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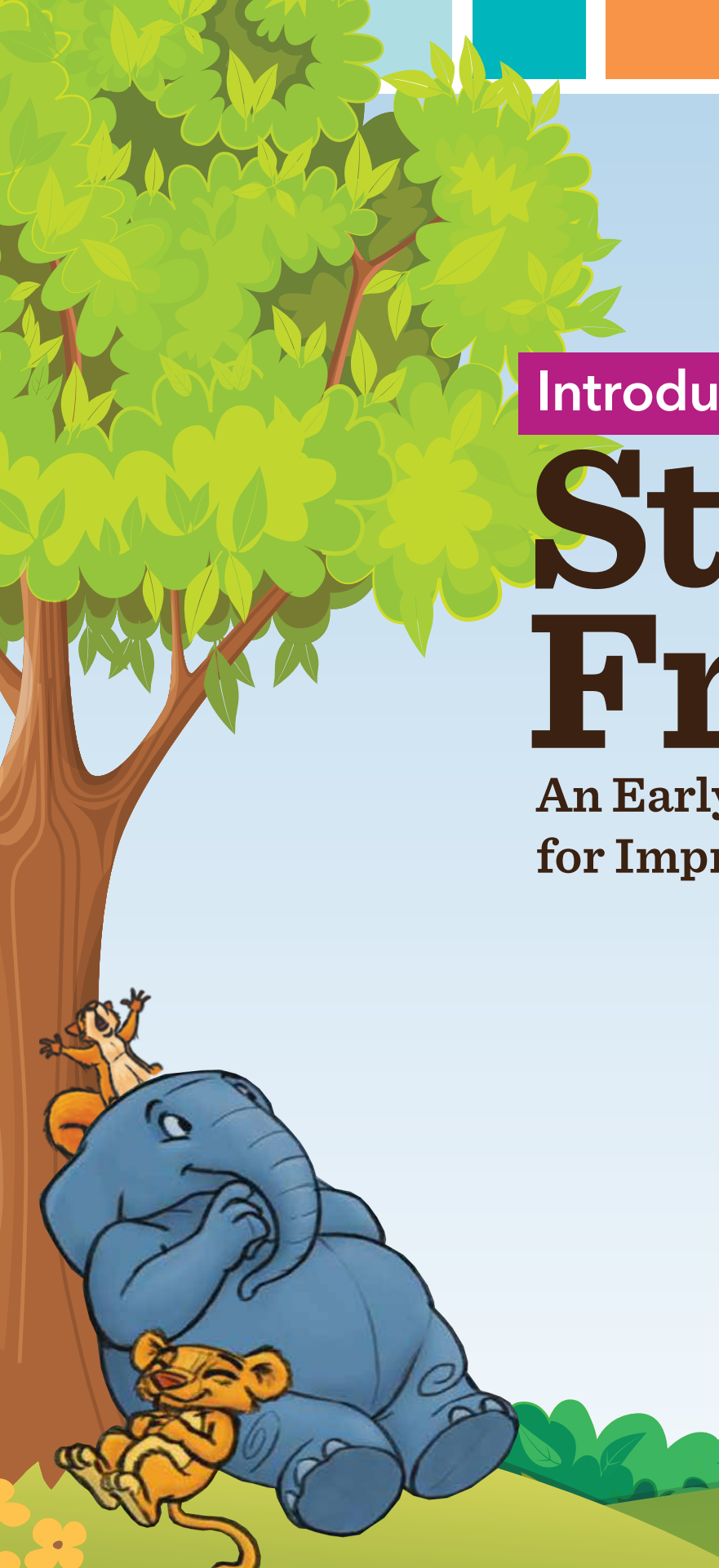
Introducing . . .

Story Friends™

An Early Literacy Intervention for Improving Oral Language

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Story Friends™



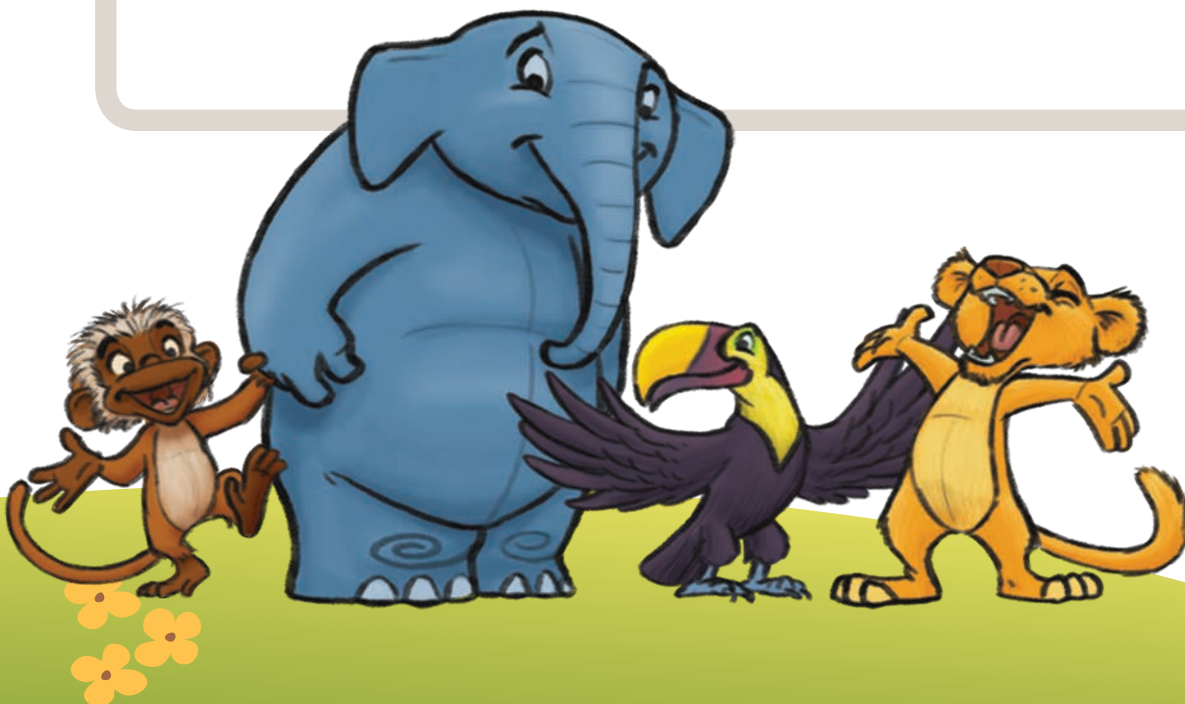
Reading success starts here.

How do children become successful readers? It's a story that starts in their earliest years, when they acquire the foundational language and literacy skills they'll use for the rest of their lives.

Sometimes, though, the story gets off track before it really begins. Sometimes, young kids start struggling with oral language skills—one of the most important predictors of later reading success. How can your program keep these kids from falling behind? What's the best way to intervene early, so children have the best chance to succeed?

Your solution is here, and it's called **Story Friends™**.

Fun, engaging, and effective, the **Story Friends** intervention is designed to help preschoolers and kindergarteners at risk for reading difficulties strengthen their oral language development and vocabulary, so they're ready to learn to read and succeed. In this sampler, you'll discover why **Story Friends** works—and how it helps transform struggling young children into reading success stories.



What Is Story Friends?

Story Friends is the first comprehensive, research-based Tier 2 intervention program designed for 4- to 6-year-olds who need extra help with early language and literacy skills. Through interactive animal-themed storybooks and lively, engaging audio recordings, **Story Friends** effectively boosts oral language and vocabulary development and teaches children key concepts they need for social and academic success.

How does it work?

At small-group listening centers, in 10- to 15-minute sessions, children listen to recorded stories as they follow along in printed storybooks. Each book has a cast of likeable animal characters and colorful illustrations kids will love. As children listen to the story, the narrator prompts them to interact with the book by participating in vocabulary activities and responding to comprehension questions. This expands children's early language and literacy skills *and* promotes critical thinking.

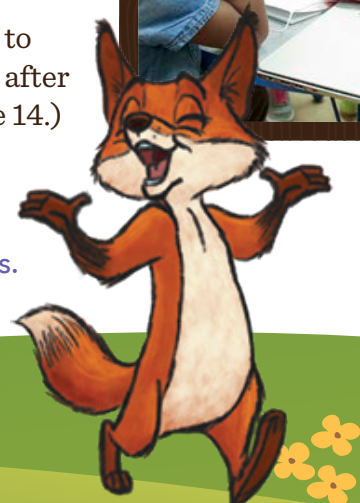
How can busy teachers work Story Friends into their schedule?

Teachers will find it easy to work **Story Friends** into their everyday classroom routine. A supplemental curriculum that works with any existing program, **Story Friends** is specially designed to fit into a typical classroom schedule with little advance preparation. The instruction is all prerecorded, so it's simple to add the program to a daily center rotation or small group time.

How will we know it's working?

Story Friends includes pre- and post-tests that make it easy to track children's progress and compare their skills before and after the intervention. (Learn more about the assessments on page 14.)

Turn the page to learn more about the specific benefits of Story Friends.



Benefits of Story Friends

There's nothing else like **Story Friends**. Based on best practices in early childhood education, this one-of-a-kind program is a proven way to help children improve oral language and vocabulary skills and prepare them for reading success.

Top 5 Reasons to Choose Story Friends:

1. **Addresses the greatest predictors of later reading success:** oral language, vocabulary, and comprehension skills
2. **Expands other important academic and social skills**, including critical thinking, problem-solving, and empathy
3. **Answers the call for proven, research-based interventions**—Story Friends was developed by leading early childhood researchers from the federally funded Center for Response to Intervention in Early Childhood (CRTIEC)
4. **Hooks and holds young attention spans** with colorful illustrations, rhyming text, interactive story components, and appealing narration from Wanda the Word Wolf
5. **Requires no special training**—just follow the simple implementation guidelines in the Teacher Guide and the online professional development modules

Oral language skills: critical to reading success

“Early oral language has a growing contribution to later reading comprehension . . . Improving young children’s oral language development should be a central goal during the preschool and kindergarten years.”

—Timothy Shanahan & Christopher Lonigan,
“The Role of Early Oral Language in Literacy Development,”
Language Magazine, languagemagazine.com



Benefits for Children and Teachers

Children

Story Friends helps children develop key skills they need for academic and social success:

Key Areas of Development	How Story Friends Helps
Language skills	Vocabulary words with picture supports in each storybook provide child-friendly definitions, multiple opportunities to say the words and definitions, meaning from context, and examples from daily experiences.
Comprehension, critical thinking, and problem-solving skills	Inferential questions from each story challenge children to think critically and problem solve. Intervention lessons model responses, and think-alouds explain reasoning.
Listening skills	Small group listening centers provide opportunities to practice listening skills; visual cues guide children to stay on task and focus their attention.
Phonological awareness	Rhyming story text helps children with a key aspect of phonological awareness.
Concepts of print	Explicit instruction guides children to follow the words of a book's title, turn pages, point to elements in images, and manipulate book flaps on cue.
Social-emotional development	A recurring cast of characters fosters children's social awareness and develops their sense of empathy during everyday occurrences and social situations.

Teachers

Story Friends helps teachers reach their goals and implement best practices in their classroom:

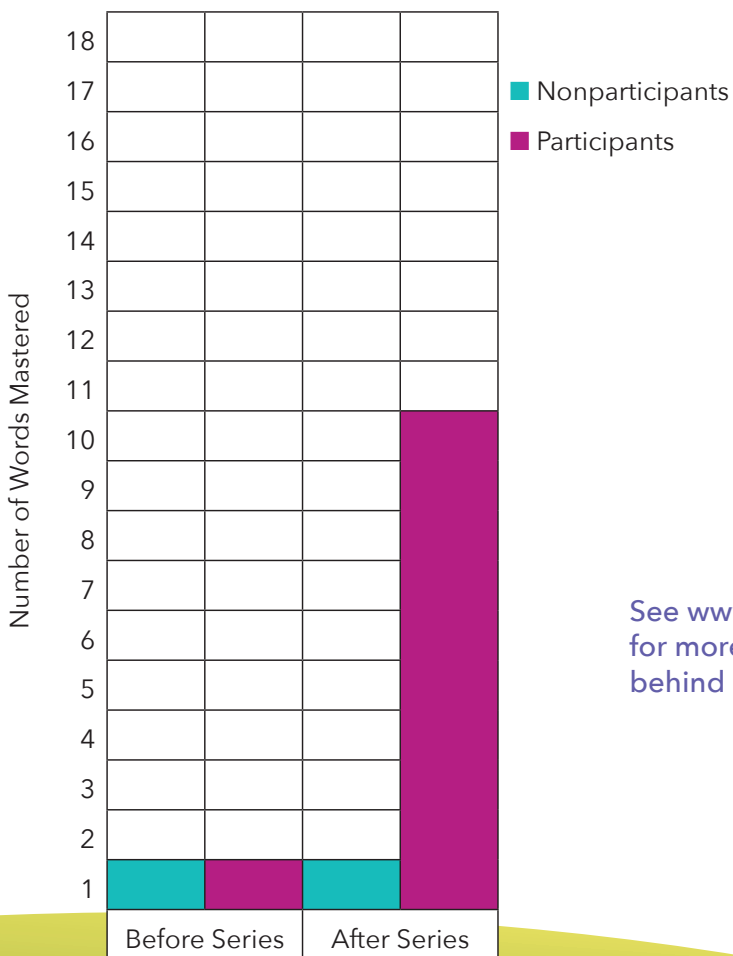
Teacher Goals/ Best Practices	How Story Friends Helps
Explicitly teaching and modeling new vocabulary	Child-friendly vocabulary definitions are stated explicitly, and modeling and think-alouds provide context and examples of reasoning for appropriate responses.
Giving students multiple exposures to new vocabulary and language	Children receive four vocabulary and two concept word lessons, as well as guided instruction on three comprehension questions for a total of nine explicit lessons for each 10- to 15-minute listening center session.
Reinforcing student knowledge with repeated readings	Children listen to each storybook three times to ensure multiple exposures to instruction.
Giving recursive instruction	Intervention lessons model and guide the acquisition of language skills, children can listen to other responses and have time to reflect on their own, and children can try out new learning during individual progress monitoring opportunities.
Conducting effective assessments	Children's progress is monitored during listening center sessions to ensure listening and responding occurs appropriately. Individually administered assessments evaluate vocabulary and concept words acquisition.
Ensuring accurate program implementation	Teachers have access to multimedia modules to help them implement the program with fidelity.

Research Says . . . *Story Friends* Works!

Many curricula claim to be evidence-based. **Story Friends** backs it up with multiple research studies. Between 2010 and 2014, five experimental studies were conducted on the Story Friends program, focusing on how it affects vocabulary and oral language development in at-risk pre-K populations.

The findings were clear: **Story Friends** was easy to implement, worked well with existing curricula, and resulted in substantial word-learning gains. (See the chart below for a visual representation of children's word-mastery results.) The developers used results of the studies to evaluate and carefully refine the program, so it meets the learning needs of young children.

**Children's Vocabulary Acquisition
Using the *Jungle Friends* Series**



See www.brookespublishing.com/storyfriends for more detailed information on the research behind Story Friends.



This chart depicts combined results from all of the Story Friends studies. Participants in the studies mastered many more words than non-participants.

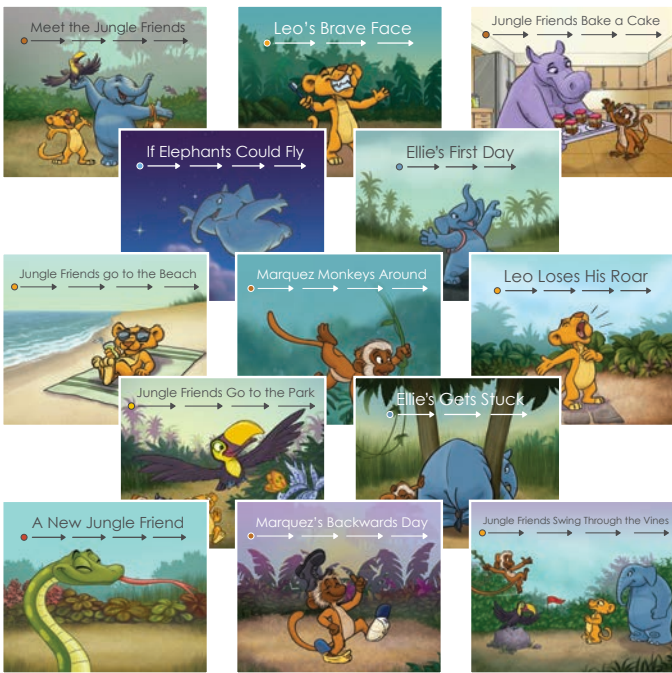
Story Friends Components

Student Components

Student Books

The **Story Friends** program provides two series of student books, *Jungle Friends* and *Forest Friends*. The **Story Friends** storybooks showcase:

- Embedded vocabulary
- Colorful, engaging illustrations
- Repeating story characters
- Rhyming text
- “Discovery flaps” that promote natural curiosity and critical thinking



Jungle Friends Series



Forest Friends Series



Audio Tracks

For each storybook, there's a lively audio track by Wanda the Word Wolf, the program narrator. Wanda reads the story and provides explicit vocabulary and comprehension instruction as children follow along.

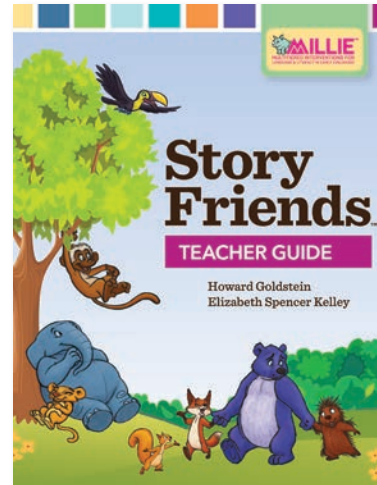


Teacher Components

Teacher Guide

Your complete guide to **Story Friends!**

- Program overview and components
- Scope and sequence of skills
- Implementation guidelines
- Audio scripts
- Placement and Assessments
- Resource Masters
- Research base



Story Friends Teacher Guide

Screener & Assessments

Story Friends includes a screener to identify children who would benefit from participating in the program, plus progress monitoring assessments (Unit Vocabulary and pre- and post-Concept Words Assessments). Picture cards are included for use with the Concept Words pre- and posttests.



Story Friends Screener



Jungle Friends Unit 1 Assessment



Jungle Friends Assessment Cards



Program Implementation Modules

Be sure teachers know how to use **Story Friends** effectively! Use these engaging multimedia modules to support staff development and ensure that they're implementing the program with fidelity.

Implementing Story Friends in 3 Easy Steps

Using Story Friends is easy as **1** **2** **3**

1. Identify

First, teachers identify children who will benefit from using **Story Friends**. Teachers can use information from universal screening and progress monitoring assessments, as well as the screening questionnaire included in the Story Friends program.



2. Implement

The **Story Friends** intervention is delivered in the classroom's listening center in 10- to 15-minute sessions, with a facilitator guiding and monitoring the session. Children follow along as storybooks are read, and they participate in interactive vocabulary and comprehension lessons.

3. Assess

In **Story Friends**, learning of instructional targets is assessed using curriculum-based measures. Teachers will administer progress monitoring assessments: Unit Vocabulary and pre- and post-Concept Words Assessments.



Learn more about each step on the next few pages!

Step 1 Identify

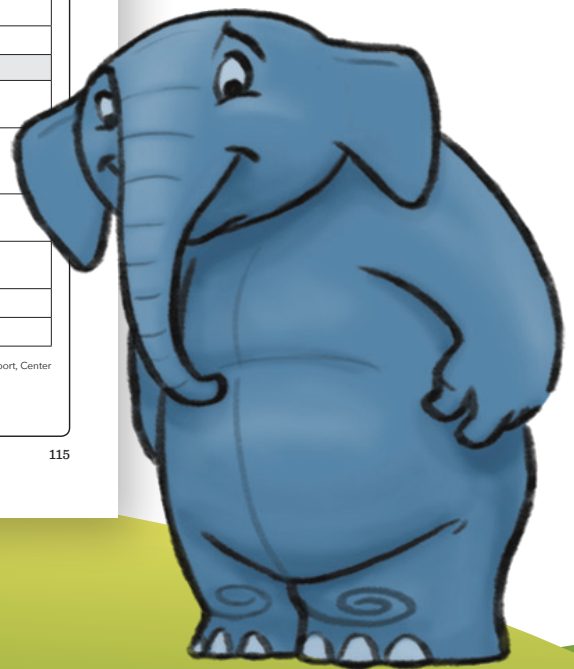
Which children should use **Story Friends**? Teachers will start by identifying children who have limited oral language skills or are demonstrating delays in oral vocabulary and comprehension. They can conduct their own universal screening and progress monitoring assessments, or they can use the convenient screening questionnaire that comes with the **Story Friends** program. This brief screener helps teachers easily identify the children who are most likely at risk for reading difficulties and would benefit from participating in **Story Friends**.

Decision-Making Framework Teacher Questionnaire

Directions: For each question, make a check mark in the box that best indicates how often each child displays each skill or behavior. Please check **only ONE box** for each question.

Child's Name:	Never	Rarely	Often	Always
PART I: ORAL LANGUAGE SKILLS				
Expressive Language Skills (Spoken Language)				
1. This child uses simple grammatically correct sentences (e.g., does not exhibit pronoun confusion, tense verb errors, word order reversals).				
2. This child produces sentences containing a variety of words including nouns, verbs, and adjectives.				
3. This child tells short, understandable narratives about personal events.				
Vocabulary Skills				
4. This child identifies and labels most common objects in the classroom.				
5. This child correctly selects a toy or classroom object when described using color, location, or other descriptors.				
6. This child categorizes vocabulary, and names words belonging to categories (e.g., vehicles, animals, toys).				
PART II: COMPREHENSION SKILLS				
7. This child follows two- and three-step directions.				
8. This child answers explicit <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>how</i> questions.				
9. This child understands implicit questions requiring inferencing or predicting what is happening in the story.				
10. This child retells simple stories.				
PART III: CHILD CHARACTERISTICS				
11. This child follows directions without the need for frequent prompting (e.g., hands to yourself).				
12. This child requires multiple teaching strategies to learn something new (e.g., modeling, extra prompting, repeated practice, rephrasing, manipulatives).				
13. This child needs high levels of positive verbal reinforcement to complete a task.				
14. This child transitions between preferred and nonpreferred activities without difficulty.				
15. This child cooperates with peers (e.g., shares, takes turns, waits for turn).				
16. This child initiates social interactions with peers adequately.				

From Bradfield, T.A., & McConnell, S.R. (2012). Teacher questionnaire of language and comprehension skills among preschool children. Technical Report, Center on Response to Intervention in Early Childhood, University of Minnesota, Minneapolis, MN. Adapted by permission.





Hear an audio sample and flip through a Story Friends book online at www.brookespublishing.com/storyfriends

Step 2 Implement

Story Friends includes 26 full-color storybooks, each with an interactive audio track. Here's how to use them:

- **Gather children at the listening center**

Typically, the teacher will gather two or three children in need of intervention at the listening center. If it fits in with the instructional goals and classroom schedule, teachers might choose to invite other children to the listening center—or even make **Story Friends** a part of every child's routine center rotation or free-choice time.



- **Children listen to the story & receive instruction**

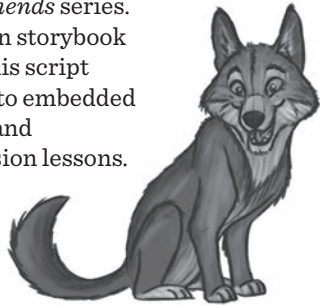
Children listen as Wanda the Word Wolf, the program narrator, reads the story. As children follow along, Wanda delivers explicit vocabulary instruction and comprehension lessons that engage children and promote critical thinking about the text and ideas. On the next page, you'll find a sample script from one of Wanda's audio tracks.

26 storybooks—
one per week



Story Friends Lessons: Audio Script

Wanda the Word Wolf narrates the *Story Friends* series. Her image on storybook pages and this script correspond to embedded vocabulary and comprehension lessons.



Unit 1, Week 1

Meet the Jungle Friends

Aroo, aroo. Hello. Welcome to the Listening Center. Do you have your book? **PAUSE.** Make sure it is closed, and do not open it until I tell you to. Look at the front cover of your book. Do you see a picture of animals on the cover? **PAUSE.** Yes! Do you see some words there at the top? **PAUSE.** This is the name of the book. The name of a book is called the title. Now, put your finger under the first word of the title. Follow the arrow under the words as we read the title of the book together. It says, *Meet the Jungle Friends.*

Go ahead and open your book now.

Hello again! My name is Wanda the Word Wolf. Do you see me? I have pointy ears and a fluffy tail. What's your name? **PAUSE.** Great! It's nice to meet you.

Every time you come to the Listening Center, you will get a book to read with me. And when you hear me say *Aroo, aroo*, it means it is time for you to listen and answer some questions.

Let's practice.



Aroo, aroo. Did you hear me say *Aroo, aroo*? **PAUSE.** Let's answer a question. Are you ready? **PAUSE.** Okay! Here's one: How old are you? **PAUSE.** Great job! Now point to my nose. What color is my nose? **PAUSE.** Black! That's right!

In this book, we are going to meet some more new friends. When you hear this sound it means you can go ahead and turn the page. Let's turn the page now.

Turn the page.

Do you see the picture of the jungle? **PAUSE.** A jungle is a hot, wet place with lots of trees, plants, and animals. Today you will meet four animals called the Jungle Friends! First is Leo Lion. He is roaring. Point to Leo Lion. **PAUSE.** Next is Ellie Elephant. She is holding a flag. Point to Ellie Elephant. **PAUSE.** Tanisha Toucan is high up in the tree. Do you see her? Point to Tanisha Toucan. **PAUSE.** Last is Marquez Monkey. He is hanging upside down in a tree. Point to Marquez Monkey. **PAUSE.**

Great listening! Let's start our story now.

Turn the page.

[p. 0]
*The Jungle Friends are getting ready.
They cannot wait!
It's the first day of school,
and they don't want to be late.*

Turn the page.

- **Children actively respond and participate**

The **Story Friends** program is designed to promote active responding as children learn new vocabulary and comprehension skills. As they listen to Wanda Wolf's narration, children participate by answering questions, pointing to pictures, lifting flaps, and using gestures during pantomime activities. Each storybook gives children up to 20 opportunities for active response.



Jungle Friends, Ellie's First Day, pp. 6-7

Vocabulary

Each vocabulary lesson includes:

- Child-friendly definitions
- Opportunities for interactive response
- Information about word meaning in context
- Prompts to repeat words and definitions
- Examples from real-life experiences



Forest Friends, Fae's Nose Knows, pp. 14-15

Comprehension

- **Interactive story questions and think-alouds** help develop critical thinking and comprehension skills, such as predicting and inferring.
- **Discovery flaps** promote natural curiosity as children respond to prompts and interact with images.
- **Explicit instruction is delivered by** Wanda Wolf, who appears throughout the books as a visual prompt when it's time for the child to respond.

- **Repeated readings reinforce new knowledge**

Children listen to each storybook three times—one listening session on each of the first three days of the school week. Repeated readings give children multiple exposures to the rich vocabulary and comprehension instruction in each book.

Step 3 Assess

With **Story Friends**, teachers assess children’s learning of instructional targets using curriculum-based measures. They’ll administer the progress monitoring assessments included in **Story Friends: Unit Vocabulary** and pre- and post-Concept Words Assessments.

Story Friends includes two measures for vocabulary. Vocabulary acquisition is measured using Unit Vocabulary Assessments, administered after four weeks of instruction, and Concept Words Assessments, administered before and after each book series, *Jungle Friends* and *Forest Friends*.

Jungle Friends Unit 1 Vocabulary Assessment

(page 1 of 2)

Name: _____ Date: _____

Directions: Read aloud *verbatim* all of the scripted parts, which appear in **I** for each item. Write *NR* if the child gives no response and *IDK* if the child says child’s responses. Please see page 87 of the Teacher Guide for scoring guide administration of the assessment.

Scripted Directions: *Hi! You’ve been reading some stories in class about the some questions about some words in the stories. Are you ready?*

Ellie’s First Day

- 1a. **Tell me, what does *enormous* mean?**
If the child does not say “really big,” then say, ***Enormous* means . . .**

If the child does not say “really big,” then ask:

- 1b. **Does *enormous* mean “really big” or “really cold”?**
- 2a. **Tell me, what does *different* mean?**
If the child does not say “not the same,” then say, ***Different* means . . .**

If the child does not say “not the same,” then ask:

- 2b. **Does *different* mean “not at home” or “not the same”?**

Leo’s Brave Face

- 3a. **Tell me, what does *brave* mean?**
If the child does not say “not scared,” then say, ***Brave* means . . .**

If the child does not say “not scared,” then ask:

- 3b. **Does *brave* mean “not scared” or “not hungry”?**
- 4a. **Tell me, what does *grin* mean?**
If the child does not say “to smile,” then say, ***Grin* means . . .**

If the child does not say “to smile,” then ask:

- 4b. **Does *grin* mean “to cough” or “to smile”?**

Story Friends Teacher Guide by Howard Goldstein and Elizabeth Spe
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Jungle Friends Concept Words

PRETEST

Name: _____ Date: _____

Materials: Jungle Friends Assessment Cards

Directions: Read aloud the directions below. Then read aloud the script on the back of each Assessment Card as you show it. Say the characters or items named on a card if the child doesn’t know them. Circle the child’s response to each question below. Score 1 for correct responses and 0 for incorrect responses.

Scripted Directions: *Hi! Today I am going to ask you some questions about some pictures. Look at each picture carefully before you answer. Are you ready?*

Item	Card	Script	Score
1	1	Point to the balloon in the sky. Is the balloon <u>high</u> or low?	
2	1	Now point to the ball on the ground. Is the ball high or <u>low</u> ?	
3	2	Look at the picture of the Jungle Friends. Do you see Leo Lion by himself or do you see <u>all</u> of the Jungle Friends?	
4	3	Look at the peanuts in this picture. Does Ellie Elephant have a few peanuts or <u>many</u> peanuts?	
5	3	Now look at the peanuts in this picture. Does Ellie Elephant have a <u>few</u> or many?	
6	4	Look at Ellie Elephant. Is she <u>up</u> or down?	
7	4	Now look at the other friends. Are they <u>up</u> or down?	
8	5	Point to the feather. Is a feather hard or <u>soft</u> ?	
9	5	Now point to the boards. Are boards <u>hard</u> or soft?	
10	6	Look at this jar. Is this jar empty or <u>full</u> ?	
11	6	Now look at this jar. Is this jar <u>empty</u> or full?	
12	7	Look at the picture of the boy and the dogs. Is the boy on top of the dogs or <u>between</u> the dogs?	
13	8	Look at Marquez Monkey and the flower. Do you see the bees? Are the bees <u>around</u> the flower or on the flower?	
14	9	Point to the picture where the sun is shining. Is it <u>day</u> or night?	
15	9	Now point to the picture where you can see the moon. Is it day or <u>night</u> ?	
Total Score (Maximum 15)			






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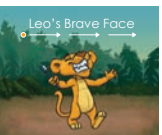



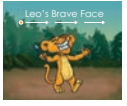




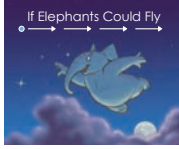



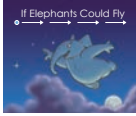



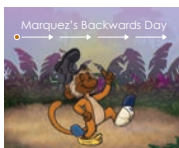



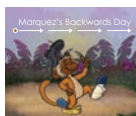
Scope and Sequence Charts

These charts for *Jungle Friends* and *Forest Friends* will give teachers an at-a-glance look at the skills addressed with the **Story Friends** program.

Jungle Friends

Week 1 Meet the <i>Jungle Friends</i> Introduce the book series and characters.					
		Ellie Elephant	Marquez Monkey	Leo Lion	Tanisha Toucan

Unit	Week	Book	Vocabulary ✓	Topics	Comprehension Questions
1	2	<i>Ellie's First Day</i> 	enormous different Concept Words: high, low	first day of school; making new friends; helping Feelings: excitement, embarrassment	<ul style="list-style-type: none"> Ellie Elephant is excited. Why is Ellie excited? The other kids laughed at Ellie Elephant. Why did they laugh at Ellie? At the end of the story, Ellie Elephant was happy. Why was Ellie happy?
	3	<i>Leo's Brave Face</i> 	brave grin Concept Word: all	going to the dentist Feelings: fear, bravery	<ul style="list-style-type: none"> Leo is afraid. Why is he afraid? What did Leo Lion learn from the dentist? Do you think Leo Lion will brush his teeth every night?
	4	<i>Jungle Friends Go to the Beach</i> 	gorgeous soaked Concept Words: many, few	working together; going to the beach Feeling: enjoyment	<ul style="list-style-type: none"> Tanisha Toucan is happy. Why is Tanisha happy? At the end of the story, the Jungle Friends worked together. Why should you work together with your friends? Do you think the Jungle Friends will go to the beach again?
Review	5	<i>Jungle Friends Bake a Cake</i> 	grin different enormous gorgeous brave soaked	working together; baking a cake Feelings: excitement, happiness	  
2	6	<i>Marquez Monkeys Around</i> 	reckless ruin Concept Words: up, down	listening to friends Feelings: anger, regret	<ul style="list-style-type: none"> The friends are mad. Why are they mad? In this story, Marquez Monkey was not being careful. Why should you be careful? The next time Marquez goes to the jungle, do you think he will swing around wildly?

Unit	Week	Book	Vocabulary ✓	Topics	Comprehension Questions
2	7	<i>If Elephants Could Fly</i> 	imagine soar Concept Words: soft, hard	flying, travel Feeling: surprise	<ul style="list-style-type: none"> ■ Ellie Elephant's little brother is surprised. Why is he surprised? ■ At the end of the story, Ellie Elephant was glad she cannot fly. Why was she glad? ■ In this story, Ellie Elephant pretended she could fly. What do you like to pretend?
	8	<i>Leo Loses His Roar</i> 	ill comfort Concept Words: empty, full	being sick Feeling: empathy	<ul style="list-style-type: none"> ■ Leo Lion's friends are coming to see him. Why are they coming to see him? ■ At the end of the story, Leo Lion was happy. Why was Leo happy? ■ In this story, Leo Lion's friends did nice things for him. Why should you do nice things for your friends?
Review	9	<i>Jungle Friends Go to the Park</i> 	soar ill ruin comfort reckless imagine	comforting a sick friend; field trips; exploration	  
3	10	<i>Ellie Gets Stuck</i> 	leap pause Concept Word: between	helping; working and playing together; playing tag Feeling: worry	<ul style="list-style-type: none"> ■ The Jungle Friends are playing tag. What game do you like to play? ■ The friends all tried to help Ellie Elephant. Why did they help Ellie? ■ Do you think Ellie Elephant will try to jump between the trees again?
	11	<i>A New Jungle Friend</i> 	speedy wise Concept Word: around	appreciating differences; everyone is unique Feeling: pride	<ul style="list-style-type: none"> ■ Tanisha Toucan wishes she was different. Why does she wish she was different? ■ What did the Jungle Friends learn from the snake? ■ The Jungle Friends can each do something special. What is something special that you can do?
	12	<i>Marquez's Backwards Day</i> 	ridiculous tumble Concept Words: day, night	playing together; opposites Feeling: silliness	<ul style="list-style-type: none"> ■ Leo Lion told Marquez Monkey to turn around. Why did he tell Marquez that? ■ The Jungle Friends thought Marquez Monkey was silly. Why did they think he was silly? ■ Do you think Marquez Monkey will have another backwards day?
Review	13	<i>Jungle Friends Swing Through the Vines</i> 	wise pause leap speedy ridiculous tumble	planning and competing in a race; having fun versus winning Feeling: excitement	  

Forest Friends

Week 14

Meet the Forest Friends

Introduce the book series and characters.



Pablo Porcupine



Fae Fox

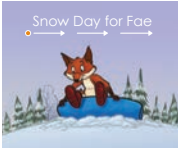
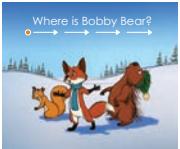

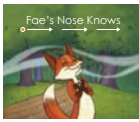
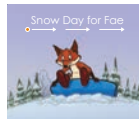

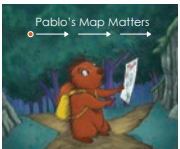








Bobby Bear



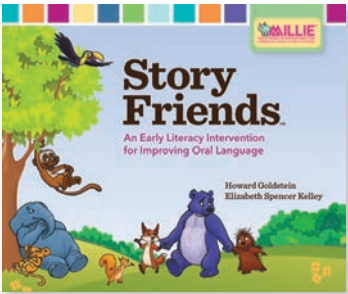
Suki Squirrel

Unit	Week	Book	Vocabulary ✓	Topics	Comprehension Questions
4	15	<i>Pablo's Pricky Problem</i> 	terrified protect Concept Words: largest, smallest	first day of school; making friends with others who are different Feeling: fear	<ul style="list-style-type: none"> Pablo Porcupine is sad. Why is Pablo sad? At the beginning of the story, the other animals in Pablo Porcupine's class were afraid of him. Why were they afraid of Pablo? Remember when Suki Squirrel asked Pablo Porcupine to play? Why did Suki ask Pablo to play?
	16	<i>Suki's Sleepover Surprise</i> 	agree disappointed Concept Words: first, last	sleepovers Feelings: disappointment, sadness, surprise	<ul style="list-style-type: none"> Suki Squirrel is excited. Why is Suki excited? Suki Squirrel's mom took her to the movies. Why did she take Suki to the movies? The Forest Friends watched cartoons and read a story at Suki's sleepover. What do you like to do with your friends?
	17	<i>Bobby's EmBEARassing Visit</i> 	kind accident Concept Words: tall, short	comforting a scared friend; going to the doctor Feelings: kindness, embarrassment	<ul style="list-style-type: none"> Bobby Bear is scared. Why is Bobby scared? In this story, the friends went to the doctor with Bobby Bear. Why did they go with them? Do you think Bobby Bear will be scared the next time he goes to the doctor?
Review	18	<i>Suki Squirrel Goes Swimming</i> 	agree terrified grin kind accident protect disappointed	helping a scared friend; going swimming Feeling: fear	
5	19	<i>Fae's Nose Knows</i> 	lost worried Concept Words: near, far	understanding others' feelings; getting lost Feeling: worry	<ul style="list-style-type: none"> Fae's grandma is happy. Why is she happy? When the friends got to the den, Fae Fox told her grandmother she was sorry. Why did Fae say she was sorry? Do you think the Forest Friends will visit Fae's grandma again?

Unit	Week	Book	Vocabulary ✓	Topics	Comprehension Questions
5	20	<i>Snow Day for Fae</i> 	complete frosty Concept Words: bottom, top	playing together; snow days; building snow figures; sledding Feelings: accomplishment, disappointment	<ul style="list-style-type: none"> School is closed, so Fae Fox is going to play outside. What do you like to do when school is closed? At the beginning of the story, Fae's friends were waiting at her house. Why were her friends waiting for her? The next time it snows, do you think the Forest Friends will sled down the big hill again?
	21	<i>Where Is Bobby Bear?</i> 	exhausted search Concept Words: winter, spring	missing a friend; hibernation Feeling: exhaustion, worry	<ul style="list-style-type: none"> Pablo, Fae, and Suki are looking everywhere for Bobby Bear. Why are they looking for Bobby? What did the Forest Friends learn from the bird? At the end of the story, the friends were happy. Why were the friends happy?
Review	22	<i>Pablo Packs a Picnic</i> 	complete search lost worried frosty exhausted	eating together; going on a picnic; getting lost Feeling: excitement, worry, exhaustion	  
6	23	<i>Pablo's Map Matters</i> 	thrilled ignore Concept Words: quiet, loud	listening; going to a carnival; using a map Feeling: thrill	<ul style="list-style-type: none"> Pablo brought a map with him. Why did Pablo bring a map? At the end of the story, the friends finally listened to Pablo Porcupine. Why should you listen to your friends? Do you think Pablo Porcupine's friends will listen to him the next time they play together?
	24	<i>Fae's Smelly Situation</i> 	horrible fail Concept Words: in, out	getting sprayed by a skunk Feelings: sadness, fear	<ul style="list-style-type: none"> Fae Fox is sad. Why is Fae sad? In this story, the friends tried to help Fae Fox get clean. Why did they help Fae? Remember, Fae's friends tried to help her. What can you do to help your friends?
	25	<i>Suki's Selfish Saturday</i> 	selfish enjoy Concept Words: new, old	sharing Feeling: selfishness	<ul style="list-style-type: none"> Suki Squirrel does not want to share her game. Why doesn't Suki want to share her game? At the end of the story, the friends shared their toys with each other. Why should you share with your friends? The next time Suki's friends come to her tree, do you think she will share with them?
Review	26	<i>Forest Friends Go to the Library</i> 	thrilled enjoy ignore horrible selfish fail	sharing; helping; going to the library Feelings: excitement, selfishness	  

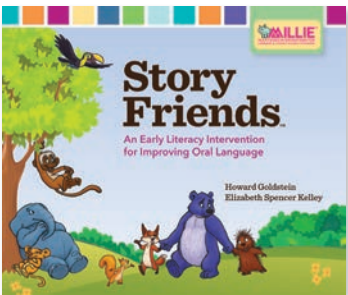
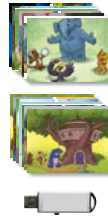
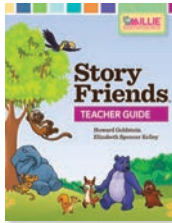
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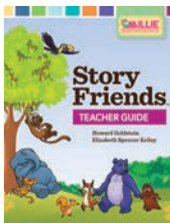
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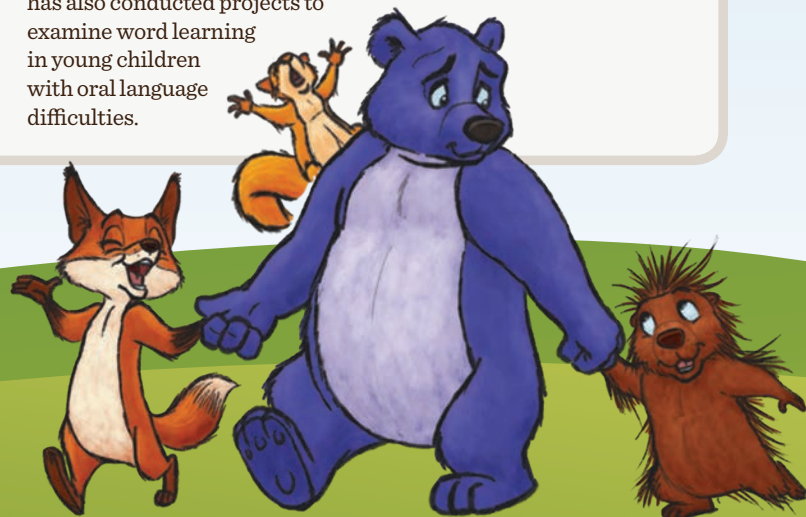
Howard Goldstein, Ph.D., CCC-SLP is a nationally known scholar in the field of child language intervention research and the author of two books and more than 100 scholarly articles. His recent work has sought to enhance the language and literacy development of students in high poverty schools who are at high risk for language and reading disabilities. A certified speech-language pathologist and former

ASHA Vice President for Science and Research, Dr. Goldstein is currently Associate Dean of Research and Professor of Communication Sciences and Disorders in the College of Behavioral and Community Sciences at University of South Florida in Tampa.



Elizabeth Spencer Kelley, Ph.D., CCC-SLP is an Assistant Professor of Communication Science and Disorders in the School of Health Professions at the University of Missouri-Columbia. She is a certified speech-language pathologist. Dr. Kelley's research focuses on language and early literacy skills in young children with limited oral language skills, and her recent work has sought to identify effective approaches for

vocabulary intervention for preschool children. She has also conducted projects to examine word learning in young children with oral language difficulties.



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