

DSYLEXICS STRUGGLING READERS



Rapid Reading Intervention

13

Graded Reading Passages

PLUS: Reading Practice Activities

Book 1

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Duplication of this book on a scale larger than the individual classroom is permitted only with the publisher's written approval.

TEACHER'S GUIDE

INTRODUCING THE PROGRAM

Rapid Reading Intervention, Book 1 is a reading program that teaches reading in a different way. Unlike reading programs in which students struggle to sound out words, the program builds on students' natural language abilities to develop word recognition and reading fluency in the context of interesting reading passages. Also the program includes phonics in the context of rhyming words from the reading passages.

Rapid Reading Intervention, Book 1 has thirteen lessons with graded reading passages from high grade 1 to high grade 3 reading levels.

In each lesson, ***Rapid Reading Intervention, Book 1*** includes phrase-cued reading, repeated reading, timed reading, and reading with expression all of which develop reading fluency.

- Phrase-cued reading is breaking the text into meaningful phrases to help with reading expression and comprehension.
- Repeated reading is reading the same passage until students read the passage at a mastery level.
- Timed Reading is reading a passage for one minute and recording the number of words read in one minute.
- Reading with expression is important for developing comprehension of a passage.

With repetition in repeated readings and exposure to language patterns in reading passage context, students recognize printed word forms in context and eventually as **isolated words** in **any context**. While students practice reading more passages, their word identification improves.

Are the students learning to read or only memorizing the passages?

The great thing about ***Rapid Reading Intervention, Book 1***, is that students acquire word recognition and reading fluency while they practice

the graded reading passages. Some students begin to recognize words out of context almost immediately. Other students take months, but word recognition happens naturally, or automatically, for most students that use the program.

The program method produces **exceptional reading success** for at-risk readers having one or more of the following reading characteristics:

- need a sense of the whole story before reading;
- experience difficulty blending sounds;
- read letter by letter, word by word;
- have strong verbal skills and weak written language skills; and
- exhibit delays in cadence and rhythm.

Rapid Reading Intervention, Book 1 also is used with young readers to improve reading speed and fluency.

STARTING THE PROGRAM

WHERE STUDENTS START

To start the program, students should be reading at a grade 2 or higher reading level. The **passage reading levels** are listed in the **program contents on page 1**. If teachers know the students' reading levels, they start with the first lesson at those levels. Students may read at higher reading levels but exhibit problem reading characteristics listed below:

- read letter by letter, word by word
- exhibit delays in cadence and rhythm

For any lesson, if students read the words correctly but read word by word and lack expression, start with that lesson.

If teachers are not sure of the student reading levels, they have students read the passages in the lessons and **start where they exhibit difficulty in word recognition, fluency, or reading expression**. It is better to start with an easier lesson. For groups, it is best to have students with similar reading levels and abilities.

STUDENT MASTERY LEVEL

Many programs recommend a 90 percent mastery. *Rapid Reading Intervention, Book 1* uses an approximate 70 percent mastery level. Students will see many of the same words as they go through the program. A 70 percent mastery level enhances students' self-esteem while they make reading gains in a supportive environment.

Teachers determine student progress. It is better for students to progress slowly, rather than to feel frustrated.

STUDENT EXTENDED READING

Students participate in extended reading with books of interest while using the program.

USING THE PROGRAM

TEACHER INSTRUCTIONS, LESSONS 1 THROUGH 13

The program is easy to use because all lessons have the same structure. Becoming familiar with the lesson 1 structure is all that is necessary to teach all 13 lessons.

LESSON 1

● **For the Teacher:**

For each student, duplicate and staple pages 1, 2, 3, 4, and 5 to make a lesson 1 packet. (When you are ready to start lesson 1, give a lesson packet to each student.)

● **PAGE 1. (WORD RECOGNITION, PHRASING, EXPRESSION)**

Page 1 develops word recognition, phrasing, and expression, all important to reading comprehension. It provides students with a reading model that

moves them away from word-by-word reading to reading in meaningful phrases.

This page has phrase-cued text. Phrase-cued text divides text according to natural pauses that occur in and between sentences. The phrase breaks help students who have difficulty grouping words that go together and therefore lack rhythm and expression. One slash (/) are in-sentence, or phrase, markers. Two slashes (//) are end-of-sentence markers.

Instruction 1. Discuss the Title of the Passage, *Bears*.

Ask students what they think the passage will be about. For example, the first passage is about Bears. Ask, “Can you tell me some things about bears?” (Discussion of the passage title is important because it builds a network of information that helps with comprehension and word identification.) Have students draw a picture of a bear in the box at the top of the page or paste a picture of a bear there.

Instruction 2. Read the Entire Passage, *Bears*.

While you are reading the passage, students follow along, moving their writing hands under each word and touching the page. This is tracking. Tracking trains students’ eyes and hands to coordinate. It also insures that students are looking at each word as it is said.

Read at a slow pace but not so slow as to lack expression. Reading with expression is important. Make a slight pause at each phrase marker.

NOTE: If the phrase markers cause student visual difficulty, have students use page 5 rather than page 1. (This is the passage without phrase markers.) You read the passage from page 1 and follow the phrase markers. Students track as you read.

Instruction 3. Imitative Reading

Imitative reading is a sentence or sentence part that is read by the student right after it is modeled by the teacher. You read one sentence, and the students read one sentence.

Read One Sentence and Students Read One Sentence.

EXAMPLE

Start at the beginning of the passage, *Bears*. Read one sentence.

Students read one sentence right after you, while tracking the words with their writing hands.

Teacher Reads: Bears / are big animals.//

Students Read: Bears / are big animals.//

Teacher Reads: They are strong.//

Students Read: They are strong.//

Continue reading the rest of the passage sentences in this way.

If students have difficulty, you read a phrase at a time. As students' skills develop, you read more than one sentence or a paragraph at one time. You adjust to the level where students find success. **If students make mistakes, do not have them try to sound out the word. Just tell them the word, and they continue reading.**

● PAGES 2, 3 (WORD RECOGNITION, PHRASING, EXPRESSION)

Pages 2 and 3 develop word recognition, reading fluency, and phonics patterns.

Instruction 1. Imitative Reading

Read the passage part in the box, using the sentence modeling technique and having students read each sentence after you while tracking with their writing hands.

Instruction 2. Multisyllable Words

Students write the multisyllable word on the line.

Instruction 3. Rhyming Words

Students write the rhyming word pairs. (Rhyming words are words that have the same ending sounds.) When completed, read the multisyllable word and the rhyming word pairs with the students. **NOTE: Some students will have difficulty with this activity. Do not use it as a criterion for lesson success. If students can review the rhyming words with you, it will help them later. Even students who cannot complete this activity make reading progress by doing the other parts of the program.**

Instruction 4. Passage Part, Imitative Reading

Read the passage part with the students again, having them read each sentence after you and tracking the words with their writing hands.

Continue with the rest of the passage part activities for pages 2 and 3 in the same way as part 1.

● PAGE 4 (TIMED READING)

Timed reading improves reading speed. If decoding is slow, not automatic, students have a difficult time comprehending what they read.

Instruction 1. Passage Reading Practice

Before the timing, you and all students read the passage together. **Use page 1** for the first passage practice. **Use page 4**, Timed Reading, for the final passage practice. Students track under the words and read along with you as you read with expression at a normal reading pace. If students need additional practice, they read to themselves or with a partner.

Instruction 2. Timed Reading

Then individually, students read as many words in the passage as they can in one minute, to you, aloud softly to themselves, or to student partners. If students finish reading, they start again at the beginning and add to the total number of words they have already read. Subtract one point for each missed word. Students write their scores on the lines at the top of the page. **If students make mistakes, do not have them try to sound out the word. Just tell them the word, and they continue reading.**

After students complete the timed reading, they write their scores on the lines under “Timed Reading.” It is best to have students do **3 one - minute timed readings**. Between timings, ask students to look over the selection, reread it, and practice words that caused difficulty. Students circle their best scores. While students gain reading skills, they enjoy the timed readings. Go back to previous timed readings for students to improve their scores.

● **PAGE 4 (DRAWING A PICTURE)**

Students draw pictures about the passage in the box. Then they write about their pictures. Have students discuss the passage, and then help them write about the pictures. Ask additional questions about the passage.

● **PAGE 5 (READING WITH EXPRESSION)**

Reading with expression is important for developing comprehension of a passage.

Use page 1 for the first passage practice (Phrase-Cued Text). Students track under the words and read along with you as you read with expression at a normal reading pace.

Use page 5 for the final practice (Regular Text). Students track under the words and read along with you as you read with expression at a normal reading pace. If students need additional practice, they read to themselves or to student partners. Try to listen to as many students’

expressive readings as possible. Do not require students to read to the class unless they volunteer to read.

LESSON 1



Bears

Bears / are big animals.// They
are strong.// They have thick
fur.//

Some bears / sleep all winter.//
They get ready// They eat a lot
of food.//

Bears sleep in dens.// The
dens / can be caves.// They
can be / tree stumps.// They
can be / holes under rocks.//

The polar bear / is the biggest
bear.// It has white fur / like the
snow.// The brown bear / also
is big.// Some people think / it is
the biggest bear.//

PART 1

Bears are big animals. They are strong.
They have thick fur.

● Write the word as one word.

an i m a l s

● Write the rhyming word.

1. **big** – **f i g**

2. **wig** – b _____

3. **kick** – th _____

4. **sick** – th _____

5. **song** – str _____

6. **long** – str _____

PART 2

Some bears sleep all winter. They get ready.
They eat a lot of food.

● Write each word as one word.

w i n t e r

r e a d y

● Write the rhyming word.

1. **get** – l _____

2. **lot** – n _____

3. **some** – c _____

4. **deep** – sl _____

5. **keep** – sw _____

6. **eat** – s _____

7. **eat** – b _____

8. **all** – c _____

9. **food** – m _____

PART 3

Bears sleep in dens. The dens can be caves. They can be tree stumps. They can be holes under rocks.

● Write the word as one word.

un der

● Write the rhyming word.

1. **den** – t ____
2. **rock** – l ____
3. **lump** – st ____
3. **cave** – w ____
5. **hole** – m ____
6. **tree** – fr ____
7. **deep** – sl ____
8. **keep** – sl ____
9. **bear** – p ____

PART 4

The polar bear is the biggest bear. It has white fur like the snow. The brown bear also is big. Some people think it is the biggest bear.

● Write each word as one word.

po lar

big gest

al so

peo ple

● Write the rhyming word.

1. **big** – w ____
2. **ink** – th ____
3. **bite** – wh ____
3. **like** – b ____
5. **some** – c ____
6. **low** – sn ____
7. **snow** – gr ____
8. **town** – br ____
9. **bear** – p ____

Bears (1)

_____	Bears are big animals. They	5
_____	are strong. They have thick fur.	11
_____	Some bears sleep all winter.	16
	They get ready. They eat a lot	23
	of food.	25
	Bears sleep in dens. The dens	31
	can be caves. They can be	37
	tree stumps. They can be	42
	holes under rocks.	45
	The polar bear is the biggest	51
	bear. It has white fur like the	58
	snow. The brown bear also is	64
	big. Some people think it is the	71
	biggest bear.	73



Write about your picture.

LESSON 1



Bears

Bears are big animals. They are strong. They have thick fur.

Some bears sleep all winter. They get ready. They eat a lot of food.

Bears sleep in dens. The dens can be caves. They can be tree stumps. They can be holes under rocks.

The polar bear is the biggest bear. It has white fur like the snow. The brown bear also is big. Some people think it is the biggest bear.

LESSON 2



The Wind

You can not see the wind.// But /
you can feel / the wind.// Wind is
moving air.//

On a windy day / you can see /
things move.// You can see / a
flag wave.// Watch trees / bend
and sway.// Watch a kite fly.//

The wind / can be strong.// A
strong wind / is called a gust.// A
gust / can make big waves.//
This is not good / for boats and
ships.//

The wind / can be gentle.// It can
feel good.// A gentle breeze / is
good for sailboats.// It makes
them go.//

PART 1

You can not see the wind. But you can feel the wind. Wind is moving air.

● Write the word as one word.

mov ing

● Write the rhyming word.

- | | | |
|------------------------------|------------------------|-------------------------|
| 1. <u>can</u> – m <u>a</u> n | 2. <u>not</u> – l ____ | 3. <u>feel</u> – p ____ |
| 3. <u>air</u> – p ____ | 5. <u>man</u> – c ____ | 6. <u>lot</u> – n ____ |
| 7. <u>peel</u> – f ____ | 8. <u>air</u> – f ____ | 9. <u>air</u> – ch ____ |

PART 2

On a windy day you can see things move. You can see a flag wave. Watch trees bend and sway. Watch a kite fly.

● Write the word as one word.

wind y

● Write the rhyming word.

- | | | |
|--------------------------|-------------------------|--------------------------|
| 1. <u>can</u> – f ____ | 2. <u>bag</u> – fl ____ | 3. <u>bend</u> – s ____ |
| 3. <u>sing</u> – th ____ | 5. <u>wave</u> – c ____ | 6. <u>kite</u> – b ____ |
| 7. <u>see</u> – tr ____ | 8. <u>day</u> – s ____ | 9. <u>sway</u> – st ____ |

The Wind (2)

You can not see the wind. But 7
you can feel the wind. Wind is 14
moving air. 16

On a windy day you can see 23
things move. You can see a flag 30
wave. Watch trees bend and 35
sway. Watch a kite fly. 40

The wind can be strong. A 46
strong wind is called a gust. A 53
gust can make big waves. This 59
is not good for boats and ships. 66

The wind can be gentle. It can 73
feel good. A gentle breeze is 79
good for sailboats. It makes 84
them go. 86



Write about your picture.

LESSON 2



The Wind

You can not see the wind. But you can feel the wind. Wind is moving air.

On a windy day you can see things move. You can see a flag wave. Watch trees bend and sway. Watch a kite fly.

The wind can be strong. A strong wind is called a gust. A gust can make big waves. This is not good for boats and ships.

The wind can be gentle. It can feel good. A gentle breeze is good for sailboats. It makes them go.

LESSON 3



Flowers

Many flowers / are pretty.// They
come / in many colors.// They have /
many shapes.// They have / many
sizes.// They can smell good too.//

A flower / is part / of a plant.// The
job / of the flower / is to make
seeds.// The seeds / blow in the
wind.// Then / new plants / will grow.//

It is spring.// Take a shovel, / rake, /
and hoe.// Put some seeds / in the
ground.// Add water / and sunshine.//
Watch them / start to grow.//

They push their way / through the
ground.// Soon pretty flowers / are
all around.//

PART 1

Many flowers are pretty. They come in many colors. They have many shapes. They have many sizes. They can smell good too.

● Write each word as one word.

man y	flow ers
_____	_____
pret ty	col ors
_____	_____

● Write the rhyming word.

1. **can** – m **a n** 2. **pet** – m _____ 3. **tell** – sm _____
3. **come** – s _____ 5. **tape** – sh _____ 6. **size** – pr _____
7. **wood** – g _____ 8. **how** – n _____ 9. **any** – m _____

PART 2

A flower is part of a plant. The job of the flower is to make seeds. The seeds blow in the wind. Then new plants will grow.

● Write the word as one word.

flow er

● Write the rhyming word.

1. **job** – r _____ 2. **ant** – pl _____ 3. **ten** – th _____
3. **make** – c _____ 5. **tow** – r _____ 6. **row** – gr _____
7. **seed** – w _____ 8. **art** – p _____ 9. **blow** – sl _____

PART 3

It is spring. Take a shovel, rake, and hoe.
Put some seeds in the ground. Add water
and sunshine. Watch them start to grow.

● Write each word as one word.

shov el

wa ter

sun shine

● Write the rhyming word.

1. **sun** – f ____

2. **some** – c ____

3. **take** – r ____

3. **nine** – sh ____

5. **ring** – spr ____

6. **row** – gr ____

7. **toe** – h ____

8. **weed** – s ____

9. **art** – st ____

PART 4

They push their way through the ground.
Soon pretty flowers are all around.

● Write each word as one word.

pret ty

flow ers

● Write the rhyming word.

1. **bush** – p ____

2. **way** – s ____

3. **all** – f ____

3. **moon** – s ____

5. **soon** – sp ____

6. **how** – c ____

7. **now** – h ____

8. **sound** – gr ____

9. **around** – s ____

Flowers (3)

_____	Many flowers are pretty. They	5
_____	come in many colors. They have	11
_____	many shapes. They have many	16
	sizes. They can smell good too.	22
	A flower is part of a plant. The job	31
	of the flower is to make seeds.	38
	The seeds blow in the wind.	44
	Then new plants will grow.	49
	It is spring. Take a shovel, rake	56
	and hoe. Put some seeds in the	63
	ground. Add water and sunshine.	68
	Watch them start to grow.	73
	They push their way through the	79
	ground. Soon pretty flowers are	84
	all around.	86



Write about your picture.

LESSON 3



Flowers

Many flowers are pretty. They come in many colors. They have many shapes. They have many sizes. They can smell good too.

A flower is part of a plant. The job of the flower is to make seeds. The seeds blow in the wind. Then new plants will grow.

It is spring. Take a shovel, rake and hoe. Put some seeds in the ground. Add water and sunshine. Watch them start to grow.

They push their way through the ground. Soon pretty flowers are all around.

LESSON 4



Cats

Cats / make good pets.// People
love petting / their soft fur.// They
like / to hear them purr.// People like
/ to see them play.// They see them /
chase their tails.// They see them /
jump on a / ball of yarn.//

Cats know / how to sleep.// They
sleep for much / of the day.// They
spend about / 13 to 16 hours / a day
sleeping.// Cats take cat naps.//

There are many / kinds of cats.//
They can be found / in a rainbow / of
colors.//

Here are some names / for cats://
Max,/ Sam,/ Rags,/ Spike,/ Buddy,/
Sassy,/ Molly,/ and Misty.// Which
name / do you like?//

PART 1

Cats make good pets. People love petting their soft fur. They like to hear them purr. People like to see them play. They see them chase their tails. They see them jump on a ball of yarn.

- Write each word as one word.

pet ting

peo ple

- Write the rhyming word.

1. **cat** – h **a t**
2. **pet** – l _____
3. **jump** – d _____
4. **like** – h _____
5. **love** – d _____
6. **tail** – p _____
7. **good** – w _____
8. **ball** – c _____
9. **hear** – d _____

PART 2

Cats know how to sleep. They sleep for much of the day. They spend about 13 to 16 hours a day sleeping. Cats take cat naps.

- Write each word as one word.

a bout

sleep ing

- Write the rhyming word.

1. **nap** – l _____
2. **cats** – b _____
3. **take** – c _____
4. **send** – sp _____
5. **such** – m _____
6. **day** – p _____
7. **keep** – sl _____
8. **row** – kn _____
9. **how** – c _____

PART 3

There are many kinds of cats. They can be found in a rainbow of colors.

● Write each word as one word.

man y

rain bow

col ors

● Write the rhyming word.

1. **can** – m _ _ _

2. **cat** – th _ _ _

3. **any** – m _ _ _ _

4. **find** – k _ _ _ _

5. **there** – wh _ _ _ _

6. **found** – p _ _ _ _ _

PART 4

Here are some names for cats: Max, Sam, Rags, Spike, Buddy, Sassy, Molly, and Misty. Which name do you like?

● Write each word as one word.

Bud dy

Sas sy

Mol ly

Mis ty

● Write the rhyming word.

1. **Max** – t _ _ _

2. **Rags** – t _ _ _ _

3. **Sam** – j _ _ _

4. **name** – s _ _ _ _

5. **some** – c _ _ _ _

6. **like** – Sp _ _ _ _

Cats (4)

_____	Cats make good pets. People love	6
_____	petting their soft fur. They like to	13
_____	hear them purr. People like to see	20
	them play. They see them chase	26
	their tails. They see them jump on a	34
	ball of yarn.	37
	Cats know how to sleep. They sleep	44
	for much of the day. They spend	51
	about 13 to 16 hours a day sleeping.	59
	Cats take cat naps.	63
	There are many kinds of cats. They	70
	can be found in a rainbow of colors.	78
	Here are some names for cats:	84
	Max, Sam, Rags, Spike, Buddy,	89
	Sassy, Molly, and Misty. Which	94
	name do you like?	98



Write about your picture.

LESSON 4



Cats

Cats make good pets. People love petting their soft fur. They like to hear them purr. People like to see them play. They see them chase their tails. They see them jump on a ball of yarn.

Cats know how to sleep. They sleep for much of the day. They spend about 13 to 16 hours a day sleeping. Cats take cat naps.

There are many kinds of cats. They can be found in a rainbow of colors.

Here are some names for cats: Max, Sam, Rags, Spike, Buddy, Sassy, Molly, and Misty. Which name do you like?

LESSON 5



The Sun

The sun / is a star.// It is closer / to
the earth / than any stars.//

The sun // gives light / and heat.//
With light / from the sun,/ we can
see things.// The sun / is very hot /
and makes / the air warm.// Some
parts / of the earth / get more heat
/ from the sun / than other parts.//

The sun / helps trees / and plants
grow.// Without the sun,/ the earth
/ would be dark.// Nothing / would
be able / to live.//

The sun / goes down / at night.//
The next morning / the sun comes
up.// It is light again.// It is another
/ bright, / sunny day! //

Phrase-Cued Text

PART 1

The sun is a star. It is closer to the earth than any stars.

- Write the word as one word.

clo ser

- Write the rhyming word.

1. **sun** – f **u n**
2. **run** – s _____
3. **is** – h _____
4. **an** – th _____
5. **than** – pl _____
6. **any** – m _____
7. **far** – st _____
8. **car** – st _____
9. **star** – j _____

PART 2

The sun gives light and heat. With light from the sun, we can see things. The sun is very hot and makes the air warm. Some parts of the earth get more heat from the sun than other parts.

- Write the word as one word.

oth er

- Write the rhyming word.

1. **let** – g _____
2. **make** – t _____
3. **give** – l _____
4. **wing** – th _____
5. **heat** – s _____
6. **light** – n _____
7. **air** – h _____
8. **more** – s _____
9. **more** – st _____

PART 3

The sun helps trees and plants grow. Without the sun, the earth would be dark. Nothing would be able to live.

- Write each word as one word.

with out

noth ing

a ble

- Write the rhyming word.

1. **sun** – r _____ 2. **tree** – fr _____ 3. **ants** – pl _____

4. **live** – g _____ 5. **row** – g _____ 6. **dark** – p _____

7. **give** – l _____ 8. **dark** – sh _____ 8. **would** – c _____

PART 4

The sun goes down at night. The next morning the sun comes up. It is light again. It is another bright, sunny day!

- Write each word as one word.

mor ning

a gain

an oth er

sun ny

- Write the rhyming word.

1. **up** – p _____ 2. **is** – h _____ 3. **it** – s _____

4. **sun** – f _____ 5. **day** – s _____ 6. **goes** – t _____

7. **down** – t _____ 8. **next** – t _____ 9. **night** – l _____

The Sun (5)

The sun is a star. It is closer to the earth than any stars.

The sun gives light and heat. With light from the sun, we can see things. The sun is very hot and makes the air warm. Some parts of the earth get more heat from the sun than other parts.

The sun helps trees and plants grow. Without the sun, the earth would be dark. Nothing would be able to live.

The sun goes down at night. The next morning the sun comes up. It is light again. It is another bright, sunny day!



Write about your picture.

LESSON 5



The Sun

The sun is a star. It is closer to the earth than any stars.

The sun gives light and heat. With light from the sun, we can see things. The sun is very hot and makes the air warm.

Some parts of the earth get more heat from the sun than other parts.

The sun helps trees and plants grow. Without the sun, the earth would be dark. Nothing would be able to live.

The sun goes down at night. The next morning the sun comes up. It is light again. It is another bright, sunny day!

LESSON 6



Clouds

Clouds are made / of tiny drops / of water.// The drops / of water / are light.// Clouds float / on the air.// They move / with the wind.//

Clouds / have different shapes.// Some are puffy.// Some are fluffy.// Some are thin.// There are rain clouds / and more.//

A cloud / can look like / other things.// It can look like / a flower.// It can look like / a lamb.// The lamb has / a thick wool coat.// Look at a cloud / in the sky.// What does it / look like?//

Clouds have / different colors.// Some are white.// Some are gray.// Sometimes they hide / the sun.// Then the blue sky / turns gray.// Sometimes clouds / are part of / a pretty sunset / of red / and other colors.//

PART 1

Clouds are made of tiny drops of water. The drops of water are light. Clouds float on the air. They move with the wind.

● Write each word as one word.

ti ny

wa ter

● Write the rhyming word.

1. **hop** – dr **o p**

2. **made** – sh _____

3. **boat** – fl _____

4. **coat** – fl _____

5. **night** – l _____

6. **fight** – s _____

7. **loud** – c _____

8. **out** – ab _____

9. **air** – ch _____

PART 2

Clouds have different shapes. Some are puffy. Some are fluffy. Some are thin. There are rain clouds and more.

● Write each word as one word.

dif fer ent

puf fy

fluf fy

● Write the rhyming word.

1. **in** – th _____

2. **tin** – th _____

3. **tape** – sh _____

4. **shape** – dr _____

5. **there** – wh _____

6. **rain** – p _____

7. **rain** – tr _____

8. **loud** – c _____

9. **more** – st _____

PART 3

A cloud can look like other things. It can look like a flower. It can look like a lamb. The lamb has a thick wool coat. Look at a cloud in the sky. What does it look like?

● Write each word as one word.

oth er

flow er

● Write the rhyming word.

1. **can** – th _____

2. **sick** – th _____

3. **thick** – tr _____

4. **sing** – th _____

5. **like** – b _____

6. **coat** – b _____

7. **look** – c _____

8. **loud** – cl _____

9. **try** – sk _____

PART 4

Clouds have different colors. Some are white. Some are gray. Sometimes they hide the sun. Then the blue sky turns gray. Sometimes clouds are part of a pretty sunset of red and other colors.

● Write each word as one word.

dif fer rent

col ors

some times

pret ty

sun set

oth er

● Write the rhyming word.

1. **fun** – s _____

2. **come** – s _____

3. **kite** – wr _____

4. **bite** – wh _____

5. **day** – st _____

6. **stay** – gr _____

7. **true** – bl _____

8. **loud** – cl _____

9. **art** – p _____

Clouds (6)

_____	Clouds are made of tiny drops of water.	8
_____	The drops of water are light. Clouds	15
_____	float on the air. They move with the	23
	wind.	24
	Clouds have different shapes. Some	29
	are puffy. Some are fluffy. Some are	36
	thin. There are rain clouds and more.	43
	A cloud can look like other things. It can	52
	look like a flower. It can look like a	61
	lamb. The lamb has a thick wool coat.	69
	Look at a cloud in the sky. What does it	79
	look like?	81
	Clouds have different colors. Some are	87
	white. Some are gray. Sometimes they	93
	hide the sun. Then the blue sky turns	101
	gray. Sometimes clouds are part of a	108
	pretty sunset of red and other colors.	115



Write about your picture.

LESSON 6



Clouds

Clouds are made of tiny drops of water. The drops of water are light. Clouds float on the air. They move with the wind.

Clouds have different shapes. Some are puffy. Some are fluffy. Some are thin. There are rain clouds and more.

A cloud can look like other things. It can look like a flower. It can look like a lamb. The lamb has a thick wool coat. Look at a cloud in the sky. What does it look like?

Clouds have different colors. Some are white. Some are gray. Sometimes they hide the sun. Then the blue sky turns gray. Sometimes clouds are part of a pretty sunset of red and other colors.

LESSON 7



Stars

Look at / the night sky.// You see / many stars.// You are / in the country.// You are camping / in the mountains.// You are away from / the city lights.// You may see / thousands of stars.//

In a town / or city, / you can't see / many stars.// The city lights / glow in the sky.// The lights / make it difficult / to see the stars.//

Look at the sky / in the morning.// The stars / are all gone, / or are they?// You can see / one star / during the day.// That star / is the sun.// Yes, / the sun / is a star.// During the day, / the light / from our sun / hides the other stars.//

Look at / the night sky.// You will see / the stars twinkling.// They are / very far away.//

PART 1

Look at the night sky. You see many stars. You are in the country. You are camping in the mountains. You are away from the city lights. You may see thousands of stars.

● Write each word as one word.

cit y	cam ping	coun try
_____	_____	_____
beau ti ful	thou sands	moun tains
_____	_____	_____

● Write the rhyming word.

- | | | |
|-------------------------------|---------------------------|--------------------------|
| 1. see – fr e e | 2. light – n _____ | 3. may – aw _____ |
| 4. any – m _____ | 5. far – st _____ | 6. look – b _____ |

PART 2

In a town or city, you can't see many stars. The city lights glow in the sky. The lights make it difficult to see the stars.

● Write the word as one word.

dif fi cult

● Write the rhyming word.

- | | | |
|---------------------------|---------------------------|--------------------------|
| 1. far – st _____ | 2. town – cl _____ | 3. glow – s _____ |
| 4. slow – gl _____ | 5. light – n _____ | 6. any – m _____ |

PART 3

Look at the sky in the morning. The stars are all gone, or are they? You can see one star during the day. That star is the sun. Yes, the sun is a star. During the day, the light from our sun hides the other stars.

● Write each word as one word.

mor ning

dur ing

oth er

● Write the rhyming word.

1. **not** – g _ _ _

2. **sun** – r _ _ _

3. **hide** – r _ _ _ _

4. **one** – d _ _ _ _

5. **day** – s _ _ _

6. **light** – n _ _ _ _ _

7. **look** – c _ _ _ _

8. **stars** – c _ _ _ _

9. **out** – ab _ _ _ _

PART 4

Look at the night sky. You will see the stars twinkling. They are very far away.

● Write each word as one word.

ver y

twink ling

a way

● Write the rhyming word.

1. **at** – c _ _ _

2. **will** – f _ _ _ _

3. **see** – tr _ _ _

4. **star** – f _ _ _

5. **stay** – aw _ _ _

6. **night** – l _ _ _ _ _

Stars (7)

_____	Look at the night sky. You see many	8
_____	stars. You are in the country. You are	16
_____	camping in the mountains. You are	22
	away from the city lights. You may see	30
	thousands of stars.	33
	In a town or city, you can't see many	42
	stars. The city lights glow in the sky.	50
	The lights make it difficult to see the	58
	stars.	59
	Look at the sky in the morning. The	67
	stars are all gone, or are they? You can	76
	see one star during the day. That star is	85
	the sun. Yes, the sun is a star. During	94
	the day, the light from our sun hides the	103
	other stars.	105
	Look at the night sky. You will see the	114
	stars twinkling. They are very far away.	121



Write about your picture.

LESSON 7



Stars

Look at the night sky. You see many stars. You are in the country. You are camping in the mountains. You are away from the city lights. You may see thousands of stars.

In a town or city, you can't see many stars. The city lights glow in the sky. The lights make it difficult to see the stars.

Look at the sky in the morning. The stars are all gone, or are they? You can see one star during the day. That star is the sun. Yes, the sun is a star. During the day, the light from our sun hides the other stars.

Look at the night sky. You will see the stars twinkling. They are very far away.

LESSON 8



Dogs

Dogs / are the most popular / pets
to own.// In the United States, / 1
out of 3 families / has a puppy or a
dog.//

There are hundreds / of different
kinds of dogs.// There are:
bulldogs, / boxers, / pointers, /
poodles, / pugs, / and many others.//

Dogs know / what time it is.// They
have / their own clocks.// They
know / when it is time / to eat.//
They know / when their owners /
are coming home.// They know /
when they take walks / and more.//

Dogs help people.// Some dogs
are trained / to help the blind / and
more.// It's no wonder / that dogs
are called / *our best friends*.//

PART 1

Dogs are the most popular pets to own. In the United States, 1 out of 3 families has a puppy or a dog.

● Write the words as one word.

pop u lar u ni ted fam i lies pup py

● Write the rhyming word.

- 1. **dog** – l o **g** 2. **pet** – m _____ 3. **let** – p _____
- 4. **pup** – c _____ 5. **up** – p _____ 6. **most** – p _____
- 7. **late** – st _____ 8. **own** – gr _____ 9. **own** – kn _____

PART 2

There are hundreds of different kinds of dogs. There are: bulldogs, boxers, pointers, poodles, pugs, and many others.

● Write the words as one word.

hun dreds dif fer ent bull dogs

box ers point ers poo dles oth ers

● Write the rhyming word.

- 1. **box** – f _____ 2. **hug** – p _____ 3. **kind** – f _____
- 4. **kind** – bl _____ 5. **any** – m _____ 6. **there** – wh _____
- 7. **find** – k _____ 8. **talk** – w _____ 9. **other** – m _____

PART 3

Dogs know what time it is. They have their own clocks. They know when it is time to eat. They know when their owners are coming home. They know when they take walks and more.

- Write the words as one word.

own ers

com ing

- Write the rhyming word.

1. **pen** – wh _____

2. **when** – t _____

3. **tock** – cl _____

4. **time** – d _____

5. **eat** – h _____

6. **row** – kn _____

7. **know** – sh _____

8. **take** – l _____

9. **walk** – t _____

PART 4

Dogs help people. Some dogs are trained to help the blind and more. It's no wonder that dogs are called *our best friends*.

- Write the words as one word.

peo ple

won der

- Write the rhyming word.

1. **best** – t _____

2. **rest** – b _____

3. **train** – br _____

4. **mind** – bl _____

5. **kind** – bl _____

6. **more** – st _____

7. **call** – f _____

8. **mall** – c _____

9. **some** – c _____

Dogs (8)

_____	Dogs are the most popular pets	6
_____	to own. In the United States, 1	13
_____	out of 3 families has a puppy or	21
	a dog.	23
	There are hundreds of different	28
	kinds of dogs. There are:	33
	bulldogs, boxers, pointers,	36
	poodles, pugs, and many others.	41
	Dogs know what time it is. They	48
	have their own clocks. They	53
	know when it is time to eat.	60
	They know when their owners	65
	are coming home. They know	70
	when they take walks and more.	76
	Dogs help people. Some dogs	81
	are trained to help the blind and	88
	more. It's no wonder that dogs	94
	are called <i>our best friends</i> .	99



Write about your picture.

LESSON 8



Dogs

Dogs are the most popular pets to own. In the United States, 1 out of 3 families has a puppy or a dog.

There are hundreds of different kinds of dogs. There are: bulldogs, boxers, pointers, poodles, pugs, and many others.

Dogs know what time it is. They have their own clocks. They know when it is time to eat.

They know when their owners are coming home. They know when they take walks and more.

Dogs help people. Some dogs are trained to help the blind and more. It's no wonder that dogs are called *our best friends*.

LESSON 9



A Lighthouse

It is / a cold night.// The fog / makes it
hard / to see.// A ship / has lost its way.//
The people / on the ship / see a light.//
The light / gets bright.// It is from / a
lighthouse.// Now / the ship / can find / its
way.//

A lighthouse / helps ships.// It is on land /
near the sea.// It has / a very bright light.//
A lighthouse guides ships / to a port, / or
harbor.// Also it warns ships / of danger.//

Before lighthouses, / people sometimes
made / fires on land.// The fire's light /
would help the ship / find its way at night.//

The lighthouse / has helped many ships. //
Most lighthouses / are not used today. //
New ships / do not need them.// They
have special instruments / to find / their
location.//

PART 1

It is a cold night. The fog makes it hard to see. A ship has lost its way. The people on the ship see a light. The light gets bright. It is from a lighthouse. Now the ship can find its way.

- Write the words as one word.

peo ple

light house

- Write the rhyming word.

1. **hip** – sh **i** **p**

2. **fog** – l ___

3. **make** – t ___

4. **find** – m ___

5. **cold** – h ___

6. **lost** – c ___

7. **now** – c ___

8. **hard** – c ___

9. **light** – br ___

PART 2

A lighthouse helps ships. It is on land near the sea. It has a very bright light. A lighthouse guides ships to a port, or harbor. Also it warns ships of danger.

- Write the words as one word.

light house

har bor

al so

dan ger

- Write the rhyming word.

1. **ship** – tr ___

2. **land** – s ___

3. **land** – st ___

4. **sea** – t ___

5. **house** – m ___

6. **wide** – gu ___

7. **light** – n ___

8. **light** – br ___

9. **near** – f ___

PART 3

Before lighthouses, people sometimes made fires on land. The fire's light would help the ship find its way at night.

● Write each word as one word.

be fore

light hou ses

peo ple

some times

● Write the rhyming word.

1. **land** – st _____

2. **ship** – dr _____

3. **made** – tr _____

4. **find** – k _____

5. **way** – st _____

6. **light** – br _____

7. **night** – r _____

8. **fire** – w _____

9. **would** – sh _____

PART 4

The lighthouse has helped many ships. Most lighthouses are not used today. New ships do not need them. They have special instruments to find their location.

● Write each word as one word.

light house

to day

lo ca tion

spe cial

in stru ments

● Write the rhyming word.

1. **ship** – sl _____

2. **any** – m _____

3. **need** – sp _____

4. **way** – st _____

5. **find** – k _____

6. **light** – s _____

7. **use** – f _____

8. **house** – m _____

9. **night** – l _____

Lighthouse (9)

It is a cold night. The fog makes it 9
hard to see. A ship has lost its way. 18
The people on the ship see a light. 26
The light gets bright. It is from a 34
lighthouse. Now the ship can find 40
its way. 42

A lighthouse helps ships. It is on 49
land near the sea. It has a very 57
bright light. A lighthouse guides 62
ships to a port, or harbor. Also it 70
warns ships of danger. 74

Before lighthouses, people 77
sometimes made fires on land. The 83
fire's light would help the ship find its 91
way at night. 94

The lighthouse has helped many 99
ships. Most lighthouses are not 104
used today. New ships do not need 111
them. They have special 115
instruments to find their location. 120



Write about your picture.

LESSON 8



Lighthouse

It is a cold night. The fog makes it hard to see. A ship has lost its way. The people on the ship see a light. The light gets bright. It is from a lighthouse. Now the ship can find its way.

A lighthouse helps ships. It is on land near the sea. It has a very bright light. A lighthouse guides ships to a port, or harbor. Also it warns ships of danger.

Before lighthouses, people sometimes made fires on land. The fire's light would help the ship find its way at night.

The lighthouse has helped many ships. Most lighthouses are not used today. New ships do not need them. They have special instruments to find their location.

LESSON 10



The Blue Whale

The blue whale / is the largest / animal on earth.// It can grow / to 100 feet long.// It can weigh as much as / 30 fully grown elephants!// The heart / of the largest blue whales / is about / the size / of a small car.//

Some people think / that a blue whale / is a fish.// The blue whale / is not a fish.// A fish stays in water / all the time.// The blue whale / is a mammal, / like human beings.// It breathes air / through a hole / on its head, / a blowhole.//

When a whale dives, / it holds its breath.// On deep ocean dives, / it may stay / under water / for 10 to 20 minutes.// When it comes up, / it breathes out.// A spray / of 10 to 25 feet / comes out of / its gigantic blowhole!//

When a baby blue whale / is born, / it is larger / than an elephant.// It drinks its mother's milk, / like a human baby.//

PART 1

The blue whale is the largest animal on earth. It can grow to 100 feet long. It can weigh as much as 30 fully grown elephants! The heart of the largest blue whales is about the size of a small car.

● Write the words as one word.

lar gest

an i mal

el e phant

● Write the rhyming word.

1. **sat** – th _____

2. **long** – str _____

3. **size** – pr _____

4. **sale** – wh _____

5. **feet** – sh _____

6. **blue** – cl _____

7. **grow** – sl _____

8. **own** – gr _____

9. **small** – st _____

PART 2

Some people think that a blue whale is a fish. The blue whale is not a fish. A fish stays in water all the time. The blue whale is a mammal, like human beings. It breathes air through a hole on its head, a blowhole.

● Write the words as one word.

hu man

peo ple

mam mal

be ings

wa ter

blow hole

● Write the rhyming word.

1. **sink** – th _____

2. **pole** – st _____

3. **pale** – wh _____

4. **tray** – st _____

5. **say** – gr _____

6. **head** – thr _____

7. **fall** – st _____

8. **talk** – ch _____

9. **blow** – thr _____

PART 3

When a whale dives, it holds its breath. On deep ocean dives, it may stay under water for 10 to 20 minutes. When it comes up, it breathes out. A spray of 10 to 25 feet comes out of its gigantic blowhole!

● Write the words as one word.

un der _____	wa ter _____	o cean _____
gig an tic _____	blow hole _____	min utes _____

● Write the rhyming word.

- | | | |
|---------------------------|----------------------------|----------------------------|
| 1. dive – dr _____ | 2. give – l _____ | 3. fold – c _____ |
| 4. hold – b _____ | 5. deep – st _____ | 6. feet – str _____ |
| 7. may – str _____ | 8. stay – spr _____ | 9. out – spr _____ |

PART 4

When a baby blue whale is born, it is larger than an elephant. It drinks its mother's milk, like a human baby.

● Write the words as one word.

ba by _____	lar ger _____	mam mals _____
el e phants _____	mo ther _____	hu man _____

● Write the rhyming word.

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1. drink – th _____ | 2. like – str _____ | 3. shale – wh _____ |
| 4. whale – sc _____ | 5. born – th _____ | 6. large – ch _____ |
| 7. born – c _____ | 8. blue – tr _____ | 9. milk – s _____ |

The Blue Whale (10)

The blue whale is the largest animal on earth. It can grow to 100 feet long. It can weigh as much as 30 fully grown elephants!	8 18 26
The heart of the largest blue whales is about the size of a small car.	35 41
Some people think that a blue whale is a fish. The blue whale is not a fish. A fish stays in water all the time. The blue whale is a mammal, like human beings. It breathes air through a hole on its head, a blowhole.	51 62 71 78 86
When a whale dives, it holds its breath. On deep ocean dives, it may stay under water for 10 to 20 minutes. When it comes up, it breathes out. A spray of 10 to 25 feet comes out of its gigantic blowhole!	95 104 113 123 128
When a baby blue whale is born, it is larger than an elephant. It drinks its mother's milk, like a human baby.	138 146 150



Write about your picture.

LESSON 10



The Blue Whale

The blue whale is the largest animal on earth. It can grow to 100 feet long. It can weigh as much as 30 fully grown elephants! The heart of the largest blue whales is about the size of a small car.

Some people think that a blue whale is a fish. The blue whale is not a fish. A fish stays in water all the time. The blue whale is a mammal, like human beings. It breathes air through a hole on its head, a blowhole.

When a whale dives, it holds its breath. On deep ocean dives, it may stay under water for 10 to 20 minutes. When it comes up, it breathes out. A spray of 10 to 25 feet comes out of its gigantic blowhole!

When a baby blue whale is born, it is larger than an elephant. It drinks its mother's milk, like a human baby.

LESSON 11



Bicycles

Most bicycles / look the same.// They have a front wheel / and handlebars.// These steer the bike.// A chain goes / from the pedals / to the back wheel.// The back wheel / drives the bike.// There is a seat / on the bike frame.// The bike frame / keeps everything together.//

There are different bikes.// There are street bikes.// There are racing bikes.// There are mountain bikes.// Bikes for racing / have light frames.// This makes them / go faster.//

Some bikes / have no gears.// Some have many gears.// The gears make it / easier to ride.// In low gear, / the back wheel / turns slower.// This helps the bike / go up hills.// In high gear, / the back wheel / goes faster.// This helps the bike go faster.//

Ride safely.// Use a helmet.// Signal when turning.// Stop at stop signs.// Watch for traffic.// Enjoy.//

PART 1

Most bicycles look the same. They have a front wheel and handlebars. These steer the bike. A chain goes from the pedals to the back wheel. The back wheel drives the bike. There is a seat on the bike frame. The bike frame keeps everything together.

● Write the words as one word.

ped als to geth er ev er y thing

bi cy cle han dle bars

● Write the rhyming word.

- 1. **back** – bl _____
- 2. **came** – fr _____
- 3. **like** – b _____
- 4. **hive** – dr _____
- 5. **most** – p _____
- 6. **peel** – wh _____
- 7. **down** – t _____
- 8. **pain** – ch _____
- 9. **look** – t _____

PART 2

There are different bikes. There are street bikes. There are racing bikes. There are mountain bikes. Bikes for racing have light frames. This makes them go faster.

● Write the words as one word.

ra cing fas ter moun tain dif fer ent

● Write the rhyming word.

- 1. **cake** – m _____
- 2. **flame** – fr _____
- 3. **likes** – b _____
- 4. **sweet** – str _____
- 5. **sheet** – str _____
- 6. **there** – wh _____
- 7. **face** – r _____
- 8. **light** – n _____
- 9. **tight** – l _____

PART 3

Some bikes have no gears. Some have many gears. The gears make it easier to ride. In low gear, the back wheel turns slower. This helps the bike go up hills. In high gear, the back wheel goes faster. This helps the bike go faster.

- Write the words as one word.

slow er

fast er

ea si er

- Write the rhyming word.

1. **pill** – f _____

2. **make** – c _____

3. **ride** – sl _____

4. **any** – m _____

5. **know** – sl _____

6. **feel** – wh _____

7. **high** – s _____

8. **turn** – b _____

9. **gear** – t _____

PART 4

Ride safely. Use a helmet. Signal when turning. Stop at stop signs. Watch for traffic. Enjoy.

- Write the words as one word.

hel met

sig nal

enjoy

safe ly

turn ing

traf fic

- Write the rhyming word.

1. **shop** – st _____

2. **wide** – s _____

3. **ride** – sl _____

4. **when** – th _____

5. **use** – f _____

6. **toy** – j _____

7. **burn** – t _____

8. **air** – p _____

9. **night** – fr _____

Bicycles (11)

Most bicycles look the same. They have a front wheel and handlebars. These steer the bike. A chain goes from the pedals to the back wheel. The back wheel drives the bike. There is a seat on the bike frame. The bike frame keeps everything together.	8 14 23 31 40 46
There are different bikes. There are street bikes. There are racing bikes. There are mountain bikes. Bikes for racing have light frames. This makes them go faster.	53 60 67 73
Some bikes have no gears. Some have many gears. The gears make it easier to ride. In low gear, the back wheel turns slower. This helps the bike go up hills. In high gear, the back wheel goes faster. This helps the bike go faster.	80 88 96 105 113 118
Ride safely. Use a helmet. Signal when turning. Stop at stop signs. Watch for traffic. Enjoy.	125 132 134



Write about your picture.

LESSON 11



Bicycles

Most bicycles look the same. They have a front wheel and handlebars. These steer the bike. A chain goes from the pedals to the back wheel. The back wheel drives the bike. There is a seat on the bike frame. The bike frame keeps everything together.

There are different bikes. There are street bikes. There are racing bikes. There are mountain bikes. Bikes for racing have light frames. This makes them go faster.

Some bikes have no gears. Some have many gears. The gears make it easier to ride. In low gear, the back wheel turns slower. This helps the bike go up hills. In high gear, the back wheel goes faster. This helps the bike go faster.

Ride safely. Use a helmet. Signal when turning. Stop at stop signs. Watch for traffic. Enjoy.

LESSON 12



Hot Air Balloons

Have you ever seen / a hot air balloon?// It is / a very big balloon.// It is made / of strong cloth.// It has a basket / on the bottom.// People can ride / in it.// Hot air balloons / often have bright colors.//

The hot air balloon / was discovered in France / in the year 1783.// The balloon / was a large bag / with a hole / on the bottom.// A fire was burned / under the hole / to fill the balloon / with hot air.//

A hot air balloon / floats in the air.// It goes up / because warm air / inside the balloon / is lighter than / cooler air, / outside.// The hot air balloon / comes down / by letting the air cool / in the balloon.//

The first balloons / went up / without any people.// Then a hot air balloon / went up / with two men / in it.// It traveled / over Paris / for over 5 miles.//

Phrase-Cued Text

PART 1

Have you ever seen a hot air balloon? It is a very big balloon. It is made of strong cloth. It has a basket on the bottom. People can ride in it. Hot air balloons often have bright colors.

- Write the words as one word.

col ors

bas ket

bot tom

bal loon

peo ple

of ten

- Write the rhyming word.

1. **can** – pl ___

2. **hot** – d ___

3. **long** – str ___

4. **made** – sh ___

5. **ride** – sl ___

6. **moth** – cl ___

7. **air** – ch ___

8. **light** – br ___

9. **ever** – n ___

PART 2

The hot air balloon was discovered in France in the year 1783. The balloon was a large bag with a hole on the bottom. A fire was burned under the hole to fill the balloon with hot air.

- Write the words as one word.

bot tom

bal loon

dis cov er

- Write the rhyming word.

1. **bag** – r ___

2. **fill** – w ___

3. **hole** – st ___

4. **sing** – th ___

5. **made** – tr ___

6. **dance** – Fr ___

7. **turn** – b ___

8. **fire** – w ___

9. **under** – th ___

PART 3

A hot air balloon floats in the air. It goes up because warm air inside the balloon is lighter than cooler air, outside. The hot air balloon comes down by letting the air cool in the balloon.

● Write the words as one word.

let ting	in side	out side
_____	_____	_____
bal loon	cool er	be cause
_____	_____	_____

● Write the rhyming word.

- | | | |
|--------------------------|--------------------------|-----------------------------|
| 1. can – th _____ | 2. toes – g _____ | 3. goats – fl _____ |
| 4. cool – p _____ | 5. out – ab _____ | 6. out – sh _____ |
| 7. down – t _____ | 8. air – p _____ | 9. lighter – f _____ |

PART 4

The first balloons went up without any people. Then a hot air balloon went up with two men in it. It traveled over Paris for over 5 miles.

● Write the words as one word.

ba lloons	with out	peo ple
_____	_____	_____
trav eled	Par is	o ver
_____	_____	_____

● Write the rhyming word.

- | | | |
|--------------------------|----------------------------|---------------------------|
| 1. went – s _____ | 2. ten – th _____ | 3. then – w _____ |
| 4. any – m _____ | 5. out – ab _____ | 6. out – sh _____ |
| 7. air – ch _____ | 8. first – th _____ | 9. over – cl _____ |

Hot Air Balloons (12)

Have you ever seen a hot air balloon? It is a very big balloon. It is made of strong cloth. It has a basket on the bottom. People can ride in it. Hot air balloons often have bright colors.

The hot air balloon was discovered in France in the year 1783. The balloon was a large bag with a hole on the bottom. A fire was burned under the hole to fill the balloon with hot air.

A hot air balloon floats in the air. It goes up because warm air inside the balloon is lighter than cooler air, outside. The hot air balloon comes down by letting the air cool in the balloon.

The first balloons went up without any people. Then a hot air balloon went up with two men in it. It traveled over Paris for over 5 miles.



Write about your picture.

LESSON 12



Hot Air Balloons

Have you ever seen a hot air balloon? It is a very big balloon. It is made of strong cloth. It has a basket on the bottom. People can ride in it. Hot air balloons often have bright colors.

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LESSON 13



The Seashore

The seashore / is where the sea / meets the land.// The most common seashore / is the sandy beach.// The sandy beach / is made of / tiny pieces of rock / and seashells.//

On most sea shores,/ the sea moves up/ and down / the beach.// This is called / the tide.// At low tide,/ the beach is dry.// At high tide,/ the beach is under water.//

All seashores are homes / for many living things / such as snails / and barnacles.// Seashores / have their own plants.// Many of these plants / are seaweeds.// Most seashore plants / and animals / must live in / and out of water.// This is because of / the changing tides.//

The tides change.// At high tide,/ the plants and animals / are in the water.// At low tide, / they are out / of the water.//

Phrase-Cued Text

PART 3

All seashores are homes for many living things such as snails and barnacles. Seashores have their own plants. Many of these plants are seaweeds. Most seashore plants and animals must live in and out of water. This is because of the changing tides.

● Write the words as one word.

sea shore

liv ing

an i mals

bar na cles

be cause

chang ing

● Write the rhyming word words.

1. **ant** – pl _____

2. **rust** – m _____

3. **such** – m _____

4. **sings** – th _____

5. **wing** – th _____

6. **live** – g _____

7. **own** – gr _____

8. **seeds** – w _____

9. **any** – m _____

PART 4

The tides change. At high tide, the plants and animals are in the water. At low tide, they are out of the water.

● Write the words as one word.

an i mals

wa ter

● Write the rhyming word.

1. **ants** – pl _____

2. **ride** – t _____

3. **side** – t _____

4. **wide** – h _____

5. **side** – sl _____

6. **low** – sh _____

7. **grow** – sl _____

8. **out** – sh _____

9. **out** – ab _____

The Seashore (13)

The seashore is where the sea meets the land. The most common seashore is the sandy beach. The sandy beach is made of tiny pieces of rock and seashells.

On most seashores, the sea moves up and down the beach. This is called the tide. At low tide, the beach is dry. At high tide, the beach is under water.

All seashores are homes for many living things such as snails and barnacles. Seashores have their own plants. Many of these plants are seaweeds. Most seashore plants and animals must live in and out of water. This is because of the changing tides.

The tides change. At high tide, the plants and animals are in the water. At low tide, they are out of the water.



Write about your picture.

LESSON 13



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