

SLPS



Continuous Learning Kit Grades PreK-2



February

2022



St. Louis Public Schools

Learning Kits



February 2021

Grades K-2

Reading Levels C, F, & I

Name _____ Grade _____

School _____ Teacher _____

Table of Contents (Level C)

Week of February 1, 2021

Story	Activities	Standards
Go Away, Lily	Initial Consonant Rr Exclamation Marks Cause and Effect Discussion Questions Comprehension Questions	K.L.1.B.h K.L.1.B.b 3.R.3.C.a K.R.1.A.b K.R.1.A.b

Week of February 8 & 15, 2021

Story	Activities	Standards
Get In	High Frequency Words Initial Consonant Gg Sequence Events Discussion Questions Comprehension Questions	2.RF.3.A.i K.L.1.B.h 2.R.3.C.b K.R.1.A.b K.R.1.A.b

Week of February 22, 2021

Story	Activities	Standards
The Festival of Lights	Connections Periods Final Consonant Tt Author's Purpose	K.R.1.A.b K.L.1.B.b K.L.1.B.h K.R.1.A.b

****When printing the packet, print using single-side only in order to be able to assemble the booklets.**

Table of Contents (Level F)

Week of February 1, 2021

Story	Activities	Standards
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Week of February 8 & 15, 2021

Story	Activities	Standards
Battery Power!	Connections Initial Consonant Bb Verbs Main Idea and Details Discussion Questions Comprehension Questions	2.R.1.A.b K.RF.2.A.d 1.R.1.B.g 1.R.2.A.b 2.R.1.A.b 2.R.1.A.b

Week of February 22, 2021

Story	Activities	Standards
The Bald Eagle	Connections Initial Consonant Blends Main Idea and Details Declarative Sentences Discussion Questions Comprehension Questions	2.R.2.A.b 2.RF.3.A.a 1.R.2.A.b 1.L.1.A.g 2.R.1.A.b 2.R.1.A.b

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Table of Contents (Level I)

Week of February 1, 2021

Story	Activities	Standards
Discovering Dinosaurs	Connections Main Idea and Detail Plural Nouns Suffix -ed Discussion Questions Comprehension Questions	2.R.1.A.b 1.R.2.A.b 2.L.1.A.c 2.RF.3.A.f 2.R.1.A.b 2.R.1.A.b

Week of February 8 & 15, 2021

Story	Activities	Standards
Dragonflies	Author's Purpose Consonant Blends Plural Nouns Discussion Questions Comprehension Questions	2.R.3.C.d 2.RF.3.A.a 2.L.1.A.c 2.R.1.A.b 2.R.1.A.b

Week of February 22, 2021

Story	Activities	Standards
Dolphins	Connections Capitalization Main Idea & Details Synonyms Discussion Questions Comprehension Questions	2.R.1.A.b 1.L.1.B.c 1.R.2.A.b 2.R.1.B.d 2.R.1.A.b 2.R.1.A.b

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Go Away, Lily

A Reading A-Z Level C Leveled Book

Word Count: 65



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LEVELED BOOK • C

Go Away, Lily



Written by Katherine Page • Illustrated by Kaori Tajima

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Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



Lily upset Jack.



When Jack sat down,
Lily sat down.
Go away, Lily!
Go away.



When Jack read,
Lily read.
Go away, Lily!
Go away.



When Jack played,
Lily played.
Go away, Lily!
Go away.



When Jack ate,
Lily ate.
Go away, Lily!
Go away.



When Jack ran,
Lily ran.
Go away, Lily!
Go away.



When Jack slept,
Lily slept, too.

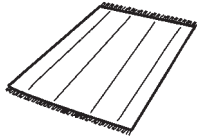



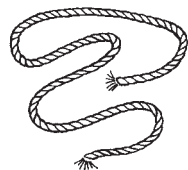

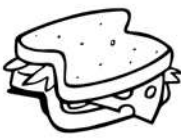

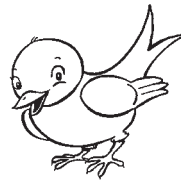


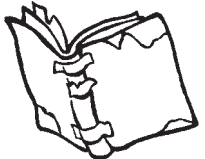


Shhh.
Stay, Lily.
Stay.

Name _____



Rr

Instructions: Say the names of the pictures with students. Then, have students place the pictures in the blanks above if they begin with the /r/ sound.

Name _____



① Go away, Lily



② Stop bothering me, Lily



③ Go away now

Instructions: Have students read the sentences. Then, have them rewrite the sentences to include an exclamation point. After that, have students write an original sentence on the back of the page, using an exclamation point.

Name _____

Cause

Effect

Go Away, Lily • Level C • 1

Skill: Cause and Effect

Instructions: Have students write or draw the causes in the boxes on the left and their effects in the boxes on the right.

C Go Away, Lily

Do you think Jack always feels bothered by Lily?
How do you know?

Evaluate

 Reading A-Z



C Go Away, Lily

How are Jack and Lily alike and how are they different?

Compare and Contrast

 Reading A-Z



C Go Away, Lily

Why did Lily do the same things as Jack?

Make Inferences / Draw Conclusions

 Reading A-Z

C Go Away, Lily

Why did Jack's mom tell Lily to stay when Jack went to sleep?

Analyze

 Reading A-Z

Name _____ Date _____

1. Why did Jack want Lily to go away?
 - Ⓐ She slept by him.
 - Ⓑ She bit him.
 - Ⓒ She upset him.
2. When Jack played, Lily _____.
 - Ⓐ slept
 - Ⓑ played
 - Ⓒ went away
3. Why did Lily go with Jack?
 - Ⓐ She was sleepy.
 - Ⓑ She liked him.
 - Ⓒ She was mad at him.
4. Mom said, "Shh" so Lily would _____.
 - Ⓐ be quiet
 - Ⓑ eat lunch
 - Ⓒ jump up
5. Listen to this sentence: *Jack and Lily slept*. What means the same as **slept**?
 - Ⓐ sit
 - Ⓑ sleep
 - Ⓒ stay
6. **Extended Response:** Have the student draw what might happen if Lily wakes up Jack.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Get In

A Reading A-Z Level C Leveled Book

Word Count: 64

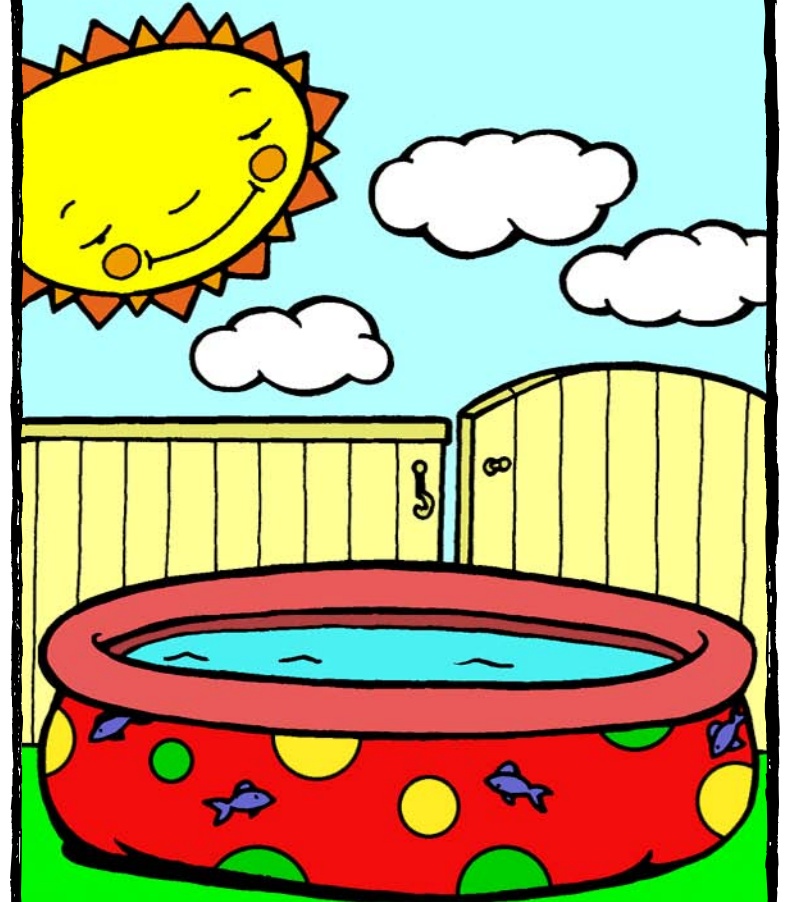


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Get In



Written by Vic Moors • Illustrated by Maria Voris

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Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



Can the boy get in?
Yes, he can.



Can the girl get in?
Yes, she can.



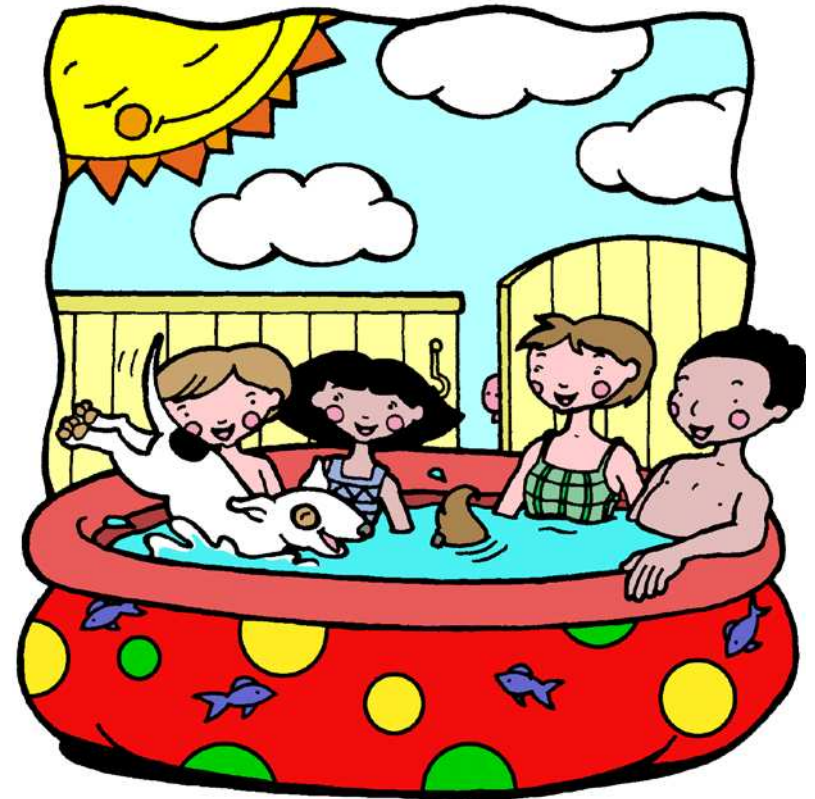
Can the man get in?
Yes, he can.



Can the woman
get in?
Yes, she can.



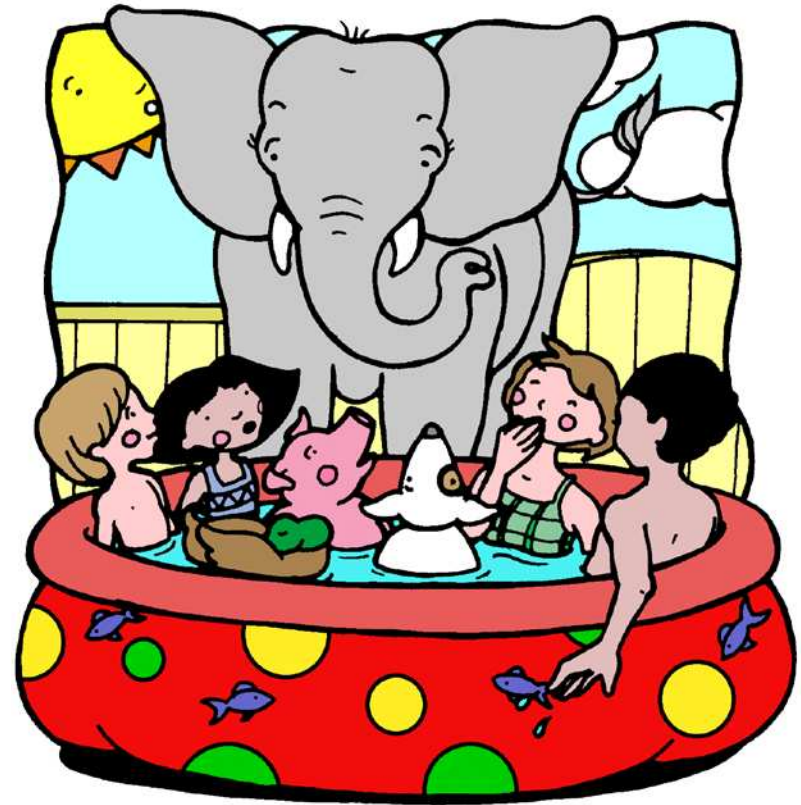
Can the duck get in?
Yes, it can.



Can the dog get in?
Yes, it can.



Can the pig get in?
Yes, it can.



Can the elephant
get in?
No, it cannot.

Name _____



she

she

it

it

he

he

in

in

can

can

get

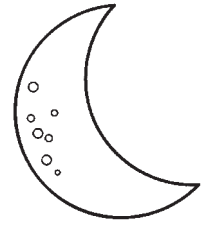
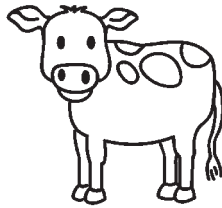
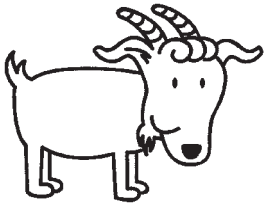
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GET IN • LEVEL C • 3

SKILL: HIGH-FREQUENCY WORDS

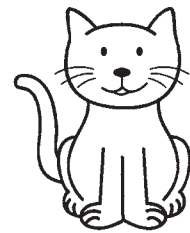
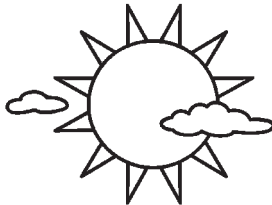
Instructions: Have students cut out the high-frequency words. Have them play a word game with a partner. Have pairs turn the cards over and look for a match. To keep a matching pair, have students use the word in a sentence.

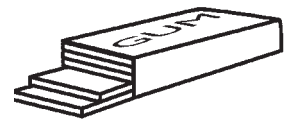
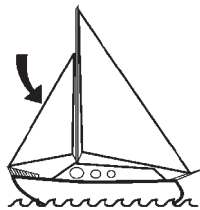
Name _____



Gg

GET IN • LEVEL C • 2





SKILL: INITIAL CONSONANT Gg

Instructions: Name the pictures in each row with students. Have students color the pictures whose names begin with the /g/ sound. Then have them write the letter *Gg* on the line under the pictures whose names begins with the /g/ sound.

Name _____



GET IN • LEVEL C • 1

SKILL: SEQUENCE EVENTS

Instructions: Have students cut out the pictures and paste them onto another piece of paper in the correct order. Have them number each picture in the correct order. They may use the book as a reference.

Get In

Level C

Is this story real
or make-believe?
How do
you know?

 Reading a-z

Reality and Fantasy

Get In

Level C

Why can't
the elephant
get in the pool?

 Reading a-z

Make Inferences

Get In

Level C

Why do you think
the children
got in the pool?

 Reading a-z

Analyze

Get In

Level C

Do you think
everyone is
having fun
in the pool?
Why or why not?

 Reading a-z

Evaluate

Name _____ Date _____

1. Who gets in the pool first?
 - Ⓐ the boy
 - Ⓑ the duck
 - Ⓒ the girl

2. What gets in the pool last?
 - Ⓐ the duck
 - Ⓑ the elephant
 - Ⓒ the pig

3. Where does the story take place?
 - Ⓐ in the backyard
 - Ⓑ in the garage
 - Ⓒ in the house

4. Why can't the elephant get in the pool?
 - Ⓐ The elephant does not like the water.
 - Ⓑ The elephant is too big for the pool.
 - Ⓒ The elephant is too cold to swim.

5. Which word means *a grown-up girl*?
 - Ⓐ boy
 - Ⓑ girl
 - Ⓒ woman

6. **Extended Response:** Have the student draw what might happen if the elephant gets in the pool. Have the student dictate a sentence about the drawing.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

The Festival of Lights

A Reading A-Z Level C Leveled Book
Word Count: 61



Connections

Writing and Art

Why is the middle candle important?

Draw a picture and write about it.

Math

How many candles are lit on night eight?

Share your ideas with a partner.

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The Festival of Lights



Written by Sasha Levy

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The Festival of Lights



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Focus Question

Why do you think Hanukkah is called the Festival of Lights?

Words to Know

candle
middle
festival

Hanukkah
lights
night

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Level C Leveled Book
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Correlation

LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



A middle candle lights the others on Hanukkah. Light one candle on night one.



Light two candles on night two.



Light three candles
on night three.



Light four candles
on night four.



Light five candles
on night five.



Light six candles
on night six.



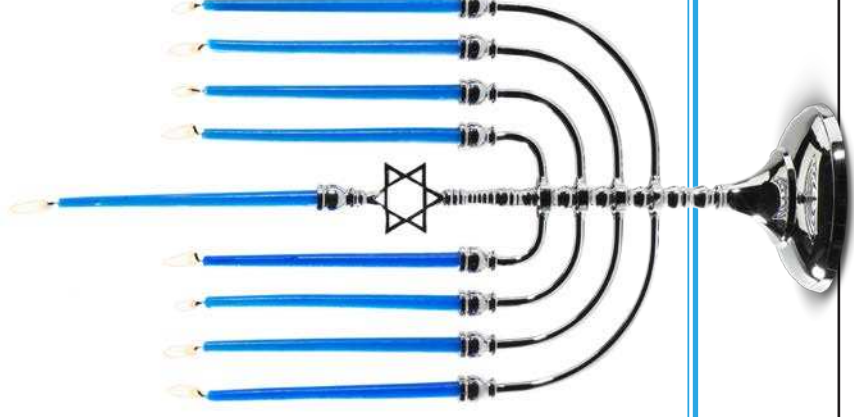
Light seven candles
on night seven.



Light eight candles
on night eight.
Hanukkah is the
Festival of Lights!

Name _____

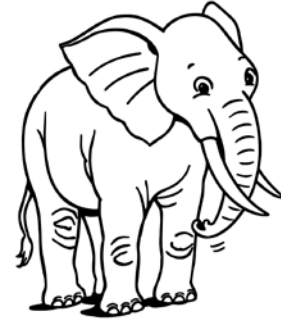
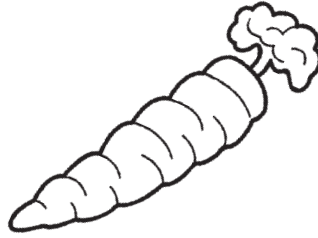
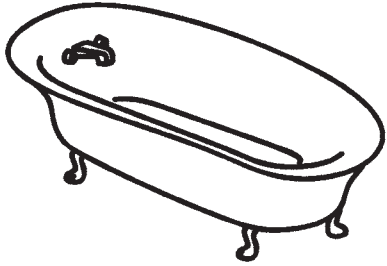
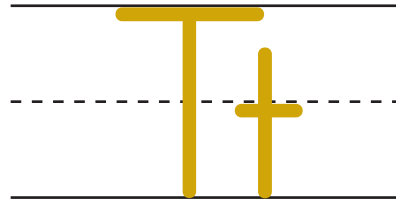
- ① A middle candle lights the others Light one candle on night one
- ② Light four candles on night four Light five candles on night five
- ③ Light six candles on night six
- ④ Light eight candles on night eight Hanukkah is the Festival of Lights

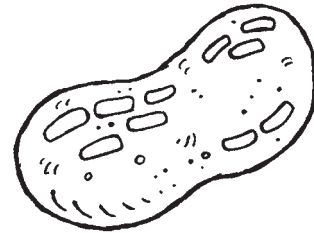


My Sentence:

Instructions: Read the sentences aloud with students. Have students add periods in the correct places. Then, have students write their own sentence about the story on the line provided.

Name _____





Instructions: Name the pictures with students and have them listen to the final sound in each word. Then, have students write the letter *Tt* on the line below each picture that ends with the /t/ sound.

Name _____

Author's Purpose for *Festival of Lights*

to entertain

to inform

to persuade

Instructions: Have students choose and circle the author's purpose. Then, have students write or draw in the box one example from the book of the author's purpose.

Cleaning My Room

A Reading A-Z Level F Leveled Book

Word Count: 148



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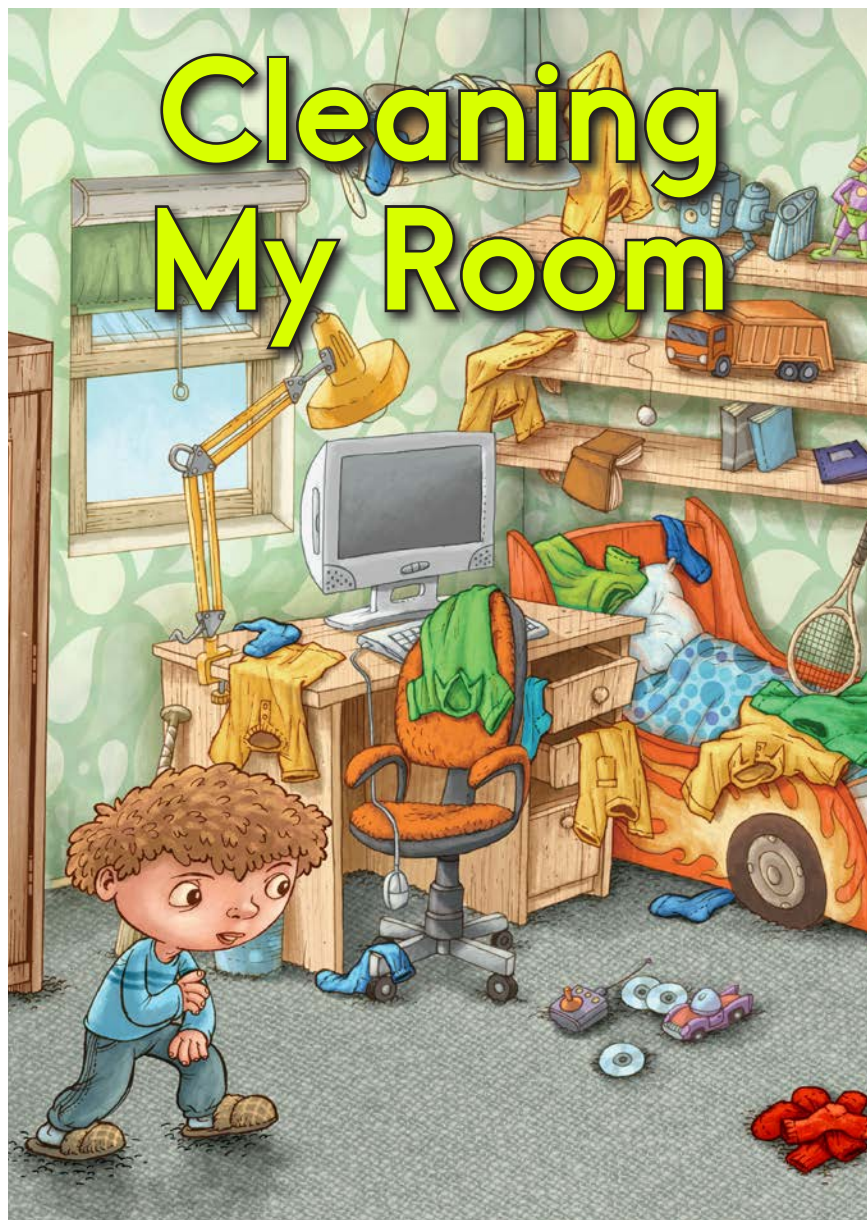
LEVELED BOOK • F

Cleaning My Room



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Illustrated by Ivica Stevanovic

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Cleaning My Room

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Level F Leveled Book
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Correlation

LEVEL F

Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



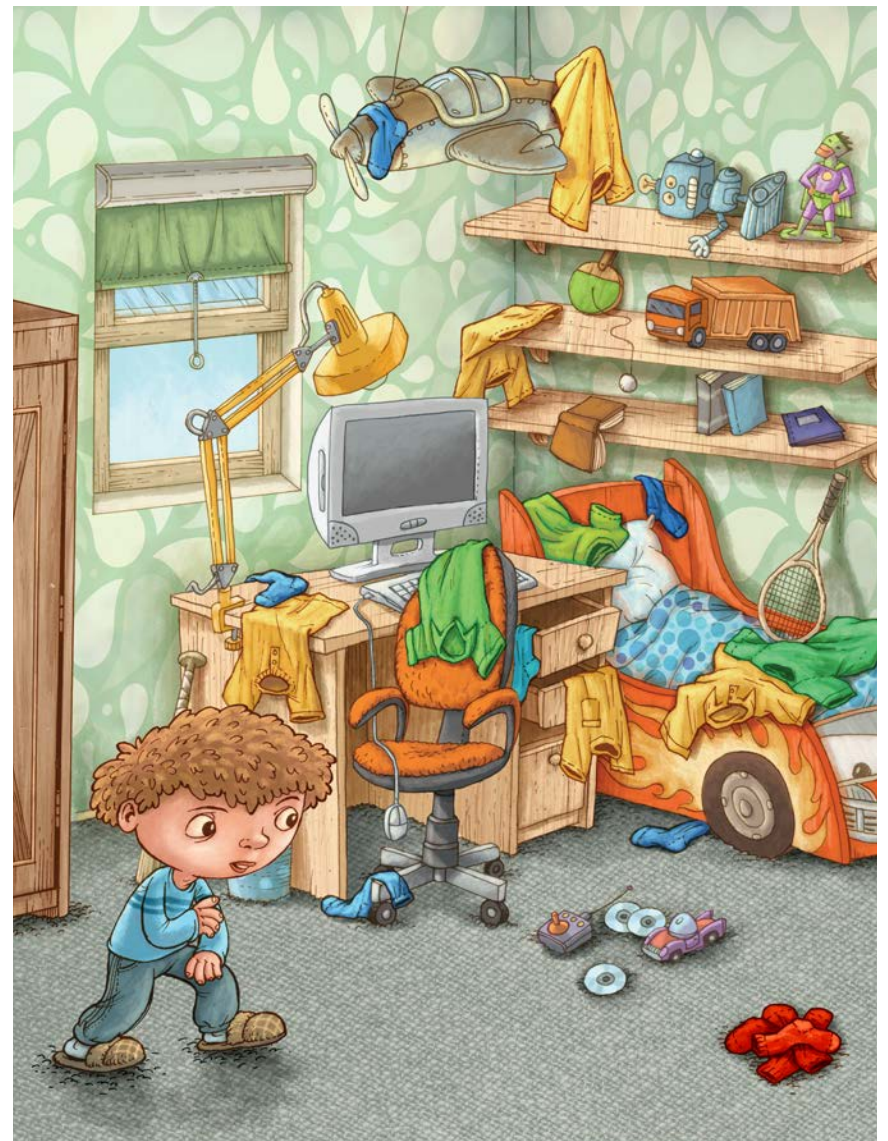
Mom says I have to clean
my room.
Can you help me sort
my clothes?



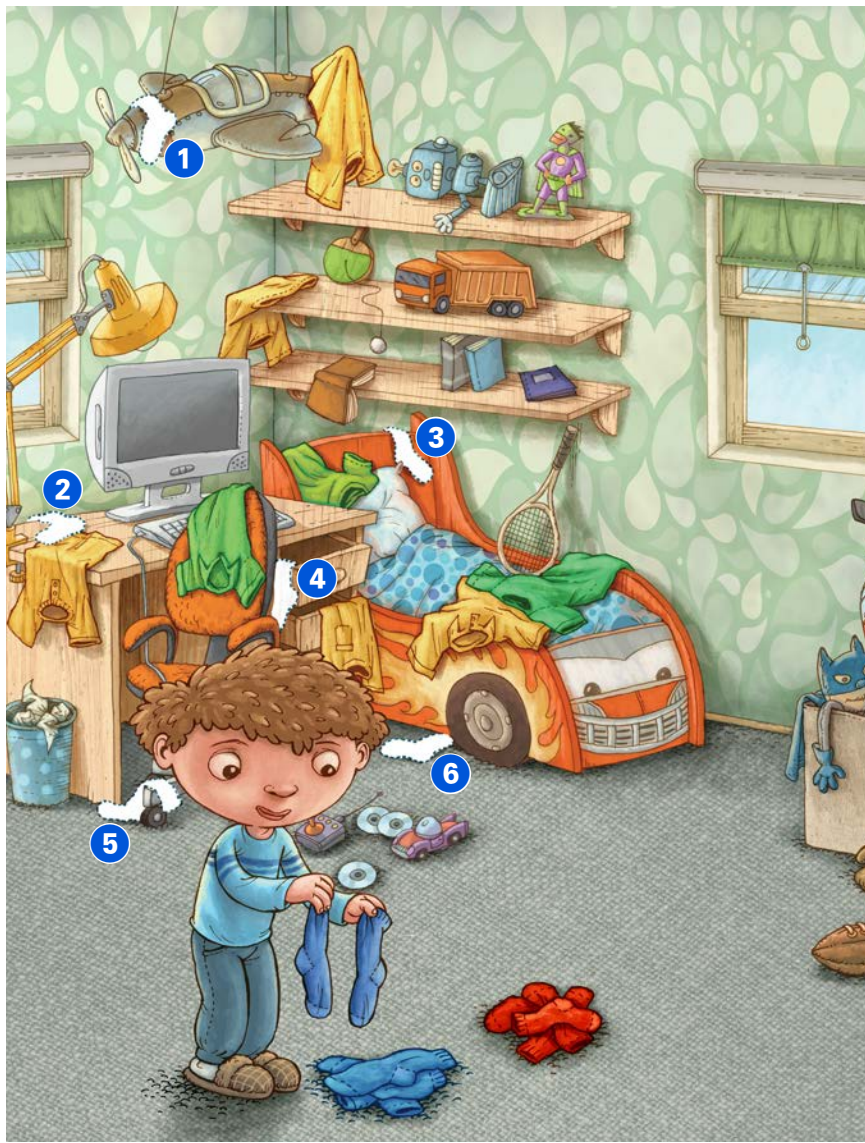
I need to find all my red socks.
Can you help me find them?



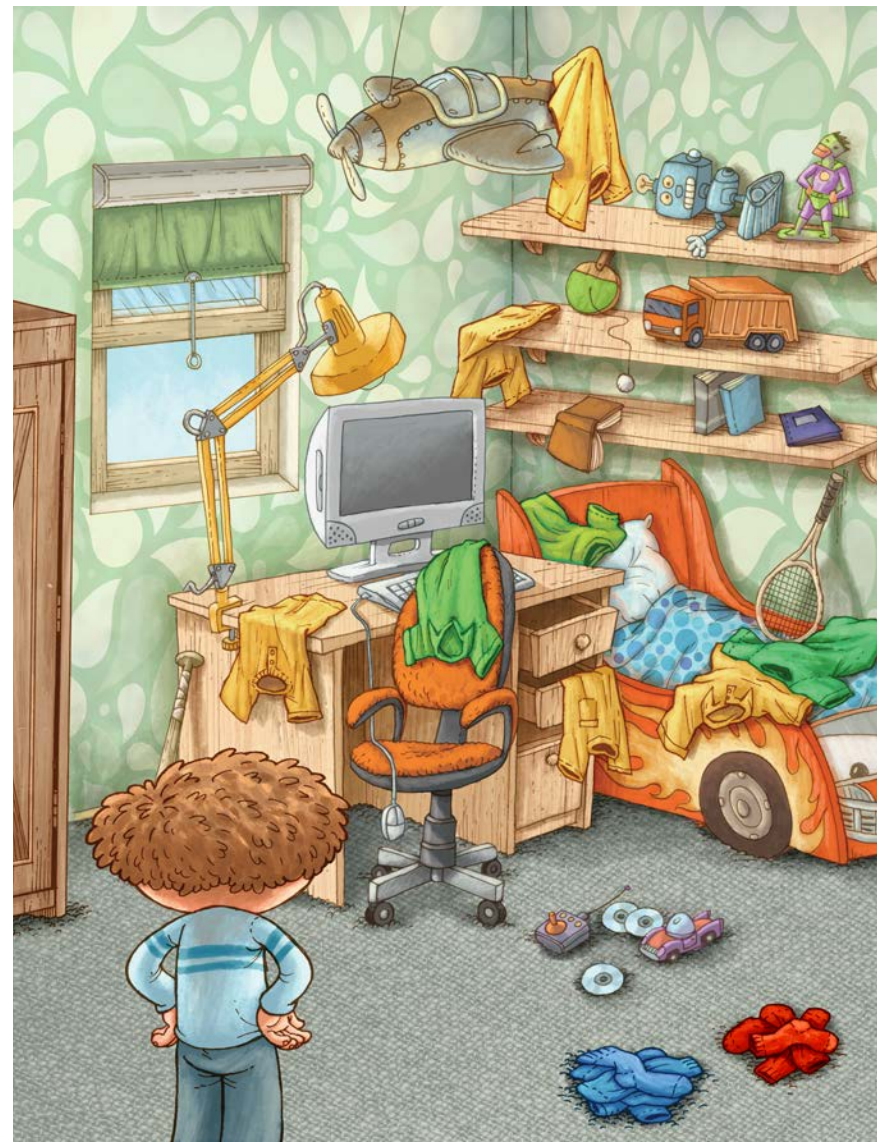
I found four red socks and
put them in a pile.
Thank you for your help!



I need to find all my blue
socks.
Can you help me find them?



I found six blue socks and
put them in a pile.
Thank you for your help!



I need to find all my green
shirts.
Can you help me find them?



I found five yellow shirts and
put them in a pile.
Thank you for your help!



Now my clothes are all sorted
into piles.
What more could Mom want?

Name _____

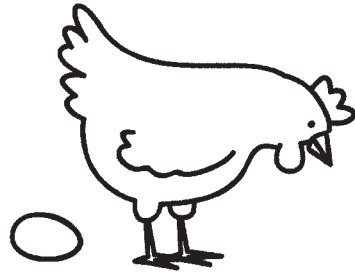
- ① Can you help me _____
- ② Mom says I have to clean my room _____
- ③ Can you help me sort my clothes _____
- ④ Can you help me find them _____
- ⑤ I need to find all my red socks _____
- ⑥ What more could Mom want _____
- ⑦ Thank you for your help _____



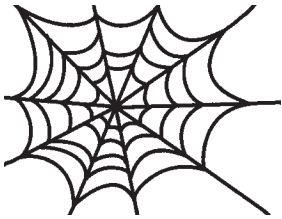
My Sentence:

Instructions: Read each sentence with students. Have students place either a period or a question mark at the end of each sentence. Then, have students read the sentences to a partner using the punctuation they chose. Encourage them to write an original sentence using a question mark on the lines provided.

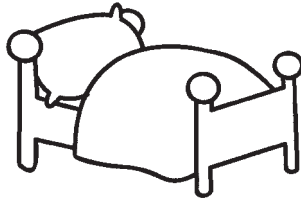
Name _____



hen



w b



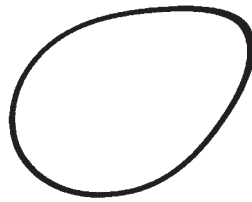
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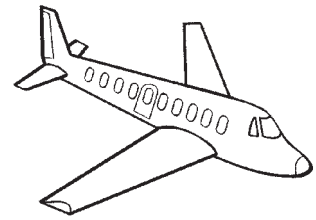
n st



dr ss



gg



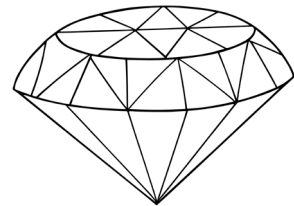
j t



p nny



v st



g m

Instructions: Name each picture aloud for students. Have students add the short vowel e to complete each word.

Name _____

Characters	Setting

Plot:

Instructions: Have students draw the characters from *Cleaning My Room* in the box labeled *Characters*. Then, have students draw the setting of the story in the box labeled *Setting*. At the bottom of the page, have students write or dictate one sentence about the plot.



F

Cleaning My Room

Did the boy clean his room?
How do you know?

Analyze

Reading A-Z

F

Cleaning My Room

How does the boy solve
the problem of cleaning
his messy room?

Problem and Solution

Reading A-Z



F

Cleaning My Room

What is the first thing the
boy does to clean his room?

Sequence Events

Reading A-Z

F

Cleaning My Room

Does the boy's mom think
he did a good job of
cleaning his room?
How do you know?

Evaluate

Reading A-Z

Name _____ Date _____

1. The characters in this story are _____.
 - (A) a boy
 - (B) a boy and his mom
 - (C) a boy and his sister

2. What does the boy do after his mom tells him to clean his room?
 - (A) The boy finds all his yellow shirts.
 - (B) The boy finds all his blue socks.
 - (C) The boy finds all his red socks.

3. This story takes place in the boy's room. His room is the _____.
 - (A) setting
 - (B) character
 - (C) plot

4. Why does the boy say, "*What more could Mom want?*"
 - (A) He thinks he did a good job cleaning his room.
 - (B) He thinks his mom should help him clean his room.
 - (C) He wants to know if there is anything else he has to clean.

5. A **pile** is _____.
 - (A) a space inside a building
 - (B) a warm piece of clothing
 - (C) a group of things on top of each other

6. **Extended Response:** Have students order the kinds of clothing the boy picks up from greatest to least.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Battery Power!

A Reading A-Z Level F Leveled Book
Word Count: 126

Connections

Writing

Make a list of ten items that use batteries. Put your list in alphabetical order. Then, write about which one of those items is your favorite and why.

Science

How would your life be different if there were no batteries? How would life for others be different without batteries? Discuss with a partner.

Reading A-Z

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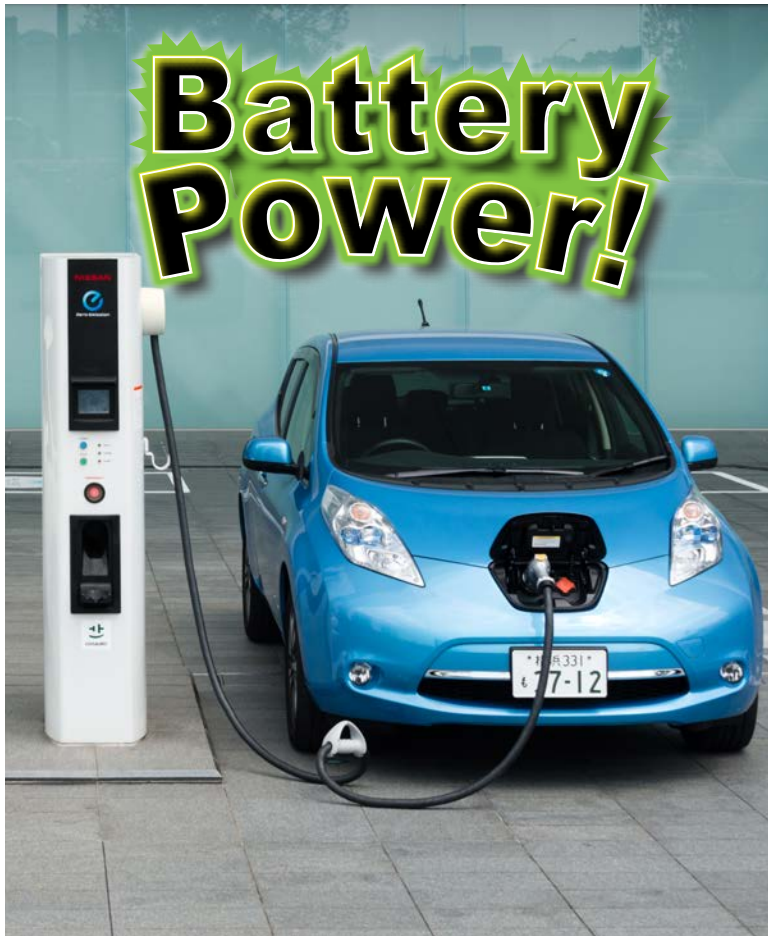
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Battery Power!



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Focus Question

What are batteries, and why are they important?

Words to Know

batteries	electricity
charged	energy
chemicals	power

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 Level F Leveled Book
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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



Batteries store and release energy called *electricity*. Batteries can power many things that people use every day.



They can power a light.
They can power a tool.



They can power a phone.
They can power a toy.

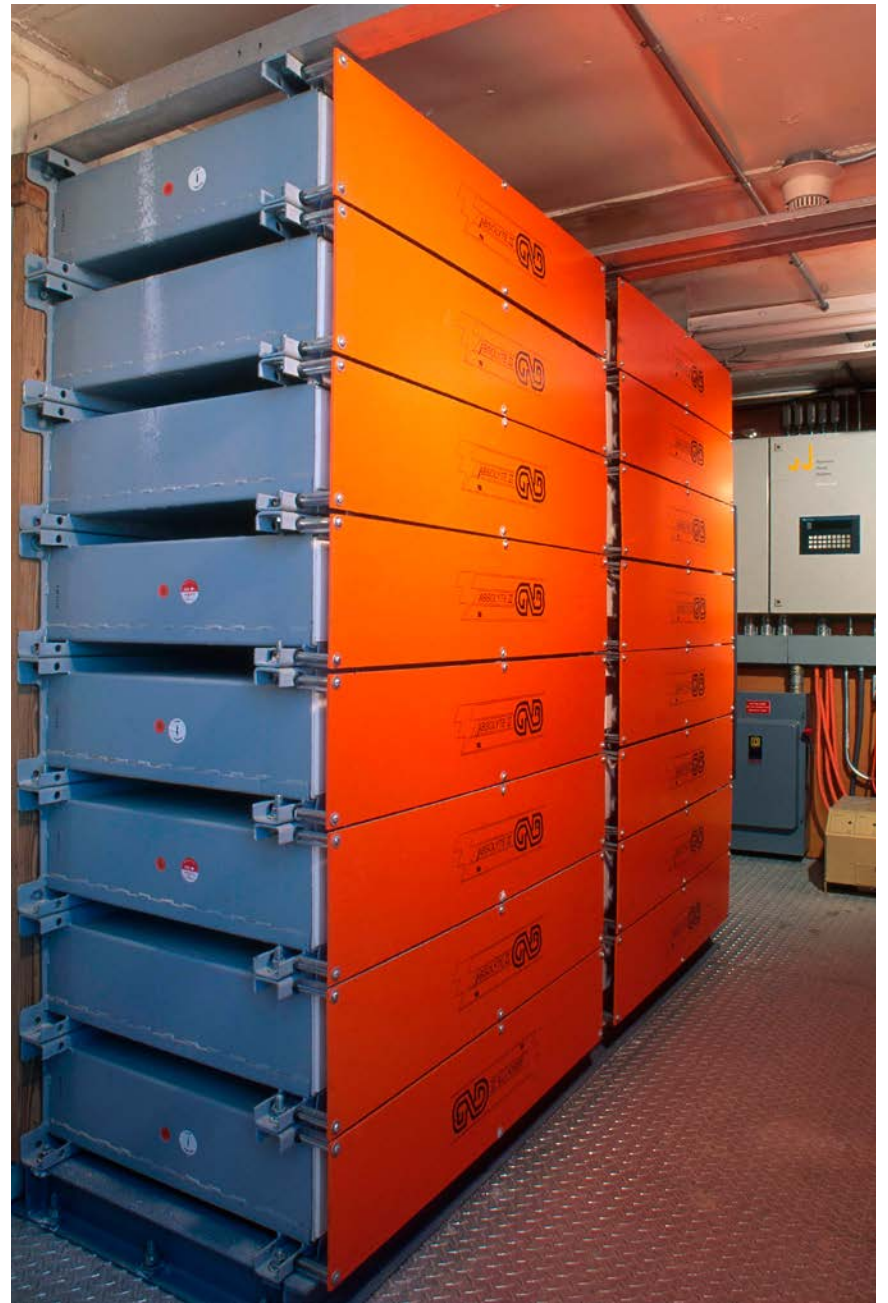


They can power a computer.
They can power a car!

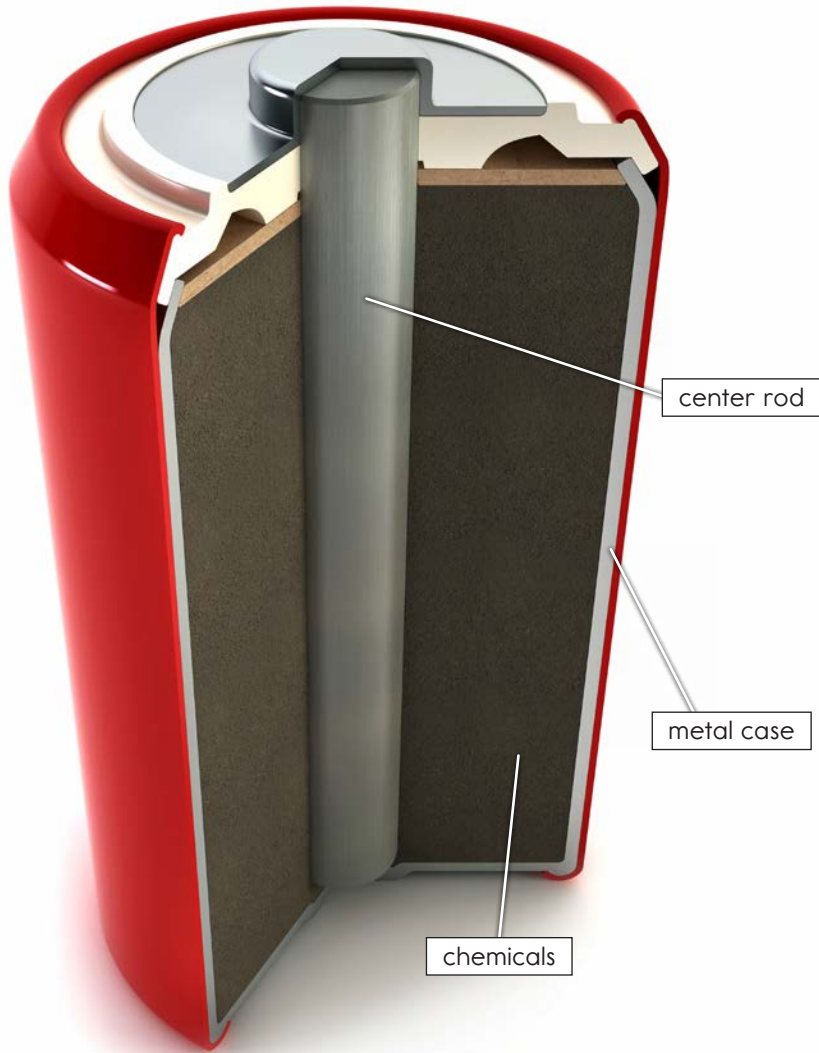




Batteries can be small.



They can be as big as a room.



Batteries have chemicals inside them.
The chemicals store energy.



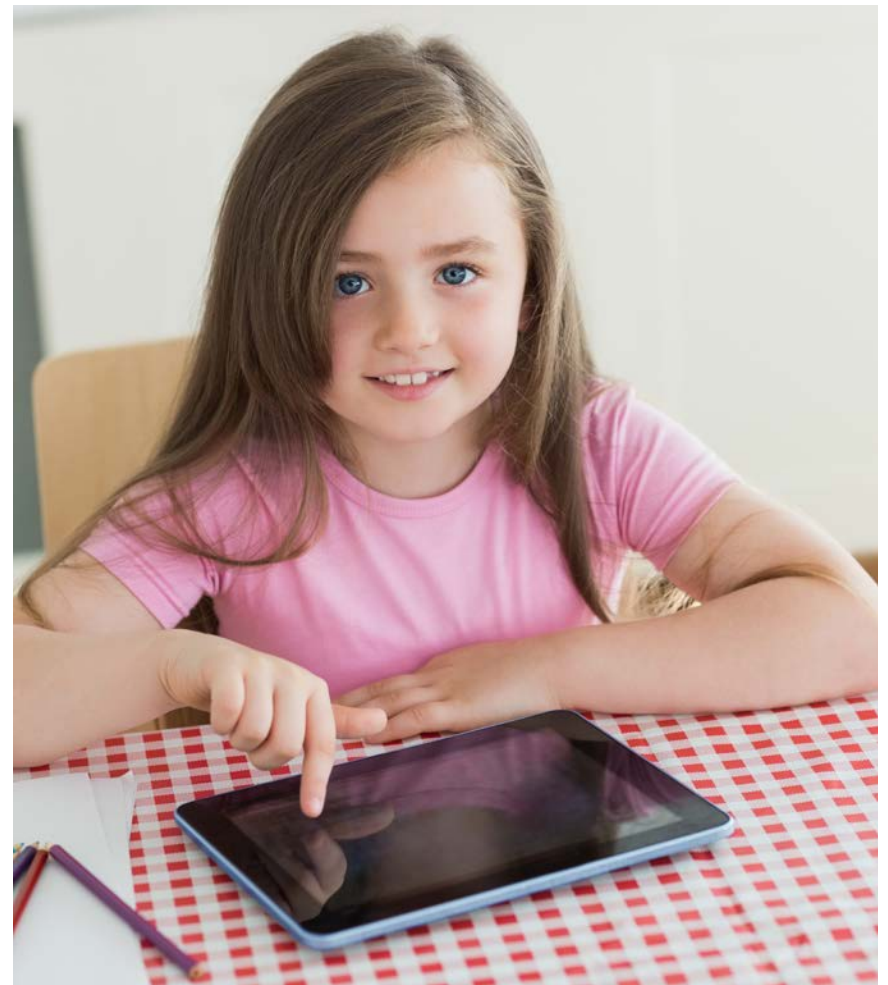
The chemicals slowly release that energy.

The chemicals stop releasing energy after some time.

Batteries that stop releasing energy are dead.

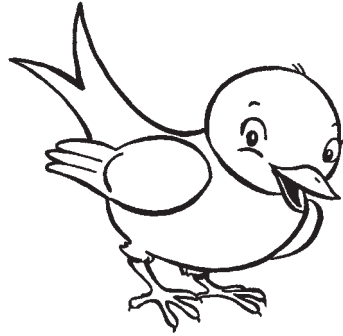


Some batteries can be charged up again. These batteries can make energy again. They can be used over and over.

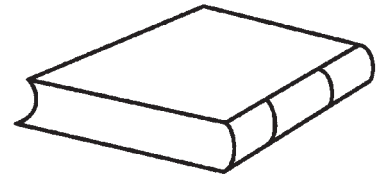
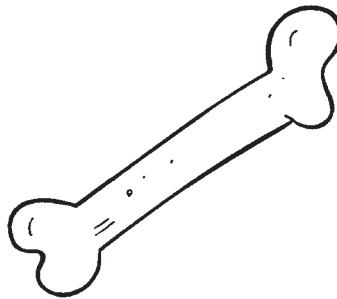
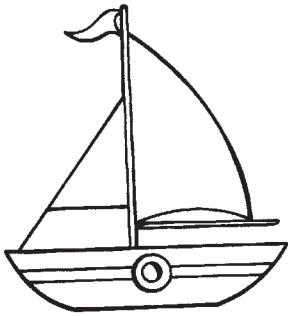


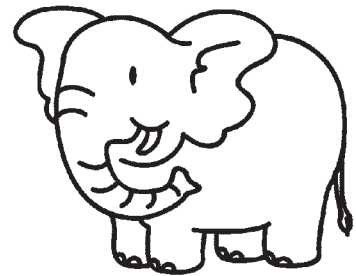
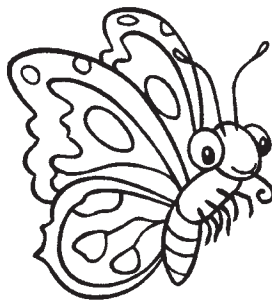
Batteries can power many things that people use every day. In what things do you use batteries?

Name _____



Bb





Instructions: Name each picture with students. Have students write the letter *Bb* under each picture that begins with the /b/ sound. Then, have students color the pictures that begin with the /b/ sound.

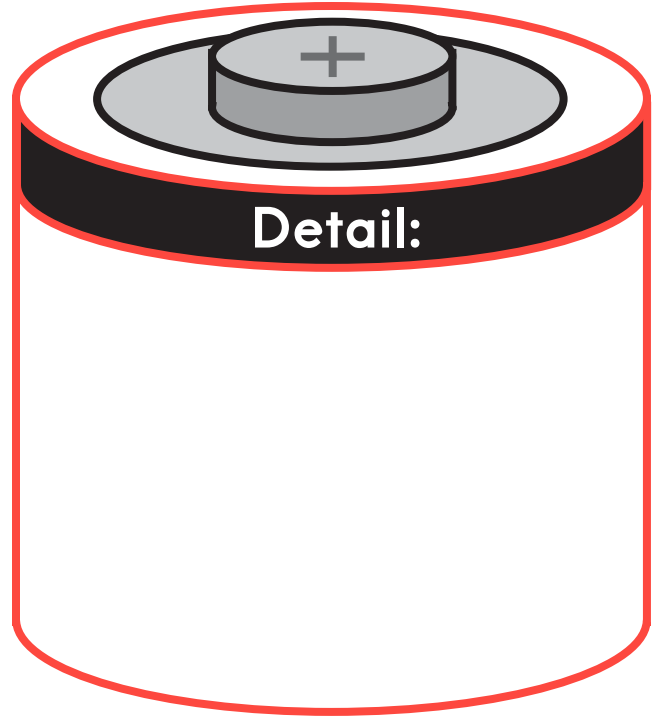
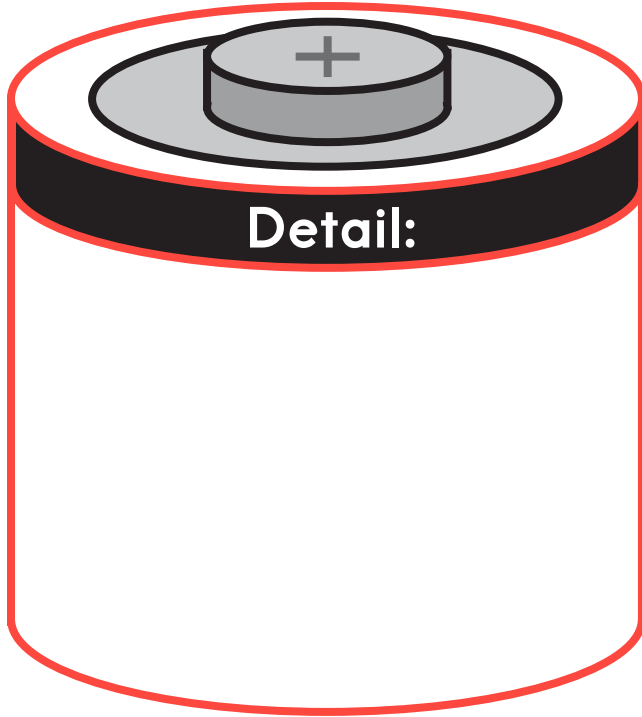
Name _____

- ① Batteries power objects.
- ② Batteries store energy.
- ③ The chemicals store energy.
- ④ Batteries make energy.
- ⑤ The chemicals slowly release that energy.

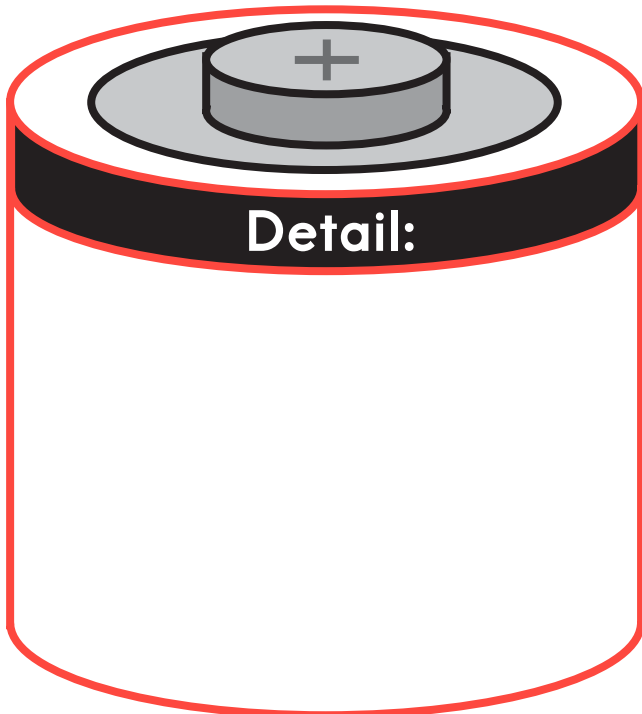


Instructions: Have students circle the verb in each sentence.

Name _____



Batteries are important and can power many objects.



Battery Power! • Level F • 1

Skill: Main Idea and Details

Instructions: Read the main idea with students. Then, have them write and draw pictures of details that support the main idea.



F

Battery Power!

What is the main idea of this story?

What details support the main idea?

Main Idea and Details

 Reading A-Z

F

Battery Power!

Why do you think the author wrote this story?

Author's purpose

 Reading A-Z



F

Battery Power!

What would happen to a car if the battery in it stopped releasing energy?

Why?

Analyze

 Reading A-Z

F

Battery Power!

Why is it important for some objects or devices to use rechargeable batteries?

Evaluate

 Reading A-Z

Name _____ Date _____

1. What is the main idea of of this book?
 - (A) Batteries are important and can power many objects.
 - (B) Some batteries can be recharged.
 - (C) Batteries come in many shapes and sizes.

2. The author explains how batteries work and how they power objects to _____ the reader.
 - (A) inform
 - (B) persuade
 - (C) entertain

3. What is a detail from the book about batteries?
 - (A) Batteries should be stored in cool places.
 - (B) Batteries can be heavy.
 - (C) Batteries can power toys.

4. What is the effect of chemicals slowly releasing energy?
 - (A) Batteries cannot be reused.
 - (B) Batteries can power an object or device.
 - (C) Batteries can be recharged.

5. Which word means *objects that convert chemical energy to electrical energy*?
 - (A) rechargeable
 - (B) power
 - (C) batteries

6. **Extended Response:** Have students choose a picture in the book and explain how it helps them to better understand the text.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

The Bald Eagle

A Reading A-Z Level F Leveled Book
Word Count: 136

Connections

Writing and Art

What animal would be a good symbol of you?

Draw a picture of the animal and write about why it is a good symbol of you.

Science and Art

Draw a picture of a bald eagle. Label at least five of its body parts.

Share your picture with a partner and tell what each body part is used for.

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LEVELED BOOK • F

The Bald Eagle



Written by Hannah Gramson

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The Bald Eagle



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Focus Question

Why is the bald eagle a symbol of the United States?

Words to Know

beautiful
city halls
flags

free
national
symbol

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Correlation

LEVEL F

Fountas & Pinnell	F
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DRA	10



The bald eagle is a symbol of the United States.



Statue of Liberty



Liberty Bell



United States flag



Lincoln Memorial

The United States has many symbols.

A symbol is something that stands for something else.



The bald eagle is strong.
It stands for the strength
of the United States.



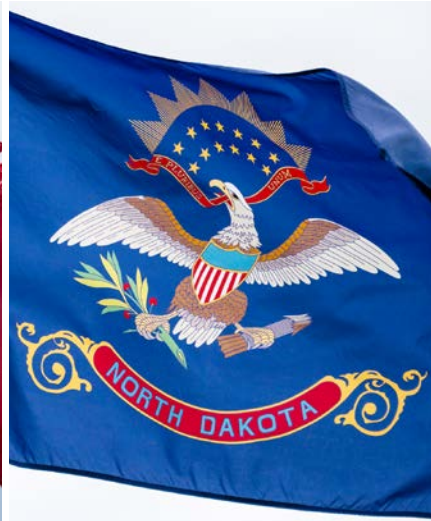
The bald eagle is beautiful.
It stands for the beauty
of the United States.



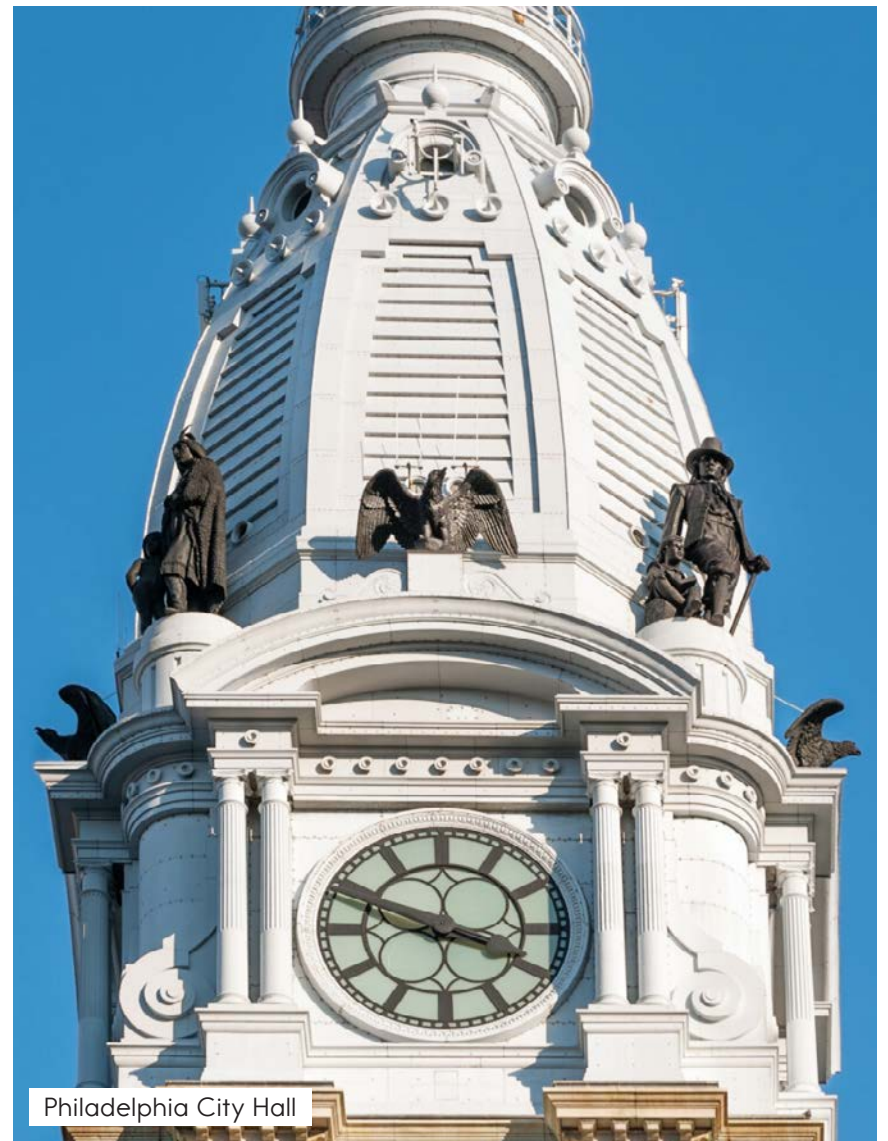
The bald eagle is free.
It stands for the freedom
of the United States.



The bald eagle is on money
in the United States.
It is on many coins.



The bald eagle is on flags in the United States. It is on many state flags.



Philadelphia City Hall

The bald eagle is on public buildings in the United States. It is on many city halls.



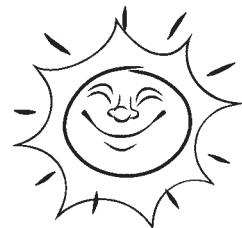
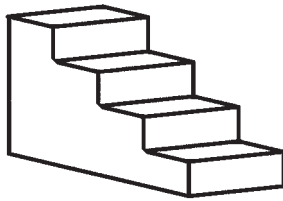
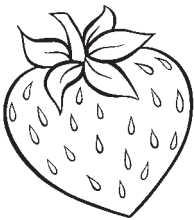
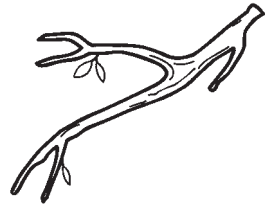
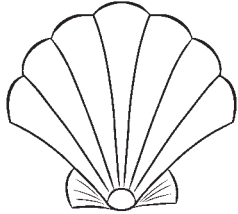
The bald eagle is the national bird of the United States.



The bald eagle is an important symbol of the United States.



stamp



Instructions: Have students identify each picture. Then, have them write the letters *st* under the pictures that begin with the *st*-blend.

Name _____ Date _____



The bald eagle is a symbol of the United States.

Detail

Detail

Detail

Instructions: Read the main idea with the students. Have them fill in three supporting details using words and pictures.

Name _____ Date _____

Paste it:

Write it:

Draw it:

eagle	strong.	bald	The	is
-------	---------	------	-----	----

(Note: A pair of scissors icon is positioned above the dashed box containing the words.)

Instructions: Read the words aloud with students. Have students cut the words out and paste them in the correct order to form a declarative sentence. Then, have students write the sentence on the line provided and draw a picture to illustrate the sentence.



F

The Bald Eagle

What was the author's purpose for writing this text?

Author's Purpose

Reading A-Z

F

The Bald Eagle

What do you think is the most important reason the bald eagle is a symbol of the United States?

Why?

Evaluate

Reading A-Z



F

The Bald Eagle

What is the main idea of this book?

What are three details that support that main idea?

Main Idea and Details

Reading A-Z

F

The Bald Eagle

What do you think would be a good symbol for the country that you live in?

Why?

Create

Reading A-Z

Name _____ Date _____

1. A symbol _____ something else.
 - Ⓐ looks like
 - Ⓑ stands for
 - Ⓒ is the same as

2. The bald eagle and the United States are both _____.
 - Ⓐ strong and beautiful
 - Ⓑ important symbols
 - Ⓒ on public buildings

3. The bald eagle stands for the freedom of the United States because it is _____.
 - Ⓐ free
 - Ⓑ strong
 - Ⓒ beautiful

4. The bald eagle is on money and buildings in the United States because _____.
 - Ⓐ many people use the money and buildings
 - Ⓑ the bald eagle is the national bird of the United States
 - Ⓒ the money and buildings are symbols of the United States

5. Which of the following sentences is the best main idea for this book?
 - Ⓐ The United States has many symbols.
 - Ⓑ The bald eagle stands for the strength of the United States.
 - Ⓒ The bald eagle is an important symbol of the United States.

6. **Extended Response:** Have students write or dictate sentences telling the reasons they think the bald eagle is a good symbol for the United States.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Discovering Dinosaurs

A Reading A-Z Level I Leveled Book
Word Count: 262

Connections

Writing and Art

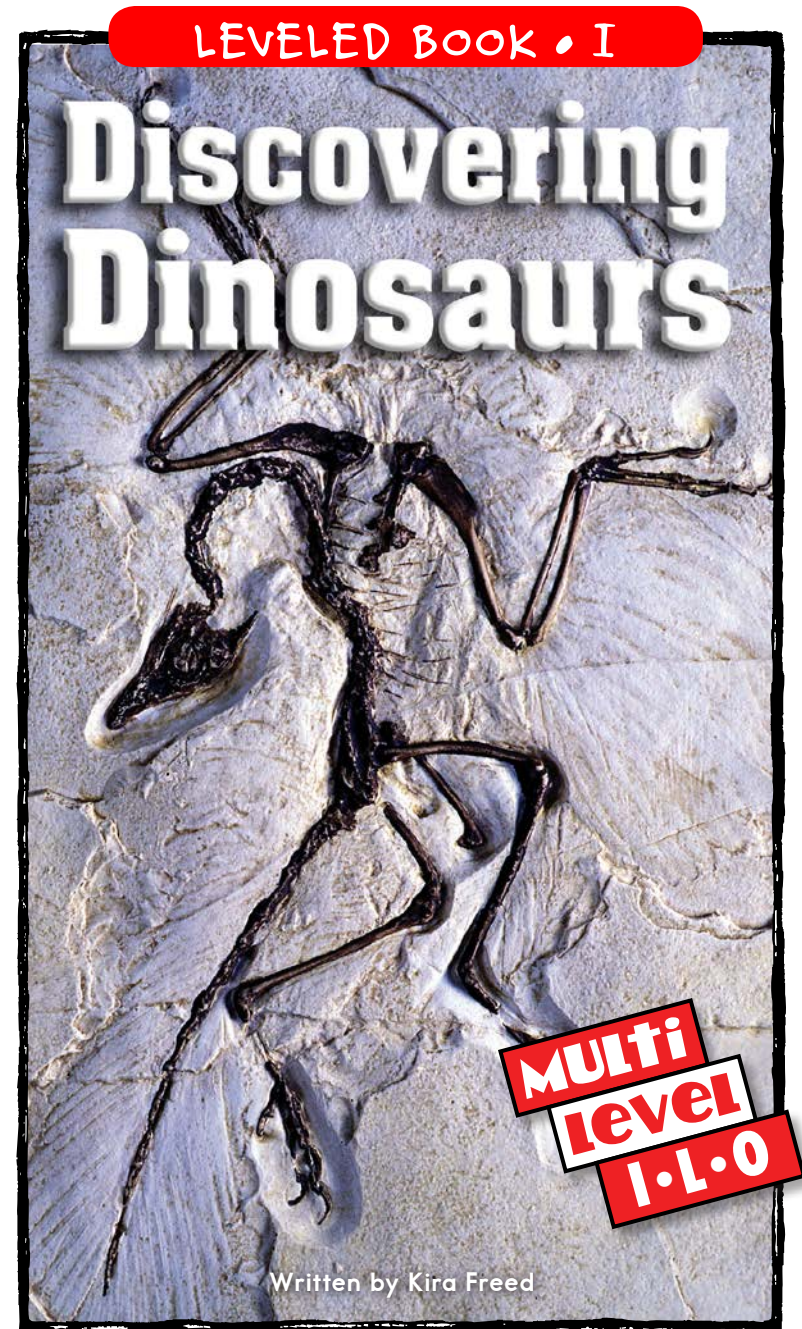
Imagine you are a scientist studying dinosaurs and have discovered new fossils. Draw a picture of your discovery and write a postcard home about it.

Science and Art

Create a list of different types of fossils. Draw a picture of two examples and discuss with a partner what scientists can learn from these fossils.

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Discovering Dinosaurs



Written by Kira Freed

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Focus Question

What are fossils, and how have they helped us learn about dinosaurs?

Words to Know

carefully

dinosaurs

fossils

museum

scientists

skeleton

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Correlation

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Fountas & Pinnell	I
Reading Recovery	15-16
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Many fossils are on display in museums.

Finding Fossils

How do we know **dinosaurs** lived on Earth?

We know because we have found **fossils** in rocks all over the world.

Scientists have found fossils of dinosaur bones, footprints, teeth, nests, and eggs.



tooth



footprints



bones



egg



skeleton

These scientists are **carefully** digging dinosaur fossils out of the ground. They will wrap up the fossils to keep them safe.

Then they will take them to a **museum**.



Scientists clear dirt and rock away from a leg bone fossil.



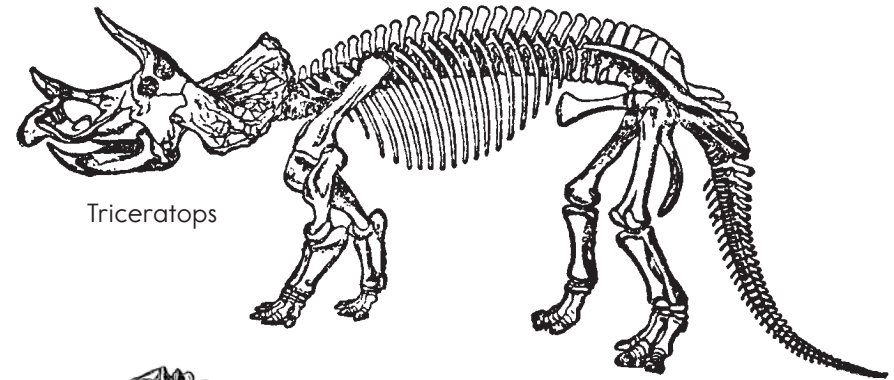
A scientist fits Triceratops bone fossils together.

At the museum, scientists will study the fossils.

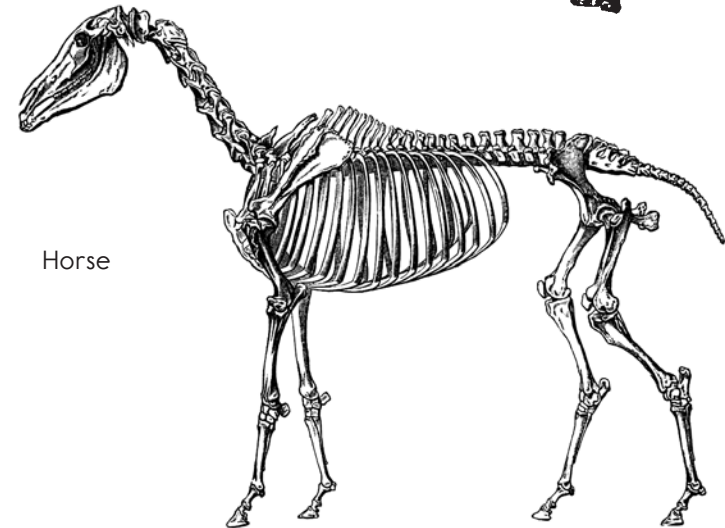
They try to fit bone fossils together to make a **skeleton**.

Some pieces of the skeleton might be missing.

Scientists use what they know about other animals to make pieces fit.



Triceratops



Horse

In some ways Triceratops (top) and horse skeletons look the same.

Learning from Fossils

Scientists study other animals to learn about dinosaurs.

Dinosaur bones may be bigger.

But many are shaped the same.

Scientists compare dinosaur bone fossils to other animals. They learn that some dinosaurs walked, and some flew.



walking dinosaur



flying dinosaur

Scientists study fossil footprints to see how fast dinosaurs moved. Some dinosaurs moved very slowly. Some moved faster than humans.



Can you see the two sets of fossil footprints?



The sharp teeth of a meat-eating dinosaur

Scientists study fossil teeth to learn what dinosaurs ate. Some teeth are sharp like the teeth of meat eaters. Other teeth are flat like the teeth of plant eaters.

Scientists learn about dinosaur babies from fossil nests and eggs. Some dinosaurs may have sat on their eggs like many birds do.



A fossil nest with dinosaur eggs



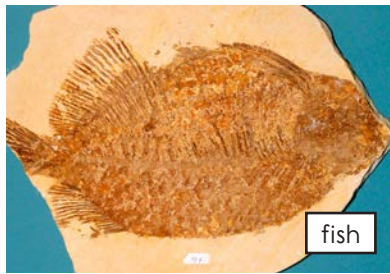
insect



plant

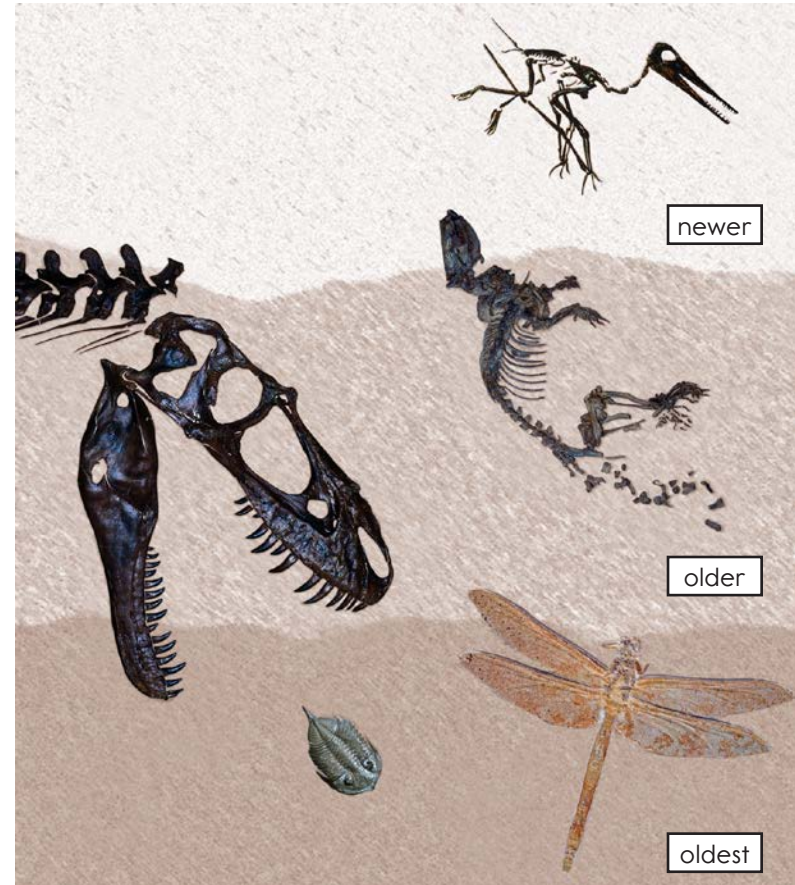


frog



fish

Scientists also find fossils of plants, fish, insects, and other animals. These fossils help them learn what Earth was like when dinosaurs lived here.



Layers of rock show where dinosaur fossils are found.

How Long Ago?

Scientists study rocks where fossils are found.

Older fossils are deeper in the ground than newer fossils.

No one knows for sure why the dinosaurs disappeared millions of years ago.



Footprints of a large three-toed dinosaur

Glossary

- carefully** (*adv.*) with care to avoid possible harm or damage (p. 6)
- dinosaurs** (*n.*) members of groups of reptiles that lived long ago (p. 4)
- fossils** (*n.*) remains of plants or animals that turned to stone over time (p. 4)
- museum** (*n.*) a building used to store and show things that are important to history, science, or art (p. 6)
- scientists** (*n.*) people who study one or more fields of science (p. 5)
- skeleton** (*n.*) the bones that support and protect the body (p. 7)

Name _____

Main Idea **Supporting Details**

<p>Section 1: Finding Fossils</p>		
<p>Section 2: Learning from Fossils</p>		
<p>Section 3: How Long Ago?</p>		

Instructions: Ask students to write the main idea and a supporting detail for each of the sections in the book *Discovering Dinosaurs*.

Name _____

egg

bone

footprint

eggs

bones

footprints



Instructions: Choosing from the words in the box above, have students write the singular or plural form of the words under the correct picture.

Name _____

disappear: _____ learn: _____

walk: _____ move: _____

shape: _____ live: _____

- ① Scientists learned that some dinosaurs _____, and some flew.
- ② No one knows for sure why the dinosaurs _____ millions of years ago.
- ③ Scientists study fossil footprints to see how fast dinosaurs _____.
- ④ How do we know dinosaurs _____ on Earth?
- ⑤ Many dinosaur bones are _____ the same.
- ⑥ Scientists have _____ about dinosaurs by digging up fossils.



Instructions: Read each word in the box aloud to students. Have them add the suffix *-ed* to each word and record the new word in the space provided. Read each sentence aloud as students follow along. Have them complete each sentence using the past-tense form of one of the words in the box.



Discovering Dinosaurs

How were meat-eating dinosaurs and plant-eating dinosaurs different?
How were they similar?

Compare and Contrast

 Reading A-Z



Discovering Dinosaurs

What do scientists do after they dig up a fossil?

Sequence Events

 Reading A-Z



Discovering Dinosaurs

Why do scientists have to work carefully when they find fossils?

Evaluate

 Reading A-Z



Discovering Dinosaurs

How does studying other animal bones help scientists learn more about dinosaurs?

Analyze

 Reading A-Z

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. Why is it harder to find older fossils than newer ones?
 - Ⓐ Older fossils are deeper in the ground.
 - Ⓑ Older fossils are in the top layers of rock.
 - Ⓒ Older fossils are bigger than newer ones.

2. What is the main idea of the book?
 - Ⓐ Scientists find fossils of many plants and animals.
 - Ⓑ Dinosaurs lived millions of years ago.
 - Ⓒ Fossils tell lots of important things about dinosaurs.

3. How are dinosaur bones and other animal bones alike?
 - Ⓐ Both kinds of bones are always the same color.
 - Ⓑ Both kinds of bones can be the same shape.
 - Ⓒ Both kinds of bones are always the same size.

4. What did scientists learn about dinosaurs from fossils?
 - Ⓐ Some had flat teeth, and others had sharp teeth.
 - Ⓑ Dinosaur skeletons should be in museums.
 - Ⓒ Dinosaurs disappeared because they were too big.

5. What are **fossils**?
 - Ⓐ parts of dinosaurs put in a museum
 - Ⓑ things made by scientists to look like animals
 - Ⓒ parts of living things that turned into stone over time

6. **Extended Response:** What are two ways that some dinosaurs were like birds?

Dragonflies!

A Reading A-Z Level I Leveled Book
Word Count: 247



Connections

Writing

Using the information in this book, write a personal narrative from the perspective of a dragonfly.

Science

Design a habitat for a dragonfly. Use facts from the book to create your habitat.

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LEVELED BOOK • I

Dragonflies!



**Multi
level
1•1•0**

Written by Cheryl Reifsnyder

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Dragonflies!



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Focus Question

What makes the dragonfly an amazing insect?

Words to Know

adult	hunt
breathe	insects
direction	pairs

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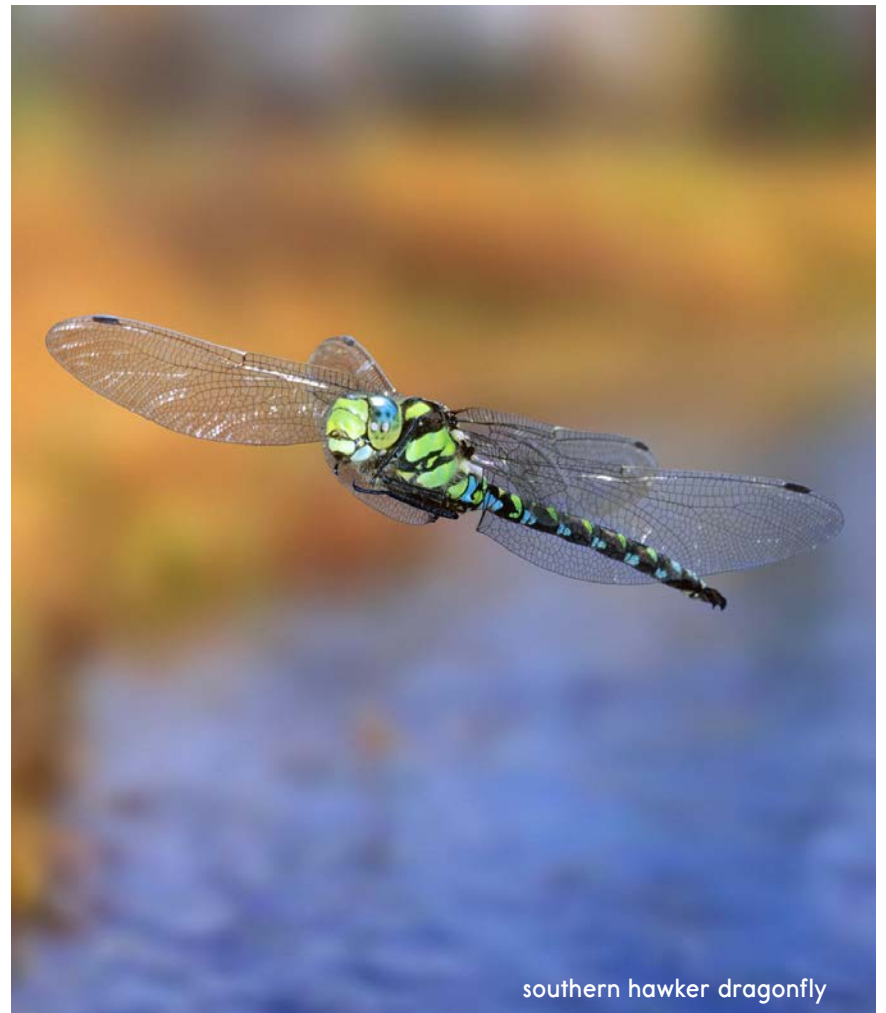
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southern hawker dragonfly

Amazing Dragonflies

Look! Something small and green
is flying fast over the water.
It's a dragonfly!

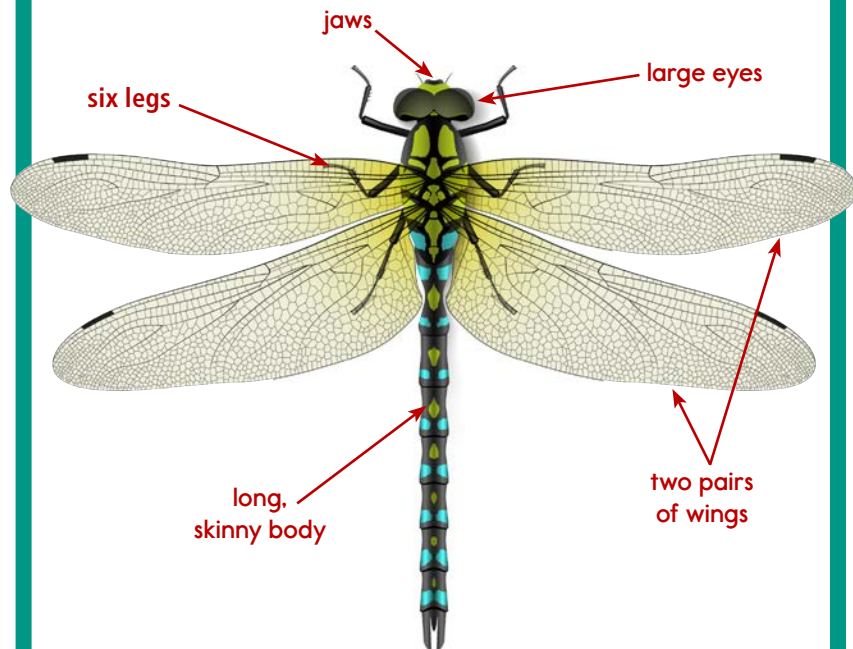
What Are Dragonflies?

Dragonflies are flying **insects** with two **pairs** of wings.

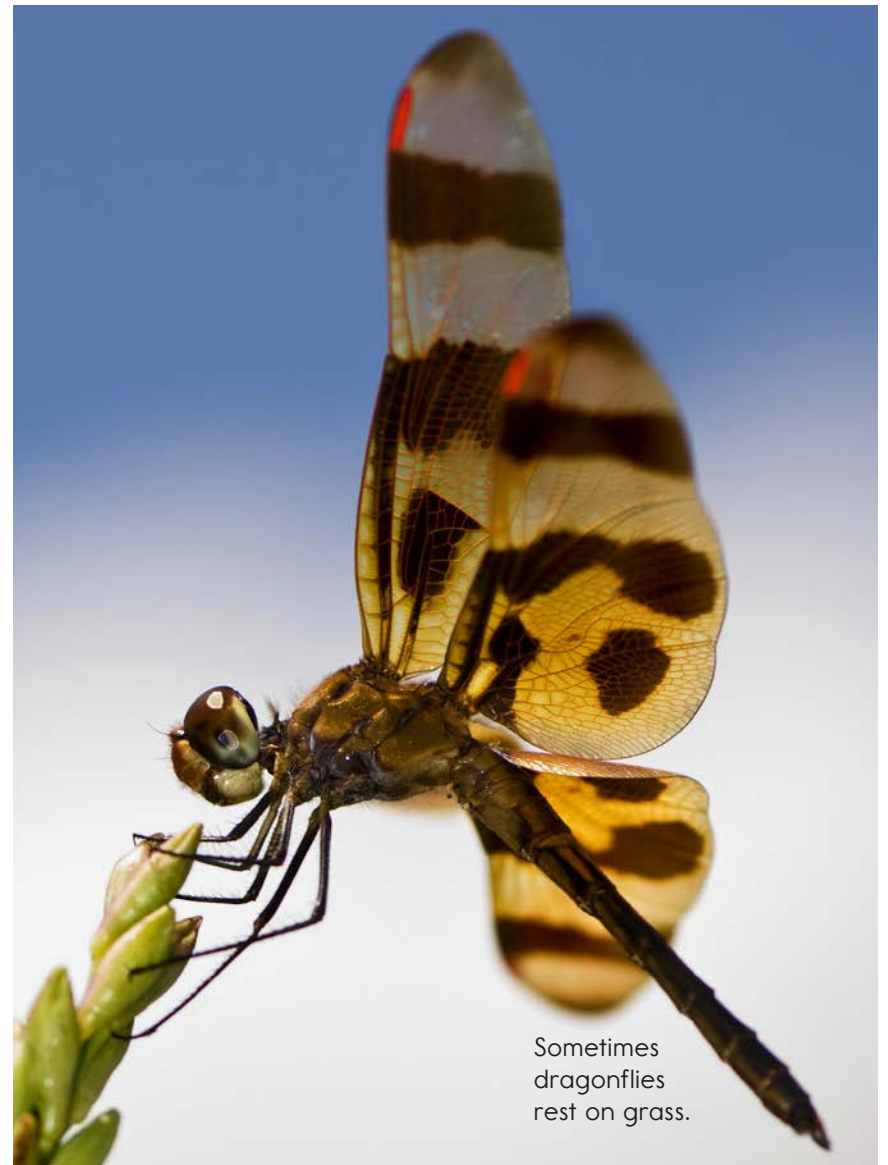
They come in many colors.

Dragonflies can be green, blue, gold, or even pink.

What Makes an Insect a Dragonfly?



A dragonfly has a large head; a long, skinny body; and two pairs of wings.



Sometimes dragonflies rest on grass.

Some dragonflies have stripes.
Some change color over time.

Dragonflies always live close to water. They lay their eggs in or near water. The young dragonflies live in water for a year or more.



Some dragonflies lay their eggs in rotting wood under water (main). Some dragonflies can lay hundreds of eggs at a time (inset).



young dragonfly

Young Dragonflies

Young dragonflies look different from **adult** dragonflies.

They can **breathe** under the water. Their green and brown colors help them hide from fish, frogs, and other hungry animals.

Super Sight

Adult dragonflies have the largest eyes of all the insects.

Each eye is made up of about thirty thousand tiny parts.

They can see almost all the way around at once.



Close up, dragonfly eyes look as if they are made of window screens.



Dragonflies can swoop and dive through the air.

Amazing Flight

Dragonflies are some of the fastest flying insects in the world.

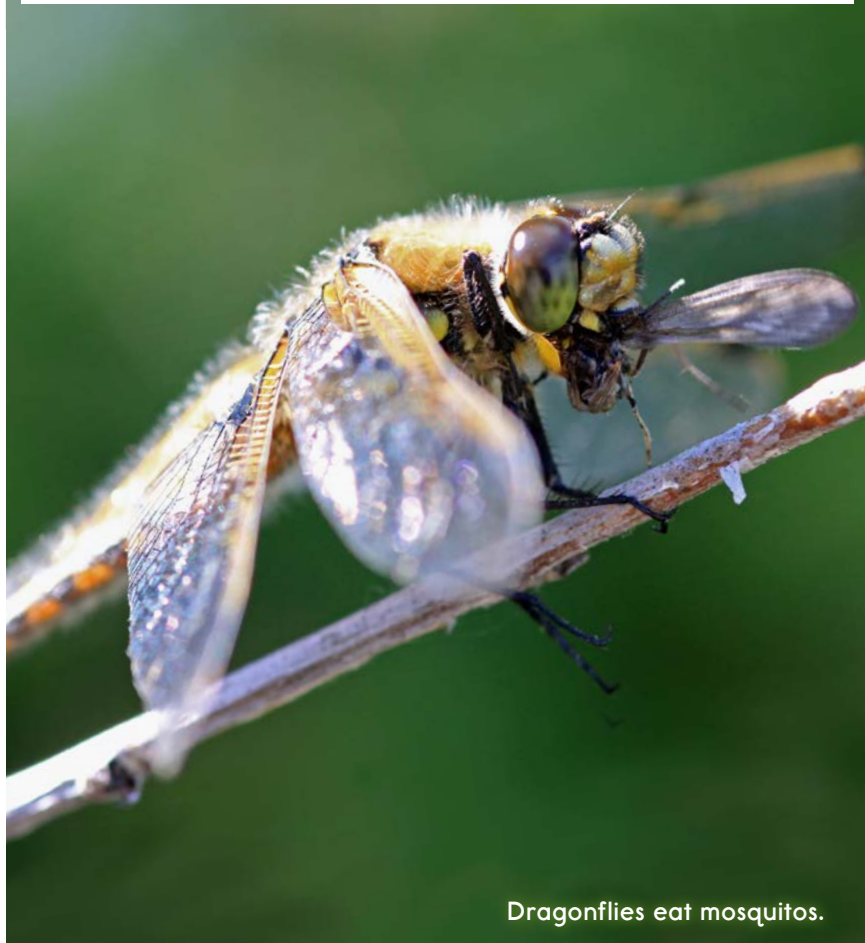
They can change **direction** quickly in the air.

They can fly forward, backward, and even upside down!

Amazing Hunters

Adult dragonflies hunt small flying insects.

They catch these insects from behind and below.



Dragonflies eat mosquitos.



Damselflies make good meals for dragonflies.

They often eat their food in the air.
Small insects make good meals!

Dragonflies for Dinner

Birds, lizards, frogs, and spiders all like to eat dragonflies.

Dragonflies eat other dragonflies, too.

Not many animals can catch a dragonfly!



Some birds like to eat dragonflies.

Swarms

Sometimes dragonflies travel in large groups.

These groups are called *swarms*.



Scientists say it is hard to take good pictures of dragonfly swarms.

A Safe Place for Dragonflies

In 1985, people in Japan created the world's first dragonfly park. Today there are also dragonfly parks in Europe and the United States. Dragonflies are amazing creatures—and people all over the world are starting to realize it!



The dragonfly park in Singapore has large statues of dragonflies in the lake.

Dragonflies Worldwide

There are nearly three thousand kinds of dragonflies.

They are found all around the world. Look at your closest stream, pond, or lake. Maybe you can spot some dragonflies!

Glossary

- adult** (*adj.*) the stage in which a person or other animal is fully developed (p. 8)
- breathe** (*v.*) to take in and let out air through the nose or mouth (p. 8)
- direction** (*n.*) the way or course toward which something moves or faces (p. 10)
- hunt** (*v.*) to search for and kill wild animals for food (p. 11)
- insects** (*n.*) small animals with six legs, three body parts, and usually two sets of wings (p. 5)
- pairs** (*n.*) sets of two (p. 5)

Name _____



Author's Purpose



entertain me
with dragonfly
stories

persuade me
to raise
dragonflies

inform me
about dragonfly
insects

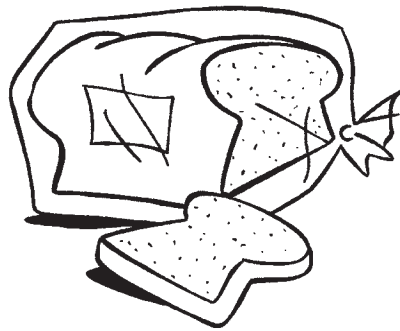
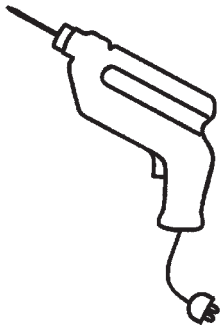
- Young dragonflies can breathe underwater.
- Birds, lizards, frogs, and spiders all eat dragonflies.
- Once upon a time, a boy found a dragonfly.
- Sometimes dragonflies travel in swarms.
- People need to help dragonflies by raising new ones.
- Dragonflies make the best pets ever.
- Each dragonfly eye is made up of about thirty thousand tiny parts.
- Dragonflies lay their eggs in or near water.
- Dragonetta the dragonfly had an amazing adventure.

Instructions: Have students circle the box at the top of the page that describes why the author wrote the book. Then, have students check the box next to each sentence below that is a detail from the book supporting the author's purpose.

Name _____



drink



Instructions: Identify each picture with students. Then, have students write the initial consonant *br*-blend at the beginning of every word that begins with the /br/ sound, and the initial consonant *dr*-blend at the beginning of every word that begins with the /dr/ sound.

Name _____



pig

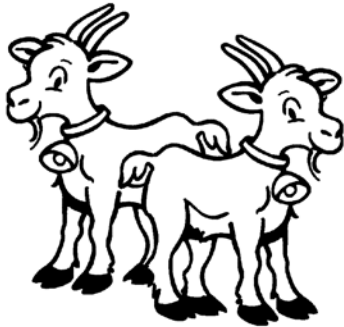
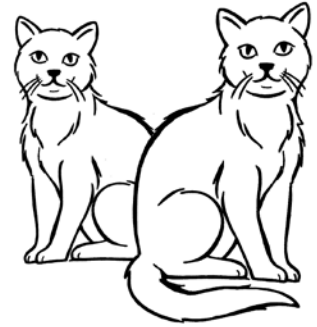
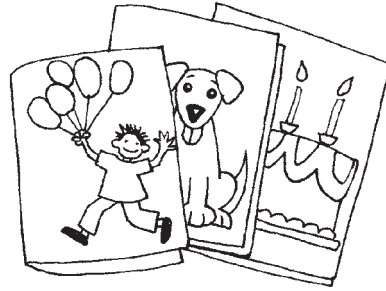
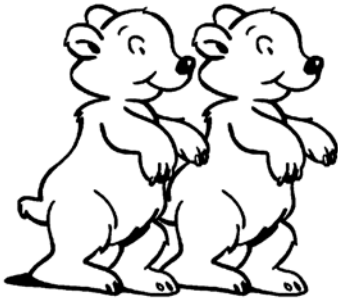
card

bear

kid

cat

goat



My Sentence:

Instructions: Have students write the plural noun for each picture. Then, have them write a sentence using one of the plural nouns in the pictures.



Dragonflies!

What is the main idea of this book?

How does each section support the main idea?

Main Idea and Details

 Reading A-Z



Dragonflies!

How is a dragonfly similar to a bird?

How is it different?

Compare and Contrast

 Reading A-Z



Dragonflies!

Why are people creating dragonfly parks?

Analyze

 Reading A-Z



Dragonflies!

What is the most interesting fact you learned about dragonflies?

What is the least interesting?

Evaluate

 Reading A-Z

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. The diagram on page 5 shows that _____ is one feature that classifies a dragonfly an insect.
 - (A) green coloring
 - (B) six legs
 - (C) a mouth
2. Where do young dragonflies live for a year or more?
 - (A) near water
 - (B) in water
 - (C) in the air
3. The word **hunt** means to _____.
 - (A) search for and kill wild animals for food
 - (B) take in and let out air through the nose or the mouth
 - (C) stay in one place in the air
4. The writer shares details about young dragonflies to _____.
 - (A) inform readers about how dragonflies grow
 - (B) entertain readers with dragonfly jokes
 - (C) persuade readers to buy baby dragonflies
5. According to the conclusion, why would you take a close look at a stream, pond, or lake?
 - (A) to avoid getting wet
 - (B) to catch fish
 - (C) to find some dragonflies
6. **Extended Response:** Describe three facts that support the opinion that dragonflies are amazing insects. What other opinions about dragonflies did you read in the book or form while you read?

Dolphins

A Reading A-Z Level I Leveled Book
Word Count: 254

LEVELED BOOK • I

Connections

Writing

Write an acrostic poem about dolphins.

Use the word *dolphin* as the acrostic.

Each letter in the word begins a new line of your poem.

Science

Think of another animal you know about.

How are a dolphin and the other animal the same and different? Share your ideas with a partner.



Dolphins

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Written by Emily Bryk

www.readinga-z.com



Focus Question

What is a dolphin?

Words to Know

female	Pods
grab	protect
mammals	steer

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Dolphins
Level I Leveled Book
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Correlation

LEVEL I	
Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



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Dolphins and Sound	10
Dolphins Groups	12
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Introduction

Dolphins live in every ocean
in the world.

Some even live in rivers.



This kind of dolphin lives in a muddy river. Over time, its eyes have become weak because it can't see through the mud.



Most dolphin mothers are pregnant for about a year. Some can be pregnant for eighteen months before they give birth to a baby!

Dolphins Are Mammals

Dolphins are **mammals**.

They can keep their body warm.

Dolphin mothers make milk for babies.

They do not lay eggs.

Instead, their babies are born live.

Dolphins breathe in air through a hole on their head. Most of the time, dolphins breathe a few times a minute. They can hold their breath for more than a minute when they need to.



The hole dolphins use to breathe is called a *blowhole*.

Wowser!

Dolphins don't sleep for hours at a time like most animals. Instead, they rest part of their brain for fifteen to twenty minutes at a time. Because parts of their brain are still working, dolphins stay near the surface while asleep. This way, they can get air when they need it. While they sleep, dolphins even keep one eye open!

All About Dolphins

Dolphins are different sizes.
They can be big or small.

Do You Know?

There are almost forty kinds of dolphins. Killer whales, or orcas, are the largest. They can be 10 meters (32 ft.) long. Maui (MOW-ee) are the smallest type of dolphin. They are only 1 meter (4 ft.) long.



orca
7-10 meters (23-32 ft.)



Risso's dolphin
3-4 meters (10-13 ft.)



common dolphin
2-4 meters (7-13 ft.)



Maui's dolphin
1 meter (4-6 ft.)

Some dolphins only have four teeth.
Others have more than
two hundred teeth!

Dolphins do not use their teeth
to chew.

They use their teeth to **grab** food.
Then they eat it whole.



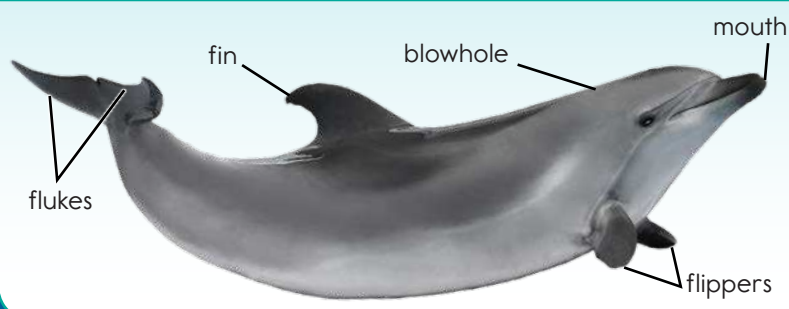
Dolphins sometimes scratch each other's skin with their teeth.
This is called *raking*.



Each side of a dolphin's tail is called a *fluke*.

Dolphins move their tail up and down to swim.
A fin on their back keeps them steady.
A flipper on each side helps them **steer**.

Parts of a Dolphin



Dolphins and Sound

Dolphins are smart.
Dolphins use sound to talk to other dolphins.
Dolphins also use sound to find food.



Dolphins use clicks, whistles, and squeaks to talk to each other. Scientists think each dolphin also has its own sound.

Some Ways That Dolphins Hunt

A group of dolphins often uses a "bait ball" to hunt. A school of fish forms a tight ball. Some dolphins swim around the ball to keep fish from swimming away. Others stay below to keep watch. Dolphins take turns swimming into the ball to feed.

When a dolphin hunts, first it makes clicking sounds. Next, it listens and waits for echoes to bounce off of a fish or squid. Then, the dolphin can attack.



Dolphins swim around a bait ball.



Dolphins are playful animals. They blow rings of bubbles and even play catch with pieces of seaweed.

Dolphin Groups

Dolphins live in groups called **Pods**. They live in pods to find food and keep each other safe.

Dolphins move from pod to pod.
Sometimes they change pods
more than once a day.



Most pods have as many as twelve dolphins.

Mothers form pods with other
mothers to **protect** their babies.
Even after they leave, young
dolphins may return to swim
with their mother.
Some **female** dolphins even return
to raise their babies with their
own mother.



Young dolphins stay with their mother for as many as six years.



Hector's dolphin



white-beaked dolphin



bottlenose dolphin



Indo-Pacific dolphin

Conclusion

There are many different kinds of dolphins.

They all use sound to talk and find food.

Most dolphins form close groups.

Dolphins are amazing animals!

Glossary

female
(*adj.*)

of, relating to, or being a plant or animal that can make babies, eggs, or seeds (p. 14)

grab (*v.*)

to take hold of in a quick, strong way (p. 8)

mammals
(*n.*)

warm-blooded animals with backbones and hair or fur that make milk for their babies and have babies that are born live (p. 5)

pods (*n.*)

groups of dolphins or whales that live together (p. 12)

protect
(*v.*)

to guard or keep safe from harm or danger (p. 14)

steer (*v.*)

to turn to move in a new direction (p. 9)

Name _____ Date _____

1. dolphins live in every ocean in the world.

2. the maui's dolphin is one of the smallest dolphins.

3. the fin on the dolphin's back keeps it steady.

4. dolphins live in groups called pods.

5. i think dolphins are amazing!

My Sentence:

Instructions: Have students rewrite the sentences with correct capitalization. Then, have them write an original sentence about dolphins using capital letters correctly.



Name _____ Date _____

Main Idea _____

Instructions: Have students write a sentence that tells the main idea of *Dolphins*. Then, have them write or illustrate four details that support the main idea.

Name _____ Date _____

Word

wise

hot

protected

little

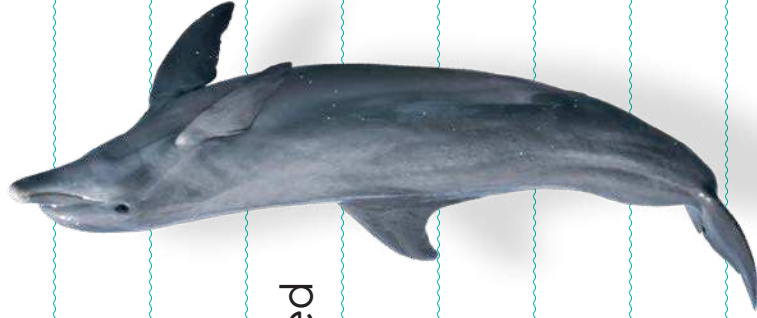
fast

huge

fun

Synonym

big
warm
safe
quick
small
playful
smart



My Sentence:

Instructions: Read the words in the word box and in the word column aloud to students. Then, have them match each word from the box to its synonym in the word column and record it in the space provided. Finally, have students choose one synonym and use it in an original sentence.



Dolphins

Why are dolphins considered smart?

Evaluate

Reading A-Z



Dolphins

The author states, “Dolphins are amazing animals!”

Is this a fact or an opinion?

Why do you think that?

Make Inferences / Draw Conclusions

Reading A-Z



Dolphins

What is the main idea of this book?

What are three details that support this main idea?

Main Idea and Details

Reading A-Z



Dolphins

How do dolphins work together with their pod to hunt?

Analyze

Reading A-Z

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. All dolphins live in _____.
 - Ⓐ rivers
 - Ⓑ oceans
 - Ⓒ water

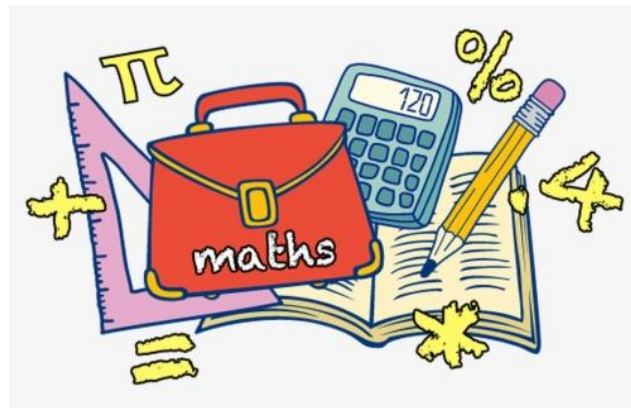
2. Dolphins are mammals because dolphin mothers _____.
 - Ⓐ cannot keep their body warm
 - Ⓑ lay eggs in rivers
 - Ⓒ make milk for their babies

3. The purpose of the graphic that shows the parts of a dolphin is to _____.
 - Ⓐ point out the body parts a dolphin uses to move
 - Ⓑ answer a question about which part of a dolphin is the biggest
 - Ⓒ describe how a dolphin uses different body parts to breathe

4. Dolphins live in pods to _____.
 - Ⓐ raise their babies with their own mother
 - Ⓑ talk to other dolphins
 - Ⓒ find food and keep each other safe

5. The author's purpose for writing this book was to tell about _____.
 - Ⓐ how many types of dolphins there are
 - Ⓑ what makes dolphins amazing animals
 - Ⓒ why dolphins use sound to hunt

6. **Extended Response:** Have students choose one of the facts about dolphins they learned from the book, draw a picture of it, and write about it.

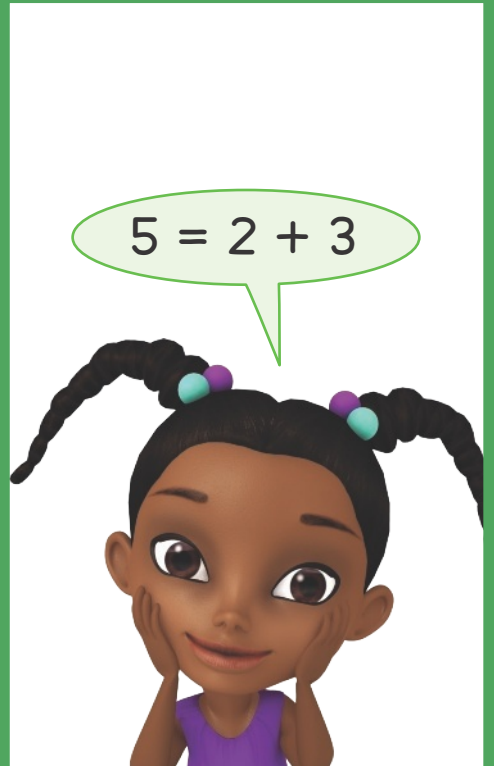
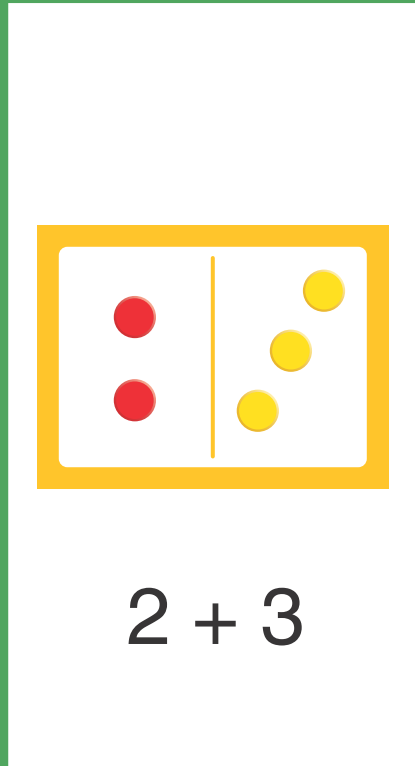
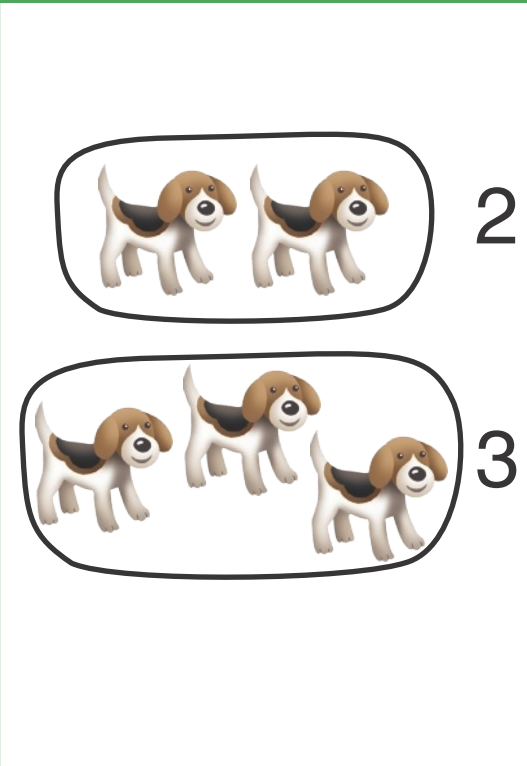


Grades K-2 Math

Feb 1st – Feb 26th

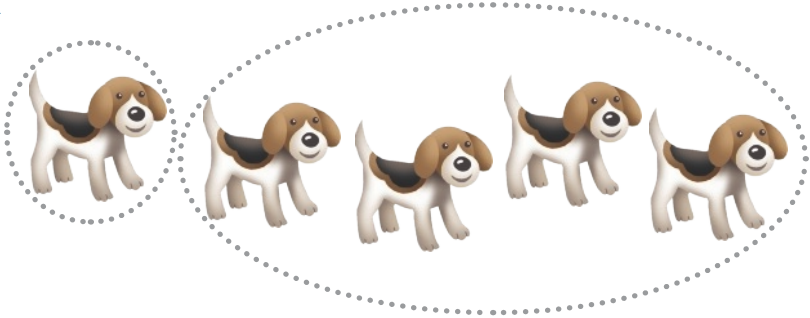
Grades K-2 Math Learning Plan

Date	Topic/Standard	Instructional Activity
Week of Feb 1st	<p>K.RA.A.1 Represent addition and subtraction within 10</p> <p>K.RA.A.2 Demonstrate fluency for addition and subtraction within 5.</p> <p>K.RA.A.3 Decompose numbers less than or equal to 10 in more than one way.</p>	<p>Student will complete the practice worksheet</p> <p>8-1 Decompose and Represent Numbers to 5</p> <p>8-2 Related Facts</p> <p>8-3 Reasoning</p> <p>8-4 Fluently Add and Subtract to 5</p>
Week of Feb 8th	<p>K.RA.A.1 Represent addition and subtraction within 10</p> <p>K.RA.A.3 Decompose numbers less than or equal to 10 in more than one way.</p>	<p>Student will complete the practice worksheet</p> <p>8-5 Decompose and Represent Numbers 6 and 7</p> <p>8-6 Decompose and Represent Numbers 8 and 9</p> <p>8-7 Decompose and Represent 10</p> <p>8-8 Solve Word Problems: Both Addends Unknown</p>
Week of Feb 15th	<p>K.RA.A.4 Make 10 for any number from 1 to 9.</p> <p>K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20.</p>	<p>Student will complete the practice worksheets</p> <p>8-9 Find the Missing Part of 10</p> <p>8-10 Continue to Find the Missing Part of 10</p> <p>9-1 Count and Write 11 and 12</p> <p>9-2 Count and Write 13, 14 and 15</p> <p>9-3 Count and Write 16 and 17</p>
Week of Feb 22nd	<p>K.NS.A.2 Count forward beginning from a given number between 1 and 20.</p> <p>K.NS.A.3 Count backward from a given number between 10 and 1.</p> <p>K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20.</p>	<p>Student will complete the practice worksheets</p> <p>9-4 Count and Write 18, 19 and 20</p> <p>9-5 Count Forward from Any Number to 20</p> <p>9-6 Count Forward from Any Number to 20</p> <p>9-7 Reasoning</p>



★ Guided Practice

1



$$5 = \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \text{---} \\ \hline \end{array}$$

Directions ★ Have students use yellow and red counters to show how to break apart the 5 dogs, draw a circle around each group of dogs to show a number pair for 5, and then complete the equation to show the way to break apart 5.

Name _____

2



$$4 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

3



$$4 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

4



$$4 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

Directions 2 and 3 Have students use yellow and red counters to show how to break apart the 4 cats, draw a circle around two groups of cats to show a different number pair for 4, and then complete the equation to show the way to break apart 4. **Math and Science** How does pollution affect where animals live? Have students use yellow and red counters to show how to break apart the 4 cats, draw a circle around two groups of cats to show a different number pair for 4, and then complete the equation to show the way to break apart 4.

Independent Practice

5



$$5 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

6

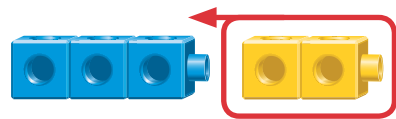


$$5 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

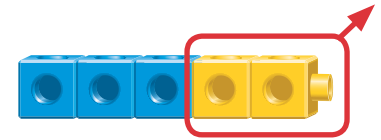
7

$$5 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

Directions and Have students use yellow and red counters to show how to break apart the 5 hamsters, draw a circle around two groups of hamsters to show a different number pair for 5, and then complete the equation to show the way to break apart 5. **Higher Order Thinking** Have students draw 5 hamsters. Then have them draw a circle around two groups of hamsters to show a different number pair for 5, and then write an equation to show the way to break apart 5.



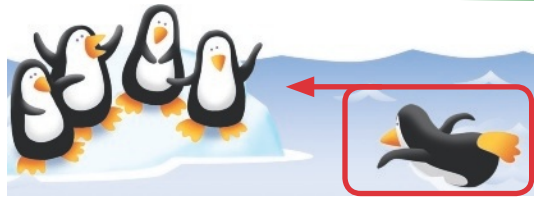
$$3 + 2 = 5$$



$$5 - 2 = 3$$



★ Guided Practice



4 + 1 = 5

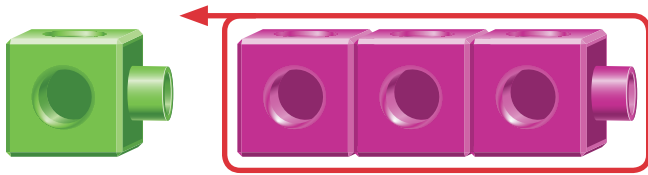


5 - 1 = 4

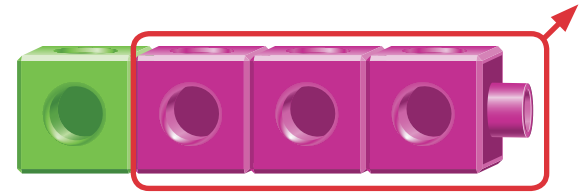
Directions ★ Have students listen to each story and use connecting cubes to help act out each story to choose an operation. Then have students complete the equations to tell the related facts. *4 penguins are in a group. 1 joins them. How many penguins are there in all? Then say: 5 penguins are in a group. 1 leaves. How many penguins are left?*

Name _____

2

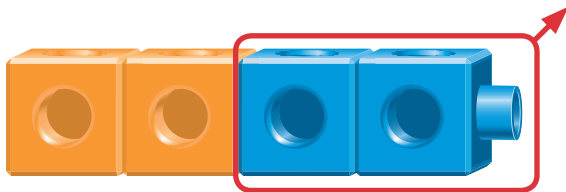


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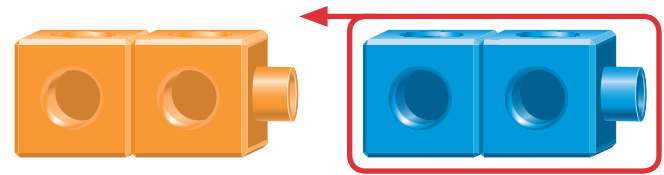


$$\begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} \bigcirc \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array}$$

3



$$\begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} \bigcirc \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array}$$



$$\begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} \bigcirc \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{- - -} \\ \text{---} \end{array}$$

Directions 2 and 3 Have students use cubes for these facts with 4. Have them decide whether the cubes show addition or subtraction. Encourage students to make up their own stories to match the cubes. Then have them write equations to tell the related facts.



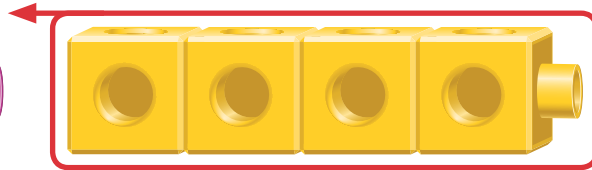
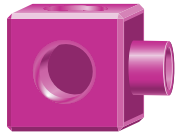
Independent Practice

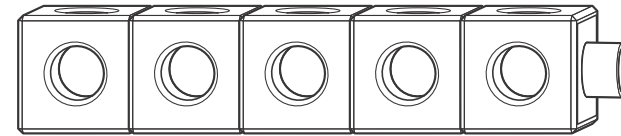
4





5



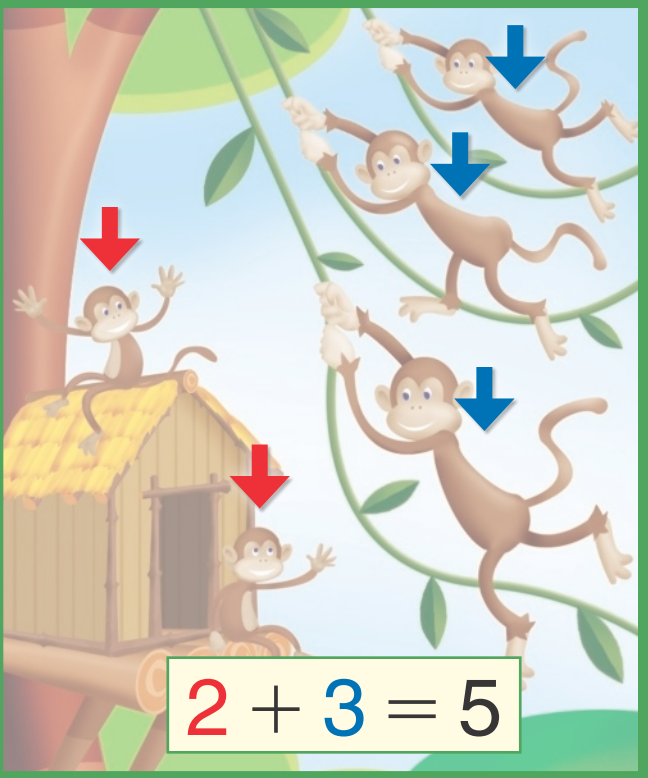
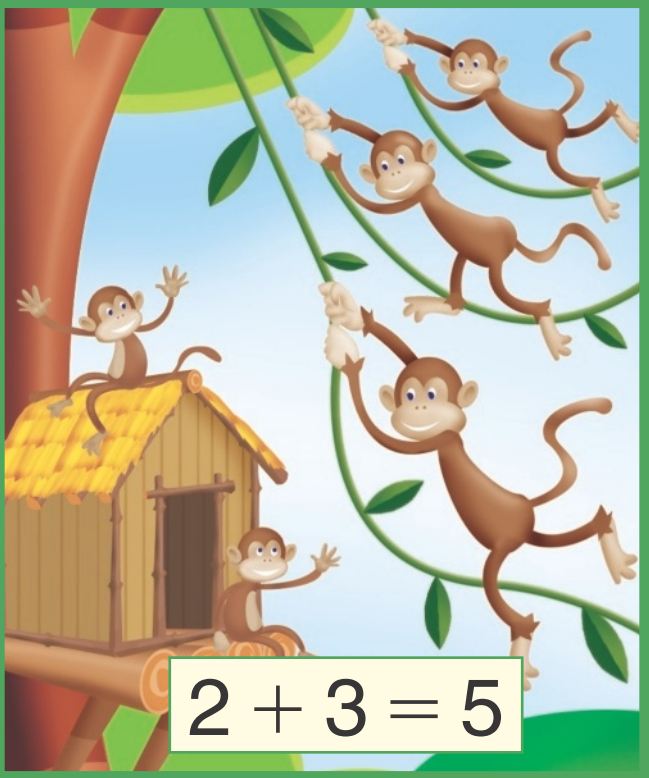


Directions ♡ Have students listen to each story, use cubes to help act out each story to choose an operation, and then write the equations to tell the related facts. *2 bears are in a group. 3 join them. How many bears are there in all? Then say: 5 bears are in a group. 3 leave. How many bears are there now?* 🙌 **Higher Order Thinking** Have students decide whether they want the cubes to show addition or subtraction, and then write an equation to match. Then have them color the cubes using the same numbers as the equation they just wrote, draw an arrow to tell the related fact, and then write the equation to match.

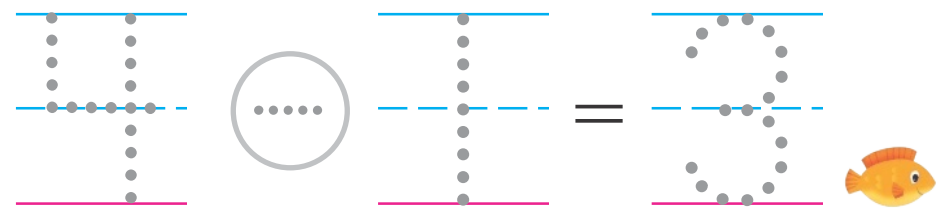
$$2 + 3 = ?$$



What does the + mean?



★ Guided Practice




Directions ★ Have students tell a story for $4 - 1$. Then have them draw a picture to illustrate their story and write the equation.

Name _____

Independent Practice


2

_____ ○ _____ = _____



3

_____ ○ _____ = _____



Directions Have students tell a story for: 2 + 3. Then have them draw a picture to illustrate their story and write the equation;
 3 - 2. Then have them draw a picture to illustrate their story and write the equation.



$$4 + \square = 5$$

Directions Read the problem to students. Then have them use multiple problem-solving methods to solve the problem. Say: *Carlos's teacher wrote this equation on the chalkboard: $4 + \square = 5$. Can you tell a story for that equation?* **Reasoning** What story can you tell to help solve the problem and write the equation? **Use Tools** Does drawing a picture help to solve the problem? What does your picture show? What other tools can you use to solve the problem? **Model** Can a model help you solve the problem? Use the part-part model to check your answer.

$3 + 2 = ?$



$3 + 2 = 5$



3...4, 5

$3 - 1 = ?$



$3 - 1 = 2$



$3 - 1 = 2$



★ Guided Practice

1

$4 + 1 = 5$

2

$5 - 1 = \underline{\hspace{2cm}}$

Directions ★ and 2 Have students solve the equation any way they choose, and then tell how they solved the problem.

Name _____

3

$$2 + 1 = \underline{\hspace{1cm}}$$

4

$$3 - 1 = \underline{\hspace{1cm}}$$

5

$$2 - 2 = \underline{\hspace{1cm}}$$

6

$$1 + 4 = \underline{\hspace{1cm}}$$

7

$$4 + 0 = \underline{\hspace{1cm}}$$

8

$$4 - 2 = \underline{\hspace{1cm}}$$

Directions 3–8 Have students solve the equation any way they choose, and then tell how they solved the problem.



$$4 - 1 = \underline{\hspace{1cm}}$$



$$3 + 1 = \underline{\hspace{1cm}}$$



$$3 - 2 = \underline{\hspace{1cm}}$$




$$1 + 0 = \underline{\hspace{1cm}}$$

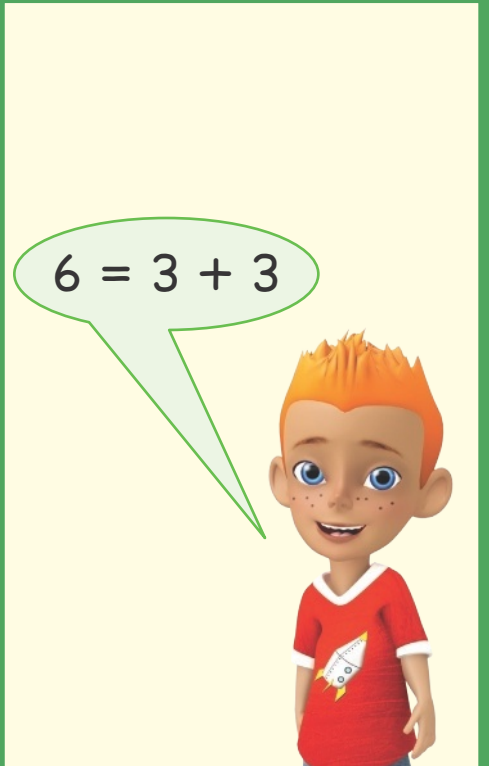
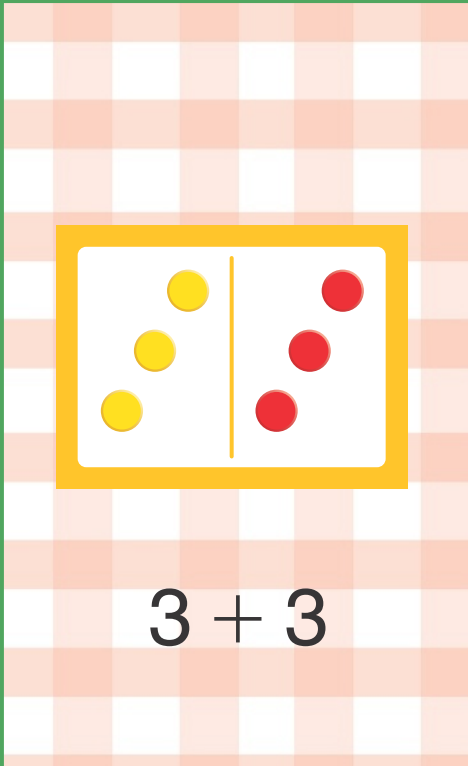
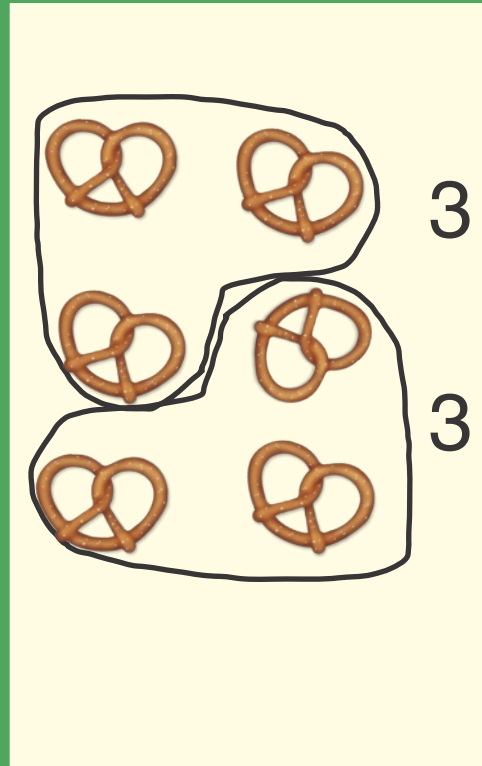
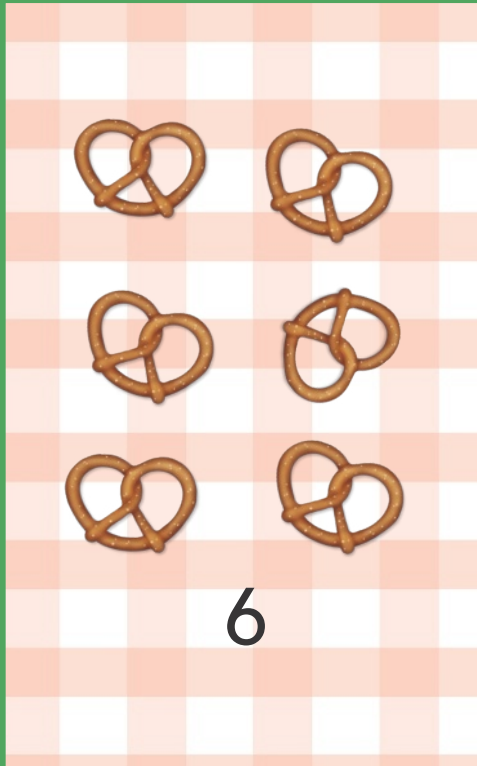


$$5 - 2 = \underline{\hspace{1cm}}$$

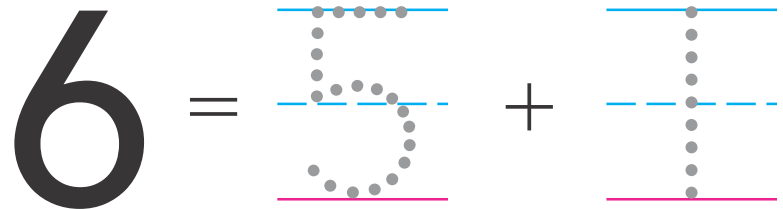
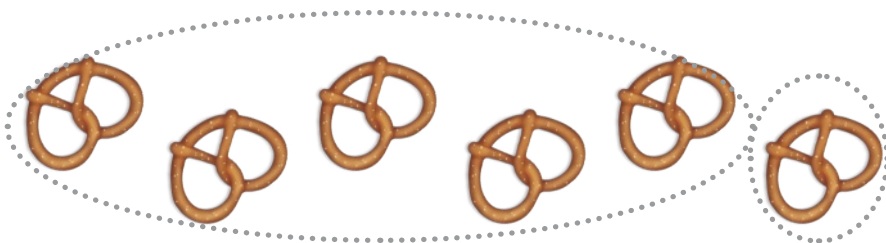


$$5 - \underline{\hspace{1cm}} = 5$$

Directions  Have students solve the equation any way they choose, and then tell how they solved the problem. **14 Higher Order Thinking** Have students solve for the missing number in the equation any way they choose, and then tell how they solved the problem.



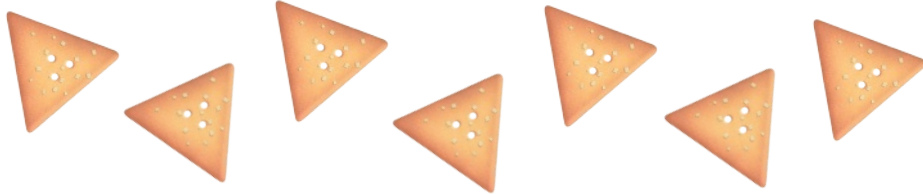
★ Guided Practice



Directions ★ Have students use yellow and red counters to show how to break apart the 6 pretzels, draw a circle around each group of pretzels to show a number pair for 6, and then complete the equation to tell the way to break apart 6.

Name _____

2



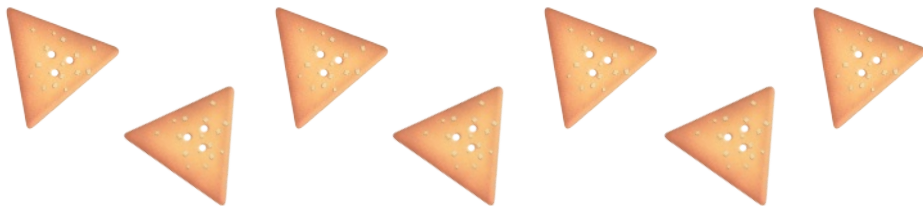
$$7 = \underline{\quad} + \underline{\quad}$$

3



$$7 = \underline{\quad} + \underline{\quad}$$

4



$$7 = \underline{\quad} + \underline{\quad}$$

Directions 2–4 Have students use yellow and red counters to show how to break apart the 7 crackers, draw a circle around two groups of crackers to show a different number pair for 7, and then complete the equation to tell the way to break apart 7.

Independent Practice



$$6 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

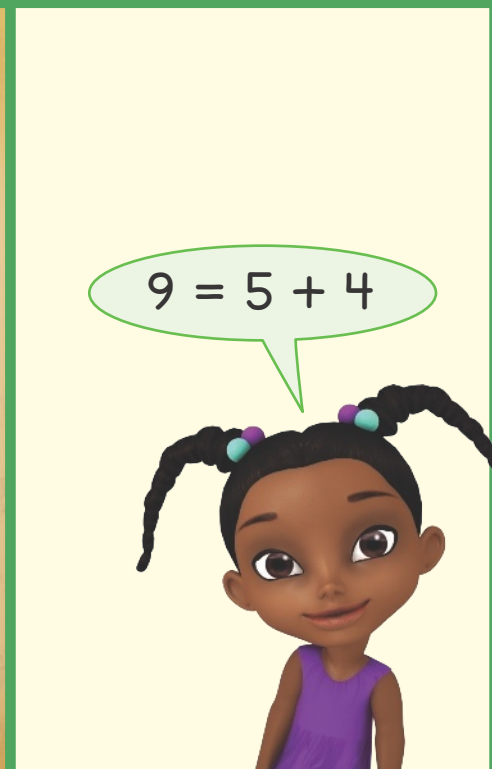
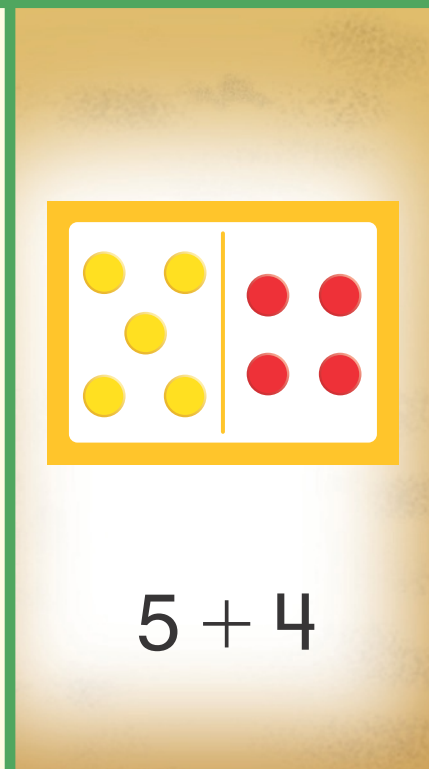
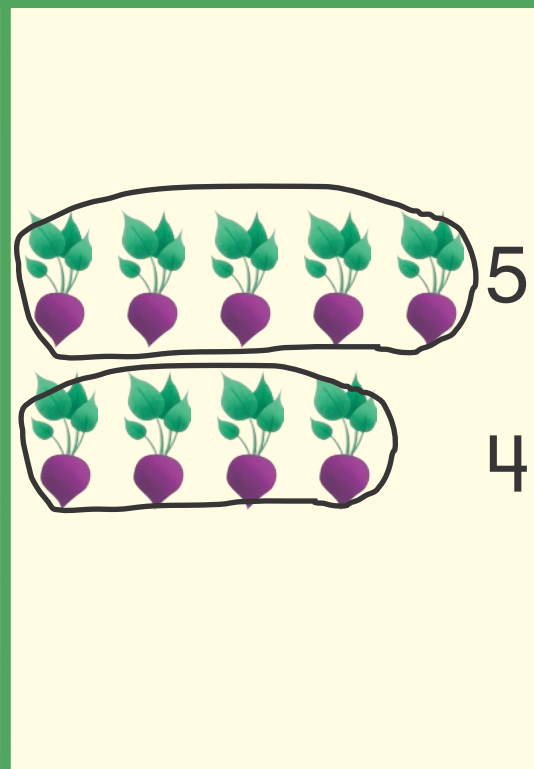
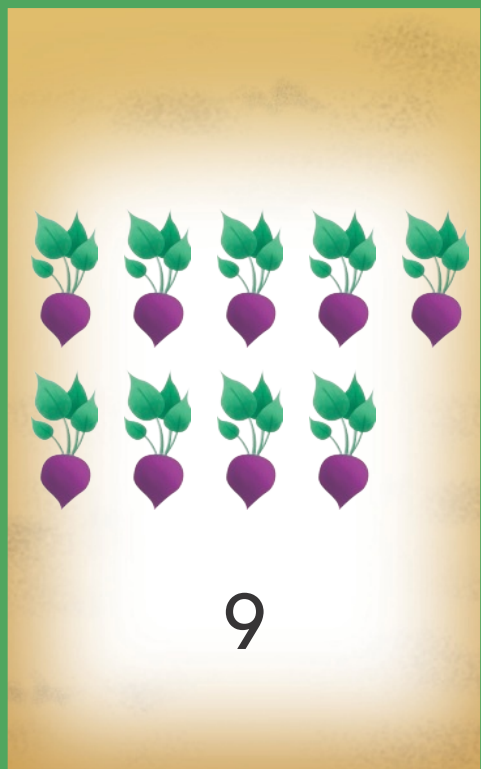


$$\begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

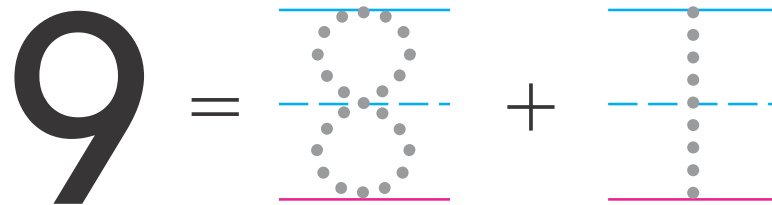
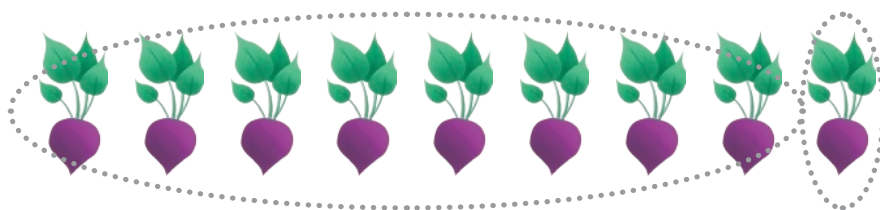


$$6 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

Directions and Have students use yellow and red counters to show how to break apart the 6 crackers, draw a circle around two groups of crackers to show a different number pair for 6, and then complete the equation to tell the way to break apart 6. **Higher Order Thinking** Have students draw 6 crackers. Then have them draw a circle around two groups of crackers to show a different number pair for 6, and then write an equation to tell the way to break apart 6.



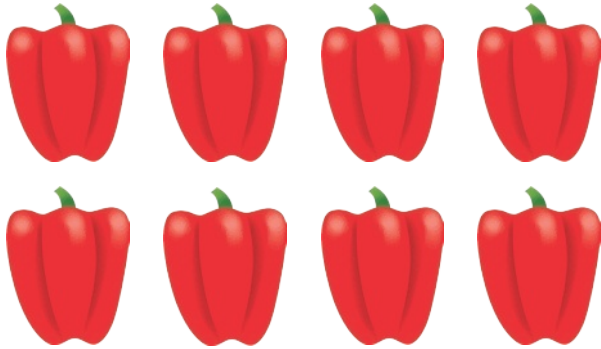
★ Guided Practice



Directions ★ Have students use yellow and red counters to show how to break apart the 9 beets, draw a circle around two groups of beets to show a number pair for 9, and then complete the equation to tell the way to break apart 9.

Name _____

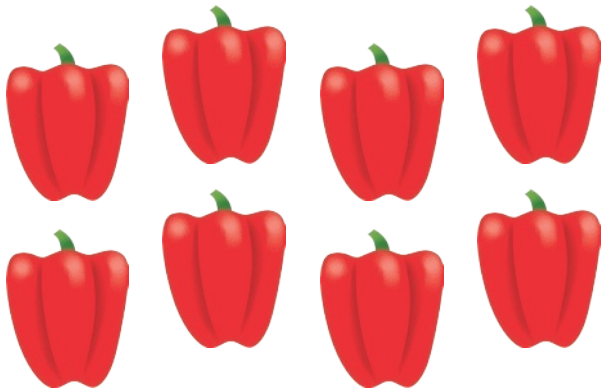
2



8

$$= \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

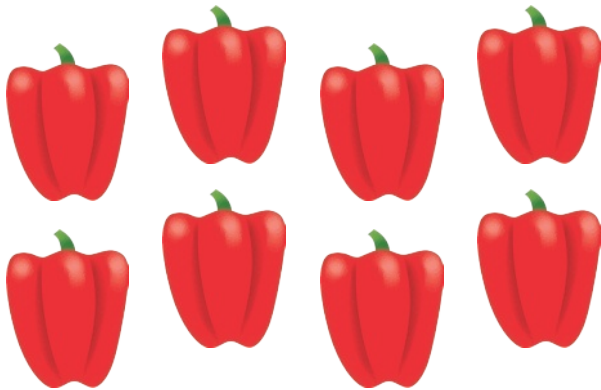
3



8

$$= \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

4



8

$$= \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

Directions 2–4 Have students use yellow and red counters to show how to break apart the 8 peppers, draw a circle around two groups of peppers to show a different number pair for 8, and then complete the equation to tell the way to break apart 8.

Independent Practice

5



$$9 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$
$$9 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$
$$9 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

6

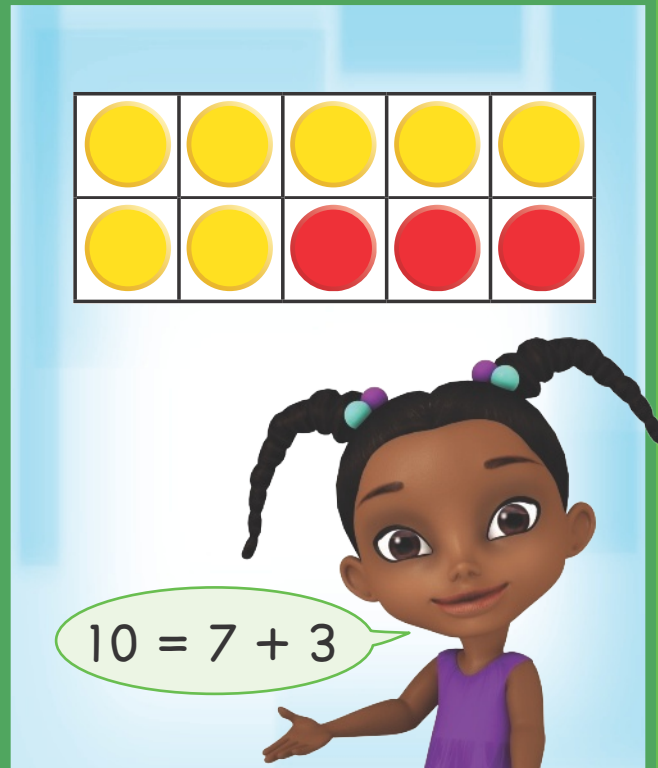
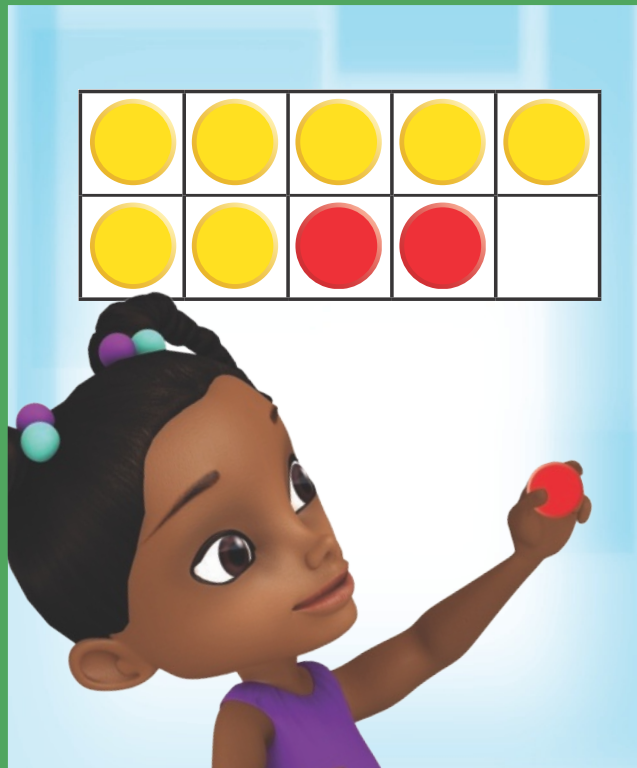


$$9 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$
$$9 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$
$$9 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

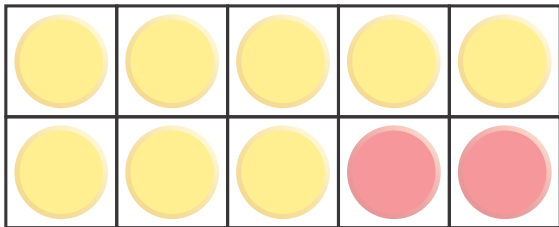
7

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$
$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$
$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

Directions and Have students use yellow and red counters to show how to break apart the 9 pumpkins, draw a circle around two groups of pumpkins to show a different number pair for 9, and then complete the equation to tell the way to break apart 9. **Higher Order Thinking** Have students draw 9 carrots. Then have them draw a circle around two groups of carrots to show a different number pair for 9, and then complete the equation to tell the way to break apart 9.



★ Guided Practice



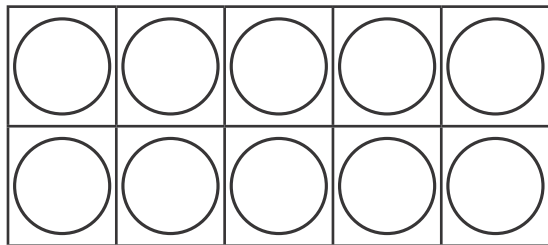
10

= 5 + 5

Directions ★ Have students color yellow and red counters in the ten-frame to show a number pair for 10, and then complete the equation to tell the way to break apart 10.

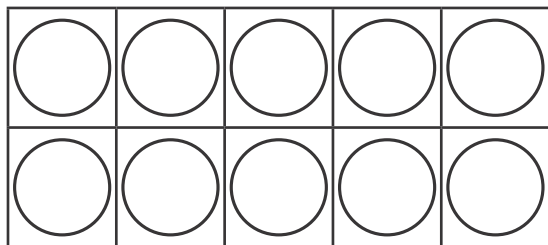
Name _____

2



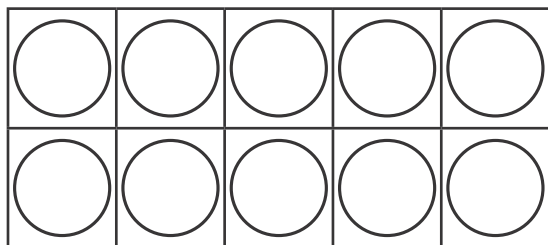
$$10 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

3



$$10 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

4

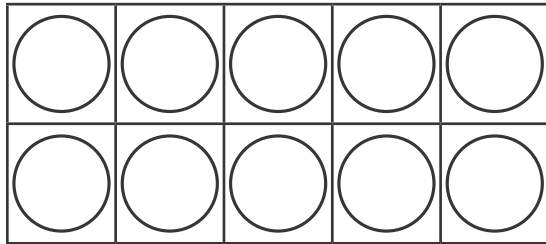


$$10 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

Directions 2–4 Have students color yellow and red counters in the ten-frame to show a different number pair for 10, and then complete the equation to tell the way to break apart 10.

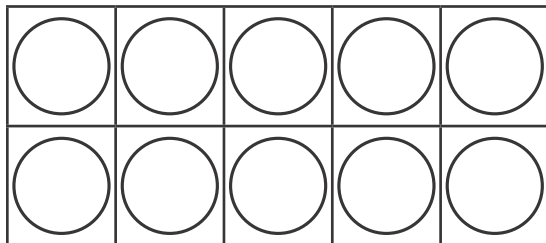
Independent Practice

5



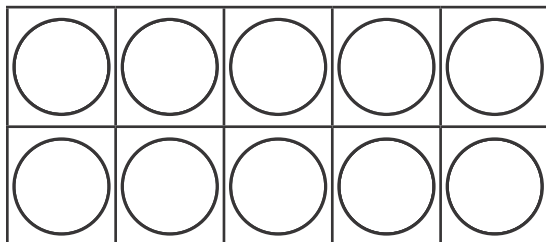
$$10 = \underline{\quad} + \underline{\quad}$$

6

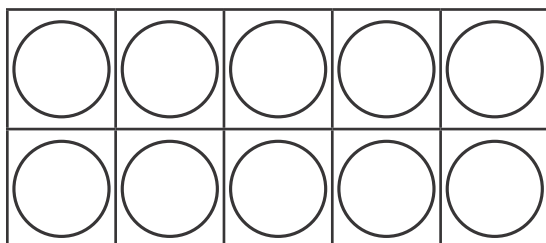


$$10 = \underline{\quad} + \underline{\quad}$$

7

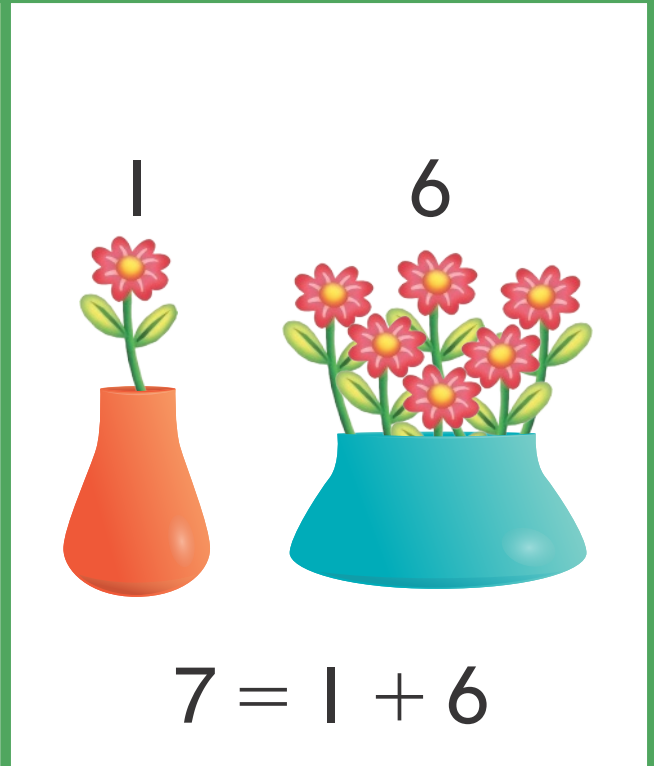
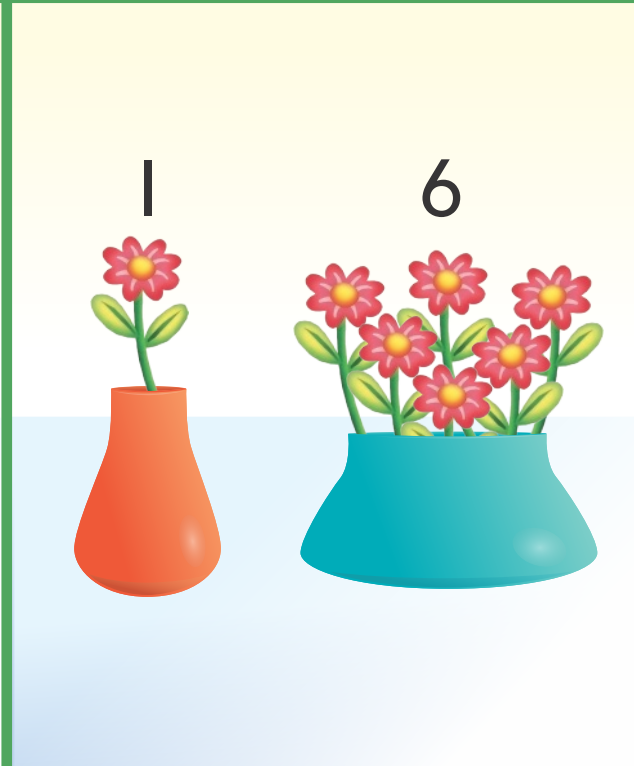


$$10 = 2 + 8$$

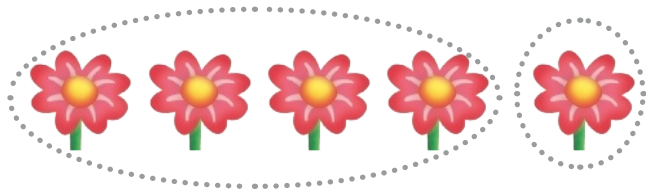


$$\underline{\quad} = \underline{\quad} + \underline{\quad}$$

Directions and Have students color yellow and red counters in the ten-frame to show a different number pair for 10, and then complete the equation to tell the way to break apart 10. **Higher Order Thinking** Have students color yellow and red counters in the top ten-frame to show the equation. Then have students write the related fact to the given equation, and then color yellow and red counters in the bottom ten-frame to match the equation they just wrote. Have students tell how the equations are both alike and different.



★ Guided Practice



$$5 = 4 + 1$$

Directions ★ Have students listen to the story, draw circles to show breaking apart, and then complete the equation to match the story. Have them explain how they know their answers are correct. *Jorge has 5 flowers. He wants to give some of them to Shelley and some of them to Lola. How can he break apart the group of flowers?*

Name _____

2



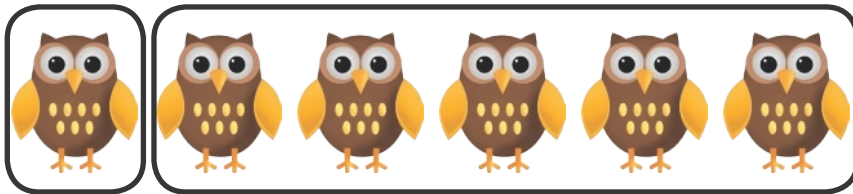
$$4 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

3



$$9 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

4



$$6 = \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

Directions Have students listen to each story, draw circles to show breaking apart, and then complete the equation to match the story. Have them explain how they know their answers are correct. 2 David has 4 marbles. He wants to give some marbles to John and some to Rob. How could he break apart the group of marbles? 3 Sarah has 9 seashells. She wants to give some to her brother and some to her grandfather. How can she break apart the group of shells? 4 **Vocabulary** Say: Nico has 6 toy owls. He wants to take some to school and leave some at home. How does he **break apart** the group of owls? Complete the equation to match the story.

5



10

$$= \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

6



3

$$= \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

7

6

$$= \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array}$$

Directions Have students listen to each story, draw circles to show breaking apart, and then complete the equation to match the story. Then have them explain how they know their answers are correct. Mia has 10 flowers. She wants to plant some in the garden and put some in the house. How can she take apart the group of flowers? Krista has 3 beach balls. She wants to give some to Allison and some to Patrick. How can she take apart the group of balls? **Higher Order Thinking** Have students listen to the story, draw pictures to help solve the problem, and then complete the equation to match the story. Then have them explain how they know their answers are correct. Larry has 6 coins. He wants to give some coins to Drew and some coins to Tom. If Larry gives Drew 6 coins, how many coins does Tom get?

$3 + ? = 10$



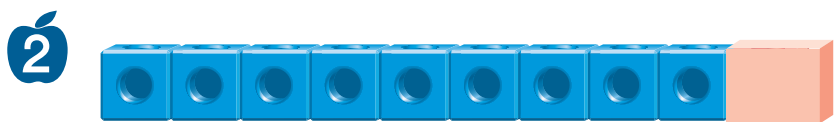
10 in all

$3 + 7 = 10$

★ Guided Practice



$5 + 5 = 10$



$9 + \quad = 10$

Directions Have students: ★ count the red cubes to find one part of 10, use blue cubes to find the number under the cover, and then write the missing number in the equation to tell the parts of 10; 2 count the blue cubes to find one part of 10, use red cubes to find the number under the cover, and then write the missing number in the equation to tell the parts of 10.

Name _____

3



$$7 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

4



$$2 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

5



$$6 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

6



$$5 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

Directions Have students: 3 count the red cubes to find one part of 10, use blue cubes to find the number under the cover, and then write the missing number in the equation to tell the parts of 10; 4 count the blue cubes to find one part of 10, use red cubes to find the number under the cover, and then write the missing number in the equation to tell the parts of 10; 5 and 6 count the straight fingers to find one part of 10, use their own fingers to find the other part, and then write the missing number in the equation to tell the parts of 10.



$$4 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$



$$8 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

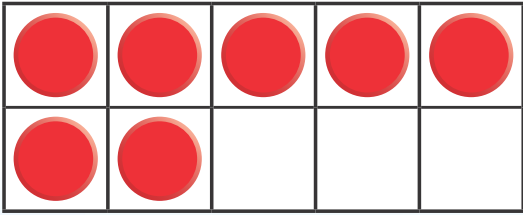


$$1 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

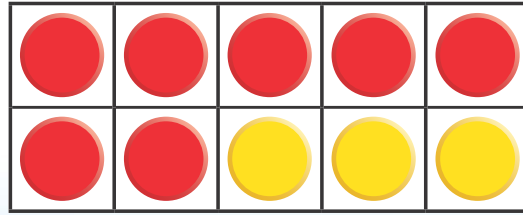


$$\begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

Directions Have students draw a picture to show the parts of 10, and then write the missing number in the equation to tell the parts of 10. **Higher Order Thinking** Say: A child is holding up 3 fingers to show how old she is. What part of 10 is she showing? Use that number to write the missing numbers in the equation to tell the parts of 10.

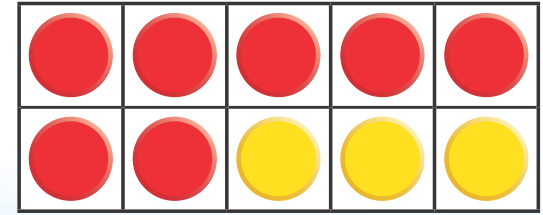


$$7 + ? = 10$$



7 8 9 10

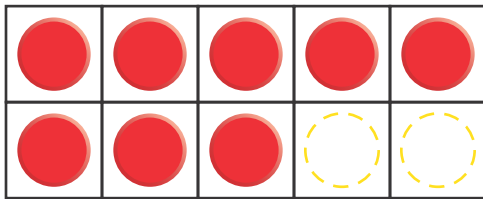
3 yellow counters



$$7 + 3 = 10$$

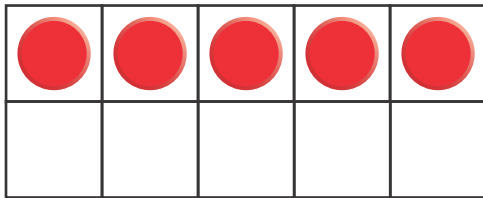
★ Guided Practice

1



$$8 + 2 = 10$$

2

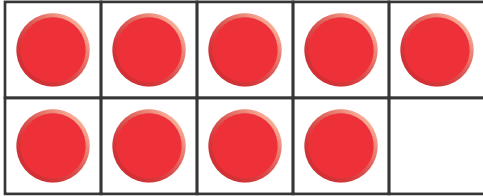


$$5 + \quad = 10$$

Directions ★-2 Have students draw yellow counters in the ten-frame to find the missing part of 10, and then write the missing number in the equation.

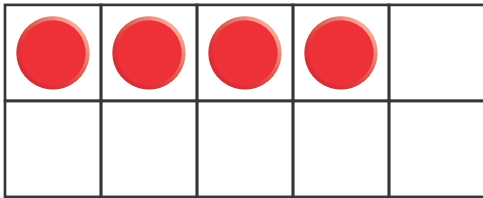
Name _____

3



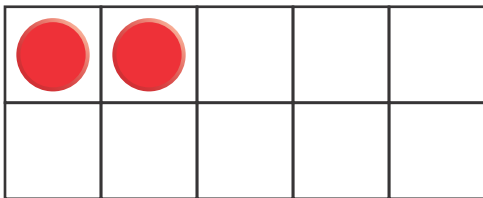
$$9 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

4



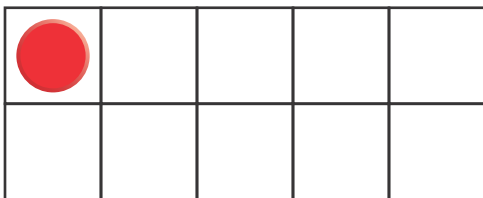
$$4 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

5



$$2 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

6



$$1 + \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} = 10$$

Directions 3–6 **Algebra** Have students draw yellow counters in the ten-frame to find the missing part of 10, and then write the missing number in the equation.

7

$$3 + \underline{\quad} = 10$$

8

$$5 + \underline{\quad} = 10$$

9

$$0 + \underline{\quad} = 10$$


10


$$5 + 5 = 10$$

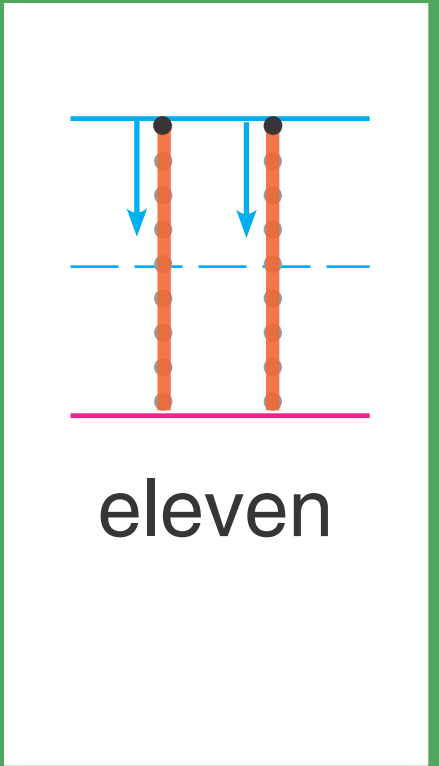
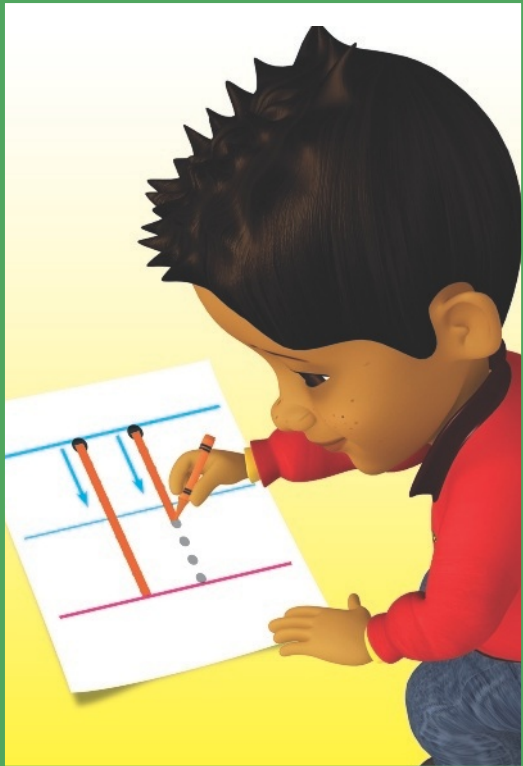
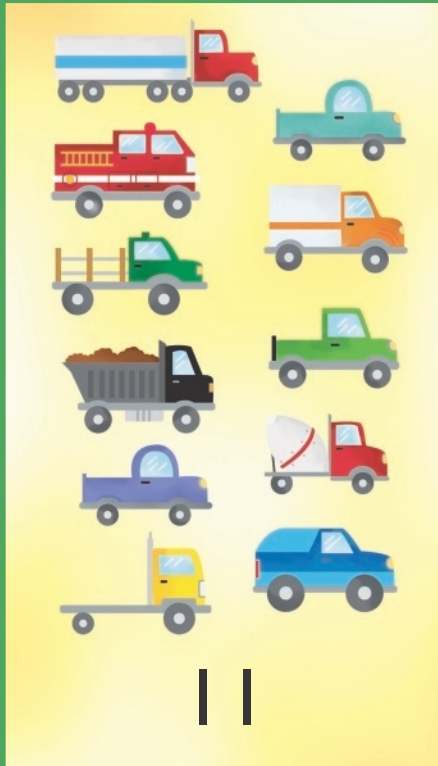
$$5 + 6 = 10$$

$$9 + 2 = 10$$

$$9 + 1 = 10$$

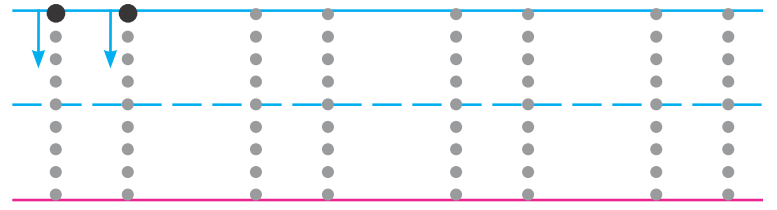
Directions  Have students draw counters in the ten-frame to show the part that they know, and then draw yellow counters in the empty spaces in the ten-frame and count to find the missing part of 10. Then have students write the missing number in the equation.

 **Higher Order Thinking** Have students mark an X on the two equations that are NOT true. Then have them explain how they know which equations are true and which are NOT true.

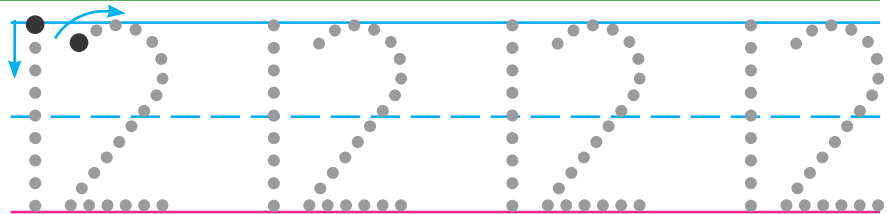
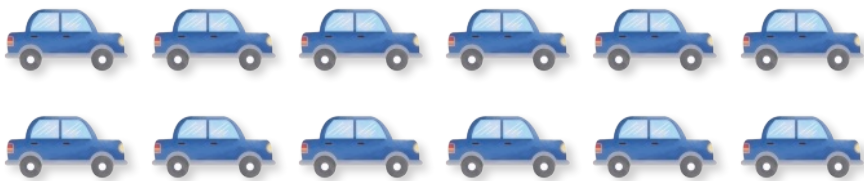


★ Guided Practice

1



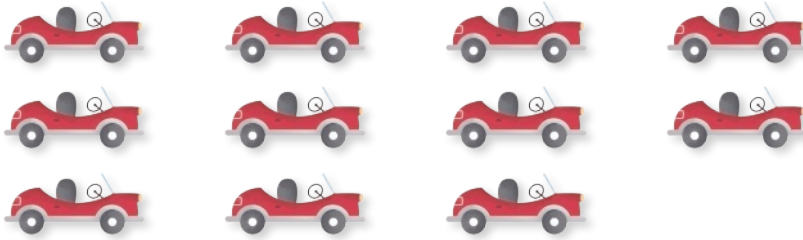
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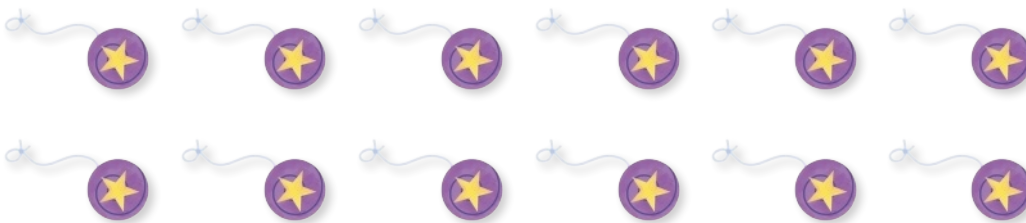
Directions ★ and 2 Have students count the cars in each group, and then practice writing the number that tells how many.

Name _____

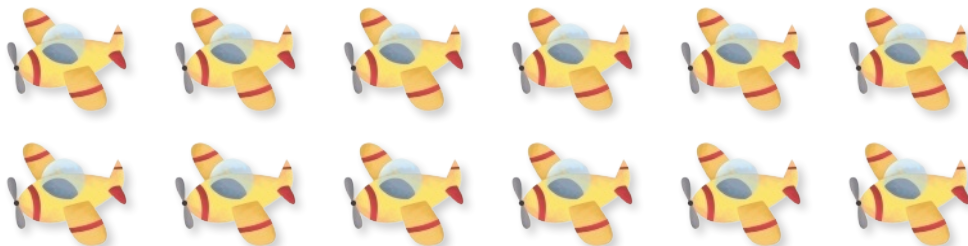
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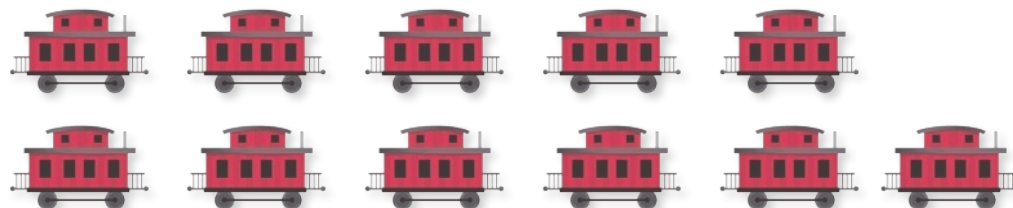
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



5



6

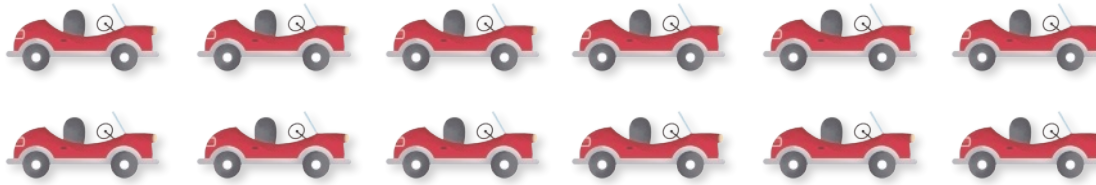


Directions  Have students count the toys in each group, and then practice writing the number that tells how many.
6 Number Sense  Have students count the train cars, write the number to tell how many, and then write the number that comes after it.



Independent Practice

7



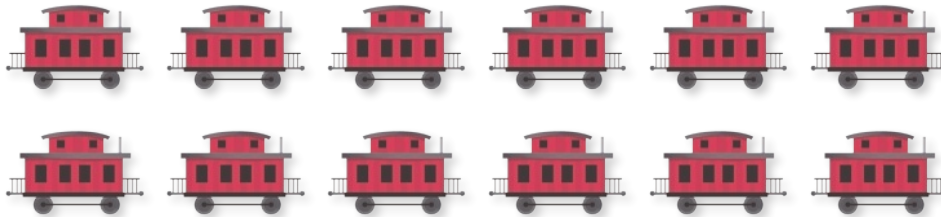
Three horizontal lines for writing: a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

8



Three horizontal lines for writing: a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

9



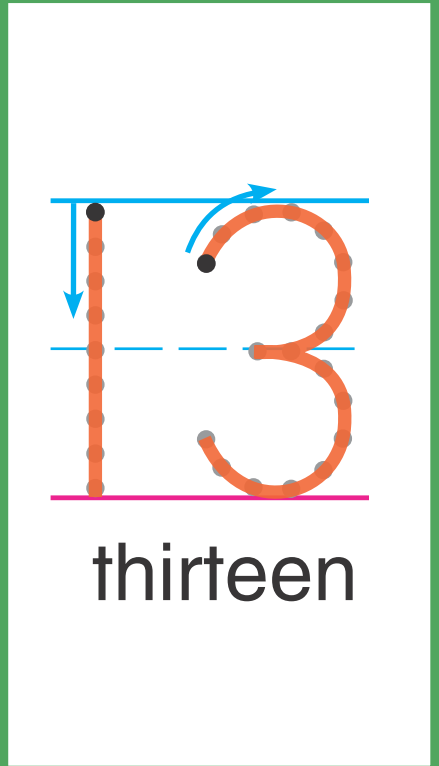
Three horizontal lines for writing: a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

10

Three horizontal lines for writing: a solid blue top line, a dashed blue middle line, and a solid pink bottom line.

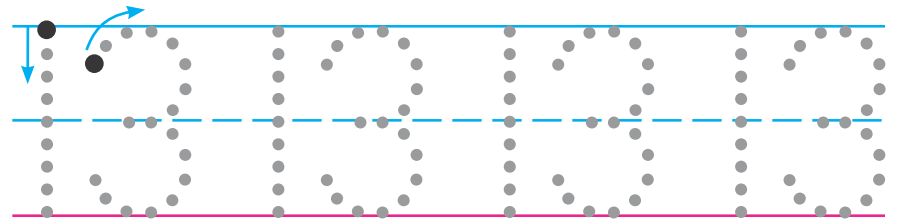
Directions Have students count the toys in each group, and then practice writing the number that tells how many.
Higher Order Thinking Have students draw 11 toys, and then practice writing the number that tells how many.



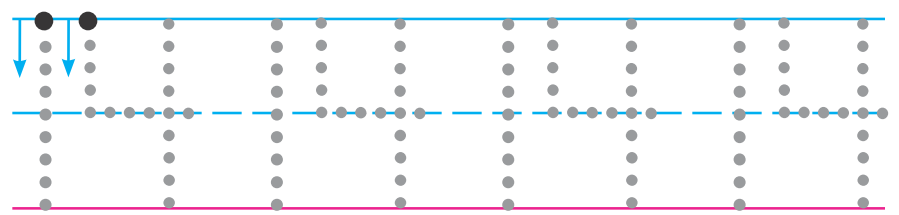
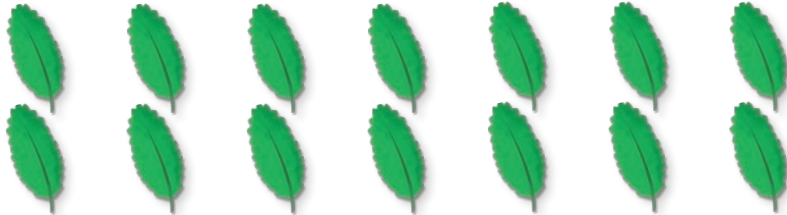


★ Guided Practice

1



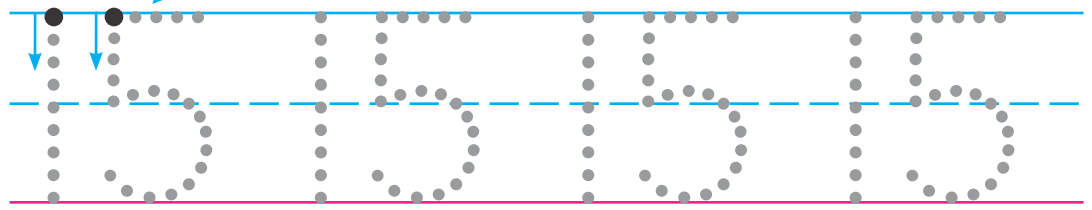
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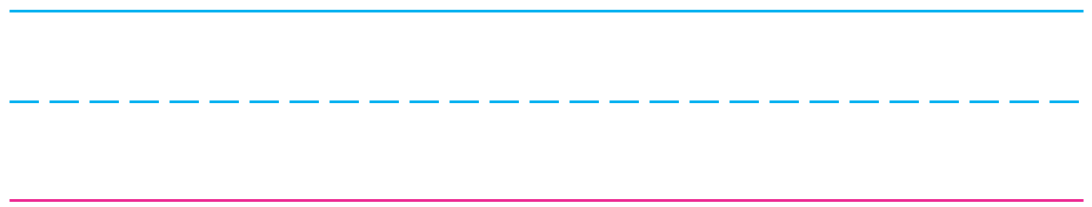
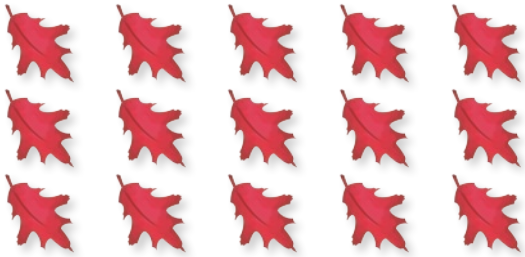
Directions ★ and 2 Have students count the leaves in each group, and then practice writing the number that tells how many.

Name _____

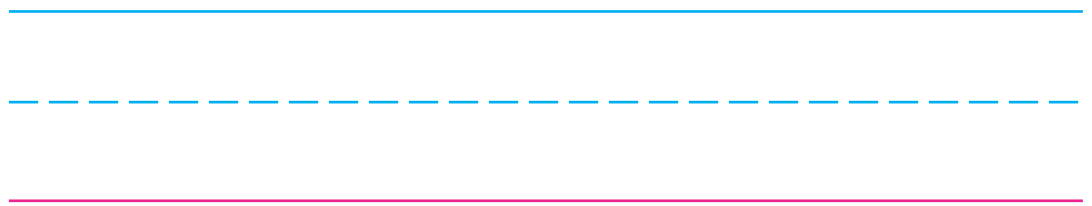
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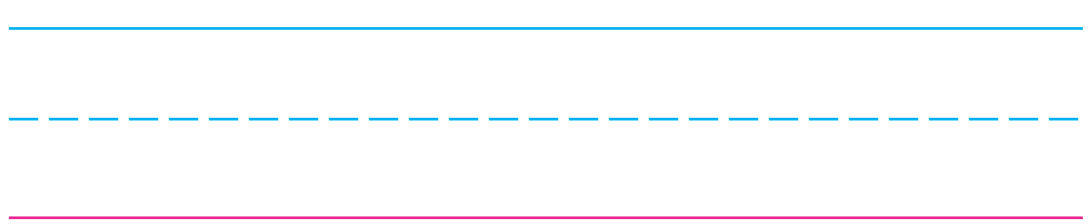
4





5



6



Directions   Have students count the leaves in each group, and then practice writing the number that tells how many.
6 Math and Science Say: *Trees use their leaves to turn sunlight into food.* Have students count the green leaves, and then practice writing the number that tells how many.



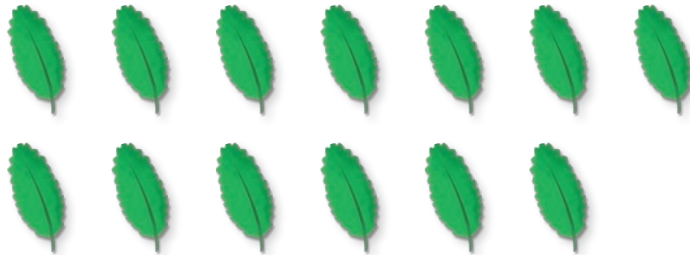
Independent Practice

7



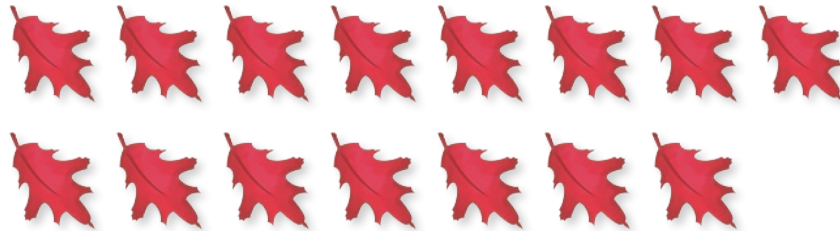
Blank handwriting lines for the number 7.

8



Blank handwriting lines for the number 8.

9



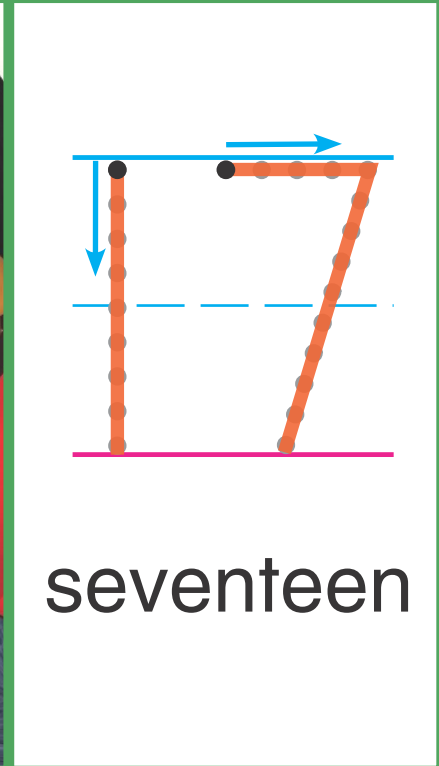
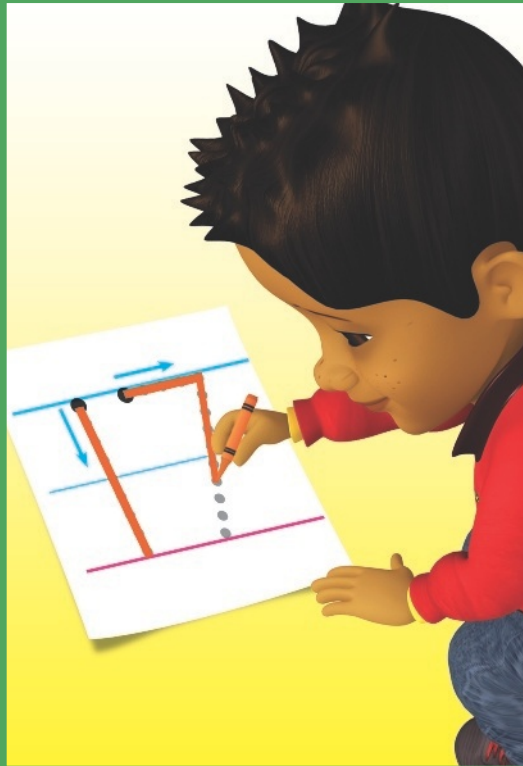
Blank handwriting lines for the number 9.

10

Blank handwriting lines for the number 10.

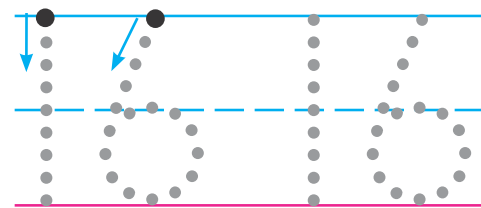
Directions Have students count the leaves in each group, and then practice writing the number that tells how many. **Higher Order Thinking** Have students draw 14 leaves, and then practice writing the number that tells how many.



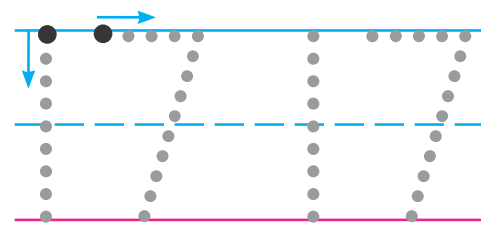


★ Guided Practice

1



2



Directions ★ and 2 Have students count the piggy banks in each group, and then practice writing the number that tells how many.

Name _____

3



4



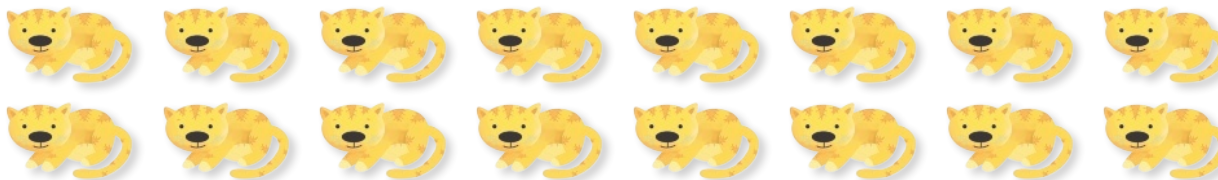
5





6



7



Directions   Have students count the stuffed animals in each group, and then practice writing the number that tells how many.



Independent Practice

8



9



10



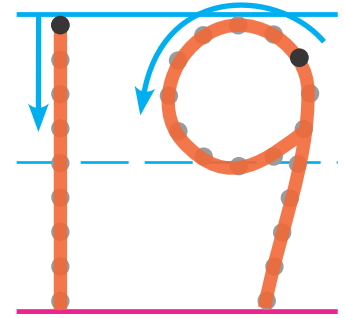


Directions Have students count the stuffed animals in each group, and then practice writing the number that tells how many. **Higher Order Thinking** Have students draw 17 balls, and then practice writing the number that tells how many.





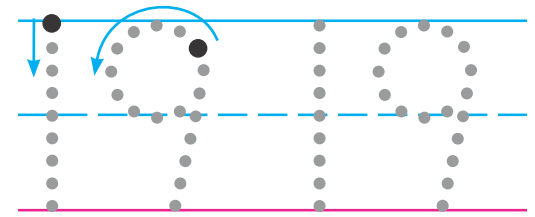
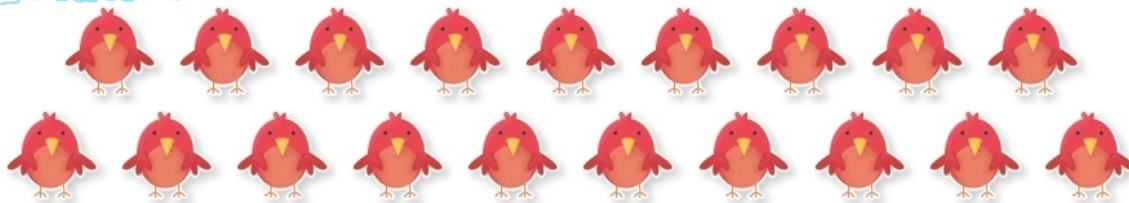
19



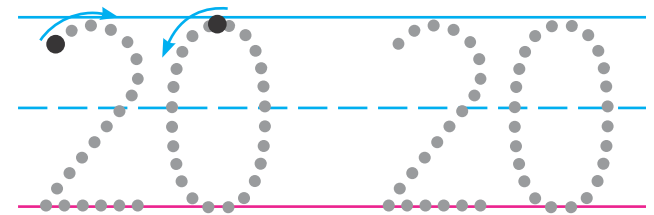
nineteen

★ Guided Practice

1



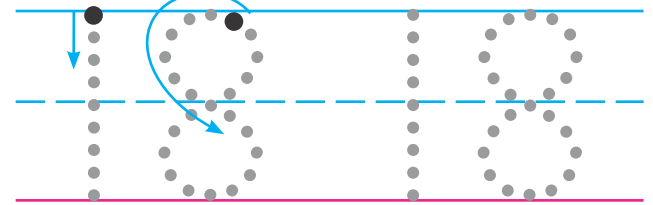
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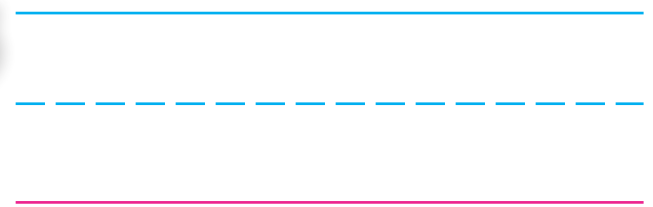
Directions ★ and 2 Have students count the bird stickers in each group, and then practice writing the number that tells how many.

Name _____

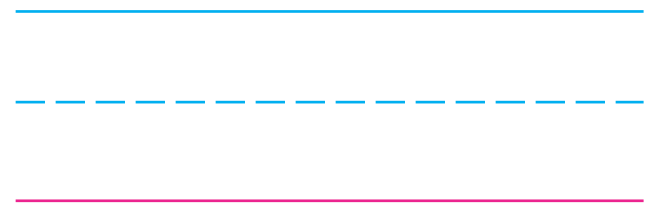
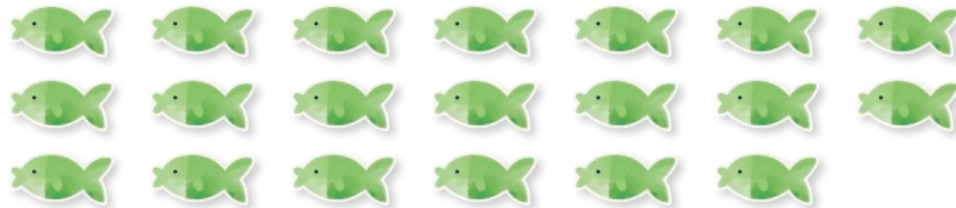
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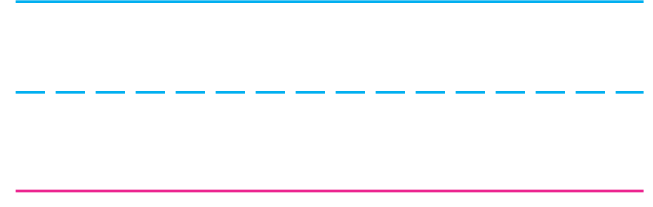
4



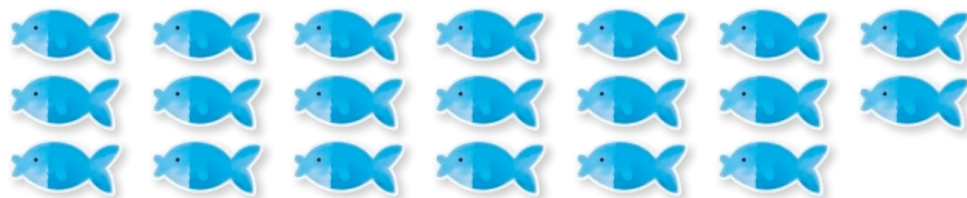
5



6



7



Directions 3–7 Have students count the stickers in each group, and then practice writing the number that tells how many.

Independent Practice

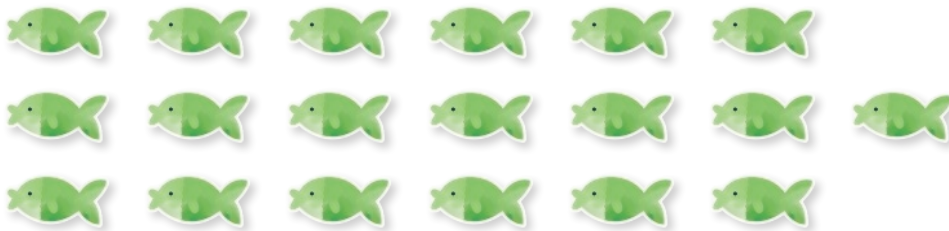
8



9

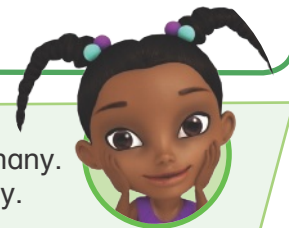


10





Directions Have students count the stickers in each group, and then practice writing the number that tells how many.
Higher Order Thinking Have students draw 20 bug stickers, and then practice writing the number that tells how many.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Count forward.



8 9 10 11 12 13

★ Guided Practice



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

15

16

17

18

19

20

Directions ★ Have students find the blue number on the number chart, count forward until they reach the stop sign, and then write each number they counted.

Name _____

2

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

3

3

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

11

4

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

13

Directions 2-4 Have students find the blue number on the number chart, count forward until they reach the stop sign, and then write each number they counted.

Independent Practice



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



7



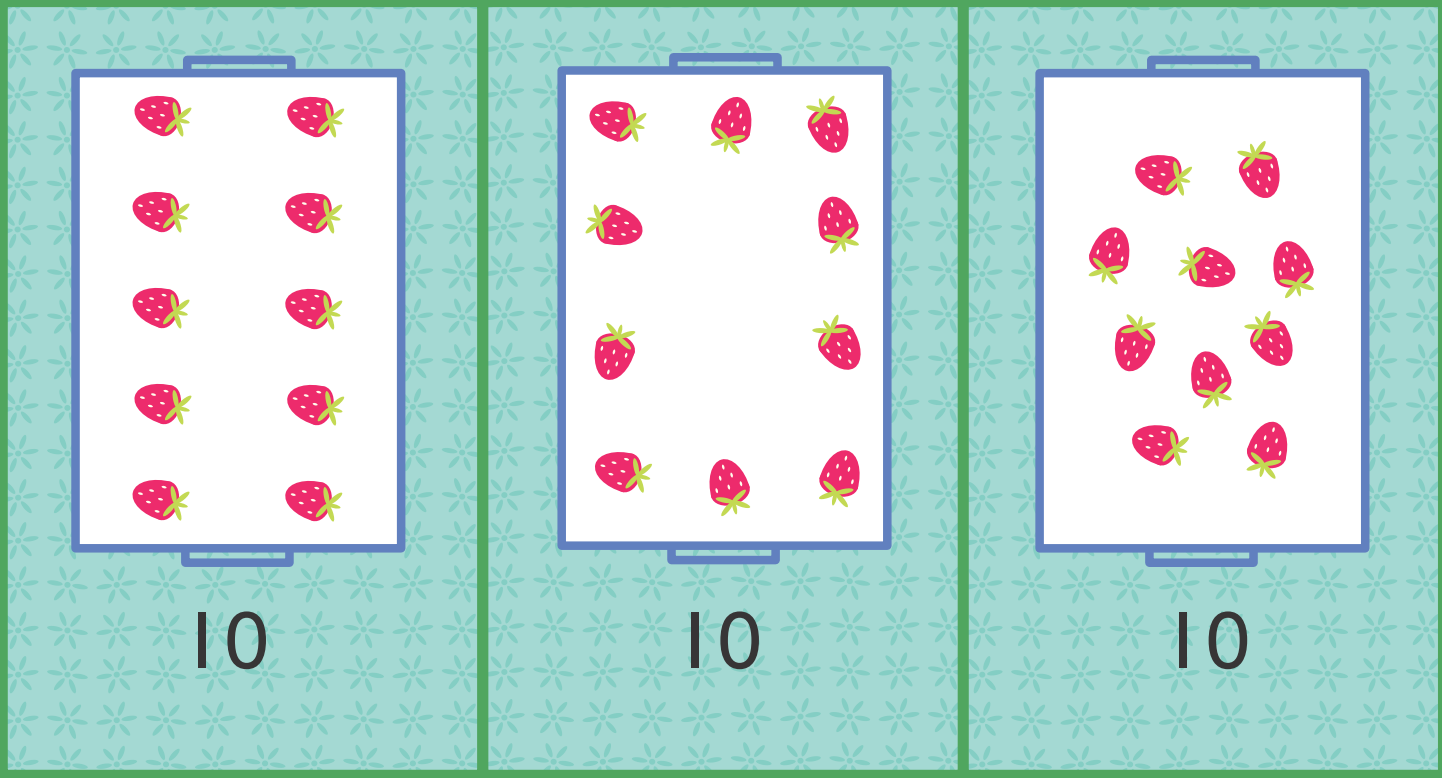
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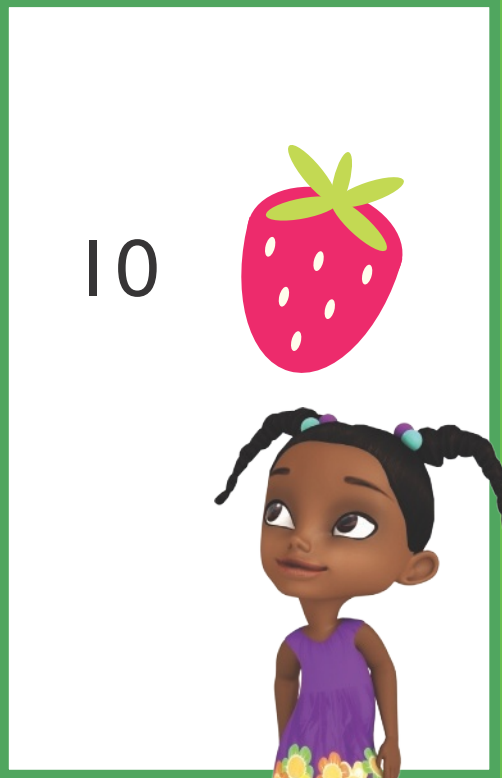
12



Directions Have students start at the blue number and count forward, and then write each number they counted. Have students use the number chart at the top of the page, if needed. **Higher Order Thinking** Have students pick a number between 1 and 15, and write it on the first line. Have them count forward, and then write each number they counted.



Three trays, each containing 10 strawberries. The first tray has 5 strawberries in two vertical columns. The second tray has 5 strawberries in two vertical columns. The third tray has 10 strawberries scattered. Below each tray is the number 10.

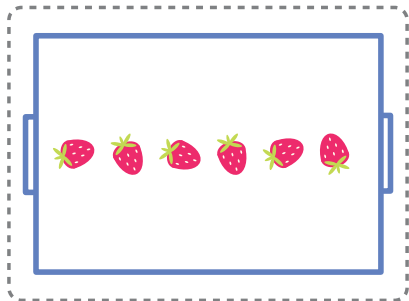
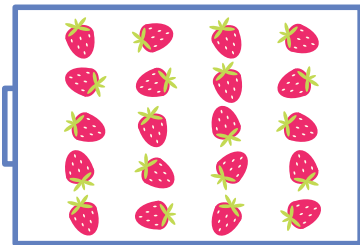


The number 10 is displayed next to a large illustration of a strawberry. Below the strawberry is a cartoon girl with braids, wearing a purple dress with a yellow and orange floral pattern.

★ Guided Practice

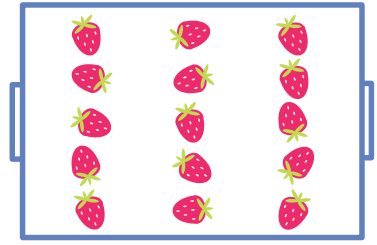
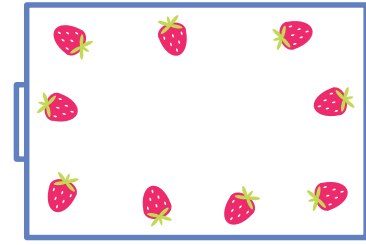
1

6



2

9

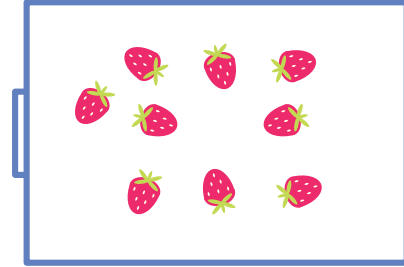
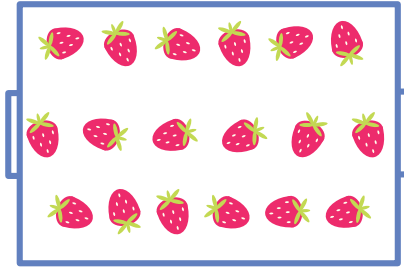


Directions Have students: 1 draw a circle around the tray with 6 strawberries; 2 draw a circle around the tray with 9 strawberries.

Name _____

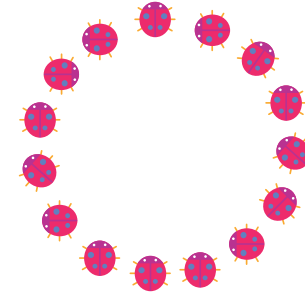
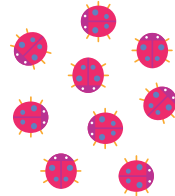
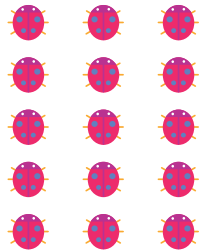
3

18



4

15



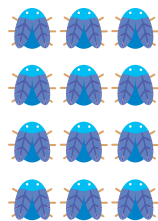
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4



6

20

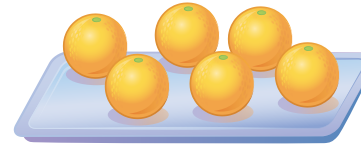
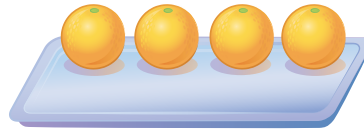


Directions Have students: 3 draw a circle around the tray with 18 strawberries; 4 draw a circle around the groups with 15 bugs; 5 draw a circle around the groups with 4 bananas. 6 **Algebra** Have students count the bugs in the group, and then draw another group of bugs so that there are 20 bugs in all.



Independent Practice

7



8



9

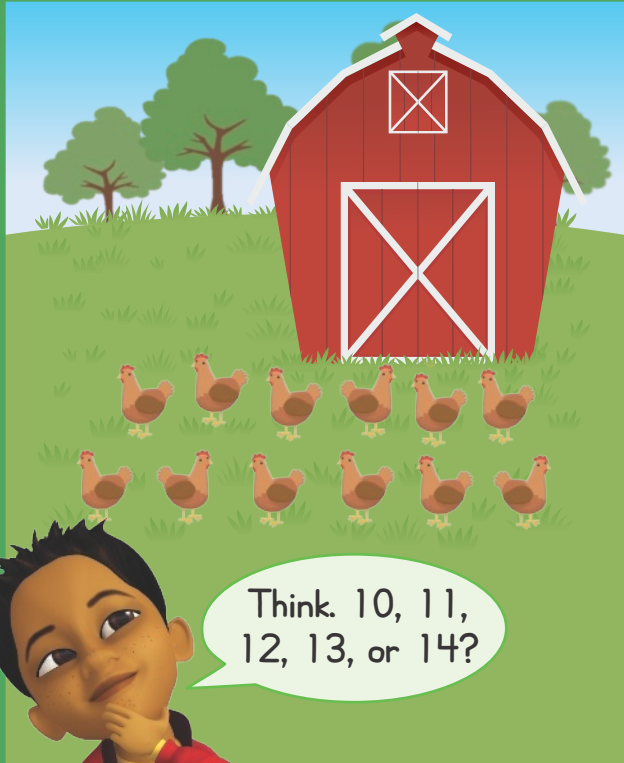


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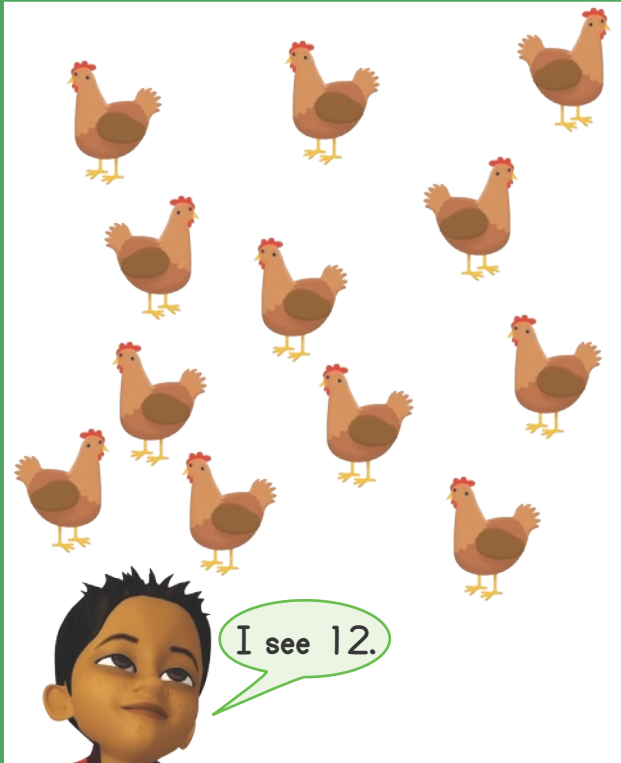


Directions Have students: draw a circle around the tray with 6 oranges; draw a circle around the flower with 8 petals; draw a circle around the flags with 10 stars. **Higher Order Thinking** Have students draw 19 strawberries in two different ways.

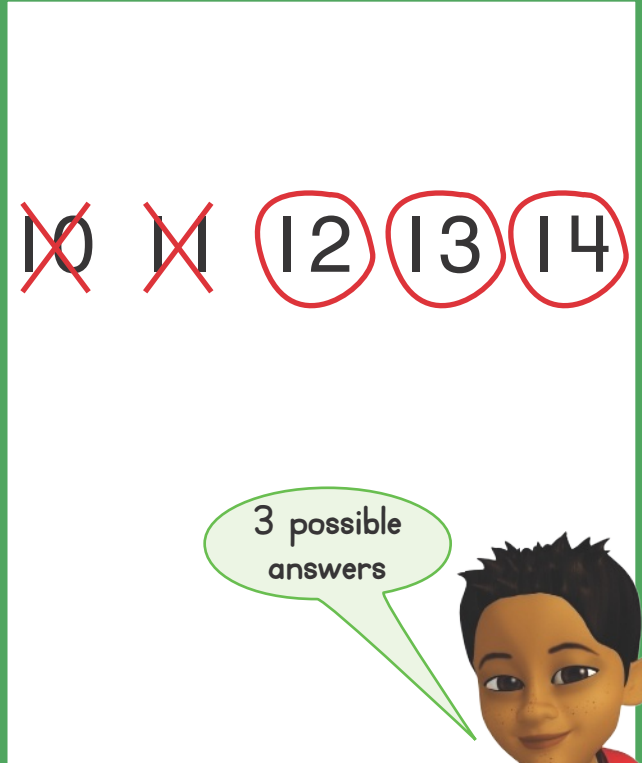




Think. 10, 11, 12, 13, or 14?



I see 12.

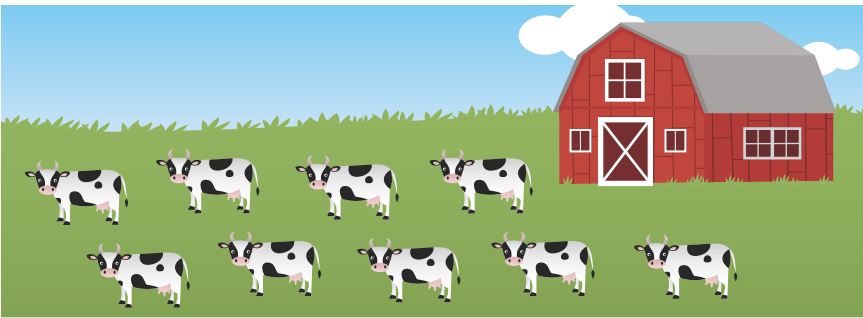


3 possible answers



★ Guided Practice

1



8 9 10 11 12

Directions ★ Say: There are more than 8 cows on a farm. Some cows are outside the barn. 1 or more cows are inside the barn. Count the cows that are outside of the barn, and then draw a circle around the numbers that tell how many cows there could be in all.

Name _____

Independent Practice

2



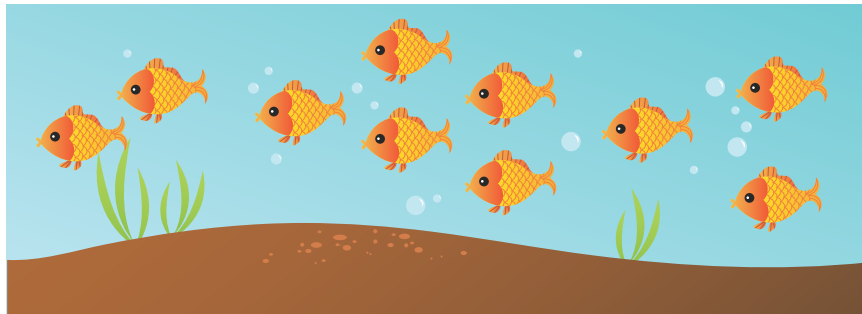
12 13 14 15 16

3



16 17 18 19 20

4

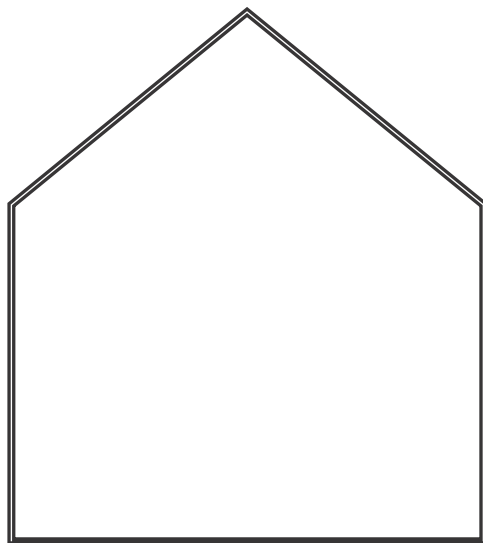


3 4 5 6 7

Directions Say: 2 There are more than 12 horses on the farm. Some horses are outside the stable. 0, 1, or 2 horses are inside the stable. Count the horses outside the stable, and then draw a circle around the numbers that tell how many horses there could be in all. 3 Some dogs are playing in the park. 1 or 2 dogs are resting in a doghouse. Count the dogs playing in the park, and then draw a circle around the numbers that tell how many dogs there could be in all. 4 The fish tank can hold up to 15 fish. Count the fish in the tank, and then draw a circle around the numbers that tell how many more fish could fit in the tank.



10 11 12 13 14



Directions Read the problem to students. Then have them use multiple problem-solving methods to solve the problem. Say: *Alex lives on a farm with so many cats that they are hard to count. Sometimes the cats are outside and sometimes they hide in the shed. Alex knows that the number of cats is greater than 11. There are less than 15 cats on the farm. How can Alex find out the number of cats that could be on his farm?* 🖐️ **Reasoning** What numbers do you know from the problem? Mark an X on the numbers that do NOT fit the clues. Draw a circle around the numbers that tell the number of cats that could be on the farm. 🗨️ **Model** How can you show a word problem using pictures? Draw a picture of the cats on Alex's farm. Remember that some may hide inside the shed. 🏠 **Explain** Is your drawing complete? Tell a friend how your drawing shows the number of cats on Alex's farm.



K-2 Elementary Science
February 2021
St. Louis Public Schools

Read each article. While reading circle them important details.

Answer:

1. How does this science help people?
2. How does this science help me?
3. After reading the article, I still have these questions.

Winter

6 Articles

Check articles you have read:

Snowflakes
89 words

Sunlight in the Winter
97 words

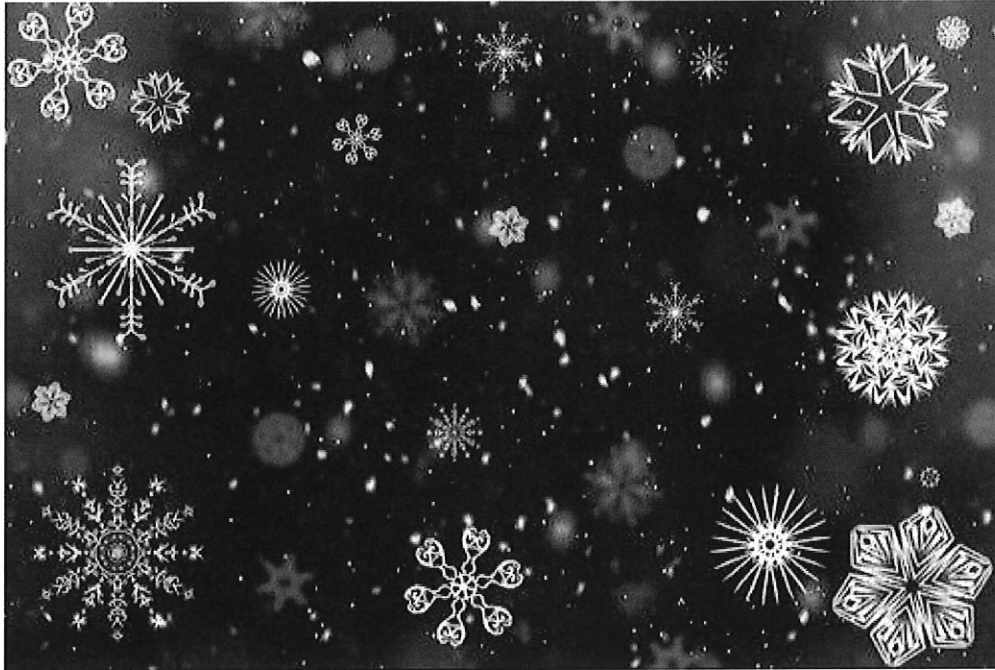
Sledding
104 words

Building Things with Snow
97 words

Winter Weather
103 words

The Winter Olympics
99 words

Snowflakes



Have you ever seen snow falling before? Each bit of snow that falls from the sky is made of snowflakes. But what is a snowflake?

A snowflake is a tiny ice crystal. It can form when the air is very cold. Water vapor in the air can freeze into ice crystals. When that happens in clouds, snowflakes form!

Snowflakes are very small. It can be hard to tell what each one looks like. But if you could, you'd be in for a treat. They can form many different patterns!

Sunlight in the Winter



What do you think about when you think of winter? You may think of cold weather. You may think of trees with no leaves. But do you think about how much sunlight there is in a day?

In the winter, there are fewer hours of sunlight in a day. The sun rises late and sets early. In fact, in the United States, the day with the least sunlight is the first day of winter. It is December 21.

In the winter, the sun also looks lower in the sky. So soak the sun in while it's out!

Sledding



It's wintertime. You wake up and look out your window. Everything is covered in cold white stuff. There is snow on the ground! It's time to play!

One way people play in the snow is by sledding. You can ride on a sled to go over snow and ice.

To go sledding, people grab their sleds and head to a safe hill. The hill can be in a field or in a park. When they get to the top of the hill, they put the sled down. They sit down on it. Then, they push off on the ground. Down the hill they go!

Building Things with Snow



Igloo

Did you know that people can build things with snow?

People build snowmen for fun. They pat snow into big balls. They put the balls on top of each other. Then, they add sticks for arms. They can use rocks for eyes. And a carrot makes a great nose!

People can build important things out of snow, too. Some people build houses out of snow! One kind of snow house is an igloo. Igloos are shaped like a dome. Inuit people build these houses. They can be found in some places that are very far north.

Winter Weather



When winter comes, different kinds of weather come with it. Here are some things that people might see in the winter:

Snow

When the air gets cold enough, snow can fall! These white flakes are made of tiny ice crystals. They form in the clouds.

Sleet

Sleet is frozen raindrops. Sometimes, the air near the ground is colder than the air up in the clouds. If that air is cold enough, sleet can form.

Freezing Rain

Rain can fall as water, then freeze when it hits something. It can freeze when it hits the ground or a tree. This is called freezing rain.

The Winter Olympics



Every four years, a big event called the Winter Olympics happens. The event brings people from different countries together. These people go against each other in different winter sports!

Some of the sports are ones that lots of people have tried. Skiing is a big part of the Winter Olympics. So is ice hockey.

Some of the sports are practiced by fewer people. Many people love watching Olympic figure skating. But fewer can do it!

The Winter Olympics happens in a different place every four years. In 2014, it was in Russia. In 2018, it was in South Korea.

Our Earth

6 Articles

Check articles you have read:

The Earth's Ocean
77 words

Mountains
89 words

Maps and Globes
177 words

Rivers and Lakes
79 words

Continents
101 words

The North Pole and South Pole
90 words

The Earth's Ocean

Most of the earth is covered by water. This water makes up the earth's ocean. The earth's ocean has five parts.

The Pacific Ocean is the largest part of the earth's ocean. It is west of the United States.

The Atlantic Ocean is the second largest part of the earth's ocean. It is east of the United States.

The water of the ocean is very salty. Many different types of animals live in this water.



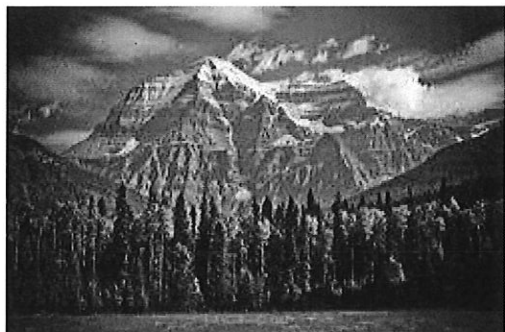
The Earth



The Earth

Mountains

The places shown in the photos here are mountains. You can find mountains in countries all over the world.



Mountains can be very, very tall! The highest place above the ground is on a mountain. This mountain is called Mount Everest.

Not all mountains have a pointy shape at the top like Mount Everest. Take a look at the mountain below. It's called Table Mountain. It's in South Africa. South Africa is a country in Africa. Can you guess why it's called Table Mountain?

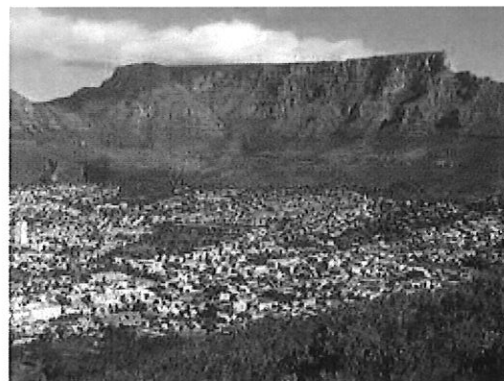


Table Mountain in South Africa

Maps and Globes

Imagine you are on a camping trip with your family. You need to find the place where you are going to camp. You're in the mountains and phones don't work there. What might you use to find your way?

You might use a map! Maps are pictures of a place on Earth. These pictures are printed or drawn on something flat, like a big piece of paper. Maps can help you find your way. Different maps can show you different things. Some maps may show you the roads and rivers near a mountain. Some maps may show you where different towns and cities are. Other maps may even show you where different countries and oceans are!

If you're in your classroom, look around. Do you see a globe? A globe is a round ball with a map of Earth on it. You can find the Earth's oceans on a globe. You can find the Earth's countries on a globe.

Now take a look at these two photos. Which one shows a map? Which one shows a globe?



Rivers and Lakes

Rivers and lakes both have water.

Rivers are big streams of water that flow. Rivers can flow to lakes, oceans, or other bodies of water.

Lakes are bodies of water. They have land all around them. Lakes don't flow from one place to another like rivers do. They are still.

Take a look at these two photos. Which one shows a river? Which one shows a lake?



The Library of Congress



U.S. Geological Survey, Creative Commons CC BY
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Continents

The earth has seven big chunks of land. These big chunks of land are called continents.

Here's a list of the seven continents:

- Asia
- Africa
- North America
- South America
- Antarctica
- Europe
- Australia



United States Central Intelligence
Agency's World Factbook

A world map

Do you know which continent you live on?

These continents weren't always spread apart around the earth. They used to be part of one huge chunk of land like a puzzle! Over time, these chunks of land spread apart.

Take a look at the continents on a map. Does it look like they could fit together like a puzzle?

The North Pole and South Pole

Have you heard of the North Pole? The North Pole is the point at the very top of the Earth.

Have you heard of the South Pole? The South Pole is the point at the very bottom of the Earth.

The North Pole is in the middle of the Arctic Ocean. This ocean has a lot of ice. It is very cold there.

The South Pole is even colder than the North Pole! It is in Antarctica. Antarctica is one of the seven big lands on Earth.



Ice in Antarctica

Clouds and Rain

6 Articles

Check articles you have read:

Clouds and Rain
68 words

Facts About Fog
72 words

What Is the Water Cycle?
112 words

Too Much Rain
69 words

What Is a Rainbow?
99 words

Learn About Clouds
89 words

Clouds and Rain

by ReadWorks



Look up at the sky. You may see clouds. What are clouds made of?

Clouds are made of tiny drops of water. Some clouds look white and fluffy. Some clouds look stringy, like wisps of hair. Other clouds look gray.

Gray clouds can bring rain. They are made of bigger drops of water. If the drops get too big, they fall from the sky. Now it is raining.

Facts About Fog

by Susan LaBella



Have you ever stood in fog? Fog can make it hard to see what is around you.

Fog is really just a cloud that forms close to the ground. It is made of drops of water that stick to little bits of dust in the air. Fog can even touch the ground!

Sometimes we see fog above water. That happens when cool air moves over warm water in a lake or ocean.

What Is the Water Cycle?

by Kate Paixão



Water is always moving. It moves between the earth and the sky. This movement is called the water cycle. Here is how it happens.

The sun shines on a pond. The water heats up. Some water turns into gas. That change is called evaporation. The gas is called vapor.

The vapor rises. High in the sky, the air is cold. The vapor becomes a cloud. That change is called condensation.

In the clouds, drops of water form. The drops fall to earth. Falling drops are called precipitation. Water falls as rain, sleet, or snow.

Rain falls into the pond. That change is called collection. What happens next? The water cycle starts over!

Too Much Rain

by ReadWorks



Rain helps our land. But too much rain can cause a flood. A flood happens when a lot of water rises and moves onto land. The water can go into houses and other buildings. Floods can happen near rivers and oceans. Big storms can quickly cause floods. People must leave places where the water is high. Some people must go in boats. They must go to a safe place.

What Is a Rainbow?

by Rachelle Kreisman



Rainbows sometimes show up on rainy days. Have you ever seen one?

Rainbows appear in the sky only if the sun is shining. Sunlight looks white. Actually, it is made of many colors. Rainbows show off those colors.

Rain comes from clouds. Clouds are made of tiny drops of water. If the drops get too big, they fall as rain.

Sunlight shines through the drops of rain. The drops bend the light. The colors spread out. Then you see a rainbow! A rainbow's top rows are red, orange, yellow, and green. The bottom rows are blue, indigo, and violet.

Learn About Clouds

by Susan LaBella



Do you ever look at clouds in the sky?

Clouds are made from dust, bits of ice, and drops of water that stick together. Clouds can look different from one another. Different clouds often mean different weather.

Skinny clouds in a sunny sky are signs of nice weather.

Piles of puffy white clouds in a blue sky mean nice weather, too.

Puffy gray clouds may mean that thunder and lightning are coming.

Clouds that look like a big gray blanket mean that rain or snow is on the way.

February Continuous Learning Packet

K-2 Social Studies



All Kinds of Homes



Written by Salomon Dunphy

www.readinga-z.com

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 Level G Leveled Book
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Correlation

LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12

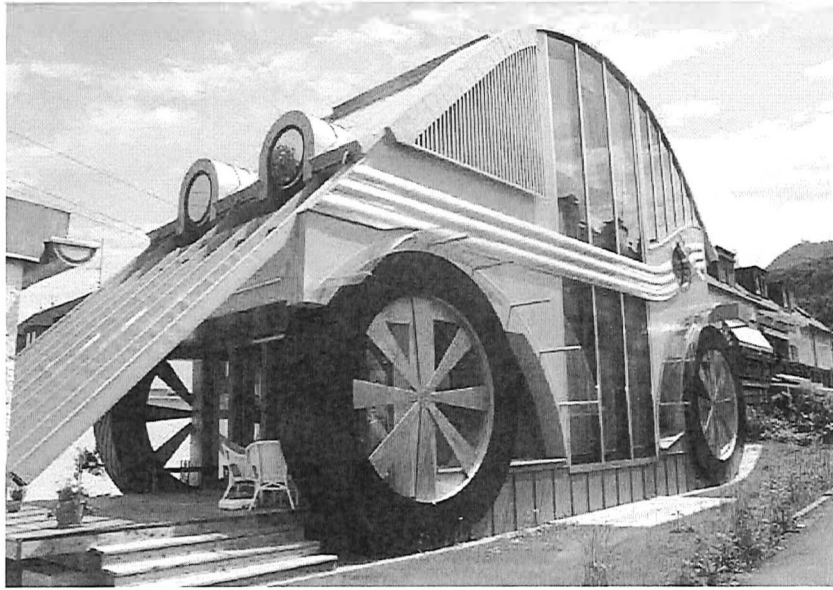


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Cabins 7

Motor Homes. 8

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Conclusion. 11

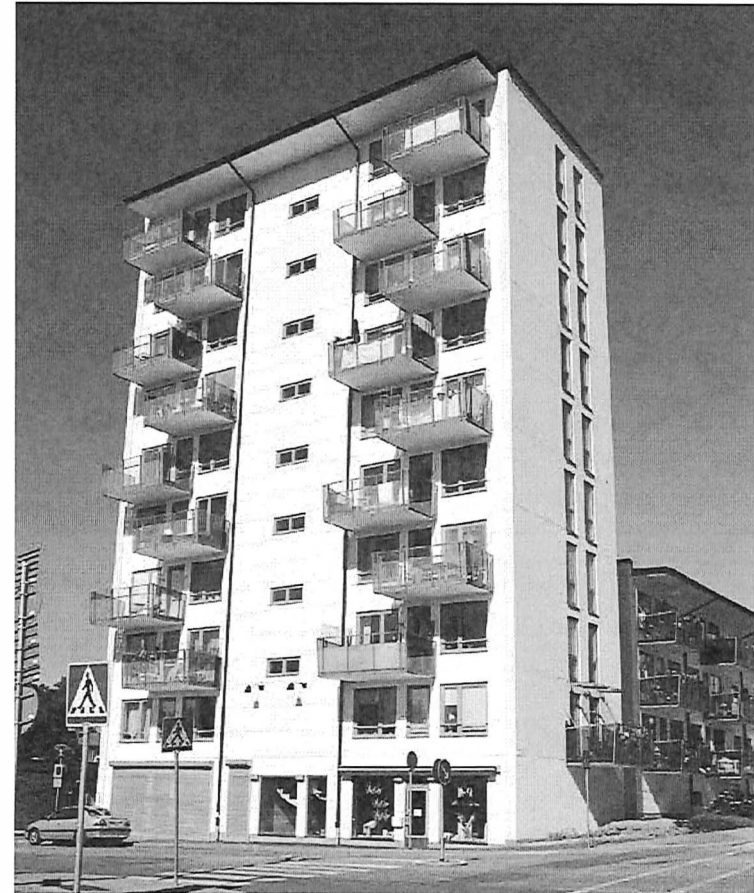
Where Do People Live?

People live in homes.
 Not all homes are the same.
 Homes can be big or small.
 They can be made of different things.



Houses

A house is one kind of home.
It stands on its own.
It has its own roof and front door.



Apartments

Apartments are another kind of home.
They have one roof.
Neighbors live on other floors.



Cabins

A cabin is another kind of home.
It has trees and birds as neighbors.
It can be made of logs.



Motor Homes

A motor home is another kind of home.
It has wheels.
It can move from place to place.



Houseboats

A houseboat is another kind of home.

It floats on water.

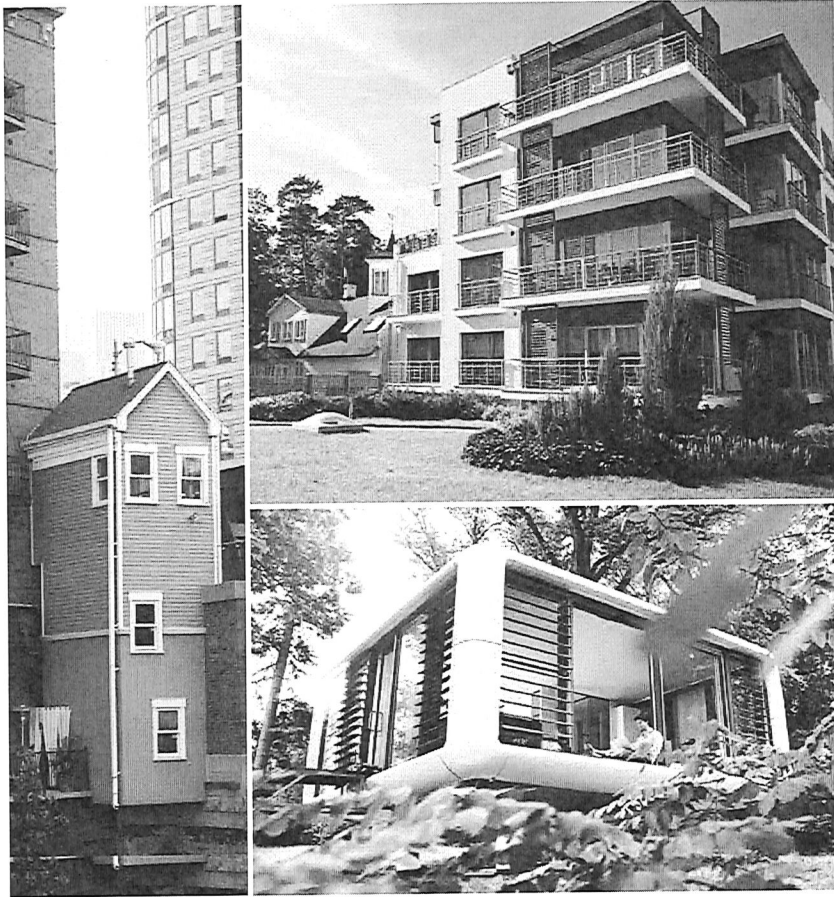
It has fish and other boats as neighbors.



Special Homes

These homes are not like any others.

They may be in a strange place. They may not look like a home.



Conclusion

Homes can be the same
in some ways.

Homes can also be different
in many ways.



Some homes are very different.
What is your home like?

Name _____ Date _____

1. What two houses belong in a group of homes that can move?
 - (A) a houseboat and an apartment
 - (B) a motor home and a cabin
 - (C) a motor home and a houseboat

2. How is a houseboat different from a house?
 - (A) It is found on the water.
 - (B) It has a roof.
 - (C) It is a kind of home.

3. Why does a cabin have birds for neighbors?
 - (A) A cabin is a place to keep birds in.
 - (B) Birds live in the trees near the cabin.
 - (C) People and birds live together in a cabin.

4. Which of the following belongs in the group of homes where many neighbors live?
 - (A) an apartment
 - (B) a house
 - (C) a motor home

5. Which compound word means *a boat that people can use as a home*?
 - (A) houseboat
 - (B) boathouse
 - (C) housetop

6. **Extended Response:** Have the student put all the homes in this book into different groups. Have him or her write a heading for each group that describes the group.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Bonk's New Bike

A Reading A-Z Level J Leveled Book

Word Count: 323



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LEVELED BOOK • J

Bonk's New Bike



Written by Maribeth Boelts
Illustrated by Nora Voutas

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Bonk's New Bike



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Illustrated by Nora Voutas

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Author Note

Maribeth Boelts is the author of over twenty books for young readers, including the "Little Bunny" series (Dry Days, Wet Nights; Little Bunny's Pacifier Plan); Lullaby Lullabook; Big Daddy, Frog Wrestler; and the upcoming The Firefighters' Thanksgiving.

Bonk's New Bike
Level J Leveled Book
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Correlation

LEVEL J	
Fountas & Pinnell	J
Reading Recovery	17
DRA	18



Bonk has dreams about the bike he wants.
It is red with cool handlebars and spokes.
Bonk sees the bike on TV.
He sees it in the newspaper, too.

He opens his monster bank.
He has only five pennies.
“I have to earn enough money for my new bike,” says Bonk.
“I will start a dog walking business,” he says.





He goes door to door asking people if he can walk their dogs.

“Can we help walk dogs, too?” asks Jupe.

“I’ll do it by myself,” Bonk says.

“I’m saving my money for a new bike.”



Soon, Bonk’s phone begins to ring.

People knock on his door.

They all want Bonk to walk their dogs!

“This will be a fun and easy way to earn money,” Bonk says.

On Saturday, Bonk picks up each dog.

There are big dogs, little dogs, fancy dogs, and plain dogs.

The dogs are barking, jumping, and running around.



Bonk gets all their leashes together and begins to walk.

One dog tangles up his leash.

Another dog rolls in the mud.

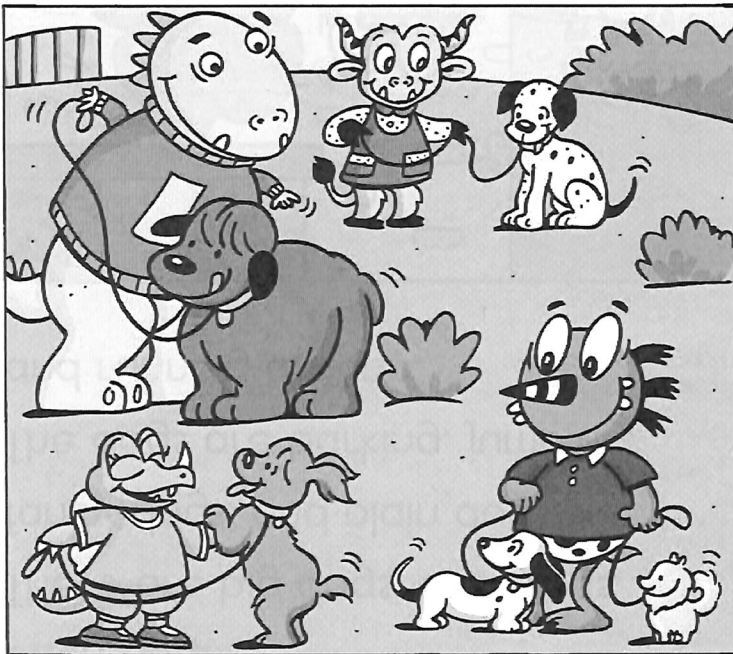
Another dog chases a cat!

“This is not fun!” Bonk says. “It is not easy either!”

Lurk, Uzzle, and Jupe ride their scooters past Bonk.

“Do you want some help now, Bonk?” Jupe asks.

Bonk gives each of the monsters a dog to walk.



When they are finished walking, the dog owners pay the monsters. “I’m sorry I said you couldn’t help with the dog walking,” says Bonk. “I couldn’t have done it without you.”

Jupe, Lurk, and Uzzle talk.
They give their money to Bonk.
“This is for your new bike,” says Jupe.
“But you earned this money, too,”
says Bonk.
“We want something other than
money,” says Lurk.



“Anything you want,” Bonk says.
“When you get your new bike,
we want to take turns riding it!”
says Jupe.
“It’s a deal!” says Bonk.

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. Why did Bonk start a dog-walking business?
 - (A) He liked to play with dogs.
 - (B) He wanted to earn money.
 - (C) He found a dog on the sidewalk.

2. Read the following sentence: *Bonk has to **earn** enough money to pay for his new bike.* What does **earn** mean?
 - (A) find
 - (B) be paid
 - (C) feel sad

3. What problem did Bonk have in this story?
 - (A) No one wanted to pay him any money.
 - (B) The dogs didn't want to go on a walk.
 - (C) He had too many dogs to walk by himself.

4. How did Bonk feel when the monsters gave him the money they earned?
 - (A) surprised
 - (B) worried
 - (C) angry

5. Bonk changed his mind about _____.
 - (A) the monsters helping him
 - (B) little dogs not being fun
 - (C) big dogs being scary

6. **Extended Response:** Why would Bonk be happy to let the monsters ride his new bike when he gets it?

Brainstorm Bear

A Reading A-Z Level K Leveled Book
Word Count: 408

Connections

Writing and Art

How would you have tried to solve the family's problem?
Draw a picture and write about it.

Science

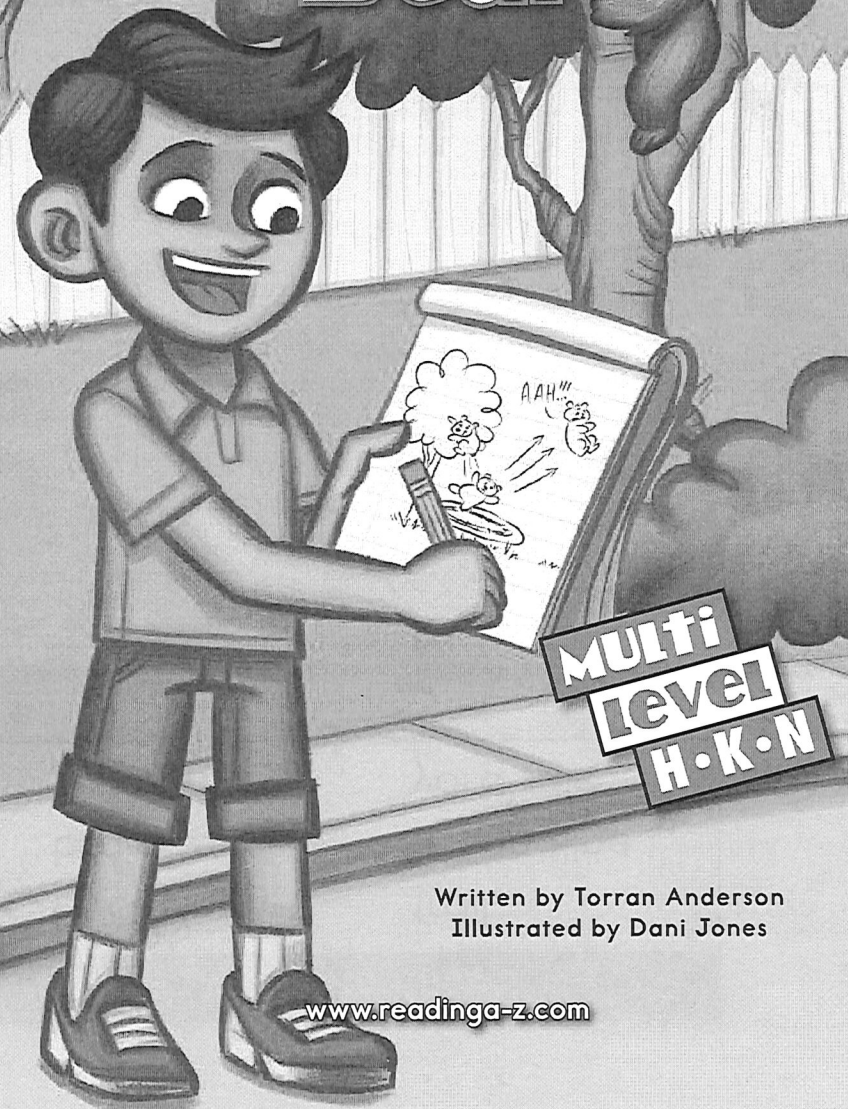
What do you know about bears?
Share your ideas with a partner.

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LEVELED BOOK • K

Brainstorm Bear



**Multi
Level
H•K•N**

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Brainstorm Bear



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Focus Question

Why does the family in the story brainstorm?

Words to Know

bouncing	trail
brainstorm	trampoline
distance	yard sale

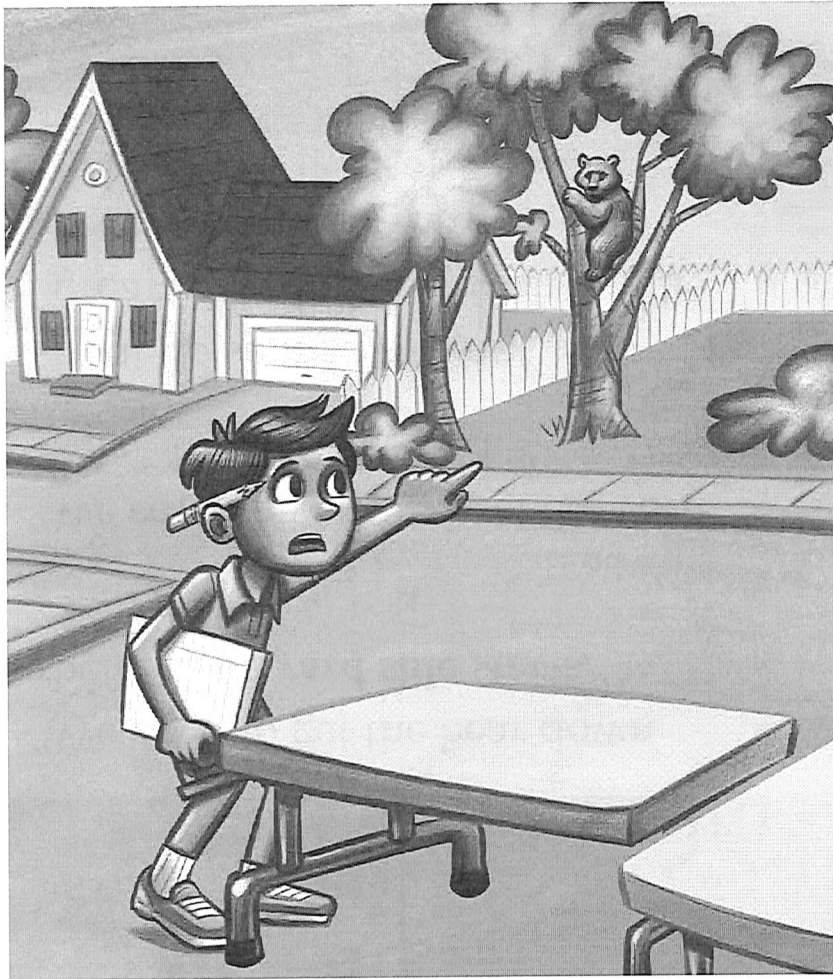
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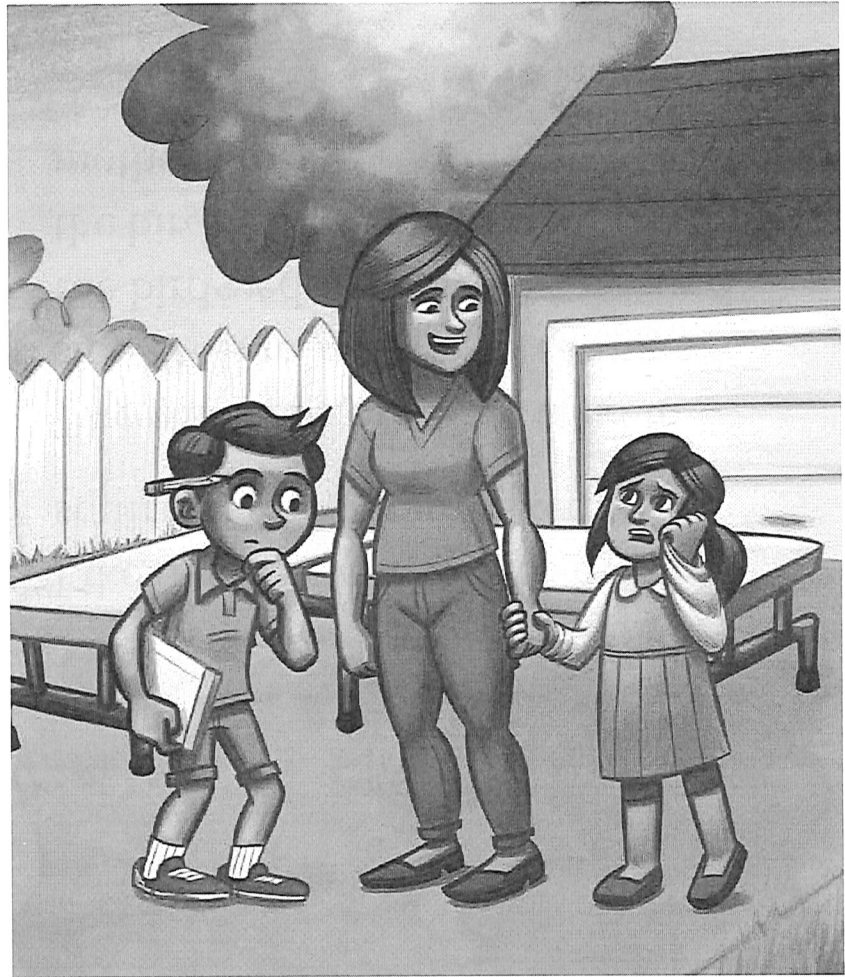
Correlation

LEVEL K	
Fountas & Pinnell	J
Reading Recovery	17-18
DRA	18



Sam was setting up tables in the driveway. He noticed a brown bear up a tree nearby.

“Mom, there’s a bear over there!”
Sam called.



“What if it comes down and attacks us?” asked Sam’s little sister Sarah.

Mrs. Miller took Sarah’s hand.

“We’ll keep a safe **distance** away,” she replied.



“We need to get the bear down before our **yard sale** starts,” Sam said.

“We could always cancel the yard sale,” Mrs. Miller said.

“I put up so many signs,” Sam groaned. “I know we can get the bear to come down if we just **brainstorm** the right idea.”



“Like the idea you had for the squirrels?” his mom asked.

Two weeks before, Sam tried to stop the squirrels from eating all the birdseed. He dug a pit around the bird feeder and ruined his mother’s tulips.



“This is different,” Sam said. “I promised you I’d draw all my ideas first before I actually do anything.”

“We could move our **trampoline** under the tree so the bear could jump onto it,” Sarah suggested.



Sam drew the idea on his notepad. He pictured the bear **bouncing** high into the air.

“I think the trampoline’s too bouncy, Sarah,” he said.



“Mom, what would you do to get the bear out of the tree?” Sarah asked.

“I’d play a really bad song from the radio,” Mrs. Miller laughed.



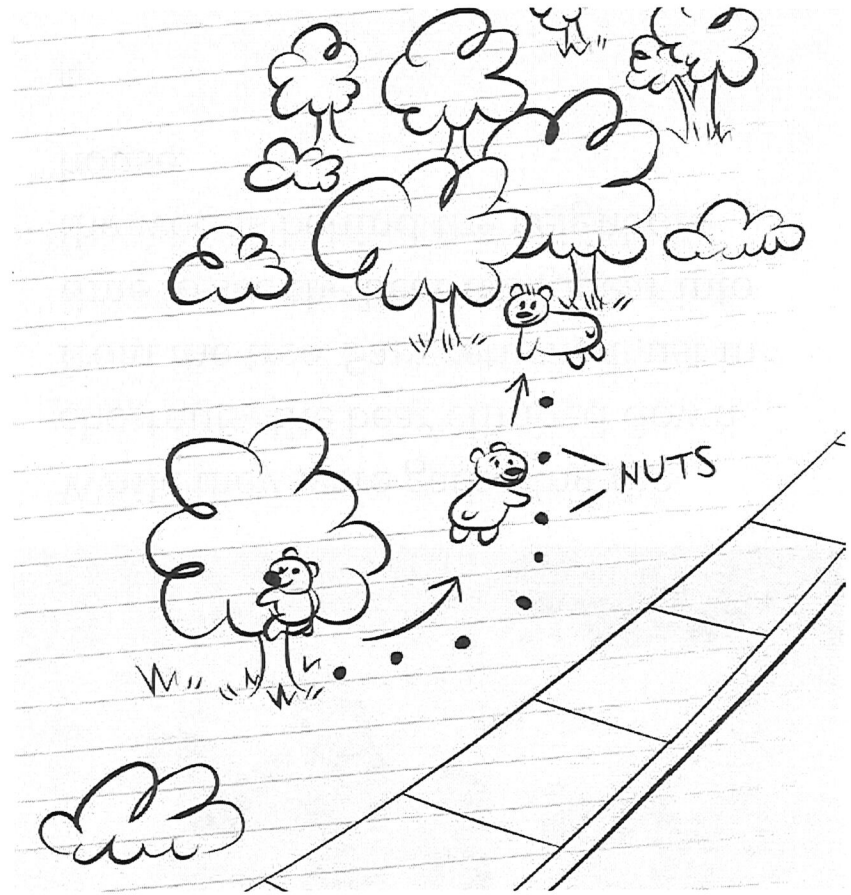
Sam drew the idea on his notepad. He imagined the bear climbing even higher in the tree to get away from the noise.

“If you play a bad song the bear will never come down,” Sam sighed.



“Look, the bear’s eating something up there,” Sarah said.

“He’s probably found some nuts that were stashed away by squirrels,” Mrs. Miller said.



“I’ve got it!” Sam shouted. He scribbled his plan in the notepad and showed Sarah and his mom.

“We can make a **trail** of nuts leading back to the forest,” Sam said.

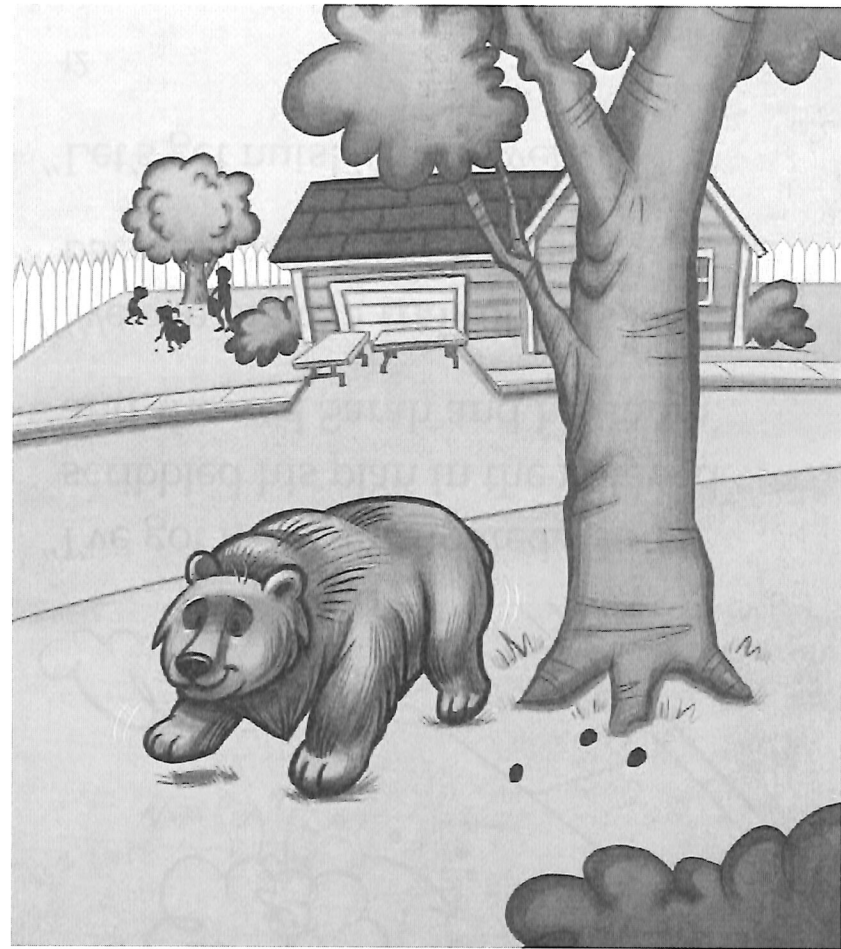
“Let’s get nuts!” Sarah yelled.



“All right, let’s try it,” Mrs. Miller said.

Everyone raced to the chestnut tree in the backyard.

“We’re going to get that bear out of the tree!” Sam shouted.



While they were gathering the chestnuts, the bear climbed down from the tree. Sam returned just in time to see the bear disappear into the woods behind the neighbors’ house.



“Aw, the bear is gone!” he said.

“Look on the bright side,” Mrs. Miller said. “At least you can have the yard sale now,” she smiled.

Bear Safety

In many places, bears sometimes come close to people’s homes. If you see a bear near your house, do not go near it. Back away slowly and calmly and go inside your house. Stay inside and call your local Department of Wildlife if you need help.

Glossary

- bouncing** (v.) moving quickly back from or springing off a surface after hitting against it (p. 8)
- brainstorm** (v.) to share and develop ideas, often related to solving a problem (p. 5)
- distance** (n.) the amount of space between things or places (p. 4)
- trail** (n.) a series of tracks, signs, or smells left behind when something passes from one place to another (p. 12)
- trampoline** (n.) a device for bouncing that has a strong, tightly stretched piece of fabric attached with springs to a frame (p. 7)
- yard sale** (n.) an event where used items are sold outside the seller’s home (p. 5)

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. How did Sam try to solve the problem of the squirrels eating from the bird feeder?
 - (A) He made a trap to catch the squirrels.
 - (B) He dug a pit around the bird feeder.
 - (C) He moved the bird feeder to a new location.
 - (D) He removed the bird feeder from the yard.
2. Where does this story take place?
 - (A) in a yard
 - (B) in a house
 - (C) in a forest
 - (D) in a park
3. How does Sarah feel about the bear in the tree?
 - (A) scared
 - (B) excited
 - (C) confused
 - (D) bored
4. What happens last in the story?
 - (A) The Millers move the trampoline under the tree.
 - (B) The bear walks into the woods.
 - (C) Sam puts up signs for the sale.
 - (D) Sam draws everyone's ideas.
5. To **brainstorm** is _____.
 - (A) to solve a problem
 - (B) to make space between two things
 - (C) to create and share ideas
 - (D) to sell items at an event
6. Why does Sam not want to cancel the yard sale?
 - (A) All of his friends are planning to come.
 - (B) He put up all the signs.
 - (C) He wants to make lots of money.
 - (D) He wants the neighbors to come see the bear.

Quick Check continued on following page

Name _____ Date _____

7. What does Mrs. Miller first suggest to do to solve the problem?
 - (A) move the yard sale
 - (B) cancel the yard sale
 - (C) ignore the bear
 - (D) scare the bear

8. What caused Sam to think of the plan to leave nuts on the ground for the bear?
 - (A) He read in a book that bears love to eat nuts.
 - (B) His mom suggested that they get nuts from the kitchen and see if the bear would eat them.
 - (C) He saw the bear eating something while it was in the tree.
 - (D) He noticed the nuts on the ground that were left behind by the squirrels.

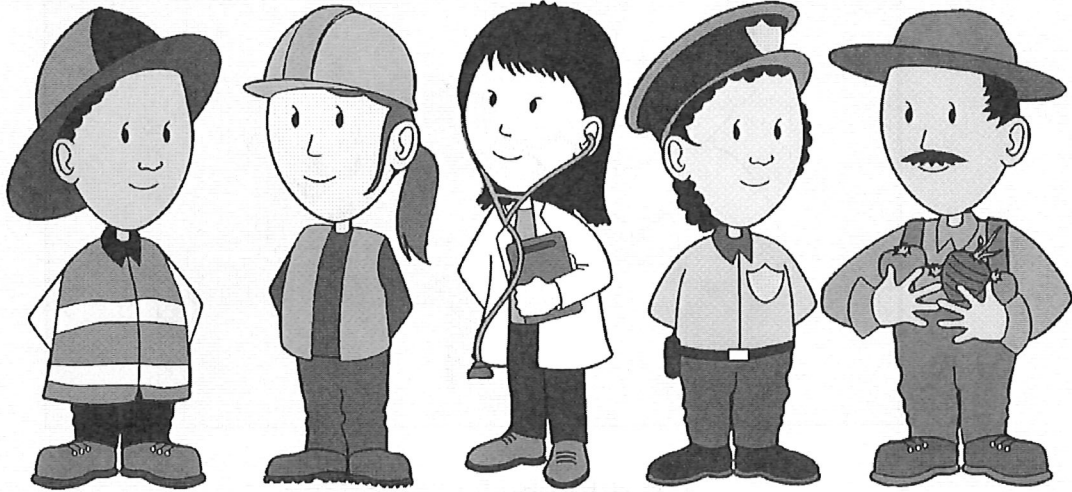
9. Which word means *a series of something left behind when something passes from one place to another*?
 - (A) trail
 - (B) distance
 - (C) thought
 - (D) trap

10. How does Mrs. Miller think they should solve the problem of the bear in the tree?
 - (A) She thinks they should play a really bad song from the radio.
 - (B) She thinks they should move the trampoline under the tree.
 - (C) She thinks they should call the police to come help them.
 - (D) She thinks they should make a trail of nuts for the bear to follow.

11. **Extended Response:** According to the "Bear Safety" section of the story, what should the Millers have done when they saw the bear?

LEVELED BOOK • D

Caretakers

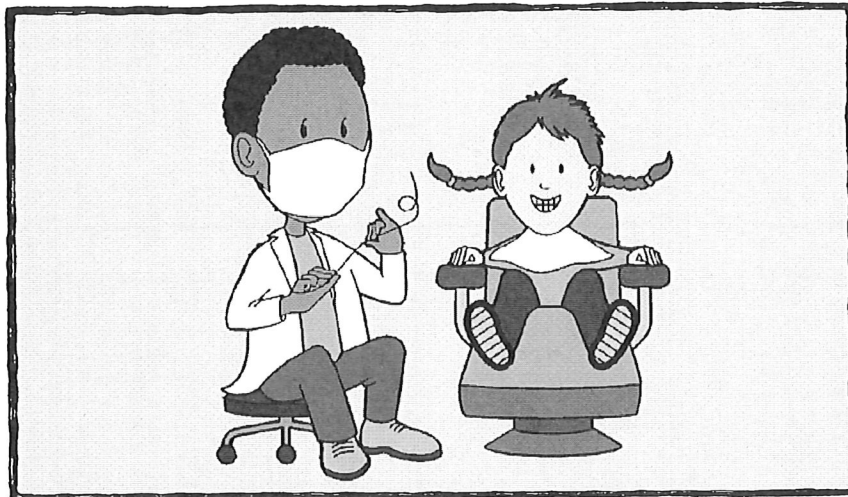


Written by Brian Roberts • Illustrated by Signe Nordin

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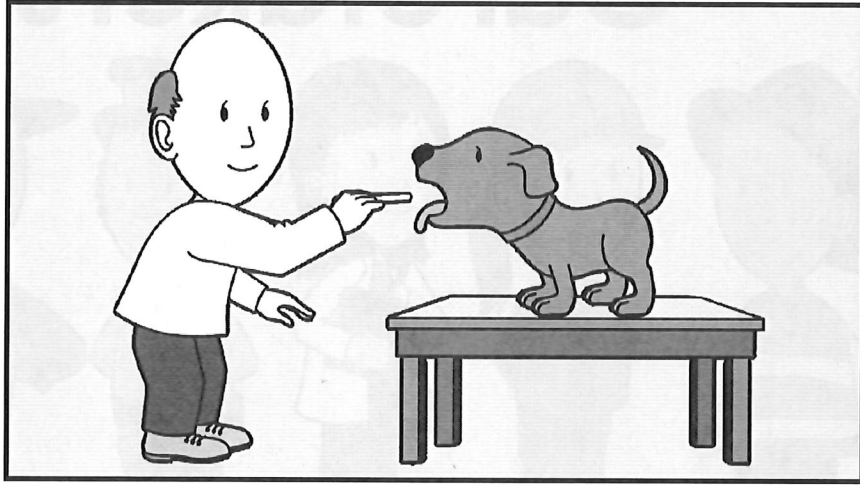
A Reading A-Z Level D Leveled Book • Word Count: 86



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Caretakers



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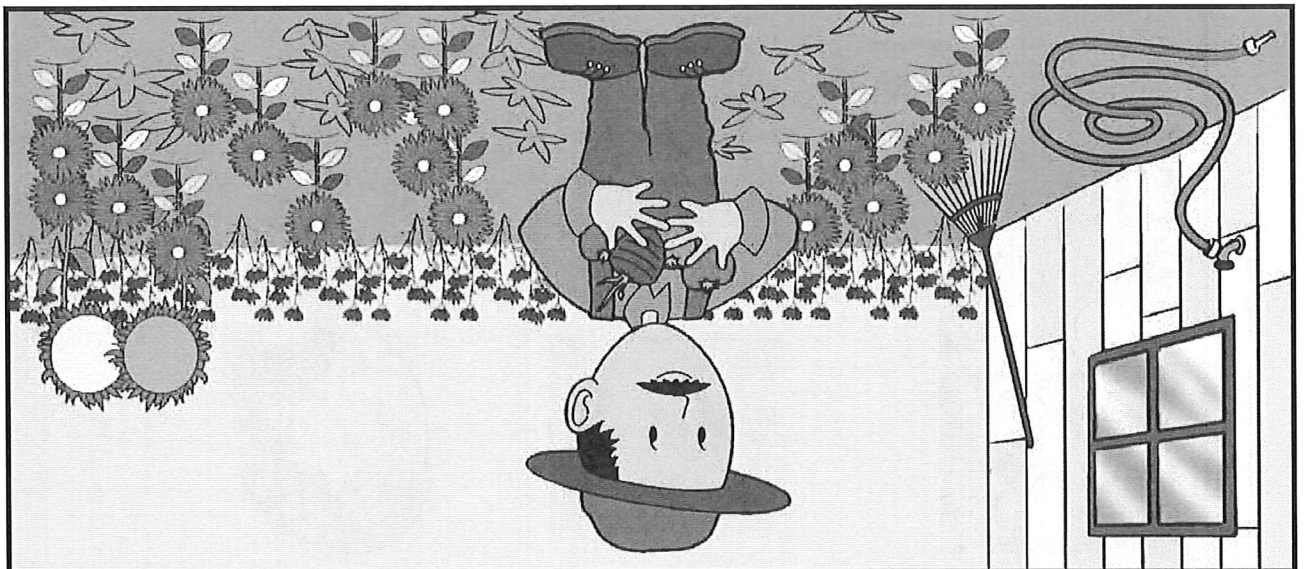
Correlation	
LEVEL D	Fountas & Pinnell
D	5-6
5-6	Reading Recovery
6	DRA

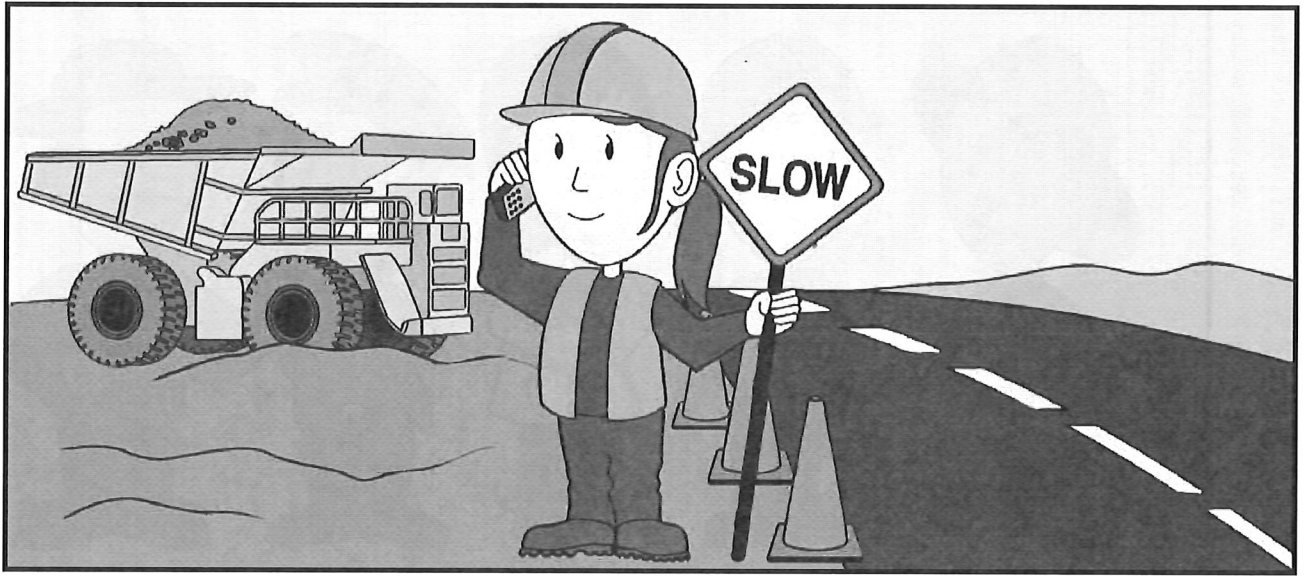
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Caretakers take care of things.
There are many kinds of caretakers.

This gardener is a caretaker.
He takes care of gardens.





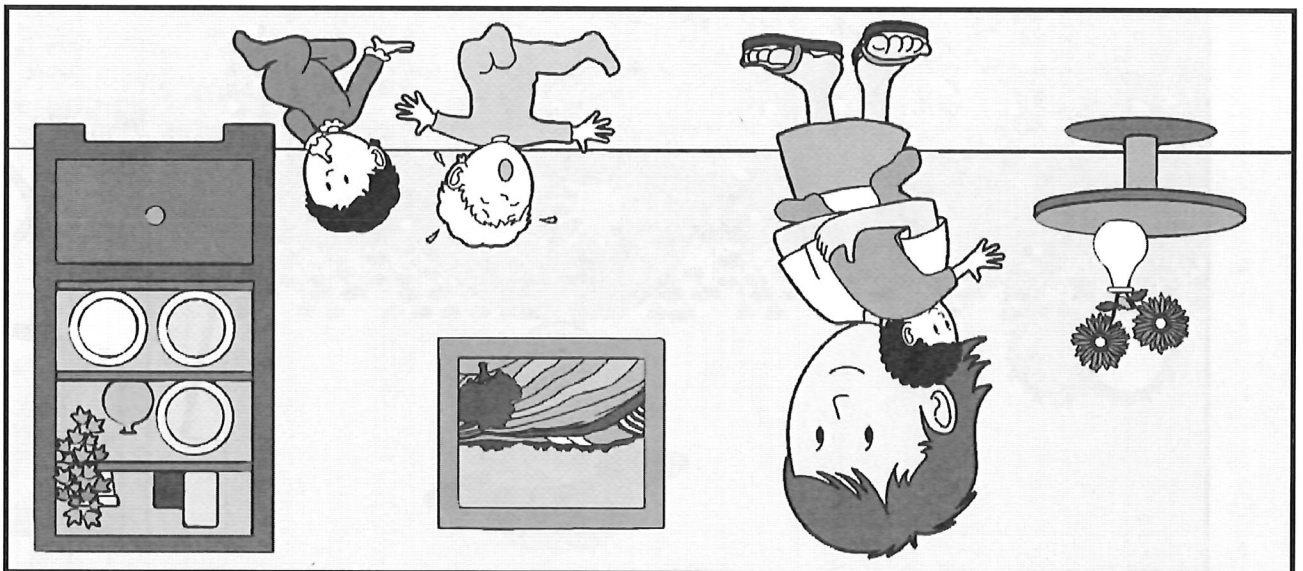
This road worker is a caretaker.
She takes care of the roads.

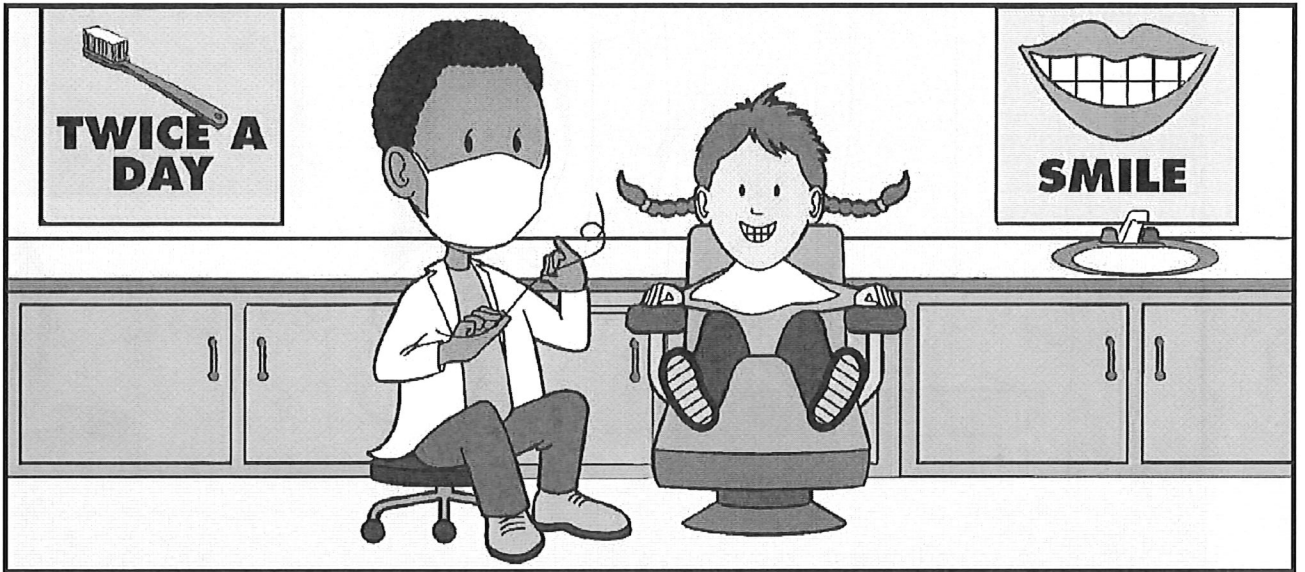
Caretakers • Level D

5

This babysitter is a caretaker.
She takes care of babies.

9

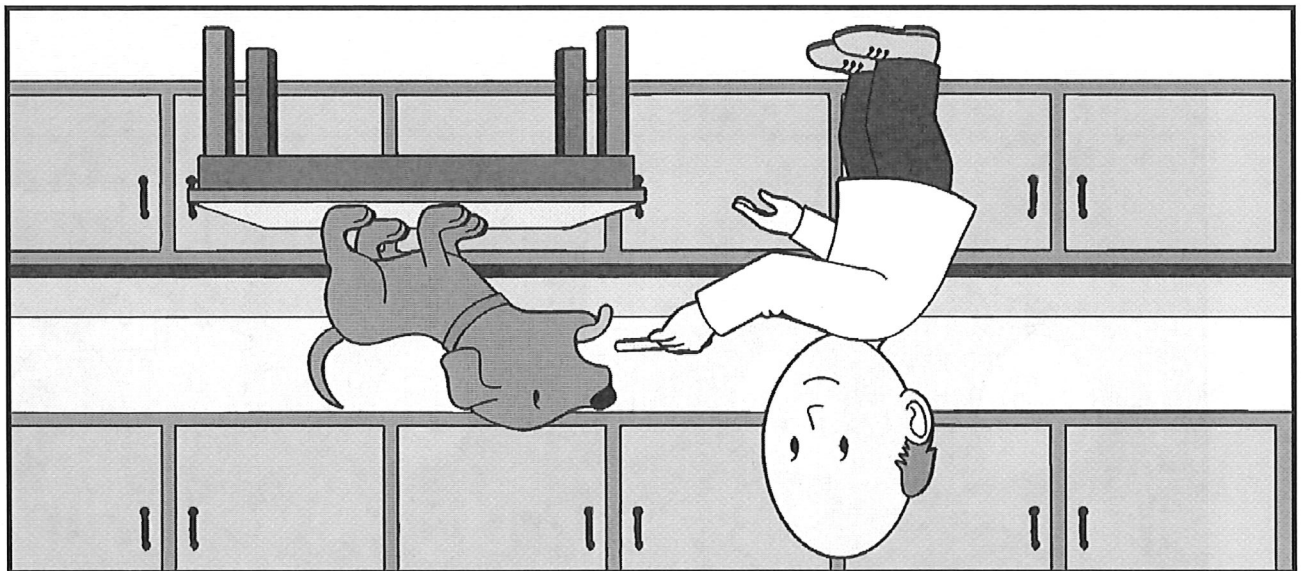




This dentist is a caretaker.
He takes care of teeth.

Caretakers • Level D

7



This vet is a caretaker.
He takes care of animals.

8



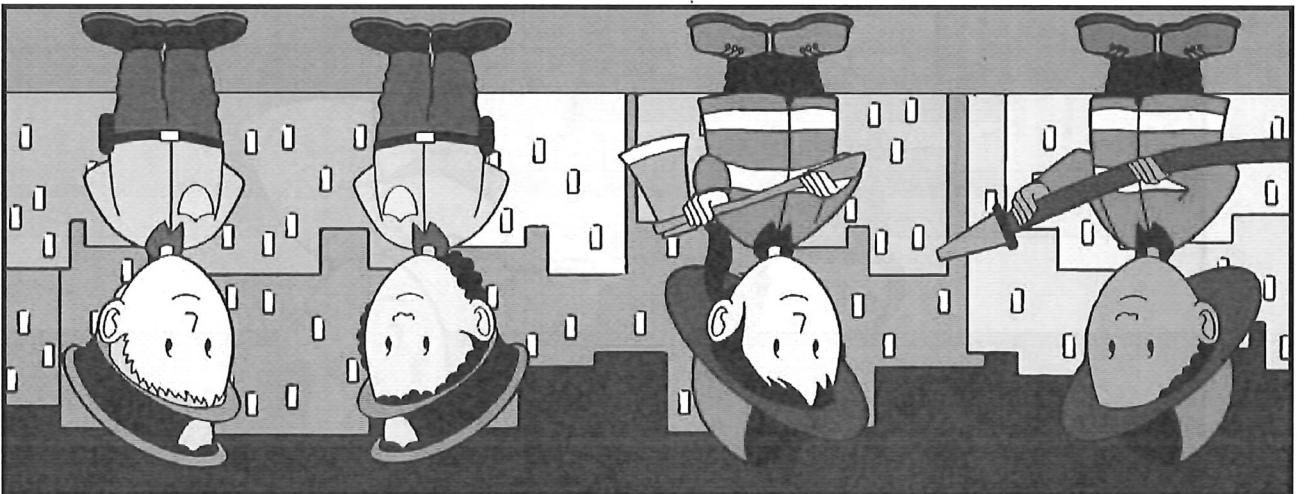
This doctor is a caretaker.
She takes care of people.

Caretakers • Level D

9

These firefighters and
police officers are caretakers.
They take care of people, too.

10



Name _____ Date _____

1. What do caretakers do?
 - (A) lose things
 - (B) take care of things
 - (C) break things

2. The dentist takes care of _____.
 - (A) teeth
 - (B) roads
 - (C) gardens

3. How are firefighters and police officers the same?
 - (A) They take care of roads.
 - (B) They take care of animals.
 - (C) They take care of people.

4. Who takes care of gardens?
 - (A) a doctor
 - (B) a gardener
 - (C) a vet

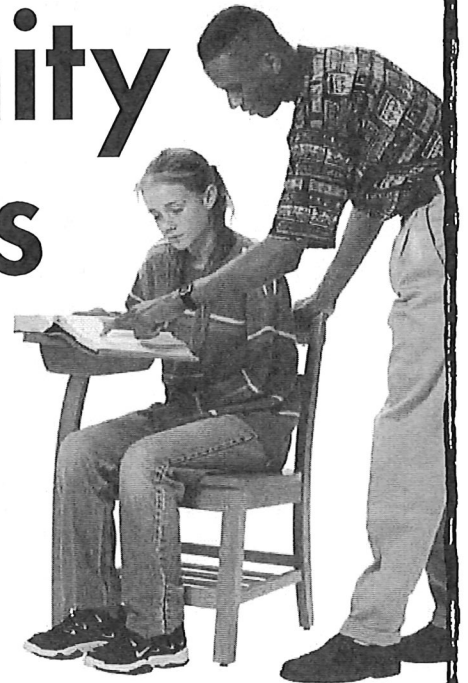
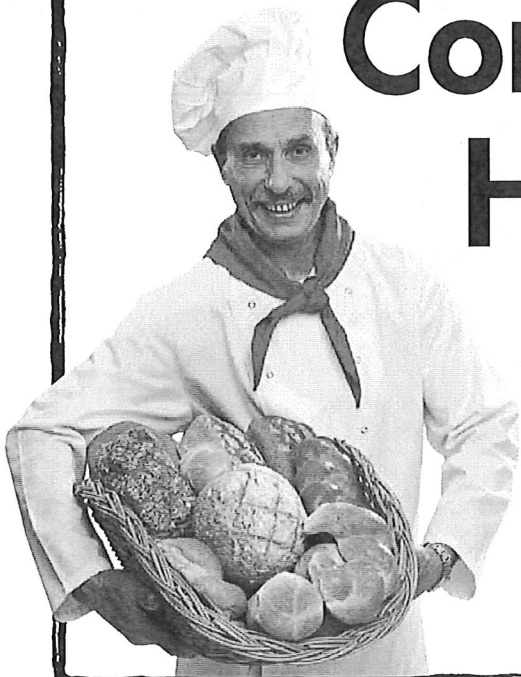
5. What does a **vet** do?
 - (A) takes care of roads
 - (B) sells things
 - (C) takes care of animals

6. **Extended Response:** Have the student pick two caretakers from the book and draw a picture of them. Then have the student write something that is similar between the two caretakers.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

LEVELED BOOK • D

Community Helpers



Written by Kira Freed

www.readinga-z.com

Community Helpers

A Reading A-Z Level D Leveled Book • Word Count: 108



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Community Helpers



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Correlation	
LEVEL D	Fountas & Pinnell
D	5-6
6	DRA

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 Level D leveled Book
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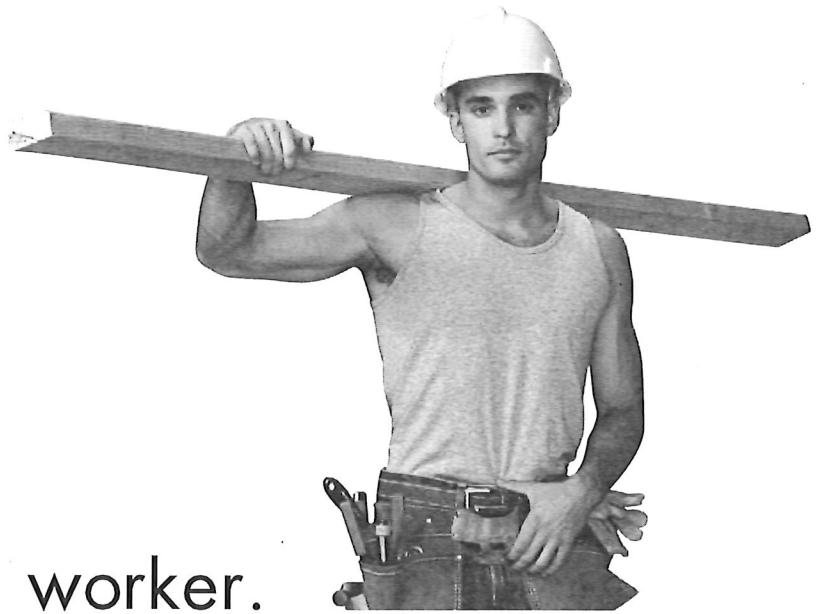
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Who are the helpers
in our community?
Let's meet some of them.



This is a
police officer.
She is an important helper.
She lives in our community.



This is a
construction worker.
He is an important helper.
He lives in our community.

Community Helpers • Level D

5

This is a doctor.
She is an important helper.
She lives in our community.

9





This is a teacher.
He is an important helper.
He lives in our community.



This is a firefighter.
He is an important helper.
He lives in our community.



This is a baker.
He is an important helper.
He lives in our community.

Community Helpers • Level D

9



This is a service dog.
She is an
important helper, too.

10

Name _____ Date _____

1. What is this book mostly about?
 - (A) Dogs are pets.
 - (B) The baker bakes bread.
 - (C) Many people help in a community.

2. Which of the following is not a community helper?
 - (A) a bakery
 - (B) a doctor
 - (C) a teacher

3. How is the police officer the same as the firefighter?
 - (A) They both protect people.
 - (B) They both help sick people.
 - (C) They both build things.

4. Why do construction workers wear helmets?
 - (A) to keep their heads safe
 - (B) to keep their heads dry
 - (A) to keep them warm

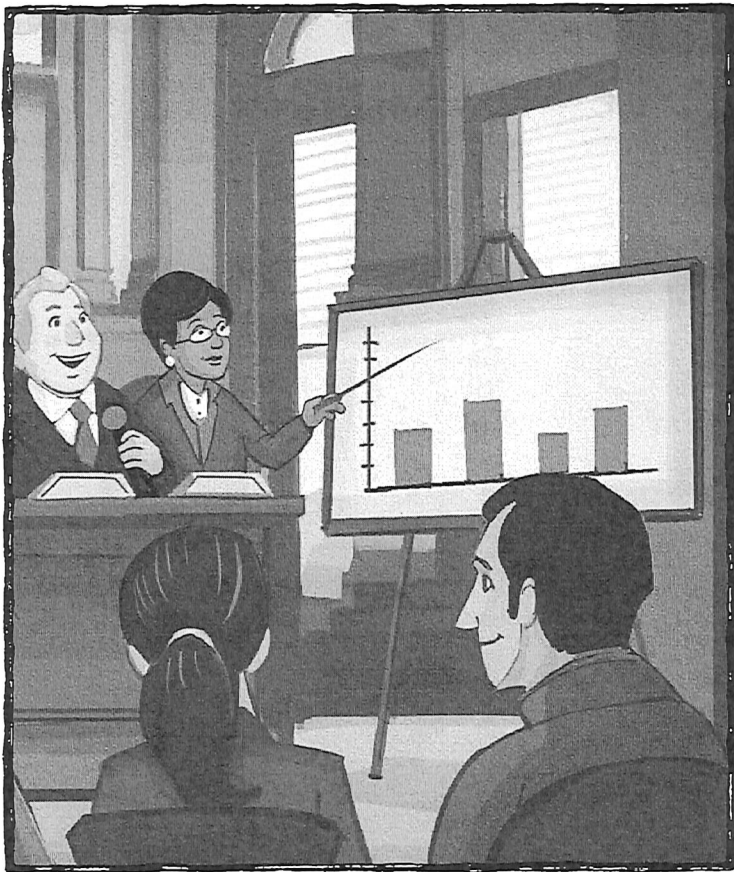
5. What is a **teacher**?
 - (A) a person who cooks food in a bakery
 - (B) a person who helps students learn
 - (C) a person who takes care of sick people

6. **Extended Response:** One important community helper from the story is a doctor. Have the student draw a picture and write a sentence about what might happen if his or her community did not have a doctor.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Community Government

A Reading A-Z Level K Leveled Book
Word Count: 420



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Community Government



Written by Marcie Aboff • Illustrated by Arthur Lin

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Correlation

LEVEL K

Fountas & Pinnell	J
Reading Recovery	17
DRA	18



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City Government Leaders	5
Laws in a Community	9
Other Jobs in the Community . . .	13
Conclusion	14
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Introduction

A **community** is a place where people live, work, and play. A community can be large, like a city, or small, like a town or village. People run their community with a **government**. The people in the government are part of the community.

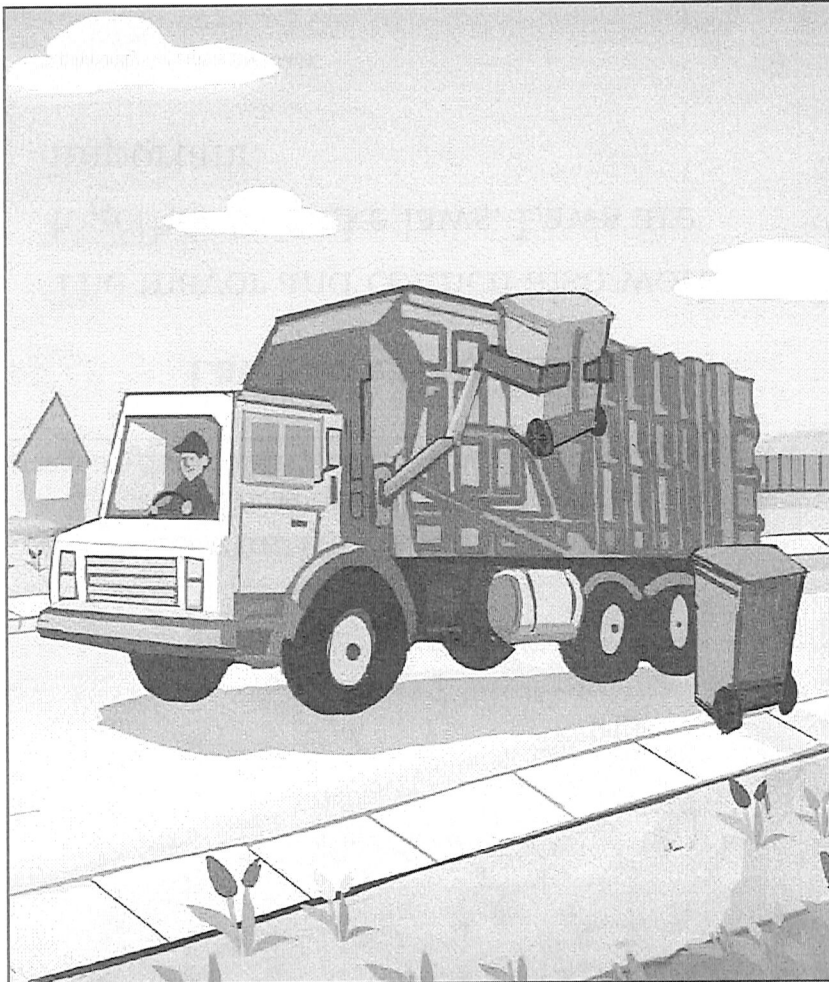


City Government Leaders

The **mayor** is the leader of the community. If someone wants to be mayor, he or she runs in an **election**.



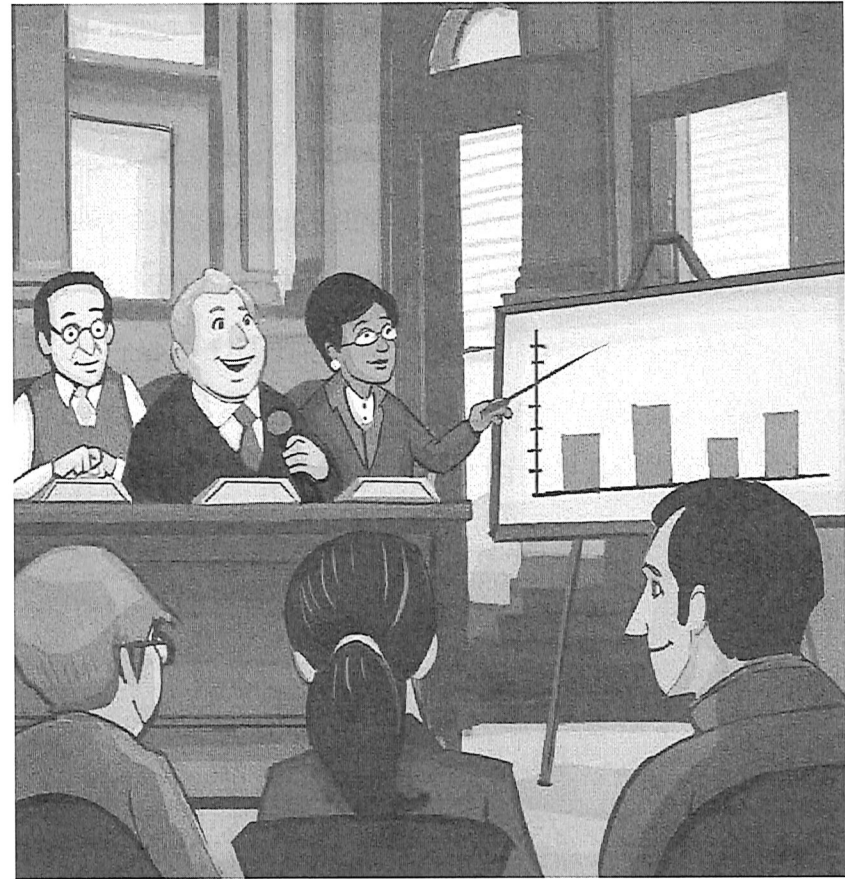
When people vote, they make a choice. People vote for a mayor in an election every two or four years. People vote for the person they think will be the best mayor. The person with the most votes becomes mayor.



More Community Departments

The Department of Public Works gets rid of garbage and keeps the city clean.

The mayor is in charge of many **departments**, such as the police department and the fire department.



The mayor is usually in charge of the town or city **council**. The council decides how money is spent in the community. It might spend money to build or fix roads, buildings, and parks. It has meetings for people to talk about ideas for the community.



More Community Departments

The Transportation Department keeps the roads clear. When roads are clear, drivers can travel safely.

Laws in a Community

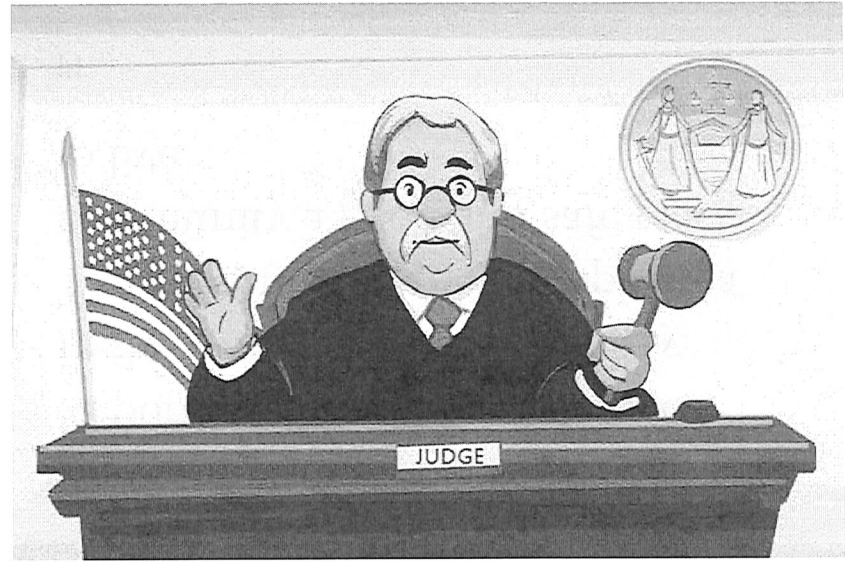
The mayor and council also work together to make laws. Laws are important.



A community needs laws to keep people safe and keep the community clean. Some laws say how fast cars can go on the roads. Other laws say people must not throw their trash on the ground.



Police officers make sure people follow the laws. They also help people who are in trouble.



When people break the laws, they may go to court. In court, a judge or a jury decides whether someone broke the law. A judge is the head of the court. A jury is a group of people from the community. The jury listens to both sides and decides whether someone broke the law. Sometimes there is no jury, and the judge decides. If the judge or jury decides that someone broke the law, the judge decides the punishment.



Other Jobs in the Community

Other people in the government also help the community. Firefighters put out fires and help people get away from fires. Emergency workers help people who are sick or hurt. They may take people to a hospital.



Conclusion

The community government is important. It makes a difference in the lives of people every day. The government gives people in a community a good and safe place to live.



People can make a difference in their government, too. They can run in an election. They can vote. They can speak at community meetings. They can also offer to help in parks and other places.

What can you do to make a difference?

Glossary

- community** (n.) a group of people who live in the same place or have similar qualities or interests (p. 4)
- council** (n.) a group of people chosen to be in charge of something (p. 8)
- departments** (n.) separate parts of a large organization, such as a business, government, or university (p. 7)
- election** (n.) the act of selecting a person for government office by voting (p. 5)
- government** (n.) a group of people who have the power to make and enforce laws for a country or area (p. 4)
- mayor** (n.) the leader of a city or town's government (p. 5)

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

- | | |
|---|---|
| <p>1. Why did the author write this book?</p> <ul style="list-style-type: none"> Ⓐ to entertain readers with silly stories about the government Ⓑ to inform readers about community government Ⓒ to persuade readers to run for mayor in an election Ⓓ to inform readers about many types of communities <p>2. Which of the following is an opinion about city government leaders?</p> <ul style="list-style-type: none"> Ⓐ The mayor is the leader of the community. Ⓑ The mayor is in charge of many departments. Ⓒ The mayor has a harder job than anyone else. Ⓓ The mayor works with the city council. | <p>3. What is a department?</p> <ul style="list-style-type: none"> Ⓐ a separate part of a large organization Ⓑ a group of people who have power Ⓒ a group of people who live in the same place Ⓓ a separate part of a washing machine <p>4. In which section of the book can the reader expect to find details on the city council and the mayor?</p> <ul style="list-style-type: none"> Ⓐ "Other Jobs in the Community" Ⓑ "Laws in a Community" Ⓒ "City Government Leaders" Ⓓ "Conclusion" |
|---|---|

Quick Check continued on following page

Name _____ Date _____

5. The author includes information about traffic laws and garbage laws in the "Laws in a Community" section to _____.
 - (A) describe the jobs of various government officials
 - (B) show how laws keep people safe and a community clean
 - (C) describe the way people can make a difference in government
 - (D) introduce the main idea of the entire book

6. What happens after people cast votes for the person they think will be the best mayor?
 - (A) People make a choice for who they want as mayor.
 - (B) The person with the most votes becomes the mayor.
 - (C) People go to their correct polling place to vote.
 - (D) The mayor works with the council to make decisions.

7. What do the captions for the illustrations on pages 7 and 9 add to the text?
 - (A) They clarify the process for electing the mayor and the city council.
 - (B) They explain the work involved in the fire department.
 - (C) They help readers see some of the variety of government departments.
 - (D) They explain the work involved in the police department.

8. What is the main idea of the section "Other Jobs in the Community"?
 - (A) Other people in the government also help the community.
 - (B) A community needs laws to keep people safe and the community clean.
 - (C) People run their community with a government.
 - (D) The mayor and the city council are leaders in the community.

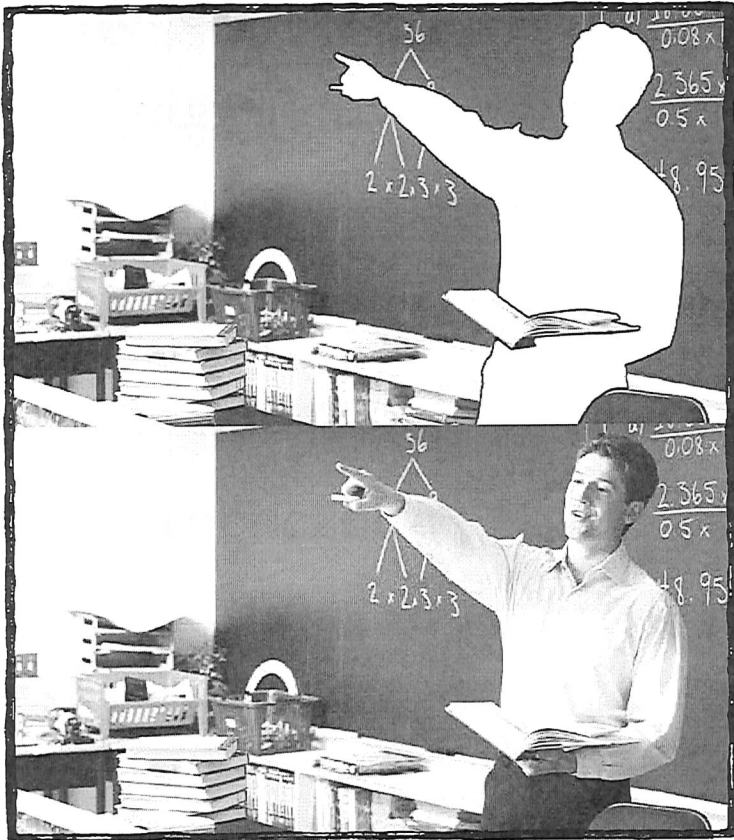
Quick Check continued on following page

Name _____ Date _____

9. Which word means *the act of selecting a person for government office by voting*?
- Ⓐ decision
 - Ⓑ council
 - Ⓒ election
 - Ⓓ mayor
10. A person goes to court because he or she _____.
- Ⓐ wants to vote
 - Ⓑ may have broken the law
 - Ⓒ won an election
 - Ⓓ is sick or hurt
11. **Extended Response:** What is the author's point of view on community government? What does the author want readers to learn about government? Use details from the book to explain your answers.

Community Workers

A Reading A-Z Level F Leveled Book
Word Count: 84

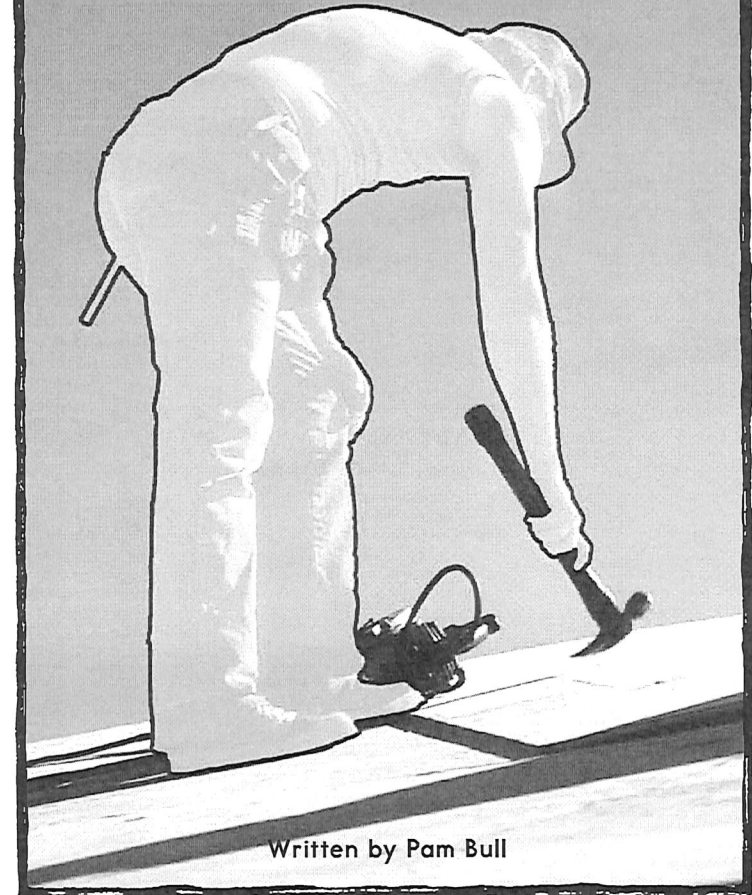


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LEVELED BOOK • F

Community Workers



Written by Pam Bull

www.readinga-z.com

Community Workers

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Keeping People Healthy	5
Keeping People Safe	7
Communication	9
Conclusion	11
Index	12

Written by Pam Bull

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Level F Leveled Book
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Correlation

LEVEL F	
Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



Introduction

Community workers are people who work in a community.



Keeping People Healthy

Who is this community worker?
She uses a **thermometer**.



She is a **doctor**.
She helps people keep healthy.



Keeping People Safe

Who is this community worker?
She uses a hose.



She is a **firefighter**.
She helps put out fires.



Communication

Who is this community worker?
He uses a bag to **deliver** mail.



He is a **mail carrier**.
He helps people keep in touch.



Glossary

community	group of people who live together in one area (p. 4)
deliver	to bring something to someone (p. 9)
doctor	person trained to take care of sick people (p. 6)
firefighter	person trained to put out fires (p. 8)
mail carrier	person trained to deliver the mail (p. 10)
thermometer	a device used to measure temperature (p. 5)

Conclusion

Community workers help people everywhere. Who are some workers in your community?

Index

community workers, 4, 11
doctor, 6
firefighter, 8
mail carrier, 10

Name _____ Date _____

1. What does a doctor do to help?

- Ⓐ puts out fires
- Ⓑ reads stories
- Ⓒ keeps people well

2. Community workers _____.

- Ⓐ help lots of people
- Ⓑ swim in pools
- Ⓒ play games

3. Which worker uses a hose?

- Ⓐ teacher
- Ⓑ firefighter
- Ⓒ letter carrier

4. What does **deliver** mean?

- Ⓐ to pick up
- Ⓑ to throw away
- Ⓒ to bring to someone

5. Where do community workers do their jobs?

- Ⓐ near where people live
- Ⓑ by the hospital
- Ⓒ in the forest

6. **Extended Response:** Have the student choose two community workers from the book to compare. Then have the student write one way their jobs are the same.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Families

A Reading A-Z Level I Leveled Book
Word Count: 260

Connections

Writing

Write a letter to Mark telling him what you learned about his family.

Math

Make a graph showing how many boys, girls, men, and women from Mark's family will be at the lake.

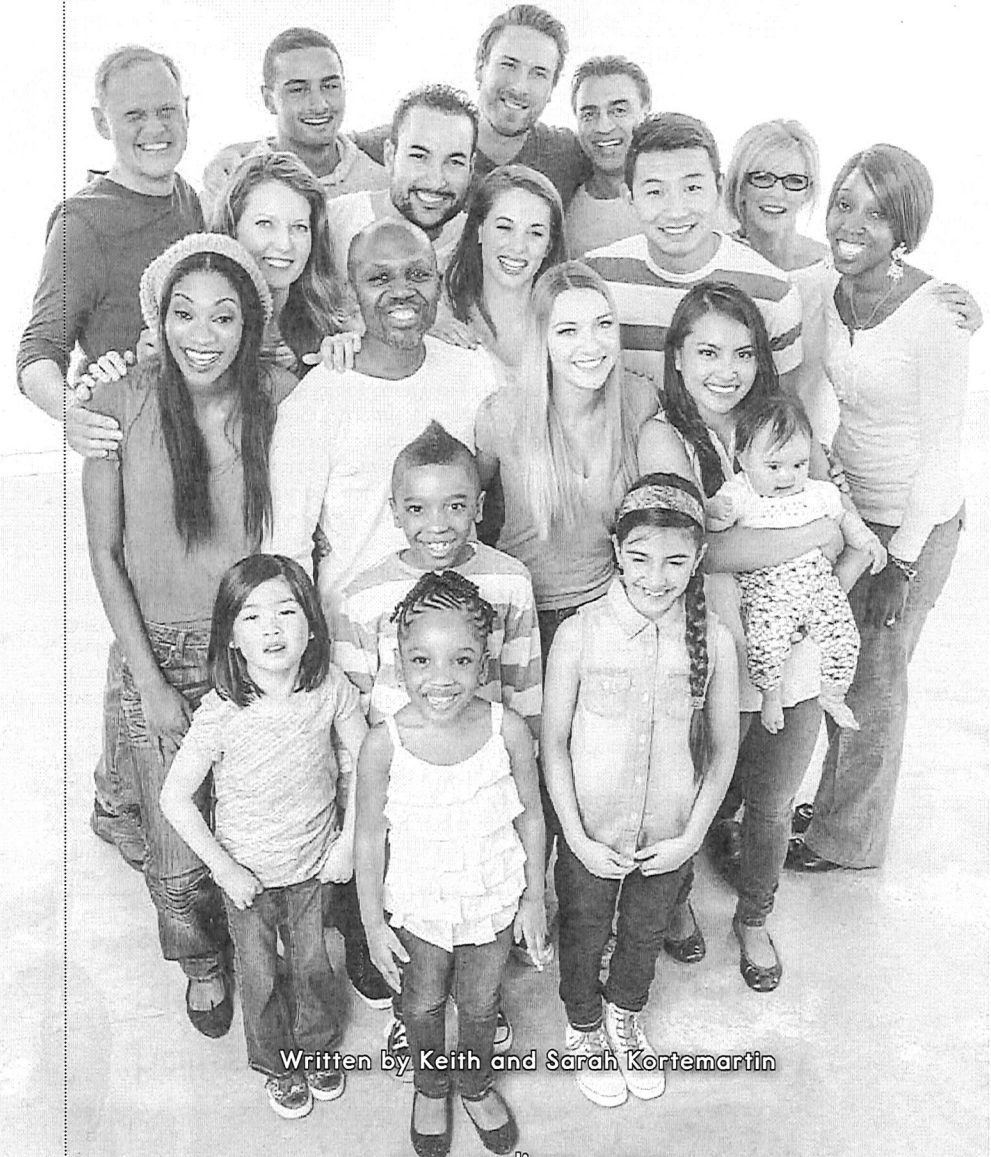
How many are in each group?
Discuss your findings with a partner.

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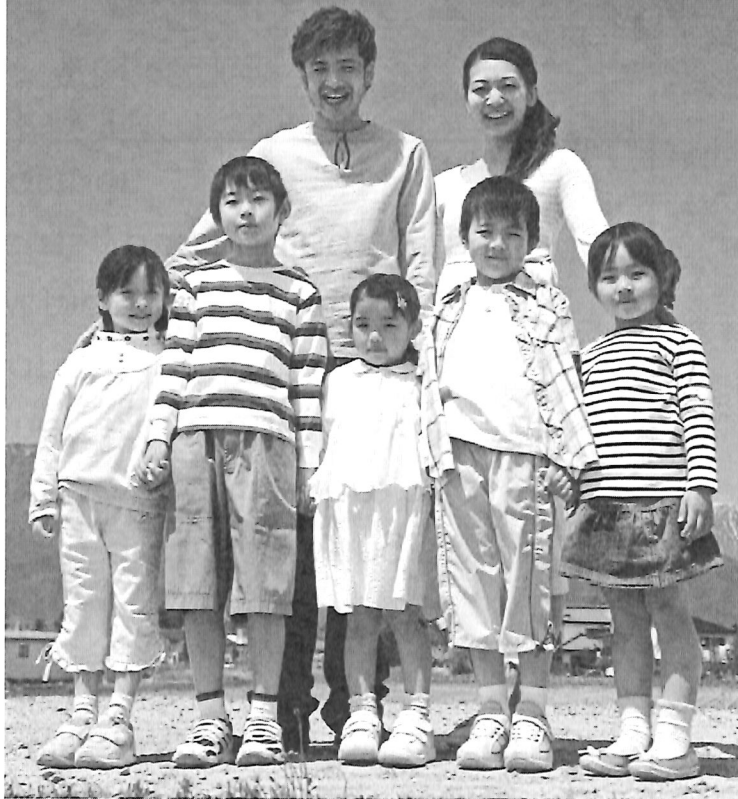
Families



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Families



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Focus Question

Who is in Mark's family?

Words to Know

half sister

son-in-law

members

stepchildren

siblings

stepfather

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Families

Level I Leveled Book

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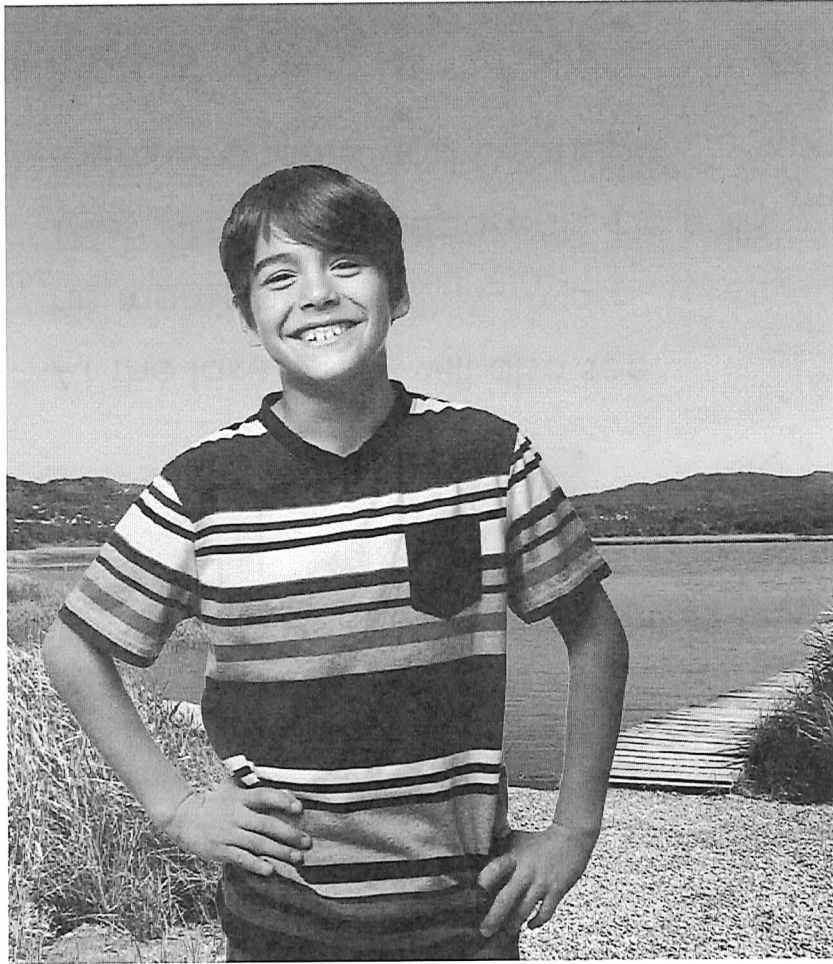
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Correlation

LEVEL I

Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



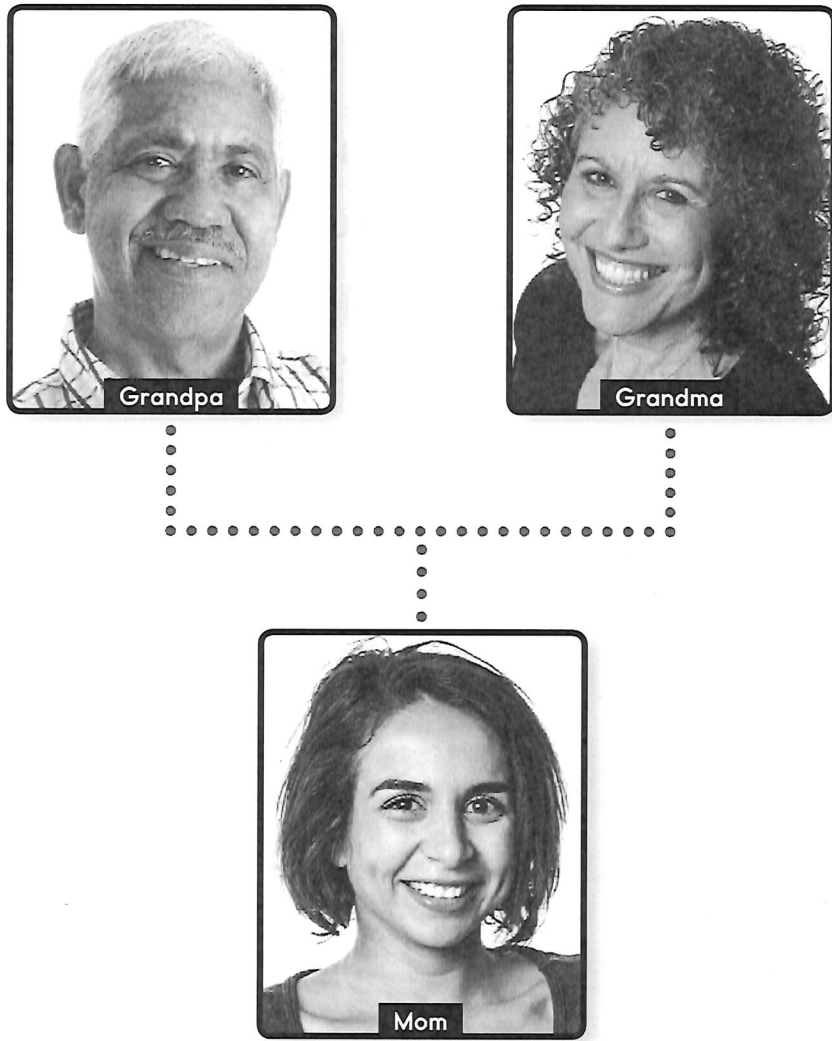
This is Mark.

Every summer, he spends a week at the lake with his family.

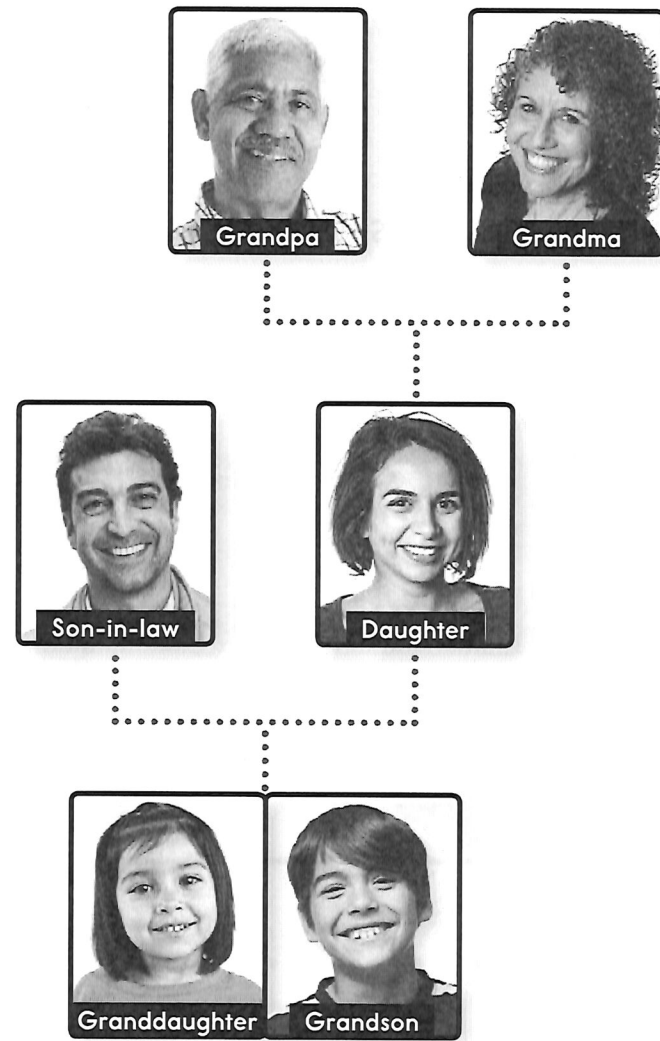
Let's meet some of his family **members**.



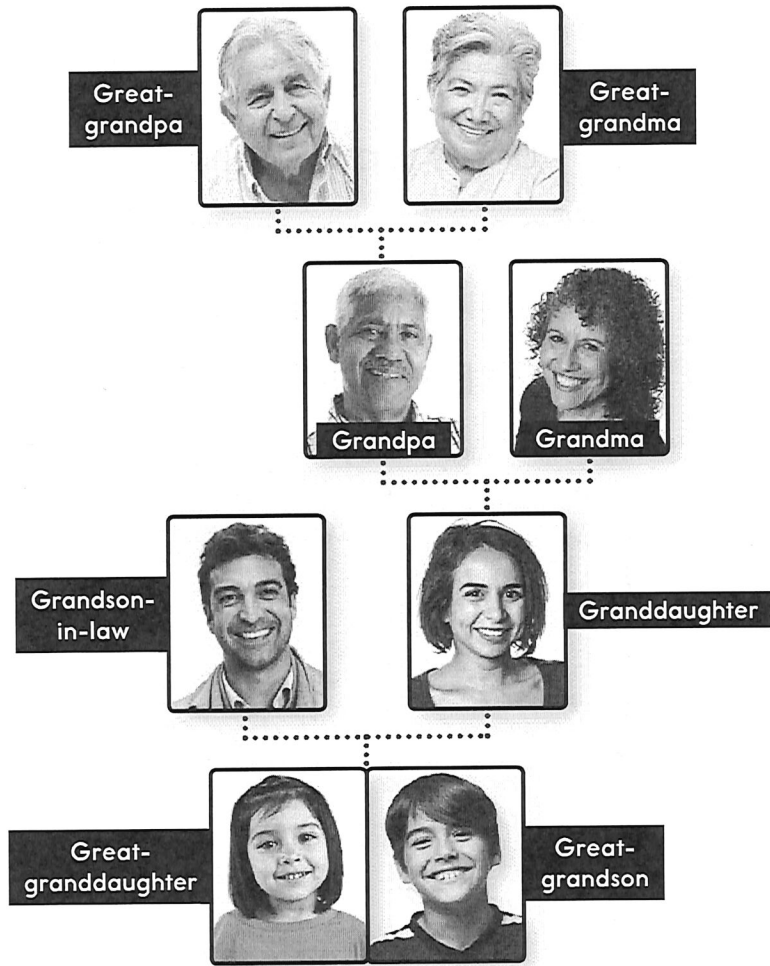
Mark always goes to the lake with his mom and dad and his sister, Anna. Mark is his parents' son, and Anna is their daughter.



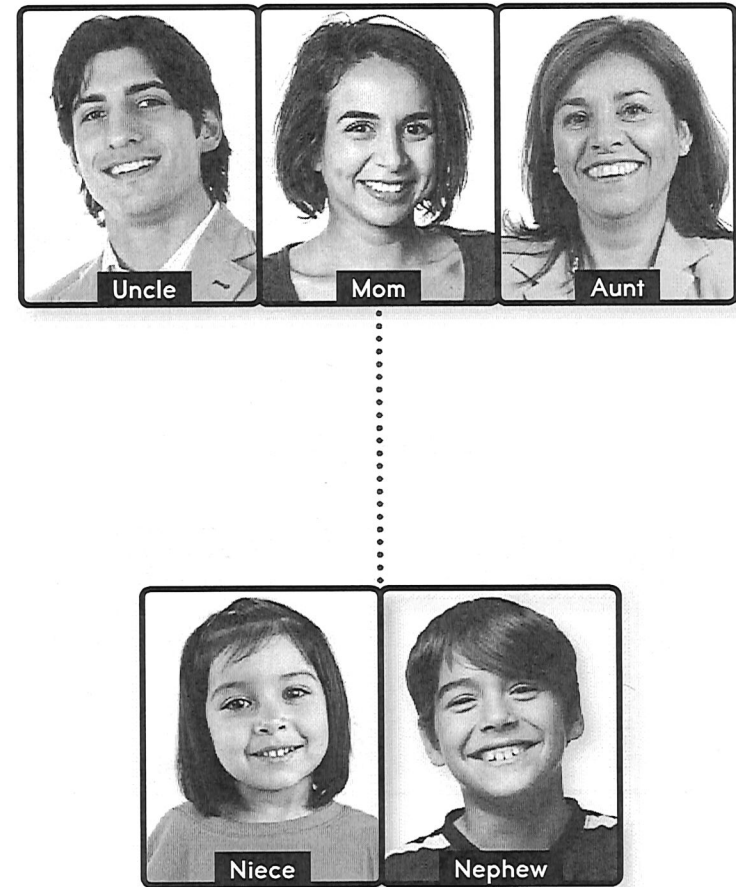
At the lake, Mark will also see his mom's parents. They are his grandparents. He calls them Grandma and Grandpa.



Mark's mom is their daughter, and his father is their **son-in-law**. Mark is their grandson, and Anna is their granddaughter.



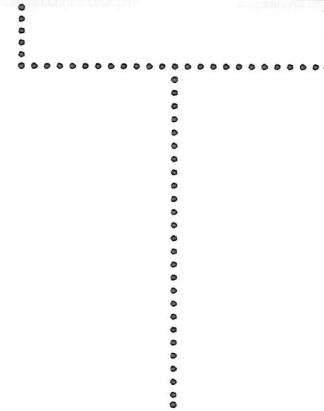
Mark's grandparents had parents, too. They are his great-grandparents. Mark only met one of them. The others passed away before he was born.



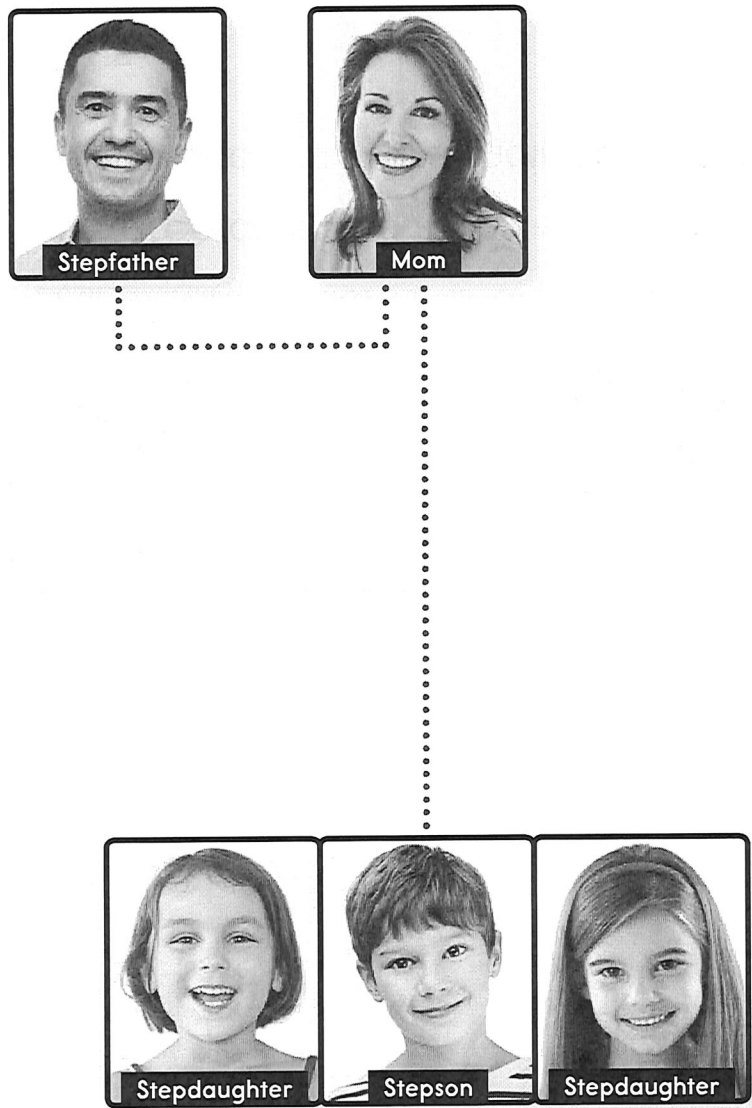
Mark's mom has two **siblings** who will be there. Her brother is Mark's uncle. Her sister is Mark's aunt. That makes Mark their nephew and Anna their niece.



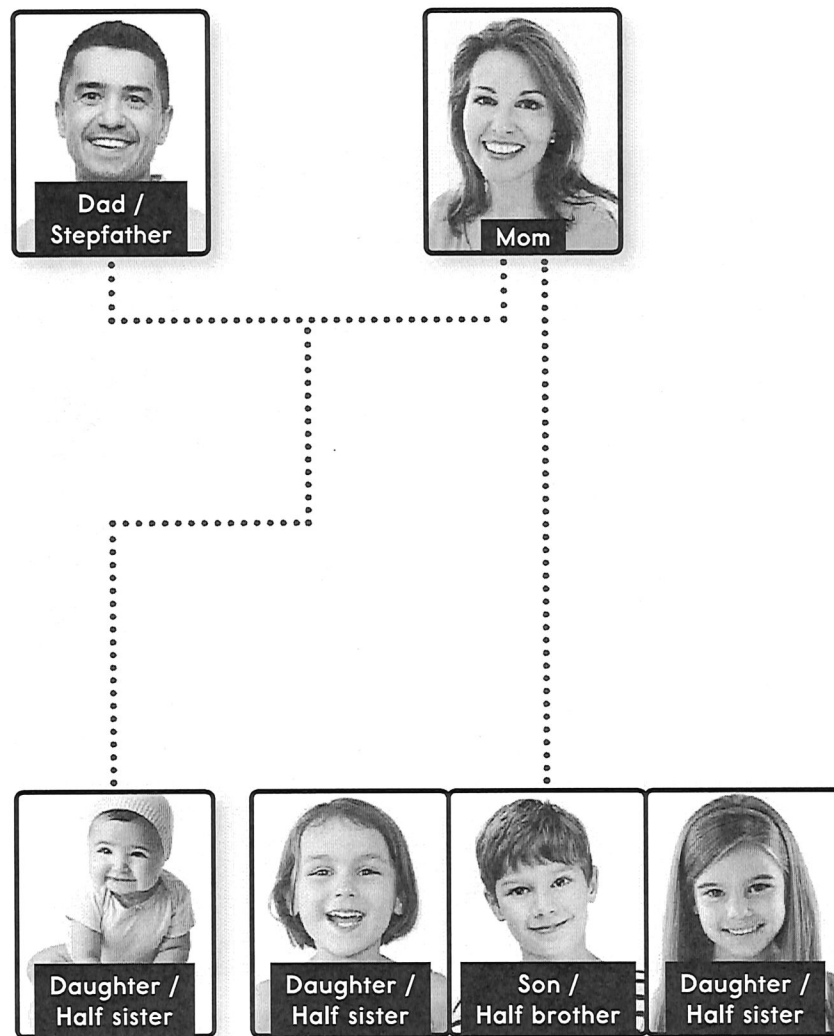
Mark's other uncle will be there, too.
He is Mark's dad's brother.
He married a few years ago,
and his wife is Mark's aunt.



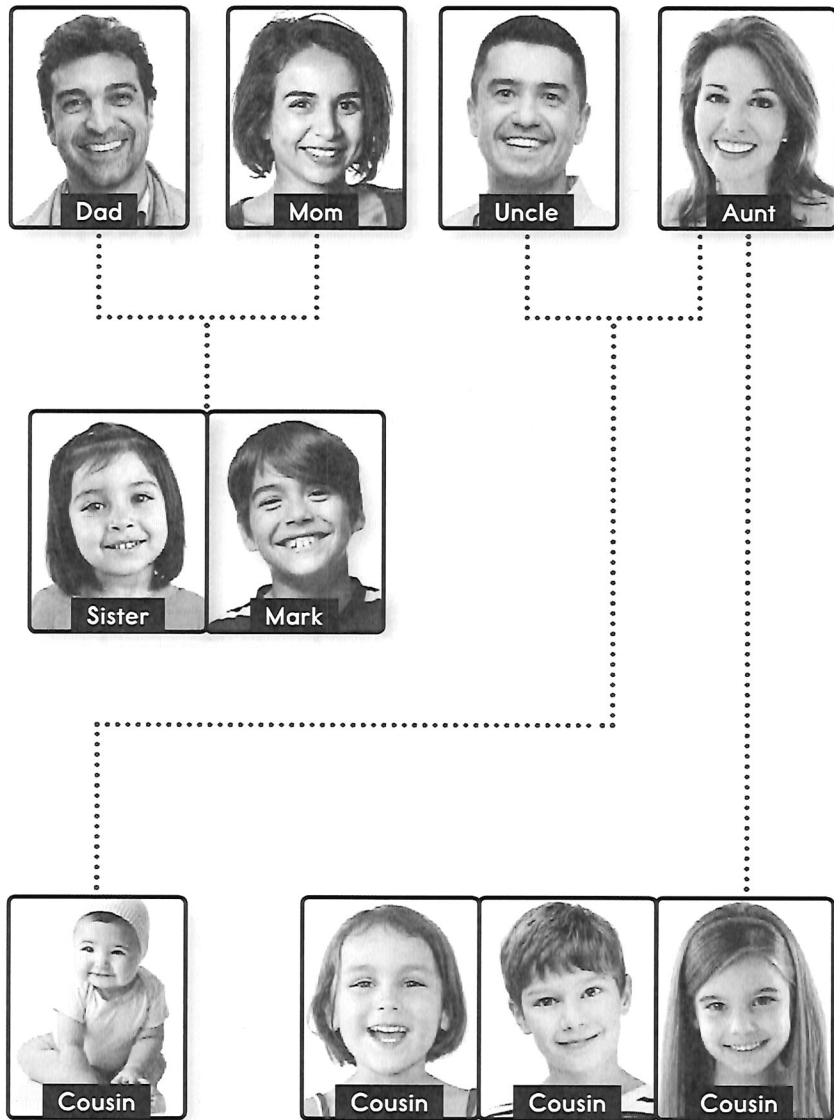
Mark's aunt has been married
more than once.
She is also a mom.
She has three kids from her
first marriage.



They are her new husband's **stepchildren**.
He is their **stepfather**.

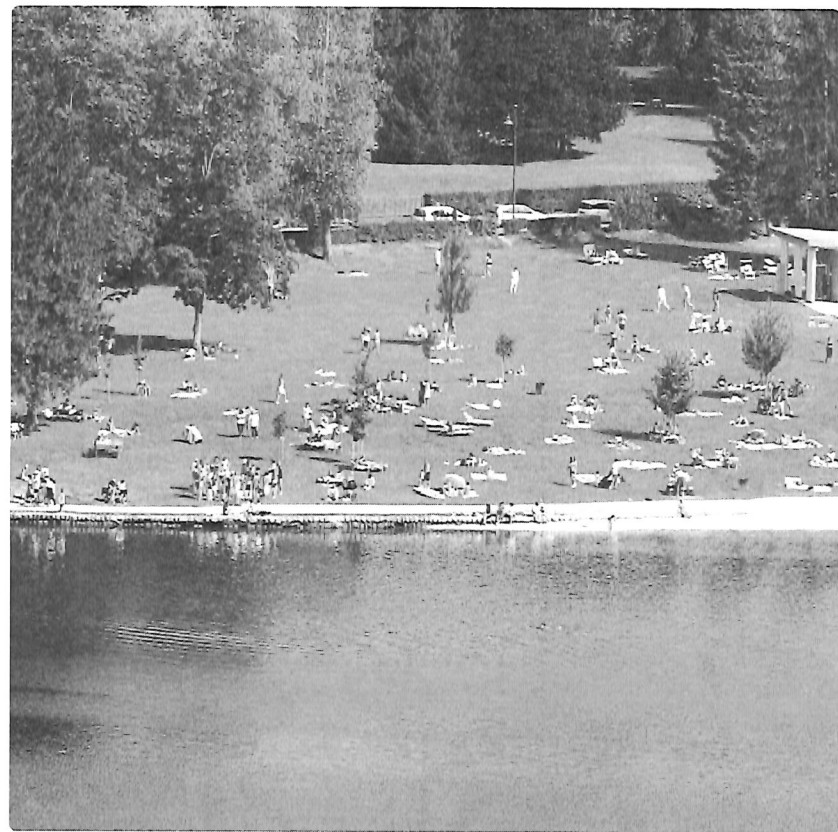


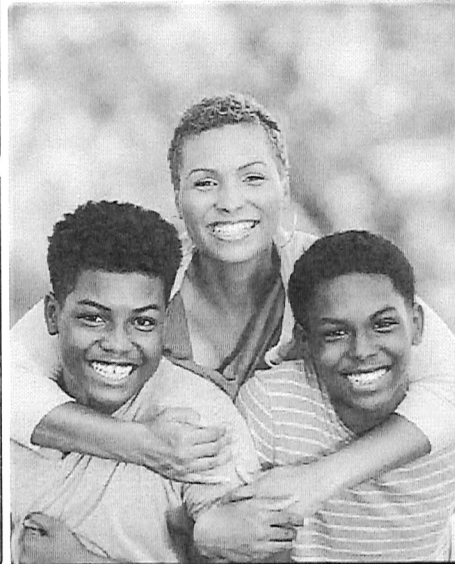
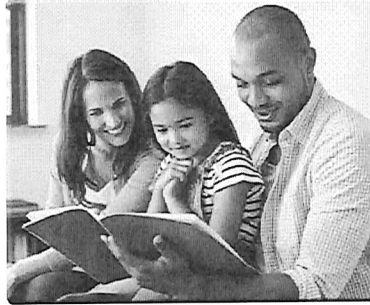
He and his new wife had a baby
this year.
She is a **half sister** to the other
children.



All of Mark's aunts' and uncles' children are his cousins.
 Anna and Mark are their cousins, too.

Mark and his family had a great time at the lake.
 They can't wait to go back next year.
 What types of things do you do with your family?





Different Kinds of Families

Families can range from very big to very small. Some people live in the same house with their parents and grandparents, or with their aunts, uncles, and cousins. Some children live with only one parent, or with no parents at all. Children can live with their grandparents or other relatives, too. Other families don't have any children. What kinds of families do you know?

Glossary

- half sister** (n.) a sister who is related through only one parent instead of two (p. 12)
- members** (n.) those who belong to a group (p. 3)
- siblings** (n.) brothers or sisters (p. 8)
- son-in-law** (n.) a man who is married to one's daughter or son (p. 6)
- stepchildren** (n.) children of one's husband or wife from a previous marriage or relationship (p. 11)
- stepfather** (n.) a man who has married a child's mother but who is not the child's birth father (p. 11)

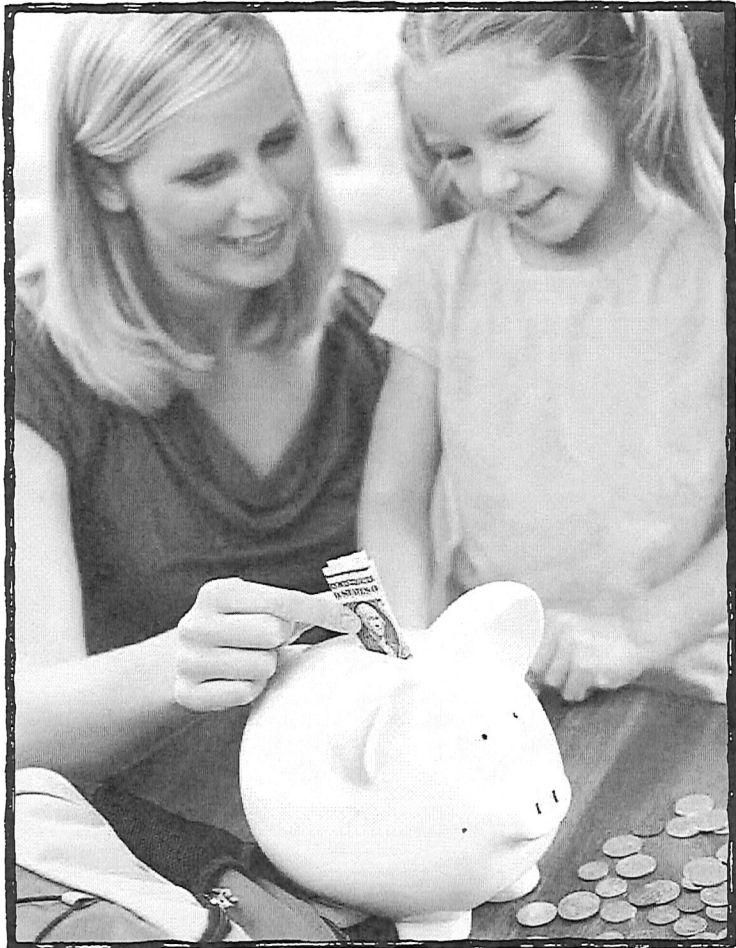
Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. Why is Mark going to the lake?
 - Ⓐ to spend time with his family
 - Ⓑ to swim with his family
 - Ⓒ to meet his new family
2. Anna is Mark's _____.
 - Ⓐ aunt
 - Ⓑ cousin
 - Ⓒ sister
3. How many of Mark's cousins are in the book?
 - Ⓐ four
 - Ⓑ three
 - Ⓒ two
4. What is similar about Mark's cousins in the book?
 - Ⓐ They have the same mom.
 - Ⓑ They have the same dad.
 - Ⓒ They have the same mom and dad.
5. Mark's aunt has three kids from when she was married before. These kids are _____ to Mark's uncle.
 - Ⓐ siblings
 - Ⓑ step-children
 - Ⓒ nephews
6. **Extended Response:** How does the author use the photographs of the family members to help readers understand the different family members?

I Save Money

A Reading A-Z Level A Leveled Book
Word Count: 31




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I Save Money



Written by Simon A. Evey

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I Save Money
Level A Leveled Book
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Correlation

LEVEL A	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



I save a penny.



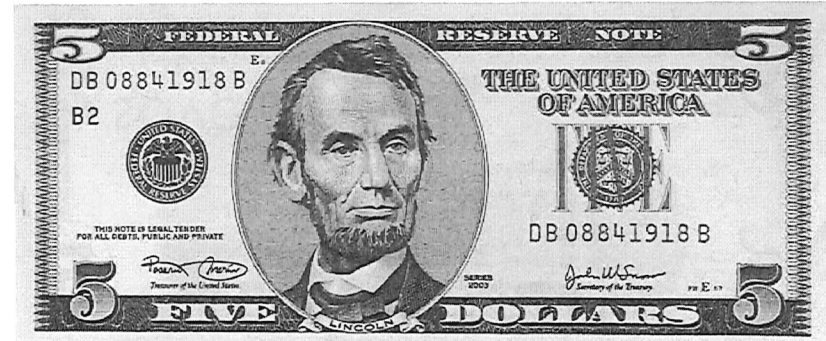
I save a nickel.



I save a dime.



I save a quarter.



I save a dollar.



I save five dollars.



I save ten dollars.



I save money.

Name _____ Date _____

- 1 This book is mostly about _____.
Ⓐ saving money Ⓑ saving dollars

- 2 What is not a kind of money?
Ⓐ a penny Ⓑ a pig

- 3 The author's purpose for writing this story is _____.
Ⓐ to inform Ⓑ to tell a story

- 4 What is a name for a kind of money?
Ⓐ a quart Ⓑ a quarter

- 5 What does it mean to **save** something?
Ⓐ to use it right away Ⓑ to keep it to use later

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Jobs for James

A Reading A-Z Level F Leveled Book
Word Count: 154



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LEVELED BOOK • F

Jobs for James



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Jobs for James



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Arthur Lin

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<input type="checkbox"/>	James ✓
<input type="checkbox"/>	Money I Earned
<input type="checkbox"/>	weeds $\$4 \times 1 = \4
<input type="checkbox"/>	garage $\$3 \times 2 = \6
<input type="checkbox"/>	leaves $\$2 \times 3 = \6
<input type="checkbox"/>	$4 + 6 + 6 =$
<input type="checkbox"/>	Total from all jobs

Jobs for James
Level F Leveled Book
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Correlation

LEVEL F

Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



James saw a cool new hamster cage.

“Hamster Hank would like this,” he said.



“Hank could run in all the tubes and rooms,” said James.



At home, James counted his money.
“I have fourteen dollars,” said James.
“The cage costs thirty dollars.”



“I’ll need to earn the money,” James said.
“I’ll ask if there are any jobs I can do,” he said.



“I’ll pay you two dollars an hour to rake leaves,” said Grandpa.



“I’ll pay you three dollars an hour to clean the garage,” said Mom.



“I’ll pay you four dollars an hour to pull these weeds,” said Mrs. Tom.



James pulled weeds for one hour.
He cleaned the garage for two hours.
He raked leaves for three hours.

<input checked="" type="checkbox"/>	James ✓
<input checked="" type="checkbox"/>	Money I Earned
<input type="checkbox"/>	weeds $\$4 \times 1 = \4
<input type="checkbox"/>	garage $\$3 \times 2 = \6
<input type="checkbox"/>	leaves $\$2 \times 3 = \6
<input type="checkbox"/>	$4 + 6 + 6 =$
<input type="checkbox"/>	Total from all jobs



“Now I have the money
I need,” James said.
“I can buy Hank’s new cage!”



James got Hank’s new cage.
He was proud of
his hard work.
Hank was proud of his
new home!

Name _____ Date _____

1. What is the main idea of this story?
 - (A) James wants to play with his hamster and new cage.
 - (B) James has to help his mom clean the garage.
 - (C) James does many jobs to get money for a hamster cage.

2. The story takes place around James's house, in many yards, and in the pet store. These are all examples of _____.
 - (A) settings
 - (B) plots
 - (C) characters

3. What do we learn about James from his actions and words?
 - (A) He is a lazy boy.
 - (B) He is a hard worker.
 - (C) He is a bad student.

4. Which of the following is a detail that supports the main idea?
 - (A) James only has fourteen dollars.
 - (B) James rakes leaves to earn money.
 - (C) James is proud of his hard work.

5. Listen to this sentence: *The weeds grow everywhere in the yard.* What are **weeds**?
 - (A) bumpy roads
 - (B) trees
 - (C) wild plants

6. **Extended Response:** What is the main problem James has in the story? How does he solve this problem?

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

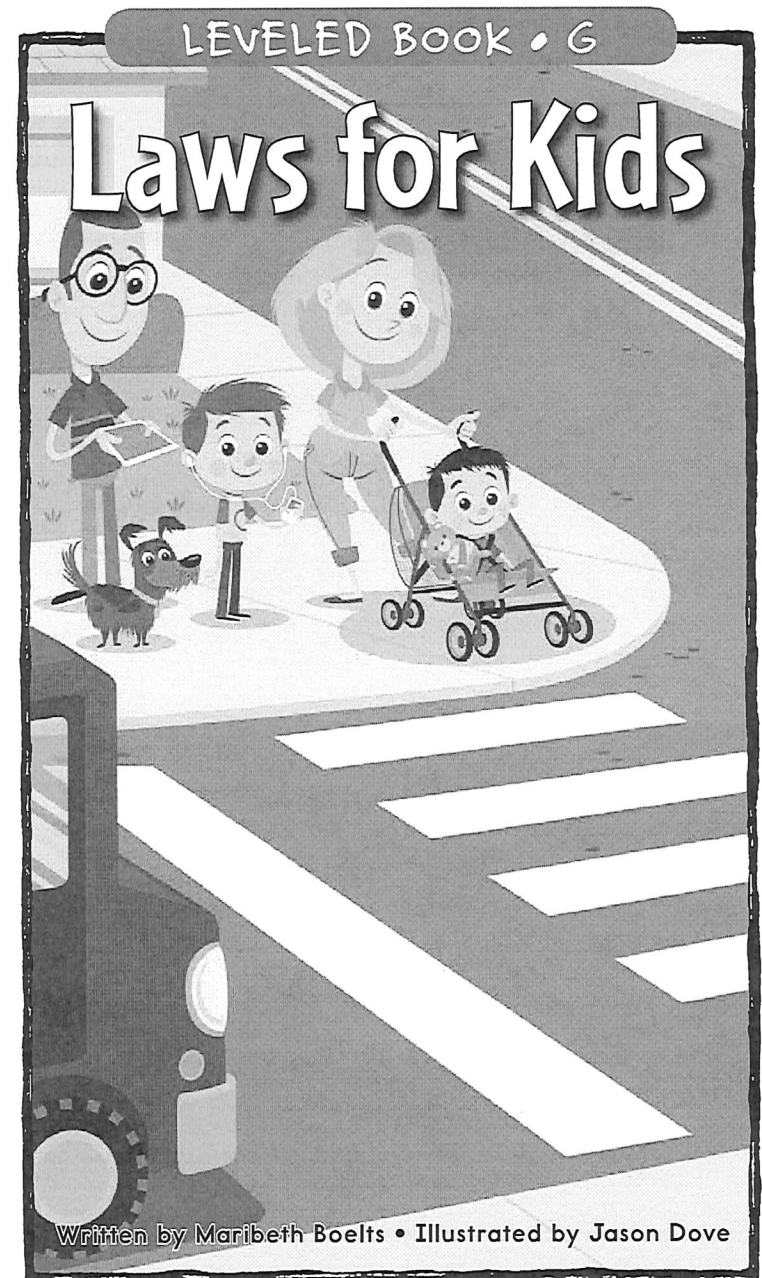
Laws for Kids

A Reading A-Z Level G Leveled Book
Word Count: 192



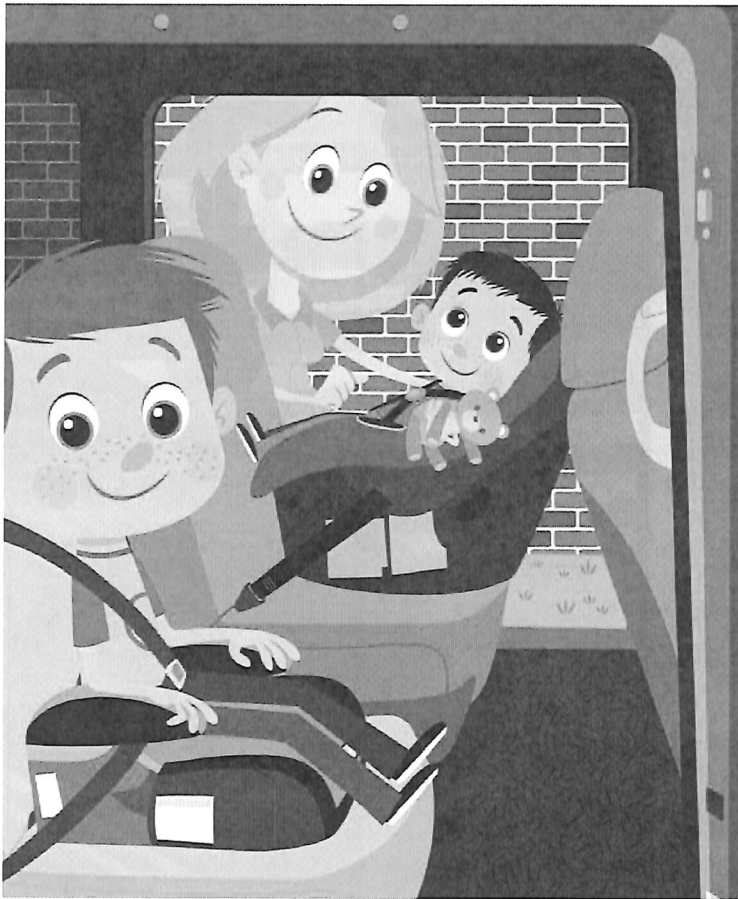
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Laws for Kids



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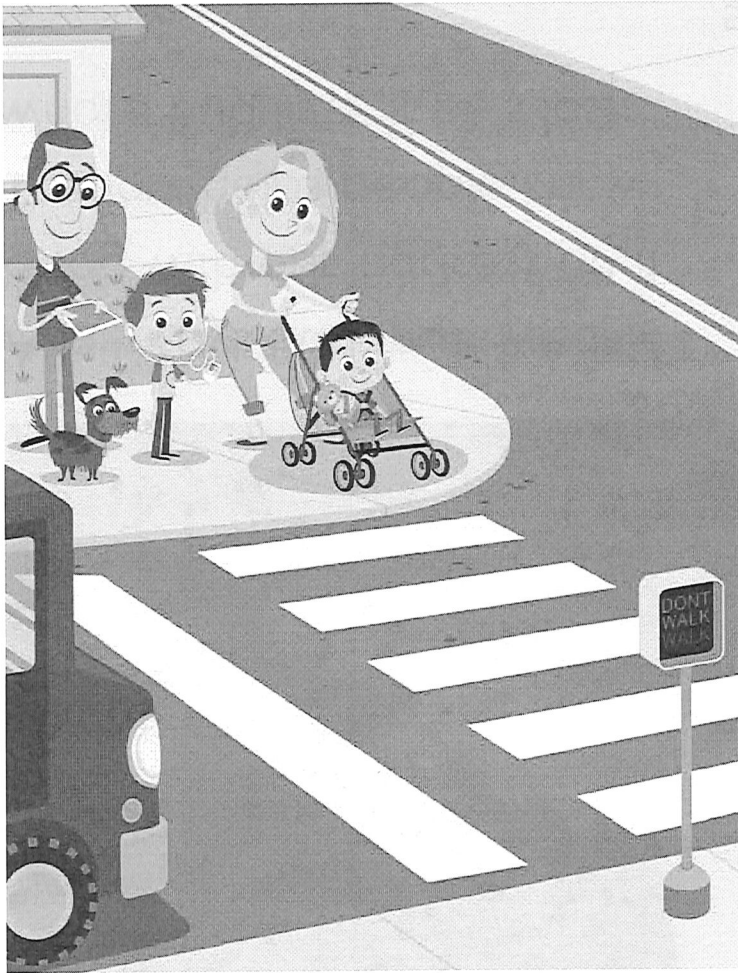
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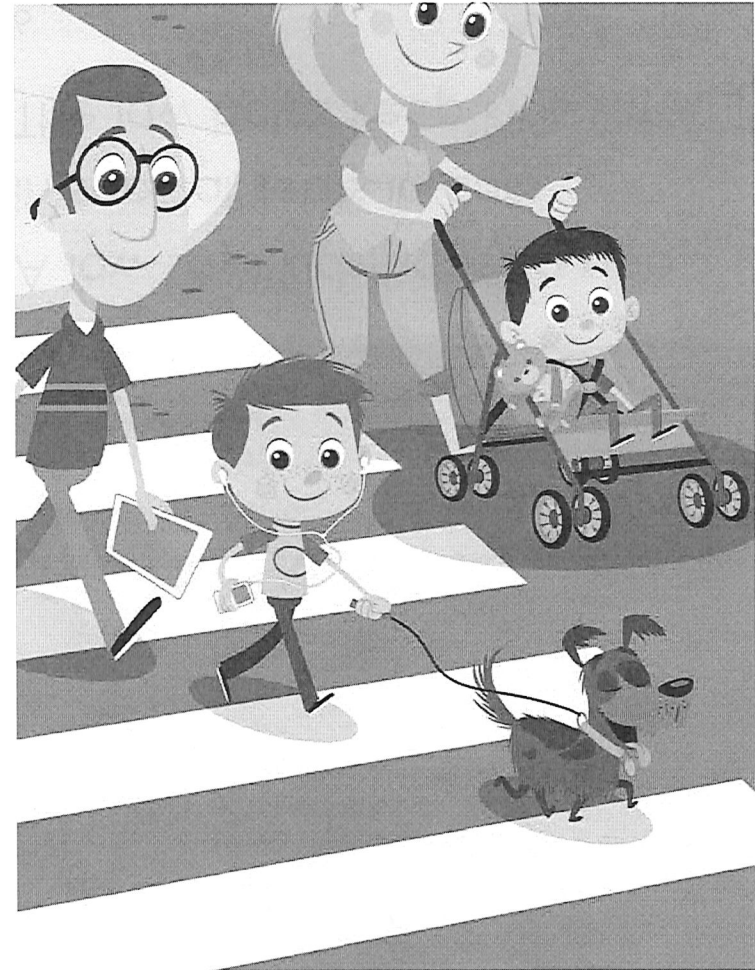
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Correlation

LEVEL G	
Fountas & Pinnell	G
Reading Recovery	11-12
DRA	12



Laws are rules that everyone must follow. Laws protect people and the things they own.



A law says Bud must be on a leash when we walk. The law helps keep Bud and others safe.



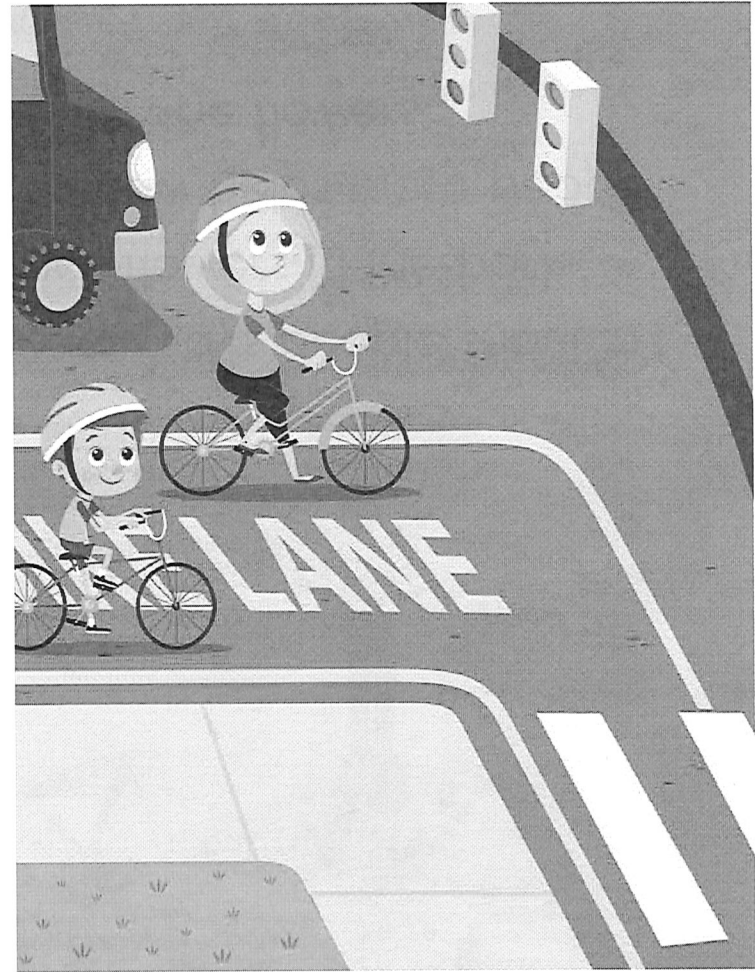
A law says Bud must wear a tag with our address on it. The law helps people know where Bud lives if he's lost.



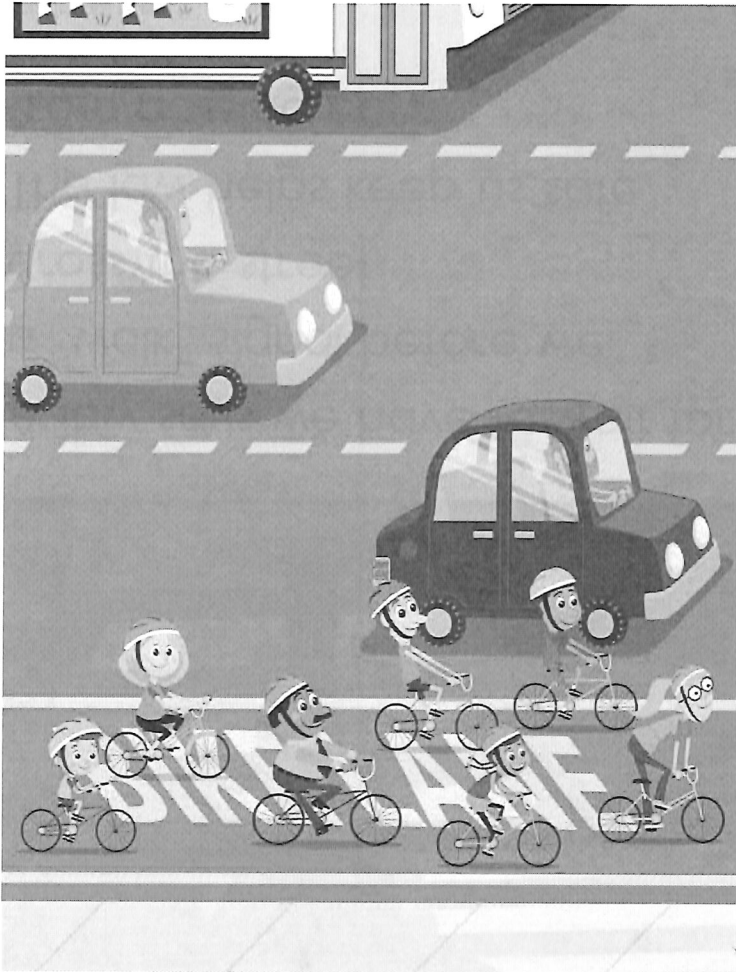
A law says kids have to ride in special seats in cars. The law helps keep kids safe.



A law says we have to wait for a “walk” signal before we cross the street. The law helps keep us safe from passing cars.



A law says bike riders must follow the traffic laws. The law helps keep bike riders safe.



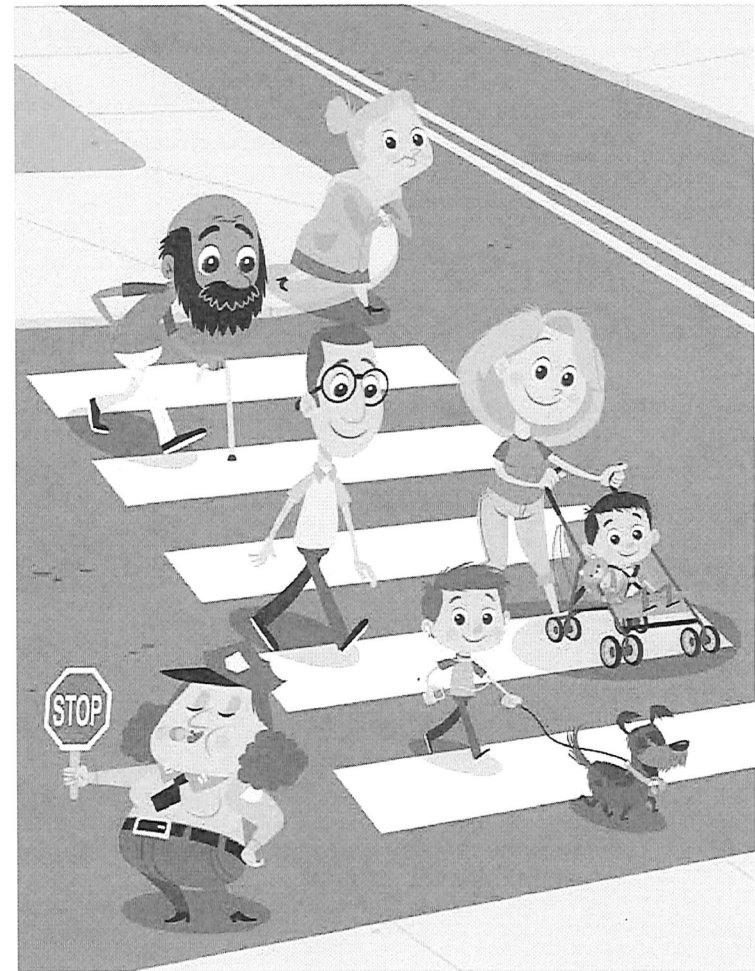
A law says bike riders must wear helmets when they ride. The law helps protect us if we have an accident.



A law says people shouldn't pick flowers in the park. The law helps more people enjoy the flowers.



A law says people should put their trash in trash cans. The law helps keep the park clean for everyone.



Breaking laws can get you into trouble. Following the laws helps everyone stay safe.

Name _____ Date _____

1. This story is mostly about _____.
 (A) following laws
 (B) breaking laws
 (C) riding bikes
2. Why should kids ride in special seats?
 (A) The seats keep kids safe.
 (B) The seats help kids see out the window.
 (C) The seats are comfortable.
3. Which law keeps bike riders safe?
 (A) a law about putting trash in trash cans
 (B) a law about wearing a leash
 (C) a law about wearing a helmet
4. How do the characters feel about following laws?
 (A) angry
 (B) sad
 (C) happy
5. Which word means to keep *safe from danger*?
 (A) enjoy
 (B) follow
 (C) protect
6. **Extended Response:** The book says breaking laws can get you into trouble. Give an example from the book that tells what the author means.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Living Together

A Reading A-Z Level H Benchmark Book

Word Count: 177

BENCHMARK • H

Living Together

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Living Together



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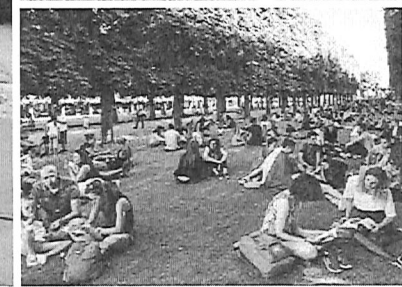
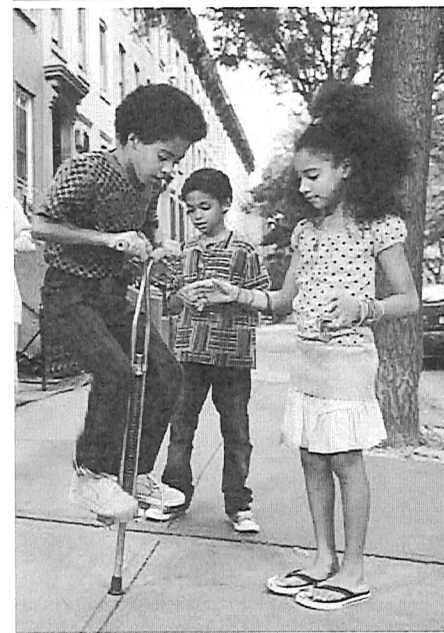
Correlation

LEVEL H

Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

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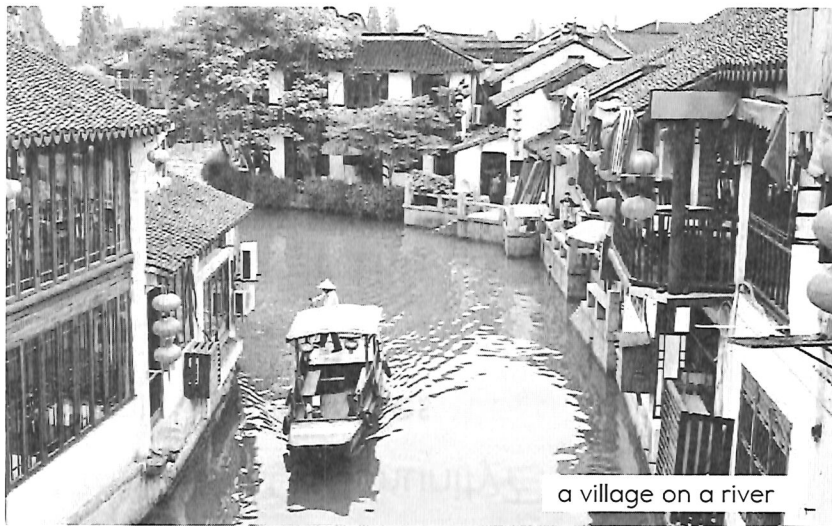


What Is a Community?

Communities are made up of people who live in the same area. People can be a part of more than one community at a time.



neighborhood children



a village on a river

Small Communities

Neighborhoods are
small communities.

Villages are also small communities.



a town center



a city street

Big Communities

Towns are big communities.

Cities are even bigger communities.



houses outside the city

Many Ways to Live

People in communities sometimes live in different ways.



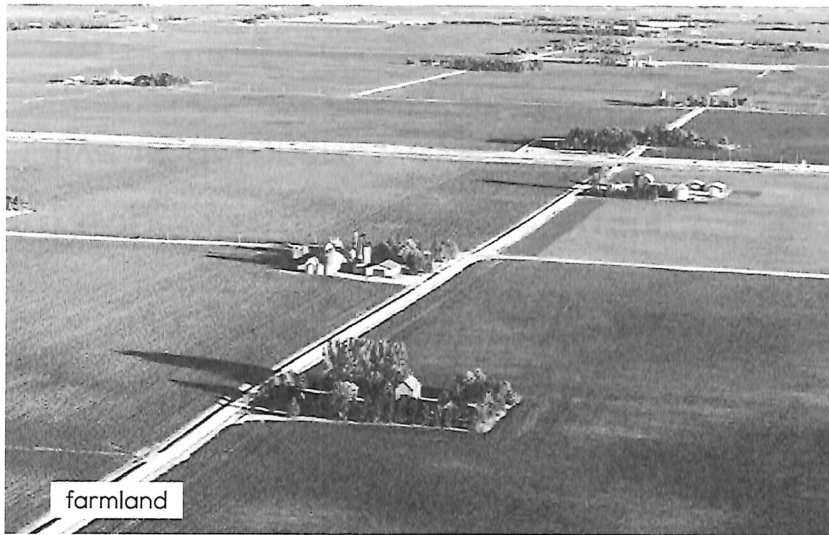
a neighborhood street



an apartment building

Some people in communities live in houses.

Some people live in **apartments** or buildings.



farmland



city living

Some people in communities live far apart from each other. Other people live closer to each other.



children at the bus stop



people who work with animals

Alike in Some Ways

Some people in communities go to the same schools. Other people may work at the same jobs.



planting a community garden

Some people in communities have things in common. They may share some ideas and **experiences.**



neighborhood kids playing baseball

Some people in communities become friends. They may enjoy some of the same **activities.**



volunteers painting a bridge

Some people in communities work toward the same goals. They may team up to get things done.



Communities Are Everywhere

There are many different types of communities all over the world.



What are people like in the communities you know?

What are people like in your own communities?

Glossary

activities (n.)

actions, tasks, or projects that are done as work or for pleasure (p. 12)

apartments (n.)

rooms within a larger building that people rent to use as a place to live (p. 8)

communities (n.)

groups of people who live in the same place or have similar qualities or interests (p. 4)

experiences (n.)

events that have happened to a person (p. 11)

goals (n.)

things that one is trying to do or accomplish (p. 13)

neighborhoods (n.)

small parts of a city or town (p. 5)

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. What is the main idea of the book?
 - (A) People live in communities.
 - (B) Neighborhoods are small communities.
 - (C) Some people go to the same school.

2. How does a city compare to a town?
 - (A) A city is smaller than a town.
 - (B) A city is bigger than a town.
 - (C) They are the same size.

3. Which of these is a fact from the book?
 - (A) People live in different ways.
 - (B) Communities are made up only of houses.
 - (C) Neighborhoods are bigger than villages.

4. Which of these tells about communities?
 - (A) Everyone in a community becomes friends.
 - (B) Everyone works in the same place.
 - (C) Everyone is part of a community.

5. Read this sentence from the book: *Some people in communities work toward the same **goals**.* Which words from the sentence help readers understand the meaning of the word **goals**?
 - (A) some people
 - (B) in communities
 - (C) work toward

The Mighty Mississippi

A Reading A-Z Level H Leveled Book
Word Count: 226

LEVELED BOOK • H

The Mighty Mississippi

**MULTI
Level
H•K•N**

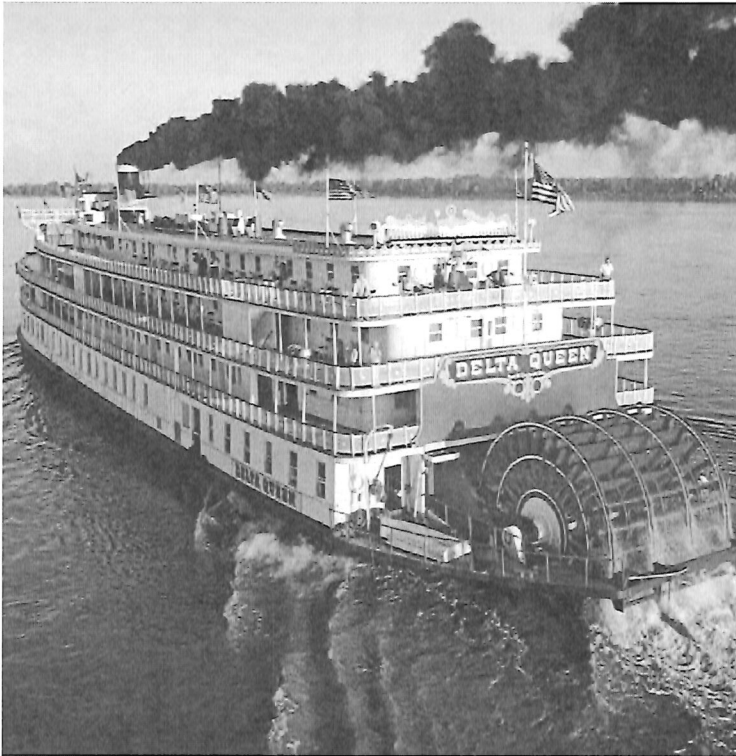
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The Mighty Mississippi



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Title page: A paddlewheel riverboat on the Mississippi River south of Memphis, Tennessee

Page 3: Two girls fish the Mississippi River in Minnesota.

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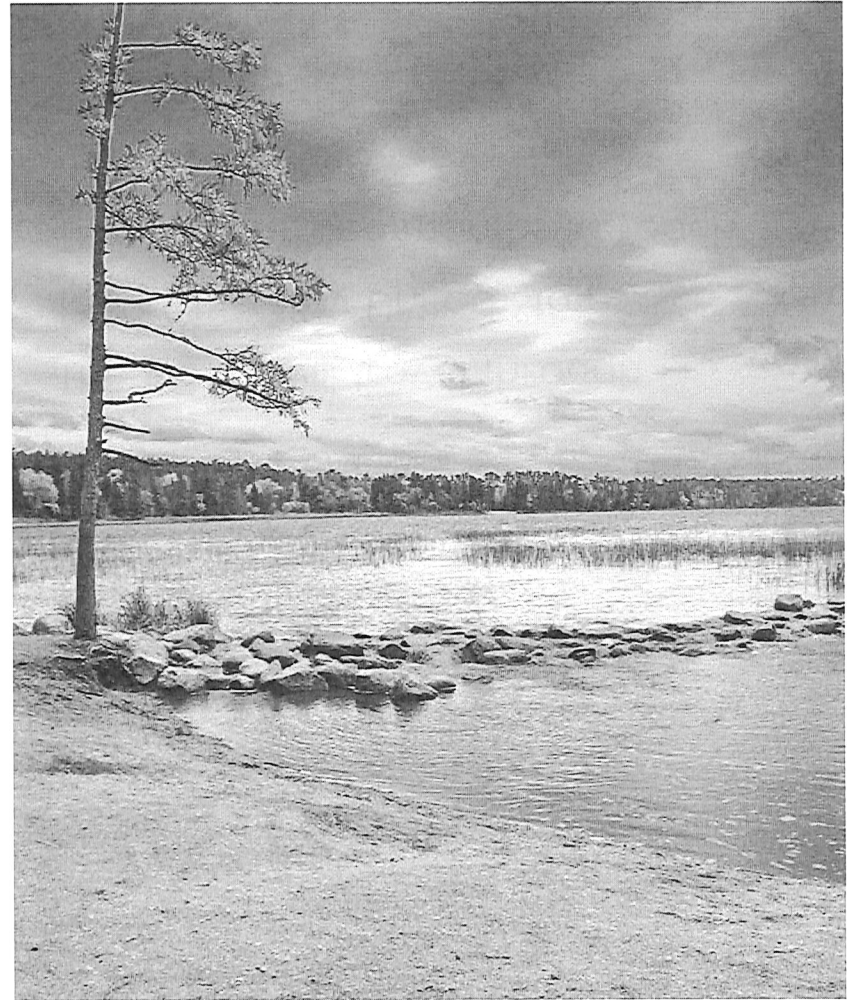
Correlation

LEVEL H	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14



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Lake Itasca in Minnesota is the starting point of the Mississippi River.

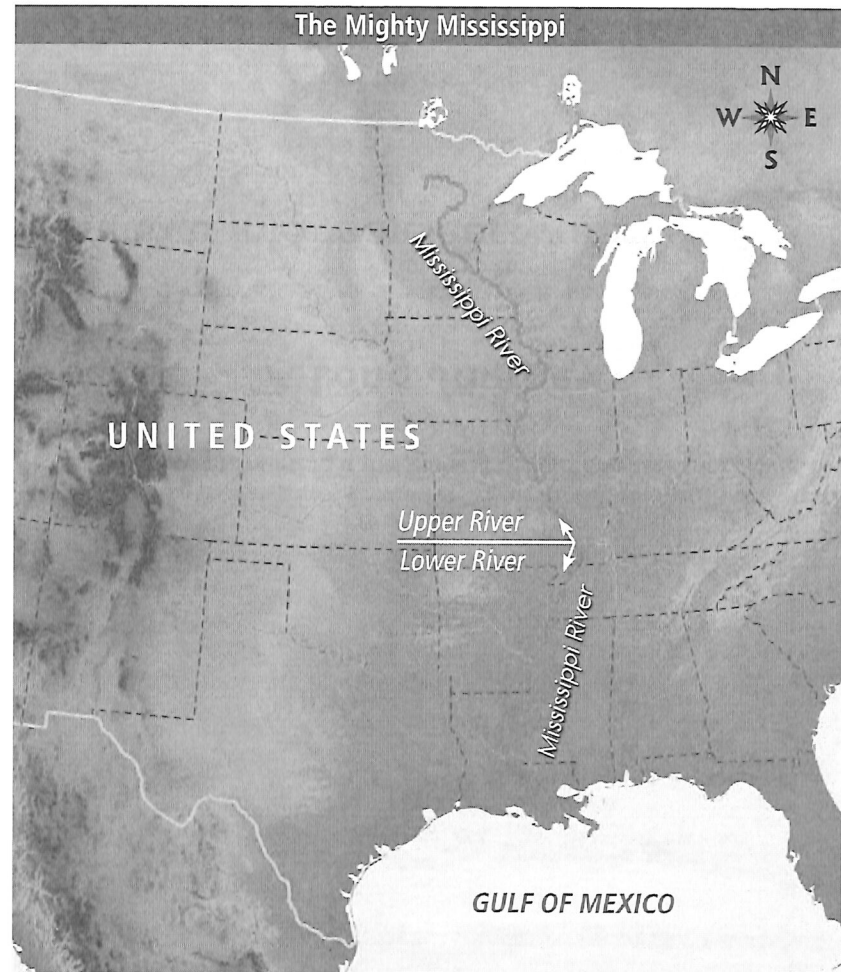
A Long Journey

Rain falls.
It mixes into the clear waters
of a lake.

The lake flows into a river.
A child could **wade** across here.
This is where the mighty **Mississippi River** begins.



Children scramble across rocks at the border between Lake Itasca and the Mississippi River.



Many rivers flow into the Mississippi. That's why the river gets bigger and bigger as it rolls along.

The water will travel through
ten of the fifty United States.
It will take three months to reach
the sea.



This lock (left) on the Upper Mississippi can raise or lower boats. Then they can pass around the dam (right) and continue along the river.

The Upper River

At first, the river flows through many **locks** and **dams**.

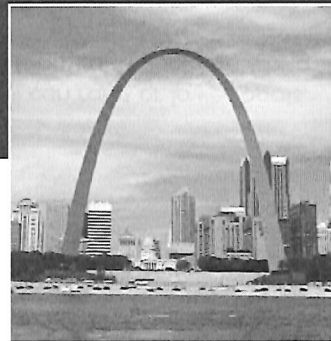
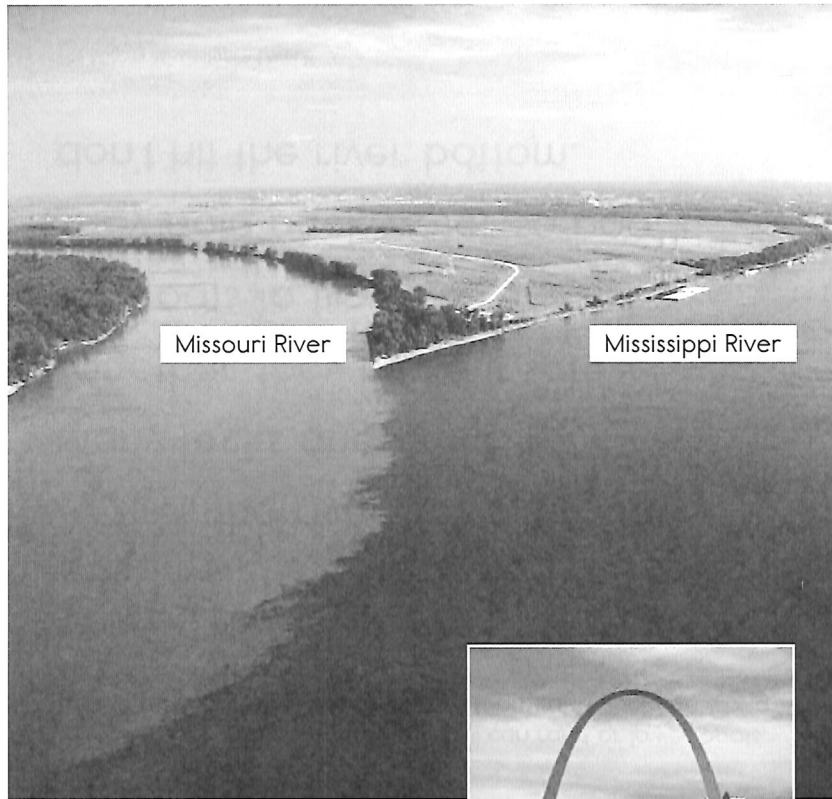
Together, they make it safe for boats to travel.

They hold back water so boats don't hit the river bottom.

Boats on this part of the river carry wheat and corn down south. The grain helps feed the world.

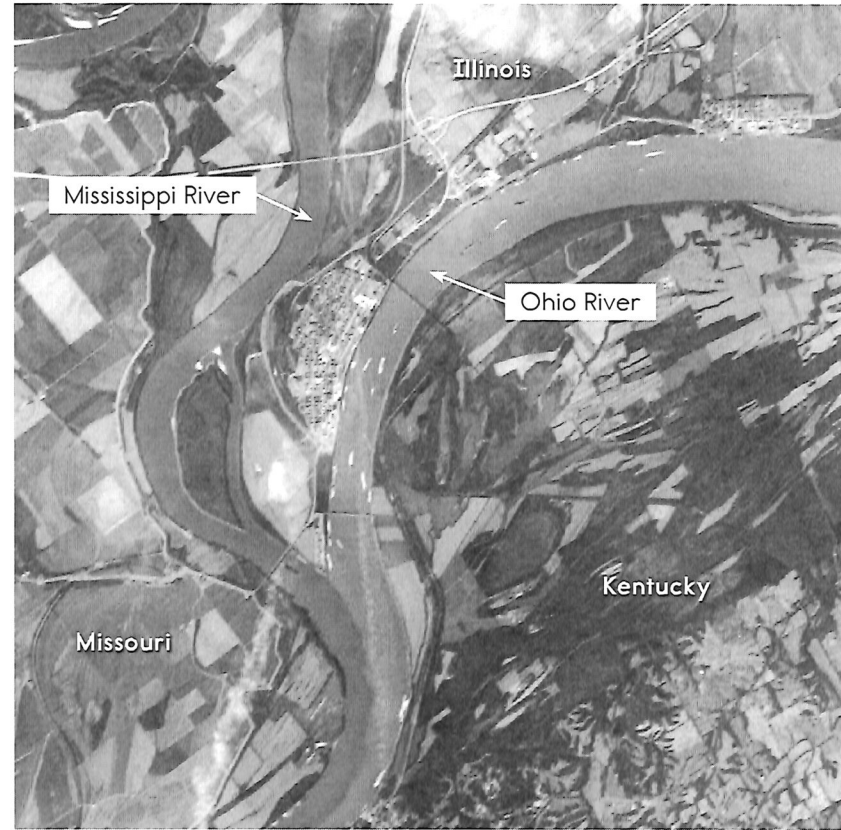


Ground corn pours onto a barge in Iowa (top). A boat passes through Iowa, pushing a barge down the Mississippi (bottom).



Eight miles north of the St. Louis Arch (right), the Missouri joins the Mississippi (above).

A big, muddy river comes in from the west. It mixes with the clear waters of the Mississippi. The Mississippi grows wide and brown.



Three states meet where the Ohio River (right) joins the Mississippi River (left).

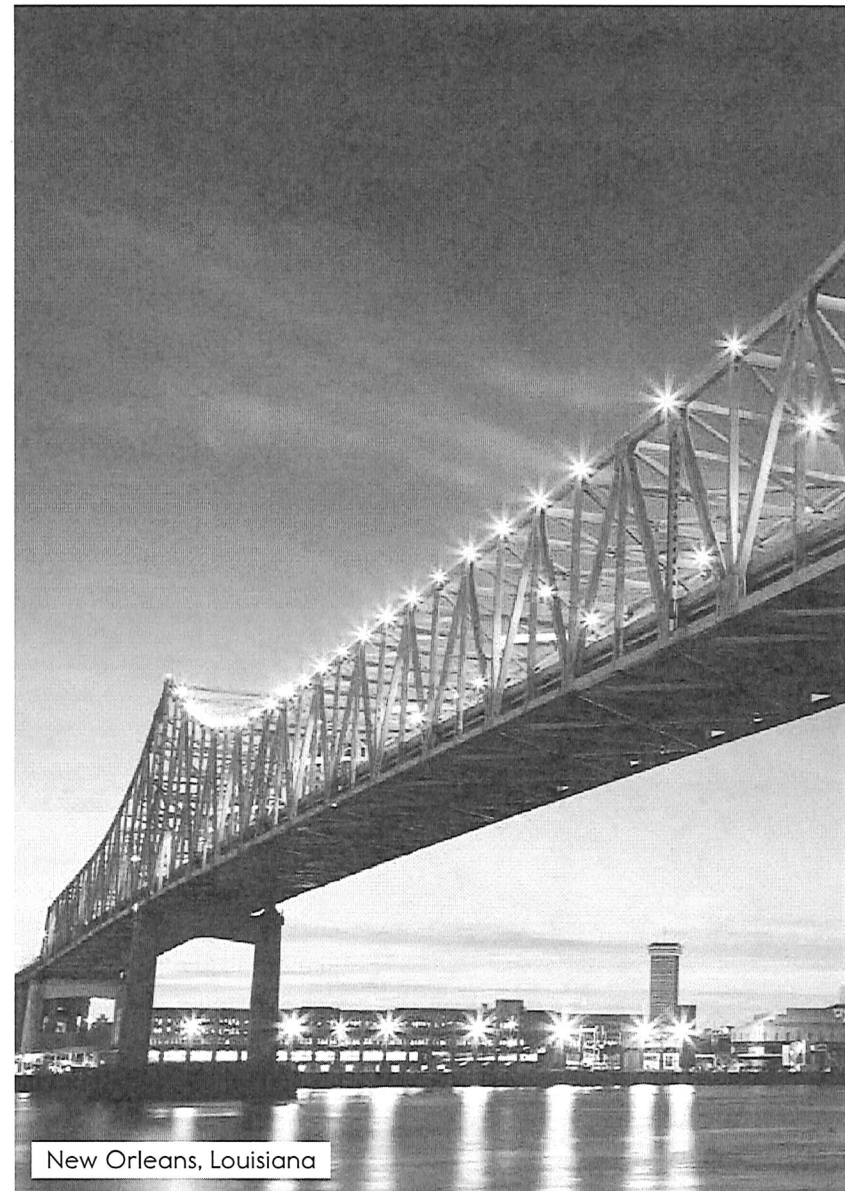
The Lower River

Another big river comes in from the east. It joins the Mississippi, too. The river grows deep and even wider.

The Mississippi often **floods**.
The floods are messy, but they
leave behind rich soil.



A Louisiana man rescues his cat after a flood in 2012. His home took on 12 feet (4 m) of water.



New Orleans, Louisiana

The lower part of the river has big
cities, too.



The river gets deeper as it nears the Gulf of Mexico. Bigger ships appear here.

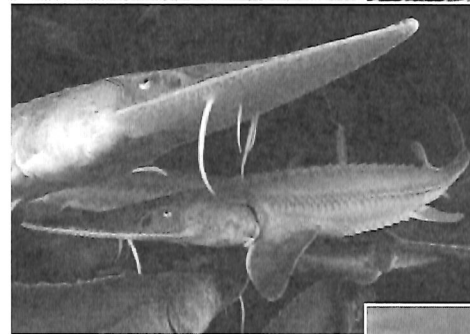
Boats carry iron and steel, rubber, paper, and wood. Some of these things move back up the river. Some move farther south.

Animals Along the River



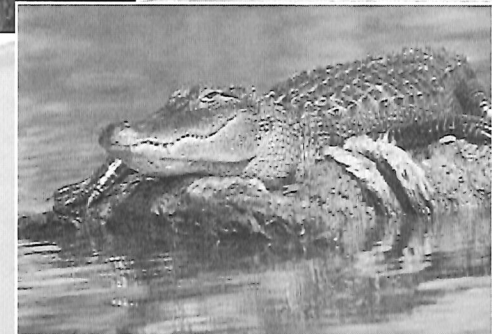
River otters play in the upper river.

Bald eagles nest in tall trees along the upper river.



Pallid sturgeon enter with the muddy Missouri River.

Alligators swim in the lower river, where the water is warmer.





This image from space shows the river's end. At the bottom left, the river empties into the Gulf of Mexico.

The Mighty Mississippi

The rain that fell on the lake
has reached the sea at last.
Some of that water may return
to the lake as rain some day.
It may make the **journey** all
over again.
And again . . .

Glossary

- dams** (*n.*) barriers that stop the flow of water (p. 7)
- floods** (*v.*) covers a large area of land with water (p. 11)
- journey** (*n.*) a long trip (p. 15)
- locks** (*n.*) gated sections in a river or canal in which the water level is raised and lowered to allow ships and boats to pass (p. 7)
- Mississippi River** (*n.*) a major river in the United States that flows from Minnesota to the Gulf of Mexico (p. 5)
- wade** (*v.*) to walk in shallow water, such as at the edge of a beach (p. 5)

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. What is the main idea of the book?
 - Ⓐ Barges travel along the Mississippi River to carry big loads.
 - Ⓑ Many wild animals live along the shores of the Mississippi River.
 - Ⓒ The Mississippi River is a giant river that travels through ten states in the United States.
 - Ⓓ The Mississippi River is famous for its floods.

2. Which of the following details expresses an opinion?
 - Ⓐ More than fifty types of mammals live along the upper river.
 - Ⓑ Watching an eagle catch a fish in the Mississippi River is a beautiful sight.
 - Ⓒ Playful otters hunt and swim in the upper river.
 - Ⓓ At least 260 kinds of fish live in the Mississippi River.

3. What is the effect of the Mississippi River flooding?
 - Ⓐ People can go water-skiing more often.
 - Ⓑ Big walls were built to keep the water in.
 - Ⓒ The soil becomes good for farming.
 - Ⓓ There are more fish that live in the river.

4. How do the map and caption on page 6 show the reader that the Mississippi River gets bigger as it moves south?
 - Ⓐ It shows that many rivers join the Mississippi.
 - Ⓑ It shows that there is more rain in the south.
 - Ⓒ It shows that more fish live in the south.
 - Ⓓ It does not show how the Mississippi River gets bigger.

Quick Check continued on following page

Name _____ Date _____

5. A dam _____.
- Ⓐ increases the flow of water
 - Ⓑ stops the flow of water
 - Ⓒ freezes water
 - Ⓓ creates a waterfall
6. **Extended Response:** Why do you think the Mississippi River is called *the Mighty Mississippi*? Include details from the text to support your answer.

My Neighborhood

A Reading A-Z Level D Leveled Book
Word Count: 65

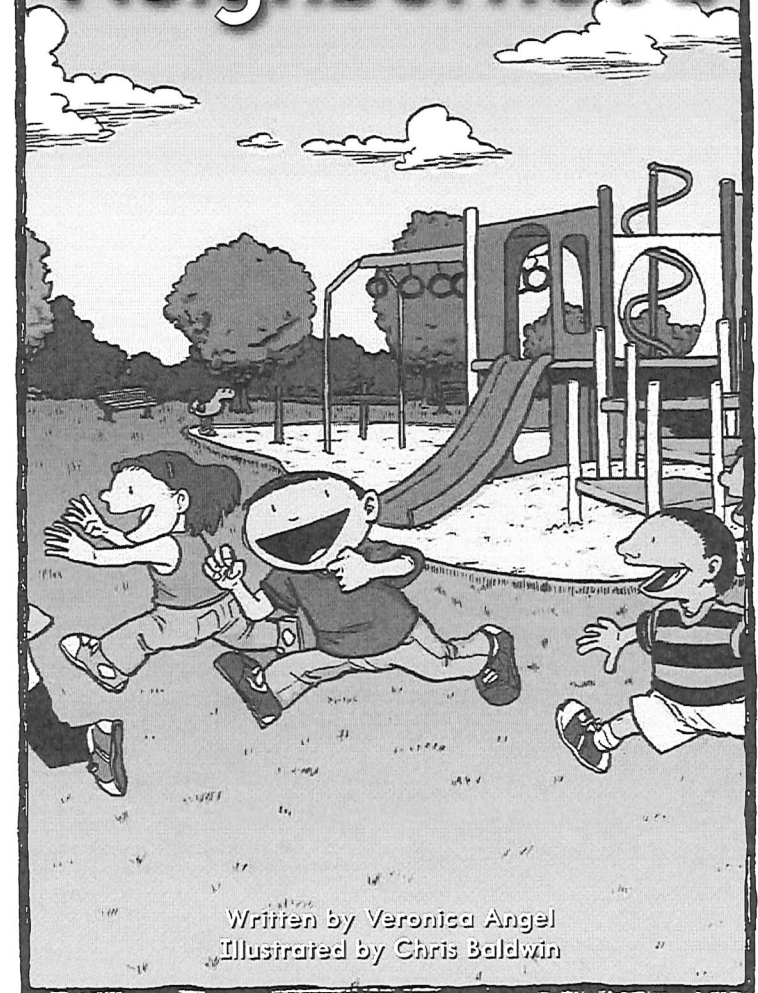


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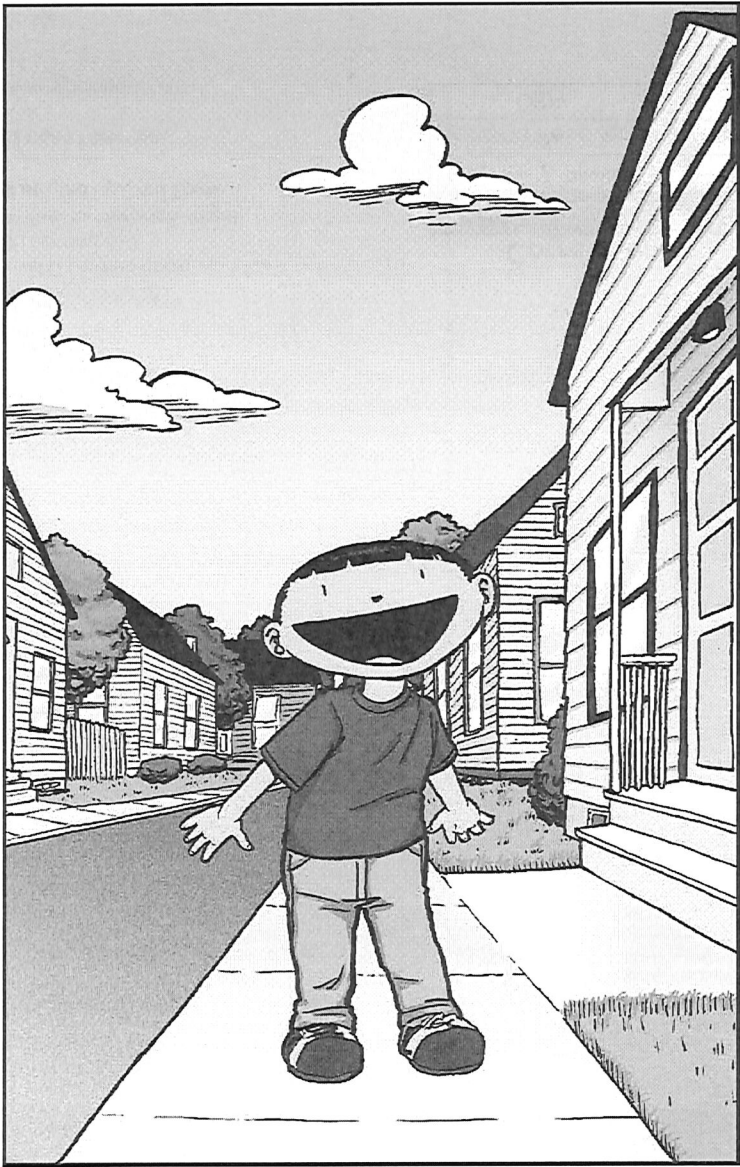
LEVELED BOOK • D

My Neighborhood



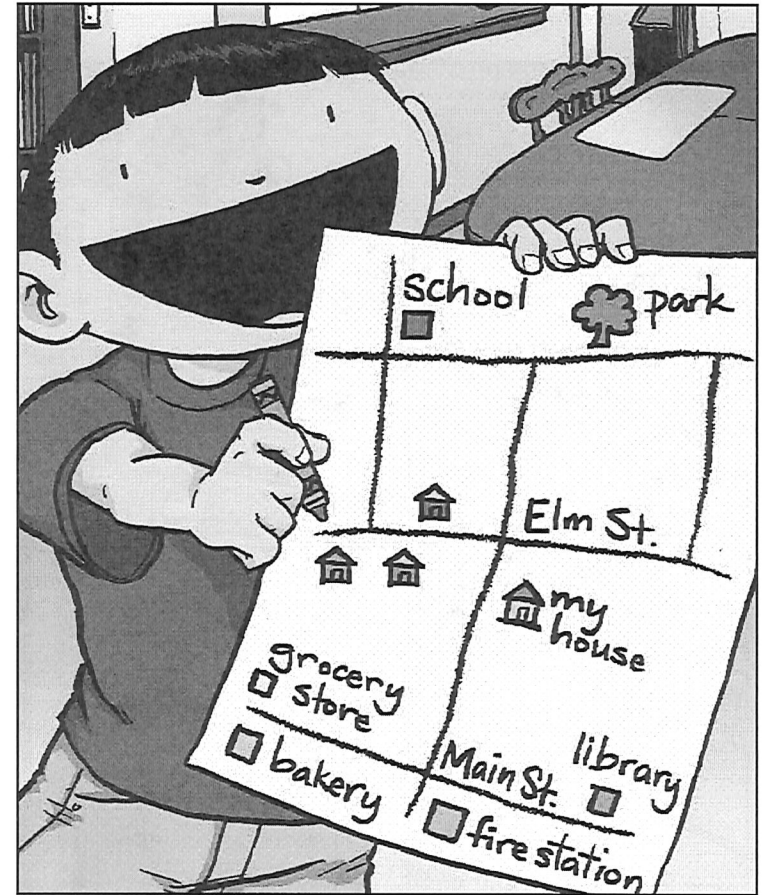
Written by Veronica Angel
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I love where I live.

My Neighborhood



Written by Veronica Angel
Illustrated by Chris Baldwin

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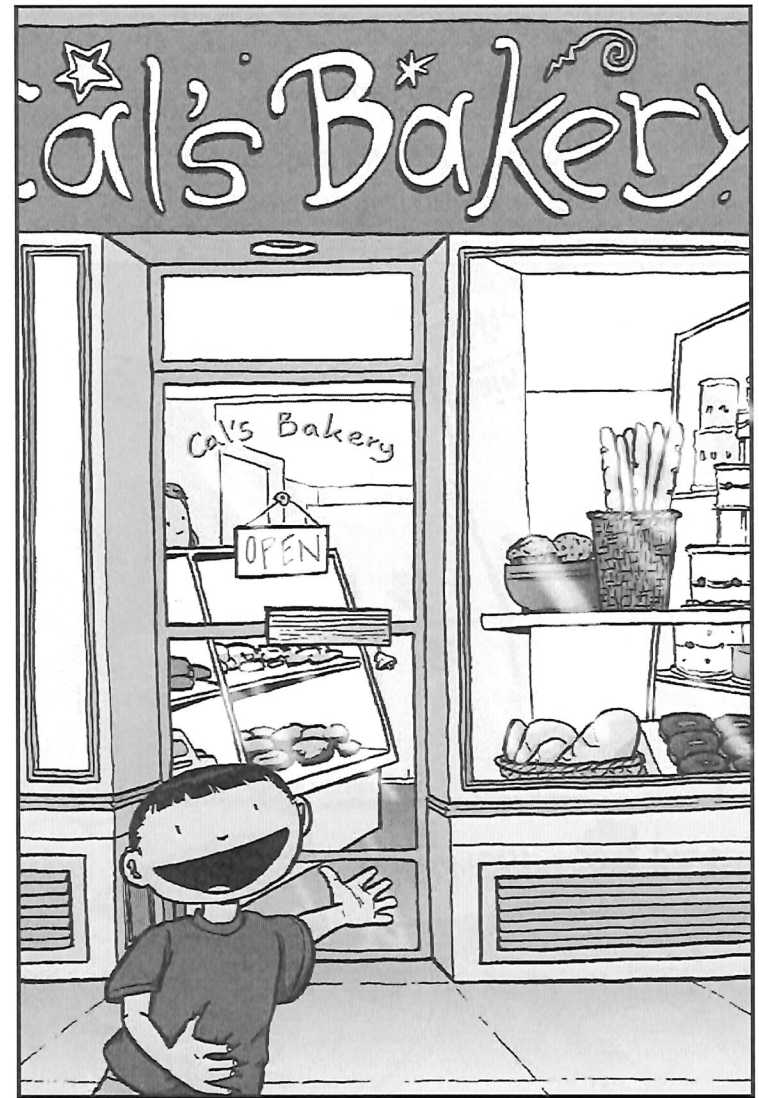
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Correlation

LEVEL D

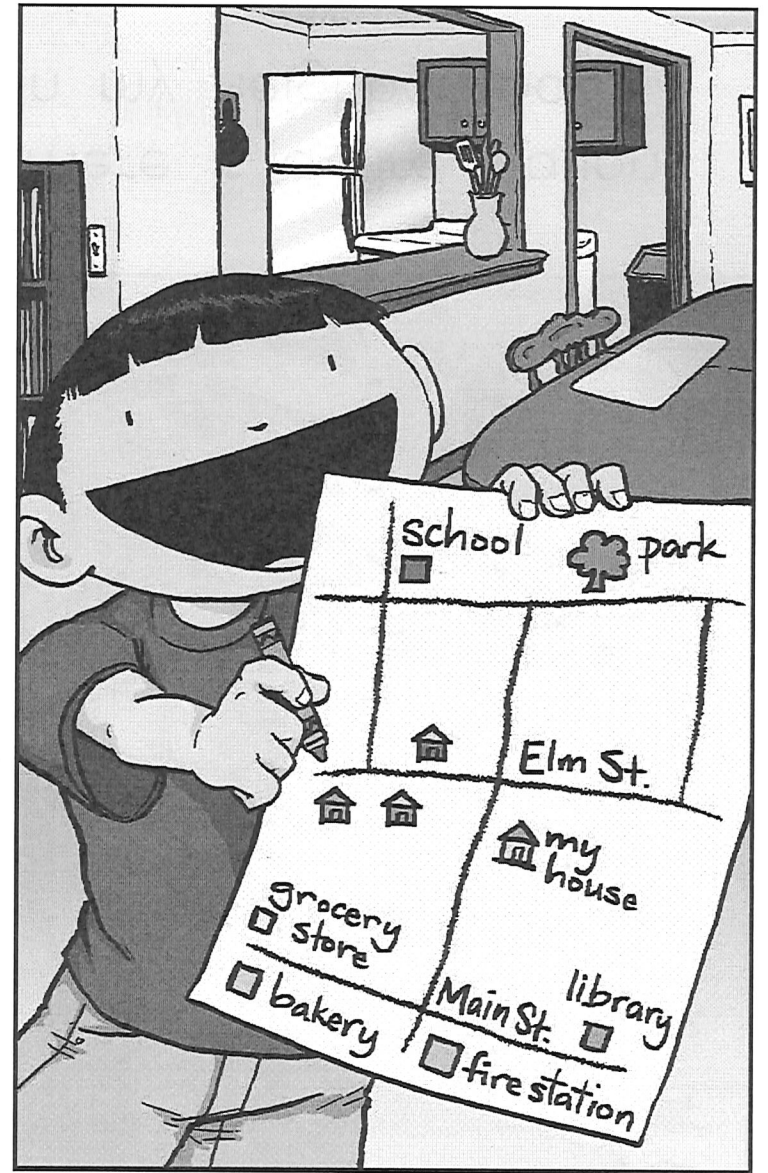
Fountas & Pinnell	D
Reading Recovery	5-6
DRA	6



There is a bakery
in my neighborhood.



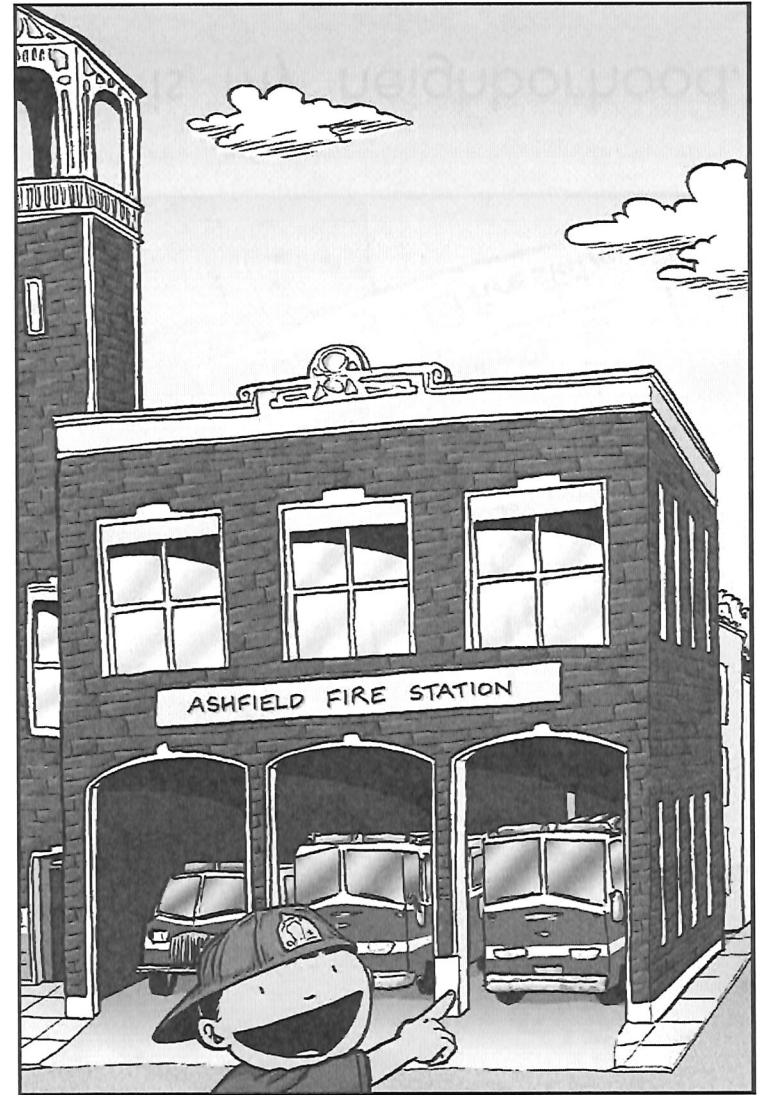
There is a grocery store
in my neighborhood.



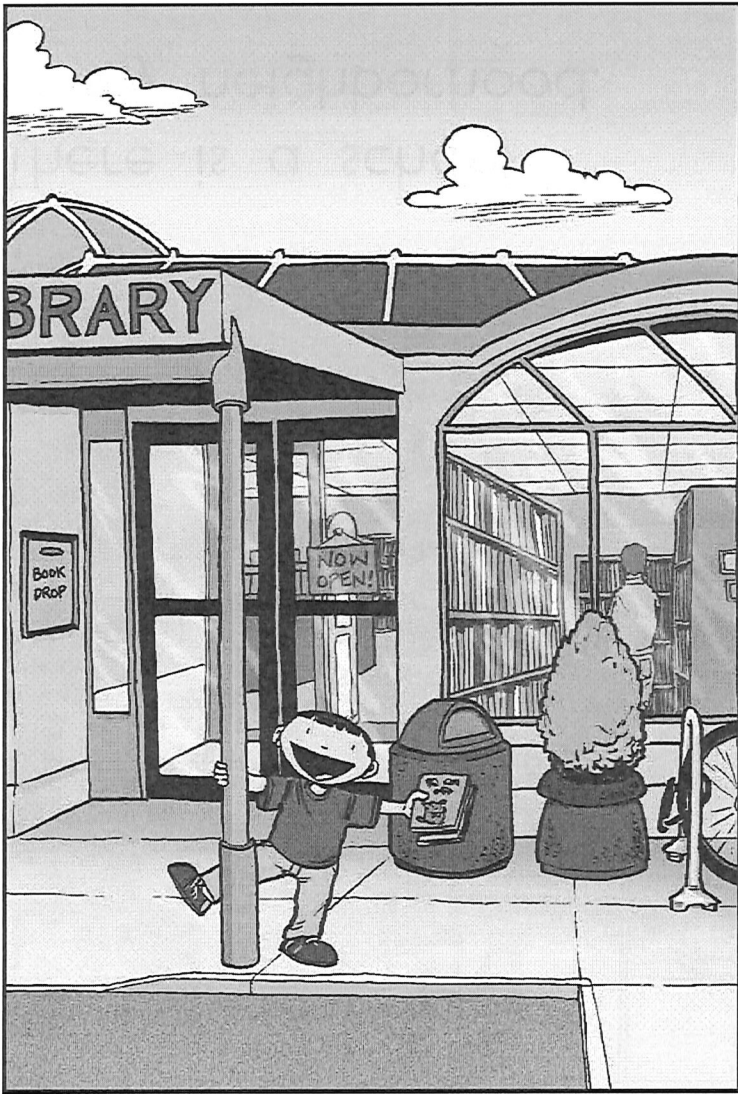
This is my neighborhood.



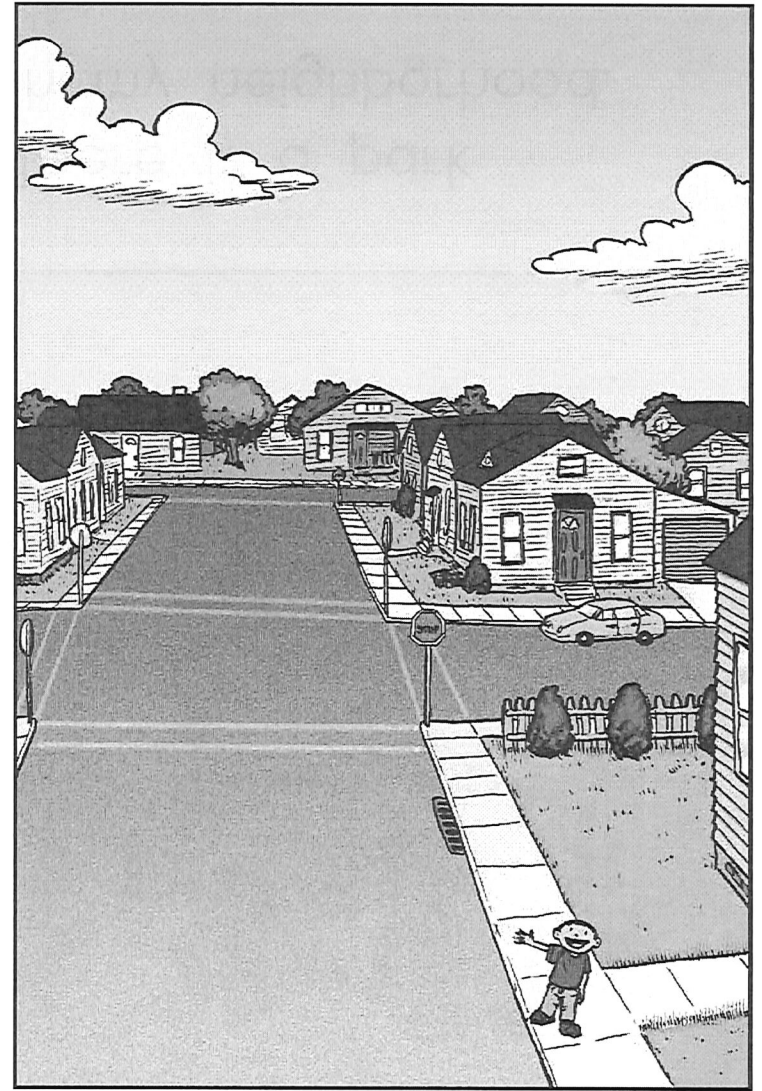
There are houses
in my neighborhood.



There is a fire station
in my neighborhood.



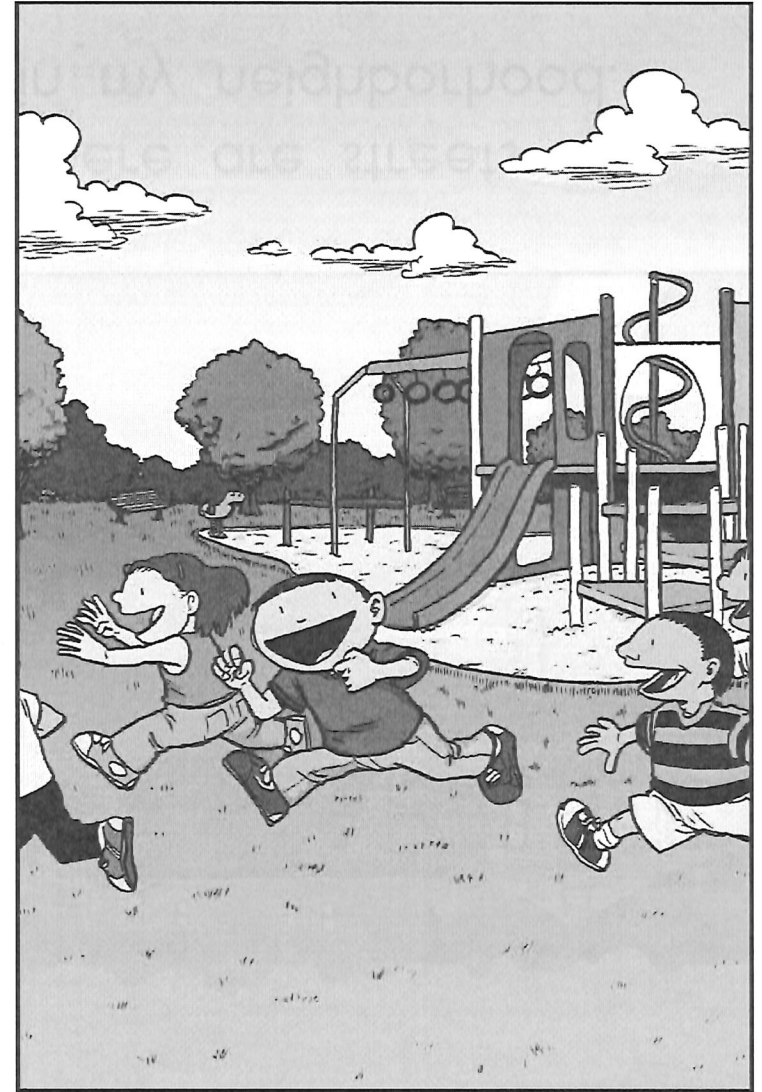
There is a library
in my neighborhood.



There are streets
in my neighborhood.



There is a school
in my neighborhood.



There is a park
in my neighborhood.

Name _____ Date _____

1. What was this story mostly about?
 - Ⓐ the school in the boy's neighborhood
 - Ⓑ the places in the boy's neighborhood
 - Ⓒ the friends the boy likes to play with in his neighborhood

2. Which is not in the neighborhood?
 - Ⓐ a school
 - Ⓑ a library
 - Ⓒ a zoo

3. What does the boy think about his neighborhood?
 - Ⓐ He likes it a lot.
 - Ⓑ He thinks it's boring.
 - Ⓒ He doesn't want to be there.

4. Why would a fire station be good to have in a neighborhood?
 - Ⓐ The fire station would be fun to visit.
 - Ⓑ The firefighters would be nearby if a fire started at your house.
 - Ⓒ The firefighters might let you ride on their trucks.

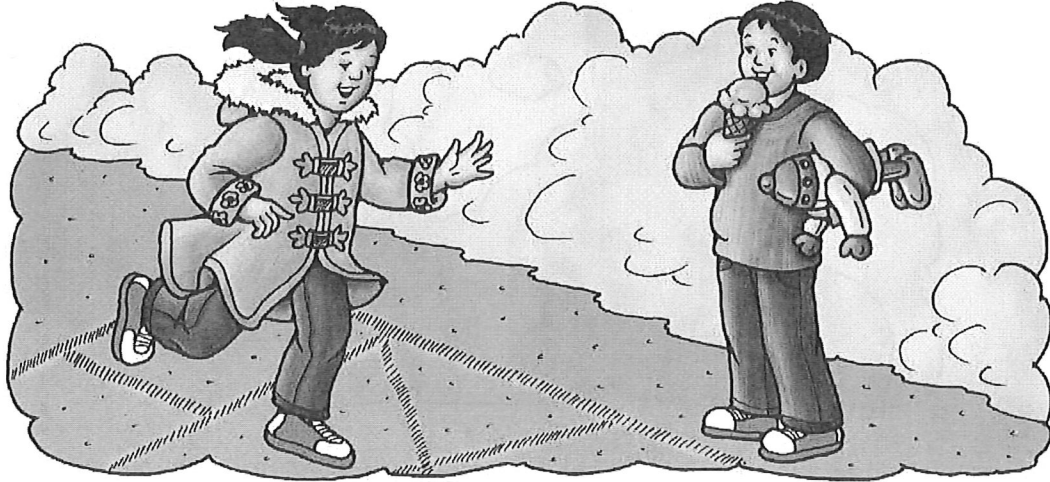
5. What is a **neighborhood**?
 - Ⓐ kind of store
 - Ⓑ something to play with
 - Ⓒ a place where people live

6. **Extended Response:** Why does a neighborhood need a grocery store?

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

LEVELED BOOK • F

Needs and Wants



Written by Jordan Fujioka • Illustrated by Loretta Lustig

www.readinga-z.com

Needs and Wants

A Reading A-Z Level F Leveled Book • Word Count: 138



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Needs and Wants

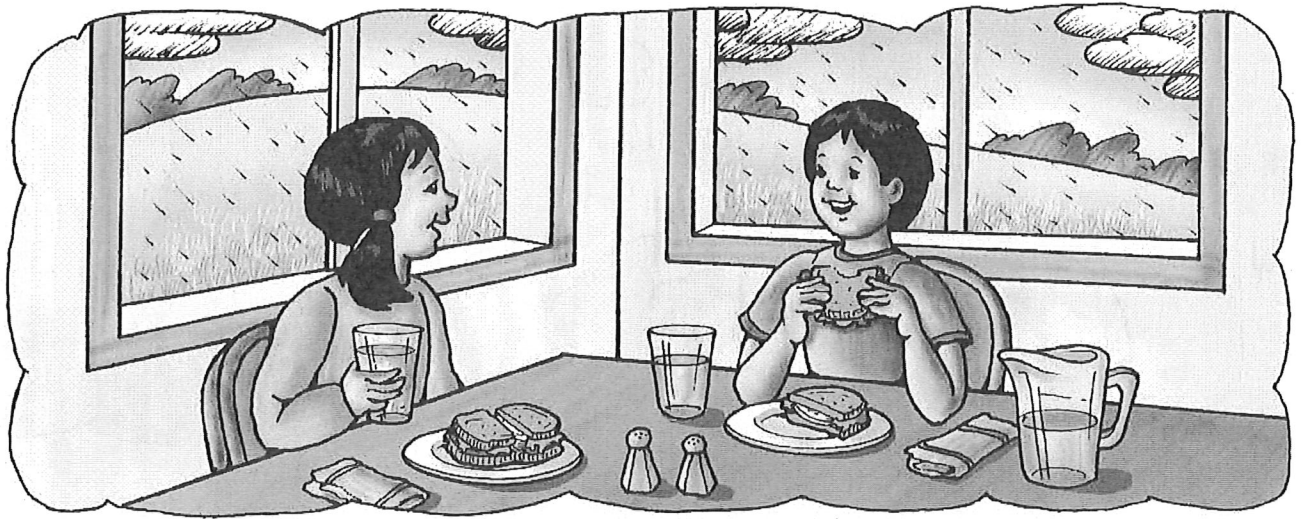


Written by Jordan Fujioka
 Illustrated by Loretta Lustig

www.readinga-z.com

Correlation	
LEVEL F	F
Fountas & Pinnell	9-10
Reading Recovery	10
DRA	

Needs and Wants
 Level F Leveled Book
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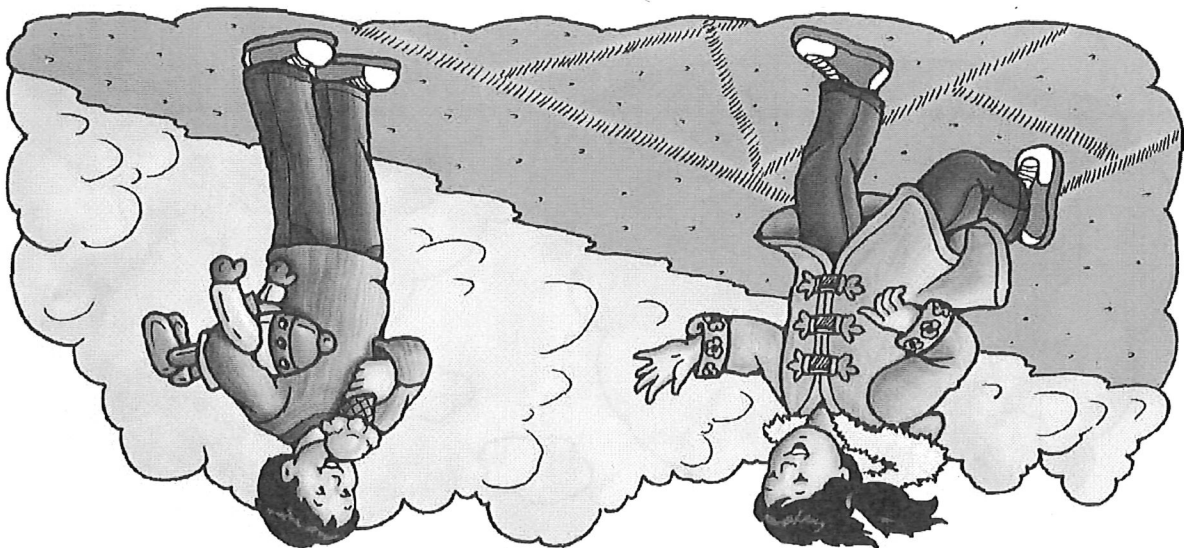
We all need things.
We need food, water, and air.
We need a home and clothing, too.

Needs and Wants • Level F

3

We all want things.
We want things that make us happy.
We want things that are fun.

4





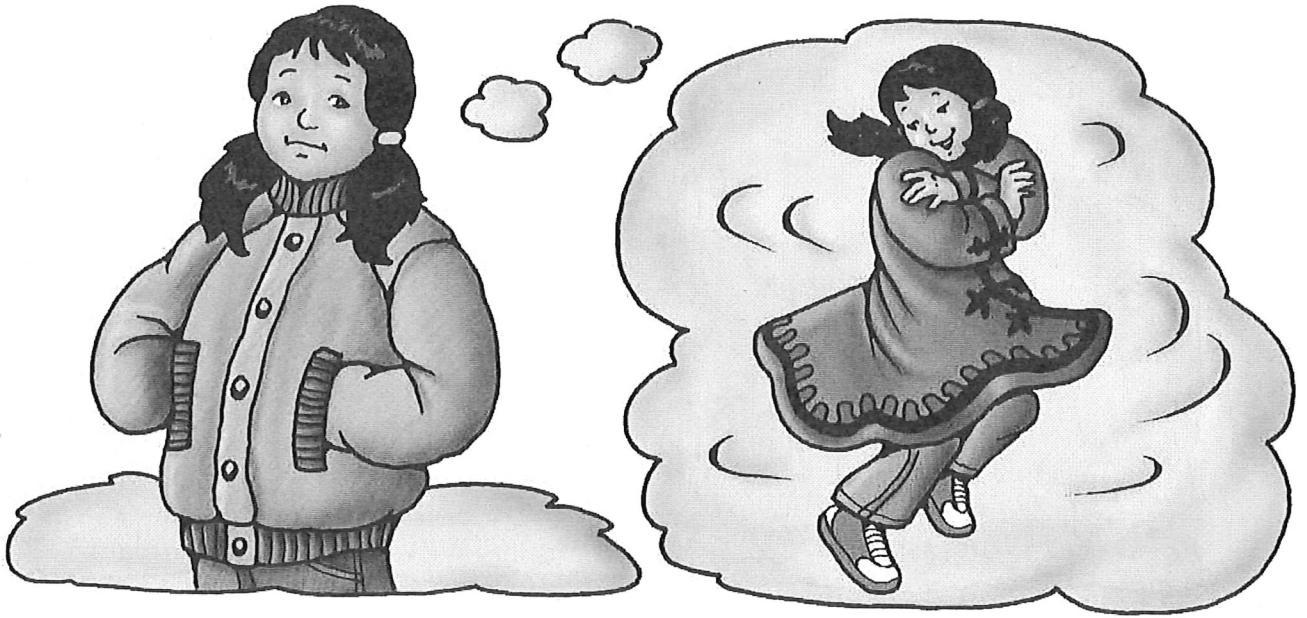
Erin needs water to drink.
She wants a glass of lemonade.

Needs and Wants • Level F

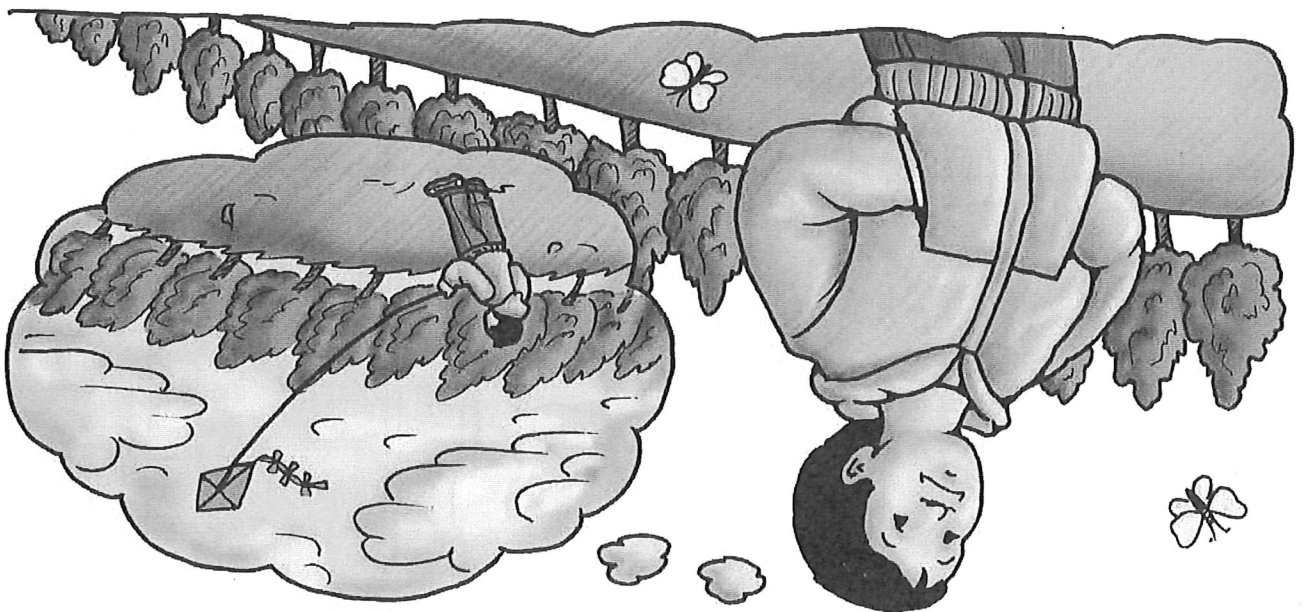
5

9
Jacob needs food to eat.
He wants pasta for dinner.

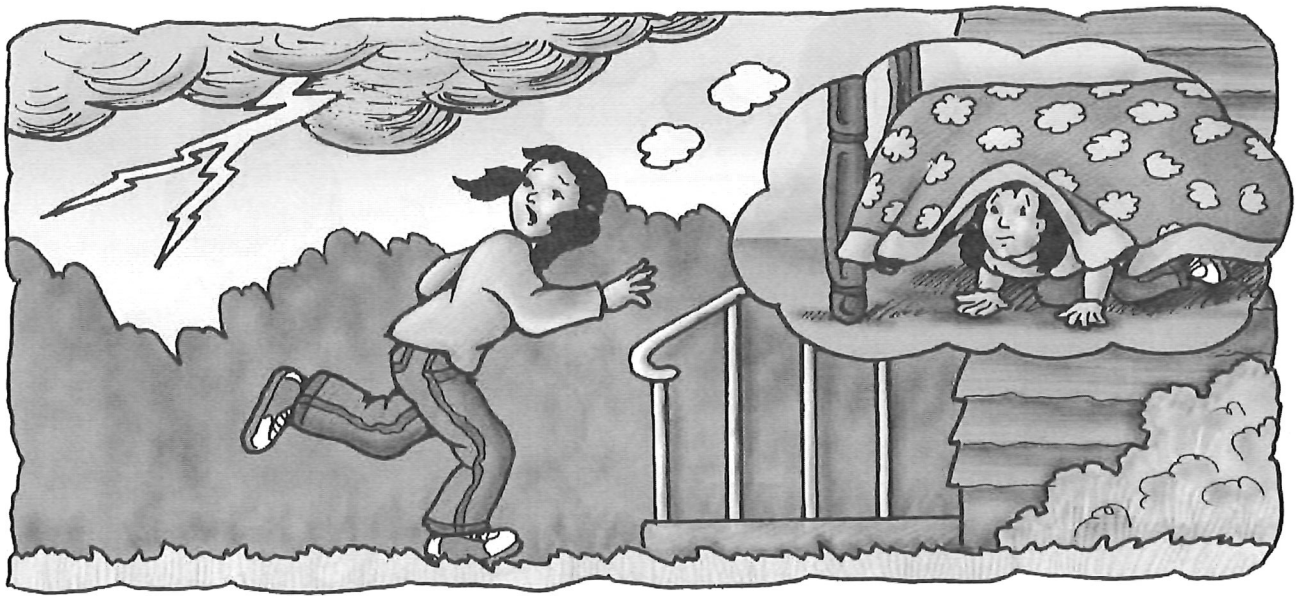




Erin needs a warm coat for the winter.
She wants a long red coat.



Jacob needs air to breathe.
He wants some wind to fly his kite.



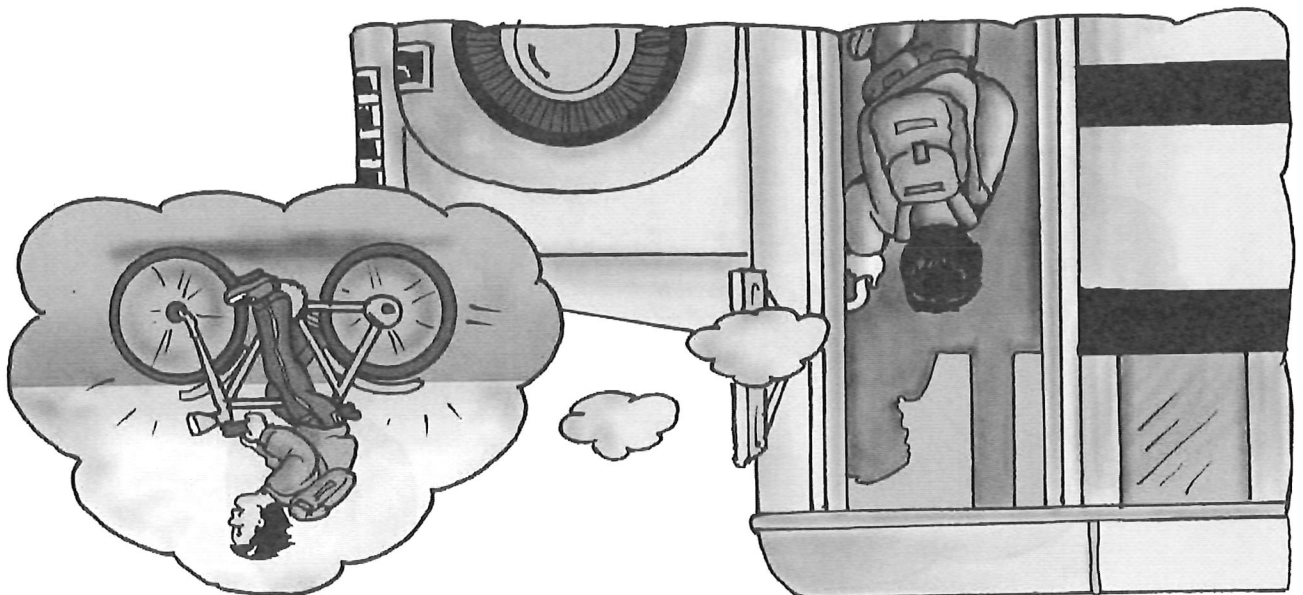
Erin needs to stay safe from the storm.
She wants to go under her bed.

Needs and Wants • Level F

9

Jacob needs a way to get to school.
He wants a new bike.

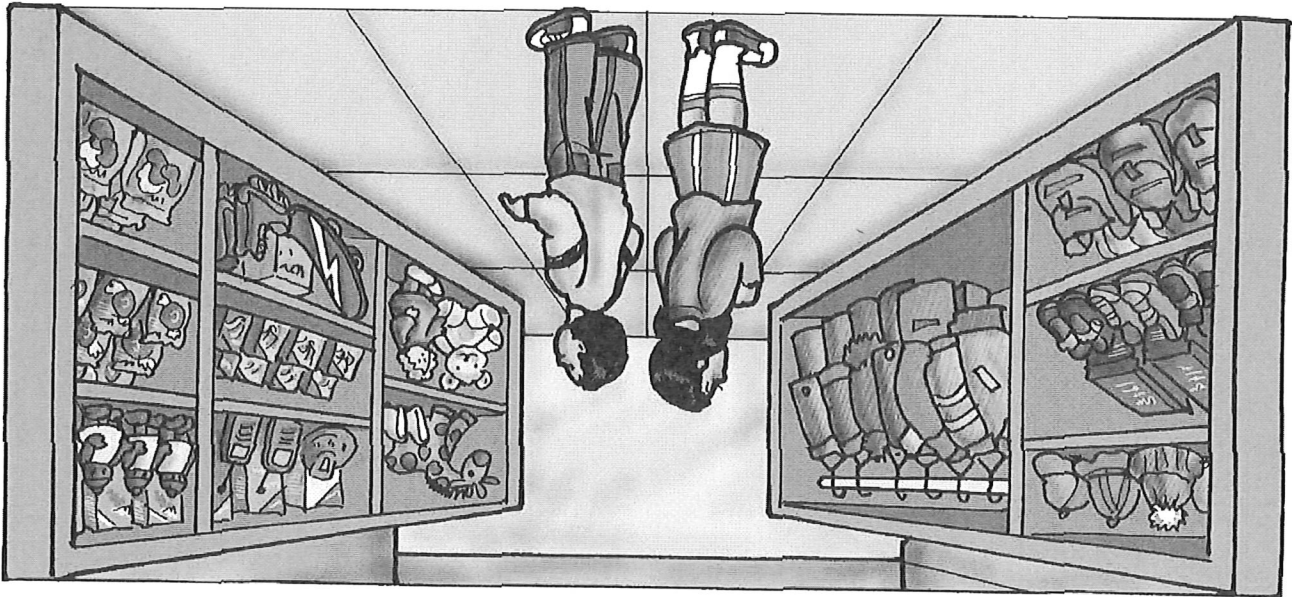
10





Erin needs to read a book for school.
She wants to read a funny book.

What kinds of things do you want?
Do you really need those things?



Name _____ Date _____

1. What is something all people need?
 - (A) toys
 - (B) wind
 - (C) air
2. If Jacob did not have food, he would _____.
 - (A) go to sleep
 - (B) go hungry
 - (C) go play
3. How did Jacob want to get to school?
 - (A) bus
 - (B) walk
 - (C) bike
4. Why did Erin want a red coat?
 - (A) It's prettier.
 - (B) It's warmer.
 - (C) It's shorter.
5. Listen to this sentence: *Erin needs to stay safe from the storm.* Which words best describe a storm?
 - (A) peaceful and calm
 - (B) lightning and thunder
 - (C) sunshine and flowers
6. **Extended Response:** Have the student write on the back of this sheet how what we need is different from what we want.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Visual Art Activities


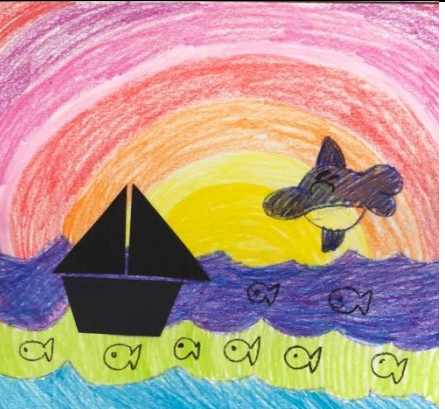
Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work.

If you need additional resources to support virtual learning, please visit: <https://www.slps.org/extendedresources>



**St. Louis Public Schools
Continuous Learning Plans
Grades PK-2 Visual Art**

**** Students are encouraged to free draw and color every week.****

<p>Feb. WEEKS 1-4</p>	<p>Activities: “What do I do?” <i>What needs to be done in order to learn the material?</i></p>	<p>Resources: “What do I need to do it?” <i>What print and electronic resources are available to support your learning? What materials are needed?</i></p>	<p>Examples: “What does it look like?”</p>
	<p><u>Art Fair at the St. Louis Zoo Contests</u></p> <p><u>Prizes \$50-\$150!</u></p> <p>Create an artwork for the Zoo contest due on February 25th.</p>	<ul style="list-style-type: none"> • Art materials of your choice • See contest info attached 	
<p>Feb. WEEKS 3-4</p>	<p>Activities: “What do I do?” <i>What needs to be done in order to learn the material?</i></p>	<p>Resources: “What do I need to do it?” <i>What print and electronic resources are available to support your learning? What materials are needed?</i></p>	<p>Examples: “What does it look like?”</p>
	<p><u>Warm and Cool Colors</u></p> <p>Draw a large picture using cool colors (Blue, green, and purple) and warm colors (red, orange, and yellow).</p> <p>Use one group of colors in the foreground and one group of colors in the background.</p>	<ul style="list-style-type: none"> • Blank white paper • Crayons, markers, or colored pencils 	

20th Annual St. Louis Public Schools Art Fair

SLPS art students have the opportunity again this school year to showcase their artistic talents in the **20th Annual St. Louis Public Schools Art Fair**, a collaborative art competition coordinated by the St. Louis Public Schools art department, the Project Development Office. The art fair is sponsored by the St. Louis Zoo and the St. Louis Public Schools Foundation. The Art Fair continues to be a wonderful opportunity for our young artists to display their art and receive community exposure and recognition. Because space requires us to limit the artwork for the display, pre-judging will determine the selected displayed artwork. All artwork will be displayed in the Central Office after the Art Fair.

Theme: *Community, Ecology, and Conservation*

Ecology is a way to use science skills to understand how all the plants and animals, as well as non-living things like rocks and streams, interact to support each other in a particular place or habitat. All of the living organisms that interact in the habitat are called a Community. Communities of people often come together to find ways to protect the ecology of a habitat and also help people thrive through Community Conservation.

Grade Levels: PreK-12
Specifications: Size: 11" X 17"

Artwork will be digitally submitted to your school's art teacher by email.

You may use this [portrait template](#), [landscape template](#), or [sculpture template](#).

Deadline: Delivery Date: Thursday, February 25th, 2021

The artwork will be on display from Saturday, February 27, 2021 through Friday, March 12, 2021.

The awards ceremony will be on Friday, March 12, 2021 at 10:00 am and will be held virtually via Zoom. This will include a live virtual visit of the ZOO.

Awards categories are as follows in each grade level group
(PK-5, 6-8, 9-12)*: Drawing, Painting, Mixed Media, Digital Art

St. Louis Public School
Performing Arts- K-2
At Home Learning Packet



February 2021

Name _____

Grade _____ School _____

All About Trumpets



Musician Louis Armstrong playing the trumpet

Have you ever heard a trumpet make a **sound**? If you have, you know it can make loud, powerful **sounds**!

Trumpets are made out of brass. This is a type of metal. It is bright and yellow.

Trumpets have a mouthpiece that you can **blow** into. They also have keys. You can press on those keys as you **blow** into the mouthpiece. You can change the **sound** as you press on the keys.

You can hear trumpets in many jazz songs. You can also hear trumpets in some classical music.

Reflection - Words are where humans store knowledge. When you read these articles you increase your vocabulary, build background knowledge and improve your reading stamina. Reading becomes more fun as your knowledge grows!

Student Name: _____

Grade/Class: _____

Title of this article:

Directions: Write something you learned from the article.

Learn about Flutes



a flute

A flute is an **instrument** used to play music. Flutes can make different types of **sounds**. They can make soft **sounds**. They can also make very high **sounds**.

People used to make flutes out of wood. Today, they are usually made out of silver or gold.

Flutes are shaped like long tubes. They have **holes** on one side. The **holes** are covered with keys. People can make music with flutes by blowing into them at one end. They can make different **sounds** by pressing on the keys.

Flutes have been around for a very long time. People have found flutes that are thousands of years old! These flutes have been found in Germany. Germany is a country in Europe.

Reflection - Words are where humans store knowledge. When you read these articles you increase your vocabulary, build background knowledge and improve your reading stamina. Reading becomes more fun as your knowledge grows!

Student Name: _____

Grade/Class: _____

Title of this article:

Directions: Write something you learned from the article.

The Violin



A violin and a bow

The violin is a musical **instrument**. It has **strings**. It is part of the **string** family. **Instruments** in this group all have **strings** used to make music.

The violin has a body made of wood. The body is empty on the inside. The violin also has a neck. **Strings** are attached to its neck. People make music with the violin by moving a **bow** across the **strings**. They also press down on the **strings** to make different sounds.

To play the violin, use one hand to hold it between your chin and shoulder. Use your other hand to move the **bow** across the **strings**. Press down on the **strings** at different points on the neck. As you do so, you'll hear the violin make different sounds. Are you ready to give it a try?

Reflection - Words are where humans store knowledge. When you read these articles you increase your vocabulary, build background knowledge and improve your reading stamina. Reading becomes more fun as your knowledge grows!

Student Name: _____

Grade/Class: _____

Title of this article:

Directions: Write something you learned from the article.

Guitar



a man playing a guitar

Think about musical instruments you have seen or played. Is the guitar one of them?

A guitar has a long neck. **Strings** are attached to its neck. A lot of guitars have six **strings**. But some have four **strings**. Others have as many as twelve **strings**! Some guitars have strings made out of steel. Others have **strings** made out of nylon.

Guitars also have a **body**. Most guitars have a **body** made of wood. The **body** is empty inside. People play the guitar by picking on the **strings** and moving their fingers across the strings.

Guitars can be heard in many types of music. Guitars are used to make rock, jazz, and country music. Do you like the music guitars make?

Reflection - Words are where humans store knowledge. When you read these articles you increase your vocabulary, build background knowledge and improve your reading stamina. Reading becomes more fun as your knowledge grows!

Student Name: _____

Grade/Class: _____

Title of this article:

Directions: Write something you learned from the article.

Tap Dance

by Cassidy Brody



lambtron (CC BY-SA 4.0)

a tap shoe

Tap dancing is a style of dance. Tap dancers have to wear tap shoes. Tap shoes are special shoes. They have metal parts on the toes and heels. These metal parts are called taps. When dancers dance in these shoes, the shoes make noises on the ground. These noises are part of the dances!

Tap dancing started in the United States. It came from a mix of African tribal dances and Irish jig dances. When tap dancing was born, a lot of African people in the U.S. were held as slaves. Many Irish people worked as servants. A lot has changed since that time, and people have made other styles of dance. But tap dancing has lasted through the years. It is still popular today.

Reflection - Words are where humans store knowledge. When you read these articles you increase your vocabulary, build background knowledge and improve your reading stamina. Reading becomes more fun as your knowledge grows!

Student Name: _____

Grade/Class: _____

Title of this article:

Directions: Write something you learned from the article.
