



Reading Comprehension



SKILLS

- Vocabulary
- Same & Different
- Sequencing
- Classifying
- Following Directions
- Rhyming



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An imprint of Carson-Dellosa Publishing LLC
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Table of Contents

Comprehension: Snow Is Cold	4
Same and Different	5
Sequencing: Make a Snowman	6
Classifying: What Does Not Belong?	7
Classifying: These Keep Me Warm	8
Comprehension: Raking Leaves	9
Sequencing: Raking Leaves	10
Classifying: Leaves	11
Comprehension: Growing Flowers	13
Flower Puzzle	14
Sequencing: How Flowers Grow	15
Review	16, 17
Comprehension: Balloons	18, 19
Same and Different: Clowns	20
Following Directions: Color the Clown	21
Classifying: Clowns and Balloons	22
Sequencing: Petting a Cat	23
Comprehension: Cats	24, 25
Same and Different: Cats	26
Comprehension: Tigers	27
Following Directions: Tiger Puzzle	28
Following Directions: Draw a Tiger	29
Review	30
Comprehension: Apples	31
Classifying: Fruit	32
Classifying: Vegetables	33
Comprehension: How We Eat	34
Classifying: Foods	35
Comprehension: Familiar Objects	36
Classifying: Things That Belong Together	37
Classifying: Why They Are Different	38

Comprehension: Write a Party Invitation	39
Sequencing: Pig Gets Ready	40
Comprehension: An Animal Party	41
Classifying: Party Items	42
Review	43
Comprehension: The Teddy Bear Song	44
Following Directions: Make a Teddy Bear	45
Comprehension: A New Teddy Bear Song	47
Sequencing: Put Teddy Bear to Bed	48
Comprehension: Play Simon Says	49, 50
Following Directions: Play Simon Says	51
Same and Different: Look at Simon	52
Comprehension: Crayons	53
Following Directions: Hidden Picture	54
Comprehension: Rhymes	55
Classifying: Rhymes	56, 57
Review	59
Comprehension: Babies	60, 61
Sequencing: Feeding Baby	62
Same and Different: Compare the Twins	63
Comprehension: Hats	64
Sequencing: Choosing a Hat	65
Classifying: Hats	66
Classifying: Mr. Lincoln’s Hat	67
Following Directions: Draw Hats	69
Review	70
Following Directions: Complete the Puzzle	71
Comprehension: Farm Sounds	72
Same and Different: Compare the Barnyards	73
Comprehension: Animals	74
Comprehension: Days	75

Following Directions: Days of the Week	76
Comprehension: Boats	77
Same and Different: Color the Boats	78
Comprehension: A Boat Ride	79
Comprehension: Travel	80
Following Directions: Draw a Path	81
Review	82
Comprehension: Clocks	83
Sequencing: Help the Puppy Feel Safe	84
Same and Different: These Don't Belong	85
Classifying: Things to Drink	86
Classifying: Things to Chew	87
Comprehension: Soup	88
Same and Different: Soup	89
Comprehension: The Three Bears	90, 91
Following Directions: Three Bears Puzzle	92
Review	93
Comprehension: "Humpty Dumpty"	94
Sequencing: Put Humpty Together	95
Comprehension: "Hey Diddle Diddle"	97, 98
Sequencing: "Hey Diddle Diddle"	99
Comprehension: "Bluebird"	100
Comprehension: "New Bird"	101
Sequencing: Make an Ice-Cream Cone	102
Comprehension: Eating Ice Cream	103
Sequencing: Eating a Cone	104
Review	105
Glossary	106
Answer Key	107–123
Teaching Suggestions	124–128

Comprehension: Snow Is Cold!

Directions: Read about snow. Circle the answers.

When you play in snow, dress warmly. Wear a coat. Wear a hat. Wear gloves. Do you wear these when you play in snow?



1. Snow is

warm.
cold.

2. When you play in snow, dress

warmly.
quickly.

Directions: List three things to wear when you play in snow.

Same and Different

Directions: Circle five things in picture #1 that are not in picture #2.

1



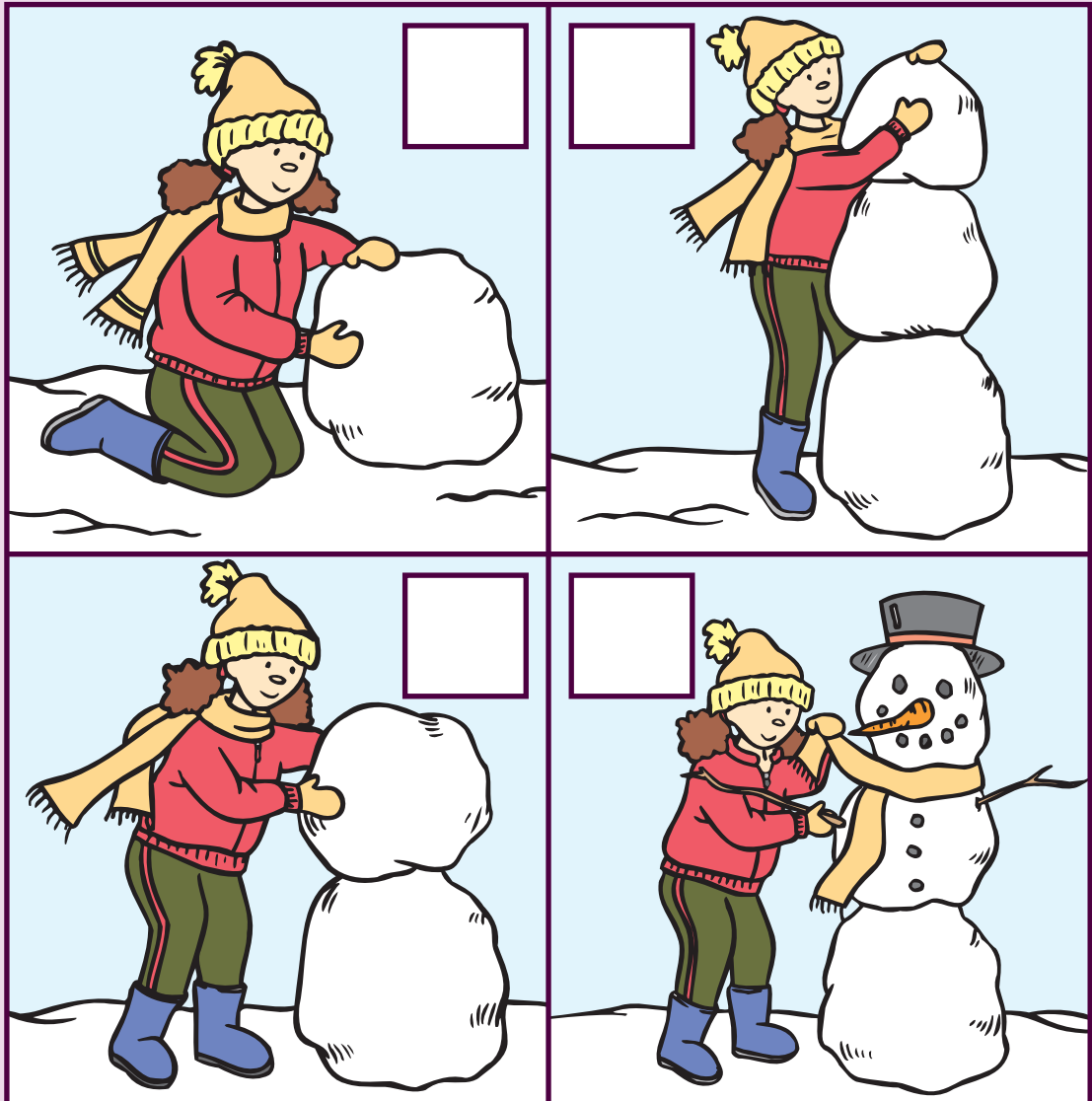
2



Sequencing: Make a Snowman!

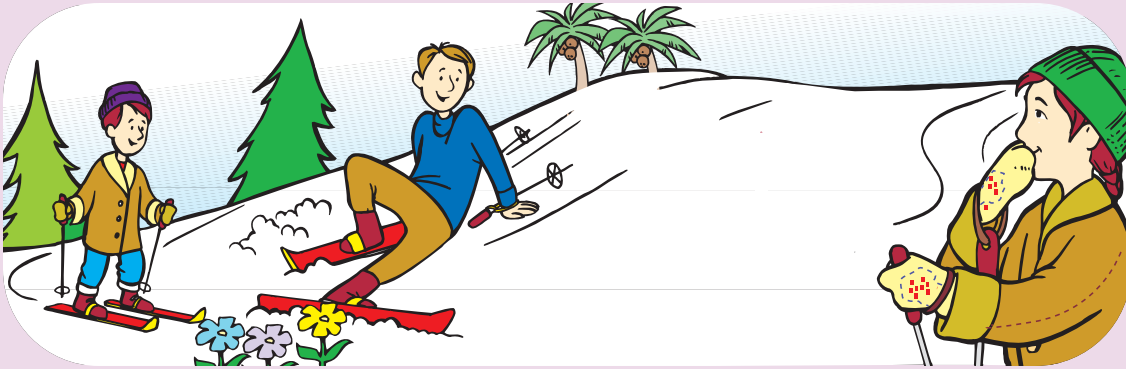
Directions: Write the number of the sentence that goes with each picture in the box.

1. Roll a large snowball for the snowman's bottom.
2. Make another snowball and put it on top of the first.
3. Put the last snowball on top.
4. Dress the snowman.



Classifying: What Does Not Belong?

Directions: Circle the two things that do not belong in the picture. Write why they do not belong.



1.

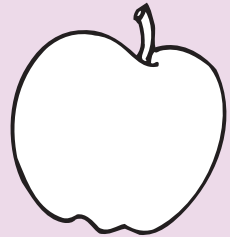
2.

Classifying: These Keep Me Warm

Directions: Color the things that keep you warm.



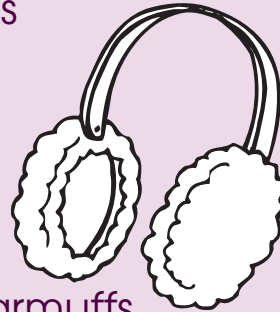
socks



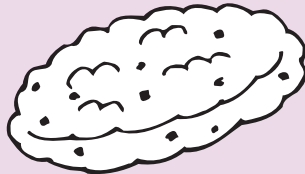
apple



lunch box



earmuffs



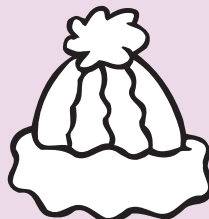
cookie



coat



umbrella



hat



gloves



book

Comprehension: Raking Leaves

Directions: Read about raking leaves. Then, answer the questions.

I like to rake leaves. Do you?
Leaves die each year. They get brown and dry. They fall from the trees. Then, we rake them up.



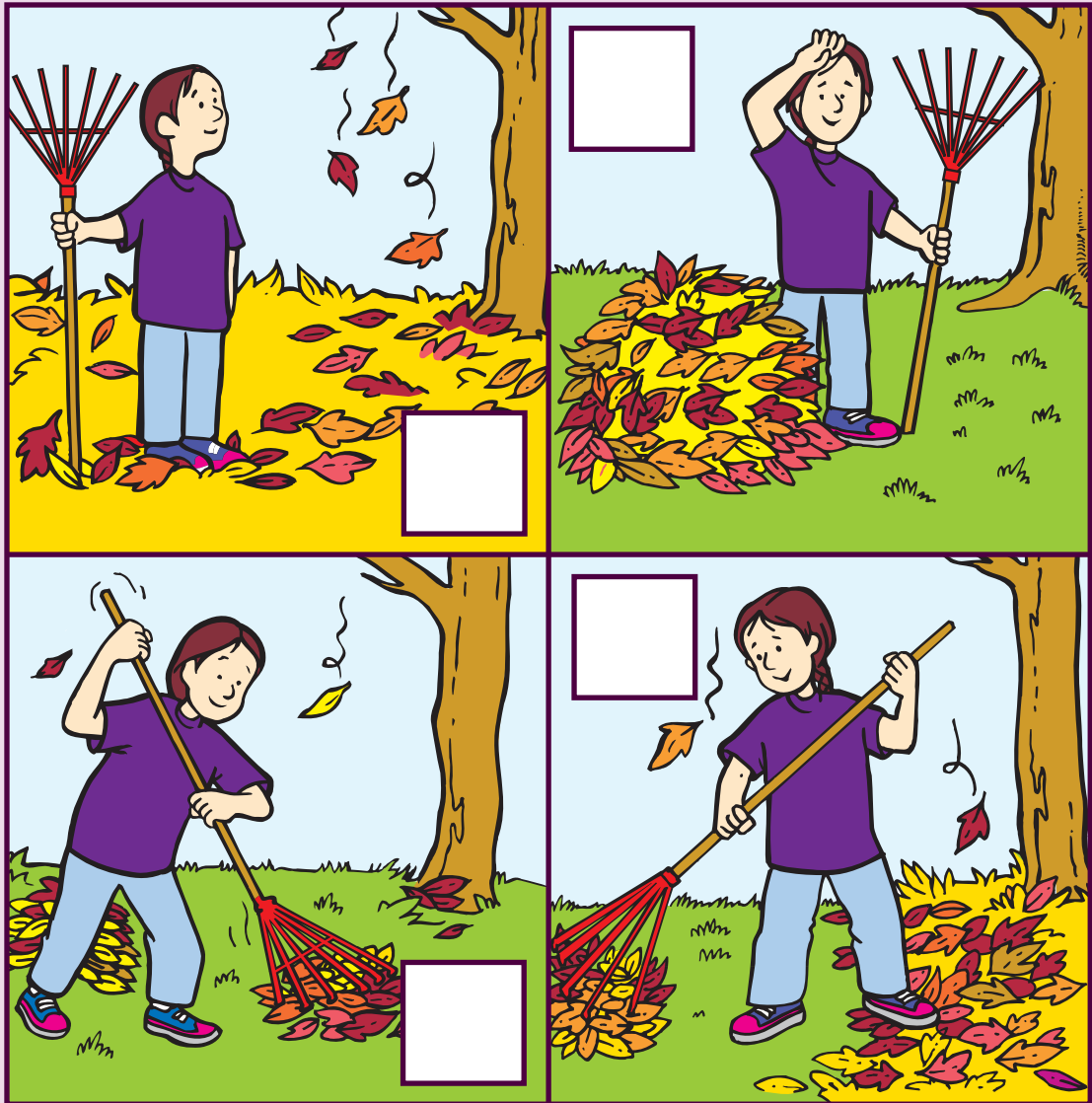
1. What color are leaves when they die?

2. What happens when they die?

3. What do we do when leaves fall?

Sequencing: Raking Leaves

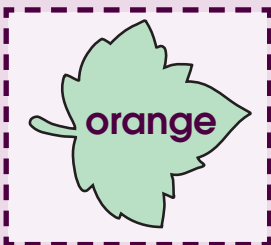
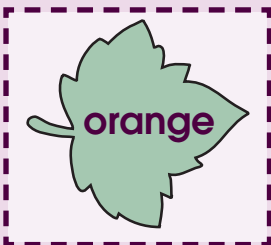
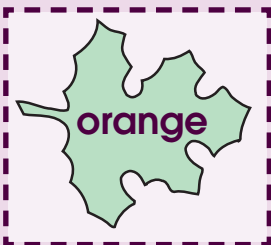
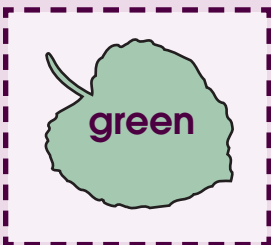
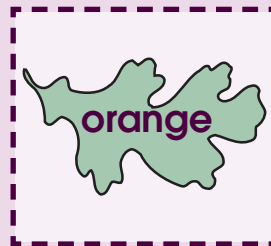
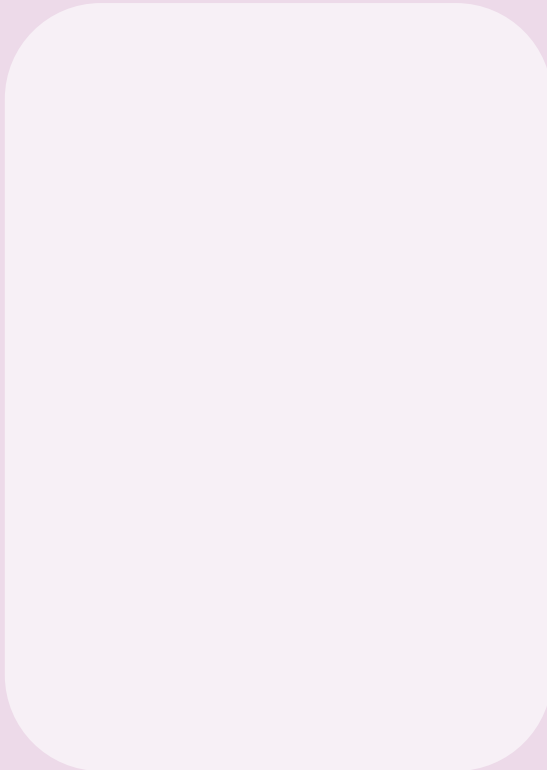
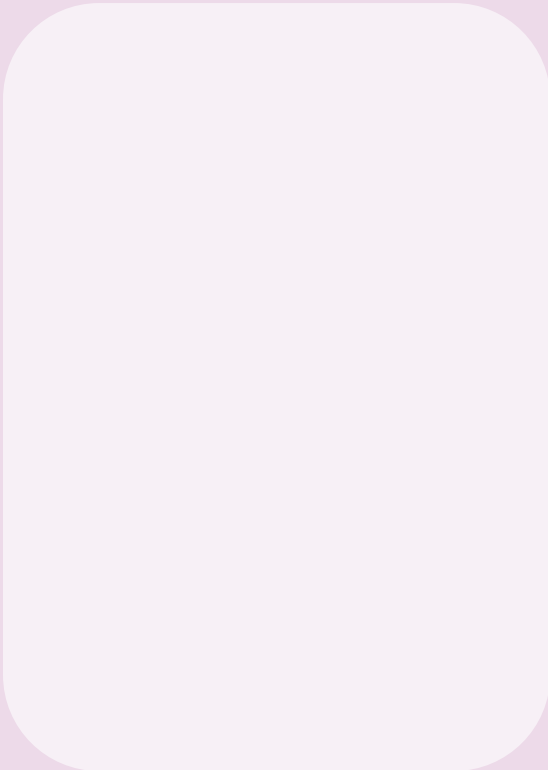
Directions: Write a number in each box to show the order of the story.

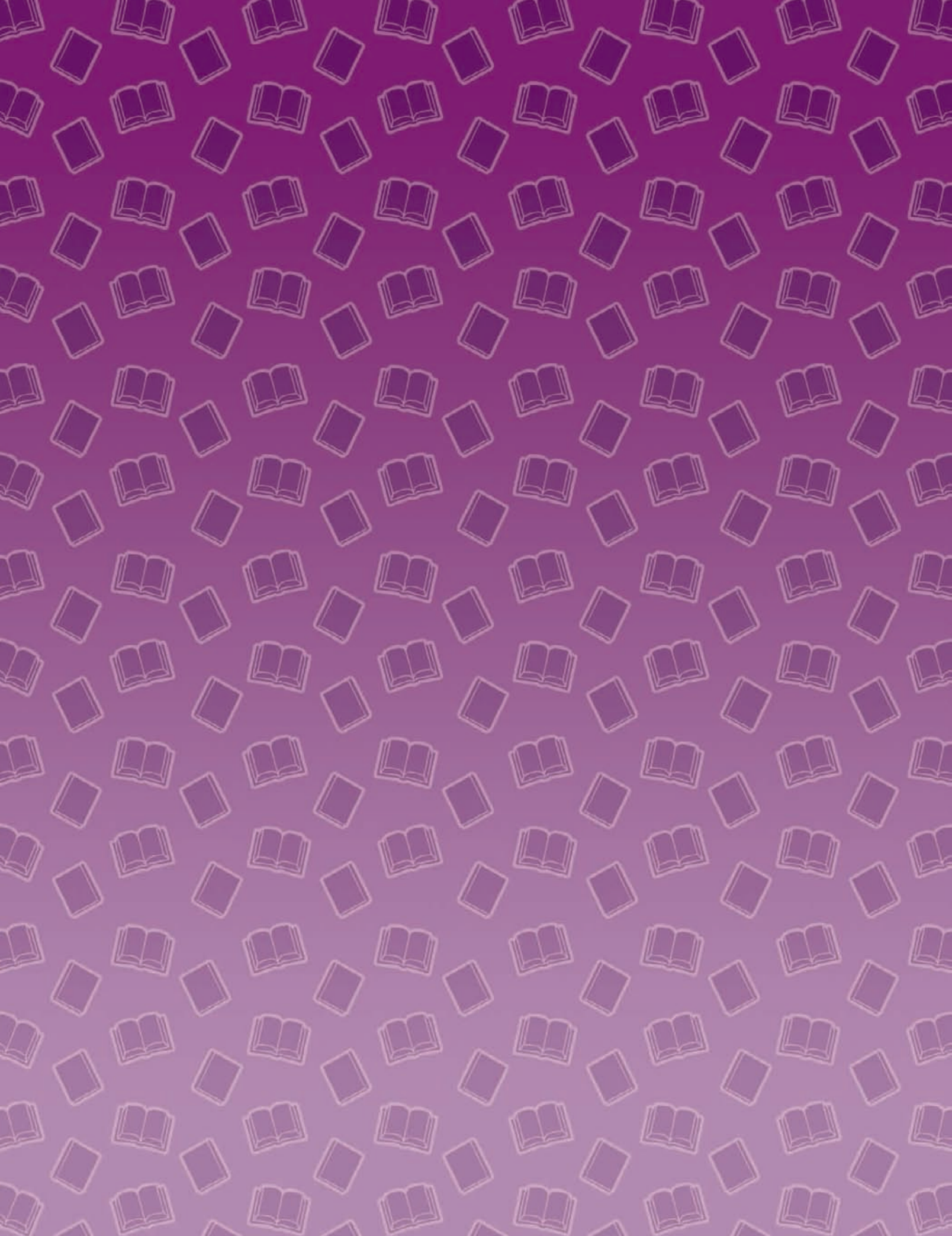


Classifying: Leaves



Directions: Cut out the leaves. Put them into two groups. Glue each group in a box on the top of the page. Write a name for each group.

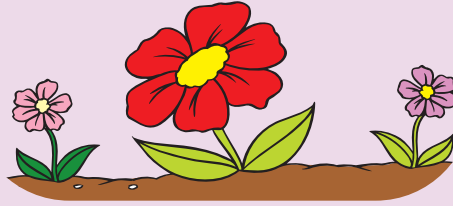




Comprehension: Growing Flowers

Directions: Read about flowers. Then, write the answers.

Some flowers grow in pots. Many flowers grow in flower beds. Others grow beside the road. Flowers begin from seeds. They grow into small buds. Then, they open wide and bloom. Flowers are pretty!



1. Name two places flowers grow.

2. Flowers begin from

3. Then, flowers grow into small

4. Flowers then open wide and

Flower Puzzle

Directions: Read the story about flowers again. Then, complete the puzzle.

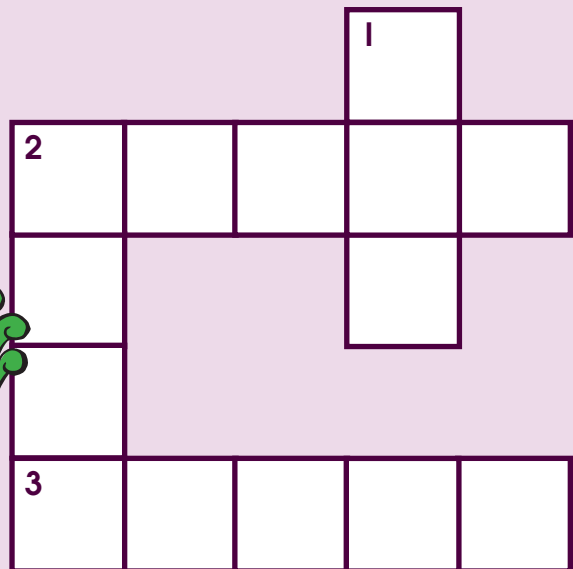
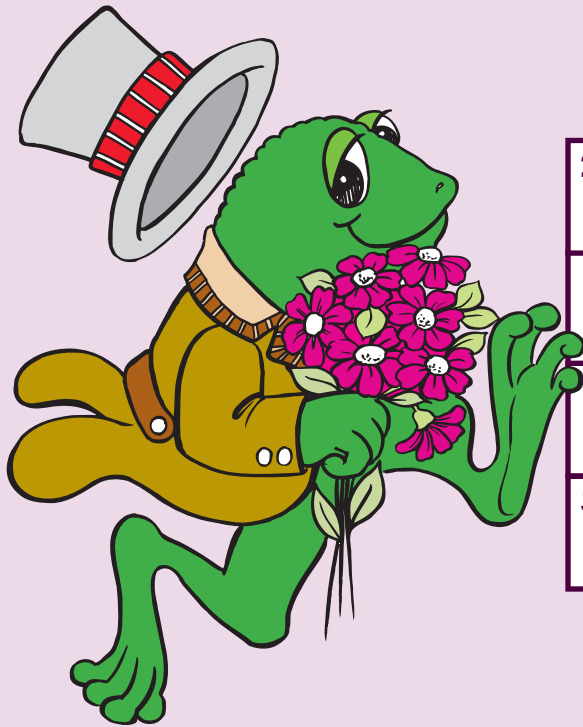
Across:

2. Flowers do this when they open wide.
3. Flowers grow from these.



Down:

1. A flower can grow in a flower bed or a ____.
2. Before they bloom, flowers grow ____.



Directions: Read the story. Then, write the steps to grow a flower.

First, find a sunny spot. Then, plant the seed. Water it. The flower will start to grow. Pull the weeds around it. Remember to keep giving the flower water. Enjoy your flower.



1.

2.

3.

4.

5.

Review

Directions: Write words in the blanks to make a label for a seed packet. Use ideas from the stories on pages 13 and 15 and your own ideas.

_____ Seeds

Plant seeds in a

Give them lots of

A bud will grow. Then, it will

The flower will keep growing if you pull the

_____ around it.

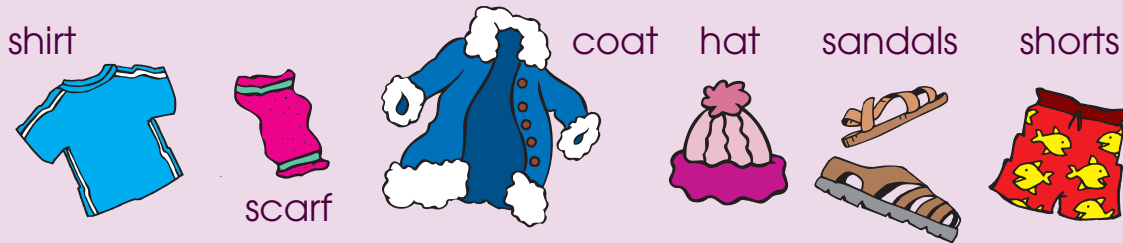
Your flowers will be very



Review

Directions: Read the story and look at the pictures. Then, write the answers.

Some clothes are for winter. Some clothes are for summer. Winter clothes keep us warm. Summer clothes keep us cool. In summer, I put on shorts, then a shirt, and then sandals. These clothes keep me cool!



1. Tell the order of clothes I put on in summer.

First

Then

Last

2. List the winter clothes pictured.

3. How are summer and winter clothes different?

Summer clothes
keep us

Winter clothes
keep us

Comprehension: Balloons

Directions: Read the story. Then, answer the questions.



Some balloons float. They are filled with gas. Some do not float. They are filled with air. Some clowns carry balloons. Balloons come in many colors. What color do you like?

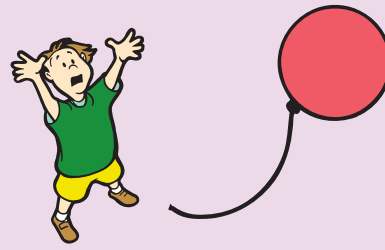
1. What makes balloons float?

2. What is in balloons that do not float?

3. What shape are the balloons the clown is holding?

Comprehension: Balloons

Directions: Read the story about balloons again. Draw a picture for the sentence in each box.



The clown is holding **red**, **yellow**, and **blue** balloons filled with air.

A large, empty, rounded rectangular box with a white background, intended for drawing a picture related to the text above.

The clown is holding **purple**, **orange**, **green**, and **blue** balloons filled with gas.

A large, empty, rounded rectangular box with a white background, intended for drawing a picture related to the text above.

Same and Different: Clowns

Directions: Look at the two clowns. Color the things in picture #2 that are different from the things in picture #1.

1



#2



Following Directions: Color the Clown

Directions: Color the clown.
Use your crayons this way:

1 — red

2 — blue

3 — orange

4 — pink



Directions: Write the answers on the lines.

1. What color did you use for the clown's hair?

2. What color is the clown's nose?

3. What color is the clown's collar?

4. What color is the clown's mouth?

Classifying: Clowns and Balloons

Some words describe clowns. Some words describe balloons.

Directions: Read the words. Write the words that match in the correct columns.

float
air

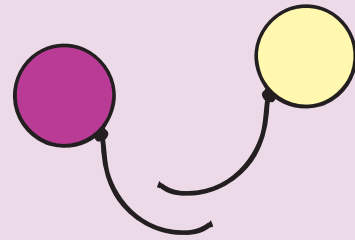
laughs
feet

hat
pop

string
nose



clown



balloons

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Sequencing: Petting a Cat

Directions: Read the story. Then, write the answers.

Do you like cats? I do. To pet a cat, move slowly. Hold out your hand. The cat will come to you. Then, pet its head. Do not grab a cat! It will run away.



To pet a cat . . .

1. Move _____ .

2. Hold out your _____ .

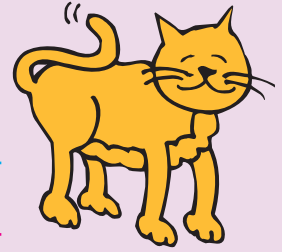
3. The cat will come to _____ .

4. Pet the cat's _____ .

5. Do not _____ a cat!

Comprehension: Cats

Directions: Read the story about cats again. Then, write the answers.



1. What is a good title for the story?

2. The story tells you how to

3. What part of your body should you pet a cat with?

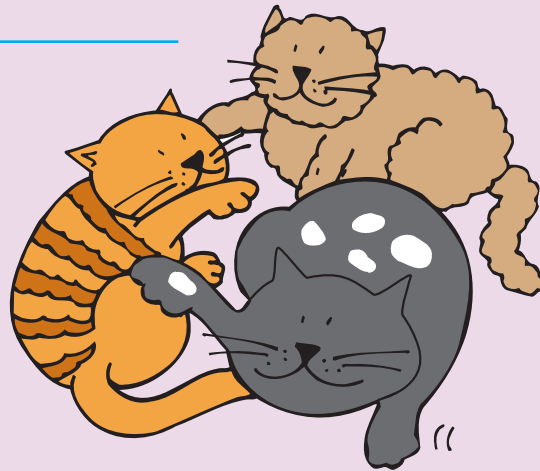
4. Why should you move slowly to pet a cat?

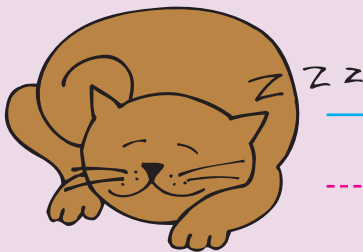
5. Why do you think a cat will run away if you grab it?

Comprehension: Cats

Directions: Look at the pictures and read about four cats. Then, write the correct name beside each cat.

Fluffy, Blackie, and Tiger are playing. Tom is sleeping. Blackie has spots. Tiger has stripes.

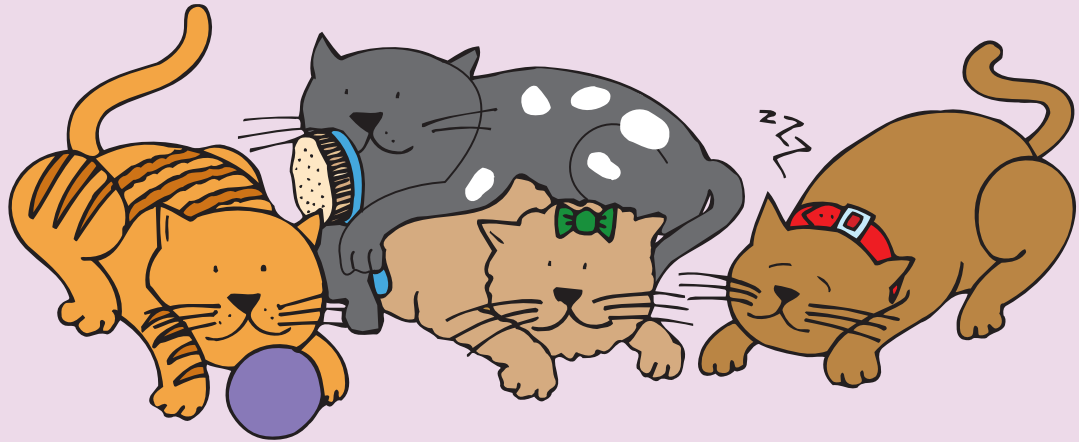




Same and Different: Cats

Directions: Compare the picture of the cats on page 25 to this picture. Write a word from the box to tell what is different about each cat.

purple ball green bow blue brush red collar



1. Tom is wearing a _____ .

2. Blackie has a _____ .

3. Fluffy is wearing a _____ .

4. Tiger has a _____ .

Comprehension: Tigers

Directions: Read about tigers. Then, write the answers.

Tigers sleep during the day. They hunt at night. Tigers eat meat. They hunt deer. They like to eat wild pigs. If they cannot find meat, tigers will eat fish.



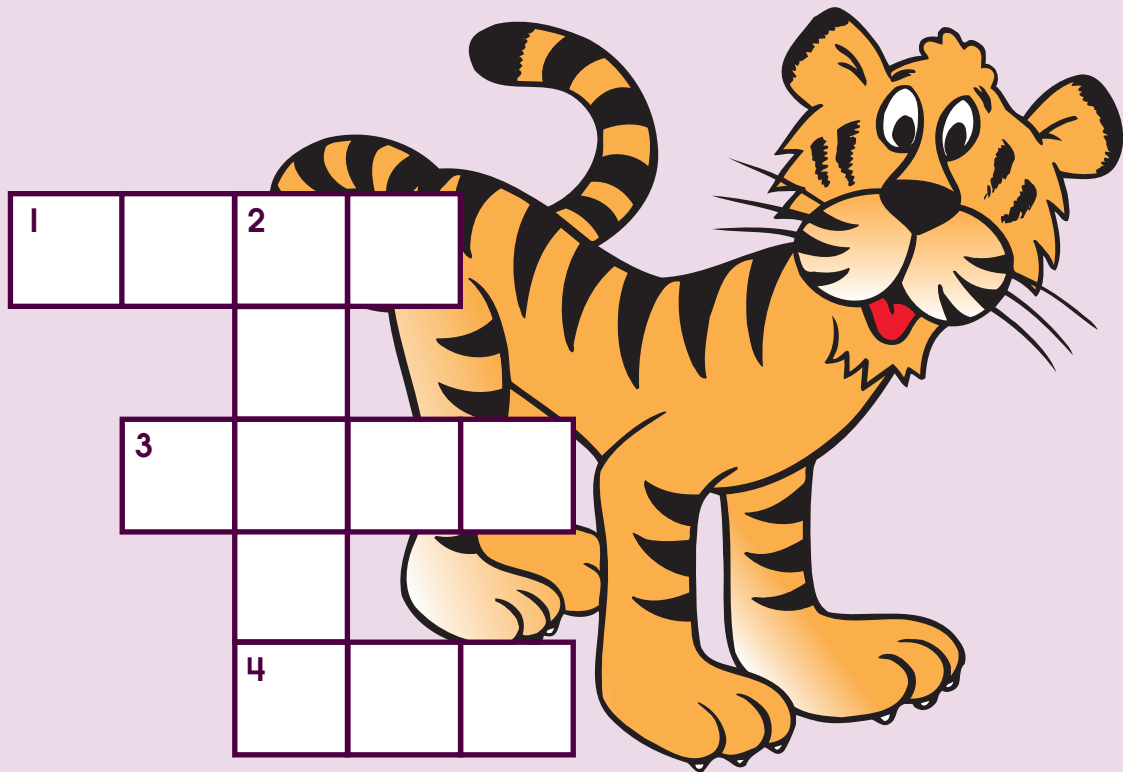
1. When do tigers sleep?

2. Name two things tigers eat.

3. When do tigers hunt?

Following Directions: Tiger Puzzle

Directions: Read the story about tigers again. Then, complete the puzzle.



Across:

1. When tigers cannot get meat, they eat ____.
3. The food tigers like best is ____.
4. Tigers like to eat this meat: wild ____.

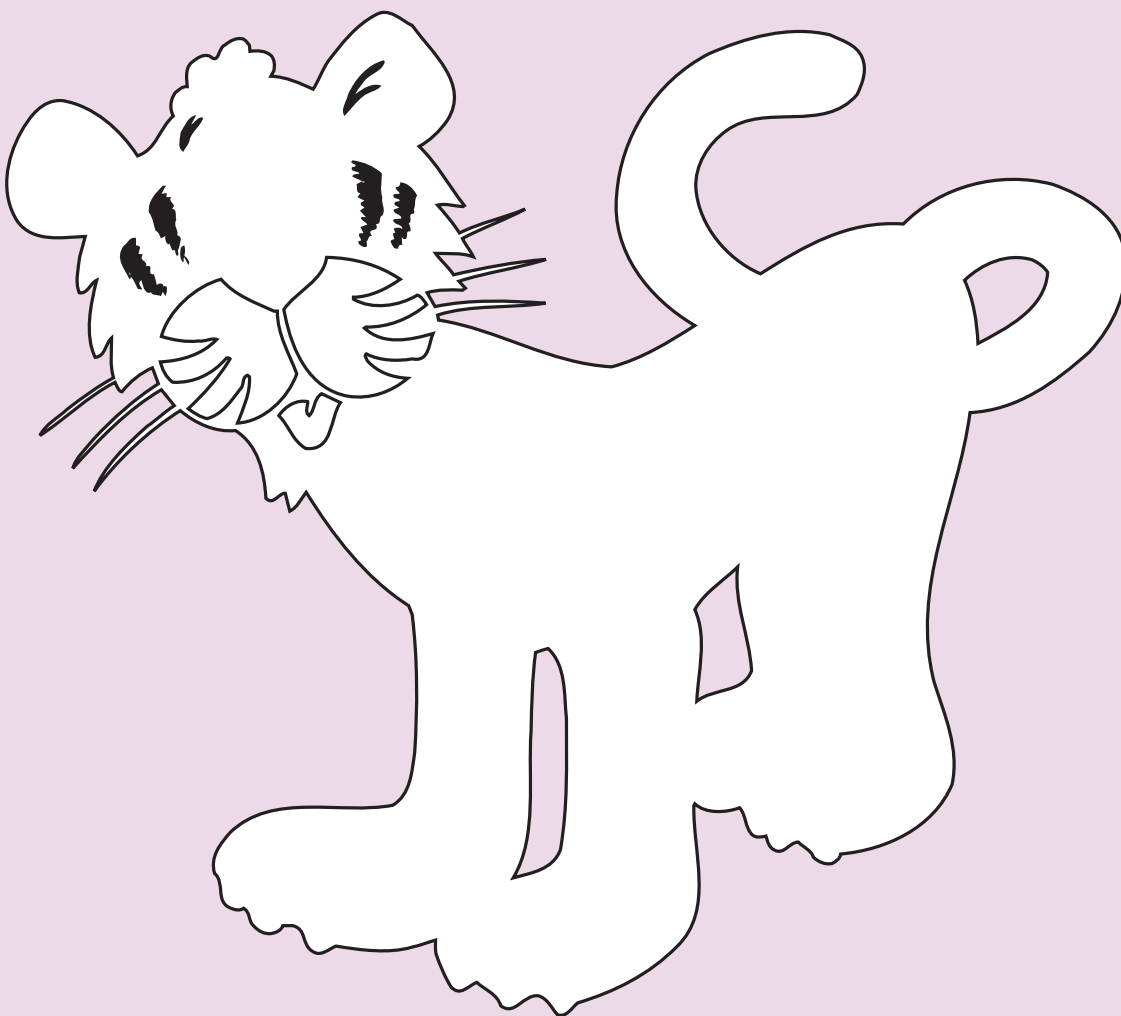
Down:

2. Tigers do this during the day.

Following Directions: Draw a Tiger

Directions: Follow directions to complete the picture of the tiger.

1. Draw **black** stripes on the tiger's body and tail.
2. Color the tiger's tongue **red**.
3. Draw claws on the feet.
4. Draw a **black** nose and two **black** eyes on the tiger's face.
5. Color the rest of the tiger **orange**.
6. Draw tall, **green** grass for the tiger to sleep in.



Directions: Read about skiing. Circle the answers. Write a number in each box to show the order of the story.

Skiing Is Fun

You need to dress warmly to ski. One ski fits on each boot. You wear the skis to a chair called a ski lift. It takes you up in the air to a hill. When you get off, you ski down the hill. Be careful! Sometimes you will fall.



1. To ski, you need

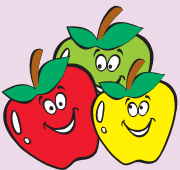
two skis.
one ski.

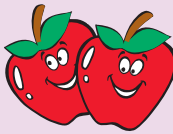
2. Skiing is an

indoor sport.
outdoor sport.

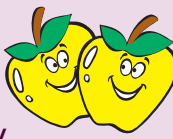
Comprehension: Apples

Directions: Read about apples. Then, write the answers.

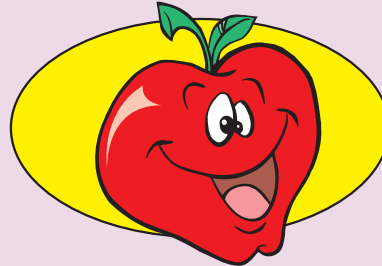
I like . Do you?

Some  are red.

Some  are green.

Some  are yellow.

- How many kinds of apples does the story tell about?



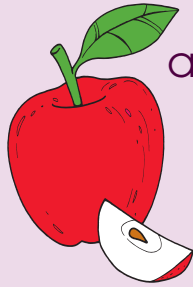
- Name the kinds of apples.

- What kind of apple do you like best?

Classifying: Fruit

Fruit tastes good. It is sweet. Fruit is a good snack.

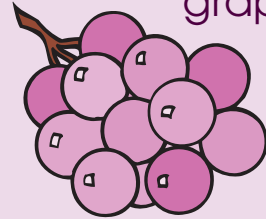
Directions: Look at the words and pictures. Then, write the names of the fruits in the blanks.



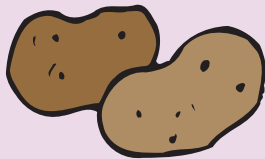
apple



banana



grapes



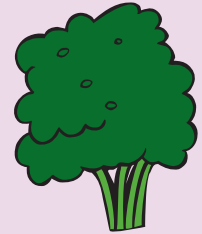
potato



orange



carrot



broccoli

Blank writing lines for the student to write the names of the fruits.

Classifying: Vegetables

Vegetables grow in gardens. Vegetables help keep us healthy.

Directions: Look at the pictures. Then, write the name of the vegetables in the blanks.

beans



bread



banana



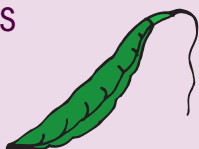
lettuce



carrot



noodles



peas



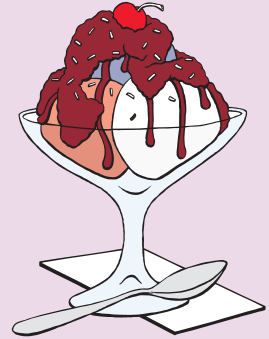
broccoli

Add the name of one more vegetable.

Comprehension: How We Eat

Directions: Read the story. Use words from the box to answer the questions.

People eat with spoons and forks. They use a spoon to eat soup and ice cream. They use a fork to eat potatoes. They use a knife to cut their meat. They say, "Thank you. It was good!" when they finish.



fork

ice cream

knife

soup

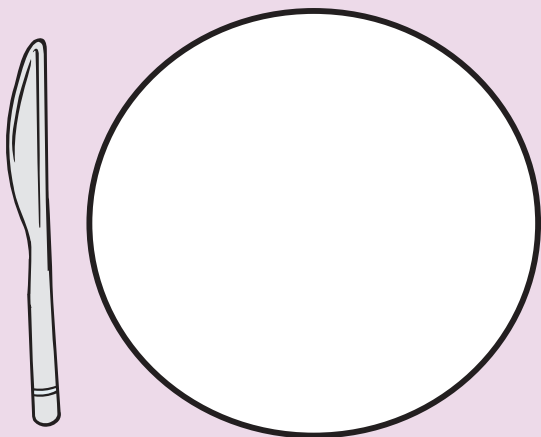
1. What do we use to cut food?

2. What are two things you can eat with a spoon?

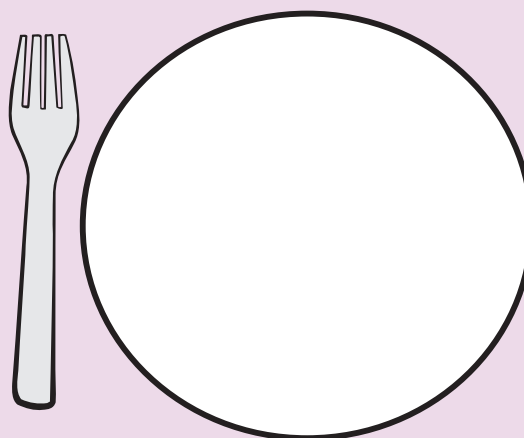
3. What do we use to eat meat and potatoes?

Classifying: Foods

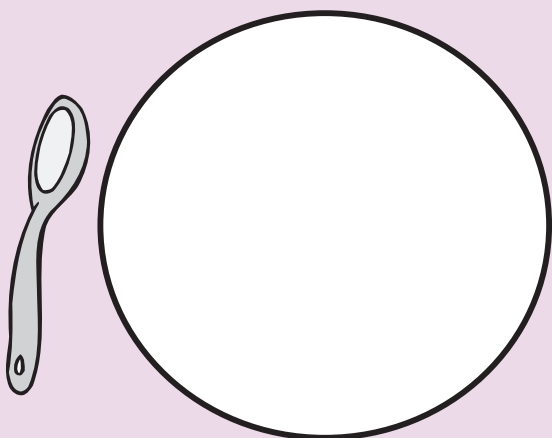
Directions: Read the questions under each plate. Draw three foods on each plate to answer the questions.



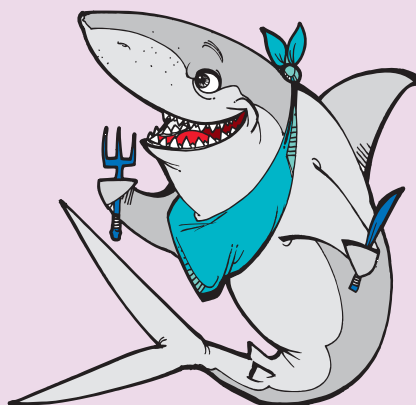
1. What foods can you cut with a knife?



2. What foods should you eat with a fork?

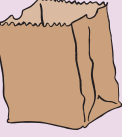



3. What foods can you eat with a spoon?





Comprehension: Familiar Objects

Directions: Write each word next to its picture in the puzzle.

1.  bag

3.  bird

2.  apple

4.  cookie

The puzzle consists of a grid of empty boxes. A vertical column of 3 boxes is on the left, with the number '1' in the top box. A horizontal row of 4 boxes is in the middle, with the number '2' in the first box. A vertical column of 3 boxes is on the right, with the number '3' in the top box. A horizontal row of 4 boxes is in the middle, with the number '4' in the first box. The horizontal row of 4 boxes intersects the vertical column of 3 boxes on the right.

Directions: Complete the sentences. Write the answers in the blanks.

5. I can carry things in a _____ .

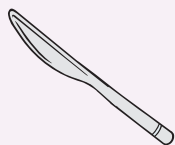
6. I like to eat a red _____ .

7. I wish I could fly like a _____ .

8. I can bake a _____ .

Classifying: Things That Belong Together

Directions: Circle the pictures in each row that belong together.



knife



key



fork



spoon

Row 1



orange



apple



candy



banana

Row 2

Directions: Write the names of the pictures that do not belong.

Row 1

Row 2

Classifying: Why They Are Different

Directions: Look at your answers on page 37. Write why each object does not belong.

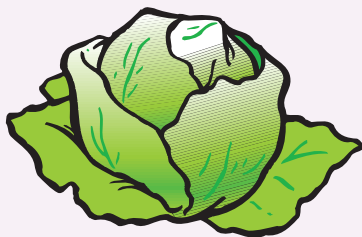
Row 1

Row 2

Directions: For each object, draw a group of pictures that belong with it.



candy bar



lettuce

Comprehension: Write a Party Invitation

Directions: Read about the party. Then, complete the invitation.

The party will be at Dog's house. The party will start at 1:00 p.m. It will last two hours. Write your birthday for the date of the party.



Party Invitation



Where:

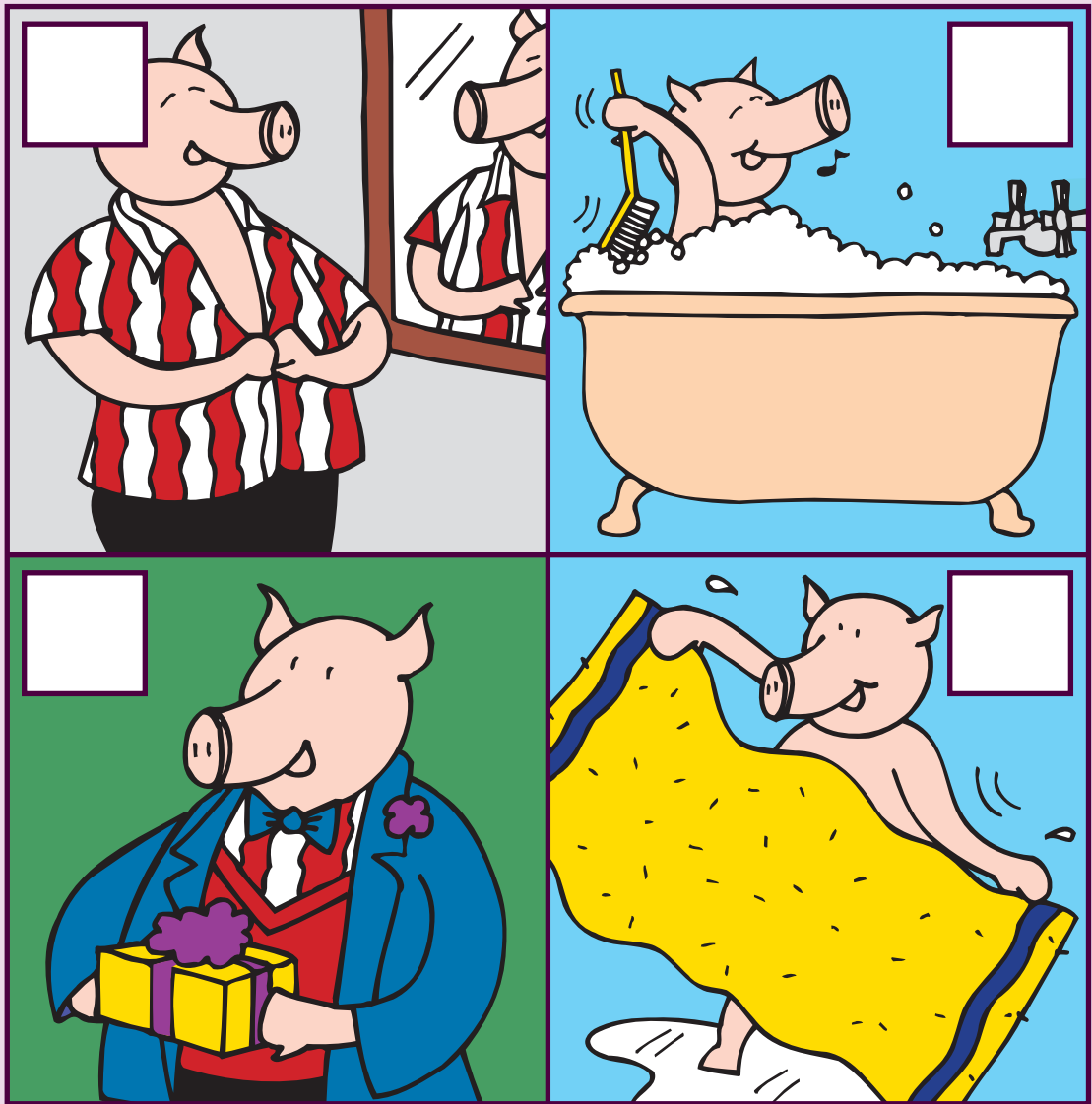
Date:

Time It Begins:

Time It Ends:

Sequencing: Pig Gets Ready

Directions: Number the pictures of Pig getting ready for the party to show the order of the story.



What kind of party do you think Pig is going to?

Comprehension: An Animal Party

Directions: Use the picture for clues. Write words from the box to answer the questions.

bear
dog
giraffe
pig
cat
elephant
hippo
tiger



1. Which animals have bow ties?

2. Which animal has a hat?



3. Which animal has a striped shirt?

Classifying: Party Items

Directions: Draw a □ around objects that are food for the party. Draw a △ around the party guests. Draw a ○ around the objects used for fun at the party.



ice cream



candy



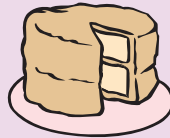
games



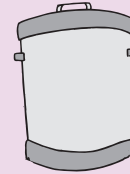
tiger



noise makers



cake



garbage can



cat



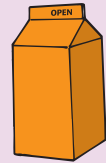
glasses



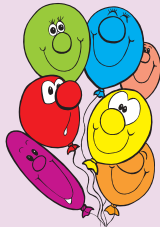
candle



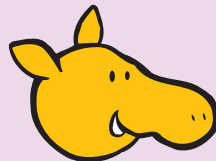
bear



juice



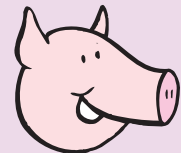
balloons



giraffe



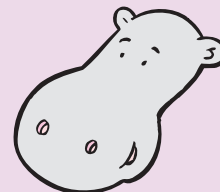
hat



pig



potato chips



hippo

Review

Directions: Read about cookies. Then, write your answers.

Cookies are made with many things. All cookies are made with flour. Some cookies have nuts in them. Some cookies do not. Some cookies have chocolate chips. Some do not. Cookbooks give directions on how to make cookies.



First, turn on the oven. Then, get out all the things that go in the cookies. Mix them together. Roll them out, and cut the cookies. Bake the cookies. Now, eat them!

1. Tell one way all cookies are the same.

2. Name one different thing in cookies.

3. Where do you find directions for making cookies?

Comprehension: The Teddy Bear Song

Do you know the Teddy Bear Song? It is very old!

Directions: Read the Teddy Bear Song. Then, answer the questions.

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, climb upstairs.

Teddy bear, teddy bear, say your prayers.

Teddy bear, teddy bear, turn out the light.

Teddy bear, teddy bear, say, "Good night!"

1. What is the first thing the teddy bear does?

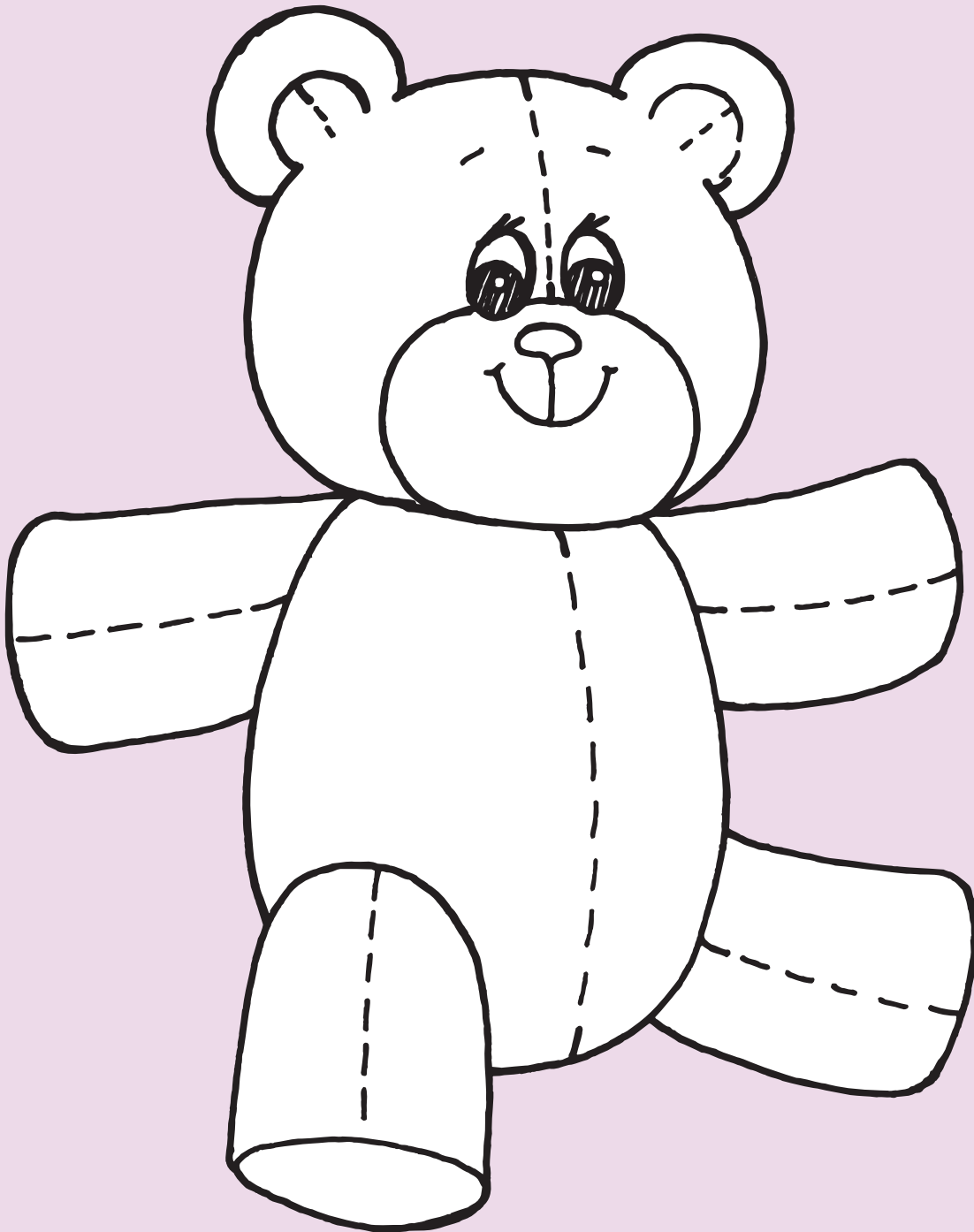
2. What is the last thing the teddy bear does?

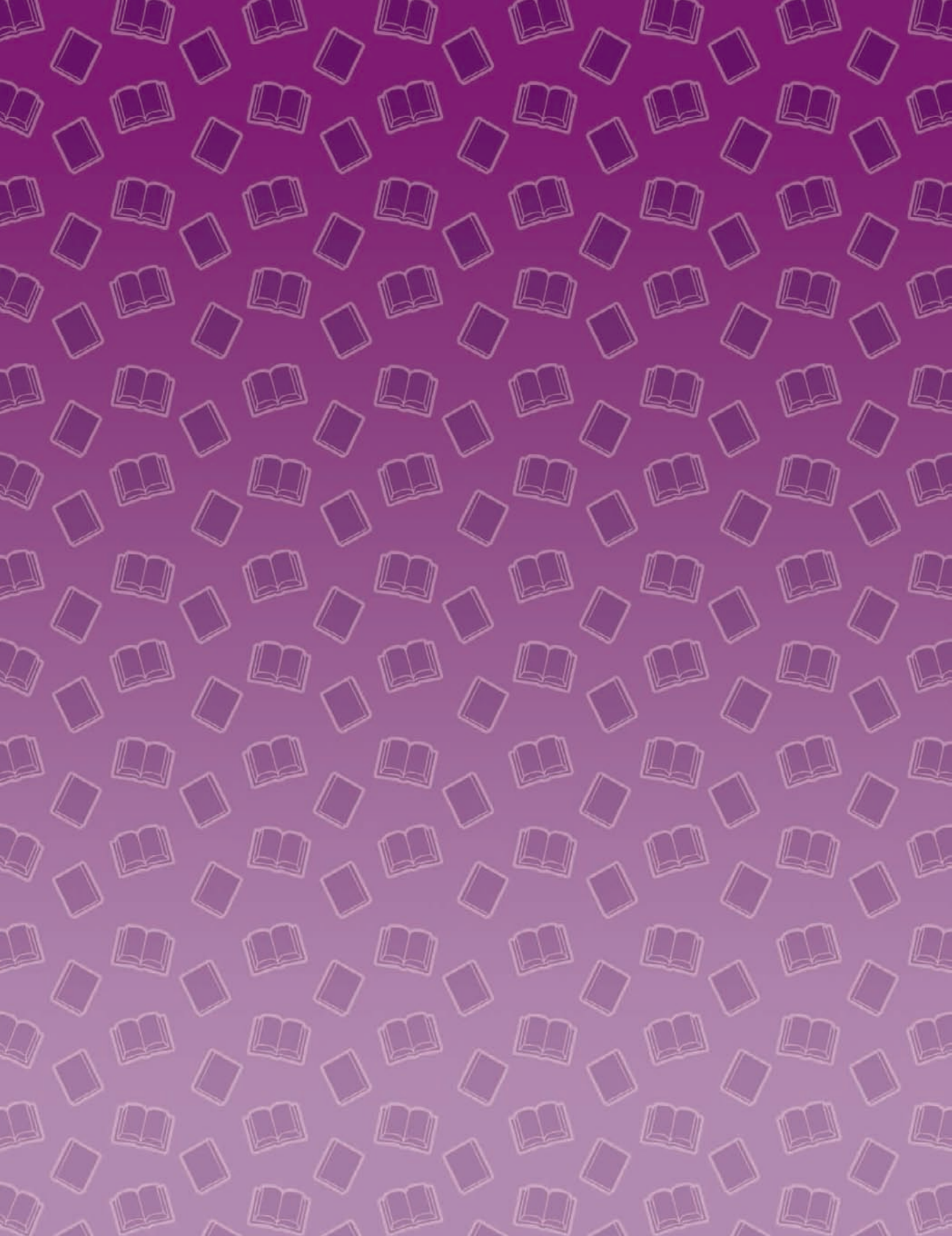
3. What would you name a teddy bear?



Following Directions: Make a Teddy Bear

Directions: Color and cut out the teddy bear. Act out the song on page 44 with your teddy bear.





Comprehension: A New Teddy Bear Song

Directions: Write words to make a new teddy bear song. Act out your new song with your teddy bear as you read it.



Teddy bear, teddy bear, turn

Teddy bear, teddy bear, touch the

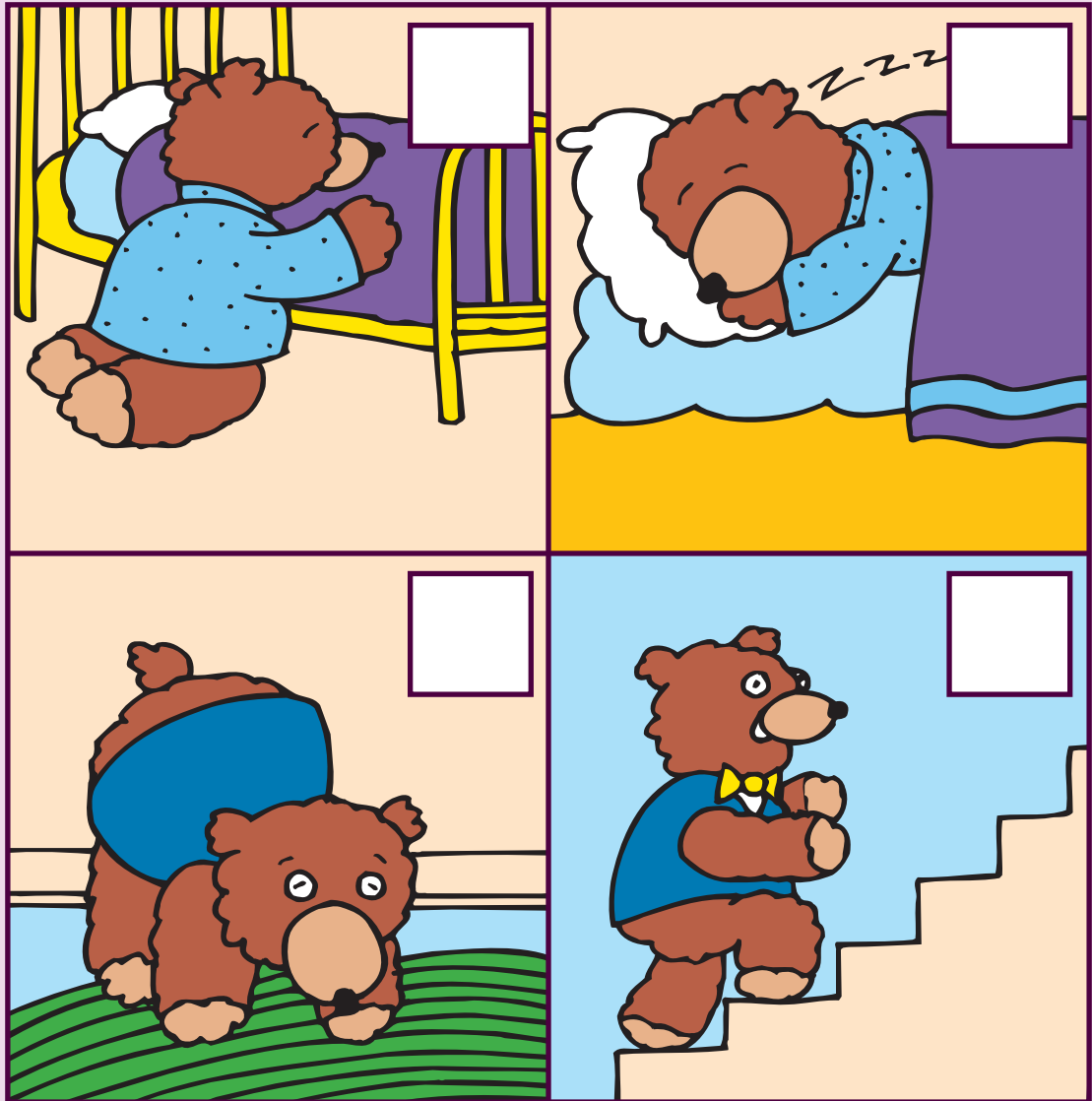
Teddy bear, teddy bear, climb

Teddy bear, teddy bear, turn out

Teddy bear, teddy bear, say,

Sequencing: Put Teddy Bear to Bed

Directions: Read the song about the teddy bear again. Write a number in each box to show the order of the story.



Comprehension: Play Simon Says

Directions: Read how to play Simon Says. Then, answer the questions.



Simon Says

Here is how to play Simon Says: One kid is Simon. Simon is the leader. Everyone must do what Simon says and does, but only if the leader says, "Simon says" first. Let's try it. "Simon says, 'Pat your head.'" "Simon says, 'Pat your

nose. Pat your toes.'" Oops! Did you pat your toes? I did not say, "Simon says," first. If you patted your toes, you are out!

1. Who is the leader in this game?

2. What must the leader say first each time?

3. What happens if you do something and the leader did not say, "Simon says"?

Comprehension: Play Simon Says

Directions: Read each sentence. Look at the picture next to it. Circle the picture if the person is playing Simon Says correctly.

1. Simon says, "Put your hands on your hips."



2. Simon says, "Stand on one leg."



3. Simon says, "Put your hands on your head."



4. Simon says, "Ride a bike."



5. Simon says, "Jump up and down."

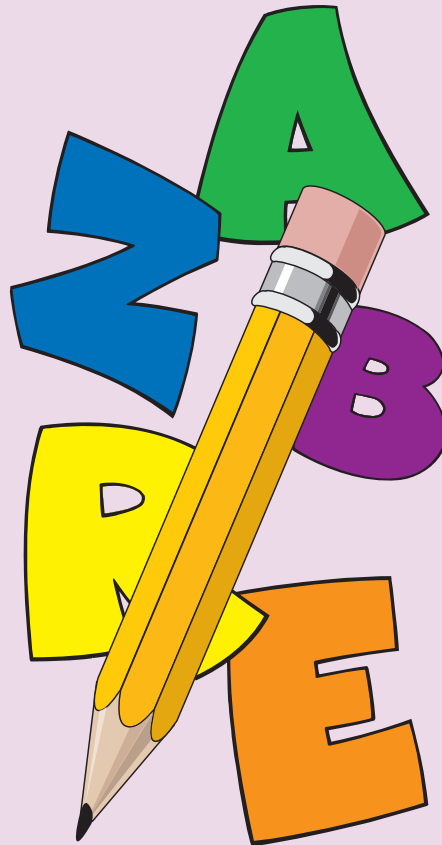


6. Simon says, "Pet a dog."

Following Directions: Play Simon Says

Directions: Read the sentences. If Simon tells you to do something, follow the directions. If Simon does not tell you to do something, go to the next sentence.

1. Simon says: Cross out all the numbers 2 through 9.
2. Simon says: Cross out the vowel that is in the word "sun."
3. Cross out the letter "B."
4. Cross out the vowels "A" and "E."
5. Simon says: Cross out the consonants in the word "cup."
6. Cross out the letter "Z."
7. Simon says: Cross out all the "K's."
8. Simon says: Read your message.



C 3 G U 7 P R U C P E K C P A 8 K K
6 T P U P J C 5 P O K 9 P B U P K K

Same and Different: Look at Simon

Directions: Find four things in picture #2 that are not in picture #1. Write your answers. Use words from the box.

hat

head

bare feet

socks

feather

watch

untied shoes

shirt

1



2



1.

2.

3.

4.

Comprehension: Crayons

Directions: Read about crayons. Then, write your answers.

Crayons come in many colors.
Some crayons are dark colors.
Some crayons are light colors.
All crayons have wax in them.



1. How many colors of crayons are there?

many

few

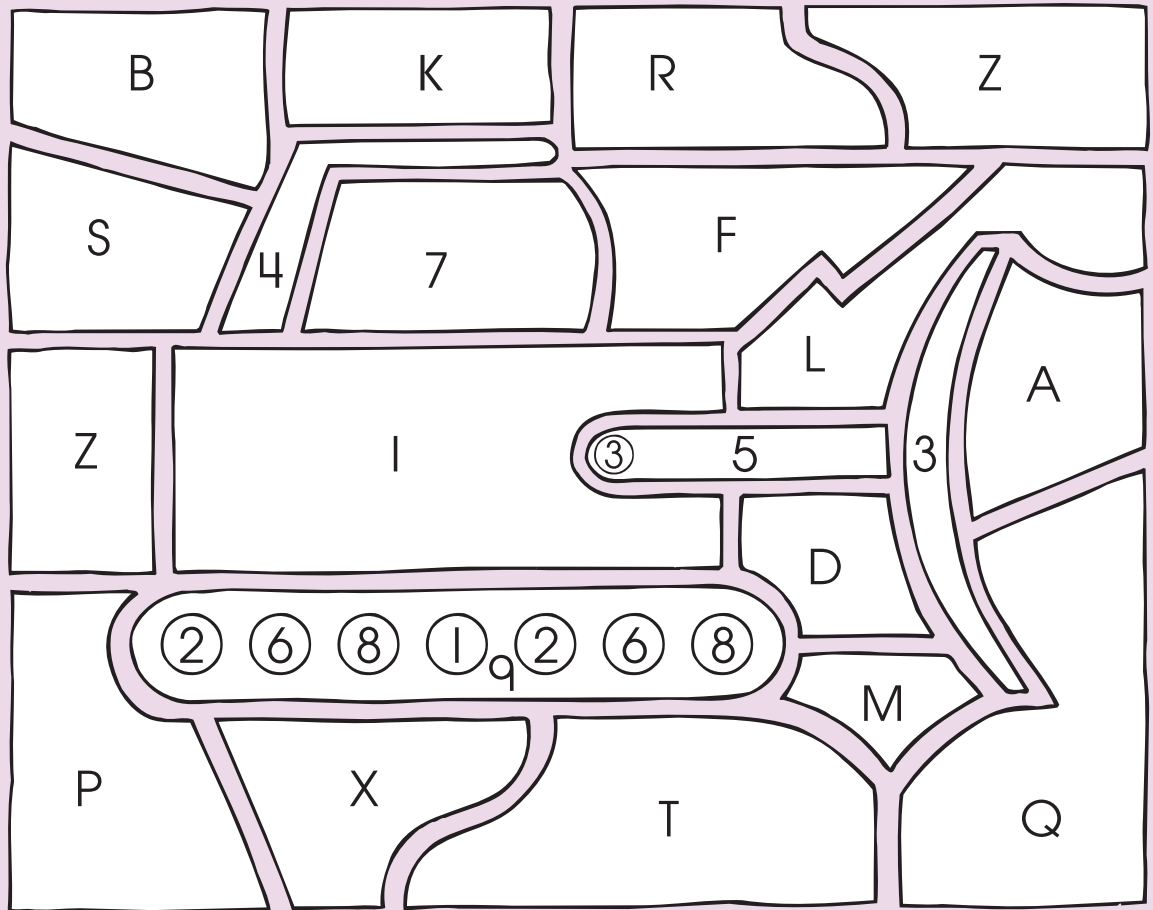
2. Crayons come in _____

colors and _____ colors.

3. What do all crayons have in them?

Following Directions: Hidden Picture

Directions: To find the hidden picture, color only the shapes with a number inside.



Comprehension: Rhymes

Directions: Read about words that rhyme. Then, circle the answers.

Words that rhyme have the same end sounds. "Wing" and "sing" rhyme. "Boy" and "toy" rhyme. "Dime" and "time" rhyme. Can you think of other words that rhyme?



1. Words that rhyme have the same

end sounds.

end letters.

2. "Time" rhymes with

"tree."

"dime."

Directions: Write one rhyme for each word.

wing

boy

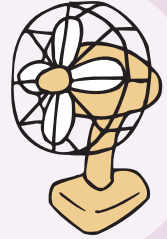
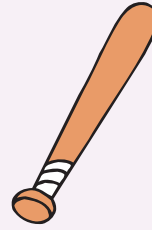
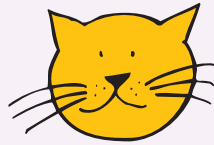
dime

pink

Classifying: Rhymes

Directions: Circle the pictures in each row that rhyme.

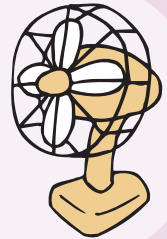
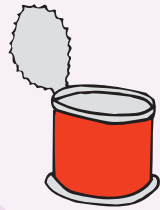
Row 1



Row 2



Row 3



Directions: Write the names of the pictures that do not rhyme.

These words do not rhyme:

Row 1

Row 2

Row 3

_____	_____	_____
_____	_____	_____
_____	_____	_____

Classifying: Rhymes

Directions: Cut out the pieces. Read the words. Find two words that rhyme. Put the words together.

kite

my

tree

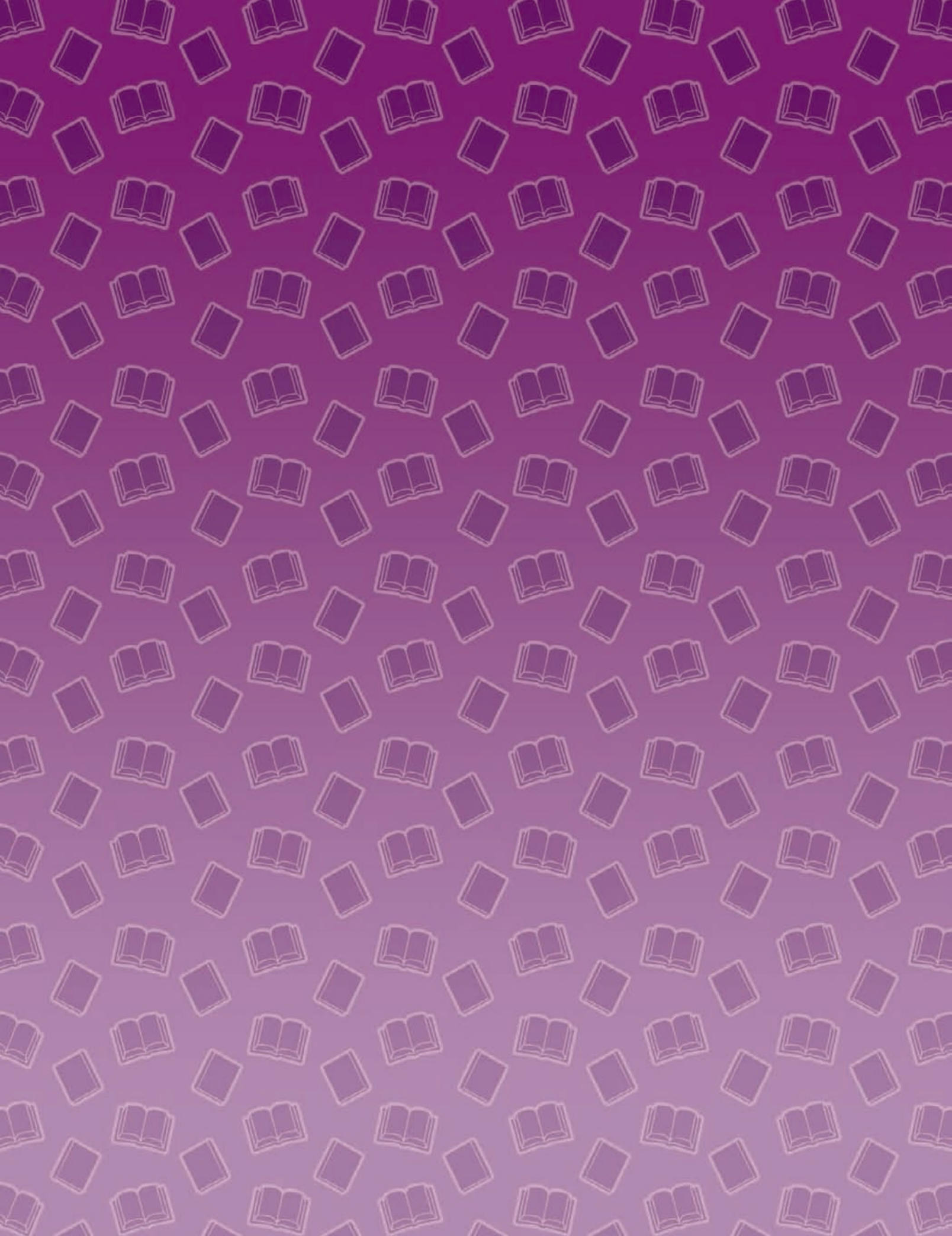
bell

buy

bee

well

white



Review

Directions: Read about ways you move. Circle the correct answer.

You can move in many ways. You can run. When you run, one foot hits the ground at a time. You can jump. When you jump, you land on two feet. You can hop. To hop, first stand on one leg. Then, jump up and down.



1. Running and jumping are different because:

One foot hits the ground at a time when you run. Two feet hit the ground at a time when you jump.

Two feet hit the ground at a time when you run. One foot hits the ground at a time when you jump.

Directions: Write directions on how to hop.

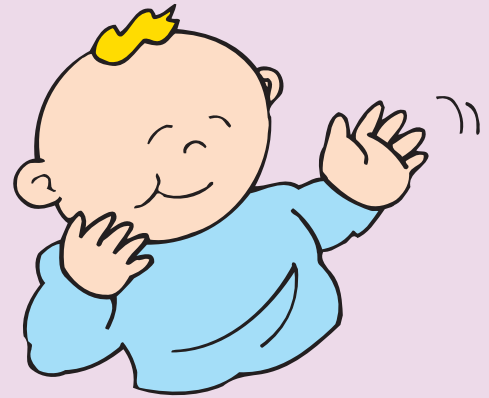
2. First, _____ .

3. Then, _____ .

Comprehension: Babies

Directions: Read about babies. Then, write the answers.

Babies are small. Some babies cry a lot. They cry when they are wet. They cry when they are hungry. They smile when they are dry. They smile when they are fed.



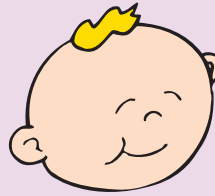
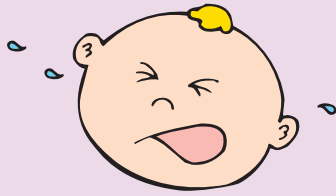
1. Name two reasons babies cry.

2. Name two reasons babies smile.

3. Write a baby's name you like.

Comprehension: Babies

Directions: Read each sentence. Draw a picture of a baby's face in the box to show if she would cry or smile.



1. The baby needs to have her diaper changed.

A blank white rounded rectangular box intended for drawing a baby's face.

2. The baby has not eaten for awhile.

A blank white rounded rectangular box intended for drawing a baby's face.

3. Dad put a dry diaper on the baby.

A blank white rounded rectangular box intended for drawing a baby's face.

4. The baby is going to finish her bottle.

A blank white rounded rectangular box intended for drawing a baby's face.

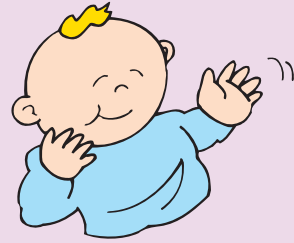
5. The baby finished her food but is still hungry.

A blank white rounded rectangular box intended for drawing a baby's face.

Sequencing: Feeding Baby

Directions: Read the sentences. Write a number in each box to show the order of the story.

The baby smiles.



Mom makes the baby's food.

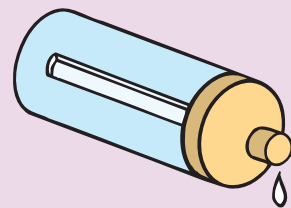


The baby is put in his chair.

The baby is crying.



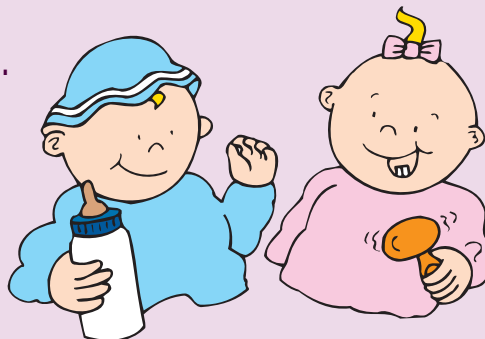
Mom feeds the baby.



Same and Different: Compare the Twins

Directions: Read the story. Then, use the words in the box and the picture to write your answers.

Ben and Ann are twin babies. They were born at the same time. They have the same mother. Ben is a boy baby. Ann is a girl baby.



mother bow boy girl hat twins

1. Ann and Ben have the same

2. Ann and Ben are

3. Ann is a

Ben is a

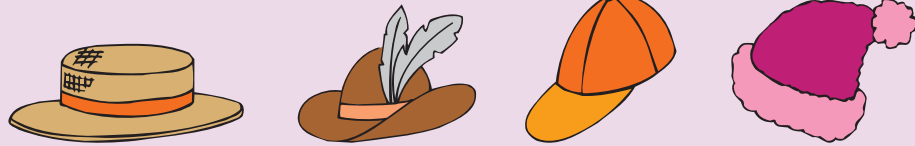
4. Ann is wearing a

Ben is wearing a

Comprehension: Hats

Directions: Read about hats. Then, write your answers.

There are many kinds of hats. Some baseball hats have brims. Some fancy hats have feathers. Some knit hats pull down over your ears. Some hats are made of straw. Do you like hats?



1. Name four kinds of hats.

<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr style="border-top: 1px dashed;"/>	<hr style="border-top: 1px dashed;"/>
<hr/>	<hr/>

Directions: Circle the correct answers.

2. What kind of hats pull down over your ears?

straw hats

knit hats

3. What are some hats made of?

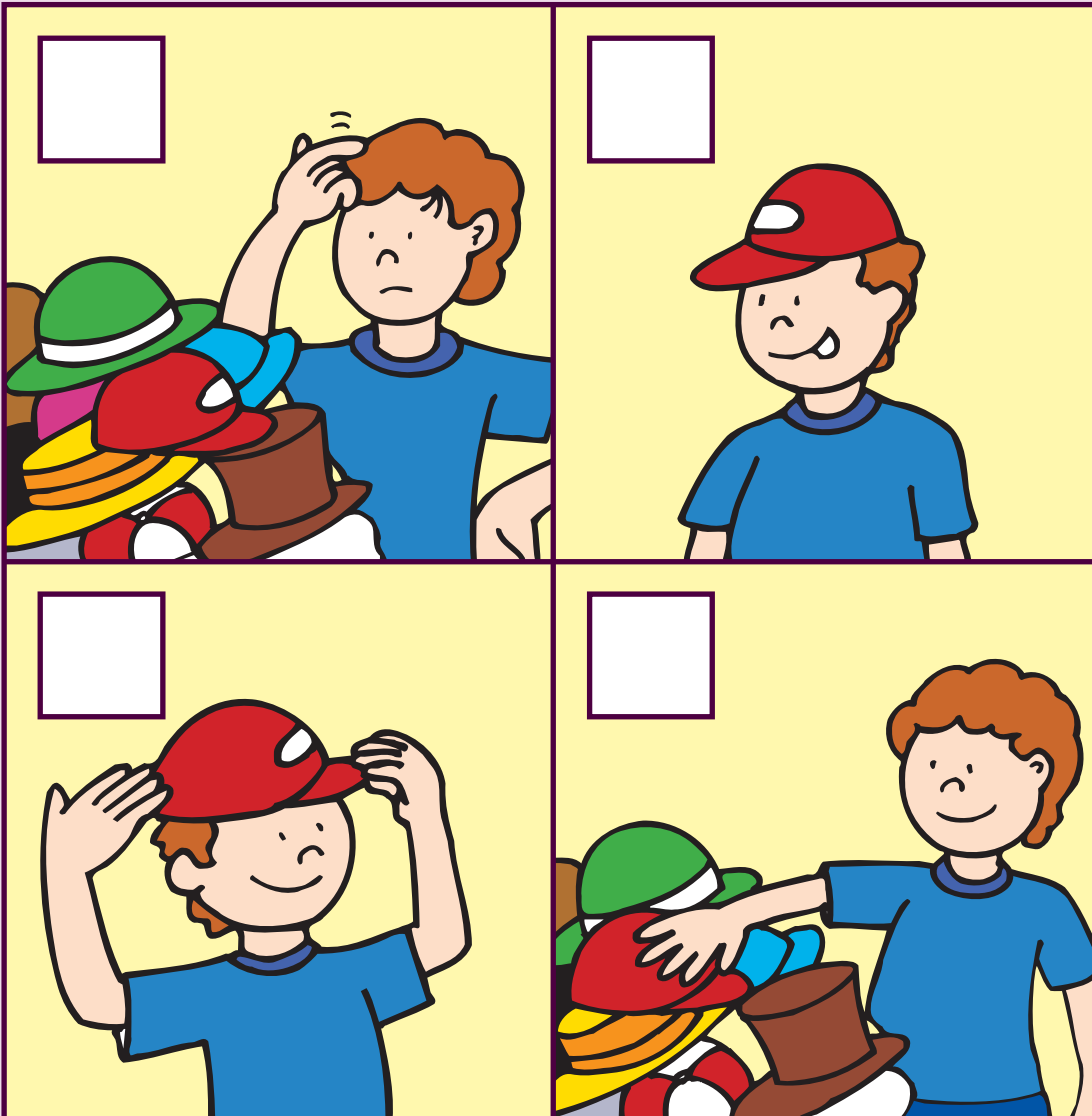
straw

mud



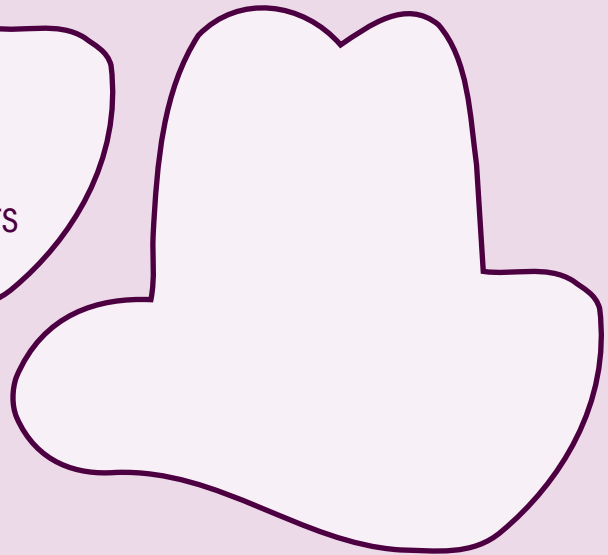
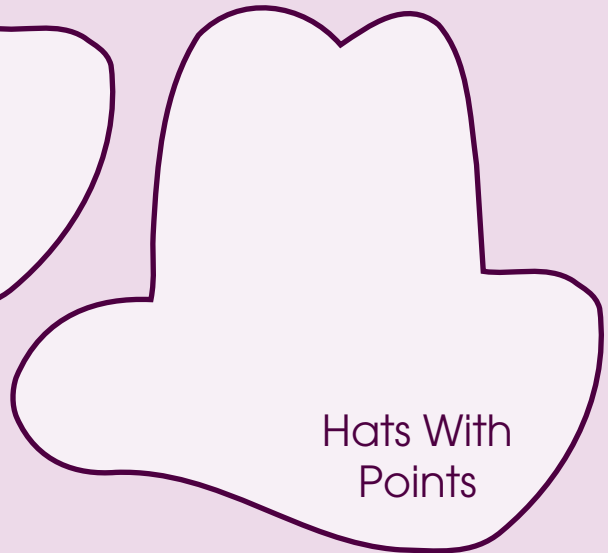
Sequencing: Choosing a Hat

Directions: Write a number in each box to show the order of the story.



Classifying: Hats

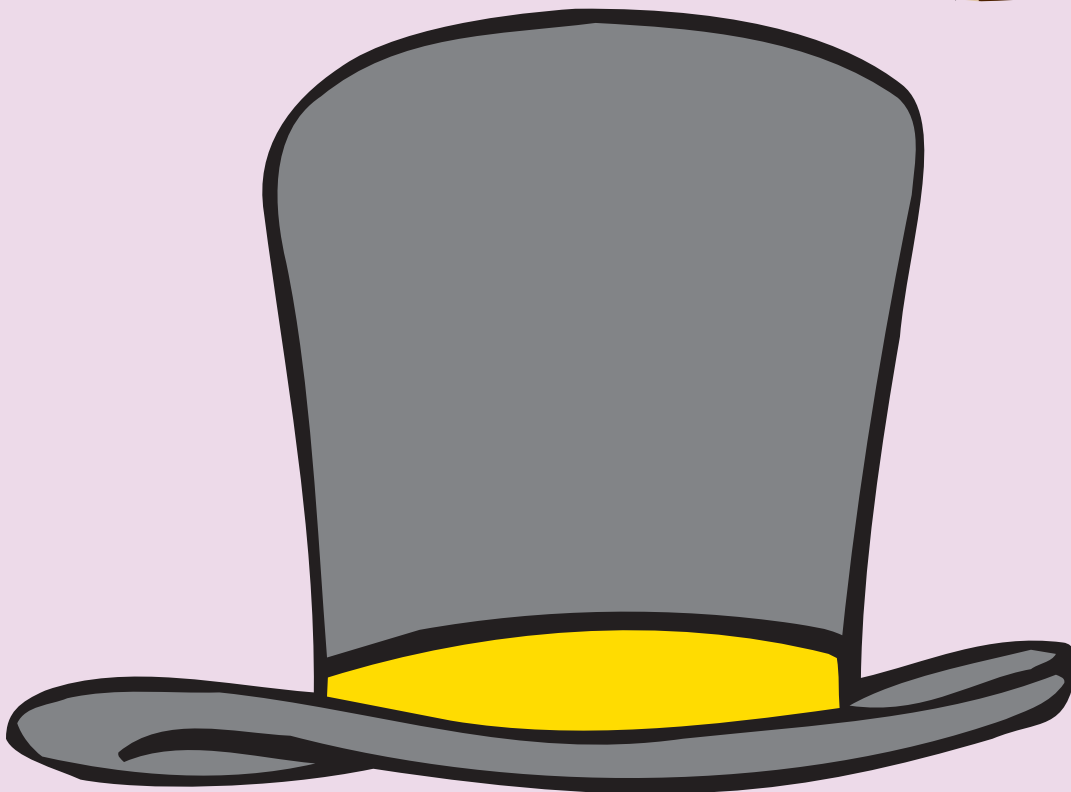
Directions: A store has four types of hats. Draw three hats for each type listed. Write what kind of hats you think should be in the last group, and draw three of that kind.



Classifying: Mr. Lincoln's Hat

Abraham Lincoln wore a tall hat. He liked to keep things in his hat so he would not lose them.

Directions: Cut out the pictures of things Mr. Lincoln could have kept in his hat. Glue those pictures on the hat.



letters



candle



penny



one dollar



bowl



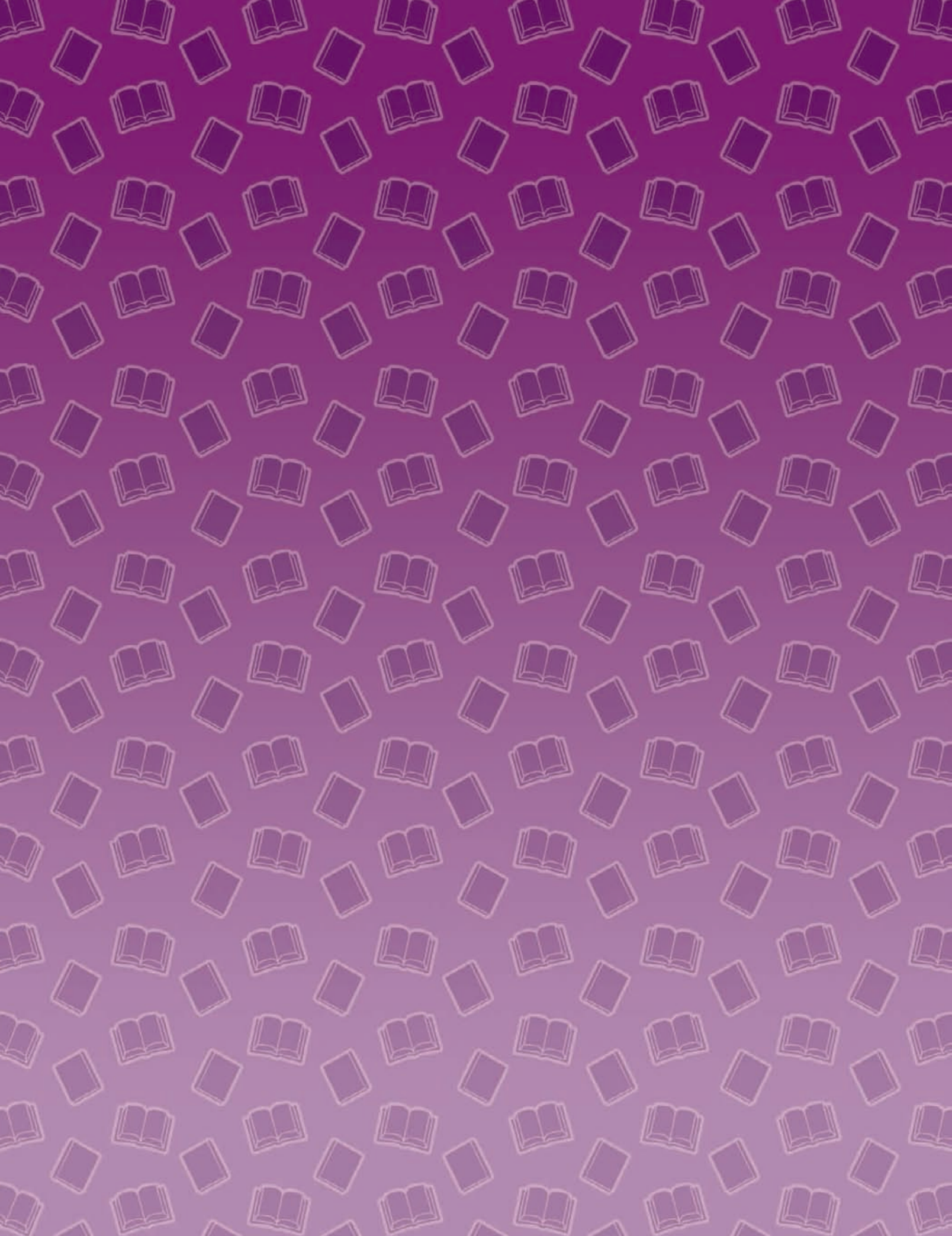
cat



watch



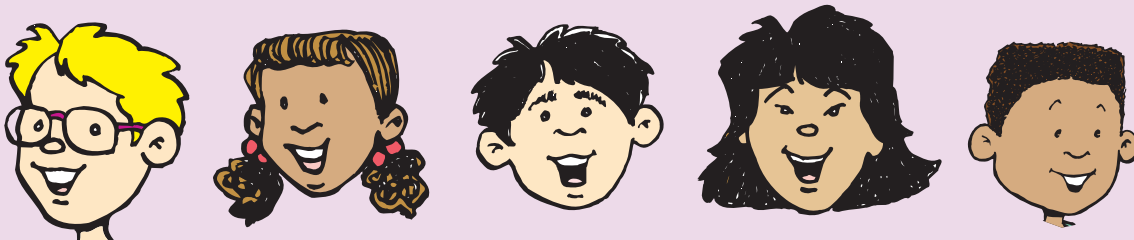
paper



Following Directions: Draw Hats

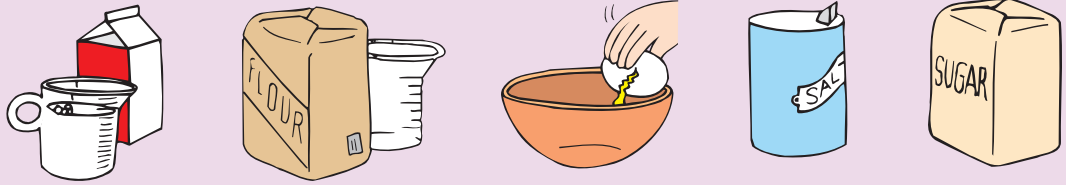
Directions: Draw a hat on each person. Read the sentences to know what kind of hat to draw.

1. The first girl is wearing a purple hat with feathers.
2. The boy next to the girl with the purple hat is wearing a red baseball hat.
3. The first boy is wearing a yellow knit hat.
4. The last boy is wearing a brown top hat.
5. The girl next to the boy with the red hat is wearing a blue straw hat.



Directions: Read the story. Then, circle the pictures of things that are wet.

Some things used in baking are dry. Some things used in baking are wet. To bake a cake, first mix the salt, sugar, and flour. Then, add the egg. Now, add the milk. Stir. Put the cake in the oven.



Directions: Tell the order to mix things when you bake a cake.

- | | |
|---|---|
| <p>_____</p> <p>-----</p> <p>1. _____</p> <p>_____</p> <p>-----</p> <p>2. _____</p> <p>_____</p> <p>-----</p> <p>3. _____</p> | <p>_____</p> <p>-----</p> <p>4. _____</p> <p>_____</p> <p>-----</p> <p>5. _____</p> <p>_____</p> <p>-----</p> |
|---|---|

Directions: Circle the answers.

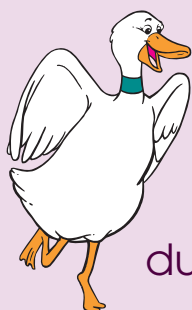
6. The first things to mix are dry. wet.
7. Where are cakes baked? oven grill

Following Directions: Complete the Puzzle

Directions: Read the story. Then, complete the puzzle.

The Zoo and the Farm

The zoo is for wild animals. Tigers live at the zoo. Some snakes live at the zoo. The farm is for tame animals. Ducks and donkeys live on farms.



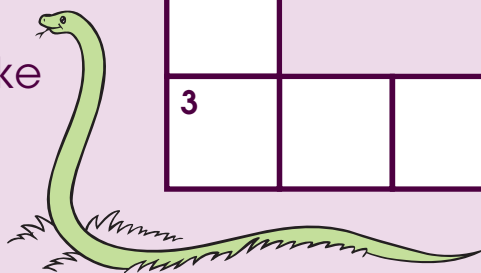
duck



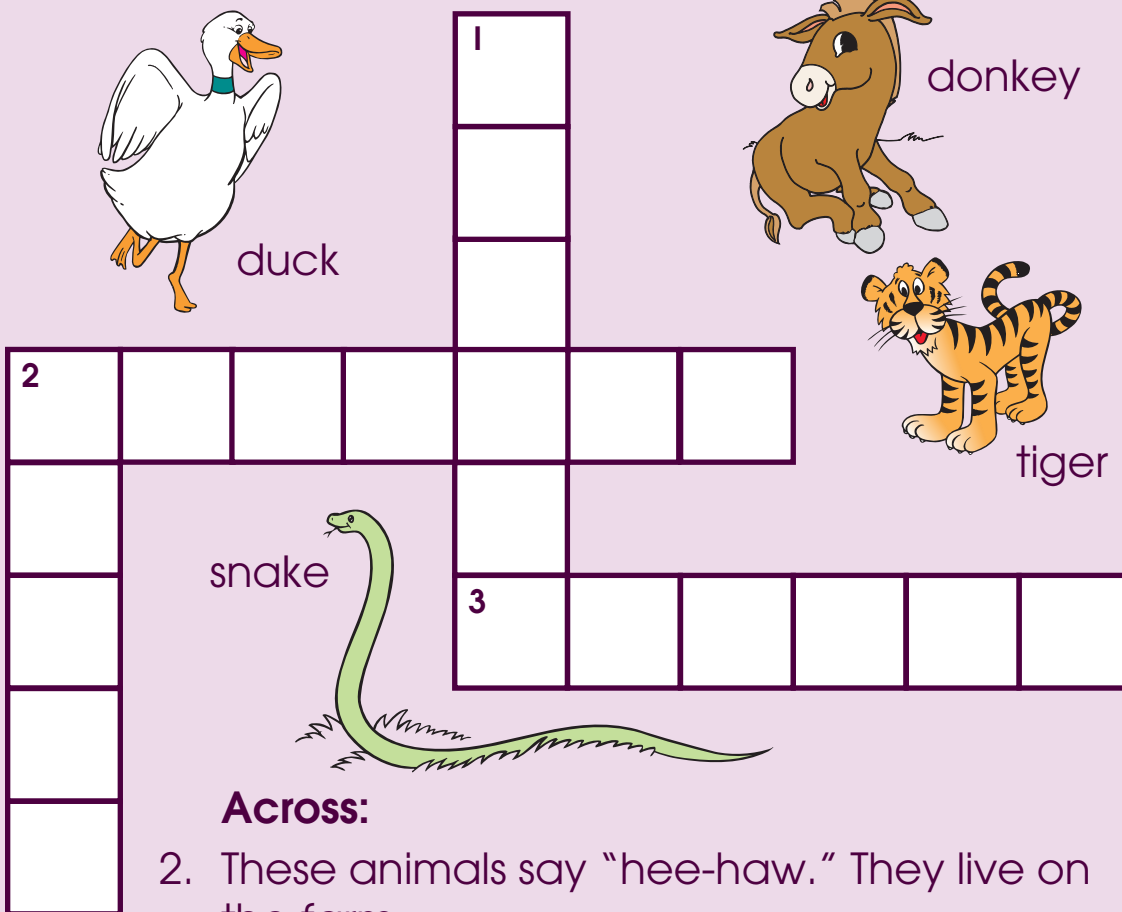
donkey



tiger



snake



Across:

2. These animals say "hee-haw." They live on the farm.
3. These animals are long and thin. Some live in the zoo.

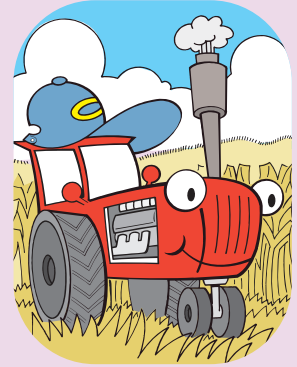
Down:

1. These animal have stripes. They live in the zoo.
2. These animals say "quack." They live on the farm.

Comprehension: Farm Sounds

Directions: Read the story. Then, answer the questions.

You can hear many sounds on the farm. Roosters crow in the morning. The cows moo, and donkeys say, "hee-haw." You might even hear the tractor motor humming.



1. What sound does the cow make?

2. What animal crows in the morning?

3. What animal says "hee-haw"?

Directions: Circle the farm words in the puzzle. Look up and down and sideways.

donkey rooster
moo tractor

a	l	b	x	m	d	y
e	u	m	p	o	o	a
k	c	f	h	o	n	j
q	k	t	u	l	k	w
r	o	o	s	t	e	r
c	e	n	o	s	y	v
t	r	a	c	t	o	r

Same and Different: Compare the Barnyards

Directions: Look at the pictures of the barnyards. Color the five things in picture #1 that are different from picture #2.

1



2



Comprehension: Animals

Directions: Read about inside and outside animals. Circle the pictures of animals that can live inside.

Some animals belong inside. Some animals belong outside. Wild animals belong outside. Large animals belong outside. Small, tame animals can live inside.

Directions: Write the names of animals that belong outside.

1.



tiger

2.

parakeets

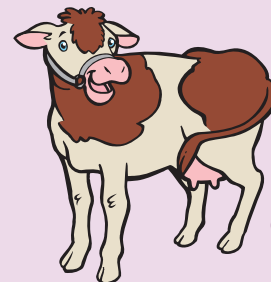


ostrich

3.



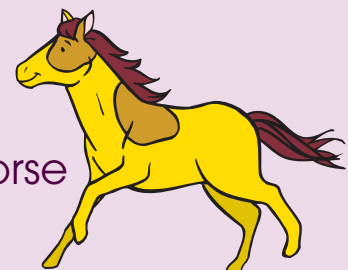
cat



cow

4.

horse



Comprehension: Days

Directions: Read about the days of the week. Then, answer the questions.

Do you know the names of the seven days of the week? Here they are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

1. What day comes after Thursday?

2. What day comes before Tuesday?

3. How many days are in each week?



Following Directions: Days of the Week

Calendars show the days of the week in order. Sunday comes first. Saturday comes last. There are five days in between. An **abbreviation** is a short way of writing words. The abbreviations for the days of the week are usually the first three or four letters of the word followed by a period.

Example: Sunday — Sun.

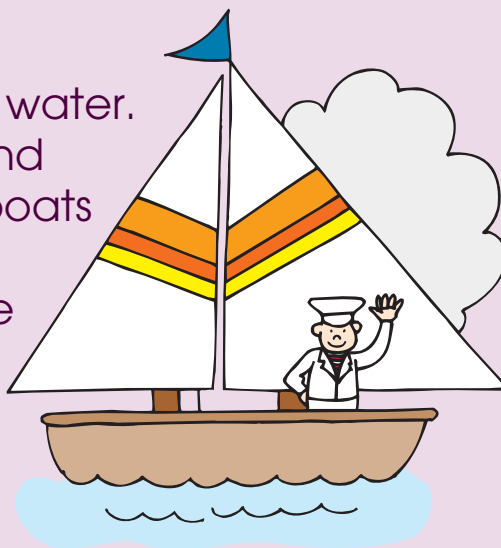
Directions: Write the days of the week in order on the calendar. Use the abbreviations.

Day 1	Day 2	Day 3
Sunday Sun.	Monday	Tuesday Tues.
Day 4	Day 5	Day 6
Wednesday	Thursday Thurs.	Friday
	Day 7	
	Saturday	

Comprehension: Boats

Directions: Read about boats. Then, answer the questions.

See the boats! They float on water. Some boats have sails. The wind moves the sails. It makes the boats go. Many people name their sailboats. They paint the name on the side of the boat.



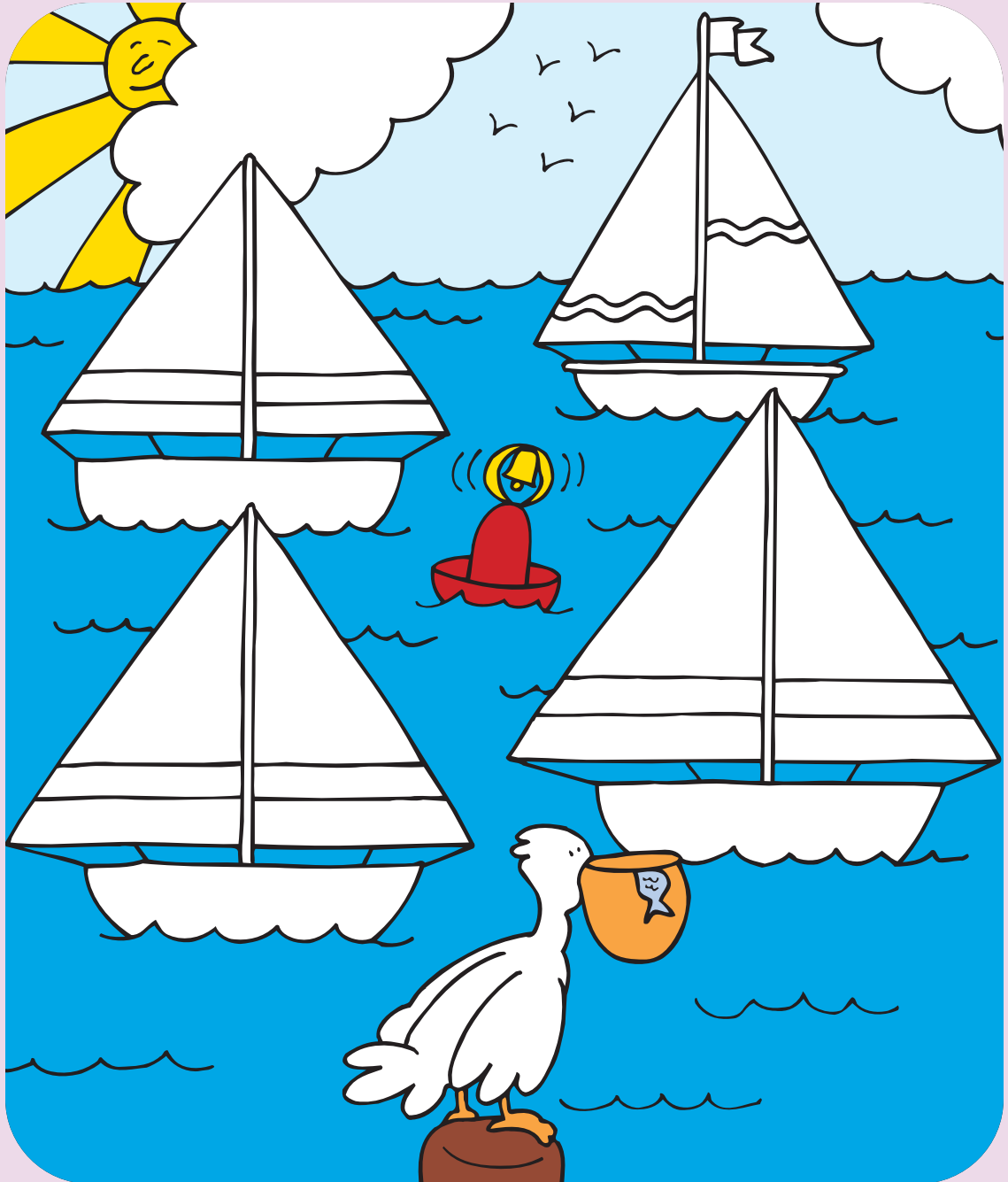
1. What makes sailboats move?

2. Where do sailboats float?

3. What would you name a sailboat?

Same and Different: Color the Boats

Directions: Find the three boats that are alike. Color them all the same. One boat is different. Color it differently.



Comprehension: A Boat Ride

Directions: Write a sentence under each picture to tell what is happening. Read the story you wrote.









Comprehension: Travel

Directions: Read the story. Then, answer the questions.

Let's Take a Trip!

Pack your bag. Shall we go by car, plane, or train? Let's go to the sea. When we get there, let's go on a sailboat.



1. What are three ways to travel?

2. Where will we go?

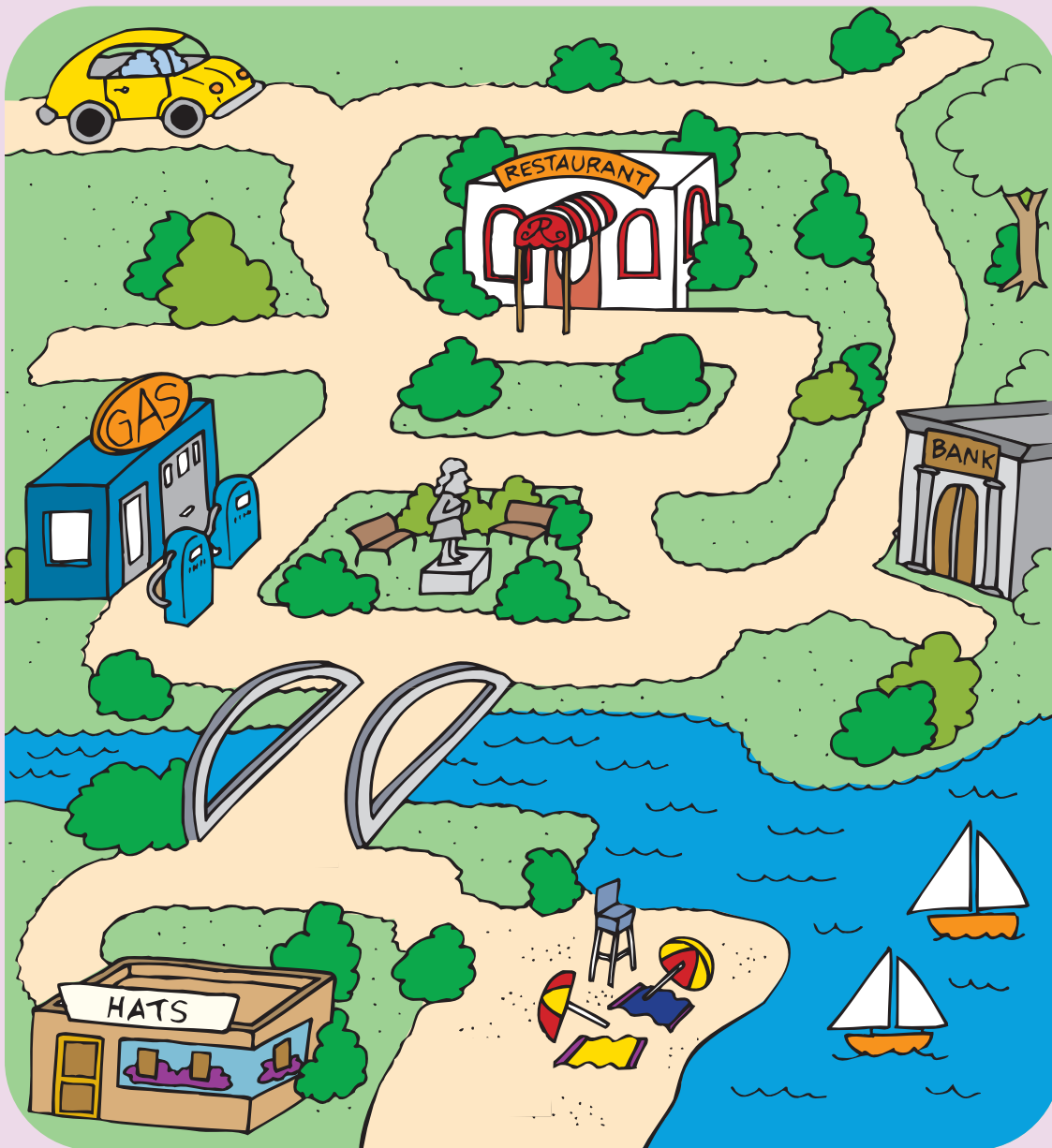
3. What will we do when we get there?

Following Directions: Draw a Path

Directions: Read about how to get to the beach. Use a crayon to draw the path to the beach.

Let's Go to the Beach

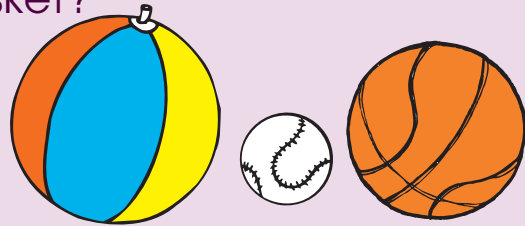
On the way to the beach, you will stop for food, then gas. Next, you cross a bridge. Finally, you will be at the beach!



Directions: Read the story. Then, write the answers.

Fun With Balls

Some balls are soft. A beach ball is soft. Some balls are hard. We play baseball with a hard ball. Basketballs bounce. Can you throw a basketball through a hoop? First, bounce it three times. Then, hold the basketball high. Now, throw it toward the hoop. Did you make a basket?



1. Tell how to throw a basketball.

First, _____ .

Second, _____ .

Then, _____ .

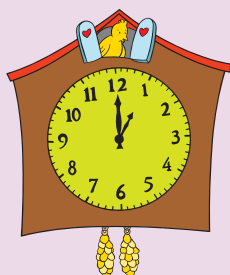
2. How is a beach ball different from a hard ball?

Comprehension: Clocks

Directions: Read about clocks. Then, answer the questions.

Ticking Clocks

Many clocks make two sounds. The sounds are tick and tock. Big clocks often make loud tick-tocks. Little clocks often make quiet tick-tocks. Sometimes people put little clocks in a box with a new puppy. The puppy likes the sound. The tick-tock makes the puppy feel safe.



1. What two sounds do many clocks make?

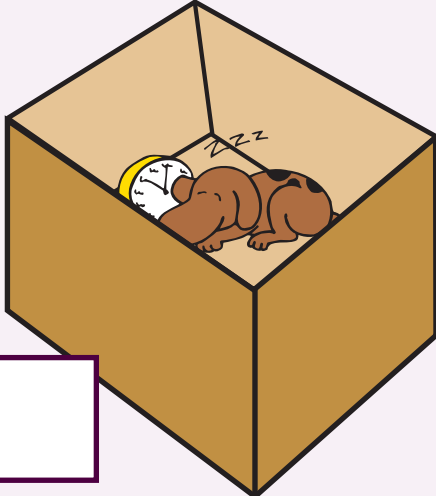

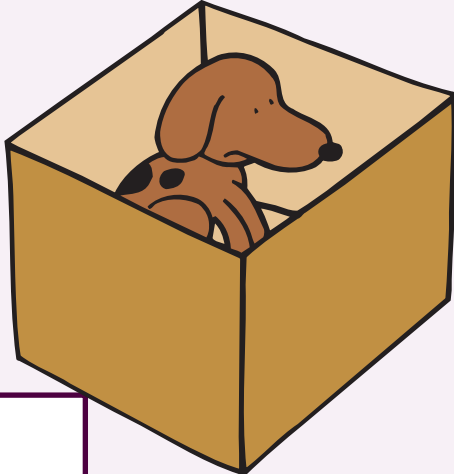

_____ and _____

2. What kind of tick-tocks do big clocks make?

3. What kind of clock makes a new puppy feel safe?

Sequencing: Help the Puppy Feel Safe

Directions: Read the story about clocks again. Then, write a number in each box to show the order of the story.

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Same and Different: These Don't Belong

Directions: Circle the pictures in each row that go together.



cookies



cake



beans



ice cream

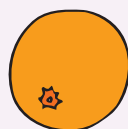
Row 1



apple



banana



orange



cookies

Row 2

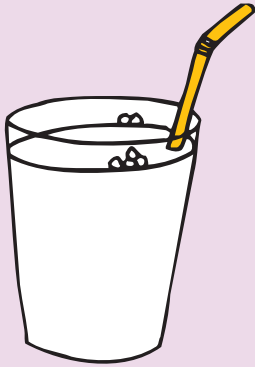
Directions: Write the names of the things that do not belong.

Row 1

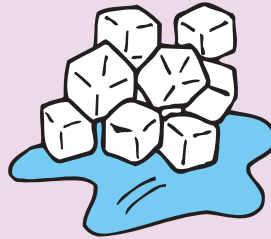
Row 2

Classifying: Things to Drink

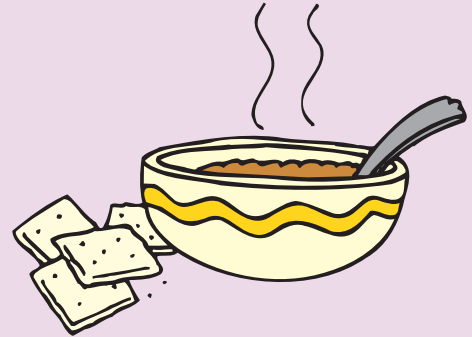
Directions: Circle the pictures of things you can drink. Write the names of those things in the blanks.



milk



ice



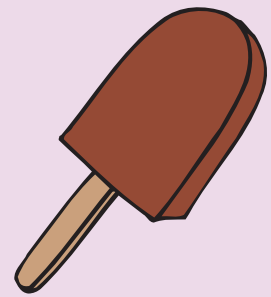
soup and crackers



juice



soda



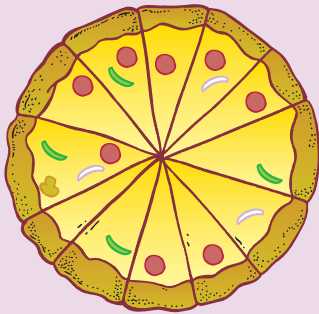
ice-cream bar

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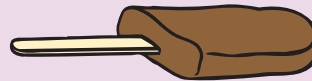
Classifying: Things to Chew

Directions: Draw a line from the pictures of things you chew to the plate.

soup



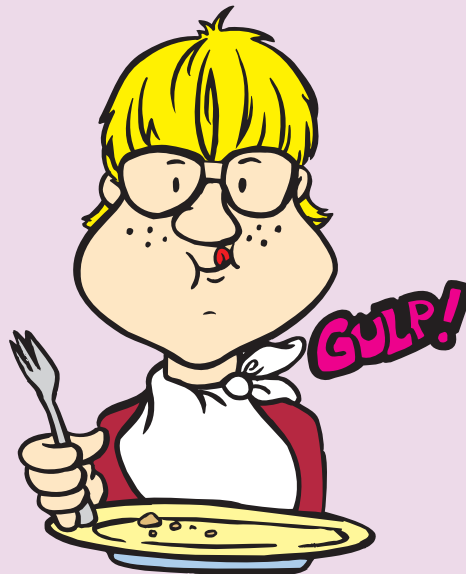
pizza



ice-cream bar



soda



carrot



macaroni



gum



corn on the cob



milk

Comprehension: Soup

Directions: Read about soup. Then, write the answers.

I Like Soup

Soup is good! It is good for you, too. We eat most kinds of soup hot. Some people eat cold soup in the summer. Carrots and beans are in some soups. Do you like crackers with soup?



1. Name two ways people eat soup.

2. Name two things that are in some soups.

3. Name the kind of soup you like best.

Same and Different: Soup

Directions: Circle the five things in picture #1 that are not in picture #2.

1



#2



Comprehension: The Three Bears

Directions: Read about the three bears. Put #1 beside Papa Bear's bed. Put #2 beside Mama Bear's bed. Put #3 beside Baby Bear's bed.

The Three Bears

Do you know the story of the three bears? Papa Bear is the biggest bear. He has the biggest bed. Mama Bear is a middle-size bear. She has a middle-size bed. Baby Bear is the little bear. He has the smallest bed.



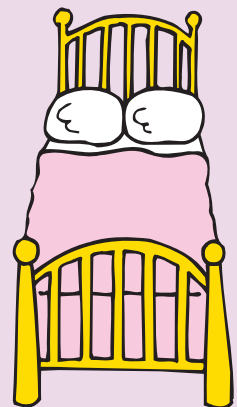
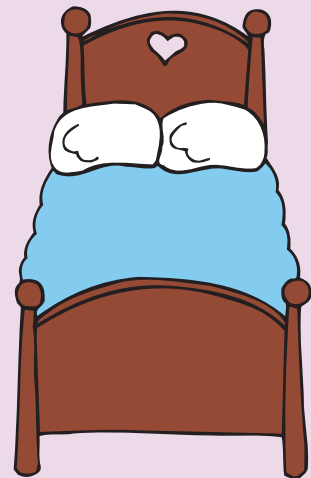
#1



#2



#3



Comprehension: The Three Bears

Directions: Draw the objects that belong to the three bears. Then, complete the sentences.



Draw the bowls.

Baby	Mama	Papa

Mama's bowl is _____ than Papa's.

Mama's bowl is _____ than Baby's.

Draw the chairs.

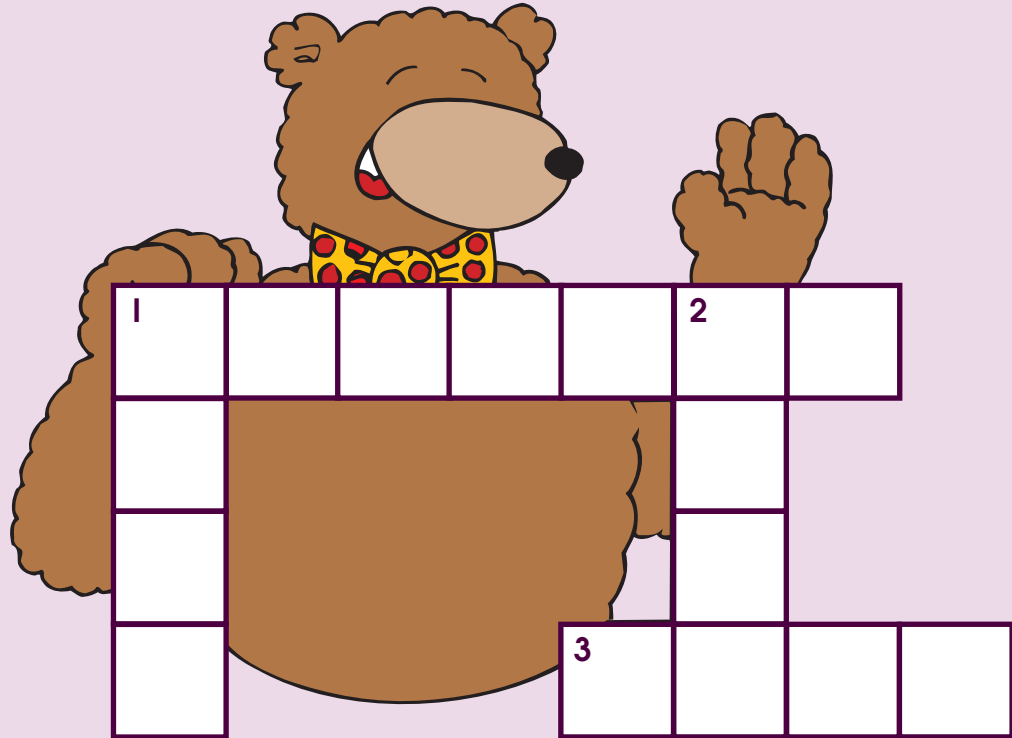
Papa	Mama	Baby

Papa's chair is _____ than Baby's.

Baby's chair is _____ than Mama's.

Following Directions: Three Bears Puzzle

Directions: Read the story about the three bears again. Then, complete the puzzle.



Across:

1. Papa Bear is the ___ bear.
3. All the bears sleep in ___.

Down:

1. This bear is the little bear.
2. Mama Bear is the middle-___ bear.

Review

Directions: Read how to make no-cook candy. Then, answer the questions.

Some candy needs to be cooked on a stove. You do not need to cook this kind of candy. It is easy to make. You will need a large bowl for mixing. You will need five things to make this candy.



No-Cook Candy

- $\frac{1}{2}$ cup peanut butter
- 4 cups powdered sugar
- 1 cup cocoa
- pinch of salt
- 4 tablespoons milk

Mix everything in the bowl. Roll it into small balls. (A pinch of salt is just a tiny bit.)

1. What is third on the list of things needed?

2. What is different about no-cook candy?

Directions: Write what to do to make no-cook candy.

3. First, mix everything in a bowl. Then,

Comprehension: “Humpty Dumpty”

Directions: Read the poem. Draw a picture of Humpty Dumpty after he fell off the wall.

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king’s horses and all the king’s men

Couldn’t put Humpty together again.



A large, empty white rectangular area with rounded corners, intended for drawing a picture of Humpty Dumpty after he fell off the wall.

Sequencing: Put Humpty Together

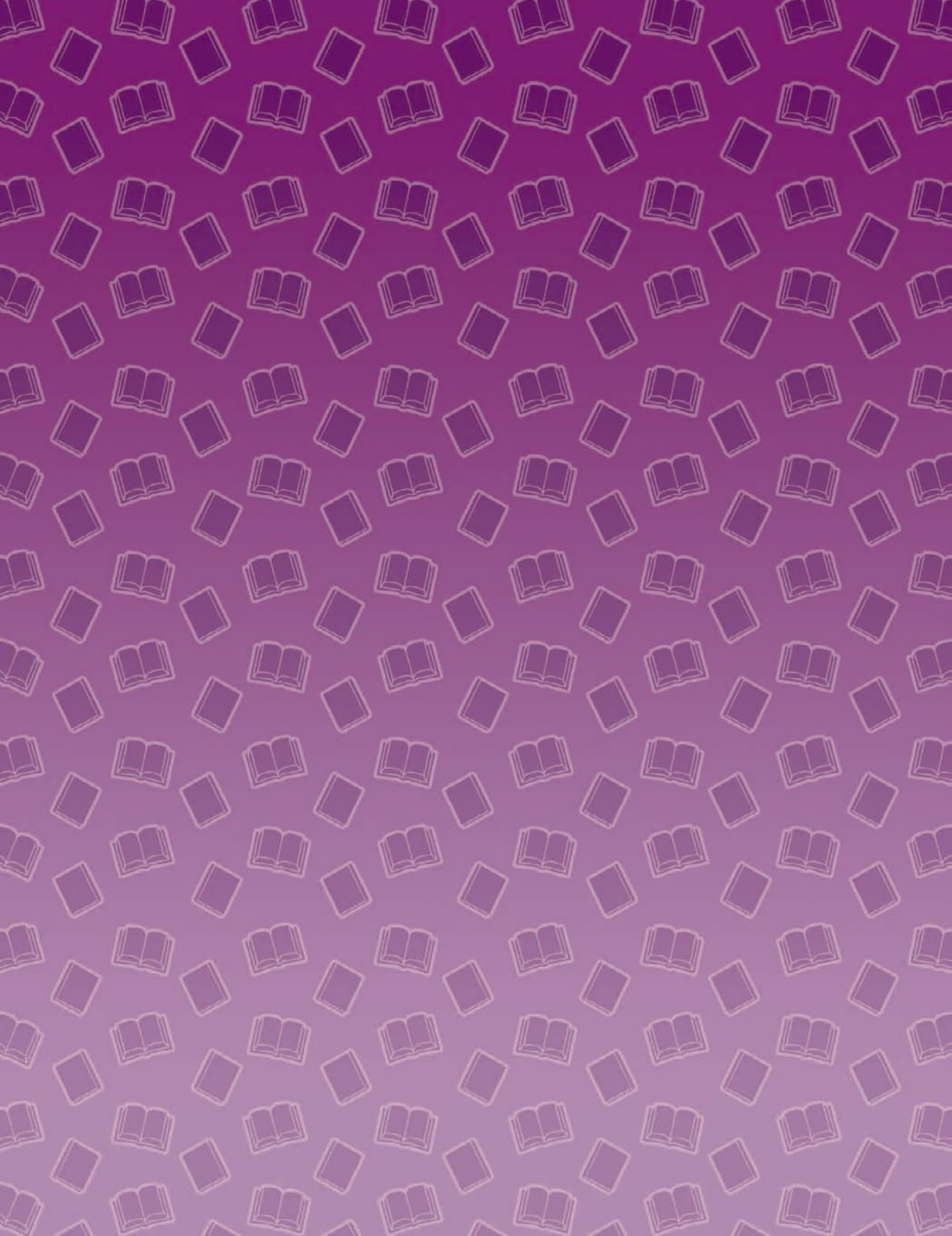
Directions: Cut out the pieces and mix them up. Then, read the sentence on each piece to put Humpty back together.

Humpty was sitting on a wall.

Humpty fell off the wall.

The king's horses and men tried to put Humpty together.

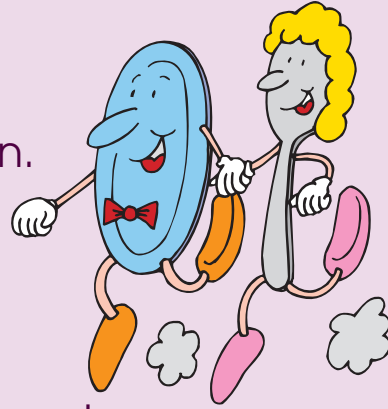
Humpty couldn't be put together.



Comprehension: "Hey Diddle Diddle"

Directions: Read "Hey Diddle Diddle." Then, answer the questions.

Hey diddle diddle,
 The cat and the fiddle,
 The cow jumped over the moon.
 The little dog laughed
 To see such sport,



And the dish ran away with the spoon!

1. Who jumped over the moon?

2. Who laughed?

3. Who ran away?

and

Comprehension: "Hey Diddle Diddle"

Directions: Read "Hey Diddle Diddle" again. Then, answer the questions.



1. What is a fiddle?

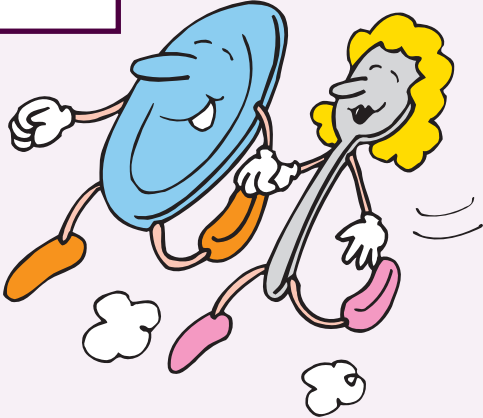
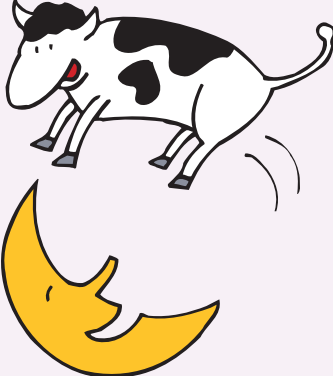
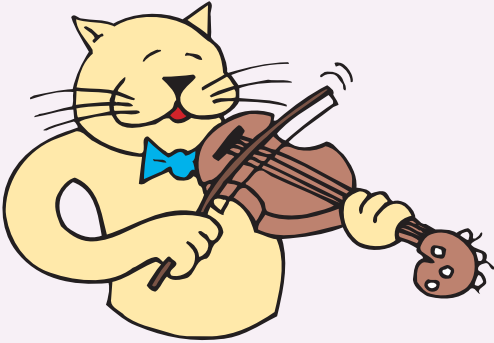

2. What is another word for "jumped"?

3. What word in the poem means the same as "giggled"?

4. Where do you think the dish and the spoon went?
Draw your answer.

Sequencing: "Hey Diddle Diddle"

Directions: Number the pictures for "Hey Diddle Diddle" in order.

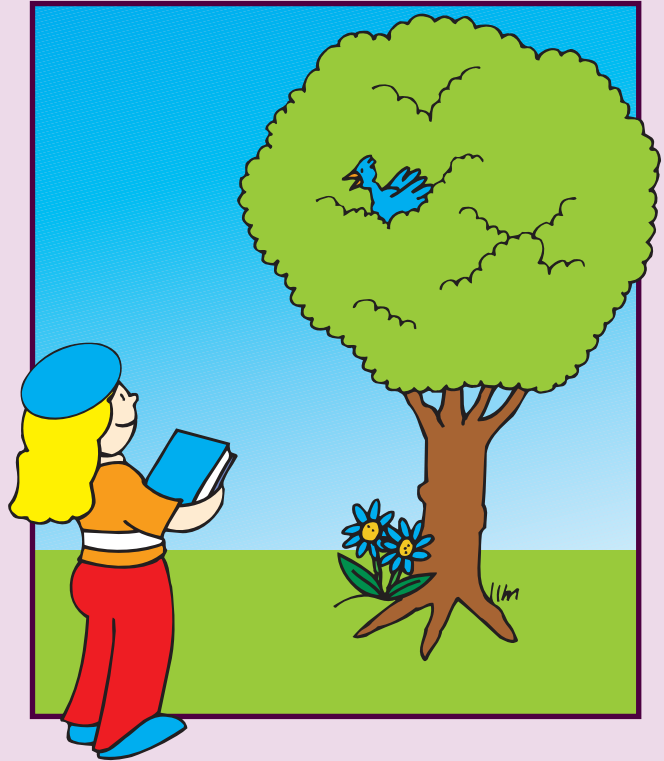
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Comprehension: "Bluebird"

Directions: Read the bluebird poem. Look at the picture. Write what the bluebird sees. Use words from the box.

Bluebird, bluebird,
Up in the tree,
How many blue things
Do you see?

book	flowers
girl	grass
hat	sky
shoes	tree



Here are the blue things
the bluebird sees:

- | | |
|----------|----------|
| _____ | _____ |
| ----- | ----- |
| 1. _____ | 4. _____ |
| _____ | _____ |
| ----- | ----- |
| 2. _____ | 5. _____ |
| _____ | _____ |
| ----- | ----- |
| 3. _____ | |
| _____ | |

Comprehension: "New Bird"

Directions: Fill in the blanks to create a poem about a different colored bird. Then, draw a picture in the box to go with your poem.

_____ bird, _____ bird,

Up in the _____,



How many _____ things

Do you see?

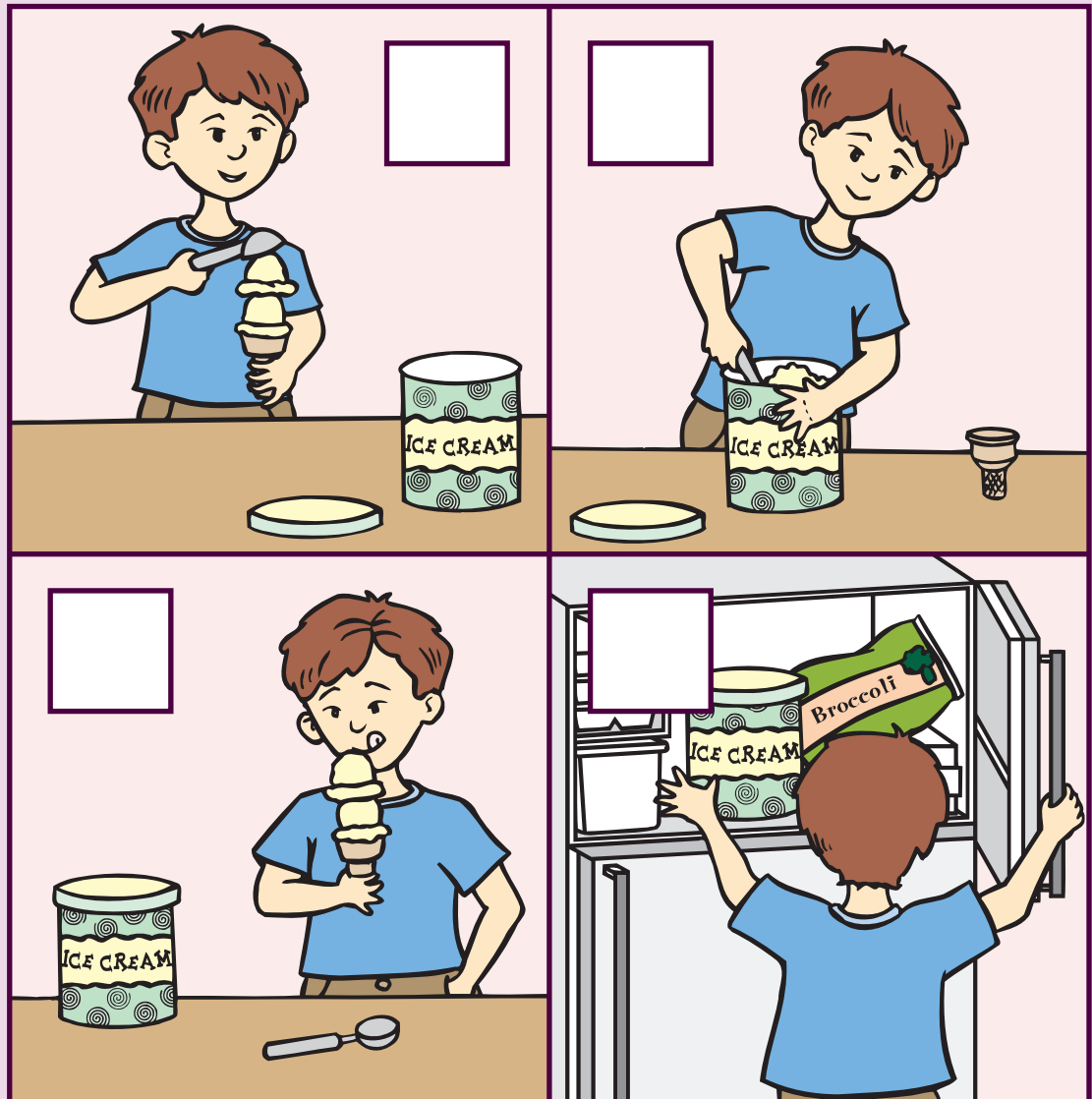
Directions: Fill in the blanks.

How many _____ things did the bird

see in your picture? _____

Sequencing: Make an Ice-Cream Cone

Directions: Number the boxes in order to show how to make an ice-cream cone.



Directions: Read the story. Write two things Sam could have done so he could have enjoyed eating his ice-cream cone.

It was a hot day. Sam went to the store and got an ice-cream cone. He ate it at a table in the sun. Sam watched some friends play ball. When he went to eat his ice-cream, it had melted and fallen on the sidewalk.



1.

Handwriting practice lines for the first response, consisting of a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

2.

Handwriting practice lines for the second response, consisting of a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

Sequencing: Eating a Cone

What if a person never ate an ice-cream cone? Could you tell them how to eat it? Think about what you do when you eat an ice-cream cone.

Directions: Write directions to teach someone how to eat an ice-cream cone.

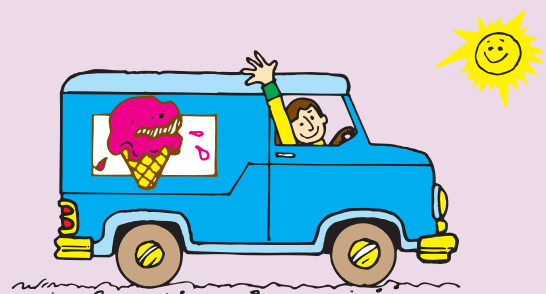
How to Eat an Ice-Cream Cone

1.

2.

3.

4.



Review

Directions: Read about coins. Then, answer the questions.

You can use coins to buy things. Some coins are worth more than others. Do you know these coins? A penny is worth one cent. A nickel is worth five cents. A dime is worth 10 cents. A quarter is worth 25 cents.

1. What can you use coins to do?

2. How are coins different?

Directions: Number the coins in order from the one that is worth the least to the one that is worth the most. Under each picture, write how many cents each coin is worth.



nickel



penny



dime

Abbreviation: A short way of writing words. Examples: **Mon., Tues.,** etc.

Classifying: Putting objects, words, or ideas that are alike into categories.

Comprehension: Understanding what is seen, heard, or read.

Following Directions: Doing what the directions say to do.

Same and Different: Being able to tell how things are alike and not alike.

Sequencing: Putting things in order.

4 Comprehension: Snow Is Cold!

Directions: Read about snow. Circle the answers.

When you play in snow, dress warmly. Wear a coat. Wear a hat. Wear gloves. Do you wear these when you play in snow?



- Snow is warm. cold.
- When you play in snow, dress warmly. quickly.

Directions: List three things to wear when you play in snow. Answers may include:


hat, scarf, coat,
gloves or mittens,
boots, snowpants

www.ck12.org/Comprehension/Grade1/

4

5 Same and Different

Directions: Circle five things in picture #1 that are not in picture #2.




www.ck12.org/Comprehension/Grade1/

5

6 Sequencing: Make a Snowman!

Directions: Write the number of the sentence that goes with each picture in the box.

- Roll a large snowball for the snowman's bottom.
- Make another snowball and put it on top of the first.
- Put the last snowball on top.
- Dress the snowman.




www.ck12.org/Comprehension/Grade1/

6

7 Classifying: What Does Not Belong?

Directions: Circle the two things that do not belong in the picture. Write why they do not belong.



- Flowers do not grow in snow.
- Palm trees do not grow in snow.

www.ck12.org/Comprehension/Grade1/

7

8 Classifying: These Keep Me Warm

Directions: Color the things that keep you warm.




www.ck12.org/Comprehension/Grade1/

8

9 Comprehension: Raking Leaves

Directions: Read about raking leaves. Then, answer the questions.

I like to rake leaves. Do you? Leaves die each year. They get brown and dry. They fall from the trees. Then, we rake them up.



- What color are leaves when they die?
brown
- What happens when they die?
They get dry and fall from the tree.
- What do we do when leaves fall?
We rake them.

www.ck12.org/Comprehension/Grade1/

9

10 Sequencing: Raking Leaves

Directions: Write a number in each box to show the order of the story.

10

11 Classifying: Leaves

Directions: Cut out the leaves. Put them into two groups. Glue each group in a box on the top of the page. Write a name for each group.

Green leaves Orange leaves

11

13 Comprehension: Growing Flowers

Directions: Read about flowers. Then, write the answers. Answers may include:

Some flowers grow in pots. Many flowers grow in flower beds. Others grow beside the road. Flowers begin from seeds. They grow into small buds. Then, they open wide and bloom. Flowers are pretty!

1. Name two places flowers grow.
pots, flower beds,
or beside the road

2. Flowers begin from
seeds

3. Then, flowers grow into small
buds

4. Flowers then open wide and
bloom

13

14 Flower Puzzle

Directions: Read the story about flowers again. Then, complete the puzzle.

Across:
2. Flowers do this when they open wide.
3. Flowers grow from these.

Down:
1. A flower can grow in a flower bed or a ____
2. Before they bloom, flowers grow ____

14

15 Sequencing: How Flowers Grow

Directions: Read the story. Then, write the steps to grow a flower.

First, find a sunny spot. Then, plant the seed. Water it. The flower will start to grow. Pull the weeds around it. Remember to keep giving the flower water. Enjoy your flower.

Find a sunny spot.
Plant the seed
Water it
Pull the weeds
Enjoy your flowers

15

16 Review

Directions: Write words in the blanks to make a label for a seed packet. Use ideas from the stories on pages 13 and 15 and your own ideas.

Flower Seeds

Plant seeds in a
bed or pot
Give them lots of
water
A bud will grow. Then, it will
bloom
The flower will keep growing if you pull the
weeds around it.
Your flowers will be very pretty

16

Review 17

Directions: Read the story and look at the pictures. Then, write the answers.

Some clothes are for winter. Some clothes are for summer. Winter clothes keep us warm. Summer clothes keep us cool. In summer, I put on shorts, then a shirt, and then sandals. These clothes keep me cool!

coat hat sandals shorts
 shirt scarf

1. Tell the order of clothes I put on in summer.

shorts shirt sandals
 First Then Last

2. List the winter clothes pictured.

scarf coat hat

3. How are summer and winter clothes different?

Summer clothes keep us _____ Winter clothes keep us _____
 cool warm


www.ck12.org/reading-comprehension/grade-1

17

18 **Comprehension: Balloons**

Directions: Read the story. Then, answer the questions.

Some balloons float. They are filled with gas. Some do not float. They are filled with air. Some clowns carry balloons. Balloons come in many colors. What color do you like?



1. What makes balloons float?

gas

2. What is in balloons that do not float?

air

3. What shape are the balloons the clown is holding?

circle


www.ck12.org/reading-comprehension/grade-1

18


Comprehension: Balloons 19

Directions: Read the story about balloons again. Draw a picture for the sentence in each box.

The clown is holding red, yellow, and blue balloons filled with air.



The clown is holding purple, orange, green, and blue balloons filled with gas.



www.ck12.org/reading-comprehension/grade-1

19

20 **Same and Different: Clowns**

Directions: Look at the two clowns. Color the things in picture #2 that are different from the things in picture #1.




www.ck12.org/reading-comprehension/grade-1

20

Following Directions: Color the Clown 21

Directions: Color the clown. Use your crayons this way:

1 — red
 2 — blue
 3 — orange
 4 — pink



Directions: Write the answers on the lines.

1. What color did you use for the clown's hair?
 orange

2. What color is the clown's nose?
 red

3. What color is the clown's collar?
 blue

4. What color is the clown's mouth?
 pink

www.ck12.org/reading-comprehension/grade-1

21

22 **Classifying: Clowns and Balloons**

Some words describe clowns. Some words describe balloons.

Directions: Read the words. Write the words that match in the correct columns.

float	laughs	hat	string
air	feet	pop	nose



clown balloons

laughs float
 feet air
 hat pop
 nose string


www.ck12.org/reading-comprehension/grade-1

22

Sequencing: Petting a Cat 23

Directions: Read the story. Then, write the answers.

Do you like cats? I do. To pet a cat, move slowly. Hold out your hand. The cat will come to you. Then, pet its head. Do not grab a cat! It will run away.



To pet a cat . . .


1. Move slowly
2. Hold out your hand
3. The cat will come to you
4. Pet the cat's head
5. Do not grab a cat!

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23

24 Comprehension: Cats

Directions: Read the story about cats again. Then, write the answers.



1. What is a good title for the story?
Answers will vary.
2. The story tells you how to
pet a cat
3. What part of your body should you pet a cat with?
your hand
4. Why should you move slowly to pet a cat?
Answers will vary.
5. Why do you think a cat will run away if you grab it?
Answers will vary.

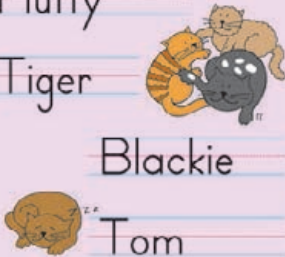
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24

Comprehension: Cats 25

Directions: Look at the pictures and read about four cats. Then, write the correct name beside each cat.

Fluffy, Blackie, and Tiger are playing. Tom is sleeping. Blackie has spots. Tiger has stripes.



Fluffy

Tiger

Blackie

Tom


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25

26 Same and Different: Cats

Directions: Compare the picture of the cats on page 25 to this picture. Write a word from the box to tell what is different about each cat.

purple ball green bow blue brush red collar



1. Tom is wearing a red collar
2. Blackie has a blue brush
3. Fluffy is wearing a green bow
4. Tiger has a purple ball


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26

Comprehension: Tigers 27

Directions: Read about tigers. Then, write the answers.

Tigers sleep during the day. They hunt at night. Tigers eat meat. They hunt deer. They like to eat wild pigs. If they cannot find meat, tigers will eat fish.




1. When do tigers sleep?
during the day
2. Name two things tigers eat.
Answers may include: meat, deer, wild pigs, or fish
3. When do tigers hunt?
at night

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27

28 Following Directions: Tiger Puzzle

Directions: Read the story about tigers again. Then, complete the puzzle.



Across:

1. When tigers cannot get meat, they eat fish
3. The food tigers like best is meat
4. Tigers like to eat this meat: wild pigs

Down:

2. Tigers do this during the day.

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28

Answer Key



29 Following Directions: Draw a Tiger

Directions: Follow directions to complete the picture of the tiger.

1. Draw **black** stripes on the tiger's body and tail.
2. Color the tiger's tongue **red**.
3. Draw claws on the feet.
4. Draw a **black** nose and two **black** eyes on the tiger's face.
5. Color the rest of the tiger **orange**.
6. Draw tall, **green** grass for the tiger to sleep in.

www.ck12.org/reading-comprehension/grade-1

29

30 Review

Directions: Read about skiing. Circle the answers. Write a number in each box to show the order of the story.

Skiing is Fun
You need to dress warmly to ski. One ski fits on each boot. You wear the skis to a chair called a ski lift. It takes you up in the air to a hill. When you get off, you ski down the hill. Be careful! Sometimes you will fall.

1. To ski, you need two skis one ski.
2. Skiing is an indoor sport outdoor sport.

www.ck12.org/reading-comprehension/grade-1

30

31 Comprehension: Apples

Directions: Read about apples. Then, write the answers.

I like Do you? Some are red.
Some are green. Some are yellow.

1. How many kinds of apples does the story tell about?
three
2. Name the kinds of apples.
red green
yellow
3. What kind of apple do you like best?
Answers will vary.

www.ck12.org/reading-comprehension/grade-1

31

32 Classifying: Fruit

Fruit tastes good. It is sweet. Fruit is a good snack.

Directions: Look at the words and pictures. Then, write the names of the fruits in the blanks.

apple
grapes
banana
orange

www.ck12.org/reading-comprehension/grade-1

32

33 Classifying: Vegetables

Vegetables grow in gardens. Vegetables help keep us healthy.

Directions: Look at the pictures. Then, write the name of the vegetables in the blanks.

beans
lettuce
carrot
peas
broccoli

Add the name of one more vegetable.
Answers will vary.

www.ck12.org/reading-comprehension/grade-1

33

34 Comprehension: How We Eat

Directions: Read the story. Use words from the box to answer the questions.

People eat with spoons and forks. They use a spoon to eat soup and ice cream. They use a fork to eat potatoes. They use a knife to cut their meat. They say, "Thank you. It was good!" when they finish.

fork ice cream knife soup

1. What do we use to cut food?
a knife
2. What are two things you can eat with a spoon?
ice cream soup
3. What do we use to eat meat and potatoes?
fork and knife


www.ck12.org/reading-comprehension/grade-1

34


Classifying: Foods 35

Directions: Read the questions under each plate. Draw three foods on each plate to answer the questions.


Drawings will vary.




1. What foods can you cut with a knife?



2. What foods should you eat with a fork?



3. What foods can you eat with a spoon?



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35

36 Comprehension: Familiar Objects

Directions: Write each word next to its picture in the puzzle.

B



3. 

B

A

P

P

L

E

2. 

C

O

O

K

I

E

4. 

R


D


36


Classifying: Things That Belong Together 37


Directions: Circle the pictures in each row that belong together.



knife


key



fork


spoon


orange


apple


candy


banana

Directions: Write the names of the pictures that do not belong.

Row 1 key

Row 2 candy

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37


38 Classifying: Why They Are Different

Directions: Look at your answers on page 37. Write why each object does not belong.


Row 1 You don't eat with a key.

Row 2 A candy is not a fruit.

Directions: For each object, draw a group of pictures that belong with it.



Drawings will vary.
candy bar



Drawings will vary.
lettuce

www.ck12.org/reading-comprehension/grade-1

38

Comprehension: Write a Party Invitation 39

Directions: Read about the party. Then, complete the invitation.

The party will be at Dog's house. The party will start at 1:00 p.m. It will last two hours. Write your birthday for the date of the party.




Party Invitation

Where: Dog's house

Date: Answers will vary.

Time It Begins: 1:00 p.m.


Time It Ends: 3:00 p.m.


www.ck12.org/reading-comprehension/grade-1


39


40 Sequencing: Pig Gets Ready

Directions: Number the pictures of Pig getting ready for the party to show the order of the story.

3


1


4


2


What kind of party do you think Pig is going to?

Answers will vary.

www.ck12.org/reading-comprehension/grade-1

40

Comprehension: An Animal Party 41

Directions: Use the picture for clues. Write words from the box to answer the questions.

bear
dog
giraffe
pig
cat
elephant
hippo
tiger



1. Which animals have bow ties?
cat tiger

2. Which animal has a hat?
bear

3. Which animal has a striped shirt?
pig

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41

Classifying: Party Items 42

Directions: Draw a around objects that are food for the party. Draw a around the party guests. Draw a around the objects used for fun at the party.




www.ck12.org

42

Review 43

Directions: Read about cookies. Then, write your answers.

Cookies are made with many things. All cookies are made with flour. Some cookies have nuts in them. Some cookies do not. Some cookies have chocolate chips. Some do not. Cookbooks give directions on how to make cookies.



First, turn on the oven. Then, get out all the things that go in the cookies. Mix them together. Roll them out, and cut the cookies. Bake the cookies. Now, eat them!

1. Tell one way all cookies are the same.
All cookies are made with flour.

2. Answers may include:
nuts or chocolate chips

3. Where do you find directions for making cookies?
in cookbooks

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43

Comprehension: The Teddy Bear Song 44

Do you know the Teddy Bear Song? It is very old!


Directions: Read the Teddy Bear Song. Then, answer the questions.

Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, climb upstairs.
Teddy bear, teddy bear, say your prayers.
Teddy bear, teddy bear, turn out the light.
Teddy bear, teddy bear, say, "Good night!"

1. What is the first thing the teddy bear does?
He turns around.

2. What is the last thing the teddy bear does?
He says, "Good night!"

3. What would you name a teddy bear?
Answers will vary.




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44

Following Directions: Make a Teddy Bear 45

Directions: Color and cut out the teddy bear. Act out the song on page 44 with your teddy bear.



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45

Comprehension: A New Teddy Bear Song 47

Directions: Write words to make a new teddy bear song. Act out your new song with your teddy bear as you read it.

Answers will vary.


Teddy bear, teddy bear, turn _____

Teddy bear, teddy bear, touch the _____

Teddy bear, teddy bear, climb _____

Teddy bear, teddy bear, turn out _____

Teddy bear, teddy bear, say, _____



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47

48 Sequencing: Put Teddy Bear to Bed

Directions: Read the song about the teddy bear again. Write a number in each box to show the order of the story.

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48

49 Comprehension: Play Simon Says

Directions: Read how to play Simon Says. Then, answer the questions.

Simon Says
Here is how to play Simon Says: One kid is Simon. Simon is the leader. Everyone must do what Simon says and does, but only if the leader says, "Simon says." first. Let's try it. "Simon says," "Pat your head." "Simon says," "Pat your nose. Pat your toes." "Oooh! Did you pat your toes? I did not say, "Simon says." first. If you patted your toes, you are out!

1. Who is the leader in this game?
Simon

2. What must the leader say first each time?
"Simon says"

3. What happens if you do something and the leader did not say, "Simon says"?
You are out.

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49

50 Comprehension: Play Simon Says

Directions: Read each sentence. Look at the picture next to it. Circle the picture if the person is playing Simon Says correctly.

- Simon says, "Put your hands on your hips."
- Simon says, "Stand on one leg."
- Simon says, "Put your hands on your head."
- Simon says, "Ride a bike."
- Simon says, "Jump up and down."
- Simon says, "Pat a dog."

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50

51 Following Directions: Play Simon Says

Directions: Read the sentences. If Simon tells you to do something, follow the directions. If Simon does not tell you to do something, go to the next sentence.

- Simon says: Cross out the numbers 2 through 4.
- Simon says: Cross out the vowel that is in the word "sun."
- Cross out the letter "B."
- Cross out the vowels "A" and "E."
- Simon says: Cross out the consonant in the word "cup."
- Cross out the letter "Z."
- Simon says: Cross out all the "k"s.
- Simon says: Read your message.

Answer: Great job

~~G~~ ~~R~~ ~~E~~ ~~A~~ ~~H~~
~~T~~ ~~J~~ ~~O~~ ~~B~~

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51

52 Same and Different: Look at Simon

Directions: Find four things in picture #2 that are not in picture #1. Write your answers. Use words from the box.

hat	head	base	feet	socks
feather	watch	untied	shoes	shirt

1. feather

2. socks

3. watch

4. untied shoes

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52

53 Comprehension: Crayons

Directions: Read about crayons. Then, write your answers.

Crayons come in many colors. Some crayons are dark colors. Some crayons are light colors. All crayons have wax in them.

1. How many colors of crayons are there? many
few

2. Crayons come in dark _____ colors and light _____ colors.

3. What do all crayons have in them?
They have wax in them.

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53

54 Following Directions: Hidden Picture

Directions: To find the hidden picture, color only the shapes with a number inside.

54

55 Comprehension: Rhymes

Directions: Read about words that rhyme. Then, circle the answers.

Words that rhyme have the same end sounds. "Wing" and "ring" rhyme. "Boy" and "toy" rhyme. "Dime" and "time" rhyme. Can you think of other words that rhyme?

1. Words that rhyme have the same _____ (end sounds) _____ end letters.

2. "time" rhymes with _____ ("dime").

Directions: Write one rhyme for each word.

wing _____ boy _____

Answers will vary.

dime _____ pink _____

55

56 Classifying: Rhymes

Directions: Circle the pictures in each row that rhyme.

Row 1: (hat, cat, fan, hat)

Row 2: (cat, cat, frog, cat)

Row 3: (cup, fan, hat, hat)

Directions: Write the names of the pictures that do not rhyme.

These words do not rhyme:

Row 1: fan Row 2: cat Row 3: hat

56

57 Classifying: Rhymes

Directions: Cut out the pieces. Read the words. Find two words that rhyme. Put the words together.

buy my

well bell

tree bee

kite white

57

59 Review

Directions: Read about ways you move. Circle the correct answer.

You can move in many ways. You can run. When you run, one foot hits the ground at a time. You can jump. When you jump, you land on two feet. You can hop. To hop, first stand on one leg. Then, jump up and down.

1. Running and jumping are different because:

One foot hits the ground at a time when you run. Two feet hit the ground at a time when you jump.

Two feet hit the ground at a time when you run. One foot hits the ground at a time when you jump.

Directions: Write directions on how to hop.

2. First, stand on one leg.

3. Then, jump up and down.

59

60 Comprehension: Babies

Directions: Read about babies. Then, write the answers.

Babies are small. Some babies cry a lot. They cry when they are wet. They cry when they are hungry. They smile when they are dry. They smile when they are fed.

1. Name two reasons babies cry.

hungry wet

2. Name two reasons babies smile.

dry fed

3. Write a baby's name you like.

Answers will vary.

60

61 Comprehension: Babies

Directions: Read each sentence. Draw a picture of a baby's face in the box to show if she would cry or smile.

- The baby needs to have her diaper changed.
- The baby has not eaten for awhile.
- Dad put a dry diaper on the baby.
- The baby is going to finish her bottle.
- The baby finished her food but is still hungry.

www.ck12.org/reading-comprehension/answer-key

61

62 Sequencing: Feeding Baby

Directions: Read the sentences. Write a number in each box to show the order of the story.

- The baby smiles.
- Mom makes the baby's food.
- The baby is put in his chair.
- The baby is crying.
- Mom feeds the baby.

www.ck12.org/reading-comprehension/answer-key

62

63 Same and Different: Compare the Twins

Directions: Read the story. Then, use the words in the box and the picture to write your answers.

Ben and Ann are twin babies. They were born at the same time. They have the same mother. Ben is a boy baby. Ann is a girl baby.

mother bow boy girl hat twins

- Ann and Ben have the same mother.
- Ann and Ben are twins.
- Ann is a girl. Ben is a boy.
- Ann is wearing a bow. Ben is wearing a hat.

www.ck12.org/reading-comprehension/answer-key

63

64 Comprehension: Hats

Directions: Read about hats. Then, write your answers.

There are many kinds of hats. Some baseball hats have brims. Some fancy hats have feathers. Some knit hats pull down over your ears. Some hats are made of straw. Do you like hats?

- Name four kinds of hats.
knit baseball
fancy straw

Directions: Circle the correct answers.

- What kind of hats pull down over your ears?
straw hats
 knit hats
- What are some hats made of?
 straw
mud

www.ck12.org/reading-comprehension/answer-key

64

65 Sequencing: Choosing a Hat

Directions: Write a number in each box to show the order of the story.

www.ck12.org/reading-comprehension/answer-key

65

66 Classifying: Hats

Directions: A store has four types of hats. Draw three hats for each type listed. Write what kind of hats you think should be in the last group, and draw three of that kind. Drawings will vary.

Tall Hats
Hats With Points
Fancy Hats

www.ck12.org/reading-comprehension/answer-key

66

Classifying: Mr. Lincoln's Hat 67

Abraham Lincoln wore a full hat. He liked to keep things in his hat so he would not lose them.

Directions: Cut out the pictures of things Mr. Lincoln could have kept in his hat. Glue those pictures on the hat.

Master Skills Reading Comprehension Grade 1

67

Following Directions: Draw Hats 69

Directions: Draw a hat on each person. Read the sentences to know what kind of hat to draw.

- The first girl is wearing a purple hat with feathers.
- The boy next to the girl with the purple hat is wearing a red baseball hat.
- The first boy is wearing a yellow knit hat.
- The last boy is wearing a brown top hat.
- The girl next to the boy with the red hat is wearing a blue straw hat.

Master Skills Reading Comprehension Grade 1

69

Review 70

Directions: Read the story. Then, circle the pictures of things that are wet.

Some things used in baking are dry. Some things used in baking are wet. To bake a cake, first mix the salt, sugar, and flour. Then, add the egg. Now, add the milk. Stir. Put the cake in the oven.

Directions: Tell the order to mix things when you bake a cake.

- salt
- sugar
- flour
- egg
- milk

Directions: Circle the answers.

- The first things to mix are dry wet.
- Where are cakes baked? oven grill

Master Skills Reading Comprehension Grade 1

70

Following Directions: Complete the Puzzle 71

Directions: Read the story. Then, complete the puzzle.

The Zoo and the Farm
The zoo is for wild animals. Tigers live at the zoo. Some snakes live at the zoo. The farm is for tame animals. Ducks and donkeys live on farms.

Across:

- These animals say "hee-haw." They live on the farm.
- These animals are long and thin. Some live in the zoo.

Down:

- These animals have stripes. They live in the zoo.
- These animals say "quack." They live on the farm.

Master Skills Reading Comprehension Grade 1

71

Comprehension: Farm Sounds 72

Directions: Read the story. Then, answer the questions.

You can hear many sounds on the farm. Roosters crow in the morning. The cows moo, and donkeys say, "hee-haw." You might even hear the tractor motor humming.

- What sound does the cow make?
moo
- What animal crows in the morning?
rooster
- What animal says "hee-haw"?
donkey

Directions: Circle the farm words in the puzzle. Look up and down and sideways.

donkey rooster
moo tractor

Master Skills Reading Comprehension Grade 1

72

Same and Different: Compare the Barnyards 73

Directions: Look at the pictures of the barnyards. Color the five things in picture #1 that are different from picture #2.

Master Skills Reading Comprehension Grade 1

73

74 Comprehension: Animals

Directions: Read about inside and outside animals. Circle the pictures of animals that can live inside.

Some animals belong inside. Some animals belong outside. Wild animals belong outside. Large animals belong outside. Small, tame animals can live inside.

Directions: Write the names of animals that belong outside.

1. tiger  tiger

2. ostrich  parakeet

3. horse  ostrich

4. COW  cat

 cow

 horse

74

75 Comprehension: Days

Directions: Read about the days of the week. Then answer the questions.

Do you know the names of the seven days of the week? Here they are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

1. What day comes after Thursday?


Friday

2. What day comes before Tuesday?

Monday

3. How many days are in each week?

seven



75

76 Following Directions: Days of the Week

Calendars show the days of the week in order. Sunday comes first. Saturday comes last. There are five days in between. An **abbreviation** is a short way of writing words. The abbreviations for the days of the week are usually the first three or four letters of the word followed by a period.

Example: Sunday — Sun.

Directions: Write the days of the week in order on the calendar. Use the abbreviations.


Day 1 Sunday Sun.	Day 2 Monday Mon.	Day 3 Tuesday Tues.
Day 4 Wednesday Wed.	Day 5 Thursday Thurs.	Day 6 Friday Fri.
Day 7 Saturday Sat.		

76

77 Comprehension: Boats

Directions: Read about boats. Then answer the questions.

See the boats! They float on water. Some boats have sails. The wind moves the sails. It makes the boats go. Many people name their sailboats. They paint the name on the side of the boat.



1. What makes sailboats move?

the wind

2. Where do sailboats float?

on water


3. What would you name a sailboat?

Answers will vary.

77

78 Same and Different: Color the Boats



Directions: Find the three boats that are alike. Color them all the same. One boat is different. Color it differently.





78

79 Comprehension: A Boat Ride

Directions: Write a sentence under each picture to tell what is happening. Read the story you wrote.

Sentences will vary.


 

79

80 **Comprehension: Travel**

Directions: Read the story. Then, answer the questions.

Let's take a trip!
Pack your bag. Shall we go by car, plane, or train? Let's go to the sea. When we get there, let's go on a sailboat.



- What are three ways to travel?
car plane
train
- Where will we go?
to the sea
- What will we do when we get there?
go on a sailboat

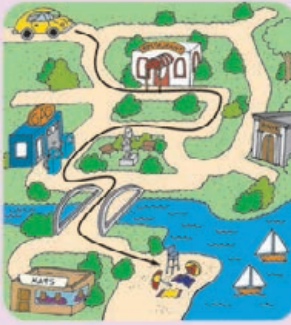
www.ck12.org/reading-comprehension/grade-1

80

Following Directions: Draw a Path **81**

Directions: Read about how to get to the beach. Use a crayon to draw the path to the beach.

Let's Go to the Beach
On the way to the beach, you will stop for food, then gas. Next, you cross a bridge. Finally, you will be at the beach!




www.ck12.org/reading-comprehension/grade-1

81

82 **Review**

Directions: Read the story. Then, write the answers.

Fun With Balls
Some balls are soft. A beach ball is soft. Some balls are hard. We play baseball with a hard ball. Basketballs bounce. Can you throw a basketball through a hoop? First, bounce it three times. Then, hold the basketball high. Now, throw it toward the hoop. Did you make a basket?



- Tell how to throw a basketball.
First, bounce it three times.
Second, hold the basketball high.
then, throw it toward the hoop.
- How is a beach ball different from a hard ball?
It is soft.


www.ck12.org/reading-comprehension/grade-1

82

Comprehension: Clocks **83**

Directions: Read about clocks. Then, answer the questions.

Ticking Clocks
Many clocks make two sounds. The sounds are tick and tock. Big clocks often make loud tick-tocks. Little clocks often make quiet tick-tocks. Sometimes people put little clocks in a box with a new puppy. The puppy likes the sound. The tick-tock makes the puppy feel safe.




- What two sounds do many clocks make?
tick and tock
- What kind of tick-tocks do big clocks make?
loud tick tocks
- What kind of clock makes a new puppy feel safe?
a little clock

www.ck12.org/reading-comprehension/grade-1

83

84 **Sequencing: Help the Puppy Feel Safe**

Directions: Read the story about clocks again. Then, write a number in each box to show the order of the story.




www.ck12.org/reading-comprehension/grade-1

84

Some and Different: These Don't Belong **85**

Directions: Circle the pictures in each row that go together.



Directions: Write the names of the things that do not belong.

Row 1: beans

Row 2: cookies

www.ck12.org/reading-comprehension/grade-1

85

86 **Classifying: Things to Drink**

Directions: Circle the pictures of things you can drink. Write the names of those things in the blanks.

milk _____ soda _____
juice _____

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86

87 **Classifying: Things to Chew**

Directions: Draw a line from the pictures of things you chew to the plate.

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87

88 **Comprehension: Soup**

Directions: Read about soup. Then, write the answers.

I Like Soup
Soup is good! It is good for you, too. We eat most kinds of soup hot. Some people eat cold soup in the summer. Carrots and beans are in some soups. Do you like crackers with soup?

1. Name two ways people eat soup.
cold _____ hot _____

2. Name two things that are in some soups.
carrots _____ beans _____

3. Name the kind of soup you like best.
Answers will vary.

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88

89 **Same and Different: Soup**

Directions: Circle the five things in picture #1 that are not in picture #2.

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89

90 **Comprehension: The Three Bears**

Directions: Read about the three bears. Put #1 beside Papa Bear's bed, #2 beside Mama Bear's bed, and #3 beside Baby Bear's bed.

The Three Bears
Do you know the story of the three bears? Papa Bear is the biggest bear. He has the biggest bed. Mama Bear is a middle-size bear. She has a middle-size bed. Baby Bear is the little bear. He has the smallest bed.

#1 _____ #2 _____ #3 _____

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90

91 **Comprehension: The Three Bears**

Directions: Draw the objects that belong to the three bears. Then, complete the sentences.

Draw the bowls.

Baby _____ Mama _____ Papa _____

Mama's bowl is smaller than Papa's.
Mama's bowl is bigger than Baby's.

Draw the chairs.

Papa _____ Mama _____ Baby _____


Papa's chair is bigger than Baby's.
Baby's chair is smaller than Mama's.

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91

92 **Following Directions: Three Bears Puzzle**

Directions: Read the story about the three bears again. Then, complete the puzzle.



Across:

- Papa Bear is the ____ bear.
- All the bears sleep in ____.

Down:

- This bear is the little bear.
- Mama Bear is the middle ____ bear.

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92

Review **93**

Directions: Read how to make no-cook candy. Then, answer the questions.

Some candy needs to be cooked on a stove. You do not need to cook this kind of candy. It is easy to make. You will need a large bowl for mixing. You will need five things to make this candy.

No-Cook Candy

- 1/2 cup powdered sugar
- 1 cup cocoa
- 1/2 cup milk
- 1/2 cup butter
- 1/2 cup oil

Mix everything in the bowl. Roll it into small balls. (A pinch of salt is just in the fun.)



- What is third on the list of things needed?
1 cup cocoa
- What is different about no-cook candy?
You don't have to cook it.

Directions: Write what to do to make no-cook candy.

- First, mix everything in a bowl. Then,
Roll it into small balls.

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93

94 **Comprehension: "Humpty Dumpty"**

Directions: Read the poem. Draw a picture of Humpty Dumpty after he fell off the wall.

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.



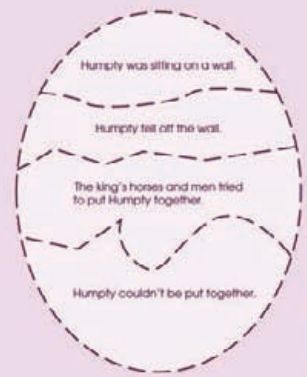
Drawings will vary.

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94

Sequencing: Put Humpty Together **95**

Directions: Cut out the pieces and mix them up. Then, read the sentence on each piece to put Humpty back together.



Humpty was sitting on a wall.
Humpty fell off the wall.
The king's horses and men tried to put Humpty together.
Humpty couldn't be put together.


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95

Comprehension: "Hey Diddle Diddle" **97**

Directions: Read "Hey Diddle Diddle." Then, answer the questions.

Hey diddle diddle,
The cat and the fiddle,
The cow jumped over the moon,
The little dog laughed
To see such sport,
And the dish ran away with the spoon!



- Who jumped over the moon?
the cow
- Who laughed?
the little dog
- Who ran away?
dish and spoon

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97

Comprehension: "Hey Diddle Diddle" **98**

Directions: Read "Hey Diddle Diddle" again. Then, answer the questions.

- What is a fiddle?
a musical instrument
- Answers may include:
hopped, leapt, etc.
- What word in the poem means the same as "giggled"?
laughed
- Where do you think the dish and the spoon went?
Draw your answer.


Drawings will vary.

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98

Sequencing: "Hey Diddle Diddle" 99

Directions: Number the pictures for "Hey Diddle Diddle" in order.




99

100 Comprehension: "Bluebird"

Directions: Read the bluebird poem. Look at the picture. Write what the bluebird sees. Use words from the box.

Bluebird, bluebird,
Up in the tree,
How many blue things
Do you see?

book flowers
girl grass
hat sky
shoes tree



Here are the blue things
the bluebird sees:

1. book 4. hat
2. sky 5. flowers
3. shoes

100

Comprehension: "New Bird" 101

Directions: Fill in the blanks to create a poem about a different colored bird. Then, draw a picture in the box to go with your poem. *Answers will vary.*

_____ bird, _____ bird,

Up in the _____
How many _____ things
Do you see?

Drawings will vary.


Directions: Fill in the blanks. *Answers will vary.*

How many _____ things did the bird
see in your picture?

101

102 Sequencing: Make an Ice-Cream Cone

Directions: Number the boxes in order to show how to make an ice-cream cone.




102

Comprehension: Eating Ice Cream 103

Directions: Read the story. Write two things Sam could have done so he could have enjoyed eating his ice-cream cone.

It was a hot day. Sam went to the store and got an ice-cream cone. He ate it at a table in the sun. Sam watched some friends play ball. When he went to eat his ice-cream, it had melted and fallen on the sidewalk.



1. *Answers will vary.*

2. _____

103

104 Sequencing: Eating a Cone

What if a person never ate an ice-cream cone? Could you tell them how to eat it? Think about what you do when you eat an ice-cream cone.

Directions: Write directions to teach someone how to eat an ice-cream cone.

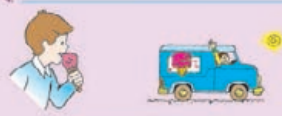
How to Eat an Ice-Cream Cone

1. *Answers will vary.*

2. _____

3. _____

4. _____



104

Review **105**

Directions: Read about coins. Then, answer the questions.

You can use coins to buy things. Some coins are worth more than others. Do you know these coins? A penny is worth one cent. A nickel is worth five cents. A dime is worth 10 cents. A quarter is worth 25 cents.

1. What can you use coins to do?

You can use coins to buy things.

2. How are coins different?

Answers will vary.

Directions: Number the coins in order from the one that is worth the least to the one that is worth the most. Under each picture, write how many cents each coin is worth.

	nickel		penny		dime
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five cents one cent ten cents

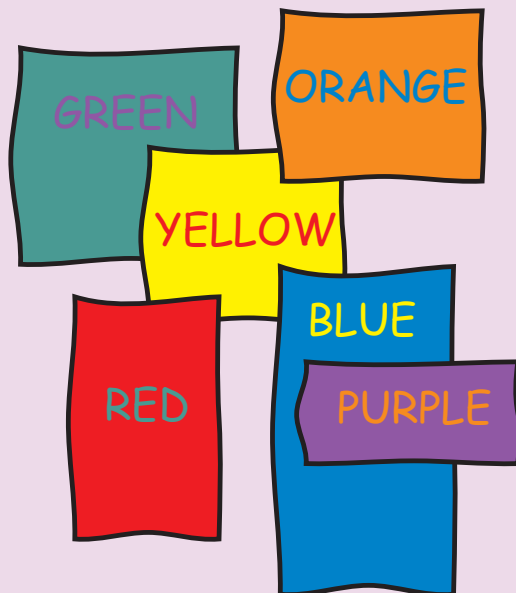
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105

The goal of reading is to understand what is read. In addition to saying the words, your child needs to comprehend what the words are telling him or her. Learning skills such as classifying, comprehension, following directions, recognizing similarities and differences, and sequencing will help your child become a better reader. You can use the ideas on these pages to help your child master these skills.

Classifying

Classifying involves putting objects, words, or ideas that are alike into categories. Items can be classified in more than one way. For example, hats could be sorted by size, color, or season worn. If your child creates a category you had not



considered, praise him or her for thinking creatively.

Your child could sort the clothing in his or her closet. He or she could sort it according to the season each item is worn, by color, type of clothing, or even likes and dislikes. You can have your child help you sort laundry by colors.

At the grocery store, talk about the layout of the store and how items are arranged in the store. For example, fruits are together, vegetables are together, cooking supplies are together, soups are together, etc. Talk about why items would be arranged in groups like that. What would happen if they were not arranged in groups?



Teaching Suggestions

Have your child help you find what you need by having him or her decide what section of the store it would be in. After finding the item, talk about alternate places the item could be found.

When planning a family vacation, collect travel brochures on possible destinations and sites to see. Have your child classify the brochures according to location, activity, or places you may or may not want to visit. Use these groupings to plan your trip.

Comprehension

Comprehension involves understanding what is seen, heard, or read. To help your child with this skill, talk about a book, picture, movie, or television program. Ask your child if he or she likes it and the reasons why or why not. By listening to what he or she says, you can tell whether the book, etc., was understood. If your child does not fully understand part of it, discuss that section further. Reread the book or watch the program again, if possible.

Your child can make a poster for a book or movie. Have him or her include the important events, most exciting parts, favorite part, and reasons why someone else should view or read it.

Watch the news with your child and discuss the job of a news reporter. After your child understands what reporters do, create your own newscast. You can be the reporter, and your child can pretend to be a character from a book or movie. Make up the questions together, based on a book read or movie watched. Use the questions for an "interview." If you have a video camera, record your interview, and play it back for your child to watch.

Teaching Suggestions

After reading a book, have your child create a book cover for it. The picture should tell about the book and include a brief summary on the back. If the book belongs to your child, he or she could use the cover on the book.

Find a cartoon without words or cut a cartoon from the newspaper and cut off the words. Have your child look at the pictures and create words to go along with the pictures. If your child has difficulty writing, you can write what he or she says.

Following Directions

Cooking is one of many daily activities that involves following directions. Whether it is heating a can of soup, cooking a frozen dinner, or making a box of pudding, all involve following directions. Read the package directions with your child and have him or her help you.



When you have a shelving unit, table, toy, etc., to assemble, allow your child to help. Point to each step in the directions. Read each step out loud together. Then, follow the steps in order.

Like following package directions or a recipe, assembling an item enables your child to see that following directions is a skill used in everyday situations.

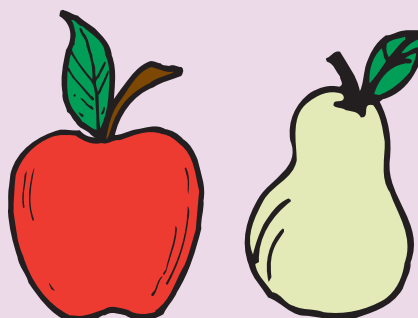
Building a model and making craft projects are other ways for your child to learn to follow directions. Rather than a store-bought model, you could make your own by precutting wood pieces to make a birdhouse or other small item. Write step-by-step directions for your child. Then, use the directions with your child to actually make it.

Teaching Suggestions

Each day, make a list of the jobs your child needs to complete. Then, your child can follow the list to complete the jobs. If your child has difficulty reading, you can draw small pictures to represent each job. You know your child is able to follow directions when tasks are completed correctly.

Same and Different

This skill involves being able to tell how things are alike and not alike. This can easily be incorporated into daily activities. For instance, when driving in a car, have your child compare objects seen, such as cars and trucks, telling how they are the same and how they are different.



At home or in the grocery store, compare foods such as green apples and pears, or broccoli and beans asking your child for ideas about how they are the same and different. Your child can also compare the taste and texture of the foods.



When shopping for clothes, ask your child how two shirts, pairs of pants, or shoes look the same and different. Then, if your child tries them on, he or she can compare how they fit.

Outside, your child can compare types of flowers or trees. Besides the physical characteristics like color, size, and smell, also compare the needs of plants, such as water, sun, and soil.

Your child can compare objects verbally or create a chart to record the similarities and differences. He or she can make lists that show objects that are the same and different.

Sequencing

Sequencing involves putting things in order. This can include steps to complete a task, sizes of object, or the time events occur during the day. To help your child with sequencing, get a comic strip that has three or four sections and read it with your child. Cut the sections apart and then have your child put it back together. If this is too difficult for your child, use a strip with only two sections at first.



In the morning, tell your child three steps involved in making his or her bed. Have your child tell you the order of the steps and then actually make the bed. At the end of the day, your child can put away the toys in a specific order, such as from smallest to largest or lightest to heaviest.

Have your child keep a journal. This not only helps with sequencing, but it is a good way to record what is happening in his or her life for the future. Each night in the journal, have your child write or draw four things that he or she did during the day.