

Candy's Cupcakes  
Lesson 1

Xx

fo	fox
bo	box
ne	next
te	text
ex	ex-it

Sight Word Review:  
the I to you too onto of into

- The letter **S** says a hissing "sss" if it follows after an **f k p** or **t**.  
Example: socks
- The letter **S** says a buzzing "zzzz" when it follows all the other letters.  
Examples: is as his has

Ss

sa	sap
se	set
si	sin
so	sock
su	sup

The text is in **the** box.  
The sock is next **to the** box.  
The box is next **to the** ox.  
The ox sat in sap next **to the** fox.  
The fox sat next **to the** exit.  
Set **the** sad fox in **the** sock box.  
The fox sat in **the** box as **the** sun set.

Candy's Cupcakes  
Lesson 2

M m

ma	mass
me	mend
mi	mill
mo	mob
mu	mud

Review: to the I a of onto into

Learn these endings: -lt (quilt)  
-mp (lamp) -nt (went) -nd (mend)

Sight Word: have

I have quilts to mend in Mick's van.

I have a map to the mill on the hill.

The mill has big, red ants.

The ants camp on Meg Mock's land.

I am sick of the ants at the mill.

Read these words:

map	mat	mop	men
Max	muck	mit	Meg
mut	mot	met	mud
Mick	mad	mix	mam
mock	man	mom	Mac

next	mam	mix
melt	mint	Sam
mock	exit	ramp

Read:

I have to mend a sack of quilts at camp.

The men in the van went onto the ramp.

Max has sand and muck in his van.

I have wax to melt in Jim's red can.

Sam has wet eggs on his red belt.

It is hot! Mick, Meg, and Max will melt.

Candy's Cupcakes  
Lesson 3

F f

fa	fact
fe	felt
fi	fib
fo	fog
fu	fund

Sight Word Review:

I a you of the have  
to too into onto

Sid fed the fat hogs in the fog.  
Fit the hogs into a pen, Sid!

You had a fit. I had a fuss.  
You fed a pig to Gus and Russ.

Read:

fad	fan	fax	fat
fed	fib	fin	fit
fix	fog	fun	mut
fat	Mick	font	fill
fed	fuss	fun	sun

Learn these endings: -ft (raft)  
-lp (help)

Mom sat on a raft in the fog.  
In the fog, mom ran into a bog.  
Mom's legs got welts.  
Mom felt the welts.  
Mom set the raft onto a log.

Send Ned the funds.  
Fax help to his band.  
Send help to Ned.  
Lend Ned a hand.

Candy's Cupcakes  
Lesson 4

R r

ra	rat
re	red
ri	rip
ro	rob
ru	run

Sight Word Review:

have	onto	of	into	have	into
too	of	onto	the	I	to
the	into	you	have	onto	have
of	onto	a	into	you	of
into	onto	too	into	have	into
the	have	onto	the	onto	of
you	into	of	into	have	into
to	onto	a	have	you	too

Read:

rack	rip	rag	rob
ram	rock	ran	rod
rap	rot	rat	rug
red	run	rid	rub
rib	rut	rim	Red

The rock is in the box of socks.

You have lint on the mint rug.

I lit the wick. I will melt the wax.

The fox ran up onto the rag tent.

You will tuck in the hem on the tent.

Rub the cat and get rid of the rams.

I left the rats in Ron's red rig.

Toss the rack of ribs into the wind.

Candy's Cupcakes  
Lesson 5

N n

na	nap
ne	next
ni	nick
no	nod
nu	nut

T t

ta	tab
te	text
ti	tip
to	tock
tu	tuck

### Review and Learn More:

Rule: When **a** follows **w** it can say:  
**a** as in **w**ant or **a** as in **w**ăg.

Rule: Vowels often make the schwa ə sound  
of short **u**. Example: (**w**ə**n**) won

Rule: The word **ex-it** has two syllables.

Learn words with more than two syllables:

Hint: Clapping with each syllable will  
help you spell and remember words  
with more than one syllable.

Example: Clap out the word **ex.it**. It has two syllables.

Sight Word: **said** (săd)

rag	you	onto	rocks	pact	wad	a
suns	rim	rob	nip	have	exit	bond
exit	of	cub	mob	Sid	text	mock
the	mad	is	said	you	into	set
fix	muck	rock	exit	fin	socks	hiss
sop	l	null	mut	exit	ten	next
to	neck	taps	tent	till	toss	Todd
wall	ox	too	fox	belt	ram	said

Learn: **let's** (let's stands for let us)

The word **let's** is a contraction.

A contraction is made when two words  
join to form one. An apostrophe mark  
replaces one or more missing letters.

Nell **said**, "I want a cat **to** pet."

Mom **said**, "I want **to** get a jet."

Dad **said**, "I want a belt and socks."

Dad **said**, "I want a wall **of** rocks."

Mom **said to** Nell, "Let's get a mop."

Dad **said to** Ned, "Let's get red pop."

Candy's Cupcakes  
Lesson 6

G g

ga	gap
ge	get
Go	God
gu	gun

Sight Words:

some come

Learn this ending: -ft (raft)

Read:

gas	gag	get	God
gun	gap	gum	fig
gut	Gus	Meg	rig

Sight Word Review:

have	to	into	have	the	too
said	of	some	said	have	you
a	come	have	to	some	said
the	I	you	come	onto	come

Read:

“Let’s get **some** packs **of** gum,” **said** Ben.

“**You left** gum next **to the** tent,” **said** Gus.

“**Come**, let’s camp next **to the** raft,” **said** Ben.

“Let’s run in **some** wet sand, **too!**” **said** Gus.

-----

Gus, get **some** gas, and **come** lend **a** hand.

**Come** into God’s sun, and sit next **to a** band.

Mom kept **some** quilts on **the** raft in **the** sand.

Candy's Cupcakes  
Lesson 7

N n

na	nap
ne	net
no	nod
nu	nun

Review:

and am an on into onto  
you to too have said  
come some of I a the

- Review Rule: When a follows w it can say:  
a as in wānt or a as in wăg.

Read:

nag	nick	nuns	nip
neck	nods	next	nets

Nell's nag will nick Ned next.  
Ten nuns went to pet some ducks in a pond.

Read:

Sid had a nap in the fog.  
Meg went to lift up some logs.  
Sid fed some nuts to some rats in a net.  
Meg fed some figs to you in a jet.

Dan said, "I sat next to the band in the dell.  
It is a jazz band, and it has ten bells."

"Quick, come get us, too," said Nell.  
"I want to sit next to the band in the dell."

Meg said, "The quilt in Nell's hand is soft."

"Yes, it is." said Peg. "It is soft.  
I want to nap. I will nap with Nell's quilt.  
I will nap in the soft, soft loft."

Nell and Ron have some eggs in a pan.  
Ron will lend the pan to Dan.  
Dan will pass the pan onto Todd van Bell.  
and Todd will hand the eggs to Ann.

Candy's Cupcakes  
Lesson 8

B b

ba	bass
be	bend
bo	boss
bu	bunt

Sight Word Review:

have	to	into	have	the	a
said	of	some	said	have	the
you	come	have	to	some	said
the	you	the	come	onto	come
have	a	to	some	the	you

Rule: Sometimes letter o says its name, especially in two-letter words): Examples: so go no

It is so fun to go in Rick's bus.  
It is no fun if you have to fuss.

Read:

bud	bin	bat	but	bug
bit	bill	bog	bed	boss
bad	bun	bell	beg	bet

"Bill, come to the back of the bus!"

Bill said, "No, Bob, I have to fuss.  
A rat is in the back of the bus!"

"The rat's not big, and he is not boss!  
So, Bill, come to the back of the bus.  
I have the rat in a bag next to Gus."

Bill said, "Bob, the rat bit the bag.  
The bag is next to a box of eggs.  
Bob, I beg! Go get rid of the rat!"

So Bob set the eggs next to Meg.  
Meg sat on the rat, on the box,  
and on the eggs.

Candy's Cupcakes  
Lesson 9

Y y

ya	yap
ye	yes
yi	yip
yu	yuck

Sight Word: oh (ō)

Review and learn more endings:

- ss -ck -pt -ft -st -sp -sk -ll -ld -lk  
-lp -lt -lb -mp -mpt -nd -nt

Learn:

Rule: The letter **y** at the end of a word often sounds like the name of the letter **i**.

Examples: **by my**

Rule: Letter **e** in **me, be, we** and **he** says its name.

Ann left **my** red quilt **by my** Dad's tan tent.  
Dad sent his tan tent **to my** son **to** rent.

Read these words:

tack	gasp	hump	tempt	tick	held	tend
help	tell	yam	bulb	pant	tusk	wept
yum	tilt	land	felt	gift	kept	tilt
tuft	gulp	boss	lisp	task	test	weld

Rule: A contraction is made when two words join to form one. An apostrophe replaces one or more missing letters.

Examples: **can't** (stands for **can not**)  
**let's** (stands for **let us**)      **he's** (stands for **he is**)

Read:

"Oh yes!" Bill said, "Come lend a hand.  
The task is a must! Set up tents by my land."

So some went West and sat by the silk,  
but some set up tents and had gulps of milk.

"Oh yuck!" Jim said, "I have lumps in my milk.  
Let's go to the West and sit by the silk."

Bill said, "Jim Bond, come, camp next to Nell!  
Come help lift the bulk of the tents by my well!"

So some did help and set up tents by a pond;  
but some did yelp and held fast to Jim Bond.

Candy's Cupcakes  
Lesson 10

P p

pa	pack
pe	pest
po	pond
pu	punt

Review

said you come some onto  
into the have to too of

Learn: Mr. Mrs. who does

Learn:

Rule: The sound of **wh** says the sound of **w** with a little air behind it: Examples: **when**

Rule: When **a** follows **wh** it can say **ä** as in **whät**

Rule: The **y** in "why" sounds like the name of the letter **i**: Examples: **why my by**

Learn the sounds of:

-st -sk -sp -mp -lp -lb

Examples:

pans	pigs	Pods	pelts	picks	pants
punts	pens	pups	pits	pulp	ponds

pest	past	best	dust
disk	task	tusk	dusk
gasp	lisp	temp	sump
gulp	pulp	bulb	bust

Why does my pup sit in the sand by Mrs. Pulp's raft at dusk?

What does Mr. Bulb want at the pond?

Who will get my red pants as a gift?

Why does Mr. Task have ten of the best pigs?

Why does Mr. Sump want ten pigs, too?

Candy's Cupcakes  
Lesson 11

D d

da	damp
de	dent
do	dock
du	dust

Learn: cannot upon until

Sight Words: one two

I have two dents in one of my vans.

Review this rule:

Rule: Letter e in me, be, we and he says its name.

Read:

He wants me to be the boss until dusk.

Read:

dust	dim	duck	dog	den
dill	damp	dig	desk	doll
dug	dot	dusk	dip	dock

(Notice the difference between of and off)

Review: does of oh come some

Dell said, "I cannot have two silk socks.  
One sock is off, and I left one by the docks."

Dan does miss two racks of bats.  
Two ducks ran onto Dan's best racks.

Oh no! Some fat hogs fell upon me!"  
Oh no! Oh no! It cannot be!

Until we get Dad's big red van,  
we cannot pack his two big fans.

Dad will be sad if my dog gets wet.  
Lend me his dog. He can be my pet.

Candy's Cupcakes  
Lesson 12

L I

la	last
le	lend
lo	lock
lu	lump

Sight Words:

unto live give

Peg lives next to Meg.

Rule: Letter e says its name in these words:

he me we

Review:

come	one	into	you	some
two	onto	past	have	does
my	me	oh	live	by
unto	who	to	so	his
why	too	onto	until	of
he	upon	off	we	give

Read these words:

lap	lad	lip	lot
log	let	leg	less
lend	lent	land	lamp
lift	list	lint	lick

Until Dad digs into some sand,  
the ducks will live upon his land.

Who is the lad left on the list?

When did Ben give you a lift?

One man is Mat. Mat will fuss and fuss.

Why is the cat by the lamp?

Give my cat the bag of catnip.

He gives me some. We give it to Peg.

Candy's Cupcakes  
Lesson 13

# H h

ha	hand
he	help
ho	hot
hu	hulk

Review: **does**

who	two	Oh	does	into	lives
said	of	some	said	one	Mrs.
a	I	come	have	to	some
the	you	Mr.	two	lives	come
unto	live	too	who	does	onto

Read:

I cannot go un**til** my Dad **comes**.

**You** can **come**, **too**.

My dog **does** his jumps up**on** my Dad's van.

Read:

hump	help	hat	hip	hot	hug
hand	ham	him	hop	hen	has
hint	his	hulk	had	hill	hum
husk	<b>have</b>	hit	hid	hut	hands

Review: **you**

Learn: **are your do**

Hal, he helps Rob un**til** his hands **are** hot.  
Rob, he hops hens by **the** cats on **the** cot.

**Two** hens **live** by **your** dogs **who** are sick.  
**One** hen **lives** by **your** bats **who** have ticks.

**The** bats lick hams by **the** hulks on **the** hill.  
Hulks sell ducks and hug Mom, Meg and Bill.

Bill fed **some** ducks **to** a pig by **the** husks.  
Gus fed **the** pig **to** Don's dad at dusk.

Rob, he **does** laps, digs ruts, and helps Hal.  
Hal, he hops cats by **some** huts next **to** Cal.

Candy's Cupcakes  
Lesson 14

J j

Ja	Jack
je	jest
jo	job
ju	jump

Learn: **it's** (stands for **it is**)

Sight Words: **put love**

**Put** it back. **It's** the best **one** you have.

**Give** yours to Don. **It's** the one he wants.

**I** love my mom. **Do** you love yours, too?

Learn: **ph** – it sounds like **f-f-f**.

Example: **Phil**

Read:

Jack	jilt	jest	jam	jet	jig
job	just	Jill	jump	Jess	jug

**Phil**, give the jug of milk to Sid.  
Sip the milk; **put** on the lid.

Jess, **put** the jam into the huts.  
**Put** it next to **Phil's** wet muts.

"Hop a jet!" **said** Mr. **Phant**.  
"**A** jet will tilt, and jilt, and land."

Big Jack **loves** to jump a jig.  
Why **does** Jess **put** on a wig?

Jim's best dogs **give** big, wet hugs.  
His dogs **are** big and kick big bugs.

**Oh** me! Wess wept! It's sad! **Oh** my!  
Wess wept until **your** dog went by!

Candy's Cupcakes  
Lesson 15

W w V v  
Qu qu

Review the sound of: **wh**  
(**wh** sounds like **w** with a little air behind it)

Review: **who you your are do**

**Note:** Remember that **who** is a sight word.

Read:

whiff	wats	walk	was	wall
want	<b>who</b>	Walt's	waltz	what

**When** will he **e** get **to walk** **your** dog?

**Who** **wants** **to give** **me** **a** quick hug?

**What** **do you** **want**, **Mr. Whigs**?

I **want** **a** dog and **a** quick hug, **too**.

**Rule:** Sometimes capital letters stand for an abbreviation (a shorter form of a word or phrase).

**Example:** I went to the **ATM** to get cash.  
The letters **ATM** stand for **Automated Teller Machine**

**Learn:** (**sh** says **shhh**)

**Examples:**

**dash** **cash** **gash**  
**wish** **dish** **fish**  
**mesh** **lush** **lash**



**“What** **do you** want, Ben?” **said** Pam.

**“I** **want** **to go** get **some** **cash**. I will **walk** **by** **Walt’s** deck and **dash** on **to the** **ATM,**” **said** Ben.

**“I** **was** **by the** **fish** dock and I got **a** **whiff** **of** **fish**. I **want** **to** get **a** **dish** **of** cod **fish** **when** **you** get back,” **said** Pam.

## th (hard sound)

th <b>a</b>	that
th <b>e</b>	then
th <b>i</b>	this
th <b>u</b>	thus

## th (soft sound)

th <b>e</b>	th <b>e</b> ft
th <b>i</b>	th <b>i</b> n
th <b>u</b>	th <b>u</b> d

## th (soft sound)

b <b>a</b>	b <b>a</b> th
S <b>e</b>	S <b>e</b> th
w <b>i</b>	w <b>i</b> th
m <b>o</b>	m <b>o</b> th

Sight Word Review:  
are you your do

### Review:

The letters ph say the sound of letter f.  
**Phil** got his pants at **Phat's** Pants.

### Read:

**That** is **yours**, Beth.

We will walk **to** **Seth's** hut.

**The** **theft** was in **Seth's** hut.

**Thus**, it will be left up **to** **Seth** **to** tell us  
**the** facts **of** **the** **theft**.

Until **then**, **this** is what we will **do**.

We will walk **to** Phil's hut.

We will ask Phil **the** facts **of** **the** **theft**.

Candy's Cupcakes  
Lesson 17

ang ing ong ung  
ank ink onk unk

<b>b - ang</b>	<b>bang</b>
<b>r - ing</b>	<b>ring</b>
<b>l - ong</b>	<b>long</b>
<b>s - ung</b>	<b>sung</b>

<b>b - ank</b>	<b>bank</b>
<b>r - ink</b>	<b>rink</b>
<b>h - onk</b>	<b>honk</b>
<b>s - unk</b>	<b>sunk</b>

Rule: Sometimes the letters **ey** say the name of the letter **a**. Example: **they**

Rule: Sometimes the letters **ey** say the name of the letter **e**. Example: **key**

Read: Then **they** had **the key to the** desk.

Read:

<b>bang</b>	<b>fang</b>	<b>gang</b>	<b>hang</b>	<b>pang</b>	<b>rang</b>
<b>sang</b>	<b>ring</b>	<b>sing</b>	<b>bong</b>	<b>ping</b>	<b>long</b>
<b>song</b>	<b>hung</b>	<b>rung</b>	<b>sung</b>	<b>king</b>	<b>gong</b>
<b>bank</b>	<b>thank</b>	<b>rank</b>	<b>sank</b>	<b>tank</b>	<b>link</b>
<b>mink</b>	<b>pink</b>	<b>rink</b>	<b>sink</b>	<b>wink</b>	<b>bonk</b>
<b>honk</b>	<b>bunk</b>	<b>hunk</b>	<b>junk</b>	<b>punk</b>	<b>sunk</b>



<b>bash</b>	<b>cash</b>	<b>dash</b>	<b>hash</b>	<b>lash</b>	<b>mash</b>
<b>rash</b>	<b>sash</b>	<b>mesh</b>	<b>dish</b>	<b>fish</b>	<b>wish</b>

Read:

**Come, sing the song they said was long,**  
**And ring the bell that gives a bong.**

**The bell's the key, it rings ding-dong.**  
**It rings when big Hank sings his song.**

**Let's put some cash in Nell's big bank.**  
**Nell's pink mink got wet and then it sank.**

**It's oh, so sad! That pink mink sunk.**  
**It was so pink, but that mink's junk.**

## Words that end with "ing."

Note to Parents: The following spelling rules are for your information to use as you deem appropriate for your child.

### 1<sup>st</sup> Rule for adding **-ing** as an ending.

When a verb ends with a consonant preceded by a vowel, double the final consonant before adding **-ing** if the accent falls on the last syllable.

Example: bat – **batting** (a is the vowel) followed by t which is the consonant).

(The accent falls on the last syllable, bat, which, also, happens to be the **ONLY** syllable in this word.)

Other examples for 1<sup>st</sup> Rule: **hit** (hitting), **nip**(nipping), **commit** (committing), **admit** (admitting)

Note: duck (ducking)

The word duck ends with two consonants, so you do not double the final consonant before adding **-ing**.

#### PARENTS:

Later, when your child learns to read two-vowel words, he will also learn Rule 3 for adding **-ing** as an ending: If a word ends with a consonant preceded by two vowels, do not double the last letter; just add **-ing**.

Example: clean (cleaning)

### 2nd Rule for adding **-ing** as an ending.

When a verb ends with a consonant preceded by a vowel, do not double the final consonant before adding **-ing** if the accent does not fall on the last syllable.

Example: visit – **visiting** (i is the vowel) followed by t (which is the consonant).  
The accent falls on the first syllable, vi, not on the last syllable, sit).

Other examples for 2<sup>nd</sup> Rule: **budget** (budgeting), **target** (targeting), **limit** (limiting), **develop** (developing)

### Practice with **-ing** endings:

bagging	digging	mopping	cutting	bedding
getting	ducking	nodding	fibbing	napping
hitting	quacking	fussing	netting	popping
thanking	rotting	selling	mixing	tapping
sobbing	texting	wagging	asking	winning

Candy's Cupcakes  
Lesson 19

## Kn -mb

The letters **kn** sound like **n**,  
because the **k** is silent.

<b>knob</b>	<b>knat</b>	<b>knit</b>
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The letters **-mb** sound like **m**,  
because the **b** is silent.

<b>lamb</b>	<b>numb</b>	<b>thumb</b>
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### Review:

The **y** in **why** sounds like long **i**.

**Review Rule:** The **wh** in **why** says the **w** sound  
with a little air behind it.

Sound out: **dishrags something**

**Review Rule:** The words **dishrags** and **something** are  
compound words. When two words come together  
to form just one word, that word is a compound word.

### Read:

**The** sad lad cut his **thumb**. His **thumb** is **numb**.

Tugging on **the** **lamb**, Meg was bit by **a** **knat**.

**I** **knit** **dishrags** and hung them on **the** **knob**.

## Review These Sight Words:

<b>something</b>	<b>you</b>
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<b>who</b>	<b>your</b>	<b>the</b>	<b>oh</b>	<b>of</b>
------------	-------------	------------	-----------	-----------

<b>live</b>	<b>lives</b>	<b>give</b>	<b>gives</b>	<b>love</b>	<b>loves</b>	<b>put</b>	<b>puts</b>
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<b>to</b>	<b>do</b>	<b>does</b>	<b>are</b>	<b>too</b>	<b>said</b>	<b>have</b>
-----------	-----------	-------------	------------	------------	-------------	-------------

<b>come</b>	<b>some</b>	<b>one</b>	<b>two</b>	<b>unto</b>	<b>into</b>	<b>onto</b>
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### Read:

**The** fan**belt** hit **something** and they had **a** fuss.  
They lost **your** **knitting** that was in **the** bus.

Quacking in **the** mud, **the** duck fell with **a** bump.  
Sinking so fast, he fell **into** **the** dump.

Walk on, **you** big duck. Sobbing will not help.  
Walk on, so **you** will not land on **your** rump.

**A** **lamb** is sucking on **your** **thumb**.  
**You** can let go if **your** **thumb** gets **numb**.

## Review of Section Two (Charts 1 through 19)

### Review these spelling rules:

The letter **s** says a hissing "sss" if it follows after an **f k p** or **t**. Example: quacks

Sometimes the letter **o** in two-letter words says its name. Examples: **go no so**

The letter **e** in **he, me, be,** and **we** says its name.

Sight Word: **some-one** (someone)

### Word Endings Review:

tack	milk	hump	tempt	tick	held	tend	gasp
help	tell	silk	bulb	pant	tusk	wept	yam
yum	tilt	land	felt	gift	kept	tilt	gulp
tuft	west	boss	lisp	task	test	weld	tent

### Sight Word Review:

you your	someone something	who	onto into unto	give gives
do does	Mr. Mrs.	I a the	oh	of
put	come	some	one	said
to too two	love loves	live lives	are	have

### Sound out these words:

was	what	walk	they	key
thank	cutting	sash	knit	lamb