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# moon



I see the moon.

The moon is in the sky.

The moon is round.



# My Cat

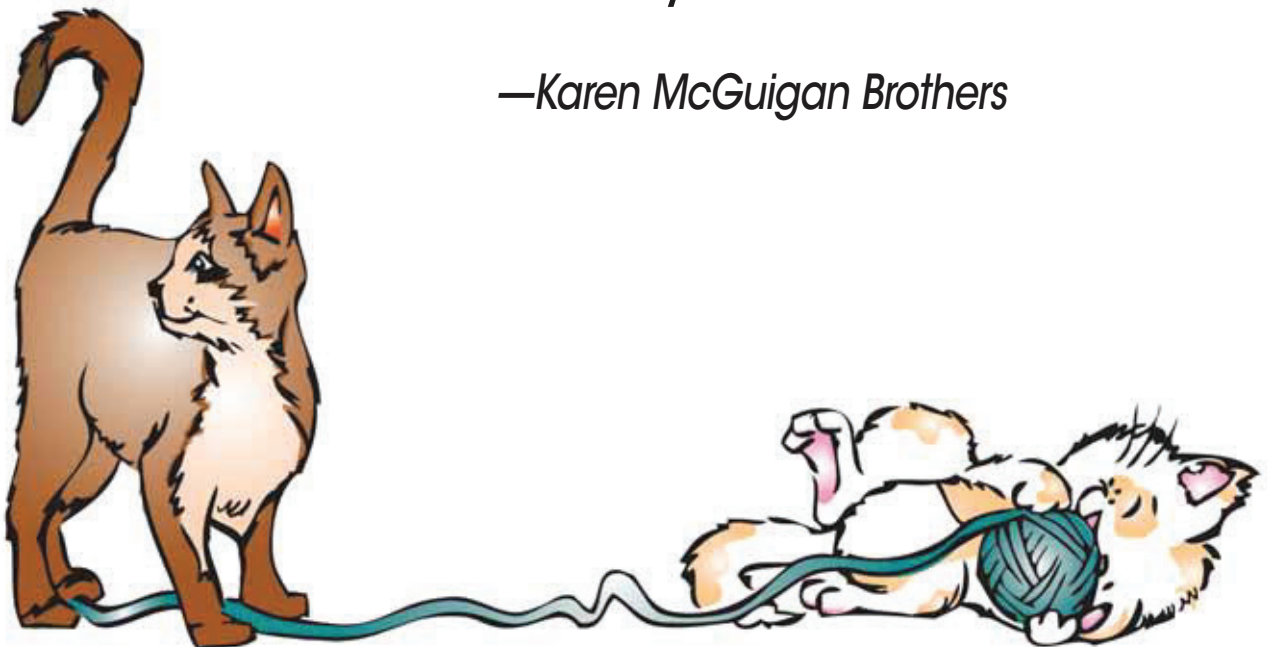
This cat, that cat,

Thin cat, fat cat,

Low cat, high cat,

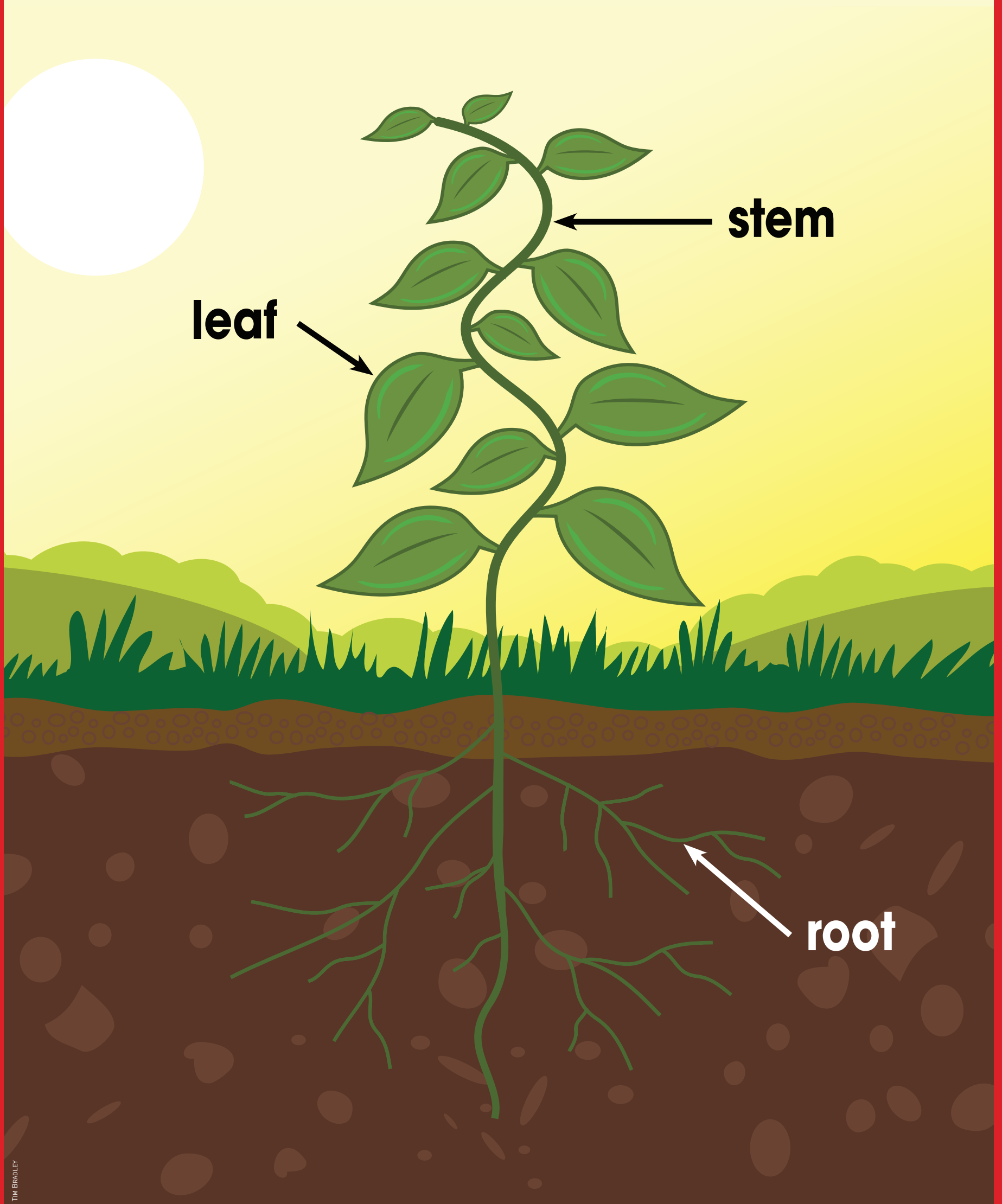
Your cat, my cat!

—Karen McGuigan Brothers

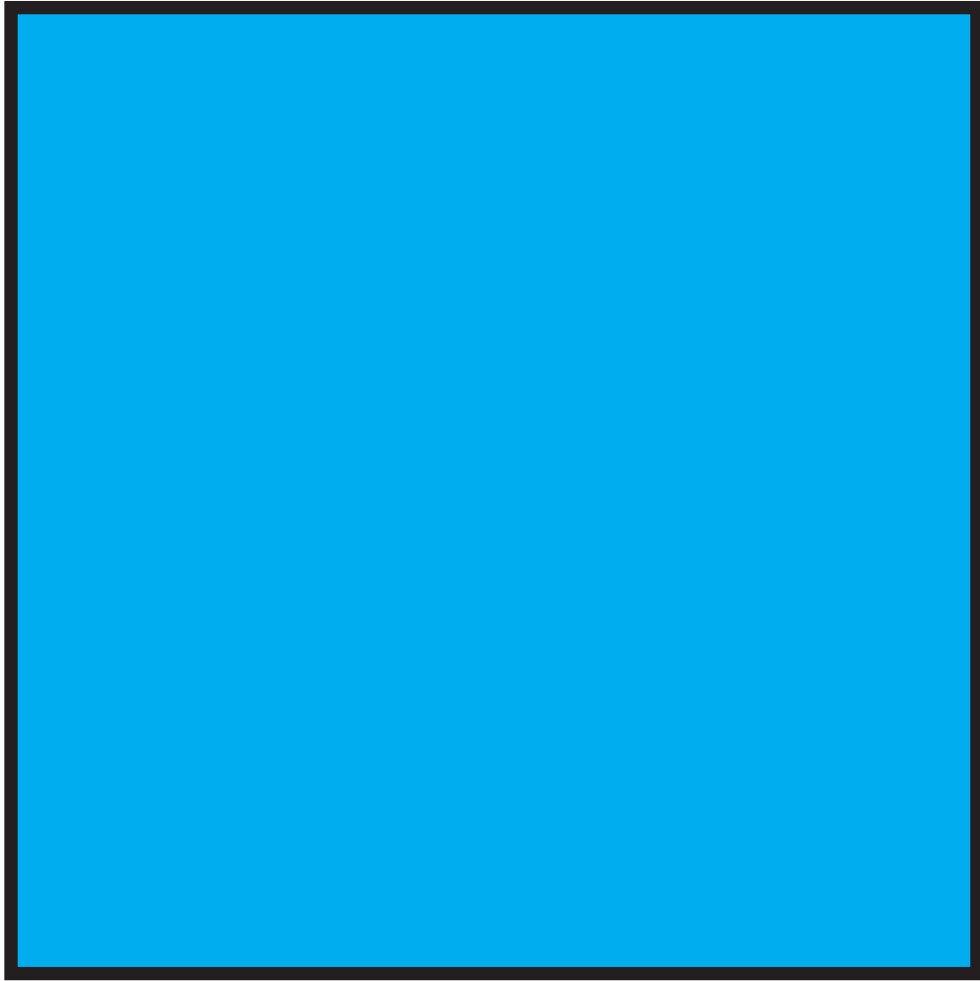


# Plant Plan

This is a **diagram** of a plant. It shows the main parts.



# square



A square is a shape.

A square has four sides.

A square has four corners.

# Dogs Help Us



herding dog



search dog

Dogs and people often work **together**. Some dogs **herd** cattle. Others help find **missing** people. Guide dogs help **blind** people get around.



guide dog

# Homes

All over the world, people live in different kinds of homes. Some are large, and some are small. What kind of home do you live in?

## A Painted Home

This home is painted in bright colors. It has a green door and green window frames. Some homes are only one color. This one is many colors.

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## A Dry Home

These homes are in a warm, rainy place. Each roof is made of leaves. Rain slides off the leaves and drops to the ground. The people stay snug inside their houses.

PICHUGN DMITRY / SHUTTERSTOCK



## A Tall Home

This home is in an apartment building. There are many homes inside. Many families live here.

ANN KEEN / SHUTTERSTOCK



# Hey Diddle Diddle

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!





# Brave Man in Space



John Glenn's spaceship



Astronaut John Glenn

John Glenn was an astronaut. He was the first American man to orbit Earth.

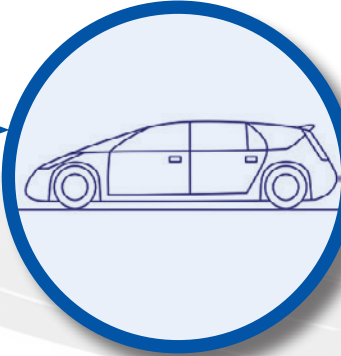
He rode in a small spaceship. There was no room to move. The spaceship sat on top of a big rocket. The rocket shot up, up, up. Then it let go of the spaceship.

John was alone in space. John was higher than anyone had been. Then the spaceship fell toward Earth. He had to be brave. People held their breath. Would the spaceship burn up when it fell?

It fell faster and faster. Then a big parachute opened. It made the spaceship float. The spaceship fell safely to Earth. John was safe.

# HOW A CAR IS MADE

**1.** Plans are drawn for a new car.



SONY HO / SHUTTERSTOCK

**2.** Parts are made for the car.



RODHO / SHUTTERSTOCK

**3.** The car is put together by teams. Each team does a different job.



ISTOCKPHOTO

**4.** The car is checked and tested for safety.



BEDRYK / SHUTTERSTOCK

**5.** The finished car is sent to the shipping yard.

**6.** The shipping yard sends the car to a dealer.



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**7.** People buy the car from the dealer.

ASKITE / SHUTTERSTOCK

# The Fox and the Crow



A fox once saw a crow fly up to a tree branch. It had a big piece of cheese in its beak. The fox wanted the cheese for himself. So he talked to the crow. "Good day, Miss Crow. You look well today. Your feathers are glossy. Your eyes are so bright. Your voice must be wonderful, too. I would love to hear a song from you." The crow lifted up her head and began to caw. The moment she opened her mouth, the cheese fell to the ground. The fox grabbed it and said, "That will do. I just wanted the cheese. In exchange I have a piece of advice for you...."



## Comprehension Skill: Generate Questions (*Grades K–2*)

### Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use the text and text features to clarify meaning and ask questions.

### Suggested Passages for Instruction

- *Advertisement*
- *Brave Man in Space*
- *Kids Have Too Many Toys*
- *The Happy Bottle*

### Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts.
- Ask questions to engage. Be curious about the topic.
- Ask questions to clarify. Make the text more clear. Get help with confusing words.
- Ask questions to challenge. Ask for more information about details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

### Model the Comprehension Skill

- Do a picture walk with a reading selection.
- Ask students what they see.
- Think aloud to model asking questions before reading.
- Use one of the language frames below to model asking questions.

### Practice the Comprehension Skill

- Read the selection aloud, modeling fluent reading.
- Have students think of questions during and after reading.
- Have students write or draw these questions.
- Encourage students to use the language frames below.
- Discuss the questions they had in pairs and whether they were answered.

### Reflect

Come together as a group. Discuss how their questions helped them to better understand the text.

#### Language Frames for Generating Questions

*I wonder (if, why, when, how) \_\_\_\_\_ . (Engage)*

*What happened when \_\_\_\_\_ ? (Clarify)*

*How can it be true that \_\_\_\_\_ ? (Challenge)*



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- Learn to generate questions before, during, and after reading text to support comprehension.
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- *Model* \_\_\_\_\_
- *Practice* \_\_\_\_\_

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*What happened when \_\_\_\_\_ ? (Clarify)*

*How can it be true that \_\_\_\_\_ ? (Challenge)*



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Apples

**Directions:** Read or listen to *Apples*. Then, choose the best answer for each question. You can use the text to help you.

---

1. What does the girl love?

- A nuts
  - B cheese
  - C apples
- 

2. What is one way the girl eats apples?

- A with cheese
  - B in a pie
  - C from the tree
- 

3. Apples are a \_\_\_\_\_.

- A food
- B shape
- C color



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# **Apples** *(cont.)*

**4.** How does the girl drink apples?

Guide students to draw their response and add labels, when appropriate.

# Apples



Alex loves to eat apples.



She eats them with nuts.

She eats them with cheese.



She eats apples every day.

She even loves to drink them!





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***A Frog's Life***

**Directions:** Read or listen to *A Frog's Life*. Then, choose the best answer for each question. You can use the text to help you.

---

1. What does a tadpole look like?
  - A a frog
  - B a fish
  - C an egg

---
2. Which of these is a good main idea sentence?
  - A The life cycle of a frog has four steps.
  - B Mother frogs lay many tiny eggs.
  - C Tadpoles' legs form as they grow up.

---
3. How do the arrows show what a **cycle** is?
  - A The eggs are shown first.
  - B The arrows show a circle.
  - C The arrows point to frogs.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***A Frog's Life*** (cont.)

4. Write or draw: What happens after a frog becomes an adult?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



# A Frog's Life

A mother frog lives in a pond. She is ready to lay eggs. She lays eggs in the water. Each egg can become a frog. When the eggs hatch, tadpoles come out. A tadpole looks like a little fish. The tadpole grows. It looks like a fish with two legs! Then it grows two more legs. Now it has four legs. It looks more like a frog. Each young frog becomes an adult frog. Then the cycle starts again.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***Find the Stripes***

**Directions:** Read or listen to *Find the Stripes*. Then, choose the best answer for each question. You can use the text to help you.

---

1. What is the problem?

- A The zebra lost his stripes.
  - B The giraffe lost his spots.
  - C The zebra and giraffe do not get along.
- 

2. Who helped the zebra look for his spots?

- A the giraffe
  - B the author
  - C the white horse
- 

3. What does **rode** mean in the sentence?

“I climbed on his back, and away we **rode**.”

---

- A a street
  - B a way of traveling
  - C a type of animal
- 

4. Write and draw: How did the zebra get his stripes?

---

## Find the Stripes

I was in Africa one day when a small white horse ran up to me.

“Help me!” he said.

“How can I help you, little horse?” I asked.

“I’m not a horse,” he said.

“I’m a zebra. I’ve lost my **stripes!**”

“Well, let’s look for them!” I said. I climbed on his back, and away we rode.

We looked everywhere. We couldn’t find his stripes. Then we saw the giraffe. I had an idea.

“Mr. Giraffe,” I asked, very politely. “Could you **spare** some spots?”

“Sure,” he answered. “I have more than enough.”

I took some of the giraffe’s spots. I pulled and pulled until they were nice long stripes. Then I put them on the zebra.

“These are even better than my old ones!” the zebra cried. “Thank you!”

“You’re welcome,” I said. “Just don’t lose them!”

And away he ran, stripes and all.



KELLY KENNEDY