

Adventures in Pine Hollow ↻ Milestones in Reading

# Stories to Short Chapters Language Arts Guide



## WinterPromise

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# Stories to Short Chapters Introduction

## Welcome to your "Stories to Short Chapters" LA Program!

We expect that this program will be used for students who are reading short paragraphs with some assistance. Your student may technically be in first grade if he or she began with WinterPromise and moved ahead with each LA program, or may be in first-and-a-half or even second grade when they hit this reading milestone.

Your child should really enjoy this program, that takes them on all sorts of woodland adventures with some new critter friends! Your child will progress from reading short stories to reading introductory chapter books. They will also learn basic principles in a variety of other language skills, like spelling, vocabulary development and creative writing. **So what is included in the "Stories to Short Chapters" program?**

**Your Instructor's Guide** is pivotal to balancing the different resources you have this year. Not only will you use this as a daily guide for what to accomplish with your student, but your student will also benefit from the teaching advice and creative writing suggestions that are included each week.

**The LA I Write-In Readers** follow the adventures of Acorn the Squirrel and his friends. Each of the stories reinforces one or more phonograms with carefully controlled vocabulary. The stories are designed for practice with "sounding out," for vocabulary building, for mastery of common words, and for increased reading comprehension. The write-in activities reinforce these skills as well, with a special focus on reading comprehension and phonics. Together, these readers offer about 675 pages of stories, activities, and phonics instruction, and are the backbone of this year's student work and reading. Here are their titles:

**Book 1** - Frolic in the Forest

**Book 2** - Winter in the Woods

**Book 3** - Mischief in the Meadow

**Book 4** - Havoc in Pine Hollow

**Language Activities** provide active opportunities to learn and reinforce new language and study skills. Activities provide hands-on learning in areas such as using dictionaries and encyclopedias, how the library works, a basic understanding of nouns and verbs, as well as acquainting students with punctuation and capitalization. The activities are usually active or hands-on, and a lot of these activities are just plain fun!

**Acorn's Game Set** has four full-color gameboards that will be used to reinforce phonics learning in a fun way. This game set includes playing cards, and characters to move around. Instructions for the games, and the phonics questions used to earn turns are both included in this guide. The **Sneaky, Snacky Squirrel Game** is also included in this program, and should provide a lot of fun and motivation. Acorn's Game Set and Sneaky, Snacky Squirrel Game can be used as you continue on with WP's next LA program, "Readers to Real Books."

**Creative Narration** offers ideas that give your child a creative outlet for their imagination and encourage them to express their thoughts in a oral or sometimes written form. Your child will work on understanding characters, planning what they want to say, thinking through their mistakes, and working on vocabulary.

**Spelling** will use "**Words I Use When I Write**" to add to your student's working spelling vocabulary and increase their reading speed.

**Pine Hollow Handwriting Set** offers a set of handwriting pages for students to use throughout the year. These are consumable, so you will need one per student. These pages feature a weekly handwriting assignment that can be completed in one to two days. Additional handwriting ideas are included in this guide, which can be completed on more general **reproducible handwriting pages** included in this guide.



# Stories to Short Chapters

## Key Resources

### Your Language Arts Guide

This year's language arts guide is divided into several different parts. Each one will help you guide your student as they develop their skills in phonics, language development, spelling, reading, creative writing and handwriting.

#### ***This Year's Schedule***

Each week you have a one-page schedule that lays out all of the resources your student will use and complete during that week. Included are Phonics Study, Reading, Spelling & Vocabulary, Activities for reinforcement and further language development, and Self-Expression Skills. Grammar Study has grammar exercises that will come from the "Write-In Readers." Creative Narration, which is the equivalent of a creative writing program for older students, is part of the Self-Expression Skills section and contains suggestions that coordinate with the themed program you are currently using. You'll want to take note that suggestions that coordinate with different programs are meant to be ignored.

We expect that this program will be used for students who are reading short paragraphs with some assistance. Your student may technically be in first grade if he or she began with WinterPromise and moved ahead with each LA program, or may be in first-and-a-half or even second grade when they hit this reading milestone.

**IMPORTANT!** Readers at this level show a lot of variance in their reading ability. For parents who have used WinterPromise from the start, this program is their third year of learning to read. WinterPromise's vertical phonics move students along rapidly from the start, and therefore, students are fairly good readers by the time they begin this program. For this reason, we offer a good amount of reading practice. However, we do not expect that all students will be reading all of the stories independently from the beginning. Because of the variance in reading ability at this stage, you will want to tailor what your student does to fit his or her ability. Strategies for tailoring the reading to your student are included in the front of the Write-In Readers.

#### ***Spelling***

Spelling words are chosen for you each week based upon words that will help your student gain reading proficiency and more rapid decoding skills. They coordinate with the phonogram you are focusing on for the week to help reinforce phonics principles in the mind of your student. They will also reinforce spelling patterns that will help students make good guesses at how to decode new words they have never encountered before, and help them spell words they hear but have never seen before.

#### ***Creative Narration***

Creative Narration gives your student the opportunity to express themselves before their writing skills take off. Creative Narration should be a time when you encourage your student to express themselves more formally than just conversationally. Prompts can be additionally helpful to elicit from your student pertinent information. Creative Narration also offers a non-written skill that is helpful for students who are still struggling with fine-motor development. Try to make the most of these assignments. Since creative narration topic suggestions are given for a few different basic programs, there will be several sets of topics for each assignment. Use the topics that coordinate with your themed study, and ignore the others. You may find you use them in years to come with another student. We do not generally include narration for "Hideaways in History," as there is narration and discussion that accompanies each week's "On-the-Spot" History activity.

#### ***Language Activities***

Included in this study are Language Activities. The activities will be fine for all students and ought to be utilized as much as possible. They will help build understanding of the basic mechanics of reading, such as punctuation and capitalization, in addition to other skills.



# Stories to Short Chapters LA More Suggestions!

## Handwriting Pages Originals

These pages are included in the back of this guide with lines and designs for additional motivation for your student to do a good job. You will use these for practice for your student throughout the year. You are free to copy these as many times as you wish; they are masters meant for this purpose. Mark a check on your weekly schedule each time your student completes a page. Most weeks of the year an additional idea is given for handwriting practice in the weekly notes. For even more ideas, see the list below!

## What Should I do for Handwriting Practice? Here's 36 Ideas for Starters!

Work on spelling/vocabulary words & definitions.  
Have student make a list of family members' names.  
Write someone a short letter.  
Dictate a grocery list to your student.  
Write sentences with fun words you suggest.  
Copy part of one of your workbook lessons.  
Write out home address and phone number.  
Describe how to something (ride bikes, etc.).  
Write several words that start with same letter.  
Write something they are trying to memorize.  
Write a Valentine in February.  
Write directions on how to make a snowman.  
Write a note to a mentor on Mother/Father's Day.  
Make a paper airplane & write spelling words all over it.  
Describe the best thing you've learned so far this year.  
Describe how you like to eat pizza (or sandwiches.)  
Describe how your family celebrates the New Year.

Copy sentences out of a book they like.  
Write out Christmas wish list.  
Write out what their name means.  
Copy short poems.  
Write definitions for a new word learned.  
Write a thank-you note.  
Copy Bible verses.  
Write down the words of a song.  
Copy a favorite recipe.  
Copy sentences from their current reader.  
Write a Thankfulness list in November.  
Describe your house (or your room).  
Write the President's full name.  
Write the pledge of allegiance.  
Write the names of your favorite animals.  
Finish the sentence, "If I Were a King, I'd..."  
Write your family's birthdates.

## What Preparation Do I Need to Complete Before I Begin?

Prepare "Acorn's Games." Here's how:

- ◆ Begin by mounting these games onto colored posterboard with a spray adhesive or rubber cement. Leave a little colored border showing around the edges.
- ◆ We also feel it would add to the life of these games to laminate each half of the large game boards. That way you do not need to worry about spills with the colored surfaces. Remember, you can re-use these games with younger siblings!
- ◆ Copy the game card originals from the LA I guidebook onto cardstock, and cut them apart.
- ◆ Laminating the pieces prior to cutting them out will also add to their strength and durability!

### One further note:

You may find it enjoyable for your student to personalize his book, "Words I Use When I Write." Adding pictures, coloring, or applying stickers may help him to feel that it is really his own.



# Stories to Short Chapters LA Understanding WinterPromise's Vertical Phonics Method

## What is Vertical Phonics and Why Does it Matter to a Student Who is Already Reading?

Vertical phonics is a specific reading methodology chosen by WinterPromise as the primary learning methodology for phonics. Although your first grader is now reading, this methodology is still influential in what we expect your first grader to know with proficiency, and how well he or she will be reading. Please read the following so that you know what to expect from this program, and how to adjust it so it meets the needs of your student, especially if you are transferring to "Stories to Short Chapters" from another phonics program.

### Fundamentals of Vertical Phonics

#### **FUNDAMENTAL #1: Multiple Sound Introduction**

Vertical phonics introduces all of the sounds of a letter at one time, rather than introducing "soft vowel sounds" then, later, introducing the "long sounds" and other sounds produced by vowels. In addition, multiple sounds may be introduced for consonants, such as the hard and soft sounds for letters like "c" and "g."

#### **HOW THIS BENEFITS THE STUDENT**

This methodology is viewed as helpful for reducing the confusion a student may feel when told for weeks or months that "a," for example, says /a/, and then finds that it also says its name (long sound) and the "aah" sound in father. The methodology also provides solid decoding skills that get student decoding with confidence quite quickly.

#### **FUNDAMENTAL #2: Multiple-Letter Phonograms**

Vertical phonics also provides sounds for multiple-letter phonograms such as "dge," or "ai." These additional phonograms the child learns add an even more broad and solid system of sounds that are reliable for decoding.

#### **HOW THIS BENEFITS THE STUDENT**

The reliability of the multi-letter phonograms means the system does not depend upon phonics rules that seem made to be broken as often as they are kept, such as "when two vowels go walking, the first one does the talking," which is as often not true as it is true. It also gets students decoding much more difficult words with ease, as he or she would see the word *sweater* as a combination of five phonograms: **s w ea t er**.

#### **FUNDAMENTAL #3: Writing & Speaking as You Learn Phonograms**

Each letter or phonogram that is introduced to a student is written, and its sound spoken aloud by the student as they write it repeatedly for handwriting practice. Hearing the sound aloud accesses a student's oral learning center, while the act of writing it accesses the student's kinesthetic learning center, and seeing it as it is written accesses a student's visual learning processes.

#### **HOW THIS BENEFITS THE STUDENT**

This triple-redundancy in accessing each learning center is proven to imprint well on the student's mind.

#### **FUNDAMENTAL #4: Writing with Small-Lined Paper**

You'll notice we recommend a small-lined page with our writing originals. This is actually a part of the methodology as well, as writing in this size lines does two things: it forces the student to utilize fine motor skills, and it forces the student to concentrate to produce the correct letter shape. Larger lined paper allows

for such large letter shapes, that a student can actually produce letters by using major muscle groups, as he moves his entire arm from the shoulder to make the letter. Unfortunately, these muscles are not those we want to train for letter formation. This is why we adults find it difficult to make nice letters on a garage sale sign -- these muscles are not designed for letter formation! Training these major muscle groups to create handwriting is pointless when it is the fine motor skills and muscles that must perform this task in the long run. It's somewhat like training your arm muscles to click your computer keys -- there's just no point -- only your fingers and wrists together are designed for this task, and all the training in the world will not make you a better typist until you train your fingers and wrists. It's the same for handwriting.

**AS REGARDING FIRST GRADERS, THIS IS ESSENTIAL FOR YOU TO UNDERSTAND!** Your student may be reading at a first grade level, and yet not have the fine motor skills well-developed enough to be writing with proficiency or even ease. ***This does not show a lack of effort or delay, but simply a lack of fine-motor readiness.*** This develops at different speeds with different children. It is often delayed in boys, whose bodies are designed to develop faster in the major muscle control, while fine-motor skills lag behind. This is why you'll see boys tearing around corners at breakneck speed on bikes very early. Girls are often just the opposite. They develop fine-motor skills more quickly, while major muscle control lags behind. This is why you'll find them writing and drawing early, and dressing and undressing tiny dolls with efficiency very early. It's also why they often succeed with handwriting supposedly "on time," while boys have trouble meeting the expectations of the established school system. Rest assured, all children do develop fine-motor skills. Once your child has developed the fine-motor skills needed for handwriting, writing within the lines we've given you will not be a problem, and it will show that he or she is truly learning the skills needed for long-term writing success.

### **HOW THIS BENEFITS THE STUDENT**

The smaller lines keep students concentrating on making correct letter formation and train them early in key formation skills. These formation skills are honed when there is not a lot of "room" for error.

## **How Vertical Phonics May Impact Your Student (Especially if you're transferring from another program.)**

### ***Some students may lack initial proficiency with some phonograms.***

Your student may find this year that he or she does not know with proficiency some of the more advanced or multi-letter phonograms that students "raised" on WP are familiar with. This is easily remedied by purchasing WinterPromise's Phonics Cards, which have all of the more advanced phonics along with games to reinforce the learning. Reviewing with these cards may help your student if you feel more help is needed than just some simple review on your part.

### ***Some students may find the reading a bit challenging initially, but will rapidly make that up!***

Your student may find the reading a bit challenging at the beginning of the year, but, chances are that gap will close during the year, and your student will be reading right along by the end. At first, you may want to take turns reading sentences, or take additional review time on unfamiliar words in the readers. Splitting reading assignments into two parts may also help, so that the student is reading less, but is reading twice a day. Most students rapidly progress through this early reading stage, however, and rapidly gain proficiency. Don't worry. Starting slow does not indicate that your student is not going to succeed with the program, but only that additional guidance at the beginning will make the difference all of a sudden when the "key" finally turns in his head, and his reading explodes into full bloom.

### ***Some students need more oral work, and less written work until their fine-motor skills kick in.***

If your student is one whose fine-motor skills aren't quite "there" yet, concentrate on finding ways to make parts of the program oral, rather than written, to alleviate frustration in your student. Although you shouldn't put the brakes on writing entirely, ease into it slowly, and make the other parts of the program oral or active when you can. Quiz spelling and vocabulary in oral test, make the most of the "Creative Narration" time you have together, and ask questions from resources aloud when you can. You can also find creative ways to help along fine-motor development with challenging mazes, which are just plain more fun for developing writers than handwriting, and may assist your student in making forward progress in this area.

# Spelling Activities

Choose 1-2 of these each week for practice and review of each week's words. Some of them would also count as handwriting activities if the student were careful completing the writing. There are 44 activities listed below -- more than enough to try one a week, or make it through the list twice if you use the list two times each week.

Skittle Spelling	Write spelling words using M & M's, Skittles, peanuts, etc. Then eat your words.
Hangman	Play hangman with your words with a friend or sibling.
Goofy Story	Create a goofy story using as many spelling words as possible.
Cheesy List	Rip American cheese into small strips and use to make letters and words.
Word Search	Use grid paper to make a word search using your spelling words.
Memory Match	Write spelling words on cards (2 of each) and play "Memory Match" with them.
Spelling Search	Search for your spelling words in newspapers or magazines.
Rainbows	"Rainbow" your words by tracing over your words with different colors.
Send a Letter	Write a letter to a friend or grandparent using your spelling words.
Sidewalk Spelling	Write your words in chalk on the sidewalk, or in marker on a write/wipe board.
Tongue Twisters	Write tongue twisters with some of your words.
Bean Dip	Write several of each letter of the alphabet on large dried beans & arrange into words.
Alphabeticals	Write your words in alphabetical order.
Surround Words	Write your words on graph paper, then outline in color around the word blocks
Braille	Find a copy of the Braille alphabet and convert your words into Braille writing.
Ransom Words	Spell out your words by cutting out letters from a newspaper and gluing down.
Sticks not Stones	Use matchsticks or popsicle sticks to spell out your spelling words.
Delicious Words	Spell your word list by writing them in whipped cream, peanut butter or honey.
Clay Configurations	Use modeling clay to form letters and assemble into spelling words.
Skyscrapers	Draw spelling words in vertical form, and draw building shapes around them.
A-Mazing	Draw a big maze, then put letters from spelling words along the paths leading to the correct ending, with decoy letters going to nowhere.
Beach Time	Write your words in sand in a shallow box lid.
Pasta Words	Arrange the letters of your spelling words using dried pasta on a countertop.
Mirror, Mirror	Draw spelling words backwards & reversed. Spell them aloud looking in a mirror.
On Deck	Arrange spelling words by making large letters out of any deck of playing cards.
Scrabble Scramble	Use Scrabble game pieces to form your words.
Record Me	Use a tape recorder to record yourself spelling the words without looking, then play the tape back to see if you've spelled them right.
Word Crossing	Join two words that have a common letter so they criss-cross.
Dictionary	Look up each word in the dictionary and write its definition.
Not That Hand!	If you are right-handed, write words with your left! Or the other way around.
Can You Guess?	Write a word on someone's back, and see if they can guess what it was.
Rhyme Sublime	Write each spelling word + 3-5 words that rhyme with it.
Engine & Caboose	Draw a train car for each letter in a difficult word. Make the engine & caboose big!
Spooky Letters	Use a flashlight to "draw" letters in the air in a dark room or outside at night.
Pebbles	Outside, find pebbles and arrange them into words.
Draw!	Use an Etch-a-Sketch or a magic erasing board to draw your spelling words.
Morse Code	Find a copy of Morse code in an encyclopedia and translate your words.
Spy Stuff	Make a code out of easy drawings, like triangles or flowers, and translate words.
Typing	Type out your words three times each on your computer.
Syllables	Divide your words into syllables.
Synonyms/Antonyms	Think of synonyms or antonyms for as many words as you can.
Detective	Find little words inside of your spelling words.
Artist's Challenge	Illustrate each word & write it below.
All the Answers	Write a question for which your spelling word is the answer. Example: Which hand did you hurt falling down? <i>RIGHT</i>



## Week 1

Resources	Day 1	Day 2	Day 3	Day 4
<b>LA 1 WRITE-IN READERS:</b>				
<b>READING:</b> <i>Frolic in the Forest with Acorn</i>	Friends in Pine Hollow Pages 4-6	Tatty's Special Gift Pages 10-11		Acorn's Nutty Adventure Pages 16-17
<b>READING COMPREHENSION:</b> <i>Frolic in the Forest with Acorn</i>	Page 6	Page 11		
<b>PHONICS:</b> <i>Frolic in the Forest with Acorn</i>	Pages 7-9	Pages 12-13	Pages 14-15	Pages 18-19
<b>SPELLING &amp; VOCABULARY</b>				
<b>SPELLING:</b> <i>Words I Use When I Write</i>	Spelling begins in Week 3			
<b>ACTIVITIES</b>				
<b>FUN REINFORCEMENT:</b> <i>Acorn's Game Set</i>	None this week.			
<i>Language Activities</i>	None this week.			
<b>SELF-EXPRESSION SKILLS</b>				
<b>CREATIVE NARRATION:</b> <i>Assignment in Weekly Notes</i>				None this week. Begin next week.
<b>HANDWRITING:</b> <i>Pine Hollow Handwriting Set</i>			Pine Hollow Handwriting 1: Home Address	

## Notes

**Frolic in the Forest: Phonics Focus**

Review of Basic Alphabet Phonograms

**Introduction to Frolic in the Forest**

We are going to jump right in here! This year in the "Write-In Readers," you will be studying phonograms in words that will be both familiar and unfamiliar. These will expand your student's vocabulary. In addition, they will work on several sight words throughout the year in this text.

The "Write-In Readers" include reading, reading comprehension activities, focused phonics study and practice pages, as well as basic English skills, such as alphabetization, capitalization, capital letters, and more.

**Important Note: Frolic in the Forest**

Please read the parent note in the front of "Frolic in the Forest." It is on page 3.

**Spelling Notes**

Your student's spelling list will be words that are in his book, "Words I Use When I Write." Throughout the year, the student will look up words, check his own spelling attempts, and even add new entries. Looking up the words and adding new ones requires understanding alphabetical order. Next week we will cover alphabetization. For this reason, spelling will not begin until Week 3.

**Acorn's Game Set**

Instructions for assembly of these games are included in the game set. It would be helpful if these were made up before the year began. You will re-use the games throughout the year, and even into next year, if you continue with WP. The instructions for playing the games are in Appendix 4.

**Extra Language Arts Worksheets**

Some weeks, you will need to use a language arts worksheet from Appendix I. This will be noted in your weekly notes.

**Creative Narration** - Most weeks there is an assignment.

**Handwriting Pages**

Handwriting is not scheduled for every day, but space is provided for you to check it off when you complete it. There is one suggestion listed per week with details on how to complete it. There are reproducible sheets to use for handwriting practice included in Appendix 2. You will need to write out an example for the student to follow in some cases.

What to do for additional handwriting practice? Look for a comprehensive list of ideas in the introductory notes of this program guide. These are used throughout the year, but could be done more than once. Additional writing ideas are sometimes offered throughout the year in the weekly notes. Again, do not feel you must practice handwriting every day. There is a lot of handwriting required in the other workbooks.





Resources	Day 1	Day 2	Day 3	Day 4
<b>LA 1 WRITE-IN READERS:</b>				
<b>READING:</b> <i>Frolic in the Forest with Acorn</i>	Tatty's Sash Pages 20-22	A Scare in the Woods Page 26	The Scary Shadow Pages 29-31	A Just-in-Time Nut Pages 34-36
<b>READING COMPREHENSION:</b> <i>Frolic in the Forest with Acorn</i>	Page 23	Page 27	Page 31	Page 36
<b>PHONICS:</b> <i>Frolic in the Forest with Acorn</i>	Pages 24-25	Discuss "Dictionary Digging" Below Page 28	Pages 32-33	Pages 37-38
<b>SPELLING &amp; VOCABULARY</b>				
<b>SPELLING:</b> <i>Words I Use When I Write</i>	Spelling begins next week.			
<b>ACTIVITIES</b>				
<b>FUN REINFORCEMENT:</b> <i>Acorn's Game Set</i>	None this week.			
<i>Language Activities</i>	None this week.			
<b>SELF-EXPRESSION SKILLS</b>				
<b>CREATIVE NARRATION:</b> <i>Assignment in Weekly Notes</i>				See Assignment Below
<b>HANDWRITING:</b> <i>Pine Hollow Handwriting Set</i>	Pine Hollow Handwriting 2: Scoot's Mistake			

## Notes

### Frolic in the Forest: Phonics Focus

The Phonogram SH



#### Language Activities

##### Dictionary Digging

- Explain to your student how to use a dictionary. Explain the following:
- The words are in alphabetical order, not only by the first letter, but all the succeeding letters as well. Demonstrate this with your dictionary.
- Show your student there are sections for each letter of the alphabet.
- There are guide words at the top of each page to help you locate the right page more quickly.
- Complete Language Arts Worksheet 2.

**NOTE:** This exercise will help your student use "Words I Use When I Write," since it is arranged alphabetically.

#### Handwriting

##### Other Idea: Words of a Song

Write down the words to a favorite song or hymn. Locate the words or write them down for your student to copy.

### Creative Narration

#### AMERICAN STORY 1: Viking Description

Allow your child to study and use the "Discovery of the Americas" book, looking at the Viking pages (and at the Timeline Figure) to complete this assignment. Have your student describe in detail the Vikings' ships to you. You may need to prompt your student for more detail. To help him along, you may want to ask these questions: What is the boat's shape? Is there anything on the boat? Tell about the ship's sail. What are the Vikings wearing? How large is the ship?

**HIDEAWAYS:** Use Amer I idea with a different picture.

#### ANIMAL WORLDS: Animal Notebook Work

Each week, your student will be completing an animal notebook. If you'd like your student to do additional creative writing this year, you can have him write a sentence on the Animal of the Week. Each week, you may also want to have him to narrate to you about an animal - a physical description, its home/habitat, how it eats, dangers it faces & an amazing fact.

#### CHILDREN ATW: Country Focus

Most weeks, your student will be studying a country, and we'll give you a focus question for that week, unless there is an assignment that coordinates well on a general focus in LA 1. Sometimes in CATW there is a regional focus, though, and on these weeks, there'll be no creative narration. This week is a regional focus - no narration.

Adventures in Pine Hollow & Milestones in Reading

# Stories to Short Chapters: Write-In Reader

## Frolic in the Forest



### WinterPromise

**Book Version Printing Instructions:** If you'd like to print this resource in its entirety, print the pages double-sided in color or black and white, and hole-punch or bind on the left side.

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# Frolic in the Forest with Acorn & Friends



## For Parents:

The WinterPromise LA 1 Guide offers additional helps for using this resource. However, we would like to add a note here. First grade students are at different levels of proficiency. For that reason, some students may struggle at first to read an entire section. That's okay. Here are some strategies for tailoring it to your student.

### Strategy 1: Take Turns Reading

As you set out, it may help your student for you to read a paragraph and take turns back and forth with your student. This will be a help, especially as the year begins. As your student progresses, he or she will likely no longer need help after a certain time period.

### Strategy 2: Save Some Reading

Each week includes enough reading for three days, but students will be working on their language arts program four or more days a week. You can split a long passage into two pieces and read for four or even five days, if you wish.

### Strategy 3: Read Twice Per Day

Split longer passages and do some of the reading at a different time of the day. Complete some after breakfast, and finish it after lunch, for instance.

These strategies should help you give your student the right amount of practice to keep moving forward. In no time, he or she will be buzzing right along!



# Things to Know

How well do you remember the basic phonograms?  
Spend some time reviewing what you learned.

But first, get to know a new friend -- Acorn, who lives  
in Pine Hollow. You will meet his friends and find out  
all about their lives in the forest!



# Friends in Pine Hollow



Hello!  
Welcome to Walnut Forest and Pine Hollow!

My name is Acorn, and my friends and I are happy to meet you!

I'm a squirrel. I have lived in this forest most of my life. I spend a lot of time collecting the nuts I love to eat!

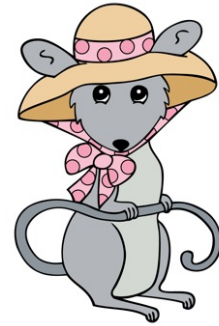
My two best friends are chipmunks named Dash and Scoot. They are brothers who live nearby. They get into trouble from time to time. I like them, as they are a lot of fun!

Scoot loves to eat almost anything. He has spots on his tummy. I can see these spots, even when Scoot is far away. His brother Dash doesn't have any tummy spots at all. When they play and run, I can spot Scoot's spots!



His brother Dash is very brave. He wears a cloth around his neck. Dash is not afraid of too much, and he helps Scoot out of a pinch from time to time. Scoot is good at getting into scrapes, and Dash always gets him out!

Another friend of mine is Tatty the Mouse. She may be shy, but I can always count on her if I need help. Tatty likes friends to come to her burrow to visit. Tatty is a good cook, and Dash, Scoot, and I love to eat her good treats!



I live in a hole in a tree. Dash and Scoot live in the same tree, but their hole is closer to the ground.

Tatty likes to stay near the forest floor. She dug a burrow near the bottom of a nearby tree. The leaves on the trees give our homes color. The grass makes a good carpet!

We are all good friends. You will meet even more of our friends in our stories. I'm glad you are joining our adventures this year!

*Can you write our names below each picture? Follow the clues I've given you to write my name, Acorn, and my friends, Tatty, Dash and Scoot.*



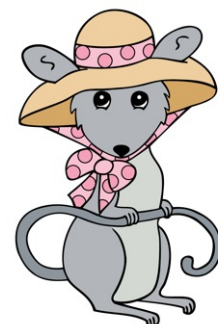
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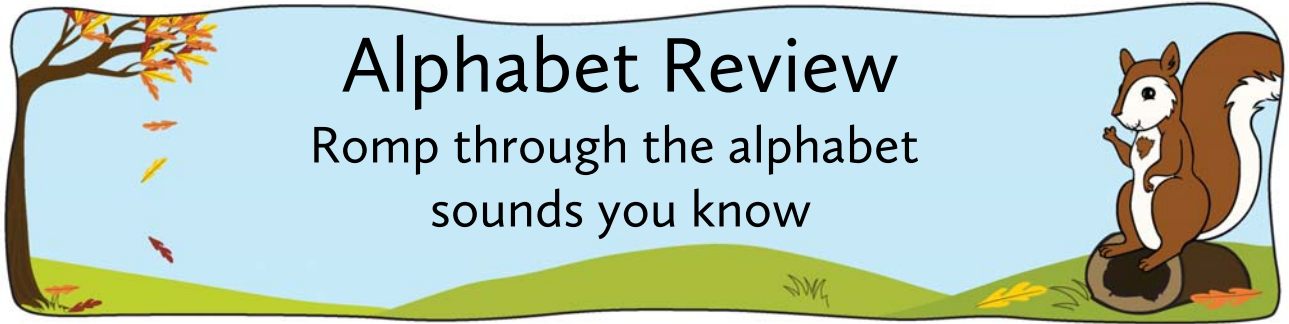
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# Alphabet Review

Romp through the alphabet sounds you know

## Sound It Out!

Sound out the letters to read the words below. You'll need to know some of these words to read the stories this year, and others are "sight" words that you should be able to read when you see them.

Acorn	squirrel	our	their	of
Tatty	mouse	are	to	was
Dash	chipmunk	her	the	all
Scoot	friend	my	for	said
Pine Hollow	forest	they	you	there



would	them	good	here	who
could	long	how	after	again
should	very	about	were	give
come	your	know	before	two
more	from	any	been	what

## Choose One!

Which sight word best completes each sentence below? Circle it.

- Acorn \_\_\_\_\_ he was happy to meet you.      said      good
- Acorn and Tatty \_\_\_\_\_ Dash and Scoot.      know      who
- Dash and Scoot live near \_\_\_\_\_ friends.      here      their
- Dash \_\_\_\_\_ eat almost anything.      would      our
- Tatty likes friends to \_\_\_\_\_ to her burrow.      about      come
- \_\_\_\_\_ lives in a burrow near Acorn's tree?      How      Who



# Alphabet Review!

Let's begin by reviewing the letters of the alphabet. Below each picture, write the letter the word starts with. Use each letter once. Cross each letter out in the alphabet on the next page as you use it.



\_\_\_\_\_

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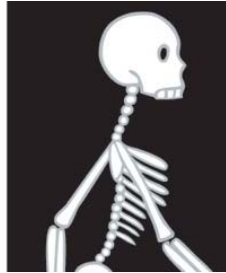
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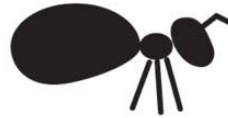
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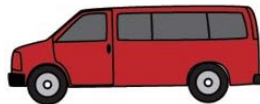
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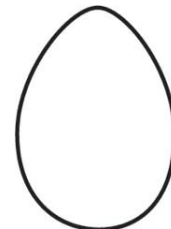
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\_\_\_\_\_

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\_\_\_\_\_

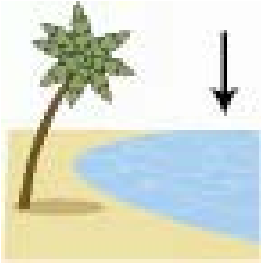


\_\_\_\_\_

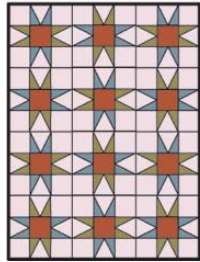
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\_\_\_\_\_

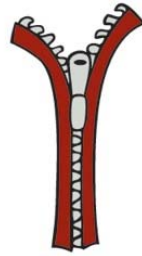
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



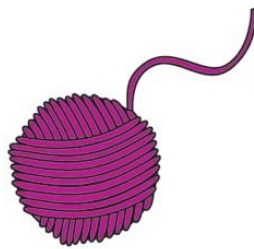
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



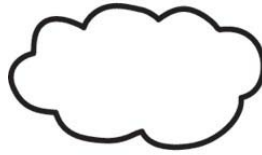
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



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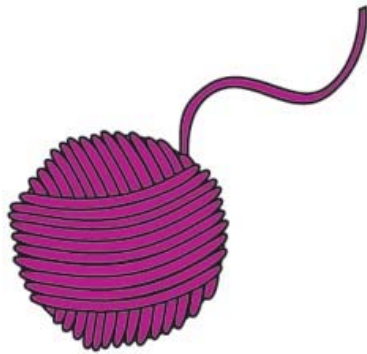
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

# Tatty's Special Gift

One pretty summer day, a gift arrived at Tatty's door. It was a small pink box with an aqua ribbon. A fast mouse had brought it to Tatty all the way from Black Forest. The gift was from her grandmother, Apple Mouse.



Tatty couldn't wait to open the pretty gift. What could be inside? Was it a new pan for a cake? Could it be a ball of yarn to make a scarf? Tatty was so happy, she forgot to open the gift!



Scout and Acorn came by and saw Tatty holding the box.

"What is that?" asked Acorn.

"A box of candy?" Scout hoped.

"I don't know," Tatty said. "My grandmother sent it to me! What do you think it could be?"



"Why don't you open it?" Dash said, and jumped up and down.

Tatty pulled off the aqua bow, and opened the pink paper. Inside the box was a card. It was pink, too.

Tatty opened the card and read it out loud.

*Dear Tatty,*

*I miss you very much! I wanted to make you a nice gift, so I am sending you a sash. This pink sash will look good around your plain hat. Each time you see it, think about how much I love you!*

*Grandmother Apple Mouse*

Tatty was so happy! She put the new sash on her hat right away. It did look so nice! She was so glad to have such a sweet grandmother!

## Which One?

From your story, decide which is the right answer from the story.



1. Tatty's box was brought by . . .  
 an ugly mouse     a fast mouse     a busy mouse
2. The box came from . . .  
 Black Lake     Dark Lake     Black Forest
3. Scoot hoped it would be . . .  
 yarn     candy     pancakes
4. Tatty's sash is . . .  
 pink     blue     green
5. Tatty's grandmother sent . . .  
 a carpet     cakes     a card

# Circle It!

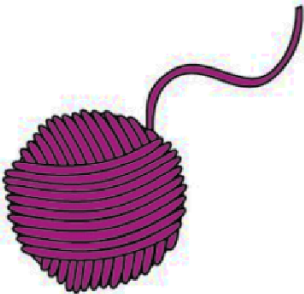
Circle the name of the picture.



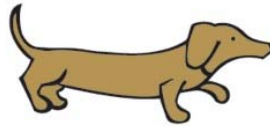
kiss  
kind  
kid  
king



jail  
jade  
jam  
jack



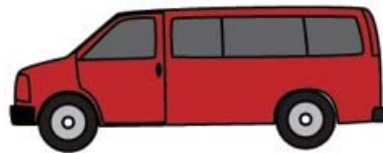
yard  
yarn  
yawn  
yam



dig  
dock  
dog  
dot



ark  
ant  
and  
art



van  
vast  
vare  
vat



girl  
gift  
gate  
gasp



have  
hams  
hand  
hard

## More Alphabet Review!

Write in or name aloud the words that fit the clue and begin with the letter in front of the blank.



What you spread on warm toast      j \_\_\_\_\_

What a cowboy wears on his head      h \_\_\_\_\_

A young cat      k \_\_\_\_\_

What you do with a book      r \_\_\_\_\_

An animal that oinks      p \_\_\_\_\_

What a fawn grows up to be      d \_\_\_\_\_

It twinkles in the night sky      s \_\_\_\_\_

Leaves fall off of this      t \_\_\_\_\_

The number less than one      z \_\_\_\_\_

All twelve months equal this      y \_\_\_\_\_

The color of grass      g \_\_\_\_\_

Birds use their wings to do this      f \_\_\_\_\_

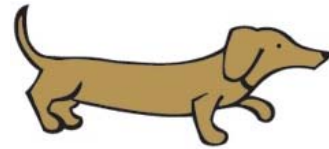
What you use to clean carpets      v \_\_\_\_\_

Where you sleep each night      b \_\_\_\_\_

You eat this on your birthday      c \_\_\_\_\_

# What is a Sentence?

Can you spot a good sentence? What is a sentence?



Every sentence has these two things:

A person, place, or thing that is doing something.  
The action that person, place or thing is doing.

We call these NOUNS.  
We call these VERBS.

Look at these sentences. Can you find the person, place, or thing in each sentence? Can you find the action it is doing?

Tatty bakes.  
The cake rises.

Now, let's try to make these sentences complete. Fill in a word that will finish the sentence. In the blank, choose one of the VERBS, or action words from the box to help the sentence make sense.

Example: Our dog barks .

VERBS				
march	sleeps	spilled	starts	purrs

The race \_\_\_\_\_ .      The soldiers \_\_\_\_\_ .

My cat \_\_\_\_\_ .      A baby \_\_\_\_\_ .

Her coffee \_\_\_\_\_ .

Now, let's start a sentence with the NOUN, or the person, place or thing that is doing the action.

NOUNS				
fire	mom	child	monster	bee

The \_\_\_\_\_ plays .      The \_\_\_\_\_ roars.

My \_\_\_\_\_ bakes .      A \_\_\_\_\_ buzzed.

A \_\_\_\_\_ burned.

## Another Alphabet Review!

Write in or name aloud the words that fit the clue and begin with the letter in front of the blank.

The color of a baby duck                    y \_\_\_\_\_

What you breathe every day                a \_\_\_\_\_

This shines at night                        m \_\_\_\_\_

What you do to a closed door              o \_\_\_\_\_

The coldest season of the year            w \_\_\_\_\_

When it's dark, you turn this on         l \_\_\_\_\_

When something is not outside, it's ... i \_\_\_\_\_

Catch butterflies or fish with this        n \_\_\_\_\_

If you can't go over, you could go ...    u \_\_\_\_\_

You use these to listen                    e \_\_\_\_\_

The sound a duck makes                    qu \_\_\_\_\_





# Acorn's Nutty Adventure

As summer ended in Pine Hollow, nuts began to fall from the trees. Acorn the squirrel loved nuts. He loved almost any kind of nut, and wanted to eat them all winter long.

So, Acorn buried the nuts he found. This would keep them safe through the winter. During the winter, he would dig up nuts and eat them. Acorn wanted a lot of nuts, so he dug and dug! Acorn buried nuts around his tree, along the creek, and near a big rock.



Acorn even stashed some of his nuts in an old bird nest in his tree. The nest hung from a small branch above a bigger branch. Acorn stood on the big branch, and pushed nuts into the nest from below. He pushed and pushed more nuts into the nest.

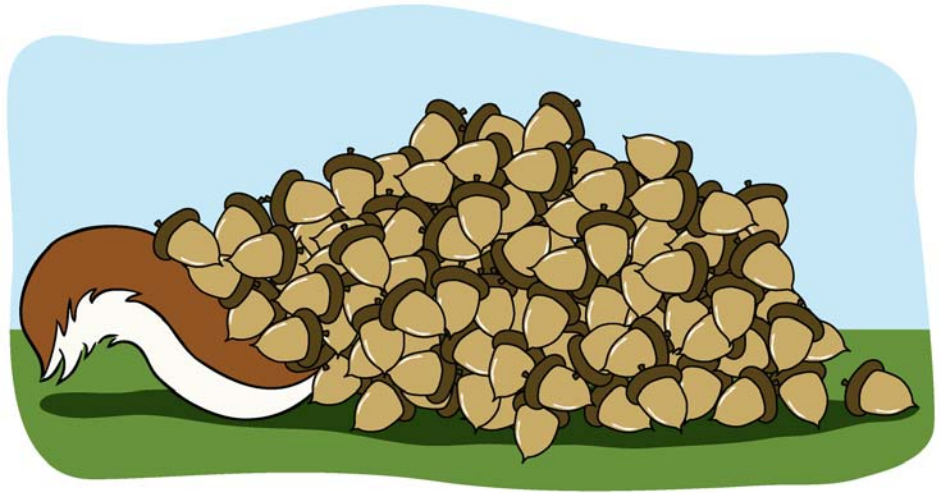


As Acorn collected more nuts, he forgot to look at the full nest. The nest was stuffed with nuts! It bulged and stretched to hold Acorn's nuts.

Acorn just kept finding nuts, and stuffing the nest until the nest could hold no more! As Acorn pushed, the nest burst, and nuts spilled down on Acorn!

Acorn lost his hold on the branch, and fell down to the ground below. Nuts kept raining down on top of Acorn! They covered his head and body. Only his tail could be seen.

Tatty came out from her house and saw Acorn's tail in the pile! She shouted, "Dash, Scoot! Come quick! Acorn needs help!"



"Oh, no! Acorn is stuck under these nuts!" Dash said.

"Can we get him out?" Scoot asked. He shook with fear.

"If we all help, maybe we'll get him out of those nuts!" Tatty said.

Dash took the end of Acorn's tail, while Tatty took the top, and Scoot pulled the middle. They pulled as hard as they could until Acorn slid out from under that nut pile!



"Acorn! What is all this?" Dash asked.

"Well," Acorn said. "I was too greedy, and took too many nuts. The nest broke, and in no time I was covered in nuts!"

Scoot chuckled. "Acorn, I'd say you went a little nuts!"

Acorn nodded, but Dash and Tatty and Scoot laughed and laughed!

## Letters at the Start.

Below are clues to some of the words in the story.  
Circle the letter at the start of the correct word.



- In the fall, these began to fall from the trees.                    m                    p                    n
- Acorn loved to eat nuts during this cold time of year.                    w                    s                    f
- Acorn buried some of his nuts along this watery place.                    k                    c                    s
- Acorn stashed a lot of his nuts into this old thing a bird made.                    n                    b                    z
- The bird's nest hung from a small one of these in Acorn's tree.                    p                    q                    b
- Nuts fell into a giant one of these on top of Acorn!                    p                    g                    j
- Acorn's head and body were under the nuts, and only this could be seen!                    r                    t                    f
- This friend pulled the end of Acorn's furry tail.                    d                    s                    t

## Say It Aloud!

Some consonants make two sounds -- a hard sound, and a soft sound. When we learn these consonants, we say their hard sound first, since it is most commonly used. The second sound, which is used less often, is the soft sound. Say the two sounds of each of the letters below.


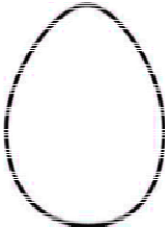




c

s

g

## Review Consonant Sounds!

Each picture below has one of the sounds of c, s, or g. Circle whether the word includes the hard sound or the soft sound.

	hard sound soft sound		hard sound soft sound
	hard sound soft sound		hard sound soft sound
	hard sound soft sound		hard sound soft sound



# Things to Know

Tatty has lost something really important to her. Can her friends help her?



## Phonogram Practice

These stories help you practice the phonogram SH with words like shade, sharp, and share.



## New Words to Learn

sash: a wide decorative ribbon or piece of cloth that wraps around a piece of clothing

shrew: a rodent who lives underground and is almost blind

stash: a group of things stored away or kept for later

showered: a group of items that falls down to the ground, covering what is below

# Tatty's Sash

All was quiet in Walnut Forest. The sun shone on a perfect summer day. All was still until the shriek of the little mouse, Tatty.

"My hat!" the short mouse shouted. "My sash is gone from my hat!" Tatty's hat was very dear to her. She was sad and was crying loudly. The sash was a special gift from her grandmother, Apple Mouse.

Tatty's friends knew she loved her hat. Tatty's two chipmunk friends, Dash and Scoot, were in the shade nearby. They shoved passed a sharp stick to rush to her side. Dash and Scoot gave her a long hug.

"Hush! What is wrong?" Acorn rushed down from his house tree. He had been gathering nuts that fell on the home.

Dash and Scoot were holding Tatty tight. Tatty felt like she was being crushed by her worried friends. She couldn't answer. But Scoot could!

"Tatty lost the sash for her hat!" Scoot shouted. He let go of Tatty.



"What is a sash?" Dash asked.

"It ties under her chin and holds the hat in place. She just has to have it!" Acorn said.

"Oh, dear. Oh my! I wish I didn't go into the brush. I must have lost it there, when I was in a rush to get home," Tatty cried. "I'm worried! I'll never find it now!"

"There's just one thing to do," Dash rashly spoke. "We must find Tatty a new sash!"

Acorn smiled as an idea popped into his head. "I know a shrew who has a stash of stuff. She may be able to help."

"Where --" Dash began.

"--- do we find her?" Scoot finished.

"She is on the other side of Silver Lake." Acorn showed the friends a map in the dirt. "She has found odd things from all around the woods. She collects many things, and I'm sure she would share."



"Do you think she will have a sash for me?  
Do you think it will be like the one I used to have?"  
Tatty shook as she spoke.

"She might! Let's find out!"  
Acorn showed the friends the way they would head.

Scoot hopped on one foot.

"I wish it were winter ---"

"-- so we could skate across the lake!"

Dash finished with a jump.

"So, what do you think, Tatty?"

"I want to wear my hat again

so-- let's find that shrew!"

Tatty bravely clutched

her tail. "Will we

find her at home?"



# All About *Tatty's Sash*

From your story, decide which choices are true.  
Mark all those that are true.



Tatty's sash is . . .

- |  |                               |
|--|-------------------------------|
| <input type="checkbox"/> part of her hat | <input type="checkbox"/> ugly |
| <input type="checkbox"/> a gift          | <input type="checkbox"/> lost |

Acorn knows . . .

- |   |  |
|---|--|
| <input type="checkbox"/> a shrew            | <input type="checkbox"/> how to find the shrew     |
| <input type="checkbox"/> how to gather nuts | <input type="checkbox"/> how to find the lost sash |

Tatty is . . .

- |                              |                                  |
|------------------------------|----------------------------------|
| <input type="checkbox"/> sad | <input type="checkbox"/> worried |
| <input type="checkbox"/> mad | <input type="checkbox"/> tired   |





## Sound It Out!

Sound out the letters to read the words below.

ship	wash	shop	wish	shone
shed	rush	shell	sash	shade
shut	dish	shin	hush	shove
shot	mush	shack	Dash	sharp
shall	fish	show	crush	shake



shriek	crash	shadow	shy	finish
shrew	brush	shower	shred	hush
Shelly	rash	shelf	shrub	cash
should	fish	shallow	shiver	gush
share	stash	shame	short	squish

## Sounds Like SH!

In a few words, s or ss make the SH sound. Read these words below.





sure                      sugar                      tissue

Insert one of these words into each of the sentences below.

1. When Tatty's drinks were sour, she added some \_\_\_\_\_ .
2. When Dash sneezes, he always uses a \_\_\_\_\_ .
3. Acorn was \_\_\_\_\_ he ate two nuts for supper.

# Circle It!

Circle the name of the picture.

	ship shop shape sheep brush rush push blush
	squish hush mash dish shed shelf shell shred
	shiver shallow shadow shake sash crash stash wash
	share sheet sheep shrew shiver shrub shriek shack

# A Scare in the Woods



Tatty lost her sash. Her friends, Acorn, Scoot and Dash, felt they could help. Acorn knew of a shrew who collects many things. Scoot and Dash want to go with Acorn and Tatty to see the shrew.

The four animal friends rushed around Silver Lake to find the shrew. They ran under bushes and shrubs. They jumped over rocks and branches. The sun shone on the lake water.

The critters stopped to catch their breath. They were all tired from their scurry. Tatty smoothed her fur. Acorn sniffed the ground hoping to find a nut to bury. Dash and Scoot laid on the ground. These two were too tired to do anything else.

A shadow passed above them without a sound! Tatty shrieked! She knew what that was! A crash of broken twigs showered from the sky.

“What was that?” Acorn froze.

“An owl! An owl!” Tatty shrieked, clutching her tail. “It must be!”

Dash and Scoot’s tails shot up in the air. They were shocked. “What should we do?” They yelled. They had never seen an owl before.

“Hide!” Acorn hushed them. What would happen next?



## Fill It In!

Choose a word from the word bank to complete each sentence.

### Word Bank

shoved	shone	hushed	shrew
shrieked	wished	brush	share
shadow	crushed	showed	sash



1. In Pine Hollow, the sun \_\_\_\_\_ brightly.
2. Dash and Scoot \_\_\_\_\_ passed a stick to hug Tatty.
3. Her friends' hug almost \_\_\_\_\_ Tatty.
4. Grandmother Apple Mouse gave Tatty a nice \_\_\_\_\_ .
5. Tatty thought she lost the sash in the \_\_\_\_\_ .
6. Acorn knew of a \_\_\_\_\_ who finds odd things.
7. Acorn thought the kind shrew might \_\_\_\_\_ .
8. Acorn \_\_\_\_\_ his friends the way to go.
9. Scoot \_\_\_\_\_ it was winter so they could skate.
10. A \_\_\_\_\_ passed above the friends.
11. Tatty was so scared that she \_\_\_\_\_ !
12. Acorn \_\_\_\_\_ the friends to keep them quiet.



## Dictionary Digging!

Acorn loves looking up words in his dictionary. Talk to a parent about how guide words are used in a dictionary.

Then, find the words listed below, and copy down the guide words that appear on the same page that

apple \_\_\_\_\_

door \_\_\_\_\_

lost \_\_\_\_\_

wash \_\_\_\_\_

pail \_\_\_\_\_

mud \_\_\_\_\_

# The Scary Shadow



On their way to Shelly's Stash, the friends saw the shadow of an owl! Dash and Scoot were afraid for their lives. They ran around and around trying to find a good place to hide.

Dash whisked around shrubs and twigs. He soon found a little hole. Dash sunk into the hole. Then, he grabbed a piece of bark from the ground and hid under it.

"Dash! Where are you? Where should I hide?" Scoot was so scared.

"Shh, Scoot! The owl may hear you. Hide under something," Dash said.

"Dash! I can't find anything!" Scoot was running around in a circle. He grabbed the only thing he found. It was a small twig. He held it up to hide himself. He closed his eyes.



It was Acorn who spotted Scoot. The twig didn't hide Scoot at all, of course!

"Scoot!" Acorn whispered. Acorn hung on to the branch of a leafy tree.  
"Scoot, I can see you --"

Scoot opened his eyes. His eyes grew big as he saw he was in danger. He dashed to hide under a log, but he could not get under it. He looked for a rock to dig under, but there *was* no rock. Finally, Scoot scurried under a large leaf so only his nose could be seen.



They waited and waited. It seemed so long. Then they heard the terrible screech! The noise was so loud that it drowned out the thumping of Tatty's heart! She had hidden under a large mushroom. Holding a small paw over her mouth, she forced herself to not scream!

Thump! The giant owl landed. His clawed feet shook the ground. Tatty tried not to think about the terrible owl, but it was no use! Again the screech. The owl lifted off the ground. *Swish, swish, swish* went his flapping wings.



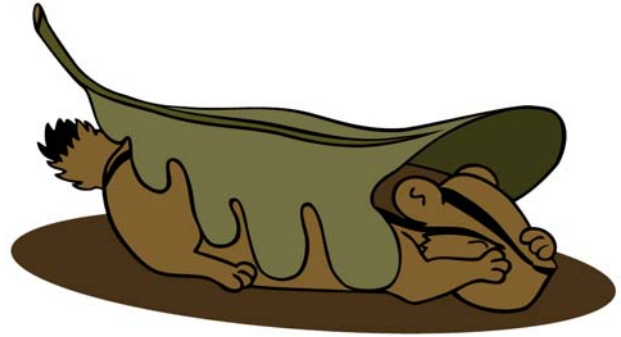
Scoot closed his eyes. The strong claws were right next to his hiding spot!

The leaf rocked back and forth on Scoot's back. It was about to fly away with each flap of the owl's wings!

Acorn saw from above that Scoot was in danger of being found! He scurried past a large nut on the branches of the tree. His tail twitched very fast. Acorn wanted to help his friend! “What can I do? Can I help Scoot from being found by the owl? Oh no!”

## Draw What's Next!

Draw a picture of what you think will happen next in the story.





# Match It!

Match each word on the left from today's story with the picture on the right.

sash



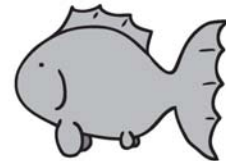
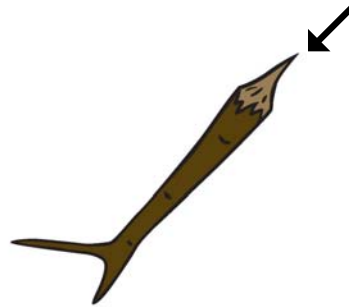
shrew



shade



fish



shout

Dash



sharp



bush

shadow



## Mark It!

Put an "X" in each box that shows what is happening in the picture.



- Tatty has lost her sash and is very sad.
- Tatty likes her plain hat.
- Tatty is thinking about getting a new hat.

- Acorn has a plan for storing nuts.
- Acorn knows how to find Dash's burrow.
- Acorn can show his friends the way to go.



- Scoot should pick up more sticks for a fire.
- Scoot thought the stick was a good shelter from the owl.
- Scoot was sure that the shrew's stash was just ahead.

# A Just-in-Time Nut!

Acorn could see that Scoot was about to be found by the owl. At the last moment, he had an idea! Ahh! He knew what to do! Above his head was a large nut. If he could just tug it loose!



Acorn pulled as hard as he could, and it came free! He could smash it down on the unsuspecting bird! Nut in hand, Acorn got ready to drop it. His tail twitched. His eyes blinked. He counted to three and he dropped the nut!

Swish! Ker-plunk!

The nut hit the owl right between his ears. The owl was shocked! He shook his head. He looked up. Acorn squished up against the tree. The owl did not see him!

Acorn wished really hard that Scoot would try to escape to a better hiding spot. Just then, the leaf that rested on Scoot's back whooshed off! Scoot rushed over to the nearest leaf and hid under it. But the owl did not see him. The owl, scared by the nut, flew off to look somewhere else for dinner.

Dash jumped out from his hiding spot, laughing and rolling on the ground. Tatty climbed over saying, “We should hurry before we meet another---”

“I agree,” Scoot said, looking up at the sky.

Acorn climbed down the tree, shushing Dash harshly. “Dash! You shouldn’t laugh. Scoot was in danger.”

Dash stopped and gave his brother Scoot a hug.

“Let’s go!” Acorn shouted, since it was almost dark.



The four friends scampered around the lake. The moon was the only light in the sky, but they soon reached the shrew’s home. It was at the bottom of a tree next to the river. It looked like it had once been a burrow. Shelly Shrew had improved it a lot! She covered the entrance with a fancy wall of sticks, mud, and leaves. She also created an extra shed with a roof and door and even a glass window in the front.

Scoot and Dash liked it. “Wow!” they whispered.

“It's like a store. It's a beautiful shop!” Tatty stood still, amazed.

Acorn noticed a sign with writing on it. “Shelly Shrew’s Stash,” he read aloud.

“We should knock -- ” Scoot started.

“-- and see if she’s home!” Dash finished. He rushed in front of Scoot, and knocked on the door. His smile shone in the dark.



"Do you think this is a good idea?" Tatty shuddered.

"It's all right, Tatty. She will be kind," Acorn said.

"I sure hope she likes new friends!" Tatty said, a little shy.



## Write the Word.

Write the answer to each question from the story.

1. What kind of bird was after Scoot? \_\_\_\_\_
2. What did Acorn use to scare the bird? \_\_\_\_\_
3. What did Dash give Scoot? \_\_\_\_\_
4. What gave the friends light at night? \_\_\_\_\_

## S as SH Words!

In a few words, s or ss make the SH sound.  
Circle the words *sure* or *sugar* that are hidden  
inside other words below.



sugaring

insure

assure

treasure

sugarcane

pleasure

sugary

sureness

reassure

surest

sugars

sugared

sugarless

pressure

unsure

measure

sugarcoat

surely

surefire

surest

closure

You should be quite familiar with the sight words *sure* and *sugar* by now. Write each one three times below to be sure you know how to spell it correctly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SH Word Bank

selfish	shadow	washer	trash
wishing	polish	shade	shoot
shock	fisher	ashore	crush
reshape	sash	shrew	sunshine
	rash	shelter	

### Where's the SH?

The SH in the words above either come at the beginning of the word, the middle, or the end of the word. Divide the words by where the SH is in the word, and write the words in the correct rows below.

#### Beginning

-----

-----

#### Middle

-----

-----

#### End

-----

-----

Adventures in Pine Hollow ~ Milestones in Reading

Stories to Short Chapters:

# Pine Hollow Handwriting Set



## WinterPromise

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# Pine Hollow Handwriting Worksheet 1:

## Write Your Home Address

A parent will write in your home address at the top.  
Copy it three times on the lines below.



Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are 10 sets of these lines provided for writing practice.