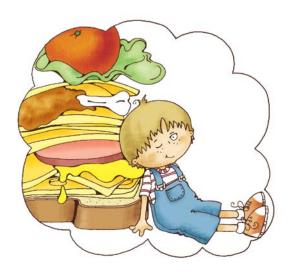


Soup and a Sandwish



Written by Stephen Cosgrove Illustrated by Carolyn LaPorte

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There once was a very special boy.

He was very, very hungry.

He was so hungry that a bowl of alphabet soup wouldn't do.

He pushed it away. No soup for him. He wanted more.

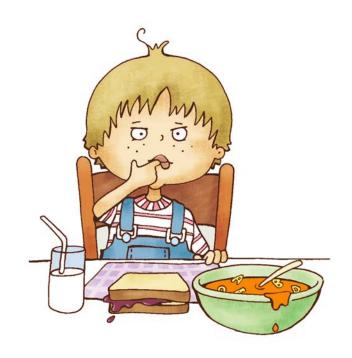


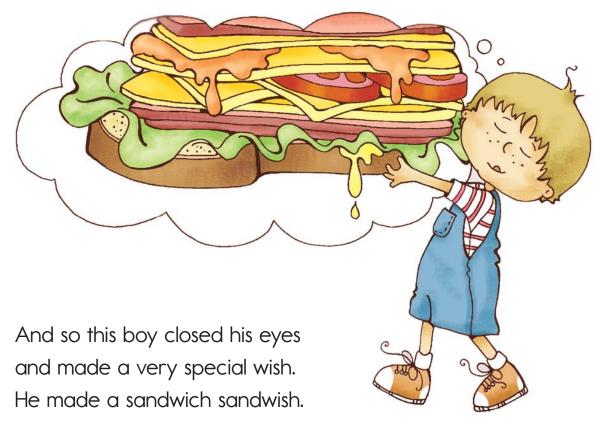
This special boy wanted a special sandwich.

Not some peanut butter and jiggly jelly-jam sandwich. Not a little kid's sandwich.

He wanted a grown-up sandwich.

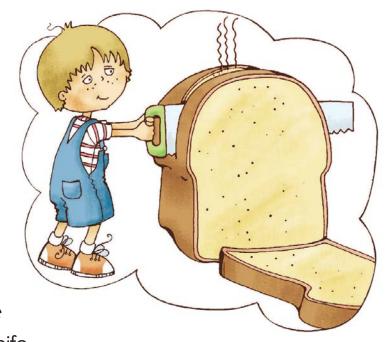
A gigantic, mountain-high kind of sandwich.





First he sandwished a loaf of bread, hot from the oven.

He cut off a slice so big, he had to use a saw instead of a knife.



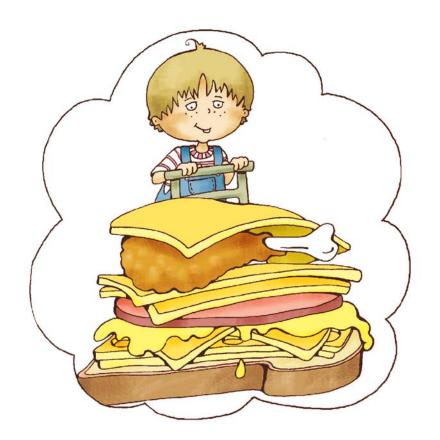
Cheese was next, but not just one kind.

He wished for cheddar, Swiss, and Monterey jack. He wished for a big glob of cheese spread.

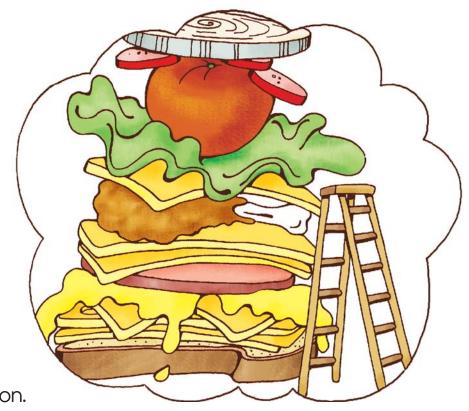


Then he wished for meat—roast beef, ham, chicken, and turkey.

He had to stop in the middle and sandwish for a ladder. He climbed it to pile on more.



He slapped
on lettuce,
a fresh tomato,
and pickles.
He added relish
and a slice of
eye-watering onion.



Up and down the ladder of wishes he climbed. He piled on more and more.

He finally had to sandwish a crane to drop on the last slice of bread.



There it was!

It was a mile-high

monster meal.

It was a

sandwished

sandwich

like no other

sandwich

wished for

before.

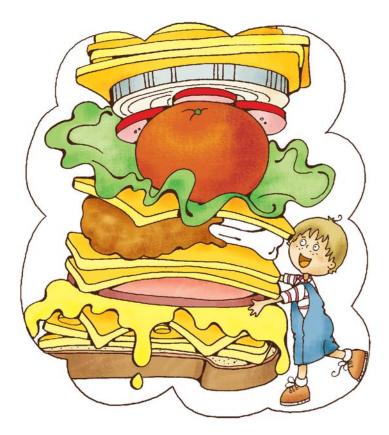


This special boy was ready to eat.
But where could he start?

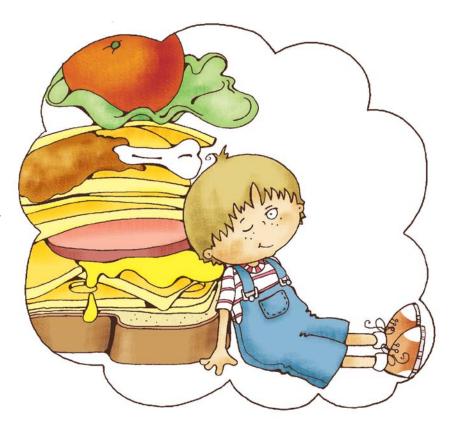
He walked around and around, looking up and down.

There was no way to start eating this sandwish.

There was no way to end.



The very special boy leaned up against the sandwich.
He closed his eyes and made yet another sandwish.



He wished for alphabet soup, please, and a sandwich of peanut butter and jiggly jelly-jam.

He ate it all and filled his tummy.
He whispered softly,

"Thanks—that was yummy."



Soup and a Sandwish Level I Leveled Book © 2002 Stephen Cosgrove Learning A–Z Written by Stephen Cosgrove Illustrated by Carolyn LaPorte

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Correlation

LEVEL I	
Fountas & Pinnell	I
Reading Recovery	15–16
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