Advertencia sobre la impresión:
Este paquete es extenso. Determine si desea imprimir ambas secciones o solamente imprimir la Sección 1 o la 2.

i-Ready®

Grado 1 Lectura

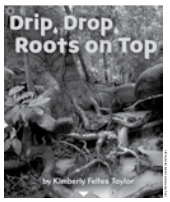
Paquete 1 de actividades para el estudiante

¡Dé vuelta a la página para ver las actividades de Lectura del Grado 1 incluidas en este paquete!



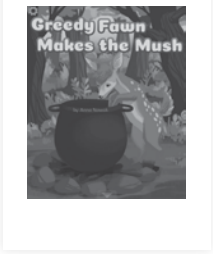
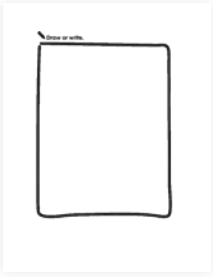
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Grado 1 Actividades de lectura en la Sección 1

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
1	Ready Reading Skill Overview: Asking Questions i–Ready Passage: "The Secret Life of Elvis" 	• Read "Asking Questions" together. *(Lean juntos "Asking Questions.")* • Next, read "The Secret Life of Elvis." *(Luego lean "The Secret Life of Elvis.")* • Then, guide the child to choose the correct answer to each question. *(Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.)*	**7–17**
2	Ready Reading Skill Overview: Asking Questions i–Ready Passage: "Bark Beauty" 	• Review "Asking Questions" together. *(Repasen juntos "Asking Questions.")* • Next, read "Bark Beauty." *(Luego lean "Bark Beauty.")* • Then, guide the child to choose the correct answer to each question. *(Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.)*	**7, 18–26**
3	Ready Reading Skill Overview: Asking Questions i–Ready Passage: "Drip, Drop, Roots on Top" 	• Read "Asking Questions" together. *(Lean juntos "Asking Questions.")* • Next, read "Drip, Drop, Roots on Top." *(Luego lean "Drip, Drop, Roots on Top.")* • Then, guide the child to choose the correct answer to each question. *(Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.)*	**27–36**

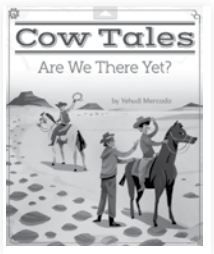
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Grado 1 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
4	Ready Reading Skill Overview: Asking Questions i–Ready Passage: "A Plant's Beast Feast" 	• Review "Asking Questions" together. *(Repasen juntos "Asking Questions.")* • Next, read "A Plant's Beast Feast." *(Luego lean "A Plant's Beast Feast.")* • Then, guide the child to choose the correct answer to each question. *(Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.)*	**27, 37–46**
5	i–Ready Passage: "Greedy Fawn Makes the Mush" 	• Read "Greedy Fawn Makes the Mush" together. *(Lean juntos "Greedy Fawn Makes the Mush.")*	**47–53**
5	Draw or Write Page 	• After you read "Greedy Fawn Makes the Mush" together, have the child draw a picture of their favorite part. *(Después de leer juntos "Greedy Fawn Makes the Mush", pida al niño que haga un dibujo de su parte de la lectura favorita.)*	**54**

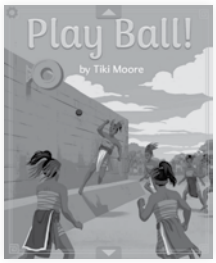
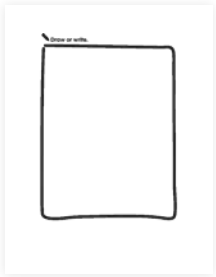
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Grado 1 Actividades de lectura en la Sección 2

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
1	Ready Reading Skill Overview: Describing Characters i–Ready Passage: "Cow Tales: Are We There Yet?" 	• Read "Describing Characters" together. *(Lean juntos "Describing Characters.")* • Next, read "Cow Tales: Are We There Yet?" *(Luego lean "Cow Tales: Are We There Yet?")* • Then, guide the child to choose the correct answer to each question. *(Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.)*	**55–67**
2	Ready Reading Skill Overview: Describing Characters i–Ready Passage: "Cow Tales: King of the Trail" 	• Review "Describing Characters" together. *(Repasen juntos "Describing Characters.")* • Next, read "Cow Tales: King of the Trail." *(Luego lean "Cow Tales: King of the Trail.")* • Then, guide the child to choose the correct answer to each question. *(Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.)*	**55, 68–77**
3	Ready Reading Skill Overview: Describing Connections i–Ready Passage: "Water Games" 	• Read "Describing Connections" together. *(Lean juntos "Describing Connections.")* • Next, read "Water Games." *(Luego lean "Water Games.")* • Then, guide the child to choose the correct answer to each question. *(Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.)*	**78–86**

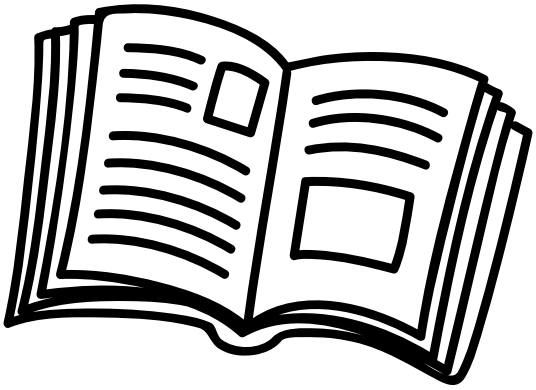
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Grado 1 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
4	Ready Reading Skill Overview: Describing Connections i–Ready Passage: "Play Ball!" 	• Review "Describing Connections" together. *(Repasen juntos "Describing Connections.")* • Next, read "Play Ball!" *(Luego lean "Play Ball!")* • Then, guide the child to choose the correct answer to each question. *(Luego, guíe al niño para que elija la respuesta correcta para cada pregunta.)*	**78, 87–96**
5	i–Ready Passage: "The Pueblo Girl Scatters the Stars" 	• Read "The Pueblo Girl Scatters the Stars" together. *(Lean juntos "The Pueblo Girl Scatters the Stars.")*	**97–103**
5	Draw or Write Page 	• After you read "The Pueblo Girl Scatters the Stars" together, have the child draw a picture of their favorite part. *(Luego de leer juntos "The Pueblo Girl Scatters the Stars", pida al niño que haga un dibujo de su parte de la lectura favorita.)*	**104**

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Independent Reading!



See pages 105 and 106 of this packet.



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

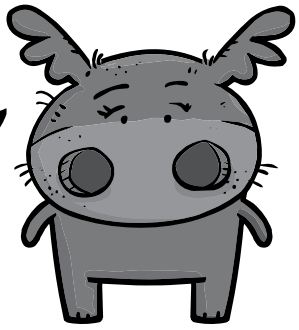
en.childrenslibrary.org

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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:

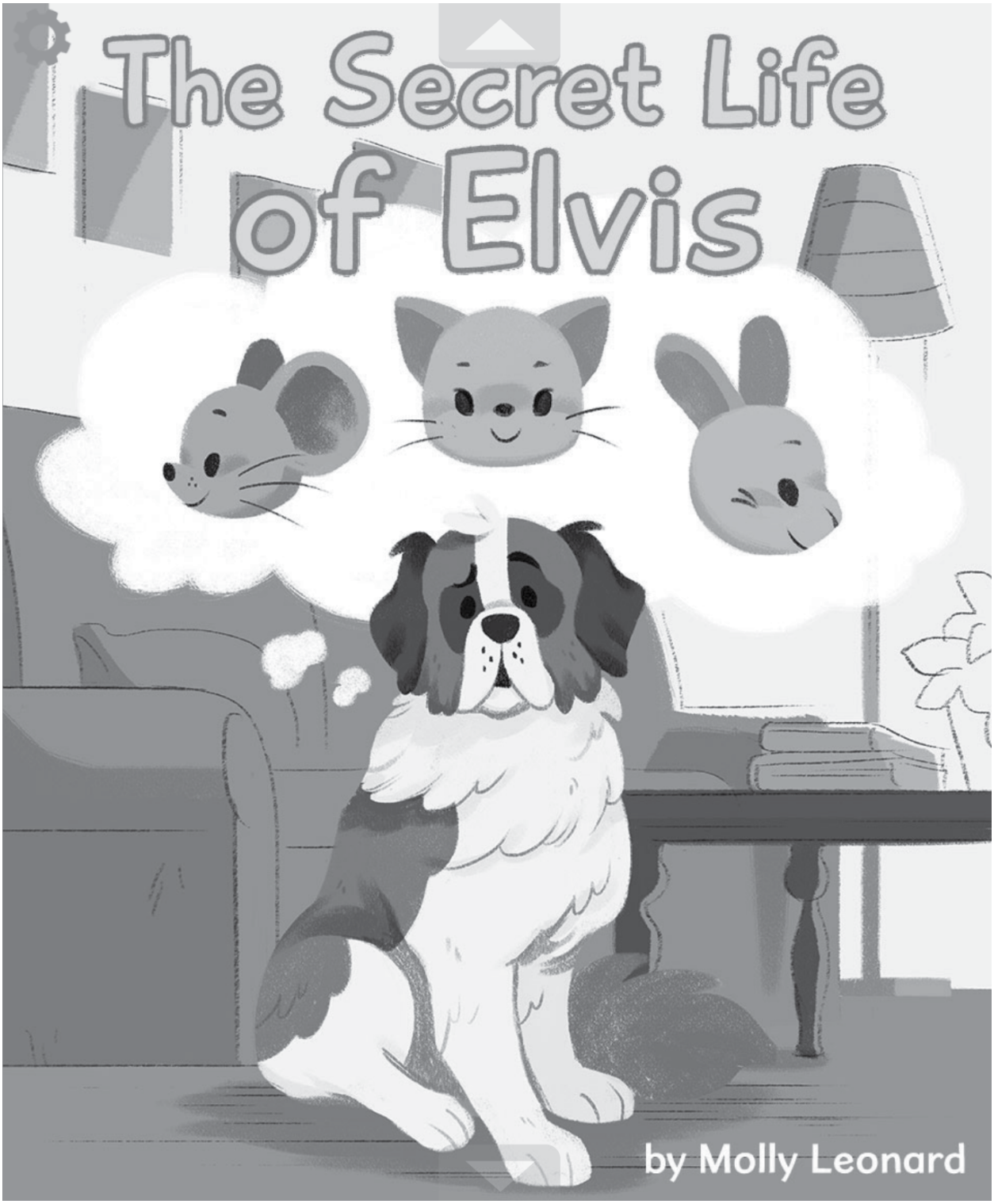
- Who are the characters?
- Where are the characters?
- What are the characters doing?

  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.

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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!



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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.



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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!



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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!"



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"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."



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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!"



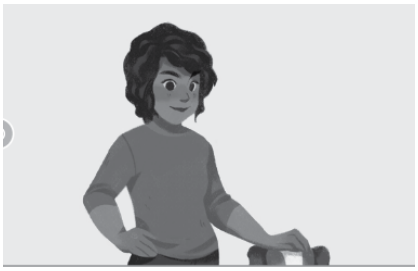
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Question 1 (for p. 1 of passage)

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

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Question 3 (for p. 3 of passage)



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.

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Question 5 (for p. 5 of passage)

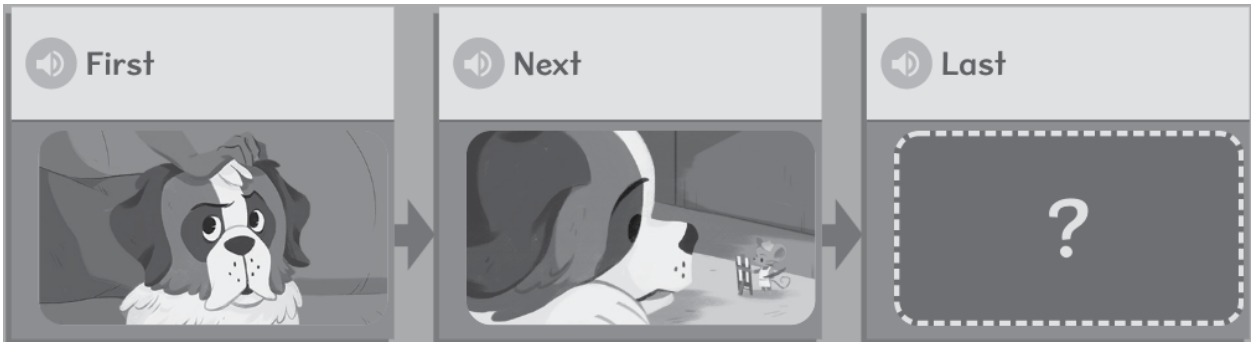
What does Maxwell tell Elvis to do? Complete the sentence.

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. 

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The Picklebottoms have a problem.

Something is wrong with their dog, Elvis.

They are watching him from the window.

What is Elvis doing?



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"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.



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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.



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"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!



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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.



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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

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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 _____.

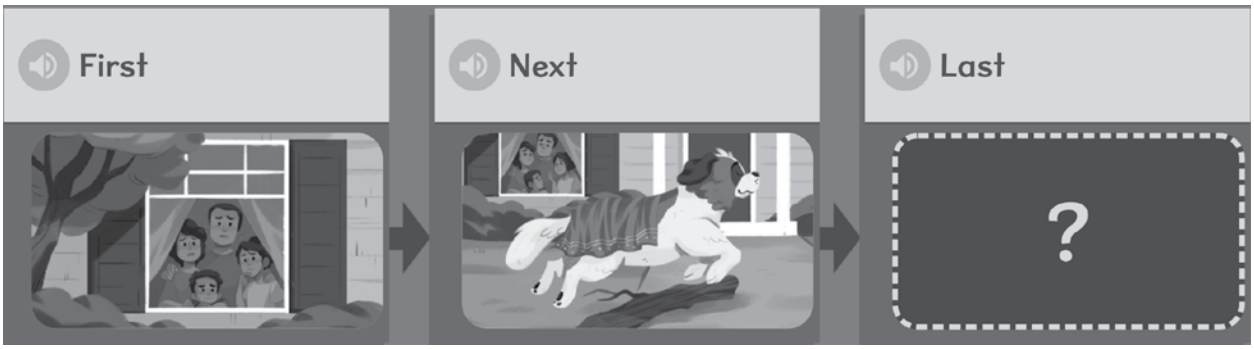
a. bird
b. horse

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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.



a. 

b. 

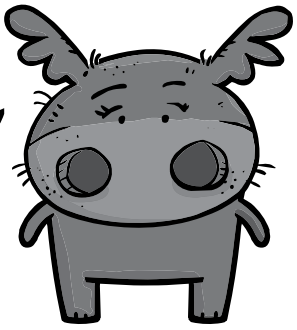
c. 

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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:

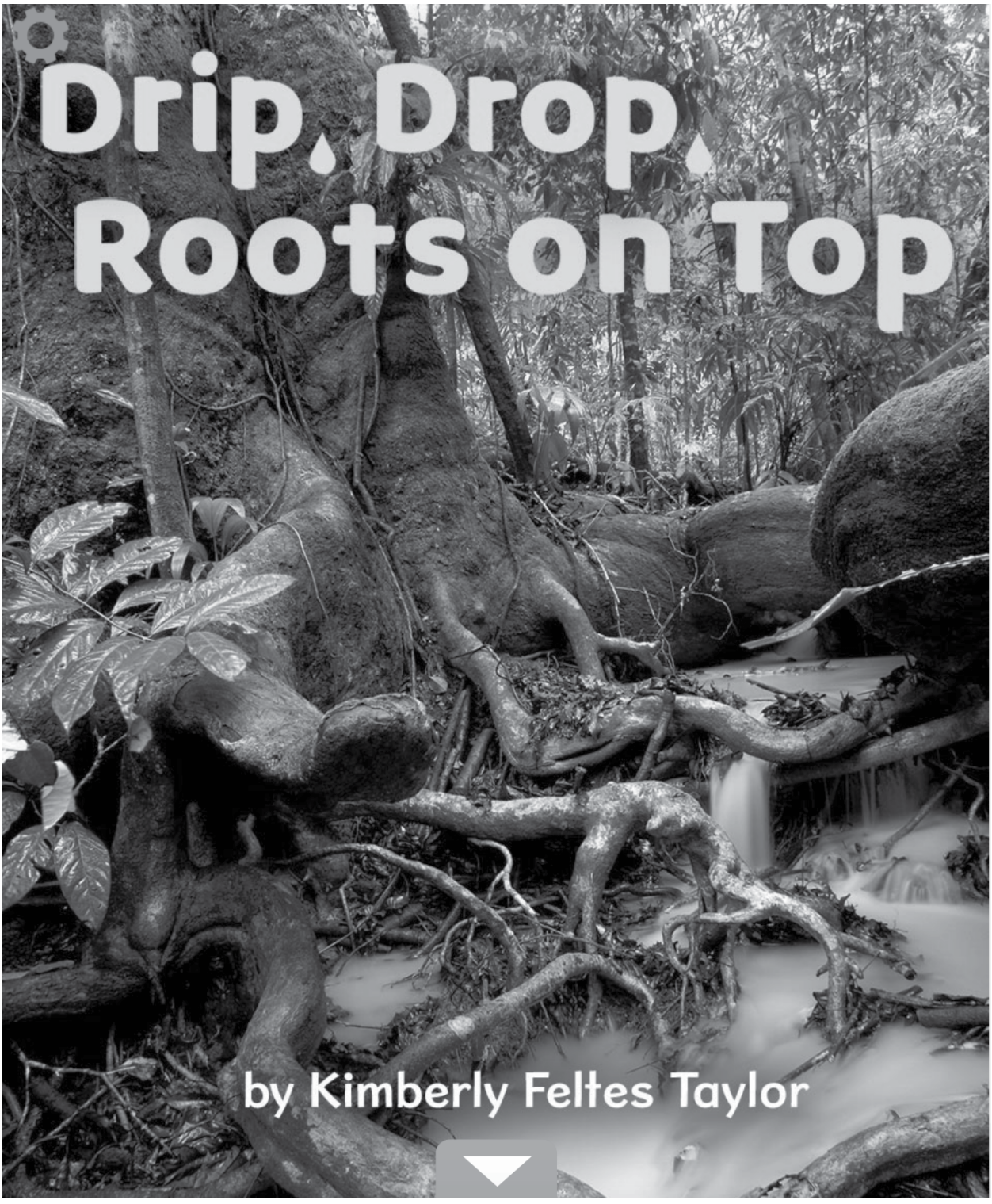
- Ask a question. Begin the question with one of these words:

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.

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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.



©Jason Bazzano/Alamy

A rainy day in a rainforest

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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.



©iStock.com/olaser

Leaves with pointy drip tips

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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.



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Raindrops rolling off a waxy coating

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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.



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Roots below ground

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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.



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Roots above ground

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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.



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Plants and trees in a rainforest

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Question 1 (for p. 1 of passage)

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

a. 
©2xWilfinger/Shutterstock

b. 
©Jesse Kraft/EyeEm/Getty Images

c. 
©Nature Picture Library/Alamy

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.

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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.

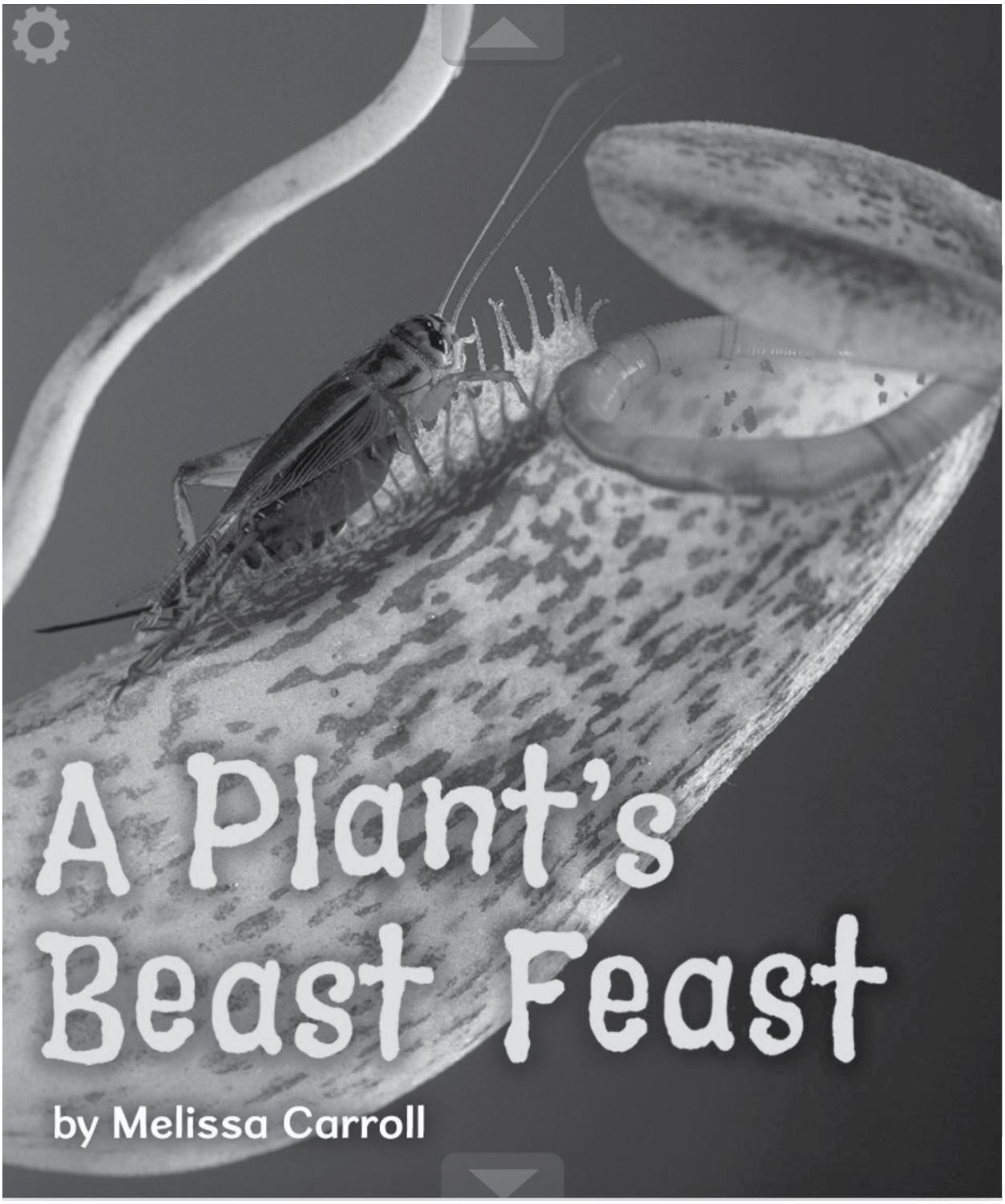
a. the soil
b. a forest
c. the rain

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.

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©David Aubrey/Science Source

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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.



©Fletcher & Baylis/Science Source

Colorful leaves with a pitcher shape

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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.



©Ray Reinhard/500px

Ant on a bright plant

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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.



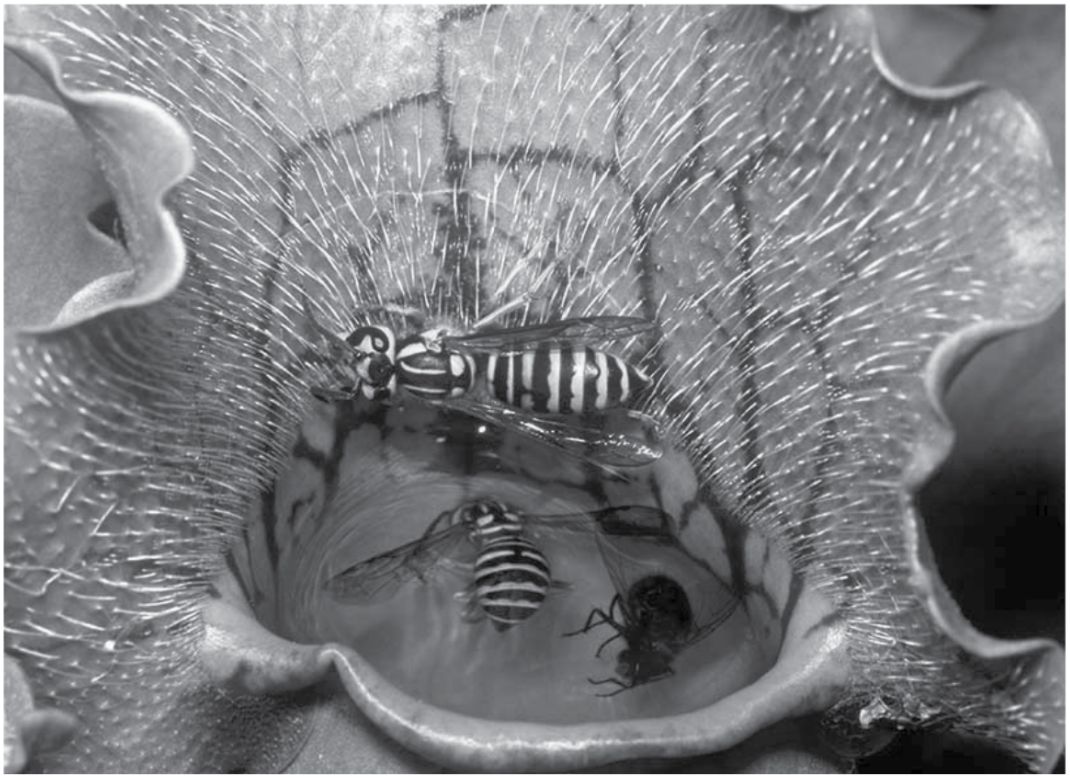
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Fly on a smelly pitcher plant

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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.



©Nature's Images/Science Source

Bug slipping into a pitcher plant

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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.

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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.



©Ch'ien Lee/Minden Pictures

Frog in a pitcher plant

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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.

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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

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Question 7 (for p. 6 of passage)

Which other animal might a pitcher plant eat?

a. 
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b. 
©Tsekhmister/Shutterstock

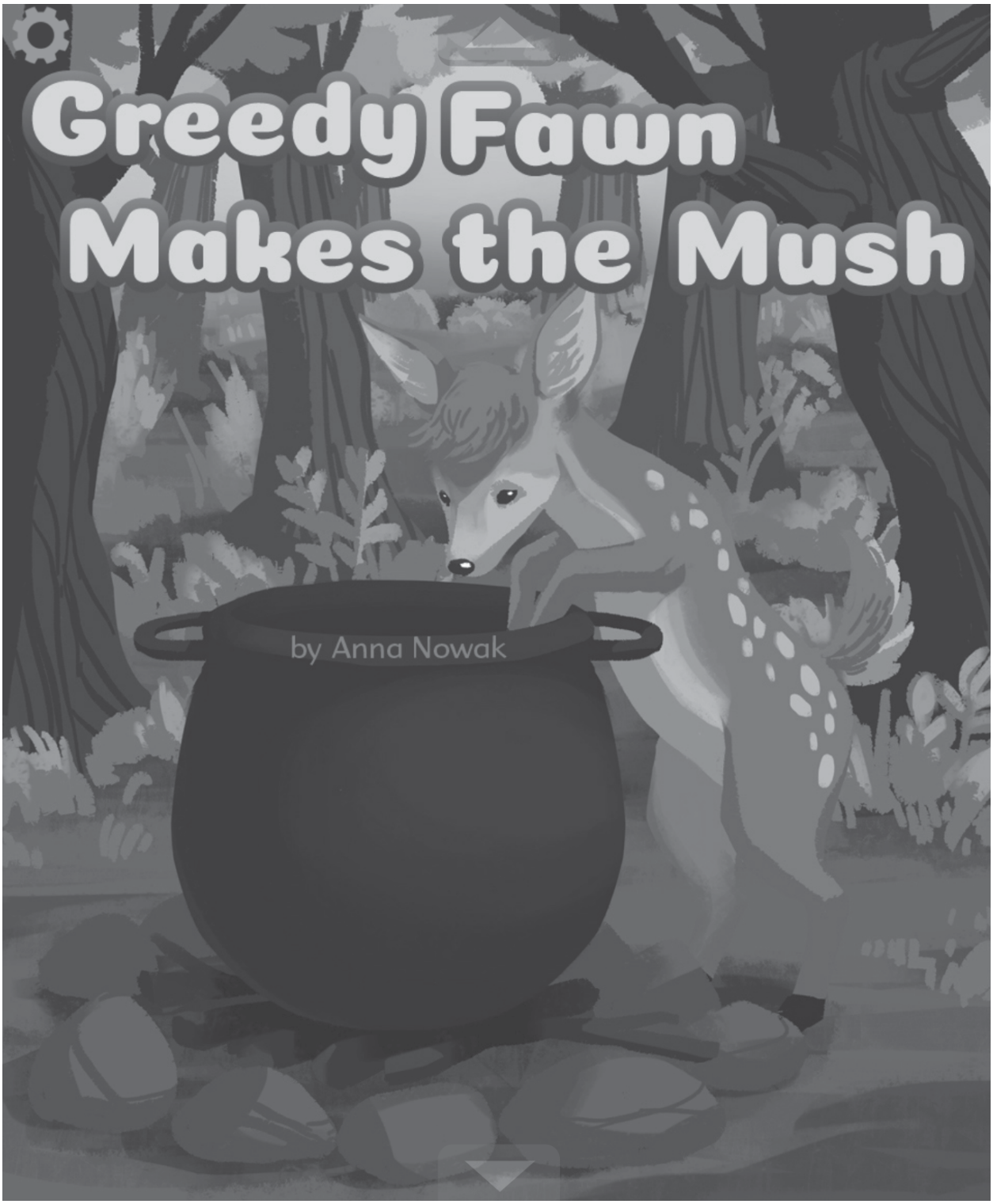
c. 
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Question 8 (for p. 6 of passage)

How does the pitcher plant get food?

a. It catches bugs.
b. It chases bugs.
c. It falls on bugs.

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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.



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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.



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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.



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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!



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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.



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Greedy Fawn's parents returned. They helped him get out of the mush.

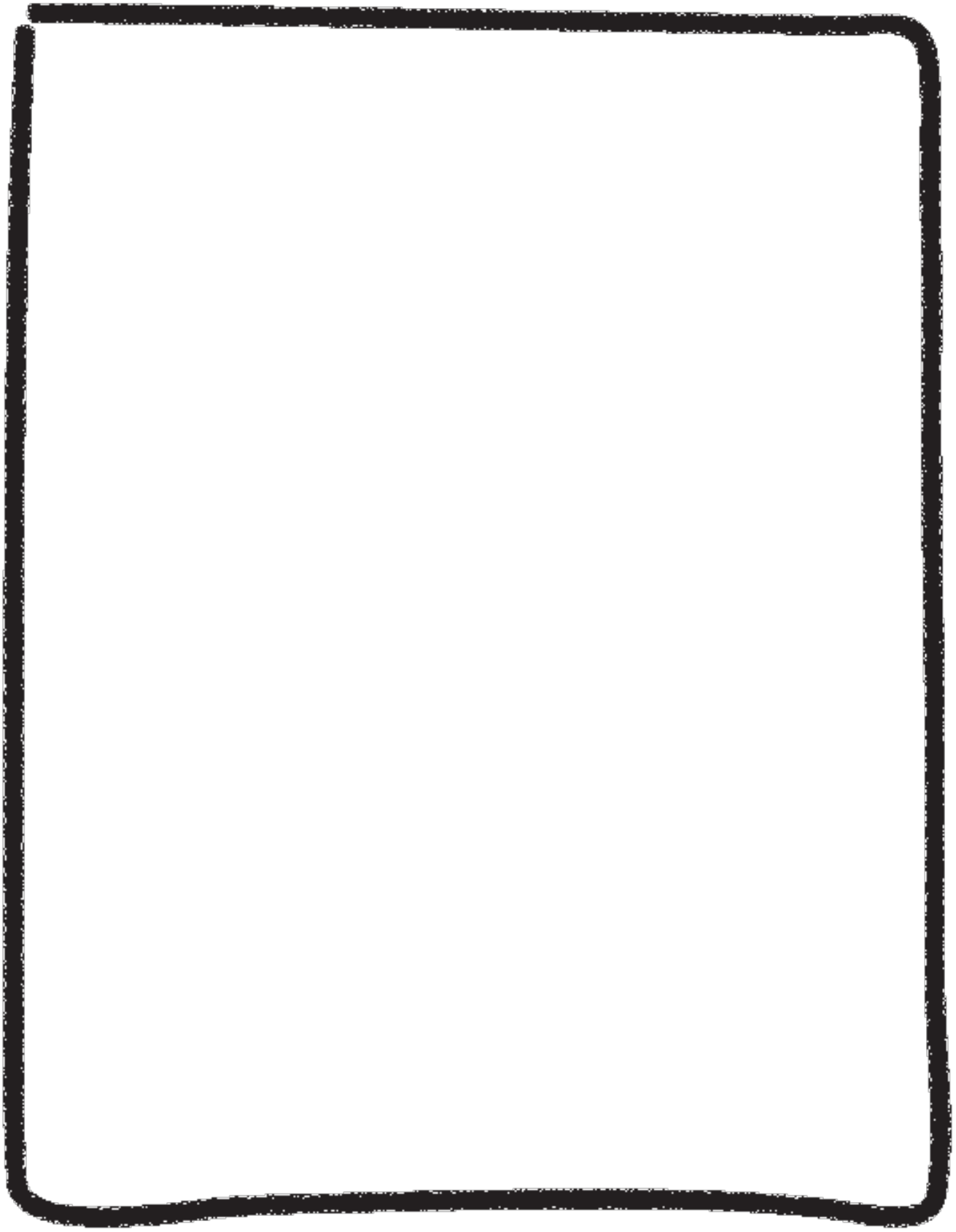
"Do you have enough mush now?" his mother asked.

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



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Draw or write.

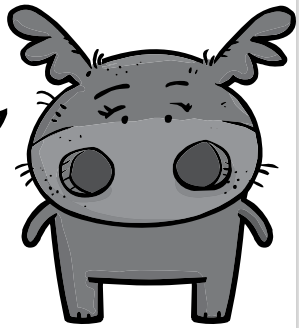


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Listen and Learn

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.

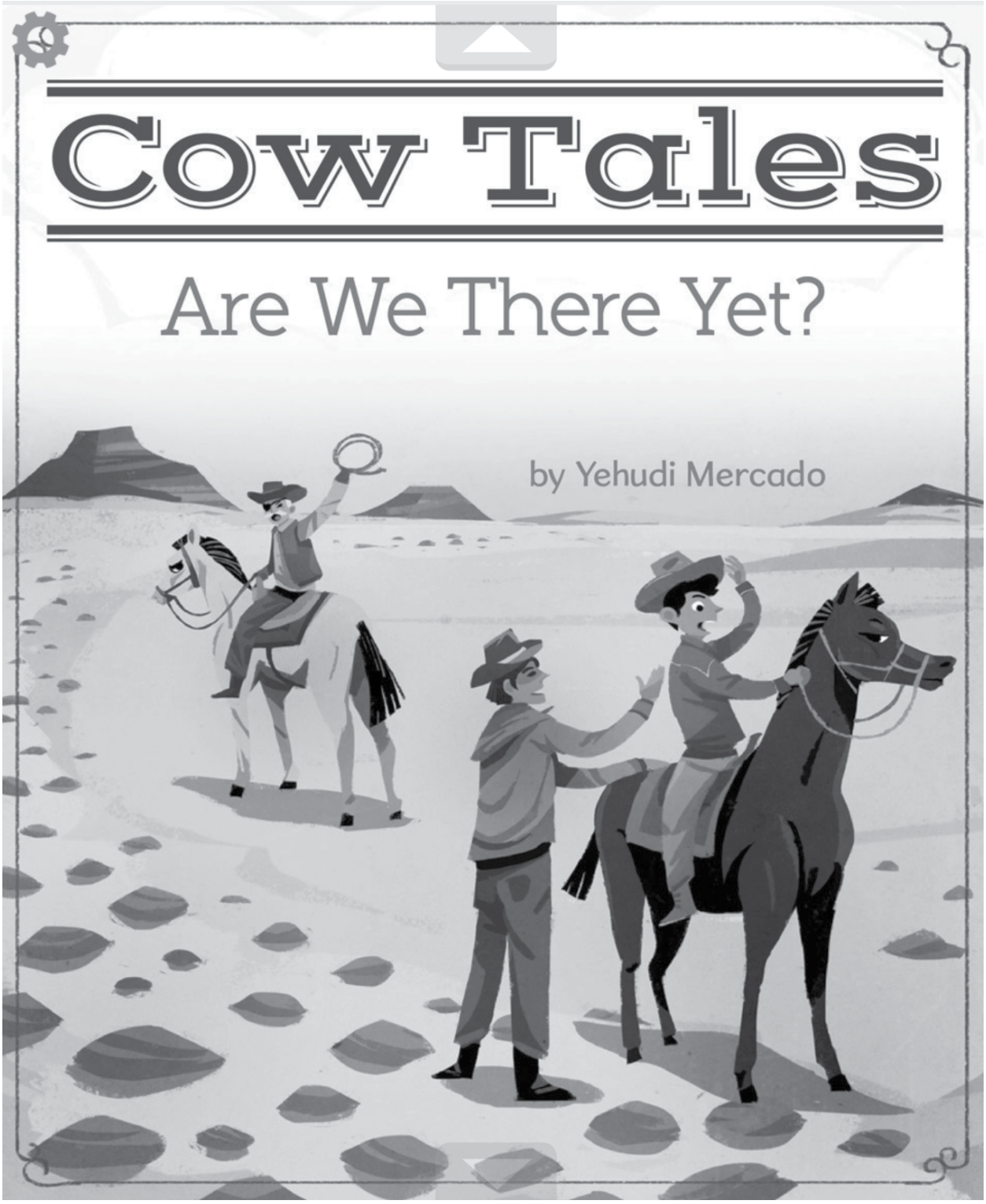


Here are some questions you can ask about characters:

- 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.

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"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.



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"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.



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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.



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"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."



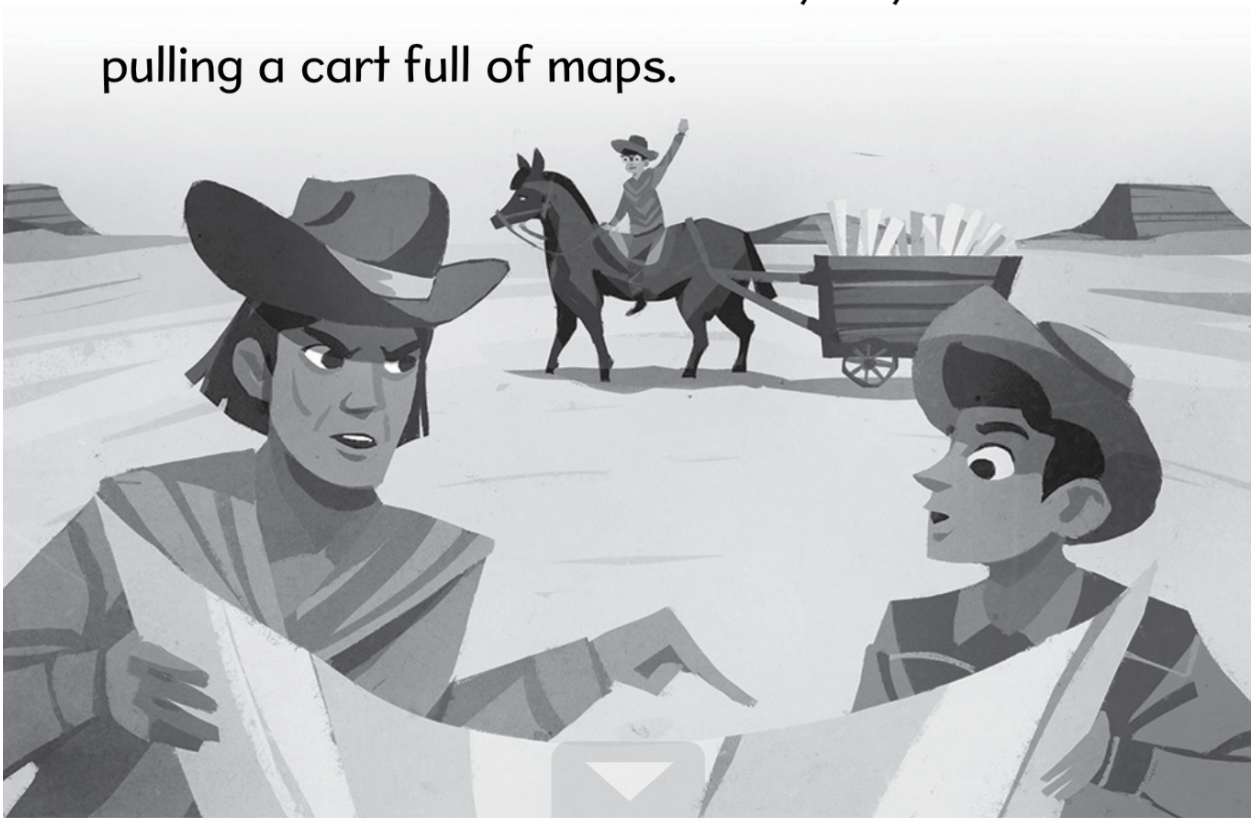
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Wayne holds up a map.

"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.



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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.

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"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.



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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. 

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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

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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.

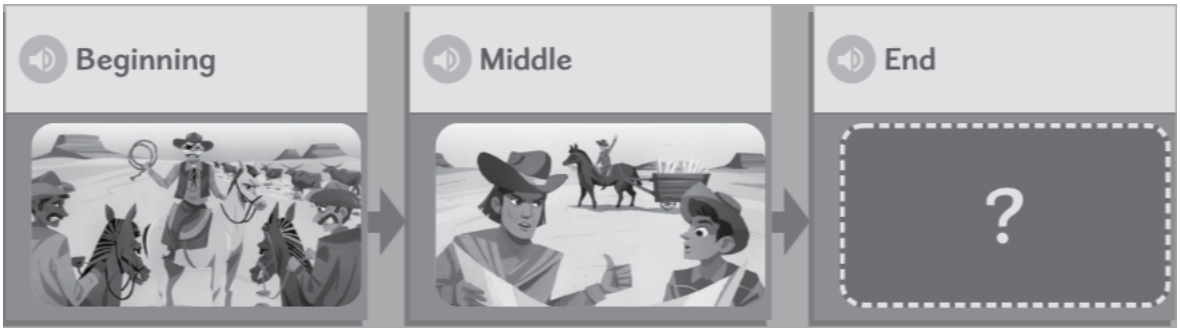
Read the underlined text. Look at what Wayne says. Why does he say this?

a. He is showing Jelly the map.
b. He is answering Jelly's question.
c. He is asking Jelly about the trail.

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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.

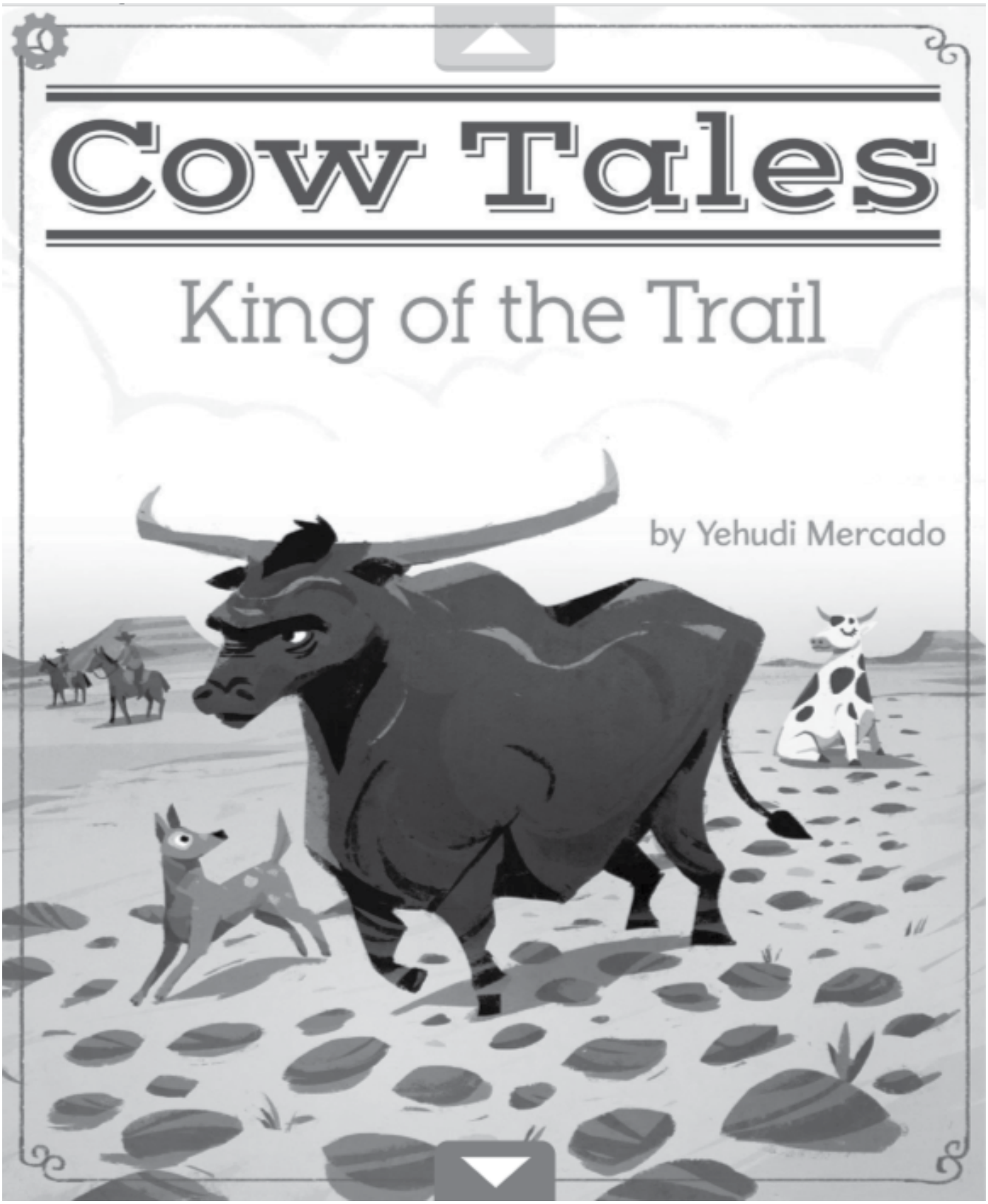


a. 

b. 

c. 

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Claire's hard feet slide on the rocks. She is so tired! She and the other cows have walked on the trail for weeks. They still have many, many miles to go.

"No," Claire says. She sits.



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A large bull stops. He is the leader of the cows. They call him the King.

A small dog named Lady stops next to the King. Her job is to keep the cows moving. "Why did we stop?" the dog asks.



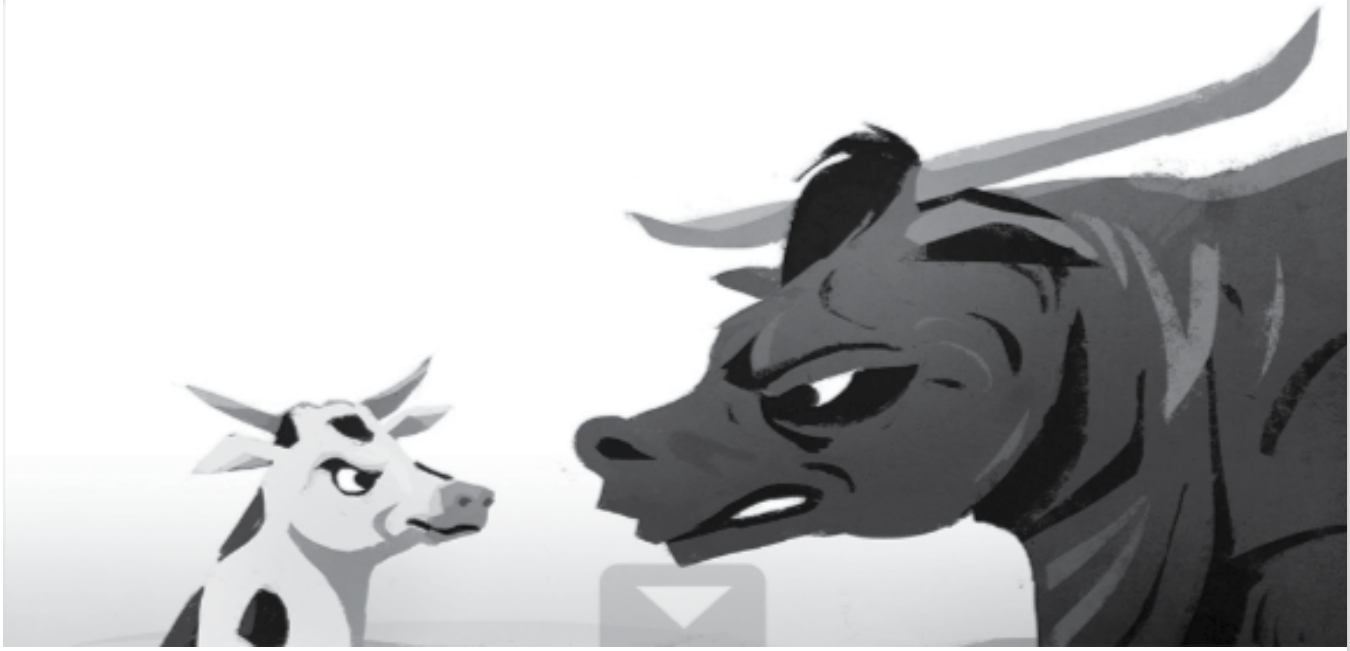
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The King says, "This cow stopped."

"That's Claire," says Lady. "She does not listen. She does what she wants. She should start moving."

The King stands next to Claire. He looks into her eyes. "You must move now."

"No," Claire says. "This trail is too long. The rocks hurt my feet."



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Just then, a map blows in the wind. Claire looks at the map. She points to the end of the trail. "Is that a field?" she asks.

"Yes. It is a field with sweet, soft grass," the King says.

Claire thinks about the field. It would be nice to walk on that soft grass!



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The King says more. “I have changed my mind, Claire. Don’t get up,” he says.

“Why not?” Claire asks. She seems mad.

“Why not?” Lady asks. She seems unhappy. “We need to keep going.”



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"You should stay, Claire," says the King. "Then, I can have your grass and mine. Please sit longer."

"No," Claire says. She gets up. "My feet are rested now."

The King smiles. Lady smiles. The cows keep going on their long trip.



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Question 1 (for p. 1 of passage)

Who is Claire?

a. a person
b. a horse
c. a cow

Question 2 (for p. 2 of passage)

Think about the text. Which picture shows the leader of the cows?

a. 

b. 

c. 

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Question 3 (for p. 3 of passage)

What does Lady say about Claire?

a. Claire will not move on the rocks.
b. Claire cannot go on such a long trail.
c. Claire does not follow directions.

Question 4 (for p. 3 of passage)

What does the King want Claire to do? Complete the sentence.

The King wants Claire to _____.

a. move
b. stop
c. rest

Question 5 (for p. 4 of passage)

Why does Claire like the field?

a. There is good food.
b. The grass is soft.
c. The wind blows there.

Question 6 (for p. 5 of passage)

What does the King tell Claire to do now?

a. get up
b. stay sitting
c. feel less angry

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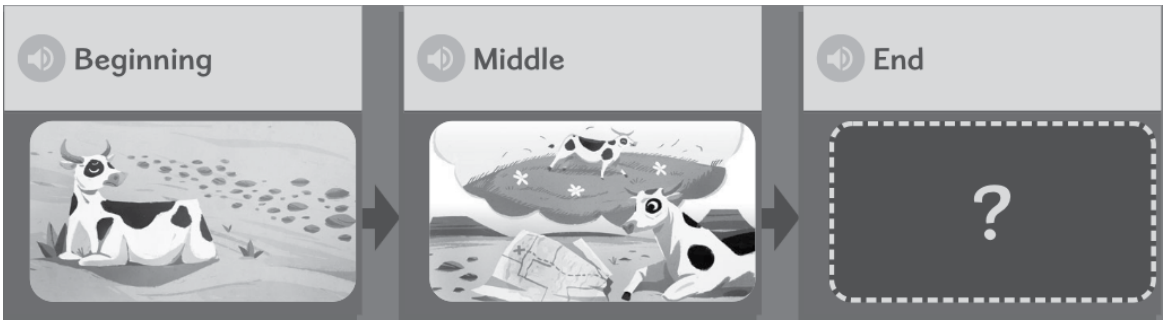
Question 7 (for p. 6 of passage)

Why does the King smile?

a. Claire gives him grass.
b. Claire needs rest.
c. Claire stands up.

Question 8 (for p. 6 of passage)

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



a. 

b. 

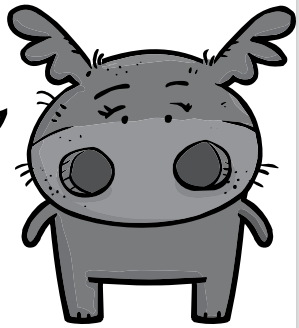
c. 

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Listen and Learn

Describing Connections

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



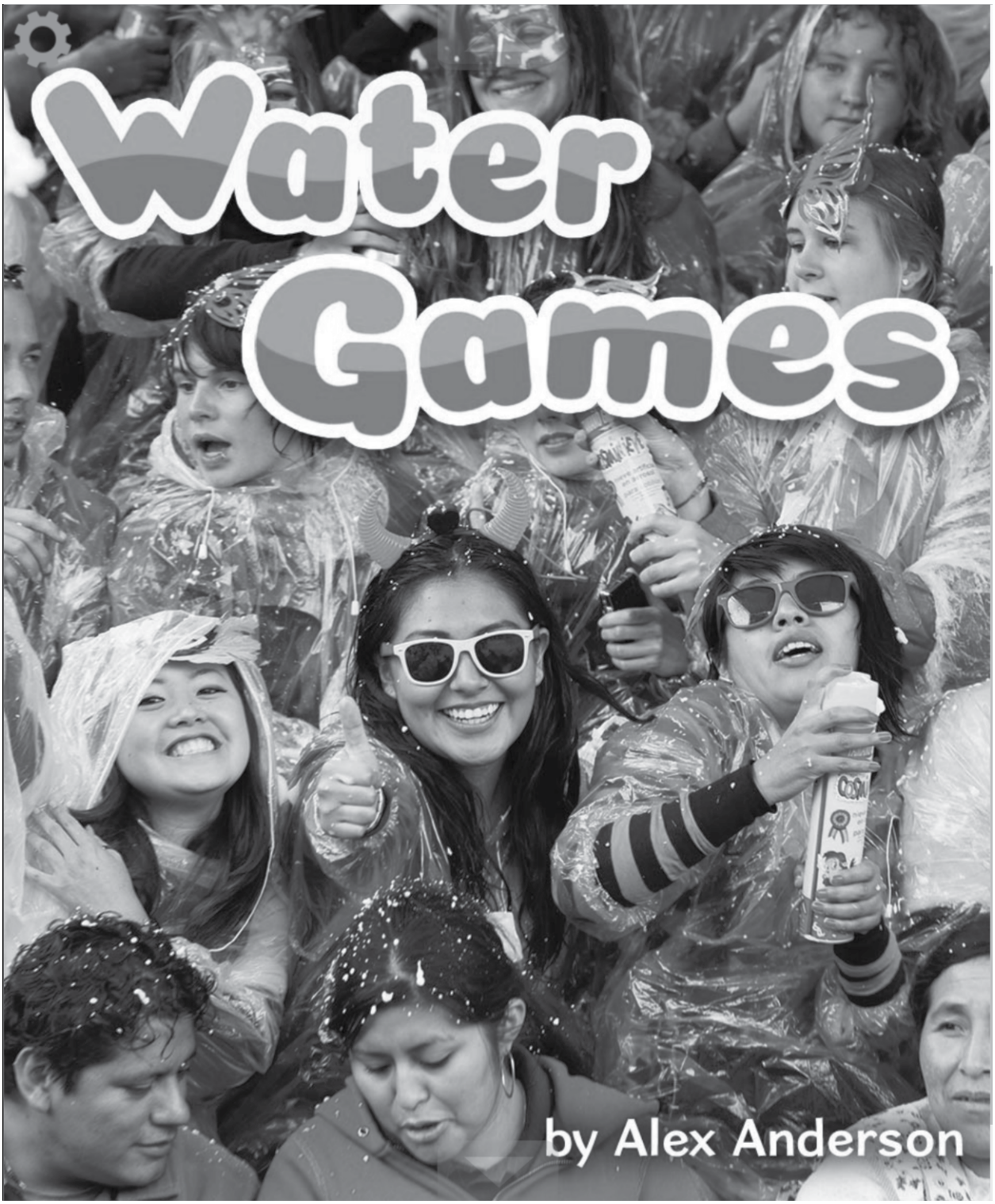
Here are two kinds of connections:

- 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.

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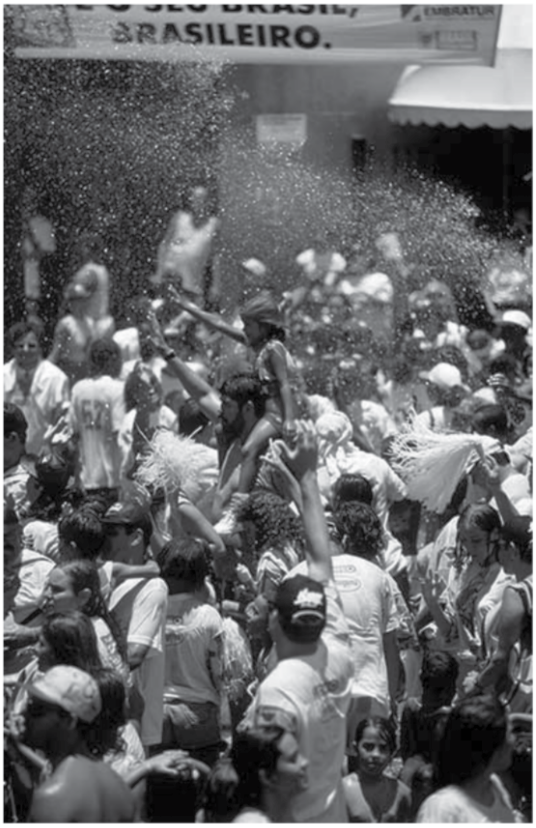
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Water, Water Everywhere

It's Carnival!

These South Americans are having a water fight. Water balloons fly through the air. They splash when they hit people.

People spray water from hoses. It is hard to stay dry. Some people wear rain ponchos or use umbrellas.



©Sue Cunningham Photographic/Alamy

The crowd sprays water.

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Watering the Earth

These South Americans cheered for water when they planted long ago. A planting **festival** began. People sang and danced. They thanked the earth for the food that grew.

People planted and watered seeds. They hoped for rain to help the seeds grow.



People watered the earth at planting festivals.

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Party Time

Water was a big part of the planting festival. Later, people started new traditions based on the planting festival. What was at the center of these traditions? Water!



©REUTERS/Enrique Castro-Mendivil

Splashing people with water is a new tradition.

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Some of these new traditions are part of Carnival. South Americans dress up in colorful costumes and masks. They march in parades. They play cheerful music.

Many people dance and sing. And what about the water? People play water games at Carnival, too.



©Juan Tapias/VWPics/Alamy

People wear colorful costumes during Carnival.

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More Than Water

Water games are a fun part of Carnival. But the games have changed over time. Now there is more than water. People spray colored foam. They throw flour or paints into crowds. And the next day, they do it all over again!



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Lots of people spray foam instead of water.

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Question 1 (for p. 1 of passage)

Why do people use umbrellas and ponchos?

a. They are in South America.
b. They are in a water fight.
c. They are in a rain storm.

Question 2 (for p. 2 of passage)

Look at the picture and the text. What happened during the planting festival? Choose the correct picture.

a. 
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b. 
©Katarzyna Wojtasik/Shutterstock

c. 
©Anamar/Shutterstock

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Question 3 (for p. 2 of passage)

What did people want to happen after the planting festival?

a. They hoped the rain would fill pots.
b. They hoped the dirt would stay dry.
c. They hoped the seeds would grow.

Question 4 (for p. 3 of passage)

How are the old and new traditions alike? Complete the sentence.

The planting festival and new Carnival traditions both used _____.

a. seeds
b. water
c. plants

Question 5 (for p. 4 of passage)

How is Carnival different from the planting festival?

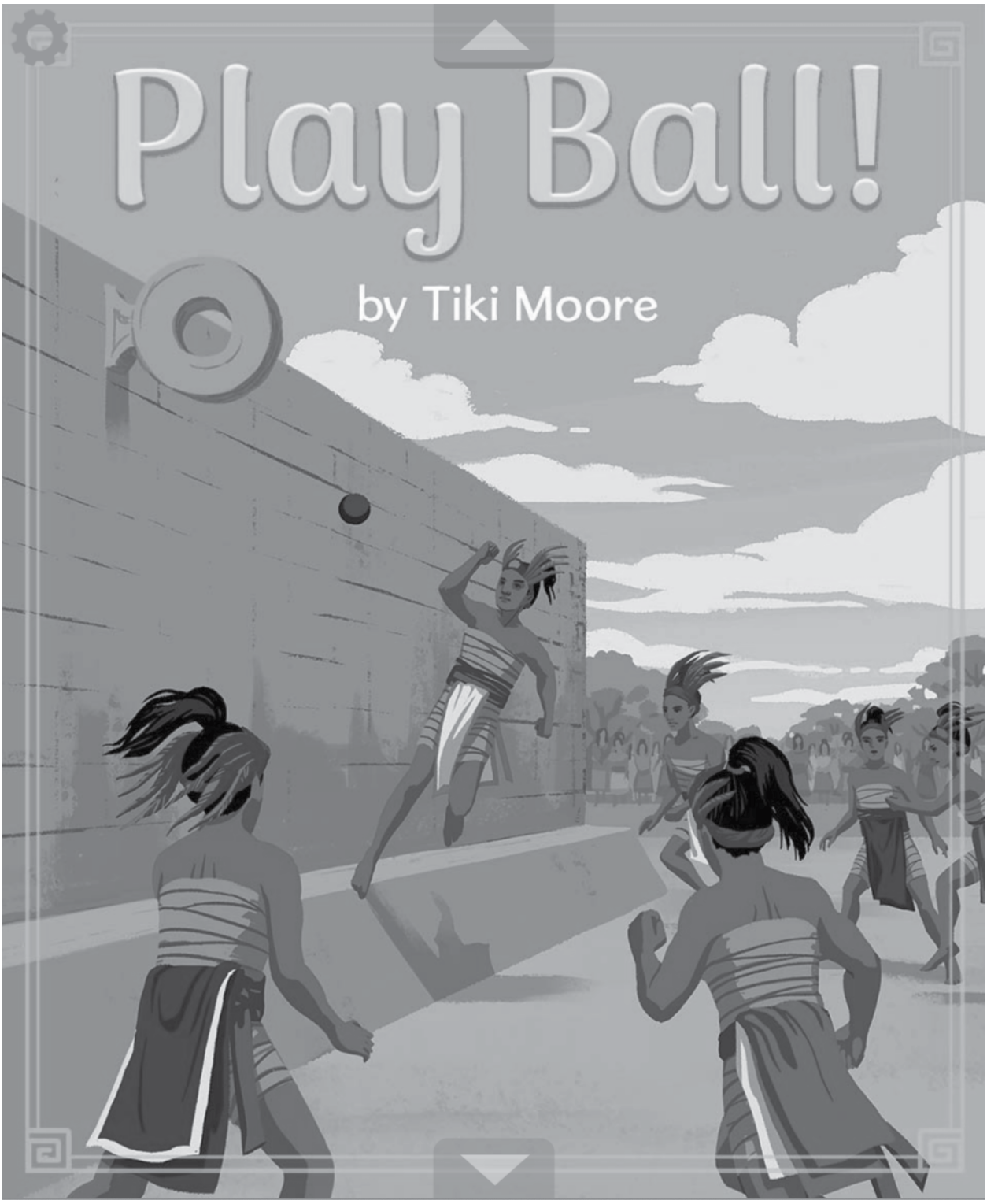
a. Water activities are part of Carnival.
b. Costumes are part of Carnival.
c. People are part of Carnival.

Question 6 (for p. 5 of passage)

Water was part of the planting festival. Water is part of Carnival. How are these ideas connected?

a. The planting festival led to some Carnival traditions.
b. The planting festival was more fun than Carnival.
c. Carnival uses water more than the planting festival.

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A Very Old Game

Long ago, people in Mexico and Central America liked exciting ball games. They made up a ball game thousands of years ago. It was called Pok-ta-Pok. It was a little like basketball and a little like soccer.



A game of Pok-ta-Pok

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Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter "I." It had tall stone walls on each side.



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Two very old Pok-ta-Pok courts

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A Heavy Ball and a High Hoop

Pok-ta-Pok was hard to play! The rubber ball was heavy. The court had two **hoops**, like a basketball court. But the hoops were made of stone. The hoop was 20 feet high. That is as tall as a giraffe!



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A stone Pok-ta-Pok hoop

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No Hands or Feet

The rules also made Pok-ta-Pok hard to play. Players could not kick the ball. They could not throw the ball. So players needed other moves to get the ball in the hoop.

Players bumped the ball with their hips. They used their knees. They had to keep trying!



A player hitting the ball with his hip

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The games were long. Some games lasted for days! The team that got the ball through the hoop the most times won.



A player happy to get the ball through the hoop

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Question 1 (for p. 1 of passage)

What game does the picture show? Complete the sentence.

This picture shows the game of _____.

a. basketball
b. soccer
c. Pok-ta-Pok

Question 2 (for p. 1 of passage)

Why did people long ago make up Pok-ta-Pok?

a. They liked exciting ball games.
b. They liked playing basketball.
c. They liked playing soccer.

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Question 3 (for p. 2 of passage)

Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter "I." It had tall stone walls on each side.



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Two very old Pok-ta-Pok courts

This picture shows old Pok-ta-Pok courts. Which answer shows the shape of the courts?

a. 

b. 

c. 

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Question 4 (for p. 3 of passage)

What does the text say about the Pok-ta-Pok ball? Complete the sentence.

The ball was _____.

a. stone
b. heavy
c. tall

Question 5 (for p. 3 of passage)

Which picture shows how tall the Pok-ta-Pok hoops were?

a. 
©Apple_Foto/Shutterstock

b. 
©janaph/Shutterstock

c. 
©freestyle pictures/Shutterstock

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Question 6 (for p. 4 of passage)

What are things that Pok-ta-Pok players could not do?

a. Players could not kick or throw the ball.
b. Players could not use their knees or hips.
c. Players could not bump or move other players.

Question 7 (for p. 5 of passage)

What happened when a team got the ball through the hoop the most times?

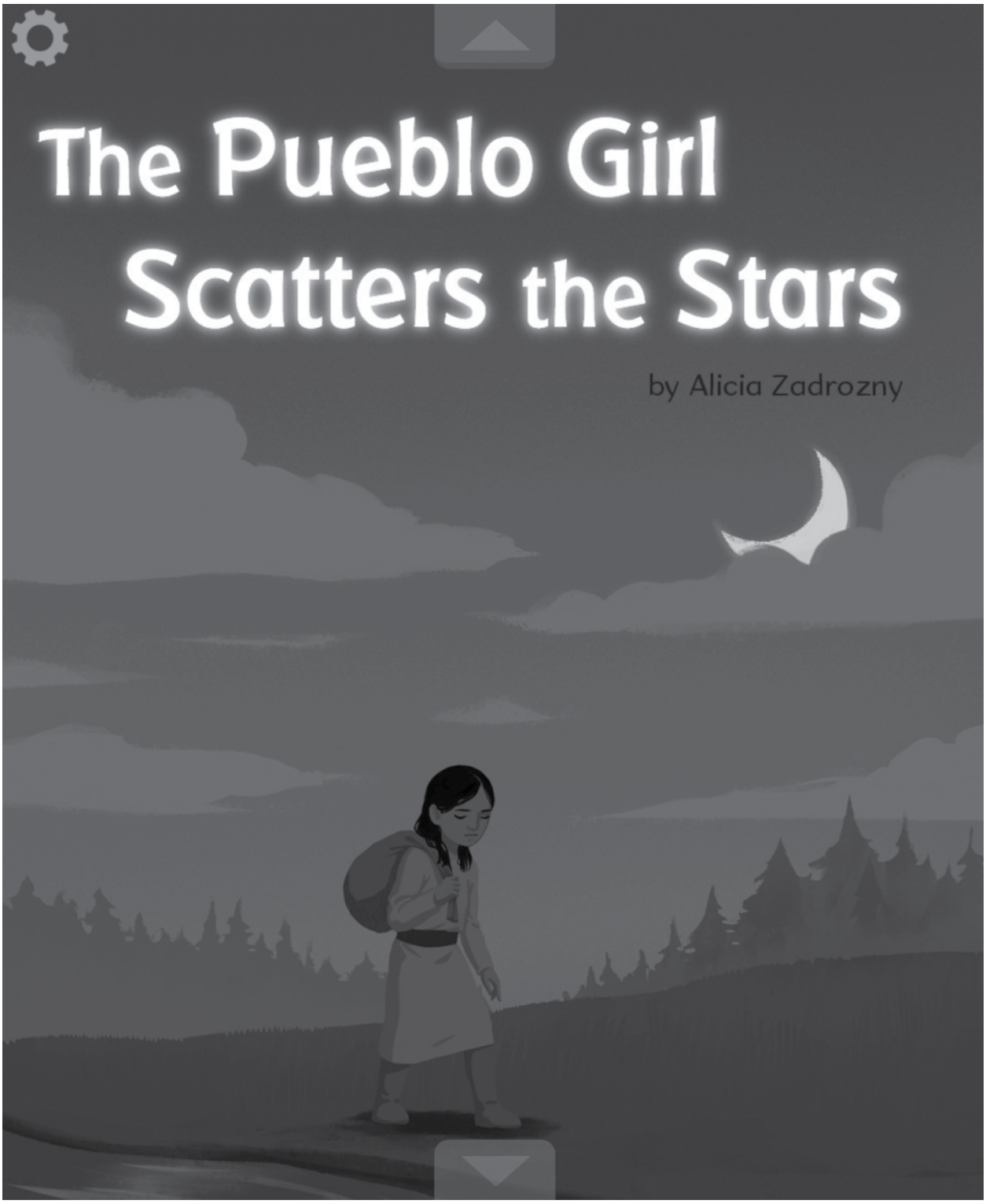
a. The team won the game.
b. The other team got the ball.
c. The game kept going for days.

Question 8 (for p. 5 of passage)

Pok-ta-Pok had many rules. The games lasted a long time. How are these ideas connected?

a. Pok-ta-Pok was just like soccer.
b. Pok-ta-Pok was a boring ball game.
c. Pok-ta-Pok was hard to play.

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The lost girl had been walking for hours. She moved her bag from shoulder to shoulder.

"It's as heavy as a sack of corn," she said.

"Take this bag," the mother of all people had told her. "Do not open it. You will find your **tribe** by the great river. Give the bag to the elders. Then you will learn its secret."

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The girl walked for many days. Her feet ached. She missed her tribe. But mostly she thought about the bag.

One night, the girl sat by a stream. She held the bag in her lap.

"I know I'm not supposed to..." she whispered. Then she untied the bag anyway.



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The girl opened the bag. Tiny objects rolled and scattered everywhere. Were they pebbles? Seeds? The girl didn't have time to find out. The tiny objects moved so fast!

"Oh, no!" the girl cried, as she chased the tiny, **mysterious** things. She grabbed a handful of them. The rest flew away into the sky. They lit up the night. They were stars!



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The girl stuffed one handful of stars back into the bag. She kept walking.

All through that night, the girl thought about what she had done. She felt so much **shame**. Never once did she look up at the bright, twinkling lights.



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Finally, the girl found her tribe at the river. She quickly gave the bag to an elder.

"This bag is from Our Mother," she said. "I did not listen to her instructions. I lost so many stars."

The elder was kind. He said, "You cannot ever lose the stars. They are always with us."



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The elder opened the bag. He tossed the rest of the tiny stars into the sky. They hung in the shape of a pot.

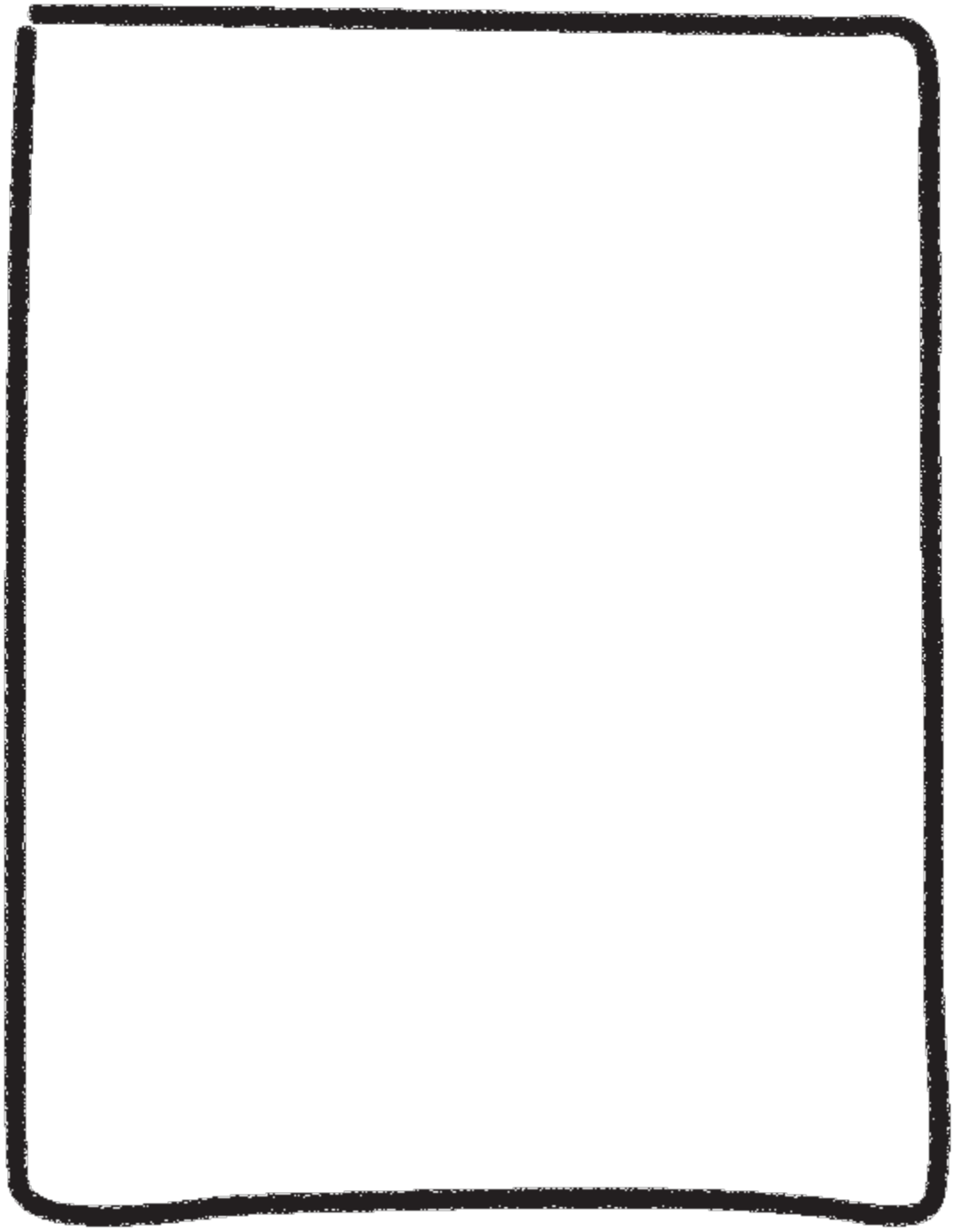
"We will name it Big Dipper," he said.

From then on, the girl always looked up at the stars. And she tried to name them, each and every one.



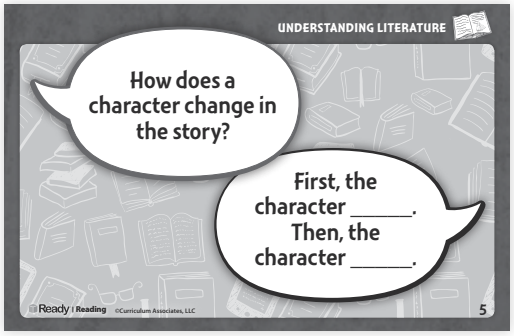
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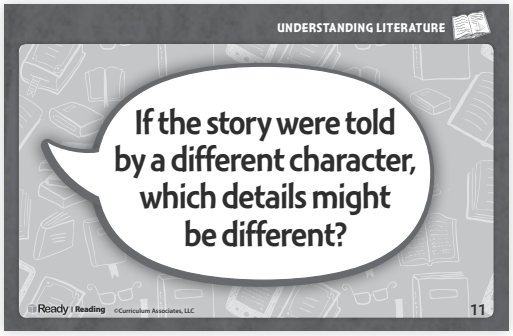
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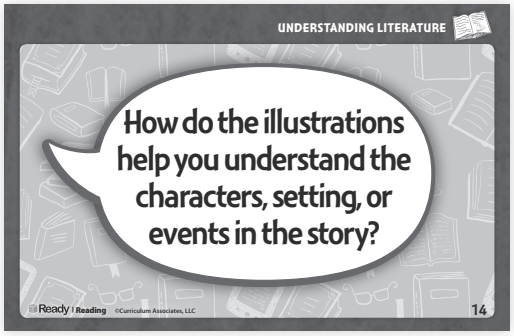


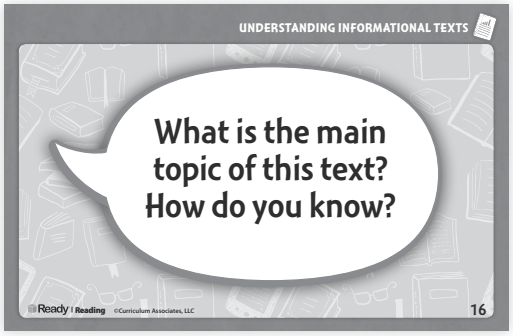
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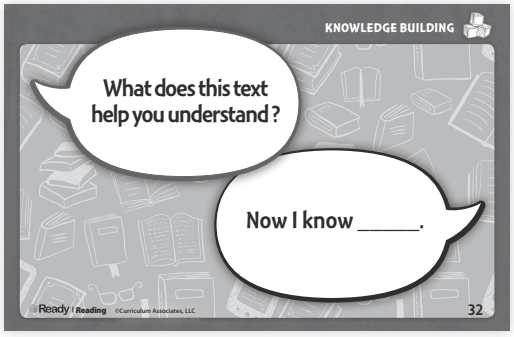
Reading Discourse Cards

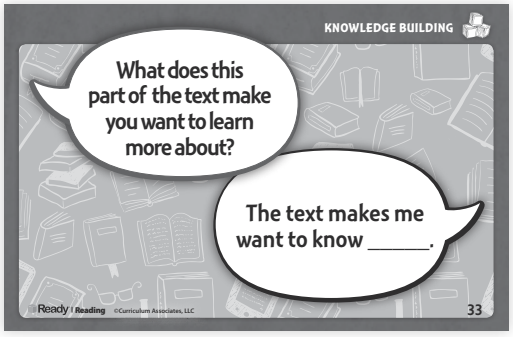


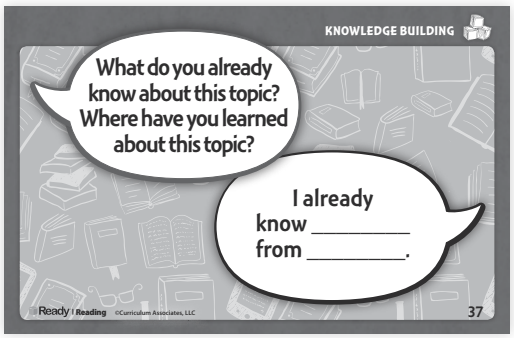


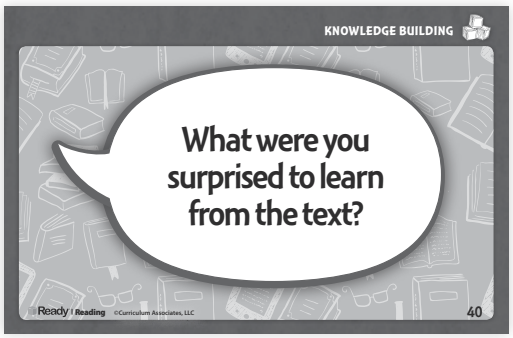


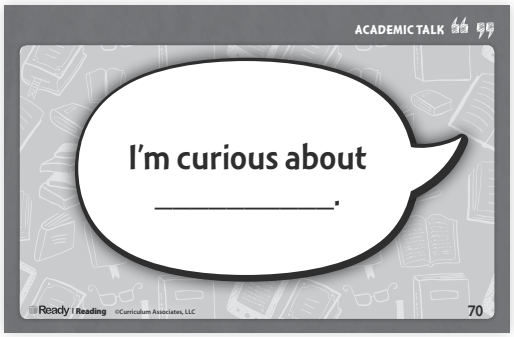


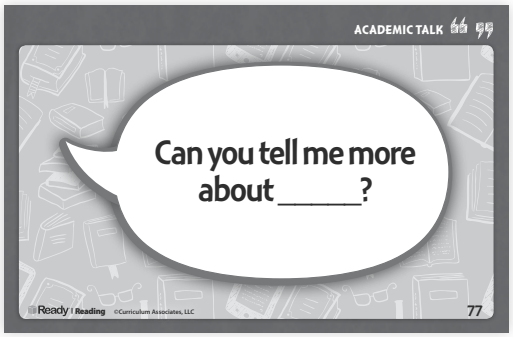






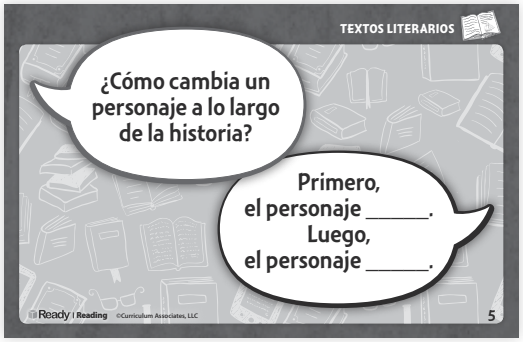


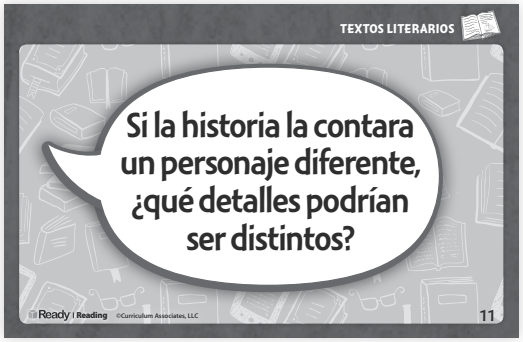


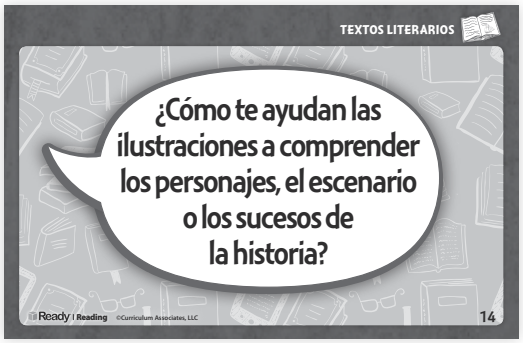


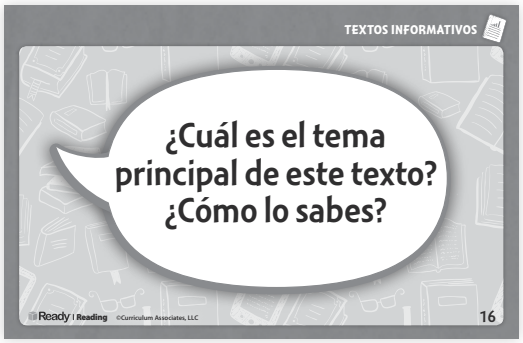
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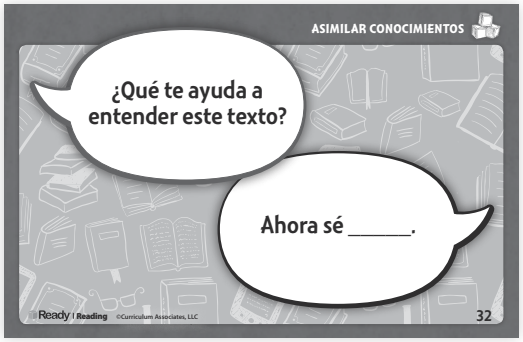
Tarjetas de discusión



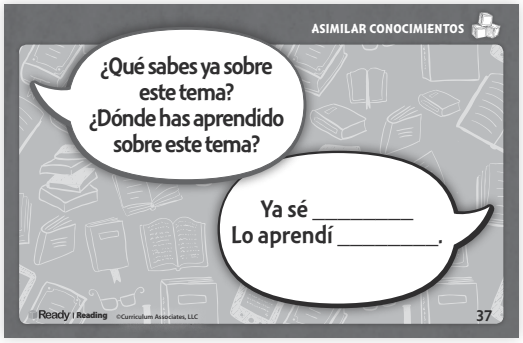




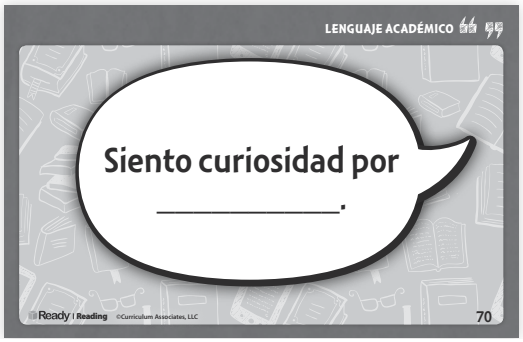


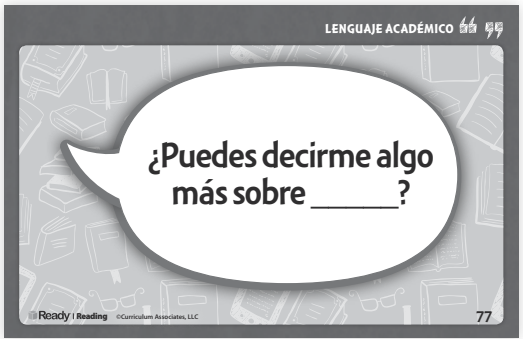












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