

Adventures in Pine Hollow & Milestones in Reading



# Paragraphs to Pages

## Language Arts Guide WinterPromise

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# Paragraphs to Pages Introduction

## Welcome to your "Paragraphs to Pages" LA Program!

We expect that this program will be used for students who are reading simple, short paragraphs with some assistance. Your student may technically be in kindergarten if he or she began with WinterPromise and moved ahead quickly with earlier LA programs, or may be in first grade when they hit this reading milestone. This milestone is written to last 18 weeks, or half a year, but may take some students longer.

Your child should really enjoy this program, which takes them on all sorts of adventures with some new critter friends! Your child will progress from reading paragraphs to reading full pages. 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 "Paragraphs to Pages" program?**

**Your Instructor's Guide** is pivotal to balancing the different resources you have for this half-year program. 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 that is included each week.

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

**Book 1** - Play on Pine Nut Street

**Book 2** - Tricks in the Thicket

**Recommended Resources:** We recommend that you purchase our Phonics Cards with Coordinating Character Cards (#LAL-201) for help with phonics instruction if you haven't used earlier WinterPromise LA programs or don't own the cards. We also recommend that you purchase the Hands-On Phonics Activity Pack if you don't already own it, which will be used with new games outlined in this guide (see Appendix 2 below).

## Appendices

**Appendix 1: Black Pine 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: Pine Nut 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: Black Forest Write-In Readers Answer Key** provides answers to the phonics, spelling, reading comprehension, and spelling exercises included in these readers.



# Paragraphs to Pages Helps

## **Your Student's Proficiency**

**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 follows other learning to read programs. WinterPromise's vertical phonics move students along rapidly from the start, and therefore, students have good fundamentals 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. You'll find extra spelling activities on page 6.

## **Handwriting**

Each week some handwriting is included in the Write-In Readers for your student. If you'd like to include more handwriting, we've included extra handwriting pages in the back of this guide with lines and designs for additional motivation for your student to do a good job. You can use these for practice for students you feel would benefit from doing extra handwriting work.

### **Handwriting Idea 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 do something (ride bikes, etc.).  
Write several words that start with the 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's/Father's Day.  
Make a paper airplane & write spelling words all over it.  
Describe the best thing you've learned so far this year.  
Describe how you like to eat pizza (or sandwiches.)  
Describe how your family celebrates the New Year.

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

## **Other Preparation**

Make six copies of the "Fishing for Phonics" game board from your "Hands-On Phonics Pack," keeping the first board as an original. You may want to strengthen the game boards in Appendix 2 by laminating them, though this is not necessary. However, if you are planning on using these with younger siblings, it is not a bad idea!



# Understanding WinterPromise's Vertical Phonics Method

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

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

### Fundamentals of Vertical Phonics

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

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

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

This methodology is viewed as helpful for reducing the confusion a student may feel when told for weeks or months that "a," for example, says /a/, and then told 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.

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

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

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

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

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

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

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

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

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

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

# Spelling Activities

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

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



# Paragraphs to Pages Week 1

Resources	Day 1	Day 2	Day 3	Day 4
<b>READING &amp; PHONICS</b>				
<b>READING:</b> <i>Play on Pine Nut Street</i>	Hello, Mac and Nip! Pages 7-9	Mac and Nip See a Cat Pages 14-15	Black Jack, the Cat Pages 20-21	No Place to Hide Pages 26-27
<b>READING COMPREHENSION:</b> <i>Play on Pine Nut Street</i>	Page 13	Page 19	Page 25 - Top	Page 29 - Top
<b>PHONICS:</b> <i>Play on Pine Nut Street</i>	Pages 10-11	Pages 16-17	Pages 22-23	Page 28
<b>SPELLING &amp; VOCABULARY</b>				
<b>SPELLING &amp; VOCABULARY:</b> <i>Play on Pine Nut Street</i>	Page 12	Page 18	Page 24 Page 25- Bottom	TEST Page 30
<b>HANDWRITING</b>				
<b>HANDWRITING:</b> <i>Play on Pine Nut Street</i>				Page 29- Bottom
<b>ACTIVITIES</b>				
<b>FUN REINFORCEMENT:</b> <i>Pine Nut Games</i>	Cookie Crumbles (See Note Below on Pine Nut Games)	Cloud Pictures	Pine Nut Pictures	
<b>Notes</b>				

## Play on Pine Nut Street: Phonics Focus

Practice the Sounds of "A" and "I"



### Introduction to "Play on Pine Nut Street"

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

The "Write-In Readers" include reading, reading comprehension activities, focused phonics study and practice exercises, spelling, and handwriting, as well as basic English skills, such as alphabetization and capitalization.

Begin by reading aloud to your student the introduction on page 5 of "Play on Pine Nut Street" to give them a feel for these stories.

### Important Note: Play on Pine Nut Street

Please read the parent note on page 3 in the front of "Play on Pine Nut Street" to get the most out of this resource for your student. Also read page 5 aloud to student to introduce the critters of Pine Nut Street.

## IMPORTANT - Pine Nut Games

Many of these games rework activities from the "Hands-On Phonics Activity Pack." However, new, adjusted instructions for assembly and use of these games are included in Appendix 2. **BE SURE** to read these directions and make use of the helps in Appendix 2!

### Handwriting Pages

Students will have quite a few activities that require handwriting, as well as actual handwriting practice. Do you feel your student requires more handwriting practice? There are reproducible sheets to use for handwriting practice included in Appendix 1.

What to do for additional handwriting practice? Look for a comprehensive list of ideas in the introductory notes of this program guide. These can be used throughout the year, and in some cases, could be done more than once. Do not feel your student must practice handwriting every day.

### Spelling Words

trip	pie	lift	lip	apple
face	rat	find	hat	lamp



# Paragraphs to Pages Week 2

<i>Resources</i>	Day 1	Day 2	Day 3	Day 4
<b>READING &amp; PHONICS</b>				
<i>READING: Play on Pine Nut Street</i>	Rex Needs Help Pages 31-33	Has Anyone Seen a Green Eel? Pages 38-39	Angry Bees Pages 44-45	Two Critters and a Toy in a Crate Pages 50-51
<i>READING COMPREHENSION: Play on Pine Nut Street</i>	Page 37 - Top	Page 43 - Top	Page 49 - Top	Page 53
<i>PHONICS: Play on Pine Nut Street</i>	Pages 34-35	Pages 40-41	Pages 46-47	Page 52
<b>SPELLING &amp; VOCABULARY</b>				
<i>SPELLING &amp; VOCABULARY: Play on Pine Nut Street</i>	Page 36	Page 42	Page 48 Page 49 - Bottom	TEST Page 54
<b>HANDWRITING</b>				
<i>HANDWRITING: Play on Pine Nut Street</i>	Page 37 - Bottom	Page 43- Bottom		
<b>ACTIVITIES</b>				
<i>FUN REINFORCEMENT: Pine Nut Games</i>	Sand Drawing	Sculpt a Letter	Purplinker	
<b>Notes</b>				

**Play on Pine Nut Street: Phonics Focus**  
Practice the Sounds of "E" and "EE"



### Spelling Words

tree    ten    need    heel    wheel  
bell    egg    nest    deer    eel



Adventures in Pine Hollow & Milestones in Reading

# Paragraphs to Pages: Write-In Reader

Play on  
Pine Nut Street  
with Mac & Nip



## WinterPromise

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# Play on Pine Nut Street with Mac & Nip



## For Parents:

The WinterPromise *Paragraphs to Pages 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 the program to your student.

### Strategy 1: Take Turns Reading

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

### Strategy 2: Save Some Reading

Each week includes enough reading for four days, but you could split a long passage into two pieces and read on 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

## Hello, Mac and Nip!

Mac is the bravest, boldest squirrel you might ever meet. About a year ago, he decided he wanted to have some adventures. Mac also missed his older brother Cashew, who had moved to town to start a new life. Mac also wanted to see new things and meet other brave critters, like himself. So, as a young squirrel, Mac left home for the city.

His parents, Pecan and Chestnut, waved goodbye to their young squirrel, Macademia. They loved their youngest squirrel so much! In fact, that's why they gave Mac such a magnificent name. Pecan blew her nose. Chestnut tried to smile. Chestnut and Pecan would miss Mac, but they knew his older brother Cashew would protect him.

After many days of traveling, Mac arrived at Pine Nut Street. Pine Nut Street had a nice park with grass and a large pine tree. Pine Nut Park was the home of Mac's older brother Cashew. Mac was sure his parents would love his new home in Pine Nut Park. After all, his squirrel family loved things with nutty names!

Not long after Mac's arrival at Pine Nut Park, Mac met another squirrel named Nip. She was the prettiest squirrel in the whole park! She could cook and find nuts anywhere. Nip was amazing. Nip never lost a single nut she buried. She always wore a pink apron.

Soon, Mac and Nip became great friends. They had many adventures together, just like Mac wanted, and they did get into some trouble at times! Before long, Mac and Nip knew it was time to build a life together. They were married and moved into a new house on Pine Nut Street. They hoped to raise their own little squirrels in a nice home. Maybe one day those squirrels would have their own adventures, too.

Mac and Nip's new home was perfect. It even had a yard with a tree. They chose a house near Mac's brother Cashew and his wife Almond. They would be great neighbors. Mac and Nip were ready to explore and find more adventure on their small city street.





# Things to Know

Mac and Nip love their new home. Nip wants to give Almond one of her yummy pies.



## Vowel Practice

These stories help you practice the different sounds of “a” and “i,” with words like *face*, *trip*, and *pie*.



## New Words to Learn

scat: go away, get out of here, or go away quickly

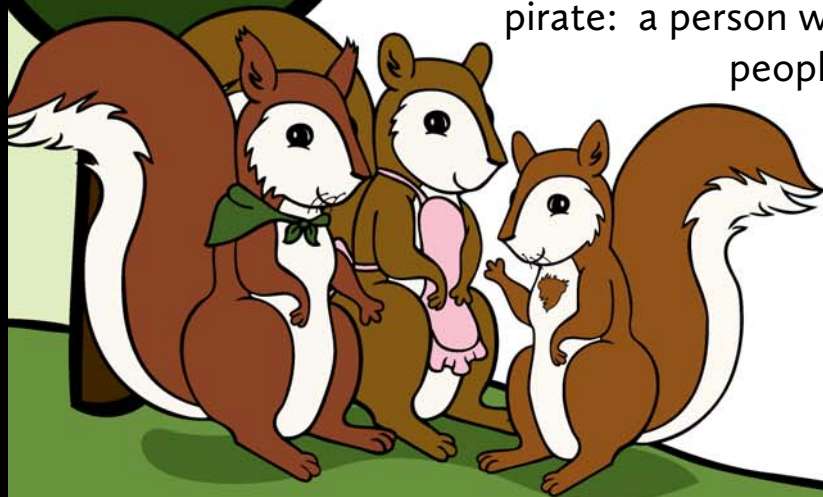
hiss: a sound made from the mouth, like the “s”

angry: to have or feel anger; to be upset

cashew: a kind of nut from a cashew tree

pirate: a person who takes or steals things from other people or ships in the ocean

whisper: to talk in a quiet voice, so others cannot hear



# Hello, Mac and Nip!

Mac and Nip wanted to visit Cashew and Almond. Cashew and Almond were great fun. Nip made a pie. She wanted to give it to Almond. It was apple pie.



Nip and Mac left their house. Mac led the way. He did not want Nip to trip. If she tripped, the pie would fall. Mac moved the tea cup chairs out of Nip's path.

Mac saw the bird feather broom on the floor. He took the bird feather broom away. Nip did not trip. Mac did not see that the broom flung dust on the pie.





“Achoo!” Nip sneezed. She sneezed again. “Oh, Mac!” Nip sniffed.



“Sorry, Nip,” Mac said. He wiggled his whiskers. Mac had dust on his whiskers. Nip and Mac giggled as they walked outside.

Mac looked at the yard. It was huge! A tall oak tree stood near a wood fence. A large dog house sat under the tree.



Mac and Nip ran to the oak tree. Mac climbed up the tree. Next, Nip climbed up with the pie in her teeth. Mac pulled her up. Nip gasped. The pie fell. Splat!

“Look! A cat!” Nip said.



## Sound It Out


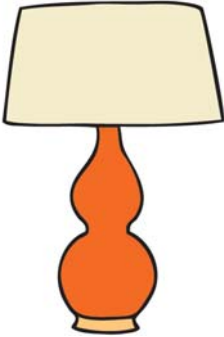


Sound out the letters to read these “a” and “i” words below. Some of these words will be in your reading this week.

way    find    apron    lips    think    apple    trip    add  
sat    lift    climb    rat    escape    cap    kick    bad  
face    back    lamp    ice    pie    hat    ape    rip





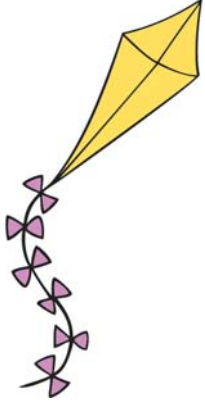

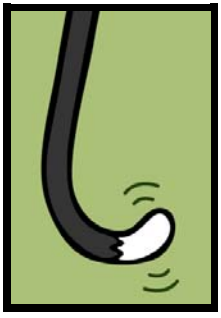


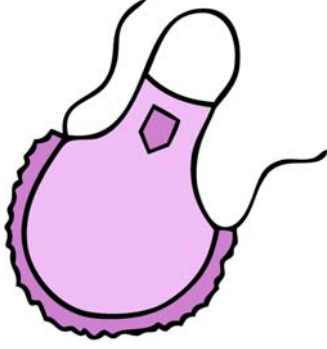
## Match It!

Draw a line to match a word with each picture.

lamp		
ice		
rat		
lips		

# Circle It!

Circle the name of the picture.

	apple Mac apron pie		lip back cat hat
	bird climb bite kite		trip pie lift hiss
	giggle trip wiggle hit		face tape apple back
	pit giggle kick whisker		hand lamp apron ape



## Hi, Socks!

Socks will be with you all year. She will help you learn new words and what they mean.

## Spelling Words

Sound out the letters to read these spelling words below.

trip    pie    lift    lip    apple  
face    rat    hat    find    lamp

## Vocabulary Words

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

scat    pirate    cashew    angry  
hiss    scare    climb    wiggle    whisper

## Fill In!

Write in the missing letter *a* or *i* to finish your spelling words below.

tr \_\_\_\_ p

\_\_\_\_ pple

p \_\_\_\_ e

f \_\_\_\_ ce

l \_\_\_\_ mp

l \_\_\_\_ p

l \_\_\_\_ ft

f \_\_\_\_ nd

h \_\_\_\_ t

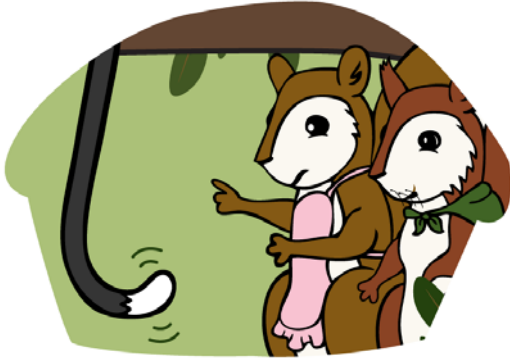
r \_\_\_\_ t

# Which Pie Came First?

On the blank above each pie, number from 1 to 4 what happened in the story first, second, third, and last.

\_\_\_ Mac and Nip saw a cat!

\_\_\_ Mac climbed up the oak tree.



\_\_\_ Nip made a pie.

\_\_\_ Mac got dust on his whiskers.



## Yummy Apple Pie.

Every week you will be learning new sight words. Fill in the blanks with words from the word bank. Some words may be used twice.

### Word Bank

a    an    is    said  
l    in    it    and

1. “\_\_\_ apple pie \_\_\_ the best pie,” Nip \_\_\_\_\_.
2. Mac \_\_\_\_\_ Nip did not want the pie to fall.
3. \_\_\_ pie can fit \_\_\_ \_\_\_ box but \_\_\_ may spill.
4. “\_\_\_ hope we can have some of this pie,” Mac \_\_\_\_\_.

# Mac and Nip See a Cat



Nip pointed at the cat.  
The cat's tail wiggled.  
The cat's back moved up  
and down. Mac and Nip  
did not move.

"I think the cat is asleep."  
Mac said.

"What are we going to do?"  
Nip asked.

"We will have to sneak  
around him," Mac said.



"How? How?" Nip  
whispered in Mac's ear.  
"How can we sneak around  
the cat?" Nip was scared.



"Shh," Mac said. His ear  
tickled from Nip's  
whispering.

The cat's tail shook. It wiggled. The tail wiggled closer and closer. It swung so fast it almost hit Mac in the nose.



Nip jumped. The cat was not sleeping! He was awake!

Mac tried to cover Nip's mouth. Too late! She screamed.

The cat jumped high into the air! Its tail was straight! Even the hair on its back stood straight! Mac could tell Nip had scared the cat.

The cat swung around to face Mac and Nip. He had mean green eyes.





## Pick One!

Choose the word from each line that best fits in the sentence.

1) Mac put \_\_\_\_\_ on his hurt face.      pie      ice      tape


2) Nip loved her pink \_\_\_\_\_.      ape      kite      apron

3) Mac and Nip saw a \_\_\_\_\_ cat!      white      fat      black




## Name the Picture.

Write the word for each action or object on the line.

1) Mac  up the tall brown tree. \_\_\_\_\_

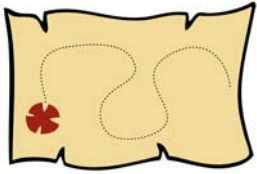
2) Mac saw a black cat tail  . \_\_\_\_\_

3) Nip had to  the pie to climb the tree. \_\_\_\_\_



# Which One?

Circle or name the picture in each line that matches the word.



ape

map

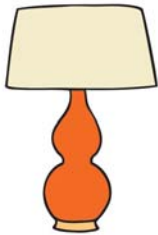
plate



bite

patch

smile



lamp

face

table



pie

hat

pirate



apple

ball

can



dime

pants

lime



## Circle Word Halves.

Finish the words by circling the correct ending. Socks does not like the last word. She hopes that it is less scary to spell the word than to meet one of these in the woods!

li	ft    f
la	ld    mp
ap	pl    ple
li	p    s
fa	ce    se
ra	t    at



# Action!

Connect each item to its action in the story.

tail

Nip

Mac's ear

cat

jumped

wiggled

tickled

whispered

# Who Did It?

Write the name of the character who did each action in the story.

I pointed at the cat.

\_\_\_\_\_

I wiggled my tail.

\_\_\_\_\_

My back moved up and down.

\_\_\_\_\_

I screamed.

\_\_\_\_\_

I whispered in Mac's ear.

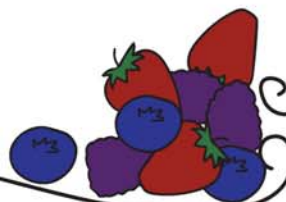
\_\_\_\_\_

I tried to cover Nip's mouth.

\_\_\_\_\_

I jumped into the air.

\_\_\_\_\_



# Black Jack, the Cat

Mac and Nip each held their breath. The cat's face came closer and closer. Its green eyes were so close that Mac could have spit in them.



“No furry rats mess with me!” the cat hissed.



“We are not rats!” Mac said.  
“We are squirrels.”

“Squirrels? Well, I’m Black Jack the pirate cat. See?”  
Black Jack pointed to his eye. It looked like he wore a pirate eye patch.

Nip’s knees shook. She was afraid. Mac tried to find a way to escape.

Black Jack laughed at them. He could see they were afraid. Black Jack lifted his paw to strike.



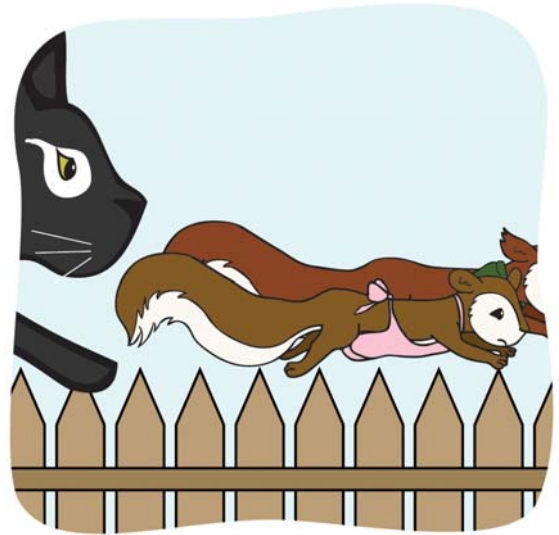


Black Jack swung his paw. Mac and Nip jumped out of the way.

Black Jack let out an angry hiss! “I will get you two!”

Mac and Nip had to get away. They ran down the oak tree.

Black Jack chased after Mac and Nip. He chased them around the tree. He chased them up and down the fence.



Mac and Nip ran as fast as they could. Black Jack scratched Nip’s tail with his claws. Black Jack tried to scratch Mac, too.

*How were Mac and Nip going to escape?*



## Review of the Letters "a" and "i."

Write in the words that fit the clue from the word bank below.

Word Bank			
hat	ice	table	pirate
late	kick	hiss	catch

What can you do to a ball? \_\_\_\_\_

What do cats like to do to mice? \_\_\_\_\_

Where do you eat your lunch? \_\_\_\_\_

What does Black Jack look like? \_\_\_\_\_

What do you wear on your head? \_\_\_\_\_





What sound does an angry cat make? \_\_\_\_\_

What is frozen water called? \_\_\_\_\_

If it is not early, it is what? \_\_\_\_\_

# Circle It!

Circle the name of the picture.

	hand face lip chin slime time dime lime
	water pirate patch raft lap cap map nap
	apple ball bat acorn kite bite spit hit
	hat apron pants ant sand lamp table plate



# Socks' Spelling

## Write the Word.

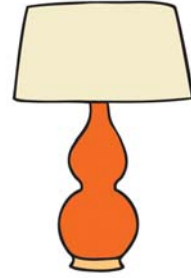
Write the word pictured in each box. Each word is from your spelling list.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## Before or After.

Did it happen before or after something else? Circle the right answer.

Mac said they were BEFORE or AFTER ... the cat called  
were squirrels ... them furry rats.

Black Jack told BEFORE or AFTER ... he pointed to  
Mac his name ... his white patch.

Nip's knees shook ... BEFORE or AFTER ... Black Jack laughed.

Mac and Nip BEFORE or AFTER ... Black Jack swung  
jumped away ... his paw.

Black Jack hissed ... BEFORE or AFTER ... the squirrels ran.

Black Jack chased BEFORE or AFTER ... he chased them  
them around a tree ... on the fence.



## Match the Meanings.

Match the words with their meanings.

- |                  |  |
|------------------|--|
| 1. _____ hiss    | a. to move, often side to side                       |
| 2. _____ angry   | b. a kind of nut                                     |
| 3. _____ whisper | c. a noise made to scare others that sounds like "s" |
| 4. _____ scat    | d. a person who takes or steals things at sea        |
| 5. _____ climb   | e. go away, get out of here, or go away quickly      |
| 6. _____ scare   | f. to go up something tall                           |
| 7. _____ pirate  | g. to talk in a quiet voice, so others cannot hear   |
| 8. _____ cashew  | h. to frighten                                       |
| 9. _____ wiggle  | i. feeling mad or upset                              |

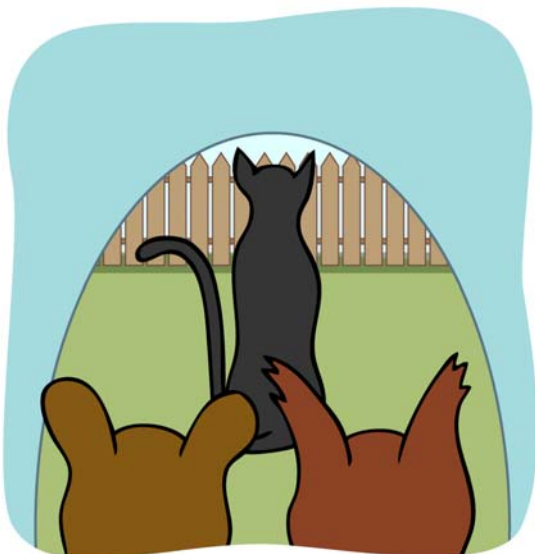
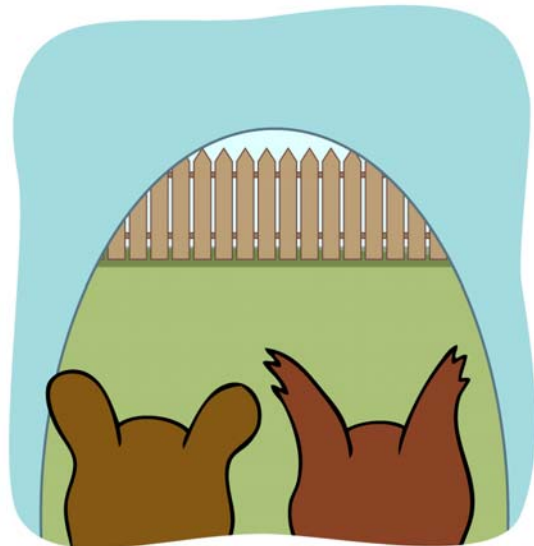
# No Place to Hide



Black Jack chased Mac and Nip all over the yard. Mac and Nip were tired. “Oh, Mac,” Nip said. “I cannot run anymore.”

“We will hide here,” Mac said. Mac and Nip sneaked inside the doghouse.

Nip hoped no one was home. Mac hoped Black Jack had not seen their hiding spot.



Black Jack could not find the two furry rats. Black Jack sneaked around the doghouse. He could smell their trail, but it stopped. It stopped in front of the doghouse!

Black Jack saw them! “Ah! I am going to get you two now!” Black Jack slowly came inside.



Mac and Nip crammed into a corner. They had nowhere to hide! Would Black Jack catch them?



Whoosh! Black Jack was yanked out of the doghouse!

Black Jack yelped. He scratched the ground. Mac and Nip peeked out to look at Black Jack. A dog held Black Jack by his tail.

“This is Rex’s yard! Scat, cat!” Rex said. Black Jack ran home. “I hate cats, but I love your apple pie!”

“But it fell down!” Nip said.

“I licked it up!” Rex smiled.

Mac smiled, too. He liked Rex.






# Acorn's Words


## Name the Picture.

Write the word for the action or object on the line.


1) Nip loved to bake apple  . \_\_\_\_\_

2) Rex  the pie Nip dropped. \_\_\_\_\_

3) Rex saved Mac and Nip from  . \_\_\_\_\_

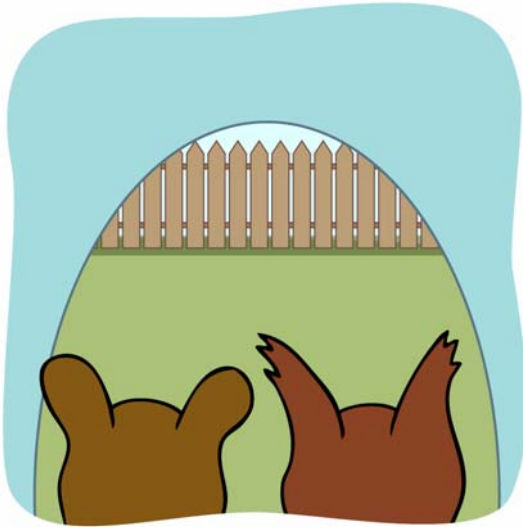
4)  and Nip had no place to hide! \_\_\_\_\_

5) Rex lives in a blue  . \_\_\_\_\_

6) Mac  at his new friend, Rex. \_\_\_\_\_

## Mark It!

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



- Mac and Nip wanted to take a nap.
- Nip was scared of the dark.
- Mac and Nip hide in a doghouse.

- Rex likes to play with cats.
- Rex saved Mac and Nip from Black Jack.
- Black Jack could not go into Rex's doghouse.



## Write the Sentence.

Write the sentence on the lines below.

Black Jack snuck around the doghouse.

---

---

---

---

---

---

---



## TEST!

Time to take a test. You and Socks have read, written, and spelled words, and learned their meanings for this week's Word List. 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 Socks!

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



### How Many Words Did You Spell Correctly?

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

<b>Socks</b>
<u>7</u>

_____
_____



# Things to Know

Rex is in trouble! He has lost his favorite squeeze toy.  
Can Mac and Nip help Rex find it?



## Vowel Practice

These stories help you practice the different sounds of  
“e” and “ee,” with words like *green*, *nest*, and *egg*.



## New Words to Learn

yelp: a sound made by hurt or scared animals

eel: a long, snake-like animal that lives in water

oak: a kind of tree which has acorns

pest: a person or critter who causes trouble; a bug or  
small critter that hurts plants

wheeze: breathing with a whistle sound,  
usually when you are  
having trouble breathing

squeeze: to try to get into  
a small space or between two objects



# Rex Needs Help

Nip made a nice lunch. But Mac and Nip could not finish their lunch before they were scared by a dog's bark. Mac tried not to choke on his food. Nip held her mouth shut. It was full of lemon tea.



The bark would not stop. The bark seemed to come from the other side of their door.

“It must be Rex,” Nip said, with her paws on her ears.

“He must need our help,” Mac said. He opened the door.

“Mac! I need help now!” Rex yelled.

“What do you need help with?” Nip asked.





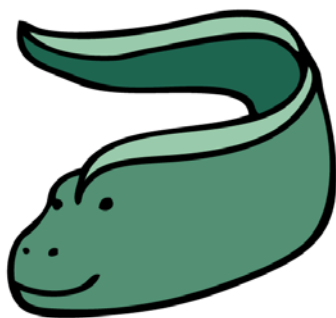


Rex began to wheeze. He was upset. He wheezed again. "I lost my --" Rex wheezed. "I lost my eel squeeze toy."

"Sneeze toy?" Mac asked.

"Not a sneeze toy, Mac!" Nip let out a giggle. "It's a squeeze toy. It is also called a chew toy."

Mac shook his head. "Well, we can help you look for it."



"Great!" Rex yelped. "It is green and long and soft."

"How did you lose it?" Nip asked.

"I was playing hide-and-seek and I forgot where I put it," Rex said. Mac and Nip tried not to laugh.

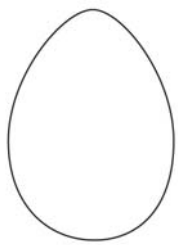


# Acorn's Words

## Sound It Out

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

free	green	keep	jest	fell
tree	three	eel	help	best
need	sneeze	seed	nest	meet
deep	echo	bee	knee	see



egg	seven	well	ten	flee
elf	elbow	glee	we	spell
Rex	lemon	deer	he	queen
rest	empty	peel	me	feet
bell	mess	test	sell	sweep



## Yes or No?

Decide whether each of the sentences is correct and circle the answer.

- A bee is green and has three wings. Yes   No
- A bird nest can have three eggs. Yes   No
- You can sweep up a broken vase with a broom. Yes   No
- An eel sleeps in a bed. Yes   No

# Which One?

Circle or name the picture that matches the word.



seed

wheel

heel



chest

vest

nest



bell

well

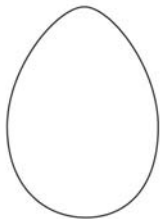
peel



three

feet

tree



elf

egg

eel



## Spelling Words

Sound out the letters to read these spelling words below.

tree	ten	need	heel	wheel
bell	egg	nest	deer	eel

## Vocabulary Words

Sound out the letters to this week's vocabulary words.

yelp	eel	wheeze
pest	oak	squeeze

## Write Words Alphabetically

On the lines below, write the words in alphabetical order.

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

egg	wheel	ten	bell	need	heel	deer
-----	-------	-----	------	------	------	------

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## Yes or No?

Circle the correct answer.

- |  |     |    |
|--|-----|----|
| 1. Can a rat be a pest?                  | Yes | No |
| 2. Can a seed wheeze?                    | Yes | No |
| 3. Can a vest yelp?                      | Yes | No |
| 4. Can an eel squeeze into a small hole? | Yes | No |

# This or That.

Circle the right answer to each question about the story.

Mac and Nip were scared by a . . . bark. yelp.

Nip had a mouth full of . . . water. tea.

Mac tried not to choke on his . . . food. candy.

Rex lost his favorite . . . bone. toy.

Rex's chew toy was an . . . eel. deer.

Rex lost his toy playing... hide-and-seek. chess.



## Read and Write the Words.

Read the sight words from the word bank and copy them on the lines below.

Word Bank						
the	he	l	be	in	it	and
she	me	a	we	an	is	said

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for copying words.

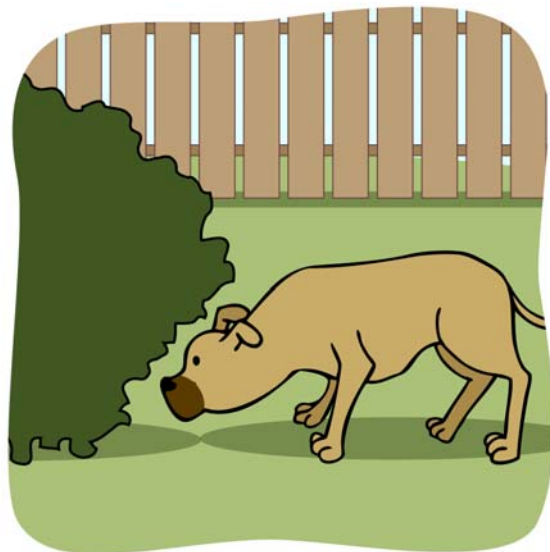
# Has Anyone Seen a Green Eel?

Mac and Nip began to look for the eel squeeze toy. They looked in the tall oak tree. They saw a bird nest. The nest had three eggs but no eel.



Rex tried to sniff out the green eel. He sniffed all around the yard. He did it three times. He wanted to take a rest.

Rex saw a bush. He must sniff under there. Rex tried to squeeze his face under the bush. He was too big! Rex then tried to squeeze his nose under. His nose fit, but there was no eel.





Rex lifted his head. Rex hoped he would find his squeeze toy. Mac and Nip walked over to Rex.

“We have looked all over,” Rex said.

“What about the wood pile?” Mac asked.

Rex began to wag his tail. He ran over to the wood pile. Rex tried to move some of the logs. Mac and Nip helped.









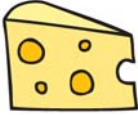






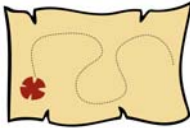
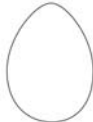
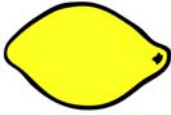

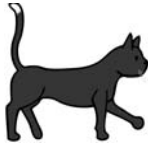



All they found was a bees' nest! No eel toy -- only the buzzing bees. The bees were angry. The three critters had broken their nest.



# Acorn's Words

## Write It, Find It!

Write the word, and then put an X on its picture.

eel _____			
deer _____			
tree _____			
Rex _____			
egg _____			
lemon _____			
bee _____			



# Review the Letters "e" and "ee"?

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

What color is a lemon? y \_\_\_\_\_

What do you do with a broom? s \_\_\_\_\_

What number is after six? s \_\_\_\_\_

Where do birds sleep? n \_\_\_\_\_

A fawn grows up to be what? d \_\_\_\_\_

What color is grass? g \_\_\_\_\_

What does a leaf fall from? t \_\_\_\_\_

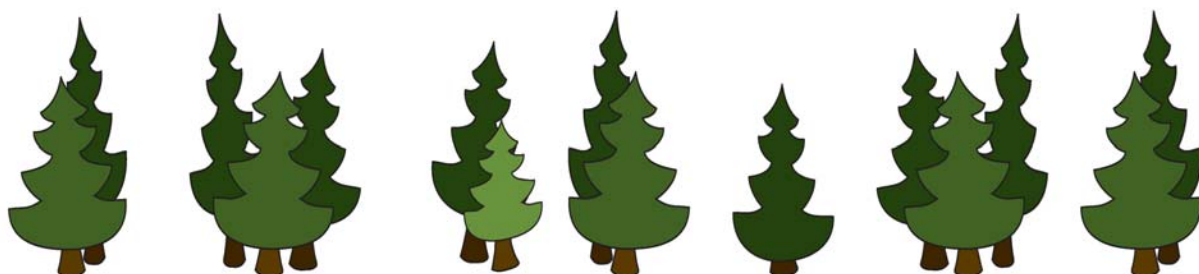
What fruit is sour without sugar? l \_\_\_\_\_

What is like a king, but is a girl? qu \_\_\_\_\_

What bug flies and may sting? b \_\_\_\_\_

What can you ring? b \_\_\_\_\_

What do you get in the mail? l \_\_\_\_\_











# Socks' Spelling

## Spell It Out!

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



	c t	r a	ee p
	h kn	ee ir	d l
	wh th	ea ee	l k
	s d	ee oo	r k
	b s	e ee	l ll
	b n	a e	st sty



## Connect the Words.

Connect the correct answer to each question from the story.



What was in the bird nest?

buzzing



Mac and Nip helped Rex move what?

Rex



What was in the wood pile?

a bee nest



What did the three critters do to the nest?

three eggs



Who could not fit under the bush?

broke it



What were the bees doing?

logs

## Write Your Spelling Words

On the handwriting lines below, copy your spelling words from the word bank.



### Word Bank

egg	deer	heel	bell	wheel
ten	tree	nest	eel	need



# Angry Bees



The buzz of each bee filled the three critters' ears. Bee after bee poked Mac, Nip, and Rex. The three friends ran away.

The bees chased Mac, Nip, and Rex all around the yard. All they could see were the bees!

“We have to hide!” Nip said.



“There,” Mac said. “The empty crate.”



paws on the crate. He had to get inside!

Rex jumped up. He was stuck. His paws hung from each side. He scraped the crate with his claws, but he could not get over.



The bees still poked Rex. He yelped and yelped. He wagged his tail to keep the bees away. Rex wagged and wagged his tail. Rex fell and the lid of the crate shut.

Rex was upset. He wanted to bite those pests himself. He barked and bit at the flying bees. The bees were tired and buzzed away.

“Wait! My friends are trapped!” Rex yelped.





# ACorn's Words

## Yes or No?

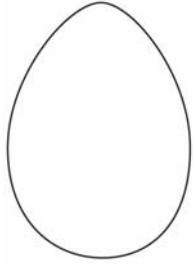
Read the question and mark the box *yes* or *no*.

1. Can a queen sleep in a bed?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Do you have three feet?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Does a tree have green leaves?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Does a yellow lemon taste sour?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Can a sheep send a letter?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Do you put a vest on your head?	<input type="checkbox"/> Yes <input type="checkbox"/> No



# Circle It!

Circle the name of the picture.



elbow  
empty  
egg  
echo



heel  
peel  
deer  
wheel



bee  
well  
bell  
three



freeze  
feet  
jeep  
tree



nest  
vest  
best  
test



green  
beet  
queen  
sleep



red  
bell  
ten  
Rex



eye  
heel  
eel  
wheel



## E or EE in the Middle!

Write in the letters E or EE on each blank, then read each word aloud. Below are some of your spelling and vocabulary words for this week.

tr \_\_\_\_\_

t \_\_\_\_\_ n

d \_\_\_\_\_ r

\_\_\_\_\_ l

n \_\_\_\_\_ st

b \_\_\_\_\_ ll

squ \_\_\_\_\_ ze



p \_\_\_\_\_ st

h \_\_\_\_\_ l

\_\_\_\_\_ gg

y \_\_\_\_\_ lp

wh \_\_\_\_\_ ze

n \_\_\_\_\_ d

wh \_\_\_\_\_ l

## Which Sight Word?

Below are sentences taken from the story. Circle the sight word that correctly fits in the blank.

1. Rex jumped up. \_\_\_ was stuck.      me   he   she   we   be   the

2. " \_\_\_ have to hide!" Nip said.      me   he   she   we   be   the



## Who Did It?



Write the name of the character who did each action in the story.

\_\_\_\_\_ wiggled his tail.

\_\_\_\_\_ chased Mac, Nip, and Rex.

\_\_\_\_\_ poked Rex.

\_\_\_\_\_ put his paws on the crate.

\_\_\_\_\_ was stuck on top of the crate.

\_\_\_\_\_ climbed into the crate.

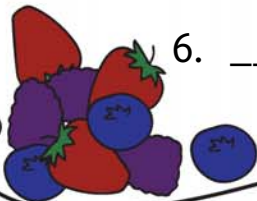
\_\_\_\_\_ buzzed in the critter's ears.

\_\_\_\_\_ bit at the bees.

## Match the Meanings.

Match the words with their meanings.

- |                  |   |
|------------------|---|
| 1. _____ oak     | (a) a sound made by animals when they are scared. . . |
| 2. _____ pest    | (b) a kind of tree. . .                               |
| 3. _____ squeeze | (c) a person or critter who causes trouble. . .       |
| 4. _____ yelp    | (d) an animal that lives in water                     |
| 5. _____ wheeze  | (e) to try and to get into a small space. . .         |
| 6. _____ eel     | (f) to breathe with difficulty                        |



## Two Critters and a Toy in a Crate



“Mac! Nip!” Rex barked.  
“Are you hurt?”

“No,” Mac said.

“It is so dusty in here,” Nip said with a sneeze.

“Can you get us out?” Mac asked.

Rex pushed at the crate lid with his nose. “I cannot move the lid.”



“Keep trying,” Nip sneezed. “I do not like the dark.” Nip was scared.

“I will try my best,” Rex said. He could not let his friends down. He had to get them out.

“We need to help Rex,” Mac said. “See if you can feel a way out.”

Mac and Nip felt all around the crate. Rex was still trying to lift the lid.



“Wait!” Mac said. “I found it!”



“What?” Rex barked. “My green eel squeeze toy?”

“Yes, and I found the way out!” Nip said. “It is in the corner. The wood is broken. I think we can be dug out.”

Rex dug in the dirt. He soon had dirt all over himself. Then Rex saw his toy. Peeking out from the bottom of the deep hole was his green eel and his two friends. His toy was safe and his friends were free.



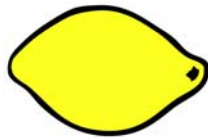


# Acorn's Words

## Name the Picture.

Write the action or object beside the picture.

1) Mac and Nip drank



tea.

\_\_\_\_\_

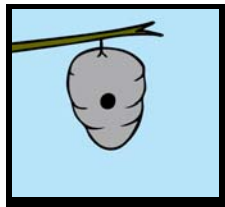
2)



needed Mac and Nip's help.

\_\_\_\_\_

3) Rex found a



in a wood pile.

\_\_\_\_\_

4) Mac, Nip, and Rex were chased by a



\_\_\_\_\_

5) Nip



in the dusty crate.

\_\_\_\_\_

6) Nip found an

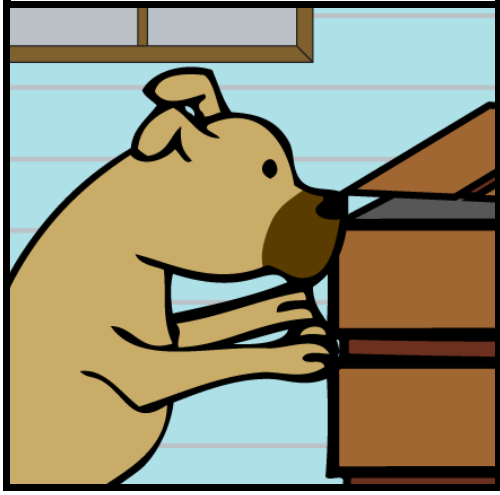


in the crate.

\_\_\_\_\_

## Mark It!

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



- Rex is eating the crate lid.
- Rex sneezed.
- Rex is trying to move the lid with his nose.

- Nip likes to play in the dirt.
- Nip found Rex's eel.
- Nip feels for a way out.



- Mac, Nip, and the eel were dug out of the crate.
- Mac and Nip hide with the eel in the hole.
- The green eel was buried in a hole.



## TEST!

Time to take a test. You and Socks have read, written, practiced spelling, and learned the meanings for this week's word list. Have someone read your spelling words while you write the words correctly on the lines below. See if you can correctly spell more words than Socks!

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### How Many Words Did You Spell Correctly?

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

**Socks**

5

\_\_\_\_\_

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