



TeacherVision® Books

# Reading Comprehension Stories

Grade 3



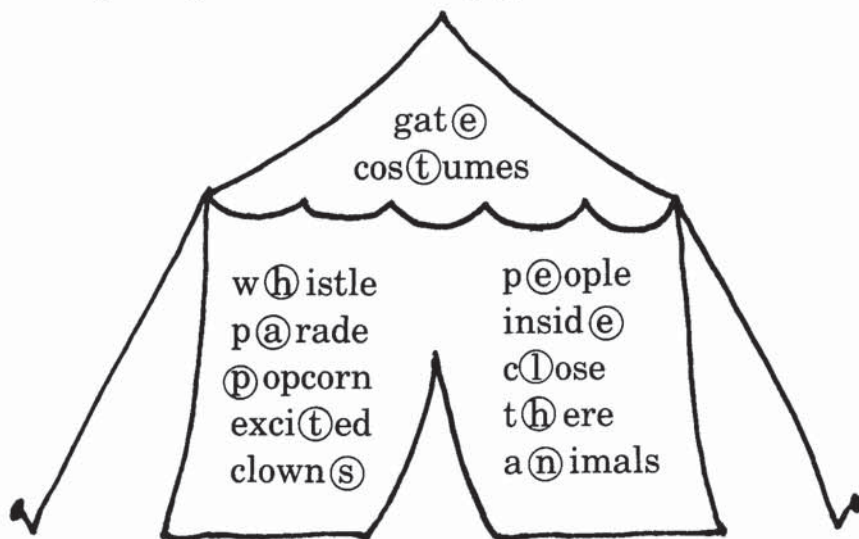
## Volume II

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## At the Circus

Read the story. When you come to a missing word, look for it in the circus tent. When you find it, write it on the space in the sentence. Be sure to circle the letter in each word and write these on the spaces at the bottom of this page. If you are correct, the circled letters will spell what Johnny liked best at the circus.

Johnny was very \_\_\_\_\_ when he went to the circus. \_\_\_\_\_ were many people headed toward the main \_\_\_\_\_. Once he was \_\_\_\_\_ the tent, he found a seat that was as \_\_\_\_\_ to the center ring as he could get! Before the circus began, several \_\_\_\_\_ came by selling balloons and candy. Johnny bought a bag of \_\_\_\_\_ from a lady. Then the ringmaster blew his \_\_\_\_\_ and the big \_\_\_\_\_ began. There were all kinds of wild \_\_\_\_\_ in cages and circus people dressed in bright \_\_\_\_\_. A group of \_\_\_\_\_ came out and made Johnny laugh. He had a very good time at the circus!



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## Pat's Party

**Directions:** Read the story and answer the question at the bottom of the page.

Pat wanted to have a party for her friends. She called twenty-five people and asked them to her party.

Pat made a list of all the things she needed. Then she went to the store with her mother to buy the food. They also bought prizes for the games.

When they got home from the store, Pat's mother helped her make good things to eat for the party. They had to fix a lot of food for twenty-five people!

Then Pat got all the games ready. She had many prizes. Even people who didn't win a game would get a prize.

On the day of the party, Pat waited for her friends to come. She waited and waited. But no one came.

Pat wanted to know where her friends were. She called Susan and Sharon. "Why aren't you coming to my party?" asked Pat.

"We are!" said Susan and Sharon. "You said your party was tomorrow!"

What will Pat do? Circle the letter of the correct answer.

- A. eat all the food herself
- B. throw away the prizes
- C. have the party the next day
- D. run away from home



## Emily's Birthday



**Directions:** Read the story. Then answer the question at the bottom of the page.

On the day before Emily's birthday, Emily and her mother got things ready for Emily's party. They baked a pretty birthday cake and made a lot of cookies. Then they planned what games Emily and her friends would play.

On Emily's birthday, all her friends came to her party. She opened her presents. Then she and her friends played many fun games. They also ate birthday cake and cookies.

After Emily's friends left, Emily told her mother she didn't feel well. She also said she had some spots on her that itched. Her mother looked at the spots. "Oh, no!" she said. "You have the chicken pox!"

**Question:** What do you think will happen next?

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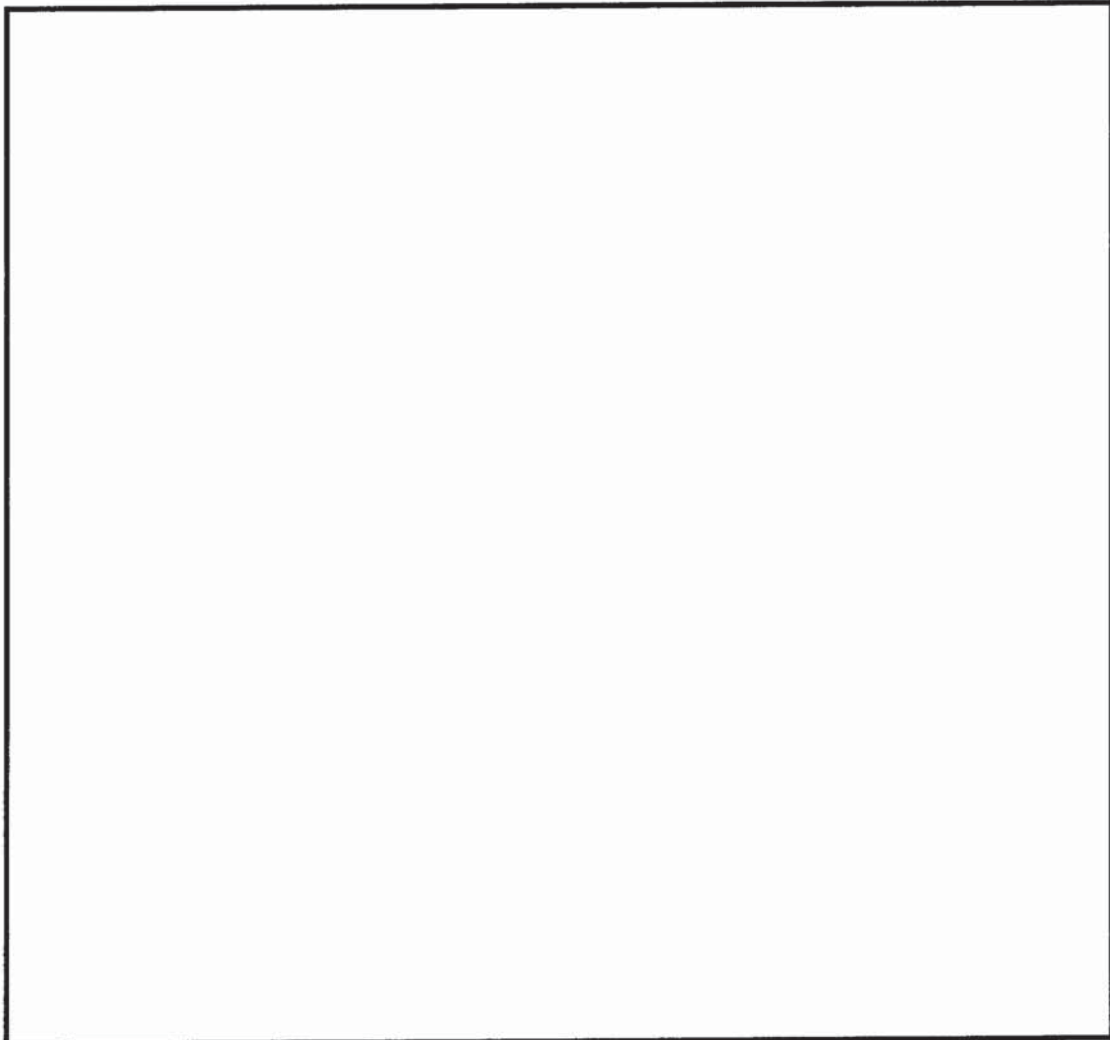




## I Can't Believe I Ate Them All!

Ryan came home from school. Mother was busy fixing supper. Ryan told Mother about school. Then he got a glass of milk and a plate of cookies. Next, he got a good book to read. The longer he read, the more cookies he ate. When he finished his book, he stood up. Then he saw the empty cookie plate. "Oh, no! I can't believe I ate all of them," he said. "I will have to tell Mom what happened."

Draw a picture showing what Mom did when she heard Ryan ate up all of the cookies. Then write the ending on the back of this paper.



## After the Game

**Directions:** Read the story. Then draw a line under the correct answer to the question.

Ty came home from his soccer game. His team had lost 0 to 14. He was very sad. He said, “Mother, I don’t want to play soccer ever again.”

Ty’s mother went into the kitchen. She started making something in a bowl. Then she put something in the oven.

In a little while, Ty’s mother went into the room where Ty was. She was carrying something on a plate. “My favorite kind of cookies!” said Ty. “Thanks, Mom!”

Why did Ty’s mother make cookies?

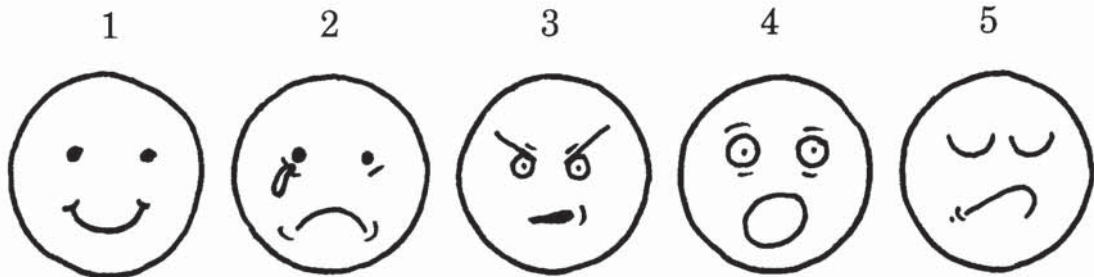
1. She wanted to make something to give to their friends.
2. She wanted to make Ty feel better after his team lost the game.
3. She wanted to use up some butter and eggs she had.

If you want to, you may draw a picture of what Ty’s mother did:

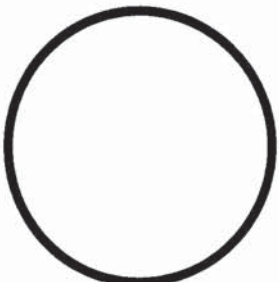
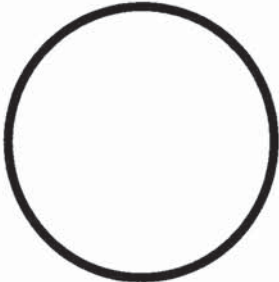
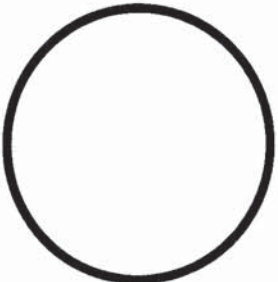
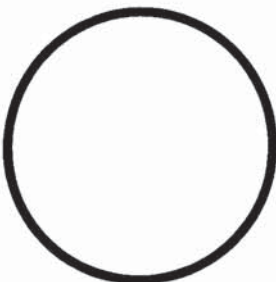
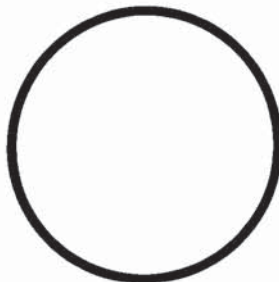
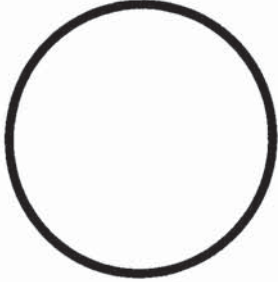


## Draw a Face

Look at the faces below.



You can tell how each one feels by looking at their faces, can't you? Below are six circles without faces. Under each one is what that person said. You are to try to figure out how this person feels and draw in one of the five faces above. See how well you can do!

<p>A</p>  <p>“Golly, this sure is fun at the park today!”</p>	<p>B</p>  <p>“Look out for that car!”</p>	<p>C</p>  <p>“I’ll play by myself, then. Just see if I care!”</p>
<p>D</p>  <p>“Don’t you ever do that again!”</p>	<p>E</p>  <p>“Her cat ran away and I feel so sorry for her.”</p>	<p>F</p>  <p>“This is the best birthday I have ever had.”</p>



## Drawing Conclusions I

Read the story. Then answer the questions.

Susie and her father woke up early. They put on warm clothing. After quickly eating some breakfast, they went out to the garage to get their fishing poles and the box of worms. They got into the car and drove to the lake. Soon they were sitting in a boat out on the water. When the fish started biting, her father said, "Guess what we are going to have for supper tonight!"



1. What was the weather probably like outside?
  - a. Hot
  - b. Cool
  - c. Rainy
  - d. Foggy
2. Susie and her father probably
  - a. have been fishing before
  - b. are afraid of boats
  - c. didn't catch any fish
  - d. don't know how to fish
3. What will they probably have for supper?
  - a. Fried bear steaks
  - b. Pizza
  - c. Fried fish
  - d. Roast duck





## The Soccer Ball

Read the story to find out how Kyle and Trevor got their soccer ball off the roof.

Kyle and Trevor were playing soccer in their backyard. Kyle kicked the ball to Trevor. Then Trevor kicked the ball to Kyle.

The boys played all morning. They had a lot of fun. Then they heard their mother calling. "It's time for lunch," she said.

"O.K. We'll be right there," said Kyle. "I'll just kick the ball one more time."

So Kyle kicked the ball as hard as he could. The ball went very high into the air. The ball went on the roof!

"Oh, no!" said Trevor. "How will we get it down?"

The boys' mother came outside. "We'll have to wait until Dad gets home this weekend. He can get a big ladder and get your ball for you."

That night there was a big storm. It rained and rained. And the wind blew very hard. The next morning, the soccer ball was in the backyard.

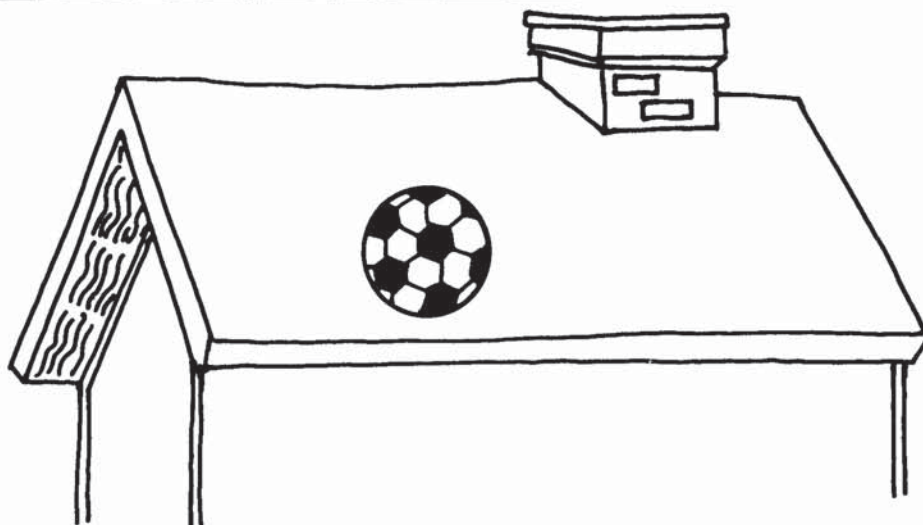
How did Kyle and Trevor get their soccer ball down?

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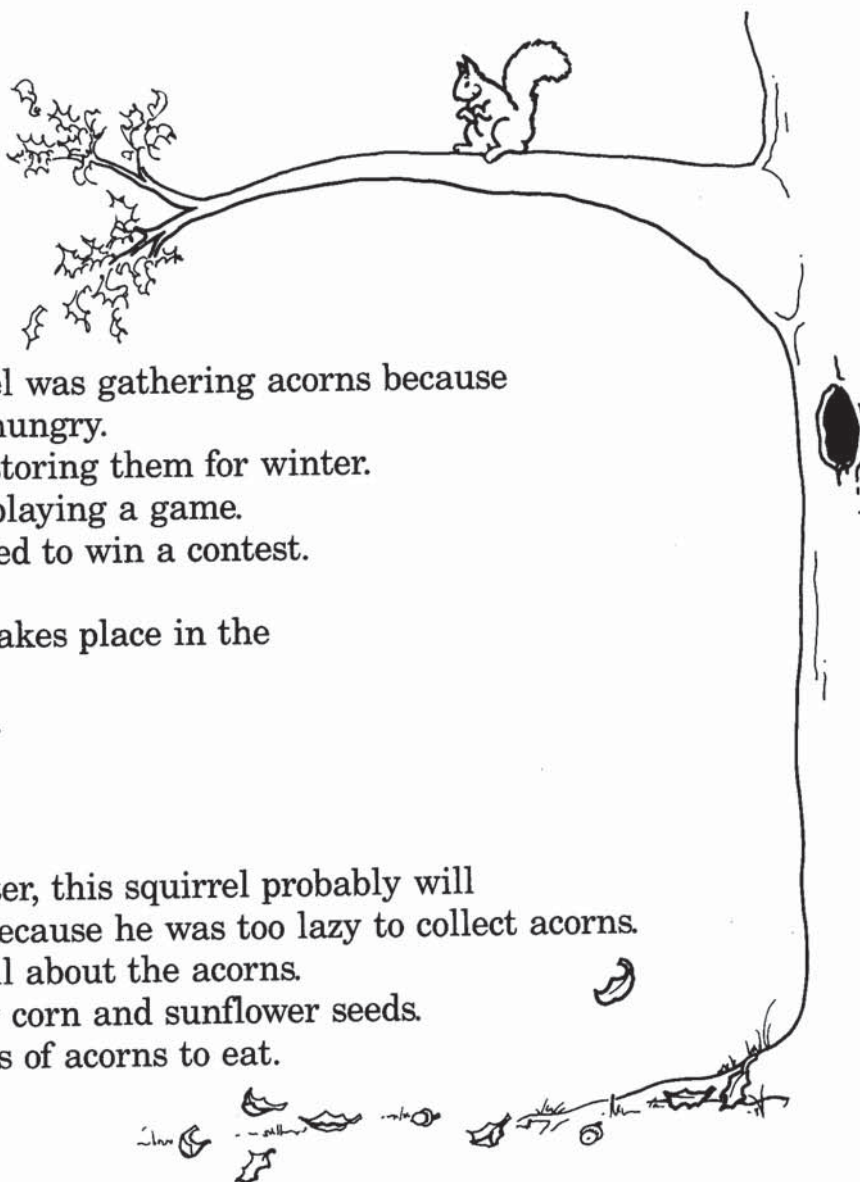
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## Drawing Conclusions II

The squirrel ran along the ground searching for acorns. He quickly found one among the new fallen leaves. He stuffed it into his cheek. Then he hurried off to bury it in the ground near his tree home. Then back he came to get another acorn. Back and forth he ran, finding acorns and burying them. Finally, he climbed his tree and looked down at all the spots where he buried acorns. He looked pleased with his work.



1. The squirrel was gathering acorns because
  - a. he was hungry.
  - b. he was storing them for winter.
  - c. he was playing a game.
  - d. he wanted to win a contest.
  
2. The story takes place in the
  - a. spring.
  - b. summer.
  - c. fall.
  - d. winter.
  
3. In the winter, this squirrel probably will
  - a. starve because he was too lazy to collect acorns.
  - b. forget all about the acorns.
  - c. eat only corn and sunflower seeds.
  - d. have lots of acorns to eat.



## Being Sick

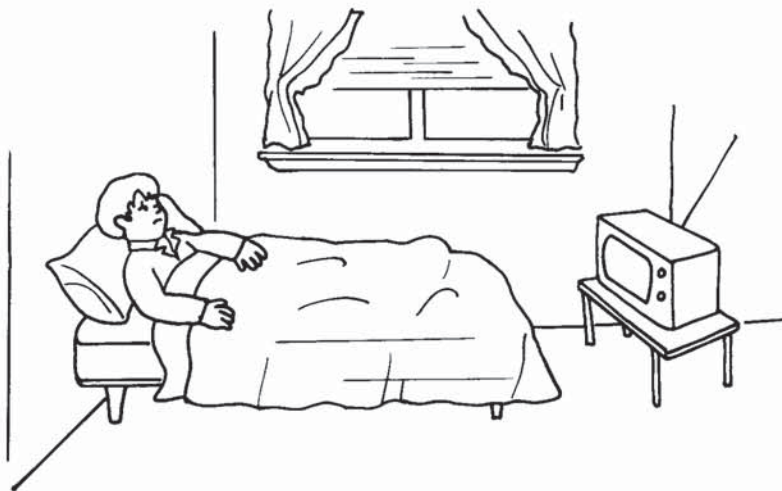
**Directions:** Read the story and the sentences at the bottom of the page. Then choose the sentence that tells the main idea of the story and put an X beside it.

One day Jonathan was too sick to go to school. He stayed home in bed. His dad got him some books to read. His mom let him have the TV in his room.

All day Jonathan read books and watched TV. He got tired of reading and watching TV. He wished he was at school. He missed his friend, Chad.

The next day, Jonathan's dad said, "How do you feel today, Jonathan?"

Jonathan didn't feel well, but he said, "I feel fine, Dad. I think I'll be able to go to school today."



What is the main idea of this story?

1. \_\_\_\_\_ Jonathan had a good time staying home from school.
2. \_\_\_\_\_ Jonathan's mom and dad are nice to him.
3. \_\_\_\_\_ Jonathan missed going to school and seeing his friend.





## Choose a Title

**Directions:** Read the story. Then read the titles at the bottom of the page. Draw a line under the best title for the story.

It was a warm day. Tim was going out to play. He got out a ball and a bat.

When Tim was about to go out the door, it started to rain. "Oh, no," said Tim. "Now I can not go out to play."

Tim put away his ball and bat. Then he got out one of his books. He sat in a big chair and started to read.

The more Tim read, the more he liked the book. He liked the book so much that he forgot about the rain.

- a. The Play Day
- b. The Ball and Bat
- c. The Rainy Day
- d. The Big Chair





## Look for the Title

Read the following selections. Then look in the Missing Title Box and find a title for each one. Be sure to circle the letter circled in the box. When you are finished, copy these circled letters on the spaces at the bottom of this sheet. If you are correct, the letters will spell the name of a tree.

1. \_\_\_\_\_

“Julie, have you seen my new necklace?” called Cindy from her bedroom.

“No,” answered her sister. “I didn’t borrow it, either.”

“I didn’t say you did, Julie. I just can’t find it!”

2. \_\_\_\_\_

“I’m sure going to miss you,” said Karen.

“Me, too,” replied Helen.

“Karen,” called her father.

“Did you pack your toys that were in the attic?”

“Yes I did. But I still have a few things in my closet.”

3. \_\_\_\_\_

“Now, don’t forget your manners,” said Mrs. Clancy. “And everyone stay together.”

“May we talk on the bus?” asked John.

“Of course. Just don’t yell or bother the driver.”

“When will we be back, Mrs. Clancy?” asked Jane.

“We should be back by about three o’clock.”

\_\_\_\_\_

4. \_\_\_\_\_

“Let’s go sailing first,” said Ken as the car neared the cabin.

“I want to go swimming,” cried Ken’s younger brother Henry.

“First, boys, we’ll unpack the car and bring everything into the cabin,” said their father. “Then let’s go swimming. Tomorrow will be spent sailing!”

5. \_\_\_\_\_

“That was a good movie,” said Rhonda. “Do you think cars and houses will look like that thirty years from now?”

“I don’t know,” said Carol. “They sure are different!”

### MISSING TITLE BOX

A Look into the Futur<sup>ⓔ</sup>

Lake Sp<sup>Ⓛ</sup>ash

Moving Aw<sup>ⓐ</sup>y

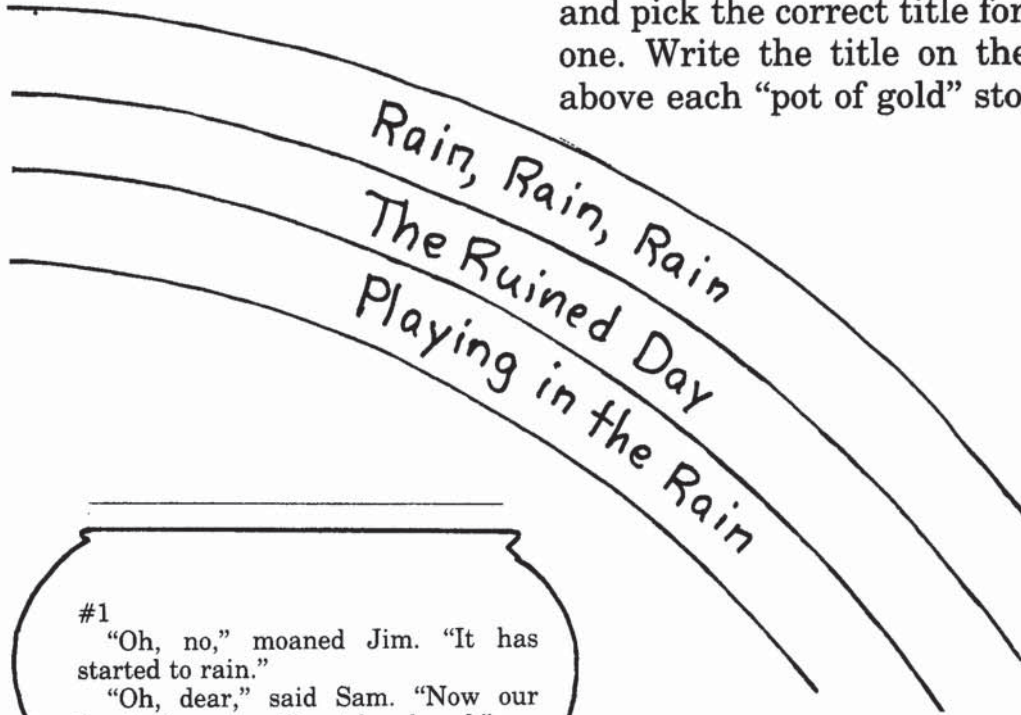
The <sup>Ⓜ</sup>issing Jewelry

The Field Tri<sup>Ⓟ</sup>



# Pots of Gold

Look at the three titles in the rainbow. Now, read each story and pick the correct title for each one. Write the title on the line above each "pot of gold" story.



#1  
"Oh, no," moaned Jim. "It has started to rain."  
"Oh, dear," said Sam. "Now our baseball game will not be played."

#3  
The rain kept falling. For two days Jane sat and watched it through her bedroom window. The street in front of her house was flooded and she and her mom kept checking the house for leaks. Never had it rained so much in her town in such a short time.

#2  
"It's raining!" shouted Bill.  
"Mom, may Sue and I put on our bathing suits and play in the rain?"  
"Sure," answered his Mom. "Just dry off before you come back into the house."





## The Corn Plants

**Directions:** Read the story. Then read the sentences at the bottom of the page. Put a “1” in front of the sentence that tells what happened first in the story. Put a “2” by the sentence that tells what happened next. Put a “3” by the next thing that happened. Then put a “4” by the sentence that tells what happened last.

Kyle and Trevor both like corn. They asked their mother if they could plant some corn. Their mother said, “Yes, that is a good idea.”

So Kyle and Trevor got some corn seeds. They took the seeds out to their garden.

Both boys worked hard and planted all the seeds. Then they watered the ground where the seeds were.

Every day, Kyle and Trevor looked in the garden to see if their seeds had grown. They were really happy when the seeds finally started to grow.

Kyle and Trevor took good care of the little corn plants. They watered the plants and pulled the weeds that came up.

Soon the corn plants were very big. Some of the corn was ready to be picked.

Kyle and Trevor each picked some of the corn and took it in to their mother. They helped her get the corn ready to cook.

The boys’ mother cooked the corn and they all ate corn for supper. “Our corn really tastes good!” both boys said together.

### When did each thing happen?

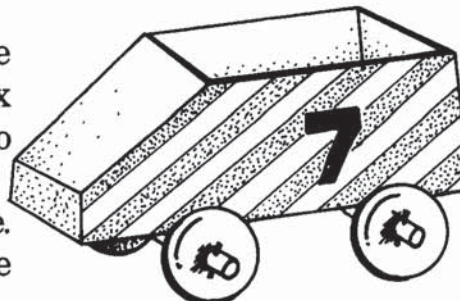
- A. \_\_\_\_\_ The boys helped get the corn ready to cook.
- B. \_\_\_\_\_ Kyle and Trevor planted the corn seeds.
- C. \_\_\_\_\_ Kyle and Trevor watered the plants and pulled the weeds.
- D. \_\_\_\_\_ They all ate corn for supper.



# The Race Car

Read this story. Then answer the questions at the bottom of the page.

Mike's scout troop was going to have a race. They called it the "Pinebox Derby." Mike wanted to make a car to enter in the race.



So Mike's dad took him to the store. Mike got some wood, glue, and paint. He also got four small wheels.

When they got home, they started working on the car. Mike's dad helped him cut the wood with a saw.

Next, they glued the wood together. Mike had to hold it while the glue dried. When the glue was dry, he put the wheels on.

At last, they were ready to paint the car. Mike painted it blue with yellow stripes.

"That looks great!" said Mike's dad. "You're going to have the best-looking car in the race!"

1. To make the car, what did they do first?

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2. What did they do next?

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3. What did Mike and his dad do last?

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## Mike's Walk

Mike went for a walk along the shore of a lake near his home. As he walked along, he saw a number of interesting things. First, he saw raccoon tracks leading down to the lake. He knelt down to examine them more closely. He could clearly make out the tracks of a grown-up raccoon and a baby raccoon.

Then Mike continued on along the shore. Next, he saw a turtle sunning itself on a log that was floating on the water. As Mike came closer, the turtle quickly disappeared into the water. Next, Mike saw some tadpoles swimming close to the shore. They had tiny little legs beginning to show.

Further along, Mike found a bird's nest in a bush growing near the water. The nest had three brown-and-white speckled eggs in it.

In the boxes below, draw pictures of the things Mike saw on his walk. Draw them in the order in which he saw them.

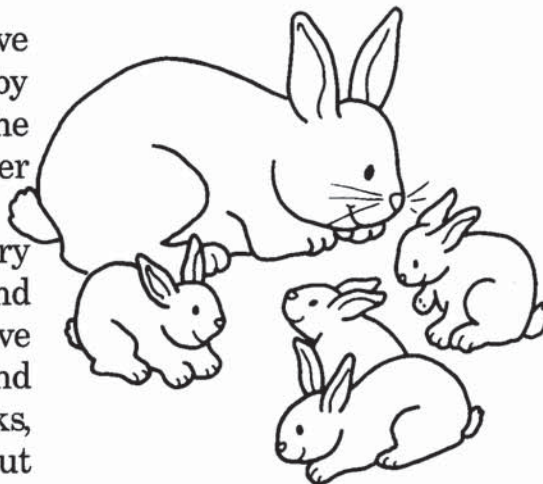
1.	2.
3.	4.



## Baby Rabbits

A mother rabbit usually has four or five baby rabbits. She builds a nest for them by digging a little hole in the ground. Then she lines it with rabbit fur she pulls from her chest.

Baby rabbits grow quickly. They are very small when they are born. They are blind and have no fur. They can't even move around. In about ten days, they can see and they have a soft fur coat. In about two weeks, they have grown so much that they hop out of the nest and hide in tall grass.



1. How many babies does a mother rabbit usually have?

\_\_\_\_\_

2. What do just-born baby rabbits look like?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How does a mother rabbit make her nest?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How old are the baby rabbits when they hop out of the nest and hide in the tall grass?

\_\_\_\_\_

5. How old are the baby rabbits when they have a soft fur coat?

\_\_\_\_\_



# Ice Skating

Read the story. Then answer the questions at the bottom of the page.

Ty went ice skating with a friend, Jay. Jay had been skating many times before. But Ty had never been before.

Jay helped Ty get the skates on his feet. Then Jay put his own skates on.

The boys went out on the ice. Ty held onto Jay. As soon as Ty let go, he fell down.

“Ouch!” said Ty. “This ice is hard!”

“Of course it is,” said Jay. “But keep trying. You’ll get the hang of it.”

After awhile, Ty did get the hang of it. He could skate without falling.

“This is fun!” said Ty. “We need to do this again next week!”



1. Had Ty ever been skating before? \_\_\_\_\_

2. Write the sentence that tells you this. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Did Ty have a good time ice skating? \_\_\_\_\_

4. Write the sentence that tells you this. \_\_\_\_\_

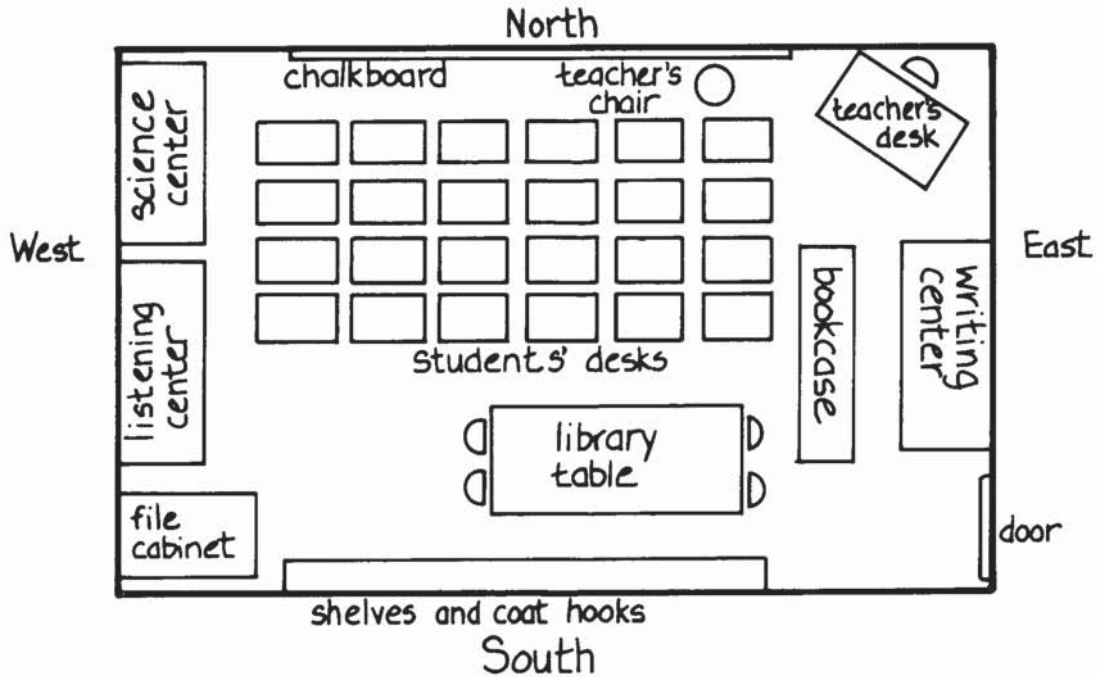
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## The Classroom: Map Reading

**Directions:** Fill in each of the blanks with a direction word. Choose from: North, East, South, West, Northeast, Southeast, Southwest, and Northwest.



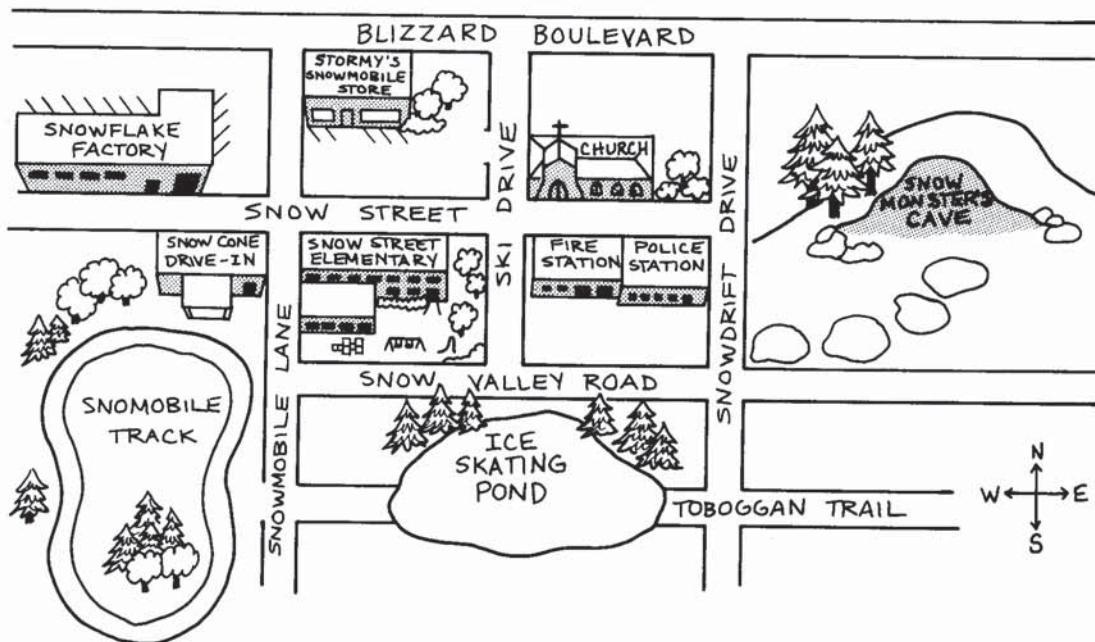
1. The teacher's desk is in the \_\_\_\_\_ corner of the classroom.
2. A large chalkboard is on the \_\_\_\_\_ wall.
3. There is a file cabinet in the \_\_\_\_\_ corner.
4. To go from the chalkboard to the coat hooks, you must go \_\_\_\_\_.
5. The writing center is on the \_\_\_\_\_ wall of the classroom.
6. The door to the classroom is near the \_\_\_\_\_ corner of the room.
7. There is a listening center on the \_\_\_\_\_ wall.
8. The corner of the room that is opposite the Southeast corner is the \_\_\_\_\_ corner.





## Map of Snowtown

Look at the map carefully. Then answer the questions.

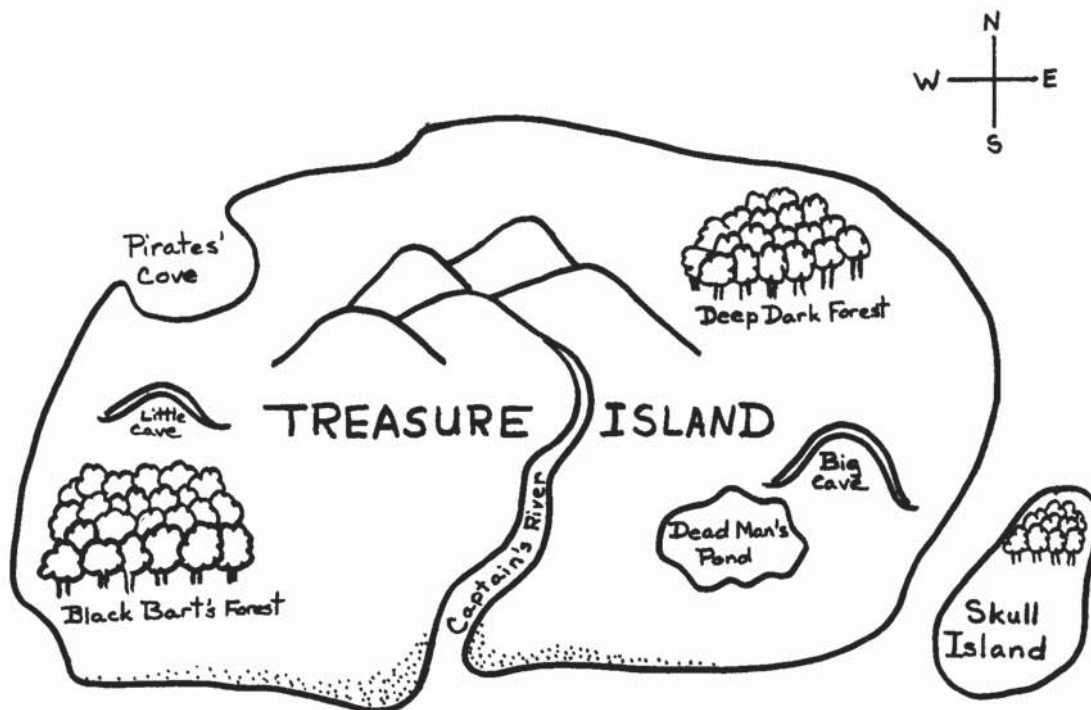


1. On what street would you travel to go from Stormy's Snowmobile Store to Snow Street Elementary School?  
\_\_\_\_\_
2. Snow Cone Drive-In is on the corner of what two streets?  
\_\_\_\_\_ and \_\_\_\_\_
3. The ice skating pond is what direction from the snowmobile track? \_\_\_\_\_
4. Who lives in the cave? \_\_\_\_\_
5. What is the name of the only factory in town? \_\_\_\_\_



# Treasure Island

Look at the map carefully. Then follow the directions and answer the questions below.



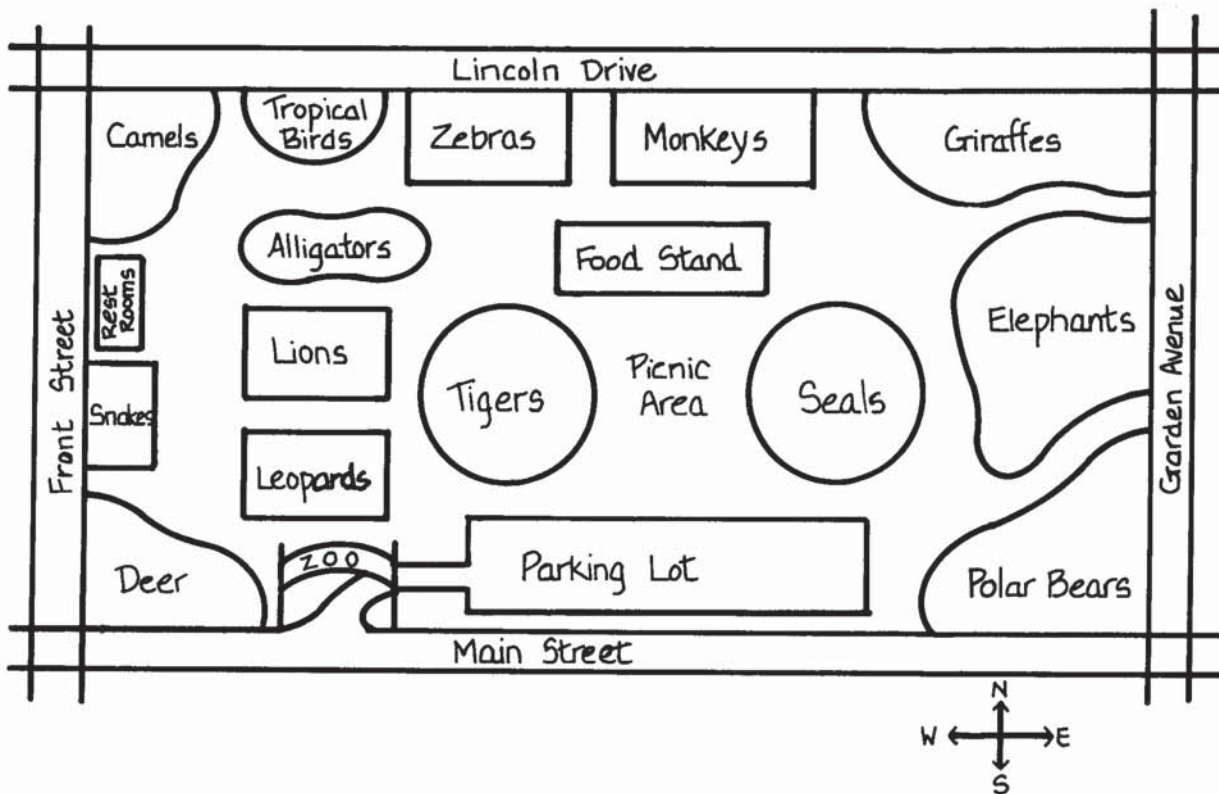
1. Draw a pirate ship in Pirates' Cove.
2. Draw another pirate ship just south of Skull Island.
3. Mark an X in front of Big Cave to show the location of the buried treasure.
4. How many caves are on Treasure Island? \_\_\_\_\_
5. What direction is Dead Man's Pond from Captain's River?  
\_\_\_\_\_
6. What direction is Black Bart's Forest from Pirates' Cove?  
\_\_\_\_\_



## Read the Map

Carefully look at the map of the zoo. Then answer the questions.

1. How many parking lots are there at the zoo? \_\_\_\_\_
2. How many different types of animals are found at this zoo? \_\_\_\_\_
3. What three types of animals are found on the eastern end of the zoo along Garden Avenue?  
\_\_\_\_\_
4. The restrooms are found between the \_\_\_\_\_ and the \_\_\_\_\_.
5. Is food available for people visiting the zoo? \_\_\_\_\_
6. What street runs along the north end of the zoo? \_\_\_\_\_
7. What animals are located directly to the west of the zoo entrance? \_\_\_\_\_





## Tim and Tom

**Directions:** Read the story to find out what Tim and Tom decided to do. Then answer the question at the bottom of the page.

Tim went over to Tom's house. The two boys sat on the porch step. They didn't know what they wanted to do.

"I know," said Tim. "We can play ball."

"We can't play ball," said Tom. "I can't find my ball."

"Then we can ride our bikes," said Tim.

"My bike has a flat tire," said Tom.

Tim asked, "Do you still have those boards in back of your house?"

"Yes, they are still there," said Tom. "What can we use them for?"

"We can build your dog a doghouse," said Tim.

Tom said, "Great! My dog needs a doghouse!"



What did Tim and Tom decide to do?

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## School Days Categories

When you arrange things into groups, you are using a skill called categorizing. Arrange the things about school in the correct category. One has been done for you.

<del>classroom</del>	art	desks	principal	librarian	office
library	custodian	science	music	playground	hall
secretary	dictionary	books	crayons	nurse	pencils
ruler	eraser	coach	reading	pupils	cafeteria
math	social studies	teacher	language	encyclopedia	

PEOPLE	PLACES	SUBJECTS	EQUIPMENT
	<i>classroom</i>		

**BONUS:** Name two more things in each category.




## Farm Categories

When you arrange things into groups, you are using a skill called categorizing. Arrange the things about a farm in the correct category. One has been done for you.

<del>tractor</del>	wife	chickens	pigs	wheat	ducks	hoe
rake	corn	plow	oats	goats	reaper	barley
sheep	alfalfa	cabbage	cat	cucumbers	turkeys	mice
goose	potatoes	farmer	cows	dog	truck	tomatoes
cultivator	field hand	children				

PEOPLE	EQUIPMENT	ANIMALS	CROPS
_____	tractor	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____





## Someone New

Read the story to find out who came to Joy and Ann's house.

Joy and Ann were really happy. Their mother was coming home today. And she was bringing someone with her.

The girls cleaned the house the best they could. Ann was little. She had not cleaned before. But Joy showed her things to do to help.

Next, Joy got the dirty clothes to wash. Ann helped her sort the clothes in piles. Then Joy put the clothes in the washing machine. She wanted to have everything clean when her mother got home.

At 11:30, Joy fixed something for lunch. And Ann helped set the table. They wanted to have lunch ready when their mother got there.

Then, at 12:00, the girls heard their mom and dad at the door. They ran to meet them.

"Hi, girls," their mother said. "Look who I brought with me." She sat down on the sofa and made room for the girls to sit beside her. Then she held out the bundle she had in her arms. "Here he is," she said. "Here's little Don, your new baby brother!"

1. Who came to Joy and Ann's house?

\_\_\_\_\_

2. What do you think the girls will do next?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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## Michelle's Fawn

Michelle loved to spend the weekends at her grandmother's house. Her grandmother lived on the edge of big woods. Michelle especially loved to explore the woods and see the wild animals, the deer, the raccoons, and the squirrels.

When Dad dropped Michelle off this time to spend the weekend with her grandmother, Michelle had special plans. She excitedly told Grandmother that she wanted to find a fawn in the woods and to pet it and make it her friend.

Grandmother smiled and said that was a great idea. She even gave Michelle a small sack filled with corn to feed the fawn if she found one. Soon Michelle was walking down the trail through the woods. She tried to walk very, very quietly so as to not scare the deer. But, no matter how hard she tried to be quiet, the fallen leaves kept crackling beneath her feet.

Michelle walked and walked, searching for a fawn. She saw squirrels and chipmunks. She saw lots of birds. But she couldn't find a fawn.

Finally, Michelle went back to Grandmother's house. As they were eating supper, she looked out the window toward the woods. There she saw a mother deer and a fawn nibbling grass at the end of the yard. She laughed when she thought of all the time she had spent that afternoon looking for a fawn. That night as she fell asleep, Michelle thought of another way to tame that fawn and make it her friend.

How do you think Michelle will try to tame the fawn? Explain your idea.

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Do you think Michelle will succeed in taming the fawn? Why or why not?

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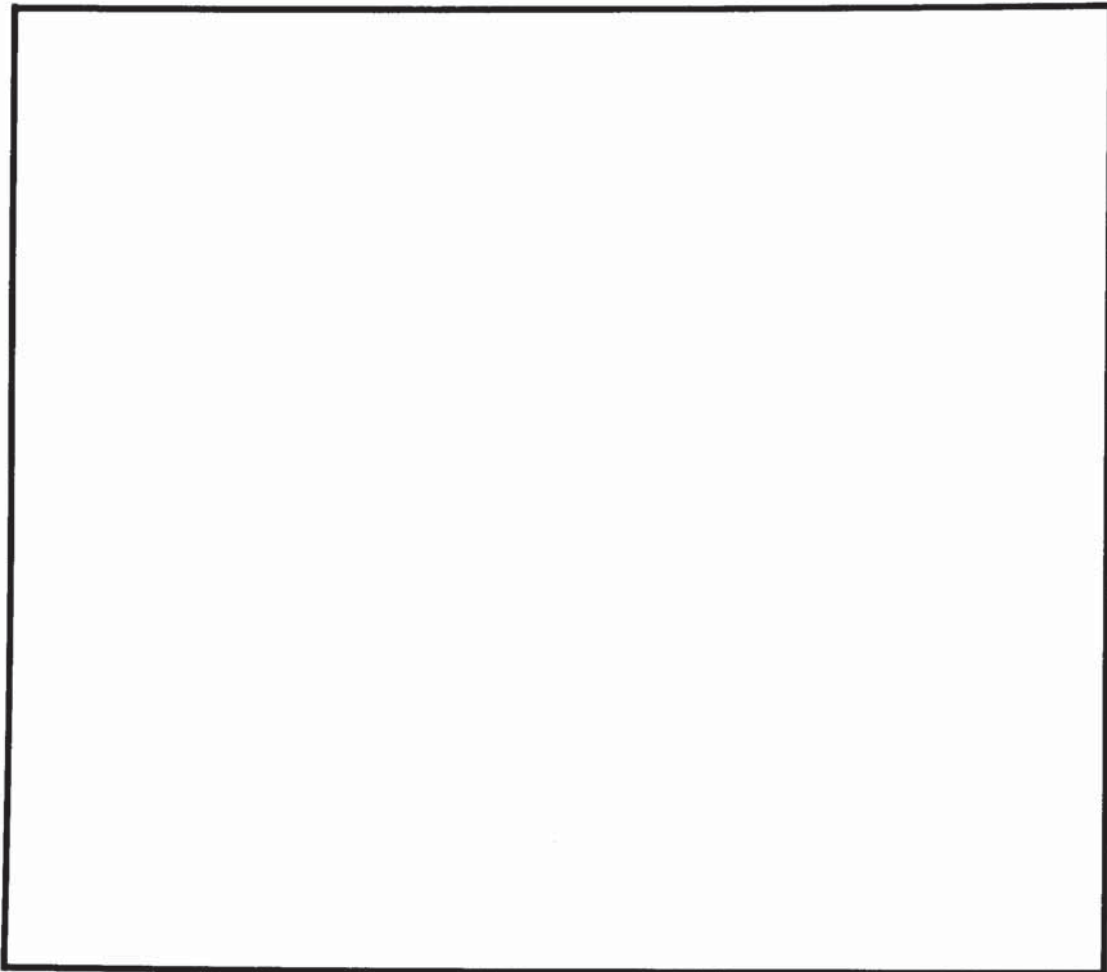
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## You Are the Illustrator

Pretend you are an illustrator. Read the story. Then, draw a picture to go with the story.

Bobbie walked slowly along the shore of the stream, his eyes studying the ground. Suddenly he stopped and bent down. There in front of him were deer tracks. As he looked carefully, he could see the tracks of a mother deer and the smaller tracks of her fawn. The tracks came out of the woods and went right up to the stream. Bobbie stood up and followed the tracks to the edge of the stream. He studied the tracks carefully again. He could see that the deer had stopped there to drink. Then he could tell the deer had crossed the stream to the other side.





## Will They Bite?

Read the story. Then answer the questions.



Judy and Jeff went fishing. They sat on the edge of the dock. They put worms on their fish-hooks, then dropped their lines into the water. Soon the tip of Judy's fishing rod began to wiggle. She counted slowly to ten to be sure the fish was holding on. Then she began to reel in her line. Up came a nice, big fish. Jeff helped her get it out of the water.

Suddenly the tip of Jeff's fishing rod began to wiggle. He quickly handed Judy her fish and grabbed his rod. By the time Judy had her fish off the hook, Jeff had a fish of his own on the dock.

1. Who caught the first fish?
 

a. Jack	c. Jeff
b. Judy	d. Dad
  
2. Why did Judy count to ten?
  - a. because she was angry
  - b. because she was learning to count
  - c. because she wanted to catch the fish
  - d. because she caught ten fish
  
3. Why did Jeff quickly hand the fish to Judy?
  - a. because he didn't like holding the fish
  - b. because it was slippery
  - c. because Judy was going to cry
  - d. because he had a bite of his own

How do you think the story will end?

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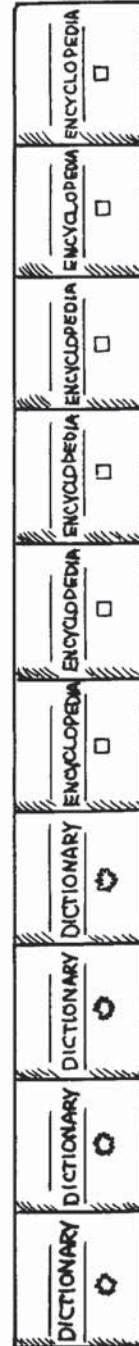
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# Where Would You Look?

Read each question. Cut and glue a dictionary or an encyclopedia to show which one you would use to find the answer to the question.

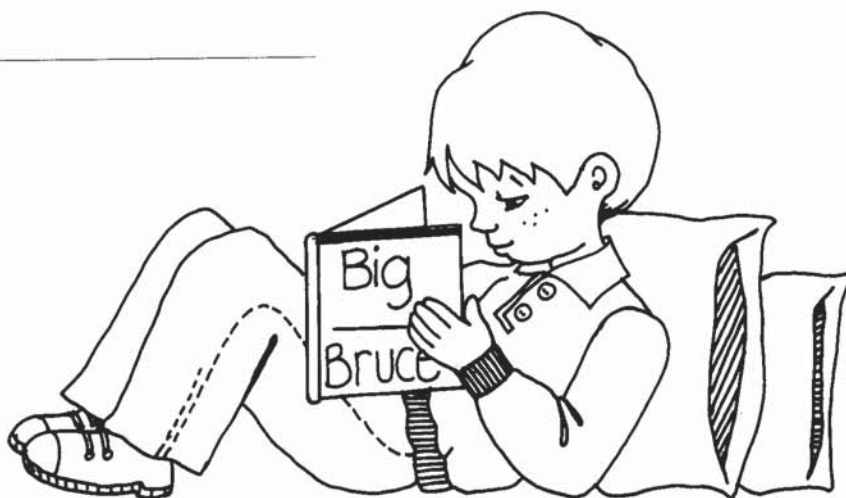
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|--|--|
| <ol style="list-style-type: none"> <li>1. Where would you look to find out what polar bears eat?</li> <li>2. Where would you look to find out the number of syllables in the word <u>remember</u>?</li> <li>3. Where would you look to read about the first telephone?</li> <li>4. Where would you look to read about the life of Abraham Lincoln?</li> <li>5. Where would you look to find out how much a baby elephant weighs when it is born?</li> </ol>  | <ol style="list-style-type: none"> <li>6. Where would you look to find the correct spelling of a word you do not know how to spell?</li> <li>7. Where would you look to find the definition of the word <u>apartment</u>?</li> <li>8. Where would you look to find out about the lives of dinosaurs?</li> <li>9. Where would you look to find the pronunciation of the word <u>antenna</u>?</li> <li>10. Where would you look to find out about the uses of coal?</li> </ol> |
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## Mystery Titles

Solve the puzzle of the mystery titles. Fill in the missing words to complete the titles of some favorite books. The missing words can be found in the WORD BOX.

1. Good Work, Amelia \_\_\_\_\_
2. Green \_\_\_\_\_ and Ham
3. The Berenstain \_\_\_\_\_ and the Spooky Old Tree
4. Frog and \_\_\_\_\_ All Year
5. Miss \_\_\_\_\_ Is Missing
6. Alexander and the Terrible, \_\_\_\_\_, No Good Very Bad Day
7. Where the Wild \_\_\_\_\_ Are
8. The \_\_\_\_\_ Before Christmas
9. Big \_\_\_\_\_ Bruce
10. Ira Sleeps \_\_\_\_\_



WORD BOX				
Over	Night	Eggs	Bedelia	Things
Nelson	Bears	Bad	Toad	Horrible





## Using an Index

**Directions:** Read the story. Then use the index to fill in the blanks.

INDEX	
Early Settlers, 3-4	Products, 10-15
Famous People, 24-26	Schools, 20-23
Land Uses, 5-9	Transportation, 16-19

Lib said, "I have a book about our state. I need to look up some things, but I don't know how. Could you help me, Jean?"

"I'll be glad to help you," said Jean. "What do you need to look up?"

"I need to know when people first came to our state," said Lib.

"Look at the index," said Jean. "What pages tell about early settlers?"

"Oh, I see," said Lib. "I need to look on pages (a)\_\_\_\_\_ and (b)\_\_\_\_\_."

"What else do you need to know?" asked Jean.

"I need to know what products our state produces. I think I need to read from page (c)\_\_\_\_\_ to page (d)\_\_\_\_\_."

Lib said, "I also need to know about the schools in our state. It looks like I should start reading on page (e)\_\_\_\_\_."

"Do you want to read about famous people who lived in our state?" asked Jean.

"Yes," said Lib. "The index says I should start reading on page (f)\_\_\_\_\_. Thank you for helping me. Using an index is fun!"



# ANSWER KEYS

## OFF TO THE GROCERY

*Objective:* Students will classify items into correct categories.

*Answer Key:* BAKERY ITEMS—cake, pie, bread, muffins, buns, rolls, cookies; MEAT—sausage, turkey, bacon, fish, chicken, hamburger, pork chops; VEGETABLES—potatoes, broccoli, lettuce, tomatoes, squash, green beans, cauliflower; FRUIT—lemons, bananas, oranges, apples, pears, pineapple, peaches.

## PICKLE POWER

*Objective:* Students will use a combination of letter clues and context clues to figure out an unknown word.

*Answer Key:* 1. chair; 2. trunk; 3. bunny; 4. swimming; 5. from; 6. leaves; 7. trip; 8. play; 9. thunder; 10. letter.

## PAT'S PARTY

*Objective:* Students will predict the outcome of a story.

*Answer Key:* (C) Have the party the next day.

## EMILY'S BIRTHDAY

*Objective:* Students will predict the outcome of a story.

*Answer Key:* Answers will vary, but are likely to say that Emily's friends will also get the chicken pox.

## I CAN'T BELIEVE I ATE THEM ALL!

*Objective:* Students will predict outcomes.

*Answer Key:* Answers will vary. Accept reasonable responses.

## AFTER THE GAME

*Objective:* Students will draw conclusions based on what they have read.

*Answer Key:* 2. She wanted to make Ty feel better after his team lost the game.

## DRAW A FACE

*Objective:* Students will draw conclusions.

*Answer Key:* A—1; B—4; C—5; D—3; E—2; F—1.

## DRAWING CONCLUSIONS I

*Objective:* Students will draw conclusions.

*Answer Key:* 1. b; 2. a; 3. c.

## THE SOCCER BALL

*Objective:* Students will read for a definite purpose and draw conclusions.

*Answer Key:* The wind blew the ball off the roof.

## DRAWING CONCLUSIONS II

*Objective:* Students will draw logical conclusions from material read.

*Answer Key:* 1. b; 2. c; 3. d.

## A TREASURE OF A BOOK!

*Objective:* Students will tell about a story previously read; will develop a personal desire to read for pleasure.

## BEING SICK

*Objective:* Students will determine the main idea of a written selection.

*Answer Key:* (3) Jonathan missed going to school and seeing his friend.

## CHOOSE A TITLE

*Objective:* Students will learn to recognize the main topic of a story by having them select an appropriate title.

*Answer Key:* The Rainy Day (c) should be underlined.





### LOOK FOR THE TITLE

*Objective:* Students will recognize the main topic of a story by selecting the appropriate title.

*Answer Key:* If completed correctly, MAPLE will be spelled.

### THE CORN PLANTS

*Objective:* Students will practice recalling sequence.

*Answer Key:* A. 3; B. 1; C. 2; D. 4.

### THE RACE CAR

*Objective:* Students will recall sequence.

*Answer Key:* 1. They cut the wood with a saw; 2. They glued the wood and put the wheels on; 3. They painted the car.

### MIKE'S WALK

*Objective:* Students will recall sequence of events; will recall specific details.

*Answer Key:* 1. Student's drawing of raccoon tracks; 2. Student's drawing of a turtle; 3. Student's drawing of tadpoles; 4. Student's drawing of a nest with three speckled eggs.

### BABY RABBITS

*Objective:* Students will recall specific details.

*Answer Key:* 1. 4–5 baby rabbits; 2. very small, blind, no fur; 3. She digs a hole in the ground. Then she lines it with fur; 4. 2 weeks old; 5. 10 days old.

### ICE SKATING

*Objective:* Students will find proof for their responses.

*Answer Key:* 1. No; 2. But Ty had never been before; 3. Yes; 4. "Hey, this is fun!" said Ty.

### THE CLASSROOM: MAP READING

*Objective:* Students will learn the direction words used on maps.

*Answer Key:*

1. Northeast	5. East
2. North	6. Southeast
3. Southwest	7. West
4. South	8. Northeast

### WHICH SOURCE?

*Objective:* Students will determine which source should be used to locate specific information.

*Answer Key:* 1. D; 2. G; 3. I; 4. B; 5. F; 6. C; 7. A; 8. E; 9. J; 10. H

### CLASSIFICATION CLAMS

*Objective:* Students will develop the ability to classify items.

*Answer Key:* 1. computer, pen; 2. elephant, zebra; 3. truck, van; 4. chair, sofa; 5. moon, star; 6. grass, tree; 7. pig, lamb; 8. teacher, farmer; 9. pants, shoes

### PUNCTUATION SITUATION

*Objective:* Students will practice using periods and question marks.

*Answer Key:* PART ONE—1. question mark; 2. period; 3. question mark; 4. period; 5. question mark; 6. period; 7. question mark; 8. period; 9. question mark; 10. period; PART TWO—1. no; 2. no; 3. yes; 4. no; 5. no.

### MAP OF SNOWTOWN

*Objective:* Students will read a map and answer questions.

### TREASURE ISLAND

*Objective:* Students will read and interpret a map.

*Answer Key:* In addition to checking for the two drawn ships and the X, the remaining answers are—4. 2; 5. East; 6. South.

### READ THE MAP

*Objective:* Students will read and interpret a map.

*Answer Key:* 1. 1; 2. 14; 3. Polar Bears, Elephants, Giraffes; 4. Camels, Snakes; 5. Yes; 6. Lincoln Drive; 7. Deer.





### TIM AND TOM

*Objective:* Students will practice reading for a specific purpose.

*Answer Key:* “They decided to build a doghouse for Tom’s dog.”

### MAKING GELATIN

*Objective:* Students will read for a specific purpose.

### WHAT’S NEXT?

*Objective:* Students will practice sequencing.

*Answer Key:* 1. Wednesday; 2. September; 3. fourth; 4. end; 5. 107; 6. Saturday; 7. April; 8. 18; 9. n; 10. 1,112; 11. z; 12. 22; 13. hour; 14. night; 15. December; 16. Christmas or Hanukkah; 17. spring; 18. 12:00; 19. ninth; 20. 40.

### READY, SET, FOLLOW DIRECTIONS

*Objective:* Students will practice following directions.

*Directions:* Before distributing the worksheet, explain to the students that learning to follow directions is very important if students are going to develop good reading skills. Tell them that this exercise will give them practice following written directions. Explain that it is a 3-minute timed lesson. Distribute the worksheet and tell them to leave the papers face down until told to begin. As soon as all worksheets are passed out, set your timer for three minutes and say, “Begin.” When the timer goes off, discuss what important lesson the students have learned.

### SCHOOL DAYS CATEGORIES

*Objective:* Students will practice categorizing.

*Answer Key:* PEOPLE—principal, librarian, custodian, secretary, nurse, coach, pupils, teacher; PLACES—classroom, office, library, playground, hall, cafeteria; SUBJECTS—art, science, music, reading, math, social studies, language; EQUIPMENT—desks, dictionary, books, crayons, pencils, ruler, eraser, encyclopedia.

### FARM CATEGORIES

*Objective:* Students will categorize.

*Answer Key:* PEOPLE—wife, farmer, field hand, children; EQUIPMENT—tractor, hoe, rake, plow, reaper, truck, cultivator; ANIMALS—chickens, pigs, ducks, goats, sheep, cat, turkeys, mice, goose, cows, dog; CROPS—wheat, corn, oats, barley, alfalfa, cabbage, cucumbers, potatoes, tomatoes.

### SOMEONE NEW

*Objective:* Students will read for a definite purpose and predict outcomes.

*Answer Key:* 1. Don, their new baby brother; 2. Answers will vary.

### MICHELLE’S FAWN

*Objective:* Students will predict outcomes.

### WILL THEY BITE?

*Objective:* Students will recall details; will draw conclusions; will predict outcomes.

*Answer Key:* 1. b; 2. c; 3. d.

### WHERE WOULD YOU LOOK?

*Objective:* Students will determine whether to use a dictionary or an encyclopedia to locate information.

*Answer Key:* 1. Encyclopedia; 2. Dictionary; 3. Encyclopedia; 4. Encyclopedia; 5. Encyclopedia; 6. Dictionary; 7. Dictionary; 8. Encyclopedia; 9. Dictionary; 10. Encyclopedia.

### MYSTERY TITLES

*Objective:* Students will recognize titles of some favorite books.

*Answer Key:* 1. Bedelia; 2. Eggs; 3. Bears; 4. Toad; 5. Nelson; 6. Horrible; 7. Things; 8. Night; 9. Bad; 10. Over.

### USING AN INDEX

*Objective:* Students will practice using an index.

*Answer Key:* a. 3; b. 4; c. 10; d. 15; e. 20; f. 24.

