Dear Parents and Educators,

Welcome to Penguin Young Readers! As parents and educators, you know that each child develops at his or her own pace—in terms of speech, critical thinking, and, of course, reading. Penguin Young Readers recognizes this fact. As a result, each Penguin Young Readers book is assigned a traditional easy-to-read level (1–4) as well as a Guided Reading Level (A–P). Both of these systems will help you choose the right book for your child. Please refer to the back of each book for specific leveling information. Penguin Young Readers features esteemed authors and illustrators, stories about favorite characters, fascinating nonfiction, and more!

This book is perfect for a Progressing Reader who:
• can figure out unknown words by using picture and context clues;
• can recognize beginning, middle, and ending sounds;
• can make and confirm predictions about what will happen in the text; and
• can distinguish between fiction and nonfiction.

Here are some activities you can do during and after reading this book:
• Activity tk.
• Activity tk
• Activity tk
  • Activity tk

<table>
<thead>
<tr>
<th>word with an -ed ending</th>
<th>root word</th>
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<tbody>
<tr>
<td>taped</td>
<td>tape</td>
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<tr>
<td>looked</td>
<td>look</td>
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<td>slipped</td>
<td>slip</td>
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Remember, sharing the love of reading with a child is the best gift you can give!

—Bonnie Bader, EdM
Penguin Young Readers program

*Penguin Young Readers are leveled by independent reviewers applying the standards developed by Irene Fountas and Gay Su Pinnell in *Matching Books to Readers: Using Leveled Books in Guided Reading*, Heinemann, 1999.
For Aaron and Sean and my best wife, Maureen, and for Annika and Mattias—JL

For Minju, also among the Best—FR
Froggy woke up
and jumped on his bed—
boing! boing! boing!
“I feel good!” he said to himself.
“I am the best!”

But what was Froggy the best at?
“FRROOGGYY!” called his dad.
“Wha-a-a-a-t?” cried Froggy.
“It’s time to eat!”
So Froggy hopped out of bed and got dressed.
He pulled on his underwear—zap!
He pulled on his shorts—zip!

He pulled on his shirt—zim!
He pulled on his socks—zoop!
And he pulled on his sneakers—zup!
Then he flopped to the kitchen—
flop, flop, flop.
And he ate his bowl of cereal
and flies—munch, crunch, munch.
“I feel good!” he said to himself.
“I am the best!
But what am I the best at?”

After eating, he sat under the table and had a daydream about what he was best at.
“Am I the best at swimming?”

Splash!
No.
“Am I the best at golf?”

Bam! Bam! Bam! Bonk!

No!
“Am I the best at riding a bike?”

No!

Zoom!

FROGGY RIDES A BIKE
“Am I the best at baking a cake?”

No!
“Am I the best at playing T-ball?”

Swat!

No!
“Am I the best at playing tetherball?”

Bonk!

No!
“Am I the best at playing the saxophone?”

*Honk!*

No!

“Am I the best at using a bow and arrow?”

No!
“Am I the best at kayaking?”

Splash!

No!
“Am I the best at surfing?”

Wipe out!

No!
“Am I the best at playing soccer?”

“Save!” Froggy shouted, holding the ball.

But he was not the goalie.

“Oops!” cried Froggy, looking more red in the face than green.

So what was Froggy the best at?
He hopped up and hit his head on the table—*bonk!*

He flopped outside—*flop, flop, flop.*

“FRROOGGYY!” called his mother.

“Wha-a-a-a-t?” cried Froggy.

“Where are you going?”

“To the pond.

Because now I know what I am the best at!” said Froggy.
“Zapping flies!”

Zap, zap, zap!