

# Bad Luck?

By Sheila Clark-Edmands

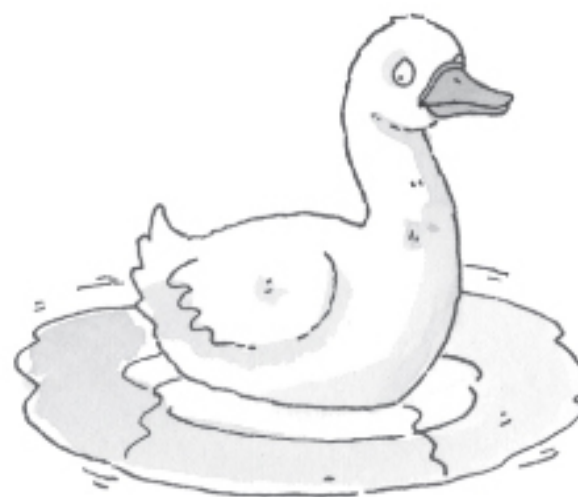
Illustrated by Anthony Lewis



Specialized Program Individualizing Reading Excellence

EDUCATORS PUBLISHING SERVICE

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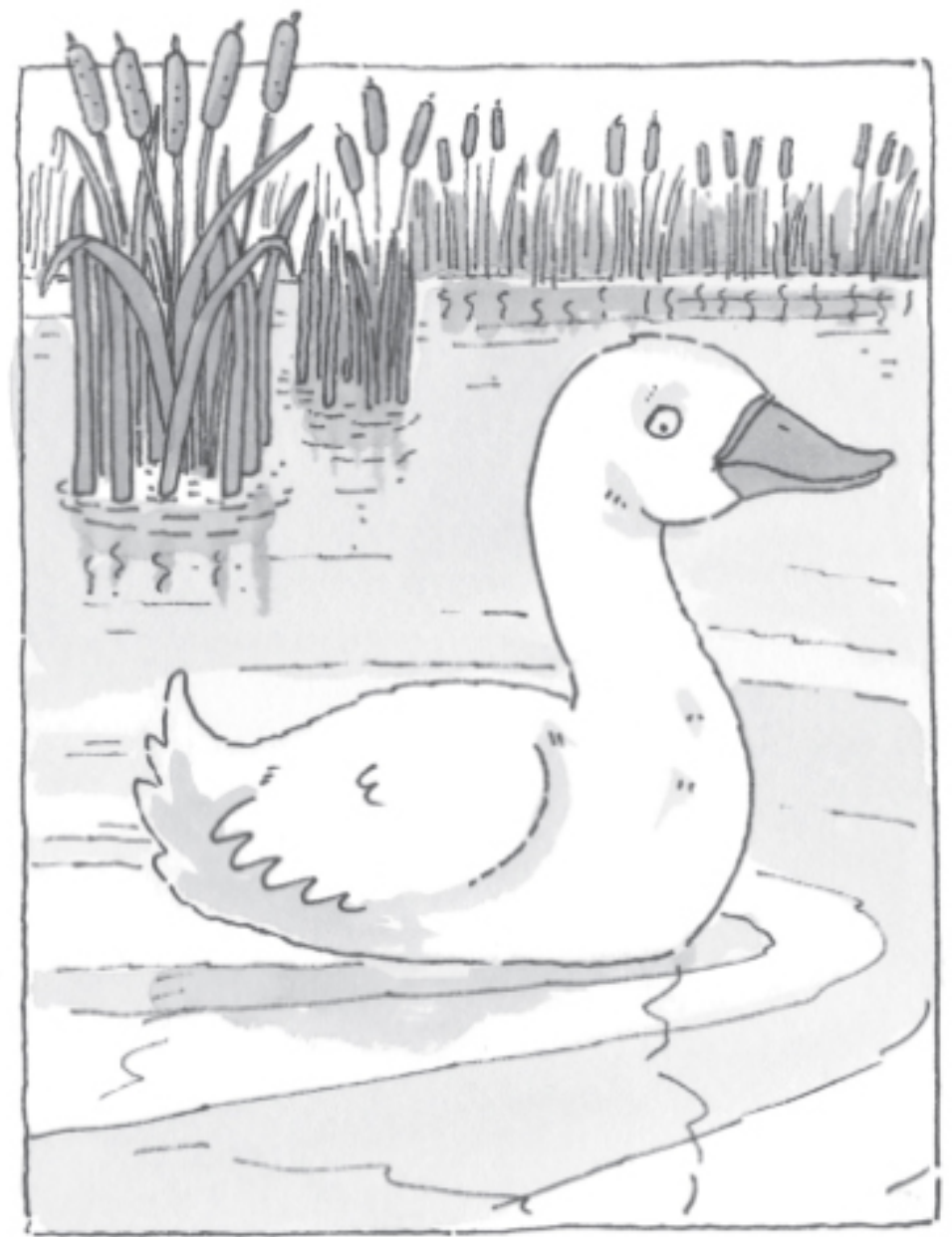
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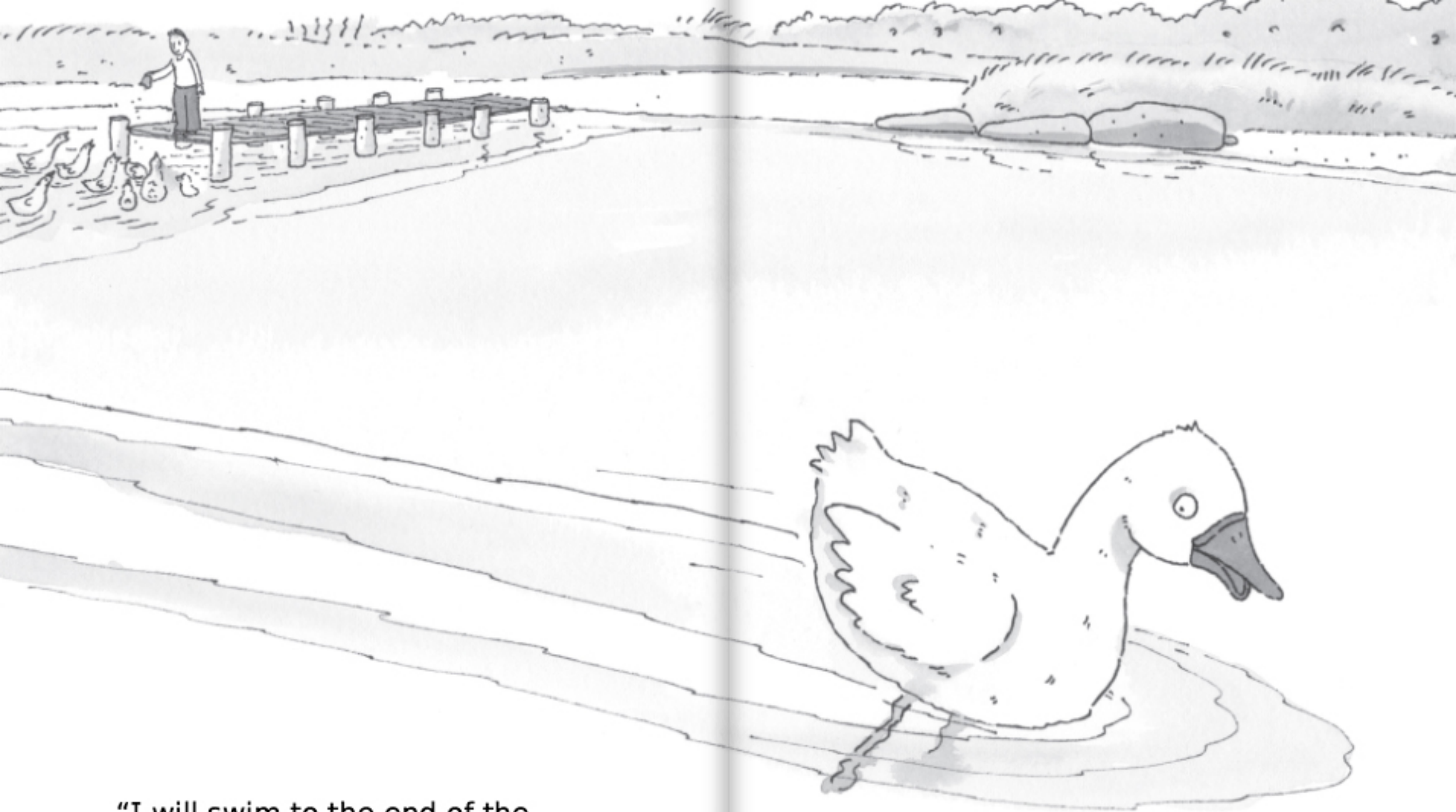
The duck sat in the pond.  
It did not quack. It felt sad.



"I had bad luck," said the duck.  
"I did not swim back to the dock.  
The ducks at the dock got a snack  
from a man. I did not get a snack."

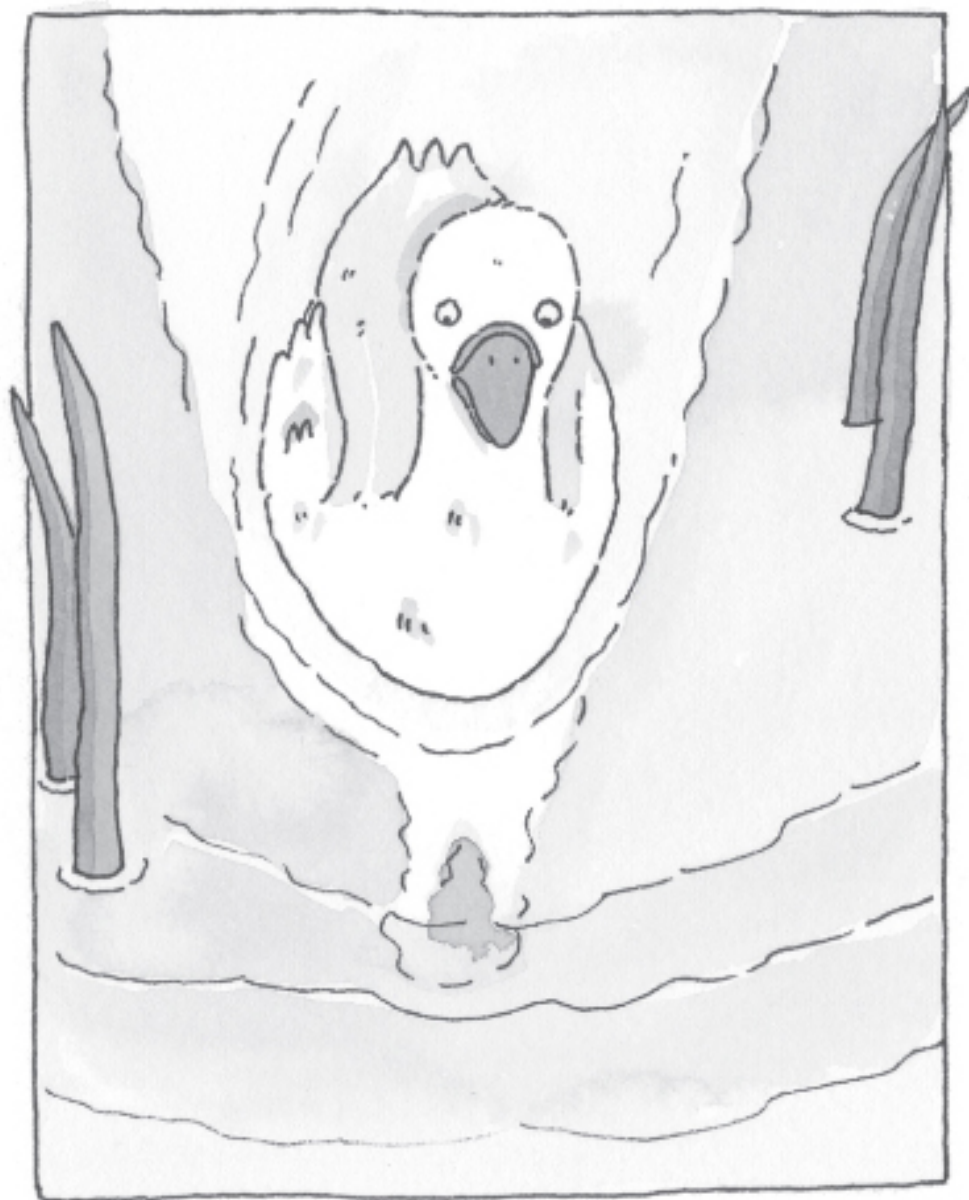






"I will swim to the end of the pond," said the duck.

"I can sit on the sand and think."



The duck swam and swam.



The duck got to the sand and sat on a rock.



A man sat on a rock next to it.  
The man had a sack with his  
lunch in it.



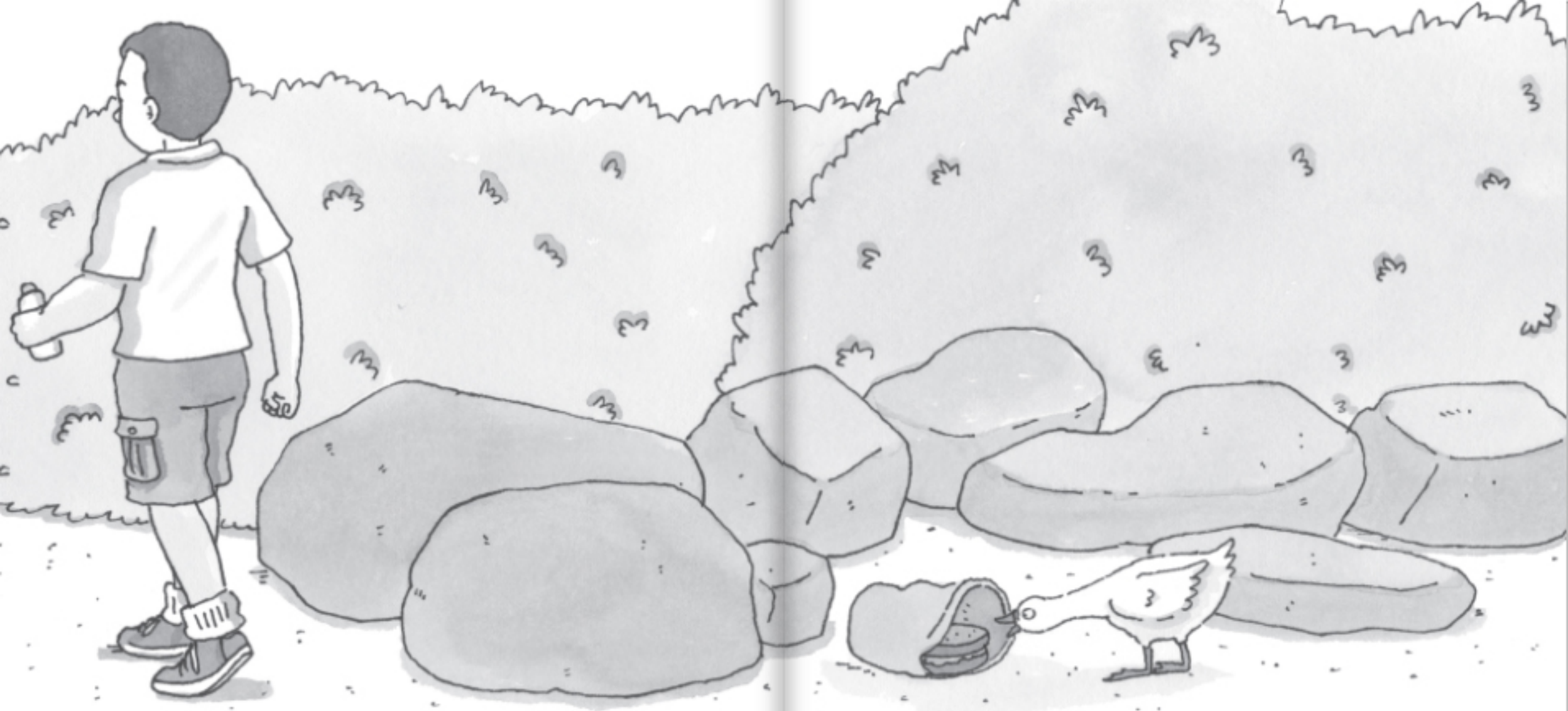
The duck said, "Quack."





The man's sack fell in the sand.  
Sand got into the sack and in the  
sandwich.

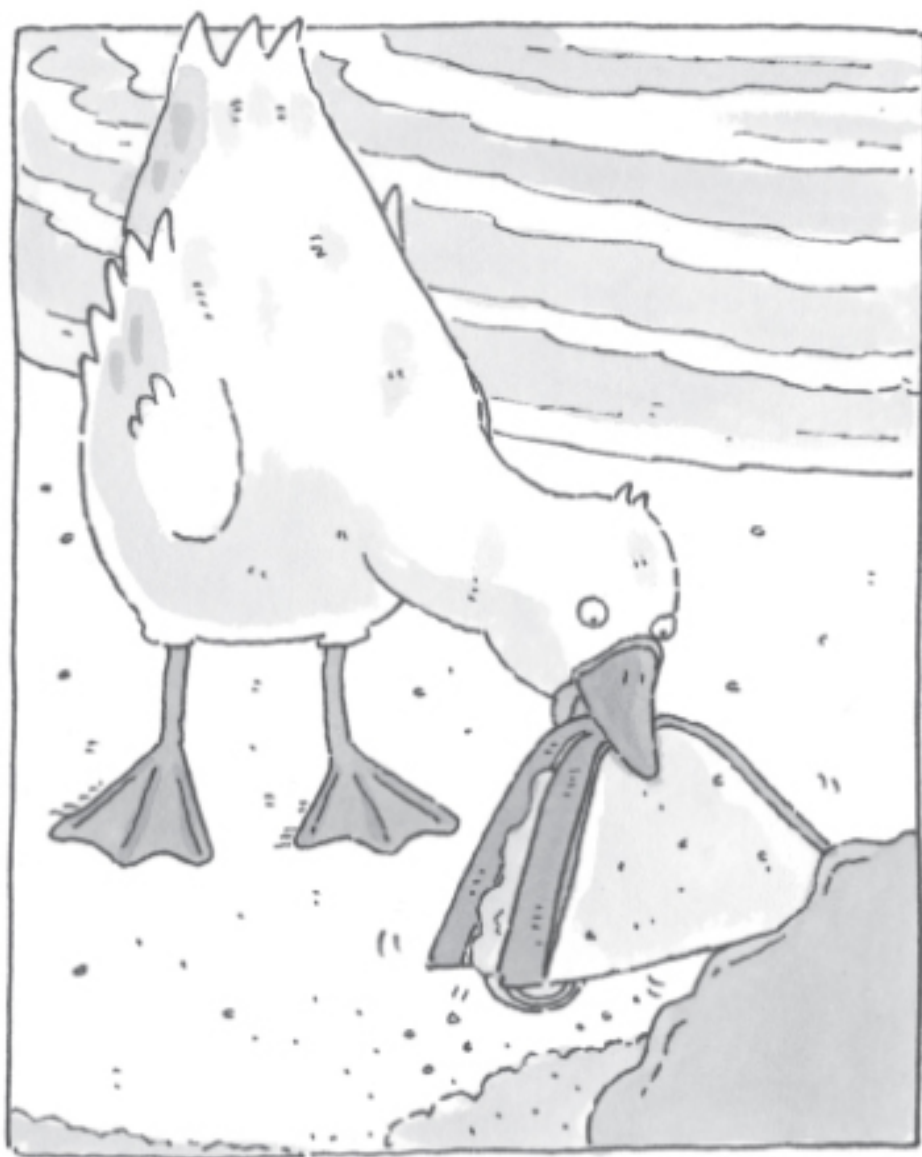
"Yuck," said the man. "Sand is on  
the sandwich. What bad luck."



The man did not want his lunch  
with sand on it.  
The man left it in the sand.

"Yes," said the duck. "What luck!  
Sand on a sandwich is not bad  
luck to a duck."  
The duck stuck his bill into the  
sack to get the sandwich.





"What a snack," said the duck.  
Such luck!

## Note to Teachers and Parents

All children should have the opportunity to experience success when reading. The decodable ebooks in this engaging series begin with simple words and sentences and increase in difficulty from level to level. Children may begin reading anywhere in the series, depending on their reading ability. The focus concept and sight words for this title, as well as a list of phonics skills children may already be familiar with, can be found at the end of this book.

This decodable ebook is perfect for independent reading. Encourage children to find a quiet spot to read, away from distractions. Help children build confidence by having them read aloud to you or to a friend or sibling.

Before beginning, you may wish to have children read the list of focus concept and sight words. When children have finished the story, encourage them to find these words on each page. To extend children's experience with these phonics concepts, encourage them to name or write down other words that follow the same phonics pattern. For example, if the focus concept is short *o*, they might write *log*, *pot*, and *frog*.

The presentation of phonics concepts in this series of ebooks was developed for the S.P.I.R.E.<sup>®</sup> reading program, a product of Educators Publishing Service.

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back  
dock  
duck  
ducks  
luck  
quack  
rock  
sack  
snack  
stuck  
yuck

**Sight Words\***

a, his, I, is, into, of, said, the, The, to, what

\*Sight words are nonpatterned or very low-patterned words of high frequency.



**Consonant Sounds**

all consonants  
sh (ship)  
ch (chin)  
th (this, thin)  
wh (whisk)

ff (cliff)  
ll (will)  
ss (miss)

qu (quilt)

**Welded Sounds**

ang (sang)  
ing (ring)  
ong (strong)  
ung (stung)  
ank (bank)  
ink (wink)  
onk (honk)  
unk (trunk)

**Vowel Sounds**

a (ax)  
i (hit)  
o (ox)  
u (up)  
e (bed)

al (ball)  
wa (wasp)





Specialized Program Individualizing Reading Excellence

**Deb and Ross on the Job***ff (cliff), ll (will), ss (miss)***Help!***al (ball)***Watch the Frog Hop***wa (wasp)***Chad's Problems***qu (quilt)***Bad Luck?***ck (clock)***Tricks Will Not Fetch***tch (catch)***The Whale***Vowel-Consonant-e***The Long Hike***Vowel-Consonant-e***A Scare***Vowel-Consonant-e***A Valentine***Vowel-Consonant-e***EDUCATORS PUBLISHING SERVICE**

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