May 6, 2020

Dear AFE Families,

As we continue to abide by Delaware’s social distancing guidelines, schools will remain physically closed for both students and teachers for the remainder of the year. New learning will begin this week and will continue until June 16, 2020.

Attached you will find the paper/pencil learning packet that you requested for your child. The learning packet aligns with the concepts covered in the online remote learning activities and includes items covering Reading/Language Arts, Mathematics, and Essential Arts. For students receiving special education services, a guideline of support is included in this packet as well. This packet will contain activities for the remainder of the school year.

Students should work through the packet throughout the week at a pace that is determined by the classroom teacher and that works best for your child. In addition to the learning packet, it is recommended that your child does the following independent activities:

✔ Read for 20 minutes per day.
✔ Practice Math Fluency (addition facts, multiplication facts, etc.) for 10 minutes per day.
✔ Participate in physical activity for 30 minutes per day.

Your child’s teacher will be reaching out to you and your child via telephone 1-2 times a week to provide support and review material in the packet. Please be aware that when they call to discuss the packet the caller ID may indicate that the phone number is blocked or an unknown number. If you see these on your phone please pick up the phone as it could be your child’s teacher or a school staff member attempting to contact you. When contacting the home, the teacher will communicate first with the parent/guardian and then speak to the child. You are welcome to remain on the line with your child or put the call on speaker phone if you wish.

Students will get credit for completing the packets based on the phone calls, conversation and dialogue your child has with the teacher regarding the information in the packet.

If your child is having difficulty with a concept or a particular part of the packet, please reach out to your child’s teacher.

Thank you for your support during these unprecedented times. As a community, we will get through this together. Go Riders!

Sincerely,

Julie Lavender
<table>
<thead>
<tr>
<th>Week</th>
<th>At Home Resources</th>
</tr>
</thead>
</table>
| 1    | iReady Grade 1 Reading Student At-Home Activity Packet 1  
      | Pages 7-26        |
| 2    | iReady Grade 1 Reading Student At-Home Activity Packet 1  
      | Pages 47-67       |
| 3    | iReady Grade 1 Reading Student At-Home Activity Packet 1  
      | Pages 27-46       |
| 4    | iReady Grade 1 Reading Student At-Home Activity Packet 2  
      | Pages 8-29        |
| 5    | iReady Grade 1 Reading Student At-Home Activity Packet 2  
      | Pages 58-81       |
| 6    | iReady Grade 1 Reading Student At-Home Activity Packet 2  
      | Pages 82-101      |
Listen and Learn

Asking Questions

A key detail is an important piece of information. Asking and answering questions helps you notice key details.

Here are some questions you can ask about the key details in a story:

» Who are the characters?

» Where are the characters?

» What are the characters doing?

Think about:
When are they doing this?
Why are they doing this?

Asking and answering questions about key details helps you understand how the parts of the story fit together.
The Secret Life of Elvis
by Molly Leonard
People think it is so easy to be a dog. They scratch my head and say, “Elvis, your life is so easy.”

Boy, are they wrong. Being a dog is hard work! I don’t like what I do every day. I just can’t do it anymore!
I wake up on a cold, hard floor every day. I eat dry dog food for breakfast. Yuck!

Then I have to drag myself out the door to chase the mailman. I do NOT want to chase the mailman! He is a nice guy. He scratches my belly. He feeds me bananas.
What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!
Finally, I talk to my best friend, Maxwell.

“What should I do?” I ask him. Maxwell lives under the dishwasher. He is a mouse. He is also a painter! Today he is painting a banana.

I say, “I don’t want to be a dog anymore, Maxwell. I have no time alone. The food stinks. And people throw balls at me!”
"I know what you mean," Maxwell says as he paints.

“You have to do what makes you happy. That is why I paint beautiful fruit. It makes me happy. Other mice look for crumbs all day. That makes them happy. You have to do what makes YOU happy, Elvis.”
I think about this. Then I say, "Well, I like licking my paws! I like winding around people's feet so that they trip. And I love drinking milk."

"I've got it!" Maxwell cries. "It sounds like you have spent too much time being a dog. Why don't you try being ... a cat!"
Question 1 (for p. 1 of passage)

Which character is telling this story?

a. 

b. 

c. 

Question 2 (for p. 2 of passage)

How is Elvis different from most dogs? Complete the sentence.

Elvis does not like to _______ the mailman.

a. chase
b. drag
c. scratch
Question 3 (for p. 3 of passage)

What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!"
And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!

Look at the underlined text and the picture. What do you learn about Elvis?

a. He does not want to eat the meatloaf,
b. He does not want to hide in a closet.
c. He does not want to come running.

Question 4 (for p. 4 of passage)

Why does Elvis talk to Maxwell about his feelings?

a. Maxwell is a little mouse.
b. Maxwell is his best friend.
c. Maxwell is a good painter.
Question 5 (for p. 5 of passage)

What does Maxwell tell Elvis to do? Complete the sentence.

Do what makes you _______.

a. beautiful  
b. you  
c. happy

Question 6 (for p. 6 of passage)

Look at the events in the chart. What important event happens at the end? Choose the picture.

a.  
b.  
c.  
The Picklebottoms have a problem.
Something is wrong with their dog, Elvis.

They are watching him from the window.

What is Elvis doing?
“Is he sick?” Penny Picklebottom asks.
“He has been sleeping standing up. Why would he do that?”

“And why would he gallop around the yard?” Mr. Picklebottom asks.

“And why steal my best blanket? Is he cold?” Mrs. Picklebottom adds.
Now everyone is quiet. They watch the dog.
Elvis prances through the yard. He has thrown a blanket over his back.

Elvis shakes his head every few steps. His hair blows in the wind. Then he jumps over a low tree branch.
"What does that dog think he is doing?"
Mrs. Picklebottom wonders. "Last week, he tried to sit in my lap like a cat. But now what? Dogs don't prance. They don't wear blankets."

Mrs. Picklebottom is right. Elvis is acting strange. He is not acting like a dog at all!
Elvis runs inside. He dashes under Penny’s legs. Then he stands up. Penny is sitting on Elvis’s back!

Penny’s eyes open wide. “He’s a horse!” Then she yells, “Giddy-up, Elvis! Let’s ride!” And into the garden they go.
Question 1 (for p. 1 of passage)

What is the Picklbottom's problem?

a. Something is wrong with their dog.
b. Something is wrong with their window.
c. Something is wrong with their tree.

Question 2 (for p. 2 of passage)

What is this page mostly about?

a. Elvis is feeling sick.
b. Elvis is stealing things.
c. Elvis is acting strange.

Question 3 (for p. 2 of passage)

How do the Picklebottoms feel about Elvis?

a. sad
b. worried
c. angry

Question 4 (for p. 3 of passage)

Where is Elvis? Use the text and the picture to answer the question.

a. in a forest
b. in a yard
c. in a park

**Question 5** (for p. 3 of passage)

How is Elvis acting in this part of the story?

a. 

b. 

c. 

**Question 6** (for p. 4 of passage)

What did Elvis do last week?

a. He sat on a lap.  
b. He wore a blanket.  
c. He pranced around.

**Question 7** (for p. 5 of passage)

Which animal is Elvis acting like now? Complete the sentence.

Elvis is acting like a __________.

a. bird  
b. horse
c. dog

**Question 8 (for p. 5 of passage)**

Look at what happens first and next in the story. Choose the event that happens last.
Greedy Fawn Makes the Mush

by Anna Nowak
Every day, Greedy Fawn ate chestnut mush. Only his mother knew how to make it.

She boiled water in her biggest kettle. She sprinkled in a bit of chestnut. She stirred the pot two times. The mush bubbled up.

Then Mother hit the pot with a stick. The mush dropped down. It was ready to eat.
One day, Greedy Fawn's parents were going for a walk. His mother said, "Greedy Fawn, do not make a fire while we are gone."

Then his parents left.
Greedy Fawn's stomach rumbled. He made a fire and boiled water. He sprinkled chestnut into the pot. Then he sprinkled in even more.

"More chestnut will be better," he said.
Greedy Fawn stirred the mush. He stirred it two times. Then he stirred it ten times.

"More stirring will be better," he thought.

The mush boiled and grew. It flowed out of the pot, faster and faster. Soon Greedy Fawn was deep in mush!
Greedy Fawn jumped around, trying to get away from the mush. He jumped on a stick. The stick hit the pot. The mush stopped growing!

Greedy Fawn was so tired! He fell down into a heap of mush.
Greedy Fawn's parents returned. They helped him get out of the mush.

"Do you have enough mush now?" his mother asked.

"I don't want any of it," Greedy Fawn said. "There is too much mush. Now I know that more is not always better."
Draw or write.
Describing Characters

A character is a person or lifelike animal in a story. You can learn about characters by thinking about what they say and do.

Here are some questions you can ask about characters:

- What does the character say?
- What does the character do?
- How does the character feel?

Asking these questions helps us learn more about the characters.
Cow Tales
Are We There Yet?
by Yehudi Mercado
“Are we there yet?” a voice shouts. The voice is coming from the back of the herd of cows.

Cowboys are leading five hundred cows along a rocky trail. They have been traveling on the path for weeks. But they still have a long way to go.
"Who said that?" the trail boss yells. He yanks on the reins to stop his horse. He glares at his team with one angry eye.

The other cowboys are afraid of the trail boss. They stay quiet.
A cowboy named Wayne looks over at the young cowboy who was shouting. Wayne has been herding cows his whole life. He often helps new cowboys.

And the young cowboy surely needs help. He is sliding off his saddle. He looks like he is riding a horse for the first time.
“Hey, new kid. What is your name?” Wayne asks. Then he fixes the young cowboy’s saddle.

“My name is Jelly,” the young cowboy says. He tries to drink from his canteen. Water splashes his face.

“Well listen, Jelly. The trail boss does not like when the cowboys ask questions. You want to know if we’re there yet? Just ask me. Don’t make a fuss.”
Wayne holds up a map.

"Wow! Where did you get that map?" Jelly asks.

"It's Zeb's map," says Wayne. He points at a cowboy behind him.

"Hello! I'm Zeb!" the cowboy says. He is pulling a cart full of maps.
Wayne shows Jelly the map.

“We will follow this trail for hundreds of miles,” Wayne says. “We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!”

“What question?” asks Jelly.

“ARE WE THERE YET!” shouts Wayne.
“Quiet!” the trail boss yells. He glares at Wayne with one angry eye.

Jelly shrugs his shoulders. “So, we’re NOT there yet?” he asks Wayne.

Wayne shakes his head. “No,” he says. “We are not even close.”

They continue on their rocky journey.
Question 1 (for p. 1 of passage)

Which key detail tells how much more the cowboys will be on the trail?

a. The cowboys still have a long way to go.
b. The cowboys have been traveling for weeks.
c. The cowboys are leading five hundred cows.

Question 2 (for p. 2 of passage)

How does the trail boss feel? Complete the sentence.

The trail boss is ________.

a. angry  
b. afraid  
c. quiet

Question 3 (for p. 3 of passage)

Which character is the new, young cowboy?

a.  
b.  
c. 
**Question 4** (for p. 4 of passage)

How does Wayne help Jelly?

a. He listens to Jelly.
b. He fixes Jelly's saddle.
c. He gives Jelly a drink.

**Question 5** (for p. 5 of passage)

What does Zeb have that the cowboys need? Complete the sentence.

Zeb has a ________.

a. map
b. cart
c. cow
Question 6 (for p. 6 of passage)

Wayne shows Jelly the map.

"We will follow this trail for hundreds of miles," Wayne says. "We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!"

"What question?" asks Jelly.

"ARE WE THERE YET!" shouts Wayne.

Read the underlined text. Look at what Wayne says. Why does he say this?

a. He is showing Jelly the map.
b. He is answering Jelly's question.
c. He is asking Jelly about the trail.
Question 7 (for p. 7 of passage)

Look at what happens in the beginning and middle of the story. What happens at the end? Choose the picture.

- **Beginning**
- **Middle**
- **End**

a. 

b. 

c. 
Cow Tales

King of the Trail

by Yehudi Mercado
Listen and Learn

Asking Questions

A key detail is an important piece of information. Asking and answering questions can help you find key details.

Here is how you find key details:

› Ask a question. Begin the question with one of these words:
  
  Who       What       When
  Where     Why        How

› Look for the answer to your question. You can find it in the words or in the text features.

When you ask questions about what you read, answering your questions helps you understand the text.
Drip, Drop, Roots on Top

by Kimberly Feltes Taylor
You are in a rainforest. The air is warm. Rain falls hard and fast. Soon, the rain stops. But the air still feels wet. Will it rain again? Yes, it will. This is life in the rainforest.

A rainy day in a rainforest
Drip Tips and Raincoats

Have you ever been soaked by the rain? Your clothes get wet. You need to dry off!

Plants need to dry off, too. Plants can die if they get too much rain. Drip tips can help. A drip tip is a pointy end on a leaf. Rain drips off the pointy part. The leaf dries off.

Leaves with pointy drip tips
You can wear a raincoat to stay dry. Some plant leaves make a waxy coating. This coating is like a raincoat. It stops water from soaking into the leaf.

Splat, splat, splat! Rain falls. The drops roll across the smooth, shiny coating. They slip and slide off the leaf. The leaf dries off.
Roots Get Food

Many plants have roots below the ground. The roots grow far down. They are hard to see.

The roots absorb, or soak up, food from the soil. The food is from dead plants and insects. The dead things fall apart and sink deep into the soil.
In a rainforest, roots peek out of the dirt. Some roots even stay above the ground. Why?

Roots stay on or near the top because the food is there. Dead plants and bugs wash away before they can sink into the soil. Roots need to stay on top of the soil to absorb this food.

Roots above ground
Trees and plants live with a lot of rain in the rainforest. Plants stay dry with drip tips and waxy coatings. Roots soak up food before it washes away. Plants and trees survive in their rainy, rainforest home.

Plants and trees in a rainforest
Question 1 (for p. 1 of passage)

Which picture shows what the weather is like in a rainforest?

a.  

b.  

c.  

Question 2 (for p. 2 of passage)

Which sentence tells how drip tips help a plant?

a. Drip tips help rain soak the leaf.
b. Drip tips are pointy ends of the leaf.
c. Drip tips help water fall off the leaf.
Question 3 (for p. 3 of passage)

How do a leaf’s coating and tip help the plant survive in the rain?

a. They dry off the plant.
b. They slip and slide off the leaf.
c. They stop rain from falling on the plant.

Question 4 (for p. 4 of passage)

What does the word absorb mean?

a. fall apart
b. grow down
c. take in

Question 5 (for p. 5 of passage)

Why do roots grow above the ground in the rainforest? Complete the sentence.

Roots above the ground can get food before ______ moves it away.

a. the soil
b. a forest
c. the rain

Question 6 (for p. 6 of passage)

How do roots on top help a plant survive in the rain?

a. They get food deep in the soil.
b. They wash away with the rain.
c. They absorb food on the ground.
Many animals eat plants. And guess what?
Some plants eat animals! The pitcher plant
does this. It kills and eats bugs for food.

This plant lives in warm, rainy forests.
It has a leaf that is shaped like a pitcher. The
plant catches bugs in this special leaf.

Colorful leaves with a pitcher shape
Bringing in Bugs

Pitcher plants get bugs to come to them. The plants can be orange, pink, or red. Bugs like bright colors. They go to the plants because these colors attract them.

Ant on a bright plant
Some pitcher plants are dark green or brown. These plants have a different way to bring in bugs. The plants have a smell. Bugs follow the smell. They go to the plant.

Fly on a smelly pitcher plant
Eating Bugs

The bug lands on the plant. Pitcher plants have a special outside. The bug cannot hold on tight. It goes down inside the plant.

Bug slipping into a pitcher plant
The plant is wet inside. It is so wet that the bug falls apart. It breaks into little bits. The plant takes in these parts of the bug. That is how a pitcher plant eats a bug.
A mouse or a frog can fall into a pitcher plant, too. The plant eats the animal, just like it eats a bug. A pitcher plant is always ready for its next meal.

Frog in a pitcher plant
Question 1 (for p. 1 of passage)

What does a pitcher plant do with bugs?

   a. It feeds them to animals.
   b. It gives them a special leaf.
   c. It catches and eats them.

Question 2 (for p. 2 of passage)

Why do bugs like pitcher plants?

   a. The plants have bright colors.
   b. The plants come to the bugs.
   c. The plants have ants on them.

Question 3 (for p. 3 of passage)

How do brown and green pitcher plants bring in bugs? Complete the sentence.

Bugs like the ______ of the pitcher plants.

   a. smell
   b. shape
   c. feel

Question 4 (for p. 4 of passage)

What happens when bugs sit on the plant?

   a. They fall down.
   b. They land nicely.
   c. They walk in.
Question 5 (for p. 5 of passage)

What happens after a bug falls into a pitcher plant?

a. It makes the plant wet.
b. It drinks.
c. It breaks up.

Question 6 (for p. 5 of passage)

How does the pitcher plant eat a bug? Complete the sentence.

The plant _________ little bits of the bug.

a. mixes with
b. takes in
c. bites into
Question 7 (for p. 6 of passage)

Which other animal might a pitcher plant eat?

a. 

b. 

c.

Question 8 (for p. 6 of passage)

How does the pitcher plant get food?

a. It catches bugs.
b. It chases bugs.
c. It falls on bugs.
Independent Reading!

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

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

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

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

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

- www.starfall.com
- www.storyplace.org
- www.uniteforliteracy.com
- www.storynory.com
- www.freekidsbooks.org
- en.childrenslibrary.org

© 2020 Curriculum Associates, LLC. All rights reserved.
Listen and Learn

Describing Setting

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

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

- Where does the story take place?
- When does the story take place?
  
  Think about:
  
  season of the year  time of day
  now or long ago  day of the week

- What does the setting look like?

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

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

Now Lan was cleaning up. She heard a door slam. Her dad ran in. He was holding two strange animals.
“What are they?” Lan asked, with surprise.

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

The mother pangolin’s leg was hurt. Lan’s dad wrapped its leg. The pangolin looked at Lan with bright eyes. Lan had never seen a pangolin before.
The mother pangolin’s leg was better in three days. But the pangolins did not move or eat much. Their eyes were no longer bright.

“What is wrong?” Lan asked her dad.

“Pangolins do not like being inside,” he said. “We will take them back to the jungle tonight. Most pangolins are awake then.”
Lan and her dad waited until night came. Lan’s dad carried the pangolins in a cage. They crossed a red bridge over a rushing river. “We must go deep into the jungle,” her father said. “Pangolins live there.”

The air felt wet and hot. Lan stopped to take a drink. Lan saw moonlight shining on the tangled vines and tall trees.
Lan and her dad kept walking. They passed a pond. “We cannot leave the pangolins here,” her dad said. “They will not be safe.”

They saw some big rocks. “The pangolins cannot live here,” Lan’s dad said. “There is nothing to eat.”
They walked more. Finally, Lan saw a fallen tree. “The pangolins could stay there,” she said. “There will be bugs for them to eat.”

“Yes,” her dad said. “And there is a stream. They will have water to drink.”
“This is the perfect spot!” Lan said. She let the pangolins out of the cage. The baby climbed on the mother’s tail. They crawled under the fallen tree together.

Lan was sad to say goodbye. But she was happy the pangolins had a home.
Question 1 (for p. 1 of passage)

Which picture shows the setting of the animal shelter?

a. 

b. 

c. 

Question 2 (for p. 2 of passage)

Why was Lan surprised?

a. Lan had not seen a mother and baby before.
b. Lan had not seen this kind of animal before.
c. Lan had not seen a hurt animal before.
Question 3 (for p. 3 of passage)

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

The pangolins feel _______ when they are inside.

a. sad  
b. shy  
c. safe

Question 4 (for p. 4 of passage)

Which key detail tells you how the jungle setting feels?

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

Question 5 (for p. 5 of passage)

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

a. There is no food.  
b. It is not safe there.  
c. The animals need water.
Question 6 (for p. 6 of passage)

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

a. There is food and water.

b. There is a tree to climb on.

c. There is a stream to swim in.
Question 7 (for p. 7 of passage)

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

- First
  - They help two pangolins at the rescue center.

- Next
  - They look for a good pangolin home in the jungle.

- Last
  - ?

a. They leave the pangolins high in a tree.
b. They leave the pangolins in the perfect spot.
c. They leave the pangolins in the cage.
David
and the
Sea
Turtles
by Rachel Graham
David wanted to go to the beach with his friends. They wanted to see the baby sea turtles come out of their eggs. David's parents said he could go.

They went to the beach when it was still dark. They waited for sunrise. David knew that the turtle eggs open when the sun comes up.
David walked up a hill made of sand. It felt soft and wet on his feet. He had paper and pens. He wanted to make a picture as he sat. Then he saw a hole in the sand. He knew there were eggs in the hole.

David could not see the water. It was too dark. But he could smell it. He could hear it. The water was loud when it hit the sand.
The sun came up a little. David could see the water. Birds flew in the sky nearby.

Suddenly, a turtle dug out of the sand. David made pictures as more turtles came out. Ten, fifteen, twenty ... so many babies.
David heard a loud noise. He saw a bird. It flew down. It wanted to eat a turtle!

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

The turtles swam into the sea. David still had his turtle drawings.
Question 1 (for p. 1 of passage)

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

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

a. sun
b. moon
c. sea

Question 2 (for p. 1 of passage)

Why are David and his friends at the beach?

a. They like to help the turtles look for food.
b. They want to watch the turtles leave their eggs.
c. They hope to swim in the water with the turtles.
Question 3 (for p. 2 of passage)

Where are the eggs buried?

a. The eggs are buried in the ocean.

b. The eggs are buried in the grass.

c. The eggs are buried in the sand.

Question 4 (for p. 2 of passage)

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

a. The sky is sunny.
b. The sand is dry.
c. The water is loud.
Question 5 (for p. 3 of passage)

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

There is more ______ on the beach now.

a. grass
b. light
c. sand

Question 6 (for p. 3 of passage)

How does David keep track of what he sees?

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

Question 7 (for p. 4 of passage)

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

a. It is not safe for the turtles.
b. It is a good home for the turtles.
c. It has a lot of food for the turtles.
Question 8 (for p. 4 of passage)

What happens last in the story? Choose the event.

- David and his friends go to the beach when it is dark.
- David sees the sea turtles come out of their eggs.
- [Blank]

a. David keeps the birds away from the turtles.
b. The turtles go to the sea and swim away.
c. A bird takes a baby turtle to the sea.
An **event** is something that happens in a story. You can use **key details** to describe an event, or tell more about it.

**Look at the example. Then ask the questions:**

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

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

Describing important events helps you make sense of a story. It can help you understand, remember, and retell the story.
Louis rides his bike to the mailbox in less than a minute. He goes around the block in five minutes. Louis wants to ride even faster.

But today Louis found a pigeon in his bike basket.

“What are you doing? Shoo! Go away!” he said. The pigeon only blinked at him.
“I guess you’re not moving,” Louis said.

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

“A family! That’s too many birds for one bike,” Louis said. He tried to take the basket off. The pigeons didn’t like that. They made a lot of noise.
Louis asked his mom, "How long are those pigeons going to stay?"

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

"Ugh," Louis said. "Can they ride with me?"

"Oh, no," Mom laughed. "You ride too fast!"

"OK. I'll wait for them to leave," Louis said.
Louis visited the pigeon family all the time. “Can’t you hurry?” he asked. “I have to get moving again.” The birds blinked.

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

“That’s cute,” Louis said. He smiled a little.
One day, Louis saw the little pigeons stand on the basket. "Look, Mom!" he called. "The little birds are trying to fly!"

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

The baby pigeons flapped their wings. But they didn't let go of the basket.
“Keep practicing!” Louis said. “That’s what I had to do when I learned to ride my bike.”

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

“You can fly!” Louis cheered. The birds were out of the nest.
Now Louis was ready to ride again. He rode his bike faster than ever.

He got to his mailbox in 25 seconds. He made it around the block in four minutes. One minute less than before! And whenever he saw pigeons flying, he called out, “Let’s race!”
**Question 1** (from p. 1 of passage)

What does Louis like to do? Complete the sentence.

Louis likes to ____.

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

**Question 2** (from p. 2 of passage)

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

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

**Question 3** (from p. 3 of passage)

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

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

a. take  
b. find  
c. leave
Question 4 (from p. 4 of passage)

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

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

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

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

a. Louis is feeling scared of the pigeons.
b. Louis is starting to like the pigeons.
c. Louis is getting bored with the pigeons.
Question 5 (from p. 5 of passage)

What are the baby pigeons trying to do?

a.

b.

c.
**Question 6** (from p. 6 of passage)

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

- Louis finds a pigeon family in his bike basket.
- Louis practices riding his bike again.
- Mom helps the baby pigeons go home.
- The baby pigeons fly out of the basket.

**Question 7** (from p. 7 of passage)

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

- Louis finds a pigeon family in his bike basket.
- The baby pigeons fly out of the basket.
- Louis rides his bike again.
- Louis walks to the mailbox.
- Louis wins a race with the pigeons.
The Animal Rescue Club

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

I raced to the window. With my flashlight, I clicked on, off, on, off. Finn flashed back twice from across the street.
“I’m here,” I said into my walkie-talkie.

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

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

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

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

“Finn, it’s a mama. She has three babies on her back,” I whispered. The babies hugged their mama tightly as they bounced along.
The opossums started to cross the street. Finn and I watched. Suddenly, the nighttime street got brighter and louder.

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

Finn called, “Ready for our first rescue?”
We shined our flashlights up and down the street. Then we used them to make a big, bright X in the dark. Our X was right over the opossums. The car stopped!

Finn and I watched the opossums walk safely across the street. “Hooray for the Animal Rescue Club!” I said.
Question 1 (from p. 1 of passage)

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

a. walkie-talkie

b. flashlight

c. cellphone
Question 2 (from p. 2 of passage)

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

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

Question 3 (from p. 2 of passage)

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

Abby says that this is their _____ case.

a. boring
b. first
c. best

Question 4 (from p. 3 of passage)

What happens in this part of the story?

a. Finn shows Abby a group of grown-up opossums.
b. Finn shows Abby a mama opossum and her babies.
c. Finn shows Abby two baby opossums.
**Question 5** (from p. 3 of passage)

What does Abby see when Finn shines his flashlight?

a. Abby sees the eyes.

b. Abby sees the tail.

c. Abby sees the teeth.
Question 6 (from p. 4 of passage)

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

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

a. car  
b. light  
c. road

Question 7 (from p. 5 of passage)

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

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

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

a. They learn that the opossums are in danger.  
b. They learn that their flashlights are broken.  
c. They learn that their rescue plan is working.
Question 8 (from p. 5 of passage)

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

- Abby uses her walkie-talkie to talk to Finn.
- Abby and Finn help the opossums cross the street.
- Finn tells Abby that the opossums need help.
Listen and Learn

Describing Connections

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

**Here are two kinds of connections:**

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

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

Describing connections between events and ideas helps you understand and remember key details.
How Coney Island Came Back

by Meike Gordon
Welcome to Coney Island

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

A map of Coney Island over a hundred years ago
A man named William H. Reynolds made plans for a new park. He would build it near Luna Park.

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

Luna Park over a hundred years ago
Building Dreamland

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

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

Shoot the Chutes boat ride at Dreamland
Reynolds copied the buildings in Luna Park, too. Luna Park had a tall tower in the park’s center. Dreamland had a taller tower. People could see the tower lights from miles away.

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

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

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

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

Firefighters putting out the Dreamland fire
Coney Island Today

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

The new Luna Park on Coney Island
**Question 1** (from p. 1 of passage)

Why was Coney Island popular more than 100 years ago?

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

**Question 2** (from p. 2 of passage)

What was the new park called? Complete the sentence

The name of the new park was _____.

a. Dreamland
b. Reynolds
c. Luna Park

**Question 3** (from p. 3 of passage)

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

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

**Question 4** (from p. 4 of passage)

What happened after Dreamland opened?

a. Tickets cost 50 dollars at Dreamland.
b. People loved Luna Park more than Dreamland.
c. Crowds of people went to Dreamland.
Question 5 (from p. 5 of passage)

What was the cause of the fire at Dreamland?

a.

b.

c.

Question 6 (from p. 6 of passage)

Why did Dreamland burn so quickly?

a. It was too hard for firefighters to reach.
b. It had rides and buildings made of wood.
c. It had a big tower that collapsed.
Question 7 (from p. 6 of passage)

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

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

by Amy Kraft
Chicago Grows Quickly

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

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

Chicago more than one hundred years ago
Fire in the Windy City

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

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

How a cow could kick over a lamp
It was windy that night. The wind blew the fire from building to building.

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

A building burned in the Chicago fire
Helping the City

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

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

A new, tall building
Chicago Today

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

A view of Chicago now
Question 1 (from p. 1 of passage)

Why were many new buildings being built in Chicago?

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

Question 2 (from p. 2 of passage)

How might the fire have started? Complete the sentence.

Some people think that _____ started the fire.

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

Question 3 (from p. 3 of passage)

What was the weather like when the fire started?

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

Question 4 (from p. 3 of passage)

What happened after the fire spread?

a. The fire burned many buildings.
b. The fire burned for ten days.
c. The fire was stopped by the wind.
Question 5 (from p. 4 of passage)

Why were the new buildings made of steel and clay?

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

Question 6 (from p. 4 of passage)

How were the new buildings different?

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

Question 7 (from p. 5 of passage)

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

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

Question 8 (from p. 5 of passage)

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

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