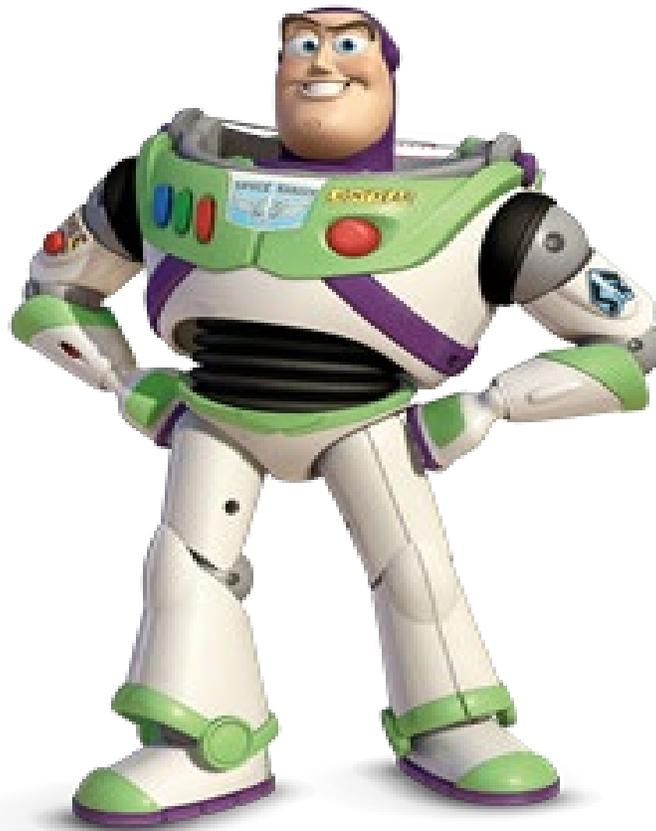




# 1<sup>st</sup> Grade ELA



To Proficiency and  
Beyond!

# Table of Contents

- List of Learning Websites
- Phonemic Awareness (Sounds)
- Phonics (Letters)
- Fluency
- Vocabulary
- Comprehension

# 10 Free Learning Websites

- **Sitcheroo Zoo**
  - [www.switcheroozoo.com](http://www.switcheroozoo.com)
  - Watch, listen, and play games to learn all about amazing animals!
- **Nat Geo for Kids**
  - [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)
  - Learn all about geography and fascinating animals!
- **Into the Book**
  - [www.reading.ecb.org](http://www.reading.ecb.org)
  - Go “into the book” to play games that practice reading strategies!
- **Suessville**
  - [www.seussville.com](http://www.seussville.com)
  - Read, play games, and hang out with Dr. Seuss and his friends!
- **ABC YA**
  - [www.abcya.com](http://www.abcya.com)
  - Practice math and reading skills all while playing fun games!
- **Fun Brain**
  - [www.funbrain.com](http://www.funbrain.com)
  - Play games while practicing math and reading skills!
- **PBS Kids**
  - [www.pbs.org](http://www.pbs.org)
  - Hang out with your favorite characters all while learning!
- **Star Fall**
  - [www.starfall.com](http://www.starfall.com)
  - Practice your phonics skills with these read-along stories!
- **Storyline Online**
  - [www.storylineonline.com](http://www.storylineonline.com)
  - Have some of your favorite stories read to you by movie stars!
- **Highlights Kids**
  - [www.highlightskids.com](http://www.highlightskids.com)
  - Read, play games, and conduct cool science experiments!



# Phonological Awareness

PA.025

Phoneme Matching

One Card Out

## Objective

The student will match initial phonemes in words.

## Materials

▶ Initial sound picture cards (Activity Master PA.025.AM1a - PA.025.AM1e)

⊘ card (Activity Master PA.025.AM2)

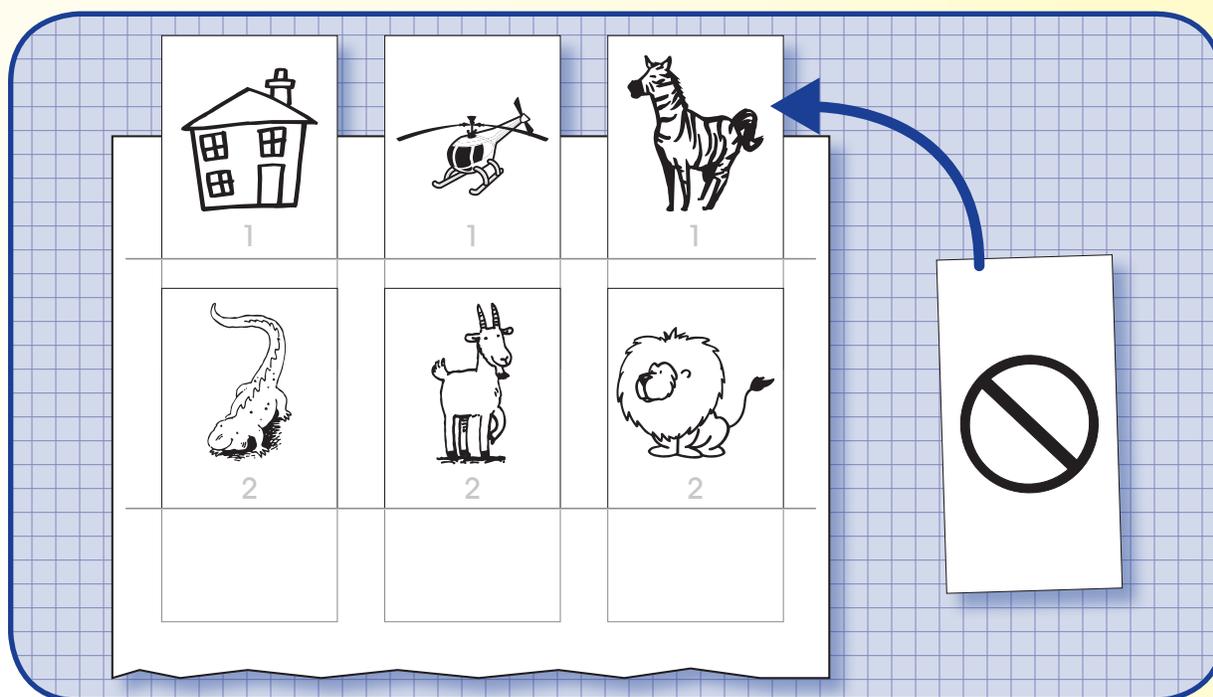
▶ *Make two copies for a total of 12 cards.*

Pocket chart

## **Activity**

 Students determine which words have the same initial sound and place a ⊘ card over the picture that does not.

1. Place initial sound picture cards with the same numbers in separate rows on the pocket chart. Place the ⊘ cards face up in a stack.
2. Taking turns, students name the pictures in a given row and say each initial sound (e.g., “house /h/, helicopter /h/, zebra /z/”).
3. Place the ⊘ card over the picture that does not have the same initial sound as the other two cards (i.e., zebra).
4. Continue until one picture on each row is covered by a ⊘ card.
5. Peer evaluation



## Extensions and Adaptations

▶ Use medial or final sounds (Activity Masters P.LSC-M.1 - P.LSC-M.13 or P.LSC-F.1 - P.LSC-F.16).

# Phonological Awareness

One Card Out

PA.025.AM1a



1



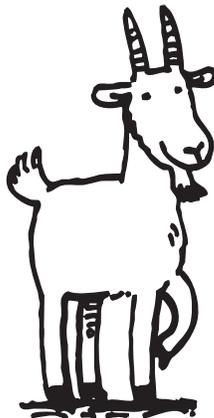
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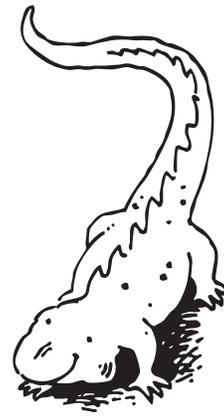
1



2



2



2

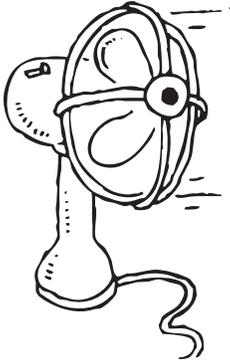
initial sound picture cards: house, zebra, helicopter, lion, goat, lizard



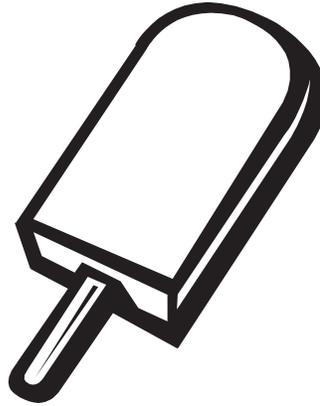
# Phonological Awareness

PA.025.AM1b

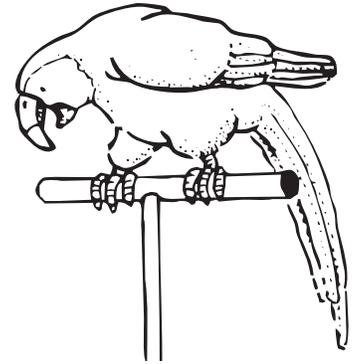
One Card Out



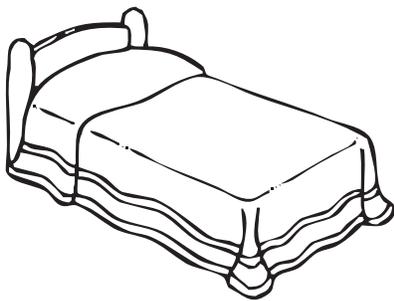
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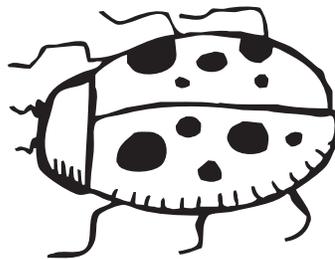
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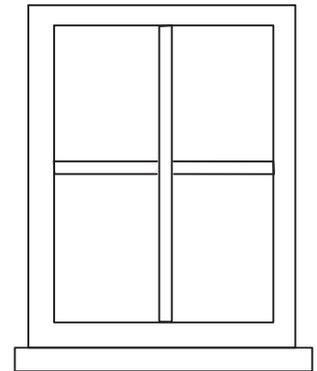
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4



4



4

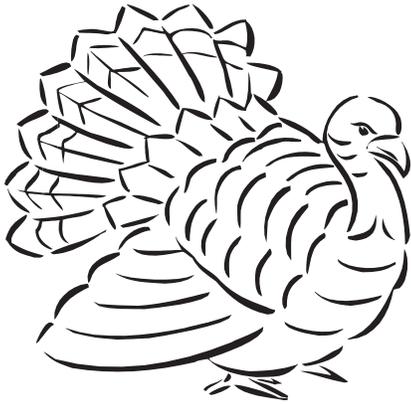
initial sound picture cards: fan, popsicle, parrot, bed, bug, window



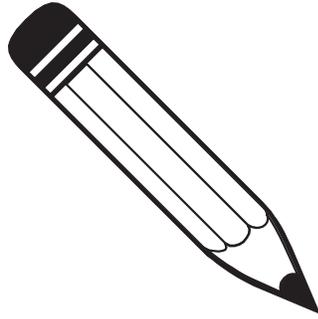
# Phonological Awareness

One Card Out

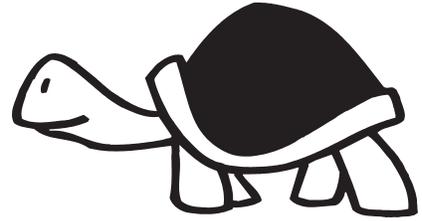
PA.025.AM1c



5



5



5



6



6



6

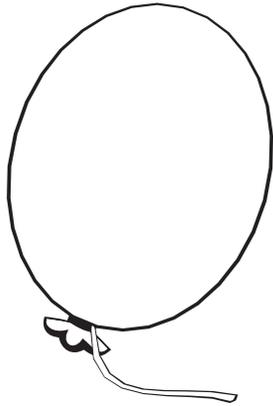
initial sound picture cards: turkey, pencil, turtle, hand, ladder, lamp



# Phonological Awareness

PA.025.AM1d

One Card Out



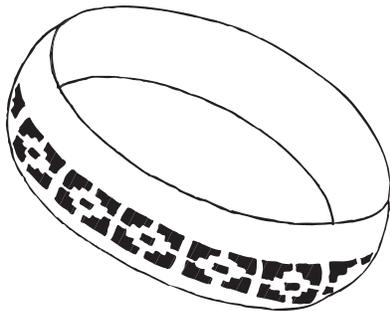
7



7



7



8



8



8

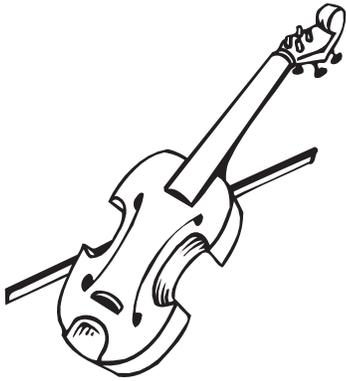
initial sound picture cards: balloon, bike, clown, bracelet, paint, penny



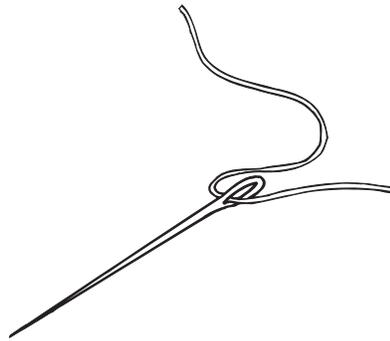
# Phonological Awareness

One Card Out

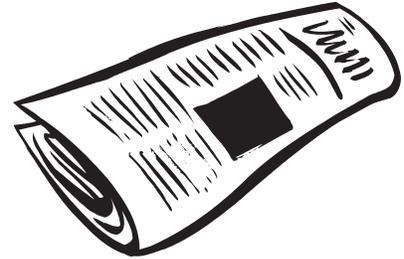
PA.025.AM1e



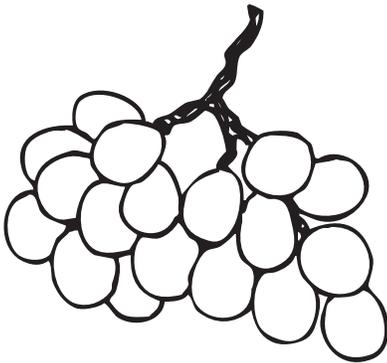
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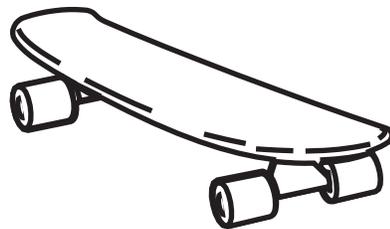
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9



10



10



10

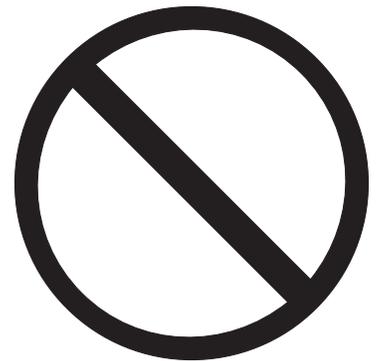
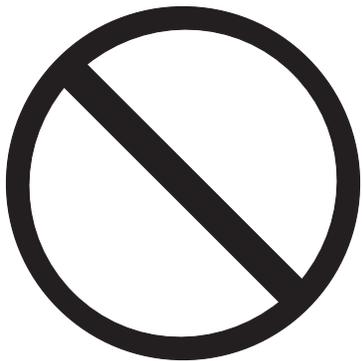
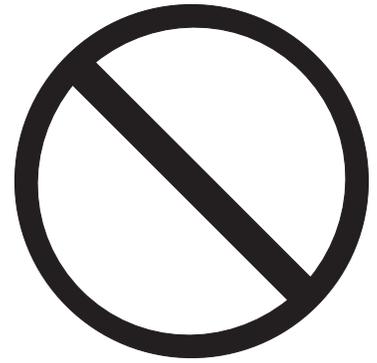
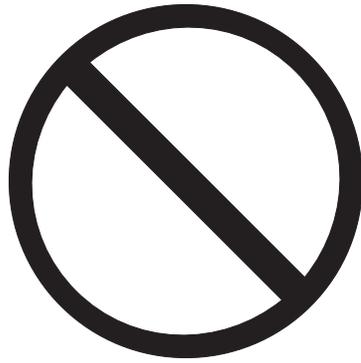
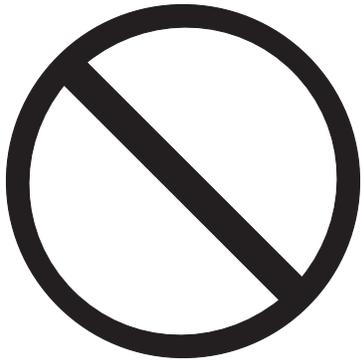
initial sound picture cards: violin, needle, newspaper, grapes, skateboard, grass



# Phonological Awareness

PA.025.AM2

One Card Out



 cards



# Phonological Awareness



## Phoneme Matching

PA.026

### Sound Snacker – Sound Smacker

#### Objective

The student will match initial phonemes in words.

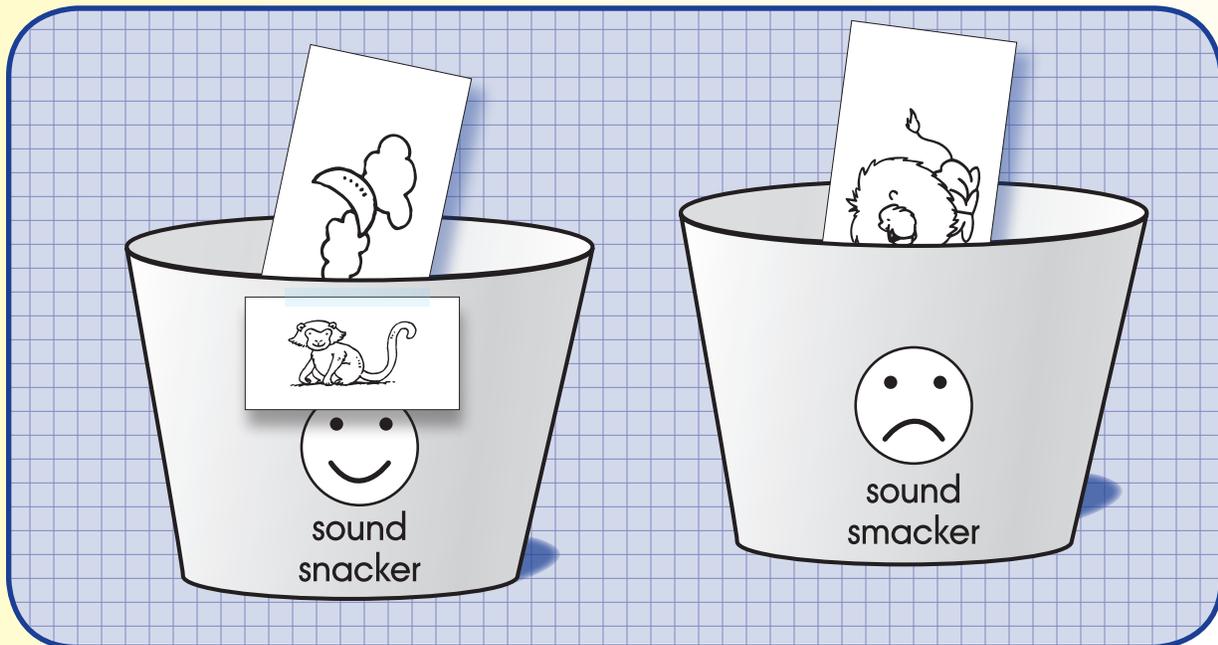
#### Materials

- ▶ Construction paper  
*Make two "faces" – one happy and one sad.  
Label the happy face "Sound Snacker" (target sound) and label the sad face "Sound Smacker."*
- ▶ Two plastic containers, baskets, or trash cans with swinging lids  
*Attach a face to the front of each container.*
- ▶ Initial sound picture cards (Activity Master PA.026.AM1a - PA.026.AM1b)  
*Choose a target picture (e.g., monkey) and attach it to the "Sound Snacker" container.*
- ▶ Non-target initial sound picture cards (Activity Master PA.026.AM2)

#### Activity

Students sort objects by initial sounds into containers.

1. Place the sorting containers and picture cards face down in a stack at the center.
2. Taking turns, students select the top card, name it, and say its initial sound (e.g., "moon, /m/").  
Determine if initial sound matches target sound (i.e., /m/).
3. If it matches, place picture card in Sound Snacker container. If it does not match, place in Sound Smacker container.
4. Continue until all picture cards are sorted.
5. Peer evaluation



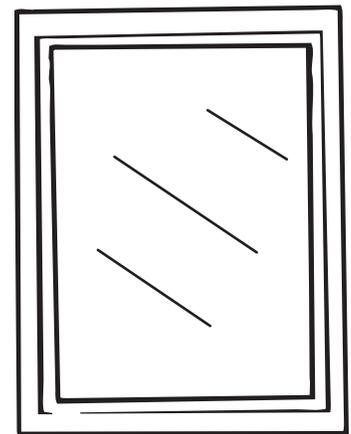
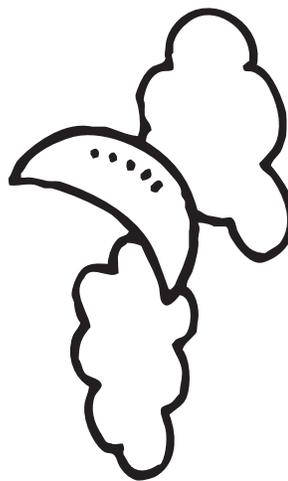
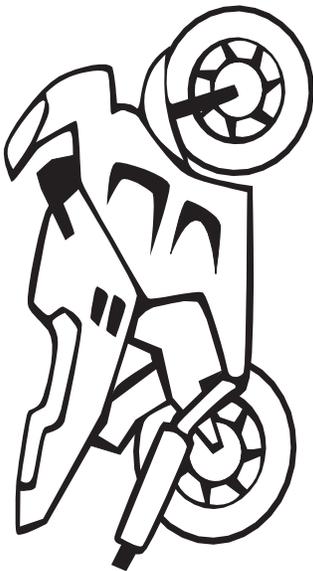
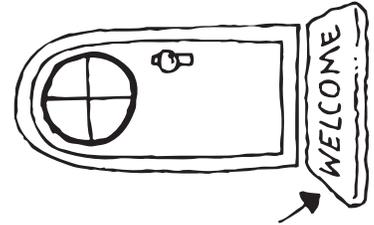
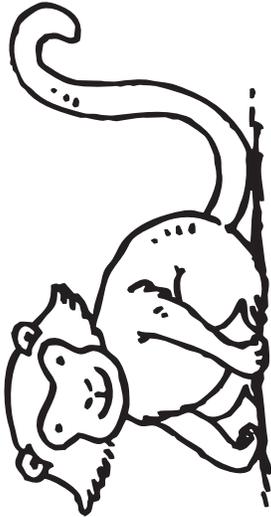
#### Extensions and Adaptations

- ▶ Use target and non-target initial sound objects.
- ▶ Use final and medial target and non-target sound objects.
- ▶ Sort objects that do and do not have the same rime.

# Phonological Awareness

PA.026.AM1a

Sound Snacker – Sound Smacker



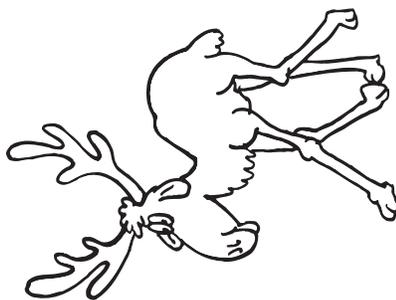
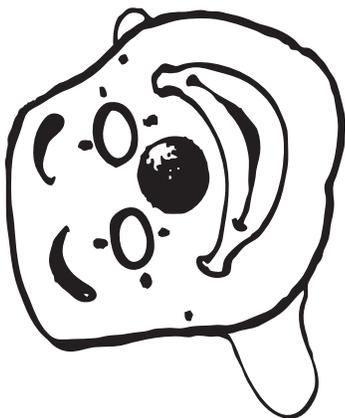
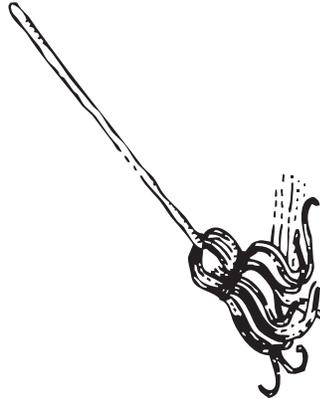
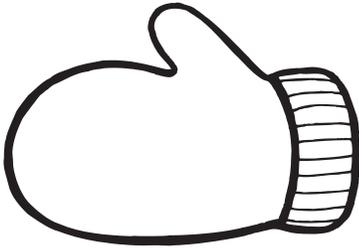
initial sound picture cards: monkey, mice, mat, motorcycle, moon, mirror



# Phonological Awareness

Sound Snacker – Sound Smacker

PA.026.AM1b



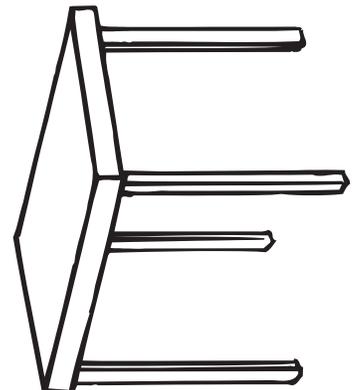
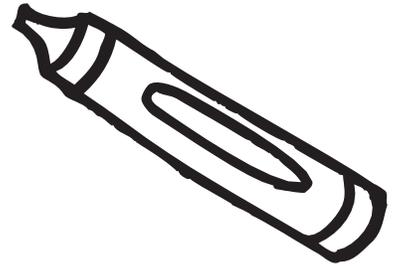
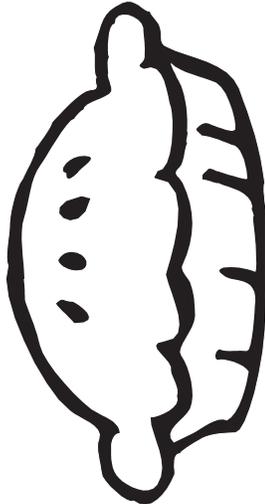
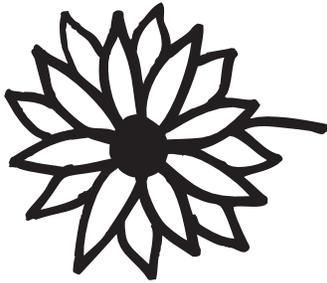
initial sound picture cards: mitten, mop, marble, mask, moose, milk



# Phonological Awareness

PA.026.AM2

Sound Snacker – Sound Smacker



non-target initial sound picture cards: flower, pie, crayon, fox, lion, table





### Sound Train

#### Objective

The student will match initial phonemes in words.

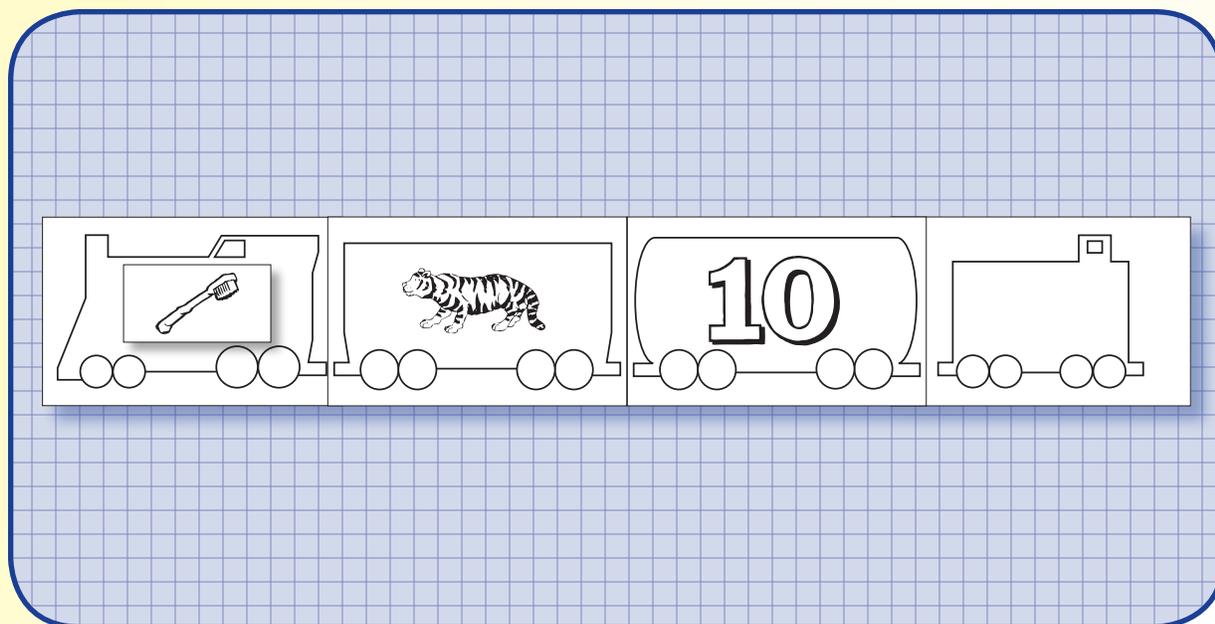
#### Materials

- ▶ Sound Train engine and caboose (Activity Master PA.027.AM1)
- ▶ Sound Train cars (Activity Master PA.027.AM2)  
*Copy five times.*
- ▶ Construction paper  
*Use as the platform.*
- ▶ Initial sound objects or picture cards (Activity Master PA.027.AM3a - PA.027.AM3b)  
*Choose a target picture (e.g., toothbrush) and attach it to the train engine.*
- ▶ Non-target initial sound objects or picture cards (Activity Master PA.027.AM4)

#### Activity

Students sort objects by target initial sound on the sound train.

1. Place the engine, cars, and caboose in a line on a flat surface. Place the platform and objects at the center.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., “tiger, /t/”). Determine if initial sound matches target sound (i.e., /t/).
3. If it matches, place object on a train car. If it does not match, place on the platform.
4. Continue until all objects are sorted.
5. Peer evaluation



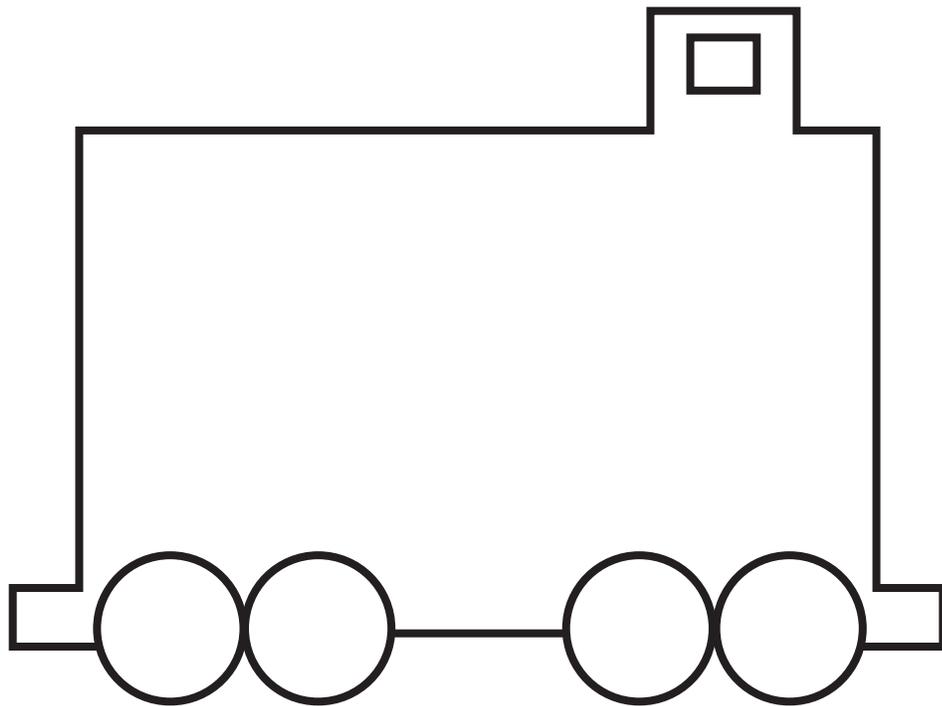
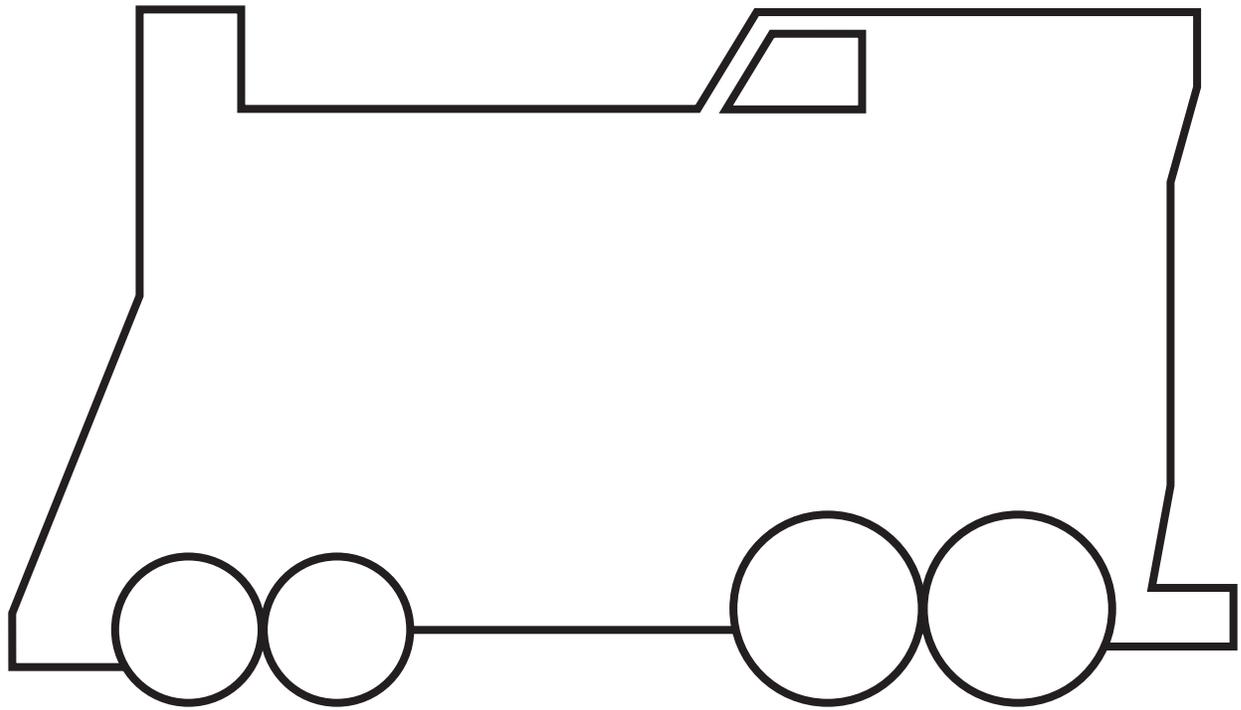
#### Extensions and Adaptations

- ▶ Include objects with digraphs as initial sounds.
- ▶ Use final or medial target and non-target sound picture cards (Activity Master PLSC-M.1 - PLSC-M.13 or PLSC-F.1 - PLSC-F.16).

# Phonological Awareness

PA.027.AMI

Sound Train



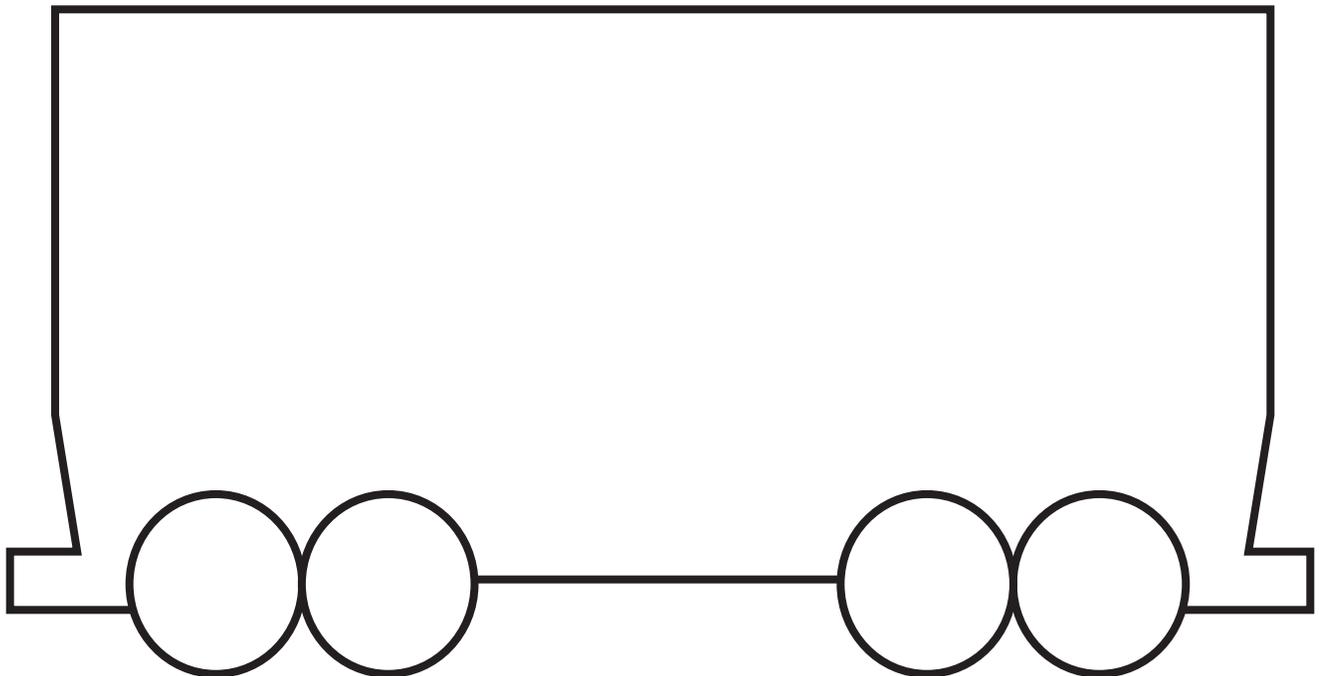
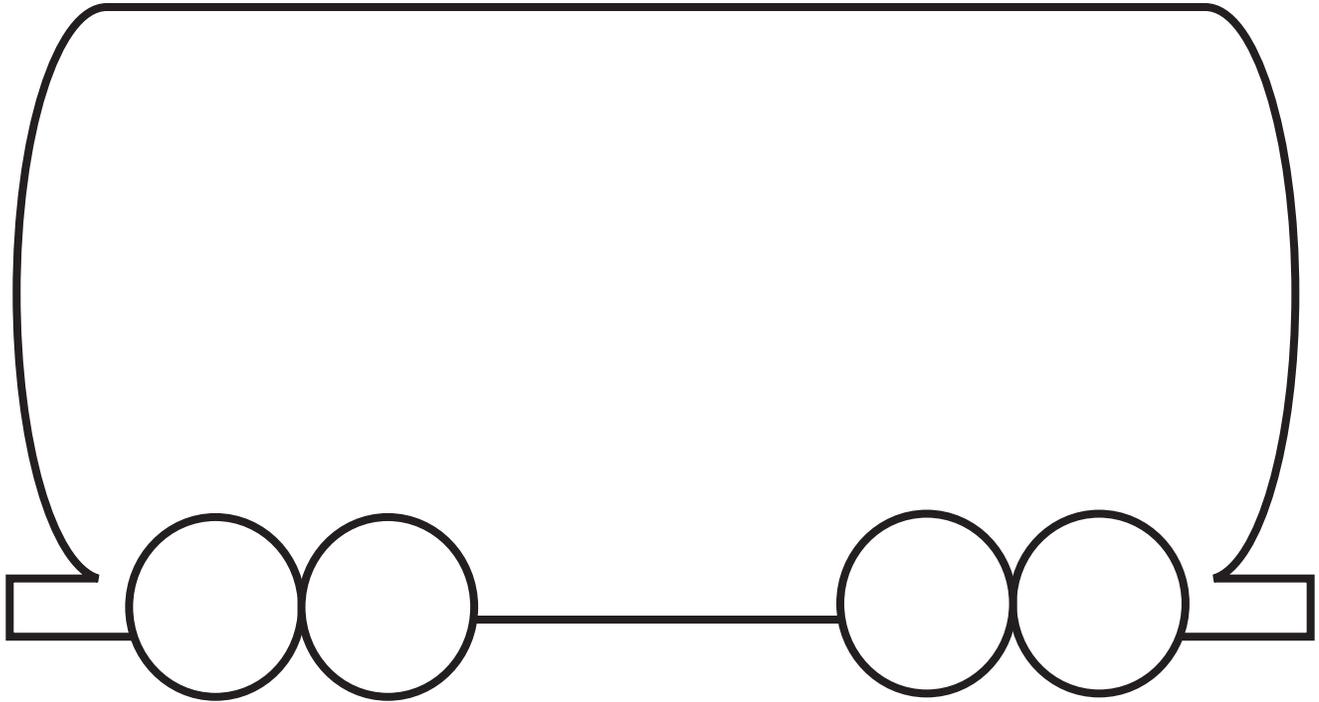
sound train engine and caboose



# Phonological Awareness

Sound Train

PA.027.AM2



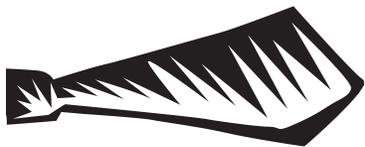
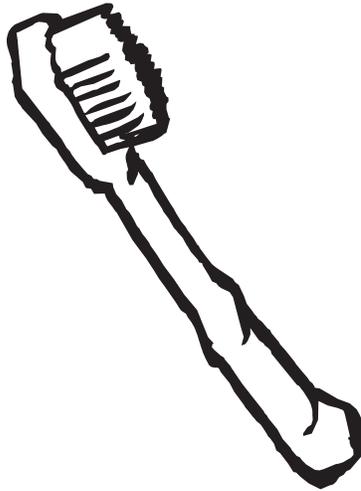
sound train cars



# Phonological Awareness

PA.027.AM3a

Sound Train



2

10

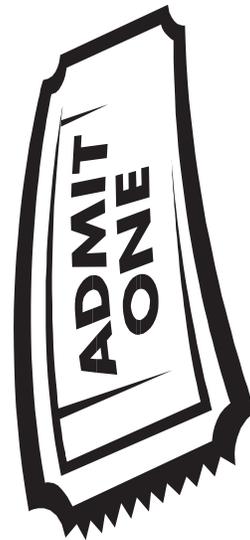
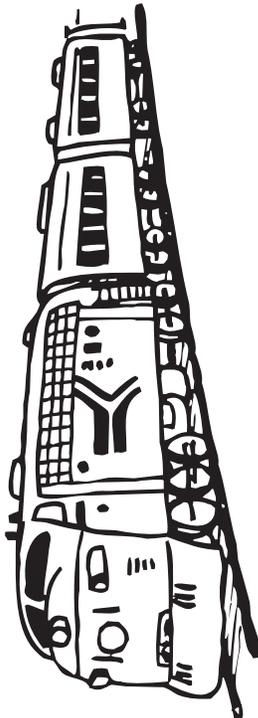
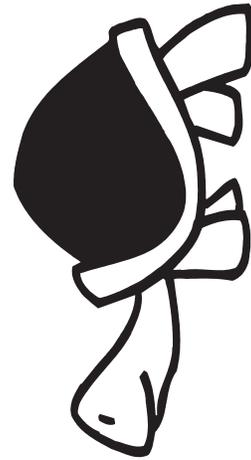
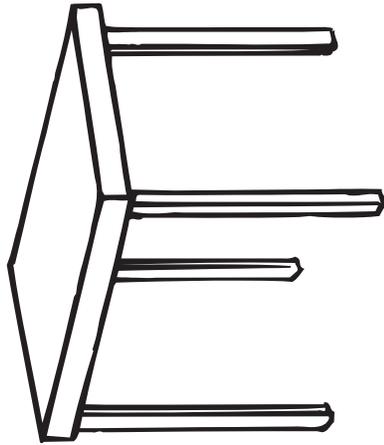
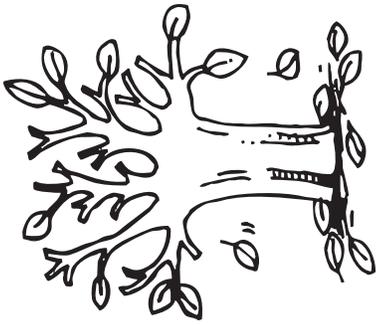
initial sound picture cards: tiger, toothbrush, telephone, tie, two, ten



# Phonological Awareness

Sound Train

PA.027.AM3b



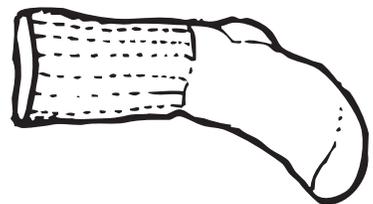
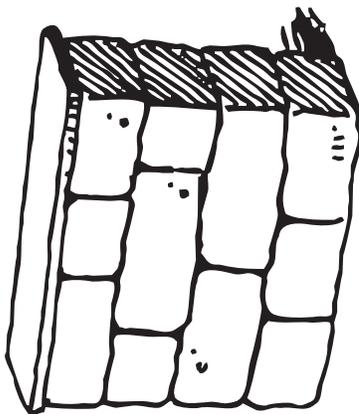
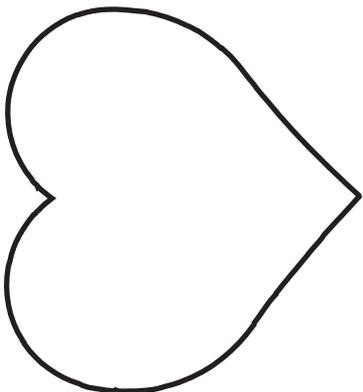
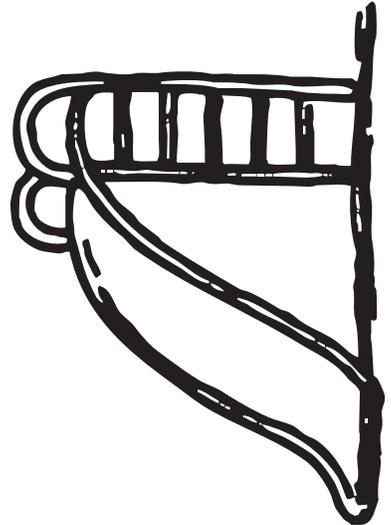
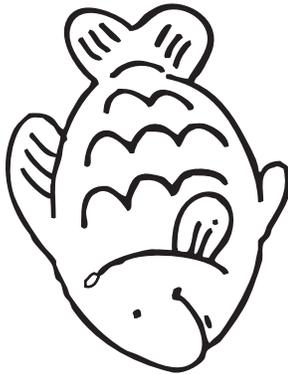
initial sound picture cards: tree, table, turtle, toothpaste, train, ticket



# Phonological Awareness

PA.027.AM4

Sound Train



non-target initial sound picture cards: six, fish, slide, heart, wall, sock





#### Objective

The student will name and match letters of the alphabet.

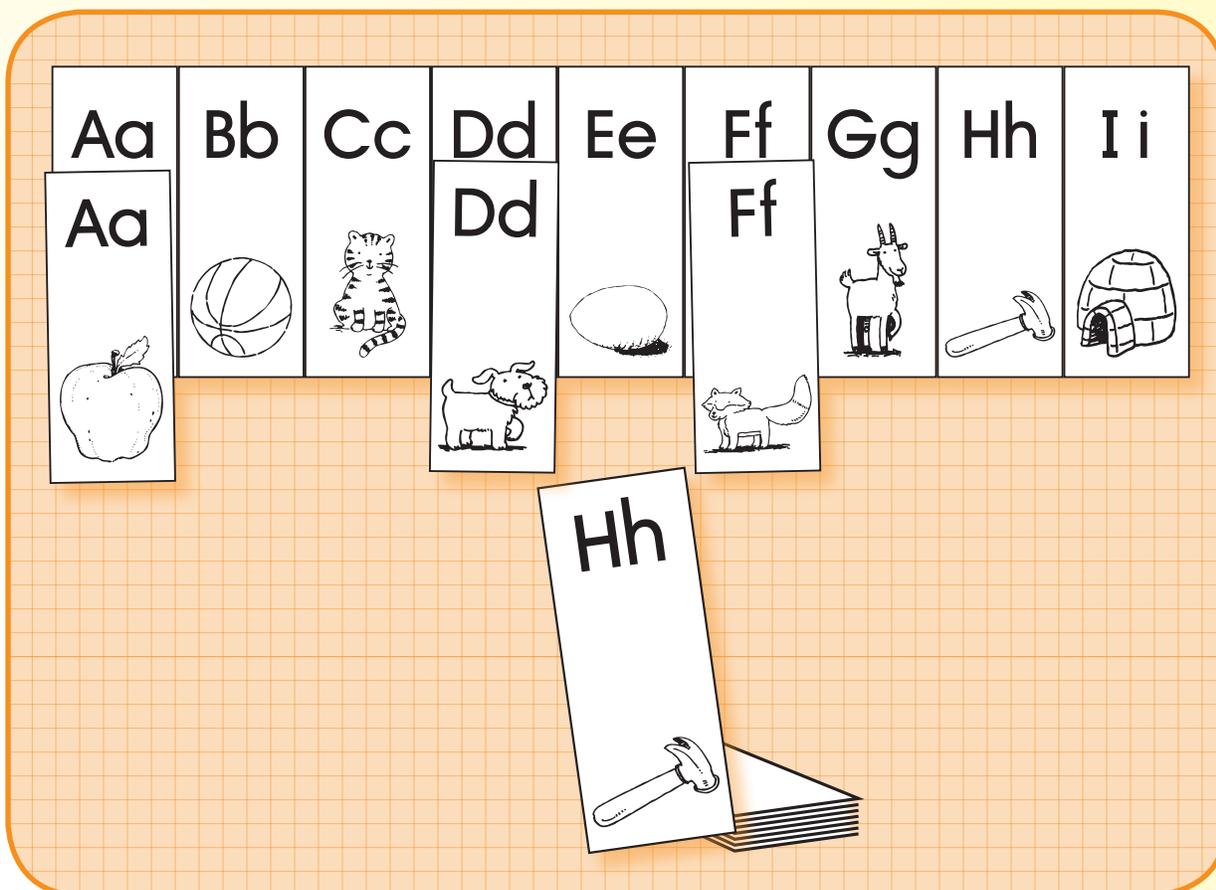
#### Materials

- ▶ Alphabet bulletin board borders or letter-picture strip (Activity Master P.001.AM1)  
*Cut one alphabet border or letter-picture strip into individual cards.*  
*Leave one border or strip uncut.*

#### Activity

Students match letter cards to an alphabet border.

1. Place the uncut alphabet bulletin board on a flat surface. Place the border cards face up in a stack.
2. Taking turns, student one selects a card, holds it up, and says the name of the letter (e.g., "h").
3. Student two matches the card to the letter on the alphabet border.
4. Continue until all cards are matched on the uncut border.
5. Peer evaluation



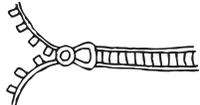
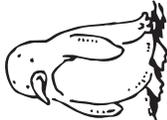
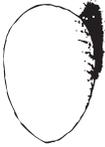
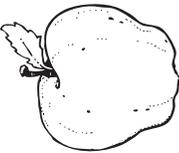
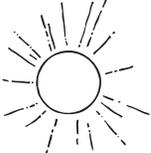
#### Extensions and Adaptations

- ▶ Match alphabet cards to letters on an alphabet chart (Activity Master P.001.AM2).  
*Copy chart twice. Enlarge one copy and cut the other into individual cards.*
- ▶ Glue alphabet cereal to corresponding letters on an alphabet chart (Activity Master P.001.AM2).

# Phonics

Alphabet Borders

P.001.AMI

glue		glue			
Ii		Rr			
Hh		Qq		Zz	
Gg		Pp		Yy	
Ff		Oo		Xx	
Ee		Nn		Ww	
Dd		Mm		Vv	
Cc		Ll		Uu	
Bb		Kk		Tt	
Aa		Jj		Ss	

letter-picture strip



Aa	Bb	Cc	Dd
Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx
Yy	Zz		

alphabet chart





### Letter Cards

#### Objective

The student will name and match letters of the alphabet.

#### Materials

- ▶ Die-cut letters

*Make two matching sets of lowercase letters.*

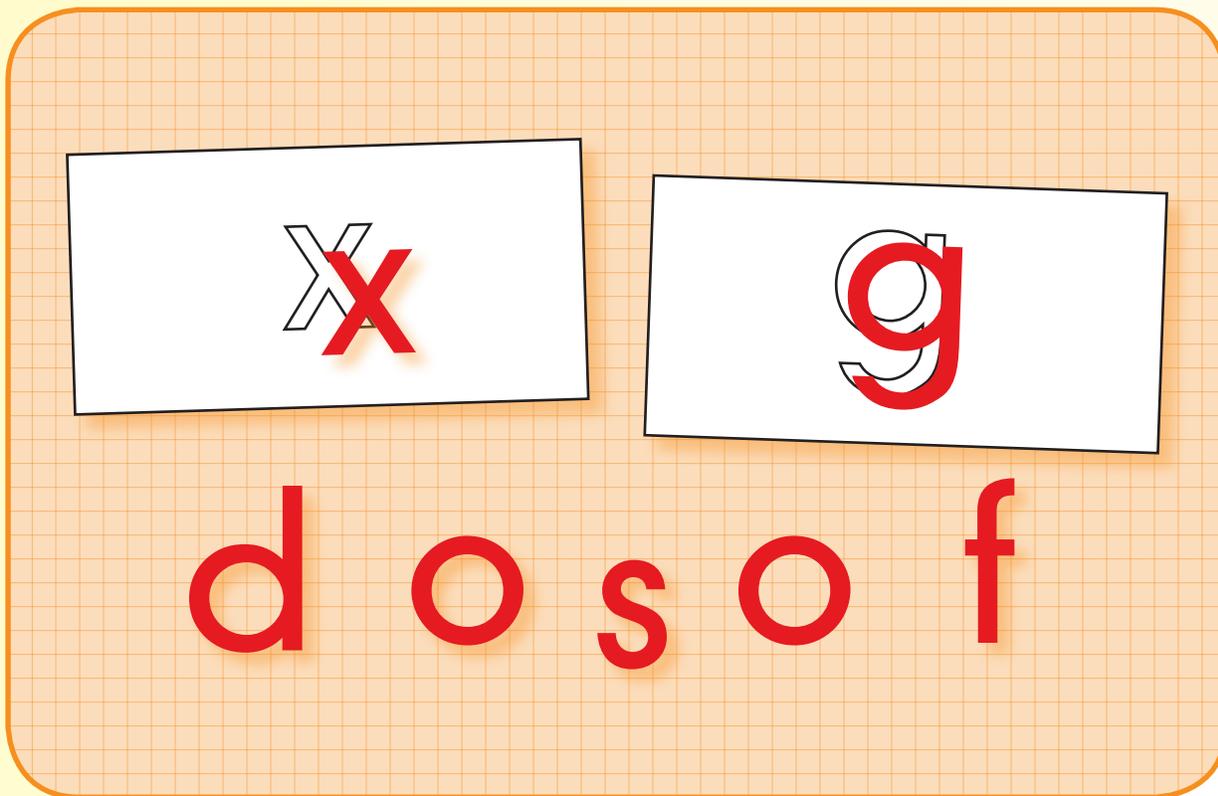
- ▶ Index cards

*Make one set of "a-z" letter cards by gluing die-cut letters to individual index cards.*

#### Activity

Students match alphabet letters to letters on cards.

1. Place the letter cards face up in a stack on a flat surface. Place the die-cut letters face up in rows.
2. The student selects a card and names the letter (e.g., "x").
3. Finds the corresponding die-cut letter and places it on the card.
4. Continues until all die-cut letters are matched to the letter cards.
5. Self-check



#### Extensions and Adaptations

- ▶ Alphabetize the letters.
- ▶ Use uppercase die-cut letters.
- ▶ Match the letters using a magnetic board (e.g., cookie sheet), the uppercase or lowercase letter grids (Activity Master P.002.AM1a - P.002.AM1b), and magnetic letters.  
*Attach grids to magnetic board using double-sided tape.*

G	N	U	
F	M	T	Z
E	L	S	Y
D	K	R	X
C	J	Q	W
B	I	P	V
A	H	O	

uppercase letter grid



# Phonics

Letter Cards

P.002.AM1b

g	n	u	
f	m	t	z
e	l	s	y
d	k	r	x
c	j	q	w
b	i	p	v
a	h	o	

lowercase letter grid





## Objective

The student will name and match letters of the alphabet.

## Materials

- ▶ Alphabet Arc (Activity Master P.003.AM1)
- ▶ 12" x 18" construction paper  
*Enlarge Alphabet Arc and glue to 12" x 18" construction paper.*
- ▶ Set of uppercase letters (e.g., foam or plastic)

## Activity

Students match letters of the alphabet to the Alphabet Arc.

1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check



## Extensions and Adaptations

- ▶ Match lowercase alphabet letters to the Arc.
- ▶ Complete partial Alphabet Arc (Activity Master P.003.AM2).
- ▶ Select a letter with eyes closed, attempt to identify it by its shape, and then place it on the corresponding letter on the Alphabet Arc.

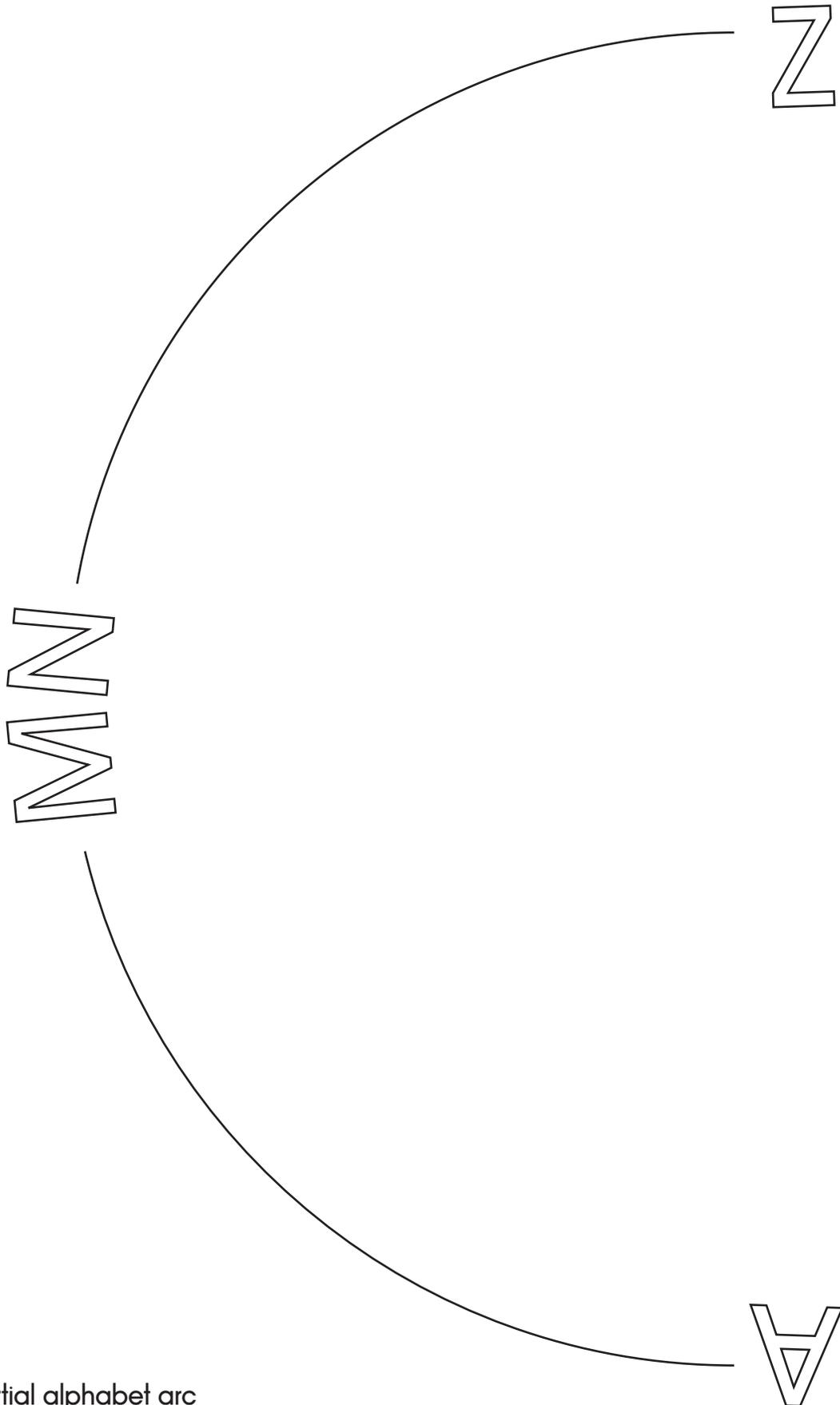
# Phonics

Alphabet Arc

P.003.AMI



alphabet arc



partial alphabet arc



### Clip-A-Letter

#### Objective

The student will name and match letters of the alphabet.

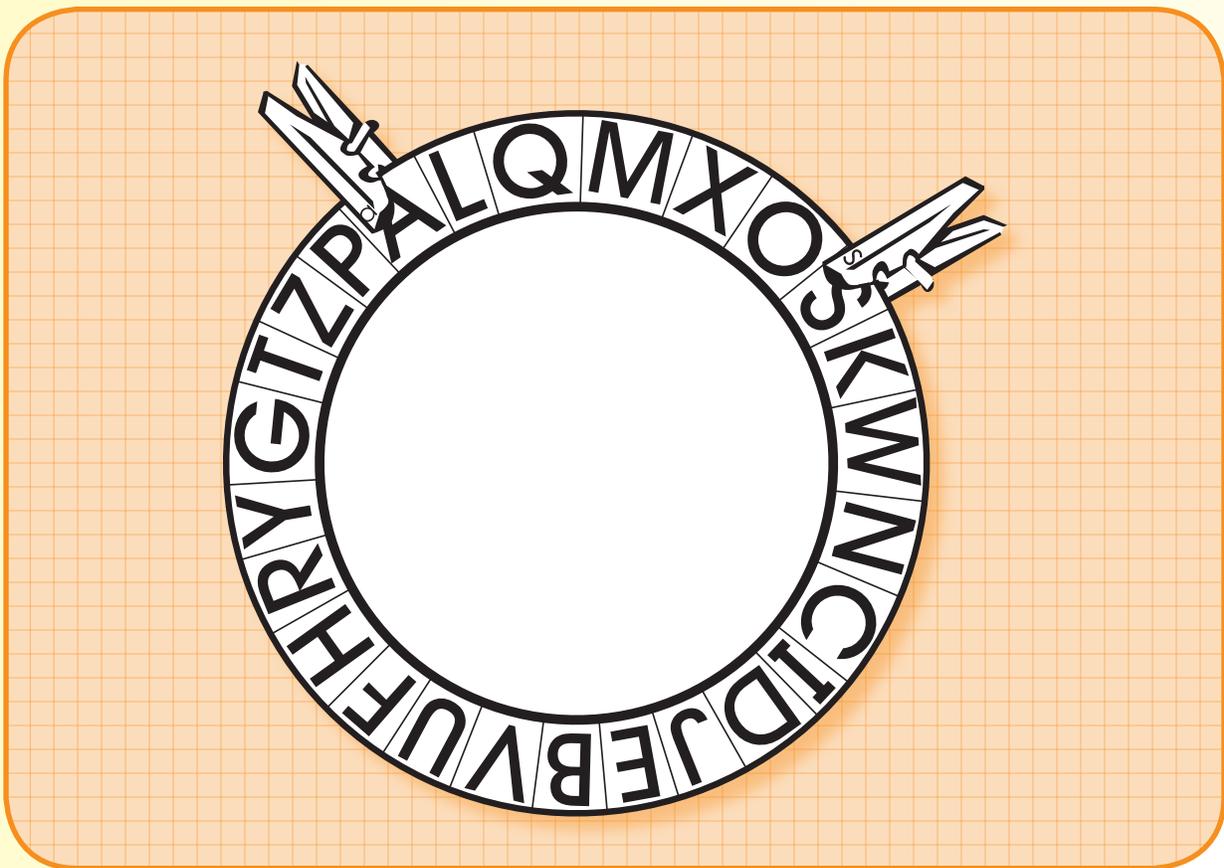
#### Materials

- ▶ Uppercase letter circle (Activity Master P.004.AM1)  
*Copy on card stock, cut out, and laminate.*
- ▶ Clothespins  
*Write lowercase letters on clothespins.*

#### Activity

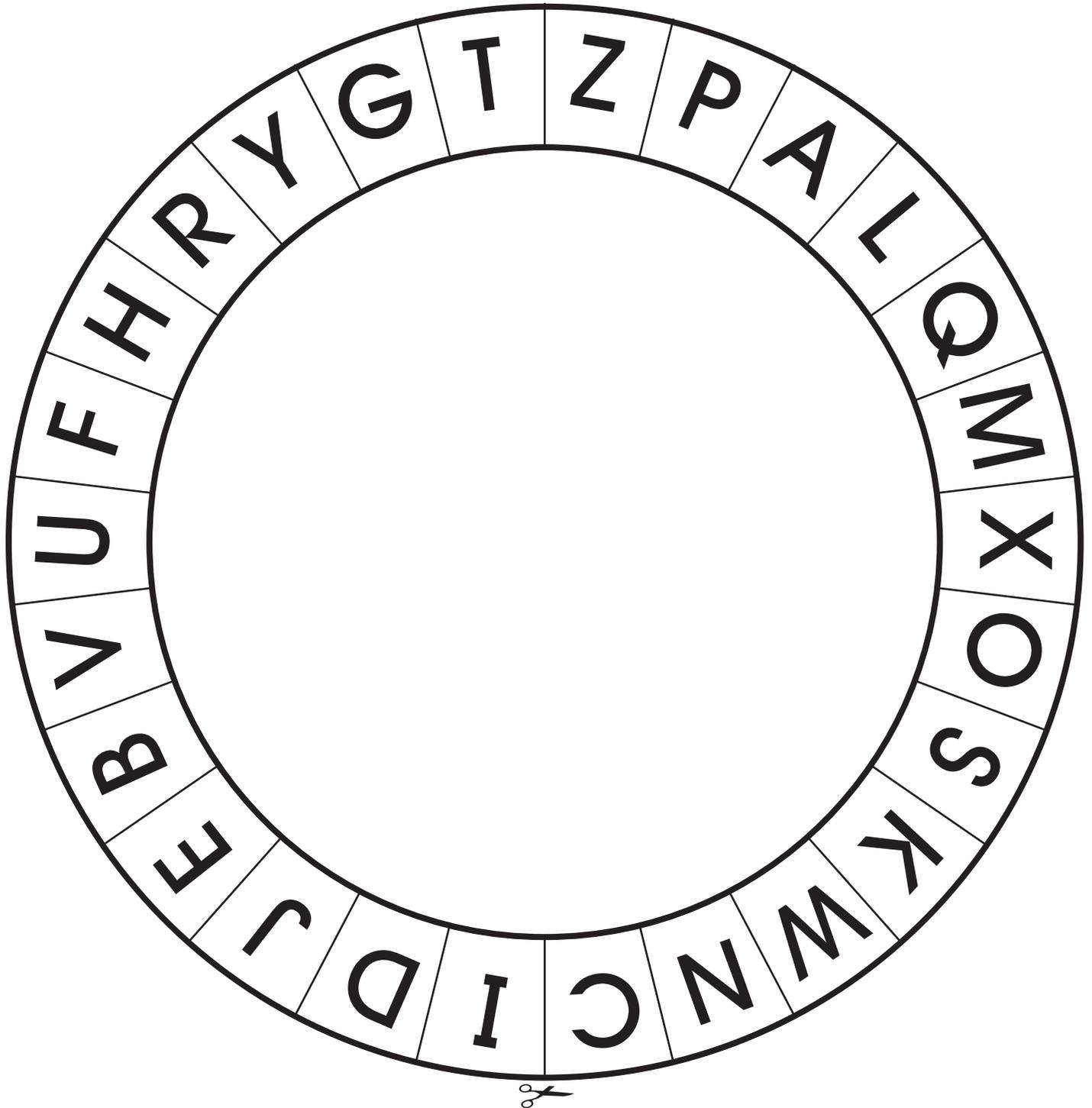
Students match lowercase letters on clothespins to uppercase letters on a circle.

1. Place the uppercase letter circle and clothespins on a flat surface.
2. Taking turns, students choose a clothespin, name the letter (e.g. "a"), and place it on the corresponding uppercase letter on the circle.
3. Continue until all letters are matched.
4. Peer evaluation



#### Extensions and Adaptations

- ▶ Match uppercase clothespin letters to the uppercase letter circle.
- ▶ Match lowercase clothespin letters to the lowercase letter circle (Activity Master P.004.AM2).
- ▶ Match clothespin letters to the initial sound picture circle (Activity Master P.004.AM3).

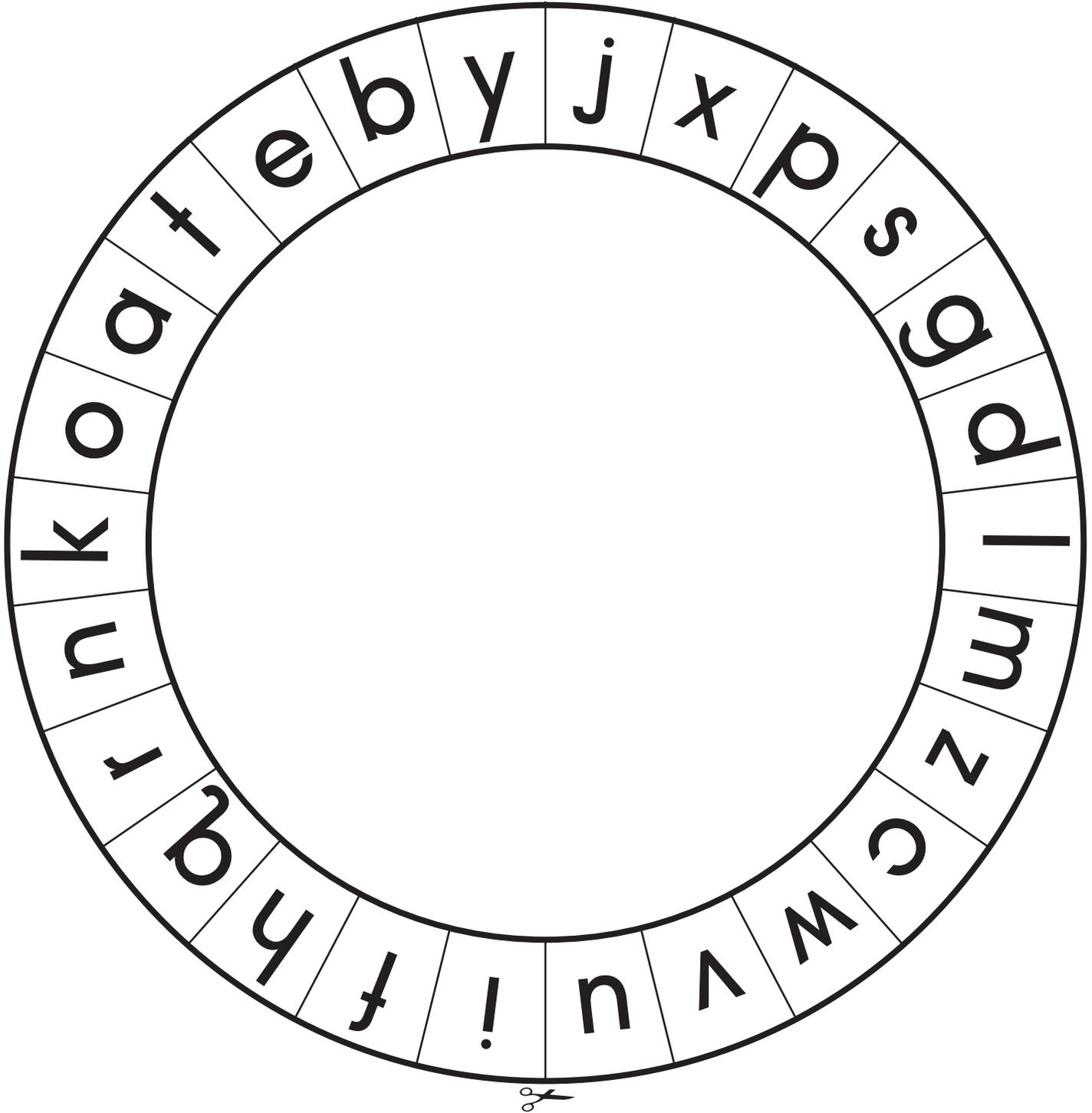


uppercase letter circle

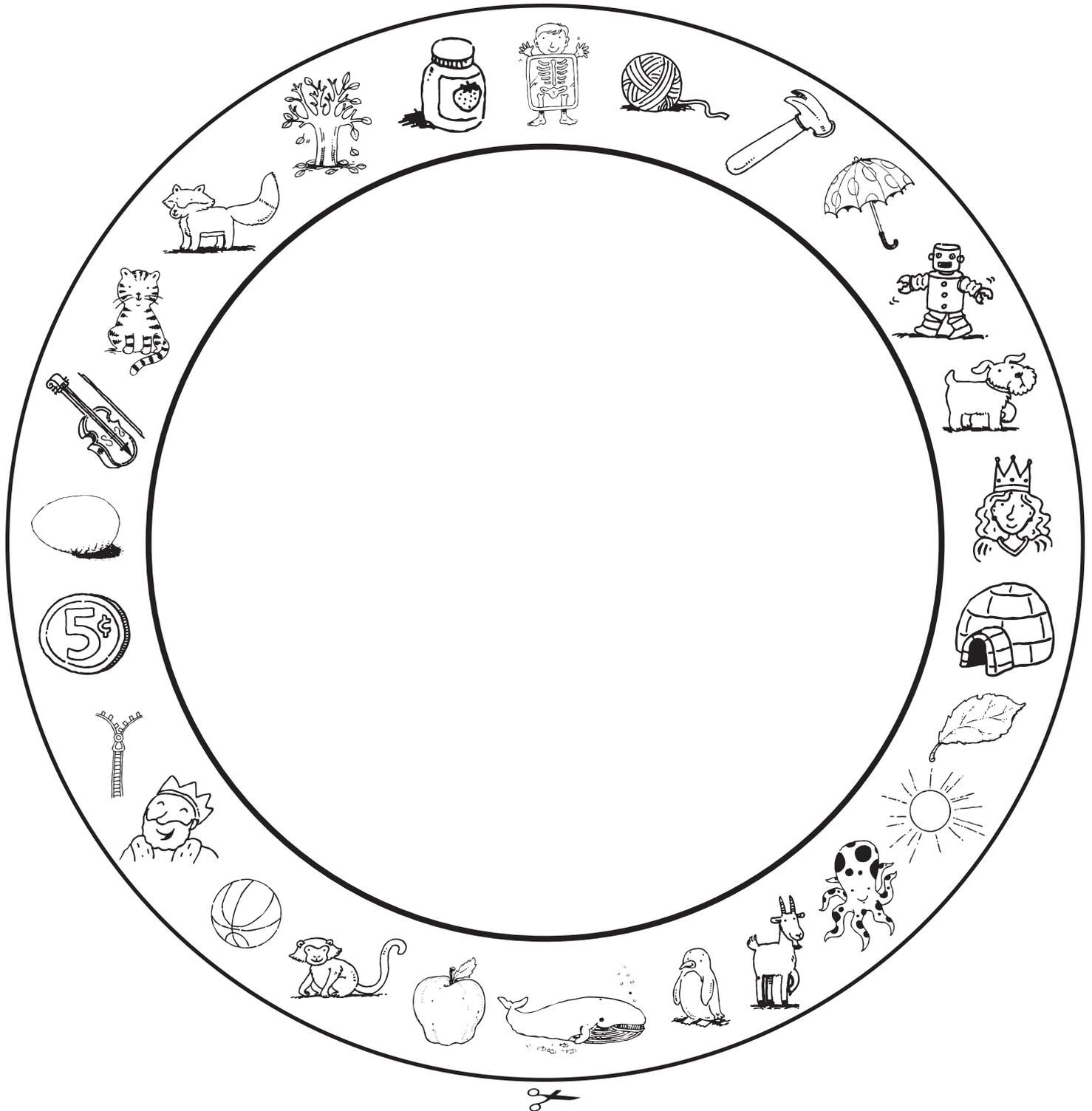
# Phonics

Clip-A-Letter

P.004.AM2



lowercase letter circle



initial sound picture circle (starting at top): x-ray, yarn, hammer, umbrella, robot, dog, queen, igloo, leaf, sun, octopus, goat, penguin, whale, apple, monkey, basketball, king, zipper, nickel, egg, violin, cat, fox, tree, jam

## Frog Feels Sick

One day in summer Frog was not feeling well.

Toad said, "Frog, you are looking quite green."

"But I always look green," said Frog. "I am a frog."

"Today you look very green even for a frog," said Toad.

"Get into bed and rest."

Toad made Frog a cup of hot tea. Frog drank the tea, and then he said, "Tell me a story while I am resting."

"All right," said Toad. "Let me think of a story to tell you."

Toad thought and thought. But he could not think of a story to tell Frog.

"I will go out on the front porch and walk up and down," said Toad. "Perhaps that will help me think of a story."

## Whipping the Eggs

“Come here, Huey!” my father said. Huey walked toward him, his hands behind his back.

“See these eggs?” my father said. He cracked them and put the yolks in a pan and set the pan on the counter. He stood a chair by the counter.

“Stand up here,” he said to Huey. Huey stood on the chair by the counter.

“Now it’s time for your beating!” my father said.

Huey started to cry. His tears fell in with the egg yolks.

“Take this!” my father said. My father handed him the egg beater. “Now beat those eggs,” he said. “I want this to be a good beating!”

“Oh!” Huey said. He stopped crying. And he beat the egg yolks.

## The Lost Button

“Don’t worry,” said Frog. “We will go back to all the places where we walked. We will soon find your button.”

They walked to the large meadow. They began to look for the button in the tall grass.

“Here is your button!” cried Frog.

“That is not my button,” said Toad. “That button is black. My button was white.”

Toad put the black button in his pocket.

A sparrow flew down.

“Excuse me,” said the sparrow. “Did you lose a button? I found one.”

“That is not my button,” said Toad. “That button has two holes. My button had four holes.”

Toad put the button with two holes in his pocket. They went back to the woods and looked on the dark paths.

## Making Pudding

It was hot by the stove. My father loosened his collar and pushed at his sleeves. The stuff in the pan was getting thicker and thicker. He held the beater up high in the air.

“Just right,” he said, and sniffed in the smell of the pudding. He whipped the egg whites and mixed them into the pudding. The pudding looked softer and lighter than air.

“Done!” he said. He washed all the pots, splashing water on the floor, and wiped the counter so fast his hair made circles around his head.

“Perfect!” he said. “Now I am going to take a nap. If something important happens, bother me. If nothing important happens, don’t bother me. And – the pudding is for your mother. Leave the pudding alone!”

He went to the living room and was asleep in a minute, sitting straight up in his chair. Huey and I guarded the pudding.

“Oh, it’s a wonderful pudding,” Huey said.

“With waves on the top like the ocean,” I said.

## The Pretty White Fox

At the park, Louise had quite a bit of fun. She played in the sandbox. She hung upside down. She played on the slide. And she played on the swings.

“This is dumb,” said Fox. “Let’s go home and watch TV.”

Just then they saw a pretty white fox. She was all alone. And she was having a fine time.

“Wow!” said Fox. “She looks like a movie star!”

“Hi!” said the pretty white fox. “My name is Raisin.”

All of a sudden Fox could not speak. He forgot his own name.

“Hi!” said Louise. “I’m Louise. And this is my brother Fox.”

Fox and Louise got on the merry-go-round.

## Be Careful

It was a fine summer day, and after breakfast Frances said, "I am going to play with Thelma."

"Be careful," said Mother.

"Why do I have to be careful?" said Frances.

"Remember the last time?" said Mother.

"Which time was that?" said Frances.

"That was the time you played catch with Thelma's new boomerang," said Mother. "Thelma did all the throwing, and you came home with lumps on your head."

"I remember that time now," said Frances.

"And do you remember the other time last winter?" said Mother.

"I remember that time too," said Frances. "That was the first time there was ice on the pond. Thelma wanted to go skating, and she told me to try the ice first."

## A Special Garden

She looked surprised. “Your garden must be big.”

“It is,” he said.

And he had plans to make it bigger. He took the ladder out of the garage. He set it up in the garden room. When he was on the ladder, he could reach the top of the walls. Now he could have trees in his garden. He made a pear tree and a walnut tree. He made vines to hang from the branches. He made birds’ nests in the trees. It rained one night, and he lay awake. My garden will be gone, he thought.

But it was not gone. Only a few vegetables were washed away.

## A Good-bye Party

Mother Bear baked a cake. Little Bear made lemonade.

Mother Bear said, "Let us eat up all the cake. If we do, then it will not rain tomorrow."

"Let it rain," said Little Bear. "Emily will not be here tomorrow to play with me."

"Anyhow," said Emily, "We can eat up the cake. And we can drink the lemonade."

So they ate the cake, and drank the lemonade, and talked and talked. Then it was time for Emily to go home.

Father Bear said, "Don't let Lucy break any more arms."

"Oh no," said Emily.

Emily hugged her doll, and said, "Lucy wants to say good-bye, too. Say good-bye to Little Bear, Lucy." Emily make Little Bear hold Lucy.

He ran into his room and came back with a pretty toy boat.

## The Best Pictures

Ivy had brought her leather case to school. She didn't answer Miss Perry. She stood up and came straight to Gregory. She put the case down on his desk and went back to her seat. The room was still. Miss Perry looked puzzled.

She asked, "Do you want Gregory to use your paints and brushes?"

"They're not mine," said Ivy.

"Of course they are," said Miss Perry.

"No," said Ivy. "They're Gregory's."

"How could they be Gregory's?" asked Miss Perry.

"Because-because his pictures are better than mine," said Ivy. "I saw them on the walls. And they're better!"

Miss Perry looked more puzzled than ever.

"What walls? Gregory, do you know what she means?"

## Flying a Kite

Toad ran across the meadow again. He waved the kite over his head. He jumped up and down. The kite went up in the air and crashed down into the grass.

“That kite is junk,” said the robins. “Throw it away and go home.”

Toad ran back to Frog. “This kite is junk,” he said. “I think we should throw it away and go home.”

“Toad,” said Frog, “we need one more try. Wave the kite over your head. Jump up and down and shout ‘UP KITE UP’.”

Toad ran across the meadow. He waved the kite over his head. He jumped up and down. He shouted, “UP KITE UP.”

The kite flew into the air. It climbed higher and higher.

“We did it!” cried Toad.

“Yes,” said Frog. “If a running try did not work, and a running and waving try did not work, and a running, waving, jumping try did not work, I knew that a running, waving, jumping, and shouting try just had to work.”

## Old Dark Frog

“When I was small,” said Frog, “my mother and father and I went out for a picnic. On the way home we lost our way. My mother was worried. ‘We must get home,’ she said. ‘We do not want to meet the Old Dark Frog.’”

‘Who is that?’ I asked.

‘A terrible ghost,’ said my father. ‘He comes out at night and eats little frog children for supper.’”

Toad sipped his tea. “Frog,” he asked, “are you making this up?”

“Maybe yes and maybe no,” said Frog.

“My mother and father went to search for a path,” said Frog. “They told me to wait until they came back. I sat under a tree and waited. The woods became dark. I was afraid. Then I saw two huge eyes. It was the Old Dark Frog. He was standing near me.”

“Frog,” asked Toad, “did this really happen?”

“Maybe it did and maybe it didn’t,” said Frog.

## Looking for a Partner

One day Fox decided to enter THE BIG DANCE CONTEST.

“Who will be my partner?” he asked.

“Don’t look at me,” said Carmen. “I don’t dance.”

“Why not ask Raisin?” said Dexter. “She’s a great dancer.”

“She’s mad about something,” said Fox.

“Ask her anyway,” said Carmen. “Here she comes now.”

“Uh,” said Fox.

“Yes, what is it?” said Raisin.

“Will you be my partner in THE BIG DANCE CONTEST?” asked Fox.

“Are you sure you are good enough?” said Raisin.

“Don’t worry about *that!*” said Fox.

Every day Fox and Raisin practiced hard for THE BIG DANCE CONTEST. They did the waltz. They did the boogie. They did the stomp. They even did The Fox Trot. Raisin was very good. But she was still mad about something.

“I’m sure they will win first prize,” said Dexter.

On the day of THE BIG DANCE CONTEST Fox went to Raisin’s house.

“Sorry, Fox,” said Raisin’s mom. “Raisin has the mumps.”

“Oh, no!” cried Fox.

Fox went home. He sat down in front of the TV. But he didn’t even turn it on. He was too upset. Suddenly he had an idea.

“Come here, Louise!” he cried.

“What did I do?” said Louise.

## Rosamond and the Lost Present

Rosamond is strange most of the time. Today was one of those times. She was pulling her four cats, Super Hex, Big Hex, Little Hex, and Plain Hex, on a sled. She went up to the snow detective.

“I lost your birthday present,” she said to him.

The snow detective did not answer. I did.

“That detective is one hour old. Why are you giving him a birthday present?” Rosamond looked at me.

“Oh, it’s for you,” she said.

“My birthday is July 12,” I said. “This is the middle of winter.”

“I believe in giving early,” Rosamond said. She pointed to her sled. “I was pulling your present and my cats on the sled, but the present fell off along the way.”

“Do you know when and where it happened?” I asked.

“Yes,” Rosamond said. “I was feeling drippy. Snow from the tree was falling on me. Then all of a sudden the sled felt lighter. I turned around and looked at it.”

## Guessing the Present

“I saw an ugly birthday card at a store this morning,” Claude said. “Rosamond was buying it.”

“Aha!” I said. “What else did Rosamond buy?”

“She bought six cartons of milk,” Claude said.

I, Nate the Great, was sorry to hear that. “Six cartons of milk?” I said. I, Nate the Great, did not want a birthday present that was cold and white and wet. I was already colder and whiter and wetter than I had ever been. I said good-bye to Claude. “Enjoy your castle,” I said. “Don’t lose it.”

“How can I lose a castle?” Claude asked.

“Only you know how,” I said.

Sludge and I went to Rosamond’s house. I said, “I do not know where my birthday present is, but I know what it is. Please open your refrigerator.” Rosamond opened her refrigerator. I saw tuna fish, cat food, and a melting snow cat inside.

“Aha!” I said. “No milk! You bought six cartons of milk this morning, but now you have none.”

## Little Bear's Friend

He could hear the wind sing. And he could feel the wind on his fur, on his eyes, on his little black nose.

He shut his eyes, and let the wind brush him. He opened his eyes, and saw two little squirrels.

“Play with us,” they said.

“No time,” said Little Bear. “I have to go home for lunch.”

He began to climb down, and saw four little birds.

“Look at us,” they said, “we can fly.”

“I can, too,” said Little Bear. “But I always fly down. I can't fly up or sideways.”

He climbed down some more, and saw a little green worm.

“Hello,” said the little green worm. “Talk to me.”

“Some other time,” said Little Bear. “I have to go home for lunch.”

He climbed all the way down, and there he saw a little girl.

“I think I am lost,” said the little girl. “Could you see the river from the treetop?”

“Oh, yes,” said Little Bear. “I could see the river. Do you live there?”

“Yes,” said the little girl. My name is Emily. And this is my doll Lucy.”

“I am Little Bear, and I can take you to the river. What is in that basket?”



### Another Word



#### Objective

The student will identify antonyms in context.



#### Materials

- ▶ Sentence strips (Activity Master V.023.AM1a - V.023.AM1b)  
*Copy on card stock, laminate, and cut apart.*
- ▶ Antonym word cards (Activity Master V.023.AM1b)  
*Copy on card stock, laminate, and cut apart.*



#### Activity

Students exchange antonyms for the underlined word in sentences.

1. Place sentence strips face down in a stack and antonym word cards face up in rows on a flat surface.
2. Working in pairs, student one selects a sentence, reads it, and repeats the underlined word (e.g., “It is cold outside today. Cold”).
3. Student two reads the word cards, finds the antonym for the underlined word, places it over the underlined word, and reads the new sentence (i.e., “It is hot outside today”).
4. Reverse roles and continue until all the antonyms are correctly matched to sentences.
5. Peer evaluation

It is cold outside today.

hot



#### Extensions and Adaptations

- ▶ Use synonyms to change words in sentences (Activity Master V.023.AM2).
- ▶ Make other sentences, antonym, and synonym word cards.

Sam was happy when he got his new puppy.

My homework was very easy.

I helped my friend carry a heavy package.

It is cold outside today.

Sometimes my classroom is very noisy.



# Vocabulary

Another Word

V.023.AM1b

The candy tastes sweet.

My jump rope is too long.

I watched the beautiful sunrise.

I saw a big dog running in the park.

hot

short

sad

sour

little

light

quiet

sunset

hard

sentence strips and antonym word cards



glad

simple

hefty

chilly

loud

sugary

lengthy

dawn

huge





### Word Fill-In



#### Objective

The student will identify the meaning of words in context.



#### Materials

- ▶ Sentence strips

*Write sentences using selected target vocabulary with one word missing. For example, Mary brushed her \_\_\_\_\_ before she went to bed.*

- ▶ Index cards or construction paper rectangles

*Write the missing words from the sentences on the cards.*



#### Activity

Students choose words to complete sentences.

1. Place sentence strips face down in a stack and index cards face up in rows on a flat surface.
2. Taking turns, student one selects a sentence, and reads it saying “blank” for the missing word.
3. Student two reads the index cards, finds the missing word, places it over the blank, and reads the sentence.
4. Reverse roles and continue until all the words are correctly matched to sentences.
5. Peer evaluation



#### Extensions and Adaptations

- ▶ Make other word cards that complete the sentences. For example, The big red car went down the road.
- ▶ Use other sentence (Activity Master V.024.AM1a- V.024.AM1b) and word cards (Activity Master V.024.AM2).

We must \_\_\_\_\_  
so we don't miss  
the bus.

He was \_\_\_\_\_  
to be in the  
parade.

Mary brushed her \_\_\_\_\_  
before going  
to bed.

All the students  
were in school.  
No one was \_\_\_\_\_.



# Vocabulary

Word Fill-In

V.024.AM1b

The jar was \_\_\_\_\_,  
but we filled it  
up quickly with  
cookies.

she  
\_\_\_\_\_ at the funny joke.

Everyone makes  
mistakes. No one is  
\_\_\_\_\_.

My brother is  
\_\_\_\_\_ than me. I am  
ten and he is  
twelve.

sentence cards



teeth

hurry

absent

excited

perfect

empty

older

laughed





### If the Word Fits



#### Objective

The student will identify the meaning of words in context.



#### Materials

- ▶ Sentence cards (Activity Master V.025.AM1a - V.025.AM1b)

*If words in this activity are not appropriate for your students, make and use sentence cards that are more applicable.*

*Note: The first underlined word is the target word and the second underlined word is the answer.*



#### Activity

Students identify the meaning of target words by using the context of the sentence.

1. Place sentence cards face down in a stack at the center.
2. Working in pairs, student one selects the top card from the stack and reads the sentence to student two without showing the card (e.g., “The cloud was so enormous it seemed to cover the whole sky. Was it huge or little?”).
3. Student two states the answer (i.e., “it was huge”). Student one checks to see if the answer is correct by looking at the second underlined word or phrase.
4. If correct, student one gives the card to student two. If incorrect, student one states the correct answer, shows the card to student two, and places it at the bottom of the stack.
5. Reverse roles and continue until all cards are read.
6. Peer evaluation

“The cloud was so enormous that it seemed to cover the whole sky. Was the cloud huge or little?”

The cloud was so enormous  
it seemed to cover the  
whole sky.

Was the cloud huge or little?



#### Extensions and Adaptations

- ▶ Make and use other sentence cards (Activity Master V.025.AM2).

# Vocabulary

V.025.AM1a

If the Word Fits

The cat was very curious  
and tried to discover what  
was making the noise.

Did the cat want to find out  
what was making the noise  
or want to go to sleep?

The bike gained speed  
as it went down the hill.

Did the bike lose  
or add speed?

The cloud was so enormous  
it seemed to cover the  
whole sky.

Was the cloud huge or little?

I can't find my dog.  
He just disappeared.

Is the dog eating or  
unable to be seen?

sentence cards



# Vocabulary

If the Word Fits

V.025.AM1b

The girl's reply to the question was right.

Did she repeat or answer the question?

I need to go to sleep now because I am very drowsy.

Am I thirsty or tired?

He was eager to go downstairs and open his gifts.

Was he scared or excited?

Autumn is the season before winter when the weather turns cooler.

Is the season fall or spring?

sentence cards



# Vocabulary

V.025.AM2

If the Word Fits


blank cards



# Fry's First 100 Words

- |          |           |           |            |            |
|----------|-----------|-----------|------------|------------|
| 1. the   | 21. at    | 41. there | 61. some   | 81. my     |
| 2. of    | 22. be    | 42. use   | 62. her    | 82. than   |
| 3. and   | 23. this  | 43. an    | 63. would  | 83. first  |
| 4. a     | 24. have  | 44. each  | 64. make   | 84. water  |
| 5. to    | 25. from  | 45. which | 65. like   | 85. been   |
| 6. in    | 26. or    | 46. she   | 66. him    | 86. called |
| 7. is    | 27. one   | 47. do    | 67. into   | 87. who    |
| 8. you   | 28. had   | 48. how   | 68. time   | 88. am     |
| 9. that  | 29. by    | 49. their | 69. has    | 89. its    |
| 10. it   | 30. words | 50. if    | 70. look   | 90. now    |
| 11. he   | 31. but   | 51. will  | 71. two    | 91. find   |
| 12. was  | 32. not   | 52. up    | 72. more   | 92. long   |
| 13. for  | 33. what  | 53. other | 73. write  | 93. down   |
| 14. on   | 34. all   | 54. about | 74. go     | 94. day    |
| 15. are  | 35. were  | 55. out   | 75. see    | 95. did    |
| 16. as   | 36. we    | 56. many  | 76. number | 96. get    |
| 17. with | 37. when  | 57. then  | 77. no     | 97. come   |
| 18. his  | 38. your  | 58. them  | 78. way    | 98. made   |
| 19. they | 39. can   | 59. these | 79. could  | 99. may    |
| 20. I    | 40. said  | 60. so    | 80. people | 100. part  |

# Fry's First 100 Words

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_/100

- |            |             |             |              |              |
|------------|-------------|-------------|--------------|--------------|
| 1. __the   | 21. __at    | 41. __there | 61. __some   | 81. __my     |
| 2. __of    | 22. __be    | 42. __use   | 62. __her    | 82. __than   |
| 3. __and   | 23. __this  | 43. __an    | 63. __would  | 83. __first  |
| 4. __a     | 24. __have  | 44. __each  | 64. __make   | 84. __water  |
| 5. __to    | 25. __from  | 45. __which | 65. __like   | 85. __been   |
| 6. __in    | 26. __or    | 46. __she   | 66. __him    | 86. __called |
| 7. __is    | 27. __one   | 47. __do    | 67. __into   | 87. __who    |
| 8. __you   | 28. __had   | 48. __how   | 68. __time   | 88. __am     |
| 9. __that  | 29. __by    | 49. __their | 69. __has    | 89. __its    |
| 10. __it   | 30. __words | 50. __if    | 70. __look   | 90. __now    |
| 11. __he   | 31. __but   | 51. __will  | 71. __two    | 91. __find   |
| 12. __was  | 32. __not   | 52. __up    | 72. __more   | 92. __long   |
| 13. __for  | 33. __what  | 53. __other | 73. __write  | 93. __down   |
| 14. __on   | 34. __all   | 54. __about | 74. __go     | 94. __day    |
| 15. __are  | 35. __were  | 55. __out   | 75. __see    | 95. __did    |
| 16. __as   | 36. __we    | 56. __many  | 76. __number | 96. __get    |
| 17. __with | 37. __when  | 57. __then  | 77. __no     | 97. __come   |
| 18. __his  | 38. __your  | 58. __them  | 78. __way    | 98. __made   |
| 19. __they | 39. __can   | 59. __these | 79. __could  | 99. __may    |
| 20. __I    | 40. __said  | 60. __so    | 80. __people | 100. __part  |

# Fry's First 100 Words

## List 1A

the  
of  
and  
a  
to  
in  
is  
you  
that  
it  
he  
was  
for  
on  
are  
as  
with  
his  
they  
I

## List 1B

at  
be  
this  
have  
from  
or  
one  
had  
by  
words  
but  
not  
what  
all  
were  
we  
when  
your  
can  
said

## List 1C

there  
use  
an  
each  
which  
she  
do  
how  
their  
if  
will  
up  
other  
about  
out  
many  
then  
them  
these  
so

## List 1D

some  
her  
would  
make  
like  
him  
into  
time  
has  
look  
two  
more  
write  
go  
see  
number  
no  
way  
could  
people

## List 1F

my  
than  
first  
water  
been  
called  
who  
am  
its  
now  
find  
long  
down  
day  
did  
get  
come  
made  
may  
part

# Fry's First 100 Words

## List 1A

the  
of  
and  
a  
to  
in  
is  
you  
that  
it

## List 1C

at  
be  
this  
have  
from  
or  
one  
had  
by  
words

## List 1E

there  
use  
an  
each  
which  
she  
do  
how  
their  
if

## List 1G

some  
her  
would  
make  
like  
him  
into  
time  
has  
look

## List 1I

my  
than  
first  
water  
been  
called  
who  
am  
its  
now

## List 1B

he  
was  
for  
on  
are  
as  
with  
his  
they  
I

## List 1D

but  
not  
what  
all  
were  
we  
when  
your  
can  
said

## List 1F

will  
up  
other  
about  
out  
many  
then  
them  
these  
so

## List 1H

two  
more  
write  
go  
see  
number  
no  
way  
could  
people

## List 1J

find  
long  
down  
day  
did  
get  
come  
made  
may  
part

1  
the

2  
of

3  
and

4  
a

5  
to

6  
in

is

7

you

8

that

9

it

10

he

11

was

12

13

for

14

on

15

are

16

as

17

with

18

his

19

they

20

I

21

at

22

be

23

this

24

have

25

from

26

or

27

one

28

had

29

by

30

words

31

**but**

32

**not**

33

**what**

34

**all**

35

**were**

36

**we**

37

when

38

your

39

can

40

said

41

there

42

use

43

an

44

each

45

which

46

she

47

do

48

how

49

**their**

50

**if**

51

**will**

52

**up**

53

**other**

54

**about**

55

out

56

many

57

then

58

them

59

these

60

so

61

**some**

62

**her**

63

**would**

64

**make**

65

**like**

66

**him**

67

**into**

68

**time**

69

**has**

70

**look**

71

**two**

72

**more**

73

**write**

74

**go**

75

**see**

76

**number**

77

**no**

78

**way**

79

could

80

people

81

my

82

than

83

first

84

water

85

**been**

86

**called**

87

**who**

88

**am**

89

**its**

90

**now**

91

**find**

92

**long**

93

**down**

94

**day**

95

**did**

96

**get**

97

come

98

made

99

may

100

part

**Fry Sight Words:**

# First 100 Words

# Fry's Sight Word Phrases

The people  
Write it down  
By the water  
Who will make it?  
You and I  
What will they do?  
He called me.  
We had their dog.  
What did they say?  
When would you go?  
No way  
A number of people  
One or two  
How long are they?  
More than the other  
Come and get it.  
How many words?  
Part of the time  
This is a good day.  
Can you see?  
Sit down.  
Now and then  
But not me  
Go find her.  
Not now  
Look for some people.  
I like him.  
So there you are.  
Out of the water  
A long time

## First 100 Words

We were here.  
Have you seen it?  
Could you go?  
One more time  
We like to write.  
All day long  
Into the water  
It's about time.  
The other people  
Up in the air  
She said to go.  
Which way?  
Each of us  
He has it.  
What are these?  
If we were older  
There was an old man.  
It's no use.  
It may fall down.  
With his mom  
At you house  
From my room  
It's been a long time.  
Will you be good?  
Give them to me.  
Then we will go.  
Now is the time.  
An angry cat  
May I go first?  
Write your name.

This is my cat.  
That dog is big.  
Get on the bus.  
Two of us  
Did you see it?  
The first word  
See the water  
As big as the first  
But not for me  
When will we go?  
How did they get it?  
From here to there  
Number two  
More people  
Look up.  
Go down.  
All or some  
Did you like it?  
A long way to go  
When did they go?  
For some of your people

# Fry's Sight Word Phrases

## Second 100 Words

Over the river  
My new place  
Another great sound  
Take a little.  
Give it back.  
Only a little  
It's only me.  
I know why.  
Three years ago  
Live and play.  
A good man  
After the game  
Most of the animals  
Our best things  
Just the same  
My last name  
That's very good  
Think before you act  
Mother says to now.  
Where are you?  
I need help.  
I work too much.  
Any old time  
Through the line  
Right now  
Mother means it.  
Same time tomorrow  
Tell the truth.  
A little boy  
The following day  
We came home.  
We want to go.  
Show us around.

Form two lines.  
A small house also  
Another old picture  
Write one sentence.  
Set it up.  
Put it there.  
Where does it end?  
I don't feel well.  
My home is large.  
It turned out well.  
Read the sentence.  
This must be it.  
Hand it over.  
Such a big house  
The men asked for help.  
A different land  
They went here.  
Get the point.  
Because we should  
Even the animals  
Try your best  
Move over.  
We found it here.  
Study and learn  
Kind of nice  
Spell your name.  
The good American  
Change your clothes  
Play it again.  
Back off.  
Give it away.  
Answer the phone.  
Turn the page.

The air is warm.  
Read my letters.  
It's still here.  
Where in the world  
We need more  
I study in school.  
I'm an American.  
Such a mess  
Point it out.  
Right now  
It's a small world.  
Big and small  
Home sweet home  
Around the clock  
Show and tell  
You must be right.  
Tell the truth.  
Good and plenty  
Help me out.  
It turned out well.  
It's your place.  
Good things  
I think so.  
Read the book.

# Fry's Sight Word Phrases

Near the car  
Between the lines  
My own father  
In the country  
Add it up  
Read every story  
Below the water  
Plants and flowers  
Will it last?  
Keep it up.  
Plant the trees.  
Light the fire.  
The light in your eyes  
In my head  
Under the earth  
We saw the food.  
Close the door.  
The big city  
We started the fire.  
It never happened.  
A good thought  
Stay a while.  
A few good men  
Don't open the door.  
You might be right.  
It seemed too good.  
Along the way  
Next time  
It's hard to open.  
Something good

## Third 100 Words

For example  
In the beginning  
Those other people a group of  
friends  
We got together.  
We left it here.  
Both children  
It's my life  
Always be kind.  
Read the paper.  
Run for miles.  
Once upon a time  
Do it often.  
We walked four miles.  
Until the end  
A second later  
Stop the music.  
Read your book.  
Sing your song.  
State your case.  
I miss you.  
A very important person  
On my side  
I took the car.  
So far so good  
The young girl  
My feet hurt.  
The dark night  
A good idea

It began to grow.  
Watch the river.  
White clouds  
Too soon  
Leave it to me.  
I hear the waves.  
Almost enough  
Is it really true?  
It's time to eat.  
Let me carry it.  
Near the sea  
Talk to my father.  
The young face  
The long list  
My family  
I cut myself.  
Above the clouds  
Watch the game.  
The peaceful Indians  
Without a care  
I like being on the team.  
The tall mountains  
Next to me  
A few children  
A long life  
A group of Indians  
He started to cry.  
I hear the sea.  
An important idea  
The first day of school  
Almost four miles

# Fry's Sight Word Phrases

The story told  
Miss the bus  
With his father  
The children moved  
Reached the land  
With an interest  
In the government  
Within two feet  
The pretty garden  
To be done  
The country house  
Different from them  
The bad men  
Across the ocean  
A fence yard  
A winter morning  
A round table  
A bedtime story  
Because I'm through  
Sometimes I run  
Tried to run  
Rode the horse  
Something for her  
Brought the salad  
The dancing shoes  
Said the word  
Was almost lost  
He quickly thought  
Sent the letter  
Receive the gift  
Had to pay

## Fourth 100 words

Better than nothing  
What I need  
Mean to cry  
Spoke too late  
Only finished half  
Afraid to fight  
Was strong enough  
During the storm  
Already had gone  
To one hundred  
For the week  
Walked between them  
Hard to change  
Being at home  
Care and feeding  
The right answer  
An interesting course  
Voted against it  
Feel the fur  
Time after time  
Has come yet  
True or false  
Above the door  
Still, cool water  
Meet me at  
Since we started  
A number of  
Please state your  
Does it matter?  
Draw the line

A few came  
Hit the ball  
Under the cover  
The open window  
Store the box  
In the city  
Are we together  
The bright sun  
All my life  
Across the street  
At the party  
Wear your coat  
Mr. and Mrs.  
In the side  
The poor boy  
Lost his book  
Was cold outside  
The wind howled  
Mrs. Brown said  
We learn by  
Held the book  
Only finished half  
It all began  
Clean air is  
Young and old  
Was long ago  
Around the world  
The airplane flew  
Without his lunch  
Do not kill  
Ready set go

# Fry's Sight Word Phrases

Hour by hour  
Be glad that  
Follow directions  
You have company  
Would you believe?  
Begin at once  
Do you mind?  
Pass the meat  
Try to reach  
Next month we  
At this point  
Rest and relax  
He sent it  
Please talk louder  
When we want  
To the bank  
Ship the box  
His business is  
The whole thing  
A short stop  
Make certain that  
Was not fair  
Give the reason  
It's almost summer  
Fill your glass  
Fry an egg  
On the ground  
A warm afternoon  
Feed the sheep  
The boat trip  
Plan his work  
The question is  
The biggest fish  
Return the gum

## Fifth 100 words

Call him sir  
Would not tell  
The huge hill  
The wet wood  
When you add  
The dripping ice  
Broke the car  
Watch for children  
Left all alone  
To bend low  
Broke her arm  
Dinner was cold  
Hair is brown  
Service the car  
In class today  
Was quite short  
Grade your paper  
My big brother  
Remain there until  
Glass of milk  
Several years ago  
The long war  
Are you able?  
Please change it  
Either you come  
Change was less  
Train the dog  
Does it cost?  
In the evening  
Sing the note  
Time is past  
Find her room  
Flew overhead

At his office  
The cow stood  
Will you visit?  
Wait in line  
The teacher said  
Is almost spring  
Picture was gone  
The blue bird  
Spell a word  
A beautiful day  
The sick car  
Because the teacher  
Will you cry?  
Finish the work  
Toss and catch  
The shiny floor  
A broken stick  
Great amounts of  
Guess the answer  
Paint the bridge  
In the church  
A tall lady  
A treat tomorrow  
Ice and snow  
For whom the  
Women and children  
Among the leaves  
A rocky road  
The farm animals  
My famous cousin  
Bread and butter  
Gave wrong directions  
The space age

# Fry's Sight Word Phrases

Became a man  
A fat body  
Take the chance  
Act right now  
It will die  
In real life  
Must speak out  
It already ended  
A good doctor  
Please step up  
All by itself  
Had nine lives  
The baby turtle  
Minute by minute  
A loud ring  
Who wrote it?  
Make it happen  
Let's appear happy  
A big heart  
Can swim fast  
A felt hat  
The fourth hour  
I'll say it  
Kept a long time  
A deep well  
Demand a pencil  
However you want  
In this case  
Can you figure?  
Increase your work  
Enjoy your study  
Rather than walk  
Sound it out  
Eleven comes next

## Sixth 100 Words

Music in words  
A human being  
In the court  
May the force  
A tomato plant  
Can you suppose?  
By the law  
Was her husband  
Just that moment  
My favorite person  
A sad result  
He could continue  
The lowest price  
To serve will  
The national anthem  
Wife and mother  
Could see herself  
Have an idea  
Drop the pin  
The wide river  
Her smile glowed  
Son and daughter  
The bat flew  
Is a fact  
Sort the clothes  
King of hearts  
The dark street  
Kept to themselves  
Whose coat is?  
Study the book  
A great fear  
Move your car

She stood outside  
As for himself  
The strong man  
For they knew  
Every so often  
Toward the end  
Filled with wonder  
Twenty black birds  
It was important  
Was my aunt  
Her system was  
He will lie  
The cause was  
Will she marry?  
It is possible  
I will study  
One thousand more  
In the pen  
His condition was  
She said perhaps  
She will produce  
It was twelve  
He rode the  
Is my uncle  
The labor force  
In public court  
I will consider  
It happened thus  
Was the least  
She has power  
Made a mark  
Will be president  
A nice voice  
Must ask whether

# The American Bird

by Susan LaBella



The bald eagle is a symbol of the United States. A symbol is something that stands for something else. The bald eagle stands for the country's strength. Here are some things we know about bald eagles.

Bald eagles have wonderful sight. This helps them find food. They have strong claws to eat a fish or snake.

Bald eagles are fast! Their powerful, wide wings help them fly very quickly.

Bald eagles build huge nests from sticks and grass. They build nests high in trees.

Baby eaglets hatch from eggs. Both parents bring the babies food. Soon the eaglets can fly and leave the nest.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1.** Where do bald eagles build nests?

- A. underground
- B. in caves
- C. high in trees

**2.** The text describes several characteristics of bald eagles. What does a bald eagle have that helps it fly very quickly?

- A. wonderful sight
- B. strong, sharp claws
- C. powerful, wide wings

**3.** Mother and father bald eagles both take care of their baby eaglets. What part of the text tells us that this is true?

- A. Soon the eaglets can fly and leave the nest.
- B. Bald eagles build huge nests from sticks and grass.
- C. Both parents bring the babies food.

4. What is "The American Bird" mostly about?

- A. eaglets
- B. American symbols
- C. bald eagles

5. What do bald eagles have that helps them find food?

Bald eagles have

6. What did you learn from "The American Bird"?

**7. Class Discussion Question:** Use information from the text to explain why the bald eagle stands for the United States' strength.

8. Draw a picture of a bald eagle with food in its claws.

# Super Animal Senses

by Kate Paixão



There are five senses that both humans and many animals have. But some animals have one sense that is super sharp.

Chameleons have super sight. They can move their two eyes separately from each other. Chameleons can look two ways at the same time.

Catfish have super taste. Humans have taste buds on our tongues. Catfish have taste buds all over their bodies. Catfish are like swimming tongues!

Red foxes have super hearing. They can hear mice squeaking under the snow from very far away. The red fox's super hearing helps it catch dinner in the wintertime!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How many senses do humans and many animals have in common?

- A. one
- B. seven
- C. five

2. This text describes the supersharp sense of three animals. What sense do chameleons have that is supersharp?

- A. hearing
- B. taste
- C. sight

3. Catfish have taste buds all over their bodies. What does this information tell us about catfish?

- A. Catfish can taste the water without even opening their mouth.
- B. Catfish swallow the water around them to taste it.
- C. Catfish don't taste their food very well.

4. What is "Super Animal Senses" mainly about?

- A. the five senses
- B. a catfish's sense of taste
- C. the super senses of three animals

5. What sense does a red fox have that is supersharp?

The sense that a red fox has that is supersharp is

6. What did you learn from "Super Animal Senses"?

**7. Class Discussion Question:** Describe what makes a sense "supersharp." Use information from the text to support your answer.

8. Draw a picture of a red fox hunting for dinner in the wintertime.

# Meet a Baby Panda

by ReadWorks



In the United States, pandas live in zoos. Some baby pandas are born in the zoo.

At first, a baby panda does not look like its mother. It does not have much hair at all. Its eyes are closed. The baby drinks its mother's milk. The mother holds the baby in her paws.

The baby grows quickly. Now it looks like its mother. Soon the little panda starts to eat bamboo. Bamboo is a kind of plant.

Then the panda spends less time with its mother. It likes to be on its own. It will climb trees. It will sit on their branches.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does a baby panda look like when it is first born?

- A. It is big and has black and white fur.
- B. It does not have much hair and its eyes are closed.
- C. It has blue eyes and a tiny pink nose.

2. The passage describes how a baby panda grows. Who does the baby panda look like when it grows?

- A. its mother
- B. a lion cub
- C. a panda that is just born

3. The passage says that the panda likes to be on its own when it grows up. Which information shows this is true?

- A. The baby panda drinks its mother's milk.
- B. The panda spends less time with its mother.
- C. The panda eats a plant called bamboo.

4. What is "Meet a Baby Panda" mostly about?

- A. what pandas eat
- B. how pandas change as they grow
- C. what newborn pandas are like

5. What do older panda bears eat?
  
6. What did you learn from "Meet a Baby Panda"?
  
7. **Class Discussion Question:** Explain why a baby panda does not look exactly like its mother.
  
8. Draw a picture of an older panda.

# What Is a Bird?

by Rachelle Kreisman



A bird is an animal with feathers and wings. Most birds can fly. Birds have two legs. They can walk, run, or hop.

All birds have a backbone. It is also called a spine. Birds have many hollow bones. Hollow bones have empty space inside. They make a bird's body lighter. That helps birds fly.

Birds are warm-blooded. They make their own body heat.

Birds lay eggs. The shells are hard. Birds keep the eggs warm. How? They sit on them until the eggs hatch! Then the bird takes care of its chicks.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What makes a bird's body lighter?

- A. two legs
- B. feathers and wings
- C. hollow bones with empty space

2. How does the text describe birds?

- A. Birds are colorful and noisy, and they are messy pets.
- B. Birds are cold-blooded and have scales.
- C. Birds have feathers, wings, two legs, and a backbone.

3. Baby birds are called chicks, and they come from bird eggs. What part of the text tells us that this is true?

- A. Birds have many hollow bones.
- B. When a bird's eggs hatch, the bird has chicks to take care of.
- C. Birds keep their eggs warm by sitting on them.

4. What is "What Is a Bird?" mainly about?

- A. how birds have babies
- B. the characteristics of birds
- C. bird backbones

5. What do birds have that help them walk, run, or hop?

Birds have

6. What did you learn from "What Is a Bird"?

7. **Class Discussion Question:** Use information from the text to explain how birds keep their eggs warm.

8. Draw a picture of a bird.

# The Brooklyn Bridge



National Park Service

*Brooklyn Bridge*

Have you ever seen a picture of the Brooklyn Bridge? This is a famous bridge in New York City. It connects Brooklyn and Manhattan. Those are two parts of the city.

How does the Brooklyn Bridge stay up? Big stone towers and big steel ropes! Big ropes go between two towers. More steel ropes hang from those big ropes. The roadway hangs from these ropes.

The Brooklyn Bridge also has a web of steel ropes on each side. These make the bridge extra strong. That's good, because many people and cars go across it every day!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does the Brooklyn Bridge do?

- A. it connects Brooklyn and Manhattan
- B. it makes New York City famous
- C. it helps boats travel down the river

2. This text describes the Brooklyn Bridge. Where is the Brooklyn Bridge?

- A. Brooklyn
- B. New York City
- C. Washington D.C.

3. Read these sentences from the text:

"It connects Brooklyn and Manhattan. Those are two parts of the city."

What does this tell us about Brooklyn and Manhattan?

- A. Brooklyn is part of New York City but Manhattan is not.
- B. Manhattan is part of New York City but Brooklyn is not.
- C. Brooklyn and Manhattan are both parts of New York City.

4. What is "The Brooklyn Bridge" mostly about?

- A. The Brooklyn Bridge
- B. steel ropes
- C. New York City

5. How does the Brooklyn Bridge stay up?

The Brooklyn Bridge is held up by big\_\_\_\_\_.

6. What did you learn from "The Brooklyn Bridge"?

**7. Class Discussion Question:** What makes the Brooklyn Bridge so strong? Use information from the text to support your answer.

8. Draw a picture of the Brooklyn Bridge.

Name \_\_\_\_\_

Draw what you like to do with a friend. Write words to go with your picture.



Handwriting practice lines consisting of five sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Name \_\_\_\_\_

Draw things you like to do. Write words to go with your picture.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Name \_\_\_\_\_

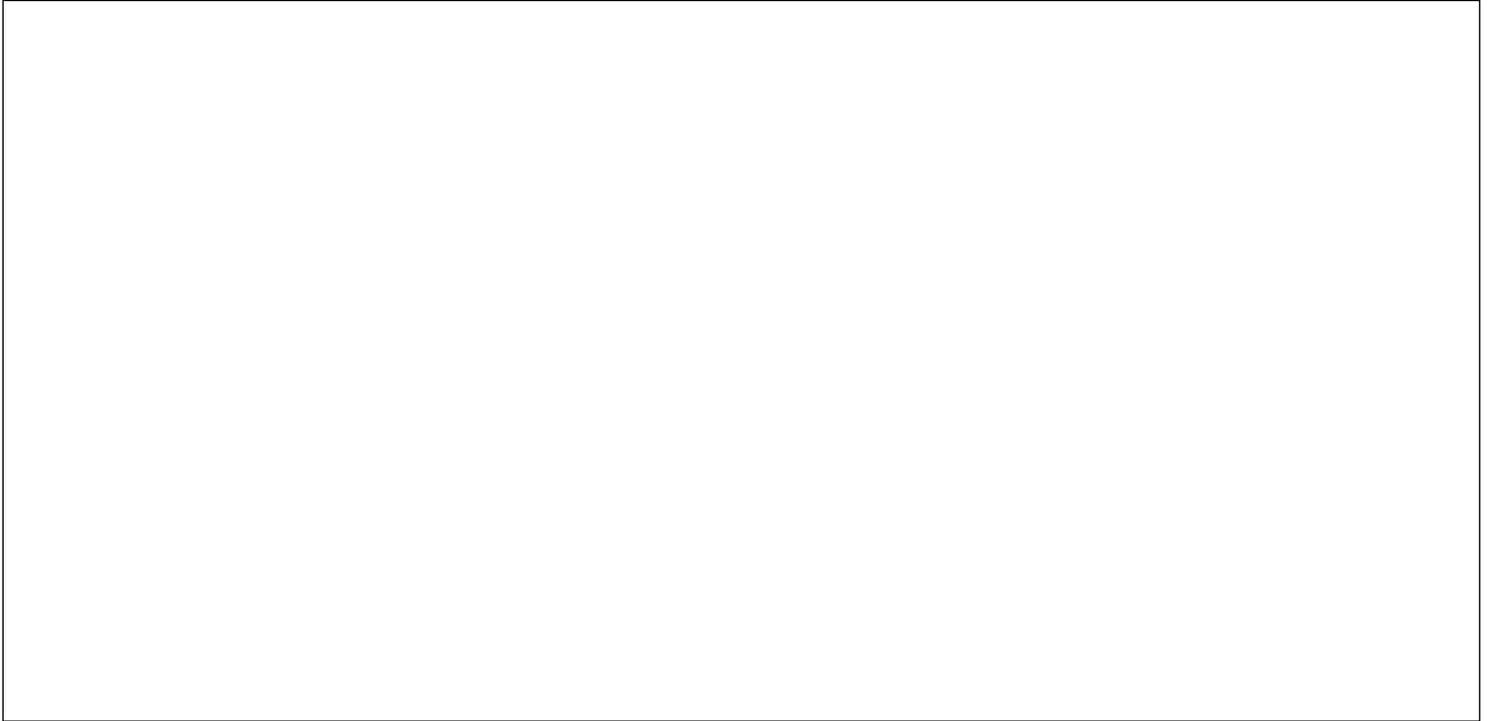
Draw a big pig. Then draw a little pig. Draw a big goat. Then draw a little goat. Write a story about farm animals.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Name \_\_\_\_\_

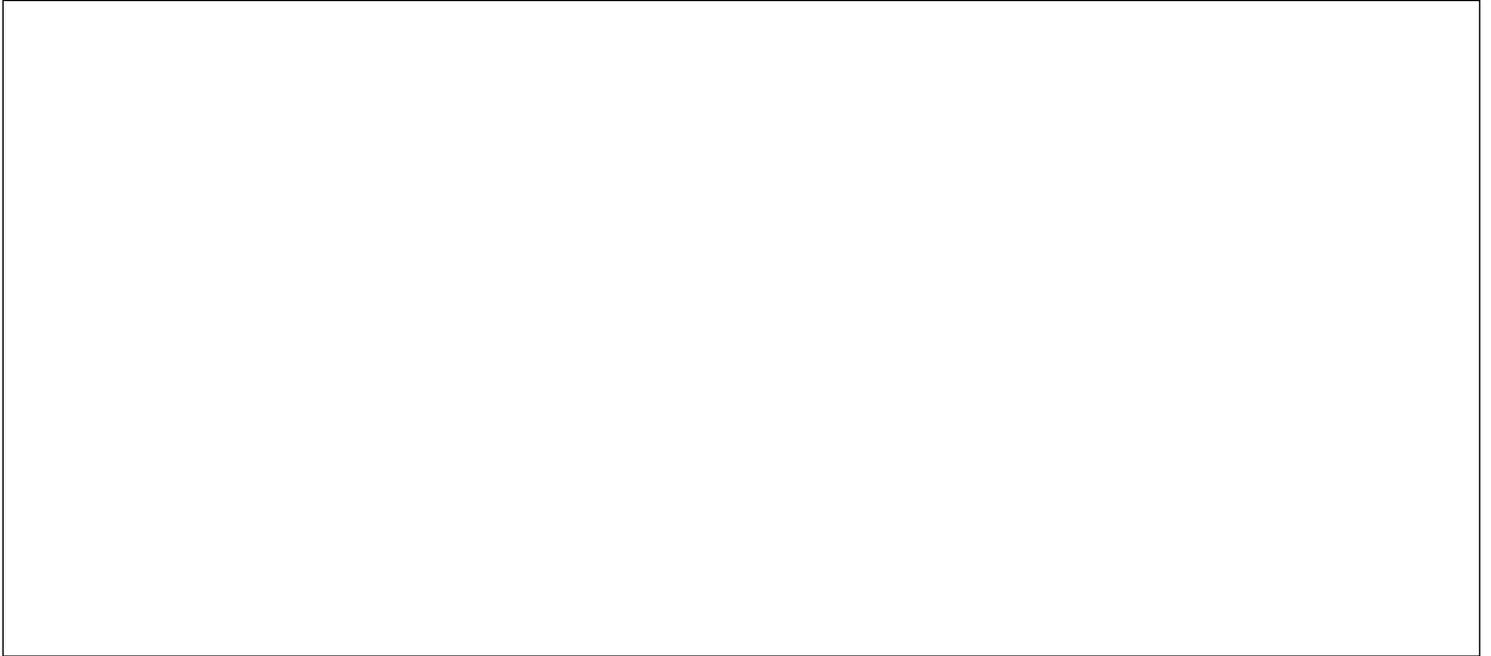
Draw something special you can do. Write a story to go with your picture.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. There are seven such sets of lines provided for writing a story.

Name \_\_\_\_\_

Draw and write about something you know how to use. How did you learn to use it



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

