

Adventures in Pine Hollow ~ Milestones in Reading

# Stories to Short Chapters

  
Language Arts

Follow  
Story Plots  
& Grow Your  
Vocabulary



 Pine Hollow 

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# Stories to Short Chapters Introduction

## Welcome to your "Stories to Short Chapters" LA Program!

We expect that this program will be used for students who are reading short paragraphs with some assistance. Your student may technically be in first grade if he or she began with WinterPromise and moved ahead with each LA program, or may be in first-and-a-half or even second grade when they hit this reading milestone.

Your child should really enjoy this program, that takes them on all sorts of woodland adventures with some new critter friends! Your child will progress from reading short stories to reading introductory chapter books. They will also learn basic principles in a variety of other language skills, like spelling, vocabulary development and creative writing. **So what is included in the "Stories to Short Chapters" program?**

**Your Instructor's Guide** is pivotal to balancing the different resources you have this year. Not only will you use this as a daily guide for what to accomplish with your student, but your student will also benefit from the teaching advice and creative writing suggestions that are included each week.

**The LA I Write-In Readers** follow the adventures of Acorn the Squirrel and his friends. Each of the stories reinforces one or more phonograms with carefully controlled vocabulary. The stories are designed for practice with "sounding out," for vocabulary building, for mastery of common words, and for increased reading comprehension. The write-in activities reinforce these skills as well, with a special focus on reading comprehension and phonics. Together, these readers offer about 675 pages of stories, activities, and phonics instruction, and are the backbone of this year's student work and reading. Here are their titles:

**Book 1** - Frolic in the Forest

**Book 2** - Winter in the Woods

**Book 3** - Mischief in the Meadow

**Book 4** - Havoc in Pine Hollow

**Language Activities** provide active opportunities to learn and reinforce new language and study skills. Activities provide hands-on learning in areas such as using dictionaries and encyclopedias, how the library works, a basic understanding of nouns and verbs, as well as acquainting students with punctuation and capitalization. The activities are usually active or hands-on, and a lot of these activities are just plain fun!

**Acorn's Game Set** has four full-color gameboards that will be used to reinforce phonics learning in a fun way. This game set includes playing cards, and characters to move around. Instructions for the games, and the phonics questions used to earn turns are both included in this guide. The **Sneaky, Snacky Squirrel Game** is also included in this program, and should provide a lot of fun and motivation. Acorn's Game Set and Sneaky, Snacky Squirrel Game can be used as you continue on with WP's next LA program, "Readers to Real Books."

**Creative Narration** offers ideas that give your child a creative outlet for their imagination and encourage them to express their thoughts in a oral or sometimes written form. Your child will work on understanding characters, planning what they want to say, thinking through their mistakes, and working on vocabulary.

**Spelling** will use "**Words I Use When I Write**" to add to your student's working spelling vocabulary and increase their reading speed.

**Pine Hollow Handwriting Set** offers a set of handwriting pages for students to use throughout the year. These are consumable, so you will need one per student. These pages feature a weekly handwriting assignment that can be completed in one to two days. Additional handwriting ideas are included in this guide, which can be completed on more general **reproducible handwriting pages** included in this guide.



# Stories to Short Chapters

## Key Resources

### Your Language Arts Guide

This year's language arts guide is divided into several different parts. Each one will help you guide your student as they develop their skills in phonics, language development, spelling, reading, creative writing and handwriting.

#### ***This Year's Schedule***

Each week you have a one-page schedule that lays out all of the resources your student will use and complete during that week. Included are Phonics Study, Reading, Spelling & Vocabulary, Activities for reinforcement and further language development, and Self-Expression Skills. Grammar Study has grammar exercises that will come from the "Write-In Readers." Creative Narration, which is the equivalent of a creative writing program for older students, is part of the Self-Expression Skills section and contains suggestions that coordinate with the themed program you are currently using. You'll want to take note that suggestions that coordinate with different programs are meant to be ignored.

We expect that this program will be used for students who are reading short paragraphs with some assistance. Your student may technically be in first grade if he or she began with WinterPromise and moved ahead with each LA program, or may be in first-and-a-half or even second grade when they hit this reading milestone.

**IMPORTANT!** Readers at this level show a lot of variance in their reading ability. For parents who have used WinterPromise from the start, this program is their third year of learning to read. WinterPromise's vertical phonics move students along rapidly from the start, and therefore, students are fairly good readers by the time they begin this program. For this reason, we offer a good amount of reading practice. However, we do not expect that all students will be reading all of the stories independently from the beginning. Because of the variance in reading ability at this stage, you will want to tailor what your student does to fit his or her ability. Strategies for tailoring the reading to your student are included in the front of the Write-In Readers.

#### ***Spelling***

Spelling words are chosen for you each week based upon words that will help your student gain reading proficiency and more rapid decoding skills. They coordinate with the phonogram you are focusing on for the week to help reinforce phonics principles in the mind of your student. They will also reinforce spelling patterns that will help students make good guesses at how to decode new words they have never encountered before, and help them spell words they hear but have never seen before.

#### ***Creative Narration***

Creative Narration gives your student the opportunity to express themselves before their writing skills take off. Creative Narration should be a time when you encourage your student to express themselves more formally than just conversationally. Prompts can be additionally helpful to elicit from your student pertinent information. Creative Narration also offers a non-written skill that is helpful for students who are still struggling with fine-motor development. Try to make the most of these assignments. Since creative narration topic suggestions are given for a few different basic programs, there will be several sets of topics for each assignment. Use the topics that coordinate with your themed study, and ignore the others. You may find you use them in years to come with another student. We do not generally include narration for "Hideaways in History," as there is narration and discussion that accompanies each week's "On-the-Spot" History activity.

#### ***Language Activities***

Included in this study are Language Activities. The activities will be fine for all students and ought to be utilized as much as possible. They will help build understanding of the basic mechanics of reading, such as punctuation and capitalization, in addition to other skills.



# Stories to Short Chapters LA Understanding WinterPromise's Vertical Phonics Method

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

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

### Fundamentals of Vertical Phonics

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

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

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

This methodology is viewed as helpful for reducing the confusion a student may feel when told for weeks or months that "a," for example, says /a/, and then finds that it also says its name (long sound) and the "aah" sound in father. The methodology also provides solid decoding skills that get student decoding with confidence quite quickly.

#### **FUNDAMENTAL #2: Multiple-Letter Phonograms**

Vertical phonics also provides sounds for multiple-letter phonograms such as "dge," or "ai." These additional phonograms the child learns add an even more broad and solid system of sounds that are reliable for decoding.

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

The reliability of the multi-letter phonograms means the system does not depend upon phonics rules that seem made to be broken as often as they are kept, such as "when two vowels go walking, the first one does the talking," which is as often not true as it is true. It also gets students decoding much more difficult words with ease, as he or she would see the word *sweater* as a combination of five phonograms: **s w ea t er**.

#### **FUNDAMENTAL #3: Writing & Speaking as You Learn Phonograms**

Each letter or phonogram that is introduced to a student is written, and its sound spoken aloud by the student as they write it repeatedly for handwriting practice. Hearing the sound aloud accesses a student's oral learning center, while the act of writing it accesses the student's kinesthetic learning center, and seeing it as it is written accesses a student's visual learning processes.

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

This triple-redundancy in accessing each learning center is proven to imprint well on the student's mind.

#### **FUNDAMENTAL #4: Writing with Small-Lined Paper**

You'll notice we recommend a small-lined page with our writing originals. This is actually a part of the methodology as well, as writing in this size lines does two things: it forces the student to utilize fine motor skills, and it forces the student to concentrate to produce the correct letter shape. Larger lined paper allows

for such large letter shapes, that a student can actually produce letters by using major muscle groups, as he moves his entire arm from the shoulder to make the letter. Unfortunately, these muscles are not those we want to train for letter formation. This is why we adults find it difficult to make nice letters on a garage sale sign -- these muscles are not designed for letter formation! Training these major muscle groups to create handwriting is pointless when it is the fine motor skills and muscles that must perform this task in the long run. It's somewhat like training your arm muscles to click your computer keys -- there's just no point -- only your fingers and wrists together are designed for this task, and all the training in the world will not make you a better typist until you train your fingers and wrists. It's the same for handwriting.

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

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

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

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

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

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

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

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

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

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

# Grade 1/2

## Week 3



# "Stories to Short Chapters"



Resources	Day 1	Day 2	Day 3	Day 4
<b>LA 1 WRITE-IN READERS:</b>				
<b>READING:</b> <i>Frolic in the Forest with Acorn</i>	Shelly's Stash Pages 39-41	Going Into the Stash Pages 44-45	A Cheery Home Pages 48-49	A Sash in a Stash? Pages 52-53
<b>READING COMPREHENSION:</b> <i>Frolic in the Forest with Acorn</i>		Page 45	Page 49	Page 54
<b>PHONICS:</b> <i>Frolic in the Forest with Acorn</i>	Pages 42-43	Pages 46-47	Pages 50-51	Pages 55-56
<b>SPELLING &amp; VOCABULARY</b>				
<b>SPELLING:</b> <i>Words I Use When I Write</i>	Introduce this week's spelling words (below) and have student write them out a study list.	Have student find the words in "Words I Use When I Write," or add if they don't appear.	Pick a spelling activity from the list provided.	Give student a Spelling Test
<b>ACTIVITIES</b>				
<b>FUN REINFORCEMENT:</b> <i>Acorn's Game Set</i>				<b>ACORN'S GAMES:</b> Sneaky, Snacky Squirrel
<i>Language Activities</i>	None this week.			
<b>SELF-EXPRESSION SKILLS</b>				
<b>CREATIVE NARRATION:</b> <i>Assignment in Weekly Notes</i>				Sentence Marathon
<b>HANDWRITING:</b> <i>Pine Hollow Handwriting Set</i>	Pine Hollow Handwriting 3: Copy a Passage			

## Notes

### Frolic in the Forest: Phonics Focus

The Phonograms SH & CH

#### Spelling SPELLING WORDS (SH & CH phonograms)

shut	ship	shall	rush	trash
chin	such	rich	chest	much

#### A NOTE ON SPELLING ACTIVITIES:

There are many activities provided for you in a master list in the front of this guide. Use as many as you like each week.

#### HOW TO USE "WORDS I USE WHEN I WRITE:"

- ◆ This is a resource which will increase in usefulness throughout the year. Here's how:
- ◆ It will become a **spelling dictionary**, allowing your child to look up words he does not know how to spell. If the word he is searching for does not appear, you can help him look it up in a dictionary and add it to this book.
- ◆ It will become a tool to make young students **proficient with alphabetization** and using alphabetized resources.
- ◆ It will **motivate** your student to spell their words just as they are in "his" book.

### Acorn's Games

#### Appendix 4

Each week, instructions for the games, and learning activities for the games appear in Appendix 4. Instructions on preparing the games can be found in the game set, and in the Week 4 notes.

### Creative Narration

#### Sentence Marathon

This week's assignment is on Worksheet 3. It contains information the student really needs to learn about "telling" sentences (declarative). For this activity, have him form sentences that "tell" about his pet. See how many he can say orally to you in 5 minutes. Some examples would be "My dog is brown. My dog has spots. The spots are brown. His ears are pointed." Keep track of how many he completes in that time. You may want to prompt him about how the dog acts or feels if he runs out of ideas.



Resources	Day 1	Day 2	Day 3	Day 4
<b>LA 1 WRITE-IN READERS:</b>				
<b>READING:</b> <i>Frolic in the Forest with Acorn</i>	Scared Scoot Pages 57-59	Trapped in the Chest Page 64	Thistle Trouble Pages 67-68	More Thunder! Pages 70-71
<b>READING COMPREHENSION:</b> <i>Frolic in the Forest with Acorn</i>	Page 60		Page 68	Page 72
<b>PHONICS:</b> <i>Frolic in the Forest with Acorn</i>	Pages 61-62	Pages 63, 65	Pages 66, 69	Pages 73-74
<b>SPELLING &amp; VOCABULARY</b>				
<b>SPELLING:</b> <i>Words I Use When I Write</i>	Introduce this week's spelling words (below) and have student write them out a study list.	Have student find the words in "Words I Use When I Write," or add if they don't appear.	Pick a spelling activity from the list provided.	Give student a Spelling Test
<b>ACTIVITIES</b>				
<b>FUN REINFORCEMENT:</b> <i>Acorn's Game Set</i>				<b>ACORN'S GAMES:</b> Dash & Scoot to the Finish
<i>Language Activities</i>	None this week.			
<b>SELF-EXPRESSION SKILLS</b>				
<b>CREATIVE NARRATION:</b> <i>Assignment in Weekly Notes</i>				Walk Around the Neighborhood
<b>HANDWRITING:</b> <i>Pine Hollow Handwriting Set</i>	Pine Hollow Handwriting 4: Family Names			

**Notes**

**Frolic in the Forest: Phonics Focus**

The Phonogram TH

**Handwriting**

**Make a List of Family Names**

Your student can practice their capitalization skills on a list of your family members' names. It will also help them to learn to spell the names. Write the names on a separate piece of paper for your student to copy.

**Acorn's Games**

Game boards are included in LA 1 that coordinate with the themes and goals of the "Write-In Reader." These game boards will work best if you mount them on colorful posterboard. Laminating them would be a bonus and would contribute to a long life, especially if you are planning on reusing LA 1 with a student later. Instructions for preparation are in the game set. **Some weeks, you'll be given specific instructions for game use, and these instructions can be found in Appendix 4.**

**Spelling**

**SPELLING WORDS**

(TH phonogram)

this	bath	thank	three	math
thing	that	sixth	thin	throw

**Creative Narration**

**Walk Around the Neighborhood**

Your student learned this week how to capitalize proper nouns and the beginning words of sentences before completing this assignment.

This is an oral assignment. Review what the student learned this week about capitalization by walking through your neighborhood. Have your student watch for proper names that are capitalized. Make a list and see how many you find on your excursion. You may see names on mailboxes, real estate signs, advertisements, and so on!

# Grade 1/2

## Week 35



# "Stories to Short Chapters"



Resources	Day 1	Day 2	Day 3	Day 4
<b>LA 1 WRITE-IN READERS:</b>				
<b>READING:</b> <i>Havoc in Pine Hollow</i>	A Park for Pine Hollow Pages 155-157	Whittle's Plan Pages 160-162	Playground Plans Pages 165-166	The Plans Move Along Pages 169-170
<b>READING COMPREHENSION:</b> <i>Havoc in Pine Hollow</i>		Page 162		Page 171
<b>PHONICS:</b> <i>Havoc in Pine Hollow</i>	Pages 158-159	Pages 163-164	Pages 167-168	Page 172
<b>SPELLING &amp; VOCABULARY</b>				
<b>SPELLING:</b> <i>Words I Use When I Write</i>	Introduce this week's spelling words (below) and have student write them out a study list.	Have student find the words in "Words I Use When I Write," or add if they don't appear.	Pick a spelling activity from the list provided.	Give student a Spelling Test
<b>ACTIVITIES</b>				
<b>FUN REINFORCEMENT:</b> <i>Acorn's Game Set</i>			<b>ACORN'S GAMES:</b> Taken from Tatty's	
<i>Language Activities</i>		Photo Adjectives		
<b>SELF-EXPRESSION SKILLS</b>				
<b>CREATIVE NARRATION:</b> <i>Assignment in Weekly Notes</i>				Assignment Below
<b>HANDWRITING:</b> <i>Pine Hollow Handwriting Set</i>	Pine Hollow Handwriting 35: A Book You Love			

## Notes

### **Havoc in Pine Hollow: Phonics Focus**

The Phonogram AW

#### **Handwriting**

**Other Idea: If I Were a Pirate . . .**

Have your student finish this sentence and write a few more. Let them have fun with it!

#### **Language Activities**

**Photo Adjectives** - Get out a favorite photo or two of your family and find some adjectives to describe what is in the picture. Is a fur cap soft? Is it cold outside? Think together!

**Grammar Rock** - Play a few of the Grammar Rock clips.

### **Creative Narration**

#### **AMERICAN STORY 1: Wanted Poster**

Encourage your student to draw a terribly horrible outlaw on his paper, and help him to put "WANTED" at the top. He should come up with his outlaw's name, and write a short description at the bottom of the outlaw and his crimes.

#### **ANIMALS: Narrate on their Animal of the Week**

Description, home & habitat, eating habits, danger, amazing fact.

#### **HIDEAWAYS: Narrate on Civil Rights in America**

#### **CHILDREN ATW: Narrate on Papua New Guinea**

What kinds of homes are common in Papua New Guinea?

### **Spelling** **SPELLING WORDS**

( AW Phonogram)

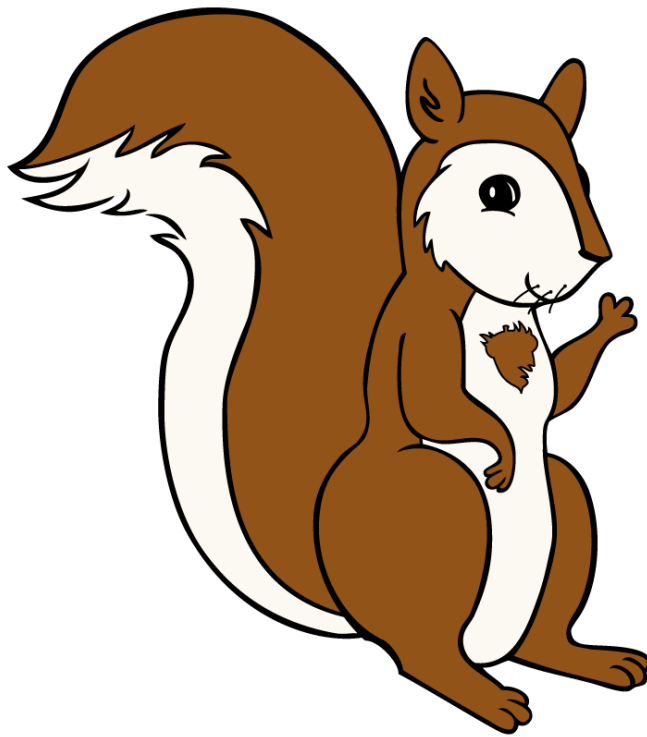
awful	jaw	crawl	claw	thaw
paw	brawl	squawk	flaw	crawl



# Appendix 1:

## Extra Language Activities

### Worksheets



# Extra Language Arts Worksheet 4

Parent - Cut apart the word cards on this page, and have your student put them into alphabetical order. Give them the alphabet strip to help them.

<b>ALPHABET</b>																									
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

cake	meal
dig	hoop
chew	door
dime	clay
mist	mule
arrow	yip
zoo	board
true	stain

# Appendix 2:

## Blank Handwriting Originals



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for text entry.



# Appendix 3:

## Write-In Reader Answer Keys for

"Frolic in the Forest,"

"Winter in the Woods,

"Mischief in the Meadow, "

and "Havoc in Pine Hollow"



Page 6 - Write the Friends' Names

Acorn, Dash, Scoot, Tatty

# "Frolic in the Forest"

Page 7 - Choose One!

- |         |          |         |
|---------|----------|---------|
| 1. said | 3. their | 5. come |
| 2. know | 4. would | 6. Who  |



Page 8 & 9 - Alphabet Review

Letter each word begins with, by row:

- |            |     |                            |
|------------|-----|----------------------------|
| f, t, x, j | for | fork, tie, x-ray, jail     |
| u, r, a, s | for | umbrella, rose, ant, skirt |
| g, w, m, l | for | gift, watch, meat, leaf    |
| k, b, v, e | for | king, basket, van, egg     |
| o, q, z, d | for | ocean, quilt, zipper, dog  |
| h, y, c, p | for | hand, yarn, cloud, pancake |
| n, i       | for | nail, ice                  |

Page 11 - Which One?

- |                 |                    |
|-----------------|--------------------|
| 1. a fast mouse | 3. candy           |
| 2. Black Forest | 4. pink    5. card |

Page 12 - Circle It!

- 1st Row - king, jail  
 2nd Row - yarn, dog  
 3rd Row - ant, van  
 4th Row - gift, hand

Page 13 - More Alphabet Review.

Answers, in order: jam, hat, kitten, read, pig, deer, star, tree, zero, year, green, fly, vacuum, bed, cake

Page 14 - What is a Sentence?

VERBS -

- |                     |                     |
|---------------------|---------------------|
| The race starts.    | The soldiers march. |
| My cat purrs.       | A baby sleeps.      |
| Her coffee spilled. |                     |

NOUNS -

- |                  |                    |
|------------------|--------------------|
| The child plays. | The monster roars. |
| My mom bakes.    | A bee buzzed.      |
| A fire burned.   |                    |

Page 15 - Another Alphabet Review

Answers, in order: yellow, air, moon, open, winter, light, inside, net, under, ears, quack

Page 18 - Letters at the Start.

- |               |              |               |             |
|---------------|--------------|---------------|-------------|
| 1. n (nuts)   | 3. c (creek) | 5. b (branch) | 7. t (tail) |
| 2. w (winter) | 4. n (nest)  | 6. p (pile)   | 8. d (Dash) |

# Appendix 4:

## Instructions for Acorn's Games





# Introduction

## How to Use Acorn's Games to Reinforce Phonics Learning

Each week your student will play either the "Sneaky, Snacky Squirrel" game, or one of the games WinterPromise includes in this program. Each are designed to include learning activities to reinforce phonics learning or grammatical concepts.

To do that, each student must "earn" a turn in the games by correctly answering a language arts question. Instructions on your weekly focus and question lists are found in this section. After the student correctly answers a question, they may proceed with their turn, according to game directions. You, the parent, will pick out questions from the correct week below. When playing the games, if you run out of questions before finishing the game, you can use questions from previous weeks as review.

A sibling may join the fun, but he or she, too, should answer questions to earn turns. If the student is quite advanced, you may want to cut his or her advancement a bit to level the playing field, or allow each student to try again until they get the right answer, so no one has the advantage.

Supplies needed for the games include the game boards themselves, and the supplies for "Sneaky Snacky Squirrel," plus the cards and character markers that will be used for moving through the games. You'll also need dice and a way to write out game questions. We recommend a small write-on/wipe-off board or chalkboard, although you can write the questions or words on paper, as well. Please follow preparation directions on page four of this guide for each of Acorn's Games.

## Week 3 - Play "Sneaky, Snacky Squirrel"

### SH & CH Phonograms Focus

Your student has met Acorn, Tatty, Dash and Scoot, and Shelly Shrew. This week, play the game "Sneaky, Snacky Squirrel," according to the directions included in the box. For additional fun, each person could choose a character they'd like to be for the game, and see who fills their log first.

**Game Supplies:** Game board & supplies, write-on wipe-off board or piece of writing paper

#### Game Questions: "Read the Word"

Have student simply read one of the words below. You should write the word out onto a write-on, wipe off board or chalkboard, or a piece of paper. When they have successfully read the word aloud, they've earned a turn. Mark off each word as you've used it below.

wish	shape	sheep	stash	mash	grouch	chore	short
shell	shop	cash	push	rash	couch	shade	shout
cheek	chop	child	dish	sash	chair	shake	shovel
arch	chase	change	flash	hush	punch	shed	show
wash	cheer	shock	chip	mush	check	church	shove
fish	wash	cheese	chubby	rush	bunch	sheet	shrink
share	bush	couch	chum	crush	chase	shelf	shut
ship	shame	shut	shave	fresh	lunch	shine	she
chin	crash	shove	shock	smash	cheer	shirt	shark
chill	such	chance	shore	splash	munch	shoot	
much	check	chest	dash	trash	shack	shore	