

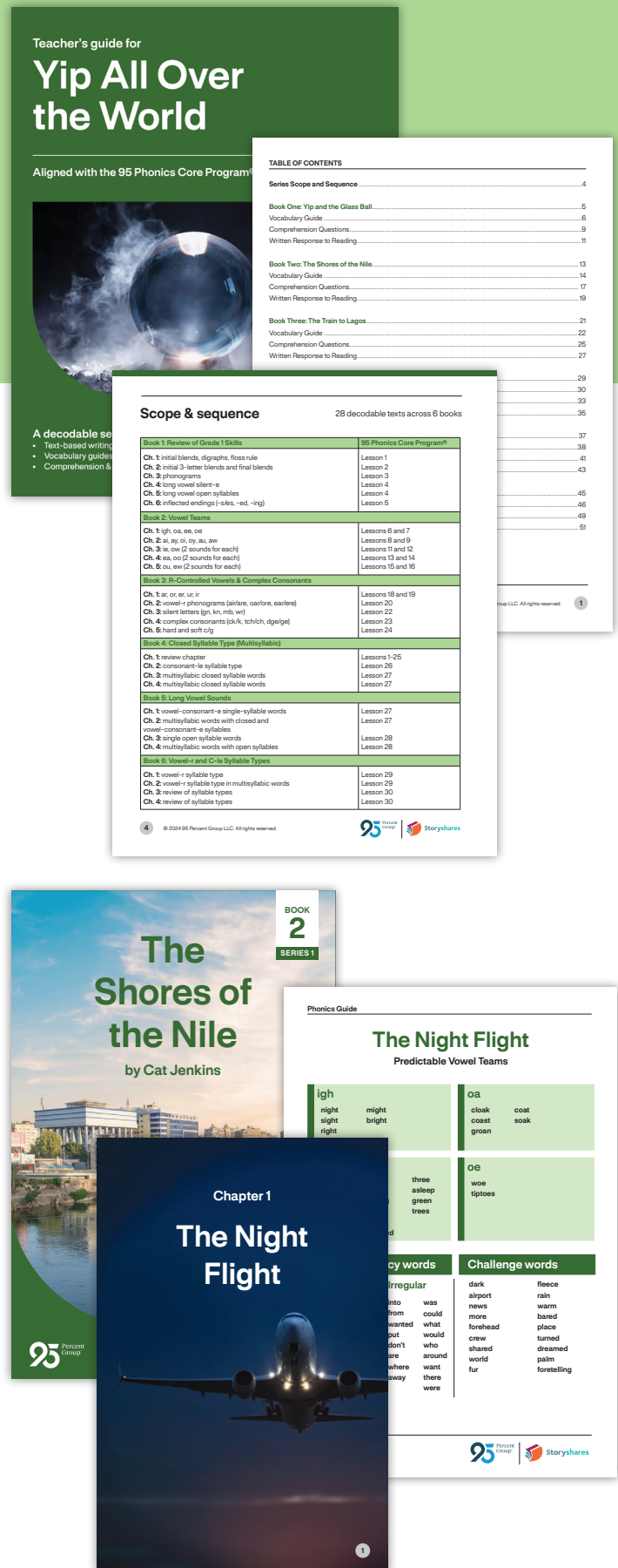
## INTRODUCTION

# 95 Readables™ Sample Pack

## Contents

This sample pack includes select content from the grade 2 fiction series **Yip All Over the World**

- ▶ From the **Teacher's guide** you will find
  - Table of contents for all teacher support for each book in the grade 2 series
  - Sample phonics guide
  - Scope and sequence
  - Educator companion for **The Shores of the Nile**, which includes a vocabulary guide, comprehension questions, extension activities, writing prompts, and more
- ▶ A sample of book 2 in the **Yip All Over the World** series, **The Shores of the Nile**, includes:
  - 2 full chapters
  - Phonics guide so you can see the specific skills students are practicing as they read the chapter
  - Beautiful full-color images to create a memorable and engaging introduction to chapter books!



Developed in partnership with Storyshares

Teacher's guide for

# Yip All Over the World

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Aligned with the 95 Phonics Core Program®



## A decodable series for grade 2

- Text-based writing prompts
- Vocabulary guides
- Comprehension & discussion questions





*Yip All Over the World* is a collection of decodables...

#### **Time spent with characters**

At the beginning of this series, we meet Ben and Yip. Yip is Ben's dog who goes missing. Ben manages to find a crystal ball that allows him to keep track of Yip. Yip travels all over the world. In each book, Yip meets someone new from some other part of the world.

#### **Scope and sequence**

The sequence of stories is aligned with the progression of skills as outlined in the 95 Phonics Core Program® Grade 2 Scope and Sequence. The first book consists of a review of grade 1 skills. The series progresses with the final book being an introduction to grade 3 skills.

#### **Guidance and support**

In addition to being paired with the 95 Phonics Core Program, books will also be paired with relevant word lists, ideas for extended practice, and checks for understanding.

#### **ABOUT STORYSHARES**

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Storyshares is a literacy organization and niche publisher dedicated to bringing the transformational power of books to striving readers all across the globe.

We meet underserved readers wherever they are, providing culturally inclusive texts that are filled with diverse, relatable, and compelling characters brought to life with accessible language and formatting.

"Easy to read but hard to put down," our library is home to choices that readers of all ages can and want to read as they work to strengthen key literacy skills.

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# Phonics guides

Phonics Guide

## Across the Lands

Phonograms

<b>am, an, all</b> can      call and      ball man      am	<b>-ng phonograms</b> thing gang bring long																												
<b>Long vowel phonograms (-ild, -old, -ind, -ost, -olt)</b> find      host kind      gold bolt	<b>-nk phonograms</b> link      tank Hank      blink think																												
<b>High-frequency words</b> <table><thead><tr><th>Regular</th><th>Irregular</th></tr></thead><tbody><tr><td>how</td><td>too</td></tr><tr><td>see</td><td>why</td></tr><tr><td>me</td><td>take</td></tr><tr><td>my</td><td>so</td></tr><tr><td>make</td><td></td></tr><tr><td>say</td><td></td></tr><tr><td>like</td><td></td></tr></tbody></table>	Regular	Irregular	how	too	see	why	me	take	my	so	make		say		like		<b>Challenge words</b> <table><tbody><tr><td>work</td><td>until</td></tr><tr><td>clue</td><td>dark</td></tr><tr><td>smiles</td><td>far</td></tr><tr><td>people</td><td>Son</td></tr><tr><td>starts</td><td>oh</td></tr><tr><td>need</td><td></td></tr></tbody></table>	work	until	clue	dark	smiles	far	people	Son	starts	oh	need	
Regular	Irregular																												
how	too																												
see	why																												
me	take																												
my	so																												
make																													
say																													
like																													
work	until																												
clue	dark																												
smiles	far																												
people	Son																												
starts	oh																												
need																													

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95 Percent Group | Storyshares

Each chapter begins with a **phonics guide** to help educators move students through the scope and sequence.

**Examples of focus words** that reinforce phonics concepts are previewed for educators at the beginning of each chapter.

**High-frequency words** are showcased ahead of time and spiraled in each subsequent chapter.

**Challenge words** that do not follow the scope and sequence are highlighted for previewing and interactive oral reading.

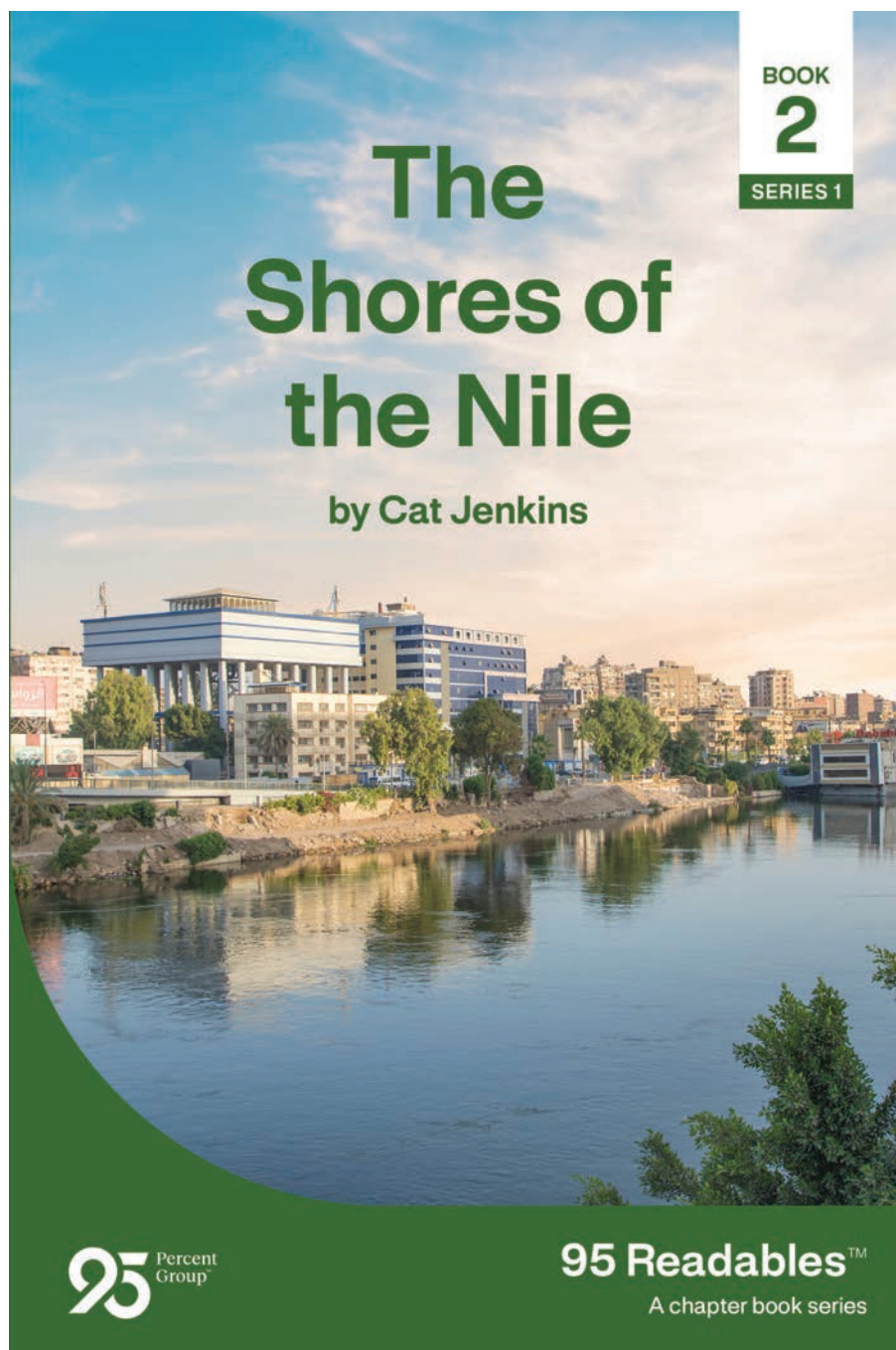
# Scope & sequence

28 decodable texts across 6 books

Book 1: Review of Grade 1 Skills		95 Phonics Core Program®
Ch. 1: initial blends, digraphs, floss rule		Lesson 1
Ch. 2: initial 3-letter blends and final blends		Lesson 2
Ch. 3: phonograms		Lesson 3
Ch. 4: long vowel silent-e		Lesson 4
Ch. 5: long vowel open syllables		Lesson 4
Ch. 6: inflected endings (-s/es, -ed, -ing)		Lesson 5
Book 2: Vowel Teams		
Ch. 1: igh, oa, ee, oe		Lessons 6 and 7
Ch. 2: ai, ay, oi, oy, au, aw		Lessons 8 and 9
Ch. 3: ie, ow (2 sounds for each)		Lessons 11 and 12
Ch. 4: ea, oo (2 sounds for each)		Lessons 13 and 14
Ch. 5: ou, ew (2 sounds for each)		Lessons 15 and 16
Book 3: R-Controlled Vowels & Complex Consonants		
Ch. 1: ar, or, er, ur, ir		Lessons 18 and 19
Ch. 2: vowel-r phonograms (air/are, oar/ore, ear/ere)		Lesson 20
Ch. 3: silent letters (gn, kn, mb, wr)		Lesson 22
Ch. 4: complex consonants (ck/k, tch/ch, dge/ge)		Lesson 23
Ch. 5: hard and soft c/g		Lesson 24
Book 4: Closed Syllable Type (Multisyllabic)		
Ch. 1: review chapter		Lessons 1-25
Ch. 2: consonant-le syllable type		Lesson 26
Ch. 3: multisyllabic closed syllable words		Lesson 27
Ch. 4: multisyllabic closed syllable words		Lesson 27
Book 5: Long Vowel Sounds		
Ch. 1: vowel-consonant-e single-syllable words		Lesson 27
Ch. 2: multisyllabic words with closed and vowel-consonant-e syllables		Lesson 27
Ch. 3: single open syllable words		Lesson 28
Ch. 4: multisyllabic words with open syllables		Lesson 28
Book 6: Vowel-r and C-le Syllable Types		
Ch. 1: vowel-r syllable type		Lesson 29
Ch. 2: vowel-r syllable type in multisyllabic words		Lesson 29
Ch. 3: review of syllable types		Lesson 30
Ch. 4: review of syllable types		Lesson 30

---

## Book 2: Educator companion



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# Vocabulary Guide for *The Shores of the Nile*

## Chapter One: A Night Flight

**cloak** (noun): something that covers or conceals; disguise

- Page 3: "The night was a **cloak** that hid Yip from sight."

**pre-teen** (noun): a child between the age of nine and thirteen

- Page 5: "You are a **pre-teen**."

**coast** (noun): an area of land that is next to the sea

- Page 7: "Far away on a U.S. **coast**, Ben gave a deep groan."

**woe** (noun): great sadness

- Page 9: "The world, seeing it all, shared Ben's **woe**."

**fleece** (noun): a soft, warm, napped fabric

- Page 10: "Yip's fur coat was warm as **fleece**."

**foretelling** (verb): to predict what will happen

- Page 14: "Or maybe the glass ball was **foretelling** him..."

---

## Chapter Two: The Noise of Coins

**broil** (verb): to expose directly to intense heat

- Page 19: "The sun will **broil** us, or we will faint from it."

**fair** (adjective): reasonable, right, and just

- Page 21: "Their work was joyless, but the pay was **fair**."

**sightseers** (noun): someone who travels around visiting interesting places that tourists usually visit

- Page 22: "He would set out a tray with toys that **sightseers** could buy."

**tend** (verb): to usually or often happen

- Page 24: "You **tend** to misplace stuff."

### Chapter Three: Free Pie

**pier** (noun): a platform sticking out into water that people walk along or use when getting onto or off boats

- Page 36: “Sell on the Nile **pier**, not sitting on the shore, and surely no one would steal from you.”

**shore** (noun): land at or near the edge of a body of water, esp. along an ocean or large lake

- Page 36: “Sell on the Nile pier, not sitting on the **shore**, and surely no one would steal from you.”

**lovely** (adjective): having those qualities that inspire love, affection, or admiration

- Page 41: “‘That is a **lovely** dog,’ said the lady who sold pies.”
- 

### Chapter Four: Team Yip

**likewise** (adverb): in the same way; similarly

- Page 45: “I think **likewise**.”

**underway** (adjective): moving; advancing; making progress

- Page 49: “And with the glass ball showing Yip to the world, rescue is **underway**.”

**subtitle** (verb): to add a subtitle or subtitles to (subtitle [noun]: a secondary or explanatory title)

- Page 50: “In fact, I would **subtitle** this on the news as ‘How Yip Got Home.’”

**mood** (noun): the way one is feeling at a particular time

- Page 54: “Ben’s mood grew lighter at Dad’s and Hank’s words.”

**feast** (noun): a large and special meal

- Page 55: “It was a **feast**.”

**beamed** (verb): to smile warmly

- Page 56: “He **beamed**.”

## Chapter Five: Out and About

**inlet** (noun): a narrow strip of water that goes from a sea or lake into the land

- Page 61: “On an **inlet** of the Nile, a group formed around Yip as he ate meat pies.”

**booth** (noun): a stall for the sale or display of goods, as at markets and fairs

- Page 63: “‘My soup is finer,’ called one seller from his **booth**.”

**inlay** (noun): a layer of fine material inserted in something else

- Page 68: “But then Jay heard the noise of coins... the gold **inlay** of Sis’s belt!”

**dismay** (noun): a strong feeling of fear, worry, or sadness that is caused by something unpleasant and unexpected

- Page 69: “Sis had a look of **dismay**.”

**derail** (verb): to prevent something (e.g., a plan) from continuing as planned

- Page 69: “Jay, you must not **derail** the hunt for Yip!”

**pout** (verb): to thrust out the lips as in sullenness or displeasure

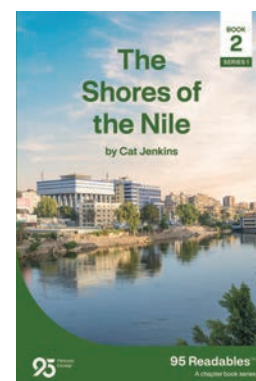
- Page 71: “So you cannot hide and you cannot prevent getting Yip home, so don’t **pout** about it.”

---

## Book 2: Comprehension questions

In this book, Yip escapes the cargo hold, finds himself in a hot and dusty new home, and is showered with food and attention after being recognized by the news crew.

Listed below are question options that follow the Comprehension Continuum. It is not necessary to ask students ALL of the questions listed below, but rather choose several questions as you see fit.



---

### Connecting

- What would you do if you were a character in this book and saw Yip?

### Questioning

- Why does Jay want to keep Yip?

### Predicting

- Where do you think Yip is going to end up next?

### Imagining

- How do you picture Sis in your mind?

### Inferring

- Why do you think the sellers are shouting about whose food is best?

### Determining importance

- Is the sound of Sis's dress important? Why or why not?

### Synthesizing

- Do you agree more with the actions of Jay or Sis in this book? Why?

---

# Comprehension question options by chapter

## Chapter One: A Night Flight

- How is Ben feeling? How do you know?
- What does “the night was a cloak” mean?
- Why did Yip jump into the plane hold?

## Chapter Two: The Noise of Coins

- Why does Jay want to keep Yip?
- What is Jay’s job?
- How do you picture Sis in your mind?

## Chapter Three: Free Pie

- Why does Jay think Yip might not be real?
- Where does Jay take Yip? Why?
- What would you do if you were a character in this book and saw Yip?

## Chapter Four: Team Yip

- Why does Ben feel worried?
- How does Ben’s dad know Jay doesn’t want to hurt Yip?
- What does Ben’s dad mean when he says, “It has made the world a team...”?

## Chapter Five: Out and About

- Why do you think the sellers are shouting about whose food is best?
- What are Jay and Sis debating about?
- What made Yip run away again?
- Where do you think Yip is going to end up next?

---

## Book 2: Written response to reading

**Writing prompt:** Do you agree more with the actions of Jay or Sis in this book? Why?

I agree with \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If I were Jay/Sis, I would \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

### Self-editing checklist

- ☐ I began each sentence with a capital letter and ended each sentence with punctuation.
- ☐ I capitalized the first letter of all proper nouns (names of people, places, and groups).
- ☐ I read my writing out loud, pointing to each word as I said it.

**Optional:** Add an illustration to support your answers.



**Grade 2** | Series 1

Teacher's guide for

# Yip All Over The World

**95 Readables™**

A chapter book series

95 Percent Group LLC  
475 Half Day Road, Suite 350  
Lincolnshire, IL 60069  
847-499-8200  
[95percentgroup.com](http://95percentgroup.com)



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BOOK

2

SERIES 1

# The Shores of the Nile

by Cat Jenkins

# The Shores of the Nile

by Cat Jenkins



Storyshares

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## Chapter 1

# The Night Flight



# The Night Flight

## Predictable Vowel Teams

### igh

night	might
sight	bright
right	

### oa

cloak	coat
coast	soak
groan	

### ee

pre-teen	feed	three
free	sleep	asleep
need	seeing	green
see	freeze	trees
deep	teeth	
knees	seemed	

### oe

woe  
tiptoes

## High-frequency words

### Regular


out green  
after sleep  
you its  
now right  
ever  
far  
able  
as

### Irregular

into was  
from could  
wanted what  
put would  
don't who  
are around  
where want  
away there  
were

## Challenge words

dark	fleece
airport	rain
news	warm
more	bared
forehead	place
crew	turned
shared	dreamed
world	palm
fur	foretelling



Yip ran into the dark night.  
The night was a cloak that hid  
Yip from sight.



"Yip, don't run!" April called.  
She wanted to go after Yip,  
but Mama put a hand out.



"Don't, April. You are a pre-teen. You are not to run free at an airport."



"But I need to see where Yip is!"

"Then we will go home and see it on TV. The glass ball will still be on the news, now more than ever."



Far away on a U.S. coast,  
Ben gave a deep groan.  
He wished the glass ball was  
able to predict, and could tell  
him what Yip might need.



Ben rested his forehead on  
his knees.

Who would feed Yip?

Where would he sleep?



The news crew let out a sigh.  
The world, seeing it all,  
shared Ben's woe.  
Where would Yip go?



Yip's fur coat was warm as  
fleece.

He did not freeze.

But there was rain all around.



Yip did not want a soak.  
He got on his tiptoes and  
jumped to a dry place.



There were bags and boxes.  
It seemed like the plane hold  
that got him here.



*This is right. This might take  
me home to Ben.*

So Yip turned around three  
times and fell asleep.



Yip dreamed of a place... its  
green palm trees... its bright,  
hot sun.

Or maybe the glass ball was  
foretelling him...



## Chapter 2

# The Noise of Coins

# The Noise of Coins

## Predictable Vowel Teams

### ai/ay

faint	Jay
daily	play
train	pay
claimed	tray
grain	way
waist	hay
	stay

### oi/oy

pointed	boy
broil	joyless
noise	toys
coins	joyful
pointing	

### au/aw

fault	crawl
	saw
	straw

### Review from ch 1

loaded	seems
unload	sightseers
reload	bright
free	

## High-frequency words

### Regular

our  
eating  
girl  
look  
before  
or

### Irregular

someone  
said  
their  
buy  
been  
eyes

## Challenge words

fair	room
people	grew
preview	
misplace	
disagree	
camels	
air	
lie	
down	



"Someone loaded a dog by mistake!"

The boy pointed at Yip in the plane hold.



"Not our fault, Jay," said his  
pal, Clay.

"Our job is to unload and  
reload."



"The sun will broil us, or we will faint from it. This is no time to play with a dog. Just let him free."



"He seems to like me. I will take him home," said Jay.



Their work was joyless, but  
the pay was fair.  
Still, Jay worked daily on the  
shore of the Nile River as  
well.



He would set out a tray with  
toys that sightseers could buy.



"I have been robbed before when I let people preview my wares. I will train this dog to prevent that," said Jay.



"You were not robbed," claimed Clay. "You tend to misplace stuff."

"I disagree," sniffed Jay.



Jay got Yip to crawl out of the hold.



On the way home, Yip saw  
camels eating straw, hay, and  
grain.

The air was hot, bright, and  
full of dust.



Yip was glad when Jay said,  
“This is home. You can stay  
and lie by my bed.”



Before Yip could lie down,  
there was a noise like small  
bells.

A girl came into the room.  
She had a belt of gold coins  
around her waist.



"Look, Sis!" said Jay, pointing  
at Yip.



Sis's eyes grew wide and joyful.

"Is that the dog on the news?  
Is that Yip?"