

The Science of Reading Intervention Program: Assessment-Based Instruction

**(Phonemic Awareness, Phonics,
Heart Words, Fluency, Spelling
Patterns, Grammar, Usage,
and Mechanics)**

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The Science of Reading Intervention Program: Assessment-Based Instruction

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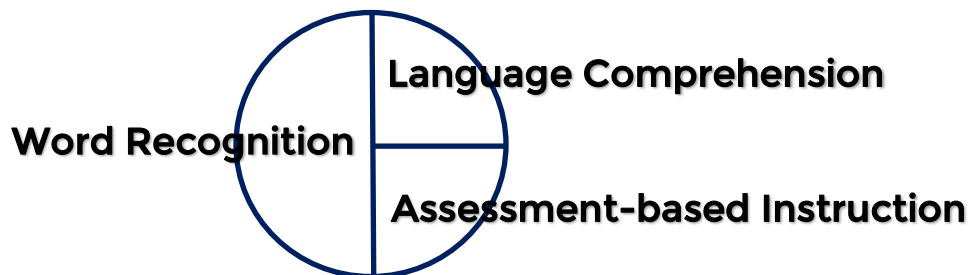
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Thank you,

Mark Pennington

The Science of Reading Intervention Program

The Science of Reading Intervention Program provides comprehensive, year-long reading intervention for students ages 8–adult. The three program components have been designed to accelerate reading achievement with explicit, systematic, and scripted instruction.



First Half of the Year Program: Word Recognition

[The Science of Reading Intervention Program: Word Recognition \(Phonemic Awareness, Spelling, Phonics, Comprehension\)](#) features **6 Google Slide Activities** for each lesson, three lessons per week and review. 1. Phonemic Awareness 2. Blending, Segmenting, and Spelling 3. Sounds and Spellings and Heart Words Practice 4. Say It! Spell It! Read It! Word Chains 5. Sam and Friends Phonics Books (decodables). 6. Review: Elkonin Sound Box Spelling Dictations, Personal Sound Walls, and Multi-Syllabic Word Work.

Second Half of the Year Programs: Language Comprehension and Assessment-based Instruction

[The Science of Reading Intervention Program: Language Comprehension](#) resources feature the **7 Weekly Language Comprehension Activities**: 1. Background Knowledge Mentor Texts 2. Vocabulary, Morphology, and Syllabication 3. Syntax in Reading and Writing 4. Reading Comprehension Strategies 5. Literacy Knowledge (Narrative and Expository) 6. Greek and Latin Morphology 7. Executive Function and Study Skills.

To supplement the language comprehension activities, [The Science of Reading Intervention Program: Assessment-based Instruction](#) provides diagnostically-based instructional resources for Tier 2 small group and individualized instruction. The **13 comprehensive assessments and matching instructional resources** help fill in the yet-to-be-mastered gaps in phonemic awareness, phonics, fluency (with YouTube modeled readings), spelling, Heart Words and Phonics Games, grammar, usage, and mechanics. Even though students have completed the word recognition program, some students will need **second-chance instruction** with more intense practice in easily-managed small groups and independent practice.

Diagnostic Assessments Overview

The **Science of Reading Intervention Program** includes diagnostic assessments for both program placement and individualized instruction.

Designed for students ages 8–adult, each comprehensive whole-class assessment provides teachable data regarding which literacy components have and have not yet been mastered. Mastery matrices (formatted in print and Google sheets) help teachers monitor progress.

The assessments pair with short lessons to target each test item. For example, if a student misses #21 on the Spelling Assessment, the corresponding Spelling Pattern Worksheet #21 will help the student practice that spelling deficit and determine mastery with a quick formative assessment.

Following are 13 diagnostic assessments (formatted in print, audio, and Google forms).

Diagnostic Assessments

Corresponding Lessons

Vowel Sound Phonics Assessment (10:42 audio file)	Phonics
Consonant Sounds Phonics Assessments (12:07 audio file)	Phonics
Syllable Awareness Assessment (5:48 audio file)	Phonemic Awareness
Syllable Rhyming Assessment (5:38 audio file)	Phonemic Awareness
Phonemic Isolation Assessment (5:54 audio file)	Phonemic Awareness
Phonemic Blending Assessment (5:53 audio file)	Phonemic Awareness
Phonemic Segmenting Assessment (5:21 audio file)	Phonemic Awareness
Alphabetic Awareness Assessments (10 minutes)	Alphabetic Awareness
“Pets” Fluency Assessment (2 minutes per student)	Fluency Practice YouTube Modeled Readings
Heart Words Assessment (5:48 audio file)	Heart Words and Phonics Games
Spelling Assessment (22.38 audio file)	Spelling Patterns
Grammar and Usage Assessment (15–20 minutes)	GUM Worksheets
Mechanics Assessment (10–15 minutes)	GUM Worksheets

Directions

Easy-to-follow directions are provided in the introductory pages of each instructional component.

1. Complete the diagnostic assessments and enter the results on the mastery matrices. Feel free to layer in assessments and instruction. Determine which assessments to give to which students.
2. Assign students to lesson components based upon the assessment-data. Each assessment provides mastery criteria in the directions. **Prioritize phonemic awareness and phonics lessons.**
3. Establish an instructional rotation with one 10-minute session and one 15-minute session. **Instructional lesson rotation charts follow this section** and feature two organizational options. The first chart provides spaces to write and display student names. The second chart provides examples for group rotations. For example, students needing phonemic awareness and phonics are in group A for the first 10-minute rotation and group B for the second 15-minute rotation.
4. Briefly model how to complete each lesson. The Phonics and Phonemic Awareness lessons are teacher-led with some independent practice. The rest of the lessons are designed as independent practice, and the teacher is able to monitor students and review quick formative assessments in mini-conferences after leading the Phonics and Phoneme Awareness lessons.
5. Print on cardstock and cut the phonics task cards, animal vowel sound-spelling and consonant blend cards, the Heart Word cards, and the alphabetic awareness cards (if needed). Label and arrange storage bins for the cards. **All cards are found in the Addendum.**

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Addendum: Phonics Lessons Posters and Task Cards, Game Cards:

Animal Vowel Sound-Spelling, Consonant Blends, Heart Words, Alphabetic Awareness

Additional Decodable Stories for Phonics and Fluency Practice

During the first 18 weeks of instruction in **THE SCIENCE OF READING INTERVENTION PROGRAM: WORD RECOGNITION**, teachers use three **Sam and Friends Phonics Books** per week to practice the focus sound-spellings.

The accelerated pacing works well for most students, and the **ASSESSMENT-BASED INSTRUCTION** and **LANGUAGE COMPREHENSION** resources are designed to fill in any gaps and improve reading comprehension. However, some students may still need more concentrated Tier 3 practice in phonics and fluency. For these students (and for those who transferred into your reading intervention mid-year), the following additional decodables will supplement and cement the Phonics Workshop small group instruction.

Keyed to the Vowel Sounds Phonics Assessment, each of the 52 short decodable stories features both teacher and student copies. Word counts for fluency checks, word fluency banks with both focus sound-spellings and heart words, and a picture story re-tell are provided.

The teacher may choose to use only those decodable stories which correspond to student errors on the Vowel Sounds Phonics Assessment.

Instruction

1. Read the Sound-Spelling Focus on the teacher story, quickly defining any words (if necessary) as you read.
2. [Point to title.] Discuss what the title may mean. “What does the title tell us about the story?”
3. The student or students read the story and the following word list. Assist with blending the focus sound-spelling words and the phonetically-regular parts of the heart words. For the irregular sound-spellings say, “Study the part(s) to learn by heart. What sound(s) does it make?”
4. If the teacher wishes to record pre and post fluency timings for individual students, use a timer for a one-minute read. During the reading, mark mistakes on the teacher story with slashes /. Don’t slash sounded-out words, dialect variances, or self-corrected errors. Provide the word after three seconds if the student is stuck and say, “Keep reading.” If the student finishes the story, point to the word list and say, “Keep reading.” Continue the timings for other students.
5. [Bracket] after the last word read, and record the Number of Words Read – Number of Mistakes = Number of Correct Words on the left side of the teacher story.
6. Listen to and prompt individual readings of both the story and the following word list. Help the student or students sound-out any mispronounced words, and prompt them to identify the spellings for the sounds.
7. Students illustrate a re-tell (summary) of the story with a series of pictures and reference the pictures as they tell the story.

1. Pug the Pup

Student Name _____

14 Pug, the pup, is up! The pup is on us. It's fun! Sam said
 30 the pup can sit on the rug in the sun. The pup did not sit on
 the rug. The pup sat in the mud!

38 Pug is the pup in the mud. In the mud, Pug dug. Sam
 51 said, "Pug, not in the mud." But Pug, the pup, dug in the
 64 mud. Mud got on the rug. Mud is on the rug in the sun and
 79 on Pug.

81 Yuck! Mud is on rug and on Pug. It's not fun.
 93

Pug	pup	up	us	fun
rug	mud	dug	Pug	sun
said	the	pup	Sam	up
said	pup	the	dug	Pug
mud	said	sun	the	fun

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ŭ/ as in *buffalo*. Repeat after me, "/ŭ/ as in *buffalo*." We can spell the /ŭ/ sound with a "u" at the beginning or in the middle a syllable.

Comprehension Strengths

Comprehension Challenges

2. Mom's Hot Pot

Student Name _____

14 Tom got a pot from his mom. The top of the pot is hot,
but Tom did not drop the pot. Tom set it on the log.

27 Sam's dog, Pug, sat on a rug at the log. The pot is on
42 top of the log.

46 What is in Mom's pot? Pug got the top off the log.

58 "Stop, Pug," said Tom. "The top of the pot is hot."

68 But Pug did not stop. Pug got the pot off the log. Pug
82 got hot on the spot. Sam has the hot pot on a rock.

94 Mom's pot is hot a lot.

100

Tom	got	pot	from	hot
top	sun	log	not	stop
said	the	rock	what	up
said	pup	the	from	Pug
mud	said	dog	the	lot

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ɔ̃/ as in *otter*. Repeat after me, "/ɔ̃/ as in *otter*." We can spell the /ɔ̃/ sound with an "o" at the beginning or in the middle a syllable.

Comprehension Strengths

Comprehension Challenges

3. Kit and the Fish

Student Name _____

15 Kit got a big dish. "I will fill it with lots of fish from the
 18 pond," Kit said.
 30 Sam and Tom did wish for fish. Sam's dog, Pug did not
 33 wish for fish.
 46 Kit dips the dish in the pond. In the dish a fish flips.
 55 "I did it!" said Kit. "I got a fish!"
 61 The dog hid from the fish.
 74 "We win!" said Sam and Tom. "Get six more fish in that
 84 big dish, Kit." Pug sniffs the fish and runs off quickly!

Kit	big	on	dish	from
wish	mud	fish	Pug	pot
said	the	pup	from	up
said	sniff	the	dug	flip
hid	said	quick	the	fun

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ɪ/ as in *pig*. Repeat after me, "/ɪ/ as in *pig*." We can spell the /ɪ/ sound with an "i" at the beginning or in the middle a syllable.

Comprehension Strengths

Comprehension Challenges

4. Deb and the Net

Student Name _____

14 Deb set a net in the wet mud. "Let's get a bug with this
net," said Deb to Kit.

19 Pug, the dog, got his leg in the net. "Deb, Pug is in the
34 net," said Kit.

37 "But it's wet in the mud," said Deb. "Come, Pug,
47 come!" Pug left the net with a bug.

55 "Pug got the bug, not the net," said Kit.

64 Kit nods, "Yes" to Deb. "Let Pug get the bugs in the
76 mud, not in the net."
80

Deb	wet	dog	to	net
leg	left	dug	Pug	come
said	the	rock	us	up
said	pup	the	lift	lock
mud	said	sun	to	hid

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ĕ/ as in *gecko*. Repeat after me, "/ĕ/ as in *gecko*." We can spell the /ĕ/ sound with an "e" at the beginning or in the middle a syllable.

Comprehension Strengths

Comprehension Challenges

5. Tom's Van

Student Name _____

12 Tom had a van. Sam's dog, Pug, sat in the back. "Pug
can nap," said Tom. "He can nap on Tom's mat in the van."

24 Sam said, "Pug, sit on the mat in the back of the van."

37 Pug did what Sam said and began a nap.

46 The van hit a bump. Pug jumps up fast! "Yap! Yap!"
57 said Pug.

59 "Sit, Pug!" said Sam.

63 "A bump is bad for a nap," said Tom. "Pug can't nap
75 on that mat when the van hits a bump."
84

van	pup	font	Sam	fin
rug	nap	dug	mat	what
said	the	pup	bell	up
back	pup	the	dug	bad
began	said	wish	the	let

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ā/ as in *badger*. Repeat after me, "/ā/ as in *badger*." We can spell the /ā/ sound with an "a" at the beginning or in the middle a syllable.

Comprehension Strengths

Comprehension Challenges

6. Deb's Bread

Student Name _____

12 Deb spread jam on her fresh bread. Pug sits next to Deb
and smells the bread and jam.

18 "Yuck, I can't stand Pug's dog breath on the bread,"
29 said Deb. "Sam, that dog has to move!"

36 Pug leapt up and got a big bite of Deb's bread.

47 "Bad dog!" said Sam.

51 "Fresh bread is the best," said Tom, "but not with Pug's
62 breath on it."

65 Deb fed the rest of the bread to Pug.
74

lead	must	bread	best	leapt
pig	dust	ram	spent	sun
to	the	pup	us	breath
said	thin	the	dug	pots
bread	said	leapt	to	got

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ĕ/ as in gecko. Repeat after me, "/ĕ/ as in gecko." We can spell the /ĕ/ sound with an "ea" in the middle a syllable.

Comprehension Strengths

Comprehension Challenges

7. Pug's Bike Ride

Student Name _____

12 Sam gave Pug a bike ride. "Hold on!" said Sam. Pug
 12 likes the wind, but not the bumpy bike. Sam smiled wide.

24 "Pug, it's fine. If you hold on, it will be fine."

33 But the bike hit a big bump. Pug glides in the air and
 46 slides to a stop on the grass.

53 "Way to fly, Pug!" said Sam. "That bump was big."

63 Pug likes to fly off Sam's bike, but Pug does not like the
 76 bumps.

77

bike	ride	was	like	to
smile	wide	fine	does	fund
said	the	glide	slide	was
to	dust	the	pets	stop
bump	said	sick	does	will

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /t/ as in ice. Repeat after me, "/t/ as in ice." We can spell the /t/ sound with an "i_e" at the end of a syllable. A consonant spelling goes in the blank () before the final "e."

Comprehension Strengths

Comprehension Challenges

8. Game Day

Student Name _____

On the sand next to the lake, Sam made up a game.
 12 “Tom and Deb, take sticks and rakes and make a maze in
 24 the sand.” said Sam. Tom and Deb made big shapes in the
 36 sand with the sticks and rakes.

47 The maze was great. The lines were fine. Kit, Deb, Tom,
 53 and Sam want to do the maze.

60 But a black cat came to the maze. Pug gave chase
 72 and made a mess of the maze in the sand. Sam was mad at
 86 Pug, but Deb was nice to Sam.

91 “Pug made the maze more fun,” said Deb.

99 “It is not the same maze game, but it is fun,” said Tom.

112 It was late when Tom, Deb, Sam, and Pug left the maze and
 125 the lake.

127

maze	do	dead	were	lake
from	mud	chase	logs	made
said	bike	to	came	what
take	dip	the	was	to
more	shapes	do	late	of

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ā/ as in *ape*. Repeat after me, “/ā/ as in *ape*.” We can spell the /ā/ sound with an “a_e” at the end of a syllable. A consonant spelling goes in the blank () before the final “e.”

Comprehension Strengths

Comprehension Challenges

9. The Flute Tune

Student Name _____

13 Last June, Tom made a flute. The flute is a tube with
18 holes in it. Tom wants to buy a nice flute, but it costs a lot.

27 Tom likes to make up tunes with his flute. Tom's friend,
38 Sam, likes Tom's song, "Sand Dunes and Prunes."

46 Deb and Kit don't like that tune. "It's bad, Tom," they
57 said.

58 "That is rude, Deb and Kit," said Sam. "It breaks the nice
70 rules. Prunes are bad, but Tom's tune is not."

79 Deb and Kit felt sad and said they like Tom's tune.
90

dude	last	tune	flute	tube
they	must	friend	nest	are
said	the	prune	tint	lost
dead	crack	don't	dune	rust
rude	don't	rules	they	fund

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is long /oo/ as in *rooster*. Repeat after me, "long /oo/ as in *rooster*." We can spell the long /oo/ sound with a "u_e" at the end of a syllable. A consonant spelling goes in the blank () before the final "e."

Comprehension Strengths

Comprehension Challenges

10. The Frog's Home

Student Name _____

12 Tom was at the pond and got a frog and some stones
 26 in a box. Tom rode home on his bike with the frog and five
 32 stones in a box. "This frog is my pet, and the stones will be his
 38 home" he said to his mom.

50 "That frog is not a pet," said Tom's mom. "Not in this
 62 home!" Yes, she used that tone. Tom went back to the pond
 76 with the frog and five stones.

87 Tom used the stones and made a nice stone home for
 100 the frog, next to the pond. Tom let the frog jump from the
 109 box, and the frog went inside his stone home.

119 "The frog chose his home," said Tom. "Mom did not."

home	stone	tone	from	chose
late	chose	dug	sock	sun
said	the	flute	some	trike
was	lone	some	bone	rode
rose	nod	stove	to	click

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ō/ as in go. Repeat after me, "/ō/ as in go." We can spell the /ō/ sound with an "o_e" at the end of a syllable. A consonant spelling goes in the blank () before the final "e."

Comprehension Strengths

Comprehension Challenges

11. Ice Cubes

Student Name _____

11 It is hot, but Pug refuses to come inside Sam's home.
 22 Sam adds huge ice cubes to Pug's water. Pug sniffs the
 35 cubes, but Pug is confused. Pug is not used to ice cubes in
 his water.

37 "That's cute," said Kit. "Pug can't compute what the
 46 ice cubes in his water are, but it is hot and Pug wants a
 60 drink."

61 "It is too hot. Pug must take a drink. That dog can't
 73 refuse to drink his water," said Sam.

79 "I think the ice cubes will melt quickly," said Kit.

90 The ice cubes do melt and Pug takes a drink. Then Pug
 102 wants to come inside.

106

cute	do	refuse	are	what
use	cube	drink	confuse	do
to	come	cute	compute	use
come	fuss	the	water	do
rug	said	lift	are	drink

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ū/ as in *mule*. Repeat after me, "/ū/ as in *mule*." We can spell the /ū/ sound with an "u_e" at the end of a syllable. A consonant spelling goes in the blank () before the final "e."

Comprehension Strengths

Comprehension Challenges

12. The Lake Theme

Student Name _____

13 Deb likes to work on crafts. Deb chose a lake theme for
 26 a craft and invites the friends to help make it. "We'll make a
 lake scene with felt," Deb said.

31 "I want to make an extremely big rock next to the
 42 lake," said Tom. "Here is the shape of a rock to cut from the
 56 felt," adds Deb.

59 "I will make a supremely huge lake. Pass the felt!" said
 70 Sam.

71 "These felt shapes are fine!" said Kit. "Let's complete
 81 the theme with some grass."

85 With the grass, the scene was complete. What a nice
 96 lake theme!

97

what	theme	friends	here	scene
shrug	extreme	supreme	complete	from
was	gene	twice	some	taste
to	homes	are	tubes	friends
here	theme	sun	are	scene

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ē/ as in eagle. Repeat after me, "/ē / as in eagle." We can spell the / ē / sound with an "e_e" at the end of a syllable. A consonant spelling goes in the blank () before the final "e."

Comprehension Strengths

Comprehension Challenges

13. Pug's Tasty Lunch

Student Name _____

It was April, and Sam made Pug's lunch. It has bacon, and that is what Pug likes.

Tom came to Sam's home. Sam made Tom's lunch.

"Is that Pug's plate?" asks Tom. "Are you sure it is? I don't want my lunch on Pug's plate."

"You can make a label for Pug's plate," said Sam.

"Don't get lazy," Tom said. "Pug is your dog."

Sam wrote *Pug* in red as the label on his plate.

Pug ran up to his tasty plate. Pug likes the label with his name, but Pug likes what is on the plate more. The bacon makes Pug lick his lips. Yum!

baby	don't	lady	what	bacon
label	lazy	plate	vacant	making
are	crazy	fuse	taking	lazy
vacant	bite	zany	cute	hole
bacon	was	baby	don't	shady

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ā/ as in *lake*. Repeat after me, "/ā/ as in *lake*." We can spell the /ā/ sound with an "a" at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

14. Play Day

Student Name _____

11 Deb has more crafts that the friends can make. Kit,
23 Tom, and Sam came to Deb's home. Deb said, "Let's play
with some clay today. What do you say?"

29 Kit said, "Is there a way to play with the clay inside? It's
42 hot today."

44 "Yes, this craft is fine to make inside. It does not make
56 that much of a mess," said Deb.

63 "Yes, let's stay inside today," add Tom and Sam.

72 Deb makes trays for the friends' clay. The clay is a nice
84 gray. "The gray clay stays in the trays," said Deb.

94 "Okay," said Kit. "What a fun day!"

101 "A play day with clay and friends!" said Sam.

110

some	what	say	play	do
stay	tray	clay	gray	day
does	stray	lake	like	to
theme	stole	friends	cute	tune
trays	friends	may	does	way

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ā/ as in *lake*. Repeat after me, "/ā/ as in *lake*." We can spell the /ā/ sound with an "ay" at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

15. The Train

Student Name _____

In the rain, Sam, Tom, and Pug wait to ride the train.

13 Pug wags his tail.

16 “Your dog likes the rain and trains,” said Tom.

25 Kit and Deb paint nails while they wait. Six trains sail

37 past them as they wait.

41 Those trains are fast!” said Kit.

47 “Yes, they are.” Tom said. “It’s those rails that make the

58 trains run fast,” explains Tom.

63 “That is not a snail’s pace,” said Sam.

71 “Pug, remain close to Sam,” said Deb.

78 Pug wags that tail of his. The friends wait in the rain.

90

rainy	snail	are	mail	stray
rug	mud	dug	Pug	sun
wait	play	train	rail	main
tasty	strain	wait	brain	strait
sail	friends	pail	they	drain

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ā/ as in *lake*. Repeat after me, “/ā/ as in *lake*.” We can spell the /ā/ sound with an “ai” in the middle of a syllable.

Comprehension Strengths

Comprehension Challenges

16. The Veil

Student Name _____

14 Deb and Kit are in the school play. Kit plays the role of
a bride in a wedding. Deb places a beige veil on Kit's head.

26 "Kit is such a pretty bride with that veil," said Deb.

37 "Kit is like a horse with that veil!" kids Tom. Tom gives a
50 neigh like a horse. "Take the reins, Deb! The sleigh ride is at
63 eight."

64 "That's not nice," said Sam. "Kit is not like a horse with
76 that veil."

78 "The veil is nice," said Kit as she takes it off. It does not
92 weigh a lot, but it itches."

98 Deb and Kit are glad they are in the play. Their friends,
110 Tom and Sam are glad as well.

117

beige	veil	neigh	weigh	sleigh
eight	vein	their	are	weighs
baby	does	plays	reins	beige
does	veil	eighty	freight	train
their	friends	neighs	they	veins

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ā/ as in *lake*. Repeat after me, "/ā/ as in *lake*." We can spell the /ā/ sound with an "ei" at the beginning or in the middle of a syllable.

Comprehension Strengths

Comprehension Challenges

17. The Secret

Student Name _____

12 Kit wants to visit a museum, but Deb, Tom, and Sam will
not do it. She is sure that they will like it once they visit.

26 Maybe Kit can trick them. She decides to create a
37 secret plan. Kit tells Tom that she has a secret place that is
51 fun. "But don't tell Sam," she said.

56 But Sam is Tom's best friend. Tom can't resist. "Sam, Kit
67 has a secret place to visit, but she won't share what it is,"
81 said Tom.

83 "We should get Deb to ask Kit where it is," said Sam.
94 "Besides, Deb will want to visit like we do. Trust me, Kit will tell
108 the secret place to Deb."
113

maybe	museum	do	secret	won't
beside	react	we	don't	sun
sleigh	decide	be	strain	maybe
secrets	museum	what	resist	where
they	besides	baby	won't	crazy

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ē/ as in *eagle*. Repeat after me, "/ē/ as in *eagle*." We can spell the /ē/ sound with an "e" at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

18. The Bee

Student Name _____

13 The friends take a hike to see some big oak trees next
 26 to a nice deep creek. One of the trees has a beehive. Pug
 26 sees the bees and wants to play with them.

34 Pug jumps up and grabs a branch from the tree. The
 45 branch has three bees on it. The bees decide to visit Pug
 57 and his friends.

58 "Run!" yells Tom. "Here come the bees!"

67 "If we stand still and not run, the bees won't sting us,
 79 said Deb.

81 "They seem like sweet bees," said Kit.

87 "The bee's honey is sweet, but not the bee," said Sam.

98 The friends stand still, and the bees buzz in the breeze,
 109 but they don't sting the friends and Pug.

117

three	some	neigh	one	brain
beside	trees	bees	tasty	don't
sweet	come	beehive	street	free
breeze	feel	won't	heel	gray
seed	won't	secret	sting	deer

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ē/ as in *eagle*. Repeat after me, "/ē/ as in *eagle*." We can spell the /ē/ sound with an "ee" in the middle or at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

19. Either or Neither?

Student Name _____

11 Tom helps his mom and dad paint a friend's home. The
12 friend said, "Paint the ceiling either white or green."

20 Tom tells his mom and dad that neither will be nice.

31 Tom wants to paint the ceiling black.

38 "I believe he will like either white or green, but not
49 black," said Tom's mom. "That would be weird."

56 "I can't even conceive of a black ceiling," said Tom's
67 dad. "Anyways we received two cans of paint, and neither
78 is black. Let's use the white paint."

83 "Agree to disagree," said Tom to his mom and dad.

94 "But it's their ceiling, not mine. Mine would be black."

104 Tom's mom and dad shake their heads.

111

neither	conceive	ceiling	either	seize
weird	receive	neither	believe	either
decide	would	conceive	ceilings	received
believed	maybe	weird	sleigh	reindeer
eight	seize	heel	would	neither

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ē/ as in *eagle*. Repeat after me, "/ē/ as in *eagle*." We can spell the /ē/ sound with an "ei" at the beginning or in the middle of a syllable.

Comprehension Strengths

Comprehension Challenges

20. Funny Puppy

Student Name _____

10 Sam loves his dog, Pug. Pug makes Sam's friends laugh.
 11 "Pug is such a funny puppy," said Deb. "He likes to
 12 play."
 22 "He is one happy dog," agrees Tom.
 29 "He's happy when it's sunny, but sad when it's rainy,"
 40 said Sam. "Pug does not like to play inside."
 48 "Let's play fetch, Pug," said Kit. Kit has a frisbee. Kit sails
 60 the disk in the air, and Pug is on the chase. Pug is fast. He
 76 runs quickly and grabs the frisbee as it hits the grass.
 86 "That puppy is speedy!" claims Kit.
 92 "He's very silly, too," adds Deb. "Sam, we are lucky that
 103 Pug is your dog."
 107 Sam smiles and he would have to agree.
 115

happy	puppy	funny	laugh	trees
quickly	would	rainy	speedy	one
resist	ceiling	slowly	speedy	breeze
laugh	silly	reside	lucky	lady
study	does	shady	either	puny

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ē/ as in *eagle*. Repeat after me, "/ē/ as in *eagle*." We can spell the /ē/ sound with an "y" at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

21. The Tea Team

Student Name _____

12 Kit and Deb invite Sam and Tom to share a picnic lunch
 25 with them at the lake. Pug stays home this time. Deb makes
 25 a campfire and a hot meal. Sam makes tea.

33 The friends relax next to the clean stream that runs into
 44 the lake. Deb takes a nap. Tom decides to fish in the stream.

57 Sam and Kit went a run. They are on the track team.

69 "It would be neat if we could run on the relay team,"
 82 said Sam. "With Tom and Deb, we would make a dream
 93 team!"

106 "It would not be easy to win," said Kit. "I mean Deb and
 107 Tom do not like to run."

112 Sam said, "Well, it is a neat dream, but it's time to get
 125 back to the stream. Let's race to the stream!"

134 This time Sam beat Kit to the stream.

142

tea	do	stream	clean	dream
neat	beam	funny	weird	team
beat	would	eat	steal	steam
hear	secret	clear	please	dreams
ear	neatly	sweep	laugh	tease

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ē/ as in *eagle*. Repeat after me, "/ē/ as in *eagle*." We can spell the /ē/ sound with an "ea" anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

22. The Track Field

Student Name _____

13 Sam and Kit are on the school track team. Sam beat Kit
 27 in a race to the stream at a picnic, but Kit believes that she
 39 could beat Sam at school. The friends are on the grass field
 inside the track.

41 "Sam, I bet I can beat you to the end of the field. If you
 56 win, you get the last cookie in my backpack."

65 "In the unlikely event that you win, what would you
 76 get?" asks Sam.

79 "Just relief to see that I have won!" said Kit.

88 Sam agrees to the race. Tom will be at the finish line to
 101 judge who wins.

104 Tom said, "Let's keep the rules brief. If Sam wins, he gets
 116 the cookie. If Kit wins, she gets happy relief!"

125 "Okay, chief," Sam said to Tom. "Let's run!"

133 Kit and Sam get to the finish line at the same time.

145

what	cookie	briefly	relief	leaf
chief	belief	relieve	veil	believe
museum	clean	eight	dairies	studies
field	brief	shady	beliefs	receive
yield	breezy	cookies	seize	shield

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ē/ as in *eagle*. Repeat after me, "/ē/ as in *eagle*." We can spell the /ē/ sound with an "ie" in the middle of a syllable.

Comprehension Strengths

Comprehension Challenges

23. The Giant

Student Name _____

On a trip to the lake, Sam saw a sign with a bison on it.
 15 “Let’s take a hike to find the bison,” said Tom.
 25 “If we see one, we must be careful,” said Kit. “Bison are
 37 wild and can be mean.”
 42 “Yes,” said Tom, “They are not tiny either. A bison seems
 53 as kind as a sweet child, but we must mind how we treat
 66 them.”
 67 The friends climb a hill and find a giant bison, eating
 78 grass by a lake. He seems mild and nice.
 87 Silently, Deb walks to the lake. She quietly hands the
 97 bison a bunch of grass.
 102 The bison takes the grass from Deb and eats it.
 112 Deb smiles and walks back to the friends. She just fed a
 124 giant bison!
 126

bison	silent	giant	sprays	hi
tiny	trains	mind	reins	blind
one	sign	hazy	walk	from
virus	bisect	between	dug	Pug
east	giants	yield	kind	silent

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ī/ as in *ice*. Repeat after me, “/ī/ as in *ice*.” We can spell the /ī/ sound with an “i” anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

24. Bright Lights

Student Name _____

11 It was close to twilight at Kit's home. The friends came
 24 to see the planet Venus. They hike up a hill near Kit's home
 to see it clearly.

28 "If I am right, tonight we can see Venus from here, but
 39 not when the night gets bright with its light," said Deb.

51 "Let's hike to the top of the hill, so we won't see the
 63 lights of the highway," suggests Tom.

69 The friends walk to the back and wait. Much to the
 81 friends' delight, right when twilight began, Venus was clear
 90 to see.

92 But Sam could not see the planet. "I can't see it," he
 104 said. The friends shake their heads.

110 Tom tells him where to see it, and Sam exclaims, "What
 121 a sight! I'd like to ride a rocket to Venus someday."

132 That frightens Pug. Pug does not plan to ride a rocket to
 144 Venus.

145

where	walk	light	night	sigh
mighty	from	bisect	fight	white
won't	some	bind	was	nightly
does	while	lighten	dream	what
unsightly	field	flight	won't	tight

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ī/ as in *ice*. Repeat after me, "/ī/ as in *ice*." We can spell the /ī/ sound with an "igh" in the middle or at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

25. Shy Puppy

Student Name _____

12 Pug was shy on his first day of puppy training class. Sam
13 hopes that with training, Pug will learn to obey.

21 "I tried to train him myself," said Sam, "but Pug does
33 what he wants to do. It makes me want to cry sometimes."

44 When Sam and Pug got to class, Sam said "Try to play
56 nicely with the rest of the pups." said Sam.

65 Kit and Deb came and sat nearby on the grass with
76 Sam. The sun was hot in the sky.

83 The puppy class began, and Pug had fun. But he did
95 not do what the rest of the dogs did.

103 "Pug pretends to obey, but he winds up doing what he
114 wants to do," said Kit.

119 "He's sly," said Deb with a long sigh.

127 "That I won't deny," said Sam.

133 "The class will help with that," reply Kit and Deb.

143 Pug wags his tail and jumps up on Sam.

152

what	obey	deny	myself	quickly
nearby	team	shy	sly	giant
learn	cry	want	bypass	was
won't	sky	time	mind	obey
brief	rely	bright	does	learn

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ī/ as in *ice*. Repeat after me, "/ī/ as in *ice*." We can spell the /ī/ sound with a "y" at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

26. Deb's Peach Pie

Student Name _____

Deb made a giant peach pie.
 6 "I hope it tastes like mine." said Sam.
 14 "Well, the last pie Sam tried to make was tasty," said Kit.
 25 "I hope she has ice cream with that pie," said Tom.
 37 "When will it be ready?"
 41 "In a while," said Deb. "It's a bit hot to eat."
 52 Pug sniffs and gave a whine. He wants to taste that pie!
 64 But Pug is on a leash, and the end of the leash is tied to the
 80 leg of a chair. Pug would die, trying to get to that pie.
 93 Pug bumps the chair to untie the leash. Quickly, he flies
 104 to the pie and takes a bite.
 111 "Stop, Pug!" yells Sam. But Pug got his bite of that
 123 peach pie. Sam and Pug went home.
 129 "Deb, Sam felt really bad, I will not lie," said Tom. "Pug
 141 needs more training."
 144 Pug thinks the pie tastes like Sam's.
 151

lied	cried	died	tied	pie
thief	die	dried	lied	bite
deny	was	would	tried	chief
rely	belief	sly	died	pies
spied	lighten	fried	silence	learn

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /t/ as in *ice*. Repeat after me, "/t/ as in *ice*." We can spell the /t/ sound with an "ie" in the middle or at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

27. Cold Home

Student Name _____

11 It was freezing cold when Tom and Deb rode their bikes
 26 to Kit's home. Going on a bike ride might be fun on a nice
 39 June day, but not in October. Their bike tires slip and slide
 43 on the frozen pavement.

43 Past the dump, past the motel, and past the lake they
 52 ride. "It is such a long ride," Deb said. "When will we get
 65 there?" she asks Tom.

69 Just as Tom was going to speak, they both see the gate
 81 to Kit's home.

84 "That can only be Kit's place," said Deb.

92 Kit hears them on the driveway, and opens the door.

102 "Hello! It's so late!" Kit said. "What a bad day to ride bikes,"
 115 scolds Kit. "Still, it was a bold plan."

123 "Come in and sit by the fire. I have hot cocoa on the
 136 stove," said Kit.

139 "It's so cozy here," said Deb.

145 "We won't ride back until June!" said Tom.

153

cozy	frozen	what	pie	lied
cold	open	myself	only	cocoa
there	won't	don't	door	won't
said	lighten	lone	going	stole
October	rode	climb	lonely	bright

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ō/ as in go. Repeat after me, "/ō/ as in go." We can spell the /ō/ sound with an "o" anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

28. Deb's Toe

Student Name _____

11 Deb and Tom spent the night at Kit's ranch home. The
 25 next day, Kit, Deb, and Tom went on a hike. On the way
 38 back, Deb hit her toe on a rock. "Oh, woe is me!" she cried.

50 "Your toe is not that bad, Deb," said Tom. "Let's limp
 53 back to Kit's."

63 When they got to the ranch, Tom suggests, "Kit, play
 77 Deb a song on your oboe. That will cheer Deb up and help
 the toe heal," said Tom.

80 The oboe is on top of a shelf. Kit must stand on tiptoes
 94 to reach it.

96 "I know a song that Deb may like," said Kit. "It goes like
 109 this..." Kit begins to play the song, but it does not help Deb'
 122 toe. Deb moans and groans.

127 Tom tells Kit to stop playing the oboe. "Kit, why not
 139 recite that poem that your friend, Joe, wrote? Deb might
 150 like that more."

151 Kit recites Joe's poem, but it does not help Deb.

161

Joe	oboe	toe	bone	woe
told	poem	wrote	vetoed	foe
they	your	doe	throne	open
oboes	toes	only	woe	poems
sold	does	doe	toenail	tiptoe

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ō/ as in go. Repeat after me, "/ō/ as in go." We can spell the /ō/ sound with an "oe" in the middle or at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

29. Sailboats

Student Name _____

13 Deb made a tiny sailboat to float in the lake. Sam and
 Kit made their own sailboats. Tom does not make boats.
 22 Tom suggests a boat race this Friday on the lake.
 32 The friends agree and paint their boats. Deb's is green;
 42 Kit's is white; and Sam's is red.
 49 Deb paints one last coat of green and lets it dry. "I
 62 want to win this race," she tells Tom. The last time Kit and
 76 Sam were at the lake, Sam beat Kit in a race to the stream.
 88 On Friday, the friends go to the lake with their boats.
 99 They eat a picnic lunch next to the big oak tree and watch
 113 the toads jump into the lake. They put their boats in the lake.
 125 "Ready, sail," yells Tom.
 129 The boats take off and float past the toads.
 138 But one of the toads jumps up on Deb's boat, and
 150 Deb's boat wins.
 153 "That's not fair," yell Kit and Sam. "Your toad made
 161 your boat go fast!"
 165

oaks	float	coal	want	boats
coats	toad	foal	loan	cozy
toenail	your	most	watch	choke
groan	toast	does	poem	foamy
October	roads	load	fried	one

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ō/ as in go. Repeat after me, "/ō/ as in go." We can spell the /ō/ sound with an "oa" at the beginning or in the middle of a syllable.

Comprehension Strengths

Comprehension Challenges

30. The Rainbow Show

Student Name _____

11 “This is such a yucky day,” said Sam, watching the rain
 22 from his kitchen window. Pug sits below Sam’s chair and
 27 nods. Rainy days are no fun.

37 “We have been stuck inside the whole day, Pug. We
 46 should do something. Maybe a hike in the rain?”

58 Pug does not want to hike. He needs to do something
 69 to distract Sam. Pug flips his water bowl and creates a mess.

81 “Yikes! Come here, Pug. I need to clean up that spill.”

103 Sam throws a pillow and said, “Fetch!” Pug gets the pillow.

116 Rain fell most of the day, but at dusk a rainbow rose in
 127 the sky. “Pug, there is no more rain. The sky glows red and
 131 yellow, and the meadow grass is bright green. What a sight!
 135 It’s a rainbow show.”

146 “Maybe the rain is not that bad, Pug. Sometimes we do
 159 need it,” said Sam.

166 Pug wags his tail and walks to the door. Pug wants to
 be in that meadow to chase that rainbow.

been	show	water	rainbow	what
own	low	stow	tow	crow
watch	motel	have	cold	whole
slowly	roast	walks	door	want
bowtie	toast	blown	vetoed	blow

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ō/ as in go. Repeat after me, “/ō/ as in go.” We can spell the /ō/ sound with an “ow” anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

31. The Music Museum

Student Name _____

12 The friends decide to take the bus and go into the city.
 24 Tom wants to visit the music museum. "It's one of the best
 museums in the United States," claims Tom.
 31 The bus stops at the museum, and the friends get off.
 45 "It's huge," said Kit.
 49 "Well let's just say it's not puny," kids Sam.
 54 "Let's grab some lunch before we explore the
 63 museum," suggests Deb. The friends study the menu.
 70 Tom shakes his head. "These menu prices are too high.
 80 Let me check my cash."
 85 Sam, Kit, and Deb know where this act is going. As
 97 usual, Tom can't pay.
 101 "I forgot my cash. Could one of you treat me today? I
 113 will pay you back when I can," said Tom.
 121 "You do forget a lot," said Kit.
 128 "Well, I'm only human," laughs Tom.
 134 The friends do not see the humor, but they do like the
 146 museum.

147	music	where	museum	unite	one
	dune	hotel	puny	show	menu
	before	float	some	usual	explore
	human	huge	laugh	dug	humor
	united	butane	oboe	cute	told

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ū/ as in *mule*. Repeat after me, "/ū/ as in *mule*." We can spell the /ū/ sound with a "u" anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

32. Aunt Jane and Scratch

Student Name _____

11 Sam went to the pet store, because Pug has nothing to
 26 eat. Pug is picky and will only eat a few of the dog meals
 39 sold at the pet store. Sam knows what Pug will and will not
 49 eat. Pug needs a few more bones to chew, as well.

60 At the Pet store, Sam sees his aunt. Aunt Jane's cat,
 65 Scratch, is on a leash.

72 "Hi, Aunt Jane," said Sam. "Hello, Scratch."

79 "Hello, my best nephew," said Aunt Jane.

84 "Mew, mew, mew," adds Scratch.

95 Aunt Jane lifts up Scratch to view more than Sam's
 107 legs. "Scratch is glad that Pug is not here," said Aunt Jane.

115 "Last time, Scratch got quite a scare from Pug."

124 Sam nods, "Yes" and pets Scratch. "Nice kitty, Scratch.

137 Well, I need to get home to feed Pug. Nice seeing you, Aunt

149 Jane and Scratch." Sam gets in line with the fewest people

162 to pay for Pug's dog meals. Sam is happy that he did not

172 bring Pug to the pet store. He would surely scare Scratch.

few	aunt	frozen	chew	tiptoe
what	nephew	mew	fewest	music
puny	united	bec ause	nothing	some
aunt	sure	pe ople	aunt	crew
chewing	rainbow	nephews	sailboat	jewel

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ū/ as in *mule*. Repeat after me, "/ū/ as in *mule*." We can spell the /ū/ sound with an "ew" in the middle or at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

33. Pug's Rescue

Student Name _____

13 Sam and Pug like to play fetch with sticks and dog bones, but
14 the game they like most includes an ice cube.

22 Sam gets a bowl of ice cubes and places one on the frozen
34 driveway in front of his home. Sam made an ice hockey stick that
46 Pug can use, and Sam has his own.

56 The ice cube "puck" slides great on Sam's frozen driveway,
65 and both Sam and Pug play ice hockey to win. They keep score and
80 value their wins. Sometimes they argue the rules. Which rules to play
92 by continues to be an issue.

98 Sam's friend, Tom, likes to watch these games and sometimes
108 argue with Sam.

111 One day Pug gave chase to an ice cube that went off the
124 driveway into the street. A truck drove toward the ice cube. Will the
137 truck or Pug stop in time?

142 Sam froze like a statue, but Tom rescued Pug in the nick of time.

157 "It's time to quit," said Sam. Sam picks up the ice cube with a
169 tissue and throws it in the street.

178

cue	use	value	one	fun
tissue	rules	dug	argue	statue
fewest	aunt	some	score	fuel
nephew	fuel	sink	united	cruel
slowly	going	rescue	loaded	cubes

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ū/ as in *mule*. Repeat after me, "/ū/ as in *mule*." We can spell the /ū/ sound with a "ue" in the middle or at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

34. Beach Fun and Bath

Student Name _____

12 Tom, Sam, and Pug grab some fast food and head to the
26 beach at the lake. The water is too cold to swim, but it's not too cold
32 to play in the sand.

32 Bamboo trees grow up by the road. Tom picks up some of the
46 dead bamboo, and he and Sam take the bamboo sticks to the
59 beach. They decide to make a hut with the bamboo. They finish their
72 project and relax on the sand.

77 Pug goes inside their hut, but there is much more fun on the
90 beach. He runs here and there like a crazy dog in a cartoon. He
104 yaps at the seagulls and chases them.

111 Just then a raccoon walks onto the sand. Pug does not know
124 what to do. That is one big raccoon! Pug whines a bit and hides
139 behind Sam.

141 "I see Pug won't take on that big raccoon," kids Tom.

151 "No, but what Pug has taken on is a mess of sand. Pug, we will
166 be leaving soon. When we get home, it will be time for soap,
179 shampoo, and a hot bath, Pug.

184 Pug shakes his head. He does not like baths.
193

food	bamboo	water	cartoon	human
soon	shampoo	baboon	boost	raccoon
misused	few	rescue	shoot	what
won't	mushroom	ooze	noon	food
broom	score	loon	some	oops

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is **long /oo/** as in *rooster*. Repeat after me, "**long /oo/** as in *rooster*." We can spell the **long /oo/** sound with an "oo" anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

35. True Blue

Student Name _____

13 Kit's best friend is Deb. They are true friends. They like the same
 25 things: deep blue lakes, the smell of glue sticks, the online game,
 33 "Clue," and the shops on Sue Jones Avenue.

33 Both Kit and Deb like to finish their schoolwork before it is due
 46 and shake their heads when Tom and Sam wait until the last second
 60 to get their work done.

65 One day in the school lunchroom, some kids said something
 74 cruel to Deb. They made fun of Deb's hair. Kit heard them say it and
 90 got extremely upset.

93 Kit was so mad! She told the mean kids, "In olden days we
 106 would duel to the death because of that insult to my best friend."

118 The mean kids said they were sorry. They did not seem to have
 132 a clue that what they said was not nice, but they got back what
 145 they were due from Kit, except for maybe Kit's comment about a
 156 duel.

157

what	clue	blue	duel	fuel
true	done	Sue	tissue	cruel
work	sorry	due	venue	school
jewel	shampoo	food	undue	issue
clues	blue	glue	argue	avenue

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is **long /oo/** as in *rooster*. Repeat after me, "**long /oo/** as in *rooster*." We can spell the **long /oo/** sound with a "ue" in the middle or of a syllable.

Comprehension Strengths

Comprehension Challenges

36. Student Rumors

Student Name _____

11 Some student at school posted an ugly rumor online that Ruth
 25 and Rudy hated their school. Ruth is a close friend of both Kit and
 35 Deb, and Rudy lives in the home next to Tom's.
 45 "That kind of post can ruin students' lives," said Deb.
 54 "It's really mean, if you ask me," adds Tom.
 64 "Last year, when a student named Ruby was caught posting
 73 rumors, she lost her phone for the whole year."
 88 "To tell the truth, I think it's the parents duty to do that kind of
 98 punishment," said Kit. "The school can only do so much."
 111 "We just need to be more kind and treat people like we want
 116 to be treated," said Deb.
 124 "Hope Ruth and Rudy will be okay," said Tom.
 136 The friends posted that the rumor was not true, and Ruth and
 150 Rudy were happy that Deb, Kit, Tom, and Sam did so. Rumors are not
 162 nice and spread quickly, but this one stopped due to helpful friends.

truth	duly	truth	Rudy	funny
Ruth	duty	soon	duplicate	rumor
avenue	shampoo	stool	jubilee	juvenile
duties	sorry	human	untrue	prune
rescued	super	work	student	done

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is **long /oo/** as in *rooster*. Repeat after me, "**long /oo/** as in *rooster*." We can spell the **long /oo/** sound with a "u" in the middle or at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

37. Hot Stew

Student Name _____

14 Kit went to Deb's home at noon on Sunday. Deb texted Kit to
 29 get ready to eat plenty of food. "I am trying a new recipe," said
 32 Deb. "It's beef stew."
 43 "The stew smells yummy," said Kit. "I can't wait to try it."
 55 "Me, too," said Deb. "It is a new recipe. We will see."
 68 "It's hot. Best to wait a bit," suggests Deb." The steam rises from
 70 the bowls.
 75 Deb dishes up two bowls.
 89 "I'll taste a tiny bit," said Kit, "and I'll chew slowly." Kit blew on a
 96 spoonful of stew to cool it off.
 101 "Still too hot?" asks Deb
 108 "Yes, but it's so tasty," responds Kit.
 123 "I knew it would be too hot," said Deb, "but I'm glad you like it."
 137 The two friends ate two bowls of stew each as the day flew by.
 147 "It's nice to try new things with friends," said Deb.
 154 "Yes, that is so true," adds Kit.

stew	new	flew	chew	blew
thing	brew	grew	fool	dew
two	student	thing	drew	mew
truth	crew	avenue	few	newt
newly	tool	cruel	blue	two

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is **long /oo/** as in *rooster*. Repeat after me, "**long /oo/** as in *rooster*." We can spell the **long /oo/** sound with an "ew" at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

38. Push and Pull

Student Name _____

14 Sam and Tom take a hike near Sam's home. Pug is not on his
leash, and it is a bit of a problem.

23 "Sam, please put Pug on his leash. He is bugging everyone,"
34 said Tom. Tom likes Pug, but that dog can be a pain sometimes.

46 "I'll try to catch him, but if Pug knows I have the leash, he will
62 run. Plus, on his leash, Pug is like an octopus with eight legs to push or
78 pull me where he wants to go," said Sam.

86 Pug sees Sam with the leash in his hand and hides behind a
100 bush. "Here, Pug, here!" says Sam. But Pug knows what Sam is
111 planning to do.

114 Tom says, "Let's try this." Tom puts some sugar in his hand. Pug
127 loves sugar and comes up to Tom to lick his hand. When Pug finishes
141 the sugar, Sam quickly slips on the leash.

149 "I feel like such a bully sometimes," says Sam.

158 "Uh, Sam, you are the boss; Pug is your dog. Humans don't bully
171 dogs. Dogs should do what they are told to do," says Tom.

183 "That's what Pug is learning in puppy training class," says Sam.

194

pull	put	push	octopus	where
bush	mud	bully	says	love
what	thing	rumor	sugar	student
are	pun	don't	rescue	bull
love	says	sunny	two	learn

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is short /oo/ as in *foot*. Repeat after me, "short /oo/ as in *foot*." We can spell the short /oo/ sound with a "u" in the middle of a syllable.

Comprehension Strengths

Comprehension Challenges

39. Pug's Foot

Student Name _____

14 It is freezing cold on a Friday night. Tom texts Sam, Deb, and Kit
28 to invite them to his home. Tom's dad has made a huge batch of
cookies.

29 Deb asks if she can bring something to eat before they eat the
42 cookies. She has a new cookbook.

48 "Good idea," says Tom.

52 "We will be there," text both Kit and Sam.

61 "I'll keep Pug on his leash," says Sam.

69 The friends show up late at six.

76 "What took so long?" asks Tom.

82 "When Pug took a look at the leash, he would not get in my
96 mom's truck. I had to chase and catch him," says Sam.

107 "I'll bet that Pug will behave if he does not have to be
121 leashed," says Kit. "He can be a good dog if he wants to."

133 Pug looks at Kit and lifts his foot. Kit and Sam shook on their
148 deal. Pug will behave, and he won't have the leash.

157 "We will give it a good try," says Sam. "Let's see if you can
171 behave, Pug."

173

foot	cookie	took	shook	what
look	hood	push	won't	book
says	boot	hoodies	truly	pull
cookies	boost	love	cook	Pug
soot	says	bush	root	hook

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is short /oo/ as in *foot*. Repeat after me, "short /oo/ as in *foot*." We can spell the short /oo/ sound with an "oo" in the middle of a syllable.

Comprehension Strengths

Comprehension Challenges

40. Pug's Howl

Student Name _____

14 Sam's home is not in town. It is more in the country and less
crowded. The country is a good place for dogs like Pug.
25 Pug likes to roam off leash when he can. Sometimes he naps
37 down by the stream that flows past Sam's home. Often he naps
49 beneath the pine trees up the hill. One night, Pug heard a hoot owl
65 in a nearby pine tree.

68 Pug wanted to talk to that owl, and so he began to howl. The
83 owl began to hoot back at Pug. "How fun!" thought Pug.

93 The next night, Pug got Sam to take him on a walk to where the
108 owl was. When they got to the tree, Pug began to howl.

120 Sam frowned at his dog. "Quiet, Pug!" scolded Sam. "Let's go
131 home." Pug began to growl. He wants to wait to see if his owl friend
147 is in the pine tree. Pug kept howling. At last, the owl gave a hoot
163 back to Pug.

164 "Wow!" said Sam. "Are you and the owl talking?"

173 "Now wait until I tell this to Kit, Tom, and Deb," said Sam. "They
187 will really howl!"

190

prowl	how	flew	howl	grew
now	towel	look	town	clown
growl	put	down	foot	scowl
stew	crowded	sugar	cloud	Pug
talk	wow	sun	crew	talk

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ow/ as in cow. Repeat after me, "/ow/ as in cow." We can spell the /ow/ as in cow sound with an "ow" anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

41. Loud Rain

Student Name _____

12 Black clouds filled the sky, and the rain began to drench the
 21 ground. None of the friends went outside that day.
 34 Kit, Tom, Deb, Sam, and Pug were at Deb's house. "What a
 48 loud sound that rain makes!" said Deb to Kit. "Here how it pounds on
 53 the roof, trying to get in."
 65 Pug heard the rain and began to howl loudly. The door blew
 79 open, and Pug ran out of the house into the rain. Round and round
 84 Pug ran in the rain.
 98 Sam put on his jacket and a big brown towel. "I'll catch Pug
 103 and dry him out," said Sam.
 116 Sam found Pug and wrapped up his wet dog in the brown
 130 towel. They went back inside Deb's house, and Sam put Pug down
 133 on the floor next to Kit.
 146 Big mistake! Pug did what wet dogs do. He shook off the water.
 165 Kit got as wet as Pug. She was as mad as she can be. But not as mad
 176 as when that wet dog bounded into Kit's lap for a hug.

cloud	loud	heard	ground	look
round	house	brown	shout	what
talk	water	none	bush	door
come	flour	heard	our	outside
count	out	put	talk	sour

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ow/ as in cow. Repeat after me, "/ow/ as in cow." We can spell the /ow/ as in cow sound with an "ou" at the beginning or in the middle a syllable.

Comprehension Strengths

Comprehension Challenges

42. The Noise

Student Name _____

14 Sam's home in the country is an old, old house. On windy nights
 26 it is very noisy. It creaks and groans. Sometimes they sound like
 28 people's voices.

28 One windy night, Sam texted his friends to join him online to
 40 play a video game of their choice. Kit and Dev want to play the
 54 "Golden Coins" game.

57 Sam pointed the mouse to click a golden coin on the screen.
 69 As soon as he clicked, he heard a loud "Boing! Boing!"

79 His friends heard the sound, too.

85 "What was that noise?" asked Tom.

91 "It sounded like squishing foil," said Deb.

98 "No, it was like boiling water," added Kit.

105 "It is the sound of golden coins from my video game. When I
 119 click one, it makes that "Boing! Boing! Noise," explained Sam.

128 "Put on your earbuds, Sam. That noise will drive us crazy," said
 140 Tom.

141

noise	toil	voices	choice	people
coin	pointed	foil	boil	voices
pushed	loudly	choice	crown	noise
soot	foil	shout	coins	howl
count	water	joint	soil	void

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /oi/ as in *coin*. Repeat after me, "/oi/ as in *coin*." We can spell the /oi/ sound with an "oi" at the beginning or in the middle a syllable.

Comprehension Strengths

Comprehension Challenges

43. Pug's Joy

Student Name _____

14 Sam went to the pet store to buy more food for Pug, and he
 20 decided to buy a squeak toy.
 28 "Pug will enjoy this new toy," thought Sam.
 43 The toy was in the shape of a silly cowboy. Pug loved his new
 50 toy. He bit and squeaked that cowboy nonstop.
 64 Sam's mom said, "That toy is so annoying! If you don't trash it, I
 68 will destroy it myself."
 75 But Pug enjoys it so much!" said Sam.
 89 "Listen, my boy, it's got to go. I can't stand that noisy squeak
 101 toy. It's time to bury that cowboy in the Boot Hill trash can."
 111 Sam knows that Boot Hill is where dead cowboys reside.
 125 "Okay," said Sam, "It is really loud. I'll take that cowboy on his
 144 last ride when Pug lets it out of his mouth. If, that is, I can get him to
 147 let go of that toy."

joyful	soy	enjoy	annoy	proud
bury	cowboy	oyster	joy	boys
noisy	listen	voices	bury	don't
buy	annoying	listen	rejoice	outside
enjoys	clown	coin	buy	oyster

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /oi/ as in *coin*. Repeat after me, "/oi/ as in *coin*." We can spell the /oi/ sound with an "oy" at the beginning or end of a syllable.

Comprehension Strengths

Comprehension Challenges

44. Pug's Paw

Student Name _____

13 Sam's dad wants to make more grass grow in his front lawn. He
raked in grass seed, and put straw on top to keep the soil moist.

26 Sam's dad told Sam, "Let's keep Pug inside while we wait for
39 the seeds to sprout."

42 One day when Sam went out the front door to get the trash
56 cans in the back, he left the door open. Out went Pug onto the
70 freshly seeded front lawn. Pug pawed and dug at the straw, and
85 some of it got stuck in his paws.

89 As Sam brought the trash cans from the back of the house, he
102 saw the open door. "Oh no!" he said out loud. Then he saw Pug
117 pawing and digging out the straw from the lawn.

125 "Stop!" yelled Sam.

128 Pug knew he had done something wrong, but he did not know
140 what it was. Pug crawled back to the house.

149 "Aw, Pug, you did not know that you could not mess with the
162 lawn. Dad will be mad at me, not you. Let's get the straw out of your
178 paws, boy," said Sam. Sam picked out the straw, and Pug was glad.

191 Sam's dad was mad—not at Pug, but at Sam.
200

straw	front	paw	awful	your
crawl	coins	lawn	soil	saw
buy	joyful	hawk	listen	pawed
want	brawl	front	enjoy	bawl
raw	more	ground	done	house

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /aw/ as in hawk. Repeat after me, "/aw/ as in awk." We can spell the /aw/ sound with an "aw" anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

45. Fixing the Lawn

Student Name _____

14 Sam's dad knew that it was not Pug's fault that the pup had
28 dug up some of the newly seeded front lawn. Sam should not have
left the door open while taking out the trash.

35 Sam's dad was still upset, but not mad anymore. He told Sam to
48 haul more straw and grass seed from the back to the front. Sam's
62 dad taught him how to rake in the grass seeds and add straw on top
77 to keep the soil moist.

81 Because Sam caused the problem, his dad said, "You must
92 water the lawn twice a day, do the dishes, and fold the laundry for a
107 week."

108 Sam thought the punishment was fair. He caused the problem
117 with the lawn by leaving the door open. Pug just did what dogs do—
131 digging.

132 It was a hot August day when Sam began fixing the lawn. It was
146 exhausting work! Pug stayed inside the whole week.

154

fault	haul	taught	caught	anymore
laundry	exhaust	because	August	hauling
your	straw	taught	hawk	front
cloudy	joyful	anymore	sauce	because
caught	scowl	faulty	whole	noise

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /aw/ as in *hawk*. Repeat after me, "/aw/ as in *awk*." We can spell the /aw/ sound with an "au" in the middle of a syllable.

Comprehension Strengths

Comprehension Challenges

46. Math Games Day

Student Name _____

12 The principal of the friends' school loves math. To get students
23 to share his excitement, he launched an annual "Math Games Day."
28 A local store provides cash prizes.

38 Students work in teams to solve actual real-life math problems.
50 The fastest team to solve each problem earns points. That team goes
64 on to the next round, and so on, until the final round. Usually, the
68 contest lasts ten rounds.

80 Deb's team won the "Math Games Day" contest last year, so
95 she gets to keep score this year. Sam thinks Tom and his team have
110 a good chance to win this year. Tom almost always is the best in his
111 class at math.

122 The contest begins. After ten rounds, Deb totals the points and
135 said, "This is the final round. The problem is worth 100 points. Opal's
148 team leads with 220 points; Tom's team is in second place with 210.
161 Also, Kit's team still has a slim chance to win with 130 total."

173 Only Kit's team solves the problem, and with 230 total points
183 Kit's team wins "Math Games Day" and get the cash prizes.

final	score	annual	final	worth
actual	usual	loyal	local	bridal
awful	sauce	loves	worth	always
chance	also	solve	almost	taught
noise	earns	fault	score	voice

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /awl/ as in *ball*. Repeat after me, "/awl/ as in *ball*." We can spell this sound with an "al" at the beginning of a syllable. Another sound we hear is /ŭl/ as in *final*." Repeat after me, "/ŭl/ as in *final*." We can spell this sound as an "al" at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

47. The Wall

Student Name _____

16 Deb calls Sam, Kit, and Tom to see if they want to go to the
mall. The friends need to shop for some fall clothes.

25 The friends shopped and Sam said, "I should buy Pug
36 something to replace his squeak toy, What should I buy?"

45 "I say, get him a ball," said Deb. Look, here's a small red one
60 that Pug would like.

63 Sam bought the small red ball. When the friends got to Sam's
75 home, Sam said, "Here's a new toy, Pug. It does not squeak, but it is
90 fun. We can play fetch."

95 A box sat next to the kitchen wall. "Can Pug jump it?" asked
109 Tom.

110 Sam said, "Fetch!" and threw the ball. Pug jumped the box to
122 get the small ball.

125 "Too easy!" said Kit. Kit picked up the ball and said, "Watch Pug
138 jump this tall chair. Try this, Pug. Fetch!" But before Kit could throw it,
152 Pug grabbed the ball from Kit's hand and ran outside.

162 "Oops! I made a bad call," said Kit. "The chair is too tall."
175

tall	stall	want	ball	crawl
mall	calling	fall	small	buy
tallest	taught	hallway	something	install
watch	usual	caught	local	watch
rainfall	awful	baseball	because	fallen

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /awl/ as in *ball*. Repeat after me, "/awl/ as in *ball*." We can spell this sound with an "all" at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

48. The Storm

Student Name _____

13 Big black clouds formed in the sky. “A storm is blowing in,” said
28 Kit. “Looks like we’re in for a few inches of rain or maybe even some
29 snow.”

43 “Yes, the storm is coming in from the North. It will be a cold
57 one,” said Tom. “It’s sort of fun being with friends, waiting for a big
61 storm to come in.”

74 “I’ve got a story about the biggest storm to hit our town,” said
81 Deb. “The storm of 2012 made history.”

93 “Let’s hear it,” said Sam. “I’ll begin snoring if your story gets
99 boring. Keep it short and sweet.”

109 Deb began, “One cold January day the biggest rainstorm in
122 history flooded our town. Our creek rose 15 feet in only six hours.
128 People had to sandbag their houses.

141 A busload of visitors was trapped up in the second story of the
154 hotel and could not get out. A crew of high school students rescued
165 people with rowboats. The storm destroyed a lot of property. But
178 three babies were born in our town’s hospital that day when the sky
188 opened up with rain. They were named Windy, Stormy, and Misty.”

born	storm	north	story	snoring
boring	visitor	effort	were	thorn
fork	fallen	formal	wall	for
were	motor	minor	straw	forget
caught	flavor	awful	horror	haul

	Number of Words Read	Number of Words Read	
	– Number of Mistakes	– Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /or/ as in *fork*. Repeat after me, “/or/ as in *fork*.” We can spell the /or/ sound with an “or” anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

49. Surf Fun

Student Name _____

14 Tom, Kit, Sam, and Deb have been waiting for a year, and it is
26 finally opening this Saturday—The Surf Club. The Surf Club is a water
38 resort with pools, water slides, a lagoon with waterfalls, and a surfing
pool. The whole town is excited to learn how to surf.

49 The surfing pool is 400 feet long with three wave heights of
62 three, six, and nine-foot waves for all levels of skill.

71 The friends all saved up money to take surf lessons on Saturday
83 morning. The surf coach lined up the four friends behind the smallest
95 three-foot waves. The friends took turns trying the small waves. Tom,
106 Deb, and Kit learned quickly and were standing up on their boards
119 on their second turns. Sam could only get up on his knees.

130 The friends cheered for Sam to help him stand up. Deb said,
141 “Don’t rush it, Sam.”

145 “Yes, take your time,” said Tom. “You can do it!”

155 “Line up with the curl of the wave, Sam,” said the coach.
168 Maybe get up on your knees now. It won’t hurt to begin like that.”

181 That did the trick. Sam stood up and rode the wave.
192

surfing	curl	unfurl	learn	hurl
final	your	church	whole	also
horror	calling	return	won't	money
formal	pup	water	dug	board
rainfall	board	north	money	don't

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ur/ as in *surf*. Repeat after me, “/ur/ as in *surf*.” We can spell the /ur/ sound with a “ur” anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

50. Her Fern

Student Name _____

12 Deb invited Sam to visit at her dad's house. When Sam showed
up, Pug was on his leash. Deb did not expect Pug to come with Sam.

27 Deb's dad's house is not a perfect place for pets. The white
39 sleeper sofa matches the white draperies and the white rugs. There
51 are dozens of plants, a water fountain, vases, and fake fruit bowls.

63 To Pug everything looks like an item to scratch or a fun toy to
76 play with. But Pug knows he's on his leash.

84 Deb leads Pug to her room, and ties the leash to her bed post.

98 "Don't go near my fern on the nightstand, Pug. I just watered it, and
113 it must not be disturbed.

118 Deb and Sam went out of Deb's room to the kitchen to make a
131 snack. While eating a turkey sandwich, Sam heard a noise coming
143 from Deb's room. "Pug, what are you doing?" he yells.

152 Deb and Sam enter the bedroom and see the fern out of its
165 planter, spread out on the floor. But Pug is nowhere to be found.

178 "He's hiding under the bed!" said Deb. Pug emerged from
189 under the bed, knowing he did something wrong.

196 "I'm so sorry, Deb. I never should have brought Pug," Sam said.

208 "I love Pug, but my dad's house is not the perfect place for
222 pets," said Deb.
225

intern	fruit	something	fern	heard
hers	turkey	under	fountain	painter
sleeper	different	offer	floor	roofer
church	disturb	dancer	motor	fruit
storm	caller	return	dozen	forget

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ur/ as in *surf*. Repeat after me, "/ur/ as in *surf*." We can spell the /ur/ sound with an "er" in the middle or at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

51. The First Bird

Student Name _____

11 Winter was finally over, and the friends were happy. The cold
23 weather was gone, and spring was around the corner. All four friends
35 and Sam's dog, Pug, gathered at Tom's house to play board games.

35 In a brief moment of silence, Kit heard something outside.

45 "Listen!" she said. "It's the first bird of spring."

54 "I hear it chirping!" said Sam. "It sounds like a mockingbird."

65 Tom said he heard it, too. Pug stirred from his sleep and
78 growled. Pug does not like birds.

83 "Well, Kit heard it first," said Tom. "She wins the prize."

94 "Maybe girls are just better listeners," Deb suggests. But what is
105 the prize for hearing the first bird of spring?"

114 "Kit gets to eat every third cookie my mom bakes today," says
126 Tom.

127 "Maybe you should first ask your mom if she plans on baking
139 cookies today," says Sam.

143 "The cookie prize will persuade Mom to bake at least a dozen.
156 She can't say "No" to a prize for Kit," responds Tom.

166 "Such a clever plan to get yourself some cookies, Tom," says
178 Deb. "I firmly believe that you are some kind of evil cookie genius."

190 "Only when it comes to getting Mom to bake cookies," says
202 Tom. "She won't make them just for me."
209

third	genius	bird	girl	firmly
stir	dozen	twirl	around	cancer
says	spring	whirl	gone	says
story	under	listen	spring	spring
hurl	board	crawl	surfer	taught

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ur/ as in *surf*. Repeat after me, "/ur/ as in *surf*." We can spell the /ur/ sound with an "ir" in the middle or at the end of a syllable.

Comprehension Strengths

Comprehension Challenges

52. Pug on the Farm

Student Name _____

13 Deb's mom has a friend who is a farmer. She asks her daughter
if the friends would like to visit the farm. "I'll ask them," said Deb.

27 Deb texts her friends, and they are all excited to visit the farm.

40 Deb's mom picks up the friends and drives to the farm. When
52 they get to the farm, Kit shouts, "Look at the barn!" said Kit. "It's red!"

67 "Aren't they all red?" asks Tom. "That tractor, wagon, and cart
79 are painted red, as well."

83 The farmer greets the friends as they pile out of the car in front
97 of the farmhouse. "Call me Farmer Mark," he says.

106 Sam's dog, Pug, saw a big white cat with dark brown spots in
120 the yard. Pug began barking and ran up to the cat, who swatted at
134 Pug's nose with her paw. Pug ran back to Sam. "Smart dog," said
148 Tom. "That cat can take care of herself."

154 Farmer Mark says that he grows barley, artichokes, sugarcane,
163 garlic, and asparagus. "It's spring harvest time," he explains. "Pick
174 and eat any of the crops you wish."

181 The friends walk up and down the neatly planted rows. Pug
193 found the garlic. The plants smelled good to Pug, and he ate ten of
208 the yellow garlic bulbs.

210 It's time to leave. The friends say their thanks and get in the car.

224 "Whew, Pug! That's the worst dog breath you've ever had!" The
235 friends held their noses the entire drive back home from the farm.

247

arms	star	barnyard	wagon	start
armor	harder	regular	partner	worst
says	twirl	forget	charter	article
wagon	artful	third	darts	swatted
charm	worst	disturb	ark	sleeper

	Number of Words Read	Number of Words Read	
	- Number of Mistakes	- Number of Mistakes	
	= Number of Correct Words	= Number of Correct Words	

Sound-Spelling Focus: One sound we hear in this story is /ur/ as in *arm*. Repeat after me, "/ur/ as in *arm*." We can spell the /ur/ sound with an "ar" anywhere in a syllable.

Comprehension Strengths

Comprehension Challenges

1. Pug the Pup

Pug, the pup, is up! The pup is on us. It's fun! Sam said the pup can sit on the rug in the sun. The pup did not sit on the rug. The pup sat in the mud!

Pug is the pup in the mud. In the mud, Pug dug. Sam said, "Pug, not in the mud." But Pug, the pup, dug in the mud. Mud got on the rug. Mud is on the rug in the sun and on Pug.

Yuck! Mud is on rug and on Pug. It's not fun.

Pug	pup	up	us	fun
rug	mud	dug	Pug	sun
said	the	pup	Sam	up
said	pup	the	dug	Pug
mud	said	sun	the	fun

Tell the story in pictures here:



2. Mom's Hot Pot

Tom got a pot from his mom. The top of the pot is hot, but Tom did not drop the pot. Tom set it on the log.

Sam's dog, Pug, sat on a rug at the log. The pot is on top of the log.

What is in Mom's pot? Pug got the top off the log. "Stop, Pug," said Tom. "The top of the pot is hot."

But Pug did not stop. Pug got the pot off the log. Pug got hot on the spot. Sam has the hot pot on a rock.

Mom's pot is hot a lot.

Tom	got	pot	from	hot
top	sun	log	not	stop
said	the	rock	what	up
said	pup	the	from	Pug
mud	said	dog	the	lot

Tell the story in pictures here:



3. Kit and the Fish

Kit got a big dish. "I will fill it with lots of fish from the pond," Kit said.

Sam and Tom did wish for fish. Sam's dog, Pug did not wish for fish.

Kit dips the dish in the pond. In the dish a fish flips.

"I did it!" said Kit. "I got a fish!"

The dog hid from the fish.

"We win!" said Sam and Tom. "Get six more fish in that big dish, Kit." Pug sniffs the fish and runs off quickly!

Kit	big	on	dish	from
wish	mud	fish	Pug	pot
said	the	pup	from	up
said	sniff	the	dug	flip
hid	said	quick	the	fun

Tell the story in pictures here:



4. Deb and the Net

Deb set a net in the wet mud. "Let's get a bug with this net," said Deb to Kit.

Pug, the dog, got his leg in the net. "Deb, Pug is in the net," said Kit.

"But it's wet in the mud," said Deb. "Come, Pug, come!" Pug left the net with a bug.

"Pug got the bug, not the net," said Kit.

Kit nods, "Yes" to Deb. "Let Pug get the bugs in the mud, not in the net."

Deb	wet	dog	to	net
leg	left	dug	Pug	come
said	the	rock	us	up
said	pup	the	lift	lock
mud	said	sun	to	hid

Tell the story in pictures here:



5. Tom's Van

Tom had a van. Sam's dog, Pug, sat in the back. "Pug can nap," said Tom. "He can nap on Tom's mat in the van."

Sam said, "Pug, sit on the mat in the back of the van." Pug did what Sam said and began a nap.

The van hit a bump. Pug jumps up fast! "Yap! Yap!" said Pug.

"Sit, Pug!" said Sam.

"A bump is bad for a nap," said Tom. "Pug can't nap on that mat when the van hits a bump."

van	pup	font	Sam	fin
rug	nap	dug	mat	what
said	the	pup	bell	up
back	pup	the	dug	bad
began	said	wish	the	let

Tell the story in pictures here:



6. Deb's Bread

Deb spread jam on her fresh bread. Pug sits next to Deb and smells the bread and jam.

"Yuck, I can't stand Pug's dog breath on the bread," said Deb. "Sam, that dog has to move!"

Pug leapt up and got a big bite of Deb's bread.

"Bad dog!" said Sam.

"Fresh bread is the best," said Tom, "but not with Pug's breath on it."

Deb fed the rest of the bread to Pug.

lead	must	bread	best	leapt
pig	dust	ram	spent	sun
to	the	pup	us	breath
said	thin	the	dug	pots
bread	said	leapt	to	got

Tell the story in pictures here:



7. Pug's Bike Ride

Sam gave Pug a bike ride. "Hold on!" said Sam. Pug likes the wind, but not the bumpy bike. Sam smiled wide. "Pug, it's fine. If you hold on, it will be fine."

But the bike hit a big bump. Pug glides in the air and slides to a stop on the grass.

"Way to fly, Pug!" said Sam. "That bump was big."

Pug likes to fly off Sam's bike, but Pug does not like the bumps.

bike	ride	was	like	to
smile	wide	fine	does	fund
said	the	glide	slide	was
to	dust	the	pets	stop
bump	said	sick	does	will

Tell the story in pictures here:



8. Game Time

On the sand next to the lake, Sam made up a game. “Tom and Deb, take sticks and rakes and make a maze in the sand.” said Sam. Tom and Deb made big shapes in the sand with the sticks and rakes.

The maze was great. The lines were fine. Kit, Deb, Tom, and Sam want to do the maze.

But a black cat came to the maze. Pug gave chase and made a mess of the maze in the sand. Sam was mad at Pug, but Deb was nice to Sam.

“Pug made the maze more fun,” said Deb.

“It is not the same maze game, but it is fun,” said Tom. It was late when Tom, Deb, Sam, and Pug left the maze and the lake.

maze	do	dead	were	lake
from	mud	chase	logs	made
said	bike	to	came	what
take	dip	the	was	to
more	shapes	do	late	of

Tell the story in pictures here:



9. The Flute Tune

Last June, Tom made a flute. The flute is a tube with holes in it. Tom wants to buy a nice flute, but it costs a lot.

Tom likes to make up tunes with his flute. Tom's friend, Sam, likes Tom's song, "Sand Dunes and Prunes."

Deb and Kit don't like that tune. "It's bad, Tom," they said.

"That is rude, Deb and Kit," said Sam. "It breaks the nice rules. Prunes are bad, but Tom's tune is not."

Deb and Kit felt sad and said they like Tom's tune.

dude	last	tune	flute	tube
they	must	friend	nest	are
said	the	prune	tint	lost
dead	crack	don't	dune	rust
rude	don't	rules	they	fund

Tell the story in pictures here:



10. The Frog's Home

Tom was at the pond and got a frog and some stones in a box. Tom rode home on his bike with the frog and five stones in a box. "This frog is my pet, and the stones will be his home" he said to his mom.

"That frog is not a pet," said Tom's mom. "Not in this home!" Yes, she used that tone. Tom went back to the pond with the frog and five stones.

Tom used the stones and made a nice stone home for the frog, next to the pond. Tom let the frog jump from the box, and the frog went inside his stone home.

"The frog chose his home," said Tom. "Mom did not."

home	stone	tone	from	chose
late	chose	dug	sock	sun
said	the	flute	some	trike
was	lone	some	bone	rode
rose	nod	stove	to	click

Tell the story in pictures here:



11. Ice Cubes

It is hot, but Pug refuses to come inside Sam's home. Sam adds huge ice cubes to Pug's water. Pug sniffs the cubes, but Pug is confused. Pug is not used to ice cubes in his water.

"That's cute," said Kit. "Pug can't compute what the ice cubes in his water are, but it is hot and Pug wants a drink."

"It is too hot. Pug must take a drink. That dog can't refuse to drink his water," said Sam.

"I think the ice cubes will melt quickly," said Kit.

The ice cubes do melt and Pug takes a drink. Then Pug wants to come inside.

cute	do	refuse	are	what
use	cube	drink	confuse	do
to	come	cute	compute	use
come	fuss	the	water	do
rug	said	lift	are	drink

Tell the story in pictures here:



12. The Lake Theme

Deb likes to work on crafts. Deb chose a lake theme for a craft and invites the friends to help make it. “We’ll make a lake scene with felt,” Deb said.

“I want to make an extremely big rock next to the lake,” said Tom. “Here is the shape of a rock to cut from the felt,” adds Deb.

“I will make a supremely huge lake. Pass the felt!” said Sam.

“These felt shapes are fine!” said Kit. “Let’s complete the theme with some grass.”

With the grass, the scene was complete. What a nice lake theme!

what	theme	friends	here	scene
shrug	extreme	supreme	complete	from
was	gene	twice	some	taste
to	homes	are	tubes	friends
here	theme	sun	are	scene

Tell the story in pictures here:



13. Pug's Tasty Lunch

It was April, and Sam made Pug's lunch. It has bacon, and that is what Pug likes.

Tom came to Sam's home. Sam made Tom's lunch.

"Is that Pug's plate?" asks Tom. "Are you sure it is? I don't want my lunch on Pug's plate."

"You can make a label for Pug's plate," said Sam.

"Don't get lazy," Tom said. "Pug is your dog."

Sam wrote *Pug* in red as the label on his plate.

Pug ran up to his tasty plate. Pug likes the label with his name, but Pug likes what is on the plate more. The bacon makes Pug lick his lips. Yum!

baby	don't	lady	what	bacon
label	lazy	plate	vacant	making
are	crazy	fuse	taking	lazy
vacant	bite	zany	cute	hole
bacon	was	baby	don't	shady

Tell the story in pictures here:



14. Play Day

Deb has more crafts that the friends can make. Kit, Tom, and Sam came to Deb's home. Deb said, "Let's play with some clay today. What do you say?"

Kit said, "Is there a way to play with the clay inside? It's hot today."

"Yes, this craft is fine to make inside. It does not make that much of a mess," said Deb.

"Yes, let's stay inside today," add Tom and Sam.

Deb makes trays for the friends' clay. The clay is a nice gray. "The gray clay stays in the trays," said Deb.

"Okay," said Kit. "What a fun day!"

"A play day with clay and friends!" said Sam.

some	what	say	play	do
stay	tray	clay	gray	day
does	stray	lake	like	to
theme	stole	friends	cute	tune
trays	friends	may	does	way

Tell the story in pictures here:



15. The Train

In the rain, Sam, Tom, and Pug wait to ride the train.
Pug wags his tail.

“Your dog likes the rain and trains,” said Tom.

Kit and Deb paint nails while they wait. Six trains sail
past them as they wait.

Those trains are fast!” said Kit.

“Yes, they are.” Tom said. “It’s those rails that make the
trains run fast,” explains Tom.

“That is not a snail’s pace,” said Sam.

“Pug, remain close to Sam,” said Deb.

Pug wags that tail of his. The friends wait in the rain.

rainy	snail	are	mail	stray
rug	mud	dug	Pug	sun
wait	play	train	rail	main
tasty	strain	wait	brain	strait
sail	friends	pail	they	drain

Tell the story in pictures here:



16. The Veil

Deb and Kit are in the school play. Kit plays the role of a bride in a wedding. Deb places a beige veil on Kit's head.

"Kit is such a pretty bride with that veil," said Deb.

"Kit is like a horse with that veil!" kids Tom. Tom gives a neigh like a horse. "Take the reins, Deb! The sleigh ride is at eight."

"That's not nice," said Sam. "Kit is not like a horse with that veil."

"The veil is nice," said Kit as she takes it off. It does not weigh a lot, but it itches."

Deb and Kit are glad they are in the play. Their friends, Tom and Sam are glad as well.

beige	veil	neigh	weigh	sleigh
eight	vein	their	are	weighs
baby	does	plays	reins	beige
does	veil	eighty	freight	train
their	friends	neighs	they	veins

Tell the story in pictures here:



17. The Secret

Kit wants to visit a museum, but Deb, Tom, and Sam will not do it. She is sure that they will like it once they visit.

Maybe Kit can trick them. She decides to create a secret plan. Kit tells Tom that she has a secret place that is fun. "But don't tell Sam," she said.

But Sam is Tom's best friend. Tom can't resist. "Sam, Kit has a secret place to visit, but she won't share what it is," said Tom.

"We should get Deb to ask Kit where it is," said Sam. "Besides, Deb will want to visit like we do. Trust me, Kit will tell the secret place to Deb."

maybe	museum	do	secret	won't
beside	react	we	don't	sun
sleigh	decide	be	strain	maybe
secrets	museum	what	resist	where
they	besides	baby	won't	crazy

Tell the story in pictures here:



18. The Bee

The friends take a hike to see some big oak trees next to a nice deep creek. One of the trees has a beehive. Pug sees the bees and wants to play with them.

Pug jumps up and grabs a branch from the tree. The branch has three bees on it. The bees decide to visit Pug and his friends.

“Run!” yells Tom. “Here come the bees!”

“If we stand still and not run, the bees won’t sting us,” said Deb.

“They seem like sweet bees,” said Kit.

“The bee’s honey is sweet, but not the bee,” said Sam.

The friends stand still, and the bees buzz in the breeze, but they don’t sting the friends and Pug.

three	some	neigh	one	brain
beside	trees	bees	tasty	don't
sweet	come	beehive	street	free
breeze	feel	won't	heel	gray
seed	won't	secret	sting	deer

Tell the story in pictures here:



19. Either or Neither?

Tom helps his mom and dad paint a friend's home. The friend said, "Paint the ceiling either white or green."

Tom tells his mom and dad that neither will be nice. Tom wants to paint the ceiling black.

"I believe he will like either white or green, but not black," said Tom's mom. "That would be weird."

"I can't even conceive of a black ceiling," said Tom's dad. "Anyways we received two cans of paint, and neither is black. Let's use the white paint."

"Agree to disagree," said Tom to his mom and dad. "But it's their ceiling, not mine. Mine would be black."

Tom's mom and dad shake their heads.

neither	conceive	ceiling	either	seize
weird	receive	neither	believe	either
decide	would	conceive	ceilings	received
believed	maybe	weird	sleigh	reindeer
eight	seize	heel	would	neither

Tell the story in pictures here:



20. Funny Puppy

Sam loves his dog, Pug. Pug makes Sam's friends laugh. "Pug is such a funny puppy," said Deb. "He likes to play."

"He is one happy dog," agrees Tom.

"He's happy when it's sunny, but sad when it's rainy," said Sam. "Pug does not like to play inside."

"Let's play fetch, Pug," said Kit. Kit has a frisbee. Kit sails the disk in the air, and Pug is on the chase. Pug is fast. He runs quickly and grabs the frisbee as it hits the grass.

"That puppy is speedy!" claims Kit.

"He's very silly, too," adds Deb. "Sam, we are lucky that Pug is your dog."

Sam smiles and he would have to agree.

happy	puppy	funny	laugh	trees
quickly	would	rainy	speedy	one
resist	ceiling	slowly	speedy	breeze
laugh	silly	reside	lucky	lady
study	does	shady	either	puny

Tell the story in pictures here:



21. The Tea Team

Kit and Deb invite Sam and Tom to share a picnic lunch with them at the lake. Pug stays home this time. Deb makes a campfire and a hot meal. Sam makes tea.

The friends relax next to the clean stream that runs into the lake. Deb takes a nap. Tom decides to fish in the stream.

Sam and Kit went a run. They are on the track team.

“It would be neat if we could run on the relay team,” said Sam. “With Tom and Deb, we would make a dream team!”

“It would not be easy to win,” said Kit. “I mean Deb and Tom do not like to run.”

Sam said, “Well, it is a neat dream, but it’s time to get back to the stream. Let’s race to the stream!”

This time Sam beat Kit to the stream.

tea	do	stream	clean	dream
neat	beam	funny	weird	team
beat	would	eat	steal	steam
hear	secret	clear	please	dreams
ear	neatly	sweep	laugh	tease

Tell the story in pictures here:



22. The Track Field

Sam and Kit are on the school track team. Sam beat Kit in a race to the stream at a picnic, but Kit believes that she could beat Sam at school. The friends are on the grass field inside the track.

“Sam, I bet I can beat you to the end of the field. If you win, you get the last cookie in my backpack.”

“In the unlikely event that you win, what would you get?” asks Sam.

“Just relief to see that I have won!” said Kit.

Sam agrees to the race. Tom will be at the finish line to judge who wins.

Tom said, “Let’s keep the rules brief. If Sam wins, he gets the cookie. If Kit wins, she gets happy relief!”

“Okay, chief,” Sam said to Tom. “Let’s run!”

Kit and Sam get to the finish line at the same time.

what	cookie	briefly	relief	leaf
chief	belief	relieve	veil	believe
museum	clean	eight	dairies	studies
field	brief	shady	beliefs	receive
yield	breezy	cookies	seize	shield

Tell the story in pictures here:



23. The Giant

On a trip to the lake, Sam saw a sign with a bison on it. "Let's take a hike to find the bison," said Tom.

"If we see one, we must be careful," said Kit. "Bison are wild and can be mean."

"Yes," said Tom, "They are not tiny either. A bison seems as kind as a sweet child, but we must mind how we treat them."

The friends climb a hill and find a giant bison, eating grass by a lake. He seems mild and nice.

Silently, Deb walks to the lake. She quietly hands the bison a bunch of grass.

The bison takes the grass from Deb and eats it.

Deb smiles and walks back to the friends. She just fed a giant bison!

bison	silent	giant	sprays	hi
tiny	trains	mind	reins	blind
one	sign	hazy	walk	from
virus	bisect	between	dug	Pug
east	giants	yield	kind	silent

Tell the story in pictures here:



24. Bright Lights

It was close to twilight at Kit's home. The friends came to see the planet Venus. They hike up a hill near Kit's home to see it clearly.

"If I am right, tonight we can see Venus from here, but not when the night gets bright with its light," said Deb.

"Let's hike to the top of the hill, so we won't see the lights of the highway," suggests Tom.

The friends walk to the back and wait. Much to the friends' delight, right when twilight began, Venus was clear to see.

But Sam could not see the planet. "I can't see it," he said. The friends shake their heads.

Tom tells him where to see it, and Sam exclaims, "What a sight! I'd like to ride a rocket to Venus someday."

That frightens Pug. Pug does not plan to ride a rocket to Venus.

where	walk	light	night	sigh
mighty	from	bisect	fight	white
won't	some	bind	was	nightly
does	while	lighten	dream	what
unsightly	field	flight	won't	tight

Tell the story in pictures here:



25. Shy Puppy

Pug was shy on his first day of puppy training class. Sam hopes that with training, Pug will learn to obey.

"I tried to train him myself," said Sam, "but Pug does what he wants to do. It makes me want to cry sometimes."

When Sam and Pug got to class, Sam said "Try to play nicely with the rest of the pups." said Sam.

Kit and Deb came and sat nearby on the grass with Sam. The sun was hot in the sky.

The puppy class began, and Pug had fun. But he did not do what the rest of the dogs did.

"Pug pretends to obey, but he winds up doing what he wants to do," said Kit.

"He's sly," said Deb with a long sigh.

"That I won't deny," said Sam.

"The class will help with that," reply Kit and Deb.

Pug wags his tail and jumps up on Sam.

what	obey	deny	myself	quickly
nearby	team	shy	sly	giant
learn	cry	want	bypass	was
won't	sky	time	mind	obey
brief	rely	bright	does	learn

Tell the story in pictures here:



26. Deb's Peach Pie

Deb made a giant peach pie.

"I hope it tastes like mine." said Sam.

"Well, the last pie Sam tried to make was tasty," said Kit.

"I hope she has ice cream with that pie," said Tom.

"When will it be ready?"

"In a while," said Deb. "It's a bit hot to eat."

Pug sniffs and gave a whine. He wants to taste that pie! But Pug is on a leash, and the end of the leash is tied to the leg of a chair. Pug would die, trying to get to that pie.

Pug bumps the chair to untie the leash. Quickly, he flies to the pie and takes a bite.

"Stop, Pug!" yells Sam. But Pug got his bite of that peach pie. Sam and Pug went home.

"Deb, Sam felt really bad, I will not lie," said Tom. "Pug needs more training."

Pug thinks the pie tastes like Sam's.

lied	cried	died	tied	pie
thief	die	dried	lied	bite
deny	was	would	tried	chief
rely	belief	sly	died	pies
spied	lighten	fried	silence	learn

Tell the story in pictures here:



27. Cold Home

It was freezing cold when Tom and Deb rode their bikes to Kit's home. Going on a bike ride might be fun on a nice June day, but not in October. Their bike tires slip and slide on the frozen pavement.

Past the dump, past the motel, and past the lake they ride. "It is such a long ride," Deb said. "When will we get there?" she asks Tom.

Just as Tom was going to speak, they both see the gate to Kit's home.

"That can only be Kit's place," said Deb.

Kit hears them on the driveway, and opens the door. "Hello! It's so late!" Kit said. "What a bad day to ride bikes," scolds Kit. "Still, it was a bold plan."

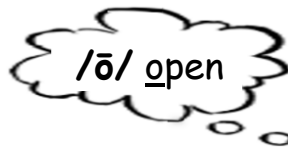
"Come in and sit by the fire. I have hot cocoa on the stove," said Kit.

"It's so cozy here," said Deb.

"We won't ride back until June!" said Tom.

cozy	frozen	what	pie	lied
cold	open	myself	only	cocoa
there	won't	don't	door	won't
said	lighten	lone	going	stole
October	rode	climb	lonely	bright

Tell the story in pictures here:



28. Deb's Toe

Deb and Tom spent the night at Kit's ranch home. The next day, Kit, Deb, and Tom went on a hike. On the way back, Deb hit her toe on a rock. "Oh, woe is me!" she cried.

"Your toe is not that bad, Deb," said Tom. "Let's limp back to Kit's."

When they got to the ranch, Tom suggests, "Kit, play Deb a song on your oboe. That will cheer Deb up and help the toe heal," said Tom.

The oboe is on top of a shelf. Kit must stand on tiptoes to reach it.

"I know a song that Deb may like," said Kit. "It goes like this..." Kit begins to play the song, but it does not help Deb's toe. Deb moans and groans.

Tom tells Kit to stop playing the oboe. "Kit, why not recite that poem that your friend, Joe, wrote? Deb might like that more."

Kit recites Joe's poem, but it does not help Deb.

Joe	oboe	toe	bone	woe
told	poem	wrote	vetoed	foe
they	your	doe	throne	open
oboes	toes	only	woe	poems
sold	does	doe	toenail	tiptoe

Tell the story in pictures here:



29. Sailboats

Deb made a tiny sailboat to float in the lake. Sam and Kit made their own sailboats. Tom does not make boats.

Tom suggests a boat race this Friday on the lake.

The friends agree and paint their boats. Deb's is green; Kit's is white; and Sam's is red.

Deb paints one last coat of green and lets it dry. "I want to win this race," she tells Tom. The last time Kit and Sam were at the lake, Sam beat Kit in a race to the stream.

On Friday, the friends go to the lake with their boats. They eat a picnic lunch next to the big oak tree and watch the toads jump into the lake. They put their boats in the lake.

"Ready, sail," yells Tom.

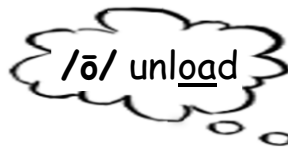
The boats take off and float past the toads.

But one of the toads jumps up on Deb's boat, and Deb's boat wins.

"That's not fair," yell Kit and Sam. "Your toad made your boat go fast!"

oaks	float	coal	want	boats
coats	toad	foal	loan	cozy
toenail	your	most	watch	choke
groan	toast	does	poem	foamy
October	roads	load	fried	one

Tell the story in pictures here:



30. The Rainbow Show

“This is such a yucky day,” said Sam, watching the rain from his kitchen window. Pug sits below Sam’s chair and nods. Rainy days are no fun.

“We have been stuck inside the whole day, Pug. We should do something. Maybe a hike in the rain?”

Pug does not want to hike. He needs to do something to distract Sam. Pug flips his water bowl and creates a mess.

“Yikes! Come here, Pug. I need to clean up that spill.” Sam throws a pillow and said, “Fetch!” Pug gets the pillow.

Rain fell most of the day, but at dusk a rainbow rose in the sky. “Pug, there is no more rain. The sky glows red and yellow, and the meadow grass is bright green. What a sight! It’s a rainbow show.”

“Maybe the rain is not that bad, Pug. Sometimes we do need it,” said Sam.

Pug wags his tail and walks to the door. Pug wants to be in that meadow to chase that rainbow.

been	show	water	rainbow	what
own	low	stow	tow	crow
watch	motel	have	cold	whole
slowly	roast	walks	door	want
bowtie	toast	blown	vetoed	blow

Tell the story in pictures here:



31. The Music Museum

The friends decide to take the bus and go into the city. Tom wants to visit the music museum. "It's one of the best museums in the United States," claims Tom.

The bus stops at the museum, and the friends get off.

"It's huge," said Kit.

"Well let's just say it's not puny," kids Sam.

"Let's grab some lunch before we explore the museum," suggests Deb. The friends study the menu.

Tom shakes his head. "These menu prices are too high. Let me check my cash."

Sam, Kit, and Deb know where this act is going. As usual, Tom can't pay.

"I forgot my cash. Could one of you treat me today? I will pay you back when I can," said Tom.

"You do forget a lot," said Kit.

"Well, I'm only human," laughs Tom.

The friends do not see the humor, but they do like the museum.

music	where	museum	unite	one
dune	hotel	puny	show	menu
before	float	some	usual	explore
human	huge	laugh	dug	humor
united	butane	oboe	cute	told

Tell the story in pictures here:



32. Aunt Jane and Scratch

Sam went to the pet store, because Pug has nothing to eat. Pug is picky and will only eat a few of the dog meals sold at the pet store. Sam knows what Pug will and will not eat. Pug needs a few more bones to chew, as well.

At the Pet store, Sam sees his aunt. Aunt Jane's cat, Scratch, is on a leash.

"Hi, Aunt Jane," said Sam. "Hello, Scratch."

"Hello, my best nephew," said Aunt Jane.

"Mew, mew, mew," adds Scratch.

Aunt Jane lifts up Scratch to view more than Sam's legs. "Scratch is glad that Pug is not here," said Aunt Jane. "Last time, Scratch got quite a scare from Pug."

Sam nods, "Yes" and pets Scratch. "Nice kitty, Scratch. Well, I need to get home to feed Pug. Nice seeing you, Aunt Jane and Scratch." Sam gets in line with the fewest people to pay for Pug's dog meals. Sam is happy that he did not bring Pug to the pet store. He would surely scare Scratch.

few	a unt	frozen	chew	tiptoe
wh a t	nephew	mew	fewest	music
puny	united	bec a use	n othing	s ome
a unt	s ure	pe o ple	a unt	crew
chewing	rainbow	nephews	sailboat	jewel

Tell the story in pictures here:



33. Pug's Rescue

Sam and Pug like to play fetch with sticks and dog bones, but the game they like most includes an ice cube.

Sam gets a bowl of ice cubes and places one on the frozen driveway in front of his home. Sam made an ice hockey stick that Pug can use, and Sam has his own.

The ice cube "puck" slides great on Sam's frozen driveway, and both Sam and Pug play ice hockey to win. They keep score and value their wins. Sometimes they argue the rules. Which rules to play by continues to be an issue.

Sam's friend, Tom, likes to watch these games and sometimes argue with Sam.

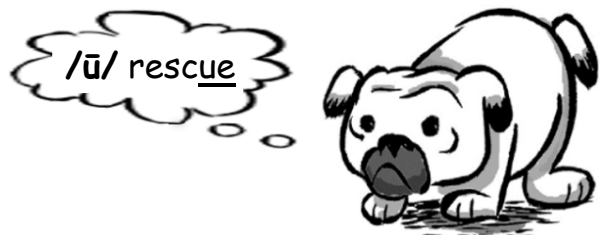
One day Pug gave chase to an ice cube that went off the driveway into the street. A truck drove toward the ice cube. Will the truck or Pug stop in time?

Sam froze like a statue, but Tom rescued Pug in the nick of time.

"It's time to quit," said Sam. Sam picks up the ice cube with a tissue and throws it in the street.

cue	use	value	one	fun
tissue	rules	dug	argue	statue
fewest	aunt	some	score	fuel
nephew	fuel	sink	united	cruel
slowly	going	rescue	loaded	cubes

Tell the story in pictures here:



34. Beach Fun and Bath

Tom, Sam, and Pug grab some fast food and head to the beach at the lake. The water is too cold to swim, but it's not too cold to play in the sand.

Bamboo trees grow up by the road. Tom picks up some of the dead bamboo, and he and Sam take the bamboo sticks to the beach. They decide to make a hut with the bamboo. They finish their project and relax on the sand.

Pug goes inside their hut, but there is much more fun on the beach. He runs here and there like a crazy dog in a cartoon. He yaps at the seagulls and chases them.

Just then a raccoon walks onto the sand. Pug does not know what to do. That is one big raccoon! Pug whines a bit and hides behind Sam.

"I see Pug won't take on that big raccoon," kids Tom.

"No, but what Pug has taken on is a mess of sand. Pug, we will be leaving soon. When we get home, it will be time for soap, shampoo, and a hot bath, Pug.

Pug shakes his head. He does not like baths.

food	bamboo	water	cartoon	human
soon	shampoo	baboon	boost	raccoon
misused	few	rescue	shoot	what
won't	mushroom	ooze	noon	food
broom	score	loon	some	oops

Tell the story in pictures here:



35. True Blue

Kit's best friend is Deb. They are true friends. They like the same things: deep blue lakes, the smell of glue sticks, the online game, "Clue," and the shops on Sue Jones Avenue.

Both Kit and Deb like to finish their schoolwork before it is due and shake their heads when Tom and Sam wait until the last second to get their work done.

One day in the school lunchroom, some kids said something cruel to Deb. They made fun of Deb's hair. Kit heard them say it and got extremely upset.

Kit was so mad! She told the mean kids, "In olden days we would duel to the death because of that insult to my best friend."

The mean kids said they were sorry. They did not seem to have a clue that what they said was not nice, but they got back what they were due from Kit, except for maybe Kit's comment about a duel.

what	clue	blue	duel	fuel
true	done	Sue	tissue	cruel
work	sorry	due	venue	school
jewel	shampoo	food	undue	issue
clues	blue	glue	argue	avenue

Tell the story in pictures here:



36. Student Rumors

Some student at school posted an ugly rumor online that Ruth and Rudy hated their school. Ruth is a close friend of both Kit and Deb, and Rudy lives in the home next to Tom's.

"That kind of post can ruin students' lives," said Deb.

"It's really mean, if you ask me," adds Tom.

"Last year, when a student named Ruby was caught posting rumors, she lost her phone for the whole year."

"To tell the truth, I think it's the parents duty to do that kind of punishment," said Kit. "The school can only do so much."

"We just need to be more kind and treat people like we want to be treated," said Deb.

"Hope Ruth and Rudy will be okay," said Tom.

The friends posted that the rumor was not true, and Ruth and Rudy were happy that Deb, Kit, Tom, and Sam did so. Rumors are not nice and spread quickly, but this one stopped due to helpful friends.

truth	duly	truth	Rudy	funny
Ruth	duty	soon	duplicate	rumor
avenue	shampoo	stool	jubilee	juvenile
duties	sorry	human	untrue	prune
rescued	super	work	student	done

Tell the story in pictures here:



37. Hot Stew

Kit went to Deb's home at noon on Sunday. Deb texted Kit to get ready to eat plenty of food. "I am trying a new recipe," said Deb. "It's beef stew."

"The stew smells yummy," said Kit. "I can't wait to try it."

"Me, too," said Deb. "It is a new recipe. We will see."

"It's hot. Best to wait a bit," suggests Deb." The steam rises from the bowls.

Deb dishes up two bowls.

"I'll taste a tiny bit," said Kit, "and I'll chew slowly." Kit blew on a spoonful of stew to cool it off.

"Still too hot?" asks Deb

"Yes, but it's so tasty," responds Kit.

"I knew it would be too hot," said Deb, "but I'm glad you like it."

The two friends ate two bowls of stew each as the day flew by.

"It's nice to try new things with friends," said Deb.

"Yes, that is so true," adds Kit.

stew	new	flew	chew	blew
thing	brew	grew	fool	dew
two	student	thing	drew	mew
truth	crew	avenue	few	newt
newly	tool	cruel	blue	two

Tell the story in pictures here:



38. Push and Pull

Sam and Tom take a hike near Sam's home. Pug is not on his leash, and it is a bit of a problem.

"Sam, please put Pug on his leash. He is bugging everyone," said Tom. Tom likes Pug, but that dog can be a pain sometimes.

"I'll try to catch him, but if Pug knows I have the leash, he will run. Plus, on his leash, Pug is like an octopus with eight legs to push or pull me where he wants to go," said Sam.

Pug sees Sam with the leash in his hand and hides behind a bush. "Here, Pug, here!" says Sam. But Pug knows what Sam is planning to do.

Tom says, "Let's try this." Tom puts some sugar in his hand. Pug loves sugar and comes up to Tom to lick his hand. When Pug finishes the sugar, Sam quickly slips on the leash.

"I feel like such a bully sometimes," says Sam.

"Uh, Sam, you are the boss; Pug is your dog. Humans don't bully dogs. Dogs should do what they are told to do," says Tom.

"That's what Pug is learning in puppy training class," says Sam.

pull	put	push	octopus	where
bush	mud	bully	says	love
what	thing	rumor	sugar	student
are	pun	don't	rescue	bull
love	says	sunny	two	learn

Tell the story in pictures here:



39. Pug's Foot

It is freezing cold on a Friday night. Tom texts Sam, Deb, and Kit to invite them to his home. Tom's dad has made a huge batch of cookies.

Deb asks if she can bring something to eat before they eat the cookies. She has a new cookbook.

"Good idea," says Tom.

"We will be there," text both Kit and Sam.

"I'll keep Pug on his leash," says Sam.

The friends show up late at six.

"What took so long?" asks Tom.

"When Pug took a look at the leash, he would not get in my mom's truck. I had to chase and catch him," says Sam.

"I'll bet that Pug will behave if he does not have to be leashed," says Kit. "He can be a good dog if he wants to."

Pug looks at Kit and lifts his foot. Kit and Sam shook on their deal. Pug will behave, and he won't have the leash.

"We will give it a good try," says Sam. "Let's see if you can behave, Pug."

foot	cookie	took	shook	what
look	hood	push	won't	book
says	boot	hoodies	truly	pull
cookies	boost	love	cook	Pug
soot	says	bush	root	hook

Tell the story in pictures here:



40. Pug's Howl

Sam's home is not in town. It is more in the country and less crowded. The country is a good place for dogs like Pug.

Pug likes to roam off leash when he can. Sometimes he naps down by the stream that flows past Sam's home. Often he naps beneath the pine trees up the hill. One night, Pug heard a hoot owl in a nearby pine tree.

Pug wanted to talk to that owl, and so he began to howl. The owl began to hoot back at Pug. "How fun!" thought Pug.

The next night, Pug got Sam to take him on a walk to where the owl was. When they got to the tree, Pug began to howl.

Sam frowned at his dog. "Quiet, Pug!" scolded Sam. "Let's go home." Pug began to growl. He wants to wait to see if his owl friend is in the pine tree. Pug kept howling. At last, the owl gave a hoot back to Pug.

"Wow!" said Sam. "Are you and the owl talking?"

"Now wait until I tell this to Kit, Tom, and Deb," said Sam. "They will really howl!"

prowl	how	flew	howl	grew
now	towel	look	town	clown
growl	put	down	foot	scowl
stew	crowded	sugar	cloud	Pug
talk	wow	sun	crew	talk

Tell the story in pictures here:



41. Loud Rain

Black clouds filled the sky, and the rain began to drench the ground. None of the friends went outside that day.

Kit, Tom, Deb, Sam, and Pug were at Deb's house. "What a loud sound that rain makes!" said Deb to Kit. "Here how it pounds on the roof, trying to get in."

Pug heard the rain and began to howl loudly. The door blew open, and Pug ran out of the house into the rain. Round and round Pug ran in the rain.

Sam put on his jacket and a big brown towel. "I'll catch Pug and dry him out," said Sam.

Sam found Pug and wrapped up his wet dog in the brown towel. They went back inside Deb's house, and Sam put Pug down on the floor next to Kit.

Big mistake! Pug did what wet dogs do. He shook off the water. Kit got as wet as Pug. She was as mad as she can be. But not as mad as when that wet dog bounded into Kit's lap for a hug.

cloud	loud	heard	ground	look
round	house	brown	shout	what
talk	water	none	bush	door
come	flour	heard	our	outside
count	out	put	talk	sour

Tell the story in pictures here:



42. The Noise

Sam's home in the country is an old, old house. On windy nights it is very noisy. It creaks and groans. Sometimes they sound like people's voices.

One windy night, Sam texted his friends to join him online to play a video game of their choice. Kit and Dev want to play the "Golden Coins" game.

Sam pointed the mouse to click a golden coin on the screen. As soon as he clicked, he heard a loud "Boing! Boing!"

His friends heard the sound, too.

"What was that noise?" asked Tom.

"It sounded like squishing foil," said Deb.

"No, it was like boiling water," added Kit.

"It is the sound of golden coins from my video game. When I click one, it makes that "Boing! Boing! Noise," explained Sam.

"Put on your earbuds, Sam. That noise will drive us crazy," said Tom.

noise	toil	voices	choice	people
coin	pointed	foil	boil	voices
pushed	loudly	choice	crown	noise
soot	foil	shout	coins	howl
count	water	joint	soil	void

Tell the story in pictures here:



43. Pug's Joy

Sam went to the pet store to buy more food for Pug, and he decided to buy a squeak toy.

"Pug will enjoy this new toy," thought Sam.

The toy was in the shape of a silly cowboy. Pug loved his new toy. He bit and squeaked that cowboy nonstop.

Sam's mom said, "That toy is so annoying! If you don't trash it, I will destroy it myself."

But Pug enjoys it so much!" said Sam.

"Listen, my boy, it's got to go. I can't stand that noisy squeak toy. It's time to bury that cowboy in the Boot Hill trash can."

Sam knows that Boot Hill is where dead cowboys reside.

"Okay," said Sam, "It is really loud. I'll take that cowboy on his last ride when Pug lets it out of his mouth. If, that is, I can get him to let go of that toy."

joyful	soy	enjoy	annoy	proud
bury	cowboy	oyster	joy	boys
noisy	listen	voices	bury	don't
buy	annoying	listen	rejoice	outside
enjoys	clown	coin	buy	oyster

Tell the story in pictures here:



44. Pug's Paw

Sam's dad wants to make more grass grow in his front lawn. He raked in grass seed, and put straw on top to keep the soil moist.

Sam's dad told Sam, "Let's keep Pug inside while we wait for the seeds to sprout."

One day when Sam went out the front door to get the trash cans in the back, he left the door open. Out went Pug onto the freshly seeded front lawn. Pug pawed and dug at the straw, and some of it got stuck in his paws.

As Sam brought the trash cans from the back of the house, he saw the open door. "Oh no!" he said out loud. Then he saw Pug pawing and digging out the straw from the lawn.

"Stop!" yelled Sam.

Pug knew he had done something wrong, but he did not know what it was. Pug crawled back to the house.

"Aw, Pug, you did not know that you could not mess with the lawn. Dad will be mad at me, not you. Let's get the straw out of your paws, boy," said Sam. Sam picked out the straw, and Pug was glad.

Sam's dad was mad—not at Pug, but at Sam.

straw	fr o nt	paw	awful	y our
crawl	coins	lawn	soil	saw
b uy	joyful	hawk	listen	pawed
w a nt	brawl	fr o nt	enjoy	bawl
raw	m ore	ground	d one	house

Tell the story in pictures here:



45. Fixing the Lawn

Sam's dad knew that it was not Pug's fault that the pup had dug up some of the newly seeded front lawn. Sam should not have left the door open while taking out the trash.

Sam's dad was still upset, but not mad anymore. He told Sam to haul more straw and grass seed from the back to the front. Sam's dad taught him how to rake in the grass seeds and add straw on top to keep the soil moist.

Because Sam caused the problem, his dad said, "You must water the lawn twice a day, do the dishes, and fold the laundry for a week."

Sam thought the punishment was fair. He caused the problem with the lawn by leaving the door open. Pug just did what dogs do—digging.

It was a hot August day when Sam began fixing the lawn. It was exhausting work! Pug stayed inside the whole week.

fault	haul	taught	caught	anymore
laundry	exhaust	bec ause	August	hauling
your	straw	taught	hawk	front
cloudy	joyful	anymore	sauce	bec ause
caught	scowl	faulty	whole	noise

Tell the story in pictures here:



46. Math Games Day

The principal of the friends' school loves math. To get students to share his excitement, he launched an annual "Math Games Day." A local store provides cash prizes.

Students work in teams to solve actual real-life math problems. The fastest team to solve each problem earns points. That team goes on to the next round, and so on, until the final round. Usually, the contest lasts ten rounds.

Deb's team won the "Math Games Day" contest last year, so she gets to keep score this year. Sam thinks Tom and his team have a good chance to win this year. Tom almost always is the best in his class at math.

The contest begins. After ten rounds, Deb totals the points and said, "This is the final round. The problem is worth 100 points. Opal's team leads with 220 points; Tom's team is in second place with 210. Also, Kit's team still has a slim chance to win with 130 total."

Only Kit's team solves the problem, and with 230 total points Kit's team wins "Math Games Day" and get the cash prizes.

final	score	annual	final	worth
actual	usual	loyal	local	bridal
awful	sauce	loves	worth	always
chance	also	solve	almost	taught
noise	earns	fault	score	voice

Tell the story in pictures here:



47. The Wall

Deb calls Sam, Kit, and Tom to see if they want to go to the mall. The friends need to shop for some fall clothes.

The friends shopped and Sam said, "I should buy Pug something to replace his squeak toy, What should I buy?"

"I say, get him a ball," said Deb. Look, here's a small red one that Pug would like.

Sam bought the small red ball. When the friends got to Sam's home, Sam said, "Here's a new toy, Pug. It does not squeak, but it is fun. We can play fetch."

A box sat next to the kitchen wall. "Can Pug jump it?" asked Tom.

Sam said, "Fetch!" and threw the ball. Pug jumped the box to get the small ball.

"Too easy!" said Kit. Kit picked up the ball and said, "Watch Pug jump this tall chair. Try this, Pug. Fetch!" But before Kit could throw it, Pug grabbed the ball from Kit's hand and ran outside.

"Oops! I made a bad call," said Kit. "The chair is too tall."

tall	stall	want	ball	crawl
mall	calling	fall	small	buy
tallest	taught	hallway	something	install
watch	usual	caught	local	watch
rainfall	awful	baseball	because	fallen

Tell the story in pictures here:



48. The Storm

Big black clouds formed in the sky. "A storm is blowing in," said Kit. "Looks like we're in for a few inches of rain or maybe even some snow."

"Yes, the storm is coming in from the North. It will be a cold one," said Tom. "It's sort of fun being with friends, waiting for a big storm to come in."

"I've got a story about the biggest storm to hit our town," said Deb. "The storm of 2012 made history."

"Let's hear it," said Sam. "I'll begin snoring if your story gets boring. Keep it short and sweet."

Deb began, "One cold January day the biggest rainstorm in history flooded our town. Our creek rose 15 feet in only six hours. People had to sandbag their houses.

A busload of visitors was trapped up in the second story of the hotel and could not get out. A crew of high school students rescued people with rowboats. The storm destroyed a lot of property. But three babies were born in our town's hospital that day when the sky opened up with rain. They were named Windy, Stormy, and Misty."

born	storm	north	story	snoring
boring	visitor	effort	were	thorn
fork	fallen	formal	wall	for
were	motor	minor	straw	forget
caught	flavor	awful	horror	haul

Tell the story in pictures here:



49. Surf Fun

Tom, Kit, Sam, and Deb have been waiting for a year, and it is finally opening this Saturday—The Surf Club. The Surf Club is a water resort with pools, water slides, a lagoon with waterfalls, and a surfing pool. The whole town is excited to learn how to surf.

The surfing pool is 400 feet long with three wave heights of three, six, and nine-foot waves for all levels of skill.

The friends all saved up money to take surf lessons on Saturday morning. The surf coach lined up the four friends behind the smallest three-foot waves. The friends took turns trying the small waves. Tom, Deb, and Kit learned quickly and were standing up on their boards on their second turns. Sam could only get up on his knees.

The friends cheered for Sam to help him stand up. Deb said, “Don’t rush it, Sam.”

“Yes, take your time,” said Tom. “You can do it!”

“Line up with the curl of the wave, Sam,” said the coach. “Maybe get up on your knees now. It won’t hurt to begin like that.”

That did the trick. Sam stood up and rode the wave.

surfing	curl	unfurl	learn	hurl
final	your	church	whole	also
horror	calling	return	won't	money
formal	pup	water	dug	board
rainfall	board	north	money	don't

Tell the story in pictures here:



50. Her Fern

Deb invited Sam to visit at her dad's house. When Sam showed up, Pug was on his leash. Deb did not expect Pug to come with Sam.

Deb's dad's house is not a perfect place for pets. The white sleeper sofa matches the white draperies and the white rugs. There are dozens of plants, a water fountain, vases, and fake fruit bowls.

To Pug everything looks like an item to scratch or a fun toy to play with. But Pug knows he's on his leash.

Deb leads Pug to her room, and ties the leash to her bed post. "Don't go near my fern on the nightstand, Pug. I just watered it, and it must not be disturbed.

Deb and Sam went out of Deb's room to the kitchen to make a snack. While eating a turkey sandwich, Sam heard a noise coming from Deb's room. "Pug, what are you doing?" he yells.

Deb and Sam enter the bedroom and see the fern out of its planter, spread out on the floor. But Pug is nowhere to be found.

"He's hiding under the bed!" said Deb. Pug emerged from under the bed, knowing he did something wrong.

"I'm so sorry, Deb. I never should have brought Pug," Sam said.

"I love Pug, but my dad's house is not the perfect place for pets," said Deb.

intern	fruit	something	fern	heard
hers	turkey	under	fountain	painter
sleeper	different	offer	floor	roofer
church	disturb	dancer	motor	fruit
storm	caller	return	dozen	forget

Tell the story in pictures here:



51. The First Bird

Winter was finally over, and the friends were happy. The cold weather was gone, and spring was around the corner. All four friends and Sam's dog, Pug, gathered at Tom's house to play board games.

In a brief moment of silence, Kit heard something outside. "Listen!" she said. "It's the first bird of spring."

"I hear it chirping!" said Sam. "It sounds like a mockingbird."

Tom said he heard it, too. Pug stirred from his sleep and growled. Pug does not like birds.

"Well, Kit heard it first," said Tom. "She wins the prize."

"Maybe girls are just better listeners," Deb suggests. But what is the prize for hearing the first bird of spring?"

"Kit gets to eat every third cookie my mom bakes today," says Tom.

"Maybe you should first ask your mom if she plans on baking cookies today," says Sam.

"The cookie prize will persuade Mom to bake at least a dozen. She can't say "No" to a prize for Kit," responds Tom.

"Such a clever plan to get yourself some cookies, Tom," says Deb. "I firmly believe that you are some kind of evil cookie genius."

"Only when it comes to getting Mom to bake cookies," says Tom. "She won't make them just for me."

third	genius	bird	girl	firmly
stir	dozen	twirl	around	cancer
says	spring	whirl	gone	says
story	under	listen	spring	spring
hurl	board	crawl	surfer	taught

Tell the story in pictures here:



52. Pug on the Farm

Deb's mom has a friend who is a farmer. She asks her daughter if the friends would like to visit the farm. "I'll ask them," said Deb.

Deb texts her friends, and they are all excited to visit the farm.

Deb's mom picks up the friends and drives to the farm. When they get to the farm, Kit shouts, "Look at the barn!" said Kit. "It's red!"

"Aren't they all red?" asks Tom. "That tractor, wagon, and cart are painted red, as well."

The farmer greets the friends as they pile out of the car in front of the farmhouse. "Call me Farmer Mark," he says.

Sam's dog, Pug, saw a big white cat with dark brown spots in the yard. Pug began barking and ran up to the cat, who swatted at Pug's nose with her paw. Pug ran back to Sam. "Smart dog," said Tom. "That cat can take care of herself."

Farmer Mark says that he grows barley, artichokes, sugarcane, garlic, and asparagus. "It's spring harvest time," he explains. "Pick and eat any of the crops you wish."

The friends walk up and down the neatly planted rows. Pug found the garlic. The plants smelled good to Pug, and he ate ten of the yellow garlic bulbs.

It's time to leave. The friends say their thanks and get in the car.

"Whew, Pug! That's the worst dog breath you've ever had!" The friends held their noses the entire drive back home from the farm.

arms	star	barnyard	wagon	start
armor	harder	regular	partner	worst
says	twirl	forget	charter	article
wagon	artful	third	darts	swatted
charm	worst	disturb	ark	sleeper

Tell the story in pictures here:

