

# Let's Read!

## Text 1

Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you read.

### Directions:

1. Ask your child to read the word list in the Word List column. Help your child with any words that are difficult. The sound-spelling patterns underlined in each group of words have the same sound. For example, the **ea** or **ee** in the words **eat**, **beans**, **peas**, **meat**, and **beef** are underlined because **ea** and **ee** say the long **e (/ē/)** sound in these words.
2. Ask your child to read the text next to the Word List. Help your child with any words that are difficult.
3. Talk about the meanings of the words and the text.

Word List	Text
<p><b>Long e (/ē/) sound:</b></p> <p><u>eat</u> <u>beans</u> <u>peas</u> <u>meat</u> <u>beef</u></p> <p><b>Long o (/ō/) sound:</b></p> <p>potato<u>es</u> tomato<u>es</u></p>	<p><b>Stew's Ready!</b></p> <p>One Sunday afternoon Jim's grandma filled a big pot with meat and put it on the stove. Then she put in some water with lots of potatoes, some onions, and celery. Later in the day, she cut up some carrots to put in the pot of stew. She put in beans, peas, and tomatoes. Then she added some salt and pepper.</p> <p>That afternoon, Jim came home from school on the bus. When he walked in the door, he said, "Something smells good! What's cooking?" Jim's grandma told him they would have beef stew for dinner. "I love beef stew," said Jim. "I can't wait to eat!"</p>

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## Text 2

Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you read.

### Directions:

1. Ask your child to read the word list in the Word List column. Help your child with any words that are difficult. The sound-spelling patterns underlined in each group of words have the same sound. For example, the **ow** in the words **rainbow**, **shows**, and **followed** are underlined because **ow** says the long **o** (/ō/) sound in these words.
2. Ask your child to read the text next to the Word List. Help your child with any words that are difficult.
3. Talk about the meanings of the words and the text.

Word List	Text
<p><b>Long o (/ō/) sound:</b> rain<u>bow</u> sh<u>ow</u>s follow<u>ed</u></p> <p><b>Long i (/ī/) sound:</b> <u>ri</u>ght <u>li</u>ght <u>brigh</u>t</p> <p><b>Long a (/ā/) sound:</b> tod<u>ay</u> aw<u>ay</u></p>	<p><b>The Colors of the Rainbow</b></p> <p>Have you ever seen a rainbow? I saw one today, far away, after a rain shower. It was very big and bright. I went for a walk so I could look at it for a while.</p> <p>Did you know that a rainbow shows up only when there is rain and sunshine? The sun shines on little drops of water in the air and light is reflected into the sky. Even when there is rain and sunshine, a rainbow will not be seen if the sun is too high. Rainbows are almost always seen in the early morning or late afternoon, when the sun is in just the right place.</p> <p>Every rainbow has the same colors. Red is always the top color, followed by orange, yellow, green, blue, and purple.</p> <p>I hope I get to see another rainbow soon. Some people say that rainbows are lucky. I just think they are pretty!</p>

# Let's Read!

## Text 3

Encourage your child to point to the words while reading. If needed, help your child say the sounds in the word and then blend them together to read the word. If more support is needed, model reading each word or sentence first and then have your child read what you read.

### Directions:

1. Ask your child to read the word list in the Word List column. Help your child with any words that are difficult. The sound-spelling patterns underlined in each group of words have the same sound. For example, the **ake** in the words **cake**, **take**, and **make** are underlined because they follow the silent e rule where the e at the end of the word makes the vowel before it long. The **a** is long (/ā/) sound in these words.
2. Ask your child to read the text next to the Word List. Help your child with any words that are difficult.
3. Talk about the meanings of the words and the text.

Word List	Text
<p><b>Silent e rule:</b></p> <p><u>cake</u> <u>take</u> <u>bake</u></p> <p><b>Drop final -e (when adding -ing) rule:</b></p> <p>pl<u>a</u>cing mak<u>e</u>ing</p>	<p><b>The Bakery</b></p> <p>Jill and her dad went to the bakery for breakfast. Jill could see the baker placing trays in the large oven. The baker asked Jill if she would like to get a tour of the kitchen. Jill smiled and said, "Yes!"</p> <p>The baker showed Jill and her dad the large mixer, the oven, and the huge baker's worktable. Then the baker told them how he prepares the dough to bake the cookies. As Jill listened, the shiny switch on the giant mixing machine caught her eye. She reached out her hand and flipped the switch. "Whir!" went the machine.</p> <p>The baker, Jill, and her dad jumped back. Chocolate cake batter sprayed around the room and all over Jill. The baker ran toward the machine and turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. Suddenly, the baker started to laugh. Then, Jill's dad started to laugh. Jill still felt bad but she began to giggle too.</p> <p>Jill's dad sat and had a cup of coffee while Jill cleaned up the chocolate cake batter. When she was finished, she told the baker she was sorry about making the mess. He smiled and said, "That's okay." Then, he handed her a box to take with her. When she got outside the bakery, she looked in the box to see a huge piece of chocolate cake. Jill smiled.</p>