Clams at the Pond

Teacher Instructions

Phonics Focus: Closed-syllable words with beginning and ending blends

WARM-UP WORDS* *helpful*

DECODABLE PASSAGE

Stan went to ask Pris to come to the pond with him. 12
"Yes, that will be fun!" said Pris. 19

When they got to the pond, they had a long swim. 30
Pris said, "Can we stop and dig for some black clams in the sand?" 44

Stan said, "Yes. If there are a lot of clams in a pond, it can be bad 61
for the fish and the grass by the pond. Plus, it is fun!" 74

"Are there crabs in the sand? They will pinch," said Pris. 85

"There are no crabs. There is not much sand in this pond. It has more 100
grass, sticks, and mud," said Stan. 106

The kids dug and dug. When they were done, they had lots of clams. 120
They had fun and were helpful. 126

Language Comprehension Extension

VOCABULARY clams, crabs, pond, pinch

QUESTIONS

What do Stan and Pris do at the pond?

How were Stan and Pris helpful at the pond?

What can clams harm at a pond?

Why did Pris ask about crabs?

*Key for Warm-up Words: *Decodable Dolch words outside the sequence*

© WETA

Clams at the Pond

WARM-UP WORDS

helpful

Stan went to ask Pris to come to the pond with him.
“Yes, that will be fun!” said Pris.

When they got to the pond, they had a long swim.
Pris said, “Can we stop and dig for some black clams in the sand?”

Stan said, “Yes. If there are a lot of clams in a pond, it can be bad for the fish and the grass by the pond. Plus, it is fun!”

“Are there crabs in the sand? They will pinch,” said Pris.

“There are no crabs. There is not much sand in this pond. It has more grass, sticks, and mud,” said Stan.

The kids dug and dug. When they were done, they had lots of clams. They had fun and were helpful.

© WETA

Lunch at the Shack

Teacher Instructions

Phonics Focus: Closed-syllable words with ending blends

WARM-UP WORDS* **best** **fast** **jump** **went** there ♥ *it's*

DECODABLE PASSAGE

West and Axl went to lunch at The Shack. It's a thatch hut on the sand. They had to run fast to get there by lunch.

When they got there, they had to check the list of dishes to see what to get. The kids got two cold milks, chips with salt, and two hot dogs. The hot dogs were the best! At the end of lunch, they got a pack of gum to chomp on and left the hut.

On the way back, they went to jump and hop on the rocks! It was a fun lunch trip!

Language Comprehension Extension

VOCABULARY chomp, hut, shack

QUESTIONS

Where and when did the story take place?

What was their favorite thing they ate?

What did they get to chomp on after lunch?

How did they feel about their day? How do you know?

*Key for Warm-up Words: **Dolch words aligned to the focus pattern** | Heart Words ♥ | *Decodable Dolch words outside the sequence*

© WETA

Lunch at the Shack

WARM-UP WORDS

best **fast** **jump** **went** there ♥ *it's*

West and Axl went to lunch at The Shack. It's a thatch hut on the sand. They had to run fast to get there by lunch.

When they got there, they had to check the list of dishes to see what to get. The kids got two cold milks, chips with salt, and two hot dogs. The hot dogs were the best! At the end of lunch, they got a pack of gum to chomp on and left the hut.

On the way back, they went to jump and hop on the rocks! It was a fun lunch trip!

© WETA

The Band

Teacher Instructions

Phonics Focus: Closed-syllable words with beginning and ending blends

DECODABLE PASSAGE

At the end of camp, a band comes. Some of the kids get to help set up. Grant and Fran got the task to set up the drums. 14 28

They went to the truck and got all the stuff for the drumset. When they were done, they did not see the drumsticks. Did they drop them? No. They were on a shelf in the truck. 41 52 64

Next, Grant and Fran got to help the staff that were there to film the band. With all the folks that had plans to be there, they had to set up on a tall box to get good shots. 77 90 103

At last, the band was on! The kids got to sing, clap, snap, and stomp to the songs. The band was a blast! 116 126

Language Comprehension Extension

VOCABULARY set up, film, folks, shots, blast

QUESTIONS

Where are Grant and Fran?

What task did Grant and Fran get to help with?

What was missing from the drumset?

How were the film staff planning to get good shots with all the folks there?

© WETA

The Band



At the end of camp, a band comes. Some of the kids get to help set up. Grant and Fran got the task to set up the drums.

They went to the truck and got all the stuff for the drumset. When they were done, they did not see the drumsticks. Did they drop them? No. They were on a shelf in the truck.

Next, Grant and Fran got to help the staff that were there to film the band. With all the folks that had plans to be there, they had to set up on a tall box to get good shots.

At last, the band was on! The kids got to sing, clap, snap, and stomp to the songs. The band was a blast!

© WETA

The Bent Tent

Teacher Instructions

Phonics Focus: Closed-syllable words with ending blends

WARM-UP WORDS* **ask** **fast** **hand** **help** **jump** **last** **left** **must** **next** **went** ♥ there ♥ where *it's*

DECODABLE PASSAGE

The tent at camp was bent by the wind. 9
There was a rip left in the top. The tent got wet. 21
Kent and Colt did not rest in the damp tent. 31
They went to ask for help. 37

Mom and Dad lent a hand. 43
"We will bend the top back. Next, we must mend where 58
there is a rip. Last, we will set the tent on two big mats,"
they said. 70

It was a fast fix. 75
Kent and Colt went back in with a jump. 84
"It's not wet!" said the kids. At last, they got to rest. 96

Language Comprehension Extension

VOCABULARY damp, mend, "lent a hand," tent

QUESTIONS
What is the problem in the story?
How is the problem solved?
Who helped?

*Key for Warm-up Words: **Dolch words aligned to the focus pattern** | Heart Words | *Decodable Dolch words outside the sequence* ♥

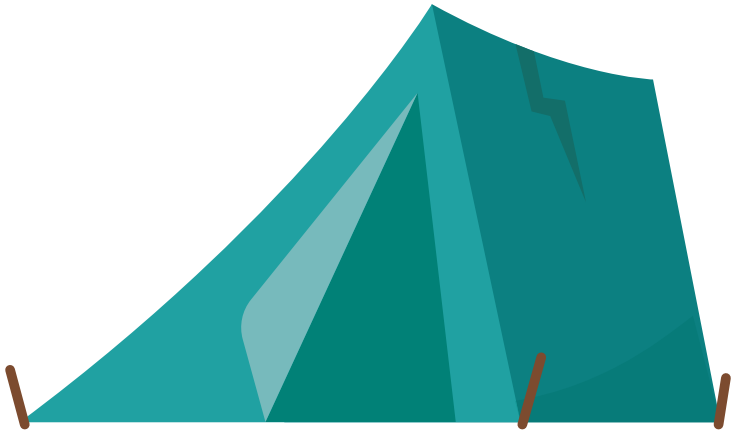
© WETA

The Bent Tent

WARM-UP WORDS

ask fast hand help jump last left must next went

there where *still*



The tent at camp was bent by the wind.
There was a rip left in the top. The tent got wet.
Kent and Colt did not rest in the damp tent.
They went to ask for help.

Mom and Dad lent a hand.

“We will bend the top back. Next, we must mend where there is a rip. Last, we will set the tent on two big mats,” they said.

It was a fast fix.
Kent and Colt went back in with a jump.
“It’s not wet!” said the kids. At last, they got to rest.

© WETA

The Bunk Bed

Teacher Instructions

Phonics Focus: Closed-syllable words with -ank, -ink, and -unk

WARM-UP WORDS* **thank** **think** **drink** want ♥ wash ♥ watch ♥

DECODABLE PASSAGE

Dad got a red bunk bed for the twins, Hank and Hilda. 12
"What do you think?" Dad said. 18

The twins had a big grin. They sang, "We got a bunk bed! We got a bunk 35
bed!" 36

"Well, which one do you want?" dad asks. 44
Hank said, "I want the one on top!" 52
He got on the rungs at the end of the bed to go up. 66

"There is something black on the rungs," Hank said. 75
Dad got a wet rag to wash it off. 84

Hank said, "Watch me go up the rungs!" 92
When he got to the top he said, "This bed is so tall! 105
I do not want this bunk." 111

Hilda said, "I will get up there!" 118
Dad said, "Well, it is done then. Hilda will take the top! 130

"There is just one thing. No drinks in your bunks!" 140
"O.K. Thank you so much, Dad!" 146

Language Comprehension Extension

VOCABULARY bunk beds, rungs

QUESTIONS

What did Dad get for the kids?

Where will each child sleep?

Why do they have to clean the bunk beds?

What is one rule Dad gives the twins?

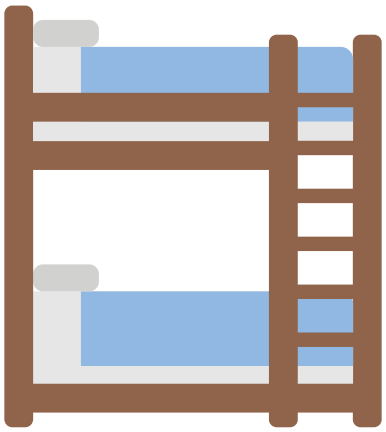
*Key for Warm-up Words: **Dolch words aligned to the focus pattern** | Heart Words ♥

© WETA

The Bunk Bed

WARM-UP WORDS

thank **think** **drinks** want ♥ wash ♥ watch ♥



Dad got a red bunk bed for the twins, Hank and Hilda.
“What do you think?” Dad said.

The twins had a big grin. They sang, “We got a bunk bed! We got a bunk bed!”

“Well, which one do you want?” dad asks.
Hank said, “I want the one on top!”
He got on the rungs at the end of the bed to go up.

“There is something black on the rungs,” Hank said
Dad got a wet rag to wash it off.

Hank said, “Watch me go up the rungs!”
When he got to the top he said, “This bed is so tall!
I do not want this bunk.”

Hilda said, “I will get up there!”
Dad said, “Well, it is done then. Hilda will take the top!

“There is just one thing. No drinks in your bunks!”
“O.K. Thank you so much, Dad!”

© WETA

The Lost Raft

Teacher Instructions

Phonics Focus: Closed-syllable words with beginning and ending blends

WARM-UP WORDS* **black grass stick still**

DECODABLE PASSAGE

Brent's raft is not in the shed. It is lost. 10

"Gram, can you tell me where my raft is?" said Brent. 21
Gram said, "No, bud. Go ask your mom and dad." 31

"Mom! Dad! Can you help me? My raft is lost," said Brent. 43

Mom said, "Is your raft still in the tub from when you were in the 58
bath? Did you stick it in the black bins out back? Is it in the grass by 75
the shed?" 77

Brent went to see. It was not there. Brent felt sad. 88

Dad said, "Did you check the loft? You went up there with the kids." 102
He went to check the loft. 108
There it was! He was so glad! 115

Language Comprehension Extension

VOCABULARY check, loft, raft, stick

QUESTIONS

Why did Brent need help?
Who did Brent ask for help?
What places did Brent look for his raft?
Where did he find it?

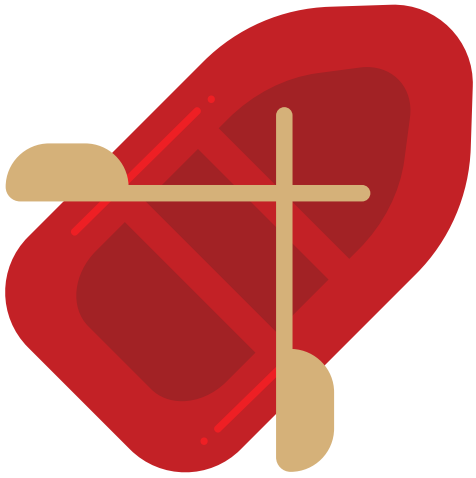
*Key for Warm-up Words: **Dolch words aligned to the focus pattern**

© WETA

The Lost Raft

WARM-UP WORDS

black grass stick still



Brent's raft is not in the shed. It is lost.

"Gram, can you tell me where my raft is?" said Brent.
Gram said, "No, bud. Go ask your mom and dad."

"Mom! Dad! Can you help me? My raft is lost," said Brent.

Mom said, "Is your raft still in the tub from when you were in the bath? Did you stick it in the black bins out back? Is it in the grass by the shed?"

Brent went to see. It was not there. Brent felt sad.

Dad said, "Did you check the loft? You went up there with the kids."
He went to check the loft.
There it was! He was so glad!

© WETA

The Swing

Teacher Instructions

Phonics Focus: Closed-syllable words with consonant ending blends -ang, -ing, -ong, and -ung

WARM-UP WORDS* **bring** **long** **rang** **sang** **thing** from ♥ want ♥ watch ♥ what ♥

DECODABLE PASSAGE

Jill went to Nick's with a big box in her hands. When she got there, Jill rang the bell. It sang, "Ding! Dong!" Nick let Jill in. 16 27

"What is that in the box?" said Nick. 35

"I want Demp to get to have fun on this swing. It was such a fun thing, but it is too small for us," said Jill. 52 61

"Demp! Come see what Jill has for you!" 69

Demp ran to see. 73

"It's a big black swing," he said! He had a big hug for Jill. 87

Nick said, "What branch do you think I should hang it from?" 99

"The tall thick one," Demp said. 105

Nick hung the swing. Demp ran and got up on it. It was long and swung so well. 122 123

"Watch me," Demp said! He was one glad kid. 132

Language Comprehension Extension

VOCABULARY branch, swing vs. swung

QUESTIONS

What did Jill bring Demp?

Why did she bring it for him?

Where did Nick put the swing?

How does Demp feel about his new gift? How do you know?

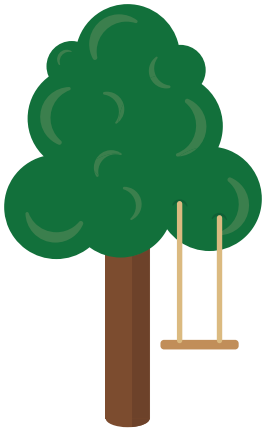
*Key for Warm-up Words: **Dolch words aligned to the focus pattern** | Heart Words ♥

© WETA

The Swing

WARM-UP WORDS

bring **long** **rang** **sang** **thing** from ♥ want ♥ watch ♥ what ♥



Jill went to Nick's with a big box in her hands. When she got there, Jill rang the bell. It sang, "Ding! Dong!" Nick let Jill in.

"What is that in the box?" said Nick.

"I want Demp to get to have fun on this swing. It was such a fun thing, but it is too small for us," said Jill.

"Demp! Come see what Jill has for you!"

Demp ran to see.

"It's a big black swing," he said! He had a big hug for Jill.

Nick said, "What branch do you think I should hang it from?"

"The tall thick one," Demp said.

Nick hung the swing. Demp ran and got up on it. It was long and swung so well.

"Watch me," Demp said! He was one glad kid.

© WETA