

Directions: Tutors read gray words and allow student to pop in to read the blue or red words. Words your student may be able to read independently are printed in **BLUE** ink. Words with a sound being introduced are in **RED**.

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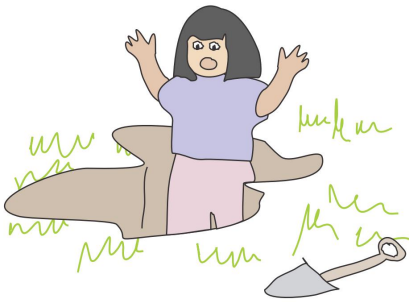


I **hope** you can **hop**  
as fast as can be.  
I **hope** you can **hop**  
over to that tree because  
your shoes ran away  
with your feet, feet, feet.

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My dog wrote his name  
**on** a **bone**, and then  
he gave the **bone** to me.  
I was not surprised that he  
could write, but that he gave  
his **bone** to me.



I dug a **hole** so deep  
 that I could not see my  
 feet. I put a **pole** inside  
 the **hole**, and the **hole**  
**stole** the **pole**. Yes,  
 the **pole** disappeared —  
 how weird!



My dog dug a **hole**  
 for his **bone, bone,**  
**bone**, so his **bone**  
 would have a **home,**  
**home, home**, but  
 then he forgot which  
**hole** was the **home**.