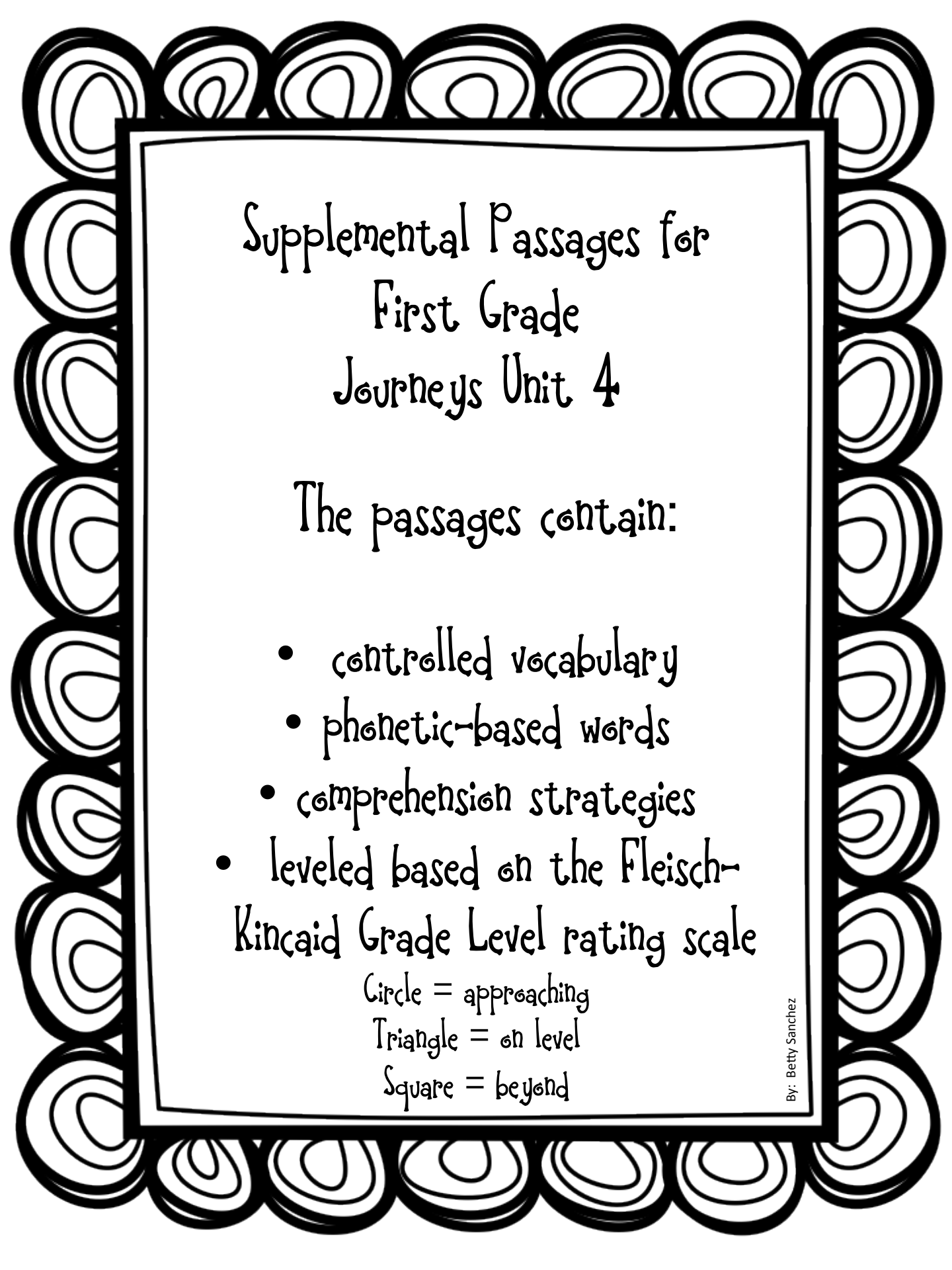


First Grade
Differentiated
Reading
Passages
Unit 4

By: Betty Sanchez



Supplemental Passages for First Grade Journeys Unit 4

The passages contain:

- controlled vocabulary
- phonetic-based words
- comprehension strategies
- leveled based on the Fleisch-Kincaid Grade Level rating scale

Circle = approaching

Triangle = on level

Square = beyond

DIRECTIONS:

1. Have the students read through the passages multiple times.
2. The students use their “detective skills” to locate the answers and highlight them using different colors.
3. They circle the question number in the assigned color then highlight the text where the evidence to prove the answer was found.

(My students write the answers with a regular pencil. The answer keys show the answers in color.)

Thank you for your support.

Supplemental Passages for
Journeys

Unit 4 Lesson 16

Let's Go to the Moon

Main Idea and Details

CCSS 1.RL/RI.2

LAFS RL/RI 1.2

Long o patterns (cvce, cv)

Approaching: The Big Moon
(0.5-1.0 approx. reading level)

On Level: Rocks or Cheese

(1.6-2.0 approx. reading level)

Beyond Level: Out of This World

(4.0-5.0 approx. reading level)

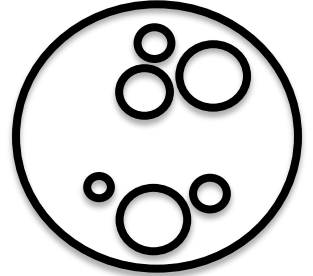
(levels based on Fleisch-Kincaid Grade Level rating)

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the informational text and answer the questions.

The Big Moon



I can see the moon in the night sky. It is white. It is big. The moon is the same shape as a globe. The light of the moon comes from the sun. The moon has holes in it. The holes are called *craters (cray-ters)*.

Using text evidence, answer the following questions. Show proof by highlighting where you found the answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Where can you see the moon? _____
2. According to this text, the moon is the same shape as a

3. How does the moon get light? _____
4. What color is the moon? _____
5. What are the holes on the moon called? _____

*****Underline the main idea sentence.*****

Name: _____

Date: _____

The Big Moon

Directions: Using evidence from the text, write the details.

Detail:

Detail:

Main Idea:

What does the
moon look like?

Detail:

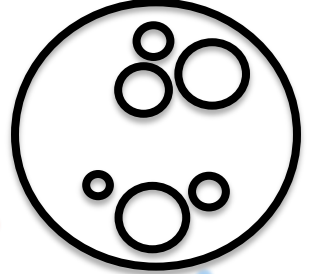
Detail:

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the informational text and answer the questions.

The Big Moon



I can see the moon in the night sky.

It is white. It is big. The moon is the same shape as a globe. The light of the moon comes from the sun. The moon has holes in it. The holes are called craters (cray-fers).

Using text evidence, answer the following questions. Show proof by highlighting where you found the answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Where can you see the moon? in the night sky
2. According to this text, the moon is the same shape as a globe
3. How does the moon get light? from the sun
4. What color is the moon? white
5. What are the holes on the moon called? craters

Underline the main idea sentence

Name: _____

Date: _____

The Big Moon Answer Key

Directions: Using evidence from the text, write the details.

Detail:

It is big.

Detail:

It is the
same shape as
a globe.

Main Idea:

What does the
moon look like?

Detail:

It has holes
called craters.

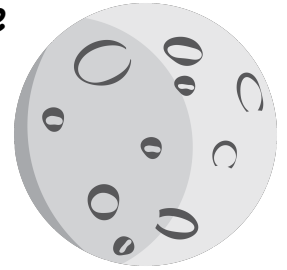
Detail:

It is white.

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the informational text and answer the questions.



Rocks or Cheese

We have learned many facts about the moon. Many people used to think that the moon was made out of cheese. There have been many spaceships that have landed on the moon. The work that the astronauts have done helped us to learn about the moon. We now know that the moon is made mostly of rocks and dust. It has many large holes on it. These holes are known as *craters* (cray-ters). There is still a lot to learn!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Many people thought that the moon was made of _____
2. What is another word for hole? _____
3. What has landed on the moon? _____
4. What is the moon really made of? _____
5. What sentence is the main idea of the text?

Name: _____

Date: _____

Rocks or Cheese

Directions: Using evidence from the text, complete this graphic organizer then write about what you learned.

Detail:

Detail:

Main Idea:

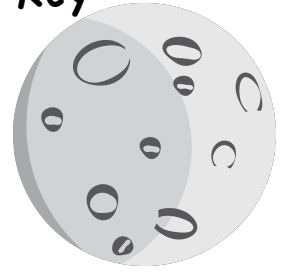
Detail:

Detail:

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the informational text and answer the questions.



Rocks or Cheese

We have learned many facts about the moon. Many people used to think that the moon was made out of cheese. There have been many spaceships that have landed on the moon. The work that the astronauts have done helped us to learn about the moon. We now know that the moon is made mostly of rocks and dust. It has many large holes on it. These holes are known as craters (cray-ters). There is still a lot to learn!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Many people thought that the moon was made of **cheese**
2. What is another word for hole? **craters**
3. What has landed on the moon? **spaceships**
4. What is the moon really made of? **rocks and dust**
5. What sentence is the main idea of the text?

We have learned many facts about the moon.

Name: _____

Date: _____

Rocks or Cheese Answer Key

Directions: Using evidence from the text, complete this graphic organizer then write about what you learned.

Detail:

The moon is not made of cheese.

Detail:

It has a lot of rocks on it.

Main Idea:

We have learned many facts about the moon.

Detail:

It is very dusty on the moon.

Detail:

There are a lot of holes on the moon.

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the informational text and answer the questions.



Out of This World

Would you like to take a trip to the moon?

The first exploration of the moon was on July 20, 1969. Neil Armstrong, the first astronaut to walk on the moon said, “One small step for man, one giant leap for mankind”. They explored the surface of the moon and found that it was made of rocks and dust and had many large craters or holes. The astronauts also discovered that the moon had no weather or wind. In fact, the footprints that they left on the moon are still there because nothing has washed them away. It was a cool trip!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. When did the astronauts first walk on the moon?

2. What is another word for hole? _____

3. Why are the astronauts’ footprints still on the moon?

4. What does the word “trip” mean in the first sentence?

to fall over something OR to go somewhere

5. Which sentence is the main idea of the text? _____

Name: _____

Date: _____

Out of This World

Directions: Using evidence from the text, complete this graphic organizer then write about what you learned.

Detail

Detail

Main Idea:

Detail

Detail

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the informational text and answer the questions.



Out of This World

Would you like to take a trip to the moon?

The first exploration of the moon was on July 20, 1969. Neil Armstrong, the first astronaut to walk on the moon said, "One small step for man, one giant leap for mankind". They explored the surface of the moon and found that it was made of rocks and dust and had many large craters or holes. The astronauts also discovered that the moon had no weather or wind. In fact, the footprints that they left on the moon are still there because nothing has washed them away. It was a cool trip!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. When did the astronauts first walk on the moon?
July 20, 1969
2. What is another word for hole? craters
3. Why are the astronauts' footprints still on the moon?
nothing has washed them away
4. What does the word "trip" mean in the first sentence?
to fall over something OR to go somewhere
5. Which sentence is the main idea of the text? The first exploration of the moon was on July 20, 1969.

Name: _____

Date: _____

Out of This World Answer Key

Directions: Using evidence from the text, complete this graphic organizer then write about what you learned.

Detail

July 20, 1969

Detail

Neil Armstrong
first astronaut on
moon

Main Idea:

The first trip to
the moon

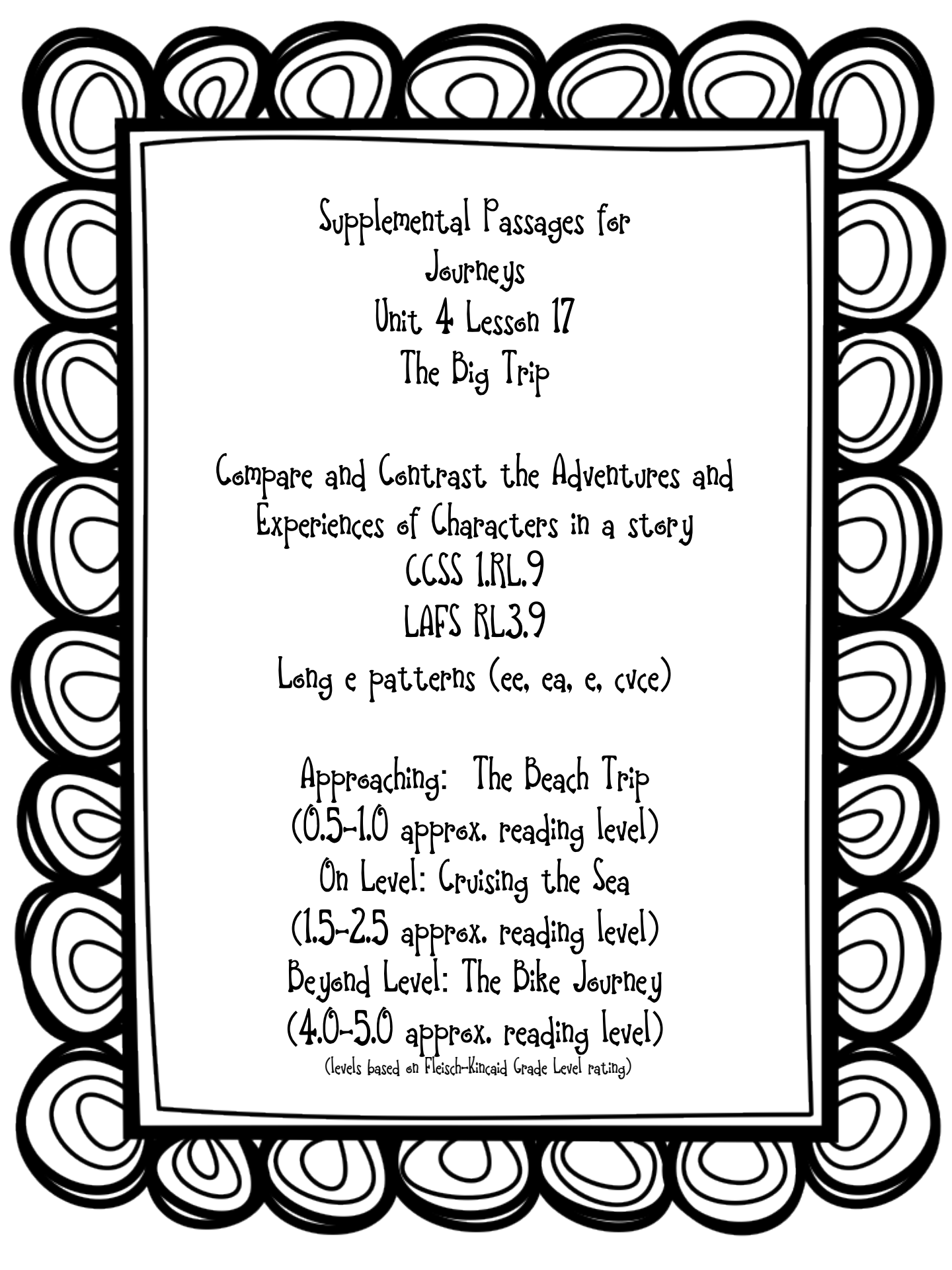
Detail

no weather or
wind

Detail

made of rocks

Stories will vary but should include main idea and details above.



Supplemental Passages for
Journeys
Unit 4 Lesson 17
The Big Trip

Compare and Contrast the Adventures and
Experiences of Characters in a story

CCSS 1.RL.9

LAFS RL3.9

Long e patterns (ee, ea, e, cvce)

Approaching: The Beach Trip
(0.5-1.0 approx. reading level)

On Level: Cruising the Sea
(1.5-2.5 approx. reading level)

Beyond Level: The Bike Journey
(4.0-5.0 approx. reading level)

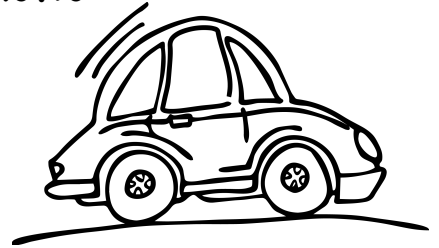
(levels based on Fleisch-Kincaid Grade Level rating)

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the text and answer the questions.

The Beach Trip



Pete and Neal went on a trip in the car.

They were going to the beach. Neal liked to sit in the back seat. He liked to read his books. Pete liked to sit in the front seat so he could see. Both boys could feel the cool breeze of the sea. They could hear the waves. They were at the beach!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Where did Pete like to sit?

2. Where did Neal like to sit?

3. Who liked to read books?

4. What could BOTH of them feel?

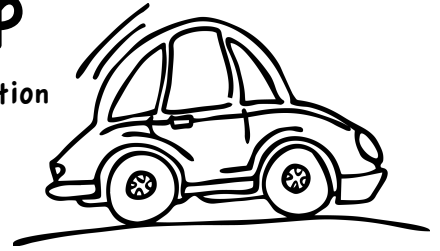
5. What could BOTH of them hear?

Name: _____

Date: _____

The Beach Trip

Directions: Using evidence from the text, fill in the information about each character. Then tell about what they BOTH did.



Pete

Neal

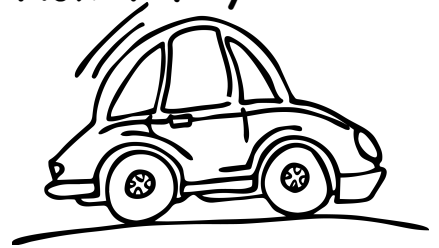
BOTH

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the text and answer the questions.

The Beach Trip



Pete and Neal went on a trip in the car.

They were going to the beach. Neal liked to sit in the back seat. He liked to read his books. Pete liked to sit in the front seat so he could see. Both boys could feel the cool breeze of the sea. They could hear the waves. They were at the beach!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Where did Pete like to sit?

in the front seat

2. Where did Neal like to sit?

in the back seat

3. Who liked to read books?

Neal

4. What could BOTH of them feel?

the cool breeze of the sea

5. What could BOTH of them hear?

the waves

Name: _____

Date: _____

The Beach Trip Answer Key

Directions: Using evidence from the text, fill in the information about each character. Then tell about what they BOTH did.



Pete

Pete likes to
sit in the front
seat so he can see.

Neal

Neal likes to
sit in the back
seat. He likes to
read.

BOTH

They both went on a trip in
a car.

They both can feel the cool breeze.

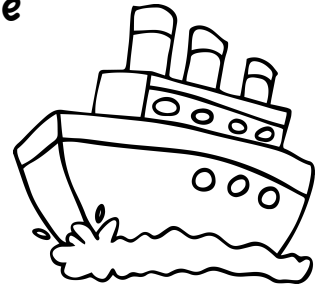
They both can hear the waves.

They are at the beach.

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the text and answer the questions.



Cruising the Sea

Steve and Jean went on a cruise and had fun in different ways. Steve enjoyed playing on the top deck of the ship. He played golf and was part of the ship's basketball team. Jean liked playing games in the game room. She played checkers and cards or read a good book. Each day, they would meet and go to the dining room a sweet treat. After the treat, they would swim together in the pool. Steve and Jean had a neat time!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What did Jean like to do?

2. What did Steve play?

3. Where did they eat the sweet treat?

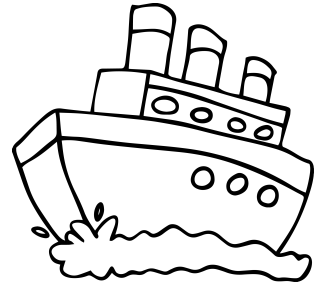
4. What did they do after they ate the treat?

5. What does the word *neat* mean in the last sentence?

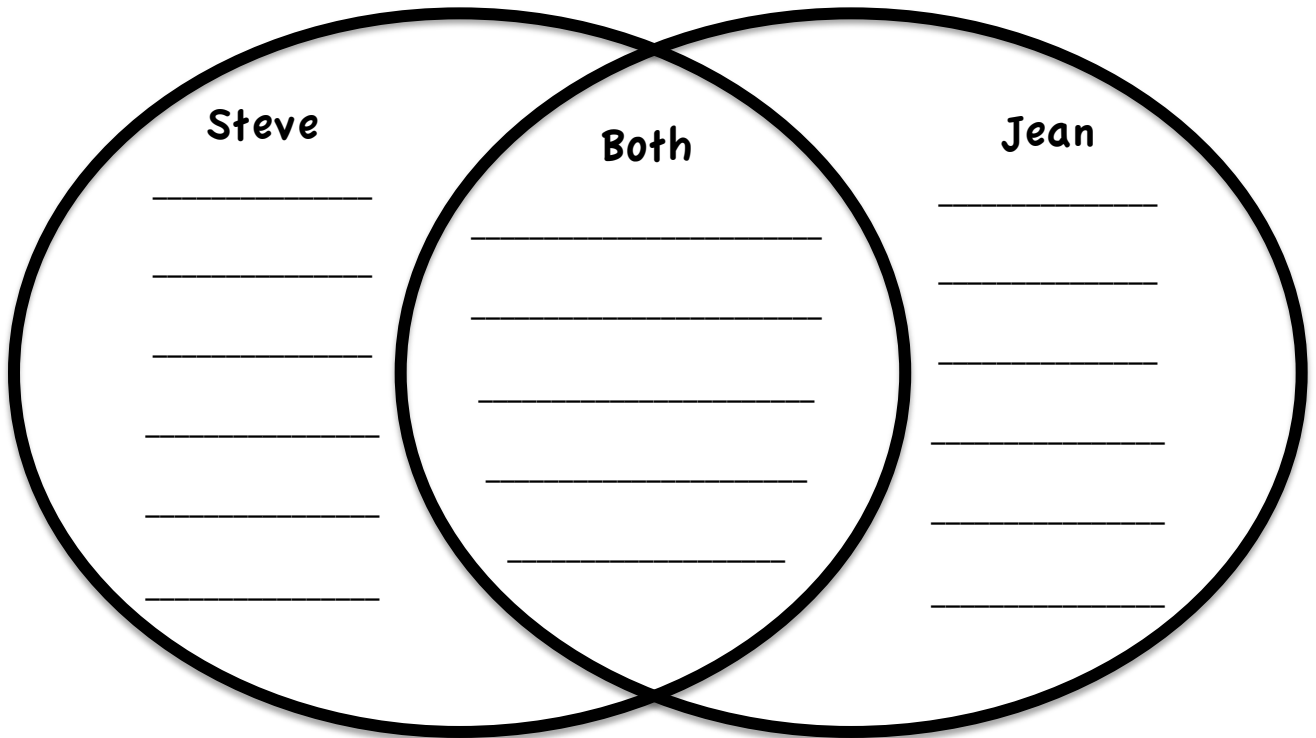
Name: _____

Date: _____

Cruising the Sea



Directions: Using evidence from the text, complete this graphic organizer then write about what you learned.



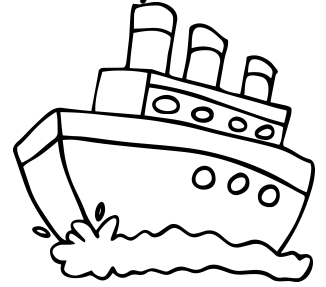
Using the information from this graphic organizer, write about how the characters are the SAME.

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the text and answer the questions.

Cruising the Sea



Steve and Jean went on a cruise and had fun in different ways. Steve enjoyed playing on the top deck of the ship. He played golf and was part of the ship's basketball team. Jean liked playing games in the game room. She played checkers and cards or read a good book. Each day, they would meet and go to the dining room a sweet treat. After the treat, they would swim together in the pool. Steve and Jean had a neat time!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What did Jean like to do?

play games and read a good book

2. What did Steve play?

golf and basketball

3. Where did they eat the sweet treat?

in the dining room

4. What did they do after they ate the treat?

swim in the pool

5. What does the word *neat* mean in the last sentence?

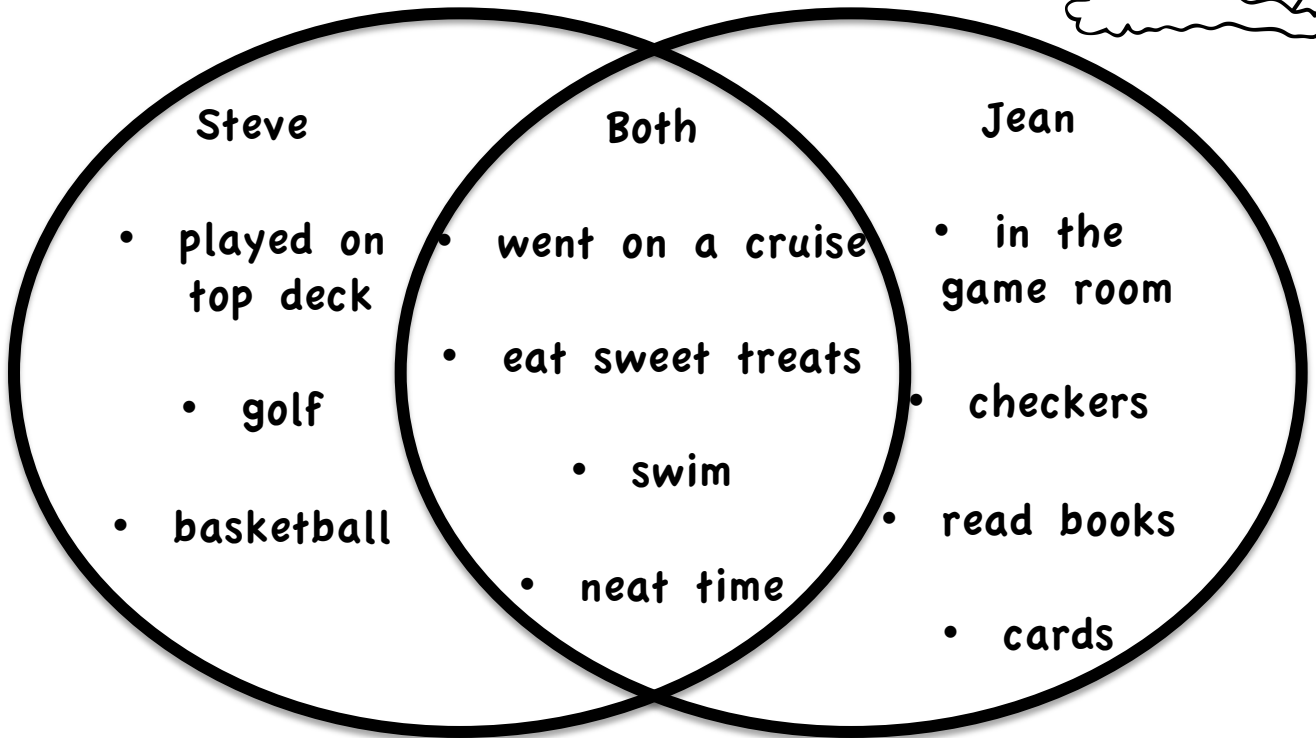
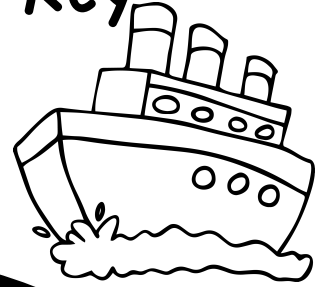
fun (or similar words)

Name: _____

Date: _____

Cruising the Sea Answer Key

Directions: Using evidence from the text, complete this graphic organizer then write about what you learned.



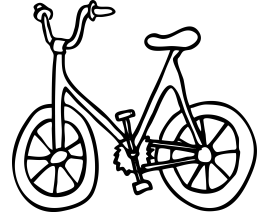
Using the information from this graphic organizer, write about how the characters are the SAME.

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the text and answer the questions.

The Bicycle Journey



Queen Beatrice, also called Queen Bea, and King

Steven decided to go for different bike rides. They both began at the castle on Green Street. While on her ride, Queen Bea enjoyed the feeling of the cool breeze of the sea on her cheeks. She stopped at the beach to see a fleet of ships leaving the port. King Steven went the opposite direction. With his keen senses, he noticed many sheep eating leaves on the tops of the mountain peaks and could also hear owls screeching. At three o'clock they wanted to eat so they met for a sweet treat of peaches and pears then returned to the castle for some much needed rest.

Using text evidence, answer the following questions. Show proof by highlighting where you found the answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Where did Queen Bea ride?

2. Where did King Steven ride?

3. How was King Steven able to see the sheep and hear the owls?

4. What did Queen Bea see on her ride?

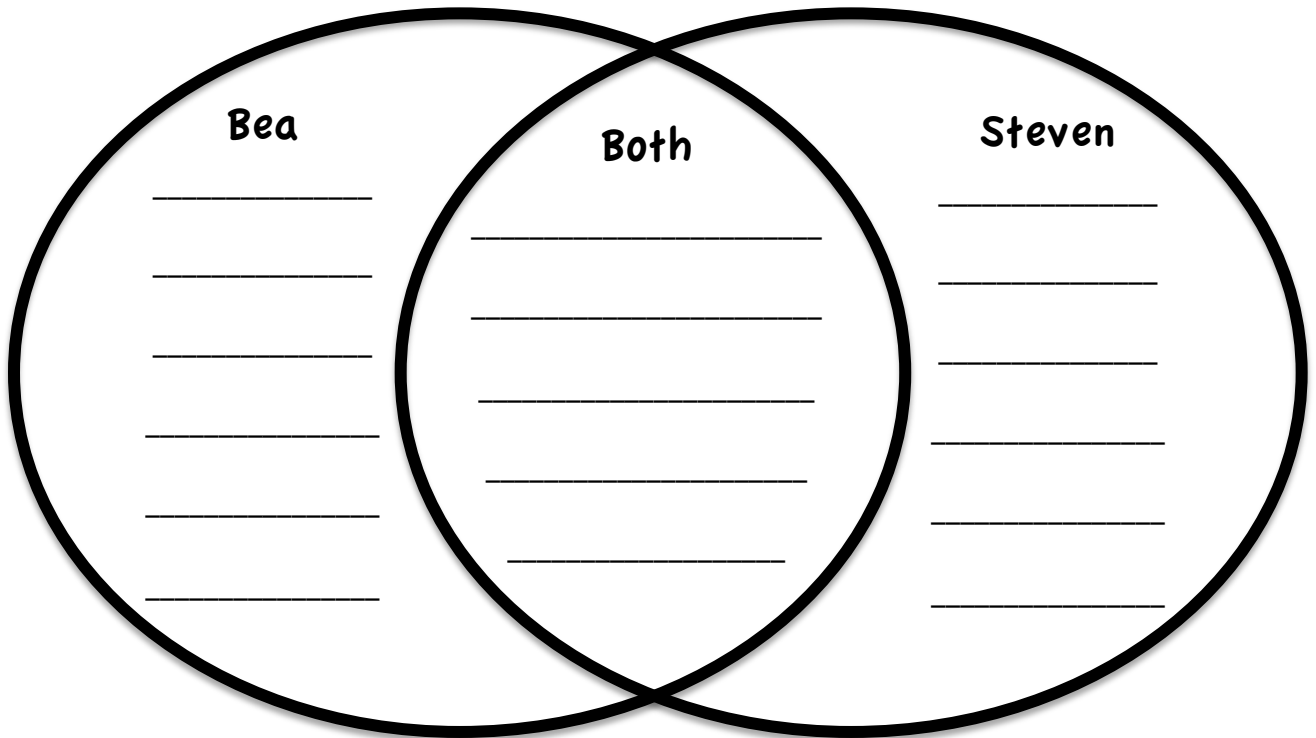
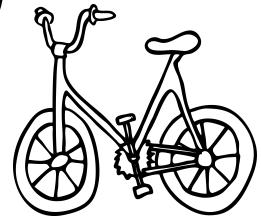
5. Why do you think they needed to rest at the end of the story?

Name: _____

Date: _____

The Bicycle Journey

Directions: Using evidence from the text, complete this graphic organizer then write about what you learned.



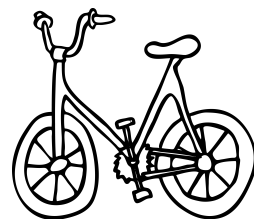
Using the information from this graphic organizer, write about how the characters are the same AND different.

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the text and answer the questions.

The Bicycle Journey



Queen Beatrice, also called Queen Bea, and King

Steven decided to go for different bike rides. They both began at the castle on Green Street. While on her ride, Queen Bea enjoyed the feeling of the cool breeze of the sea on her cheeks. She stopped at the beach to see a fleet of ships leaving the port. King Steven went the opposite direction. With his keen senses, he noticed many sheep eating leaves on the tops of the mountain peaks and could also hear owls screeching. At three o'clock they wanted to eat so they met for a sweet treat of peaches and pears then returned to the castle for some much needed rest.

Using text evidence, answer the following questions. Show proof by highlighting where you found the answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Where did Queen Bea ride?

by the sea

2. Where did King Steven ride?

by the mountains

3. How was King Steven able to see the sheep and hear the owls?

with his keen senses

4. What did Queen Bea see on her ride?

a fleet of ships leaving the port

5. Why do you think they needed to rest at the end of the story?

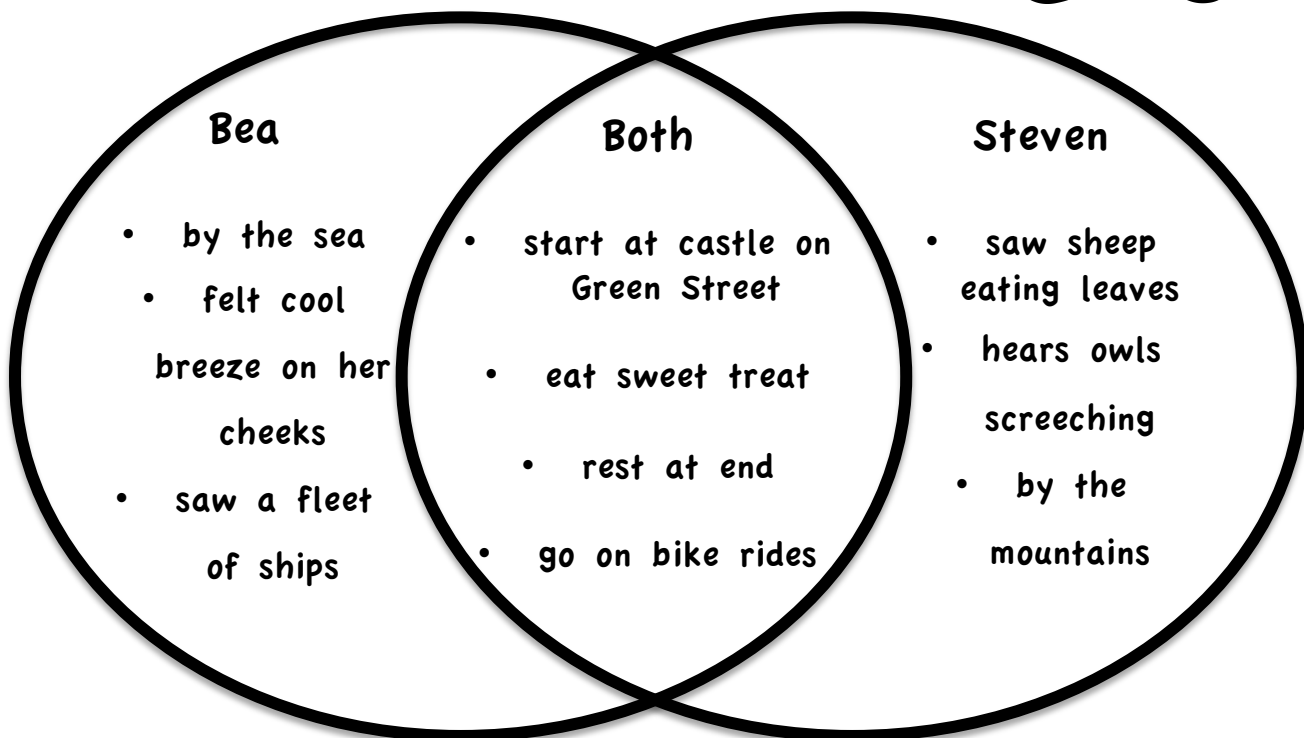
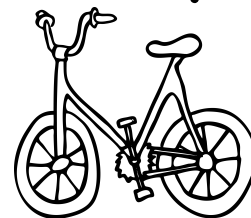
a journey is a long bike ride

Name: _____

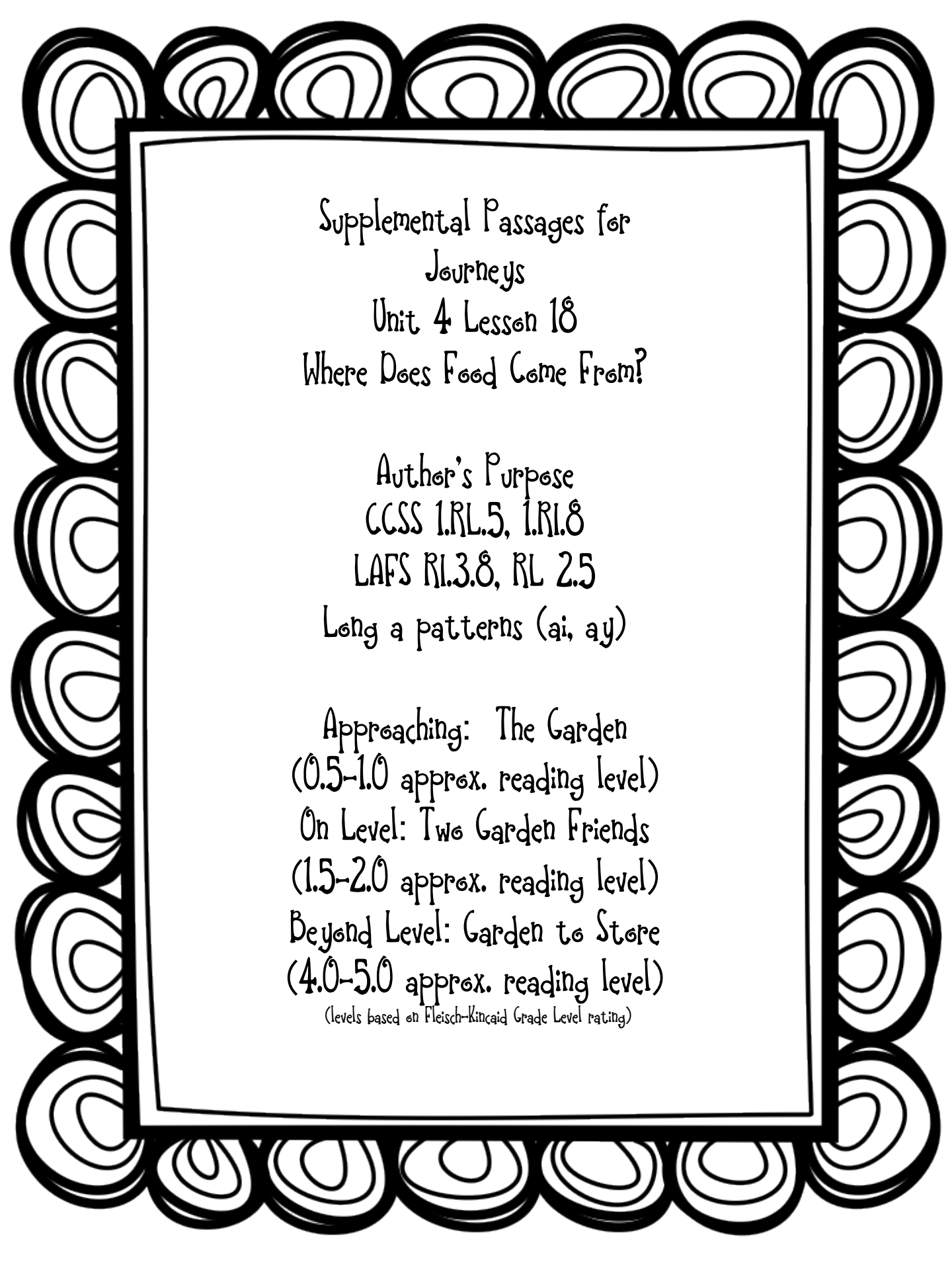
Date: _____

The Bicycle Journey Answer Key

Directions: Using evidence from the text, complete this graphic organizer then write about what you learned.



Using the information from this graphic organizer, write about how the characters are the same AND different.



Supplemental Passages for
Journeys
Unit 4 Lesson 18
Where Does Food Come From?

Author's Purpose
CCSS 1.RL.5, 1.RI.8
LAFS RI.3.8, RL 2.5
Long a patterns (ai, ay)

Approaching: The Garden
(0.5-1.0 approx. reading level)
On Level: Two Garden Friends
(1.5-2.0 approx. reading level)
Beyond Level: Garden to Store
(4.0-5.0 approx. reading level)
(levels based on Fleisch-Kincaid Grade Level rating)

Name: _____ Date: _____

Reading Comprehension Practice



Directions: Read the text and answer the questions.

The Garden

In May, Jay plants seeds. First, he will aim the hose. Jay will spray the seeds with water. Next, the rays of the sun will shine on them. The air is fair. Then, he pulls the weeds out of the way. Last, Jay waits for three days. The plants grow!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. When did Jay plant the seeds?

2. What does Jay spray on the plants?

3. What did Jay do LAST?

4. How does the air feel?

5. Why did the author write this story?

to show how to plant seeds OR to tell a story about a garden

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the text and answer the questions.



The Garden

In May, Jay plants seeds. First, he will aim the hose. Jay will spray the seeds with water. Next, the rays of the sun will shine on them. The air is fair. Then, he pulls the weeds out of the way. Last, Jay waits for three days. The plants grow!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. When did Jay plant the seeds?

In May

2. What does Jay spray on the plants?

water

3. What did Jay do LAST?

waits for three days

4. How does the air feel?

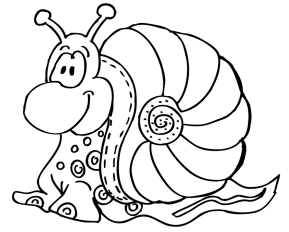
feels fair

5. Why did the author write this story?

to show how to plant seeds OR to tell a story about a garden

Name: _____ Date: _____

Reading Comprehension Practice



Directions: Read the text and answer the questions.

Two Garden Friends

Jayleen is a cute gray snail. She lives in the garden. Her best friend is Kayla, a little blue jay. Kayla tells Jayleen to sit in the trees as they sway in the breeze. Jayleen is afraid. She stays on the ground and makes her way over to the big white daisy. As she slides, she leaves a faint gray trail on the path. It begins to rain so they wait. When it stops, maybe they will play.

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What is Jayleen?

2. What does Kayla tell Jayleen to do?

3. Why does Jayleen stay on the ground?

4. What does Jayleen make as she slides on the path?

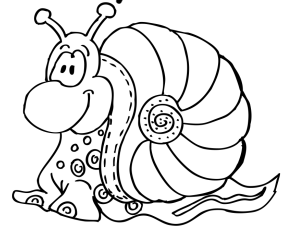
5. Why did the author write this story?

to show how to make friends OR to tell a story about two friends

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the text and answer the questions.



Two Garden Friends

Jayleen is a cute gray snail. She lives in the garden. Her best friend is Kayla, a little blue jay. Kayla tells Jayleen to sit in the trees as they sway in the breeze. Jayleen is afraid. She stays on the ground and makes her way over to the big white daisy. As she slides, she leaves a faint gray trail on the path. It begins to rain so they wait. When it stops, maybe they will play.

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What is Jayleen?

a cute gray snail

2. What does Kayla tell Jayleen to do?

to sit in the trees

3. Why does Jayleen stay on the ground?

She is afraid.

4. What does Jayleen make as she slides on the path?

a faint gray trail

5. Why did the author write this story?

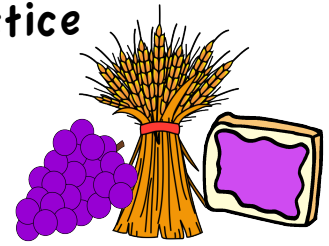
to show how to make friends OR to tell a story about two friends

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the text and answer the questions.

Garden to Store



A farmer is always working. It is his job to produce the food that is sold in the stores. It is important that he maintains the fields daily. A farmer must spray his crops with water and fertilizer (fer-til-i-zer) which is good food for plants. Sometimes he may look for plants that have decayed or rotted. Once the healthy crops are picked, he sells them to factories. Factories will then use the crops to make different kinds of foods such as turning grain to bread. The next step is to sell the products to stores. Consumers, people who eat or use the goods, will then buy the products and enjoy them!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What is good food for plants?

2. What is a farmer's job?

3. Who are people that eat or use the goods?

4. What does the picture of the wheat, grapes and bread with jam show?

5. Why did the author write this story?

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the text and answer the questions.



Garden to Store

A farmer is always working. It is his job to produce the food that is sold in the stores. It is important that he maintains the fields daily. A farmer must spray his crops with water and fertilizer (fer-til-i-zer) which is good food for plants. Sometimes he may look for plants that have decayed or rotted. Once the healthy crops are picked, he sells them to factories. Factories will then use the crops to make different kinds of foods such as turning grain to bread. The next step is to sell the products to stores. Consumers, people who eat or use the goods, will then buy the products and enjoy them!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What is good food for plants?

fertilizer

2. What is a farmer's job?

to produce the food that is sold in stores

3. Who are people that eat or use the goods?

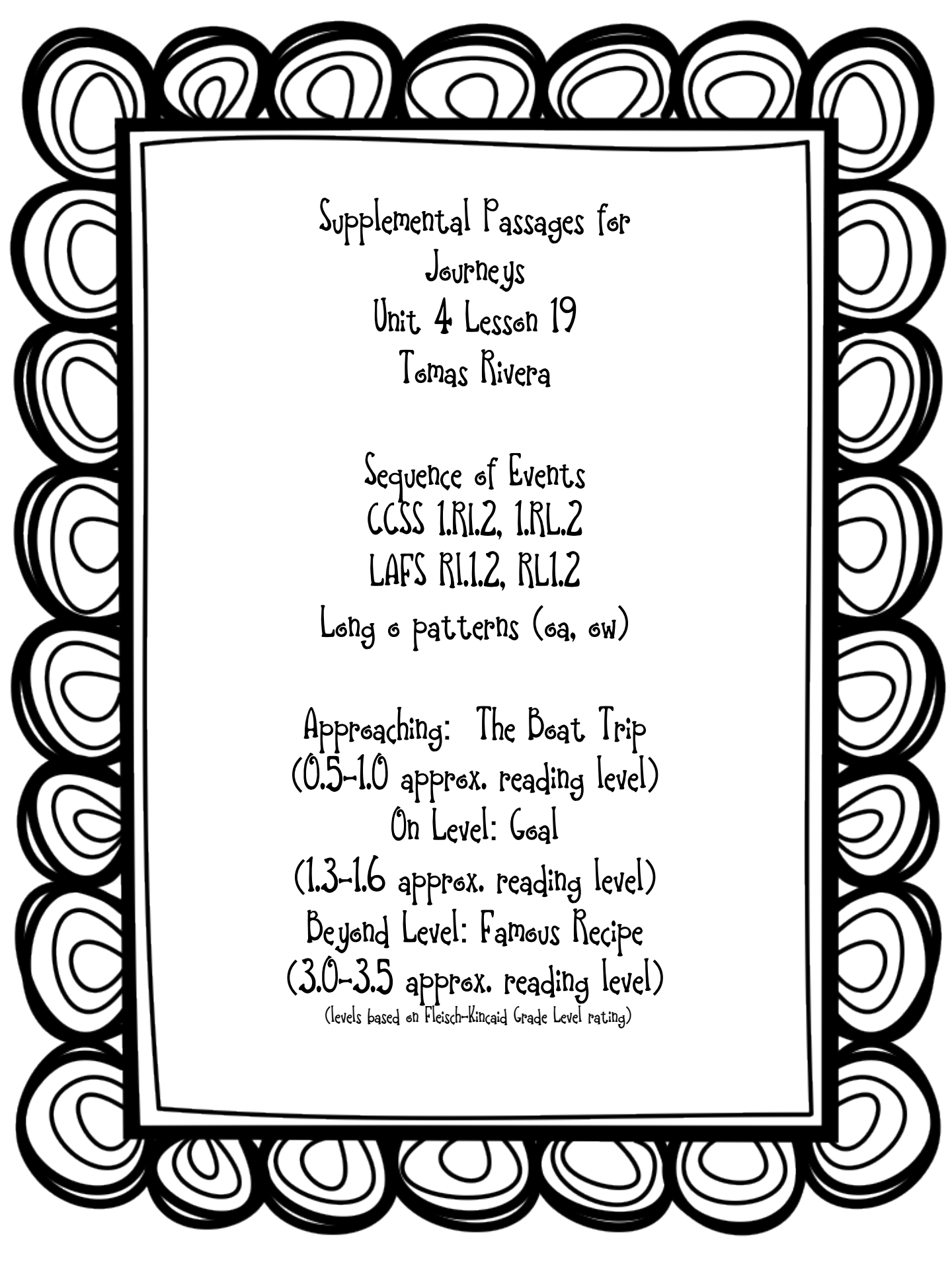
consumers

4. What does the picture of the wheat, grapes and bread with jam show?

It shows the things needed to make the bread (or similar answers)

5. Why did the author write this story?

to teach us how food comes from farms (or similar answers)



Supplemental Passages for
Journeys
Unit 4 Lesson 19
Tomas Rivera

Sequence of Events
CCSS 1.RI.2, 1.RL.2
LAFS RI.1.2, RL.1.2

Long o patterns (oa, ow)

Approaching: The Boat Trip
(0.5-1.0 approx. reading level)

On Level: Goal

(1.3-1.6 approx. reading level)

Beyond Level: Famous Recipe
(3.0-3.5 approx. reading level)

(levels based on Fleisch-Kincaid Grade Level rating)

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the text and answer the questions.



The Boat Trip

Joan and Tom went fishing in a boat.

First, they got the boat. Next, they put in the poles and bait in the boat. Then, they got in and Joan began to row the boat but the oars broke. Oh no, the boat started to float away! Last, Tom had to get out and push the boat back to the dock.

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What happened LAST?

2. What happened FIRST?

3. What did they do AFTER they got the boat?

4. Why did the boat start to float away?

5. Why did Joan and Tom go for the boat ride?

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the text and answer the questions.



The Boat Trip

Joan and Tom went fishing in a boat.

First, they got the boat. Next, they put in the poles and bait in the boat. Then, they got in and Joan began to row the boat but the oars broke. Oh no, the boat started to float away! Last, Tom had to get out and push the boat back to the dock.

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What happened LAST?

Tom pushed the boat back to the dock.

2. What happened FIRST?

They got the boat.

3. What did they do AFTER they got the boat?

They put the poles and bait in the boat.

4. Why did the boat start to float away?

The oars broke.

5. Why did Joan and Tom go for the boat ride?

to go fishing

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the text and answer the questions.



Goal

Coach Todd is known for his great soccer skills! He likes to teach the team many ways to make goals. Coach Todd says, “First, kick the soccer ball and let it soar up high.” Next, he shows us how to get below the ball and knock it with our heads. Then, we watch as the ball coasts in the air to the net. Last, we *bellow*, “GOAL!” We know that it is not nice to boast, but we think Coach Todd is the best!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What happened LAST?

2. What did Coach Todd teach FIRST?

3. What did they do AFTER they knock the ball with their heads?

4. What did Coach Todd like to teach the team?

5. What do you think the word *bellow* means?

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the text and answer the questions.



Goal

Coach Todd is known for his great soccer skills! He likes to teach the team many ways to make goals. Coach Todd says, “First, kick the soccer ball and let it soar up high.” Next, he shows us how to get below the ball and knock it with our heads. Then, we watch as the ball coasts in the air to the net. Last, we bellow, “GOAL!” We know that it is not nice to boast, but we think Coach Todd is the best!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What happened LAST when Coach Todd was teaching them?

We bellowed goal!

2. What did Coach Todd teach FIRST?

Kick the soccer ball and let it soar up high

3. What did they do AFTER they knock the ball with their heads?

We watch as the ball coasts in the air to the net.

4. What did Coach Todd like to teach the team?

Many ways to make goals.

5. What do you think the word *bellow* means?

It means scream.

Name: _____ Date: _____

Reading Comprehension Practice



Directions: Read the text and answer the questions.

Famous Recipe

Making cupcakes can be a lot of fun! Joan reads the list of the ingredients. She checks to make sure that she has them but realizes that she is out of eggs. She walks across the meadow to her friend's bungalow and borrows two eggs. Joan tells her friend to stop by tomorrow for a sweet treat. The rest of the day Joan worked hard and followed the recipe to make her famous cupcakes. The next day, she and her friend enjoyed them.

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What did Joan need to borrow?

2. What did she do AFTER she borrows the eggs?

3. What did Joan have to follow to make the famous cupcakes?

4. What do you call all the things needed to make something ?

5. What did Joan do BEFORE she walks across he meadow?

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the text and answer the questions.



Famous Recipe

Making cupcakes can be a lot of fun! Joan reads the list of the **ingredients**. She checks to make sure that she has them but realizes that she is out of eggs. She walks across the meadow to her friend's bungalow and **borrows two eggs**. Joan tells her friend to stop by tomorrow for a sweet treat. The rest of the day Joan worked hard and followed the recipe to make her famous cupcakes. The next day, she and her friend enjoyed them.

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. What did Joan need to borrow?

two eggs

2. What did she do AFTER she borrows the eggs?

She tells her friend to stop by tomorrow

3. What did Joan have to follow to make the famous cupcakes?

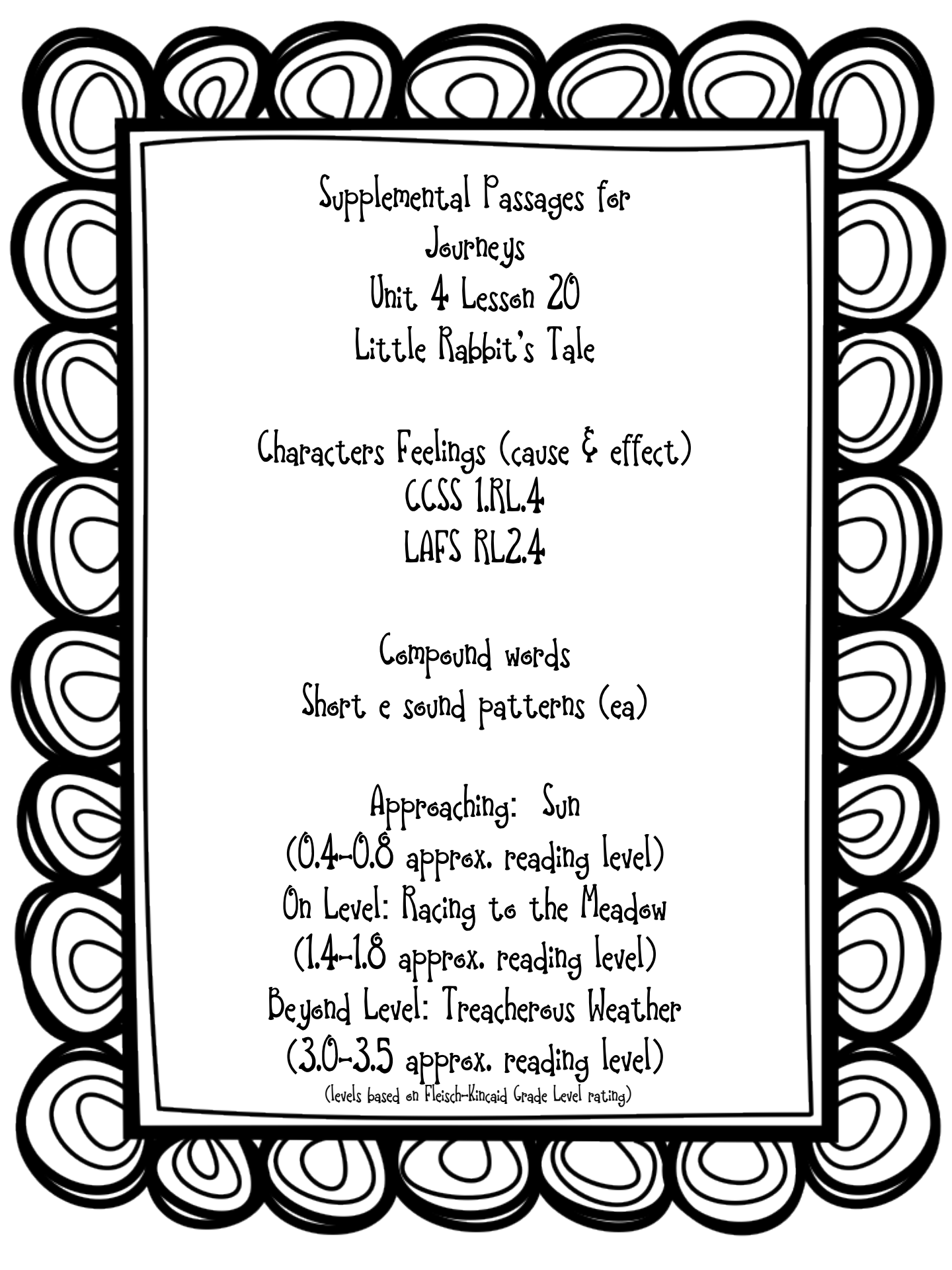
a recipe

4. What do you call all the things needed to make something?

ingredients

5. What did Joan do BEFORE she walks across the meadow?

She checks to make sure that she has the ingredients.



Supplemental Passages for
Journeys
Unit 4 Lesson 20
Little Rabbit's Tale

Characters Feelings (cause & effect)
CCSS 1.RL.4
LAFS RL2.4

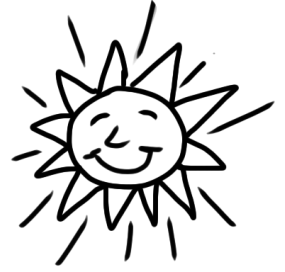
Compound words
Short e sound patterns (ea)

Approaching: Sun
(0.4-0.8 approx. reading level)
On Level: Racing to the Meadow
(1.4-1.8 approx. reading level)
Beyond Level: Treacherous Weather
(3.0-3.5 approx. reading level)

(levels based on Fleisch-Kincaid Grade Level rating)

Name: _____ Date: _____

Reading Comprehension Practice



Directions: Read the text and answer the questions.

Sun

Ted went outside to play with Mel. They jumped and ran in the sunshine. Ted could feel sweat on his head. Just then Mel saw a flash across the sky. Mel said that it was a threat. They went inside where it was safe. They played games until it was bedtime.

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Who did Ted play with?

2. What made Ted sweat?

3. What did Mel see across the sky?

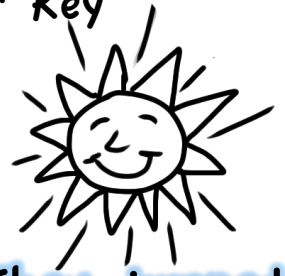
4. How did Mel feel when he saw the flash in the sky?

5. Why did they go inside?

Name: _____ Date: _____

Reading Comprehension Practice Answer Key

Directions: Read the text and answer the questions.



Sun

Ted went outside to play with Mel. They jumped and ran in the sunshine. Ted could feel sweat on his head. Just then Mel saw a flash across the sky. Mel said that it was a threat. They went inside where it was safe. They played games until it was bedtime.

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Who did Ted play with?

Mel

2. What made Ted sweat?

running and jumping in the sunshine

3. What did Mel see across the sky?

a flash across the sky (lightning)

4. How did Mel feel when he saw the flash in the sky?

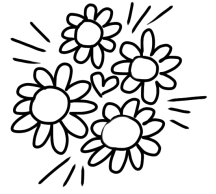
scared or worried

5. Why did they go inside?

They wanted to be safe.

Name: _____ Date: _____

Reading Comprehension Practice



Directions: Read the text and answer the questions.

Racing to the Meadow

Just after breakfast, Jen and Ken said, “We want to pick flowers in the meadow.” Ken wanted to get there first. He ran ahead of Jen. Soon Ken was tired so he sat down to catch his breath. Jen ran at a steady pace. When Ken got to the meadow, Jen was already there! Ken was jealous.

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Who wanted to pick flowers?

2. Why did Ken run ahead of Jen?

3. What made Ken tired?

4. How did Jen get to the meadow first?

5. Why was Ken jealous at the end of the story?

Name: _____ Date: _____

Reading Comprehension Practice Answer Key



Directions: Read the text and answer the questions.

Racing to the Meadow

Just after breakfast, Jen and Ken said, “We want to pick flowers in the meadow.” Ken wanted to get there first. He ran ahead of Jen. Soon Ken was tired so he sat down to catch his breath. Jen ran at a steady pace. When Ken got to the meadow, Jen was already there! Ken was jealous.

Using text evidence, answer the following questions. Show proof by highlighting where you found the answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Who wanted to pick flowers?

Ken and Jen

2. Why did Ken run ahead of Jen?

He wanted to get there first

3. What made Ken tired?

He ran fast

4. How did Jen get to the meadow first?

She ran at a steady pace.

5. Why was Ken jealous at the end of the story?

Jen was already there.

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the text and answer the questions.



Treacherous Weather

Nell had just finished eating breakfast. She dropped her backpack when she heard the threatening sound outside. Heavy rains began to fall so she grabbed her raincoat and ran out to help the animals. The feathers from the birds were spread all over the yard and the dogs were howling. In a quick and steady manner, Nell headed the animals inside the barn, away from the treacherous weather!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text. (1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Why did Nell grab her raincoat?

2. Why did Nell drop her backpack?

3. How do think the birds felt? How do you know?

4. What does the word treacherous mean?

5. Which word BEST describes Nell? Why? **BRAVE** or **NERVOUS**

Name: _____ Date: _____

Reading Comprehension Practice

Directions: Read the text and answer the questions.



Treacherous Weather

Nell had just finished eating breakfast. She dropped her backpack when she heard the threatening sound outside. Heavy rains began to fall so she grabbed her raincoat and ran out to help the animals. The feathers from the birds were spread all over the yard and the dogs were howling. In a quick and steady manner, Nell headed the animals inside the barn, away from the treacherous weather!

Using text evidence, answer the following questions. Show proof by highlighting where you found these answers in the text.
(1. red, 2. blue, 3. yellow, 4. green, 5. purple)

1. Why did Nell grab her raincoat?

Because it was raining outside

2. Why did Nell drop her backpack?

She heard a threatening sound (thunder or lightning)

3. How do think the birds felt? How do you know?

Scared Their feathers were spread all over.

4. What does the word treacherous mean?

terrible

5. Which word BEST describes Nell? Why? BRAVE or NERVOUS

She saved the animals.

Credit Where Credit is Due.... ALL from TpT!

because I LOVE TpT, TOO!



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(<http://www.teacherspayteachers.com/Store/Winchester-Lambourne>)

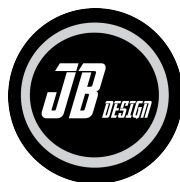


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