

Advertencia sobre la impresión:

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



Grado K 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.

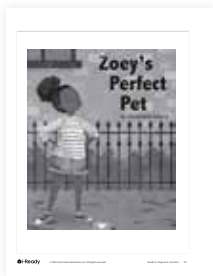

Los niños necesitarán el apoyo de un adulto o de un estudiante de más edad para completar estas lecciones, a menos que puedan leer independientemente.

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 K
incluidas en este paquete!



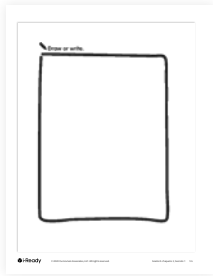
Grado K Actividades de lectura en la Sección 1

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
1	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "Zoey's Perfect Pet"</p> 	<ul style="list-style-type: none"> • Read "Asking Questions" together. <i>(Lean juntos "Asking Questions.")</i> • Next, read "Zoey's Perfect Pet." <i>(Luego, lean "Zoey's Perfect Pet.")</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> 	9, 10–19
2	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "Zoey's Sale Surprise"</p> 	<ul style="list-style-type: none"> • Review "Asking Questions" together. <i>(Repasen juntos "Asking Questions.")</i> • Next, read "Zoey's Sale Surprise." <i>(Luego lean "Zoey's Sale Surprise.")</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> 	9, 20–29

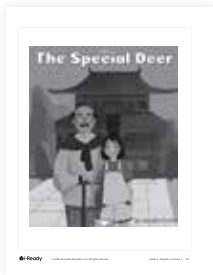

Grado K Actividades de lectura en la Sección 1 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
3	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "Giant Pandas"</p> 	<ul style="list-style-type: none"> • Read "Asking Questions" together. (<i>Lean juntos "Asking Questions."</i>) • Next, read "Giant Pandas." (<i>Luego lean "Giant Pandas."</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, 31–38
4	<p>Ready Reading Skill Overview: Asking Questions</p> <p>i-Ready Passage: "Lazy Days in the Trees"</p> 	<ul style="list-style-type: none"> • Review "Asking Questions" together. (<i>Repasen juntos "Asking Questions."</i>) • Next, read "Lazy Days in the Trees." (<i>Luego lean "Lazy Days in the Trees."</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, 39–46
5	<p>i-Ready Passage: "Hooked on Velcro"</p> 	<ul style="list-style-type: none"> • Read "Hooked on Velcro" together. (<i>Lean juntos "Hooked on Velcro."</i>) 	47–53

Grado K 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>
5	Draw or Write Page 	<ul style="list-style-type: none"> After you read “Hooked on Velcro” together, have the child write a question they have about the topic of the passage. <i>(Después de leer juntos “Hooked on Velcro,” pida al niño que escriba una pregunta que tenga sobre el tema del pasaje.)</i> 	54

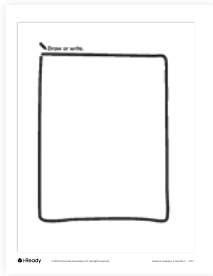
Grado K Actividades de lectura en la Sección 2

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
1	<p>Ready Reading Skill Overview: Identifying Events</p> <p>i-Ready Passage: "The Special Deer"</p> 	<ul style="list-style-type: none"> • Read "Identifying Events" together. (Lean juntos "Identifying Events.") • Next, read "The Special Deer." (Luego lean "The Special Deer.") • 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.) 	55, 56–65
2	<p>Ready Reading Skill Overview: Identifying Events</p> <p>i-Ready Passage: "Good Luck at the Castle"</p> 	<ul style="list-style-type: none"> • Review "Identifying Events" together. (Repasen juntos "Identifying Events.") • Next, read "Good Luck at the Castle." (Luego lean "Good Luck at the Castle.") • 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.) 	55, 66–74

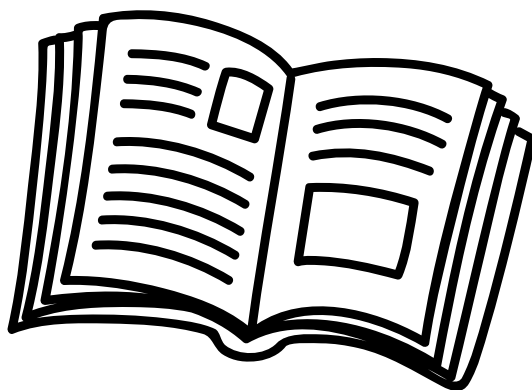
Grado K Actividades de lectura en la Sección 2 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
3	<p>Ready Reading Skill Overview: Words and Pictures</p> <p>i-Ready Passage: "The Longest Cave on Earth"</p> 	<ul style="list-style-type: none"> • Read "Words and Pictures" together. (<i>Lean juntos "Words and Pictures."</i>) • Next, read "The Longest Cave on Earth." (<i>Luego lean "The Longest Cave on Earth."</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>) 	75, 76–84
4	<p>Ready Reading Skill Overview: Words and Pictures</p> <p>i-Ready Passage: "The Mountain That Blew Its Top"</p> 	<ul style="list-style-type: none"> • Review "Words and Pictures" together. (<i>Repasen juntos "Words and Pictures."</i>) • Next, read "The Mountain That Blew Its Top." (<i>Luego lean "The Mountain That Blew Its Top."</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>) 	75, 85–93
5	<p>i-Ready Passage: "The Sweetest Invention Ever"</p> 	<ul style="list-style-type: none"> • Read "The Sweetest Invention Ever" together. (<i>Lean juntos "The Sweetest Invention Ever."</i>) 	94–99

Grado K 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 “The Sweetest Invention Ever” together, have the child write about or draw a picture of something in the passage they find interesting or unusual. <i>(Después de leer juntos “The Sweetest Invention Ever,” pida al niño que escriba o haga un dibujo de algo en el pasaje que le haya parecido interesante o inusual.)</i> 	100

Independent Reading!



See pages
101 and 102
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

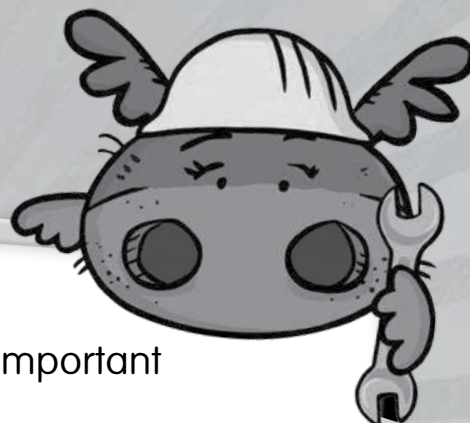
www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Listen and Learn

Asking Questions



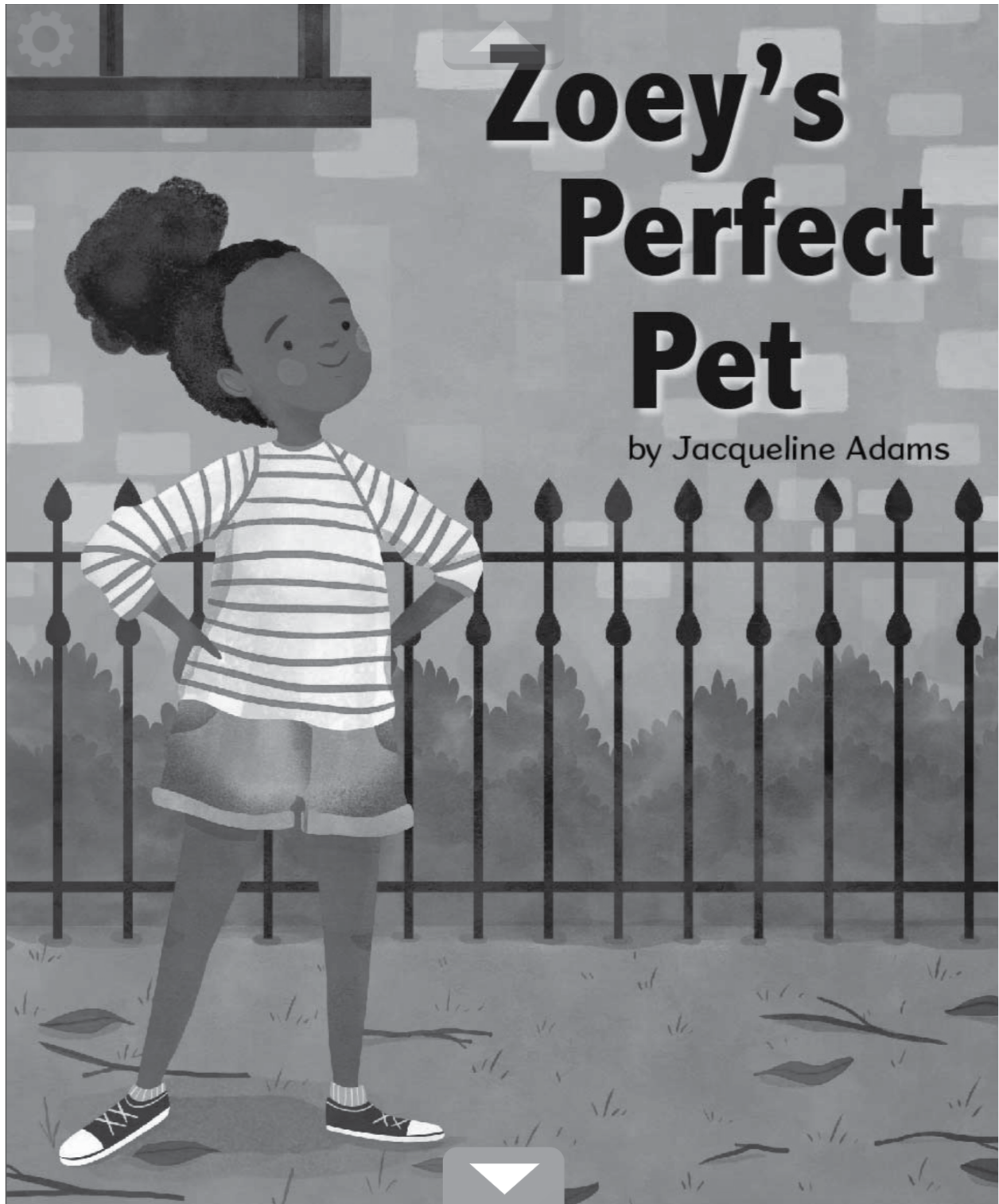
Asking questions helps you understand important information in a story.

When you are reading or listening to a story, you should ask questions. Begin each question with one of these words:

Who**Where****What****When****Why****How**

Finding answers to your questions helps you understand the story.

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“I want a **monkey**,” Zoey told her big sister.

Sibyl sighed. “Monkeys need to climb, Zoey. We do not have a place for a monkey.”

“Well, I can fix that,” Zoey said.

Zoey grabbed some sticks and took them into the house.





Zoey used a bunch of Sibyl's hair bands to hold the sticks together. It was a climbing tree!

Sibyl stomped in. "What did you do?"

"A monkey needs to climb," Zoey said.

"Get this mess out of here!" Sibyl ordered. "And forget the monkey!"





Zoey dragged the sticks outside. But she did not give up.

“A pig would be a good pet,” Zoey declared. “A pig needs mud.”

Zoey could not find any mud. “I can fix that,” she said.





Zoey dug a hole in the yard. She added water. Mud!

Sibyl walked outside. Sploosh! Splat! Mud was all over Sibyl.

“Zoey!” Sibyl yelled.

So Zoey filled in the hole. But she did not give up.





Zoey said, “Maybe I do not want a pig.
What pet can I try now? A bird? A rat?”

Something rubbed against Zoey’s leg.

“Oh, a cat!” Zoey picked up the scruffy,
skinny kitty and ran inside. “I want a cat!”
she told Sibyl.





Sibyl opened her mouth to speak. Zoey stopped her. “A cat does not need sticks or mud,” she said. “That means no more messes.”

“But that cat is a mess!” Sibyl said.

Zoey smiled. “We can fix that.”

And they did.



After-Reading Questions

Question 1 (from p. 1 of passage)

What does Zoey want? Circle the picture that shows what she wants.

a.



b.



c.



Question 2 (from p. 2 of passage)

What does Sibyl tell Zoey to do about the monkey?

- a. Make a bigger tree for the monkey.
- b. Get the monkey out of the house.
- c. Forget about a monkey.

Question 3 (from p. 3 of passage)

What does Zoey want now?

- a. She wants mud for a pig.
- b. She wants sticks for a pile.
- c. She wants a pet for her sister.

Question 4 (from p. 4 of passage)

What does Sibyl do?

- a. Sibyl gets mad at Zoey.
- b. Sibyl digs a hole.
- c. Sibyl cleans up the mud.

Question 5 (from p. 5 of passage)

What does Zoey want now?

- a. Zoey wants a bird.
- b. Zoey wants a rat.
- c. Zoey wants a cat.

Question 6 (from p. 6 of passage)

Look at the chart. What happens at the end of the story? Choose the correct picture.





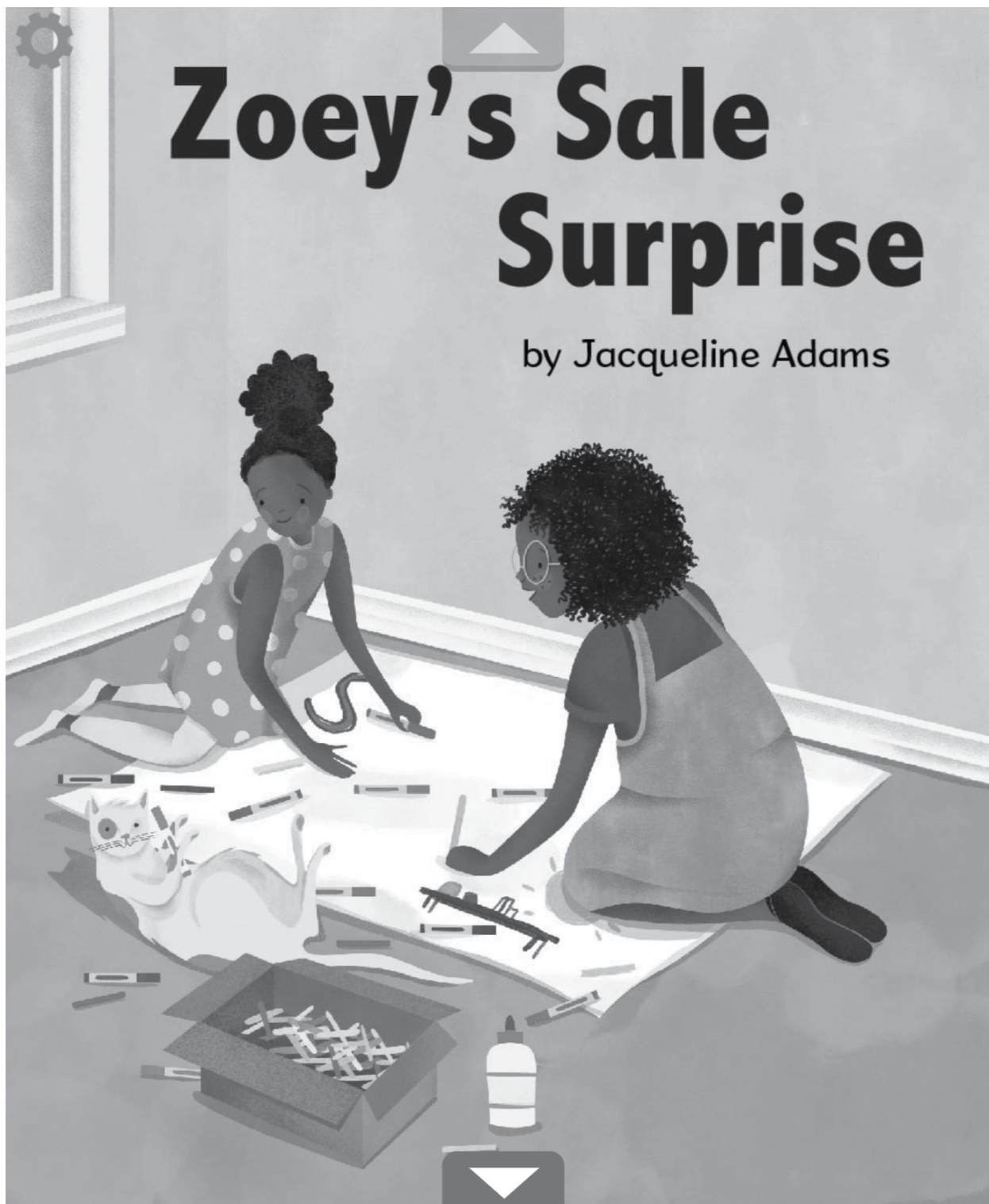
b.



c.

Zoey's Sale Surprise

by Jacqueline Adams





Zoey was looking for something.

“Zoey, what are you doing?” her big sister Sibyl asked.

“I need something to sell at the big sale,” Zoey said. “What will people want to buy?”

Zoey saw seed packets on a shelf. “I will grow plants!” she said. “People like plants.”





Zoey put the seeds on the table. Just then, the cat jumped up. He played with the seeds. He swished them all over the table.

“Your seeds are mixed up!” Sibyl said.

Zoey looked at a seed.

“You have no idea what it is!” Sibyl said.

“Well, I can fix that,” Zoey said.





Zoey planted the seeds in the cups.
“I will see what grows,” she said.

Little plants started to grow. But they all
looked the same.

Zoey looked at a plant. “What is this?”
she asked.





“Zoey, it is time to sell the plants!” Sibyl said. “How will people know what the plants are?”

“I will make a sign,” Zoey said. “It will tell what the plants are.”





Zoey and Sibyl set up the sign. A woman stopped to look. "What kind of plant is this?" she asked.

"You will find out when it grows," Zoe said.

"It is a surprise!"

The woman smiled. "I will take one surprise, please."





Zoey sold all her plant surprises. She got
her cat a toy with the money she made.

And all the sale surprises grew and grew.



After-Reading Questions

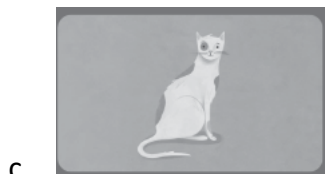
Question 1 (from p. 1 of passage)

What is Zoey looking for?

- a. something to fix
- b. something to eat
- c. something to sell

Question 2 (from p. 1 of passage)

What does Zoey find?



Question 3 (from p. 2 of passage)

What happened to the seeds?

- a. The seeds got mixed up.
- b. The cat ate the seeds.
- c. The seeds got too small.

Question 4 (from p. 3 of passage)

Where does Zoey put the seeds?

- a. on dishes
- b. in cups

- c. in gardens

Question 5 (from p. 3 of passage)

What is Zoey looking at when she says, “What is this?”

- a. a flower
- b. a seed
- c. a plant

Question 6 (from p. 4 of passage)

What will Zoey’s sign tell people?

- a. how to care for the plants
- b. how much water the plants need
- c. what the plants are

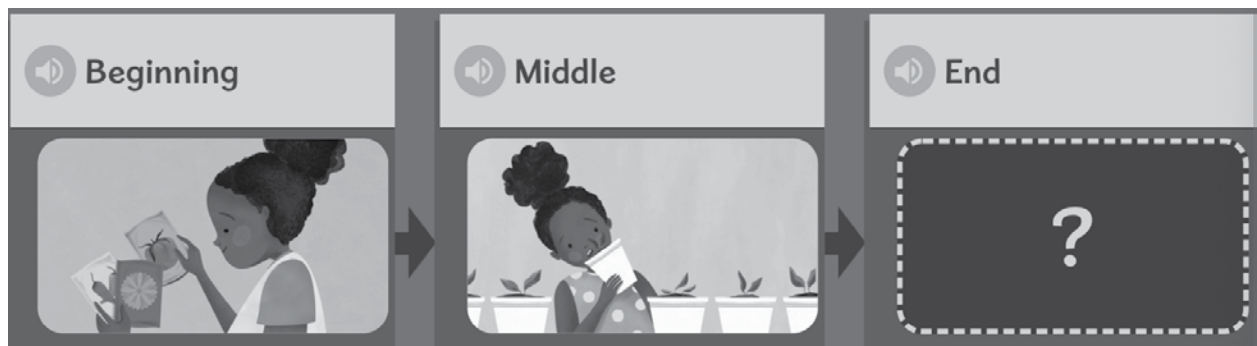
Question 7 (from p. 5 of passage)

What does the woman buy?

- a. a plant
- b. a sign
- c. a seed

Question 8 (from p. 6 of passage)

Look at the chart. What happens to the plants at the end of the story? Choose the correct picture.





a.



b.



c.

Listen and Learn

Asking Questions



A **key detail** is an important piece of information.
Asking questions helps you understand key details.

When you are reading or listening to an information book, you should ask questions. Begin each question with one of these words:

Who

Where

What

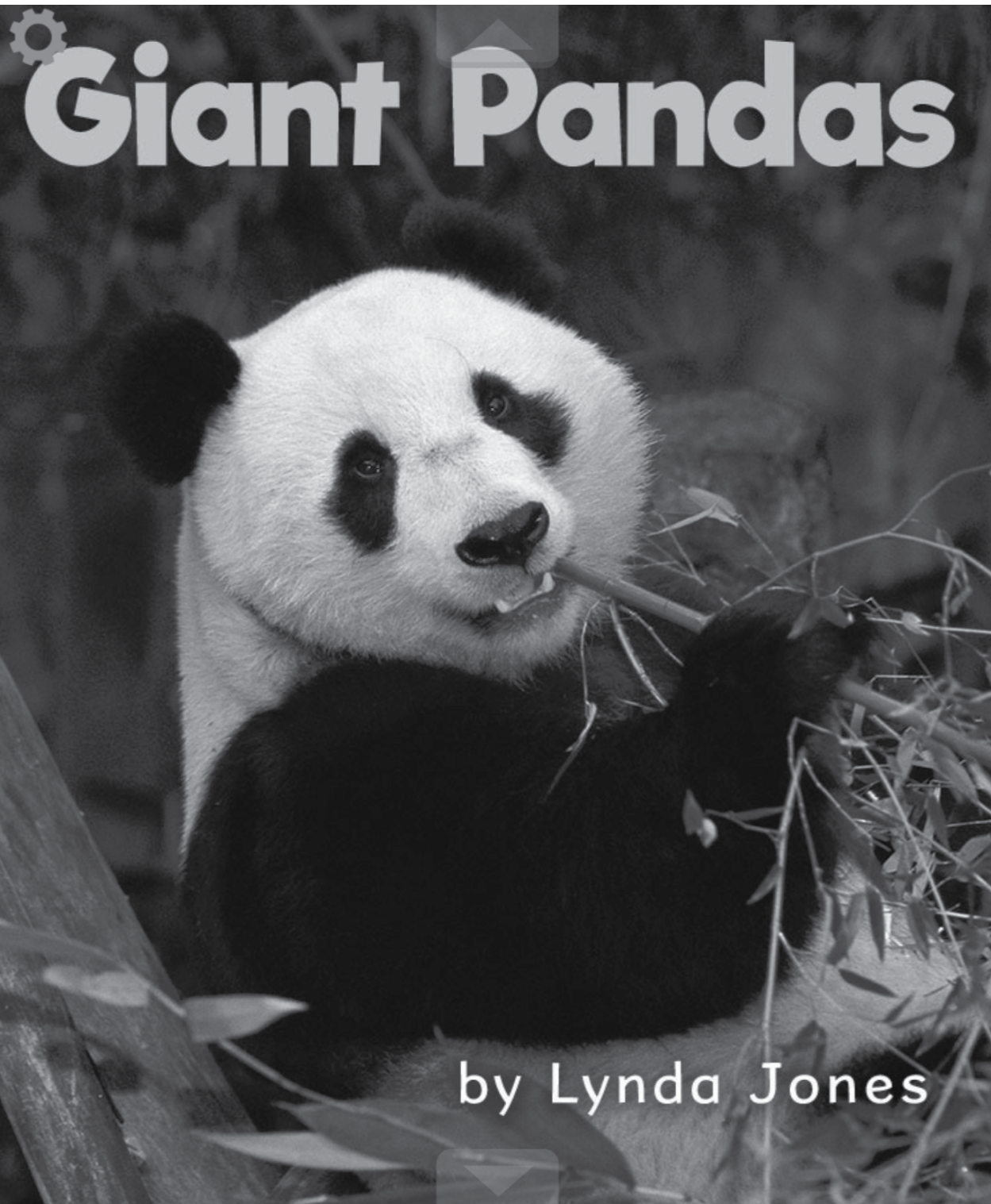
When

Why

How

Finding answers to your questions helps you understand an information book.

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©ZSSD/Minden Pictures



Bamboo at Every Meal

What if you ate the same food at every meal? That is what giant pandas do. They eat bamboo. It is their favorite.

Bamboo is a **tough**, tall grass. It grows as high as a tree.



This bamboo is tall like a tree.





Big, Hungry Bears

Giant pandas live in forests in China. Bamboo grows there. Pandas spend many hours eating bamboo. Pandas are big bears, so they need to eat a lot.



©Alexandra Radu/Alamy

This panda is eating bamboo.





Bamboo Feast

Pandas have a bamboo feast. They grab a stalk. They nibble on the leaves. Then they bite the stem with their sharp teeth.

Snap!

Bamboo is soft inside. Pandas eat it up.



©iStock.com/Hung_Chung_Chih

This panda has a stalk of bamboo.





Taking It Easy

Pandas rest after meals. They nap every day. They may poop 40 times as they sleep!

Pandas are often quiet and shy. But they can sound like sheep. They call other pandas. Their sounds mean, “Hi!”



©National Geographic Image Collection/Alamy

Pandas rest after they eat.





Staying Safe

Pandas must watch out. **Leopards** or **jackals** can sneak up. But pandas can bark like a dog! They scare other animals away.

Pandas may also climb or swim away.
Pandas stay safe. Then they eat some more.



©Philippe Lejeanvre/Moment/Getty Images

Pandas climb trees.



After-Reading Questions

Question 1 (from p. 1 of passage)

Which picture shows a panda's favorite meal? Circle the picture.



Question 2 (from p. 2 of passage)

Why do pandas eat so much bamboo?

- a. because pandas live in forests
- b. because pandas are from China
- c. because pandas are huge bears

Question 3 (from p. 3 of passage)

What helps pandas eat bamboo?

- a. Pandas enjoy big feasts.
- b. Pandas have sharp teeth.
- c. Pandas can nibble stems.

Question 4 (from p. 4 of passage)

What do pandas do after they eat bamboo?

- a. Pandas chew.
- b. Pandas play.

- c. Pandas rest.

Question 5 (from p. 4 of passage)

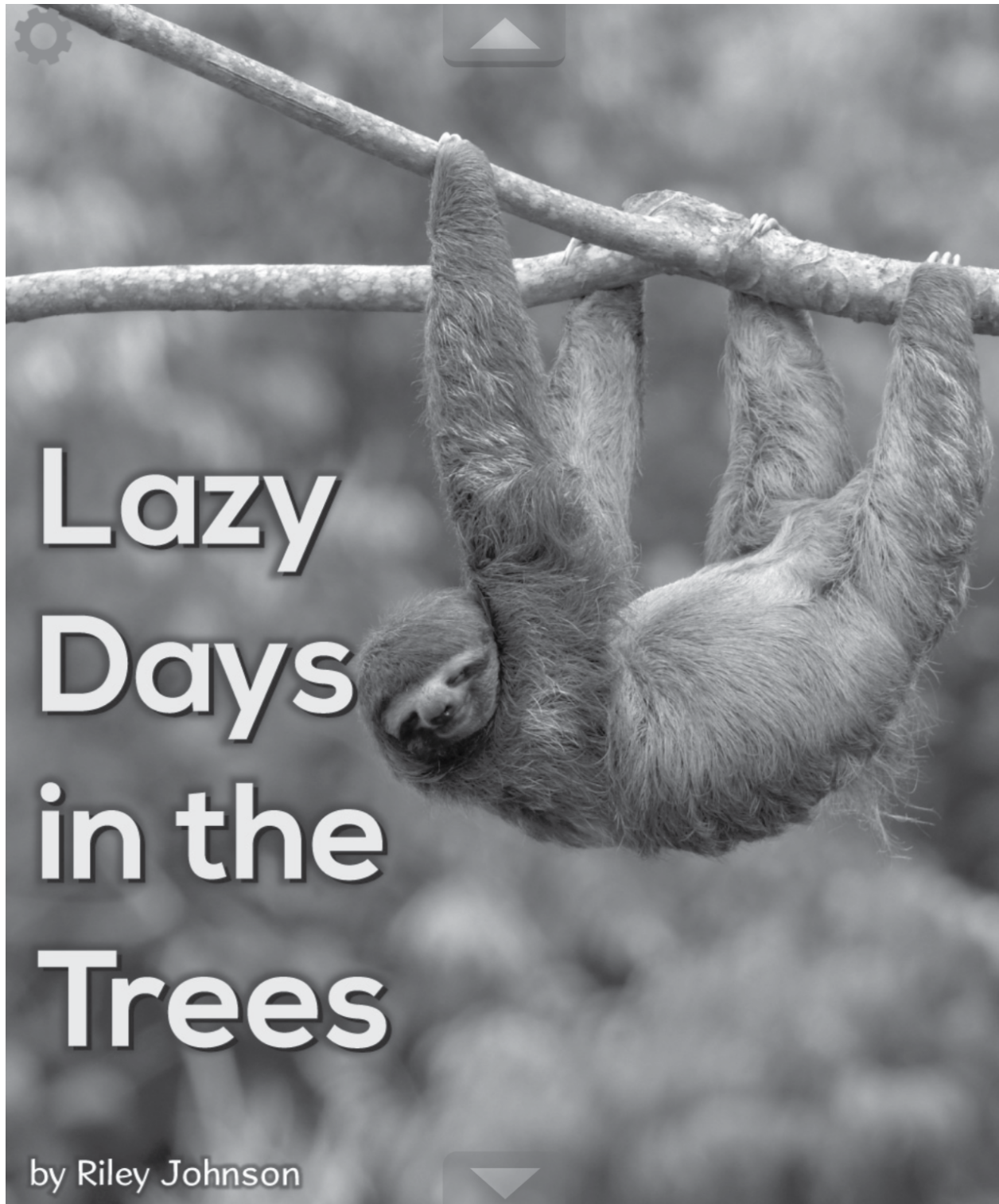
Why do pandas make sounds?

- a. They want to scare away the sheep.
- b. They want to be friendly to each other.
- c. They want other pandas to stay away.

Question 6 (from p. 5 of passage)

What do pandas do to stay safe? Circle the picture that shows how they stay safe.





© Juan Carlos Vindas/Moment Open/Getty Images



Tree Life

Trees are important to sloths. Sloths live in the treetops of rainforests.

The animals climb trees. They eat the leaves. They curl up in the branches to sleep.



© Juan Carlos Vindas/Moment Open/Getty Images

A sloth lives in trees.





Trumpet Trees

Some sloths like the trumpet tree. It looks like an umbrella!

A trumpet tree has a long trunk and large leaves. Sloths eat the juicy leaves. They hang on the tree while they eat.



Sloths eat the leaves on trees.





Long, Strong Claws

Sloths hang onto trees with their claws. Their claws are sharp and long. They bend like hooks. Claws help sloths hang from branches. Sloths use them to grab and eat leaves. They use them to move around.



©Neil Bowman/Corbis Documentary/Getty Images

Sloths use their claws to eat and climb.





Slow Days

The word sloth means lazy. It is a good name for these animals. Sloths take a long time to move a short way. They are the slowest animals on Earth!



©Juan Carlos Vindas/Moment Open/Getty Images

Sloths move slowly in the trees.





When sloths are not moving, they are sleeping. Sloths sleep 20 hours a day!

They only climb down when they need to poop. They do that once a week. Then they go back to resting in the trees.



©Michael and Patricia Fogden/Minden Pictures

Sloths sleep in the trees.



After-Reading Questions

Question 1 (from p. 1 of passage)

Where do sloths live?

- a. by hills
- b. in grass
- c. in trees

Question 2 (from p. 1 of passage)

Where do sloths sleep?

- a. in branches
- b. in water
- c. on the ground

Question 3 (from p. 2 of passage)

What do sloths eat from a trumpet tree?

- a. the branches
- b. the trunk
- c. the leaves

Question 4 (from p. 3 of passage)

What do sloths use to climb trees?

- a. leaves
- b. fur
- c. claws

Question 5 (from p. 3 of passage)

What does a sloth use to hang from branches?

- a. its mouth
- b. its tail
- c. its claws

Question 6 (from p. 4 of passage)

How do sloths move?

- a. slowly
- b. suddenly
- c. quickly

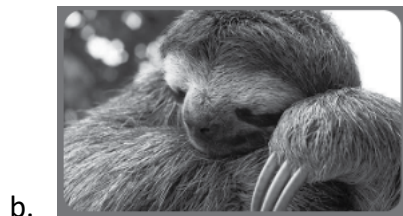
Question 7 (from p. 5 of passage)

Why do sloths come down from trees?

- a. to sleep
- b. to climb
- c. to poop

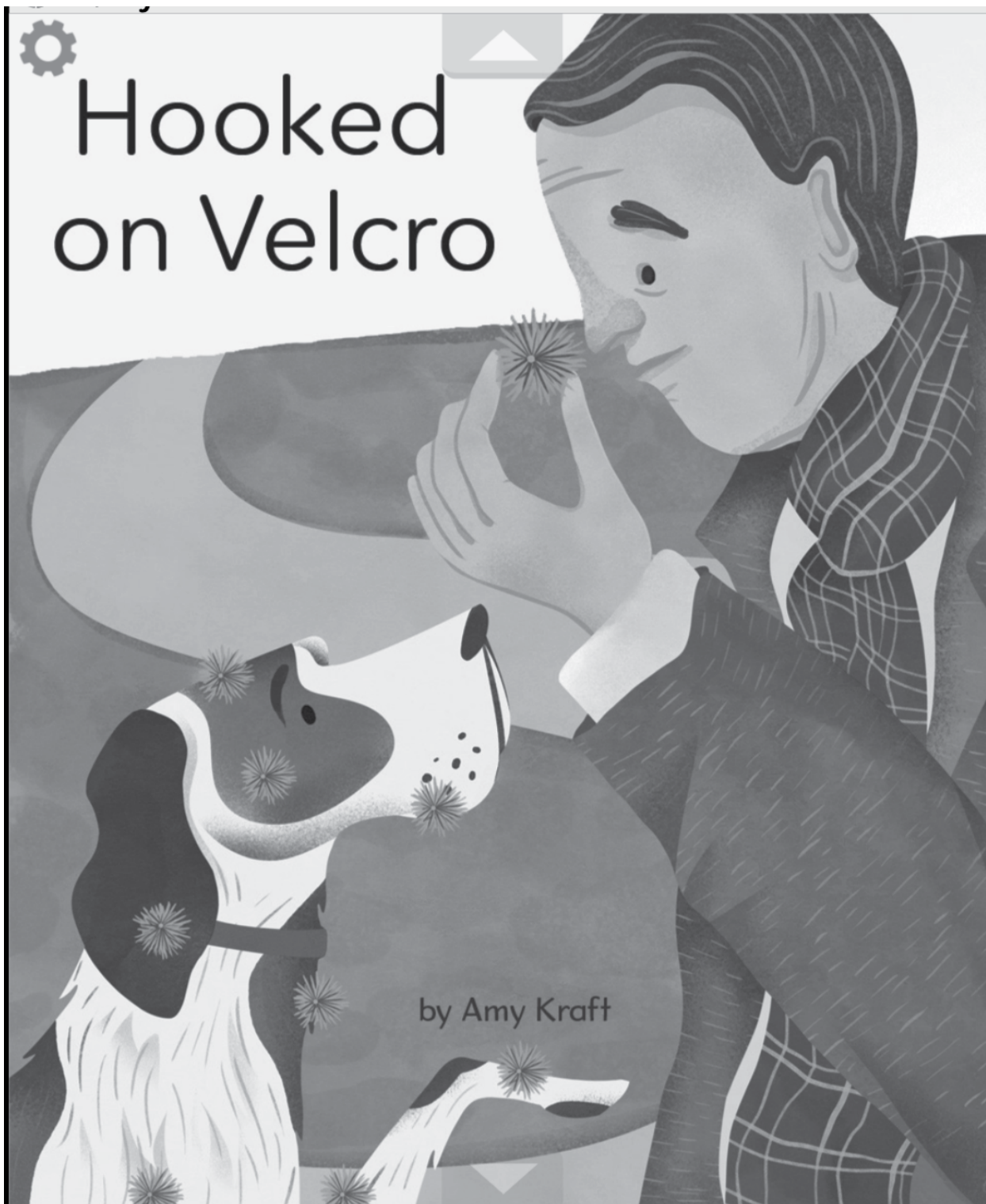
Question 8 (from p. 5 of passage)

What do sloths do most of the time? Circle the correct picture.





Hooked on Velcro



by Amy Kraft



A Sticky Idea

Prickly seeds called burrs gave George de Mestral an idea. They stuck to his dog after a walk. Burrs stuck to his pants, too.

The burrs were hard to pull off. George thought something sticky might be useful.



The burrs stuck to George and his dog.



Hooks and Loops

George wanted to make something sticky like the burrs. He looked closely at the burrs. Each one had many tiny hooks.

He saw that his pants **fabric** had tiny loops. The burr hooks caught the pant loops.



George saw tiny hooks and loops.



George started to make hooks and loops. But it was not easy. He wanted his invention to be strong. He tried many different **materials**.

George worked for eight years. At last he got his invention just right. He named it Velcro.



George named his invention Velcro.



Uses for Velcro

George thought Velcro would work well in clothes. Forget buttons, snaps, and zippers. You could use Velcro instead!

But people who made clothes thought Velcro was ugly. They did not want to use it.



Some people did not like Velcro.



Astronauts thought Velcro was useful. In space, things float everywhere. Astronauts used Velcro to keep things in place.

Then a sneaker company used Velcro on shoes. Soon everyone wanted Velcro shoes. They were so easy to put on and take off!



Velcro made shoes easy to wear.



Velcro Everywhere

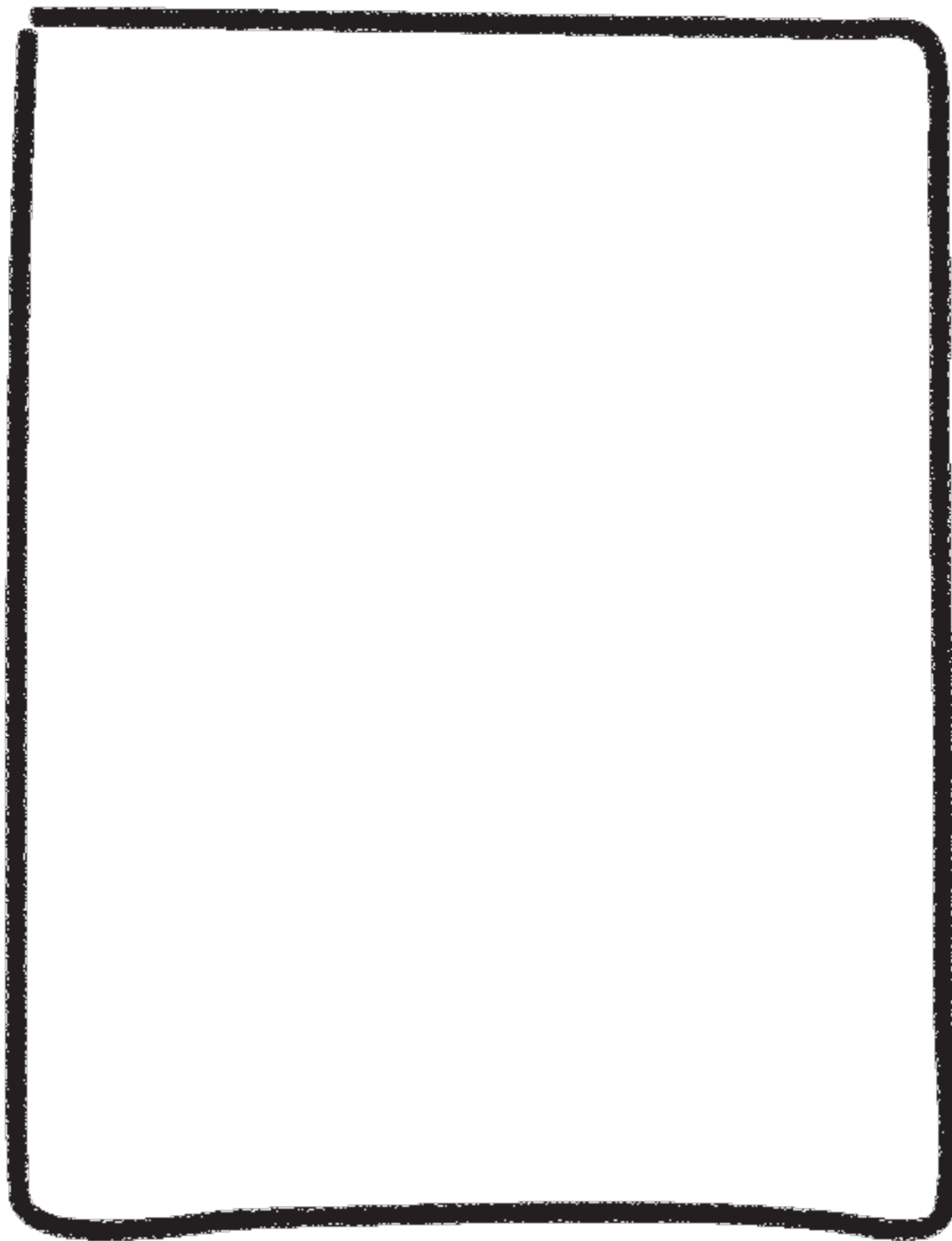
Today you can find Velcro in homes, schools, and hospitals. Velcro is everywhere!

Think about George and his dog when you wear anything with Velcro. Maybe you will get an invention idea, too!



Velcro is everywhere now.

 Draw or write.



Listen and Learn

Identifying Events



An **event** is something that happens in a story.

Major events are the most important events in a story.

When you are reading or listening to a story, ask:

- What happens in this part of the story?
- What is the major event in this part of the story?

Thinking about events helps you understand a story.

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The Special Deer





Mai and her grandfather, Sofu, were walking to a special park.

“Mai, please slow down,” Sofu said.

“Oh Sofu, please hurry!” said Mai.

Mai lived in America. Sofu lived in Japan.
Mai loved visiting Sofu in Japan.





They went into the park. It was filled with deer. The deer were everywhere!

“People come here to see the deer,”
Sofu said. “The deer are **protected** in this
park. They will eat treats from your hand.”





Mai was amazed. The deer were not afraid of people! She ran ahead of Sofu to buy deer treats at a stall.

Mai saw good luck charms at the stall. Mai wanted a charm. But she wanted to feed the deer, too. So she got the treats. The woman selling the charms smiled at Mai.





Mai turned around. She had the treats in her hand. Three deer walked up next to her. They sniffed the treats.

Mai gave a treat to each deer. The deer pushed each other to get more. Mai fed them faster. The deer pushed each other harder.





Suddenly, two of the deer kicked each other! They leaned back and hit each other with their front legs. Mai backed up. Her eyes were wide.

Then the third deer pushed Mai! She stumbled and fell. Those deer were not being very nice!





Mai stood up. She threw the treats down.
The deer ate them and walked away.

Sofu came up behind Mai. “That is why I
go slow,” he said. “The deer can be **rough**.”

The woman selling charms gave one to
Mai. “You need some good luck,” she said.

“I think you are right,” Mai said.



After-Reading Questions

Question 1 (from p. 1 of passage)

Why is Mai in a hurry?

- a. She wants to get to Japan.
- b. She wants to see the park.
- c. She loves being with Sofu.

Question 2 (from p. 2 of passage)

Why is the park filled with deer?

- a. The deer are always kept safe here.
- b. The park is big enough for the deer.
- c. Many people bring deer to the park.

Question 3 (from p. 3 of passage)

What is the most important event in this part of the story?

- a. Mai is amazed to see all the deer.
- b. Mai chooses to buy treats for the deer.
- c. Mai runs ahead of Sofu to a stall.

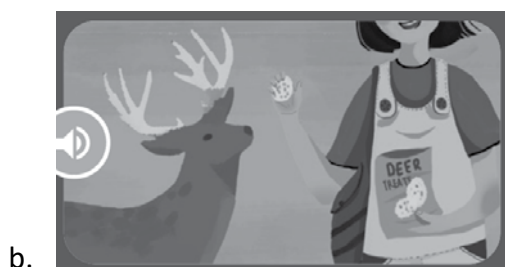
Question 4 (from p. 4 of passage)

What happens after Mai gives treats to the deer?

- a. The deer walk faster and faster.
- b. The deer sniff the ground for more.
- c. The deer push to get more treats.




Question 5 (from p. 5 of passage)

Look at the first important event. What is the next important event? Choose the picture that shows the most important event in this part of the story.

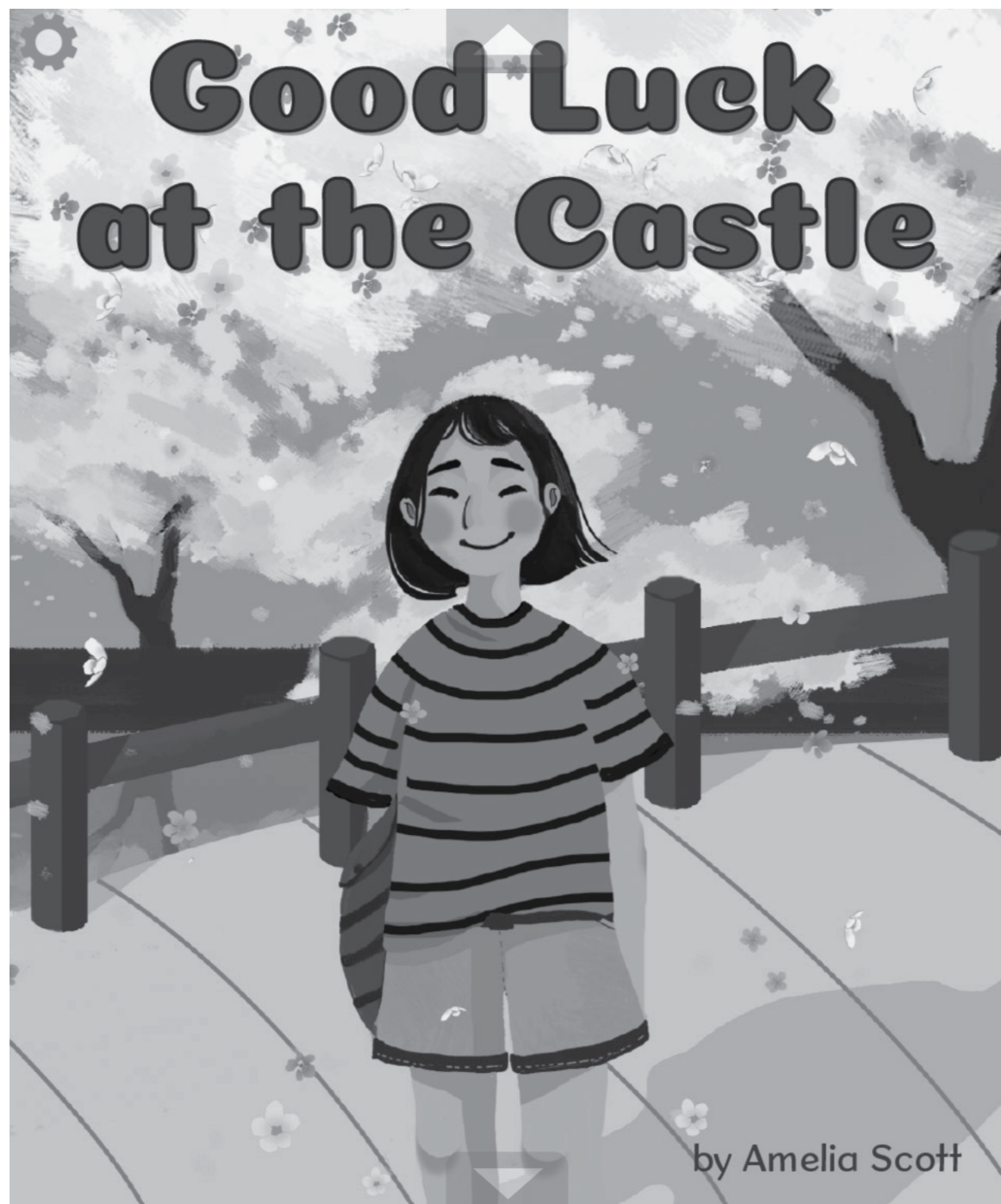


Question 6 (from p. 6 of passage)

Look at the important events. What important event happens at the end? Choose the picture that shows the event.

Event	Event	Event
		







Mai was in Japan. She and Sofu, her grandfather, were visiting a castle.

Pink flowers fell from a cherry tree. Mai caught some flowers. She put them in her bag next to her lucky charm.





Mai ran ahead of Sofu. She climbed a tree.

“Please come down,” Sofu said. Mai came down. Sofu smiled.





There was a river by the castle. Mai wanted to put her flowers in the water.

Mai looked inside her bag for the flowers. She found the flowers. But her lucky charm was gone!

“Maybe it fell out when you climbed the tree,” Sofu said.





Mai ran back. She saw a small girl near the tree. The girl had Mai's lucky charm.

"Excuse me," Mai said. "That is my lucky charm."

"I need good luck to find my mom," the girl said. "I ran ahead. Now I do not know where she is."





“I can help you,” Mai said. She took the girl to Sofu. He was with someone. It was the girl’s mom! She thanked Mai for her help.

Mai let the girl keep the lucky charm. "I hope it brings you good luck!" Mai said to the girl.



After-Reading Questions

Question 1 (from p. 1 of passage)

Where does Mai put the flowers she catches?

- a. in a castle with Sofu
- b. in a tree with cherries
- c. in a bag with a charm

Question 2 (from p. 2 of passage)

What does Sofu ask Mai to do?

- a. Sofu asks Mai to run ahead.
- b. Sofu asks Mai to come down.
- c. Sofu asks Mai to climb a tree.

Question 3 (from p. 3 of passage)

What does Mai see when she looks inside her bag?

- a. The flowers are all wet.
- b. The bag is empty inside.
- c. The lucky charm is gone.

Question 4 (from p. 3 of passage)

What does Sofu tell Mai about her lucky charm?

- a. Maybe her lucky charm is in the water.
- b. Maybe her lucky charm is by the tree.
- c. Maybe her lucky charm is inside her bag.

Question 5 (from p. 4 of passage)

What does Mai find by the tree?

- a. Mai finds her charm and a girl.
- b. Mai finds her charm and her bag.
- c. Mai finds her charm and Sofu.

Question 6 (from p. 4 of passage)

Why does the girl need good luck?

- a. She can not find her mom.
- b. She wants to keep the charm.
- c. She does not know who Mai is.

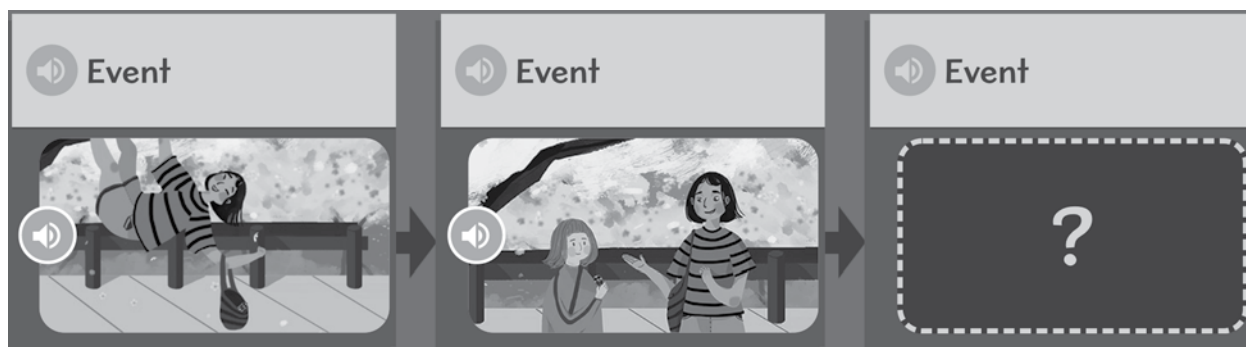
Question 7 (from p. 5 of passage)

What does Mai do to help the girl?

- a. Mai sees a woman with Sofu.
- b. Mai walks around with the girl.
- c. Mai takes the girl to Sofu.

Question 8 (from p. 5 of passage)

What happens at the end of the story? Choose the picture that shows the event.





c.

Listen and Learn

Words and Pictures



Words and pictures give information about the following:

people

places

things

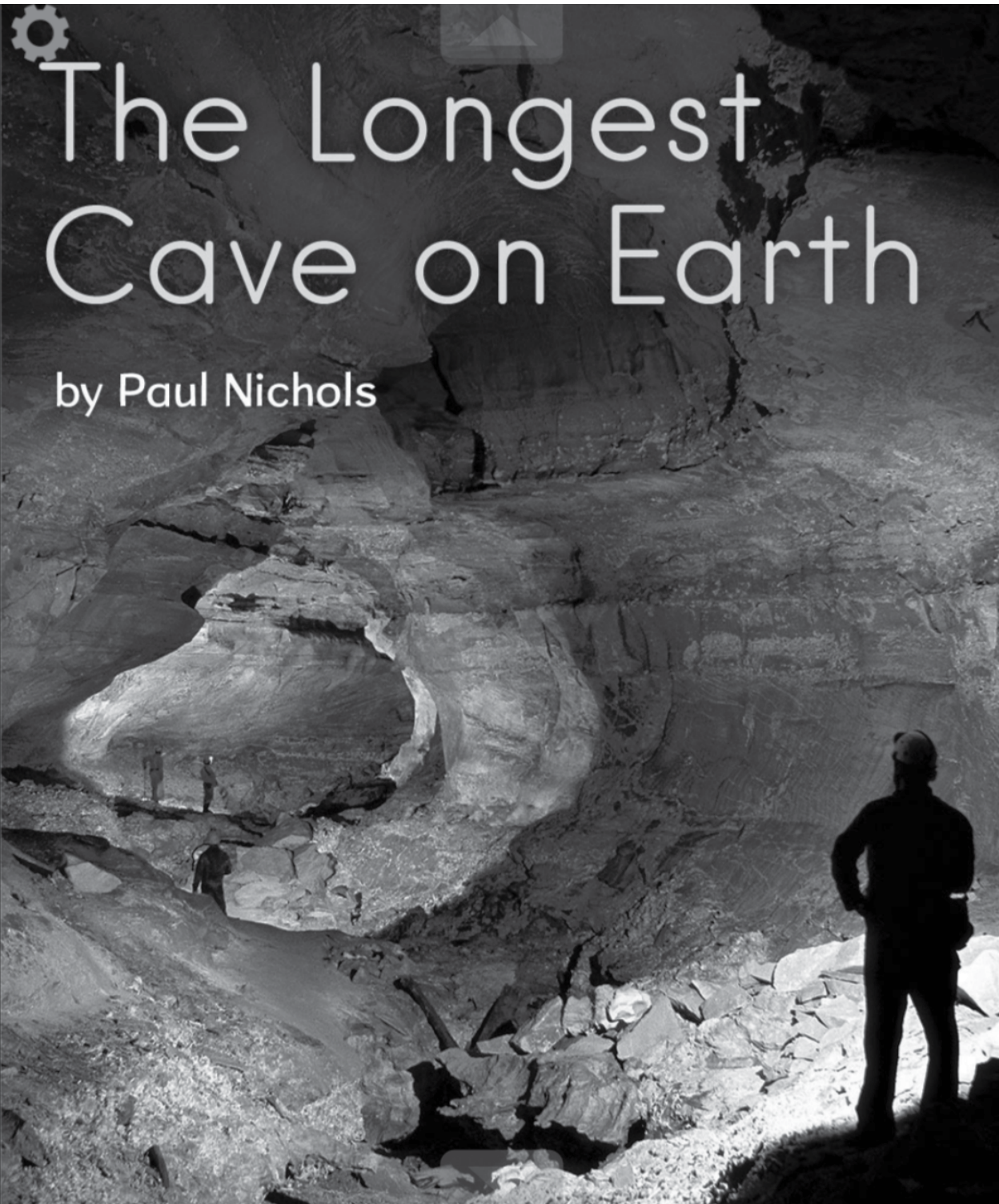
events

ideas

When you are reading or listening to an information book, ask:

- What information do I get from the words?
- What information do I get from the pictures?
- How are the words and pictures connected?

Words and pictures work together to give information about a topic.



©Stephen Alvarez/National Geographic Creative



Kentucky is home to something special.
It is Mammoth Cave.

A cave is an open space in the earth.
And the word mammoth means “really big.”
Mammoth Cave has huge underground
rooms and passages. It is the longest cave
in the world.



©Charles Crawford/Alamy

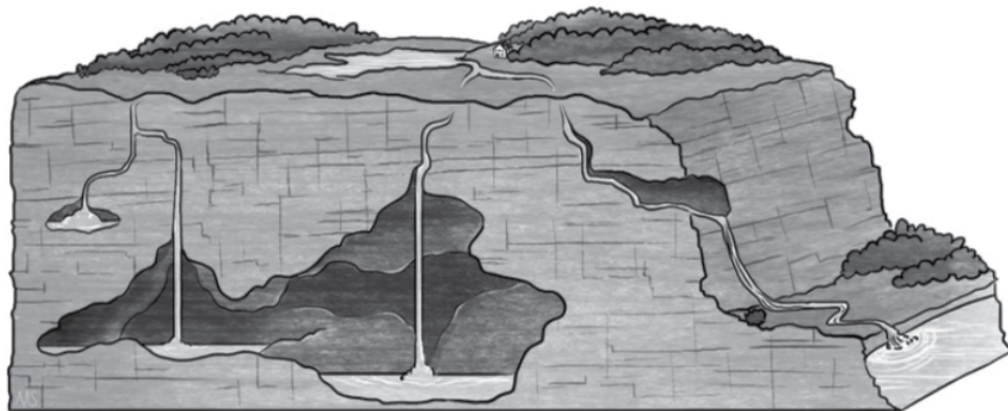
Mammoth Cave is in Kentucky.



Carving Out a Cave

Mammoth Cave **formed** long ago. Small cracks formed in underground rocks. Then water got in. The cracks became holes.

Underground streams made the spaces bigger and longer. The spaces turned into a giant cave. It took many years.



Water got into small cracks in the rocks.



Rocky Rooms

Mammoth Cave has large open spaces, or caverns. They look like huge rooms.

Strange rocks formed in these rooms. One room looks like a frozen waterfall. And one room has rocks that hang like **curtains**.



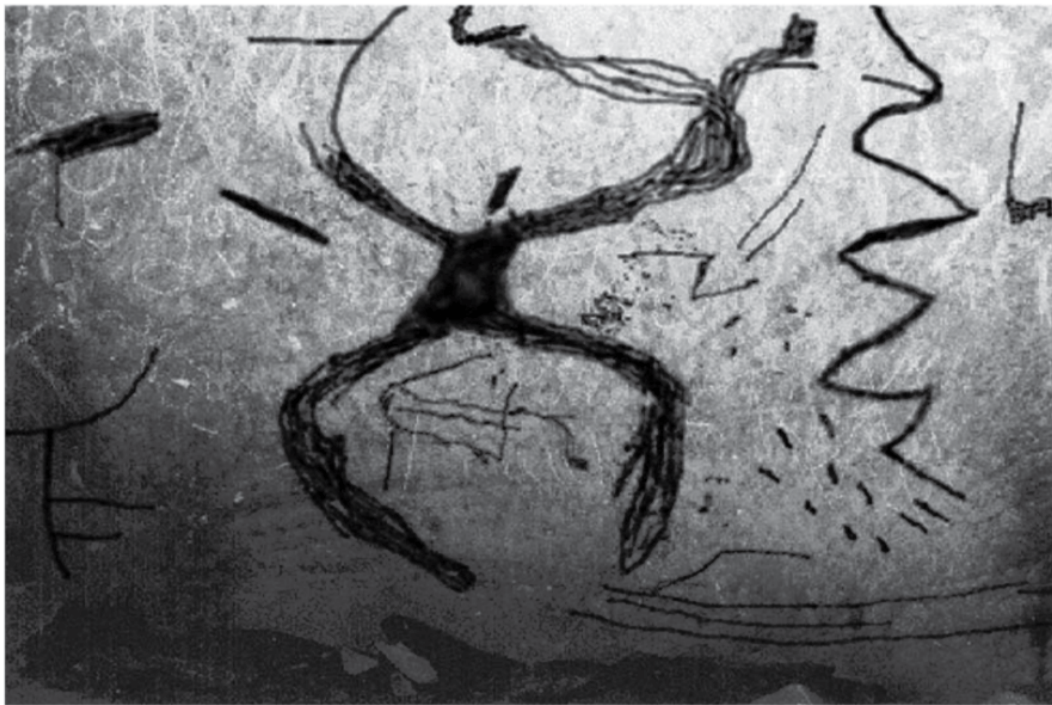
©Adam Jones/Science Source

This is a cavern in Mammoth Cave.



Cave Life

People used Mammoth Cave thousands of years ago. How do we know? Skeletons have been found there. So have tools. There are **ancient** drawings on the cave walls.



©National Parks Service

People drew these pictures long ago.



Wild animals like Mammoth Cave, too.
Foxes and bats go in and out.

A special kind of shrimp stays in the cave. These shrimp have no eyes! They do not need eyes. They live in streams in the dark cave. They feel where they want to go. They wiggle along the stones.



©Michael Durham

A shrimp wiggles along.



Cave Trip

Mammoth Cave is a national park. Millions of people visit every year. The cold, dark caverns and passages are part of a strange and interesting underground world.



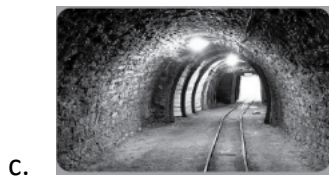
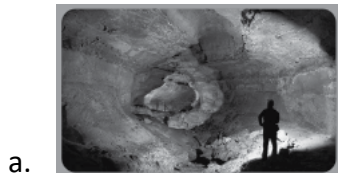
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People visit Mammoth Cave.

After-Reading Questions

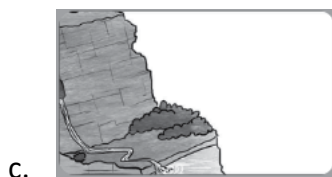
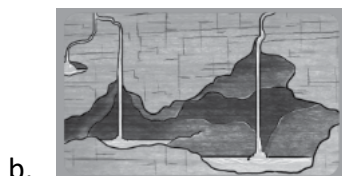
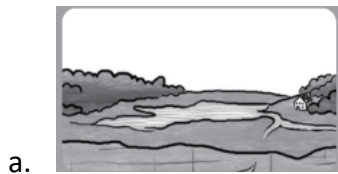
Question 1 (from p. 1 of passage)

Mammoth Cave has huge rooms and passages. Which picture shows this? Circle the correct picture.



Question 2 (from p. 2 of passage)

Underground streams made the spaces bigger. Which part of the picture shows this detail, or piece of information? Circle the correct part.



Question 3 (from p. 3 of passage)

What are caverns?

- a. Caverns are strange rocks.
- b. Caverns are open spaces.
- c. Caverns are big waterfalls.

Question 4 (from p. 4 of passage)

Look at the picture. What detail, or piece of information, from the text does the picture show?

- a. The picture shows tools for drawing.
- b. The picture shows skeletons with tools.
- c. The picture shows drawings in a cave.

Question 5 (from p. 5 of passage)

Look at the picture. What detail, or piece of information, from the text does the picture show?

- a. It shows an animal that wiggles on stones.
- b. It shows an animal that has huge eyes.
- c. It shows an animal that looks for foxes.

Question 6 (from p. 6 of passage)

Think about this whole text. What is the text mostly about?

- a. Mammoth Cave is a national park.
- b. Mammoth Cave is under the ground.
- c. Mammoth Cave is an interesting place.



The Mountain That Blew Its Top

by Joe Andrews



©Wollertz/Shutterstock



Deep Crater

Crater Lake in Oregon has just the right name. It was made in a crater. A crater is a very big hole in the ground.

This beautiful lake has clear blue water. It is the deepest lake in the United States.



©Wollertz/Shutterstock

Crater Lake





High Lake

Most lakes are in low places. They are filled with water from rivers. But Crater Lake is on top of a mountain. No rivers can get to it. Only rain and snow fill it up.



©iStock.com/sara_winter

Rain and snow fill Crater Lake.



Empty Bowl

There is a reason Crater Lake is up high. It was once the top of a volcano. A volcano is a mountain with a top that can blow up.

Long ago, the volcano blew up! It left a big hole that looked like an empty bowl. There was nothing inside it.



©U.S. National Park Service/Paul Rockwood

A volcano made the crater.



The hole did not stay empty. Rain and snow put water in the hole.

A long time went by. The water got higher and higher. Now the hole is a lake. Trees grow around it. Two islands are in the middle.



© Alexander S. Kunz/Moment/Getty Images

The crater filled with water.



Fun at Crater Lake

Crater Lake is a fun place to go. People swim and play. They ride boats across the water.

The lake does not look like a volcano. It does not act like a volcano either! And everyone is happy about that.



©John Trax/Alamy

People have fun at Crater Lake.

After-Reading Questions

Question 1 (from p. 1 of passage)

What does the picture show?

- a. The lake is in a crater.
- b. The water is very deep.
- c. Oregon is a big state.

Question 2 (from p. 2 of passage)

How is Crater Lake different from most lakes?

- a. Crater Lake is filled with water.
- b. Crater Lake is in a very low place.
- c. Crater Lake is on top of a mountain.

Question 3 (from p. 2 of passage)

Look at the picture. What can you see that makes water for the lake?

- a. trees
- b. rain
- c. snow

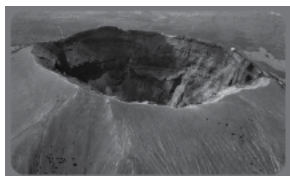
Question 4 (from p. 3 of passage)

What does the picture show?

- a. A bowl fell in a hole.
- b. A volcano blew up.
- c. A crater had water.

Question 5 (from p. 3 of passage)

The volcano left a deep hole. Which picture shows this?



b.



c.



Question 6 (from p. 4 of passage)

What does the picture show?

- a. The hole stayed empty.
- b. Islands are in the lake.
- c. A tree has water on it.

Question 7 (from p. 5 of passage)

People ride in boats on the water. What part of the picture shows this? Circle the correct part.

a.



b.



c.



Question 8 (from p. 5 of passage)

Think about this whole text. What is the text mostly about?

- a. It is about an island with a river.

- b. It is about a tree on a mountain.
- c. It is about a lake made by a volcano.





More than one hundred years ago, a man named Ernest Hamwi saw a problem. He decided to fix it. How? He invented something delicious!



Ernest Hamwi sold waffles.



Fun at the Fair

Ernest Hamwi was at the St. Louis World's Fair. The fair was huge. People came from all over the world to walk around it.

They saw the new X-ray machine. They rode a giant Ferris wheel. They had snacks.



People came to the World's Fair.



Ice Cream Problem

Many people at the fair bought ice cream. In fact, too many people bought it! Ice cream sellers ran out of bowls.

This was terrible news! How could they serve their sweet treat now?



Sellers ran out of bowls for ice cream.



A Sweet Fix

Ernest Hamwi was a waffle seller. He had an idea. He rolled warm waffles into a cone shape. The cones got crispy when they cooled. People used them to hold ice cream.

They could eat ice cream without a bowl. And they could eat the cone!



Ernest and his waffles saved the day.



Cones Catch On

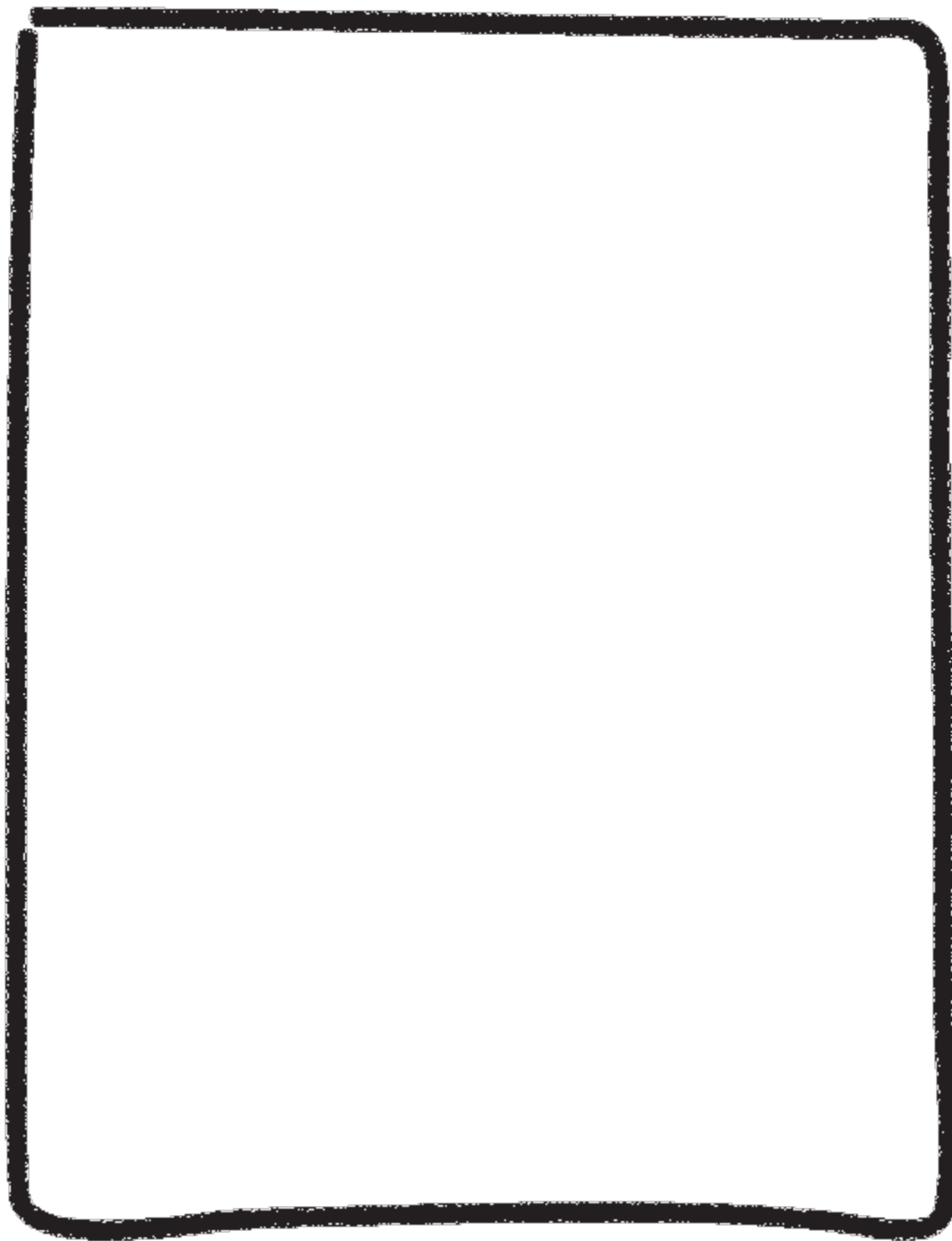
News of the ice cream cone spread quickly. Everyone wanted to try one. More people started making cones.

But Ernest Hamwi did it first. Thank you, Ernest Hamwi!




Ice cream cones are useful and delicious.

 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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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 ____?

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77