

Reading Comprehension

Each Day:

1. Read a passage and answer the questions.
2. Complete a Comprehension: “Thinking Deeper” writing page.
3. Spend 20 minutes read a book the student chooses.

“Sam Loves School”

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. Sam did not like school
 - b. Sam was sick
 - c. Sam had a bad dream
 - d. Sam was happy
2. How did Sam feel about missing school?
 - a. happy
 - b. mad
 - c. scared
 - d. sad
3. What was the main idea in the story?
 - a. Sleeping
 - b. dreams
 - c. missing school
 - d. math
4. What food was Sam going to miss at school?
 - a. ice cream
 - b. cookies
 - c. cake
 - d. pizza

Sam loves school. He can't wait to go to school every day. One day Sam woke up with a **tick**le in his mouth. He coughed. The tickle did not go away. He **coughed** again. The tickle was still there. Sam went **downstairs** to tell his mom. His mom felt Sam's head. She told him he was sick and he should go back to bed. Sam was sad. He did not want to miss school. Today his teacher was **bring**ing ice cream to school. Sam's mom said he could have ice cream at home. That made Sam feel a little better. The next day his tickle was gone. Sam was **happy** to go back to school.

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1

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Comprehension: Retelling Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY Little Sister DROOLS"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. Bella giggled
 - b. Bella drooled
 - c. Bella cried all the time
 - d. Bella did not nap
2. What did most people do when Bella drooled?
 - a. got mad
 - b. think she was cute
 - c. put her to bed
 - d. they did nothing
3. What was the main idea in the story?
 - a. baby giggles
 - b. new shirts
 - c. drooling
 - d. shopping
4. Why did the narrator start to cry?
 - a. drool was on the shirt
 - b. mom laughed
 - c. she was happy
 - d. she got hurt

My little sister **drools**. She just turned one. She drools all over her shirt. She drools all over my mom. She drools all over the floor. I do not like holding her because she drools so much.

Everyone thinks she is so **cute**, but not me. I think she is **sloppy**. One day we were at a store and she drooled all over me. I screamed, "Bella, no!" She just **giggled**. I was so mad. I handed Bella to mom, and started to cry. I had baby **slime** on my brand new shirt. Mom did not laugh at me. She felt so bad that she bought me a new shirt. I can not wait for Bella to stop drooling!

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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Comprehension: Retelling Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY MESSY ROOM"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. his room was clean
 - b. his mom was happy
 - c. his room was messy
 - d. Jackson was happy
2. How did Jackson feel about cleaning?
 - a. happy
 - b. mad
 - c. stubborn
 - d. excited
3. What was the main idea in the story?
 - a. he would not clean
 - b. his mom cleaned
 - c. Jackson ate candy
 - d. toys on the floor
4. What was one thing messy in Jackson's room?
 - a. food on the floor
 - b. shoes in the bed
 - c. toys on the floor
 - d. clothes in the bed

My name is Jackson. I have a **messy** room. My toys are all over the floor. My books are falling off my **bookshelf**. My clothes are piled on the floor. I like my messy room, but my mom does not. She says I am living like a pig. My mom is always asking me to **clean** my room. I never want to. I tell her I know where everything is. Sometimes she gets mad at me. But I am **stubborn**. I still will not clean my room. Mom says my room smells bad, but I like the smell. One day she **bribed** me. She promised me candy if I cleaned. So I did. The candy was great! Everyone was happy.

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1

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Comprehension: Retelling Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"It's Good to Share"

Jonah loved to share. Adam did not like to share.

Jonah and Adam were in first grade **together**.

They were **friends**. Every day Jonah gave Adam a sticker, just because. Jonah liked how **sharing**

made him feel. Adam **forgot** his lunch one day.

Jonah gave Adam almost all his food. Jonah was

very hungry. But sharing with Adam made him

happy. One day Jonah forgot his lunch. Adam did

not share his food with Jonah. Jonah was sad.

The teacher saw Jonah sad. She gave him all her

food. Adam felt bad then. He said he was sorry.

He **promised** to share better.

Understand It!

Answer the following questions after reading:

1. What was the problem?

- a. Jonah did not share
- b. Jonah shared
- c. Adam shared
- d. Adam did not share

2. How did Jonah feel about sharing?

- a. it made him happy
- b. it made him mad
- c. it made him sad
- d. it made him tired

3. What was the main idea in the story?

- a. school
- b. snack time
- c. sharing
- d. stickers

4. What were some things Jonah shared?

- a. stickers
- b. markers
- c. crayons
- d. candy

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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Comprehension: Retelling Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"YOU ARE NOT MY BOSS!"

Understand It!

Answer the following questions after reading:

1. What was the problem?
 - a. Matilda is bossy
 - b. Ethan is bossy
 - c. Matilda lost her pencil
 - d. Matilda was nice

2. How did Ethan feel about Matilda?
 - a. she was nice
 - b. she was fun
 - c. she was bossy
 - d. she was kind

3. What was the main idea in the story?
 - a. playing at school
 - b. Matilda being bossy
 - c. Ethan being bossy
 - d. Ethan was a bully

4. What did Matilda want Ethan to do?
 - a. pick up her pencil
 - b. do her homework
 - c. pick up her marker
 - d. pick up her paper

Matilda is **bossy**. She tells everyone in school what to do. One day she told me to pick up her paper. "You are not my boss," I said. She **stared** at me with a mean look on her face. Matilda was a **bully** too. She was mean until she got her way. But I was not going to let her tell me what to do. She told me again to pick up her paper. I still said no. She said, "Ethan, if you do not pick up my paper, I will **scream**." I was not scared. I still said no. Matilda's face turned red, but she did not scream. It felt good to stand up to the bossy Matilda. She never told me what to do **again**.

Word Work Color the words in the passage that match each category below:



Words that start with a vowel



Words with 2 letters



Words with the short a/ sound



Words that start with /h/

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Comprehension: Retelling Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY Cat Can Talk"

My cat is named Zoe. She is a very **special** cat because she can talk! I did not even know Zoe could talk until one day when I was in the kitchen. I went to grab a pan on the stove. I did not know it was very hot. Zoe yelled, "STOP, do NOT touch that!" I was **shocked**. I turned around to look at my cat. She just smiled with her **whiskers** up in the air. "Zoe, you can talk?" I asked. Zoe looked **shy**. Then she said, "Yes, but I was too scared to tell you." I told her that I was so **excited** she could talk. After that day Zoe never stopped talking. Now she is my best friend!

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. having a cat
 - b. burning your hand
 - c. a cat talking
 - d. a cat with whiskers
2. What do most kids think about a cat who talks?
 - a. it is not cool
 - b. it is bad
 - c. it is very cool
 - d. they would not like it
3. What happened before Zoe yelled, "STOP"?
 - a. she did not know the pan was hot
 - b. Zoe smiled
 - c. Zoe looked shy
 - d. Zoe was not scared
4. What does yelled mean?
 - a. to whisper
 - b. to talk quiet
 - c. to laugh
 - d. to scream

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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Comprehension: Retelling Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"The Magic Rock"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. finding a rock
 - b. eating pizza
 - c. a rain storm
 - d. a magic rock
2. What do most kids think about having a magic rock?
 - a. it is not cool
 - b. it is scary
 - c. it is very cool
 - d. they would not like it
3. What happened right before the rain came?
 - a. the clouds came
 - b. Katie ate pizza
 - c. Katie picked up a rock
 - d. Katie wished for pizza
4. What does smooth mean?
 - a. big
 - b. soft
 - c. bumpy
 - d. hard

One day Katie was walking to school when she saw a purple rock. The rock was smooth and it looked special. Katie picked it up and put it in her pocket. At lunch she rubbed the rock. She **wished** for pizza. All of a **sudden** there was hot pizza on her plate! Katie was **surprised**. At **recess** she rubbed the rock again. This time she wished for a big rain storm to come. Right away the clouds came. The rain started **pouring** down on Katie and her friends. Katie knew she had a magic rock. She spent the rest of the day thinking of what she would wish for next. She was so excited!

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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Comprehension: Retelling Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"Caden's LUCKY Snack"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. peanuts make you run fast
 - b. running fast
 - c. eating peanuts
 - d. running slow
2. What do most kids think about having a lucky snack?
 - a. it would be awesome
 - b. it would not be good
 - c. it would be bad
 - d. it would be scary
3. What happened right before Caden was sad?
 - a. he ran fast
 - b. he ate peanuts
 - c. his friends teased him
 - d. he was the fastest
4. What does slowest mean?
 - a. just a little slow
 - b. slower than everyone
 - c. fast
 - d. faster than everyone

Caden can run really fast. He is much faster than all the kids in his school. He runs as fast as a cheetah. But Caden does not always run that fast. He has a **secret** that makes him go fast. He eats a **handful** of lucky peanuts to make him run fast. The peanuts have special powers. Only Caden and his mom know about his lucky peanuts. One day Caden **forgot** to eat his lucky peanuts before school. He was not the **fastest** runner that day. He was the slowest. His friends **teased** him. Caden was sad. He never forgot to eat a handful of lucky peanuts ever again!

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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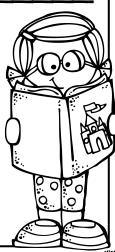
Comprehension: Retelling Fiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"A Secret Present"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. getting presents
 - b. singing chipmunks
 - c. ripping open a present
 - d. a cat with whiskers
2. What do most kids think about singing chipmunks?
 - a. they are real
 - b. they are not funny
 - c. they are not real
 - d. they would not like it
3. What happened before Sadie heard something squeaking?
 - a. the box was moving
 - b. she laughed
 - c. she saw chipmunks
 - d. chipmunks were singing
4. What does best mean?
 - a. not that good
 - b. to not like something
 - c. something really good
 - d. to be scared

Today is Sadie's birthday. She is seven years old. Her grandma lives far away. Every year she sends a special **package** for Sadie's birthday. Sadie could not wait to open her present from grandma. Just as she was about to open it, she **noticed** the box was moving. Then she heard some **squeaking** inside the box. Sadie laughed. What could be inside? She **ripped** the box open. Inside were two chipmunks. One had a **guitar**. When the box opened, the chipmunks started singing and dancing. They sang happy birthday to Sadie. Everyone laughed. It was the best present!

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"MY Three Wishes"

Understand It!

Answer the following questions after reading:

1. Which event from the story can not happen in real life?
 - a. getting a puppy
 - b. swimming in a pool
 - c. having a fairy grandma
 - d. playing video games
2. What do most kids think about the fairy grandma?
 - a. she is real
 - b. she would be scary
 - c. she would be mean
 - d. she would be the best
3. What happened before the fairy grandma waved her magic wand?
 - a. she named the puppy
 - b. she came to visit
 - c. she got a pool
 - d. she went swimming
4. What does giant mean?
 - a. really big
 - b. short
 - c. really small
 - d. tiny

I have a fairy grandma named Rose. Every year she comes to **visit** me in the summer. She **grants** me three wishes each year. I can wish for whatever I want. She is the nicest fairy grandma ever! Last year I wished for a puppy, a new bike, and a giant box of candy. She **waved** her magic wand and **poof!** I had all three things. I named my puppy Max. This year I am going to wish for another puppy. I love puppies. I am also going to wish for more video games. My last wish is going to be for a pool in our **backyard**. I cannot wait to teach my puppies how to swim!

Word Work Color the words in the passage that match each category below:



Words that end with a vowel



Words with 3 letters



Words with the short e/ sound



Words that start with /w/

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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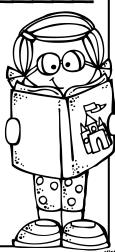
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What was the main idea?



What were the key details?



How would you describe the main character? Why?



What was the problem in the story?



How was the problem solved?



What was the mood in the story? How do you know?



"How to Catch a Frog"

Some people love to **catch** frogs. The first thing you need to do is find frogs. They live in ponds or **swamps**. You can find frogs in muddy spots by logs. They may be sitting in the sun. Use a net to catch a frog. Once you see a frog, be very **quiet** and sneak up to it. Get your net ready. When you are close, **quickly** cover the frog with the net. You have to be fast or the frog will jump away! Move the frog from the net into a **bucket**. Make sure the bucket is tall enough so the frog does not jump out. If you keep the frog, be sure to take good care of it at home!

Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
 - a. they live in ponds
 - b. get a tall bucket
 - c. frogs will not jump
 - d. use a pole to catch frogs
2. What does **sneak** mean?
 - a. to be loud
 - b. to run
 - c. to move quietly
 - d. to jump
3. What place does the text describe?
 - a. a river
 - b. a pond or swamp
 - c. a lake
 - d. the ocean
4. What does this text teach us?
 - a. how to catch fish
 - b. how to swim
 - c. how to jump
 - d. how to catch frogs

Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



“What Will You See at the Zoo?”

Understand It!

Answer the following questions after reading:

What animals will you see at the zoo? You will see many different kinds of animals. You will see reptiles. Reptiles have scales on their skin. Some reptiles you will see are snakes and alligators. You will **probably** see many different types of fish. They will be swimming in **giant** tanks. Many kinds of birds will be there too. The **biggest** animals you will see are mammals. All mammals have hair or **fur**. Lions, tigers, bears, and giraffes are all mammals you will see at the zoo. You should **carry** a notebook. Make a list of all the animals you see. Have fun at the zoo!

1. What was a fact in the beginning of the text?
 - a. you will see mammals
 - b. all mammals have fur
 - c. you will see reptiles
 - d. you will see giraffes
2. What do mammals have?
 - a. fur or hair
 - b. teeth
 - c. scales
 - d. four legs
3. What place does the text describe?
 - a. a forest
 - b. a zoo
 - c. a jungle
 - d. a river
4. What does this text teach us?
 - a. how old animals are
 - b. where to find a zoo
 - c. what animals are in a zoo
 - d. how big animals are

Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



“SAVE the SEA TURTLES”

Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
 - a. baby turtles hatch
 - b. they bury eggs
 - c. people save turtles
 - d. they live in oceans
2. What does **survive** mean?
 - a. to live
 - b. to crawl
 - c. to swim
 - d. to be extinct
3. What place does the text describe?
 - a. a river
 - b. a pond or swamp
 - c. a lake
 - d. the ocean
4. What does this text teach us?
 - a. how to catch turtles
 - b. turtles could be extinct
 - c. where to swim
 - d. how to pet turtles

Sea turtles live in oceans all over the world. They have been on Earth for millions of years. But now some sea turtles are at **risk** of being extinct. Extinct means that there would no longer be any sea turtles on Earth. Sea turtles crawl onto sandy beaches to lay their eggs. They **bury** the eggs in the sand. Once the eggs **hatch**, they **travel** back to the ocean. Many baby sea turtles do not survive this trip. People are trying to save the sea turtles. They **block** parts of the beach where eggs are found. They help keep the eggs safe. It is good to try and save the sea turtles!

Word Work Color the words in the passage that match each category below:



Words that start with /t/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



“Why Do Lions Roar?”

Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
 - a. mama lions roar loud
 - b. every lion roars
 - c. lions roar to talk
 - d. not every lion roars
2. What does voice mean?
 - a. how we talk
 - b. to not talk
 - c. to run
 - d. to jump
3. What place does the text describe?
 - a. in the day
 - b. in the morning
 - c. at night
 - d. at lunch
4. What does this text teach us?
 - a. why lions roar
 - b. how to catch a lion
 - c. how to feed a lion
 - d. how big lions are

Every lion **roars**. Most of the time they roar at night. That is because the air is thin and the roar can be heard from far away. There are two reasons why lions roar. They roar to **protect** their land and family. Male lions roar loud at night. They are telling other lions and animals to stay away. Lions roar to talk to one another. Every lion has a different roar **sound**, just like every human has a different voice. Mama lions have a **gentle** roar when they are with their cubs. Male lions use a **softer** roar when they are playing with cubs. Listening to a lion roar is amazing!

Word Work Color the words in the passage that match each category below:



Words that start with /r/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

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Name: _____ Date: _____

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Directions: Think carefully about the passage to answer the questions below.

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What are some new things you learned?



Describe the setting.



What were some new words you learned?



“FACTS About DOLPHINS”

Dolphins are very **playful** animals. Most of them live in oceans, but they are not fish. They are mammals because they have lungs. They cannot **breathe** water like fish. They come above the water to breathe air. Dolphins are very **friendly**. They travel together in groups. These **groups** are called pods. Dolphins eat mostly small fish. They talk to each other by **chirping**. They even whistle! Dolphins are very smart. They like to jump and play. They can even surf waves. Dolphins can see and hear really well. This makes it easy for them to find food.

Understand It!

Answer the following questions after reading:

1. What was a fact in the beginning of the text?
 - a. dolphins surf waves
 - b. dolphins chirp
 - c. dolphins can see well
 - d. dolphins are playful
2. What does whistle mean?
 - a. to cry
 - b. to make a noise
 - c. to jump
 - d. to surf
3. What place does the text describe?
 - a. a forest
 - b. a lake
 - c. an ocean
 - d. a pool
4. What does this text teach us?
 - a. how long dolphins live
 - b. all about oceans
 - c. all about dolphins
 - d. all about fish

Word Work Color the words in the passage that match each category below:



Words that start with /r/



Words that end with /y/



Words with the short /i/ sound



Words with 2 syllables

Vocabulary Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 _____

2 _____

3 _____

4 _____

5 _____

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.

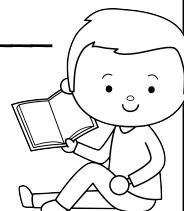
What was the main topic?



What were some key facts?



What are some new things you learned?



Describe the setting.



What were some new words you learned?



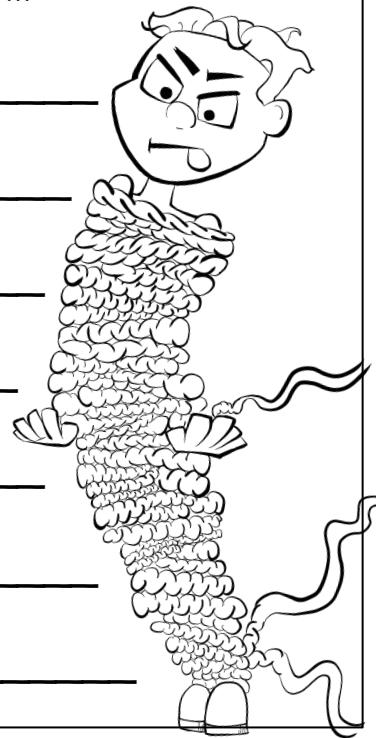
Writing

Each Day:

1. Continue building writing stamina by spending at least 20 minutes a day writing.

Name: _____ Date: _____

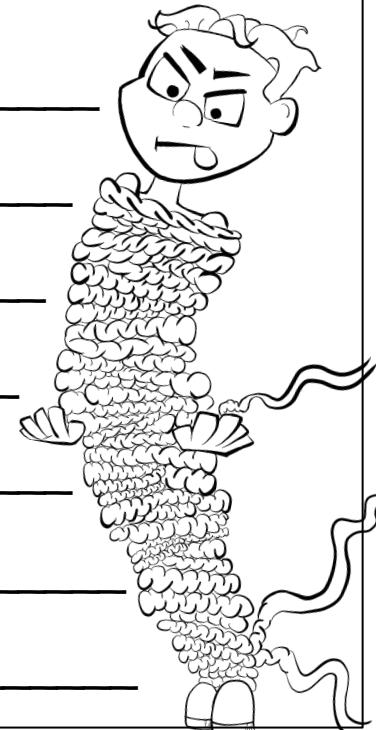
Marcus found himself all tied up when he...



Today I wrote for
_____ minutes!

Name: _____ Date: _____

What happened? And how does he get free?



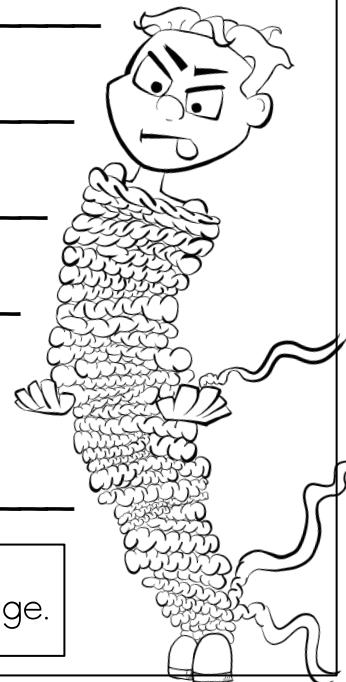
Today I wrote for
_____ minutes!

Name: _____ Date: _____

Make a list of all the ways he ended up this way:

Today I wrote for
_____ minutes!

- _____
- _____
- _____
- _____
- _____
- _____
- _____



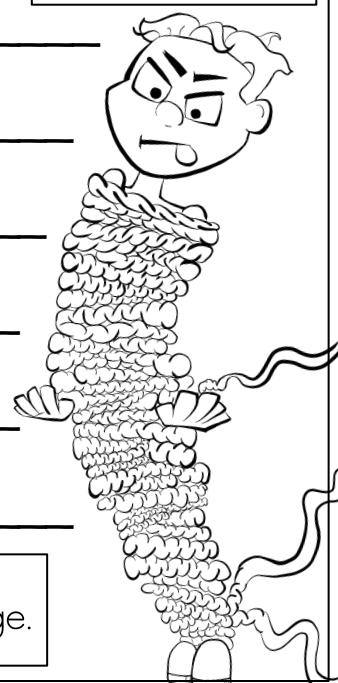
Circle one idea and write about it on the back of this page.

Name: _____ Date: _____

Make a list of all the ways he could get free:

Today I wrote for
_____ minutes!

- _____
- _____
- _____
- _____
- _____
- _____
- _____



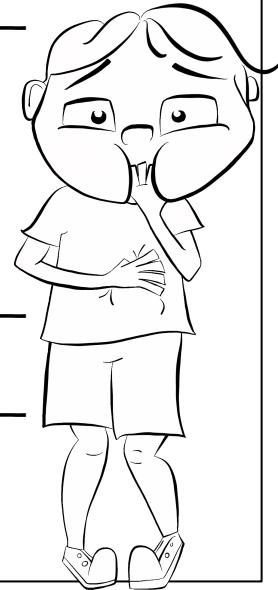
Circle one idea and write about it on the back of this page.

Name: _____ Date: _____

Make a list of all the foods that make you feel this way:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Today I wrote for
_____ minutes!



Circle one idea and write about it on the back of this page.

Name: _____ Date: _____

Make a list of all the times you've felt this way:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Today I wrote for
_____ minutes!



Circle one idea and write about it on the back of this page.

Name: _____ Date: _____

Sebastian suddenly didn't feel so well after he...

Today I wrote for
_____ minutes!



Name: _____ Date: _____

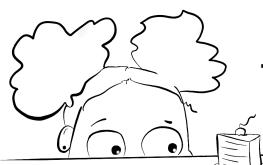
What happened right before this picture? After?

Today I wrote for
minutes!



Name: _____ Date: _____

Juliet knew she was not supposed to touch the cake but...



Today I wrote for
_____ minutes!

Name: _____ Date: _____

Make a list of all the things that may happen in this story:

Today I wrote for
_____ minutes!





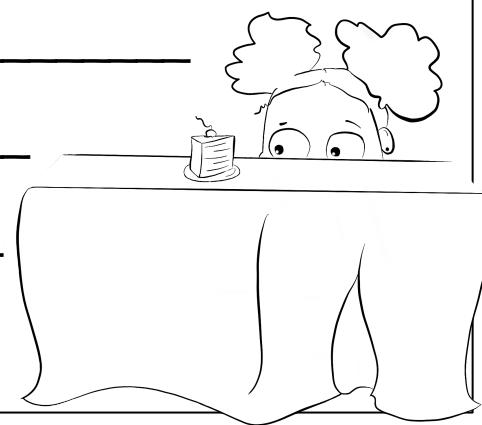








Use as many things on your list to make write a
story on the back of this page!



Name: _____ Date: _____

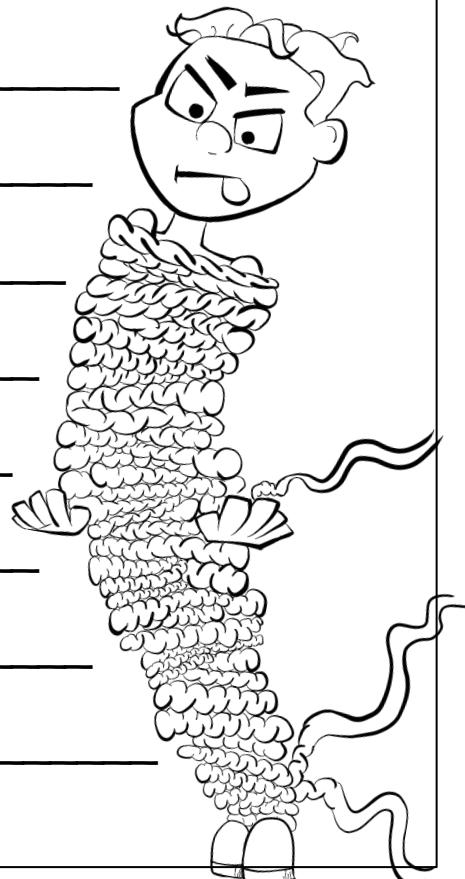
Claudette became soaking wet and crazy angry when...



Today I wrote for
minutes!

Name: _____ Date: _____

Marcus found himself all tied up when he...



Name: _____ Date: _____

Sebastian suddenly didn't feel so well after he...



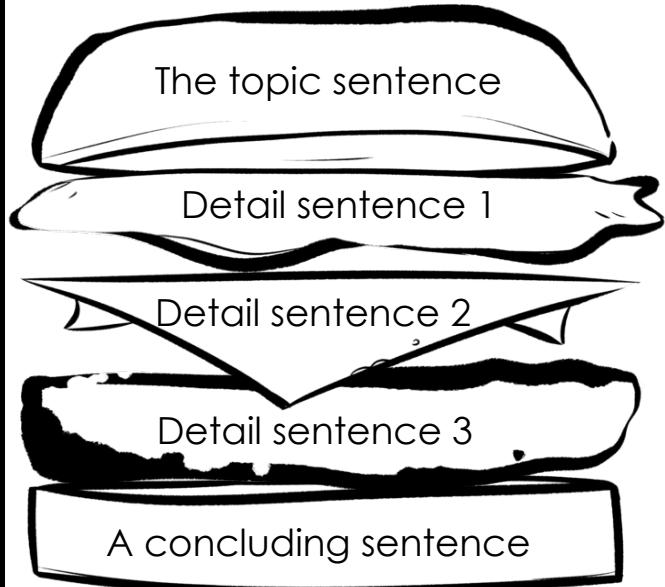
Today I wrote for
_____ minutes!

Name: _____

Date: _____

Most paragraphs include 3 major parts:

1. **The topic sentence**...the main idea of the paragraph where a hook can be used.
2. **Detail sentences**...Parts that add details to the main idea, including examples or evidence that support the topic. Transition words help the sentences flow.
3. **A concluding sentence**...wrap up the main idea and lead into the next paragraph.



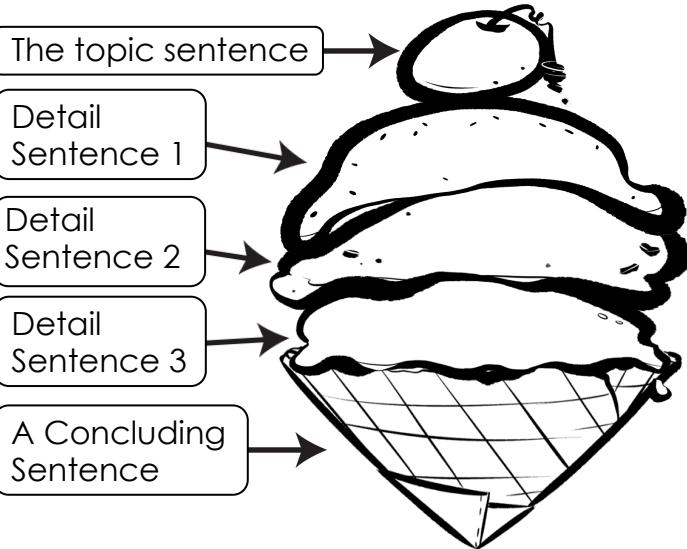
Directions: Think about something that has happened in your life today that feels like a main idea or event. Create a topic sentence for that event. Add 3 sentences that support your main event. Try to include evidence, examples, or feelings you have. End your paragraph with a concluding sentence that wraps up your thinking and leaves readers feeling like your paragraph has ended. Don't forget to indent!

Name: _____

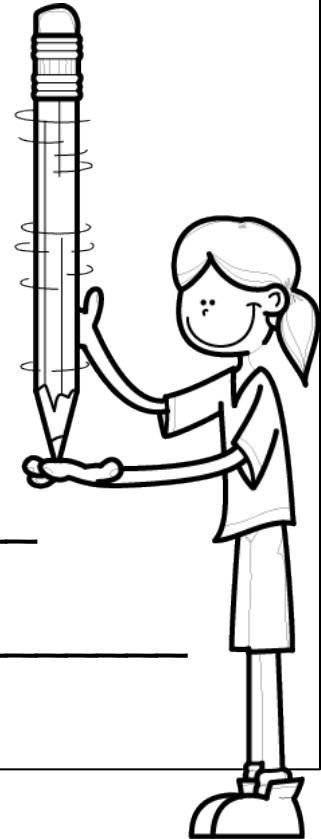
Date: _____

Most paragraphs include 3 major parts:

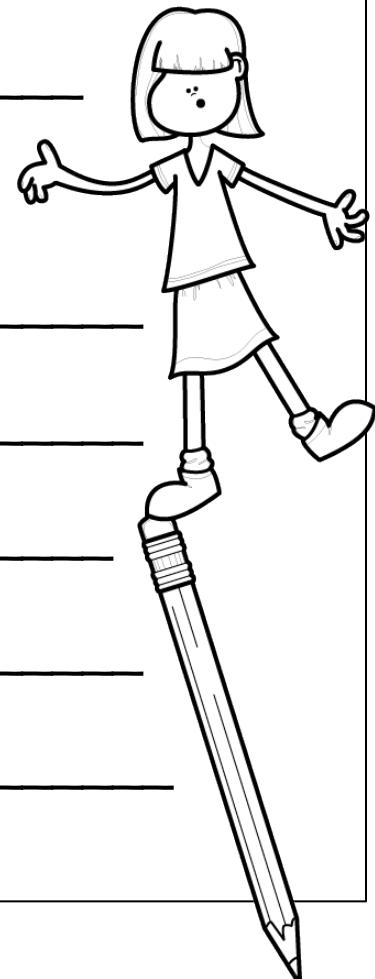
1. **The topic sentence**...the main idea of the paragraph where a hook can be used.
2. **Detail sentences**...Parts that add details to the main idea, including examples or evidence that support the topic. Transition words help the sentences flow.
3. **A concluding sentence**...wrap up the main idea and lead into the next paragraph.

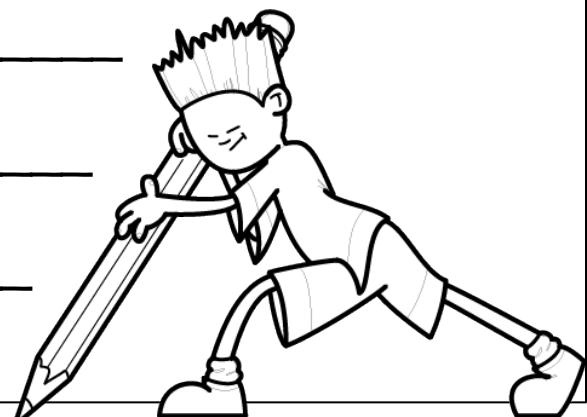


Directions: Think about a nonfiction topic you know a lot about. What is the main idea of that topic? Create a topic sentence stating the main idea. Add 3 sentences that support the main idea. Include evidence or examples that best match your main idea. End your paragraph with a concluding sentence that wraps up or summarizing the facts about your main idea. Don't forget to indent!









Language

Each Day:

1. Read a phonics passage and complete the activities for each of the 4 days.

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

make	late	came	lame
take	hate	name	game

I Missed the Bus

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to **navigate** and plan my way past a busy road. It's lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to **stall** and not go. “Dad, I think I am sick,” I said. “I hate to miss school, but I don’t think I can go.”

“You are not sick!” my dad yelled. “Stop stalling and go.”

I had no choice. I was too late. I walked to school, but I was not happy.



Directions: Use the code to mark each word in the story.



Red- make	Yellow- late	Blue- came	Brown- lame
Orange- take	Green- hate	Purple- name	Pink- game

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____
(Vocabulary Word)

_____ (What the Word Means)

2. _____
(Vocabulary Word)

_____ (What the Word Means)

Name: _____ **Date:** _____

Directions: Read the story. Answer the questions below.

I Missed the Bus

I missed the bus. I was late. I hate to be late. My dad yelled my name. I came when he yelled my name. He did not make me run after the bus. I was too late for that. He said I had to walk. Walking to school is lame. I hate walking to school. I have to **navigate** and plan my way past a busy road. It's lame to walk alone.

I begged my dad to take me to school. He said he was not playing my game. I had to walk. I said he was lame.

Maybe I should fake being sick? I tried to **stall** and not go.

“Dad, I think I am sick,” I said. “I hate to miss school, but I can’t go.”

“You are not sick!” my dad yelled. “Stop stalling and go.”

I had no choice. I was too late. I walked to school, but I was not happy.



<p>1. What was the biggest problem in the story?</p> <ul style="list-style-type: none">(a) the dad yelled(b) she missed the bus(c) school was lame(d) she was sick	<p>3. Which word begins with the same sound as <i>lame</i>?</p> <ul style="list-style-type: none">(a) came(b) stop(c) late(d) fake
<p>2. How does the girl get to school?</p> <ul style="list-style-type: none">(a) her dad drives her to school(b) she takes the bus(c) she walks with a friend(d) she walks alone	<p>4. What does the word <i>stall</i> mean?</p> <ul style="list-style-type: none">(a) to go fast(b) to stop and not go(c) to walk(d) to run
<p>5. Make a list of reasons why she could have been late for the bus?</p>	

Name: _____

Date: _____

Directions: Complete each sentence with a word from the word bank.**The BIG Rule:**

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

make	late	came	lame
take	hate	name	game

1. I wanted to _____ my own lunch to school today.
2. Pete thinks it is so _____ to clean his room all day long.
3. I was so glad that my dad _____ to my big game last week.
4. Hope said she would _____ to be stuck eating peas for lunch.
5. Miss Jones was _____ for class because she had a meeting.
6. Jade did not want to _____ a big deal out of getting sick.
7. Mike did not like it when the big kids called him a bad _____.
8. Our team has a big _____ that we hope to win today.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1.

2.

3.

Name: _____

Date: _____

Directions: add an –ing and –s suffix to each word.**Adding –ing rule**

When adding the suffix –ing to a word that ends in the vowel –e, drop the –e and add -ing

Adding –s rule

When adding the suffix –s to a word that ends in the vowel –e, keep the –e and add –s to make the word plural

Word	-ing	-s
make		
take		
hate		
name		
game		

Directions: Change the words from present tense to past tense. For some words, the suffix –ed will make the word past tense. Other words do not follow that rule.

Present Tense (Now I...)	Past Tense (Yesterday I...)
make	
take	
hate	
name	
game	

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

nice	dime	fine	hide
nine	time	like	line

Math is Hard for Mike

Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a **crime**. He tries to hide from math. He can not tell time. He mixes up a penny and a dime. The number six always looks like a nine.

One day Mike was adding his math. The numbers looked like they were jumping off the page. “Mrs. Wills, I just cannot do math,” Mike said with a **whine** and a cry. This time he sunk in his desk.

Mrs. Wills came to help. “I see what you did. I can help,” she said. She drew a line so that the numbers stuck on the page. “When the numbers are in line, you can add them up!”

Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.



Directions: Use the code to mark each word in the story.

Red- nice

Yellow- dime

Blue- fine

Brown- hide

Orange- nine

Green- time

Purple- like

Pink- line

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____
(Vocabulary Word)

_____ (What the Word Means)

2. _____
(Vocabulary Word)

_____ (What the Word Means)

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.

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Math is hard for Mike. He does not pick up on new math skills fast. His teacher, Mrs. Wills is nice. She says he will be fine. Mike does not think he will be fine. Mike thinks math should be a **crime**. He tries to hide from math. He can not tell time. He mixes up a penny and a dime. The number six always looks like a nine.

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Now the numbers stopped jumping. Mike could see them just fine. He finished his work on time. Now Mike was fine.



1. What is hard for Mike?

- (a) he cannot tell time
- (b) he mixes the number 6 with a 9
- (c) he thinks a penny is a dime
- (d) all of the above

3. Which word ends with the same sound as **nic^e**?

<ul style="list-style-type: none"> (a) face (b) number 	<ul style="list-style-type: none"> (c) fact (d) time
--	--

2. How does Mrs. Wills help Mike?

- (a) she tells him the answer
- (b) she draws lines on his page
- (c) she asks another student to help
- (d) she gives him more time

4. What does the word **whine** mean?

- (a) to talk in a loud voice
- (b) to yell
- (c) to complain
- (d) to whisper

5. How else can Mrs. Wills help Mike with his math?

Name: _____

Date: _____

Directions: add an –ing and –s suffix to each word.**Adding –ing rule**

When adding the suffix –ing to a word that ends in the vowel –e, drop the –e and add -ing

Adding –s rule

When adding the suffix –s to a word that ends in the vowel –e, keep the –e and add –s to make the word plural

Word	-ing	-s
time		
like		
hide		
line		
dine		

Directions: Change the words from present tense to past tense. For some words, the suffix –ed will make the word past tense. Other words do not follow that rule.

Present Tense (Now I...)	Past Tense (Yesterday I...)
like	
hide	
line	
dine	
ride	

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

alone cone cope pole
tone bone nope mope

Malone has a Temper

Malone has a temper. He gets mad very fast. He does not cope with new things well. The **tone** of his voice gets mad. He yells “NOPE!” again and again.

We all try to be nice to Malone. We give him **grace** and let things go. We try not to upset him. Sometimes we have to leave him alone to mope.

I saw Malone by the pole at recess. I walked by the red cone to check on him.

“Are you okay?” I asked Malone.

“NOPE!” he yelled. “I have a bone to pick with Hunter.

He took the only good ball. Now I have nothing to do.”

“Well, did you ask if you can play with him?” I said.

“NOPE! He will not let me. I just know it,” Malone said.

“You never know until you ask,” I said as I walked away.

Malone went to ask. Soon I saw him playing with Hunter.



Directions: Use the code to mark each word in the story.

Red- alone	Yellow- cone	Blue- COPE	Brown- pole
Orange- tone	Green- bone	Purple- nope	Pink- mope



Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

1. _____
(Vocabulary Word)

_____ (What the Word Means)

2. _____
(Vocabulary Word)

_____ (What the Word Means)

Name: _____ Date: _____

Directions: Read the story. Answer the questions below.

Malone has a Temper

Malone has a temper. He gets mad very fast. He does not cope with new things well. The **tone** of his voice gets mad. He yells “NOPE!” again and again.

We all try to be nice to Malone. We give him **grace** and let things go. We try not to upset him. Sometimes we have to leave him alone to mope.

I saw Malone by the pole at recess. I walked by the red cone to check on him.

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“Well, did you ask if you can play with him?” I said.

“NOPE! He will not let me. I just know it,” Malone said.

“You never know until you ask,” I said as I walked away.

Malone went to ask. Soon I saw him playing with Hunter.



1. What does Malone yell when he gets mad?

- (a) NOPE
- (b) NO
- (c) NOT NOW
- (d) I AM MAD

3. The word *temper* has two syllables: *tem-per*. Which word has two syllables?

(a) check	(c) never
(b) things	(d) went

2. Why is Malone mad at Hunter?

- (a) he called him a bad name
- (b) he took the only good ball
- (c) he yelled at Malone
- (d) he would not let Malone play

4. What does the word *tone* mean?

- (a) having a bad temper
- (b) to ask for help
- (c) the way a person sounds when talking
- (d) to play together

5. What do you think happened when Malone went to talk to Hunter?

Name: _____

Date: _____

Directions: add an –ing and –s suffix to each word.**Adding –ing rule**

When adding the suffix –ing to a word that ends in the vowel –e, drop the –e and add -ing

Adding –s rule

When adding the suffix –s to a word that ends in the vowel –e, keep the –e and add –s to make the word plural

Word	-ing	-s
tone		
cone		
cope		
mope		
hone		

Directions: Change the words from present tense to past tense. For some words, the suffix –ed will make the word past tense. Other words do not follow that rule.**Present Tense****Past Tense**

tone	
cope	
mope	
hone	
cone	

Name: _____ Date: _____

Directions: Study the big rule and read the words in the box.
Read the story. Complete the activities below.

The BIG Rule:

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

cute	fuse	dupe	mule
fume	mute	huge	rude

The Picky Eater

Duke has a short fuse when it comes to food. He is so picky. He is also as stubborn as a mule. He just will not try new food. He only eats ham and chips.

My dad is a great cook, but Duke will not try any new foods. He acts very rude when dad tries to get him to eat. Duke will go mute and shut his lips.

“Come on Duke,” my dad said one night in his cute and nice tone. “Just try one little pea. It is very good.”

Duke sat there with a huge frown on his face. He was mute.

Dad started to **fume**. “FINE! Then don’t eat,” he yelled.

The next night dad thought of a way to **dupe** Duke into eating peas. He stuck the peas inside Duke’s chunk of ham. Duke took a bite. He froze when the pea popped in his mouth.

Duke got a huge smile. “I LIKE peas!” he yelled.



Directions: Use the code to mark each word in the story.



Red- cute	Yellow- fuse	Blue- dupe	Brown- mule
Orange- fume	Green- mute	Purple- huge	Pink- rude

Vocabulary Master!

Directions: Find the words in bold inside the story. Read each sentence the words are in and study the picture. Write each word in bold on the lines below. Tell what each word means in the story.

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(Vocabulary Word)

_____ (What the Word Means)

2. _____
(Vocabulary Word)

_____ (What the Word Means)

Name: _____ **Date:** _____

Directions: Read the story. Answer the questions below.

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Duke got a huge smile. "I LIKE peas!" he yelled.



Name: _____

Date: _____

Directions: Complete each sentence with a word from the word bank.**The BIG Rule:**

When the vowel –e is at the end of a word, the first vowel makes the long vowel sound and says its name. The –e at the end of the word is silent.

cute	fuse	dupe	mule
fume	mute	huge	rude

1. My new puppy is so _____ I could sit and stare at him forever.
2. My dad says I am as stubborn as a _____.
3. I jumped when I saw the _____ fly enter the classroom.
4. We tried to _____ our teacher by moving the clock ahead.
5. Mr. Edwards wanted us to be _____ when he was talking.
6. Saying mean things about how someone looks is just so _____.
7. My mom starts to _____ when she gets mad at us.
8. The _____ on the firework was long enough to keep us safe.

Directions: Choose 3 words from the word bank. Write a sentence with each word.

1.

2.

3.
