

# The Class Trip



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Illustrations by Jennifer Clark

Green Words (Phonetic):

|        |       |        |       |
|--------|-------|--------|-------|
| fast   | tree  | taps   | him   |
| stands | stump | sticks | spots |
| past   | spins | from   |       |
| stuck  | lands | helps  |       |

**fall**  
**ball**

Red Words (Sight):

by      have      his      for      do      me

Practice reading these sentences.

Tanya kicks the ball.

The ball sticks in the mud.

The ball slips in the pond.

All the children in Miss Stanton's class go on a field trip to the country. "We will write a story together about what we do," says Miss Stanton.



Miss Stanton stands by the pond.  
"Run and have fun," she says.  
"But do not get in the pond."  
Tanya gets her ball from the tree stump.

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Point to the teacher, Miss Stanton.

Point to the pond.

Where is Miss Stanton standing? [Miss Stanton is by the pond.]

This is a tree stump. Point. What does Tanya take from the stump? [a ball]

Scott and Tanya want to play ball.



Scott asks, “Can you kick it to me, Tanya?”  
Tanya steps up to the ball.  
Scott stands by the pond.  
“Kick it fast!” says Scott.

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**What does Scott say?** [“Can you kick it to me?”]

**Where is Scott?** [Scott is by the pond.]

**What is Tanya going to do?** [Tanya will kick the ball.]



Tanya kicks the ball to Scott.  
It lands by the pond.  
It sticks in the mud!  
  
Scott picks it up.  
He looks at his hands.  
Scott says, “ICK! Mud!”

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Point to the ball. What is on the ball? [Mud is on the ball.]

Who has the ball? [Scott has the ball.]

What happens to Scott’s hands? (T-P-S)

Tanya tells Scott to wash his hands and the ball in the pond.



Scott puts the ball in the pond.

It slips!

The ball spins past a rock in the pond.

Tanya says, “Get the ball, Scott!”

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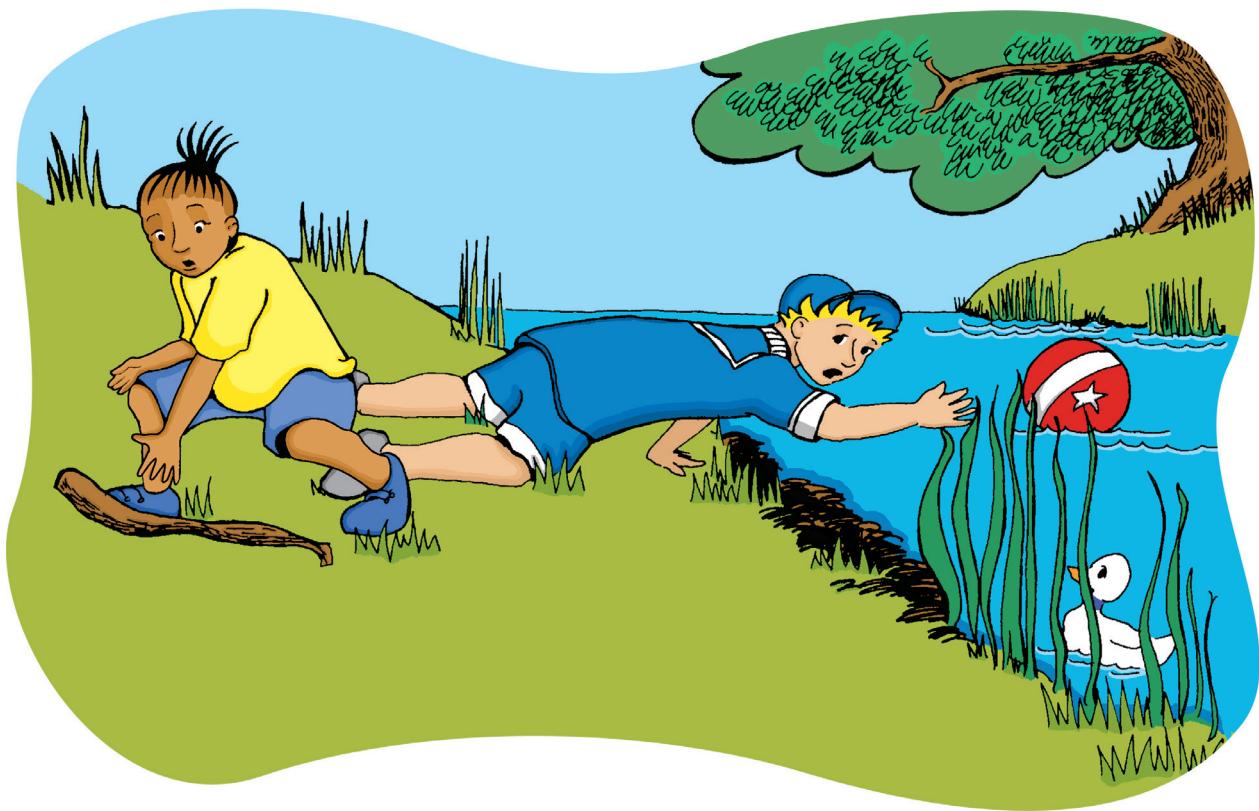
Why does Scott put the ball in the pond? (T-P-S)

Where does the ball go? [It spins past the rock and goes into the pond.]

→ Make a Prediction: Will Scott be able to get the ball? How?

(T-P-S) Have the students support their predictions.

The ball is near the middle of the pond. How can Scott reach it?



Scott puts his hand in the pond.  
“Tanya, get a stick!” says Scott.  
Tanya spots a stick.  
She gets it for him.

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Can Scott reach the ball? [no] What does Tanya get? [a stick]

What can Scott do with the stick? [He can use it to reach the ball.]

Let’s reread part of that page. It says, “Tanya ‘spots’ a stick.” If you spot something, that means you see it. Does Tanya “see” a stick? [yes] That’s right. We can also say that Tanya spots a stick.

The mud is very slippery!



Scott taps the ball with the stick.  
But the mud is wet.  
Scott slips in the mud!

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Demonstrate “taps.”

What happens to Scott? [He slips in the mud.]



Tanya says, “I can get the ball!”

Tanya has it.

But Scott is stuck.

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Does Tanya get the ball? [yes]

What happens to Scott? [Scott is stuck.]



Tanya helps Scott get up.  
Miss Stanton says, “Ick! Mud! Get a rag!”

Miss Stanton helps the children clean up. She smiles when they tell her, “Now we know what to write about for our story! We will write about getting stuck in the mud by the pond!”

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**Do the kids get the ball? [yes]**

**What does Miss Stanton say? [“Ick! Mud! Get a rag!”]**

## The Class Trip

Use T-P-S to discuss these questions.

**1. Where do the children go in this story?**

*[They go on a field trip to the country.]*

**2. How does the ball end up in the pond?**

*[The ball lands in the mud and Scott tries to rinse it off.]*

**3. What happens when they try to get the ball back?**

*[Scott tries to use a stick to get the ball, but he gets stuck in the mud.]*

*[Tanya gets the ball and helps Scott get up.]*

Reading Roots, Level 2  
**The Class Trip**

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READING PROGRAM

Reading Roots Shared Stories were developed under the direction of Robert E. Slavin and Nancy A. Madden, codirectors of the Success for All Foundation Family of Programs.

Success for All Foundation is a nonprofit education reform organization that develops and disseminates research-based reading and math programs for students in pre-kindergarten, kindergarten, elementary and middle schools. These programs were originally developed at Johns Hopkins University.

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