"The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara’s mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara’s **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It’s just like having her own kitten.

---

**Understand It!**

Answer the following questions after reading:

1. The main idea was...
   a. going to the store  
   b. sneezing  
   c. getting Sara a kitten  
   d. puffy eyes

2. I predict Sara’s mom would be ___ if the kitten lived with them.
   a. allergic  
   b. happy  
   c. excited  
   d. healthy

3. Why didn’t Sara ask to keep the kitten?
   a. she was scared of cats  
   b. she didn’t like cats  
   c. she thinks cats are mean  
   d. she knew her mom was allergic

4. Which word below best describes Sara’s mom?
   a. selfish  
   b. loving  
   c. mean  
   d. frustrated

---

**Word Work**

Color the words in the passage that match each category below:

- **red**  
- **blue**  
- **green**  
- **orange**

**Contractions**

- **scooped**

**Plurals**

- **neighbors**

**Adjectives**

- **puffy**

**Proper Nouns**

- **allergic**

---

**Vocabulary**

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. **scoop**
2. **darting**
3. **neighbors**
4. **allergic**
5. **scooped**

---

*Passage 1*

*Copyright: Out of This World Literacy (Jen Bengal)*
Comprehension: Thinking Deeper About Fiction

Name: ___________________________ Date: __________________

Passage Title: ___________________ Passage Number: __________

Directions: Think deeper about the passage to answer the questions below.

What is your opinion of the story? Why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who is telling the story? How do you know?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How would you have acted in the story? Why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How are you alike and different from the main character?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What big ideas can you infer and use in your own life?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did the characters change over time?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Copyright: Out of This World Literacy (Jen Bengal)
Name: __________________________ Date: __________
Claudette became soaking wet and crazy angry when... 

Today I wrote for ______ minutes!

Name: __________________________ Date: __________
Tell the story of what happened to this girl!

Today I wrote for ______ minutes!

Copyright: Out of This World Literacy (Jen Bengal)
Common and Proper Nouns

Name: ___________________________ Date: ___________________________

Directions: A noun is a person, place or thing. Writers use words to describe a person (boy, girl, teacher), place (school, room, house), or thing (toy, book, car). Writers can use common nouns or proper nouns. Read the passage and answer the questions. Then take the challenge!

Uno Rage

“Uno!” Camar shouted. We looked at him nervously and counted our cards. Would we be able to get rid of them in time? It was my turn next. I had to play either a blue card or a nine. My eyes quickly searched my cards. No blues, no nines.

“Come on, Nancy, let’s go!” Gadi whined. I had to draw a card. My hands were sweating. I picked up my new card and it was a blue five! I played it.

“Finally!” Gadi remarked. He eyed Camar. We were probably wondering the same thing. Did Camar have another blue? The answer would make Gadi’s choice easier, but there was no way to know. Gadi finally selected a card from his hand and laid it down quickly. The card made a THWACK as it hit the pile. It was a green five.

“Please don’t have a green. Please don’t have a green,” I whispered. But as soon as I saw Camar’s grin, I knew luck was not on my side. He played his final card—a green seven. Gadi raged.

“Hey, it’s just a game,” I said, trying to calm him.

“You put up a good fight,” Camar added. Gadi seemed to calm down a bit. Then he said,

“Want to go again?”

Write About It: In your own words, tell the most important parts of the story. Circle the common nouns in your answer. Underline the proper nouns.

Challenge: Use the codes to identify common and proper nouns in the text.

---

Multiple Choice:

Answer the following questions after reading:

1a. Which best describes a common noun?
   a. a generic name for a person, place, or thing
   b. a capitalized word
   c. the formal name of a person
   d. words that are capitalized

1b. What evidence from the text includes a common noun that matches the description in 1a?
   a. “Camar shouted!”
   b. “Gadi remarked”
   c. “My hands”
   d. “Nancy, let’s go!”

2a. Which best describes a proper noun?
   a. a generic name for a person, place, or thing
   b. a capitalized word
   c. the formal name of a person
   d. a specific name of a person, place, or thing

2b. What evidence from the text includes a proper noun that matches the description in 2a?
   a. “good fight”
   b. “Gadi raged.”
   c. “his final card”
   d. “a blue card”

3. Which of the following phrases includes both a common and proper noun?
   a. “Camar added”
   b. “I whispered”
   c. “Gadi finally selected a card”
   d. “played his final card”
“Time to Recycle”

Jake and his friends were playing football at recess. Jake’s friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a dozen different crushed soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. Jake wondered how all that trash got there. It didn’t make sense. Who would throw their trash on the side of the school playground? It made Jake mad. It made Jake want to do something. So, he called all his friends over and they created a plan. The boys agreed to clean up the trash at recess the next day. They also decided to make recycling posters and put them around the school. Their goal was to never see trash on their playground again!

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. football
   b. recycling
   c. recess
   d. making posters

2. I predict the narrator would be ___ if he saw more trash in a week.
   a. happy
   b. excited
   c. patient
   d. sad

3. What was Jake upset about the most?
   a. That people threw their trash on the playground
   b. Missing the catch
   c. Having to pick up trash
   d. Making posters

4. What trait best describes Jake?
   a. careless
   b. funny
   c. selfish
   d. caring

Word Work

Color the words in the passage that match each category below:

- red
- blue
- green
- orange

Contractions
Plurals
Adjectives
Proper Nouns

Vocabulary

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. ________
2. ________
3. ________
4. ________
5. ________

Copyright: Out of This World Literacy (Jen Bengel)
Comprehension: Thinking Deeper About Fiction

Name: ___________________________ Date: ___________________________

Passage Title: ___________________________ Passage Number: __________

Directions: Think deeper about the passage to answer the questions below.

What is your opinion of the story? Why?

____________________________________

____________________________________

Who is telling the story? How do you know?

____________________________________

____________________________________

How would you have acted in the story? Why?

____________________________________

____________________________________

How are you alike and different from the main character?

____________________________________

____________________________________

What big ideas can you infer and use in your own life?

____________________________________

____________________________________

How did the characters change over time?

____________________________________

____________________________________

Copyright: Out of This World Literacy (Jen Bengal)
Name: ___________________ Date: __________

When Destiny fell off the....she ended up...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Today I wrote for _____ minutes!

Name: ___________________ Date: __________

Tell the story of what happened to this girl!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Today I wrote for _____ minutes!
Singular and Plural Nouns

Name: ___________________________ Date: ___________________________

**Directions:** A noun is a person, place, or thing. Writers use words to describe a person (boy, girl, teacher), place (school, room, house), or thing (toy, book, car). Writers can use singular nouns or plural nouns. Read the passage and answer the questions. Then take the challenge!

---

**The Snowman**

Airyana blinked her blue eyes a few times, then continued to stare at her writing notebook. The straight blue lines made her eyes go out of focus. The white background was blinding. She looked up and stared out the frosted window of her classroom.

"Why is this so hard?" she muttered to herself. She was supposed to be writing a poem, but she had no idea what to write about. She squinted to see what was outside. Maybe something would inspire her. Airyana noticed a snowman on the school yard. Some kids must have made him during recess.

"How cute," Airyana whispered. The rest of the class was quietly scribbling away in their notebooks. She hoped it wasn’t obvious that she was the only one without a creative idea to write about. Airyana used her sweatshirt sleeve to wipe away some of the frost from the window. She took a better look at the snowman and gasped. Did that stick arm just move? It looked like the snowman had waved at Airyana!

"But that’s not possible," she said. Then she thought for a minute. "Or is it?" Airyana quickly bent over her notebook, pencil in hand. She finally had an idea she could write about.

---

**Multiple Choice:**

Answer the following questions after reading:

1a. Which best describes a singular noun?
   a. a word that means more than one
   b. any word that means one
   c. a word that represents one person, place, or thing
   d. any word that ends in ‘s’

1b. What evidence from the text includes a singular noun that matches the description in 1a?
   a. "a few times"
   b. "blue lines"
   c. "Some kids"
   d. "a creative idea"

2a. Which best describes a plural noun?
   a. any word that ends in ‘s’
   b. a word that represents more than 1 person, place, or thing
   c. any word that ends in ‘es’
   d. a specific name of a person, place, or thing

2b. What evidence from the text includes a plural noun that matches the description in 2a?
   a. "the snowman"
   b. "their notebooks"
   c. "for a minute"
   d. "pencil in hand"

3. Which of the following phrases includes both a plural and singular noun?
   a. "sweatshirt sleeve"
   b. "frost from the window"
   c. "the class was scribbling in their notebooks"
   d. "blinked her blue eyes"

---

**Write About It:** In your own words, tell the most important parts of the text. Circle the singular nouns in your answer. Underline the plural nouns.

---

**Challenge:** Use the codes to identify singular and plural nouns in the text.

- Blue: Singular nouns in the text
- Green: Plural nouns in the text.

---

Copyright: Out of This World Literacy (Jan Bengel)
“A Visit to the Fire Station”

Last week our class took a field trip to the fire station. Our teacher, Mrs. Smith, told us we would learn a lot about fire safety. My friends and I thought it was silly. We didn’t think we would learn anything new. But we were wrong! We all knew to call 911 if we saw a fire or smoke. But no one in our class ever thought about making a plan at home in case of a fire. None of our families talked about where we would meet if there was a fire. And we never practiced a fire drill at home! We all got to try on the big, bulky, heavy fire jackets. We learned never to hide during a fire, but to find the safest escape. Mrs. Smith was right when she told us to take this field trip serious. We did have a lot more to learn about fire safety. My friends and I all promised to go home and make a fire safety plan with our parents.

Understand It!
Answer the following questions after reading:

1. The main idea was...
   a. class field trips
   b. fire jackets
   c. fire safety
   d. calling 911

2. I predict the narrator will go home and ___
   a. forget what he learned
   b. make a fire safety plan
   c. think the trip was boring
   d. forget to make a plan

3. What does the narrator first think of the trip?
   a. it will be boring
   b. it will be amazing
   c. it will be scary
   d. it will be long

4. What trait best describes the narrator?
   a. funny
   b. scared
   c. angry
   d. smart

Word Work | Color the words in the passage that match each category below:
--- | ---
Contractions | red
Plurals | blue
Adjectives | green
Proper Nouns | orange

Vocabulary | Copy the 5 bold words from the passage. Use context clues and what you know to define each word:
--- | ---
1 | 
2 | 
3 | 
4 | 
5 | 

Passage 3

Copyright: Out of This World Literacy (Jen Bengel)
Comprehension: Thinking Deeper About Fiction

Name: ___________________________ Date: ________________

Passage Title: ___________________ Passage Number: __________

Directions: Think deeper about the passage to answer the questions below.

What is your opinion of the story? Why?

__________________________________________________________________________

__________________________________________________________________________

Who is telling the story? How do you know?

__________________________________________________________________________

__________________________________________________________________________

How would you have acted in the story? Why?

__________________________________________________________________________

__________________________________________________________________________

How are you alike and different from the main character?

__________________________________________________________________________

__________________________________________________________________________

What big ideas can you infer and use in your own life?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How did the characters change over time?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Copyright: Out of This World Literacy (Jen Bengel)
Marcus found himself all tied up when he...

What happened? And how does he get free?

Today I wrote for ___ minutes!
Collective and Possessive Nouns

Name: ___________________________ Date: ____________

Directions: A noun is a person, place or thing. Writers use words to describe a person (boy, girl, teacher), place (school, room, house), or thing (toy, book, car). Writers can use collective nouns or possessive nouns. Read the passage and answer the questions. Then take the challenge.

The Brave Mathematician

The numbers danced across the whiteboard. Mouamong stared at them with a confused look. Why did three times four make twelve? Where did Mrs. Mock get the one and the two from? “This doesn’t make any sense,” he mumbled to himself. He quickly looked back down at his paper, hoping no one heard him. He didn’t want people to know that he was completely lost.

“Are there any questions?” Mrs. Mock asked. Her eyes searched the room, but Mouamong avoided Mrs. Mock’s gaze. The seconds started to feel like hours. Mouamong was afraid to ask for help. He didn’t want to look dumb.

‘Maybe I should ask for help. Maybe Mrs. Mock would re-explain it. I don’t want everyone else to be annoyed with me, but how else will I learn it?’ Mouamong took a deep breath, swallowed, and raised his hand, “Could you go over that again?” Mouamong’s face turned red, then he heard someone across the room,

“Yes, I think I need to see it again too.” It was Chadu. Mouamong was surprised that someone else was also struggling!

“I’d love to!” Mrs. Mock replied. The class breathed a sigh of relief, and Mouamong realized that maybe he was not alone in his confusion.

Write About It: In your own words, tell the most important parts of the text. Include at least one collective and one possessive noun in your answer.

Multiple Choice:
Answer the following questions after reading:

1a. Which best describes a collective noun?
   a. a word that means more than one
   b. any word that means one
   c. naming a specific person, place, or thing
   d. naming a group of people, places, or things

1b. What evidence from the text includes a collective noun that matches the description in 1a?
   a. “The class breathed”
   b. “His face turned red”
   c. “ask for help”
   d. “Mrs. Mock”

2a. Which best describes a possessive noun?
   a. any word that ends in ‘s’
   b. shows ownership by adding an apostrophe and –s
   c. any word that ends in ‘es’
   d. a specific name of a person, place, or thing

2b. What evidence from the text includes a possessive noun that matches the description in 2a?
   a. “numbers danced”
   b. “three times four”
   c. “feel like hours”
   d. “Mouamong’s face”

3. Which of the following phrases includes a possessive noun?
   a. “any questions?”
   b. “eyes searched the room”
   c. “Mrs. Mock’s gaze”
   d. “not alone in his confusion”

Challenge: Use the codes to identify collective and possessive nouns in the text.

Copyright: Out of This World Literacy (Jen Bengel)
“A Surprise in the Park”

Trey, Sam, and Matt were playing hide-and-seek in the park after school. Trey started counting to 100 as Matt and Sam ran off to hide. Sam was great at finding the best hiding places. It always took Trey and Matt forever to find him. But this time was different. Before Trey could count to 100 he heard Sam shout at the top of his lungs. He was hollering for Trey and Matt to hurry over. He didn’t even pretend to hide. Trey and Matt looked at each other funny before running over. Sam didn’t say anything when they got there. He simply pointed at the ground. There was a fossil in the dirt. It appeared to be a dinosaur foot! The boys rushed the fossil to their teacher the next day. Their teacher confirmed it was a dinosaur fossil. The boys went back to hunt for more fossils. But they never found another fossil again.

Understand It!
Answer the following questions after reading:

1. The word ‘pretend’ in the passage means...
   a. really do something
   b. hide
   c. make believe
   d. be quiet

2. They probably found the fossil because...
   a. the dirt washed away
   b. it was hard to see
   c. it was old
   d. they were looking for fossils

3. Finding a dinosaur fossil is the same as...
   a. any other day
   b. going on vacation
   c. an unexpected surprise
   d. following a routine

4. What is the most important event?
   a. pointing at the fossil
   b. going to school
   c. looking for fossils
   d. finding the fossil

Word Work
Color the words in the passage that match each category below:

- red
  Words with suffixes
- blue
  Words with 2 vowels together
- green
  Words that end with a vowel
- orange
  Conjunctions

Vocabulary
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. ________
2. ________
3. ________
4. ________
5. ________

Passage 6

Copyright: Out of This World Literacy (Jan Bengel)
Comprehension: Thinking Deeper About Fiction

Name: ___________________________ Date: __________________

Passage Title: ___________________ Passage Number: __________

Directions: Think deeper about the passage to answer the questions below.

What is your opinion of the story? Why?

Who is telling the story? How do you know?

How would you have acted in the story? Why?

How are you alike and different from the main character?

What big ideas can you infer and use in your own life?

How did the characters change over time?

Copyright: Out of This World Literacy (Jen Bengal)
Sebastian suddenly didn’t feel so well after he...

What happened right before this picture? After?

Today I wrote for _____ minutes!
**Adverbs**

**Directions:** An adverb is a word used to describe either a verb, adjective, another adverb, or an entire sentence. Most adverbs are used to describe a verb, like the word *quietly* in the sentence, “She jumped quietly.” *Quietly* describes how the subject *jumped*. Read the passage and answer the questions about adverbs. Take the challenge!

**Brotherly Love**

He carefully shut his locker door and turned to walk to class with his friends. Tyree saw three boys standing near his younger brother’s locker. The boys were laughing and bothering the things inside Jaden’s locker.

“Stop it!” Jaden firmly stated to the boys. “Knock it off!”

“What is this?” one of the boys mockingly asked as he handed a photo from his locker to another boy.

Tyree closely watched the boys as he continued to walk to class with his friends. These boys regularly bothered his brother. He was not going to allow it any longer. Tyree could clearly see the boys taunting his brother as he walked closer. Sometimes he and Jaden would argue at home, but he didn’t want someone else to pick on his brother.

“Give it back,” Jaden shyly ordered.

“He asked for the photo back. Give it to him,” Tyree sternly said to the boys while glaring at them. He stood beside his brother.

“We don’t want any trouble, Tyree,” one of the boys quickly said and handed the photo to Jaden.

“I never want to see you around my brother again,” Tyree sharply directed.

The boys rarely crossed Tyree. He was widely respected in the school. The group angrily turned and walked on.

“You’ll never have to worry about them again,” Tyree proudly said to his brother.

**Write About It:** List 4 adverbs from the text. For each adverb, write the word or words it is describing.

---

**Multiple Choice:**

Answer the following questions after reading:

1a. Which best describes an adverb?
   - a capitalized word
   - a word that describes verbs
   - a word used as a subject
   - the last word in a sentence.

1b. What evidence from the text includes an adverb that matches the description in 1a?
   - “Knock it off!”
   - “Jaden firmly stated to the boys.”
   - “He was not going to allow it any longer.”
   - “We don’t want any trouble.”

2a. How many adverbs are in paragraph 4?
   - 2
   - 3
   - 4
   - 5

2b. Which phrase from the text includes an adverb and is part of paragraph 4?
   - “He was not going to allow it.”
   - “…he continued to walk to class with his friends.”
   - “Tyree closely watched the boys.”
   - “He did not want someone to pick on his brother.”

3. Which of the following phrases includes an adverb?
   - “The boys rarely crossed Tyree.”
   - “…and handed the photo to Jaden.”
   - “Give it back,”
   - “He asked for the photo back.”

---

**Challenge:** Use the codes to identify adverbs found in the text.

- **blue** Adverbs in paragraph 1
- **red** Adverbs in Paragraph 4
- **green** Adverbs in Paragraph 9
“Saving Money is Hard!”

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of borrowing from his friends. Jamal’s mom told him she couldn’t afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so hard! Every time Jamal went to a store he was tempted to buy candy, gum and toys. Jamal knew he could afford these things. But if he bought them, he would have no money saved for a skateboard. Jamal whined a lot about wanting something in every store. He felt sad about not getting things. He knew if he sacrificed the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was worth it. He couldn’t wait to show off his new board!

Understand It!
Answer the following questions after reading:

1. The main idea was...
   a. buying candy
   b. saving for a skateboard
   c. buying toys
   d. saving for a bike

2. I know Jamal is frustrated because...
   a. he was whining
   b. he liked waiting
   c. he wasn’t tempted
   d. he liked saving

3. What was Jamal upset about the most?
   a. buying toys
   b. borrowing skateboards
   c. buying a skateboard
   d. having to wait

4. What trait best describes Jamal in this story?
   a. frustrated
   b. patient
   c. boring
   d. funny

Word Work | Vocabulary
--- | ---
Color the words in the passage that match each category below: | Copy the 5 bold words from the passage. Use context clues and what you know to define each word:
red | 1. 
contracts | 
blue | 2. 
plurals | 
green | 3. 
adjectives | 
orange | 4. 
proper nouns | 
5. 

Copyright: Out of This World Literacy (Jen Bengal)
Comprehension: Thinking Deeper About Fiction

Name: ___________________________ Date: ___________________________

Passage Title: ___________________________ Passage Number: ___________________________

Directions: Think deeper about the passage to answer the questions below.

What is your opinion of the story? Why?

Who is telling the story? How do you know?

How would you have acted in the story? Why?

How are you alike and different from the main character?

What big ideas can you infer and use in your own life?

How did the characters change over time?

Copyright: Out of This World Literacy (Jen Bengal)
Name: _________________________ Date: ________
Make a list of all the ways he ended up this way:

○

○

○

○

○

○

○

○

○

Circle one idea and write about it on the back of this page.

Name: _________________________ Date: ________
Make a list of all the ways he could get free:

○

○

○

○

○

○

○

○

Circle one idea and write about it on the back of this page.
Action Verbs

Name: ___________________________ Date: ___________________________

Directions: A verb is a word used to describe either an action or a state of being. Writers use verbs to describe the action of a character (jumped, yelled), or the state of being (love, doubt). Read the passage and answer the questions about action verbs. Then take the challenge!

Koalas

Have you ever seen pictures of those cute cuddly looking bears from Australia? The funny thing is they are not bears at all. They are marsupials. Marsupials are mammals that grow up in their mother’s pouch. Koalas look fuzzy and have gray or brown fur. Their fur repels water, so they don’t get wet when it rains.

Their paws have long sharp claws. Each paw has five digits like our five fingers. They use their paws for gripping and climbing trees. A koala’s sense of smell helps them find the right leaves to eat. Their noses are important to them.

Koalas stay awake all night, which makes them nocturnal. Since they are so active at night they tend to sleep or rest for 18-20 hours a day. Nighttime works better for the koalas because it can be very hot during the day. When koalas are awake they are either grooming, eating or interacting with other koalas.

Koalas talk to each other. They do not speak like humans do; instead, they use different sounds that can be heard from far away. Mothers and babies make soft clicking and squeaking sounds. Koalas make a screaming sound when they are scared.

Koalas are cute, interesting creatures that are fun to learn about.

Write About It: In your own words, tell the most important parts of the text. Circle the action verbs in your answer.

Multiple Choice:

Answer the following questions after reading:

1a. Which best describes an action verb?
   (a) a word that tells an action  
   (b) adds a sense of time or possibility  
   (c) appears after an action verb 
   (d) appears after a linking verb

1b. What evidence from the text includes an action verb that matches the description in 1a?
   (a) “Nighttime works better for the koalas”
   (b) “Koalas talk to each other”
   (c) “Their paws have long sharp claws”
   (d) “Their noses are important to them”

2a. How many action verbs are in paragraph 2?
   (a) 1  
   (b) 3  
   (c) 4  
   (d) 5

2b. Which phrase from the text includes an action verb and is part of paragraph 2?
   (a) “They are grooming, eating or interacting”
   (b) “It can be hot during the day”
   (c) “Nighttime”
   (d) “They are nocturnal”

3. Which of the following phrases includes an action verb?
   (a) Eighteen to twenty hours a day
   (b) When they are scared
   (c) Koalas climb trees
   (d) There are different sounds

Challenge: Use the codes to identify action verbs found in the text.

Copyright: Out of This World Literacy (Jen Bengel)
“But I Need That!”

It never fails that every time Julia’s mom takes her anywhere, Julia begs for her mom to buy her something. It doesn’t matter where they are. Julia will find something she wants. She usually starts off by asking her mom very nicely when she spots something she wants. Julia’s mom almost always says, ‘not today dear.’ That’s when Julia starts whining. She says, ‘but mom... I NEED that!’ It doesn’t matter if it’s a piece of candy or a new shirt. Julia always thinks she ‘needs’ everything. Julia’s mom told her that she didn’t ‘need’ those things, she just wanted them. She told Julia she would make a deal. She would buy all the things Julia ‘needed.’ Then Julia could do chores to save money for the things she ‘wanted.’ They made a list of chores she could do. Soon Julia was buying things she wanted for herself.

Understand It!
Answer the following questions after reading:

1. The main idea was...
   a. Julia wants everything
   b. going shopping
   c. chores
   d. buying a new shirt

2. How did Julia feel when her mom said no?
   a. she handled it fine
   b. she said okay
   c. she thought she needed everything
   d. she didn’t care

3. How do you think Julia felt at the end of the story?
   a. confused
   b. excited
   c. sad
   d. angry

4. What trait best describes Julia’s mom?
   a. mean
   b. fair
   c. quiet
   d. angry

Word Work
Color the words in the passage that match each category below:
- red
- blue
- green
- orange

Contractions
Plurals
Adjectives
Proper Nouns

Vocabulary
Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1
2
3
4
5

Passage 5
Copyright: Out of This World Literacy (Jen Benge)