Caleb's Cookbook

Teacher Instructions

Phonics Focus: Vowel team that spells /oo/, as in cook: 'oo'

WARM-UP WORDS* **book** **look** **good** **took** **wood** restaurant♥ pita♥ pizza♥

DECODABLE PASSAGE

For his birthday, Caleb asked for a new cookbook. He loved to fix meals with his dad. They had been trying new dishes from different parts of the world. His parents got him a cookbook from Italy. Caleb studied the cover. Under the title, there was a picture of an open oven with big flames! Caleb was alarmed. They did not have an oven like that! He asked his dad about this.

His dad laughed and explained, "Long ago, people in Italy used to cook bread in wood-fired ovens. Today, many restaurants cook bread in brick ovens with a fire. These are called wood-fired or brick ovens. And what do you think they cook the most in them? Pizza!"

"That is so good," said Caleb.

They first tried making plain flatbread, also known as pita. They measured flour, milk, salt, and yogurt into a bowl.

Caleb and his dad stirred and kneaded the mixture. They rolled it into little balls and flattened each ball with their hands. Dad explained that if they had a wood-fired oven, they would slide the pieces of flatbread into the oven on a wooden tray with a long handle. Instead, they placed them on a cookie sheet and put them in their oven with a window in the door.

Caleb stood and watched through the window, and was surprised to see the bread puff up while it cooked. It formed a pocket of air inside! When it was nice and brown, Caleb gave Mom the first bite.

"Oh my goodness! This is wonderful," she said.

Both Caleb and Dad had huge smiles on their faces. Caleb was surprised how much he liked pita. "We should make pizza now, Dad!"

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

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Caleb's Cookbook

Teacher Instructions

Language Comprehension Extension

VOCABULARY	wood-fired oven, pita, kneaded
QUESTIONS	What did Caleb and Dad love to do together? Why was Caleb alarmed? What did Caleb learn about Italy? What recipe did they cook? Why did the bread puff up?

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Caleb's Cookbook

WARM-UP WORDS

book **look** **good** **took** **wood** restaurant♥ pita♥ pizza♥

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Dinner by the Fire

Teacher Instructions

Phonics Focus: Long ‘i’ vowel teams: ‘y’, ‘igh’, ‘ie’

WARM-UP WORDS* **high** **light** **might** **right** ♥ warm

DECODABLE PASSAGE

One cold Friday night, Ty and Winnie got dropped off at home after soccer practice. It was past dinner time, and they were hungry. 13 24

When they walked into the kitchen, there was nothing on the stove for dinner. Also, they could not find their parents. They looked everywhere. The kids wondered where their parents might be. 37 48 56

Then they heard their mom calling them: “Ty! Winnie! Come to the backyard! Put your coat and hat on!” 68 75

This was very strange. They couldn’t think of why they wanted them in the backyard. It was dark, cold, and time to eat! 89 98

Winnie said, “What is going on?” 104
Ty said, “I don’t know. Have they been hiding something from us?” 116

They went into the backyard. The light from the moon and stars shone brightly from high in the sky. As they turned the corner, they saw flickering blazes of fire. Ty and Winnie grinned with delight. Their parents had made a huge bonfire! 129 142 154 159

Dad said, “We decided to do something different tonight. It is too cold to go camping, but we’re going to have a family hot dog roast right here in our backyard. Grab a chair. Get one of the roasting forks. It’s dinner time!” 172 186 199 203

They all roasted hotdogs on long forks that had white rubber handles. The hotdogs were so tasty that they each had two! 215 225

After dinner, the children wanted dessert. There was a warm s’mores pie with ice cream. They had a bowl full. The bonfire dinner was a fantastic surprise! 236 250 252

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

© WETA

Dinner by the Fire

Teacher Instructions

Language Comprehension Extension

VOCABULARY	shone, blaze, delight, roasting, fantastic
QUESTIONS	What was strange about the evening? Why did Dad say they couldn't go camping? How did the writer describe the setting? What foods did they eat at this dinner?

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Dinner by the Fire

WARM-UP WORDS

high **light** **might** **right** warm



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Fay's Birthday Party

Teacher Instructions

Phonics Focus: Long 'a' vowel teams: 'ay', 'ai', 'eigh', 'ea'

WARM-UP WORDS* **always** **birthday** **day** **may** **play** **rain** **today** **way** ♥ buy

DECODABLE PASSAGE

Fay's birthday is the fifth of May. She could hardly wait for this great day because that is 18
the day she was having the party she always wanted! Fay's dad and grandma made a 34
list of things to do on a page in her writing tablet. 46

<u>Fay's Party</u> 48
1. Invite friends 50
2. Plan the games 53
   - Play Pin the Tail on the Mermaid. 60
   - Make bracelets and necklaces. 64
   - Face painting 66
3. Things to eat 69
   - Cupcakes 70

They got to work. Fay made eight cards telling the date, time, and theme of the party. 87
She mailed them to her friends. Fay's dad was an artist. To play Pin the Tail on the 105
Mermaid, he painted a mermaid and made the tails. Fay and her grandma took a break 121
from planning, to go on the subway to buy a mask for the game, the beads, the charms, 139
elastic string, and face paint in the city. Then they went to the bakery to buy cupcakes. 156

In the display case, there was a whole tray of yellow cupcakes with different colored 171
sparkles. Those were the ones she wanted! Before heading home, they stopped by the 185
butcher to buy Dad a steak for the grill. On the day of the party, it was raining, but 204
nothing could mess up this day. Fay put on her favorite shirt and shorts, while Dad fired 221
up the grill in the rain! Her grandma braided her hair into a fishtail. All of her friends 239
arrived and the fun began. After the party, Fay said it was the best day she had ever had! 258

Language Comprehension Extension

VOCABULARY theme, subway, display case, sparkles, braid

QUESTIONS
What is the date of Fay's birthday?
What did Fay have planned for her special day?
Why did Fay and her grandma buy a mask?
Why do you think Fay, Dad, and Grandma made a list?

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

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Fay's Birthday Party

WARM-UP WORDS

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Jeans for Pru

Teacher Instructions

Phonics Focus: Long ‘u’ vowel teams ‘ue’ and ‘ew’

WARM-UP WORDS* **few** **new** money ♥ wear ♥ enough ♥

DECODABLE PASSAGE

Pru and her Aunt Sue live in an apartment in a suburb of the city. Pru and her friends loved to ride the bus into the city to shop. 17 29

One day, Pru came running into the kitchen. 37

“Aunt Sue, may I have a little money, please?” asked Pru. “I’ll pay you back as soon as I get my paycheck. My friends and I want to go shopping at The Vintage Closet. We have a dance this weekend, and we want to find something cute to wear.” 51 67 81 86

Aunt Sue was kind and gave Pru a few bucks. She said, “This should do the trick! Happy hunting.” 101 105

The Vintage Closet is a thrift store on Main Street. Pru loved shopping at thrift stores because the clothes were valued at a fair price. They also had one-of-a-kind things! 119 133 138

Today, Pru was hoping to find some new jeans for the dance. Luckily, they had a large supply of jeans in every hue. Pru wanted to find black skinny jeans. She checked each rack. On the last rack, Pru saw these darling jeans in just her size. They had a colorful cube patch on all of the pockets. Cute! Cute! Cute! 152 167 180 196 199

Pru went to pay. She had just enough money to buy the jeans. She smiled knowing that she got a bargain for her jeans and that they were perfect to wear to the dance. 214 228 233

Language Comprehension Extension

VOCABULARY hue, thrift shop, value, bargain

QUESTIONS

What did Pru ask Aunt Sue for?

How did the girls get to The Vintage Closet?

Why does Pru like to shop at thrift stores?

How was Pru lucky?

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

© WETA

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WARM-UP WORDS

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Rowdy on Broadway

Teacher Instructions

Phonics Focus: Diphthongs /ow/ and /ou/

WARM-UP WORDS* **about** **brown** **cow** **down** **found** **out** **round**

DECODABLE PASSAGE

Rowdy is an actor. Actors do more than just perform. They have to learn the script and study the topic to understand the outlook of the character they will play. Rowdy was cast as the lead in a Broadway show about the challenges of a rancher. This role was very different from his real life. Rowdy had a lot to learn about life on a ranch.

In the play, the rancher discovers some bad news. His prized brown cow fell down and was found hurt in the field.

The hurt cow is a big problem for the rancher because the yearly roundup is only a few weeks away. A roundup is an event where livestock is brought together to be bought and sold. An injured animal has a lower value than a healthy animal, so it will sell for less money.

In his role as the rancher, Rowdy will need to act completely stressed out! He has to figure out a way to get that prized cow feeling better! Most of the play is about the silly ways the rancher tried to help the cow.

By the end of the play, though, the rancher found a way to help the cow recover. They travel to the crowded roundup, and he sells the brown cow for a good amount.

Rowdy learned so much from his role in the play. He now knew more about the difference between country life and city life. It is almost like being on two separate planets!

Language Comprehension Extension

VOCABULARY cast, lead role, script, income, injured, “stressed out”

QUESTIONS

What is Rowdy’s job?

What word tells you that the rancher values this particular cow?

What is a roundup?

How are the city and the ranch different worlds?

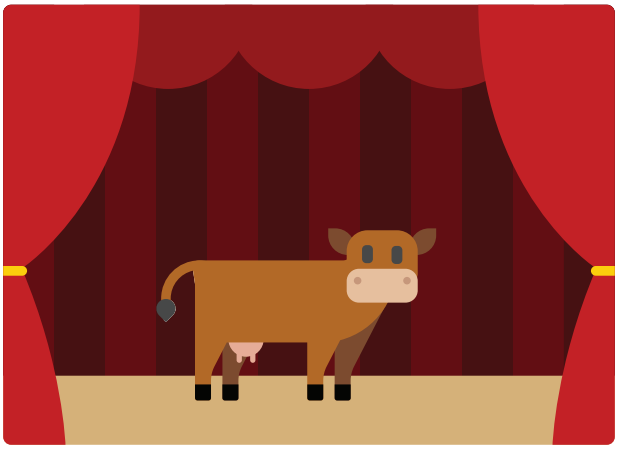
*Key for Warm-up Words: **Dolch words aligned to the focus pattern**

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Rowdy on Broadway

WARM-UP WORDS

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Seeking Nuts for Winter

Teacher Instructions

Phonics Focus: Long ‘e’ vowel teams: ‘ee’, ‘ea’, ‘ey’, ‘ie’, and ‘i’

WARM-UP WORDS* **green** **sleep** **eat** **keep** **three** **each** **years** **means** **near** **hear** **feet** **tree** **leave** **please** **between** **really** ♥ move

DECODABLE PASSAGE

Every fall the squirrels begin their work to prepare for winter. This means 13
that they are really busy gathering nuts. The squirrels scamper and chirp 25
as they run quickly from place to place. 33

Most squirrels hunt for nuts in at least three different places. They seek 46
them hanging from green tree branches, in the leaves, and near the 58
trunks. Squirrels can leap many feet which helps them move from tree to 71
tree. 72

The squirrels get nuts and hold them briefly inside both of their cheeks. 85
Then they move them to their nest. Squirrels keep the same storage spots 98
for years. The animals use old hollow parts of tree trunks as a hiding 112
place. Sometimes they will even steal from another squirrel – a squirrel thief! 124

If the squirrels have nuts to eat, they can go for a week between each 139
meal. This yield is key when it is freezing. They can sleep when it is too cold 156
to be awake and do not have to find things to eat. What a relief! 171

If you happen to locate a stash of nuts, please leave it alone. Don’t take 186
them! A squirrel depends on the nuts for survival. 195

Language Comprehension Extension

VOCABULARY Prepare, cheeks, scamper, storage, stash

QUESTIONS

Why do squirrels gather nuts?
Where are some of the places where they find their food?
What should you do if you find a stash of nuts?
How long can a squirrel go without eating during the winter?

♥

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

© WETA

Seeking Nuts for Winter

WARM-UP WORDS

green **sleep** **eat** **keep** **three** **each** **years** **means** **near**

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The Field Trip to the Zoo

Teacher Instructions

Phonics Focus: Vowel teams ‘oo’, ‘ew’, ‘ue’, and ‘ou’

WARM-UP WORDS* **blue** **food** **group** **soon** ♥ great

DECODABLE PASSAGE

Summer break was almost here, and the school had planned an end-of-year trip for the students. Hugo’s first grade class was on their way to the zoo. The students were ecstatic! 11 25 33

It was a cool June morning at the zoo, and very few people had arrived, yet. Soon the zoo would be full of visitors. The class entered through the gates bursting with energy. 48 62 66

Lulu the monkey was in the trees with her troop. The zoo keeper had just dropped off food. They had fresh fruit for breakfast. Lulu was chewing on a mango. She was slinging mango juice everywhere! 81 94 102

In the garden, the plants were covered in dew, making them sparkle. The plants had not been pruned back, so they were covered in colorful blooms, too! Hugo’s favorite was the Lily of the Nile. Its petals were a pretty bright blue. 115 127 141 144

A group of pink flamingos were standing in the pond. It was filled with troupes of shrimp. The flamingos wade through the water to find their meal. 158 171

After the flamingos, the students wandered through the tiger’s den. They saw the elephants bathing themselves with mud. They got to feed the giraffes! It was interesting to learn about all of these animals. 182 194 205

Then it was time to go. 211

The kids groaned, “No. Not yet. Please can we stay longer?” Their teacher said, “Sorry, crew. It’s time to load up on the bus.” 222 235

The class had a great time on their zoo field trip. They couldn’t wait to go back. 252

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

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The Field Trip to the Zoo

Teacher Instructions

Language Comprehension Extension

VOCABULARY	slinging, troop of monkey, pruned, group, groan, troupe of shrimp
QUESTIONS	Why was the class going to the zoo? What was Hugo's favorite plant in the garden area? Of all of the things Hugo and his class saw at the zoo, which do you think would be the coolest thing to see? How did the class feel about having to leave?

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The Field Trip to the Zoo

WARM-UP WORDS

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The Jigsaw Puzzle

Teacher Instructions

Phonics Focus: Vowel teams ‘aw’ and ‘au’

WARM-UP WORDS* **draw** ♥ goodbye

DECODABLE PASSAGE

Since it was August, Saul had not started back to school, yet, and he spent his days with his dad at home. Every morning when mommy left for work, Saul and his dad, Paul, had a routine. Dad would wake up Saul and tell him to come say goodbye to mommy. Saul did not dawdle. He jumped up, grabbed his dinosaur, and ran to the front door. They walked together to the front lawn and waved as she pulled away from the driveway. They watched until her shiny red auto turned off their street.

Every day, Saul would feel sad when his mom left. He liked when they were all home together.

Dad knew how awful Saul felt about his mom leaving. He tried to distract him with fun things to do.

“Do you want to draw something?” Dad asked.
Saul said, “No, Daddy, I don’t want to.”
“Would you like to play on the seesaw?” Dad asked.
“No, not really,” said Saul.
“Why don’t we do a jigsaw puzzle?” said Dad.
Saul smiled. He liked puzzles. “Yes! Let’s do a puzzle.”

Saul and Dad worked on the puzzle together. He forgot he was upset and had fun with his father.

Language Comprehension Extension

VOCABULARY auto, dawdle, jigsaw, lawn, seesaw

QUESTIONS

Why is Saul not in school?
Why did Saul feel awful?
What options did his dad give him to try to cheer him up?
What did Saul decide to do?

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

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The Jigsaw Puzzle

WARM-UP WORDS

draw ♥ goodbye



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The Yellow Boat

Teacher Instructions

Phonics Focus: Long ‘o’ vowel teams: ‘ow’, ‘oa’, and ‘oe’

WARM-UP WORDS* **below** **boat** **coat** **followed** **own** **snow** **window** **yellow**

♥ cold ♥ laugh ♥ old

DECODABLE PASSAGE

Brothers Moe and Ozzy had gone on a boat ride the other day. They left the boat in the water below the dock. Now there was a forecast of an incoming snowstorm. 17 32

The boys went to the dock. The life jackets they had left were still soaked. Moe said he would go and hang the jackets up to dry. He groaned when he picked them up. They were quite a load! 48 64 71

Ozzy grabbed the oars and followed him up to the shed. He put the oars below the window. Then they strode back to the boat. 87 96

Now they had to get the old boat onto the shore. Moe and Ozzy tugged hard on the boat. No luck. They dug their toes into the cold sand and pulled again. It still didn’t budge an inch! 113 130 134

Moe asked Ozzy, “Can we do this on our own?” 144
Ozzy said, “Yes! We are big and strong! We are just tired. We can do this.” 160

The brothers had a quick rest, and then they used all of their strength. They got the boat onto the shore! 176 181

Afterwards, they were thirsty and hungry. They went home for a soda and pizza. Dad had made homemade dough! They were so proud of themselves. They had a big laugh retelling the story to their mom and dad. 195 208 219

Language Comprehension Extension

VOCABULARY forecast, incoming, oars, strode

QUESTIONS

Why do Moe and Ozzy need to get the boat on the shore?
What tasks did the brothers do first?
Why did Ozzy believe they could get the boat out on their own?
What did they have when they got home?

♥

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

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The Yellow Boat

WARM-UP WORDS

below boat coat followed own snow window yellow

♥ cold ♥ laugh ♥ old



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Troy's Pink Pig

Teacher Instructions

Phonics Focus: Diphthongs 'oi' and 'oy'

WARM-UP WORDS* **boy** **point** **toy** ♥ picture

DECODABLE PASSAGE

Floyd and Joy lived next door to Troy and his mom for years. They felt like grandparents to Troy. 16 19

Troy's mom planned a voyage to Mexico. She would be gone for five days. Troy would stay with Floyd and Joy. 33 40

Every day leading up to the trip, Troy told his mom how much he was going to miss her. To help with that, Troy's mom gave him a new toy for him to cuddle when he slept. It was a soft pink pig. When the nose of the pig was squeezed, it made an oinking noise. 55 71 88 96

On the day of the trip, Troy went to stay with Floyd and Joy. One day while napping, Troy dropped his pig on the floor. Floyd picked it up and put it on the top shelf of the bookcase. Troy woke from his nap and was looking for his new pig. He saw it on the shelf next to his picture books. 112 126 142 158

"Joy! I need you," Troy called with his groggy voice. 168

"What's going on Troy?" said Joy. 174

Troy pointed up and told Joy that he really needed his pig. She grabbed it by the nose and handed it to him. The pig oinked. 189 200

Troy told Joy, "Don't tell Mom this. I'm really glad she gave me a stuffed animal, but did it have to be a pig? That oinking noise is annoying." 215 229

Joy laughed so hard. Troy hugged his pig, and Joy hugged Troy. They were both careful not to squeeze the nose. 242 250

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

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Troy's Pink Pig

Teacher Instructions

Language Comprehension Extension

VOCABULARY voyage, "leading up to", groggy, annoying

QUESTIONS

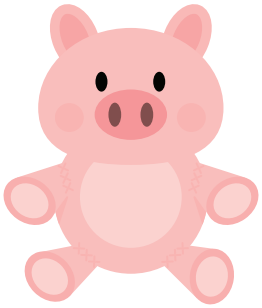
Where was Troy's mom?
Who did she leave Troy with?
What did Mom do to help Troy miss her less?
Why did Troy need Joy's help?
What did Troy say that made Joy laugh?

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Troy's Pink Pig

WARM-UP WORDS

boy **point** **toy** picture ♥



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Youth Troop Soup!

Teacher Instructions

Phonics Focus: Vowel teams ‘oo’, ‘ou’, ‘ew’, and ‘ue’

WARM-UP WORDS* **cook** **should** **soup** **troop** **few** **clue** **group** **cube**
♥ ♥
about bouillon

DECODABLE PASSAGE

Silas was excited about forming a cooking club in his neighborhood. This 12
new youth group would meet in his mom’s kitchen at ten o’clock on 25
Saturdays. Silas expected two other boys, plus a few girls who would be 38
in the troop. Silas asked his mom if they could make some soup. Mom 52
took a cookbook from the shelf that was all about soup! 63

“Should we let the group pick which soup to cook?” Silas asked his mom. 77
“Well,” said his mom, “Let’s pick the first one, since we will need to make 92
sure we have on-hand what we need.” 99

“Then I say we make split pea soup!” Silas yelled. 109
“Split pea soup should be nice and thick and more like a stew,” said Mom. 124
“In fact, the key to this soup is to make it so thick that you can stand a 142
wooden spoon in it!” 146

Silas and Mom headed for the store. Silas took notes while Mom listed a 160
few items they would choose: three onions, a bag of carrots, a jar of beef 175
bouillon cubes, and one bag of dried green peas. “We will use salt and 189
pepper,” Mom said, “but we have some in the pantry nook.” 200

When Silas’s friends arrived on Saturday, they gathered in the kitchen and 212
stood around the table. His mom had made a task list for each friend. The 227
troop got going! Mom reminded them that it would take awhile for the 240
peas to get soft to make the thick soup. 249

When it was done, they tried to stand the spoon in their soup. It was thick, 265
but not thick enough. They let it simmer a little longer. Then they used a 280
ladle to scoop the soup into bowls for each friend. Silas had the first taste. 295

“Oh my goodness! This is wonderful,” he said. “Let’s look at the cookbook 308
and choose what we will cook next Saturday, troop!” 317

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

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Youth Troop Soup!

Teacher Instructions

Language Comprehension Extension

VOCABULARY

troop, on-hand, ladle, simmer, bouillon, youth, nook

QUESTIONS

How many friends were in the cooking club?
Why did Mom suggest that Silas pick the first soup to cook?
Where did Mom keep the salt and pepper?
Why should a wooden spoon stand up in the soup?

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Youth Troop Soup!

WARM-UP WORDS

cook should soup troop few clue group cube

about bouillon

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"Oh my goodness! This is wonderful," he said. "Let's look at the cookbook and choose what we will cook next Saturday, troop!"

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