

Printer Warning:

Este paquete es extenso. Determine si desea imprimir ambas secciones o solamente imprimir la Sección 1 o la 2.



Grado 1 Lectura

Paquete 2 de actividades para el hogar del estudiante

Este Paquete de actividades para el hogar tiene dos partes, Sección 1 y Sección 2, cada una de las cuales incluye 5 lecciones. Se recomienda que el estudiante complete una lección cada día.

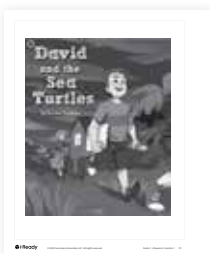
Los niños necesitarán el apoyo de un adulto o de un estudiante de más edad para completar estas lecciones, a menos que puedan leer independientemente.

Anime a los estudiantes a que trabajen lo mejor que puedan con este contenido. ¡Lo más importante es que continúen trabajando en su lectura!



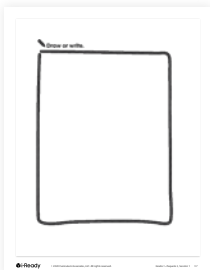
¡Dé vuelta a la página
para ver las actividades
de Lectura del Grado 1
incluidas en este paquete!



Grado 1 Actividades de lectura en la Sección 1

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
1	<p>Ready Reading Skill Overview: Describing Setting</p> <p>i-Ready Passage: "Lan and the Pangolins"</p> 	<ul style="list-style-type: none"> • Read "Describing Setting" together. (<i>Lean juntos "Describing Setting."</i>) • Next, read "Lan and the Pangolins." (<i>Luego lean "Lan and the Pangolins."</i>) • Then, guide the child to choose the correct answer to each question. (<i>Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.</i>) 	8–20
2	<p>Ready Reading Skill Overview: Describing Setting</p> <p>i-Ready Passage: "David and the Sea Turtles"</p> 	<ul style="list-style-type: none"> • Review "Describing Setting" together. (<i>Repasen juntos "Describing Setting."</i>) • Next, read "David and the Sea Turtles." (<i>Luego lean "David and the Sea Turtles."</i>) • Then, guide the child to choose the correct answer to each question. (<i>Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.</i>) 	8, 21–29
3	<p>Ready Reading Skill Overview: Finding Word Meanings</p> <p>i-Ready Passage: "Snow Rollers"</p> 	<ul style="list-style-type: none"> • Read "Finding Word Meanings" together. (<i>Lean juntos "Finding Word Meanings."</i>) • Next, read "Snow Rollers." (<i>Luego lean "Snow Rollers."</i>) • Then, guide the child to choose the correct answer to each question. (<i>Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.</i>) 	30–40


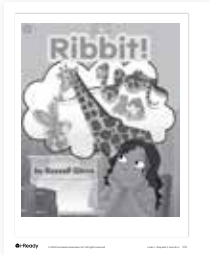
Grado 1 Actividades de lectura en la Sección 1 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
4	<p>Ready Reading Skill Overview: Finding Word Meanings</p> <p>i-Ready Passage: "Tiny Towers of Sand"</p> 	<ul style="list-style-type: none"> • Review "Finding Word Meanings" together. (Repasen juntos "Finding Word Meanings.") • Next, read "Tiny Towers of Sand." (Luego lean "Tiny Towers of Sand.") • Then, guide the child to choose the correct answer to each question. (Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.) 	30, 41–49
5	<p>i-Ready Passage: "The House That Used to Walk"</p> 	<ul style="list-style-type: none"> • Read "The House That Used to Walk" together. (Lean juntos "The House That Used to Walk.") 	50–56
5	<p>Draw or Write Page</p> 	<ul style="list-style-type: none"> • After you read "The House That Used to Walk" together, have the child draw a picture of their favorite part. (Después de leer juntos "The House That Used to Walk," pida al niño que haga un dibujo de su parte favorita de la lectura.) 	57

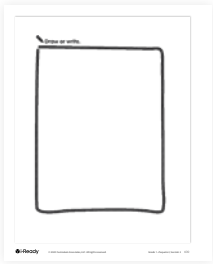
Grado 1 Actividades de lectura en la Sección 2

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
1	<p>Ready Reading Skill Overview: Describing Events</p> <p>i-Ready Passage: "The Strangest Nest"</p> 	<ul style="list-style-type: none"> • Read "Describing Events" together. (<i>Lean juntos "Describing Events."</i>) • Next, read "The Strangest Nest." (<i>Luego lean "The Strangest Nest."</i>) • Then, guide the child to choose the correct answer to each question. (<i>Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.</i>) 	58–70
2	<p>Ready Reading Skill Overview: Describing Events</p> <p>i-Ready Passage: "The Animal Rescue Club"</p> 	<ul style="list-style-type: none"> • Review "Describing Events" together. (<i>Repasen juntos "Describing Events."</i>) • Next, read "The Animal Rescue Club." (<i>Luego lean "The Animal Rescue Club."</i>) • Then, guide the child to choose the correct answer to each question. (<i>Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.</i>) 	58, 71–81
3	<p>Ready Reading Skill Overview: Describing Connections</p> <p>i-Ready Passage: "How Coney Island Came Back"</p> 	<ul style="list-style-type: none"> • Read "Describing Connections" together. (<i>Lean juntos "Describing Connections."</i>) • Next, read "How Coney Island Came Back." (<i>Luego lean "How Coney Island Came Back."</i>) • Then, guide the child to choose the correct answer to each question. (<i>Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.</i>) 	82–93

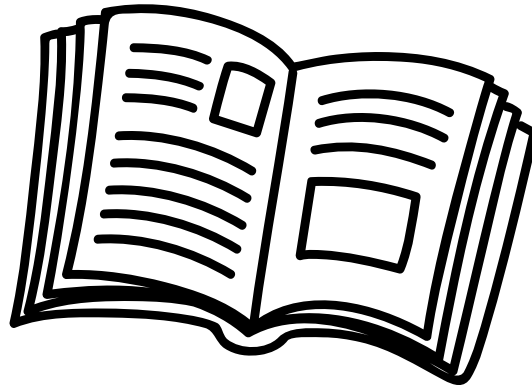
Grado 1 Actividades de lectura en la Sección 2 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
4	<p>Ready Reading Skill Overview: Describing Connections</p> <p>i-Ready Passage: "How Chicago Came Back"</p> 	<ul style="list-style-type: none"> • Review "Describing Connections" together. (Repasen juntos "Describing Connections.") • Next, read "How Chicago Came Back." (Luego lean "How Chicago Came Back.") • Then, guide the child to choose the correct answer to each question. (Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.) 	82, 94–101
5	<p>i-Ready Passage: "Ribbit!"</p> 	<ul style="list-style-type: none"> • Read "Ribbit!" together. (Lean juntos "Ribbit!") 	102–108

Grado 1 Actividades de lectura en la Sección 2 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
5	Draw or Write Page 	<ul style="list-style-type: none"> After you read "Ribbit!" together, have the child draw a picture of their favorite part. (Después de leer juntos "Ribbit!," pida al niño que haga un dibujo de su parte favorita de la lectura.) 	109

Independent Reading!



See pages
110 and 111
of this
packet.



Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

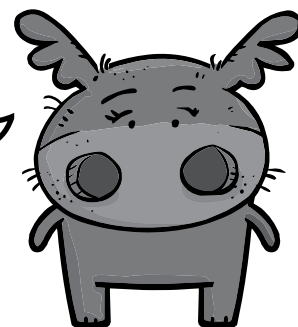
www.freekidsbooks.org

en.childrenslibrary.org

Listen and Learn

Describing Setting

The **setting** is where and when a story takes place, or happens. Details in the story tell you about the setting.



Here are some questions you can ask about the setting of a story:

- ▶ Where does the story take place?
- ▶ When does the story take place?

Think about:

season of the year

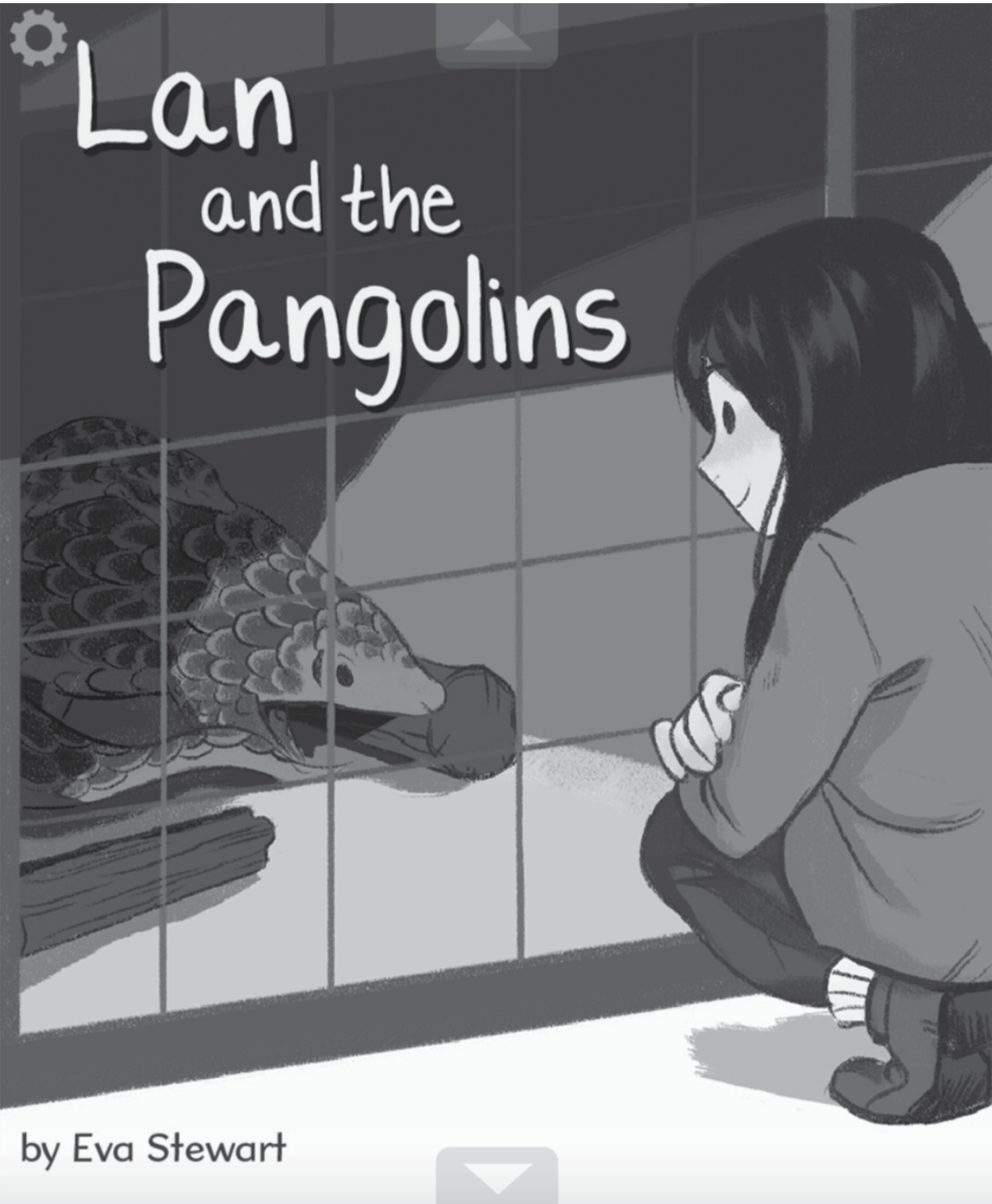
time of day

now or long ago

day of the week

- ▶ What does the setting look like?

Understanding where and when a story happens helps you to make connections between important story details.





Lan was helping at the animal **rescue** center. The center was near a hot, huge jungle. It was where Lan's dad worked. He took care of animals that were hurt. Animals stayed at the center while they got better.

Now Lan was cleaning up. She heard a door slam. Her dad ran in. He was holding two strange animals.





“What are they?” Lan asked, with surprise.

“They are pangolins,” said her dad. “A mother and baby. The mother needs help.”

The mother pangolin’s leg was hurt. Lan’s dad wrapped its leg. The pangolin looked at Lan with bright eyes. Lan had never seen a pangolin before.





The mother pangolin's leg was better in three days. But the pangolins did not move or eat much. Their eyes were no longer bright.

"What is wrong?" Lan asked her dad.

"Pangolins do not like being inside," he said. "We will take them back to the jungle tonight. Most pangolins are awake then."



Lan and her dad waited until night came. Lan's dad carried the pangolins in a cage. They crossed a red bridge over a rushing river. "We must go deep into the jungle," her father said. "Pangolins live there."

The air felt wet and hot. Lan stopped to take a drink. Lan saw moonlight shining on the tangled vines and tall trees.





Lan and her dad kept walking. They passed a pond. “We cannot leave the pangolins here,” her dad said. “They will not be safe.”

They saw some big rocks. “The pangolins cannot live here,” Lan’s dad said. “There is nothing to eat.”





They walked more. Finally, Lan saw a fallen tree. “The pangolins could stay there,” she said. “There will be bugs for them to eat.”

“Yes,” her dad said. “And there is a stream. They will have water to drink.”





“This is the perfect spot!” Lan said. She let the pangolins out of the cage. The baby climbed on the mother’s tail. They crawled under the fallen tree together.

Lan was sad to say goodbye. But she was happy the pangolins had a home.



Question 1 (for p. 1 of passage)

Which picture shows the setting of the animal shelter?

a.



b.



c.



Question 2 (for p. 2 of passage)

Why was Lan surprised?

- a. Lan had not seen a mother and baby before.
- b. Lan had not seen this kind of animal before.
- c. Lan had not seen a hurt animal before.

Question 3 (for p. 3 of passage)

How do the pangolins feel after being inside for a few days? Complete the sentence.

The pangolins feel _____ when they are inside.

- a. sad
- b. shy
- c. safe

Question 4 (for p. 4 of passage)

Which key detail tells you how the jungle setting feels?

- a. There are tall trees and vines.
- b. They crossed a bridge.
- c. The air is hot and wet.

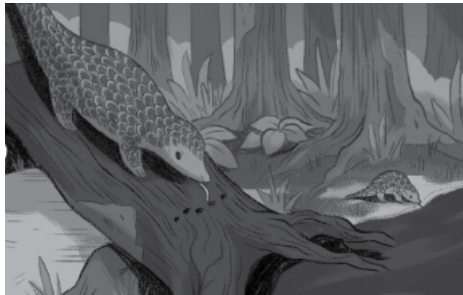
Question 5 (for p. 5 of passage)

Why do Lan and her dad pass by the rocks instead of letting the pangolins go there?

- a. There is no food.
- b. It is not safe there.
- c. The animals need water.

Question 6 (for p. 6 of passage)

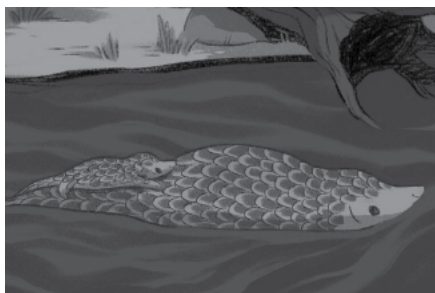
Why is the fallen tree a good place for the pangolins to live?



- a. There is food and water.



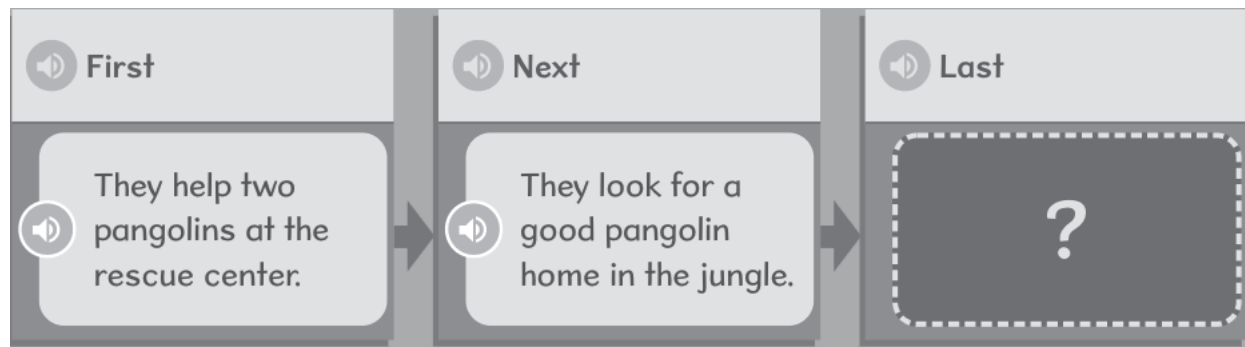
- b. There is a tree to climb on.



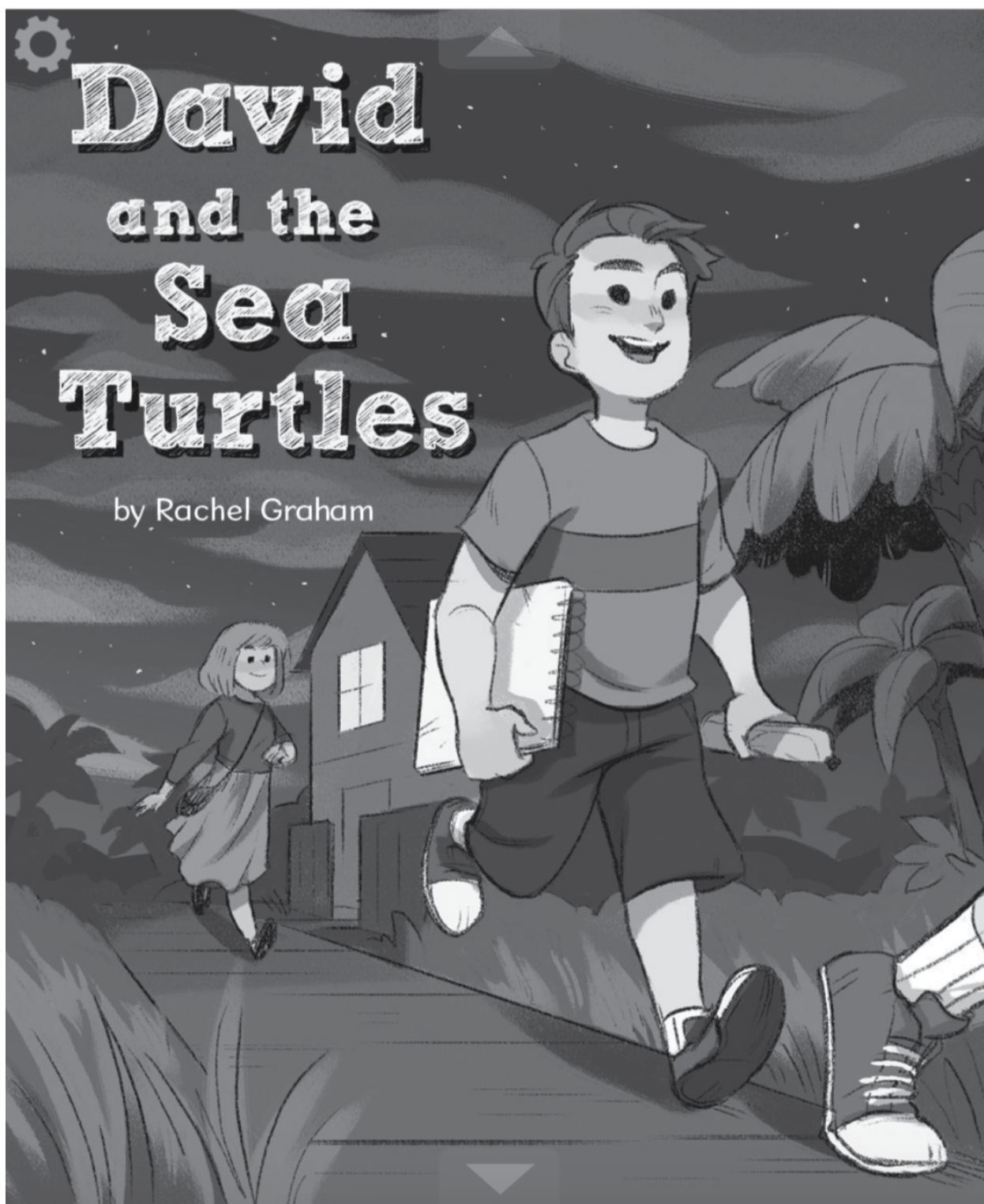
- c. There is a stream to swim in.

Question 7 (for p. 7 of passage)

What do Lan and her dad do last in the story? Choose the event.



- a. They leave the pangolins high in a tree.
- b. They leave the pangolins in the perfect spot.
- c. They leave the pangolins in the cage.





David wanted to go to the beach with his friends. They wanted to see the baby sea turtles come out of their eggs. David's parents said he could go.

They went to the beach when it was still dark. They waited for sunrise. David knew that the turtle eggs open when the sun comes up.





David walked up a hill made of sand. It felt soft and wet on his feet. He had paper and pens. He wanted to make a picture as he sat. Then he saw a hole in the sand. He knew there were eggs in the hole.

David could not see the water. It was too dark. But he could smell it. He could hear it. The water was loud when it hit the sand.





The sun came up a little. David could see the water. Birds flew in the sky nearby.

Suddenly, a turtle dug out of the sand. David made pictures as more turtles came out. Ten, fifteen, twenty ... so many babies.





David heard a loud noise. He saw a bird. It flew down. It wanted to eat a turtle!

David ran closer. He wanted to help, but he did not want to get in the way. He was glad when the bird left.

The turtles swam into the sea. David still had his turtle drawings.



Question 1 (for p. 1 of passage)

When does this part of the story take place? Complete the sentence.

The story takes place at the beach before the _____ is up.

- a. sun
- b. moon
- c. sea

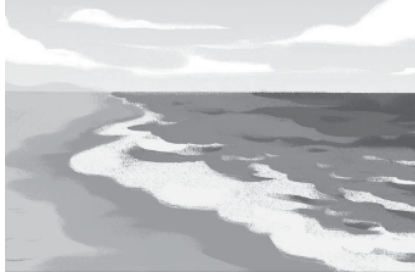
Question 2 (for p. 1 of passage)

Why are David and his friends at the beach?

- a. They like to help the turtles look for food.
- b. They want to watch the turtles leave their eggs.
- c. They hope to swim in the water with the turtles.

Question 3 (for p. 2 of passage)

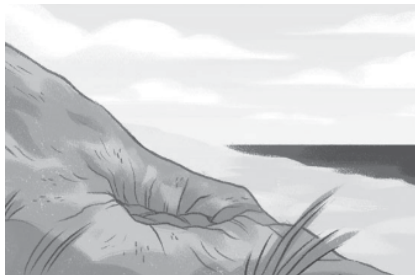
Where are the eggs buried?



- a. The eggs are buried in the ocean.



- b. The eggs are buried in the grass.



- c. The eggs are buried in the sand.

Question 4 (for p. 2 of passage)

How does the beach sound in this part of the story?

- a. The sky is sunny.
- b. The sand is dry.
- c. The water is loud.

Question 5 (for p. 3 of passage)

How is the beach different in this part of the story? Complete the sentence.

There is more _____ on the beach now.

- a. grass
- b. light
- c. sand

Question 6 (for p. 3 of passage)

How does David keep track of what he sees?

- a. David makes pictures.
- b. David writes words.
- c. David digs sand.

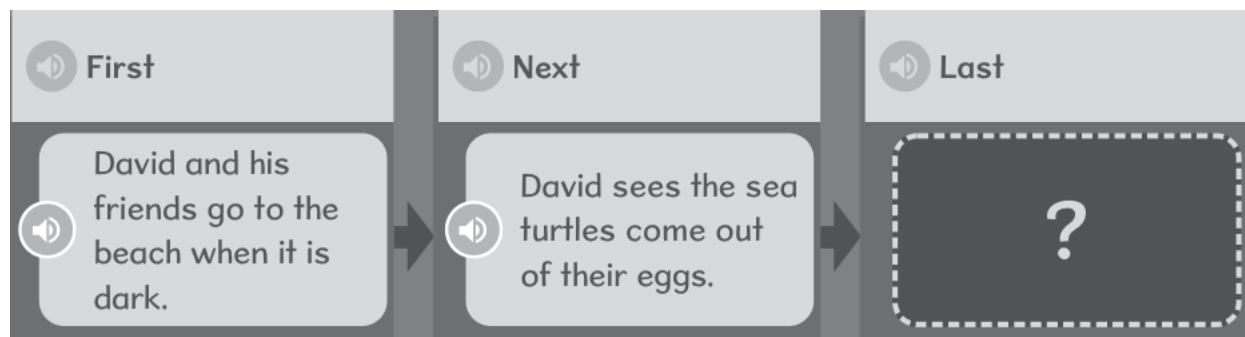
Question 7 (for p. 4 of passage)

What do the details on this page tell you about the setting?

- a. It is not safe for the turtles.
- b. It is a good home for the turtles.
- c. It has a lot of food for the turtles.

Question 8 (for p. 4 of passage)

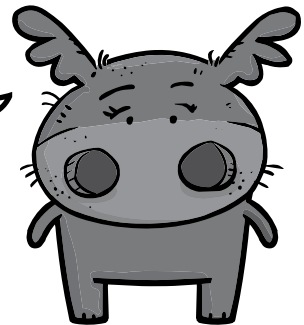
What happens last in the story? Choose the event.



- a. David keeps the birds away from the turtles.
- b. The turtles go to the sea and swim away.
- c. A bird takes a baby turtle to the sea.

Finding Word Meanings

When you read a hard word, you can ask questions to figure out its **meaning**.



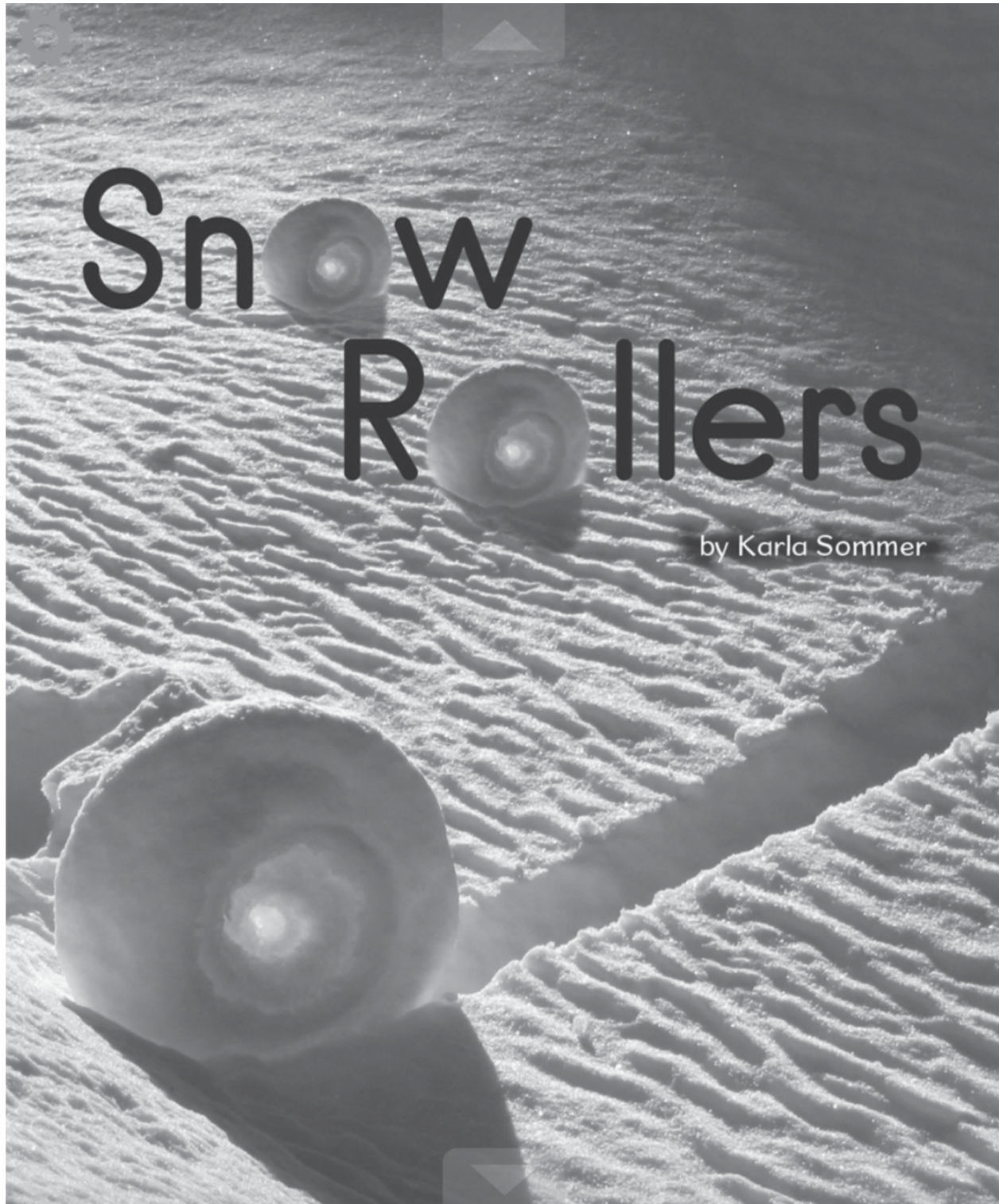
Read the example. Then ask the questions below:

You can grow **crops** such as onions, lettuce, and carrots in a garden.



- ▶ What clues can I find in the words around the new word?
- ▶ What do the pictures show about the word?
- ▶ What do I already know about the word or the topic?
- ▶ Does the meaning I find make sense in the sentence?

Finding the meanings of new words can help you understand what you read.



©Frederick Grueter



Made by Nature

What is a snow roller? It is made by wind. Wind **lifts** up a small piece of snow. It pushes the piece of snow along the ground.

The piece of snow rolls. More snow sticks to the rolling snow. The roll of snow gets bigger. It is a snow roller!



©LOETSCHER CHLAUS/Alamy

Snow rollers need room to grow.



The wind must be just right to make a big snow roller. A **weak** wind cannot push a lot of snow. A very strong wind breaks the snow roller into pieces. It falls apart.

The temperature must be just right, too. It cannot be too cold. Then snow gets dry. It does not stick together to make a snow roller.



©NPS/Yellowstone/Diane Renkin

Snow rollers often go down hills in groups.





Different Shapes and Sizes

Snow rollers can be different shapes.

Some snow rollers look like donuts.



©Tom Uhlman/Alamy

And some look like rolls of toilet paper.



©Miranda Granche via CC BY 2.0





Snow rollers can be different sizes. A weak wind cannot push a snow roller very far. So a weak wind makes small snow rollers. Some are the size of baseballs.

A stronger wind can push a snow roller far. So a strong wind makes bigger snow rollers. Some are as big as the tires on a car.



©Aaron Rigsby

This snow roller is medium in size.





Holes and No Holes

Some snow rollers have a hole in the middle. Why? The wind blows snow out of the roller. The wind makes the snow roller hollow.

Other snow rollers do not have a hole, because the wind did not blow through them. These snow rollers are solid in the middle.



Solid snow roller



Hollow snow roller





A Rare Sight

People cannot make snow rollers. Only nature can make them. And the wind and the temperature must be just right.

Snow rollers do not happen often. They are a rare and wonderful sight.



Maybe you will see a snow roller one day.



Question 1 (for p. 1 of passage)

What is the name for snow that is pushed into a ball by the wind?

- a. a snow grower
- b. a snow roller
- c. a snow sticker

Question 2 (for p. 2 of passage)

Which word helps you understand the word **temperature**?

- a. strong
- b. dry
- c. cold

Question 3 (for p. 3 of passage)

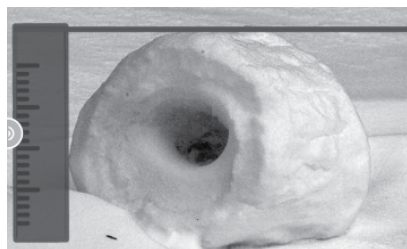
How do snow rollers look different from each other? Complete the sentence.

The pictures show that snow rollers are different _____.

- a. shapes
- b. donuts
- c. papers

Question 4 (for p. 4 of passage)

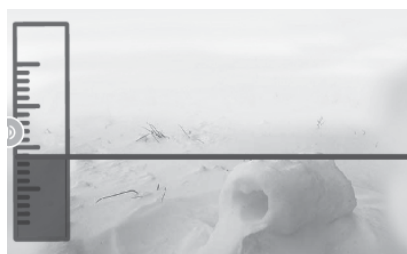
Which picture shows a snow roller made by a strong wind?



a. A big snow roller



b. A medium snow roller



c. A small snow roller

Question 5 (for p. 5 of passage)

Look at what the word **solid** means. What does the word **hollow** mean? Choose the correct meaning.

Word	Meaning
solid	without spaces or holes
hollow	?

- a. strong in the middle
- b. empty in the middle
- c. sticky in the middle

Question 6 (for p. 6 of passage)

What important facts did you learn about snow rollers? Complete the sentences.

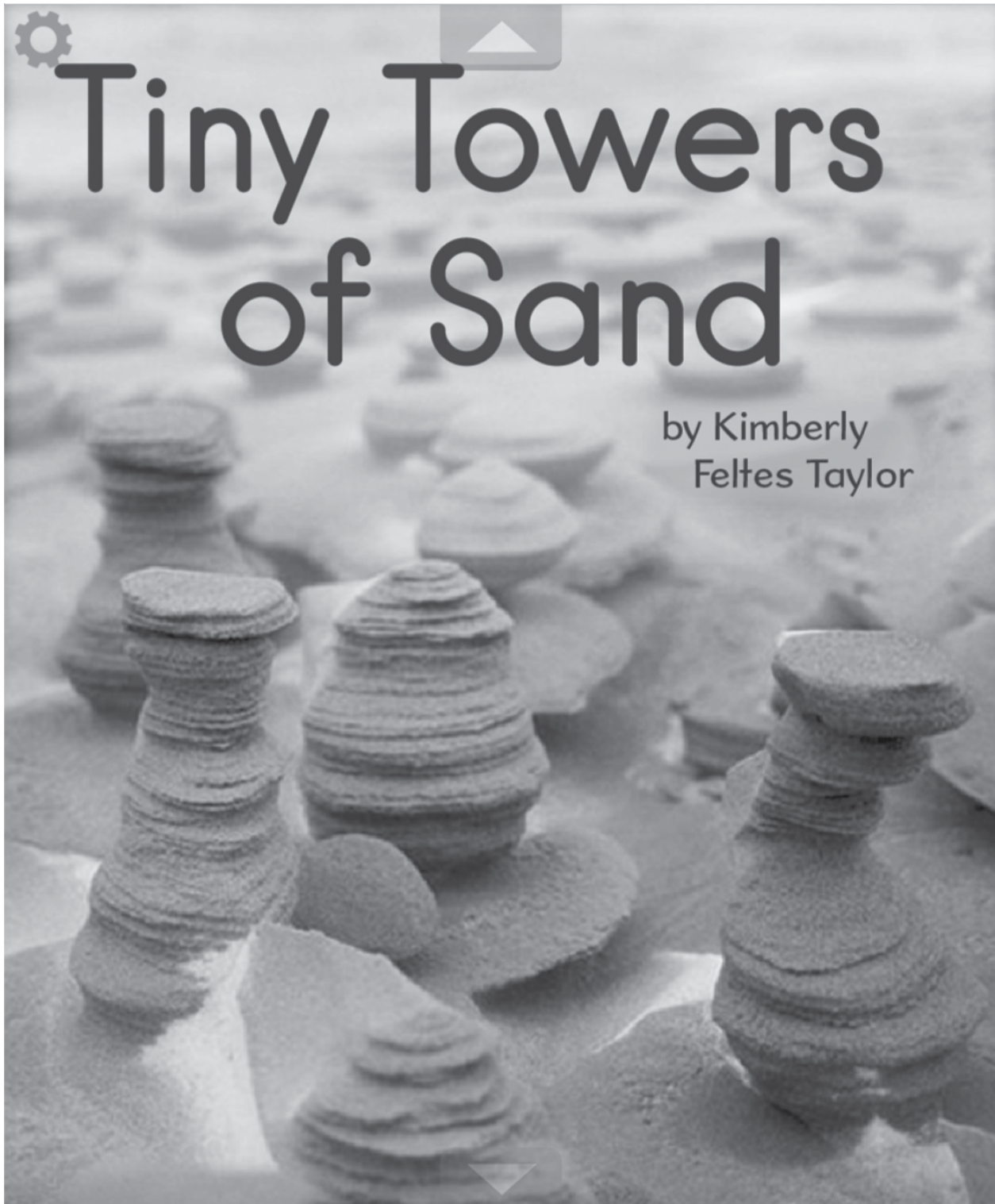
To make a snow roller, the (1) _____ and the temperature must be just right. Snow rollers are (2) _____ because they do not happen often.

- 1.
 - a. roll
 - b. snow
 - c. wind
- 2.
 - a. hollow
 - b. rare
 - c. big



Tiny Towers of Sand

by Kimberly
Feltes Taylor



© Joshua Nowicki



Some people live near a special lake. They found a surprise on the beach.

The sand was in different shapes. Some sand looked like little towers. These shapes stayed for one day. Then they were gone.



Strange towers showed up in St. Joseph.





The Shapes Appear

The sand shapes showed up in the winter.
They looked like art. It looked like someone had
cut or carved the small shapes out of rocks.
But this art was made of sand!



© Joshua Nowicki

The beach was full of sand shapes.





What made these shapes? The sand was wet. It got very cold outside.

The water in the sand turned to ice. The ice held up the shapes. They were made of frozen sand!



©Thomas Gill

This beach is made of frozen sand.





Later, it got warmer. Some of the ice in the sand thawed. The ice turned back to water. The sand got soft and loose.

The sand came free of the shapes. The wind took that sand away. But some of the ice stayed. Those shapes were still hard. They looked like art.



©Joshua Nowicki

Blowing wind helped make these shapes.





The Shapes Disappear

It got warmer and warmer. The ice all turned to water. The sand all came free. The shapes fell. Then they were gone.

But the shapes could show up again. All you need is sand, cold, and wind!



©Joshua Nowicki

The shapes fell when the air got warm.



Question 1 (for p. 1 of passage)

Where could you see the shapes?

- a. in the sand
- b. in the water
- c. in the sky

Question 2 (for p. 2 of passage)

Which words help you explain what **appear** means?

- a. out of
- b. was made
- c. showed up

Question 3 (for p. 2 of passage)

The word **carve** means the same thing as which other word?

- a. art
- b. cut
- c. small

Question 4 (for p. 3 of passage)

Which word helps explain what **frozen** means?

- a. outside
- b. beach
- c. ice

Question 5 (for p. 4 of passage)

Look at what the word **frozen** means. Which phrase tells what the word **thaw** means?
Choose the correct meaning.

Word	Meaning
frozen	hard from the cold
thaw	?

- a. to make into art
- b. to soften with heat
- c. to dry up and go away

Question 6 (for p. 4 of passage)

Which word tells the meaning of **loose**?

- a. those shapes
- b. still hard
- c. came free

Question 7 (for p. 5 of passage)

Which word helps you understand what **disappear** means?

- a. gone
- b. turned
- c. warmer

Question 8 (for p. 5 of passage)

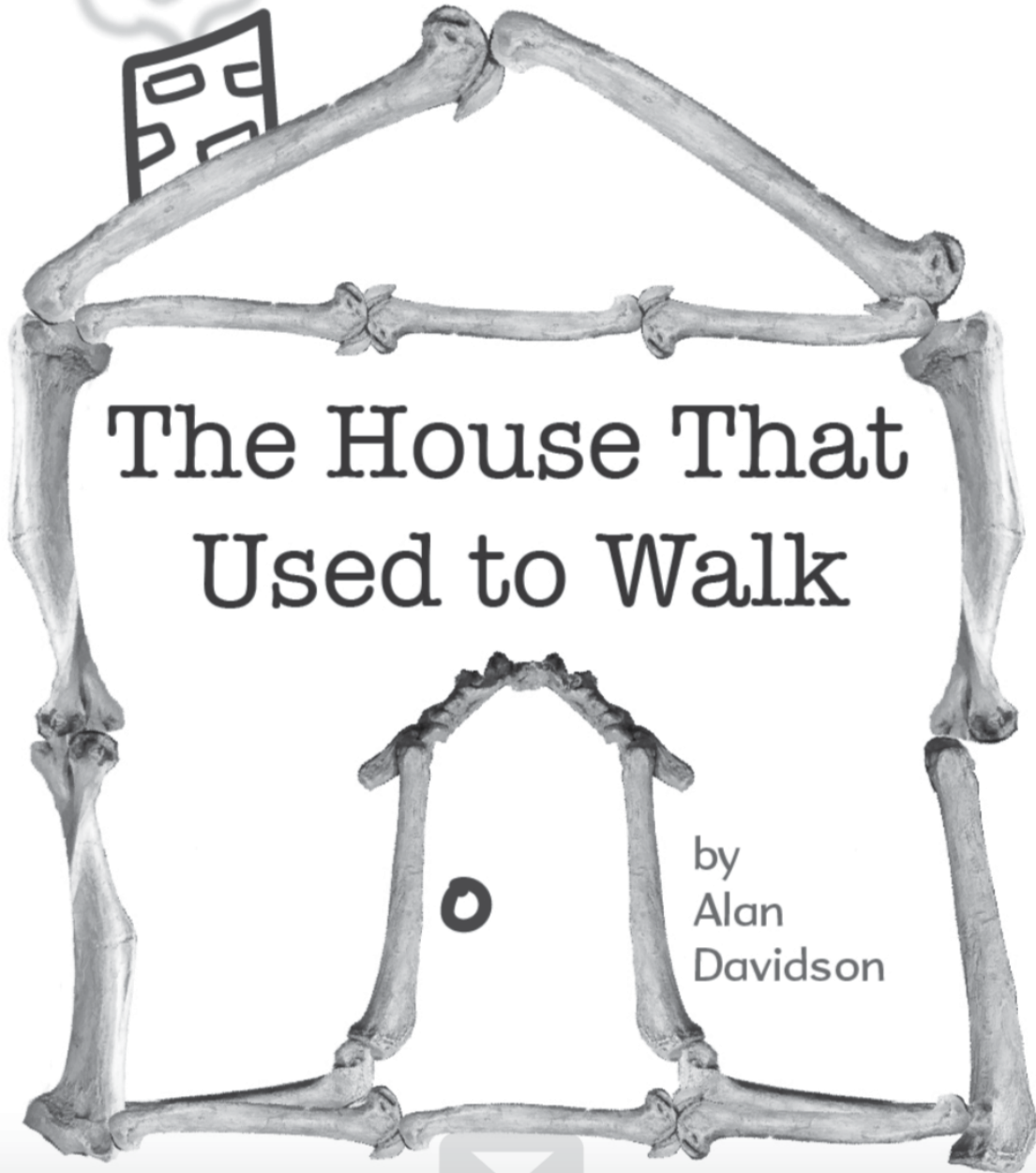
What important facts did you learn from this text? Complete the sentences.

In the winter, water froze in the sand and made it (1) _____. The wind blew some sand away.

The sand that was left made (2) _____ that looked like art.

1. a. wet
 b. hard
 c. sharp

2. a. beaches
 b. shapes
 c. lakes



©Puwadol Jaturawuthichai/Shutterstock



One day, Thomas Boylan found a fossil. He found it near his home in Wyoming. It looked like a huge bone. It was a dinosaur fossil. The fossil was hard like a rock.

Thomas kept the fossil. He looked for more. He kept those, too. Soon, Thomas had hundreds of dinosaur fossils.



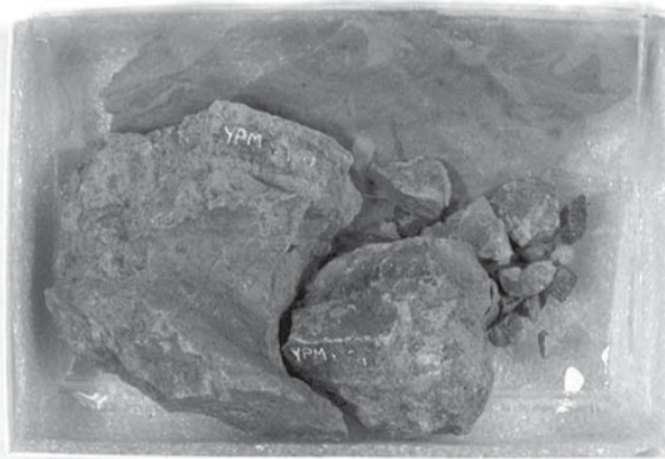
Thomas found fossils in Como Bluff, Wyoming.





Thomas had a plan for these fossils. He would build a dinosaur **skeleton**. Thomas thought people would come to see it. They would buy gas at his gas station. Then Thomas would make more money.

Thomas kept finding fossils of bones for 17 years. His pile of bones got bigger and bigger.



©Yale Peabody Museum of Natural History

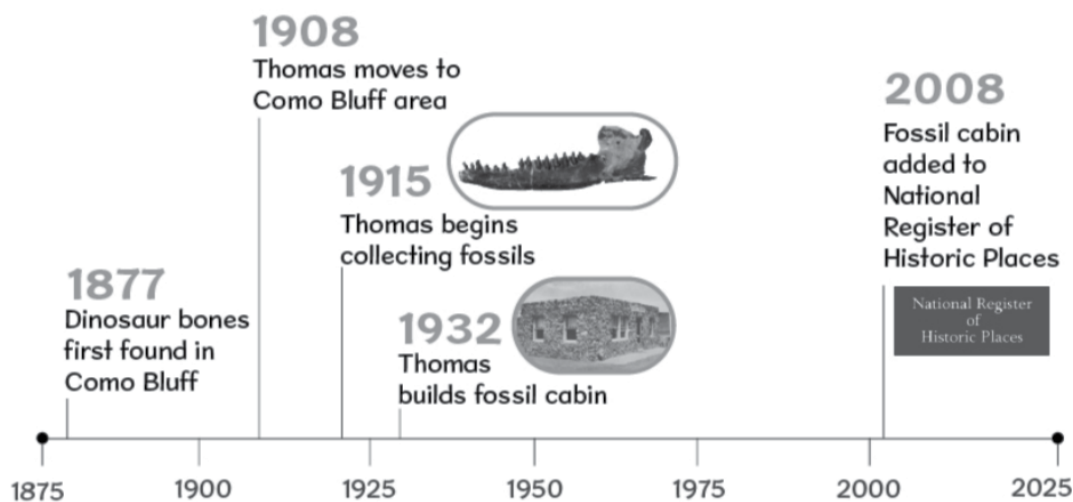
The fossils Thomas found were just like these.





An **expert** looked at the fossils. He gave Thomas bad news. The bones were from many dinosaurs. But there was not a complete set of bones for any one of them. Thomas could not build one whole dinosaur skeleton.

So Thomas made a new plan. He would build a house made of dinosaur bones.





Thomas built the house in 1932. He used 5,796 dinosaur fossils to make the walls. These fossils weighed about the same as 30 cars!

People were curious about the house. They came to visit. Those visitors told other people. More people came. More people paid for gas, too. Thomas made more money.



The house became a fossil museum.





Thomas called the house a fossil cabin.
One postcard called the house “The Strangest
Building in the World.”

Another card called it “The House That
Used to Walk.” The bones had walked long ago,
when the dinosaurs walked.



©University of Wyoming/Emmet D. Chisum Special Collection

Visitors could buy and send postcards like this.





Visitors cannot go inside “The House That Used to Walk” anymore. But the house is still standing. It is almost 100 years old.

Long ago, dinosaurs walked the earth for 165 million years. Will the house last that long? We’ll have to wait and see.

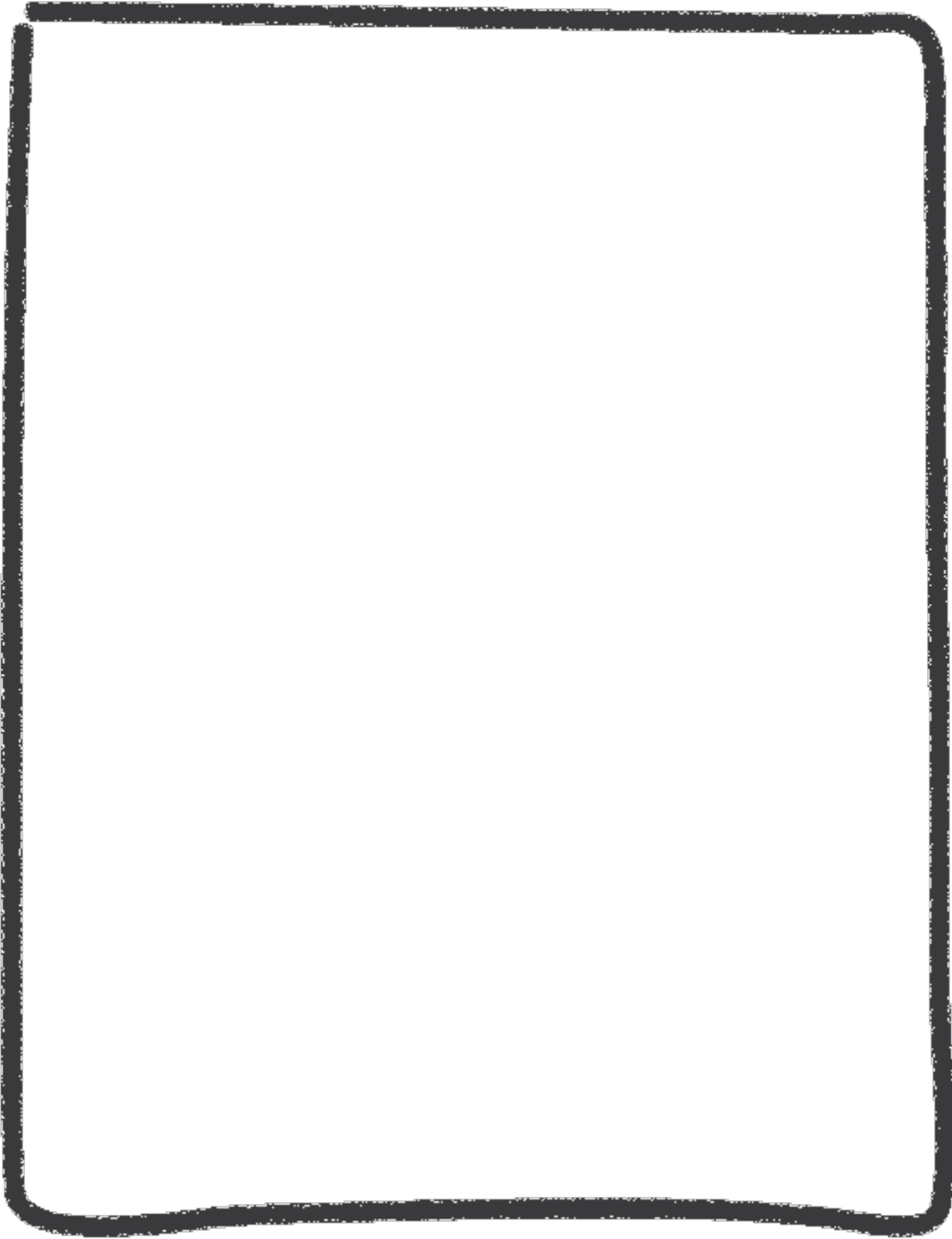


©Sandra Foyt/Dreamstime

The house still stands in Wyoming.



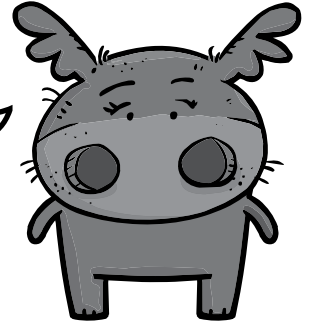
 Draw or write.



Listen and Learn

Describing Events

An **event** is something that happens in a story. You can use **key details** to describe an event, or tell more about it.



Look at the example. Then ask the questions:

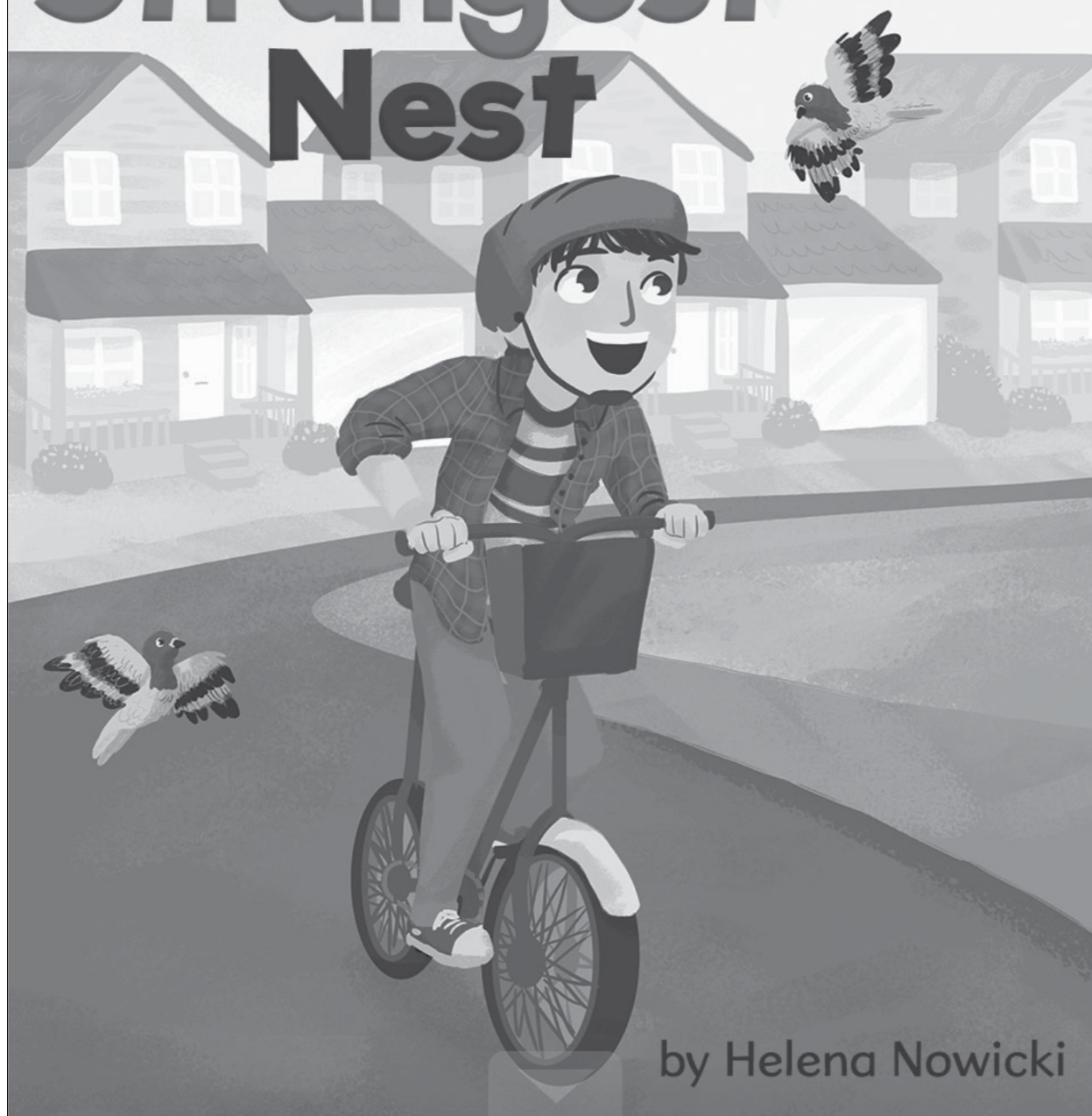
Piglet goes for a long bike ride with his mom. He wears his helmet and rides on the right. After a while Piglet gets terribly hungry. He and his mom go home and eat lunch. Piglet has his favorite—a peanut-butter-and-pickle pie.

- ▶ What happens first, next, or last?
- ▶ How important is this event?
- ▶ What details tell about the event?

Describing important events helps you make sense of a story. It can help you understand, remember, and retell the story.



The Strangest Nest



by Helena Nowicki



Louis rides his bike to the mailbox in less than a minute. He goes around the **block** in five minutes. Louis wants to ride even faster.

But today Louis found a pigeon in his bike basket.

“What are you doing? Shoo! Go away!” he said. The pigeon only blinked at him.





“I guess you’re not moving,” Louis said.

Then the pigeon stood up. Under it, Louis saw a nest! Two pigeon **hatchlings** were in it.

“A family! That’s too many birds for one bike,” Louis said. He tried to take the basket off. The pigeons didn’t like that. They made a lot of noise.





Louis asked his mom, “How long are those pigeons going to stay?”

“Maybe a few weeks,” Mom said. “The little hatchlings need to be ready to fly.”

“Ugh,” Louis said. “Can they ride with me?”

“Oh, no,” Mom laughed. “You ride too fast!”

“OK. I’ll wait for them to leave,” Louis said.





Louis visited the pigeon family all the time. “Can’t you hurry?” he asked. “I have to get moving again.” The birds blinked.

Louis watched the pigeons bring food to the nest. The babies tilted their heads back and opened their beaks. They gobbled food so fast!

“That’s cute,” Louis said. He smiled a little.





One day, Louis saw the little pigeons stand on the basket. “Look, Mom!” he called. “The little birds are trying to fly!”

Louis wanted to help. He cheered for the babies. “You can do it!” he said.

The baby pigeons flapped their wings. But they didn’t let go of the basket.





“Keep practicing!” Louis said. “That’s what I had to do when I learned to ride my bike.”

The pigeons wobbled and flapped again. Then they jumped and flew down to the grass.

“You can fly!” Louis cheered. The birds were out of the nest.





Now Louis was ready to ride again. He rode his bike faster than ever.

He got to his mailbox in 25 seconds. He made it around the block in four minutes. One minute less than before! And whenever he saw pigeons flying, he called out, “Let’s race!”



Question 1 (from p. 1 of passage)

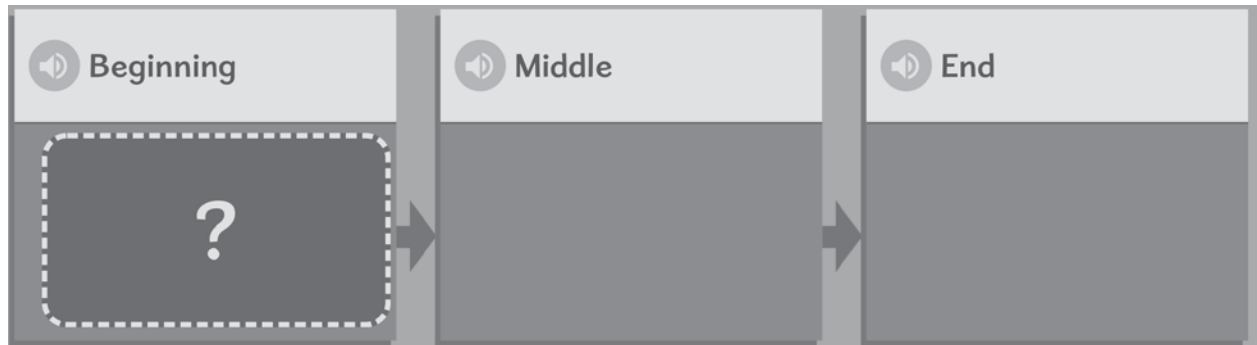
What does Louis like to do? Complete the sentence.

Louis likes to _____.

- a. look for birds
- b. ride his bike
- c. get the mail

Question 2 (from p. 2 of passage)

What happens in the beginning of the story? Choose the event.



- a. Louis finds a pigeon family in a mailbox.
- b. Louis finds a pigeon family in a tree.
- c. Louis finds a pigeon family in his bike basket

Question 3 (from p. 3 of passage)

What is Louis waiting for the birds to do? Complete the sentence.

Louis decides to wait for the birds to _____ the bike.

- a. take
- b. find
- c. leave

Question 4 (from p. 4 of passage)



Louis visited the pigeon family all the time.
“Can’t you hurry?” he asked. “I have to get moving again.” The birds blinked.

Louis watched the pigeons bring food to the nest. The babies tilted their heads back and opened their beaks. They gobbled food so fast!

“That’s cute,” Louis said. He smiled a little.



Read the underlined text. What does this key detail tell about Louis?

- a. Louis is feeling scared of the pigeons.
- b. Louis is starting to like the pigeons.
- c. Louis is getting bored with the pigeons.

Question 5 (from p. 5 of passage)

What are the baby pigeons trying to do?

a.



b.

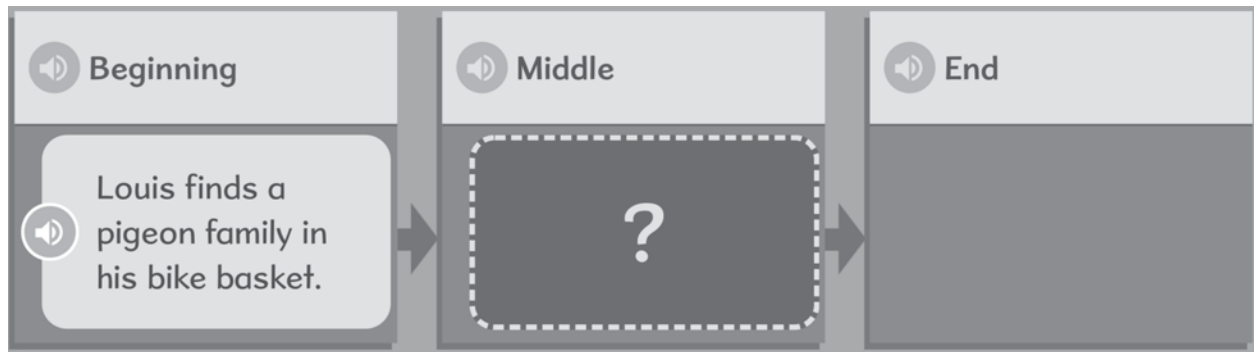


c.



Question 6 (from p. 6 of passage)

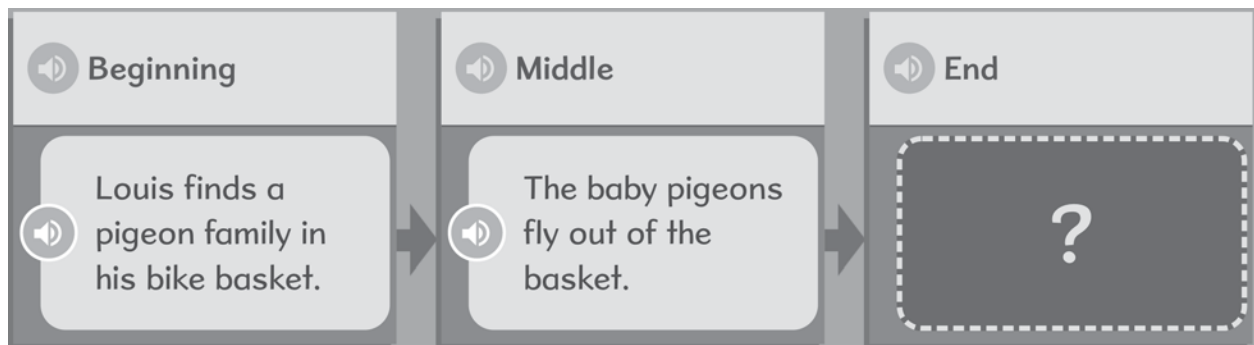
Which major event happens in the middle of the story? Choose the event.



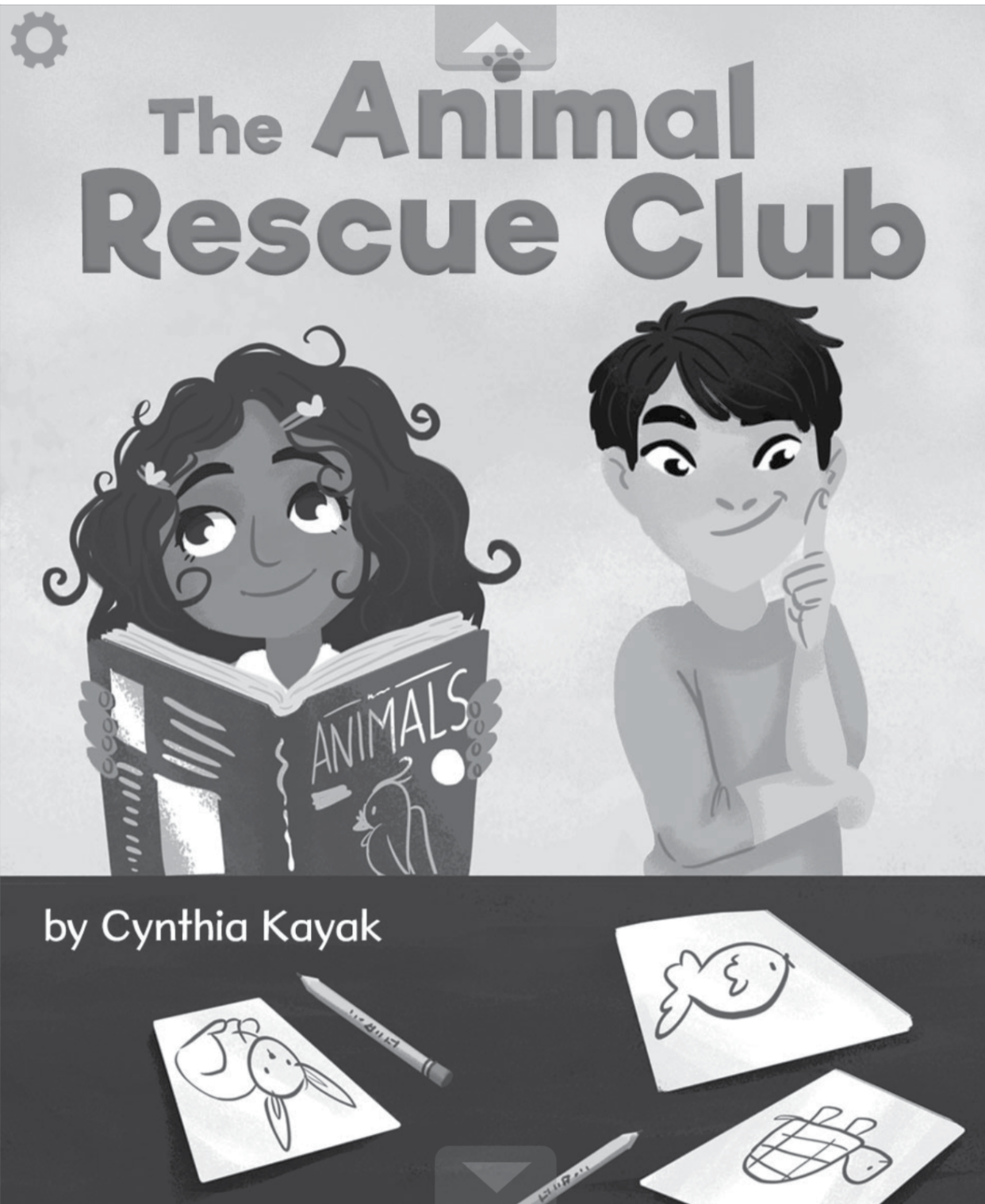
- a. Louis practices riding his bike again.
- b. Mom helps the baby pigeons go home.
- c. The baby pigeons fly out of the basket.

Question 7 (from p. 7 of passage)

Which event happens at the end of the story? Choose the event.



- a. Louis rides his bike again.
- b. Louis walks to the mailbox.
- c. Louis wins a race with the pigeons.





It was a boring night. Then I heard a “beep, beep” from my **walkie-talkie**. My best friend Finn said, “Come in, Abby. Give me the signal.”

I raced to the window. With my flashlight, I clicked on, off, on, off. Finn flashed back twice from across the street.





“I’m here,” I said into my walkie-talkie.

“Hurry!” Finn said. “An animal needs us.
Meet me outside!”

Finn and I love animals. We created an
animal rescue club. This was our first case!

I ran outside.

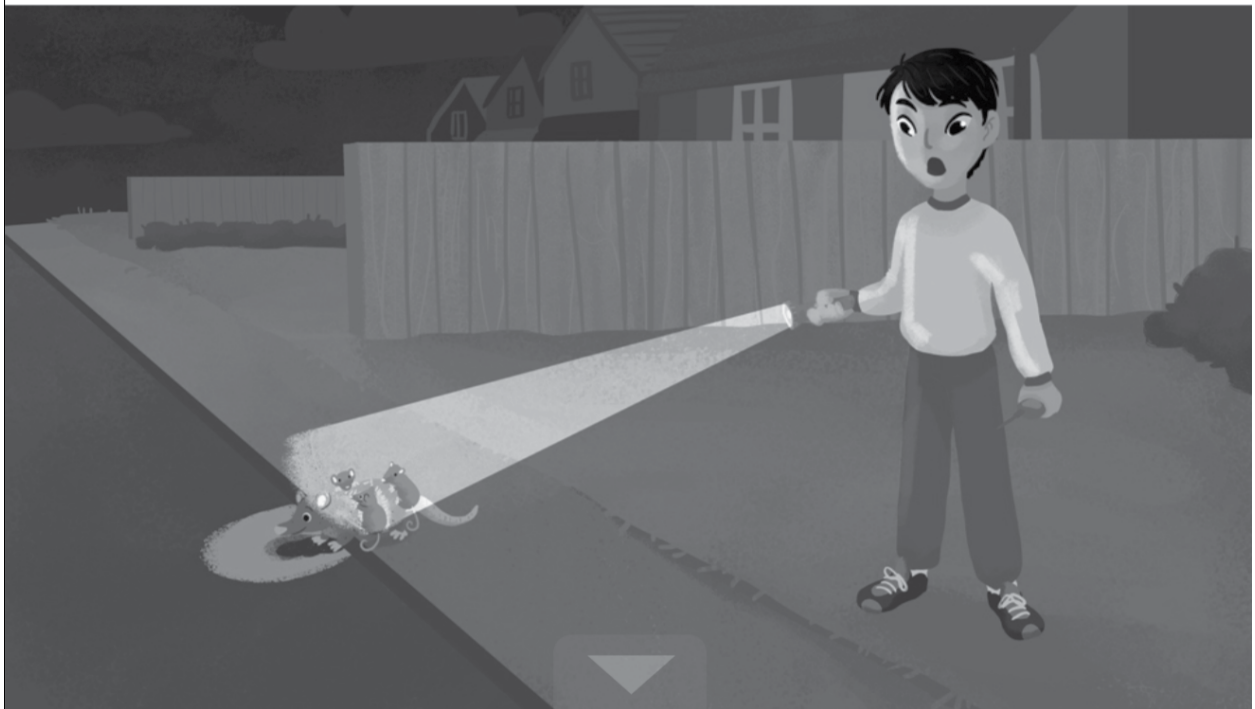




Finn beeped me again. “Abby, there’s an opossum here. Look.” He shined his flashlight.

I looked closely. I saw many eyes. One, two, three, FOUR pairs of glowing eyes.

“Finn, it’s a mama. She has three babies on her back,” I whispered. The babies hugged their mama tightly as they bounced along.





The opossums started to cross the street. Finn and I watched. Suddenly, the nighttime street got brighter and louder.

“Finn, there’s a car coming!” I grabbed my flashlight. We had a plan for this.

Finn called, “Ready for our first rescue?”





We shined our flashlights up and down the street. Then we used them to make a big, bright X in the dark. Our X was right over the opossums. The car stopped!

Finn and I watched the opossums walk safely across the street. “Hooray for the Animal Rescue Club!” I said.



Question 1 (from p. 1 of passage)

What is the first way Finn sends a message to Abby?



- a.
walkie-talkie



- b.
flashlight



- c.
cellphone

Question 2 (from p. 2 of passage)

What did Abby and Finn do to show they love animals?

- a. They started a group.
- b. They watched from a window.
- c. They took a walk outside.

Question 3 (from p. 2 of passage)

How do you know that Finn and Abby are just starting to help animals? Complete the sentence.

Abby says that this is their _____ case.

- a. boring
- b. first
- c. best

Question 4 (from p. 3 of passage)

What happens in this part of the story?

- a. Finn shows Abby a group of grown-up opossums.
- b. Finn shows Abby a mama opossum and her babies.
- c. Finn shows Abby two baby opossums.

Question 5 (from p. 3 of passage)

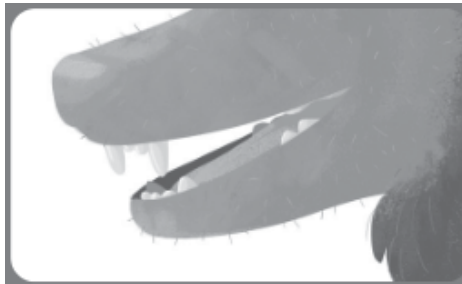
What does Abby see when Finn shines his flashlight?



- a. Abby sees the eyes.



- b. Abby sees the tail.



- c. Abby sees the teeth.

Question 6 (from p. 4 of passage)

What happens in this part of the story? Complete the sentence.

Abby and Finn worry that a _____ could hurt the opossums.

- a. car
- b. light
- c. road

Question 7 (from p. 5 of passage)



We shined our flashlights up and down the street. Then we used them to make a big, bright X in the dark. Our X was right over the opossums. The car stopped!

Finn and I watched the opossums walk safely across the street. "Hooray for the Animal Rescue Club!" I said.

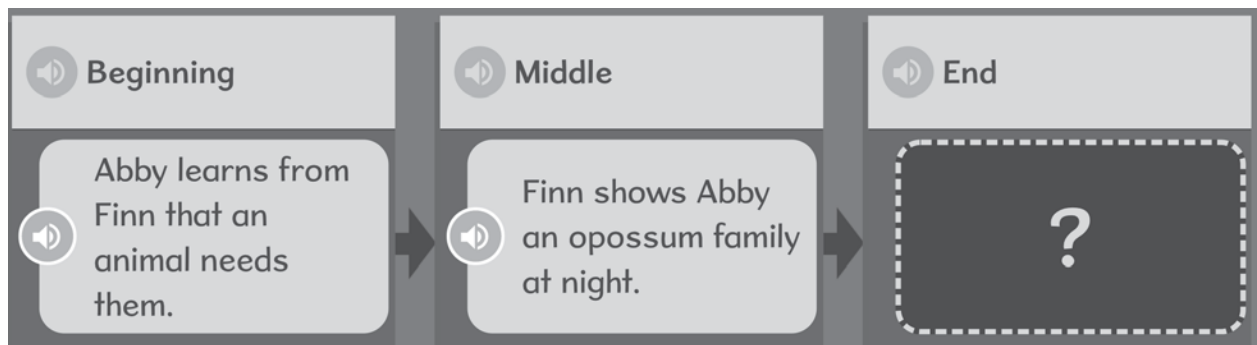


Read the underlined sentence. What do Abby and Finn find out?

- a. They learn that the opossums are in danger.
- b. They learn that their flashlights are broken.
- c. They learn that their rescue plan is working.

Question 8 (from p. 5 of passage)

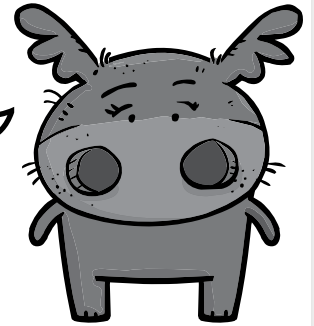
Which major event happens at the end of the story? Choose the event.



- a. Abby uses her walkie-talkie to talk to Finn.
- b. Abby and Finn help the opossums cross the street.
- c. Finn tells Abby that the opossums need help.

Describing Connections

To **connect** means to fit together. Events and ideas in informational text can connect in different ways.



Here are two kinds of connections:

- ▶ Events follow each other in time order:
 1. New leaves grow in spring.
 2. Flowers bloom in summer.

- ▶ One event or idea causes another:
 1. A lot of rain falls at once.
 - ➔
 2. Rivers rise and flood.

Describing connections between events and ideas helps you understand and remember key details.



How Coney Island Came Back



by Meike Gordon

©Marie Hansen/Getty Images



Welcome to Coney Island

Coney Island is a part of New York City. It was a very popular place more than one hundred years ago. Back then, people loved to visit Coney Island's amusement parks. They really loved one called Luna Park.



A map of Coney Island over a hundred years ago





A man named William H. Reynolds made plans for a new park. He would build it near Luna Park.

Reynolds wanted his park to be better than Luna Park. He called his park Dreamland.



©Library of Congress

Luna Park over a hundred years ago





Building Dreamland

William Reynolds copied Luna Park's rides. But he made his rides bigger and better.

Luna Park had a boat ride. Reynolds made a bigger boat ride at Dreamland. Two boats raced down a steep ramp and into the ocean.



Shoot the Chutes boat ride at Dreamland





Reynolds copied the buildings in Luna Park, too. Luna Park had a tall tower in the park's center.

Dreamland had a taller tower. People could see the tower lights from miles away.



©Library of Congress

The Dreamland tower

Dreamland opened. It cost 15 cents to enter. People loved it! Huge crowds visited all summer. It was as popular as Luna Park.





The Roaring Fire

Dreamland was a fun place. It was popular for seven years. Then something terrible happened. Workers were using hot tar to fix a ride. A fire started. People think some hot tar spilled and started the fire.



The fire at Dreamland





Most of Dreamland was made of wood. It burned fast. Hundreds of firefighters came. But they could not save Dreamland. All the rides burned down. The tall tower **collapsed**. No one was killed. But Dreamland was destroyed.

Luna Park stayed in business for many more years. Then a big fire destroyed it, too.



©Library of Congress

Firefighters putting out the Dreamland fire





Coney Island Today

There were other amusement parks at Coney Island after Dreamland and Luna Park. There is even another Luna Park at Coney Island today. And people still love to go there and have fun!



©Anthony Anese Totah Jr/Dreamstime

The new Luna Park on Coney Island



Question 1 (from p. 1 of passage)

Why was Coney Island popular more than 100 years ago?

- a. It was an old place.
- b. It was part of a city.
- c. It had amusement parks.

Question 2 (from p. 2 of passage)

What was the new park called? Complete the sentence

The name of the new park was _____.

- a. Dreamland
- b. Reynolds
- c. Luna Park

Question 3 (from p. 3 of passage)

How did Reynolds make the rides at Dreamland different from the rides at Luna Park?

- a. Reynolds made his rides bigger.
- b. Reynolds made his rides wetter.
- c. Reynolds made his rides slower.

Question 4 (from p. 4 of passage)

What happened after Dreamland opened?

- a. Tickets cost 50 dollars at Dreamland.
- b. People loved Luna Park more than Dreamland.
- c. Crowds of people went to Dreamland.

Question 5 (from p. 5 of passage)

What was the cause of the fire at Dreamland?



Question 6 (from p. 6 of passage)

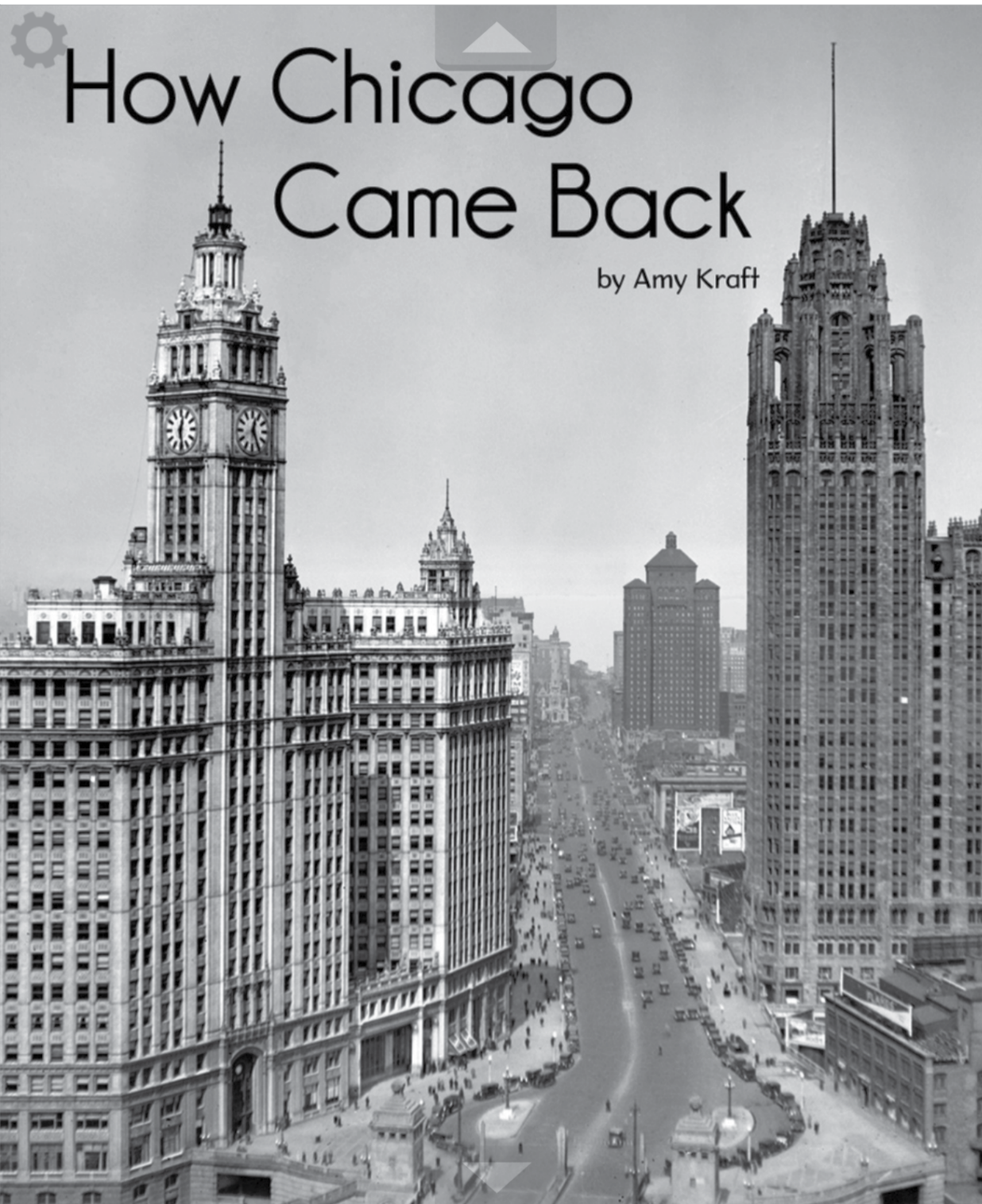
Why did Dreamland burn so quickly?

- a. It was too hard for firefighters to reach.
- b. It had rides and buildings made of wood.
- c. It had a big tower that collapsed.

Question 7 (from p. 6 of passage)

Think about what happened at Coney Island over the years. What is happening today?

- a. People visit Dreamland on Coney Island now.
- b. Coney Island is still a fun and popular place.
- c. There are no amusement parks on Coney Island.



©Kim Vintage Stock/Getty Images



Chicago Grows Quickly

Long ago, Chicago, Illinois, was a busy city. Many people lived there. Many people came to work there. The city grew quickly.

The people built many new buildings. The buildings were made of wood.



Chicago more than one hundred years ago





Fire in the Windy City

One night, a fire started. It happened in a barn. How did it start?

Some people say that a cow kicked over a lamp. Some people think that a milk thief did it. No one knows for sure how the fire started.



How a cow could kick over a lamp





It was windy that night. The wind blew the fire from building to building.

All the wood buildings caught fire. The fire burned for three days. Thousands of buildings were burned.



A building burned in the Chicago fire





Helping the City

People wanted to help Chicago. Great builders came from all over. They used steel and clay. Steel and clay would not catch on fire.

People had other new ideas. The new buildings had bigger windows. They were taller, too. The first skyscrapers in the world were built in Chicago.



A new, tall building





Chicago Today

People come from all over to see Chicago's tall buildings. You can even go to the spot where the fire started. The Chicago Fire Department is there now. It's a great place to train firefighters!



©Zack Frank/Shutterstock

A view of Chicago now



Question 1 (from p. 1 of passage)

Why were many new buildings being built in Chicago?

- a. The city had a lot of wood to use.
- b. The city was getting very old.
- c. The city was where many people moved.

Question 2 (from p. 2 of passage)

How might the fire have started? Complete the sentence.

Some people think that _____ started the fire.

- a. a lamp
- b. the barn
- c. some milk

Question 3 (from p. 3 of passage)

What was the weather like when the fire started?

- a. The weather was hot.
- b. The weather was rainy.
- c. The weather was windy.

Question 4 (from p. 3 of passage)

What happened after the fire spread?

- a. The fire burned many buildings.
- b. The fire burned for ten days.
- c. The fire was stopped by the wind.

Question 5 (from p. 4 of passage)

Why were the new buildings made of steel and clay?

- a. Steel and clay do not burn easily.
- b. Steel and clay can be found all over.
- c. Steel and clay make buildings look taller.

Question 6 (from p. 4 of passage)

How were the new buildings different?

- a. They were harder.
- b. They were taller.
- c. They were darker.

Question 7 (from p. 5 of passage)

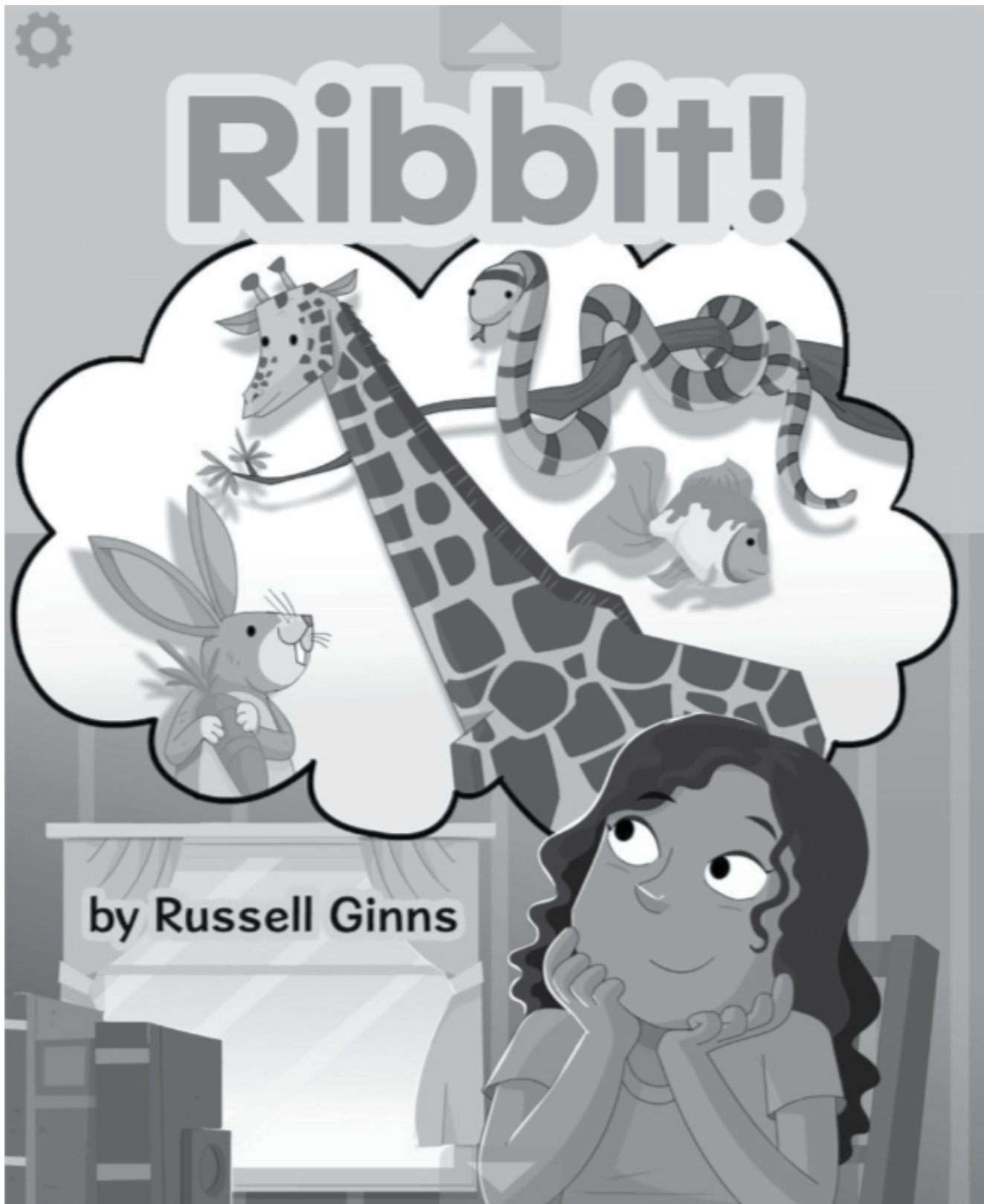
What is now in the spot where the big fire started?

- a. a train stop
- b. big buildings
- c. the fire department

Question 8 (from p. 5 of passage)

Think about what has happened in Chicago. Now why do people go to Chicago today?

- a. to see the barn
- b. to see its new buildings
- c. to train its firefighters





Maria was buying a pet. “I want a fancy animal,” she said.

Maria looked at colorful birds and fluffy rabbits. She saw exotic snakes and fancy cats.

“Oh, no!” said Maria. “The fancy pets cost a lot. I cannot afford them.”





Maria had only enough money for a frog.

The frog had big **bulging** eyes. It was small and slimy. It was gray and dull. Maria left the store, feeling sad.

That night, Maria wished for a pet that was fancy or exotic. A colorful pet would be better than a gray slimy one.





Maria walked back to the store. The frog was still the only pet she could afford. Maria decided to take it home.

“I will name him Slimy,” said Maria. “We will have fun.”

She did not mean it. The frog was not fancy. The frog was not fun. Maria was upset.





In the morning, Maria woke up hearing a song. “Who is singing?” she wondered.

It was the frog! Her little frog could sing!

All the kids ran to hear Maria’s frog. She changed his name to Grayson Thunderlungs Slimesong. She built him a stage.





G.T. Slimesong jumped and flipped and sang. He danced like a butterfly. People came from everywhere to see the famous frog.

Maria sold tickets. She was rich!

“Now I have a lot of money,” she said.

“I can buy any pet I want.”





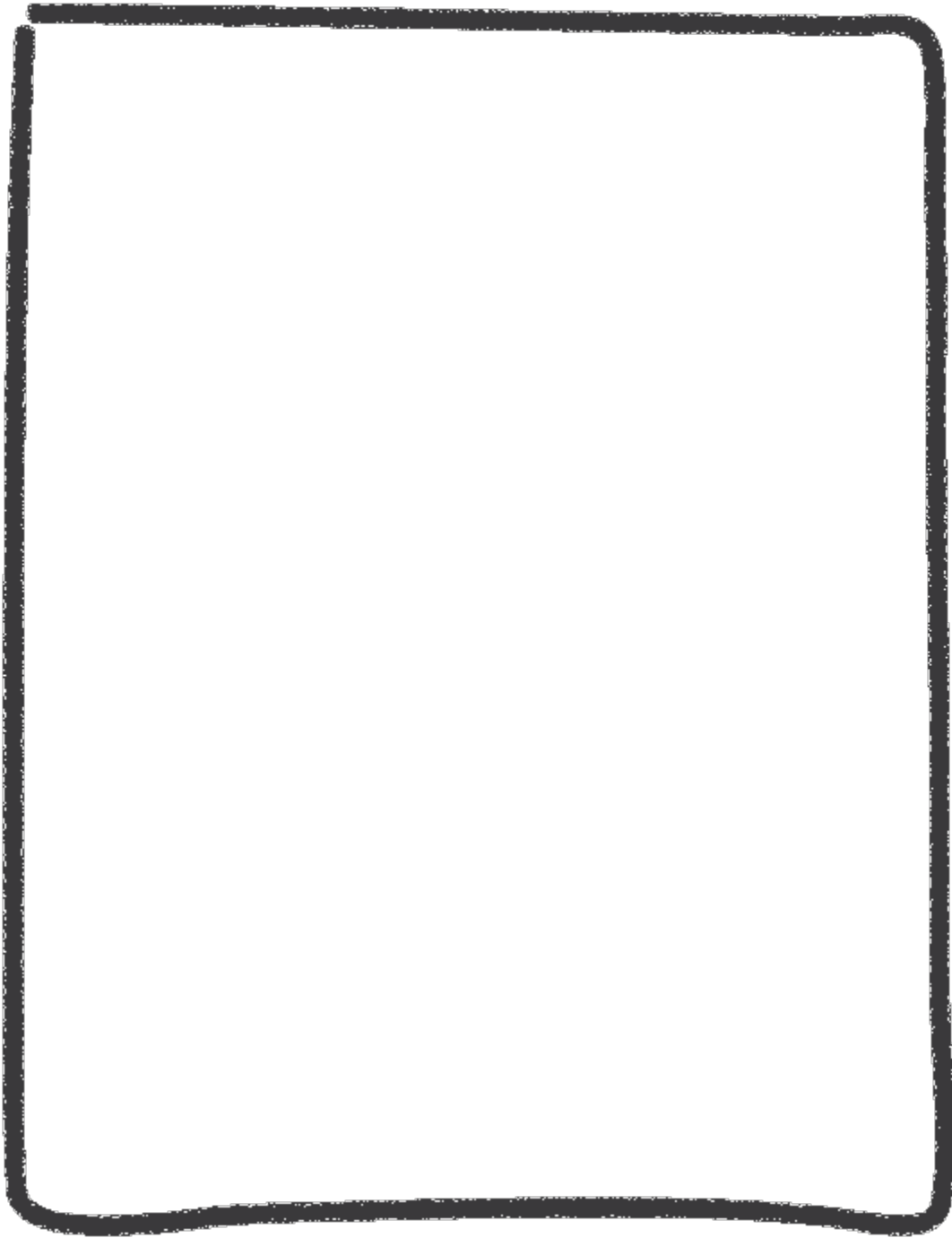
Maria walked to the pet store. “Maybe I will get a giraffe,” she said to her frog.

Then she stopped. “You can sing,” she said. “Your dancing is fancy. You are fun.”


Maria felt silly. “I do not want a giraffe,” she said. She kept her little gray frog.



 Draw or write.



Reading Discourse Cards


UNDERSTANDING LITERATURE 

How does a character change in the story?

First, the character _____.
Then, the character _____.

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5

UNDERSTANDING LITERATURE 

If the story were told by a different character, which details might be different?

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11

UNDERSTANDING LITERATURE 

How do the illustrations help you understand the characters, setting, or events in the story?

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14

UNDERSTANDING INFORMATIONAL TEXTS 

What is the main topic of this text?
How do you know?

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16


KNOWLEDGE BUILDING 

What does this text help you understand?

Now I know _____.

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32


KNOWLEDGE BUILDING 

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

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33


KNOWLEDGE BUILDING 

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

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
37

KNOWLEDGE BUILDING 

What were you surprised to learn from the text?

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
40

ACADEMIC TALK 

I'm curious about _____.

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70


ACADEMIC TALK 

Can you tell me more about _____?

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77

Tarjetas de discusión


TEXTOS LITERARIOS 

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

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5

TEXTOS LITERARIOS 

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

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11

TEXTOS LITERARIOS 

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

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14

TEXTOS INFORMATIVOS 

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

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16


ASIMILAR CONOCIMIENTOS 

¿Qué te ayuda a entender este texto?

Ahora sé _____.

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32


ASIMILAR CONOCIMIENTOS 

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

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33


ASIMILAR CONOCIMIENTOS 

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

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37

ASIMILAR CONOCIMIENTOS 

¿Qué aprendiste en el texto que te haya sorprendido?

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
40

LENGUAJE ACADÉMICO 

Siento curiosidad por _____.

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70

LENGUAJE ACADÉMICO 

¿Puedes decirme algo más sobre _____?

Ready | Reading ©Curriculum Associates, LLC

77