



LITTLE SPROUTS

Decodable books for beginning readers in K–1

written and illustrated by Graeme Wilkinson • 20–28 pages • 8½ x 5½" • LEXILE BR–160

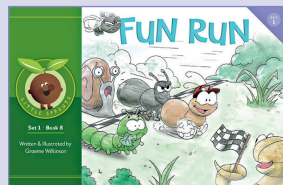


Little Sprouts encompasses the first four sets of the larger *Reading Sprouts* series, a collection of graduated decodable readers. In all of the stories, the humor is geared to children so they will both enjoy what they are reading and incrementally build their reading skills and confidence. The *Reading Sprouts* books are the perfect start for both first-time readers and children with additional reading needs.

Little Sprouts uses primarily short-vowel, one-syllable words, and initial and final blends, presented in short simple sentences. As readers work their way through the sets, they encounter a gradually increasing number of letters per word, words per sentence, sentences per page, and pages per book. Irregular high-frequency words (sight words) are slowly introduced beginning in Set 2. These are drawn from the Dolch 220 words by grade, in order of frequency.

Sets 1 and 2 are sold together in a 20-book collection:

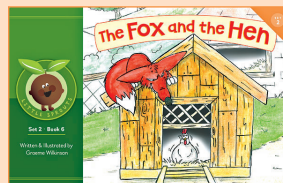
SET 1 is 100% decodable, with no sight words. This helps new readers learn to rely on decoding unfamiliar words using phonics, rather than guessing or remembering sight words by shape.



Can Bug win?



SET 2 slightly increases word length, sentence length, and book length. Text is 90% decodable and introduces the irregular high-frequency words *a*, *I*, *said*, *the*, and *to*. No more than three different sight words appear in any one book.



The fox is on top.



Sets 3 and 4 are sold together in a 20-book collection:

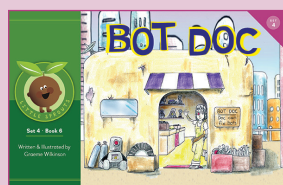
SET 3 increases sentence length, sentences per page, and book length. At least 75% of the text is decodable, with previously learned sight words also used. Ten new sight words are introduced—*are*, *do*, *find*, *go*, *have*, *of*, *see*, *want*, *was*, and *you*—and appear at least four times in the set.



Ness gets a twig.
"Grab it, Pix!"




SET 4 increases sentence length and complexity, and number of sentences per page. Text is at least 75% decodable and contains previously learned sight words. Ten additional sight words are introduced—*be*, *for*, *he*, *look*, *me*, *my*, *she*, *that*, *this*, and *with*, along with the digraph *ck*. Each sight word appears at least four times in the set.



Doc nods. "Let me see it." Jack hands Doc the box.




The end of each book has questions to check reading comprehension and prompt discussion. Sight words from that book are listed, and there is a hidden ladybug in every story that children can search for.



Cat Sprout Helper
Set 1 - Book 5

WORD LISTS	
DECODABLE WORDS	IRREGULAR HIGH-FREQUENCY WORDS
big hot lap red cot in mug rug dug is nap sat fed jam on	No new words.



RESPONDING

What is the story about? (Cat)

What did Cat do in the garden? (dig) Point to the word.

Where did Cat like to sleep in front of the frog? (on a rug)

What did Cat get stuck on? (mug) Point to the word.

What did Cat do on the chair? (sat) Point to the word.

What did Cat wear on his head? (big hat) Point to each word.

What was Cat fed? (jam) Point to the jar of jam.


What color was the jam? (red) Point to the word.

Where did Cat go to get petted? (lap) Point to the word.

What is a caterpillar? (a short, light creep)

Do you have a cat? What does your cat like to do? (Answers will vary.)

Note: When answering literal questions, children should show what sentence or picture supports their response.





SETS 1 AND 2

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SETS 3 AND 4

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