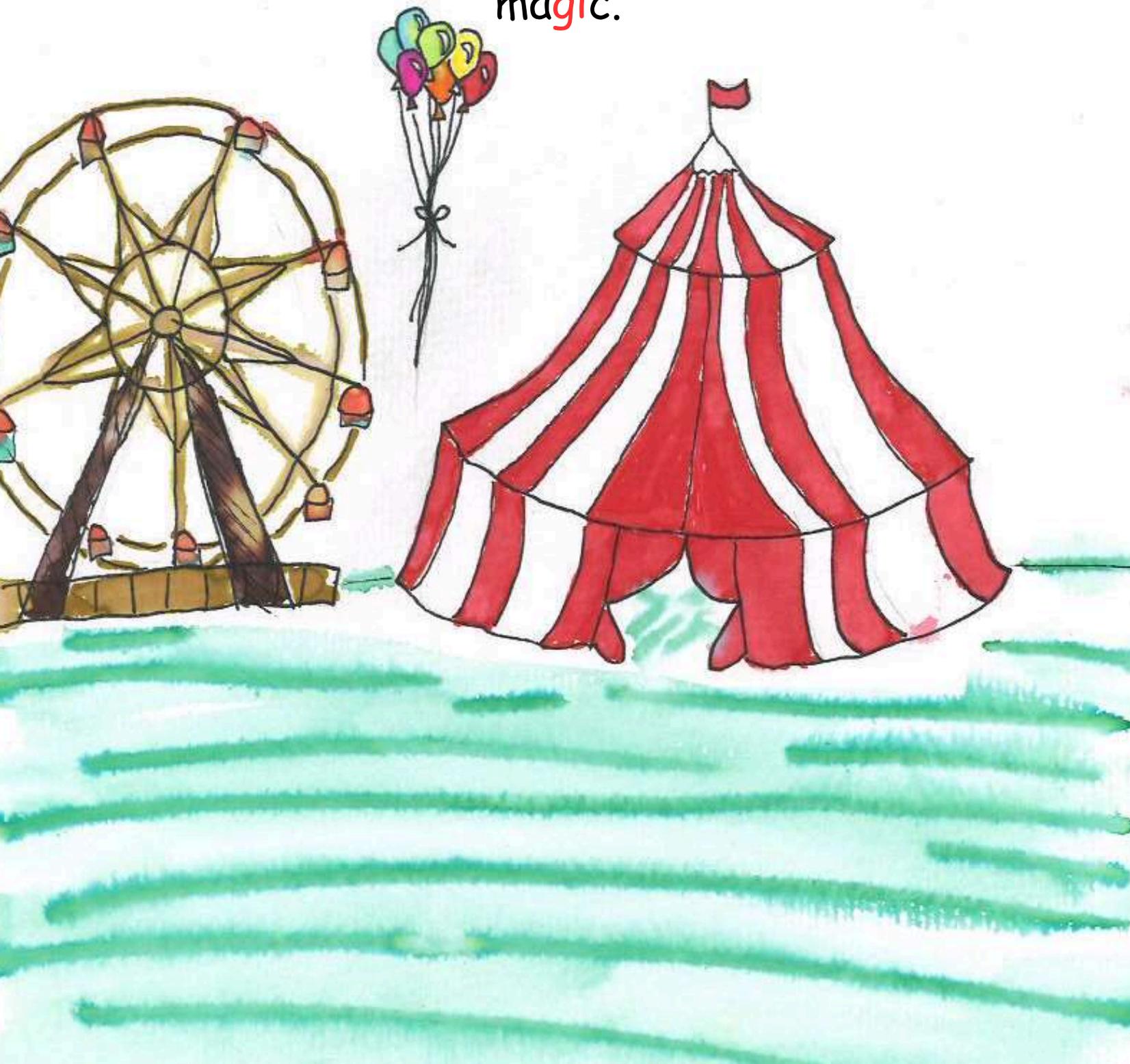
without

thought

center

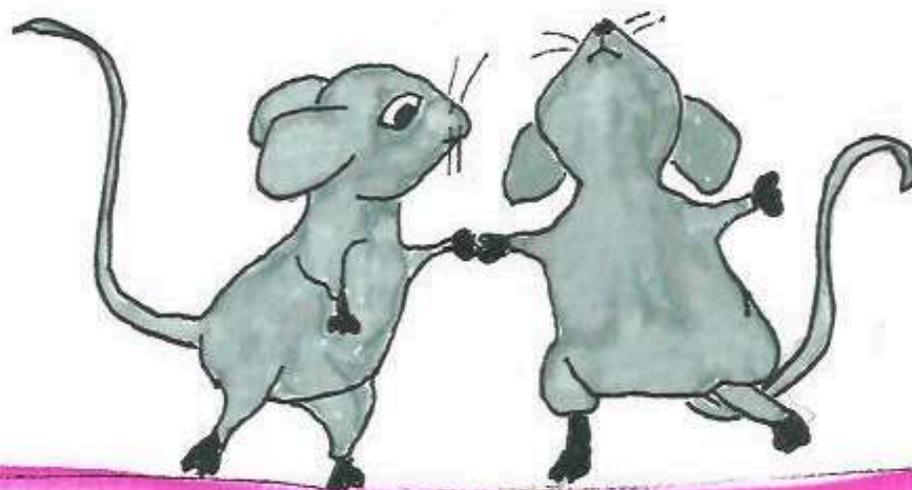
*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

The Belgian circus wants to hire new hands to help run the show. They want to find a legend who can do magic.



A man plunged into the circus space.
He said that if they gave him a good
price, he would do magic. The circus
took a chance on him and gave him a
choice to be in circus for a gold cent!

The magic man, who was a legend, put two gentle mice into a fire!



The mice danced and bounced out of the fire without a singe.

Even the prince at the
circus thought the magic
man was a legend!

Chapter 12

The Many Jobs of Y

The Fussy Baby

Description:

At the beginning of word, y says /yuh/
as in **y**es.

At the end of a word, it says either the
long E sound or the long I sound as in
July or bab**y**.

In the middle of a word, it says the
short /i/ sound as in g**y**m.

The Jobs of Y

Word List

sunny

July

fussy

baby

hungry

thirsty

puppy

sneaky

yucky

spicy

candy

tasty

syrup

happy

gym

*Syrup is two syllables sy - rup. Y is making the long E sound at the end of the syllable. This is considered an open syllable.

High Frequency Words

day

saw

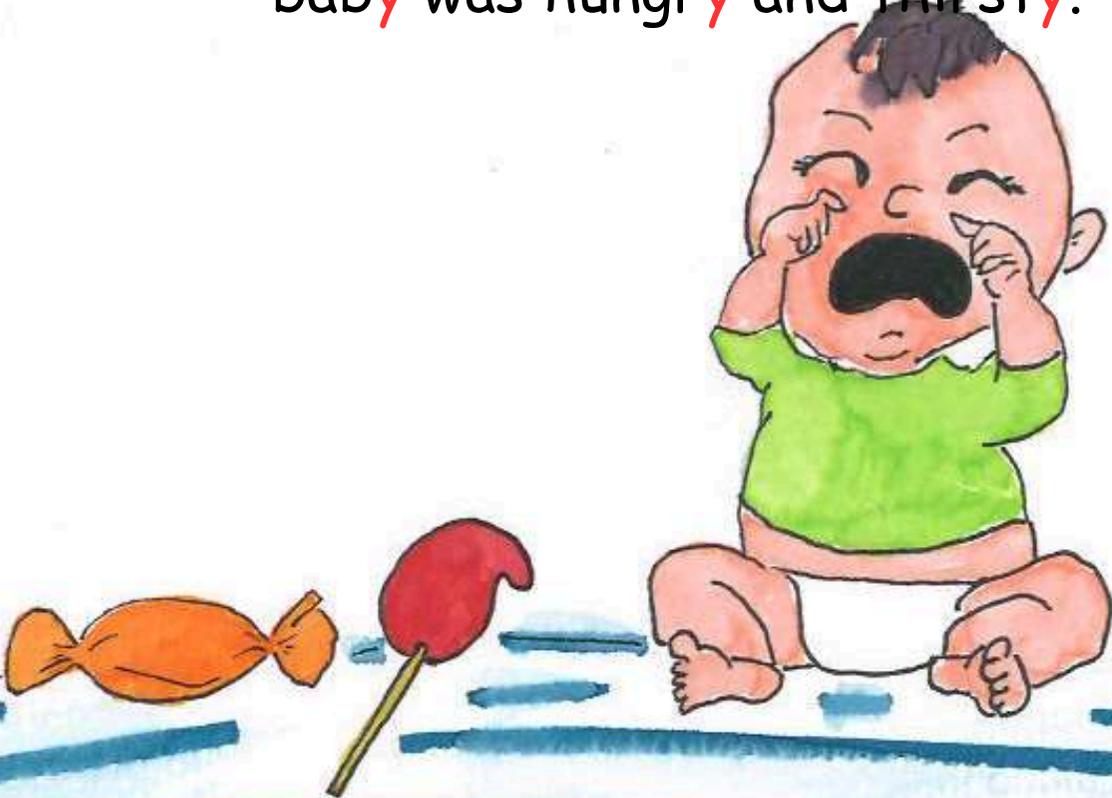
said

some

more

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

On a sunny day in July, a fussy baby was hungry and thirsty.



A puppy saw the baby and thought, "I will help this baby." He was able to be sneaky and give the baby some yucky dog bones. This made the baby even more fussy!

Then the puppy gave the baby some spicy
candy. This mad the baby mad!

The baby's mommy was there in a jiffy to give the baby a snack of tasty yams, syrup, and milk.



Chapter 13

AR

The Farm

Description:

AR says the name of the letter R, as in arm.

AR

Word List

bark

cart

farm

far

garden

large

park

yard

cart

High Frequency Words

come

took

flowers

perfect

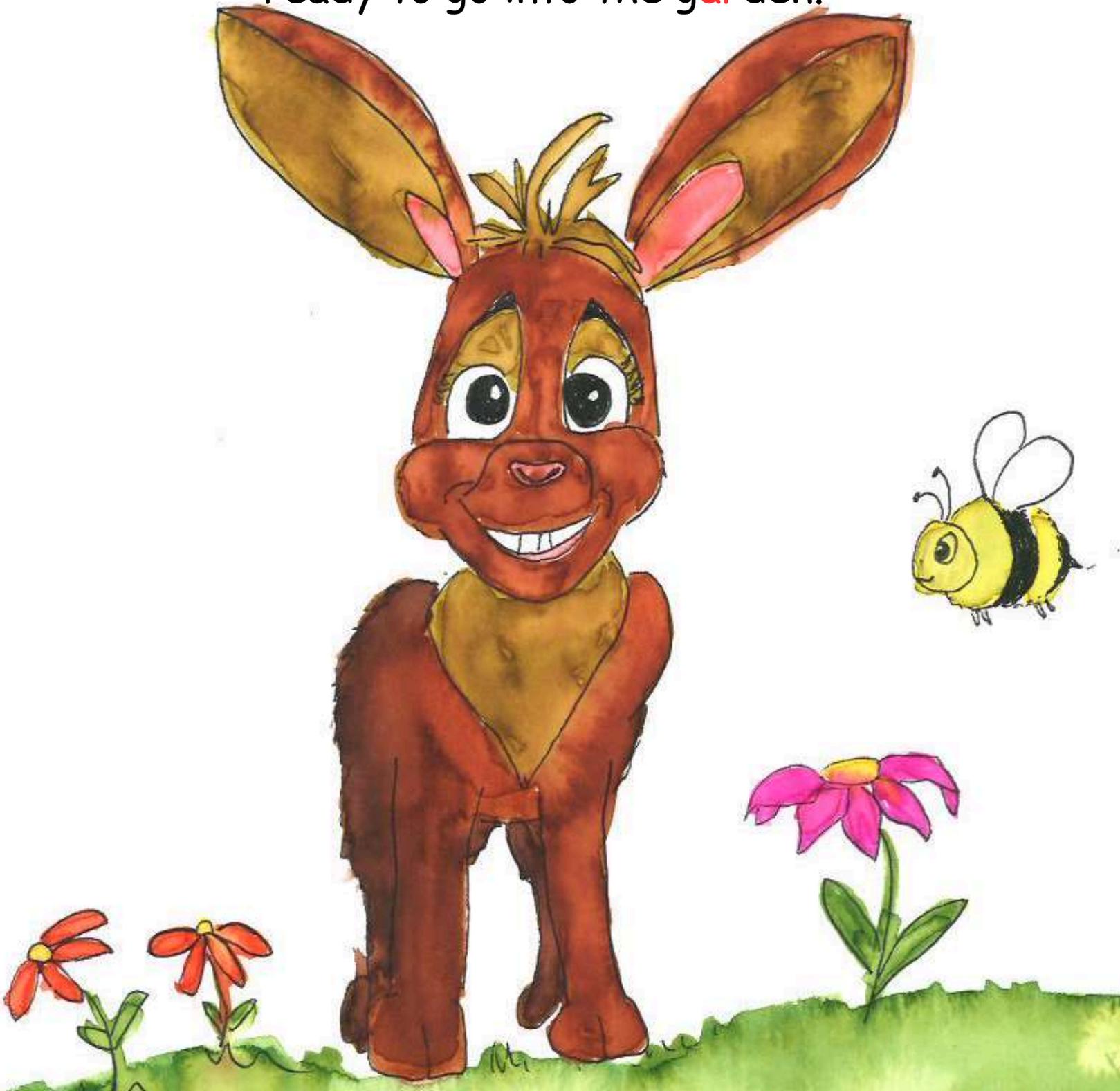
days

work

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

The dog barked as the cart drove into
the farm.

The cart had come far and the mule was
ready to go into the garden.



The farmer took the large cart and parked it in the yard. The mule rested in the sweet soft flowers in the garden.

A bee come buzzing into the
garden's flowers.



What a perfect ending to a
hard days work!

Chapter 14

Or

The Unicorn Saves the Forest Animals

Description:

Or says the /or/ sound as in the **corn**.

Additional information on the spelling and corresponding sounds for or.

When or is preceded by the letter w, it usually will modify the or to the /er/ sound as in word or worm. At the end of a word, or will usually make the sound of /er/ also.

It is important for beginning readers to first map the most common sounds of or to its grapheme, so this story will only focus on the /or/ sound as in short. This information is provided here is for the purpose of answering additional questions if your child has them.

OR

Word List

corn

short

horn

forbid

born

retort

forlorn

High Frequency Words

was

her

were

very

without

their

days

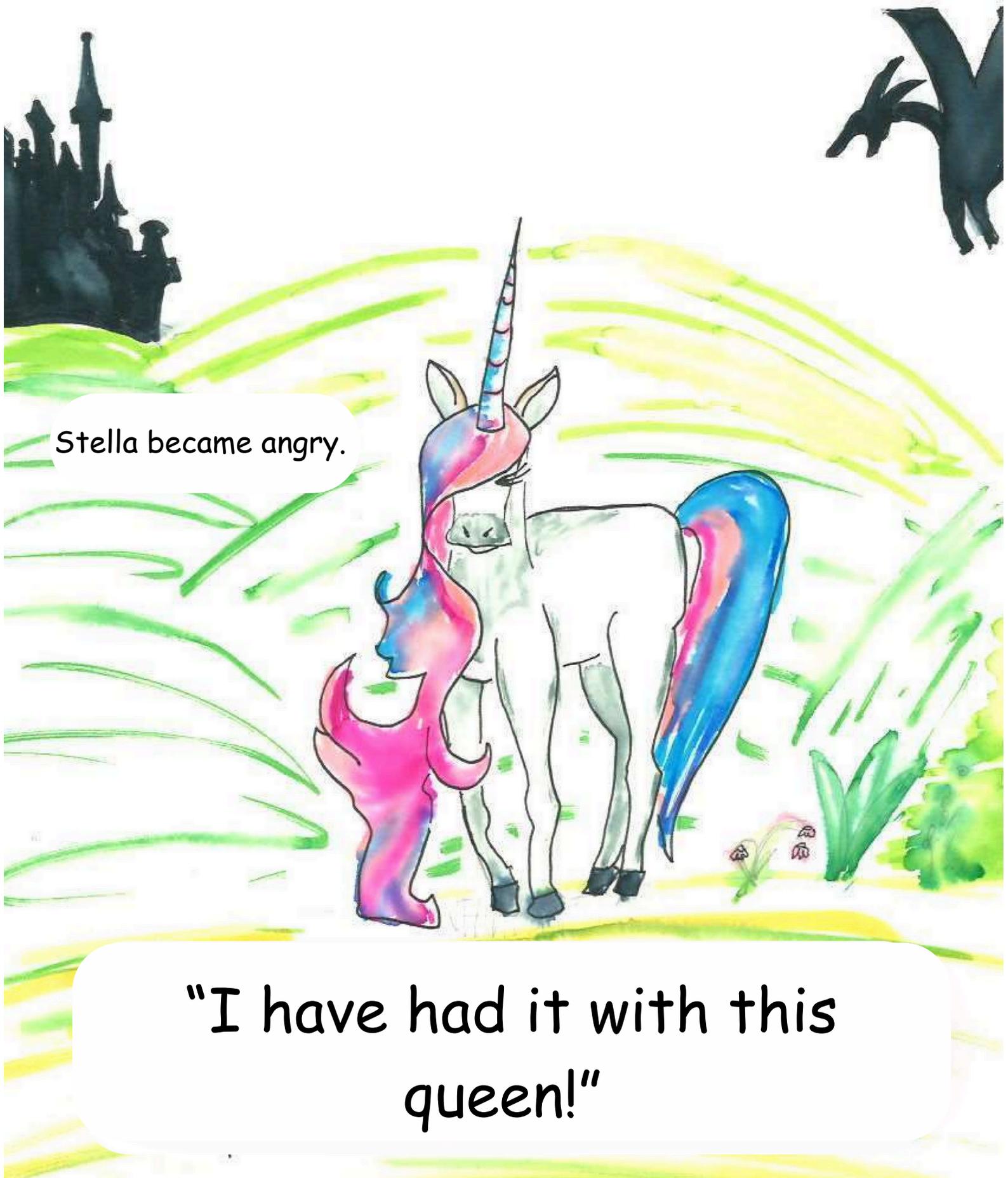
*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

Stella, the unicorn, was the best creature in all the land because of her magical horn.



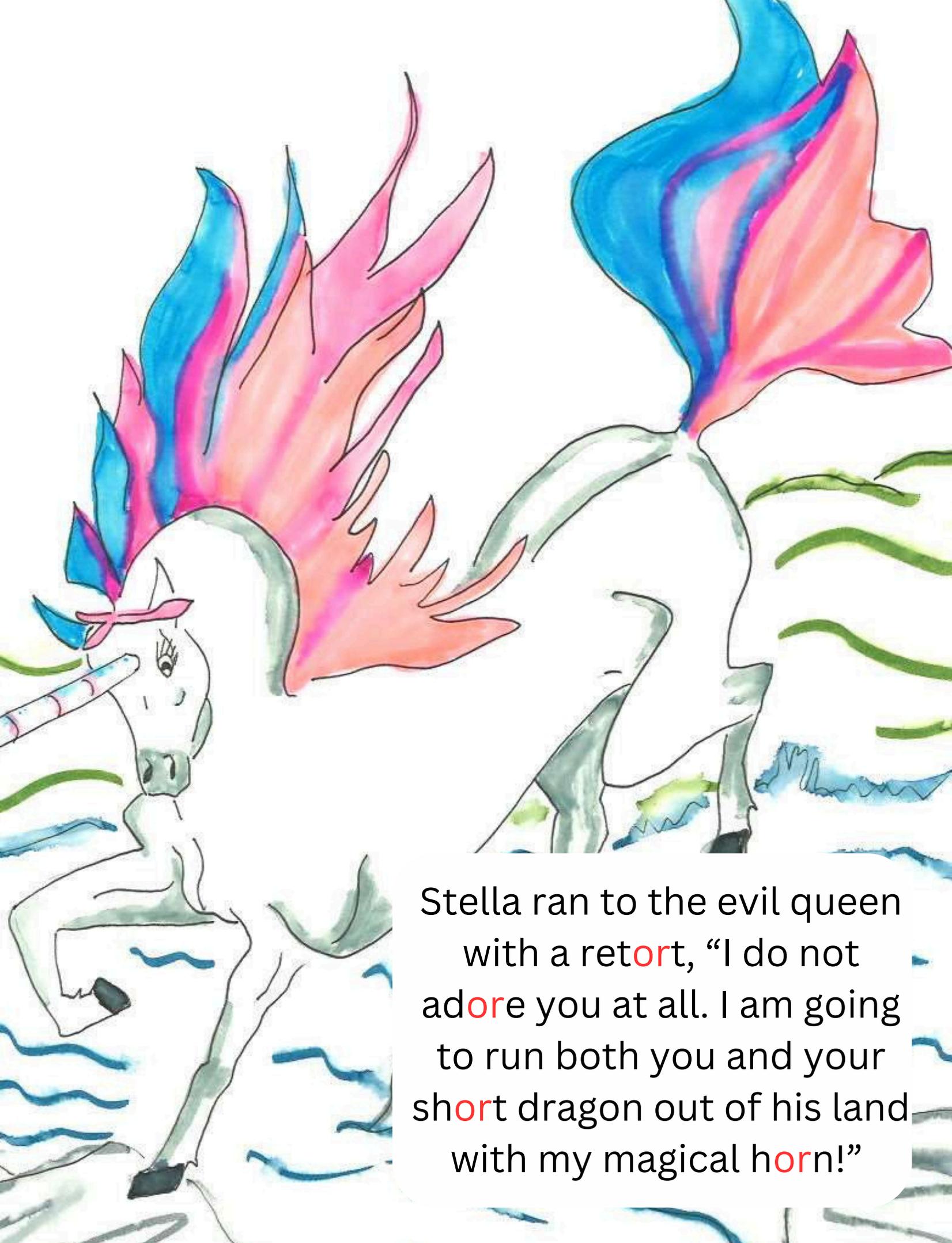
But she was **for**bidden from
using her magic by the evil
queen. The animals were so
forlorn. Even the **poor** unic**orn**
was **wor**n and **tor**n.





Stella became angry.

"I have had it with this queen!"



Stella ran to the evil queen with a retort, “I do not adore you at all. I am going to run both you and your short dragon out of his land with my magical horn!”

The unicorn and the animals all lived happily ever after.



Chapter 15

er, ir, ur

The Bird's First Worm

Description:

Er, ir, and ur all make the same sound /er/ as in **bird**.

When or is preceded by a w, the sound usually changes to the /er/ sound as in **worm**. When worm appears in this story, the letter w will be highlighted as well to indicate that it is because of the w that the sound of or changes to /er/.

er, ir, ur

Word List

summer

under

fern

spider

whisper

never

fern

burn

torture

bird

first

chirp

twirling

dirt

firm

birch

worm

High Frequency Words

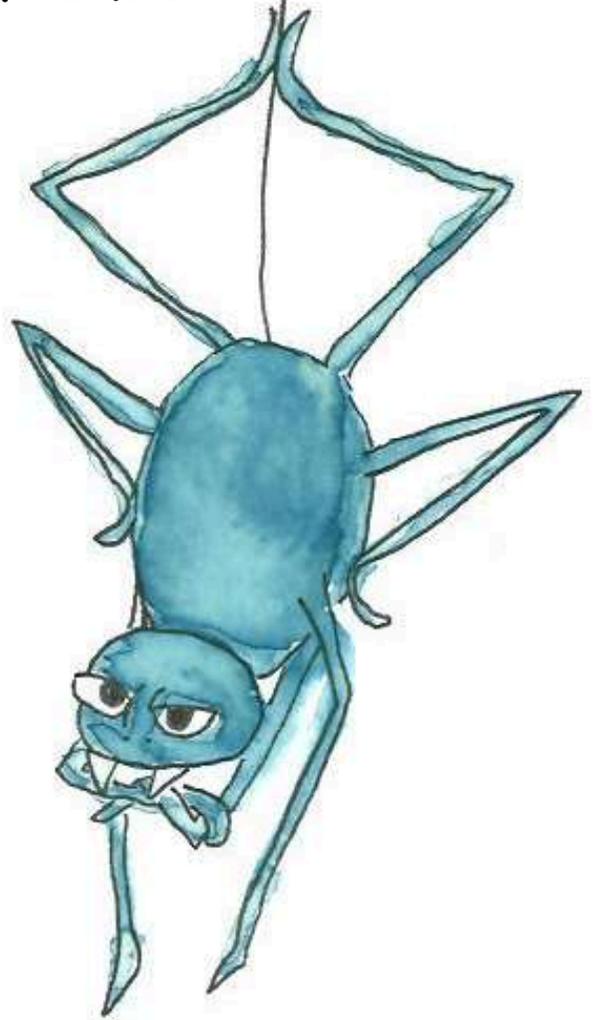
was
would
out
saw
stay
could

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

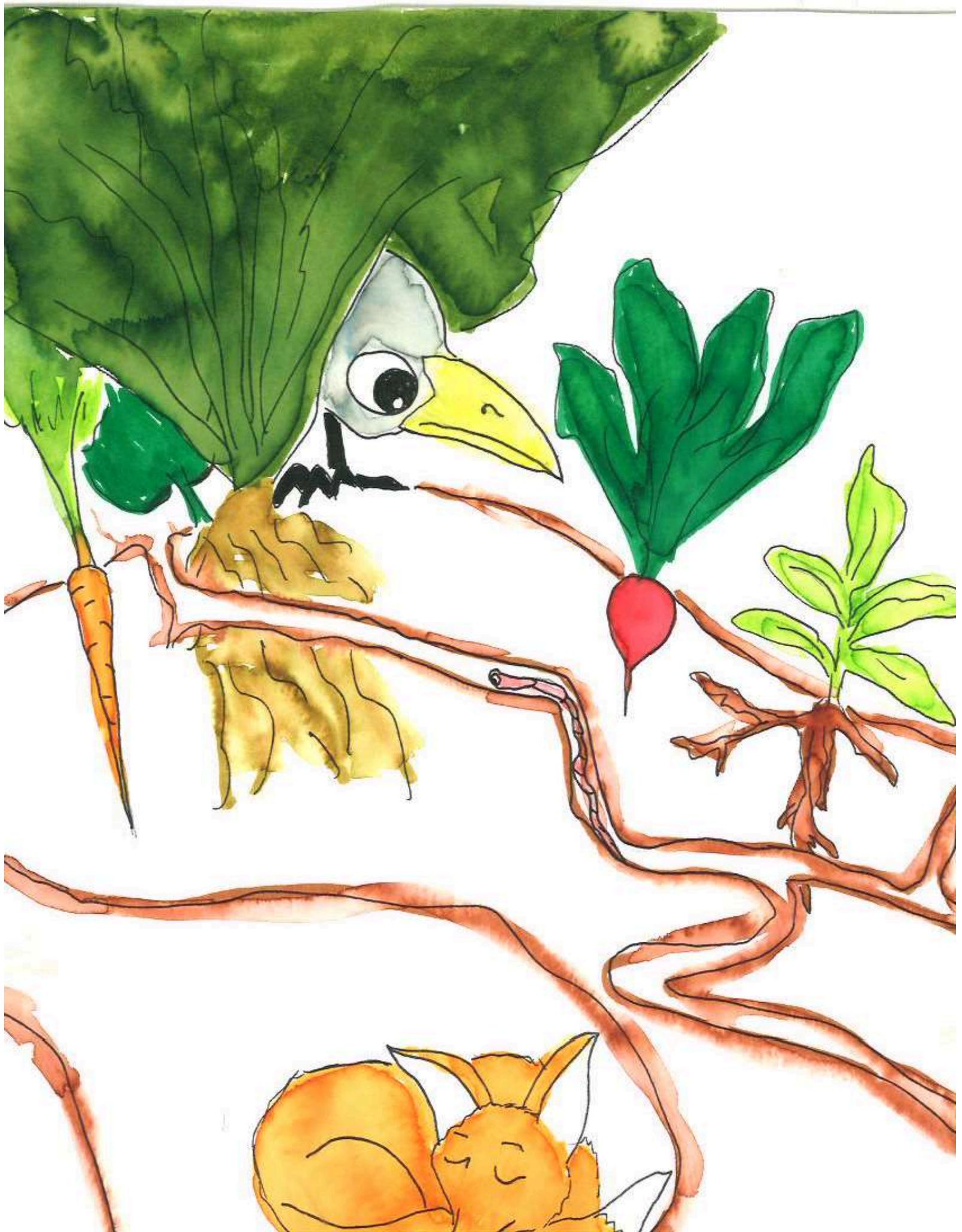
The bird, sad in his nest. It was his first summer and he was not liking it at all. He would not sing; he would not chirp

The sun was too bright. The birch tree did not give enough shade and all the other creatures were napping because they did not like the burning sun either. He called out, "This is torture!" Then he thought, "This is the worst, I must get out of this tree."

So he glid softly under a small fern leaf. To his horror, there was a big spider twirling from a leaf.



He saw the spider's web was filled with dead flies. He started to peck at them. The spider looked startled. "Don't you eat worms? Why are you eating those dead flies?"



The bird realized that he had never had a worm before so he asked, "Where can I find one of those? I bet they are better than these dead flies."

The spider replied, "Just scratch the dirt, under the fern leaf."

She held her leg firm and scratched. Sure enough, he got to eat his first worm! He was so happy he started chirping again.

He did not need to be in the hot summer sun anymore. Now he could be down here with spider, eating yummy worms all day. He said to the spider, "Thank you for telling me about the worms. Can I live here with you?"

"Yes!" replied the spider, who was happy to have a chirping bird as a friend.

Chapter 16

aw/ au

Paul finds a Fraud

Description:

Aw and au make the same sound /aw/ as
in hawk.

aw/ au

Word List

hawk

Paul

yawn

dawn

thaw

saw

macaw

crawl

caught

squawks

claw

vault

fraud

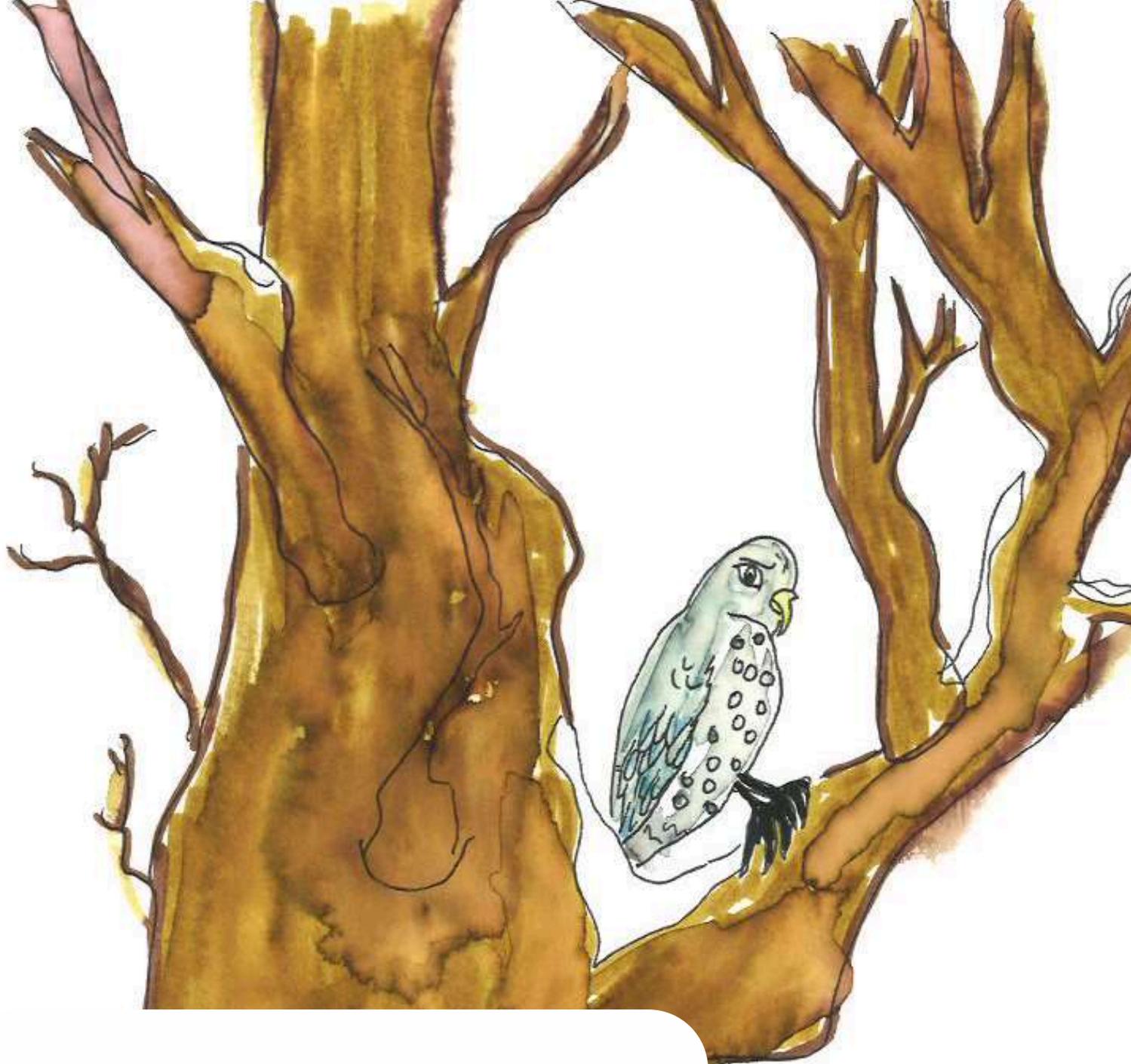
lawn

High Frequency Words

one

of

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.



Paul, the hawk, yawned. It was almost dawn and time for him to go to sleep.



The snow was thawing on the tree, the fox was yawning, and everything was right.

Suddenly, a red macaw landed next to the fox!

The fox crawled quietly, then caught it in his mouth as the macaw squawked and clawed.

Paul vaulted into the air right towards the fox. He yelled, "You are a fraud! Foxes aren't supposed to eat macaws!"



At that, the little fox dashed away across the **lawn**, leaving the **macaw** alone.

The **hawk** went back to his tree, gave one final **yawn**, and fell asleep.

Chapter 17

ph, gn, kn, wr

**The Gnome Saves
the Trees from the
Wretched Chicken**

Description:

When gn, kn, and wr stand together, the first letter is silent and the second letter says its sound.

Ph says /f/ as in **ph**one.

ph, gn, kn, wr

Word List

gopher

knot

knife

wren

wretch

gnome

aligned

High Frequency Words

was

said

out

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

Wren, the gopher, lived in a cozy hole. She loved being cozy and safe in the knotty old pine tree.



Wren heard a knock at the door. To her surprise, there stood an old gnome! He said, "I am here to help you. Your pine tree is in danger. I am aligned with the trees and can prevent your tree from dying. Tonight we must catch the wretched chicken that lives in this tree and return her to the farm. She is eating all the pine cones and pine needles."

That night, under
the cover of the
knotted pine tree,
they snuck up on
the **wr**etched hen
and returned her to
her farm.



Chapter 18

ou/ow

The Lucky Mouse

Description:

Both ou and ow have the same sound /ow/ as in c**ow** or c**ou**nt. Ow has an another sound /O/ as in sn**ow**.

There are some other sounds for ou which are rare and can be covered in a comprehensive foundational reading curriculum.

ow/ ou

Word List

howl

mouse

owl

meow

prowl

bellow

brown

cow

out

thrown

High Frequency Words

should
said

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

A howl filled the night air. The mouse knew that the old owl must be hunting nearby. He shivered in his den, trying to be quiet. "Why is everyone trying to eat me?" he thought.



Just then, something moved in the dark. He heard a faint meow. "Oh no! A cat is prowling. I must go somewhere safe," he thought.



As he ran a voice bellowed, "Who is squeaking
and crawling on me?"

Mouse had just woken a cow!



"I'm sorry for waking you but I'm afraid of
being eating. Everyone is after me at night."

The cow replied, "That's because you sleep outside. Stay here with me and you will be safe. No one will risk being thrown by me."
"Thank you," said the mouse. "I am so lucky to have a friend like you."

So the cat can prowl and the owl can howl
but the mouse will be safe with the big
brown cow.

Chapter 19

oi/oy

The Oyster's Choice

Description:

Both oi and oy represent the same sound /oy/ as in **oy**ster.

ow/ ou

Word List

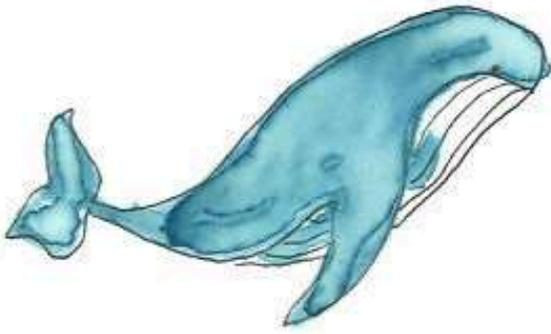
Troy
recoil
loiter
avoid
boil
Joyce
oil
oyster
choice
joy

High Frequency Words

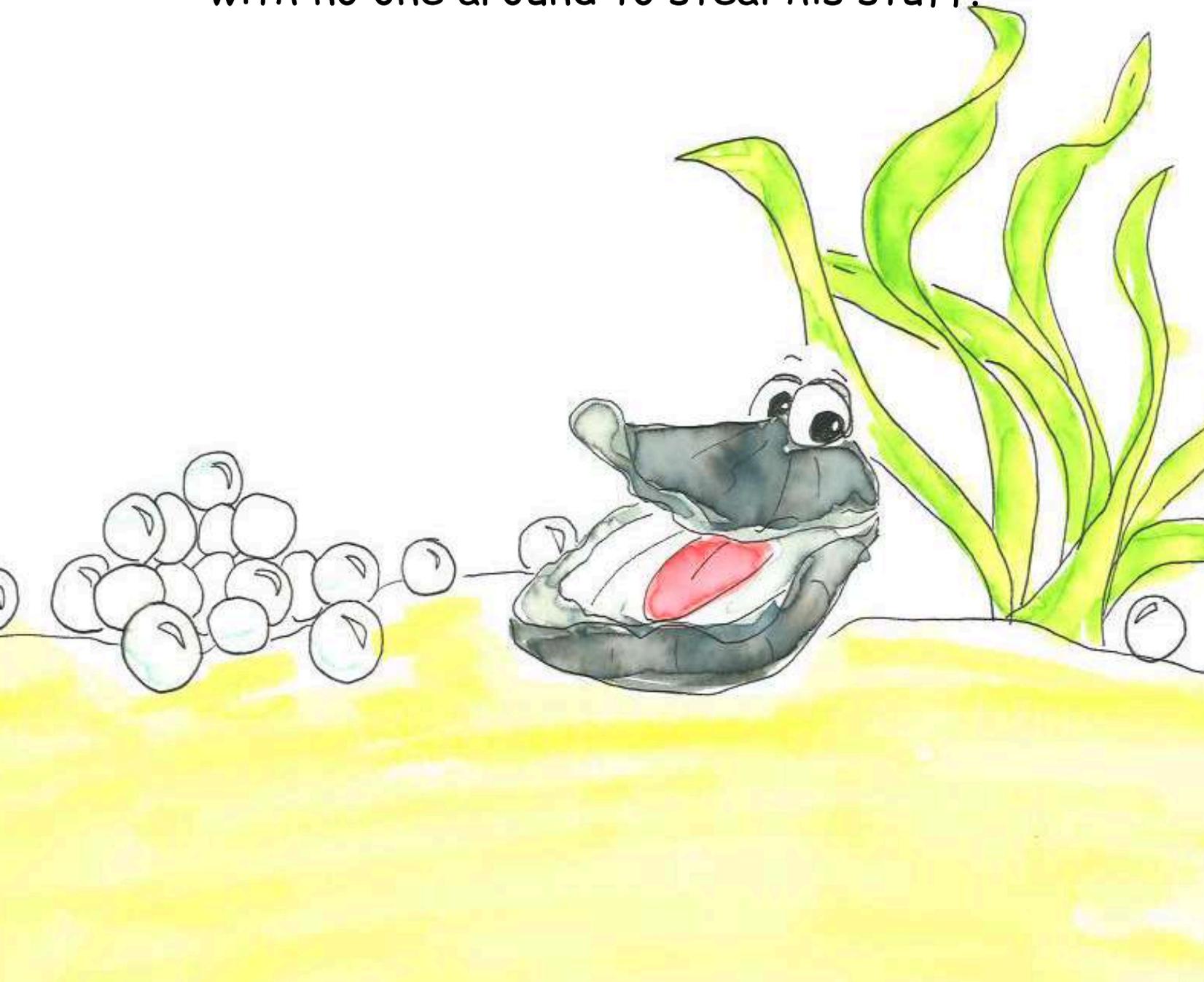
one

was

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.



Troy, the oyster, had the best coin and pearl collection. He knew he was a little bit spoiled with no one around to steal his stuff.



One day, Troy recoiled in horror as he saw a family of crabs loitering nearby. He thought, "I will just avoid them and maybe they will go away."

But they did not go away.

He boiled with rage as the baby crab came over and started to knock over his pile of pearls and coins.

The mommy crab came over and said, "I am Joyce. I'm so sorry. We just got kicked out of our old home by the oil rig."



Our baby has no **toys** to play with so that's why he came over here to play with your **coins** and pearls.

The **oyster** knew he had a **choice** to make. He could stay **boiling** mad or he could be **joyful** that a new family moved in.

He decided to be **joyful** and maybe even make new friends. He said, "It's okay! Your baby can play with my pile of pearls anytime."

Chapter 20

oo

Moose gets his Cookie

Description:

The double oo represents two sounds. I can represent the sound /oo/ as in z**oo** or it can represent the sound /u/ as in l**oo**k.

ow/ ou

Word List

moose

cookie

food

wood

choose

shook

spoon

scoop

wool

book

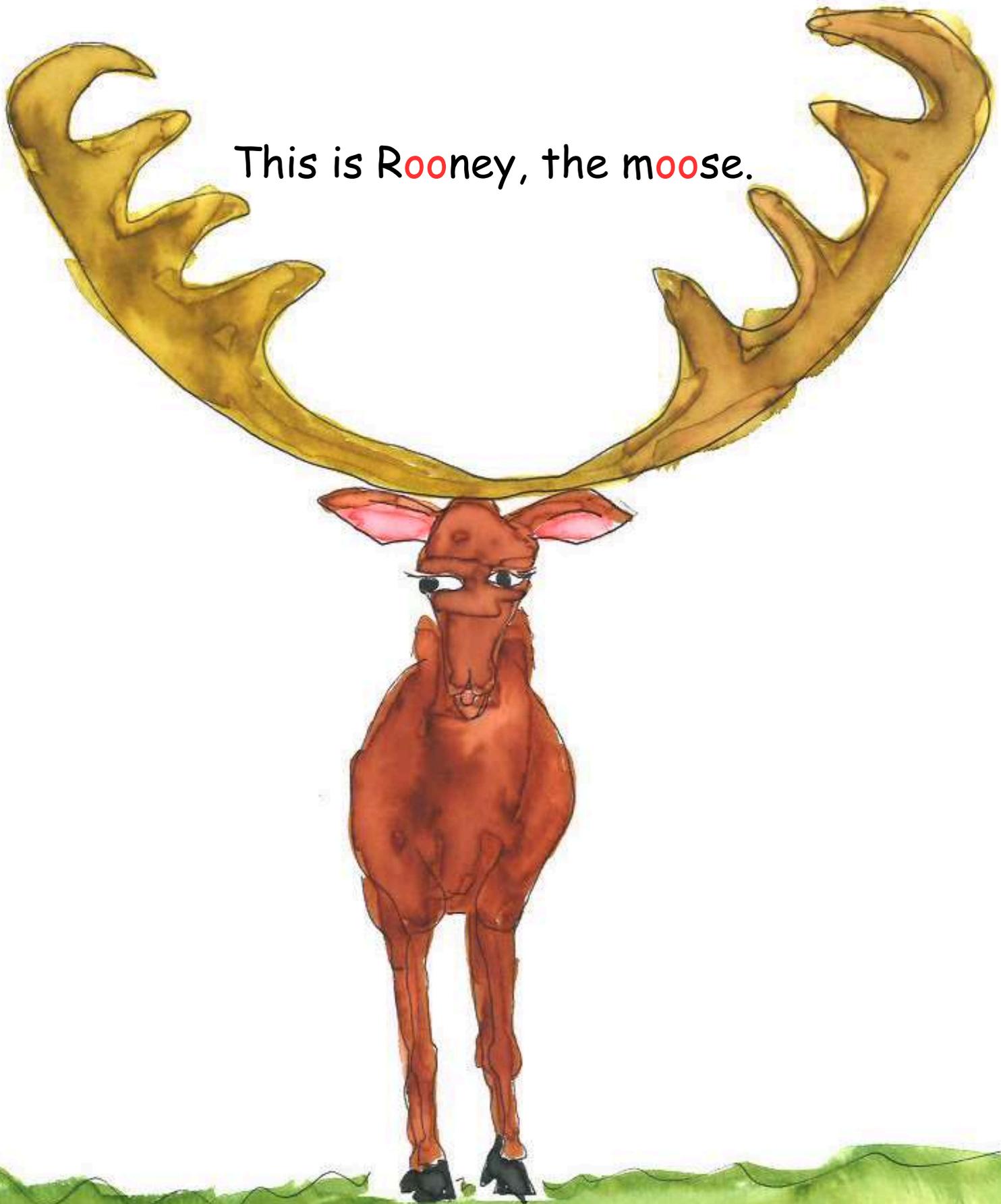
hook

High Frequency Words

to

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

This is Rooney, the moose.



Rooney will not eat anything his mother asks him to eat. She offered him grass, wool, or wood. He refused.

She shook with anger. "Just eat something!" she yelled, "Do you want to eat the grass with a spoon, maybe? I can scoop it for you?"

Rooney only wanted a cookie. "Well, I am a moose," the mom replied. "I don't have cookies."

Rooney decided he would have to take matters into his own hands. "I will go to my friend, Connor, and ask if I can learn from his cookbook."

When he asked, Connor said, "I guess so, but I will not be home because I am about to fishing." Off Connor went with his fishing line and fish hook.



Rooney made a huge
mess in Connor's
kitchen but he learned
to make the best
cookies ever.

Chapter 21

ew/eu/ue

The Blue Shrew

Description:

The spelling ew, eu, and ue all represent the same sound, /ew/ as in shrew. Ue can sometimes represent the sound /U/ as in statue.

ew/eu/ue

Word List

new

shrew

blue

flew

few

chew

feud

High Frequency Words

beautiful

could

one

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

There is a **new shrew** in town. She's different because she is **blue**. There are so **few shrews** like this that it made her easy prey for hawks!

Of course, one day, a hawk flew by. Usually, the hawk could not see the shrews because of their brown color but he saw the blue shrew right away. She barely escaped.



"Oh no!" said all the shrews. "What will we do?"

A wise old shrew came forward. "I've been digging deep in the ground, and have seen many blue diamonds, just the same shade of color as this new shrew. If we place them on the ground, the hawk will not know which one is the blue shrew."

The shrews got right to work and placed the blue diamonds all over the yard.

The blue shrew was so grateful for her friends that worked so hard to keep her safe.



Chapter 22

ey/ay

The Jay's Lesson

Description:

The spellings ay and ey represent the same sound /A/ as in pre^{ey} or da^{ay}.

The spelling ey can also represent the sound /E/ as in ke^{ey}.

ey/ay

Word List

prey

jay

money

day

trolley

honey

High Frequency Words

could

one

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

Every day the jay
would ride the
trolley. He would
prey on people's
money, which he
stole from their
wallets



One **day**, Alice was riding the trolley **ey** with her two boys, Connor and Finn. "Great," thought the **jay**. "Mothers are perfect **prey** because **they** are so distracted with their kids."

This was certainly the case today, since mom was trying to feed Connor and Finn honey on crackers.



Suddenly, the trolley^{ey} jolted and the honey^{ey} flew all over the wallet. At the same time, the jay^{ay} flew down to grab the wallet but get stuck on the honey^{ey}.

Everyone started screaming but Connor and Finn caught the jay^{ay}, cleaned him off, and let him go.

The jay^{ay} was so glad that they did not try to keep him. "I will never steal again," he said.

Chapter 23

-sion/ -tion

The Rabbit's Competition

Description:

Tion represents one sound /shun/ as in **station**.

Sion can represent two sounds: /zhun/ when s, l, or n come right before or /shun/ when a vowel comes before.

-tion, -sion

Word List

competition

action

location

description

attention

mission

hibernation

supervision

High Frequency Words

who

was

*Remember, be very eager to help your child read high frequency words that they do not yet know how to decode.

Rabbit decided to have a competition to see who is the best gatherer. So he made a sign with the contest description.

Call to action!

Who can gather the most food?

Reward: A vacation in your location of choice!

The reward was good, so his friends woodpecker, mouse, and hedgehog decided to sign up. The race was on!



The four animals focused their attention on their mission. The hedgehog, however, collected nothing at all.

Hedgehogs are not gathers, they are grazers.
He usually spends the winter in hibernation.

When the competition was over, the pile was
huge! The animals were exhausted trying to
count it.

Except for the hedgehog because he had not collected anything at all!



He said, "This competition needs to come to a conclusion. Under my supervision we will count the food."

The animals got hungry and started eating the food. Turns out, hedgehogs really like carrots! The friends decided it was better to be full and happy than to be in a competition.



About the author:

Alice Mellein is a reading intervention teacher with a masters degree in special education. She lives in California with her husband and two children.

*If you are a teacher who would like downloadable black and white copies of these stories, please email me at alicembulger@gmail.com with proof of purchase and proof of teaching credential. I will email you the downloadable pdf.