

Bess makes pots out of clay. She makes huge pots. The huge (very, water, **pots**) hold food. She makes tiny pots. (Make, **The**, It) tiny pots are for water. Kids (stir, nice, **use**) them as cups. Only Bess knows (some, for, **how**) to make the pots. Ned wants (are, **to**, as) make pots, too.

One day he (**goes**, home, takes) to see Bess. Bess has mud (one, sad, **all**) over her hands. She looks at (cups, **Ned**, can).

"I want to make pots," Ned (for, wants, **says**).

"You are too little to make (first, **pots**, water)," Bess says. "Come back when you (**are**, is, day) a man."

Ned walks home. He (hands, path, **still**) wants to make pots. He knows (along, will, **where**) he can find clay. He walks (tiny, **there**, same). He takes some clay home in (an, **a**, by) bag. Ned makes a pot. The (cups, come, **pot**) is not very nice. It has (of, so, **a**) crack. It sags on one side. (He, **It**, All) will not hold water.

Ned is (use, **not**, all) sad.

"That was my first pot," (**he**, and, it) says. "My next one will be (**better**, behind, stand)."

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"That was my first pot," **(he, and, it)** says. "My next one will be **(better, behind, stand)**."

Dan has a pond by his home. The water in the pond is (some, little, **green**). There are frogs in the tall (their, **grass**, string) by the pond. Dan loves frogs. (Him, **He**, Not) is at the pond every day.

(Picks, **Dan**, Fish) likes to play in the water. (**He**, Him, Log) likes to feel the mud on (run, **his**, cook) feet. He does not go out (days, **too**, all) far. He only gets his feet (red, not, **wet**).

Some days Dan hides in the (feel, hard, **tall**) grass. He sits very still. He (**sits**, sad, goes) so still that the frogs think (him, if, **he**) is a log. They come close. (High, Pond, **Dan**) gets to feel their skin. It (am, **is**, day) cool and wet. Dan picks them (has, **up**, fat). They hop out of his hand.

(**Some**, Too, Does) days Dan goes to the pond (**with**, frog, sky) a stick and some string. There (is, **are**, play) little fish in the pond. Dan (for, sits, **wants**) to bring one home for his (some, **mom**, fish). She says she will cook it (of, **for**, on) him.

"Yum, yum," says Dan. "Little (wet, skin, **fish**) here I come!"

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Some days Dan hides in the **(feel, hard, tall)** grass. He sits very still. He **(sits, sad, goes)** so still that the frogs think **(him, if, he)** is a log. They come close. **(High, Pond, Dan)** gets to feel their skin. It **(am, is, day)** cool and wet. Dan picks them **(has, up, fat)**. They hop out of his hand.

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"Yum, yum," says Dan. "Little **(wet, skin, fish)** here I come!"

Pete was not happy. He did not want to talk. (**He**, Out, See) did not want to play games. (In, Sat, **He**) did not want to have fun. (Not, **The**, Are) kids wanted to make him happy. (Push, Them, **They**) asked Pete to play ball with (hill, **them**, ants).

"This is no fun," said Pete. (**Pete**, Sand, Stop) did not like to play ball. (Not, All, **He**) sat on a swing.

A girl (want, has, **gave**) Pete a push. Pete went up (play, **high**, fun). He put his feet down.

"This (am, **is**, go) no fun," Pete said. "I do (**not**, must, the) like to swing."

Pete sat down (of, on, **by**) a tree. He was all by (mother, **himself**, anyone). An ant went up his leg. (Children, Snakes, **Another**) went up his arm. Soon ants (ball, **were**, want) all over him. There was a (**small**, must, have) ant hill next to Pete. The (gave, **hill**, swing) was made out of sand.

"The (ball, **ants**, fun) must live there," said Pete. He (want, him, **saw**) many ants come and go. They (barked, happy, **walked**) in and out of the ant (**hill**, like, tree).

"Now this is fun," said Pete.

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"Now this is fun," said Pete.

Dave has a dog. One day his dog runs away. (Brown, Park, **Dave**) is sad. He goes to see (then, **Kim**, dog). Kim can find things that are (said, him, **lost**). Dave thinks that Kim will help (he, **him**, so) find his dog. He brings a (**picture**, sticks, dollar) of his dog to Kim.

"This (a, at, **is**) my dog," he says.

Kim looks (if, by, **at**) the picture. She sees a big (little, **brown**, calls) dog. The dog has blue eyes.

"(It, **I**, My) call my dog Max," says Dave. "**(Max**, dog, not) likes to play ball. He likes (I, at, **to**) go for walks. I miss him."

(Dog, Girl, **Kim**) tells Dave not to be sad. (For, **She**, Him) will help him find Max. First (and, **they**, see) look in the park. Max is (**not**, both, only) there. Next they look in the (ball, **woods**, help). Dave calls for Max. Max does (go, **not**, is) come.

Kim walks Dave home. They (call, that, **are**) both a little sad. Then Dave (him, look, **sees**) his dog.

"Max came home!" he (**says**, blue, lost).

Now Dave and Kim are both (eyes, **happy**, brings).

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Fred is slow. He cannot run as fast as (me, on, **the**) other kids. Each Monday is race (plan, **day**, met) at school. Fred hates Mondays. Fred (feels, make, **hides**) every Monday. He does not want (are, **to**, at) be in the race. He comes (**in**, on, him) last for every race.

"I am (bare, **slow**, them)," Fred tells his mom. "I think (I, **my**, at) feet are too big. That is (last, how, **why**) I cannot run fast. I need (as, the, **to**) make them small."

Fred goes to (**class**, shows, Monday) the next day. He has on (last, **small**, five) shoes. It is hard for Fred (at, **to**, and) walk. His feet hurt. He comes (be, on, **in**) last place at the race. Fred (day, **goes**, run) home. His mom puts his feet (**in**, at, my) hot water.

"Oh, that feels good," (hard, hates, **says**) Fred. "I have a plan for (has, **the**, an) next race."

Fred wins the next (kids, goes, **race**). The other kids are happy for (he, **him**, be).

"How did you do it?" they (slow, want, **ask**).

Fred shows them his feet. "I'm (**fast**, why, small) on my bare feet," he says.

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June and Kate are pals. They sit by each other in (sand, boots, **class**). June is fast. Kate is not (full, two, **fast**). June likes mud. Kate hates mud. (Like, **The**, If) girls do not like the same (snack, **things**, start). They are still good pals.

Kate (**likes**, walk, miles) to walk. June likes to run. (Long, Full, **One**) day Kate asks June to go (sit, **for**, by) a walk. They set out on (an, wear, **the**) bike path. Kate has on tall (bike, **boots**, pals). She hops over mud if she (**sees**, not, gives) it. June likes to step in (home, **mud**, fast). Soon June is a mess. She (them, get, **has**) mud all over.

The two pals (like, out, **stop**) for a snack. Kate takes off (do, **her**, she) boots. June puts them on.

"I (**like**, asks, out) your boots," she says to Kate. "(Are, To, **Can**) I wear them?"

"No way!" says (puts, mud, **Kate**). "You will get them full of (bike, **mud**, over)."

June gives the boots back to (fast, **Kate**, other). They walk home. June has to (**take**, boots, walk) a long bath. Kate does not.

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June gives the boots back to (**fast, Kate, other**). They walk home. June has to (**take, boots, walk**) a long bath. Kate does not.

Fran was the new girl in school. She had no friends. She was (**not**, up, well) sad. She knew she would find (an, **a**, is) friend soon.

Fran is good at (spin, **math**, cats). The girl that sits by her (are, sad, **is**) not. Her name is Pam. Pam (around, needed, **cannot**) add. Fran helps Pam with her (**math**, web, had).

Now Pam and Fran are friends. (Am, New, **One**) day Fran walks home with Pam. (She, Knows, **They**) talk and have a lot of (as, **fun**, help). First they play with her cats. (Still, **Then**, Sits) they climb up a tree. Soon (**it**, no, a) is time for Fran to go (class, would, **home**).

The next day there is a (girl, **big**, had) test in class. Fran does well. (Now, Her, **She**) knows her math. Pam does not (up, **do**, run) as well as Fran. Pam does (**not**, add, play) like math. Pam is sad.

"Do (no, **not**, soon) be sad, Pam," says Fran. "You (new, **will**, was) get better at math. I will (have, soon, **help**) you."

"I know," said Pam. "I (not, is, **am**) glad you are here to help (**me**, by, I), Fran."

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Fran is good at **(spin, math, cats)**. The girl that sits by her **(are, sad, is)** not. Her name is Pam. Pam **(around, needed, cannot)** add. Fran helps Pam with her **(math, web, had)**.

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"I know," said Pam. "I **(not, is, am)** glad you are here to help **(me, by, I)**, Fran."

Jan is a fun girl. She likes to play jokes on (**her**, they, see) pals. Jan wants to play a (good, **joke**, ball) on Jeff. She tells him that (want, **there**, joke) is a bug on his coat. (Kids, Are, **Jeff**) does not like bugs. He hops (say, on, **up**) and yells.

Now Jan wants to (**play**, they, loves) a joke on Ann. Jan tells (girl, the, **Ann**) to meet her on the playground. (Coat, **Ann**, Her) walks to meet Jan. Jan is (hid, on, **not**) there.

"Where are you, Jan?" asks (up, **Ann**, tree).

Jan can see Ann. Jan is (**up**, on, did) in a tree.

"Here I am," (fun, **she**, they) says.

Now the other kids want (as, **to**, for) play a joke on Jan. They (here, wants, **tell**) Jan they want to play ball. (Bugs, Say, **Jan**) loves ball. She is very good. (**She**, Does, Her) walks to meet the kids at (are, to, **the**) playground. There is no one there.

"(Joke, Other, **Where**) are they?" asks Jan.

"Here we (is, **are**, him)!" say the kids. "We hid in (on, **the**, an) shed."

Now the joke is on (pals, my, **Jan**).

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Now Jan wants to **(play, they, loves)** a joke on Ann. Jan tells **(girl, the, Ann)** to meet her on the playground. **(Coat, Ann, Her)** walks to meet Jan. Jan is **(hid, on, not)** there.

"Where are you, Jan?" asks **(up, Ann, tree)**.

Jan can see Ann. Jan is **(up, on, did)** in a tree.

"Here I am," **(fun, she, they)** says.

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**(Joke, Other, Where)** are they?" asks Jan.

"Here we **(is, are, him)!**" say the kids. "We hid in **(on, the, an)** shed."

Now the joke is on **(pals, my, Jan)**.



Peg walks to school every day. She walks on a path. The (sun, **path**, every) is in the woods. There are (step, **big**, and) trees in the woods. Most days (her, out, **Peg**) sees some deer. One day the (gone, grass, **path**) is full of fog. The fog (**is**, on, are) gray. Peg cannot see.

"Oh no," (see, feel, **says**) Peg. "How will I get to (animals, **school**, walks)?"

Peg takes a little step. She (sitting, falling, **cannot**) see her feet! Peg sits down (way, **on**, off) the grass. The fog will have (**to**, at, the) pass. She will go to school (lost, can, **when**) it is gone. The fog will (have, **fade**, pick) when the sun comes out. Peg (some, **sits**, see) and sits. The fog goes on (or, can, **and**) on.

The sun comes out. The (**fog**, on, path) starts to fade. Peg can see (all, **the**, will) path. Some animals are sitting in (full, **the**, red) grass. A deer is close to (sun, out, **Peg**).

"I got lost," says Peg. "Now (is, my, **I**) can see."

Peg walks to school. (Step, **Peg**, Now) had fun sitting in the fog.

Peg walks to school every day. She walks on a path. The **(sun, path, every)** is in the woods. There are **(step, big, and)** trees in the woods. Most days **(her, out, Peg)** sees some deer. One day the **(gone, grass, path)** is full of fog. The fog **(is, on, are)** gray. Peg cannot see.

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"I got lost," says Peg. "Now **(is, my, I)** can see."

Peg walks to school. **(Step, Peg, Now)** had fun sitting in the fog.

Jen and Rob got to play at the park all day. It is time to go home (**now**, by, hid). The sky looks like it will (head, feels, **rain**) soon. It is very gray. Jen (around, **cannot**, anytime) find Rob. Jen knows that Rob (now, **will**, steps) not like to get wet. Jen (**looks**, will, your) up at the sky. The sky (no, **is**, are) black now.

Rob can see Jen. (Her, **He**, All) is in the shed. Rob does (all, by, **not**) like to get wet.

Now the (mud, wet, **sky**) is very black. Jen is not (**happy**, park, will) with Rob. Jen feels a drop (day, to, **on**) her head. She feels another on (she, **her**, does) nose. She feels many rain drops (now, like, **all**) over. There is mud on her (sky, soon, **feet**).

"Yuck," Jen says.

The sky is (**blue**, knows, mad) now. Rob steps from the shed. "(Jen, **You**, Is) are all wet," he says. "I (many, can, **hid**) in the shed. My feet are (red, the, **dry**) but your shoes are full of (nuts, **mud**, drop)."

Jen does not say a word. (Her, Now, **She**) hits Rob with mud.

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Jen does not say a word. **(Her, Now, She)** hits Rob with mud.

Josh and Bob are pals. They both walk home from class. (Next, **One**, Bird) day Josh finds a frog. He (this, that, **picks**) it up. The frog is cool (you, **and**, or) wet.

"There is slime on this (bird, some, **frog**)," Josh says. "I do not like (**slime**, walk, school)."

Josh drops the frog. The frog (says, are, **hops**) into the grass. Bob picks the (class, **frog**, will) up. He does not mind slime. (To, It, **He**) puts the frog in a jar (if, **with**, my) some grass. Then he puts the (**jar**, room, most) in his school bag.

"I will (day, **show**, walk) this frog in class," he tells (pals, like, **Josh**). "The other kids like frogs. What (grass, **kinds**, have) of animals do you like, Josh?"

"(I, An, My) like birds," says Josh. "I will (**take**, think, this) my bird to class. He will (with, drops, **sing**). He will fly around the room."

"(I, Or, **My**) frog will hop around the room," (picks, **Bob**, school) says. "What animal do you think (as, **the**, do) kids will like most?"

"My bird," (finds, **says**, some) Josh.

"I think it will be (he, I, **my**) frog," says Bob.

Josh and Bob are pals. They both walk home from class. **(Next, One, Bird)** day Josh finds a frog. He **(this, that, picks)** it up. The frog is cool **(you, and, or)** wet.

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Josh drops the frog. The frog **(says, are, hops)** into the grass. Bob picks the **(class, frog, will)** up. He does not mind slime. **(To, It, He)** puts the frog in a jar **(if, with, my)** some grass. Then he puts the **(jar, room, most)** in his school bag.

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"My bird," **(finds, says, some)** Josh.

"I think it will be **(he, I, my)** frog," says Bob.

Lee wants to have a party. It is his birthday. He tells (**his**, make, she) pal Ray about his plans.

"A (sister, bring, **party**) would be fun," says Ray. "My (lots, **mom**, home) will make a cake for you."

"(A, He, **I**) love cake," said Lee. "Can your (plans, **mom**, put) make a huge cake for me?" (**he**, his, me) asks. "There will be lots of (ever, mom, **kids**) at the party. They all need (best, **cake**, stars) too," says Lee.

Ray walks home. (Big, Him, **He**) thinks about the cake. When he (asks, you, **gets**) home he asks his mom to (have, his, **make**) the cake. She will make the (fun, Lee, **cake**) as big as Lee. She will (has, **put**, tell) a star on top. All the (stars, **kids**, have) will like the cake.

Ray and (**his**, can, he) mom bake the cake. His sister (walks, **makes**, when) the star. They bring it to (need, **Lee**, my).

"Is that my cake?" Lee asks. "(Be, Is, **Wow**)! It is as big as me. (Tells, Him, **This**) is the best cake ever. Thank (**you**, kids, your)."

Everyone has fun at the party.

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Ray and **(his, can, he)** mom bake the cake. His sister **(walks, makes, when)** the star. They bring it to **(need, Lee, my)**.

"Is that my cake?" Lee asks. "**(Be, Is, Wow)**! It is as big as me. **(Tells, Him, This)** is the best cake ever. Thank **(you, kids, your)**."

Everyone has fun at the party.



Sam will not stop. He has to go, go, go. (See, Me, **His**) mom tells him to slow down. (Man, Why, **His**) dad tells him to walk. Sam (slows, **wants**, does) to be good, but he cannot (slow, **stop**, now).

One day Sam sees an old (**man**, dad, stays). The old man walks very slow. (Fast, You, **Sam**) runs by the old man. Then (I, **he**, old) runs back. The old man smiles (as, his, **at**) Sam.

"My name is Fred," he (**says**, slow, walks). "I cannot move as fast as (way, then, **you**). I was fast. Now I am (Sam, good, **slow**). I see that you like to (how, my, **go**), go, go."

Sam stays and talks (as, of, **to**) the man all day. The next (**day**, man, be) he takes a walk with his (runs, **dad**, man). Sam does not walk fast.

"Why (is, **are**, by) you so slow?" asks his dad.

"(I, My, To) like to go slow now," says (move, day, **Sam**). "If you go too fast you (sound, **cannot**, added) talk. Fred walks slowly. We like (at, not, **to**) talk. Now I like to talk, (stop, **talk**, old), talk."

Sam will not stop. He has to go, go, go. **(See, Me, His)** mom tells him to slow down. **(Man, Why, His)** dad tells him to walk. Sam **(slows, wants, does)** to be good, but he cannot **(slow, stop, now)**.

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Sam stays and talks **(as, of, to)** the man all day. The next **(day, man, be)** he takes a walk with his **(runs, dad, man)**. Sam does not walk fast.

"Why **(is, are, by)** you so slow?" asks his dad.

"**(I, My, To)** like to go slow now," says **(move, day, Sam)**. "If you go too fast you **(sound, cannot, added)** talk. Fred walks slowly. We like **(at, not, to)** talk. Now I like to talk, **(stop, talk, old)**, talk."

Meg lives on a farm. She has many animals. Meg has (green, **yellow**, other) chicks. She has a brown horse. (Took, **She**, Her) has white cats. Best of all, (her, but, **she**) has a pink cow. Most cows (good, is, **are**) black and white. Some cows are (**brown**, feed, good). This cow is pink.

Meg loves (she, and, **her**) cow. She takes good care of (went, they, **her**). One day she took a picture (by, **of**, too) her cow. She took it to (lives, **school**, after) to show the other kids.

"This (**is**, has, way) my pink cow," she said. "She (rusts, picks, **lives**) with me on my farm. I (went, cow, **take**) good care of her."

"What do (best, **you**, she) feed her?" asked a boy.

"I (took, **feed**, white) her grass and water," said Molly. "(**She**, Best, Boy) likes corn and hay too."

After (yellow, lives, **school**) Meg went home. Her pink cow (of, said, **was**) in the yard. Meg patted her (brown, **pink**, get) cow on the back.

"The kids (list, **think**, took) you are nice," she said. "I (**am**, is, and) glad I have a pink cow."

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Ned likes to talk. He does not stop. He talks (as, **to**, the) his mom. He talks to his (mat, say, **dad**). He talks to dogs and cats. (Ten, **He**, His) talks to all the kids in (when, room, **class**).

"Ned, you talk too much," says (**his**, tell, he) dad. "Do not say another word."

"(At, My, **I**) can do that," says Ned. "After (say, **this**, walk) I will not talk for the (word, sees, **rest**) of the day."

Now Ned cannot (walks, **talk**, you). He walks around the room. He (**wants**, does, where) to tell his dad about the (here, edge, **bird**) he sees. It is up in (an, **a**, if) tree. But Ned cannot talk. Ned (the, **sees**, talks) his mom. She is about to (do, his, **go**) on a walk.

"Do you want (**to**, it, for) come with?" she asks.

Ned nods (him, **his**, can) head. They walk into the woods. (Up, Kids, **Ned**) sees a bug on his mom. (He, **It**, Say) is on her arm. Ned cannot (but, **say**, Mom) a word.

"Yuck!" says mom. "Did (he, too, **you**) see this bug on me?"

Ned (walks, **cannot**, reach) say a word.

Ned likes to talk. He does not stop. He talks **(as, to, the)** his mom. He talks to his **(mat, say, dad)**. He talks to dogs and cats. **(Ten, He, His)** talks to all the kids in **(when, room, class)**.

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"Yuck!" says mom. "Did **(he, too, you)** see this bug on me?"

Ned **(walks, cannot, reach)** say a word.

One day Matt saw a cat. The cat was black. It only (**had**, day, way) one eye. The eye was green. (Him, The, **It**) only had one ear. The ear (but, **was**, were) white.

"Look at that cat," Matt (saw, **told**, did) his dad. "Where did it come (**from**, want, black)?"

"Maybe it came from a ship," (one, **said**, asked) his dad. "They need cats on (fish, feed, **ships**). The cats hunt rats."

Matt walked (a, **by**, his) the cat with his dad. The (same, ship, **cat**) saw Matt walk away.

The next (**day**, pal, will) Matt saw the same cat. It (saw, have, **had**) the same green eye. It had (eye, **the**, and) same white ear. Matt wanted to (came, rats, **feed**) the cat. He gave the cat (they, **some**, had) fish.

"Did you really hunt rats?" (**asked**, told, green) Matt. "Did you ride on big (**ships**, hunt, cats)? Some day I will ride on (an, he, **a**) big ship."

The cat ate the (saw, dad, **fish**). He let Matt pet his back.

"(On, **Now**, Some) I have a pal," said Matt.

One day Matt saw a cat. The cat was black. It only **(had, day, way)** one eye. The eye was green. **(Him, The, It)** only had one ear. The ear **(but, was, were)** white.

"Look at that cat," Matt **(saw, told, did)** his dad. "Where did it come **(from, want, black)**?"

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"Did you really hunt rats?" **(asked, told, green)** Matt. "Did you ride on big **(ships, hunt, cats)**? Some day I will ride on **(an, he, a)** big ship."

The cat ate the **(saw, dad, fish)**. He let Matt pet his back.

**(On, Now, Some)** I have a pal," said Matt.



One day Will saw a bat in a tree. The tree was in his back (lots, **yard**, bat). Will does not know about bats. (Him, **He**, Day) does not like them.

"Bats bite," (eat, us, **he**) told his sister Jan. "Do not (bat, lot, **go**) by that tree."

"I know about (**bats**, place, left), Will," Jan said. "They are not (then, dark, **bad**). Bats like to eat bugs, not (cool, **kids**, tree). A bat does not like the (bugs, see, **sun**). It likes to stay cool. Bats (is, **are**, in) good."

"You know a lot about (**bats**, does, kids), Jan," said Will.

The kids played (to, **in**, but) the back yard but did not (for, eat, **go**) by the tree. They left the (kids, **bat**, cool) alone. The bat was very happy. (**He**, The, Are) had lots of bugs to eat. (A, Him, **He**) had a cool, dark place to (left, **live**, told).

One day Will did not see (an, was, **the**) bat.

"I think the bat is (saw, **gone**, will)," he said. Then a bug bit (**him**, not, they) on the nose. "Oh, no!" he (stay, bad, **said**). "The bat is gone and the (know, trees, **bugs**) are back."

One day Will saw a bat in a tree. The tree was in his back **(lots, yard, bat)**. Will does not know about bats. **(Him, He, Day)** does not like them.

"Bats bite," **(eat, us, he)** told his sister Jan. "Do not **(bat, lot, go)** by that tree."

"I know about **(bats, place, left)**, Will," Jan said. "They are not **(then, dark, bad)**. Bats like to eat bugs, not **(cool, kids, tree)**. A bat does not like the **(bugs, see, sun)**. It likes to stay cool. Bats **(is, are, in)** good."

"You know a lot about **(bats, does, kids)**, Jan," said Will.

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One day Ted took a map to class. The kids in his class thought (it, are, I) was neat. The map was very (sad, also, **old**). There were many marks on it.

(Dots, **Ann**, Pink) put up her hand. "What is (tall, pull, **that**) dash on the map?"

"That dash (to, **is**, if) a path," said Ted. "Here is (**another**, someone, things) dash. This is another path. There (go, **are**, is) lots paths on the map. Some (is, **are**, go) in the woods. Some are by (red, an, **the**) lake. I like to hike on (for, go, **the**) paths."

There were also dots on (**the**, took, an) map. Some dots were green. Some (kids, **dots**, about) were orange.

Ann put up her (what, dash, **hand**). "What is that green dot on (were, **the**, an) map?"

"That is a tall tree. (Them, On, **The**) green dots are trees. The orange (**dots**, hand, woods) are caves. I cannot go in (neat, **the**, sun) caves. My dad lets me go (on, **up**, map) the short trees."

"Can I go (**for**, at, help) a hike with you, Ted?" asked (Ted, Said, **Ann**).

"Yes," said Ted. "All of you (very, took, **can**) come with."

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"Can I go **(for, at, help)** a hike with you, Ted?" asked **(Ted, Said, Ann)**.

"Yes," said Ted. "All of you **(very, took, can)** come with."

Rob got a new pen. His dad gave it to him. (**He**, Big, Ben) took his new pen to school. (Fish, Next, **Rob**) sat at his desk. He was (small, saw, **done**) with his work. He took out (he, **his**, blue) new pen.

He drew a ship (yes, **on**, to) a sea. He drew little men (**on**, had, at) the ship. He gave one man (an, **a**, it) happy face. He gave another man (if, **a**, an) tall hat. Rob drew many fish (on, my, **in**) the water. Some fish were small. (Really, Next, **Other**) fish were big. One fish was (**as**, at, the) big as the ship.

Ben sat (gave, other, **next**) to Rob. Ben saw the ship (men, **and**, but) the fish. Ben wanted to help (drew, stop, **color**) the fish. He had a pen (the, **with**, him) many colors.

"May I color the (**fish**, done, desk)?" he asked.

"Yes," said Rob.

Ben (gave, and, **made**) the tiny fish red. He made (men, an, **the**) big fish blue. He made the (another, **really**, looks) big fish gray.

"This looks neat," (was, **Rob**, dad) said to Ben. "Thank you for (**your**, you, many) help."

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Ron wanted to make a kite. He wanted his kite to be (an, **the**, gave) best kite ever made. Ron told (like, **the**, why) other kids about his plans. All (for, his, **of**) the other kids wanted to make (piece, they, **kites**) too.

"I know!" said Ron. "We (**each**, every, made) can make a kite. Then on (plant, kites, **Sunday**) we can fly them in the (him, **park**, car)."

"We like that plan," the kids (flew, all, **said**). "Now we need to get to (took, **work**, high)."

Ron went home. His mom gave (**him**, then, he) paper for his kite. His sister (other, stop, **gave**) him tape. His dad gave him (kites, about, **string**). Ron made a red kite.

"Your (fly, **kite**, home) is very nice," said his sister. "(Will, **May**, Need) I hold it for you?"

On (**Sunday**, Sister, added) all the kids went to the (**park**, him, paper). It was a nice day. The (plans, nice, **kids**) got out their kites. The kites (his, **flew**, get) high in the sky. Ron let (them, **his**, be) sister hold his kite. His mom (felt, need, **took**) a picture.

Ron was glad he (**made**, his, day) a kite.

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