

Adventures in Pine Hollow & Milestones in Reading

Readers to Real Books Language Arts Guide



WinterPromise

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Readers to Real Books Introduction

Welcome to your "Readers to Real Books" LA Program!

We expect that this program will be used for students who are about to begin, or just starting to read short chapter books. Your student may technically be in second grade if he or she began with WinterPromise and moved ahead with each LA program, or may be in second-and-a-half or even third grade when they hit this reading milestone.

Your child should really enjoy this program that takes them on even more woodland adventures with some old critter friends from "Stories to Short Chapters," and some new ones, too! Your child will progress from reading short chapter books to reading true chapter books this year. 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 "Readers to Real Books" 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 Silver Lake 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 and developing vocabulary. The stories are designed for practice with fluency in reading, 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 hundreds of pages of stories, activities, phonics instruction, spelling and vocabulary work, and are the backbone of this year's student work and reading. Here are their titles:

- Book 1** - Ambush in the Aspens
- Book 2** - Skating on Silver Lake
- Book 3** - Treachery in the Timber
- Book 4** - Laughter at the Lodge

Language Activities provide active opportunities to learn and reinforce new language skills. Activities provide hands-on learning in areas such as using dictionaries and encyclopedias, how the library works, a basic understanding of nouns, verbs, and adjectives, as well as acquainting students with punctuation and capitalization. Many of these are active learning opportunities.

Creative Composition offers ideas that give your child a creative outlet for their imagination and encourage them to start to express their thoughts in writing, or in narration. These topics are pulled from WinterPromise's themed program options.

FROM "STORIES TO SHORT CHAPTERS," YOU WILL ALSO NEED:

Acorn's Game Set has four full-color game boards 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. Both of these were used for "Stories to Short Chapters," and we schedule games this year using these resources, as well.



Readers to Real Books 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 Composition, 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.

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 fourth 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 Composition

Creative Composition offers weekly ideas that give your child a creative outlet for their imagination and encourage them to express their thoughts in written form. Your child will work on understanding characters, planning what they want to write, finding their own mistakes, and working on punctuation, capitalization, paragraphs, and more! At this point, your student should be able to write a 3-6 sentence paragraph for the weekly assignments, however, you may not want to have him complete a writing assignment every week. There are ideas for every week, but you are free to eliminate some assignments to allow your beginning writer to spend a little more time correcting spelling or punctuation errors. You will need to REMIND your student every time they begin an assignment of what makes a complete sentence. There will probably be errors in incomplete sentences, subject-verb agreement, etc. That's okay. We'll work on some of these issues this year. The important thing right now is to get them writing. (continued on next page . . .)

Additional Notes on Creative Composition

PLEASE NOTE: We **have not** included specific assignments for students using "Children Around the World" and "Animal Worlds," for different reasons.

For "Children" Students:

Students using Children Around the World will be doing some writing as they fill out the extensive Travel Diary. Parents may feel this is enough writing for this year. For students ready to do more than that, we recommend that students using "Children" create an additional page for their "Travel Diary" on a topic that interests them.

For "Animals" Students:

Students using "Animal Worlds" should describe or write more about a certain feature of the "Animal of the Week." Animal Worlds students can also use blank animal or nature journaling pages offered in the front of the Animals guide to help them complete writing assignments.

Appendices

Appendix 1: Silver Lake Handwriting Set offers a set of handwriting pages for students to use for extra practice. These are consumable, so you will need one per student.

Appendix 2: Silver Lake Games give your student additional practice on weekly phonograms and other concepts. These games utilize both the supplies in the "Hands-On Phonics Activity Pack" (Item #LAL-202 - used most weeks, and strongly recommended for purchase), and simple game boards included in this appendix used for some weeks. This appendix also features instructions for each week's game, with specific questions and answers for the games.

Appendix 3: Silver Lake Write-In Readers Answer Key provides answers to the phonics, spelling, reading comprehension, and vocabulary exercises included in these readers.

Appendix 4: Teaching Helps to help you teach your student key concepts.



Readers to Real Books 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 are 36 Ideas for Starters!

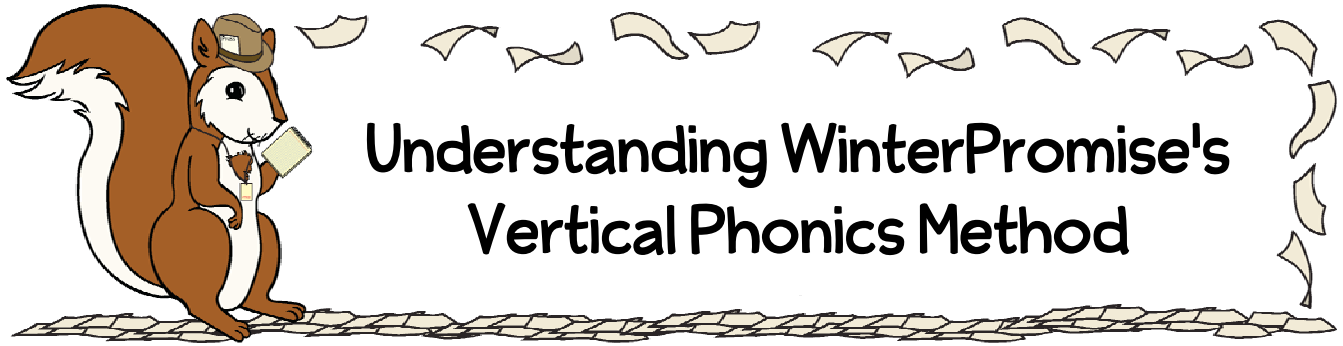
Work on spelling/vocabulary words & definitions.
Have student make a list of family members' names.
Write someone a short letter.
Dictate a grocery list to your student.
Write sentences with fun words you suggest.
Copy part of one of your workbook lessons.
Write out home address and phone number.
Describe 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 birth dates.

What Preparation Do I Need to Complete Before I Begin?

The "**Acorn's Games**" pack is a part of WinterPromises' "Stories to Short Chapters" Program, but the games are used again this year. Prepare "Acorn's Games," if they are new to you this year. Here's how:

- ◆ Begin by mounting these games onto colored poster board 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 game pack onto cardstock, and cut them apart.
- ◆ Laminating the pieces prior to cutting them out will also add to their strength and durability!



Understanding Winter Promise'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 Winter Promise as the primary learning methodology for phonics. Although your second grader is now reading, this methodology is still influential in what we expect your second 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 "Readers to Real Books" from another 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 only find that it also says its name (long sound) and the "aah" sound in father. The methodology also provides solid decoding skills that get students 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.

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 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
WRITE-IN READERS:				
READING: <i>Ambush in the Aspens</i>	Stories to Find Pages 7-10	An Angry Owl Pages 16-18	Silver Shore Ice Cream Pages 24-25	More Stories Pages 32- top 35
PHONICS: <i>Ambush in the Aspens</i>	Page 11-12	Page 20-21	Page 26-27	Page 36
LANGUAGE BASICS: <i>Ambush in the Aspens</i>	Page 14	Page 22	Page 28-29	Page 37
READING COMPREHENSION: <i>Ambush in the Aspens</i>	Page 15	Page 23	Page 31	Page 35
SPELLING & VOCABULARY				
SPELLING: <i>Ambush in the Aspens</i>	Page 13	Page 19	Page 30	Page 38
ACTIVITIES				
<i>Acorn's Game Set & Language Activities</i>	None this week. Begin next week.			
<i>A Mink, A Fink and a Skating Rink: What is a Noun?</i>	None this week. Begin next week.			
SELF-EXPRESSION SKILLS				
CREATIVE COMPOSITION: <i>Assignment in Weekly Notes</i>	None this week. Begin next week.			
HANDWRITING: <i>Silver Lake Handwriting Set</i>			Silver Lake Handwriting 1: Bird Story	Silver Lake Handwriting 2: Romeo Bert & Lily

Notes

Ambush in the Aspens: Phonics Focus

Review of Vowel A

**Introduction to Ambush in the Aspens**

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.

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: Ambush in the Aspens

Please read the parent note in the front of "Ambush in the Aspens." It is on page 3. Before student begins, read aloud the passage "Return to Pine Hollow" starting on page 4 to page 6.

Spelling Notes

Spelling words are taken from each week's phonics focus and given to the student in the Scoot's Spelling sections of their Write-In Readers.

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.

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 I. 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
WRITE-IN READERS:				
READING: <i>Ambush in the Aspens</i>	A Prickly Creature Pages 39-43	No Doctor for Bristle Pages 48-50	A Sticky Cactus Pages 57-59	Doctor Derby Helps Bristle Pages 66-69
PHONICS: <i>Ambush in the Aspens</i>	Page 44	Page 52-53	Page 64	Page 71
LANGUAGE BASICS: <i>Ambush in the Aspens</i>	Page 46	Page 54-55	Page 62-63	Page 70
READING COMPREHENSION: <i>Ambush in the Aspens</i>	Page 47	Page 51	Page 65	Page 73
SPELLING & VOCABULARY				
SPELLING: <i>Ambush in the Aspens</i>	Page 45 & Bottom of Page 47	Bottom of Page 51 & Page 56	Page 60-61	Page 72 & Bottom of Page 73
ACTIVITIES				
<i>Acorn's Game Set & Language Activities</i>				LANGUAGE ACTIVITIES: Dictionary Digging
<i>A Mink, A Fink and a Skating Rink: What is a Noun?</i>			Read through the book the first time.	
SELF-EXPRESSION SKILLS				
CREATIVE COMPOSITION: <i>Assignment in Weekly Notes</i>		Choose Weekly Assignment From below		
HANDWRITING: <i>Silver Lake Handwriting Set</i>	Optional Handwriting: Other Idea Below			Silver Lake Handwriting 3: New to Pine Hollow

Notes

Ambush in the Aspens: Phonics Focus

Review of Vowel E



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.

Have your student find these words, and copy the guide words that appear on the page they found the word:

branch lesson walk
glasses apron fallen

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 Composition:

NOTE: Remember, at this point, your student should be able to write a 3-6 sentence paragraph for this assignment. See the notes in the front of this guide for additional guidelines.

HIDEAWAYS: None this week.

AMERICAN STORY 1: Hopi Life

Allow your child to study and use the "If You Lived with the Hopi Indians" book, to complete this assignment. Have your student describe in detail the Hopi Indians. You may need to prompt your student for more detail. To help him organize his thoughts, write these questions on a piece of paper with space in between: Where did the Hopi live and make their homes? What were their homes like? What did the Hopi Indians eat? What did the Hopi Indians do every day?

AMERICAN STORY 2: Civil War Battle Description

Allow your child to study and use the "Ghosts of the Civil War" book, looking at some of the battle scene pages to complete this assignment. Have your student describe in detail the Civil War soldiers, flags & guns. You may need to prompt your student for more detail. To help him organize his thoughts, write these questions on a piece of paper with space in between: What are the Civil War soldiers wearing? What are their guns like? How do they fight? How do horses help in the battle? What do the soldiers have or hold besides guns?

CHILDREN & ANIMALS IDEAS - see guide page 2.

Adventures in Pine Hollow ↻ Milestones in Reading

Readers to Real Books: Write-In Reader

Ambush in the Aspens



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Ambush in the Aspens with Acorn & Friends



For Parents:

The WinterPromise Readers to Real Books guide offers additional helps for using this resource. However, we would like to add a note here. Young readers 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.

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!



An Introduction for Parents to Read Aloud

Return to Pine Hollow

Summer in Pine Hollow had been lazy and relaxing. The critters of Pine Hollow spent many hours on their new playground. They had picnics and roasted marshmallows under the stars.

Bert the Beaver couldn't resist the opportunity to tell scary stories. He'd look at his listening friends, their eyes wide with fear and anticipation, then he'd jump up, shaking his hands, roaring like a bear. No matter how many times Bert told the bear story his three beaver kits were always scared.

Tatty would never miss an outdoor picnic. She loved to bake and cook. She'd bring tablecloths and cups and plates and, of course, food! Tatty loved sitting out in the warm sun drinking cool lemonade.

The raccoons Bandit, Buster, and Swindle spent their summer stuffing their mouths full of all kinds of berries and getting into mischief. Their favorite berry eating spot was Strawberry Hill. It had a great view of Silver Lake.

Doctor Derby couldn't relax during the summer. He had too much work. He was a doctor, but a summer doctor only! So he would walk from one sick critter's house to another giving them medicine, checking their temperature, and telling them what they could or could not do as sick animals.

Dash and Scoot got into plenty of trouble. They took their pirate raft and sailed around Silver Lake. Sir Finch and Whir joined them, to get them out of scrapes. Dash and Scoot crashed several times but their raft never broke.

Living a short distance away, Chirp and Autumn missed some of the action going on in Pine Hollow. Some days they'd fly to visit Pine Hollow, but often they'd visit Shelly Shrew's Stash. Shelly would give



them tea and they'd eat sunflower seed muffins. Shelly loved to show her store to her friends.

Acorn -- now he was busy, too. Being a squirrel he gathered nuts, dug holes, and scurried from tree to tree. But today Acorn was tired of doing these things. He wanted some action!

Acorn looked around his tree home. Everything was clean and put away. *What should I do?* he thought. Then Acorn saw last week's newspaper. He had written an article called "Summer Fun!" Everyone liked it except Doctor Derby.

Acorn remembered how Doctor Derby's eyes narrowed so tight they almost shut. Doctor Derby didn't like working all summer while the rest of Pine Hollow had fun. Doctor Derby had stomped off, but Acorn knew that the badger enjoyed his work.

"I should write another article!" Acorn said. "But what should it be about?" Acorn paced up and down, round and round his house. He walked over his chair and around his table. He was thinking so hard, he nearly stubbed his toes four times.

"Aha! I've got it," Acorn smiled. "I will write about how all my friends came to live in Pine Hollow."

Acorn ran over to his writing desk. He yanked open the drawer and pulled out his notepad and pencil. He dashed over to the door, eager to get his story.

"Wait!" he gasped. "My hat!"

Acorn ran back to his desk and lifted the rolling top. Inside was his Uncle Cashew's hat. Lifting it out, Acorn brushed off some dust, then put on the dark green hat. "Now, I'm a journalist." Notepad and pencil in his paws, Acorn dashed outside to write about adventures.

And he did! See what adventures wait for Acorn and his friends.





Things to Know

It is fall in Pine Hollow and Acorn is ready to write a newspaper article.

Vowel Practice

These stories help you practice the different sounds of the vowel “a.”

New Words to Learn

article: a written part of a newspaper

beware: to be careful; to give a warning, to look out for possible danger

community: name for a specific group of people in a given area, who have things in common like their culture, traditions, or family background

boast: to brag to others about something

adventurous: describes someone who likes to go on trips or ventures that could have danger

enormous: something that is huge in size

believe: to have faith in; to rely on or trust in someone or something

mumble: to talk in a quiet voice; to talk in a way that is hard to understand

Stories to Find

Acorn had a lot of stories to get from the critters of Pine Hollow. He did not know where to start. Acorn looked over Pine Hollow. He saw the neatly curtained window of Tatty's burrow. He even saw the huge fallen log of Buster, Swindle, and Bandit's home. *I know! I will get Dash and Scoot's story first!*

Acorn banged on the door of his friends' home. He banged again until Dash opened the door. "Hey, Dash, I am writing a newspaper article."

"Really! What are you writing about?" Dash asked.

"Are you writing it about us?" Scoot asked.

"Yes," Acorn said, "-- and no. I wanted to write an article about how *everyone* came to live in Pine Hollow."

"Ooh, you'll like our story," Dash said.



Acorn opened his notepad, ready to listen. Dash began. "It all started at our parents' burrow. We --"



"-- our family had outgrown our burrow -- even the nearby burrows." Scoot interrupted, unable to sit still.

Dash cleared his throat. "Yes, all our brothers and sisters were so crowded together that something had to be done. We decided --"

"-- yeah, we thought --" Scoot continued.

"Hey, I thought I was going to tell the story!" Dash said.

Scout fumbled for words. "I -- well -- oh, oops. . ." Scout laughed, covering his mouth with his paws.



"Now, can I tell it?" Dash asked. Scout mumbled "yes" through his paws, nodding. "Scout and I loved our family, but we wanted adventure!"

"Our mother packed a large lunch for us and hugged us tight. Her eyes watered a little. We gave hugs to the rest of our family and left."

"We ran into the forest and never looked back. We ran from tree to tree looking for a home. It grew dark. Soon we couldn't see anything. Then Scout spotted a tree. It had a large hole. It was a perfect place to sleep or even live! We climbed the tree. Once we reached the large hole --"

Scout couldn't sit still. He was bouncing and waving his one paw. His other one was busy keeping his mouth closed.



"What is it Scout?" Dash asked. He couldn't tell the story with Scout bouncing and waving his arms. Scout mumbled loudly.

"Oh, Scout," Dash yanked on Scout's arm. "Just tell me."



Scout gasped. "It's hard to breathe through your nose and jump at the same time."

"What happened next, Dash? I can't stand this suspense!" Acorn said.

"Wait! I wanted to tell that part," Scout said.



Dash grunted. "I guess."

"Then out of the darkness, an enormous claw came out of nowhere." Scoot showed Acorn the fierce claws of the creature. His paws came closer and closer to Acorn's nose. "Then another! We looked up! It was a terrible owl! Eyes squinting, the owl glared at us, its mouth watering!"

Dash spoke in a loud voice. "I tried to tell the owl that it was an accident. But the owl did not believe me! We backed away as the bird's head came down, stooping closer and closer to our noses."

"I was so afraid!" Scoot said.

"Scoot would not move. He was scared stiff! I yanked on Scoot's arm trying to get him to move but . . ."

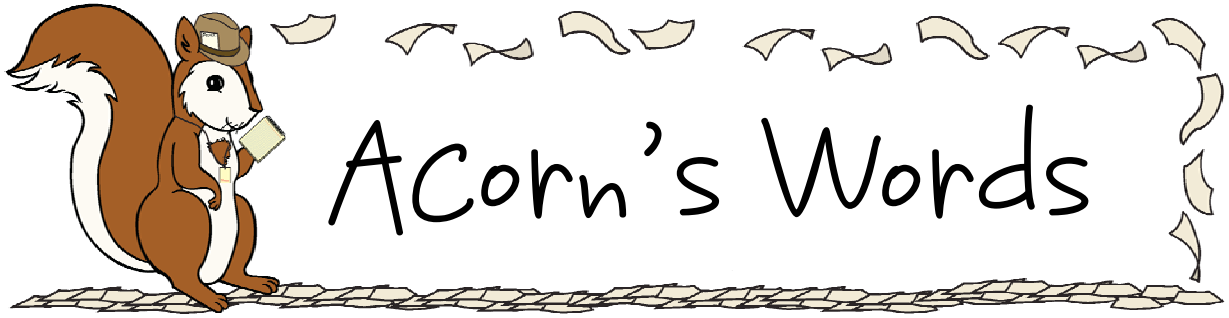
"He wouldn't?" Acorn asked, his eyes bulging.



"No!" Dash said. "Even with the owl's stinky breath right on us!"

What will happen to Dash and Scoot?





Sound it Out

Sound out the letters to read these “a” words below. Some of these words will be in your reading this week.

bang	angry	glasses	stomach	address
fast	water	animal	activity	appear
glass	pack	woodland	happen	salesman
attic	annoy	answer	branch	newspaper
bank	ball	baby	album	apron



back	notepad	baseball	balloon
ahead	axeman	active	anywhere
hate	campfire	awake	anyone
ache	alarm	backwoods	anyway
ace	attack	sale	baggage
ally	agree	wave	

Compound Words.

A compound word is made up of two separate words put together, such as the word *farmland*. Fill in the rest of each compound word from the words listed above.

axe _____

note _____

_____ woods

_____ fire

wood _____

sales _____

news _____

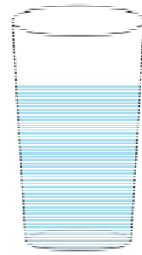
base _____

Circle It!

Circle the name of the picture.



address
stomach
axeman
salesman



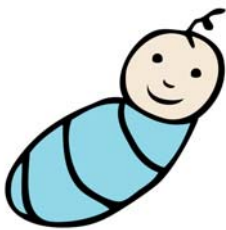
wave
agree
gas
glass



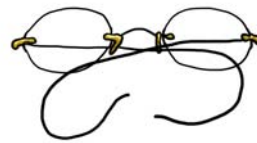
branch
achoo
back
active



angry
notepad
apron
newspaper



bang
ahead
attic
baby



glasses
ache
answer
alarm



baggage
balloon
pack
ball



animal
bank
ally
attic



Secret Spelling with Scoot

Scoot is really good at spelling. He loves it almost as much as he loves pancakes! Scoot is here to help you learn to spell more words this year. But it must be kept a secret! Scoot has kept it a secret from all his friends, and even his brother, Dash! Every week, meet Scoot in his “Secret Spelling Spot” to complete your “Secret Spelling Mission.”

Secret Spelling Words

Sound out the letters to read the spelling words below.

space	branch	animal	glass	camera
metal	camel	castle	plant	balloon

Vocabulary Words

Sound out the letters to read these vocabulary words below. You will practice reading and using these words all week.

article	adventurous	mumble	beware
boast	community	enormous	believe

Write Words Alphabetically

Write the words listed below in alphabetical order using the alphabet key below.

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

plant metal glass branch space animal castle

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |



Doctor Your Words

With Doctor Derby



What is a Noun?

A noun is a part of speech. A word that is a noun is either a person, place, thing, or idea. We will be looking at nouns that are a person, a place, or a thing.

Doctor Derby has some examples for us. "A sick patient is a "person" noun. Medicine is a "thing" noun. My doctor's office is a "place" noun," Doctor Derby said. "I will be here to help you learn all about nouns."



List the Nouns.

From the noun word list below name or write the words under the correct list below. Doctor Derby has written in his own examples on the top lines.

branch
album

attic
glass

pirate
bank

fireman
salesman

wave

Person

Place

Thing

_____ patient _____

_____ office _____

_____ medicine _____



Who did What?

Draw a line from each character to the action they did.



was frozen stiff!

yanked on Scoot's arm.

waved his paw.

had to write an article.

cleared his throat.

bounced.

banged on the door.

Draw What's Next.

Draw what you think will happen in the next story to Dash and Scoot.

An Angry Owl

“Squaawwkk!” Scoot screamed like the owl.

“The owl screamed,” Dash said.

“Did Scoot run yet?” Acorn asked.



“The scream made him jump! Scoot and I ran as fast as we could away from that owl. It chased us across the branch, then down the tree. The owl opened its wings to fly. The bird wanted to catch us in flight.”



“But it didn’t!” Scoot said.

“Why?” Acorn asked.

“The owl sneezed,” Dash said.

“Achoo! Achoo! Achoooo!” Scoot showed.

“The owl had a cold. The owl was not drooling. He had a runny nose!” Dash said.

Everyone laughed, just thinking about the mad owl with his runny nose. They laughed even harder thinking about the owl trying to wipe his nose.

“So, what did the owl do next?” Acorn asked.

“He was sure mad. He tried again to fly after us but sneezed even more,” Dash said.



“But how did this get you two to Pine Hollow?” Acorn was puzzled.

“I have heard so much laughing. What is going on here?” Tatty said, running up to the group.

“We’re telling Acorn about how we came to Pine Hollow,” Scoot said.

“It is for my newspaper, Tatty. I am getting the stories from the critters of Pine Hollow and putting them in my newspaper.”

“That’s a great idea!” Tatty clapped. “Oh, we can’t forget Shelly.”

“You are right! Her story would be great to have in my newspaper,” Acorn said. He’d almost forgotten Shelly. Shelly might live far away, but everyone knew and cared about her in Pine Hollow.



“I can’t wait much longer!” Scoot hopped up and down. “We have to tell the end of our story.”

Dash cleared his throat, about to spill the ending. He could not wait either.

“Wait,” Acorn said. “Whisper it in my ear. It would be much more fun to read about the ending in the newspaper.”



Tatty watched and waited as her three friends gasped and laughed. She didn’t like being left out of the fun. But surprises were fun, too.

“Who would like to visit Shelly?” Acorn asked. Dash, Scoot, and Tatty raised their paws.

“Great! Now, Tatty, on the way you can tell me your story. Don’t listen in, Dash and Scoot. It’s a surprise.”

The four critters walked to Shelly’s house. She had her own store. Shelly’s Stash was filled with all kinds of things.

Dash and Scoot wanted to hear Tatty’s story, but Acorn wanted it to be a surprise. Dash tried to listen but it was not easy. Scoot kept Dash from listening. Scoot was sure glad when he saw Shelly’s store.

Acorn knocked on the door. Acorn heard a sniff and a snuff, a sneeze, and a louder snuff.

“Hello, my Pine Hollow friends,” a voice said and opened the door. The critters smiled and said hello.

“Beware, I’m cleaning up the store.” Shelly lead them inside. “Tripped over that,” Shelly said as she shoved a small stool out of the way. She snuffed. “I hate dust. It itches my nose. What have you all come here for, anyway?”

“It is so exciting! Acorn is writing about how each critter came to Pine Hollow,” Tatty said with a smile.

“Shelly, I’d like to have your story as well,” Acorn said.

“My story? But I don’t even live in Pine Hollow,” Shelly said.

“Everyone cares about you in Pine Hollow, Shelly,” Tatty said.

Shelly rubbed her glasses some more. He nose twitched as she thought about it. She was not sure.





Fill In!

Write in the missing letters to spell out your spelling words below.

c ___ m ___ l

___ nima ___

m ___ ta ___

g ___ as ___

s ___ ac ___

___ la ___ t

___ ra ___ ch

b ___ l ___ oon

ca ___ t ___ e

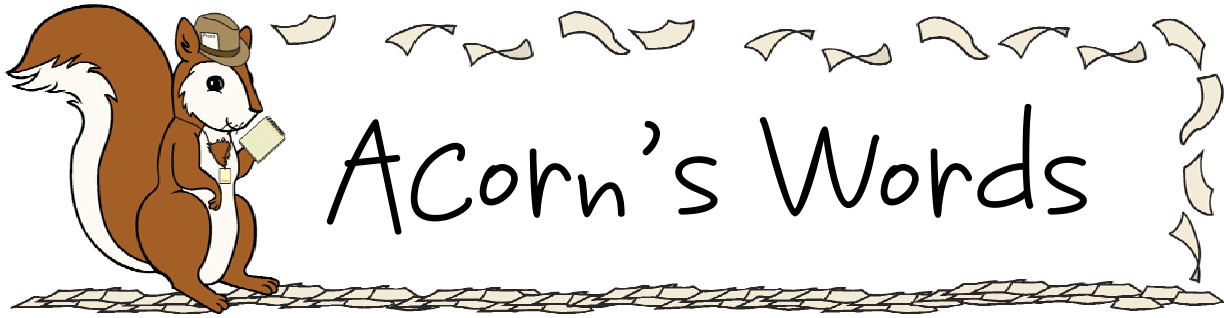
___ am ___ ra



Match the Meanings.

Match the words with their meanings.

- | | | | |
|----------|-------------|-----|--|
| 1. _____ | beware | (a) | to talk in a way that is hard to understand |
| 2. _____ | believe | (b) | name for a specific group of people in a given area |
| 3. _____ | adventurous | (c) | to look out for possible danger |
| 4. _____ | mumble | (d) | to rely on or trust in someone or something |
| 5. _____ | community | (e) | describes someone who likes to go on ventures that could have danger |



Yes or No?

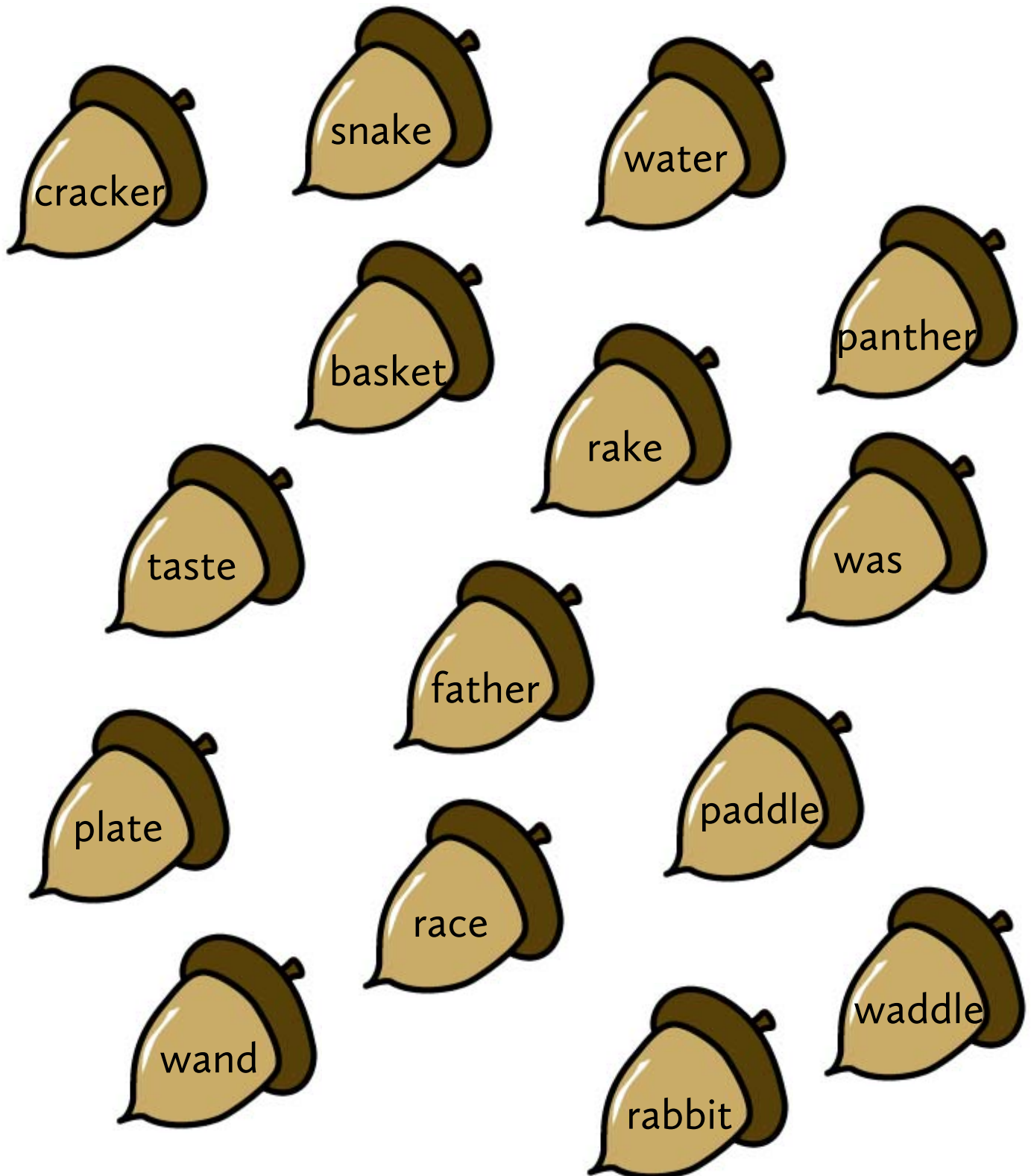
Read the question and mark the box *yes* or *no*.

1. Can Acorn and Dash bang on a door?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Will a baboon fit in Acorn's attic?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Does a bank wear glasses?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Will a banana fit on a plate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Can an alarm wake up an animal?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Can an apron answer a question?	<input type="checkbox"/> Yes <input type="checkbox"/> No



The Sounds of A!

The vowel *a* makes three sounds. The first sound is the one you hear in the word *address*. The second sound is like the *a* in *cake*. The third sound is the one you hear in *wasp*. Below, circle the nuts with words that make the third sound of *a*. X those that make the second sound of *a*. Underline the nuts with words that make the first sound of *a*.





Doctor Your Words

With Doctor Derby



When Do I Capitalize?

Today, with Doctor Derby's help, we will begin to learn when to capitalize letters and why. Doctor Derby is all about following rules. He's written up a prescription so you know when to capitalize letters.

"I am a Doctor. If I do not carefully look and check my patients' symptoms, I could give them the wrong medicine and make them more sick! I hate to make mistakes. So I've written up this 'Capitalization Key' to help you spot the symptoms of sick capital letters. If they are not capitalized, they are sick . . ." Doctor Derby coughed. "I mean they are mistakes."

Doctor Derby's Prescription for Capitalization

- 1) Make sure the word "I" is always capitalized.
- 2) Start the beginning of a sentence with a capital letter.
- 3) Capitalize the names of people.
- 4) Capitalize names of specific places.



Missing Capital Letters.

Use the "Capitalization Prescription" above to help you spot the words or letters that need to be capitalized. Circle them.

doctor derby has to visit several sick patients. the sick patients live near silver lake. "i hope my patients do not need any medicine that i had to leave at home. it would be hard to carry more medicine in my heavy bag," doctor derby said.



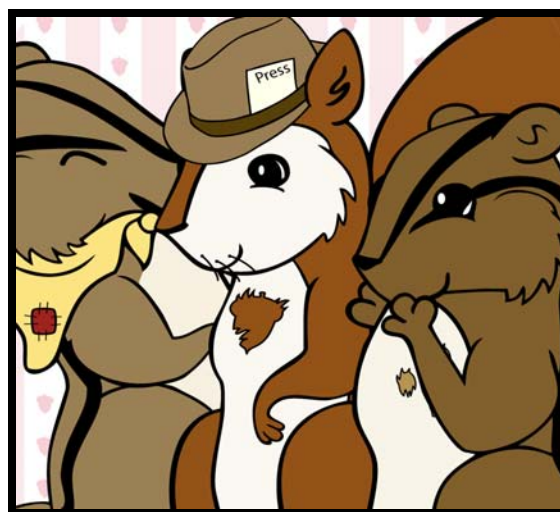
Mark It!

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



- The owl is scared of Dash and Scoot.
- The owl is sneezing as he is chasing Dash and Scoot.
- The owl is taking Dash and Scoot to a new home.

- Dash is telling a secret about Scoot to Acorn.
- Dash is blowing into Acorn's ear to get him to laugh.
- Dash is telling Acorn the rest of the owl story.



Silver Shore Ice Cream

Shelly began, “I grew up in a small lakeside town called Silver Shore. All my friends and family were there. My family owned a small ice cream shop near the lake.



Dash and Scoot licked their lips. “Did you have Maple Pecan?” Scoot asked.

“Yes, but it wasn’t the favorite flavor,” Shelly said.

“We had a lot of beaver customers. I think Mint Leaf, Chocolate and Woodchips was the favorite, but Cocoa and Strawberries was a close second.”



“What was your favorite flavor?” Tatty asked.

“My favorite was one of my dad’s own creations. It was rich vanilla ice cream, with crunchy granola oats and honey. It was called Honey and Vanilla Crunch.

“Then a new critter came to Silver Shore. He was a muskrat, named Whiz. Whiz boasted to everyone that he was going to make a better store than ours. We didn’t believe him, and neither did any of our friends. But that muskrat kept building his store and kept boasting.

“As the store grew, so did the excitement of the critters of Silver Shore. We watched as the muskrat added a dock to his store. Now Whiz could sell things to critters right from the lake!” The critters gasped. Shelly nodded. “Yes, this muskrat was a wily creature. My mom and I told my dad that Whiz couldn’t sell the treats we did.



“On a warm summer night, Whiz opened his store. Everyone had to see the new critter's store. My mom, dad, and I saw the store too.”

“What did you see?”
Scoot sat up on his
elbows.



“We saw everything.
He had peanuts,
candles, and worst
of all . . . he had ice
cream.” Shelly wiped

her glasses. She tried not to cry. “It was terrible! Everyone got their
ice cream from Muskrat Wharf. That’s what he called his store.”

“So what did your mom and dad do?” Acorn asked.

“My dad waited every day to see his friends and make them smile with
his treats,” Shelly said. “We had to close our ice cream shop. No one
wanted my dad’s ice cream anymore. Whiz had more flavors. We soon
left and started our own store, in this very house. My dad loved his
new store. He named it after me.”

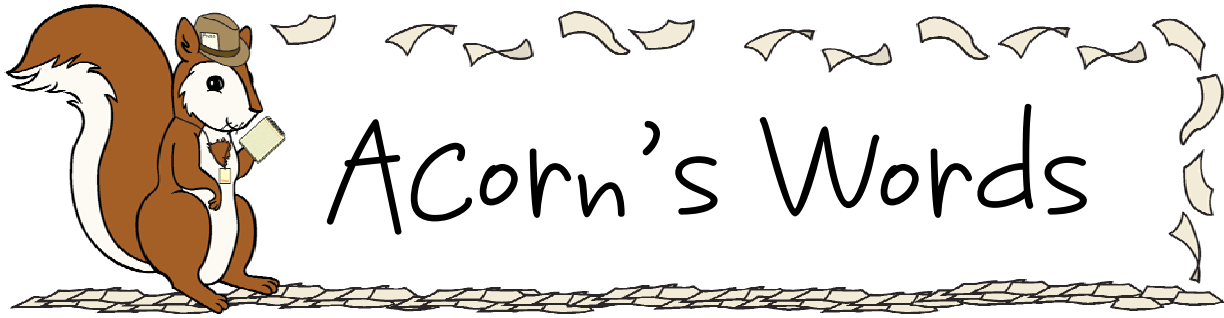
Tatty wiped a tear away with her tail. Dash and Scoot snuffed and
sniffed. Acorn hid his face behind his notepad. “Why do you still trade
stuff with Whiz, if he did this to your ice cream shop?” Acorn asked.



“Well, many years later, Whiz came to our shop.
Whiz told my dad he was sorry. He was sorry
we left. He had to stop selling ice cream. Whiz
did not have time to sell ice cream and have a
store. We all laughed, thinking of Whiz
scurrying from scooping ice cream to selling
hammers. He must have spilled ice cream
everywhere! So, we forgave him.”

“All I can think of is ice cream. I’m hungry.” Scoot said, licking his lips.

Shelly smiled. She could not resist sharing her dad’s ice cream with her
good friends. The critters enjoyed a wonderful night eating ice cream.



Vocabulary Match-Up.

Match the words with their meanings.

<p>_____ 1. believe</p> <p>_____ 2. boast</p> <p>_____ 3. adventurous</p> <p>_____ 4. enormous</p>	<p>(a) to brag to others</p> <p>(b) something that is huge</p> <p>(c) to have faith in; to rely on or trust in</p> <p>(d) describes someone who likes to go on ventures that could have danger</p>
<p>_____ 5. mumble</p> <p>_____ 6. beware</p> <p>_____ 7. article</p> <p>_____ 8. community</p>	<p>(a) written part of a newspaper</p> <p>(b) people who live in a specific area</p> <p>(c) to give warning</p> <p>(d) to talk in a way that is hard to understand</p>

Fill It In!

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

Word Bank

Pecan	wanted	glasses
notepad	family	Lake
newspaper	forgave	flavor



1. Shelly's _____ had an ice cream shop.
2. Dash and Scoot asked Shelly if Shelly sold Maple and _____ ice cream.
3. Tatty asked Shelly about her favorite _____ of ice cream.
4. Shelly had to wipe her _____ before she told her ice cream story.
5. Acorn needed Shelly's story for his _____.
6. Whiz made a dock on Silver _____.
7. Acorn hid his face behind his _____.
8. No one _____ the ice cream made by Shelly's dad.
9. Shelly and her mom and dad _____ Whiz for making them leave their ice cream shop.





Doctor Your Words

With Doctor Derby




Circle and List the Proper Names and Places.

For the exercise below you will be looking for proper nouns. Doctor Derby had to leave and help some sick patients but he left this note for you.

Doctor Derby
Looks for Proper Nouns

- 1) Names of people are always capitalized
- 2) Names of specific places are always capitalized
- 3) Names of cities, states, and countries are capitalized, too.

Sample Findings:
Doctor Derby & Bert,
Uncle Cashew
Strawberry Hill
Muskrat Wharf



In the sentences below find the proper nouns and circle them. Then, write the proper nouns under the correct list below.

1. Shelly's Stash was not in Pine Hollow.
2. Shelly used to live on the other side of Silver Lake.
3. Shelly's old home was called Silver Shore.
4. Dash, Scoot, Tatty, and Acorn listened to Shelly's story.

Person

Place

What Kind of Noun Is It?

Below are pictures of nouns. Some are *person* nouns, like *boy*, and some are *thing* nouns, like *toy*. Circle the word that best describes which kind of noun the picture is.



person or thing



person or thing



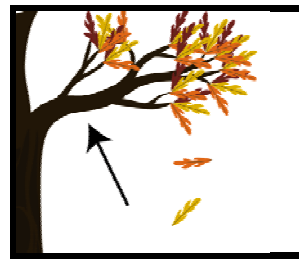
person or thing



person or thing



person or thing



person or thing



person or thing



person or thing



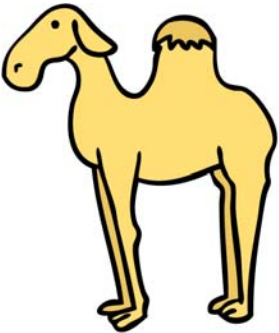

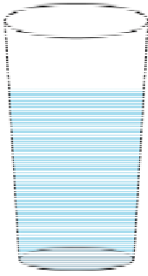
Make a Word.

Draw a line between the beginning and end of each word.

dark	ieve	spa	el	met	al
bel	ness	cam	oon	mum	tle
clo	ser	ball	ce	cas	ble
gla	mal	art	era	pl	ant
ani	ss	cam	tist	boun	ening
bran	ch	be	ware	list	ce

Write the Word.

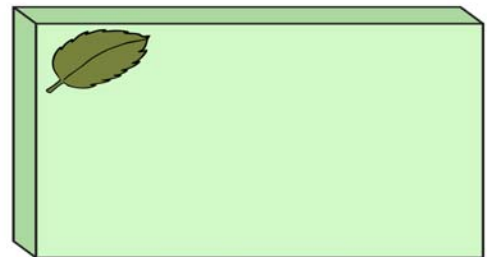
Write the word pictured in each box. Each word is part of the story.

 <hr style="border-top: 1px dashed black;"/>	 <hr style="border-top: 1px dashed black;"/>	 <hr style="border-top: 1px dashed black;"/>
--	--	--



Silver Shore's Ice Cream Shop.

From your story, write on the signs the names of the different kinds of ice cream sold at Silver Shore's Ice Cream Shop. Then, color the ice cream and draw what is in each ice cream on the cones below.



More Stories

The next morning, the critters had to go back to Pine Hollow. Acorn had more stories to gather from his Pine Hollow friends. Shelly told her friends she was going to Pine Hollow, too. She did not want to miss hearing her friends' stories.

Late that day, the critters arrived at Pine Hollow. Acorn was in a hurry. He had to get his newspaper article finished! Bert was next on Acorn's list. Bert loved to tell stories. Acorn ran over to Silver Lake, his hat pulled tightly around his head. Once at Silver Lake, Acorn waved to his busy friend and said hello.

"Hi, Acorn, I'm just fixing the lodge." Bert swam over to Acorn.

"Bert, I would like to know how you and your family came to Pine Hollow," Acorn said.

"Hmm, well, Lily and I came to Pine Hollow to make a home," Bert rubbed his chin with his wet paw.



Bert flipped onto his back in the cool water. Bert had to think. He rubbed his chin and itched his stomach. "Lily and I married and came to Pine Hollow." Bert laughed. "Lily thought I was a goofy beaver. Without Lily I wouldn't have ever come to Pine Hollow."

Bert told Acorn about the first time he met Lily and wanted to win her heart. "I sent her flowers but she sneezed. I sang songs but she laughed! I didn't know what to do but she thought I was silly! I then told her a story and she asked me to tell her another and another. After that we married and came to live at Pine Hollow."

“Thanks, Bert! Oh! There’s Doctor Derby. I had better catch him!” Acorn ran away, waving good-bye to Bert.



“Wait!” Acorn yelled to the doctor. Doctor Derby’s shoulder’s dropped. “Yes? Oh,” Doctor Derby pointed to Acorn’s hat, “it’s all work today then, Acorn. Will it take long? I have to visit some patients on the other side of Silver Lake.”

“It can be short. I would hate to miss out on your story.” Acorn told him about the stories he was writing, and asked if he’d share his story.

Doctor Derby quickly told his tale. Acorn tried to keep up in his notepad. “Well, there was another doctor near my home. He had been the doctor in the area for many years. He was a kind-faced gopher. I was the mean-looking doctor. Critters were scared of me. I tried to smile at them but that made it worse. They must have thought I was trying to eat them. They never asked for my help.”

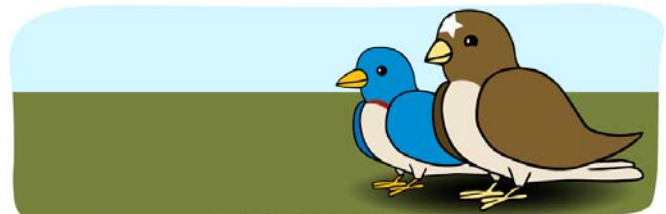


“What did you do?” Acorn asked.

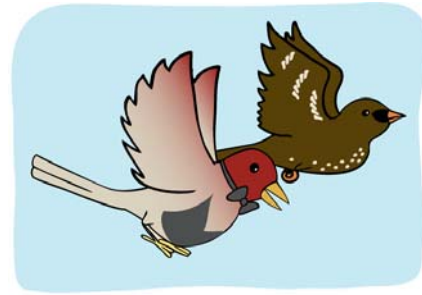
“I waited to see if I would be given a chance,” Doctor Derby said. “One day, a bunny was sick. The gopher doctor had left to help another sick critter. I asked to see the little bunny. I wanted to help. The little bunny’s eyes bulged and the bunny was frozen stiff. She was so afraid, her usual jittery nose didn’t even move. That’s when I left and found Pine Hollow. And that is that.” He started off, then turned around.

“I hope you don’t ask the three raccoons to tell their story. I am sure everyone knows how they came to Pine Hollow,” Doctor Derby yelled, as he rushed to see his patients.

“Why is Doctor Derby in such a hurry, Acorn?” Chirp asked.



Sir Finch, Whir, Autumn, and Chirp had been flying around Pine Hollow and landed to talk with Acorn. Acorn knew why his bird friends came to Pine Hollow. Birds loved to sing, chirp, twitter, and tell all about themselves.



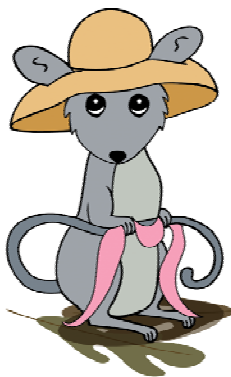
Acorn told them he had so much to do. He had stories to write for his newspaper. Everyone in Pine Hollow knew Acorn was up all night writing newspaper articles about them. The next morning the critters of Pine Hollow waited to hear the stories Acorn hunted for.

Acorn opened his door. He saw all of Pine Hollow waiting for him with smiles on their faces. Acorn began. He opened with Bert's story. It was called 'Romeo Bert and Lily.' Acorn tried not to laugh as he read Bert's story. Everyone in Pine Hollow couldn't help laughing at Bert's story. Dash and Scoot's adventurous story was next, called 'The Amazing Duo, Achooed to Pine Hollow.'



Everyone held their breath as Acorn read about the owl. Some would gasp as the owl flew close to Dash and Scoot and suddenly. . . sneeze! No one could believe that Dash and Scoot had escaped from that owl.

The critters were also glad to hear Doctor Derby's story. Many felt sorry they had been scared of Doctor Derby. Acorn then read the birds' stories in flurried order. Tatty cried again when Acorn read Shelly's story.



The article ended with Tatty's story. It was called 'Sweet Goodness.' Tatty moved to live with her grandma, Apple Mouse. Apple Mouse showed Tatty how to cook, sew, make crafts and how to make yummy sweets. Apple Mouse and Tatty were close friends. Apple mouse gave Tatty a sash to tie around her hat.

Apple Mouse was an old mouse and soon, Tatty was all alone at her grandma's house. Tatty was so sad that she made treats for all the critters of Pine Hollow. Tatty did not know the critters of Pine Hollow at first, but she did now. All the critters of Pine Hollow loved her treats and her.

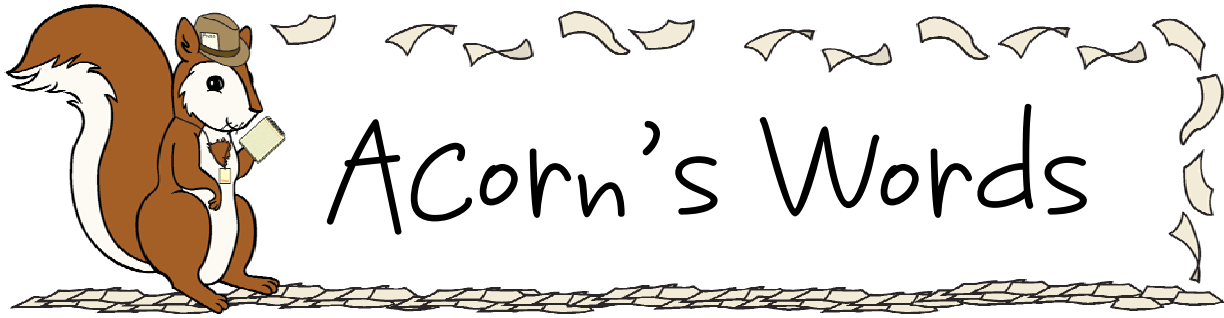
The critters of Pine Hollow loved the stories. Some cried and many laughed. All the critters clapped and cheered. They all loved living in Pine Hollow.



Doctor Derby or Bert?

Which critter did these things? Circle who it was.

- | | | |
|------------------------------|--------------|------|
| 1. Rubbed his chin | Doctor Derby | Bert |
| 2. Had to fix his lodge | Doctor Derby | Bert |
| 3. His shoulder dropped | Doctor Derby | Bert |
| 4. Flipped onto his back | Doctor Derby | Bert |
| 5. Tried to smile | Doctor Derby | Bert |
| 6. Left to go to Pine Hollow | Doctor Derby | Bert |
| 7. Scared a bunny | Doctor Derby | Bert |
| 8. Told a story to Lily | Doctor Derby | Bert |



Check It Off!

Check what each animal or thing cannot do.

<p>Check what an alarm cannot do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> wake you up in morning <input type="checkbox"/> be eaten for breakfast <input type="checkbox"/> tell you the time <input type="checkbox"/> make a loud noise 	<p>Check what a baboon cannot do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> take your fruit <input type="checkbox"/> make a lot of noise <input type="checkbox"/> sing a song <input type="checkbox"/> climb trees
<p>Check what a glass cannot do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> be worn as a hat <input type="checkbox"/> you can drink out of it <input type="checkbox"/> talk with your best friend <input type="checkbox"/> be washed with water 	<p>Check what a balloon cannot do:</p> <ul style="list-style-type: none"> <input type="checkbox"/> breath air <input type="checkbox"/> pop <input type="checkbox"/> float <input type="checkbox"/> look like a bank

Match the Meanings.

Match the words with their meanings.

1. ____ boast (a) to talk in a way that is hard to understand
2. ____ article (b) to have faith in
3. ____ believe (c) something that is huge in size
4. ____ mumble (d) to brag to others about something
5. ____ enormous (e) a written part of a newspaper



Doctor Your Words

With Doctor Derby



Which One is Right?

The sample sentence is written incorrectly. Choose which sentence below correctly rewrites the sample sentence. Be sure to use Doctor Derby's "Finding Proper Nouns" and "Prescription for Capitalization" from the exercises you've done in the past.

1. shelly walked to pine hollow with her friends.

shelly walked to Pine hollow with her friends.

Shelly walked to pine Hollow with her friends.

Shelly walked to Pine Hollow with her friends.

2. acorn called bert and lily's story "romeo bert and lily."

Acorn called bert and Lily's story "Romeo bert and lily."

Acorn called Bert and Lily's story "Romeo Bert and Lily."

acorn called Bert and Lily's story "romeo bert and lily."



3. "i hope my friends like how i wrote their stories," acorn said.

"I hope my Friends like how i wrote their stories," acorn said.

"I hope my friends like how I wrote their stories," Acorn said.

"i hope my friends like how I wrote their stories," Acorn said.

4. doctor derby lives by silver lake.

Doctor Derby lives by Silver Lake.

Doctor derby lives by Silver lake.

Doctor Derby lives by silver lake.



TEST!

Time to take a test. You and Scoot have read, written, and practiced spelling this week's Secret Spelling Words. Have someone read your spelling words while you spell the words correctly on the lines below. See if you can correctly spell more words than Scoot!

-----	-----
-----	-----
-----	-----
-----	-----
-----	-----



How Many Words did You Spell Correctly?

Write the number of words you spelled right.
Did you do better than Scoot? Or not?

Scoot <u>8</u>

----- —



Things to Know

A creature has scared the rabbits at Maple Tree Laundry!

Vowel Practice

These stories feature the different sounds of the vowel “e.”

New Words to Learn

stubborn: a person who is firm and fixed
in their habits and opinions

shuffle: to walk, drag, or move in a way that is slow and lazy;
dragging your feet on the ground;

nickname: a name a person is called
in place of their real name

cranky: someone who is grouchy or grumpy

snare: trap to catch small animals

refuse: to reject something

rude: to do or say mean, rough things; bad manners

fussy: hard to make happy; picky and difficult

scheme: a plan or plot to do something

buzzard: a bird with large wings,
like a hawk or turkey

A Prickly Creature

Autumn and Chirp were adding branches to each of their nests. Chirp sang and Autumn hummed. That's when they heard it.

"Yow! My paw!"

"Ouch! My poor ear!"

"Nooo! All my clean laundry. It's ruined!"

Then the two birds heard a slow deep throaty growl. "I won't stand for this!" a voice said.



Chirp and Autumn gasped and flew around and down their tree to Maple Tree Laundry. Maple Tree Laundry was owned by three rabbits, Aunt Lacey, Aunt Libby, and Aunt Leah. They asked to be called by those names even though they weren't anyone's aunt. The laundry was always covered in hats, shirts, scarves, and suits that were drying.

Chirp and Autumn saw the strangest looking creature they'd ever seen! A large animal covered in spikes and needles. The creature was almost as big as Bert!



Autumn shivered in fear and hid behind Chirp. "I just can't look!"

"I won't stand for this!" The creature roared. His spikes stood straight on his back like he was under attack! "Get back, you laundry rabbits," the creature warned the rabbits.

As he turned back and forth and around, clothes caught on his spiked body and stuck! He was covered in hats and shirts. The more the clothes stuck, the more angry the creature became. He tried to get out of the snare of Maple Tree Laundry, with all its crisscrossed strings of laundry, but he couldn't!

The creature could wait no longer. He was going to get out of this mess of string and clothes. The creature scraped the ground with his foot. Wrapped in string and clothes, the creature huffed and puffed.



Chirp felt sorry for the creature. Autumn would have felt sorry for him too, if she had been looking. The three rabbits were upset.

“Look what that huffing creature has done!” Aunt Leah sniffed, as she tightened her red apron. The other two aunts did not say a word.

“I am going to help that poor creature!” Chirp said. She turned to look at Autumn, “You want to come?” Autumn gulped. “He needs us. Look,” Chirp pointed, “he’s not scary. See how tired he is. He can’t even get out of the mess he’s in.”

Chirp flew down to the tired creature. Autumn followed. She couldn’t let brave Chirp face the monster on her own!

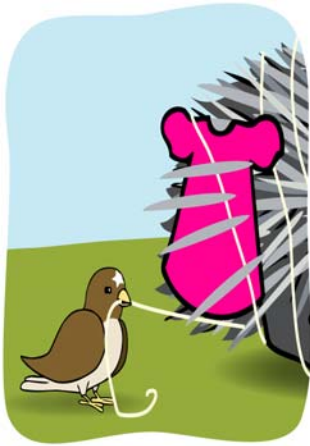


The animal had fallen on his side. He was breathing tired and slow breaths. “Hello, I’m Chirp,” Chirp said and hopped around to the creature’s face. She didn’t want to get too close, just in case the creature would try to eat her!

“Do you need help?” Autumn asked in a hushed voice.

The creature sighed. “Hurry up with it. I can’t move with these ropes tied around me.” The creature had a gruff, commanding voice.

“We’ll try,” Chirp said. Autumn nodded.

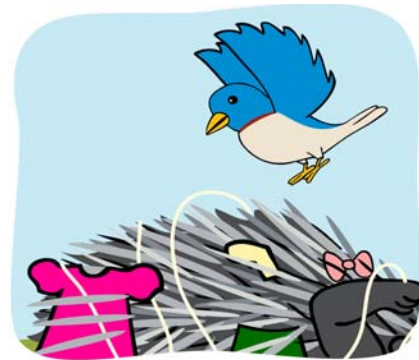


“That’s what you’re here for, isn’t it? Get started then. I don’t have all day.” The creature squirmed.

Chirp and Autumn pulled at the ropes and clothes. They pulled hard. Nothing would come off. The ropes loosened but they wouldn’t come off.

“I’ll try and pull from up there,” Autumn pointed to the top of the creature’s back. Autumn flew and tried to land on the creature but the spikes were sharp! *Ooouch!* Autumn chirped.

The creature let out a deep cough. It almost sounded like a laugh. “Haven’t you birds seen a porcupine before?” Chirp and Autumn shook their heads. “We’re sharp. Nothing can touch us without wishing they hadn’t.”



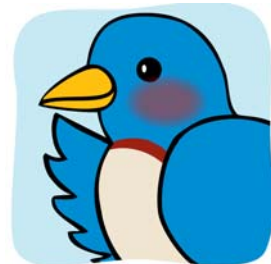
“So, you’re not a monster?” Autumn asked, eyes wide. The porcupine tried to hide a slight smile. He shook his head.

“What’s your name, Mr. Porcupine?” Chirp asked.

The porcupine slowly got onto his feet. “Bristle. I hate nicknames and I won’t let any critter call me anything different. Won’t answer, in fact.”

Autumn smiled. “You’re a funny porcupine, Bristle. Are all porcupines like you?”

“Hmm, some are smaller, some fatter, some younger, but no one as sharp as me.” Bristle wiggled. He really did not like being stuck in one place.

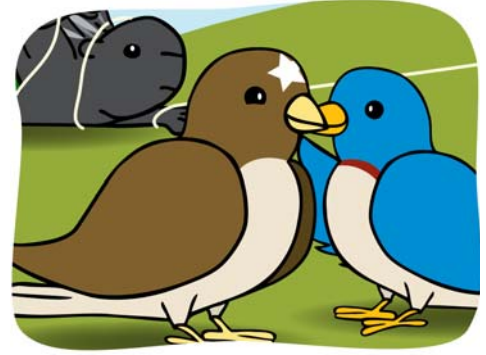


“We are still working on it,” Chirp said.

“My quills are stubborn. They don’t let go of stuff. We need a critter with paws. Your pretty bird wings can’t help much with this.” Bristle shook his back.

“I think -- ” Autumn began. Then she whispered in Chirp’s ear.

“He’d be glad to help,” Chirp said. “Bristle, we have a badger friend who would know how to get these clothes off your quills.”



“Where is this miracle badger?” Bristle asked.

“Pine Hollow. Not far,” Autumn smiled.

“Don’t fly too fast. I am a unique porcupine but I walk slow, just like the rest.”

“You are stealing our clothes!” Aunt Leah sprang toward the three critters. Her nose was pinched and wrinkled. She didn’t look happy.



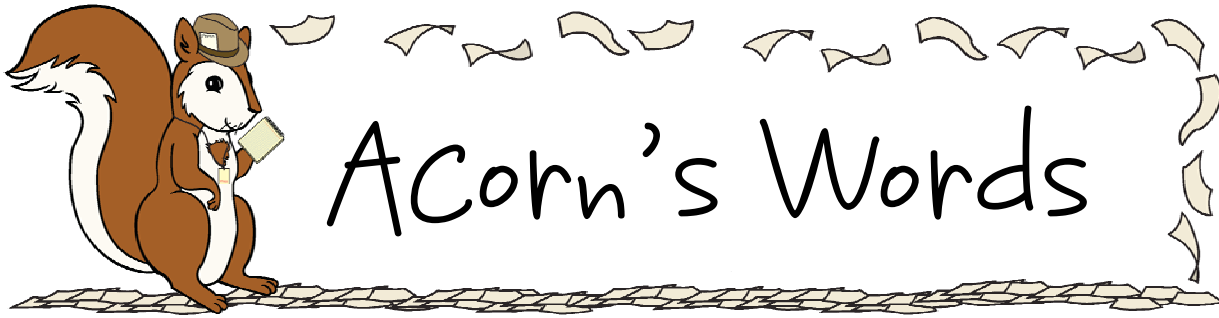
“They wouldn’t steal,” Aunt Lacey said, as she hopped toward her upset sister.

“Oh, Aunt Leah, how else are they to get the poor creature untangled?” Aunt Libby asked, her eyes kind.

“We’ll bring them back tomorrow. I promise,” Chirp said.

Aunt Libby nodded and waved her neighbors away. Aunt Leah was upset but her anger blew away quickly. Aunt Libby and Aunt Lacey called these things her 'tea kettle moments.' She’d blow hot and fast and then be fine. She’d even forget the whole thing.

Autumn waved. Bristle did not wave. He wanted to swat that rabbit, that would make her stay quiet.



Sound it Out

Sound out the letters to read these “e” words below. Some of these words will be in your reading this week.

felt	empty	listen	wrestle	different
help	honest	fallen	chicken	elevator
mess	never	decoy	scheme	excellent
best	expect	exhale	escape	delight
nest	rescue	hidden	penguin	medicine



exit	explain	yelled	secret
rest	decide	better	welcome
pest	droplet	demand	regular
test	upset	seldom	moment

Answer It!

In the blank, write the answer to each question from the list above.

1. What does a bird live in? _____
2. What is the opposite of a full bucket? _____
3. What do doctors give you to make you feel better? _____
4. What is the opposite of the entrance? _____
5. What machine can take you up to the second floor? _____
6. What animal lays eggs on a farm? _____



Secret Spelling Words

Sound out the letters to read the spelling words below.

web	spike	relax	helmet	lesson
desk	elbow	pretty	yellow	dentist

Vocabulary Words

Sound out the letters to read these vocabulary words below.
You will practice reading and using these words all week.

rude	refuse	shuffle	cranky	nickname
snare	fussy	buzzard	scheme	stubborn



Match the Meanings.

Match the words with their meanings.

- | | |
|------------------|--|
| 1. ____ stubborn | (a) a plan or plot to do something |
| 2. ____ nickname | (b) to do or say mean, rough things;
bad manners |
| 3. ____ scheme | (c) hard to make happy |
| 4. ____ cranky | (d) trap to catch small animals |
| 5. ____ fussy | (e) a name a person is called in place
of their real name |
| 6. ____ snare | (f) someone who is grouchy or grumpy |
| 7. ____ rude | (g) a person who is firm and fixed in their
habits and opinions |



Doctor Your Words

With Doctor Derby




Diagnose Doctor Derby's Underlined Nouns.

Using Doctor Derby's "Diagnose the Common Nouns," examine what kind of common nouns are underlined in the sentences below. Check off the correct kind of common noun.

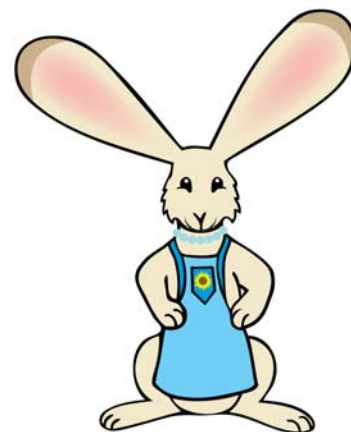
Doctor Derby's
Diagnose the Common Nouns

Sample Findings:
girl
tree
school

1) a person
2) a thing, such as an animal or object
3) a place or location



1. Acorn had three copies of a newspaper.
 person place thing
2. Chirp and Autumn saw an animal covered in spikes.
 person place thing
3. Aunt Lacey wore a blue necklace.
 person place thing
4. Dash and Scoot slept in one room.
 person place thing
5. Tatty lived in a house with glass windows.
 person place thing
6. Some critters are scared of doctors.
 person place thing





Chirp or Autumn or Bristle?

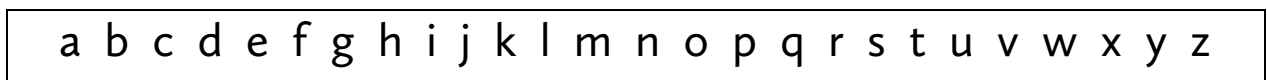
Which critter said or did these things? Circle who it was.

- | | | | |
|---------------------------------|-------|--------|---------|
| 1. Shivered in fear | Chirp | Autumn | Bristle |
| 2. Asked the porcupine his name | Chirp | Autumn | Bristle |
| 3. Breathed tired and slow | Chirp | Autumn | Bristle |
| 4. Hated nicknames | Chirp | Autumn | Bristle |
| 5. Waved at the rabbits | Chirp | Autumn | Bristle |
| 6. Hoped she wouldn't get eaten | Chirp | Autumn | Bristle |
| 7. Scared the rabbits | Chirp | Autumn | Bristle |



Write Words Alphabetically

Write the words listed below in alphabetical order using the alphabet key below.



cranky sap rude hoarse porcupine buzzard fussy

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |



No Doctors for Bristle

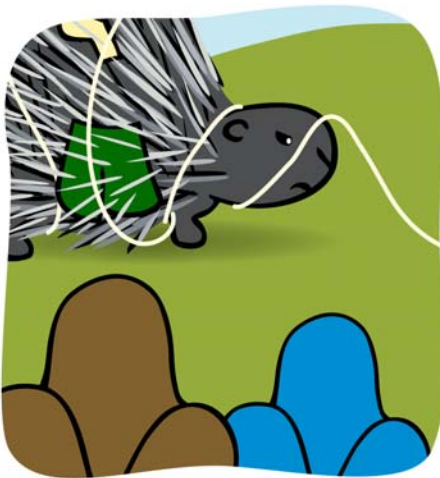
Autumn and Chirp flew slowly so Bristle could keep up. Bristle sure wasn't shuffling his paws any faster than he had to. At long last, the three arrived at Silver Lake.

Once Bristle saw the cool waters of Silver Lake, he zipped toward its edge to take a drink. Autumn clamped her beak shut and tried not to laugh. Chirp was not happy. *Why didn't Bristle walk faster, if he could?*



"Thirsty, huh?" Chirp asked. Bristle nodded his whiskers covered in water. "I'm going to get Doctor Derby."

Bristle's head sprang from the water. "Doctor!?" Bristle yelled. "Doctor! I don't want any doctor touching me. He'll, he'll, . . . I'm sure he'll make me sick and then I'll . . . I've never needed a doctor and I sure don't need one now!" Bristle said, each word spilling out faster than the one before.



"Doctor Derby is a good doctor," Chirp said.

"I refuse!" Bristle stormed. He stomped his paws against the ground as he turned to face the two birds. "I refuse!" Bristle said again. "You two buzzards tricked me!"

"We didn't know you were afraid of doctors," Chirp said.

"Afraid?" Bristle coughed out a laugh. "I'm not afraid. Just . . . careful. Doctors just want you to drink terrible tasting medicine."

"Bristle," Autumn began. "How are we going to get you untangled?"

Bristle sat down and crossed his arms. "I'd rather be caught in this spider web than deceived by kind-looking birds." Bristle stuck out the chin he didn't have and ignored Autumn and Chirp.



"We didn't trick you, Bristle," Autumn said.

"Then find me another way out of this trap," Bristle said.

"Without Doctor Derby?" Autumn asked. Bristle nodded. "You'll have to be patient."

"As long as I don't have to *be* a patient," Bristle mumbled.

This is the most stubborn porcupine I've ever met! Chirp thought. "I'll go ask if anyone knows how to help." Chirp said to Autumn. She was glad to leave Autumn with the fussy porcupine.



Chirp didn't know Doctor Derby was already nearby. He had heard what Bristle thought about doctors. He listened and got more and more upset. He knew this porcupine was afraid of doctors. Doctors helped critters get well. Bristle made them sound scary. Doctor

Derby needed a plan to teach this bristly porcupine a lesson.

Doctor Derby sneaked away, making sure Autumn and Bristle didn't hear him. He had to find Chirp, and fast! He rushed to Pine Hollow and soon found Chirp. She was talking to the critters of Pine Hollow.

Chirp told her friends that a porcupine needed their help. Many of the critters had never seen a porcupine. Scoot and the raccoons asked lots of questions. Tatty asked if he was a nice prickly creature. Chirp didn't want to answer that question. Bristle could be very rude.



"Hello, Chirp. I was wondering, what do you think of this porcupine?" Doctor Derby asked. "Honestly?"

Chirp gulped. "He can be bossy."

"Bossy?! He's a cactus! He's demanding. And worst of all," Doctor Derby huffed, "he's afraid of doctors! I heard that cranky cactus talk about doctors. I want to teach him a lesson. Doctors don't want to give patients yucky medicine to drink!" Doctor Derby said.



"We could tell him that," Chirp said.

"Nope, he wouldn't listen, too stubborn," Doctor Derby said. "No, I have a better idea."

"What better idea, Doctor Derby?" Acorn asked.



"I want to give Bristle the porcupine a spoonful of truth medicine."

"How will you get him to drink it?" Scoot asked.

"He won't drink it, Scoot. He will ask for my help. He'll have to," Doctor Derby said.

"It sounds like you have a scheme, Doctor," Bandit smirked.





Connect the Words.

Connect the correct answer to each question from the story.

Who walked slowly?

A cranky cactus.

What did Doctor Derby call Bristle?

His whiskers.

What part of Bristle was covered in water?

Chirp.

Who thought Bristle was the most stubborn porcupine?

Bristle.



Which Is First?

Which word is first in alphabetical order? Put an X on the blank line of the word in each line that comes first.

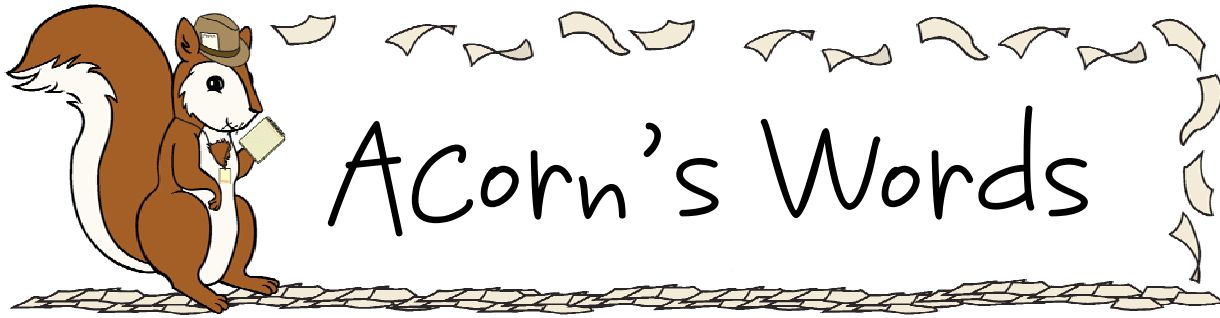
1. ___ rude OR ___ cranky

2. ___ fussy OR ___ sap

3. ___ honest OR ___ snare

4. ___ strange OR ___ buzzard

5. ___ porcupine OR ___ scheme



Letters at the Start.

Below are clues to some of the words in the story.

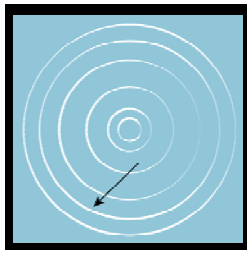
Circle the letter at the start of the correct word.

1. Another word for a plan or trick. s p t
2. Chirp and Autumn sleep
in these at night. h b n
3. A spider traps insects on this
object. t w b
4. Name for the part of your arm
that bends. n e k
5. A bird that cannot fly
but can swim. p o e
6. A machine that can take you
to the top of a building. m e s



Which Is It?

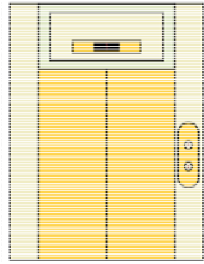
Circle the correct name for each item in the boxes.



ripple or regular



decoy or yell



escape or elevator



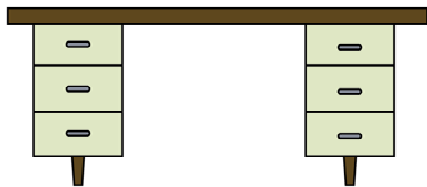
melt or medicine



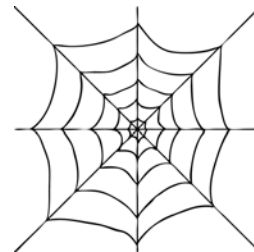
dentist or delight



elbow or expect



diet or desk



web or west



Doctor Your Words

With Doctor Derby



Circle the Proper Nouns.

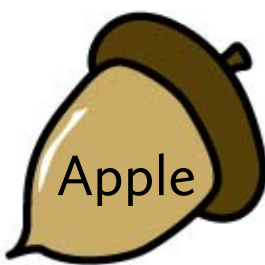
Using Doctor Derby's "Examine the Proper Nouns," circle the acorns that have proper nouns. Some of these acorns are trying to trick you by having capital letters at the start.

Doctor Derby's Examine the Proper Nouns

- 1) People names are capitalized.
- 2) Names of specific places are capitalized.
- 3) Names of cities, states, and countries are capitalized.








Sample Findings:

Doctor Derby & Bert,
Uncle Cashew
Strawberry Hill
Muskrat Wharf



Find the Right Noun.

On each acorn below are either the words *person*, *place*, or *thing*. Put an X on the word in that row that matches the acorn.

	west	doctor	desk
	store	dentist	elbow
	spike	elevator	cop
	Tatty	kitchen	medicine
	web	Silver Lake	teacher
	chicken	branch	swamp
	beehive	woods	dentist





Fill In!

Write in the missing letters to make your spelling words.

le ___ s ___ n

___ el ___ et

___ lb ___ w

y ___ ll ___ w

de ___ ti ___ t

___ ret ___ y

___ ela ___

s ___ ik ___

d ___ s ___

w ___ b



Write Words Alphabetically

Write the words listed below in alphabetical order using the alphabet key below.

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

web spike lesson relax helmet yellow

pretty elbow desk

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

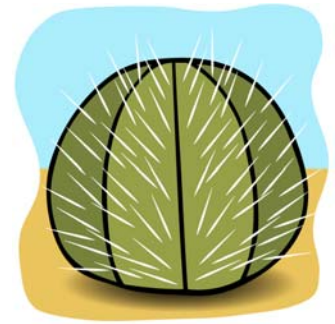
4. _____

9. _____

5. _____

A Sticky Cactus

"That I do," Doctor Derby said. "A good scheme. It will show that porcupine that I'm an excellent doctor."



"What's the plan?" Buster asked.

"Simple. Instead of getting the cactus untangled, we'll get him more stuck than before," Doctor Derby smiled.



"Who's the cactus?" Dash asked.

"The porcupine," Chirp said.

"But, then what's a cactus?" Scoot asked.

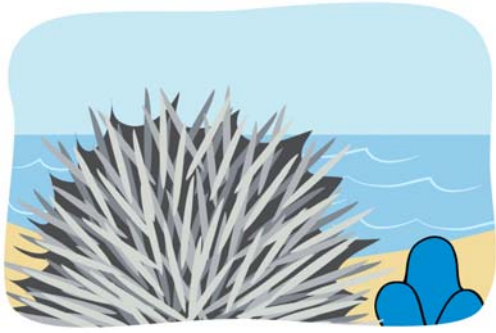
"Oh, it's a plant found in the desert. It's hard all over and covered in spikes," Acorn said.

Everyone was ready to follow Doctor Derby's scheme. It sounded like great fun. The raccoons loved the idea. They enjoyed pulling pranks on other critters. Often, Tatty and Sir Finch would have to remind the raccoons not to be mean with their pranks. They would forget.

Autumn and Bristle sat waiting for help. They watched the water of Silver Lake ripple and bubble. Autumn and Bristle were both quiet critters.

Bristle had been patient, but his patience was worn out. "Where's your brown twin? I've waited for help. Why hasn't she come yet?"

"Patience, Bristle. Chirp is doing her best," Autumn said. She hadn't been brave enough to scold a critter before, but Bristle was different. Bristle cleared his throat and wiggled his small nose. He coughed. Autumn smiled. She knew his coughs were Bristle's way of laughing. "Bristle, where did you come from? I mean, where's your home?"

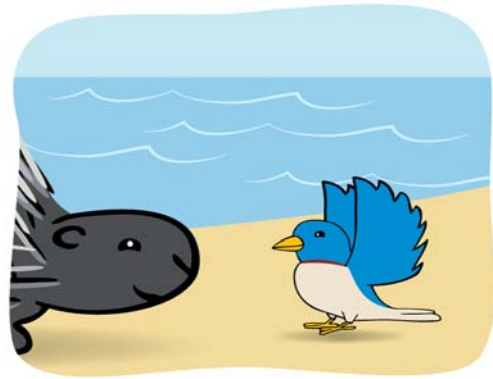


"Home? No place at the moment. I'm on the move, looking for a new one," Bristle quickly answered.

Autumn thought for a moment, trying to take in the quickly spoken words. "So, where did you live before. . . here?"

"You trying to get me to stay?" Bristle asked, looking at the water. He cleared his throat. "I came from a city, very far away."

"A city? Oh, I've never seen one! Please tell me, what is it like?" Autumn hopped closer to the prickly porcupine.



Bristle open his mouth into the smallest smile. No one had ever asked about him or places he'd been. Bristle was about to tell about his old home but stopped. He saw a large group of critters running toward them. Bristle did not know what this crowd of critters was going to do! "Autumn, find a place to hide!"

Autumn tried to tell Bristle that these were her friends, but he wasn't listening. He thought the critters were going to hurt them. The critters of Pine Hollow stopped. They saw Bristle's upset face. He looked like he wanted to hit them with his quills.



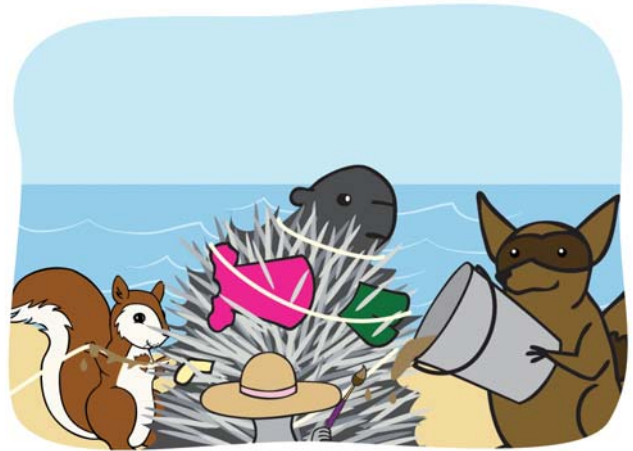
Autumn spoke up over the hushed whispering of the gathered crowd. "Bristle, these are my friends. See Chirp?" Autumn pointed. The critters told Bristle they were here to help.

Bristle grumbled a bit then spoke. "Took you long enough to get here. My quills were beginning to itch, being wrapped up in this."



Chirp told the critters that this was the porcupine who needed help. The critters had big smiles on their faces. They seemed very excited. Autumn was worried. She was not sure why they were so eager to help. Bandit and Buster were having way too much fun yanking and tugging on Bristle. Chirp must have told them Bristle could be cranky.

The critters began to help. Tatty, Swindle, and Acorn were so eager to get Bristle out that they covered the strings with sugary sap. Acorn said sap was the best thing to get string untangled. It would slip right off. Autumn was not sure.



Sir Finch, Dash, and Scoot tugged and pulled on the string and clothes. They were able to get some of the clothes off of Bristle. Many of the clothes were ripped or had holes in them. Whir and Chirp helped a little, but they got poked by Bristle's quills too much.



After an hour, Bristle was still stuck. In fact it was worse! Bristle was even more wrapped up. The sap made the rope sticky, not slippery. The strings were stuck like they were frozen. The tugging and pulling had made the rope wrap around Bristle even tighter. He couldn't even move now.

"What a pickle!" Doctor Derby said.

How is Bristle going to get out now?



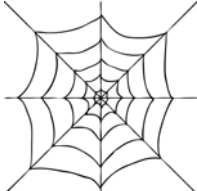






Vocabulary Match-Up.

Match the words with their meanings.

<p>_____ 1. fussy</p> <p>_____ 2. buzzard</p> <p>_____ 3. snare</p>	<p>(a) trap to catch small animals</p> <p>(b) picky or difficult</p> <p>(c) a bird with large wings, like a hawk or turkey</p>
<p>_____ 4. scheme</p> <p>_____ 5. rude</p> <p>_____ 6. refuse</p>	<p>(a) to do or say mean, rough things; bad manners</p> <p>(b) to reject something</p> <p>(c) a plan or plot to do something</p>
<p>_____ 7. cranky</p> <p>_____ 8. stubborn</p> <p>_____ 9. shuffle</p>	<p>(a) to drag your feet on the ground</p> <p>(b) to be grouchy</p> <p>(c) a person who is fixed in their opinions</p>

Spell It Out!

Spell each pictured word by circling the correct letters or phonograms in each box.

	w m	a e	t b
	gel hel	m e	st et
	b d	e ee	sk k
	sp ph	ik ek	e ke
	el al	s b	ou ow
	bu be	za zz	erd ard
	stre str	ai oa	gh ght





Doctor Your Words

With Doctor Derby



Doctor Derby's Capital Letter Check-Up

- 1) The word "I" is always capitalized.
- 2) All sentences begin with a capital letter.
- 3) People names are capitalized.
- 4) Names of specific places are capitalized.



Missing Capital Letters.

Circle the words that need to be capitalized, using the "Capital Letter Check-Up" above to help you spot the words that need to be capitalized.

bristle did not like many critters. he really did not like doctor derby.

bristle did not want doctor derby's help. he hated doctors. he did not care how trapped he was by the laundry lines from maple tree laundry.

bristle knew autumn's pine hollow friends would help him. he just was not sure if sap would get the laundry lines off.

Name the Proper Nouns.

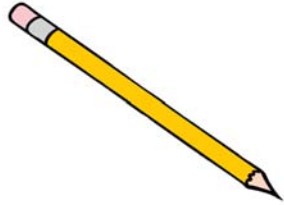
Proper nouns are names of specific people and places. Write on the lines below if the proper nouns below are a person or place proper noun.

1. Autumn _____
2. Apple Mouse _____
3. Muskrat Wharf _____
4. Swindle _____
5. Bristle _____
6. Silver Lake _____



What Kind of Noun Is It?

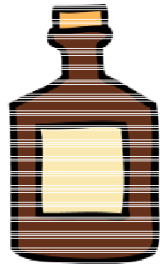
Below are pictures of nouns. Some are *person* nouns, like a teacher, and some are *thing* nouns, like a paper. Circle the word that best describe which kind of noun the picture is.



person or thing



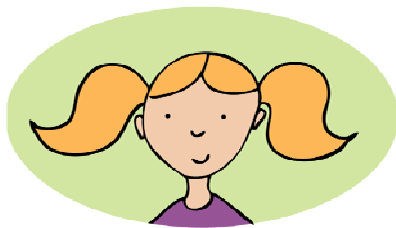
person or thing



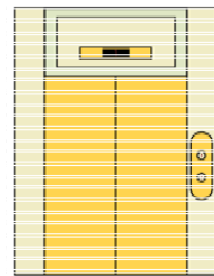
person or thing



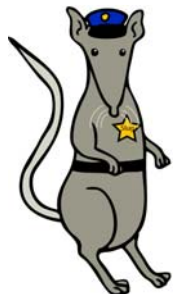
person or thing



person or thing



person or thing



person or thing



person or thing



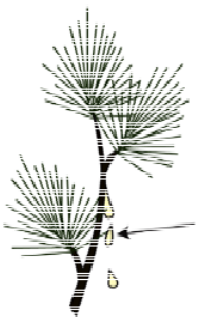
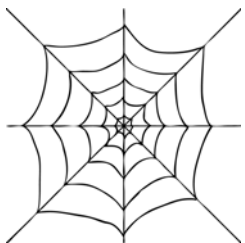
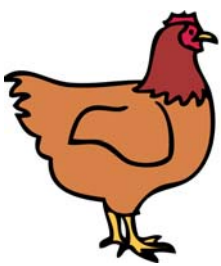
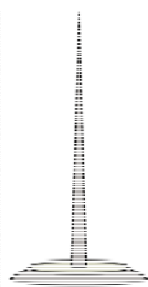
Yes or No?

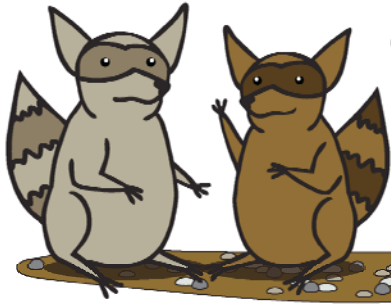
Circle the correct answer.

1. A spike will put a rip in a shirt. Yes No
2. You can explode a lesson with a water droplet. Yes No
3. A dentist can be honest. Yes No
4. A rope can wrestle a chicken. Yes No

Picture Names.

Circle the name of the picture.

<p>exit</p>  <p>west</p>	<p>yell</p> <p>rope</p>  <p>web</p> <p>sap</p> <p>dentist</p> <p>fallen</p>
<p>penguin</p>  <p>strange</p> <p>chicken</p>	<p>regular</p> <p>red</p>  <p>spike</p> <p>desk</p> <p>pest</p>



Reading It Right

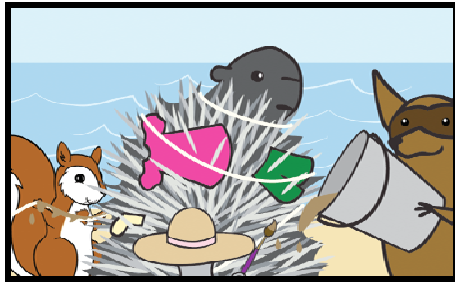
With the . . . Raccoons



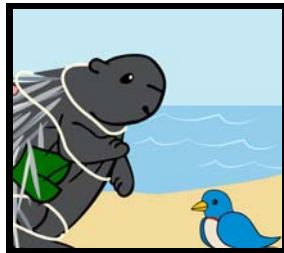
Which Picture Came First?

On the blank beside each picture, number what happened in the story first, second, third, and last.

_____ Tatty, Acorn, and Swindle put sap on Bristle.



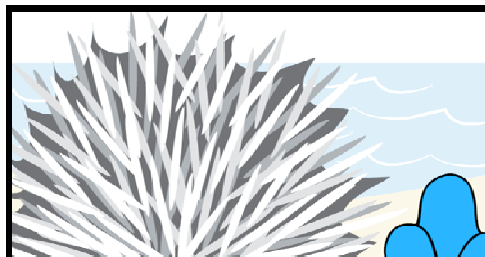
_____ Bristle is really itchy; he cannot wait to get out.



_____ Buster and Bandit try to pull the strings off of Bristle.



_____ Bristle and Autumn look at Silver Lake.



Doctor Derby Helps Bristle

"Doctor Derby," Autumn said. "Please help us. We would have asked you sooner, but Bristle . . ."

"You're the doctor?" Bristle scowled.

Doctor Derby nodded and said. "Looks like you're all knotted up, porcupine."

"It will come off," Bristle answered.

"I have something that will take care of that," Doctor Derby smirked.

All the critters were shocked. Doctor Derby never smiled -- not even a small smile. Something was going on. Everyone knew it, except Autumn and Bristle, of course.



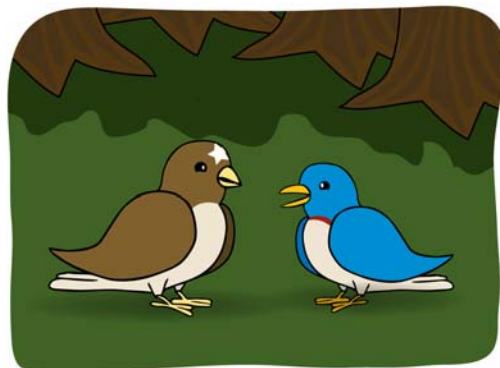
Doctor Derby sighed. "Why don't you trust doctors?"

Bristle grumbled and muttered. "You'll get me out of this?" Bristle shrugged his shoulders.

Doctor Derby nodded. "Follow me. My burrow has all my tools and medicine."

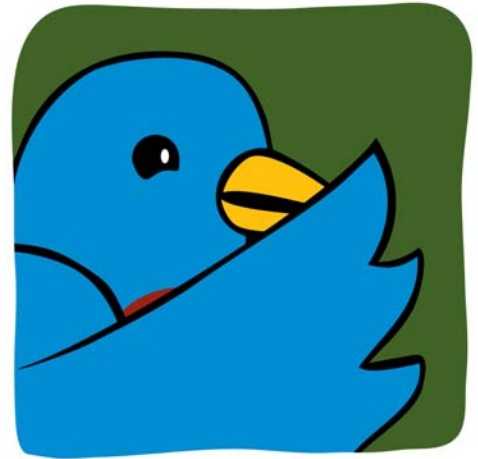
The critters of Pine Hollow followed as Doctor Derby and Bristle walked to Doctor Derby's burrow. They watched Doctor Derby as he spoke with Bristle. They then disappeared into the burrow.

"What is going on, Chirp?" Autumn asked in a whisper.



Chirp told Autumn all about the plan Doctor Derby had. All that Chirp said made Autumn afraid. Chirp told Autumn that Doctor Derby wouldn't make Bristle angry.

All of Pine Hollow waited outside Doctor Derby's house . . . and waited. Dash and Scoot couldn't wait! They just had to know what was going on. Bandit, Swindle, and Buster wanted to sneak inside too. Dash told them that Doctor Derby might see them.



Dash and Scoot were about to scurry inside, but they heard Doctor Derby and Bristle. They were walking out of the burrow. Bristle was untangled! All the strings were gone. Everyone smiled when they saw Bristle with a huge maple sugar sucker. It was huge!



Bristle coughed, which sounded like a laugh. "I didn't even have to drink any bad medicine."

"Oh, Bristle, you're free!" Autumn smiled.

Bristle nodded. "Thanks! Now I see that Derby is a good doctor."

The critters laughed. "I still won't trust another critter that calls himself one, though. Now I have to take these clothes to the three rabbits."

"Derby and I got it all set," Bristle turned. Strapped on his back was a bag filled with clothes. It was so full that some things were sticking out. "Well, this is good-bye then. I have to keep on the move until -- " Bristle stopped for a moment. "I just have to keep moving, that's all," Bristle finished.



"Can I go with you to the three rabbits?" Autumn asked, her eyes a little watery. Bristle nodded and turned to walk away from Pine Hollow.

"I guess 'Cactus' likes to live on his own," Buster said.

"I was sure he was looking for a home," Tatty sighed.

"I thought he'd want to stay," Acorn said.

"I thought so too," Whir said.

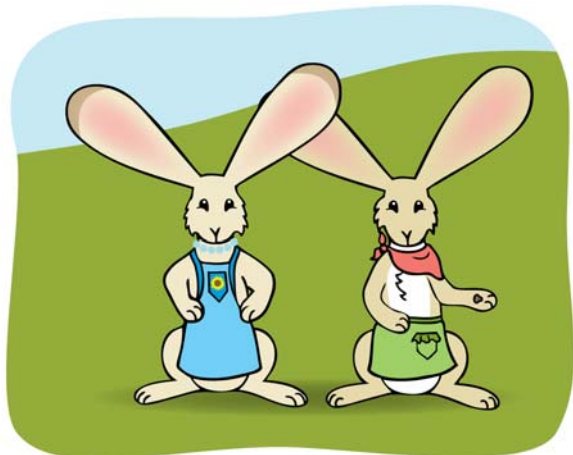


"Autumn looked really sad," Chirp said.

Autumn and Bristle walked to Maple Tree Laundry. They were quiet for a long time. Autumn did not know what to say. Bristle could see that Autumn didn't ask her cheerful questions. He knew she was sad. He just didn't know why.

Autumn listened as Bristle talked. She knew Bristle was being kind. He didn't like to talk much. But he talked just to cheer her up. Bristle even coughed a few times at his own jokes. Autumn tried to smile.

Once at Maple Tree Laundry, Bristle gave the clothes back to the three Aunts. Bristle said he was sorry for the mess he made. Aunt Libby smiled. Aunt Lacey gripped her blue apron. She hoped that the clothes could be fixed. Aunt Leah was upset the clothes were ruined, but she knew Bristle didn't try to ruin them. The three rabbits told Bristle good-bye and continued with their work.



Autumn couldn't say good-bye yet. She flew in front of Bristle's nose. "Bristle!" Autumn said. "I just. . . Why. . . Do you have to. . ." Autumn wiped away a tear. "I'd like to give you a hug good-bye, but. . ."

"Porcupines never give hugs," Bristle said.

Autumn's head fell. "Hugs must hurt."

"Autumn," Bristle said getting onto his back legs. "This is the only soft spot on me," Bristle pointed to his heart and stomach. "I have to keep this hidden from hungry animals."



Autumn rushed to hug her friend good-bye. She couldn't bear to see him go. "Bristle! You just can't leave."

Bristle hugged her back. "You want me to stay?"

"You would?" Autumn gripped him tighter.

"I think, I can change my mind . . . and stay," Bristle said with a small smile.

"I'll show you that Pine Hollow is the perfect place to make a home." Autumn smiled up at her new friend.

Bristle stayed at Pine Hollow. If any critter was ever looking for Autumn or Bristle, one was never far from another. They were the best of friends.





Doctor Your Words

With Doctor Derby



Doctor Derby's Find the Proper Nouns

- 1) Names of people are capitalized.
- 2) Names of specific places are capitalized.
- 3) Names of cities, states, and countries are capitalized.

Sample Findings:

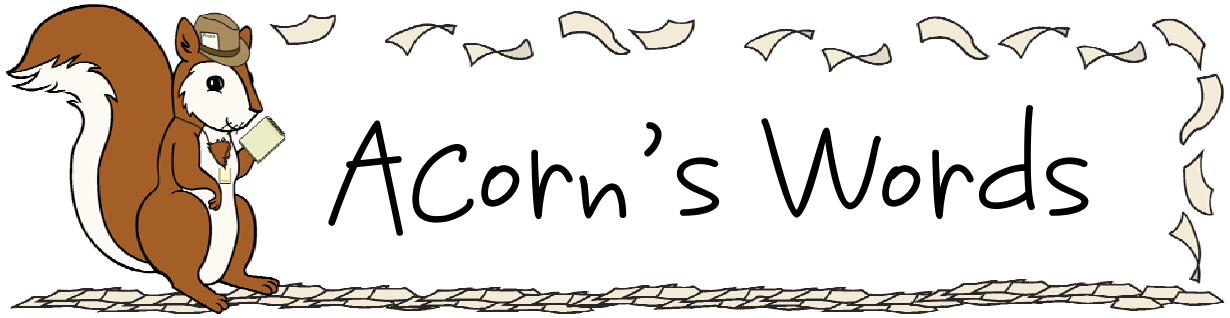
Doctor Derby & Bert,
Uncle Cashew
Strawberry Hill
Muskrat Wharf



Circle the Proper Names and Places.

For the exercise below you will be looking for proper nouns. In the sentences below find the proper nouns and circle them.

1. Doctor Derby came to help Bristle get untangled.
2. All of Pine Hollow waited to see if Bristle liked Doctor Derby.
3. Aunt Leah was mad at Bristle, but Aunt Lacey and Aunt Libby were not.
4. Autumn and Bristle walked to Maple Tree Laundry.
5. Autumn was sad Bristle was leaving.
6. Aunt Lacey, Aunt Libby, and Aunt Leah said goodbye to Bristle.
7. Bristle and Autumn were the best of friends.
8. Autumn, Chirp, and Bristle live near Maple Tree Laundry.



Add the Missing Word!

Read each sentence, and circle the word that is missing.

Doctor Derby wanted to teach Bristle a _____ .

wrestle lesson welcome

Doctor Derby had a _____ .

scheme penguin chicken

Bristle and Autumn watched the _____ in the water.

decoy ripples listen

Bristle's quills and _____ put holes in the clothes.

webs honest spikes

Bristle was rude, but Autumn was his _____ friend.

special hidden fallen

Pine Hollow was happy to _____ Bristle to their home.

regular pest welcome





TEST!

Time to take a test. You and Scoot have read, written, and practiced spelling this week's Secret Spelling Words. Have someone read your spelling words while you spell them correctly. See if you can correctly spell more words than Scoot!

-----	-----
-----	-----
-----	-----
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How Many Words did You Spell Correctly?

Write the number of words you spelled right.
Did you do better than Scoot? Or not?

Scoot
<u>6</u>

—



All About *Bristle the Porcupine*

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

Bristle ...

- | | |
|--|---|
| <input type="checkbox"/> doesn't like doctors | <input type="checkbox"/> liked to eat acorns |
| <input type="checkbox"/> had a stomachache | <input type="checkbox"/> doesn't like to talk |
| <input type="checkbox"/> liked to visit critters | <input type="checkbox"/> came from the city |



Vocabulary Match-Up.

Match the words with their meanings.


<p>_____ 1. fussy</p> <p>_____ 2. porcupine</p> <p>_____ 3. straight</p>	<p>(a) A direction that doesn't have a turn or curve</p> <p>(b) a picky or difficult person</p> <p>(c) a critter covered in sharp quills</p>
--	--

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HANDWRITING SHEET 1: Bird Story

Read how each bird came to Pine Hollow. On the lines below copy the first two sentences from your favorite bird story.

Chirp's Story:

Chirp's story was well known by the critters of Pine Hollow. Chirp's cousins, Dirk and Kirk, had asked Chirp to come with them to be in the circus. Chirp had a beautiful voice. She just couldn't be a circus performer.

Autumn's Story:

Autumn's story was new to the critters of Pine Hollow. Chirp had met Autumn when she moved to another tree. Autumn brought gifts to every new critter she met. Chirp told Autumn that she did not need to give gifts. Autumn tried it, but she was even more shy than before. So Chirp let her give gifts, anyway. Autumn was soon a favorite of all at Pine Hollow.

Sir Finch & Whir's Story:

Sir Finch and Whir were brother and sister. They were the best of friends. Sir Finch felt crowded at his home tree. There were too many birds! Whir could not stay at home if her favorite brother left to find a new home. So, Sir Finch and Whir found Pine Hollow and stayed.

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



HANDWRITING SHEET 2: Romeo Bert & Lily

Read the paragraph below. Then on the lines below, write the sentence or sentences that talk about treats.

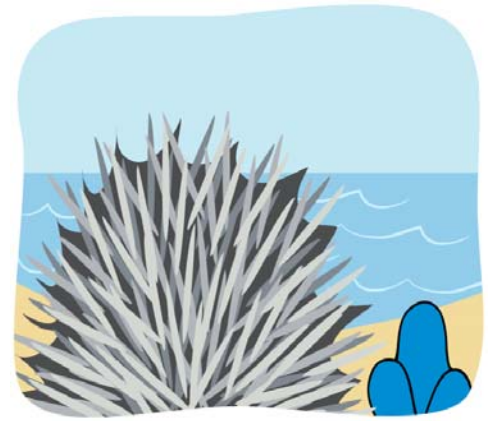
The first time I saw Lily, I knew she was the beaver gal for me. I just had to win her heart. So first, I gave her flowers, but she sneezed and sneezed and sneezed. She was allergic to them. Her eyes got and red and watered, and her nose ran. But I knew she was the one, so I tried again. The next night, I sneaked in some of the sweet treats I had made special for her with a note saying they were from me. I had heard that her favorite snack to eat was chocolate-covered water lily treats. She spat them out.

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

HANDWRITING SHEET 3:

New to Pine Hollow

The paragraph below doesn't have ANY capital letters. Choose two sentences from the paragraph below and write them correctly on the lines below. If you need help remembering what words need to be capitalized, look at Page 22 of "Ambush in the Aspens."



autumn could not wait to show bristle around pine hollow. They could go to silver lake. bristle loved to watch the sunshine on the water as it rippled. autumn knew the three raccoons would have a great time showing bristle strawberry hill. But what autumn liked best of all was having bristle as her neighbor.

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