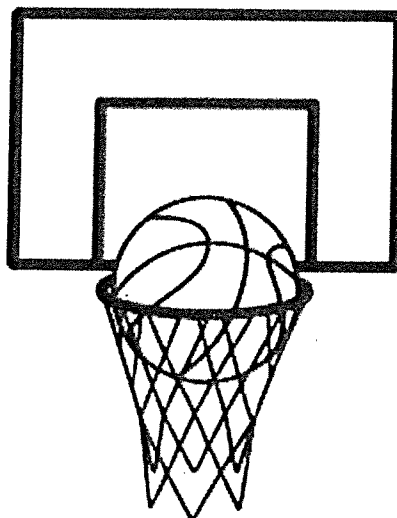
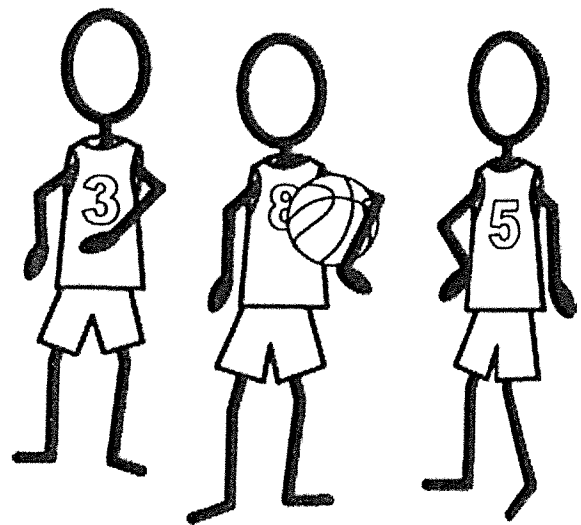
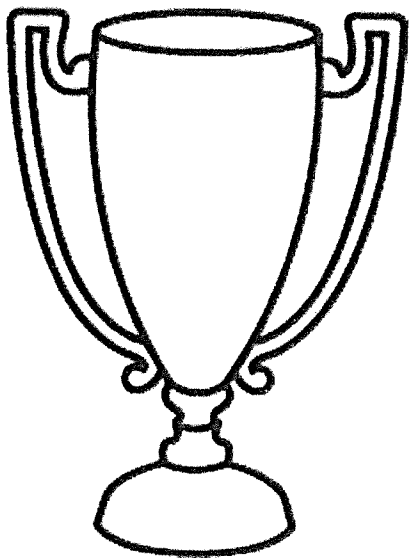


Color and Label

Name: _____

1. Color the pictures.
2. Place the labels in the spaces above the correct pictures.



game

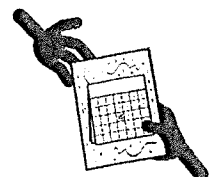
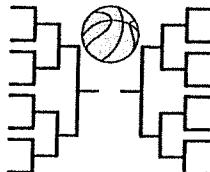
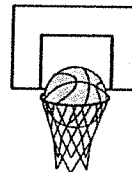
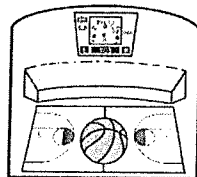
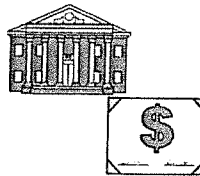
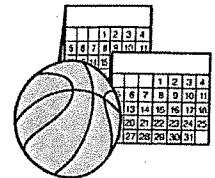
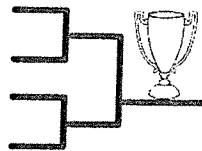
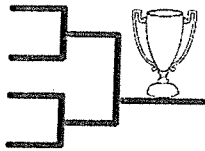
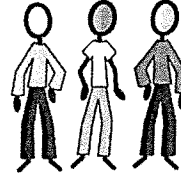
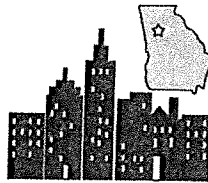
team

championship

Matching

Name: _____

Choose the matching symbol in each row.



Word Definitions

Name: _____

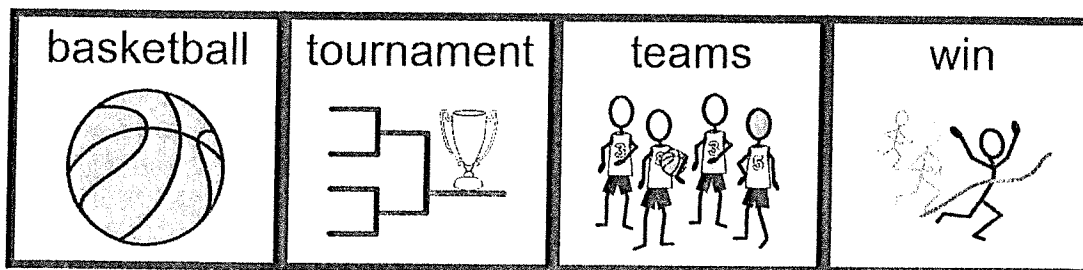
Match each picture/word card to its definition.

Groups of people who work together in activities or sports

A team sport in which points are scored by throwing a ball through a hoop

To finish first in a competition

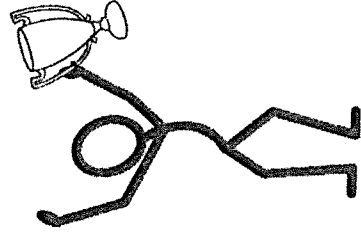
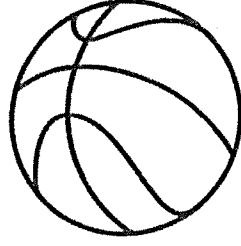
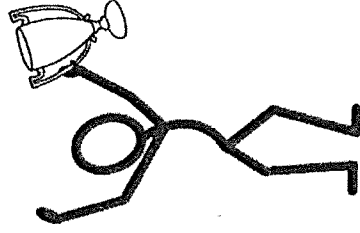
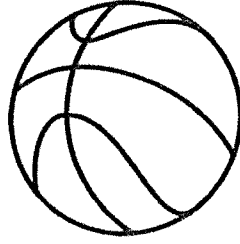
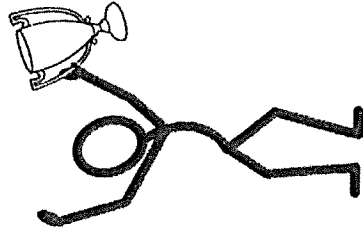
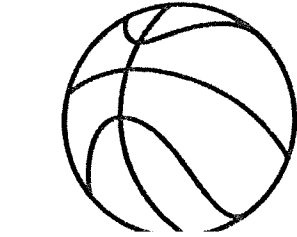
A series of contests to find a winner



Read and Do

Read each sentence. Do what each sentence says.

Name: _____



1. Color the third basketball brown.

2. Draw a blue oval around the first champion.

3. Color the first basketball red.

4. Draw a green rectangle around the third champion.

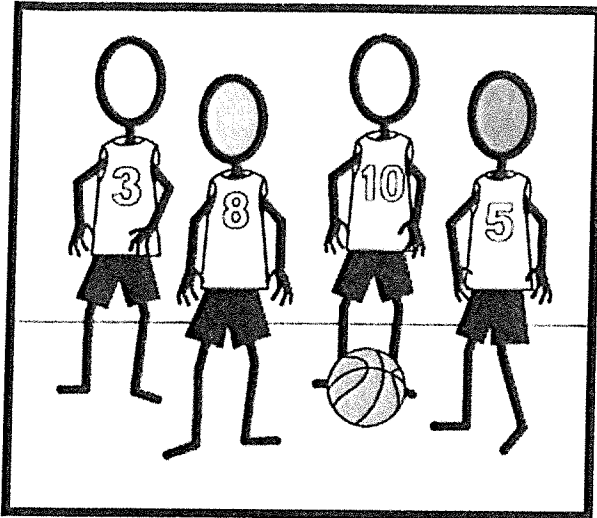
5. Color the second basketball orange.

6. Draw a gray line below the second champion.

Look, Read and Think

Name: _____

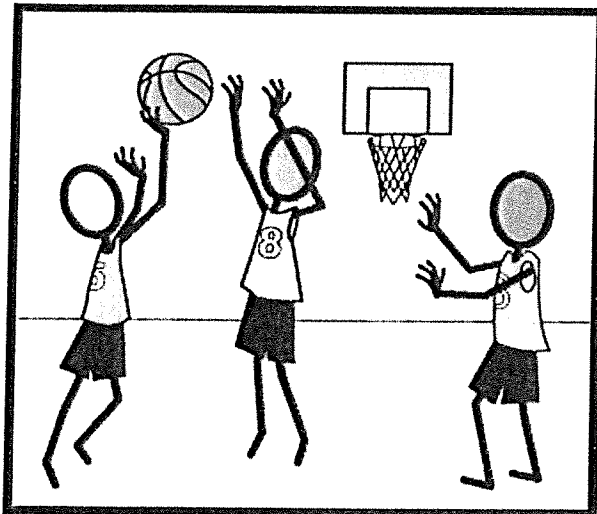
Place an "X" in the box next to the sentence that describes the picture.



A basketball player stands behind a ball.

Basketball players play basketball.

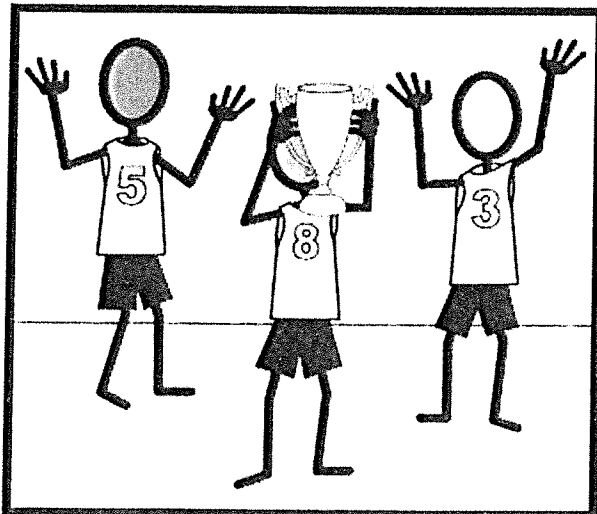
A basketball player holds a trophy.



A basketball player holds a trophy.

A basketball player stands behind a ball.

Basketball players play basketball.



Basketball players play basketball.

A basketball player holds a trophy.

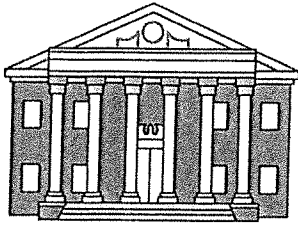
A basketball player stands behind a ball.

Counting Syllables

Name: _____

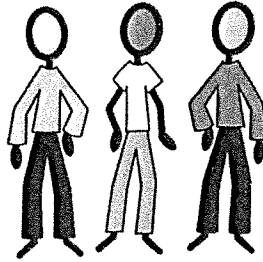
Say each word. Count the syllables. Place the number in each box.

college

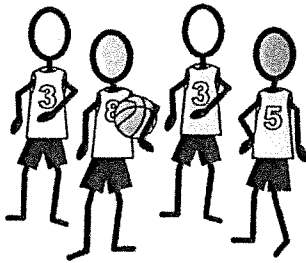


2

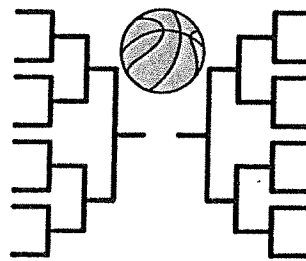
men



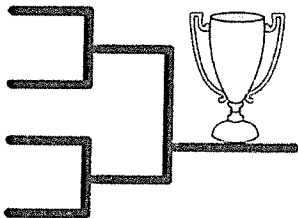
teams



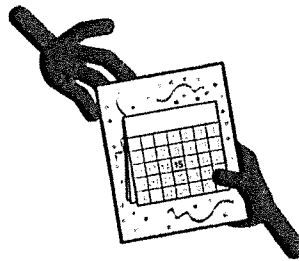
bracket



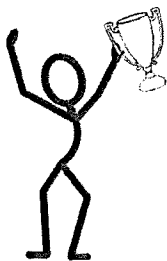
tournament



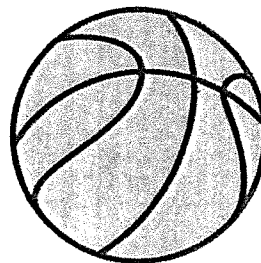
invite



champion



basketball



Write the Word

Name: _____

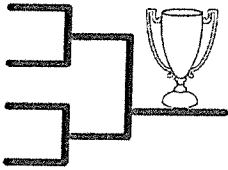
Trace the letters.

basketball



basketball

tournament



tournament

guess



guess

win

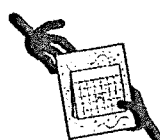
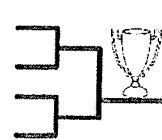
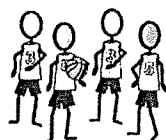
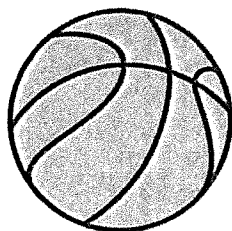
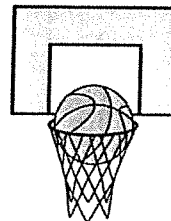
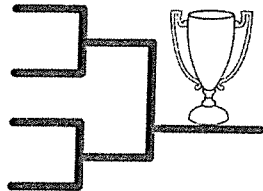
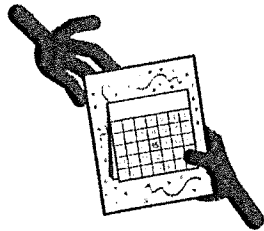


win

Cut and Paste Activity

Name: _____

Match small pictures to large pictures.

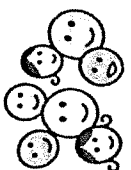



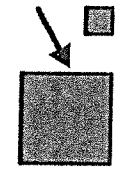
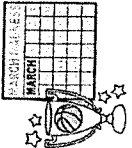
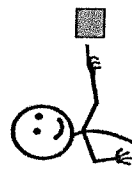
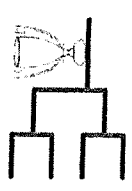
Build a Sentence

Name: _____

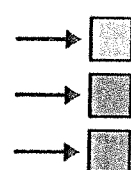
Choose the pictures below to complete the sentences from the paper.

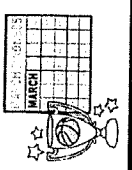

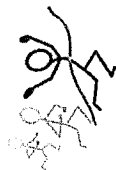
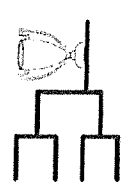
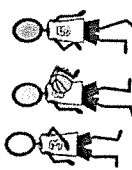
1.

People 	call 			
---	---	--	--	--

big 	March Madness. 	this 	tournament 
--	---	--	---

2.

Each 				
--	--	--	--	--

the March Madness 	wants 	to win 	tournament. 	team 
--	--	---	---	---

Sentence Completion

Name: _____

Choose a picture to complete the sentence.

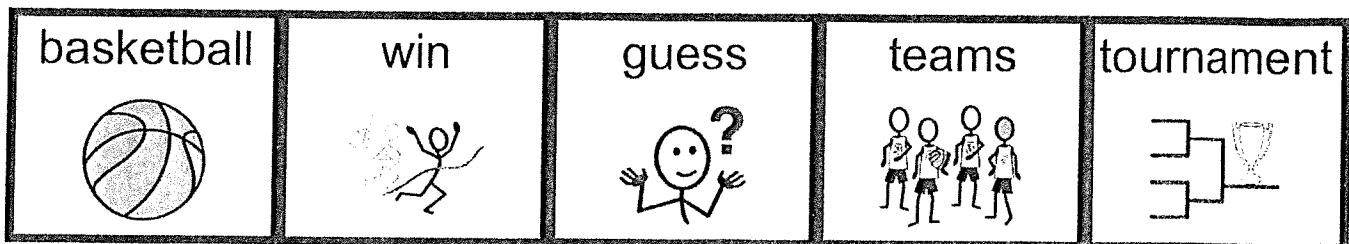
1. The best teams _____ many games.

2. Teams play each other in the _____.

3. Many people _____ about the tournament.

4. Many colleges have _____ teams.

5. College students play on these _____.



Fantastic Phil

A Reading A-Z Level E Leveled Book
Word Count: 74

Connections

Writing and Art

Think of a time when you helped someone. Draw a picture and write about it.

Social Studies

Make a family tree for Phil using information from the book. Describe Phil's family with a partner.


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Fantastic Phil



Written by Karen Mockler
Illustrated by Jeff Ebbeler

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Focus Question

What makes Phil so fantastic?

Words to Know

budge	relief
face	toil
nephew	triumph

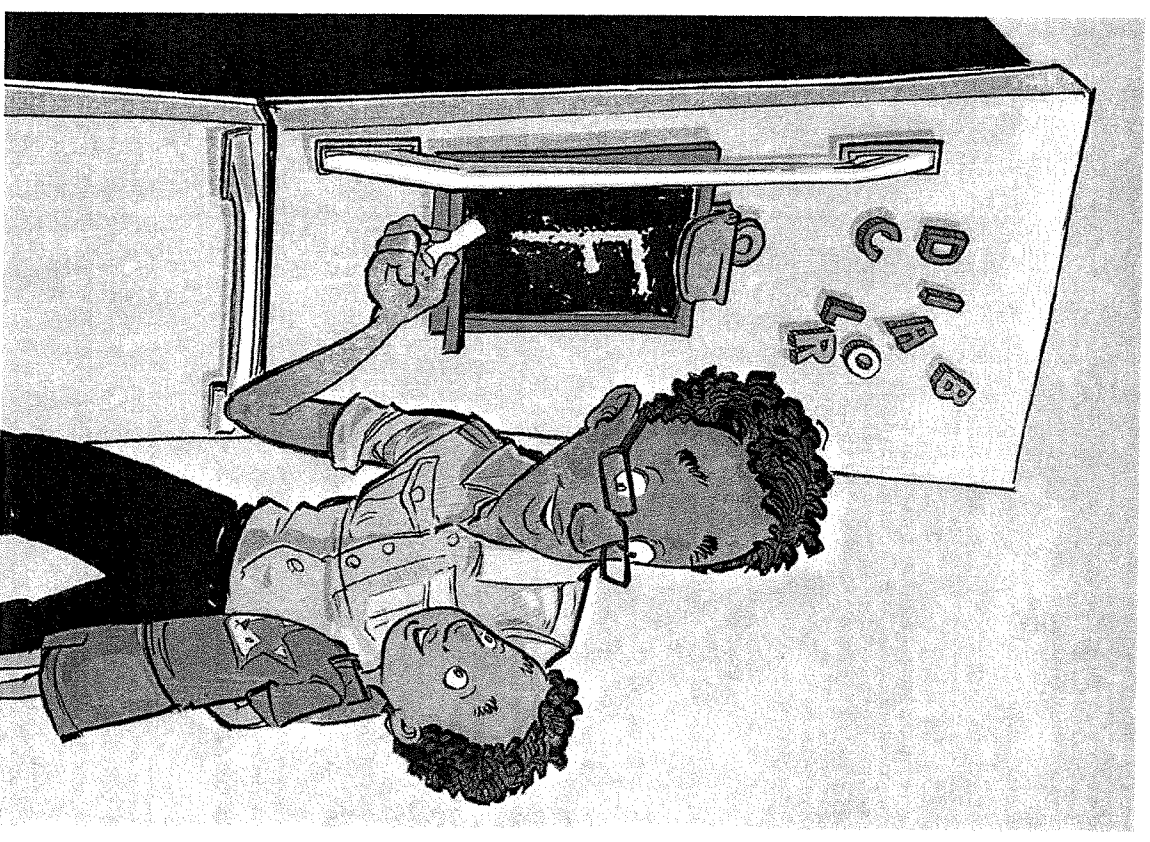
Fantastic Phil
Level E Leveled Book
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Illustrated by Jeff Ebbeler
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Correlation

LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	8



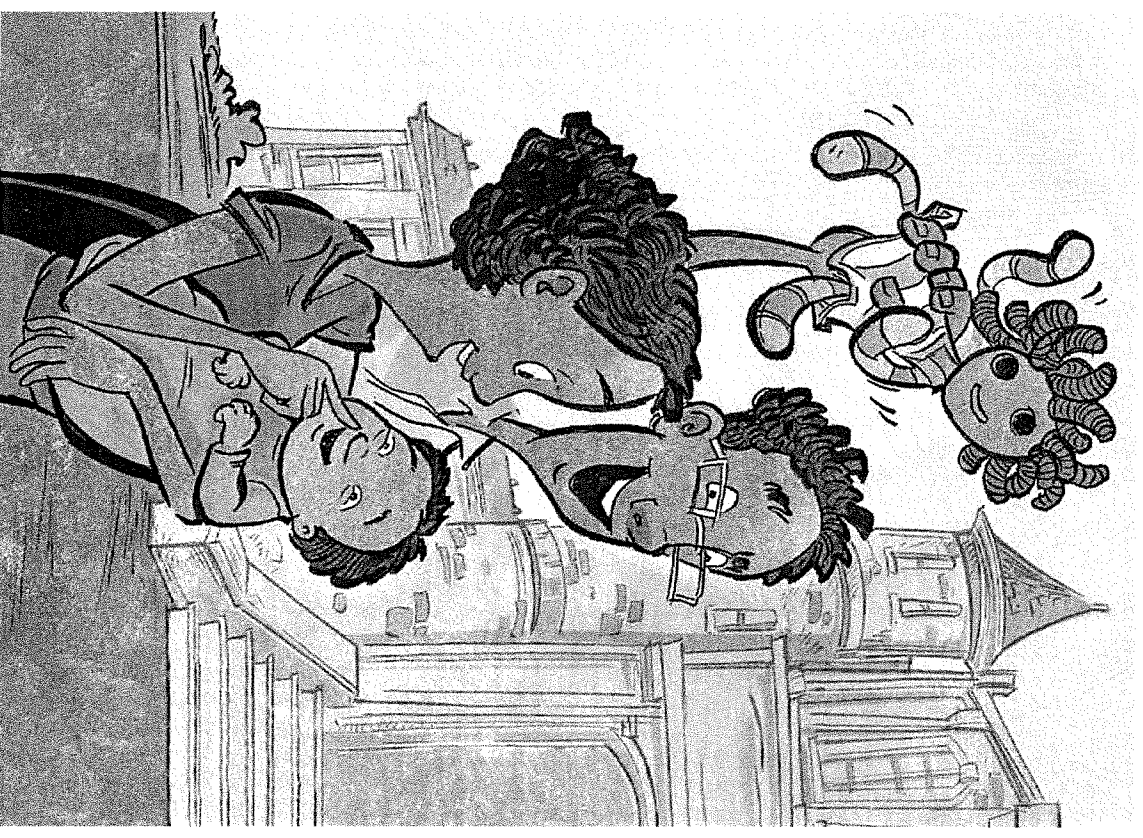
Phil helps his whole family.



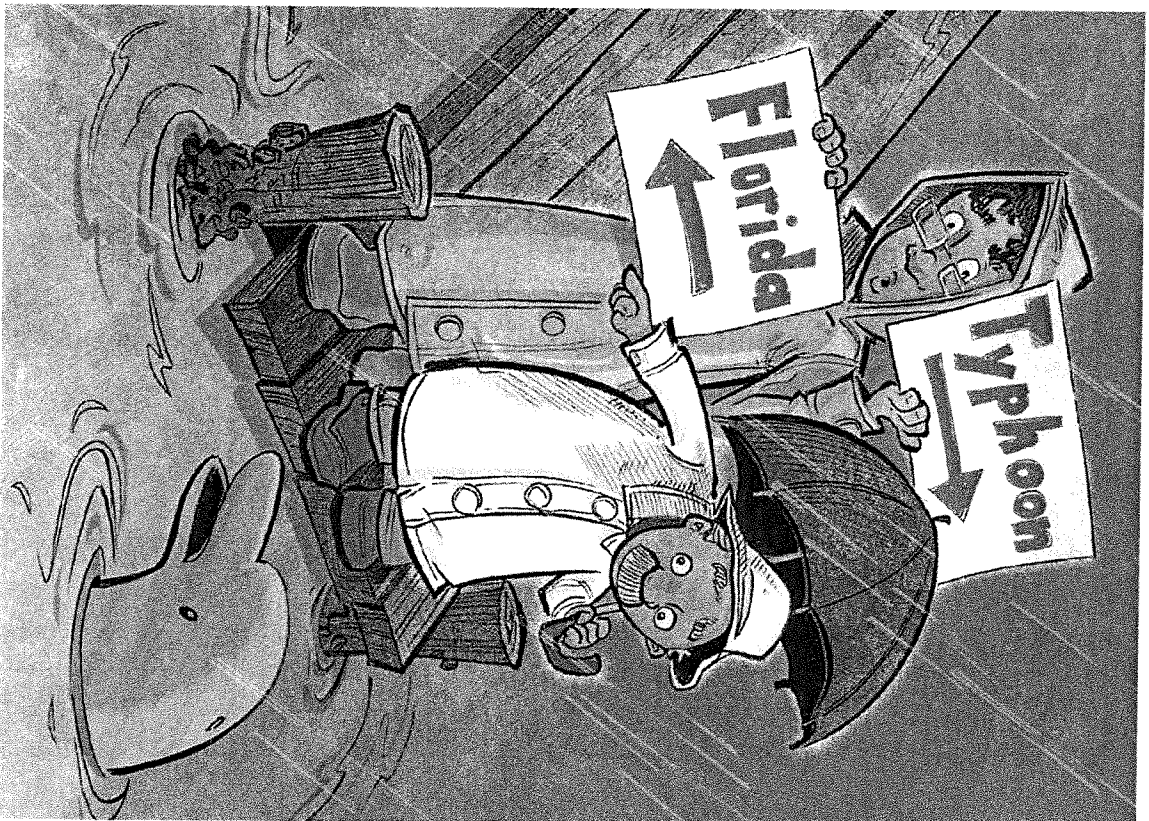
Phil helps his son
say the alphabet.



Phil helps his grandma find
a photo.



Phil helps his sister surprise
their nephew.



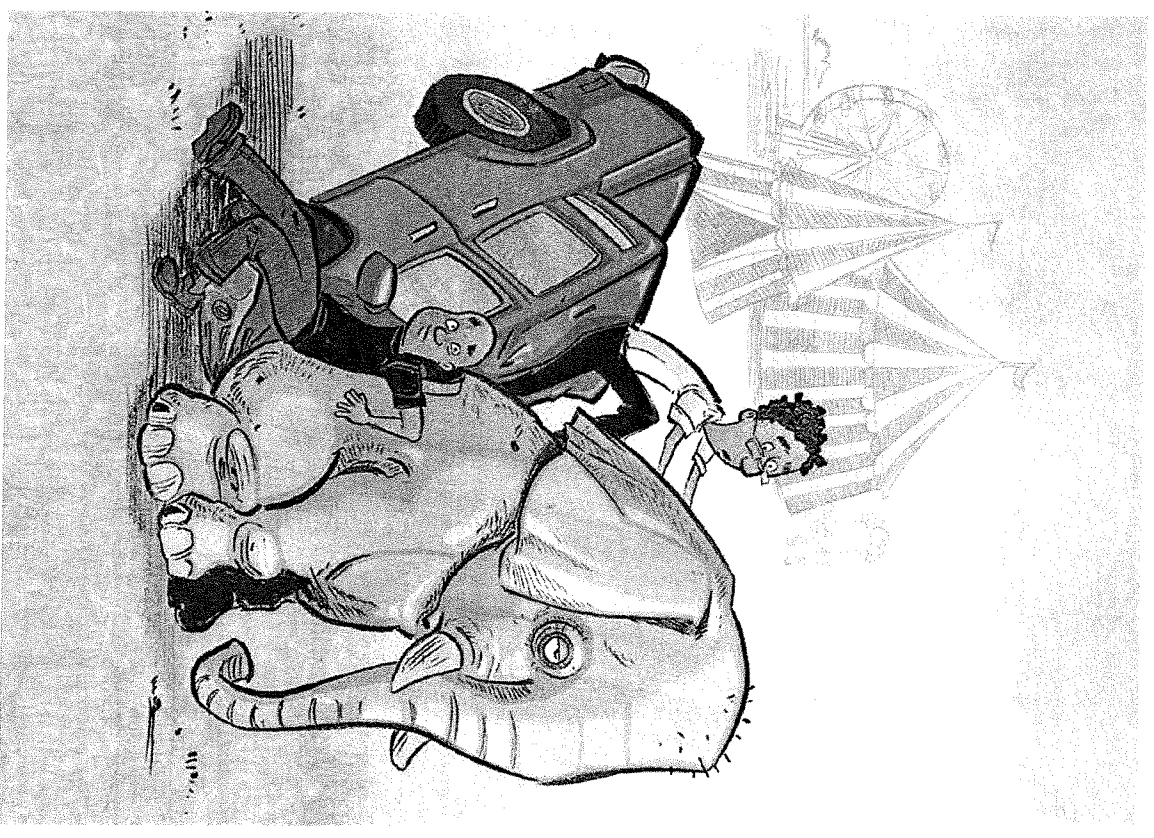
Phil helps his dad direct
a dolphin.



Phil helps his mom face
a phantom.



Phil helps his wife toil
to triumph.



Phil helps his brother budge
an elephant.



Phil is far too busy.
 “Phooey,” says Phil.
 Phil phones a friend.



Finally, Phil finds some relief.
 “Phew!” says Phil.

Name _____ Date _____

1. What is this story mostly about?
 - Ⓐ a man who gets a trophy
 - Ⓑ a man who fights phantoms
 - Ⓒ a man who helps his family
2. Which of the following best describes Phil in the story?
 - Ⓐ lazy
 - Ⓑ mean
 - Ⓒ hard-working
3. What was the author's purpose for writing *Fantastic Phil*?
 - Ⓐ to persuade the reader
 - Ⓑ to entertain the reader
 - Ⓒ to inform the reader
4. What happens after Phil helps his brother?
 - Ⓐ Phil finds a photo.
 - Ⓑ Phil helps his wife.
 - Ⓒ Phil calls a friend.
5. Listen to this sentence: *Finally, Phil helps his mom face a phantom.* What does the word **face** mean in this sentence?
 - Ⓐ to deal with
 - Ⓑ the front part of the head
 - Ⓒ to move even a little
6. **Extended Response:** Have students choose a picture from the story. Then have them use details from the picture to write or dictate information about the character based on the picture.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Quick Check Answer Sheet

Fantastic Phil

Main Comprehension Skill: Analyze Character

1. **Ⓒ** *Main Idea and Details*
2. **Ⓒ** *Analyze Character*
3. **Ⓑ** *Author's Purpose*
4. **Ⓒ** *Sequence Events*
5. **Ⓐ** *Vocabulary*
6. Answers will vary but should accurately give information about the character included in the illustration the students choose.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

The Boy Who Cried “Wolf!”

A Reading A-Z Level E Leveled Book
Word Count: 111

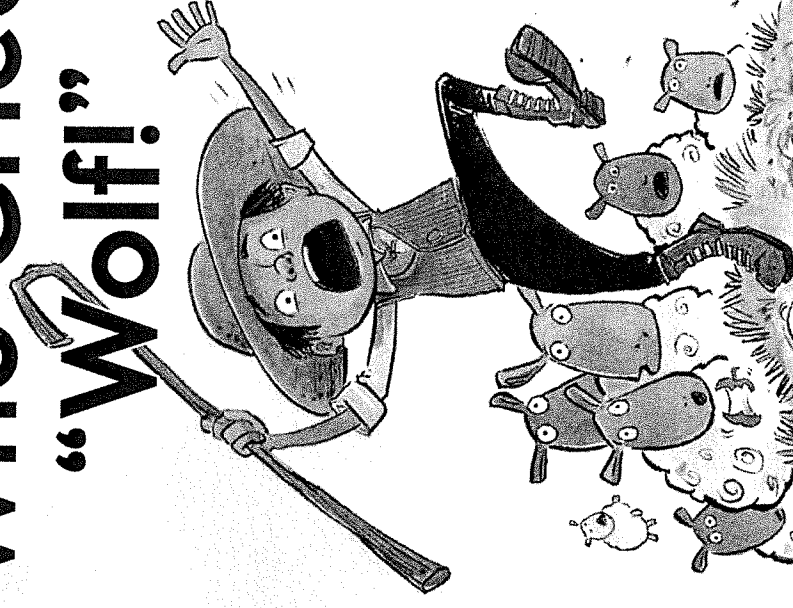


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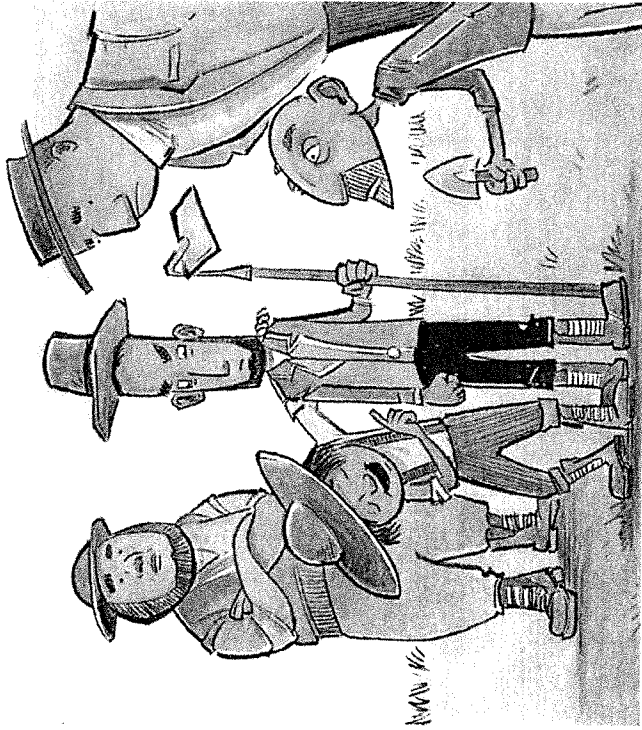
The Boy Who Cried “Wolf!”



An Aesop's Fable
Retold by Anthony Curran
Illustrated by Jeff Ebbeler

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The Boy Who Cried “Wolf!”



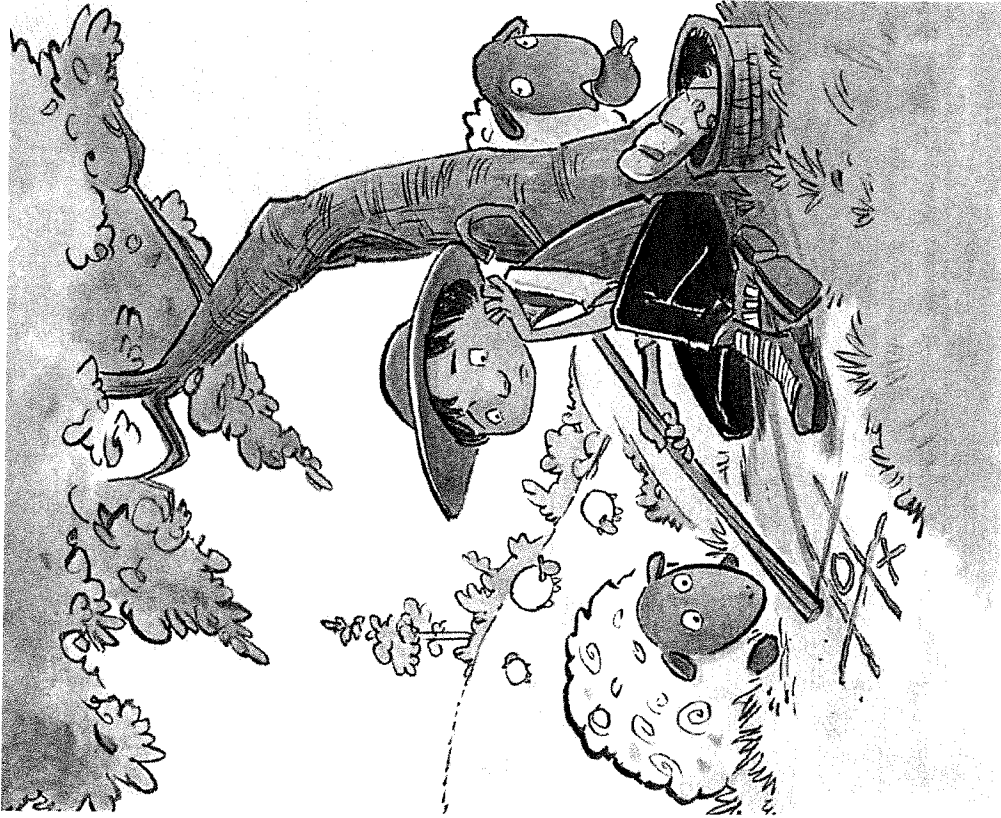
An Aesop's Fable
Retold by Anthony Curran
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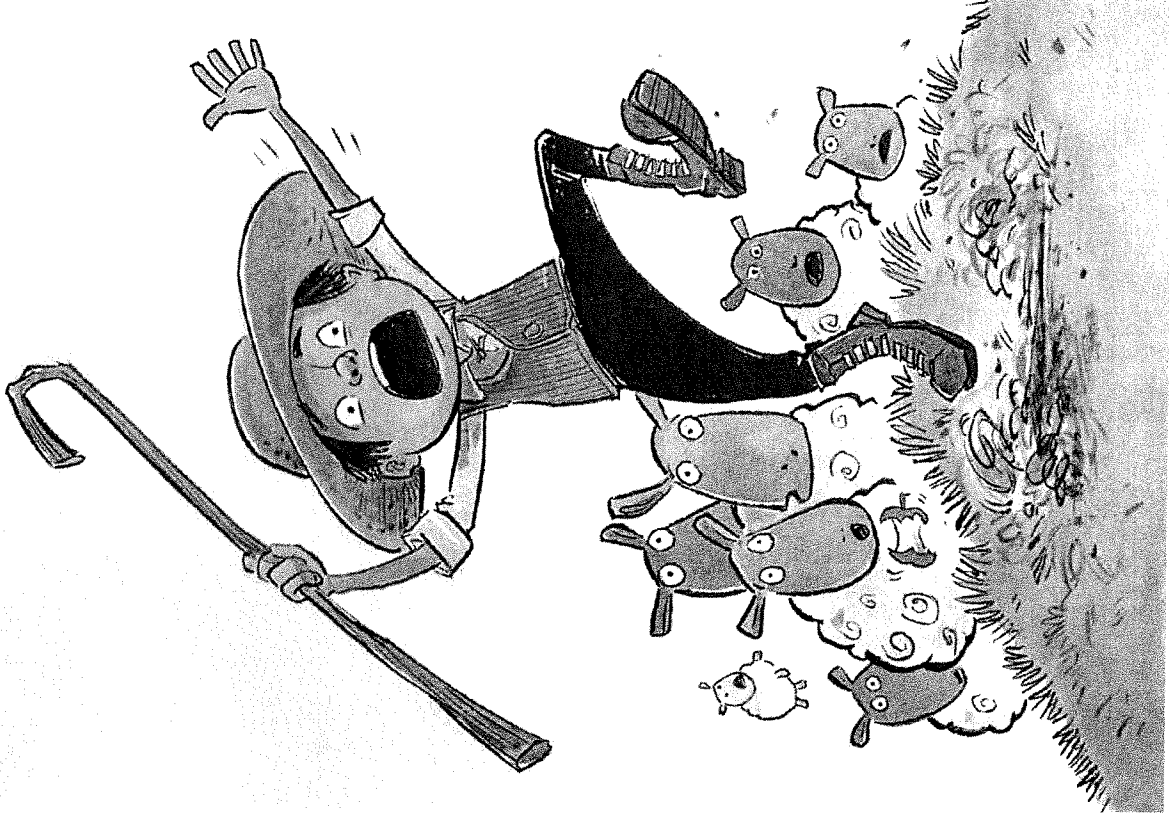
The Boy Who Cried "Wolf!"
Level E Leveled Book
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Illustrated by Jeff Ebbeler
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Correlation

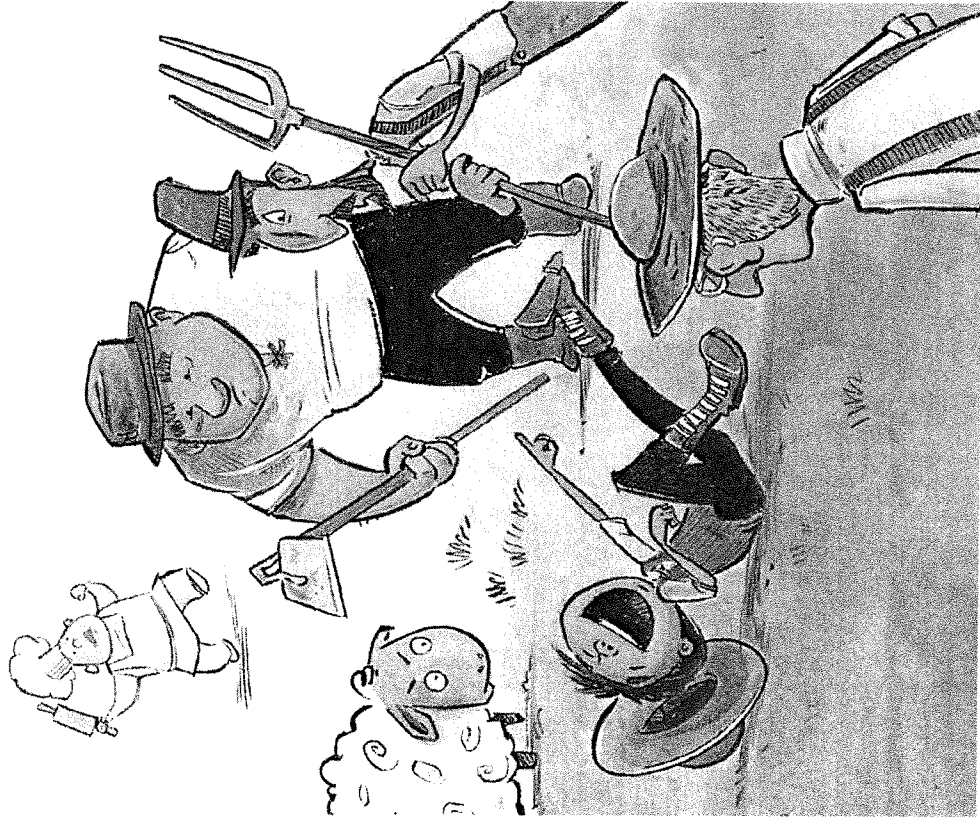
LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	8



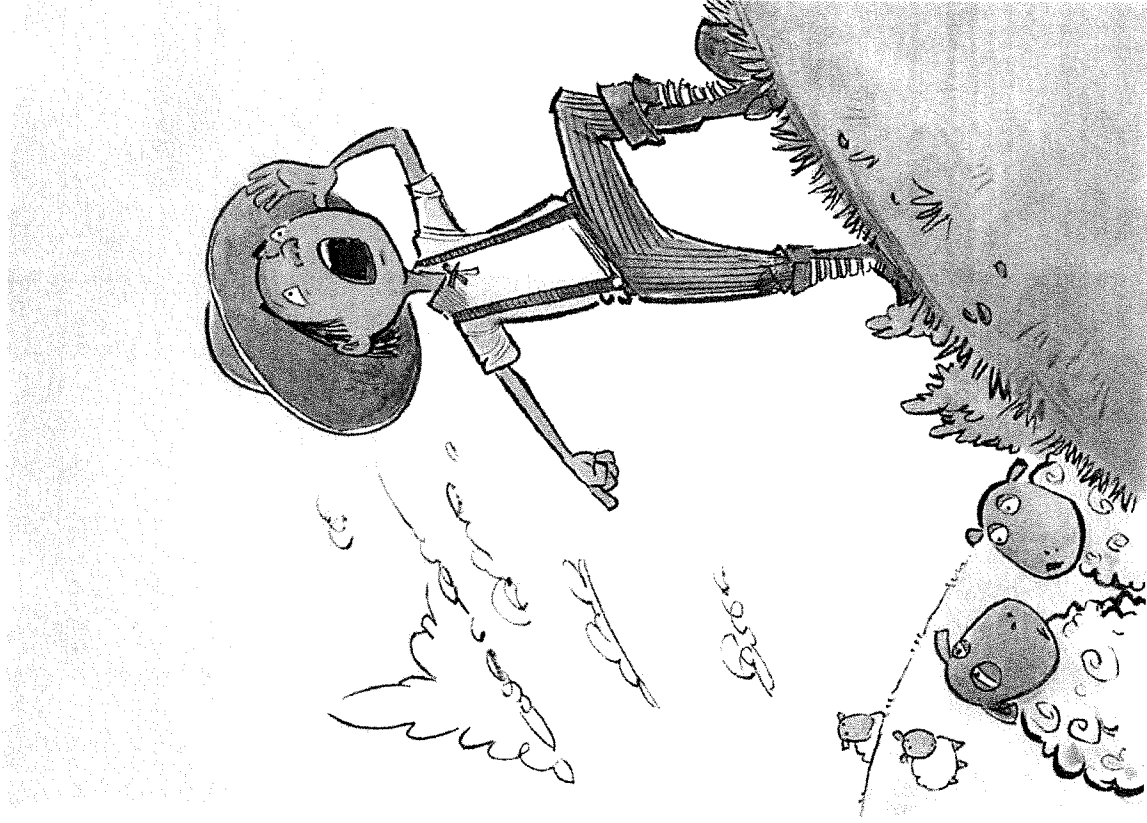
One day, a boy was watching
over his sheep.
He was very bored.
He wanted to play a trick.



"Help! Wolf!" cried the boy.



The people of the town
ran to help.
There was no wolf.
The boy laughed.



The next week he did it again.
"Help! Wolf!" cried the boy.



Again, the people of the town
ran to help.

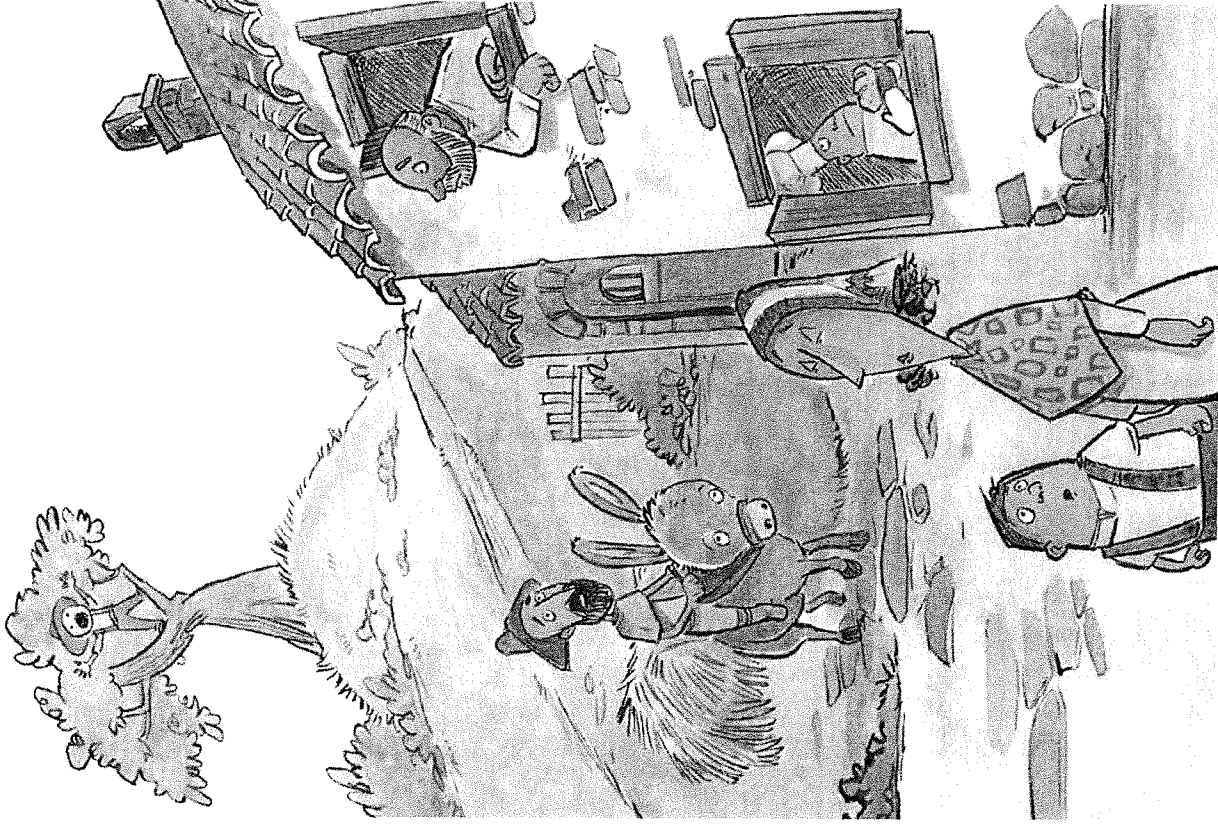
Again, there was no wolf.
Again, the boy laughed.



Then, a wolf really did come
for the sheep.



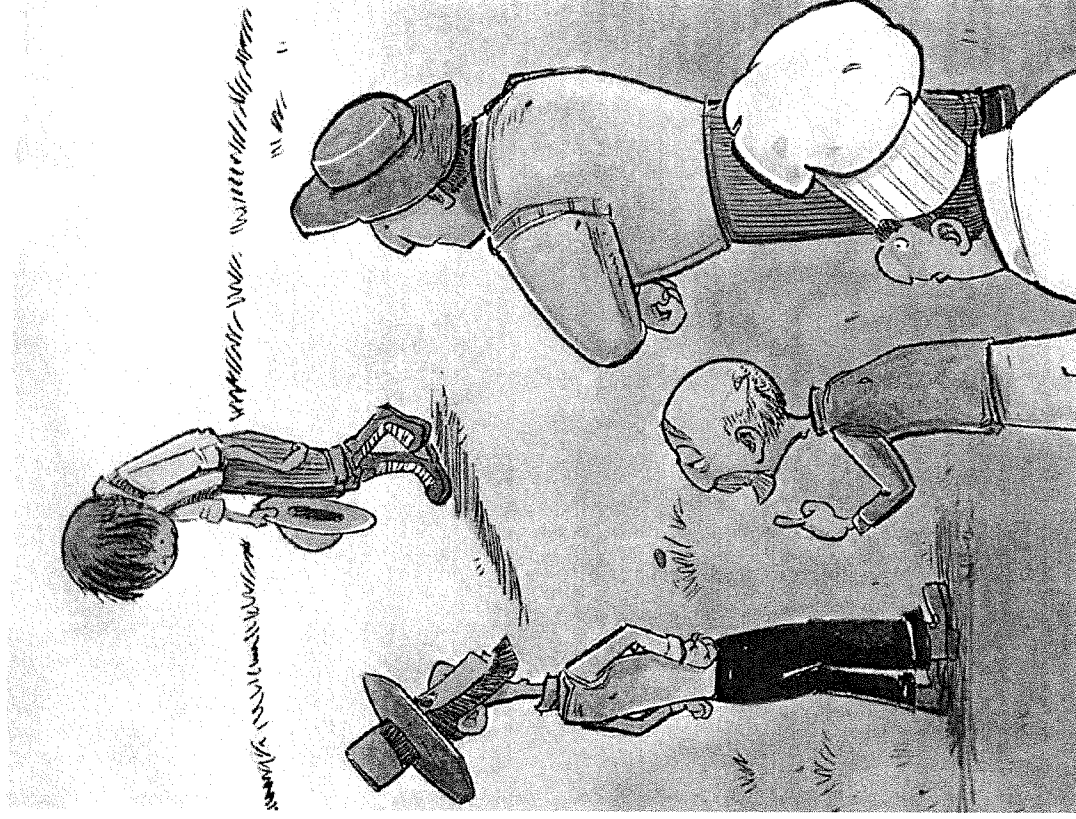
“Help! Wolf!” cried the boy.



No one came to help.



The wolf chased all the boy's sheep away.



The boy learned a lesson.
People don't believe liars, even
when they tell the truth.

Name _____ Date _____

- 1. Which event happens first in the story?
(A) The wolf chases the sheep away.
(B) The boy plays a trick.
(C) No one comes to help.
- 2. Why did the author write this story?
(A) to persuade people to play tricks
(B) to inform people about wolves
(C) to teach a lesson about telling the truth
- 3. This story takes place in a *field*. A field is an example of a _____.
(A) setting
(B) character
(C) plot

- 4. Which event happens last in the story?
(A) The boy cries, "Help! Wolfti!"
(B) The boy learns a lesson.
(C) The people run to help.
- 5. Which word means people who say untrue things on purpose?
(A) liars
(B) tricks
(C) wolves
- 6. Extended Response: Have the student look at the pictures on pages 11 and 12. Then, have him or her write (or dictate) how the boy feels on the basis of these pictures and the information in the story.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

The Boy Who Cried "Wolfe"

Main Comprehension Skill: Sequence Events

Quick Check Answer Sheet

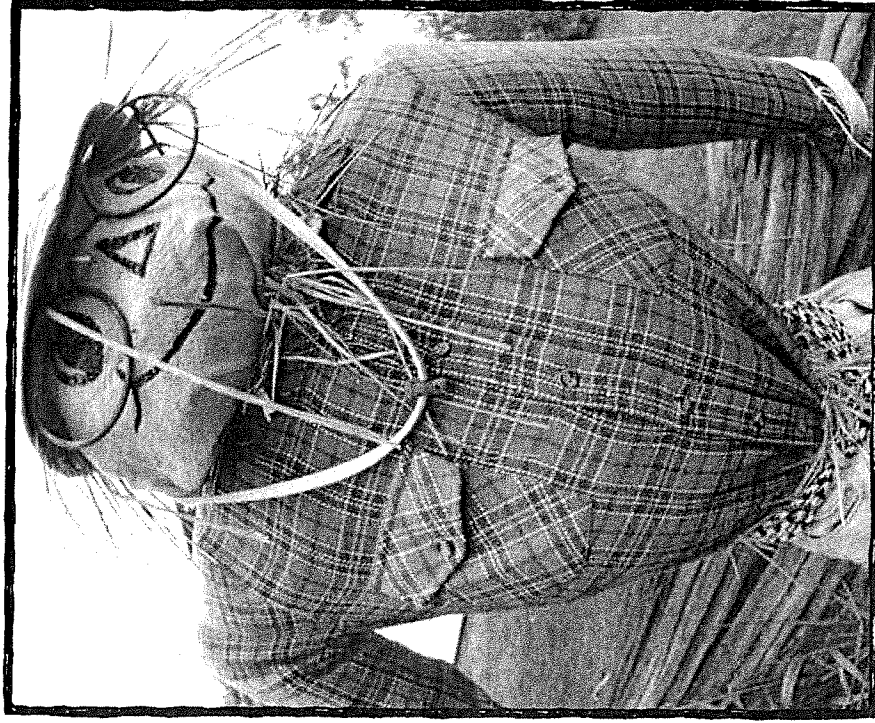
- 1. **(B)** Sequence Events
- 2. **(C)** Author's Purpose
- 3. **(A)** Story Elements
- 4. **(B)** Sequence Events
- 5. **(A)** Vocabulary
- 6. Answers will vary but should include the idea that the boy feels sorry that the sheep got chased away and that he tricked his neighbors.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

All Kinds of Farms

A Reading A-Z Level E Leveled Book

Word Count: 100

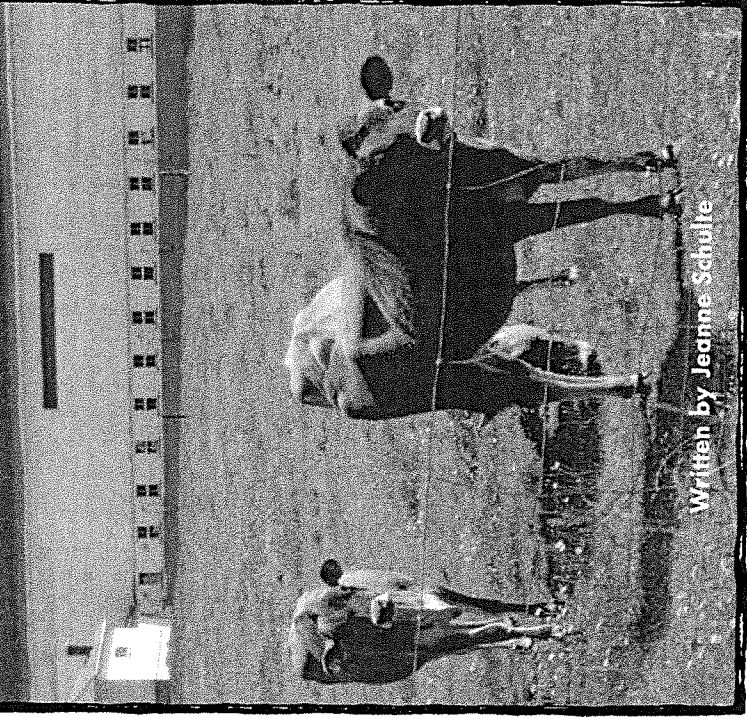


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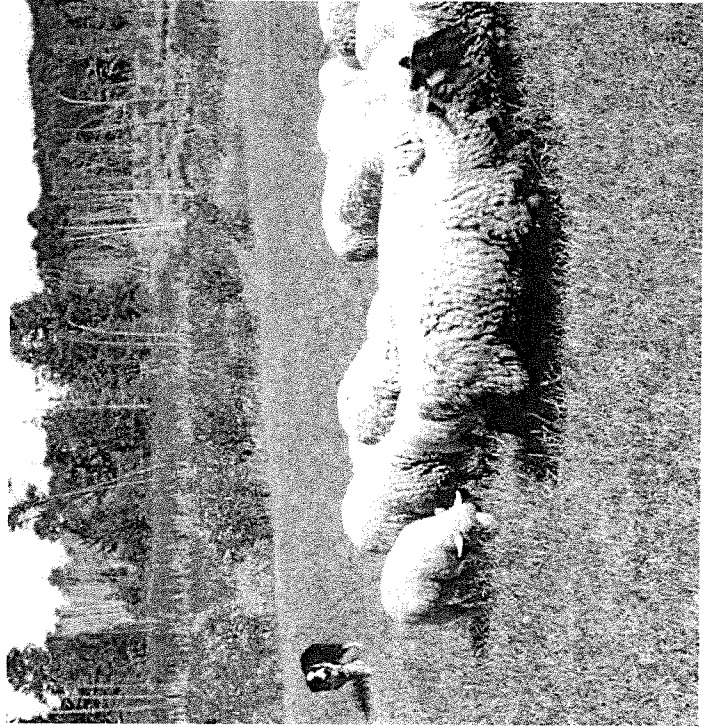
All Kinds of Farms



Written by Jeanne Schulte

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All Kinds of Farms



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All Kinds of Farms
Level E Leveled Book
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Correlation

LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	8

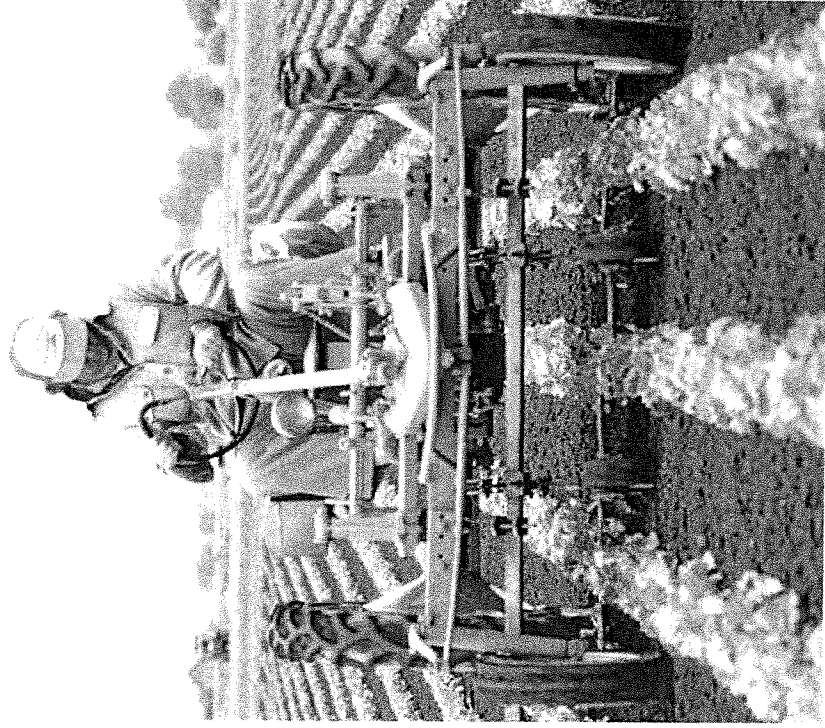
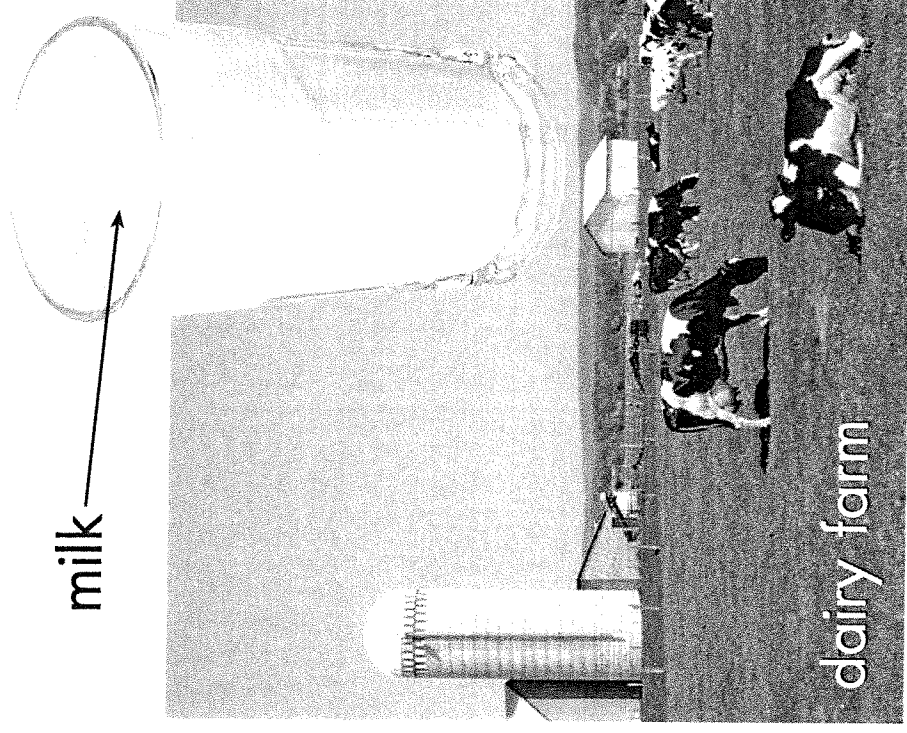


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What Grows on Farms? 8



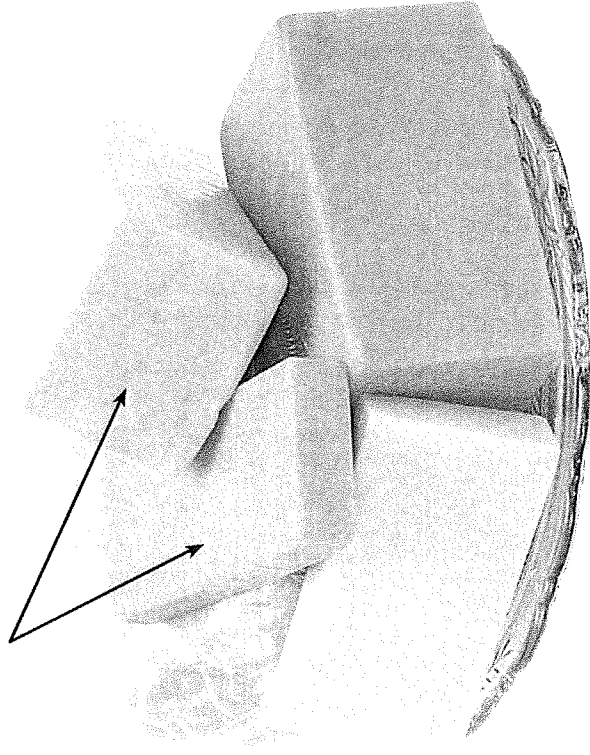
What Lives on Farms?

Cows live on farms.

Milk comes from cows.

People drink milk.

cheese



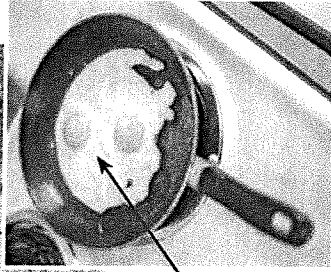
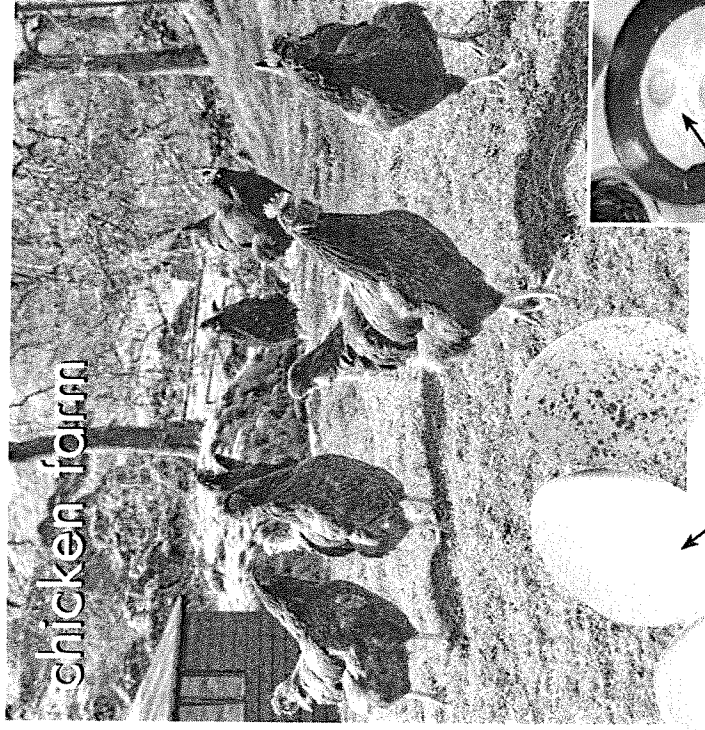
butter



People make cheese
and butter from milk.



Sheep live on farms.
Wool comes from sheep.
People make clothes
from wool.

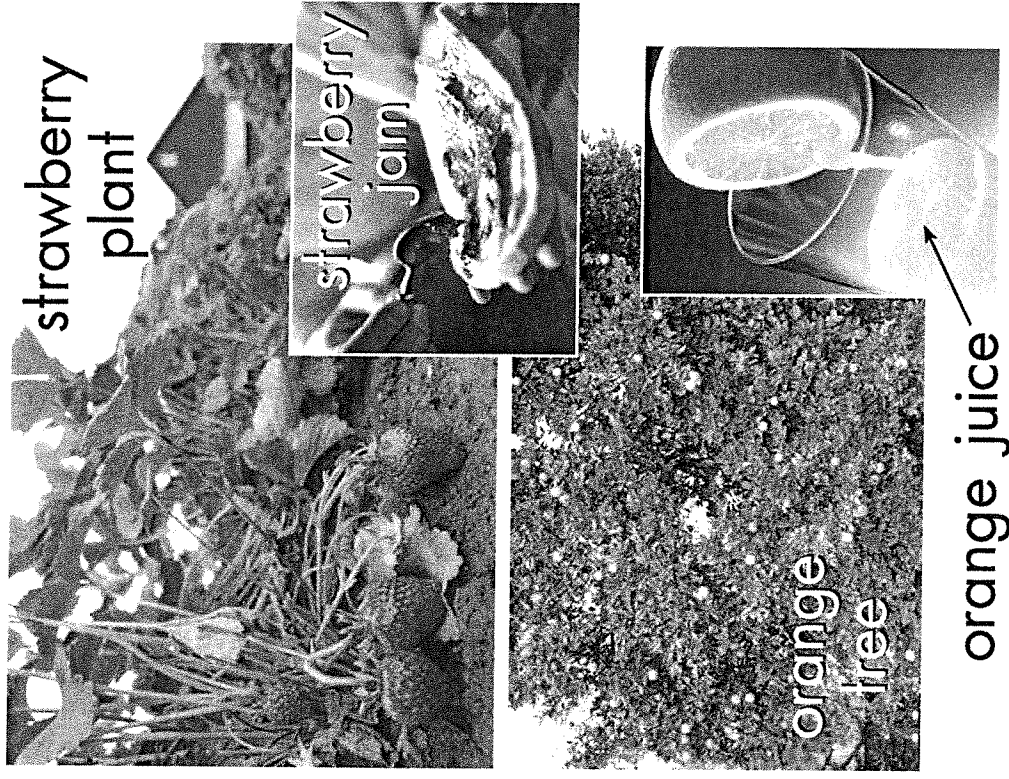


eggs

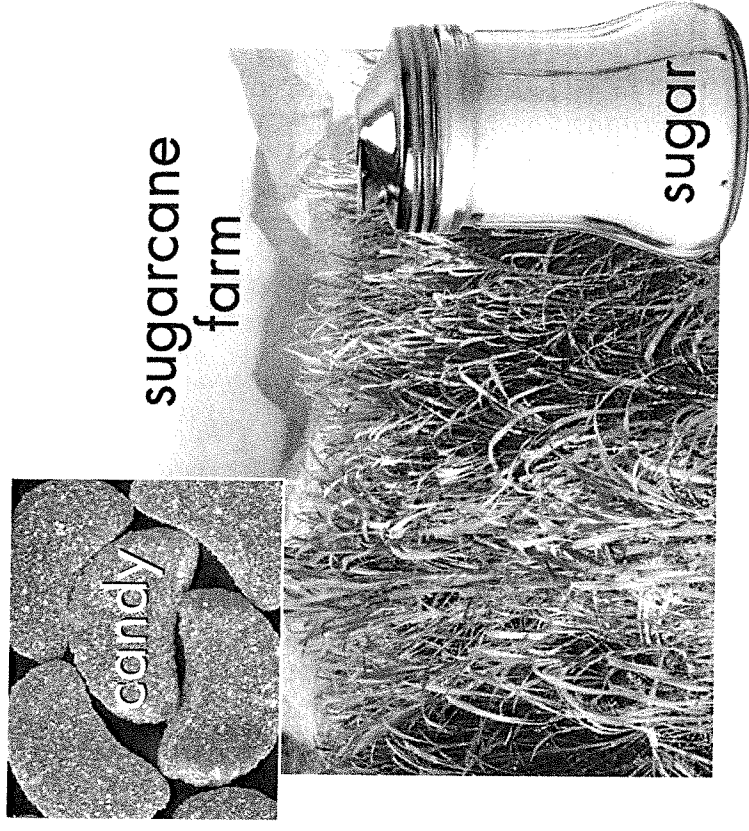
Chickens live on farms.
Eggs come from chickens.
People eat eggs for
breakfast.



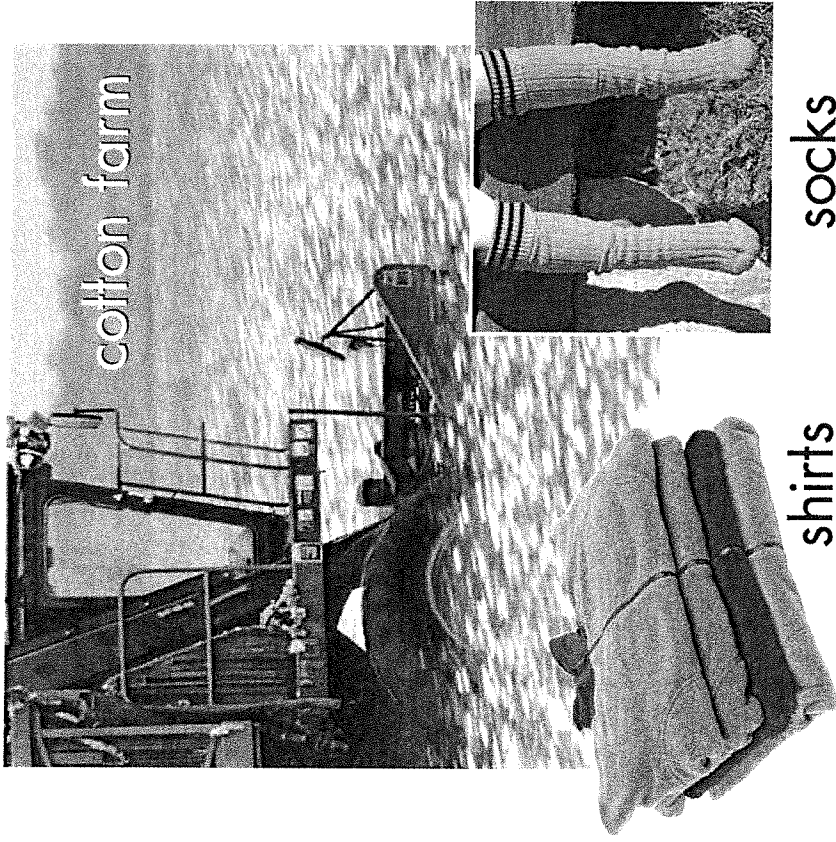
What Grows on Farms?
Apples grow on farms.
People eat apples.



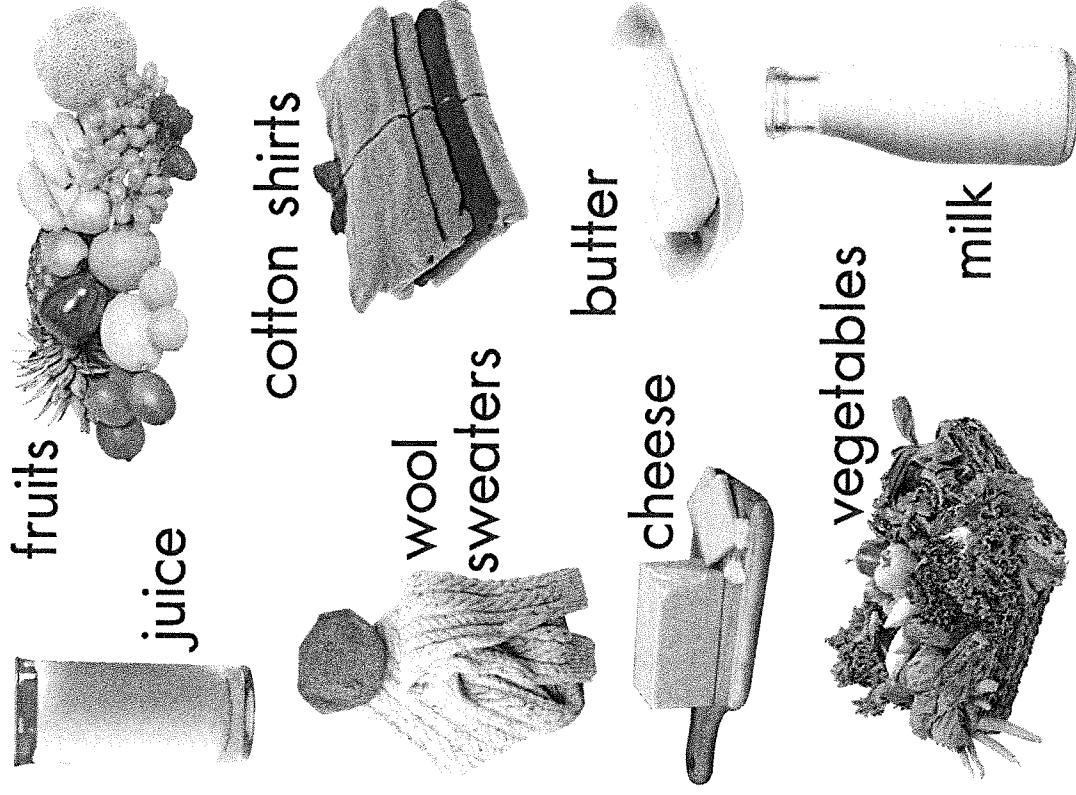
Other fruits grow
on farms, too.
People eat fruits.



Sugarcane grows
on farms.
Sugar comes from
sugarcane.
Sugar makes foods
sweet.



Cotton grows on farms.
 People use cotton
 to make clothing.
 Shirts, pants, and socks
 are made from cotton.



What did you use today
 that came from a farm?

Name _____ Date _____

1. What animal lives on a farm?
 - Ⓐ a cow
 - Ⓑ a hippo
 - Ⓒ a lion
2. What is made from sheep's wool?
 - Ⓐ candy
 - Ⓑ cheese
 - Ⓒ clothes
3. Which of the following grows on a farm?
 - Ⓐ milk
 - Ⓑ mittens
 - Ⓒ sugarcane
4. What is this book about?
 - Ⓐ Many clothes are made from wool.
 - Ⓑ Many kinds of food come from cow's milk.
 - Ⓒ Many things live and grow on farms.
5. Which of the following are fruits?
 - Ⓐ apples
 - Ⓑ eggs
 - Ⓒ sugar
6. **Extended Response:** Have the student draw a picture of a farm where he or she would like to live. Have the student dictate a sentence that tells what kind of farm it is and why he or she would like to live there.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Quick Check Answer Sheet

All Kinds of Farms

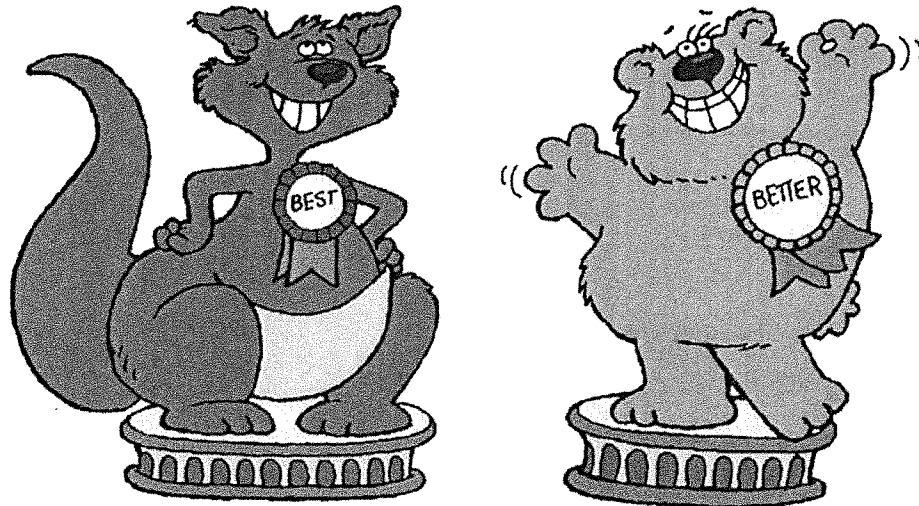
Main Comprehension Skill: Classify Information

1. Ⓐ *Classify Information*
2. Ⓒ *Main Idea and Details*
3. Ⓒ *Classify Information*
4. Ⓒ *Main Idea and Details*
5. Ⓐ *Vocabulary*
6. Answers will vary but should include information about the type of farm the student drew and why he or she would like to live there.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

LEVELED BOOK • E

Bear and Kangaroo

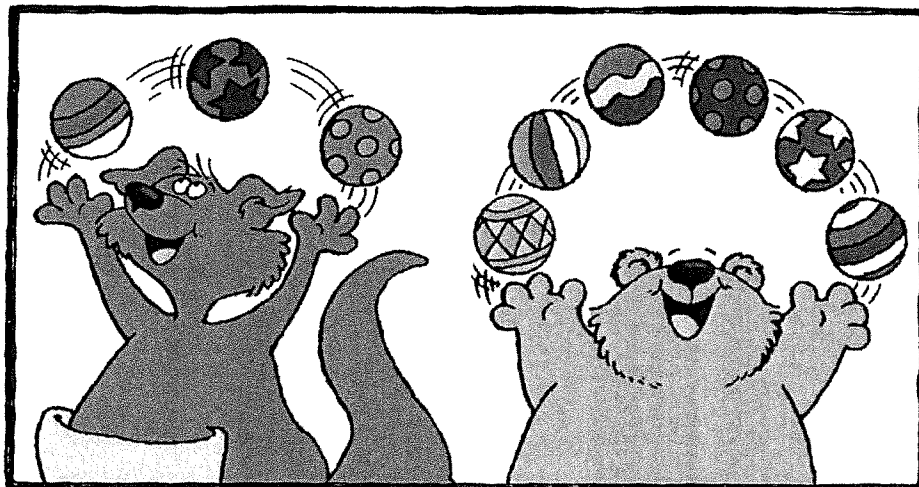


Written by Ned Jensen • Illustrated by Angela Kamstra

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Bear and Kangaroo

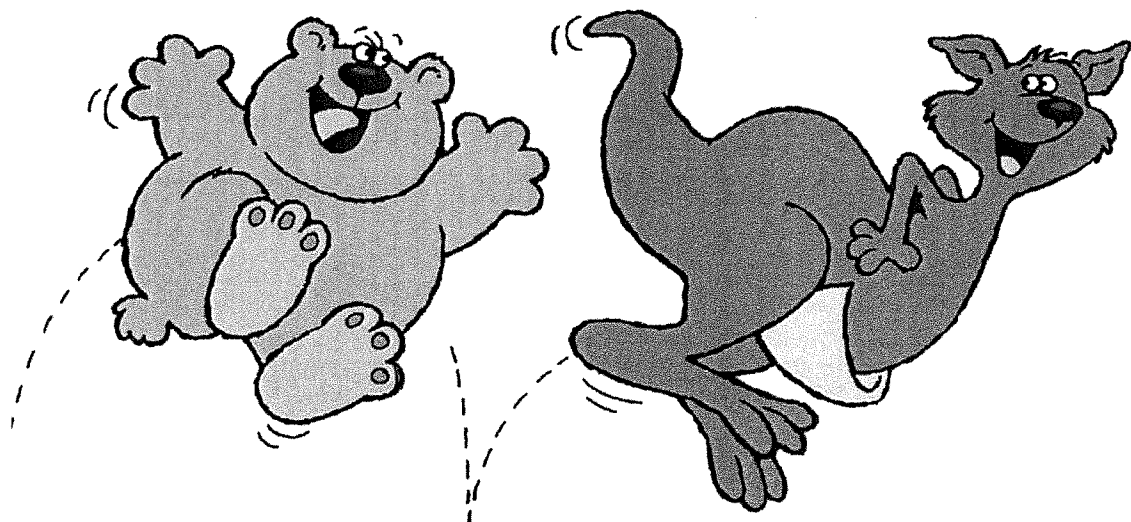
A Reading A-Z Level E Leveled Book • Word Count: 109



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Bear and Kangaroo



Written by Ned Jensen
Illustrated by Angela Kamstra

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Correlation	
LEVEL E	Fountas & Pinnell
E	7-8
8	DRA

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"I am the best," said Kangaroo.

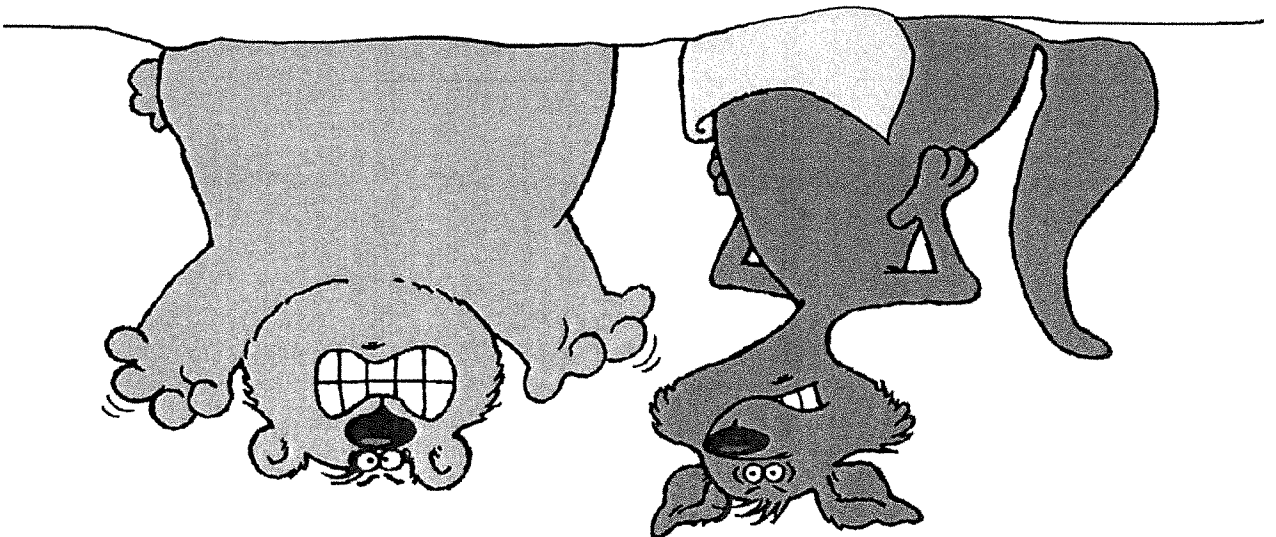
"I am better," said Bear.

Bear and Kangaroo • Level E

3

"I can make a mean face," said Kangaroo.
"I can make a meaner face," said Bear.

4





"I can catch fish," said Kangaroo.

"I can catch more fish," said Bear.

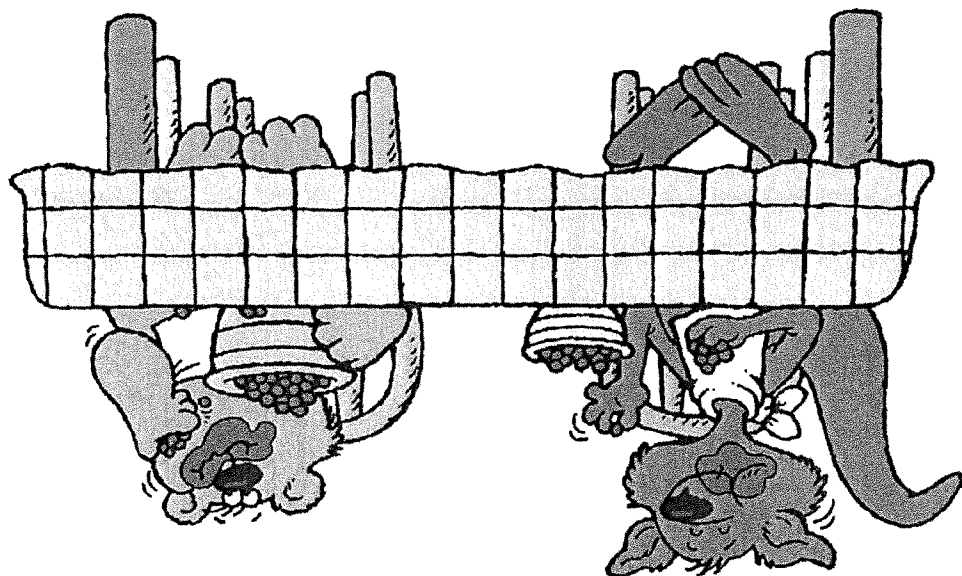
Bear and Kangaroo • Level E

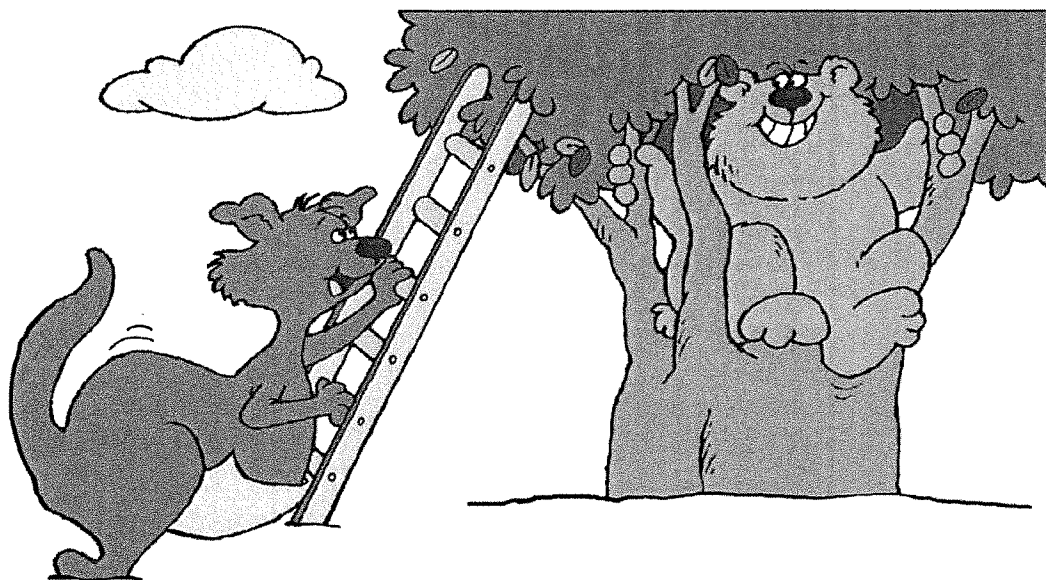
5

"I can eat lots of berries," said Kangaroo.

"I can eat more berries," said Bear.

9





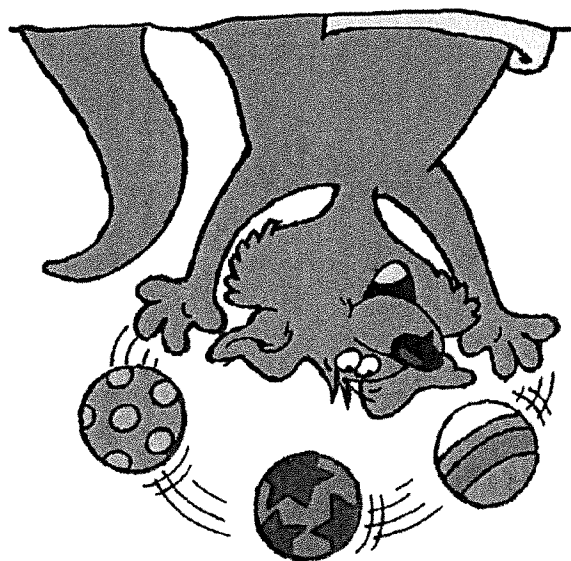
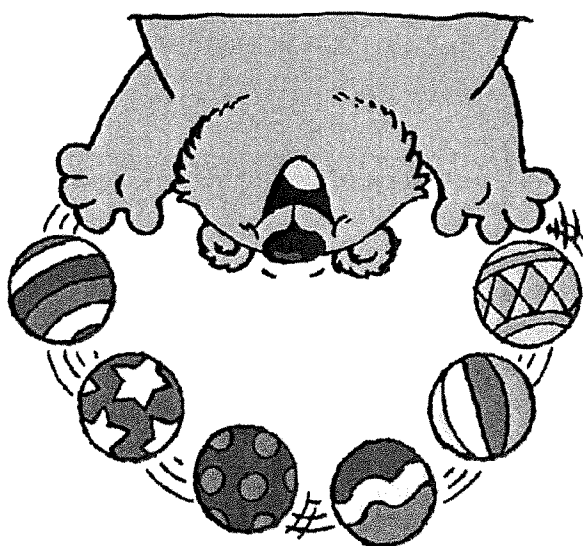
"I can climb up high," said Kangaroo.
 "I can climb up higher," said Bear.

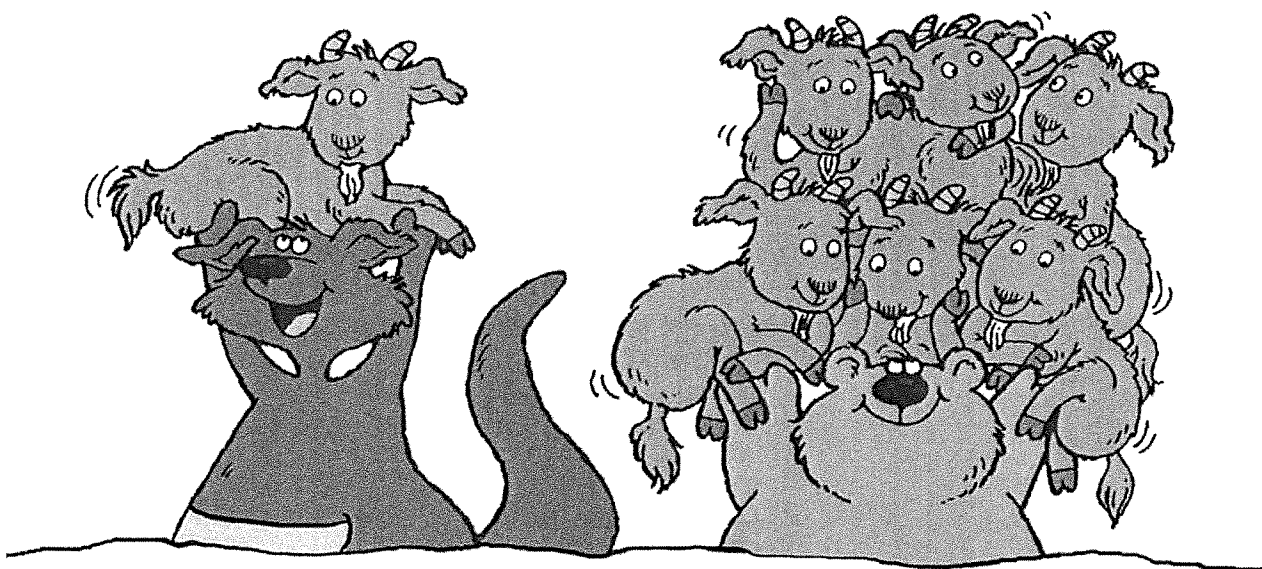
Bear and Kangaroo • Level E

7

"I can juggle three balls," said Kangaroo.
 "I can juggle six balls," said Bear.

8

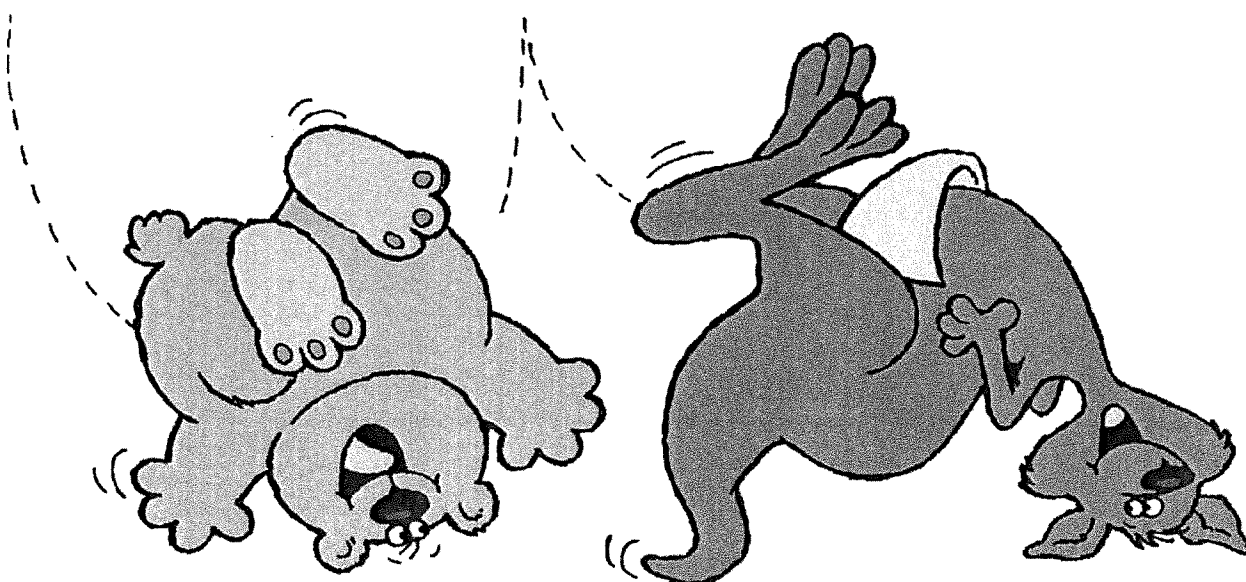




"I can lift a goat," said Kangaroo.
 "I can lift six goats," said Bear.

Bear and Kangaroo • Level E

9



"I can hop high," said Kangaroo.
 "I can, too," said Bear.

10

Name _____ Date _____

1. What does Bear say he can eat more of?
 - Ⓐ berries
 - Ⓑ fish
 - Ⓒ goats
2. What can Kangaroo make?
 - Ⓐ a big sandwich
 - Ⓑ a mean face
 - Ⓒ a funny face
3. What happens after every time Kangaroo says or does something?
 - Ⓐ Bear runs away.
 - Ⓑ Bear cries.
 - Ⓒ Bear says he can do it better.
4. How are Bear and Kangaroo alike?
 - Ⓐ They both have pouches.
 - Ⓑ They both are animals.
 - Ⓒ They both have long tails.
5. What does **climb** mean?
 - Ⓐ to build something
 - Ⓑ to go up using hands and feet
 - Ⓒ to chew food
6. **Extended Response:** Have the student write (or dictate) several sentences about something he or she can do well.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Quick Check Answer Sheet

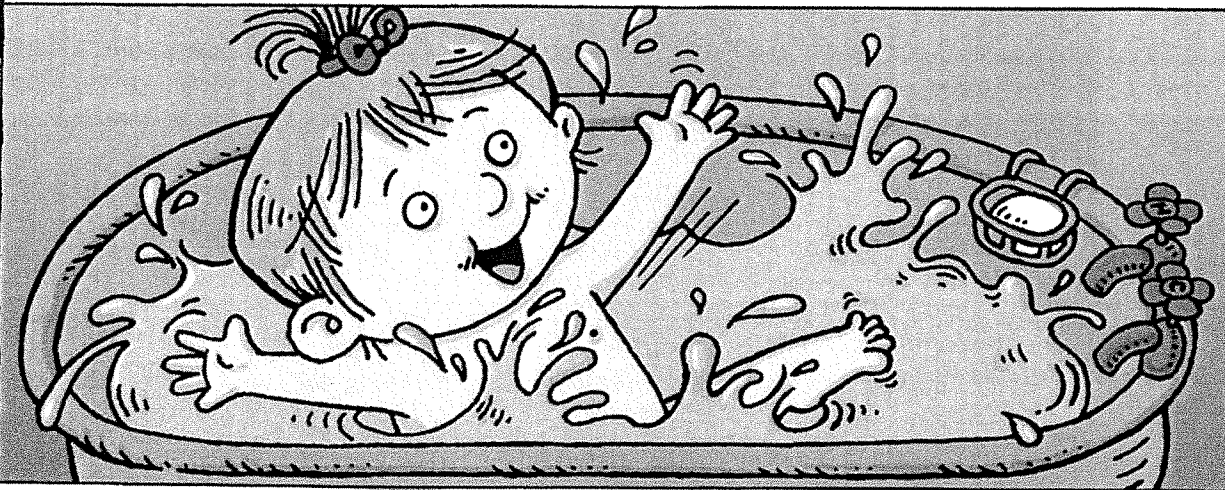
Bear and Kangaroo*Main Comprehension Skill: Compare and Contrast*

1. Ⓐ *Compare and Contrast*
2. Ⓑ *Main Idea and Details*
3. Ⓒ *Sequence Events*
4. Ⓑ *Compare and Contrast*
5. Ⓑ *Vocabulary*
6. Answers will vary.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

LEVELED BOOK • E

Bath Time



Written by Felicia Brown • Illustrated by Angela Kamstra

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Bath Time

A Reading A-Z Level E Leveled Book • Word Count: 101

Connections

Writing

What do you do during bath time?
Write about it.

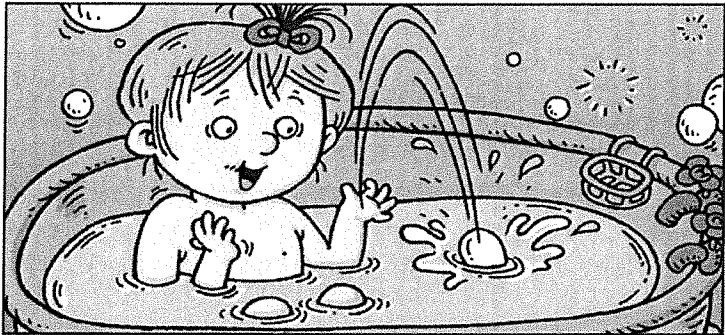
Health

Pick one way you stay clean.
Share your idea with a partner.


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Bath Time



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Focus Question

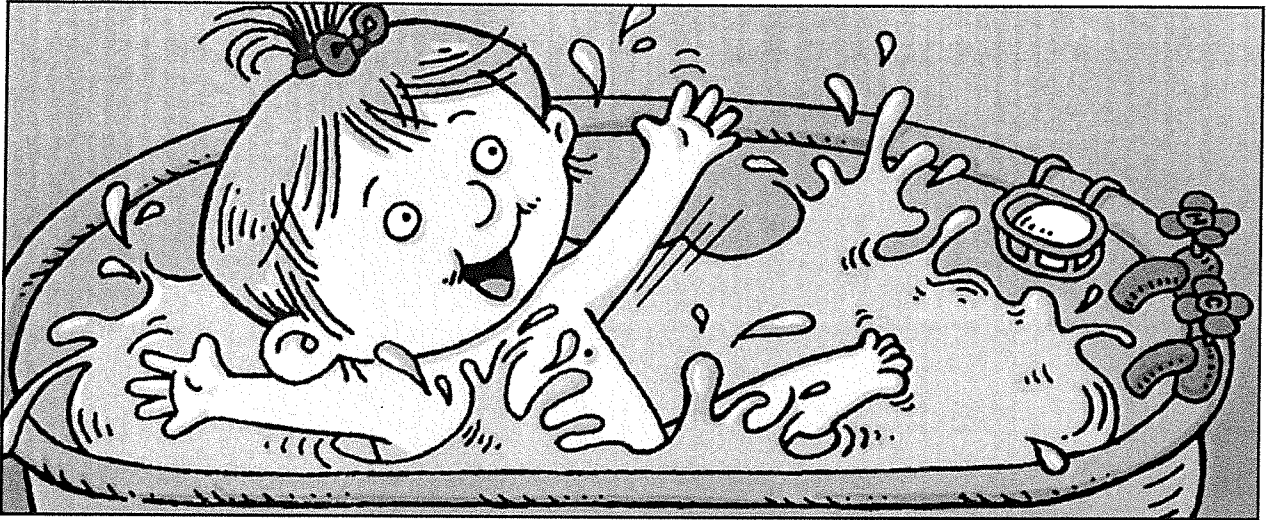
What is bath time?

8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

Correlation

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Level E leveled book
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Words to know	
bath	slips
bubbles	tub
time	tugboat



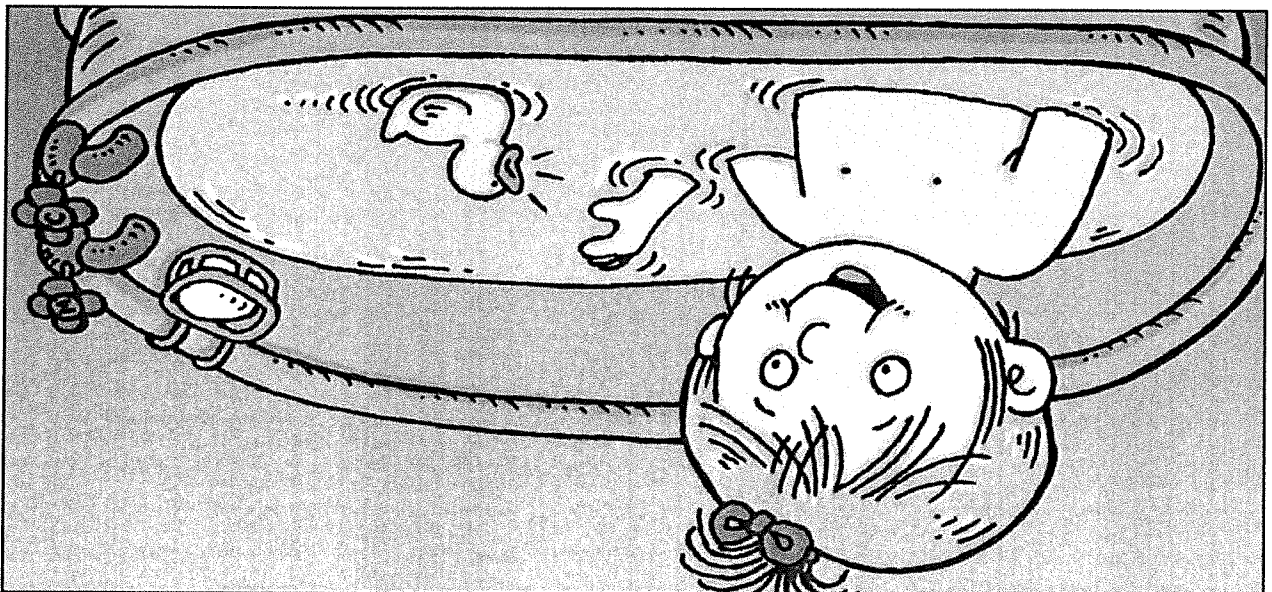
Mom says it is time for my bath.
I get into the tub.
I go SPLISH, SPLASH.

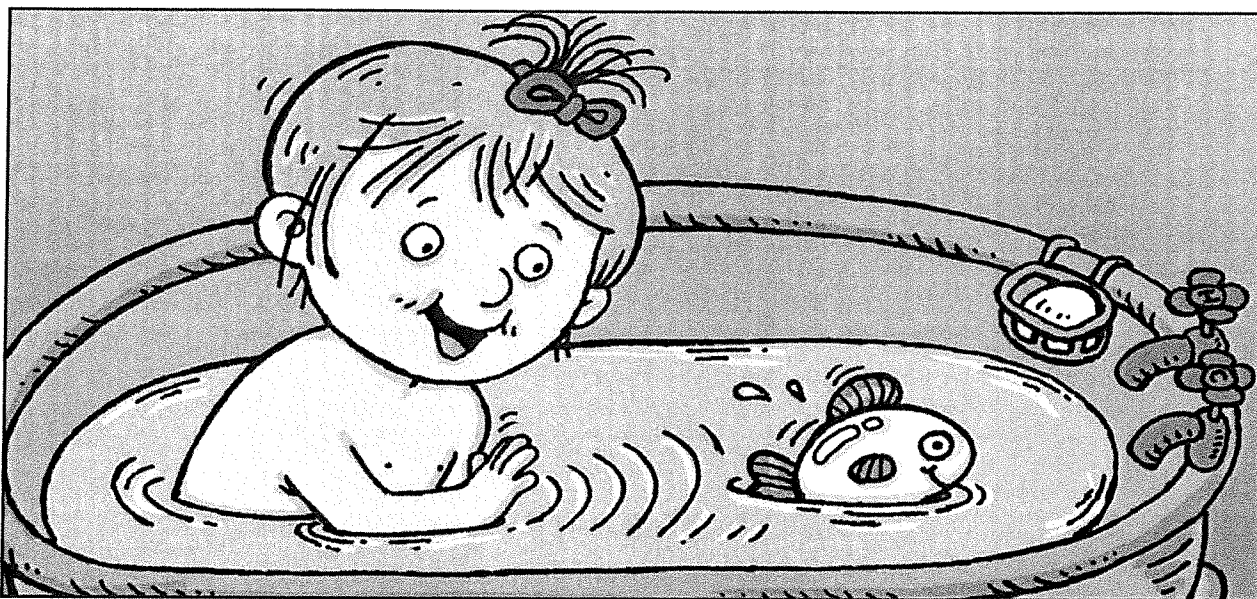
Bath Time • Level E

3

My little rubber duck gets into the tub.
It goes QUACK, QUACK.

4





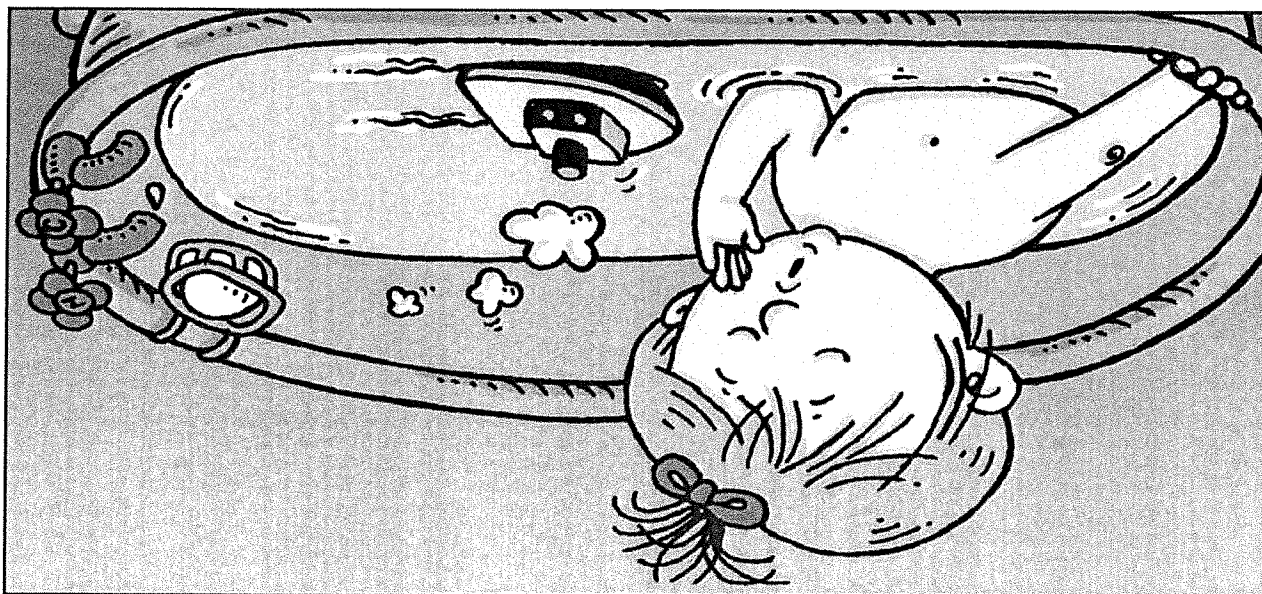
My little toy fish gets into the tub.
It goes SWOOSH, SWOOSH.

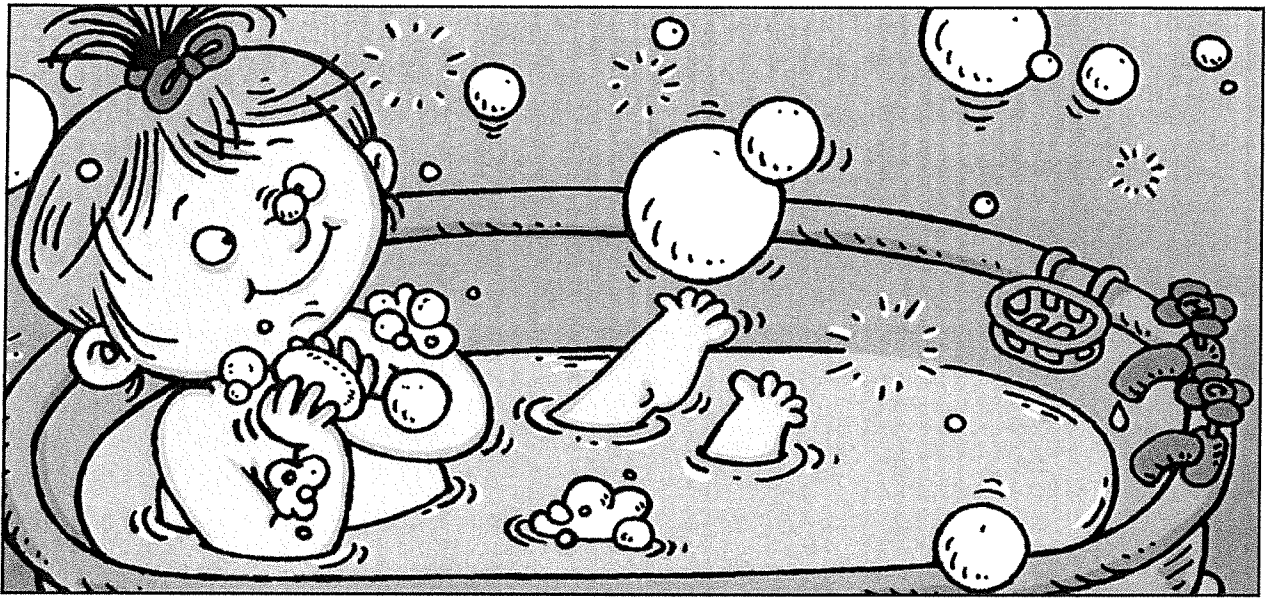
Bath Time • Level E

5

9

My little toy tugboat gets into the tub.
It goes TOOT, TOOT.





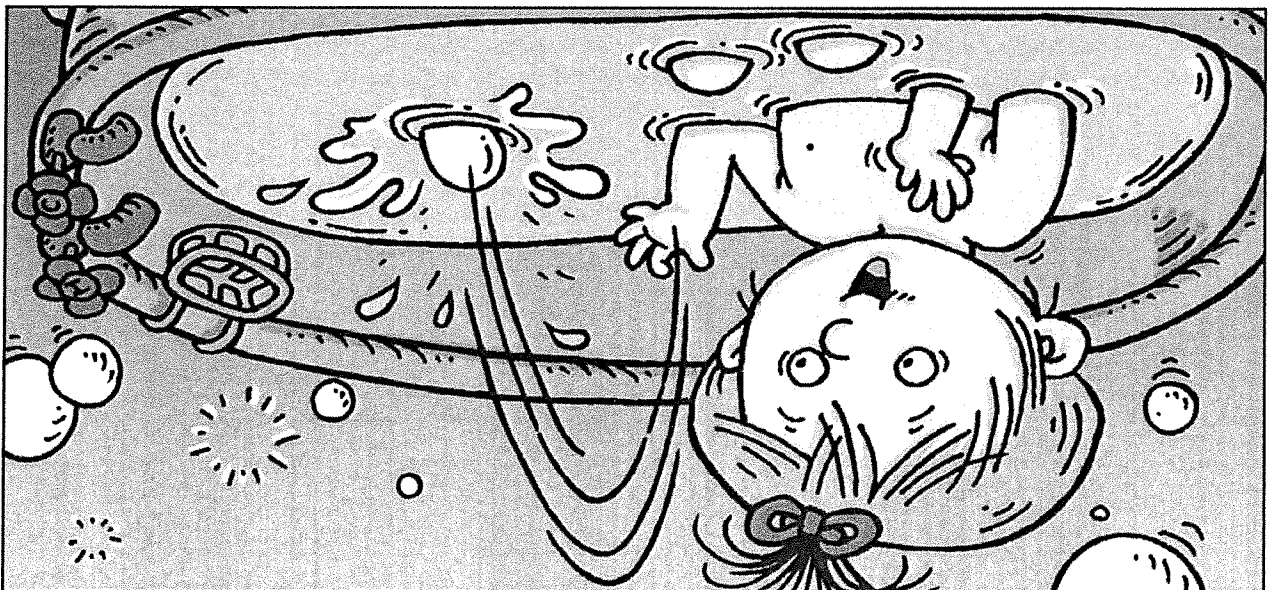
The big soap bubbles go up and up.
They go POP, POP!

Bath Time • Level E

7

The soap slips out of my hand.
It goes KERPLOP!

8



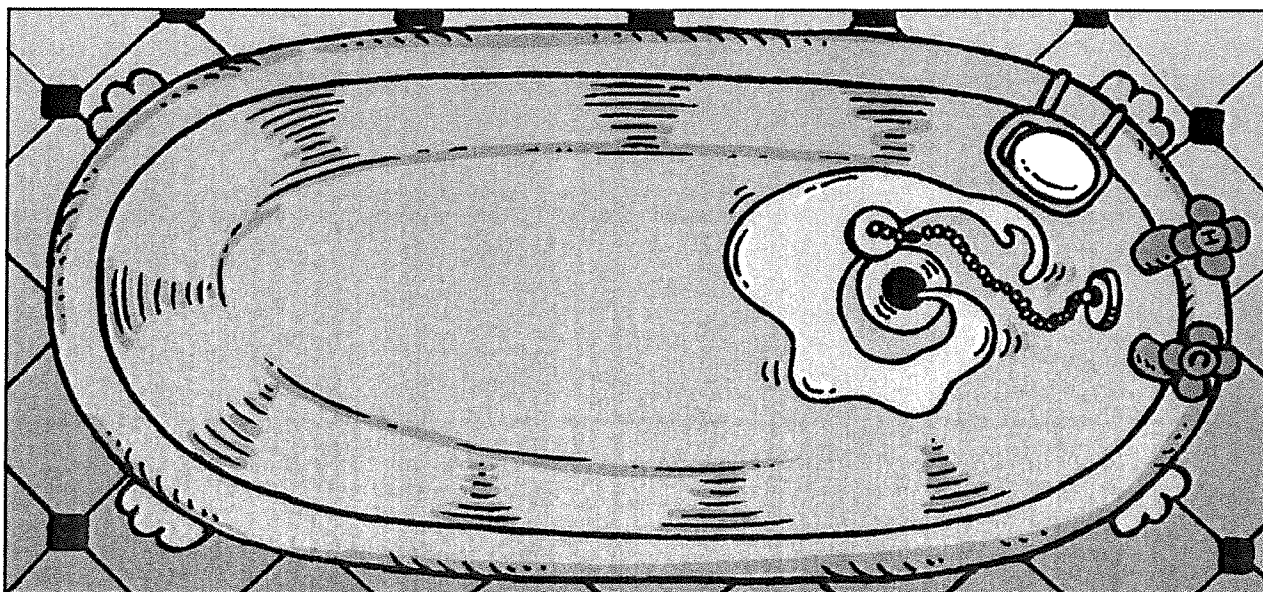


Mom says, "It is time to get out."

I get out of the tub.

DRIP, DRIP.

The water goes out of the tub.
GURGLE, GURGLE, GLUB.



Name _____ Date _____

1. What happens first in the story?
 - Ⓐ The girl gets into the tub.
 - Ⓑ The duck gets into the tub.
 - Ⓒ The tugboat gets into the tub.
2. What causes the soap to go *kerplop*?
 - Ⓐ The girl drops the soap.
 - Ⓑ The girl gets out of the tub.
 - Ⓒ The soap bubbles go up and up.
3. What does the girl do with the fish?
 - Ⓐ She eats it.
 - Ⓑ She catches it.
 - Ⓒ She plays with it.
4. What happens when the girl gets out of the tub?
 - Ⓐ She slips on the floor.
 - Ⓑ The floor gets wet.
 - Ⓒ The bubbles pop.
5. Listen to these sentences from the book: *Mom says it is time for my bath. I get into the **tub**.* Which word in these sentences helps describe the word **tub**?
 - Ⓐ time
 - Ⓑ bath
 - Ⓒ Mom
6. **Extended Response:** How do you think the girl feels about bath time? What makes you think this?

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Quick Check Answer Sheet

Bath Time

Main Comprehension Skill: Cause and Effect

1. **(A)** *Sequence Events*
2. **(A)** *Cause and Effect*
3. **(C)** *Story Elements*
4. **(B)** *Cause and Effect*
5. **(B)** *Vocabulary*
6. Answers will vary. Example:
I think the girl likes bath time because she is smiling in the pictures. It looks like she is having fun.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

All Kinds of Musical

Instruments

A Reading A-Z Level E Leveled Book

Word Count: 86

Connections

Writing and Art

If you could play any musical instrument, which instrument would you play and why? Draw a picture and write about it.

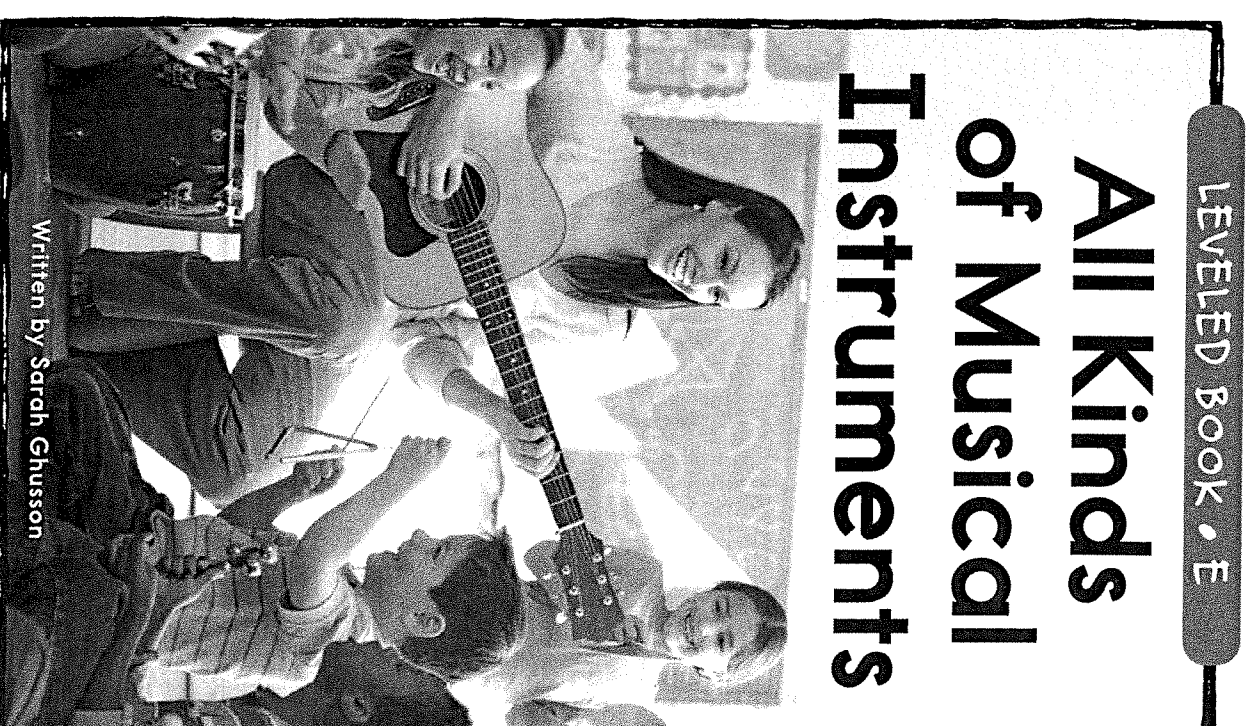
Math

What shapes do you see when looking at the musical instruments in this book? Share your answers with a partner.

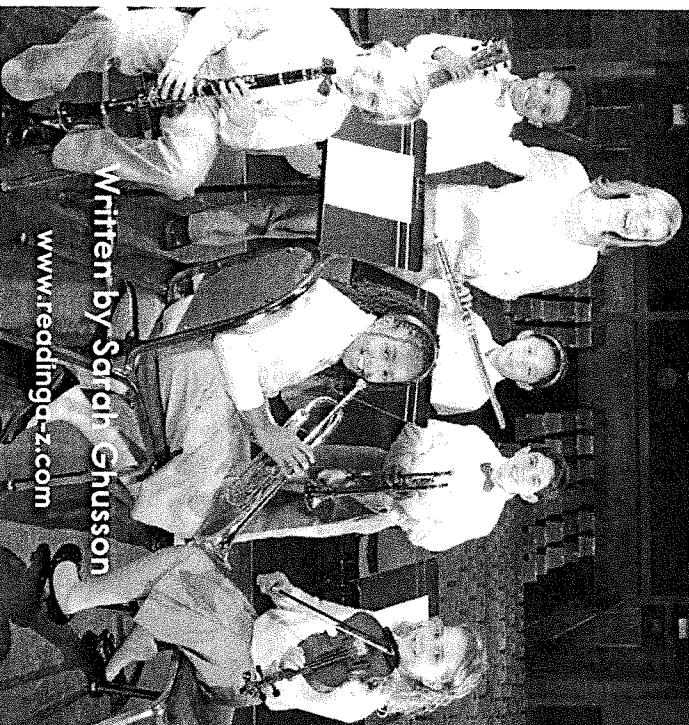
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All Kinds of Musical Instruments



Written by Sarah Ghusson

www.readinga-z.com

Focus Question

What are some different ways to play musical instruments?

Words to Know

bow music
buzz sounds
instruments strings

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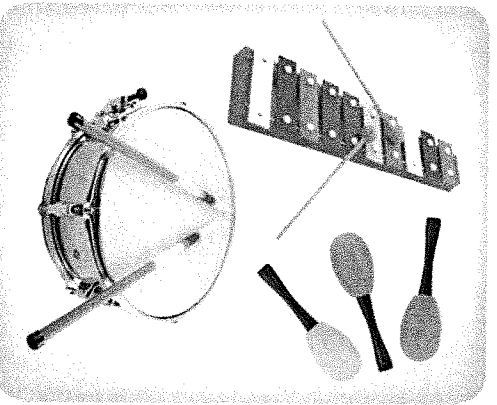
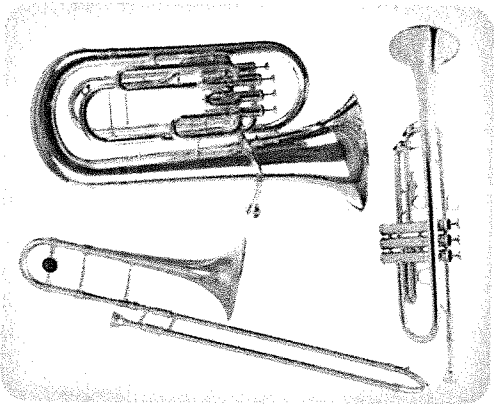
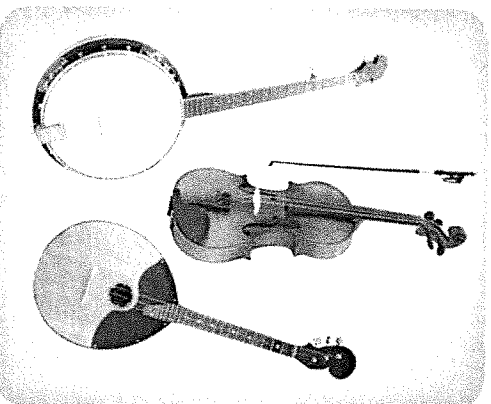
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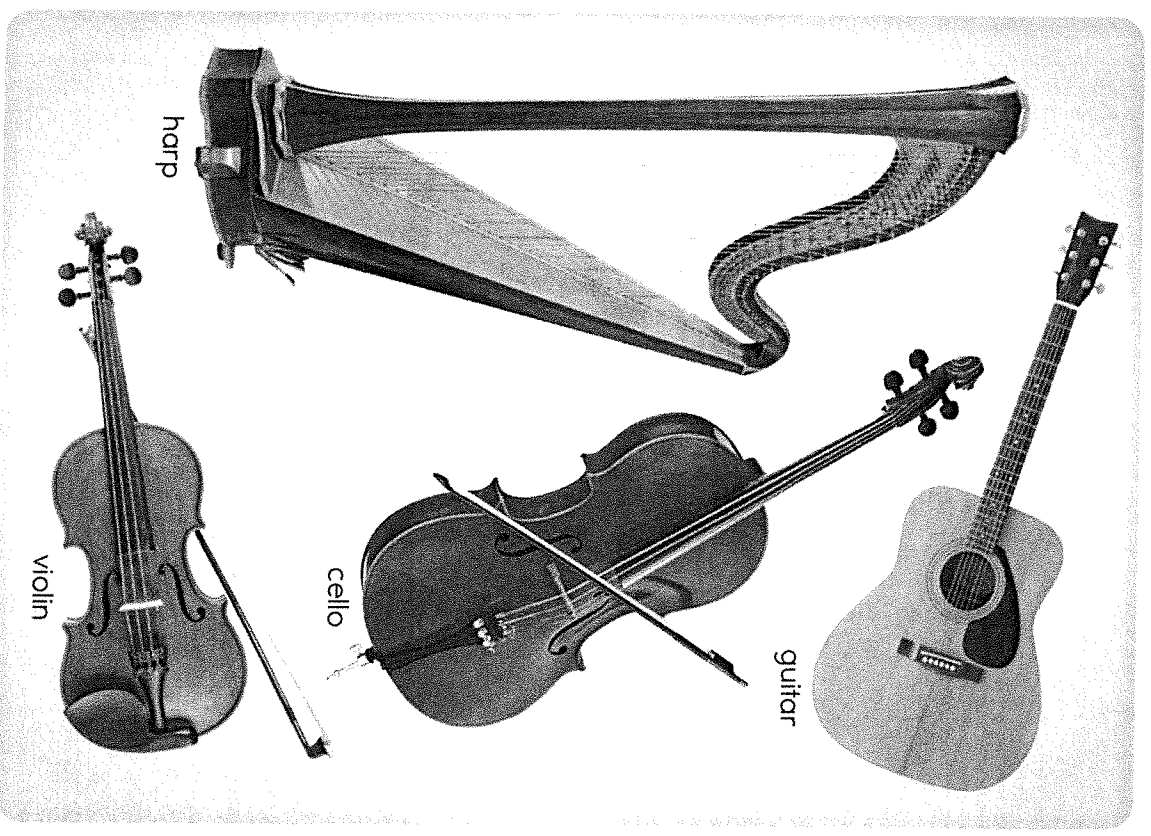
Correlation

LEVEL E		
Fountas & Pinnell		E
Reading Recovery		7-8
DRA		8



There are four main groups of instruments.

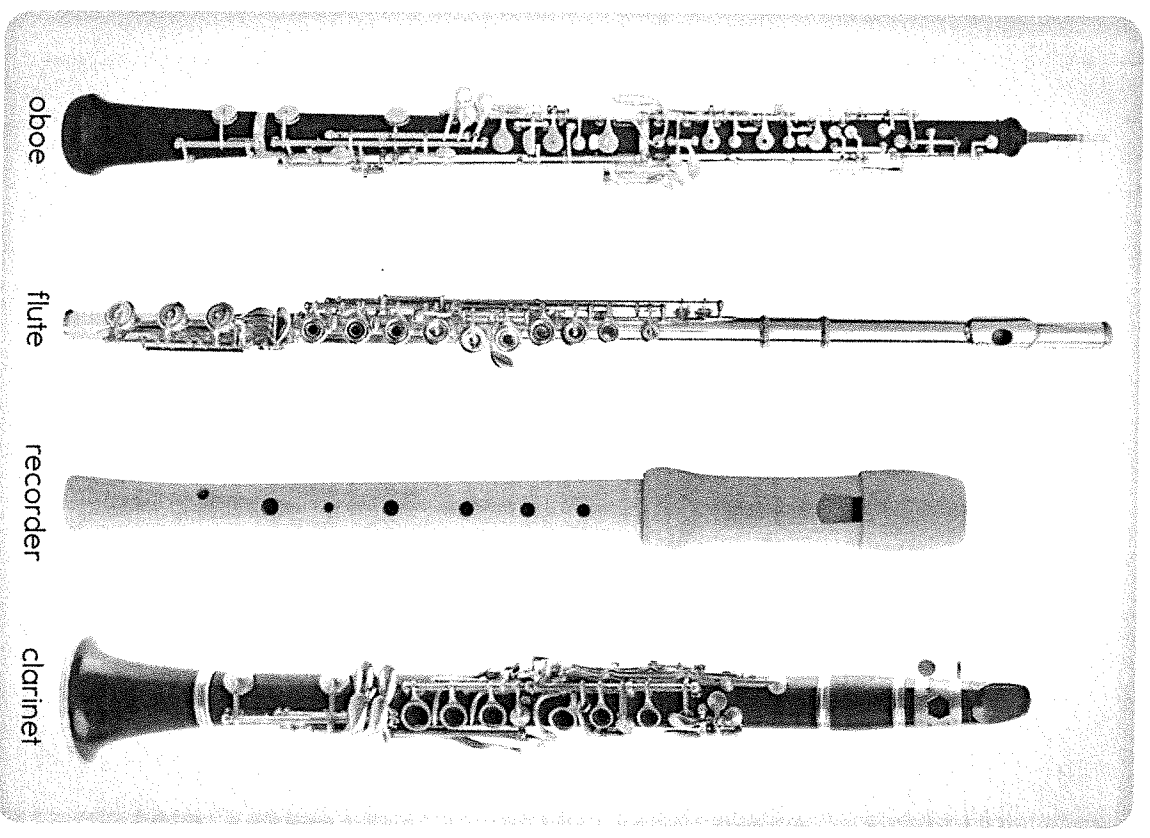
There are many kinds of instruments in each group.



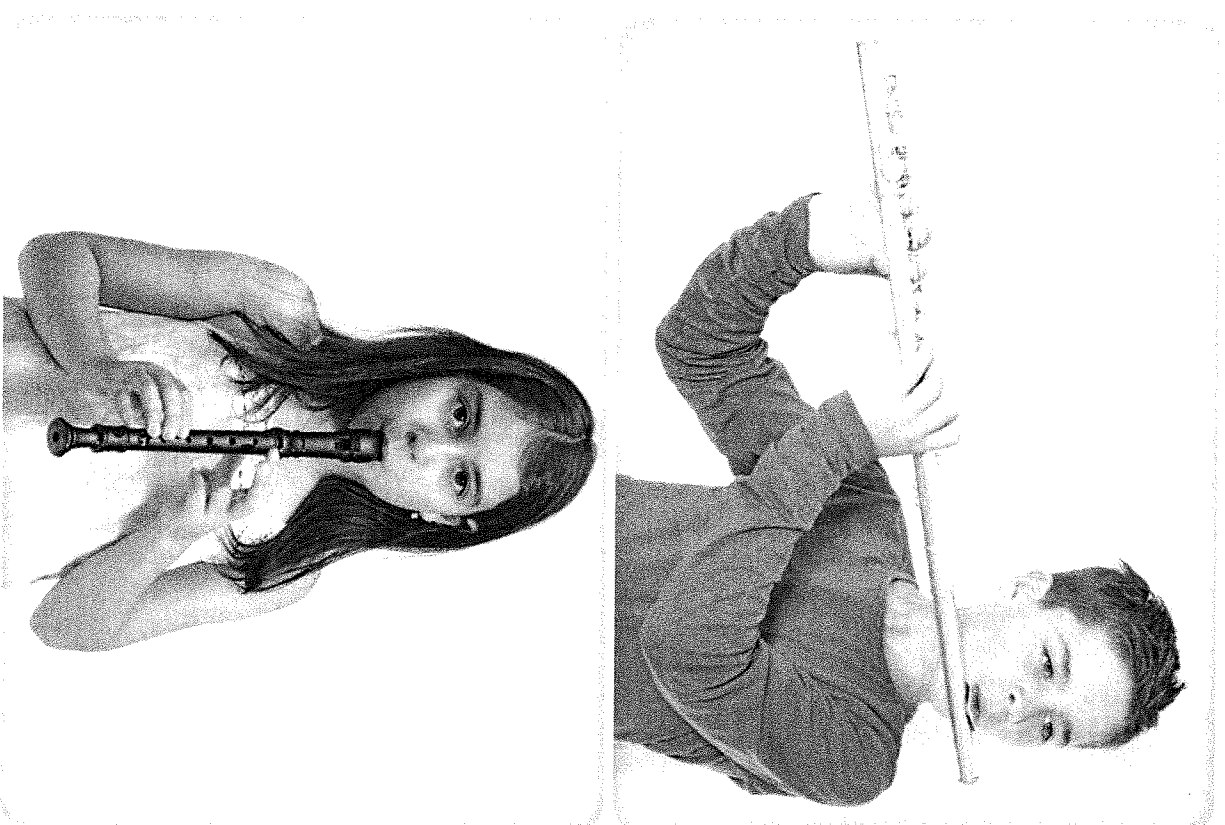
These instruments use strings to make sounds.



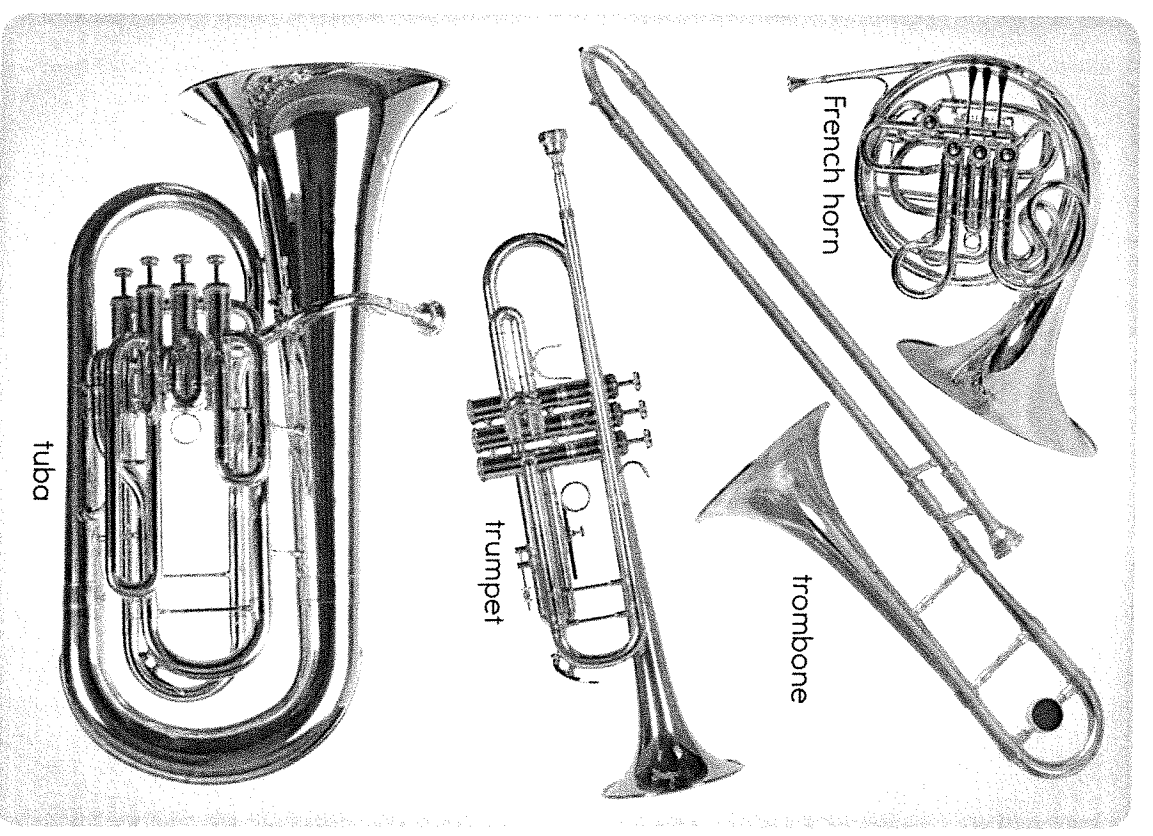
Use a bow or your fingers
to play them.



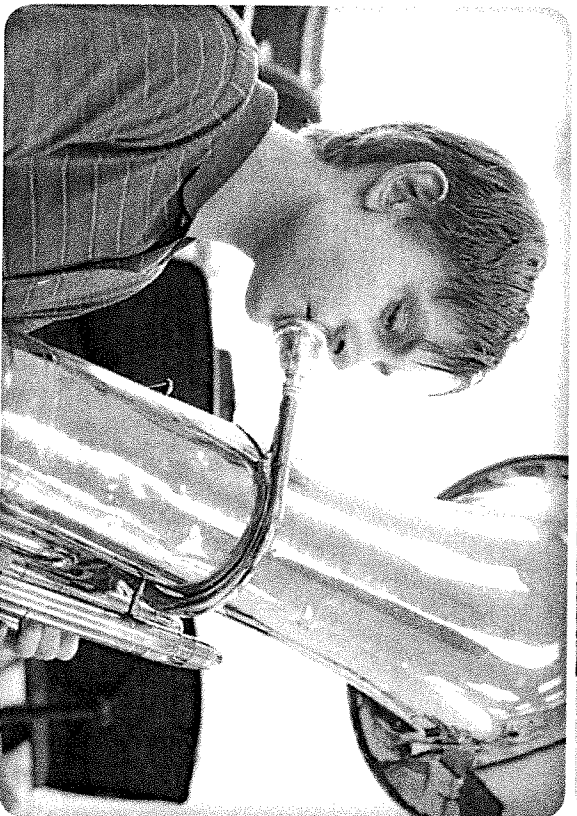
These instruments use air from
your mouth to make sounds.



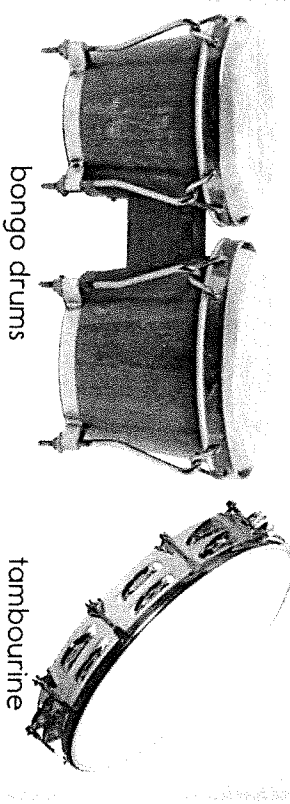
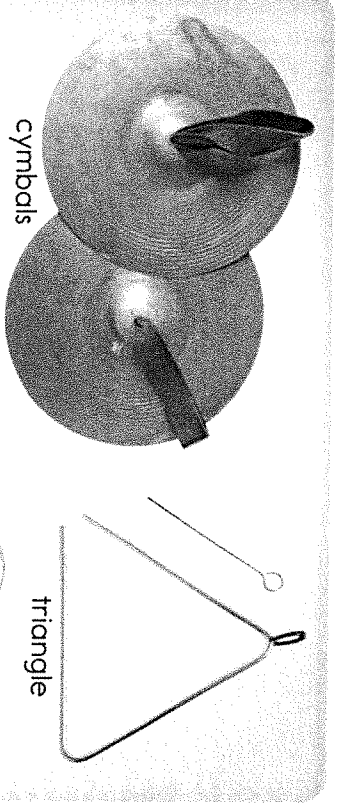
Blow into them to play them.



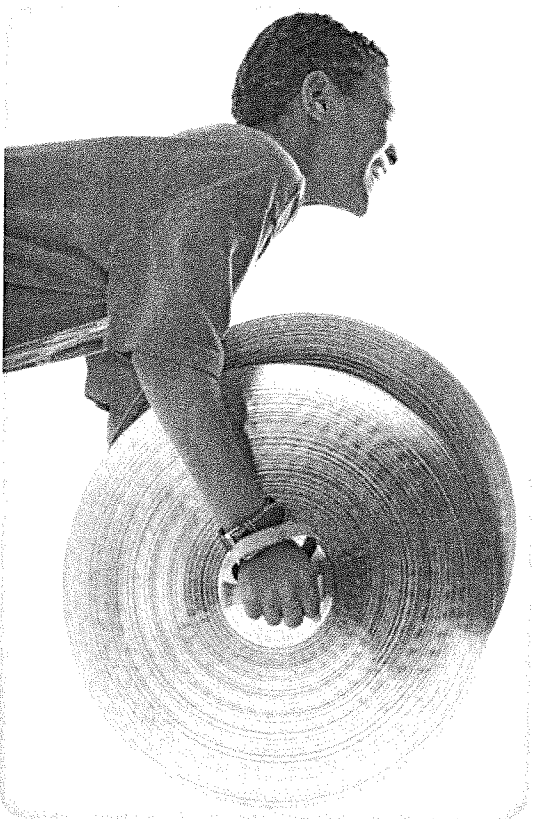
These instruments use moving air and lips to make sounds.



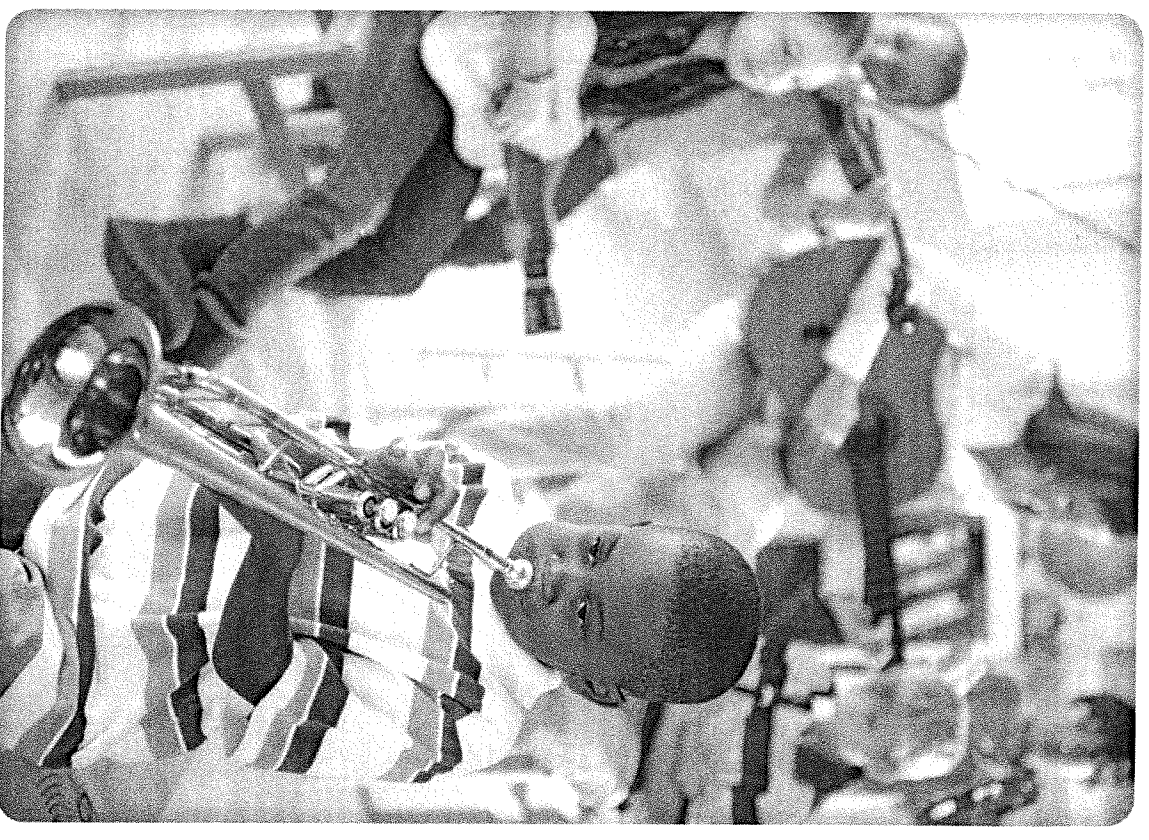
Make your lips buzz
to play them.



These instruments use sticks
or hands to make sounds.



Hit them to play them.



You can play instruments
to make music!

Name _____ Date _____

1. In which group would a flute belong?

(A) instruments played with strings

(B) instruments played with air from your mouth

(C) instruments played with sticks

2. Which of the following is a fact?

(A) Drums are the easiest instruments to play.

(B) Making music is fun!

(C) You can play instruments to make music.

3. Why did the author write *Many Kinds of Musical Instruments*?

(A) to inform the reader about different kinds of instruments

(B) to teach the reader how instruments are made

(C) to entertain the reader with funny songs

4. How are all instruments the same?

(A) They are all easy to learn.

(B) They all make a sound.

(C) They all cost a lot of money.

5. Which of the following is used to play an instrument with strings?

(A) a breath

(B) a buzz

(C) a bow

6. Extended Response: What are the four different ways instruments can make sound?

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

1. **(B)** Classify Information

2. **(C)** Fact or Opinion

3. **(A)** Author's Purpose

4. **(B)** Compare and Contrast

5. **(C)** Vocabulary

6. Answers should include the

following: instruments can make sounds with strings, by using air from your mouth, by making a buzzing sound with your lips, or by hitting them.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.