

Rob's Wish

By Sheila Clark-Edmands

Illustrated by George Ulrich



Specialized Program Individualizing Reading Excellence

EDUCATORS PUBLISHING SERVICE

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Table of Contents

Rob's Wish

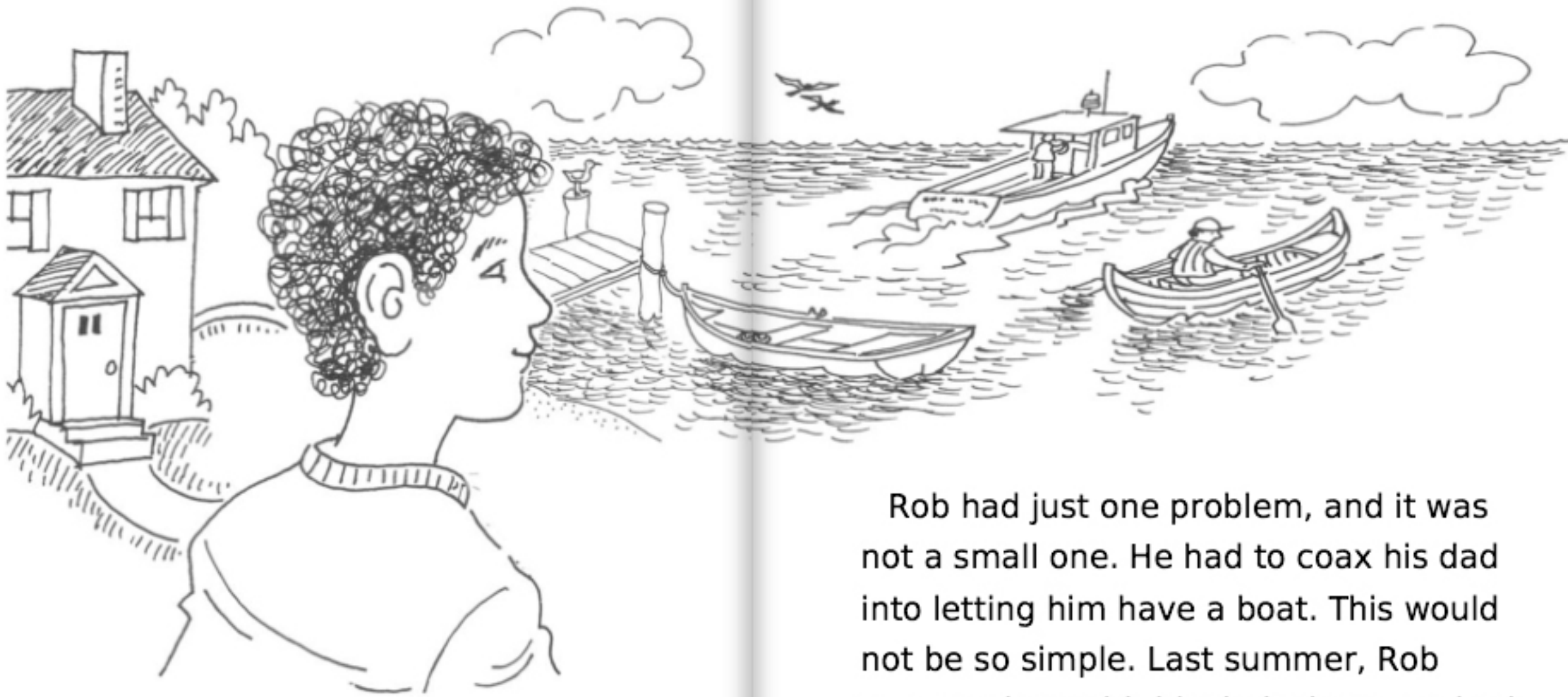
Note to Teachers and Parents

Focus Concept

Previously Taught Skills



Cape Cod was home to Rob Santos. The sea was all around him on the Cape, which was fine with Rob.

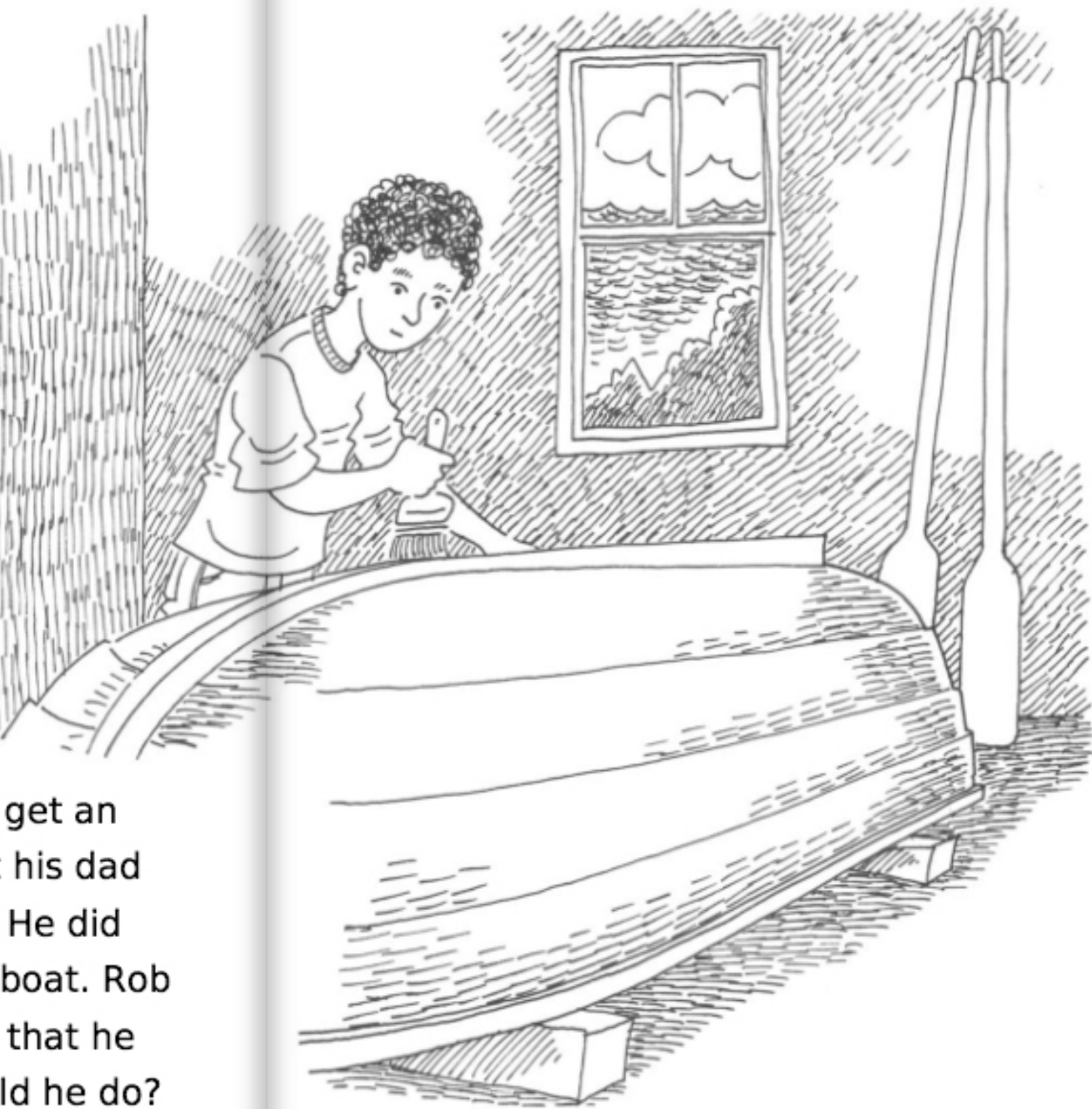


He wanted to spend as much time as he could by the sea and on the sea. His goal was to make enough cash, with help from his dad, to get a small boat. Then he would roam the seas, maybe head up the coast.

Rob had just one problem, and it was not a small one. He had to coax his dad into letting him have a boat. This would not be so simple. Last summer, Rob was careless with his dad's boat. He had lost one of the oars. Then he had badly banged the boat when he had pulled in to the dock. His dad had said that Rob hadn't treated the boat with care.



Rob had gone to the store to get an oar. He had fixed the boat. But his dad did not think that was enough. He did not trust Rob to take care of a boat. Rob had to make it clear to his dad that he could be trusted. But what could he do?





Then one summer day, Rob was at the beach, near the dock, soaking up some sun. Suddenly, there was a loud scream. Rob quickly sat up.

A small child was floating on a rubber raft out at sea. The wind must have come up suddenly and pushed the rubber raft out from shore.



The child's mom was the one who had screamed. Rob watched her run into the waves to get her child, but the child was out of reach.

Rob quickly jumped up, dashed to the dock, and leaped into his dad's boat.

He grabbed the oars and locked them into the oarlocks. He headed out quickly. As Rob pulled on the oars, sweat dripped off his chin. He pushed the boat faster and faster through the waves.



At last, Rob reached the child and pulled her into his boat. She was happy to be safe and gave him a hug. Tying the raft to his boat with a rope, Rob dragged the raft behind him to shore.



When Rob got back on land, the child's mom ran and hugged him. As she held her child, some watchers came up to Rob and patted him on the back. He had acted quickly and bravely, they told him.



"Rob," someone said. Rob spun around. It was his dad. "I am proud of what you just did. So here is what I am going to do.



I will let you use my boat all summer. If you take care of it, then I will help you get a boat that is all yours. What do you say?"



Rob stuck out his hand. "It's a deal, Dad," he said with a big grin.

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.[®] reading program, a product of Educators Publishing Service.

To learn more about EPS and S.P.I.R.E.[®], visit:
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boat
coast
coax
floating
goal
oar
oarlocks
oars
roam
soaking

Sight Words*

a, come, could, do, gone, have, his, I, into, is, of,
one, said, should, some, someone, the, The, there,
they, through, to, was, what, who, you

*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)
ck (clock)
tch (catch)

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

qu (quilt)

Vse

Welded Sounds

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

Syllable Patterns

open single syllables (so, he, fly)
closed syllable exceptions
 (child, cold, find, post, roll)
twin-consonant syllable division
nontwin-consonant syllable division
consonant-le

Vowel Sounds

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

ai (ball)
wa (wasp)

a (lake)
i (bike)
o (rode)
u (tune)
e (Pete)

ay (spray)
ou (mound, cousin, doughnut, you)
ea (eat, bread, steak)

Affixes

suffix -ed (melted, smelled, winked)
suffixes -s, -es, -ing, -er, -est, -en,
 -ish, -ly, -y, -ful, -ness, -less
suffix -age (package)
prefix a- (alike)



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Basketball Dreams

ea (eat, bread, steak)

A Great Mess

Consonant-le

**Rob's Wish**

oa (goat)

Just Like Old Times

ai (paint)

A Fearful Tale

ee (sheep)

Live Your Dream

ee (sheep)

Shooting Hoops

oo (food, cook)

Goofy Zoo

oo (food, cook)

Light

igh (light)

The Oak and the Reeds

ie (pie, chief)

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