# 2nd Grade Reading Log

**Name:** ___________________________  
**Date:** Mar.

Directions: Read 20 minutes every night. Student records the title of a book they read, how many pages they read, and circles how they read it. **Adult signs.**

<table>
<thead>
<tr>
<th>Day</th>
<th>Title of one book you read (student records this)</th>
<th>How did you read? (circle)</th>
<th>Signature of adult</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
<td>I read by myself</td>
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<td></td>
<td></td>
<td>I read to someone</td>
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<td></td>
<td></td>
<td>Someone read to me</td>
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<tr>
<td><strong>Tuesday</strong></td>
<td></td>
<td>I read by myself</td>
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<td></td>
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<td>I read to someone</td>
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<td></td>
<td>Someone read to me</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td></td>
<td>I read by myself</td>
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<td>I read to someone</td>
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<td>Someone read to me</td>
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<tr>
<td><strong>Thursday</strong></td>
<td></td>
<td>I read by myself</td>
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<td></td>
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<td>I read to someone</td>
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<td></td>
<td></td>
<td>Someone read to me</td>
<td></td>
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<tr>
<td><strong>Friday and Weekend</strong></td>
<td></td>
<td>I read by myself</td>
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<td></td>
<td></td>
<td>I read to someone</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Someone read to me</td>
<td></td>
</tr>
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</table>

Example:  

_Expectations for recording title: spelled correctly, correct capitalization, and underlined._  

_A Bad Case of the Stripes, pgs. 1-9_
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<td>I read to someone</td>
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<td></td>
<td></td>
<td>Someone read to me</td>
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<td>I read by myself</td>
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<td>Someone read to me</td>
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<td>Wednesday</td>
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<td>I read by myself</td>
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<tr>
<td>Friday and Weekend</td>
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<td>I read by myself</td>
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<td></td>
<td>I read to someone</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Someone read to me</td>
<td></td>
</tr>
</tbody>
</table>

**Expectations for recording title:** spelled correctly, correct capitalization, and underlined.

**Example:**

_A Bad Case of the Stripes, pg. 1-9_
Independent Reading!

Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student 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.storymory.com
www.freekidsbooks.org
en.childrenslibrary.org
Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**

   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**

   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**

   Look for clues in the words or sentences around the word you don’t know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**

   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**

   Ask yourself, “Does this meaning make sense in the sentence?”
Lesson 7
Recounting Stories

Learning Target
Retelling stories will help you understand the order of events and how these events happen.

Read  Good storytellers take care to retell, or recount, the important events of the story in the order they happen. You can recount a story by telling the important events from the beginning, middle, and end.

Read this story. Think about what happens at the beginning, in the middle, and at the end.

How the Elephant Got Its Long Nose

A long time ago, elephants had short noses. But one day, a crocodile bit a young elephant on the nose.

The elephant tried to pull away. As he pulled and pulled, his nose got longer and longer.

When he pulled free, his nose was five feet long! He didn't like it at first. Then he found new things to do with his long nose. He reached into the trees to grab leaves to eat. Best of all, it was fun to take baths!
**Think**  Fill in the chart to tell the important story events in the order they happen.

<table>
<thead>
<tr>
<th>Beginning</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Talk**  Retell the story “How the Elephant Got Its Long Nose” to your partner. Use the events from your chart to help you.

**Academic Talk**

Use these words to talk about the text.
- recount
- event
- order
The Lion and the Mouse
an Aesop fable

1 A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, “Forgive me! I didn’t mean to wake you. If you let me go, I’ll do something to help you someday.”

3 The lion laughed at the idea that the little mouse could ever help him. “What could a tiny thing like you ever do for me?” the lion said. But he let the mouse go.

4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.

5 The lion couldn’t move. Just then, the little mouse appeared. “Don’t worry, my friend,” he said. “I’ll help you!” The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, “You were right, little one! Already you have helped me and have saved the King of the Beasts!”
**Explore**

What important events should you include when you recount the story, "The Lion and the Mouse"?

**Think**

1. Complete the chart by writing the important events in order.

<table>
<thead>
<tr>
<th>What Happens in the Story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>End</td>
</tr>
</tbody>
</table>

**Talk**

2. Recount the whole story to your partner in your own words.

**Write**

3. **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart to help you write your answer. Write your answer in the space on page 112.

**HINT** What important event happens just before the lion says this?
The Lion and the Mouse

3 Short Response Why does the lion tell the mouse, "You were right, little one!"? Use the chart you filled out on page 109 to help you write your answer.

HINT What important event happens just before the lion says this?

Don't forget to check your writing.
Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.

Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn’t just ride horses. He could ride anything that came along.

One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.

Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.
Think

1. Which sentence tells something that happens in the middle of the story?
   A. Bill grew up with a pack of coyotes.
   B. Bill was born in Texas a long time ago.
   C. Bill sends Flash home to keep him safe.
   D. Bill rides the giant mountain lion back home.

2. Why does Bill grab the rattlesnake?
   A. to use it like a rope to catch the mountain lion
   B. to save it from being hurt by the mountain lion
   C. to stop it from scaring his horse, Flash
   D. to try to scare away the mountain lion with it

Talk

3. What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

Write

4. Short Response  Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.
PECOS BILL
and the Mountain Lion

Short Response: Recount the end of the story. Tell the most important events in order, using your own words.

HINT: Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

Check Your Writing
☐ Did you read the question carefully?
☐ Can you say the question in your own words?
☐ Did you use proof from the text in your answer?
☐ Are your ideas in a good, clear order?
☐ Did you answer in full sentences?
☐ Did you check your spelling, capital letters, and periods?
**Lesson 16**

**Using Context Clues**

**Introduction:** When you see a word you don’t know, look at the other words in the sentence. They can give you clues about what the word means.

- Sometimes other words in a sentence tell the definition, or meaning, of the word.
  
  The tops of trees in rain forests form a canopy, or **covering of leaves**.

- Sometimes other words in a sentence give an example that helps explain what the word means.
  
  The forest canopy is like a **really big sun hat**.

**Guided Practice**

Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

1. Many **creatures**, or animals, live in the rain forest.

2. Big **flocks**, or groups, of birds dive through the sky.

3. Mammals, like tigers and monkeys, climb on high branches.

4. Bright blue butterflies **flutter**, or fly, between tall trees.

5. Tiny **amphibians** such as frogs hide in the leaves.

6. **Enormous** snakes can be 30 feet long.
Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

1. What do nocturnal animals do?
   A. stay asleep all the time
   B. come out when it gets dark
   C. stay inside all the time
   D. come out only during the day

2. Which words help you know what nocturnal means?
   A. animals only
   B. Big and small
   C. only come out at night
   D. small nocturnal

3. What does the word “prey” mean?
   A. where wild cats live
   B. when wild cats sleep
   C. what wild cats look like
   D. what wild cats eat

4. Which word helps you know what the word “prey” means?
   A. cats
   B. food
   C. dark
   D. Wild
Read the two passages. Then answer the questions that follow them.

Cinderella

*a Brothers Grimm fairy tale*

*retold by Annika Pedersen*

1. Cinderella missed her real mother. Her new stepmother made Cinderella work day and night. She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing. At night, Cinderella slept in the cold ashes by the fireplace. The ashes and cinders made her face and clothes look dirty. That is how she came to be called “Cinderella.”

2. One day her father was going to town. His new wife and stepdaughters told him to bring back fine dresses and jewels. He asked Cinderella what he might get for her.

3. “Bring back the first branch that strikes your hat on the way home,” she said.

4. Her father found this strange. But he brought her what she had asked for.

5. Cinderella planted the branch on her mother’s grave. Then she cried and cried. Her many tears watered the twig. It grew at once into a beautiful hazel tree. A white bird sat in it. The bird told Cinderella it would grant any wish.

6. At that time, the king made plans for a great party. His son, the prince, would choose a bride at the party.
Cinderella wanted to go. But her stepmother and stepsisters just laughed at her. “You do not even have a nice dress or shoes!” they said.

Cinderella went to the hazel tree and made a wish. The white bird gave her a gold dress with gold slippers. Cinderella put them on and ran to the party.

No one knew her in her beautiful new dress. But the prince liked her so much, he would dance with no one else! And she liked him. As soon as the party ended, though, Cinderella ran away. But one of her gold slippers stuck to some mud and came off.

The next day, the prince and his men searched for the owner of the gold slipper. But the slipper did not fit anyone, not even the stepsisters. The prince sadly asked, “Is there no one else?” And the family said, “Only Cinderella.”

Her foot fit easily into the slipper. At last, the prince had found the lovely woman who had danced with him. So Cinderella would become his bride. As they rode to the castle, the white bird landed on Cinderella’s shoulder. At last, all her wishes were coming true.
The Turkey Girl

*a Zuni folktale*

1. Long ago, there lived a poor girl who herded turkeys for a living. Every morning, she drove them out to the fields. And every evening, she drove them back to the safety of their cages. She treated them with great kindness, and the turkeys loved her for this.

2. One day, the girl heard some people in town talking. They wanted to go to the Dance of the Sacred Bird. This great event happened only once a year. And it was to take place in just four days.

3. "Oh, how I wish I could go!" the girl said to the turkeys. "But I cannot go in such old, ugly clothes."

4. The girl never once thought the turkeys could understand her. But on the day of the dance, one turkey stood tall and spoke. "Dear friend," he said. "We will help you go to the dance. You shall laugh and be merry. You have earned some fun!"
At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.

“We only ask that you come back before sunset,” said the turkey. “You are the one who keeps us safe.” The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.

The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.

At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.

Finally, the sun set. The turkeys wondered why the girl had not returned. “She has forgotten us,” one of them said. “For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped.”

When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.
What challenge does Cinderella face because of her new stepmother?
A  She must find a way to leave for town with her father.
B  She must keep her two stepsisters from getting new dresses.
C  She must learn to love her stepmother as much as her real mother.
D  She must do all the hard work while her stepsisters do nothing.

Read these sentences from paragraph 1 of "Cinderella."
She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing.

Which best explains why the author repeats the words "cleaned" and "cooked"?
A  to show that Cinderella wanted to please her new stepmother
B  to show that Cinderella had so much work that she could never stop
C  to show that Cinderella was very good at both cooking and cleaning
D  to show that Cinderella liked to keep busy to make her stepsisters happy

What do the stepsisters think about Cinderella wanting to go to the dance?
A  They would let her go if she had better shoes.
B  They are surprised she even knows how to dance.
C  They feel she is foolish for thinking she could go.
D  They are worried the prince will like her the best.
What do we learn about Turkey Girl at the beginning of the story?

A. She is a good dancer who has a lot of friends.
B. She is very poor but takes good care of the turkeys.
C. She is tired of taking care of turkeys and wants to dance.
D. She is sometimes late because she forgets what time it is.

Which sentence best tells what happens soon after Turkey Girl wishes she could go to the special dance?

A. The girl hears some people in town talking about a dance.
B. The turkeys turn the girl’s old clothes into a beautiful dress.
C. The girl runs back to the fields, but the turkeys are gone.
D. The girl’s beautiful white dress turns back into old rags.

Which sentence best tells the lesson to be learned from “The Turkey Girl”?

A. Don’t worry about others.
B. Be happy with what you have.
C. Enjoy your life.
D. Keep your promises.
What is one way both Cinderella and Turkey Girl are alike?

A  Both sleep by a fireplace at night.
B  Both have stepsisters who laugh at them.
C  Both are kind to the animals they herd.
D  Both have to spend all day working.

Which story event is the same in "Cinderella" and "The Turkey Girl"?

A  The girls are given new dresses so they can go to the dance.
B  The girls plant twigs that quickly grow into pretty hazel trees.
C  The girls need to fit their feet into slippers only they can wear.
D  The girls almost forget to go back to the birds who helped them.
Lesson 9
Describing How Characters Act

Learning Target
Describing how characters in a story respond to important events and challenges will help you understand how and why they act the way they do.

Read Characters are the people or animals in a story that face a challenge. A challenge is a problem that needs to be solved. Describing how characters respond to challenges will help you get to know them better.

Look at the picture. What is the challenge? How does each character respond? Think about why each boy acts that way.

It's broken forever.

I can fix that for you.
**Think** Complete the chart. Tell what the challenge is. Then tell how each character responds to it.

<table>
<thead>
<tr>
<th>What the Challenge Is</th>
<th>How the Characters Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Little boy</td>
</tr>
<tr>
<td></td>
<td>• Older boy</td>
</tr>
</tbody>
</table>

**Talk** What will make the little boy happy? Use what you see in the picture to answer.

**Academic Talk**
Use these words to talk about the text.
- characters
- respond
- challenge
A Puppy for Oscar

by Jane Lawrence

1. Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.

2. “We do not have a yard,” she said. “And a dog needs space to run.”

3. Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar’s puppy would have a place to run!

4. Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.

5. It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!
Think

1. Complete the chart to help you understand Oscar’s challenge and how he responds to the challenge.

<table>
<thead>
<tr>
<th>Oscar’s Challenge</th>
<th>How Oscar Responds to the Challenge</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Talk

2. What is the main thing Oscar does to respond to his challenge? Describe an event from the story to explain your answer.

Write

3. **Short Response** What do Oscar’s actions tell you about him? Use an event from the story to explain your answer. Write your answer in the space on page 140.

**HINT** What does Oscar do? Make a list of the things he does in the story.
A Puppy for Oscar

3. Short Response  What do Oscar's actions tell you about him? Use an event from the story to explain your answer.

HINT: What does Oscar do? Make a list of the things he does in the story.

Don't forget to check your writing.
The wind blew hard, shaking the barn. Outside, the falling snow whipped this way and that. Inside, Greta and her mother counted the sheep they had just brought down from the mountain. One of the sheep was missing, but which one? They saw that Lizzie, one of the new lambs, had been left behind.

Greta and her mother started back up the mountain to look for her, but there wasn’t much time. Already, they could hardly see a thing in the heavy, blowing snow. “Lizzie! Lizzie!” they called out.

At last, they heard her crying back baa-aa-aa! They had found Lizzie, but now they were lost. How would they find their way home? Their whole world had gone white!

Then Greta saw a stream nearby. The blinding snow was still melting in it! She and her mother could follow the stream’s twisting dark line down the mountain. It would lead them back to the gate near their barn.

Greta held the little lamb tight. Soon, everyone would be safe at home.
Think

1. Why is finding the lost lamb a challenge for Greta and her mother?
   A. They are not really sure the lamb is still missing.
   B. They know they will be in great danger from the storm.
   C. They have already climbed the mountain once and are worn out.
   D. They are afraid to leave the sheep alone in the barn.

2. Which best tells about the challenge that Greta and her mother must face after they find Lizzie?
   A. They can't get Lizzie to stop crying baa-aa-aa.
   B. They are getting very cold from the wind and snow.
   C. They have to make sure there aren't any other lost sheep.
   D. They can't see how to get back home in the snowstorm.

Talk

3. What do Greta and her mom do to respond to the challenge of finding the lost sheep? Tell your partner.

Write

4. Short Response  Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home. Write your answer in the space on page 141.
Write. Use the space below to write your answer to the question on page 139.

**The Snowstorm**

4 Short Response Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home.

**HINT** Think about how Greta responds to the new challenge they face.

---

**Check Your Writing**

- Did you read the question carefully?
- Can you say the question in your own words?
- Did you use proof from the text in your answer?
- Are your ideas in a good, clear order?
- Did you answer in full sentences?
- Did you check your spelling, capital letters, and periods?
6. Use the best adjective you know to tell about a noun. An adjective can tell how something looks, smells, tastes, sounds, or feels.

Sue heard a squeaky noise.
She smelled sweet muffins baking.
Bright light came through the window.

7. Use the best adverb you know to tell about a verb. An adverb can tell about how, where, or when something happens.

Sue woke up late.
She dressed quickly.
She ran downstairs.

Choose the adjective or adverb in parentheses () that best completes each sentence. Write the word on the line.

1. Sue hears a ___________ horn.
   (loud   happy)

2. The bus came ___________!
   (tomorrow   early)

3. Sue grabs her ___________ backpack.
   (warm   heavy)

4. Dad says, “We have to run ___________!”
   (quickly   slowly)
Choose the correct word to complete each sentence.

1. The _____ school bus stops.
   A. hungry
   B. yellow
   C. round
   D. sleepy

2. Sue climbs _____.
   A. inside
   B. after
   C. down
   D. outside

3. She finds an _____ seat.
   A. excited
   B. angry
   C. unhappy
   D. empty

4. She smiles and waves _____ to her dad.
   A. meanly
   B. noisily
   C. happily
   D. badly
SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

1. Zelda pressed the button on the spaceship’s food maker. Normally, a food maker could make anything you wanted. All you had to do was say pizza, popcorn, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents’ planet.

2. “Yum! This is great,” said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.
“Well, I for onc am getting tired of ice cream,” grumbled Zelda’s dad. “A bowl of soup would taste great about now!”

Zelda’s sister Anka piped up. “How can anyone get tired of ice cream? This is like a dream come true!”

Zelda’s dad sighed. “We wouldn’t even have this problem if we had lived two hundred years ago.”

“I know,” replied Zelda. “People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!”

But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something—anything—that wasn’t cold and sweet.

Suddenly, Zelda smiled and said, “I have an idea! Let’s fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship’s garden. It might even be fun to make our own meal.”

“Make a meal? How will we know if we’re picking beans or beets or broccoli?” Anka blurted out, shaking her head. “And, and . . . just how do we fix a potato?”

“That’s easy!” laughed Zelda. “The ship’s computer can help us. C’mon, let’s get started!”
All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. “Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!” the captain joked.

Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called “cooks.”

Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?
A  How do food makers work on a spaceship?
B  What kinds of food does the food maker make?
C  Why does the food maker make only ice cream?
D  What does a food maker look like?

What can you tell about the setting from the picture and the story?
A  It takes place outside a restaurant.
B  It takes place on another planet.
C  It takes place inside a spaceship.
D  It takes place next to an ice cream shop.
Read these sentences from the story.

"How can anyone get tired of ice cream?" Zelda’s sister Anka piped up.
"This is like a dream come true!"

What kind of speaking voice could you use to show Anka’s point of view in these sentences?
A  an excited voice
B  a quiet voice
C  a mean voice
D  a surprised voice

How does Zelda meet the challenge of having a broken food maker?
A  She makes the best of having to eat so much ice cream.
B  She remembers that people who fix meals are called “cooks.”
C  She thinks about planting a vegetable garden on the spaceship.
D  She comes up with the idea of cooking a meal themselves.

Read the central message of this story.

Even good things are best in small amounts.

Which detail from the story supports this central message?
A  The food maker stops working the way it should.
B  People in Zelda’s time no longer shop at grocery stores.
C  Zelda and Anka get tired of eating ice cream every day.
D  Zelda thinks it might be fun to be a human food maker.
In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn’t like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.
Pedro dug the toe of his worn sneaker into the dirt and shoved his hands into his pockets. Leon raced across the soccer field toward him.

"Did you bring it?" Leon asked, nudging Pedro's shoulder.

"No, Leon," he answered. "My dad didn't have any pesos."

"Not pesos, dummy, a dollar."

Five other boys surrounded them. They all laughed at Pedro. One of them handed a soccer ball to Leon.
"Too bad, Pedro," Leon said as he kicked the ball to one of his friends. "You can't play until you pay me a dollar."

Pedro walked away. He sat in the shade of a pepper tree just outside the window of his third-grade classroom. He watched as Leon and the other boys played soccer.

"Hey, Pedro!" His sister Imelda ran from the playground and sat down beside him. "Want to hunt for rocks?"

Pedro shook his head. "Not right now. Third grade must be different at this school," he said. "Nobody had to pay to play soccer when we went to Harding Elementary."

Imelda put her hand on her brother's arm. "Why don't you tell, Pedro?" she asked. "Mrs. Stevens would make them let you play if you told on them."

"No, they really wouldn't like me then," Pedro said.

Imelda frowned. "If they knew you had been on Harding's championship soccer team last year, Leon would be paying you!"

"I'll think of some way to play," Pedro said and shrugged his shoulders.

Back in his classroom, Pedro listened carefully as Mrs. Stevens talked about cocoons, larvae, and butterflies. He liked nature. In his grandparents' Mexican village, Pedro and his grandmother had walked down to the seaport every day to welcome Grandpa as he returned with the other fishermen.

Pedro had enjoyed those walks with his grandmother. As they walked, they had seen tiny, red ants scurry to and fro in a long line, carrying food to their ant colonies. Closer to the beach, sand crabs had scuttled in and out of their homes in the sand hills. Lizards had sunned themselves on the slippery stones.

Pedro reached into his pocket and felt the smooth, black rattle rock his grandfather had given him on his last birthday.

"Shake it," Grandpa had said. "It's called a rattle rock because, over a long period of time, deposits formed over a smaller rock. That's what you hear rattling—the small rock inside the larger one."
Pedro had asked, "Where did you get it, Grandpa?"

"A visiting fisherman from Denmark gave it to me when I was just a young boy. It's very rare," Grandpa had said.

Grandpa wiped his hands on his overalls and hugged Pedro. "Take it to California with you. It will bring you good luck."

Remembering what his grandfather had said, Pedro rubbed his fingers back and forth, back and forth over the smooth rock.

Pedro's thoughts were interrupted as Leon leaned over and whispered, "Remember, Pedro! If you want to play soccer, the price is a dollar."

Something clicked inside Pedro's head. "That's it!" he said out loud.

"What?" Leon asked.

Pedro smiled. "Nothing."
After feeding the chickens and gathering the eggs at home that evening, Pedro took off his shoes and rushed down to the beach near his house. His toes squished through the warm, wet sand as he walked closer to the shoreline. Some days, waves crashed against the jagged rocks, but today all he heard was the sound of the waves. *Good*, he thought. *Now if I just can find what I need.*

The ocean always deposited many treasures on the beach. Today, though, Pedro was searching for something special. *I won't give up,* he thought as he searched along the shore.

Reaching into his pocket, he rubbed his rattle rock and thought about his grandparents back in Mexico. Pedro blinked and looked up. Bright ribbons of orange and red streaked the sky. In a few minutes, the sun would disappear into the ocean, and the sky would be dark.

Just then, Pedro stepped on something slippery. Reaching down to untangle himself, he opened his eyes wide. There it was, hidden under a clump of seaweed!

"You got my dollar?" Leon asked Pedro at school the following day.
"Yes," Pedro answered. "It's right here." He reached into his pocket and pulled out his treasure from the sea.

"Wow!" Leon said. "A sand dollar! I've never been able to find a sand dollar."

"Me, neither," Pedro agreed. "Not until last night. Here, Leon. It's for you."

"You'd give that to me?" Leon asked in disbelief.

Pedro nodded.

Leon stared at the ground. "Pedro, I'm sorry. You can play soccer anytime you want," he said, "and I can't take your sand dollar."

Pedro grinned and tucked the magic dollar into Leon's shirt pocket.

"C'mon, Leon," he said. "We've got a game to play."
7. This story is mostly about _______.
   A a boy who makes a new friend
   B a fight between a brother and a sister
   C how rocks are formed
   D playing at the beach

8. Leon won't let Pedro play soccer until he _______.
   A gives Leon a special rock
   B pays Leon a dollar
   C does Leon's homework
   D joins Leon's team

9. You know Pedro plays soccer well because _______.
   A he was on a championship team
   B his grandfather played soccer
   C he found a special rattle rock
   D he practices every day at school

10. Read this sentence from the story.
    In a few minutes, the sun would disappear into the ocean, and the sky would be dark.
    The word disappear means _______.
    A appear again
    B appear too much
    C not appear anymore
    D able to appear
11. Pedro goes to the beach to look for a ________.
   A sand crab
   B lizard
   C jagged rock
   D sand dollar

12. When Pedro is at the beach, he rubs his special rock to
   bring him ________.
   A a peso
   B good luck
   C some money
   D a sea shell

13. What will probably happen next in the story?
   A Leon will enjoy having Pedro on his team.
   B The school bell will start to ring.
   C Pedro's grandmother will call him for dinner.
   D Imelda will tell the teacher about Leon.
Charlie's Pumpkin

by Glenn G. Coats/illustrated by Lane Gregory

When will Charlie pick his pumpkin?

Charlie woke up and looked out the window. The fog was thick. Charlie could hear Grandpa stacking wood, but he couldn't see him.

Charlie opened his window. "Good morning, Grandpa," he said.

"Time to pick a pumpkin," Grandpa said.

Charlie and Grandpa ate breakfast. They climbed into the truck and rode to Johnson's Pick-Your-Own Farm.
The fog was almost gone. Farmer Johnson’s field was covered with pumpkins. They looked like a flock of orange birds.

"Shall we pick a pumpkin now?" asked Grandpa.

"Not yet," said Charlie. He walked to the canal. Farmer Johnson’s black dog followed him. Charlie threw a stick out on the water. The black dog swam after it and brought it back.

"Shall we pick a pumpkin now?" asked Grandpa.

"Not yet," said Charlie. He watched Farmer Johnson pull a wagon of straw. "May I have a ride?" Charlie asked.

Charlie climbed up on the yellow straw. He rode all the way to the barn.

"Shall we pick a pumpkin now?" asked Grandpa.

"Not yet," said Charlie. He followed a cat and all of her kittens into the barn. He sat with them on a bale of straw. Charlie petted the cat between her ears. The kittens purred.

"Shall we pick a pumpkin now?" asked Grandpa.


Charlie and Grandpa walked into the field of pumpkins. Some pumpkins were too big, and some pumpkins were too small. Some pumpkins were round, and some were shaped like eggs.

Charlie held his pumpkin tightly on the ride home. He put it on the kitchen table. Charlie painted a face on his new pumpkin.

Grandpa looked at Charlie’s pumpkin.

“Well, I wonder who that could be,” he said.
7. This story is mostly about Charlie and ______
   A) Mr. Johnson
   B) Grandpa
   C) a black dog
   D) Mr. Johnson's wife

8. Read this sentence from the story.
   Charlie threw a stick out on the water.
   Which word means about the same thing as threw?
   A) saw
   B) heard
   C) tossed
   D) swam

9. Why do Charlie and Grandpa go to Mr. Johnson's farm?
   A) to ride on a wagon
   B) to pick a pumpkin
   C) to play with a cat
   D) to eat some pie

10. Where do Grandpa and Charlie go together at the farm?
    A) into the pumpkin field
    B) to the canal
    C) into the barn
    D) on a wagon
11. The boxes show some things that happened in the story.

<table>
<thead>
<tr>
<th>Charlie and Grandpa ate pie.</th>
<th>Charlie picked a big pumpkin.</th>
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<tr>
<td>1</td>
<td>2</td>
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Which of these goes in Box 3?
A. Charlie petted a cat.
B. Charlie woke up.
C. Charlie painted his pumpkin.
D. Charlie threw a stick to a dog.

12. At the end of the story, whose face does Charlie put on the pumpkin? Why do you think so?