

Adventures in Pine Hollow & Milestones in Reading

# Paragraphs to Pages

Language Arts



Move from Decoding to Fluency



Pine Hollow



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# Welcome to . . .



*I am thrilled -- and humbled -- you've chosen to share your homeschool journey with us!* I am so pleased to meet you in this way, connecting over our shared love for our families!

*I'm Kaeryn Brooks, the creator of Pine Hollow,* I began writing curriculum to meet the needs of my own family, when some of my children struggled and grew disenchanted with learning. They'd lost their joy!

There just had to be a way to bring the joy of learning to every child, no matter how they preferred learning. So the writing began, trying (sometimes succeeding, sometimes not so much), and pulling together the kinds of experiences I wanted my own family to have, developing new ways of appealing to all the ways children learn. After all, I had one child of every flavor! (Or so it seemed!)

***That's where Pine Hollow comes from -- from my family to yours.***

My friends and their friends started asking what I used. My husband came home with a website without telling me (*I'm not the only one who has had that happen, am I?*), and next thing I know, I'm sharing my vision with families that want the same thing I wanted:

***interactive, vibrant experiences that created a rich and wonderful family culture.***



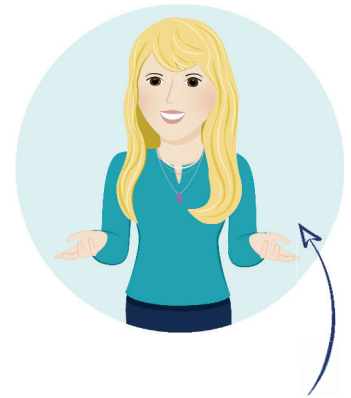
***This is what we bring to Pine Hollow Language Arts:***

- Gradual, immersive progression from alphabet skills to fluent reading
- Adventurous critter stories with "I-want-to-keep-reading" cliffhangers
- Rich phonics instruction -- a great foundation for reading & spelling
- Unique interactive learning experiences: phonics character cards, decoding and reading games, story fun skills practice & more!
- Fun workpages that get little learners using what they've encountered
- Time for real life, reading together, and enjoying new discoveries

You'll find that I'm here with you on the journey, with remarks and sidebars throughout this guide. I hope this has given you a glimpse inside the heart of Pine Hollow. I also hope you feel as though you are a part of our family, now. And your new Pine Hollow family is just a phone call away for help or support.

***It is my sincere hope that while you explore different times and places this year, you will also have the chance to show your child the opportunities in the here and now that will last an eternity.***

***Your Adventure Awaits! -- Kaeryn***



***Virtual Me,***  
*a significant improvement over the usual Morning Me...*





# Paragraphs to Pages

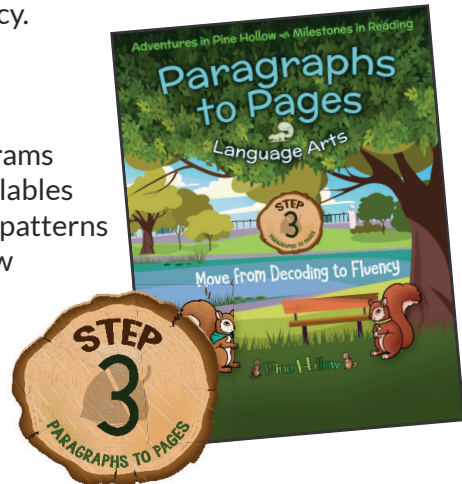
*is the third program in the Pine Hollow Language Arts Series*  
**18-WEEK PROGRAM**

Paragraphs to Pages is designed for students who are able, with guidance, to read simple sentences. This program will move them from being focused mainly on decoding to reading familiar words and sight words with fluency.

**By the end of this program, students will:**

- be reading longer sentences and paragraphs
- gain proficiency decoding 2- and 3-letter phonograms
- be decoding longer words and words with two syllables
- be able to identify silent letters and their spelling patterns
- have learned and practiced the phonograms below

ee	ed	dge	ar	or
er	ir	ur	ear	wor
igh	oo	ea	ey	ie
oi	oy	ou	ow	
au	aw	ew	ui	ue



Paragraphs to Pages provides a solid bridge for students from decoding short sentences to reading longer sentences and short paragraphs more fluently, which will allow them to move easily into our Stories to Short Chapters program.



## Letters to Little Words

### 36-WEEK PROGRAM

For students who show interest in reading and are ready to learn the phonics sounds of the alphabet.

When they complete this program, students will know the phonics sounds of the alphabet and 26 more phonograms, will be able to write them and will be decoding 3- and 4-letter words.



## Syllables to Sentences

### 18-WEEK PROGRAM

For students who have mastered the basic phonics sounds and are starting or ready to begin reading three-letter words such as bat, pin, get, fun, or rod.

When they complete this program, students will be decoding, reading and spelling five- to six-letter words and reading short sentences.



## Stories to Short Chapters

### 36-WEEK PROGRAM

For students who are reading short paragraphs with some assistance. Students will read fun, vocabulary-controlled stories, play games, and develop their spelling and vocabulary skills.

When they complete this program, students will have read through 36 easy reading stories to increase fluency skills.



## Readers to Real Books

### 36-WEEK PROGRAM

For students who ready to read, or just reading short chapter books. They will progress throughout the year to be ready to read any middle grade book.

When they complete this program, students will have gained reading comprehension and reading speed to become fluent readers.

# WHAT'S TO LOVE IN PINE HOLLOW?



**Language arts can intimidate some students.**

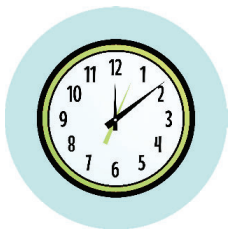
But in Pine Hollow, there are constant adventures -- all premised on **JOY!**

Joy of finding new critter friends and their own growing confidence in reading.

**I love seeing that!**

*- Kaeryn*

## *It's an Adventure You Will Love!*



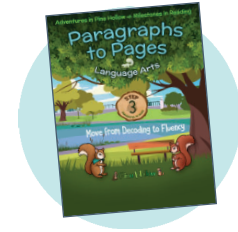
### **YOU CAN CUSTOMIZE PINE HOLLOW**

Pine Hollow programs can be completed at a pace that fits your student's progression, sped up or slowed down.



### **PINE HOLLOW PROGRAMS ENGAGE ALL STUDENTS**

No matter which type of learner your student is, there are active learning opportunities, including games, flashcards, hands-on learning and more, that engage every student!



### **THIS GUIDE = HQ**

This guide is meant to be your headquarters -- feel free to scribble all over it! Write student initials and grades next to completed items.

## *It's an Adventure They Will Love!*



### **PINE HOLLOW CRITTERS OF ALL KINDS**

Students will meet all kinds of critters in Pine Hollow -- an always hungry chipmunk, a gang of sneaky raccoons, scurrying rat cops, and so many more! Young learners will connect with their romping, fun antics!



### **PINE HOLLOW PROGRAMS KEEP THEM READING**

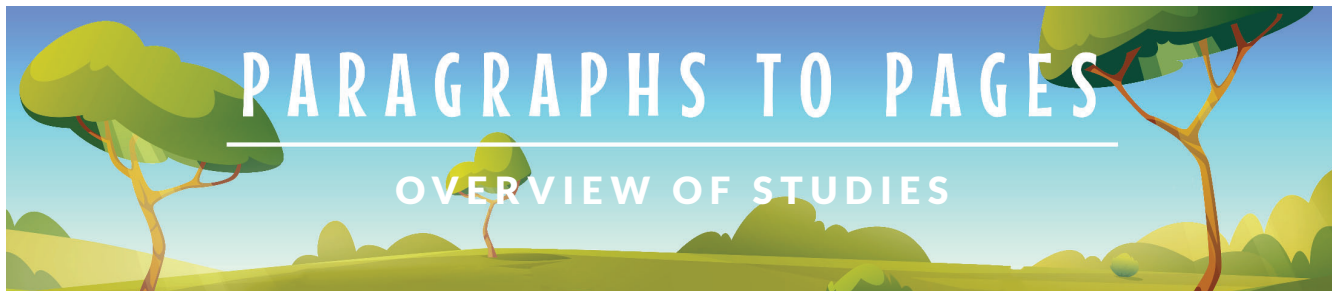
Exciting cliffhangers and heart-tugging, delightful stories keep them interested in moving forward. Workbook pages reinforce the "what-will-happen-next" story book-style magic!



### **INTERACTIVE WORKPAGES**

Students will be drawn into the workpages, designed to have them coloring, predicting story outcomes, drawing, finding correct answers, and even coming up with "what's next" ideas of their own!





### Play in Pine Nut Park

Week 1	Sounds of “A” and “I”
Week 2	Sounds of “E” and “EE”
Week 3	Sounds of “O” and “U”
Week 4	Sounds of “ED”
Week 5	Sounds of “QU” and “DGE”
Week 6	Sounds of “AR” and “OR”

### Surprises in the Street of Pine Nut

Week 7	Sounds of “ER”, “IR”, and “UR”
Week 8	Sounds of “EAR” and “WOR”
Week 9	Sounds of “IGH”
Week 10	Sounds of “ALL”, “ALK” and “OLD”
Week 11	Sounds of “OO”
Week 12	Sounds of “EA”, “EY” and “IE”

### Tricks in the Thicket

Week 13	Sounds of “OI” and “OY”
Week 14	Sounds of “OU” and “OW”
Week 15	Sounds of “AU” and “AW”
Week 16	Sounds of “EW”, “UI” and “UE”
Week 17	Phonograms Making “S” and “J” Sound
Week 18	Silent Letters

# PARAGRAPHS TO PAGES

WEEK 1

## DAY 1

### READING & WRITING

**Reading | Play on Pine Nut Street**

Pages 3-8 - Hello, Mac and Nip!

**Spelling & Vocabulary | Play on Pine Nut Street**

Page 11

**Reading Comprehension | Play on Pine Nut Street**

Page 12

**Handwriting Practice | Handwriting Set**

Page 1

### PHONICS & ACTIVITIES

**Phonics | Play on Pine Nut Street**

Pages 9-10

**Pine Nut Games |**

Cookie Crumbles

See Note on Pine Nut Games

## DAY 2

### READING & WRITING

**Reading | Play on Pine Nut Street**

Pages 13-15 - Mac and Nip See a Cat

**Spelling & Vocabulary | Play on Pine Nut Street**

Page 18

**Reading Comprehension | Play on Pine Nut Street**

Page 19

### PHONICS & ACTIVITIES

**Phonics | Play on Pine Nut Street**

Pages 16-17

**Pine Nut Games |**

Cloud Pictures

## NOTES

**Phonics Focus |** Practice the sounds of “A” and “I”

**Introduction to “Play on Pine Nut Street” |**

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

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

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

## DAY 3

### READING & WRITING

**Reading | Play on Pine Nut Street**

Pages 20-22 - Black Jack, the Cat

**Spelling & Vocabulary | Play on Pine Nut Street**

Page 25, Page 26 - Bottom

**Reading Comprehension | Play on Pine Nut Street**

Page 26 - Top

### PHONICS & ACTIVITIES

**Phonics | Play on Pine Nut Street**

Pages 23-24

**Pine Nut Games |**

Pine Nut Pictures

## DAY 4

### READING & WRITING

**Reading | Play on Pine Nut Street**

Pages 27-29 - No Place to Hide

**Spelling & Vocabulary | Play on Pine Nut Street**

Page 32 - Test

**Reading Comprehension | Play on Pine Nut Street**

Page 31 - Top

**Handwriting Practice |**

**Handwriting Set** - Page 2

**Play on Pine Nut Street** - Page 31 - Bottom

### PHONICS & ACTIVITIES

**Phonics | Play on Pine Nut Street**

Page 30

## NOTES

**IMPORTANT | Pine Nut Games**

1. Many of these games rework activities from the "Hands-On Phonics Activity Pack." However, new, adjusted instructions for assembly and use of these games are included in Appendix

2. BE SURE to read these directions and make use of the helps in Appendix 2!

**Handwriting Pages**

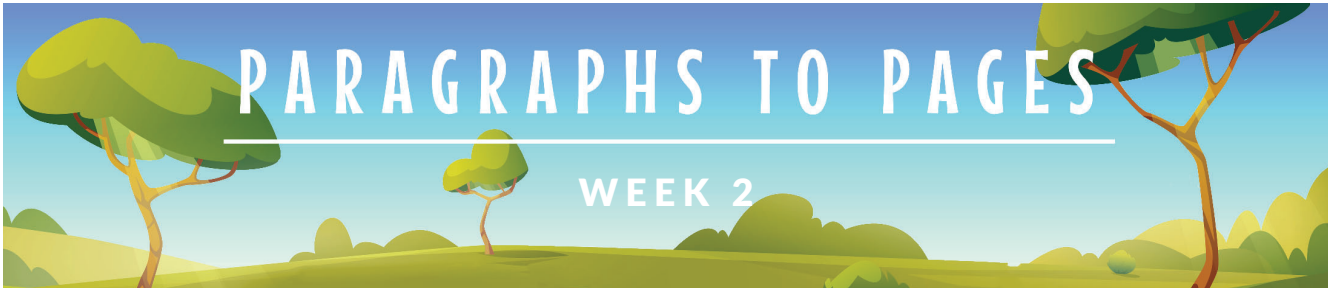
Students will have quite a few activities that require handwriting, as well as actual handwriting practice. Do you feel your student requires more handwriting practice? There are reproducible sheets to use for handwriting practice included in Appendix 1.

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

**Spelling Words**

trip	pie	lift	lip	apple
face	rat	find	hat	lamp





# PARAGRAPHS TO PAGES

## WEEK 2

### DAY 1

#### READING & WRITING

**Reading | Play on Pine Nut Street**

Pages 33-36 - Rex Needs Help

**Spelling & Vocabulary | Play on Pine Nut Street**

Page 39

**Reading Comprehension |**

**Play on Pine Nut Street**

Page 40 - Top

**Handwriting Practice |**

**Handwriting Set - Page 3**

**Play on Pine Nut Street - Page 40 - Bottom**

#### PHONICS & ACTIVITIES

**Phonics | Play on Pine Nut Street**

Pages 37-38

**Pine Nut Games |**

Sand Drawing

### DAY 2

#### READING & WRITING

**Reading | Play on Pine Nut Street**

Pages 41-43 - Has Anyone Seen a Green Eel?

**Spelling & Vocabulary | Play on Pine Nut Street**

Page 46

**Reading Comprehension |**

**Play on Pine Nut Street**

Page 47 - Top

**Handwriting Practice | Play on Pine Nut Street**

Page 47 - Bottom

#### PHONICS & ACTIVITIES

**Phonics | Play on Pine Nut Street**

Pages 44-45

**Pine Nut Games |**

Sculp a Letter

## DAY 3

### READING & WRITING

**Reading | Play on Pine Nut Street**

Pages 48-50 - Angry Bees

**Spelling & Vocabulary | Play on Pine Nut Street**

Page 53, Page 54 -Bottom

**Reading Comprehension |  
Play on Pine Nut Street**

Page 54 - Top

### PHONICS & ACTIVITIES

**Phonics | Play on Pine Nut Street**

Pages 51-52

**Pine Nut Games |**

Purplinker

## DAY 4

### READING & WRITING

**Reading | Play on Pine Nut Street**

Pages 55-57 - Two Critters and a Toy in a Crate

**Spelling & Vocabulary | Play on Pine Nut Street**

Page 60 - Test

**Reading Comprehension |  
Play on Pine Nut Street**

Page 59

**Handwriting Practice | Handwriting Set**

Page 4

### PHONICS & ACTIVITIES

**Phonics | Play on Pine Nut Street**

Page 58

## NOTES

**Phonics Focus |**

Practice the Sounds of "E" and "EE"

**Spelling Words**

tree	ten	need	heel	wheel
bell	egg	nest	deer	eel

## Week 1 - Day 1

### Page 9

#### Match It!

- |         |         |
|---------|---------|
| 1. lamp | 3. ice  |
| 2. rat  | 4. lips |

### Page 10

#### Circle It!

- |         |            |
|---------|------------|
| 1. Mac  | 5. wiggle  |
| 2. cat  | 6. apple   |
| 3. kite | 7. whisker |
| 4. pie  | 8. apron   |

### Page 11

#### Fill In

- |      |       |     |
|------|-------|-----|
| trip | apple | pie |
| face | lamp  | lap |
| lift | find  | hat |
| rat  |       |     |

### Page 12

#### Which One Came First?

1. Nip made a pie.
2. Mac got dust on his whiskers
3. Mac climbed up the oak tree.
4. Mac and Nip saw a cat!

#### Yummy Apple Pie

1. An, is, said
2. and
3. A, in, a, it
4. I, said

## Week 1 - Day 2

### Page 16

#### Pick One!

- |        |          |          |
|--------|----------|----------|
| 1. ice | 2. apron | 3. black |
|--------|----------|----------|

#### Name the Picture

- |              |           |         |
|--------------|-----------|---------|
| 1. climb(ed) | 2. wiggle | 3. bite |
|--------------|-----------|---------|

### Page 17

#### Which One?

- |          |           |         |
|----------|-----------|---------|
| 1. map   | 3. lamp   | 5. ball |
| 2. smile | 4. pirate | 6. dime |

### Page 18

#### Circle Word Halves

- |         |          |         |
|---------|----------|---------|
| 1. lift | 3. apple | 5. face |
| 2. lamp | 4. lips  | 6. rat  |

### Page 19

#### Action!

1. tail -- wiggled
2. Nip -- whispered
3. Mac's ear -- tickled
4. cat -- jumped

#### Who Did It?

- |        |        |        |
|--------|--------|--------|
| 1. Nip | 4. Nip | 7. cat |
| 2. cat | 5. Nip |        |
| 3. cat | 6. Mac |        |



## Week 1 - Day 3

### Page 23

#### Review of "A" and "I" Words

- |           |         |
|-----------|---------|
| 1. kick   | 5. hat  |
| 2. catch  | 6. hiss |
| 3. table  | 7. ice  |
| 4. pirate | 8. late |

### Page 24

#### Circle It!

- |           |          |
|-----------|----------|
| 1. hand   | 5. dime  |
| 2. pirate | 6. map   |
| 3. acorn  | 7. kite  |
| 4. apron  | 8. table |

### Page 25

#### Write the Word

- |          |         |         |
|----------|---------|---------|
| 1. pie   | 4. face | 7. find |
| 2. apple | 5. trip | 8. rat  |
| 3. lamp  | 6. hat  | 9. lip  |

### Page 26

#### Before or After?

- |           |           |
|-----------|-----------|
| 1. after  | 4. after  |
| 2. after  | 5. before |
| 3. before | 6. before |

#### Match the Meanings

- |      |      |      |
|------|------|------|
| 1. c | 4. e | 7. d |
| 2. i | 5. f | 8. b |
| 3. g | 6. h | 9. a |

## Week 1 - Day 4

### Page 30

#### Name the Picture

- |               |             |
|---------------|-------------|
| 1. pie        | 4. Mac      |
| 2. lick(ed)   | 5. doghouse |
| 3. Black Jack | 6. smile(d) |

### Page 31

#### Mark It!

1. Mac and Nip hide in a doghouse.
2. Rex saved Mac and Nip from Black Jack.

### Page 32

#### Test

- |      |     |      |     |       |
|------|-----|------|-----|-------|
| trip | pie | lift | lip | apple |
| face | rat | find | hat | lamp  |



# Write-in Reader Book 1

## Play on Pine Nut Street

Building 4- and 5-Letter Words  
with dge, ar, or, and more!



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# Play on Pine Nut Park with Mac & Nip



## For Parents:

The Pine Hollow Paragraphs to Pages Guide offers additional helps for using this resource. However, we would like to add a note here. Young readers are at different levels of proficiency. For that reason, some students may struggle at first to read an entire section. That's okay. Here are some strategies for tailoring the program to your student.



### Strategy 1: Take Turns Reading

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



### Strategy 2: Save Some Reading

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



### Strategy 3: Read Twice Per Day

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

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







# An Introduction for Parents to Read Aloud



## Hello, Mac and Nip!

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

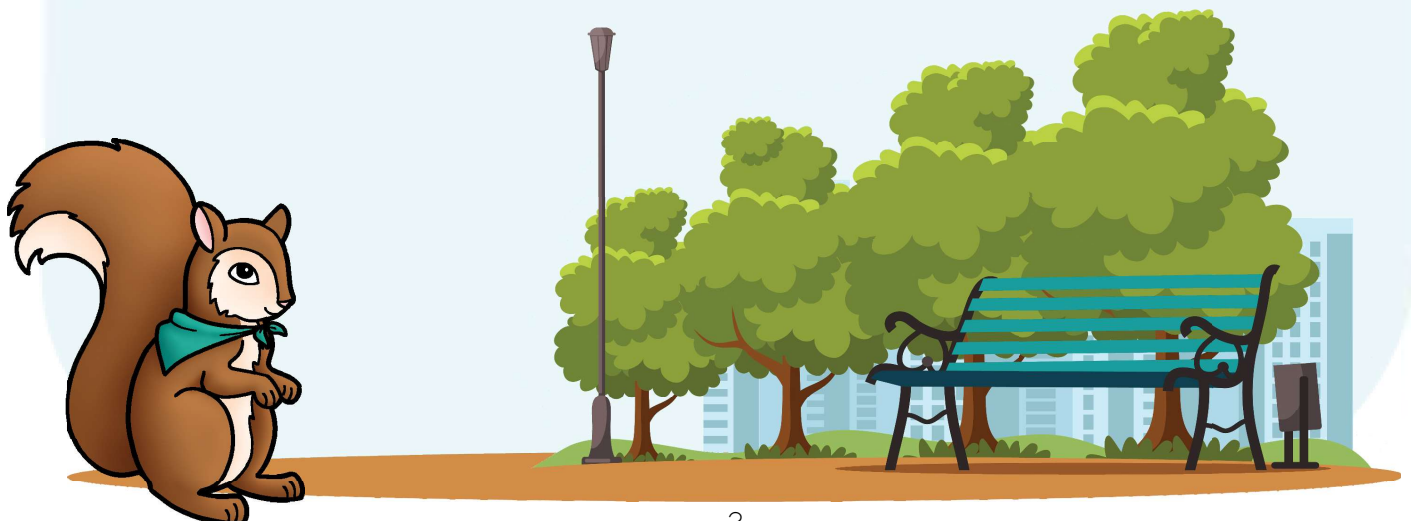
His parents, Pecan and Chestnut, waved goodbye to their young squirrel, Macademia. They loved their youngest squirrel so much! In fact, that's why they gave Mac such a magnificent name. Pecan blew her nose. Chestnut tried to smile. Chestnut and Pecan would miss Mac, but they knew his older brother Cashew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

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

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

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

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





# Things to Know

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

## Vowel Practice

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

## New Words to Learn

- scat:** go away, get out of here, or go away quickly
- hiss:** a sound made from the mouth, like the “s”
- angry:** to have or feel anger; to be upset
- cashew:** a kind of nut from a cashew tree
- pirate:** a person who takes or steals things from other people or ships in the ocean
- whisper:** to talk in a quiet voice, so others cannot hear

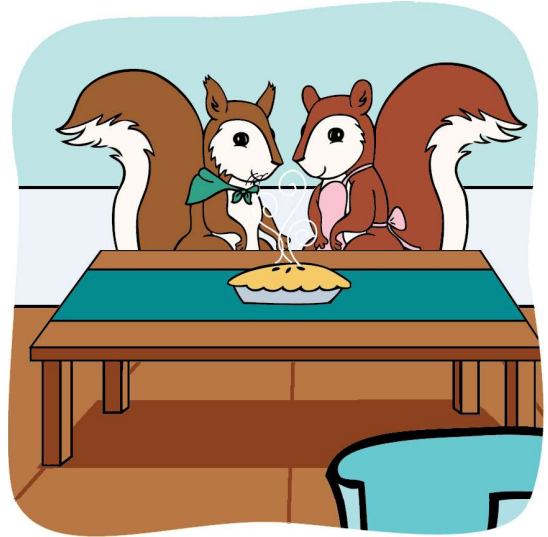






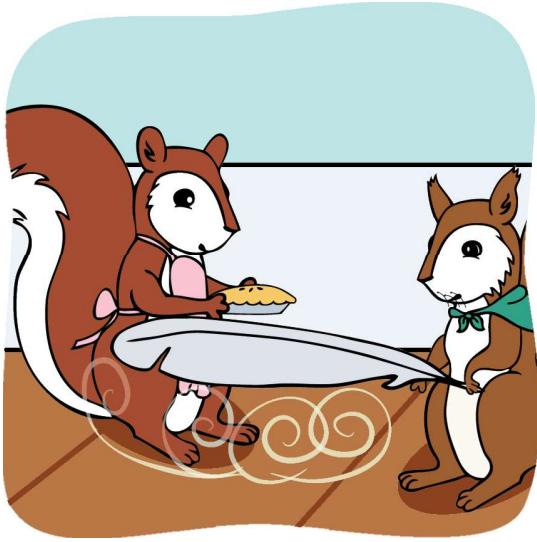
## Hello, Mac and Nip!

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



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

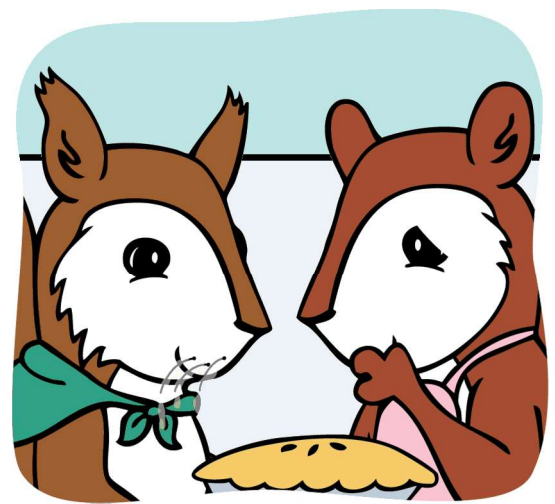




Mac saw the bird feather broom on the floor. He took the bird feather broom away. Nip did not trip. Mac did not see that the broom flung dust on the pie.

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

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





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

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

“Look! A cat!” Nip said.





# Acorn's Words



## Sound It Out

Sound out the letters to read these "a" and "i" words below.

Some of these words will be in your reading this week.

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

## Match It!

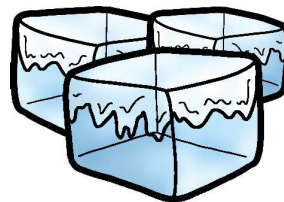
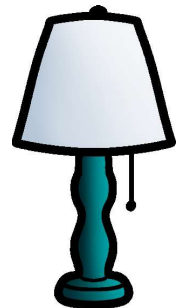
Draw a line to match a word with each picture.

lamp

ice

rat

lips

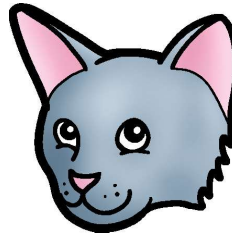


# Circle It!

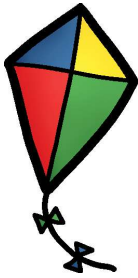
Circle the name of the picture.



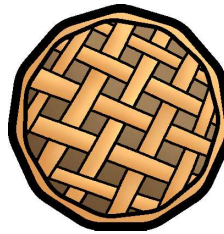
apple  
Mac  
apron  
pie



lip  
back  
cat  
hat



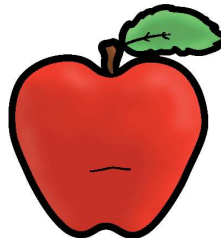
bird  
climb  
bite  
kite



trip  
pie  
lift  
hiss



giggle  
trip  
wiggle  
hit



face  
tape  
apple  
back

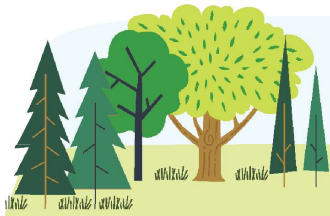


pit  
giggle  
kick  
whisker

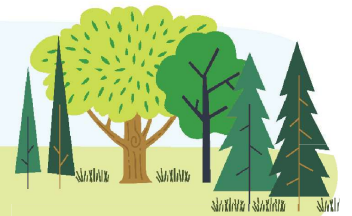


hand  
lamp  
apron  
ape





# Spelling with Nip



## Spelling Words

Sound out the letters to read these spelling words below.

trip      pie      lift      lip      apple  
face      rat      hat      find      lamp

## Vocabulary Words

Sound out the letters to read these vocabulary words below.

You will practice reading and using these words all week.

scat      pirate      cashew      angry      hiss  
scare      climb      wiggle      whisper

## Fill In!

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

tr \_\_\_\_ p

\_\_\_\_ pple

p \_\_\_\_ e

f \_\_\_\_ ce

l \_\_\_\_ mp

l \_\_\_\_ p

l \_\_\_\_ ft

f \_\_\_\_ nd

h \_\_\_\_ t

r \_\_\_\_ t

## Which One Came First?

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



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



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



\_\_\_ Nip made a pie.



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

## Yummy Apple Pie

Every week you will be learning new sight words.

Fill in the blanks with the words below. Some words may be used twice.

**a an is I in it and aid**

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



# Write-in Reader Book 2

## Surprises Along the Lane



Building 4- and 5-Letter Words  
with igh, ea, ie & more!



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# Play on Pine Nut Park with Mac & Nip



## For Parents:

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



### Strategy 2: Save Some Reading

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



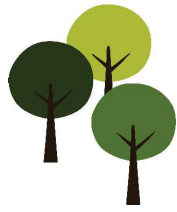
### Strategy 3: Read Twice Per Day

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

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







# Things to Know

Nip is baking for Acorn. Acorn is bigger now and can get himself into some trouble.

## Vowel Practice

These stories help you practice the different sounds of “er”, “ir”, and “ur,” with words like dirt, super, and furry.

## New Words to Learn

- matter:** something that causes concern or is important;  
a solid or liquid object
- lurk:** to creep, hide, and wait to follow or catch something
- curl:** to twist something into a circle form; to curve an object
- smirk:** a sly smile
- counter:** a place on which to set things, usually in a kitchen
- chirp:** a sound made by birds or other animals
- whirl:** to twist, twirl, or spin quickly





## Nip the Baker

Little Acorn has grown and grown, and Nip loves how he can walk and talk. She also loves baking for Acorn. Acorn wants to surprise Mac for his birthday! Mac left with Uncle Cashew to see the park.



Acorn could not go to the park. Mac and Nip said he was too little. Acorn asked what his dad and Uncle Cashew would see at the park.





Nip told Acorn all about Pine Nut Park. "It has a pond and a tree. Three ducks live in the pond. The tree was your dad's first home. Many birds make their nests in that tree now. Now Acorn, do not blurt out that I made muffins for your dad."



Acorn nodded. He saw Nip pour flour and sugar into a bowl. She began to stir the muffin mix. Acorn tried to reach up and taste the mix. He climbed onto the counter and poked his paw into the sticky mix.





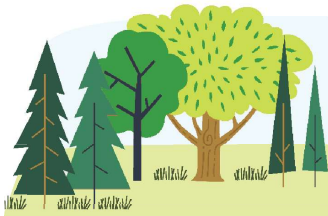
Acorn tasted it. "Yum!" Acorn smiled.

Nip rubbed Acorn's furry head. Acorn let out a burp. "Oh, Acorn, it would be much safer if you stayed on the ground."

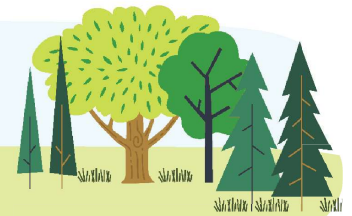
Nip set Acorn on the dirt floor. She had to be firm. She had lots of baking to do. Nip let Acorn play with his giant chew toy from Rex. She stirred the mix a little more and added more sugar. Nip forgot about Acorn.







# Acorn's Words



## Sound It Out

Sound out the letters to read these "er", "ir", and "ur" words below. Some of these words will be in your reading this week.



sir	tiger	river	burn	bird	twirl
her	furry	cider	curl	blur	swirl
fur	amber	anger	fern	dirt	stir
bur	birch	shirt	hurt	very	birth

lurk	smirk	third	burnt	danger
herb	first	girl	older	birthday
irk	blurt	firm	under	squirrel



## Name the Picture

Write or name the action or object on the line.

1. Nip rubbed Acorn's



head.

\_\_\_\_\_

2. It is Mac's



.

\_\_\_\_\_

3. Nip began to



the muffin mix.

\_\_\_\_\_

# Circle It!

Circle the name of the picture.



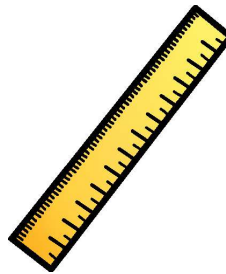
skirt  
sir  
shirt  
smirk



biker  
water  
tower  
blur



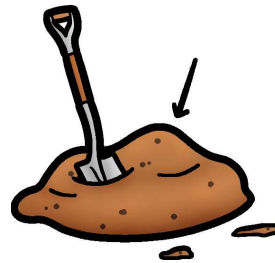
bird  
third  
whirl  
birthday



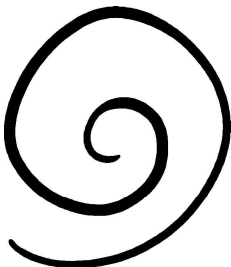
blurt  
churn  
curve  
ruler



blur  
fur  
burn  
curb



smirk  
stir  
dirt  
birch



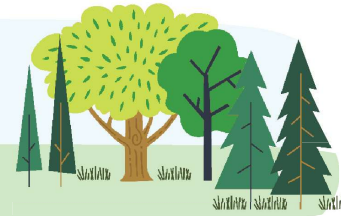
curl  
furry  
purr  
lurk



diver  
tiger  
danger  
anger



# Spelling with Nip



## Spelling Words

Sound out the letters to read these spelling words below.

bird      fur      tiger      dirt      shirt  
river      girl      burn      water      ruler

## Vocabulary Words

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

smirk      curl      counter      whirl  
chirp      lurk      matter

## Vocabulary Match-Up

Match the words with their meanings.

1. \_\_\_\_ bird                      (a) a liquid that has no taste
2. \_\_\_\_ burn                     (b) an orange or white wild cat with black stripes
3. \_\_\_\_ tiger                    (c) an object that measures inches and centimeters
4. \_\_\_\_ river                    (d) a spot that is burned; a stinging feeling
5. \_\_\_\_ fur                      (e) water or stream that is going in a certain direction
6. \_\_\_\_ girl                     (f) a rough or soft covering on animals
7. \_\_\_\_ dirt                     (g) an animal that has feathers and can fly
8. \_\_\_\_ water                 (h) an object worn on the body that has sleeves
9. \_\_\_\_ shirt                    (i) soil
10. \_\_\_\_ ruler                 (j) a name for a young woman

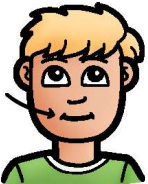

## Who Did It?

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

- \_\_\_\_\_ left to see the park.
- \_\_\_\_\_ could not go to the park.
- \_\_\_\_\_ baked muffins.
- \_\_\_\_\_ poked his paw into the muffin mix.
- \_\_\_\_\_ poured flour and sugar into a bowl.
- \_\_\_\_\_ played with a chew toy.

## Same Phonograms

Circle each word on the right that has the same phonogram in the middle of the word as the picture in its row.

	whirl      counter      smirk      chirp
	matter      purr      whirl      lurk





# Write-in Reader Book 3

## Tricks in the Thicket



Building 4- and 5-Letter Words  
with silent letters and more!



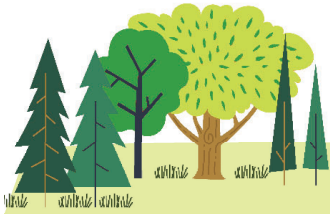
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# Play on Pine Nut Park with Mac & Nip



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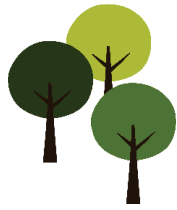


### Strategy 3: Read Twice Per Day

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

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





# Things to Know

Acorn is staying at Socks' home for the day. Mac and Nip hope to have some fun and adventure.

## Vowel Practice

These stories help you practice reading words with "oi" and "oy," with words like enjoy and noisy.

## New Words to Learn

- hoist:** to lift and carry something with a device
- flick:** to push or tap something away quickly
- boil:** to heat water or other liquid to a very hot temperature
- spoil:** to give or allow a person too much of something; to get wrecked or turn rotten
- scaly:** has layers of scales; describes how scales feel
- moist:** something that is damp
- poised:** to be steady and hover ready to do something
- proud:** to be pleased with someone else

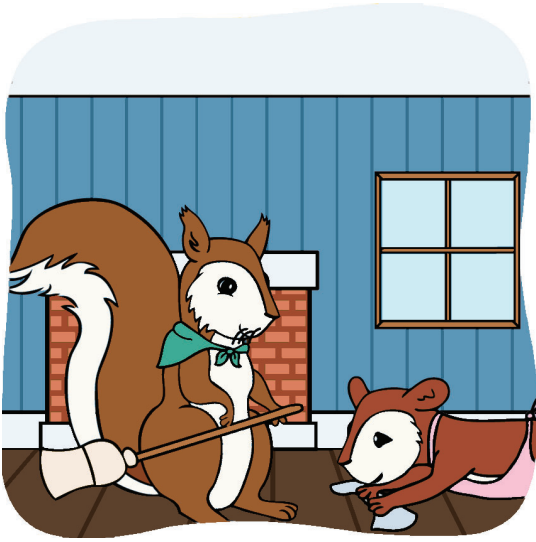
**steaming:** hot water's vapor that looks like fog

**avoid:** to stay away from

**coil:** to wrap up in a circle



# A Too Hot Pot



Mac and Nip were ready to enjoy their new home. They wanted some fun!

Mac and Nip asked Miss Moon to have tea with them. Acorn had told them that Miss Moon knew all the fun sights in Black Pine Forest.

Acorn had a lot of time to see the sights. He had made a bad choice by going into Flea Field. Mac and Nip were glad he was not hurt.

Nip was not happy with Acorn. Acorn could have been hurt by that bear! It was a bad choice! Mac told Acorn to avoid bears.







Nip began to boil water for tea. She hung a pot over the fire. The fire would boil the water in no time.

Mac liked tea but only with honey. Mac made sure the small jar of honey was out.

The water was boiling hot! Nip tried to hoist the pot. It burned her paw! It was heavy and hot. Nip yelled in a loud voice. The noise filled their home.

Mac put a cold cloth on Nip's paw. Her paw was red.





“Our tea is spoiled!” Nip said.

Mac saw the wood floor. It was moist and steaming from the dropped pot. “I will boil more, Nip.”



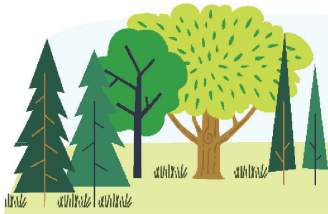
Miss Moon knocked on the door. “Hello?”



Nip stood and spoke. “Hi, Miss Moon, come sit.” Nip tried to point with her hurt paw. She could not hide the cloth.

Miss Moon smiled and sat. “I am sorry about your paw. Teapots can be so messy!”





# Acorn's Words



## Sound It Out

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

boy	ploy	noise	voice	point	toilet	cowboy
joy	coin	soil	oink	choice	oyster	annoy
oil	foil	royal	ahoy	noisy	enjoy	employ



toy	join	loyal	joint	joyful
toil	oily	droid	broil	voice

## Vocabulary Words

avoid	boil	proud	poised	scaly	steaming
hoist	spoil	moist	flick	coil	

## Answer It!

In the blank, write the answer to each question from the "Sound It Out" word list.

1. What is the noise a pig makes? \_\_\_\_\_
2. What is another name for dirt? \_\_\_\_\_
3. What is a dime? \_\_\_\_\_
4. What is the opposite of quiet? \_\_\_\_\_

# Check It Off!

Check what each animal or thing cannot do.

## Check what a boy cannot do:

- play tag
- make lots of noise
- make tin foil
- play with a toy

## Check what an oyster cannot do:

- be stuck in the sand
- live in the sea
- enjoy eating an apple
- say "Ahoy!"

## Check what a peach cannot do:

- be a cowboy
- wear a feather
- point at a dog
- be eaten with a pear

## Check what an oyster cannot do:

- be played with by a boy
- join a sports team
- be friends with an oyster
- get left in a meadow

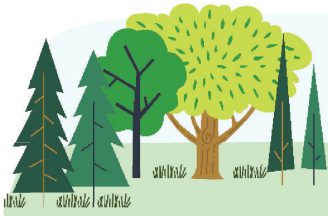
## Check what a cowboy cannot do:

- chase a thief
- be scared of a boy
- destroy a home
- play a joyful song

## Check what a feather cannot do:

- be put on a hat
- tickle your nose
- fill a pillow
- play a game





# Spelling with Nip



## Spelling Words

Sound out the letters to read these spelling words below.

toy	soil	oyster	join	noise
point	coin	royal	boy	joyful

## OI or OY?

On the lines below, write your spelling words in the correct columns.

### OI Words

---



---



---



---



---

### OY Words

---



---



---



---



---

## Write It In!

Write in OI or OY to make the right words below.

All of these words are your vocabulary words.

av \_\_\_ \_\_\_ d      p \_\_\_ \_\_\_ sed      m \_\_\_ \_\_\_ st      dec \_\_\_ \_\_\_

c \_\_\_ \_\_\_ l      h \_\_\_ \_\_\_ st      b \_\_\_ \_\_\_ l      sp \_\_\_ \_\_\_ l





# Connect the Words

Connect the correct answer to each question from the story.

- |  |             |
|--|-------------|
| Who made a bad choice by going into Flea Field           | Nip         |
| Who began to boil water?                                 | the tea     |
| What burned Nip's paw?                                   | Miss Moon   |
| What was spoiled?  | bears       |
| Who knocked on the door?                                 | Acorn       |
| What did Mac tell Acorn to avoid?                        | Mac and Nip |
| Who were glad that Acorn did not get hurt in Flea Field? | the hot pot |

# Write Your OI Words

On the lines below write the OI words from your spelling list on the previous page.

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

# Paragraphs to Pages Handwriting



ABCDEFGHIJKLMNOPQRSTUVWXYZ



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# Week 1 - Handwriting Sheet 1

Write the spelling words on the rows below.

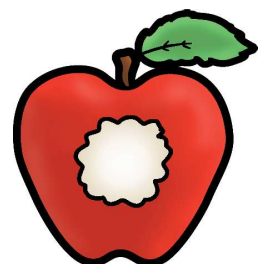
trip  
face

pie  
rat

lift  
find

lip  
hat

apple  
lamp



# Week 1 - Handwriting Sheet 2

Write the sentences on the rows below.

## Sentence 1:

The pirate was angry at his first mate.

## Sentence 2:

A rat scattered and tripped on an apple.

## Sentence 3:

The cat hissed at the rat's face.

## Sentence 4:

The lamp lit up the dark room.

## Sentence 5:

The cop needs to find a bad guy.

## Sentence 6:

The baker likes to eat his pies.

Handwriting practice lines consisting of 10 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line.

# Week 2 - Handwriting Sheet 1

Write the spelling words on the rows below.

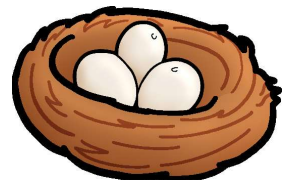
tree  
bell

ten  
egg

need  
nest

heel  
deer

wheel  
eel





# Week 2 - Handwriting Sheet 2

Write the sentences on the rows below.

## Sentence 1:

The hen laid ten eggs in the coop.

## Sentence 2:

A cook needs eggs to make french toast.

## Sentence 3:

The tree fell and dropped a nest.

## Sentence 4:

The driver held the wheel to steer the car.

## Sentence 5:

The door bell rang, it was a friend.

## Sentence 6:

The girl yelled at seeing the pest.

Handwriting practice lines consisting of 10 rows. Each row has a solid top line, a dashed middle line, and a solid bottom line.