

# Out to Gumball Pond



Out to Gumball Pond  
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CTP 2918



Mom gets in the huge brown van.  
Pom-Pom hops in the pet cage.  
Jan and Kate jump in the back seat.

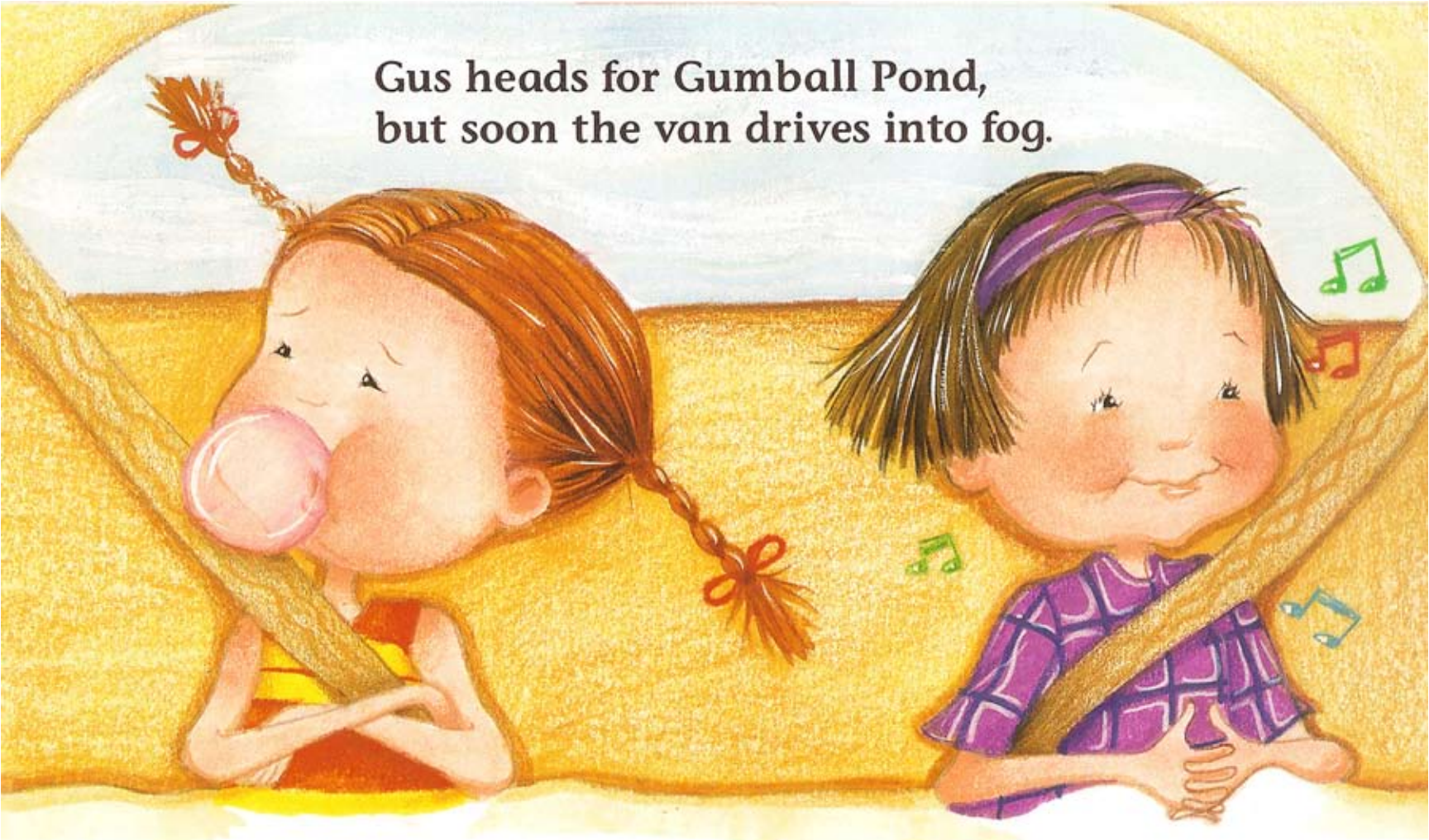


**“Girls, got your stuff?” asks Mom.  
The girls nod their heads.**



**“Good. Then let’s go to Gumball Pond.”**  
**“You got it!” says Gus. “To Gumball Pond now!”**

Gus heads for Gumball Pond,  
but soon the van drives into fog.



Mom and the girls look out. Fog! Thick, gray fog!  
So Jan hums. Kate chews gum.

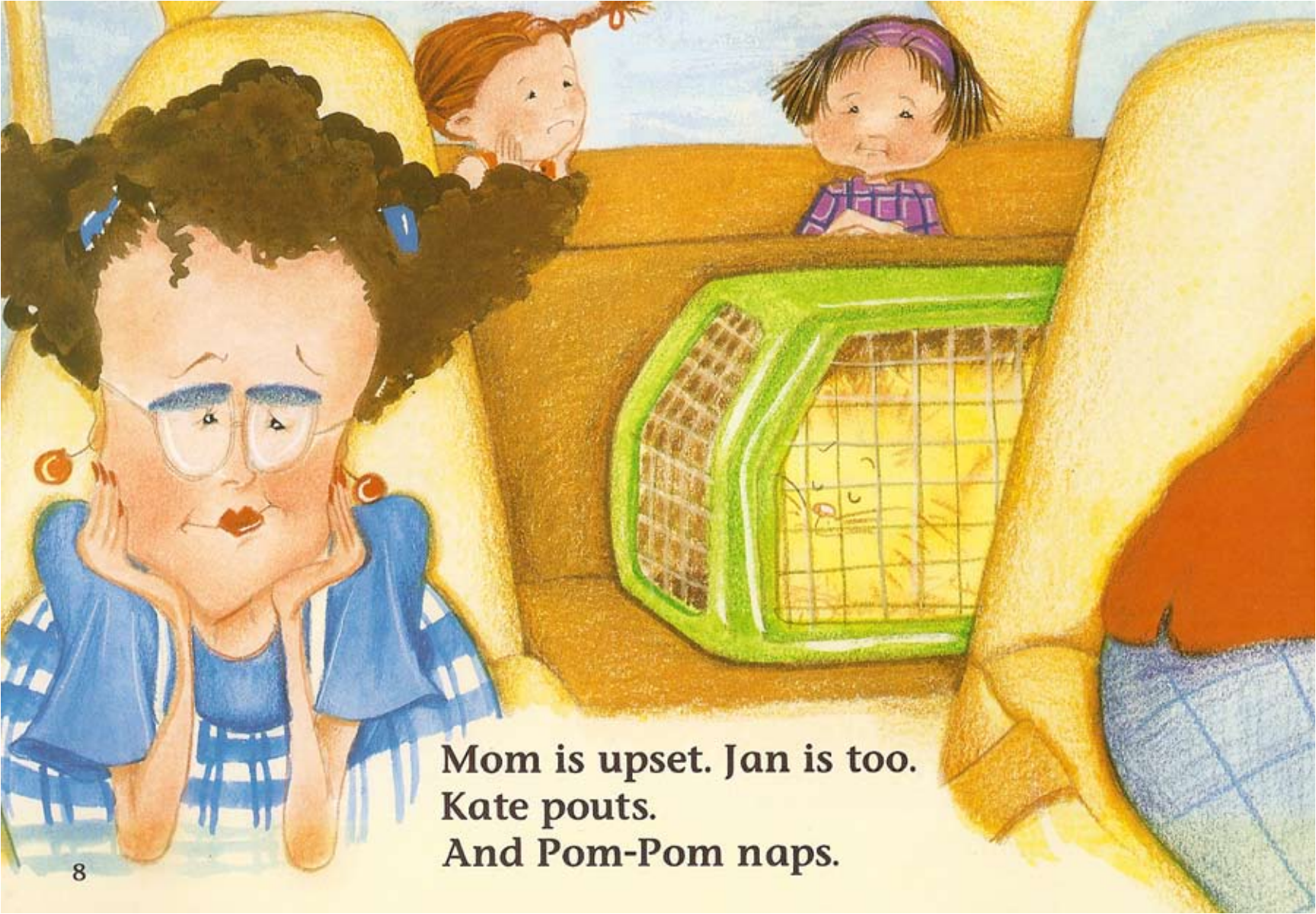


**"Bad news!" says Gus.**

**"This is very thick fog. No Gumball Pond yet!"**



Jan does not hum now. "No Gumball Pond?"  
"No Gumball Pond?" asks Kate.



**Mom is upset. Jan is too.  
Kate pouts.  
And Pom-Pom naps.**

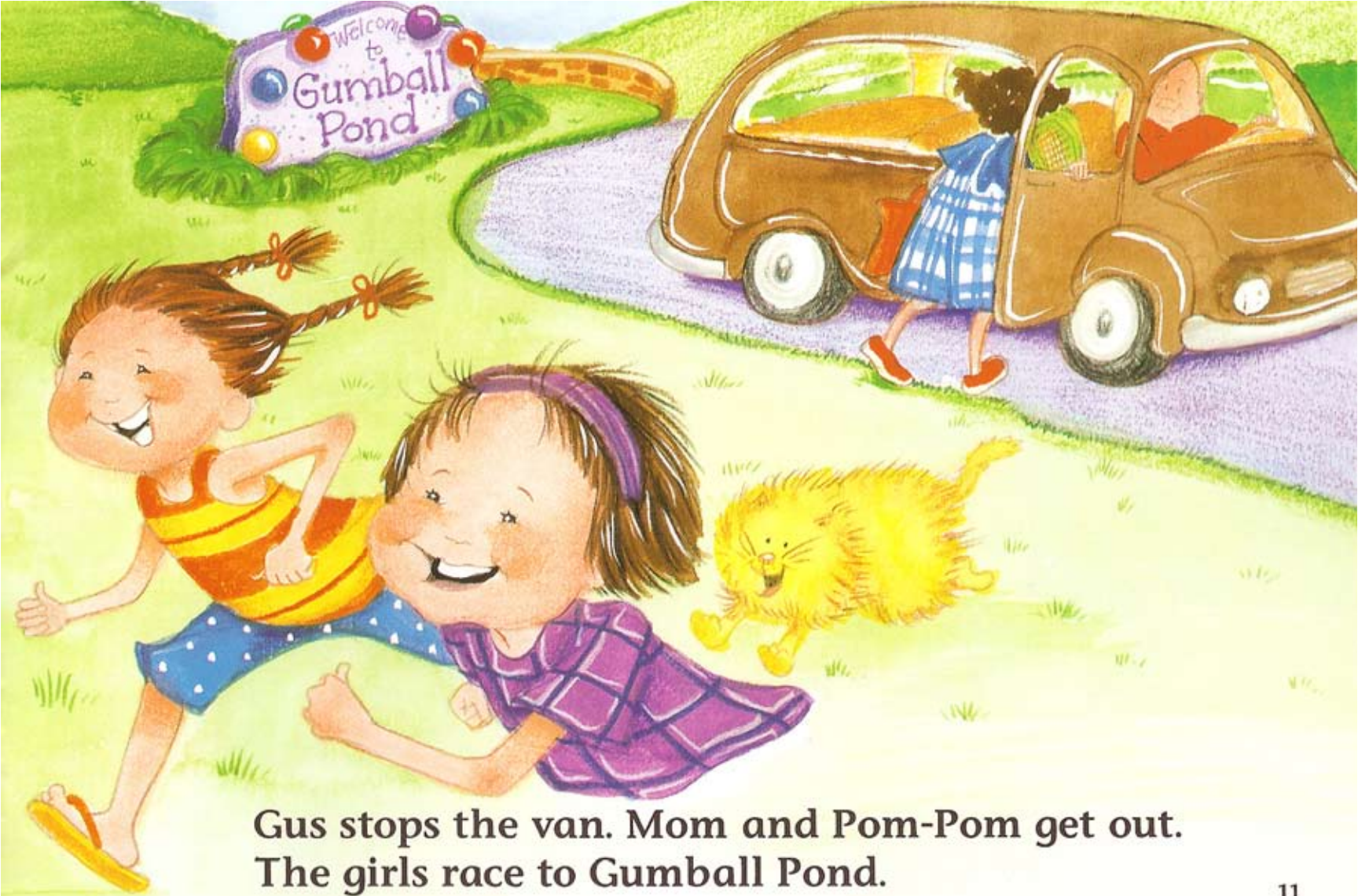




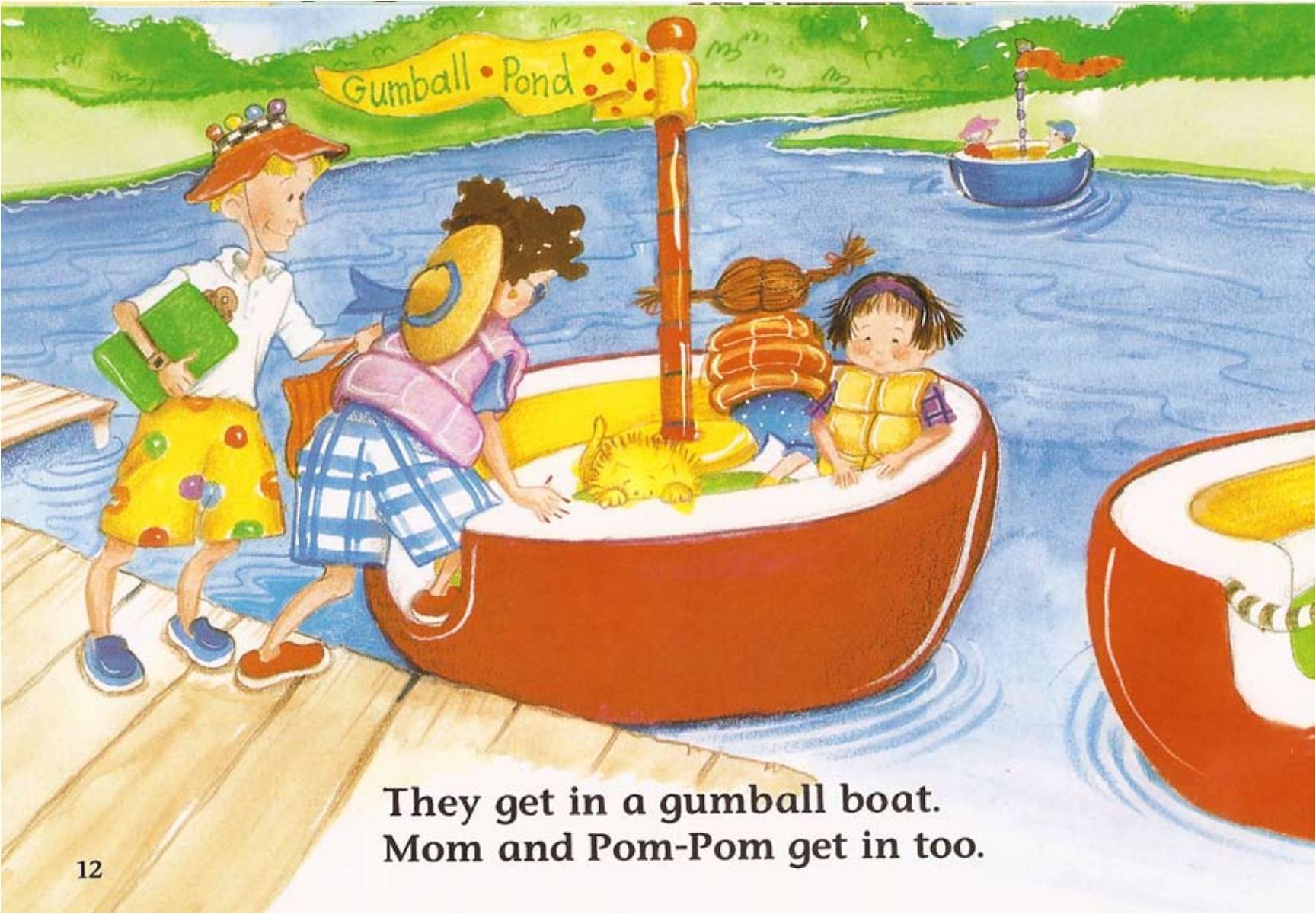
**“Wow! No fog now!” says Jan.  
“Good!” says Kate. “No fog now.”**



**“Yes,” says Gus. “We are out of the fog.  
Now on to Gumball Pond!”**



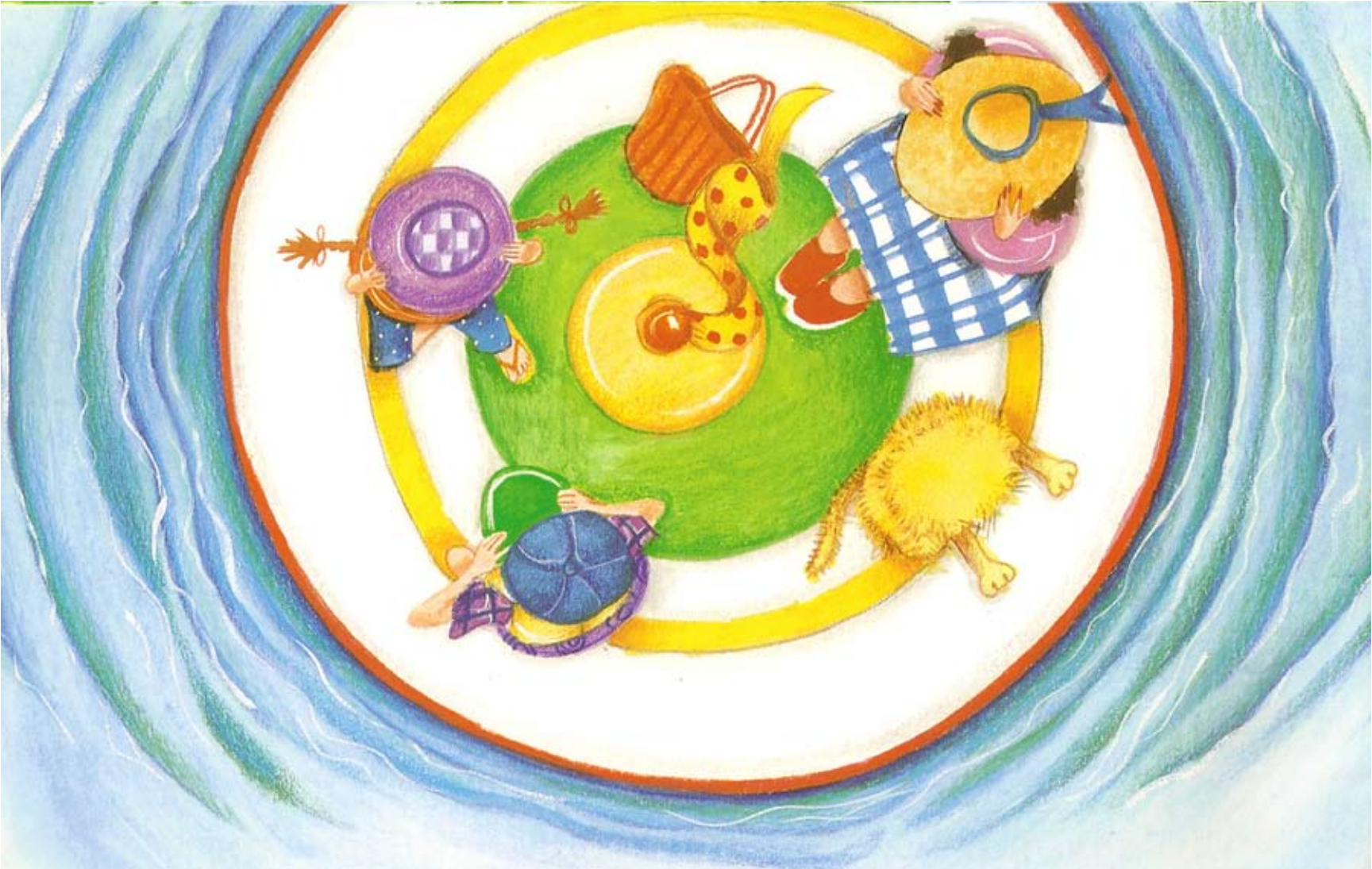
**Gus stops the van. Mom and Pom-Pom get out.  
The girls race to Gumball Pond.**



**They get in a gumball boat.  
Mom and Pom-Pom get in too.**



**“Oh,” says Jan. “On Gumball Pond at last! How nice!”  
Mom nods. Kate nods twice.**



They all put on their caps.



**But Pom-Pom still naps!**

## BOOK 18: Out to Gumball Pond

**Focus Skills:** ew; ou as in out; ow as in now

Focus-Skill Words		Sight Words	Story Words
chews	brown	does	drives
news	how	girls	gumball
out	now	their	upset
pouts	wow		

**Focus-Skill Words** contain a new skill or sound introduced in this book.

**Sight Words** are among the most common words encountered in the English language (appearing in this book for the first time in the series).

**Story Words** appear for the first time in this book and are included to add flavor and interest to the story. They may or may not be decodable.

### **Interactive Reading Idea**

After reading *Out to Gumball Pond*, have your young reader draw a picture of Gumball Pond, including the brown van, the gumball boats, and any other objects that might be found there. Encourage your young reader to think about familiar spelling patterns to help him or her label objects in the picture. Provide help if necessary, but do so in a coaching style. For example, ask your child to listen for sounds in the word and to identify what letter(s) makes that sound.



# Scope and Sequence

Book #	Title	Focus Skills
1	I Spy	m, f, s, r, h, t, c, short a
2	Hap and Cap	p, n, short a
3	Top Job, Mom!	b, d, g, l, j, short o
4	Pom-Pom's Big Win	w, k, short i
5	Pug's Hugs	v, y, short u
6	Jet It, Get It	z, x, short e
7	Click, Click	qu, ck
8	The ABC Bags	double f, l, and s
9	Sing-Song Sid	-ing, -ong, -ang
10	Draw and Share	consonant digraphs: sh, ch, th
11	Truck Tricks	consonant blends: tr, gr, dr, cr, fl
12	Dave and Jane's Band	long a: ay, a-e, ai
13	Pete's Street Beat	long e: ee, e-e, ea, ending e
14	Twice as Nice	long i: i-e
15	The Little Green Man Visits Pine Cone Cove	long o: o-e, oa, ow, ending o; -old
16	Mr. Noisy at the Dude Ranch	long u: u-e; /oi/sound: oi, oy
17	Sad Sam and Blue Sue	oo, ue
<b>18</b>	<b>Out to Gumball Pond</b>	<b>ew; ou as in out; ow as in now</b>
19	Splish, Splash	3-letter blends: str, spl, scr
20	Barney Bear's Party	r-controlled vowels
21	The Rainy Day Band	contractions
22	Cat and Dog at the Circus	question words, soft c and g
23	Jo Jo in Outer Space	simple word endings: -er, -ed, -ly, -y
24	Riddle and Rhyme with Apron Annie	rhyming words, 2-syllable words