

Updated and Revised



Grade
1

SPECTRUM

Reading



***Excellent Tool for
Standardized Test Preparation!***

- Letter association
- Blends and digraphs
- Word recognition
- Reading comprehension
- Following directions
- Answer key



Reading

Grade 1

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Spectrum Reading—grade 1

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1 2 3 4 5 6 POH 11 10 09 08 07 06

Index of Skills

Reading Grade 1

Numerals indicate the exercise pages on which these skills appear.

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Comprehension Skills

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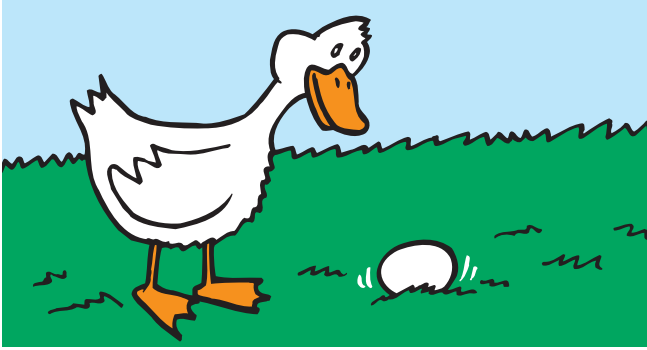
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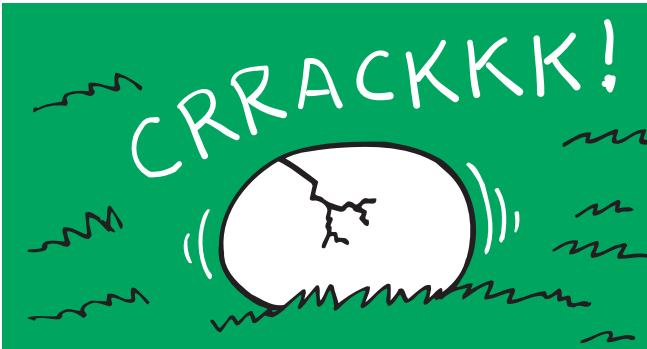
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Little Duck



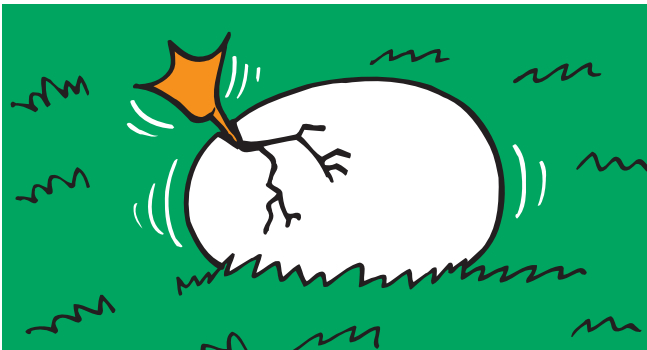
What is that sound?

What do you think Mama Duck hears?



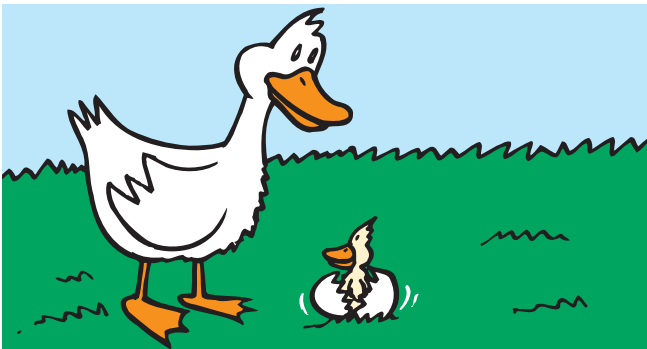
Something is saying,
"Quack, Quack!"

What do you think is making that sound?



That's a funny looking foot!

Whose foot do you think that belongs to?



Hey, it's Little Duck!

How do you think Little Duck feels?

Picture Interpretation and Reading (for all stories): Introduce students to Little Duck, a sweet duckling who is the focus of the following stories. Suggest that the students look at the pictures and talk about what is happening. Have the students relate what they see to their own lives and experiences. Be aware of the vocabulary levels and needs of the group. Key words may be reinforced or developed by writing them on the board as each picture/picture scenario is discussed. First, have students read the story by themselves silently. Help students with any unfamiliar words. Next, have students read the story orally. Discussion questions have been provided to serve as a discussion guide.

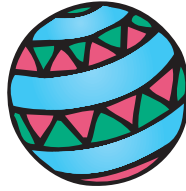
Spectrum Reading [Grade 1](#)

Name _____

Beautiful Beginnings

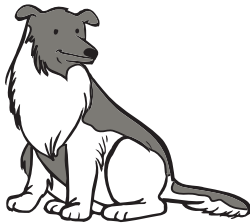
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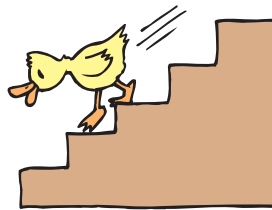


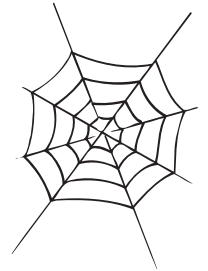




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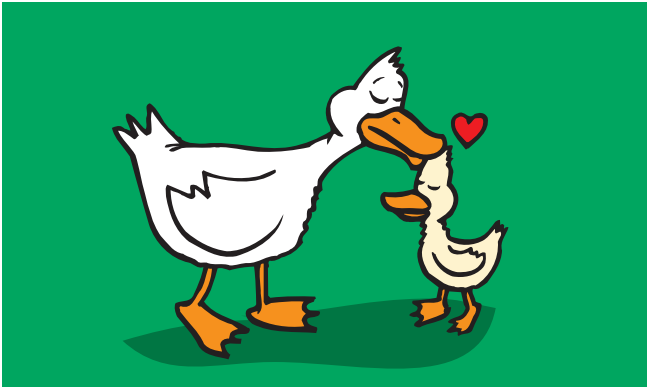


Directions:

Beginning Consonants (1-2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning letter on the line below the picture.

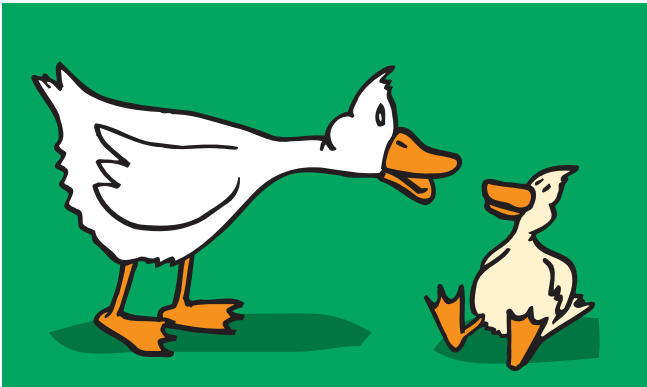
Sequence (3): Have students look at all the pictures. Ask them to write **1** below the event that would happen first, **2** below the event that would happen second, and **3** below the event that would happen third.

Mama Duck



Mama Duck kisses Little Duck on the head. "Hello, Little Duck," she says.

Why does Mama Duck kiss Little Duck?



"Are you hungry, Little Duck?" asks Mama Duck.

Does Little Duck look hungry?



Little Duck shakes his head up and down. Little Duck is hungry.

What does it mean when you shake your head up and down?



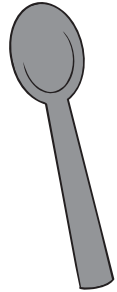
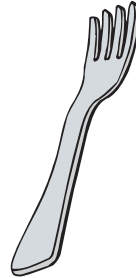
Mama Duck gives Little Duck some corn to eat.

What do you like to eat?

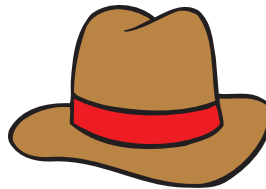
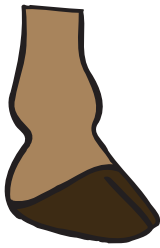
Name _____

Beautiful Beginnings

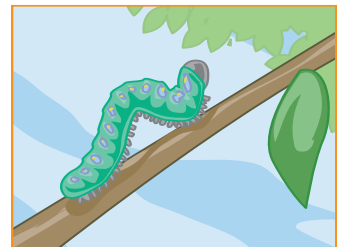
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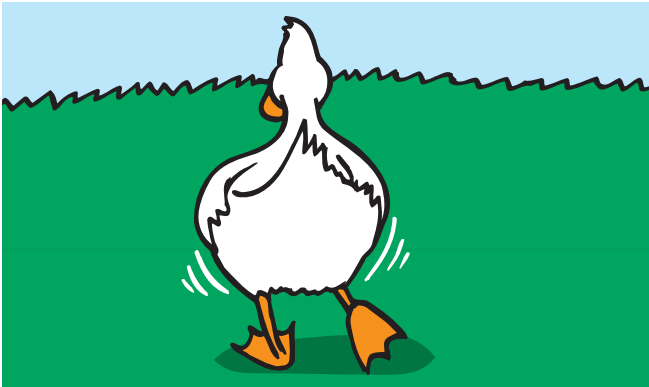


Directions:

Beginning Consonants (1-2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning letter on the line below the picture.

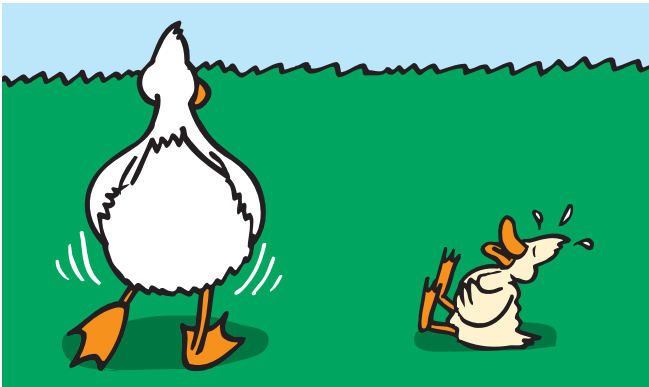
Sequence (3): Have students look at all the pictures. Ask them to write 1 below the event that would happen first, 2 below the event that would happen second, and 3 below the event that would happen third.

Wiggle-Waddle



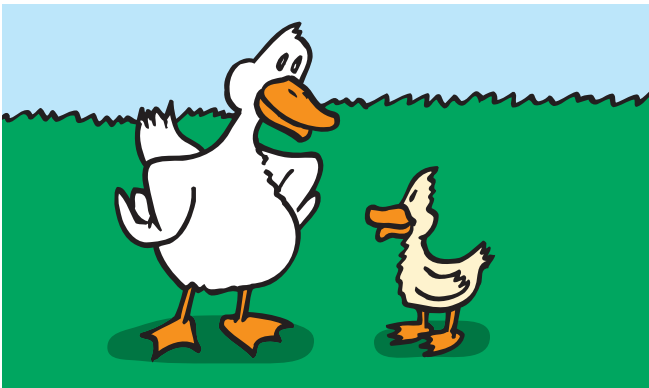
Little Duck watches his mom walk. Mama Duck walks funny. She moves back and forth in a wiggle.

Why do you think Mama Duck walks that way?



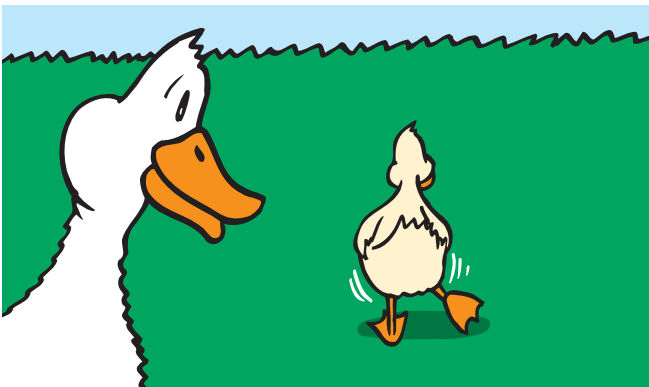
Little Duck laughs. Why does his mom walk that way? Little Duck laughs and laughs.

Why is Little Duck laughing so hard?



"What's so funny, Little Duck?" asks Mama Duck. "Ducks waddle. This is how we walk."

What does it mean to waddle?



Little Duck tries to walk like Mama Duck. He wiggles. He waddles. He wiggle-waddles. Little Duck walks like a duck. Mama Duck is happy.

Why is Mama Duck happy? How do you think Little Duck feels?

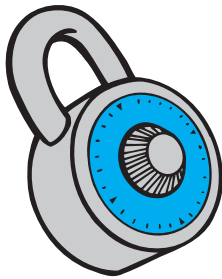
Name _____

Beautiful Beginnings

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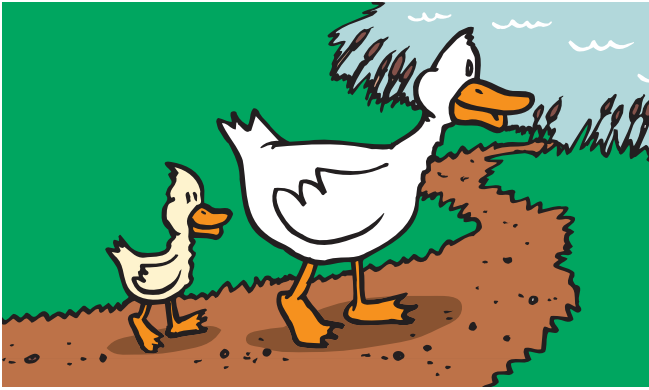


Directions:

Beginning Consonants (1-2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning letter on the line below the picture.

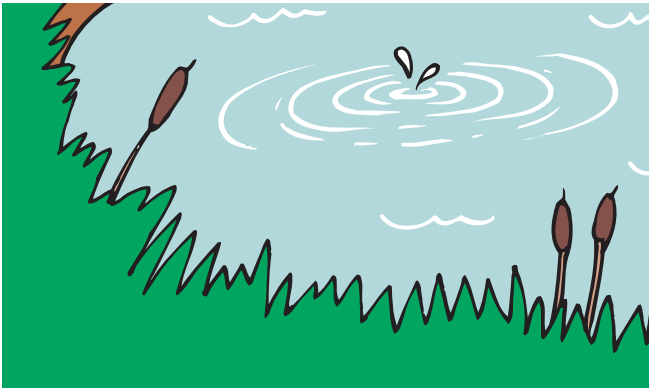
Sequence (3): Have the students look at all three pictures. Ask the students to write **1** below the event that would happen first, **2** below the event that would happen second, and **3** below the event that would happen third.

Dinnertime



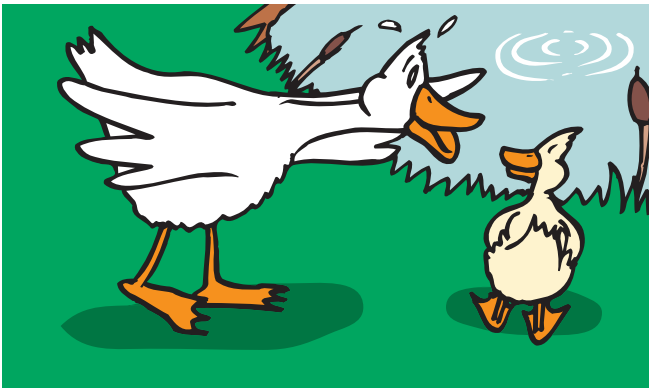
Little Duck follows his mom to the pond. The pond is very large.

Where is Little Duck going? Why do you think he is going there?



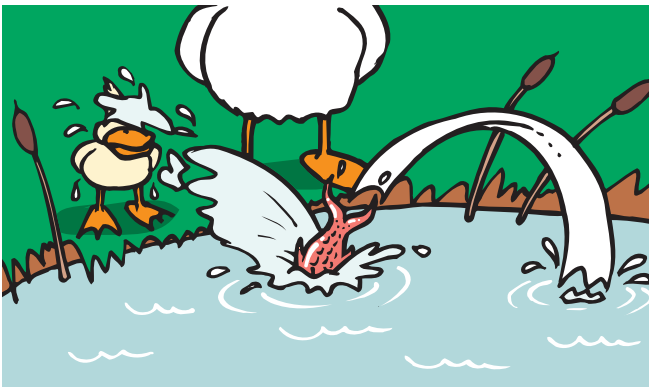
Something moves in the pond. "What was that?" asks Little Duck.

What do you think moved in the pond?



"That's dinner!" says Mama Duck. Then, she quacks loudly.

What do you think will happen next?



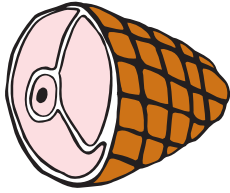
A small fish jumps high out of the water and splashes Little Duck.

How do you think Little Duck feels getting splashed?

Name _____

Beautiful Beginnings

1.

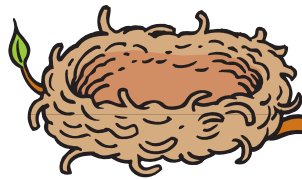


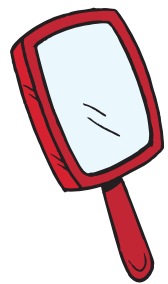




2.







3.

ten

clap

snap

dime

chime

pen

four

score

Directions:

Beginning Consonants (1-2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning letter on the line below the picture.

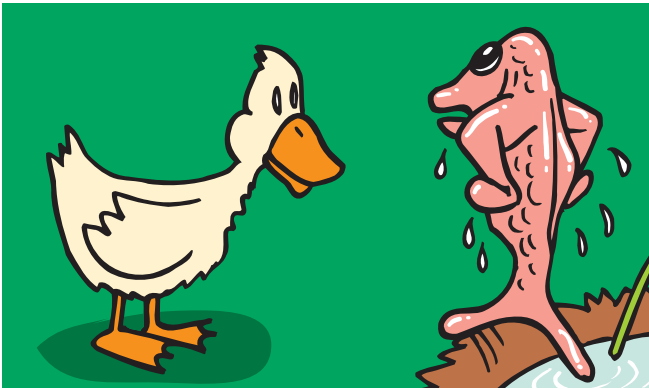
Rhyme Time (3): Have students draw lines connecting the words that rhyme.

Fish Is Not Dinner



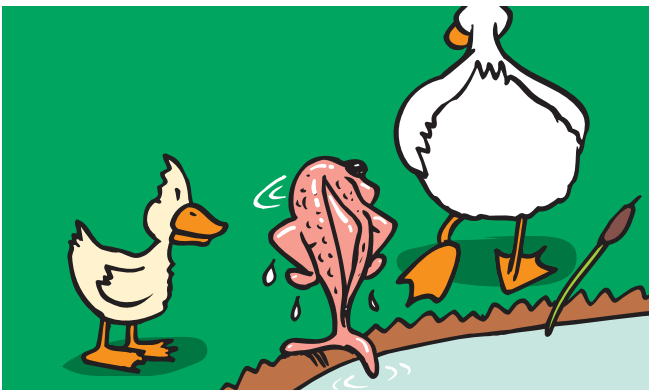
Little Duck shakes the water off his soft feathers. "Who are you?" asks Little Duck.

Why do you think the fish splashes Little Duck?



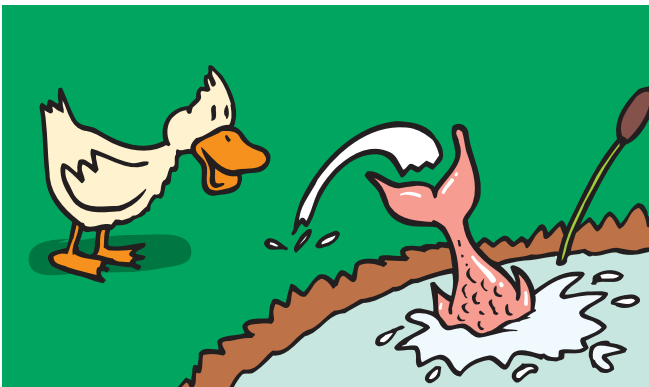
"I am a fish, Little Duck. I swim in the pond. I am not dinner!"

How do you think the fish feels?



Mama Duck sees something. She waddles ahead. "Come along, Little Duck," she calls.

What do you think Mama Duck sees?

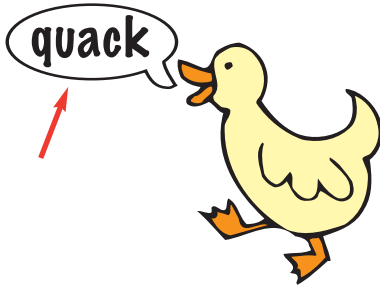


"Well, good-bye, fish," says Little Duck. "I guess we will eat something else for dinner."

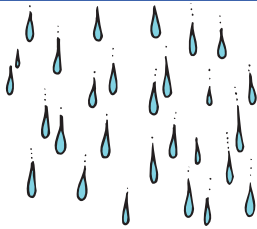
Name _____

Beautiful Beginnings

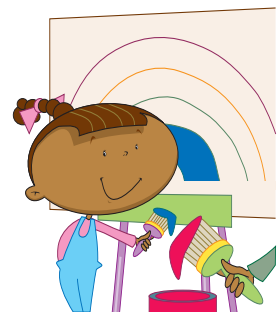
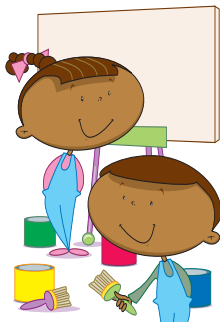
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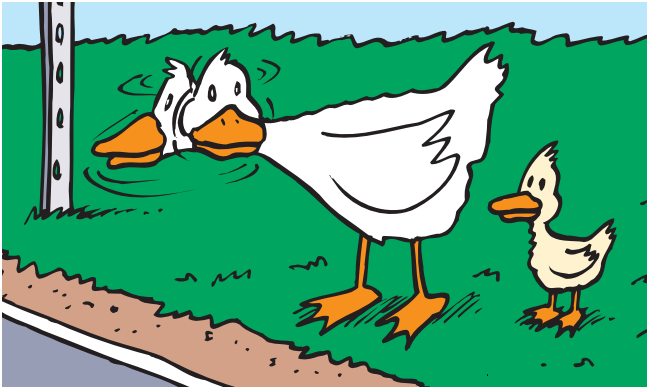


Directions:

Beginning Consonants (1-2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning letter on the line below the picture.

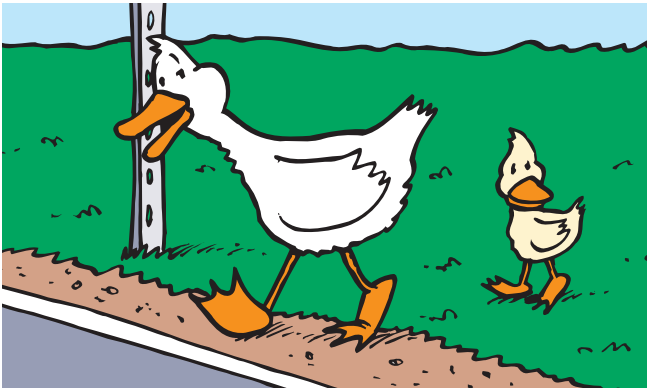
Sequence (3): Have your students look at all three pictures. Ask your students to write 1 below the event that would happen first, 2 below the event that would happen second, and 3 below the event that would happen third.

Make Way for Ducklings



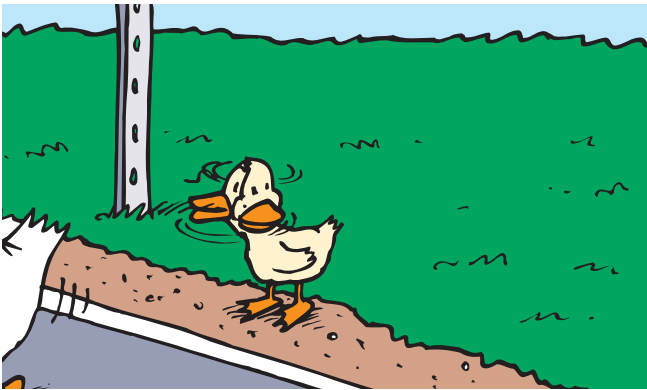
Mama Duck walks to the edge of the road. Mama Duck turns her head both ways.

Why does Mama Duck do this?



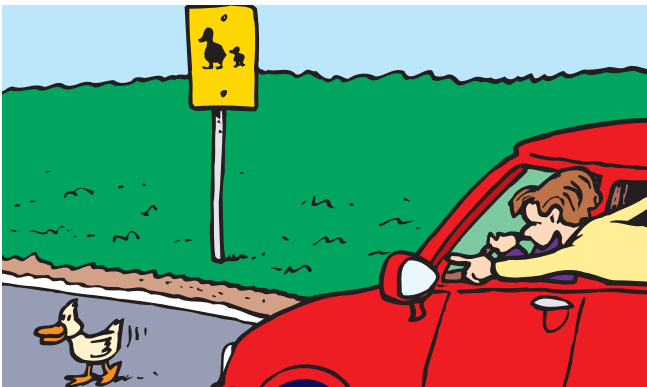
"Cars make way for ducklings. Follow me, Little Duck," says Mama Duck.

What does Mama Duck mean?



Little Duck turns his head both ways like Mama Duck. Then, he follows Mama Duck across the road.

Why is it important to look both ways?



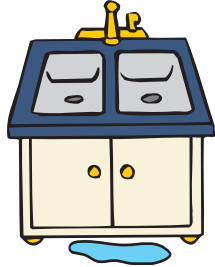
A boy sees the ducks crossing the road. He shouts, "Hey, make way for ducklings!" Little Duck crosses the road.

Do you think the boy is friendly? Why?

Name _____

Beautiful Beginnings

1.



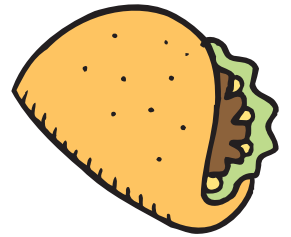




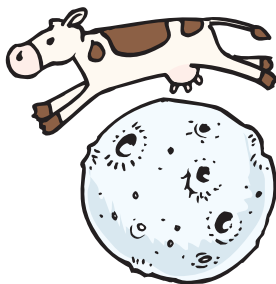
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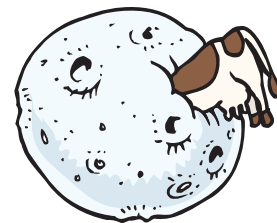




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in over under below



in over under below

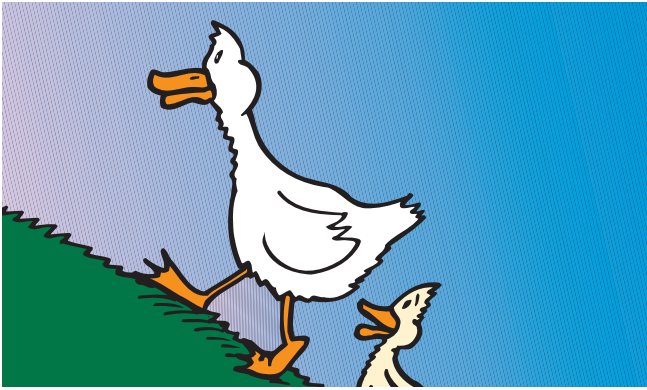
Directions:

Beginning Consonants (1-2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning letter on the line below the picture.

Using the Pictures (3): Have your students look at the pictures. Ask your students to circle the word that describes where the cow is located.

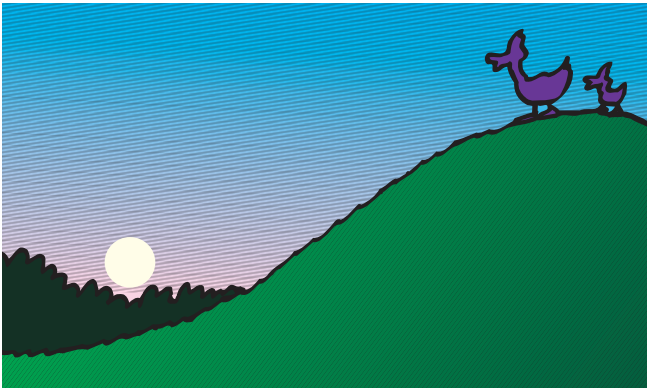
Spectrum Reading *Grade 1*

A Feast



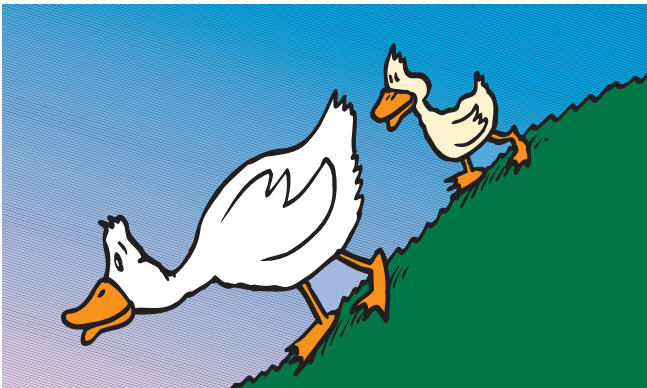
Little Duck follows Mama Duck up the hill. "Where are we going, Mama Duck?" asks Little Duck.

Where do you think they are going?



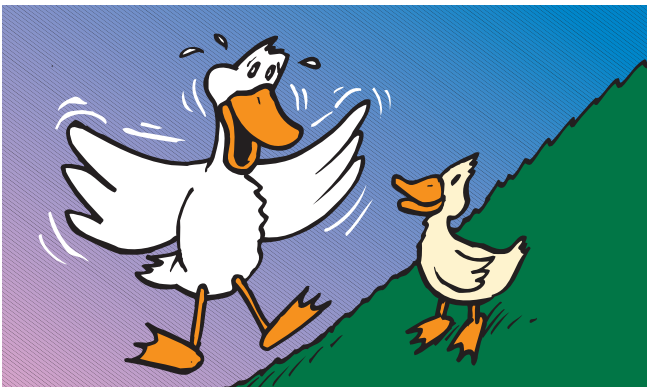
"We are going to find some dinner. When the sun sets, it is dinnertime for people and for ducks," says Mama Duck.

What time do you eat dinner?



"Was fish our dinner?" asks Little Duck.

Do you like to eat fish for dinner?



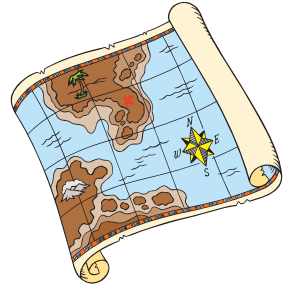
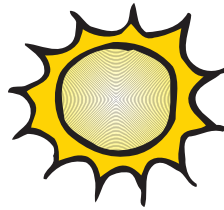
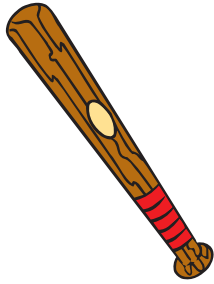
"Not tonight," answers Mama Duck. "Tonight, we have a feast!"

Do you know what a feast is?

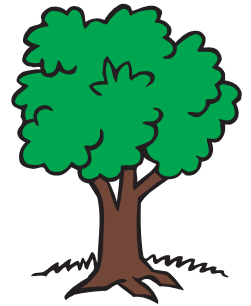
Name _____

Exceptional Endings and Blends

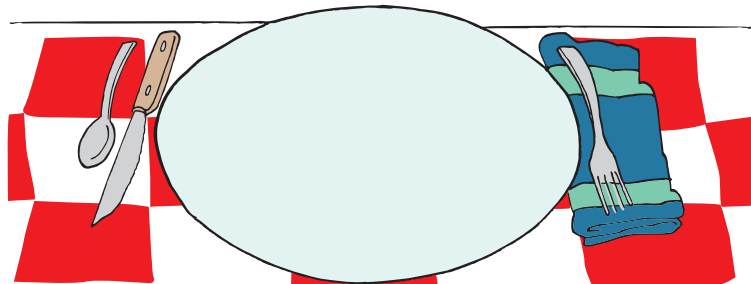
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fork spoon knife plate napkin

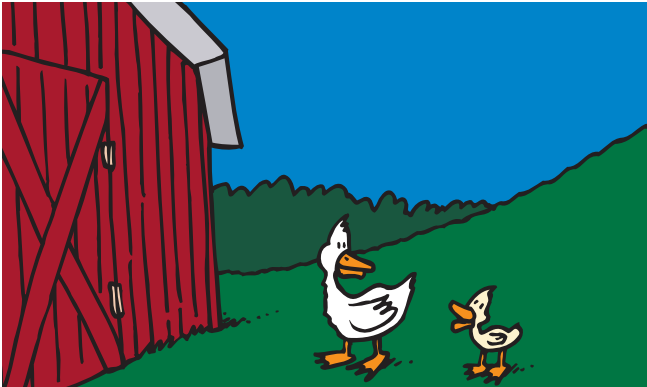
Directions:

Ending Consonants (1): Ask students to say each picture aloud and listen to the ending sound. They then should write the ending letter on the line below the picture.

Blends (2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning blend on the line below the picture.

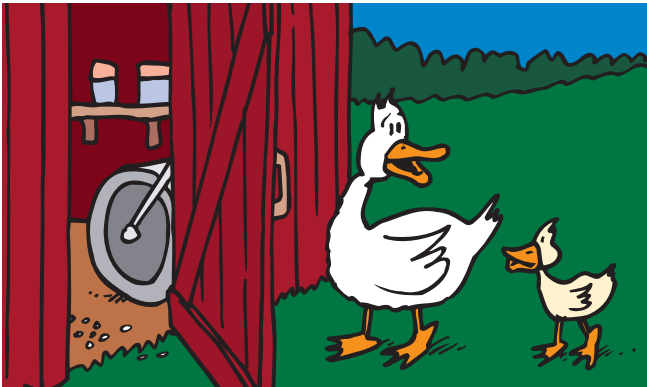
We Go Together (classification) (3): Have students circle the words of the set of three things that go together.

Bread Crumbs



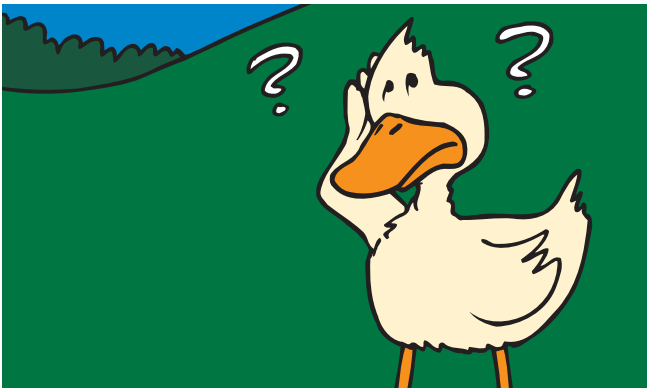
"What is a feast?" asks Little Duck.

Can feasts be different for different people?



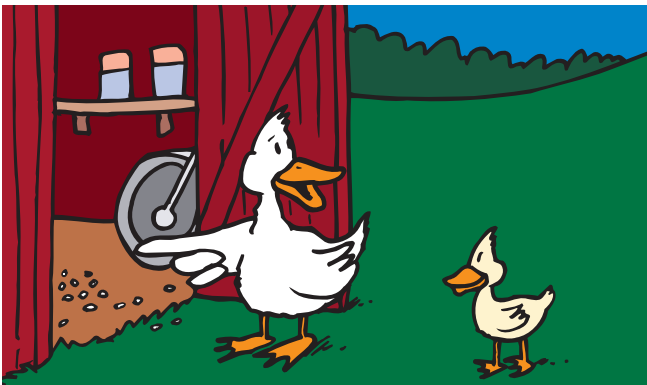
"A feast is a large dinner. Tonight, we are eating something special," says Mama Duck.

What do you think Mama Duck and Little Duck will eat?



"Does it taste like fish?" asks Little Duck.

What would you like to eat at your own feast?



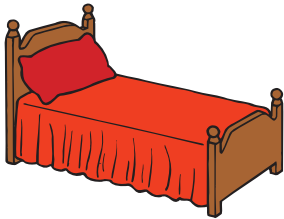
"It tastes better than fish. Tonight, we're having bread crumbs!" she says.

Would you like to eat bread crumbs? Why or why not?

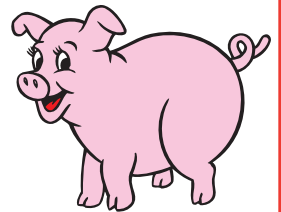
Name _____

Exceptional Endings and Blends

1.

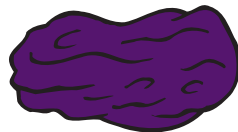






2.







3.

nest

rock

dock

mother

brother

best

eight

date

Directions:

Ending Consonants (1): Ask students to say each picture aloud and listen to the ending sound. They then should write the ending letter on the line below the picture.

Blends (2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning blend on the line below the picture.

Rhyme Time (3): Have students draw lines connecting the words that rhyme.

Little Duckling?



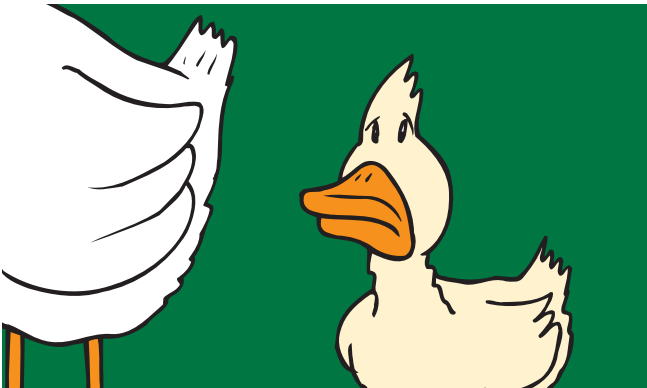
The boy opens the barn doors. He holds a large pail. The boy smiles at Mama Duck and Little Duck.

What do you think is inside the pail?



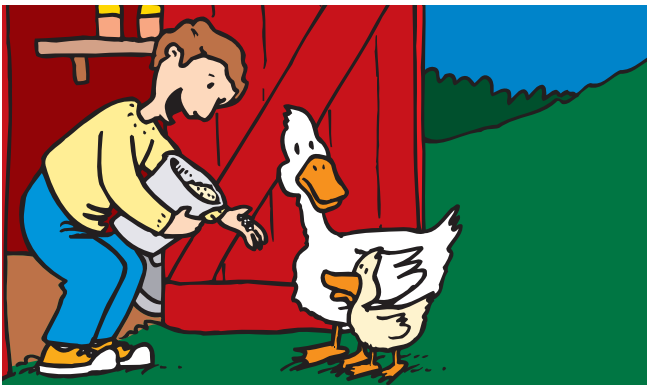
"Hello, Mama Duck and Little Duckling," says the boy. The boy reaches into a pail full of bread crumbs.

What do you think the boy will do next?



"Little Duckling?" thought Little Duck. "I am not Little Duckling, I am Little Duck."

Why is Little Duck upset?



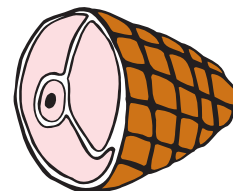
The boy holds out his hand. "Come here, Little Duckling. I have some tasty bread crumbs for you."

What should Little Duck do?

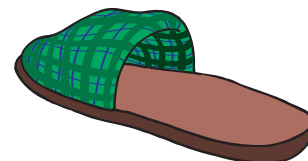
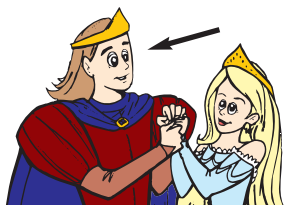
Name _____

Exceptional Endings and Blends

1.



2.



3. It is sharp.
It can hurt you.
Be careful when you use it.
What is it?
- An eraser
- A pair of scissors
- A piece of paper

4. It is chewy.
You can blow bubbles with it.
What is it?
- Ice cream
- Gum
- Soda

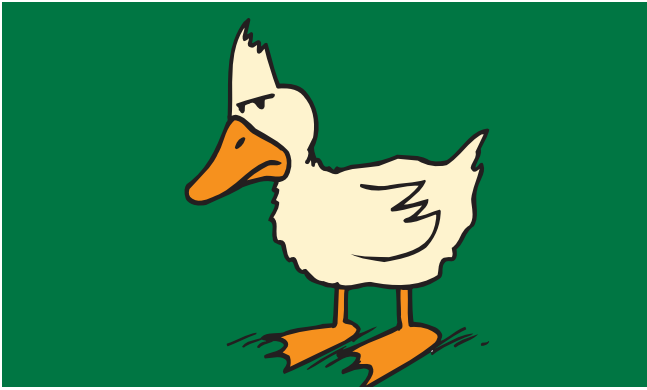
Directions:

Ending Consonants (1): Ask students to say each picture aloud and listen to the ending sound. They then should write the ending letter on the line below the picture.

Blends (2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning blend on the line below the picture.

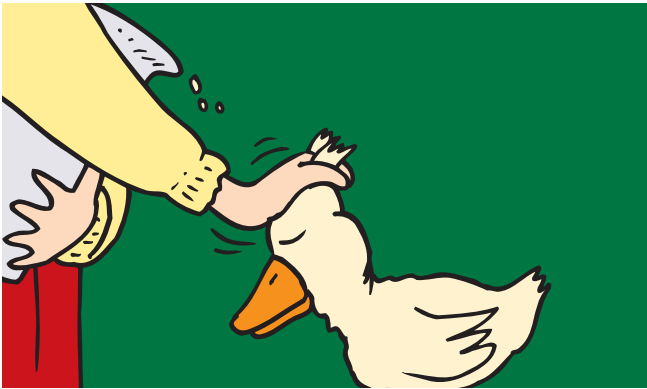
Making Sense (3-4): Ask students to circle the answer that makes the most sense.

Quack, Quack, Quack



Little Duck did not come closer. He was not "Little Duckling." He was Little Duck. And he would not eat bread crumbs if he was not called the right name.

How is Little Duck behaving?



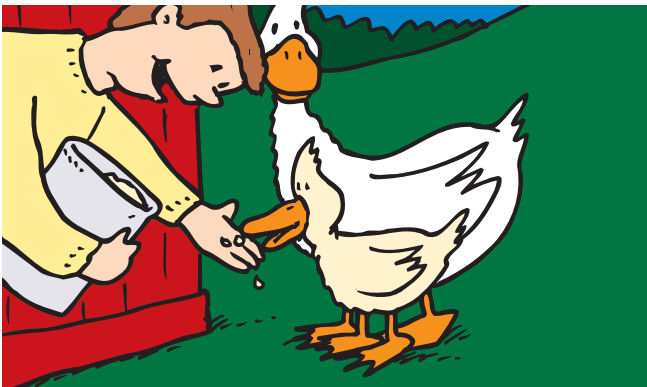
"What's the matter, Little Duckling?" asks the boy. The boy bends down and pats Little Duck's soft head.

Do you think Little Duck likes it when the boy pats his head?



"Wow. You have gotten big," says the boy. "I will call you Little Duck from now on."

Why do you think the boy will call him Little Duck?"



Little Duck quacks three times. Then, he eats bread crumbs from the boy's hand.

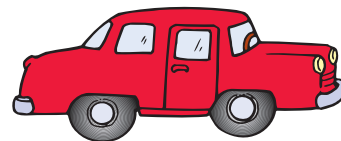
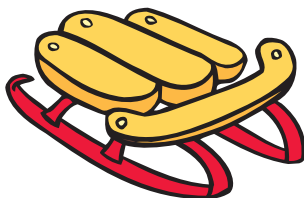
How does Little Duck feel now?

Name _____

Endless Endings

1.

10



2.



school



student



teacher



doctor

3.



bird



frog



human



dog

4.



circle

2

two

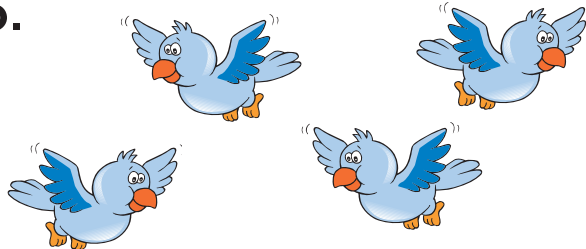
8

eight

6

six

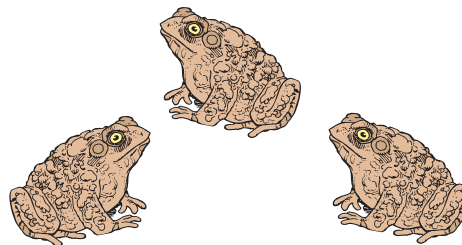
5.



There are four birds.

There are five birds.

6.



There are 5-2 toads.

There are 1+3 toads.

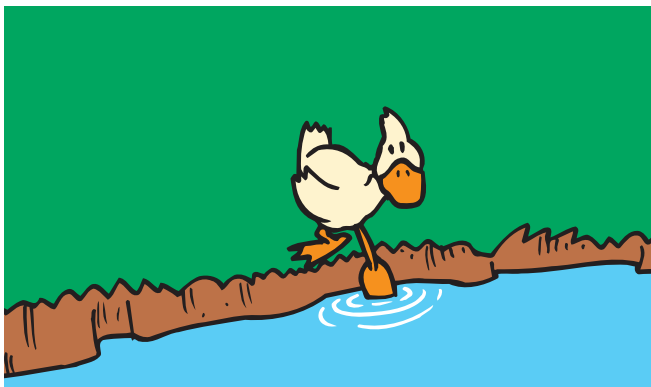
Directions:

Ending Consonants (1): Ask students to say each picture aloud and listen to the ending sound. They then should write the ending letter on the line below the picture.

Classification (2-4): Have students look at all four pictures or words in each row and then circle the three that belong together.

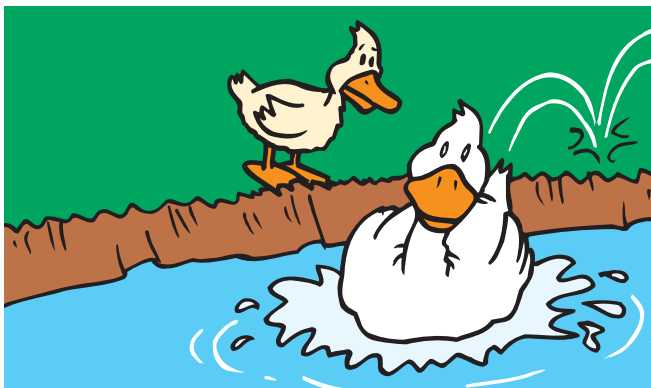
Using the Pictures (5-6): Have students look at the pictures in each box. Then, have them circle the sentence that describes the picture.

Brrr!



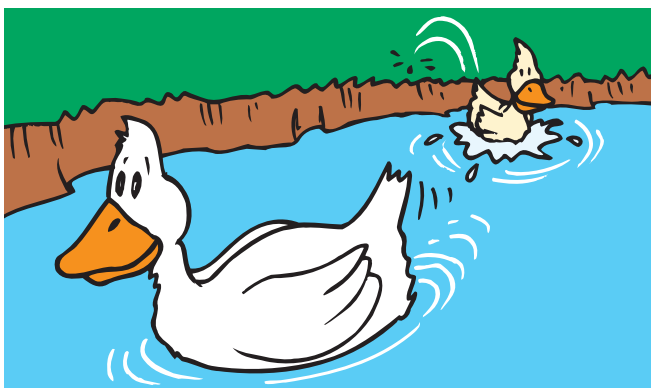
Little Duck dips his foot into the pond. The water is so cold. "Brrr!" says Little Duck.

Have you ever felt cold water like Little Duck?



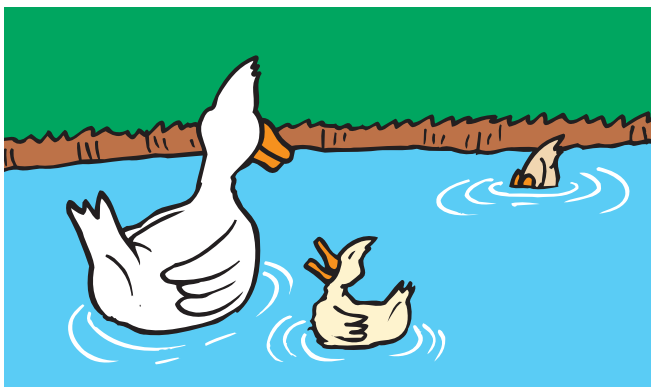
Mama Duck laughs and says, "It is not cold, Little Duck. Plus, you're a duck. Our feathers keep us warm in cold water."

How do people keep warm when it is cold?



Little Duck wades into the water. The water is cold, but nice. Maybe Little Duck will see the fish again.

Why does Little Duck want to see fish again?



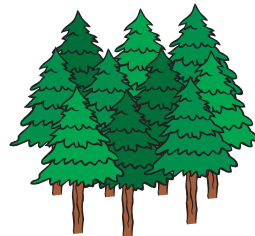
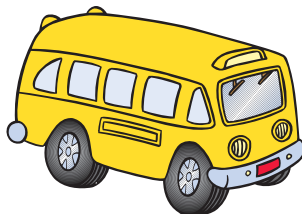
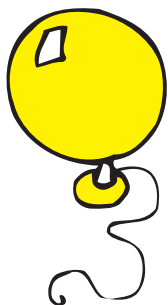
Something strange is in the water. "Mama Duck, what is that?" asks Little Duck.

What do you think is in the water?

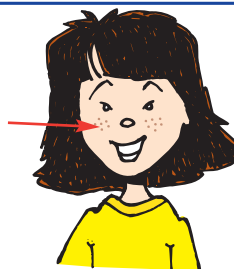
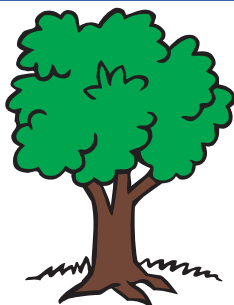
Name _____

More Endings

1.



2.



3. Write a sentence that includes one of the words above in #2.

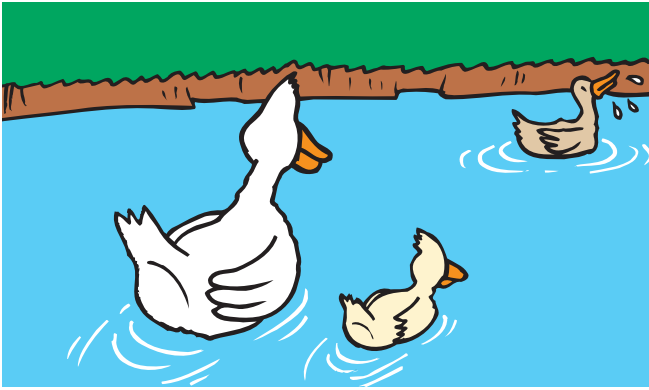
Directions:

Ending Consonants (1): Ask students to say each picture aloud and listen to the ending sound. They then should write the ending letter on the line below the picture.

Blends (2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning blend on the line below the picture.

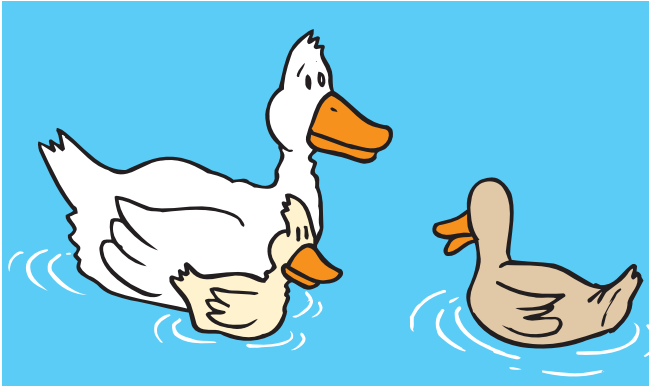
Writing Time (3): See directions in #3.

New Friend



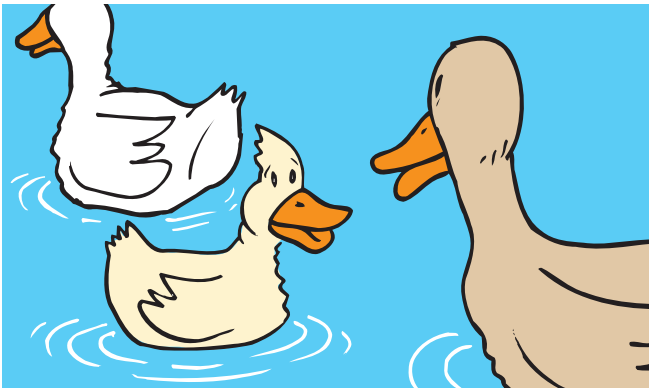
Little Duck and his mom swim closer to the strange thing. A girl duck comes up from the water.

Have you ever felt water like Little Duck?



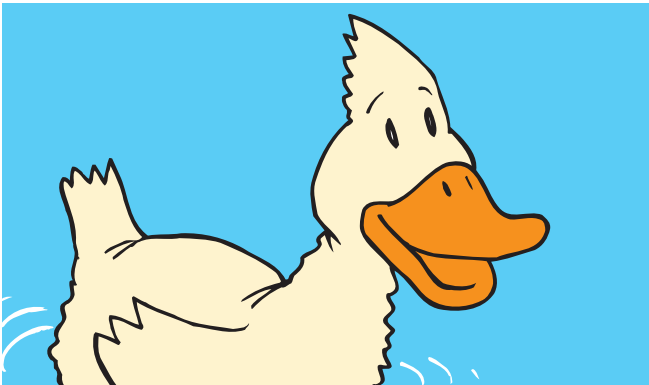
"Wow, that was fun!" says the girl duck. "I love diving in the water."

Do you think she is looking for something? What?



"You don't think it is too cold?" asks Little Duck.

"No," she says. "The water is just right. My name is Matilda. What's yours?"



"My name is Little Duck."

What do you think happens next?

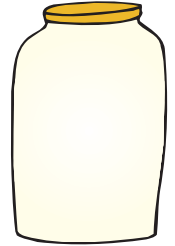
Name _____

Keep on Blending

1.







2.







3.







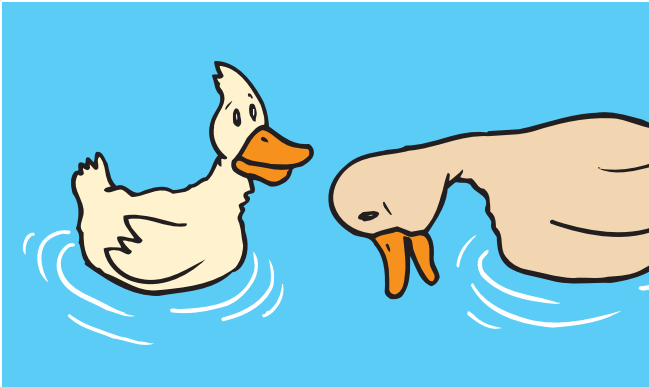
Directions:

Ending Consonants (1): Ask students to say each picture aloud and listen to the ending sound. They then should write the ending letter on the line below the picture.

Blends (2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning blend on the line below the picture.

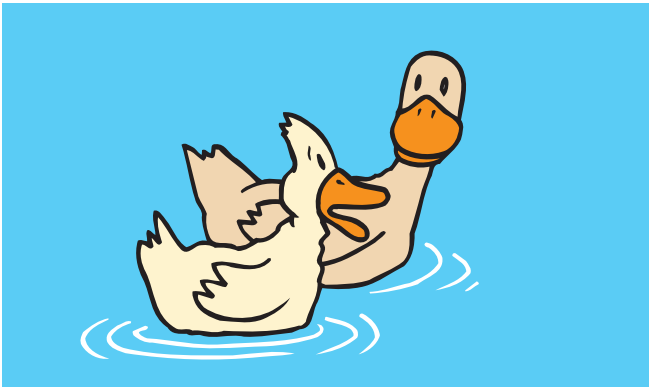
Sequence (3): Have your students look at all three pictures. Ask the students to write **1** below the event that would happen first, **2** below the event that would happen second, and **3** below the event that would happen third.

Snails Away!



"Do you want to dive for snails, Little Duck?" asks Matilda. "They live at the bottom of the pond."

Do you think Little Duck will say yes or no? Why?



"I don't know how to dive," says Little Duck.

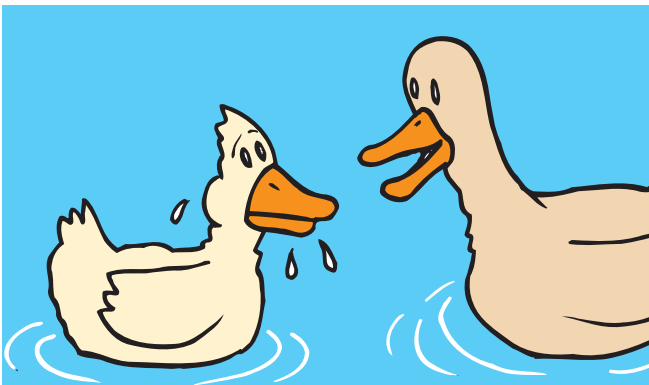
"Sure you do. All ducks know how to dive," says Matilda.

Do you think Little Duck will know how to dive?



"I'll try," says Little Duck and he dives into the water. It is fun underwater. But Little Duck doesn't see any snails.

What other things might Little Duck see underwater?



Little Duck and Matilda come up for air. They didn't catch even one snail. "Well," says Matilda, "there is only one thing to be done."

What do you think Little Duck and Matilda will do next?

Name _____

Is the End in Sight?

1.



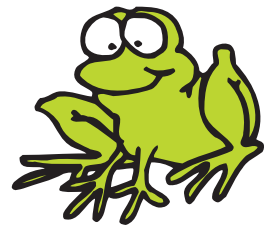




2.







3.

seven

brick

trick

eleven

sneak

leak

treat

beat

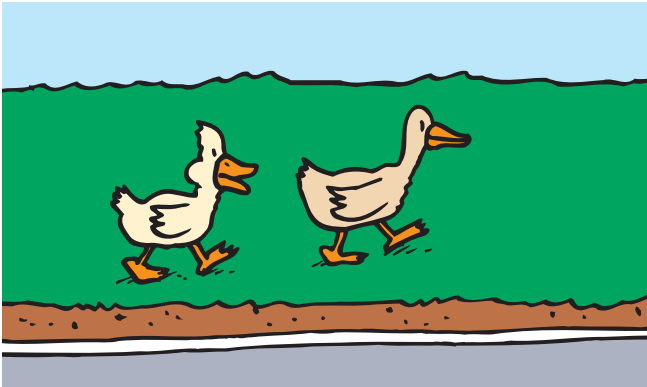
Directions:

Ending Consonants (1): Ask students to say each picture aloud and listen to the ending sound. They then should write the ending letter on the line below the picture.

Blends (2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning blend on the line below the picture.

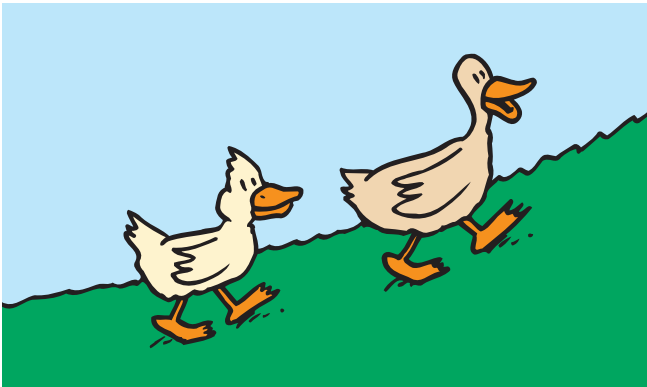
Rhyme Time (3): Have students draw lines connecting the words that rhyme.

Little Duck and Matilda Go to the Farm



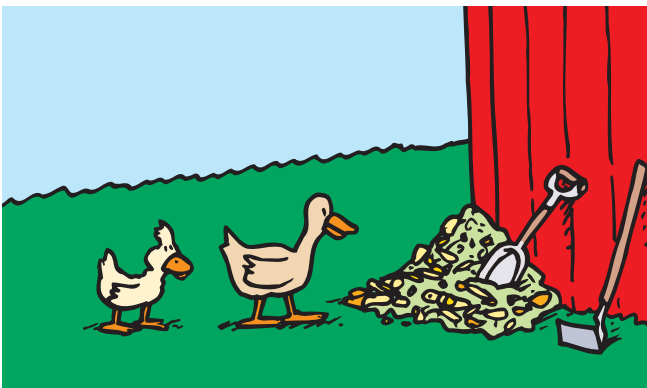
Little Duck and Matilda waddle along the side of the road. "Where are we going?" asks Little Duck.

Where do you think they are going?



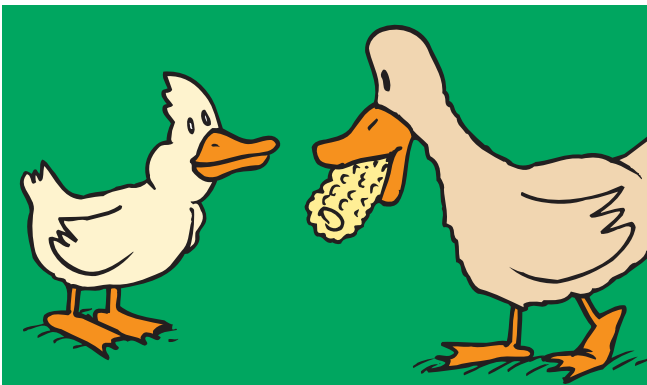
"We are going to the farm on the hill. The farmer throws away old corn. He throws away stale bread. He throws away grass clippings," says Matilda.

Would you want to eat stale bread? Why or why not?



"What do we do now?" asks Little Duck.

"We will take some of this home with us," says Matilda.



"We are going to make some duck soup," says Matilda.

"Does duck soup taste good?" asks Little Duck.

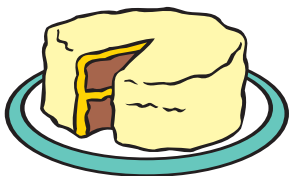
"Duck soup tastes very good. You'll see," says Matilda.

Do you think duck soup will taste good?

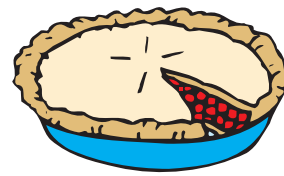
Name _____

Valuable Vowels

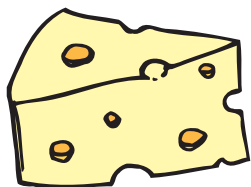
1.

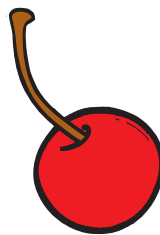






2.







3.



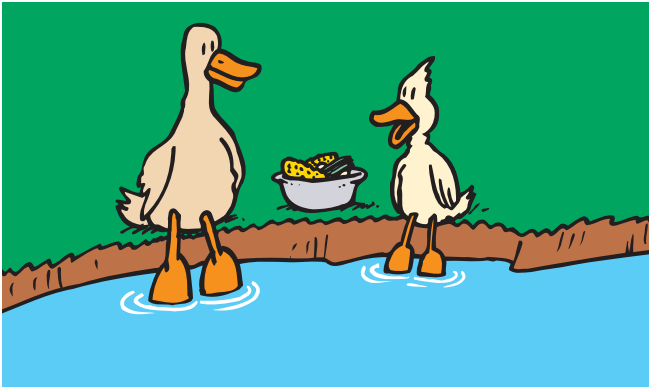
Directions:

Long Vowels (1): Have students name each picture. Then, your students should write the long vowel on the line provided.

Dynamite Digraphs (2): Review the **ch** digraph. Students should name each picture. They should write **ch** below each picture that begins with the **ch** sound.

One or More (3): Have your students look at all four pictures. Ask your student to identify the pictures with only one (singular) object. Your student should write down his or her answers.

Duck Soup



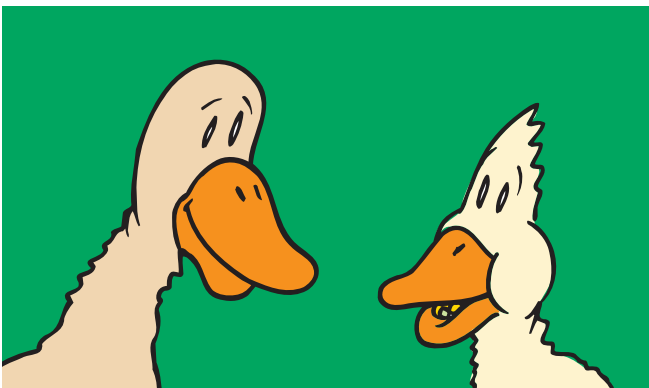
Matilda and Little Duck sit by the edge of the pond. "What is in duck soup?" asks Little Duck.

Would you want to eat duck soup?



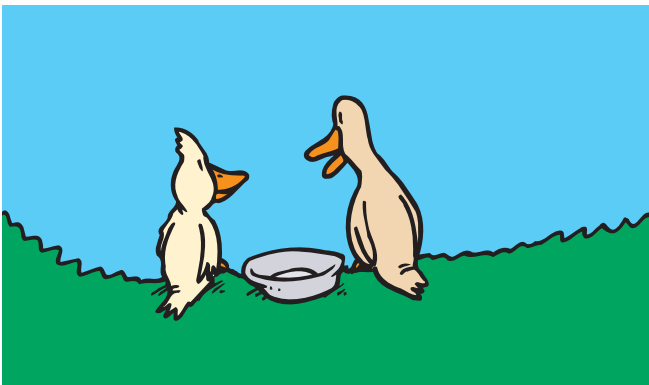
"Close your eyes and take a guess," says Matilda. "Duck soup is the best soup in the whole world."

What do you think Little Duck tastes?



"I taste corn," says Little Duck, "and I taste bread crumbs. And I taste something green."

What do you think Little Duck tastes that is green?



"Good guess, Little Duck," says Matilda. "Duck soup is made of corn, water, bread crumbs, and grass. Yummy for ducks."

Do you think you would like to eat a bowl of duck soup?

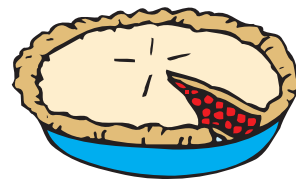
Name _____

Vowels

1.

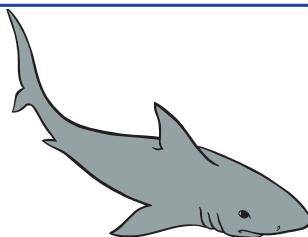






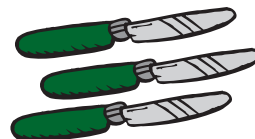
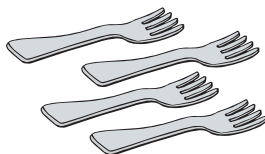
2.







3.



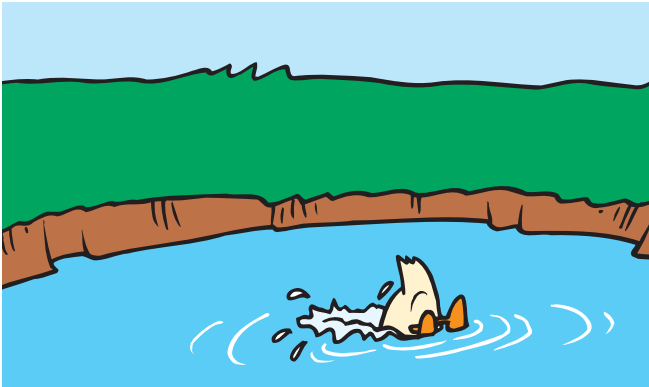
Directions:

Long Vowels (1): Have students name each picture. Then, the students should write the long vowel on the line provided.

Dynamite Digraphs (2): Review the **sh** digraph. Students should name each picture. They should write **sh** below each picture that begins with the **sh** sound.

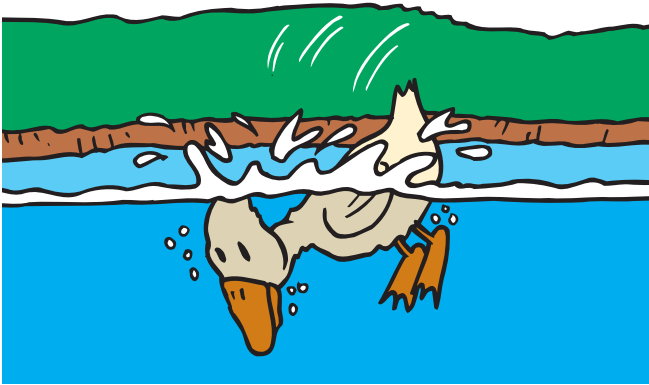
One or More (3): Have your student look at all four pictures. Ask your student to identify the pictures with only one (singular) object. Your student should write down his or her answers.

Little Duck Dives



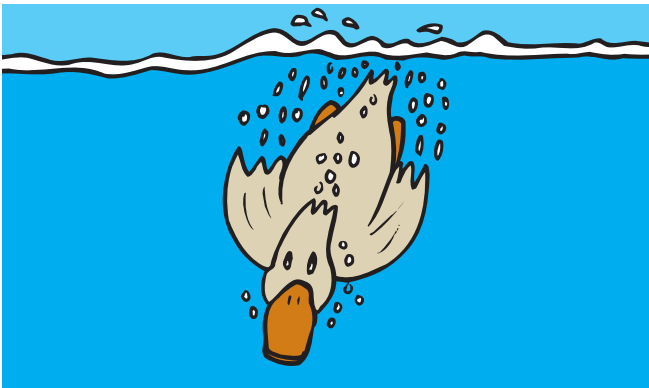
Little Duck swims by himself in the pond. Every day, he tries to dive deeper and deeper in the pond.

What do you like to practice?



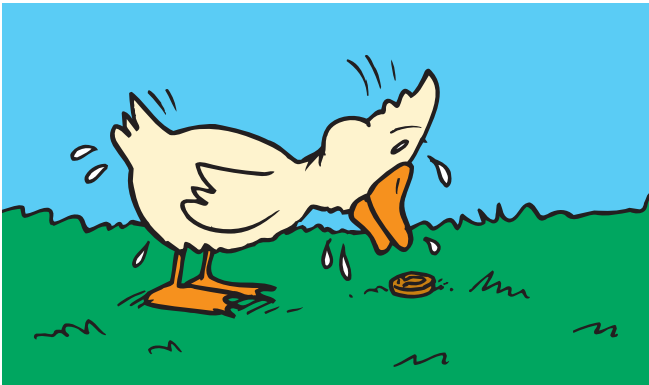
Little Duck wants to find a snail to give to Matilda. One day, he sees something at the bottom of the pond.

What do you think Little Duck sees?



Little Duck swims deeper and deeper to the pond bottom. Something is shiny. It is not a snail.

What do you think is at the bottom?



"What is this?" says Little Duck. He carries a penny in his beak and puts it in the grass.

What do you think Little Duck will do with the penny he found?

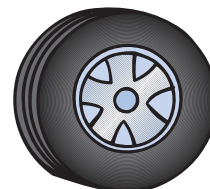
Name _____

Dynamite Digraphs

1.

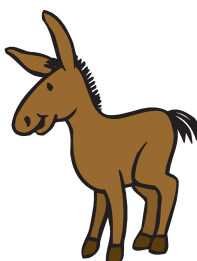






2.







3.

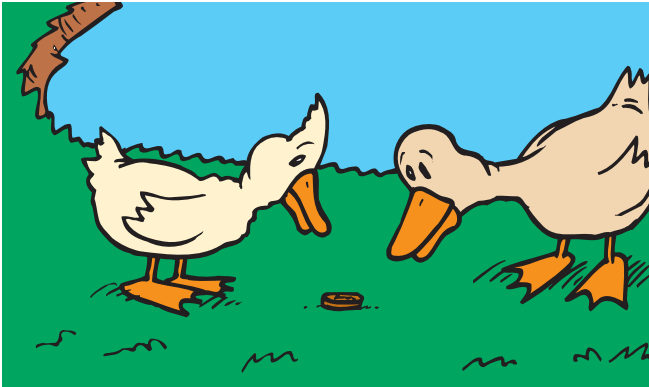
Directions:

Dynamite Digraphs (1): Review the **th** digraph. Students should name each picture. They should write **th** below each picture that begins with the **th** sound.

Long Vowels (2): Have students name each picture. Then, your students should write the long vowel on the line provided.

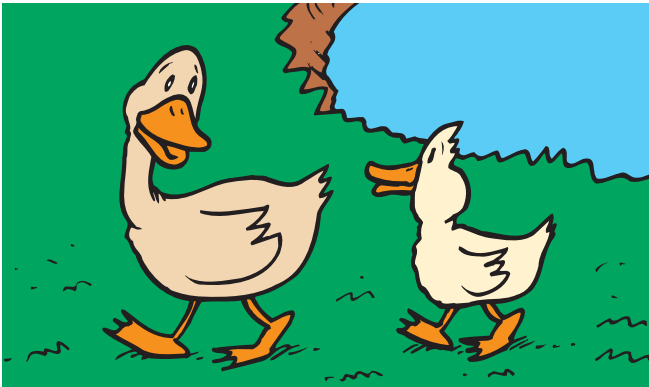
Double Time: Blends and Digraphs (3): Write two words that start with a blend and end with a consonant digraph. Example: French.

What to Do With a Penny



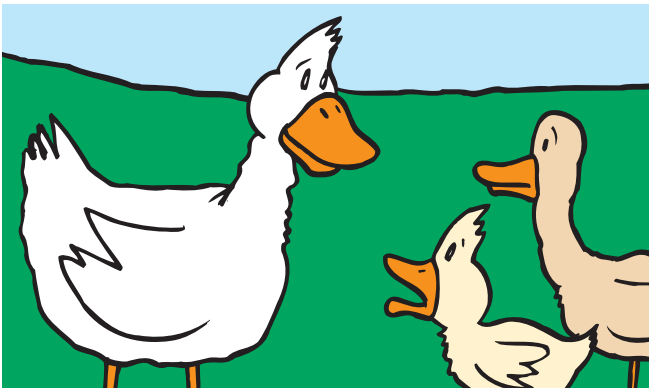
"What should we do with the penny?" asks Little Duck. "Should we add it to the duck soup? Maybe it will taste good with the corn, bread crumbs, and grass?"

What do you think Matilda and Little Duck should do with the penny?



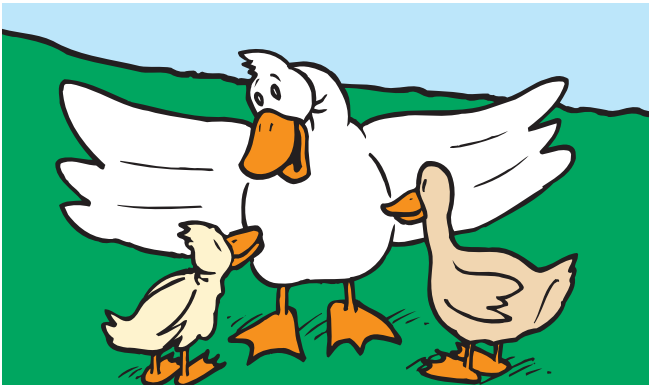
"I don't think you can eat a penny," says Matilda. "Why don't we ask your mom if she knows what to do with it?"

What do you think Mama Duck will say?



Little Duck and Matilda waddle over to Mama Duck. "Mama Duck, what should we do with a penny?" asks Little Duck.

What are some things you would do with a penny?



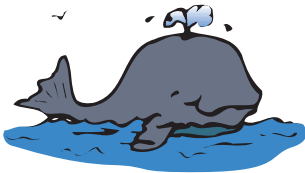
"Well, you should throw the penny back into the pond and make a wish," says Mama Duck.

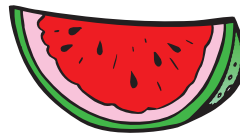
Would you want to throw the penny back and make a wish?

Name _____

Dynamite Digraphs

1.

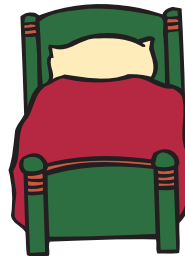






2.







3.

_____The crowd cheers.

_____The batter comes to the plate.

_____The batter strikes out.

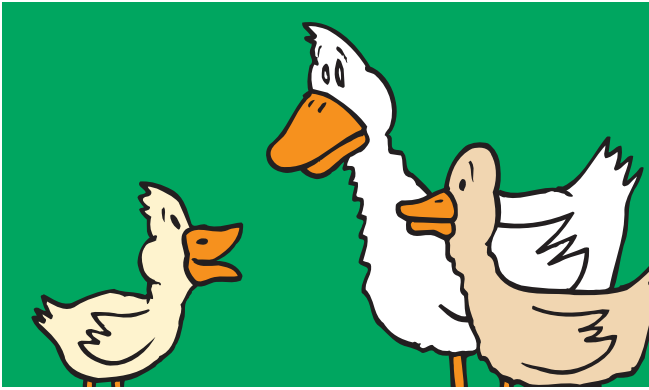
Directions:

Dynamite Digraphs (1): Review the **wh** digraph. Students should name each picture. They should write **wh** below each picture that begins with the **wh** sound.

Vowels (2): Have students name each picture. Then, your students should write the vowel on the line provided.

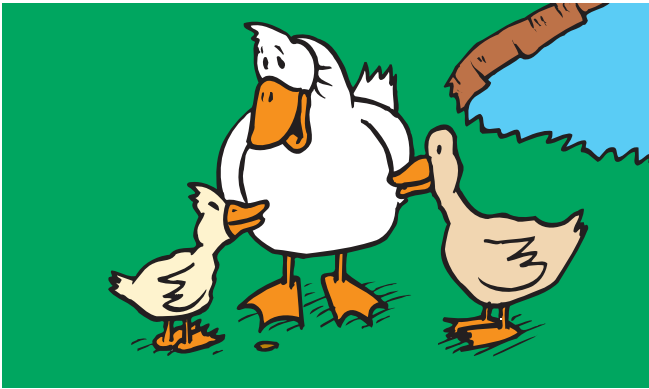
Sequence (3): Have your students read all three sentences. Ask your students to write **1** next to the event that would happen first, **2** next to the event that would happen second, and **3** next to the event that would happen third.

Make a Wish, Little Duck



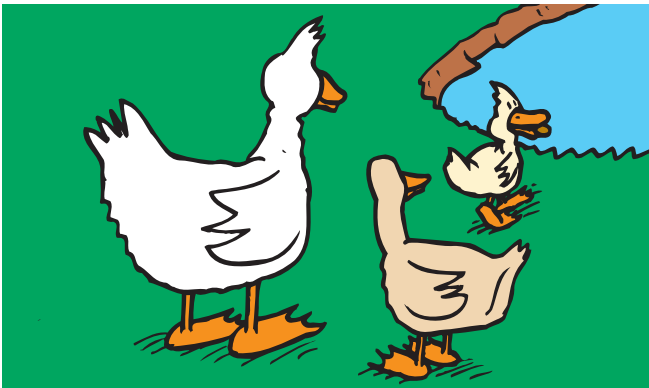
"What should I wish for?" asks Little Duck. "I already have everything I want. I have the best Mama Duck, and I have a best friend."

What would you wish for?



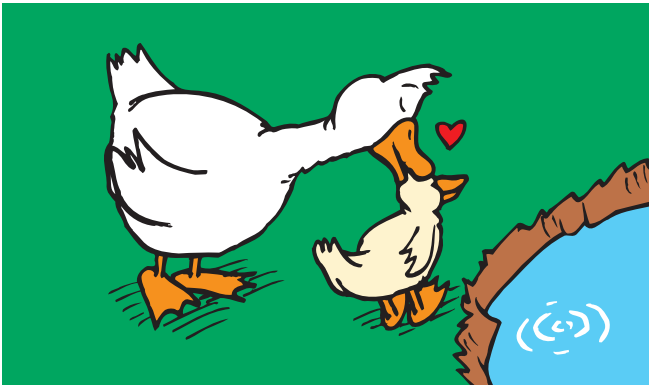
"Well, isn't there anything else you want, Little Duck?" asks Mama Duck.

What could Little Duck wish for?



"I guess I wish I could fly like the big ducks in the sky," says Little Duck. He throws the penny back in the pond.

Do you think Little Duck makes a good wish?



"But Little Duck, your wish has already come true. You can fly!" says Mama Duck and kisses him on the head.

What other animals can fly?

Name _____

Beautiful Beginnings

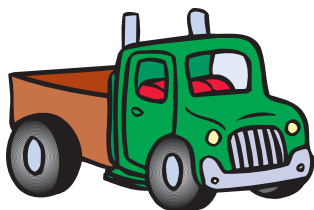
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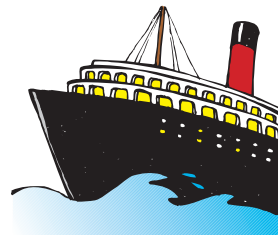
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3.



4.



5.



6.



7.



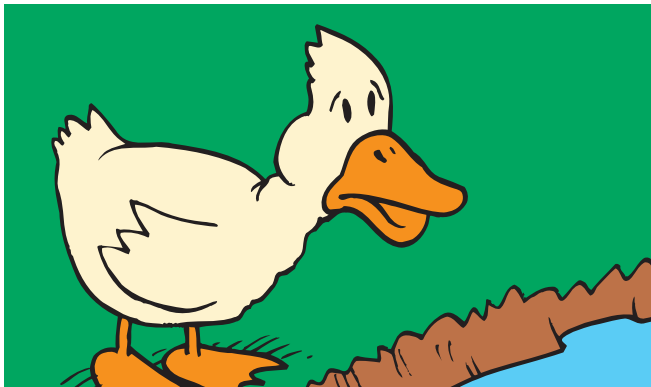
Directions:

Vowels (1): Have students name each picture. Then, your students should write the vowel on the line provided.

Dynamite Digraphs (2-7): Students should name each picture. They should write the digraph or blend used in each word below each picture.

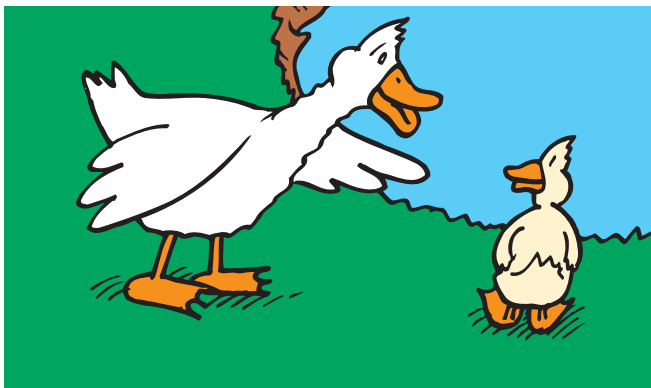
Spectrum Reading *Grade 1*

Little Duck Is Scared



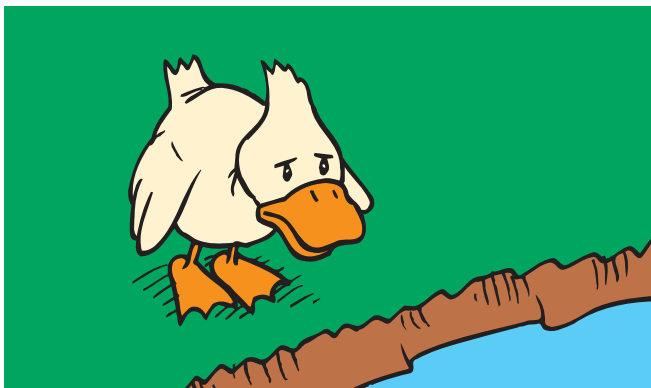
Little Duck stands at the edge of the pond. "I am scared, Mama Duck. What if I fall? I don't think I can fly," says Little Duck.

Will it be bad if Little Duck falls?



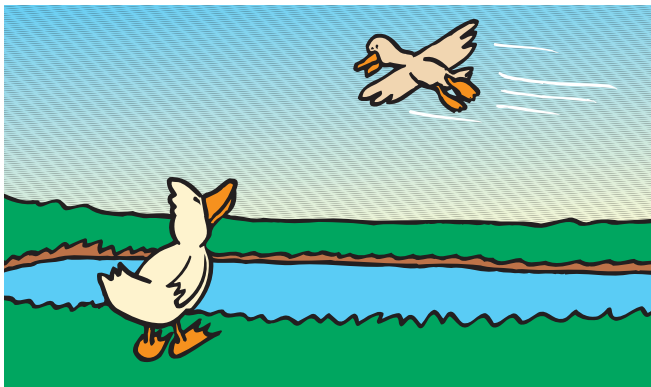
"Little Duck, don't think so much," says Mama Duck. "Just count one, two, three. Then, spread your wings and flap them up and down. Soon, you will be flying."

Do you think Little Duck can fly?



Little Duck counts, "One, two, three." He flaps his wings and stops. "I just can't do this. I am not like the other ducks."

Do you think Little Duck is right?

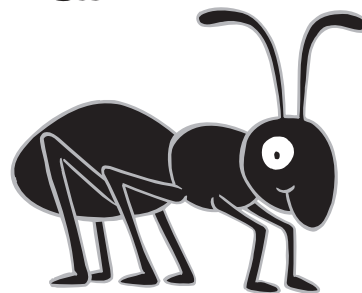


"Come on, Little Duck," says Matilda. "We can try together." Matilda flaps her wings. "One, two, three!" Matilda is flying. Little Duck watches from the ground.

Name _____

Go Short or Go Long: A a

1. ate _____
2. at _____
3. ape _____
4. act _____
5. ant _____
6. age _____
7. rake _____
8. ray _____
9. able _____
10. rat _____
11. rack _____
12. rate _____
13. Andy _____
14. Alex _____
15. Abe _____

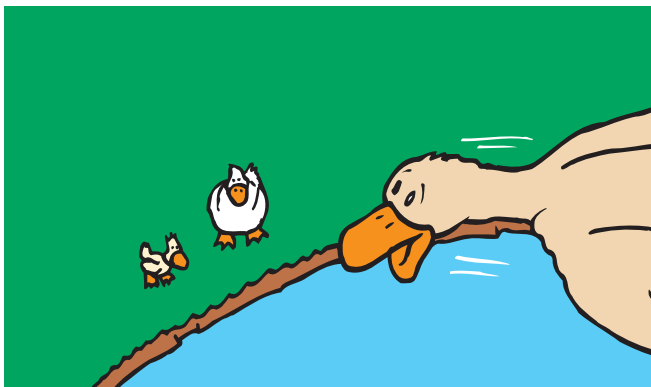


Directions:

Vowels (1-15): Have students say each word aloud. Then, your students should write **short** or **long** next to the word.

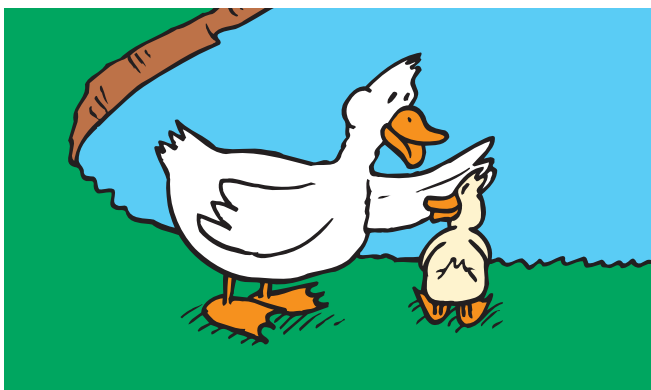
Spectrum Reading *Grade 1*

Little Duck Tries



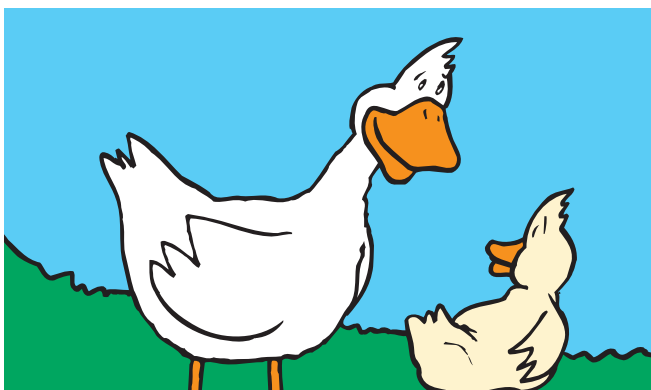
Little Duck looks up at Matilda. She is flying in the sky. "Come on, Little Duck. I know you can do it!" she calls.

Do you think Little Duck can fly?



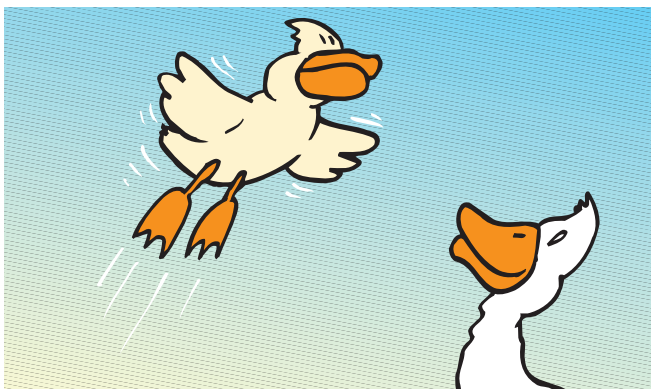
"Just try, Little Duck," says Mama Duck. "Count one, two, three, and flap your wings. I know you can do it, too."

Are you ever afraid to try something new? How do you think Little Duck is feeling?



Little Duck looks at his mom. Next, he looks at Matilda flying in the sky. "Okay. I will try," says Little Duck.

How are Mama Duck and Matilda helping Little Duck?



Little Duck starts to flap his wings. "One," he says and lifts his wings. "Two," he says, and lifts them again. "Threeeeeeee!" Little Duck flies!

How do you think Little Duck feels about himself?

Name _____

Go Short or Go Long: E e

1. pen _____
2. pencil _____
3. plea _____
4. pea _____
5. glee _____
6. green _____
7. tea _____
8. ten _____
9. teen _____
10. hen _____
11. fence _____
12. bee _____
13. be _____
14. bend _____
15. Ben _____

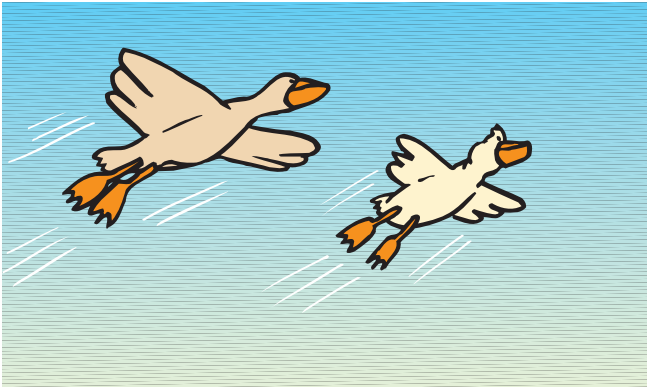


Directions:

Vowels (1-15): Have students say each word aloud. Then, your students should write **short** or **long** next to the word.

Spectrum Reading [Grade 1](#)

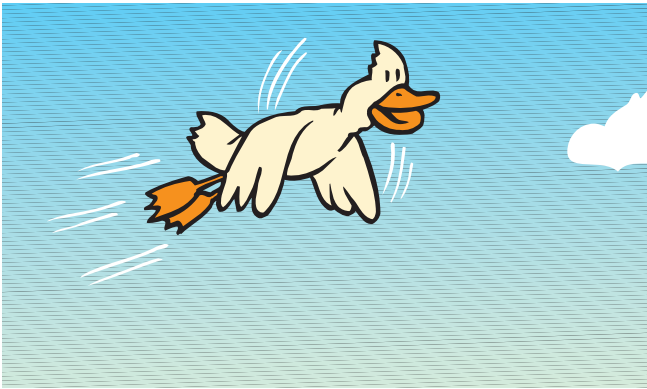
Little Duck and Matilda Fly



Little Duck and Matilda are flying. "Wow! This is fun!" says Little Duck.

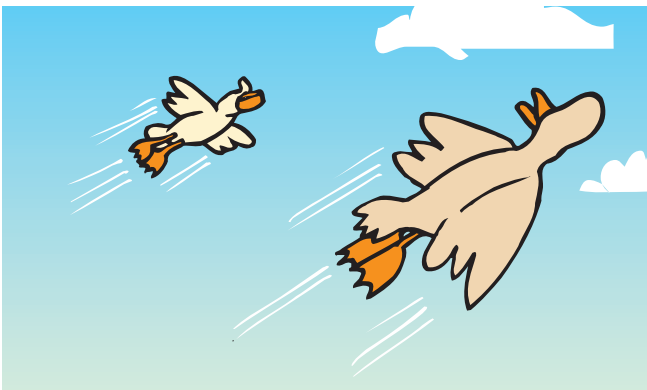
"I knew you would like it," says Matilda.

Do you think flying would be fun?



Little Duck flaps his wings harder. He moves higher in the sky. Next, he glides through the air. Little Duck moves his wings slower. Now, he moves closer to the ground.

Have you ever watched ducks fly?



"Wow! I think I get it! I think I know how to fly," says Little Duck.

"You are doing great!" says Matilda. "Just watch out for clouds."

"Why?" asks Little Duck.

Why should Little Duck watch out for clouds?



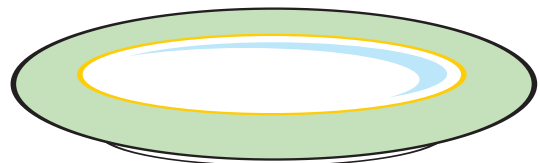
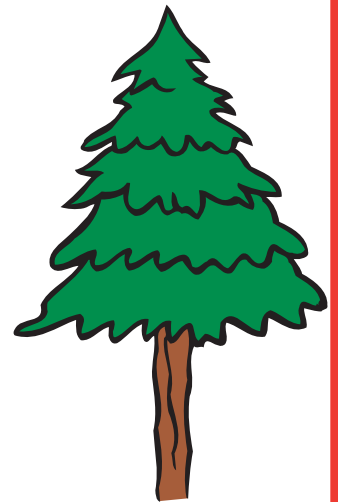
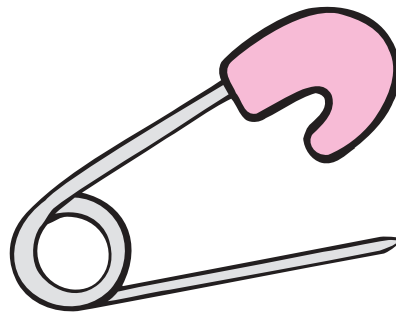
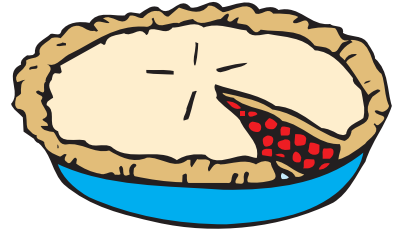
Little Duck turns to look at Matilda. He does not see the cloud ahead. "Little Duck! Watch out!" calls Matilda. Little Duck flies right into a giant cloud.

What do you think will happen next?

Name _____

Go Short or Go Long: I i

1. pie _____
2. pin _____
3. pine _____
4. pink _____
5. pit _____
6. tin _____
7. time _____
8. tiny _____
9. tick _____
10. Tim _____
11. die _____
12. dim _____
13. diet _____
14. dine _____
15. dinner _____



Directions:

Vowels (1-15): Have students say each word aloud. Then, your students should write **short** or **long** next to the word.

Spectrum Reading *Grade 1*

A Cloud



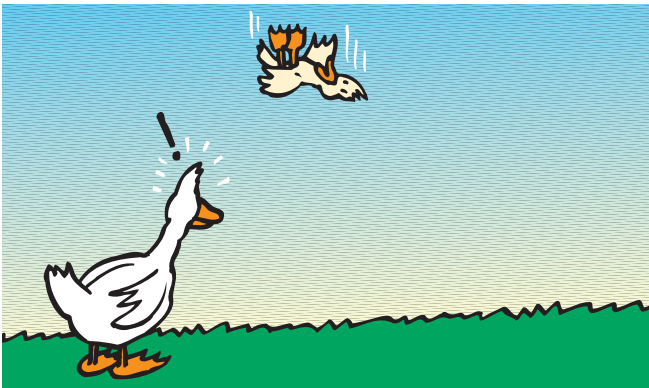
Little Duck flies into a cloud. He can't see anything. Everything is white and hazy. The air gets bumpy, too. "Oh, no!" calls Little Duck.

What is happening?



Little Duck starts to fall. He tumbles around and around. Little Duck is falling out of the cloud. He is falling through the sky. He is falling towards the hard ground.

What should Little Duck do?



"Little Duck, flap your wings! Flap your wings hard," calls Matilda. Little Duck is so dizzy. He keeps falling and falling. Little Duck is close to the ground.

Why is Little Duck so dizzy?



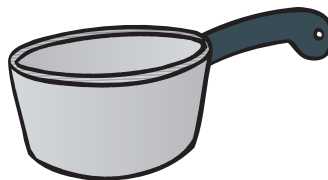
"Little Duck, you must flap your wings!" calls Mama Duck. Little Duck sucks in air. He flaps one wing. He flaps the other. "Flap harder, Little Duck! Flap harder!" Little Duck flaps his wings as fast as he can.

What will happen to Little Duck?

Name _____

Go Short or Go Long: O o

1. pot _____
2. spot _____
3. snow _____
4. not _____
5. oat _____
6. on _____
7. box _____
8. mop _____
9. rope _____
10. Oliver _____
11. show _____
12. shop _____
13. store _____
14. stop _____
15. slope _____

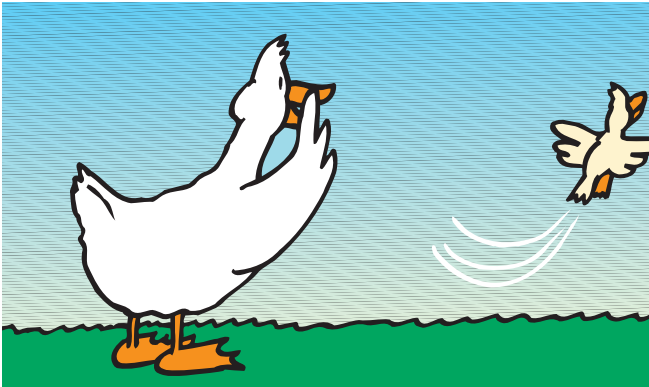


Directions:

Vowels (1-15): Have students say each word aloud. Then, your students should write **short** or **long** next to the word.

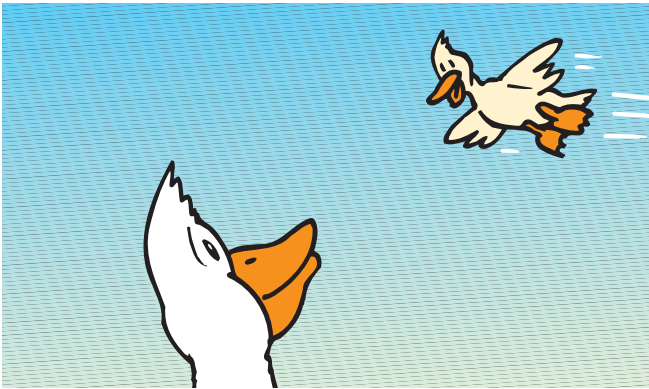
Spectrum Reading *Grade 1*

Little Duck Soars

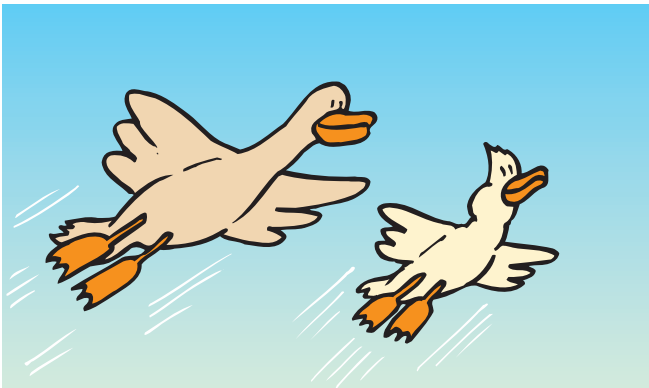


Little Duck flaps his wings as hard as he can. He shoots up in the air again! "Good job, Little Duck! Good job!" calls Mama Duck from the ground.

How do you think Mama Duck feels?



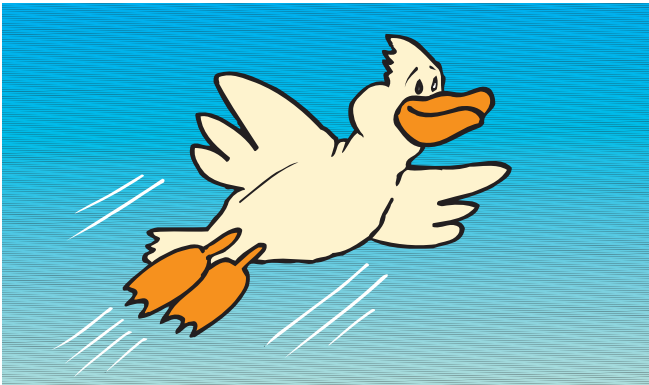
Little Duck flaps his wings. Little Duck shakes his head. He calls to Mama Duck below, "It's okay, Mama Duck! It's okay!"



Matilda flies next to him. "Oh my, Little Duck! You scared me. Are you all right?" she asks.

Little Duck smiles. "Yup. I'll try never to fly into a cloud again. But I can really fly, Matilda! I can do it!"

How is Little Duck feeling?



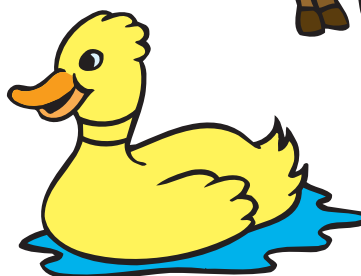
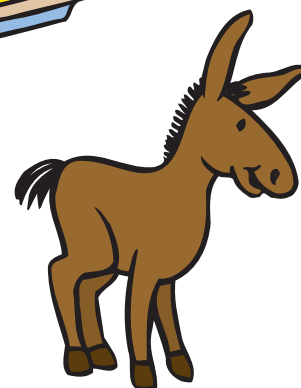
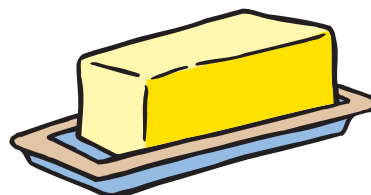
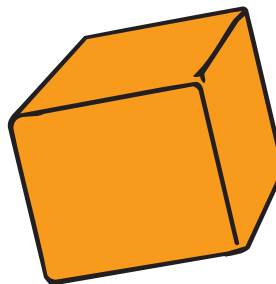
Little Duck is so happy. He flaps his wings hard. He shoots higher and higher in the sky. "Yea!" he shouts. "Honk, Honk!" he calls. Matilda and Mama Duck watch him soar.

What has changed about Little Duck?

Name _____

Go Short or Go Long: U u

1. under _____
2. cube _____
3. umbrella _____
4. cut _____
5. cute _____
6. butter _____
7. yummy _____
8. mule _____
9. club _____
10. duck _____
11. dune _____
12. tuck _____
13. tune _____
14. run _____
15. funny _____



Directions:

Vowels (1-15): Have students say each word aloud. Then, your students should write **short** or **long** next to the word.

Spectrum Reading *Grade 1*

Name _____

Big Time Rhyme

1. funny



2. honey



3. duck



4. stop



5. ton



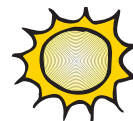
6. snow



7. bear



8. spring



9. fall



10. tell



11. tear



Directions:

Rhyme Time (1-11): Have students draw lines connecting the words to the pictures that rhyme.

Spectrum Reading [Grade 1](#)

Name _____

Classified Information

1. sad glad mad cage

2. five alive nine thirteen

3. boat don't won't did

4. wheat seat beat cat

5. pie pine pin spine

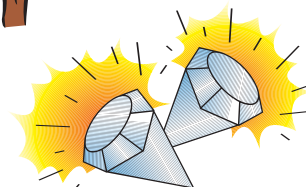
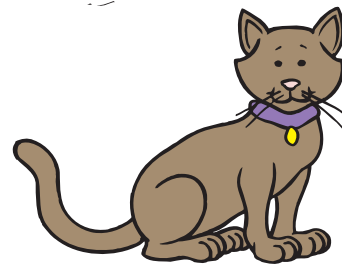
6. jump true cube June

7. oat coat spot moat

8. glee green gem greet

9. hen ten tent teen

10. ray rat rake rate



Directions:

Grouping Together (1-10): Have students read all four words in each line. Have students circle the three words that share the same vowel sound.

Spectrum Reading *Grade 1*

Carolyn Dreams of a Pet

Carolyn looked around her room. There were animals everywhere. She had teddy bears from her grandma. She had stuffed animals from her aunt. She even had posters of kittens and horses on the wall. But what Carolyn wanted was a real pet. She wanted a kitten or a puppy to love and play with.

What do you dream of? Do you have a pet? Would you want one?



Name _____

Reading Skills

1. This story is about

_____ Carolyn wanting a pet.

_____ Carolyn wanting a toy.

_____ how Carolyn is sad.

2. Carolyn has posters on the walls of

_____horses. _____alligators. _____flowers.



Word Play



1. What is a word that rhymes with *kitten*? _____

2. What is the beginning blend in this word? plane _____

3. What letter is missing from this word? g_____rl

Thinking Further and Predicting Outcomes

1. Do you think Carolyn will get a real pet or more teddy bears?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Carolyn Talks to Her Mom

Carolyn's mom was reading a book in the den. "Mom, can I ask you something?" asked Carolyn.

"Sure, Honey," said Mrs. Jones.

"Mom, I know I have teddy bears from Grandma. I even have stuffed animals from Aunt Linda. But I really want a pet I can hold and take care of," said Carolyn.

Carolyn's mom put down her book. "Pets take a lot of work," said Mrs. Jones. "And you don't just take care of a pet for a day, or a week, or even a month. Pets are part of the family for years. Do you think you would have time to take care of a pet? Why don't you really think about it."

Do you have a pet? Do you think pets are hard to take care of?



Name _____

Reading Skills

1. This story is about

_____ Carolyn hearing about how pets are bad.

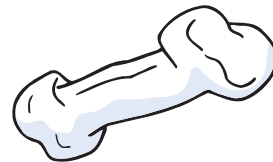
_____ Carolyn hearing about how pets take work.

_____ Carolyn hearing about how dirty pets are.



2. Carolyn's aunt's name is _____ Lucinda. _____ Lucy. _____ Linda.

Word Play



1. What is a word that rhymes with *money*? _____

2. What is the beginning blend in this word? proud _____

3. What letter is missing from this word? A_____nt Linda

Thinking Further and Predicting Outcomes

1. Do you think Carolyn would take good care of a pet?

2. Do you think Carolyn's mother will help her buy a pet?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

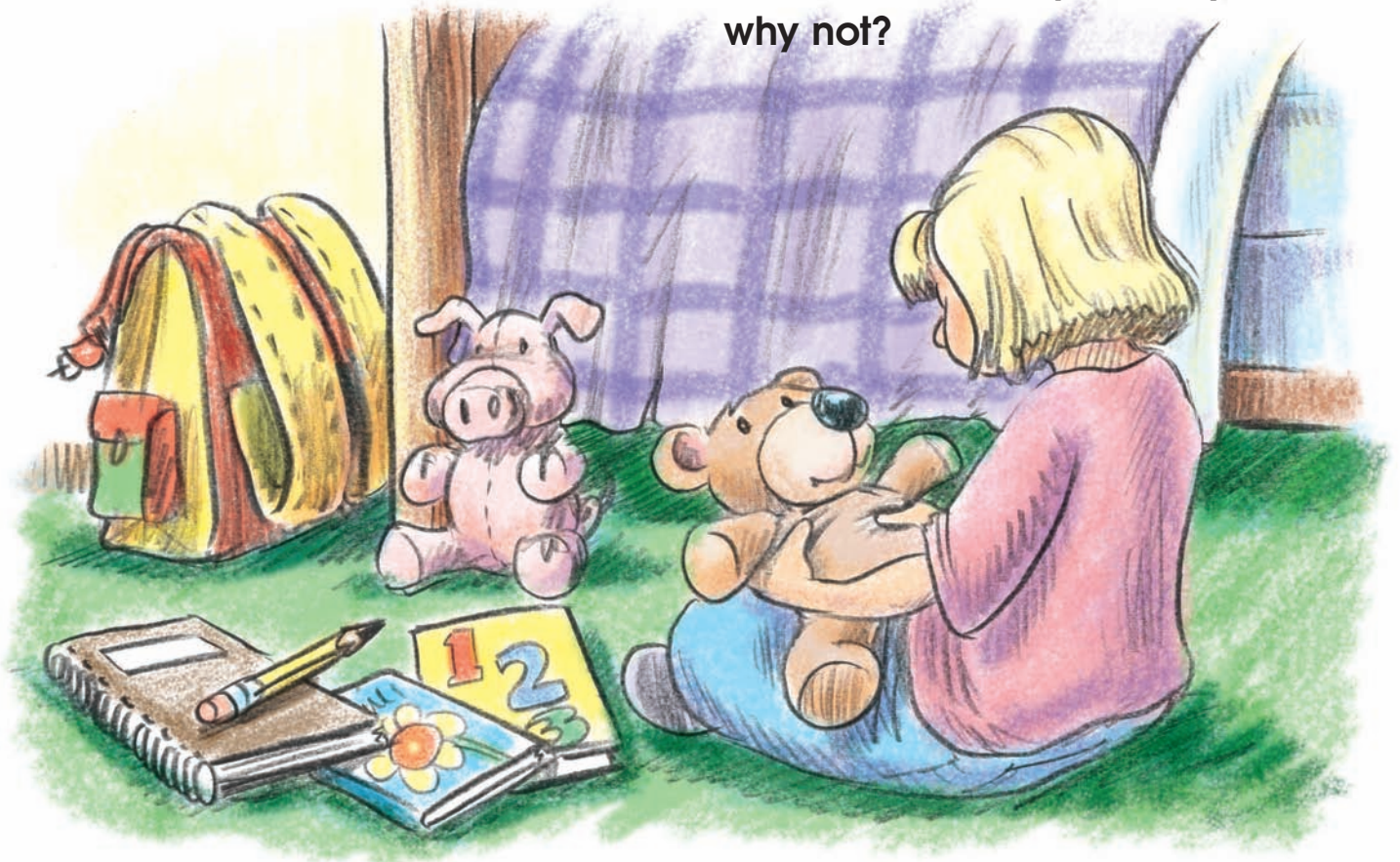
Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Time for a Pet

Carolyn went back to her room. She had just started school. Her new teacher gave her lots of homework. She had books to read and stories to write. Her class was even going to put on a school play.

Maybe she didn't have time to take care of a pet after all. Carolyn held her teddy bear tight. "What do you think I should do, teddy bear?" she asked. But the teddy bear didn't say anything at all because he wasn't real.

Do you think Carolyn has time to take care of a pet? Why or why not?



Name _____

Reading Skills

1. In this story,

_____ Carolyn thinks that she will have lots of time to care for a pet.

_____ Carolyn thinks she might not have enough time for a pet.

_____ Carolyn decides she doesn't want a pet.



2. Carolyn talks to her _____ Aunt. _____ teddy bear. _____ her posters.

Word Play

1. What is a word that rhymes with *bear*? _____

2. What is the beginning blend in this word? trade _____

3. What letter is missing from this word? Teddy b _____ ar



Thinking Further and Predicting Outcomes

1. Do you think Carolyn can handle both a pet and school work?

2. Do you think if Carolyn gets a pet she will take good care of it?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Knock, Knock

"Knock, knock," said Carolyn's dad. He stood in the doorway. "Hi, Carolyn. Mom said you wanted pet. What kind of pet did you want?"

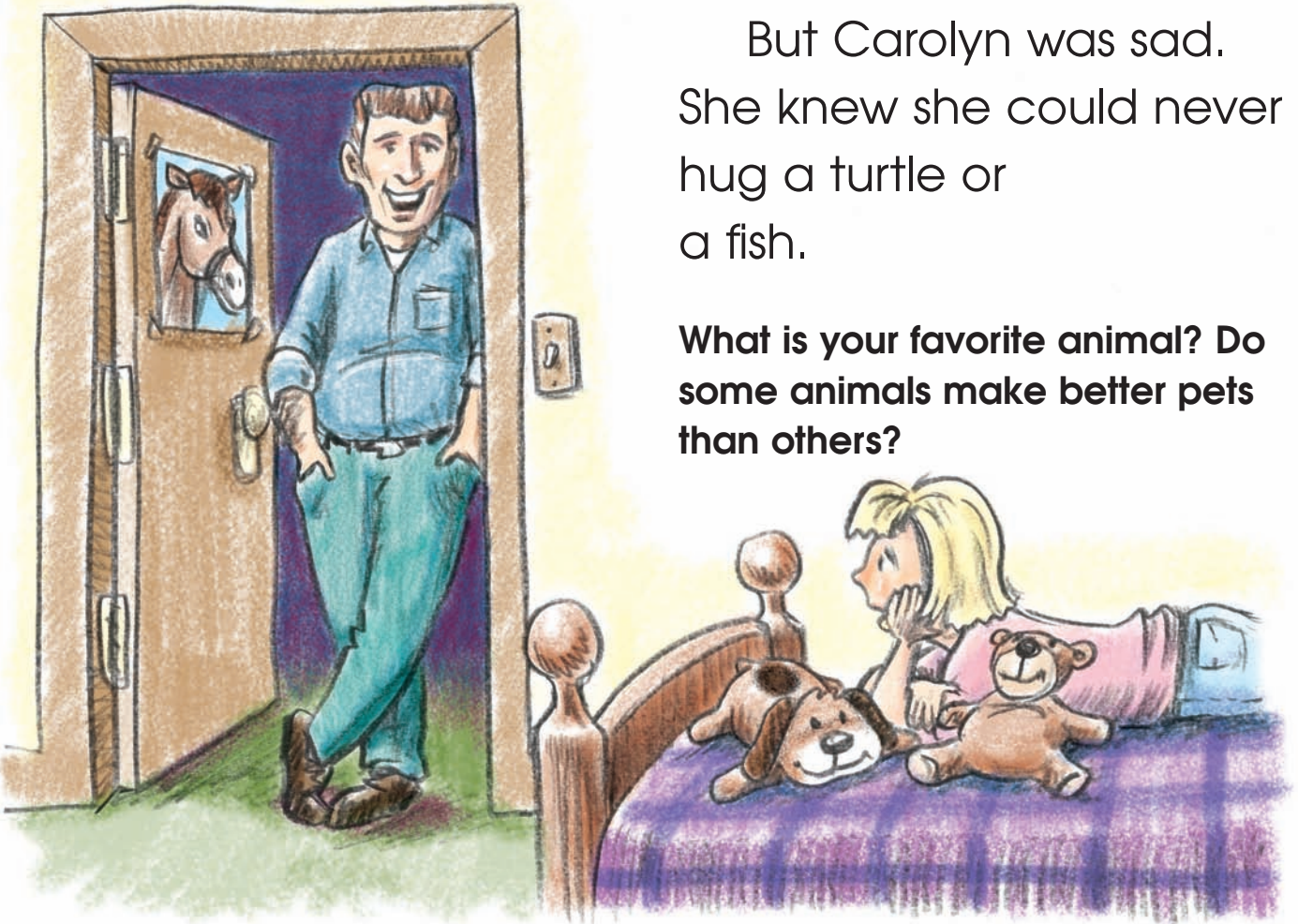
"Hi, Dad. I want a pet that is soft like a kitten or a puppy," said Carolyn.

"Well, pets like dogs and cats are a lot of work," said Mr. Jones.

"How about a pet turtle or a fish tank with lots of pretty fish? We could get a blue fish or maybe even an orange-and-white clown fish. What do you say?"

But Carolyn was sad. She knew she could never hug a turtle or a fish.

What is your favorite animal? Do some animals make better pets than others?



Name _____

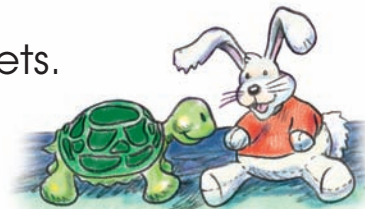
Reading Skills

1. In this story,

_____ Carolyn's dad tells her she can't have a pet.

_____ Carolyn's dad talks about other types of pets.

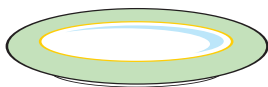
_____ Carolyn's dad says he will buy her a dog.



2. Carolyn's dad mentions a possible pet. It is a

_____ turtle. _____ bunny. _____ pony.

Word Play



1. What are two words that rhyme with *fish*? _____

2. What is the beginning blend in this word? from _____

3. What letter is missing from this word? clo_____n fish

Thinking Further and Predicting Outcomes

1. Do you think Carolyn would enjoy a pet turtle?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

I Promise

Carolyn sat down for breakfast with her mom and dad. She filled her bowl with cereal. "Mom and Dad," said Carolyn, "I know I can take care of a pet. I will help feed it every morning. I will fill its bowl with water. I promise, I will always take care of it. We can name our pet 'Promise.'"

Carolyn's mom and dad looked at each other. Carolyn's mom said, "Wow, you make a good case for a pet. Dad and I will have a long talk. We will tell you our answer tomorrow."

What do you think Carolyn's parents will say? Explain your answer.



Name _____

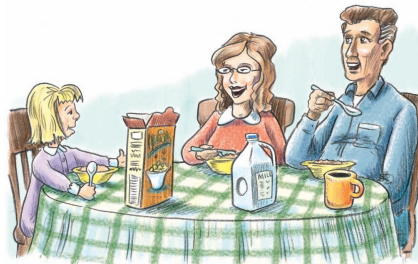
Reading Skills

1. In this story,

_____ Carolyn explains how she would take care of her new pet.

_____ Carolyn says she is sad.

_____ Carolyn talks about her friends at school.



2. The pet will be named _____ Prince. _____ Promise. _____ Misty.

Word Play

1. What is the short vowel sound in *help*? _____

2. What is the ending consonant in this word?
father _____

3. What letter is missing from this word? Promi_____e



Thinking Further and Predicting Outcomes

1. Do you think Carolyn has explained herself well?

2. Do you think her parents like Carolyn's plan?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Yes or No?

All night, Carolyn tossed in her bed. She knew she could take care of a pet. She hoped her parents would say yes. She would give her pet fresh water. She would brush its fur. And she would always love it.

Carolyn's last name was Jones. So her new pet would be named "Promise Jones." She liked the name already.

Carolyn ran down the stairs at 7:00 in the morning. "Wow, you are up early!" said Carolyn's mom.

"Can we get Promise?" asked Carolyn.

"Let's call your dad in the kitchen and see," said Carolyn's mom.

Why do you think Carolyn tossed in her bed all night? Why did she get up so early?



Name _____

Reading Skills

1. This story is about

_____ Carolyn waking up early to find out if she will get a pet.

_____ Carolyn waking up early to go to school.

_____ Carolyn sleeping because she is so tired.



2. Carolyn's last name is _____ Jones. _____ Promise. _____ Linda.

Word Play

1. Which is the correct word for this sentence?

You _____ have a pet.
can't kant cent



2. What is the long vowel in this word? snow _____

3. What letter is missing from this word? Carolyn J _____ nes

Thinking Further and Predicting Outcomes

1. What will the decision be?

2. Why do people love pets?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

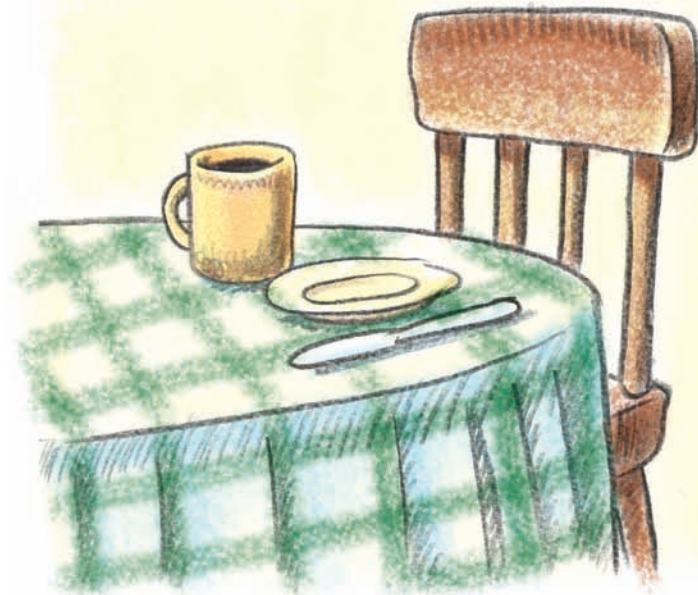
A Real Pet

Carolyn's dad walked into the kitchen. He had a big smile on his face. Carolyn was jumping in her seat. Her dad smiled like that when he said something good.

"Carolyn, your mom and I have talked all night about a pet," said her dad. "Now, if you promise to take good care of a pet, we will get one."

Carolyn ran to her dad and hugged him. Carolyn's mom joined the hug. The Jones family would soon have a real pet.

Why do you think Carolyn's parents said yes? Do you think Carolyn will keep her promise?



Name _____

Reading Skills

1. This story is about

_____ Carolyn finding out that she will get a pet.

_____ Carolyn finding out that she will not get a pet.

_____ Carolyn finding out she's late for school.



2. Carolyn hugged her _____ mother. _____ father. _____ parents.

Word Play

1. What's a word that rhymes with *dog*? _____

2. What is the beginning sound (digraph) in this word?
child _____

3. Which letters are missing from this sentence?

Carolyn will have a pet for _____ self.
her it him



Thinking Further and Predicting Outcomes

1. Where will the Jones family get their pet?

2. Do you think Carolyn's parents made the right decision?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Today a Pet

"Carolyn, after school we will go to the pound. There, we will look for a pet that needs a home," said Mrs. Jones.

Carolyn was so excited in school. "I'm going to get a pet today!" Carolyn told her friends.

"What kind of pet are you going to get?" asked her friend Freddy. "Will you get an alligator?"

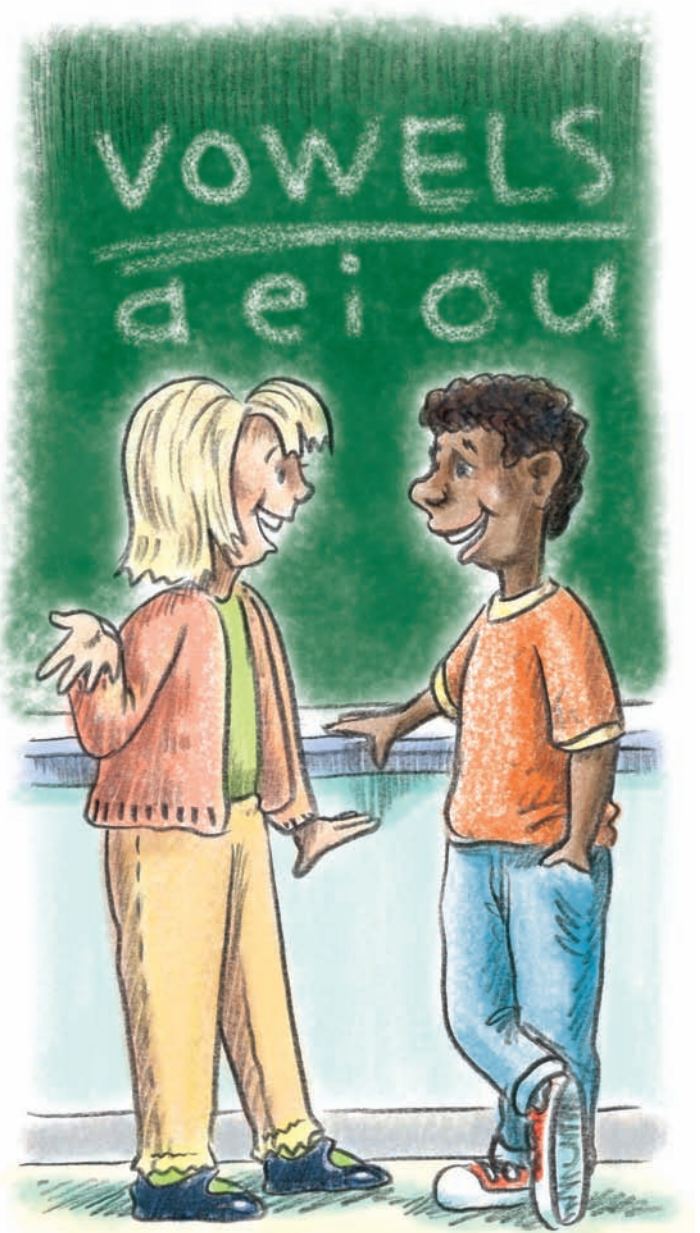
"Nope," said Carolyn.

"Will you get a goldfish?" asked Freddy.

"Nope," said Carolyn.

"I hope to get a kitten or a puppy," said Carolyn.

Would an alligator make a good pet? Would a goldfish make a good pet? Why or why not?



Name _____

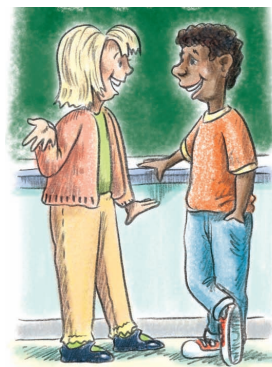
Reading Skills

1. This story is about

_____ Carolyn telling her friends about getting a pet.

_____ Carolyn telling her friends about her school project.

_____ Carolyn's visit to the pound.



2. What was the name of Carolyn's friend who asked about her new pet? His name is _____ Freddy. _____ Eddie. _____ Betty.

Word Play



1. What is a word that rhymes with *pound*? _____

2. What is the beginning sound (digraph) in this word? think _____

3. Which word is missing from this sentence?

Carolyn will go to the pound _____ her mom.
with near by

Thinking Further and Predicting Outcomes

1. Do you think Carolyn will show her pet to her classmates?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

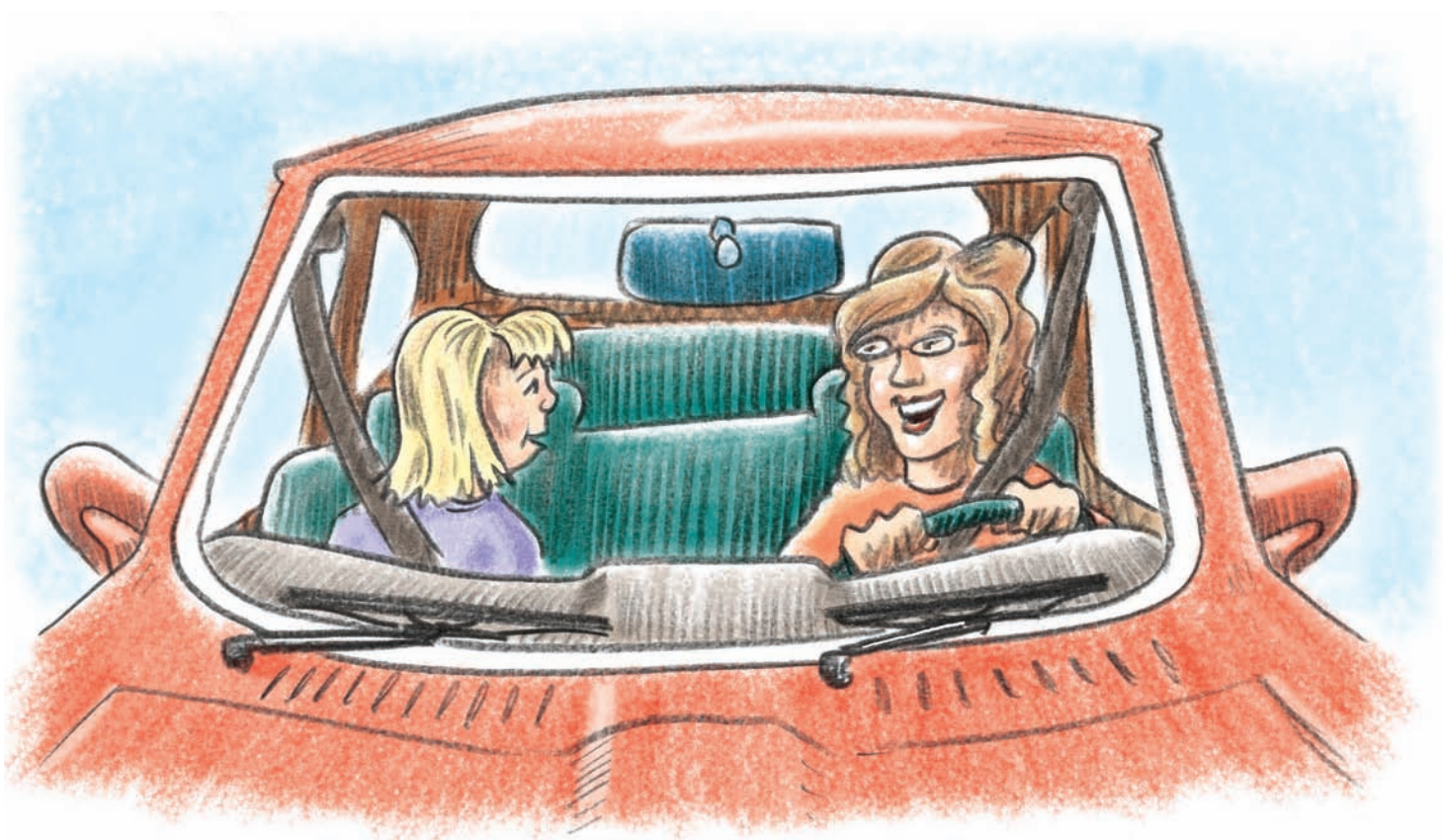
Two Good Things

"Mom, why are we going to the pound? Shouldn't we go to the pet store?" said Carolyn.

"The pound is an animal shelter. It is a place where lost or unwanted animals are brought," said Mrs. Jones. "These animals really need homes. If we can

find an animal here, two good things happen. We get a family pet and an animal gets a home. The pound has all types of animals. We will see cats, dogs, and even some rabbits."

What would you do if you found a lost animal? Who would you tell?



Name _____

Reading Skills

1. This story is about

_____ Carolyn learning about the pound.

_____ Carolyn wanting to go to the pet store.

_____ Carolyn changing her mind about getting a pet.



2. Mrs. Jones and Carolyn will go to the

_____ pound. _____ pet store. _____ zoo.

Word Play

1. What is the plural of *store*? _____

2. What is the beginning sound (digraph) in this word?
which _____

3. Which word is missing from this sentence?

Carolyn _____ be upset today.
won't don't she'll



Thinking Further and Predicting Outcomes

1. Do you think it's a good idea to go to the pound for a pet?

2. What will Carolyn do when she chooses her pet?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

The Pound

Carolyn and her mom walked into a large room filled with rows of cages. Behind the bars were animals of all shapes and sizes. There were fat dogs, skinny dogs like hot dogs, furry dogs, and cages of cats. Carolyn reached her hand through the

bars. She petted a sleeping kitten. Its tummy was moving up and down. Next, a fat cat licked Carolyn's hand. Its tongue felt scratchy on her hand.

What animal do you think Carolyn will pick? Why?



Name _____

Reading Skills

1. This story is about

_____ Carolyn seeing all sorts of animals at the pound.

_____ Carolyn feeling scared.

_____ Carolyn playing with a lizard.

2. Carolyn plays with a kitten that is

_____ eating. _____ sleeping. _____ drinking.



Word Play



1. What do the words *fat*, *skinny*, *thin*, and *large* have in common?

2. What is the beginning sound (digraph) in this word? throw _____

3. What letters are missing from this sentence?

Carolyn plays with a ki_____en.

Thinking Further and Predicting Outcomes

1. Will Carolyn choose a pet after all?

2. Will Carolyn get more than one pet?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Carolyn Is Sad

"Mom, who feeds all these animals?"

"The workers here feed them, but there are not enough people to brush them, or even love them."

"Mom, this makes me sad," said Carolyn.

"I know Carolyn, but we can only take one pet. And saving one animal is a good thing," said Mrs. Jones.

"Yes," said Carolyn, and she kept looking at all the cages.

**Why does Carolyn feel sad?
What does Mrs. Jones say that makes Carolyn feel better?**



Name _____

Reading Skills

1. This story is about

_____ Carolyn realizing that taking care of only one pet is still a good thing.

_____ Carolyn realizing that she should take five pets.

_____ Carolyn leaving the pound with no pets.



2. The pets are living in _____ cages. _____ houses. _____ boxes.

Word Play

1. What is the long vowel sound in *Jones*? _____

2. What is the ending consonant in this word? cages _____

3. What letter is missing from this word? po_____nd

Thinking Further and Predicting Outcomes

1. Do you think Carolyn will feel better about taking only one pet?

2. Do you think Carolyn is a caring person?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Promise Jones

Carolyn did not know what to do. So many animals needed a home and she could take only one. Carolyn went back to the sleeping kitten. It looked like a baby cloud. It was a tiny ball of soft fur. She reached her hand in the cage and petted it slowly. "I think I will take you," she said. "Your name will be Promise Jones." Just then, the kitten looked up at Carolyn.

Why do you think Carolyn chooses the kitten? What animal would you have picked? Do you think Carolyn picked a good name for her new pet? Why or why not?



Name _____

Reading Skills

1. This story is about

_____ Carolyn choosing a kitten.

_____ Carolyn choosing a puppy.

_____ Carolyn choosing two puppies.

2. What color is the kitten that Carolyn chose?

_____ white. _____ black. _____ brown.



Word Play

1. What is the first short vowel sound in *kitten*? _____

2. What is *dad* spelled backwards? _____

3. Carolyn _____ a kitten.
choose chose choiced



Thinking Further and Predicting Outcomes

1. Do you think Carolyn will always take good care of her kitten?

2. Do you think Carolyn will be happy with her new pet?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

A New Kitten

"Mom, I think this is our new pet," said Carolyn.

Carolyn's mom bent down and looked into the kitten's cage.

"Yes, a beautiful little kitten. I think she will like being part of our family. Let's tell the man at the desk that we have found our new pet," said Mrs. Jones.

The man behind the desk said, "New kittens need shots before they can go home with you. You can pick up your boy kitten tomorrow. He will need cat food, water, and a soft place to sleep."

**Why do pets need shots?
What else might a new kitten
like to have?**



Name _____

Reading Skills

1. In this story,

_____ Carolyn realizes she cannot have her kitten until tomorrow.

_____ Carolyn learns that the kitten belongs to someone.

_____ Carolyn learns that the kitten is 3 years old.



2. The kitten is a _____ boy. _____ girl.

Word Play

1. What is the short vowel sound in *shot*? _____

2. What is the ending consonant in this word? *shot* _____

3. What letter is missing from this word? *cat fo* _____ *d*

Thinking Further and Predicting Outcomes

1. Do you think Carolyn will be upset she can't have the kitten right away?

2. Do you think Carolyn will be nervous for the kitten because he needs a shot?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

A Gift

Carolyn's dad was waiting at the front door of the house. He had a gift in his hand. Carolyn ran to her dad. "Dad, our new kitten comes tomorrow! He is so soft! He looks just like a cotton ball or a cloud," said Carolyn.

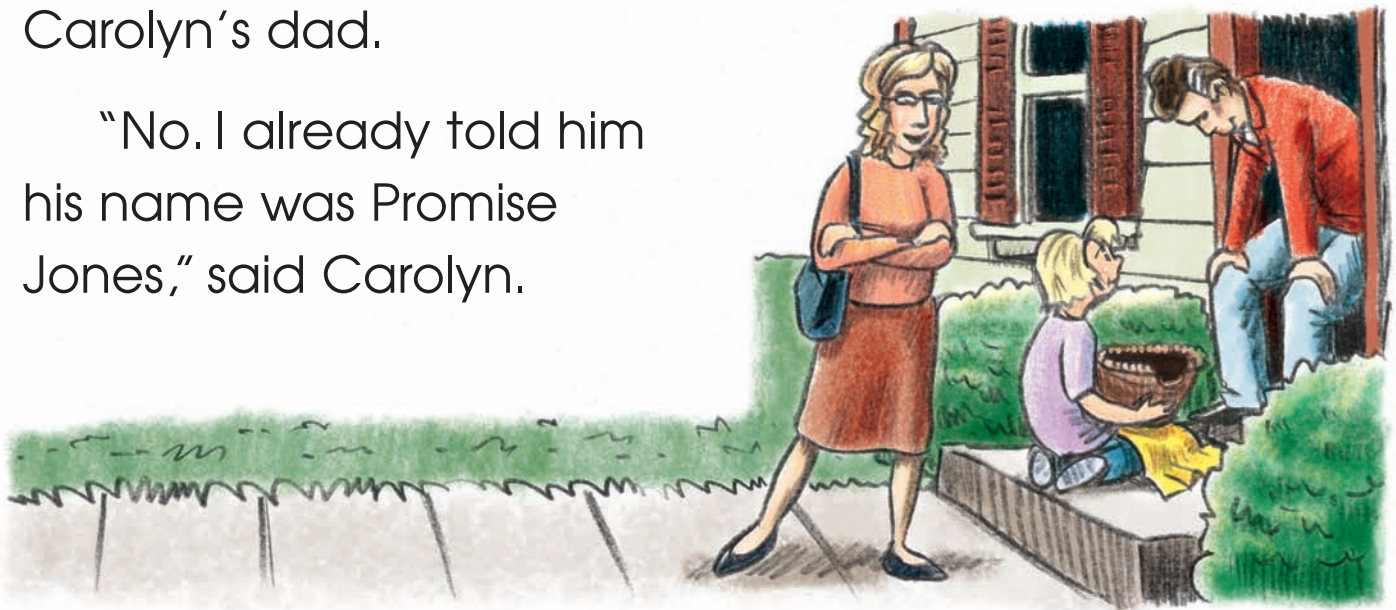
"Should we still call him Promise? If he is so soft, maybe we should call him Cloudy or Mr. Cotton," said Carolyn's dad.

"No. I already told him his name was Promise Jones," said Carolyn.

"Well, I bought food, litter, a litter box, and a gift for Promise Jones," said Carolyn's dad.

Carolyn unwrapped the gift. It was a soft cat bed shaped in a circle. A kitten would feel safe and warm inside it. Carolyn hugged her dad. "Promise Jones will love his new bed," she said.

What is the most important thing a new pet would need?



Name _____

Reading Skills

1. This story is about

_____ Carolyn getting a gift from her dad.

_____ Carolyn learning to study.

_____ Carolyn playing with Promise.



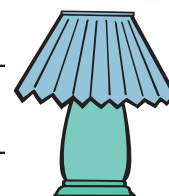
2. The new kitten is like a _____ cotton ball. _____ paper. _____ snow.

Word Play

1. What word rhymes with *white*? _____

2. What is the ending consonant in this word? cotton _____

3. What letter is missing from this word? cott_____n



Thinking Further and Predicting Outcomes

1. Do you think Carolyn makes the right decision about keeping Promise's name the same?

2. Do you like soft things? Why?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

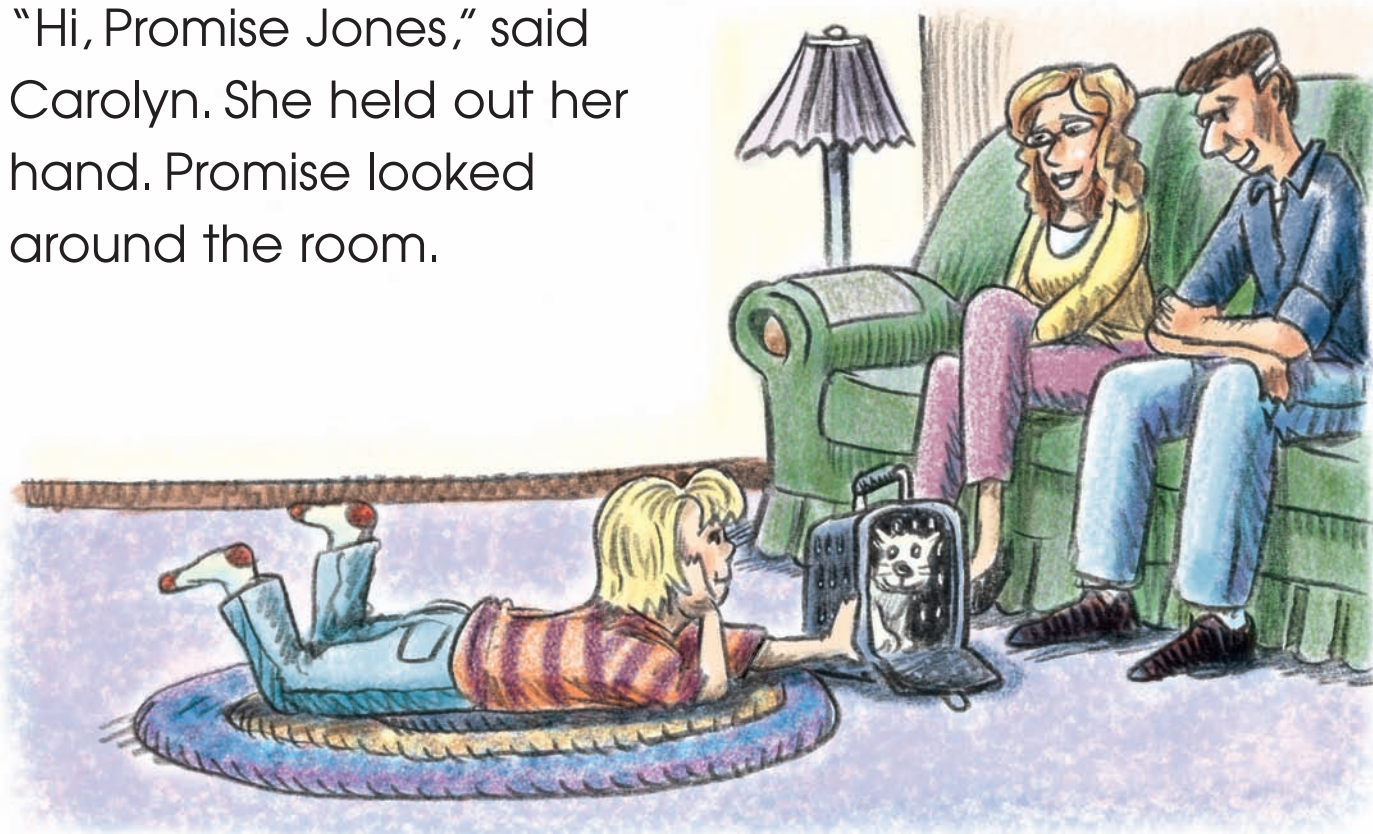
Promise Jones Comes Home

The next day, Promise Jones came home. Carolyn and her mom and dad sat in the family room. Slowly, they opened the kitten carrier.

First, one tiny, white foot pressed on the rug. Then, another tiny foot came out. Next came Promise Jones' head poking out of the carrier. "Hi, Promise Jones," said Carolyn. She held out her hand. Promise looked around the room.

"Meow," he said. He walked over to Carolyn. Carolyn held him in her arms. Then, she kissed his tiny head. Carolyn said, "Promise Jones, you have found a home. We promise."

Do you think Carolyn and her family will be happy with their new pet? Why or why not? Do you think Carolyn will keep her promise with her new kitten?



Name _____

Reading Skills

1. This story is about

_____ Carolyn promising to care for her cat.

_____ Carolyn eating dinner with her cat.

_____ Carolyn having a party with her parents.



2. Carolyn plays with her new pet in the

_____ bedroom. _____ family room. _____ kitchen.

Word Play



1. What words rhyme with *glad*? _____

2. What is the ending consonant in this word? plays _____

3. Carolyn will always _____ her kitten.
love like tickle

Thinking Further and Predicting Outcomes

1. Do you think Carolyn will ever want another pet?

2. Would you want somebody like Carolyn as your friend?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

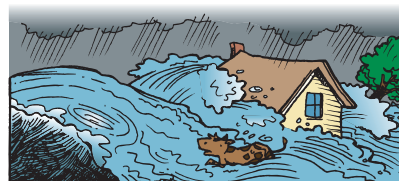
Name _____

Revisiting Blends

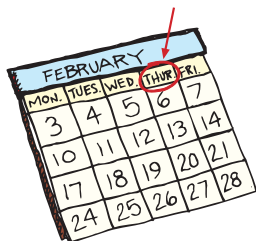
1.







2.







3. It has lots of animals.
It is fun to visit.
You can learn a lot.
What is it?

A school

a zoo

the moon

4. You can swim here.
It feels cool. Have fun!
What is it?

A pool

a bathtub

a glass of water

Directions:

Blends (1-2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning blend on the line below the picture.

Making Sense (3-4): Ask students to circle the answer that makes the most sense.

Spectrum Reading [Grade 1](#)

Name _____

Finding the Correct Word

1. Do you like to _____ songs?

sing

sings

sang

2. The duck enjoys _____ corn.

eaten

eating

to eat

3. Jimmy has _____ into the pool.

jumping

jumped

jump

4. Josefina _____ to play piano.

like

likes

liking

5.













Directions:

Sentence Completion (1-4): Have students circle the word that best completes the sentence.

Sequence (5): Have the student look at all six pictures. Ask your student to write **1** below the event that would happen first, **2** below the event that would happen second, and so on.

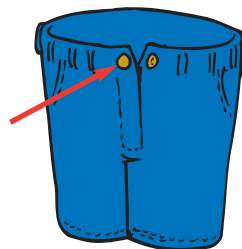
Name _____

Blends Review

1.



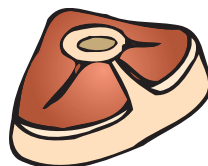
2.



3.



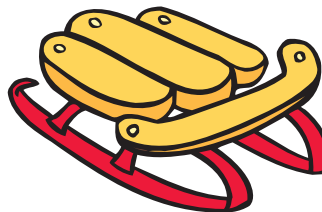
4.



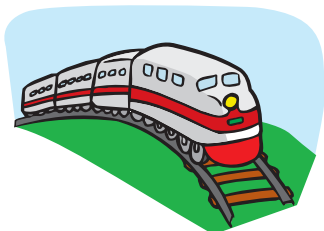
5.



6.



7.



8.



Directions:

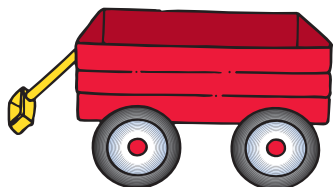
Blends and Ending Consonants (1-8): Have your student look at each picture and say it aloud. Have your student listen to the beginning blends and ending consonants. Then, have your student write down the beginning blends and ending consonants next to each word.

Spectrum Reading [Grade 1](#)

Name _____

Blends Review

1.

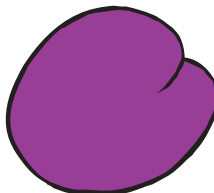


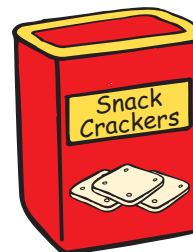




2.







3.

zba _____

guk _____

hia _____

bnu _____

Directions:

Beginning Consonants (1): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning letter on the line below the picture.

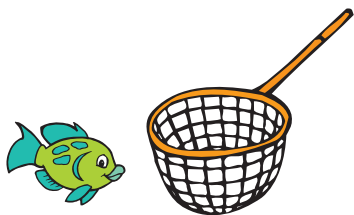
Blends (2): Ask students to say each picture aloud and listen to the beginning sound. They then should write the beginning blend on the line below the picture.

Alphabetical Order (3): Ask students to put the three letters in each group in alphabetical order.

Name _____

Where Are You?

1.



next to over above below

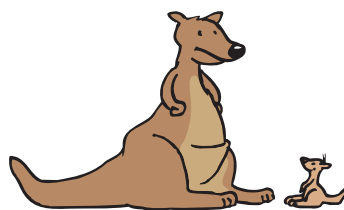


in over under below

2.

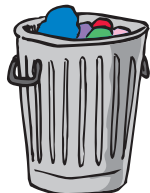


under inside around below



outside inside under below

3.

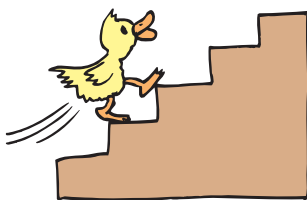


in next to around above

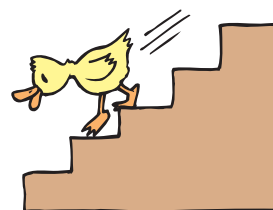


in beneath under next to

4.



down up sideways under



down up around near

Directions:

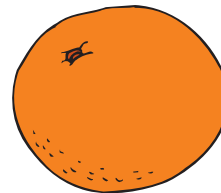
Using the Pictures (1-4): Have your student look at the pictures. Ask your student to circle the word that describes where the objects are located.

Spectrum Reading [Grade 1](#)

Name _____

Classify Me

1. three six five food



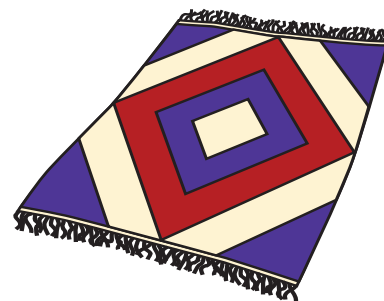
2. orange lemon lime ham

3. penny dime nickel dollar



4. mouse rat bug lion

5. truck car boat bus



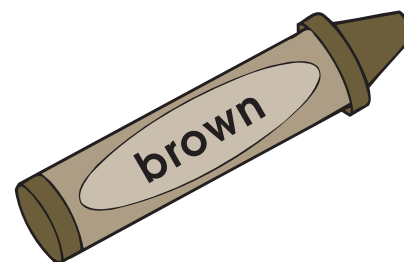
6. June July August flag

7. green yellow brown tired



8. stone rock brick rug

9. mom dad dog sister



10. funny smile laugh mad

Directions:

Grouping Together (1-10): Have students read all four words in each line. Have students circle the three words that go together.

Spectrum Reading [Grade 1](#)

Alaska

Alaska is the largest state in America. It is the coldest state. It is two times as big as Texas and home to bears and eagles. If you lived in Alaska you might see a blue glacier shining in the sun. Maybe you would see a bear, a moose, or even a pod of whales.

Juneau is the capital of Alaska, named after Joe Juneau. He went to Alaska in search of gold.

Many people in Alaska like to make and eat special ice cream. They mix berries with snow and seal oil.



Name _____

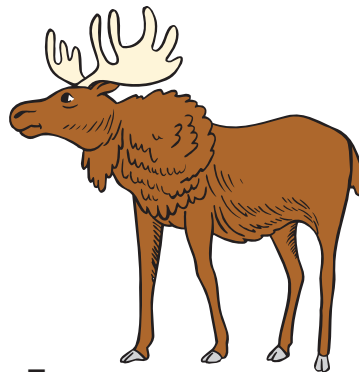
Reading Skills

1. What might you see if you lived in Alaska?

_____robins

_____moose

_____lions



2. Alaska is _____ as big as Texas.
two times three times ten times

3. What did Joe Juneau search for in Alaska? _____
bears gold diamonds

Word Play

1. Write one other word that you can make from the word
Alaska. _____

2. Write one other word that rhymes with *bear*. _____

3. If you _____ in Alaska, you should own a hat.
live liked

Thinking Further

1. Would you want to live in Alaska? Why or why not?

2. What are a few words that describe Alaska?

Directions:

Reading Skills—Comprehension and Facts and Details (1-3): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

New Mexico

New Mexico is a state full of red clay mountains. The capital of New Mexico is Santa Fe. It is the oldest capital city in America. This very old city was founded in 1610!

In Taos, New Mexico, you can see brown adobe houses (made from clay bricks baked in the sun).

In New Mexico, you might see bunches of red chili peppers. These are hung on strings outside houses. Sometimes, people leave the red chilies out all winter. They look beautiful in the white snow.

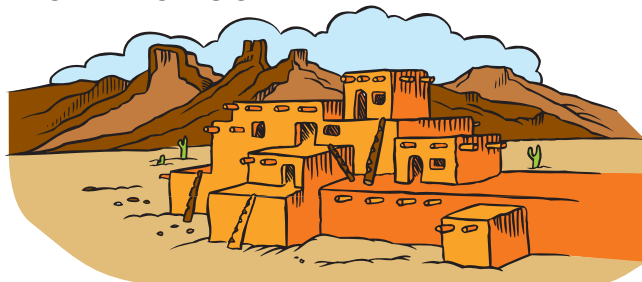


Name _____

Reading Skills

1. What might you see if you lived in New Mexico?

- _____ bunches of chili peppers
- _____ bunches of bananas
- _____ bunches of green peppers



2. Santa Fe was founded in _____ 1610. _____ 1615. _____ 1910.

Word Play

1. Write one other word that you can make from the word *New Mexico*. _____

2. Write one other word that rhymes with *clay*. _____

3. You can see _____ adobe homes in Taos.
brown black



Thinking Further

1. Would you want to live in New Mexico? Why or why not?

2. What are a few words that describe New Mexico?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

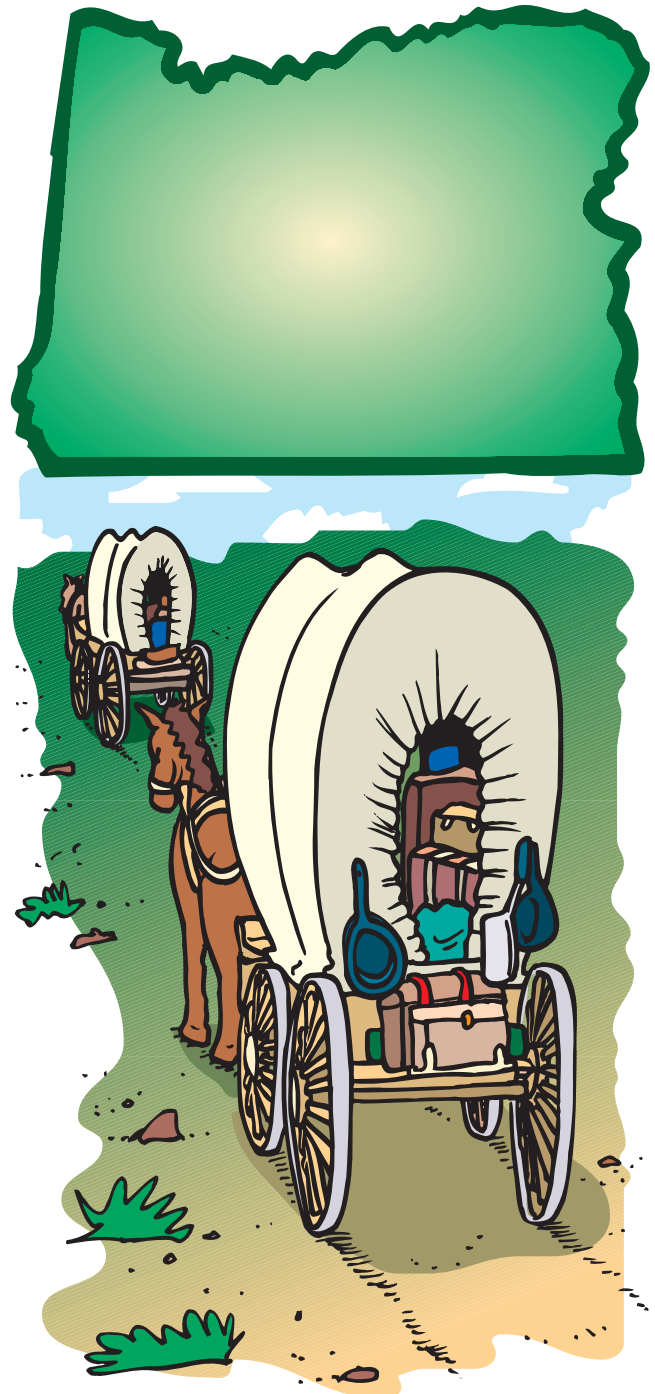
Oregon

Long, long ago many people heard secrets about Oregon. They headed where the soil was good for farming. Many people wanted to travel across America to this state. They wanted to plant crops.

Traveling across America in a covered wagon was very dangerous. Travelers could go only in summer. They had to beat the coming cold weather. Many people on the Oregon Trail did not have enough food or fresh water. Many travelers died.

Today, you can visit Oregon by car, plane, or

train. Maybe you'd want to visit Crater Lake National Park and see America's deepest lake.



Name _____

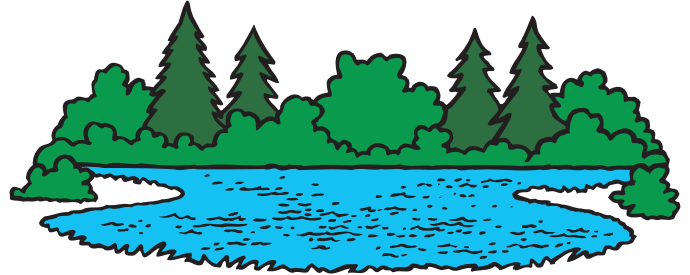
Reading Skills

1. What might you see if you visited Oregon?

_____ the deepest lake

_____ the widest lake

_____ the coldest lake



2. Some people went to Oregon because it had _____ soil.
rich poor dirty

Word Play

1. Write one other word that you can make from the word
Oregon. _____

2. Write one other word that rhymes with
soil. _____

3. Oregon is _____ in the winter.
cool cold



Thinking Further

1. Do you think there are farmers in Oregon? How do you know?

2. What are a few words that describe Oregon?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

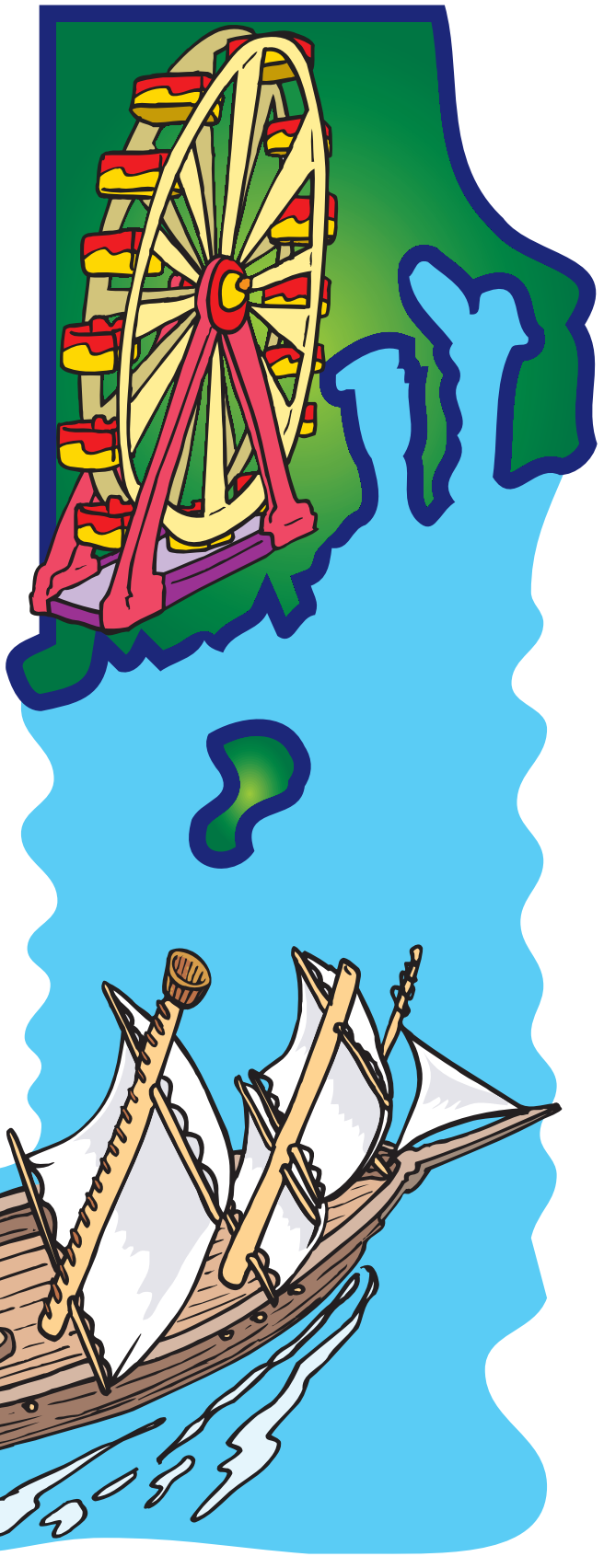
Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Rhode Island

Rhode Island is the smallest state in America. It is nicknamed "Little Rhody."

If you visit, you might want to ride America's oldest merry-go-round in Watch Hill.

Maybe you'd want to take a ferry ride to Block Island. This is a tiny island off the coast. French pirates are said to have landed there. Captain Kidd's gold is thought to still be buried on the beautiful island.



Name _____

Reading Skills

1. What island could you see in Rhode Island?

_____Block Island

_____Kidd Island

_____Watch Island

2. Rhode Island is the _____ state.
smallest largest prettiest

3. Rhode Island has a nickname. It is
_____Little Rhody. _____Bay State. _____Pirate State.



Word Play

1. Write one other word that you can make from the word
Rhode Island. Answer: _____

2. Write a word that starts with the letters *bl*. _____

3. If you take a _____ you can get to Block Island.
boat rocket

Thinking Further

1. Would you want to travel to Block Island? Why or why not?

2. Give Rhode Island another nickname.

Directions:

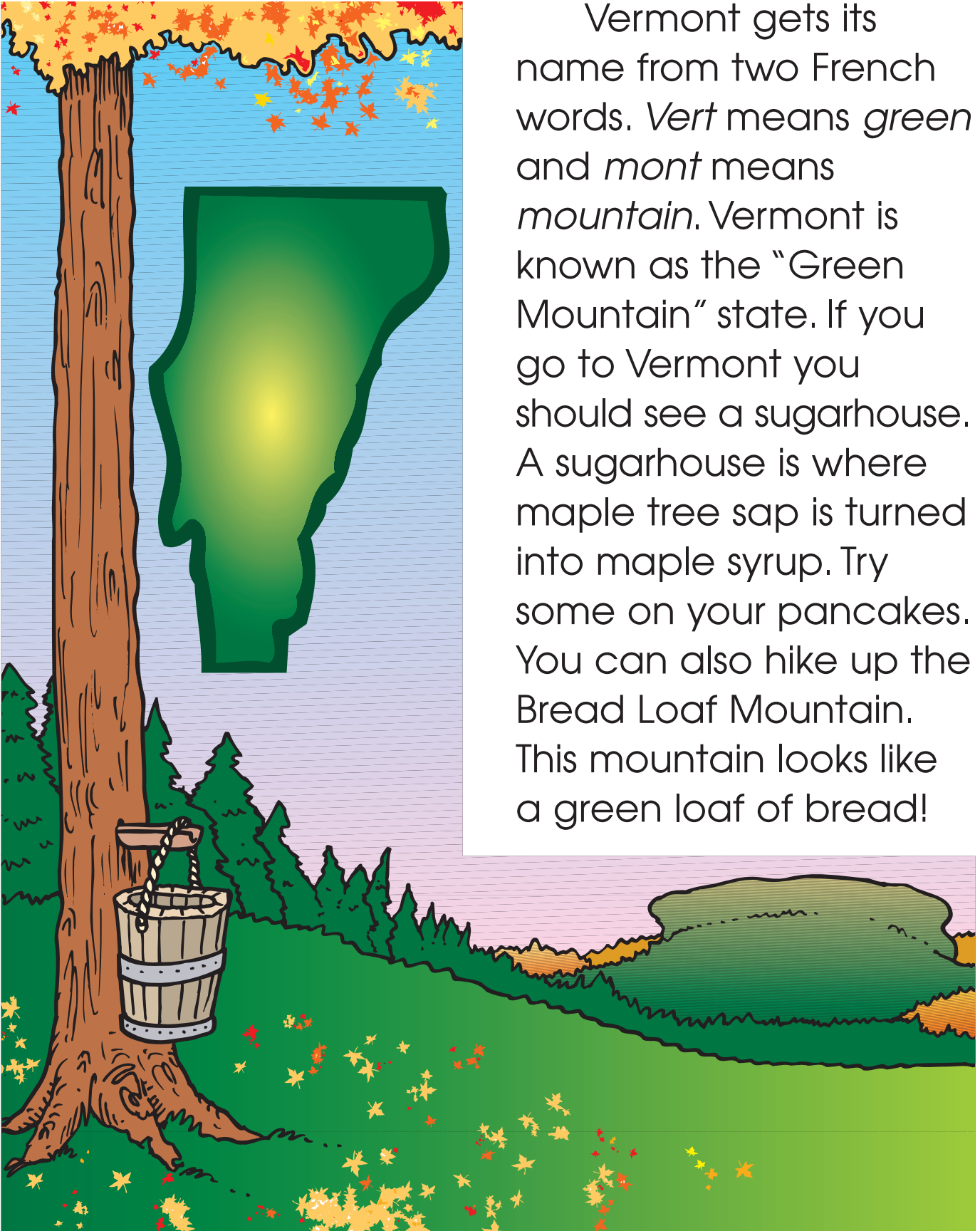
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Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Vermont

Vermont gets its name from two French words. *Vert* means *green* and *mont* means *mountain*. Vermont is known as the “Green Mountain” state. If you go to Vermont you should see a sugarhouse. A sugarhouse is where maple tree sap is turned into maple syrup. Try some on your pancakes. You can also hike up the Bread Loaf Mountain. This mountain looks like a green loaf of bread!



Name _____

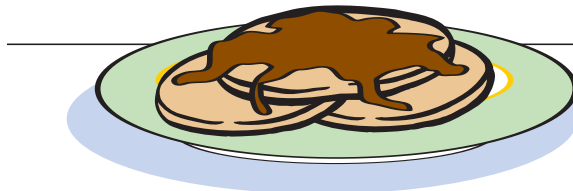
Reading Skills

1. What might you see if you live in Vermont?

_____green mountains

_____blue mountains

_____green rivers



2. You can climb _____Bread Loaf Mountain. _____Butter Mountain.
_____Meatloaf Mountain.

3. Maple tree sap is turned into syrup. This happens in a
_____milk house. _____sugarhouse. _____sap house.

Word Play

1. Write one other word that you can make from the word
Vermont. _____

2. Write one other word that rhymes with *green*. _____.

3. Syrup tastes _____.
sweet sour

Thinking Further

1. Would you want to live in Vermont? Why or why not?

Directions:

Reading Skills—Comprehension and Facts and Details (1-3): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Kentucky

President Lincoln was born in Kentucky. He went to a log cabin school when he was a boy.

Kentucky is also the home of the Kentucky Derby. This is a famous horse race. Every May, horses race against each other.

In Kentucky, you can see the longest cave in the world. The cave has an underground river! You can take a boat trip down this dark river.



Name _____

Reading Skills

1. What horse race takes place in Kentucky?

_____ Kentucky Derby

_____ Kentucky Doggie

_____ Kansas Derby



2. President _____ was born in Kentucky.
Lincoln Kennedy Washington

3. Kentucky has the longest _____ in the world.
cave wave

Word Play

1. Write one other word that you can make from the word *Kentucky*. _____

2. Write one other word that rhymes with *log*. _____.

Thinking Further

1. Do you like horses? Would you want to see a race?
Why or why not?

2. Give Kentucky a nickname.

Directions:

Reading Skills—Comprehension and Facts & Details (1-3): Have students read the question and mark the correct answer.

Word Play (1-2): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Connecticut

Connecticut is the birthplace of Noah Webster. Noah published the first American dictionary in 1806. Noah was born in West Hartford, Connecticut.

He lived in a red saltbox house. In the winter, it was very cold. His family would sit around the huge brick fireplace in the kitchen. They would read by candlelight.

Today, Noah's old house is a museum. Many people visit all year. Spelling bees are held at his house. If you visit during a town spelling bee party you can bob for apples and play with cornhusk dolls.



Name _____

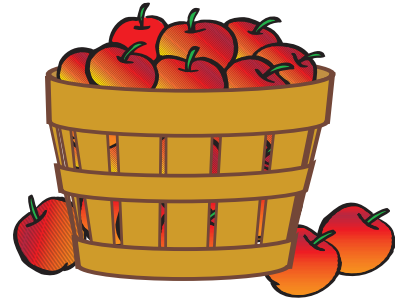
Reading Skills

1. Noah Webster grew up in

_____ West Hartford.

_____ East Hartford.

_____ West Hattyfields.



2. He lived in a _____ saltbox house.
black brown red

Word Play

1. Write one other word that you can make from the word
Noah. _____

2. Write one word that rhymes with west. _____

3. I will _____ six years old on June 10th.
be buy bee

Thinking Further

1. Would you want to meet Noah Webster? Why or why not?

2. Would you want to write a dictionary?

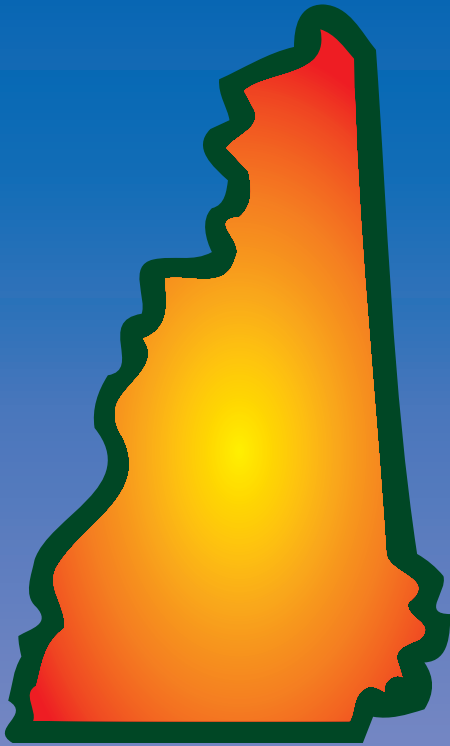
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Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

New Hampshire



Robert Frost was a famous poet. He wrote many great poems. He lived in Derry, New Hampshire. Many of his poems are about nature. In his poems, he writes about fields of snow. He writes about leaves turning red in the fall. He writes about paths in the woods where people have traveled. Many of the ideas for his poems came from the land of New Hampshire.



Name _____

Reading Skills

1. Robert Frost was a famous

_____ song writer.

_____ poet.

_____ singer.



2. Many of his poems are about _____ roses. _____ buildings. _____ nature.

3. What do you think Robert Frost would rather write a poem about?

_____ bikes _____ trees _____ trucks

Word Play

1. Write one other word that you can make from the word
New Hampshire. _____

2. Write one other word that rhymes with *fall*. _____

3. In New Hampshire, the _____ is pretty.
land lend

Thinking Further

1. Would you want to live in New Hampshire? Why or why not?

2. What would you like to write a poem about?

Directions:

Reading Skills—Comprehension and Facts and Details (1-3): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

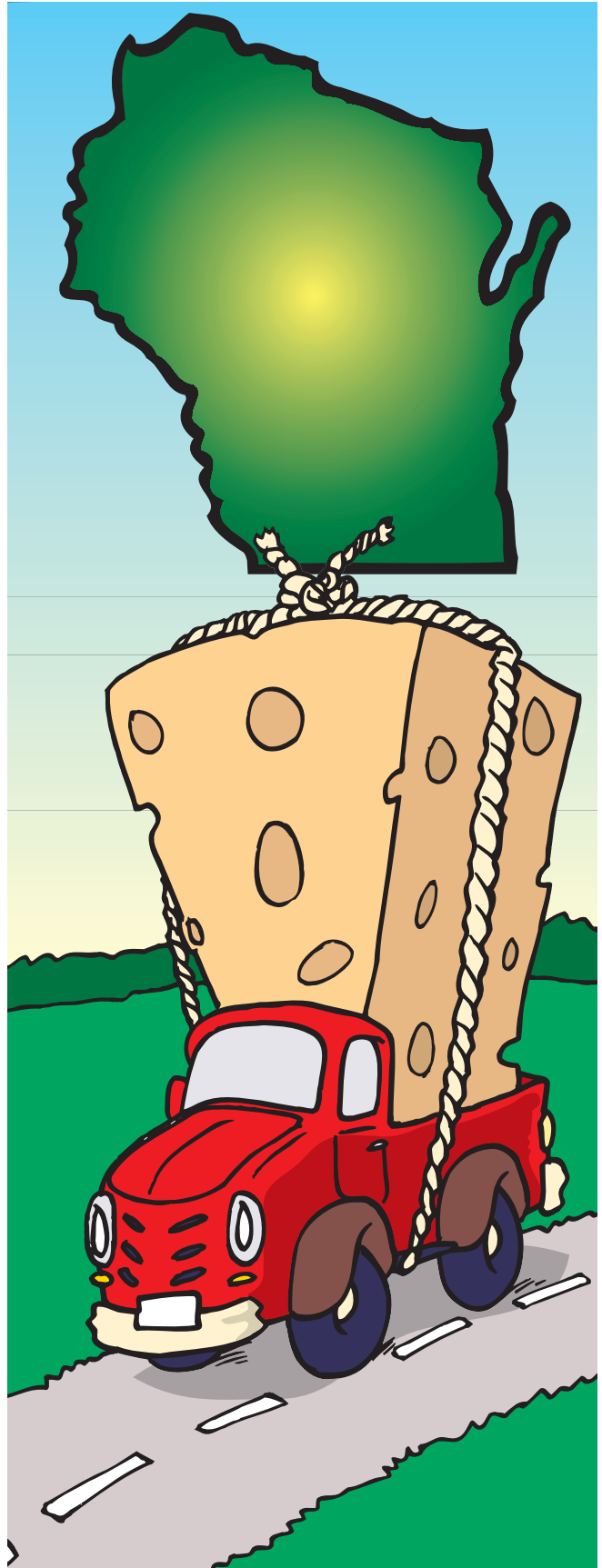
Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Wisconsin

There are many dairy farmers in the state of Wisconsin. Dairy farmers make cheese, milk, and butter.

In fact, one of the largest hunks of cheese ever made came from here. “The Belle of Wisconsin” was a 40,060-pound Cheddar cheese. This hunk of cheese was so big it could make 300,000 grilled cheese sandwiches!

“The Belle of Wisconsin” toured America in a special car called the “Cheesemobile.” It was sliced up and sold in 1989.



Name _____

Reading Skills

1. There are many _____ in Wisconsin.

_____ teachers

_____ dairy farmers

_____ cowboys



2. Dairy farmers make _____ orange juice. _____ cheese.
_____ cookies.

Word Play

1. Write one other word that you can make from the word
Wisconsin. _____

2. Write one other word that rhymes with *in*. _____

3. Dairy farmers make _____ to drink.
mill milk mud

Thinking Further

1. Would you want to live in Wisconsin? Why or why not?

2. Would you want to tour America in the "Cheesemobile"?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

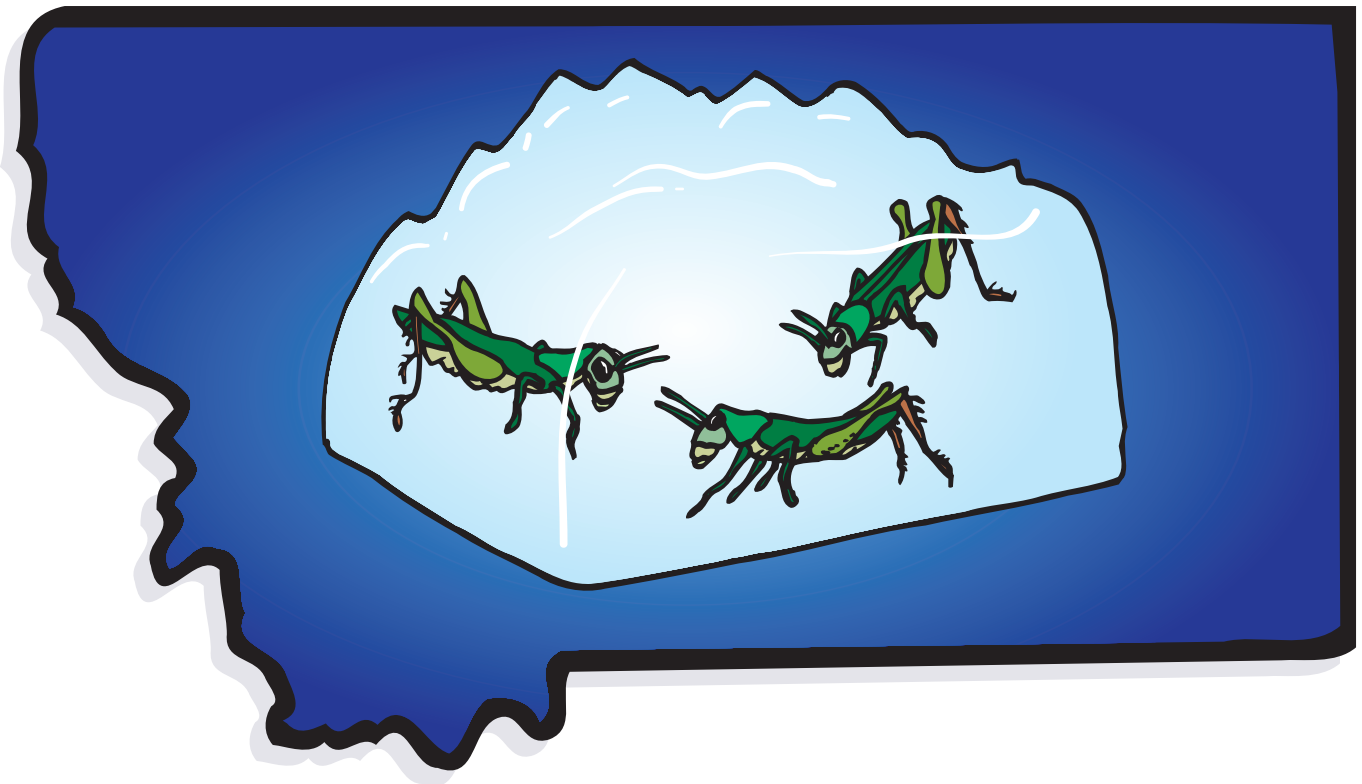
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Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Montana

Montana is called “Big Sky Country.” The big, blue sky seems to meet the land. One thing to visit here is Grasshopper Glacier. Millions of grasshoppers are frozen in the glacier ice for you to see.

Montana has more than 50 mountain ranges. Rocky Mountain goats call the rocks home. These white and furry goats can walk on sharp rocks. The goats are hard to see because they live so high up on the rocks.



Name _____

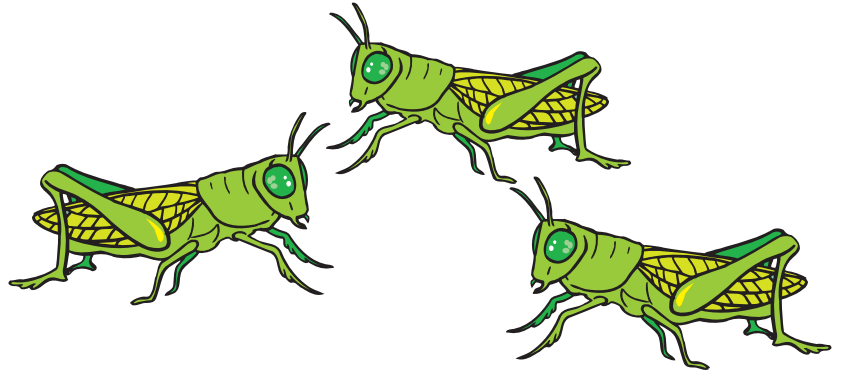
Reading Skills

1. Montana is called

_____ "Big Time."

_____ "Big Sky Country."

_____ "Big Cow."



2. Grasshopper Glacier has _____ of frozen grasshoppers.
_____ a couple _____ hundreds _____ millions

Word Play

1. Write one other word that you can make from the word *Montana*. _____

2. Write one other word that rhymes with *tan*. _____

3. The _____ sky is pretty in Montana.
bed blue blew

Thinking Further

1. Would you want to live in Montana? Why or why not?

2. Which would you want to see more, a grasshopper, glacier, or a Rocky Mountain goat? Explain why.

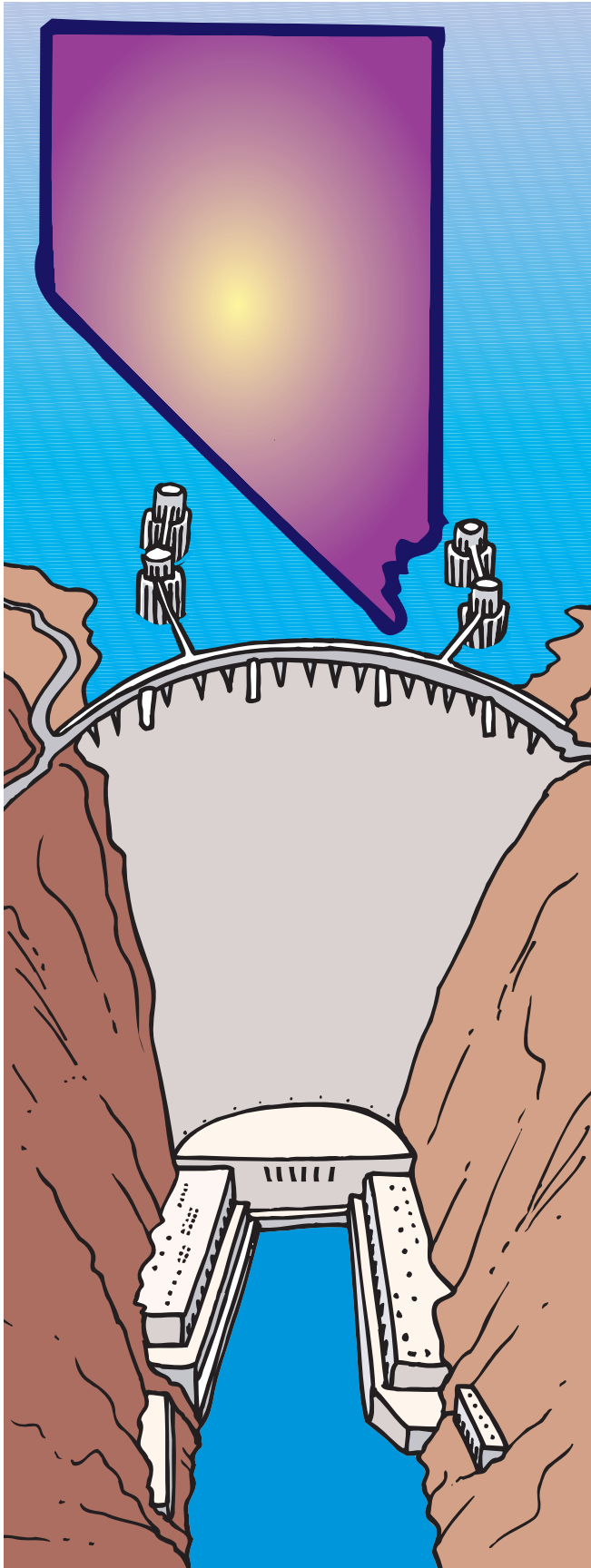
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Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Nevada



Nevada is the driest state in the United States. It has many human-made lakes. These lakes help bring water to the land. Two places you might want to visit here are a lake and a dam.

Lake Tahoe is a beautiful lake. It has snowy mountains all around it. It also has some of the clearest water.

Hoover Dam was named after the 31st president. Huge piles of cement were used to make the dam strong. The same amount of cement could be used to build a highway from New York City all the way to San Francisco!

Name _____

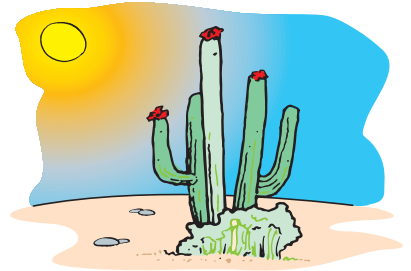
Reading Skills

1. Nevada is the _____ state in the United States.

_____rainiest

_____driest

_____hottest



2. Huge piles of cement were used to make Hoover Dam
_____strong. _____gray. _____cold.

Word Play

1. Write one other word that you can make from the word
state. _____

2. Write one other word that rhymes with *at*. _____

3. Workers _____ cement to build the Hoover Dam.
us used was

Thinking Further

1. Would you want to live in Nevada? Why or why not?

2. Would you want to help build a giant water dam?

Directions:

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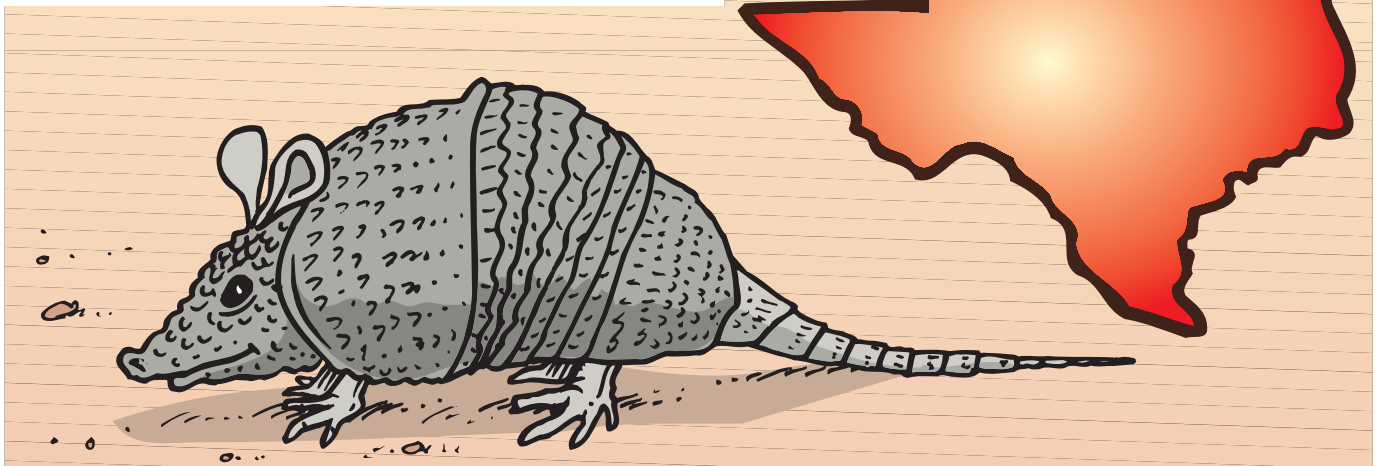
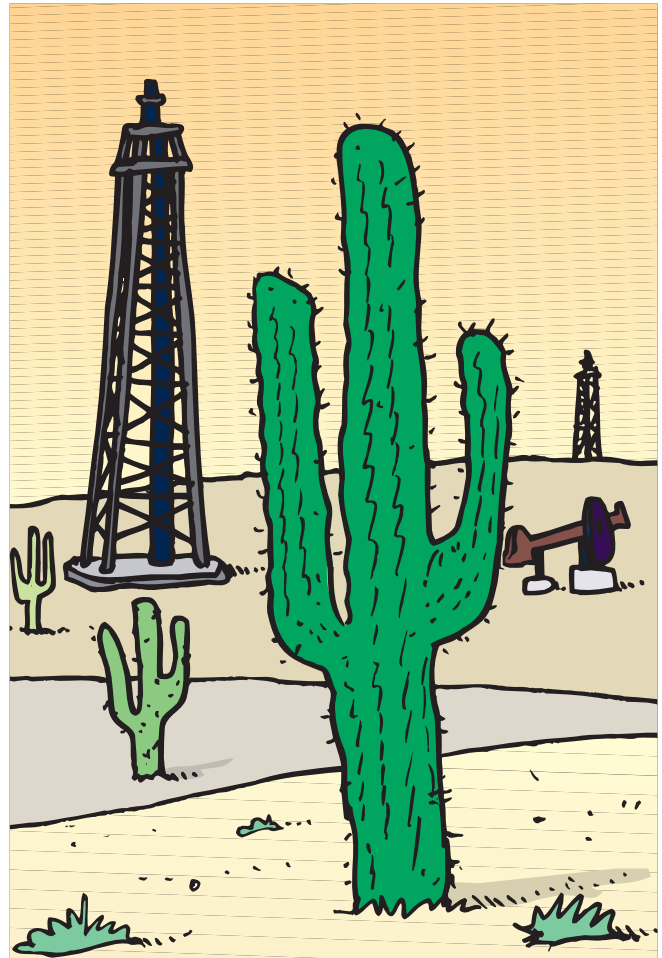
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Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Texas

Texas is so big that it has two time zones. That means if you lived on one side of the state and Grandma lived on the other you wouldn't want to call too late!

Big Bend National Park in Texas is a great place to visit. It has more birds and bats than any other U.S. park. If you visit, you might see horned toads, armadillos, and prairie dogs. All roads in the park end at the Rio Grande River.



Name _____

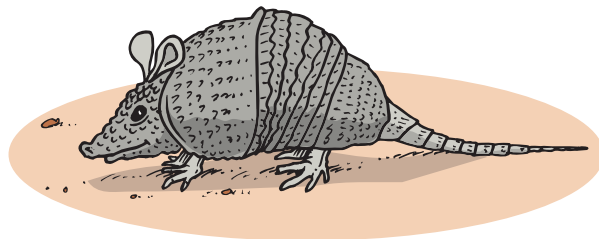
Reading Skills

1. Texas is so big that it has _____ time zones.

_____three

_____two

_____one



2. If you visit Big Bend National Park, what might you see?

_____bats _____bears _____baboons

Word Play

1. Write one other word that you can make from the word *Texas*. _____

2. Write one other word that rhymes with *big*. _____

3. I need to _____ Grandma on the phone.
cull call kall

Thinking Further

1. Would you want to live in Texas? Why or why not?

2. What animal would you most like to see?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Hawaii

Hawaii is the 50th state. Over 100 islands make up Hawaii. New islands are still being made. These islands are made from volcanoes! Hawaii has black sand beaches also made from volcanoes.

The islands of Hawaii are in the middle of the Pacific Ocean. Some plants and animals found on Hawaii cannot be seen anywhere else.

If you visit Hawaii, you can visit a volcano. You can visit a black sand beach. When you get off the plane, people will say *Aloha*. *Aloha* is how people welcome you in Hawaii. *Aloha* also means *love*.



Name _____

Reading Skills

1. Over _____ islands make up Hawaii.

_____one hundred

_____two hundred

_____three hundred

2. The word *Aloha* means

_____like. _____pretty. _____love.



Word Play

1. Write one other word that you can make from the word *black*. _____

2. Write one other word that rhymes with *say*. _____

3. Hawaii has _____ sand beaches.
blue black brown

Thinking Further

1. Would you want to live in Hawaii? Why or why not?

2. Would you want to tour a volcano?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

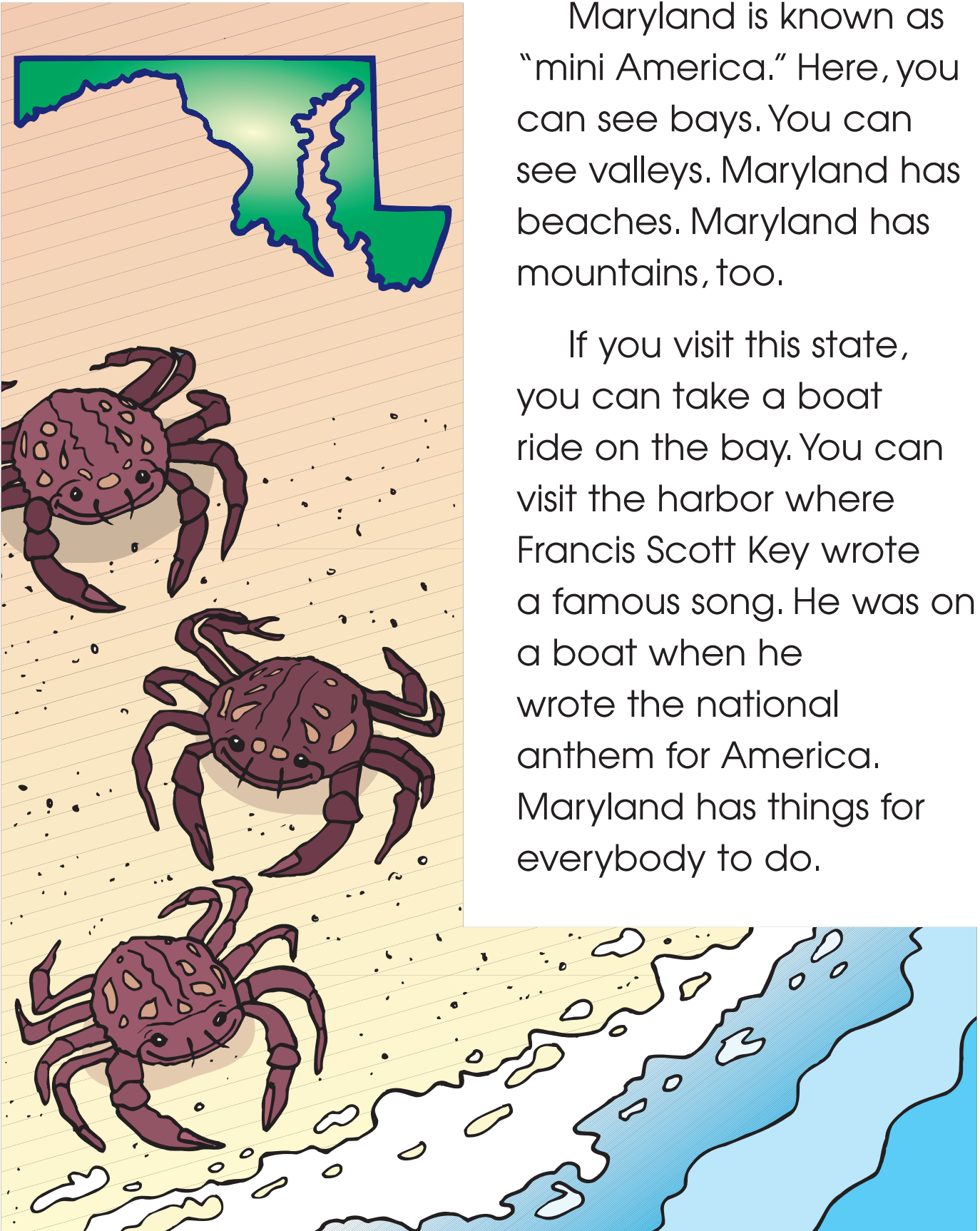
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Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Maryland

Maryland is known as “mini America.” Here, you can see bays. You can see valleys. Maryland has beaches. Maryland has mountains, too.

If you visit this state, you can take a boat ride on the bay. You can visit the harbor where Francis Scott Key wrote a famous song. He was on a boat when he wrote the national anthem for America. Maryland has things for everybody to do.



Name _____

Reading Skills

1. What might you see in Maryland?

_____bays

_____a rain forest

_____the tallest mountain



2. Maryland has things to do for _____everybody. _____a few people.

Word Play

1. What is a word that rhymes with *Mary*? _____

2. What is one other word you can make from the letters in *Maryland*? _____

3. What letter is missing from this sentence? Maryland is a ___un state.

Thinking Further

1. Would you like to live in Maryland? Why or why not?

2. What would you nickname Maryland?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

California

California is the state with the most people in it. It is the third largest state.

This is a state where you can ski on a mountain. A few hours later, you can swim in the sea! In this state, you can see Redwood forests and huge deserts.

This is a state where lots of movies are made. Many computer games are created here, too. This is a fun state to visit.



Name _____

Reading Skills

1. What might you see in California?

_____ movie making

_____ kangaroos

_____ cornfields

2. Why do so many people visit California?

_____ There are many pretty places to visit.

_____ There are lots of cars.

_____ There are lots of people.



Word Play

1. What is a word that rhymes with *lots*? _____

2. What is one other word you can make from the letters in *California*? _____

3. What letters are missing from this sentence?

California is a sun___y state.

Thinking Further

1. Would you like to live in California? Why or why not?

2. What would you nickname California?

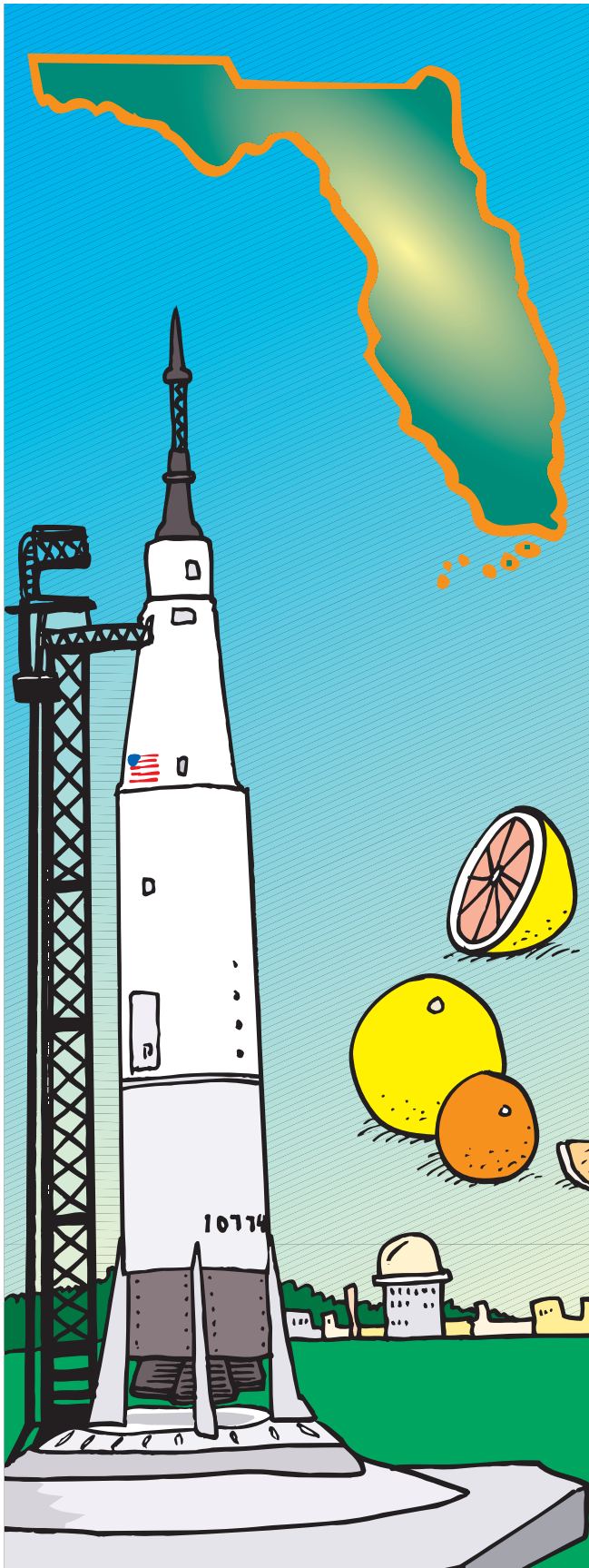
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Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Florida



Come to Florida and see orange trees and beaches. You might even see some alligators.

Florida is also home to Cape Canaveral, where many spaceships are launched.

Florida often is very warm and sunny. Yet, in late summer, hurricanes often take place. Hurricanes have people's first names, such as Alex, Gloria, and Andrew.

Name _____

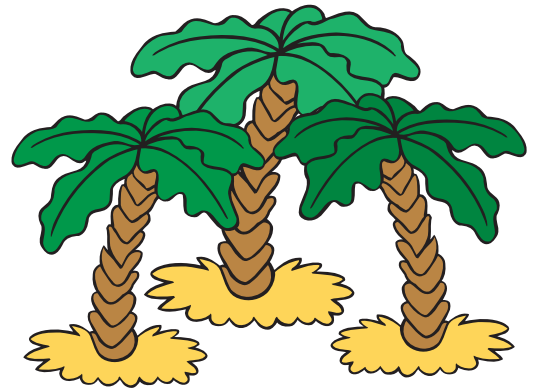
Reading Skills

1. What might you see in Florida?

_____ polar bears

_____ alligators

_____ bears



2. What fruit is grown a lot in Florida?

_____ bananas _____ apples _____ oranges

Word Play

1. What is another word that begins with *fl*? _____

2. What is one word you can make from the letters in *hurricane*? _____

Thinking Further

1. Would you like to live in Florida? Why or why not?

2. What would nickname the state of Florida?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

Word Play (1-2): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

New York

Visit the state of New York and you will see rivers and busy cities. New York is the state where many people came first when moving to America.

New York City has more people than any other U.S. city. It has huge buildings. It has Broadway shows. It has yummy places to eat. New York City is also the home for the Statue of Liberty.



Name _____

Reading Skills

1. What might you see in New York?

_____ Statue of Liberty

_____ Statue of Freedom

_____ Painting of Liberty

2. Why might it be fun to visit New York City?

_____ There are a lot of fun things to do.

_____ It is sunny.

_____ There are a lot of roads.



Word Play

1. What are three words that rhyme with *top*? _____

2. What is one word you can make from the word *skyscraper*? _____

Thinking Further

1. Would you like to visit New York? Why or why not?

2. What would you nickname New York?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

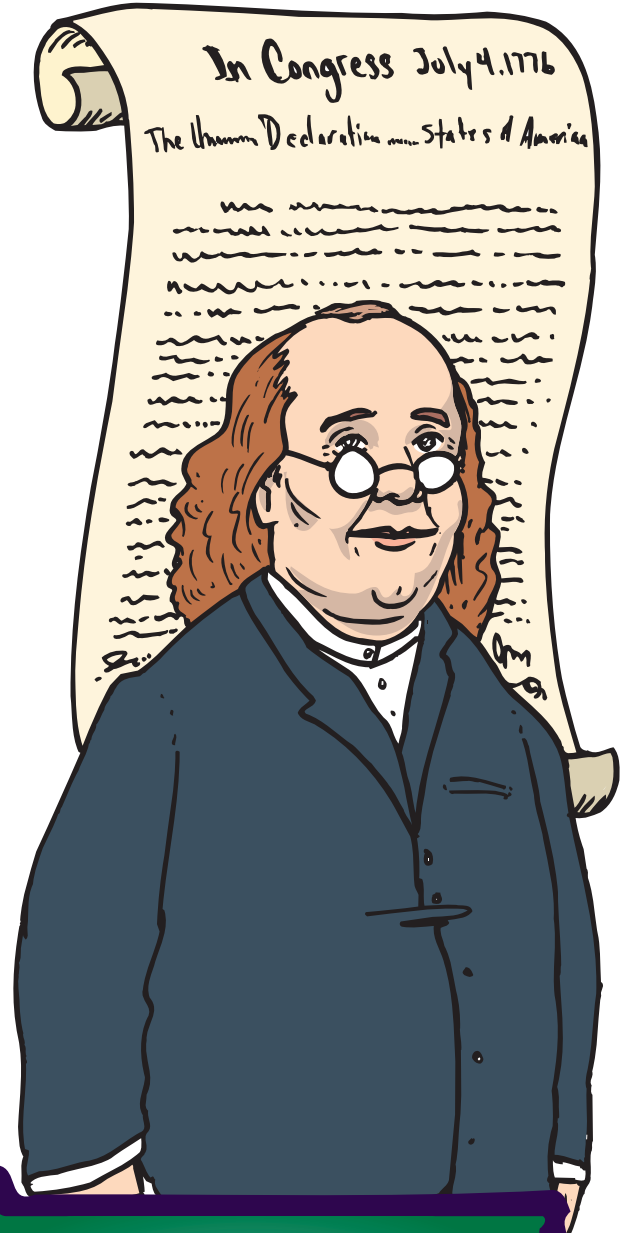
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Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Pennsylvania

Pennsylvania was named after William Penn. Pennsylvania has lots of green valleys and farmland.

It is home to two big cities, Pittsburgh and Philadelphia. Philadelphia is where many important papers were signed for America. The Declaration of Independence was signed there. In Philadelphia, you can see the Liberty Bell, too.



Name _____

Reading Skills

1. What might you see in Pennsylvania?

_____ Liberty Bell

_____ Statue of Liberty

_____ Liberty Well



2. Philadelphia is a city where famous people signed _____ baseball cards. _____ important papers. _____ art.

Word Play

1. What is one word that rhymes with *bell*? _____

2. What is one word you can make from the letters in *Pennsylvania*? _____

Thinking Further

1. Would you learn a lot by going to Philadelphia? Why or why not?

2. What are two words to describe Pennsylvania?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

Word Play (1-2): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

South Dakota

Can you imagine seeing four huge faces carved into the side of a mountain? What if these faces were four of our presidents? Wow! Well, you can see this at Mt. Rushmore in South Dakota.

You can also see the Badlands. Is this bad land? No! It is land full of gorges and mesas. You can also see the Black Hills. These hills look dark from far away.



Name _____

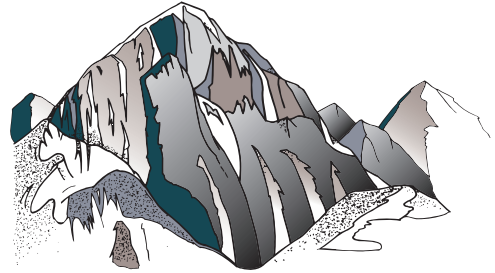
Reading Skills

1. Mount Rushmore has _____ faces carved out of stone.

_____three

_____two

_____four



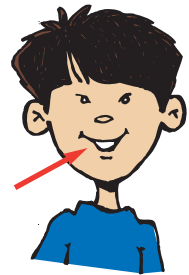
2. The Badlands are _____bad. _____good. _____filled with gorges.

Word Play

1. What is one word that rhymes with *south*?

Look at the picture for a clue. _____

2. What is one word you can make from the letters in *Badlands*? _____



3. The Black Hills look _____ from far away.
dark dim silly

Thinking Further

1. Would you want to see Mount Rushmore? Why or why not?

2. Do you think it would be hard to carve people's heads out of stone?

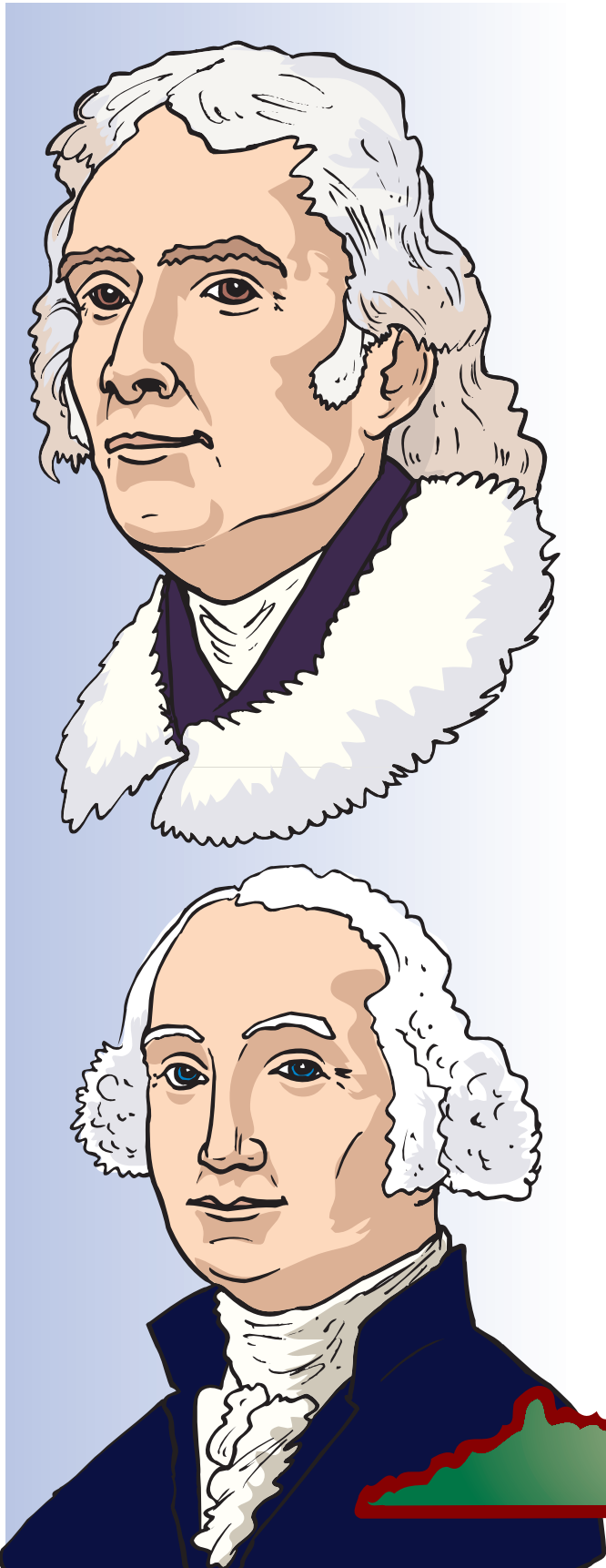
Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

Word Play (1-2): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Virginia



Virginia is the birthplace of four of the first five presidents of the United States.

Thomas Jefferson and George Washington grew up there.

The first English town was built in Virginia. It was called Jamestown. This town was founded in 1607.

Virginia is also home to Williamsburg, a town that still feels hundreds of years old. Visit Virginia to see history.



Name _____

Reading Skills

1. What president was born in Virginia?

_____ George Washington

_____ George Bush

_____ King George



2. What was the name of the first English town?

_____ Jamestown _____ Jimstown

Word Play

1. What is one word that rhymes with *town*? _____



2. George Washington grew _____ in Virginia as a boy.
up down around

3. The first English _____ was built in Virginia.
park town barn

Thinking Further

1. Would you like to visit Virginia? Why or why not?

2. What do you think you might see in an old-fashioned town like Williamsburg?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Minnesota

It is freezing cold!
Winters in Minnesota can
be so cold that wet hair
turns to ice. Bundle up!

The summers are
warm. You can go fishing
or boating. You can swim
in many of the state's
thousands of lakes.

Minnesota is also
home to two big cities.
These cities are next to
each other. They are
Minneapolis and St. Paul.
These two cities are known
as the "Twin Cities."



Name _____

Reading Skills

1. Winters in Minnesota can be so cold that wet hair turns to

_____ snow.

_____ ice.

_____ dark.

2. Where might you go swimming in Minnesota?

_____ lakes _____ parks _____ oceans



Word Play

1. What is one word that rhymes with *cold*? _____

2. What is one word you can make from the letters in *Minnesota*? _____



Thinking Further

1. Would you want to visit Minnesota? Why or why not?

2. What are two words that describe Minnesota?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

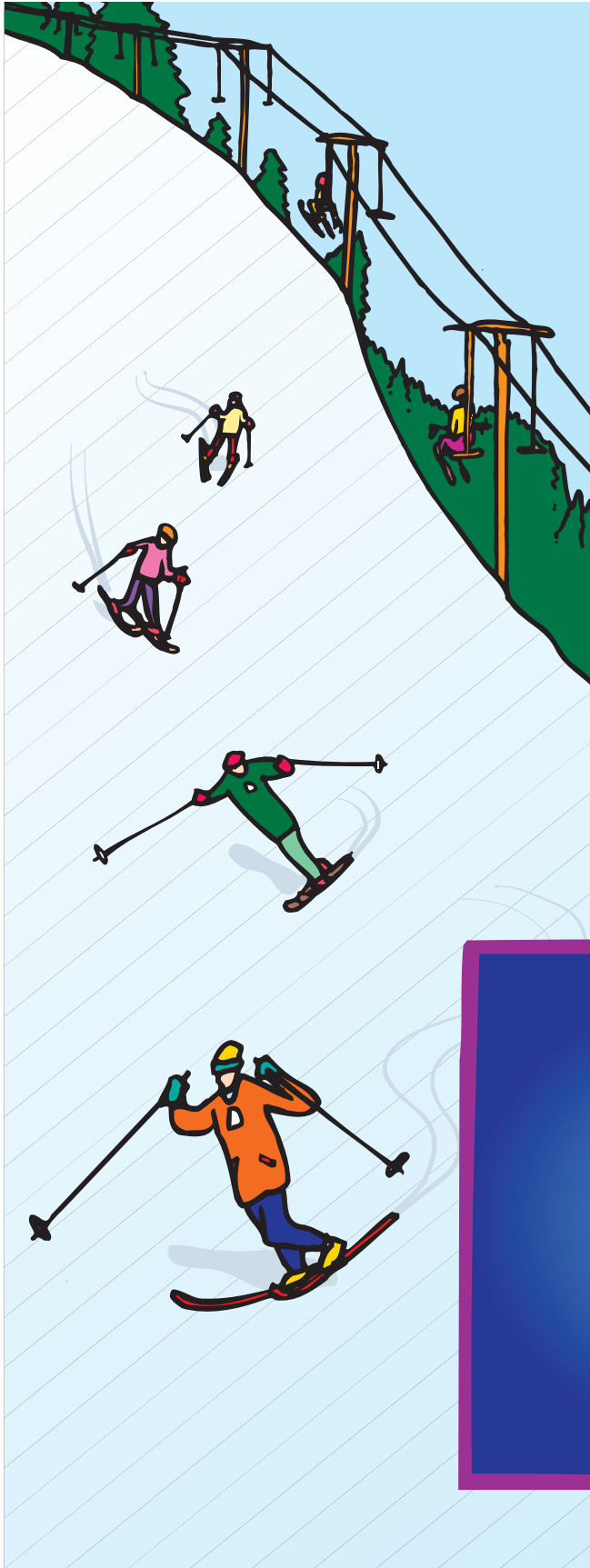
Word Play (1-2): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Colorado

Denver is the capital of Colorado. It is also a mile high up in the sky. It is called the "Mile High City."

Colorado is a state in the Rocky Mountains. Many people love to visit here to ski. Some people bike the mountain paths. Other people like to ride rafts in the wild rivers here.



Name _____

Reading Skills

1. The city of Denver is _____ in the sky.

_____low

_____high

_____blue



2. Some people come to this state to _____ski. _____surf. _____see fish.

Word Play

1. What is one word that rhymes with *it*? _____

2. What is one word you can make from the letters in *Colorado*? _____



Thinking Further

1. Would you like to ski, bike, or raft?

2. What are two words to describe Colorado?



Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

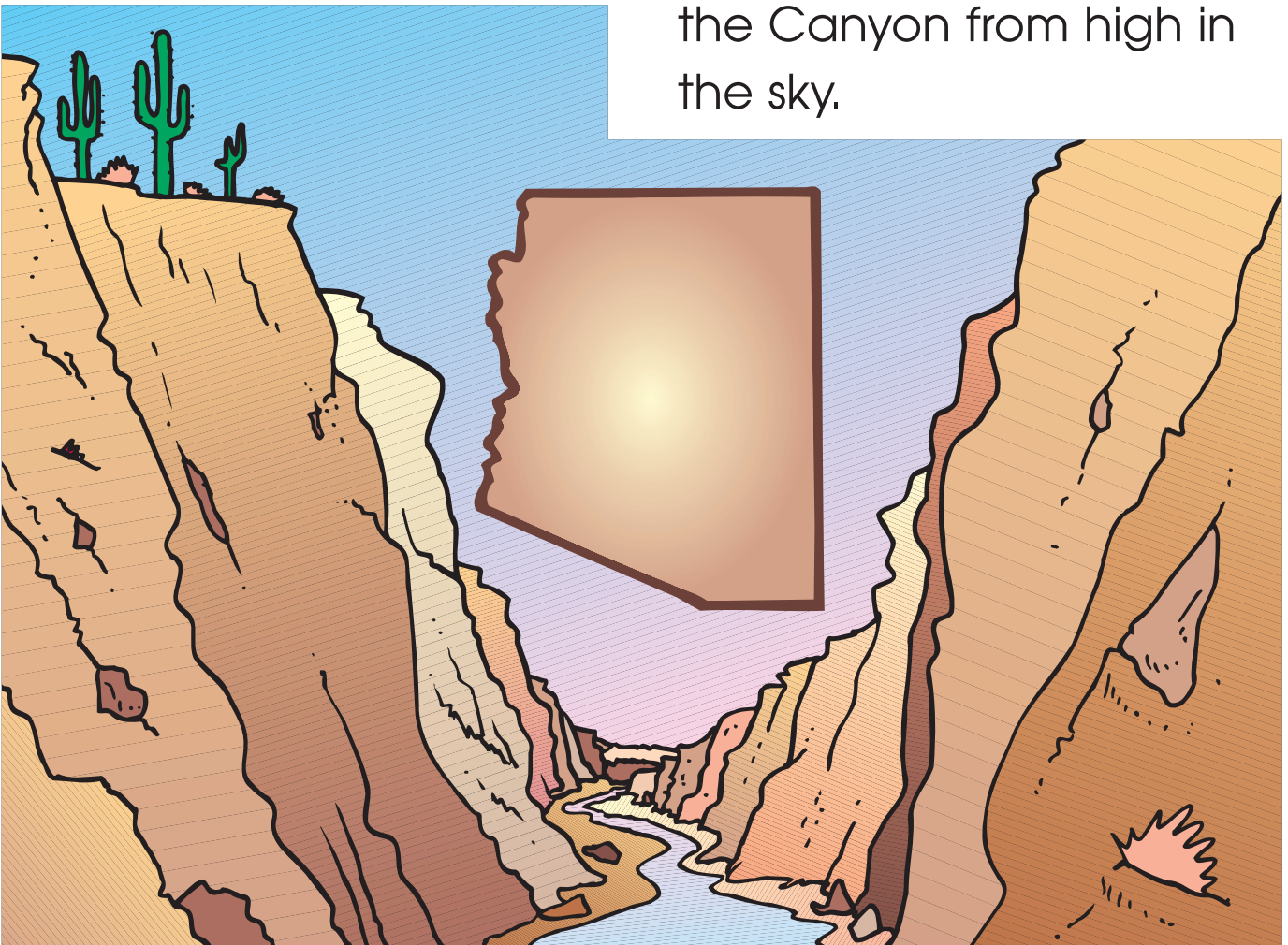
Word Play (1-2): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Arizona

Arizona is a great place. It is home to the Grand Canyon. This canyon is a wonder of the world. Millions of people visit it each year. They come to see its shapes and colors. Parts of the Grand Canyon are billions of years old!

If you visit the Grand Canyon, you might see fossils. You can camp overnight. Maybe you would want to ride a mule. Some people even raft down the river. Other people like to see the rocks from above. They take a plane ride and see the Canyon from high in the sky.



Name _____

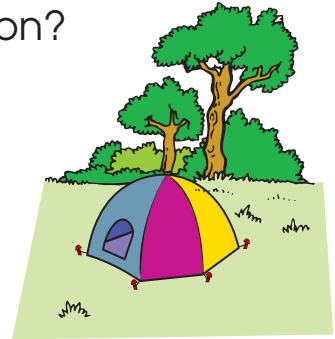
Reading Skills

1. Why do people come to see the Grand Canyon?

_____the sunshine

_____the shapes of the rocks

_____the food



2. What are some things you can do at the Grand Canyon?

_____ look for fossils _____take a train ride _____make soap

Word Play

1. What is one word that rhymes with *ride*? _____

2. What is one word you can make from the word *grand*? _____

Thinking Further

1. Would you like to see the Grand Canyon? Why or why not?

2. What are two words to describe the Grand Canyon?

Directions:

Reading Skills—Comprehension and Facts and Details (1-2): Have students read the question and mark the correct answer.

Word Play (1-2): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words, missing letters, finding words, picture clues, and using the correct word.

Thinking Further (1-2): Have students read each question and then discuss their responses, or have them write down their thoughts on a separate sheet of paper.

Name _____

Words to Know



duck
dog
did



for
fish
from



grass
green
go



bowl
bee
big



call
can't
cold



water
wet
won't



pond
put
play



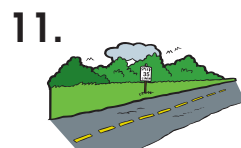
foot
farm
for



can
class
corn



hop
hat
him



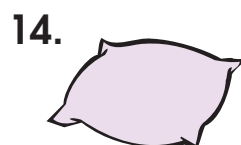
road
run
red



sun
son
sit



pull
push
pail



soft
set
says



sleep
slip
sled

Directions:

Recognizing Familiar Words (1-15): Ask students to say the name of each picture and then circle the word that best describes the picture.

Spectrum Reading [Grade 1](#)

Name _____

Words to Know



snap
snail
snore



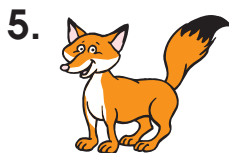
has
hand
her



pine
penny
pinch



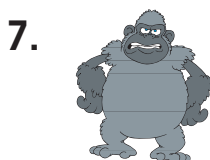
was
wing
wish



fox
for
from



dinner
dime
don't



am
apple
ape



want
wish
will



whale
wink
what



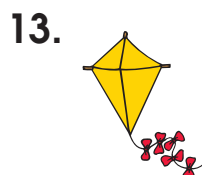
friend
feet
from



fly
fry
fun



sun
star
skip



kit
kite
kiss



gift
give
get



string
step
skunk

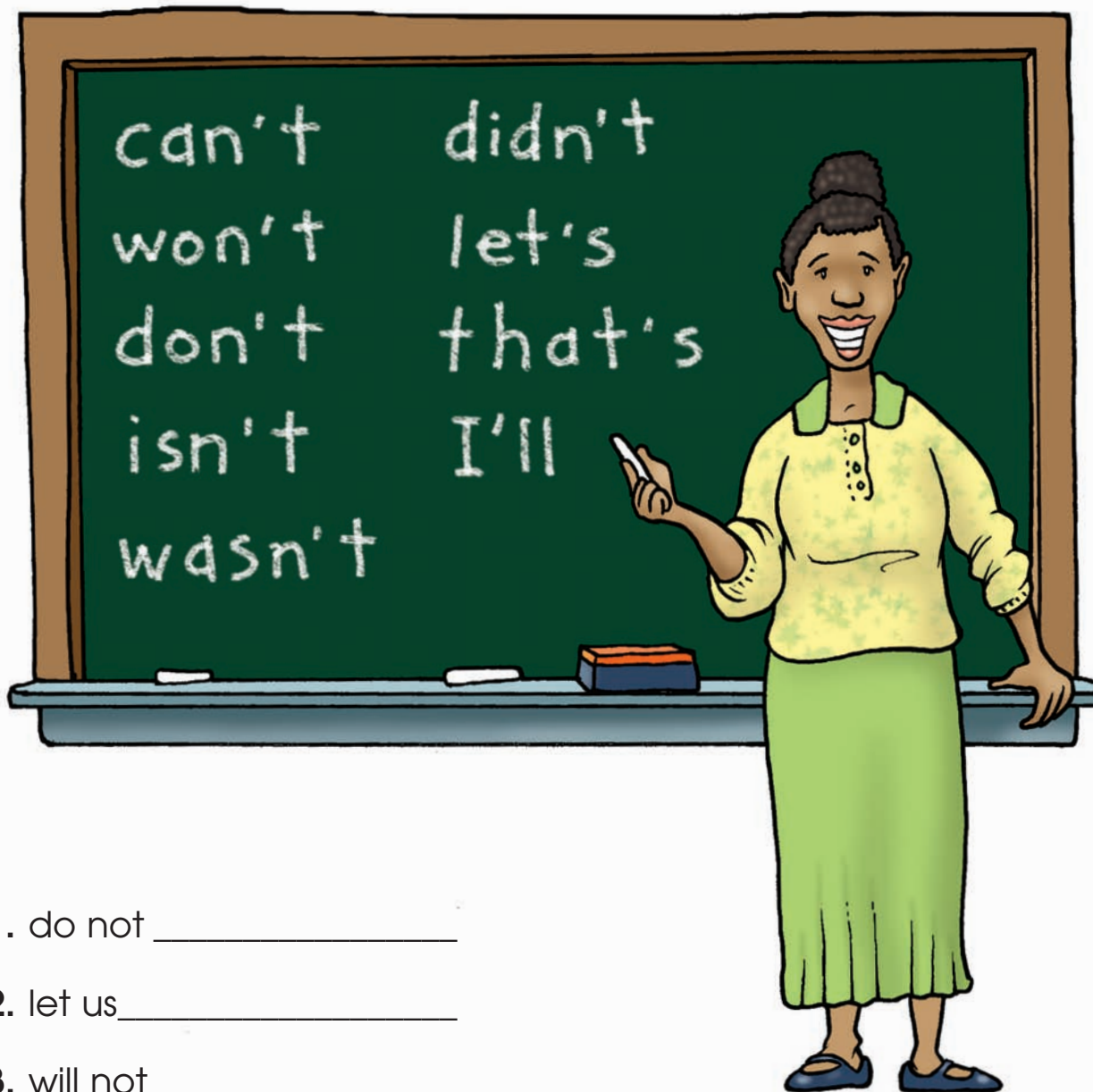
Directions:

Recognizing Familiar Words (1-15): Ask students to say the name of each picture and then circle the word that best describes the picture.

Spectrum Reading *Grade 1*

Name _____

Contractions



1. do not _____

2. let us _____

3. will not _____

4. was not _____

5. is not _____

6. that is _____

7. can not _____

8. did not _____

9. I will _____

Directions:

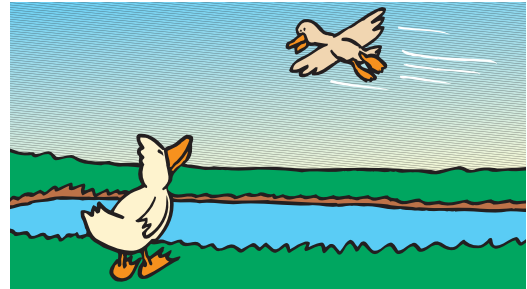
Introducing Contractions (1-9): Explain the concept of contractions to students. Ask them to read aloud the contractions at the top of the page. Then, ask students to read the numbered pair of words. Next, have students write the correct contraction for the two words.

Spectrum Reading [Grade 1](#)

Lost Letters

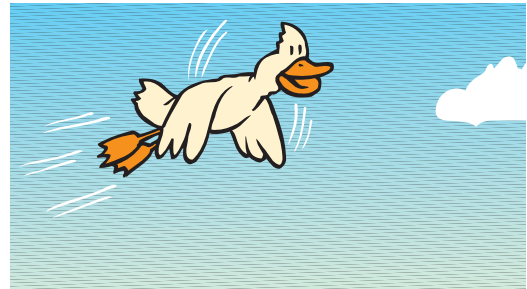
1. Why does Little Duck want to fly?

He wants to see the blue s____y.



2. How can he fly?

With his w____ngs.



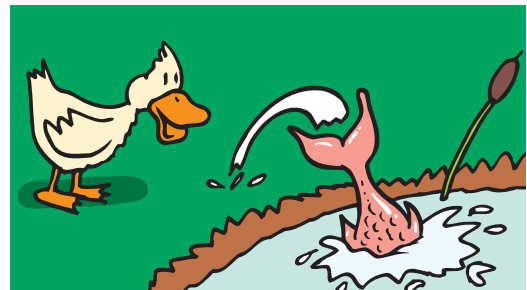
3. Do boys and girls have wings?

N____t that I can se____.



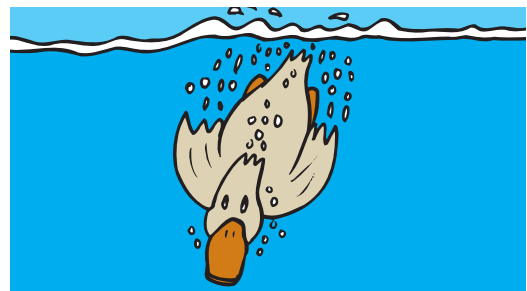
4. Do fish have wings?

N____, but they have f____ns.



5. Can Little Duck dive?

Yes, he can d____ve.



Directions:

Missing Letters (1-5): Have students read each sentence and fill in the missing letters.

Lost Letters

1. What animal did Carolyn pick?

She picked a k____tten.



2. How did the kitten feel?

The new kitten felt s____ft.



3. What kind of pets do most people have?

Most people have c____ts
or d____gs.



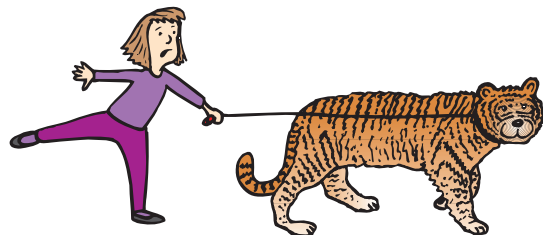
4. Do some people have different pets?

Max has a pet fr____g
and a pet t____rle.



5. Would a tiger make a good pet?

No, a tiger wo____'t make
a good pet.



Directions:

Missing Letters (1-5): Have students read each sentence and fill in the missing letters.

Spectrum Reading [Grade 1](#)

Name _____

Words to Know

- | | | | | | |
|---|------------------------|---|-----------------------|---|---------------------|
| 1.  | hall
home
hop | 2.  | bear
bee
big | 3.  | pat
pet
pit |
| 4.  | green
great
good | 5.  | bench
boat
belt | 6.  | like
love
log |
| 7.  | to
two
toe | 8.  | bend
back
bath | 9.  | big
bring
bow |
| 10.  | bars
bug
birds | 11.  | call
can't
can | 12.  | land
lick
lip |
| 13.  | can
cage
call | 14.  | play
pan
pin | 15.  | ran
run
rock |

Directions:




Recognizing familiar words (1-15): Ask students to say the name of each picture and then circle the word that best describes the picture.

Spectrum Reading [Grade 1](#)




Answer Key

Beautiful Beginnings




1

 b	 b	 n
--	--	--

2

 d	 d	 w
--	--	--




3

 1	 3	 2
--	--	--




3

Beautiful Beginnings




1

 f	 f	 s
---	--	--

2

 h	 h	 s
---	--	--




3

 3	 2	 1
--	--	--




5

Beautiful Beginnings




1

 j	 j	 h
--	--	--

2

 l	 l	 t
--	--	--




3

 3	 1	 2
--	--	--




7

Beautiful Beginnings

1

 h	 s	 m
---	--	--

2

 n	 n	 m
---	--	--

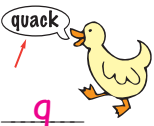


3




ten	clap
snap	dime
chime	pen
four	score




9

Answer Key

Beautiful Beginnings




1.   
 q q k




2.   
 r r m



3.   
 1 3 2

11

Beautiful Beginnings




1.   
 s s h




2.   
 t s t




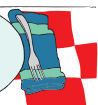
3.  
 in over under below in over under below

13

Exceptional Endings and Blends

1.   
 t n p




2.   
 sp fl tr




3.    
 fork spoon knife plate napkin

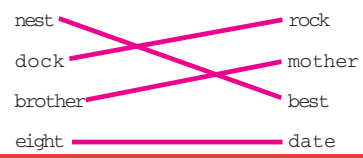
ALL UTENSILS THAT HELP ONE EAT.
 Answers may vary.

15

Exceptional Endings and Blends

1.   
 d d g

2.   
 st pr gr

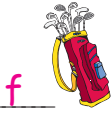
3. 
 nest rock
 dock mother
 brother best
 eight date

17

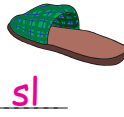
Answer Key

Exceptional Endings and Blends

1.



2.



3.

It is sharp.
It can hurt you.
Be careful when you use it.
What is it?
An eraser
A pair of scissors
A piece of paper

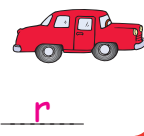
4.

It is chewy.
You can blow bubbles with it.
What is it?
Ice cream
Gum
Soda

19

Endless Endings

1.



2.



3.



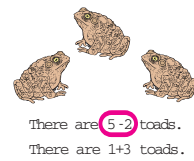
4.



5.



6.



21

More Endings

1.



2.



3.

Write a sentence that includes one of the words above in #2.
Answers will vary. Example:
My grandfather has freckles.

23

Keep on Blending

1.



2.



3.






25




Answer Key

Is the End in Sight?

1

 n	 p	 s
--	--	--

2

 gr	 gr	 fr
---	---	---




3

seven	brick
trick	eleven
sneak	leak
treat	beat




27

Valuable Vowels





1

 a	 e	 i
---	--	--

2

 ch	 ch	 _____
--	---	--




3

			
nickel, dime			


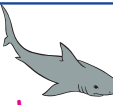

29

Vowels





1

 o	 o	 i
--	--	--

2

 sh	 sh	 _____
---	---	--




3

			
fork, knife			




31

Dynamite Digraphs

1

 th	 th	 _____
--	---	--

2

 a	 u	 o
---	--	--

3

Answers will vary.		
--------------------	--	--

33

Answer Key

Dynamite Diagraphs

1.



wh



wh

2.



i



e



i

3.

3 The crowd cheers

1 The batter comes to the plate.

2 The batter strikes out.

35

Beautiful Beginnings

1.



i



i



i

2.



tr

3.



ch

4.



sh

5.



wh

6.



th

7.

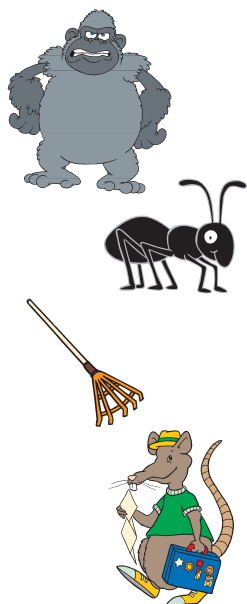


dr

37

Go Short or Go Long: A a

1. ate long
2. at short
3. ape long
4. act short
5. ant short
6. age long
7. rake long
8. ray long
9. able long
10. rat short
11. rack short
12. rate long
13. Andy short
14. Alex short
15. Abe long



39

Go Short or Go Long: E e

1. pen short
2. pencil short
3. plea long
4. pea long
5. glee long
6. green long
7. tea long
8. ten short
9. teen long
10. hen short
11. fence short
12. bee long
13. be long
14. bend short
15. Ben short



41

Answer Key

Go Short or Go Long: I i

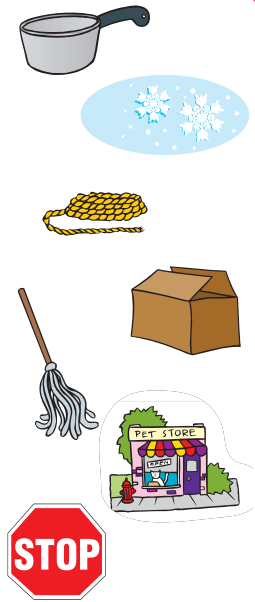
1. pie **long**
2. pin **short**
3. pine **long**
4. pink **short**
5. pit **short**
6. tin **short**
7. time **long**
8. tiny **long**
9. tick **short**
10. Tim **short**
11. die **long**
12. dim **short**
13. diet **long**
14. dine **long**
15. dinner **short**



43

Go Short or Go Long: O o

1. pot **short**
2. spot **short**
3. snow **long**
4. not **short**
5. oat **long**
6. on **short**
7. box **short**
8. mop **short**
9. rope **long**
10. Oliver **short**
11. show **long**
12. shop **short**
13. store **short**
14. stop **short**
15. slope **long**



45












Go Short or Go Long: U u

1. under **short**
2. cube **long**
3. umbrella **short**
4. cut **short**
5. cute **long**
6. butter **short**
7. yummy **short**
8. mule **long**
9. club **short**
10. duck **short**
11. dune **long**
12. tuck **short**
13. tune **long**
14. run **short**
15. funny **short**



47











Big Time Rhyme

1. funny ————— 
2. honey ————— 
3. duck ————— 
4. stop ————— 
5. ton ————— 
6. snow ————— 
7. bear ————— 
8. spring ————— 
9. fall ————— 
10. tell ————— 
11. tear ————— 

48

Answer Key

Classified Information

1. sad glad mad cage 
2. five alive nine thirteen 
3. boat don't won't did 
4. wheat seat beat cat 
5. pie pine pin spine 
6. jump true cube June 
7. oat coat spot moat 
8. glee green gem greet 
9. hen ten tent teen 
10. ray rat rake rate 

49

Reading Skills

1. This story is about
☒ Carolyn wanting a pet.
☐ Carolyn wanting a toy.
☐ how Carolyn is sad.
2. Carolyn has posters on the walls of
☒ horses. ☐ alligators. ☐ flowers.



Word Play



1. What is a word that rhymes with kitten? **mitten**
2. What is the beginning blend in this word? plane **pl**
3. What letter is missing from this word? g **i** rl

Thinking Further and Predicting Outcomes

1. Do you think Carolyn will get a real pet or more teddy bears?

51

Reading Skills

1. This story is about
☐ Carolyn hearing about how pets are bad.
☒ Carolyn hearing about how pets take work.
☐ Carolyn hearing about how dirty pets are.
2. Carolyn's aunt's name is ☐ Lucinda. ☐ Lucy. ☒ Linda.



Word Play



1. What is a word that rhymes with money? **honey**
2. What is the beginning blend in this word? proud **pr**
3. What letter is missing from this word? A **u** nt Linda

Thinking Further and Predicting Outcomes

1. Do you think Carolyn would take good care of a pet?
2. Do you think Carolyn's mother will help her buy a pet?


53

Reading Skills

1. In this story,
☐ Carolyn thinks that she will have lots of time to care for a pet.
☒ Carolyn thinks she might not have enough time for a pet.
☐ Carolyn decides she doesn't want a pet.
2. Carolyn talks to her ☐ Aunt. ☒ teddy bear. ☐ her posters.



Word Play

1. What is a word that rhymes with bear? **tear**
2. What is the beginning blend in this word? trade **tr**
3. What letter is missing from this word? Teddy b **e** ar 

Thinking Further and Predicting Outcomes

1. Do you think Carolyn can handle both a pet and school work?
2. Do you think if Carolyn gets a pet she will take good care of it?

55

Answer Key

Reading Skills

1. In this story,

_____ Carolyn's dad tells her she can't have a pet.

X Carolyn's dad talks about other types of pets.

_____ Carolyn's dad says he will buy her a dog.



2. Carolyn's dad mentions a possible pet. It is a

X turtle. _____ bunny. _____ pony.

Word Play



1. What are two words that rhyme with fish? **dish, wish**

2. What is the beginning blend in this word? from **fr**

3. What letter is missing from this word? clo**w**n fish

Thinking Further and Predicting Outcomes

1. Do you think Carolyn would enjoy a pet turtle?

57

Reading Skills

1. In this story,

X Carolyn explains how she would take care of her new pet.

_____ Carolyn says she is sad.

_____ Carolyn talks about her friends at school.



2. The pet will be named _____ Prince. **X** Promise. _____ Misty.

Word Play

1. What is the short vowel sound in help? **e**

2. What is the ending consonant in this word? father **r**

3. What letter is missing from this word? Promi**s**e



Thinking Further and Predicting Outcomes

1. Do you think Carolyn has explained herself well?

2. Do you think her parents like Carolyn's plan?

59

Reading Skills

1. This story is about

X Carolyn waking up early to find out if she will get a pet.

_____ Carolyn waking up early to go to school.

_____ Carolyn sleeping because she is so tired.



2. Carolyn's last name is **X** Jones. _____ Promise. _____ Linda.

Word Play

1. What is the correct word for this sentence?

You **can't** have a pet.
can't kant oent



2. What is the long vowel in this word? snow **o**

3. What letter is missing from this word? Carolyn J **o** nes

Thinking Further and Predicting Outcomes

1. What will the decision be?

2. Why do people love pets?

61

Reading Skills

1. This story is about

X Carolyn finding out that she will get a pet.

_____ Carolyn finding out that she will not get a pet.

_____ Carolyn finding out she's late for school.



2. Carolyn hugged her _____ mother. _____ father. **X** parents.

Word Play

1. What's a word that rhymes with dog? **log**

2. What is the beginning sound (digraph) in this word? child **ch**

3. What letters are missing from this sentence?
Carolyn will have a pet for **her** self.
her it him



Thinking Further and Predicting Outcomes

1. Where will the Jones family get their pet?

2. Do you think Carolyn's parents made the right decision?

63

Answer Key

Reading Skills

1. This story is about

☒ Carolyn telling her friends about getting a pet.

☐ Carolyn telling her friends about her school project.

☐ Carolyn's visit to the pound.



2. What was the name of Carolyn's friend who asked about her new pet? His name is ☒ Freddy. ☐ Eddie. ☐ Betty.

Word Play



1. What is a word that rhymes with pound? round, sound, mound
2. What is the beginning sound (digraph) in this word? think th
3. What letters/words are missing from this sentence?
Carolyn will go to the pound with her mom.
with near by

Thinking Further and Predicting Outcomes

1. Do you think Carolyn will show her pet to her classmates?

65

Reading Skills

1. This story is about

☒ Carolyn learning about the pound.

☐ Carolyn wanting to go to the pet store.

☐ Carolyn changing her mind about getting a pet.



2. Mrs. Jones and Carolyn will go to the

☒ pound. ☐ pet store. ☐ zoo.

Word Play

1. What is the plural of store? stores

2. What is the beginning sound (digraph) in this word? which wh

3. What word is missing from this sentence?

Carolyn won't be upset today.
won't don't she'll



Thinking Further and Predicting Outcomes

1. Do you think it's a good idea to go to the pound for a pet?
2. What will Carolyn do when she chooses her pet?

67

Reading Skills

1. This story is about

☒ Carolyn seeing all sorts of animals at the pound.

☐ Carolyn feeling scared.

☐ Carolyn playing with a lizard.



2. Carolyn plays with a kitten that is
☐ eating. ☒ sleeping. ☐ drinking.

Word Play



1. What do the words fat, skinny, thin, and large have in common?
weight, size, descriptions, etc.
2. What is the beginning sound (digraph) in this word? throw th
3. What letters are missing from this sentence?
Carolyn plays with a ki tt en.

Thinking Further and Predicting Outcomes

1. Will Carolyn choose a pet after all?
2. Will Carolyn get more than one pet?

69

Reading Skills

1. This story is about

☒ Carolyn realizing that taking care of only one pet is still a good thing.

☐ Carolyn realizing that she should take five pets.

☐ Carolyn leaving the pound with no pets.



2. The pets are living in ☒ cages. ☐ houses. ☐ boxes.

Word Play

1. What is the long vowel sound in Jones? o

2. What is the ending consonant in this word? cages s

3. What letter is missing from this word? po u nd

Thinking Further and Predicting Outcomes

1. Do you think Carolyn will feel better about taking only one pet?
2. Do you think Carolyn is a caring person?

71

Answer Key

Reading Skills

- This story is about
☒ Carolyn choosing a kitten.
☐ Carolyn choosing a puppy.
☐ Carolyn choosing two puppies.
- What color is the kitten that Carolyn chose?
☒ white. ☐ black. ☐ brown.



Word Play

- What is the first short vowel sound in kitten? i
- What is dad spelled backwards? dad
- Carolyn chose a kitten.
 choose chose choiced



Thinking Further and Predicting Outcomes

- Do you think Carolyn will always take good care of her kitten?
- Do you think Carolyn will be happy with her new pet?

73

Reading Skills

- In this story,
☒ Carolyn realizes she cannot have her kitten until tomorrow.
☐ Carolyn learns that the kitten belongs to someone.
☐ Carolyn learns that the kitten is 3 years old.
- The kitten is a ☒ boy. ☐ girl.



Word Play

- What is the short vowel sound in shot? o
- What is the ending consonant in this word? shot t
- What letter is missing from this word? cat fo o d

Thinking Further and Predicting Outcomes

- Do you think Carolyn will be upset she can't have the kitten right away?
- Do you think Carolyn will be nervous for the kitten because he needs a shot?

75

Reading Skills

- This story is about
☒ Carolyn getting a gift from her dad.
☐ Carolyn learning to study.
☐ Carolyn playing with Promise.
- The new kitten is like a ☒ cotton ball. ☐ paper. ☐ snow.



Word Play

- What word rhymes with white? bite
- What is the ending consonant in this word? cotton n
- What letter is missing from this word? cott o n



Thinking Further and Predicting Outcomes

- Do you think Carolyn makes the right decision about keeping Promise's name the same?
- Do you like soft things? Why?

77

Reading Skills

- This story is about
☒ Carolyn promises to care for her cat.
☐ Carolyn eats dinner with her cat.
☐ Carolyn has a party with her parents.
- Carolyn plays with her new pet in the ☐ bedroom. ☒ family room. ☐ kitchen.



Word Play

- What words rhyme with glad? sad
- What is the ending consonant in this word? plays s
- Carolyn will always love her kitten.
 love like tickle



Thinking Further and Predicting Outcomes

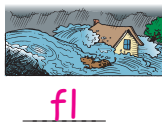
- Do you think Carolyn will ever want another pet?
- Would you want somebody like Carolyn as your friend?

79

Answer Key

Revisiting Blends

1.



2.



3.

It has lots of animals.
It is fun to visit.
You can learn a lot.
What is it?
A school
a zoo
the moon

4.

You can swim here.
It feels cool. Have fun!
What is it?
A pool
a bathtub,
a glass of water

80

Finding the Correct Word

1.

Do you like to _____ songs?
sing
sings
sang

2.

The duck enjoys _____ corn.
eaten
eating
to eat

3.

Jimmy has _____ into
the pool.
jumping
jumped
jump

4.

Josefina _____ to play
piano.
lie
likes
liking

5.



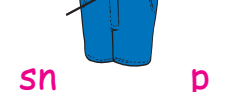
81

Blends Review

1.



2.



3.



4.



5.



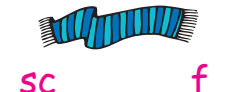
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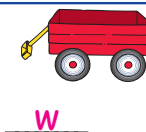
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82

Blends Review

1.



2.



3.



zba **a** **b** **z**
guk **g** **k** **u**



hia **a** **h** **i**
bnu **b** **n** **u**



83



Answer Key

Where Are You?

- 


next to over above below in over under below
- 




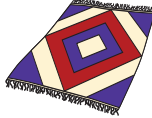


under inside around below outside inside under below
- 


in next to around above in beneath under next to
- 


down up sideways under down up around near

84

Classify Me

- three sk five food 
- orange lemon lime ham 
- penny dime nickel dollar 
- mouse rat bug lion 
- truck car boat bus 
- June July August flag
- green yellow brown tired
- stone rock brick rug
- mom dad dog sister
- funny smile laugh mad

85

Reading Skills

- What might you see if you lived in Alaska?
 _____ robins
 X _____ moose
 _____ lions
- Alaska is two times as big as Texas.
 two times three times ten times
- What did Joe Juneau search for in Alaska? Gold
 bears gold diamonds



Word Play

- Write one other word that you can make from the word Alaska. Answers will vary.
- Write one other word that rhymes with bear. Answers will vary.
- If you live in Alaska, you should own a hat.
 live liked


Thinking Further

- Would you want to live in Alaska? Why or why not?
- What are a few words that describe Alaska?

87


Reading Skills

- What might you see if you lived in New Mexico?
 X _____ bunches of chili peppers
 _____ bunches of bananas
 _____ bunches of green peppers
- Santa Fe was founded in X 1610. _____ 1615. _____ 1910.



Word Play

- Write one other word that you can make from the word New Mexico. Answers will vary.
- Write one other word that rhymes with clay. Answers will vary.
- You can see brown adobe homes in Taos.
 brown black



Thinking Further

- Would you want to live in New Mexico? Why or why not?
- What are a few words that describe New Mexico?

89

Answer Key

Reading Skills

1. What might you see if you visited Oregon?

X the deepest lake
 _____ the widest lake
 _____ the coldest lake



2. Some people went to Oregon because it had rich soil.
rich poor dirty

Word Play

1. Write one other word that you can make from the word Oregon. Answers will vary.
 2. Write one other word that rhymes with soil. Answers will vary.
 3. Oregon is cold in the winter.
cool cold



Thinking Further

1. Do you think there are farmers in Oregon? How do you know?
 2. What are a few words that describe Oregon?

91

Reading Skills

1. What island could you see in Rhode Island?

X Block Island
 _____ Kidd Island
 _____ Watch Island



2. Rhode Island is the smallest state.
smallest largest prettiest

3. Rhode Island has a nickname. It is X Little Rhody. _____ Bay State. _____ Pirate State.

Word Play

1. Write one other word that you can make from the word Rhode Island. Answer: Answers will vary.
 2. Write a word that starts with the letters bi. Answers will vary.
 3. If you take a boat you can get to Block Island.
boat rocket

Thinking Further

1. Would you want to travel to Block Island? Why or why not?
 2. Give Rhode Island another nickname.

93

Reading Skills

1. What might you see if you live in Vermont?

X green mountains
 _____ blue mountains
 _____ green rivers



2. You can climb X Bread Loaf Mountain. _____ Butter Mountain.
 _____ Meatloaf Mountain.

3. Maple tree sap is turned into syrup. This happens in a _____ milk house. X sugarhouse. _____ sap house.

Word Play

1. Write one other word that you can make from the word Vermont. Answers will vary.
 2. Write one other word that rhymes with green. Answers will vary.
 3. Syrup tastes sweet.
sweet sour

Thinking Further

1. Would you want to live in Vermont? Why or why not?

95

Reading Skills

1. What horse race takes place in Kentucky?

X Kentucky Derby
 _____ Kentucky Doggie
 _____ Kansas Derby



2. President Lincoln was born in Kentucky.
Lincoln Kennedy Washington

3. Kentucky has the longest cave in the world.
cave wave

Word Play

1. Write one other word that you can make from the word Kentucky. Answers will vary.
 2. Write one other word that rhymes with log. Answers will vary.

Thinking Further

1. Do you like horses? Would you want to see a race? Why or why not?
 2. Give Kentucky a nickname.

97

Answer Key

Reading Skills

1. Noah Webster grew up in

X West Hartford.

____ Past Hartford.

____ West Hattyfields.



2. He lived in a red saltbox house.
black brown red

Word Play

1. Write one other word that you can make from the word

Noah. Answers will vary.

2. Write one word that rhymes with west. Answers will vary.

3. I will be six years old on June 10th.
be buy bee

Thinking Further

1. Would you want to meet Noah Webster? Why or why not?

2. Would you want to write a dictionary?

99

Reading Skills

1. Robert Frost was a famous

____ song writer.

X poet.

____ singer.



2. Many of his poems are about ____ roses. ____ buildings. X nature.

3. What do you think Robert Frost would rather write a poem about?
____ bikes X trees ____ trucks

Word Play

1. Write one other word that you can make from the word

New Hampshire. Answers will vary.

2. Write one other word that rhymes with fall. Answers will vary.

3. In New Hampshire, the land is pretty.
land lend

Thinking Further

1. Would you want to live in New Hampshire? Why or why not?

2. What would you like to write a poem about?

101

Reading Skills

1. There are many _____ in Wisconsin.

____ teachers

X dairy farmers

____ cowboys



2. Dairy farmers make ____ orange juice. X cheese.
____ cookies.

Word Play

1. Write one other word that you can make from the word

Wisconsin. Answers will vary.

2. Write one other word that rhymes with in. Answers will vary.

3. Dairy farmers make milk to drink.
mill milk mud

Thinking Further

1. Would you want to live in Wisconsin? Why or why not?

2. Would you want to tour America in the Cheesemobile?

103

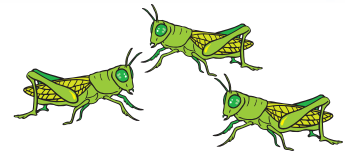
Reading Skills

1. Montana is called

____ Big Time.

X Big Sky Country.

____ Big Cow.



2. Grasshopper Glacier has _____ of frozen grasshoppers.
____ a couple ____ hundreds X millions

Word Play

1. Write one other word that you can make from the word

Montana. Answers will vary.

2. Write one other word that rhymes with tan. Answers will vary.

3. The blue sky is pretty in Montana.
bed blue blew

Thinking Further

1. Would you want to live in Montana? Why or why not?

2. Which would you want to see more, a grasshopper, glacier, or a Rocky Mountain goat? Explain why.

105

Answer Key

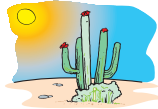
Reading Skills

1. Nevada is the _____ state in the United States.

_____rainiest

X_____driest

_____hottest



2. Huge piles of cement were used to make Hoover Dam

X_____strong. _____gray. _____cold.

Word Play

1. Write one other word that you can make from the word state. **Answers will vary.**

2. Write one other word that rhymes with at. **Answers will vary.**

3. Workers **used** cement to build the Hoover Dam.
us used was

Thinking Further

1. Would you want to live in Nevada? Why or why not?

2. Would you want to help build a giant water dam?

107

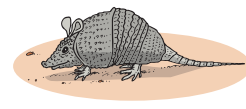
Reading Skills

1. Texas is so big that it has _____ time zones.

_____three

X_____two

_____one



2. If you visit Big Bend National Park, what might you see?

X_____bats _____bears _____baboons

Word Play

1. Write one other word that you can make from the word Texas. **Answers will vary.**

2. Write one other word that rhymes with big. **Answers will vary.**

3. I need to **call** Grandma on the phone.
call call call

Thinking Further

1. Would you want to live in Texas? Why or why not?

2. What animal would you most like to see?

109

Reading Skills

1. Over _____ islands make up Hawaii.

X_____one hundred

_____two hundred

_____three hundred



2. The word Aloha means

_____like. _____pretty. **X**_____love.

Word Play

1. Write one other word that you can make from the word black. **Answers will vary.**

2. Write one other word that rhymes with say. **Answers will vary.**

3. Hawaii has **black** sand beaches.
blue black brown

Thinking Further

1. Would you want to live in Hawaii? Why or why not?

2. Would you want to tour a volcano?

111

Reading Skills

1. What might you see in Maryland?

X_____bays

_____a rain forest

_____the tallest mountain



2. Maryland has things to do for **X**_____everybody. _____a few people.

Word Play

1. What is a word that rhymes with Mary? **Answers will vary.**

2. What is one other word you can make from the letters in Maryland? **Answers will vary.**

3. What letter is missing from this sentence? Maryland is a **f**un state.

Thinking Further

1. Would you like to live in Maryland? Why or why not?

2. What would you nickname Maryland?

113

Answer Key

Reading Skills

1. What might you see in California?

☒ movie making
☐ kangaroos
☐ cornfields

2. Why do so many people visit California?

☒ There are many pretty places to visit.
☐ There are lots of cars.
☐ There are lots of people.



Word Play

1. What is a word that rhymes with lots? *Answers will vary.*

2. What is one other word you can make from the letters in California? *Answers will vary.*

3. What letters are missing from this sentence?
 California is a suny state.

Thinking Further

1. Would you like to live in California? Why or why not?
 2. What would you nickname California?

115

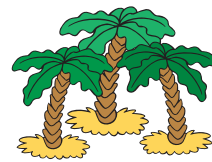
Reading Skills

1. What might you see in Florida?

☐ polar bears
☒ alligators
☐ bears

2. What fruit is grown a lot in Florida?

☐ bananas ☐ apples ☒ oranges



Word Play

1. What is another word that begins with F? *Answers will vary.*

2. What is one word you can make from the letters in hurricane? *Answers will vary.*

Thinking Further

1. Would you like to live in Florida? Why?
 2. What would nickname the state of Florida?

117

Reading Skills

1. What might you see in New York?

☒ Statue of Liberty
☐ Statue of Freedom
☐ Painting of Liberty

2. Why might it be fun to visit New York City?

☒ There are a lot of fun things to do.
☐ It is sunny.
☐ There are a lot of roads.



Word Play

1. What are three words that rhyme with top? *Answers will vary.*

2. What is one word you can make from the word skyscraper? *Answers will vary.*

Thinking Further

1. Would you like to visit New York? Why?
 2. What would you nickname New York?

119

Reading Skills

1. What might you see in Pennsylvania?

☒ Liberty Bell
☐ Statue of Liberty
☐ Liberty Well

2. Philadelphia is a city where famous people signed

☐ baseball cards. ☒ important papers. ☐ art.



Word Play

1. What is one word that rhymes with bell? *Answers will vary.*

2. What is one word you can make from the letters in Pennsylvania? *Answers will vary.*

Thinking Further

1. Would you learn a lot by going to Philadelphia? Why?
 2. What are two words to describe Pennsylvania?

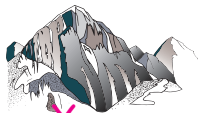
121

Answer Key

Reading Skills

1. Mount Rushmore has _____ faces carved out of stone.
_____ three

~~X~~ four



2. The Badlands are _____ bad. _____ good. ~~X~~ filled with gorges.

Word Play

1. What is one word that rhymes with south?
Look at the picture for a clue. **Answers will vary.**



2. What is one word you can make from the letters in Badlands? **Answers will vary.**

3. The Black Hills look **dark** from far away.
dark dim silly

Thinking Further

1. Would you want to see Mount Rushmore? Why?
2. Do you think it would be hard to carve people's heads out of stone?

123

Reading Skills

1. What president was born in Virginia?

~~X~~ George Washington

George Bush

King George



2. What was the name of the first English town?

~~X~~ Jamestown Jimstown

Word Play

1. What is one word that rhymes with town? **Answers will vary.**

2. George Washington grew **up** in Virginia as a boy.
up down around

3. The first English **town** was built in Virginia.
park town barn

Thinking Further

1. Would you like to visit Virginia? Why or why not?
2. What do you think you might see in an old-fashioned town like Williamsburg?

125

Reading Skills

1. Winters in Minnesota can be so cold that wet hair turns to
_____ snow.

~~X~~ ice.

dark.



2. Where might you go swimming in Minnesota?

~~X~~ lakes parks oceans

Word Play

1. What is one word that rhymes with cold? **Answers will vary.**

2. What is one word you can make from the letters in Minnesota? **Answers will vary.**



Thinking Further

1. Would you want to visit Minnesota? Why?
2. What are two words that describe Minnesota?

127

Reading Skills

1. The city of Denver is _____ in the sky.

low

~~X~~ high

blue



2. Some people came to this state to ~~X~~ ski. surf. see fish.

Word Play

1. What is one word that rhymes with it? **Answers will vary.**

2. What is one word you can make from the letters in Colorado? **Answers will vary.**

Thinking Further

1. Would you like to ski, hike, or raft?
2. What are two words to describe Colorado?



129

Answer Key

Reading Skills

1. Why do people come to see the Grand Canyon?

____ the sunshine
 X the shapes of the rocks
 ____ the food



2. What are some things you can do at the Grand Canyon?
 X look for fossils ____ take a train ride ____ make soap

Word Play

1. What is one word that rhymes with ride? **Answers will vary.**

2. What is one word you can make from the word grand? **Answers will vary.**

Thinking Further

1. Would you like to see the Grand Canyon? Why or why not?

2. What are two words to describe the Grand Canyon?

131

Words to Know

- | | | | | |
|-----------|-----------|-------|-----------|-------|
| 1. duck | 2. dog | for | 3. fish | grass |
| dog | did | | from | green |
| | | | | go |
| 4. bowl | 5. bee | call | 6. water | |
| big | big | can t | wet | |
| | | cold | won t | |
| 7. pond | 8. put | foot | 9. corn | can |
| play | play | farm | | class |
| | | far | | corn |
| 10. hat | 11. road | run | 12. sun | son |
| him | run | red | | st |
| | | | | |
| 13. pill | 14. push | soft | 15. sled | sleep |
| pill | rail | set | slip | |
| | | says | sled | |

132

Words to Know

- | | | |
|-----------|-----------|-------------|
| 1. snail | 2. hand | 3. pine |
| snore | her | penny |
| | | pinch |
| 4. wing | 5. fox | 6. dinner |
| wish | for | dime |
| | from | don t |
| 7. ape | 8. want | 9. whale |
| apple | wish | wink |
| | will | what |
| 10. feet | 11. fly | 12. sun |
| from | fun | star |
| | | skip |
| 13. kite | 14. gift | 15. string |
| kiss | give | step |
| | get | skunk |

133

Contractions



- | | | |
|-------------|--------|--|
| 1. do not | don't | |
| 2. let us | let's | |
| 3. will not | won't | |
| 4. was not | wasn't | |
| 5. is not | isn't | |
| 6. that is | that's | |
| 7. can not | can't | |
| 8. did not | didn't | |
| 9. I will | I'll | |

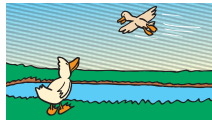
134

Answer Key

Lost Letters

1. Why does Little Duck want to fly?

He wants to see the blue sky.



2. How can he fly?

With his wings.



3. Do boys and girls have wings?

Not that I can se.



4. Do fish have wings?

No, but they have fins.



5. Can Little Duck dive?

Yes, he can dive.



135

Lost Letters

1. What animal did Carolyn pick?

She picked a kitten.



2. How did the kitten feel?

The new kitten felt soft.



3. What kind of pets do most people have?

Most people have cats or dogs.



4. Do some people have different pets?

Max has a pet frog and a pet tutle.



5. Will a tiger make a good pet?

No, a tiger wont make a good pet.



136

Words to Know

1.



hall
home
hop

2.



bear
bee
big

3.



pat
pet
pit

4.



green
great
good

5.



bench
boat
belt

6.



lie
love
log

7.



to
two
toe

8.



bend
back
bath

9.



big
bring
bow

10.



bars
bug
birds

11.



call
can t
can

12.



land
lick
lip

13.



can
cage
call

14.



play
pan
pin

15.



ran
run
rock

137

[illegible]

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[illegible]

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Spectrum, our best-selling workbook series, provides quality educational activities that meet students' needs for learning achievement and success.

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- Letter association
- Blends and digraphs
- Word recognition
- Reading comprehension
- Following directions



Reading (Grades K–6)
Math (Grades K–8)
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