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®

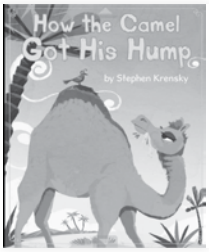
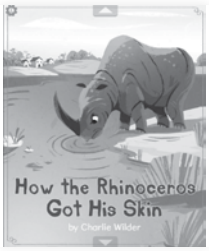
Grado K Lectura

Paquete 1 de actividades para el maestro

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

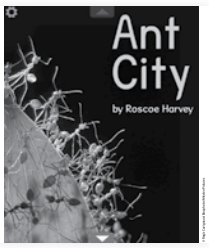
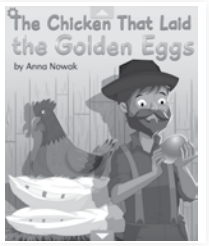
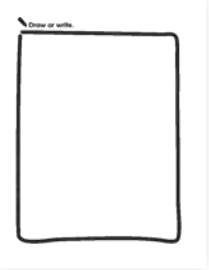
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Grado K Actividades de lectura en la Sección 1

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
1	Ready Reading Skill Overview: Identifying Characters i–Ready Passage: "How the Camel Got His Hump" 	• Read Identifying Characters together. *(Lean juntos Identifying Characters.)* • Next, read "How the Camel Got His Hump." *(Luego lean "How the Camel Got His Hump.")* • 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.)*	Question 1: b Question 2: c Question 3: a Question 4: c Question 5: b Question 6: a	**7–17**
2	Ready Reading Skill Overview: Identifying Characters i–Ready Passage: "How the Rhinoceros Got His Skin" 	• Review Identifying Characters together. *Repasen juntos Identifying Characters.)* • Next, read "How the Rhinoceros Got His Skin." *(Luego lean "How the Rhinoceros Got His Skin.")* • 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.)*	Question 1: c Question 2: b Question 3: a Question 4: c Question 5: b Question 6: b Question 7: c Question 8: a	**7, 18–28**
3	Ready Reading Skill Overview: Main Topic i–Ready Passage: "Birds Build Big" 	• Read Main Topic together. *(Lean juntos Main Topic.)* • Next, read "Birds Build Big." *(Luego lean "Birds Build Big.")* • 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.)*	Question 1: c Question 2: b Question 3: b Question 4: a Question 5: c Question 6: c	**29–37**

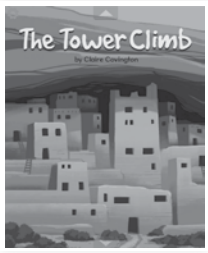
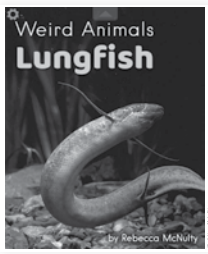
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Grado K Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
4	Ready Reading Skill Overview: Main Topic i–Ready Passage: "Ant City" 	• Review Main Topic together. *(Repasen juntos Main Topic.)* • Next, read "Ant City." *(Luego lean "Ant City.")* • 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.)*	Question 1: b Question 2: c Question 3: b Question 4: b Question 5: b Question 6: b Question 7: b Question 8: c	**29, 38–46**
5	i–Ready Passage: "The Chicken That Laid the Golden Eggs" 	• Read "The Chicken That Laid the Golden Eggs" together. *(Lean juntos "The Chicken That Laid the Golden Eggs.")*	N/A	**47–53**
5	Draw or Write Page 	• After you read "The Chicken That Laid the Golden Eggs" together, have the child draw or write about what happens at the end of the story. *(Después de leer juntos "The Chicken that Laid the Golden Eggs", pida al niño que dibuje o escriba acerca de lo que pasa al final de la historia.)*	N/A	**54**

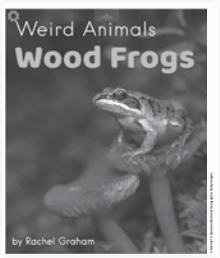
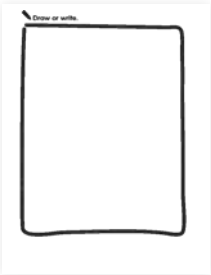
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Grado K Actividades de lectura en la Sección 2

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
1	Ready Reading Skill Overview: Identifying Setting i–Ready Passage: "The Tallest Girl in the Jungle" 	• Read Identifying Setting together. *(Lean juntos Identifying Setting.)* • Next, read "The Tallest Girl in the Jungle." *(Luego lean "The Tallest Girl in the Jungle.")* • 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.)*	Question 1: c Question 2: c Question 3: c Question 4: b Question 5: a Question 6: a	**55–64**
2	Ready Reading Skill Overview: Identifying Setting i–Ready Passage: "The Tower Climb" 	• Review Identifying Setting together. *(Repasen juntos Identifying Setting.)* • Next, read "The Tower Climb." *(Luego lean "The Tower Climb.")* • 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.)*	Question 1: a Question 2: c Question 3: c Question 4: c Question 5: a Question 6: a Question 7: c Question 8: a	**55, 65–75**
3	Ready Reading Skill Overview: Unknown Words i–Ready Passage: "Weird Animals: Lungfish" 	• Read Unknown Words together. *(Lean juntos Unknown Words.)* • Next, read "Weird Animals: Lungfish." *(Luego lean "Weird Animals: Lungfish.")* • 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.)*	Question 1: c Question 2: a Question 3: b Question 4: a Question 5: a Question 6: c	**76–85**

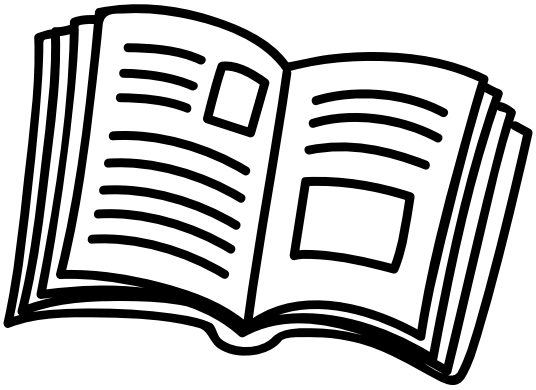
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Grado K Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
4	Ready Reading Skill Overview: Unknown Words i–Ready Passage: "Weird Animals: Wood Frogs" 	• Review Unknown Words together. *(Repasen juntos Unknown Words.)* • Next, read "Weird Animals: Wood Frogs." *(Luego lean "Weird Animals: Wood Frogs.")* • 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.)*	Question 1: a Question 2: a Question 3: b Question 4: c Question 5: b Question 6: a Question 7: b Question 8: a	**76, 86–94**
5	i–Ready Passage: "I Can Do This" 	• Read "I Can Do This" together. *(Lean juntos "I Can Do This.")*	N/A	**95–100**
5	Draw or Write Page 	• After you read "The Chicken That Laid the Golden Eggs" together, have the child draw or write about what happens at the end of the story. *(Después de leer juntos "The Chicken That Laid the Golden Eggs", pida al niño que dibuje o escriba acerca de lo que pasa al final de la historia.)*	N/A	**101**

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Independent Reading!



See pages 102 and 103 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

Identifying Characters



A **character** is a person or an animal in a story.

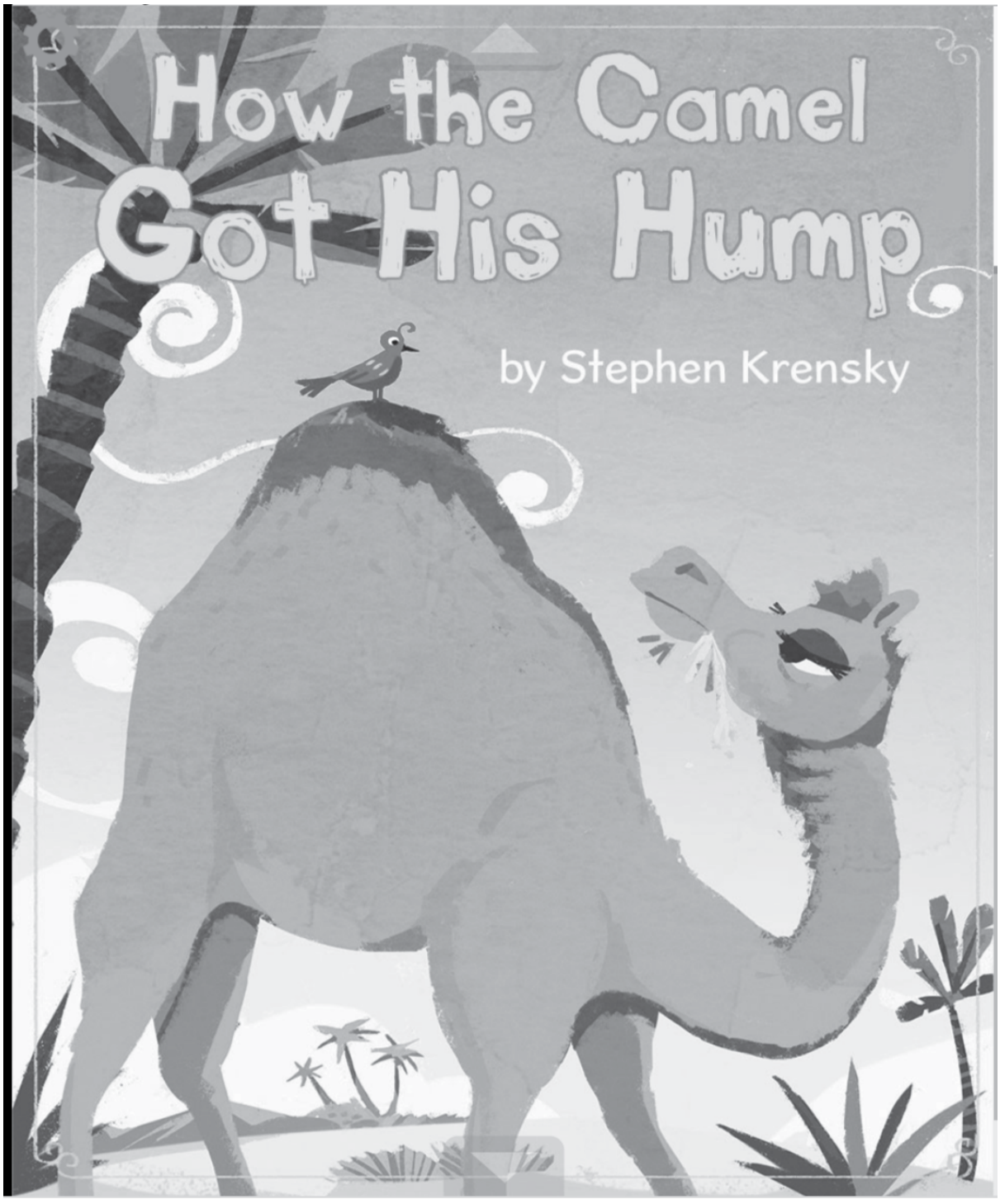
When you are reading or listening to a story, ask:

- What do the characters say?
- What do the characters do?
- How do the characters feel?

Asking questions about characters helps you understand the story.

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There was once a lazy camel that lived near the desert. He did not live alone.

"Help us gather the hay," said a horse. "If we wait too long, the wind will blow it away."

"Humph!" said the camel. He did nothing.



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"Help us collect sticks for the fire," said a dog. "Cold nights are coming."

"Humph!" the camel said again.

"Help us plow the field," said an ox. "We need to grow food."

"Humph!" said the camel. He did nothing.



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The next day, a genie came. He said, "I feel something is wrong. What is it?"

"The camel doesn't help," said the horse.

"We do all the work," said the dog.

The ox nodded. "He just stands around."

The genie said, "Let's see about that."



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Then the genie appeared next to the camel.

"You need to change your ways," he said.

"Humph!" said the camel.



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"Is 'humph' all you can say?" the genie asked.

"Humph! Humph! Humph!"

"Very well. I will give you a 'humph' that you will always remember!" the genie yelled.



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The genie waved his arms. The camel's back began to puff up. Soon, a big "humph," or hump, stuck out.

"From now on, your hump will remind you of one thing," the genie said. "You care only for yourself."

And camels have had humps ever since.



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After-Reading Questions

Question 1 (from p. 1 of passage)

Who gathers hay?

a. 

b. 

c. 

Question 2 (from p. 2 of passage)

The character is the camel in the story? What does the camel do?

a. The camel plows the field.

b. The camel collects sticks.

c. The camel does nothing.

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Question 3 (from p. 3 of passage)

What do the animals tell the genie about the camel?

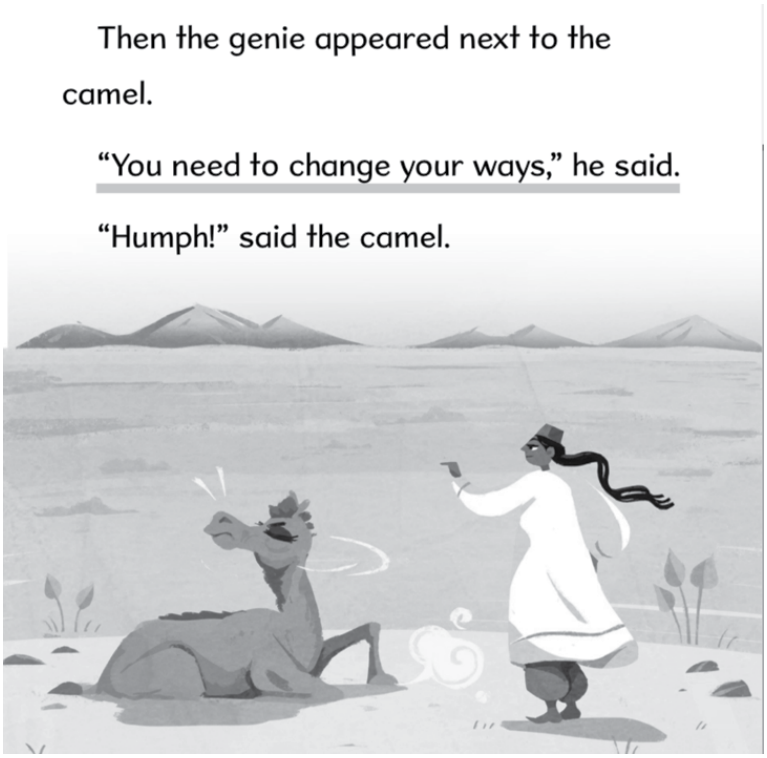
a. The camel does not help with the work.

b. The camel will not stand near them.

c. The camel is not feeling well.

Question 4 (from p. 4 of passage)

Read the underlined sentence. What does the genie want the camel to do?



a. He wants the camel to appear near the animals.
b. He wants the camel to get mad at the animals.
c. He wants the camel to help the animals.

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Question 5 (from p. 5 of passage)

How does the genie feel when the camel says “humph”?

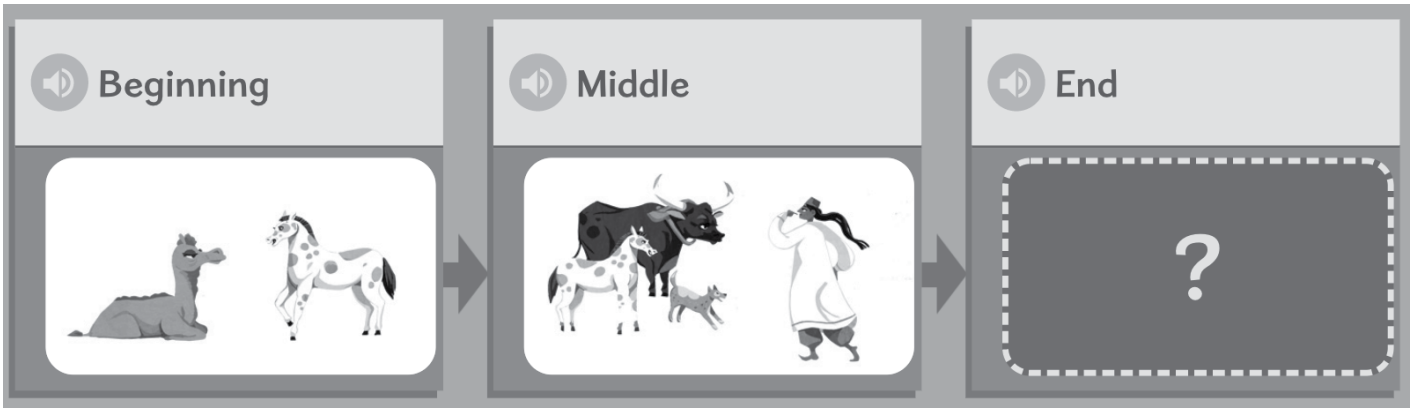
a. The genie is afraid.

b. The genie is mad.

c. The genie is sad.

Question 6 (from p. 6 of passage)

Look at the chart. What happens at the end of the story? Choose the correct picture.

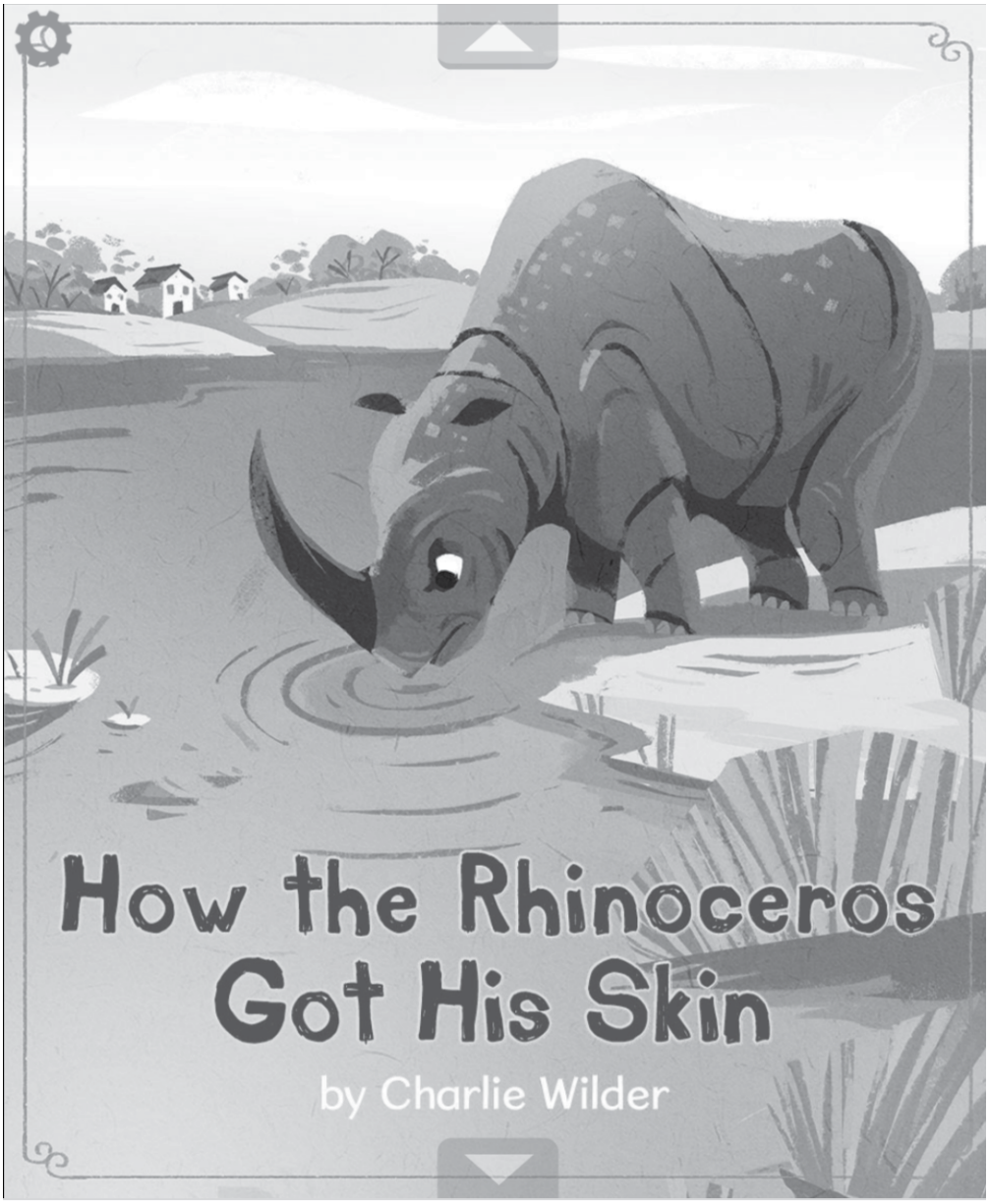


a. 

b. 

c. 

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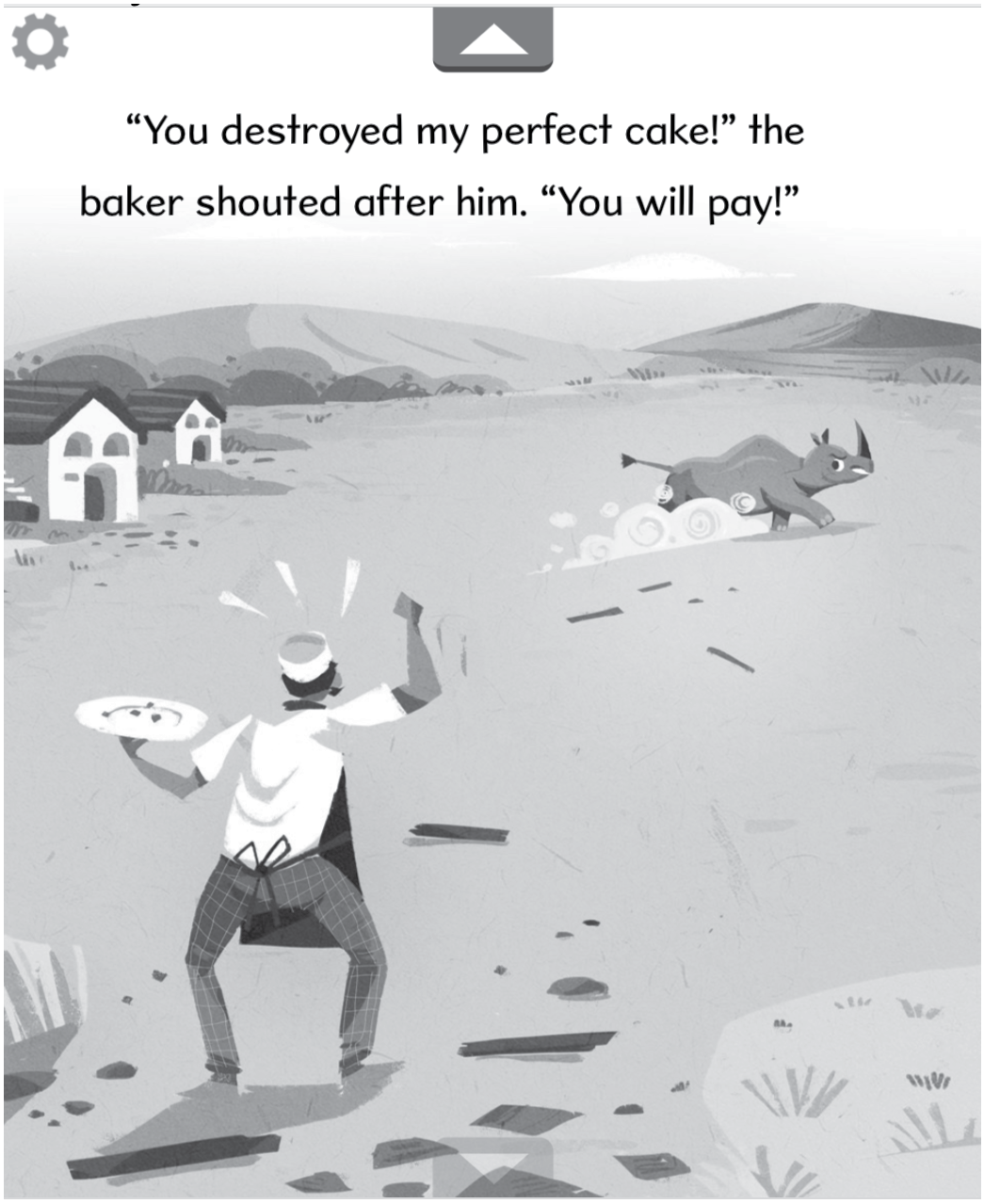
One day a baker made a plum cake. "I'm so happy!" he cried. "It's perfect!"

But just then, a rhinoceros came along. He was big and did whatever he wanted. So he **gobbled** up the cake and moved on.

Only a few crumbs were left.



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The next morning was hot, and the rhinoceros went down to the river. In those days, rhinos had **smooth** skin with buttons.

The rhino undid the buttons and took off his skin. Then he went swimming.



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The baker saw the rhinoceros's skin lying on the ground.

"Hee, hee!" he laughed. He had an idea.

The baker gathered the cake crumbs from the perfect plum cake. He dropped them inside the rhino's smooth skin.



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When the rhino came out of the river, he put his skin back on. His skin tickled. And it itched!

The rhinoceros rolled around. He rubbed against a tree. His skin got rumpled and wrinkled.

But the itching did not stop.



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Soon, his rubbing broke off the buttons. The rhinoceros couldn't take off his skin anymore.

From that day on, every rhinoceros has had folds in its skin – and a bad temper, too.



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After-Reading Questions

Question 1 (from p. 1 of passage)

What does the rhinoceros do?

a. He steps on the cake.

b. He bakes the cake.

c. He eats the cake.

Question 2 (from p. 2 of passage)

How does the baker feel in this part of the story?

a. The baker is surprised.

b. The baker is mad.

c. The baker is scared.

Question 3 (from p. 3 of passage)

What does the rhinoceros do at the river?

a. He takes off his skin to swim.

b. He washes his skin in the water.

c. He pulls the buttons off his skin.

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Question 4 (from p. 3 of passage)

What is the skin of the rhino like?

a. His skin is dirty.

b. His skin is small.

c. His skin is smooth.

Question 5 (from p. 4 of passage)

What does the baker do in this part of the story?

a. He gathers crumbs to make a cake.

b. He puts crumbs inside the skin.

c. He drops crumbs on the ground.

Question 6 (from p. 5 of passage)

How does the rhino feel after he puts on his skin?

a. He feels hot.

b. He feels itchy.

c. He feels wet.

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Question 7 (from p. 5 of passage)

What happens to the rhino's skin? Choose the picture that shows what happens to the rhino's skin.

a. 

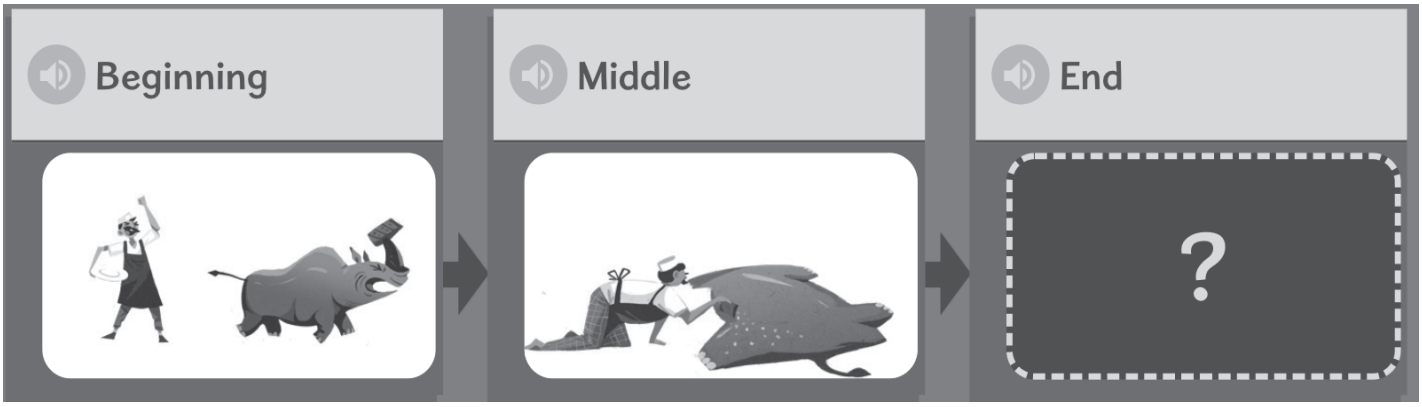
b. 

c. 

Question 8 (from p. 6 of passage)

Look at the chart. What happens at the end of the story? Choose the correct picture.

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a. 

b. 

c. 

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Listen and Learn

Main Topic



The **main topic** is what a book, or part of a book, is all about.

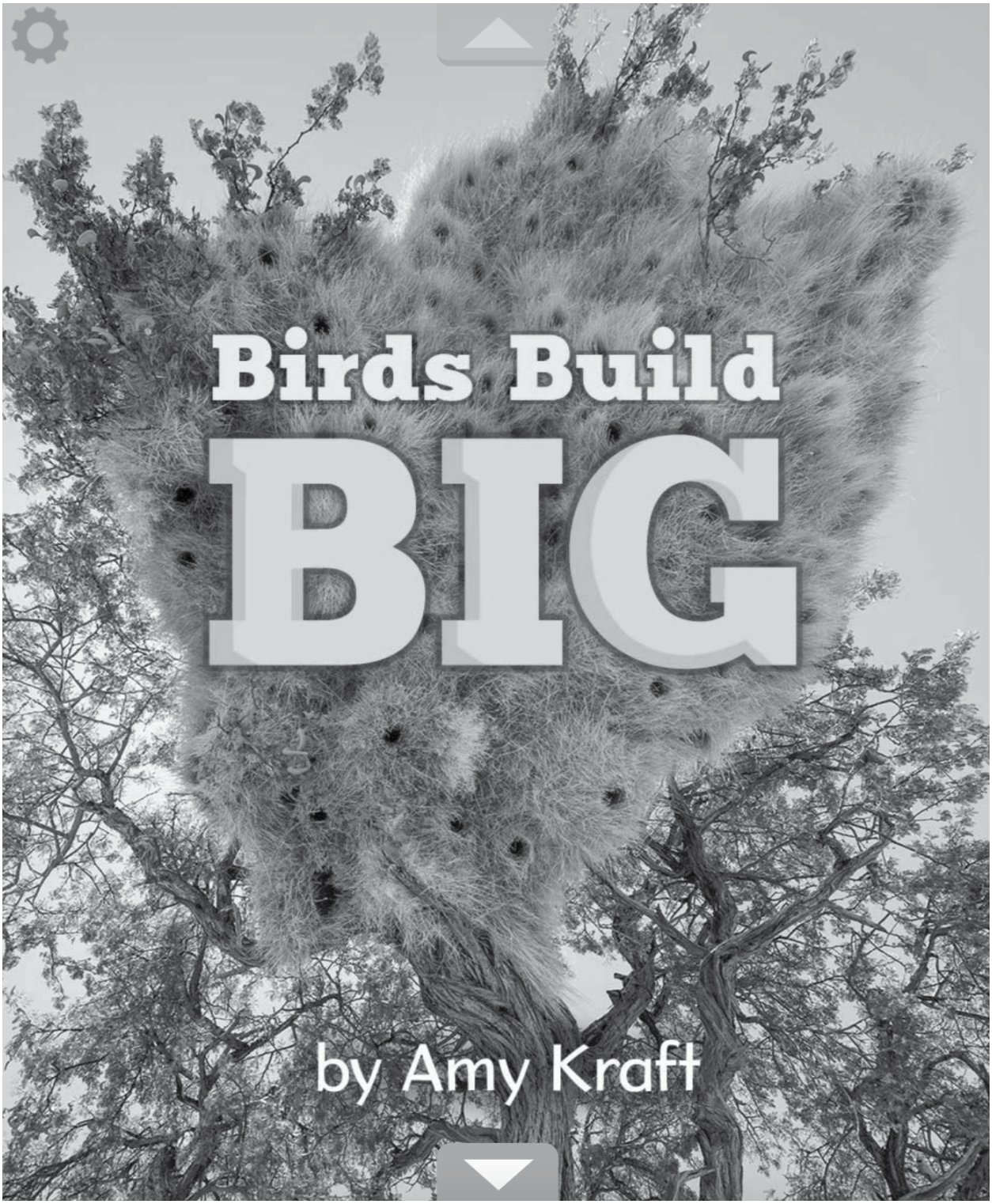
When you are reading or listening to an information book, ask:

- What is this book all about?
- What are the key details?

The main topic is what the key details are all about.

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Have you ever been in an apartment building? It is a big building with many small homes inside it.



©DrimaFilm/Shutterstock

apartment building

Some birds make nests this way, too. They are called weaver birds.



©Ingo Arndt/Minden Pictures

weaver bird nest

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Weaver birds live in the desert in Africa. These little birds build BIG nests. More than 400 birds might live in one nest!

Each bird family has its own room. The birds make tunnels to connect the rooms. The nest is like an apartment building.



©Maximiliane Wagner/Dreamstime

This nest has many small rooms inside it.

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Weaver birds work together. They use straw to make a nest. The birds stuff straw into the sides and bottom of the nest. This makes the nest bigger.

The birds work on a nest for years. One nest might be as big as your classroom!



©Robert C Nunnington/Oxford Scientific/Getty Images

Many weaver birds work together on a nest.

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A big nest protects weaver birds and their eggs. Snakes and hawks want to eat the eggs. The sharp, spiky straw in the big nest keeps them away.



©Jen Guyton/naturepl.com

The spiky straw keeps the snake out.

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The big nest makes shade that keeps the birds cool. Feathers and grass in each room keep the birds warm. Rain runs off the slanted roof. The birds stay dry.

Weaver birds know how to work and live together. They know how to build big.



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A big nest protects weaver birds.

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Question 1 (for p. 1 of passage)

What are inside both a weaver bird nest and an apartment building?

a. many people
b. weaver birds
c. small homes

Question 2 (for p. 2 of passage)

How many birds live in a weaver bird nest?

a. 
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b. 
©Anka Agency International/Alamy

c. 
©Afripics/Alamy

Question 3 (for p. 3 of passage)

How do weaver birds build their nest?

a. Weaver birds work alone.
b. Weaver birds work together.
c. Weaver birds work in classrooms.

Question 4 (for p. 4 of passage)

What makes the nest a safe place for weaver birds?

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a. The nest is made with sharp, spiky straw.
b. The nest has many eggs inside it.
c. The nest is home for hundreds of birds.

Question 5 (for p. 5 of passage)

How does the nest keep weaver birds dry?

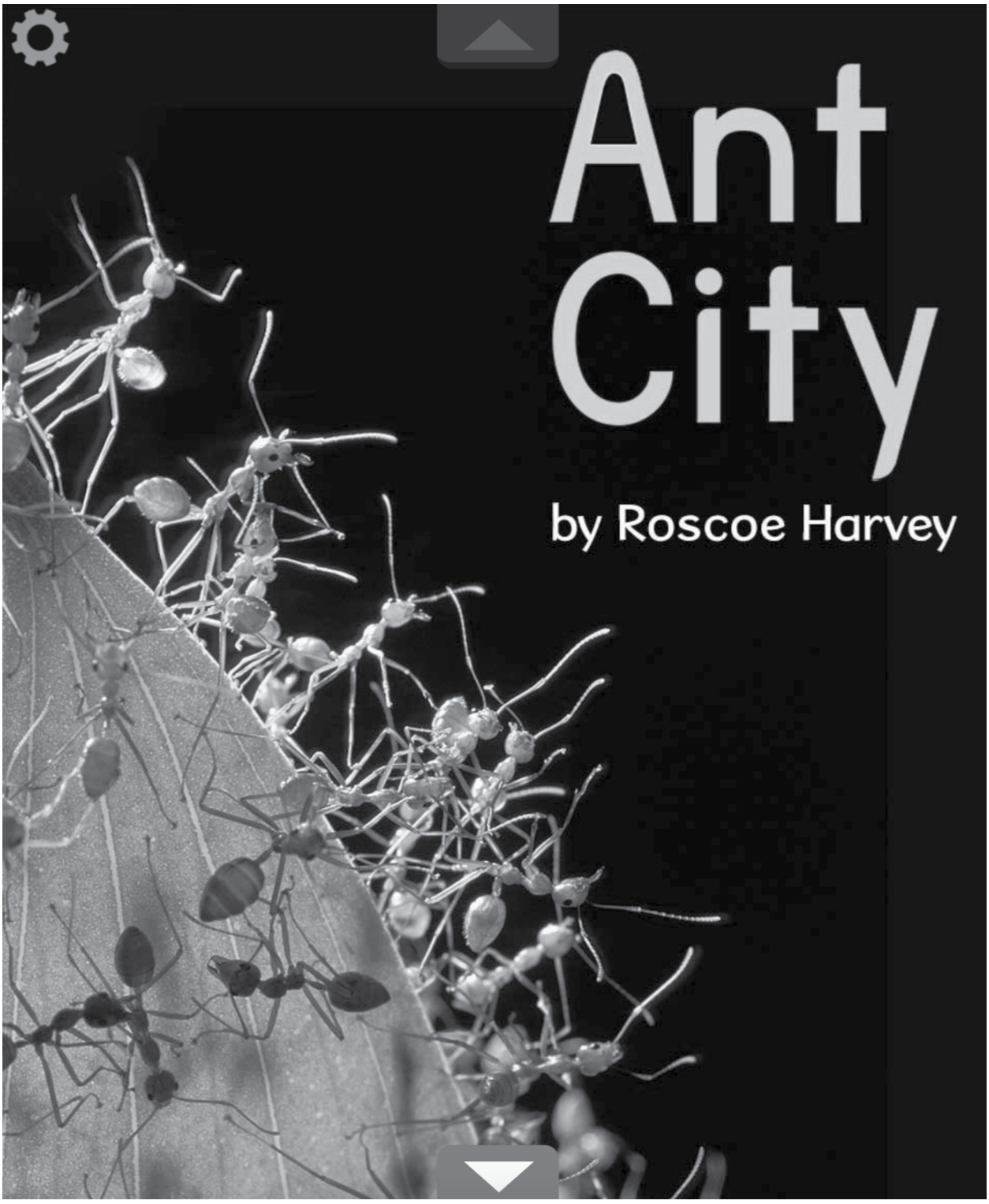
a. The nest makes shade.
b. The nest has feathers.
c. The nest has a roof.

Question 6 (for p. 5 of passage)

What is the whole text mostly about?

a. Weaver birds learn to live in the desert.
b. Weaver birds like living in apartments.
c. Weaver birds build and live in big nests.

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Would you look down or up to find a city of ants? In the rainforest, look up. An ant city might be in the trees!

Weaver ants build nests in trees. A nest can be as big as a soccer ball. An ant city might have 100 nests. A half million tiny weaver ants might live there.



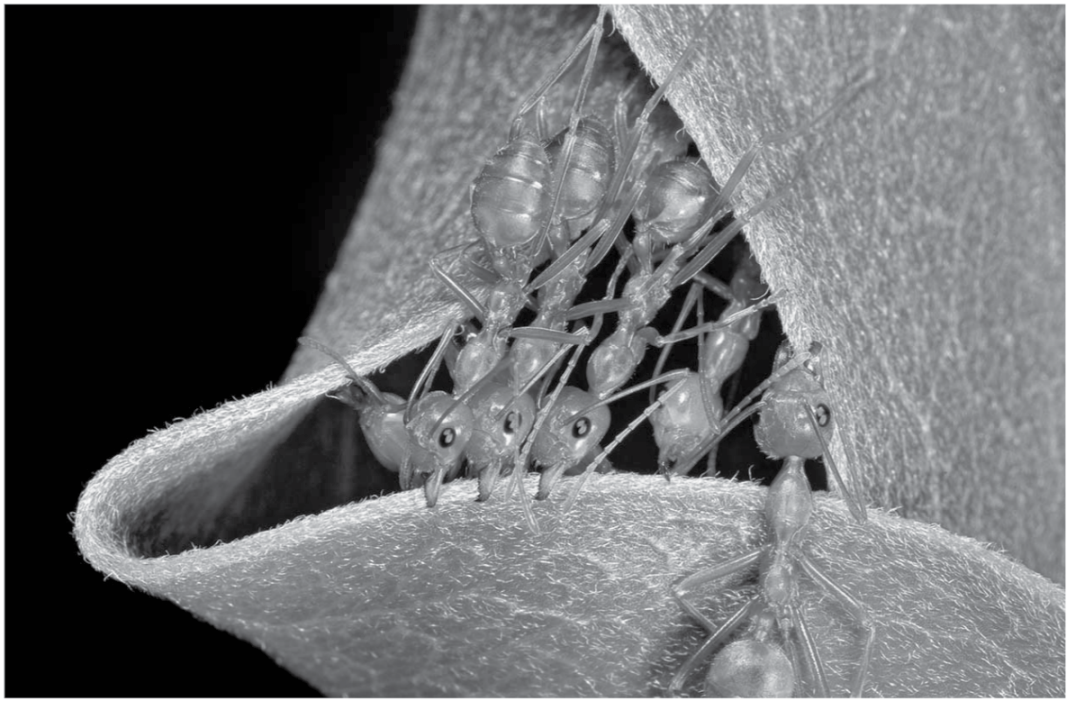
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There are two weaver ant nests in this tree.

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Weaver ants work in teams to build nests. The worker ants pull leaves together.

They use their mouths and legs. The ants are strong.



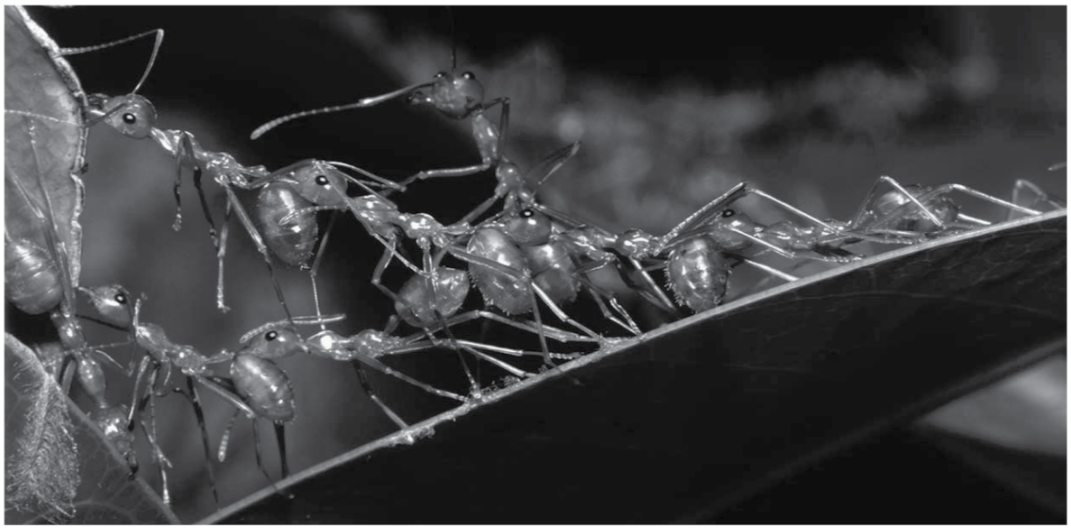
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A team of ants works together.

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If a leaf is too far away, the ants crawl over each other. Each ant grabs the middle of another ant. They hold each other up. It is an ant chain!

More ants go across the chain to get to the next leaf. Then the ants pull the two leaves together.



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The ants are making an ant chain.

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Now the worker ants wait. They need help. Soon other ants come. They bring worms that have hatched from ant eggs.

Each ant taps and squeezes its worm. The worm makes sticky spit. The spit is like glue. It sticks the leaves together. Leaves and spit make a good nest.



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An ant squeezes a worm.

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Each nest is part of a whole city of ants.

The ants build an ant city in the trees.



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Weaver ants work together.

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Question 1 (from p. 1 of passage)

Where do weaver ants build their nests?

a. in the city
b. in trees
c. on the ground

Question 2 (from p. 2 of passage)

Which picture shows how many weaver ants work on a nest?

a. 
©Alex Wild

b. 
©Denis Crawford/Alamy

c. 
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Question 3 (from p. 2 of passage)

What do weaver ants need to make their nests?

a. 
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b. 
©Lotus Images/Shutterstock

c. 
©nito/Shutterstock

Question 4 (from p. 3 of passage)

Why do ants build an ant chain?

a. so they can get stronger
b. so they can reach leaves
c. so they can climb a tree

Question 5 (from p. 4 of passage)

What do the ants get from the hatched eggs?

a. birds
b. worms
c. leaves

Question 6 (from p. 4 of passage)

What do the ants do with the worm spit?

a. The ants clean the eggs with worm spit.
b. The ants stick leaves together with worm spit.
c. The ants build an ant chain with worm spit.

Question 7 (from p. 5 of passage)

Look at the photo. What does it show?

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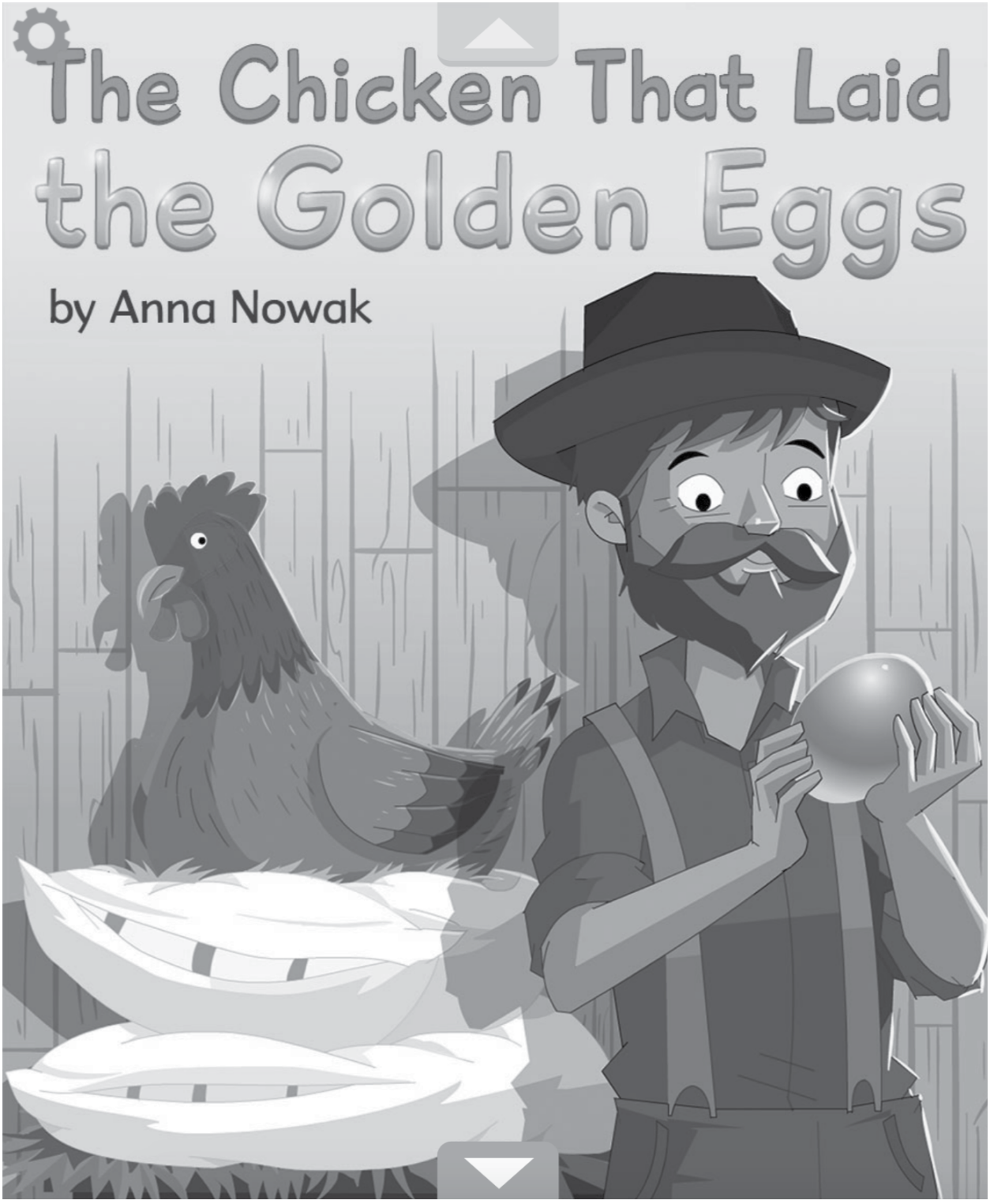
a. an egg
b. a nest
c. a city

Question 8 (from p. 5 of passage)

What is this text mostly about?

a. Weaver ants are strong ants in the rainforest.
b. Weaver ants protect the eggs in their nest.
c. Weaver ants work as a team to build their nests.

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Jasper was a gold **miner**. He went to Alaska to dig for gold. Jasper dug and dug. But he did not find any gold.

One day, Jasper found a chicken. Jasper said, "Maybe my luck is changing."

Jasper's luck did change! That chicken laid a golden egg!



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"Gold! I found gold!" Jasper bragged. The other miners got mad. They had not found any gold.

The next day, Jasper's chicken laid another golden egg. Jasper went to brag again. But the other miners did not listen. They had found a lot of gold.



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Jasper was jealous. And he was greedy. He wanted more gold. Jasper yelled at the chicken. “I want ALL your golden eggs now!”

The next day, the chicken laid a new egg. This egg BROKE when Jasper grabbed it.

“This is not a golden egg! Where is my golden egg?” Jasper yelled.



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Jasper tried being kind. He fed the chicken the fattest worms. He let it sleep in his bed.

But it was too late. The chicken laid an egg each day. But it did not lay any more golden eggs.



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Jasper got tired of eating eggs. The eggs piled up. They got rotten and smelly. Jasper shouted at the chicken, "You must have more golden eggs! Lay them for me."

The chicken squawked and flapped away. "Fine!" Jasper said. Then he went to sleep.



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Jasper was hungry when he woke up. He looked for the chicken. He wanted an egg.

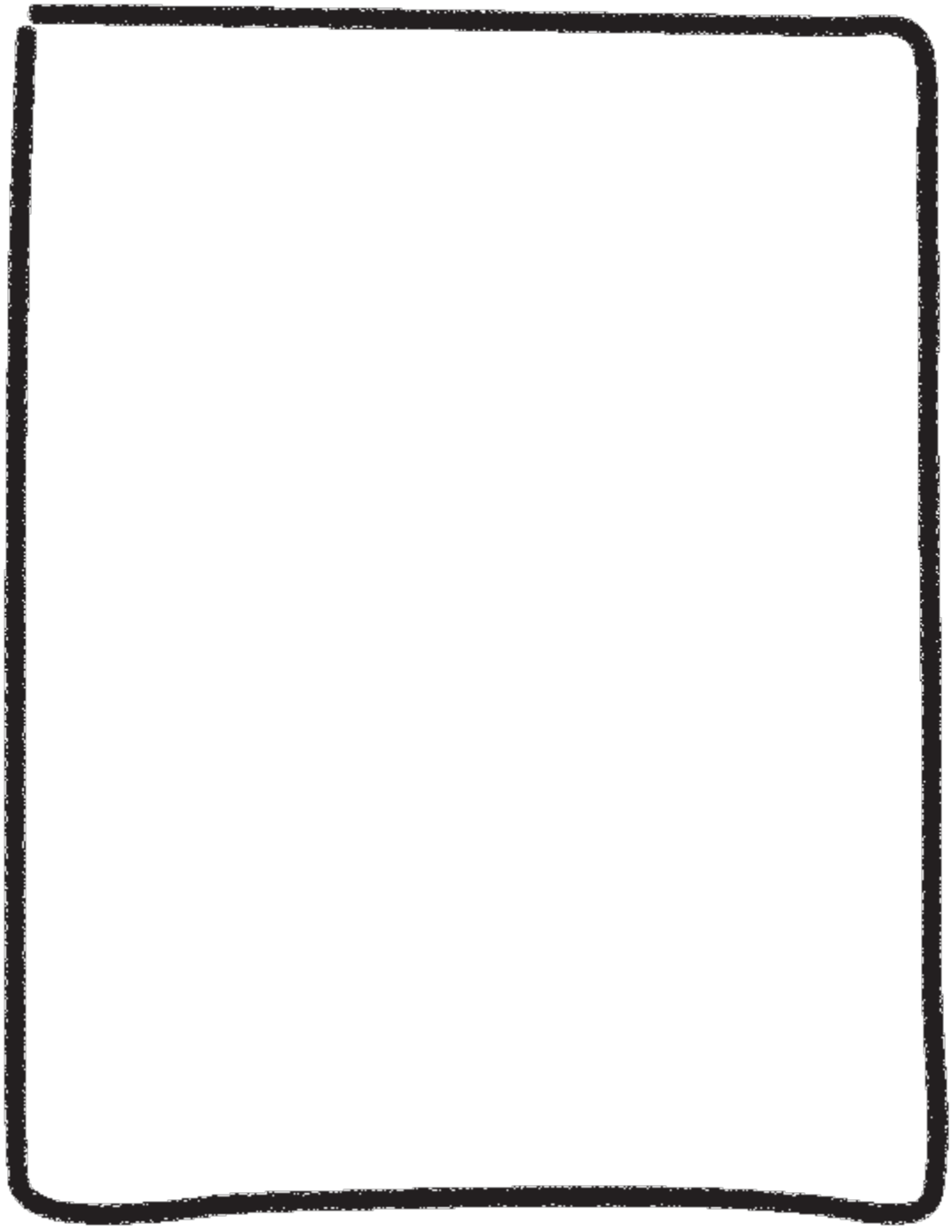
But the chicken had gone away. Now Jasper had no new eggs of any kind.

So he traded his two golden eggs for a ham sandwich and a train ticket out of Alaska.



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Draw or write.



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Listen and Learn

Identifying Setting



The **setting** is when and where a story takes place.

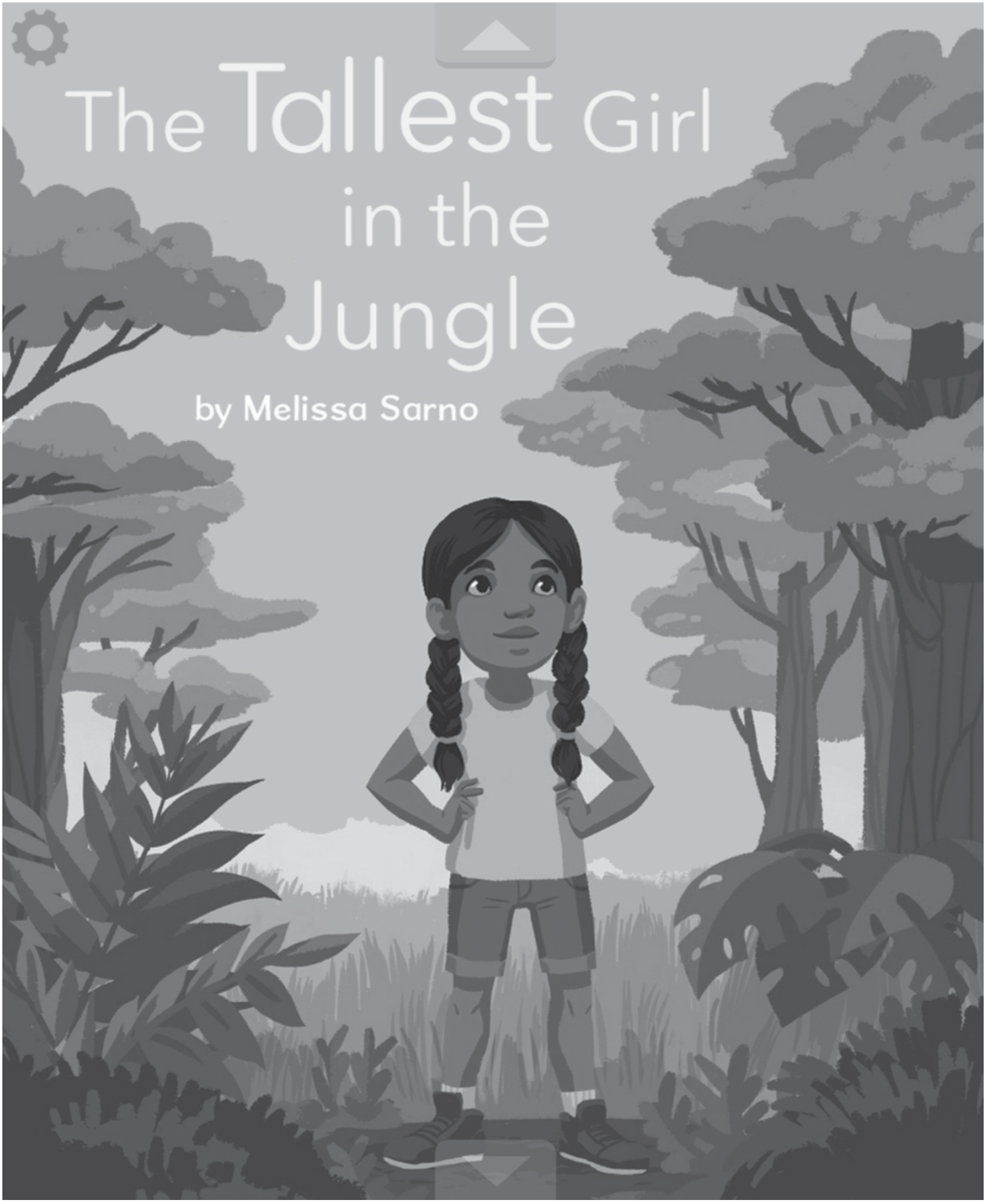
When you are reading or listening to a story, ask:

- When does the story take place?
- Where does the story take place?

Thinking about the setting helps you understand the story.

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Ana was the smallest girl in her class. Her friends **teased** her all the time. "Ana, you are so short! We can not see you over the grass," they laughed.

The tall grass tickled the top of Ana's head.

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Ana frowned. She hated being teased for being small. She looked up at the sky and listened. Monkeys chattered. Birds tweeted. She wanted to join them. She wanted to be as tall as the towering trees.

Ana had an idea. "Wait until you see how tall I can be," she called to her friends.

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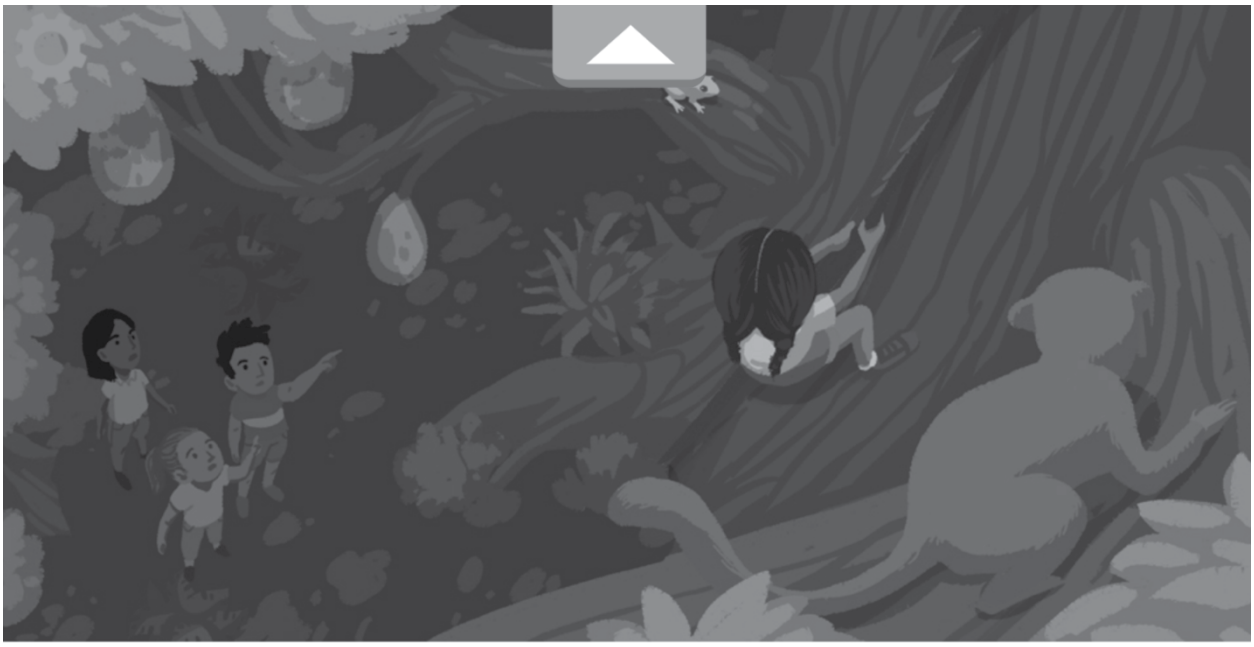
Ana stepped into the trees. She saw a long, thick hanging **vine**. She reached for it.

"What are you doing?" her friends asked.

"I am going to climb," she said.

Ana grabbed the vine with her hands. She pulled herself up. She used her feet, too.

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"Wow! Look at her go!" the kids shouted. Ana was fast. Soon she was in the green leaves of the trees. Monkeys munched on coconuts as she went by. She saw giant fruits, large nuts, and colorful tree frogs.

"Look how high she is!" cried the kids.

"I will climb even higher!" called Ana.

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Ana looked up to the tree tops. "Can I make it to the canopy?" she wondered. She took a deep breath. "Of course I can," she whispered.

Ana climbed higher. She moved from branch to branch. Up and up she climbed.

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Soon Ana saw a bird with so many colors that it looked like a rainbow! She was in the canopy.

Ana waved and smiled. Her friends cheered. They could not tease her for being small now. She had done it. Ana was the tallest girl in the jungle!

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Question 1 (for p. 1 of passage)

Why are Ana's friends teasing her?

a. She is the most ticklish.
b. She is lost in the grass.
c. She is the shortest one

Question 2 (for p. 2 of passage)

Where does this part of the story happen?

a. Up in the sky with the birds.
b. In the trees by the monkeys.
c. On the ground near the jungle.

Question 3 (for p. 3 of passage)

How does Ana use the vine?

a. She uses it to catch a monkey.
b. She uses it to help her friends.
c. She uses it to climb the tree.

Question 4 (for p. 4 of passage)

Why are Ana's friends excited?

a. Ana has hit a coconut.
b. Ana has climbed high.
c. Ana has saved a frog.

Question 5 (for p. 5 of passage)

Where will Ana go next?

a. She will go up to the top.
b. She will go find a fruit.
c. She will go back down.

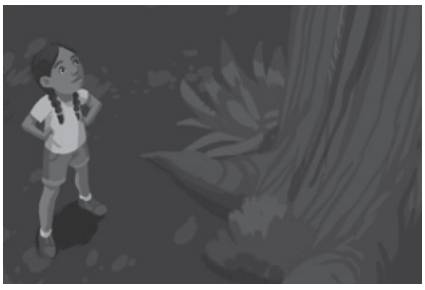
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Question 6 (for pp. 1-6 of passage)

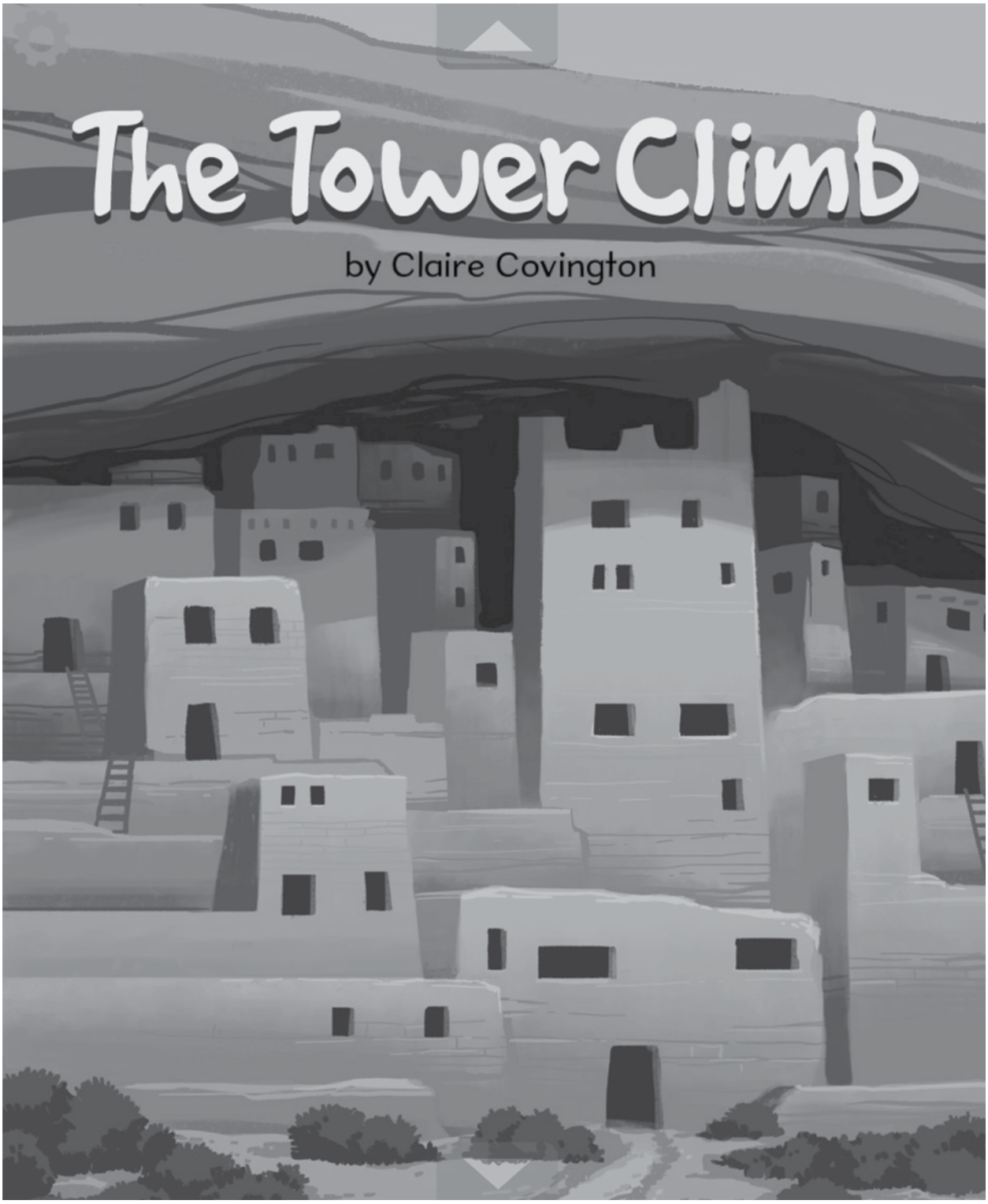
What happens at the beginning of the story?

a. 

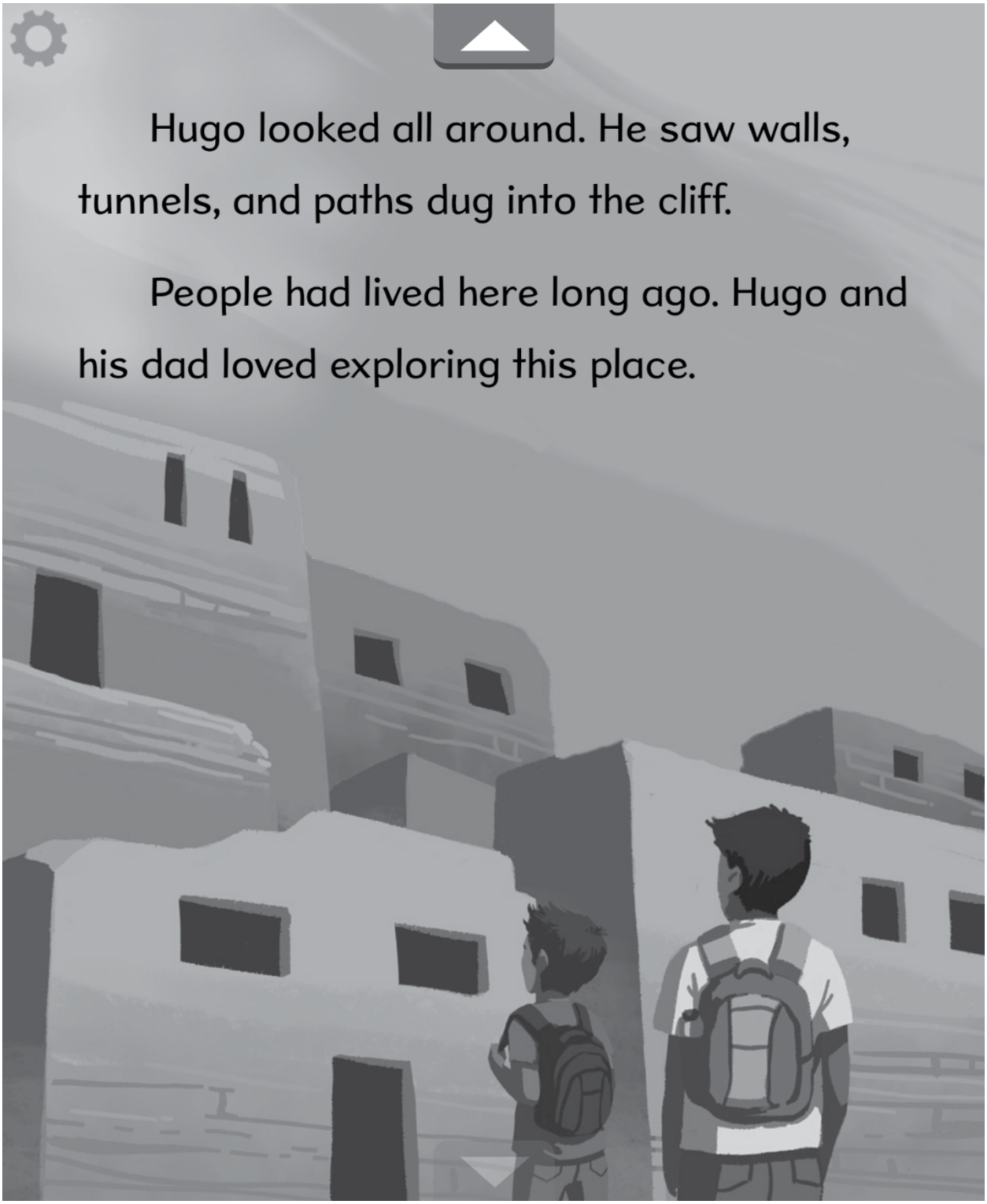
b. 

c. 

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Hugo crawled into a tunnel. The tunnel led him up and up. Hugo saw a ladder. It went almost straight up! Hugo climbed.

Suddenly, Hugo felt the sun. He was in a high tower!



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Hugo heard a tiny sound. He saw a little animal. “What is that?” he asked.

“It looks like a spotted owl,” said Dad.

Hugo frowned. “Look! The owl has a broken wing. Can we take it with us? We can get help at the bottom.” His dad said yes.



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"It's a long way down, Dad. How can I keep the owl safe?"

Dad said, "Well, the people who lived here long ago carried babies on their backs. They used flat boards or baskets."

Hugo said, "I know what to do!"



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Hugo got his backpack. He put the owl inside it. “Stay safe,” he whispered.

Then Hugo led the way down. He did not slip on the ladder. He did not bump the walls of the tunnel. He did not trip on the path.



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Hugo and his dad were at the bottom of the cliff. Hugo gently opened his backpack. The tiny owl was safe.

"Come on, little one. Let's fix that broken wing," Hugo said.



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Question 1 (for p. 1 of passage)

Where are Hugo and his dad in this part of the story?

a. They are outside an old town.
b. They are beside a long path.
c. They are inside a big tunnel.

Question 2 (for p. 2 of passage)

Where is Hugo when he feels the sun?

a. Hugo is inside the tunnel.
b. Hugo is on the ground.
c. Hugo is up in the tower.

Question 3 (for p. 3 of passage)

Why does the owl need Hugo's help?

a. The owl is lost.
b. The owl is hot.
c. The owl is hurt.

Question 4 (for p. 4 of passage)

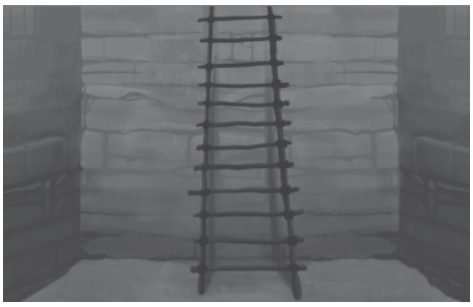
Where does Hugo need to take the owl?

a. Higher in the tower.
b. Back into the tunnel.
c. Down to the ground.

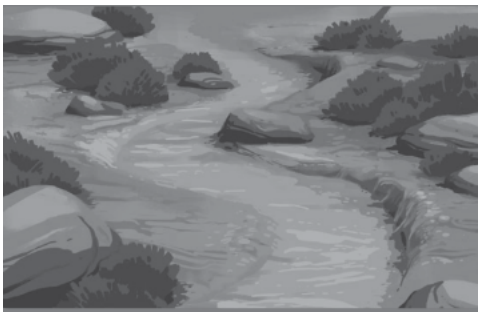
Question 5 (for p. 5 of passage)

What does Hugo do first on his way down?

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a. 

b. 

c. 

Question 6 (for p. 5 of passage)

Why is Hugo careful as he comes down from the tower?

a. He is worried about the hurt owl.
b. He is worried about getting lost.
c. He is worried about the ladder.

Question 7 (for p. 6 of passage)

Where are Hugo and his dad now?

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a. They are in the tower.
b. They are on the ladder.
c. They are on the ground.

Question 8 (for pp. 1–6 of passage)

What happens at the beginning of the story?

a. 

b. 

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C. 

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Listen and Learn

Unknown Words



Sometimes you hear or read a word you do not know. You can ask questions about the word to find out what it means.

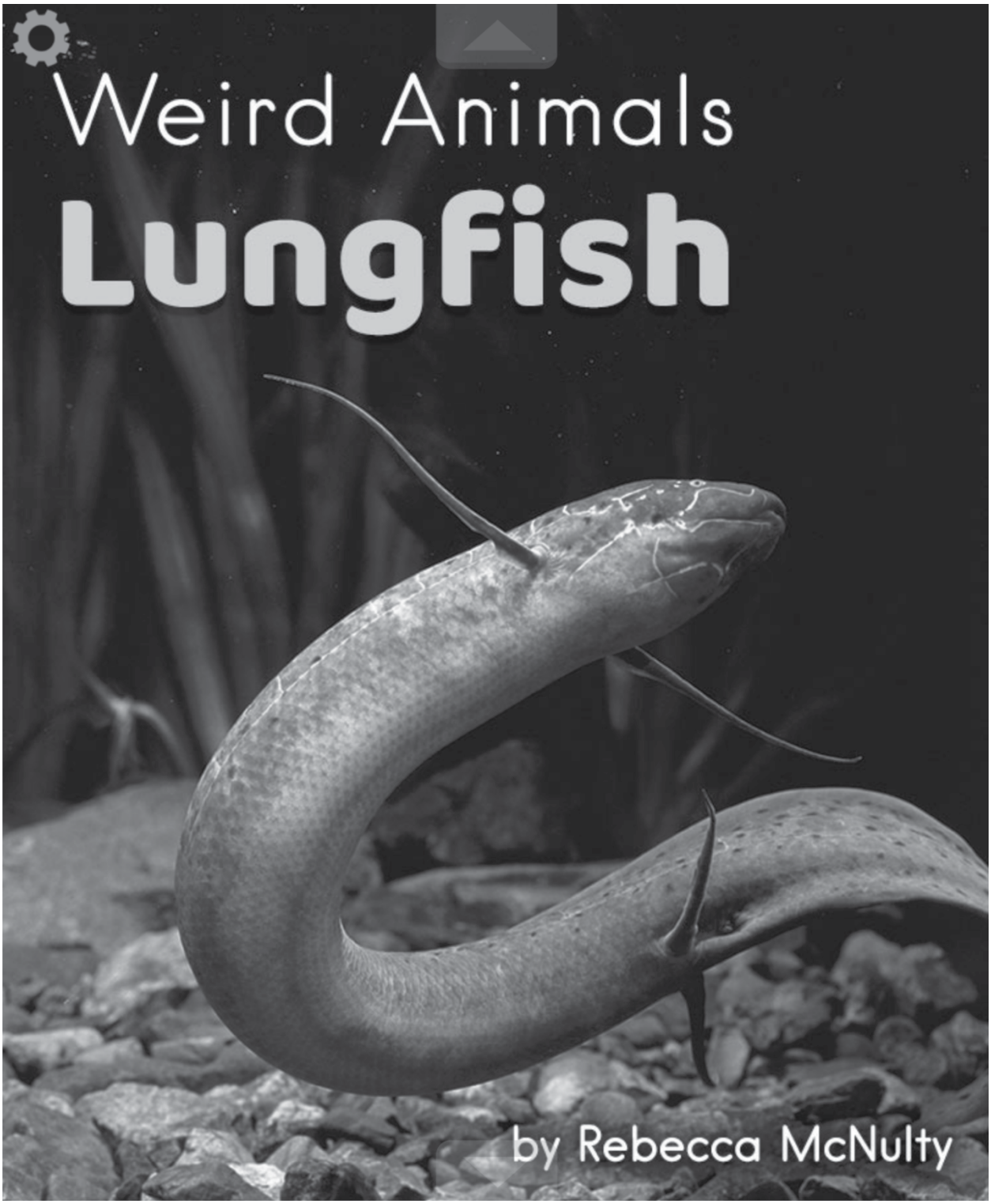
Here are some questions you can ask:

- What clues can I find in the other words?
- What clues can I find in the pictures?

Finding the meaning of new words can help you understand an information book.

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Have you ever heard of a fish that can survive outside of water? It sounds like something that is made up.

But one fish is able to do that. It has a special way to stay alive outside of water. It is the lungfish.



©Mchugh Tom/Science Source

This lungfish is on land.

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Rainy Season

Lungfish live in Africa. Africa has a rainy season. It is a rainy, wet time of the year.

Lungfish live in small lakes called ponds during the rainy season. They swim and eat and rest like other fish.



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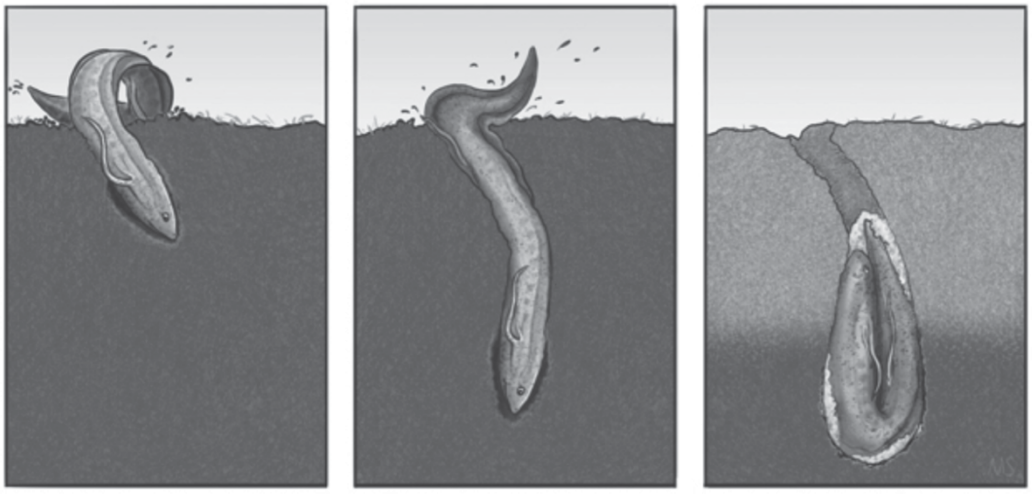
This lungfish is in water.

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Dry Season

Africa also has a dry season. No rain falls. Ponds dry up. That is when lungfish do something special.

Lungfish burrow into the bottom of the pond. They dig into the mud. They make a **cocoon** that covers and protects them.



A lungfish makes its cocoon in the mud.

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Resting in Slime

The cocoon is filled with sticky slime. It keeps the fish wet so they don't die.

Lungfish rest in the cocoon during the dry season. It lasts for half of the year. That is a long time to live without water!

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The Rain Comes Back

Then the dry season ends. Ponds fill with water. The cocoon melts away. It becomes soft and disappears.

The lungfish dig out of the mud. Soon they swim like other fish again!



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This lungfish is out of the mud.

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Question 1 (for p. 1 of passage)

Read the first sentence. What does the word **survive** mean?

a. swim
b. play
c. live

Question 2 (for p. 1 of passage)

What is special about a lungfish?

a. It can live out of water.
b. It can swim in water.
c. It can drink water.

Question 3 (for p. 2 of passage)

Which picture shows what a pond is?

a. 
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b. 
©imageBROKER/Alamy

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c. 

©iStock.com/filipefrazao

Question 4 (for p. 3 of passage)

Look at the word **burrow**. Which other word in the text helps you understand what **burrow** means?

a. dig
b. make
c. fall

Question 5 (for p. 4 of passage)

What is slime like?

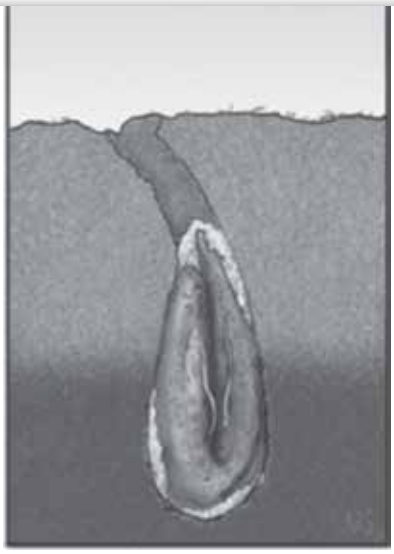
a. Slime is sticky.
b. Slime is hard.
c. Slime is dry.

Question 6 (for p. 5 of passage)

Which picture shows what happens after the dry season, when the rain comes back?

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a.



b.



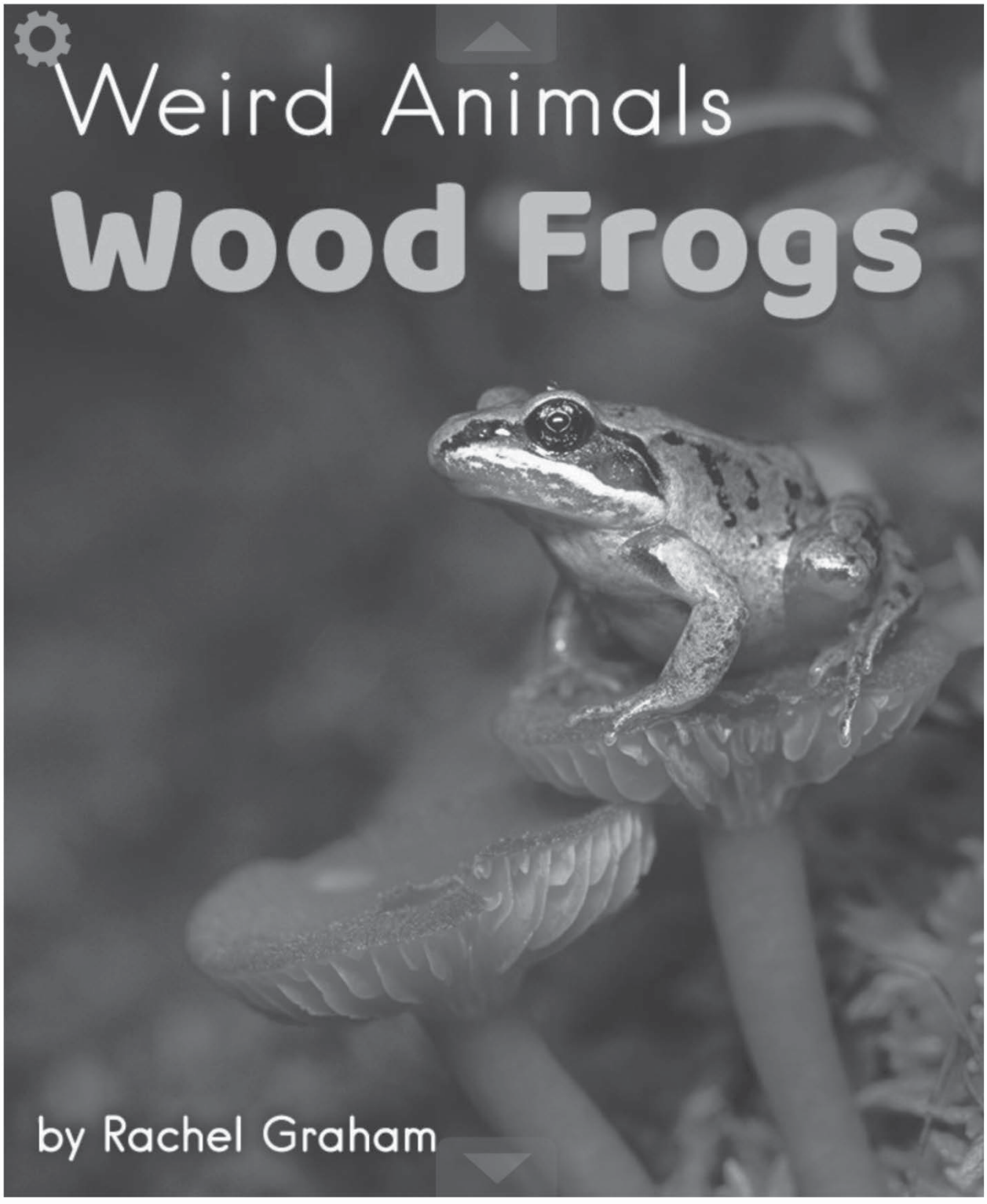
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c.



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Can you think of something that gets hard and freezes when it is very cold? Water turns to ice. But did you know some frogs can freeze, too?

Wood frogs freeze when it gets cold. Then, when it warms up, they warm up, too.



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A wood frog can freeze when it gets cold.

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Finding a Safe Place

Wood frogs rest when they are frozen. They sleep all winter.

A wood frog finds a spot to rest in the fall. This place must be safe. The frog will stay there all winter.



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This frog has found a good place to rest.

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Winter in Ice

Winter is cold. Lots of things freeze.

Ice can go all around a wood frog. It covers its whole body. Much of the water in a wood frog's body turns to ice. But the frog just sleeps.

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Frozen Frogs

A frozen wood frog feels hard like a rock. Its body stays very still. It does not move.

Wood frogs can stay frozen for a very long time.



©J.M. Storey

This wood frog is frozen.

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Spring Warm Up

Spring comes. The frozen wood frog warms up. It starts to move again.

The frog hops back to the pond where it was born. It returns every spring. It eats, jumps, and swims until the next winter. Then it freezes again!



©Accent Alaska.com/Alamy

This wood frog is swimming.

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Question 1 (for p. 1 of passage)

Read the first sentence. What does the word **freezes** mean?

a. turns to ice
b. turns to water
c. turns to wood

Question 2 (for p. 1 of passage)

What can wood frogs do?

a. Wood frogs can freeze in the cold.
b. Wood frogs can make hard ice.
c. Wood frogs can stay warm all year.

Question 3 (for p. 2 of passage)

Which picture shows what the word **rest** means?

a. 
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b. 
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c. 

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Question 4 (for p. 2 of passage)

What does the word **spot** mean?

a. safe
b. fall
c. place

Question 5 (for p. 3 of passage)

What does the word **whole** mean?

a. some time
b. every part
c. any place

Question 6 (for p. 4 of passage)

Look at the word **still**. Which other words in the text help you understand what **still** means?

a. does not move
b. very long time
c. wood frog feels

Question 7 (for p. 5 of passage)

What does the word **returns** mean?

a. goes away

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b. goes back
c. goes over

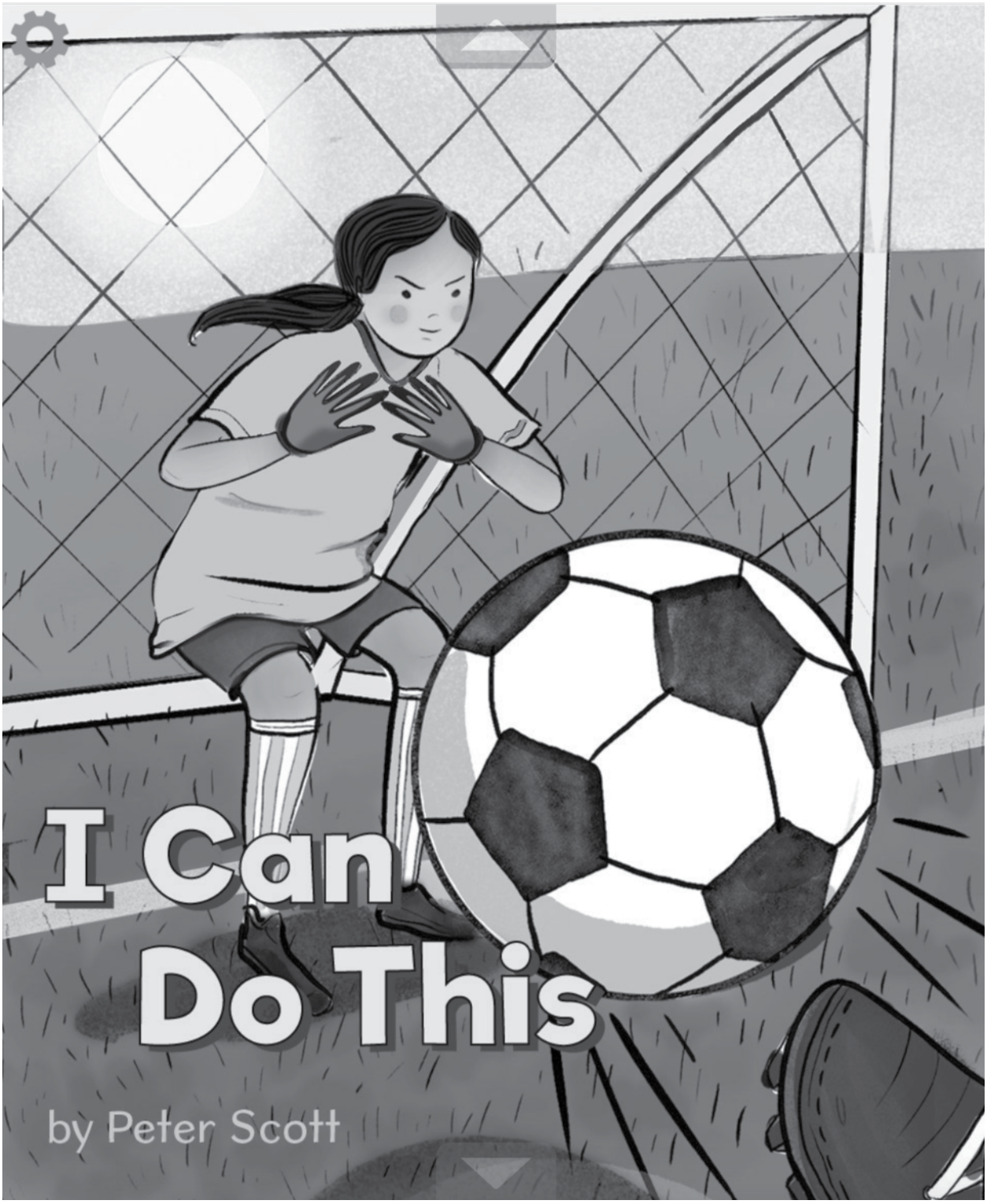
Question 8 (for p. 5 of passage)

Look at the chart. What happens in the spring?

Fall	Winter	Spring
The wood frog finds a safe spot.	The wood frog freezes.	

a. The wood frog wakes up.
b. The wood frog stays still.
c. The wood frog goes to sleep.

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"Abby, go in for Emma," Coach said. "She is hurt."

Emma was the team goalie. She could not play after she hurt her wrist.

"All right, Coach," said Abby. She ran onto the soccer field. But she was worried about playing goalie.



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Abby's team was the Wildcats. They were playing the Hawks. The Wildcats were winning by one.

The game was almost over. The Wildcats were excited. They could win!

"I can not let the Hawks score!" said Abby to herself.



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Abby stood in goal.

"I can do this," she thought. She had to keep the Hawks from scoring.

"Watch the ball," Abby said to herself. "Don't let it get past you."



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The game started again. The Hawks had the ball. They quickly kicked it up the field.

A player kicked the ball left, then right. Then she kicked it up high toward the goal.

Abby reached up. She punched the ball hard!



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The ball bounced away from the goal. Abby could not believe it. She did it! The Hawks did not score.

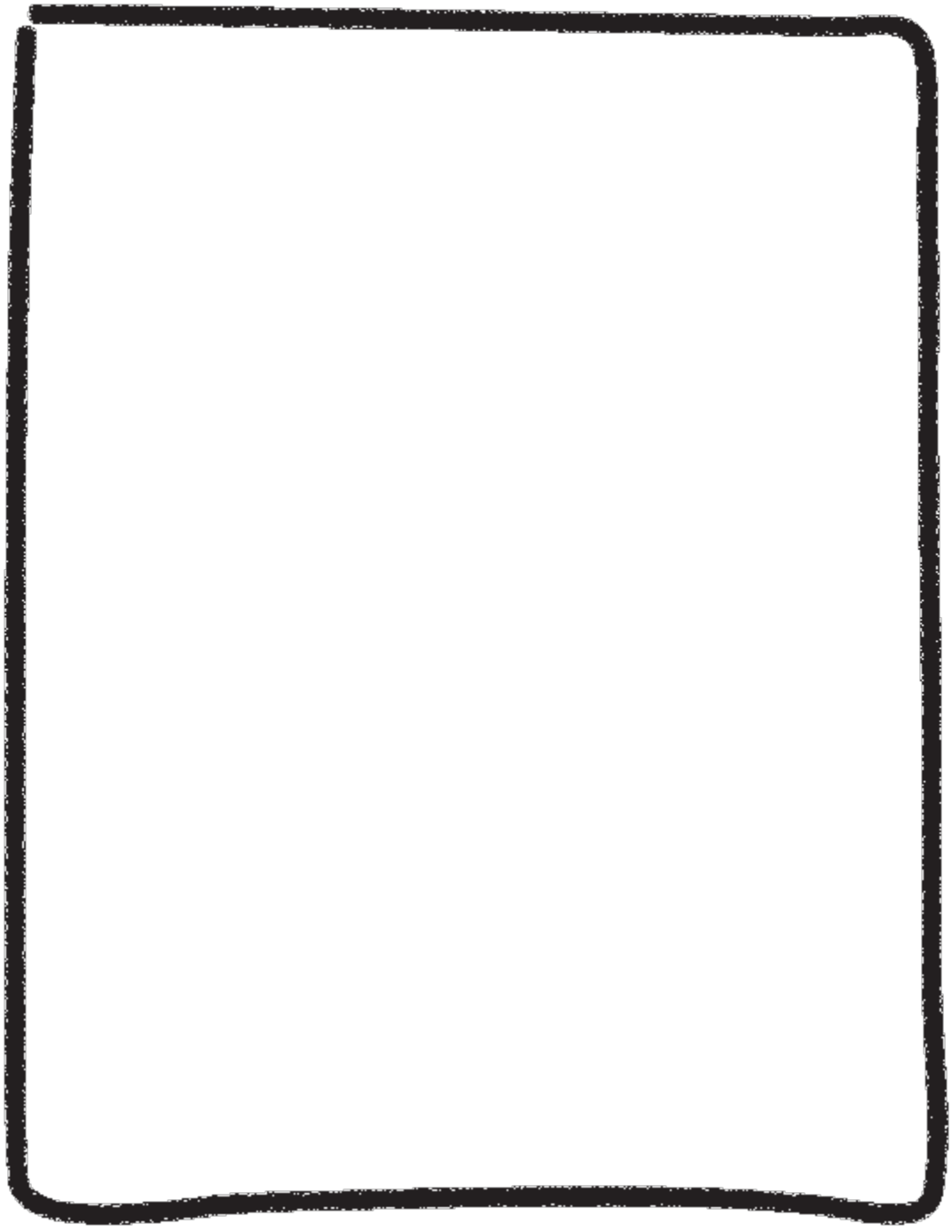
The **whistle** blew. The game was over. The Wildcats won! The team cheered and ran toward Abby.

Abby smiled. Then she cheered, too.



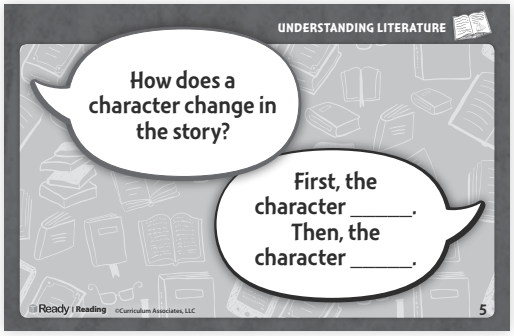
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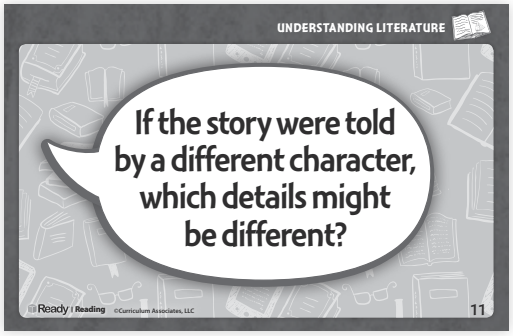
Draw or write.

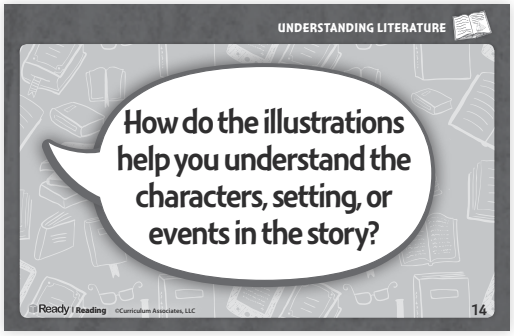


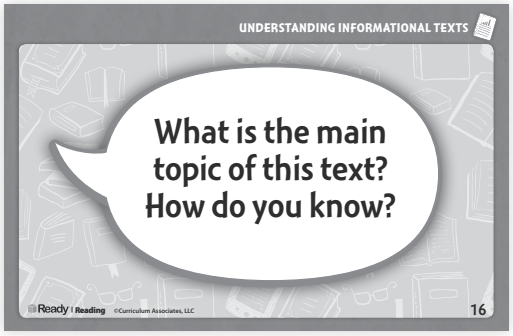
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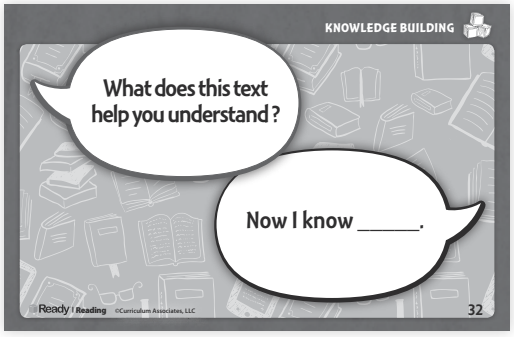
Reading Discourse Cards

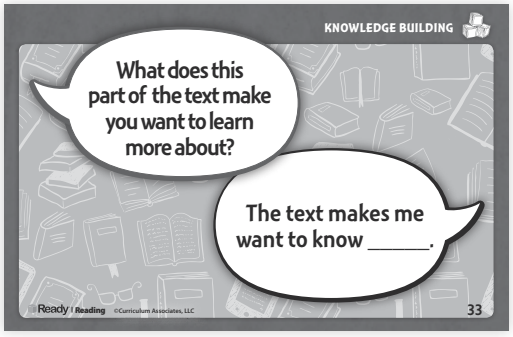


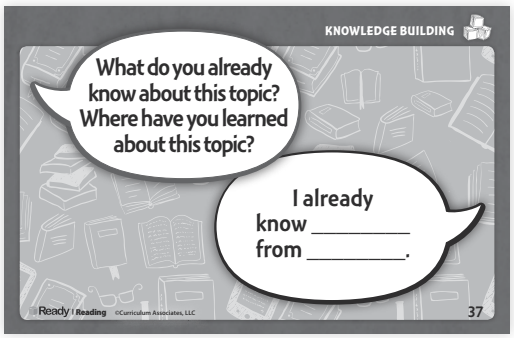


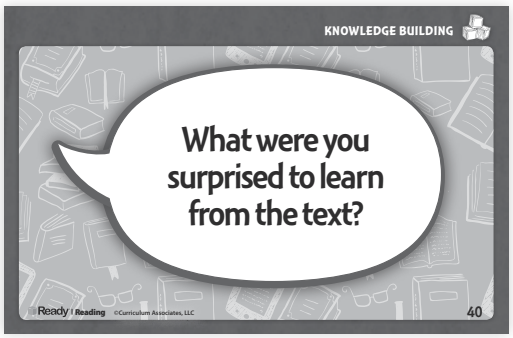


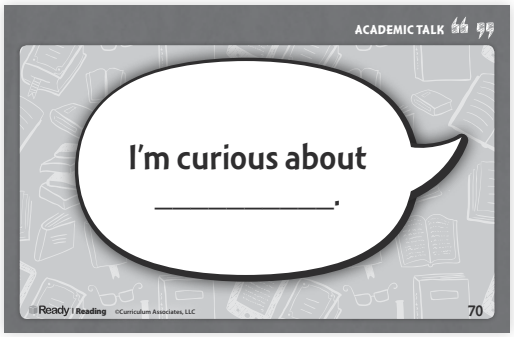


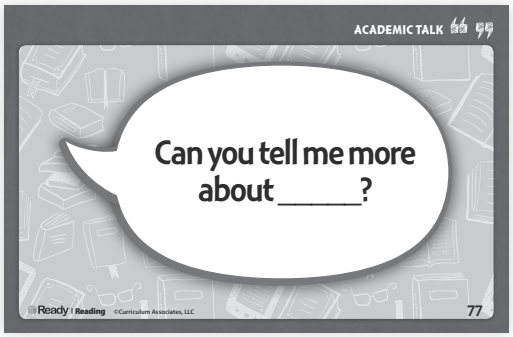






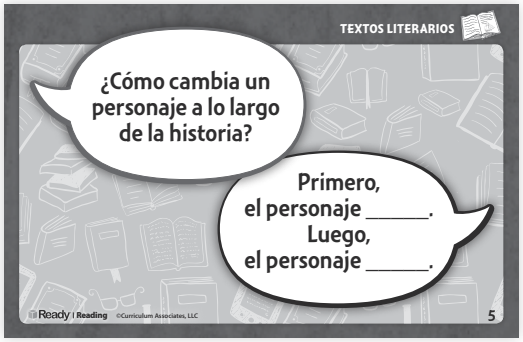


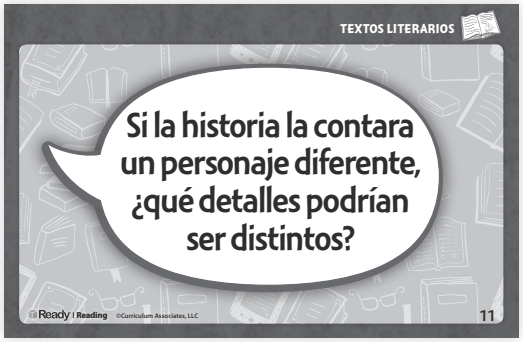


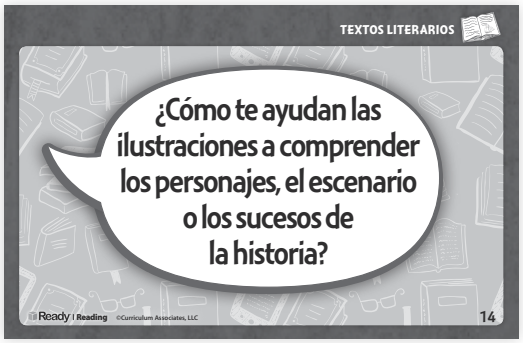


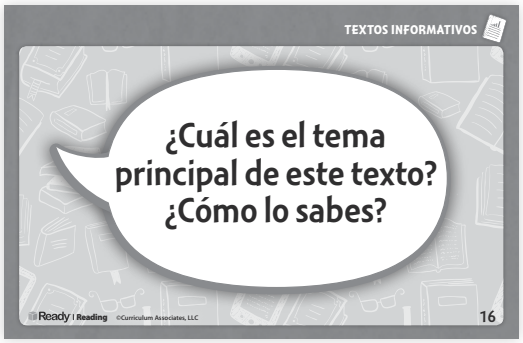
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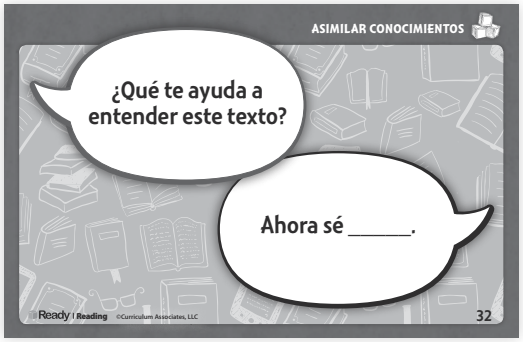
Tarjetas de discusión



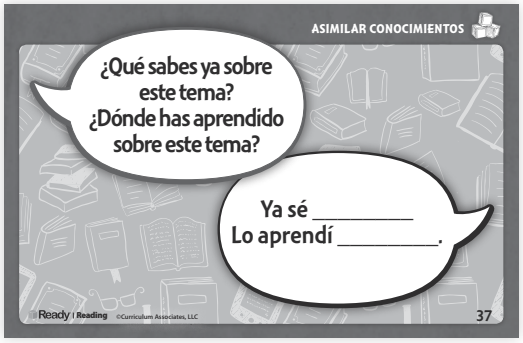




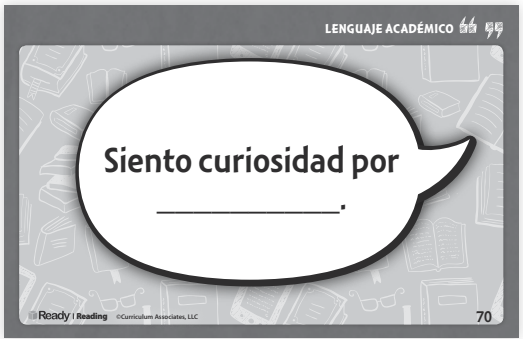


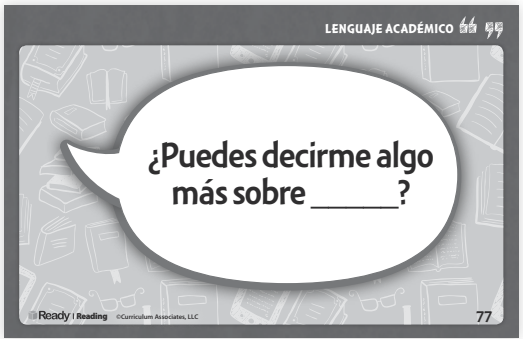












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