

Hello There!

I am so excited to be bringing you this bundle of balanced readers, where everything you and your students need to practice specific phonics rules is in one place!

Each Set Includes:

1. 20 passages focused on a specific phonics or spelling patterns..
2. Google Drive digital version
3. Dyslexic-friendly font based on multiple sources of research (arial)
4. 20 Comprehension Pages (multiple choice and open-ended)
5. 20 Word Work Practice pages (complete the sentence, Create the sentence)
6. 20 Suffixes Practice pages (learn how words change when common endings are added)

80 total student practice pages per set!!

CLICK THE IMAGES BELOW to see the Phonics Curriculum!

CVVC Short Vowel Words (SHORT VOWEL PATTERNS)

44 PHONICS LESSONS

WORD LISTS FOR EACH LESSON!

The screenshot shows a lesson plan with sections for 'The Lesson Statement', 'Before the Lesson', 'Define and Model for the Class', 'Engage All Learners', and 'Transfer to Independent Time'. It includes a 'Teacher Word Lists' table with columns for 'Word', 'Sound', 'Word', 'Sound', 'Word', 'Sound', and 'Word', 'Sound'. Below the table are sections for 'Lesson 1: An Overview of Short Vowels', 'Lesson 2: CV 2 Letter Words', and 'Lesson 3: CVVC Short Vowel Words'.

STUDENT NOTE-TAKING PAGES

I can identify common spelling patterns for the long a vowel sound to help me read with fluency.

Readers quickly identify common spelling patterns that make the long a sound so they can decide new words as they read.

Long a Spelling Patterns

The screenshot shows a grid for identifying common spelling patterns for the long 'a' vowel sound. It includes a table with columns for 'sp', 'igh', 'air', 'ai', and 'ay'. Below the grid is a section titled 'What We Notice About Words with Long Vowel a Sounds' with a list of words and a section for 'What I Notice About Long a Words and Spelling Patterns'.

Short Vowel Patterns Assessment

3 ASSESSMENT FORMATS

The screenshot shows two assessment pages. The first is titled 'Short Vowel Patterns Assessment' and includes a 'Directions' section and a 'Checklist' section. The second is titled 'Short Vowel Patterns Assessment' and includes a 'Directions' section and a 'Checklist' section. Both assessments include multiple choice questions and a 'True or False? You Decide!' section.

Thank you so much to these amazing artists, whose work is found in this resource!



GROWING BUNDLE

Balanced Readers Coming Soon:

This bundle will include 5 more sets. The sets coming will include practice for the following phonics and spelling rules.

1. Vowel Digraphs
2. Vowel Diphthongs
3. Consonant Digraphs
4. Consonant Blends
5. Special Consonant Patterns



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

[Story 1:](#)
[a-e Vowel](#)
[Pattern](#)

[Story 2:](#)
[a-e Vowel](#)
[Pattern](#)

[Story 3:](#)
[a-e Vowel](#)
[Pattern](#)

[Story 4:](#)
[a-e Vowel](#)
[Pattern](#)

[Story 5:](#)
[e-e Vowel](#)
[Pattern](#)

[Story 6:](#)
[e-e Vowel](#)
[Pattern](#)

[Story 7:](#)
[i-e Vowel](#)
[Pattern](#)

[Story 8:](#)
[i-e Vowel](#)
[Pattern](#)

[Story 9:](#)
[i-e Vowel](#)
[Pattern](#)

[Story 10:](#)
[i-e Vowel](#)
[Pattern](#)

[Story 11:](#)
[i-e Vowel](#)
[Pattern](#)

[Story 12:](#)
[o-e Vowel](#)
[Pattern](#)

[Story 13:](#)
[o-e Vowel](#)
[Pattern](#)

[Story 14:](#)
[o-e Vowel](#)
[Pattern](#)

[Story 15:](#)
[o-e Vowel](#)
[Pattern](#)

[Story 16:](#)
[o-e Vowel](#)
[Pattern](#)

[Story 17:](#)
[u-e Vowel](#)
[Pattern](#)

[Story 18:](#)
[u-e Vowel](#)
[Pattern](#)

[Story 19:](#)
[u-e Vowel](#)
[Pattern](#)

[Story 20:](#)
[u-e Vowel](#)
[Pattern](#)

LINKS ACTIVE IN PAID VERSION



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

[Story 1:](#)
[long vowel](#)
[pairs /ai/](#)

[Story 2:](#)
[long vowel](#)
[pairs /ai/](#)

[Story 3:](#)
[long vowel](#)
[pairs /ay/](#)

[Story 4:](#)
[long vowel](#)
[pairs /ay/](#)

[Story 5:](#)
[long vowel](#)
[pairs /ea/](#)

[Story 6:](#)
[long vowel](#)
[pairs /ea/](#)

[Story 7:](#)
[long vowel](#)
[pairs /ee/](#)

[Story 8:](#)
[long vowel](#)
[pairs /ee/](#)

[Story 9:](#)
[long vowel](#)
[pairs /ey/](#)

[Story 10:](#)
[long vowel](#)
[pairs /ey/](#)

[Story 11:](#)
[long vowel](#)
[pairs /ie/](#)

[Story 12:](#)
[long vowel](#)
[pairs /ie/](#)

[Story 13:](#)
[long vowel](#)
[pairs /oa/](#)

[Story 14:](#)
[long vowel](#)
[pairs /oa/](#)

[Story 15:](#)
[long vowel](#)
[pairs /oe/](#)

[Story 16:](#)
[long vowel](#)
[pairs /oe/](#)

[Story 17:](#)
[long vowel](#)
[pairs /ow/](#)

[Story 18:](#)
[long vowel](#)
[pairs /ow/](#)

[Story 19:](#)
[long vowel](#)
[pairs /ei/](#)

[Story 20:](#)
[long vowel](#)
[pairs /ei/](#)

LINKS ACTIVE IN PAID VERSION



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

[Story 1:](#)
[Short vowel](#)
[CVC /a/](#)

[Story 2:](#)
[Short vowel](#)
[CVC /a/](#)

[Story 3:](#)
[Short vowel](#)
[CVCC /a/](#)

[Story 4:](#)
[Short vowel](#)
[CVCC /a/](#)

[Story 5:](#)
[Short vowel](#)
[CVC /e/](#)

[Story 6:](#)
[Short vowel](#)
[CVC /e/](#)

[Story 7:](#)
[Short vowel](#)
[CVCC /e/](#)

[Story 8:](#)
[Short vowel](#)
[CVCC /e/](#)

[Story 9:](#)
[Short vowel](#)
[CVC /i/](#)

[Story 10:](#)
[Short vowel](#)
[CVC /i/](#)

[Story 11:](#)
[Short vowel](#)
[CVCC /i/](#)

[Story 12:](#)
[Short vowel](#)
[CCVC /i/](#)

[Story 13:](#)
[Short vowel](#)
[CVC /o/](#)

[Story 14:](#)
[Short vowel](#)
[CVC /o/](#)

[Story 15:](#)
[Short vowel](#)
[CVCC /o/](#)

[Story 16:](#)
[Short vowel](#)
[CCVC /o/](#)

[Story 17:](#)
[Short vowel](#)
[CVC /u/](#)

[Story 18:](#)
[Short vowel](#)
[CVC /u/](#)

[Story 19:](#)
[Short vowel](#)
[CVCC /u/](#)

[Story 20:](#)
[Short vowel](#)
[CCVC /u/](#)

LINKS ACTIVE IN PAID VERSION



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Story 1:

1- Syllable
Words with -ar

Story 2:

1- Syllable
Words with -ar

Story 3:

2- Syllable
Words with -ar

Story 4:

2- Syllable
Words with -ar

Story 5:

1- Syllable
Words with -er

Story 6:

2- Syllable
Words with -er

Story 7:

3- Syllable
Words with -er

Story 8:

Words ending
with -er

Story 9:

1- Syllable
Words with -ir

Story 10:

2- Syllable
Words with -ir

Story 11:

2- Syllable
Words with -ir

Story 12:

3- Syllable
Words with -ir

Story 13:

1- Syllable
Words with -or

Story 14:

2- Syllable
Words with -or

Story 15:

2- Syllable
Words with -or

Story 16:

2- Syllable
Words with -or

Story 17:

1- Syllable
Words with -ur

Story 18:

2- Syllable
Words with -ur

Story 19:

2- Syllable
Words with -ur

Story 20:

2- Syllable
Words with -ur

LINKS ACTIVE IN PAID VERSION

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box. Read the story. Complete the activities below.**The BIG Rule:**

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

joke	hose	hope	rope
rose	dope	note	woke

April Fool's Day

My teacher, Mrs. Jones, does not like April Fool's Day. She sent us all a note. It said we better not try to make a joke. I think she was kidding. I'm no dope. I have a joke planned. It is going to be so good. My teacher might burst or **explode!**

I found an old hose. I painted it black to look like a snake. I tied a rope to it. I planned to put it on Mrs. Jones' chair when she was not looking. I hope she thinks it is real. I am going to pull the rope and make it move!

I woke up on April Fool's Day. I put my snake in my bag.

I waited for the best time to make my move. It finally came. Mrs. Jones rose from her desk and went into the hall. I jumped up. I grabbed the snake hose and set it on her chair. I waited.

She screamed when I **tugged** the rope. I was in trouble, but it was worth it. I think Mrs. Jones even had a smile.



Hunt the Words!

Directions: Use the code to mark each word in the story.

Red- joke	Yellow- hose	Blue- hope	Brown- rope
Orange- rose	Green- dope	Purple- note	Pink- woke

Vocabulary Master!**Directions:** Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____ (Vocabulary Word) _____ (What the Word Means)

2. _____ (Vocabulary Word) _____ (What the Word Means)

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DAY 1:

PHONICS AND VOCABULARY

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.**April Fool's Day**

My teacher, Mrs. Jones, does not like April Fool's Day. She sent us all a note. It said we better not try to make a joke. I think she was kidding. I'm no dope. I have a joke planned. It is going to be so good. My teacher might burst or **explode!**

I found an old hose. I painted it black to look like a snake. I tied a rope to it. I planned to put it on Mrs. Jones' chair when she was not looking. I hope she thinks it is real. I am going to pull the rope and make it move!

I woke up on April Fool's Day. I put my snake in my bag.

I waited for the best time to make my move. It finally came. Mrs. Jones rose from her desk and went into the hall. I jumped up. I grabbed the snake hose and set it on her chair. I waited.

She screamed when I **tugged** the rope. I was in trouble, but it was worth it. I think Mrs. Jones even had a smile.



- | | |
|---|--|
| 1. What did the boy put on Mrs. Jones' chair?
<input type="radio"/> a pencil
<input type="radio"/> his school work
<input type="radio"/> a fake snake
<input type="radio"/> his bag | 3. What word rhymes with <i>snake</i> ?
<input type="radio"/> snack
<input type="radio"/> make
<input type="radio"/> tack
<input type="radio"/> tick |
| 2. Mrs. Jones _____ when he tugged the rope.
<input type="radio"/> jumped
<input type="radio"/> laughed
<input type="radio"/> fell
<input type="radio"/> screamed | 4. What does <i>tugged</i> mean in the story?
<input type="radio"/> to pull
<input type="radio"/> to scream
<input type="radio"/> to push
<input type="radio"/> to smile |
5. If you were the boy, would you play the same joke on Mrs. Jones? Why or why not?
- _____
- _____
- _____

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DAY 2:

COMPREHENSION

Name: _____ Date: _____

STORY 13
DAY
3

Directions: Complete each sentence with a word from the word bank.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

joke hose hope rope
rose dope note woke

- I like to make my mom laugh so I told her a funny _____.
- Grab on to the _____ and do not let go.
- I _____ up in the middle of the night with a bad dream.
- I _____ from my seat to go and fix my pencil.
- Max felt like such a _____ because he left his lunch at home.
- We used the big _____ to fill the pool with water.
- I did not see my test grade and I still have _____ I did good.
- Finn was in trouble when Mr. Roberts saw him pass the _____.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

- _____
- _____
- _____

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DAY 3:

**WORDS IN
CONTEXT**

Name: _____ Date: _____

STORY 13
DAY
4

Directions: add an -ing and -s suffix to each word.

Adding -ing rule

When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

Adding -s rule

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
joke		
hose		
hope		
rope		
note		

Directions: Change the words from present tense to past tense by adding the suffix -ed.

Present Tense (Now I...)	Past Tense (Yesterday I...)
joke	
hose	
hope	
rope	
note	

Copyright: Out of This World Literacy (Jen Bengel)

DAY 4:

**SUFFIXES AND
TENSES**

Magic –e Passages

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
1	I Missed the Bus	Magic –e with the vowel –a	1. make 2. take 3. late 4. hate 5. came 6. name 7. lame 8. game	1. navigate 2. stall
2	The Hot Mess	Magic –e with the vowel –a	1. bake 2. sake 3. date 4. fate 5. tame 6. same 7. page 8. cake	1. fate 2. tame
3	The Race	Magic –e with the vowel –a	1. face 2. rage 3. fade 4. case 5. gave 6. gate 7. lace 8. pave	1. fade 2. pave
4	On Stage	Blends and the magic –e with the vowel –a	1. stage 2. skate 3. flake 4. drape 5. grade 6. trade 7. stake 8. brave	1. flake 2. stake
5	The Big Test	Digraphs and the magic –e with the vowel –a	1. shake 2. chase 3. shave 4. phase 5. shame 6. shade 7. shape 8. share	1. phase 2. shame
6	To Ride or Not to Ride	Magic –e with the vowel –e	1. here 2. these 3. theme 4. eve 5. scene 6. delete 7. complete 8. extreme	1. nightmare 2. grateful
7	Math is Hard for Mike	Magic –e with the vowel –i	1. nice 2. nine 3. dime 4. time 5. fine 6. like 7. hide 8. line	1. crime 2. whine

Magic –e Passages

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
8	Kylie Had a Plan	Magic –e with the vowel –i	1. wide 2. life 3. bike 4. file 5. mile 6. pile 7. rise 8. tire	1. secret 2. pride
9	Miles and the Hot Dog	Magic –e with the vowel –i	1. bite 2. dive 3. ripe 4. five 5. fire 6. mine 7. wipe 8. side	1. proud 2. choke
10	The Bribe	Blends and magic –e with the vowel –i	1. bribe 2. drive 3. crime 4. twice 5. smile 6. slice 7. price 8. pride	1. drive 2. bribe
11	The New Girl	Digraphs and the magic –e with the vowel –I	1. chime 2. shine 3. write 4. whine 5. while 6. white 7. thrive 8. knife	1. chime 2. thrive
12	Malone Has a Temper	Magic –e with the vowel –o	1. alone 2. tone 3. cone 4. bone 5. cope 6. nope 7. pole 8. mope	1. tone 2. grace
13	April Fool's Day	Magic –e with the vowel –o	1. joke 2. rose 3. hose 4. dope 5. hope 6. note 7. rope 8. woke	1. explode 2. tugged
14	Spring Cleaning	Magic –e with the vowel –o	1. home 2. mode 3. robe 4. zone 5. dose 6. poke 7. hole 8. role	1. spotless 2. impressed

Magic –e Passages

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
15	Accidents Happen	Blends and the magic –e with the vowel –o	1. stone 2. close 3. smoke 4. stole 5. slope 6. broke 7. scope 8. prone	1. prone 2. scope
16	A Garden Gnome	Digraphs and the magic –e with the vowel –o	1. phone 2. whole 3. choke 4. chose 5. those 6. throne 7. wrote 8. gnome	1. protect 2. relieved
17	The Picky Eater	Magic –e with the vowel –u	1. cute 2. fume 3. fuse 4. mute 5. dupe 6. huge 7. mule 8. rude	1. fume 2. dupe
18	Common Sense	Magic –e with the vowel –u	1. use 2. dude 3. rule 4. tube 5. tune 6. June 7. puke 8. cure	1. cure 2. common sense
19	Anyone Can Play the Flute	Longer words with the magic –e with the vowel –u	1. flute 2. attitude 3. brute 4. refuse 5. confuse 6. assume 7. truce 8. abuse 1. excuse 5. salute	1. attitude 2. brute
20	The Long Ride	Longer words with the magic –e with the vowel –u	2. resume 3. closure 4. fortune 6. amuse 7. mature 8. endure	1. endure 2. salute

Long Vowel Pairs Passages

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words		Vocabulary
1	It is Hard to Wait!	Long vowel pairs /ai/	1. pair 2. plain 3. mail 4. paid	5. pain 6. claim 7. wait 8. faint	1. dramatic 2. claim
2	Must Get All the Candy	Long vowel pairs /ai/	1. fail 2. trail 3. aim 4. trait	5. stain 6. main 7. brain 8. paint	1. trait 2. issue
3	Please Say Yes!	Long vowel pairs /ay/	1. stay 2. play 3. today 4. may	5. slay 6. stray 7. sway 8. delay	1. delay 2. stray
4	Rocks, Money, and Saturday	Long vowel pairs /ay/	1. say 2. lay 3. Saturday 4. away	5. clay 6. way 7. tray 8. pay	1. disappear 2. instant
5	Mila Needs a Break	Long vowel pairs /ea/	1. weak 2. each 3. reach 4. heal	5. deal 6. team 7. cheap 8. dream	1. obsessed 2. cheap
6	Should I Cheat?	Long vowel pairs /ea/	1. teach 2. leave 3. least 4. scream	5. year 6. deal 7. tease 8. cheat	1. understand 2. tease
7	I Have to Know	Long vowel pairs /ee/	1. greed 2. peek 3. green 4. keep	5. feel 6. need 7. deep 8. week	1. fooled 2. greed

Long Vowel Pairs Passages

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
8	A Dream Come True	Long vowel pairs /ee/	1. sleep 2. meet 3. screech 4. seem 5. screen 6. queen 7. weep 8. three	1. screech 2. weep
9	Family Road Trip	Long vowel pairs /ey/	1. journey 2. disobey 3. they 4. hey 5. money 6. turkey 7. key 8. valley	1. disobey 2. journey
10	Do Not Go That Way!	Long vowel pairs /ey/	1. honey 2. eye 3. obey 4. alley 5. monkey 6. hockey 7. jersey 8. money	1. obey 2. reckless
11	Going to a Movie	Long vowel pairs /ie/	1. shriek 2. believe 3. premiere 4. review 5. movie 6. rookie 7. chief 8. relief	1. chief 2. rookie
12	Kicked Out	Long vowel pairs /ie/	1. field 2. fierce 3. achieve 4. mischief 5. brownie 6. piece 7. brief 8. grief	1. mischief 2. fierce
13	Oakley's Big Head	Long vowel pairs /oa/	1. goal 2. boast 3. coach 4. approach 5. groan 6. moan 7. float 8. coax	1. boast 2. coax
14	My Crazy Party	Long vowel pairs /oa/	1. soap 2. boat 3. foam 4. loan 5. coat 6. throat 7. upload 8. coast	1. wild 2. upload

Long Vowel Pairs Passages

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
15	Early Morning Problems	Long vowel pairs /oe/	1. does 2. echoes 3. coerce 4. woeful 5. goes 6. shoes 7. foe 8. tiptoe	1. coerce 2. foe
16	The Perfect Superheroes	Long vowel pairs /oe/	1. heroes 2. potatoes 3. tuxedos 4. tomatoes 5. shoelaces 6. zeroes 7. woe 8. toe	1. destroy 2. woe
17	Do Not Give Up	Long vowel pairs /ow/	1. know 2. wow 3. down 4. slow 5. below 6. power 7. throw 8. towel	1. survive 2. relentless
18	So Many Snacks	Long vowel pairs /ow/	1. show 2. unknown 3. growl 4. now 5. scowl 6. how 7. follow 8. grow	1. unknown 2. crowd
19	Family Heirloom	Long vowel pairs /ei/	1. heirloom 2. eighteen 3. eight 4. either 5. neither 6. receive 7. beige 8. weird	1. heirloom 2. receive
20	The Weight of the World	Long vowel pairs /ei/	1. weight 2. leisure 3. forfeit 4. feisty 5. caffeine 6. neighbor 7. their 8. ceiling	1. feisty 2. forfeit

Short Vowel Passages:

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words		Vocabulary
1	I Love Bacon!	Short vowel CVC /a/	1. mad 2. had 3. sat 4. pat	5. ban 6. pan 7. gab 8. tad	1. tad 2. ban
2	Getting to School	Short vowel CVC /a/	1. cab 2. nab 3. jab 4. ran	5. lap 6. map 7. jam 8. nap	1. jab 2. nab
3	My Little Brother	Short vowel CVCC /a/	1. fact 2. last 3. fast 4. gasp	5. lack 6. dash 7. rant 8. rack	1. lack 2. rant
4	An Epic Fall	Short vowel CVCC /a/	1. past 2. path 3. task 4. hack	5. hand 6. ramp 7. cast 8. hash	1. task 2. hash
5	The Bet	Short vowel CVC /e/	1. bet 2. yet 3. get 4. let	5. wet 6. red 7. pep 8. met	1. pep 2. exploded
6	I Hate Spiders	Short vowel CVC /e/	1. web 2. jet 3. bed 4. leg	5. fed 6. set 7. pet 8. den	1. tease 2. jet
7	The Bad Sport	Short vowel CVCC /e/	1. deck 2. wept 3. went 4. sent	5. bent 6. help 7. best 8. held	1. wept 2. attitude

Short Vowel Passages:

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words		Vocabulary
8	Too Much Noise	Short vowel CVCC /e/	1. test 2. desk 3. felt 4. tend	5. lend 6. send 7. left 8. melt	1. tend 2. frustrated
9	The Lunch Box	Short vowel CVC /i/	1. kid 2. big 3. dig 4. six	5. lid 6. fit 7. zip 8. tip	1. starving 2. stuffed
10	Kiss a Pig	Short vowel CVC /i/	1. pig 2. wig 3. hit 4. lip	5. did 6. sit 7. bin 8. him	1. determined 2. squealed
11	I Will NOT Eat That!	Short vowel CVCC /i/	1. sick 2. dish 3. lick 4. pick	5. wish 6. wink 7. fish 8. list	1. despised 2. complaints
12	Jabi Skipped School	Short vowel CCVC /i/	1. skip 2. thin 3. swig 4. slip	5. grim 6. slim 7. slid 8. spit	1. slim 2. grim
13	My Dog is Smart	Short vowel CVC /o/	1. dog 2. got 3. lot 4. not	5. jog 6. box 7. mob 8. hop	1. perform 2. mob
14	Learning to Cook	Short vowel CVC /o/	1. job 2. mom 3. hot 4. won	5. pot 6. pop 7. cob 8. mop	1. nervous 2. careful

Short Vowel Passages:

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
15	Busy, Busy, Busy	Short vowel CVCC /o/	1. long 2. cost 3. zonk 4. lost 5. song 6. soft 7. honk 8. lock	1. zonk 2. meltdown
16	What a Mess	Short vowel CCVC /o/	1. snot 2. spot 3. stop 4. blob 5. flop 6. drop 7. slob 8. plop	1. slob 2. flop
17	Gum in My Hair	Short vowel CVC /u/	1. rub 2. rut 3. cut 4. gum 5. bug 6. tub 7. tug 8. but	1. warned 2. rut
18	The Bad Day	Short vowel CVC /u/	1. mug 2. rug 3. hug 4. cup 5. sub 6. bun 7. run 8. fun	1. crabby 2. positive
19	My Mom's Job	Short vowel CVCC /u/	1. much 2. must 3. just 4. lump 5. luck 6. sunk 7. jump 8. duck	1. luck 2. sunk
20	Do Not Be Afraid	Short vowel CCVC /u/	1. plug 2. drum 3. snug 4. spun 5. smug 6. club 7. slug 8. stub	1. smug 2. snug

Balanced Readers Included:

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
1	I Am A Writer	1 syllable words with r-controlled vowel pattern -ar	1. hard 2. car 3. star 4. arm 5. mark 6. yard 7. farm 8. barn	1. burden 2. advice
2	My Lucky Charm	1 syllable words with r-controlled vowel pattern -ar	1. charm 2. heart 3. start 4. smart 5. sharp 6. snarl 7. barge 8. harsh	1. snarl 2. barge
3	I Need a Haircut	2 syllable words with r-controlled vowel pattern -ar	1. barber 2. hardly 3. regard 4. argue 5. carpet 6. alarm 7. hardship 8. harmless	1. hardship 2. harmless
4	The Big Party	2 syllable words with r-controlled vowel pattern -ar	1. party 2. arcade 3. army 4. depart 5. guitar 6. bargain 7. radar 8. partly	1. depart 2. bargain
5	A Tough Decision	1 syllable words with r-controlled vowel pattern -er	1. verge 2. were 3. nerve 4. her 5. merge 6. stern 7. serve 8. clerk	1. stern 2. merge
6	Trying to Be Perfect	2-3 syllable words with r-controlled vowel pattern -er	1. perfect 2. energy 3. exert 4. terrific 5. deserve 6. average 7. reverse 8. several	1. exert 2. reverse
7	Too Short	3 syllable words with r-controlled vowel pattern -er	1. average 2. powerful 3. overcome 4. exercise 5. energy 6. overall 7. overtime 8. interest	1. overcome 2. overall

Balanced Readers Included:

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary
8	Too Much Noise	Words ending with r-controlled vowel pattern –er	1. wonder 2. over 3. better 4. leader 5. ever 6. tiger 7. super 8. finger	1. craziest 2. prance
9	My New Jersey	1 syllable words with r-controlled vowel pattern –ir	1. first 2. dirt 3. shirt 4. bird 5. firm 6. birch 7. chirp 8. squirrel	1. promise 2. investigate
10	The Backup Plan	2 syllable words with r-controlled vowel pattern –ir	1. birthday 2. thirteen 3. whirlpool 4. confirmed 5. circus 6. circle 7. thirty 8. skirmish	1. skirmish 2. confirmed
11	Rumors	2 syllable words with r-controlled vowel pattern –ir	1. dirty 2. direct 3. confirm 4. stirring 5. firsthand 6. squirmy 7. firmest 8. whirling	1. rumor 2. firsthand
12	Clean Your Room!	3 syllable words with r-controlled vowel pattern –ir	1. virtual 2. inquiry 3. unconfirmed 4. circulate 5. direction 6. several 7. redirect 8. director	1. inquiry 2. unconfirmed
13	Be a Good Sport	1 syllable words with r-controlled vowel pattern –or	1. sport 2. words 3. torn 4. worst 5. world 6. more 7. snort 8. swore	1. sensitive 2. snort
14	The Super Mega Fort	1 syllable words with r-controlled vowel pattern –or	1. fort 2. bored 3. door 4. floor 5. porch 6. born 7. formed 8. horse	1. bored 2. glee

Balanced Readers Included:

Below is a list of titles included in this set of balanced readers

Story #	Title	Spelling/Phonics Skill	Focus Words	Vocabulary	
15	The Inventor	2 syllable words with r-controlled vowel pattern –or	1. normal 2. abort 3. sorry 4. corny	5. glory 6. ignore 7. before 8. adored	1. abort 2. corny
16	Can You Afford That?	2 syllable words with r-controlled vowel pattern –or	1. order 2. resort 3. afford 4. forget	5. enforce 6. remorse 7. moral 8. story	1. enforce 2. remorse
17	My Neighbor's Cat	1 syllable words with r-controlled vowel pattern –ur	1. sure 2. purse 3. burst 4. purr	5. turn 6. urge 7. blurt 8. surge	1. urge 2. blurt
18	Never On Time	2 syllable words with r-controlled vowel pattern –ur	1. hurry 2. turtle 3. furry 4. lecture	5. turbo 6. unsure 7. surprise 8. picture	1. lecture 2. furry
19	Swim at Your Own Risk	2 syllable words with r-controlled vowel pattern –ur	1. murky 2. gesture 3. blurry 4. torture	5. surely 6. survive 7. pressure 8. courage	1. murky 2. gesture
20	Do Not Disturb	2 syllable words with r-controlled vowel pattern –ur	1. mature 2. absurd 3. hurtful 4. disturb	5. outbursts 6. assured 7. future 8. hurdle	1. absurd 2. outbursts

Balanced Readers 4-Day Guide:

Use the following as a *guide* to teaching and mastering the magic –e phonics rule.

Teaching Format	Day 1: <i>Phonics and Vocabulary</i>	Day 2: <i>Comprehension</i>	Day 3: <i>Word Comprehension</i>	Day 4: <i>Suffixes and Tenses</i>
Whole Group	<ol style="list-style-type: none"> 1. Teach the big rule 2. List words on class anchor chart 3. Read story as a class 4. Pass out day 1 page for independent work 	<ol style="list-style-type: none"> 1. Review the big rule 2. Revisit day 1 anchor chart 3. Choral read story as a class 4. Pass out day 2 page for independent work 	<ol style="list-style-type: none"> 1. Review the big rule 2. Revisit day 1 anchor chart 3. Define each word and review sentence writing 4. Pass out day 3 page for independent work 	<ol style="list-style-type: none"> 1. Review the big rule 2. Revisit day 1 anchor chart 3. Define suffixes and teach suffix rules 4. Discuss tenses 4. Pass out day 4 page for independent work
Guided Reading	<ol style="list-style-type: none"> 1. Teach the big rule 2. Introduce story by defining vocabulary and finding word box words in the story 3. Students read story silently 4. Identify words and vocabulary together after reading 	<ol style="list-style-type: none"> 1. Review the big rule 2. Define vocabulary words 3. Students read story silently 4. Oral discussion of the comprehension questions. Students discuss then do a group shared write for question #5 	<ol style="list-style-type: none"> 1. Review the big rule 2. Define each word and review sentence writing 3. Students read sentences silently and write in words. 4. Discuss sentences as a group and have a shared writing experience 	<ol style="list-style-type: none"> 1. Review the big rule 2. Define suffixes and teach suffix rules 3. Complete first chart together 4. Discuss tenses 5. Complete second chart together 6. If time, list words that rhyme and add suffixes
Strategy Group	<ol style="list-style-type: none"> 1. Teach the big rule 2. Introduce story by defining vocabulary and finding word box words in the story 3. Choral or echo read (teacher lead) story 4. Identify words and vocabulary in pairs after reading 	<ol style="list-style-type: none"> 1. Review the big rule 2. Define vocabulary words 3. Students read story silently 4. Oral discussion of the comprehension questions. Students discuss then write question #5 	<ol style="list-style-type: none"> 1. Review the big rule 2. Define each word and review sentence writing 3. Students read sentences silently and write in words. 4. Discuss sentences as a group and write sentences in pairs 	<ol style="list-style-type: none"> 1. Review the big rule 2. Define suffixes and teach suffix rules 3. Complete first chart together 4. Discuss tenses 5. Complete second chart together 6. If time, list words that rhyme and add suffixes

Balanced Readers 4-Day Guide:

Use the following as a *guide* to teaching and mastering the magic –e phonics rule.

Teaching Format	Day 1: <i>Phonics and Vocabulary</i>	Day 2: <i>Comprehension</i>	Day 3: <i>Word Comprehension</i>	Day 4: <i>Suffixes and Tenses</i>
Intervention Group	<ol style="list-style-type: none">1. Introduce story by defining vocabulary and connect students' background to the story. Build anticipation and excitement for reading2. Quickly teach the big rule and point out the words in the story3. Students read story silently, choral as a group, or echo with teacher leading4. Revisit big rule and words in the story5. Orally discuss a connection students made to the story6. Have students complete day 1 page independently	<ol style="list-style-type: none">1. Review the big rule2. Define vocabulary words by going over students' independent work from day 13. Read over multiple choice questions and tell students to be searching for the answers while reading4. Students read story silently while teacher listens in to one student. A running record can be taken5. Oral discussion of the comprehension questions. Students discuss then do a group shared write for question #5	<ol style="list-style-type: none">1. Review the big rule2. Define each word and review sentence writing3. Ask students to skim the 8 sentences and offer to help with any tricky words they may get stuck reading. Go over tricky words as a group.4. Students read sentences silently and write in words that fit from the word box5. Discuss sentences as a group and have a shared writing experience for the bottom section of the page	<ol style="list-style-type: none">1. Review the big rule2. Define suffixes and teach suffix rules3. Complete first chart together4. Make a list of words that rhyme with one of the words. Add suffixes to each of those words to reinforce patterns5. Discuss tenses6. Complete second chart together, using oral language to check if each word sounds right7. If time, list words that rhyme and change tenses

Balanced Readers 4-Day Guide:

Use the following as a *guide* to teaching and mastering the magic –e phonics rule.

Teaching Format	Day 1: <i>Phonics and Vocabulary</i>	Day 2: <i>Comprehension</i>	Day 3: <i>Word Comprehension</i>	Day 4: <i>Suffixes and Tenses</i>
<p>Students with Dyslexia</p>	<ol style="list-style-type: none"> 1. Introduce story by defining vocabulary and connect students' background to the story. Build anticipation and excitement for reading 2. Teach the big rule. Point to and read each word in the word box. 3. Point to and spell each letter of each word and read them again (chorally) 4. Have students complete the word hunt before reading 5. Students read story silently, choral as a group, or echo with teacher leading 6. Revisit big rule and words in the story 7. Orally discuss a connection students made to the story 	<ol style="list-style-type: none"> 1. Review the big rule 2. Review day 1 story page. Point to and read each word in the word box. 3. Read the vocabulary words and discuss each meaning 4. Look at day 2 page together. Circle or highlight words in the story that match the big rule 5. Read over multiple choice questions and tell students to be searching for the answers while reading 6. Students read story silently while teacher listens in to one student. A running record can be taken 7. Oral discussion of the comprehension questions. Students discuss then do a group shared write for question #5 	<ol style="list-style-type: none"> 1. Review the big rule. Point to and read each word in the word box. 2. Point to and spell each letter of each word and read them again (chorally) 3. Define each word and review sentence writing 4. Ask students to skim the 8 sentences and offer to help with any tricky words they may get stuck reading. Go over tricky words as a group. 5. Students read sentences silently and write in words that fit from the word box 6. Discuss sentences as a group and have a shared writing experience for the bottom section of the page 	<ol style="list-style-type: none"> 1. Review the big rule. Point to and read each word in the first chart. 2. Define suffixes and teach suffix rules 3. Complete first chart together 4. Make a list of words that rhyme with one of the words. Add suffixes to each of those words to reinforce patterns 5. Discuss tenses. Point to and read each word in the first chart. 6. Complete second chart together, using oral language to check if each word sounds right 7. If time, list words that rhyme and change tenses

Balanced Readers 4-Day Guide:

Use the following as a *guide* to teaching and mastering the magic –e phonics rule.

Teaching Format	Day 1: <i>Phonics and Vocabulary</i>	Day 2: <i>Comprehension</i>	Day 3: <i>Word Comprehension</i>	Day 4: <i>Suffixes and Tenses</i>
<p>English Language Learners</p>	<ol style="list-style-type: none"> 1. Introduce story by defining vocabulary. Go over where the words have been heard before and how they can be used. Connect students' background to the story. Build anticipation and excitement for reading 2. Teach the big rule. Point to and read each word in the word box. 3. Have students complete the word hunt before reading 4. Students read story silently, choral as a group, or echo with teacher leading 5. Revisit big rule and words in the story 6. Orally discuss a connection students made to the story and revisit vocabulary 	<ol style="list-style-type: none"> 1. Review the big rule 2. Review day 1 story page. Point to and read each word in the word box. 3. Read the vocabulary words and discuss each meaning 4. Look at day 2 page together. Circle or highlight words in the story that match the big rule 5. Read over multiple choice questions and tell students to be searching for the answers while reading 6. Students read story silently while teacher listens in to one student. A running record can be taken 7. Oral discussion of the comprehension questions. Students discuss then do a group shared write for question #5 	<ol style="list-style-type: none"> 1. Review the big rule. Point to and read each word in the word box. 2. Point to and spell each letter of each word and read them again (chorally) 3. Define each word and review sentence writing 4. Ask students to skim the 8 sentences and offer to help with any tricky words they may get stuck reading. Go over tricky words as a group. 5. Students read sentences silently and write in words that fit from the word box 6. Discuss sentences as a group and have a shared writing experience for the bottom section of the page 	<ol style="list-style-type: none"> 1. Review the big rule. Point to and read each word in the first chart. 2. Define suffixes and teach suffix rules 3. Complete first chart together 4. Make a list of words that rhyme with one of the words. Add suffixes to each of those words to reinforce patterns 5. Discuss tenses. Point to and read each word in the first chart. 6. Complete second chart together, using oral language to check if each word sounds right 7. If time, list words that rhyme and change tenses

The Standards:

	Common Core State Standard	TEK Standard
Grade 1	CCSS.ELA-LITERACY.RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds. CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	1.2Biii Decoding words with closed syllables, open syllables, Vce syllables, vowel teams including vowel digraphs and vowel diphthongs and r controlled syllables.
Grade 2	CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	2.2Biii Decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs and r controlled syllables and final stable syllables.
Grade 3	CCSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Biii Decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs and r controlled syllables and final stable syllables.
Grade 4	CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4.2Biii Decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs and r controlled syllables and final stable syllables.
Grade 5	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	5.2Biii Decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs and r controlled syllables and final stable syllables.
Grade 6	CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.2A Use print to determine the meaning, syllabication, pronunciation, word origin and part of speech.

Day 1: Phonics and Vocabulary

Learn the BIG Rule:

Read and study the BIG rule.

Practice Words:

Read and study the words inside the word box.

Read the Story:

Read the story with words that show the big rule. Enjoy the custom illustration too!

Hunt the Words:

Use the codes to mark each word in the story.

Vocabulary Master:

Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

joke	hose	hope	rope
rose	dope	note	woke

April Fool's Day

My teacher, Mrs. Jones, does not like April Fool's Day. She sent us all a note. It said we better not try to make a joke. I think she was kidding. I'm **dope**. I have a joke planned. It is going to be so good. My teacher might **explode**!

I found an old hose. I painted it black to look like a snake. I tied a rope to it. I planned to put it on Mrs. Jones' chair when she was not looking. I hope she thinks it is real. I am going to pull the rope and make it move!

I woke up on April Fool's Day. I put my snake in my bag.

I waited for the best time to make my move. It finally came. Mrs. Jones rose from her desk and went into the hall. I jumped up. I grabbed the snake hose and set it on her chair. I waited.

She screamed when I **tugged** the rope. I was in trouble, but it was worth it. I think Mrs. Jones even had a smile.



Hunt the Words!

Directions: Use the code to mark each word in the story.

Red- joke

Yellow- hose

Blue- hope

Brown- rope

Orange- rose

Green- dope

Purple- note

Pink- woke

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____
(Vocabulary Word)

_____ (What the Word Means)

2. _____
(Vocabulary Word)

_____ (What the Word Means)

Day 2: Comprehension Focus

4 Multiple Choice Questions

Question 1:

Answers can be found within the text

Question 2:

Answers can be found within the text

Question 3:

Word work, phonics-related question

Question 4:

Vocabulary

Question 5:

Open-ended response...higher level thinking: analyzing, compare/contrast, make connections, synthesize, judge.

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.

April Fool's Day

My teacher, Mrs. Jones, does not like April Fool's Day. She sent us all a note. It said we better not try to make a joke. I think she was kidding. I'm no dope. I have a joke planned. It is going to be so good. My teacher might burst or **explode!**

I found an old hose. I painted it black to look like a snake. I tied a rope to it. I planned to put it on Mrs. Jones' chair when she was not looking. I hope she thinks it is real. I am going to pull the rope and make it move!

I woke up on April Fool's Day. I put my snake in my bag.

I waited for the best time to make my move. It finally came. Mrs. Jones ran from her desk and went into the hall. I jumped up. I grabbed the snake hose and set it on her chair. I waited.

She screamed when I **tugged** the rope. I was in pain, but it was worth it. I think Mrs. Jones even had a smile.



1. What did the boy put on Mrs. Jones' chair?

- (a) a pencil
- (b) his school work
- (c) a fake snake
- (d) his bag

3. What word rhymes with *snake*?

- (a) snack
- (b) make
- (c) tack
- (d) tick

2. Mrs. Jones _____ when he tugged the rope.

- (a) jumped
- (b) laughed
- (c) fell
- (d) screamed

4. What does *tugged* mean in the story?

- (a) to pull
- (b) to scream
- (c) to push
- (d) to smile

5. If you were the boy, would you play the same joke on Mrs. Jones? Why or why not?

Day 3: Word Work Focus

Complete the Sentence:

Choose correct words from the text box to complete 8 sentences.

Create Sentences:

Choose 3 words from the text box. Create 3 complete sentences using each word.

Name: _____ Date: _____

Directions: Complete each sentence with a word from the word bank.**The BIG Rule:**

When the vowel -e is at the end of a word, the first vowel makes the long vowel sound and says its name. The -e at the end of the word is silent.

joke	hose	hope	rope
rose	dope	note	woke

1. I like to make my mom laugh so I told her a funny _____ .
2. Grab on to the _____ and do not let go.
3. I _____ up in the middle of the night with _____ dream.
4. I _____ from _____ at _____ and fix my pencil.
5. Max felt like such a _____ because he left his lunch at home.
6. We used the big _____ to fill the pool with water.
7. I did not see my test grade and I still have _____ I did good.
8. Finn was in trouble when Mr. Roberts saw him pass the _____ .

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1. _____

2. _____

3. _____

Day 4: Suffixes and Tenses

Complete the Sentence:

Choose correct words from the text box to complete 8 sentences.

Create Sentences:

Choose 3 words from the text box. Create 3 complete sentences using each word.

Name: _____ Date: _____

Directions: add an -ing and -s suffix to each word.**Adding -ing rule**

When adding the suffix -ing to a word that ends in the vowel -e, drop the -e and add -ing

Adding -s rule

When adding the suffix -s to a word that ends in the vowel -e, keep the -e and add -s to make the word plural

Word	-ing	-s
joke		
hose		
hope		
rope		
note		

Sample

Directions: Change the words from present tense to past tense by adding the suffix -ed. .

Present Tense (Now I...)	Past Tense (Yesterday I...)
joke	
hose	
hope	
rope	
note	

Answer Keys

Story 1: I Missed the Bus			Story 2: The Hot Mess		
Day 2: 1. B 2. D 3. C 4. B	Day 3: 1. take 2. lame 3. came 4. hate	5. late 6. make 7. name 8. game	Day 2: 1. A 2. C 3. D 4. A	Day 3: 1. bake 2. tame 3. page 4. date	5. sake 6. same 7. cake 8. fate
Story 3: The Race			Story 4: On Stage		
Day 2: 1. B 2. D 3. C 4. A	Day 3: 1. face 2. gave 3. lace 4. pave	5. gate 6. case 7. rage 8. fade	Day 2: 1. C 2. C 3. D 4. B	Day 3: 1. flake 2. grade 3. stake 4. stage	5. brave 6. trade 7. drape 8. skate
Story 5: The Big Test			Story 6: To Ride or Not to Ride		
Day 2: 1. C 2. A 3. D 4. B	Day 3: 1. shape 2. phase 3. chase 4. shake	5. shave 6. shame 7. share 8. shade	Day 2: 1. C 2. D 3. B 4. A	Day 3: 1. theme 2. these 3. delete 4. complete	5. eve 6. extreme 7. scene 8. here
Story 7: Math is Hard for Mike			Story 8: Kylie Had a Plan		
Day 2: 1. D 2. B 3. A 4. C	Day 3: 1. nine 2. time 3. hide 4. line	5. nice 6. dime 7. fine 8. like	Day 2: 1. D 2. C 3. D 4. B	Day 3: 1. pile 2. rise 3. tire 4. mile	5. bike 6. wide 7. life 8. file

Answer Keys

Story 9: Miles and the Hot Dog		Story 10: The Bribe	
Day 2: 1. C 2. A 3. D 4. B	Day 3: 1. bite 5. mine 2. fire 6. five 3. dive 7. wipe 4. ripe 8. side	Day 2: 1. C 2. D 3. B 4. A	Day 3: 1. bribe 5. twice 2. crime 6. slice 3. price 7. drive 4. pride 8. smile
Story 11: The New Girl		Story 12: Malone Has a Temper	
Day 2: 1. A 2. C 3. D 4. B	Day 3: 1. whine 5. chime 2. while 6. write 3. knife 7. thrive 4. shine 8. white	Day 2: 1. A 2. B 3. C 4. C	Day 3: 1. alone 5. cope 2. pole 6. cone 3. bone 7. nope 4. tone 8. mope
Story 13: April Fool's Day		Story 14: Spring Cleaning	
Day 2: 1. C 2. D 3. B 4. A	Day 3: 1. joke 5. dope 2. rope 6. hose 3. woke 7. hope 4. rose 8. note	Day 2: 1. D 2. C 3. A 4. B	Day 3: 1. zone 5. hole 2. dose 6. role 3. robe 7. mode 4. home 8. poke
Story 15: Accidents Happen		Story 16: A Garden Gnome	
Day 2: 1. D 2. C 3. A 4. B	Day 3: 1. smoke 5. stole 2. slope 6. close 3. prone 7. stone 4. broke 8. scope	Day 2: 1. C 2. B 3. A 4. A	Day 3: 1. choke 5. chose 2. wrote 6. whole 3. gnome 7. throne 4. phone 8. those

Answer Keys

Story 17: The Picky Eater		Story 18: Common Sense	
Day 2: 1. C 2. D 3. C 4. B	Day 3: 1. cute 5. mute 2. mule 6. rude 3. huge 7. fume 4. dupe 8. fuse	Day 2: 1. B 2. C 3. A 4. C	Day 3: 1. tune 5. use 2. June 6. rule 3. tube 7. cure 4. dude 8. puke
Story 19: Anyone Can Play the Flute		Story 20: The Long Ride	
Day 2: 1. A 2. D 3. C 4. B	Day 3: 1. flute 5. refuse 2. truce 6. attitude 3. confuse 7. brute 4. abuse 8. assume	Day 2: 1. A 2. C 3. D 4. B	Day 3: 1. salute 5. fortune 2. mature 6. resume 3. endure 7. closure 4. amuse 8. excuse