

Sample Lessons 131, 170 & 171

understanding  
**words**

Reading Accuracy: Advanced Decoding  
Student Booklet Level **C**

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## Understanding Minds Press

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## Lesson 131B

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bridge	burn	cage	age
charge	length	fridge	budge
fudge	sharpen	huge	attach
badge	city	urge	hinge

## Lesson 131C

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**The** brain sits above **the** neck and on top **of the** spine. It helps us **to** think and **to** plan **what we want to do**. Without **the** brain **we couldn't do many of the** things that we now **do every** day.

1. Where does the brain sit?
2. What does it sit above?
3. What does the brain help us do?
4. What does the brain allow us to do?

The road **was** wide and dusty. **There** hadn't been **any** rain in these parts for two years. **The** farmers **were** thinking that **they would** have **to** give up farming if it **didn't** rain soon.

1. What did the road look like?
2. Why was the road dusty?
3. What might happen if the drought didn't break soon?

Level 131D

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1. **Why** are you **here**?
2. **Here** are the **other** three cards.
3. **My** car **has** no lights.
4. Vic will **be here** in three days.
5. **I was** with **my other** mates.
6. **We** went on a trip with seven **other** mates.
7. Marcus **has** been **here before**.
8. "**No,**" yelled Mr. Ford.
9. Our test **is** in **the** morning at nine o'clock.

## Lesson 131F

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ageless	shameless	soundless
brainless	homeless	cloudless
dateless	fearless	flightless
speechless	harmless	markless

## Lesson 131G

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Todd worked **as** a bouncer at **the** Convention Centre. On this night, **he was** working for three rock bands **who were putting** on a concert. **The** main part **of his** job **was to** stop fans from running **onto the** stage and wrecking **the** concert.

During **the** first hour **of the** concert, **the** crowd had been restless. Todd had **to** work really hard **to** keep **the** fans from rushing **onto the** stage. However, **everyone** seemed **to** have settled down a bit now. **Everyone was** dancing and swaying along with **the** music. It seemed like **everyone was** enjoying themselves.

**The** first band played for about an hour **before** having a rest. **They** planned **to come** back and play again later in **the** night. **The** second band played a really long set that went for **more** than three hours.

Todd **was** really bored and **he** suddenly had a huge urge **to** eat. **He** left **the** stage and went **to** find **some** food. **He was so** hungry, **he** would eat just about **anything** - even a meat pie!

Todd remembered that **there was** a fridge backstage that **would be** unattended. It **was** only for **the** bands, but if **no one was** watching, **he** thought that **he could** get away with it. **He** decided **to** raid **the** fridge **as soon as the** next song **began**.

#### Lesson 131H

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runner	boilable	shameless
churches	sounded	powerless
trainer	baker	started
shined	dresses	tearless
cleared	inspected	speechless

#### Lesson 131I

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**The** yellow painting hung on **the** wall. Kate had bashed four nails **into the** corners **of the** painting. **There was no** way it **was** falling down!

1. Where was the painting?
2. What did the painting look like?
3. What did Kate do?
4. Why did she put nails in the corner of the painting?
5. Why wasn't the painting going to fall down?

Shane **was** speechless. It **was** unthinkable that **their** house **could** burn **to the** ground. **Their** entire life had gone up in smoke. **Everything** in **the** house, including **his** toys **was** now burnt **to** cinders. **He** sobbed **as** **he** sat in **the** mess and picked ashy bits from **his** Dad's sleeve.

1. How do you know Shane was feeling shocked?
2. Why was Shane shocked?
3. What does it mean when it said "their entire life had gone up in smoke"?
4. Was there anything that hadn't been burnt?
5. What did Shane do as he sat in the mess?

#### Lesson 170B

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cent	city	thief	circle
cycle	wrong	certain	true
write	flaw	piece	chief
peace	field	door	circus
sight	except	since	reach
rapidly	argue	circus	flew

## Lesson 170C

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Legend has it that **the** stork delivers babies **to the** animals each spring. **My** father once told **me** that **he saw** a stork carrying a baby bird wrapped in a nappy!

**I** think **he was** joking. But **the** stork is an important part **of the** local wildlife. **As well as being the** tallest bird, storks and black snakes **are the only** animals that can eat cane toads.

**By adapting** its diet **to** include cane toads, **the** stork has not **only** found an important new food source, but it is helping **to reduce the** numbers of a pest that is **the** cause **of many** problems.

**When the** first cane toad arrived in Australia it had **no predators**. That **is** now beginning **to** change. Perhaps if more animals adapt **their** eating patterns, there will **be** a big surprise in store for **the** cane toad.

## Lesson 170D

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Barley is an even better source **of** fibre than rice. It has twice **the** amount as that **of** grain.

1. Is rice a good source of fibre?
2. What is a better source of fibre than rice?
3. Is barley the very best source of fibre?
4. How much fibre does barley have?

The thief **didn't** need to break into the house. **He** had a key. **When the** police came to investigate **they** knew that **the** thief **was** a member **of the** lady's family or a friend.

1. How did the thief get into the house?
2. What did the police do?
3. What do you think happened after the thief got into the house?
4. Why did the police think that the thief was a family member or a friend?

While watching **the** leaves on **the** trees turn from green **to** gold, **my** grandfather **said**, "Autumn is nature's gold."

1. What was he watching?
2. What season was it?
3. What did he mean by "Autumn is nature's gold"?

Lesson 170E

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true	peace	thief	reach
caught	lady	reach	blue
fence	piece	chief	voice
juice	field	force	last
beach	past	restless	class
early	page	argue	stage

Lesson 170F

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**The** students knew **they** had a lot of work **to do**. **They** had already spent **two** days working on **the** project and **they** had hardly scratched **the** surface.

1. What were the students working on?
2. How long had they been working on the project?
3. What does they had "hardly scratched the surface" mean?
4. Did they still have a lot of work to do?

Nick **was** trying **to** study and **the** children **were** distracting him. **He** yelled at them **to** pipe down.

1. What does "pipe down" mean?

Mark had been working since 4 in **the** morning. **He wanted to** finish **the** job but **he** knew that **he was** quickly running out of steam. **He** needed help.

1. Why did Mark need help?
2. What does "running out of steam" mean?

**The** policeman smelt trouble as soon as **he** got out **of the** car. **The** street **was** too quiet. **He** took out **his** gun and then called for back up.

1. What does it mean to "smell trouble"?

## Lesson 171D

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thief	acorn	stow	snow
toe	grief	thief	blue
snowing	rubbish	screw	crow
blowing	argue	nose	throw

## Lesson 171E

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1. The man asked **the two** dogs, "**Who owns the bone?**"
2. The class laughed at Bill **because he** had shaving foam **all over his** face.
3. Alex hoped it **wouldn't** snow **because he wanted to go to the** football **tomorrow**.
4. The little dog laughed **to** see such fun and **the** cow jumped over **the** moon.
5. The sauce bottle **was** hard **to** open.
6. Jill heard a moan coming from **the** ditch across **the** road. **She** ran **to** investigate.
7. **What** Jill **saw** made **her** feel cold **all** over.
8. Kane **couldn't** help laughing at Mac's jokes.
9. Liz kicked **the** stones as **she** walked up **the** road.

## Lesson 171F

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thief	extend	circle	stern
wrong	toe	flow	sauce
throat	scream	agent	complete
world	foe	able	rapidly
shadow	longer	throw	sharply
stage	own	bridge	athlete

## Lesson 171G

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The 'Frog **Who Would be** King' is a book **by** Kate Walker. In **the** story **there** is a frog named Reg **who** dreamed **of being** a king.

Reg **knew** that **he couldn't be** a king if **he** stayed in **his** pond. **So he** hit **the** road **to** see if **he could** find a princess.

Reg found a pretty princess at **the** first castle **he** came **to**. **Her** name **was** Lil. It **was** love at first sight for both **of** them.

Reg asked Lil **to** marry him and **she** agreed. However, **when she** told **her** father **he** became very mad.

"It **is** not okay for **you to** marry a frog," yelled **the** King. "**I know** that **you** might love this frog, but **you** will only ever **be** allowed **to** marry a

prince."

Lil and Reg became very sad because they didn't see how they could ever be married if the King objected. But then Reg had a great idea. He remembered an old fable about a toad that turned into a handsome prince after being kissed by a princess. The only problem was that he was a frog and not a toad!

Reg set out towards the nearest town to find himself a witch who might be able to help him. He searched long and hard before he found a witch with the power to cast a toad spell.

Reg had to bang on the door when he returned to the castle. Nothing happened for a long time, but after a while the door slowly opened. Standing in front of him was an old wizard with a long grey beard.

"I am Reg, the princess's frog, but I had the witch turn me into a toad."

The wizard bent down and picked him up. "Yes, she did a fine job. Almost as good a job as my own." He then placed Reg on a lily pad in the pond next to a pretty green frog.

"Hello Reg," croaked the pretty green frog. "It's me, Lil."

thief

public

creek

wrestle

toe

straight

place

eight

body

vampire

piece

groove

argue

world

market

expert

explain

herb

airsick

include