

Shooting Hoops

By Sheila Clark-Edmands

Illustrated by George Ulrich



Specialized Program Individualizing Reading Excellence

EDUCATORS PUBLISHING SERVICE

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Focus Concept

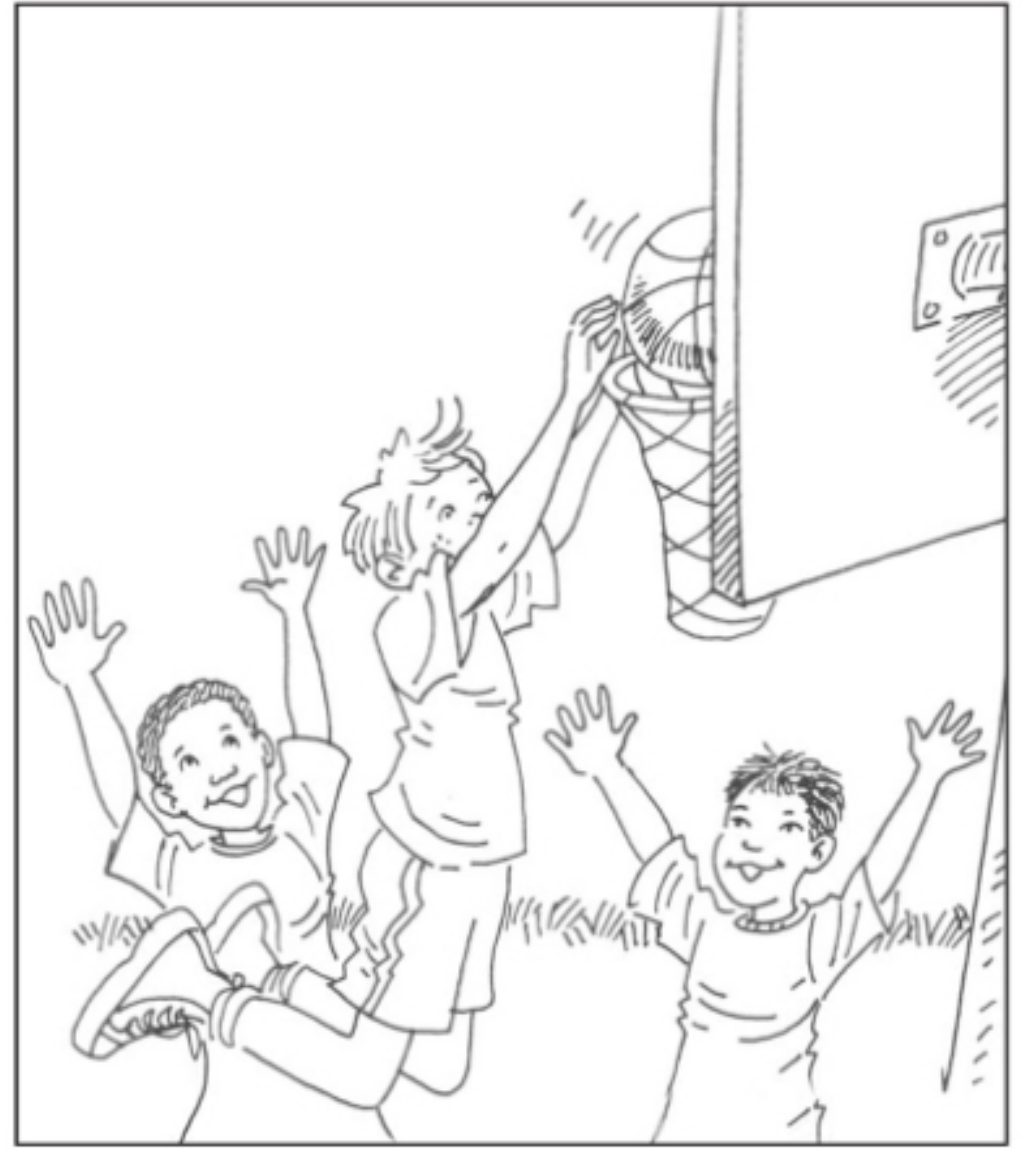
Previously Taught Skills



Dan Maxwell really wanted to make the school basketball team in the fall. He was not much of a shooter, but he still had a glimmer of hope that he could make the team. He had all spring and summer to get ready.



Day after day, Dan would shoot baskets with his friends.



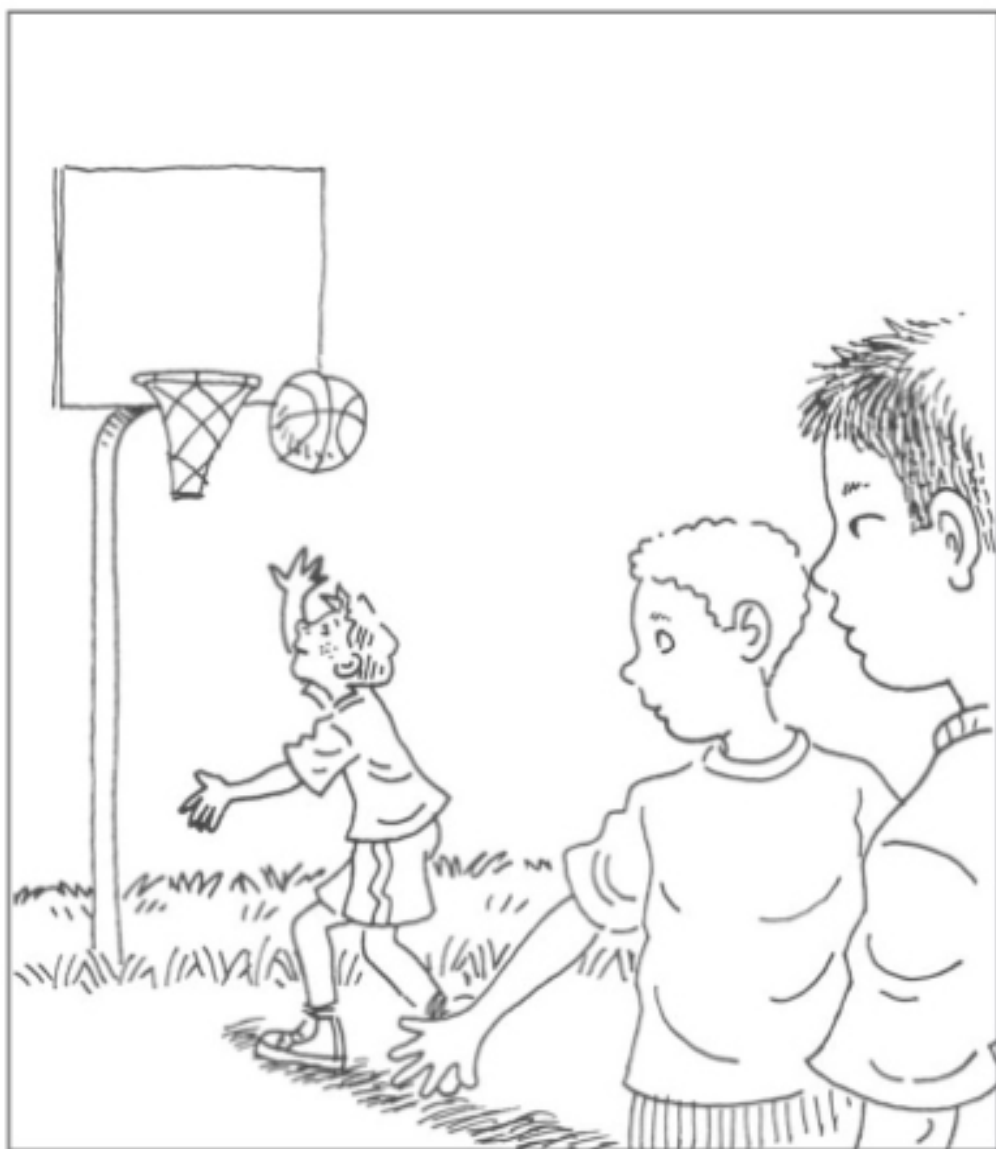
Time and time again, he would miss the hoop, but he kept trying until he dunked one. When that happened, his friends would cheer loudly.



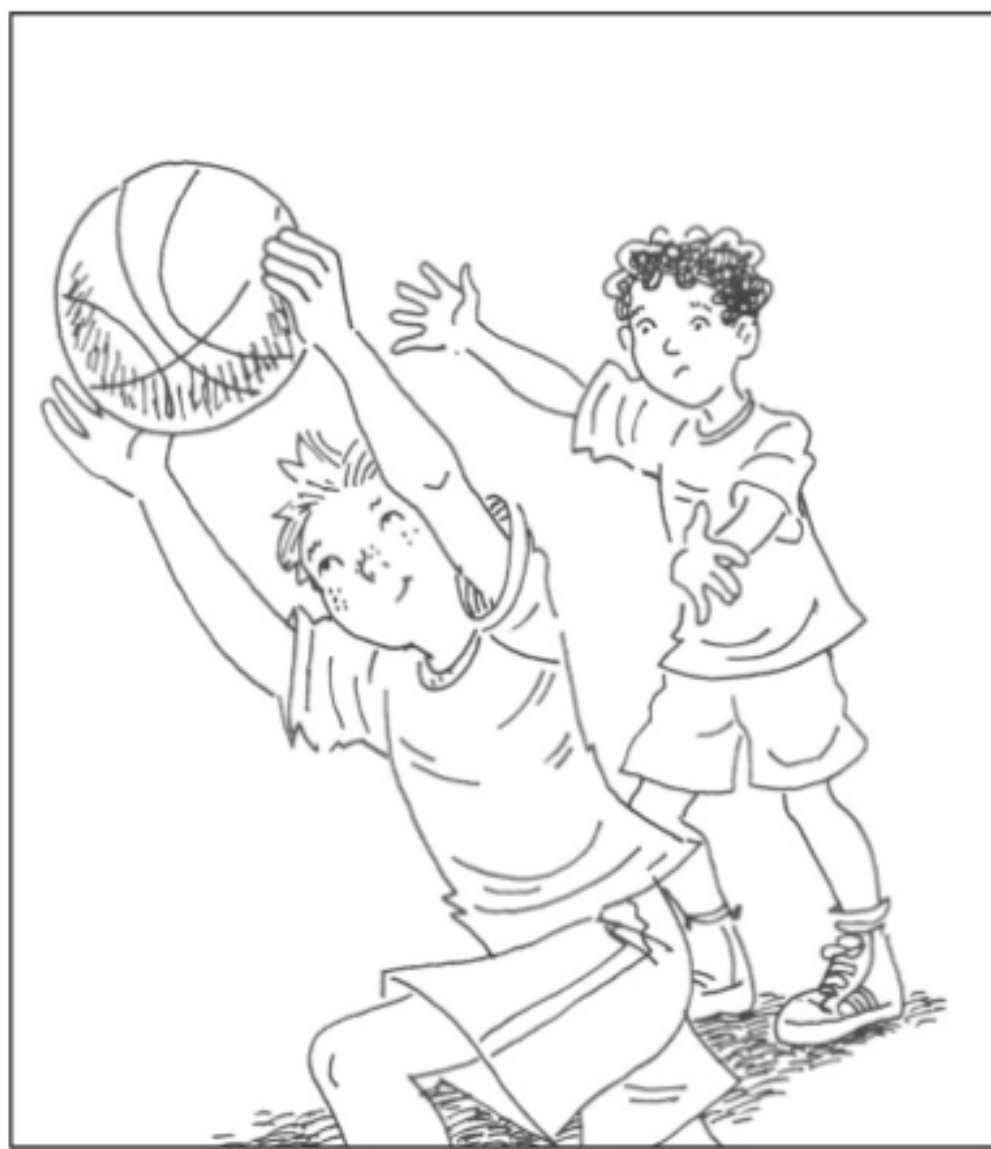
Dan could dribble the ball better than most of the other kids. He could dribble it in front and just as well in back.



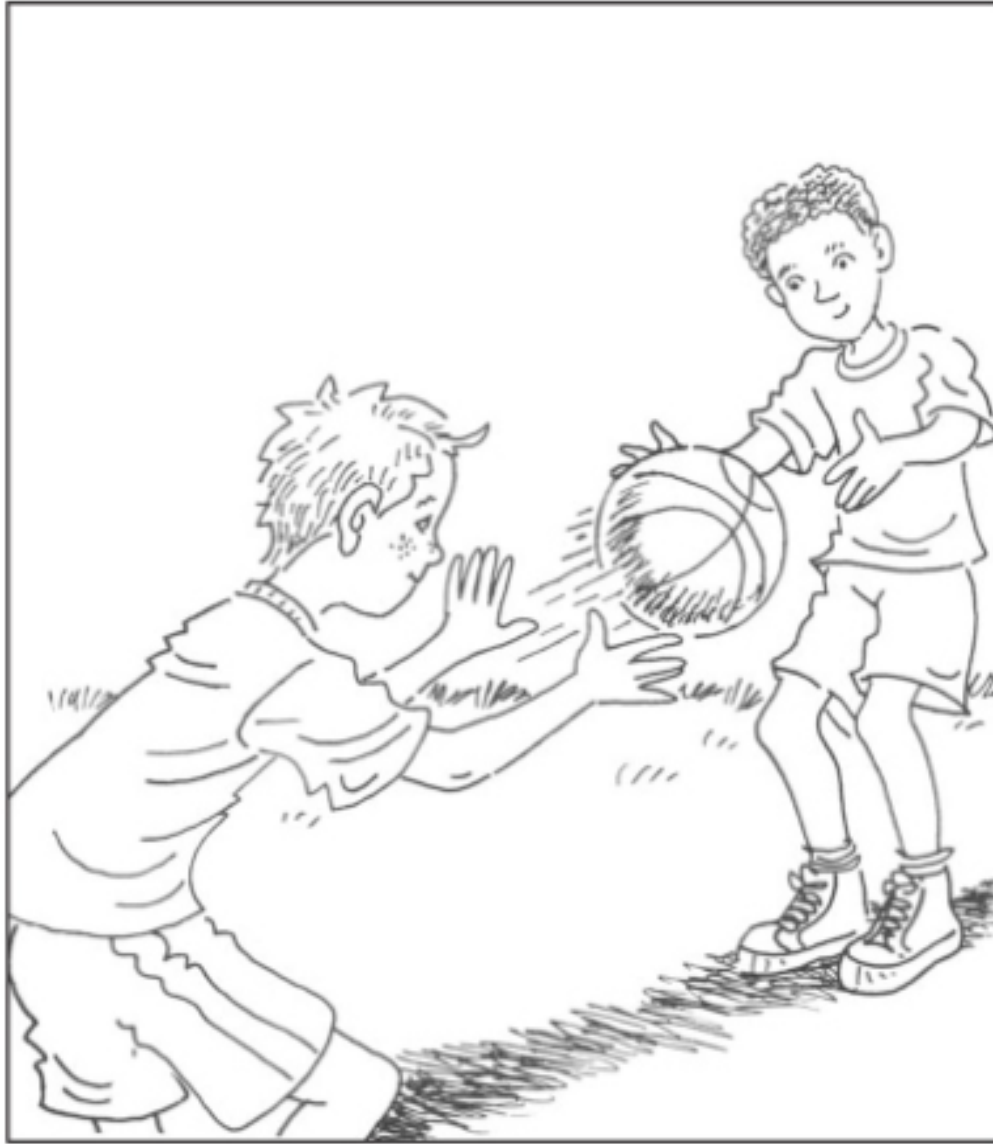
He could dribble under his legs and all around the other players.



He was quick and nimble on his feet, and no one could get the ball away from him. He was so quick that they could never tell which way he was going to go.

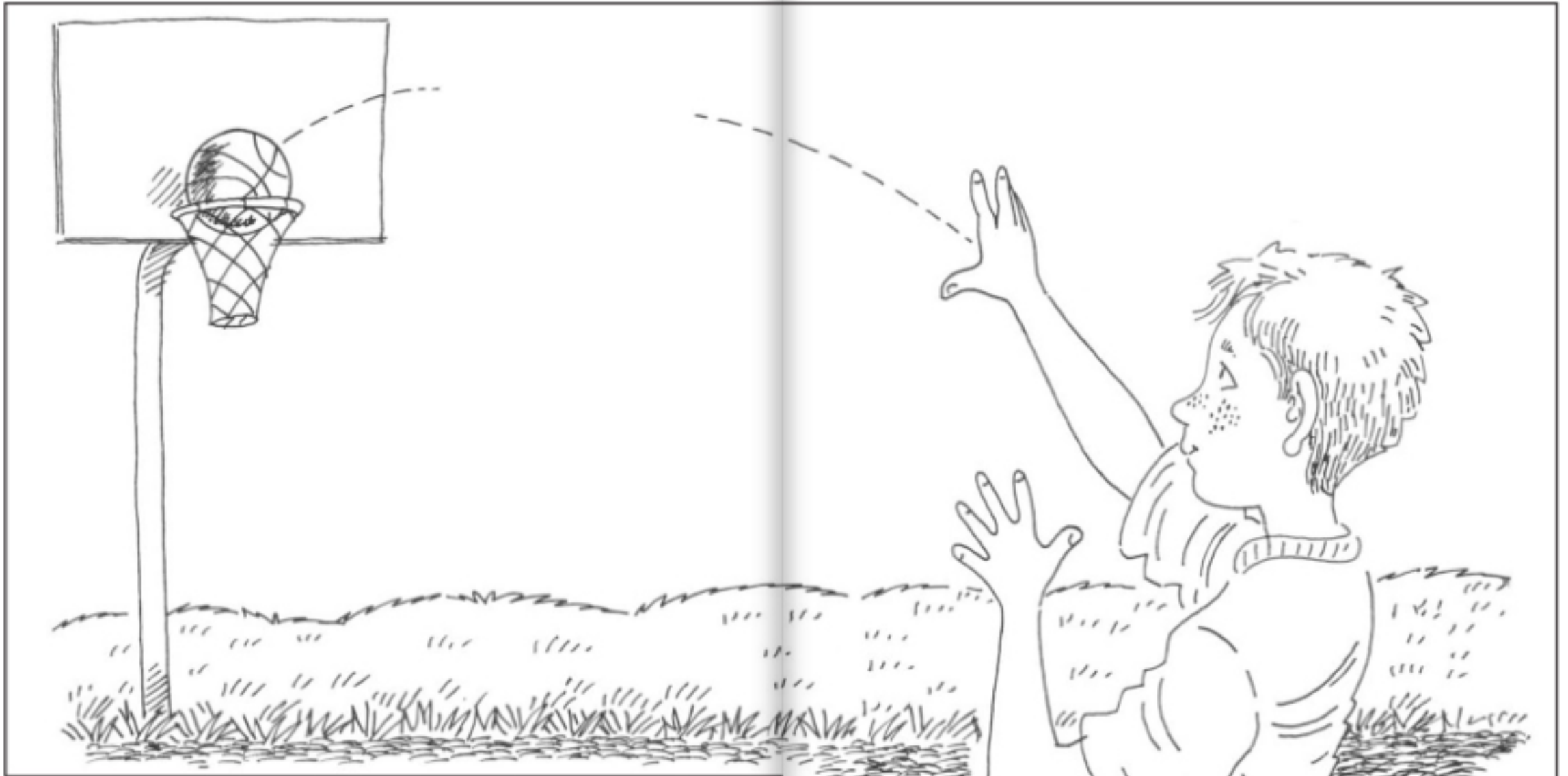


When the other team made a pass, Dan would pick it off. He was always stealing the ball. He could block shots, too.

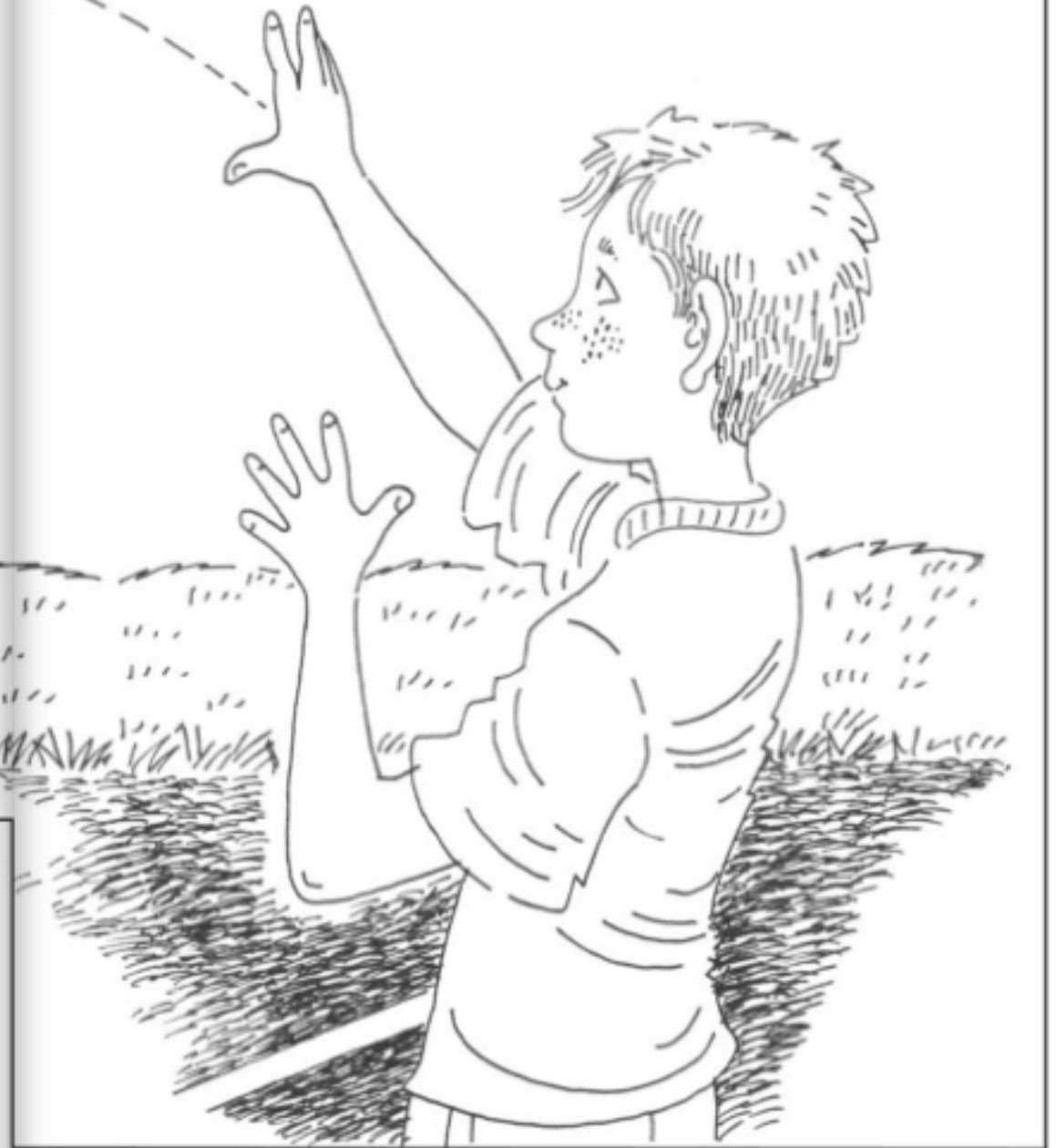


Dan could pass the ball well, too, setting up other players so that they made baskets. But when he shot the ball, it would just clunk off the rim.





Still, Dan never gave up. After a while, his foul shooting got a bit better, but not by much. His other shots were still not falling.





The day of tryouts came. Dan did his best but missed all of his shots. He was still running, passing, stealing passes, and blocking shots. He just wasn't sinking his shots. The coach watched Dan carefully. When the time came to choose players to fill the slots, Dan Maxwell was number one. The coach said that Dan would be a great team member. With him on the team, the other team would never get hold of the ball!



Dan's best friend, Alvin Mays, was also picked. Alvin was a great shooter. With the two of them on board, their team won almost every game that year.



Good things can happen when you
don't give up!

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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food

choose

hoop

hoops

school

shoot

shooter

shooting

too

cook

good

Sight Words*

a, again, could, friend, give, his, of, one, other,
said, the, The, they, through, to, was, were,
would, 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)

al (ball)

wa (wasp)

a (lake)

i (bike)

o (rode)

u (tune)

e (Pete)

ay (spray)

ou (mound, cousin, doughnut, you)

ea (eat, bread, steak)

oa (goat)

ai (paint)

ee (sheep)

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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