The Science of Reading Intervention Program

word recognition

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Lesson 4: Sounds and Spelli…u, u_e, _ev_ue Answers

Drag and Drop:

Type the Words for the Sounds You Hear.

butane
cutest
few
misc…

1. fatute
2. tabew
4. baeldio
5. mutist

Say 'em as you spell 'em!

guess

Lesson …: Au…ss …Vocabul…

Phonological Awareness: Reading about understanding speech sounds in print. Hearing the differences among sounds and the patterns of sounds prepares us to read well. Let's practice hearing the different sounds and patterns with these drum sounds."

Thumbs up? Same. Thumbs down? Different.

"I will play two sounds. Give a thumbs up if they sound the same and thumbs down if they sound different."

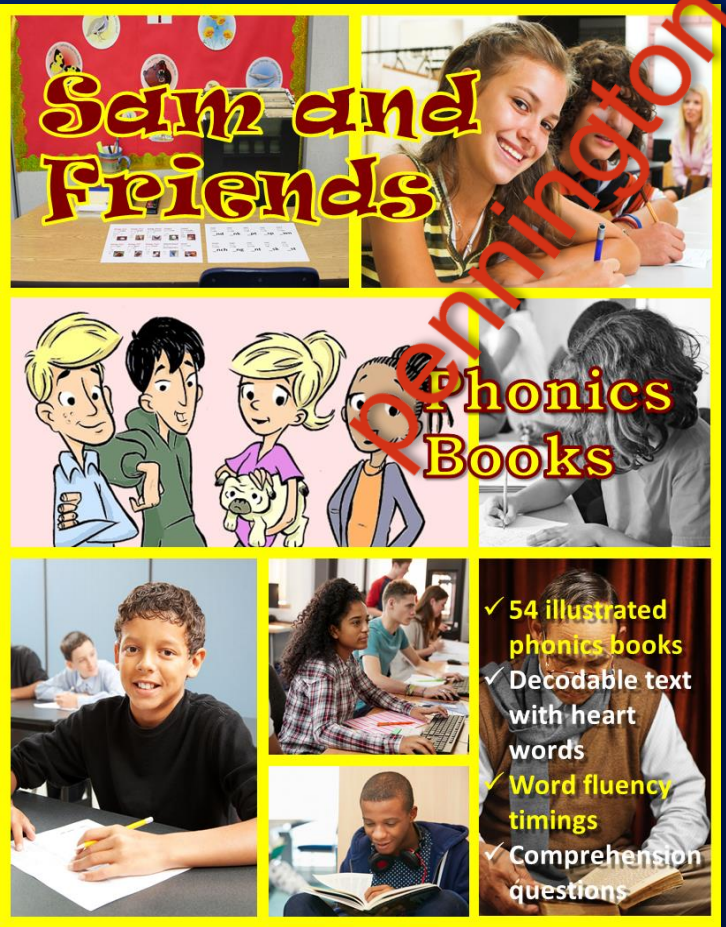
1. 2. 3. 4. 5. 6.

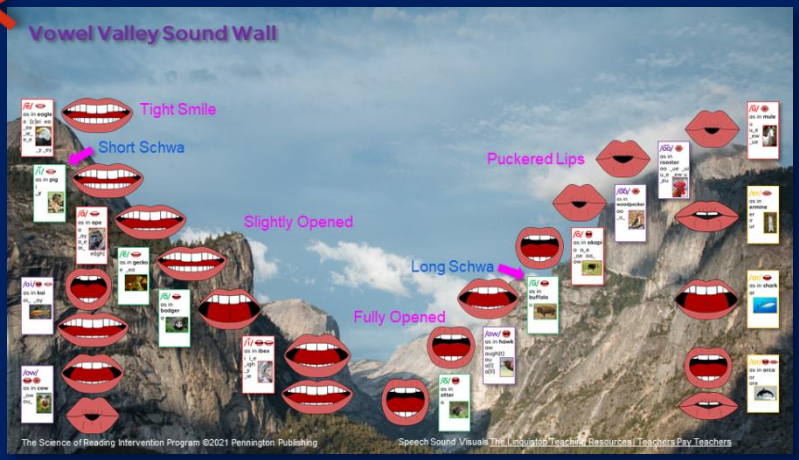
"Now I will play two sound patterns. Give a thumbs up if they sound the same and a thumbs down if they sound different."

1. 2. 3. 4. 5. 6.

Lesson 32: Sound Box Answers

WORD / SOUNDS	1	2	3	4	5	6
beside	b	e	s	i	d(e)	
tidy	t	i	d	y		
untie	u	n	t	ie		
byway	b	y	w	ay		
tighten	t	igh	t	e	n	
brightly	b	r	igh	t	l	y
again	a	g	ai	n		
because	b	e	c	au	s(e)	





Lesson 34: Heart Words through, guess

Sort and Spell these Heart Words: coup, guest, soup, racquet, slough, question

ou[gh] spells /ōō/

ue spells /ē/

through
guess

Drag and Drop the Heart s above the Parts We Have to Learn by Heart

guess
soup
coup
racquet
guest
slough
through
question

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The Science of Reading Intervention Program: Word Recognition

(Phonemic Awareness, Spelling, Phonics, Comprehension)

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Congratulations on your purchase of

The Science of Reading Intervention Program: Word Recognition (Phonemic Awareness, Spelling, Phonics, Comprehension)

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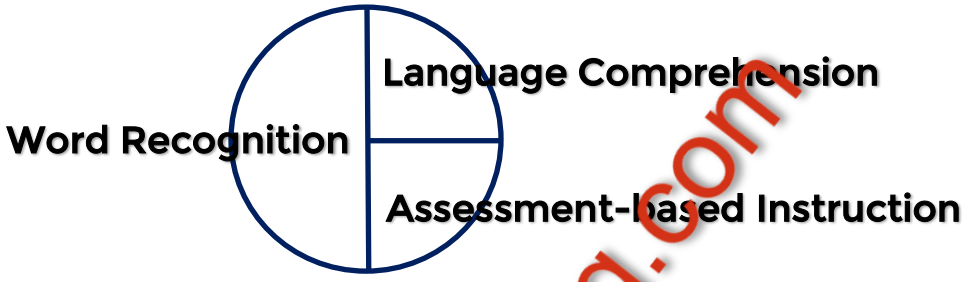
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The Science of Reading Intervention Program

The Science of Reading Intervention Program provides comprehensive, year-long reading intervention for students ages 8–adult. The three program components have been designed to accelerate reading achievement for **students ages 8–adult** with explicit, systematic, and scripted instruction. No training required. No prep. Minimal correction. Easy to teach.



First Half of the Year Program: Word Recognition

The Science of Reading Intervention Program: Word Recognition (Phonemic Awareness, Spelling, Phonics, Comprehension) features **6 Google Slide Activities** for each lesson, three lessons per week and review. 1. Phonemic Awareness 2. Blending, Segmenting, and Spelling 3. Sounds and Spellings and Heart Words Practice 4. Say It! Spell It! Read It! Word Chains 5. Sam and Friends Phonics Books (decodables). 6. Elkonin Sound Box Spelling Dictations. The program also includes Personal Sound Walls for speech articulation practice and phonics review. Both digital and print versions are available for all activities.

Second Half of the Year Programs: Language Comprehension and Assessment-based Instruction

The Science of Reading Intervention Program: Language Comprehension resources are designed for students who have completed the word recognition program or have demonstrated basic mastery of the alphabetic code and can read with some degree of fluency. The program features the **7 Weekly Language Comprehension Activities:** 1. Background Knowledge Mentor Texts 2. Vocabulary, Morphology, and Syllabication 3. Syntax in Reading and Writing 4. Reading Comprehension Strategies 5. Literacy Knowledge (Narrative and Expository) 6. Greek and Latin Morphology 7. Executive Function and Study Skills.

To supplement the language comprehension activities, The Science of Reading Intervention Program: Assessment-based Instruction provides diagnostically-based instructional resources to individualize instruction. The **13 comprehensive assessments and matching instructional resources** help fill in the yet-to-be-mastered gaps in phonemic awareness, phonics, fluency (with YouTube modeled readings), spelling, Heart Words and Phonics Games, grammar, usage, and mechanics. Even though students have completed the word recognition program, some students will need **second-chance instruction** with more intense practice in easily-managed small groups and independent practice.

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The Science of Reading Intervention Program: Word Recognition

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Weekly Instructional Plan (3 Lessons per Week and Review)

6 Activities per Lesson	Resources	Minutes
#1 Phonemic Awareness	Teacher Google Slides	3
#2 Segmenting, Spelling, and Blending	Teacher and Student Google Slides or Print	15
#3 Sounds and Spellings and Heart Words Practice Answers and Self-Correction	Teacher and Student Google Slides or Print	15
#4 Say It! Spell It! Read It! Word Chains	Teacher and Student Google Slides or Print or Animal Cards	7
#5 **Sam and Friends Phonics Books** Teacher Read Aloud, Picture Walk, Word Fluency Cold (Unpracticed) Timing	Teacher and Student Google Slides, Phone Format, Tablet Format or Print Booklets	15
Sam and Friends Phonics Books Student Read Aloud and Text Fluency Timings, Comment or Question Margin Notes, SCRIP Comprehension Strategy Questions and Discussion, Word Fluency Practice	Same as Above	Practice on Days 4, 5
#6 Elkonin Sound Box Spelling Dictations Answers and Self-Correction	Teacher and Student Google Slides or Print	Assessment Day 4 or 5
Personal Sound Walls	Display Projector Student Laminated Copies Fine Tip Dry-Erase Markers	Review on Day 4 or 5

Placement Assessments

To confirm program placement for Tiers 2 and 3 instruction, teachers may wish to administer the phonemic awareness, phonics, spelling, and fluency diagnostic assessments.

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Activity #1: Phonemic Awareness

"There is no age where a student is 'too old' for phonemic awareness training–if the skills have not been mastered, the student should get training" (Kilpatrick, David A., 2016, *Equipped for Reading Success*).

Phonemic Awareness

The program placement assessments include 5 quick, whole-class phonemic awareness assessments with audio files to determine whether students need the Phonemic Awareness activities. The Phonemic Awareness activities are 3-minute oral response lessons.

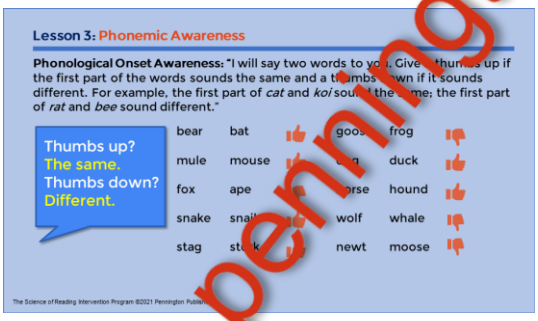
The Phonemic Awareness activities help students learn how to identify, manipulate, and properly articulate individual sounds (phonemes) in spoken words. The speech sounds are not taught in isolation; both phonemic awareness and speech articulation practice connect these speech sounds to spellings (graphemes).

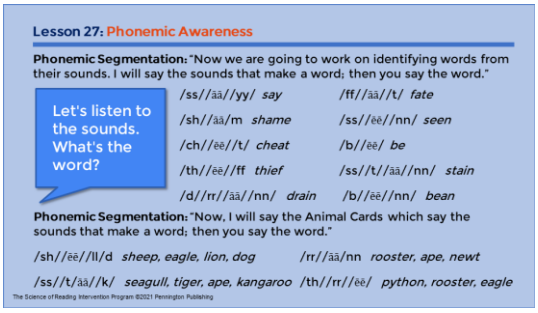
Each of the 54 lessons provides a review of the phonemes introduced in the previous phonics lesson. Thus, the phonemic awareness drills assist phonics and spelling acquisition, and phonics and spelling practice improves phonemic awareness.

The lessons feature phoneme isolation, addition, deletions, substitution, manipulation, and segmentation.

SCRIPTED DIRECTIONS: Phonemic Awareness

All scripted instruction is included on the teacher Google slides. Display and teach!





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INSTRUCTIONAL RESOURCE: Animal Cards

The Animal Cards are used to introduce the sounds and spellings throughout **The Science of Reading Intervention Program**. Each Animal Card has a photograph (not a juvenile drawing) of an animal whose name includes the focus /sound/.

Because **The Science of Reading Intervention Program** applies the sounds to print approach to phonemic awareness, spelling, and phonics instruction, the cards include pictures of mouth formations to remind students how to properly articulate the speech sounds (phonemes). Each of the 54 Segmenting, Spelling, and Blending lessons demonstrates where the Animal Card /sound/ belongs with respect to its manner of speech articulation on the Sound Wall.

"Mouth positions are tangible and can be felt, viewed in a mirror, and analyzed by learners" (Ehri, 2014).

Each Animal Card has an audio file of the sound and a picture of the card in context of its position on the Sound Wall. The audio file directs students to name the card, shape their mouth position, and say the sound. Additionally, the cards list all the common spellings (graphemes) of the focus /sound/. Following the sounds to print approach, all common spellings are introduced and practiced for each new sound, not one at a time as in print to speech programs. Advanced spellings are added at later stages of the program in a pink font on the Animal Cards.



The /sounds/ and borders of the cards are color-coded for each type of vowel and consonant.

Brackets indicate optional spellings. For example, on the goose card, the g[a, o, u] shows the hard g spelling options of words such as *gas*, *got*, or *gut*. On the jackrabbit card, the g[e,i,y] indicates the soft g spelling options of words such as *gentle*, *ginger*, or *energy*.

The blank lines indicate where the sound-spelling usually appears in a syllable or word. **Examples:** On the cow card, the blank in "ou_" shows that the /ow/ as in *cow* sound is usually spelled as "ou" at the beginning of a syllable or a word and must have a consonant(s) sound-spelling in the blank, such as in "ouch." On the same cow card, the blank in "_ow" shows that the /ow/ as in cow sound is usually spelled as "ow" at the end of a syllable or word and must be preceded by a consonant sound-spelling(s), such as in "plow."

The Addendum includes large card sizes to add as each sound is introduced on an optional class Sound Wall.

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Activity #2: Segmenting, Spelling, and Blending

"One of the most important jobs for... the teacher of students with reading problems is to foster awareness of phonemes (speech sounds) in words and to help children acquire the ability to articulate, compare, segment, and blend those phonemes" (Moats 2004).

The 54 Segmenting, Spelling, and Blending activities feature integrated phonemic awareness, spelling, and phonics. The instruction is explicit, systematic, and follows a speech to print approach to learning and applying the sound-spelling (phoneme-grapheme) connections of the alphabetic code. Complete 3 of these 10-minute Segmenting, Spelling, and Blending activities per week, using the teacher slides and student slides or print.

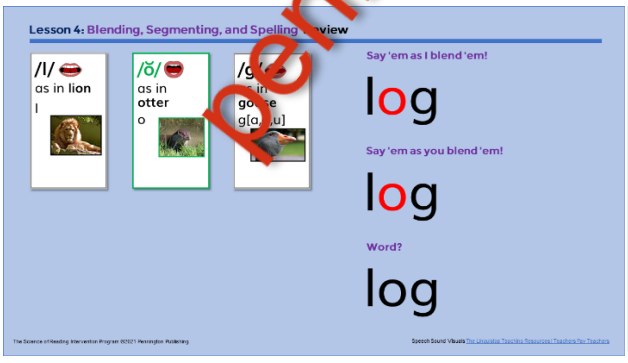
SCRIPTED DIRECTIONS: Review Previous Lesson Sound-Spellings

1. Share the student Google slides. Say, "Eyes on me" and review the previous lesson's regular sound-spellings on the Google slides display. Point to the Animal Cards and cue unison responses, saying, "Name?" (point to the picture) and "Sound?" (point underneath the sound).

2. Next, slide your hand underneath the letters (spellings) as you and your students blend the sounds together in response to your cue: "Say 'em as I blend 'em!" Use the **continuous blending** technique. With continuous blending, slide your hand (or mouse if using ZOOM) underneath the letters and read as you blend without stopping until the end of each syllable. Say the stop sounds (/p/, /b/, /t/, /d/, /k/, and hard /g/) for one second and clip these sounds (no added /uh/). Hold the continuous sounds (the rest of the phonemes) for 2 seconds. **Example:** /t//aa//mm/ to blend tam.

3. Point underneath the first letter of the next blending word. Cue a unison response, saying, "Say 'em as you blend 'em!" Students slide their hands underneath the letters (spellings) on their digital device screens or in the air if not using digital devices as they blend the sounds out loud with 6-inch voices. Monitor your students to ensure that their hands move along with the sounds that they say.

4. Cue a unison response, saying, "Word?"



The latest science of reading research points to the efficacy of continuous blending (connected phonation):

"Connected Phonation is More Effective than Segmented Phonation for Teaching Beginning Readers to Decode Unfamiliar Words" (Gonzalez-Frey, S. & Ehri, L., 2020).

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SCRIPTED DIRECTIONS: Speech Sounds (Phonemes) Segmenting

1. Click and play the Animal Card audio files to introduce the new lesson focus sound-spellings. For example, to teach the short /ŭ/, the audio file *says*, "Let's point to the picture and say the name of this card. We call it a *buffalo*. Now point to the mouth and shape your lips like that. Say the sound of this card. The sound is /ŭŭ/, /ŭŭ/"

2. Point to the Animal Card on the Sound Wall. Options: 1. Post the card on the class Sound Wall. 2. If your students still need speech articulation practice, click and play the audio file.

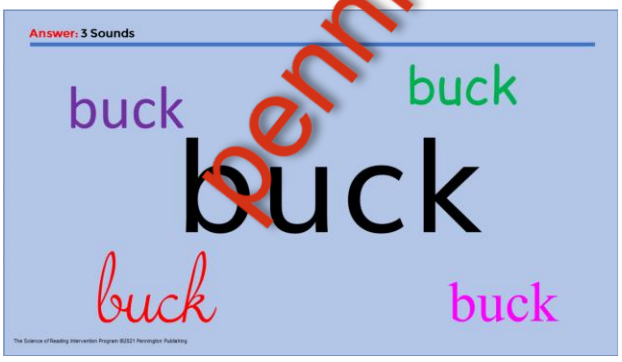
3. Point to and say the word on the next slide. Cue a unison response, saying, "Repeat the word." Say the word again, stretching the continuous sounds (see page 5) as you blend with your hand on the display. Cue a unison response, saying, "Repeat the sounds" and blend again.

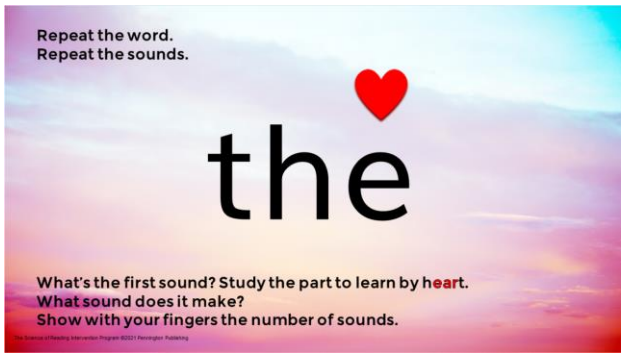
4. Point to the sound-spellings (some have 2, 3, or 4 letters) and cue unison responses, saying, "What's the first sound?" "What's the next sound?" "What's the last sound?" as directed on the slides. Say, "Show with your fingers the number of sounds." The next slide provides the answer (the number of sounds) and the word in 5 different fonts.





5. Follow the same instructional procedures with the two Heart Words in each lesson. For the spellings with hearts say, "Study the part(s) to learn by heart. What sound(s) does it make?"





Heart Words are high frequency words (Fry 300 list) with one or more irregular spellings. Each lesson includes 2 Heart Words. The Heart Words are built from phonemes in the same way as the phonetically regular spellings.

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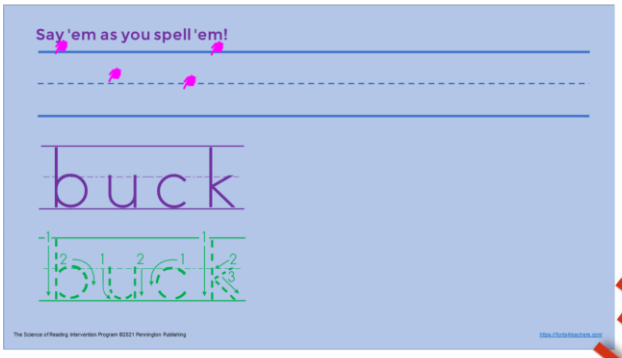
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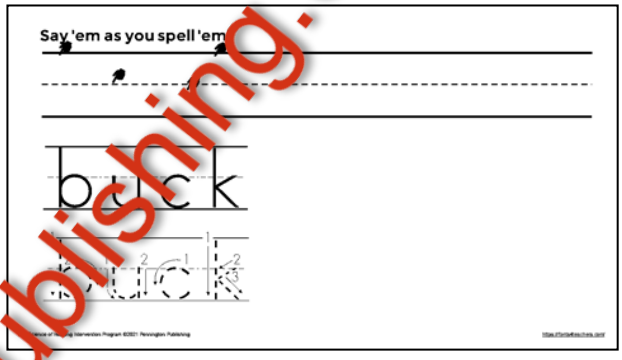
SCRIPTED DIRECTIONS: Spelling

Catherine Snow summarizes the importance of spelling for reading: "Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading" (2005).

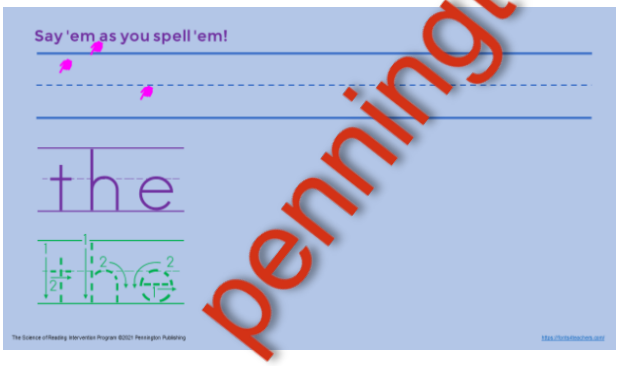
"Handwriting practice for learning orthography is fully justified and must be encouraged" (Bosse, Chavex, Valdois, 2014).

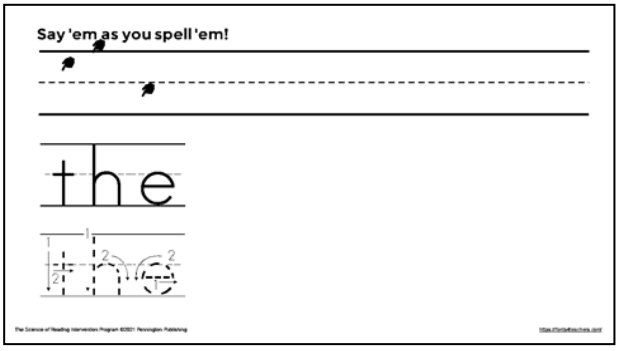
Display the spelling slides and direct students to draw the letters with the Google Squiggle tool (Insert–Line–Squiggle. It takes some practice). For students who lack handwriting skills, the letter formation guide and letter starting points are helpful tools. Use the print copies if you prefer. Prompt students to "Say 'em as you spell 'em."





Follow the same spelling procedures for the two Heart Words in each lesson; however, begin by saying, "Listen to the sounds and pay special attention to the spellings of the parts to learn by heart."





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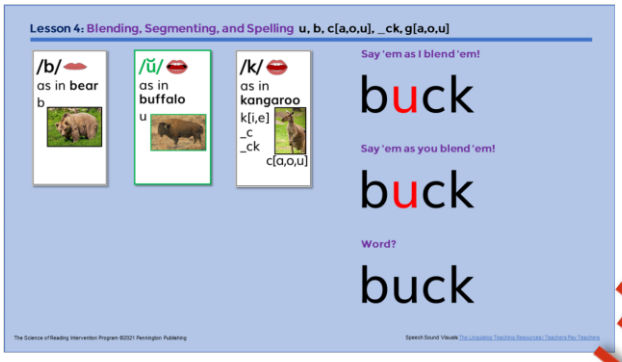
SCRIPTED DIRECTIONS: Blending

Students blend the sounds in the words with the continuous blending technique (see page 5). Blend, using this 3-step procedure:

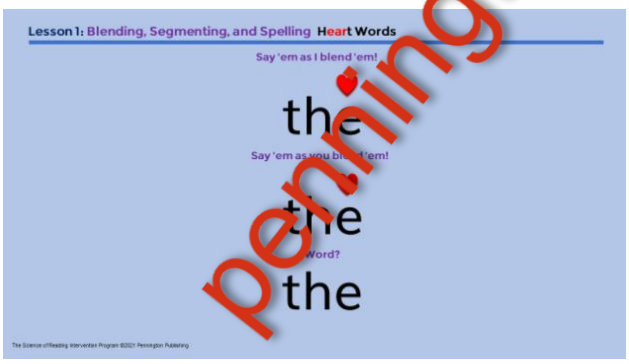
1. Cue, Say ‘em as I blend ‘em!” (You blend the word on the display.)

2. Cue, “Say ‘em as you blend ‘em!” (Students blend on their own, sliding their hands underneath the letters (spellings) on their digital device screens or in the air or on the print spelling versions if not using digital devices. as they blend the sounds out loud with 6-inch voices. Monitor your students as they do so.

3. Cue, “Word?”



Blend the Heart Words, using the same 3-step procedure; however, begin by saying, “Listen to the sounds and pay special attention to the spellings of the parts to learn by heart.” For the Heart Words on the following word-comparison slide, blend using the same 3-step procedure. After blending, ask, “How are the sounds and spellings in the Heart Words similar?”





According to David Kilpatrick (2015), these "exception words are secured in long-term memory by the same orthographic mapping process as regular words."

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Instructional Sequence

Lesson	Sounds	Spellings	Heart Words
1	Short vowel and consonant sounds	a, m, t, s	won, the
2	Short vowel and consonant sounds	i, f, d, r	was, where
3	Short vowel and consonant sounds	o, g[a,o], l, h g[a,o,u]	a, from
4	Short vowel and consonant sounds	u, b, c[a,o,u], _ck	give, to
5	Short vowel and consonant sounds	e (_ea), k[i,e], v, n, kn_	friend, of
6	Short vowel and consonant sounds	p, w, j, qu_	love, want
7	Short vowel and consonant sounds	y, x, z, _s /z/, wr_	buy, the
8	Double consonant endings	_ll, _ff, _ss, _zz	says, hour
9	Ending consonant blends (clusters)	_nd, _st, _xt	ocean, come
10	Ending consonant blends (clusters)	_nt (n't), _lt	move, could
11	Ending consonant blends (clusters)	_mp, _sk, _lp	heard, wolf
12	Ending consonant blends (clusters)	_ct, _ft, _lf, _sp	said, you
13	Ending consonant blends (clusters) and /ch/ consonant digraph	_lk, _ch, _nch, _pt	father, work
14	Short Vowel /o/, /u/ Long Vowel /a/, /e/ Consonant Digraph /ng/	_ong, _onk, _ung, _unk, _ang, _ank, _ing, _ink tank, wing, pink	some, money
15	"th" voiced consonant digraph	th_	should, does
16	"th" unvoiced consonant digraph	th_, _th	water, they
17	"sh" consonant digraph	sh	clothes, people
18	Base words ending in /sh/, /p/, /k/, /s/, /x/ + _ed Base words ending in /b/, /f/, /g/, /l/, /m/, /n/, /s/, /d/	_sh, _shed, _ped, _ked, _sed, _xed _bbed, _ffed, _gged, _illed _mmed, _nned, _ssed, _zed	who, would
19	Consonant digraphs	wh_, ch_, _tch	talk, walk
20	Beginning consonant blends (clusters)	fl_, sl_, bl_, cl_, gl_, pl_	two, wash
21	Beginning consonant blends (clusters)	sm_, sn_, sp_, st_, sk_, sc_	been, have
22	Beginning consonant blends (clusters)	br_, cr_, dr_, fr_, gr_, pr_	your, do
23	Beginning consonant blends (clusters)	shr_, thr_, str_, spr_, scr_	don't, won't
24	Beginning consonant blends (clusters)	sw_, tr_, tw_, spl_, squ_	there, are
25	Long vowel sounds and consonant-Final *e*	a, _ay, a_e, ai_, ei[gh]	done, find
26	Long vowel sounds	e, _ee, ea, _ie_	learn, kind
27	Long vowel sounds and consonant-Final *e*	i, _igh, i_e, _y, _ie	warm, were
28	Long vowel sounds and consonant-Final *e*	o, o_e, _oe, oa_, ow	one, gone
29	Long vowel sounds and consonant-Final *e*	u_e, _ew, _ue	height, both

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Instructional Sequence

Lesson	Sounds	Spellings	Heart Words
30	Long vowel sounds in syllables	a, _ay, a_e, ai_, ei[gh]	mother, son
31	Long vowel sounds in syllables	e, _ee, ea, [c]ei, _ie_, e_e, _y, _ey	old, busy
32	Long vowel sounds in syllables	i, _igh, i_e, _y, _ie	again, because
33	Long vowel sounds in syllables	o, o_e, _oe, oa_, ow	nothing, against
34	Long vowel sounds in syllables	u, u_e, _ew, _ue	through, guess
35	*r*-controlled vowels	ar	many, live
36	*r*-controlled vowels	or, ore	only, four
37	*r*-controlled vowels	er	front, door
38	*r*-controlled vowels	ir	thought, enough
39	*r*-controlled vowels	ur	pretty, carry
40	Diphthongs	_ow, ou_	very, any
41	Diphthongs	oo, _ue, _ui, u_e, _ew, u, _eu	lose, guy
41	Diphthongs	oo, _ue, _ui, u_e, _ew, u, _eu	lose, guy
42	Diphthongs	oo, _u_	listen, answer
43	Diphthongs	oi_, _oy	whole, truth
44	Diphthongs	aw, au, a[l], a[ll], augh[t]	whose, other
45	Soft /g/ *g*	g[e,i,y], _ge, _dge	build, though
46	Soft /s/ *c*	c[e,i,y], _c, _ck	above, floor
47	Short /i/ *y*	_y	tough, world
48	Consonant-le	_le	prove, rough
49	Schwa	a, _ai_	laugh, eye
50	Schwa	e	doubt, half
51	Schwa	i	break, heart
52	Schwa	o, _io_, ou_	straight, great
53	Greek and Latin influences	ph, ch_ (/k/), _ci_, _si_, _ti_, gn	island, country
54	Irregular Consonant-Final *e*	_/z/e, _arge, _ate, _ile, ite, _ce, _se, _ve, y_e	touch, cough

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Activity #3: Sounds and Spellings and Heart Words Practice

The 4 Sounds and Spellings activities include guided and independent practice to apply the lesson's phonetically regular sound-spellings. The 2 Heart Words activities feature independent practice to sort and spell the heart words featured in the lesson and to identify the "parts to learn by heart" in similar heart word patterns. The teacher Google slides include audio files and answers.

SCRIPTED DIRECTIONS: Sounds and Spellings

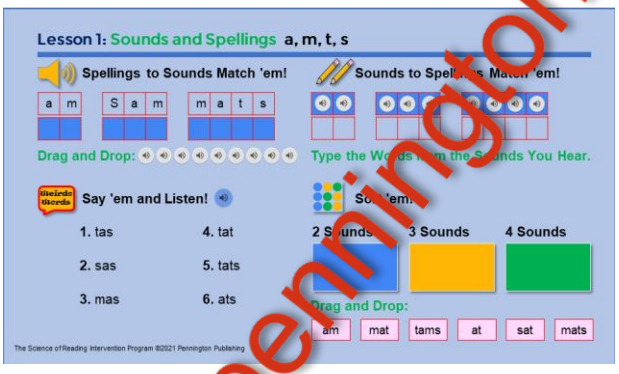
Spellings to Sounds Match 'em!

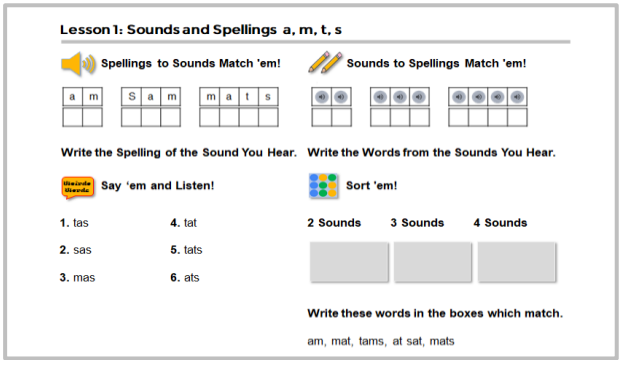
Say, "Click and listen to each audio file, and drag and drop the audio buttons into the boxes which match. Say each sound as you drag and drop." If using print copies, play each audio file on the teacher Google slide in mixed order. Say, "Write the spelling of the sound you hear in the box which matches. Say each sound as you write its spelling."

Walk the room and monitor the sounds your students are saying, as they drag and drop the audio buttons if using student Google slides, or as they write the spellings if using print copies.

Sounds to Spellings Match 'em!

If students are using Google slides say, "Click and listen to the audio files, and type the words from the sounds you hear in the boxes which match." If using print copies, play the audio files and say, "Write the words from the sounds you hear."





Say em' and Listen!

"Now, click the Say 'em and Listen! audio file and practice the **Weirdo Words**. These nonsense syllables will help you practice reading word parts quickly." If using print copies, the teacher plays the audio file. Walk the room to monitor student practice.

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Sort em!

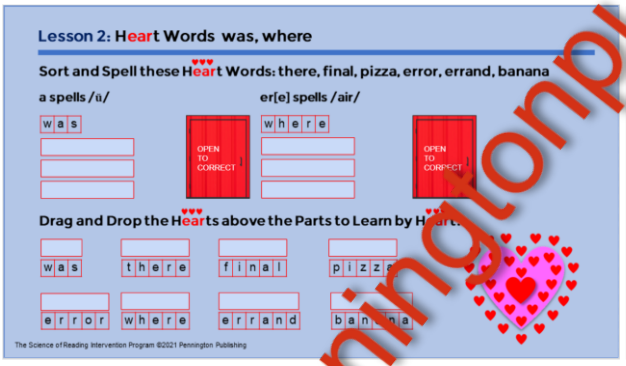
If students are using Google slides say, "Drag and drop these words into the boxes which match." If using print copies say, "Write these words in the boxes which match." Note that some **Sort 'em!** directions will require students to sort by sound and some by spelling pattern.

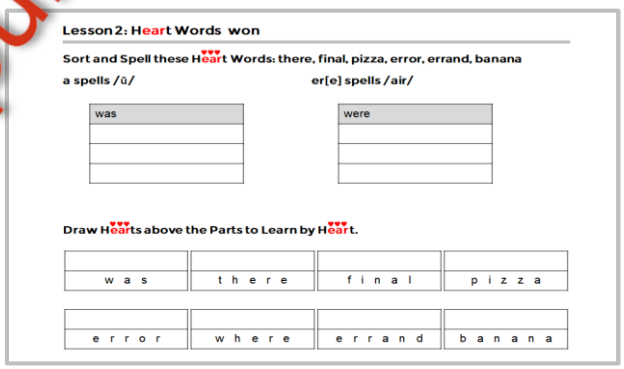
After students complete the four Sounds and Spellings sections, display the teacher slide and move the blue boxes to reveal the answers. Say, "Now review and correct if you need to do so." After correction, press Ctrl-Z to restore the blue boxes to their original positions.

SCRIPTED DIRECTIONS: Heart Words

For both student Google slides and print copies say, "Sort and spell these heart words." If students are using Google slides say, "Once you have completed both sorts and spellings, open the red doors to review and correct if you need to do so." If using print copies, display the answers on the teacher Google slide and say, "Review the answers and correct if you need to do so."

If students are using Google slides say, "Drag and drop the hearts above the parts to learn by heart." If using print copies say, "Draw a heart above each irregular sound-spelling." Note that students enjoy using red pencils for their hearts. Display the teacher Google slide and say, "Review the answers and correct if you need to do so."





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Activity #4: Say It! Spell It! Read It! Word Chains

The **Say It! Spell It! Read It! Word Chains** is a review activity in which students build new words by changing the sound-spellings from word to word. In this one activity, students will practice phonemic segmentation, blending, and manipulation, letter sounds knowledge, decoding, spelling, and vocabulary.

Each of the 54 lessons includes a 7-minute **Say It! Spell It! Read It! Word Chains** activity. Students build 12 related words to review the lesson's focus sound-spellings.

Word Chain Example: at, sat, mat; Sam, tam, am; sat, mat, mats, at, mat, sat

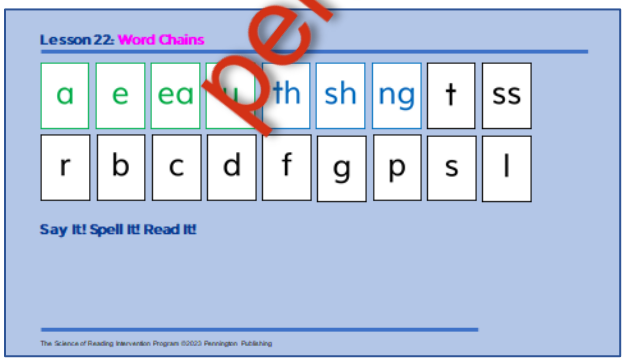
Students choose among limited numbers of simple color-coded letter cards to build each word. The colors are the same as those on the instructional Animal Cards. The Animal Cards feature a picture, sound, spellings, and speech articulation mouth positions and are used in the Segmenting, Blending, and Spelling activity to introduce the lesson's focus sound-spellings. As a review activity, the letters-only cards prepare students for the transition to reading the decodable **Sam and Friends Phonics Books**.

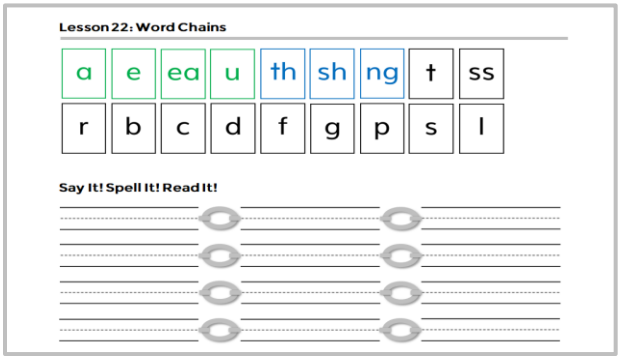
Instructional Formats

Google Slides: The teacher displays the **Say It! Spell It! Read It! Word Chains** Google slides in edit (not presentation) mode to keep the letter cards movable. To enlarge the viewing area, click "View" on the toolbar and uncheck the "Show filmstrip" option. The 12 word chain words and instructional hints are listed in each slide's speaker notes. The teacher shares the Google slides lesson with students, and students complete the word chains as a drag and drop activity.

Print Version: The teacher displays and prints on the same print copy that students receive. The 12 word chain words and instructional hints for each lesson are listed at the end of this section.

Printed Cards: If teaching a small group of students, teachers may choose to print the letter cards or the Animal Cards on cardstock—the latter are best suited for intensive instruction. Both card sets are found in the Addendum.





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SCRIPTED DIRECTIONS

Follow the **Say It! Spell It! Read It!** instructional script at a hurried pace for optimal practice. Teachers may choose to provide the first word in the word chains list and the first word following semicolons. However, for most of the first words, students should be able to drag and drop or write these words on their own. Brief explanations follow the red directions. Teachers should reference this script for the first few lessons until the format is memorized.

Lesson 1 Word Chains: mat, at, sat, Sam, tam, am, at, Sam, Sam, sat, mat, mats

Say It! "The first word is *mat*. Say /mm//aa//t/."

The teacher may choose to drag and drop the word on the displayed slide or print the word on the displayed print copy. Or students can build the word themselves.

The "Say /mm//aa//t/" direction requires students to repeat the sounds exactly as the teacher has modeled. Double-listed sounds e.g., /mm/ and /aa/, remind the teacher to hold these continuous sounds longer than the stop sounds e.g., /t/. Blend through all sounds, not stopping until the end of the word. Make sure to clip the stop sounds e.g., don't pronounce the /t/ as *tuh*.

Spell It! "Let's say the sounds as we (drag them down) (write them down). Now check the display and make yours like mine."

Students say the individual sounds of the words they build on their Google slides or any spellings they print on their print copies. After students have built their new word, the teacher does likewise and directs students to "Check the display" to make sure they have spelled the word accurately "and make yours like mine" (revise if needed).

Read It! "Word? [continuous blending motion] /mm//aa//t/ [quick blending motion] mat."

Cue student responses with "Word?" and move your hand in the continuous blending motion underneath the word on the display or whiteboard. For challenging words, say the sounds for the first blending along with your students. Cue the second quick blend with the hand motion only.

Say It! "Now change *mat* to *at*. Say /aa//t/."

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

On the student's Google slide, the student drags the *s* card down in front of the *at* to form *sat*. Tell students not to worry about perfect card drops—the cards don't have to be placed perfectly. Maintain a hurried instructional pace. For mispronounced or misspelled words, point to the letter and prompt: "Try another." Provide the correct sound or spelling if students remain confused.

Read It! "Word? [continuous blending motion] /aa//t/ [quick blending motion] at."

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Say It! "Now change *at* to *sat*. Say /ss//aa//t/."

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /ss//aa//t/ [quick blending motion] sat."

Say It! "Now change *sat* to *Sam.* Say /ss//aa//mm/."

Spell It! "The 's' should be capitalized, because 'Sam' is a proper noun. Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /ss//aa//mm/ [quick blending motion] Sam."

Say It! "Now change *Sam* to *tam.* A *tam* is a type of hat. Say /t//aa//mm/."

For unfamiliar vocabulary, defined in parentheses within the word chains, quickly state the definition after saying the new word. Definitions are written in brief, student-friendly language. The word chains provide valuable vocabulary exposure, not in depth vocabulary instruction.

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /t//aa//mm/ [quick blending motion] tam."

Say It! "Now change *tam* to *am.* Say /aa//mm/."

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /aa//mm/ [quick blending motion] am."

Say It! "Now change *am* to *at.* Say /aa//t/."

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /aa//t/ [quick blending motion] at."

Say It! "Now change *at* to *am.* Say /aa//mm/."

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /aa//mm/ [quick blending motion] am."

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Say It! "Now change *am* to *Sam*. Say /ss//aa//mm/."

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /aa//mm/ [quick blending motion] Sam."

Say It! "Now change *Sam* to *sat*. Say /ss//aa//t/."

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /aa//t/ [quick blending motion] sat."

Say It! "Now change *sat* to *mat*. Say /mm//aa//t/."

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /mm//aa//t/ [quick blending motion] mat."

Say It! "Now change *mat* to *mats*. Say /mm//aa//t//ss/."

Spell It! "Let's say the sounds as we (change them around) (write them down). Now check the display, and make yours like mine."

Read It! "Word? [continuous blending motion] /mm//aa//t//ss/ [quick blending motion] mats."

Say It! Spell It! Read It! Word Chains Lessons

1. mat, at, sat, Sam, tam, am, at, Sam, Sam, sat, mat, mats
2. if, it, its, fits, fit, fat, mat, mats, rats, rat, ram (a male goat or sheep), rim (the edge of something)
3. ham, hat, hit, hot, got, rot, lot, log, logs, dog, dig, fig (a type of fruit)
4. cat, cut, gut, got, hot, hog; fib (a lie), big, bug, buck (a male deer), back, lack (not enough of)
5. knock, knot, got, not, net, vet (a doctor who treats animals); lad, lead, head; kin (a relative), Ken, Ben
6. pig, jig, wig, wit (cleverness), quit, quick, quack, pack, jack; van, ran, ban (to forbid)
7. wrap, yap, zap, zip, zig, zigs; six, fix, fox; quiz, wiz (someone smart or skillful), win
8. cuff, huff, buff, buzz, fuzz, fizz; fill, fell, full; mass (something large with no definite shape), moss, mess
9. sand, send, mend (to fix); next, nest, rest, rust, ruts, nuts; list, wrist, mist (a light spray of water)

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10. lent, went, west; can't, rant (a lengthy, emotional speech), rent; hill, hilt, wilt, welt (a red, swollen mark), felt, belt
11. belt, welt, melt; risk, disk, kids; bump, dump, damp (slightly wet); help, kelp, yelp (a short cry of pain or alarm)
12. act, fact, duct; lift, loft, left; weld (melted metal used to join two metal pieces), held, help; lift, list, lisp (a speech difficulty)
13. silt, silk (a soft clothing material make from silkworms), milk; much, such, rich; bent, bench, wrench (a tool used to tighten things); wept, kept, tempt (to make something bad desirable)
14. song, sang, sank, sink, sing, sung, hung, hunk, honk; inch, pinch, punch
15. tan, than, then; them, then, than; this, thus, that; then, them, thin
16. thin, thick, thank, think, thing, thud (a dull, loud sound); path, bath, math, wrath (extreme anger), moth, with
17. shop, shot, shut; mush (squishy, blended food), hush, shush (to quiet); wish, fish, dish, dash, cash, lash (to whip)
18. fished, wished, dished; mopped, mocked (to copy someone cruelly), mobbed (crowded); cashed, canned, banned, backed, bucked (to oppose being used), buffed (rubbed to remove marks or shine)
19. much, such, hutch (a cage for small animals), hatch, hitch, itch, witch, which, whip, chip, chin, chick (a baby bird)
20. flesh, flash, slash (a long cut made by a sharp object), clash, class, glass; blush (to turn red), plush (a soft, expensive material), slush (partially melted snow or ice), flush, flushed, flashed
21. slack, smack (to hit), snack, snap, snip (to cut), skip, skid (to slide), skin, spin, span, scan (a brief view), scant (a small amount)
22. crab, drab (not colorful), grab, cress (a green, leafy vegetable), dress, press; dread (to fear something that will happen) bread, breadth (the width); flesh, fresh, crush, string
23. read, dread, thread, threat (a promised punishment), death, breadth; shrimp, scrimp (to avoid spending money), script (written directions), sprint (a short race), strict (following rules exactly) string
24. split, splint (something used to prevent movement of a body part), sprint; squint (to look with partially closed eyes), squid (a large sea creature with eight arms), squish; twin, twist, swish; thread, tread, trend (something popular)
25. rained, trained, strained (tired or injured); trade, grade, grate (to shred into small parts); pray, spray, stray; eight, neigh (the sound a horse makes), sleigh
26. grief (sadness due to a loss), brief (short), chief (main); mean, seam (where materials are sewn together), seen, teen, team, steam, steamed (the mist created by boiling water), teamed, briefed (given information)
27. thigh, sigh, sight, site (a place), side, size; cry, try, dry, die, lie, pie
28. stone, slope (a slanted surface), wrote; woe (extreme sadness), doe (a female deer), poem; oats, gloats (bragging), floats; slow, blow, blown

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29. boats, bows, toes; cute, cube, fume (to be quietly angry), few, mew (sound a cat makes), chew, hue (a shade or color), cued (told to do something), fuel
30. grateful (thankful), related (one is like another), rated, faded (losing color), raided (attacked by a group), retain, waited, laying, praying, eighty, weighty (something very serious), eighteen
31. grieved, relieve, received; needed, greeted, greedy (wanting more than one needs); deplete (to take away or lessen), delete, deceit (being untruthful); leaky, pleaded, keying (focusing on)
32. dying, trying, sighing; denied, retied, beside; brighten, byline (an author's name in an article), biding, riding, drying, sighing, lying
33. lonely, slowly, growing; rodent (a small animal), token (something which made be traded for a thing of value), broken; vetoed (rejected), noted, gloated, boating, rowboat, rewrote
34. venue (a place used for a performance), rescue, nephew, chewy, chewing, fewest; dispute (argue), repute (respect), muted, music, miscue (mispronounced), cubit (a measurement of about 18 inches)
35. scarlet (a bright red), carpet, depart (to leave), charted (a written plan), charcoal, charmed (lucky); sonar (measurement made by the speed of sound), started, party; argue, artist, Arctic (the land and sea close to the North Pole)
36. armor, arbor (a garden structure), orbit (the path around sun), forbid (to not allow), before, onshore; armor, forearm, forty, story, stormy, sorely
37. archery, artery, garter (an elastic band to hold up stockings), harder, border, never, hunger, bungler (someone who always makes mistakes), bugler (one who plays a trumpet-like instrument); every, celery, bakery
38. skirted (to avoid discussion), dirty, thirty, thirsty, thirdly, birthday; firmer, firstly; swirling, whirling, squirming (wriggling or twisting), squirted,
39. murder, surfer, urgent (important right now), burger, blurted (unprepared speaking), suburb (a town or neighborhoods close to a city), slurping (drinking loudly), surfing, curling, hurling (throwing), sulfur (a yellow chemical), nursing
40. grounded, shouted, shower, tower, flower, founder, outbound (leaving for another place), outfield, crouching, scowling, howling, downtown (the business center of a city)
41. threw, truth, sleuth (a detective); crudely (something incomplete or rude), cruelly (being extremely mean or hurtful), rudely (unkind speech or actions); rooster, ruler, newer; fruity, duty (what one is expected to do), duly (required)
42. footer (resource information at the bottom of a page), roofer, good; pushing, pudding, inputting (adding information); woolen (sheep's hair), wooden, hoodie, rooster, looker, fooler
43. employ (to give a job), enjoy, moisten (to wet); tabloid (a newspaper with photographs, gossip, and strange stories), pointed, toiled (worked hard); coyly (acting shy for a reason), oily, noisy, jointly (together), wooly, pushy
44. toying (playing with), foiling (ending someone's plans), hauling (carrying a heavy load), drawing, crawling, lawyer, daughter, slaughter (killing animals for food), naughty; alter (to change), install (to put in place), taller

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45. legend (a story about someone famous), gender (male and female identification), ginger (a spice), gawking (staring), galling (extremely upsetting), gaudy (wearing something showy or too bright), fidget (making small movements when one is bored or nervous), ledger, badger (a book which keeps track of one's money and spending), energy (ability to do something), edgy (nervous or worried), stingy (cheap; not generous)
46. mercy, lacy, cagy (not sharing information); basic, panic (extreme fear), ethnic (one's group and its traditions); Cindy, cistern (a water tank), center, cents, sicken, stricken (hit)
47. fancy, yucky (disgusting), candy; bypath (a way around the main path), myself, dynamic (active); lyric (the lines in a poem or song), mystic (one who focuses on spiritual things), mythic (heroic), physics (the science of how things work), encrypt (to place in code), syrup
48. uncle, mantle (the earth's interior down to the core), table, staple, pickle, bungle, ladle (a large long-handled spoon), trifle (of little value) stumble (to trip but not fall), castle, idle (lazy), fizzle (to end slowly)
49. coma, Cuba, Santa; about, aloud, alarm; captain, certain (to be sure), curtain, bargain (a good deal), mountain, fountain
50. cola, gravel (crushed rock), panel (a flat surface); problem, anthem (a song written for a special purpose), tandem (two together); jacket, comet (a large snowball orbiting the sun), planet (the largest, nearly round objects orbiting a star); open, molten (melted), kitten
51. edible (can be eaten), visible (can be seen), credible (believable); resident (one who lives in a place) president, evident (clearly understood); animate (make life-like), estimate (a guess involving measurement), replicate (to repeat); pencil, tonsil (two pieces of flesh at the back of the mouth), lentil (a seed used in cooking)
52. ransom (money demanded to set a prisoner free), atom (the smallest unit), seldom (not often); convert (to change), compel (to force), color; lesion (a wound), eviction (to be removed), election (a vote for leaders); ominous (fear that something bad will happen), enormous (huge), nervous
53. erosion (to wear away), version (a form of something different than another), vision, vicious (cruel or violent), ferocious (dangerously violent), delicious; cautious (being careful), seditious (planning or acting against the government), edition (something written at one time), fiction (something written or told that is not completely true), lotion, devotion (loyalty)

54a. ph, ch_, gn phantom, phrase, graph; sign, gnat, gnome; chasm (a deep crack in the earth), chaos, chord, chemist, echo, ache

54b. granite (a type of rock), mobile (movable), notice; senate, minute, marine (relating to the ocean), motive (reason for doing something), arise (get up), arose, disclose (share unknown information), disease, discharge (to tell someone to leave)

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Technical Notes: Word chain lessons #s 1–12 feature only one sound-spelling change from word to word. A few word to words require two changes in lessons #s 13–29. Most word to words in lessons #s 30–54b require multiple changes.

Some words, listed in red e.g., dreaded, use two of the same letters. In the Google slides, two movable cards e.g., *d*, are placed on top of each other to permit double drag and drops. If using the printed card instructional option, teachers will need to duplicate the letters for these words.

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Activity #5: Sam and Friends Phonics Books

The 54 **Sam and Friends Phonics Books** feature decodable stories with teenage characters, high-interest plots, and non-juvenile cartoons. Students will enjoy reading about the adventures of Sam and his friends: Tom, Kit, and Deb. Oh, and also Sam's dog, Pug. The plots for each story reinforce positive values and character development and feature multi-ethnic teenage characters. The books are cleverly illustrated by master cartoonist, David Rickert.

Each 8-page story helps students practice the focus sound-spellings and the 2 Heart Words from that day's Segmenting, Spelling, and Blending Activity #2 lesson and previous lessons. Students get immediate, code-based reading practice, using what they have learned that day. All 54 stories are provided in both teacher and student Google slides, tablet, phone, and print booklet formats. Note that printing instructions are found in the Appendix.



The stories include five embedded reading comprehension questions, applying the research-based **SCRIP Comprehension Strategies** (Summarize, Connect, Re-think, Interpret, Predict). Text boxes are provided for student answers. Students interact with the story text in comment or question margin note text boxes for self-guided monitoring of the text. The comprehension answers and margin notes require teacher review. No answer key is provided, because most of the higher order comprehension questions are inferential or may have multiple answers.

Researchers find these comprehension-building techniques to be "effective for improving reading comprehension performance across a range of diverse learners and across various educational settings" (Joseph, Alber-Morgan, Cullen, & Rouse, 2016).

Additionally, each book provides word fluency practice on the focus sound-spellings, high frequency words, and Heart Words with systematic review of previously practiced sound-spellings. A 30-second timer helps students time and record their own fluency progress. Students will improve reading fluency as they develop automaticity with their sight word lexicons.

Dr. Tim Shanahan comments on why fluency practice is essential for older struggling readers: "For many students oral reading fluency practice continues to help in the consolidation of decoding skills beyond that point (O'Reilly, et al., 2019), and it also starts to morph into an activity that helps to support prosody development which is more directly implicated in reading comprehension" (Breznitz, 2006).

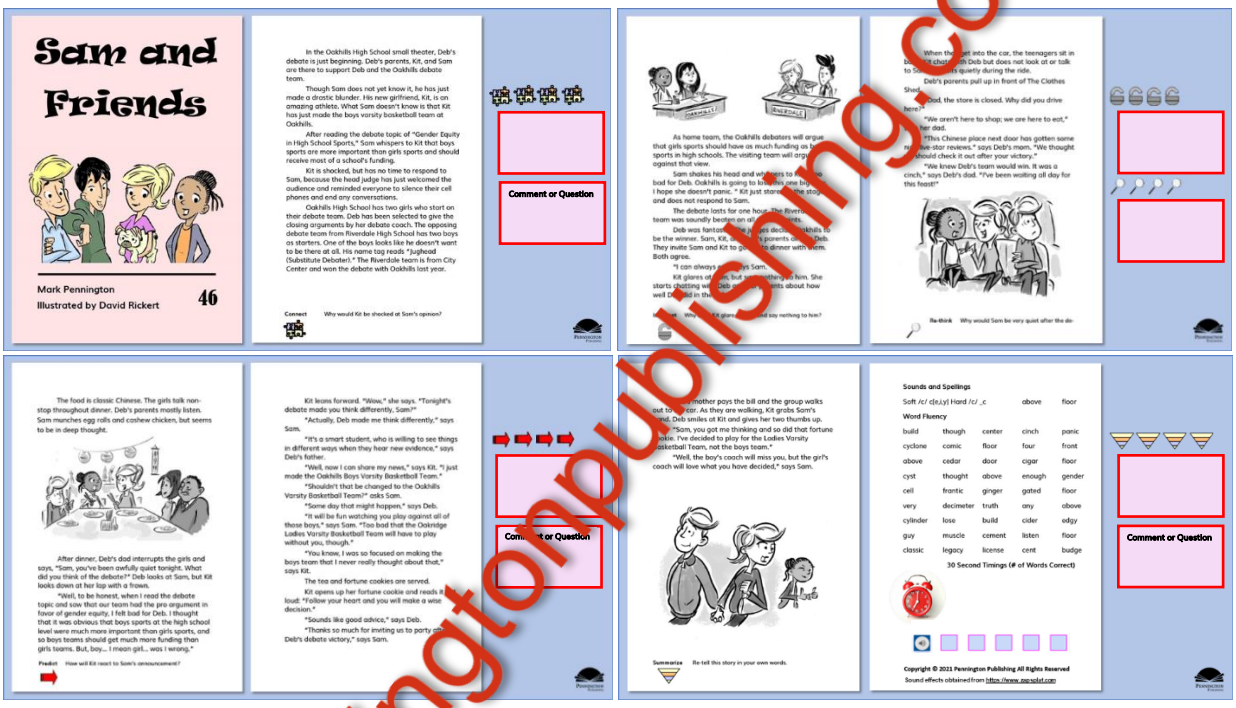
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SCRIPTED DIRECTIONS: Read Aloud, Sound-Spellings, Word Fluency

1. Display the teacher Google slide, and tell students to open their **Sam and Friends Phonics Books**. Say, "These stories will help you practice what you have learned in today's lesson. As I read the story out loud, slide your hand under the words that I read." Show students how to slide their hand underneath the text, left to right as they read, and how to slide back quickly under the same line and drop down to the next line to read.

2. After reading, review the illustrations and read the captions for your students, asking "What's going on here?" Note that the illustrations enhance enjoyment and assist with re-telling the story, but do not provide meaning-making apart from the text.



3. Next, display the last page of the story and point to each of the **Sounds and Spellings**, asking "Sound?" for each spelling and "Word?" for the 2 Heart Words.

4. Point underneath the first **Word Fluency** word. Say, "Now, we are going to practice the words we are building with the sounds we are learning. We are all going to read them out loud in 6-inch voices at the same time. Don't read with your neighbor. Read on your own at your own pace. This is not a race." Note that each **Word Fluency i**ncludes new and review focus sound-spellings and Heart Words.

"When I say, 'Ready, begin,' we will all start reading left to right for 30 seconds. Slide your hand underneath the words as you read. When I say, 'Stop,' point your hand to the last word you read and count backwards to determine how many words you read. Ready, begin."

5. "Now write your word count in the first empty box below the alarm clock."

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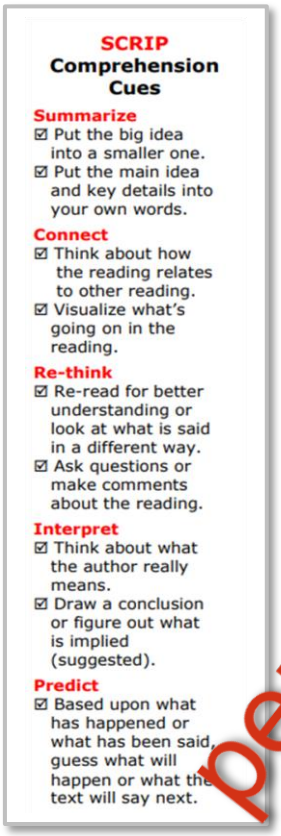
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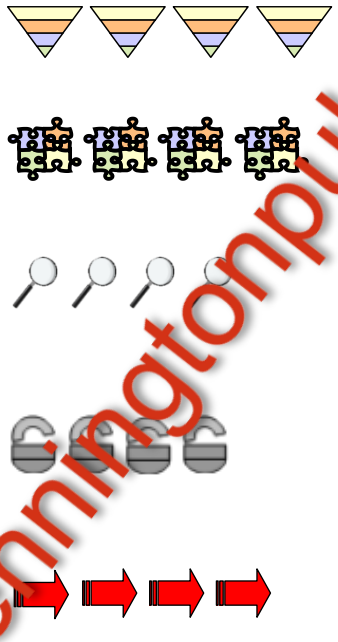
SCRIPTED DIRECTIONS: Re-reads, Word Fluency, and Comprehension

1. Gradually release responsibility to your students by having them individually or pair-read each story out loud multiple times in 6-inch voices. Walk the room to monitor, assist, and correct. Interrupt students' reading to complete and record 30 second word fluency timings (# of correctly read words). Depending upon the number of students, teachers may or may not complete fluencies on all students. Keep track to monitor the progress of each student throughout the week. Note that as the story texts get longer, students will complete fewer repeated readings.

2. Students complete the **Comment or Question** margin notes and the **SCRIP Comprehension Strategy** questions individually or in pairs. If using Google slides, students type in text boxes. If using printed booklets or other display-only devices, students write margin notes and answers to the comprehension questions on the pages or in a notebook.

The SCRIP Comprehension Strategies





All 5 of the **SCRIP Comprehension Strategies** questions are embedded in each of the 54 ***Sam and Friends Phonics Books***.

The **S**ummarize, **C**onnect, **R**e-think, **I**nterpret, **P**redict cues prompt students to self-question, monitor their comprehension, and build independence. The cues also provide a common language of instruction for discussing narrative and expository text.

The cues move students beyond recall to inferential questioning and the SCRIP Comprehension Questions emphasize higher order thinking skills.

Make sure to use the SCRIP terminology and encourage students to do so when reviewing comment or question margin notes and the answers to the comprehension questions. See the Appendix for the **SCRIP Comprehension Cues Bookmarks**.

3. Discuss the students' **Comment or Question** margin notes and their answers to the **SCRIP Comprehension Strategy** questions. Students re-read each of the 3 books per week and complete final **Word Fluencies** for each.

4. The ***Sam and Friends Phonics Books*** are ideal homework assignments. Whether students access the stories at home on Google slides, on tablets or phones, or as printed *take-home* booklets, students can practice independently or with family members.

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Activity #6: Elkonin Sound Box Spelling Dictations

Elkonin boxes provide excellent formative assessments for each Word Recognition lesson. Students are required to listen, segment and record the number of speech sounds (phonemes), and correctly spell the lesson's focus sound-spellings and heart words.

1. The teacher and students access the **Elkonin Sound Box** Google slides or pass out print copies. On each sound box, the first 6 spelling words use the lesson's focus sound-spellings; the last 2 are the Heart Words.

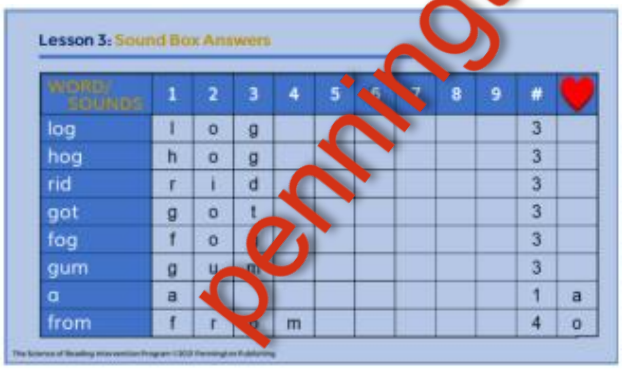
2. Dictate the spelling words. Tell students to count and record the number of speech sounds (phonemes) for each spelling word, and to type (or write) the irregular spellings found in each Heart Words. Display the **Elkonin Sound Box** answers and help students self-correct.

Personal Sound Walls

Not all students will continue to need speech articulation practice; however, the **Personal Sound Walls** provide an excellent review for all students. Students are required to brainstorm and spell their own words for each of the lesson's sound-spellings on 13 sound walls, organized by speech articulation sounds.

1. Display and pass out laminated copies of the **Personal Sound Walls** and fine tip dry erase markers. The teacher displays the **Personal Sound Walls** and may click on the audio files to access Google slides with catchy sound articulation songs.

2. Students write example words for each of the sound-spellings, listed on the Animal Cards, and share answers. The teacher records student examples on the display.





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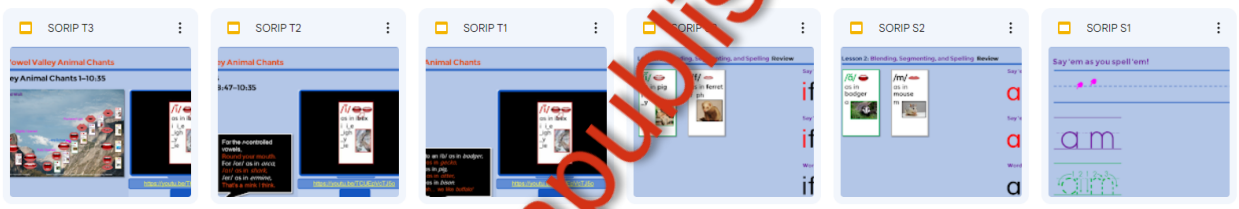
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Google Slides Organization and Links

The Science of Reading Intervention Program: Word Recognition features both digital (Google slides, audio, video) and print instructional formats. All teacher resources are digital, designed for display projectors and speakers. All student resources are provided in digital and print formats. The digital and print formats work equally well. Teachers decide which format students will use, according to the activity.

Teachers may choose to access all instructional resources on Google Drive (requires a Google account), upload them to another drive, or download Google slides as PowerPoint presentations. PowerPoint downloads of the Google slides provide a back-up if the Internet connection is out. Note that the audio and video files need to be saved separately if using PowerPoint.

The 54 word recognition (phonemic awareness, spelling, and phonics) lessons, including the **Sam and Friends Phonics Books** are organized as 18 weekly folders on Google Drive. For example, opening the *SORIP LESSONS 1–3 folder displays the three files of Google slides lessons and answers for the teacher (SORIP T1, SORIP T2, SORIP T3). All scripted instruction is included on the teacher slides. No separate teachers manual is needed.



Teachers share the student slides (*SORIP S1, SORIP T2, SORIP T3).

*Note: SORIP stands for **The Science of Reading Intervention Program**. T1 refers to the teacher's lesson 1 slides, and S1 refers to the student' lesson 1 slides.

A consistent and dependable Internet connection is required for student digital resources. Any device which can access Google slides will work fine. Earbuds are required for the audio files.

Please share only with your students and direct students to share only with you. The links include over 3,000 Google slides. Should the links stop working or you find typos and/or mistakes, please email support@penningtonpublishing.com and I will update.

New to using Google slides and forms? These directions will get you up and running:
Google Slides

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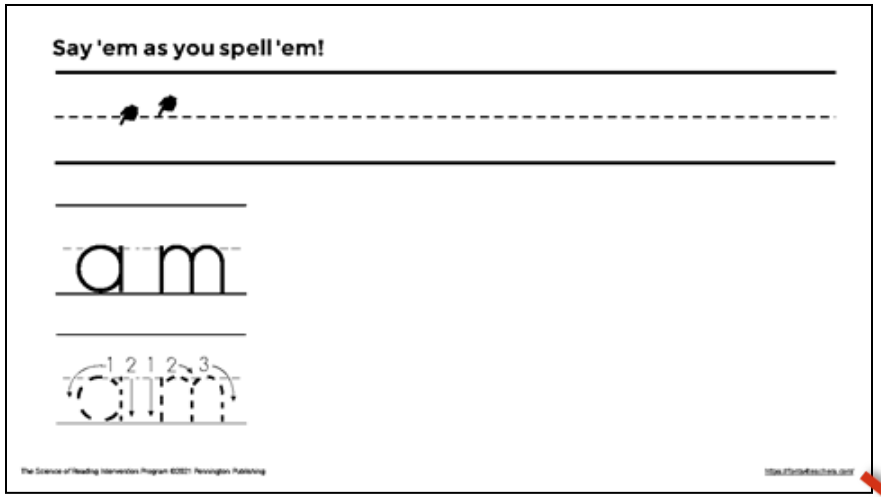
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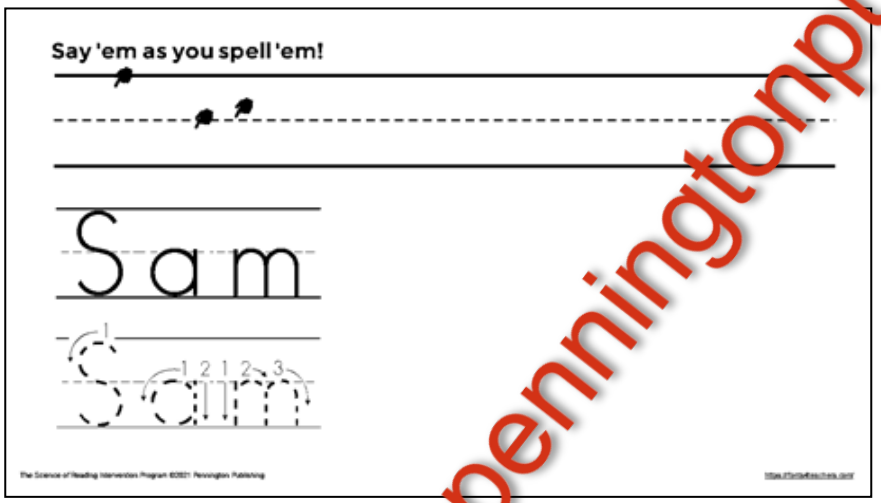
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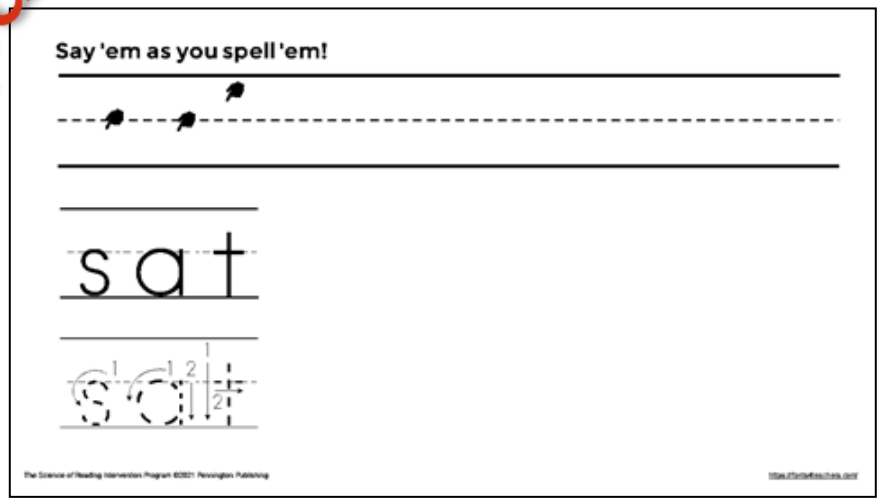
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Lesson 1: Spelling and Handwriting a, m, t, s





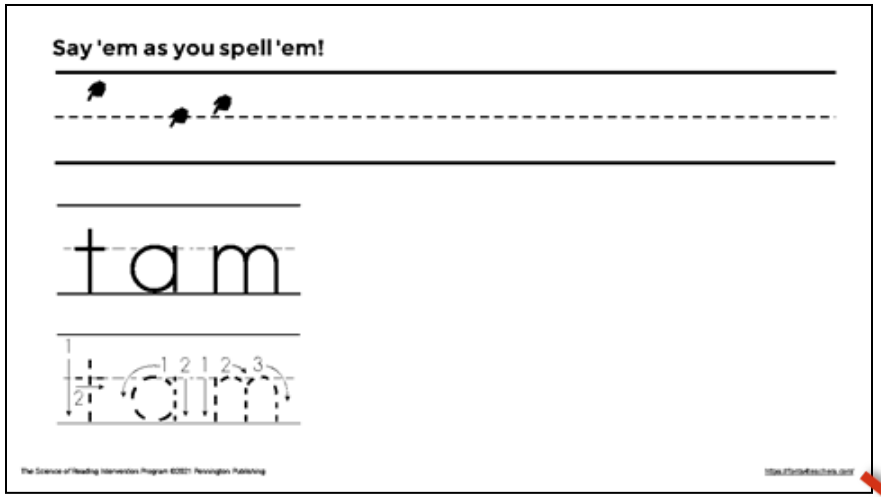


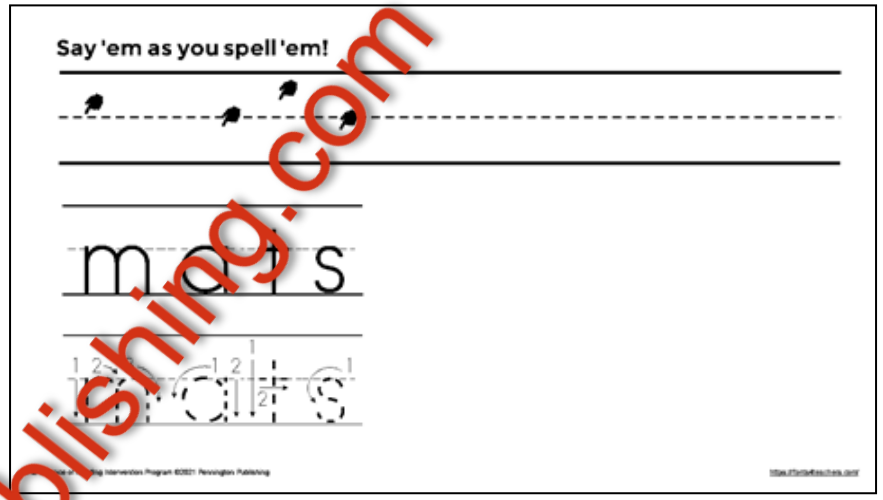


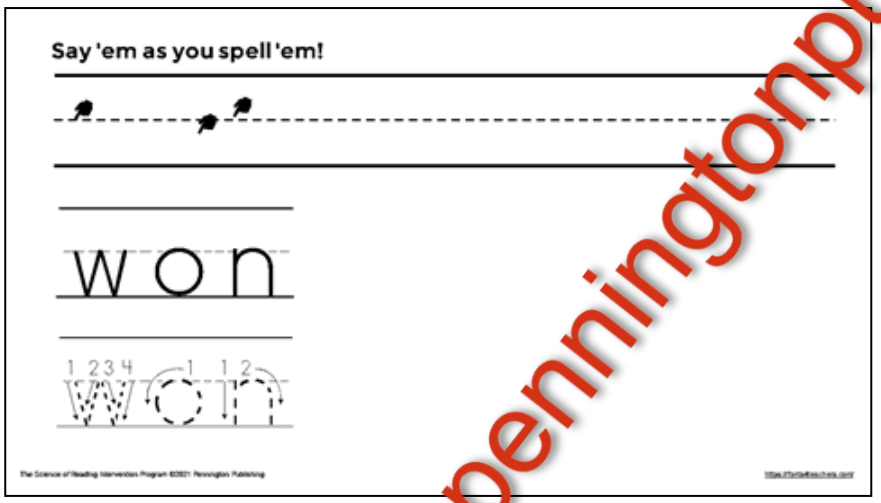
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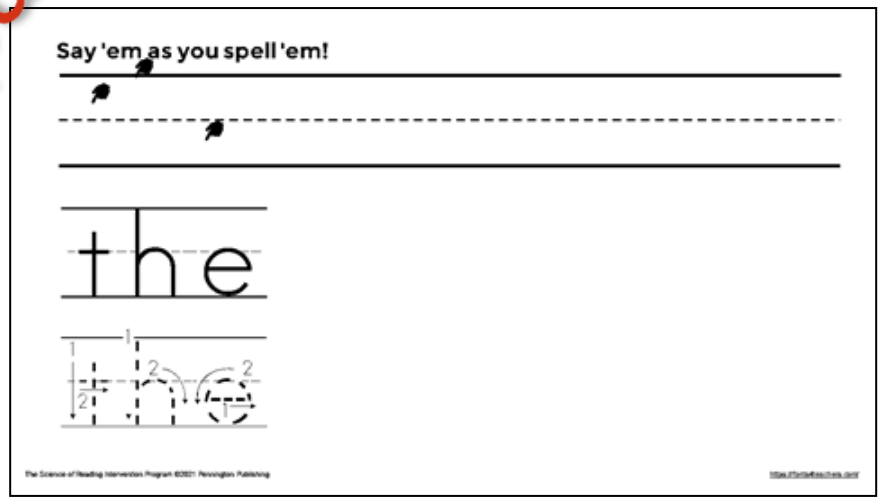
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Lesson 1: Spelling and Handwriting a, m, t, s





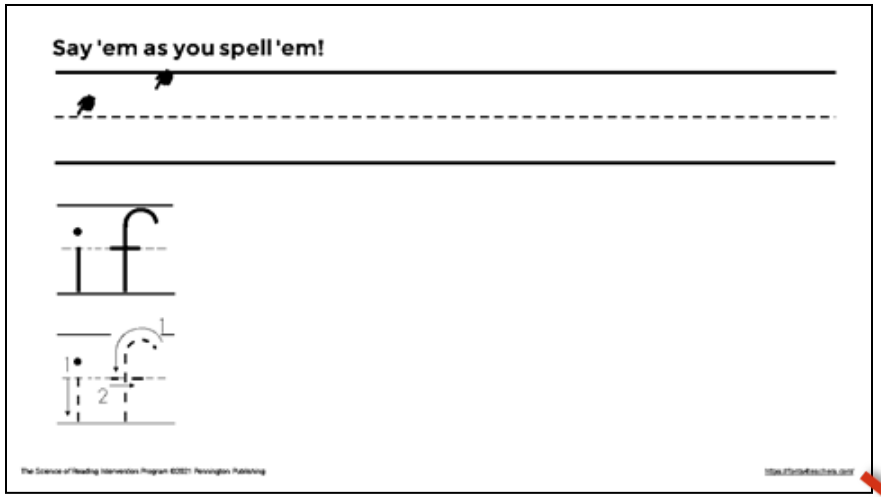




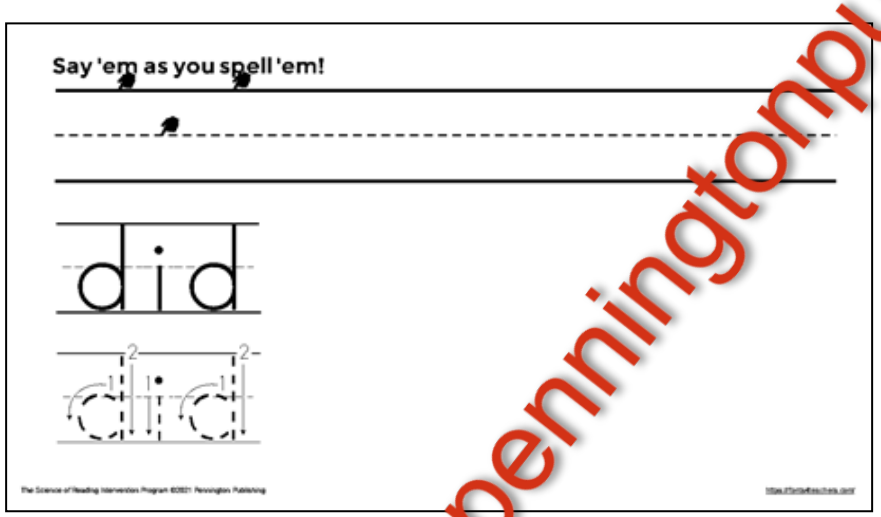
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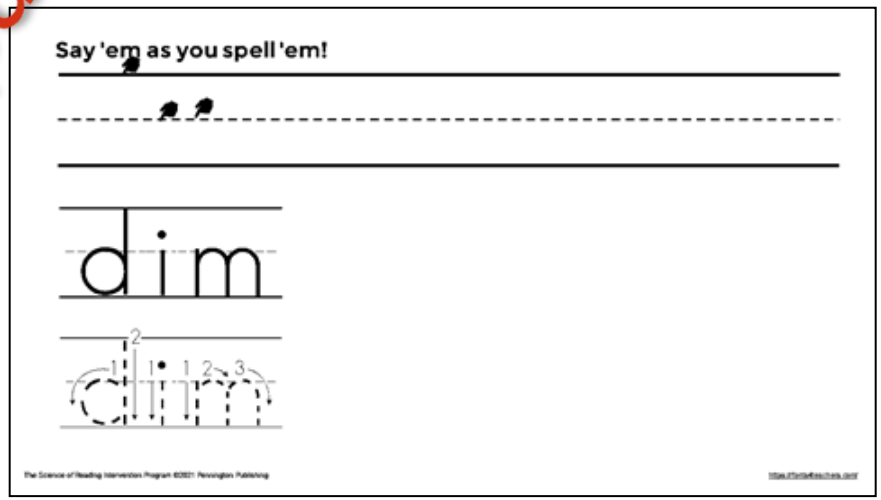
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Lesson 2: Spelling and Handwriting i, f, d, r





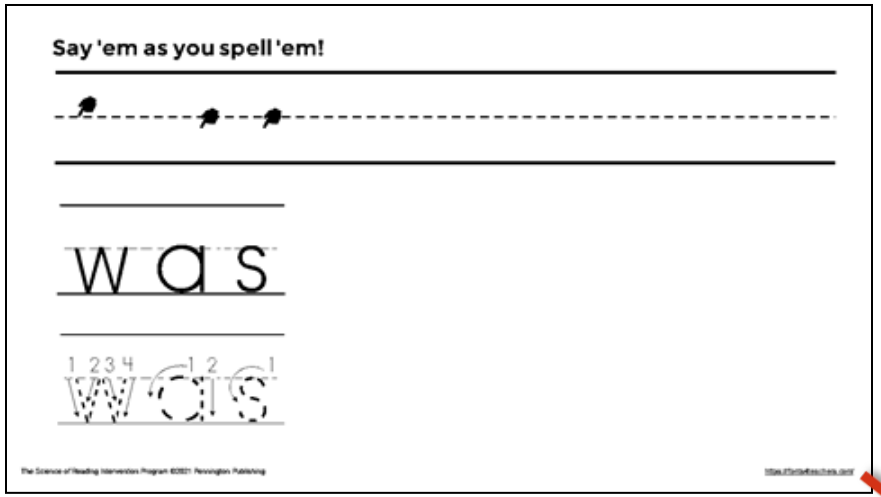


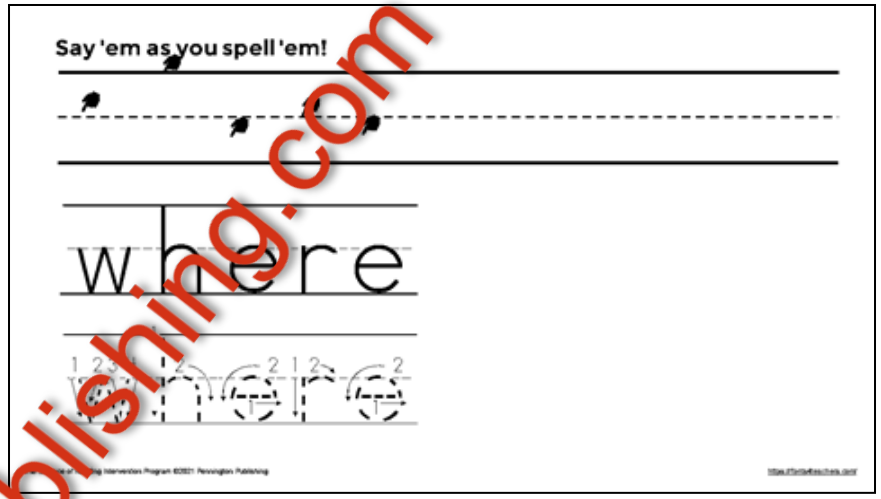


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Lesson 2: Spelling and Handwriting i, f, d, r

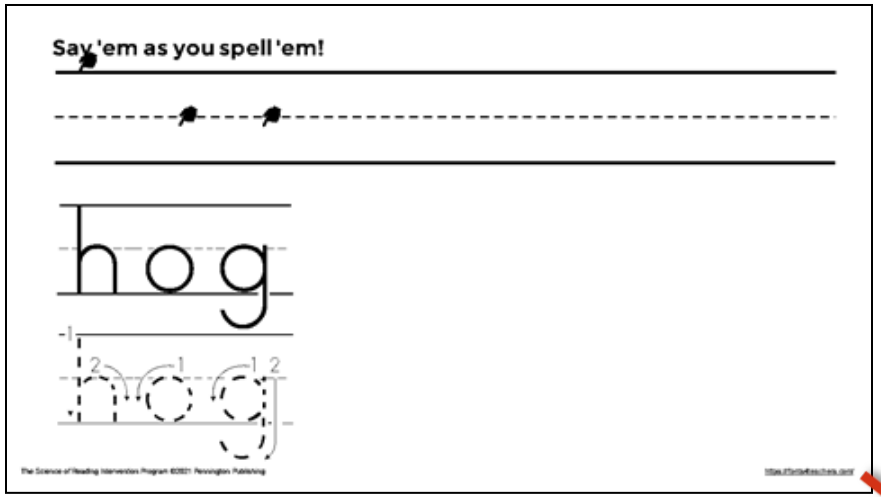


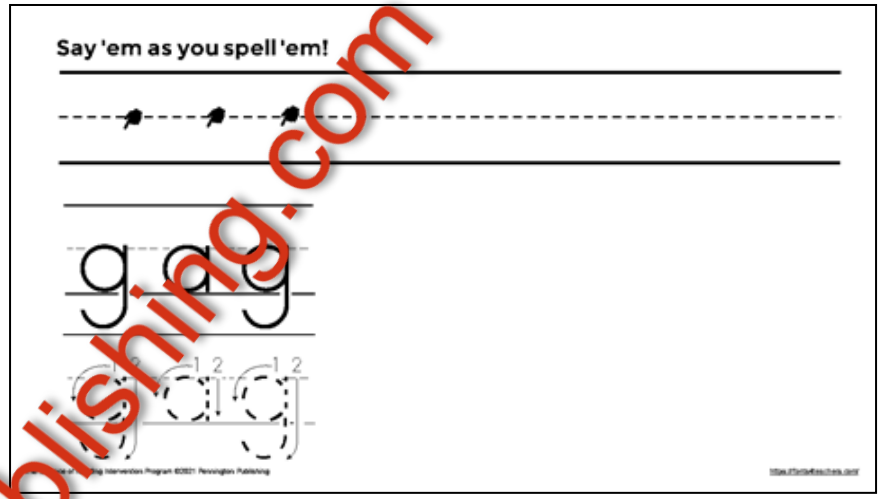


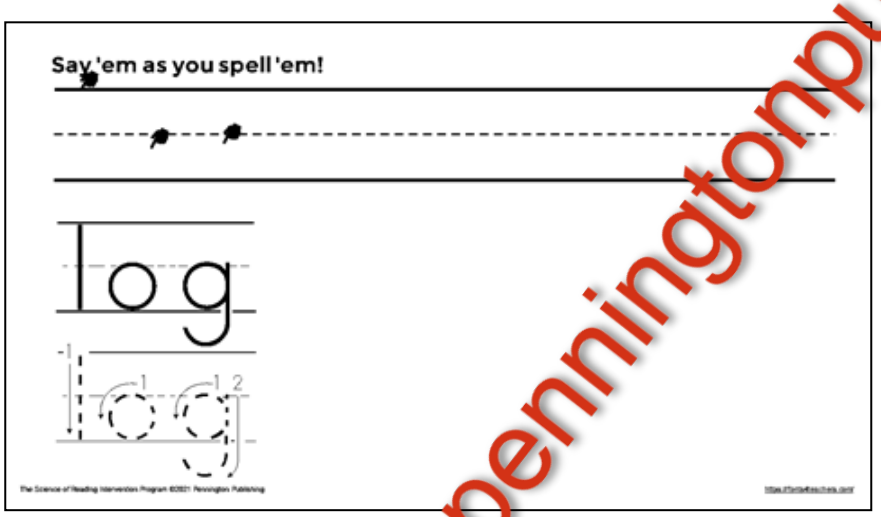
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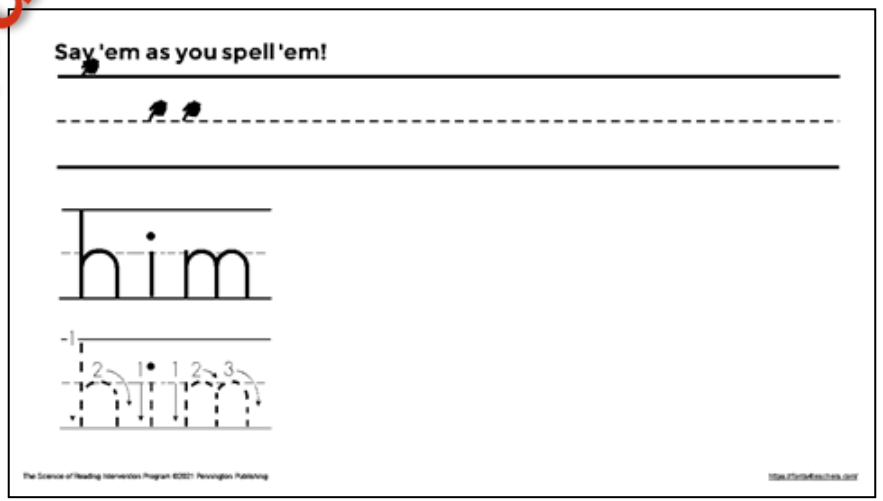
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Lesson 3: Spelling and Handwriting o, g[a,o], l, h





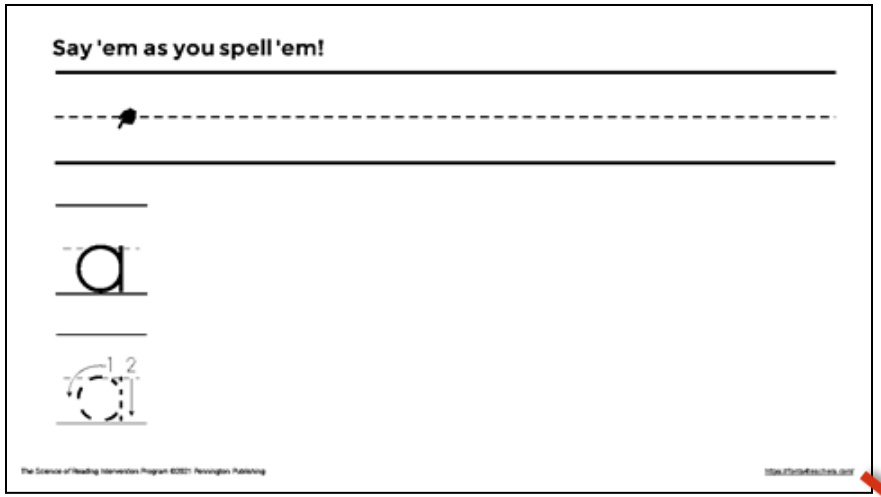


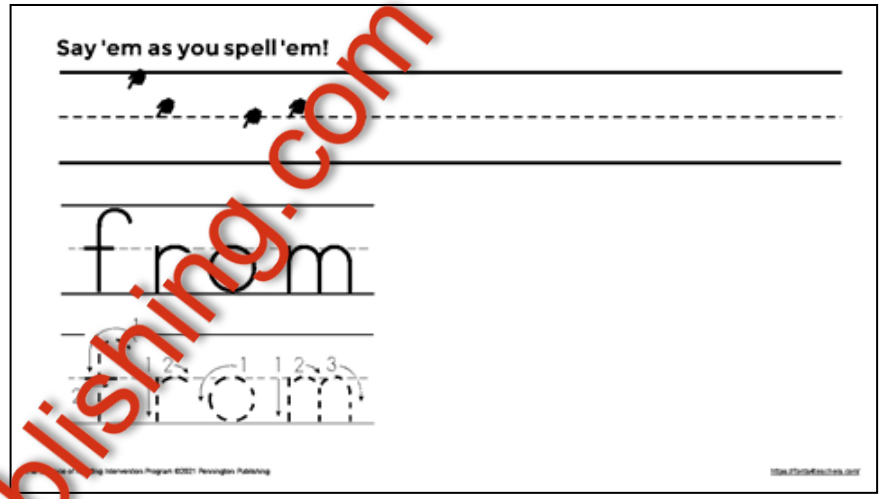


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Lesson 3: Spelling and Handwriting o, g[a,o], l, h

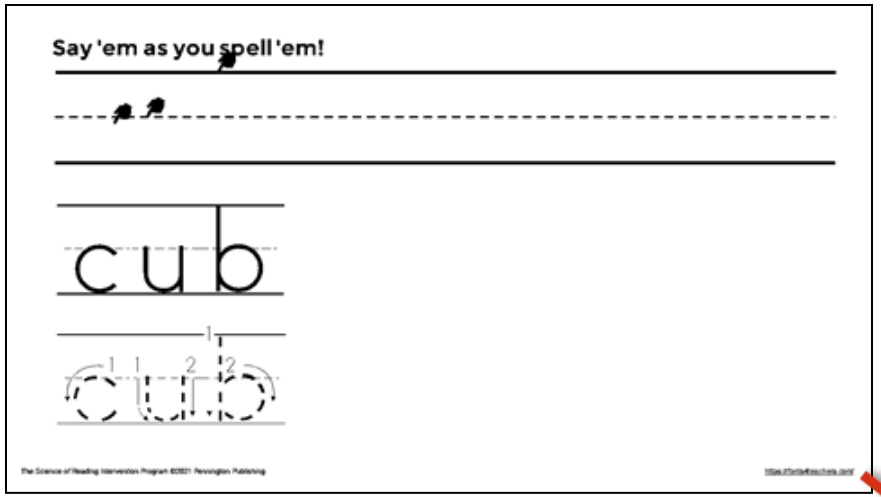


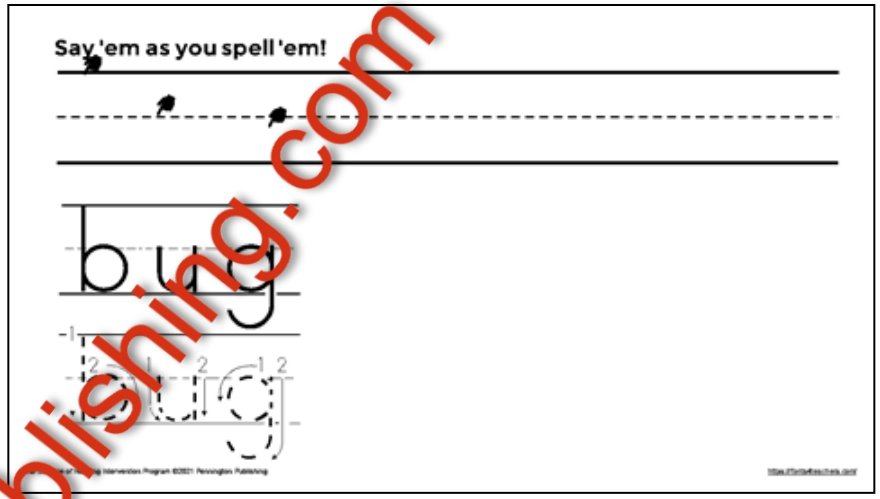


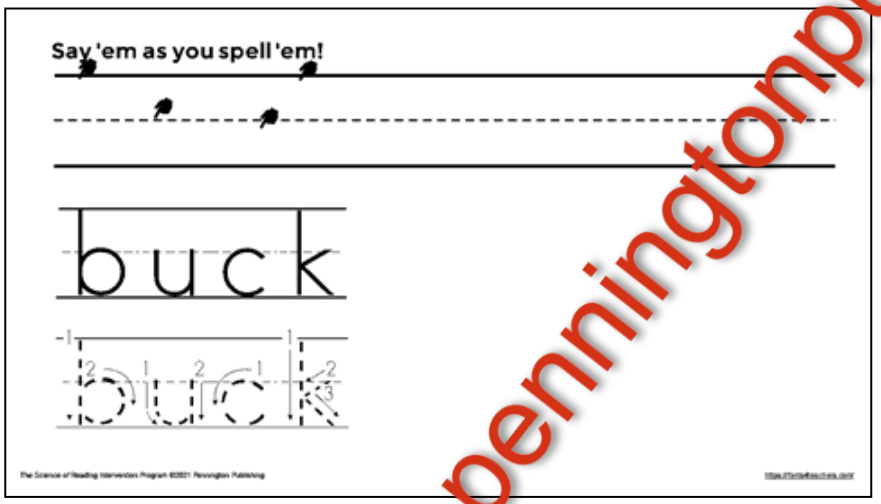
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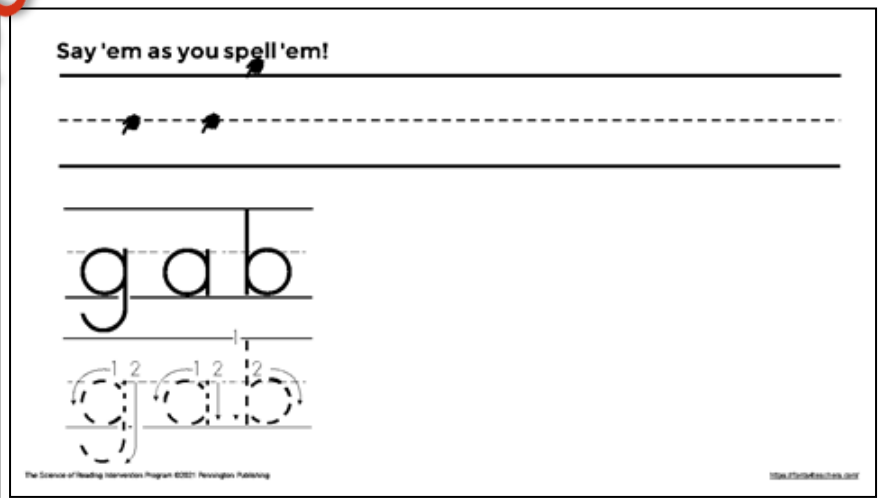
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Lesson 4: Spelling and Handwriting u, b, c[a,o,u], _ck g[a,o,u]





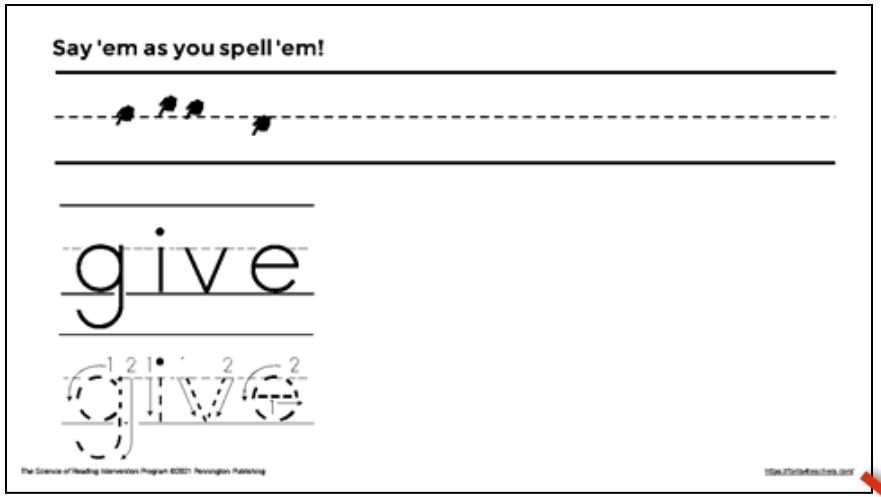




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Lesson 4: Spelling and Handwriting u, b, c[a,o,u], _ck g[a,o,u]

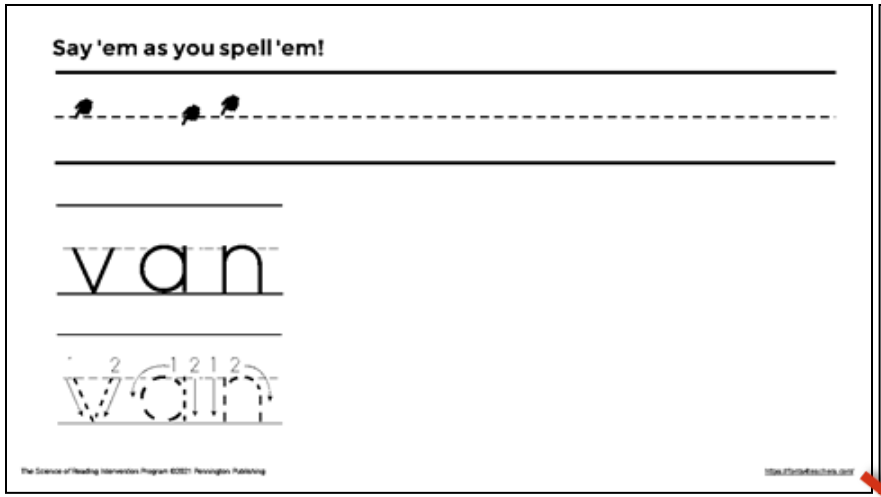


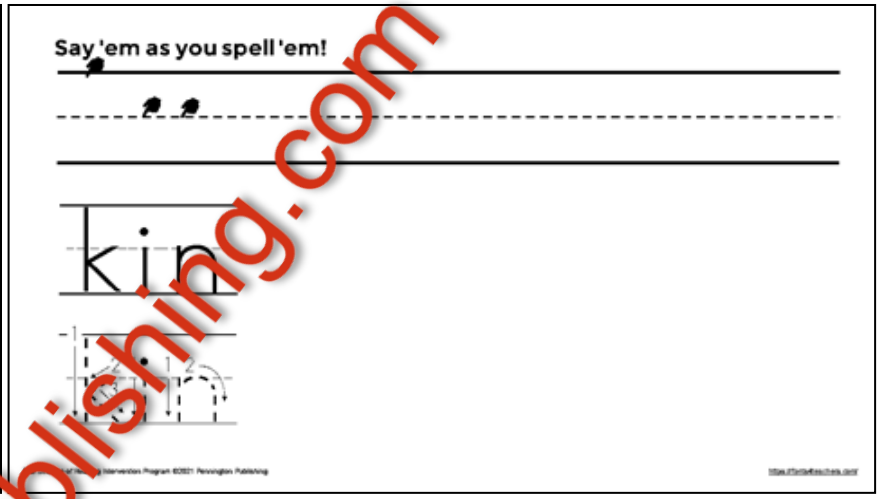


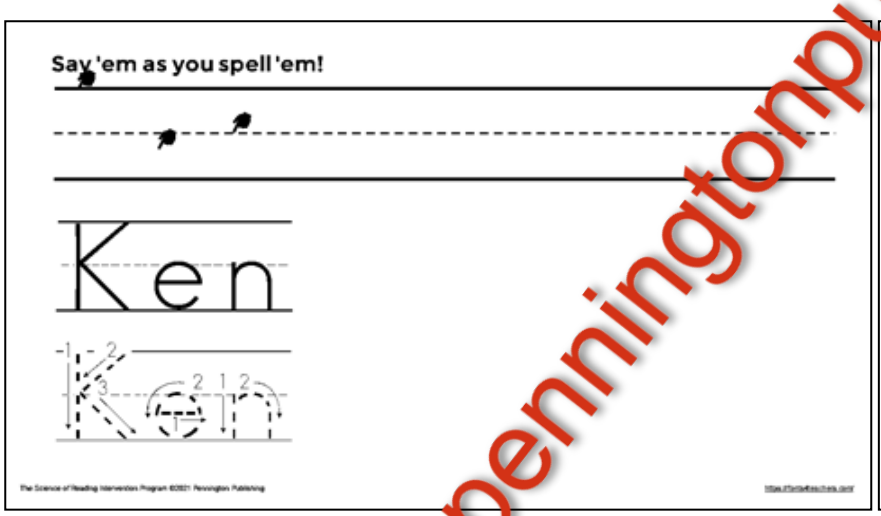
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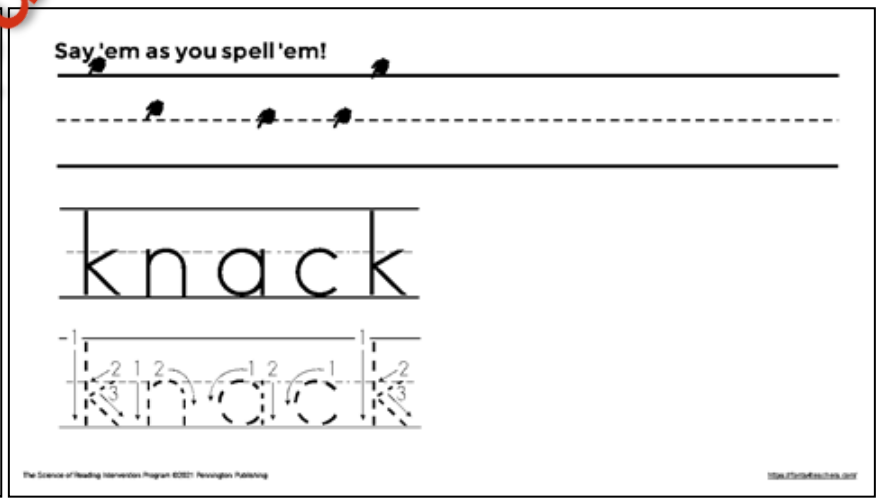
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Lesson 5: Spelling and Handwriting e (_ea), k[i,e], v, n, kn_





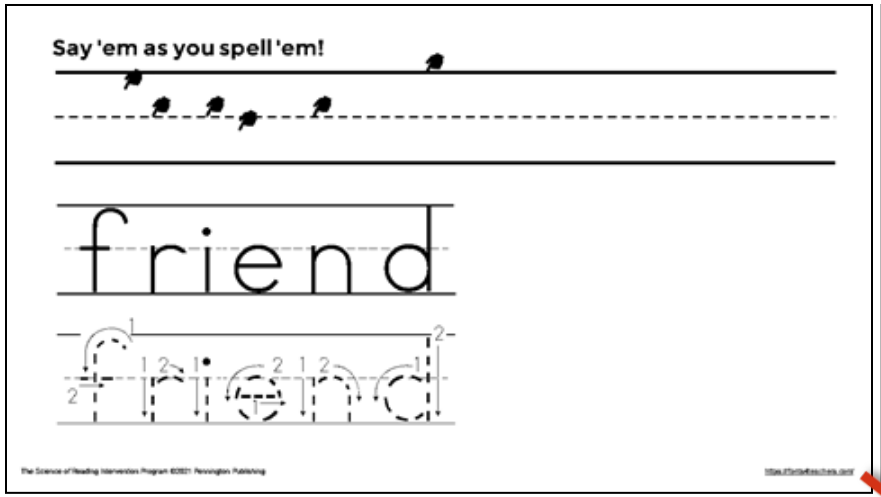




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Lesson 5: Spelling and Handwriting e (_ea), k[i,e], v, n, kn_

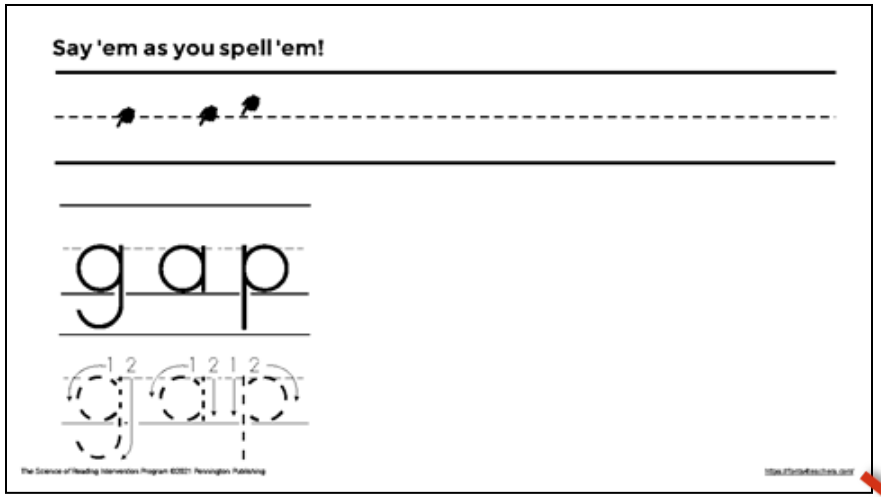


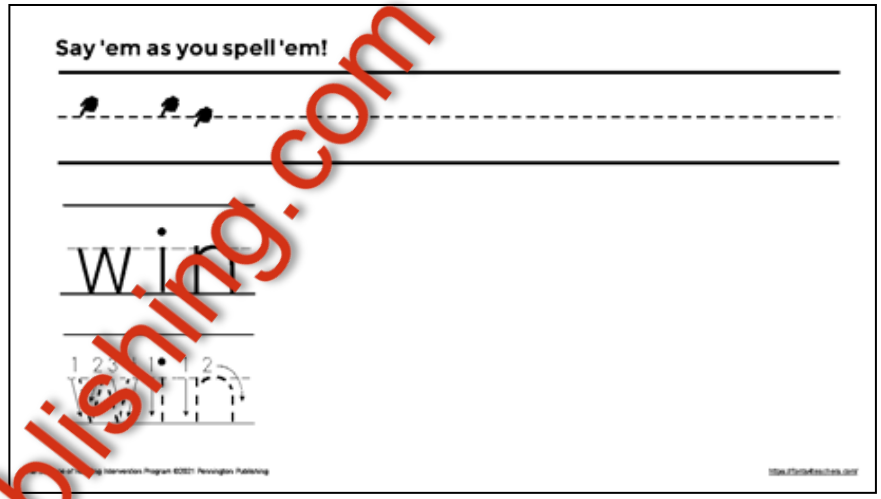


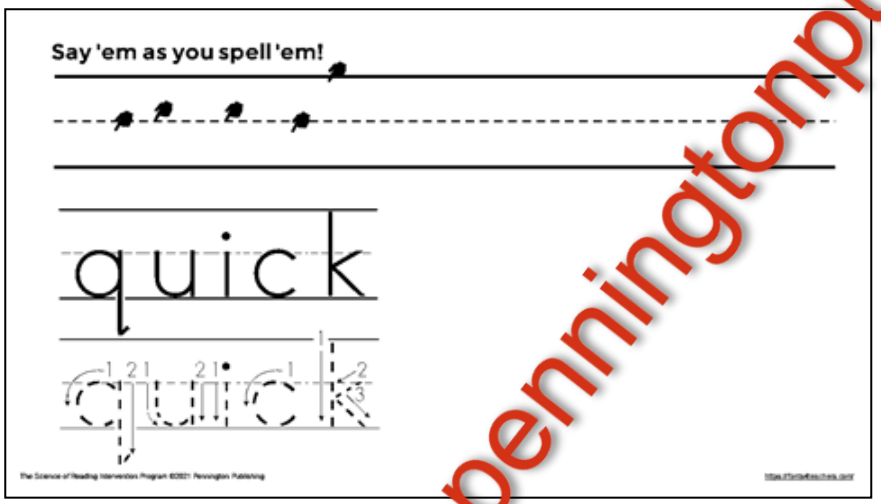
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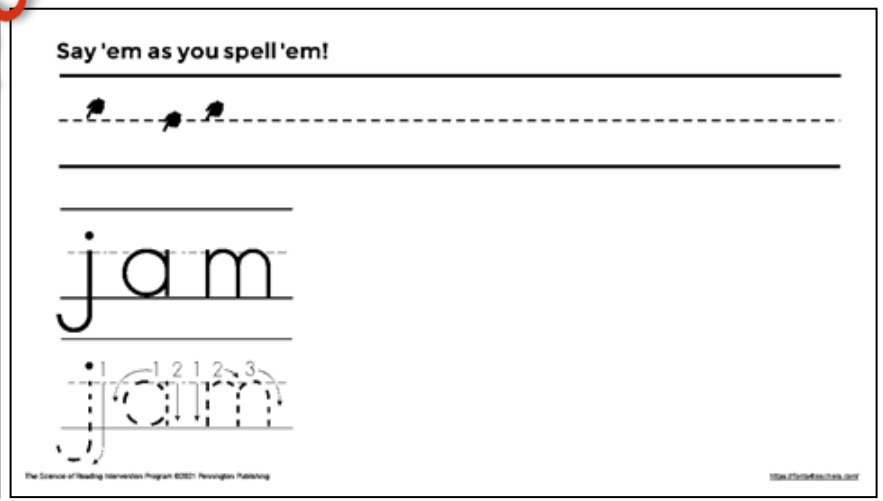
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Lesson 6: Spelling and Handwriting p, w, j, qu_





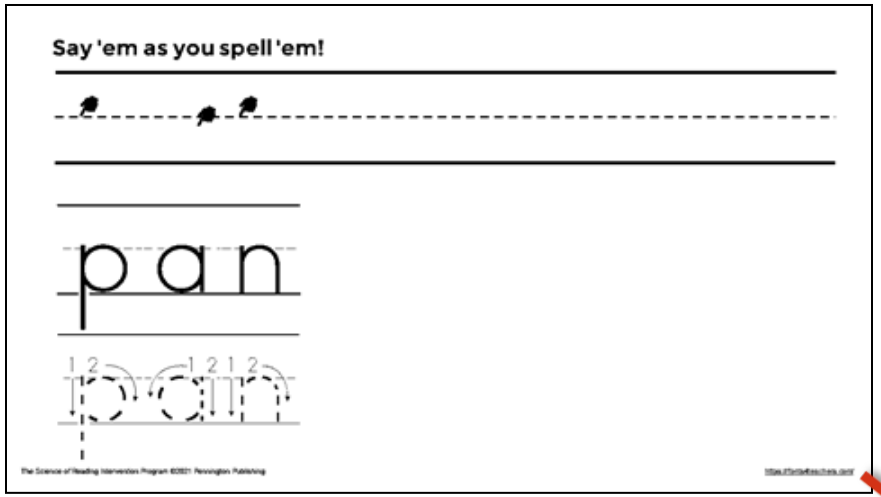


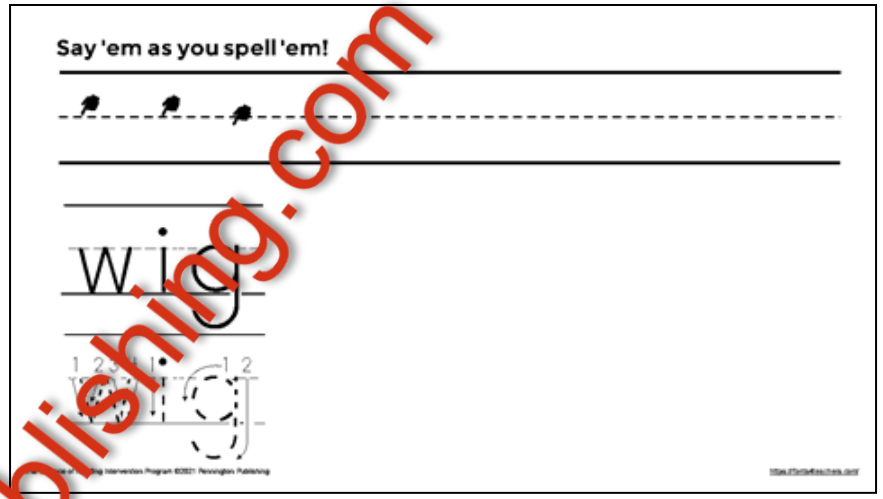


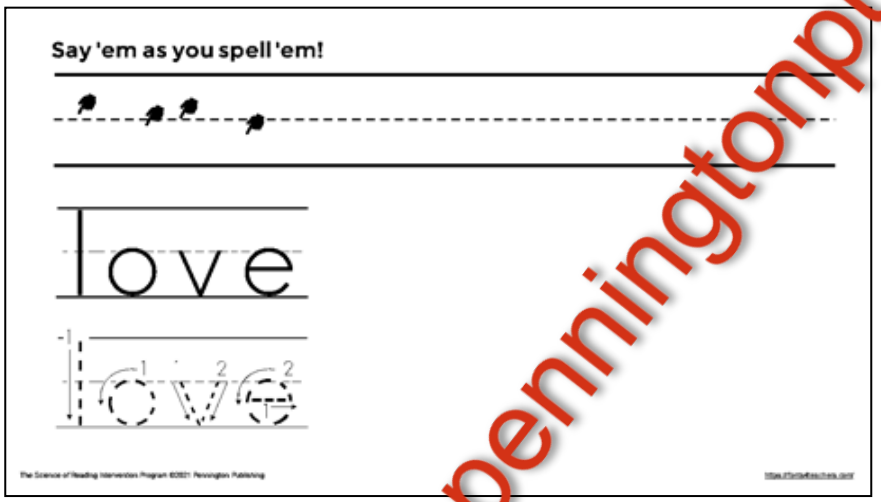
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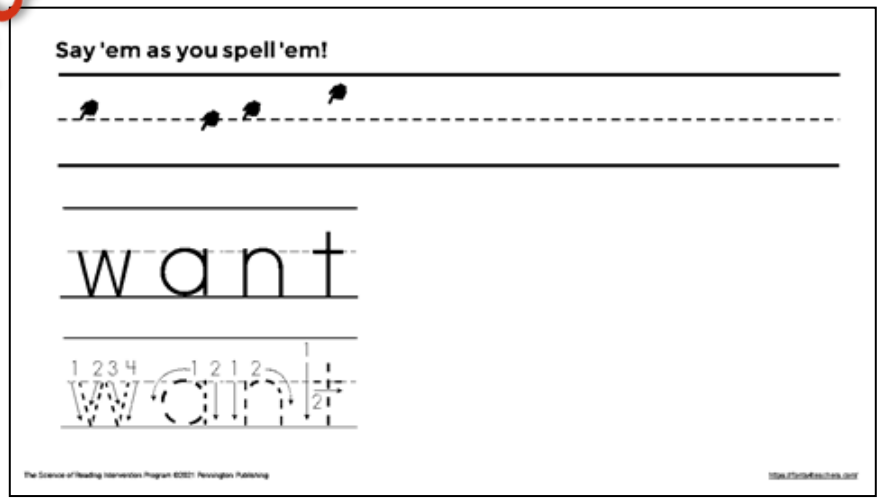
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Lesson 6: Spelling and Handwriting p, w, j, qu_





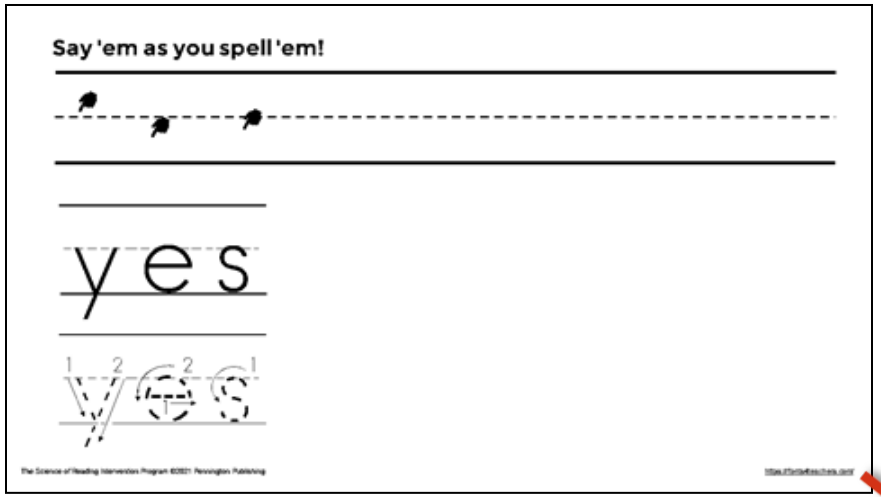


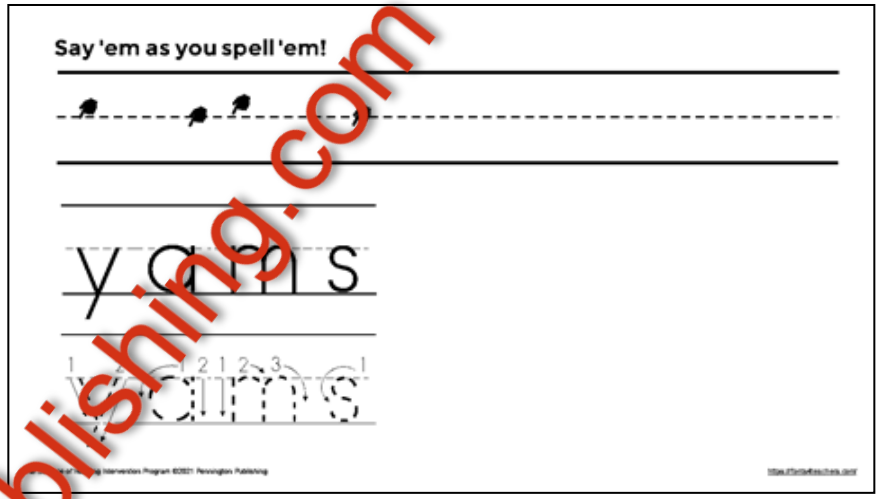


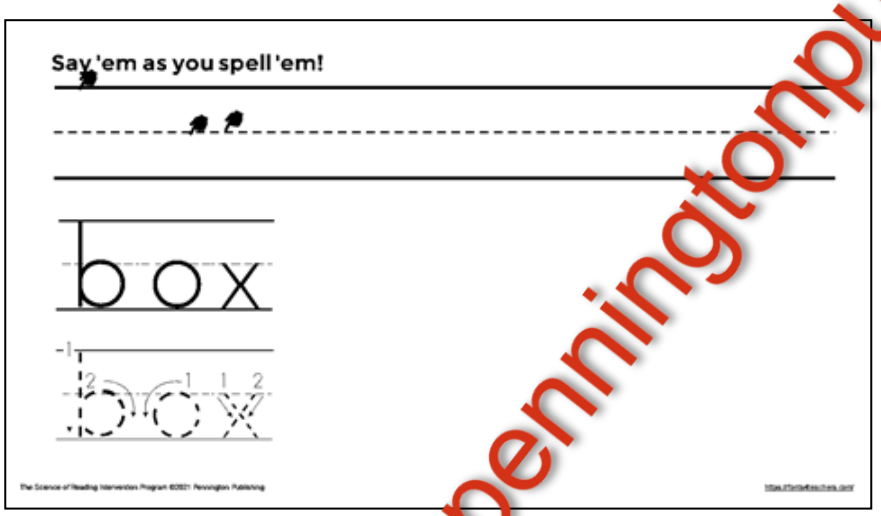
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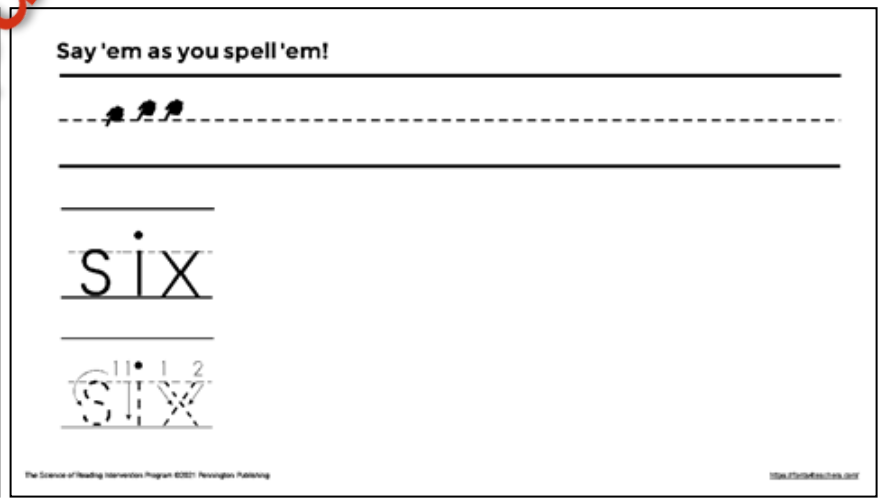
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Lesson 7: Spelling and Handwriting y, x, z, _s /z/, wr_





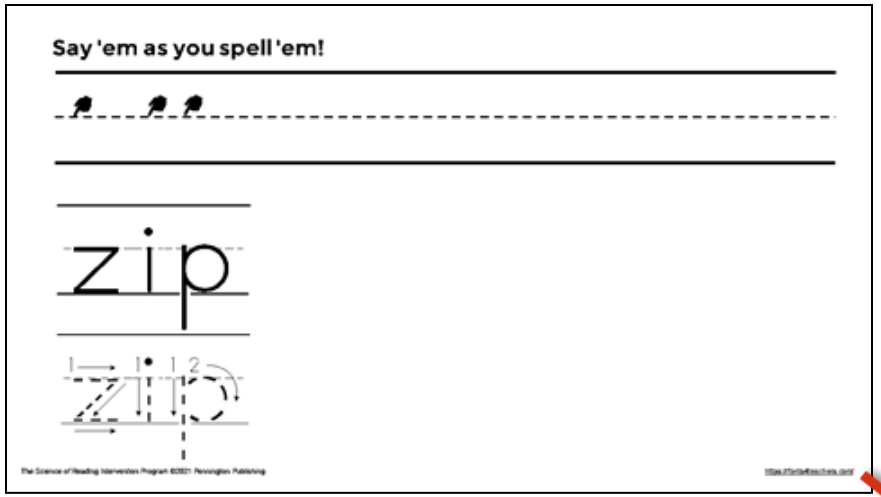


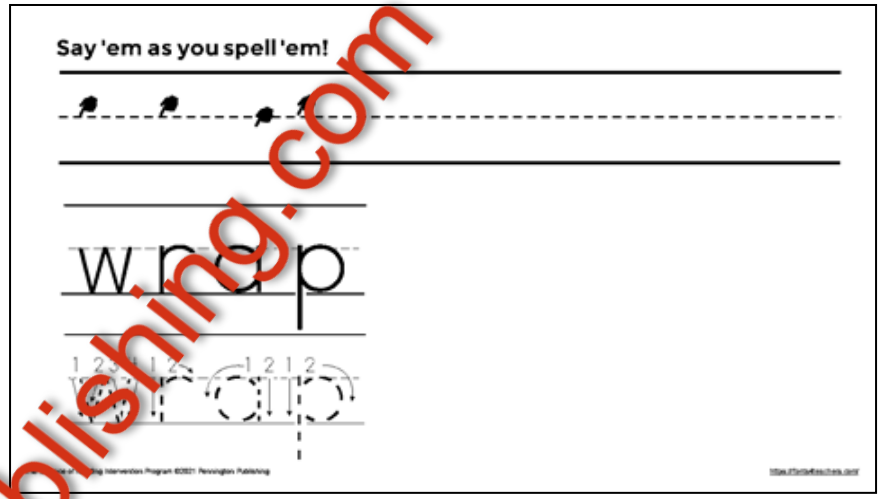


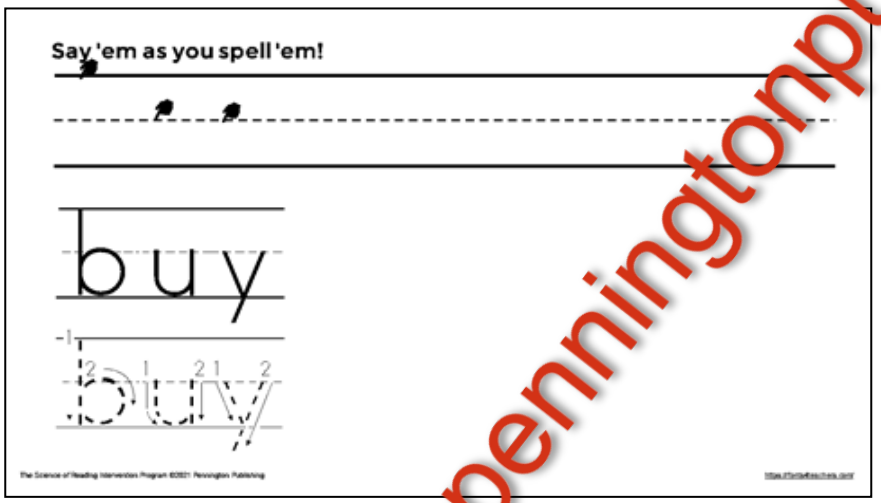
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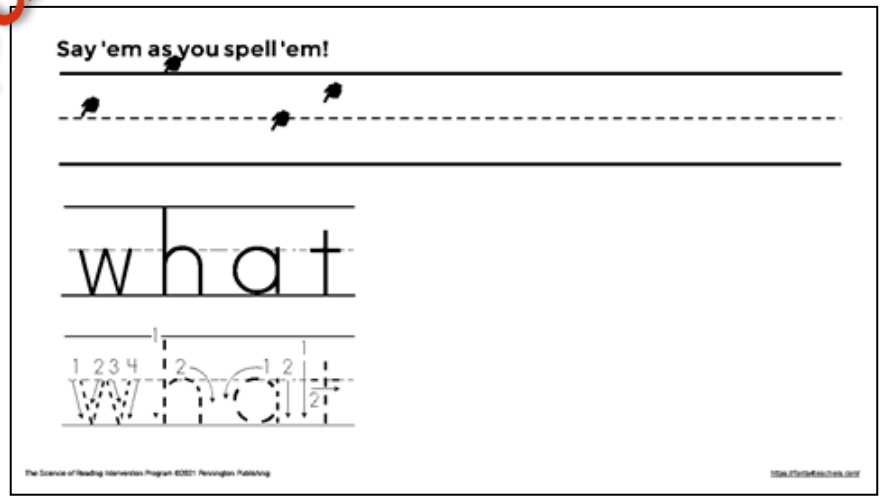
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Lesson 7: Spelling and Handwriting y, x, z, _s /z/, wr_





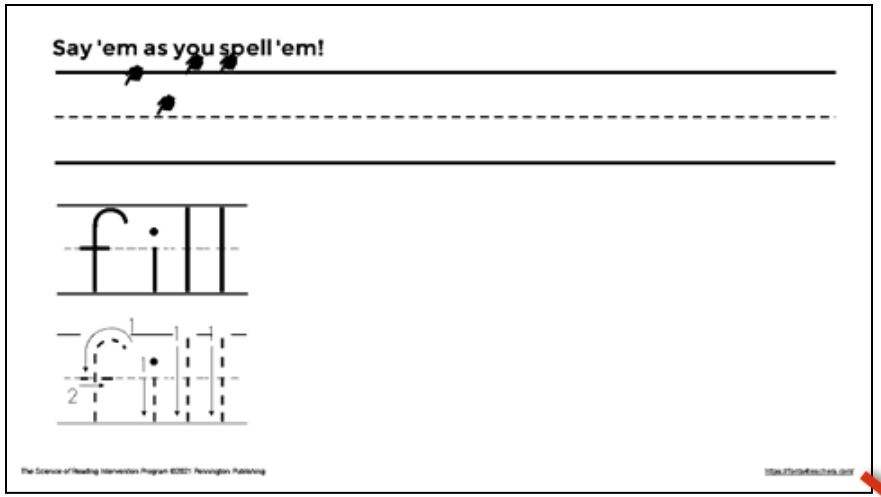


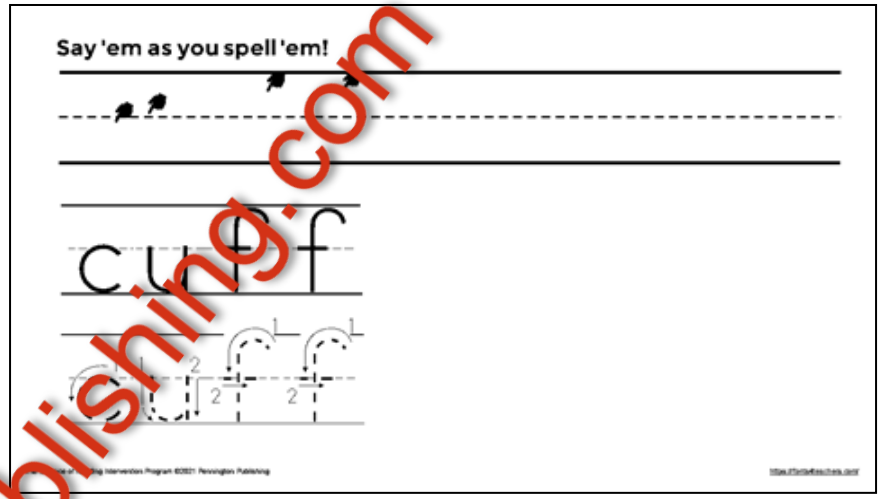


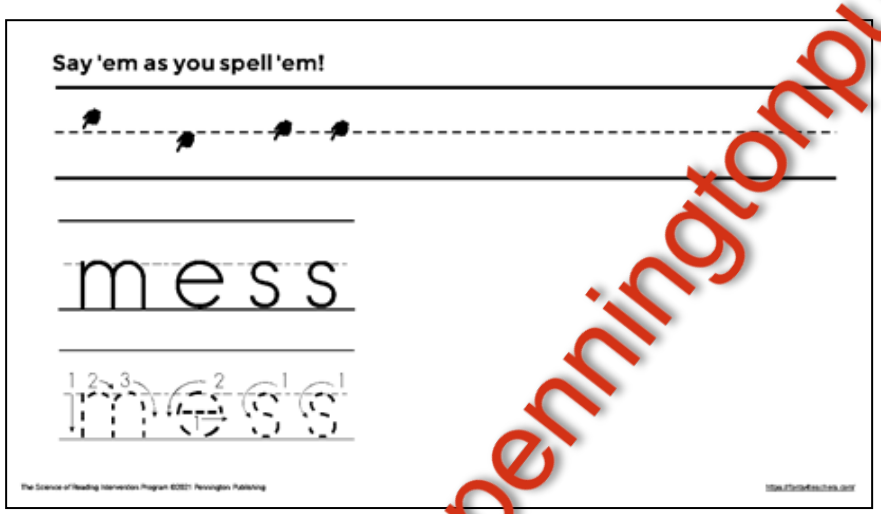
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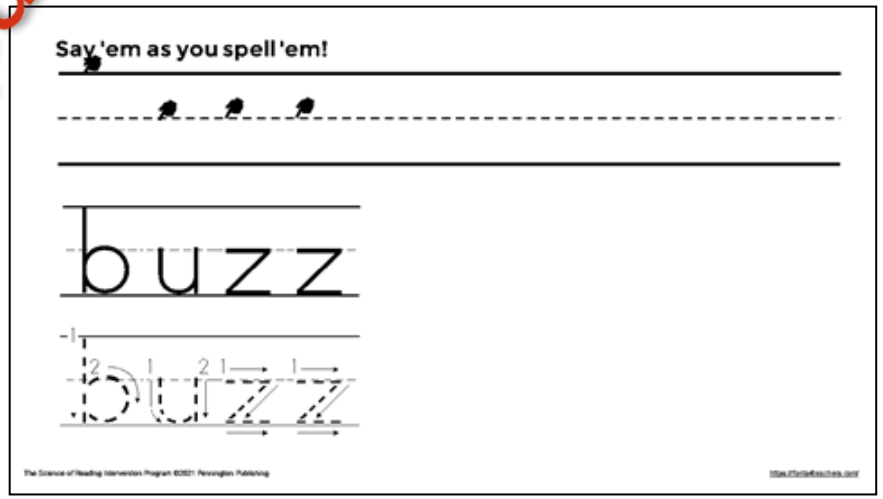
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Lesson 8: Spelling and Handwriting _ll, _ff, _ss, _zz





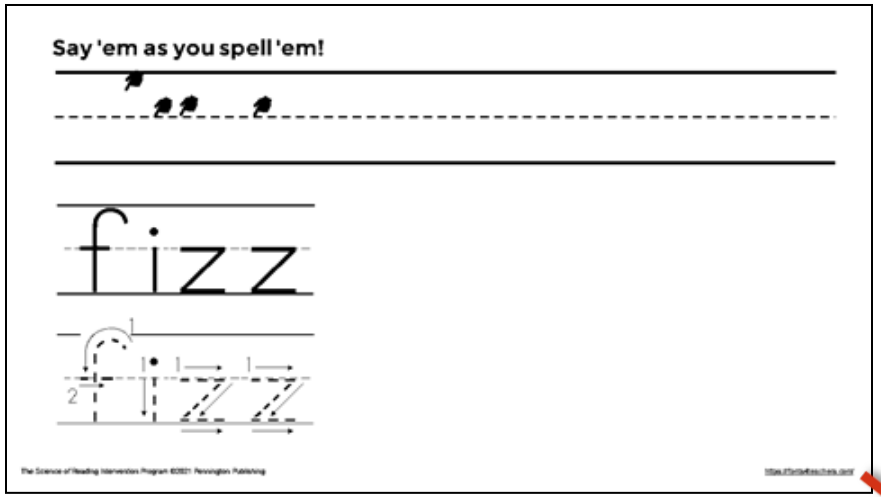


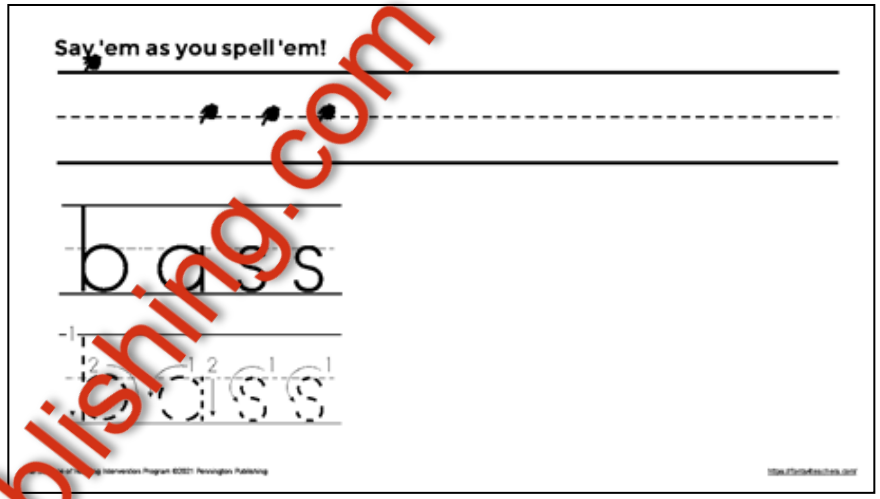


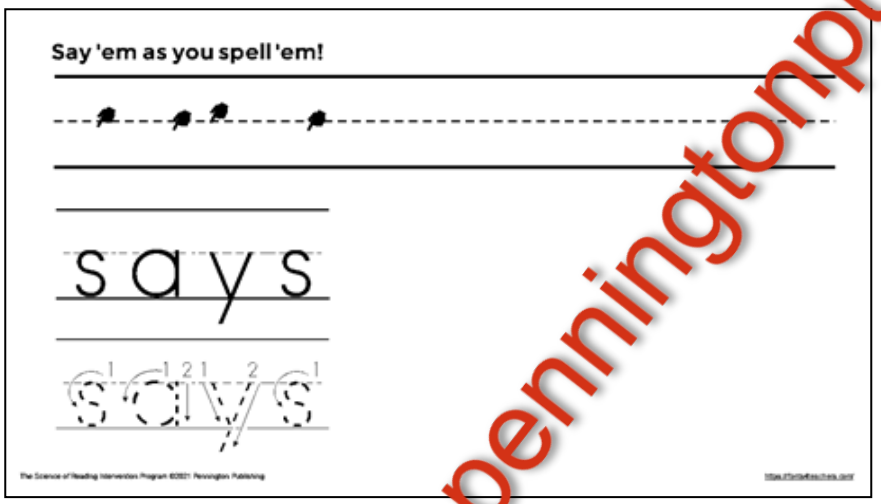
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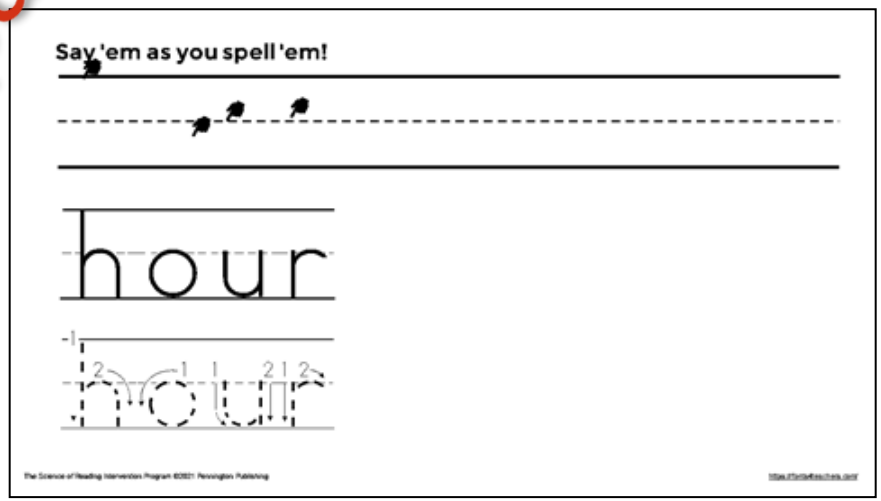
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Lesson 8: Spelling and Handwriting _ll, _ff, _ss, _zz





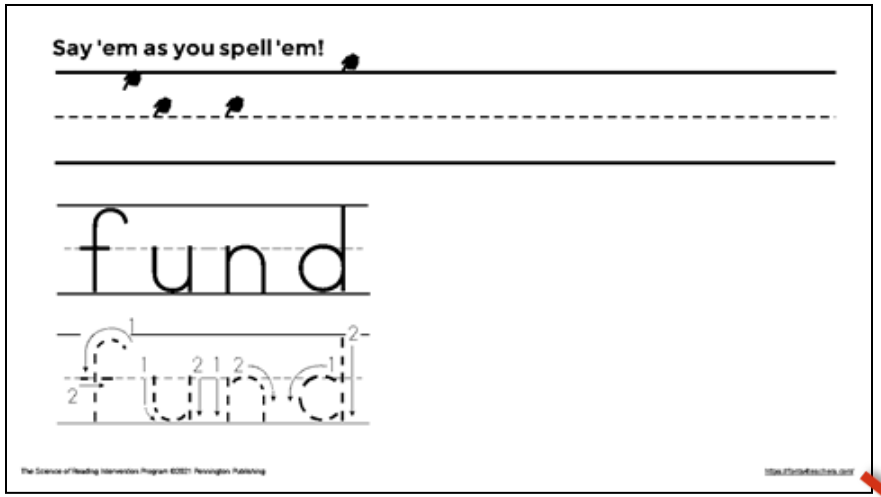


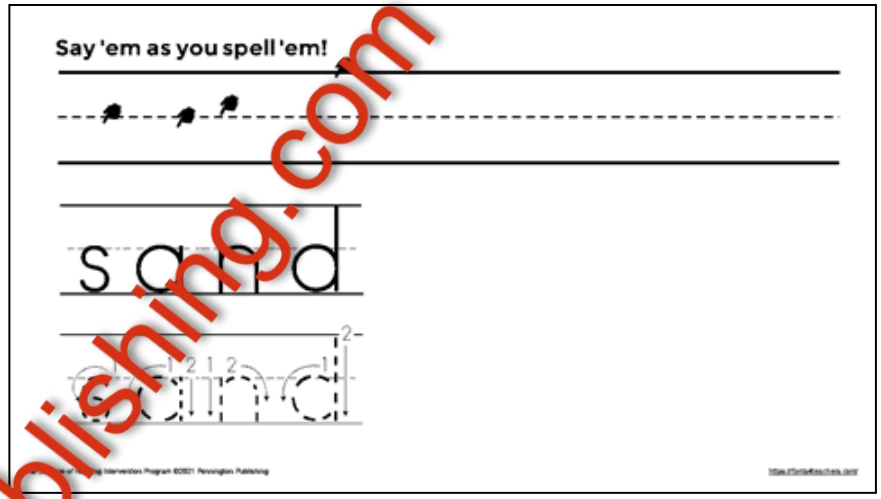


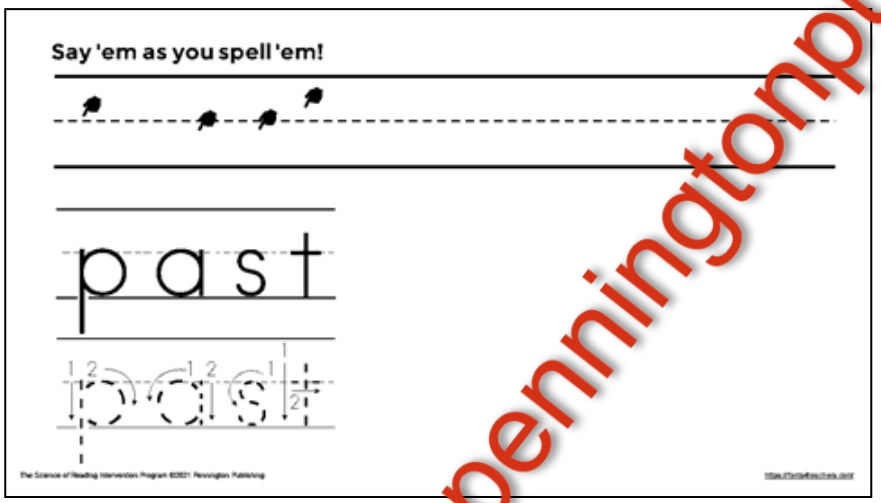
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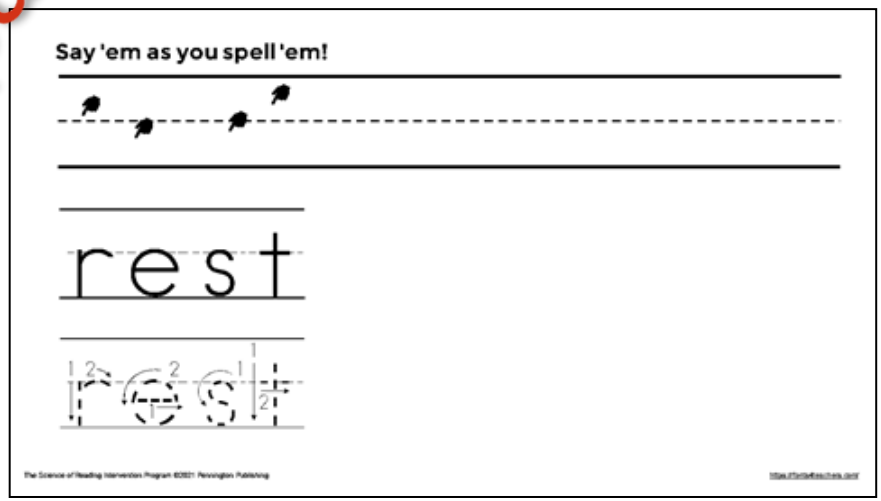
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Lesson 9: Spelling and Handwriting _nd, _st, _xt





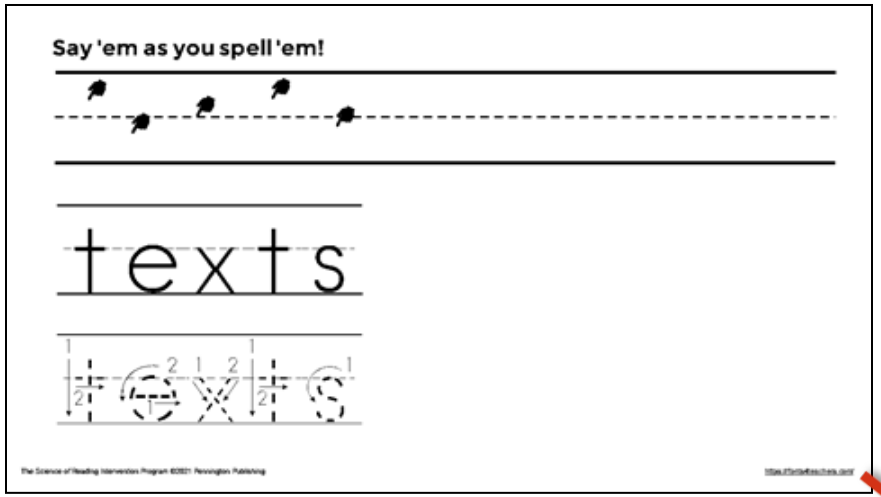


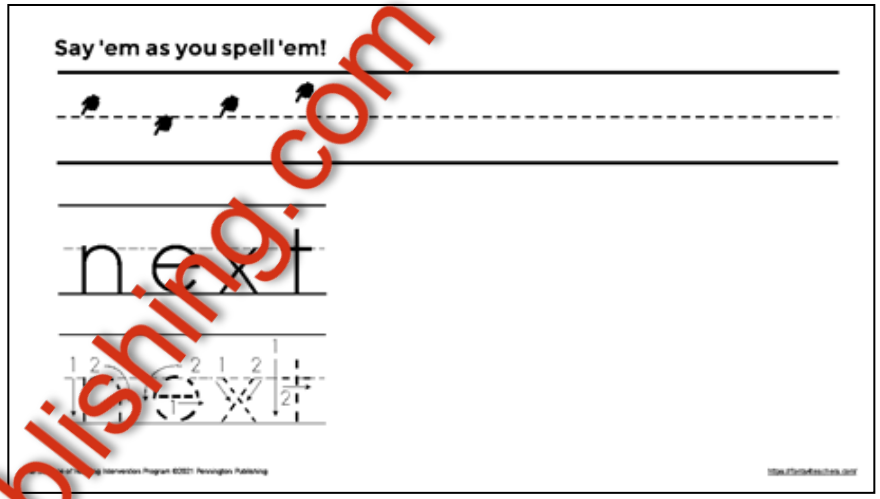


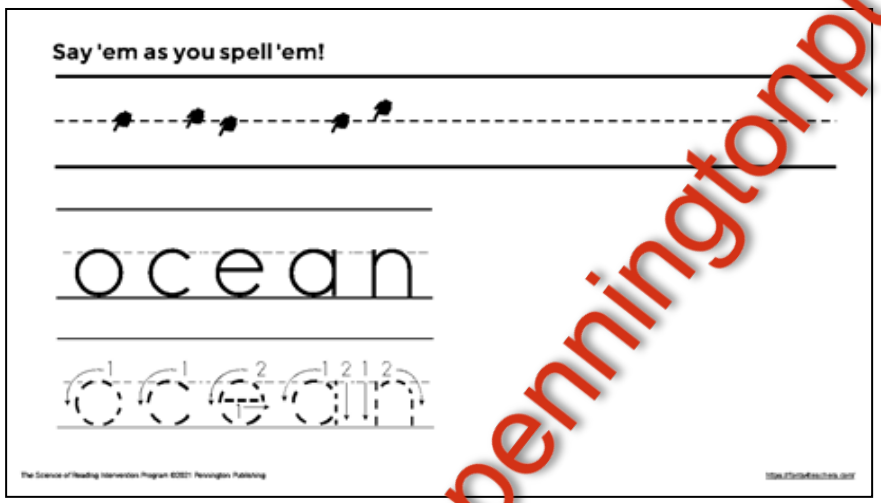
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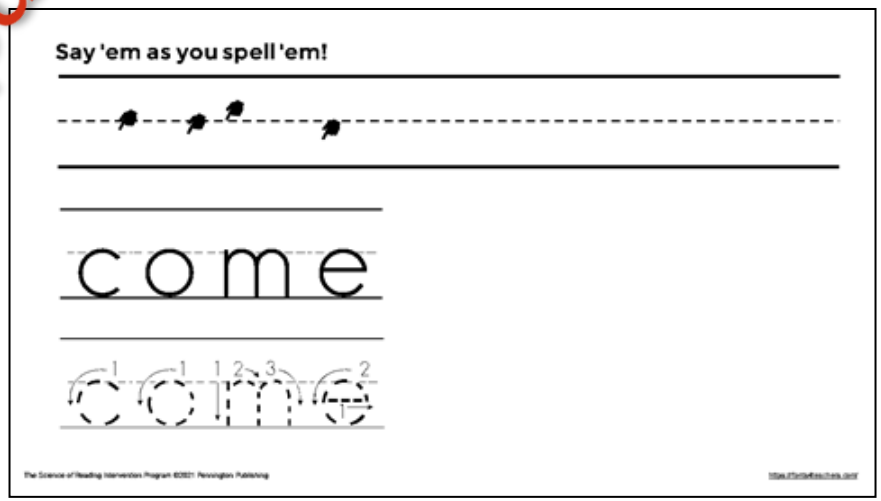
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Lesson 9: Spelling and Handwriting _nd, _st, _xt





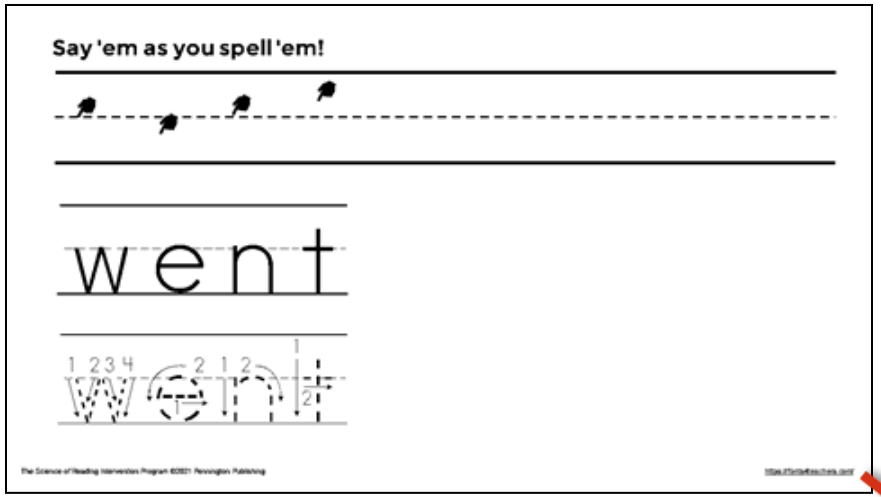


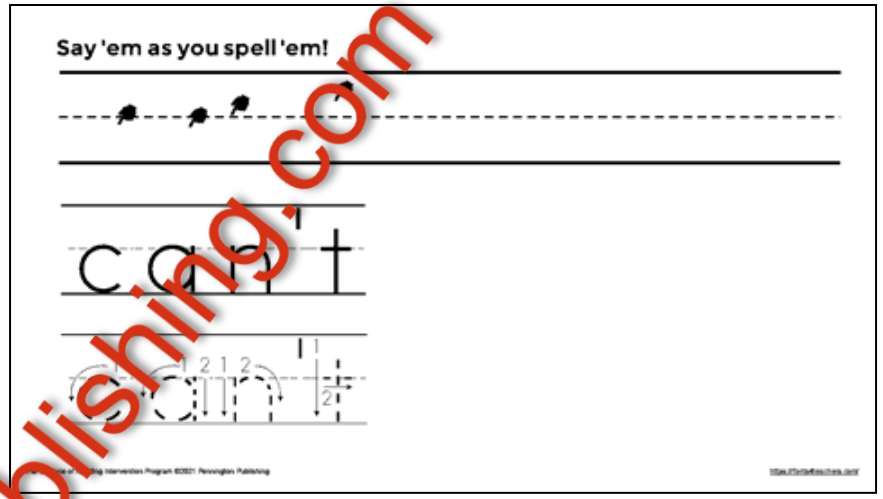


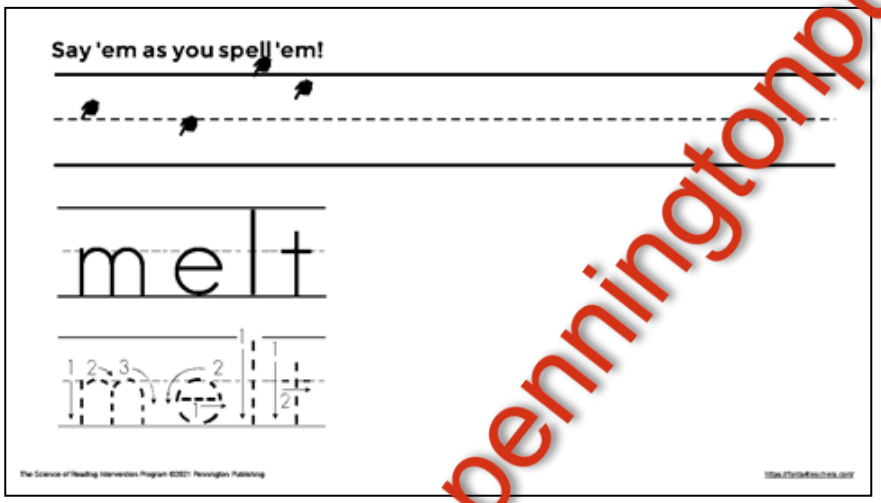
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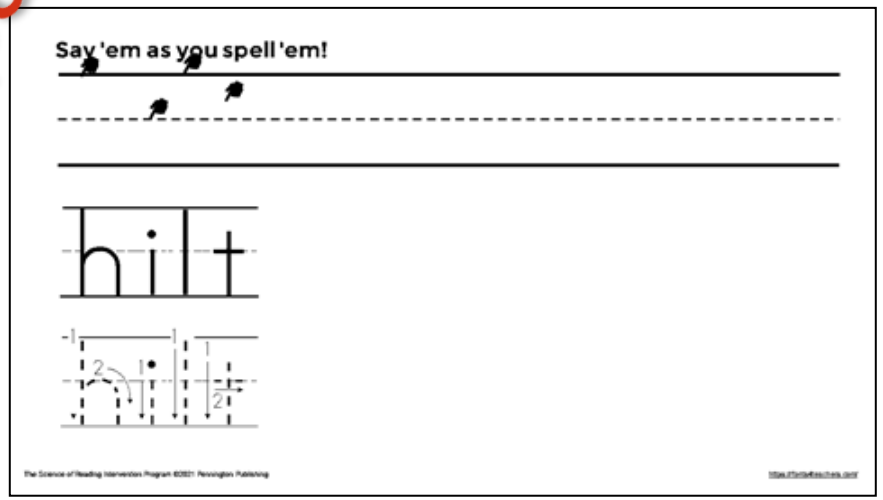
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Lesson 10: Spelling and Handwriting _nt (n't), _lt





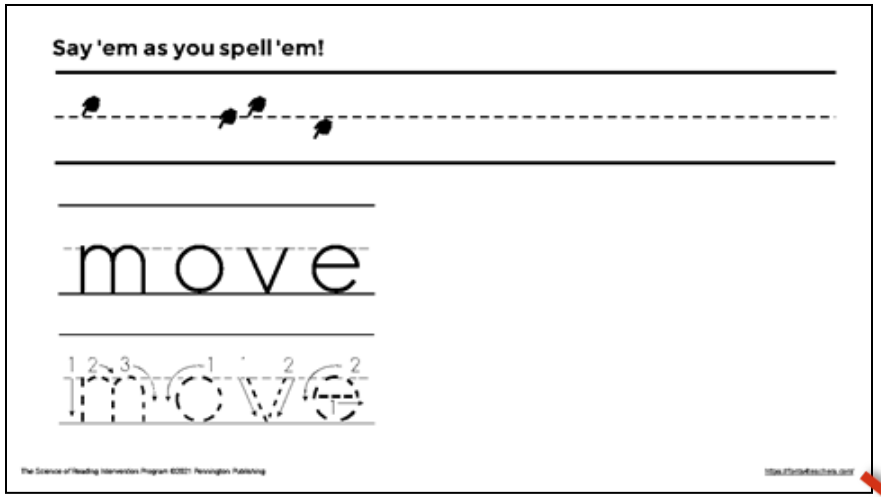


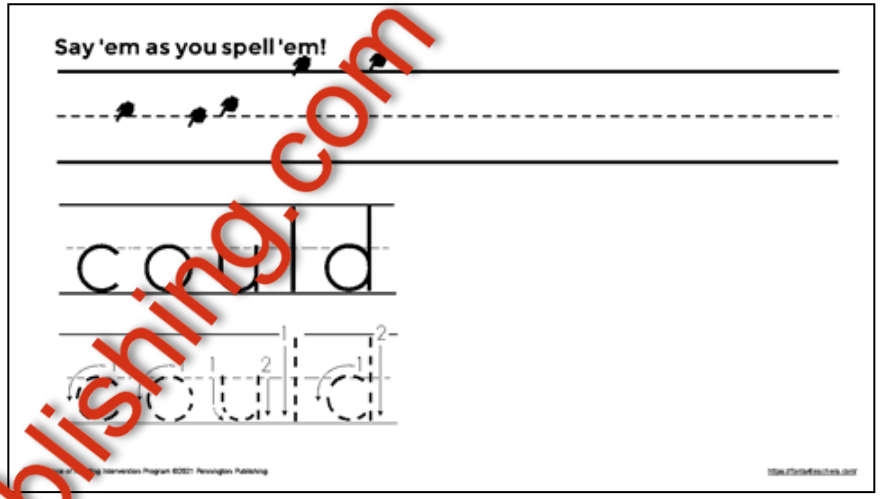


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Lesson 10: Spelling and Handwriting _nt (n't), _lt

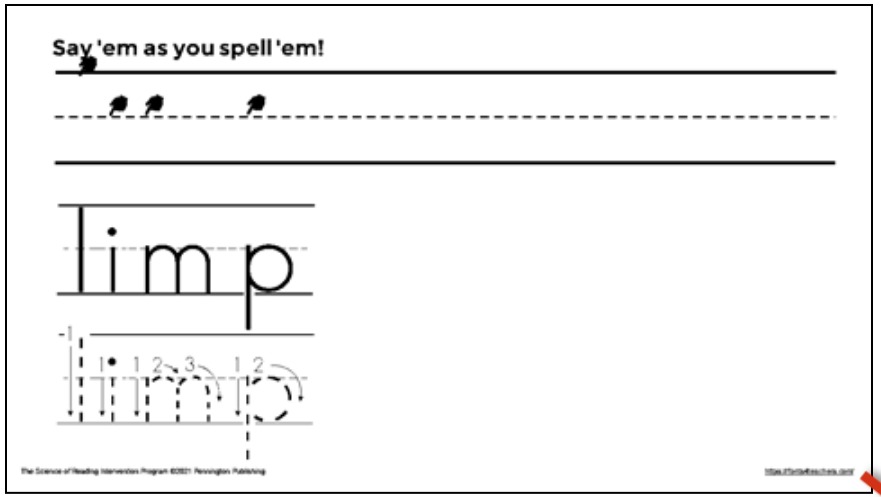


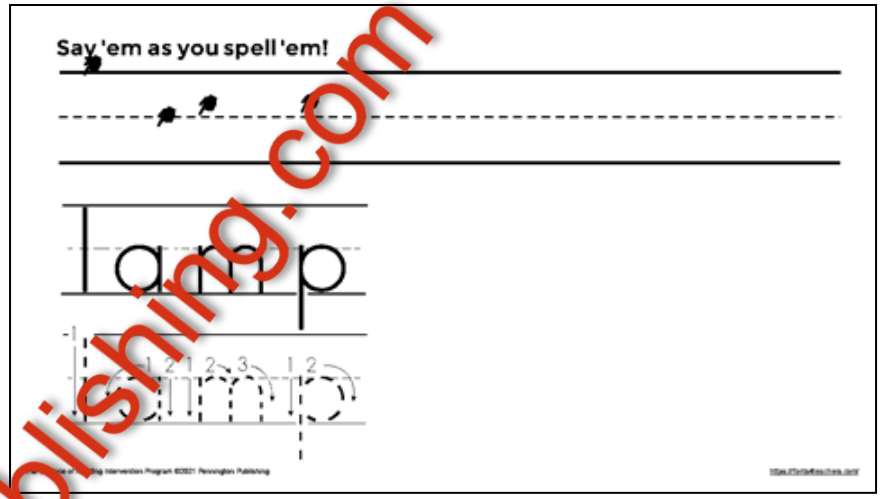


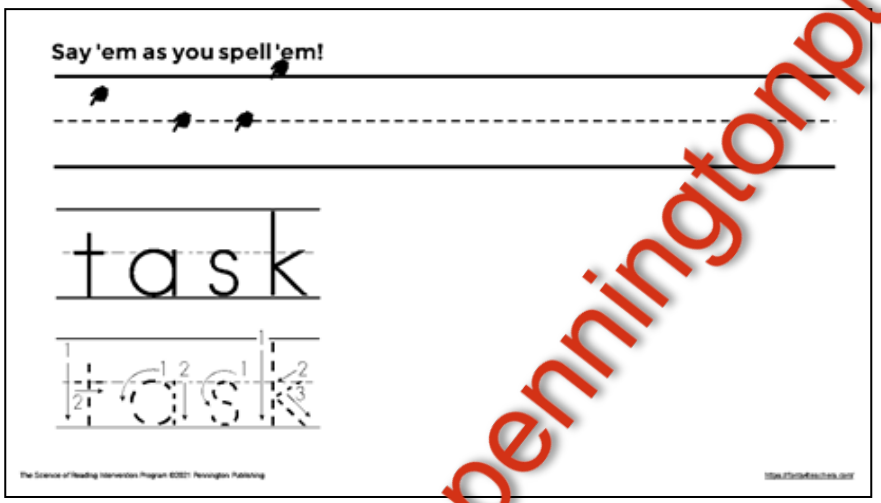
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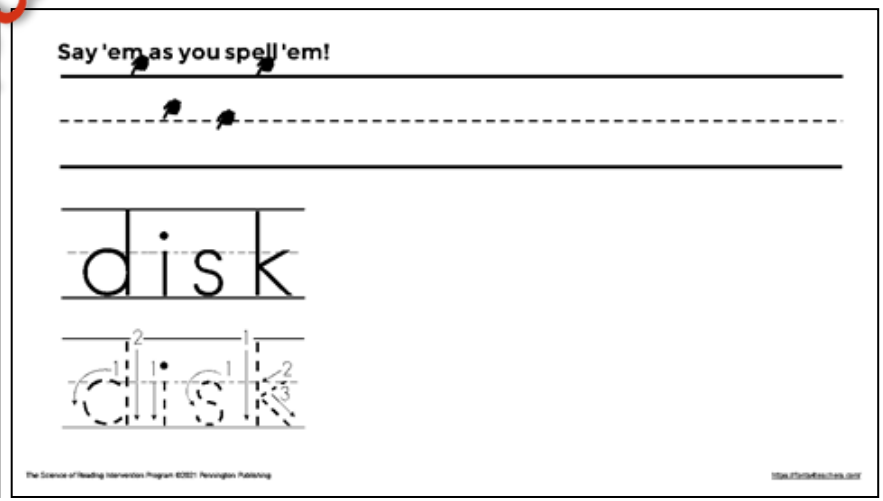
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Lesson 11: Spelling and Handwriting _mp, _sk, _lp





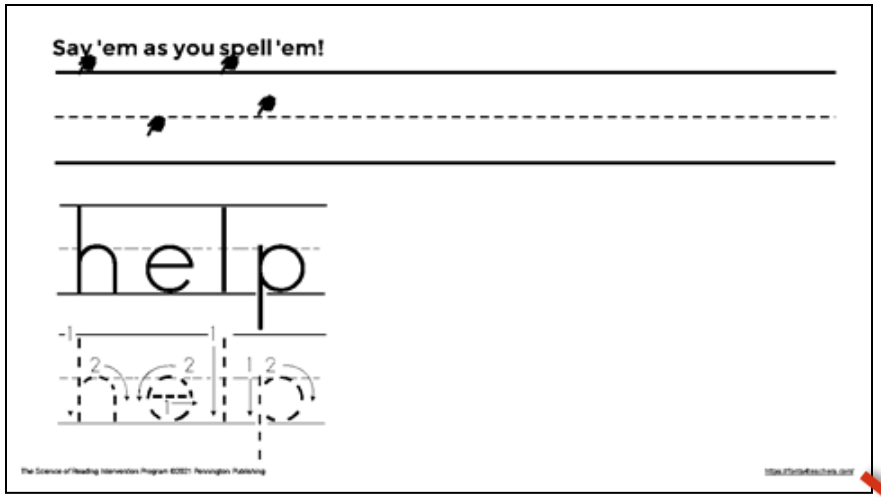


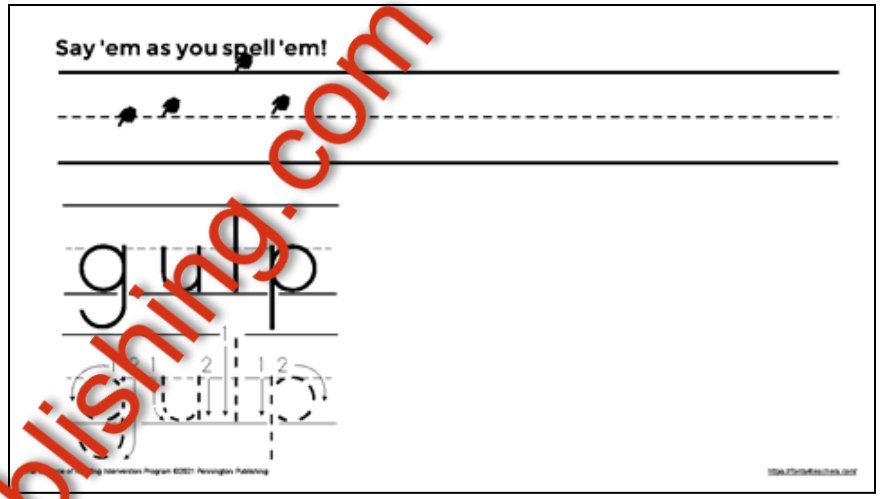


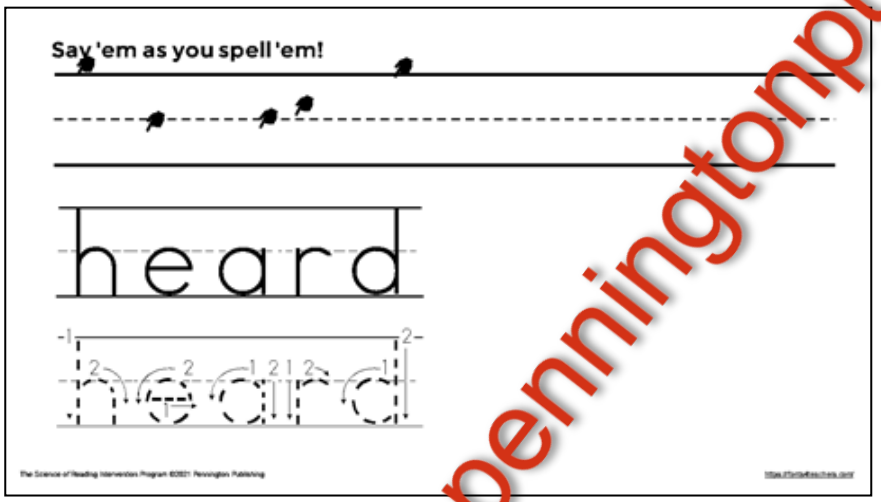
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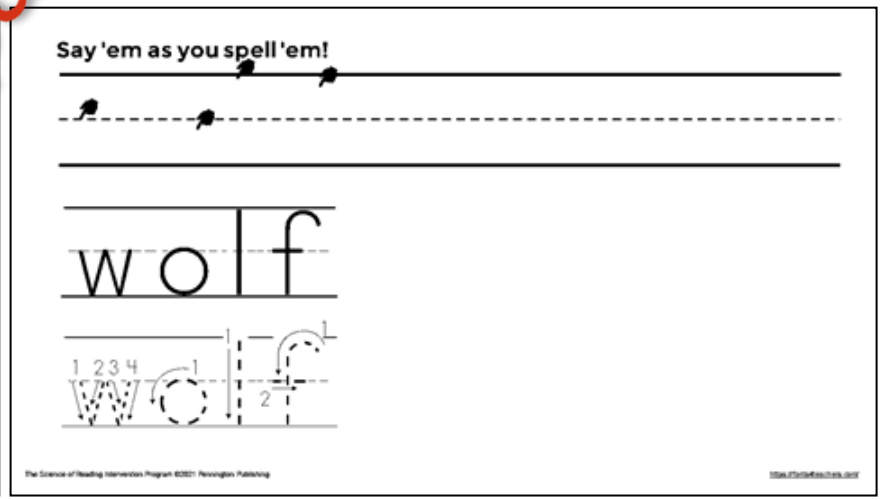
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Lesson 11: Spelling and Handwriting _mp, _sk, _lp





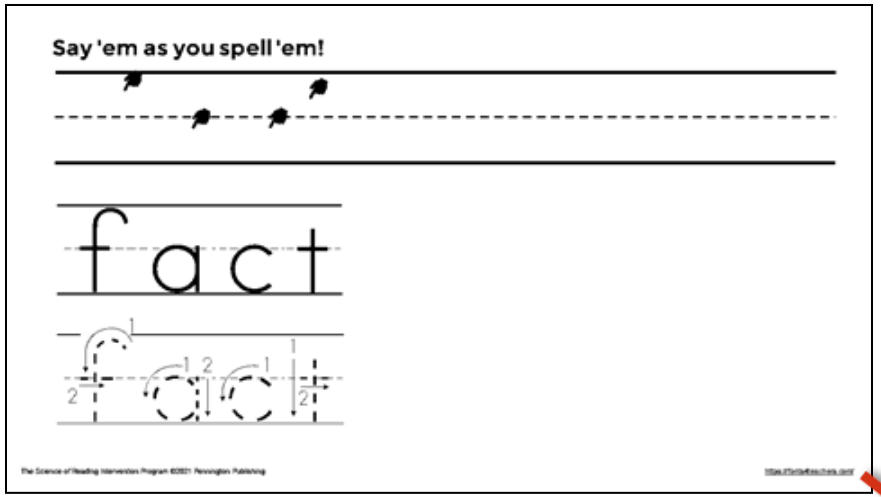


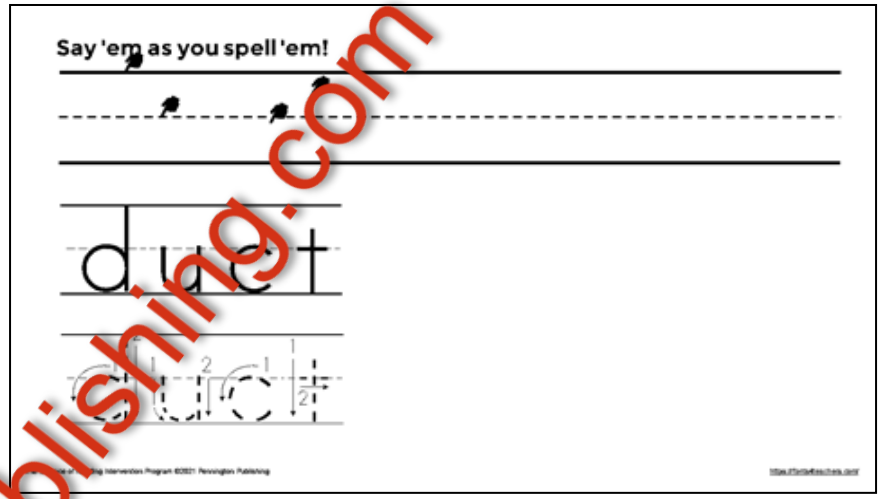


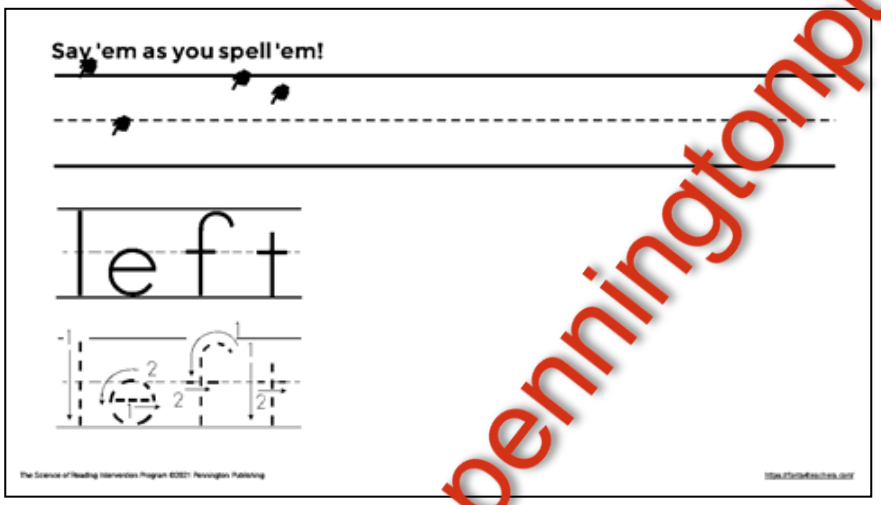
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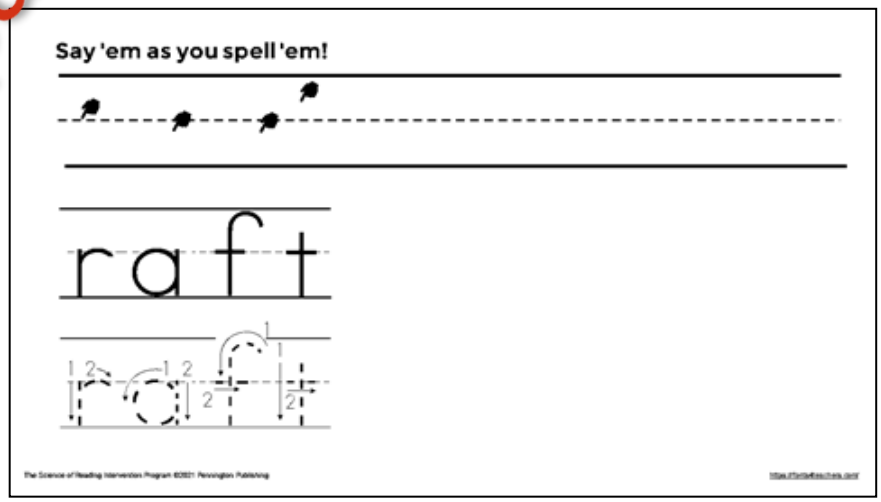
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Lesson 12: Spelling and Handwriting _ct, _ft, _ld, _sp





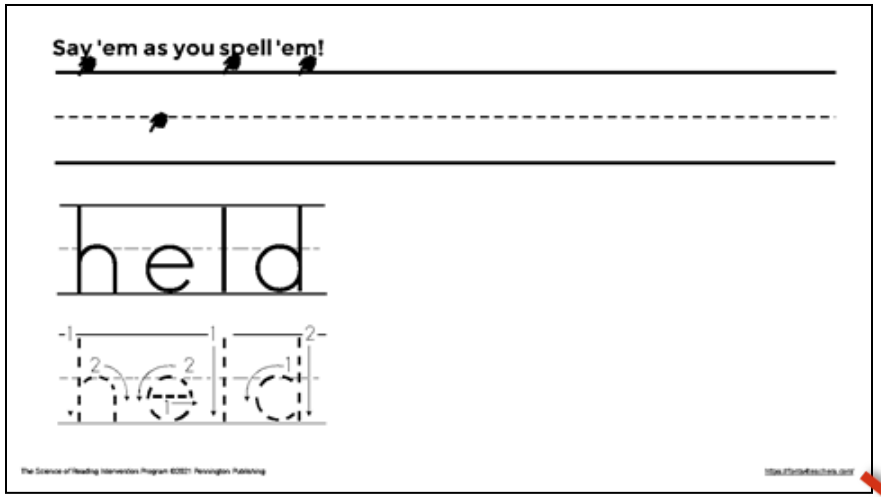


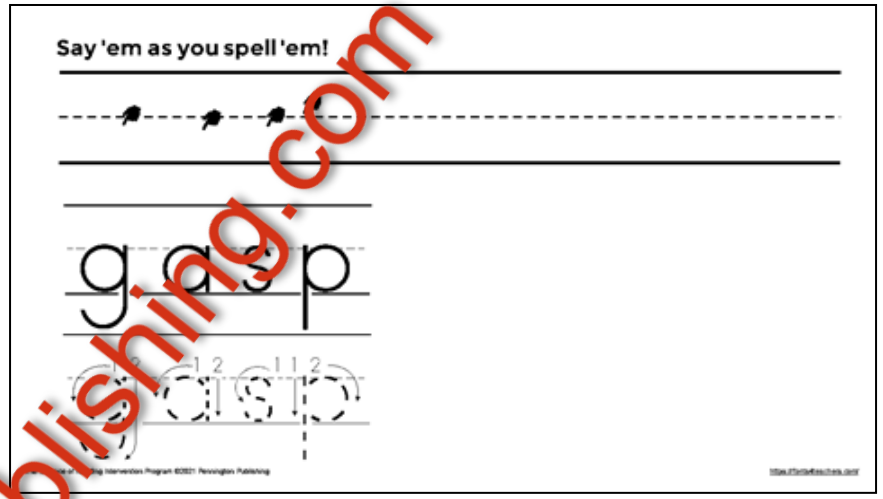


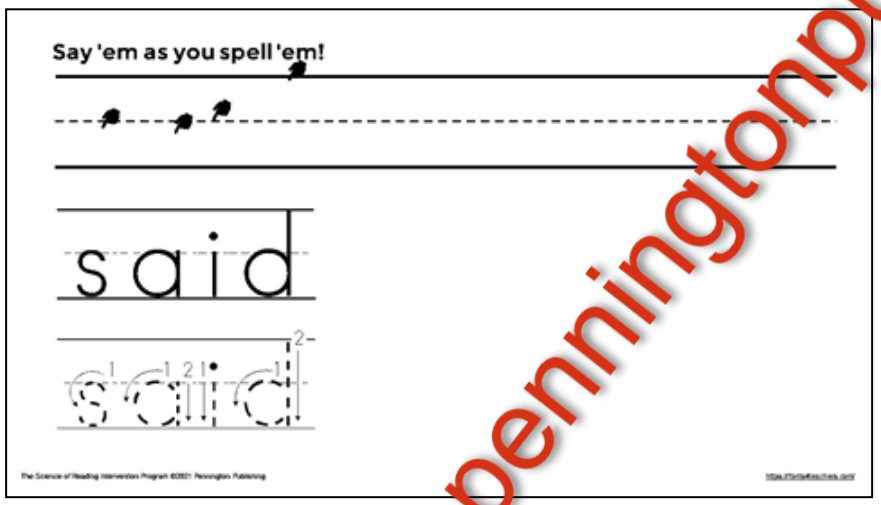
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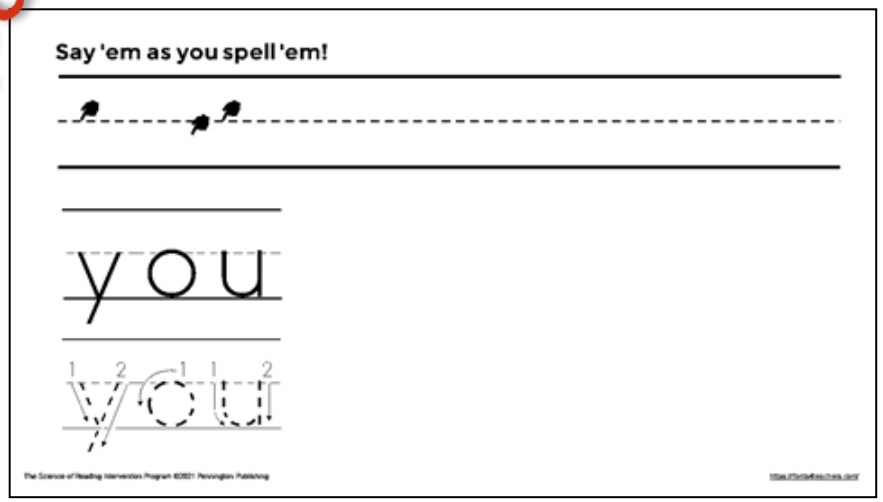
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Lesson 12: Spelling and Handwriting _ct, _ft, _ld, _sp





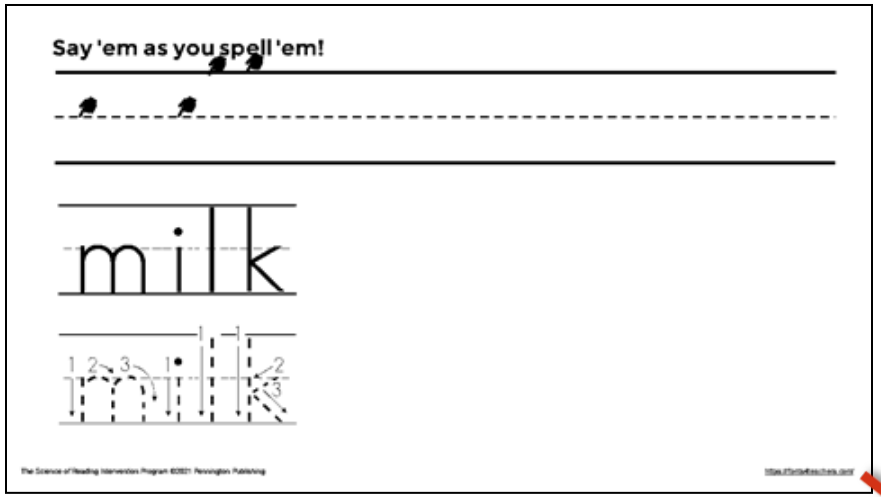


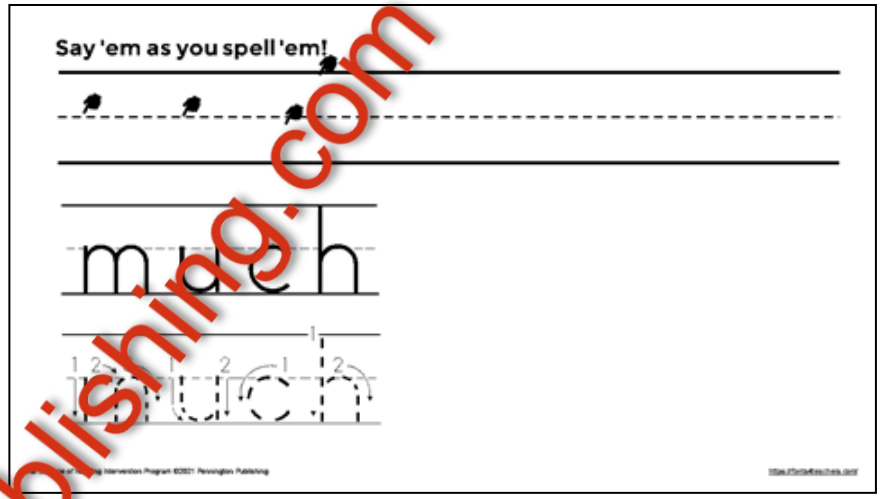


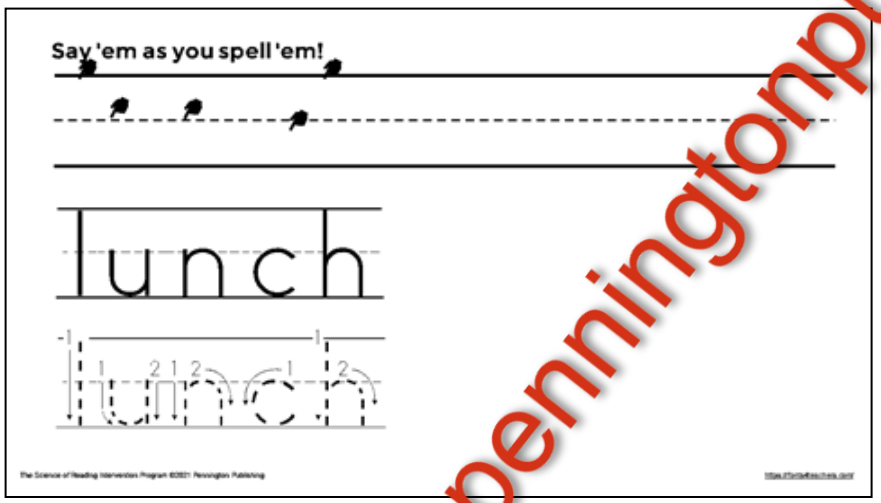
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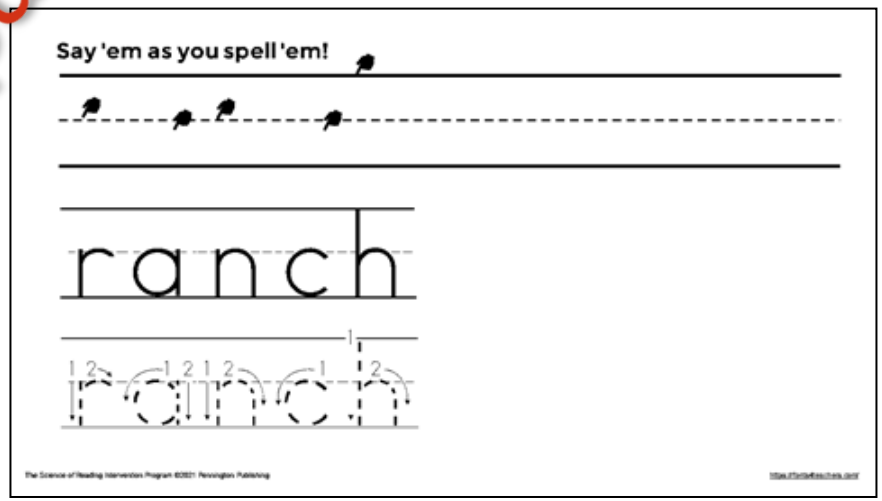
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Lesson 13: Spelling and Handwriting _lk, _ch, _nch, _pt





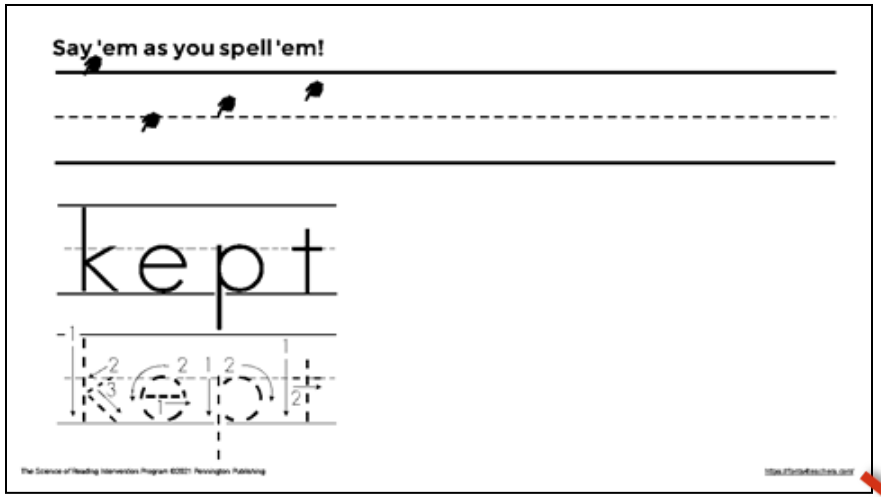


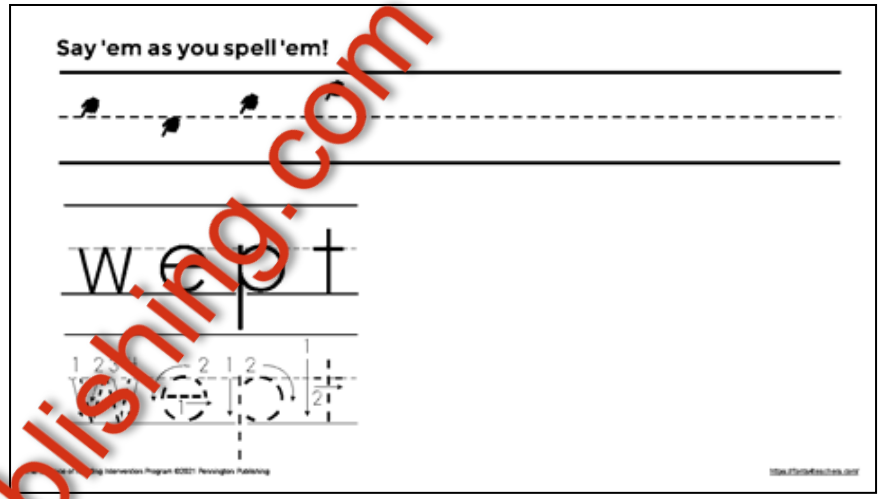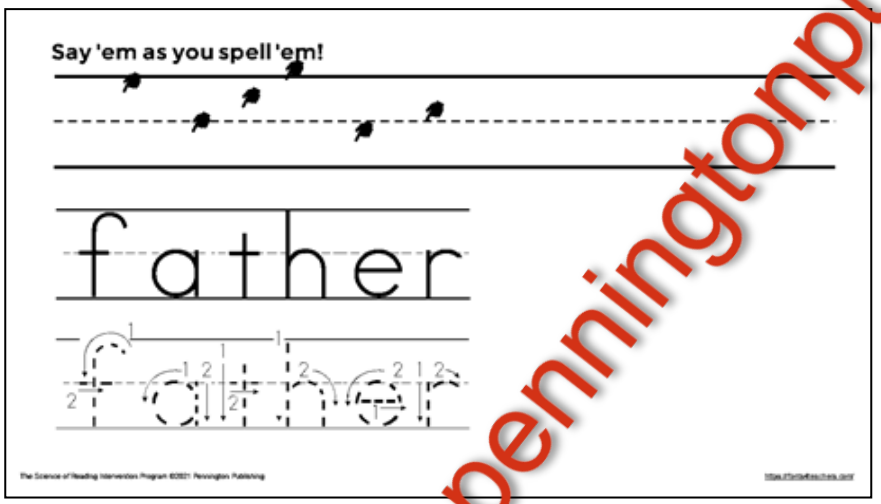


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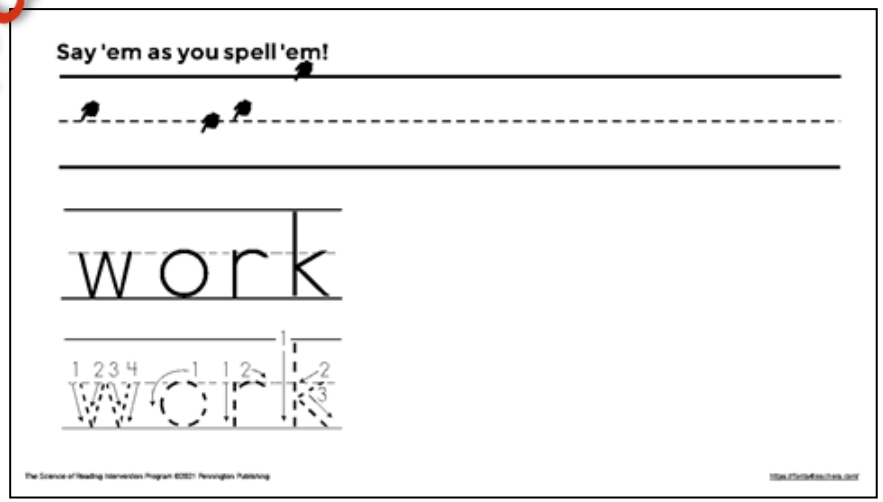
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Lesson 13: Spelling and Handwriting _lk, _ch, _nch, _pt





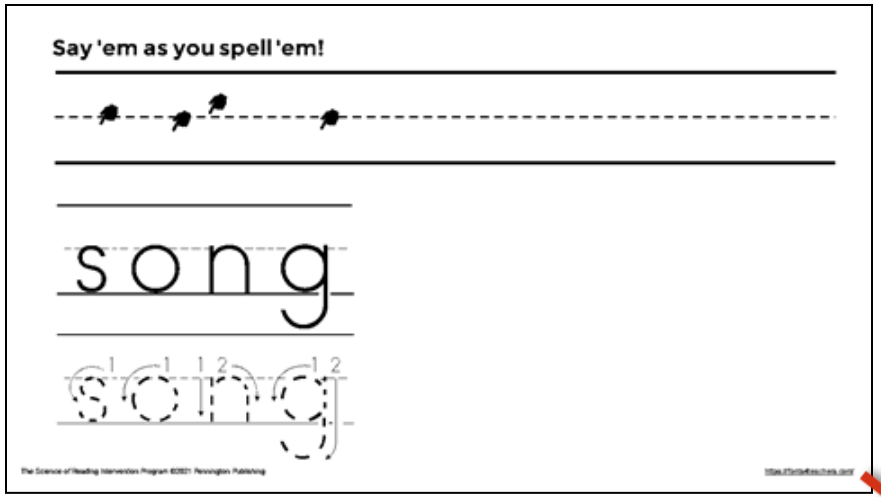


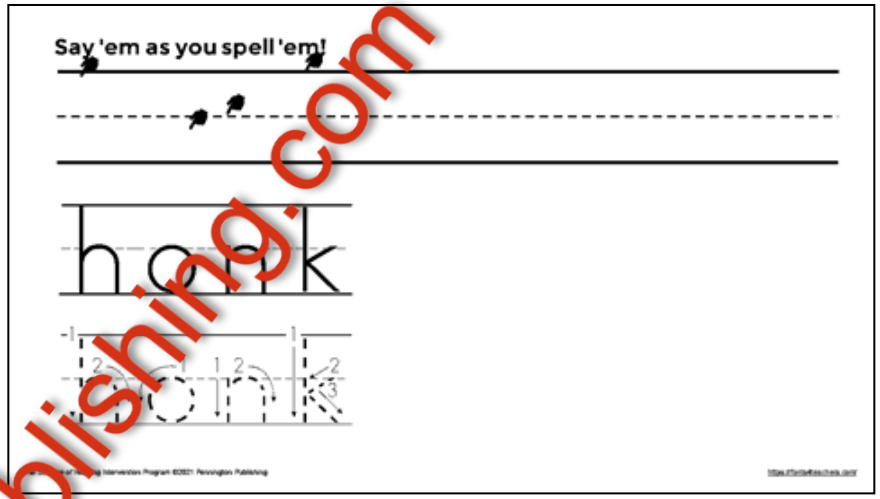


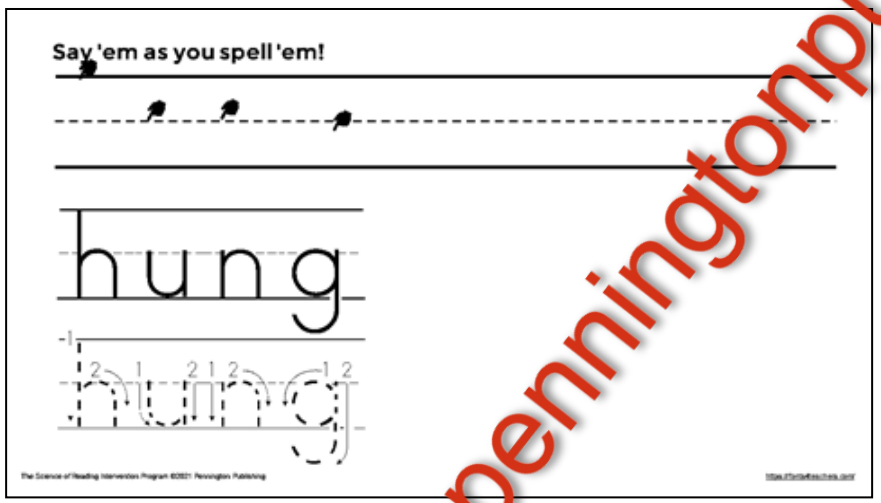
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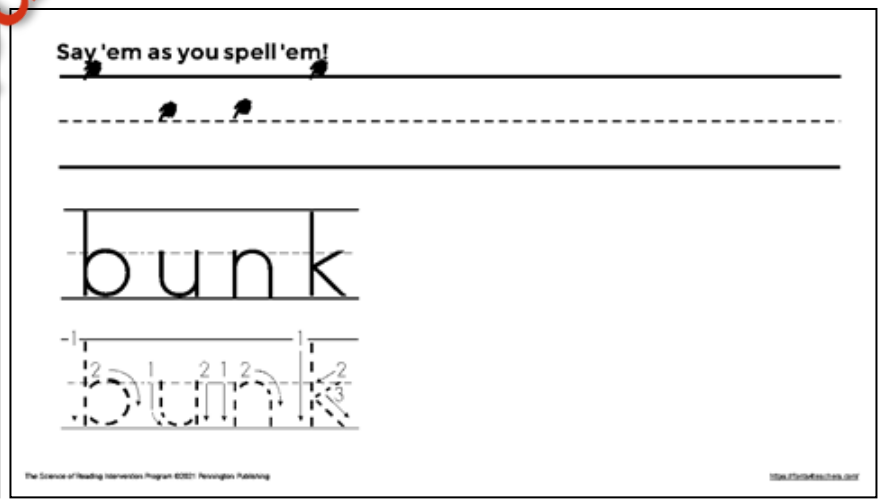
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Lesson 14: Spelling and Handwriting _ong, _onk, _ung, _unk, _ang, _ank, _ing, _ink





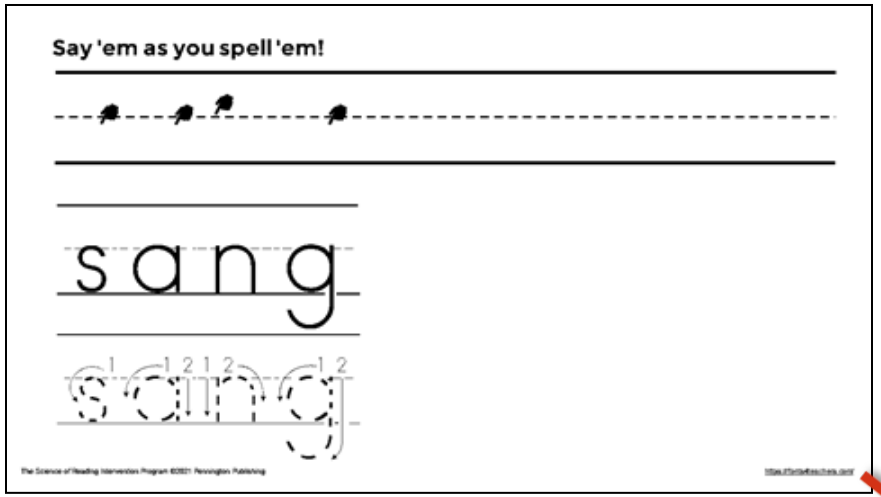


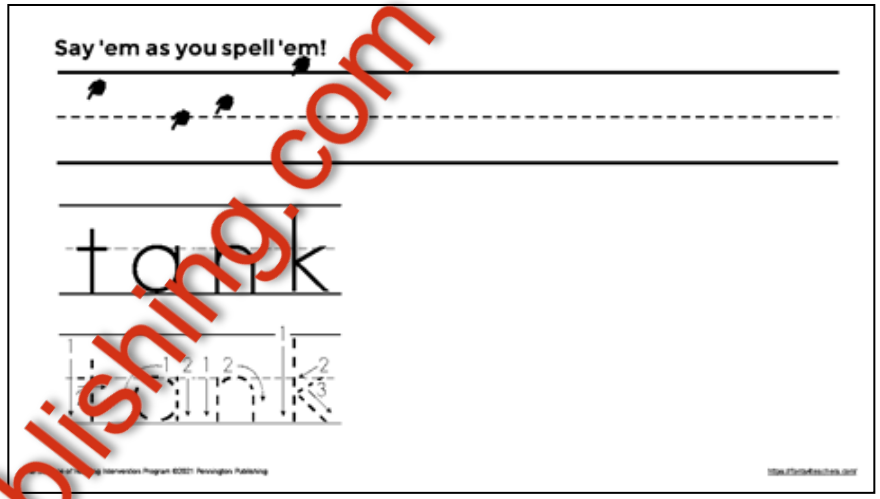


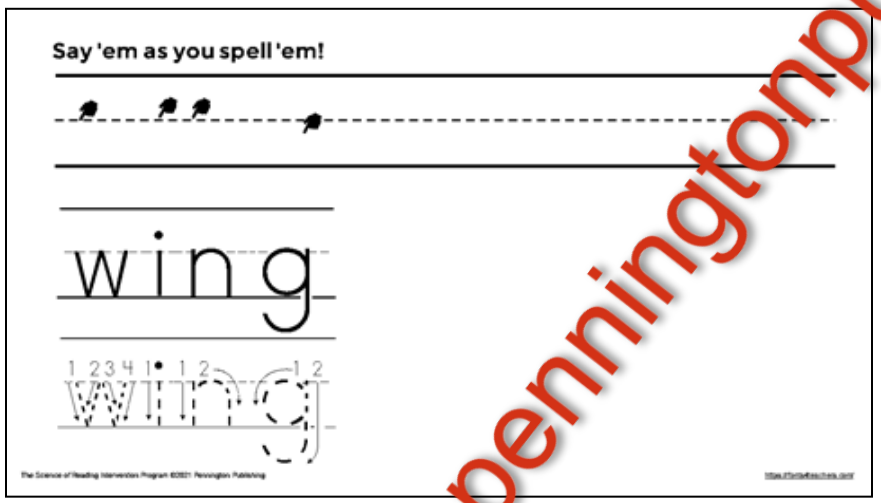
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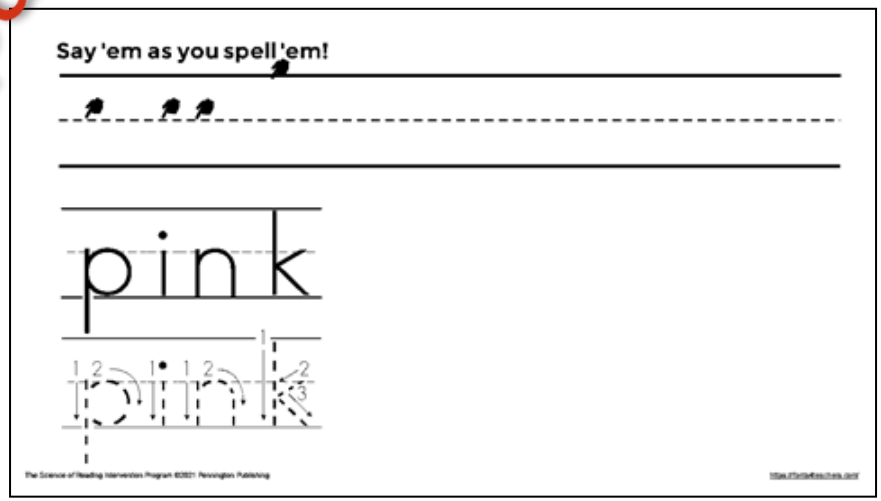
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https://fonts4teachers.com/

Lesson 14: Spelling and Handwriting _ong, _onk, _ung, _unk, _ang, _ank, _ing, _ink





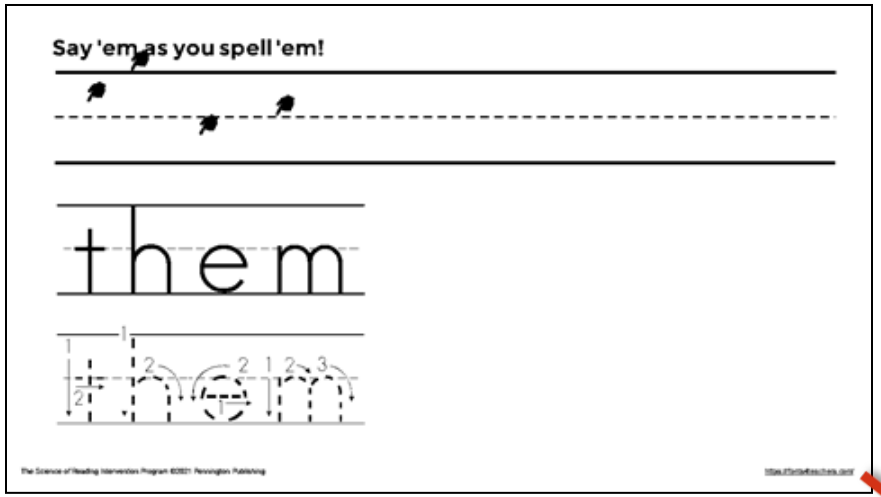


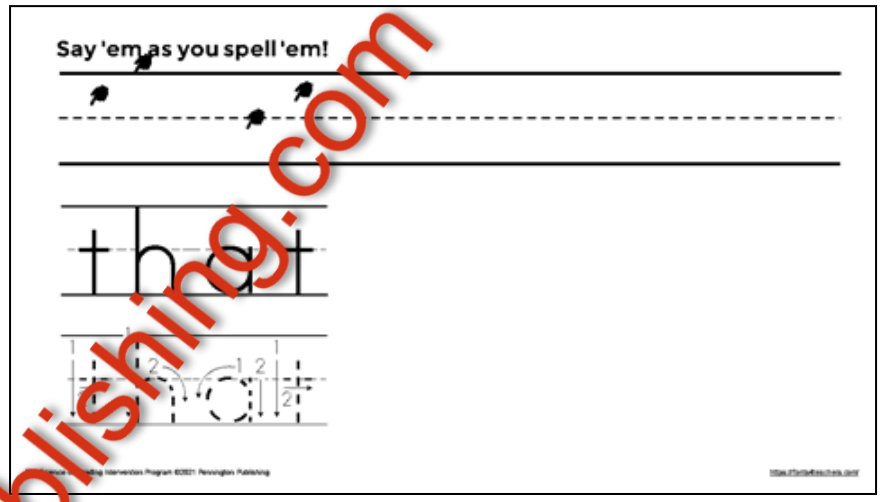


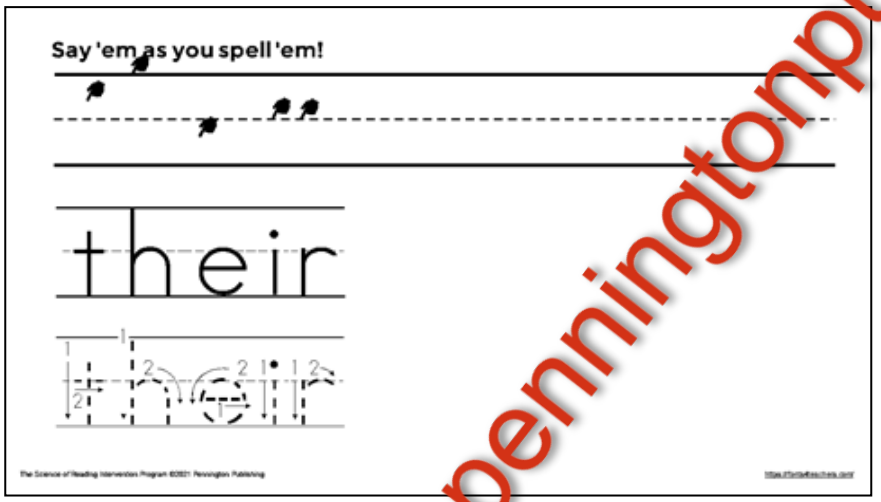
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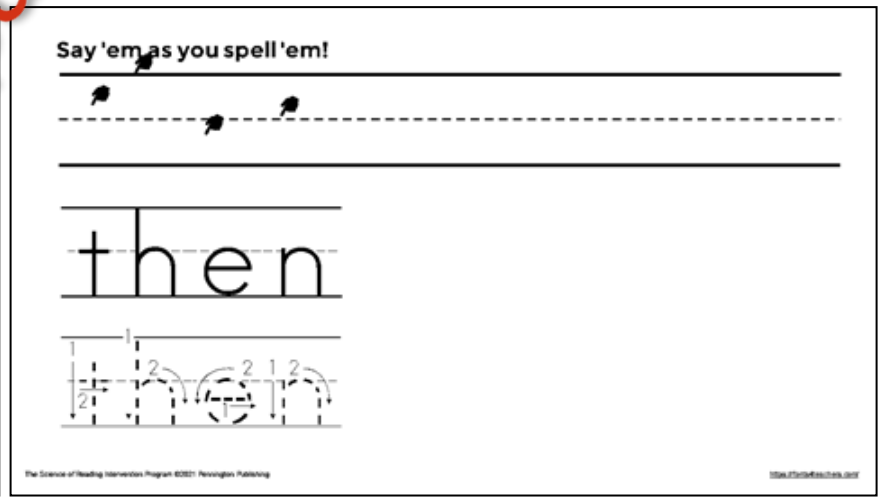
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Lesson 15: Spelling and Handwriting th_





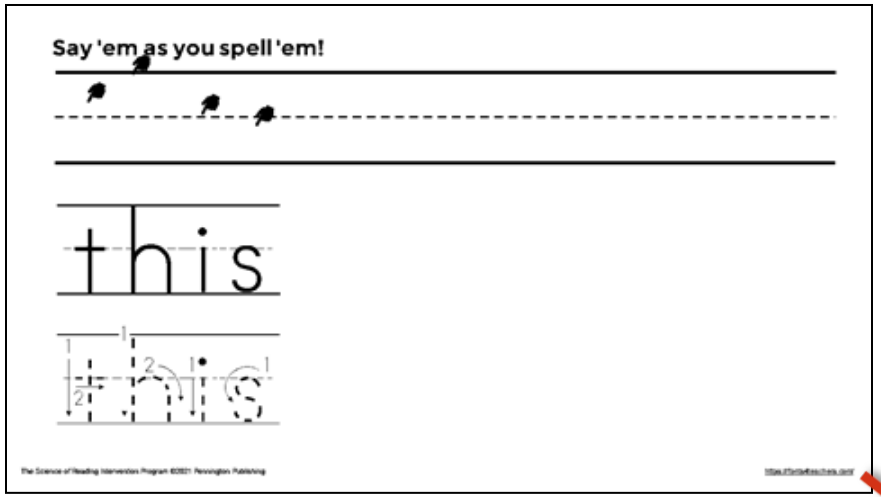


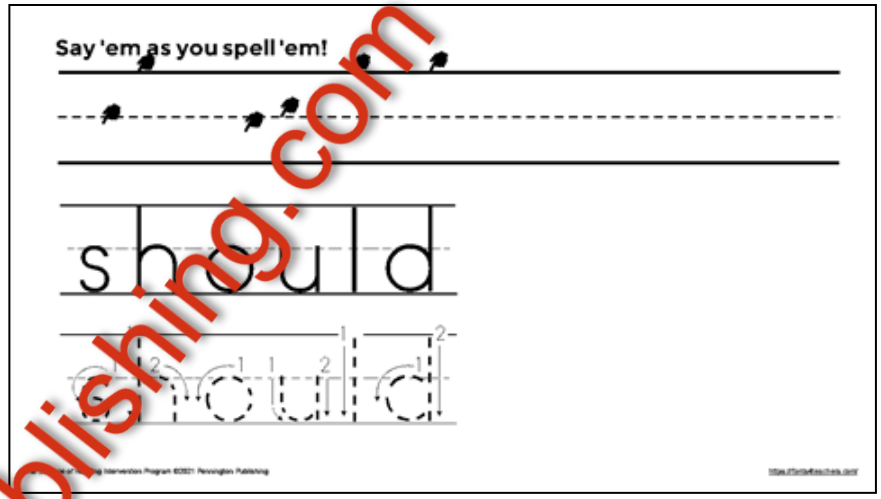


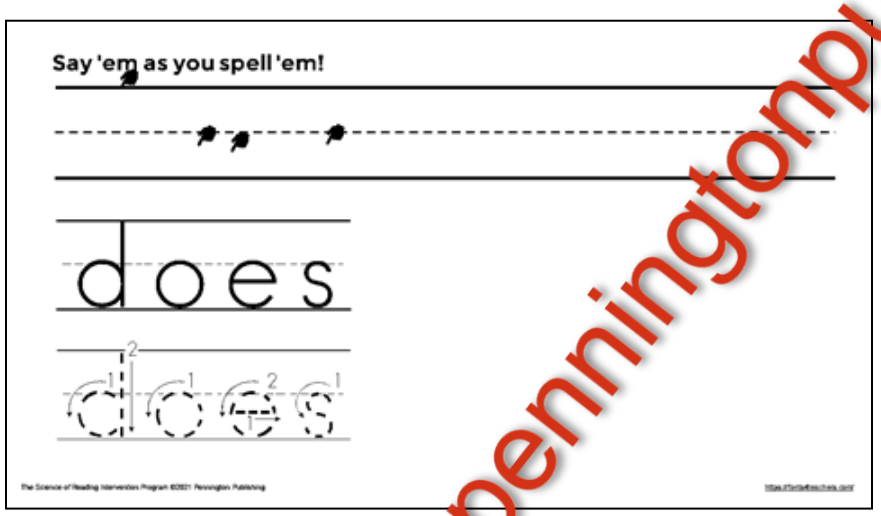
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Lesson 15: Spelling and Handwriting th_



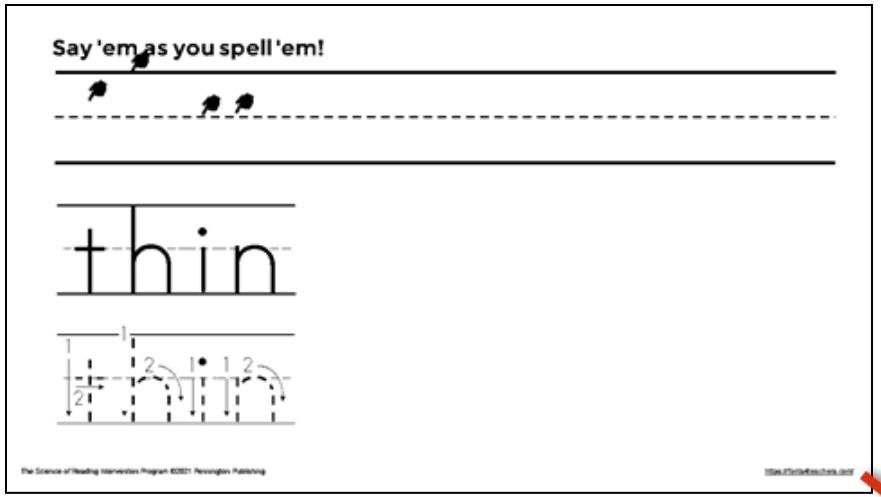


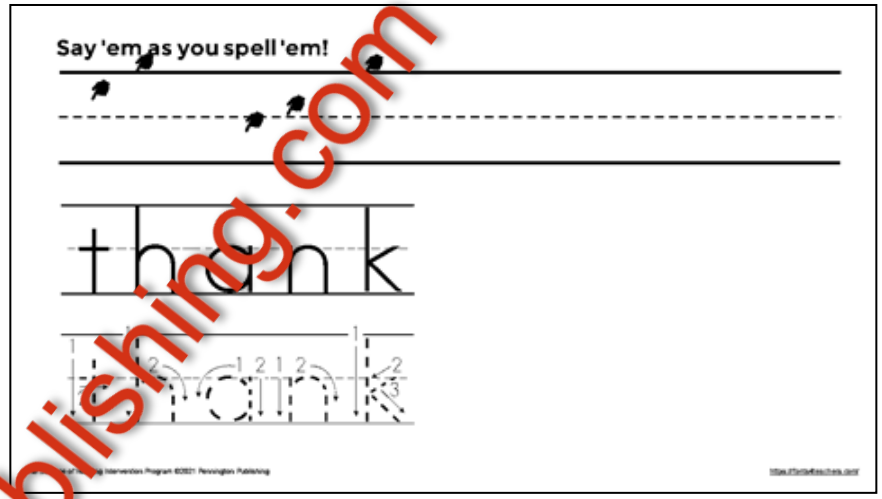


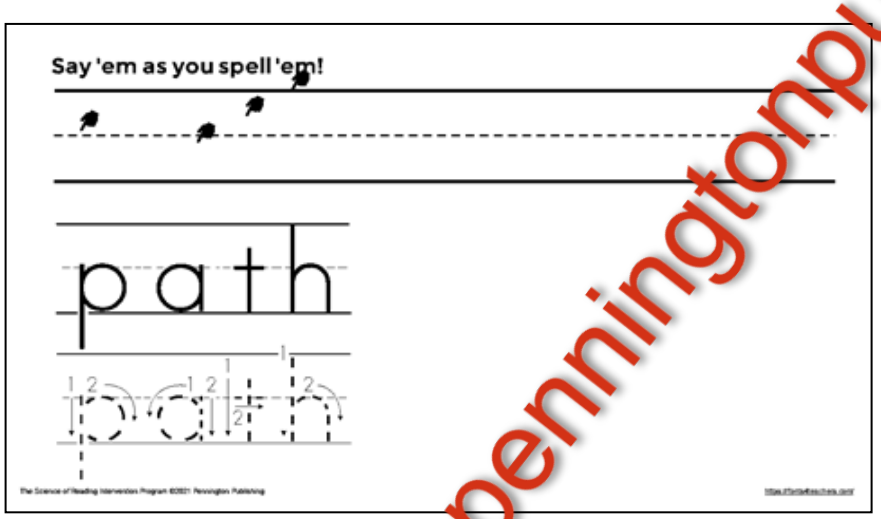
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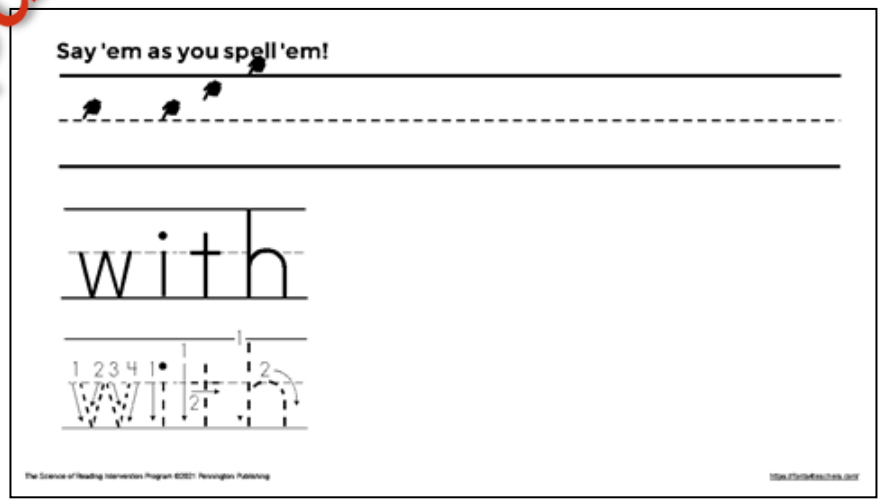
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Lesson 16: Spelling and Handwriting th_, _th





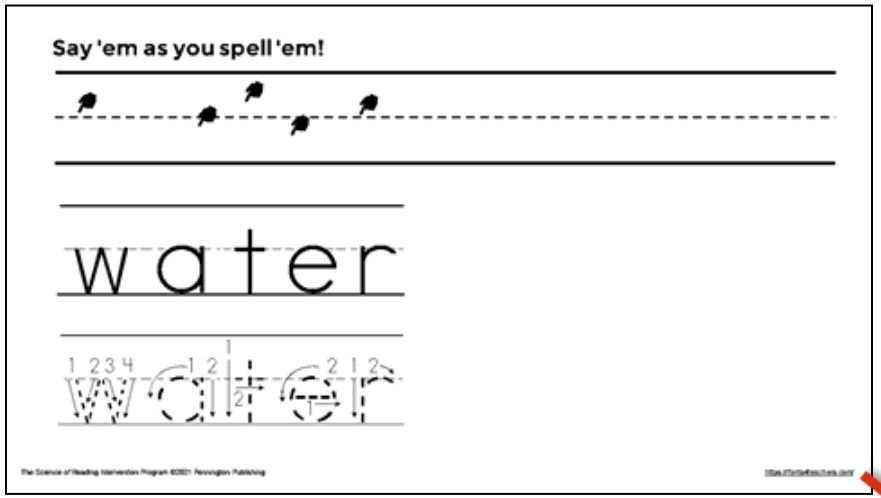


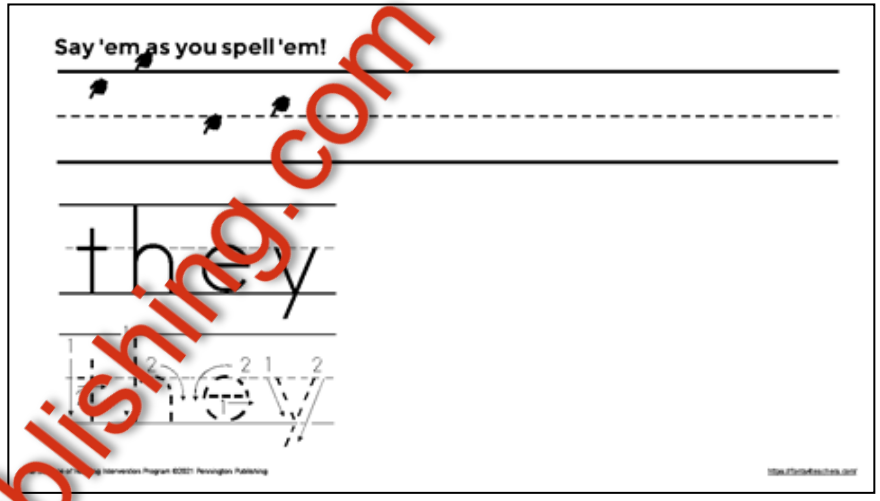


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Lesson 16: Spelling and Handwriting th_, _th

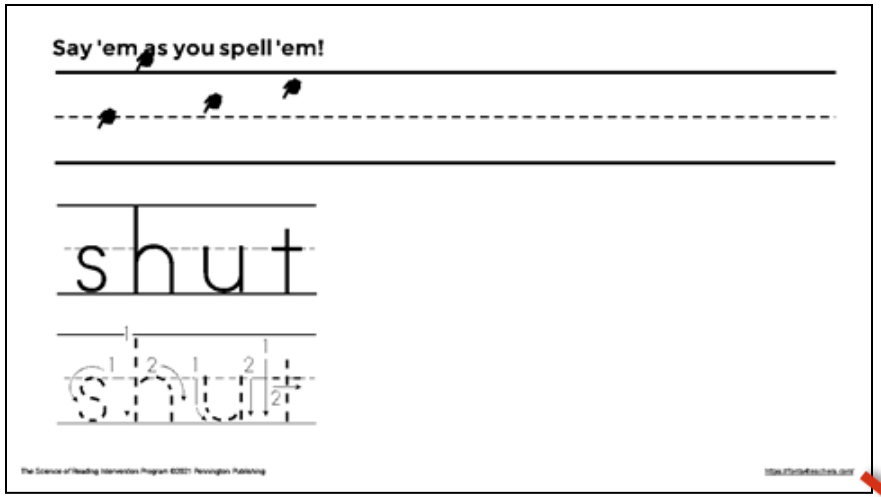


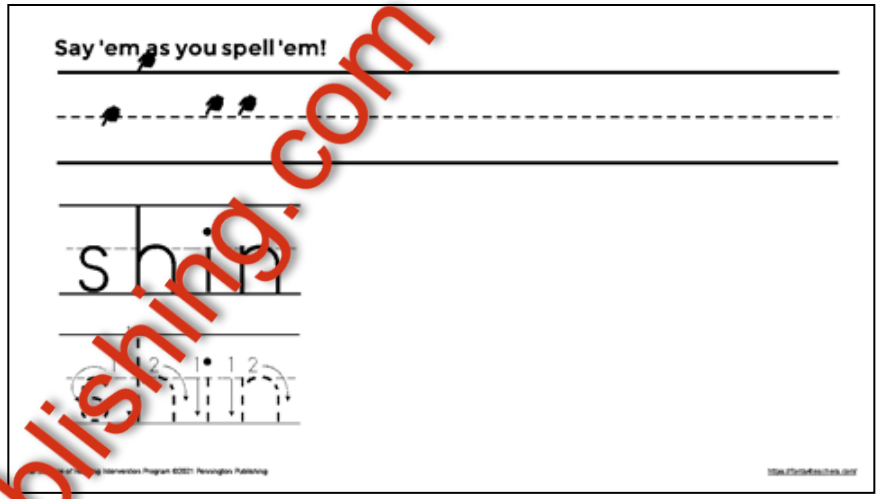


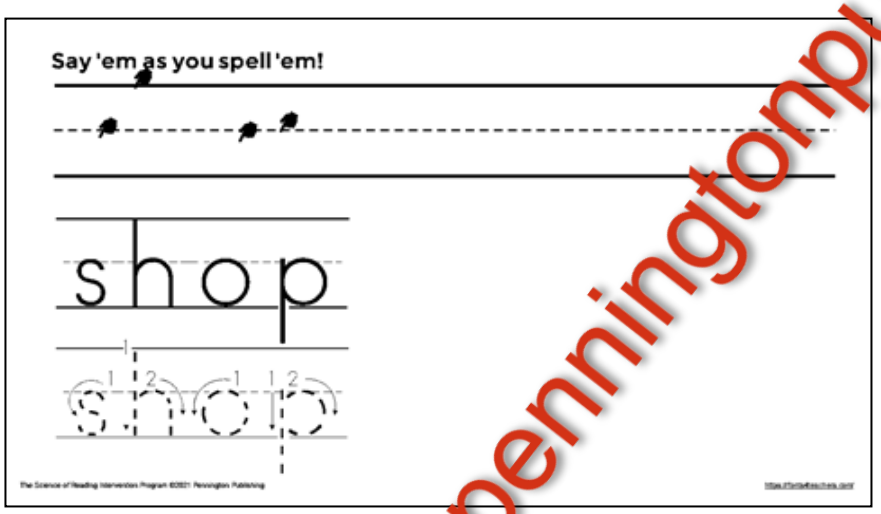
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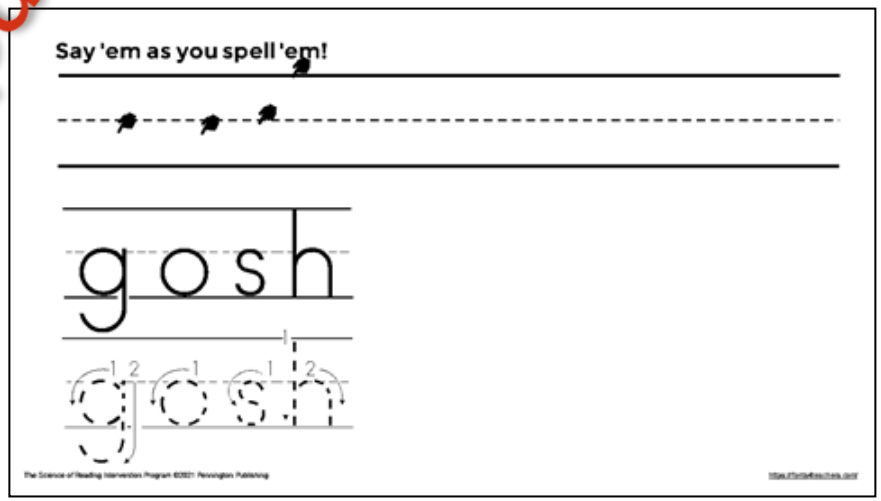
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Lesson 17: Spelling and Handwriting sh





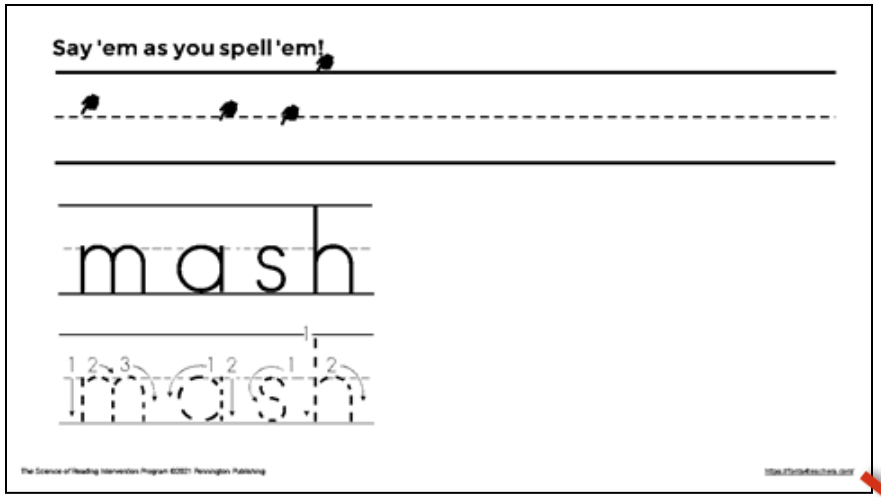


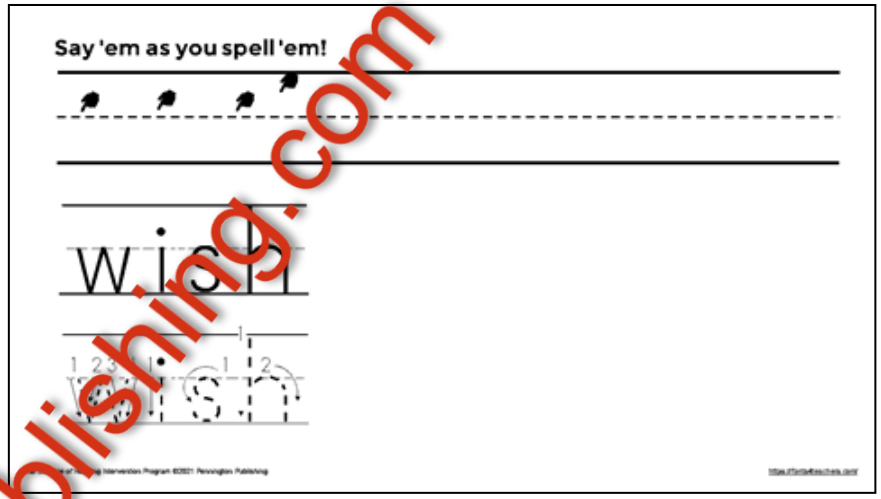


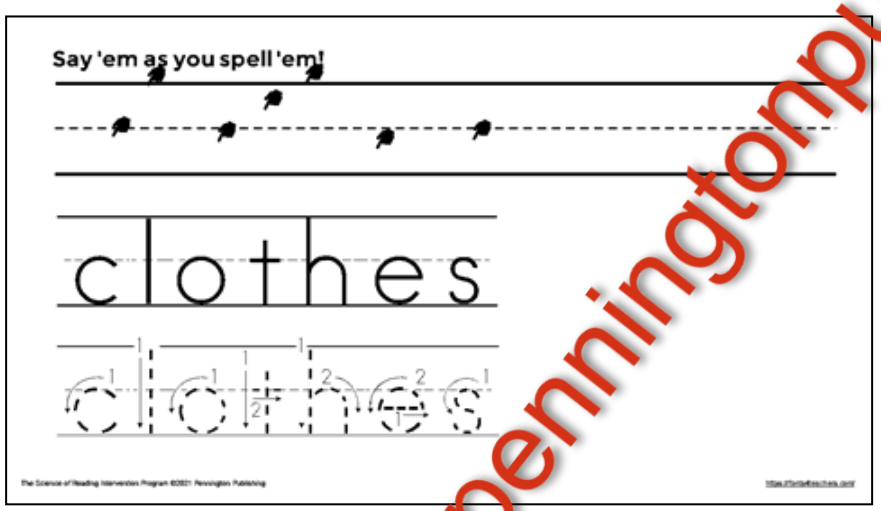
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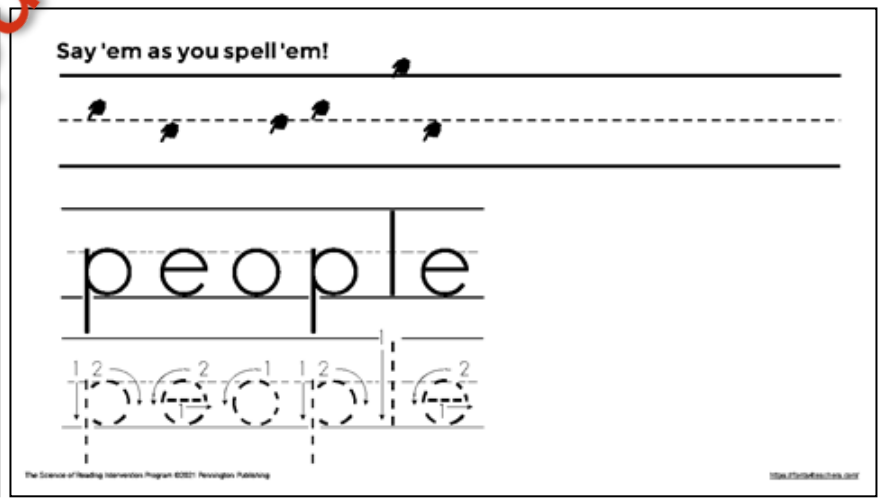
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Lesson 17: Spelling and Handwriting sh





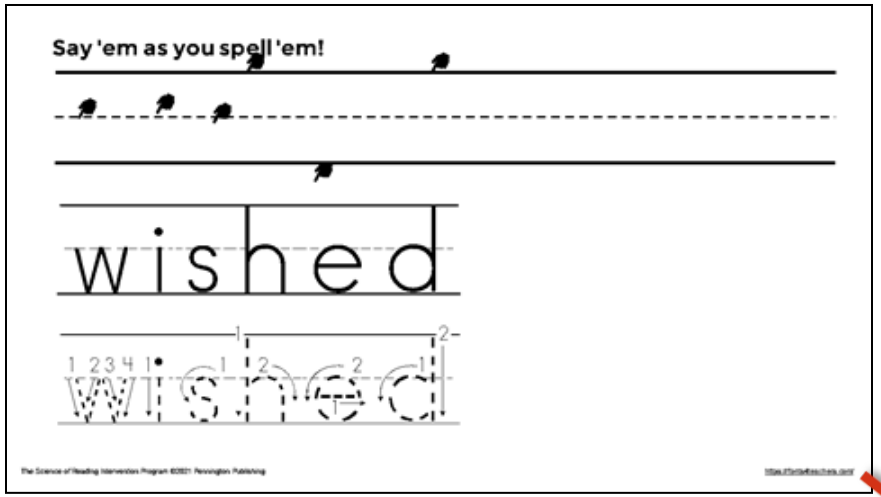


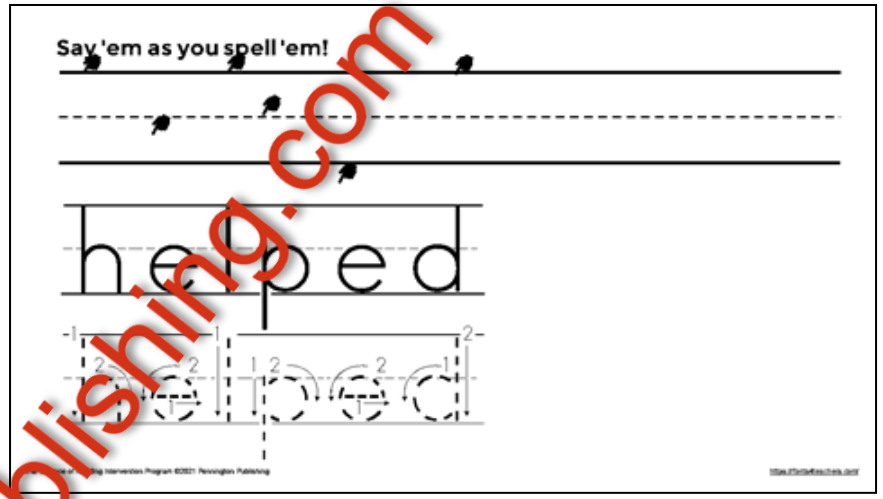


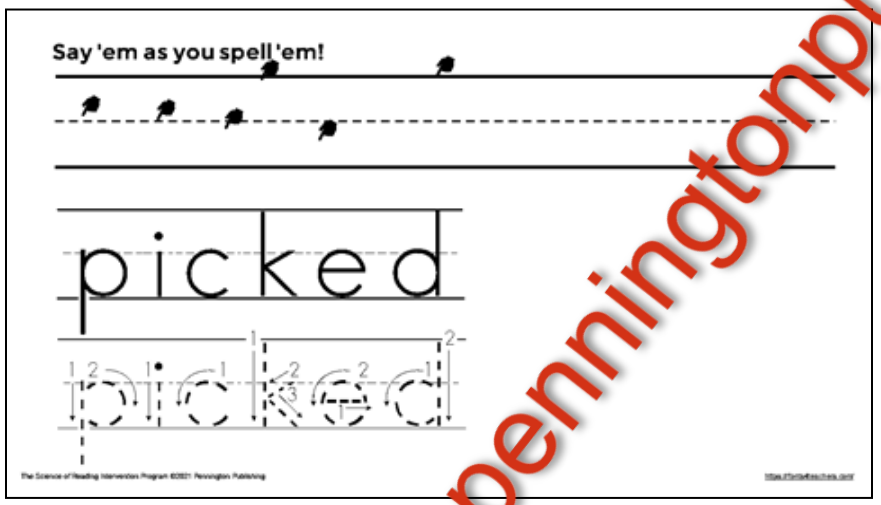
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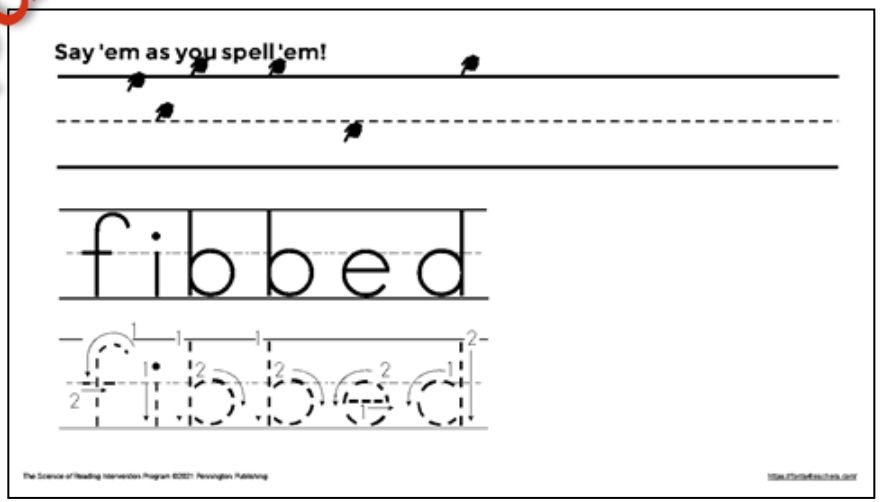
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Lesson 18: Spelling and Handwriting Past Tense _ed(t), ed(d)





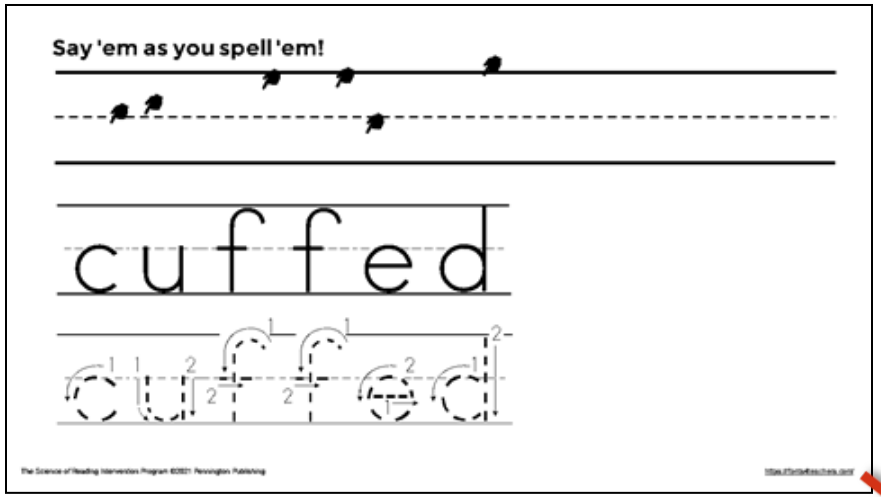


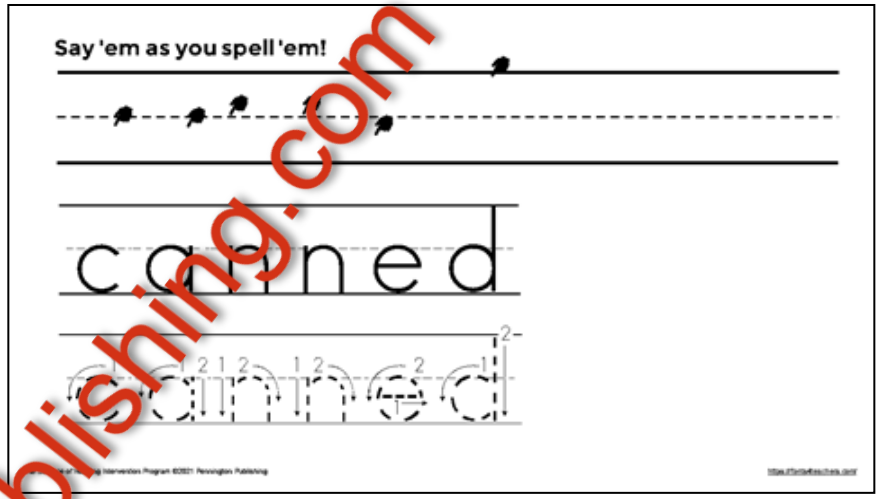


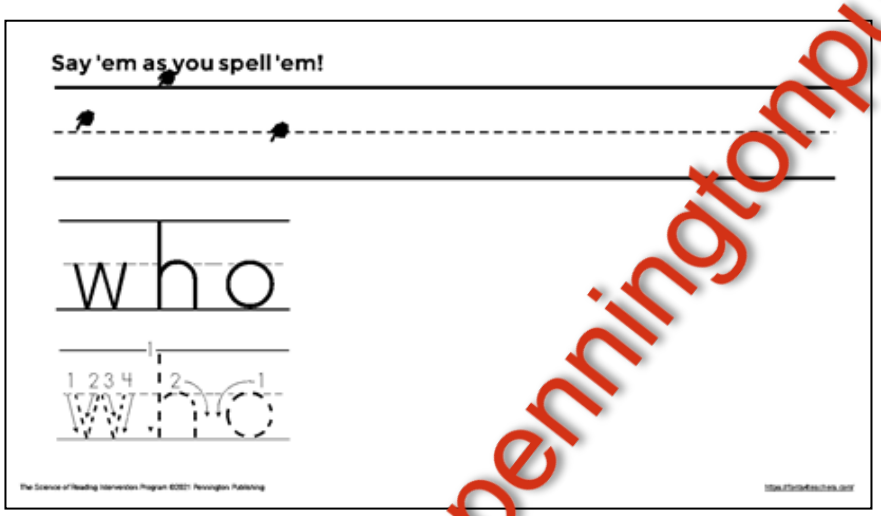
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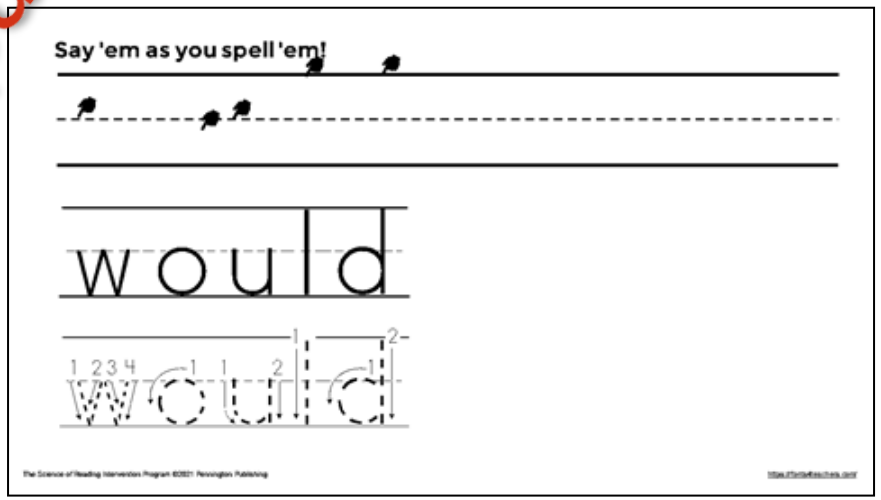
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Lesson 18: Spelling and Handwriting Past Tense _ed(t), ed(d)





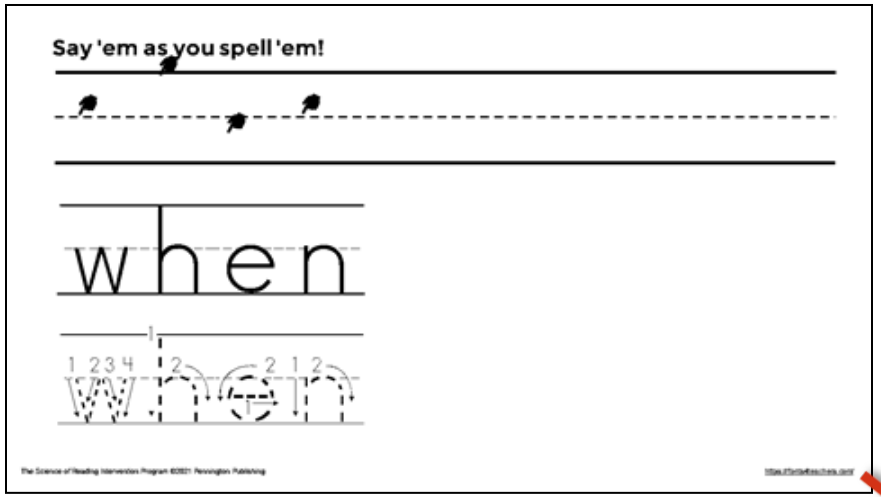


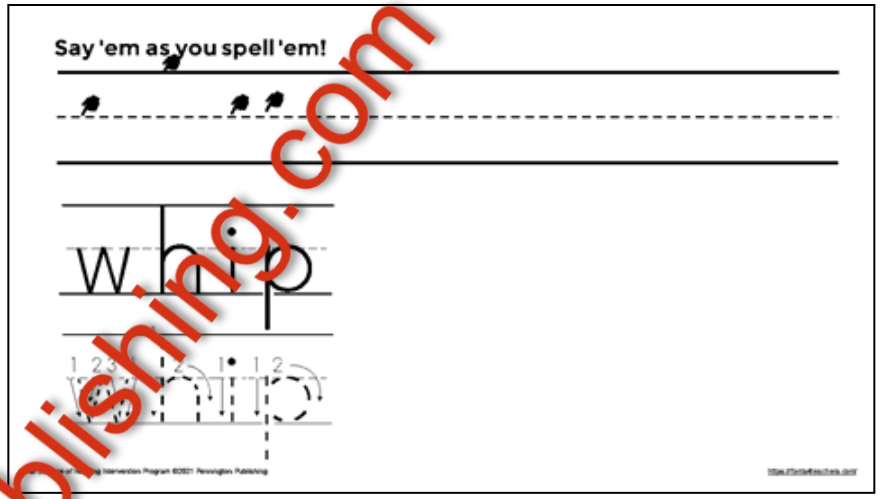


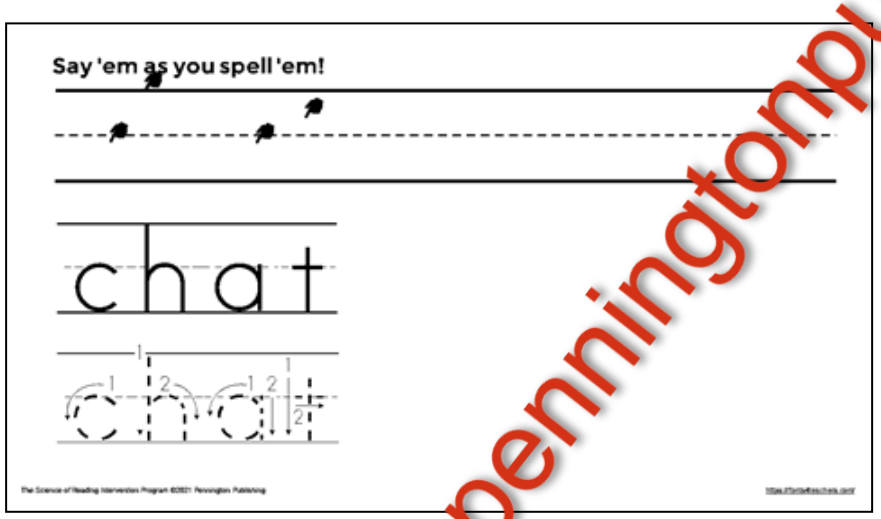
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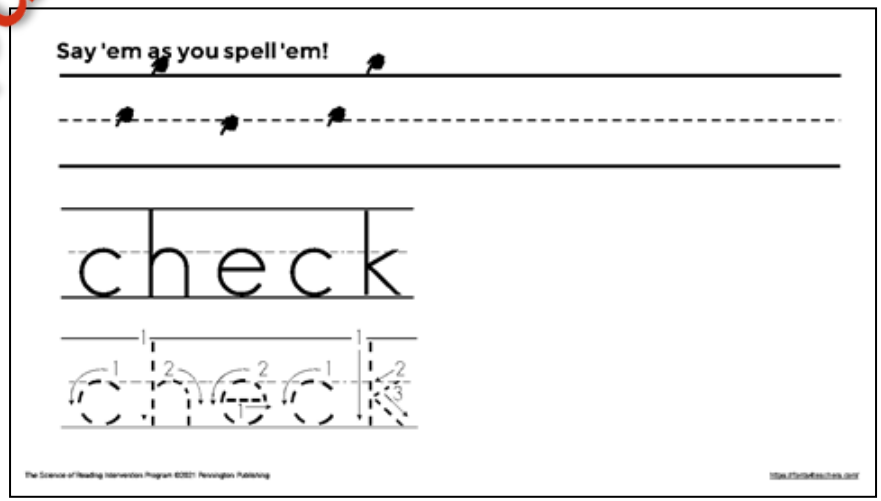
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Lesson 19: Spelling and Handwriting wh_, ch_, _tch





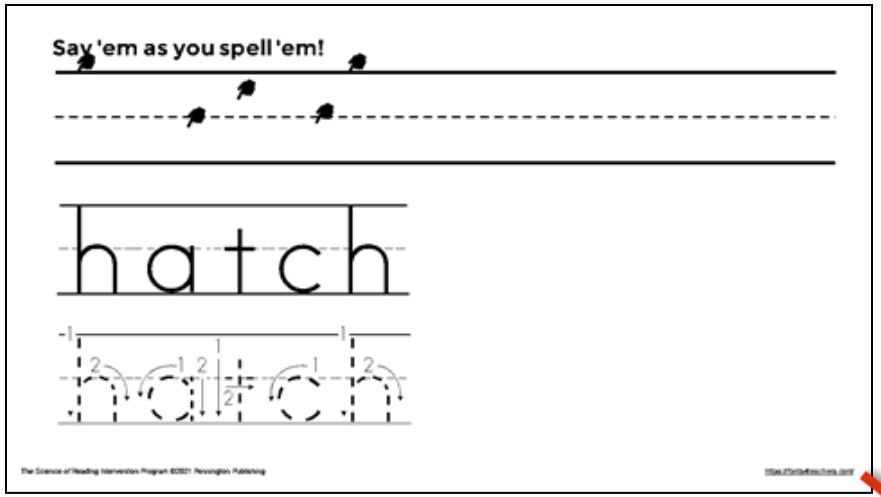


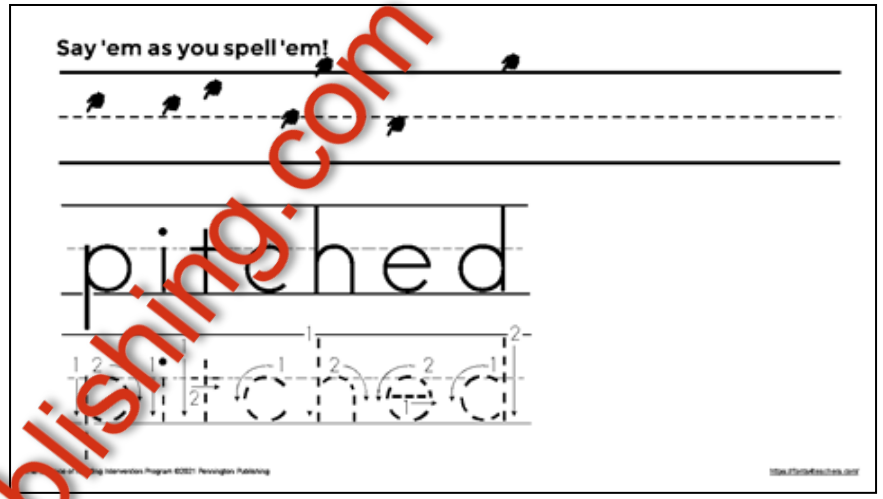


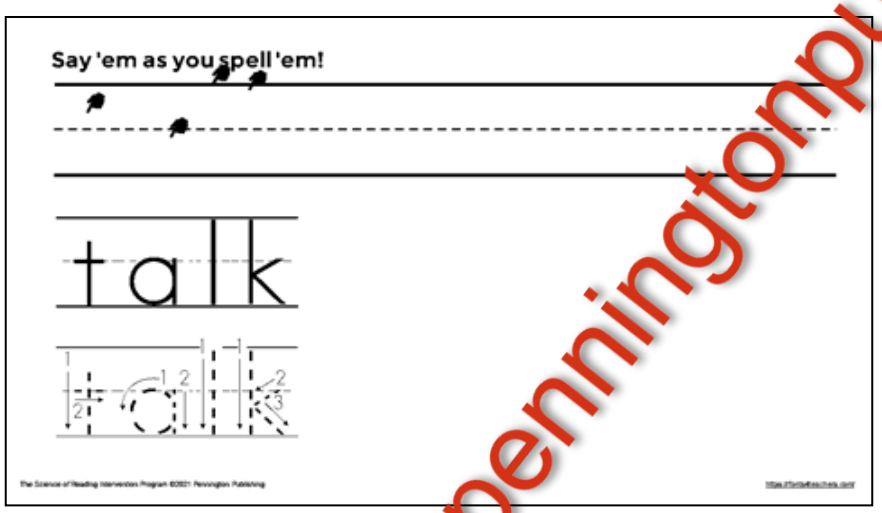
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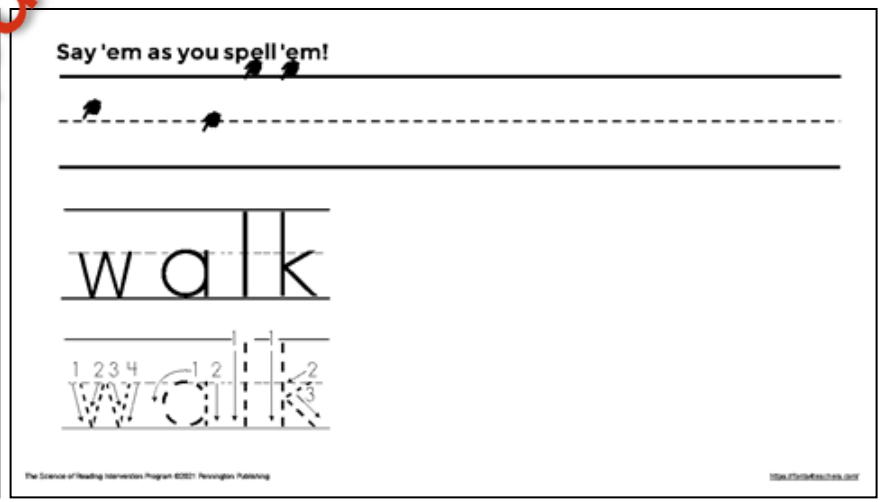
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Lesson 19: Spelling and Handwriting wh_, ch_, _tch





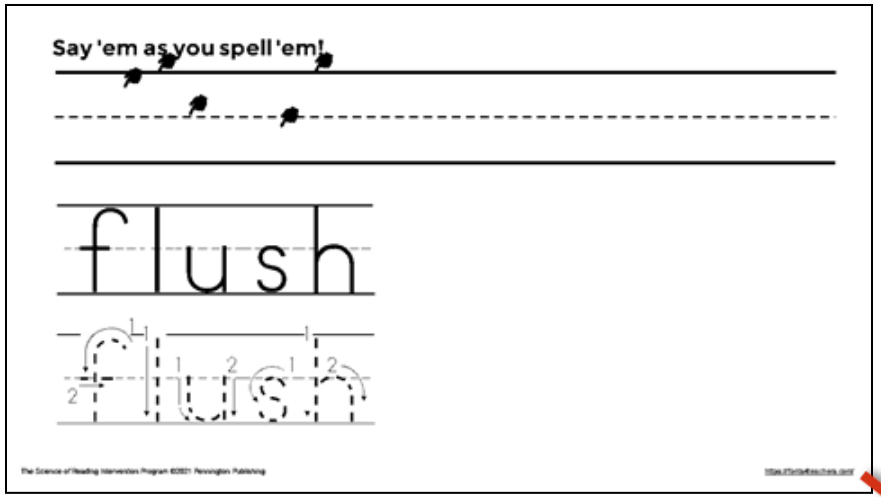


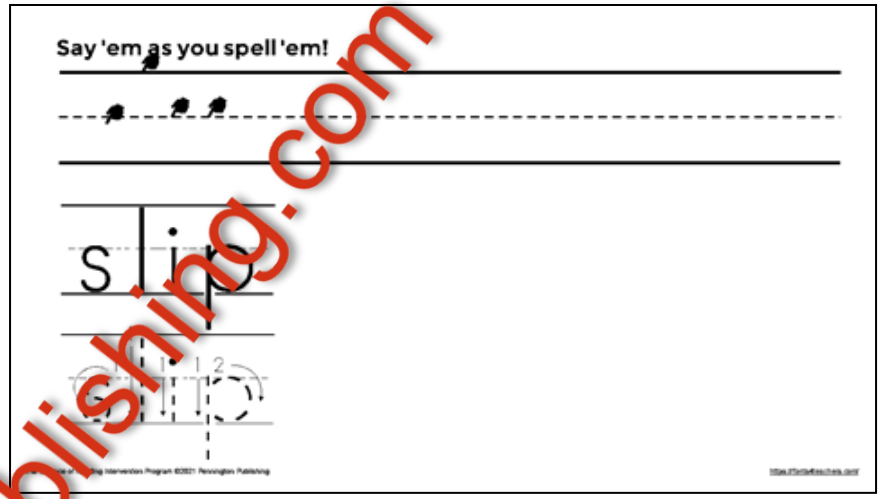


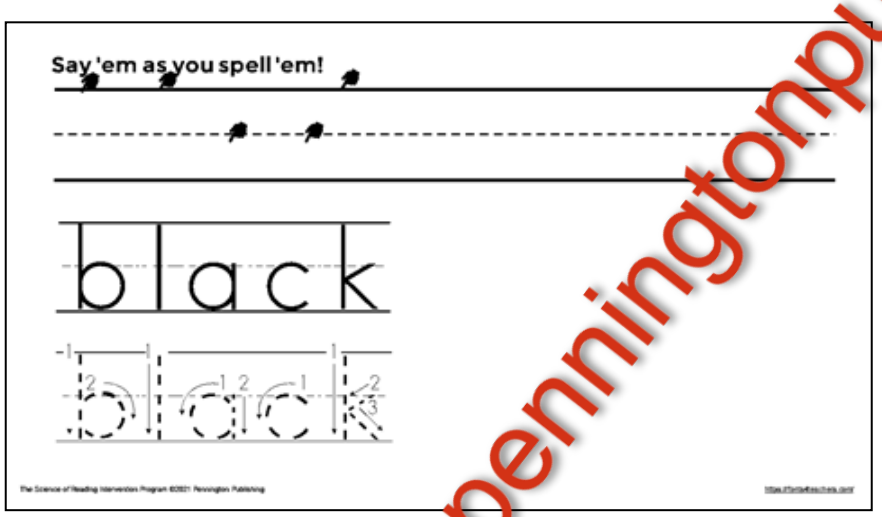
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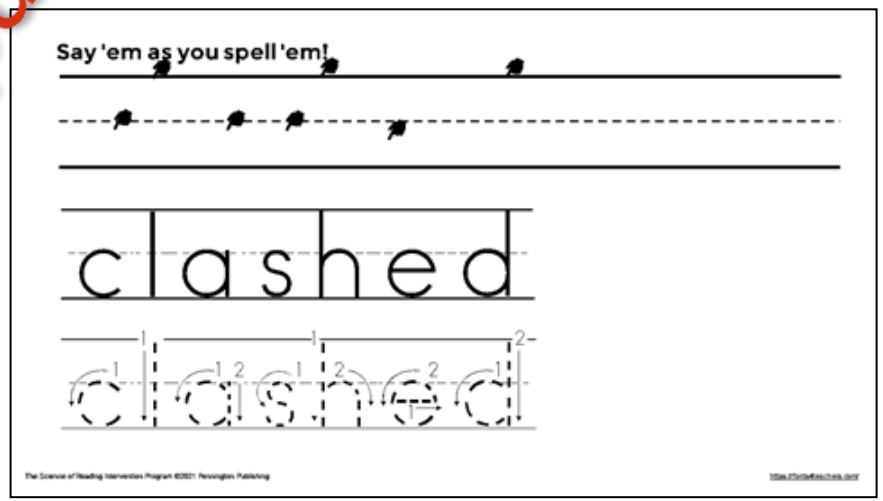
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Lesson 20: Spelling and Handwriting fl_, sl_, bl_, cl_, gl_, pl_





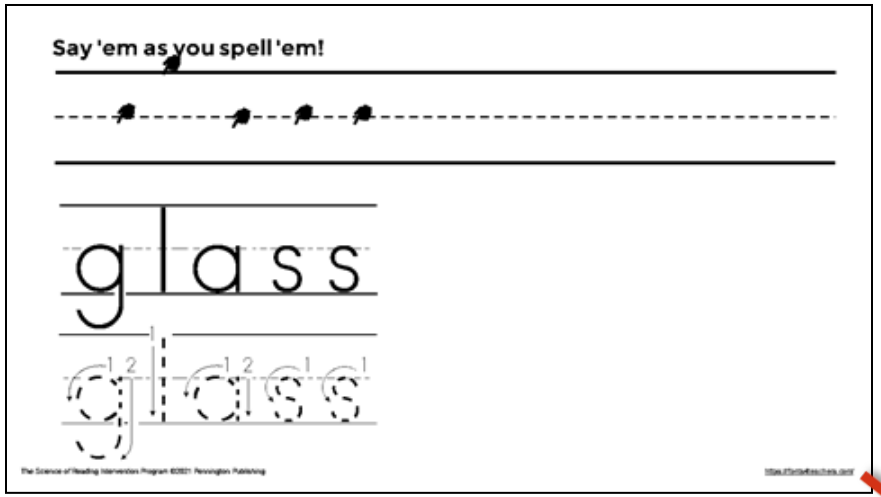


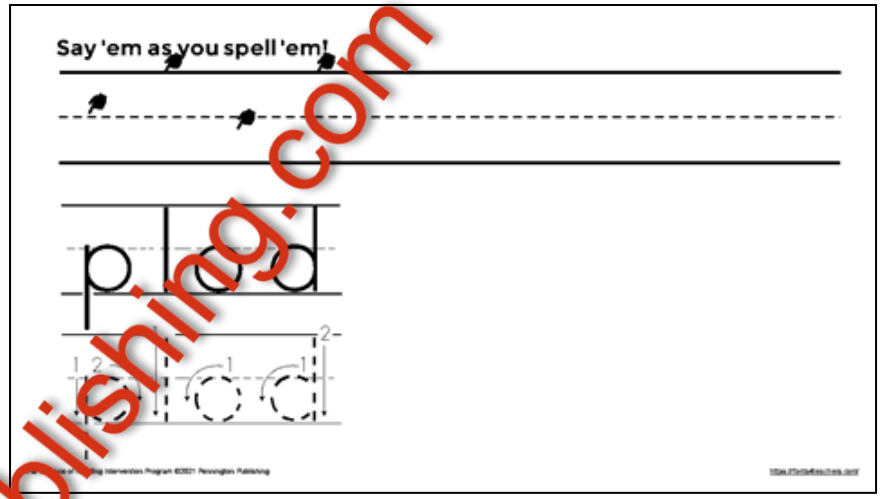


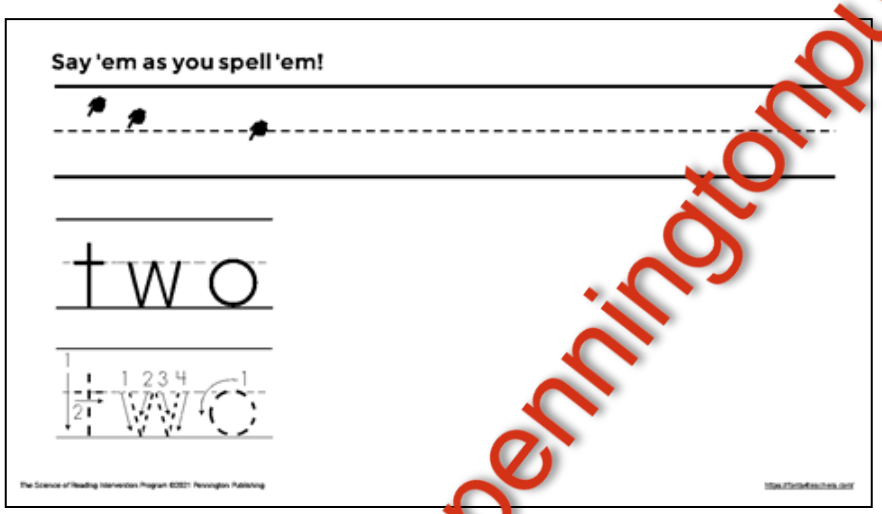
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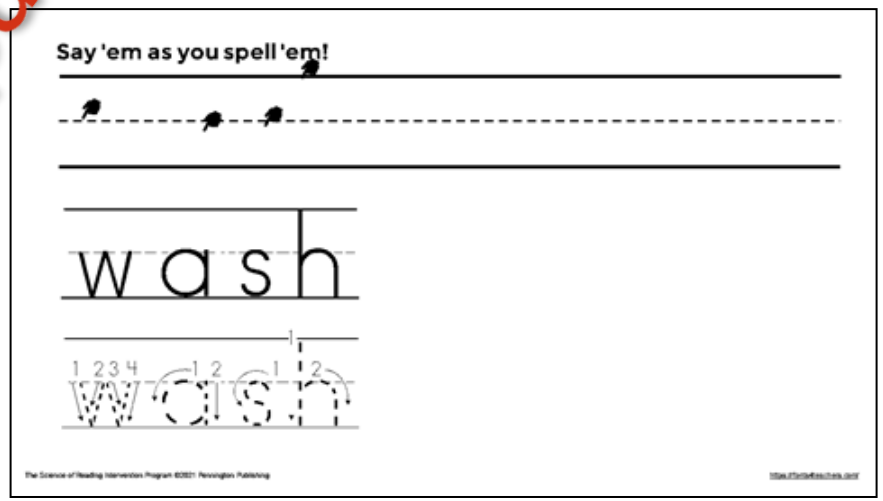
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Lesson 20: Spelling and Handwriting fl_, sl_, bl_, cl_, gl_, pl_





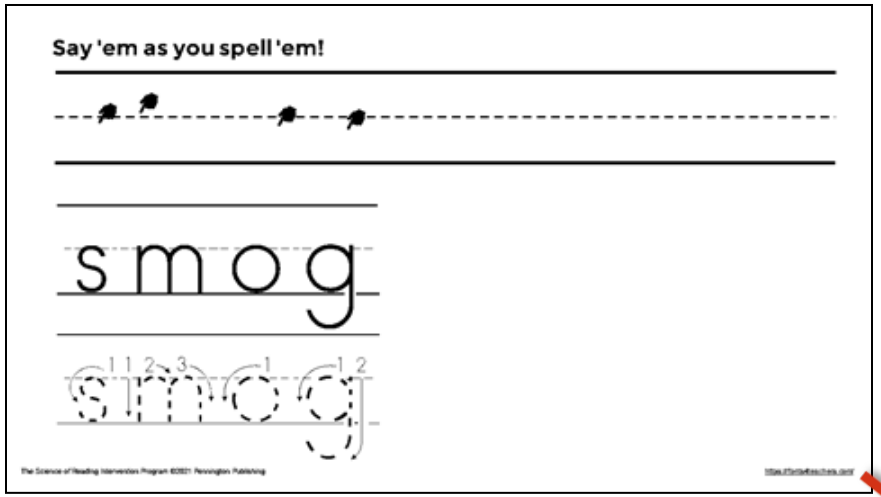


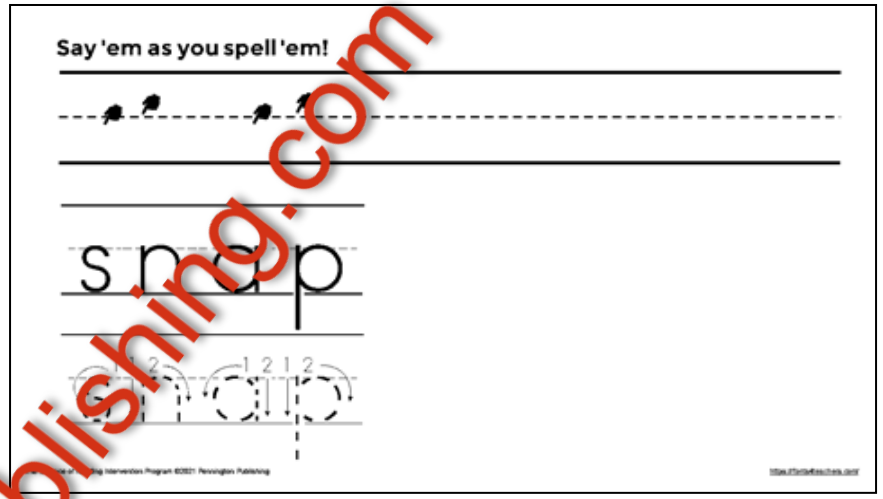


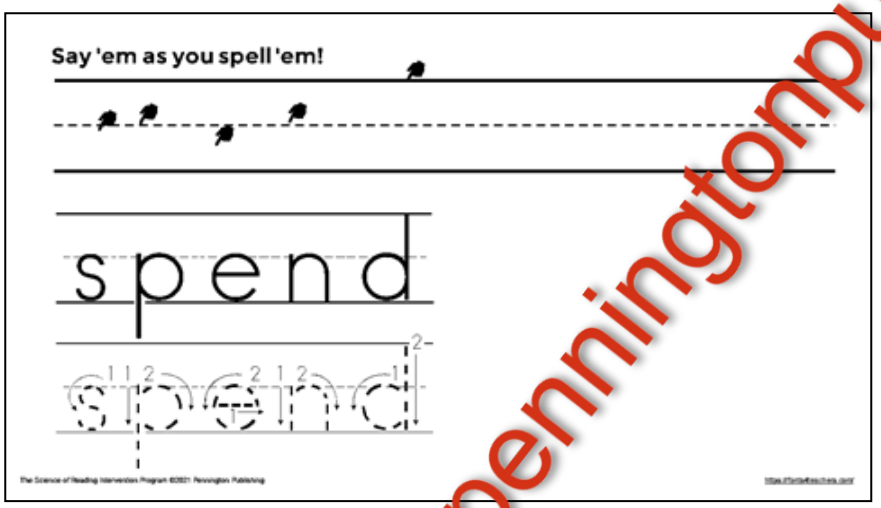
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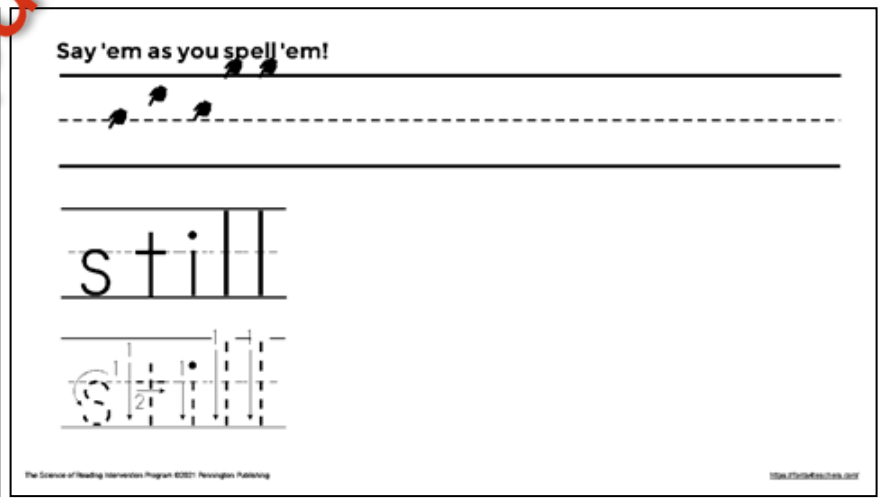
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Lesson 21: Spelling and Handwriting sm_, sn_, sp_, st_, sk_, sc_





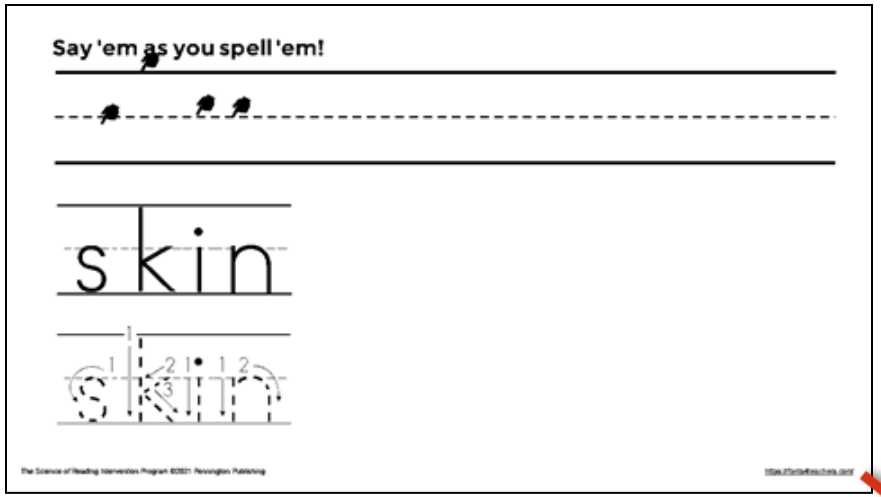


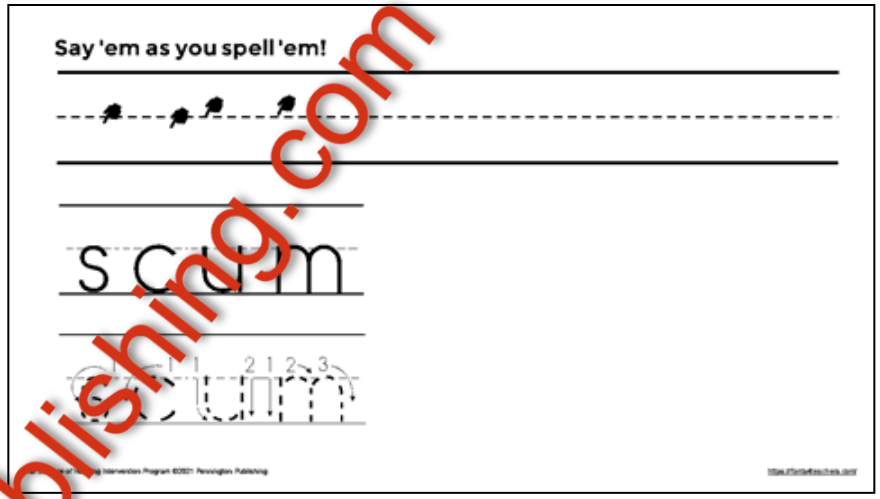


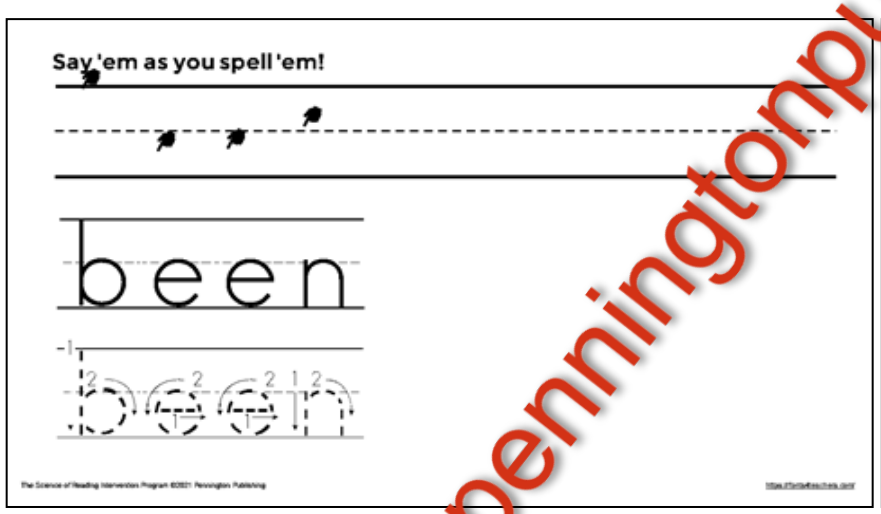
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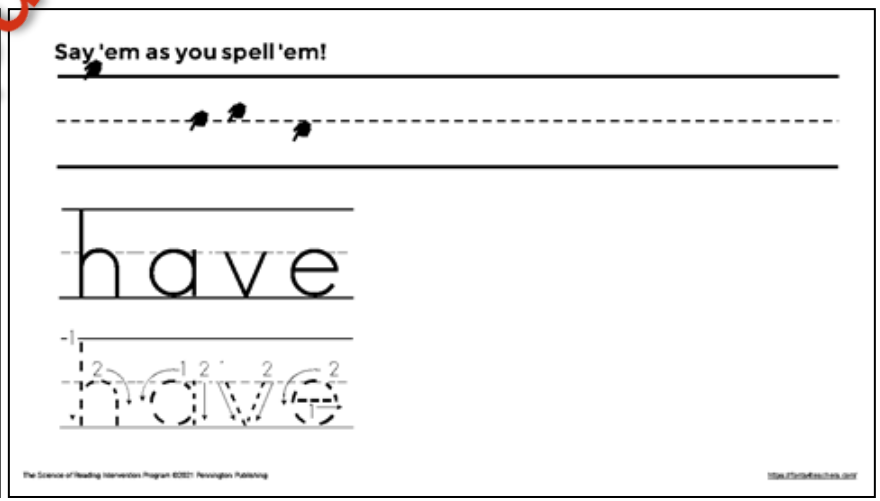
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Lesson 21: Spelling and Handwriting sm_, sn_, sp_, st_, sk_, sc_





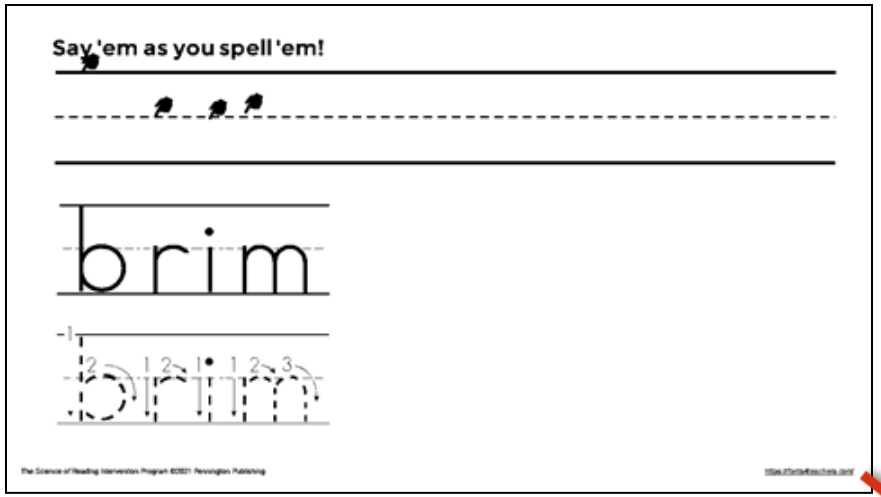


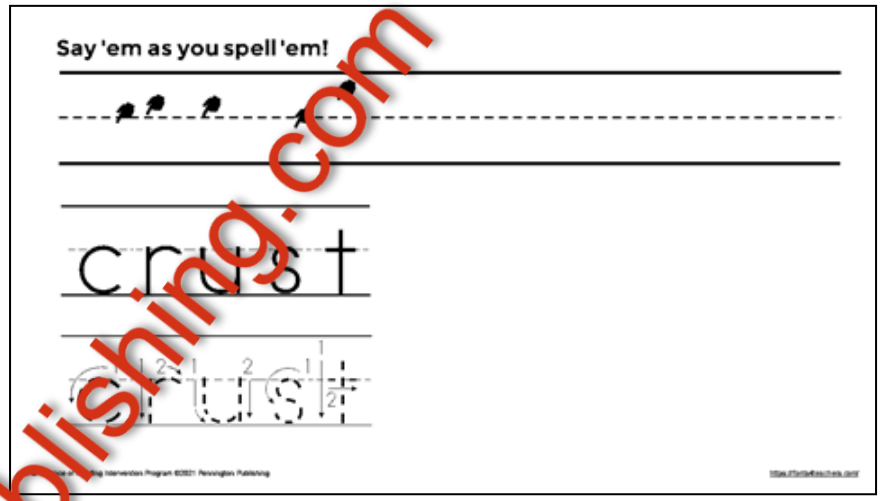


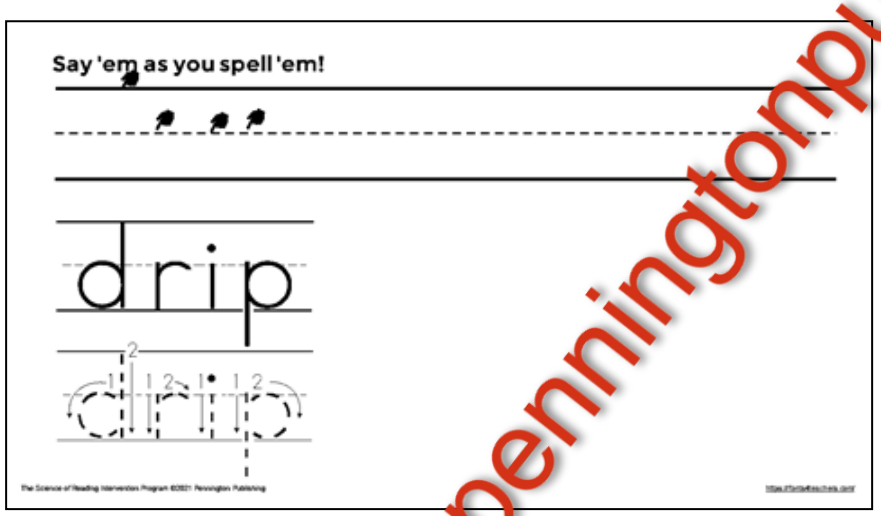
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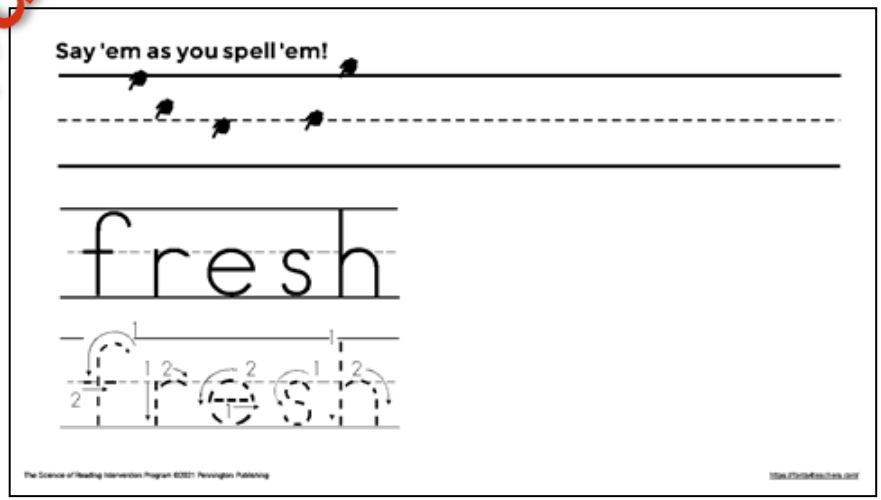
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Lesson 22: Spelling and Handwriting br_, cr_, dr_, fr_, gr_, pr_





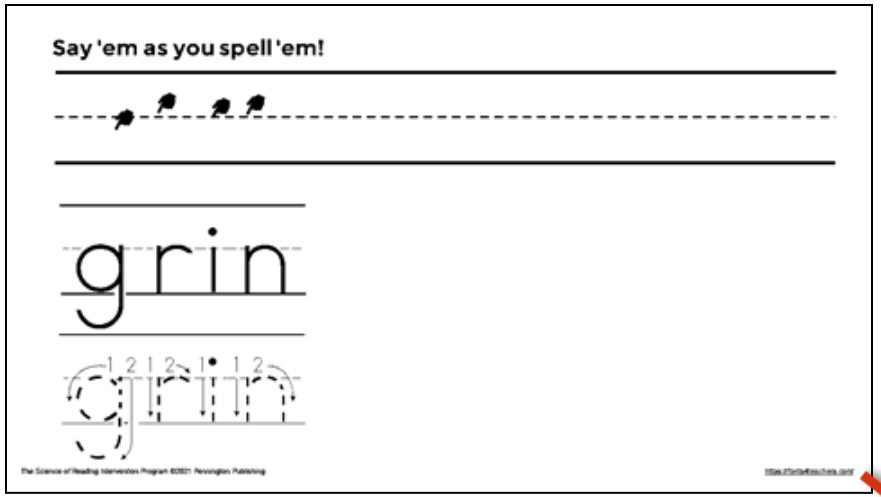


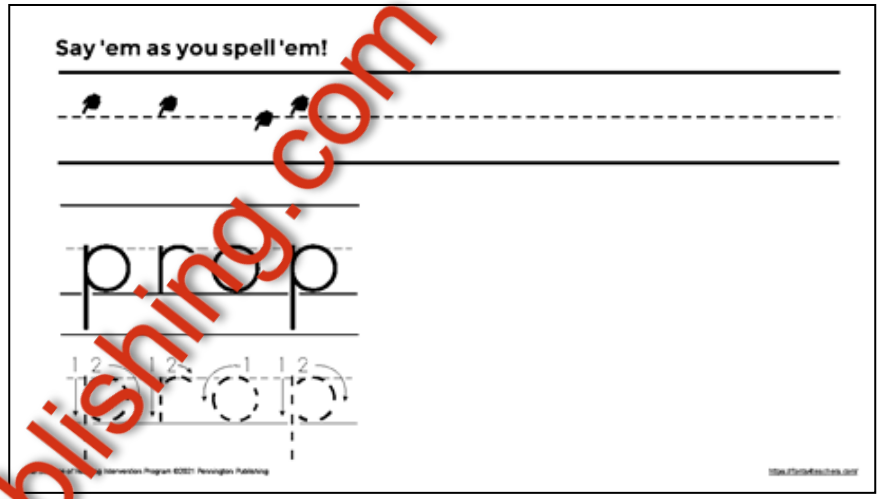


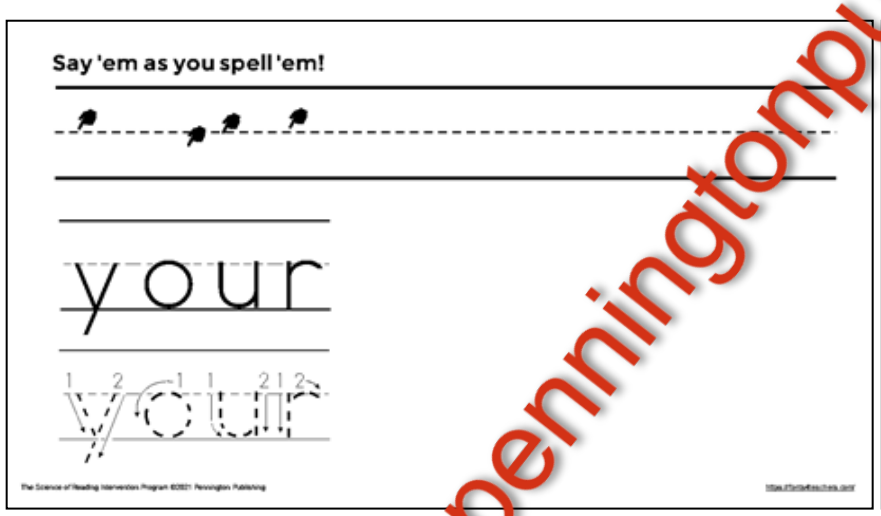
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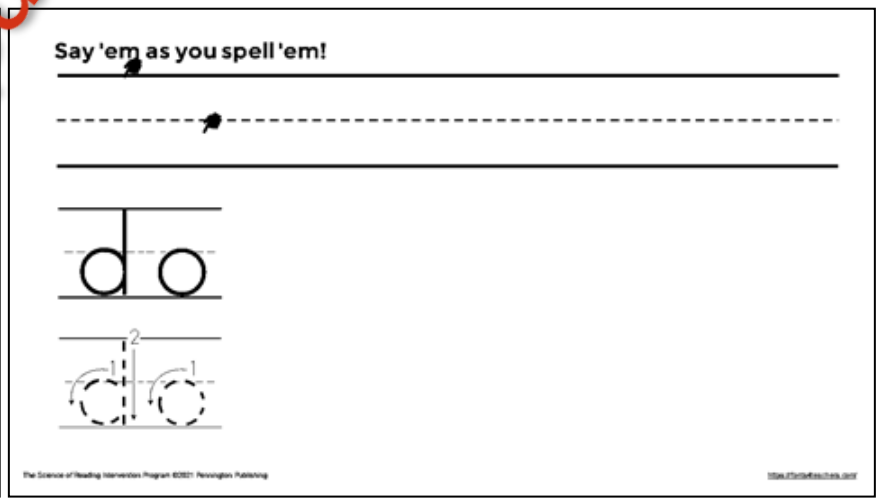
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Lesson 22: Spelling and Handwriting br_, cr_, dr_, fr_, gr_, pr_





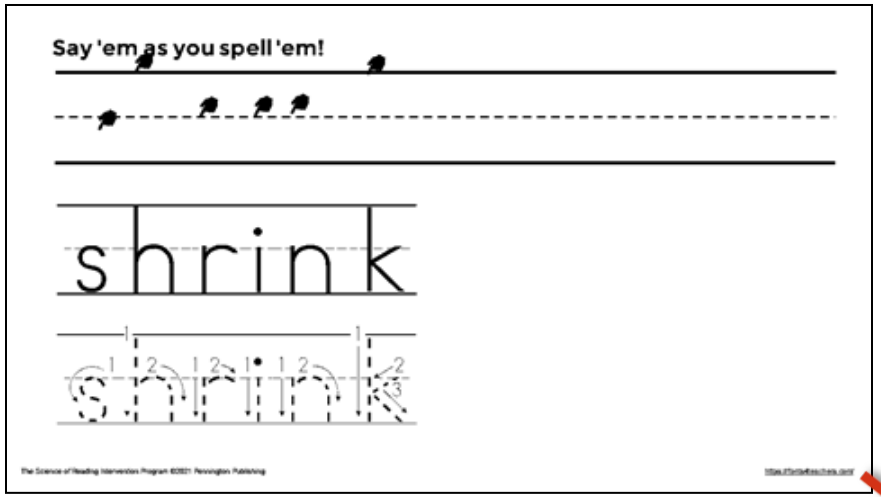


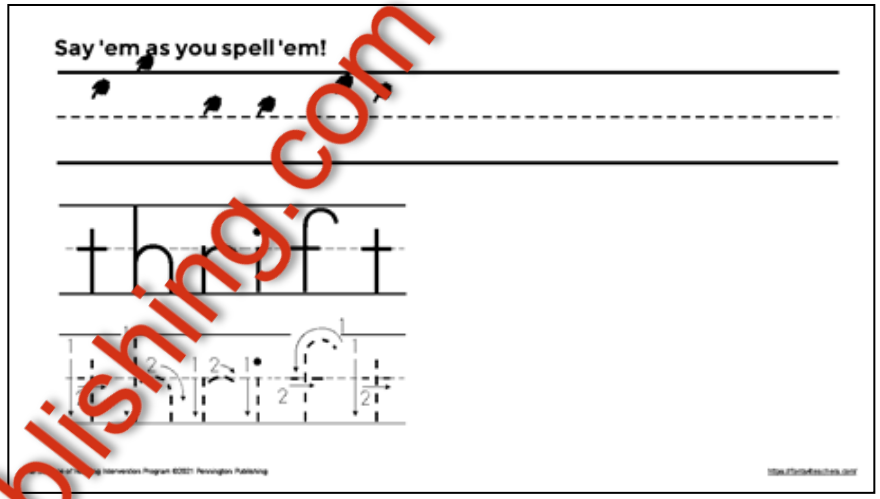


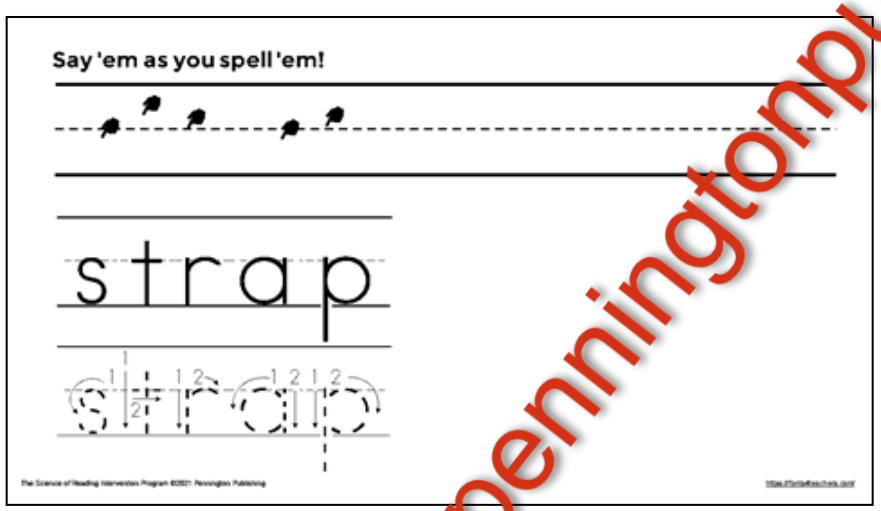
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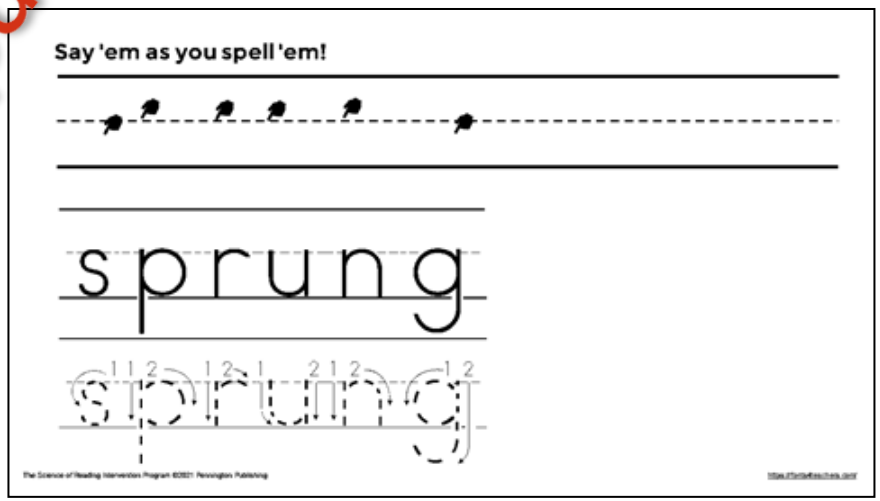
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Lesson 23: Spelling and Handwriting shr_, thr_, str_, spr_, scr_





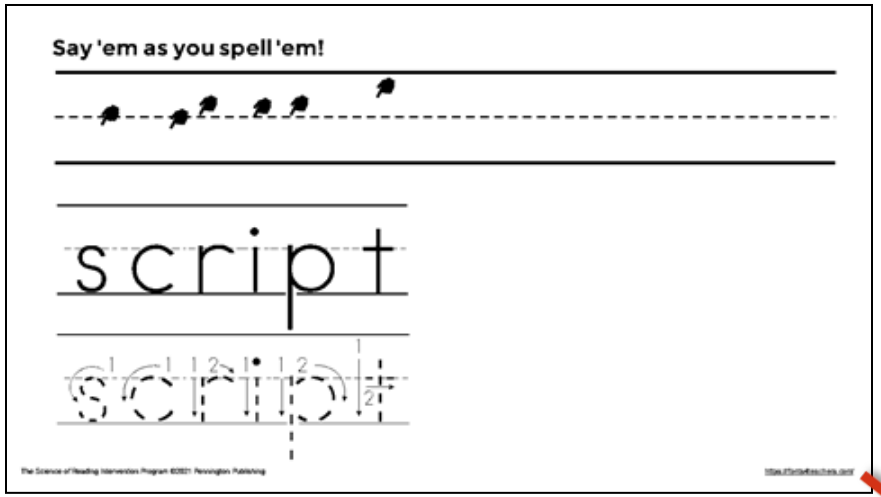


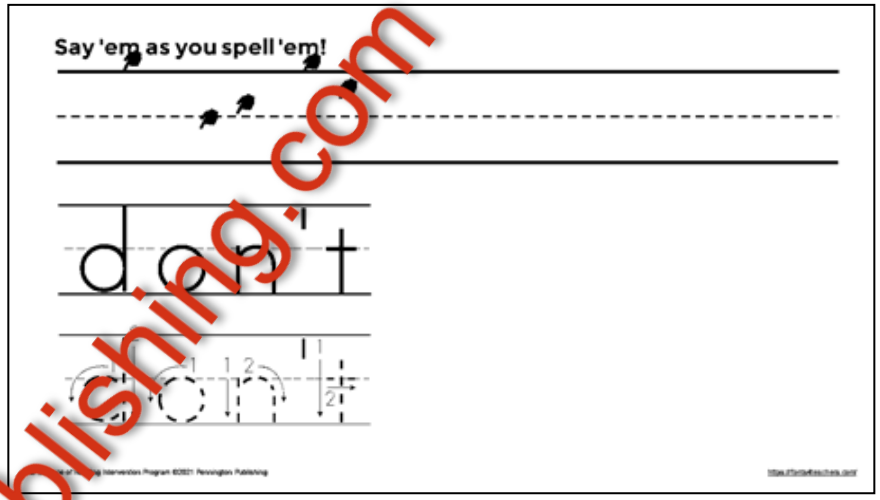


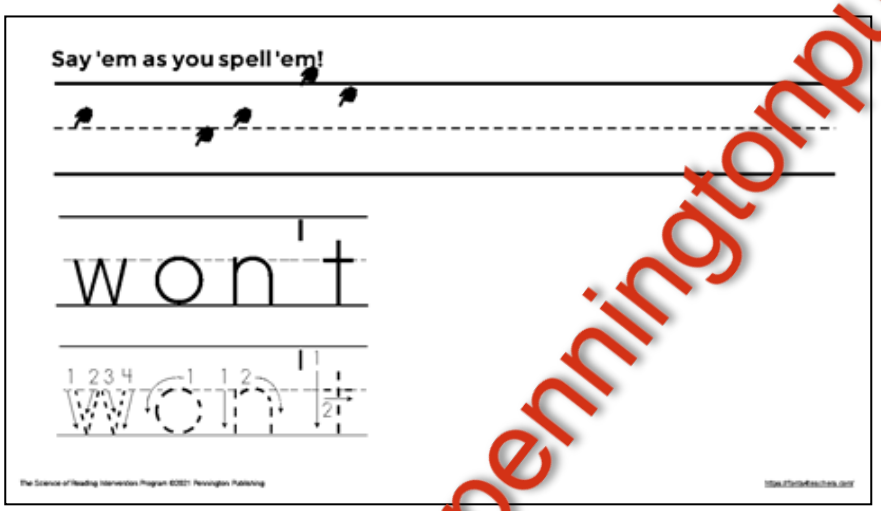
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Lesson 23: Spelling and Handwriting shr_, thr_, str_, spr_, scr_



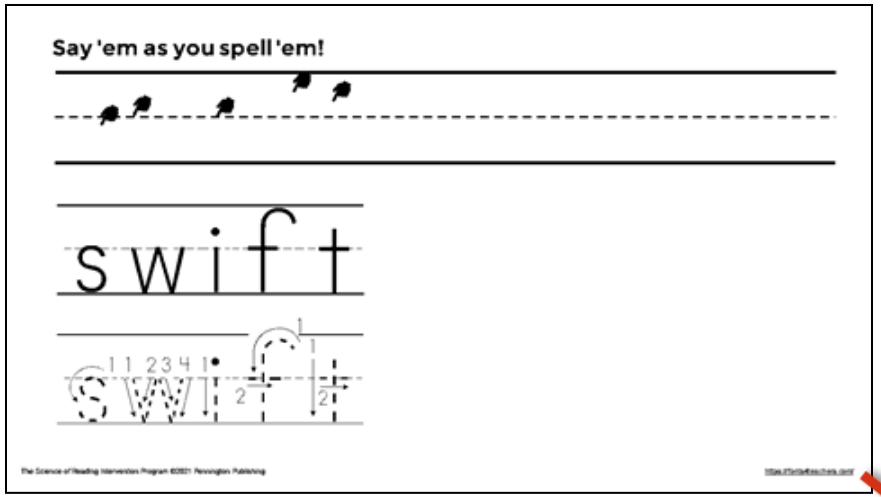


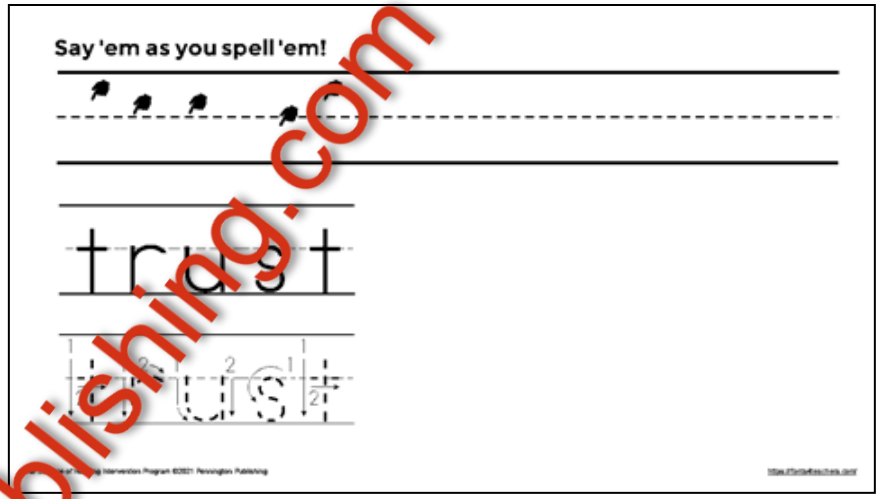


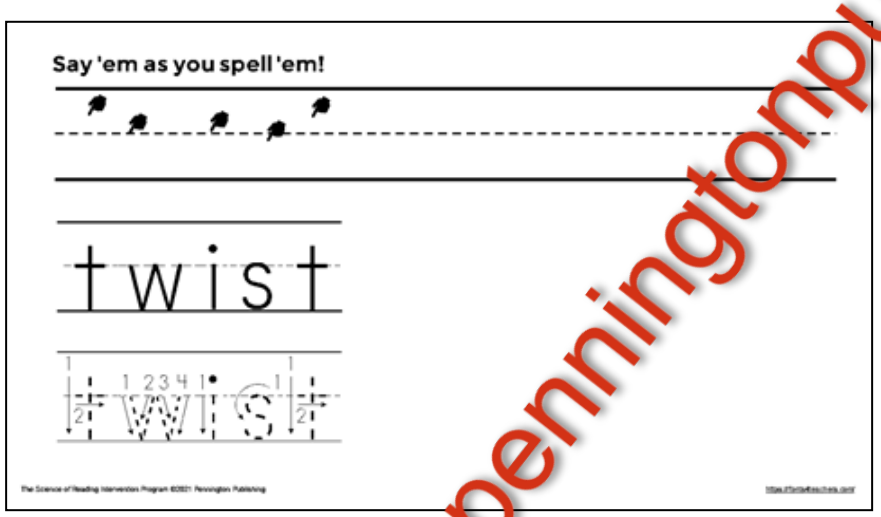
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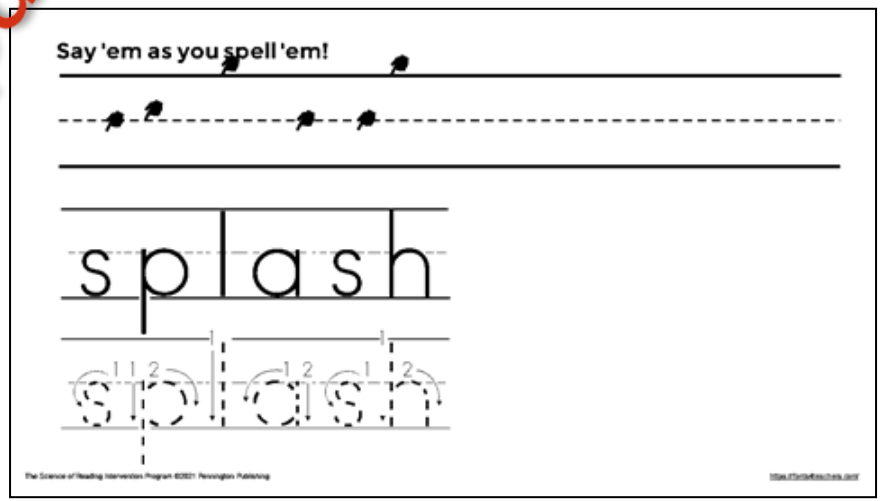
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Lesson 24: Spelling and Handwriting sw_, tr_, tw_, spl_, squ_





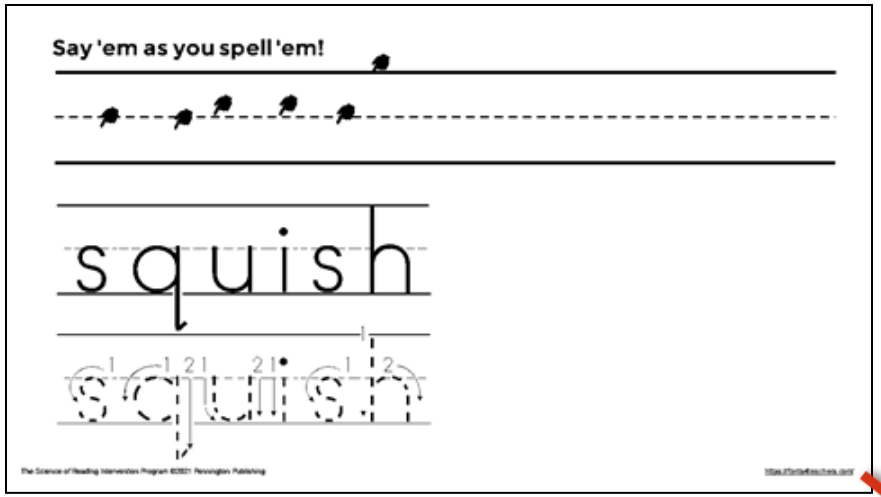


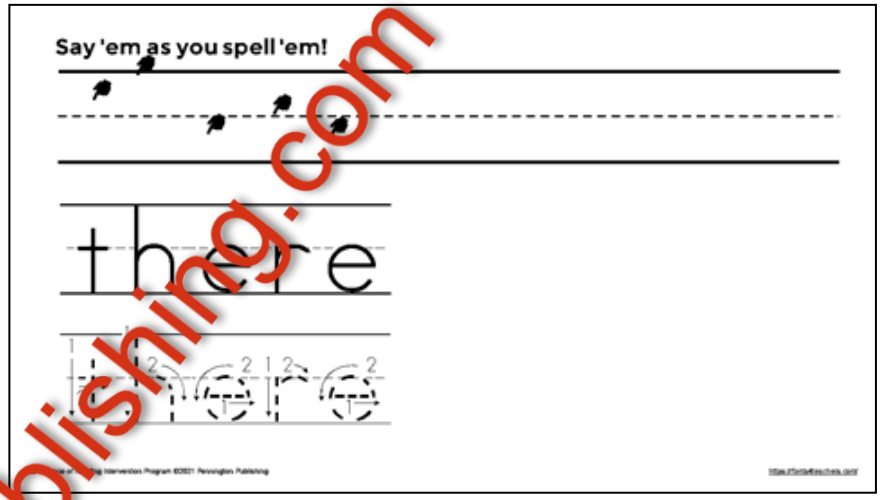


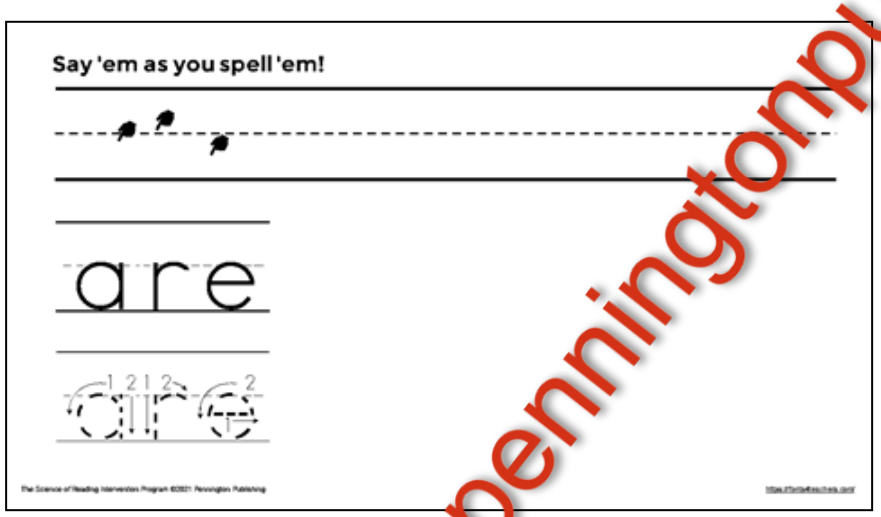
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Lesson 24: Spelling and Handwriting sw_, tr_, tw_, spl_, squ_



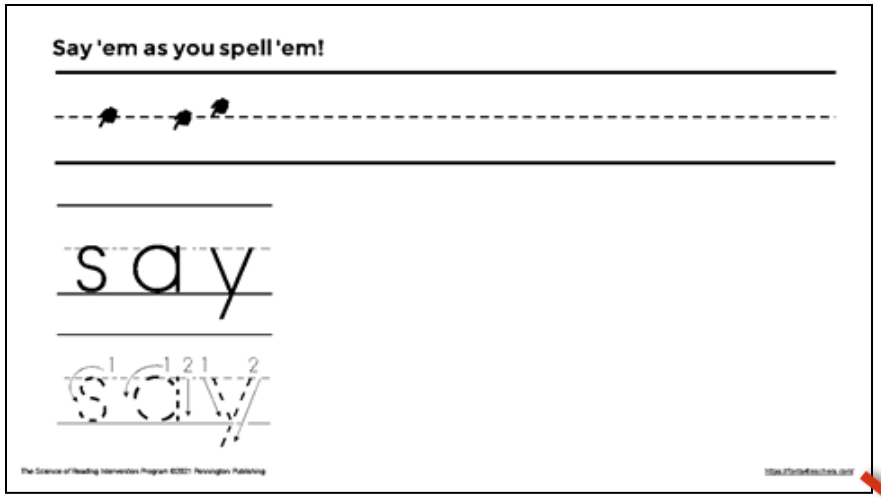


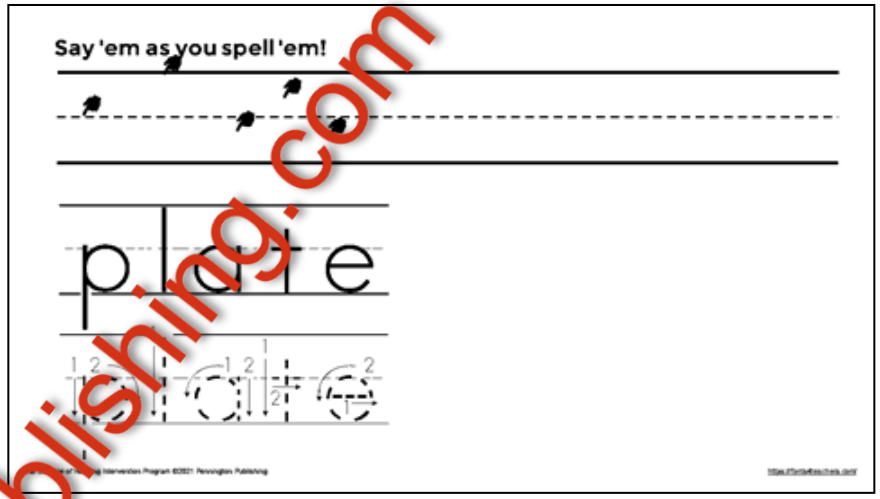


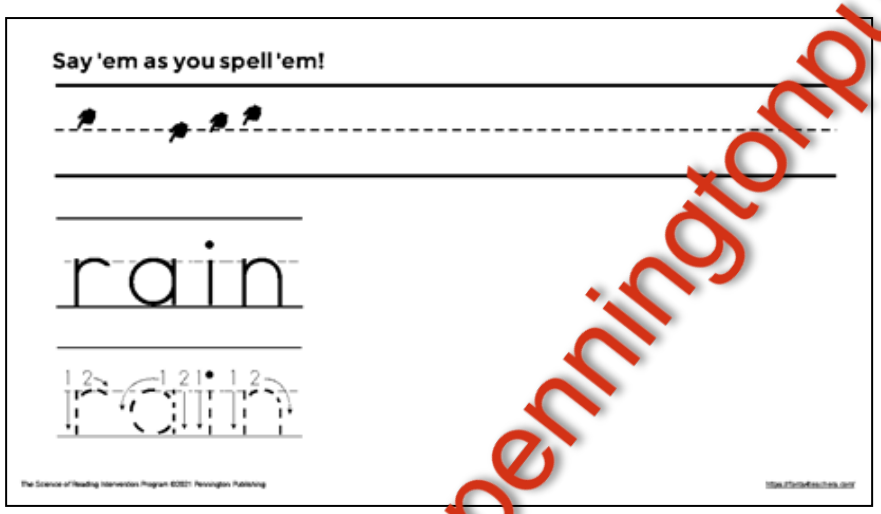
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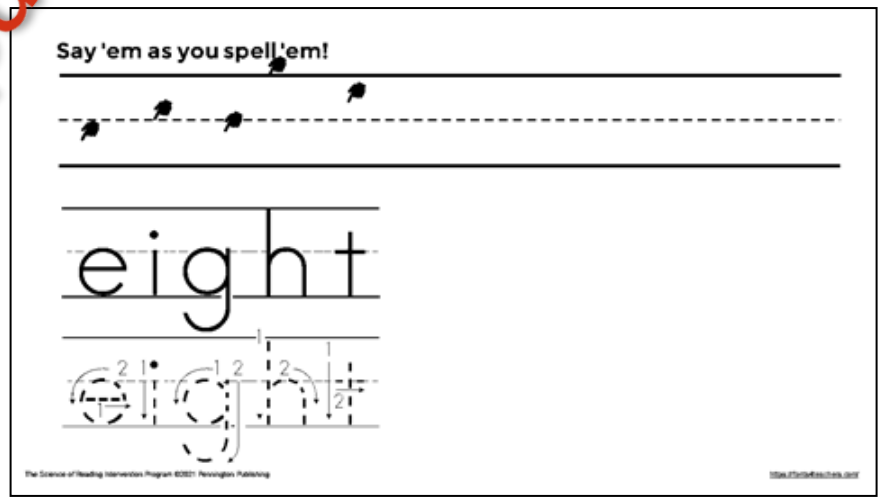
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Lesson 25: Spelling and Handwriting a, _ay, a_e, ai_, ei[gh]





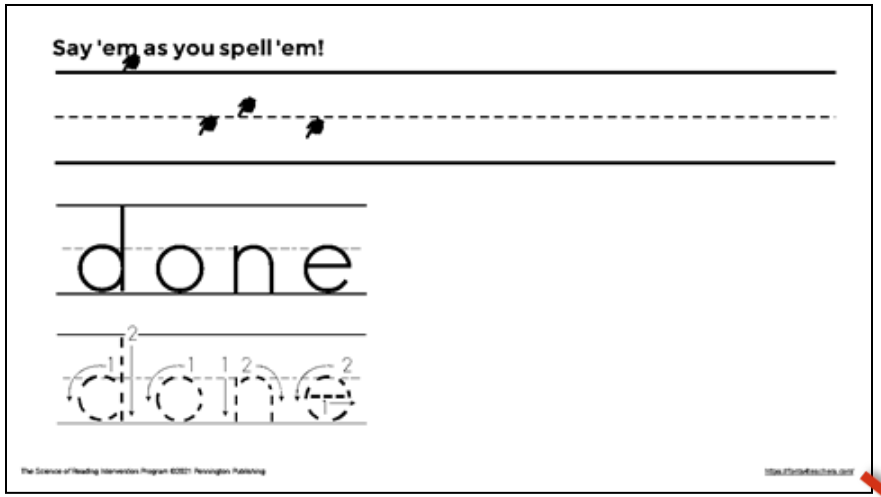


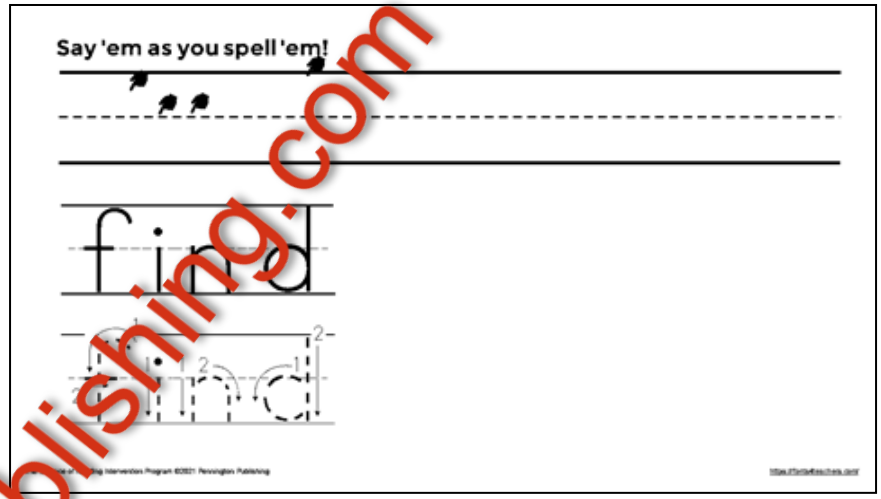


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Lesson 25: Spelling and Handwriting a, _ay, a_e, ai_, ei[gh]

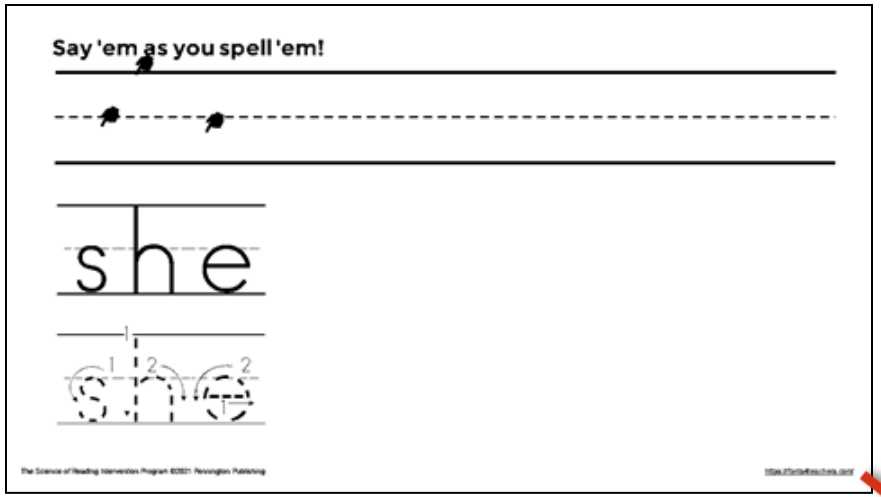


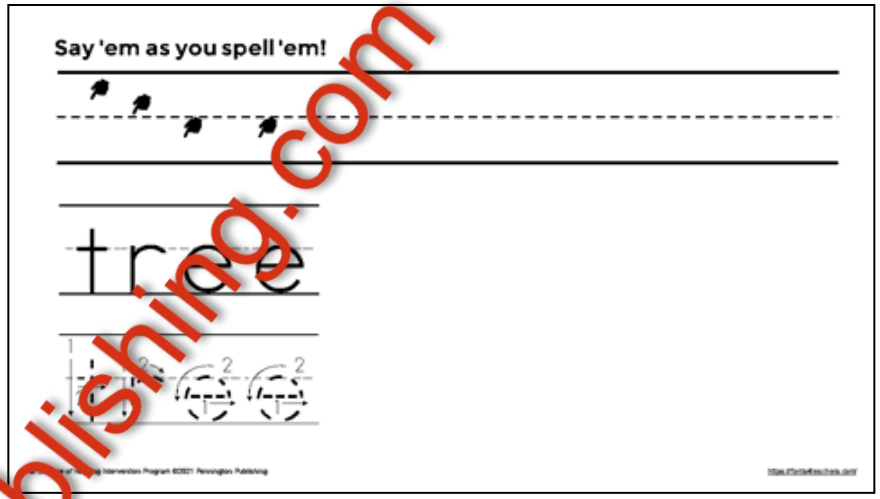


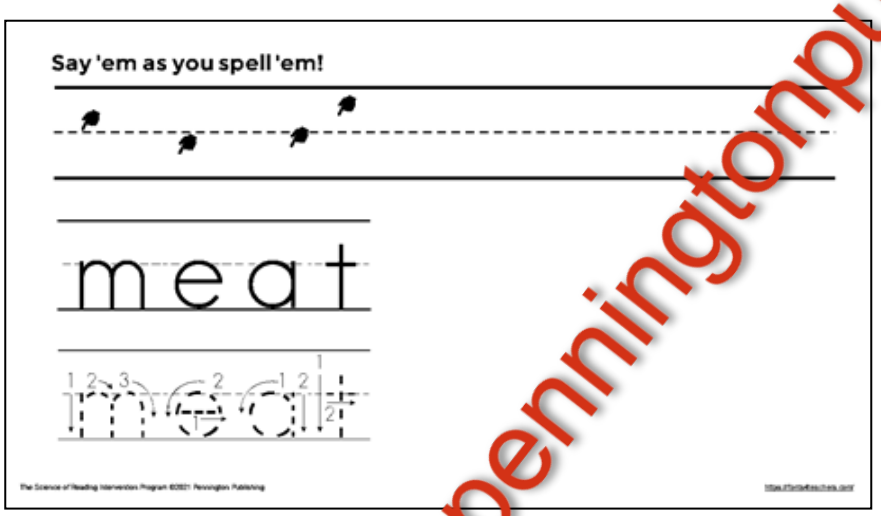
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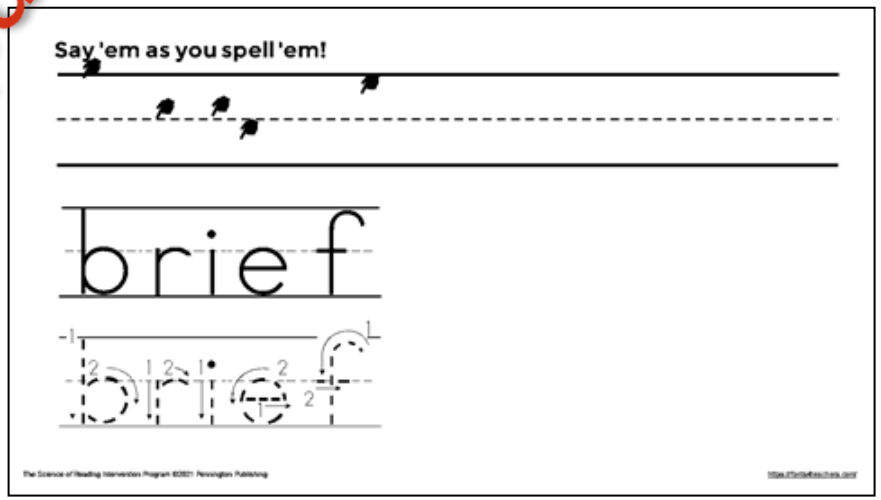
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https://fonts4teachers.com/

Lesson 26: Spelling and Handwriting e, _ee, ea, _ie_





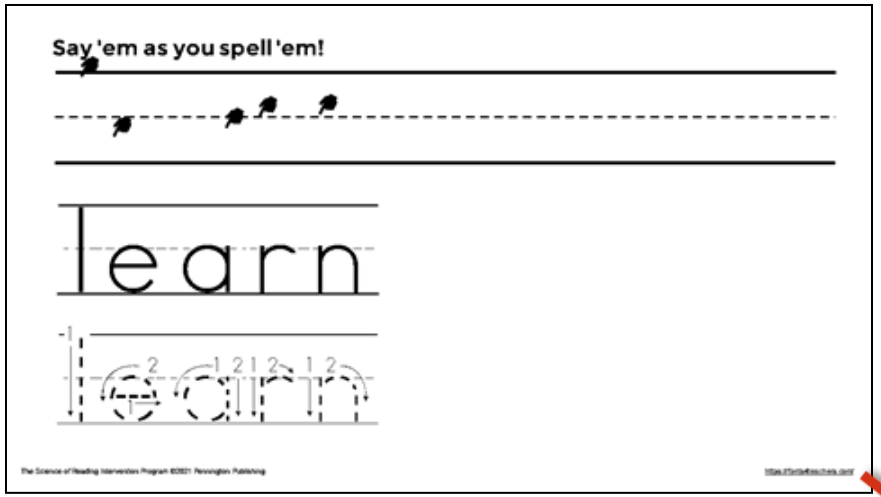


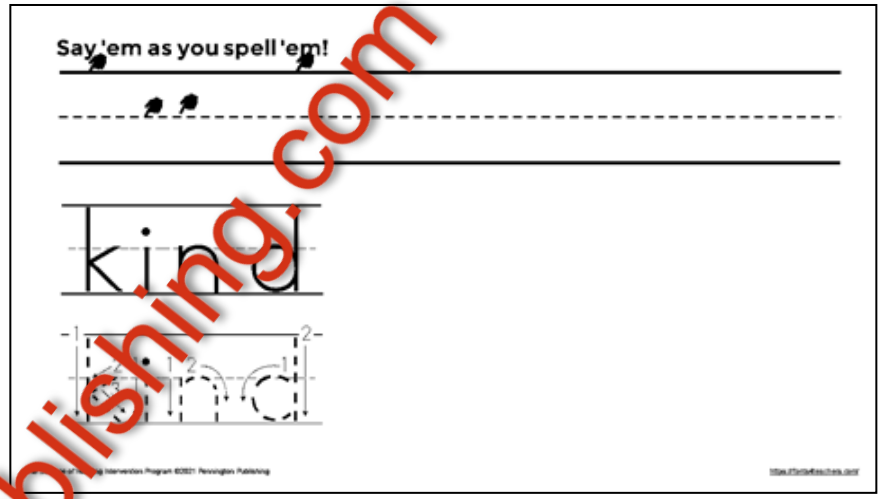


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Lesson 26: Spelling and Handwriting e, _ee, ea, _ie_

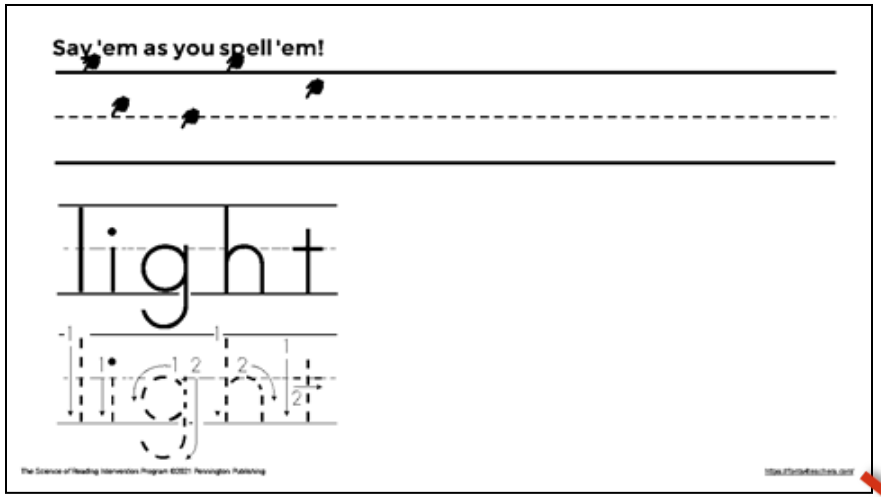


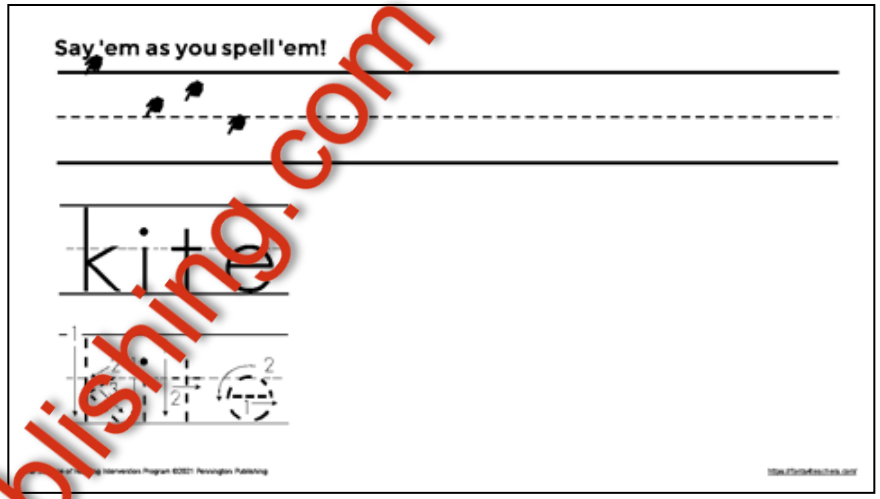


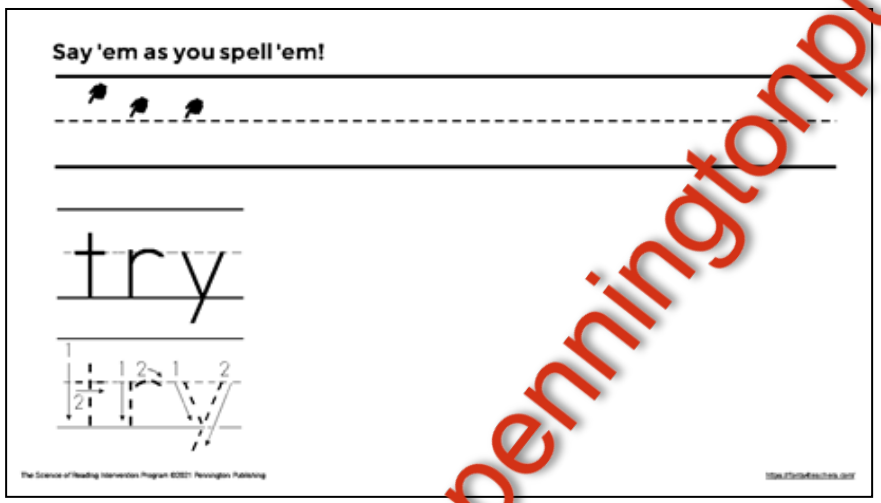
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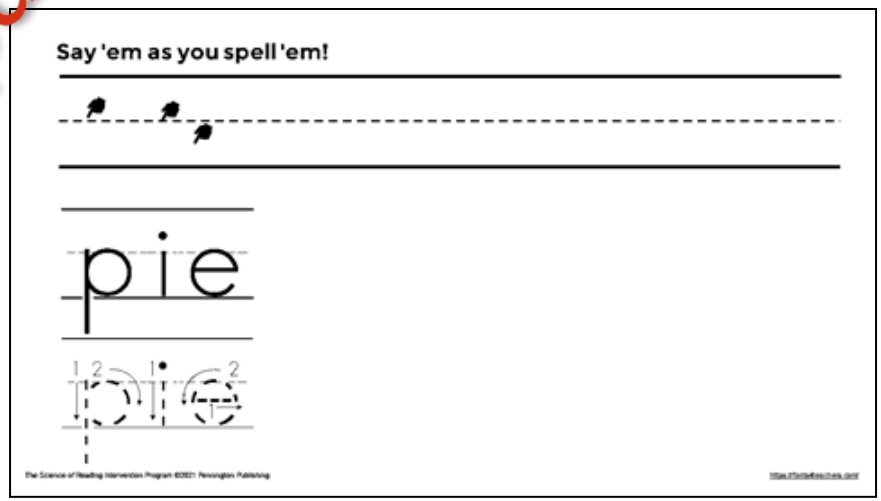
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Lesson 27: Spelling and Handwriting i, _igh, i_e, _y, _ie





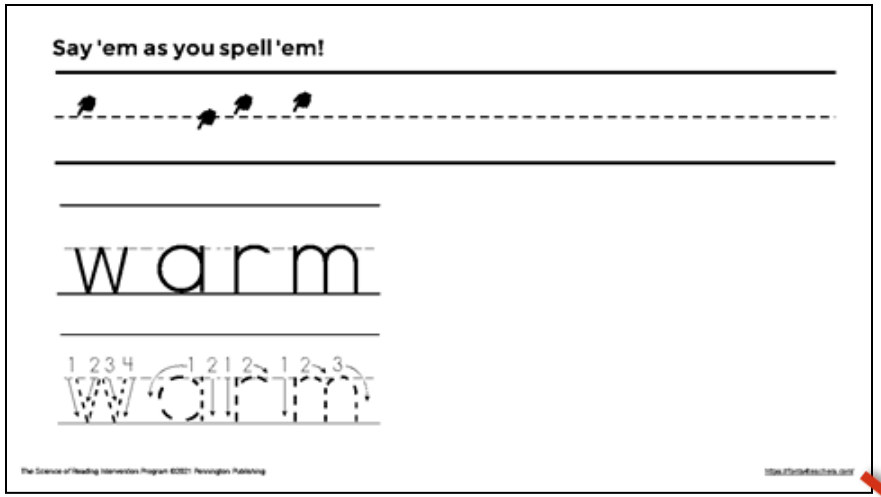


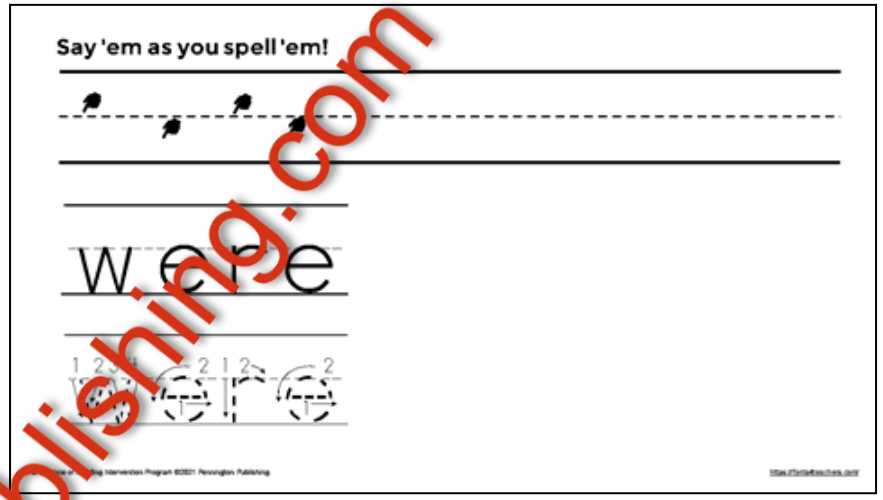


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Lesson 27: Spelling and Handwriting i, _igh, i_e, _y, _ie

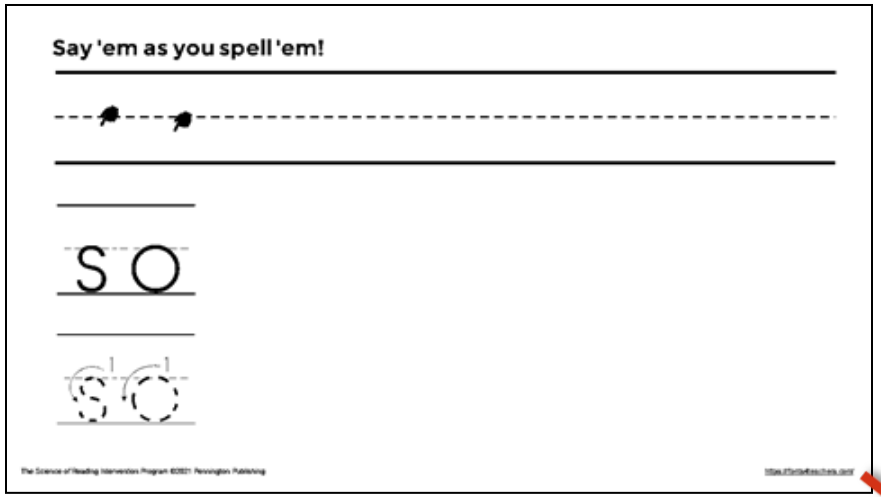


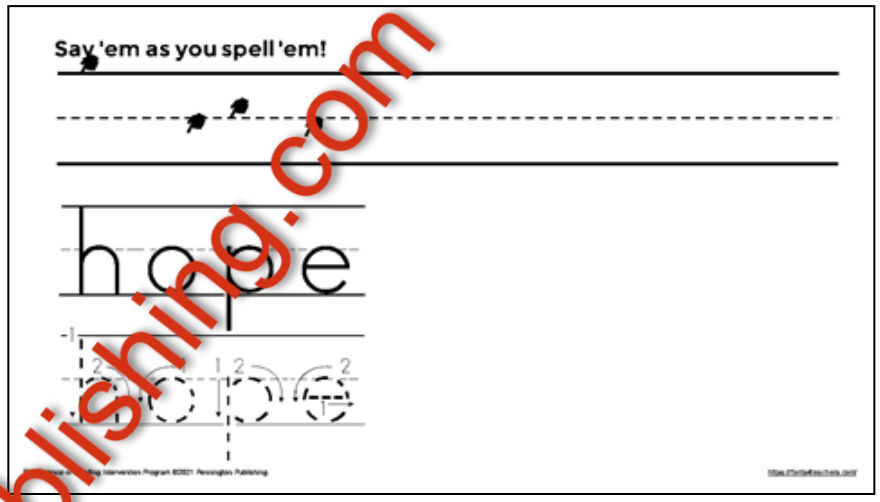


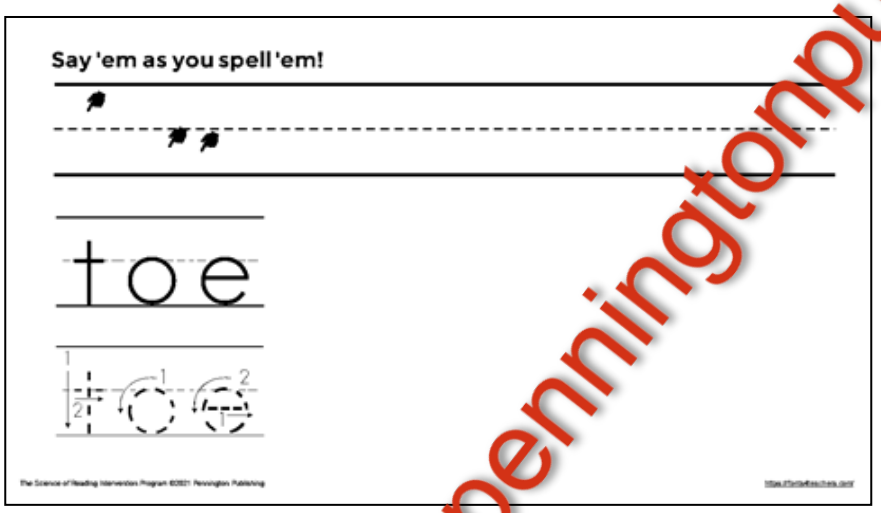
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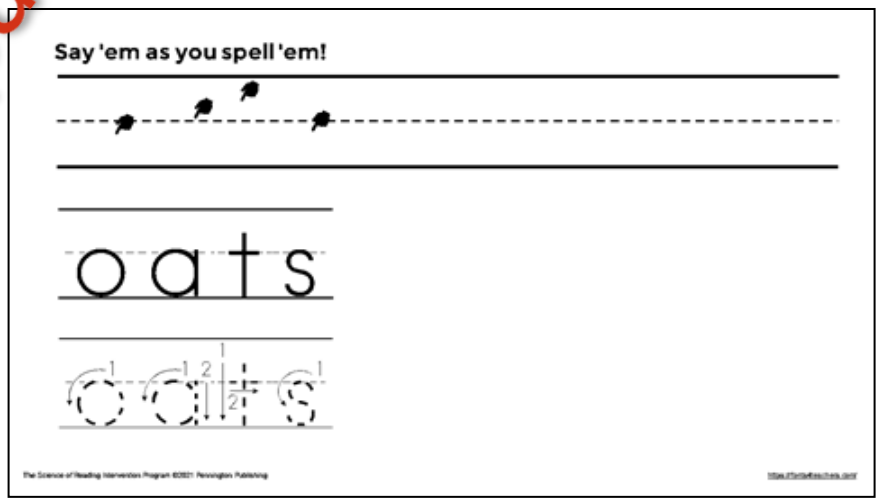
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Lesson 28: Spelling and Handwriting o, o_e, _oe, oa_, ow





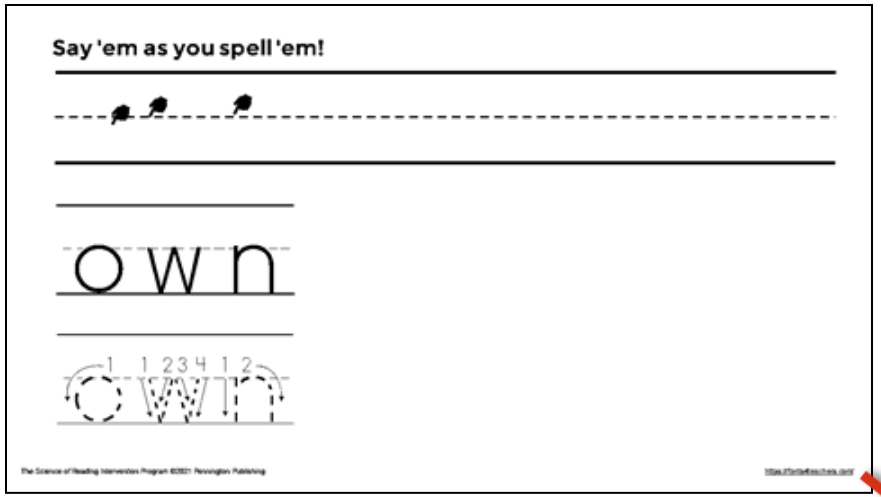


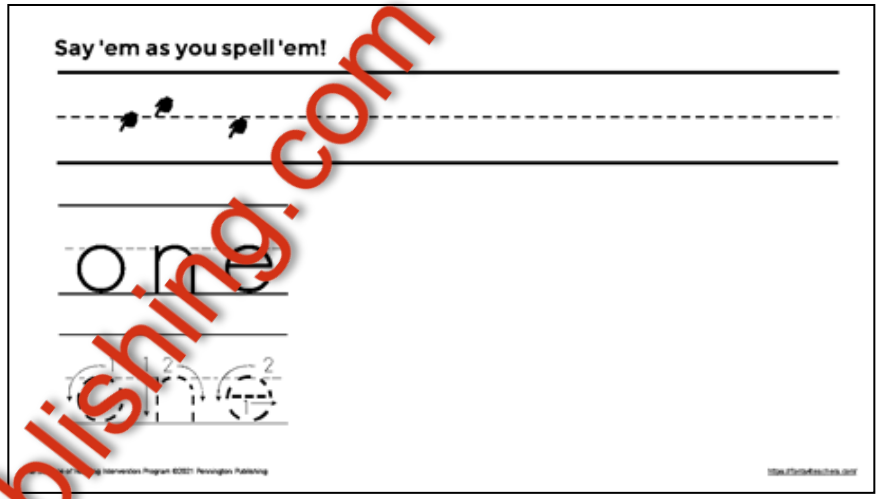


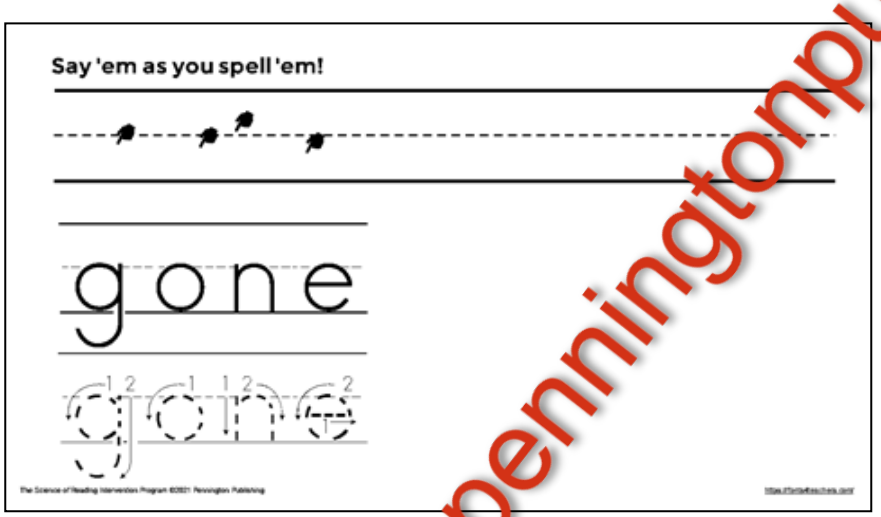
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Lesson 28: Spelling and Handwriting o, o_e, _oe, oa_, ow



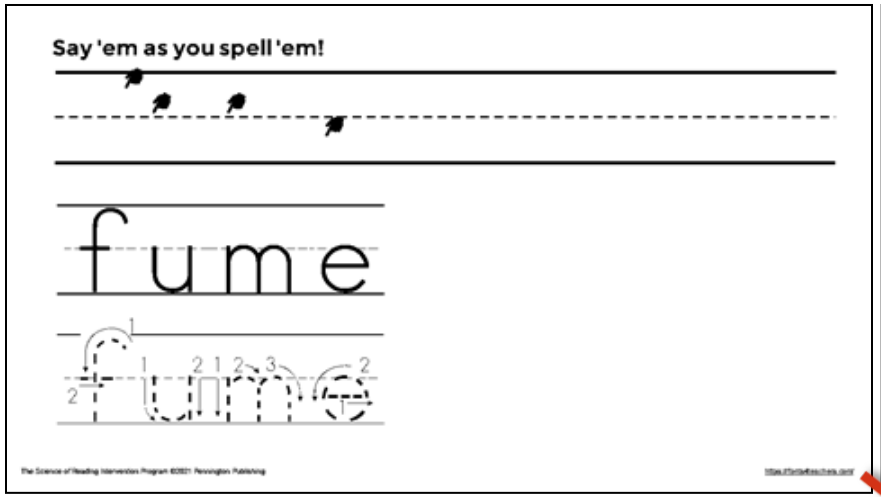


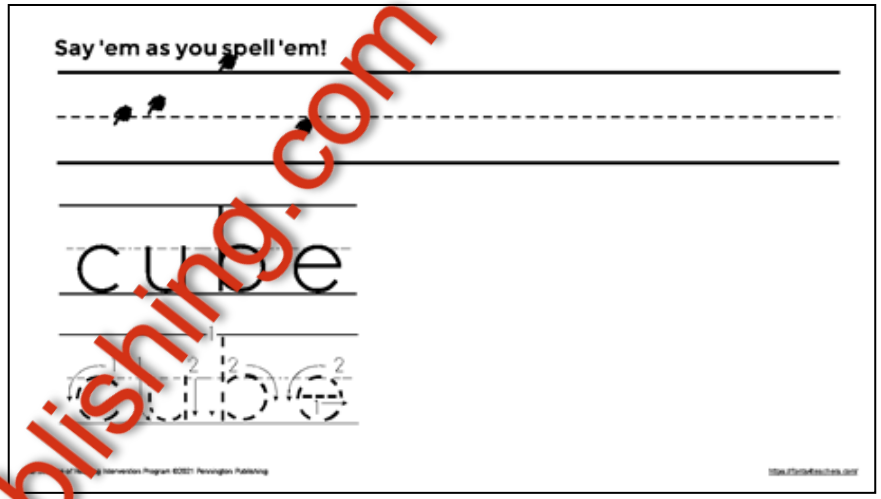


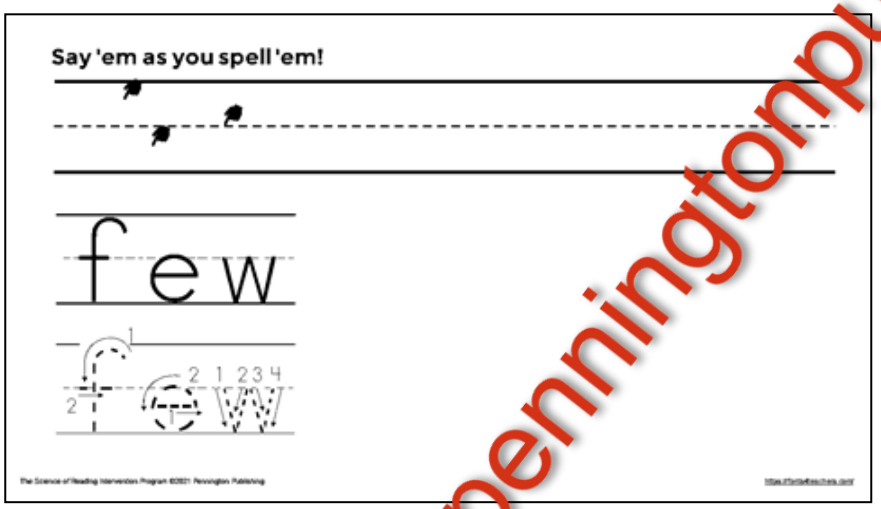
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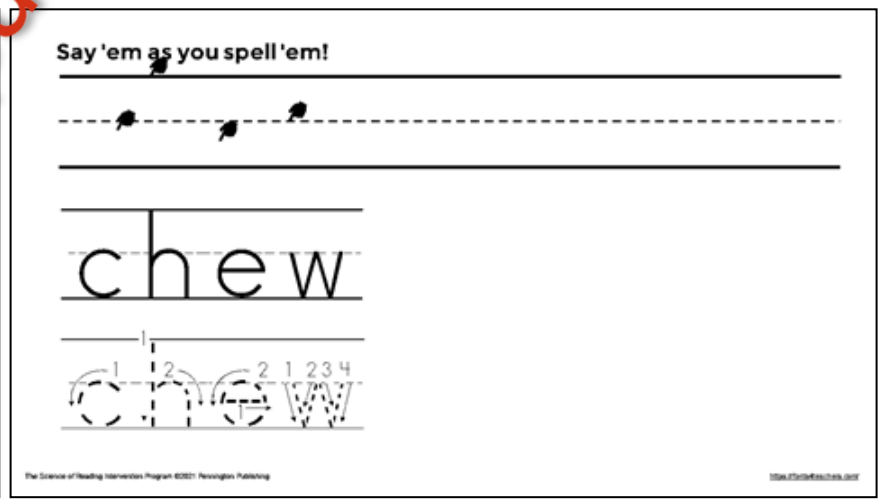
Visual Watermark
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Lesson 29: Spelling and Handwriting u_e, _ew, _ue





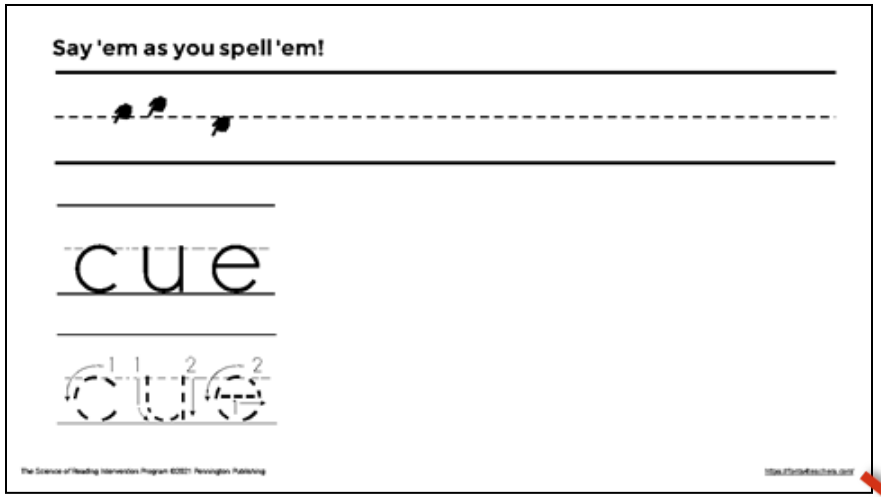


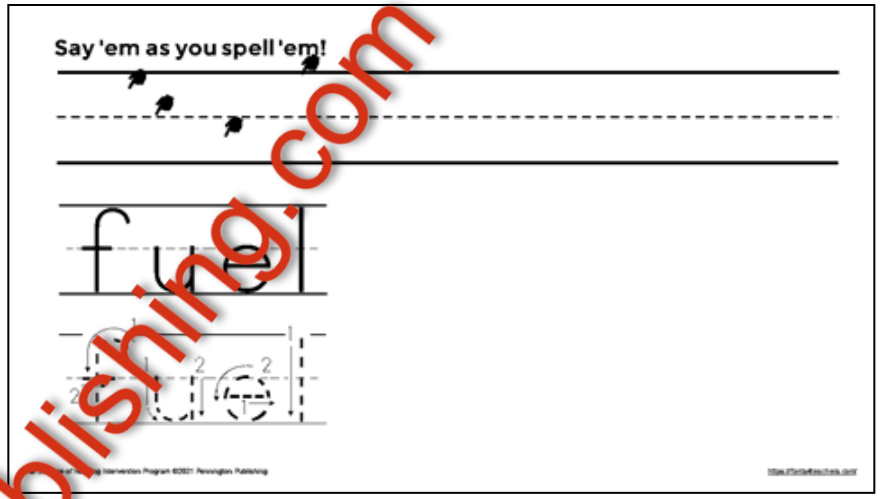


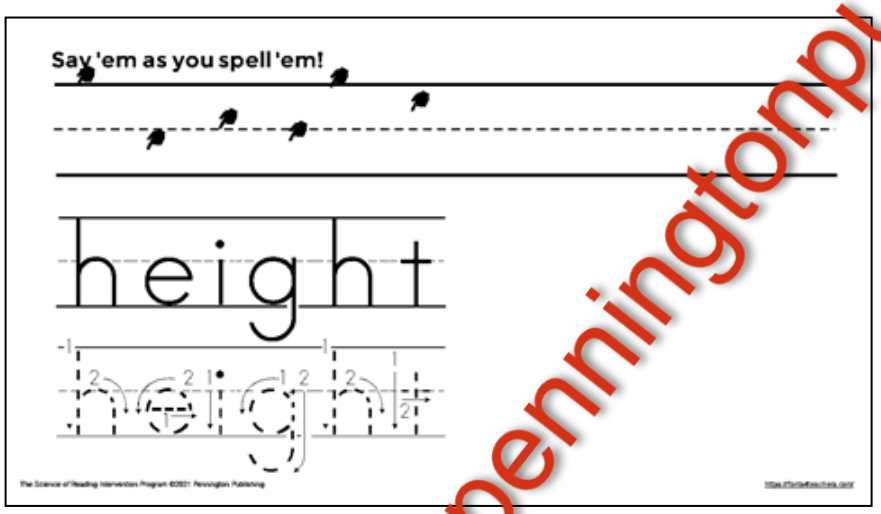
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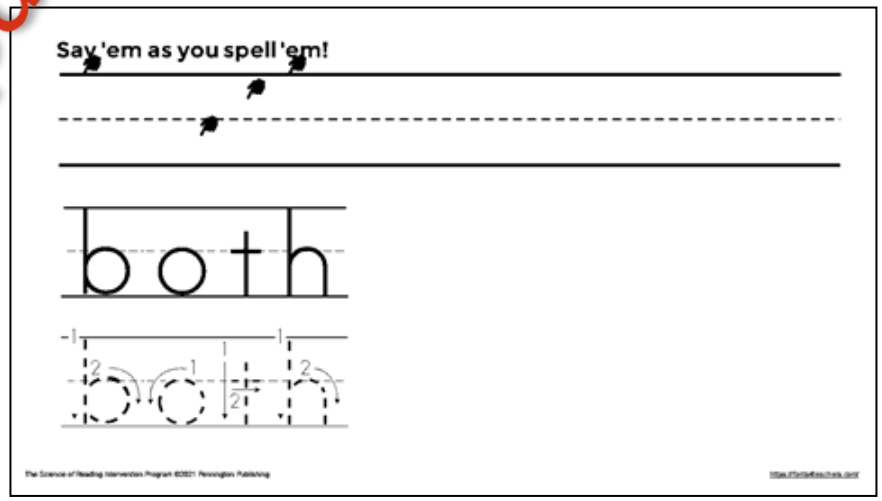
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Lesson 29: Spelling and Handwriting u_e, _ew, _ue





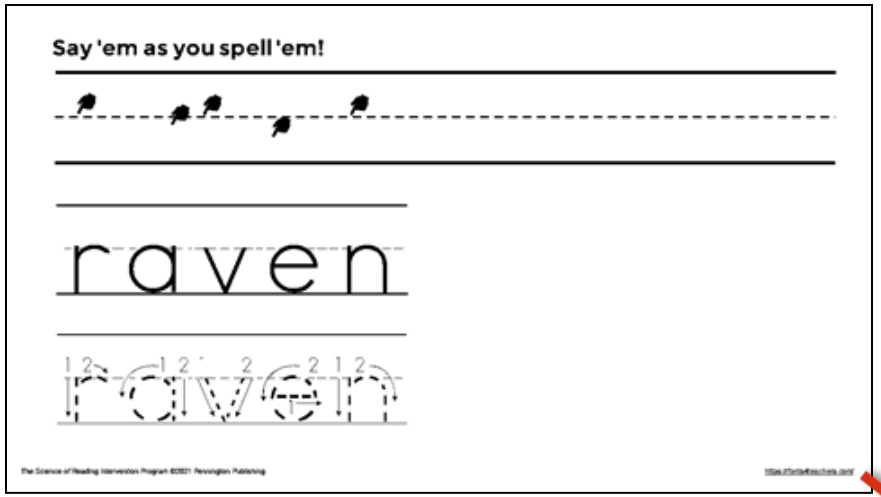


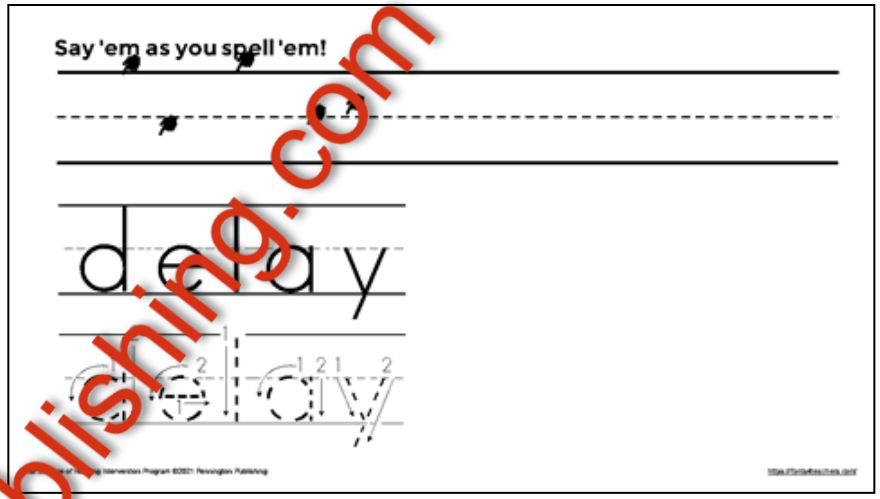


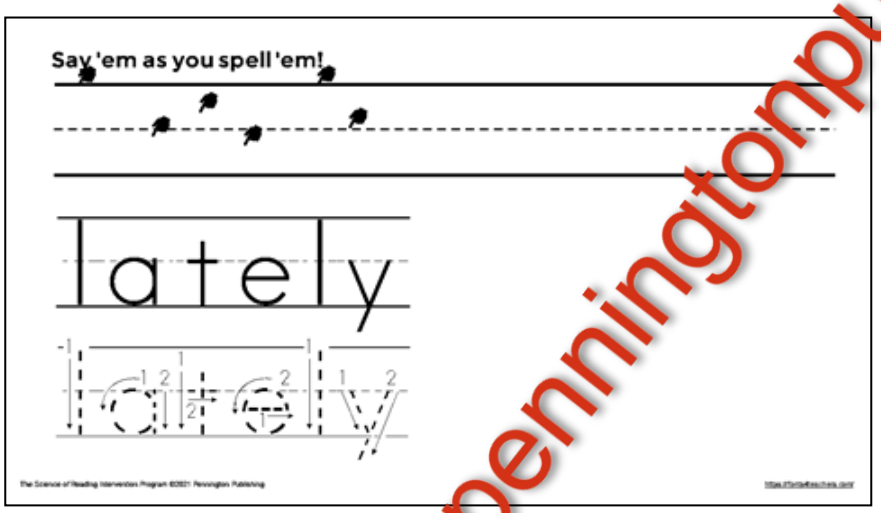
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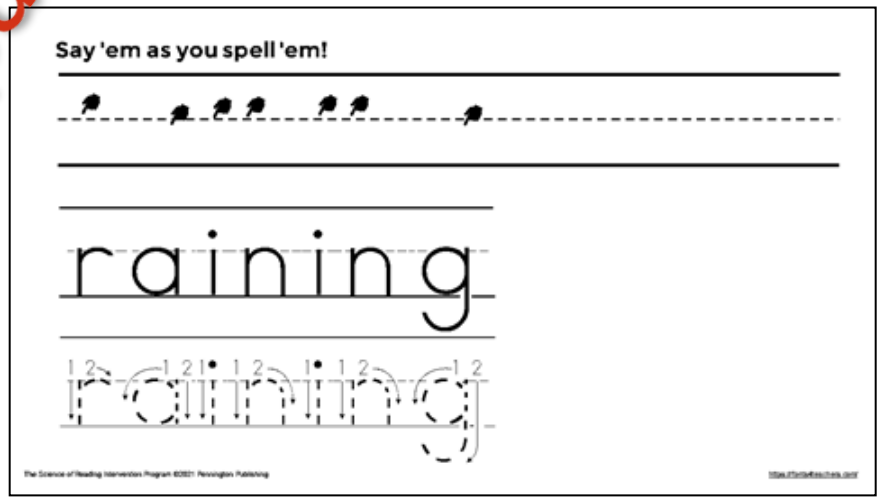
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Lesson 30: Spelling and Handwriting a, _ay, a_e, ai_, ei[gh]





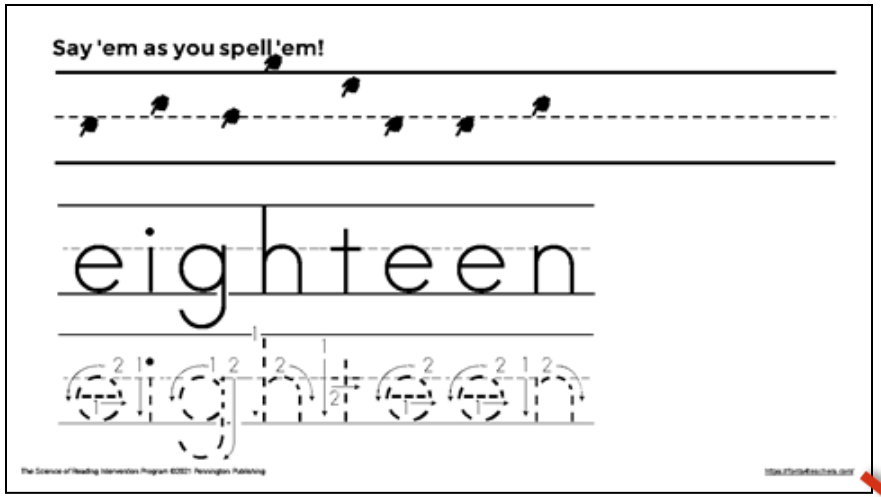


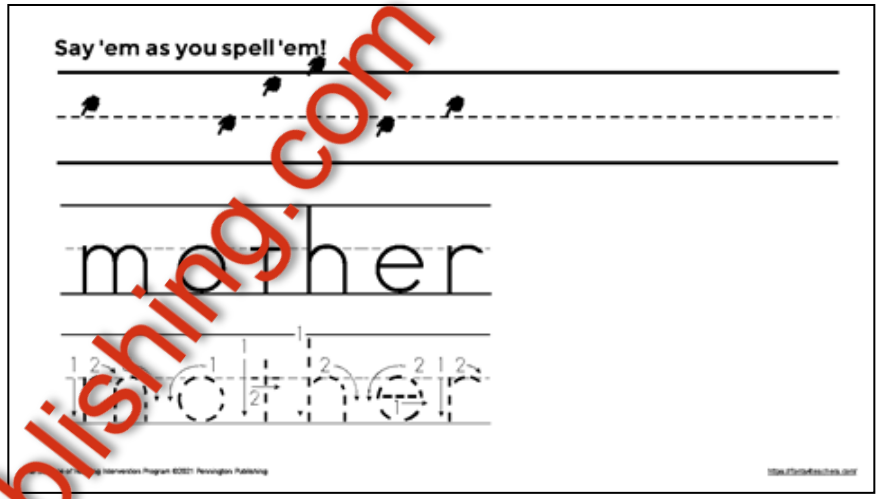


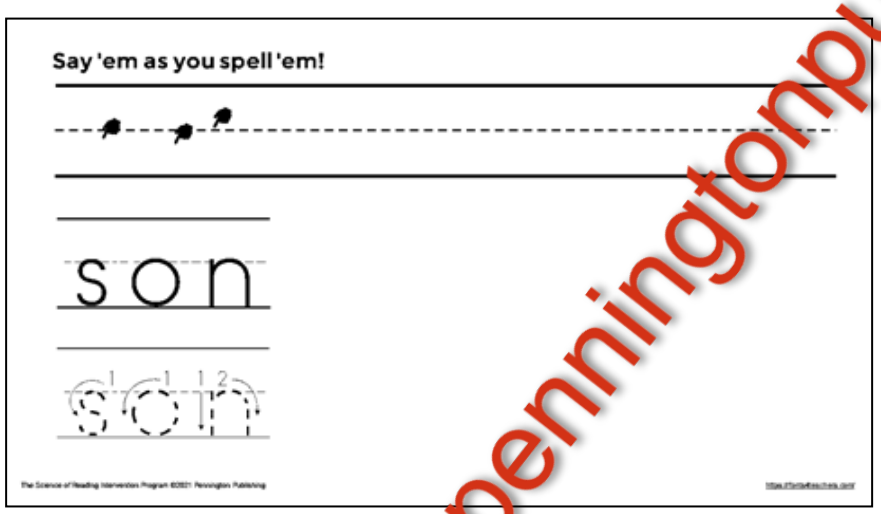
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Lesson 30: Spelling and Handwriting a, _ay, a_e, ai_, ei[gh]



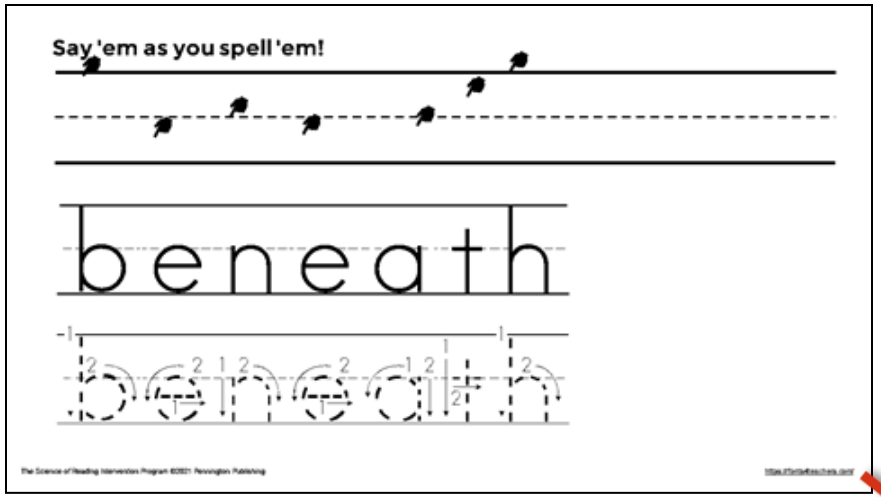


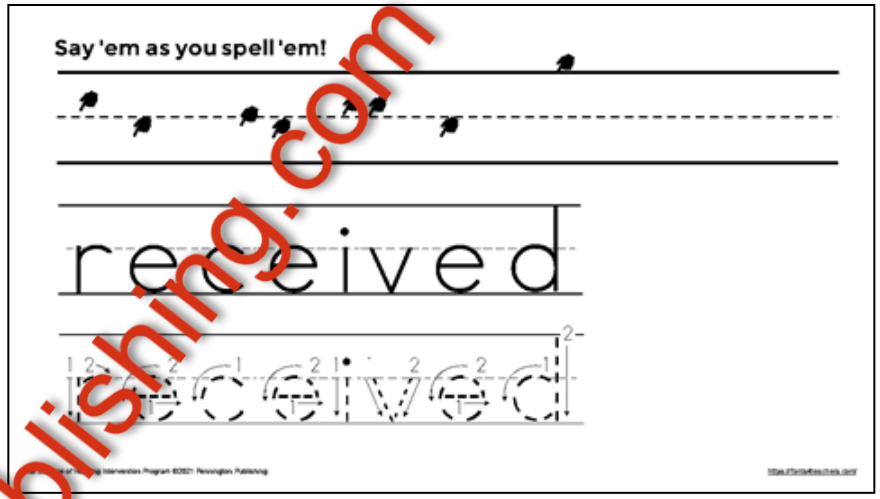


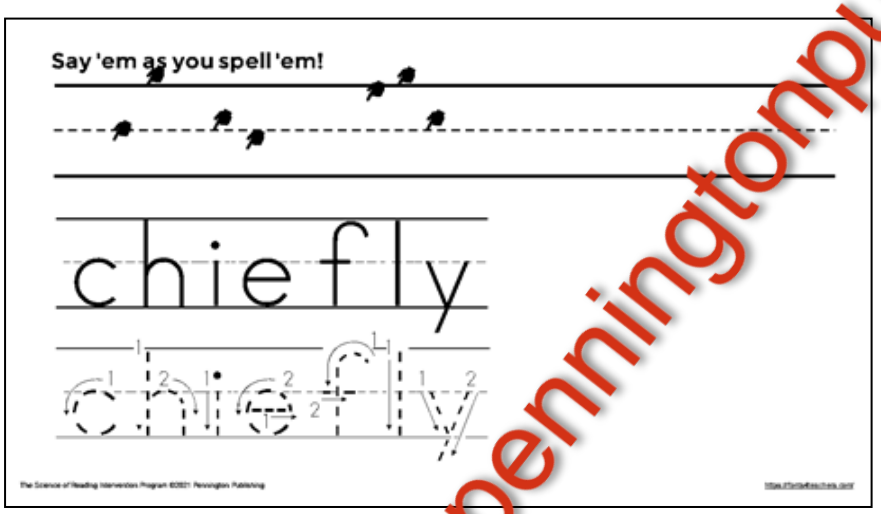
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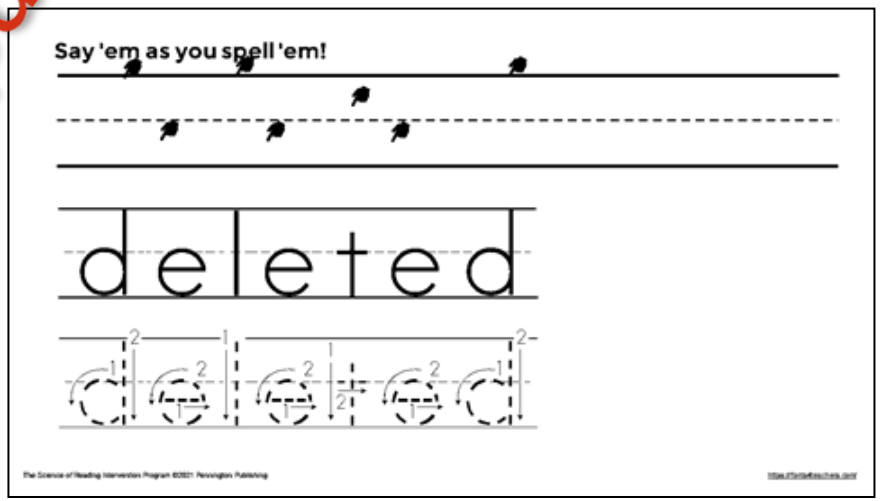
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Lesson 31: Spelling and Handwriting e, _ee, ea, [c]ei, _ie_, e_e, _y, _ey





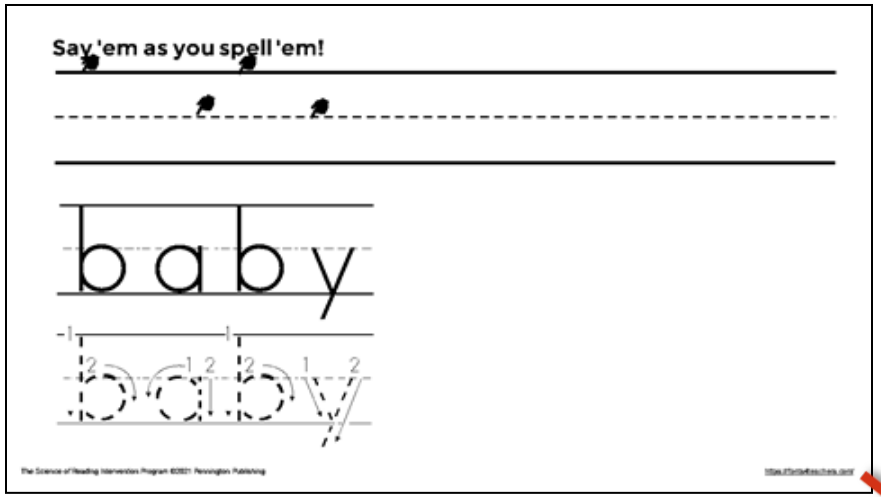


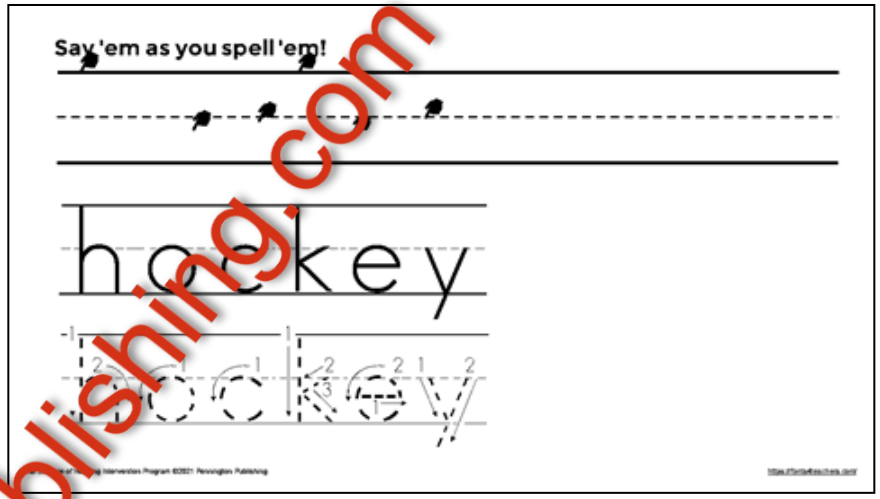


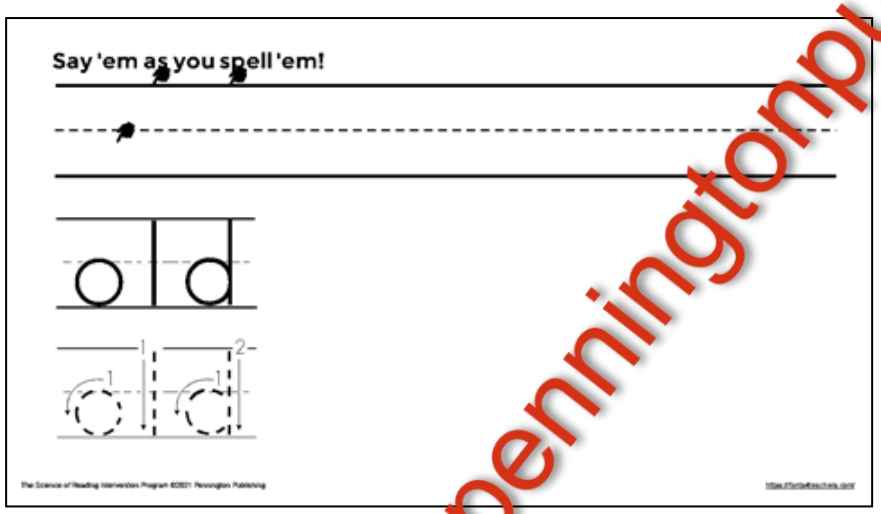
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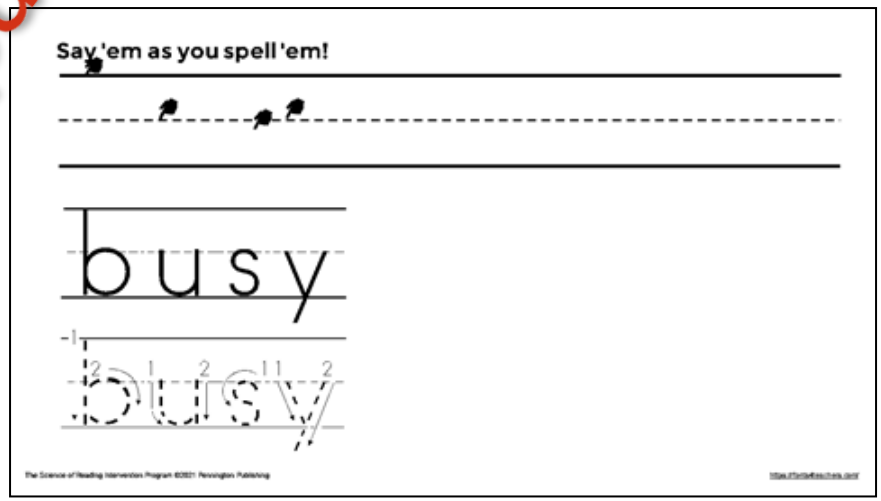
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Lesson 31: Spelling and Handwriting e, _ee, ea, [c]ei, _ie_, e_e, _y, _ey





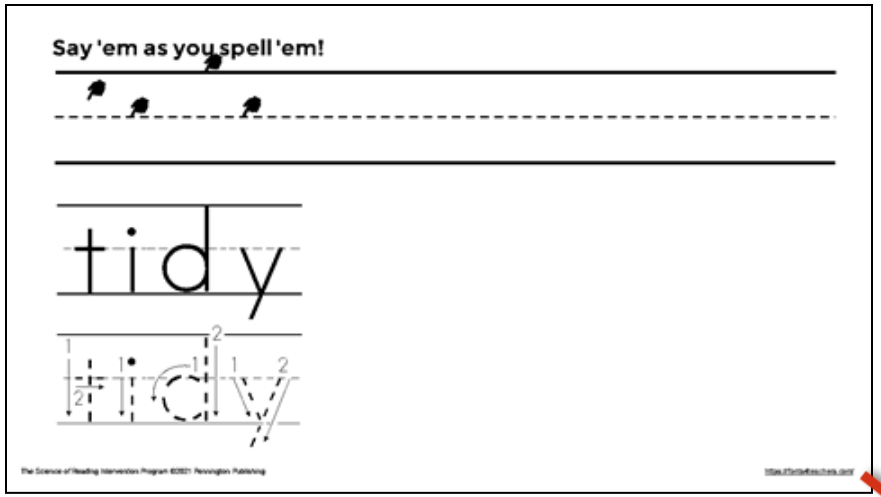


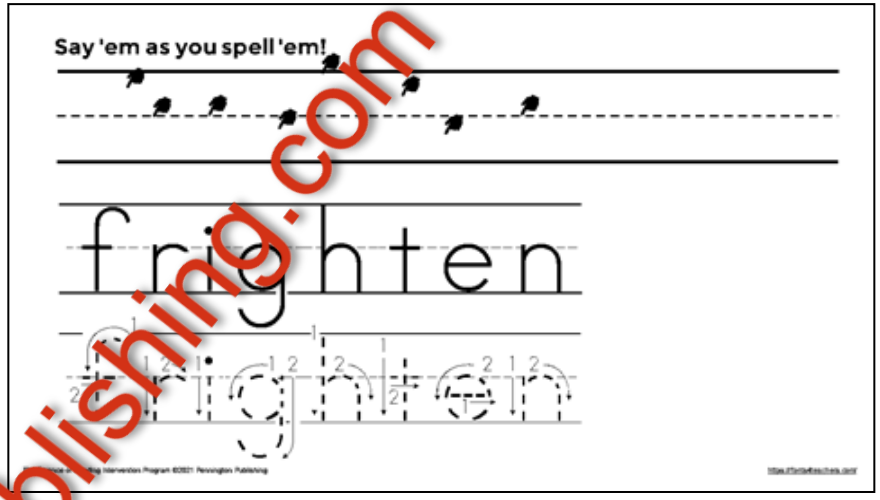


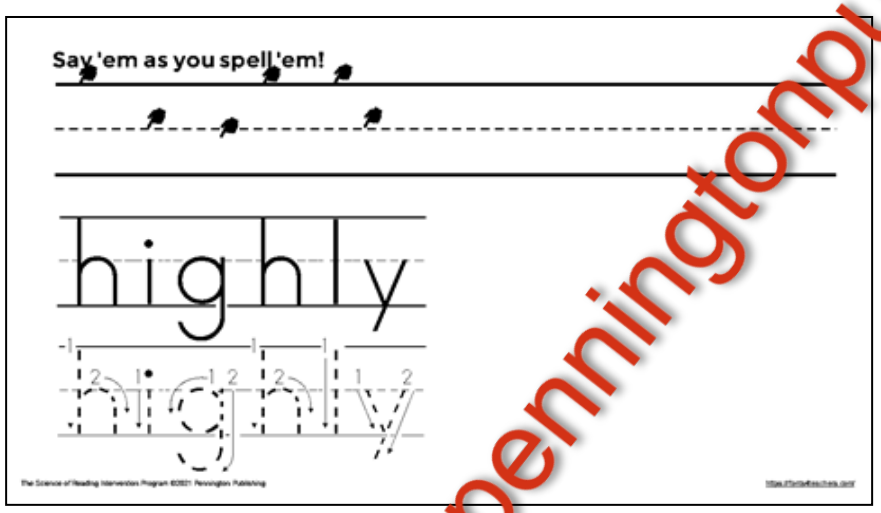
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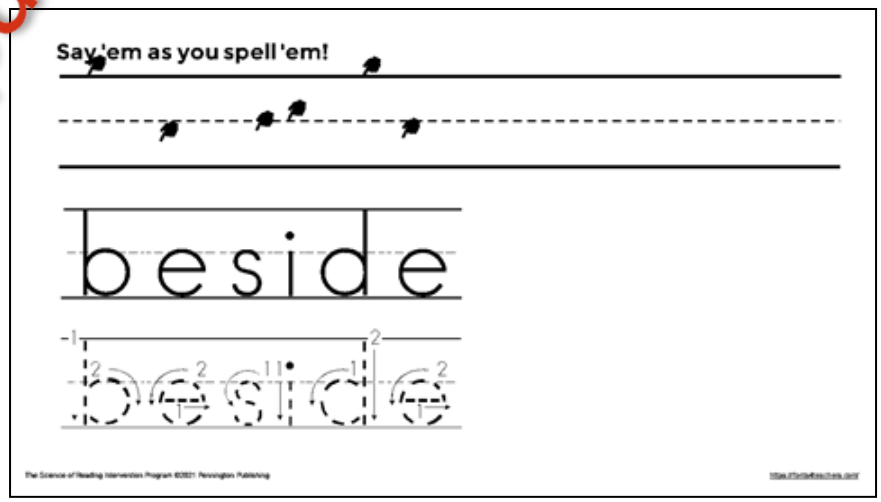
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Lesson 32: Spelling and Handwriting i, _igh, i_e, _y, _ie





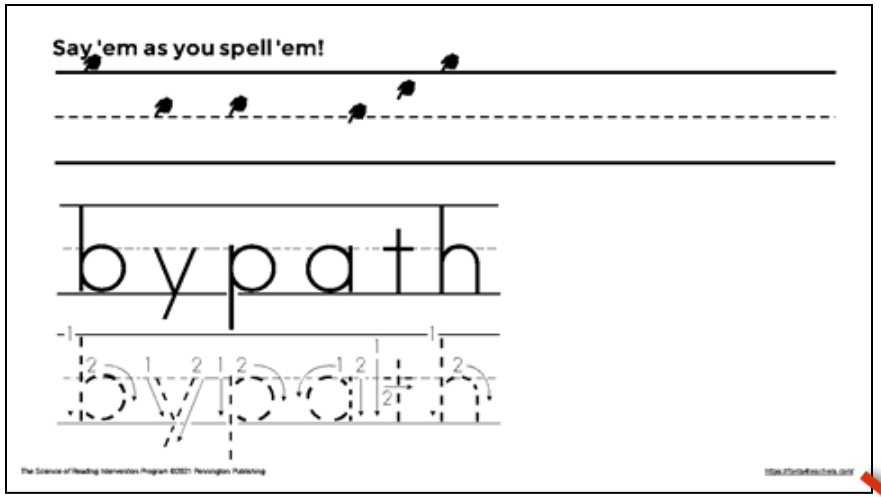


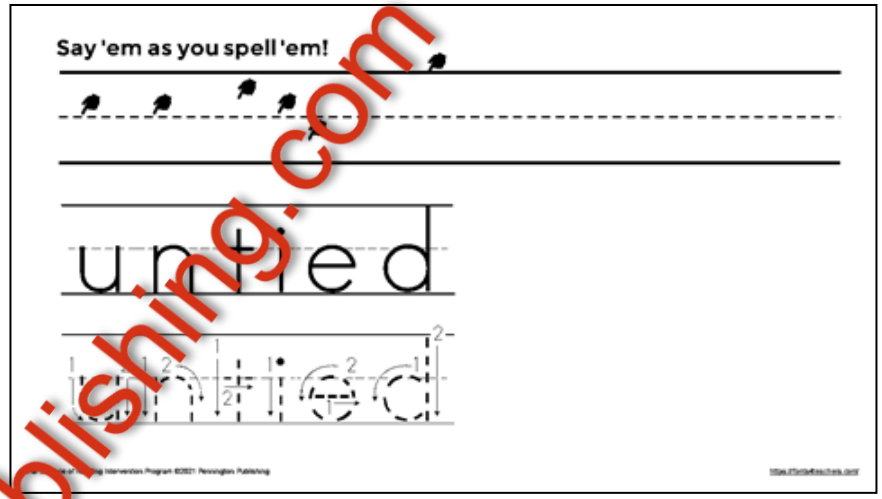


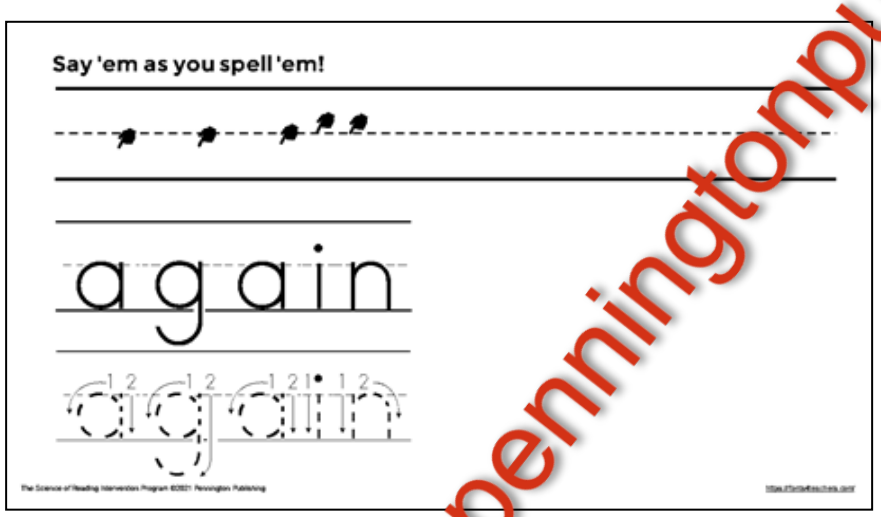
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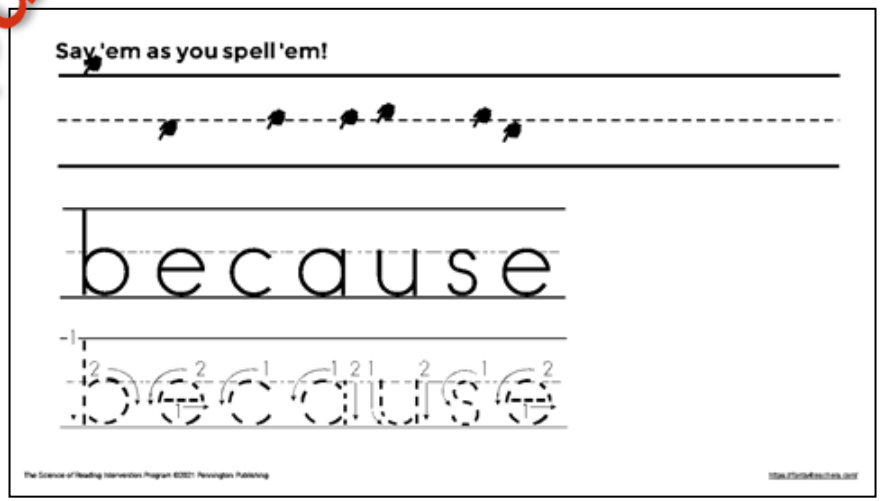
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Lesson 32: Spelling and Handwriting i, _igh, i_e, _y, _ie





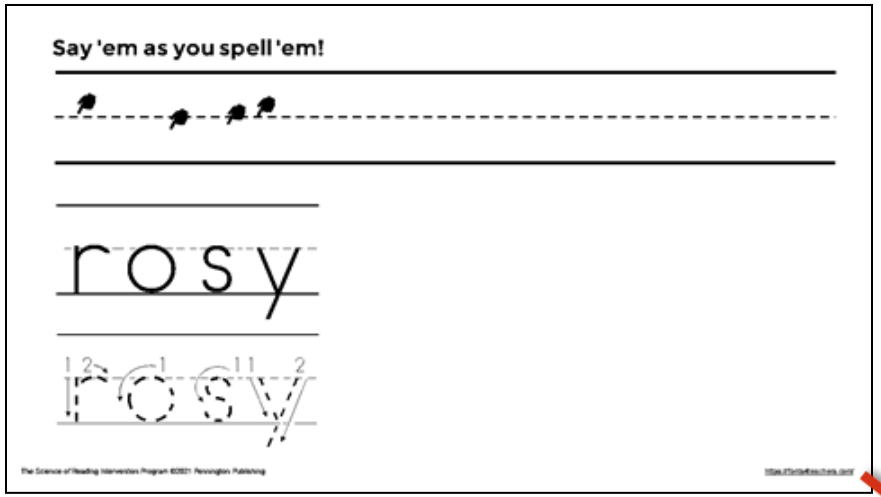


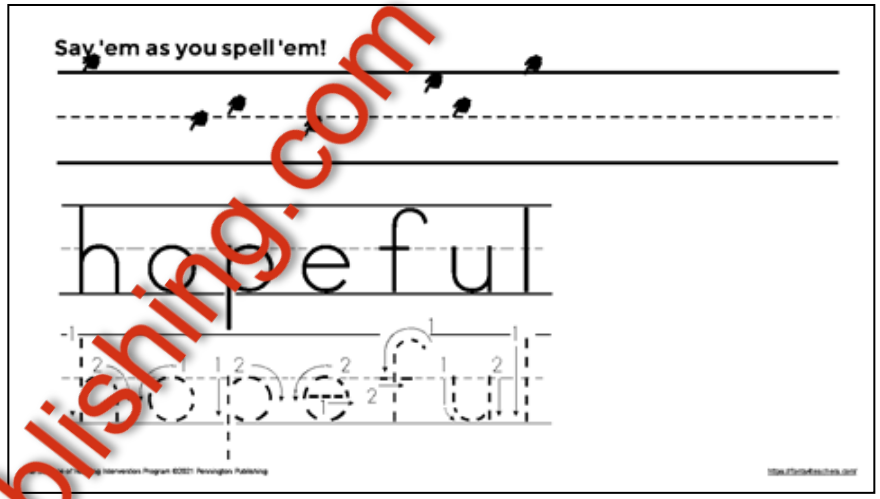


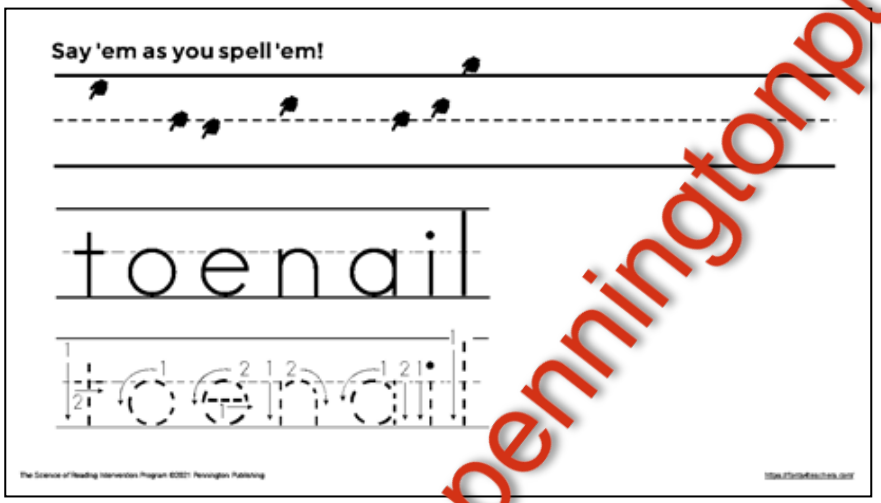
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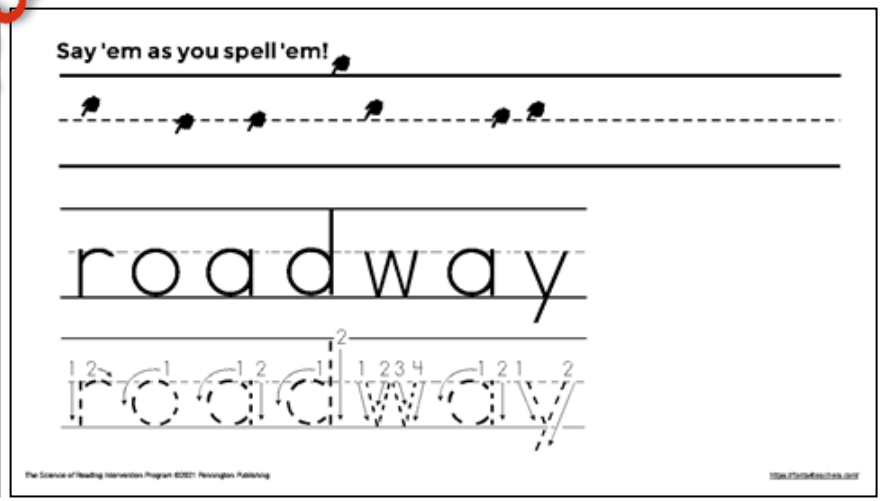
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Lesson 33: Spelling and Handwriting o, o_e, _oe, oa_, ow





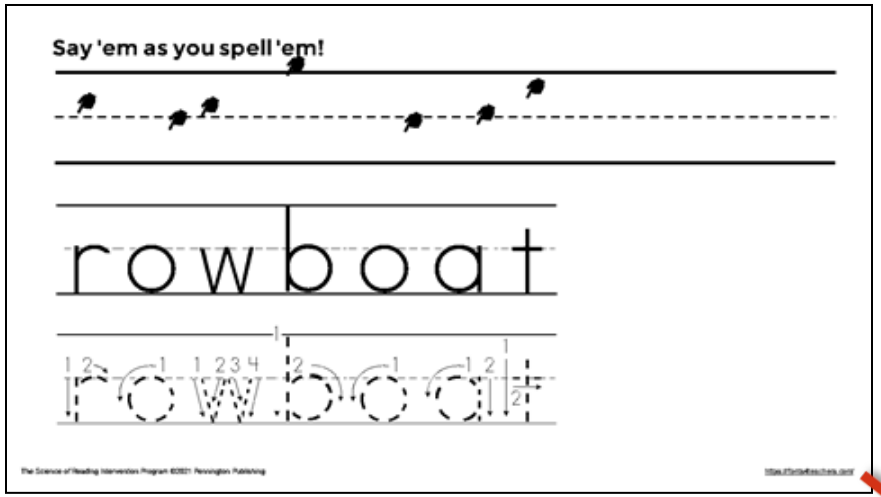


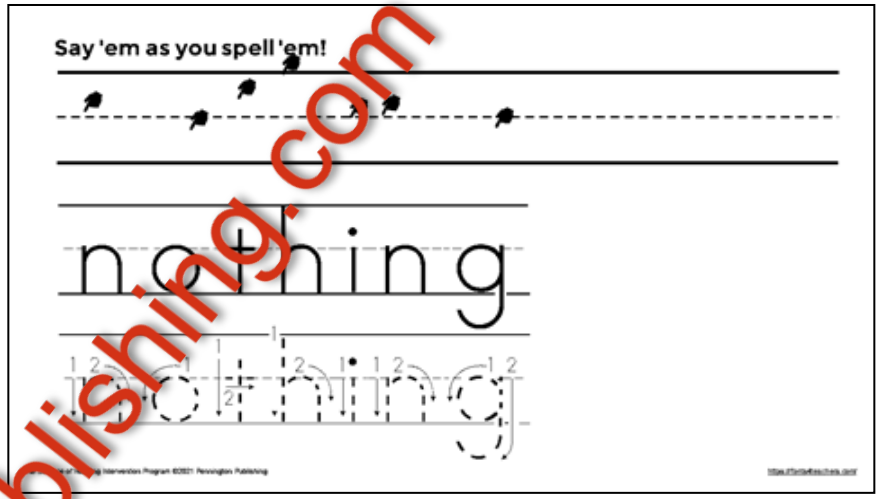


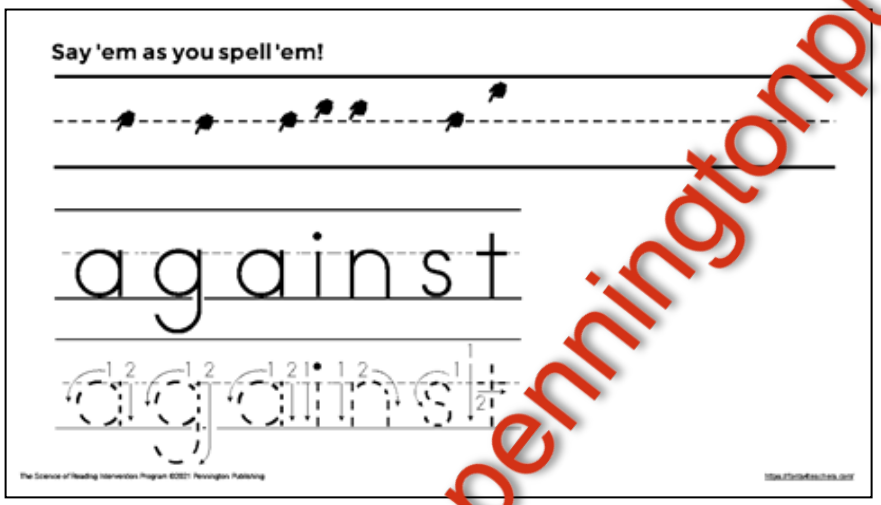
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Lesson 33: Spelling and Handwriting o, o_e, _oe, oa_, ow



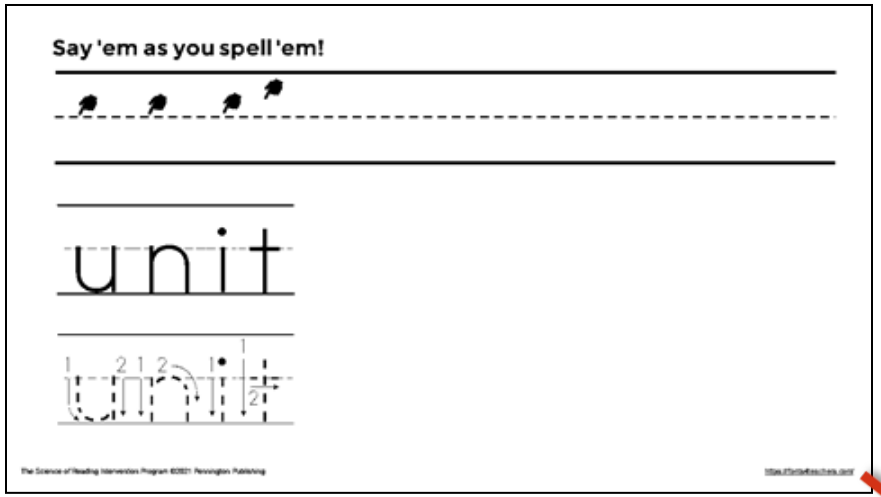


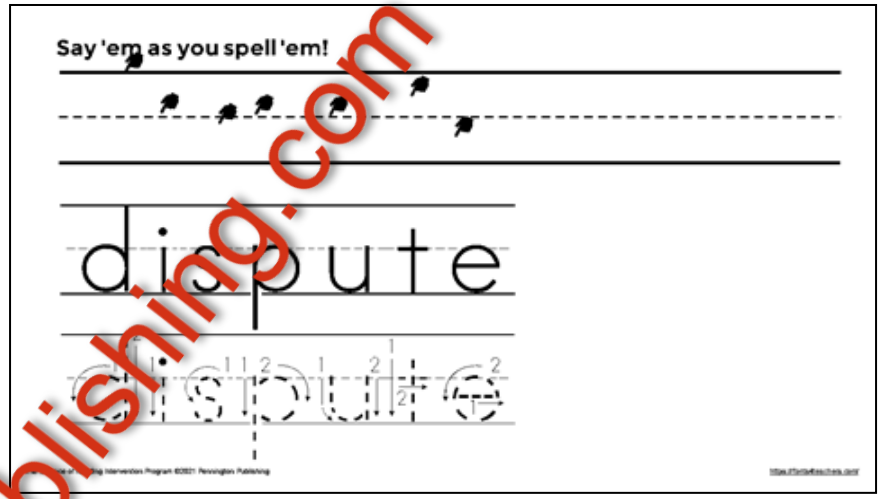


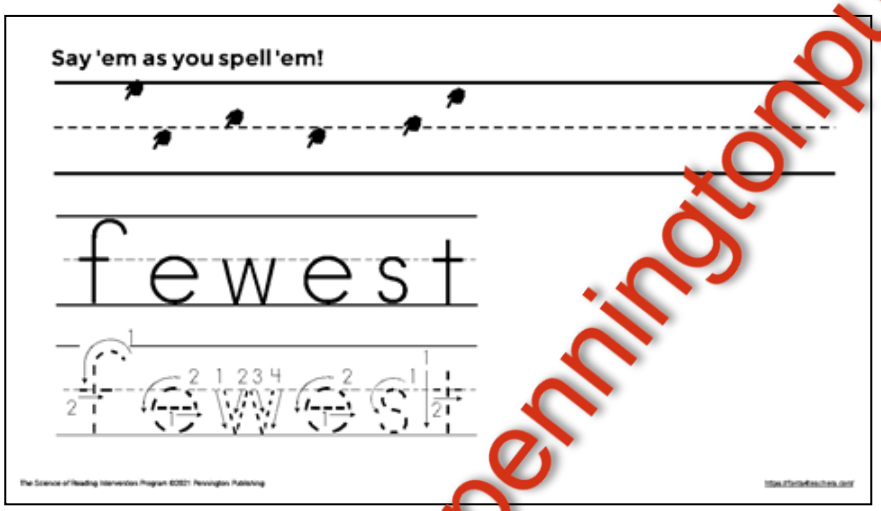
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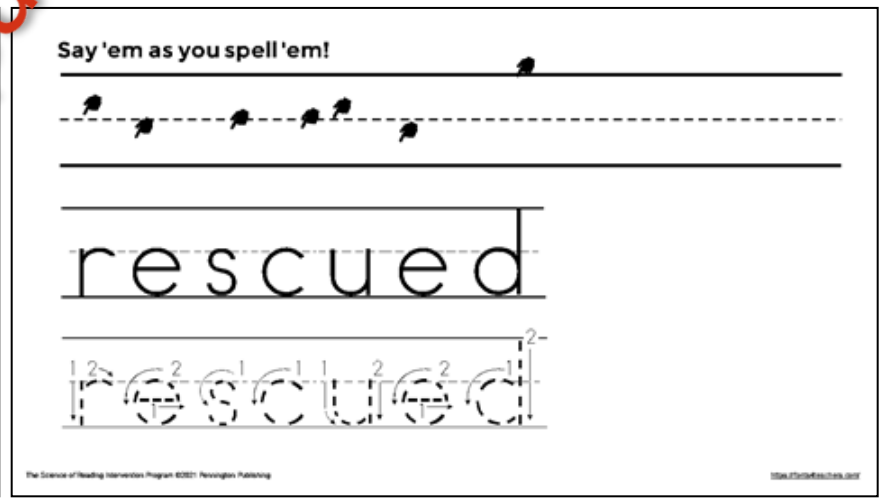
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Lesson 34: Spelling and Handwriting u, u_e, _ew, _ue





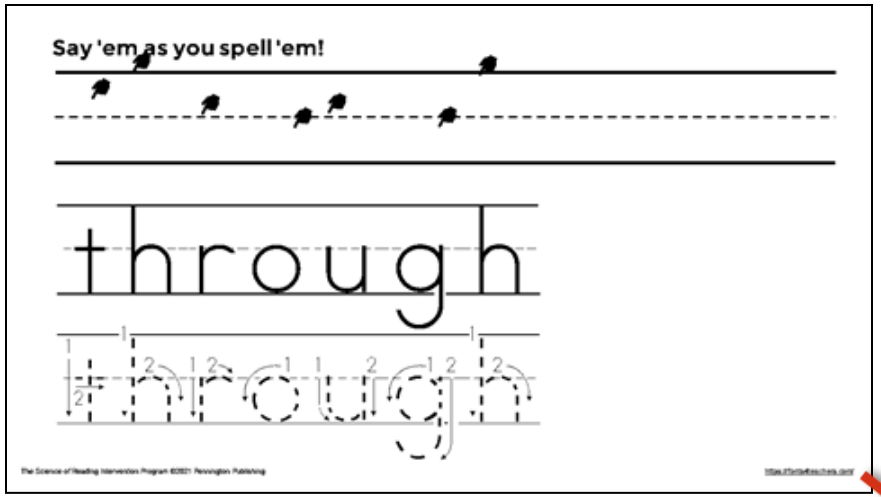


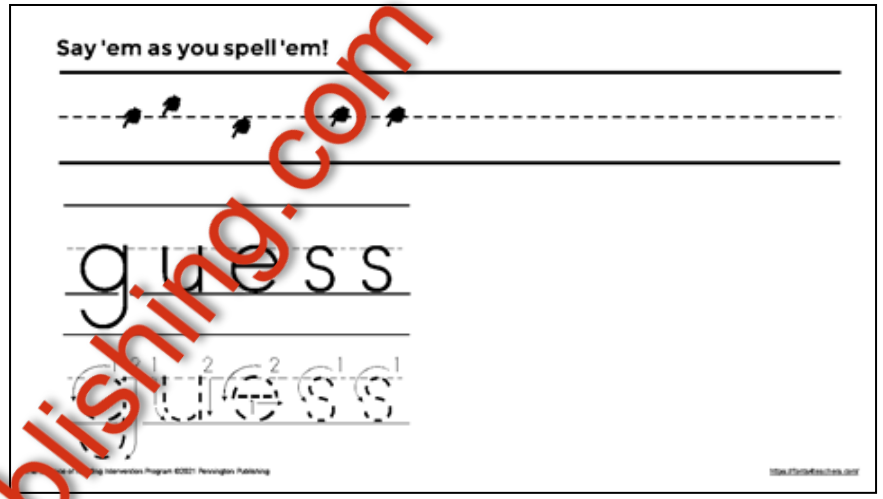


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Lesson 34: Spelling and Handwriting u, u_e, _ew, _ue

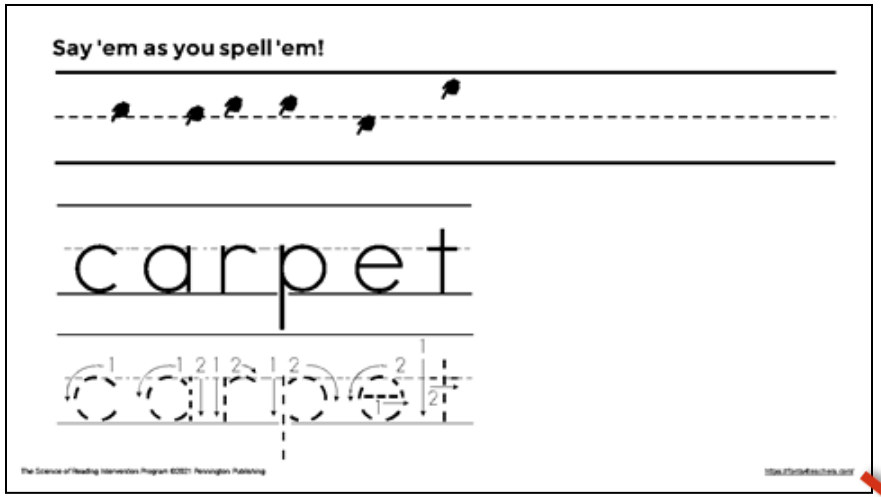




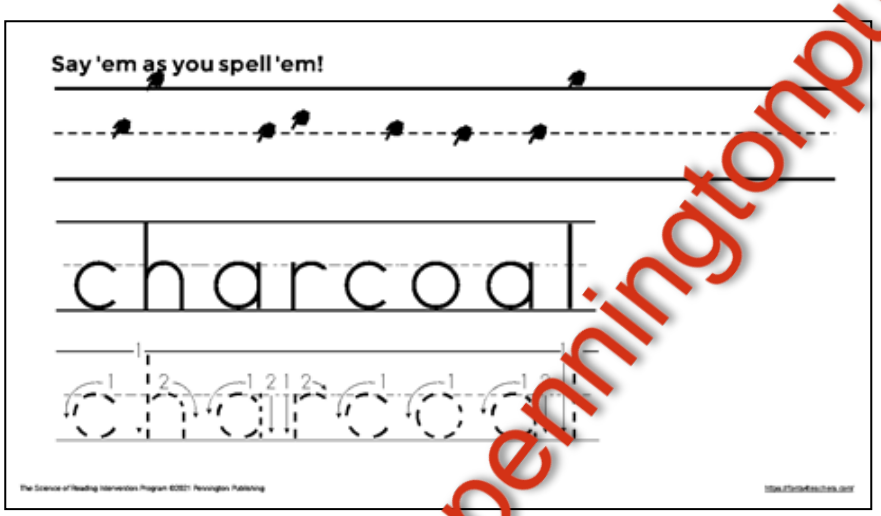
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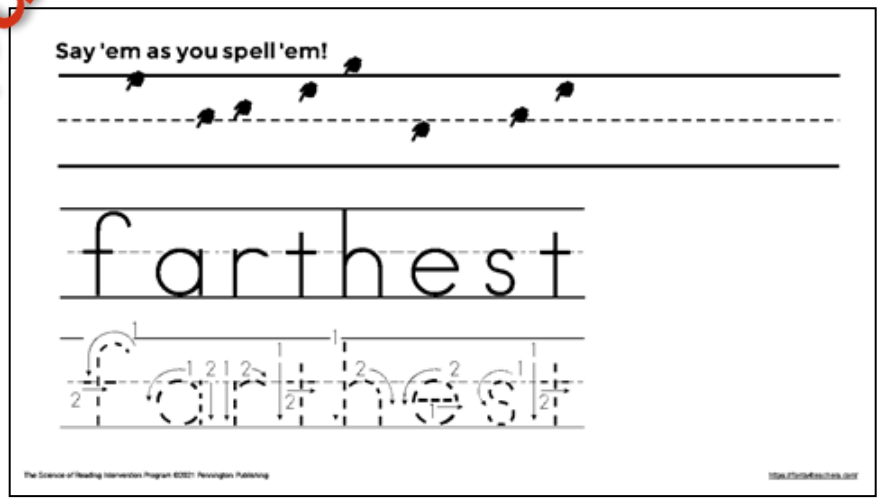
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Lesson 35: Spelling and Handwriting ar





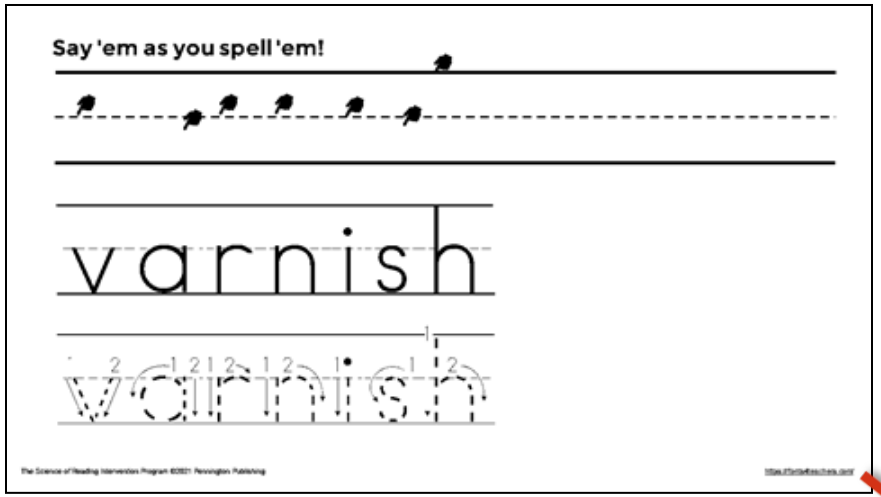


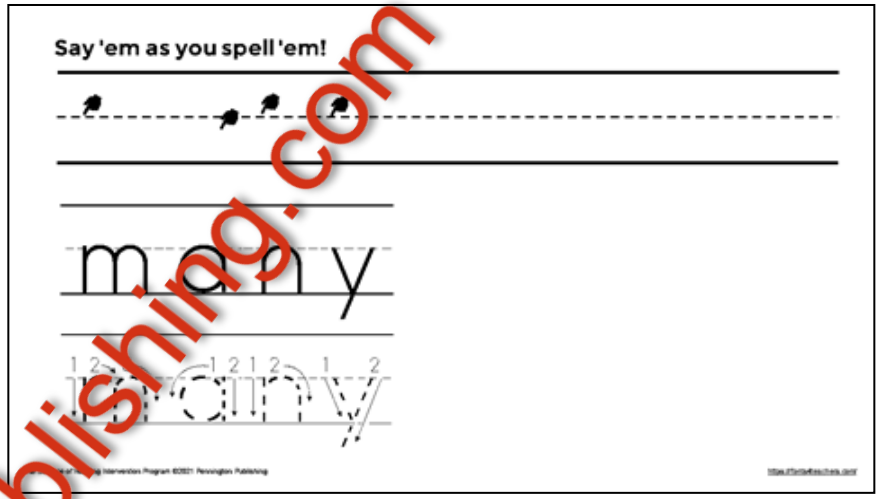


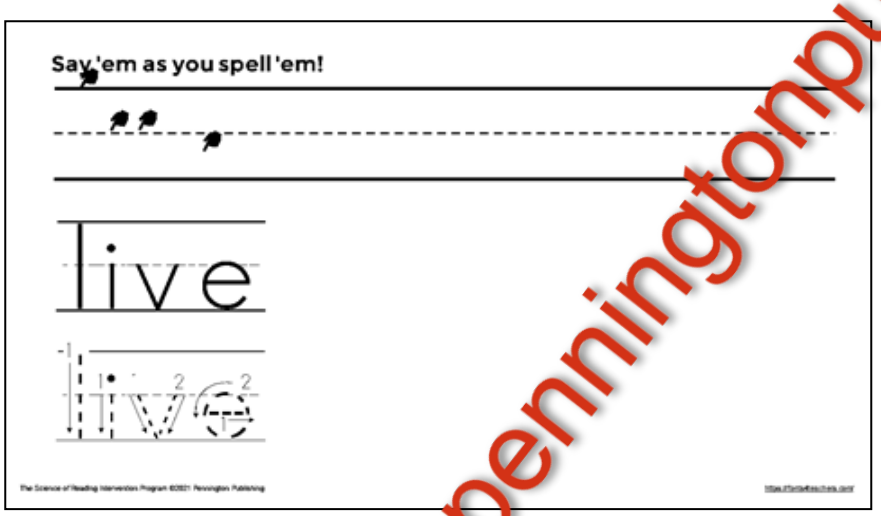
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Lesson 35: Spelling and Handwriting ar



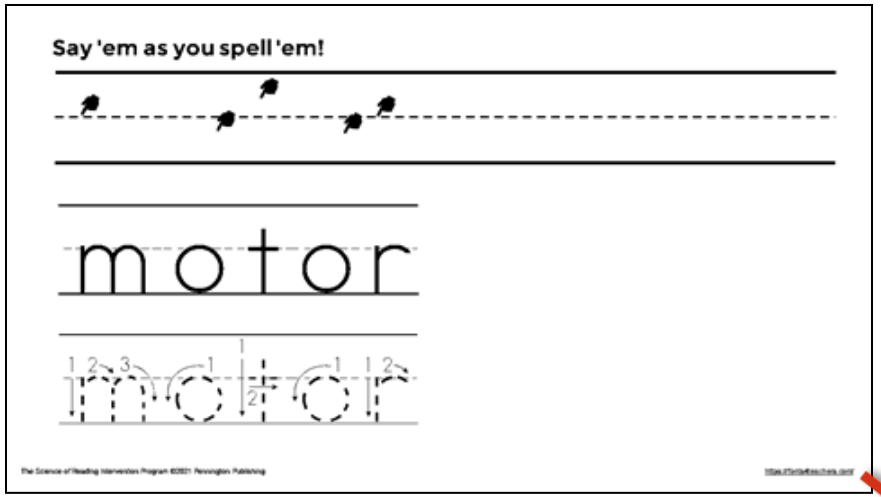


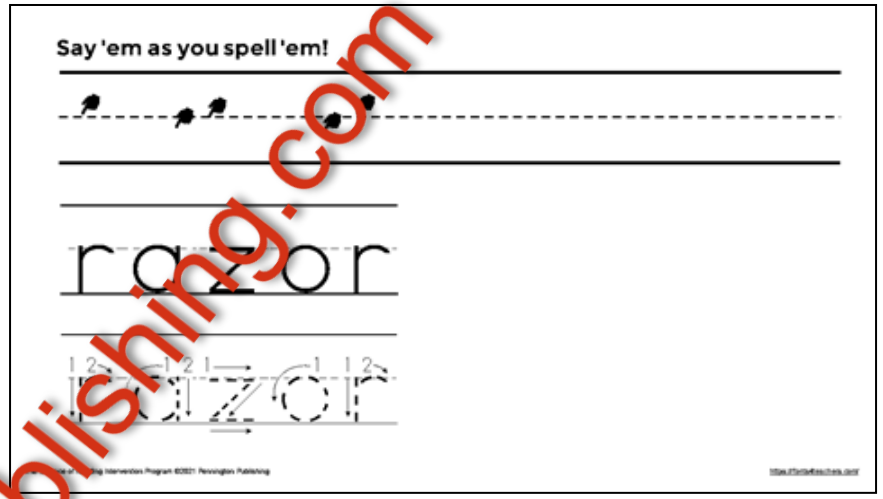


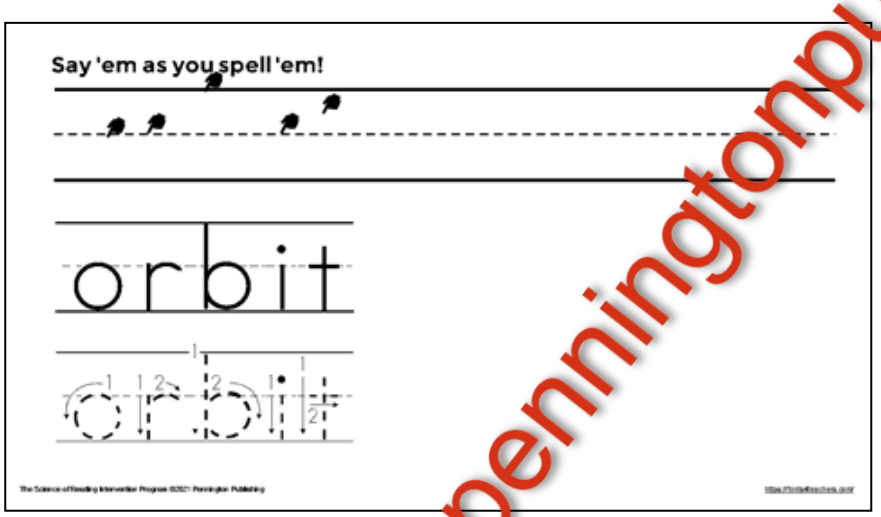
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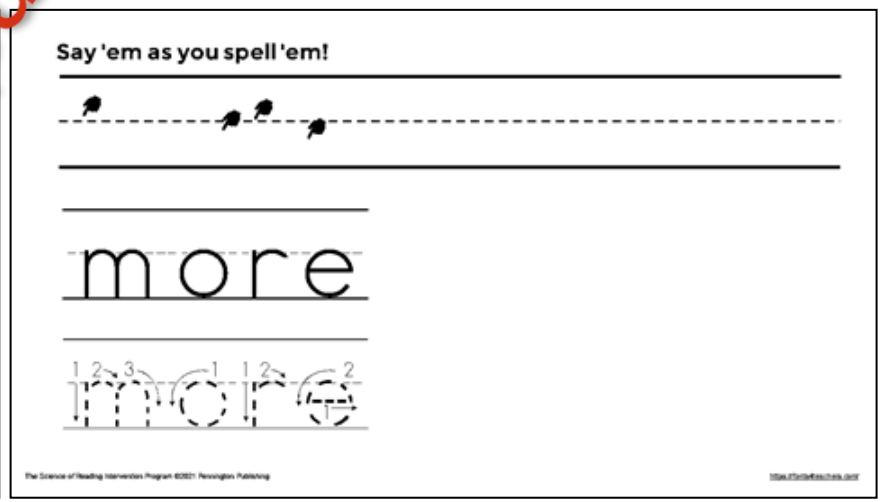
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Lesson 36: Spelling and Handwriting or, ore





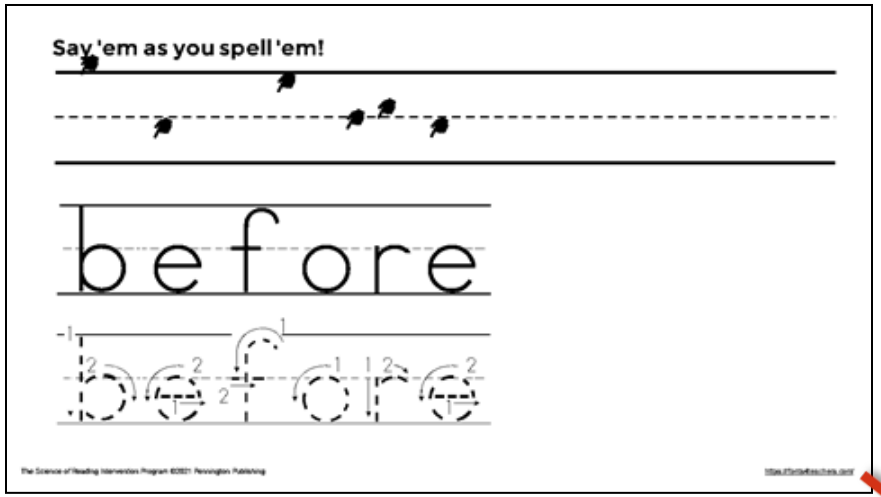


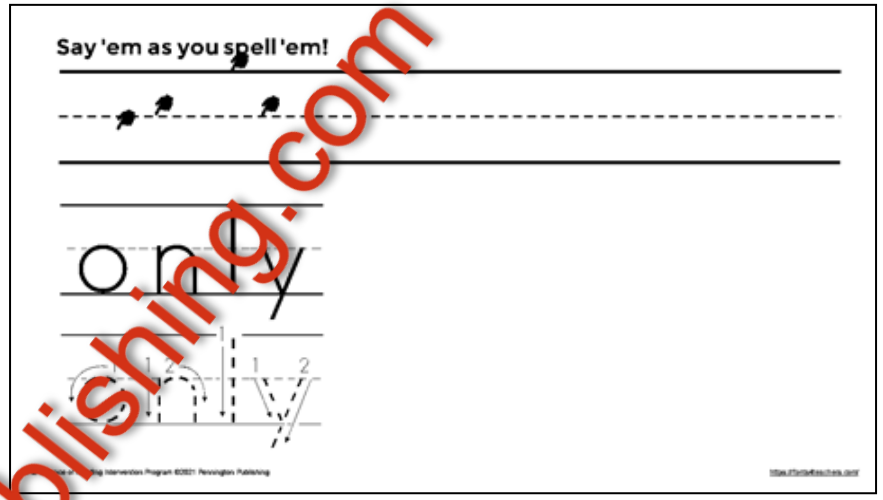


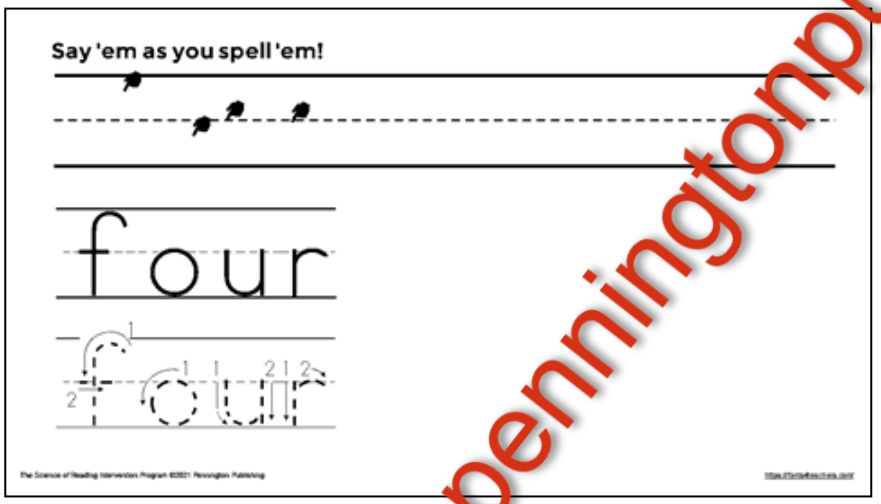
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Lesson 36: Spelling and Handwriting or, ore



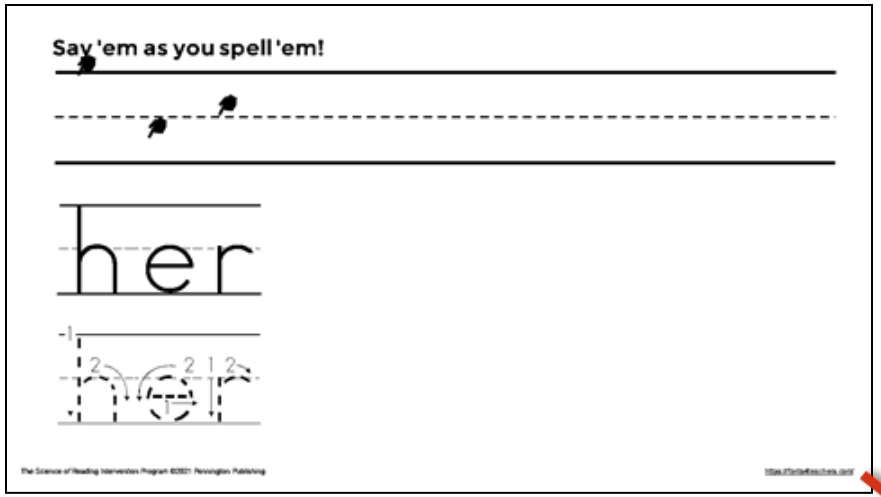


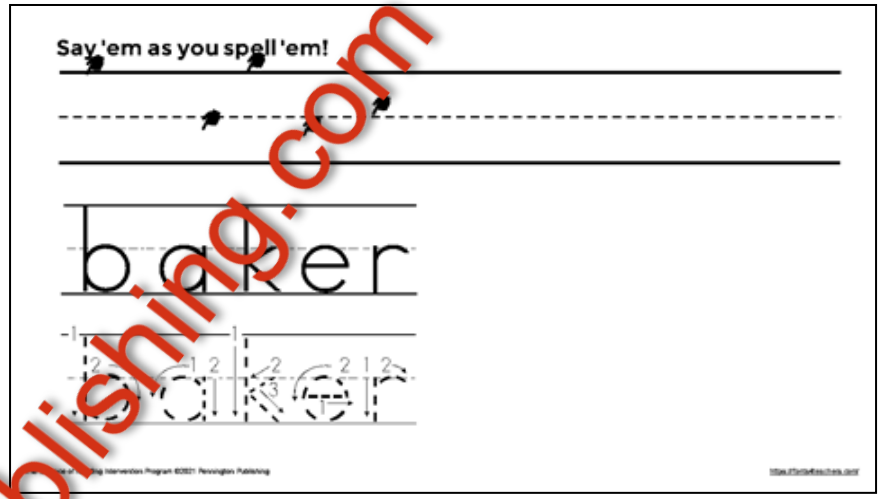


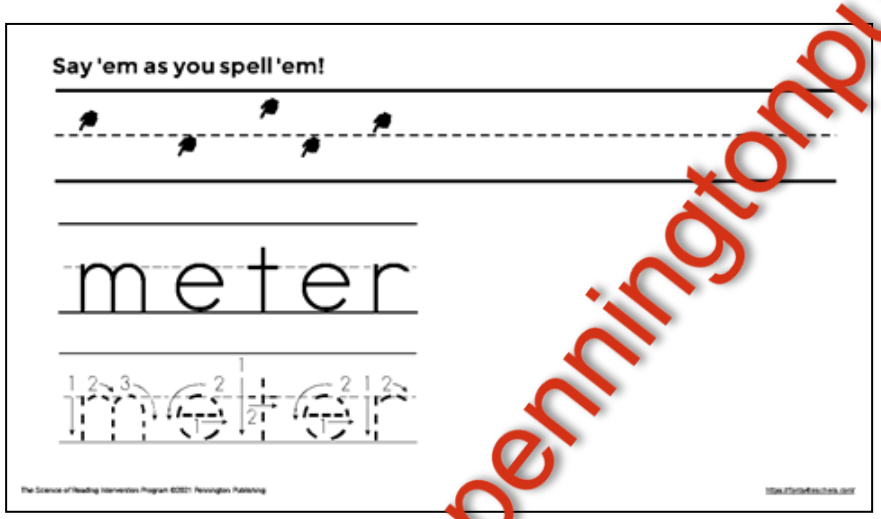
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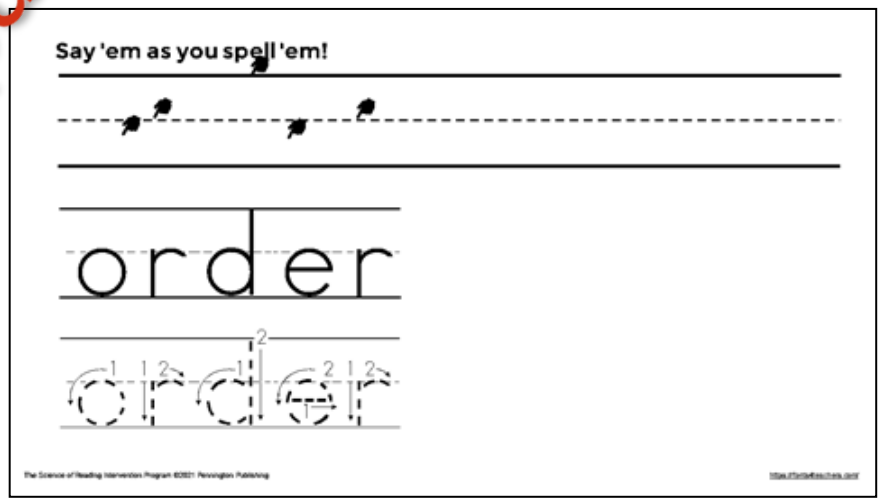
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Lesson 37: Spelling and Handwriting er





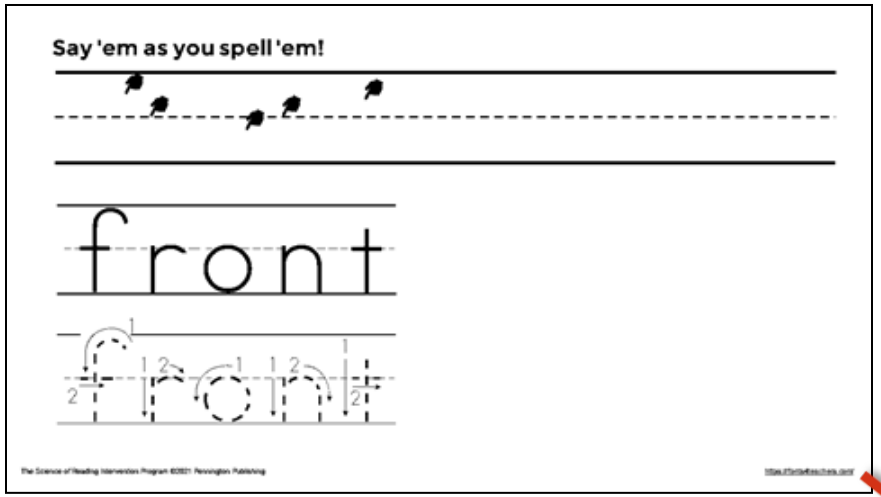


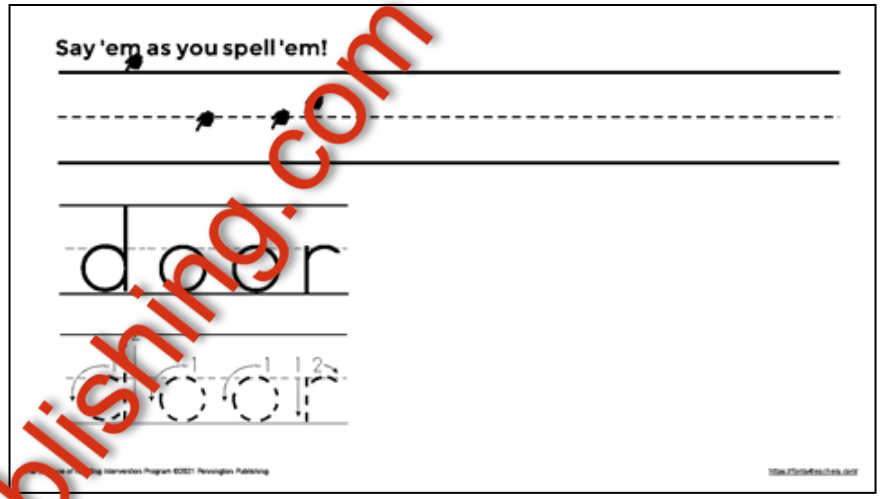


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Lesson 37: Spelling and Handwriting er

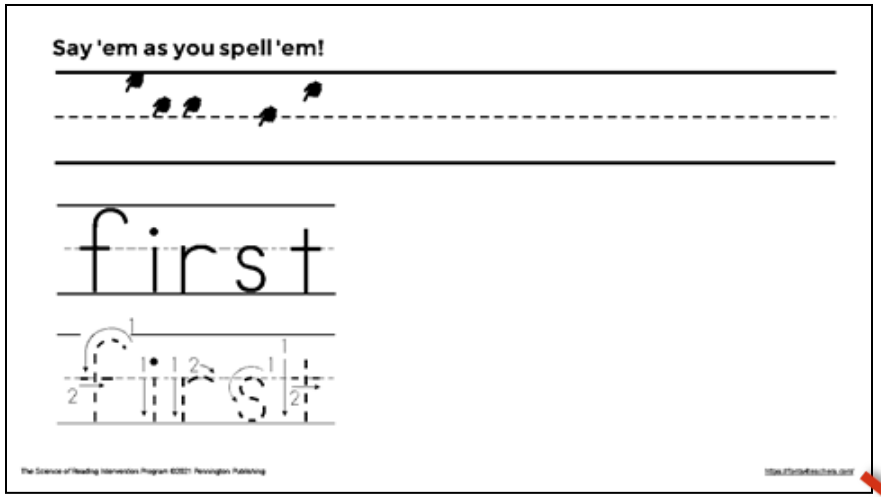


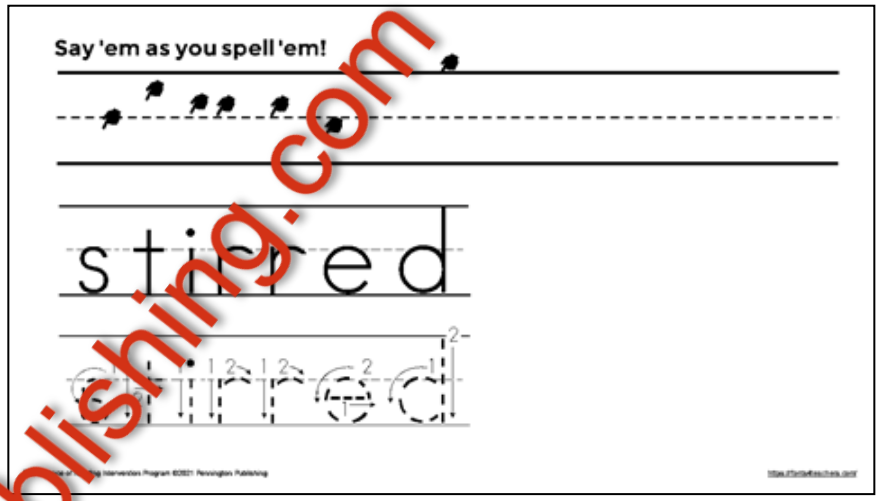


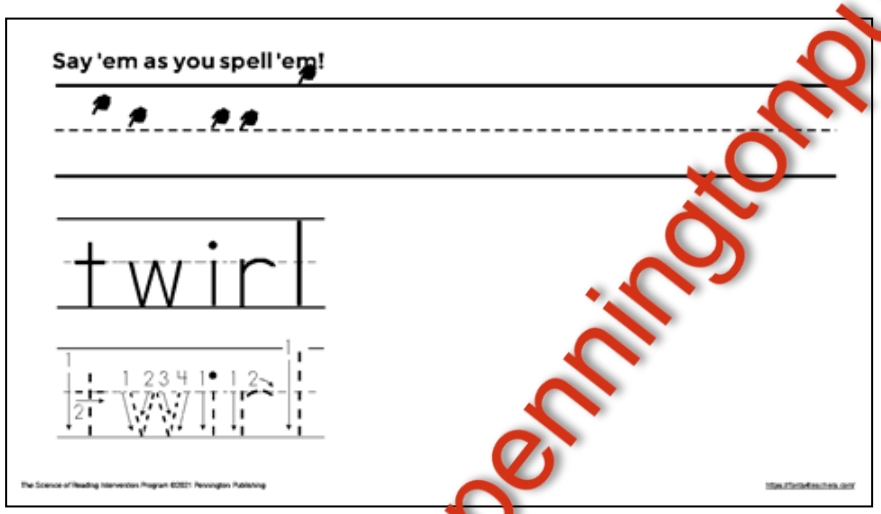
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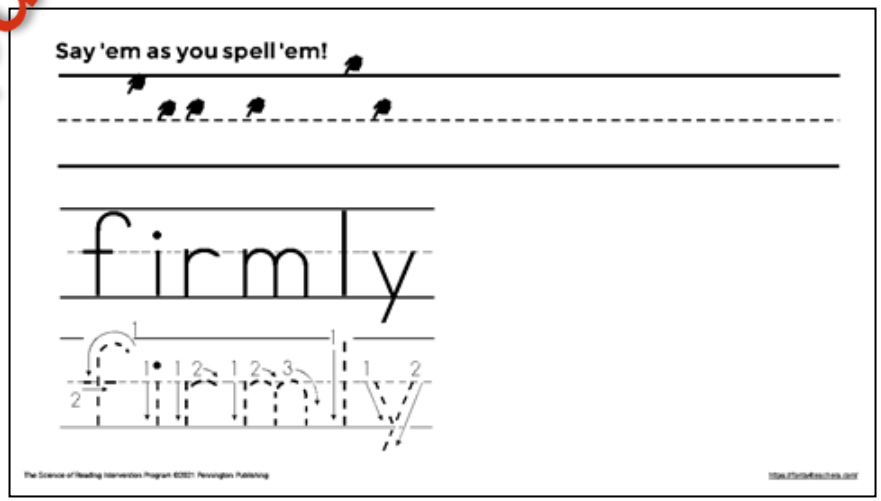
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Lesson 38: Spelling and Handwriting ir





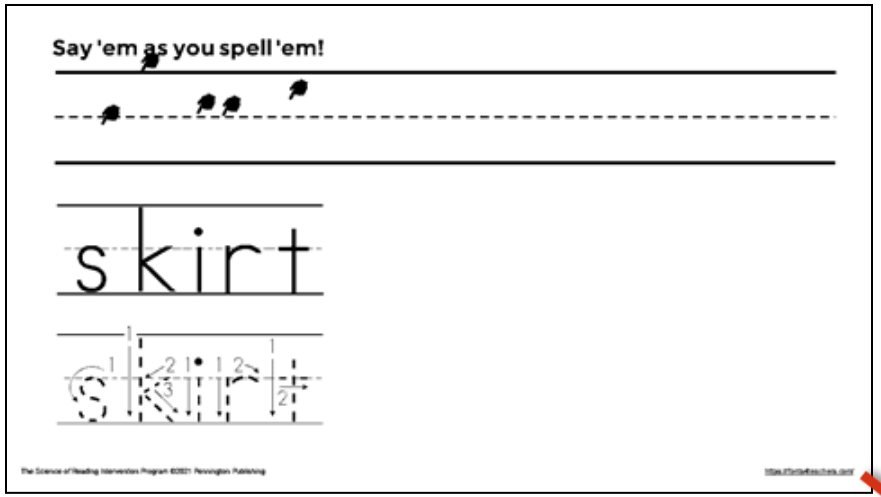


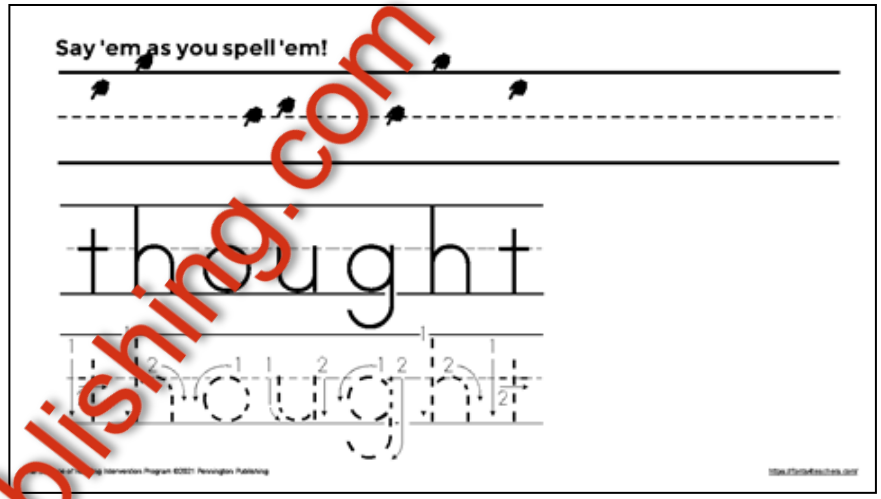


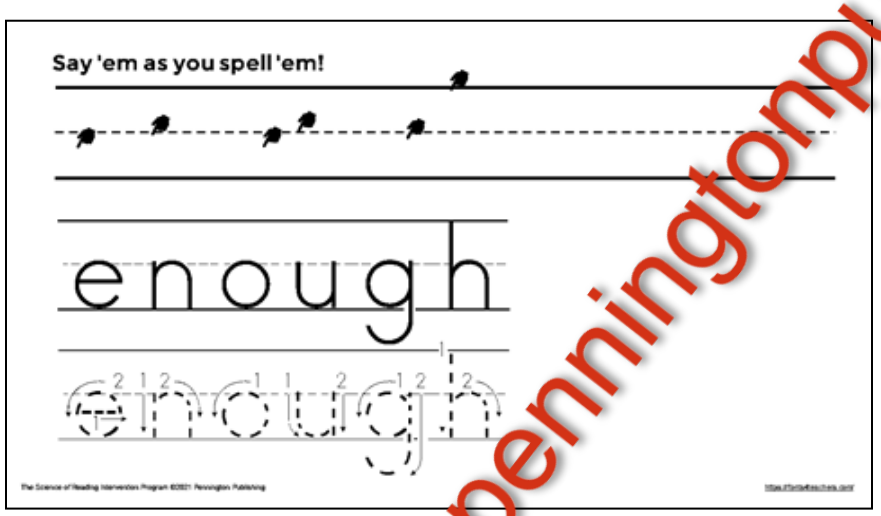
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Lesson 38: Spelling and Handwriting ir



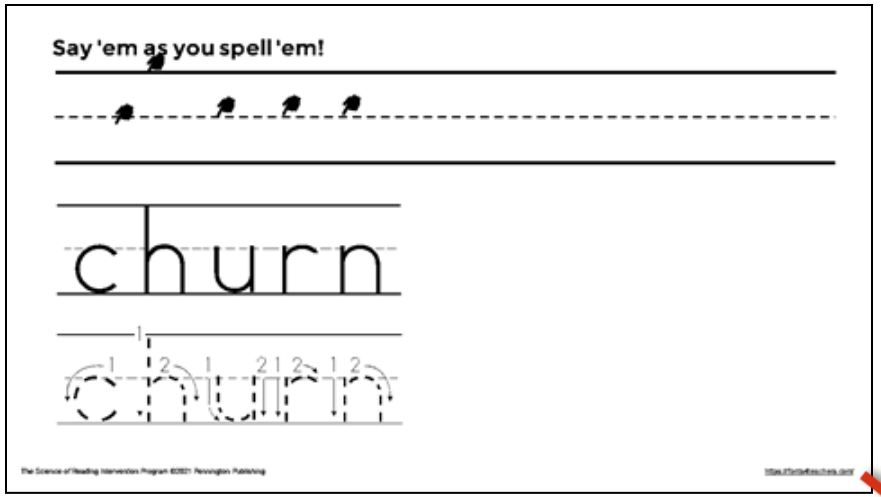


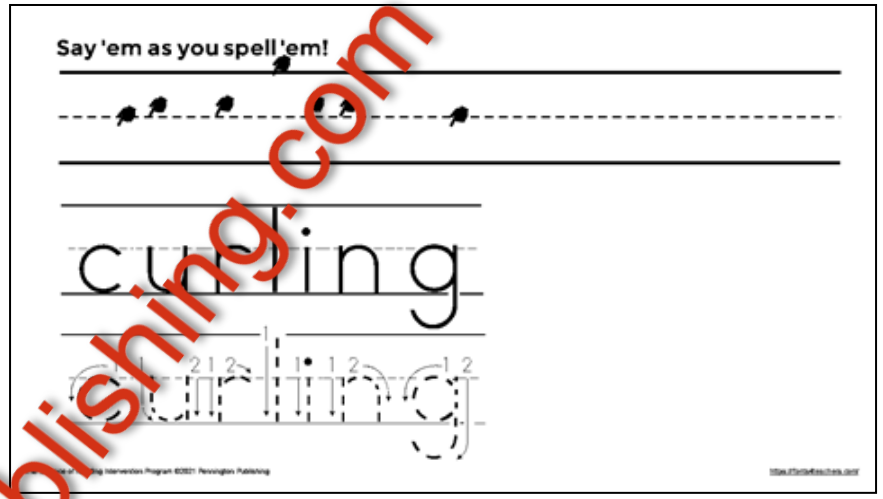


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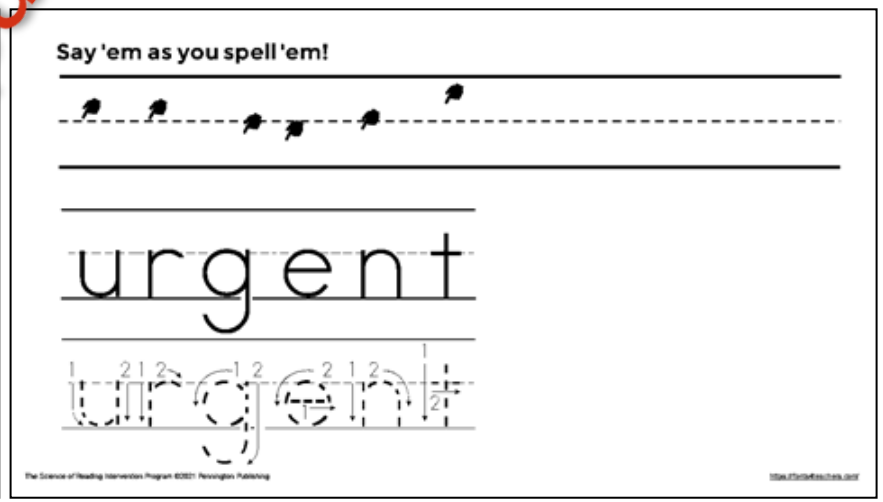
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Lesson 39: Spelling and Handwriting ur





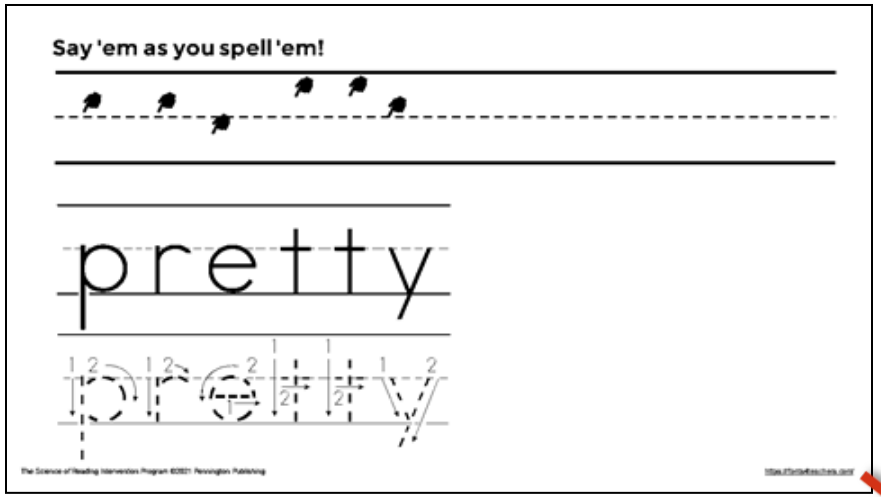


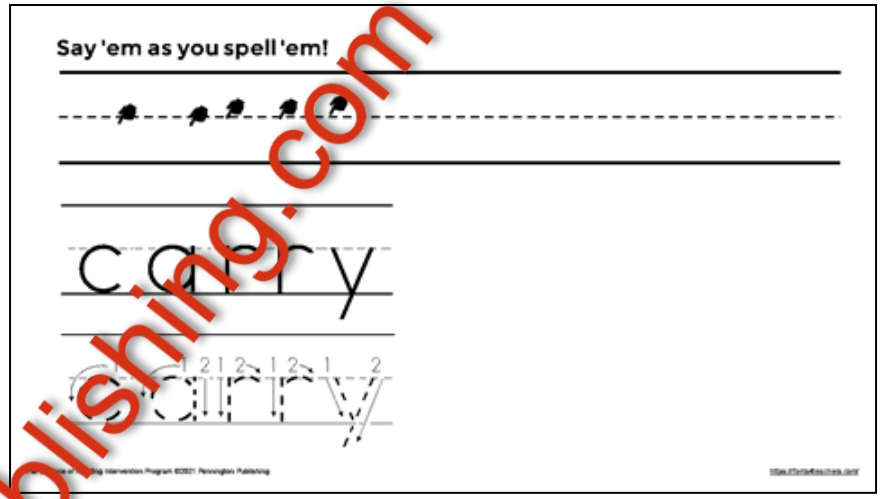


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Lesson 39: Spelling and Handwriting ur

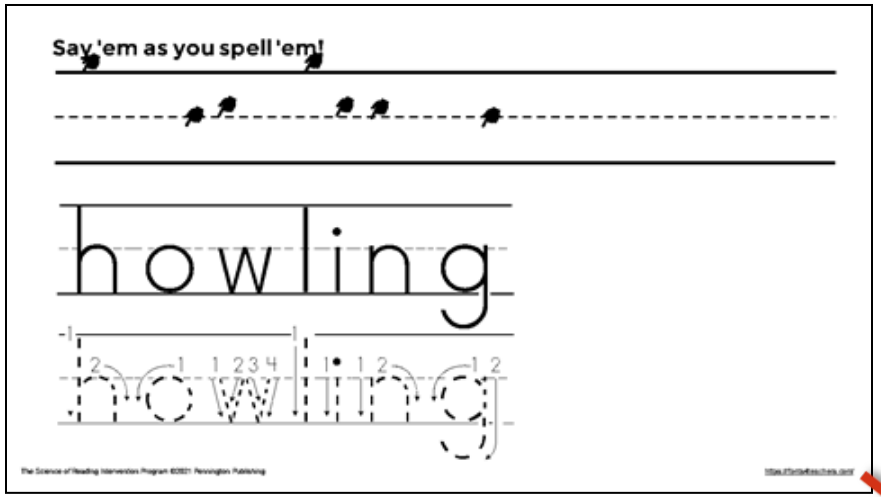


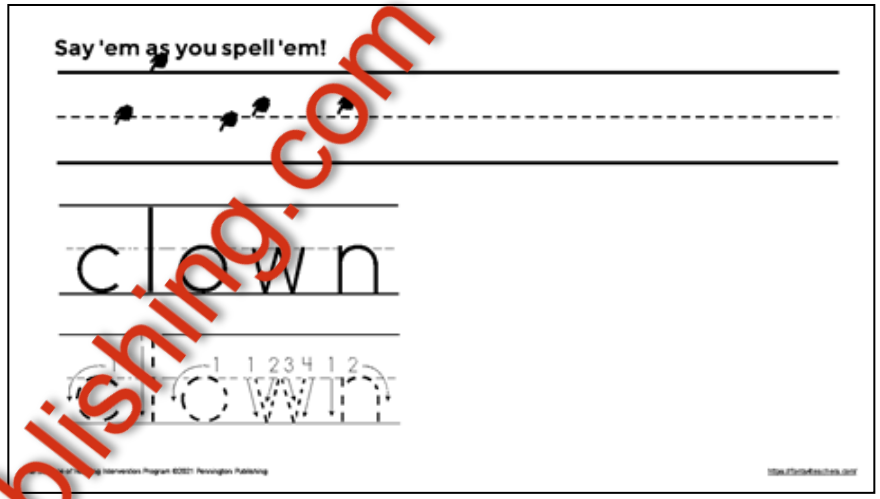


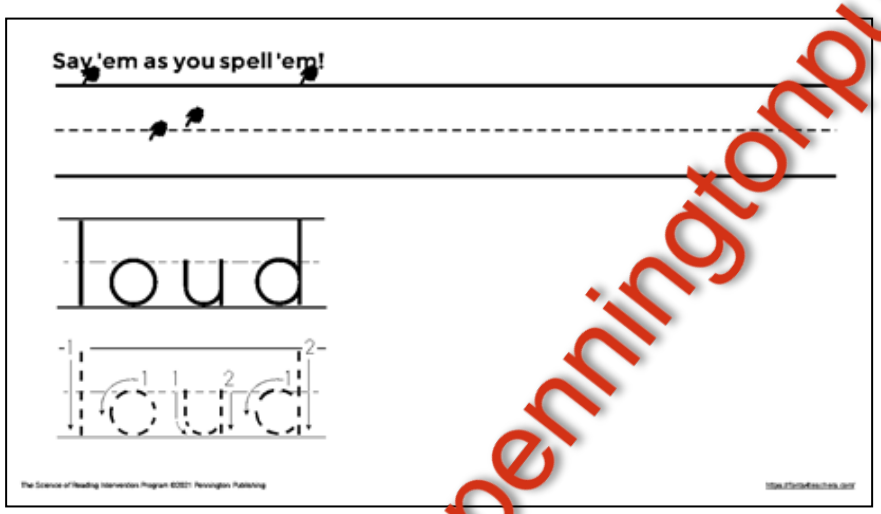
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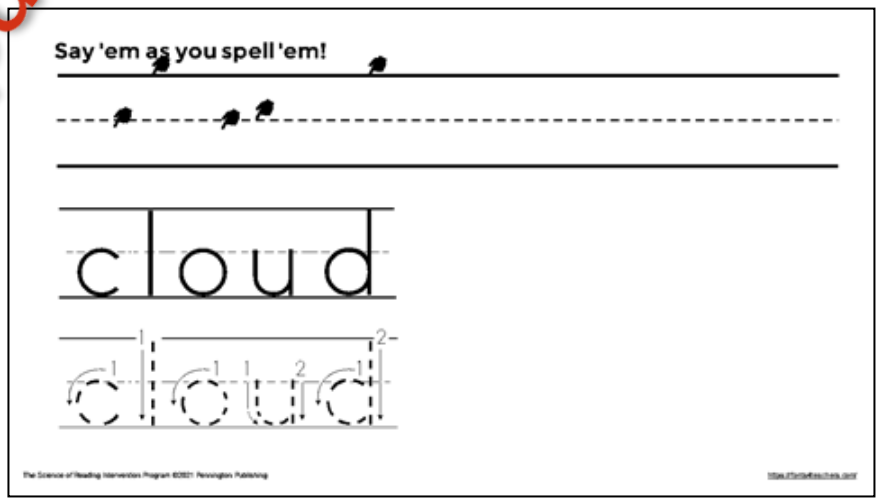
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Lesson 40: Spelling and Handwriting _ow, ou_





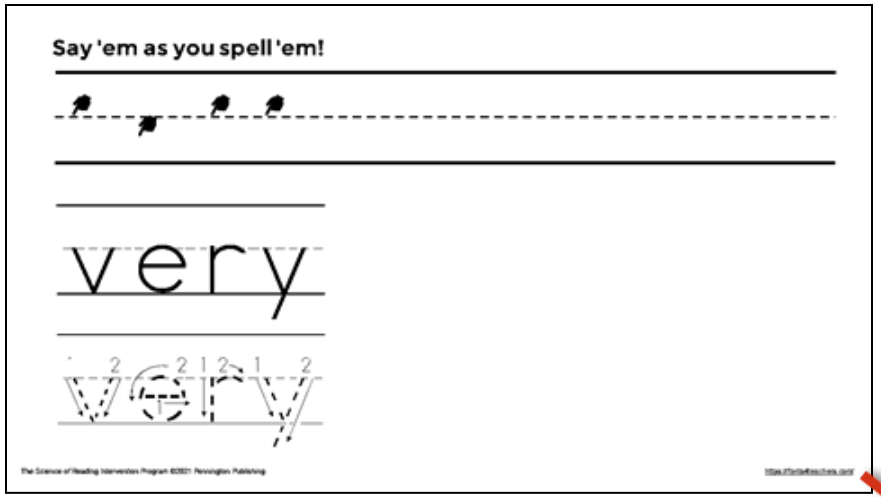


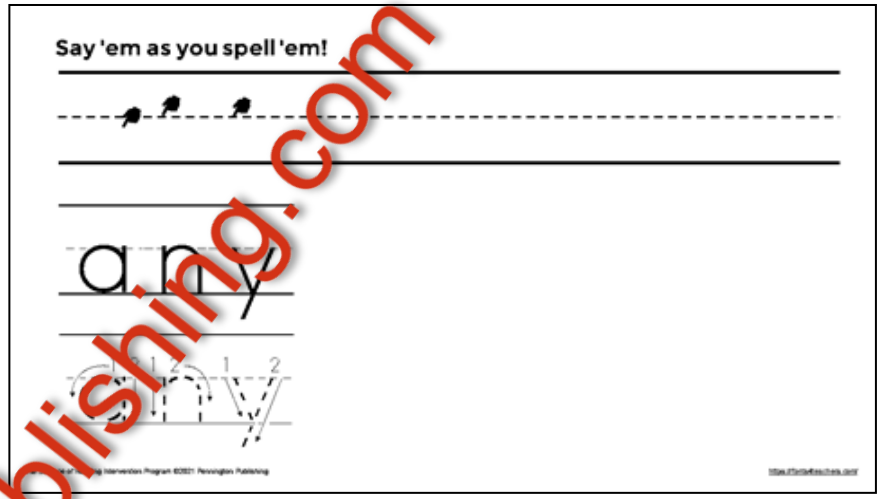


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Lesson 40: Spelling and Handwriting _ow, ou_

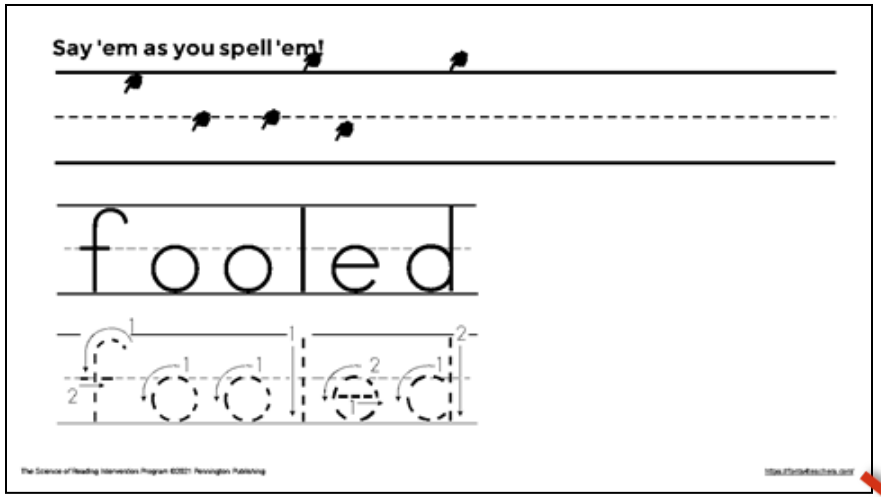


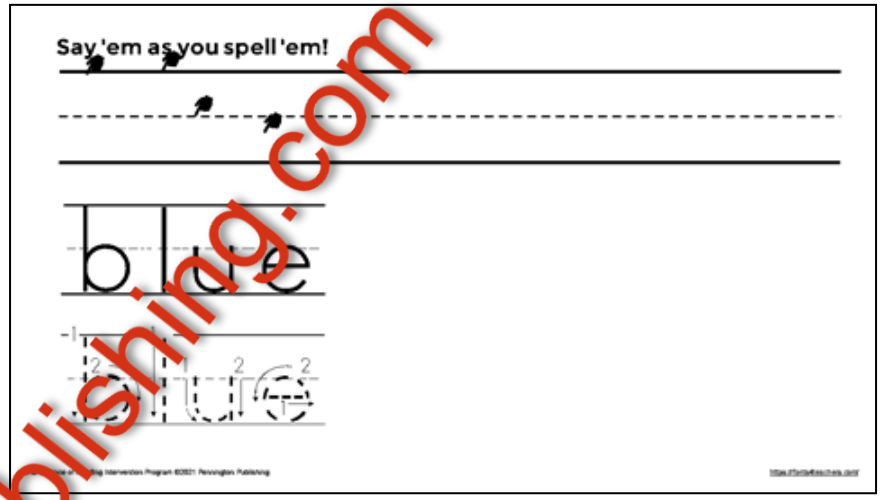


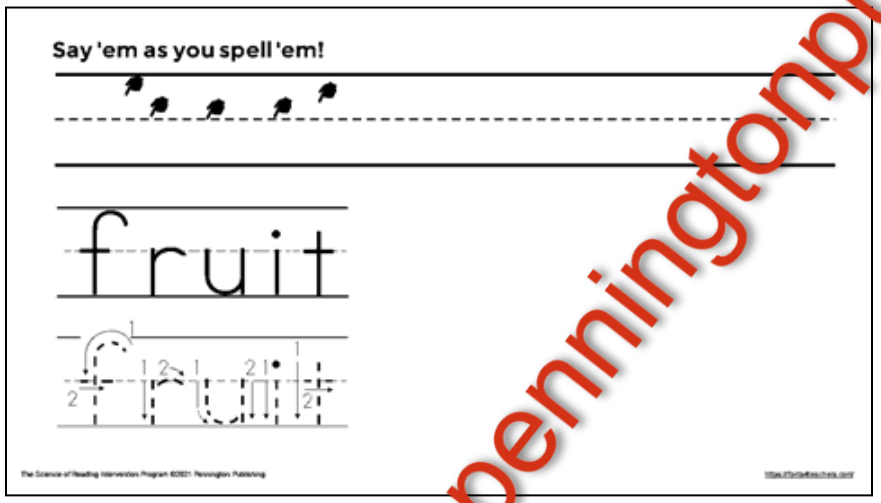
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Lesson 41: Spelling and Handwriting oo, _ue, _ui, u_e, _ew, u, _eu



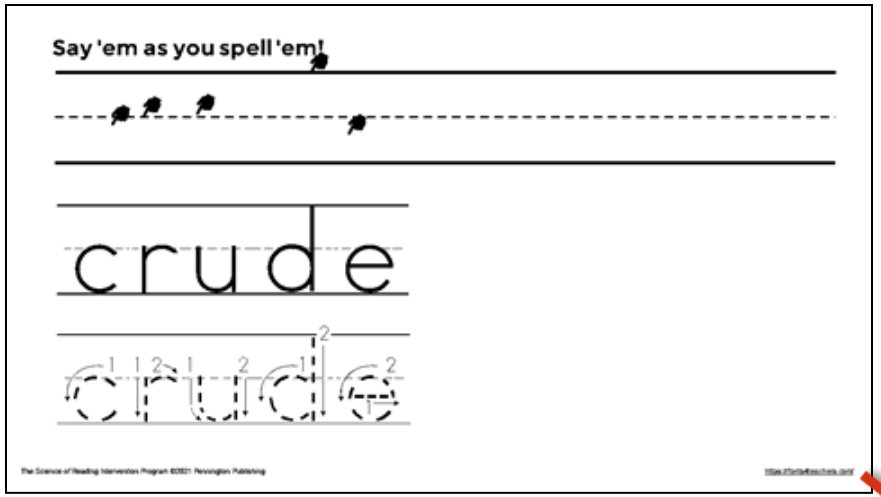


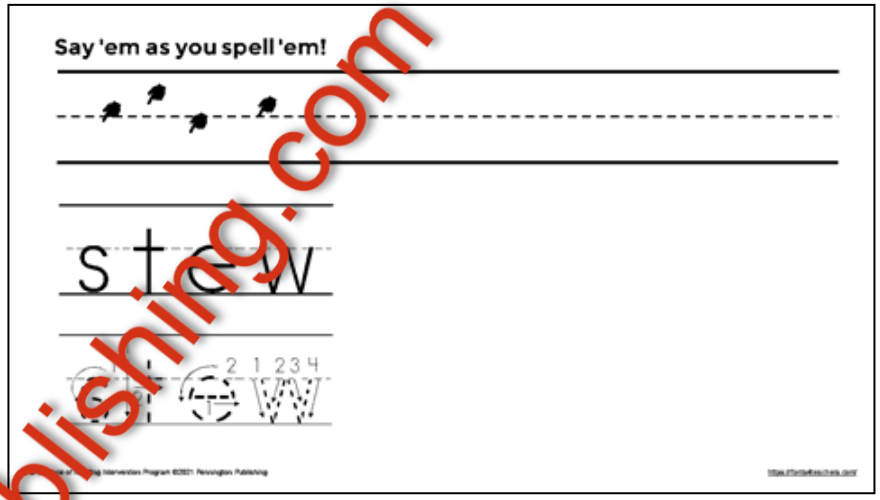


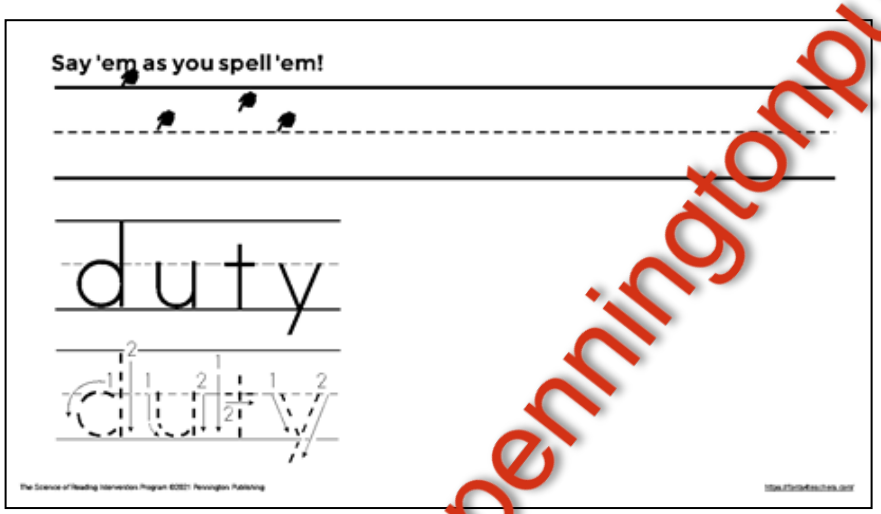
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Lesson 41: Spelling and Handwriting oo, _ue, _ui, u_e, _ew, u, _eu



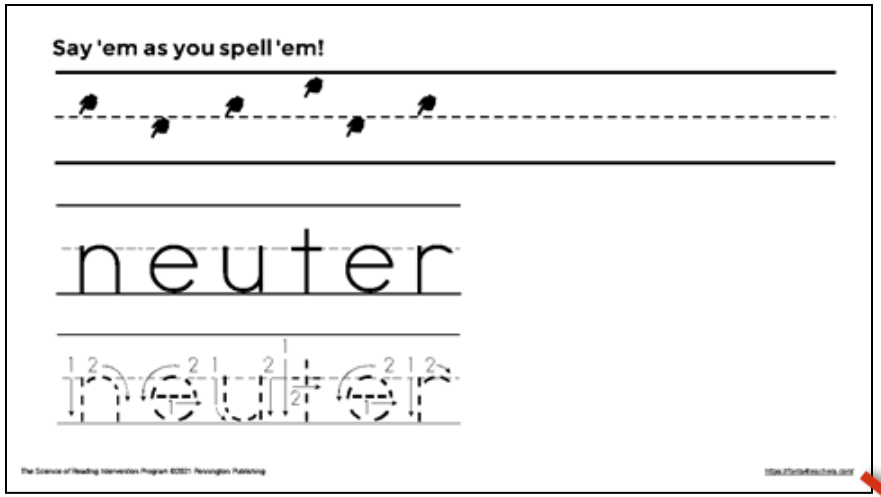


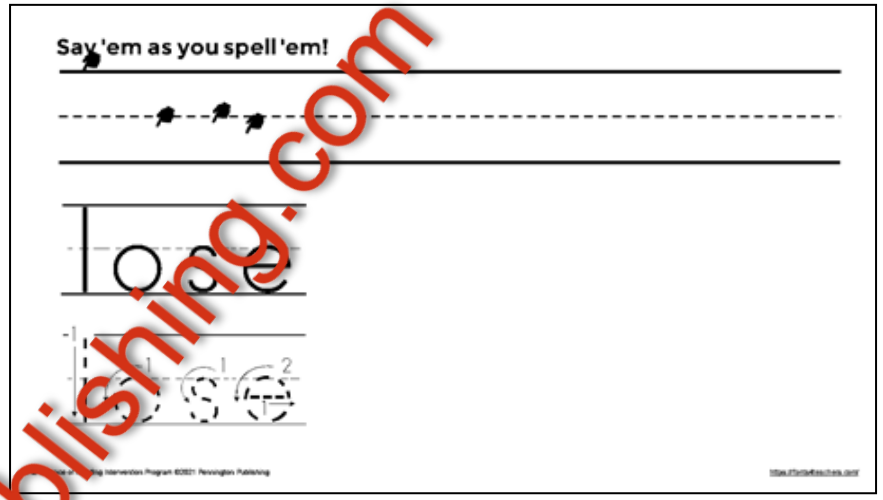


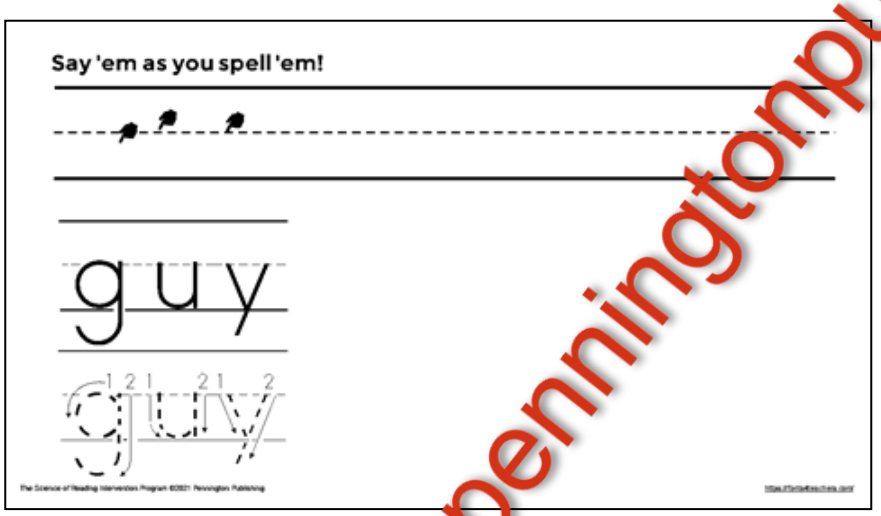
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Lesson 41: Spelling and Handwriting oo, _ue, _ui, u_e, _ew, u, _eu



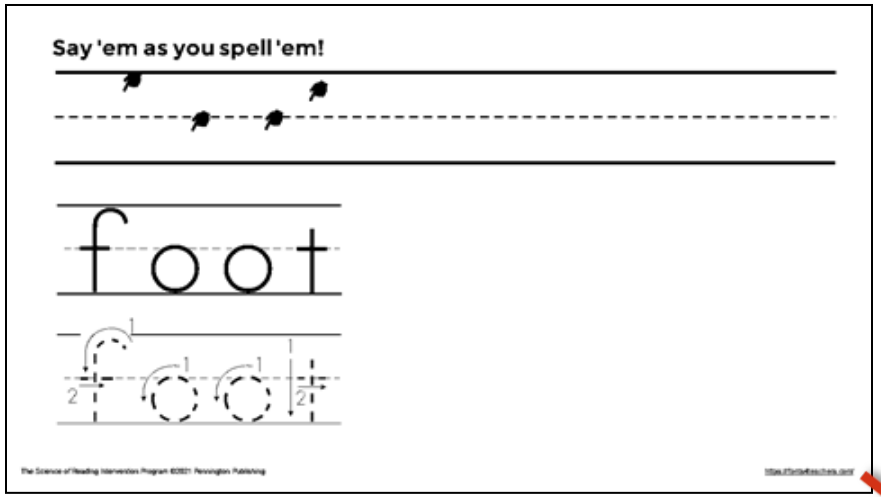


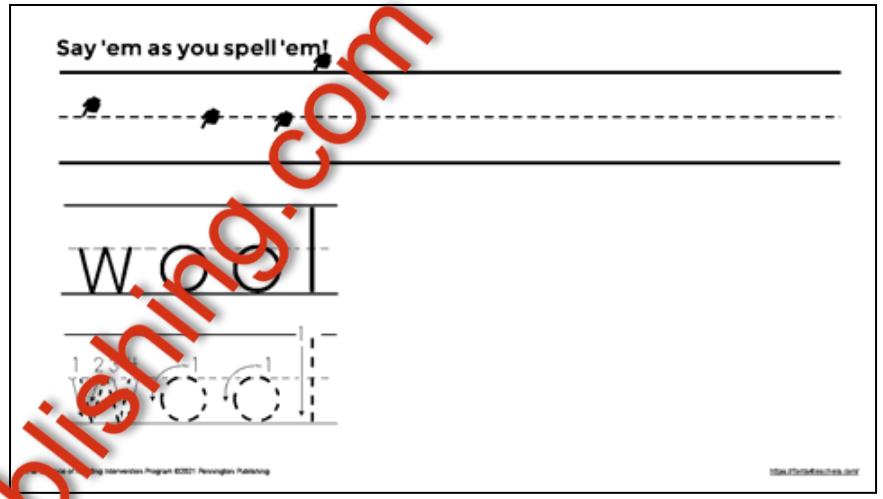


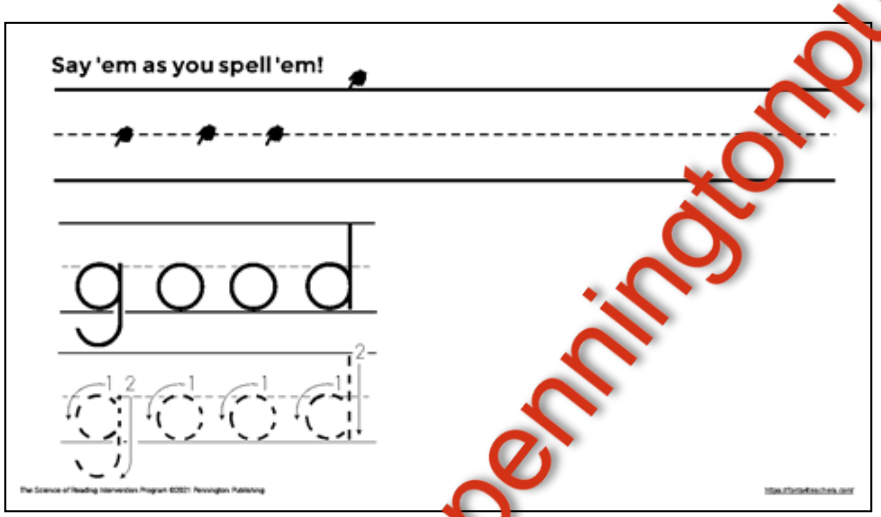
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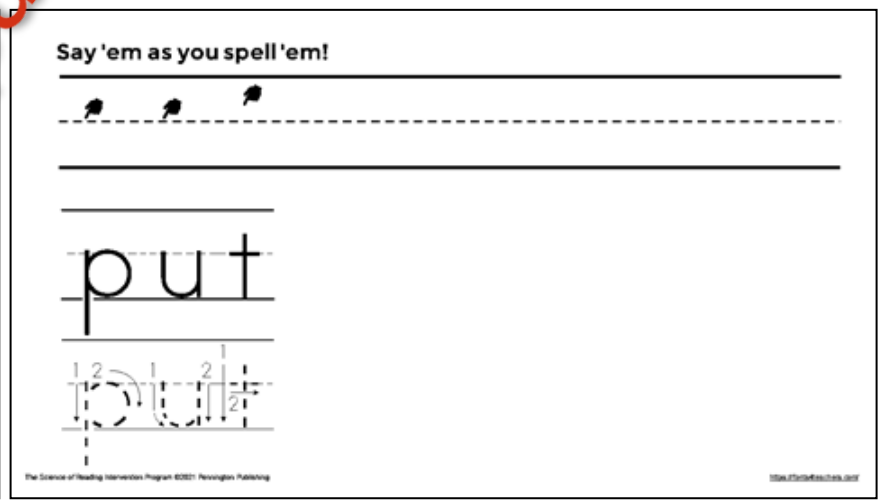
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Lesson 42: Spelling and Handwriting oo, _u_





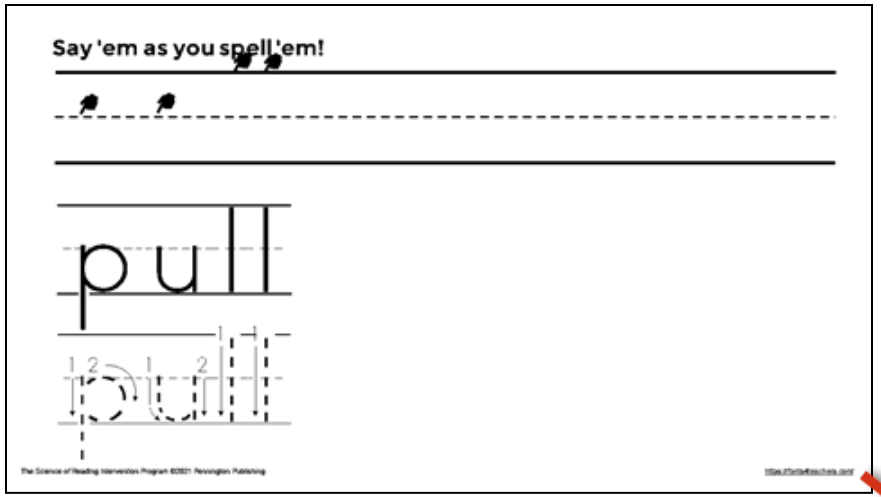


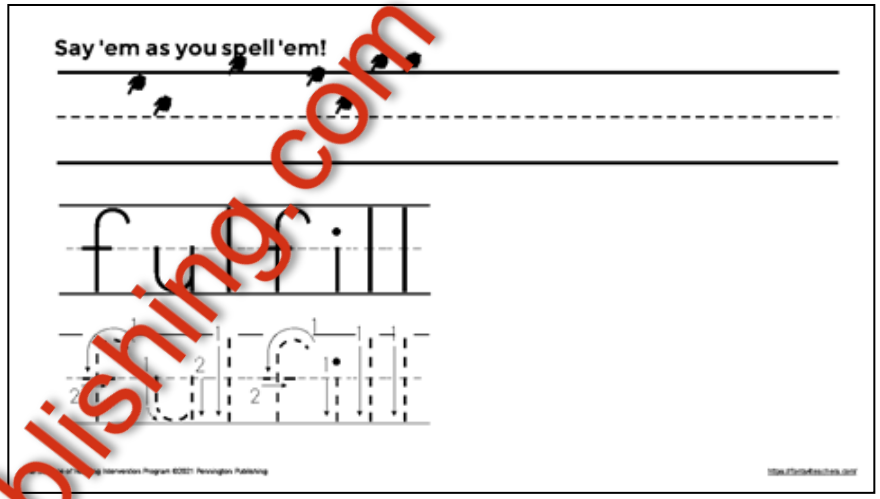


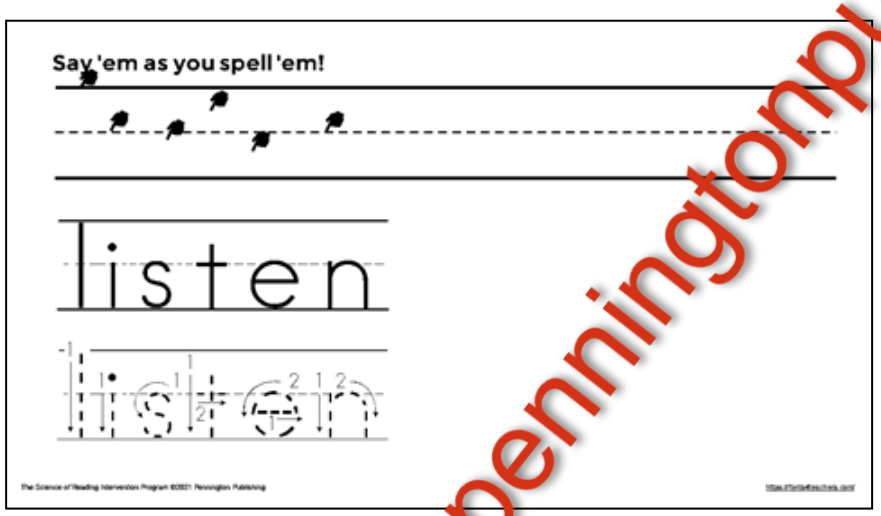
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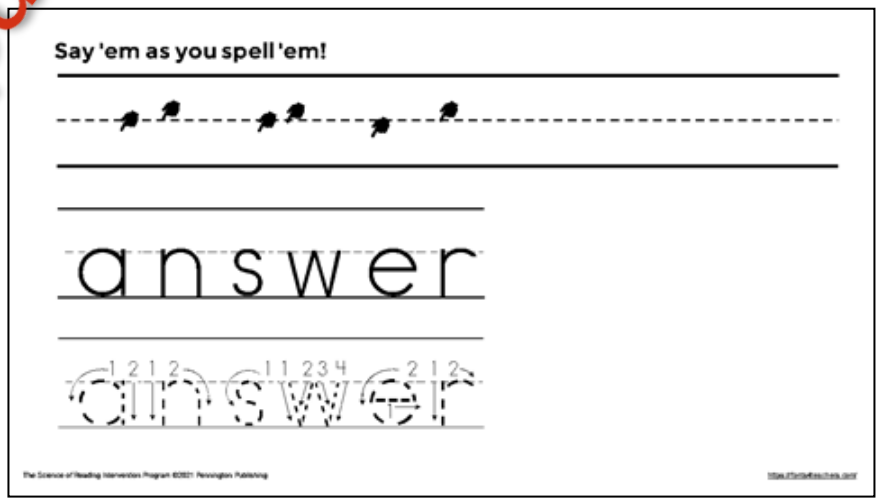
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Lesson 42: Spelling and Handwriting oo, _u_





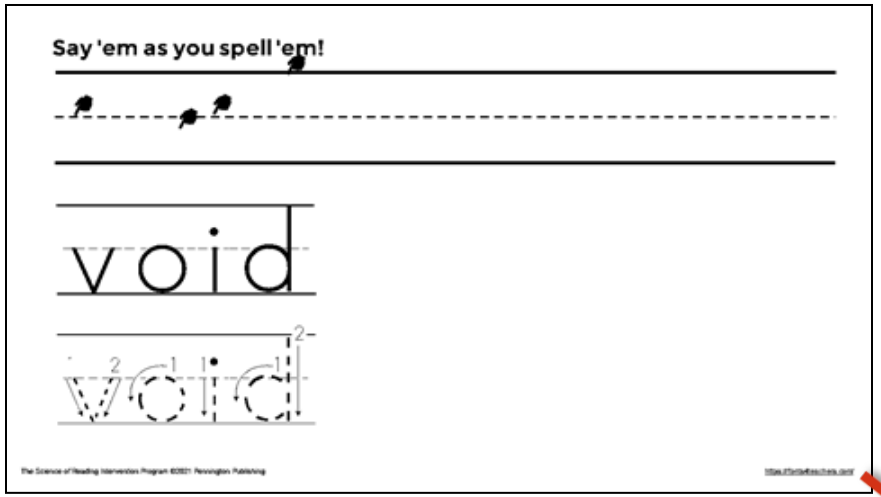


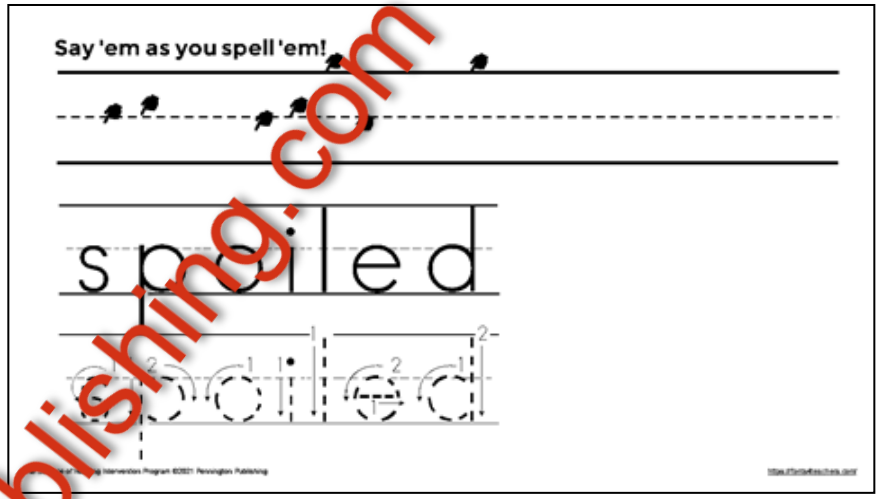


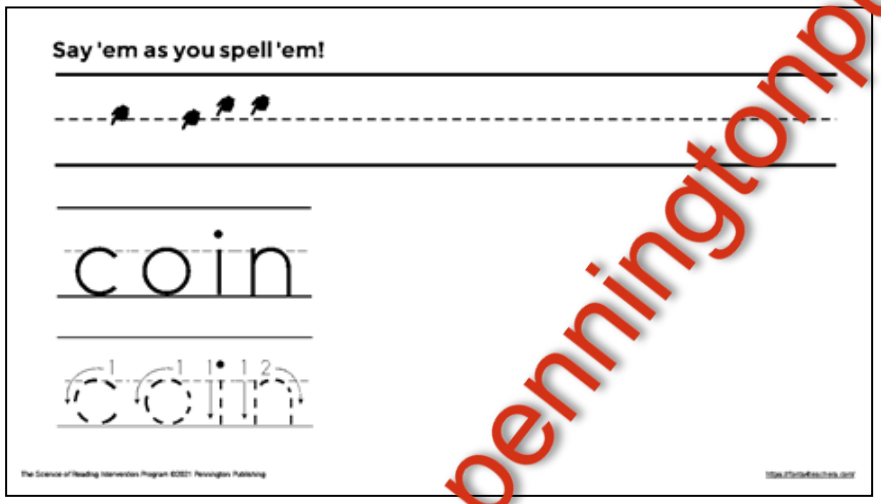
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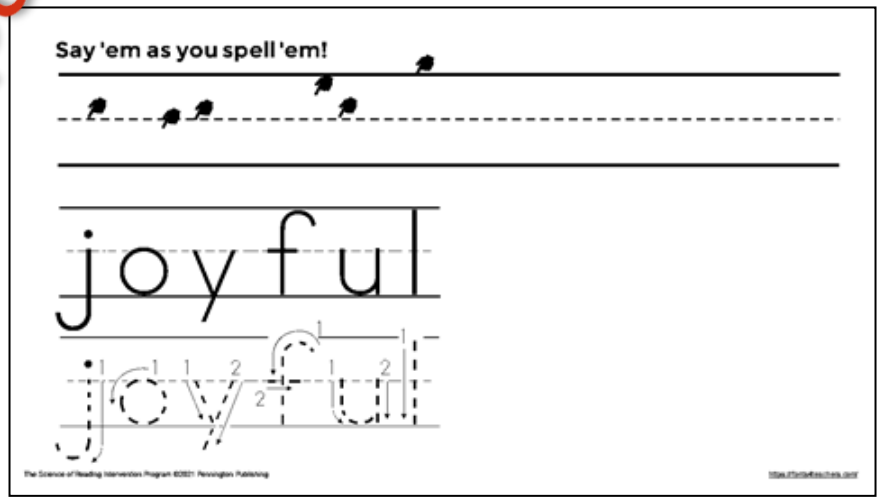
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Lesson 43: Spelling and Handwriting oi_, _oy





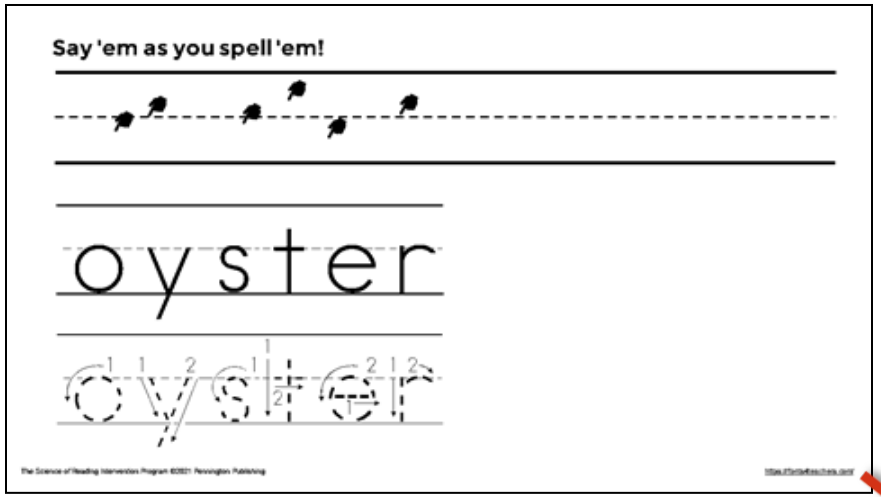


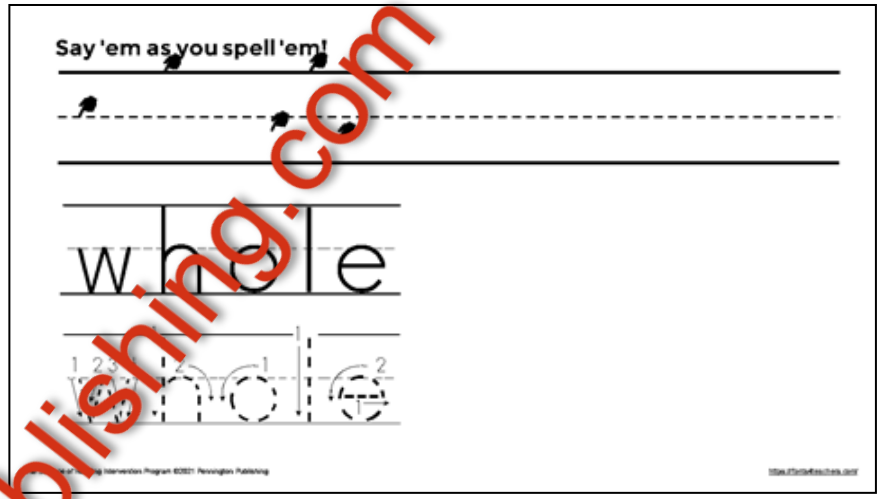


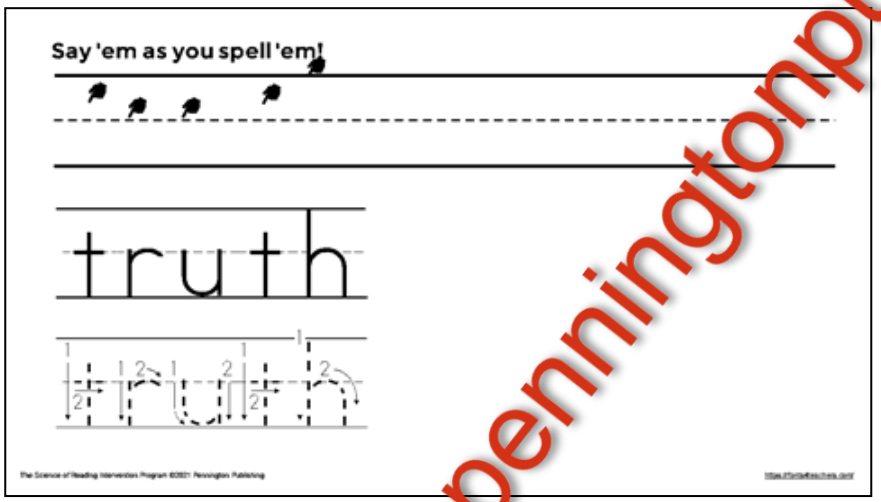
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Lesson 43: Spelling and Handwriting oi_, _oy



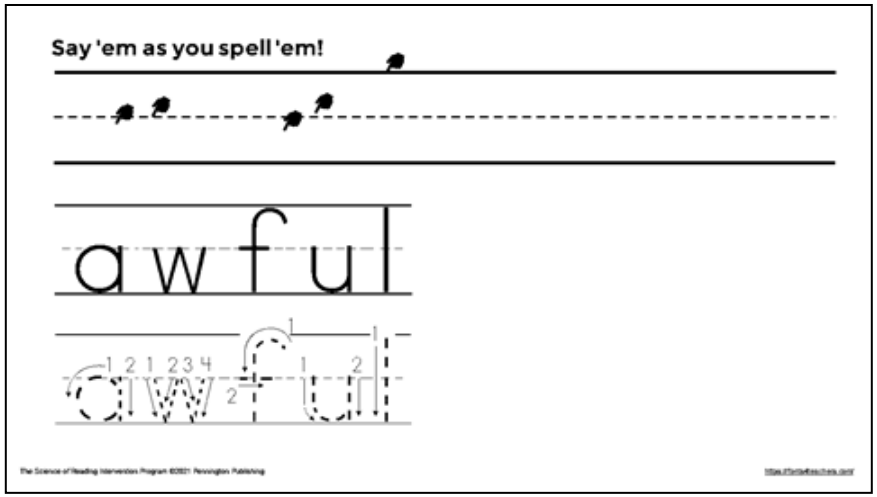


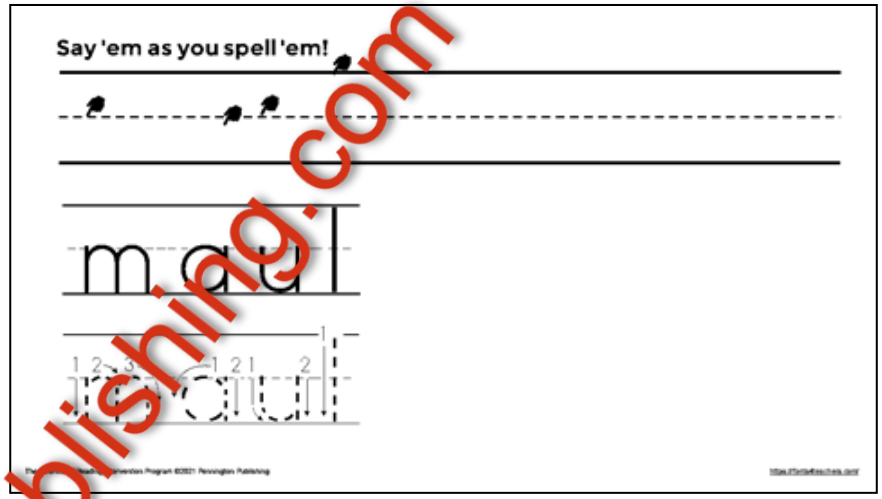


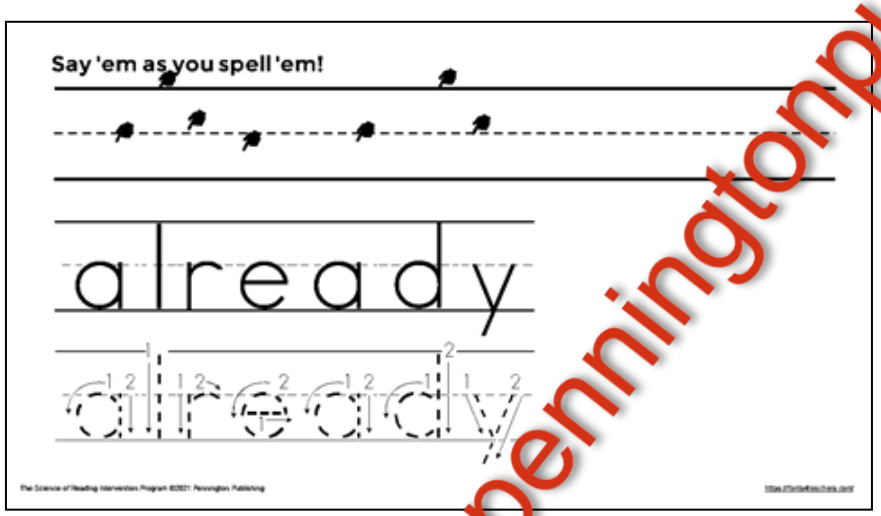
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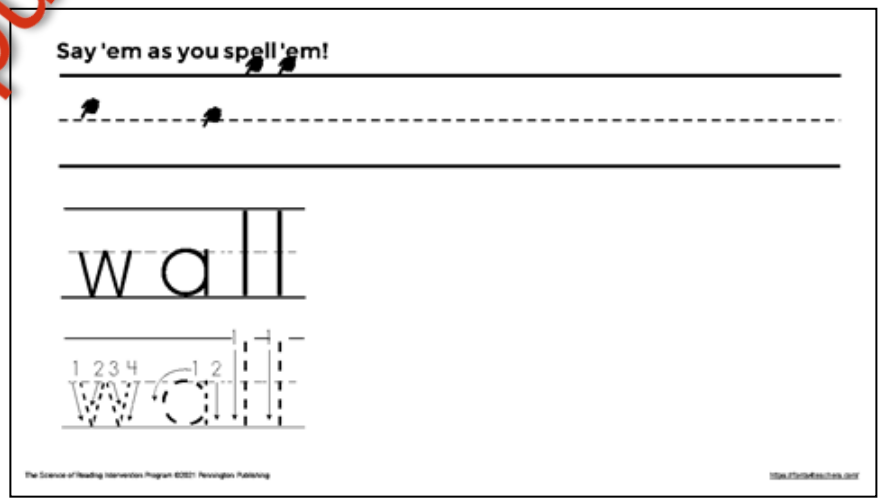
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Lesson 44: Spelling and Handwriting aw, au, a[l], a[ll], augh[t]





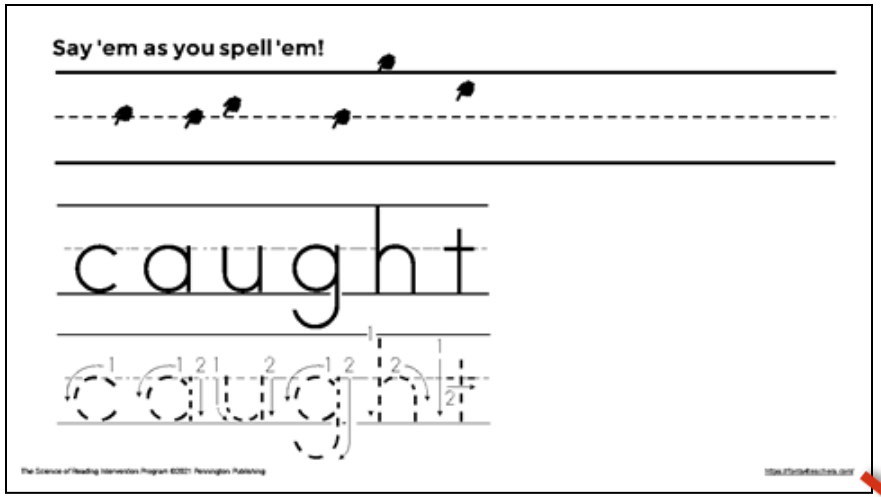


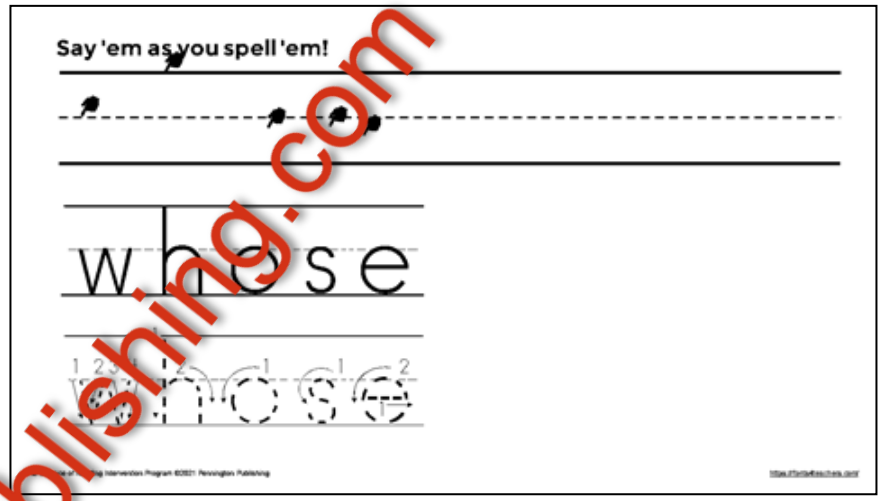


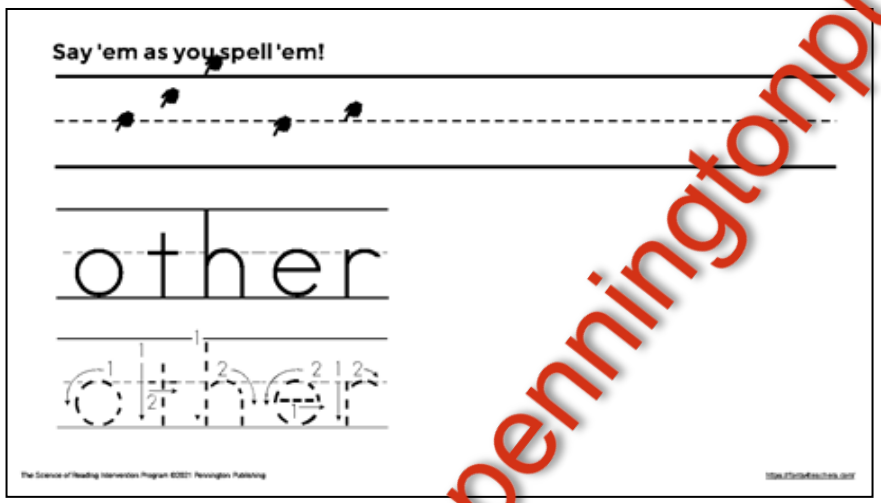
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Lesson 44: Spelling and Handwriting aw, au, a[l], a[ll], augh[t]



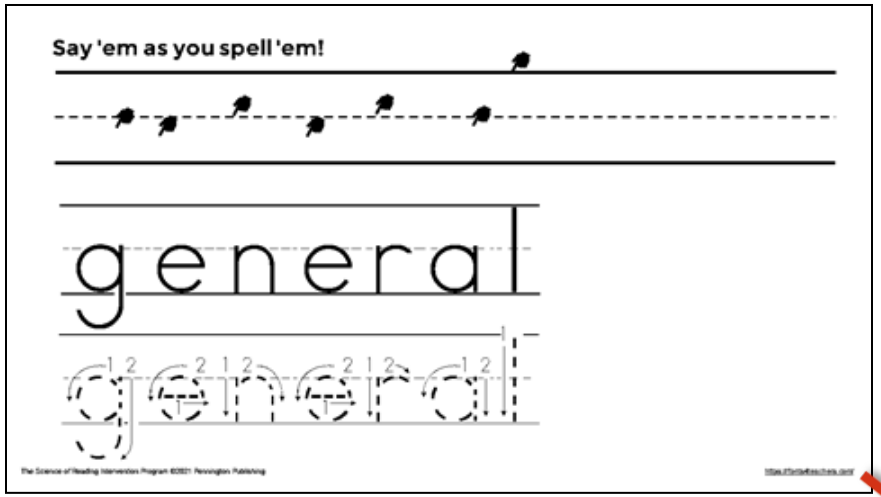


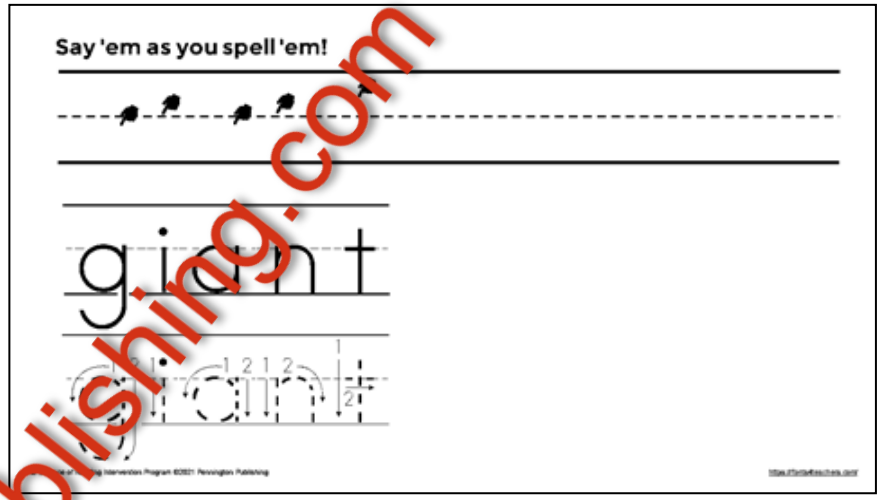


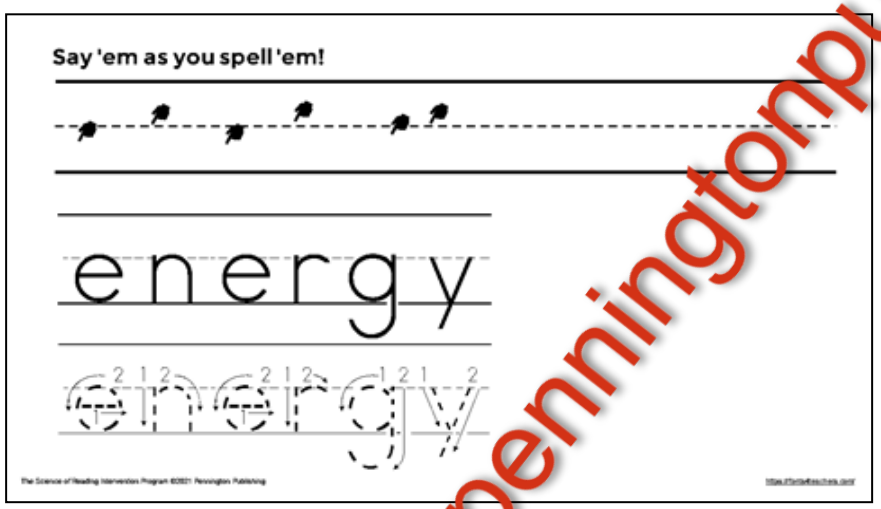
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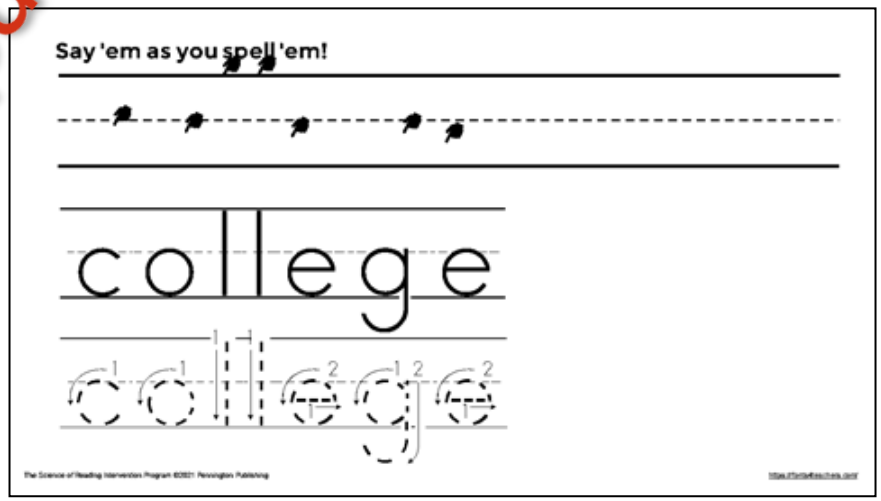
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Lesson 45: Spelling and Handwriting g[e,i,y], _ge, _dge





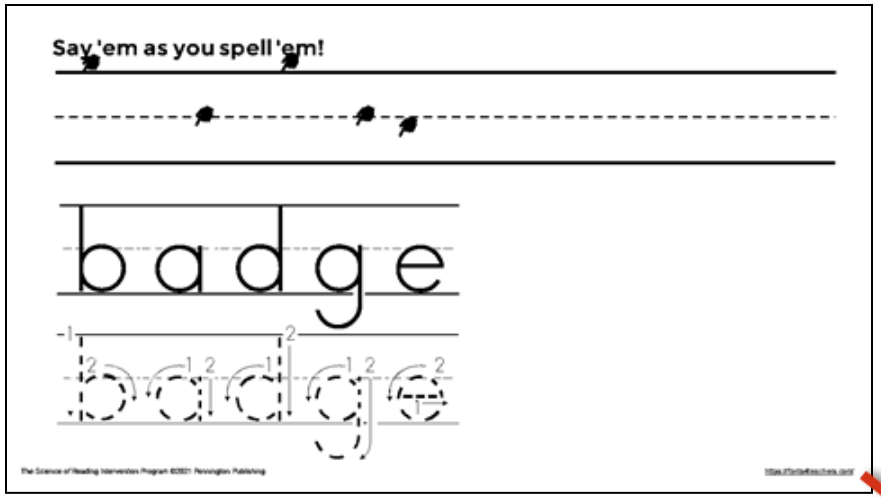


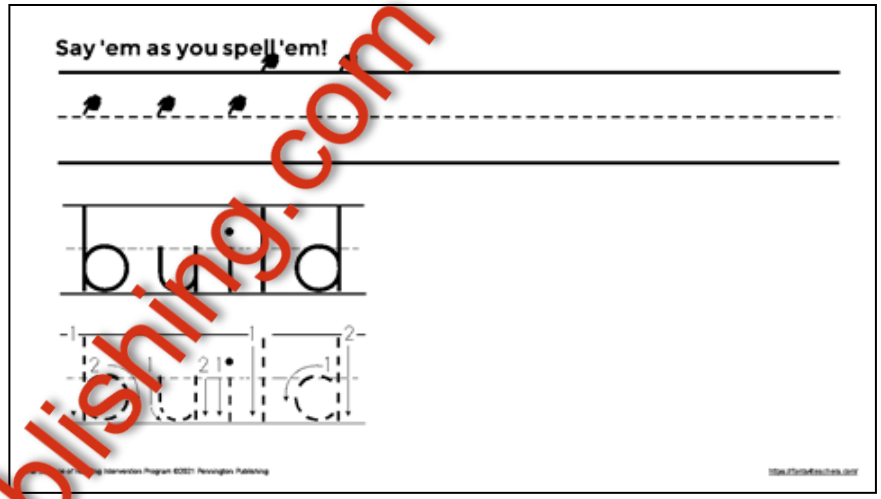


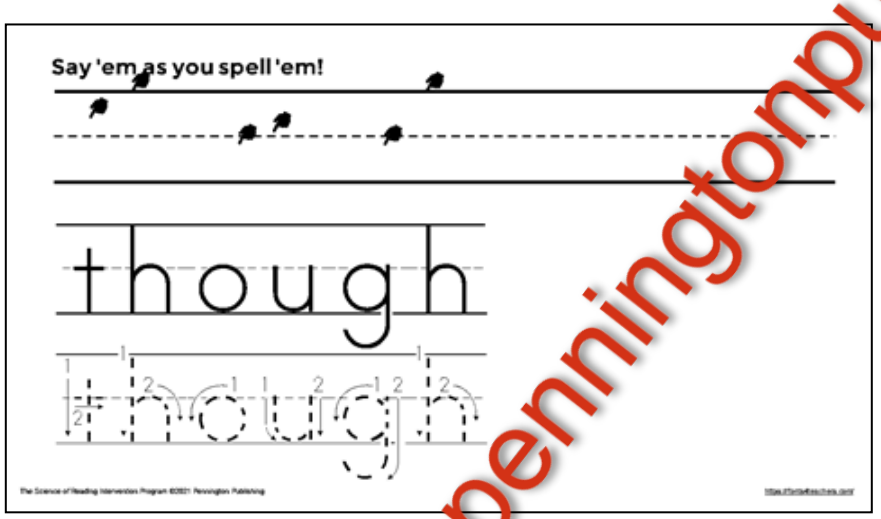
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Lesson 45: Spelling and Handwriting g[e,i,y], _ge, _dge



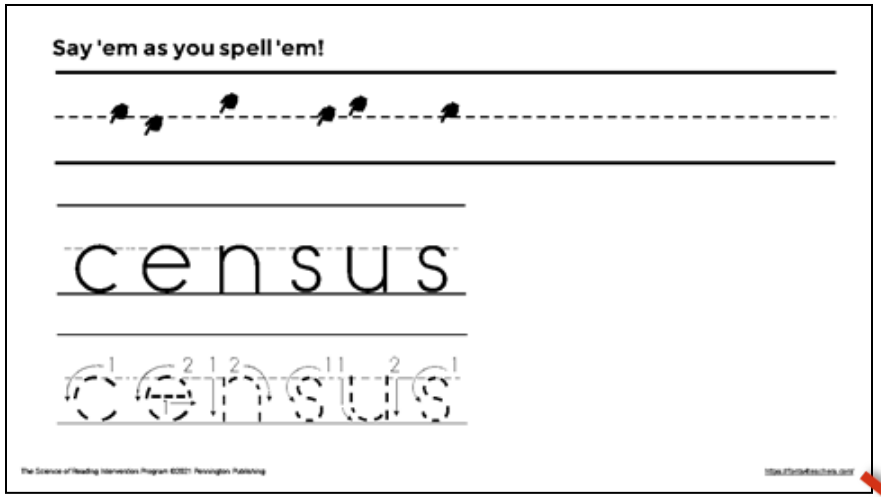


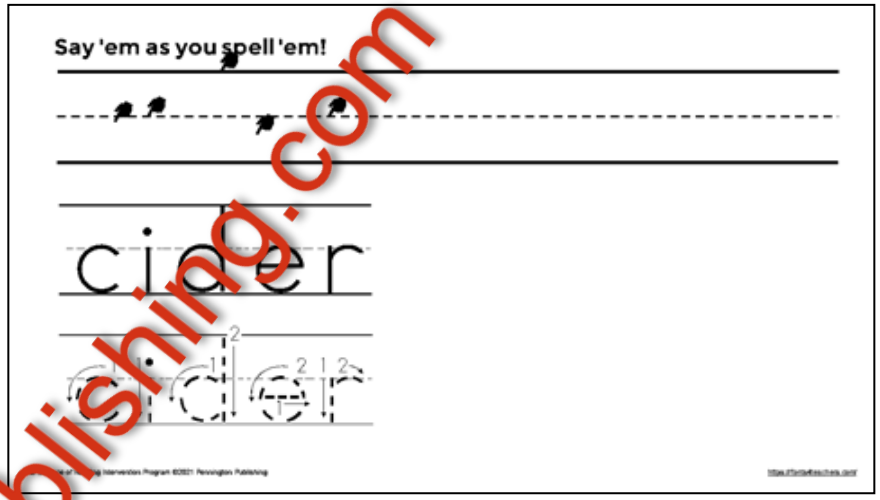


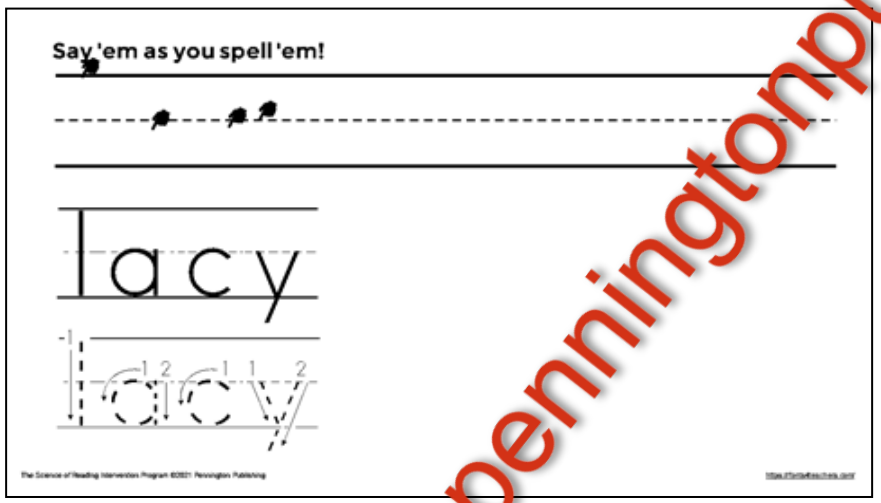
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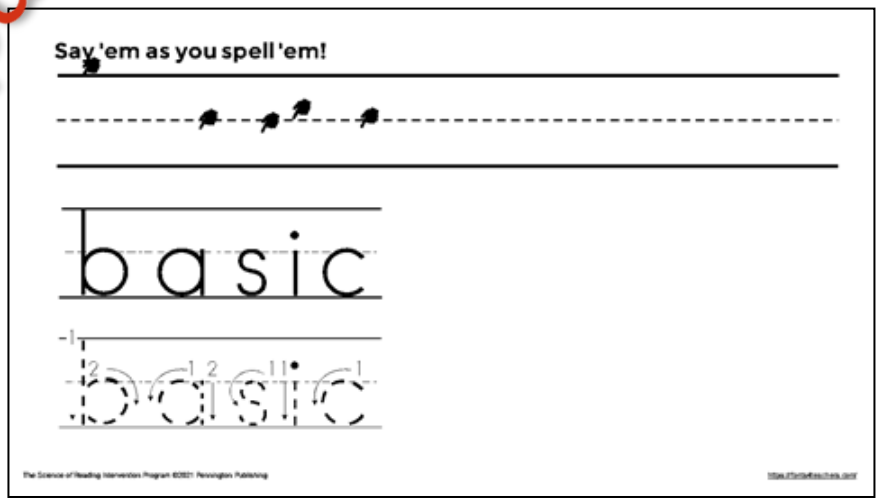
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https://fonts4teachers.com/

Lesson 46: Spelling and Handwriting c[e,i,y], _c, _ck





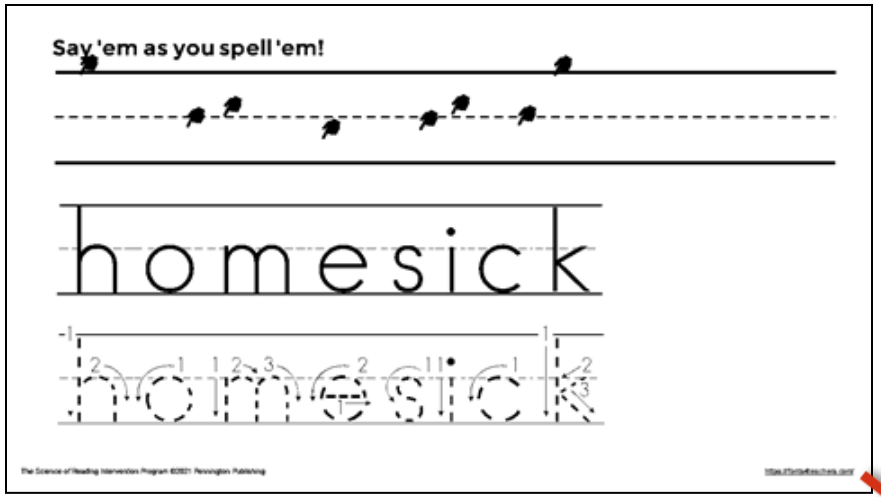


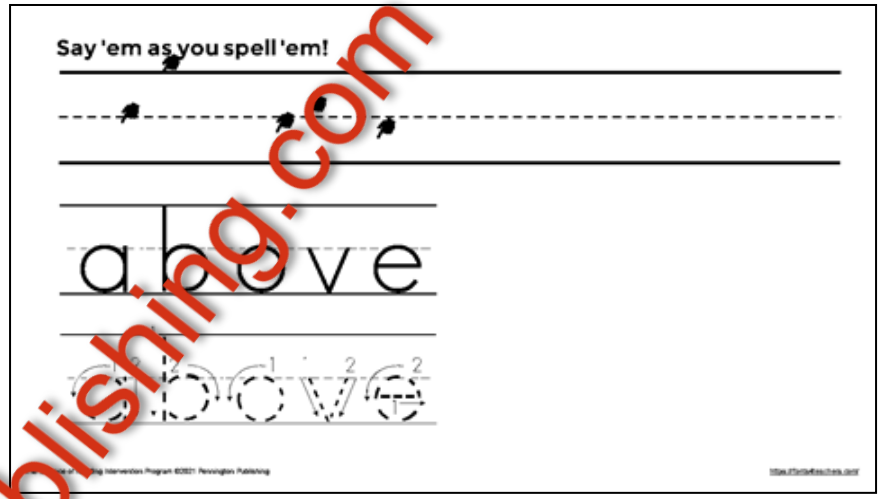


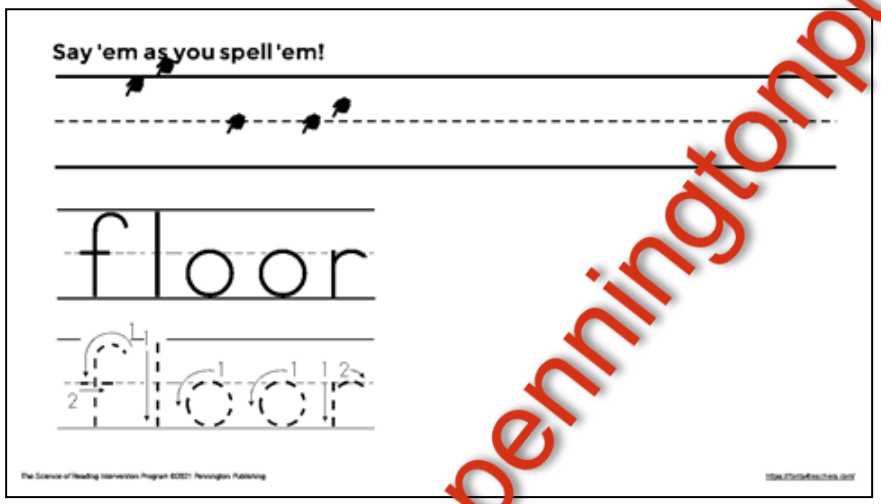
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Lesson 46: Spelling and Handwriting c[e,i,y], _c, _ck



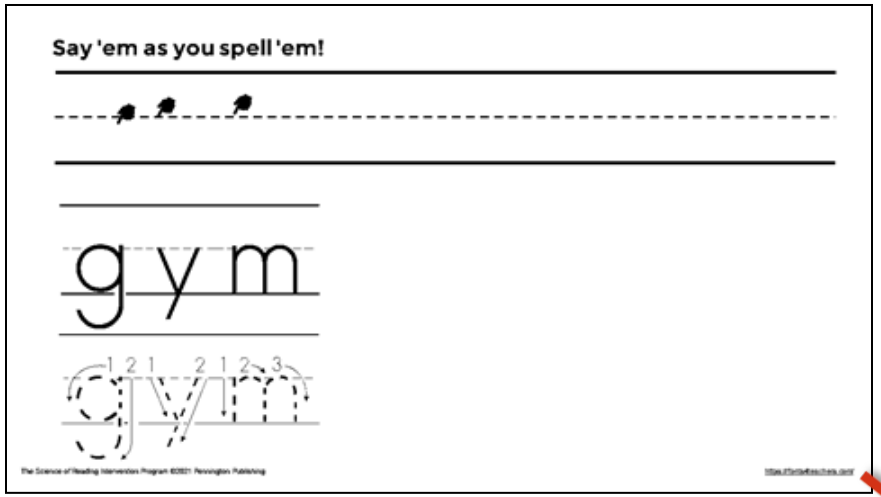


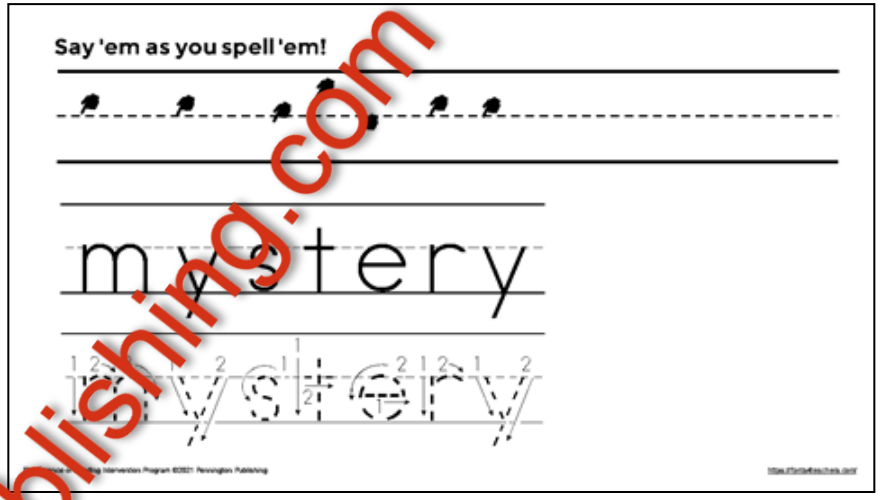


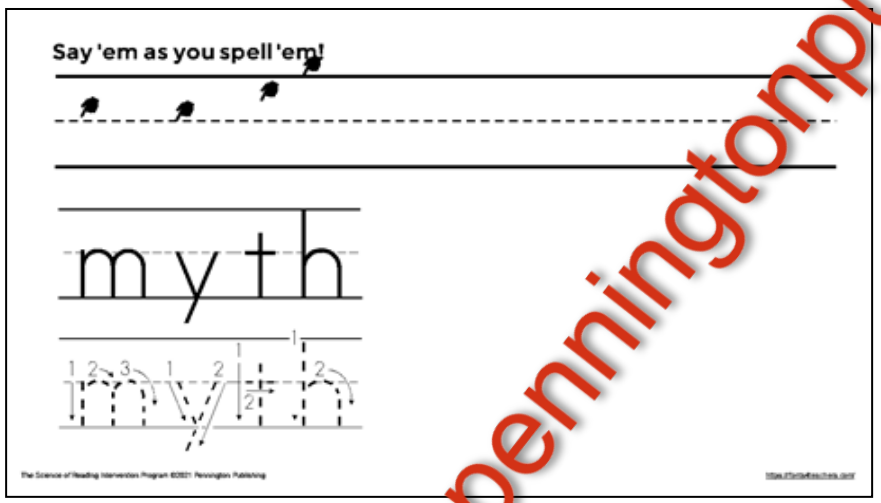
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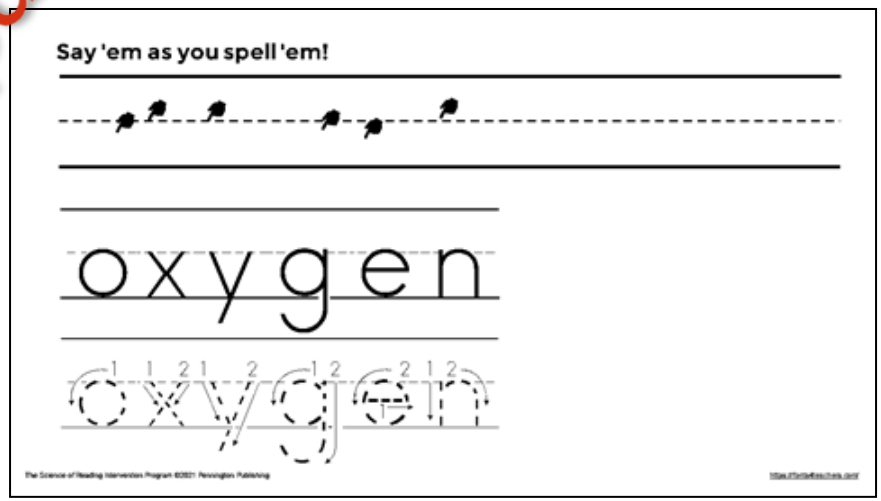
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Lesson 47: Spelling and Handwriting Short i _y





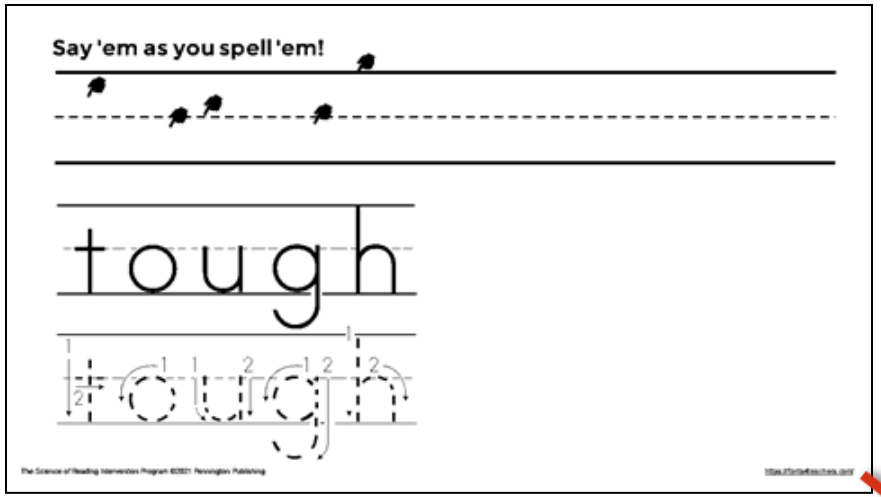


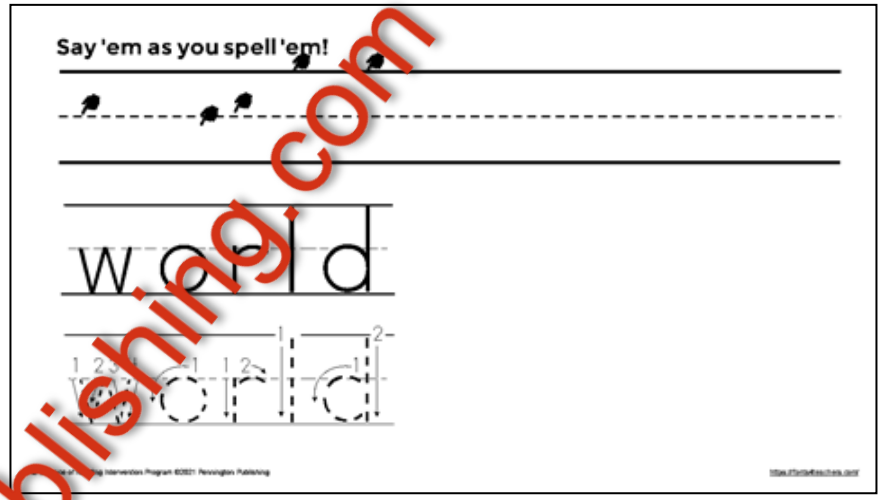


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Lesson 47: Spelling and Handwriting Short i _y

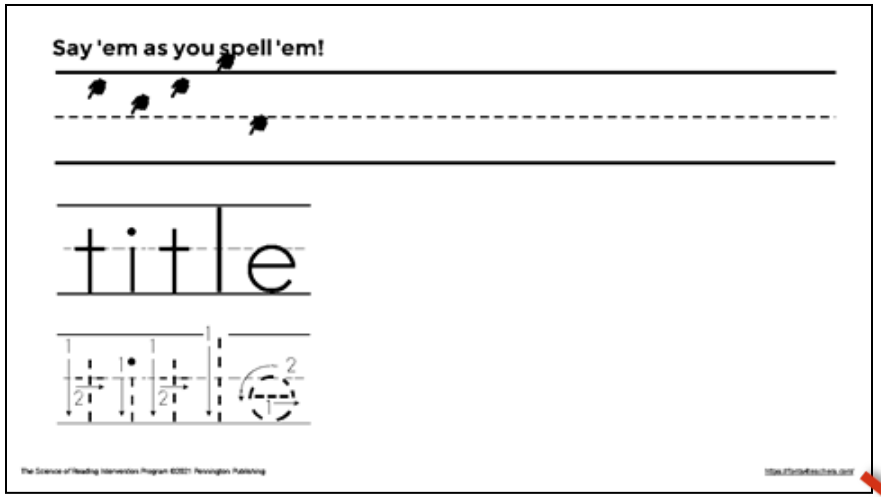


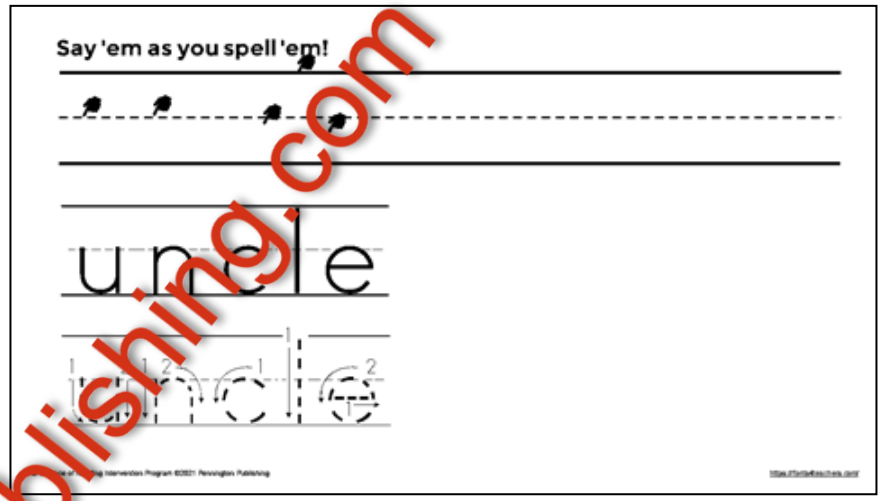


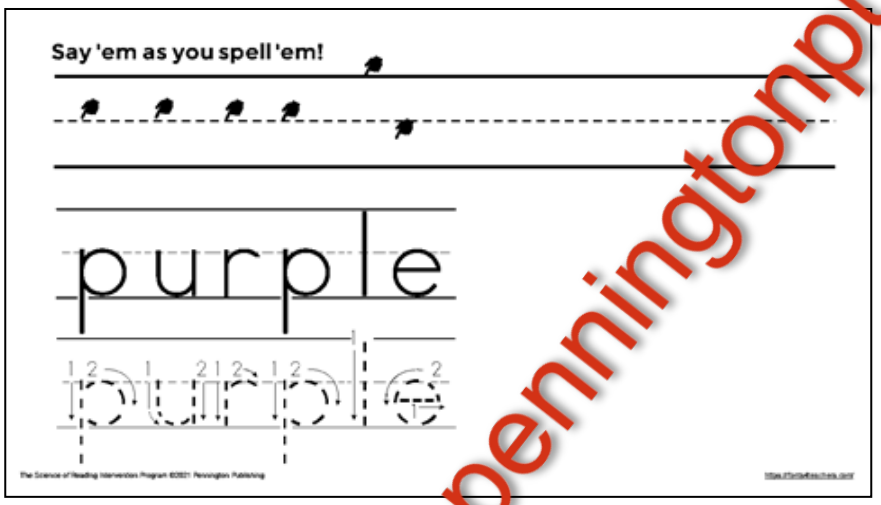
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Lesson 48: Spelling and Handwriting _le



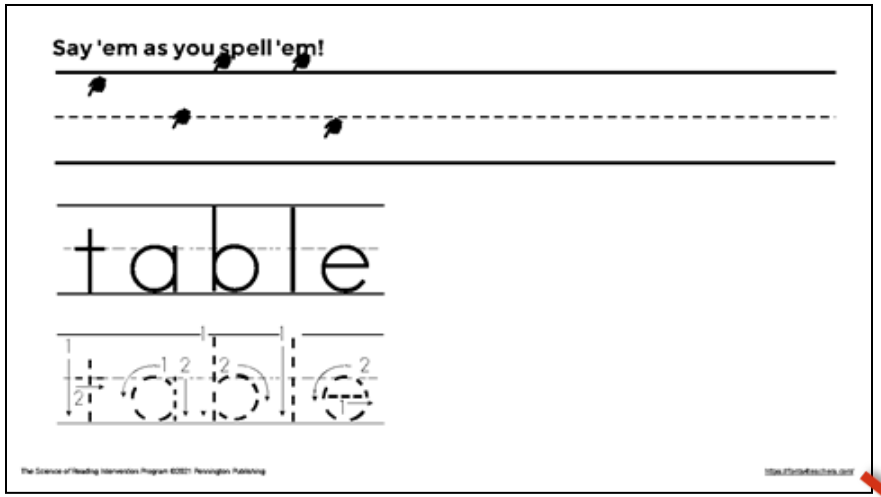


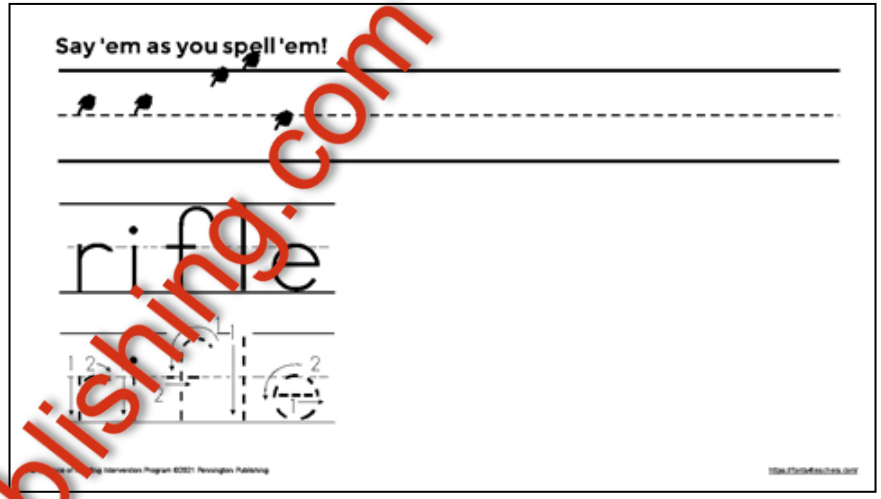


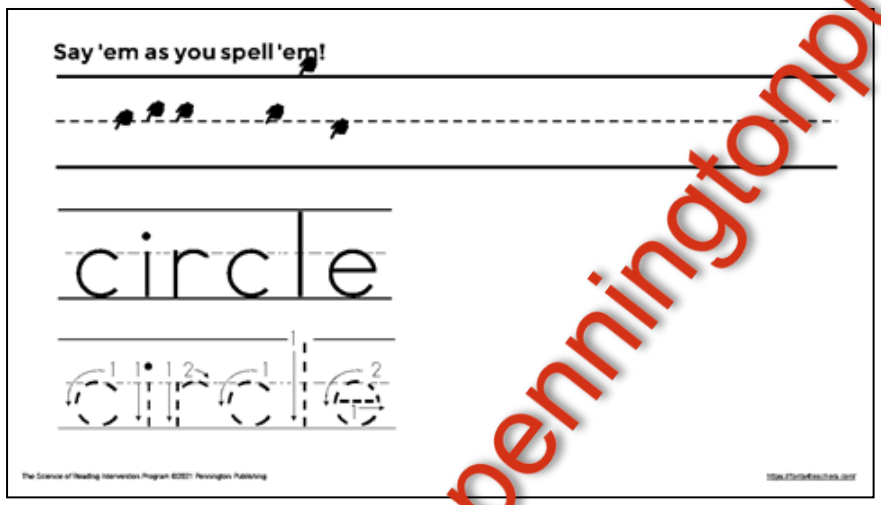
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Lesson 48: Spelling and Handwriting _le



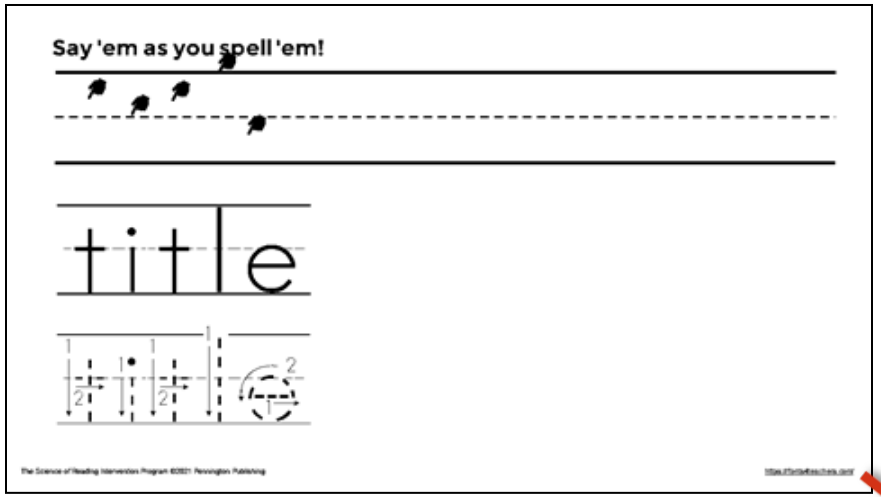


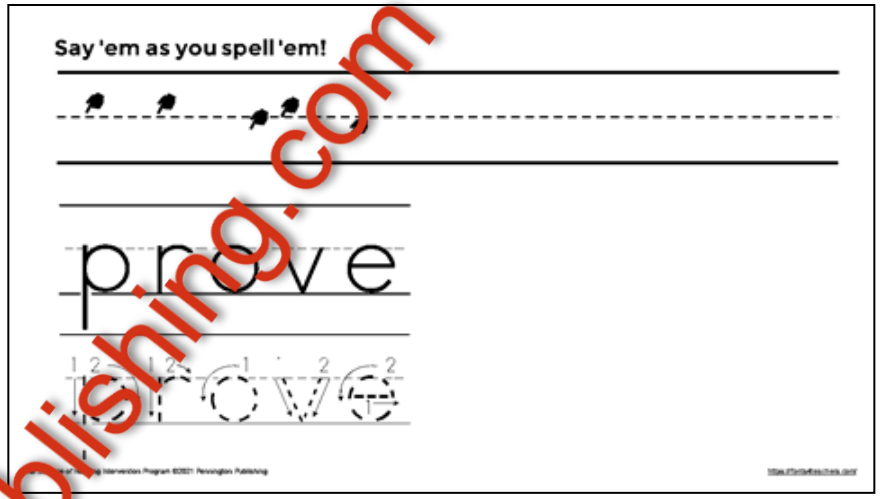


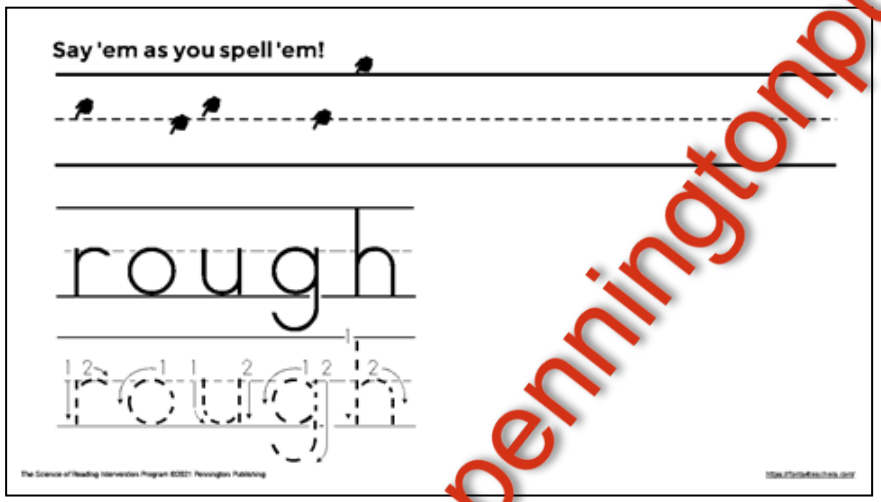
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Lesson 48: Spelling and Handwriting _le



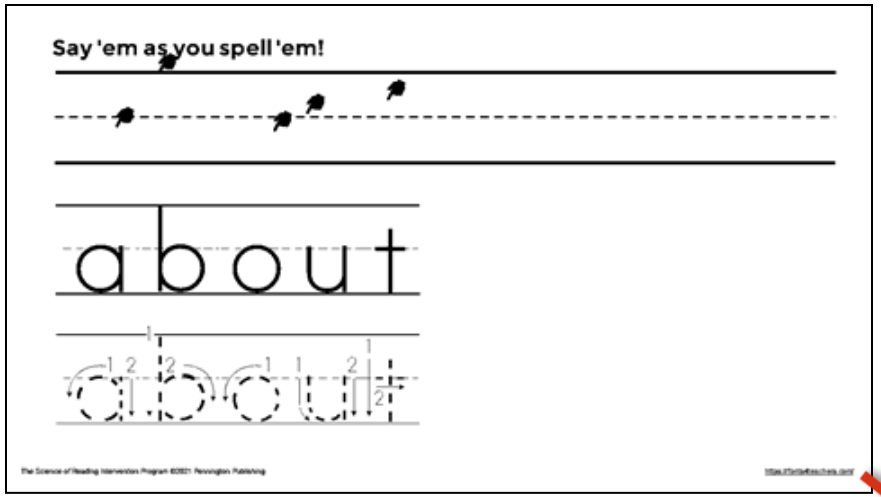




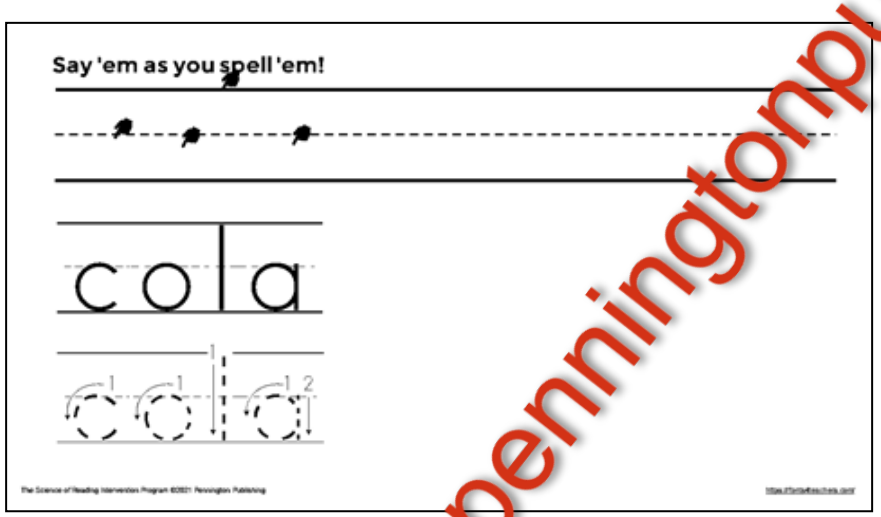
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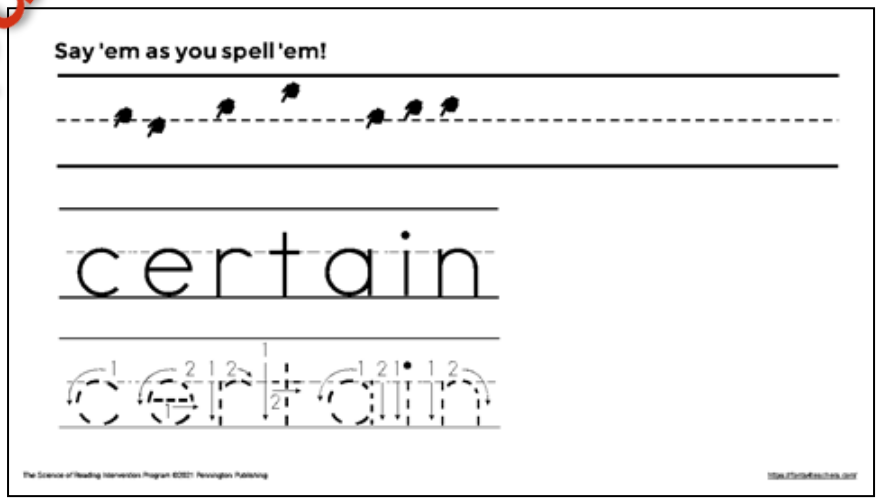
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Lesson 49: Spelling and Handwriting Schwa a, _ai_





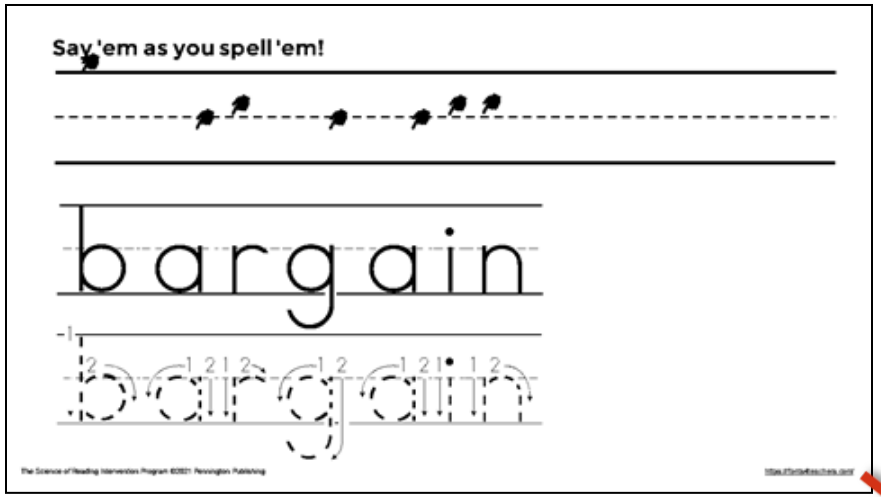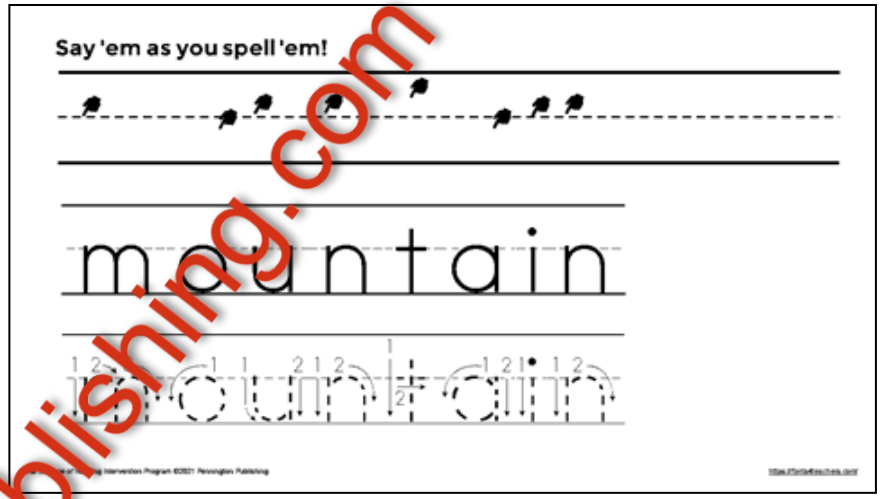




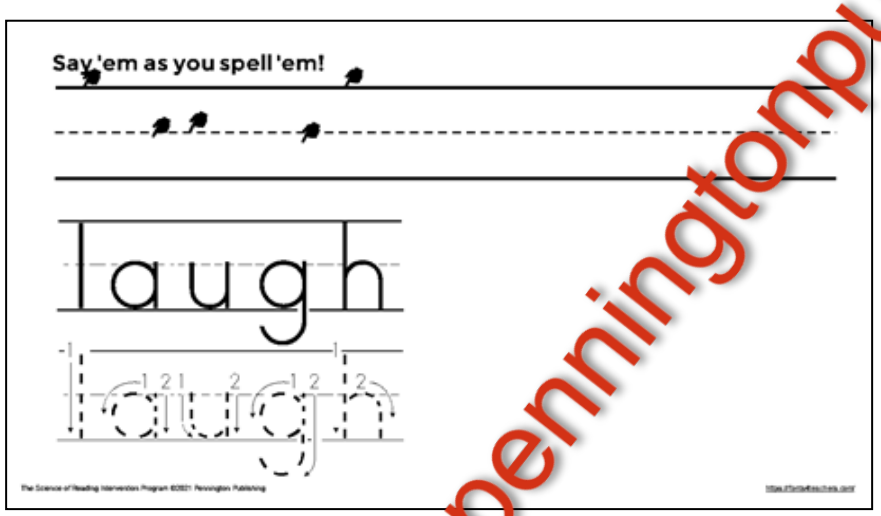
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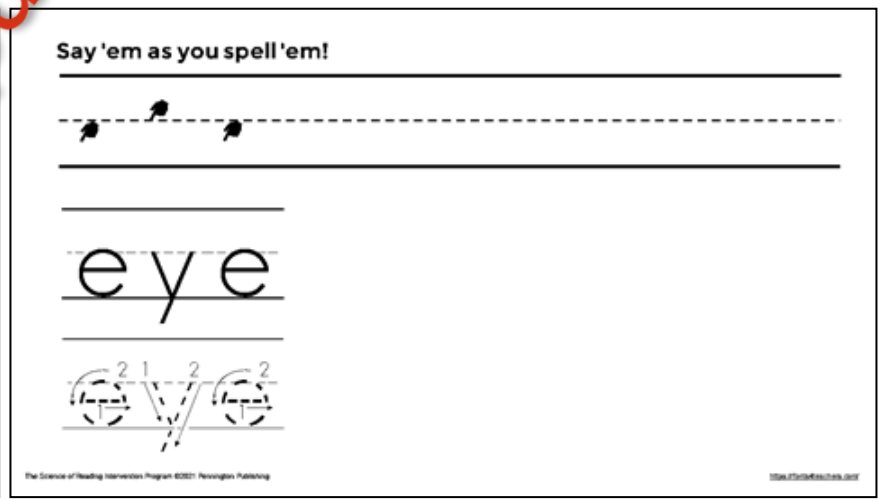
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Lesson 49: Spelling and Handwriting Schwa a, _ai_





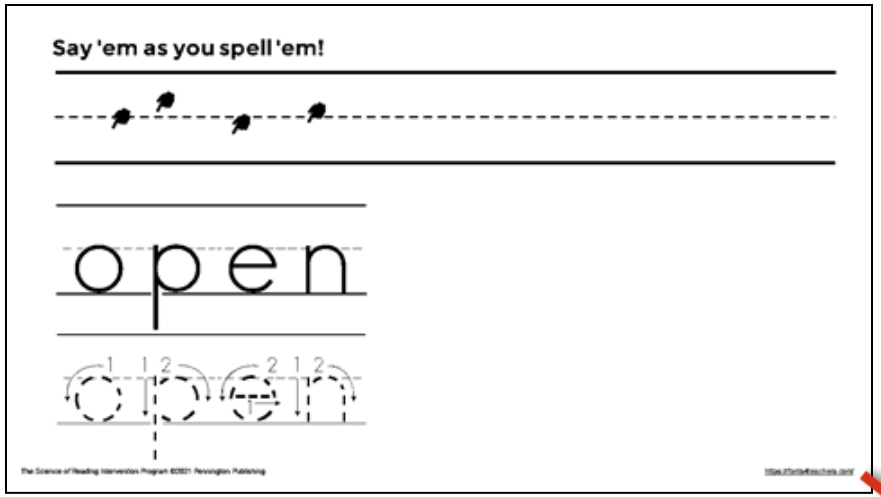


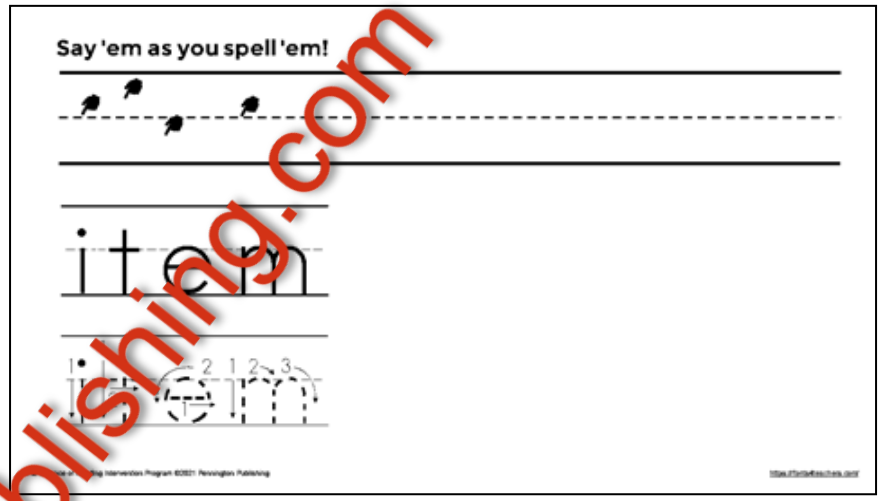


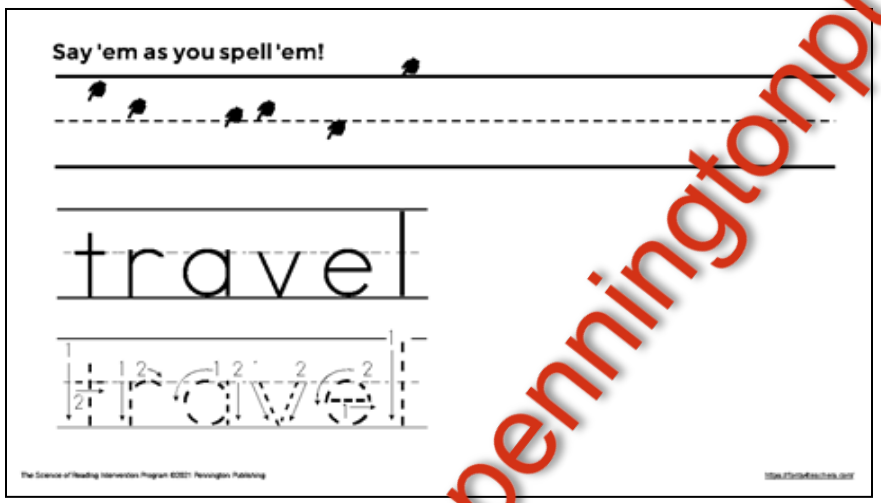
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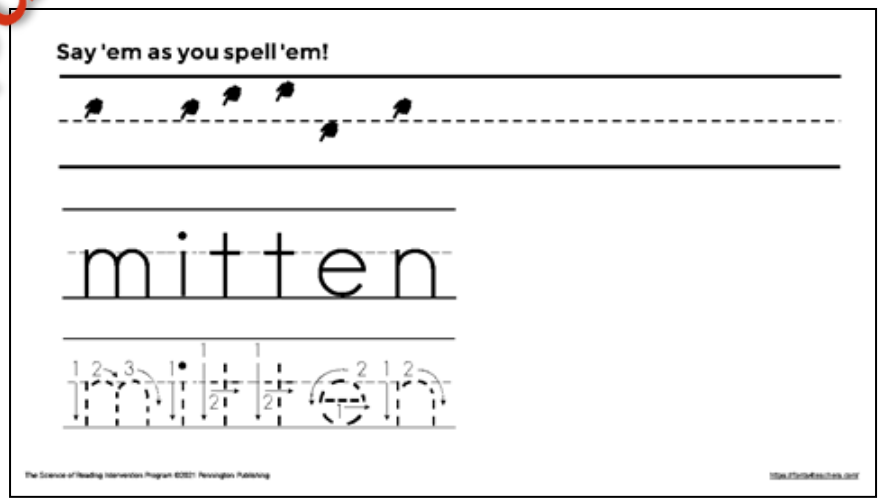
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Lesson 50: Spelling and Handwriting Schwa e





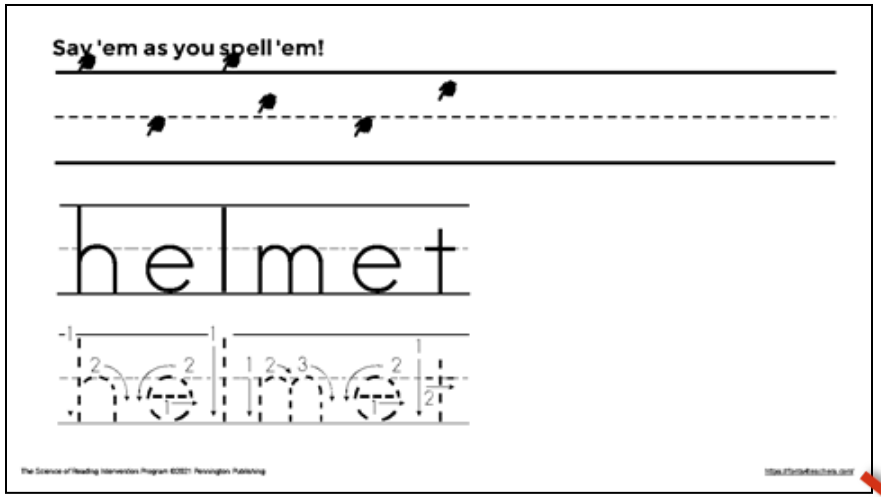


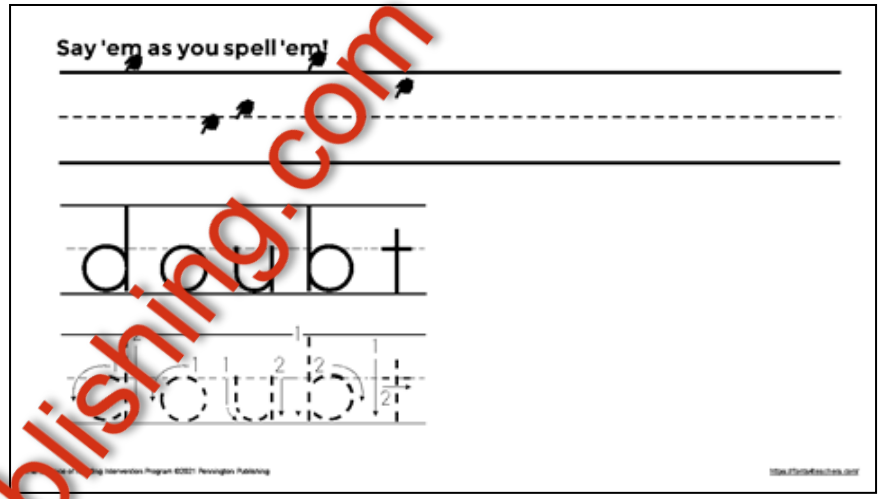


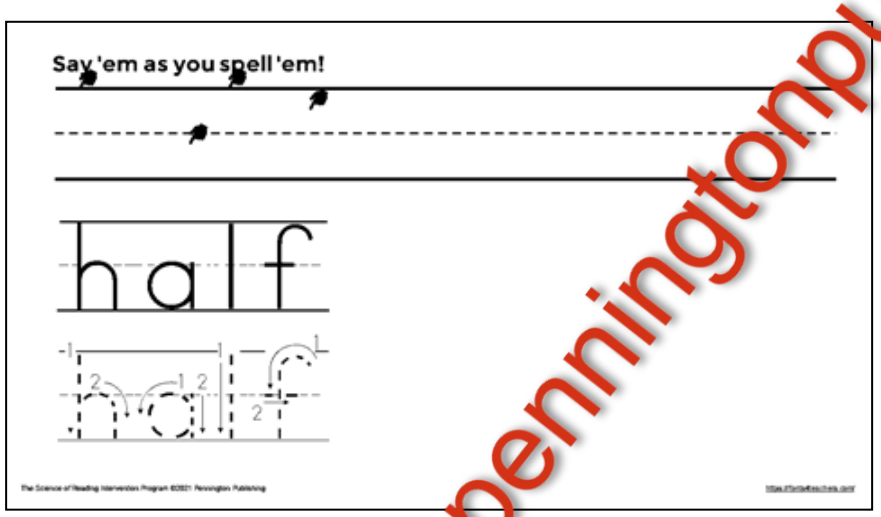
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Lesson 50: Spelling and Handwriting Schwa e



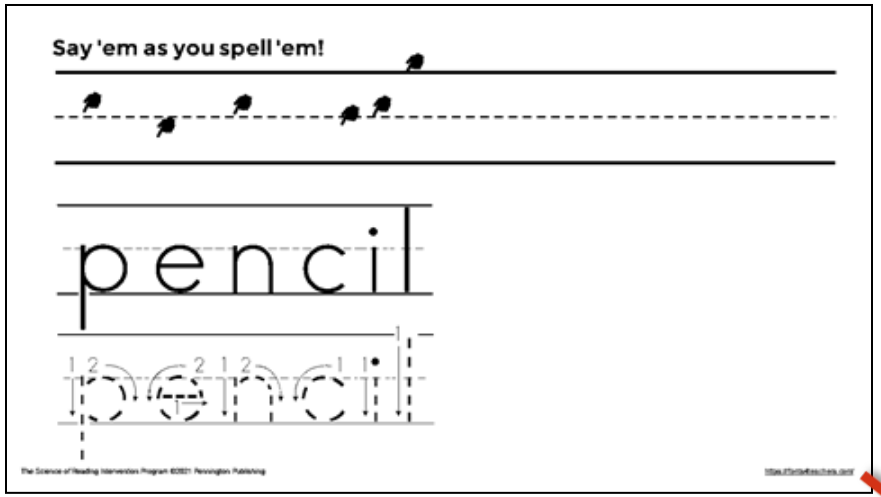


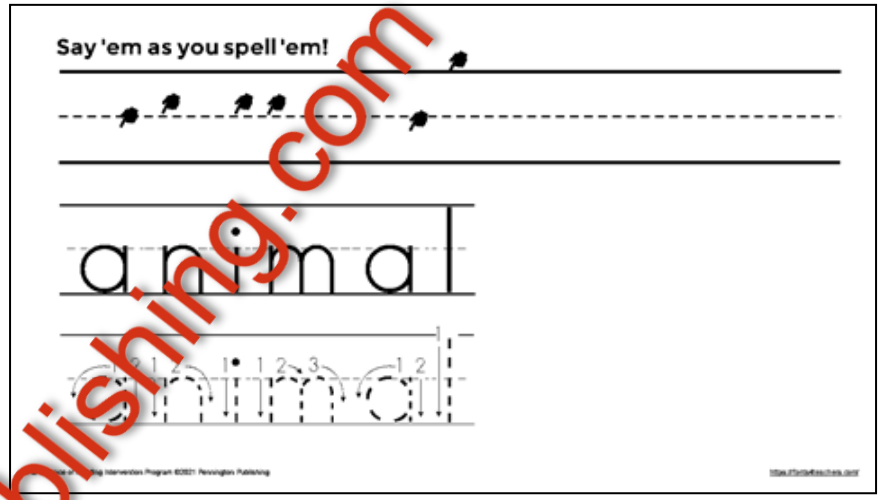


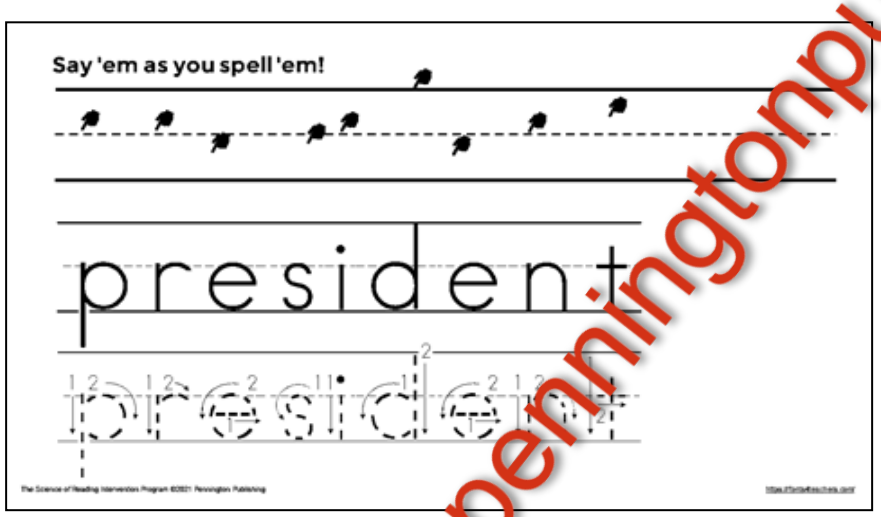
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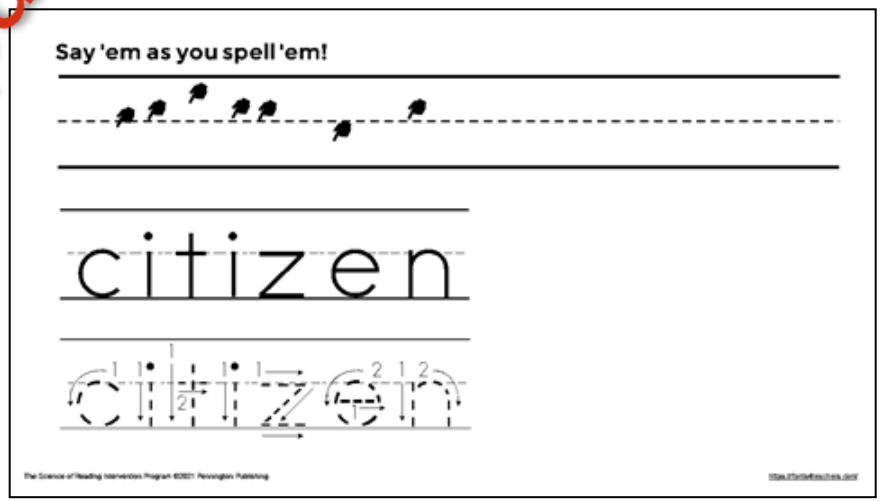
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Lesson 51: Spelling and Handwriting Schwa i





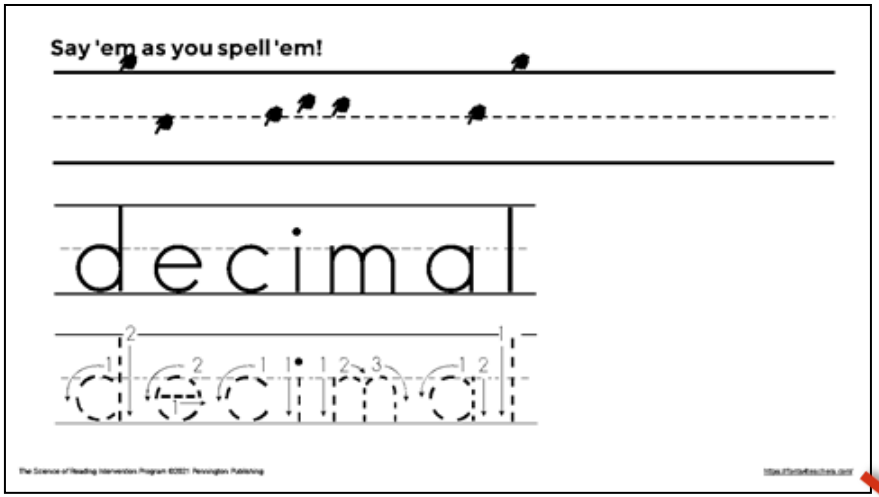


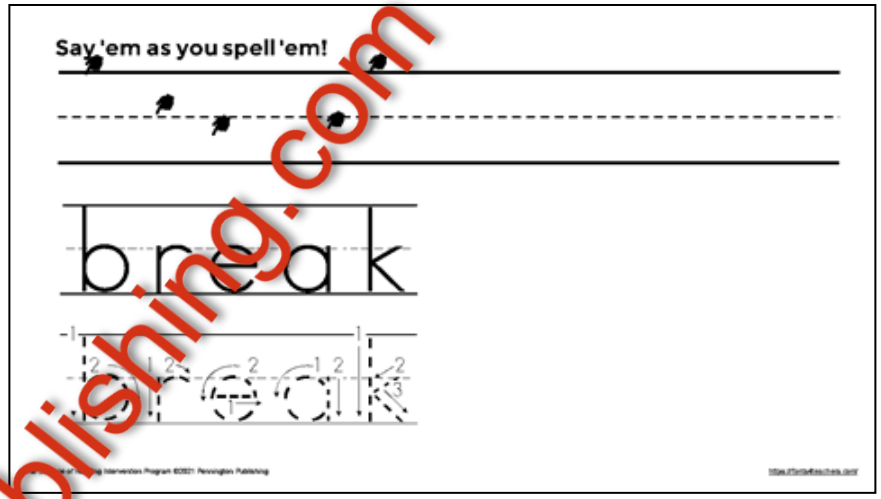


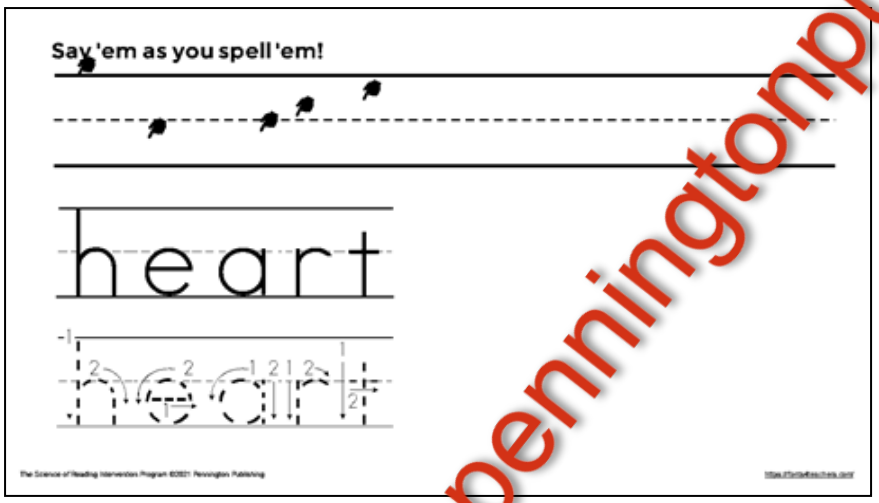
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Lesson 51: Spelling and Handwriting Schwa i



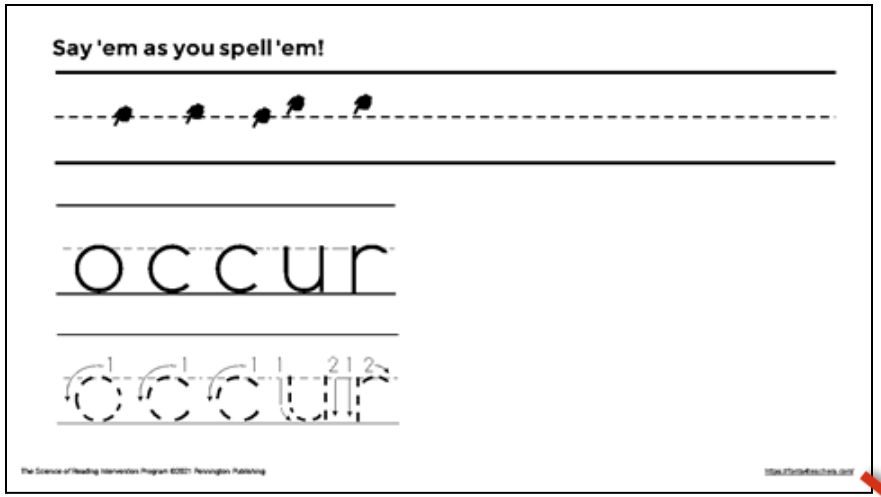


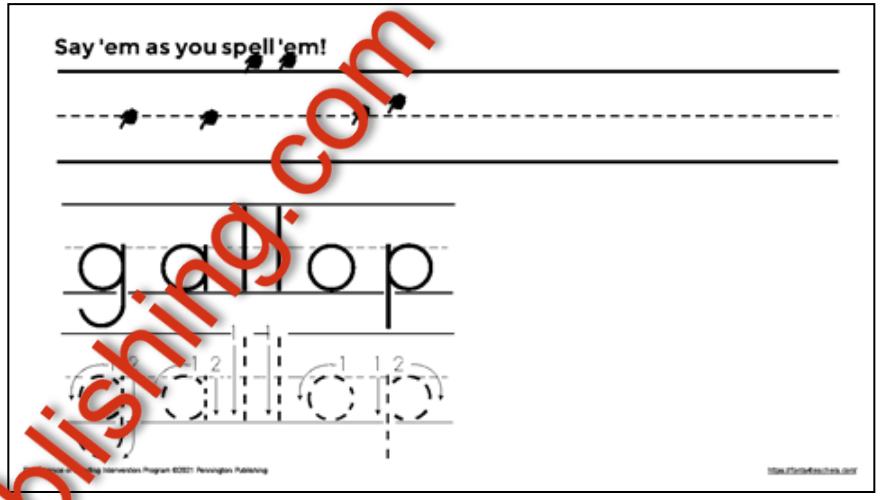


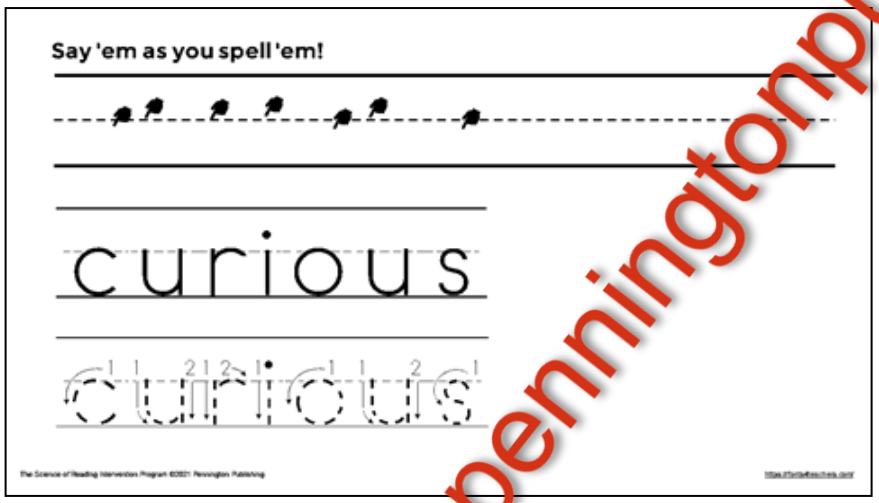
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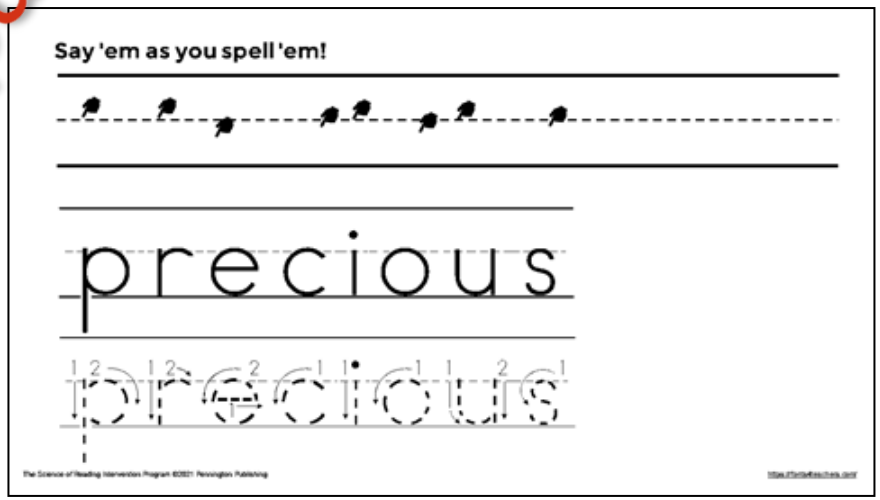
Visual Watermark
https://fonts4teachers.com/

Lesson 52: Spelling and Handwriting Schwa o, _io_, ou_





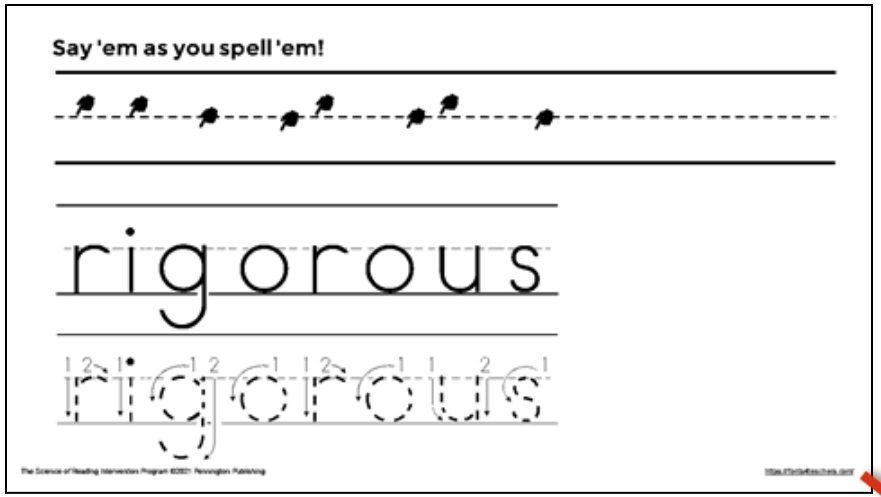


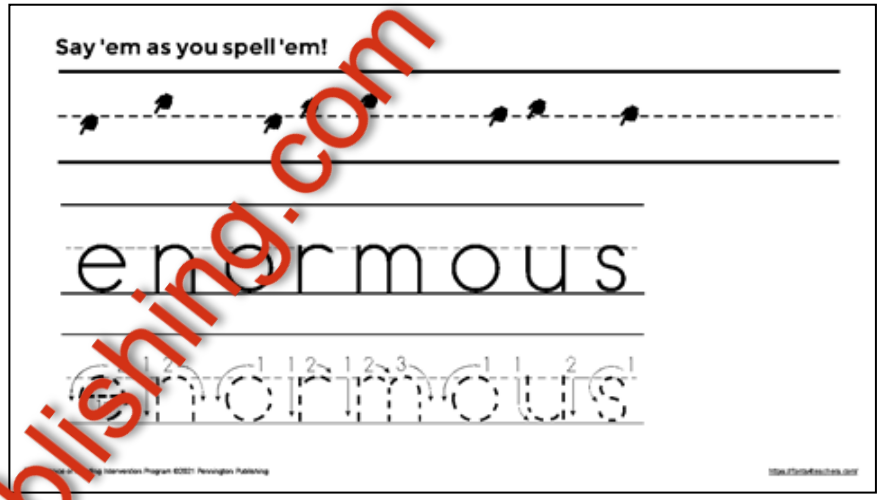


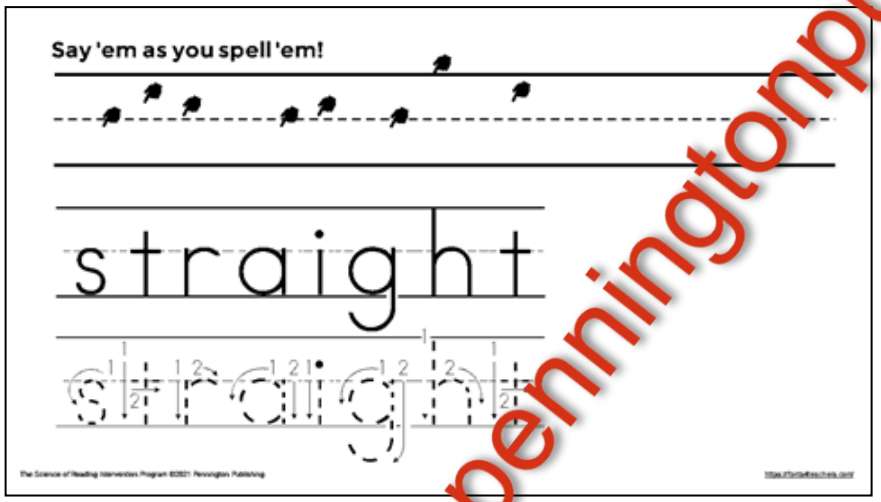
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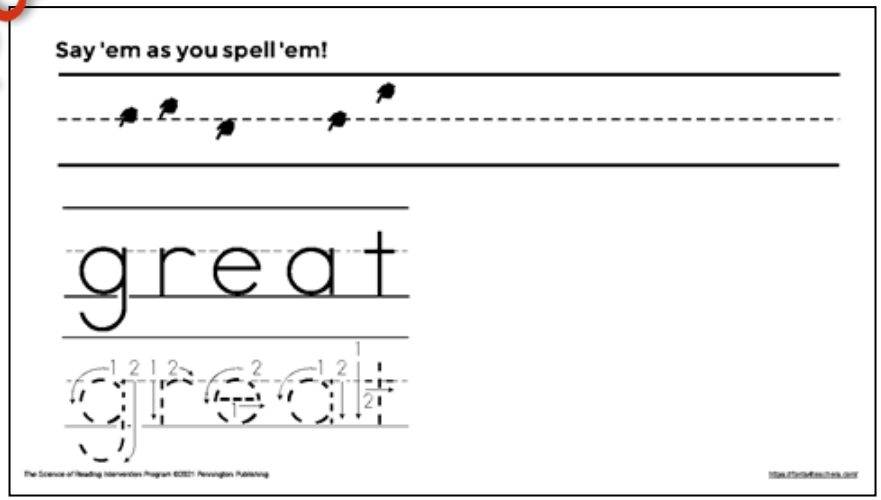
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https://fonts4teachers.com/

Lesson 52: Spelling and Handwriting Schwa o, _io_, ou_





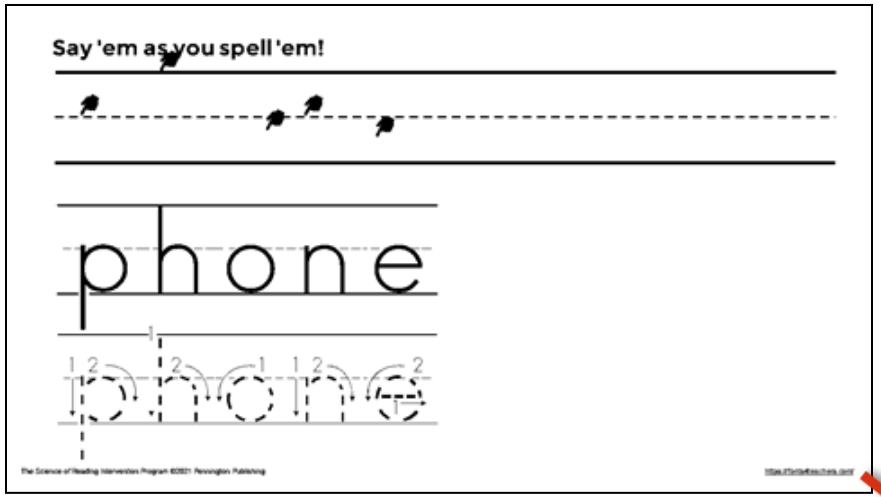


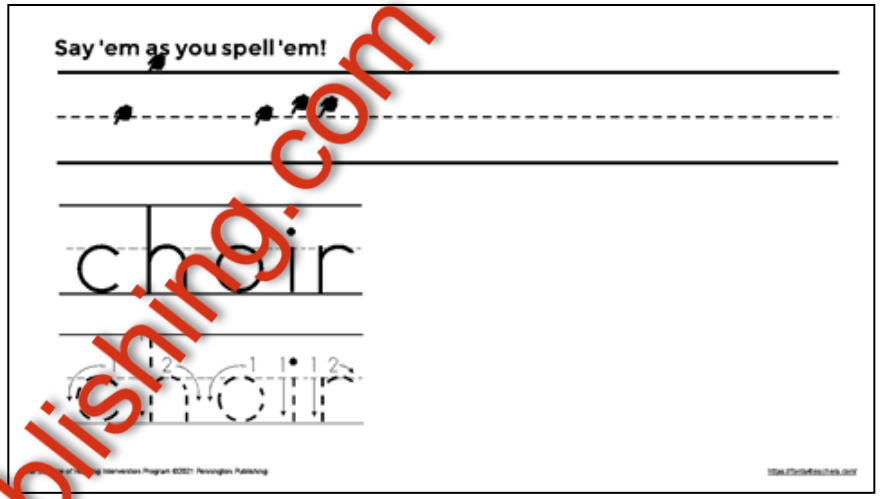


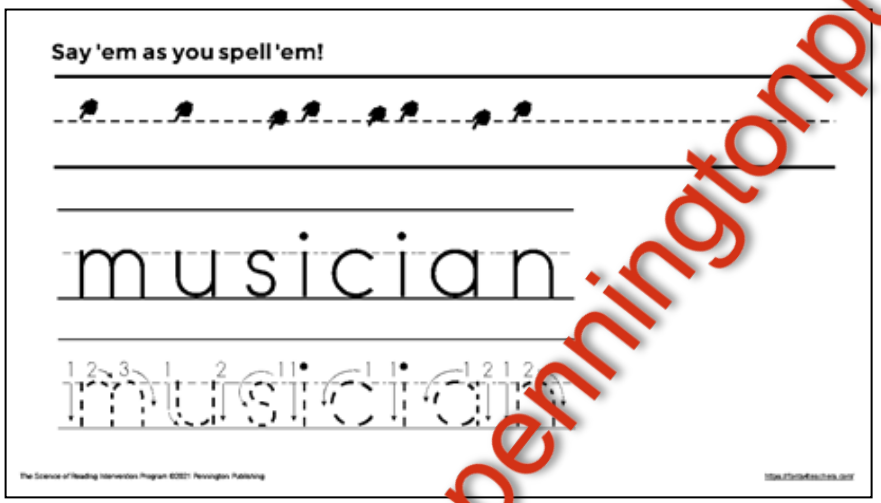
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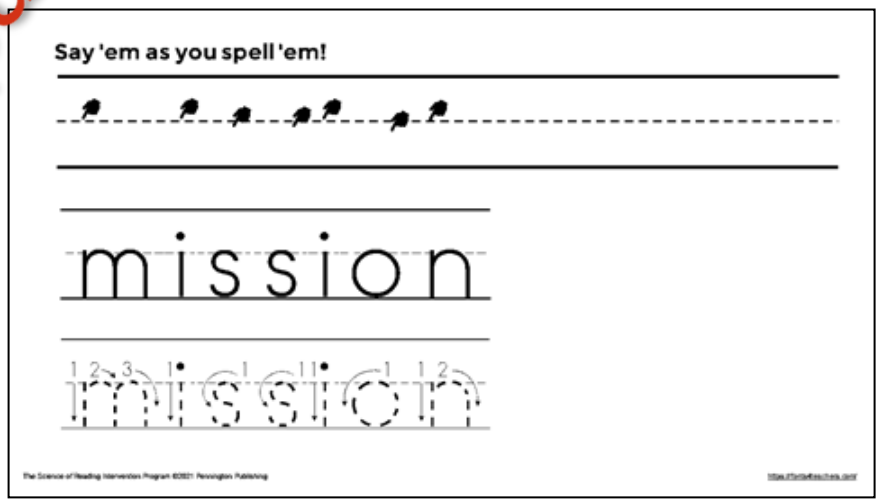
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Lesson 53: Spelling and Handwriting ph, ch_ (/k/), _ci_, _si_, _ti_, gn





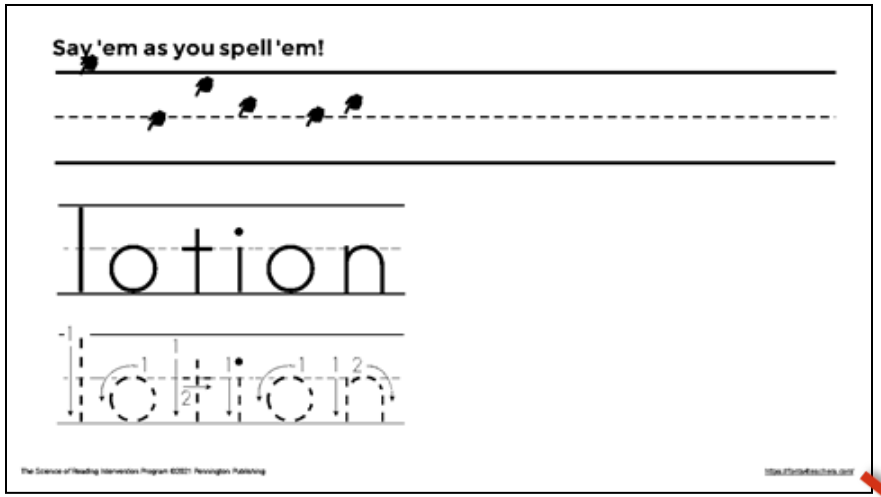


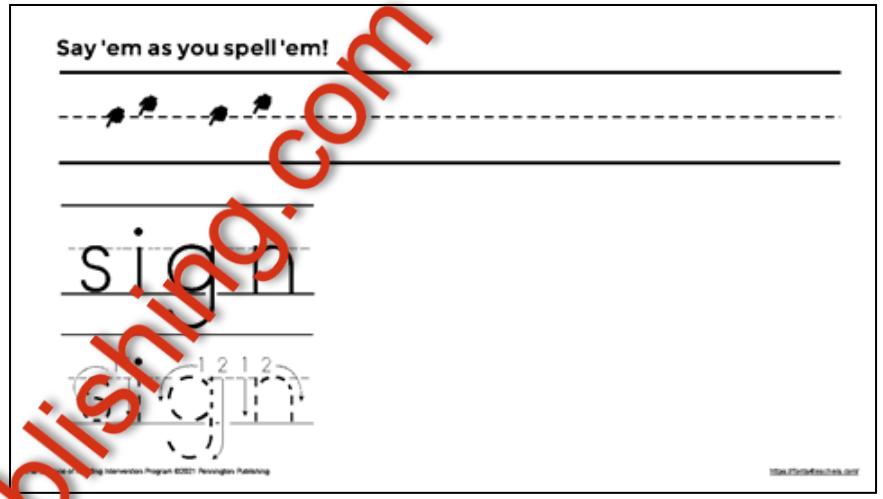


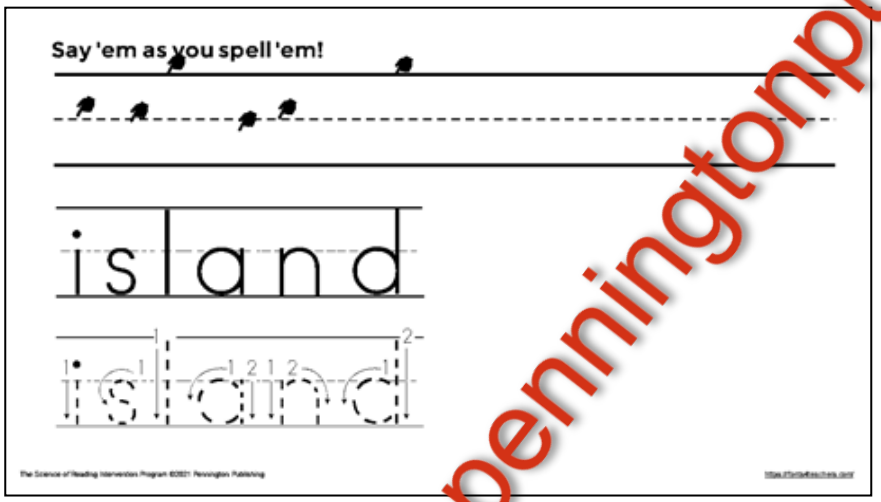
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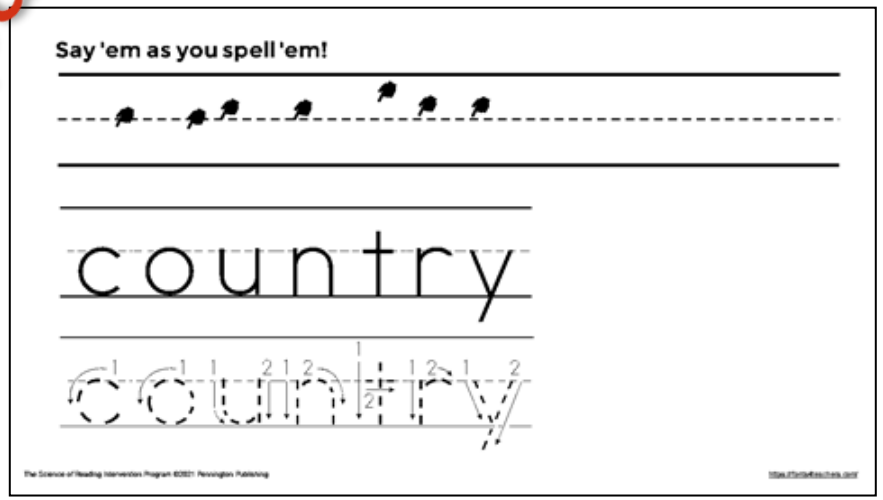
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Lesson 53: Spelling and Handwriting ph, ch_ (/k/), _ci_, _si_, _ti_, gn





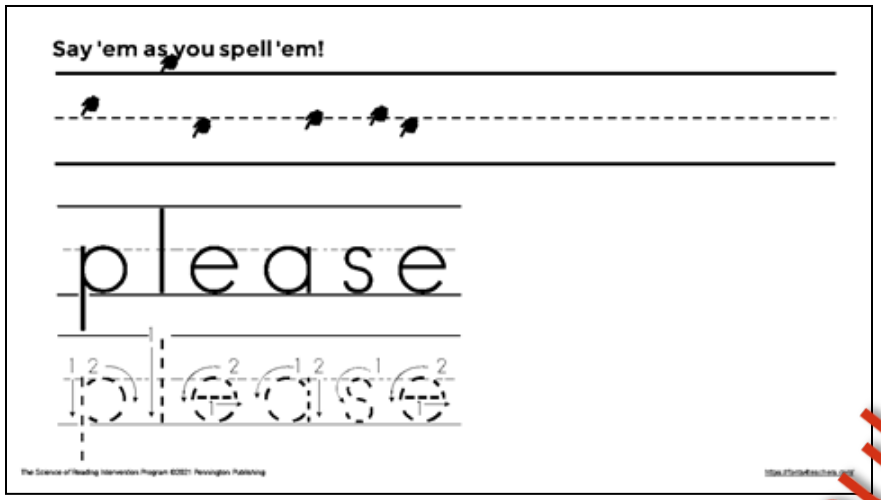


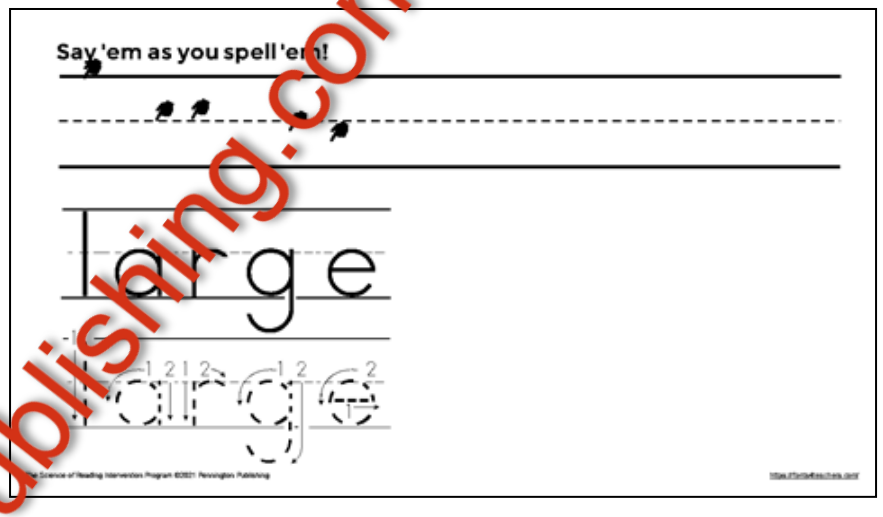


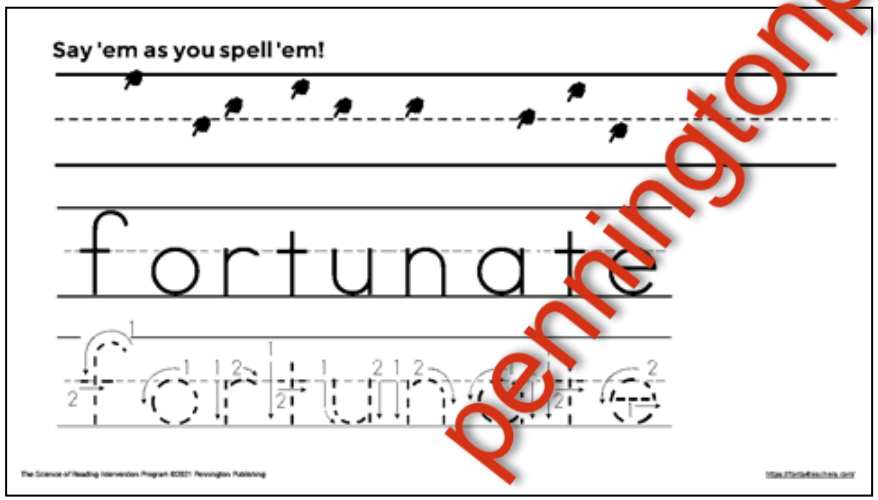
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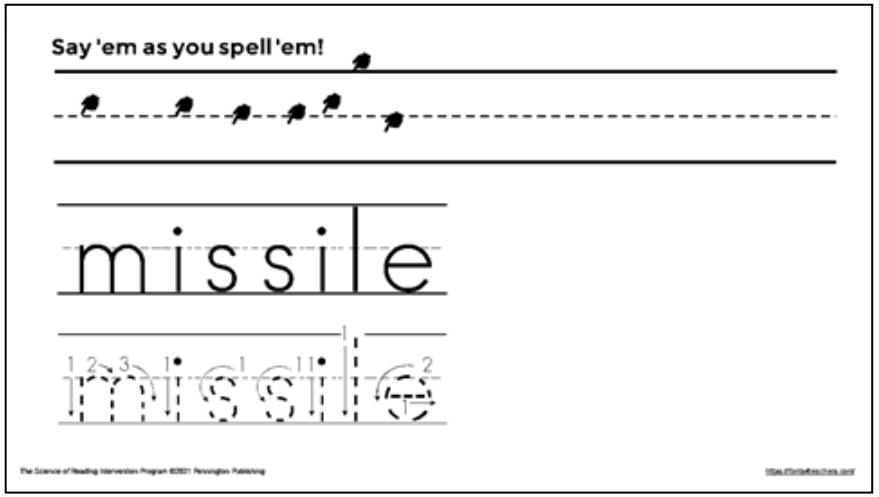
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Lesson 54: Spelling and Handwriting
_/z/e, _arge, _ate, _ile, _ite, _ce, _se, _ve, y_e





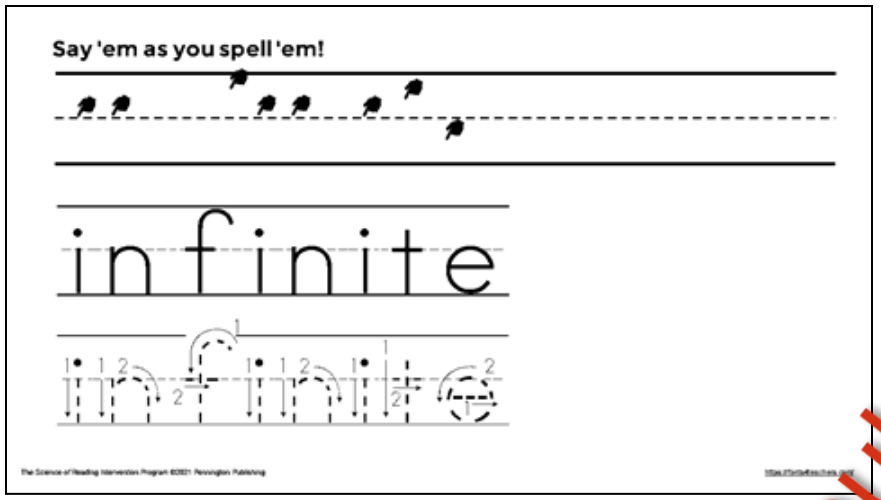


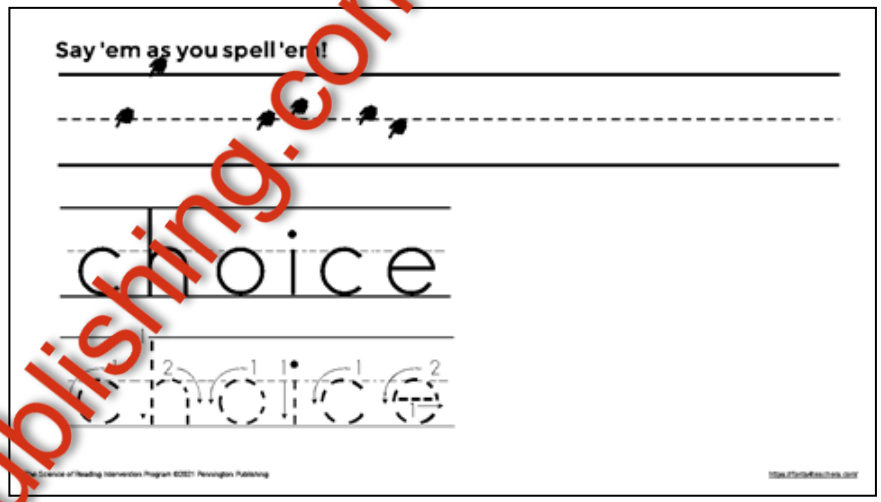


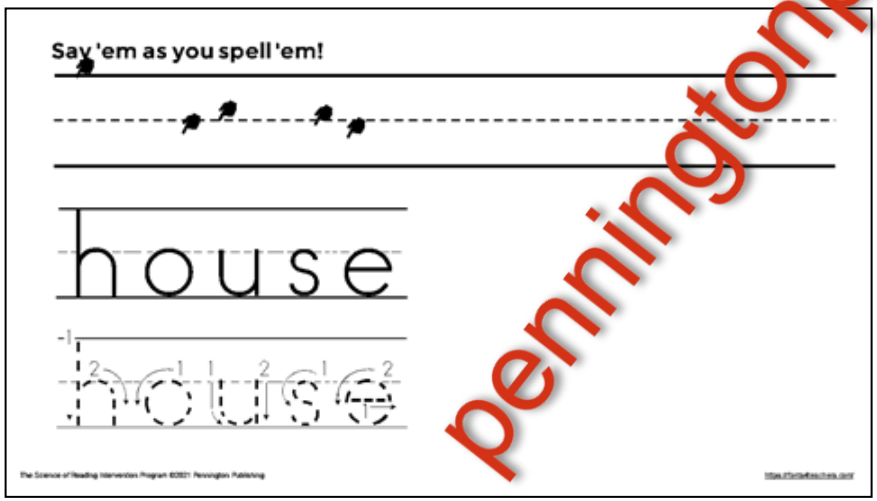
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Lesson 54: Spelling and Handwriting
_/z/e, _arge, _ate, _ile, _ite, _ce, _se, _ve, y_e



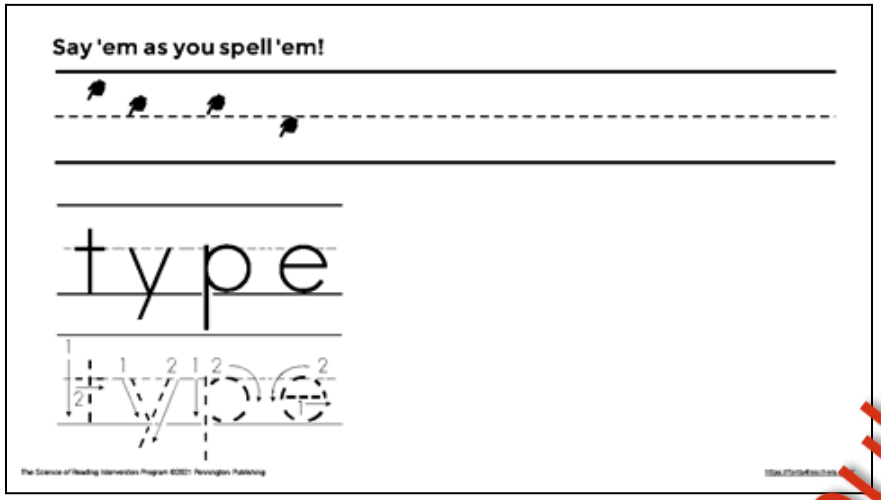


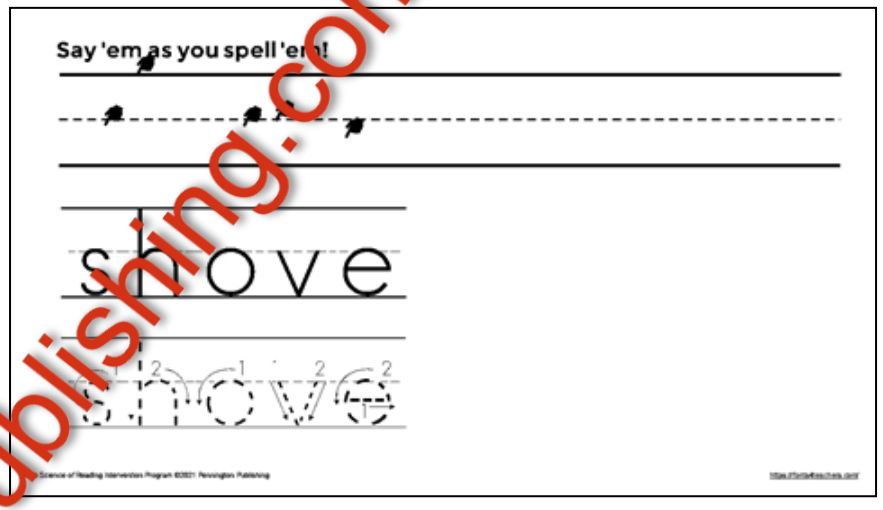


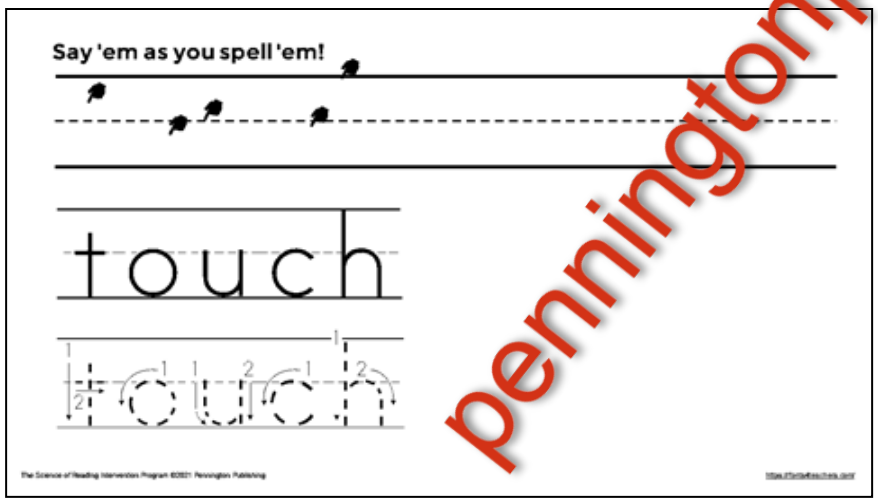
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Lesson 54: Spelling and Handwriting
_/z/e, _arge, _ate, _ile, _ite, _ce, _se, _ve, y_e







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Lesson 1: Sounds and Spellings a, m, t, s

Spellings to Sounds Match 'em!

a	m

S	a	m

m	a	t	s

Write the Spellings of the Sounds.

Say 'em and Listen!

1. tas

2. sas

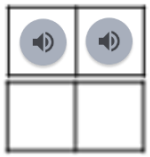
3. mas

4. tat

5. tats

6. ats

Sounds to Spellings Match 'em!







Write the Words from the Sounds.

Sort 'em!

2 Sounds	3 Sounds	4 Sounds

Write these words in the boxes which match.

am, mat, tams, at sat, mats

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Lesson 2: Sounds and Spellings i, f, d, r

Spellings to Sounds Match 'em!

i	t

f	a	d

s	i	t	s

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. fid

2. mid

3. mit

4. maf

5. taf

6. rif

Sounds to Spellings Match 'em!

Write the Words from the Sounds.

Sort 'em!

2 Sounds	3 Sounds	4 Sounds

Write these words in the boxes which match.

fits, its, rats, it, if

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Lesson 3: Sounds and Spellings o, g[a,o], l, h

Spellings to Sounds Match 'em!

h o g	r i d	l a d

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. hol

2. gol

3. gog

4. gam

5. lim

6. lof

Sounds to Spellings Match 'em!

Write the Words from the Sounds.

Sort 'em!

Sound	Sound	Sound

Write these words in the boxes which match.

log, rid, hid, mad, fog, rag

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Lesson 4: Sounds and Spellings u, b, c[a,o,u], _ck, g[a,o,u]

Spellings to Sounds Match 'em!

c	u	b

r	u	g

g	u	t

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. gack

2. cuck

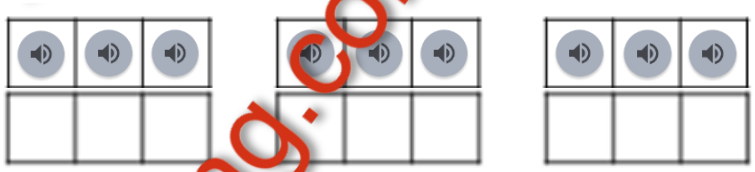
3. cug

4. gug

5. cog

6. cacks

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Sound	Sound	Sound

Write these words in the boxes which match.

bit, lick, hut, mug, cod, got

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Visual Watermark

Lesson 5: Sounds and Spellings e, _ea_, k[i,e], v, n, kn_

Spellings to Sounds Match 'em!

K	e	n

m	e	t

v	a	n

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. nead

2. ken

3. kiv

4. knib

5. vin

6. nev

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Sound **Sound** **Sound**

Write these words in the boxes which match.

kid, sad, dead, red, knit, vat

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Visual Watermark

Lesson 6: Sounds and Spellings p, w, j, qu_

Spellings to Sounds Match 'em!

p	i	g

w	i	n

J	o	n

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. weg

2. pev

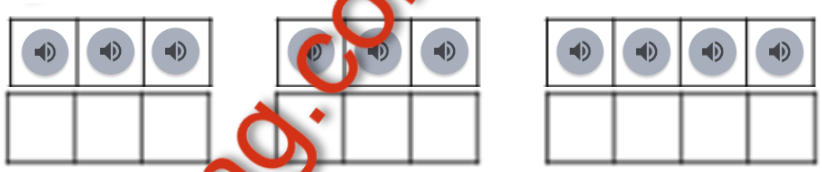
3. quen

4. jen

5. pep

6. wup

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Sound **Sound** **Sound**

Write these words in the boxes which match.

pick, rug, jog, wag, pack, quick

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Lesson 7: Sounds and Spellings y, x, z, _s /z/, wr_

Spellings to Sounds Match 'em!

y	e	t

f	o	x

z	a	p

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. yex

2. zext

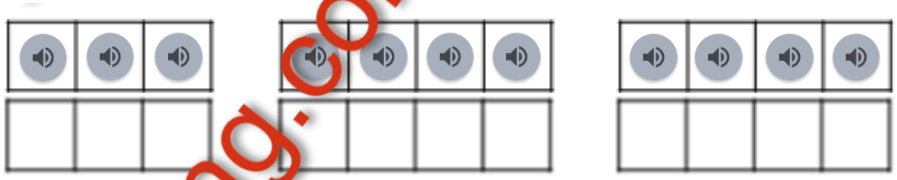
3. zos

4. wros

5. yoz

6. ats

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Sound **Sound** **Sound**

Write these words in the boxes which match.

mix, yuck, wren, fun, box, wreck

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Lesson 8: Sounds and Spellings _ll, _ff, _ss, _zz

Spellings to Sounds Match 'em!

f	i	z	z

c	u	f	f

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. vind

2. vill

3. kext

4. tiff

5. lizz

6. mazz

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Sound **Sound** **Sound** **Sound**

Write these words in the boxes which match.

off, bass, bull, buff, fuss, jazz, sell, buzz

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Visual Watermark

Lesson 9: Sounds and Spellings _nd, _st, _xt

Spellings to Sounds Match 'em!

s	a	n	d

t	e	x	t	s

Write the Spellings of the Sounds.

Say 'em and Listen!

1. rast

2. kest

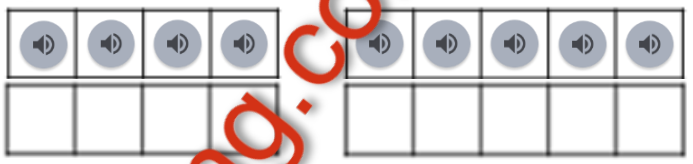
3. fand

4. dend

5. hund

6. pext

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

_st **_xt**

Write these words in the boxes which match.

text, mast, best, next

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Lesson 10: Sounds and Spellings _nt (n't), _lt

Spellings to Sounds Match 'em!

c	a	n'	t

m	e	l	t	s

Write the Spellings of the Sounds.

Say 'em and Listen!

1. milt

2. hent

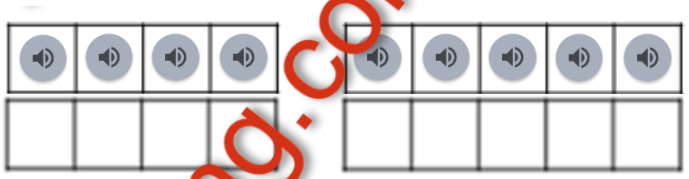
3. selt

4. mult

5. bant

6. dint

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

_nd	_nt, n't

Write these words in the boxes which match.

can't, send, went, band

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Lesson 11: Sounds and Spellings _mp, _sk, _lp

Spellings to Sounds Match 'em!

t	a	s	k

d	u	m	p	s

Write the Spellings of the Sounds.

Say 'em and Listen!

1. nesk

2. zamp

3. telp

4. dulp

5. memp

6. rusk

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

_mp	_lp

Write these words in the boxes which match.

pulp, bump, kelp, wimp

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Lesson 12: Sounds and Spellings _ct, _ft, _ld, _sp

Spellings to Sounds Match 'em!

d	u	c	t

r	a	f	t	s

Write the Spellings of the Sounds.

Say 'em and Listen!

1. toft

2. dect

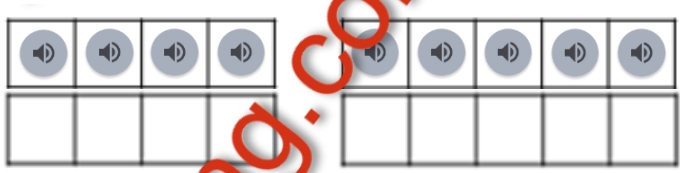
3. gact

4. reft

5. beld

6. rusp

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

_ct **_ft**

Write these words in the boxes which match.

lift, sect, act, soft

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Visual Watermark

Lesson 13: Sounds and Spellings _lk, _ch, _nch, _pt

Spellings to Sounds Match 'em!

s	u	l	k

m	u	n	c	h

Write the Spellings of the Sounds.

Say 'em and Listen!

1. ginch

2. guch

3. filk

4. hupt

5. delk

6. bept

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

_ch **_nch**

Write these words in the boxes which match.

rich, inch, lunch, such

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Visual Watermark

Lesson 14: Sounds and Spellings _ong, _onk, _ung, _unk, _ang, _ank, _ing, _ink

Spellings to Sounds Match 'em!

b	a	n	g

h	o	n	k	s

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. wong

2. tunk

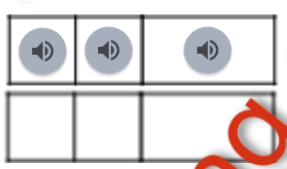
3. jang

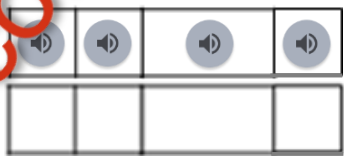
4. ning

5. dink

6. kank

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

_ung	_unk

Write these words in the boxes which match.

lung, bunk, rung, dunk

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Visual Watermark

Lesson 15: Sounds and Spellings th_ Voiced

Spellings to Sounds Match 'em!

t	h	i	s

t	h	e	m

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. thet

2. thab

3. thed

4. thit

5. thum

6. thot

Sounds to Spellings Match 'em!

Write the Words from the Sounds.

Sort 'em!

th_n	th_s

Write these words in the boxes which match.

then, this, thus, than

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Lesson 16: Sounds and Spellings th_, _th Unvoiced

Spellings to Sounds Match 'em!

t	h	i	n

t	h	a	n	k

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. thun

2. thang

3. sath

4. pith

5. thas

6. soth

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Voiced th_	Unvoiced th_

Write these words in the boxes which match.

thin, thud, that, thus

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Lesson 17: Sounds and Spellings sh

Spellings to Sounds Match 'em!

f	i	s	h

s	h	a	f	t

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. shat

2. shint

3. shish

4. gish

5. fash

6. shaf

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

_ch

_sh

Write these words in the boxes which match.

mash, such, rich, shush

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Lesson 18: Sounds and Spellings Past Tense _ed (t), _ed (d)

Spellings to Sounds Match 'em!

c	a	s	h	e	d

f	o	x	e	d

Sounds to Spellings Match 'em!



Write the Spellings of the Sounds.

Write the Words from the Sounds.

Say 'em and Listen!

1. woxed

2. pepped

3. danked

4. tunked

5. beshed

6. nashed

Sort 'em!

/t/ _ed	/d/ _ed

Write these words in the boxes which match.

helped, filled, bagged, rushed

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Visual Watermark

Lesson 19: Sounds and Spellings wh, ch_, _tch

Spellings to Sounds Match 'em!

w	h	i	f	f	e	d

c	h	i	n

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. whit

2. fitch

3. cutch

4. chun

5. whant

6. chelt

Sounds to Spellings Match 'em!

Write the Words from the Sounds.

Sort 'em!

_ch	_tch

Write these words in the boxes which match.

etch, rich, much, latch

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Visual Watermark

Lesson 20: Sounds and Spellings fl_, sl_, bl_, cl_, gl_, pl_

Spellings to Sounds Match 'em!

c	l	i	p

f	l	a	s	k

Write the Spellings of the Sounds.

Say 'em and Listen!

1. bladge

2. plunch

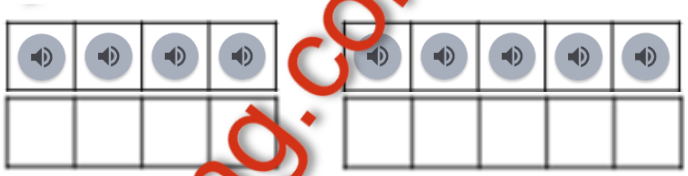
3. cland

4. flig

5. glist

6. slind

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Beginning Blends **Ending Blends**

Write these words in the boxes which match.

self, flip, golf, flock

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Lesson 21: Sounds and Spellings sm_, sn_, sp_, st_, sk_, sc_

Spellings to Sounds Match 'em!

s	m	o	g

s	k	i	m	p

Write the Spellings of the Sounds.

Say 'em and Listen!

1. sneld

2. smelp

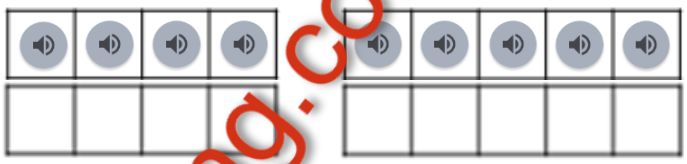
3. scush

4. spuld

5. stuth

6. skish

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Beginning Blends **Ending Blends**

Write these words in the boxes which match.

gasp, spit, lisp, spell

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Lesson 22: Sounds and Spellings br_, cr_, dr_, fr_, gr_, pr_

Spellings to Sounds Match 'em!

d	r	u	m

c	r	i	s	p

Write the Spellings of the Sounds.

Say 'em and Listen!

1. dran

2. grent

3. bronk

4. frand

5. crun

6. prelk

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Beginning Blends **Ending Blends**

Write these words in the boxes which match.

pack, brass, fund, crimp

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Visual Watermark

Lesson 23: Sounds and Spellings shr_, thr_, str_, spr_, scr_

Spellings to Sounds Match 'em!

s	h	r	e	d

s	t	r	a	p

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. scrist

2. sprich

3. shreft

4. shrund

5. threxT

6. strect

Sounds to Spellings Match 'em!

Write the Words from the Sounds.

Sort 'em!

Beginning Blends **Ending Blends**

Write these words in the boxes which match.

bank, threat, finch, shrunk

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Lesson 24: Sounds and Spellings sw_, thr_, tw_, spl_, squ_

Spellings to Sounds Match 'em!

t	w	i	n

s	q	u	i	n	t

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. twipt

2. threck

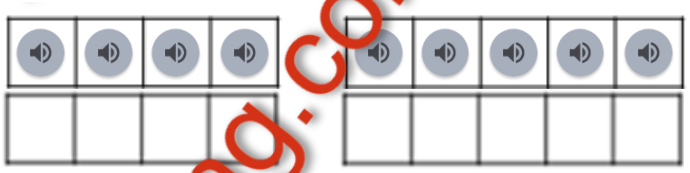
3. splask

4. thruff

5. squank

6. swump

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Beginning Blends **Ending Blends**

Write these words in the boxes which match.

kept, splat, milk, sweat

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Visual Watermark

Lesson 25: Sounds and Spellings a, _ay, a_e, ai_, ei[gh]

Spellings to Sounds Match 'em!

h	a	t	e

s	t	r	a	i	n

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. wreid

2. cray

3. wrang

4. breigh

5. drate

6. grait

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Middle Vowels

Ending Vowels

Write these words in the boxes which match.

crain, stray, their, sleigh

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Visual Watermark

Lesson 26: Sounds and Spellings e, _ee, ea, _ie_

Spellings to Sounds Match 'em!

m	e	a	t

s	t	r	e	e	t

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. breen

2. chien

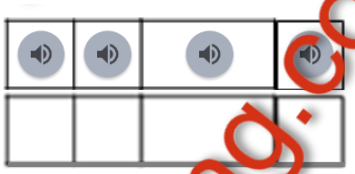
3. drean

4. streech

5. creat

6. prieved

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Long */e/*	Long */i/*

Write these words in the boxes which match.

priest, cried, die, grief

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Visual Watermark

Lesson 27: Sounds and Spellings i, _igh, i_e, _y, _ie

Spellings to Sounds Match 'em!

p	i	l	e

m	i	g	h	t

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. bry

2. thied
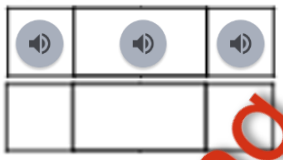
3. dight

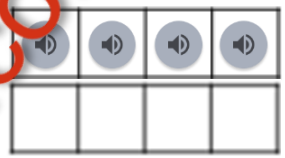
4. prite

5. stri

6. blime

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Long */e/*	Long */i/*

Write these words in the boxes which match.

tier, fried, tie, shield

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Visual Watermark

Lesson 28: Sounds and Spellings o, o_e, _oe, oa_, ow

Spellings to Sounds Match 'em!

h	o	p	e

g	r	o	w	n

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. cloed

2. strow
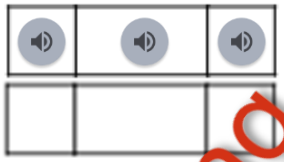
3. roem

4. thoat

5. shole

6. stro

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Middle Vowels

Ending Vowels

Write these words in the boxes which match.

foam, throw, foe, thrown

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Visual Watermark

Lesson 29: Sounds and Spellings u_e, _ew, _ue

Spellings to Sounds Match 'em!

c	u	t	e

f	u	e	l

Write the Spellings of the Sounds.

Say 'em and Listen!

1. gewt

2. shule

3. nuem

4. hube

5. shewl

6. hued

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

u_e	a_e, i_e, o_e

Write these words in the boxes which match.

use, slate, yule, globe

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Visual Watermark

Lesson 30: Sounds and Spellings a, _ay, a_e, ai_, ei[gh], _ated, _aided, _aited

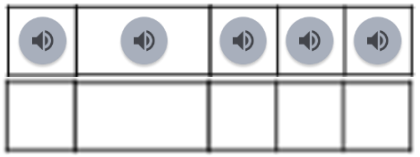
Spellings to Sounds Match 'em!

p	l	a	y	e	d

r	a	t	e	d

Sounds to Spellings Match 'em!





Write the Spellings of the Sounds.

Write the Words from the Sounds.

Weirdo Words Say 'em and Listen!

1. resated

2. resated

3. naben

4. miteighen

5. spateful

6. taylent

Sort 'em!

Middle Vowels	Ending Vowels

Write these words in the boxes which match.

sleigh, strained, delay, neighbor

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Visual Watermark

Lesson 31: Sounds and Spellings e, _ee, ea, [c]ei, _ie_, e_e, _y, _ey

Spellings to Sounds Match 'em!

c	h	i	e	f	l	y

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. subgeat

2. runkey

3. transrete

4. unried

5. deceipt

6. prebee

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Middle Vowels

Ending Vowels

Write these words in the boxes which match.

bleed, key, glee, sheath

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Visual Watermark

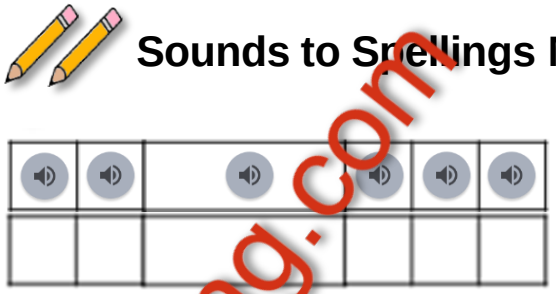
Lesson 32: Sounds and Spellings i, _igh, i_e, _y, _ie

Spellings to Sounds Match 'em!

b	e	s	i	d	e

b	y	w	a	y

Sounds to Spellings Match 'em!



Write the Spellings of the Sounds.

Write the Words from the Sounds.

Weirdo Words Say 'em and Listen!

1. imcry

2. enibet

3. fiedly

4. imdiglen

5. unbight

6. nobide

Sort 'em!

Long /e/

Long /i/

Write these words in the boxes which match.

baby, mobile, profile, bystander

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Visual Watermark

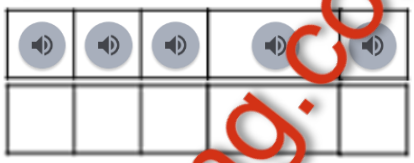
Lesson 33: Sounds and Spellings o, o_e, _oe, oa_, ow

Spellings to Sounds Match 'em!

g	l	o	a	t	e	d

Write the Spellings of the Sounds.

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Say 'em and Listen!

1. losink

2. moely

3. fownen

4. hoteful

5. robest

6. soating

Sort 'em!

Middle Vowels	Ending Vowels

Write these words in the boxes which match.

known, below, moat, domino

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Visual Watermark

Lesson 34: Sounds and Spellings u, u_e, _ew, _ue

Spellings to Sounds Match 'em!

n	e	p	h	e	w

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. fatute

2. tabew

3. pewtent

4. bueldid

5. mutist

6. datume

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

u, u_e	_ew, _ue

Write these words in the boxes which match.

few, cutest, miscue, butane

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Visual Watermark

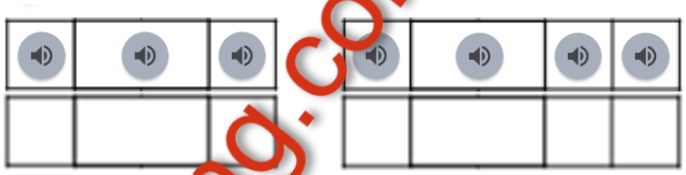
Lesson 35: Sounds and Spellings ar

Spellings to Sounds Match 'em!

a	r	m	y

b	a	r	n	s

Sounds to Spellings Match 'em!



Write the Spellings of the Sounds.

Write the Words from the Sounds.

Say 'em and Listen!

1. arbin

2. memar

3. tarbess

4. argen

5. matar

6. sharness

Sort 'em!

Beginning Vowels	Ending Vowels

Write these words in the boxes which match.

boxcar, argued, artist, radar

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Visual Watermark

Lesson 36: Sounds and Spellings or, ore

Spellings to Sounds Match 'em!

g	o	r	e

o	r	g	a	n

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. storish

2. imorane

3. lorebish

4. thorant

5. orstad

6. antore

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Sound

Sound

Write these words in the boxes which match.

stars, orbit, order, armed

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Visual Watermark

Lesson 37: Sounds and Spellings er

Spellings to Sounds Match 'em!

g	e	r	m

o	r	d	e	r

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. ertun

2. superant

3. prader

4. tertan

5. erdor

6. permish

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Sound **Sound**

Write these words in the boxes which match.

herder, later, before, ordeal

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Visual Watermark

Lesson 38: Sounds and Spellings ir

Spellings to Sounds Match 'em!

d	i	r	t

g	i	r	l	s

Write the Spellings of the Sounds.

Say 'em and Listen!

1. imirent

2. nidlirter
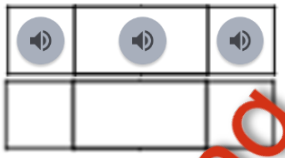
3. birash

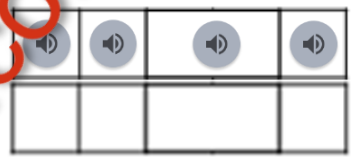
4. tuntir

5. irbent

6. misirm

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Sound **Sound**

Write these words in the boxes which match.

squirm, stern, sister, bird

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Visual Watermark

Lesson 39: Sounds and Spellings ur

Spellings to Sounds Match 'em!

c	u	r	l

b	u	r	s	t

Write the Spellings of the Sounds.

Say 'em and Listen!

1. thurten

2. swurned

3. chursten

4. urdor

5. nurder

6. brenured

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Sound **Sound**

Write these words in the boxes which match.

rumor, story, turnup, surfing

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Visual Watermark

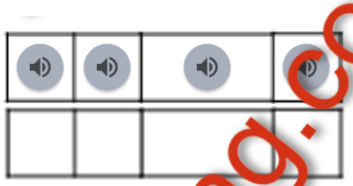
Lesson 40: Sounds and Spellings _ow, ou_

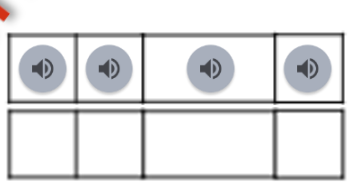
Spellings to Sounds Match 'em!

b	r	o	w	n

c	l	o	u	d

Sounds to Spellings Match 'em!





Write the Spellings of the Sounds.

Write the Words from the Sounds.

Say 'em and Listen!

1. imoudly

2. unowder

3. anthou

4. owstore

5. clamow

6. binzow

Sort 'em!

Long *lol* **/ow/ as in cow**

Write these words in the boxes which match.

scowling, hour, glow, dough

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Visual Watermark

Lesson 41: Sounds and Spellings oo, _ue, _ui, u_e, _ew, u

Spellings to Sounds Match 'em!

s	u	i	t

g	l	u	e	d

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. dulenfir

2. tewish

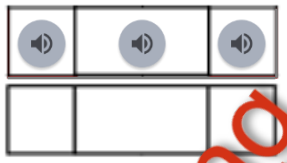
3. semitute

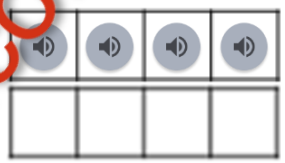
4. ooling

5. brueter

6. suisur

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Long /u/	/o͞o/ as in rooster

Write these words in the boxes which match.

few, clue, cue, rudely

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Visual Watermark

Lesson 42: Sounds and Spellings oo, _u_
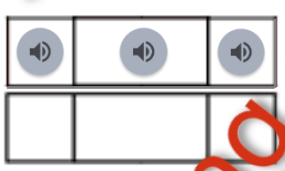
Spellings to Sounds Match 'em!

f	o	o	t

p	u	s	h	e	d

Write the Spellings of the Sounds.

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Say 'em and Listen!

1. mullish

2. tyshood

3. nooden

4. luten

5. voolent

6. woolist

Sort 'em!

/o͝o/ as in woodpecker **/o͞o/ as in rooster**

Write these words in the boxes which match.

root, duty, hood, input

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Visual Watermark

Lesson 43: Sounds and Spellings oi_, _oy

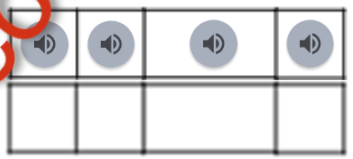
Spellings to Sounds Match 'em!

s	o	i	l

j	o	y	f	u	l

Sounds to Spellings Match 'em!





Write the Spellings of the Sounds.

Write the Words from the Sounds.

Say 'em and Listen!

1. oister

2. poitlen

3. stoiding

4. oysher

5. coyless

6. prechoin

Sort 'em!

Middle Vowels	Ending Vowels

Write these words in the boxes which match.

alloy, void, foiled, destroy

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Visual Watermark

Lesson 44: Sounds and Spellings aw, au, a[l], a[ll], augh[t]

Spellings to Sounds Match 'em!

h	a	u	l

t	o	t	a	l

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. becaugh

2. rotal

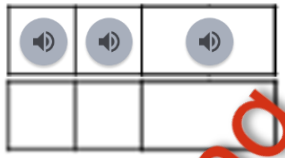
3. audor

4. naughten

5. misgall

6. awsting

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Short /o/

/aw/ as in hawk

Write these words in the boxes which match.

awful, blog, thaw, clock

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Visual Watermark

Lesson 45: Sounds and Spellings g[e,i,y], _ge, _dge

Spellings to Sounds Match 'em!

e	d	g	e

f	o	g	g	y

Write the Spellings of the Sounds.

Say 'em and Listen!

1. gensic

2. cadgent

3. ginget

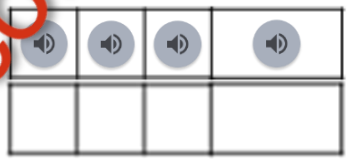
4. malengy

5. tatege

6. gingy

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Hard /g/[a,o]

Soft /g/[e,i,y]

Write these words in the boxes which match.

gasp, gossip, gesture, ginger

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Visual Watermark

Lesson 46: Sounds and Spellings c[e,i,y], _c, _ck

Spellings to Sounds Match 'em!

c	e	n	t

c	o	m	i	c

Write the Spellings of the Sounds.

Say 'em and Listen!

1. cidentor

2. glabcy

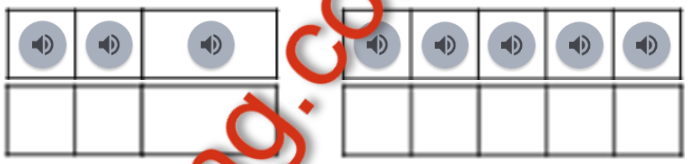
3. prolack

4. chatic

5. bickent

6. centile

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Hard c[a,o], _c, _ck

Soft c[e,i,y]

Write these words in the boxes which match.

cider, cosmic, click, fluency

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Visual Watermark

Lesson 47: Sounds and Spellings Short i _y

Spellings to Sounds Match 'em!

c	y	s	t

c	r	y	p	t

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. mysmic

2. systent
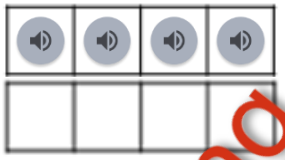
3. bymless

4. lythym

5. tysdall

6. armyst

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Long /i/

Short /i/

Write these words in the boxes which match.

physics, pygmy, hygiene, cyclone

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Visual Watermark

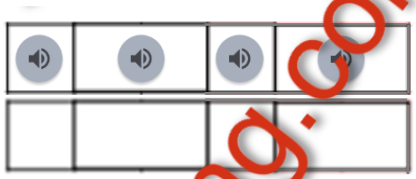
Lesson 48: Sounds and Spellings _le

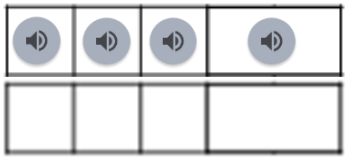
Spellings to Sounds Match 'em!

a	b	l	e

b	u	g	l	e

Sounds to Spellings Match 'em!





Write the Spellings of the Sounds.

Write the Words from the Sounds.

Weirdo Words Say 'em and Listen!

1. justle

2. buffle

3. stiggle

4. tadle

5. churple

6. mickle

Sort 'em!

_al, _el **_le**

Write these words in the boxes which match.

equal, tinsel, idle, muscle

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Visual Watermark

Lesson 49: Sounds and Spellings Schwa a, _ai_

Spellings to Sounds Match 'em!

h	u	l	a

a	l	o	n	g

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. alout

2. disalay

3. emptain

4. paptaid

5. telanoid

6. burtained

Sounds to Spellings Match 'em!

Write the Words from the Sounds.

Sort 'em!

Short Schwa	Long Schwa

Write these words in the boxes which match.

titan, about, servant, banana

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Visual Watermark

Lesson 50: Sounds and Spellings Schwa e

Spellings to Sounds Match 'em!

o	v	e	n

m	o	d	e	m

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. loten

2. chavel
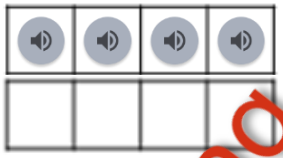
3. blitten

4. glommet

5. empenan

6. elang

Sounds to Spellings Match 'em!





Write the Words from the Sounds.

Sort 'em!

Short Schwa

Long Schwa

Write these words in the boxes which match.

enemy, gavel, silent, implement

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Visual Watermark

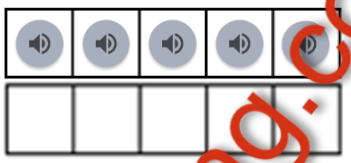
Lesson 51: Sounds and Spellings Schwa i

Spellings to Sounds Match 'em!

b	a	s	i	l

o	f	f	i	c	e	r

Sounds to Spellings Match 'em!





Write the Spellings of the Sounds.

Write the Words from the Sounds.

Say 'em and Listen!

1. legiment

2. tansil

3. enimen

4. tesident

5. bidizor

6. spedimal

Sort 'em!

Short Schwa	Long Schwa

Write these words in the boxes which match.

item, visible, stencil, incredible

penningtonpublishing.com

Visual Watermark

Lesson 52: Sounds and Spellings Schwa o, _io_, ou_

Spellings to Sounds Match 'em!

o	t	h	e	r	n	o	t	h	i	n	g

Sounds to Spellings Match 'em!

Write the Spellings of the Sounds.

Write the Words from the Sounds.

Weirdo Words Say 'em and Listen!

1. ocloter

2. gurion

3. stacious

4. humous

5. presomir

6. crevious

Sort 'em!

Short Schwa	Long Schwa

Write these words in the boxes which match.

gallon, mother, idiom, carol

penningtonpublishing.com

Visual Watermark

Lesson 53: Sounds and Spellings ph, ch_ (/k/), _ci_, _si_, _ti_, gn

Spellings to Sounds Match 'em!

c	h	o	r	d

p	h	o	n	i	c	s

Write the Spellings of the Sounds.

Say 'em and Listen!

1. phuncian

2. chostis

3. wation

4. busion

5. dotion

6. retign

Sounds to Spellings Match 'em!

Write the Words from the Sounds.

Sort 'em!

ch_ (/k/)	/ch/ as in cheetah

Write these words in the boxes which match.

chant, cholera, choral, champion

penningtonpublishing.com

Visual Watermark

Lesson 54: Sounds and Spellings _/z/e, _arge, _ate, _ile, ite, _ce, _se, _ve, y_e

Spellings to Sounds Match 'em!

l	o	s	e

b	a	r	g	e

Write the Spellings of the Sounds.

Say ‘em and Listen!

1. pletiser

2. trarge

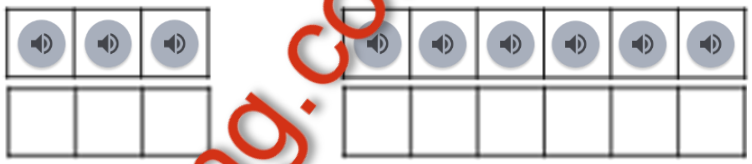
3. jervile

4. photive

5. redolyte

6. spregate

Sounds to Spellings Match 'em!



Write the Words from the Sounds.

Sort 'em!

Short /i/

Long /i/

Write these words in the boxes which match.

novice, realize, graphite, composite

penningtonpublishing.com

Visual Watermark

Lesson 1: Heart Words won, the

Sort and Spell these Heart Words: item, from, son, ton, open, travel

o spells /ŭ/

won

e spells /ŭ/

the

Draw Hearts above the Parts to Learn by Heart.

t h e	w o n	i t e m	f r o m
s o n	t o n	o p e n	t r a v e l

penningtonpublishing.com

Visual Watermark

Lesson 2: Heart Words won

Sort and Spell these Heart Words: there, final, pizza, error, errand, banana

a spells /ŭ/

was

er[e] spells /air/

were

Draw Hearts above the Parts to Learn by Heart.

w a s	t h e r e	f i n a l	p i z z a
e r r o r	w h e r e	e r r a n d	b a n a n a

penningtonpublishing.com

Visual Watermark

Lesson 3: Heart Words a, from

Sort and Spell these Heart Words: won, cola, ton, soda, yoga, front

a spells /ŭ/

a

o spells /ŭ/

from

Draw Hearts above the Parts to Learn by Heart.

w o n	c o l a	t o n	s o d a
a	f r o m	y o g a	f r o n t

penningtonpublishing.com

Visual Watermark

Lesson 4: Heart Words give, to

Sort and Spell these Heart Words: do, live, into, unto, active, native

ive spells /ĭv/

give

o spells /ōō/

to

Draw Hearts above the Parts to Learn by Heart.

d o	l i v e	i n t o	a c t i v e
t o	g i v e	u n t o	n a t i v e

pennington publishing.com

Visual Watermark

Lesson 5: Heart Words friend, of

Sort and Spell these Heart Words: son, from, ancient, front, patient, friendly

ie spells /ĕĕ/

friend

o spells /ŭ/

of

Draw Hearts above the Parts to Learn by Heart.

o f	f r o m	a n c i e n t	p a t i e n t
s o n	f r o n t	f r i e n d	f r i e n d l y

penningtonpublishing.com

Visual Watermark

Lesson 6: Heart Words love, want

Sort and Spell these Heart Words: wash, dove, watch, shove, glove, squash

ove spells /ŭv/

love

a spells /aw/

want

Draw Hearts above the Parts to Learn by Heart.

l o v e	w a s h	w a n t	g l o v e
w a t c h	d o v e	s h o v e	s q u a s h

penningtonpublishing.com

Visual Watermark

Lesson 7: Heart Words buy, what

Sort and Spell these Heart Words: a, guy, cola, buys, soda, guys

ui spells /ī/

buy

a spells /ŭ/

what

Draw Hearts above the Parts to Learn by Heart.

c o l a	g u y	s o d a	b u y s

a	b u y	g u y s	w h a t

pennigtonpublishing.com

Visual Watermark

Lesson 8: Heart Words says, hour

Sort and Spell these Heart Words: our, any, out, many, giant, shout

a[y] spells /ĕ/

says

ou spells /ow/ as in cow

hour

Draw Hearts above the Parts to Learn by Heart.

g i a n t	h e i r	a n y	g h o s t
m a n y	s a y s	h o n o r	h o u r

pennington publishing.com

Visual Watermark

Lesson 9: Heart Words ocean, come

Sort and Spell these Heart Words: one, some, special, done, musician, magician

c[e,i] spells /sh/

ocean

o[m,n]e spells /ŭm/

come

Draw Hearts above the Parts to Learn by Heart.

c o m e	o n e	s o m e	m u s i c i a n
d o n e	o c e a n	s p e c i a l	m a g i c i a n

pennington publishing.com

Visual Watermark

Lesson 10: Heart Words move, could

Sort and Spell these Heart Words: would, prove, groove, should, remove, couldn't

[o,oo]ve spells /ōōv/

move

oul spells /ŏŏ/

could

Draw Hearts above the Parts to Learn by Heart.

m o v e	c o u l d	g r o o v e	r e m o v e
w o u l d	p r o v e	s h o u l d	c o u l d n' t

pennington publishing.com

Visual Watermark

Lesson 11: Heart Words heard, wolf

Sort and Spell these Heart Words: earn, would, learn, earth, should, wolves

ear spells /ŭr/

heard

[o,ou]l spells /o͝o/

wolf

Draw Hearts above the Parts to Learn by Heart.

e a r n	w o l f	e a r t h	s h o u l d
w o u l d	l e a r n	h e a r d	w o l v e s

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Visual Watermark

Lesson 12: Heart Words said, you

Sort and Spell these Heart Words: soup, again, wound, group, against, unsaid

ai spells /ĕ/

said

ou spells /ōō/

you

Draw Hearts above the Parts to Learn by Heart.

y o u	s a i d	g r o u p	a g a i n s t
s o u p	w o u n d	a g a i n	u n s a i d

penningtonpublishing.com

Visual Watermark

Lesson 13: Heart Words father, work

Sort and Spell these Heart Words: world, worse, want, water, watch, worth

a spells /aw/

father

or spells /ŭr/

work

Draw Hearts above the Parts to Learn by Heart.

w o r l d	w a n t	w a t c h	f a t h e r
w o r k	w a t e r	w o r t h	w o r s e

pennigtonpublishing.com

Visual Watermark

Lesson 14: Heart Words some, money

Sort and Spell these Heart Words: ton, one, son, done, come, honey

o[m,n]e spells /ŭm/ or /ŭn/

some

o spells /ŭ/

money

Draw Hearts above the Parts to Learn by Heart.

t o n	o n e	s o n	m o n e y
s o m e	d o n e	c o m e	h o n e y

pennigtonpublishing.com

Visual Watermark

Lesson 15: Heart Words should, does

Sort and Spell these Heart Words: item, ton, could, would, doesn't, shouldn't

oul spells /ŏŏ/ **oe, e, o spells /ŭ/**

should

does

Draw Hearts above the Parts to Learn by Heart.

d o e s	i t e m	w o u l d	d o e s n' t
t o n	c o u l d	s h o u l d	s h o u l d n' t

pennington publishing.com

Visual Watermark

Lesson 16: Heart Words water, they

Sort and Spell these Heart Words: item, from, son, ton, open, travel

o spells /ŭ/

water

e spells /ŭ/

they

Draw Hearts above the Parts to Learn by Heart.

h e y	w a n t	g r e y	f a t h e r
t h e y	f e y	w a t c h	w a t e r

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Visual Watermark

Lesson 17: Heart Words clothes, people

Sort and Spell these Heart Words: both, theory, weird, cold, gold, either

o CVC spells /ō/

clothes

e[o,i] spells /ē/

people

Draw Hearts above the Parts to Learn by Heart.

w e i r d	c o l d	t h e o r y	c l o t h e s
b o t h	g o l d	e i t h e r	p e o p l e

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Visual Watermark

Lesson 18: Heart Words who, would

Sort and Spell these Heart Words: do, to, could, should, into, wouldn't

o spells /ōō/

who

oul spells /ŏŏ/

would

Draw Hearts above the Parts to Learn by Heart.

w h o	t o	c o u l d	s h o u l d
d o	i n t o	w o u l d	w o u l d n' t

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Visual Watermark

Lesson 19: Heart Words talk, walk

Sort and Spell these Heart Words: watt, balk, want, stalk, chalk, watches

al spells /aw/

talk

wa spells /wav/

walk

Draw Hearts above the Parts to Learn by Heart.

w a t t	w a l k	t a l k	c h a l k
b a l k	w a n t	s t a l k	w a t c h e s

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Visual Watermark

Lesson 20 : Heart Words two, wash

Sort and Spell these Heart Words: to, wasp, do, into, watch, squash

o spells /ōō/

two

a spells /aw/

wash

Draw Hearts above the Parts to Learn by Heart.

t o	w a n t	t w o	w a t c h
d o	i n t o	w a s p	s q u a s h

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Visual Watermark

Lesson 21: Heart Words been, have

Sort and Spell these Heart Words: give, dead, head, love, live, lead

e[e,a] spells /ĕ/

been

ave, ive, ove spells /[ă,ĭ,ŭ]v/

have

Draw Hearts above the Parts to Learn by Heart.

b e e n	e o v e	l i v e
h a v e	g i v e	l o v e

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Visual Watermark

Lesson 22: Heart Words your, do

Sort and Spell these Heart Words: to, into, pour, four, undo, course

our spells /or/

your

o spells /ōō/

do

Draw Hearts above the Parts to Learn by Heart.

d o	f o u r	i n t o	y o u r
t o	p o u r	u n d o	c o u r s e

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Visual Watermark

Lesson 23: Heart Words don't, won't

Sort and Spell these Heart Words: troll, mold, both, sold, told, toll

o CVCC spells /ō/

don't

o[ld] CVCC spells /ō/

won't

Draw Hearts above the Parts to Learn by Heart.

t o l l	w o n' t	b o t h	t o l d
d o n' t	m o l d	s o l d	t r o l l

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Visual Watermark

Lesson 24: Heart Words there, are

Sort and Spell these Heart Words: where, heart, error, hearth, errand, aren't

er[e,r] spells /air/ **are or ear spells /ar/**

there

are

Draw Hearts above the Parts to Learn by Heart.

h e a r t	w h e r e	e r r o r	e r r a n d
a r e	t h e r e	h e a r t h	a r e n' t

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Visual Watermark

Lesson 25: Heart Words done, find

Sort and Spell these Heart Words: mind, once, one, bind, none, kind

one spells /ŭn/

done

i CVC spells /ī/

find

Draw Hearts above the Parts to Learn by Heart.

n o n e	o n e	b i n d	o n c e
f i n d	m i n d	o n e	k i n g

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Visual Watermark

Lesson 26: Heart Words learn, kind

Sort and Spell these Heart Words: earn, find, wind, heard, blind, pearl

ear spells /ŭr/

learn

i CVC spells /ī/

kind

Draw Hearts above the Parts to Learn by Heart.

k i n d	w i n d	h e a r d	l e a r n
f i n d	e a r n	p e a r l	b l i n d

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Visual Watermark

Lesson 27: Heart Words warm, were

Sort and Spell these Heart Words: war, sure, swarm, warmth, cure, future

ar spells /or/ **ere and ure spell /ŭr/**

warm

were

Draw Hearts above the Parts to Learn by Heart.

w a r	w a r m	s w a r m	f u t u r e
s u r e	w e r e	c u r e	w a r m t h

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Visual Watermark

Lesson 28: Heart Words one, gone

Sort and Spell these Heart Words: done, none, machine, marine, once, magazine

one spells /ŭn/

one

one spells /ŏn/ and ine spells /ēn/

gone

Draw Hearts above the Parts to Learn by Heart.

g o n e	o n c e	n o n e	m a c h i n e
o n e	d o n e	m a r i n e	m a g a z i n e

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Visual Watermark

Lesson 29: Heart Words height, both

Sort and Spell these Heart Words: heist, only, bold, heighth, sleight, clothes

ei[gh] spells /ī/

height

o CVC spells /ō/

both

Draw Hearts above the Parts to Learn by Heart.

h e i s t	b o l d	h e i g h t	c l o t h e s

f o l d	b o l d	s l e i g h t	h e i g h t h

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Visual Watermark

Lesson 30: Heart Words mother, son

Sort and Spell these Heart Words: one, done, other, ton, money, brother

o spells /ŭ/

mother

o spells /ŭ/

son

Draw Hearts above the Parts to Learn by Heart.

s o n	o n e	o t h e r	m o t h e r
t o n	d o n e	m o n e y	b r o t h e r

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Visual Watermark

Lesson 31: Heart Words old, busy

Sort and Spell these Heart Words: bold, sold, busier, busiest, cold, business

o VC spells /ō/

old

u spells /ĭ/

busy

Draw Hearts above the Parts to Learn by Heart.

o l d	b u s y	b o l d	b u s i e r
s o l d	c o l d	b u s i e s t	b u s i n e s s

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Visual Watermark

Lesson 32: Heart Words again, because

Sort and Spell these Heart Words: pause, cause, said, sauce, against, unsaid

ai spells /ĕ/

again

ause spells /awz/

because

Draw Hearts above the Parts to Learn by Heart.

s a i d	s a u c e	a g a i n	b e c a u s e
c a u s e	p a u s e	u n s a i d	a g a i n s t

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Visual Watermark

Lesson 33: Heart Words nothing, against

Sort and Spell these Heart Words: said, again, other, mother, unsaid, brother

o spells /ŭ/

nothing

ai spells /ĕ/

the

Draw Hearts above the Parts to Learn by Heart.

a g a i n	o t h e r	b r o t h e r	n o t h i n g
s a i d	m o t h e r	a g a i n s t	c a p t a i n

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Visual Watermark

Lesson 34: Heart Words through, guess

Sort and Spell these Heart Words: coup, guest, soup, racquet, slough, question

ou[gh] spells /ōō/

through

ue spells /ĕ/

guess

Draw Hearts above the Parts to Learn by Heart.

g u e s s	s o u p	c o u p	r a c q u e t
g u e s t	s l o u g h	t h r o u g h	q u e s t i o n

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Visual Watermark

Lesson 35: Heart Words many, live

Sort and Spell these Heart Words: any, give, giant, active, infant, motive

a spells /ĕ/ **ive spells /ĭv/**

many

live

Draw Hearts above the Parts to Learn by Heart.

a n y	g i v e	g i a n t	i n f a n t

l i v e	m a n y	a c t i v e	m o t i v e

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Visual Watermark

Lesson 36: Heart Words only, four

Sort and Spell these Heart Words: oh, ohm, pour, your, old, course

o VC spells /ō/

only

our spells /or/

four

Draw Hearts above the Parts to Learn by Heart.

o h	y o u r	o n l y	o l d
p o u r	f o u r	o h m	c o u r s e

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Visual Watermark

Lesson 37: Heart Words front, door

Sort and Spell these Heart Words: poor, from, floor, won, son, doorbell

o spells /ŭ/

front

oor spells /or/

door

Draw Hearts above the Parts to Learn by Heart.

w o n	d o o r	f r o m	d o o r b e l l
s o n	p o o r	f l o o r	f r o n t

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Visual Watermark

Lesson 38: Heart Words thought, enough

Sort and Spell these Heart Words: rough, tough, slough, bought, sought, brought

ough spells /ŏ/

thought

ugh spells /ŭ/

enough

Draw Hearts above the Parts to Learn by Heart.

t o u g h	b o u g h t	s o u g h t	b r o u g h t
r o u g h	s l o u g h	e n o u g h	t h o u g h t

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Visual Watermark

Lesson 39: Heart Words pretty, carry

Sort and Spell these Heart Words: scary, marry, college, Harry, prettier, prettiest

e spells /ĭ/

pretty

ar spells /air/

carry

Draw Hearts above the Parts to Learn by Heart.

s c a r y	c a r r y	p r e t t y	p r e t t i e r
m a r r y	H a r r y	c o l l e g e	p r e t t i e s t

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Visual Watermark

Lesson 40: Heart Words very, any

Sort and Spell these Heart Words: many, berry, giant, ferry, cherry, infant

er spells /air/

very

a spells /ĕ/

any

Draw Hearts above the Parts to Learn by Heart.

a n y	b e r r y	f e r r y	i n f a n t

v e r y	g i a n t	c h e r r y	e r r o r

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Visual Watermark

Lesson 41: Heart Words lose, guy

Sort and Spell these Heart Words: buy, who, guys, unto, whose, buys

o[se] spells /ōō[z]/

lose

uy spells /ī/

guy

Draw Hearts above the Parts to Learn by Heart.

b u y	l o s e	u n t o	w h o s e

w h o	g u y	g u y s	b u y s

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Visual Watermark

Lesson 42: Heart Words listen, answer

Sort and Spell these Heart Words: two, who, fasten, hasten, sword, glisten

Silent /t/

listen

Silent /w/

answer

Draw Hearts above the Parts to Learn by Heart.

t w o	s w o r d	h a s t e n	a n s w e r
w h o	f a s t e n	l i s t e n	g l i s t e n

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Visual Watermark

Lesson 43: Heart Words whole, truth

Sort and Spell these Heart Words: rumor, who, whose, whom, juicy, junior

wh spells /h/

whole

u[i] spells /ōō/

truth

Draw Hearts above the Parts to Learn by Heart.

w h o	t r u t h	w h o s e	j u i c y
w h o m	w h o l e	r u m o r	j u n i o r

pennington publishing.com

Visual Watermark

Lesson 44: Heart Words whose, other

Sort and Spell these Heart Words: lose, snooze, mother, choose, brother, smother

o[oo]s[z]e spells /ōōz/ **o spells /ŭ/**

whose

other

Draw Hearts above the Parts to Learn by Heart.

w h o s e	s n o o z e	m o t h e r	s m o t h e r

l o s e	o t h e r	c h o o s e	b r o t h e r

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Visual Watermark

Lesson 45: Heart Words build, though

Sort and Spell these Heart Words: dough, guild, guilt, quilt, although, thoroughly

ui spells /ĭ/

build

ough spells /ō/

though

Draw Hearts above the Parts to Learn by Heart.

d o u g h	b u i l d	g u i l t	a l t h o u g h
g u i l d	q u i l t	t h o u g h	t h o r o u g h l y

pennington publishing.com

Visual Watermark

Lesson 46: Heart Words above, floor

Sort and Spell these Heart Words: door, poor, love, spoor, glove, shove

ove spells /ŭv/

above

oor spells /or/

floor

Draw Hearts above the Parts to Learn by Heart.

d o o r	g l o v e	s h o v e	f l o o r
l o v e	p o o r	s p o o r	s h o v e

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Visual Watermark

Lesson 47: Heart Words tough, world

Sort and Spell these Heart Words: work, worse, rough, word, enough, slough

ough spells /ŭ/

tough

or spells /ur/

world

Draw Hearts above the Parts to Learn by Heart.

w o r k	w o r l d	r o u g h	e n o u g h
w o r d	t o u g h	w o r s e	s l o u g h

pennington publishing.com

Visual Watermark

Lesson 48: Heart Words prove, rough

Sort and Spell these Heart Words: move, tough, groove, slough, enough, remove

o[oo]ve spells /ōōv/

prove

ough spells /ŭ/

rough

Draw Hearts above the Parts to Learn by Heart.

t o u g h	p r o v e	e n o u g h	r e m o v e
m o v e	r o u g h	g r o o v e	s l o u g h

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Visual Watermark

Lesson 49: Heart Words laugh, eye

Sort and Spell these Heart Words: bye, aunt, stye, eyed, auntie, laughter

au[gh] spells /ă/

laugh

[e]ye spells /ī/

eye

Draw Hearts above the Parts to Learn by Heart.

e y e	l a u g h	a u n t	a u n t i e
b y e	e y e d	s t y e	l a u g h t e r

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Visual Watermark

Lesson 50: Heart Words doubt, half

Sort and Spell these Heart Words: our, calf, sour, yolk, calves, salmon

ou spells /ow/ as in cow

doubt

al spells /ă/

half

Draw Hearts above the Parts to Learn by Heart.

o u r	c a l f	s o u r	s a l m o n
h a l f	d o u b t	h o u r	c a l v e s

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Visual Watermark

Lesson 51: Heart Words break, heart

Sort and Spell these Heart Words: great, steak, hearth, greatest, hearten, heartache

ea spells /ā/

break

ear spells /ar/

heart

Draw Hearts above the Parts to Learn by Heart.

s t e a k	h e a r t	h e a r t e n	g r e a t e s t
g r e a t	b r e a k	h e a r t h	h e a r t a c h e

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Visual Watermark

Lesson 52: Heart Words straight, great

Sort and Spell these Heart Words: steak, break, breaker, straighten, straighter, Craig

aig[h] spells /ā/

straight

ea spells /ā/

great

Draw Hearts above the Parts to Learn by Heart.

g r e a t	b r e a k	b r e a k e r	s t r a i g h t e n
s t e a k	C r a i g	s t r a i g h t	s t r a i g h t e r

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Visual Watermark

Lesson 53: Heart Words island, country

Sort and Spell these Heart Words: rough, aisle, debris, tough, chassis, enough

Silent /s/ **ou spells /ŭ/**

island

country

Draw Hearts above the Parts to Learn by Heart.

a i s l e	t o u g h	d e b r i s	c o u n t r y
r o u g h	e n o u g h	i s l a n d	c h a s s i s

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Visual Watermark

Lesson 54: Heart Words touch, cough

Sort and Spell these Heart Words: Doug, rough, sought, tough, brought, thought

ou spells /ŭ/

touch

ough spells /ŏ/

cough

Draw Hearts above the Parts to Learn by Heart.

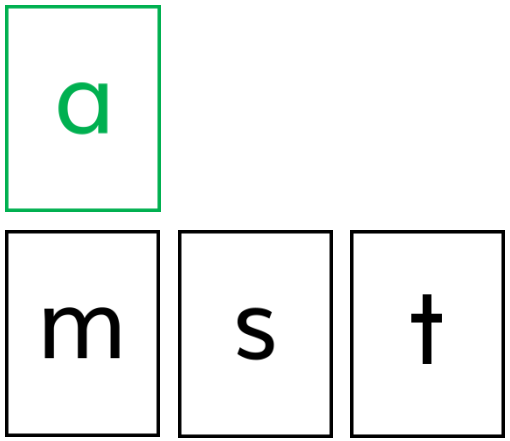
t o u c h	c o u g h	s o u g h t	b r o u g h t

D o u g	r o u g h	t o u g h	t h o u g h t

pennigtonpublishing.com

Visual Watermark

Lesson 1: Word Chains



Say It! Spell It! Read It!



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Visual Watermark

Lesson 2: Word Chains

a	i

m	s	t	f	d	r

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 3: Word Chains

o	a	i

g	l	h	f	d	r	m	s	t

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 4: Word Chains

u	a	i	o

b	c	ck	g	l	h	f	t

Say It! Spell It! Read It!



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Visual Watermark

Lesson 5: Word Chains

e	ea	u	o	a	i	h	t	b
v	n	kn	ck	k	g	l	d	r

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 6: Word Chains

a	i	e

p	w	j	qu	v	r	n	ck	k

Say It! Spell It! Read It!



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Visual Watermark

Lesson 7: Word Chains

a	i	o	y	x	s	wr	g
z	p	w	f	qu	v	n	

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 8: Word Chains

a	i	o	e	u

ll	ff	ss	zz	b	c	m	f	h

Say It! Spell It! Read It!



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Visual Watermark

Lesson 9: Word Chains

a	i	e	u

n	d	s	t	x	r	m	n	l	wr

Say It! Spell It! Read It!



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Visual Watermark

Lesson 10: Word Chains

a	i	e	n	t	l	ll
w	f	s	c	r	h	b

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 11: Word Chains

a	i	e	u	m	p	s	k	l
h	w	y	k	d	r	m	b	

Say It! Spell It! Read It!



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Visual Watermark

Lesson 12: Word Chains

a	i	o	e	u

c	f	d	s	t	p	l	h	w	g

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 13: Word Chains

a	i	e	u	ch

k	l	t	n	p	m	s	b	wr	r

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 14: Word Chains

o	i	u	e	ng
k	n	s	h	p	ch

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 15: Word Chains

a	i	u	e	th
s	t	m	n	

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 16: Word Chains

a	i	u	o	ng	th

ck	m	n	k	b	p	d	s	wr	r

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 17: Word Chains

a	i	o	u	sh

d	m	f	h	l	w	p	t	c

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 18: Word Chains

a	i	o	u	sh	ed		
d	m	c	n	p	w	f	ck

Say It! Spell It! Read It!



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Visual Watermark

Lesson 19: Word Chains

a	i	u	e	wh	ch	tch
ck	n	w	h	p	m	s

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 20: Word Chains

a	i	o	u	sh	ff	f	n
ck	ss	s	b	c	g	p	t	d

Say It! Spell It! Read It!



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Visual Watermark

Lesson 21: Word Chains

a	i

s	m	n	p	t	k	c	l	d	ck

Say It! Spell It! Read It!



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Visual Watermark

Lesson 22: Word Chains

a	e	ea	u	th	sh	ng	ff	ss
r	b	c	d	f	g	p	s	l

Say It! Spell It! Read It!



penningtonpublishing.com

Visual Watermark

Lesson 23: Word Chains

i	ea	sh	th

r	b	c	d	f	t	p	n	m	s

Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 24: Word Chains

i	ea	e	sh	th

r	t	d	l	s	p	n	w	qu

Say It! Spell It! Read It!



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Visual Watermark

Lesson 25: Word Chains

a	ay	ai	ei[gh]	e	sh		
r	t	l	p	n	g	s	d

Say It! Spell It! Read It!



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Visual Watermark

Lesson 26: Word Chains

ee	ea	ie	ch

r	t	b	g	m	f	n	s

Say It! Spell It! Read It!



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Visual Watermark

Lesson 27: Word Chains

i	igh	y	ie	e	th		
r	t	d	l	p	z	c	s

Say It! Spell It! Read It!



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Visual Watermark

Lesson 28: Word Chains

o	oe	oa	ow	e	b	f	w
n	t	d	l	p	g	m	s

Say It! Spell It! Read It!



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Visual Watermark

Lesson 29: Word Chains

u	ew	ue	ch	oe	oa	ow

h	t	d	l	b	f	c	m	h	s

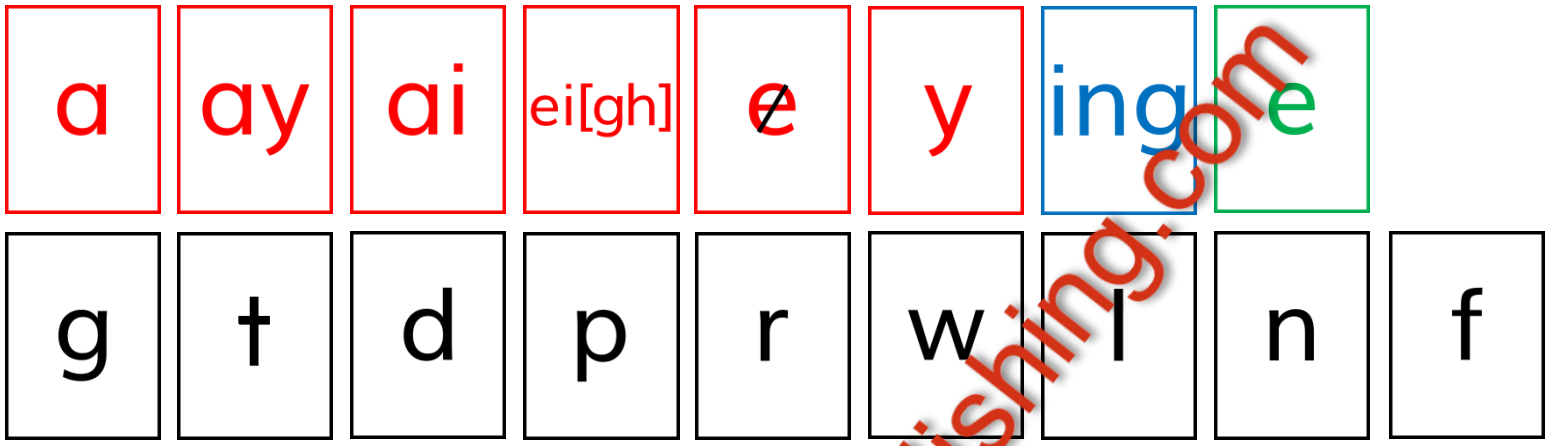
Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 30: Word Chains



Say It! Spell It! Read It!

pennigtonpublishing.com

Visual Watermark

Lesson 31: Word Chains

e	ee	ea	ei	ie	y	ey	e	e	ing
p	t	n	d	r	l	c	g	v	k

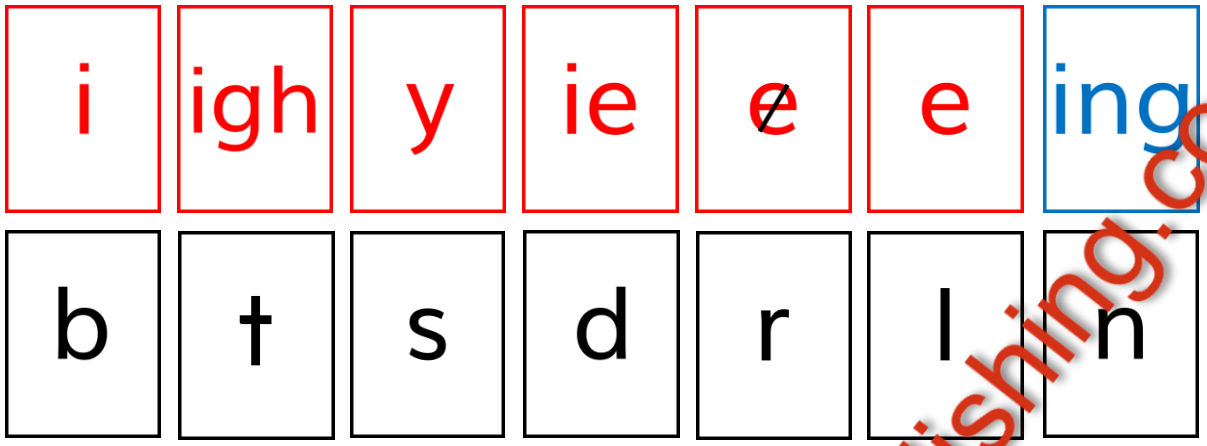
Say It! Spell It! Read It!



pennigtonpublishing.com

Visual Watermark

Lesson 32: Word Chains



Say It! Spell It! Read It!

pennigtonpublishing.com

Visual Watermark

Lesson 33: Word Chains

o	oe	oa	ow	e	y	e	e	ing	k
b	t	d	r	g	l	v	w	s	n

Say It! Spell It! Read It!



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Visual Watermark

Lesson 34: Word Chains

u	ew	ue	e	y	e	i	ch	ph	ing
p	t	d	r	l	v	c	m	s	n

Say It! Spell It! Read It!



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Visual Watermark

Lesson 35: Word Chains

ar	ch	oa	e	o	ue	y	i	e	n
b	g	t	d	l	p	c	m	s	c

Say It! Spell It! Read It!



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Visual Watermark

Lesson 36: Word Chains

or	ore	ar	e	y	i	sh
b	t	h	g	p	f	m	n	s	l

Say It! Spell It! Read It!



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Visual Watermark

Lesson 37: Word Chains

er	or	ar	y	e	u	a	u	ch

b	t	h	k	p	c	v	n	l	g

Say It! Spell It! Read It!



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Visual Watermark

Lesson 38: Word Chains

ir	er	e	y	ay	e	wh	th	sh	ing
b	t	w	r	d	k	l	qu	s	m

Say It! Spell It! Read It!



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Visual Watermark

Lesson 39: Word Chains

ur	er	e	e	u	ing	s	h	l
m	f	b	c	d	p	t	g	n

Say It! Spell It! Read It!



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Visual Watermark

Lesson 40: Word Chains

ow	ou	er	e	ie	ch	sh	ng	h	
f	c	b	r	d	l	t	g	n	s

Say It! Spell It! Read It!



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Visual Watermark

Lesson 41: Word Chains

oo	ue	ui	ew	u	eu	e	y	er	th
f	n	s	c	r	d	l	t		

Say It! Spell It! Read It!



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Visual Watermark

Lesson 42: Word Chains

oo	u	er	ie	ing	sh	h	p
s	w	g	f	r	d	l	t	n

Say It! Spell It! Read It!



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Visual Watermark

Lesson 43: Word Chains

oi	oy	oo	u	e	a	e	y	sh	m
s	j	b	c	w	d	l	t	n	p

Say It! Spell It! Read It!



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Visual Watermark

Lesson 44: Word Chains

aw	au	a	augh	oi	oy	i	er	ing	y
k	r	f	s	l	h	d	t	n	

Say It! Spell It! Read It!

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Visual Watermark

Lesson 45: Word Chains

g	dg	aw	au	y	i	i	e	a	
er	ing	l	b	f	k	d	t	n	s

Say It! Spell It! Read It!



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Visual Watermark

Lesson 46: Word Chains

c	ck	g	y	a	e	i	e	a	er
th	s	p	b	l	m	r	t	n	

Say It! Spell It! Read It!



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Visual Watermark

Lesson 47: Word Chains

y	y	c	ck	i	a	u	e	th	ph
b	m	p	f	l	d	r	t	n	s

Say It! Spell It! Read It!



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Visual Watermark

Lesson 48: Word Chains

l	e	i	u	a	a	i	p	s	
c	ck	t	d	f	m	r	g	n	b

Say It! Spell It! Read It!



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Visual Watermark

Lesson 49: Word Chains

a	ai	o	u	a	ou	er	ur	ar	s
c	d	p	t	f	m	l	g	n	b

Say It! Spell It! Read It!



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Visual Watermark

Lesson 50: Word Chains

e	a	o	o	i	a	j	b	r	
c	l	p	t	ck	m	k	g	n	d

Say It! Spell It! Read It!



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Visual Watermark

Lesson 51: Word Chains

i	e	a	e	a	o	e	a	v	
b	l	p	c	r	m	s	d	n	t

Say It! Spell It! Read It!



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Visual Watermark

Lesson 52: Word Chains

o	io	ou	e	a	o	i	e	or	er
v	t	c	l	r	s	n	m	d	t

Say It! Spell It! Read It!



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Visual Watermark

Lesson 53: Word Chains

ci	si	ti	o	ou	e	i	e	o
au	er	l	v	c	n	f	s	d

Say It! Spell It! Read It!



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Visual Watermark

Lesson 54a: Word Chains

ph	ch	gn	i	a	o	a	o	e	i
or	o	e	n	r	s	m	g	t	

Say It! Spell It! Read It!



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Visual Watermark

Lesson 54b: Word Chains

o	ea	y	e	u	e	a	i	i	a	ch
ar	s	m	c	r	v	g	n	l	t	d

Say It! Spell It! Read It!



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Visual Watermark

Lesson 54b: Word Chains

o	ea	y	e	u	e	a	i	i	a	ch
ar	s	m	c	r	v	g	n	l	t	d

Say It! Spell It! Read It!



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Visual Watermark

Sam and Friends Phonics Books Design and Formats

- ✓ The **Sam and Friends Phonics Books** feature highly decodable and systematic text to help readers learn, practice, and develop reliance upon the alphabetic code. *Decodable* means that a high percentage of words will be phonetically regular. *Systematic* means that each book reinforces previously introduced instruction.
- ✓ The 54 books align with the sounds to spellings instructional sequence of **The Science of Reading Intervention Program**. Students practice the focus sound-spellings and high frequency Heart Words introduced in each lesson.
- ✓ The language de-emphasizes idiomatic expressions (ideal for English-language learners).
- ✓ The stories use non-predictable, non-repetitious, and non-patterned language to minimize over-reliance upon context clues and knowledge of text structure.
- ✓ The SCRIP Comprehension Strategy questions (Summary, Connect, Re-think, Interpret, Predict) are embedded within the text pages, not at the end of the book, to promote reader-author conversations and internal monitoring of text. Many require higher order thinking skills. The books include 5 comprehension questions for each story.





- ✓ The back page of each book lists the focus sound-spellings and Heart Words and 30-second **Word Fluency** practice on the focus sound-spellings and Heart Words with a systematic review of previously introduced sound-spellings and Heart Words.
- ✓ Paragraphing is introduced in story #7.
- ✓ The font size is reduced beginning in story #25 and once again in story #35.
- ✓ The space between lines is reduced in story #45.
- ✓ Multi-syllabic words are introduced in story #30.
- ✓ The **Sam and Friends Phonics Books** phone and tablet formats provide the sharpest images and text. These formats are included in the compressed files folder.
- ✓ The Google slide format includes text boxes to type the SCRIP Comprehension Strategy answers and margin notes. Both teacher and student Google slides include the stories.
- ✓ The print booklets are formatted as PDFs for 5.5 x 8.5-inch booklets printing (print directions follow) and digital display on For more than a few students, send the file to the local office store. These print and copy professionals will use the proper printer settings to print, fold, and staple your books at a much cheaper cost than the school copier. Note that each book consists of eight pages and is formatted to be copied *actual size*, back to back on two 8.5 x 11 pieces of paper. The page order of each story is 8-1, 2-7, 6-3, 4-5.

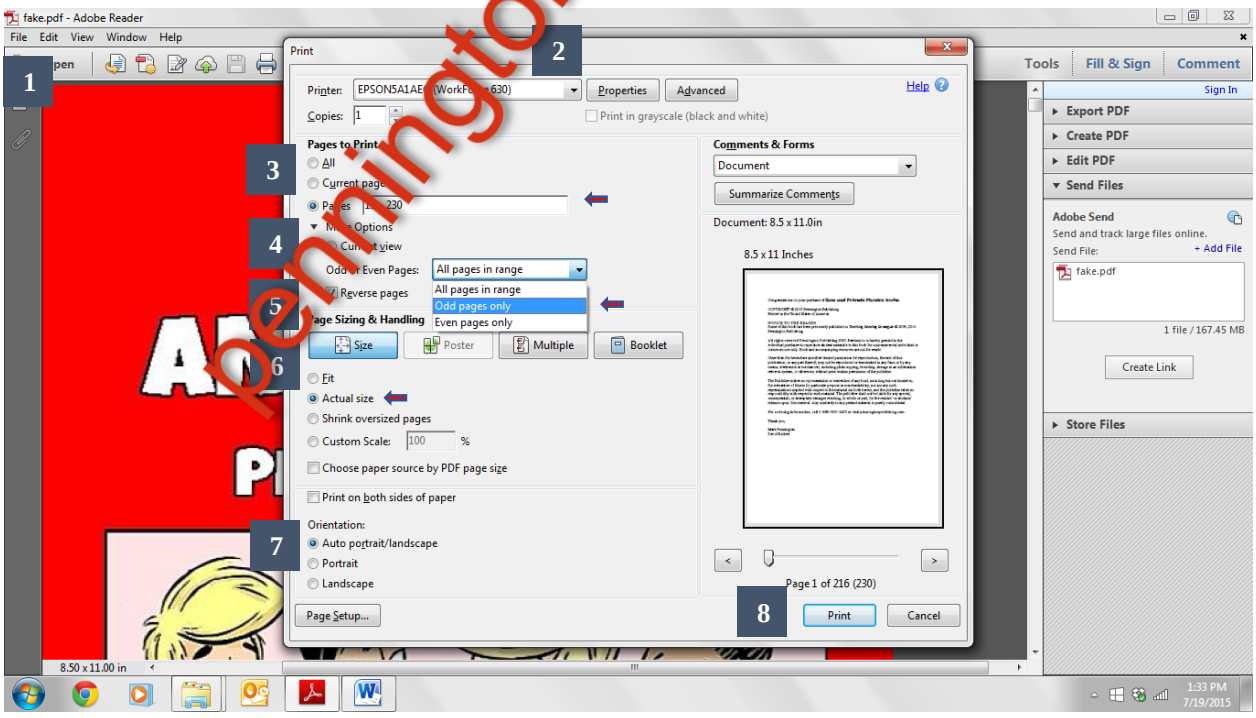
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Visual Watermark

Sam and Friends Phonics Books Print Instructions

If copying the 5.5 x 8.5-inch booklets for more than a few students, send the file to your local office store. These print and copy professionals will use the proper printer settings to print, fold, and staple your books at a much cheaper cost than your school copier. Note that each book consists of eight pages and is formatted to be copied back to back on two 8.5 x 11 pieces of paper. The page order of each story is 8-1, 2-7, 6-3, 4-5. Follow these directions to print properly.

1. Open the **Sam and Friends Phonics Books** PDF and Choose **File > Print**.
2. **Select a printer** from the menu at the top of the **Print** dialog box and enter the number of **Copies** you wish to print.
3. In the **Pages to Print** area, click on **Pages** and enter the first odd page of the book(s) you wish to print. For example, if you wish to create a full blackline masters set, you would enter 15 – 230. If you wish to print just one book, you would enter 15 – 18 for Book #1.
4. Choose **More Options > Odd pages only**.
5. Check the **Reverse pages** box.
6. Click on the **Size** button and select **Actual size**.
7. Under **Orientation** select **Auto portrait/landscape**.
8. Click the **Print** button.
9. Remove the printed pages and place them back in the printer. Repeat #2 and 3 above.
10. In the **Pages to Print** area, click on **Pages** and enter the first even page of the book(s) you wish to print. For example, if you wish to create a full blackline masters set, you would enter 15 – 230. If you wish to print just one book, you would enter 15 – 18 for Book #1.
11. Choose **More Options > Even pages only**.
12. Uncheck the **Reverse pages** box, and repeat #6, 7, and 8 above.



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Visual Watermark

SCRIP
Comprehension Cues

Summarize

☑ Put the big idea into a smaller one.
☑ Put the main idea and key details into your own words.

Connect

☑ Think about how the reading relates to other reading.
☑ Visualize what's going on in the reading.

Re-think

☑ Re-read for better understanding or look at what is said in a different way.
☑ Ask questions or make comments about the reading.

Interpret

☑ Think about what the author really means.
☑ Draw a conclusion or figure out what is implied (suggested).

Predict

☑ Based upon what has happened or what has been said, guess what will happen or what the text will say next.

SCRIP
Comprehension Cues

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☑ Draw a conclusion or figure out what is implied (suggested).

Predict

☑ Based upon what has happened or what has been said, guess what will happen or what the text will say next.

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Visual Watermark

Sounds and Spellings

Short a	m, t, s	won	the	

Word Fluency

at	mat	sat	won	Sam
tam	the	am	mat	at
won	sat	the	Sam	tam
am	won	sat	the	at
Sam	tam	mat	am	the
won	at	am	Sam	sat
tam	mat	sat	at	won
mat	Sam	tam	the	am
the	tam	am	sat	at

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

1

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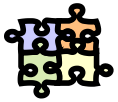
Sam sat.





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Connect Why is Sam happy now?



Summarize Re-tell this story in your own words.



Interpret Why is Sam unhappy?



Visual Watermark

At the mat, Sam sat.





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Sam won!

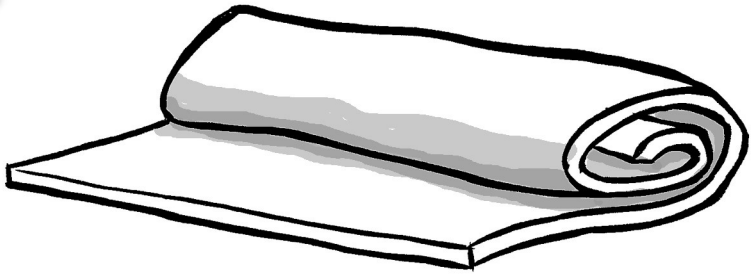
Predict What has Sam won?

Visual Watermark



Sam won the mat.

The mat Sam won.



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Re-think What was Sam's prize?



Visual Watermark

Sounds and Spellings

Short i	f, d, r	was	where	

Word Fluency

rid	sit	dim	tam	rat
fat	sat	am	rim	fat
at	sad	mat	Sam	the
won	Tim	did	the	won
was	where	mat	am	the
won	at	sad	Sam	Tim
fad	fit	sat	where	was
mat	rid	ram	fat	fad
fit	did	rim	rid	dim

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

2

Visual Watermark

Sam won the mat.

Sam sat at the mat.

If Sam sat at the mat, where was it?



Tim the rat was sad.

Sam sat where the fat rat sat.

It fit Sam.

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Re-think What could have happened to Sam's mat?

Summarize Re-tell this story in your own words.

Visual Watermark



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Where was Tim the rat?

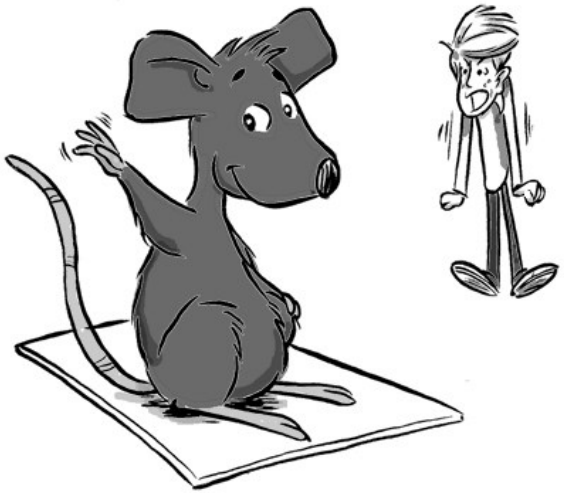
Where was the fat rat at?

Did Tim sit where the mat was at?

Where did the fat rat sit?

Predict Where is Tim the rat?

Visual Watermark



Tim sat where the mat was at.

The rat fit the mat.

The mat where the rat sat was the mat Sam won.

Connect Why did Tim want to sit on Sam's mat?

Sam was mad at Tim the rat.

It was the mat Sam won!



Interpret Why is Sam mad at Tim?

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Visual Watermark

Sounds and Spellings

Short o	g[a,o,u], l, h	a	from

Word Fluency

lot	hit	gas	rot	a
from	lid	him	the	mom
dot	from	lot	hat	on
won	tag	hog	a	was
ham	Tom	from	fig	hot
where	hag	sod	a	dig
fog	Sam	hid	got	from
gag	had	rod	rid	God
on	lot	won	rot	dot

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

3

Visual Watermark

Sam had a hat.

The hat Sam got was from Tom.





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Connect Why is Sam hitting Tom with his hat?

Summarize Re-tell this story in your own words.

Visual Watermark

Sam got the hat from the log.

Sam hit Tom.



Sam had the hat at the log.

The log was where Sam sat.

At the log Sam sat.

Interpret Why is Tom behind the tree?

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Visual Watermark



Tom got the hat from Sam at the log.
Tom hid the hat from him.
Tom hid it at the log where Sam sat.

Tom hid from Sam.
Sam was mad at Tom.
Tom did it!
Tom hid the hat from him.
Sam had a fit.
Where was the hat?



Re-think Why did Tom hide Sam's hat at the log where Sam sat?

Predict What will Sam do?

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Visual Watermark

Sounds and Spellings

Short u	b, c[a,o,u], (_ck)	give	to

Word Fluency

but	tack	give	lock	to
bug	deck	won	sack	buck
the	rib	lack	was	cut
back	rut	give	cub	tick
rut	us	where	sick	tuck
cod	dug	a	lick	duck
from	cot	dock	hug	rack
to	rack	cab	cut	sock
bug	cut	but	tuck	cod

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

4

Visual Watermark

Tom sat where the log was at.

But a big bug was where Tom sat.

The bug bit Tom.

It bit Tom bad.





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Summarize Re-tell this story in your own words.

Visual Watermark

Tom got the mat from Sam at the log.

Tom hit the bug.

The bug did not duck.

Sam's mat hit the bug.

Yuck!

It was a big, bad bug.

The bug bit him bad, but Tom did not get sick from it.

The cat Tom got from Sam got the bug.



Tom got Sam to give him a sack.

The sack had a big rag.

Sam got the rag from the sack to give to Tom.

Tom cut the rag to fit where the bug bit him.

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Interpret What happened to the bug?

Connect Why did Tom need the rag?

Visual Watermark

Tom was mad at the bug.

But where was it?

Where did the bad bug sit?





The bug hid from Tom back at the log, but Tom had luck.

Sam got a mat to give to Tom to hit the bug.

Sam got a cat.

Re-think Was the bug really bad?

Predict What will Tom do with the mat and cat?

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Visual Watermark

Sounds and Spellings

Short e, _ea_	k[i,e], v, n (kn_)	friend	of

Word Fluency

kid	vet	nag	knot	head
keg	friend	Kit	van	of
dead	nut	won	knit	red
neck	knob	the	read	Kim
friend	Ken	knack	was	leg
where	deaf	vat	knock	a
lead	bed	from	set	give
nod	to	gun	of	not
read	vet	dead	neck	bed

30 Second Timings (# of Words Correct)



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Sam and Friends



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5

Visual Watermark

Tom had a friend.

Kit was the friend.





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Interpret Why is Kit tightening her tennis shoe laces?

Summarize Re-tell this story in your own words.

Visual Watermark

Knock! Knock! Kit did knock on the van.

Kit got back from the run.

Tom let Kit in.

Back in the van, Kit was sad.

Kit had left the sun to get back to the fog.



Where Kit was from had a lot of fog.

Kit did run in the fog, but to run in the fog was not fun.

Where Tom was from had a lot of sun.

Kit can run a lot in the sun.

Kit had to get to the sun!

Connect Why was Kit sad again?

Predict What do you predict Kit will do?

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Visual Watermark

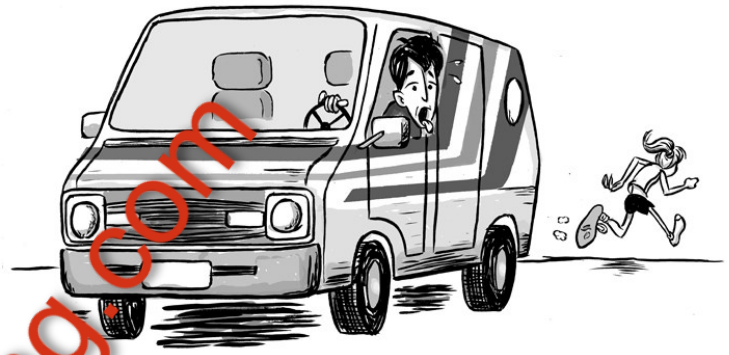
Kit was sick of the fog.

Kit got in a bus to head to where Tom was.

Kit was rid of the fog!

Kit was in the sun!





Tom had a van.

Tom met Kit at the bus.

Kit got in the van.

The van did head to where Kit can run.

Kit got to run in the sun.

Tom got to sit in the hot van in the sun.

Kit had a lot of fun, but Tom did not.

Tom sat in the van in the hot sun where Kit ran.

Tom was a friend.

Tom got to give Kit fun in the sun.

Re-think Why did Tom sit in the van?

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Visual Watermark

Sounds and Spellings

p, w, j, qu love want

Word Fluency

pit	win	jog	quit	love
pets	job	want	quick	won
wag	jets	the	wig	pun
was	jab	where	pots	web
quacks	love	pat	a	wax
from	pan	wets	give	pit
jam	to	pin	friend	quiz
of	pop	want	the	pad
quit	wag	pep	jet	quick

30 Second Timings (# of Words Correct)



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Sam and Friends



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6

Visual Watermark

Tom picks up Kit from the bus in the van.

Tom was a friend of Kit's.

Kit can run in the sun, but not in the fog.

Kit ran at the job where Tom digs.

In a bit, Kit did head back to where Tom dug.

Kit sat on the deck at the job to get a quick tan.





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Summarize Re-tell this story in your own words.

Visual Watermark

Sam got mad at Pug.

Pug was a bad dog.

But, Sam was Pug's friend, not Kit.

Pug wants Sam to love him, not Kit.



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Sam had a hot dog job where Tom dug.

Tom wants a hot dog.

Sam gets a hot dog to give to Tom.

Sam met Kit on the deck.

Kit had not met Sam.

Kit got up from the deck.

Sam was in love.

Connect Why was Sam mad at Pug?

Predict Predict what Tom will think about Sam's interest in Kit.

Visual Watermark



Sam had a dog.

Pug was the dog.

Pug ran to where Kit was on the deck.

Pug met Kit.

Pug did not want Kit to love Sam.

Sam lets Kit pet Pug.

Kit gets up to give Pug a pet, but Pug knocks Kit to the deck.

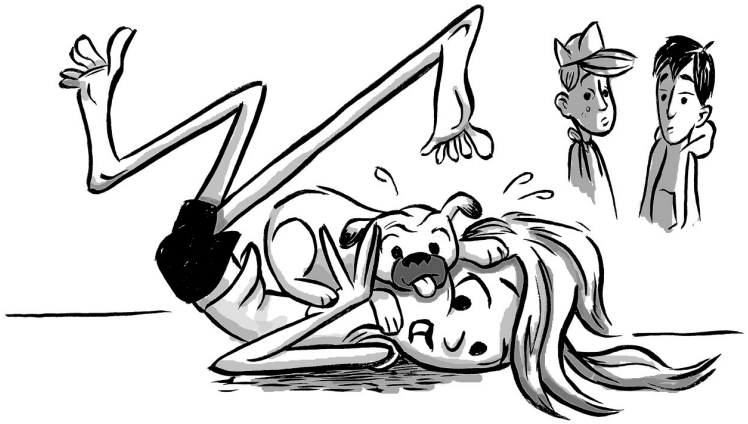
Pug did not want Kit to pet him.

Kit was on the deck. Pug was on top of Kit.

Pug got Kit wet.

A lick on the neck. A lick on the head.

Yuck! Quit, Pug, quit!



Re-think Why didn't Pug want Kit to love Sam?

Interpret Why did Pug knock Kit to the deck?

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Visual Watermark

Sounds and Spellings

y, x, z, _s /z/, wr_ buy what

Word Fluency

yet	six	zap	wrap	buy
yaps	what	jugs	zag	won
wins	the	fix	was	wren
where	yes	a	tax	from
zig	fox	give	yips	to
mix	buy	wreck	what	yum
friend	yum	love	box	pads
yaks	want	logs	of	beds
zip	yet	wrap	pads	six

30 Second Timings (# of Words Correct)



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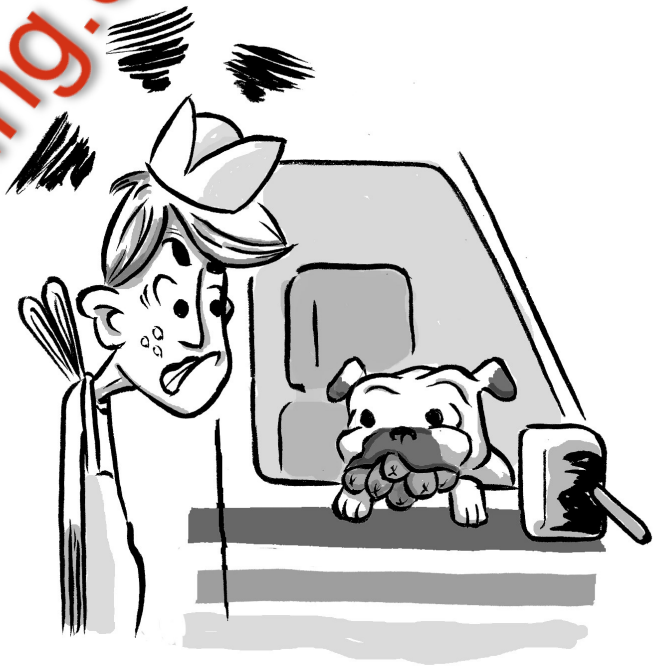
7

Visual Watermark

Deb is a friend of Sam's. Deb met Sam at his job. Sam had a job where Tom's job was at.

Friends love to buy hot dogs from Sam at Tom's job.





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Summarize Re-tell this story in your own words.

Visual Watermark

It is six. Sam gets to quit his job at six. Sam packs up. Sam has to get his hot dogs in his van.

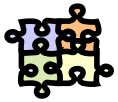
Pug sits in Tom's van. Pug has the six dogs.

Bad dog, Pug!

Re-think Why is Pug sitting in the van?



Connect When did Pug get the hot dogs?





Deb's friends want to buy six hot dogs from Sam. It's what the friends want. Yes, six dogs is a lot, but Deb has a lot of friends. Deb texts Sam. Deb buys the hot dogs.

Sam wraps up the six hot dogs to give to Deb. Sam packs the hot dogs in a box in Tom's van where Pug sits. Pug is Sam's dog.

Deb gets to Sam, yet Deb did not get what the friends want. Sam did not give six hot dogs to Deb. Deb got six hot dog buns.

Deb has a big bag. Deb zips up the box in the bag. Deb heads back to Sam to get the hot dogs to give to the friends.

Interpret Why didn't Sam put six hot dogs in the box?



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Visual Watermark

Deb's friends get the hot dogs from the box in the bag.

The friends love Sam's hot dogs, but not his hot dog buns.

The friends quiz Deb. "Did Sam sell Deb hot dogs? Did Sam sell Deb hot dog buns?"

Deb gets the buns back in the box. Deb zips up the bag. Deb wants what the friends want from Sam—hot dogs!





Deb runs back to Sam's job. Deb did not want to buy six buns. Deb wants hot dogs, not buns.

Sam was sad, but Deb was mad. Sam gives six hot dogs to Deb. Deb heads back to the friends.

Predict What do you predict Deb will do?

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Visual Watermark

Sounds and Spellings

_ll, _ff, _ss, _zz says hour

Word Fluency

bell	off	boss	fizz	says
fill	hour	huff	won	less
the	buzz	sells	was	puffs
where	hills	a	loss	from
jazz	pass	give	well	to
cuffs	says	miss	friend	fuss
hour	tells	of	moss	love
what	want	mess	buy	but
off	bell	hill	fizz	hiss

30 Second Timings (# of Words Correct)



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Sam and Friends



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8

Visual Watermark

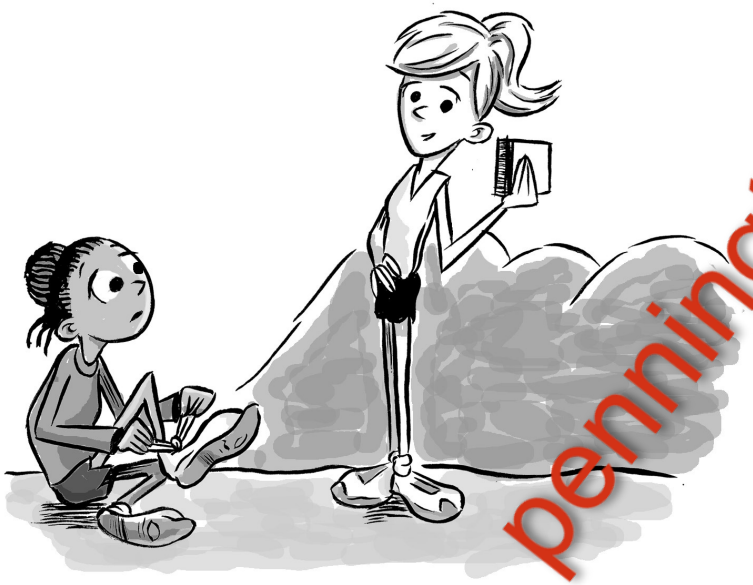
Tom's friend, Kit, met Sam's friend, Deb, to buy socks. Kit got a jazz CD to give to Tom. Tom loves jazz.

Kit says, "Let's get the bus to Tom's job."

Deb had not yet met Kit's friend, Tom.

"Let's jog a bit in the hills where Tom's job is at," says Deb.

"Let's run the hills back where Tom digs," says Kit. Kit wants to run a lot.



In an hour, Kit had run the ten hills.

"Let's run back," says Kit.

Deb says, "Let's jog, Kit."

The friends jog to where Tom digs. The friends get on the bus to head back to Deb's.

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Re-think Why did Kit and Deb meet?

Summarize Re-tell this story in your own words.

Visual Watermark





The friends get on the bus to Tom's job.

The friends get off the bus where Tom digs. Tom digs what his boss says to dig.

Deb met Tom on his deck.

Kit gives the jazz CD to Tom. It's what Tom wants.

To the hills Deb and Kit head to run.

Connect Why does Kit put her jazz CD on the deck?

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Visual Watermark



Up the big hill, Deb jogs. Kit did pass Deb on the hill. Kit is quick, but not Deb. Deb huffs. Deb puffs. Deb wants to quit.

Kit gets to the top of the hill. Kit will sit in the sun. Kit will get a tan.

Deb fell, but gets up to jog. Deb wants to quit at the top of the hill.

Predict What will happen when Deb gets to the top of the hill?

In an hour, Deb gets to the top of the hill. Deb is a wreck.

Kit says, "Let's run ten hills!"

Deb wants to run less, but it's not what Kit wants.

Deb will miss Kit, but not the run. Kit can run the hills in an hour. Deb will get in a nap on top of the hill. Kit will get to run in the sun.



Interpret Why does Deb want to quit?

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Visual Watermark

Sounds and Spellings

_nd, _st, _xt ocean come

Word Fluency

and	best	next	won	wind
the	ocean	fuzz	was	cost
come	fond	where	must	a
bend	text	from	last	give
land	will	ocean	to	rust
sand	friend	send	of	dust
come	love	off	want	rest
buy	what	mess	says	hour
test	text	hand	pond	band

30 Second Timings (# of Words Correct)



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9

Visual Watermark

Tom and Sam want to get to the ocean.

Tom sends a text to Kit. "Want to come to the ocean?"

Kit says, "Yes."

Tom sends, "Sam has hot dogs and can come... and Pug will come.

Kit texts, "Pug the dog? Pug has to come?" (Pug got Kit wet at Tom's job, where Kit met Sam.)

Tom texts back, "Yes, Pug has to come, but Pug must sit in the van."





Re-think Why does Kit ask if "Pug has to come?"

To sit in the van was just not fun. In an hour, Tom's van got hot. Pug got hot in the van.

Pug wants to get in the ocean where it is not hot, but Pug is in the van. If Pug got the van in the ocean, next to Tom and Sam...

_____

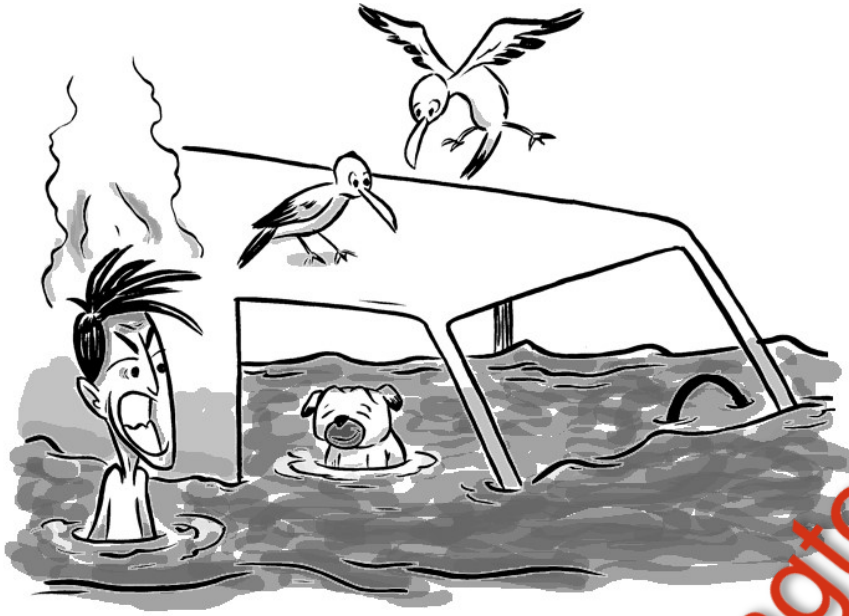
Pug did it! The dog got the van in the ocean.

In the ocean, Pug was not hot, but Tom was. Tom was mad at Pug. Tom's van was in the ocean.

Summarize Re-tell this story in your own words.

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Visual Watermark





Tom texts Deb, “Want to head to the ocean? Sam and Kit will come.”

Deb says, “Yes, but will Pug come?” (Deb did want Sam to come, but not his dog. Deb and Sam last met at Sam’s job where Deb buys her hot dogs. Pug was a bad dog and got Deb’s hot dogs.)

“Yes, Pug will come,” says Tom, “but Pug must sit in the van.” Deb will come if Pug will sit in the van. It’s what Deb and Kit want.

Connect Why Does Deb want Pug to sit in the van?

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Visual Watermark



Tom, Sam, and Pug pick up Kit and Deb in the van.

Sam just met Kit. Sam is fond of Kit. Sam wants to sit next to Kit, but Kit sits next to Deb.

Tom heads his van west to the ocean where the sand is best and where the wind is not bad. Tom is not a big fan of wind. Wind and ocean can rust his van.

Interpret Why does Sam look so sad?

The friends get to the ocean in an hour.

Tom has his van on the sand, just next to the ocean. The friends love the ocean, sun, and sand. Kit gets to run on the sand, and Deb gets to tan. Tom and Sam get in the ocean where it is not hot. Sad Pug sits on Sam's mat in the van.



Predict What will Pug do so he won't be so sad?

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Visual Watermark

Sounds and Spellings

_nt (n't), _lt move could

Word Fluency

can't	hour	wind	ocean	best
text	test	move	where	huff
tint	sell	could	runt	says
come	melt	jazz	move	miss
bent	buy	sent	what	belt
could	love	bent	want	tilt
friend	of	sent	give	to
from	hilt	can't	what	was
jest	belt	hint	can't	tilt

30 Second Timings (# of Words Correct)



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Sam and Friends



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10

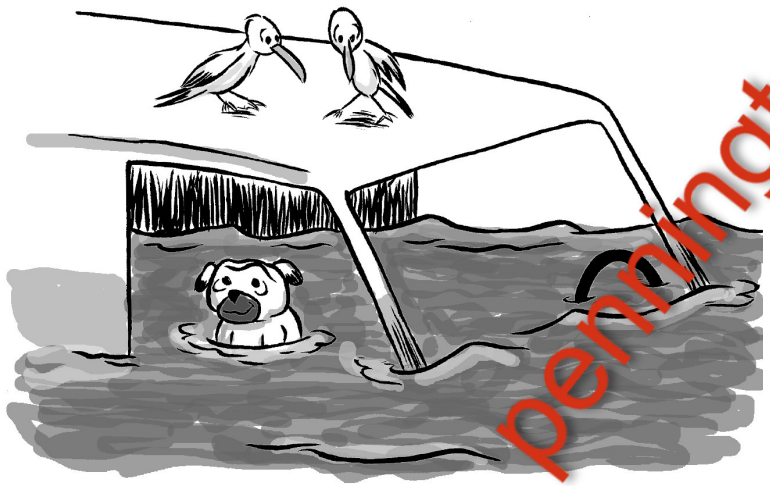
Visual Watermark

Tom's van sat on the sand next to the ocean, and Pug was in the van. The friends had fun in the sun, but not Pug.

Pug felt hot in the van. A dog could melt in Tom's hot van!

Pug got the van to move. Tom's van went in the ocean where it was not hot.

Tom had a fit, and Sam felt bad.





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Summarize Re-tell this story in your own words.

Visual Watermark

Pug and the ten men run back to where Sam, Tom, Kit, and Deb sit on the sand.

Pug gives Bob his pants.

Pug's friends and the ten men tip and tilt the van and get it off the sand and in the ocean. The wind, the friends, and the ten men move the van back on the land.

Pug did it! Pug got the van back on the land. Pug got the ten men to move it.

The ten men went back to the big tent, and Bob had his pants.

Back from the ocean the friends head in Tom's wet van. Tom was not mad at Pug.

The van was a mess, but it was back on the land.

Re-think Why isn't Tom mad at Pug anymore?

Connect Why did Pug take Bob's pants?



Sam got Pug from Tom's van. The van was in the ocean, but the back end rests on a bit of sand.

If the friends could just tip and tilt the van a bit, the van could move from the sand where it rests.

If the friends could get the van in the ocean, the wind could move it back to the land. But Tom, Sam, Kit, and Deb can't move the van.

Interpret Why can't the friends move the van?

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Visual Watermark

The sad friends quit and went to rest on the sand.

In a bit Sam says, "Where is Pug?"

Kit, Deb, and Tom did not miss Pug, but Sam did miss him. Pug was Sam's dog.

Sam yells, "Come back Pug!" But Pug could not come.

"Pug is lost," says Sam to his friends.

Sam's friends felt bad.





But, Pug wasn't lost. The dog went on a hunt. Pug ran to the end of the sand, past where Kit had run.

Next to the ocean, ten men had set up a big tent. Pug went in the tent.

Pug picks up a man's pants and runs.

The men yell, "Get the dog! The dog has Bob's pants!"

The men ran where Pug ran, back to Pug's friends.

Predict Where has Pug gone?

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Visual Watermark

Sounds and Spellings

_mp, _sk, _lp heard wolf

Word Fluency

won	wimp	the	wolf	was
task	where	heard	help	a
from	desk	give	bump	to
friend	lamp	of	dusk	love
want	gulp	buy	dump	says
disk	bought	can't	hour	wilt
ocean	wind	move	hint	come
last	heard	next	wolf	kelp
task	mask	bump	what	lamp

30 Second Timings (# of Words Correct)



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Sam and Friends



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11

Visual Watermark

Deb has a tent and wants to camp. Deb texts Kit to ask if Kit can come.

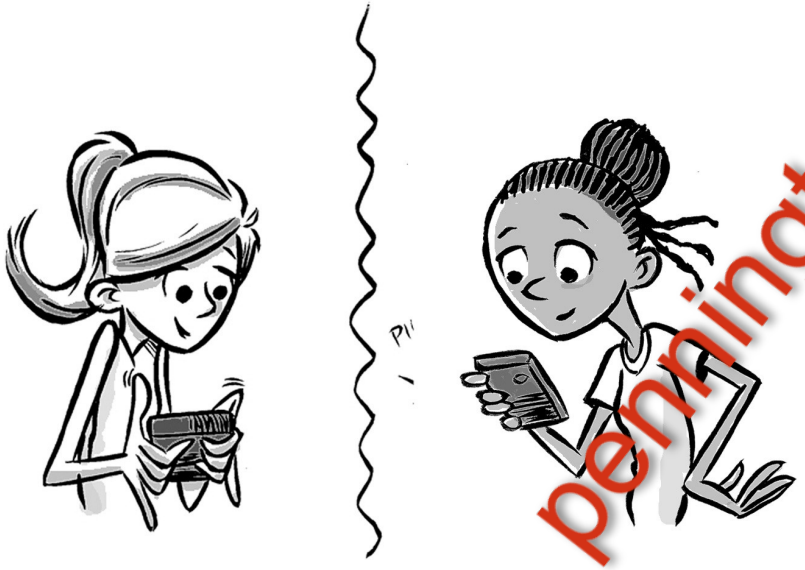
Kit says "Yes," and asks if Tom and Sam could come.

"Yes," says Deb.

But, Tom and Sam had no tent.

Kit has a tent and will lend it to Tom and Sam, but Pug can't get in Kit's tent.

Pug is Sam's dog.





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Summarize Re-tell this story in your own words.

Visual Watermark

Kit, Deb, Tom, and Sam went to bed in the tents.

In a bit, a man ran past the friends' tents to the next camp.

Sam heard the man ask his friend, "What was it? Did a wolf come in the camp? It's a big wolf, but has a bad leg and a bit of a limp."

Sam asks if Tom had heard the man.

Tom gulps and says, "Yes."

Tom asks Sam to tell Kit and Deb.

But, Sam just could not move.

The friends felt a bump on the tent.



But Sam has a plan. Sam wants Pug to come. Pug just has to camp!

Sam buys a tent. It is a pup tent.

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Interpret Why couldn't Sam tell Kit and Deb about the wolf?

Connect Why did Sam have to buy a tent for Pug?

Visual Watermark

Tom went in his van to get Deb and Kit. The friends sat in the back.

Next, Tom went to pick up Sam. Sam gets in the van next to Tom, and Pug jumps in the back next to Deb and Kit.

Tom says, "Sam, Pug can't come! The dog can't get in Deb and Kit's tents."

Sam says," Pug has a pup tent."





The friends got to the camp at dusk.

Kit and Deb help Tom and Sam set up Deb's tent.

Pug got in his pup tent next to Tom and Sam's tent.

Re-think Why didn't Tom think Pug could go camping?

Predict What will the friends do next?

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Visual Watermark

Sounds and Spellings

ct, _ft, _ld, _sp said you

Word Fluency

what	said	heard	move	was
weld	where	won	help	a
give	you	come	act	to
friend	lamp	of	dusk	love
want	gulp	buy	dump	says
gasp	wisp	can't	hour	soft
ocean	said	wolf	lisp	from
raft	you	next	held	lift
left	held	fact	loft	tuft

30 Second Timings (# of Words Correct)



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Sam and Friends



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12

Visual Watermark

Tom and Sam had felt a bump on the tent. What was the bump?

_____

At dusk the friends went to bed in the tents. Pug the dog got in his pup tent.

Tom and Sam had heard a man in the next camp ask his friend if a wolf had come in the camp.

"Yes, it's a fact. It is a big wolf," said the man, "but it has a bad leg and a bit of a limp."

_____

Bump! "Gasp! Did the wolf bump the tent?" asks Sam.

"It's just the wind," says Tom.

"But, what if the wolf comes in the camp?" asks Sam.

"If the wolf did come, it could get Deb and Kit," said Tom.

"If the wolf got in the camp, it could get Pug," said Sam.



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Interpret Why did Sam ask if the wolf bumped the tent?

Summarize Re-tell this story in your own words.

Visual Watermark

"It's not the wolf," said Tom. "It's Pug."

The dog had left his pup tent to get to his friend Sam. Tom let Pug in the tent.

"But, Pug can't come in the tent. It's Kit's tent," said Sam. "And Kit said Pug can't get in the tent."

"Let's not tell Kit," said Tom. "Kit will get mad at us."

"Pug could sit at the back of the tent and not move," said Sam.

"It's not long 'till the sun comes up," said Tom, "and Pug can just sit next to us at the back of the tent. If the wolf comes, Pug could act to help us."

"You bet Pug will!" said Sam.



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Connect Why did the boys think that Pug was the wolf?

Visual Watermark



"Tom, tell Kit and Deb," said Sam.

"You tell Kit and Deb," said Tom.

The friends felt ill and could not move.

Sam said Tom was a wimp and went to tell Deb and Kit.

Sam told his friends what the man in the next camp had said. "The wolf has a bad leg and a bit of a limp," said Sam.

Sam went back to his tent.

Sam got in the tent. Tom heard a soft tap on the tent. Tom asks if Sam had heard the tap.

"Sam you get up and get the lamp," said Tom.

"You get it, Tom"

The lamp is at the top of the tent. Tom got it.

Tom held up the lamp and lit it. Tom set it next to the tent.



Re-think Why did Tom feel ill?

Predict What happens next? Will the wolf get in the tent?

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Visual Watermark

Sounds and Spellings

_lk, _ch, _nch, _pt			father	work

Word Fluency

milk	father	act	such	what
lunch	bulk	heard	left	held
could	move	pinch	ocean	kept
come	hour	says	wept	buy
you	fact	love	want	says
work	friend	of	father	give
rich	much	elk	ranch	from
bench	where	leapt	work	was
bunch	milk	kept	cinch	gasp

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David

13

Visual Watermark

Kit sent a text to Deb to ask if Deb could come to her dad's ranch. Could Deb lend a hand?

Kit has to sand a big bench and it is a lot of work. The bench is where Kit's dad sits and rests. Kit's father did not rest much. His ranch is a lot of work

"Yes," Deb texts back. Deb will come to the ranch and help Kit sand the bench.

Deb went on the bus to the ranch. Kit met Deb at the bus and the friends head to the ranch.





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Summarize Re-tell this story in your own words.

Visual Watermark

In a bit Dad yells, "It's lunch. Come and get it!"

"What did Kit's father fix as lunch?" asks Kit.

"What's lunch, Dad?" Kit asks.

"The best pig on the ranch," kids Dad, "and a big cup of elk milk if Deb wants it."

"Yuck," says Deb. "You can't milk elks."

"Yes, and it's not a pig, Deb. Dad just has to kid," said Kit.

Kit's father is such fun!



Deb met Kit's dad. Kit's father was a big hulk of a man. Dad sat on an old bench, but leapt up to give Kit a hug.

Dad held a big cup in his left hand.

"What's in the cup, Dad?" Kit asks.

"It's elk milk," Kit's dad tells Deb.

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Interpret Why did the joke about the pig bother Deb?

Connect Why did Kit invite Deb to her father's ranch?

Visual Watermark

Dad went off to fix lunch. Kit did not want lunch and did not want a cup of elk milk.

"Elk milk?" asks Kit. "Yuck!"

"It's not elk milk," says Kit. "Dad is fun and wants to kid you. Dad kept a bunch of elk on the ranch in the past."

Kit's father has a big ranch. Kit's dad is not rich, but the ranch is big. It has a lot of land.

Next, Kit and Deb get up to sand the bench. It's a lot of work!

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Deb and Kit sit on the big bench to sand it. As the friends sand, Deb asks Kit what Dad kept on his ranch.

"Just pigs," says Kit. "Dad works long hours with them."

Kit fed the pigs in the pen. It was Kit's job on the ranch.



Re-think Why was Kit's father wearing a red silk hat?

Predict What will Deb want to do before she leaves the ranch?

Visual Watermark

Sounds and Spellings

Short Vowel /o/, /u/	_ong, _onk, _ung, _unk	some
Long Vowel /a/, /e/	_ang, _ank, _ing, _ink	money
Consonant Digraph /ng/		

Word Fluency

some	fact	father	said	what
kept	ranch	rung	money	wolf
give	tank	heard	act	work
friend	could	move	dusk	wept
wisp	gulp	buy	ocean	says
come	you	hulk	song	soft
lunch	gasp	some	junk	rich
bang	ring	milk	money	hour
such	sunk	bonk	sink	where



30 Second Timings (# of Words Correct)

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Sam and Friends



Mark Pennington

Illustrated by David Rickert

14

Visual Watermark

Sam's boss tells him to come get his money from his hot dog job. Sam sells hot dogs where his friend Tom works.

Sam texts Tom to ask if Tom could come pick him up in his van to get the money. Sam will buy Tom lunch and give some money to Tom to buy gas. Tom's big van costs a lot to run.

Tom texts back, "Yes."

Tom went in his van to pick up Sam. Tom has to get some gas in that van. His van has a lot of junk in it. It's just a mess.

Sam and Tom buy the hot dogs. Sam has to hand the money to the hot dog man, but the money is not where it was in Sam's pants.

"Where is the money?" gasps Sam.

The friends give back the hot dogs to the hot dog man.

"Where was it last? asks Tom.

"The money was left on top of the gas pump," says Sam.

"Let's head back!" yells Tom.

The friends get to the gas pumps and the money is just where Sam left it.

"Let's head back and get the hot dogs," says Tom.

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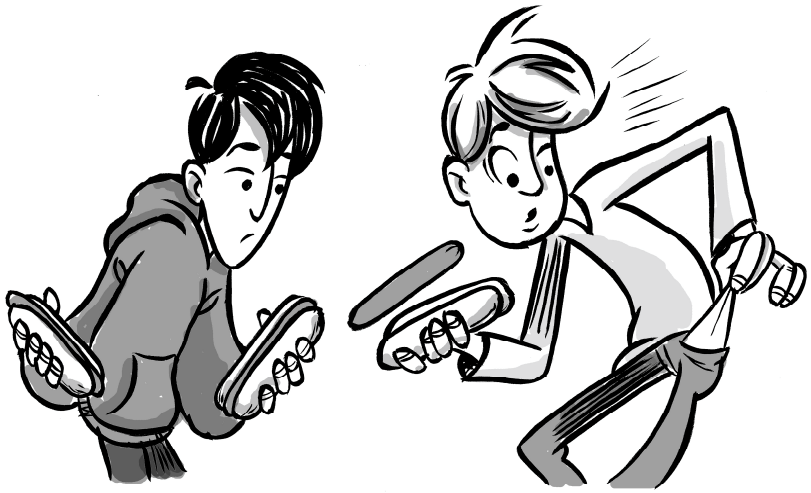
Interpret Why did Tom say he will drive Sam to get the money?



Summarize Re-tell this story in your own words.



Visual Watermark





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Connect Why is Sam going to have a problem?

Visual Watermark

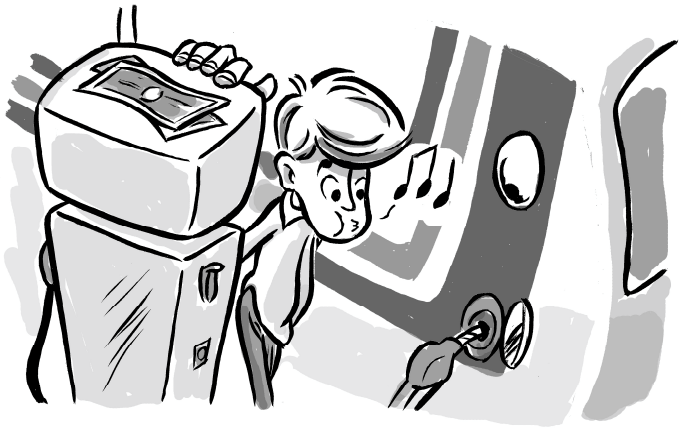


Tom picks up his friend, Sam, and heads to the gas pumps. Sam sits next to Tom. The back of the van is full of junk.

"Tom, let's get rid of the junk in the back in the dump cans at the gas pumps," says Sam. "Pug could not sit in the back of the van. What a mess!"

The friends got the money from Sam's boss. Next, Sam and Tom head to the gas pumps. Sam gets money from his pants and gives it to Tom to buy the gas.

The rest of Sam's money rests on top of the gas pump as Sam fills the van. Tom gets rid of the junk in his van in the dump cans. The friends get back in the van to head to lunch. Tom wants to get some hot dogs.



Re-think Why does Sam want to help clean out Tom's van?

Predict When will Sam find out that he has left behind his money?

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Visual Watermark

Sounds and Spellings

th_ voiced should does

Word Fluency

money	this	sunk	some	bang
father	said	work	that	does
could	wolf	heard	gasp	move
could	those	come	wept	buy
ocean	should	sang	you	says
hour	them	hunk	much	give
think	then	does	ranch	was
bonk	thank	leapt	lisp	than
this	that	ring	them	then

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark

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15

Visual Watermark

Sam texts Tom to ask if Sam should ask Kit to lunch.

Tom texts back that Kit is his friend. "You should ask Kit," says Tom.





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Summarize Re-tell this story in your own words.

Visual Watermark

Sam and Kit got to the docks. Sam and Kit met Deb and Tom. Sam did want Kit to come to lunch, but not his friends, Deb and Tom. Sam did not ask them to lunch.

Sam could just kill Tom, and Sam is mad at Deb. "Thanks a lot, friends," thinks Sam.

The friends get some lunch, but Sam acts sad.

Sam texts Kit and asks if Kit wants to get some lunch at the docks. Sam asks if Kit could get the bus.

Kit texts back, "Yes. Let's get lunch, but just as friends."

This is what Kit wants, but this is not what Sam wants.

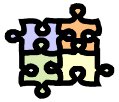
Sam was in love, but that was not what Kit felt.

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Interpret Why is Sam upset at his friend, Tom?



Connect Why did Sam ask Tom if Sam should ask Kit to lunch?



Visual Watermark

Kit texts Deb to ask if Deb wants to come to lunch. She tells Deb that Sam wants to get lunch at the docks.

Deb says, "Yes." Deb will come to lunch.

"Thanks, Deb," Kit texts back.

Deb is at Tom's work. Deb asks Tom to lunch. Tom has to work a bit, but Tom will pick up Deb in his van in an hour and then the friends can head to the docks.





Kit went on the bus. Sam met Kit where Kit got off the bus. Then Sam and Kit head off to the docks to get lunch. Kit did not tell Sam that Deb will come to lunch. Kit thinks it's best not to tell Sam.

Sam is in love, but not Kit. Sam does not want Kit as just a friend, but Kit does not want what Sam wants.

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Re-think Why did Kit ask Deb to go to lunch with Sam and her?

Predict How will Sam react when he sees Deb and Tom at the docks?

Visual Watermark

Sounds and Spellings

th_, _th unvoiced water they

Word Fluency

should	thin	water	this	that
won	the	was	where	bang
them	they	from	thud	work
sink	does	move	ring	moth
water	love	buy	want	buy
than	path	you	hour	they
thus	says	ocean	come	said
could	what	with	some	hour
path	this	bank	then	than

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark

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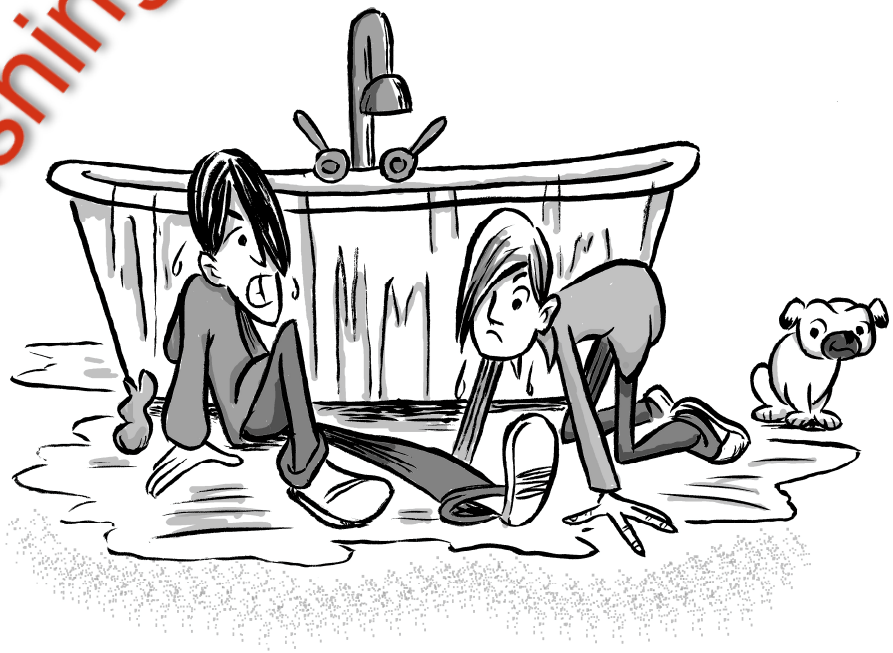
16

Visual Watermark

Sam has to get a lift to work with Tom. But Tom says that if Sam wants Pug to come in the van with them, then that dog has to get a bath.

Sam does want Pug in Tom's van, but Pug just is not in love with baths. Water is not Pug's friend.





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Connect Why is Sam going to give Pug a bath?

Summarize Re-tell this story in your own words.

Visual Watermark

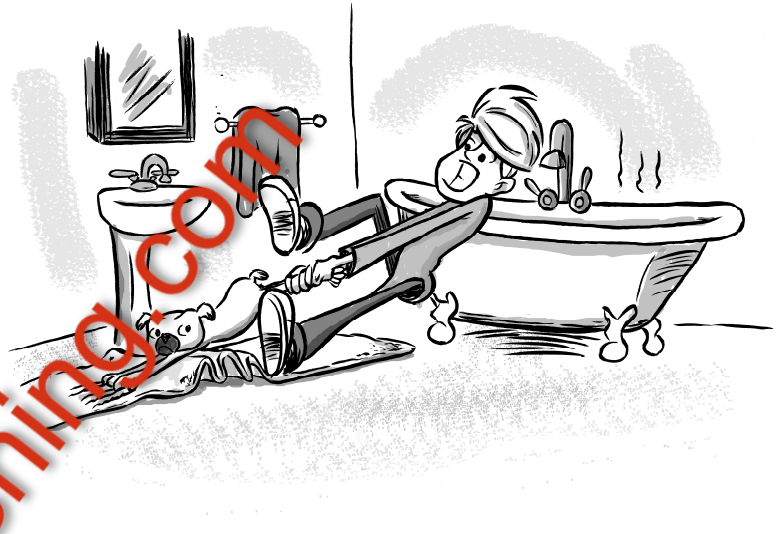
But the water is not what Pug wants. Sam and Tom think they can give him a bath, but Pug does not want to get in the water.

As they lift Pug in the bath—

Pug jumps! That dog is quick.

Pug just will not let them give him a bath.

Sam and Tom got a bath, but not Pug.



Pug does not want to get wet. That dog does not want to get in the tub full of hot water. Pug was just a thin wisp of a dog, but Sam could not move him if that dog did not want to move.

That dog did not want to move, and you can't move a dog if the dog will not help.

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Interpret Why do Sam and Tom get wet?

Visual Watermark



Sam texts Tom that Pug will not get in the tub and asks his friend to come help get Pug in the water. If Sam and Tom lift Pug, they can get him in the tub and give that dog a bath.

Tom will come, but says, "Sam, you should get rid of that bad dog."

Tom is mad at Sam and mad at his bad dog, Pug. But Tom gets in his van and heads to Sam's.

Sam and Tom sit next to the tub. The tub is full of water. But Pug is not next to the tub.

Tom felt the water. "Pug, you get in this tub! The water is not that hot."

Pug will not move.

Then the friends jump up to get Pug, but Pug is fast. Pug runs and runs.

At last Sam and Tom get Pug. They pick up the dog and head back to the tub.

"That was a lot of work," says Tom. "But Pug will get his bath."

Re-think Does Tom really want Sam to get rid of Pug?

Predict Will Pug get his bath? What will happen to end the story?

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Visual Watermark

Sounds and Spellings

sh clothes people

Word Fluency

gosh	rush	death	thank	where
thin	from	give	shed	friend
sunk	this	love	clothes	want
buy	you	shock	hour	shin
people	ocean	wish	come	move
could	with	heard	wolf	said
clothes	shift	work	some	cash
money	should	people	does	hour
shack	they	clothes	people	shot

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Deb has some cash and wants to shop. Deb texts Kit to ask if Kit wants to shop. Deb loves to shop, but Kit does not.

Deb said, "Let's shop at The Clothes Shed and then get lunch on the docks. It is fun to have lunch on the docks, next to the water where the ships come in."

"Yes it is," texts Kit. "Let's shop, but let's not rush to get the bus."



The friends went back to The Clothes Shed. The clothes did not cost a lot of money, but Deb was sad. Kit was not just sad. Kit was mad.

Yes, it was bad, but Kit had the red hat.

Kit tells Deb, "Wish it was the hat and not the bag."

The friends felt sad.

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Connect What does Kit like to do that Deb does not?

Summarize Re-tell this story in your own words.

Visual Watermark



At lunch, the friends sat on a bench at the dock. They kept the bag next to where they sat.

A man ran past the bench and Deb felt a bit of a bump.

"Gosh, what was that?" Deb asks Kit.

Where was the bag? It was a theft! That man was quick to jack Deb's bag.

Deb felt sick and Kit was just a wreck.

Predict Will the robber get caught?



Kit got the bus and went to Deb's. The friends met with hugs and then went on a big bus to The Clothes Shed. The Clothes Shed is where lots of people shop. That shop just packs them in.

Deb wants to buy some tops, some pants, a belt, socks, and a hat. That is a lot to buy, but it does not cost a lot to shop at The Clothes Shed.

Interpret Why do lots of people shop at the Clothes Shop?

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Visual Watermark



Deb had some luck at The Clothes Shed. Deb got a belt, some socks, and a top with pants that fit. Kit got a red hat.

At last, they quit and left the shop to get some lunch. Deb put the clothes in the shop's big bag. Kit kept on the red hat.

Re-think Why does Deb need a big bag, but Kit does not?

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Visual Watermark

Sounds and Spellings

Past Tense _ed (t), _ed (d) who would

Word Fluency

friend	clothes	mashed	shushed	move
gosh	from	give	people	won
want	pushed	love	would	sank
dimmed	you	says	hour	shin
who	ocean	shack	where	come
could	lashed	heard	sink	who
said	would	work	wished	shut
water	should	father	does	hour
money	gush	who	played	shot

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

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Visual Watermark

Deb was sad, and Kit was mad. The friends rushed back to The Clothes Shed. And a cop went with them.

———————————————————

The friends left The Clothes Shed with a bag full of clothes to have lunch on the dock. They sat on a bench to have lunch. Deb put the bag of clothes next to them on the deck.

"Deb felt a bump," said Kit to the cop.

"And then what?" asks the cop.

"Some man got the bag and ran past us to the end of the dock," said Deb. "It was a man who has a big gash on his left leg, up on the shin," said Kit.

Tom, Sam, and Pug walk to The Clothes Store with the cop. Back at The Clothes Shop, the cop bagged the clothes to give to Deb.

"This dog got the man who had the bag of clothes," says the cop.

"Pug did?" asks Kit.

"Yes, that dog did," says the cop.

Deb and Kit give Pug a big hug.

Pug loved that. A fish can't get a hug from Deb.

Sam wished that Kit would give him a hug.

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Interpret Why did Deb get bumped?



Summarize Re-tell this story in your own words.



Visual Watermark

Pug jumps up on the man's back. Then the cop gets to the man, who has a big gash on his left shin.

"Got him!" yells the cop. The cop cuffed the man. "This is the man who robs the people who shop at The Clothes Shed. That dog is fast! This dog got the man who had the bag of clothes."

"Pug helped get him!" Deb yelled.

"Thanks, Pug!" says Kit.





The cops want to get that man. The man robs banks, and people who shop at The Clothes Shed.

The cop said that they would put a cop on the docks, and with some luck, Deb would get back the bag of clothes.

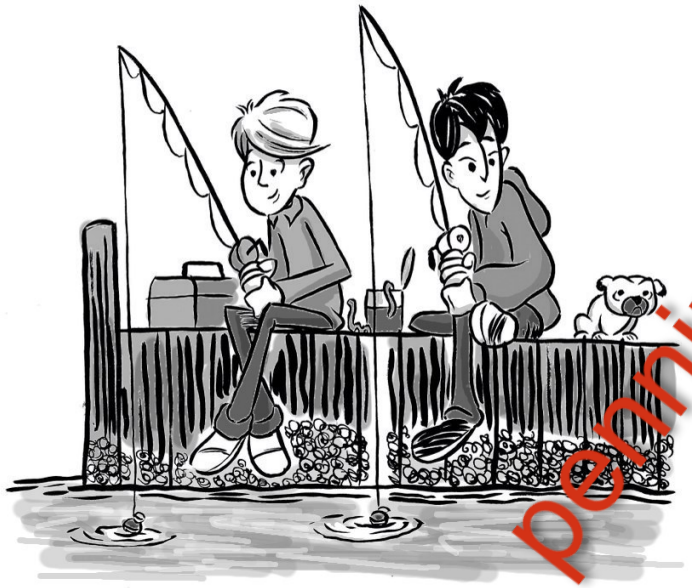
Connect Why do the police especially want to get that robber?

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Visual Watermark

Back at Sam's, Tom texts Sam and asks if Sam wants to fish at the docks. Sam does. The friends pick long rods for ocean fish and jump in Tom's van with Pug. Then they head to the ocean.

The friends got to the docks and sat on a bench. Tom and Sam fished. Pug was with them next to the bench. He wished dogs could fish in the ocean. Hmmm... A dog could get in that water with the fish—



Re-think Do Tom and Sam know that Deb and Kit are at the docks?





—A man with a bag in his hand pushed Tom and ran fast past them on the dock.

Then a cop ran past them and said, "Get that man!"

Sam says, "Get him, Pug!" Pug is quick and runs fast.

Predict What will Pug do?



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Visual Watermark

Sounds and Spellings

wh_, ch, _tch talk walk

Word Fluency

rushed	would	talk	whip	where
chin	from	give	etched	ring
bagged	hatched	love	walk	want
whiff	flipped	says	hour	mash
walk	ocean	cash	wolf	move
could	talk	heard	said	come
sink	father	should	talk	mesh
who	work	hutch	does	hour
friend	you	walk	fetch	wish

30 Second Timings (# of Words Correct)



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Sam and Friends



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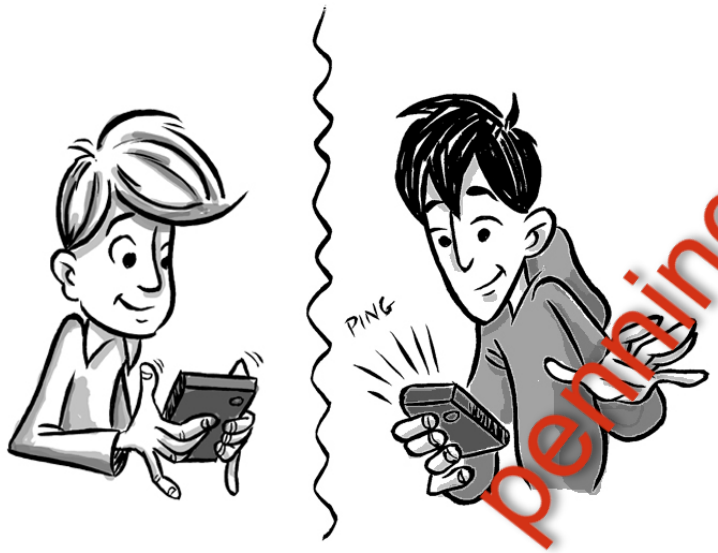
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19

Visual Watermark

Tom heard that some man had set up a tent on the sand, next to the docks. People said the man kept a chimp in that tent who could talk. Tom just had to check if this chimp could talk or not. Tom texts his friend, to ask if Sam can come to the docks.

Sam has to ask his boss to get off work. Sam sells hot dogs next to where Tom works. Sam texts his boss and the boss said, "Yes, Sam can get off work."





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Summarize Re-tell this story in your own words.

Visual Watermark

The people had left and the hat full of cash had left as well. The man was mad at Sam and Tom, and Sam had to give the man the rest of his cash to fix that mess.

The man went back in the tent with his chimp to rest. Tom, Sam, and Pug went back to the van. That dog Pug cost Sam a lot of his hot dog money.

When the friends get to the docks, they walk on the sand to the tent. They sit with a bunch of people who have come to check what the man does with his chimp.

Sam tells Pug to sit on the sand and not to move.

Tom tells Sam, "Check if the man moves his lips when the chimp does talk. If the man does move his lips and they match the talk of the chimp, then that chimp does not talk."

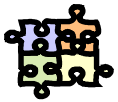
The man and his chimp walk from the tent. The chimp does talk some, but the man's lips do move a bit.

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Re-think What does it mean that "the hat full of cash had left"?



Connect Why is Tom so interested to see if the man's lips move?



Visual Watermark



The people on the sand just love that man's chimp. The chimp thumps his chest and jumps up on the man's back. Next, the chimp whacks him on his head with the man's hat. That chimp is a whiz and a lot of fun!

The people clap a lot and when the man and his chimp pass the hat, Sam, Tom, and the rest of the people put in some cash.

Tom and Sam had a bunch of fun. But, not Pug. Pug just sits on the sand.

Predict What will Pug do to have fun?

Pug wants to have some fun with that chimp. Pug gets up from the sand and runs to the chimp.

The man yells, "Catch that dog!" The chimp jumps off the man's back. Pug and the chimp dash to the ocean and jump in. The man, Tom, and Sam run to the water to fetch them.



Sam yells, "Come Pug, come!" At last Pug comes to Sam. The chimp comes with Pug. The man held the chimp's hand and they walk back to the tent.

Interpret Why did the man hold the chimp's hand?

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Visual Watermark

Sounds and Spellings

fl, sl, bl, cl, gl, pl two wash

Word Fluency

who	talk	flashed	slip	walk
blocked	clam	does	plan	to
people	clap	love	two	want
glum	wash	says	hour	when
months	clothes	match	come	move
could	plunked	heard	wolf	you
washed	father	work	flapped	chip
blinked	glint	two	give	hour
should	slant	wash	two	much

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Deb got the bus and went to Kit's ranch. At the ranch the two friends talk, walk, and kid Kit's father, who works the ranch.

Kit's father kids them back and says that they will get some of his elk milk at lunch.

"You two will want to wash up to get the pig and elk milk at lunch," says Kit's dad.

"Yuck!" says Deb.





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Connect Why does Kit's father mention "elk milk"?

Summarize Re-tell this story in your own words.

Visual Watermark

At last, it's the tenth and the two friends get set to run the 10K. But Kit's plan has a glitch. The glitch is a bad head wind.

A head wind is bad to run in... It will pick up lots of dust. Can Deb last 'til the end of the 10K with this bad wind?

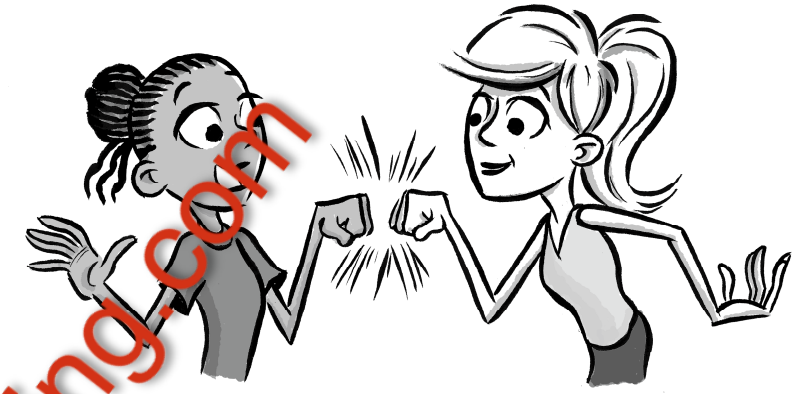
With this glitch, the 10K run is not a slam dunk. The run lasts two hours, but can Deb and Kit get to the end?

They run! Tom, Sam, Pug, and Kit's dad sit at the end to clap and yell at the champs.

Well, not the champs... Deb is dead last in the 10K run.

Deb and Kit get some water and rest with Tom, Sam, and Pug.

Kit's dad asks if Deb wants to run in the next 20K run.



Kit is in a club that runs. Friends of Kit in the club set up a 10K fun run. Kit asks Deb if Deb wants to run in it.

Deb asks, "When is the run?"

Kit says, "It's on the tenth."

Deb wants to run with Kit, but Kit says that a 10K is a long run and that Deb must work at it and run with her friend lots and lots.

The two friends fist bump on it and plan when and where to run.

Re-think Does Kit run the 10K with Deb?

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Visual Watermark

The two friends wash up, grab lunch, drink some water, and then rest a bit. Then, they went on a run. Deb huffs and puffs, walks and jogs, but Kit runs fast.

The friends get back and Deb flops on Kit's bed. Deb is sick and can't move.



Deb slept two hours, 'til Kit yells, "Deb, get up!" Deb has to catch the last bus in an hour. The friends walk to the bus. Deb gets in and then Kit runs back to the ranch.

Interpret Why does Deb huff and puff, walk and jog?

Run! Run! Run! The two friends work at it. They run at the ocean. They run the hills next to Tom's work. They run on the dock. They run on the ranch.

Kit has a plan. The 10K fun run is flat with just six hills. The two friends can run it in an hour.



Predict Will Deb be able to finish the 10K fun run with Kit?

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Visual Watermark

Sounds and Spellings

sm, sn, sp, st, sk, sc been have

Word Fluency

two	wash	smash	snapped	smug
spun	talk	would	who	spam
clothes	stick	people	have	want
skit	snitched	stun	skunk	flip
been	scab	blunt	come	said
money	plus	heard	think	move
have	father	work	scum	slam
could	should	been	does	sang
water	glass	have	been	clip

30 Second Timings (# of Words Correct)



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Sam and Friends



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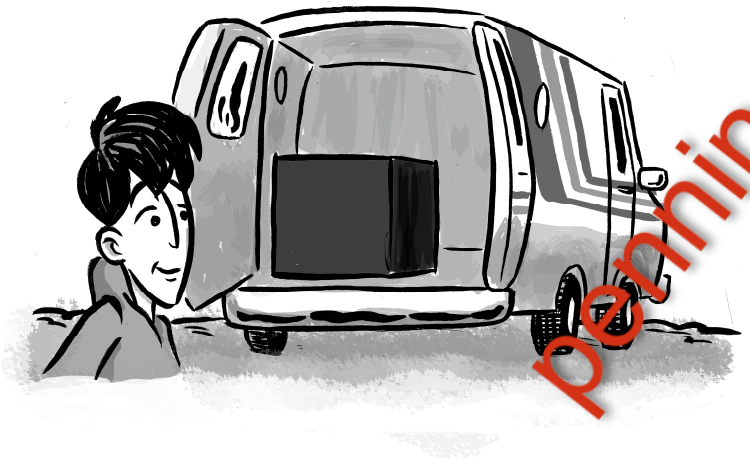
21

Visual Watermark

At work, Tom's boss asks him to stick a black box full of work clothes in his van. It is a big box, but it fits snug as bug in the back of Tom's big van.

Tom's boss tells him to get the box to his friend. The friend of Tom's boss is at the top of the hill next to the ocean. His boss does not scrimp on money and gives Tom a lot of cash to buy gas and get his van washed. But Tom gives some of it back. Tom does not have to spend that much on gas, and Tom does not want to scam his boss.





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Then Tom walks back to his van and gets in. Tom texts his boss that his friend got his work clothes. Then Tom heads back to his job.

Tom is sure glad to get off that hill!

Connect Why does Tom's boss give him money for gas?

Summarize Re-tell this story in your own words.

Visual Watermark

Tom can't move his van past the rock. That rock is big!

Tom has to lift the big black box and walk up the rest of the hill to get the work clothes to the friend of his boss.

It's a long walk up that hill.



Interpret Why can't Tom drive around the rock to get to the top?

Tom gets in his van and heads to the ocean. His van is just a wreck. It's got dents, rust, and a big crack in the back glass. It did pass the smog test, but it does not run well and it smells bad.

When the van gets to the ocean, Tom scans the hill and where the van must head to get to the top. That is a big hill! The hill has some grass, but a lot of big rocks. The van will not move fast up that hill. Tom must get to the top of that long hill to get rid of the black box.

If Tom could skip that long hill and scram, Tom would. Tom could head to the ocean and have fun with his friends, Sam, Deb, and Kit. But Tom has a job to do. His van heads up the hill.

Predict Will Tom and his van make it to the top of the hill?

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Visual Watermark

As the van heads up the hill, the black box moves from its spot. Bam! The box did smash some of Tom's stuff in the back of the van. Tom's van skids and spins.

Tom stops the van to check on the box. What could have been in that box? It must have been more than just clothes. Tom would have to ask his boss back at work what was in that black box.

Tom gets set to head back up the hill and then...

Crash!





A big rock just fell from the top of the hill. The rock fell on the spot where Tom's van would have been, if the box did not move, if the van did not skid and spin, and if Tom did not stop the van to check on the box.

It would have been the end of his van and the end of Tom.

Re-think Why does Tom think the box has more than work clothes?

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Visual Watermark

Sounds and Spellings

br, cr, dr, fr, gr, pr your do

Word Fluency

have	been	bread	your	two
drum	wash	talk	walked	who
would	fret	clothes	do	want
press	people	says	hour	smug
brick	sketch	slap	come	grip
could	cracked	heard	frog	said
your	father	work	crisp	spit
from	drift	do	prom	hour
scant	grid	your	do	stop

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

22

Visual Watermark

Sam's mom has a mother and father. They are Gram and Gramps. Sam loves them and they love Sam.

Gram is fun and has lots of friends. Gramps is not much fun and has just two friends: Gram and Sam. In fact, Gramps is a bit of a grump.



Sam tells Gram what Gramps said to him.

Gram says, "Well, your pants do drag a bit, Sam. They still sag."

Sam says, "But that is what kids buy at the clothes shops–pants that sag."

"Yes, but Gramps is not a kid. Do not fret, Sam. Gramps still loves you. But pull up your pants when Gramps walks in."

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Summarize Re-tell this story in your own words.

Visual Watermark



In a bit, Gram asks Sam to come in and get a snack.

"Wash your hands in the sink," says Gram.

Sam has his snack of some crisp hot bread and a big glass of milk. Gram fills his glass to the brim.

Gram works on crafts. Gram loves to knit and stitch. Sam gets lots of hugs from Gram. Sam and Gram talk a lot.

Gramps does not work and does not do much. Gramps does get in a lot of naps. Sam and Gramps do not talk much, but Gramps does yell at Sam a bit.

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Re-think Why is Sam a bit sad? Why won't he talk to Gram?

Connect Why doesn't Gramps give Sam hugs like Grams does?

Visual Watermark



Sam does some work at Gram and Gramps. Sam cuts the grass at Gram and Gramps. Gramps walks up to Sam.

Sam has big clothes and his pants do sag a bit, but not a lot.

"Do you have a belt, Sam?" asks Gramps.

Sam says, "Yes."

"Then pull up your pants," yells Gramps. "Your pants drag on the grass."

Sam pulls up his pants.



Interpret Why does Sam work at Gram and Gramps' house?

Predict How will Sam react? What will happen to end the story?

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Visual Watermark

Sounds and Spellings

shr, thr, str, spr, scr don't sure

Word Fluency

friend	the	grass	prim	where
shrunk	from	give	to	won
of	thread	love	don't	want
strip	wash	says	hour	brad
sure	ocean	crab	come	move
could	spread	heard	wolf	said
don't	script	sprung	sure	drop
money	strapped	don't	thrashed	from
shred	scrap	clothes	sure	fret

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

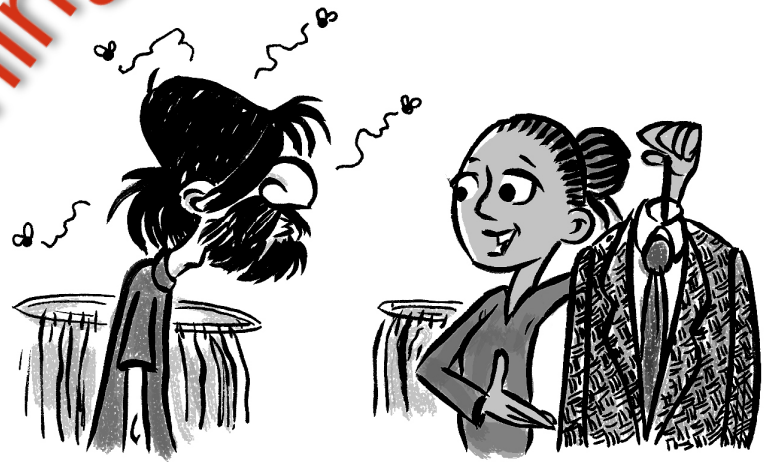
Illustrated by David Rickert

23

Visual Watermark

Deb had a job next to Sam's hot dog stand. When Deb got the job, the bus went to where Deb's job was, but that was in the past.





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Re-think What does "that was in the past" mean?

Summarize Re-tell this story in your own words.

Visual Watermark

Deb asks to work at the shop. Deb can help people shop.

"Yes," the boss says. Deb can help, but the boss can't give Deb money. The boss can give Deb clothes. Deb can shop and work as much as Deb wants.

"That's a win-win," thinks Deb.

Deb loves to work at the thrift shop. Deb tells people what to buy, what will fit, and what does match. Deb just loves to help people shop.

The boss says a lot of people do ask him to have Deb help them pick clothes to buy. Deb can work as much as Deb wants.

Deb gets to shop a lot. In fact, Deb just got a top and some pants that match at the thrift shop.

And Deb does not have to walk an hour to work.

Deb can walk to the thrift store and shop when Deb wants to.

If the bus will not stop at Deb's work, Deb will have to walk. That's a long walk! In fact, Deb will have to walk an hour to get to work. An hour was a bit much. Deb's friend Kit would run to that job and back, but Deb is not Kit, and Deb does not want to run to work. At last, Deb just had to quit that job.

When Deb lost the job, it shrunk what Deb could spend. If you don't have a job, you don't get cash. Deb has some money, but not much. Deb's money is spread thin.

Deb has a strict plan with money. Deb will not spend it! Deb sure can scrimp with the best of them.

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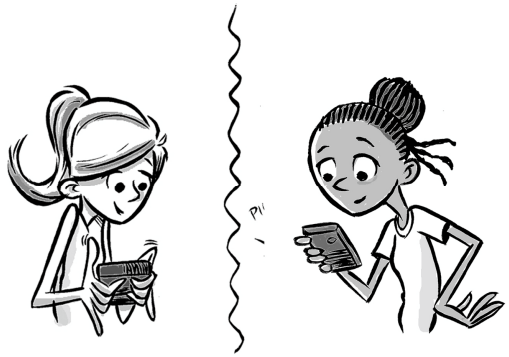
Interpret What does Deb mean by "That's a win-win"?

Connect Why can't Deb spend much money?

Visual Watermark

Deb loves to buy clothes. It's just what Deb does. Deb does not have money to spend, but Deb could help Kit shop.

Deb texts Kit to ask if Kit wants to shop. "Let's get some pants and socks to match your red hat," says Deb.



Kit says that they could shop at the thrift shop. Kit shops at thrift shops a lot as they don't cost much to buy clothes. That thrift shop could sure stretch Deb's money says Kit. And it's not a long walk to the shop.

The friends walk to the thrift shop. They shop some and Deb does spend some money. The thrift store does have a lot of clothes.

Kit buys a black hat. Kit just loves hats.

Deb asks to talk to the shop's boss.



Predict What will Deb ask the thrift store's boss?

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Visual Watermark

Sounds and Spellings

sw, tr, tw, spl, squ there are

Word Fluency

twin	who	shrimp	thrift	thin
strand	from	ocean	don't	sure
warm	spread	guess	there	two
scram	have	been	washed	tram
are	talk	split	walk	move
could	swim	heard	some	said
there	squish	work	trunk	swam
squid	what	are	would	some
splat	twist	there	are	split

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

24

Visual Watermark

It's hot and Tom does not have to work. Tom texts his friends to ask if they want to head to the big pond to swim and fish. Tom will pick them up in his wreck of a van in two hours, if they can come.

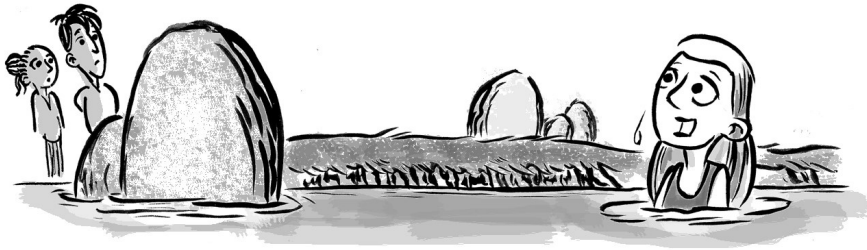
Deb, Sam, and Kit text back that they want to come.

Tom picks up Kit, then Deb, then Sam. Sam says "Pug can't come to the pond."

"That's sad that Pug can't come," says Kit. Then Kit grins at Deb.







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Connect Why does Kit say "That's sad" and then grin?

Summarize Re-tell this story in your own words.

Visual Watermark

Sam wants to do a back flip, but slips. Sam lands on his back in the water. Splat!

"Sam did a back-flop," yells Kit.

Sam felt sick.

"Sam, there are not rocks in this pond," said Tom, "but there are rocks in your head."



In a bit Tom pulls up next to the big pond.

Kit gets to swim and Deb gets to nap in the sun. Deb does not swim.

Tom and Sam left Kit and Deb to fish at the end of the pond where the big fish are.

Tom and Sam cast and cast to get the fish.

Splish! Splash! The fish jump. There are a lot of fish there at the end of the pond. In the next hour, Tom and Sam catch ten fish!

Interpret What does Tom mean by saying "rocks in your head"?

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Visual Watermark



Sam and Tom went back to Deb and Kit with the fish. The two nets are full of fish.

Deb is still there next to the pond. Kit stands on top of a big rock.

Kit asks Deb, "You don't want to swim?"

Then Kit jumps. Kit does a twist and then a flip. Splash!

"It's fun," Kit yells to Sam and Tom. "Come

Re-think Why does Kit want Sam and Tom to jump with her?

In a bit Sam and Tom do get to the top of the rock where Kit was.

"Uh... there are a lot of rocks in this pond, Kit," yells Sam.

"There are not rocks, Sam. Just jump in," yells Kit.

"Let's have Tom jump," says Sam.

Tom does a back flip off of the big rock. Splash!

Predict Will Sam jump off the big rock into the pond?

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Visual Watermark

Sounds and Spellings

Long a	a, a_e, _ay, ai_, ei[gh]_	done	find

Word Fluency

sweat	track	cake	play	you
stray	weight	ocean	day	find
squid	rain	love	won't	want
buy	what	says	rein	there
trained	ocean	don't	come	move
could	stair	heard	give	said
find	father	worked	male	are
split	drain	done	does	some
hay	air	find	done	sure

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Kit tells Deb that they should cut and braid their hair. The two friends want to cut and braid their hair. Kit says she has a plan. Kit always has a plan.

"Pick a day to do it," says Deb. "Find a time. If you don't, it won't get done."

The plan is that Kit will cut Deb's hair, and Deb will braid Kit's hair. Deb has long, black hair. Kit has long, blond hair. The next day Kit texts Deb, and Deb gets on the bus to Kit's ranch.



But, Deb's hair was a mess! Deb did not tell Kit, but Kit should not cut people's hair. Deb's hair was not cut well, but Deb did not blame Kit. Deb would not say that the hair cut was bad, but it sure was.

Deb and Kit left the ranch, got on the bus, and went to shop. People on the bus could not help but stare at Deb's hair.



Connect Why do they need a day to cut and braid?

Summarize Re-tell this story in your own words.

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Visual Watermark



At last, Kit is done with Deb's hair, and Kit sits in the same chair.

Deb won't cut Kit's hair, but will braid it. Deb works fast. Deb tapes and makes eight braids.

The friends got their hair done and did not have to spend their money.

"Sam will love your hair," kids Deb.

"When you talk to Tom, you could tell Tom to ask what Sam thinks," says Kit.



At the ranch, Kit makes some lunch and then they sat and ate. The friends talk and talk.

"What's up with Sam?" asks Deb.

"Sam is just a friend," says Kit with a red face.

"That's not what some have said," says Deb.

"Does *some* have a name?" asks Kit. "Say, Tom?"

Re-think Does Kit really think that "Sam is just a friend"?

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Visual Watermark

"But you and Sam are friends," says Deb.

"Yes, that's it—just friends," says Kit.

"But, would Sam want to date you?" asks Deb. "Have you talked with Tom?"

"Just a bit. Sam and Tom are best friends," says Kit. "Tom won't say if Sam wants to date or not."

Deb says, "If Tom won't tell you..."

"–You could talk to Tom, Deb," says Kit. "Could you ask him?"

"Why not?" says Deb.

Lunch is done and they head up the stairs. They find a place to cut and braid hair. Deb sits in a chair and waits for Kit to cut. Debs moves in the chair.

"Sit still, Deb," says Kit.



Kit snips and cuts. Debs moves in the chair.

"Stop it!" says Kit. "You can't cut hair if it moves in the chair," says Deb. "It just won't get done that way."

Deb sits still.

Kit works at a snail's pace. Kit gets Deb's hair wet and makes it straight. Then, Kit finds the tape. Kit braids and braids with the tape.

That Deb sure has a lot of hair!

Interpret What does Kit mean by "...some friend could ask him?"

Predict How will Deb's hair turn out?

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Visual Watermark

Sounds and Spellings

Long e	e, _ee, ea, _ie_	learn	kind

Word Fluency

tree	tray	sale	be	give
date	meat	braid	rein	kind
she	this	loved	learn	want
kind	chief	says	hour	what
don't	ocean	are	come	moved
could	with	treat	green	said
learn	grief	work	some	more
money	kind	clipped	does	some
teen	brief	find	won't	done

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

26

Visual Watermark

The friends get in Tom's van to head to the lake to spend the day in the warm sun. Pug gets to come with them. Deb tells Sam that Kit does not care if Pug comes with them.

At the lake Pug finds a place to sleep next to the van. Kit, Tom, and Sam play in the water. Deb sits on the beach, but then she got up. The heat from the sun made the sand hot. Next, Deb sat next to a shade tree on the green grass. Then Deb went to wade in the creek that feeds the lake. Deb will not wade in the lake. She thinks she will sink.



Kit and Deb talk as they leave the lake. It was a brief swim, but Deb learned some things. Deb felt at ease in the water and at peace. She went in the water that day, and she would learn to swim. Deb could get past that fear of water, she thinks.



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Connect Why didn't Deb wade in the lake?

Summarize Re-tell this story in your own words.

Visual Watermark



"See, Deb can swim if she wants to!" yells Tom. That Pug sure can teach."

"Well, Deb can't swim just yet, but she will get there," says Kit.

"Yes," adds Sam. "Deb will love the water when she learns to swim well."

"Just as Pug does," says Sam. Sam sure loves that dog, he thinks.

The friends play in the water and rest in the sand. Deb says she thinks she can learn to swim with help from Kit, Sam, and Pug.

The lake was not deep, but Deb could not swim.

"People need to learn to swim, Deb," says Kit. Kit says that she could teach Deb.

"Yes, let's teach Deb to swim!" screams Sam.

Deb was not sure. She had some real fears of the water–way back to when she was a kid. Deb had seen a friend slip next to a stream. Deb's friend went in and could not swim. It was a real scare. That scare gave Deb some bad dreams.

"Think you could wade in just a step," asks Kit.

"Well, the water is clear and it does seem safe," thinks Deb. Plus, she did want to learn to swim.

"Do not yield to your fears, Deb. They are not real. Meet your fears head on!" says Kit.

"Deb can't swim? What a wimp!" yells Tom. "It must be the hair cut. Deb does not want to have wet hair."

"That's not kind, Tom," says Kit.

"He does not mean that," says Sam. "Tom just has to tease."

Interpret What did Tom mean by "That Pug sure can teach"?

Re-think Why does Tom tease Deb?

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Visual Watermark



Kit is kind of mad at Tom.

"Knock it off, Tom!" she yells at him.

"He is just mean," Kit tells Deb.

"Tom just has to kid," says Sam. "He does not mean what he says."

Pug gets up from his nap and jumps in the lake to swim.

Deb walks to the lake. Then she takes a step. Deb's feet are in the lake! She thinks it feels safe.

"Take just two more steps," says Sam. "It does not get deep there."

"Lift up your feet just a bit off the sand," yells Kit.

"Be brave," says Kit. "Deb, see the way Pug swims? Move your feet and hands that way."

Deb does what Kit says. She moves a bit in the water.

"This is fun!" says Deb.

"Kick and move your hands, just like Pug," says Sam.

Deb sees Pug swim in the lake and thinks she could do it. She could learn to swim!



Predict Will Deb learn to swim?

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Visual Watermark

Sounds and Spellings

Long i	i, _igh, i_e, _y, _ie	warm	were

Word Fluency

should	fire	high	kind	drink
mine	from	slight	free	we
find	shy	love	lies	want
buy	won't	says	hour	more
hi	ocean	what	slime	move
dreamed	might	heard	some	said
were	father	work	dry	learn
pie	don't	warm	fief	try
water	they	were	warmed	done

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Deb, Tom, Kit, and Sam went back to the lake the next day. Deb does not swim, but the friends want to help Deb learn. Sam and Kit tried to teach Deb, but not Tom. Tom was mean! He likes to tease Deb.

Sam and Kit held Deb's hands and went in. Deb held on tight to their hands. Pug went in to help as well.

"Wade up to your thighs." says Kit. "Try to move your feet and hands like Pug. Kick your feet and move your hands."

Deb did move some in the water, but she would not wade past where she could stand on the sand.

"Just walk in up to your waist," said Kit.

"I can't! I tried my best," sighs Deb.

Deb walks back to the sand and sits on the grass. She cries and cries.

Tom and Kit want to take a five mile hike up the hill to the pine trees, Deb does not want to hike. Sam and Kit will stay at the lake while Tom and Kit hike.

Deb wades in the lake. She will make sure that Tom can see what she can do.

Sam smiles at Tom. Tom grins back at him.

Deb gets to where she and Sam were. Deb's hands and feet move just like Pug, and Deb's feet lift up from the sand. Then she kicks and moves her hands in the water. Deb can swim!

Deb and Sam yell, "Nice job, Deb."

Deb swims back to the beach.

"See, I said I could do it!" she tells Tom.

Tom smiles at Sam and Kit. "Sam got Deb in the lake, but I got Deb to swim," claims Tom



Re-think What made Deb cry?

Summarize Re-tell this story in your own words.

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Visual Watermark

Deb does what Sam says. Sam tells Deb that she has to learn to kick in the water.

Deb held Sam's hands and kicks. Deb's body moves up to the top of the water. Deb's head stays up as well.

"Swim!" says Sam. "Kick!"

"I can keep my head up!" yells Deb.

"Wait 'til Kit and Tom see this," says Sam.

Deb smiles.

When Tom and Kit get back from their hike, Sam tells them that Deb went in the lake.

"She did not," says Tom.

"Yes she did," says Sam. She went in on my back, then got off in the water. I held Deb's hands."

Deb gets mad at Tom. "I did swim some and kept my head up from the water," says Deb.

"Let's see it," says Tom.

"Just you wait and see, Tom!" yells Deb.



In a while Sam asks Deb if she wants to try to swim some more.

"Yes," sighs Deb, "I do want to learn. Let's give it one more try. I made it up to my waist the last time. I think I can learn to swim!"

Sam tells Deb to climb up on his back.

Deb does it and the two wade in. Deb feels fine and safe on Sam's back.

Predict How will this story end?

Interpret Why is Deb willing to try to swim again?

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Visual Watermark

"Which side of the lake is less deep?" asks Deb.

"This side," says Sam.

Sam wades in as deep as his waist.

"It's time to get off my back," says Sam.

"I can't!" cries Deb. "I think I might die if I get off your back!"

Sam tells Deb that she has to get past the fears if she wants to learn to swim.

"What if I held your hands?" asks Sam.

Deb does trust Sam. "Let's try it," says Deb.

Sam held Deb's hands and she got off his back.

"Move your feet like Pug, and your head will stay up," says Sam.



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Connect Why is Deb afraid of swimming?

Visual Watermark

Sounds and Spellings

Long o	o, o_e, _oe, oa_, ow	one	gone

Word Fluency

people	go	bright	slow	thin
drone	from	died	to	don't
won't	doe	find	one	want
buy	gloat	says	hour	warm
gone	goes	almost	by	so
could	with	heard	glows	said
one	pine	work	some	kind
foes	what	gone	does	boats
stole	sighed	one	gone	learn

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

28

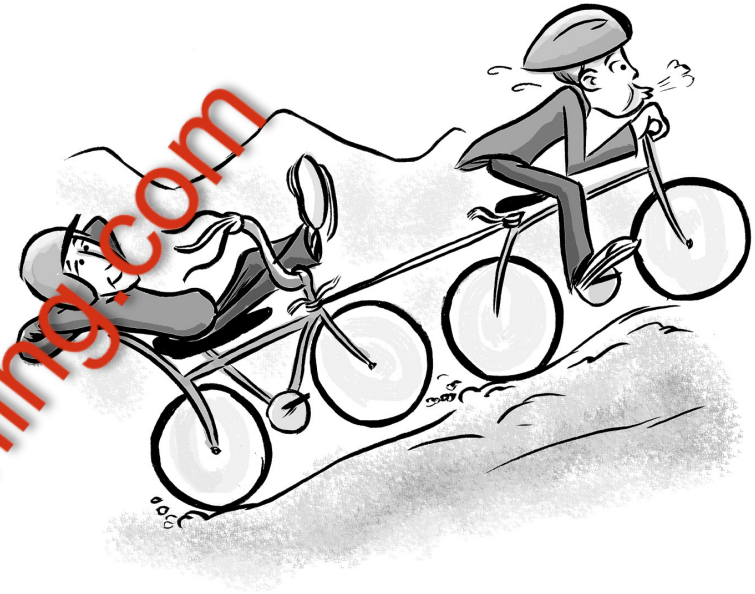
Visual Watermark

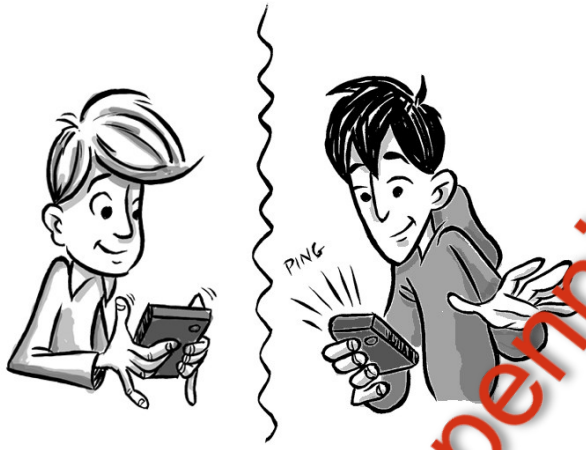
Tom and Sam had gone on a bike trip last week. They rode up in the hills and had seen three does and one buck next to a stream.

The next day, Tom wakes up and texts Sam to ask if his friend wants to go on a bike trip to the coast. It will be a long ride and will take most of the day to get there and back.

Sam says, "Yes, let's ride to the ocean."

Tom and Sam told their folks their plans. They will leave at eight and be back from the ocean by six.





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Sam and Tom did not make it to the ocean that day, but at least they made it home. They did switch bikes each mile and Tom did pull Sam quite a bit of the way.

"Sam, that's the last time I will hold your bike and make you do the work," says Tom.

"Next time, I plan to hold yours," says Sam with a smile.

Connect Why do the boys want to go on another bike ride?

Summarize Re-tell this story in your own words.

Visual Watermark

"What can we do?" asks Tom. "My phone and yours won't work up in these hills. We could hitch a ride, but that's not safe. And we would have to leave the bikes."

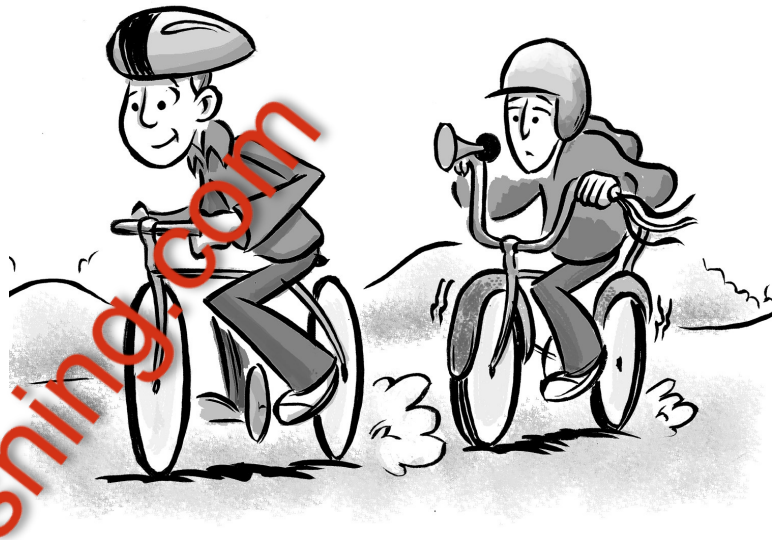
Sam shakes his head and then he spots a rope tied to a branch up high in an oak tree. Sam gets up in the tree and tugs on the rope. With a yank it comes free and drops to the grass.

Sam ties one end of the rope on his bike frame and one end of the rope on Tom's bike frame. Sam plans to tow Tom and his bike with the rope. Tom and his bike will be quite a load, but Sam will try.

"Get on your bike, Tom. Let's see if this will work," says Sam. "Just don't put on the brakes!"

The friends get on their bikes and take off. Sam pulls Tom and his bike.

"Don't go so slow," jokes Tom. "We have to get home by six."



Tom's bike is an old red one and the spokes have rust. His wheels spin, but they don't roll straight. Sam's bike is a nice white one with black toe straps.

The friends take off on their road trip. It will be a long ride, but they have lots of water. Tom likes to talk while he rides. Sam won't talk while he rides.

Interpret Why does Sam tell Tom not to use the brakes?

Predict Will Tom's old bike create problems on their trip?

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Visual Watermark



Tom rides up close to Sam to talk. He asks if Sam still likes Kit, and if so, does he plan to ask Kit on a date.

"I do like Kit," says Sam, "but I don't know if I can talk to Kit. She is a friend and that means more to me."

"More than love?" kids Tom.

While Sam talks, Tom grabs the back of Sam's bike and holds on, but Sam does not know that his friend has a free ride. Sam works while Tom holds on and coasts.

They had gone almost a mile when they got to a steep hill. As they ride up the hill, Sam huffs and puffs, but not Tom.

"This is a steep hill," groans Sam.

"It is a bit steep, but I sure like this ride," says Tom. "We are almost to the ocean. We have done well on this ride."

Sam sees Tom's hand on his bike and smacks Tom on the head. Tom moans, but lets go to ride on his own. When Tom steers to the right to let Sam pass, Tom's wheel hits a tree branch on the side of the road.

Snap!

"What was that?" asks Sam.

"Oh, no!" moans Tom. "That branch broke my bike chain."

"It would not be so bad if we were close to home," sighs Sam. "We could walk if we were that close, but I know we've gone at least ten miles."

They sat on the grass next to a big oak tree to the right of the road.

Re-think Why does Tom ask Sam to talk about Kit?

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Visual Watermark

Sounds and Spellings

Long u	u_e, _ew, _ue	height	both

Word Fluency

goats	hue	death	chew	thin
could	from	ocean	toes	won
homes	cue	love	height	want
buy	don't	says	hour	warm
both	ocean	were	come	move
could	few	heard	water	said
height	father	work	mule	one
won't	grow	both	does	some
there	pure	height	both	gone

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

29

Visual Watermark

Kit's father needs to do a lot of work on his ranch. He asks Kit if Kit's friends would like to get paid to work on the ranch. Both Tom and Sam have jobs, but Deb does not. Tom and Sam might work, but Kit knows that Deb will take the job.

Deb needs the money and Deb loves to shop. Kit asks the three friends and Sam and Deb say that they want to work. Tom does not. He works at that job where he digs a lot.



"Yikes," said Kit. "The grass is so high. We need to cut it twice each year and not wait so long."

"Pug seems to like the long grass," said Deb. "He went to sleep in it a while back. Where is he?"

"What a shame if we mowed Pug," kids Kit.

"Don't be so mean, Kit. Pug is not that bad of a dog," said Deb. "And he is Sam's best friend."

"We might just have to fix that," says Kit with a smile.

"Zzzzzzzzz..."

"Did you hear that, Kit?" asks Deb.

"Yep, I heard it. That must be Pug," says Deb.

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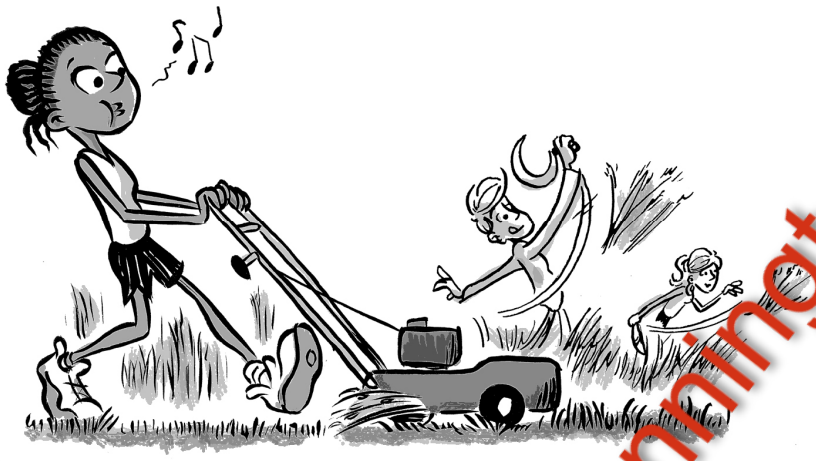
Connect Why does Deb need the money?

Summarize Re-tell this story in your own words.

Visual Watermark

Next, the friends went to work on the grass. The grass had grown right up next to the home and had to be cut. Deb mowed the grass, while Deb and Kit cleared the brush.

The height of the grass is at least three feet. Kit's father said that there had to be ten feet of space next to each side of the home with no grass or brush.





Tom says that Deb can drive his van to the ranch to work. Sam says he wants to take his dog, Pug, and Deb says, "That's fine, if you ask Kit."

When Deb, Sam, and Pug jump in the van, Sam asks, "Is it low on fuel?" Tom's van uses a lot of gas and he does not fill it up if he can help it.

"It's so low on gas that it must run on fumes," says Deb. Sam tells Deb to stop and get some gas. They do stop and both Sam and Deb give a few bucks to help fill the tank. Then they head to the ranch.

Interpret Why must there be ten feet of space?

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Visual Watermark

Deb drives up the old road that leads to the ranch. Kit sees them and waves at Sam and Deb, but then she sees Pug. Deb sees Kit's smile fade and asks Sam, "Did Kit know that Pug would come with us?

"Uh... no," says Sam, "I did not tell Kit, but Pug will be nice."

"Let's hope so," says Deb.

Sam and Deb give Kit a hug.

"You were so cute in those braids, Kit." says Deb. I'm so sad they did not last, but we can do them another time. Where is your dad?"

Kit says, "He went to help at a friend's at ranch, but Dad left a list of what to do."

It was a long list. At the top of the list, it said, "Trim the huge oak tree in back."

The friends got to work on that oak tree. Deb and Kit do not like heights. Sam does not mind them as much.



Sam went up the trunk to cut, while Deb and Kit pick up each branch, stick, and twig that Sam cuts.

It was a hot day and that tree was a lot of work. In a bit, Sam yells, "I need a break, don't you two?"

"Yes, we both do," Kit and Deb say.

"Let's get some cold iced tea," says Kit.

"And I'll give Pug some water," says Sam. Pug gulped the water and then lay back in the high grass to take a nap.

"Make sure to make mine with lots of ice cubes," says Deb.

Re-think Why is it helpful that Sam is not afraid of heights?

Predict What will happen to Pug, who fell asleep in the high grass?

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Visual Watermark

Sounds and Spellings

Long a	a, a_e, _ay, ai_, ei	mother	son

Word Fluency

fumes	baby	death	was	thin
should	painful	ocean	fuel	won
mainly	this	love	mother	want
maybe	don't	think	halo	one
son	ocean	won't	eighty	move
could	today	heard	done	said
mother	father	work	learn	gone
neighbor	rebate	delaying	does	some
few	lately	mother	son	talk

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

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Visual Watermark

Sam has to work all day at the hot dog stand. Pug will play and maybe get in a nap.

Tom has to work all day at the vacant lot next to Sam's hot dog stand. Tom's boss prepares the lot. Another Clothes Shed will go in at that site next April, and that thrills Deb. She hopes there won't be any delays. Deb might get a job at this Clothes Shed. She works at the other Clothes Shed by the dock, but she does not get paid.



But, Sam and Tom got their jobs from their mothers. Their mothers are friends with Sam's and Tom's bosses, so there is no way that they could quit their jobs.

Each heard the same basic speech from their mothers: "Son, it's time to learn to work, to show up each day, to try your best, to pay your own way..."

Their fathers said the same, so the sons went to work.

Both Sam and Tom were glad to get the jobs. Deb tried, but failed to find one. And they get to work next to each other and share the cost of gas. Sam gets to take Pug to his job as long as Pug does not eat his hot dogs.

And Pug gets to ride in the back of Tom's van with Tom's junk and trash.

Interpret Why did Sam and Tom get their jobs?

Summarize Re-tell this story in your own words.

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Visual Watermark



On the way home Sam and Tom are discussing their jobs. Both have problems with the jobs. Tom explains that he must have a helmet on when he digs. It's a safety rule of the job site, but helmets are hot and mess up Tom's hair. Sam's hat does not bug him and he gets to work in the shade, but Sam does not get paid as much as Tom. Sam has to buy his own hot dogs for lunch. Both would like to quit.



Deb has a friend with a truck, and the friend drops Deb off to have lunch with Sam and Tom. Lately, Deb has not had much work at the Clothes Shed and she has today off.

Deb can't take the bus to this place and she does miss her friends. Deb walks past the vacant lot where Tom works. Deb sees the site where the other Clothes Shed will be.

Connect Why does Deb get a ride from a friend?

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Visual Watermark



Deb walks to Sam's hot dog stand. The lunch rush has not yet begun, so the two friends can talk. Sam tells Deb that Tom can't have lunch with Deb and Sam. Tom's boss said that Tom had to stay on the job site and eat a quick lunch. He has a lot of work to do today.

The lunch rush begins and Sam sells hot dogs like crazy. A lot of people eat a quick lunch at that stand. Deb waited next to the shady tree and played with Pug.

When the lunch rush slows, Sam tells Deb, "I just sold eighty dogs. My boss should pay me more. This stand is a gold mine!"

Deb says that Sam is right. Sam's boss should be grateful that he has Sam. Just then the friends hear a honk. Deb's friend with the truck is back to pick Deb up.

Deb waves at Pug and says "so long" to Sam. She says to tell Tom that she will come back another time to have lunch with him.

Sam tells Pug not to run off. It is almost time to close up the stand and go home. Tom will pick them up in a bit.

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Re-think Why can't the friends talk during the lunch rush?

Predict What will Tom want to talk about on the ride home?

Visual Watermark

Sounds and Spellings

Long e e, _ee, ea, [c]ei, _ie_, e_e, _y old busy

Word Fluency

old	height	babies	limeade	thin
heard	think	ocean	cleanest	genie
relief	this	love	busy	want
sold	slowly	old	rainfall	son
being	delays	mother	conceive	move
gleeful	with	heard	reindeer	said
busy	old	cutie	find	shut
defeating	between	believed	does	some
beneath	bold	busy	told	shot

30 Second Timings (# of Words Correct)



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Sam and Friends



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Visual Watermark

Deb is so glad to have a friend like Kit. Kit and Deb are two peas in a pod. But they aren't exactly the same: Kit loves to run, but Deb loves to shop.

They do each like reading, talking, and going to coffee shops. Deb drinks tea by the pot, while Kit gulps tons of coffee. Both like keeping busy.

Kit and Deb are simply the best of friends.



The friends post the time and place on their own Facebook pages. They text and tweet their friends. Within an hour, Kit and Deb have their job done. The Coffee Club is ready to begin.

Kit and Deb can't wait until next week!



Re-think Why are Deb and Kit such good friends?

Summarize Re-tell this story in your own words.

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Visual Watermark



The boss says that he will keep the back of coffee shop open just for their Coffee Club. Kit and Deb decide to begin the Coffee Club next week. The boss of Extreme Coffee will help pass on the details of the club to those ladies who come in his coffee shop that week.

Predict How will other ladies learn about Kit and Deb's club?

The friends meet at Extreme Coffee on Friday mornings to talk and read. Extreme Coffee has the best tea and coffee in the city.

This week Kit really wants to talk with Deb. Kit tells Deb that she sometimes feels stuck at the ranch. Deb knows that. Kit lives a long way from the city. Kit and Deb really miss seeing their other friends. They also want to make more friends.

Kit and Deb come up with a plan. They want to create a club to meet other ladies their own age in the city.

"Why not have the club meet here?" Kit says.

"Let's name it the 'Coffee Club,'" Deb suggests. "Let's ask the boss if it's okay."

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Visual Watermark

Deb and Kit go talk to the boss of Extreme Coffee and ask if they can have a Coffee Club meeting each week.

The boss says that they could meet in the back of his coffee shop, but that they would have to meet Sunday evenings when the shop is not busy.

"It might work best to meet at night." says Kit. "A lot of my friends work until six each day."

"Sunday night would work for me," says Deb. "Let's meet at eight. We might get sleepy past nine," says Deb.

"Not with your coffee and my tea," kids Kit, "but let's meet from eight to nine."

The boss gives the okay for eight o'clock.

The Coffee Club is on!

"The club needs a goal," says Deb. "Why are we meeting?"

"That's easy," says Kit. "It's a friendship club."

"That's it!" says Deb. "And as friends, we can share shopping secrets," says Deb.

"As friends, we can discuss fitness tips," adds Kit.

"We can also gossip!" says Deb.

"We can also talk about men," both Deb and Kit say at the same time.

"We don't even have to talk," adds Kit.

Deb smiles when she sees what Kit means.

"Speaking of men," says Kit, "We need to talk about Sam and me..."



Connect Why did the boss say they had to meet at night?

Interpret What does Kit mean by "We don't even have to talk"?

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Visual Watermark

Sounds and Spellings

Long i	i, _igh, i_e, _y, _ie	again	because

Word Fluency

done	title	highly	relieve	don't
thin	defined	ocean	won't	won
learn	this	love	because	want
byline	that	saying	untie	their
again	would	mother	wash	move
could	frightful	seaside	that	said
again	fiery	graphite	belief	busy
money	what	because	cyclone	some
people	old	again	sighing	son

30 Second Timings (# of Words Correct)



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Sam and Friends



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Visual Watermark

Close to the lake where the friends like to swim and fish is a huge grove of old pine trees. It's an easy place to get lost and a scary place to go on your own. It would be a great site to play "Hide and Seek" because of the trees.

During daylight, a game of "Hide and Seek" is a fun children's game. At twilight, "Hide and Seek" will frighten and excite most anyone.

But it's fun to scare your friends.

Deb, Kit, Sam, and Tom like to stay busy. They plan to go to the lake this Friday and play "Hide and Seek." Sam told Pug that he can come to the lake, but he can't play "Hide and Seek."



Sam sees Tom in the tree. Each of the friends gets to be "it." Hide and seek is a lot of fun, but it gets late and it is time to go home.

On the way home from the lake, the friends share where they hid each time. Tom said that one time he sat on a branch up high in a tree, but he fell because the branch broke in half. Kit found a tiny cave behind a rock to hide in. Deb hid in a creepy spot near the lake. Sam hid next to Pug and the bush he was tied to. The friends had fun, but not Pug.

When they play again, they plan to play at midnight. No one can deny that it will be one scary game of "Hide and Seek!"

Summarize Re-tell this story in your own words.

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Visual Watermark

Deb asks, "So, tell me what's the latest with Sam?"

Kit says, "When we first met in May, Sam asked me to have lunch, but I just wanted to be friends. Sam did not ask me again."

"Well, Kit, don't play 'Hide and Seek' with Sam," says Deb. "Maybe it's time to take off the blindfolds and talk to him."

"Maybe so. Sam is so shy. He won't take any of my hints," replied Kit.

"Shhh!" Here comes Sam! says Deb.





Tom picks up his friends and his old van gets to the lake just when the sun begins to drop behind the giant pine trees. The pine tree grove next to the lake is a really creepy place at twilight, because the trees block the last rays of sunlight at twilight.

Connect How does Deb compare Sam and Deb to the game?

Interpret Why is twilight perfect for "Hide and Seek?"

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Visual Watermark

The friends have made up their own rules for the game. The rules will prevent cheating and make the game fair for each of the friends.

1. Each friend has to be "It" at least one time.
2. The one who is "It" must wear a blindfold and count up to ninety-nine while the rest hide in the pine grove.
3. The one who is "It" unties the blindfold and begins to seek.
4. Hiding up in the trees is against the rules.

Re-think Why did the friends want to set up these rules?

The friends agree that Sam will be "It" first. Sam puts Pug on a leash and ties him to a bush.

The game begins and Sam yells, "Ready or not, here I come!" He takes off the blindfold and begins to hunt his friends.

Tom climbs up to the top of a huge pine tree. "Breaking the rules is so fun," says Tom to himself.

Deb and Kit decide to hide behind some huge rocks near the lake.



Predict Will Sam find any of his friends?

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Visual Watermark

Sounds and Spellings

Long o	o, o_e, _oe, oa_, ow	nothing	against

Word Fluency

heard	daylight	death	was	thin
gloated	toenail	ocean	lying	one
fighting	this	love	nothing	want
buy	don't	hotel	coated	again
against	untied	because	lonely	move
could	with	heard	some	said
nothing	father	work	people	their
woeful	what	against	does	won't
boating	towing	nothing	against	busy

30 Second Timings (# of Words Correct)



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Sam and Friends



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Visual Watermark



It's Sunday and Kit and Deb are getting ready to hold their Coffee Club meeting at Extreme Coffee. Kit and Deb did a nice job to promote the meeting and it pays off. Lots of friends show up for the Coffee Club—at least twenty, but maybe more. Most of the ladies are fifteen or sixteen years old. Some know one another, but most don't.

The boss says, "I suppose so. The Coffee Club can meet any time it wants!" He tells Kit and Deb that their coffee and tea will be free from then on.

Deb kids Kit that Sam will still have to buy his own coffee.

"I don't know if Sam even likes coffee," says Kit.

"Maybe we'll have to ask him," replies Deb.

Those Coffee Club ladies sure bought a lot of coffee, tea, and snacks! The boss of Extreme Coffee is quite happy with the results. The ladies even clean up when they leave. And they are thorough. Extreme Coffee is neat and tidy by the time they finish.

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Connect How did Deb and Kit get so many to show up?

Summarize Re-tell this story in your own words.

Visual Watermark

Kit and Deb smile at each other and give each other fist bumps. Their plan was a success. The Coffee Club is a hit with the ladies.

The ladies decide that the Coffee Club should keep meeting each Sunday. The ladies plan the topics to discuss at the next meeting. They do propose to meet at seven o'clock to have more time to chat. Kit and Deb go ask the boss.



Kit greets each of the ladies when they come into Extreme Coffee. Deb helps them with the menu. Most buy a coffee, though some buy tea. Some even get a snack. The bagels, cakes, and scones sell well.

The boss is happy with the sales and the ladies are happy to buy his coffee, tea, and snacks.



Interpret Why do the ladies plan topics for the next meeting?

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Visual Watermark

The Coffee Club meets at the back of the coffee shop. The ladies talk and get to know each other. Deb shares some shopping secrets. Kit follows with some tips on fitness. Other ladies share who they are and what they like to do. Some say they are lonely and won't get to see their friends until the fall, so they are really happy to be there at the Coffee Club.





Many of the ladies say they have nothing against men, but it's so nice to just meet with ladies. As they are talking, some fellows passing by on the sidewalk press their noses against the window to see what the ladies are doing. The ladies elbow each other and the men get plenty of smiles.

Re-think What makes the Coffee Club such a success?

Predict Will the ladies meet again?

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Visual Watermark

Sounds and Spellings

Long u	u, u_e, _ew, _ue	through	guess

Word Fluency

bowtie	thinking	cue	was	thin
useful	from	ocean	revue	won
father	this	love	guess	want
buy	what	says	hour	one
through	ocean	nothing	come	move
could	with	heard	butane	said
guessed	people	value	refuel	again
jewelry	keyhole	through	upload	some
meadow	cubic	guess	through	learn

30 Second Timings (# of Words Correct)



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Visual Watermark

The next day Kit phones Deb to discuss last night's Coffee Club. Deb and Kit are so happy that the club was such a huge success. Kit tells Deb that she can't wait until next week's meeting. Deb says that she began planning the fall meetings and has gotten a few tweets with rave reviews on the Coffee Club.



Interpret Why are the girls so excited about their Coffee Club?

That Friday Tom and Sam meet Kit at Extreme Coffee.

"So I hear that you and Deb began some kind of ladies club that meets here on Sunday night," says Tom. "I should show up sometime to meet these ladies," says Tom.

"No you won't," scolds Sam.

"Oh, oh..." says Tom. "My phone is buzzing."



Predict How will Kit react when Tom has to leave for work?

Summarize Re-tell this story in your own words.

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Visual Watermark

As Tom drives, he asks Sam what's up with Kit.

"Nothing," frets Sam. "She's just a friend."

"Ladies can change their minds," coaches Tom.

"I don't know if Kit will," says Sam.

"Have you talked to Deb?" asks Tom.

"Talking to Deb would be useless. Kit and Deb are best friends. Deb would not discuss Kit with me. I wish Kit and I could go somewhere to talk—not on a date, but just as friends. The last time we tried to have lunch, both you and Deb showed up."

"Yeah... Deb texted me to show up and so I did. But that was back in May. Hmmm... What if I ask Kit to have coffee with the both of us on Friday? I know that Deb has to work that day... The three of us could get a cup of coffee and then I can get a text from my boss saying he needs me ASAP. So I have to leave. Then you two can talk. "

"Fantastic!" says Sam. "Let's do it."

Deb says, "I guess if we get more ladies, we might have to use the whole coffee shop."

"I'm sure the boss would not refuse a few more sales of his coffee and tea," responds Kit. "He sure can't accuse us of being cheap. The boss sells a lot of bagels, cakes, and scones off his menu as well."

"Sunday might grow into 'Ladies Only Night' at Extreme Coffee," kids Deb. "Any men who come in by mistake would not know what to think. We might have to rescue the cute ones."

"Hmmm... the Deb and Kit Rescue Team," muses Kit. Yes, the Coffee Club has nothing in its rules against handsome men.

"I can see the Rescue Team costumes. We would have to shop," says Deb.

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Re-think Why will Tom's boss need Tom immediately?

Connect Why will the boss let them use the whole shop?

Visual Watermark



While Kit and Deb are planning their next Coffee Club and Rescue Team, Sam and Tom are back at work. At lunch time Tom quits digging and goes to Sam's hot dog stand to buy a few hot dogs and to play with Pug. Tom and Pug play fetch until Pug runs through two people having a picnic on the grass. No one wants dogs ruining their picnic.

Sam is busy selling hot dogs, so he can't stop to visit with his friend. And Sam can't stop Pug from running through others' picnics.

At five o'clock it's quitting time! Sam closes up his stand and walks to Tom's job. Then Sam, Pug, and Tom jump in Tom's van to head home.

Tom must have cleaned his van, Sam guesses. Pug has no junk and trash to play with in the back. But Pug still likes to ride in Tom's old van.



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Visual Watermark

Sounds and Spellings

ar many live

Word Fluency

many	live	start	farm	again
barn	nothing	against	many	busy
thorough	hard	their	charm	son
harp	live	through	mother	cubic
cards	lasting	mule	height	one
gone	barstool	because	guessed	live
artist	against	warm	tarnish	stew
many	guess	yarn	washing	learn
through	armpit	carhop	starfish	both

30 Second Timings (# of Words Correct)



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Sam and Friends



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Visual Watermark

Kit's father raises pigs on part of his ranch. When pigs get big and fat, they are known as hogs. When his pigs get to be hogs, Kit's dad sells many of them.

Kit's father gets most of his pigs from a farm just up the road from his ranch. When he buys them, they are just babies. Baby pigs are known as piglets. Kit tells Deb that the piglets are "so cute and that Deb just has to see them." Deb says she wants to visit the pig farm the next time that Kit's dad buys some piglets.

That same night, Kit's father tells Kit that they need to buy some piglets. Kit texts Deb back and says that if Deb wants to see the piglets, she should come to the ranch this Friday. Kit's father plans to buy twenty more piglets. Deb texts back that she will be on the ten o'clock bus to Kit's ranch. Deb is so excited to see the cute piglets.

On Friday Kit meets Deb at the bus stop and the friends walk the rest of the way to the ranch. Kit's dad is sitting on a chair in the backyard, waiting for Kit and Deb to arrive.



The friends chase the piglets in the pig pen. Kit and Deb try and try, but they can't catch any of the piglets. Those piglets are so fast and slimy from the mud.

At last, Kit and Deb give up. They tried their best, but no one won the contest. Trying to catch those slimy piglets was lots of fun!

Summarize Re-tell this story in your own words.

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Visual Watermark

Kit jumps right in the pig pen and says, "I bet I can catch some. Just watch me!"

Kit chases the piglets but they are hard to grab onto. Those piglets are slimy, muddy, and fast.

"Jump on in!" she yells at Deb.

Deb shrugs and says, "Okay, but I guess I'll have to go shopping to replace these clothes. These won't get clean again." Then she jumps in the mud with Kit and the muddy piglets.

"Well, you do love to shop, Deb," kids Kit.

"Yes, I do," says Deb. "I could use some new clothes. What a great excuse to buy some new clothes at the Clothes Shed."

"Let's have a contest," suggests Deb. "I bet I can catch the most piglets."

"No way!" says Kit. "It won't even be close. I will catch twice as many piglets. Maybe even more. Don't forget, I'm pretty fast!"

"Yes, but I'm pretty smart," says Deb.

Predict Who will catch the most piglets?



"Welcome, Deb," he says. "Would you like a cold glass of elk milk?" Kit's father is just like Tom. He loves to tease.

"Don't start, Dad," groans Kit. "Deb just got here."

Besides pigs, Kit's dad raises elk on his ranch. But he does not milk any elks. The elk would not let him even if he tried.

"I will drive the truck up to the pig farm to pick up the piglets," he says to Deb. "Kit will drive my car. She knows where to go."

"That way, we can stay to play with the piglets," explains Kit.



Interpret Why doesn't Kit's father want to stay at the farm?



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Visual Watermark

Kit and Deb drive to the farm and park the car. A dog greets them and starts to bark. He jumps up on the car to say "hello" to Deb. He sticks his head in the window and frightens Deb.

"Yikes!" screams Deb.

"That dog helps with the pigs," says Kit. "He is really smart, unlike some dogs I know."

"That's a bit harsh, Kit," responds Deb. "Pug is smart."

"Well, Pug would not help with pigs like that dog," argues Kit. Pug is just lazy."

"Just like Sam," says Deb.

"Now who is being harsh?" asks Kit.

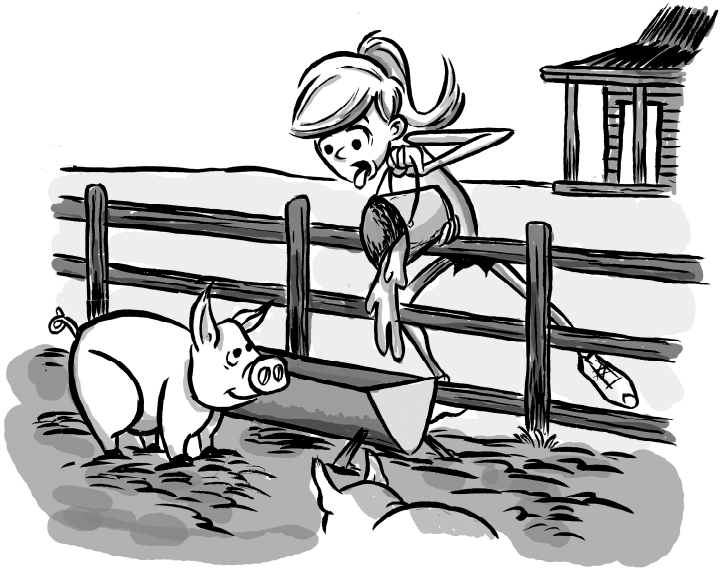


Connect How does this dog remind them of Sam and Pug?

Kit parks the car next to the barn. She picks up a pail of feed in the barn to give the piglets a treat. Then she and Deb walk past the barn to where the piglets are. The piglets live in two places. They spend the night in the barn and their days in the pig pen.

They are easy to find. They start to squeal when Deb and Kit come up to the fence. Deb is shocked to see hundreds of squealing piglets in the muddy pig pen. There are so many in that pig pen. And Kit was right. They are "so cute." But they are so muddy as well.

Kit gives the piglets some feed before Deb gets to the pen. "Look how cute they are, Deb!"



Re-think Why is Deb shocked to see the piglets?

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Visual Watermark

Sounds and Spellings

or only four

Word Fluency

only	four	torn	stork	live
cord	guess	through	nothing	many
against	fork	warming	storm	again
horse	their	busy	mother	harm
sports	live	starting	four	many
another	for	height	only	son
order	one	gone	born	tart
only	warm	border	were	four
learned	sword	cornhusk	horn	charm

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

It was past four o'clock and time to go back to Kit's ranch. It was a short visit at the pig farm. Kit's father loaded the twenty piglets in his truck and drove back to the ranch while Kit and Deb were playing with the other piglets.

Kit and Deb didn't catch any piglets, but it was fun trying. Those piglets were slimy, muddy, and fast! The friends were both caked with mud from the pig pen.

Deb said, "Oh, Kit, we are such a mess. The car will get so muddy."

"Don't worry," said Kit. "I have a plastic tarp that we can sit on. Besides, the ranch is just a short drive from here."

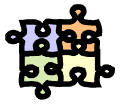
Kit fits the plastic tarp to the seats. Then Kit and Deb get in the car and head back to the ranch.

"I should have brought a change of clothes," whines Deb.

"Don't worry. Just wear some of mine. We are the same size, I think."

"Okay, I will." says Deb.

Connect Why are Kit and Deb such a mess?

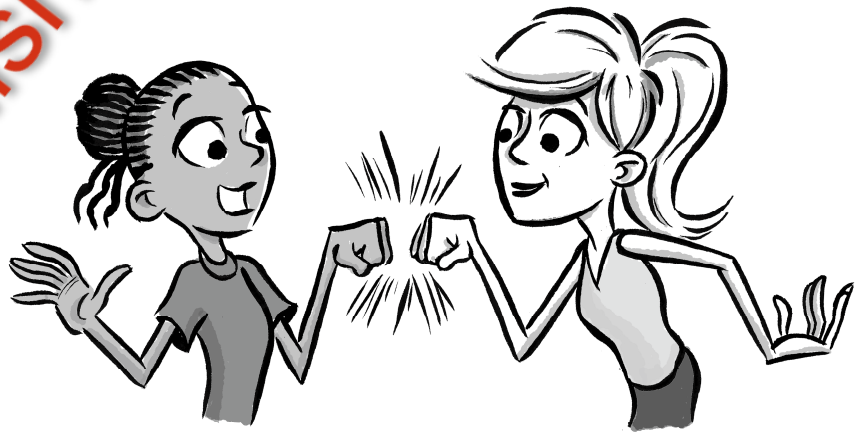


Deb and Kit get up and dress. Then they go into the kitchen to make some breakfast. Kit's dad come in.

"Well, good morning, sleepy heads," says Kit's father. "I think we got some pretty nice piglets yesterday. Kit, don't forget to feed them."

"Can I help?" asks Deb.

"Sure," says Kit as they fist bump.



"Those piglets will make some mighty fine bacon someday, but we've got to get them fattened up before that will happen," says Kit's father.

"I think I'll just buy my bacon from the store," groans Deb.

Summarize Re-tell this story in your own words.



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Visual Watermark

Kit and Deb stay up late, talking. They sleep in the next morning and wake up at the same time. It did not rain and it's bright and sunny.

"Well, the sky did not bring any rain," says Deb, so no more mud for the piglets. They were so cute. "I'd love one as a pet," says Deb.

"They are loads of fun," says Kit, "but they are a lot of work. For one of my chores, I have to feed them twice a day."

"Plus, piglets don't stay that tiny and that cute for long. They grow mighty fast. But there are pigs which make great pets. Potbelly pigs are tiny and as smart as dogs," says Kit. Maybe we should get Sam to trade Pug in on a potbelly pig."



Interpret How does Kit know so much about pigs?



When Kit gets to the fork in the road that leads to the ranch, Kit honks the horn at four horses grazing by the side of the road.

"I sure would like to ride one of those horses someday," says Kit, "but Dad says they aren't tame. The man that keeps those horses does not train them. Still, I'd like to try."

"That could be a wild ride," kids Deb, "or a real short one."

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Visual Watermark

By the time Kit and Deb got back to the ranch, the twenty piglets were in the feed lot. Kit parks next to the lot. Kit's father greets Kit and Deb.

"I thought I only bought twenty pigs," he says. "Seems like I've got two more."

"So funny, Dad. Playing with those piglets not only made us muddy, it made us hungry as well. We are starving!" says Kit.

"Hold your horses," says Kit's father. Go get your baths and I'll get things started. Pork chops and corn take a bit of time."

"Pork chops?" asks Deb. Deb glances at the pig pen and says, "I'm really not that hungry anymore."

"He's just kidding again, Deb," says Kit. "And we don't eat any elk by the way."

"We're eating steak, garlic bread, and baked beans tonight," says Kit's dad. "I'll get them started."

"By the way, Dad, Deb is going to spend the night. Can we drive Deb home in the morning?"

"That will be fine," says Kit's father.

Re-think Why isn't Deb hungry anymore?



Deb and Kit take steaming hot baths and scrape most of the mud off. Then they go sit on the porch to watch the sunset. Kit's father sits on his chair beside them.

"See those colors?" asks Kit's dad. "They say red sky means a storm will come in the morning."

"I've heard that before, but I thought it was just a story," says Deb. "But we could really use the rain. We haven't had rain since last April. Besides, the rain would make more mud for your pig pen."



Predict Will it rain in the morning? Why?



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Visual Watermark

Sounds and Spellings

er front door

Word Fluency

front	door	her	butter	many
sister	only	four	through	live
guess	trucker	nothing	door	term
cider	against	armor	busy	cord
front	their	horse	mother	son
only	clerk	order	height	door
adverb	four	door	herb	torn
one	cavern	door	warm	gone
clever	bother	front	door	storm

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Tom gets a text from Sam, asking if Tom wants to come over to Sam's home after work at four o'clock to eat dinner and play video games.

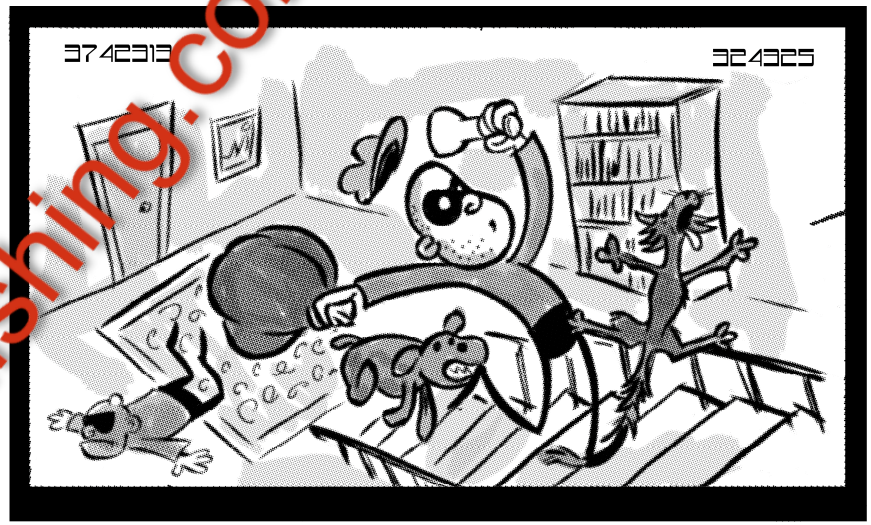
Tom says "Yes, I'll be there." He loves to eat at Sam's. Sam's mom is a great cook.



Tom shows up on time and comes right in. He

Interpret Why doesn't Tom knock on the door?

Tom takes a wrong step and steps on the cat. The cat screams and the dog races up the stairs and grabs onto Tom's pant leg. Pug loves this part of the



game.

Barking nonstop, the dog holds onto the robber. Sam gets up and runs to help his dog. Sam has the cop handcuff the robber.

Sam and Pug win the game this time. Next time, Tom had better watch where he steps in the dark.

Summarize Re-tell this story in your own words.

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Visual Watermark

Sam and the dog can hear the steps of the robber upstairs. As they start up the stairs, a soft "hiss" greets them on the landing. It's a cat! Sam has to get past this cat to get to the next game level, but it means that he can't take the dog with him. If he tries, the cat may scream and the robber will be alerted. If he doesn't take the dog, the cop will have to face the robber on his own and the robber may be armed.

Sam decides. He tells his dog to "Stay!" and steps over the cat. The next level begins with Sam walking into the upstairs den.

Meanwhile, Tom is finding gold, silver, and two watches to fill his "robber bag." Suddenly, the robber hears something in the den. Tom quickly shuts off his flashlight and steps behind the door to hide.

To get past this level of the game, Tom must get past the cop in the dark and past the cat on the stairs to escape.

Tom decides to wait for the cop to come in from the den. As Sam walks in, Tom knocks him on his head with the flashlight. Then he runs past Sam to the stairs.

Predict Will the robber escape?

Tom sits next to Sam and Sam plugs in the system. They play until dinner is served.

After dinner it's back to the game. The video game they play is a two-player "cops and robbers" game. Tom likes to be the bad guy, so he will be the robber, and Sam will play the cop. The cop has a dog that helps him catch thieves, so Pug sort of gets to play with them. After two hours the gamers stop and get some snacks and soda. Then back to the game.

The game has great graphics. The game begins behind bushes and trees in front of a dark, creepy two-story home on a corner lot.



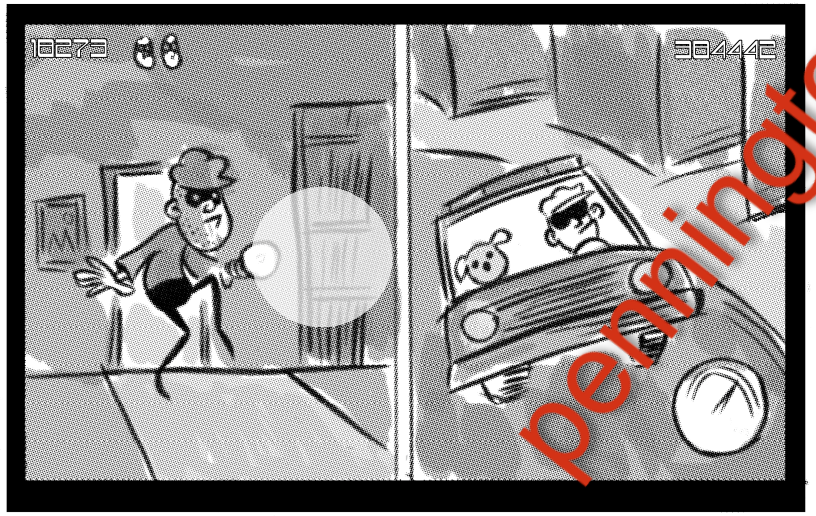
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Visual Watermark

Tom, the robber, moves from the bushes and trees and shines his flashlight in the many windows of the home. No one seems to be home, so he creeps to the front door and rings the doorbell. No one comes to the door and no dog barks. Tom picks the lock and opens the door. Tom moves the robber from the front porch to enter the dark home.

"Too easy!" whispers the robber. "And no one home. The homeowner should put a deadbolt lock on that door. I'm being invited to come in."

While the robber uses his flashlight to explore the home, the video screen splits in two and a cop car drives by with its lights off. Sam plays the cop. A dog sits next to Sam on the front seat.



Re-think Why does the robber complain about the easy entry?

Suddenly, Sam slams on the brakes and swerves to a stop. The cop and his dog watch the light moving in the home. Both the video game dog and Pug bark at the same time. Pug has played this game before.

"Quiet," says the cop on the video game. "The robber might hear us."

Sam opens the car door and he and the dog begin to walk to the front of the home.

"It's a corner home," whispers the cop to his dog. "Lots of windows and doors from which to escape, if we aren't careful. We can't wait, though. We will have to go in on this one."

Sam and Pug try the front door and it's open. "The homeowner should put a deadbolt lock on that door," says the cop. Then they enter.

Connect How does the cop know there is a robber?

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Visual Watermark

Sounds and Spellings

ir thought enough

Word Fluency

thought	enough	bird	firm	door
chirp	front	only	four	many
live	squirm	through	girls	squirt
because	guess	nothing	against	stern
stir	thought	term	both	busy
again	fir	mother	enough	son
sir	front	give	flirt	herb
enough	door	twirl	thought	warm
height	dirty	swirl	direct	herd

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

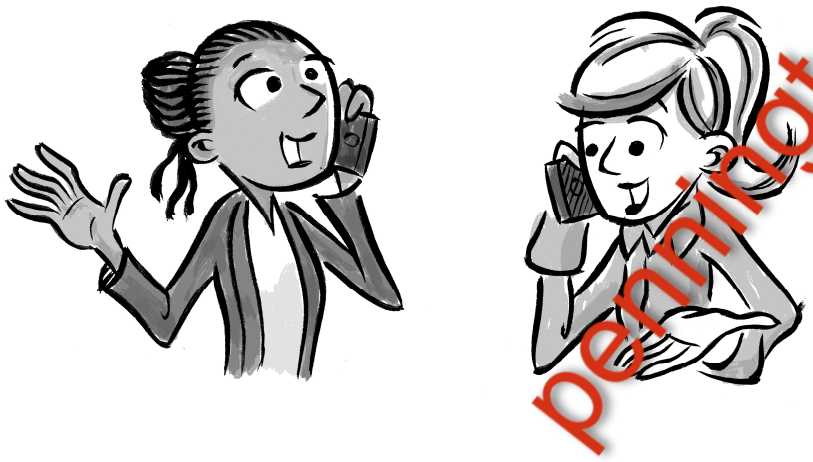
38

Visual Watermark

This Sunday is Sam's birthday. Tom tells Kit and Deb that they should be doing something for the big day. The girls decide to throw a party for Sam, his family, and his friends.

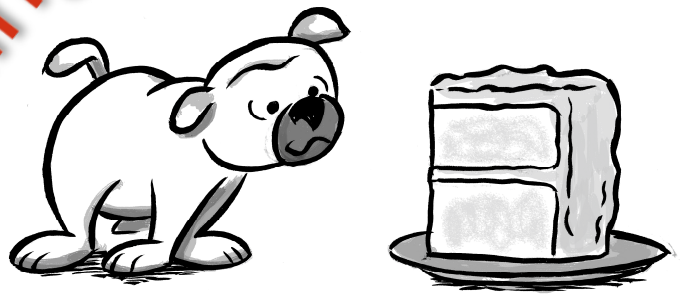
Deb suggests having the party at Extreme Coffee. Kit texts the owner and he says that Sunday at three o'clock would be fine for the party. The morning would not work, but later would be fine. He hopes to sell lots of coffee to Sam's family and friends.

The girls text Tom, Sam, and Sam's mom and the party is set for three o'clock on Sunday.



Connect Why would three o'clock be a good time for the party?

The lemon birthday cake is terrific. The cake is huge and there is plenty enough for second helpings. In fact, Sam eats a third slice and his mom even gives one slice to Pug. The slice is as big as Pug, but he has no problems finishing the whole thing. After eating, Pug gets thirsty and drinks a large bowl of fruit punch.



Sam seems to like his birthday gifts and the girls are happy that Tom forgot to bring his box of dirt. The boss at Extreme Coffee sells plenty of coffee. Kit even flirts a bit with Sam. Both Deb and Tom smile while Sam just gets red in the face.

"I think Kit does like me a bit," whispers Sam to Tom. "Maybe I should ask her to go on a date."

The party is a huge success. Those girls really put together a great party!

Summarize Re-tell this story in your own words.

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Visual Watermark

The girls leave the shop and Deb gets a call from Sam.

"Is Pug invited to the party?" asks Sam.

"Hold on," says Deb. She holds her hand over the phone and whispers to Kit, "Sam wants to bring Pug to the party."

Kit starts to squirm. "Tell Sam that Pug would have to stay on his leash," Kit whispers.

Sunday comes quickly. Sam enters the front door of Extreme Coffee and his friends yell "Happy Birthday!" The girls make Sam wear a silly party hat and try to get Pug to wear one as well. Pug refuses, but he does stay on his leash and he mostly behaves.



Interpret Why does Kit say that Pug must be on a leash?

The girls start to plan the party. They work like whirlwinds to get that party set up. First, they call Sam's mom and she says she will be happy to bake Sam's favorite birthday cake. It's a lemon cake with lemon icing. The girls will decorate the party place in Sam's favorite colors, green and yellow. Four green streamers and yellow ribbons should be enough.

Deb loves parties and a birthday party means that she will get to buy a gift. A gift means that Deb will have to shop, and Deb does love to shop. She calls Kit.

"I had some thoughts," says Deb. "Will one cake be enough for this party? Should we buy one as back-up for the one Sam's mom will bake? Plus, we have to make sure that Tom gets Sam a nice gift. I'm going to the Clothes Shed on Friday. Should I just buy something for Tom to give Sam? You know Tom. He probably would give Sam some joke gift."

"Those are smart thoughts. I do know that Sam's mom is planning on baking a big cake. But, buying a present for Tom to give Sam makes sense. Just let me call Tom first," says Kit.

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Visual Watermark

Kit gets off the phone with Deb and calls Tom. Tom has just gotten off work at the dig site. He is dirty and ready to go home to play video games and eat dinner. Deb asks him what he plans to buy Sam for his birthday.

"I thought I would give him a box of dirt from my dig site. Sam always says he would rather have my job than his at the hot dog stand. It's the perfect gift," says Tom.

"First off, a box of dirt is nowhere near the perfect gift," says Kit. "Second, Sam is your best friend, and he gets a nice present. So, here's what we will do. Deb and I will buy your gift for him. It's decided. Your gift will be a pair of green socks and a pair of yellow socks. Those are his favorite colors. We will even wrap the present."

"Aaargh. Girls are just no fun," says Tom, "but those socks will go well with my dirt," kids Tom."

The girls meet on Friday at the Clothes Shed. Deb buys Sam a shirt, while Kit gets him a nice pair of dress pants. They both buy the socks for Tom to give to Sam.

"Tom had better pay us back," says Deb.

"First things first," says Kit. "At least Tom will give Sam a present."



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Re-think Why does Tom say he will bring Sam some dirt as a gift?

Predict Will Sam's birthday party be a success or not?

Visual Watermark

Sounds and Spellings

ur	pretty	carry

Word Fluency

thought	enough	urgent	burn	only
hurt	front	four	door	live
many	burning	through	carry	warm
church	nothing	guess	against	stir
pretty	both	squirm	mother	busy
turning	burp	another	height	son
carry	one	gone	suburb	third
were	learn	pretty	almost	done
farther	absurd	carry	pretty	birds

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Sam texts his friends regarding his birthday party and their presents. "The party was so fun!" Sam says. "I really like my shirt, dress pants, and socks. I can't wait to go somewhere where I can wear them."

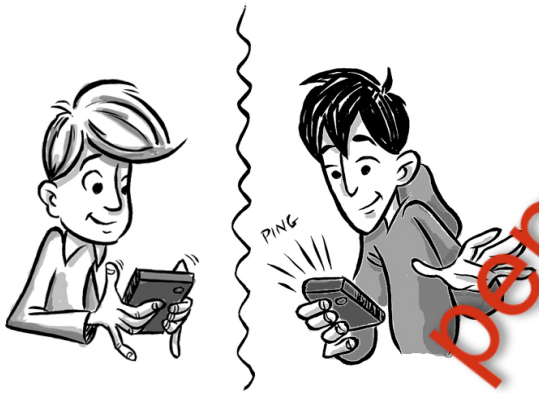
Deb says, "I have a thought. I've been wanting you guys to visit my church. We can all dress up, go to church, and then go to lunch after."

Sam says he will go. Kit says, "Yes." But Tom says he has plans for that day.

Sam texts the girls. "It's this 'cops and robbers' game we've been playing. Tom is trying to beat the last level. Those are Tom's plans."

"He can beat that level next weekend. It won't hurt him to come to church," texts Kit.

"Please talk to him, Sam," urges Deb.



Predict Will Sam be able to convince Tom to go to Deb's church?

Tom mostly behaves. He does not get on his phone. During a quiet moment, he burps softly. Kit turns red in the face. Sam shakes his head. Deb just smiles. She's glad to have her friends in her church.



After the last song, the friends get up with everyone else to leave. The pastor shakes hands at the door.

"That was wonderful!" says Sam to the pastor.

"I loved the music, and the sermon wasn't boring at all," says Kit. The friends walk to where Tom parked his van.

"Well, it wasn't that bad," says Tom. "I might go back sometime if I get another free lunch."

Summarize Re-tell this story in your own words.

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Visual Watermark

After Tom parks, Sam and he start walking to the church.

Tom says, "I hope this won't take long. I'm hungry. Do they have free WiFi? I loaded my video game on my phone."

"You can't play video games in church," Sam says. "Deb would never forgive you."

"She will forgive me in her church," responds Tom. "Besides, she and Kit will be busy using their fans."

The girls are waiting at the door and the four friends go inside. The only seats are at the back of the church. Deb sits next to Tom and Kit sits next to Sam. Tom winks at Sam and gives him a thumb's up. Sam turns bright red.

The music is loud and really rocks. The pastor preaches a sermon on love. The people in that church are so friendly. Everyone welcomes Tom, Sam, and Kit. It's clear that everyone at this church just loves Deb.

The older ladies all compliment Deb on her pretty hat. They use their fans quite a bit, because the church does get hot.

Interpret Why are the ladies surprised and happy?

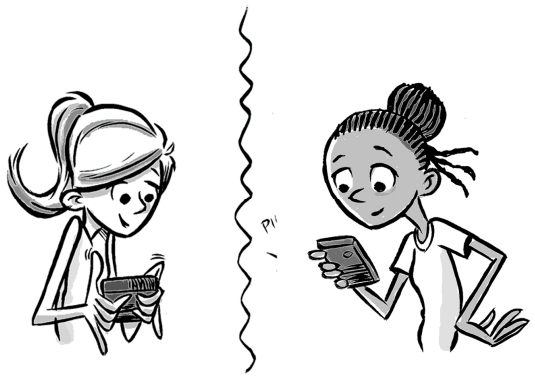
That night Sam texts Tom. Sam tells Tom that he will buy Tom lunch if he goes to Deb's church.

"Okay. I don't know what's so urgent. I'll go to Deb's church on Sunday. But, Sam, the real reason I am going is so that you can sit next to Kit in church," says Tom. "It's time for you to make something happen. Ask her to go on a date."

"She and Deb did throw me a birthday party," responds Sam. "Maybe she does like me. You text Kit and Deb that we both will come to church."

"No, it's your turn to text them, but I'll drive," says Tom.

Sam does text the girls and they make plans for Sunday. Kit and Deb are so excited. Kit texts Deb to ask what she will wear to church.



Connect Why does Deb tell Kit to wear something Sam will like?

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Visual Watermark

On Sunday morning Kit and Deb wait at Deb's home for Tom to pick them up. Tom texts that he is running late.

Kit wears a red skirt and black top. Deb wears a hat and a dress that match. They both carry fans, because Deb says they use them in her church.

"That is such a pretty dress, Deb," says Kit. "I just love your hat!"

"And that is such a beautiful skirt and a great top," says Deb to her friend. "Sam will love it."

"Do you think Sam still likes me?" asks Kit.

"Yes, I'm sure he does," says Deb.

"I told him in June that I just wanted to be friends, but a girl can see things differently," says Kit.



Tom picks up Sam first. Sam wears his birthday shirt, dress pants, and socks. He carries two long stem roses for the girls. Tom is in jeans and a tee-shirt. Sam shakes his head at Tom, but Tom simply shrugs and drives over to Deb's home. The girls jump in the van.

"Wow! That skirt is great, Kit," says Sam.

Sam clears his throat and stares at Tom. Tom turns bright red and says, "Oh, and that hat is so... interesting, Deb. Why are you carrying fans, girls?"

"That's what we do girls do in church," says Deb, we fan while the preacher talks."

They get to church a bit late and so Tom drops the girls off at the curb in front of the church while he and Sam locate a place to park.



Re-think Why does Tom clear his throat and stare at Sam?

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Visual Watermark

Sounds and Spellings

/ow/ as in cow _ow, ou_ very any

Word Fluency

very	any	burning	town	thin
owls	pretty	thinking	thought	door
enough	clown	front	hurts	only
out	many	live	through	ours
mouse	guess	down	very	four
could	churn	any	pretty	said
crowd	nothing	against	clouds	doubt
any	turned	burps	ocean	very
again	pout	pronoun	loud	found

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Pug is Sam's dog. Sam loves his dog and Pug loves Sam. Sam and his mom raised Pug since he was a puppy. Pug is a very grumpy old dog. In fact, Pug can be downright grouchy. Pug keeps a mean scowl on his face for most everyone except Sam. Pug knows that Tom is Sam's best friend and so Pug tolerates Tom, but only so much.

That dog barks, howls, and growls just for fun. And that dog is loud! And of course, Kit is not overly fond of Pug, and Pug does not like Kit much. But Sam likes Kit and so this is a problem.

Sam and Pug ride in Tom's van to work every morning. Pug goes to work with Sam each day to Sam's hot dog stand. After working at the hot dog stand, Sam and Pug ride home with Tom.

After work today, Sam and Pug will go with Tom to his house. Tom lives with his mom, dad, and sister in a large brown home, just south of town. Tom wants Sam to stay for dinner and help him beat the last level in his video game.

After Sam and Tom eat a snack, they play Tom's video game. Sam wants to help Tom get past the last level. After playing for a while, Sam says, "We had better stop for a bit. Pug needs to go out. Let's take a quick walk before dinner."

Interpret Why does Pug need to go out?

Sam is proud of his dog, but Pug does need to mind Sam better. "Thanks for your help, Tom. I had better spend some time training Pug not to jerk on the leash and to stay when I tell him 'Stay.'"

"That makes sense," says Tom.

"Pug sure liked his ice cream," says Sam.

"Now that he knows what that truck sells, maybe Pug won't think that the ice cream man is so mean. Maybe he won't chase the ice cream truck," says Tom.

"Maybe. But that ice cream is so tasty, it makes me want to chase that truck," says Sam.



Summarize Re-tell this story in your own words.

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Visual Watermark



—Pug. Sam leans down and gives a cone to Pug. Pug starts licking it like crazy.

"Why does Pug get ice cream? He was a bad dog, twisting the leash out of your hand and chasing that truck," says Tom.

Pug can't help it," says Sam. "He's just a dog."

Pug sure loves the ice cream, but not the ice cream man. As they leave to go back to the van, Pug growls one last time at the ice cream man.

"Knock it off, Pug. Dogs that growl go to the pound," says Tom. "I know how to make dogs like you follow the rules."

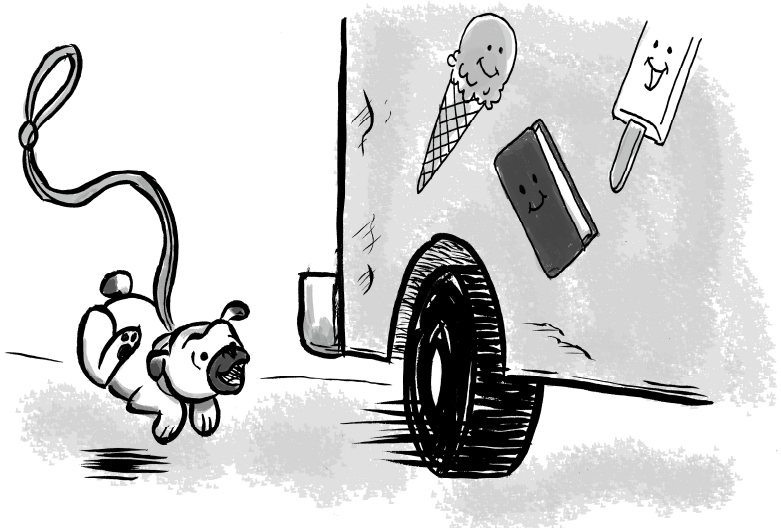
Pug puts his head down low to the ground and keeps on walking. He does not want to go to the pound. He had better follow the rules while Tom is with Sam in town.

Connect Why won't Pug mind Sam as much as Tom?

Sam has the leash on Pug and they all go for a walk outside. As they get to the corner, an ice cream truck passes by. Pug hates the man driving the ice cream truck. The ice cream man plays the same song everyday, and Pug hates that song. The song blares out of the truck's outside speakers.

"No, Pug!" shouts Sam. "Don't! Stay, Pug, stay. Ouch!"

Tom knows what will happen next. He's seen Pug react to an ice cream truck before. Pug jerked the leash out of Sam's hand and started chasing that ice cream truck.



Predict What will happen to Pug and the ice cream truck?

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Visual Watermark

The ice cream truck is headed downtown. Tom and Sam hop in Tom's van and follow Pug. There is a street fair downtown and the ice cream truck parks in the town square. It's a huge crowd. You couldn't count the numbers.



Pug runs round and round the ice cream truck. The crowd of people in the town square stop what they are doing to see Pug.

"What a hound!" someone shouts.

It takes forever for Tom and Sam to get even close to the town square. At last Tom and Sam find a parking space. Sam jumps out of the van to get Pug.

Pug is jumping up and down, barking, growling, and howling at the ice cream man. The crowd thinks it's funny, but not the ice cream man. He can't get out of his truck to sell his ice cream. Pug just won't let him. Pug sits outside at the door.

Sam runs up to his dog and catches Pug by the leash.

"No, Pug, no!" shouts Sam.

Tom comes running up to the ice cream truck as well.

"Stop growling at the nice ice cream man, Pug. He's a nice guy!" yells Tom.

The ice cream man can now get out of his truck and sell his ice cream to the crowd. He has a mean scowl on his face as he glances at Sam and Pug, but he smiles at the crowd waiting to buy his ice cream.

Sam tries to make it up to the ice cream man by buying three ice cream cones: one for Tom, one for himself, and one for—

Re-think Why does the ice cream man smile at the crowd?

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Visual Watermark

Sounds and Spellings

/oo/ as in rooster oo, _ue, u, u_e, _ew lose guy

Word Fluency

pretty	thinking	crowd	loud	thin
doubt	dues	enough	door	front
through	broom	nothing	guy	guess
buy	tunes	many	only	shin
lose	ocean	shaft	super	four
could	through	heard	some	live
guy	father	worked	again	shut
thought	stew	lose	duty	rude
blues	their	guy	lose	too

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

It's almost time for school to begin. Summer will soon be over. The four friends are excited to get back to school to see their friends. Sam, Tom, and Deb go to Oakhills High School.

Last year Kit attended a different high school out in the country, close to her father's ranch. But Kit got a letter in the mail today with some good news. The school district approved her father's request for a transfer, and Kit will now attend Oakhills with her friends. The bus will pick her up right at the end of the ranch road.

Kit is so excited. Not only will she get to see Deb, Tom, and Sam every day, but she will also see her new friends from the Coffee Club.

Kit texts Deb the good news. Deb is so happy. Last year, Deb wanted the four friends to form a study group, but with Kit at a different school, it just would not work. But now they can create a study group.

Deb will tutor Sam, Kit, and Tom in math. Tom will help out with history, and Kit will help with English. Sam will listen and provide the snacks, but no hot dogs. The girls plan for their study group to meet on Tuesdays at the community pool.

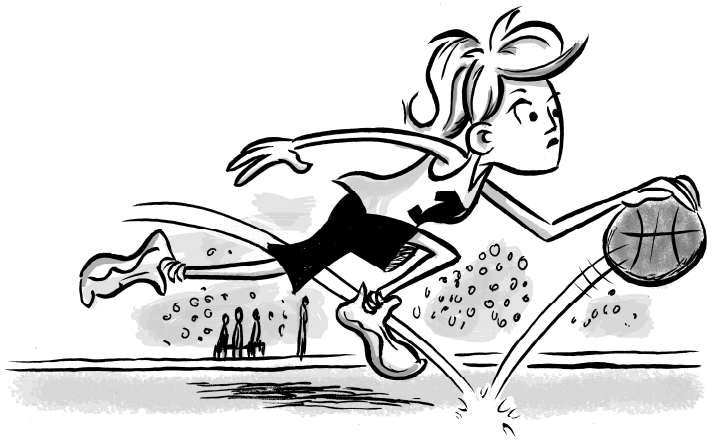
Sam still plans to work at the hot dog stand, but only part time. Sam likes seeing his friends at school, but he doesn't like school work. Sam really does not like homework. He does plan to join Link Crew. Link Crew is a club that helps out people in the community. But, he knows that being at school means that he can't spend time with Pug. Pug will miss Sam when Sam is at school.

Both Tom and Sam will go to the girls' study group every Tuesday.



Summarize Re-tell this story in your own words.

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Visual Watermark



Kit is so excited to be attending school with her friends. She plans to run track in the spring. Kit holds three track records at her old high school. She wants to play some hoops, too. First, she will try out for the basketball team in December and then she will try out for the track team in March.

Tom saw Kit play a few basketball games last year at her old high school and knows that Kit was the star of the junior varsity team. This year she might move up to the varsity team. Tom says that she will and that Kit might just be better than some of the guys on the boys team.

The Oakhills basketball team has lost a lot of games over the last few years. Sam thinks Kit will help them out, and she sure is cute in her uniform.

Interpret Why does Tom think Kit will make both varsity teams?

Tom has decided to quit his job. He is tired of digging. His mom wants him to get better grades and have a better attitude about his schoolwork. She says, "No more fooling around. No more acting like a goof ball. You will be a junior this year. It's time to get serious and get a clue. You must start getting ready for college now."

Tom's mom will let him continue to play drums in band if his grades keep up. He plays the big blue bass drum in the marching band. Tom just loves the sound that of big boom.



Connect Why does Tom need to get more serious about school?

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Visual Watermark

Deb plans on taking all advanced classes this year. So far, Deb has straight As in high school. She will also be a part of the debate club. She loves to research topics and argue her point of view. And Deb does not like to lose. This year she is trying out for the debate team.

Deb will keep working at the Clothes Shed. She just got the news that her boss will now be paying her, so it will be a real job. Now Deb can buy even more clothes at discounted prices. Deb is in heaven!

She will work only on Mondays, Thursdays, and Saturdays, so she will have plenty of time for studying and the study group on Tuesdays. She plans on applying to The Ohio State University next year. To get into such a fine university, Deb will need to keep her straight As, do well on her tests, and do even more volunteer work in the community.

Deb would be the first one in her family to go to college. Her parents and grandparents would be so proud of her.



The ladies at Deb's church have promised Deb a college scholarship if she makes straight As throughout her junior year. That money would mean that Deb could pay for her own college expenses.

She will try her best!

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Re-think What is needed to get into a top university?

Predict Will Tom and Sam agree to attend the girls' study group?

Visual Watermark

Sounds and Spellings

/oo/ as in woodpecker oo, _u_

listen answer

Word Fluency

both	thought	lose	guy	thin
very	good	put	stood	sugar
of	any	hood	answer	wood
buy	foot	butcher	hour	room
listen	hooded	blue	come	move
cookie	lose	pushed	sure	nook
answer	woof	roof	guy	new
duty	many	listen	lived	guess
only	pretty	answer	listen	rude

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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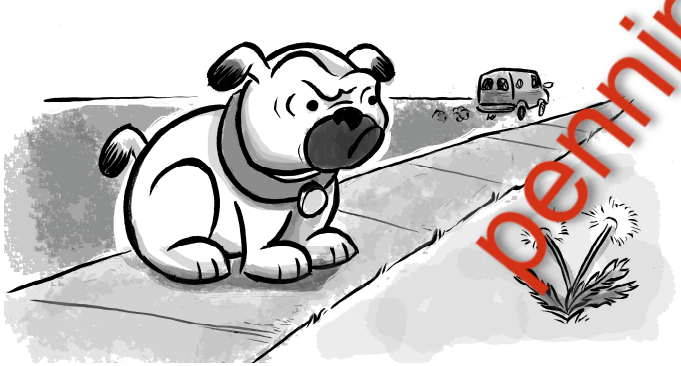
Visual Watermark

Today is the first day of school. All the friends are excited to begin school again. Kit and Deb have been shopping for new school clothes. Tom can't wait for marching band to start, and he is so happy that he doesn't have to work. Sam will get to see Kit every day, but he can't spend a lot of time with Pug and he still has to work most afternoons at the hot dog stand.

Tom says he will pick up Sam, Kit, and Deb in his van every morning if his friends pay for his gas. But, they won't go home together. Kit will stay for sports. Deb will walk to the Clothes Shed or study at school. Sam will take the bus to his hot dog stand.

Sam gets picked up first. Pug jumps in the back of the van. Tom smiles.

"No, you can't come, Pug. We're off to high school," says Sam. He gives Pug a friendly push out the van and gets a growl in return.



Kit looks at Deb and Deb says, "You know, Kit and I were talking, Tom. We would like to give your van an extreme make over for all the rides you have given us. Wash, wax, polish, shampoo the carpets, and some air freshener to get rid of the Pug smell... the whole works."

Sam sits up when he hears Pug's name.

"But then Pug wouldn't be get to ride in the van anymore if it's clean," says Sam.

"Now that would be a shame," says Kit. "Hey, look! There's a parking space."

Tom pulls on into the space and Kit and Deb jump out to run to class.

"I hope Tom doesn't run that late every day," says Deb.

"I know. We can't be tardy," says Kit.

Tom and Sam get out and slowly start walking to their first class.

"You just may have to choose between Kit and Pug someday," says Tom.

"Really? Just what I need to hear on our first day back at school," sighs Sam.

Summarize Re-tell this story in your own words.

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Visual Watermark

Tom pulls into the parking lot and drives past the "Seniors Only Parking" signs. The friends are can't believe they are running late on their first day of school.

"Aaarrgh! Next year I'll park wherever I choose," says Tom.

"If this old van is still running," says Sam.

"You know you can walk any time you want," threatens Tom.



Interpret Why does Tom get so upset?

"Doesn't seem like Pug is too happy about the start of school," kids Tom as they drive off.

"No, he's not. I'm not either. You don't think we'll have homework tonight, do you?" asks Sam.

"Probably not, but we'll soon find out," replies Tom. "But your homework should be to ask Kit out tonight before she gets a good look at the guys on her track and basketball teams," says Tom.

"Before they get a good look at her, you mean," groans Sam.

Deb gets in next and says, "Hey guys! Are you ready for our first day? Let's really hit the books this year."

Tom nods "Yes," but Sam just shakes his head.

"You really know how to ruin a nice morning, Deb. Will we have homework tonight?" asks Sam.

"In my math class, I will," responds Deb. "I'm taking advanced placement classes this year to start receiving college credit."

"College?" asks Sam. "I'm not sure I'll make it through high school."

Connect Why isn't Sam excited about the start of high school?

Predict Will Sam change his attitude about school?

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Visual Watermark

Kit is last to be picked up. Tom pulls over to the curb in front of Extreme Coffee. Kit will take the bus from her father's ranch downtown each morning. Kit has to get her morning coffee, so this works out just perfectly.

Sam jumps out of the van to open the door for Kit. Kit smiles at Sam.

"Here's your tea, Deb," says Kit.

"Oh, good. Just what I need this morning," says Deb.

"Where's ours?" asks Tom.

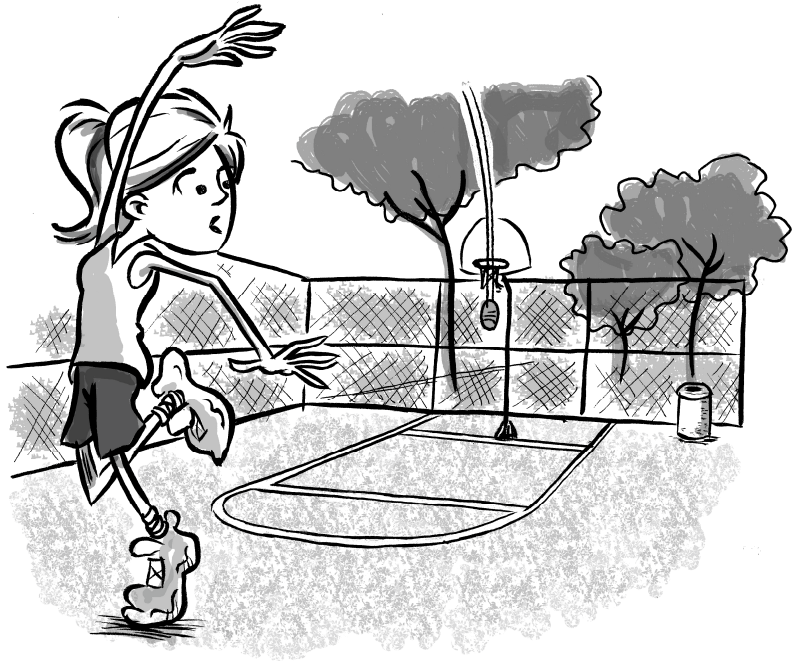
"We know very well that you and Sam don't drink coffee or tea," responds Deb.

Kit sits down next to Deb and the friends ride to school in silence. The first day at school is hard. Plus, the junior year will be an important one for each of the friends. They aren't kids anymore.

Sam starts to nod off. Soon he starts to snore. Deb pushes him from the backseat. "I can't take that snoring on our first day of school she says."

Kit is deep in thought. She is nervous about meeting her new coaches. She's been running each day throughout the summer and is in good shape for track, but track doesn't start until March at Oakhills.

Basketball season starts right away with weight training. Kit has been working on her jump shot and has a new hook shot to show the coach.



Re-think Why do the friends ride to school in silence?

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Visual Watermark

Sounds and Spellings

/oy/	oi_, _oy	whole	truth

Word Fluency

whole	truth	pointed	joyful	lose
oyster	listen	guy	very	guess
boyfriend	soil	whole	coins	want
buying	boil	many	answer	hood
soy	moist	stood	truth	moved
could	with	rejoice	thought	said
oil	truth	any	void	foot
stopped	enough	enjoy	pretty	foil
whole	live	coil	employ	put

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Sam made it through his first day of school. He liked his teachers, but he did have some math homework. However, his mom had even more homework. She had to sign a whole bunch of forms and class letters for Sam's teachers.

Sam gets a ride to school in the mornings with Tom, Kit, and Deb, but he has to walk home or to the hot dog stand each day. Sam will be walking a lot this year.

"Maybe I should bring my bike and keep it in Tom's van," Sam thinks out loud. "If the girls do clean up the van, there might be room for my bike."

Sam feels bad that Pug has been by himself all day, so Sam stops off at the pet store and buys a new rubber chew toy for Pug. Sam hopes that he made the right choice for Pug. Pug can be a real picky dog sometimes. Tom says that Sam spoils his dog, and Sam knows it's the truth. When Sam gets home, Pug runs into another room. Pug is still mad at Sam.

"Oh don't be mad, Pug. I have to go to school. I don't like leaving you alone any more than you like staying here by yourself," says Sam. "Look, Pug, I bought you a present."

Predict Will Pug like his present and forgive Sam for being gone?

Pug barks once. Sam frowns. Pug barks again. Sam smiles. Pug barks a third time.

"What does three barks mean, Pug? You're no help. I'll have to decide by myself."

Sam goes into his bedroom and lies down on his bed to think. Sam hopes that Pug won't be mad at him again tomorrow. Tomorrow will be a long day for Pug (and for Sam, too). Sam has to work at the hot dog stand after school until five o'clock. It will be a long time for Pug to be home by himself. But Sam can't buy a new chew toy every day for Pug. Sam doesn't make that much money at the hot dog stand. Besides, he needs money to take Kit out.

That's it. Sam has decided. He takes out his phone and says, "Okay Google, phone Kit."



Summarize Re-tell this story in your own words.

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Visual Watermark



Sam and Pug get home from their walk. It's time for dinner. Mom had texted Sam that she would be late, so Sam should make his own dinner. Sam broils two burgers—one for himself and one for Pug as a treat. Pug is excited. A new chew toy and now a moist hamburger? Maybe he shouldn't be mad at Sam any more.

While they eat, Sam asks Pug for help.

"Pug, I know you don't like Kit, and you know that she doesn't like you that much. But I like Kit a lot. If Kit is ever going to be my girl, I have to ask her out. Tell me what to do, Pug. Tell me the truth: Bark one time if I should ask her out; bark twice if I shouldn't."

Interpret *Why is Sam asking Pug for his advice about Kit?*



Pug slowly walks back into the living room. Sam throws the chew toy to Pug and Pug jumps up to catch it. Pug likes it!

"Good boy, Pug," says Sam. "I missed you lots today." Sam leans down to pet Pug on the head.

Pug is busy chewing on his toy. Another chew toy to destroy! How fun!

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Visual Watermark

Sam does his homework and then he and Pug go for a walk down by the lake. Pug loves to walk by the lake. Part of the lake where they take walks is a leash-free dog park. Pug just loves to get off that leash.

He chases birds and squirrels even though he never catches any of them. Just like he never catches the ice cream truck. Just like he never got that trained monkey down by the dock. Chasing is fun even if Pug doesn't catch anything. Pug has to smell everything. The flowers, the grass, the trees, and where other dogs have visited.



Re-think Does Tom really want Sam to get rid of Pug?

As Pug is playing by himself, Sam has plenty of time to think. Of course, Sam is thinking about Kit.

Tom is right that Kit will meet a lot of guys at school. It's time to ask Kit to be his girl, but they haven't even gone out on a date.

To tell the truth, Sam is just scared. What if she says "No?" Deb told Sam that Kit wouldn't, but what if she does? It might ruin their friendship.

Pug comes racing up to Sam, panting and drooling from his play.

"It's a lot for a boy to think over," says Sam to Pug. "Should I or shouldn't I?"

Sam gets a text from his mom and tells Pug, "It's time to head back home, boy."

Sam puts on the leash and they walk back with Pug still panting and Sam deep in thought.

Connect Why does Sam have to make a decision about Kit?

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Visual Watermark

Sounds and Spellings

/aw/	aw, au, al, all, augh(t)	whose	other

Word Fluency

talk	other	whole	truth	small
listen	taught	almost	enough	calm
hauling	answer	football	lose	scald
guy	walk	daughter	awful	coin
whose	mall	pointer	auditorium	wall
although	truth	pawn	some	said
very	other	work	whole	soy
clawed	other	whose	only	fault
sauce	any	ointment	whose	foil

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Two boys at Oakhills High School got into a fight on the second day of school. It was a real brawl out on the campus lawn. Some of the students were cheering for the tall boy to win. Some were cheering for the short one to win. Most all were booing and a few tried to break up the fight.

Students at Oakhills don't like fights at their school. After a few minutes the teachers got there, and the boys stopped fighting.



"What did Kit mean by "See you tonight"?

"I did it," says Sam. "I asked her out. We're going to the mall for dinner tonight. I'm so nervous."

"Now we're talking. You'll do fine," says Tom. "Now I see why you are acting so crazy. You just be yourself... but maybe don't talk about how you can't wait each day to get home to Pug if you want a second date. You know how Kit feels."

The bell rings. "Oh no! Tardy on the second day of school." says Sam.

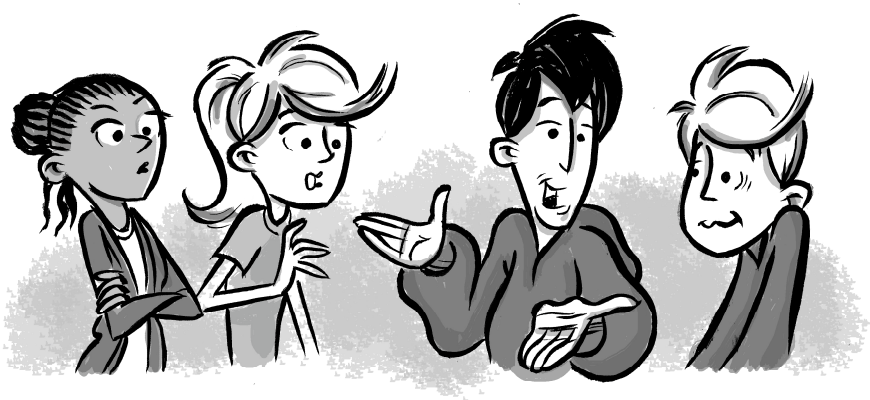
"Just make sure you're not tardy for your date tonight, Sam. Show up on time," says Tom.



Summarize Re-tell this story in your own words.

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Visual Watermark



"So why were they fighting?" asks Deb.

"The usual," says Tom. "Girls." Both boys liked the same girl," says Tom. "See what happens when guys start liking girls? They go crazy!" Tom looks at Sam, who turns bright red.

"Uh, well we've got to go," says Deb.

"See you tonight, Sam, "says Kit.

The girls leave for class.

Interpret What does Kit mean by "See you tonight, Sam"?

Sam walked around the corner and saw the crowd leaving. Tom was standing at the edge of the lawn.

"Hey, Tom," says Sam, "What did I miss?"

"Nothing much... just a little fight between two boys. It was actually pretty funny for a bit. Both were talking in the hallway and arguing over some girl they both like," says Tom. "Then it turned to yelling. Then the yelling turned to fighting out here on the lawn."

"I always miss everything," says Sam. "Who won? Whose fault was it?"

"I'd say the fight was a draw," says Tom. "The tall boy called the short one a name when they were yelling at each other about the girl. The short boy reached up and smacked the tall one on his jaw. The tall one punched the short boy right in the nose.

It was all pretty lame. I mean, who fights on the second day of school? And who fights over a girl? Girls really make boys crazy sometimes. Look at how crazy you've become because of Kit."

Connect How does Tom connect the fight to Sam and Kit?

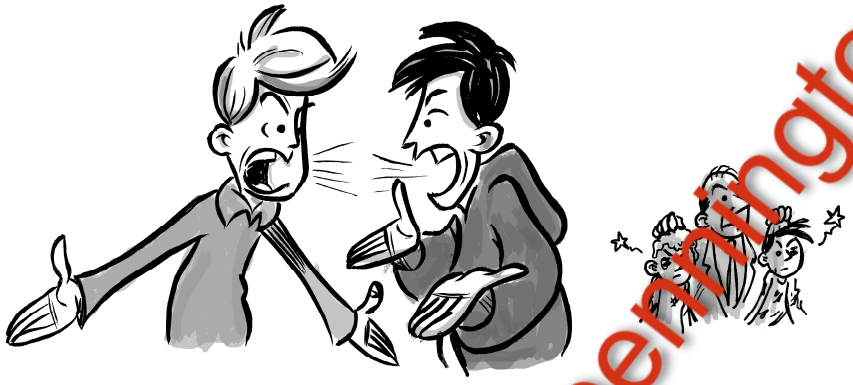
penningtonpublishing.com
Visual Watermark

"What do you mean by that?" yells Sam. "I'm not crazy."

"Oh yes, you are. Why are you yelling at me? You should see yourself."

"No girl could make me get in a fight like those two guys," argues Sam.

"I don't know about that... You know that Kit drives you crazy. You have to believe that girls can make boys act like madmen. And lower your voice, man. You're going to get us hauled up to the principal's office just like those two crazy boys," says Tom. "And besides, look who's coming down the hall right now."



Sam quickly calms down as Kit and Deb walk up to Sam and Tom. "Why were you guys arguing? Don't you guys have a class to go to?" asks Deb.

"Yeah, we do," says Tom. "The teachers just broke up a fight, and here comes the principal."

"A fight? That's bad!" says Deb. "On the second day of school? Who gets in a fight on the second day of school?"

"That's what I just said to Sam," says Tom.

"It wasn't much of a fight," says Sam.

"Check out Principal Dawling taking those boys up to the office. Wait until he calls their parents," says Kit.

"They'll be sent home for five days," says Tom. "One of them is in our band. He plays first trumpet."

"That boy won't be playing trumpet at our first football game this Friday," says Sam.

"That's for sure," says Tom.

Re-think Why is Sam so upset with Tom?

Predict Will Sam and Tom end their "fight?"

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Visual Watermark

Sounds and Spellings

Soft /g/	g[e,i,y], _dge	build	though

Word Fluency

whose	other	gender	gist	build
energy	only	though	four	front
though	edge	door	gesture	build
giant	thought	says	enough	hawk
bridge	pretty	caught	answered	move
very	gel	truth	any	whose
gift	lose	build	gym	opal
guy	though	badge	listen	other
whole	dodge	fudge	gem	instal

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

45

Visual Watermark

Kit made the boys' varsity basketball team! The coach just posted the list of players for this year's team. The coach says Kit has some real skills, but she needs to put on some weight to play with the bigger and stronger boys. It's time to build some strength by lifting weights.

The new hook shot of Kit's will let her post up in the paint on taller boys. She knows how to jump, block out, and rebound.

The coach was surprised how good Kit was in the tryouts. She dove on the gym floor after loose balls and even got knocked over from a player twice her size, but she jumped right back up to play.



Kit lets go of Sam's hand and stares at the stage.

"Sometimes I just don't get boys," thinks Kit. "I thought that Sam was different. Maybe I'm wrong."

Deb's debate is about to begin. The debate between Sam and Kit will have to wait until later.



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Interpret Why was the coach surprised about Kit's toughness?

Summarize Re-tell this story in your own words.

Visual Watermark

Tom drops off Sam just before six. Sam goes inside the theater and says hello to Deb's parents. Kit is in the front row and Sam sits down next to her. Sam picks up the Debate Sheet and reads the topic out loud: "Gender Equity in High School Sports."

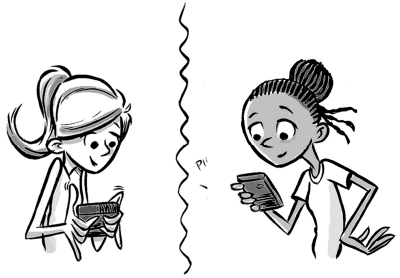
Sam reaches over to hold Kit's hand. She smiles.

"Wow!" says Sam. "That's an easy topic to argue. I'm sure even Kit would say that more boys like sports than girls. We must have more boys teams than girls teams at Oakhills. No one even goes to the girls games. Only the boys games sell tickets. I heard that the boys football and basketball games provide the bulk of the money for all the sport teams. The boys have to get more funding than girls. I sure hope Deb didn't get stuck on the losing side of this debate, though if anyone could argue the losing side, it would be Deb."

Sam doesn't know that Kit has just made the boys varsity basketball team at Oakhills.

Predict How will Kit react to Sam's statement about sports funding?

Kit walks over the bridge from the gym to the small theater. She drops her backpack at the edge of the stage and sits down. So far this new school year is turning out well for Kit. A new school with her best friends and playing sports are dreams come true. Kit texts her best friend, Deb, the news that she made the team.



"I can't believe I made the Oakhills Boys Varsity Basketball Team!" says Kit.

"Though maybe it's time to drop the "Boys" from that team name," suggests Deb.

"I can't wait to see you debate tonight, Deb. I'm so glad that you made the Debate Team. I know you'll do a wonderful job. I hope it's alright that I invited Sam to come with me to watch your first debate."

"Of course. Both of my parents will be there, too," says Deb.

Re-think Why does Deb suggest a change in the team name?

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Visual Watermark

Kit walks back over the bridge to the girls gym to shower and change. Sam is meeting her at five-thirty and the debate begins at six o'clock inside the small theater.

Kit wants to tell Sam the news that she made the team in person. Kit and Sam have been friends since the beginning of summer. Sam liked Kit from the very first time they met. Kit was not interested at all. Her mind was on sports: running track and playing basketball. When Sam lost interest in Kit, Kit started liking Sam. Such bad timing!

When Deb told Sam that Kit might go out on a date with him, Sam took a huge risk and asked her. Kit said, "Yes," and they went to the mall for dinner on their first date. The food court was not exactly romantic, but they had fun.

Sam texts Kit that he is running a bit late. His dog, Pug, refused to come back in the house after Sam let him out. Sam had to call Tom to help get Pug back inside. Tom won't come to the debate, but he will drop off Sam at school after they get Pug back inside the house. When Tom pulls up in front of Sam's, Pug runs back in the house. Pug remembers that Pug will take him to the pound if Pug will not follow the rules.



Connect Why did Sam call Tom?

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Visual Watermark

Sounds and Spellings

Soft /c/ c[e,i,y] Hard /c/ _c			above	floor

Word Fluency

build	though	center	cinch	panic
cyclone	comic	floor	four	front
above	cedar	door	cigar	floor
cyst	thought	above	enough	gender
cell	frantic	ginger	gated	floor
very	decimeter	truth	any	above
cylinder	lose	build	cider	edgy
guy	muscle	cement	listen	floor
classic	legacy	license	cent	budge

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

In the Oakhills High School small theater, Deb's debate is just beginning. Deb's parents, Kit, and Sam are there to support Deb and the Oakhills debate team.

Though Sam does not yet know it, he has just made a drastic blunder. His new girlfriend, Kit, is an amazing athlete. What Sam doesn't know is that Kit has just made the boys varsity basketball team at Oakhills.

After reading the debate topic of "Gender Equity in High School Sports," Sam whispers to Kit that boys sports are more important than girls sports and should receive most of a school's funding.

Kit is shocked, but has no time to respond to Sam, because the head judge has just welcomed the audience and reminded everyone to silence their cell phones and end any conversations.

Oakhills High School has two girls who start on their debate team. Deb has been selected to give the closing arguments by her debate coach. The opposing debate team from Riverdale High School has two boys as starters. One of the boys looks like he doesn't want to be there at all. His name tag reads "Jughead (Substitute Debater)." The Riverdale team is from City Center and won the debate with Oakhills last year.

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Deb's mother pays the bill and the group walks out to the car. As they are walking, Kit grabs Sam's hand. Deb smiles at Kit and gives her two thumbs up.

"Sam, you got me thinking and so did that fortune cookie. I've decided to play for the Ladies Varsity Basketball Team, not the boys team."

"Well, the boy's coach will miss you, but the girl's coach will love what you have decided," says Sam.



Connect Why would Kit be shocked at Sam's opinion?

Summarize Re-tell this story in your own words.

Visual Watermark

Kit leans forward. "Wow," she says. "Tonight's debate made you think differently, Sam?"

"Actually, Deb made me think differently," says Sam.

"It's a smart student, who is willing to see things in different ways when they hear new evidence," says Deb's father.

"Well, now I can share my news," says Kit. "I just made the Oakhills Boys Varsity Basketball Team."

"Shouldn't that be changed to the Oakhills Varsity Basketball Team?" asks Sam.

"Some day that might happen," says Deb.

"It will be fun watching you play against all of those boys," says Sam. "Too bad that the Oakridge Ladies Varsity Basketball Team will have to play without you, though."

"You know, I was so focused on making the boys team that I never really thought about that," says Kit.

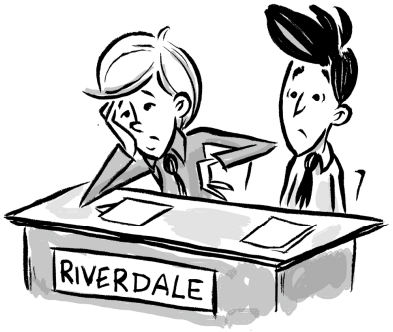
The tea and fortune cookies are served.

Kit opens up her fortune cookie and reads it out loud: "Follow your heart and you will make a wise decision."

"Sounds like good advice," says Deb.

"Thanks so much for inviting us to party after Deb's debate victory," says Sam.





As home team, the Oakhills debaters will argue that girls sports should have as much funding as boys sports in high schools. The visiting team will argue against that view.

Sam shakes his head and whispers to Kit, "Too bad for Deb. Oakhills is going to lose this one big time. I hope she doesn't panic. " Kit just stares at the stage and does not respond to Sam.

The debate lasts for one hour. The Riverdale team was soundly beaten on all debate points.

Deb was fantastic. The judges declare Oakhills to be the winner. Sam, Kit, and Deb's parents all hug Deb. They invite Sam and Kit to go out to dinner with them. Both agree.

"I can always eat," says Sam.

Kit glares at Sam, but says nothing to him. She starts chatting with Deb and her parents about how well Deb did in the debate.

Interpret Why does Kit glare at Sam and say nothing to him?

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Visual Watermark

When they get into the car, the teenagers sit in back. Kit chats with Deb but does not look at or talk to Sam. Sam sits quietly during the ride.

Deb's parents pull up in front of The Clothes Shed.

"Dad, the store is closed. Why did you drive here?"

"We aren't here to shop; we are here to eat," says her dad.

"This Chinese place next door has gotten some nice five-star reviews." says Deb's mom. "We thought we should check it out after your victory."

"We knew Deb's team would win. It was a cinch," says Deb's dad. "I've been waiting all day for this feast!"



Re-think Why would Sam be very quiet after the de-

The food is classic Chinese. The girls talk non-stop throughout dinner. Deb's parents mostly listen. Sam munches egg rolls and cashew chicken, but seems to be in deep thought.



After dinner, Deb's dad interrupts the girls and says, "Sam, you've been awfully quiet tonight. What did you think of the debate?" Deb looks at Sam, but Kit looks down at her lap with a frown.

"Well, to be honest, when I read the debate topic and saw that our team had the pro argument in favor of gender equity, I felt bad for Deb. I thought that it was obvious that boys sports at the high school level were much more important than girls sports, and so boys teams should get much more funding than girls teams. But, boy... I mean girl... was I wrong."

Predict How will Kit react to Sam's announcement?

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Visual Watermark

Sounds and Spellings

Long i _y and Long e _y tough world

Word Fluency

though	floor	sky	baby	tough
laundry	water	world	build	front
tough	hungry	door	shy	world
stylish	thought	tough	enough	cents
spy	pretty	cinched	greeting	floor
very	apply	truth	any	tough
imply	lose	world	gladly	lacy
guy	tough	supply	listen	above
whole	puppy	deny	chilly	cedar

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Both Tom and Kit are in the same biology class. Sometimes they even work as lab partners.

Tom texts Kit to ask a question about some of his biology homework. "This class is so tough that it makes me dizzy. Biology is so confusing," says Tom.

"If I had a penny for every time that I did not understand something at first bud did so later, I would have a truckload of money," responds Kit. "You have to try in order to learn, Tom. Not everyone is naturally good at every subject. Tom, you are good at history. I may be a bit smarter in science."

"But I really don't know why we have to take such a tough class. What's the use of taking biology anyway?" asks Tom.

"Biology is the study of life. Maybe they just want you to get a life, Tom," kids Kit.



"So, Tom, did you learn more about our world by dissecting and studying your flower under a microscope than you would have by watching a YouTube video?" asks Ms. Clancy.

Tom says, "Maybe so, but a video isn't as messy and a video doesn't make your hands smell. I still say we should do that field trip to see the lilies down by the lake."

The class laughs as the bell rings.

Summarize Re-tell this story in your own words.

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Visual Watermark

"Now let's take a closer look at that stalk we cut off and placed on our lab trays," says Ms. Clancy. "Pull open the buds and half-opened flowers on the stalk. Then cut off each and study each bud on the microscope glass. Take notes on what you see. What is the same and what is different than the opened flower?"



"This is getting really messy," says Tom.

Kit and Tom finish their lab report and clean up all of the flower parts. Then the lab partners start cleaning up. "I washed my hands with soap in the sink, but my hands still smell," says Kit as she washes them over and over again.

Predict Will Tom talk to the teacher once again?

The teacher begins the class. "Today, we will learn how to properly dissect a flower," says Ms. Clancy. "We will be using our new microscopes for this activity to identify the parts of a lily. We study the lilies because these large flowers make it easy for us to see and dissect each part. Smaller flowers would be tough to dissect."

Tom raises his hand and asks, "Can't we just learn by watching a YouTube video? We could save a lot of lilies in this world if we learned that way."

"That's true. There's no denying that fact," responds Ms. Clancy, "but we have a good supply of lilies. Besides, part of science is exploring the world on our own."

"But biology is the study of life," argues Tom. "Shouldn't we explore live flowers down at the lake in their real habitats? We could take a field trip. My van is gassed up and ready to go."

"Nice try, Tom. But today we will study dead flowers inside this classroom habitat. The world outside is important in biology, but inside is as well. Let's take a look at what is outside and inside these lilies," says Ms. Clancy.

Interpret Why is Tom complaining to the teacher?

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"First, we want to identify each outside part of our lilies," says Ms. Clancy.

The students listen to their teacher and take notes for their lab reports. One of the lab partners has to draw and label the parts of the flower. Tom quickly volunteers to draw, and Kit helps him label each part of their lily.

"Now we will use a dissecting scalpel to open up our flowers, says Ms. Clancy. "Be careful because they have been sharpened very recently." The class listens as Ms. Clancy explains how to dissect. "First, take your scalpel and tweezers off the lab tray."

"I've got the scalpel," says Kit. "You just take notes for the lab report."





"First, we will take off the leaves and cut off the stem," says Ms. Clancy. "Place the stalk on your lab tray for right now." Kit picks up the lily and does as the teacher instructs.

"I thought flowers were supposed to smell nice," says Tom, holding his nose. "This lily really stinks."

Kit frowns and smells her hands. "You're right, Tom. Whew! But we'll just have to tough it out."

"Sam won't be holding hands with you today, if he knows what's good for him," kids Tom.

"Place the lily on the microscope glass. Can you all see what shape each pollen grain is?" asks Ms. Clancy. "Now draw the pollen that you see." Tom draws the pollen and Kit takes the flower off the glass.

Re-think Why does Tom volunteer to draw and label in the lab book?

Connect Why does Tom kid Kit about holding hands?

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Visual Watermark

Sounds and Spellings

_le prove rough

Word Fluency

tough	world	people	little	prove
table	above	rough	floor	front
prove	possible	though	example	rough
simple	thought	tough	enough	any
able	pretty	cycle	stalling	prove
very	single	truth	any	rough
middle	lose	rough	article	funny
guy	world	struggle	listen	prove
whole	castle	bottle	cycle	trying

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

48

Visual Watermark

Sam has a report due on Monday on the history of and future of recycling plastics. For the report, Sam has to research the problem of plastic wastes and recycling and then prove his point of view with evidence.

Sam's teacher suggested that he should first read an article titled "The Simple Plastic Principle: What is Possible." Sam read the article and checked out many of the links to other articles. One link took him to a company that writes research reports for students for $100.00. The site promises an A paper on any research report. One of the reports was even titled "The History of Recycling Plastics."

Sam found some good articles on the history of recycling plastics. One website had charts and tables that he plans to use in his report. Plus, graphics take up a lot of space on a paper and will make his report seem longer.

Sam decides to ask Tom for help. Tom is good at history and helps tutor Deb, Kit, and Sam each week at their Tuesday study group. Tom even reads history books just for fun. Not Sam. Sam thinks history is so boring. "Only crazy people want to study a bunch of dead people," Sam always says. Tom says he can come over to Sam's on Thursday to help.

Predict Will Sam use the paid research writing service?



"I thought all teenagers were supposed to be computer experts," says Sam's mom. "I know more than you do! Get that report printed. I'm off to bed."

Sam presses "Print" as the lights go out. The storm has knocked out the power. The lights flicker and come back on. Sam restarts the computer. Where is his report? Sam's heart stops. He never saved it.

Sam finds the website that sells research reports. He finds one titled "The History of Recycling Plastics."

It's Monday morning and Sam's mom finds Sam asleep at the computer desk. His research report is in its folder on the kitchen table.

"Were you up all night?" asks Sam's mom. "I thought all you had to do was print."

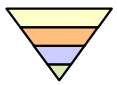
"Well, the power went out and—"

"—You never saved your work?" asks Mom.

"I forgot. I almost spent $100.00 and bought a research report online. But, instead, I pulled an all-nighter and re-wrote the report. It's not as good as my first one, but it will get me a C, I think."

"Sam, I'm proud of you for being honest and doing your own work. That was a tough lesson and one rough night for you. But you really do need to brush up on your computer skills, son."

Summarize Re-tell this story in your own words.



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Sam presses the "Print Button" on the keyboard and a notice pops up on the screen saying that the printer is out of ink. Sam panics and yells, "Mom, I can't print my report. Help! Tell me we have another print cartridge."

"Why didn't you check before now?" asks his mom. "It's eight o'clock on a Sunday night!"



After five phone calls, Sam's mom finds one office supply store that has the right print cartridge. The store is open until nine, but it is all the way downtown.

"I can make it before they close," says Sam.

"You are not driving in this storm," says Sam's mom. "Finish your List of Works while I'm gone!"

Sam's mom gets back shortly before ten with the print cartridge. Sam can't figure out how to replace the cartridge, so his mom does it for him.

Interpret Why doesn't Sam's mom want Sam to drive?



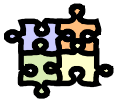


Sam found out some facts that really troubled him. For example, Sam was shocked to learn that four out of five plastic bottles are never recycled. It startled him to learn how many plastics fill up our landfills. Some plastic waste is shuffled from one landfill to another landfill and never gets recycled.

Sam's mom bought him a stack of 3 x 5 cards for taking notes as the teacher suggested. He has different colored pens for each subtopic in his report. Sam was careful to cite the authors and evidence from articles and online resources on his research cards. Sam's teacher also showed the class samples of past student research reports. Some of them really were amazing.

By Thursday afternoon, Sam's desk was a mess of research cards. He really was glad that Tom would be there soon to help him organize the research, so that he could begin his rough draft of the report itself.

Connect Why was Sam troubled and startled by the research?

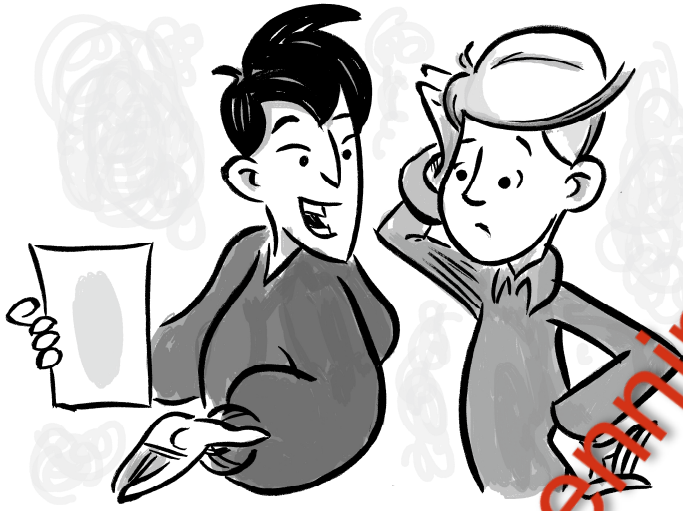


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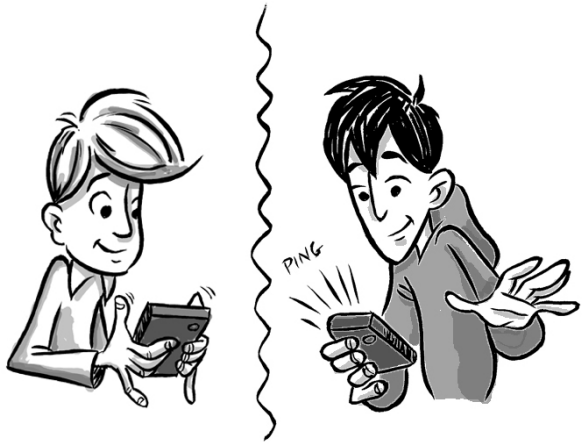
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Tom got to Sam's by five and by six the boys had made sense of how to put together the research into a rough outline. Tom thinks that Sam's research is good and his thesis that we need to invest more money in recycling plants makes sense. It is simple, it can be argued, and Sam has plenty of evidence to prove his point.

Sam's mom made the boys a great dinner and even baked peanut butter cookies for dessert. Things were looking good!



On Saturday, Sam gets the rough draft done. He asks his mom if he can hang out with Tom over at Tom's place that evening. Sam's mom says he can, but warns him not to wait until the last minute to finish the report. She says to "always expect the unexpected." Sam says he's got "everything under control" and plans to revise the report on Sunday morning and complete the paper Sunday evening. A storm is coming in late Sunday, so Sam would have to stay home anyway.



It's Sunday evening after dinner and the storm has come in. The wind and rain are beating against the windows as Sam finishes the paper. He is proud of his work and thinks he will get at least a B on the research report. Sam decides to print the report tonight and then complete the List of Works in the morning. He has plenty of time to play some video games.

Re-think What does Sam's mom mean by "expect the unexpected"?

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Visual Watermark

Sounds and Spellings

Schwa	a, _ai_	laugh	eye

Word Fluency

prove	rough	about	captain	tough
bargain	tough	world	four	world
tough	friend	floor	banana	world
emphasis	build	rough	against	bugle
chaplain	pretty	giggle	beautiful	laugh
very	among	truth	any	eye
company	lose	laugh	probably	title
guy	eye	ability	listen	laugh
whole	fountain	accuse	curtain	able

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Winter is fast approaching. Tom, Deb, Kit, and Sam are ready for the change in weather, but not Pug.

For Tom, marching band is over because the football season has finished. Tom will still play drums in the pep band for basketball season. He is excited to see Kit play on the Varsity team.

Deb can't wait to wear her new winter clothes from the Clothes Shed. Her boss promoted her to manager, which means that she works a lot more.

Sam is happy to be passing all his classes. The Tuesday Study Group helps keep Sam studying. He and Kit are still going out and having lots of fun.

Pug can't go outside much now that it is getting so much colder. The lake near Sam's house has begun to freeze and there are fewer birds to chase.

Kit is so excited that her basketball season has finally begun. The pre-season games are over and the first real game starts this Friday at Oakhills High School. Her father and friends will all be there.



Connect How does the change in season affect the characters?

"Aw... let him stay. You don't mind, do you Kit?" asks Tom. "That Pug is an escape artist."

Kit is not overly fond of Pug, but she shrugs her shoulders and says, "Oh, I guess not."

Slipping and sliding, Pug runs around on the ice rink. He wants to ice skate like the girls and boys. The friends all laugh at Pug's repeated attempts to ice skate.

Pug trots on over to Tom's fishing hole to watch Tom fish. Pug sees the fish through the ice. Pug wants to fish like Tom. Pug sees a fish right in the middle of the hole. Pug jumps in to get the fish.



Tom drops his pole and pulls out a wet and shivering dog by a blanket. No, Pug did not catch his fish. The friends rush back to Sam's house to get Pug into a warm bath.

Sam may work at a hot dog stand, but Pug is not a hot dog today. He is one very cold dog.

Summarize Re-tell this story in your own words.

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Visual Watermark

After lunch, Tom uses his ice axe and saw to cut out a nice hole for ice fishing. Tom even piles up and packs down snow to make some seats to surround his fishing hole. "Keep an eye out for those fish," says Tom.

Sam, Kit, and Deb try out Tom's snow seats. Sam and Kit cuddle a bit.

"Hey! No romance while I'm fishing. It disturbs the fish," kids Tom. "These fish are really hungry today. I bet lots of your neighbors will be using the fishing hole and the ice-skating rink this season, Sam."

"Everyone is always welcome," says Sam.

"Apparently, Pug agrees," says Deb.

Kit and Tom laugh.

"How did you escape, Pug?" asks Sam. "How did you sneak out?"



Interpret Why did Tom make only three snow seats?

zzzzzzzzzzzzzzzzzzz! zzzzzzzzz! zzzzzzzzzzzzzz!

Sam awoke, shivering in his bed. It was so cold. Sam sat up in his bed and glanced at the alarm clock. It was eight o'clock.

"Mom! I overslept! I'll be late for school." Sam rubs his eyes to try to wake up. "Where is Tom? Didn't he show up to pick me up for school?"

Sam's mother yelled back, "Don't worry, Sam. It's a snow day, because the busses aren't able to drive in the snow. I turned off your alarm to let you sleep in."

Sam's mother appears at Sam's door and laughs. "You gave me quite a scare, Mom, for but I'm glad I got some more sleep."

"The weather person said, "It got down to zero degrees this morning," says Sam's mom.

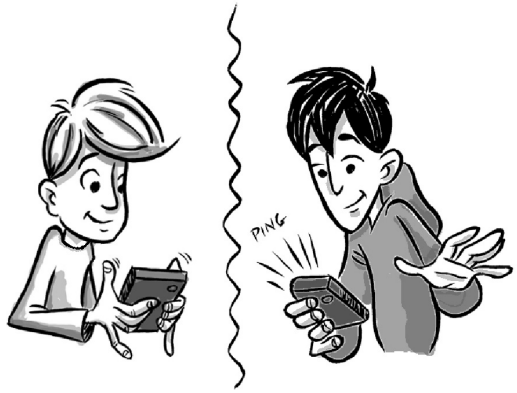
Sam pulls back the curtains to take a look out the window. It was snowing huge flakes. The trees already had at least three inches of snow on their branches.

Pug jumps up on the window sill and places his nose against the cold glass. His eyes dart up and down, watching the falling flakes of snow. Pug wants to get outside and chase the snowflakes, but he doesn't want to leave the warmth inside.

Predict What will Sam do on this unexpected "snow day?"

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Visual Watermark

Ring! Ring! Sam checks his phone and it's Tom. Sam laughs and texts, "I knew it would be you. Yes, to answer your question before you ask it: the lake will be completely frozen by now. It got down to zero degrees."



Tom suggests that they build an ice skating rink on the lake by Sam's home. Tom says he will pick up Deb and Kit to come help. He'll put the snow chains on his tires if he needs to.

"Maybe we'll be skating by this afternoon," says Tom.

Sam says, "Yes! Call the girls."

Tom calls Deb, and Kit is already at Deb's home. The girls had a sleepover last night. The girls say they will be ready by ten o'clock and will bring lunch and hot cocoa for a snow picnic.

"I have extra snow clothes for you to borrow, Kit. I found a few bargains at the Clothes Shed that I just could not resist with my manager's discount. I have a cute snow parka and matching woolen hat that Sam will like."

Tom picks up the girls and they arrive shortly after ten at Sam's house. The snow has stopped falling and the sun is out. The distant snowy mountains sparkle in sunlight.

Sam says, "We'll be back before dark, Mom. I'm sorry you can't come with us, Pug. It's just too cold for you."

Pug growls.

At the lake the friends work hard clearing off the surface of the ice where they plan to skate. They scrape and rake and get rid of all of the snow for their ice-skating rink. Finally, it's ready. Skating is so much fun!



Re-think Why does Kit have to borrow snow clothes from Deb?

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Visual Watermark

Sounds and Spellings

Schwa	e, _ea_	doubt	half

Word Fluency

whose	other	frozen	item	laugh
travel	only	ocean	four	front
half	open	laugh	strategy	want
taken	eye	doubt	certainly	prove
label	rough	curtain	tough	half
very	stolen	world	above	doubt
tinsel	floor	eye	hidden	about
build	half	enemy	doubt	won't
whole	problem	dampen	enamel	alone

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

The winter season seems short this year. Tom, Kit, Sam, and Deb are all busy with band, sports, school, or jobs.

Kit's varsity basketball team made the playoffs with eleven wins and seven losses and won its first playoff game against Markedot Prep. There is no doubt that the team has improved with Kit as its captain.

In the second playoff game against favored Brandeman Technical, Kit scored seventeen points to lead the Trojans in a come-from-behind victory.

Now the Trojans have a chance to make history. They are playing for the state championship! The team has to travel on the bus to play their last game.

This Friday the Trojans play against number-one ranked Bonnevent High School. The local television news station has chosen to interview Kit about her life as a star basketball player and the upcoming game.



Interpret Why was Kit chosen to be interviewed?

The Oakhills player inbounds the ball to Kit as the coach said, but the Bonnevent center fights through the screen at the free throw line and there is no one to pass to. The crowd is on their feet, counting down the seconds: "Six, five, four, three... !"

Kit glances at Sam, standing in the stands, and heaves the ball at the basket. It's a buzzer-beater! It's a three pointer and the Oakhills Trojans have won the state championship! Kit is the hero!



Summarize Re-tell this story in your own words.

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Oakhills plays surprisingly tough without Kit and the two other starters who fouled out. Bonnevent is ahead by only 3 points with 6 seconds remaining in the game when their star center delivers a hard foul on the Oakhills Trojans back-up center. The referees call for an injury timeout while the Oakhills fans all boo the All-American center. Tom boos the loudest and beats on his bass drum until the referee tells him to stop. The injured player is carried off the floor.

The Oakhills coach looks over at Kit, and sees her standing up and pulling off the ice bag from her knee. The coach shakes his head, "No," but Kit limps to the scorekeeper to check into the game. Kit steps up to the free throw line to shoot the basket for the injured player and swishes her shot. The Trojans are now down by just 2 points with 6 seconds still on the clock, and Oakhills will take out the ball at half court.

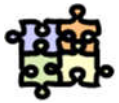
The Oakhills coach calls his last timeout and draws up a play to tie the game and send it into over time.

"We only have time for one quick pass after the inbound," explains the coach. "Kit, you will take the inbound pass and lob the ball into our center behind the screen at the free throw line. Catch and release."

Re-think Why did the coach look over at Kit on the bench?



Connect Why is Sam going to give Pug a bath?



"This is reporter Sam Costedale for KGAG news, interviewing the star player on the Lady Trojans Varsity Basketball Team. Kit, you have your biggest challenge of the season this Friday night, facing unbeaten the highly favored Bonnevent Tigers on their home court. As you know, you will be up against the top-rated player in the state. How has your coach prepared your team to face off against the tigers and the best player in the state?"

"It's going to be tough, no doubt," answers Kit. "Playing against a six-foot four All-American center would be a tough match-up for any team, but our coach has a game plan and we might just have a few tricks up our sleeves."

"Well, that sounds interesting, Kit. Thanks for your insights. KGAG will be televising the game, so tune in Oakhills sports fans. This Friday night at seven. This is Sam Costedale, live at Oakhills High School."

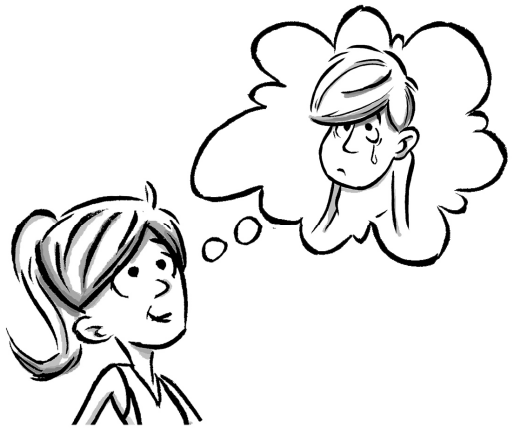


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Visual Watermark

Sam texts his girlfriend, Kit. "Loved your answers in the interview. I miss you!" (Kit's coach has been running two-a-day practices for the last week and Sam hasn't seen Kit outside of school since they started.

Kit is happy to know that Sam misses her. She tells him that after the season is over on Friday they will be able to spend more time together.



Kit's friends are so excited for her. Deb posts the interview on her Facebook page and highlights of Kit's season on Instagram. Tom has seen every one of Kit's games because he is in the pep band. He can recite all of her statistics: Kit is averaging sixteen points, ten assists, and three steals per game.

Friday night arrives and the Bonnevent High School gym is packed for the state championship game.

Predict Will Oakhills win the state championship?

Bonnevent gets off to a quick lead, and their All-American center scores 20 points by halftime. Visiting Oakhills has gotten too many fouls, trying to stop her.

In the second half of the game, two of the Trojan starters foul out, but the team has come from behind because of Kit's amazing play. Kit has 10 assists to go with her 14 points, and she is defending the Tiger's star center. On a driving lay-up, Kit evens the score at 42–42, but she twists her knee on the play. The coach calls a timeout and pulls her out of the game. Kit sits on the bench with an ice bag on her knee to cheer on her team.



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Visual Watermark

Sounds and Spellings

Schwa	i	break	heart

Word Fluency

heart	doubt	pencil	estimate	thin
president	only	break	half	front
heart	activity	laugh	family	want
resident	eye	heart	prove	enemy
service	laugh	strategy	tough	half
very	civil	world	above	break
visit	floor	work	officer	label
eye	heart	notice	rough	break
whole	pupil	equity	stencil	item

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

The four friends are happy that February has two three-day weekends. Holidays are great! Deb plans to relax, but she also has to decide about school for next year. Kit's basketball season is finally over, and Kit hopes to be able to spend more time with her friends. Kit already has her Valentine's Day gifts for Sam and she hopes he will remember to get her something, too.

Kit doesn't know it, but Sam already bought her a huge red Valentine's Day heart filled with her favorite candies. Tom has more time in his schedule now that Pep Band is over. He is working on a secret plan to get some spending money so he can fix his van.

February has had some warm days. That's bad news for the ice skating rink that Sam and Tom made on the pond. The ice has cracked and is unsafe for skat-



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Predict What will be Tom's big idea? Will it involve his friends?



By evening over 400 sledders and tubers have gone down the hill, and some of them many times.

Sam is selling hot dogs like crazy. Kit is renting out her huge inner tubes and groups of friends are piling on to ride down the hill together. Deb sells plenty of hot chocolate and keeps sending messages up the hill to Tom to tell him how much money he is making.

The friends run the sled run from ten o'clock in the morning to sunset on Saturday, Sunday, and Monday. With the money Tom has made, he plans to rent a gas-powered generator and lights to keep the business open at night. If the snow lasts until the end of Spring Break, Tom and his friends will make some real money!

Summarize Re-tell this story in your own words.

Visual Watermark

Tom's mom made flyers for "Tom's Sled Run," and Tom and Sam passed out the flyers to all of Sam's neighbors. The boys went downtown and got many of the town's businesses to post the flyers in their windows. And Kit and Deb got the owner at Extreme Coffee to help out. He is giving his customers one free ticket to "Tom's Sled Run" with each coffee they buy. Tom also got the okay from the Oakhills principal to pass out flyers at school. The high school kids are all planning to visit this weekend.

The weekend arrives and the four friends are ready for business. The sun is out and families, neighbors, and friends from school all come out to "Tom's Sled Run" for some fun. The rope tow works perfectly, getting people to the top of the hill. It's not very fast, but it sure beats climbing that hill!

The sledders and tubers love "Tom's Sled Run," and they quickly let everyone in town know about it. Business is booming and "Tom's Sled Run" is the talk of the town.

Friends are taking videos of other friends racing down the sled run and posting them on Instagram, YouTube, and Facebook. Those videos are really helping to market the sled run.

Throughout the day more and more people start arriving.

Re-think Why would the videos help to market the sled run?



Because the nights are still below freezing, the snow melts during the day and freezes at night. The icy snow makes walking and driving very difficult, but it does make for perfect sledding, disking, and tubing. Tom's want to make money by grooming the icy snow on the steep hill next to the lake by Sam's house into a long sled run. Tom plans to build a rope tow to carry people to the top of the hill. Customers will have to pay two dollars for each ride up the hill.

Tom gets Sam to help him plan and build a long sled run with plenty of sharp curves, jumps, and plenty of bumps to keep things exciting. It took the boys the entire second weekend of February to construct the sled run. Lots of neighborhood kids have come by to check out the sled run, and Tom and Sam put them to work and lets them ride some for free. The boys and kids have tried out the sled run with all sorts of sleds, disks, and inner tubes. That long sled run is thrilling, scary, fast, and fun!

Tom and Sam found some helpful sites on YouTube about how to build a rope tow to pull people to the top of a hill. The boys visit the hardware store and lumber yard to buy the equipment that they will need. They got 1,000 feet of thick rope, 6 huge bags of cement, and a dozen huge wooden posts. Tom's neighbor loaned him a huge gas-powered motor and two bike wheels to use as pulleys to pull the rope.

Interpret Why are the dozen huge wooden posts necessary?



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Visual Watermark

Every day after school that next week, Tom came over to Sam's house to work on building the rope tow. They even skipped the Tuesday Study Group and Deb scolded them at school the next day. Sam did remember Valentine's Day and Kit got her Valentine's heart. Kit gave Sam a special mix of their favorite songs, plus a video of her basketball season highlights.

The boys worked hard on the rope tow. They dug deep holes at the top and bottom of the hill and cemented one of the wooden posts into each hole. They sunk the rest of the posts into the snow every 100 feet alongside of the sled run and screwed in metal loops on top of each. Next, they mounted one of the motorcycle wheels on the bottom post. Then they mounted the second motorcycle wheel to the engine and the engine to the wooden post at the top of the hill. It took the boys over an hour to carry that heavy engine up the hill.



Then the boys threaded the rope through each of the metal loops on the posts to keep the rope off the snow. Sam's mom hiked up to the sled run and used smaller rope to weave the ends of the big rope together to form a loop. Next, the boys placed the loop over the bike wheels and tightened the rope. When they started up the motor, they were thrilled to see the loop of rope pulling from wheel to wheel and through the metal loops on each post.

Tom recruits Deb and Kit to work for him at his sled run. He plans to open the sled run this upcoming three-day weekend and stay open each weekend until the snow melts.

Deb decides to quit her job at The Clothes Shed to work with Tom as his business manager. She will sell hot cocoa and collect the two dollars for each rope tow ride.

Kit's dad gave Kit some huge tractor and truck inner tubes and she will rent these out for group rides. Kit's father drove out to see the sled run and drop off the tubes.

Sam got his boss to agree to let him set up the hot dog stand, and he will sell hot dogs at the bottom of the lake.

Pug gets to come to the sled run with Sam as long has he doesn't make yellow snow.

Tom will run the rope tow.

Connect Why would Kit's dad have huge inner tubes?

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Visual Watermark

Sounds and Spellings

Schwa	o, _io_, _ou_	straight	great

Word Fluency

break	half	famous	curious	break
pivot	doubt	straight	four	front
heart	purpose	laugh	convict	great
common	eye	straight	laugh	family
commit	rough	resident	tough	move
very	double	world	above	great
chariot	floor	break	method	pencil
four	straight	season	because	heart
listen	rigorous	woman	coming	visit

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

Only patches of snow remain on "Tom's Sled Run" by the lake near Sam's house. Spring has arrived and that means baseball for Sam and Tom. Both boys have been on the Oakhills baseball team since their freshman years. This year, as juniors, Sam and Tom will move up to the varsity team. Tom will be the starting catcher and Sam will be a starting pitcher if he can keep his grades up.

Sam's grades have slipped some after he stopped attending the friend's Tuesday Study Group. Deb has barely spoken to Sam because she is so mad at him. Sam's mother and the team's manager are also upset at his grades, and Sam knows that he can't play baseball unless his grades are all at the C level or above. Kit knows that school is tough for Sam, and she has been encouraging him to study more. Sam has promised to try harder and spend more time on homework and test study.

After making up a failing test grade in History, Sam is now eligible to play in the first baseball game of the season on Monday at Riverdale High School. Tom helped him study for the make-up test and is glad that his friend will be eligible to play. The manager is happy as well and has named Sam his starting pitcher for that game with Sam's commitment to miss practices on Tuesdays and attend his friend's study group instead. Sam agrees.

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The umpires nod to each other, and the home plate umpire walks back to home plate and announces to the scorekeeper and crowd, "The baserunner scores due to visiting team interference. Riverdale wins 6 to 5!"

The visiting crowd all boo the umpires, but the game is over. The Oakhills manager argues until he's blue in the face, but the score stays the same.

Sam tells Pug, "I know you meant well, but that's not the way to win a ball game."



Connect Why will the coach let Sam miss Tuesday practices?

Summarize Re-tell this story in your own words.

Visual Watermark

The baserunner is thirty feet from home base, fighting off a growling dog who is biting the runner's baseball pants with clenched teeth. That dog is small, but he won't let go! The umpire calls time-out and Sam runs off the mound to grab the broken leash and pull Pug off the baserunner.



The Riverdale fans are all booing Pug and shouting at the umpires. The two umpires walk to the mound and call Sam and his manager to come meet with them.

"Is this your dog, son?" asks the home plate umpire.

"Yes, I'm afraid he is," says Sam.

Pug growls softly.

Interpret Why are the Riverdale fans shouting at the umpires?

On Monday after school, Sam and Tom's moms pick up Deb and Kit to go the game at Riverdale High School. Pug gets to go to the game, too. When Kit gets in the car, she stares at Pug, and he puts his head down between his paws. Kit knows that where Pug is, trouble often follows.

They get to the game early to watch batting practice. The Riverdale team looks awfully good in Kit's opinion. Pug is leashed to the bottom of the bleachers.

The first six innings of the game go by quickly. At the end of the sixth inning, the home team Riverdale is winning 4 to 3. Sam is pitching well for his first game and Tom already has two hits.

Pug is enjoying the game. He howls when Oakhills does something good and barks when Riverdale does something good. The crowd loves it. Pug did growl at the umpire when Sam got upset at a call, but one look from Kit ended his growling.

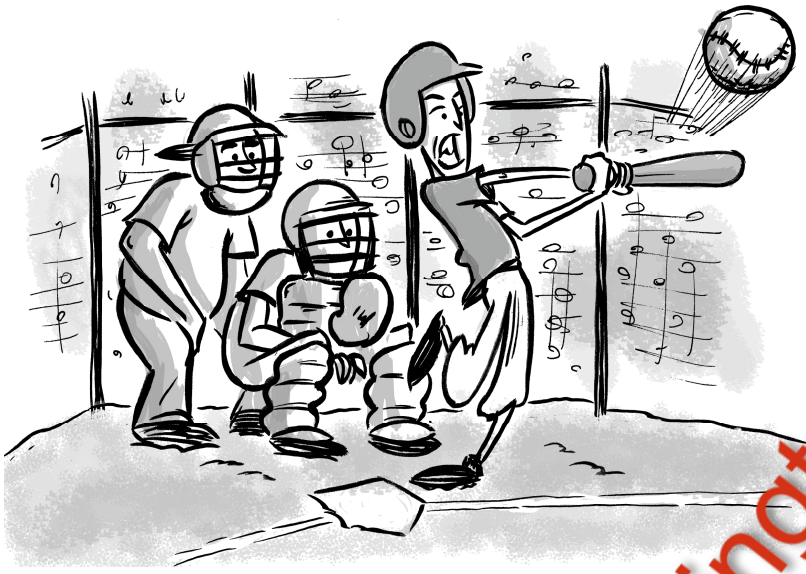


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Visual Watermark

At the top of the seventh inning, Tom gets up to bat with one baserunner at first. He hits a deep fly to right field and the ball sails over the fence for a two-run homer to put Oakhills into a 5 to 4 lead. The crowd goes wild and Tom's mom shouts, "That's my boy!"

Pug howls and howls.



In the bottom of the seventh and final inning, the Riverdale team is up for their last at bats. Sam's manager visits him on the mound.

"How's your arm feeling, Sam? I usually don't let my starting pitchers go the full seven innings."

Re-think Why doesn't the manager let his pitchers finish the games?

"I feel great," answers Sam. "I think I can get three more outs."

The manager nods his approval and returns to the dugout as Sam finishes his warm up tosses to Tom.

Sam's first pitch of the inning is belted into center field for a base hit. The next batter bunts the ball along the first base line, and Tom fields the ball and throws out the runner at first. With the baserunner moving on over to second, Sam strikes out the next two batters. The crowd stomps and cheers. Pug can't stop howling. Only one more out to go!

Sam gets two strikes on the last batter and Tom calls a time-out.

"Last pitch, Sam," says Tom. "Make him hit it. Our defense has got your back."

Sam throws a fastball right over the plate.

Crack! The ball zooms off the bat into the deepest part of the stadium in center field. The outfielders were playing in close to stop the tying run. The ball is way over the head of the running center fielder. The tying run scores and the batter is racing into third base with his coach waving him on to home.

The center fielder's throw is on the mark to the cut-off man who whirls and fires to Tom at home plate. It's going to be close! Tom catches the ball and turns to tag the sliding runner. But he's not there!

Predict Will Sam get the last three outs?

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Visual Watermark

Sounds and Spellings

ph, ch_ (/k/), _ci_, _si_, _ti_, _ge, _s_ island country

Word Fluency

great	straight	garage	chorus	island
magician	break	division	heart	front
island	mission	college	lotion	gnarl
graph	eye	country	nervous	half
chaos	rough	curious	tough	island
very	musician	world	above	great
passion	floor	island	chariot	nation
measure	straight	gnome	illusion	whole
country	choir	technician	potion	sign



30 Second Timings (# of Words Correct)

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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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Visual Watermark

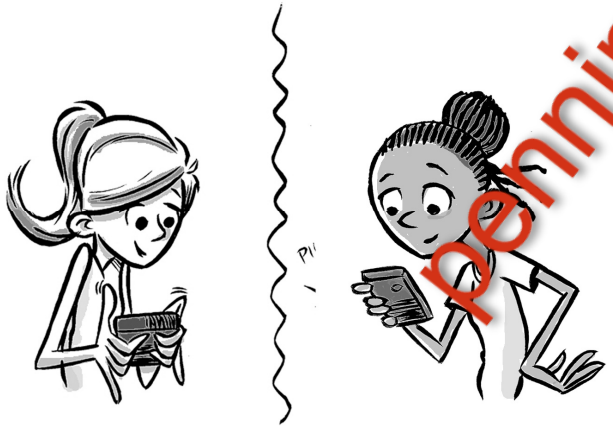
May is a busy month for students at Oakhills High School. Tom and Sam are playing baseball, while Kit is running on the track team. Deb has also been very busy. Although she has a tough college prep class schedule, she has set aside some time to decide something important. She picks up her phone and texts Kit.

"Kit, I want to get your thoughts on something. I've been thinking of running for Student Body President of Oakhills High School. What measure of support would I have from you and our Ladies Club?"

"You would be great, Deb! We need a scholar as president. I'll be your biggest supporter."

"Okay. I'll run on one condition: You'll be my campaign manager, Kit. Let's do it together."

Kit agrees. The election will be held at the end of May and the new Student Body officials will begin their terms in September when school starts. The first thing Kit does as campaign manager is to recruit Tom and Sam to help her run Deb's campaign.



Pug jumps out onto the gym floor with his "Vote Deb" sandwich signs. He gets up on his hind legs and begins to dance at midcourt. Tom signals the band and they begin to play some dance music. The crowd stops throwing the mini footballs. There is an explosion of laughter and applause.



"That dog is crazy!" shouts one student. "What a funny promotion!" shouts a second student. "Deb was so serious and then she closes with a dog act. Brilliant! She's got my vote."

The vice-principal chases Pug. Pug lets him get close, but then jumps away. The crowd cheers for the dog. They love seeing Pug make fun of the vice-principal.

"Go dog go! Dogs for Deb!" the crowd chants.

Pug saved the day for Deb and her friends.

Summarize Re-tell this story in your own words.

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Visual Watermark

Deb's speech is longer than the others and is more serious. She presents her five campaign promises and Sam passes out her campaign cards throughout the audience. As a Debate Club member, Deb is the best speaker, but many of the students are getting tired of sitting and some begin tossing around the mini footballs.

Kit thinks to herself, "We should have attached some candy to each of those cards." Kit is worried. Tom and his friends in the band look worried, too. Deb's



Some of the students start chanting "Jock for Pres!" in the middle of Deb's speech. It looks like Deb will lose this election to the varsity football captain.

As Deb finishers up her speech, Tom sees Kit turn away from the crowd and bursts into tears. Tom lifts up the bass drum and whispers, "You know what to do, Pug. It's "Plan B" time. Go!"

Interpret Why does Kit burst into tears? What does "Plan B" mean?

Kit also phones all the members of the Ladies Club and with the store owner's permission, Extreme Coffee becomes the central place of Deb's campaign. And the Ladies Club meets every morning to discuss plans, make campaign posters and campaign buttons, and also drink plenty of coffee and tea. Sam and Tom help out, too.



One morning, Kit addresses the club: "We just heard that there are two other candidates running for president: One is the captain of the varsity football team, and the other is the head varsity cheerleader."

Tom announces that the race will be "the nerd versus the jock versus the beauty."

A chorus of boos makes Tom slouch down in his seat. He immediately feels sick to his stomach.

Kit says, "Tom, how could you phrase it like that? Deb is not a nerd and she is pretty! Don't you think it's time that our Student Body President had a brain, not just looks or athletic ability. Popularity shouldn't be the only reason someone is elected to this position."

Connect Why does the owner of Extreme Coffee let them meet there?

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Visual Watermark

Deb defends Tom saying, "No, I think Tom is right. We have to be realistic. I am a nerd and there's no doubt that the head cheerleader is very pretty. Kit, as the architect of my campaign, you have to use our differences to my advantage. My opponents are very popular. I have no illusions about that fact."

The ladies echo Deb's thoughts.

"Then that's our campaign slogan," Deb says. "Nerd for Pres."

The ladies laugh and nod their approval. They get right to work using the new slogan.

Deb works within her sphere of influence and gets the members of the Debate Club, Chess Club, and Math Club to all support her in the race.

Kit makes presentations at the rest of the campus clubs and gets the support of her track team. Kit also gets Deb's photograph published in the local newspaper.

Sam and Tom visit some of the local businesses and get campaign contributions from a computer technician, an electrician, a mechanic, and even a magician working at a theater downtown. The money will come in handy for all of the campaign expenses.

Deb uses some of the money to print off campaign cards listing her five campaign promises. Deb's presidential campaign swings into high gear one week before election day.

Predict How will they use the campaign promise cards?



Election day finally arrives. The election assembly will be held in the morning. The winner will be announced right before the end of school.

The band opens up the election assembly in the gymnasium with the "Star Spangled Banner." Tom has painted "Nerd for Pres" on his bass drum.

Sam has gotten permission to bring Pug to school as Deb's mascot. Deb persuades Kit that Pug might get her a few dog-lover votes. Pug wears a sandwich sign reading "Vote Deb" and is leashed to the bottom of Tom's bass drum. Tom whispers something to Kit right before the speeches begin about "Plan B," and Kit responds, "You better not, Tom!"

The varsity football captain is the first to speak. His speech is humorous and a lot of the crowd laughs. The speech goes longer than planned because the football team keeps interrupting with cheers. At the end of the speech, the football players jump out of the stands onto the gym floor and begin throwing mini footballs out to the crowd.

The varsity head cheerleader is up next. She is dressed in her cheerleader outfit. Her speech is in the form of a cheer for herself. Not many of the girls applaud, but quite a few of the boys whoop and holler at the end of her cheer. She passes out autographed pictures of herself to the crowd. Quite a few of these pictures sail onto the gym floor as paper airplanes before Deb gets up to speak.

Re-think Why did the autograph pictures wind up as paper airplanes?



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Visual Watermark

Sounds and Spellings

Silent Final *e* Exceptions: touch cough

_/z/e, _arge, _age, _ate, _ile, ite, _ce, _se, _ve, y_e

Word Fluency

island	country	native	enough	cough
ought	musician	touch	straight	great
mission	loose	course	baggage	barge
separate	eye	fortunate	missile	house
favorite	rough	chorus	tough	cough
infinite	hostile	sauce	signage	touch
coughing	condition	cough	moose	gnome
voice	touch	larger	motion	above
whole	fought	passage	because	horse

30 Second Timings (# of Words Correct)



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Sam and Friends



Mark Pennington

Illustrated by David Rickert

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School is out for summer! Sam is relieved and can hardly believe that next year will be his senior year in high school. Deb and Tom plan to apply for out of state colleges and Kit is undecided. Although Kit might just get a basketball or track scholarship, she would like to stay on her father's ranch and near Sam as well. Sam will be going to the local community college after his senior year at Oakhills High School.

Sam's boss decided to sell his hot dog stand, so Sam won't have a summer job. The hot dog stand had been the perfect job because Sam could bring Pug along to his work. Sam's mom told Sam that he either has to work or go to summer school. Sam is the type of guy who would rather work, but where?

Connect Why is Kit undecided about her college plans?

"I love Pug. He's such a good dog," coughs Kit. "I guess I never gave him much of a chance before. I only knew him as a trouble-maker back home. He is a good dog," agrees Sam. "But he still is a trouble-maker."

Kit and Sam are startled by a low growling sound.

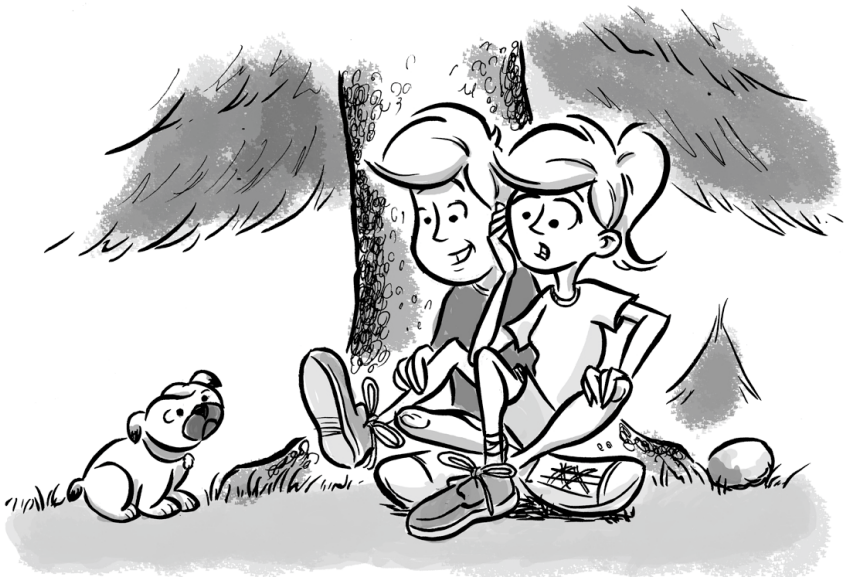
"What was that?" whispers Kit.

Sam is scared, but he peeks around the tree to find out.

Pug has followed them on their hike.

"See what I mean?" says Sam.

"Yes, I do." laughs Kit. "But he's such a lovable trouble-maker."



Summarize Re-tell this story in your own words.

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And Pug? Pug had the run of the camp and joined in on most of the camp activities. Sam even took him out on the lake in his motorboat as Sam supervised the waterfront each afternoon.

And every night, Pug curled up underneath the tent cabin cot to sleep—underneath Kit's cot! Pug proved that he could be a good dog to Kit.

Somehow Pug figured out how to get Kit to like him that summer. Pug probably spent as much time hanging out each day with Kit and he did with Sam.

On one of their days off, Kit and Sam went on a long hike just by themselves. They stop to rest under a tall pine tree.

"We've been working so much on our separate camp activities that you and I have hardly spent any time together," says Kit. "It's nice to be alone for once."

"Yes, it is. Camp Rough and Ready sure keeps us busy," agrees Sam. "You've spent more time with Pug than with me this summer. I can't believe you let him sleep underneath your cot!"

Re-think Why did Pug sleep underneath Kit's cot?



Sam texts Deb about her summer plans. Deb plans to spend each day of the summer studying for her college entrance exams. She will also attend a leadership retreat with the other student body officers at the end of summer to plan activities for the school year. But, Deb says, she does need to earn some money for college.

Deb asks her pastor about their church camp. The camp directors at Camp Rough and Ready are looking for high school seniors to work during July and August at their middle school camp. The pay isn't much, but it's a beautiful setting in the mountains, and the work experience would be great for college applications.

Deb calls the camp on Monday and finds out that one of the camp directors will be in town this next Saturday to conduct interviews for four summer camp positions: Academic Coordinator (to supervise afternoon classes), Senior Lifeguard (to supervise water safety at the lake), Music Director (to lead the camp band and teach music lessons), and Athletic Supervisor (to coordinate all of the sports activities).

Deb texts Tom, Kit, and Sam and asks them to meet her in town. Tom picks up Sam and Kit in his remodeled van and they meet Deb at Extreme Coffee. Deb tells her friends about the camp jobs and they all decide to ask their parents if they can apply for the positions.

Interpret Do the camp jobs seem to fit the skills of the four friends?



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Visual Watermark



"The job descriptions are perfect," says Tom.

"I wonder if I could bring Pug," says Sam.

Kit frowns, but decides to say nothing. She knows that Sam is touchy about his dog, Pug.

The friends' parents all think that summer jobs at Camp Rough and Ready would be a perfect fit for their teenagers. The interviews go well and the four friends are hired. Even Pug can come, says the Camp Director.

Sam's mom bought each of the friends a new sleeping bag for camp. The high schoolers will sleep in tent cabins. Deb and Kit will share one tent cabin, and the boys will bunk together in their own tent cabin.

"We ought to do something nice for Sam's mom," suggests Deb. "I'll get her a card."

Tom drove his four friends up to camp. They loved working with the active middle schoolers.

Predict Will Sam bring Pug?

Deb served as Academic Coordinator and taught arts and crafts, painting, music, and environmental science classes. Deb also studied for her college tests.

Sam worked as Senior Lifeguard at the lake and rented the canoes, kayaks, and rowboats.

Tom was Music Director and put together a great band to play at the evening campfires. Tom played drums in the band and wrote some of the best campfire skits the Camp Director had ever seen.

Kit was the Athletic Supervisor. She organized basketball and volleyball tournaments and nature walks. Kit led the entire camp in morning exercise.









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Visual Watermark

Lesson ___ : Elkonin Sound Box Spelling and Handwriting Dictations

Write the words and sound-spellings. Count the number of sounds. Write the irregular spellings.

Word/Sounds	1	2	3	4	5	6	7	8	9	#	

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Visual Watermark

The Science of Reading Intervention Program ©2023 Pennington Publishing

Name: _____

Vowel Valley Sound Wall

Tight Smile

Short Schwa

Slightly Opened

Puckered Lips

Long Schwa

Fully Opened

/ē/ as in **eagle**
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Visual Watermark

Name: _____

Short Vowel Valley Sound Wall

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Visual Watermark

Name: _____

Long Vowel Valley Sound Wall

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Visual Watermark

Name: _____

Diphthong Valley Sound Wall

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Visual Watermark

Name: _____

r-Controlled Vowel Valley Sound Wall



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Visual Watermark

Name: _____

Consonant Sound Wall

v=voiced

STOPS

/p/ as in **puffin** p



/b/ V as in **bear** b





/t/ as in **tiger** t



/d/ V as in **dog** d





/k/ as in **kangaroo** k[i,e] _c _ck



c[a,o,u]

/g/ V as in **goose** g[a,o,u]

AFFRICATES



/ch/ as in **cheetah** ch _tch



/j/ V as in **jackrabbit** j g[e,i,y] _ge _dge



NASALS



/m/ as in **mouse** m





/n/ as in **newt** n kn_



/ng/ as in **lemming** _ng _n



FRICATIVES



/s/ as in **seagull** s c[e,i,y]



/z/ V as in **zebra** z _s





/th/ V **them, these, that** th

/th/ unvoiced as in **sloth** th





/sh/ as in **sheep** sh _ci_ _si_ _ti_





/zh/ as in **television** _ge _s_





/f/ as in **ferret** f ph



/v/ as in **vulture** v





/h/ as in **horse** h



GLIDES



/y/ V as in **yak** y



/wh/ as in **whale** wh_



/w/ V as in **wolf** w



LIQUIDS



/r/ as in **raccoon** r wr_



/l/ as in **lion** l



2 SOUNDS



/x/ as in **fox** x



/q/ as in **quail** qu_



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Visual Watermark

Name: _____

Consonant Sound Wall Stops

v=voiced







/p/	/b/ v	/t/	/d/ v	/k/	/g/ v
as in **puffin** p 	as in **bear** b 	as in **tiger** t 	as in **dog** d 	as in **kangaroo** k[i,e] _c _ck c[a,o,u] 	as in **goose** g[a,o,u] 
p	b	t	d	k i	g a
p	b	t	d	k e	g o
p	b	t	d	c k	g u
p	b	t	d	c k	g
					g

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Visual Watermark

Name: _____

Consonant Sound Wall Affricates

v=voiced



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Visual Watermark

Name: _____

Consonant Sound Wall Nasals



/m/
as in
mouse
m



m		
m		
		m
		m

/n/
as in **newt**
n kn_



n		
k	n	
		n
		n

/ng/
as in
lemming
_ng _n



	n	g
	n	g
	n	
	n	

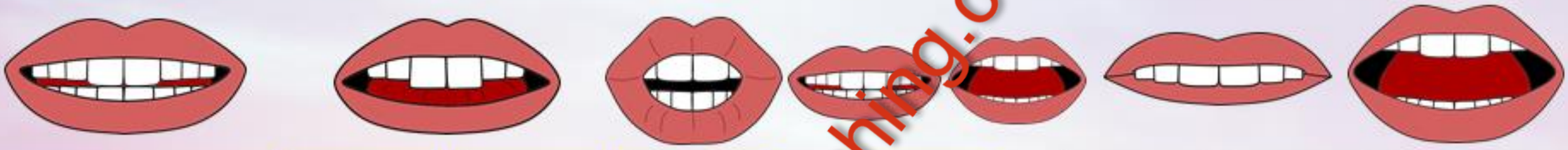
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Visual Watermark

Name: _____

Consonant Sound Wall Fricatives

v=voiced



/s/	/z/ v	/th/ v	/th/	/sh/	/zh/	/f/	/v/	/h/
as in **seagull**	as in **zebra**	**them, these, that**	unvoiced as in **sloth**	as in **sheep**	as in **television**	as in **ferret**	as in **vulture**	as in **horse**
s c[e,i,y]	z _s	th	th	sh _ci_ _si_ _ti_	_ge _s_	f ph	v	h

s	z	t h	t h	s h	s	f	v	h
s	z	t h	t h	s h	s i	f	v	h
s	z	t h	t h	s h	g e	f	v	h
s	s	t h	t h	s h	g e	p h	v	h

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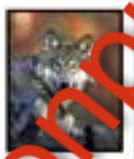
Visual Watermark

Name: _____

Consonant Sound Wall Glides





/y/ V	/wh/	/w/
as in **yak**	as in **whale**	as in **wolf**
y	wh_	w
		

y		w	h	
y		w	h	
	b y	w	h	
	y i n g	w	h	
	y s			

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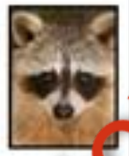
Visual Watermark

Name: _____

Consonant Sound Wall Liquids





/r/ as in raccoon	/l/ as in lion
r wr_ 	l 
r	l
r	l
r	l
r	l

pennigtonpublishing.com

Visual Watermark

Name: _____

Consonant Sound Wall 2 Sounds







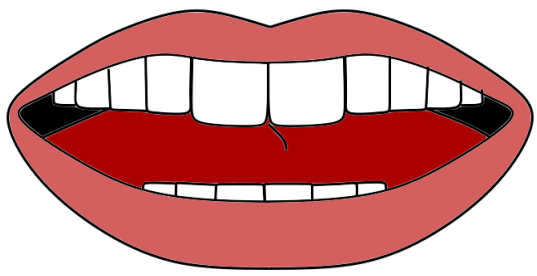
	x
	x
	x

q	u	
q	u	
q	u	

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Visual Watermark

/ā/



as in **ape**

a

_ay

a_e

ai_

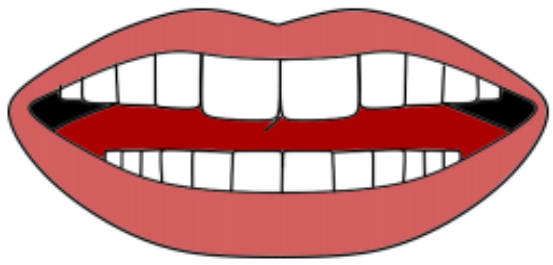


ei[gh]

penningtonpublishing.com

Visual Watermark

/ē/



as in **eagle**

e [c]ei ea

_ee

_ie

e_e

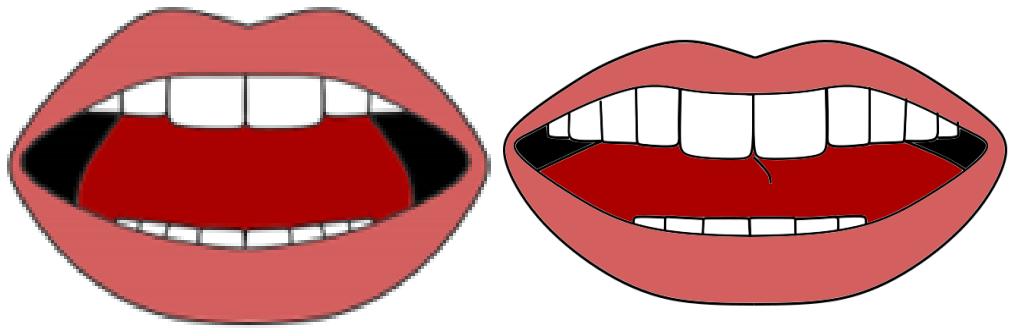


_y _ey

penningtonpublishing.com

Visual Watermark

/ī/



as in **ibex**

i i_e

_igh

_y

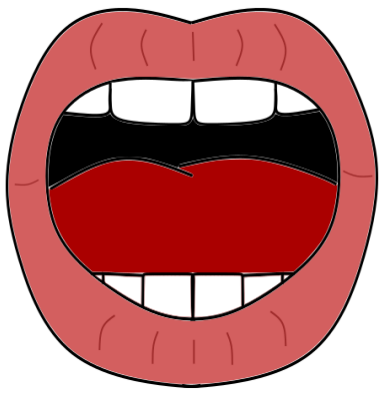
_ie



pennington publishing.com

Visual Watermark

/ō/



as in **o**k**o**p**i**

o o_e

_oe o_a_

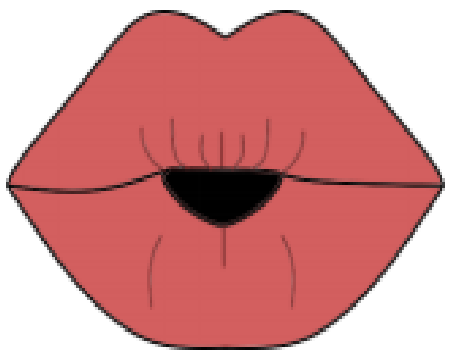
ow



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Visual Watermark

/ū/



as in **mule**

u

u_e

_ew

_ue



penningtonpublishing.com

Visual Watermark

/o͝o/



as in **woodpecker**

oo

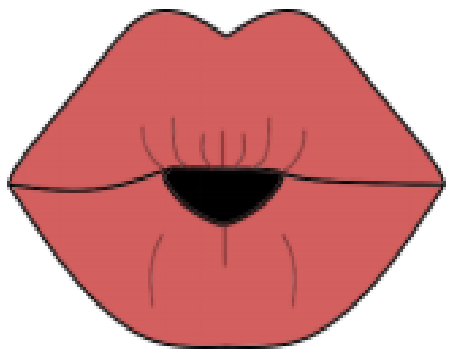
_u_



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Visual Watermark

/o͞o/



as in

rooster

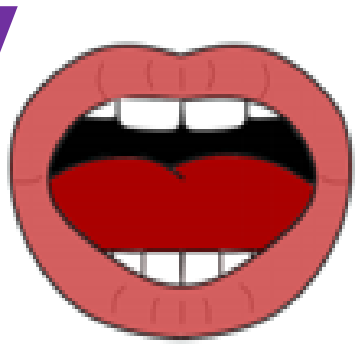
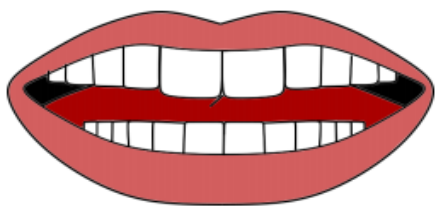
oo _ue _ui

u_e _ew u

_eu

pennington publishing.com



/oi/  

as in **koi**

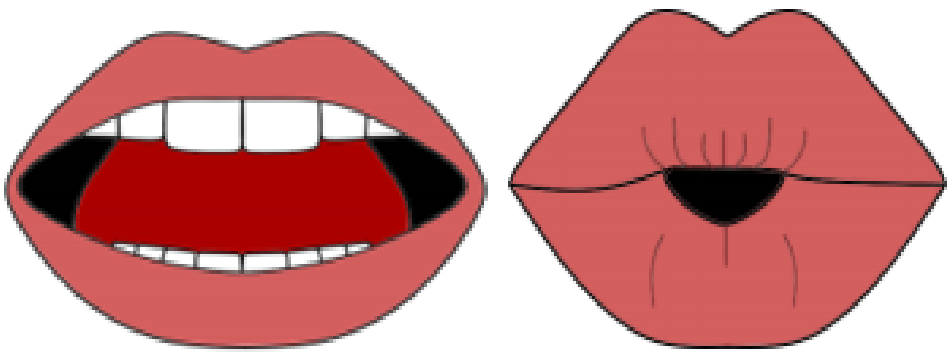
oi_ _oy



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Visual Watermark

/ow/



as in cow

_ow

ou_



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Visual Watermark

/aw/



as in **haw**k

aw au

augh[t]

a[l]

a[ll]



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Visual Watermark

/er/



as in

ermine

er

ir

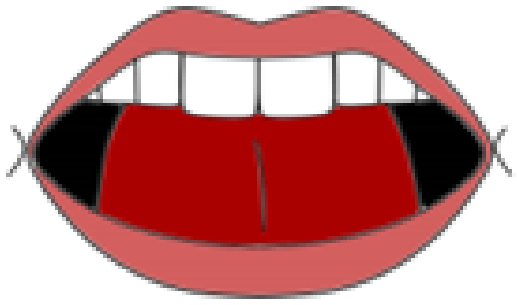
ur



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Visual Watermark

/ar/



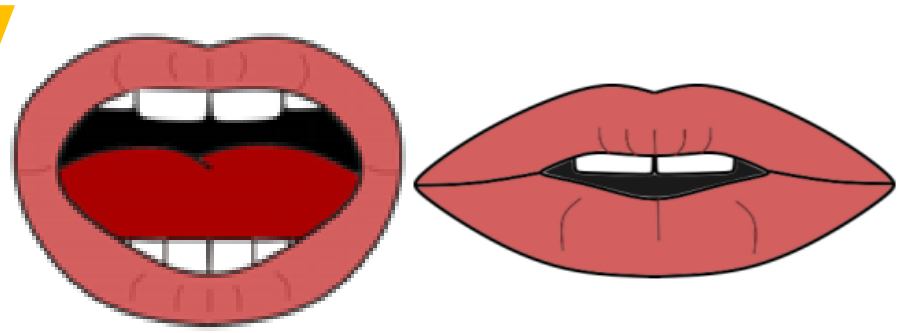
as in shark

ar



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Visual Watermark

/or/ 

as in **orca**

or

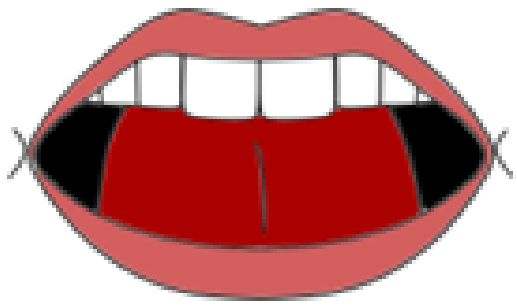
ore



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Visual Watermark

/ă/



as in

badger

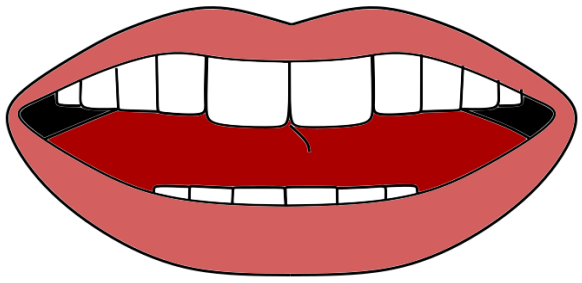
a



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Visual Watermark

/ĕ/



as in gecko

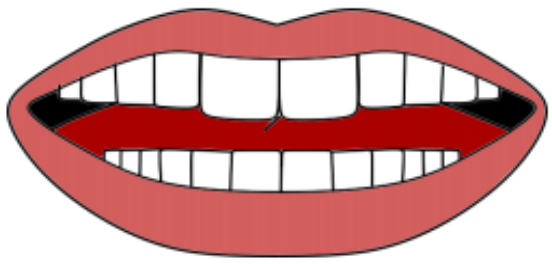
e _ea_



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Visual Watermark

/ĭ/



as in pig

i

penningtonpublishing.com



Visual Watermark

/ŏ/ 

as in

otter

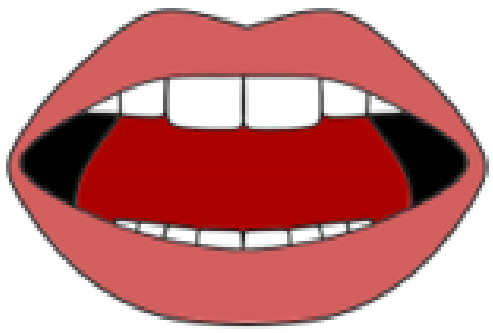
O



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Visual Watermark

/ŭ/



as in

buffalo

u



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Visual Watermark

/b/ 

as in bear

b



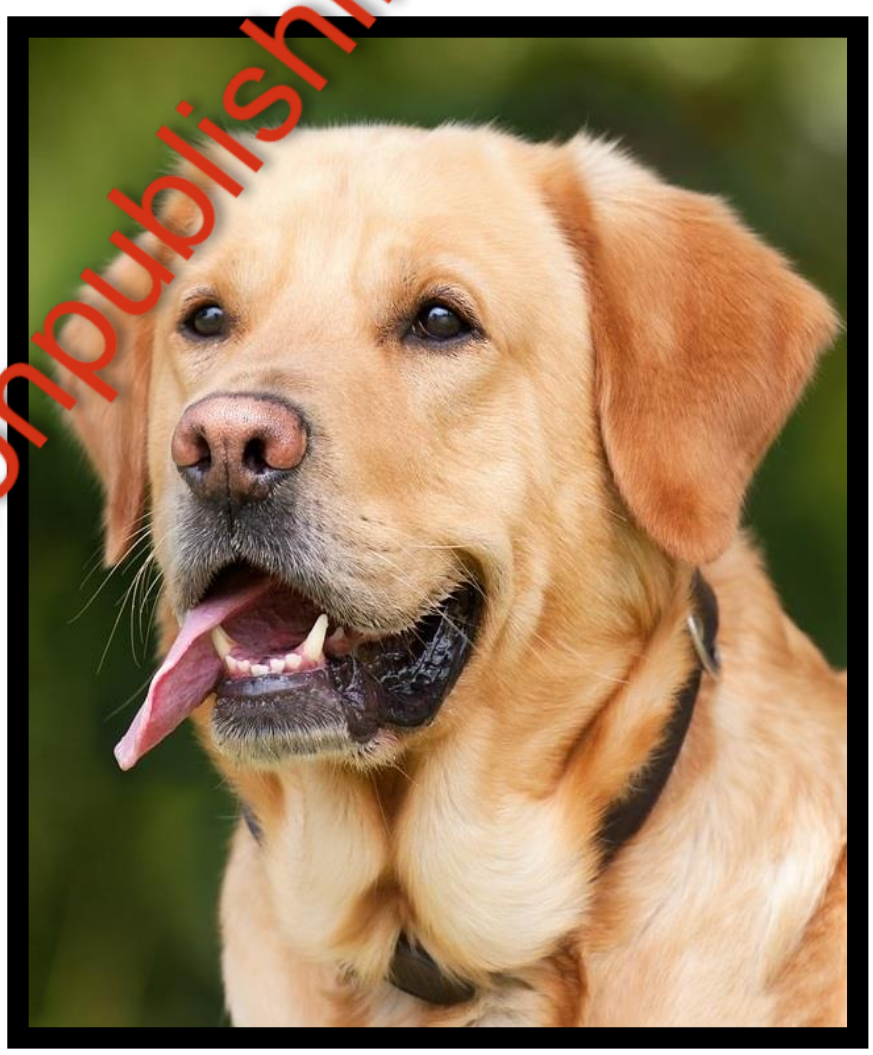
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Visual Watermark

/d/ 

as in **dog**

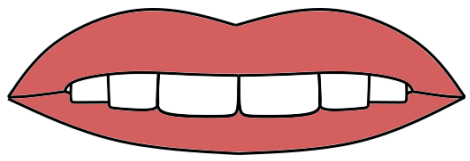
d



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Visual Watermark

/f/



as in **ferret**

f ph



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Visual Watermark

/g/



as in

goose

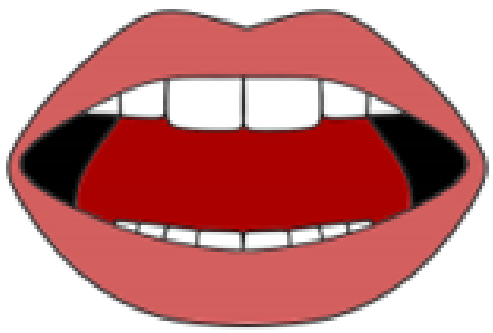
g[a,o,u]



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Visual Watermark

/h/



as in

horse

h



pennington publishing.com

Visual Watermark

/j/



as in

jackrabbit

j g[e,i,y]

_ge

_dge

penningtonpublishing.com



Visual Watermark

/k/



as in

kangaroo

k[i,e]

_c

_ck

c[a,o,u]



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Visual Watermark

/l/ 

as in lion

l



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Visual Watermark

/m/



as in

mouse

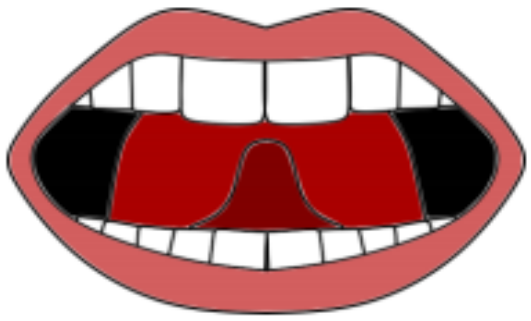
m



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Visual Watermark

/n/



as in **new**t

n kn_



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Visual Watermark

/p/



as in

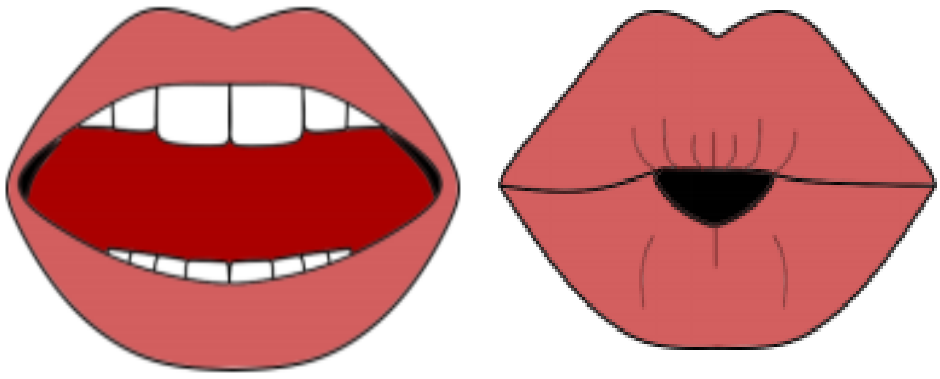
puffin

p

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Visual Watermark

/q/ 

as in **qu**a**i**l

qu_

pennington publishing.com



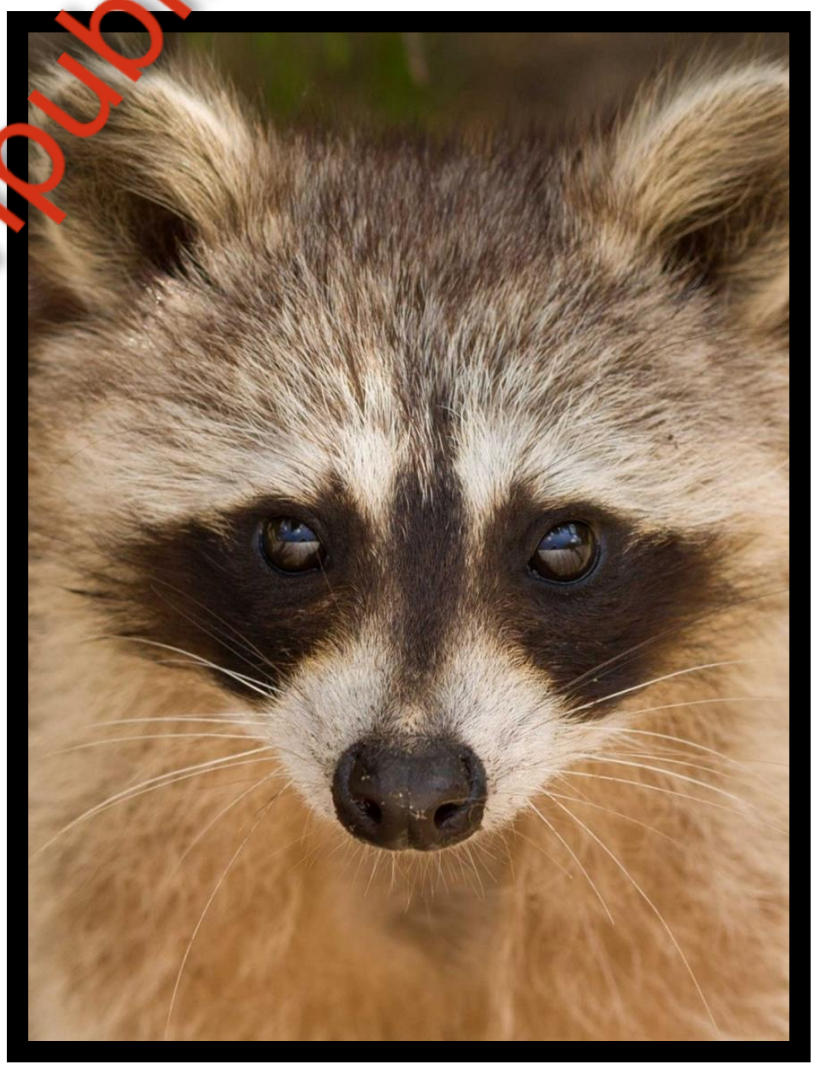
Visual Watermark

/r/ 

as in **raccoon**

r

wr



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Visual Watermark

/s/



as in

seagull

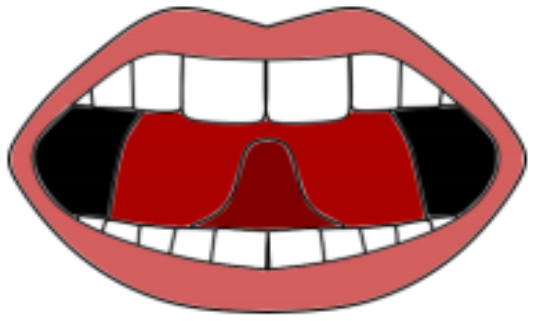


s

c[e,i,y]

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Visual Watermark

/t/ 

as in **tiger**

t



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Visual Watermark

/v/



as in

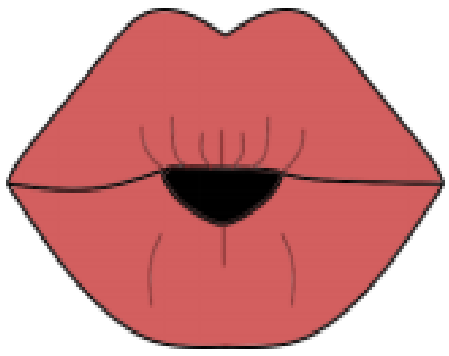
vulture

V



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Visual Watermark

/w/ 

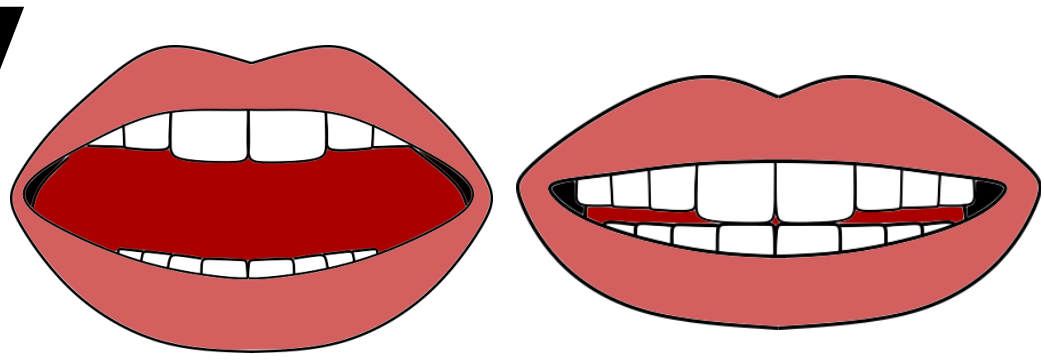
as in **wolf**

w



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Visual Watermark

/x/ 

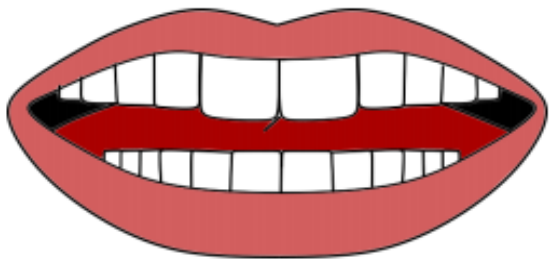
as in **fox**

x



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Visual Watermark

/y/ 

as in yak

y



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Visual Watermark

/z/



as in

zebra

z

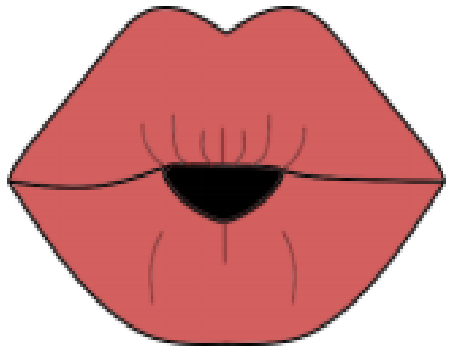
s



penningtonpublishing.com

Visual Watermark

/wh/



as in

whale

wh_



pennington publishing.com

Visual Watermark

/sh/



as in **sh**eep

sh _ci_

_si_

_ti_



penningtonpublishing.com

Visual Watermark

/th/



voiced as in

them,

these,

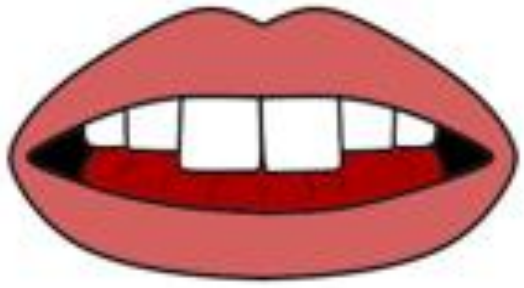
that

th

penningtonpublishing.com

Visual Watermark

/th/



unvoiced

as in **sloth**

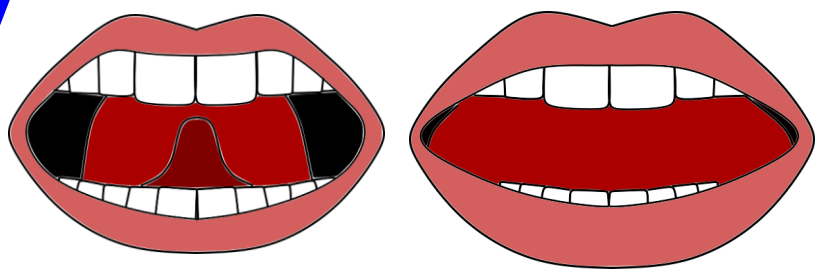
th



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Visual Watermark

/ng/



as in

lemming

_ng _n



pennington publishing.com

Visual Watermark

/ch/



as in

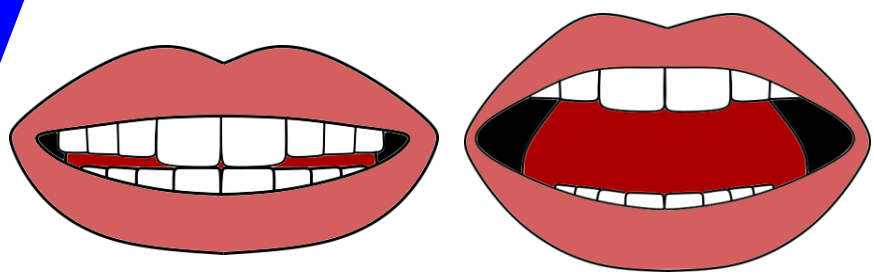
cheetah

ch _ tch

pennington publishing.com



Visual Watermark

/zh/ 

as in **television**

_ge_ _s_



pennington publishing.com

Visual Watermark

/ē/



as in **eagle**

e [c]ei ea

_ee

_ie_

e_e

_y

_ey



2

/ō/



as in **okapi**

o o_e

_oe oa_

ow



4

/o͞o/



as in **rooster**

oo _ue _ui

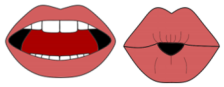
u_e _ew u

_eu



6

/ow/



as in **cow**

_ow

ou_



8

/aw/



as in **hawk**

aw augh[t]

au

a[l]

a[ll]



10

/ă/



as in **ape**

a

_ay

a_e

ai_

ei[gh]



1

/ī/



as in **ibex**

i i_e

_igh

_y

_ie



3

/ū/



as in **mule**

u

u_e

_ew

_ue



5

/o͝o/



as in **woodpecker**

oo

_u_



7

/oi/



as in **koi**

oi_ _oy



9

Visual Watermark
www.bulsiquotguide.com

/ar/ 

as in **shark**

ar



12

/ă/ 

as in **badger**

a



14

/ĭ/ 

as in ***pig***

i

_y



16

/ŭ/ 

as in **buffalo**

u

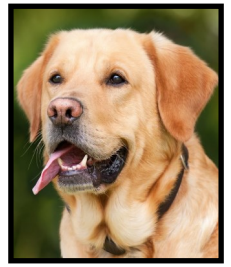


18

/d/ 

as in **dog**

d



20

/er/ 

as in **ermine**

er

ir

ur



11

/or/ 

as in **orca**

or ore



13

/ĕ/ 

as in **gecko**

e _ea



15

/ŏ/ 

as in **otter**

o



17

/b/ 

as in **bear**

b



19

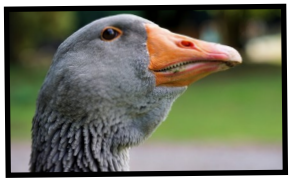
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Visual Watermark

/g/

as in **goose**

g[a,o,u]



22

/j/

as in **jackrabbit**

j g[e,i,y]

_ge

_dge



24

/l/

as in **lion**

l



26

/n/

as in **newt**

n kn_



28

/q/

as in **quail**

qu



30

/f/

as in **ferret**

f ph



21

/h/

as in **horse**

h



23

/k/

as in **kangaroo**

k[i,e]

_c

_ck

c[a,o,u]



25

/m/

as in **mouse**

m



27

/p/

as in **puffin**

p



29

Visual Watermark
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/s/



as in **seagull**

s c[e,i,y]



32

/v/



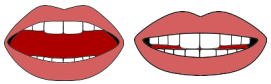
as in **vulture**

v



34

/x/



as in **fox**

x



36

/z/



as in **zebra**

z

_s



38

/wh/



as in **whale**

wh_



40

/r/



as in **raccoon**

r

wr_



31

/t/



as in **tiger**

t



33

/w/



as in **wolf**

w



35

/y/



as in **yak**

y_



37

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as in **sheep**

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39

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Visual Watermark

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unvoiced

as in **sloth**

th



42

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as in

lemming

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44

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43

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as in

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45

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Visual Watermark

e	o	ea	b	d
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ow	oe	igh	y	ie

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oo	u_e
ue	ea
ew	u

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