

Reading for Details: Stories for Early Reading

Alice the Worker Bee

Alice is a bee. She is black and yellow. She is a bumblebee. She lives with lots of bees. They live in a nest. The nest is in a hole. It is in the ground.

Each bee has a job. Alice is a small bee. She is a worker bee. She works in the nest. She feeds the young bees. She cleans the nest.

Alice wants to be a big bee. Big bees leave the nest. Big bees fly. Alice really wants to fly. Big bees look for food. They taste flowers. Alice wants taste flowers. Alice wants to be a big bee.

Alice is a:

- A. bee.
- B. bird.
- C. butterfly.
- D. cow.

The story begins by telling us that Alice is a bee.

Alice lives in a:

- A. nest.
- B. birdhouse.
- C. tree.
- D. zoo.

Alice lives in a nest in the ground.

What kind of bee is Alice?

- A. Worker.
- B. Queen.
- C. Drone.
- D. King.

Alice is a worker bee.

Alice has many jobs. Some of them are:

- A. Clean the nest. Feed young bees.
- B. Look for food. Feed young bees.
- C. Taste flowers.
- D. Cook dinner.

Alice works in the nest. She cleans it. She also feeds young bees.

Something to think about:

What do you want to do when you get big?

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Alice Learns to Fly

Alice is a bee. She is a bumblebee. Alice was small. She grew. She is now a big bee. Big bees leave the nest. They fly. They find food. Soon Alice will start her new job. She can not wait.

Alice starts her new job. The first day she learns to fly. She flies high in the air. She flies low over the grass. She flies over a river. She flies and flies. Alice loves to fly. It is so much fun!

Tomorrow Alice will learn to find food. She will taste flowers! And she will fly and fly.

In the story, we learned that:

- A. Big bees leave the nest.
- B. Big bees never leave the nest.
- C. Little bees leave the nest.
- D. Big bees go to school.

Big bees leave the nest.

Alice must learn to:

- A. fly.
- B. walk.
- C. run.
- D. drive.

Alice must learn to fly.

Alice has a new job. Her job is to:

- A. find food.
- B. find honey.
- C. make honey.
- D. make money.

Alice will find food.

When Alice learned to fly she:

- A. flew high and low.
- B. flew into the river.
- C. landed on the grass.
- D. flew to the big city.

Alice flew over the grass. She flew over a river. She flew high and low. She did not fly to the big city.

Something to think about:

Would you like to learn to fly?

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Alice Loves Her New Job

Alice is a worker bee. She has a new job. She leaves the nest. She finds pollen.

Pollen is found in flowers. Bees eat pollen. Alice loves her new job. She loves to fly. She finds a field of flowers. Some flowers are red. Some flowers are yellow. Some are blue. She tastes each one. Alice likes the blue flowers. They taste yummy.

Alice finds pollen. She flies back to the nest. She leaves the pollen. She makes many trips to the field. Then back to the nest. She found lots of pollen. Tonight the bees will have a fine supper!

Alice must look for:

- A. flowers.
- B. seeds.
- C. fruit.
- D. jelly beans.

Alice looks for flowers. Flowers have pollen to eat.

Alice tasted the flowers. She likes:

- A. blue flowers.
- B. green flowers.
- C. orange flowers.
- D. blue berries.

Alice tasted lots of flowers. The blue flowers taste yummy.

Alice worked hard all day. When she was working she:

- A. made many trips to the field.
- B. made two trips to the field.
- C. made a few trips to the field.
- D. did not find any flowers.

Alice made many trips to the field and back to the nest.

What will the bees have for supper?

- A. Pollen.
- B. Honey.
- C. Flowers.
- D. French fries.

Alice found lots of pollen for supper.

Something to think about:

Have you ever had to work for your supper?

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George Likes to Sing

George is a bird. He has blue feathers. He has an orange beak. He lives with his family. They all have red feathers. They have yellow beaks. George does not look like them.

George loves to sing. He sings lots of songs. He makes up many songs. He hums and sings all day. His family sings one song. George does not sing like them.

George does not look like his family. He does not sing like his family. That does not matter to George. It does not matter to his family. They love his blue feathers. They love his songs. And they love him.

George likes to:

- A. sing.
- B. fly.
- C. talk.
- D. play video games.

We learned that George loves to sing. He sings and hums all day.

George looks like:

- A. no one in his family.
- B. his brother Jim.
- C. his sister.
- D. the family dog.

George does not look like his family. His feathers are a different color. His beak is a different color.

George likes to sing. He:

- A. makes up many songs.
- B. sings one song.
- C. sings once a day.
- D. sings along with the radio.

George makes up many songs. He sings and hums all day.

George is a bird of many colors. Some of his colors are:

- A. blue and orange.
- B. red and yellow.
- C. orange and red.
- D. purple and green.

George has blue feathers and an orange beak. His family has red feathers and yellow beaks.

Something to think about:

Can you make up a song and sing it?

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George Likes to Dance

George the blue bird lives in the woods. He lives with his family. George loves to sing. George really loves to dance!

George swoops down to the ground. He sings. Then he starts to dance. He swings his wings. He kicks his feet. He wiggles his tail.

One day Bonnie swooped down. She landed next to George. She wanted to dance. She asked George to show her. George told Bonnie the trick. He said to move to the music. George started singing. Bonnie started dancing! Bonnie was laughing. Corey joined them. Corey started dancing. Soon all the birds were dancing!

George loves to:

- A. sing and dance.
- B. sing and run.
- C. dance and run.
- D. clean his room.

George loves to sing. He really loves to dance.

George taught his friend a trick. The trick to dancing is:

- A. move to the music.
- B. tap your toes.
- C. wiggle your tail.
- D. take dancing lessons.

George told her to move to the music.

Who was dancing with George?

- A. Bonnie and Corey.
- B. Bonnie and Bill.
- C. Corey and Cary.
- D. Bobbie and Connie.

George taught Bonnie to dance. Later Corey joined them.

When George dances he:

- A. Swings his wings and wiggles his tail.
- B. Wiggles his tail and bobs his head.
- C. Kicks his feet and bobs his head.
- D. Claps his hands and stomps his feet.

He swings his wings. He kicks his feet. He wiggles his tail.

Something to think about:

Do you like to dance with your friends?

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George Saves the Day

George is a blue bird. He loves to sing. He loves to dance. He loves to fly. He loves to soar and swoop.

One day his family was eating in the field. George was flying above them. He saw a fox! Danger! George landed in front of the fox. He started to dance. The fox jumped at George.

George took off. He soared and swooped. He landed. The fox jumped after George. George swooped. The fox jumped. All the way across the field. Splash! The fox landed in the lake. The fox swam to the other side. Then he ran away.

George flew to his family. They cheered! George saved the day!

The family were:

- A. eating in a field.
- B. swimming in the lake.
- C. camping by the lake.
- D. driving to Grandmother's.

The family was eating in a field.

What did George see?

- A. A fox.
- B. A dog.
- C. A cat.
- D. A farmer.

George saw a fox.

Why did George start to dance?

- A. He wanted the fox to chase him.
- B. He just likes to dance.
- C. He wanted to swim with the fox.
- D. He wanted to dance with the fox.

George does love to dance. But he wanted to save his family. So he danced in front of the fox. It chased him across the field.

What did the fox do?

- A. The fox jumped at George. He landed in the lake. Then he ran away.
- B. The fox swam across the lake. Then he jumped at George.
- C. The fox started to dance. Then he ran away.
- D. The fox ate their lunch.

Something to think about:

Have you ever done anything as brave as George?

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Jensen Meets Bob the Buffalo

It was the first day of spring. Jensen came to live in the field. Jensen is a duck. Bob lives in the field. Bob is a buffalo. Jensen did not know Bob.

Every afternoon Jensen swam in the pond. One afternoon Bob came for a drink. Bob smiled and said hello. His voice was deep. But it was kind and cheerful. Jensen said hello. They talked and talked.

Jensen and Bob liked many of the same things. They liked to run in the sun. They liked to sleep under the oak tree. They liked to eat clover and daisies. And they loved spending time together. Jensen and Bob became best friends.

Jensen is a:

- A. duck.
- B. goose.
- C. buffalo.
- D. dog.

We learned that Jensen is a duck.

Where does Jensen live?

- A. In a field.
- B. In a henhouse.
- C. In the forest.
- D. In the city.

Jensen came to live in the field.

Bob said hello to Jensen. His voice was:

- A. deep, kind, and cheerful.
- B. deep and gruff.
- C. deep and playful.
- D. gruff and mean.

Bob has a deep voice. It is also kind and cheerful.

Bob and Jensen like many of the same things. Some of the things they like are:

- A. running in the sun. Eating clover and daisies.
- B. sleeping in the sun. Eating clover and daisies.
- C. sleeping in the pond. Eating clover and daisies.
- D. playing video games. Watching movies.

They both like to run in the sun. They like to sleep under the tree. And they like to eat clover and daisies.

Something to think about:

What do you do with your friends?

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Jensen and Bob Play in the Pond

Jensen is a duck. Bob is a buffalo. They are best friends. They live in a field. They do many things together.

It is the middle of summer. It is a hot day. Bob is hot in his woolly coat. He drinks from the pond. He is still hot. Jensen swims all day in the pond. He stays cool. Jensen asks Bob to swim with him.

Bob stands on the edge of the pond. He puts one hoof in. The water is cool. Bob goes into the pond. He sits down with a splash! Every afternoon Bob and Jensen play in the pond. Bob is never too hot again.

When does this story take place?

- A. In the middle of summer.
- B. In the middle of winter.
- C. In the fall.
- D. At Halloween.

The story takes place in the middle of summer.

Why is Bob hot?

- A. It is the middle of summer. And he has a woolly coat.
- B. It is the middle of winter. And he has a woolly coat.
- C. He is working hard.
- D. The fan is broken.

It is hot in the summer and Bob has a woolly coat.

Bob put one hoof in the water. What did he find?

- A. The water was cool.
- B. The water was hot.
- C. The water was muddy.
- D. His tail got wet.

Bob found that the water was cool.

What do Bob and Jensen do every afternoon?

- A. They play in the pond.
- B. They sit in the shade.
- C. They eat lunch.
- D. They go to the library.

Every afternoon Bob and Jensen play in the pond.

Something to think about:

How do you stay cool in the summer?

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Jensen and Bob Make a Pair of Boots

One day Jensen the duck was upset. Bob the buffalo asked what was wrong. Jensen told Bob his feet were cold. Bob said that winter is coming. It will get colder. Soon there will be snow.

Jensen did not know about snow. Bob told him that snow is white. It is like big fluffy raindrops. Snow is very cold. It makes things white.

Bob had an idea. He gave Jensen some of his wool. They dipped it in the pond. Jensen wrapped it around his feet. After the wool dried he had boots. His feet were warm and toasty. They will stay warm all winter!

Why was Jensen upset?

- A. His feet were cold.
- B. It was snowing.
- C. His nose was cold.
- D. Bob stepped on his feet.

Jensen was upset because his feet were cold.

What did Bob tell Jensen about snow?

- A. Snow is like fluffy raindrops.
- B. Snow makes things black.
- C. Snow is cold.
- D. Snow is tasty.

Snow is cold. But Bob did not say that. Bob said that snow is like big fluffy raindrops.

What did they use to make the boots?

- A. Wool.
- B. Feathers.
- C. Fur.
- D. Rubber.

They used some wool from Bob.

How did they make the boots?

- A. They dipped wool in the pond. Then wrapped it around Jensen's feet.
- B. They dipped wool in the pond. Then wrapped it around Bob's feet.
- C. They dipped feathers in the mud. Then wrapped them around Jensen's feet.
- D. They drove to the store. Jensen bought rubber to make boots.

We learned that Bob gave Jensen some wool. They dipped it in the pond. Then Jensen wrapped it around his feet. When it dried, he had boots.

Something to think about:

How do you keep your feet warm?

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Rita Finds a New Home

Rita is a tree rat. Most tree rats live in nests. Nests made of leaves and sticks. Not Rita. Rita lives in a boot!

One day Rita looked for nuts. She saw something large and dark. It was hanging from a branch. Rita ran up the tree. There she found a boot.

Rita looked inside. There was lots of room. This could be her new home! Rita made the toe her bedroom. She made the heel her kitchen. There was plenty of room for nuts.

The boot was warm and cozy. It was the perfect home for Rita.

Rita is a tree rat. She lives in a:

- A. boot.
- B. sock.
- C. nest.
- D. boat.

Most tree rats live in a nest in a tree. Not Rita. She lives in a boot.

Where did Rita find her new home?

- A. In a tree.
- B. On the ground.
- C. In the trash.
- D. At the store.

Rita found the boot hanging from a branch. Her new home was in a tree.

Rita needed room in her home to keep:

- A. nuts.
- B. berries
- C. grass.
- D. toys.

Rita need plenty of room for nuts.

Rita has two rooms in her new home. They are:

- A. a bedroom and a kitchen.
- B. a bedroom and a dining room.
- C. a kitchen and a game room.
- D. a game room and a dining room.

Rita made the toe her bedroom. She made the heel her kitchen.

Something to think about:

Where else could Rita live?

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Rita Makes a Boat

Rita the tree rat lived in a boot. The boot hung from a tree. The tree was by a stream. Rita loved the stream. She loved to swim in the stream.

Rita wanted a boat. A boat with a sail. Rita found a large piece of bark. It looked like a boat! Rita needed a sail.

She found a large oak leaf. She tied it to the boat. She had a sail! Rita pushed the boat into the stream. She jumped in the boat. The wind filled her sail. The wind pushed her across the stream. Rita loved her boat!

Rita lives near a:

- A. stream.
- B. lake.
- C. pond.
- D. mall.

Rita lives in a tree by a stream.

What happened when Rita jumped in the boat?

- A. The wind pushed it across the stream.
- B. It floated down the stream without her.
- C. It got stuck on a rock.
- D. It sank.

Rita jumped in the boat. Then it sailed across the stream.

How did the boat move across the stream?

- A. The wind pushed it.
- B. Rita rowed it.
- C. It floated.
- D. Rita turned on the motor.

The wind filled her sail. Then the wind pushed her across the stream.

Rita used two things to make her boat. They were:

- A. bark and a leaf.
- B. bark and a twig.
- C. a leaf and a twig.
- D. cloth and wood.

Rita made her boat from bark and a leaf.

Something to think about:

What would you use to make a boat for Rita?

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Rita Loves Words

Rita was a tree rat. She was not like other tree rats. Rita loved words. She found words on lots of things. She found words on signs. She found words on bottles. She found words on bits of paper. Those she took home. She liked to read them before bed.

Rita has bits of paper from maps. She liked street names. She liked Garden Park Street. She liked Cottontail Road. And she liked Cherry Lane.

Some bits were from wrappers. Wrappers for candy and popcorn. Rita liked the candy wrappers. The words were fun to read. Grape, orange, and strawberry. Some wrappers tasted yummy!

What did Rita do before going to bed?

- A. Rita read words on bits of paper.
- B. Rita read words on bottles.
- C. Rita read words on signs.
- D. Rita ate candy and popcorn.

Rita took home bits of paper. She read the words on them before bed.

Some of the bits had the words grape and orange. They were from:

- A. candy wrappers.
- B. sandwich wrappers.
- C. maps.
- D. bottles.

The bits were from candy.

What did Rita do with some of the wrappers?

- A. She ate them.
- B. She sold them.
- C. She threw them away.
- D. She used them for her bed.

Sometimes Rita ate the wrappers. Some of them tasted yummy!

Where are some of the places that Rita found words?

- A. On signs. On bottles. On bits of paper.
- B. On signs. On trucks. On bits of paper.
- C. On street signs. On clothes.
- D. On books. On signs. On maps.

She found words on signs. On bottles. And on bits of paper. It does not say that she found words on trucks. Or on books.

Something to think about:

How many things in the room have words on them?

Reading for Details: Stories for Early Reading

The Rock That Looked Like a Frog

Once upon a time there was a rock. It was made of sand. It was brown. It had spots. The rock sat next to a tree. The tree grew next to a river.

Every day frogs hopped by. They stopped. They looked at the rock. They thought the rock was a frog. They all said the same thing. The rock looked like a frog. It looked just like them.

The rock wished it could be a frog. It wished it had legs. It wished it could hop. It wished it could swim. The rock wished it had friends. The rock wished it could be a frog.

The rock looked like a:

- A. frog.
- B. tree.
- C. dog.
- D. river.

The frogs thought it looked like a frog.

Where was the rock?

- A. It was next to a tree by a river.
- B. It was next to a tree by a lake.
- C. It was next to a flower by a river.
- D. It was next to a store.

The rock was next to a tree. The tree was by a river.

How many friends did the rock have?

- A. None.
- B. One.
- C. Two.
- D. One hundred.

The rock had no friends. It wished it had friends.

The rock wished that it could:

- A. hop and swim.
- B. hop and skip.
- C. swim and run.
- D. be a dog.

It wished it could hop. And it wished it could swim.

Something to think about:

If you were a rock, what would you look like?

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The Rock and the Rainbow

There once was a brown rock. It was made of sand. It had spots. It sat next to a tree. Every day it made a wish. It wished it could be a frog.

One morning there was a rainbow. It stopped right on top of the rock! The rock felt warm. The rock felt funny. The rock grew legs! She grew a mouth. She was a real frog!

She leaped into the air. She hopped and hopped. She swam in the river. The frog played and played. She became tired. She went back to her place. Her place next to the tree. And she took a nap.

What did the rock look like?

- A. The rock was brown with spots.
- B. The rock was black with spots.
- C. The rock was brown with stripes.
- D. The rock was blue and green.

We learned that the rock was brown. It had spots.

What happened after the rock felt funny?

- A. She grew legs and a mouth.
- B. She grew legs and hands.
- C. She grew a mouth and arms.
- D. She grew fur and a tail.

She was a real frog. She had lots of frog parts. The story said she grew legs and a mouth.

What did the frog do when it became tired?

- A. She took a nap next to the tree.
- B. She took a nap in the river.
- C. She took a nap in a field.
- D. She climbed a tree and took a nap.

She went back to her place next to the tree. Then she took a nap.

The rock turned into a frog. What did she do?

- A. She hopped and swam in the river.
- B. She hopped and ran in the field.
- C. She swam in the river and ran in the field.
- D. She went to the video store.

The frog did lots of things. She leaped in the air. She hopped. She swam. She played. She took a nap.

Something to think about:

What might happen after her nap?

Reading for Details: Stories for Early Reading

Sandy Makes New Friends

There once was a sandy rock. It became a frog. The rock frog had lots to learn. And she needed a name. She had been a sandy rock. Sandy was a good name!

Sandy hopped to the river. She saw frogs swimming. She said hello. They asked her name. She said it was Sandy. They all said hello to Sandy. Their names were Poppy, Daisy, and Lily.

They asked Sandy to play with them. Sandy hopped in the river. They played games. They swam. They ate lunch. Then they played some more. Sandy liked her new friends. Sandy loved being a frog!

Why was the rock frog called Sandy?

- A. She was once a rock made of sand.
- B. She lived on a sandy beach.
- C. She liked to play in the sand.
- D. She was named after a storm.

She had been a sandy rock. So, Sandy was a good name!

What did Sandy see at the river?

- A. She saw frogs swimming.
- B. She saw frogs sleeping.
- C. She saw frogs hopping.
- D. She saw frogs playing cards.

We learned that Sandy saw frogs swimming.

What was the first thing Sandy did at the river?

- A. She said hello to the frogs.
- B. She asked the frogs if she could play with them.
- C. She hopped in the river.
- D. She bought lunch for her new friends.

Sandy did lots of things at the river. The first thing she did was say hello to the frogs.

What are some things Sandy did with her new friends?

- A. They played games. They swam. They ate lunch.
- B. They played games. They took a nap. They ate lunch.
- C. They played games. They swam. They ate dinner.
- D. They played board games. They ran. They ate snacks.

They played games. They swam. They ate lunch. Then they played some more.

Something to think about:

What do you think they ate for lunch?

Reading for Details: Stories for Early Reading

James and the Bowl of Baseballs

Grandpa Joe lives in an old house. James spent spring break with him. His mom grew up in the house. James stayed in her old room. The room was full of her stuff. There were ribbons, medals, and trophies. And a bowl of baseballs.

James loves playing baseball. He is a catcher. Just like his mom. He likes the bowl of baseballs. He looks at each one. They are in great shape. They could be used.

James asked Grandpa Joe about the baseballs. Each ball was used to tag a player out. The last out of the game. They were winning balls.

When did James visit his grandpa?

- A. On spring break.
- B. On summer break.
- C. On winter break.
- D. On the weekend.

James will spend spring break with Grandpa Joe.

Which room did James stay in?

- A. His mom's old room.
- B. The spare bedroom.
- C. The basement.
- D. A hotel room.

James stayed in his mom's old room.

Which position did the mom play?

- A. Catcher.
- B. Pitcher.
- C. Shortstop.
- D. Goalie.

She was a catcher. And James is a catcher Just like his mom.

What kind of stuff was in the bedroom?

- A. Ribbons, medals, and baseballs.
- B. Ribbons, toys, and baseballs.
- C. Ribbons, flowers, and baseballs.
- D. Dolls, flowers, and basketballs.

There are ribbons, medals, and trophies in the room. And a bowl of baseballs.

Something to think about:

What would be in your mom's old room?

Reading for Details: Stories for Early Reading

James and the Garden

James is visiting Grandpa Joe. He lives at the end of Palm Street. The house is 100 years old. Grandpa Joe grew up in the house.

There is a small yard. It is too small for a garden. Grandpa Joe has a plot at the city garden. Every day Grandpa Joe visits his garden. James likes to go to the garden. They hoe. They pull weeds. They water. They pick vegetables for lunch. Today they picked peas, carrots, and beans.

Everyone at the garden is nice. Grandpa Joe trades with them. They talk about their gardens. Soon there will be watermelon!

Where does Grandpa Joe live?

- A. In a 100 year old house.
- B. In a 10 year old house.
- C. In an apartment.
- D. In a nursing home.

Grandpa Joe lives in a 100 year old house.

Where does Grandpa Joe grow vegetables?

- A. In the city garden.
- B. In the garden in his back yard.
- C. In the garden next to his house.
- D. At a nearby farm.

Grandpa Joe has a plot in the city garden.

One thing will be ready soon. What is it?

- A. Watermelon.
- B. Corn.
- C. Beans.
- D. Kiwi.

We learned that soon there will be watermelon.

Which vegetables did they pick for lunch?

- A. Peas, carrots, and beans.
- B. Peppers, carrots, and beans.
- C. Corn, carrots, and beans.
- D. Corn, cookies, and pizza.

The story says that he picked peas, carrots, and beans.

Something to think about:

What would you plant in a garden?

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James Builds a Bird House

James likes to make things. Grandpa Joe likes to make things. They like to work together. One day they made a bird house.

Grandpa Joe has a shop. It is filled with tools. And lots of old stuff. There is a stack of wood. A box of spoons and keys. There are even bicycle parts.

Grandpa Joe cut some wood. James nailed the pieces together. He covered the roof with old keys. Grandpa Joe bent a spoon. He nailed it to the house. It will be a perch. They hung the bird house in the apple tree. Then they waited. They waited for birds to move in.

What did they make?

- A. A bird house.
- B. A doll house.
- C. A bird bath.
- D. A wooden bicycle.

They worked together to make a bird house.

The roof of the bird house is covered with:

- A. keys.
- B. spoons.
- C. bicycle parts.
- D. tiles.

James covered the roof with old keys.

The perch is made from:

- A. a spoon.
- B. a key.
- C. old bicycle parts.
- D. a fish.

Grandpa Joe bent a spoon for the perch.

After they cut the wood, what did they do next?

- A. James nailed the pieces together.
- B. Grandpa Joe nailed the pieces together.
- C. They attached the perch.
- D. They put up a for rent sign.

Grandpa Joe cut some wood. Then James nailed the pieces together.

Something to think about:

What would you put on the roof of a bird house?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Lily Finds Eggs

Lily is staying on the family farm. Lily likes helping Grandma. Today she gets to feed the chickens. And find eggs!

Lily sprinkles the feed on the ground. The chickens scratch. They peck. Then they eat the feed. Lily gives the chickens fresh water.

Grandma gives Lily a basket. It is time to find eggs! Lily looks in each nest. She finds lots of eggs. She puts them in basket. Lily counts the eggs. She has nine eggs in her basket!

Grandma washes the eggs. She puts some in the fridge. Then Grandma makes scrambled eggs for breakfast!

Where did Lily find the eggs?

- A. In nests.
- B. On the ground.
- C. In a tree.
- D. At the store.

Lily looks in each nest to find eggs.

What did Lily use to hold the eggs?

- A. A basket.
- B. A bucket.
- C. Her hat.
- D. A frying pan.

Lily found the eggs. Then put them in a basket.

Grandma used some of the eggs for breakfast. What did she do first?

- A. She washed the eggs.
- B. She put them in the fridge.
- C. She left them on the counter.
- D. She sold them at the market.

She washed the eggs.

What do the chickens do when Lily feeds them?

- A. The chickens scratch. They peck and eat the feed.
- B. The chickens scratch. They crow. Then they eat the feed.
- C. The chickens peck. They lay eggs. Then they eat the feed.
- D. They fight with each other over the food.

The chickens scratch. They peck. Then they eat the feed.

Something to think about:

How many ways do you eat eggs?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Lily and Bessie the Cow

It was time to milk the cows. Grandma opened the barn door. The cows came in. Where was Bessie? Grandma asked Lily to find Bessie.

Lily saddled her pony. She rode to the apple tree. No Bessie. She rode to the little lake. No Bessie. She rode to the woods. There was Bessie. She was taking a nap.

Lily climbed off of her pony. She tied a rope to Bessie. Lily climbed back on her pony. She led Bessie to the barn. Suddenly Bessie saw Grandma. Bessie ran to Grandma. Grandma gave her a hug. Bessie was happy to be home. And she was ready for breakfast!

Where did Lily find Bessie.

- A. In the woods.
- B. In the field.
- C. In the barn.
- D. In the living room.

Bessie was taking a nap in the woods.

How did Lily get to the woods?

- A. She rode her pony.
- B. She rode her bicycle.
- C. She walked.
- D. She rode a cow.

Lily saddled her pony and rode to the woods.

When did Lily look for Bessie?

- A. In the morning.
- B. After dinner.
- C. At lunch time.
- D. After she did her homework.

Bessie was ready for breakfast. It must have been early in the morning.

Where did Lily look for Bessie.

- A. Under the apple tree, by the lake, and in the woods.
- B. Under the pine tree, by the river, and in the woods.
- C. Under the maple tree, by the pond, and in the woods.
- D. Under the porch, by the truck, and in the garden.

Lily rode to the apple tree. Then to the little lake. She found Bessie in the woods.

Something to think about:

Would you like to live on a farm?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Lily Feeds the Lambs

Lily loves staying with Grandma. She lives on a farm. Lily loves the animals. There are sheep, cows, ponies, and chickens.

Grandma fills soda bottles with milk. She asks Lily to feed the lambs. The lambs are funny when they are drinking. Their tails spin this way and that. Lily loves to pet the lambs. Their wool is very soft.

When the lambs are done drinking they play. They run and jump. They chase each other. It looks like they are playing tag. Soon they become tired. They sleep next to each other. They look like a big pile of clouds.

The wool of the lambs is:

- A. very soft.
- B. very stiff.
- C. very hard.
- D. like a pile of feathers.

Their wool is very soft. They look like a big pile of clouds.

What holds the milk for the lambs?

- A. Soda bottles.
- B. Baby bottles.
- C. Milk bottles.
- D. Coffee cups.

Grandma filled soda bottles with milk.

What do the lambs do after they play?

- A. They sleep next to each other.
- B. They sleep in a row.
- C. They spin their tails.
- D. They sleep in the bedroom.

They become tired. Then sleep next to each other.

Which animals live on the farm?

- A. There are sheep, cows, and chickens.
- B. There are sheep, ducks, and ponies.
- C. There are sheep, goats, and deer.
- D. There are lions, tigers, and bears.

There are sheep, cows, ponies, and chickens.

Something to think about:

Which do you think are softer, lambs or bunnies?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Hector and Bo

Hector wanted a dog. A big fluffy dog. They could go on hikes. They could go to the park. They could play in the garden. They could be best friends.

Dad came home from work. He had been to the market. He asked Hector to help carry bags. Hector opened the car door. There was a big fluffy dog. His name was Bo. Hector was so happy!

Hector hugged Dad. He thanked Dad for Bo. Dad smiled. He told Hector to go play. Hector and Bo played catch. They played hide and seek. They played and played. Bo was his new best friend!

Hector wanted a:

- A. dog.
- B. cat.
- C. bunny.
- D. sister.

Hector wanted a dog. A big fluffy dog.

What happened when Hector opened the car door?

- A. He saw a fluffy dog.
- B. He saw a scrawny dog.
- C. He saw a fluffy bunny.
- D. He saw a lion.

Hector opened the car door. There was a big fluffy dog.

Bo was in the car. What else was in the car?

- A. Bags.
- B. A cat.
- C. Toys.
- D. Pizza.

Dad asked Hector to help carry bags. Bags were in the car.

Hector and Bo played:

- A. catch and hide and seek.
- B. catch and football.
- C. hide and seek and baseball.
- D. chess and checkers.

Hector and Bo played catch. Then they played hide and seek.

Something to think about:

Would you like a big fluffy dog? Or a small cute dog?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Hector Love Fish Socks

Hector grabbed his best pair of socks. The blue ones with orange fish. He tried to pull one on. It was too tight. He tried the other sock. It was too tight. Why were his socks too small?

Hector found a pair of brown socks. He tried the first one. He pulled it over his toes. Over his heel. And up his ankle. Hector held up a fish sock. He held up a brown sock. The brown sock was bigger. It was longer!

Hector showed Mama the socks. Something was wrong with his fish socks. Mama laughed. Nothing was wrong with his socks. His feet were growing. It means that he is growing up!

The best pair of socks have:

- A. orange fish.
- B. blue fish.
- C. red fish.
- D. holes.

Hector grabbed his best pair of socks. The blue ones with orange fish.

Which sock fit Hector?

- A. The brown sock.
- B. The blue sock.
- C. The fish sock.
- D. The wind sock.

Hector found a pair of brown socks. He tried one. It fit.

What was wrong with the fish socks?

- A. They were too small.
- B. They were too big.
- C. They were too tall.
- D. They were the wrong color.

The fish socks were too small.

Hector found that:

- A. his feet were growing.
- B. his socks were shrinking.
- C. his socks were growing.
- D. the dryer ate his socks.

Nothing was wrong with his socks. His feet were growing.

Something to think about:

Have you grown out of any clothes?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Hector Makes a Kite

Hector liked to make things. Today he wanted to make a kite. Hector looked around his room. What could he use for a kite?

He found a red plastic bag. He found some string. He found some twigs. Hector made an X with the twigs. Then he tied them in the middle. He tied the red plastic to it. The kite looked boring.

He grabbed a marker. He drew a tiger on the kite. It looked awesome. Hector carried the kite to the yard. He ran and ran. The kite lifted into the air. It was flying! The kite flew higher. It was higher than his house!

What did Hector want to make?

- A. A kite.
- B. A car.
- C. A boat.
- D. A dog.

Today he wanted to make a kite.

What did Hector draw on the kite?

- A. A tiger.
- B. A dog.
- C. A house.
- D. A pirate.

He drew a tiger on the kite.

Where did Hector fly his kite?

- A. In the yard.
- B. In the garden.
- C. In the park.
- D. At the museum.

Hector carried the kite to the yard. And ran with the kite.

What did Hector use to make his kite?

- A. A bag, string, and twigs.
- B. A bag, tape, and twigs.
- C. A bag, tape, and plastic.
- D. Flutes, tape, and paper.

He found a red plastic bag. He found some string. He found some twigs.

Something to think about:

What would you draw on your kite?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Yoshi and Toshiko Get a New Home

Yoshi and Toshiko moved to the United States. They are from Tokyo. Tokyo is a city in Japan. They now live in Columbus. It is a city in Ohio. Their parents are artists. They teach art at the college.

The family lives in an old bakery. It has a thick wood floors. One side has a wall of windows. There are trees in large pots. Some of them are fruit trees. Yoshi and Toshiko like the apple trees. It is fun to grab an apple for a snack. They like their new home.

Tokyo is a city in:

- A. Japan
- B. the United States.
- C. Columbus.
- D. Africa.

Tokyo is a city in Japan.

The live in a:

- A. an old bakery.
- B. house.
- C. school.
- D. school bus.

The family lives in an old bakery.

The parents teach at:

- A. the college.
- B. the high school.
- C. the day care.
- D. the bakery.

They teach art at the college.

Their home has:

- A. a wood floor and apple trees.
- B. a wood floor and peach trees.
- C. apple trees and bread.
- D. stairs and windows.

The loft has a thick wood floor. There are trees in large pots.

Something to think about:

What kind of trees would you grow in your home?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Yoshi and Toshiko Go to the Library

Yoshi and Toshiko love to read. They like the library. There are rows and rows of books. They can spend hours reading. They can borrow books. They want to read all of them!

Toshiko has her own library card. Yoshi does not have one. He is too young. Mom borrows books for Yoshi. Today Toshiko finds a book about robots. She likes to build things. Yoshi finds a book about snakes. He would like to have a snake.

Mom, Toshiko, and Yoshi walk home. Toshiko and Yoshi talk about their new books. They can not wait to get home. They want to read their new books!

Yoshi found a book about:

- A. snakes.
- B. robots.
- C. frogs.
- D. donuts.

Yoshi found a book about snakes.

Yoshi does not have a library card. Why not?

- A. He is too young.
- B. He does not take care of things.
- C. He does not like books.
- D. His snake ate it.

Yoshi is too young to have one.

What will Toshiko and Yoshi do when they get home?

- A. They will read their books.
- B. They will watch TV.
- C. They will eat dinner.
- D. They will build a robot snake.

They can not wait to get home. Then they will read their books.

How many books are in the library?

- A. Lots and lots.
- B. Just a few.
- C. One hundred.
- D. None.

There are rows and rows of books. There must be very many books.

Something to think about:

What kinds of books do you like to read?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Yoshi and Toshiko Go to the Park

Yoshi and Toshiko love to go to the park. They play games. They run races. They play on the slide. And they swing. They like to swing high. Higher than the trees.

Toshiko and Yoshi hop on swings. Toshiko likes the blue one. Yoshi likes the green one. They look at each other. They pull their swings back. They are now standing. Then they do a little hop. They are swinging.

They want to swing higher. Higher than the trees. They pump their legs. They swing higher. And higher. The air whooshes by. It feels like they are flying!

What colors are the swings?

- A. Blue and green.
- B. Blue and brown.
- C. Brown and green.
- D. Purple and pink.

Toshiko likes the blue one. Yoshi likes the green one. The swings are blue and green.

They swing high. It feels like they are:

- A. flying.
- B. running.
- C. swimming.
- D. tired.

The air whooshes by. It feels like they are flying!

They want to swing higher. They

- A. pump their legs.
- B. wave their hands.
- C. scream and yell.
- D. drag their feet.

They pump their legs. They swing higher.

When they go to the park they:

- A. play games and run races.
- B. swim and run races.
- C. play games and ride bikes.
- D. eat pizza and donuts.

They play games. They run races. They play on the slide.

Something to think about:

What would you do at the park?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Pete Loves Birds

Pete loves birds. Birds can fly. They can build nests. They can sing. Parrots can talk! Pete really wanted a parrot.

Pete read about birds. He watched birds in the park. Pete liked to draw birds. He made birds out of clay.

One day Pete was at the library. There was a flier. It had a picture of a parrot. Pete read the flier twice. A parrot needed a home. He could not believe it. Pete grabbed one of the fliers. He could not wait to tell his parents. Would Pete finally get a parrot?

Pete really wanted a:

- A. parrot.
- B. parakeet.
- C. dog.
- D. puppet.

Pete really wanted a parrot.

Where did Pete see the flier?

- A. At the library.
- B. At school.
- C. At the pet store.
- D. At the mall.

One day Pete was at the library. There was a flier.

What was on the flier?

- A. A picture of a parrot.
- B. A picture of a dog.
- C. A picture of two parrots.
- D. A picture of a car.

There was a flier. It had a picture of a parrot.

Pete liked to:

- A. watch birds, draw birds, and make birds out of clay.
- B. watch birds, draw birds, and make birds out of wood.
- C. catch birds, draw birds, and make birds out of clay.
- D. watch cats, draw dogs, and make mice out of clay.

He watched birds in the park. Pete liked to draw birds. He made birds out of clay.

Something to think about:

What kind of bird do you like most?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Pete Meets Max

Pete wanted a parrot. He found one. It was on a flier. Pete saw the flier at the library. The parrot was green with a yellow head. His name was Max.

Pete talked to his parents. Together they called the number on the flier. Max lived with Nina. She was moving to Spain. She could not take Max with her.

Nina and Max came for a visit. Pete gave Max some green beans. Then some cherries. He ate them all. Nina let Max spend the night.

The next day Nina visited Max. She saw that Max was happy. Nina was happy. Max had a great new home.

What color was the parrot?

- A. Green and yellow.
- B. Green and orange.
- C. Blue and yellow.
- D. Red and blue.

The parrot was green with a yellow head.

Where was Nina moving to?

- A. Spain.
- B. France.
- C. Brazil.
- D. Tokyo.

She was moving to Spain.

What is the name of the parrot?

- A. Max.
- B. Marty.
- C. Nina.
- D. Fax.

His name was Max.

What did the bird eat?

- A. Green beans and cherries.
- B. Green peas and cherries.
- C. Carrots and cherries.
- D. Green tea and cookies.

Pete gave Max some green beans and cherries. He ate them all.

Something to think about:

Have you ever seen fliers for pets?

LEARNING FUNDAMENTALS

Software for Language, Learning, and Speech!

Reading for Details: Stories for Early Reading

Pete and Max Are Best Friends

Pete and Max are best friends. Pete is a boy. Max is a parrot. Pete and Max love doing everything together.

Pete and Max eat together. They like rice with apples. They like oats with bananas. They like kale with corn and peas. They like sweet potatoes. And they love melon!

Pete and Max play together. They go to the park. They go to the beach. Pete rides his bike. Max rides in its basket. Pete climbs trees. Max flies next to him. Pete plays violin. Max sings. Pete reads. Max naps.

Pete and Max have fun together. They love spending time together. They are best friends!

Where do Pete and Max go?

- A. To the park and the beach.
- B. To the park and library.
- C. To the library and beach.
- D. To the store and gym.

They go to the park. They go to the beach.

Max sings. Pete plays a:

- A. violin.
- B. flute.
- C. piano.
- D. tuba.

Pete plays violin. Max sings.

Where does Max ride?

- A. In a basket.
- B. On the handle bars.
- C. On the seat.
- D. On a skateboard.

Pete rides his bike. Max rides in its basket.

Pete and Max like to eat:

- A. kale with corn and peas.
- B. pasta with apples.
- C. baked potatoes.
- D. burgers and fries.

They like kale with corn and peas.

Something to think about:

Why do animals make such good friends?