



Monster and Friends Guide

*This book is not a bedtime story. Make sure your child knows that this is a book they read to you or on their own. You want them to have to make the effort to read it to you and not just memorize the simple stories you've already read to them.

How to get your 15-20 min of reading in a day.

1. Introduce the new cvc (consonant-vowel-consonant) word ending.
2. Have your child read the warm-up words.
3. Next, introduce the "Other Words." These are the other words in the story that aren't cvc words, but sight words.

Once they have read all these words, they have read all the words in the story at least once. If they need more practice, feel free to go over them again.

4. Have your child read the story to you. If they want to point out parts of the pictures or ask questions or make comments don't feel like you need to rush them along. It's all part of reading. Go at their pace. You want to avoid yelling and tears at all costs. As long as you are moving in the right direction you are making progress.
5. When they are done reading, go to the Parents' Guide and go through the "After Reading" questions.
6. If you still haven't filled your time, consider going through the "More Practice" section.

If your child finds it fairly easy to read the stories you can consider doing a set in a sitting (a group of 3 stories) instead of just one story.

If your child can sit and read a huge chunk of the book without too much effort then they are probably ready to go onto more difficult material. This would be a good book to help build their confidence reading independently, while you spend your time with them reading something a little more challenging.

1: Dan and Jan

Word Ending: -an

Warm up

1. Sound out warm-up words together (Jan, Van, Can, Fan, Pan).

If they are struggling, guide them slowly with your finger. For example, put your finger under the V and ask your child to say the v sound, then the a and then the n.

V a n
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

V a n
•—————→

2. Explain that the “Other Words” are the ones that don’t end in the -an ending, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.
3. Explain that when the letter “a” is by itself the a always says its name.
4. Give them a chance to try and sound out the decodable words on their own. and).
5. Help them read the ones that are not decodable (a, is, has, the).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Dan and Jan!

After Reading

Page 9

Point to frame 3: Point to Dan, what is he feeling? Point to Can, what is it feeling?

Do you think it would be fun to be picked up in the air by a fan?

Page 10

How did the monster change the van into a pan?

Point to frame 2: What color would you paint your van?

Page 11

Frame 2: What do you think Jan is thinking?

Would you rather have a van or a pan? Why?

Summarize: In your own words, tell me the story of Dan and Jan.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -an endings and read the -an words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

**You finished! Don't forget to mark
your reading chart.**

2: Hats

Word Ending: -at

Warm up

1. Sound out warm-up words together (Mat, Cat, Nat, Hat, Hats).

If they are struggling, guide them slowly with your finger. For example, put your finger under the M and ask your child to say the m sound, then the a and then the t.

M a t



Then run your finger under the word a little faster until they put them all together to say the word.

M a t



2. Explain that the “Other Words” are the ones that don’t end in the -at ending, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Explain, that when there is more than one of something we add an s at the end of the word. Sound out the word and then add the s sound at the end.

4. Explain that when the letter “a” is by itself the a always says its name.

5. Give them a chance to try and sound out the decodable words on their own. (and, on).

6. Help them read the ones that are not decodable (a, has).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Hats!

After Reading

Page 13

Can you show me the mat in the picture?

Point to frame 1: What is Nat doing?

Page 14

Point to frame 4: Why is the the cat's tongue hanging out?

Page 15

How many hats does the cat have on its head?

Why is Nat clapping?

Would you rather have a hat you could never take off of your head or never wear a hat? Why?

Summarize: In your own words, tell me the story of Nat and Cat.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -at endings and read the -at words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

3: Zan and the Hat

Word Endings: -at & -an

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Zan, Bat, Hat, Van, Pan).

If they are struggling, guide them slowly with your finger. For example, put your finger under the B and ask your child to say the b sound, then the u and then the g.

Z a n
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

Z a n
•—————→

2. Explain that the “Other Words” are the ones that don’t end in the -at or -an endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

4. Remind them that when the letter “a” is by itself the a always says its name.

3. Give them a chance to try and sound out the decodable words on their own. (in).

4. Help them read the ones that are not decodable (a, is, to, has, the).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Zan and the Hat!

After Reading

Page 17

What is Nat doing?

What is coming out of Zan's hat?

Why is Zan chasing after his hat?

Pages 18

How did Zan chase after his hat?

Page 19

Who saved the hat?

Would you rather have a bat or a cat for a pet? Why?

Summarize: In your own words, tell me the story of Nat and Zan chasing after his hat.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -at and -an endings and read the -at and -an words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

**You finished! Don't forget to mark
your reading chart.**

4: Jam

Word Ending: -am

Warm up

1. Sound out warm-up words together (Jam, Yam, Ham, Sam, Pam).

If they are struggling, guide them slowly with your finger. For example, put your finger under the J and ask your child to say the j sound, then the a and then the m.

J a m
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

J a m
•—————→

2. Explain that the “Other Words” are the ones that don’t end in the -am ending, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.
3. Explain that when the letter “a” is by itself the a always says its name.
4. Give them a chance to try and sound out the decodable words on their own. (in, on, and, get).
5. Help them read the ones that are not decodable (a, are).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Jam!

After Reading

Page 23

Point to frame 1: What are Pam and Sam doing in this picture.

Frame 3: How did Sam get jam everywhere?

Page 24

Summarize: What happened to Yam and Ham on this page?

Page 25

Frame 1&2: Who do you think put floaties on Ham and Yam?

Frame 3: What do you think Yam's question mark means? What is Yam thinking?

Frame 4: What do you think Yam's exclamation mark means?

Summarize: In your own words, tell me the story of Sam and Pam.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -am endings and read the -am words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

**You finished! Don't forget to mark
your reading chart.**

5: Bug and Pug

Word Ending: -ug

Warm up

1. Sound out warm-up words together (Bug, Mug, Pug, Lug, Tug).

If they are struggling, guide them slowly with your finger. For example, put your finger under the B and ask your child to say the b sound, then the u and then the g.

B u g
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

B u g
•—————→

2. Explain that the “Other Words” are the ones that don’t end in the -ug ending, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Explain that when the letter “a” is by itself the a always says its name.

4. Give them a chance to try and sound out the decodable words on their own. (and).

5. Help them read the ones that are not decodable (a, has, for).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Bug and Pug!

After Reading

Pages 27-28

Point to page 27: Where are Bug and Pug?

Summarize: What are Bug and Pug doing in these pages?

Page 29

Where did Bug and Pug go?

What do you think they will use the jug for?

Would you rather carry the mug or the jug? Why?

Summarize: In your own words, tell me the story of Bug and Pug.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -ug endings and read the -ug words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

6: In a Jam

Word Endings: **-am & -ug**

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Jug, Rug, Bug, Ham, Yam).

If they are struggling, guide them slowly with your finger. For example, put your finger under the B and ask your child to say the b sound, then the u and then the g.

B u g
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

B u g
—————→

2. Explain that the “Other Words” are the ones that don’t end in the -am or -ug endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (in, on, and, has).

4. Help them read the ones that are not decodable (go, no, are, the).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read In a Jam!

After Reading

Page 31

Point to the question mark in frame 1: What do you think Yam is thinking?

Pages 32

Point to page 32: How did jam get on Pug?

Point to frame 4: Why are Yam and Ham hugging?

Page 33

Point to frame 1: What does the light bulb mean?

If you could take a ride in a hot air balloon where would you go?

Would you rather swim in a pool of jam or ride in a hot air balloon? Why?

Summarize: In your own words, tell me the story of Bug rescuing Ham and Yam.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -am and -ug endings and read the -am and -ug words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

7: Dad and Tad

Word Ending: -ad

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Tad, Dad, Pad, Sad, Rad).

If they are struggling, guide them slowly with your finger. For example, put your finger under the T and ask your child to say the t sound, then the a and then the d.

T a d
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

T a d
•—————→

2. Explain that the “Other Words” are the ones that don’t end in the -ad ending, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Remember, that when the letter “a” is by itself the a always says its name.

4. Give them a chance to try and sound out the decodable words on their own. (is, get).

5. Help them read the ones that are not decodable (a, go, for, has, the).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Dad and Tad!

After Reading

Page 37

Point to frame 2: What does the squirrel's question mark mean? What is it thinking?

Page 38

Point to frame 1: Why is the pad sad?

Point to frame 3: Why is the pad mad?

Who do you think made the popcorn? Why?

Have you ever been sledding before? If so, where and with whom?

Would you rather sled or eat popcorn? Why?

Summarize: In your own words, tell me the story of Dad and Tad sledding.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -ad endings and read the -ad words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

8: Bet the Vet

Word Ending: -et

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Bet, Wet, Pet, Vet, Jet).

If they are struggling, guide them slowly with your finger. For example, put your finger under the B and ask your child to say the b sound, then the e and then the t.

B e t
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

B e t
—————→

2. Explain that the “Other Words” are the ones that don’t end in the -et ending, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Remember, that when the letter “a” is by itself the a always says its name.

4. Give them a chance to try and sound out the decodable words on their own. (in, it, and).

5. Help them read the ones that are not decodable (a, is, the).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read *Bet the Vet!*

After Reading

Page 41

Point to frame 2: What is the bird scared of?

Page 42

Point to frame Pet's exclamation mark: What do you think Pet is thinking?

Summarize: What did Bet do after she landed?

Page 43

Point to frame 2: Why do you think they tipped over? (It's okay to encourage an imaginative answer)

Would you rather go skydiving (parachute from a plane) or go snorkeling? Why?

Summarize: In your own words, tell me the story of Bet and Pet.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -et endings and read the -et words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

9: Get Wet

Word Endings: -ad & -et

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Pad, Bet, Wet, Pet, Tad).

If they are struggling, guide them slowly with your finger. For example, put your finger under the P and ask your child to say the p sound, then the a and then the d.

P a d
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

P a d
•—————→

2. Explain that the “Other Words” are the ones that don’t end in the -ad or -et endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Explain that when there are two of the same letter next to each other we just say the sound once. Like with the word will (pronounced w-i-l *not* w-i-l-l).

4. Give them a chance to try and sound out the decodable words on their own. (and, will).

5. Help them read the ones that are not decodable (the, HaHa).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Get Wet!

After Reading

Page 45

How do you think Dad and Tad got all the way over to the cliff?

Pages 46

Point to frame 2: What does the lightbulb mean?

What was Bets idea?

Point to frame 4: Why do you think the pad has a bowl over its head?

Page 33

Point to frame 1: What does the light bulb mean?

Would you rather ride in the bowl like the squirrel, on a pad like Bet or on Pet like Tad? Why?

Summarize: In your own words, tell me the story of the friends surfing to the shore on the pads.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -ad and -et endings and read the -ad and -et words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

10: Dot and Tot

Word Ending: -ot

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Bot, Tot, Jot, Lot, Hot).

If they are struggling, guide them slowly with your finger. For example, put your finger under the B and ask your child to say the b sound, then the o and then the t.

B o t
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

B o t
—————→

2. Explain that the “Other Words” are the ones that don’t end in the -ot ending, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Remember, that when the letter “a” is by itself the a always says its name.

4. Give them a chance to try and sound out the decodable words on their own. (in, on, did).

5. Help them read the ones that are not decodable (a, do, no, oh, the).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Dot and Tot!

After Reading

Page 51

Point to frame 1: How can you tell from the picture that Dot is hot?

What does Dot want Tot to stop doing?

Page 52

What does it look like the cactus is feeling?

Point to frame 3: Do you remember what jot means?

Page 53

Point to each character in frame 2: How do you think (Bot, Tot, the cactus, the monster) feels about the new little monster?

Would you rather plant veggies or flowers in your garden? Why?

Summarize: In your own words, tell me the story of Bot and Tot.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -ot endings and read the -ot words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

11: The Mud Pit

Word Endings: -ud & -it

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Kit, Bud, Dud, Suds, Pit).

If they are struggling, guide them slowly with your finger. For example, put your finger under the K and ask your child to say the k sound, then the i and then the t.

K i t
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

K i t
—————→

2. Explain that the “Other Words” are the ones that don’t end in the -ud or -it endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Remember, the s at the end of suds means more than one. Sound out sud and then add the s sound at the end.

4. Give them a chance to try and sound out the decodable words on their own. (in, on, and, get, not).

5. Help them read the ones that are not decodable (a, is, of, are, the).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read *The Mud Pit!*

After Reading

Page 55

Point to frame 2: What do you think Kit is whispering to Bud?

Pages 56

Point to frame 1: Why is Kit confused?

What made all the balloons explode?

Page 57

Point to frame 1: What do you think Dot is telling Kit?

What does the pit of mud remind you of?

Would you rather play in a pit of mud or bubbles? Why?

Summarize: In your own words, tell me the story of Kit and Bud.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -ud and -it endings and read the -ud and -it words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Hit, Suds, Mud, Tot, Dot).

If they are struggling, guide them slowly with your finger. For example, put your finger under the H and ask your child to say the h sound, then the i and then the t.

H i t
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

H i t
•—————→

2. Explain that the “Other Words” are the ones that don’t end in the -it, -ot or -ud endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Remember, the s at the end of suds means more than one. Sound out sud and then add the s sound at the end.

4. Give them a chance to try and sound out the decodable words on their own. (on, and, get, will).

5. Help them read the ones that are not decodable (a, do, of, no, for, the, with).

Read the “Other Words” from the book or use the flashcards.

After Reading

Page 59

Point to frame 1: What do you think Dot is saying to Tot?

Does it seem like everyone is having a good time? Why do you think that?

Page 61

Point to frame 1: Which one is Kit? How do you know it's Kit?

What is the monster always holding? What is your favorite flavor?

Have you ever played in the mud before?

Would you rather have a mud fight or a bubble fight? Why?

Summarize: In your own words, tell me the story of the mud fight.

More Practice

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Dun, Lag, Tag, Bun, Nag).

If they are struggling, guide them slowly with your finger. For example, put your finger under the D and ask your child to say the dsound, then the u and then the n.

D u n
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

D u n
—————→

2. Explain that the “Other Words” are the ones that don’t end in the -ug & -un endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (in, it, on, and, get, not).

4. Help them read the ones that are not decodable (do, is, to, for, the).

Read the “Other Words” from the book or use the flashcards.

After Reading

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -ug and -un endings and read the -ug and -un words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Zen, Pen, Lip, Hip, Hen).

If they are struggling, guide them slowly with your finger. For example, put your finger under the Z and ask your child to say the sound, then the e and then the n.

Z e n
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

Z e n
—————→

2. Explain that the “Other Words” are the ones that don’t end in the -en & -ip endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (in, and, did, not).

4. If they struggle, help them read the ones that are not decodable (a, no, oh, are).

Read the “Other Words” from the book or use the flashcards.

After Reading

More Practice

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Sun, Hen, Dun, Mag, Lip).

If they are struggling, guide them slowly with your finger. For example, put your finger under the L and ask your child to say the L sound, then the i and then the p.

L i p

Then run your finger under the word a little faster until they put them all together to say the word.

L i p

2. Explain that the “Other Words” are the ones that don’t end in the -ag, -en, -un or -ip endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (in, it, and, get, not).

4. Help them read the ones that are not decodable (do, is, to, for, the, with).

Read the “Other Words” from the book or use the flashcards.

Page 73

Point to frame 3: What is the hen thinking?

Point to frame 4: Why are the hens scared?

Pages 74

Point to frame 4: What are the hens saying to each other?

Point to frame 5: Why aren't the hens scared anymore?

Would you rather get a ride with the horse or the monster? Why?

Summarize: In your own words, tell me the story of Mag and Dun playing tag with the hens.

More Practice

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Mig, Jig, Bop, Pop, Tig).

If they are struggling, guide them slowly with your finger. For example, put your finger under the J and ask your child to say the j sound, then the i and then the g.

J i g
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

J i g
—————→

2. Explain that the “Other Words” are the ones that don’t end in the -ig & -op endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (at, it, in, and, did).

4. If they struggle, help them read the ones that are not decodable (a, is, to, my, OK, the, with).

Read the “Other Words” from the book or use the flashcards.

After Reading

Page 79

Point to frame 1: What kind of wig would you pick?

Point to frame 2&3: What are they dancing on?

Page 80

Point to frame 4: Who is Dot looking for?

Page 81

Why is the mop scared?

Would you rather bop with the fig or the mop? Why?

Summarize: In your own words, tell me the story of Mig and Tig at the carnival.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -ig & -op endings and read the -ig & -op words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

17: Run in the Bog

Word Endings: -id & -og

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Sid, Lid, Cog, Bog, Fog).

If they are struggling, guide them slowly with your finger. For example, put your finger under the C and ask your child to say the c sound, then the o and then the g.

C o g

Then run your finger under the word a little faster until they put them all together to say the word.

C o g

2. Explain that the “Other Words” are the ones that don’t end in the -id & -og endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (in, on, and, did).

4. If they struggle, help them read the ones that are not decodable (a, by, no, the, with).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Run in the Bog!

After Reading

Page 83

Point to frame 2: What does the ! mark mean? What is the dog thinking?

Point to frame 3: What does the ? mark mean? What is the dog thinking?

Page 85

Point to frame 3: What does Sid need binoculars for?

Point to frame 4: Why do you think Sid is surprised by what he sees through the binoculars?

Would you rather visit the cotton candy or donut stand? Why?

Summarize: In your own words, tell me the story of Sid running through the bog.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -id & -og endings and read the -id & -og words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

18: To the Top

Word Endings: -ig, -id, -op & -og

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Sid, Tig, Mig, Dog, Bop).

If they are struggling, guide them slowly with your finger. For example, put your finger under the l and ask your child to say the l sound, then the i and then the p.

S i d
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

S i d
—————→

2. Explain that the “Other Words” are the ones that don’t end in the -ig, -id, -op or -og endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (on, can, and, did, not).

4. Help them read the ones that are not decodable (a, is, to, the, that, with).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read To the Top!

After Reading

Page 87

Point to frame 4: Who do you recognize in the crowd?

Pages 88

Point to frame 1: Do you remember what a big rig is?

Pages 89

Point to frame 2: Why did the mop stay behind?

Point to frame 4: Which character looks the most scared on the roller coaster?

Would you rather ride the roller coaster or the Ferris wheel? Why?

Summarize: In your own words, tell me the story of Mag and Dun playing tag with the hens.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -ig, -id, -op, and -og endings and read the -ig, -id, -op & -og words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

19: Meg the Egg

Word Endings: -um & -eg

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Keg, Gum, Hum, Meg, Sum).

If they are struggling, guide them slowly with your finger. For example, put your finger under the H and ask your child to say the h sound, then the u and then the m.

H u m
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

H u m
•—————→

2. Explain that the “Other Words” are the ones that don’t end in the -um & -eg endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (in, it, and, did, not).

4. If they struggle, help them read the ones that are not decodable (do, is, no, of, has, the, have).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Meg the Egg!

After Reading

Page 94

Point to frame 3: The monster's words sound silly because its mouth is full of gum. What are the real words its saying?

Point to frame 4: Why does Meg look a little upset?

Page 95

Point to frame 2: Why does Sum look so surprised?

Point to frame 3: What is happening to the monster?

Would you rather have a peg leg or an eye patch? Why?

Summarize: In your own words, tell me the story of Meg and Sum giving their egg to the monster.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -um & -eg endings and read the -um & -eg words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

20: Hap and the Map

Word Endings: -ap, -ut & -ub

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review. (Keg, Gum, Hum, Meg, Sum).

If they are struggling, guide them slowly with your finger. For example, put your finger under the C and ask your child to say the c sound, then the u and then the b.

C u b
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

C u b
—————→

2. Explain that the “Other Words” are the ones that don’t end in the -ap, -ut & -ub endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (in, on, and).

4. If they struggle, help them read the ones that are not decodable (a, are, the, has, his).

Read the “Other Words” from the book or use the flashcards.

If your child mentions that Hap looks different than the other characters, you can take a few moments to talk about Down syndrome with them.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Hap and the Map!

After Reading

Page 97

Point to frame 1: Where does it look like Hap and Cub are napping?

Point to frame 2: What is the ? mark for?

Point to frame 4: What does the map show?

Page 99

Point to frame 1: Point to the gap the sub came through?

Point to frame 2: How did Hap get on the boat?

Would you rather ride in a submarine or on a ship? Why?

Summarize: In your own words, tell me the story of Hap and Cub in the submarine.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the -ap, -ut & -ub endings and read the -ap, -ut & -ub words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.

21: Gum for Hap and Meg

Word Endings: All Endings

Warm up

1. Sound out warm-up words together. The warm-up words in this story are just a review.

If they are struggling, guide them slowly with your finger. For example, put your finger under the S and ask your child to say the s sound, then the i and then the d.

S i d
• • •

Then run your finger under the word a little faster until they put them all together to say the word.

S i d
•—————→

2. Explain that the “Other Words” are the ones that don’t end in the cvc endings, but are words that we use a lot to read. We call these words sight words, because we read them so much we want to recognize them by just looking at them.

3. Give them a chance to try and sound out the decodable words on their own. (and, must).

4. Help them read the ones that are not decodable (a, do, go, no, of, or, for, have, want, with).

Read the “Other Words” from the book or use the flashcards.

Were there any words they struggled with? Go back and try them one more time before you move on.

Time to read Gum for Hap and Meg!

After Reading

Page 101

Meg and Hap want gum. What do they do to try and find some?

Pages 103

Point to frame 2: What does it look like Hap is feeling?

Pages 105

Why do you think Nat went to talk to Dot?

Do you think Zan's hat ever runs out of bubbles?

Would you rather be in the hot air balloon or at the party on the grass?

Summarize: In your own words, tell me the story of how Meg and Hap found gum.

More Practice

-If you struggled sounding out the CVC words: Go through the story and find all the different cvc endings and read the different cvc words.

-If you need more help, have a grown-up read the story slowly aloud at the same exact time as you are reading aloud (read together) and follow along with your finger.

-If you read it slowly, read it again a little faster.

-If you read it at a comfortable pace, read it again and focus on using the punctuation. Should you say it excitedly, with a question, or just regular?

-Did all those things already? Practice your writing by copying the words from your favorite picture on a piece of paper and draw your own picture to go with it.

You finished! Don't forget to mark
your reading chart.