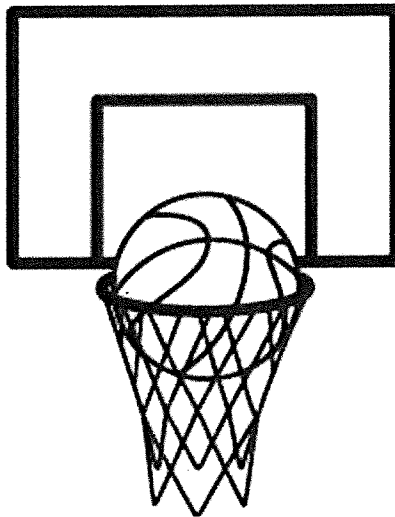
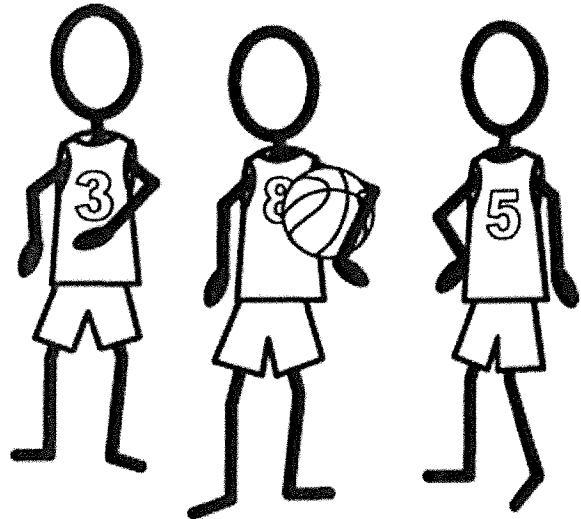
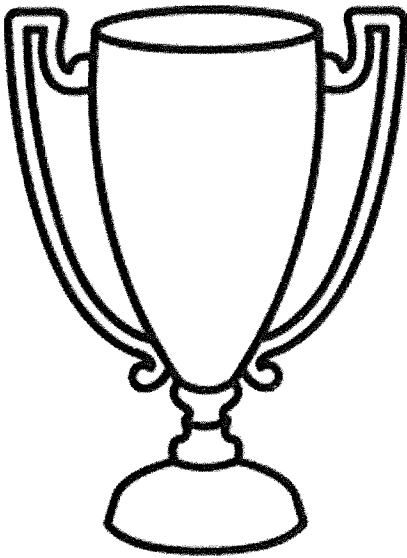


Color and Label

Name: _____

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



game

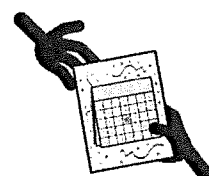
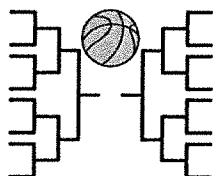
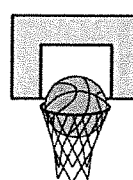
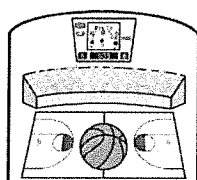
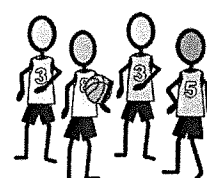
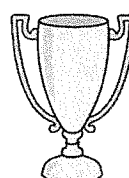
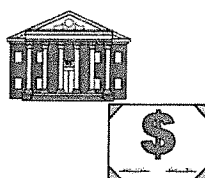
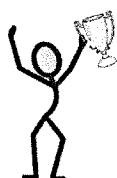
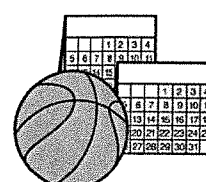
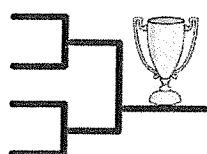
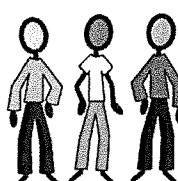
team

championship

Matching

Name: _____

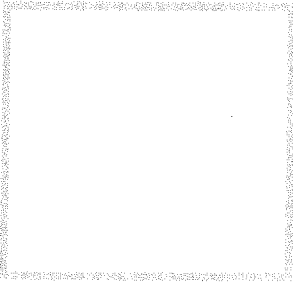
Choose the matching symbol in each row.



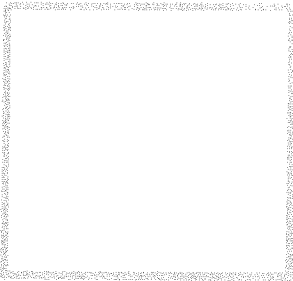
Word Definitions

Name: _____

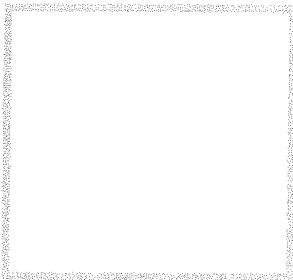
Match each picture/word card to its definition.



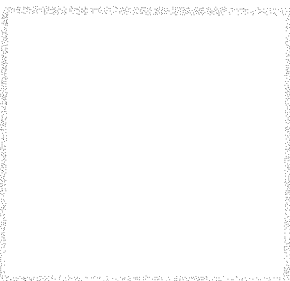
Groups of people who work together in activities or sports



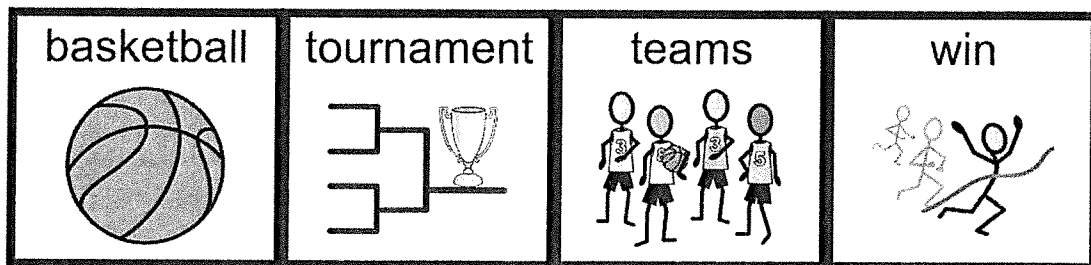
A team sport in which points are scored by throwing a ball through a hoop



To finish first in a competition



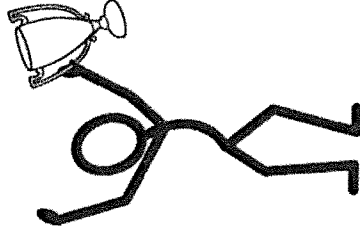
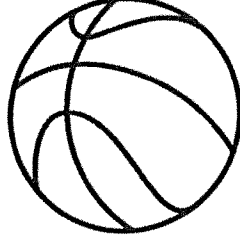
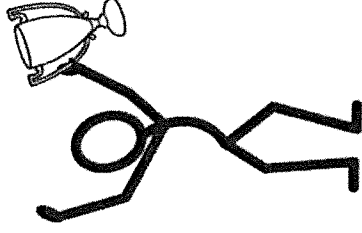
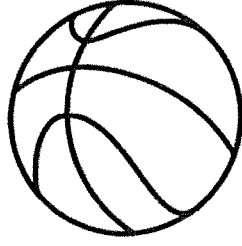
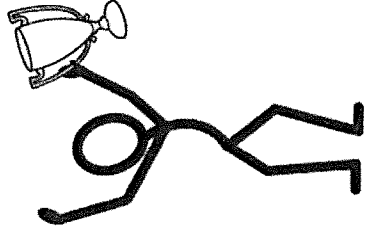
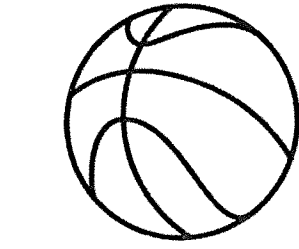
A series of contests to find a winner



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.



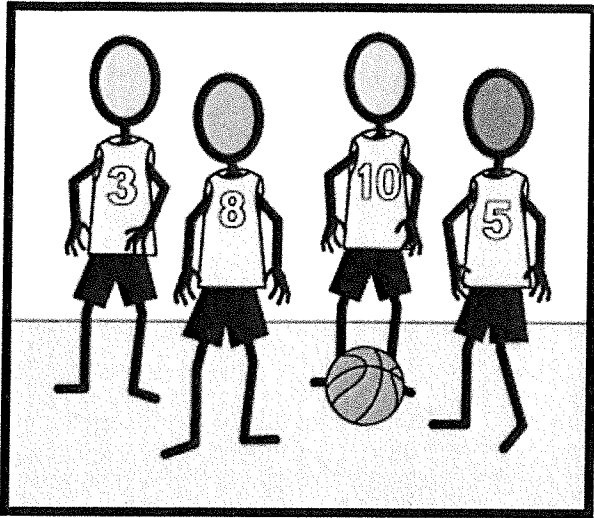
6. Draw a gray line below the second champion.

Practice drawing here.

Look, Read and Think

Name: _____

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

☐

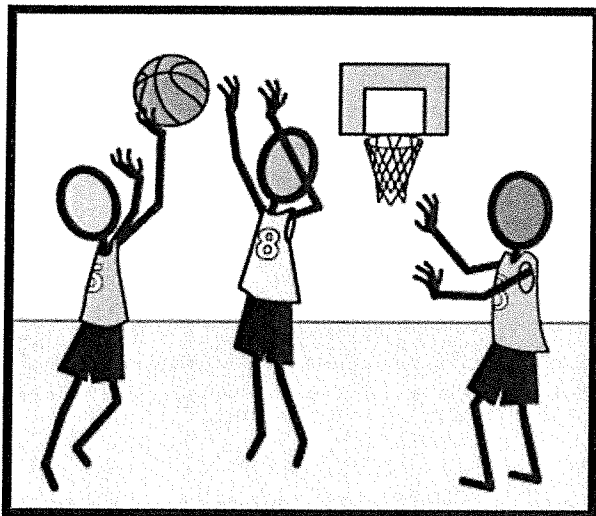
A basketball player stands behind a ball.

☐

Basketball players play basketball.

☐

A basketball player holds a trophy.

☐

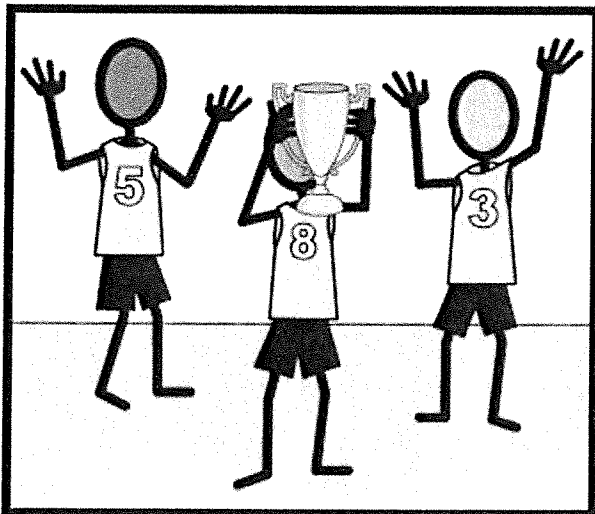
A basketball player holds a trophy.

☐

A basketball player stands behind a ball.

☐

Basketball players play basketball.

☐

Basketball players play basketball.

☐

A basketball player holds a trophy.

☐

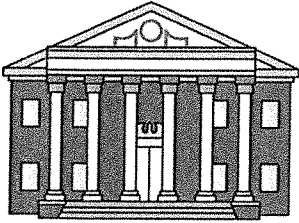
A basketball player stands behind a ball.

Counting Syllables

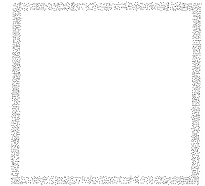
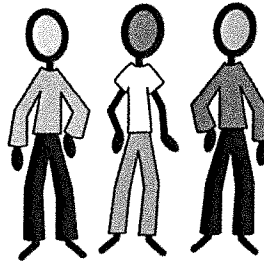
Name: _____

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

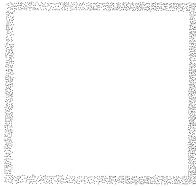
college



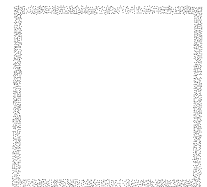
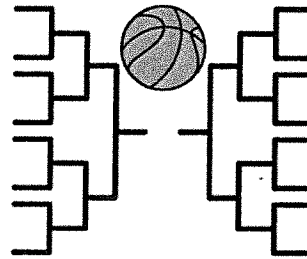
men



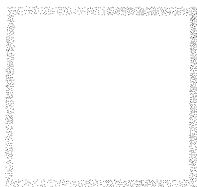
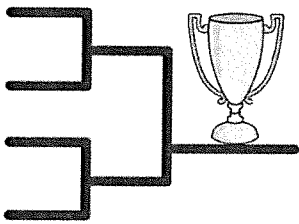
teams



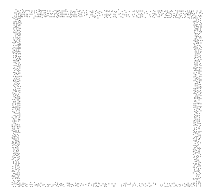
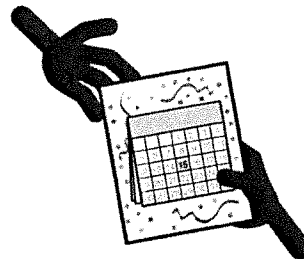
bracket



tournament



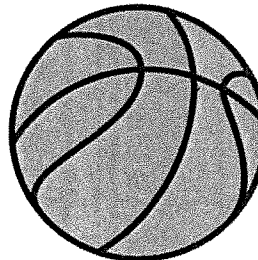
invite



champion



basketball

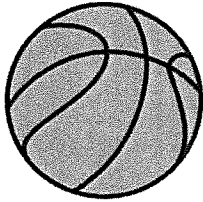


Write the Word

Name: _____

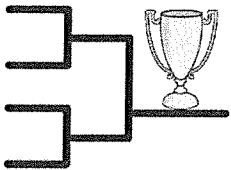
Trace the letters.

basketball



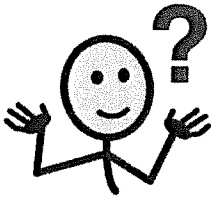
basketball

tournament



tournament

guess



guess

win

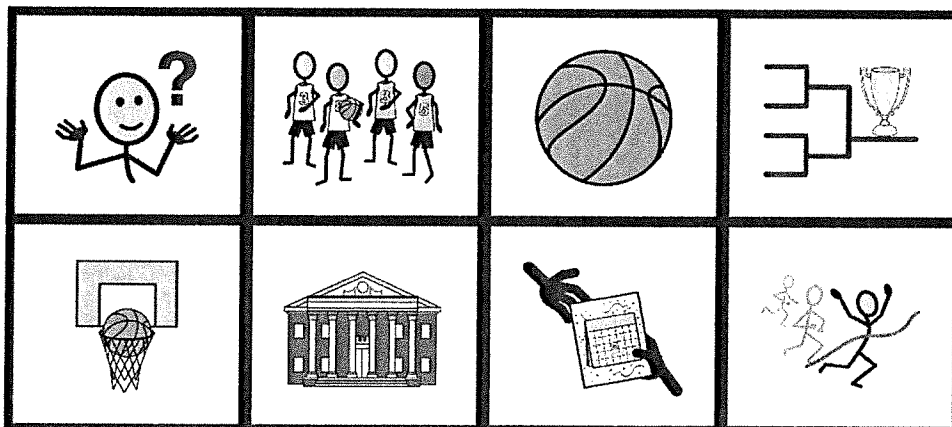
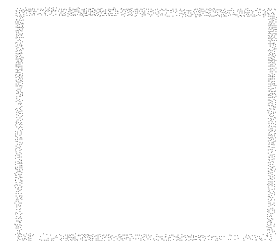
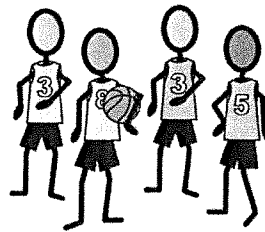
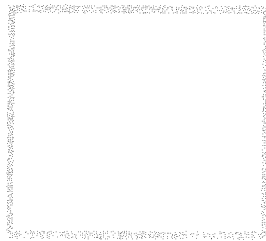
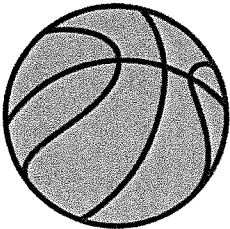
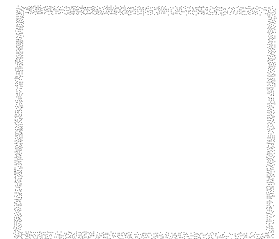
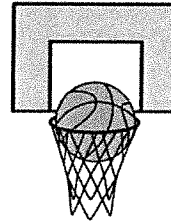
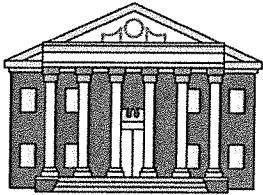
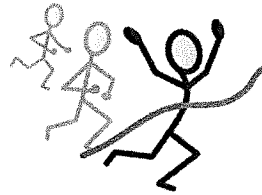
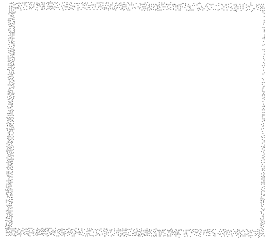
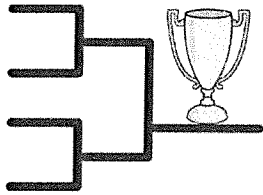
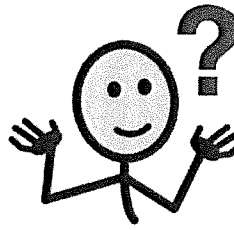
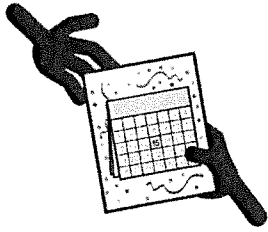


win

Cut and Paste Activity

Match small pictures to large pictures.

Name: _____

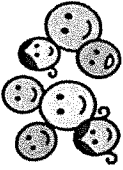
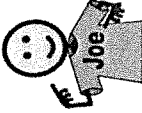


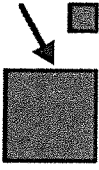
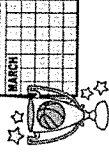
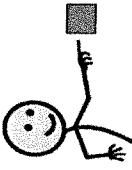
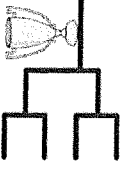
Build a Sentence

Name: _____

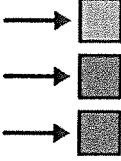
Choose the pictures below to complete the sentences from the paper.

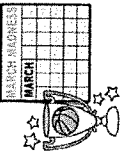
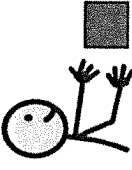

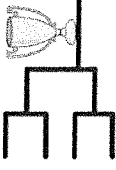
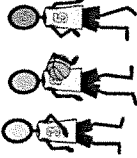
1.

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



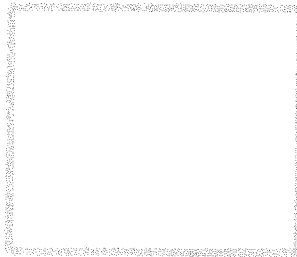
many games.

2. Teams play each other in the



.

3. Many people



about the tournament.

4. Many colleges have



teams.

5. College students play on these



.

basketball



win



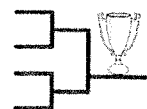
guess

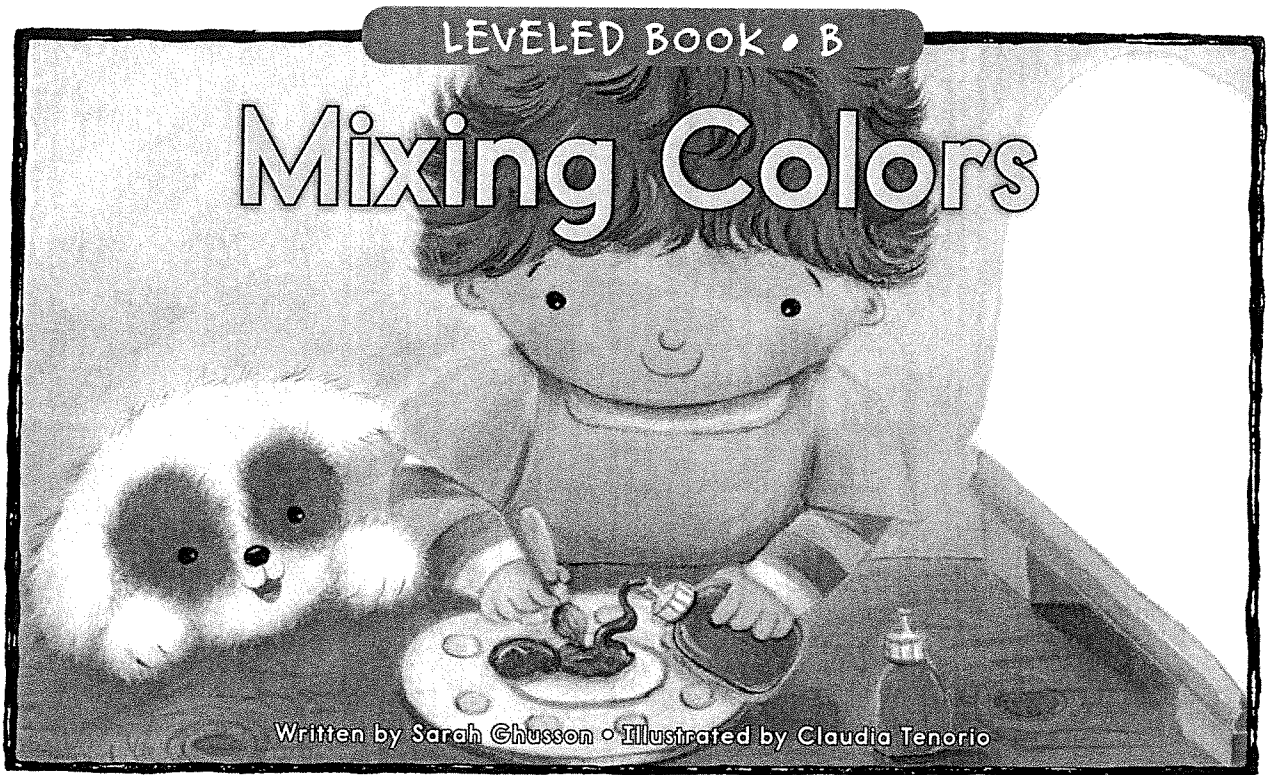


teams



tournament





www.readinga-z.com

Mixing Colors

A Reading A-Z Level B Leveled Book • Word Count: 40

Connections

Writing and Art

What is your favorite color to paint with? Draw a picture and write about it.

Art

What do you think would happen to a color if you added white or black to it? Share your ideas with a partner.


Reading A-Z

Visit www.readinga-z.com for thousands of books and materials.

Mixing Colors



Written by Sarah Ghusson
Illustrated by Claudia Tenorio

www.readinga-z.com

Focus Question

What happens when you mix colors?

Correlation	
LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Mixing Colors
Level B Leveled Book
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Illustrated by Claudia Tenorio
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Words to Know

mix	turn
colors	purple
brown	orange



Mix the red and blue colors.

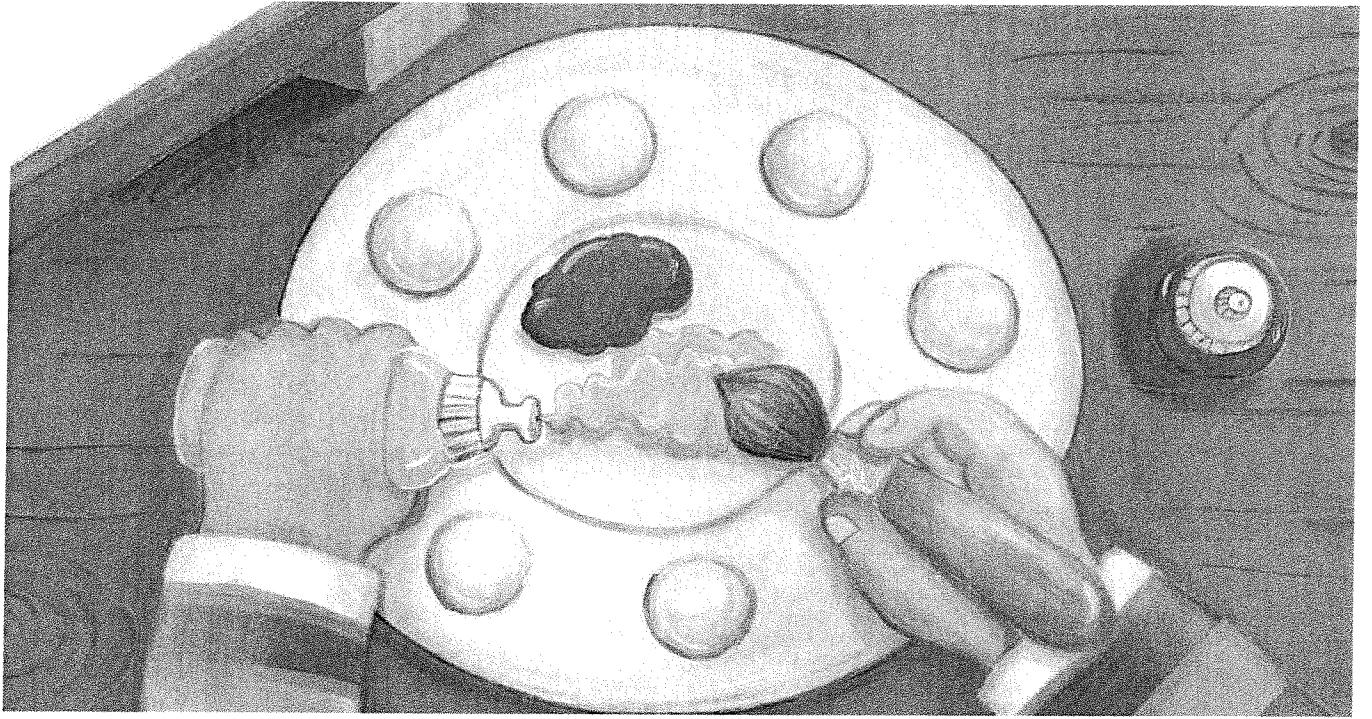
Mixing Colors • Level B

3

They turn into purple.

4





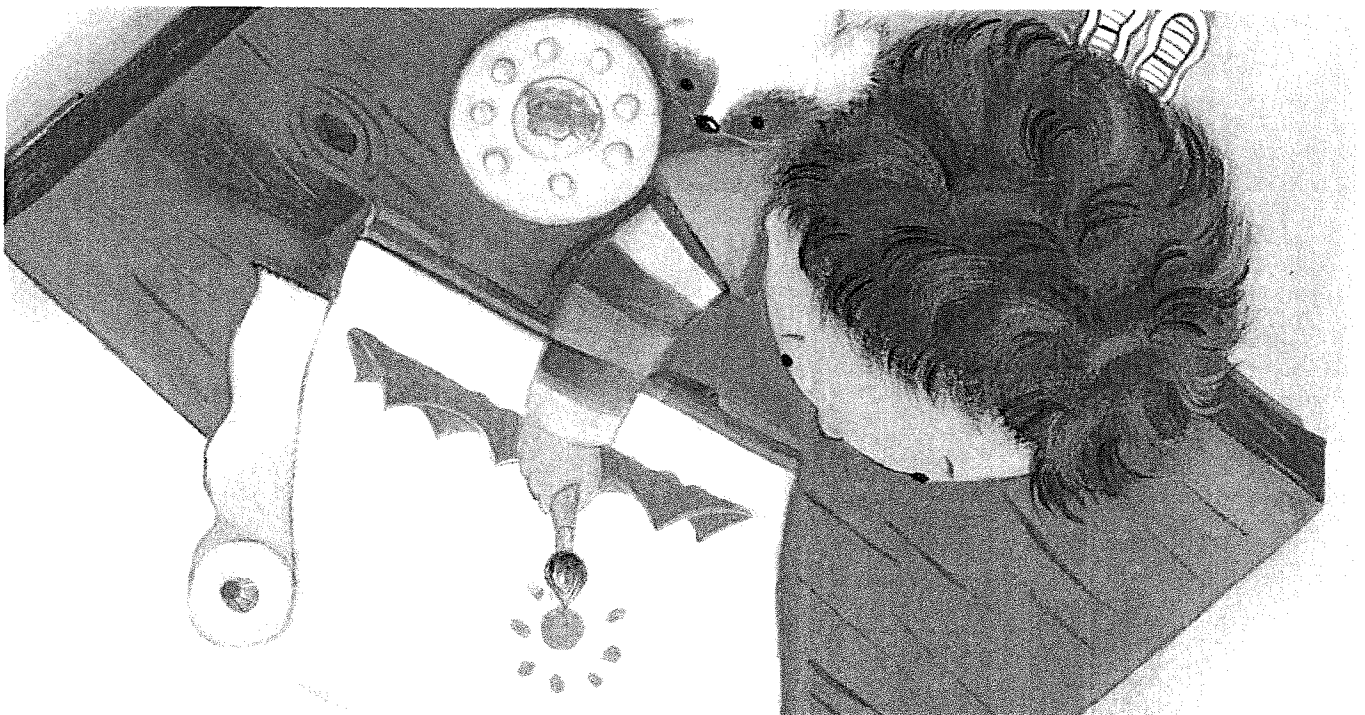
Mix the yellow and red colors.

Mixing Colors • Level B

5

They turn into orange.

9





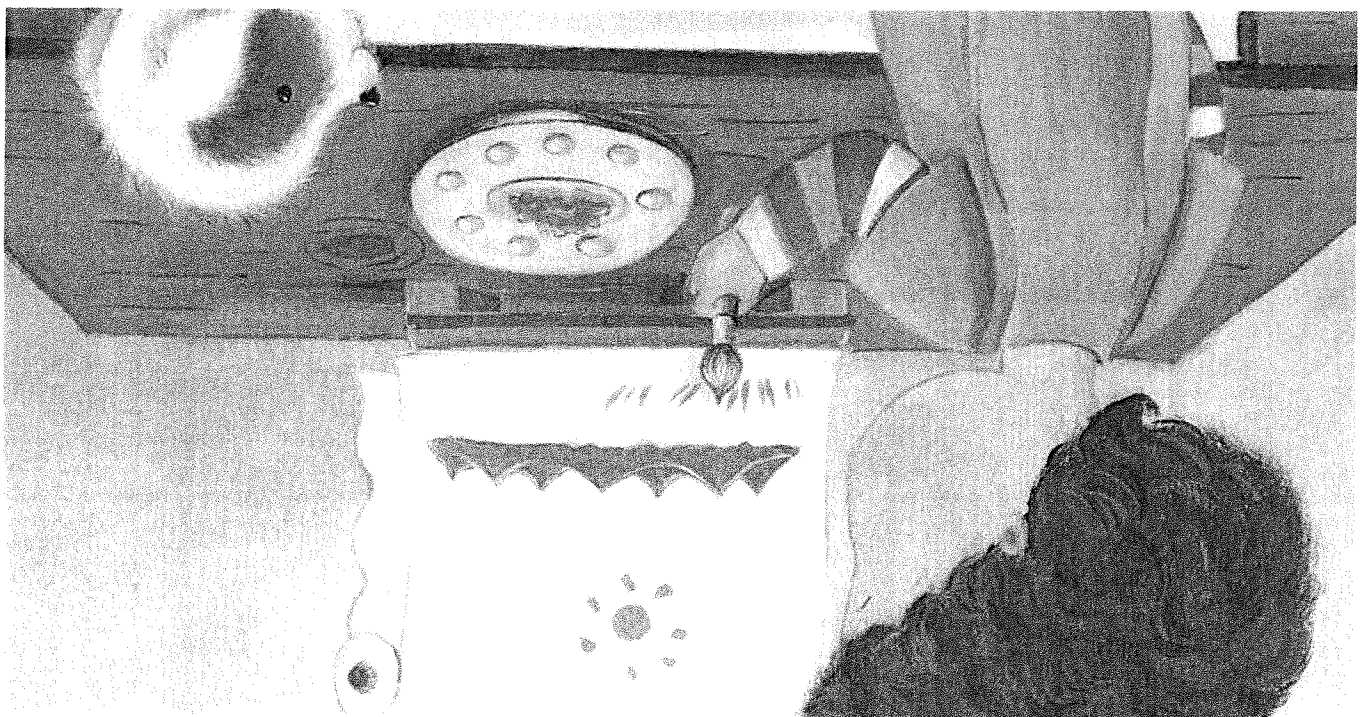
Mix the blue and yellow colors.

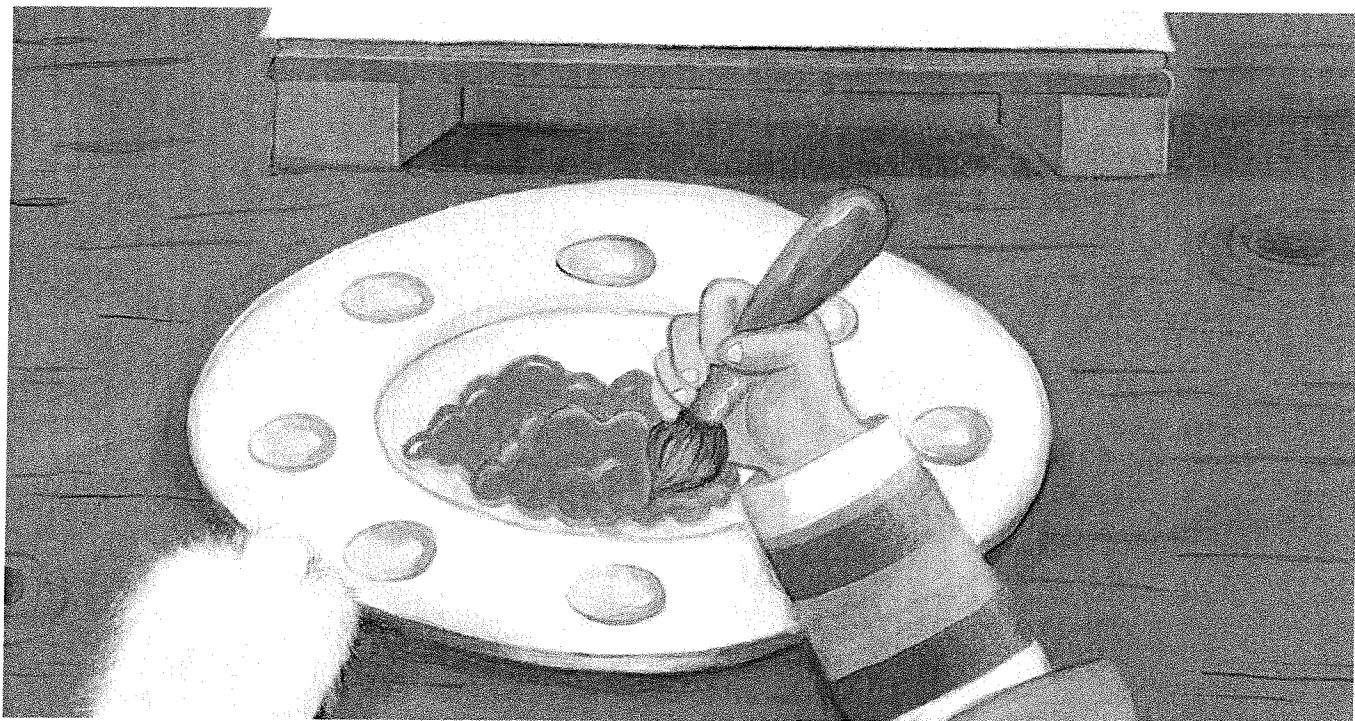
Mixing Colors • Level B

7

8

They turn into green.





Mix the green and purple colors.

9

They turn into brown.

10



3. Describe how ONE of the people involved in the above situation should act to keep the person having good thoughts about them.

4. Figurative language is saying in which the meaning of the saying is different than what the actual words mean. Ex: "It's raining cats & dogs." Means it's raining really hard. Not that cats & dogs are falling from the sky.

Was there figurative language or slang used in the social scenario? If yes, write it below.

**What do you think the figurative language or slang really means?

Name _____ Date _____

- ① What is the effect of mixing green and purple?
 Ⓐ They turn into brown. Ⓑ They turn into orange.
- ② What causes the paint to turn into purple?
 Ⓐ mixing red and blue Ⓑ mixing red and green
- ③ What is the main idea of this book?
 Ⓐ Mixing colors is fun. Ⓑ Mixing colors makes new colors.
- ④ How are green and purple the same?
 Ⓐ They are both made with blue. Ⓑ They are both made with yellow.
- ⑤ Which word means *to put things together to make one thing*?
 Ⓐ mix Ⓑ turn

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 What is the effect of mixing green and purple?

A They turn into brown. *Cause and Effect*

② What causes the paint to turn into purple?

A mixing red and blue *Cause and Effect*

③ What is the main idea of this book?

B Mixing colors makes new colors. *Main Idea and Details*

④ How are green and purple the same?

A They are both made with blue. *Compare and Contrast*

⑤ Which word means *to put things together to make one thing*?

A mix *Vocabulary*

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.

Mouse in the City



Written by Sarah Ghusson
Illustrated by Juan Manuel Moreno
www.readinga-z.com

Focus Question

Why is the city mouse lucky?

Correlation	
LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Mouse in the City
Level B Leveled Book
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Illustrated by Juan Manuel Moreno
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Words to Know

city

climbs

hides

lucky

nibbles

smells



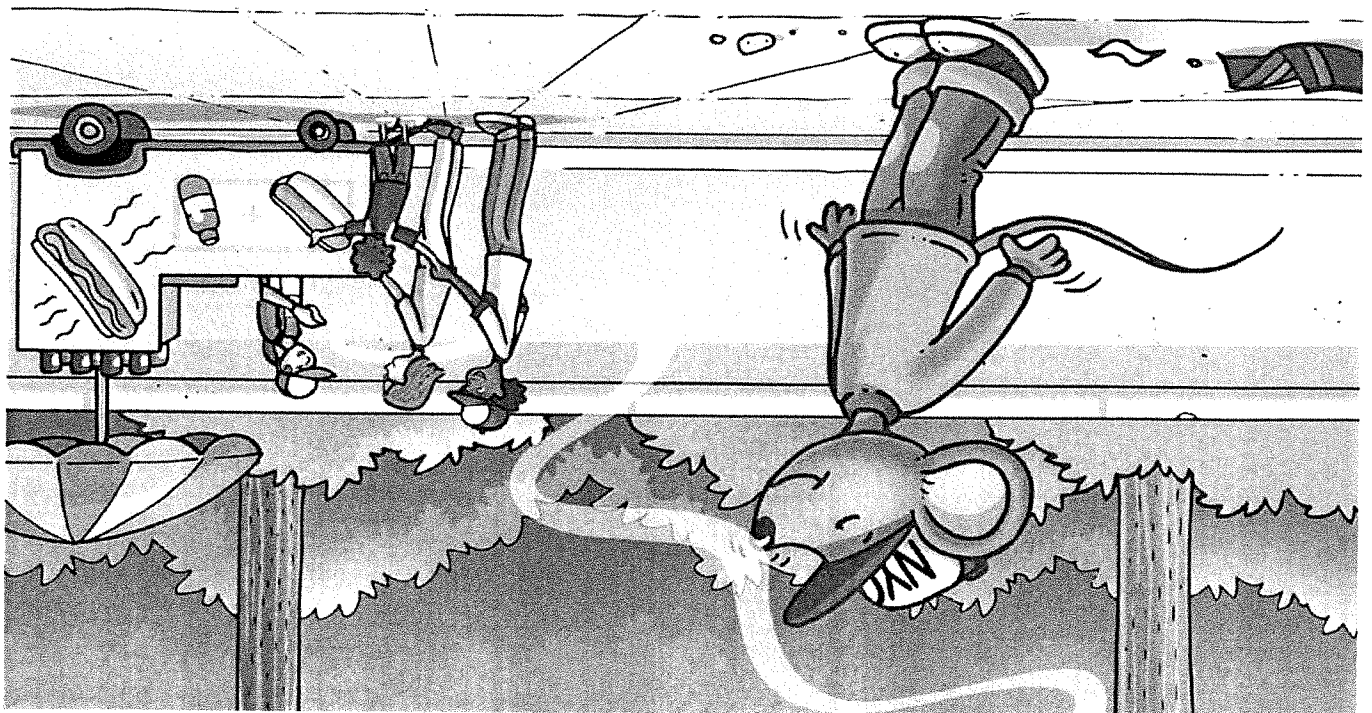
The city mouse looks.

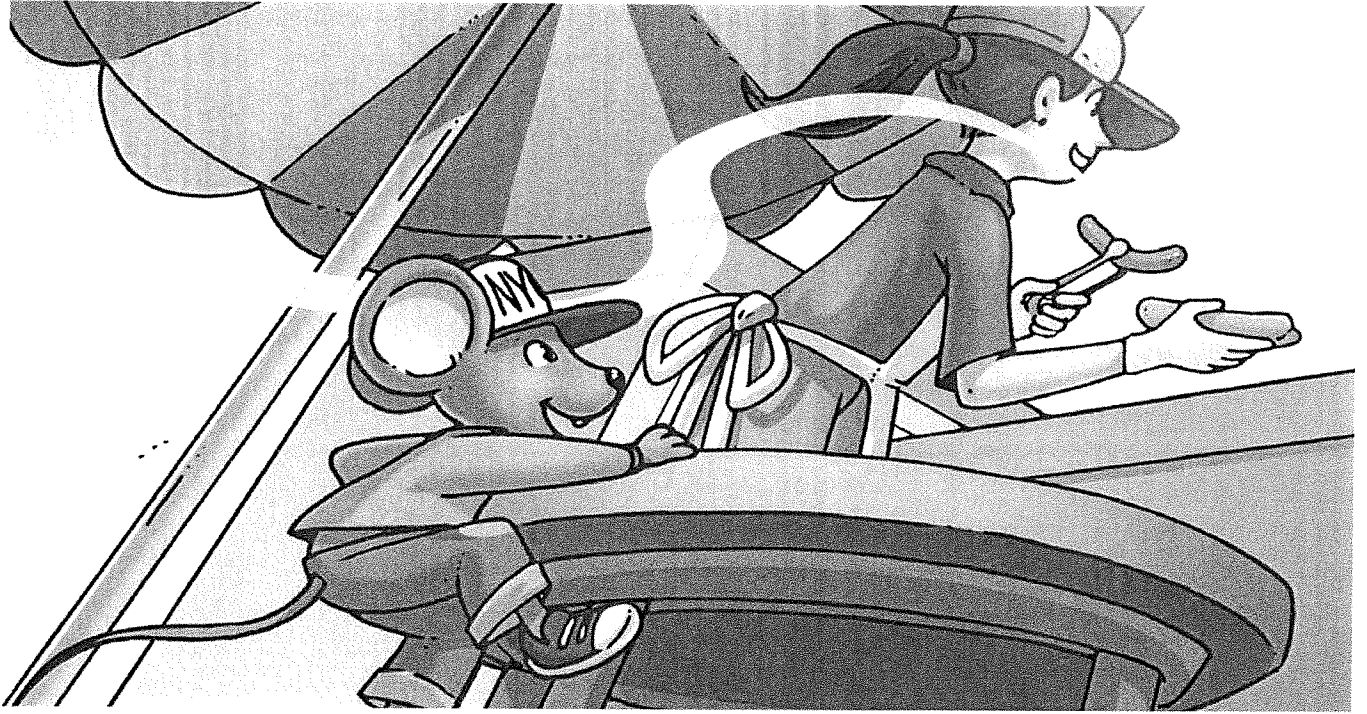
Mouse in the City • Level B

3

The city mouse smells.

4





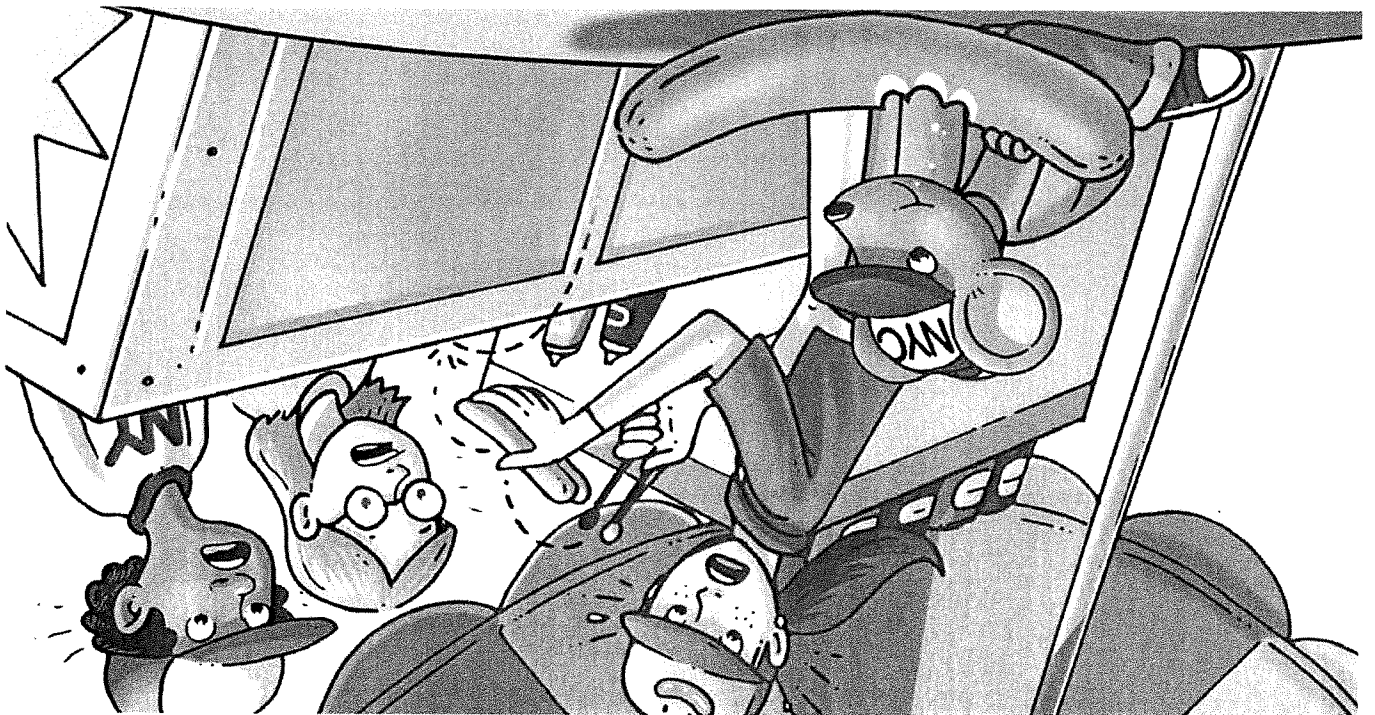
The city mouse climbs.

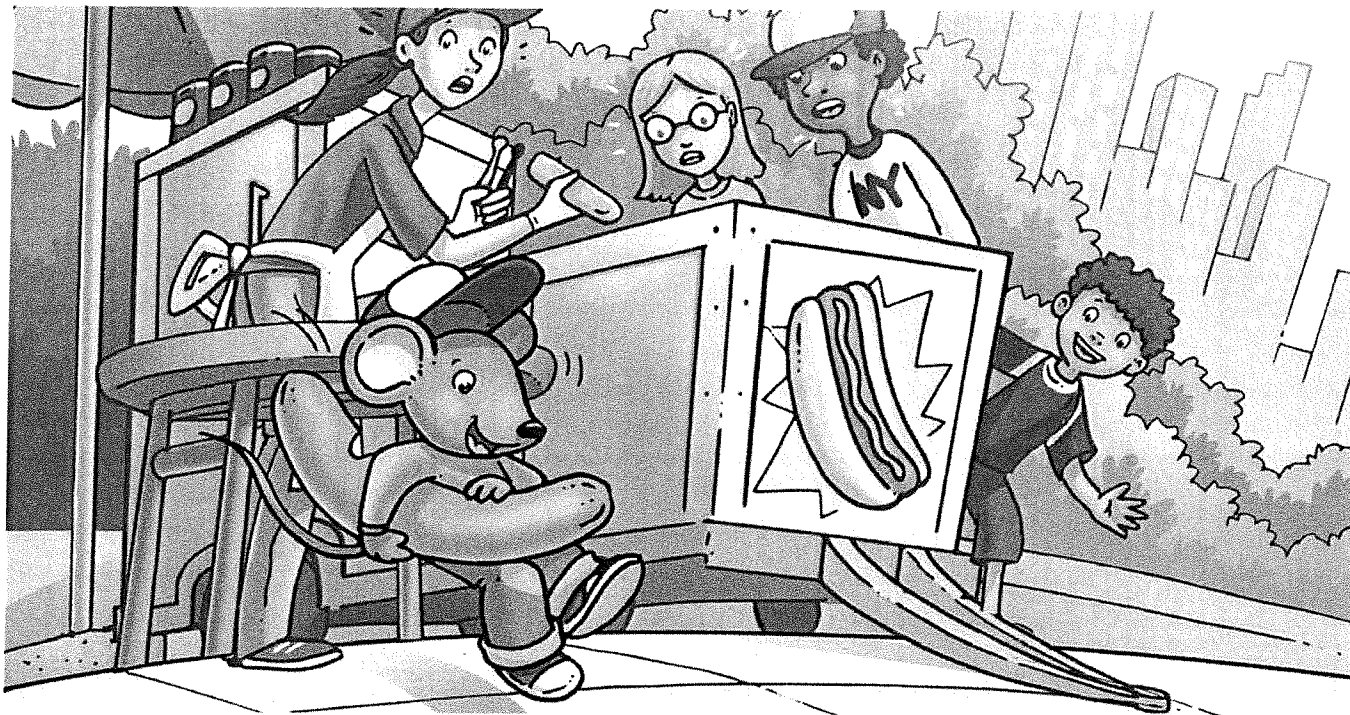
Mouse in the City • Level B

5

The city mouse nibbles.

9





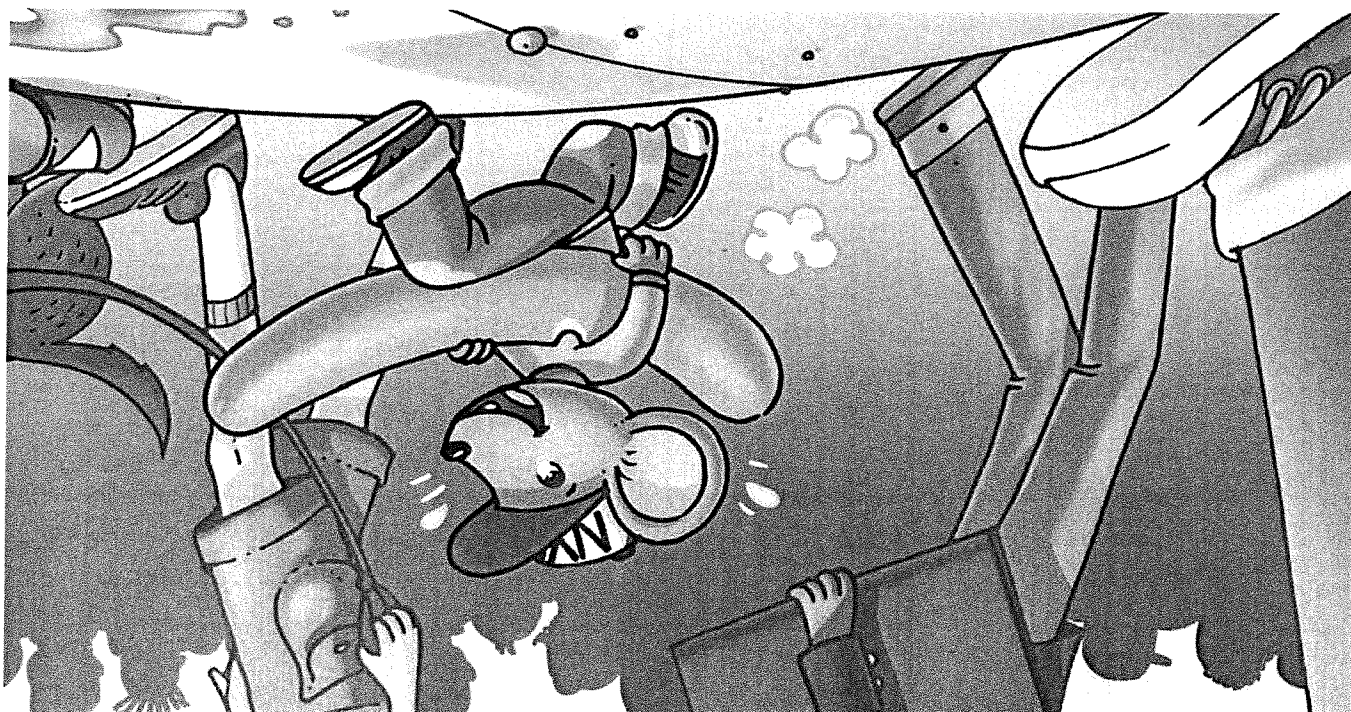
The city mouse jumps.

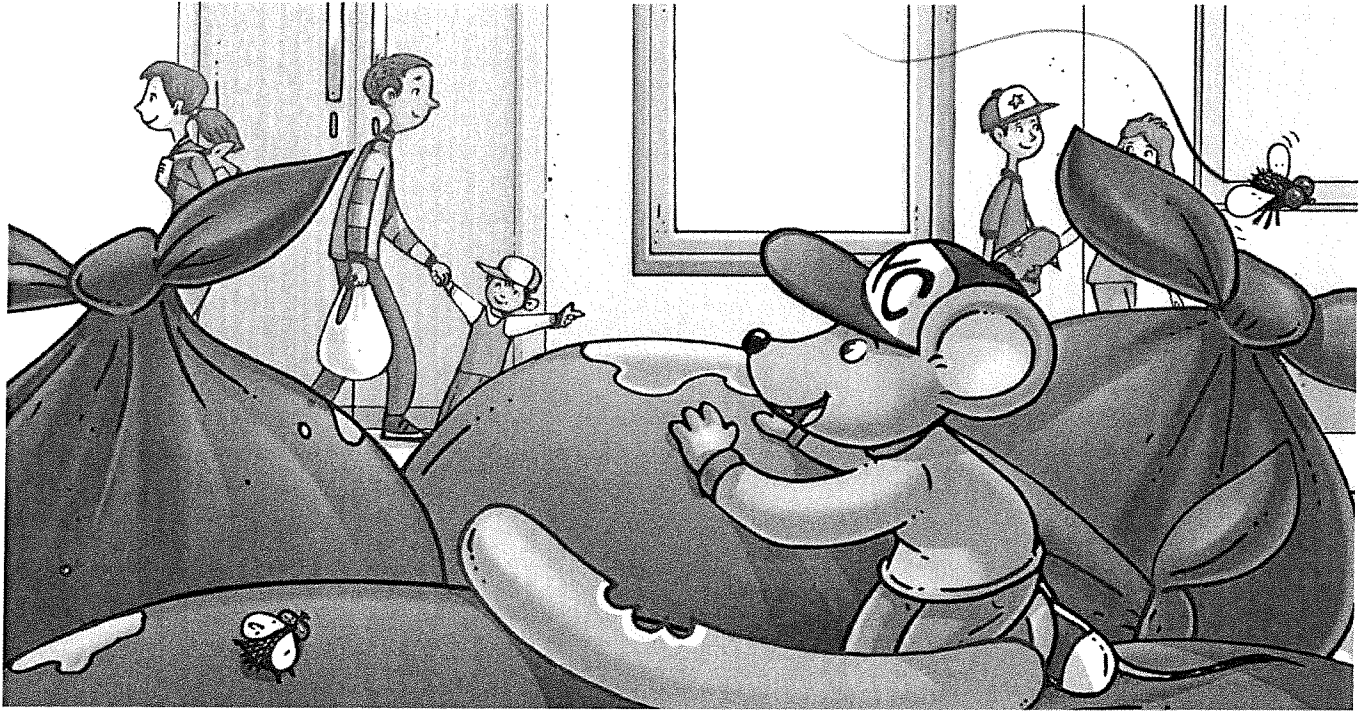
Mouse in the City • Level B

7

8

The city mouse runs.





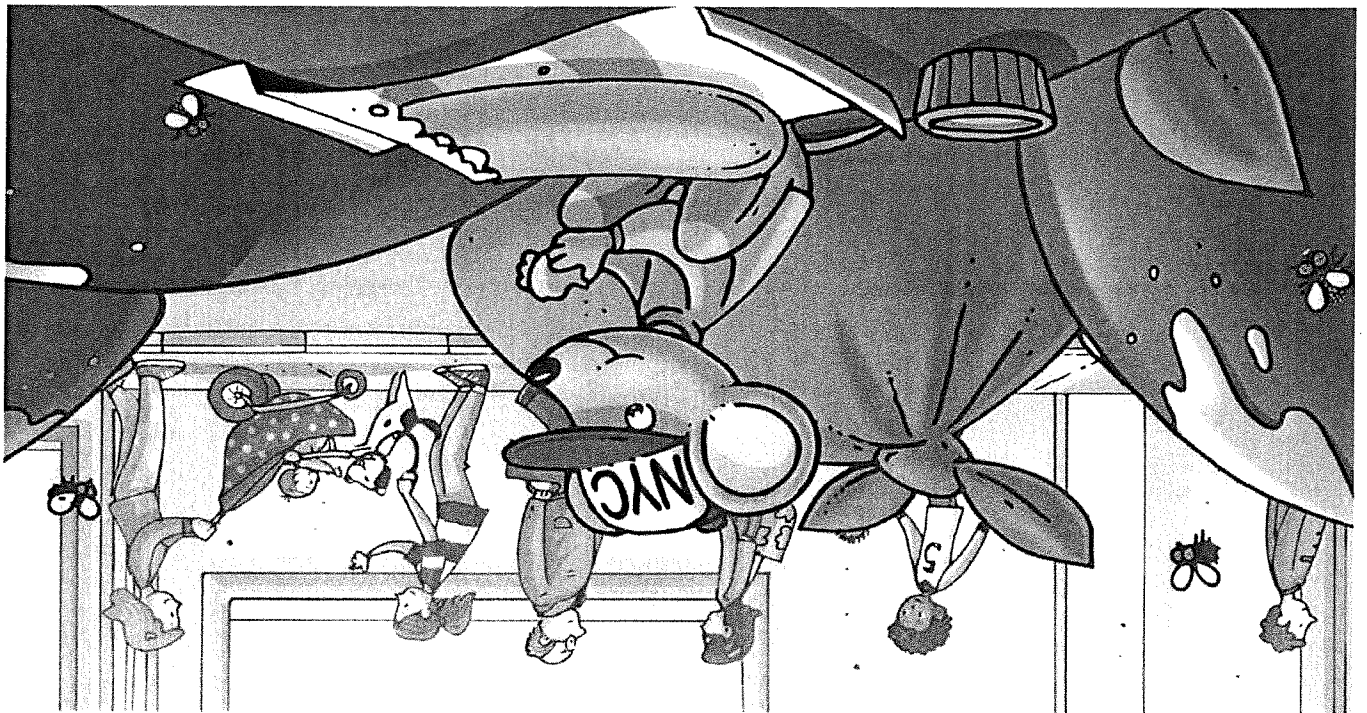
The city mouse hides.

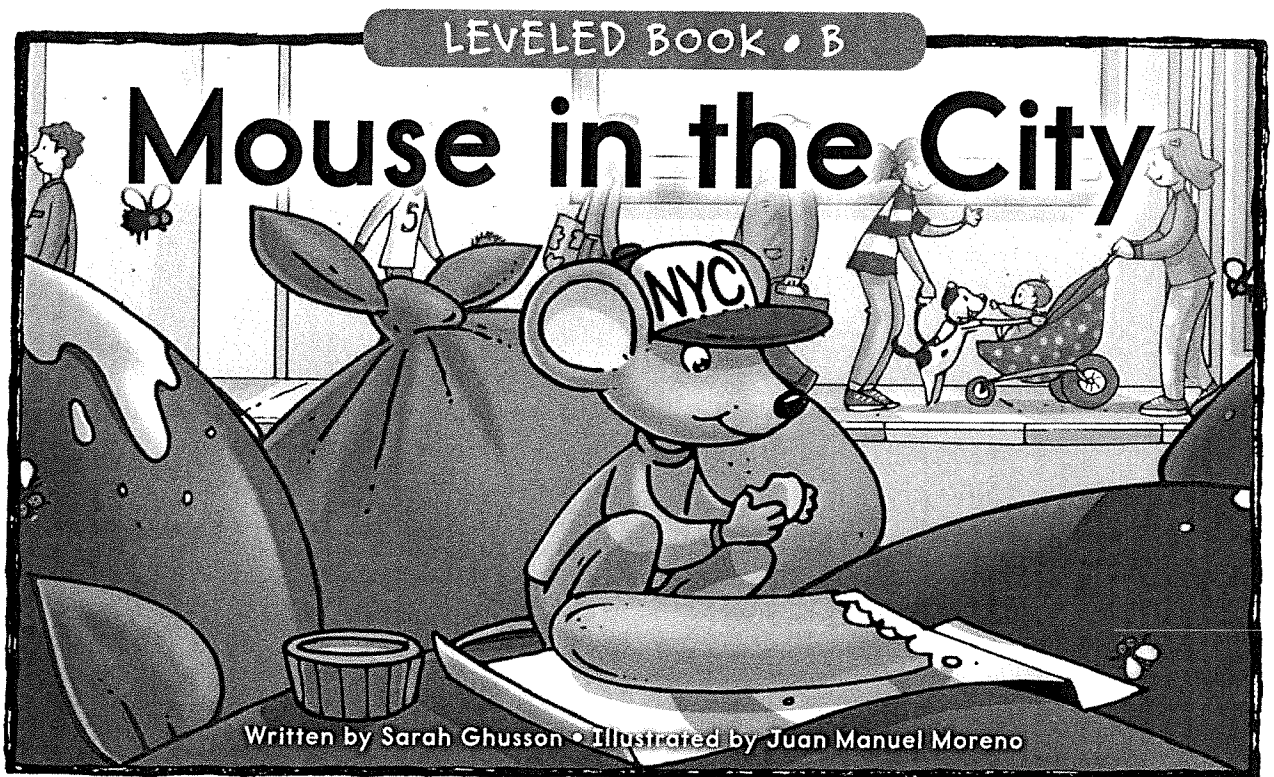
Mouse in the City • Level B

9

That is one lucky mouse!

10





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Mouse in the City

A Reading A-Z Level B Leveled Book • Word Count: 33

Connections

Writing

Do the pictures in this book show something real or make-believe?

Discuss your answer with your class and write about it.

Science

What do living things, like a mouse, need to survive?

 Reading A-Z

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Name _____ Date _____

① Where does this story take place?

Ⓐ in a park

Ⓑ on a street

② What happens after the city mouse climbs?

Ⓐ The mouse smells.

Ⓑ The mouse nibbles.

③ The mouse is hiding from _____.

Ⓐ a dog

Ⓑ a person

④ Why does the city mouse hide?

Ⓐ The mouse wants to be safe as it eats.

Ⓑ The mouse wants to share with its family.

⑤ The mouse is lucky because _____.

Ⓐ it has food to eat

Ⓑ it lives in the city

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 Where does this story take place?

B on a street *Story Elements*

② What happens after the city mouse climbs?

B The mouse nibbles. *Sequence Events*

③ The mouse is hiding from _____.

B a person *Main Idea and Details*

④ Why does the city mouse hide?

A The mouse wants to be safe as it eats. *Cause and Effect*

⑤ The mouse is lucky because _____.

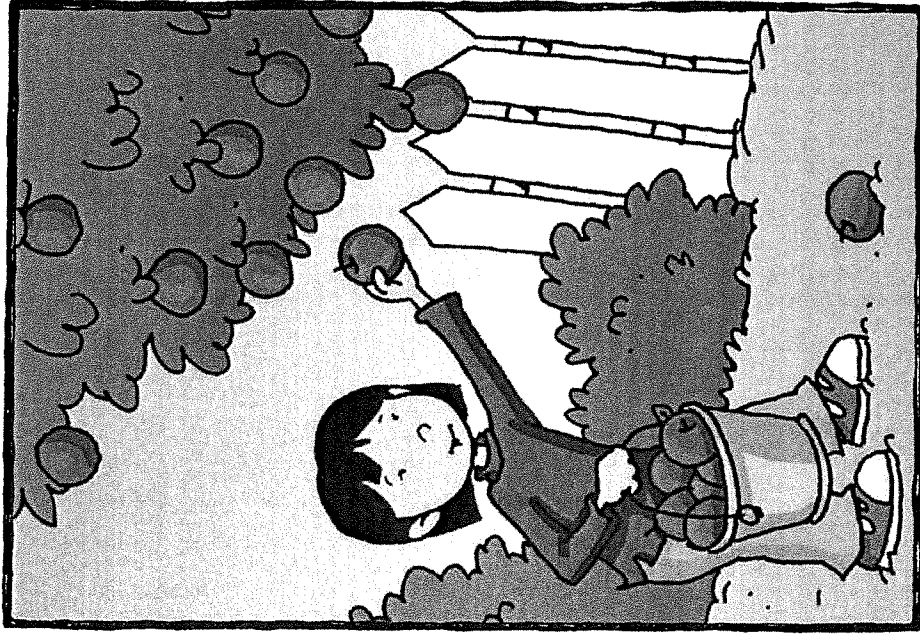
A it has food to eat *Make Inferences / Draw Conclusions*

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.

Applesauce

A Reading A-Z Level B Leveled Book

Word Count: 21

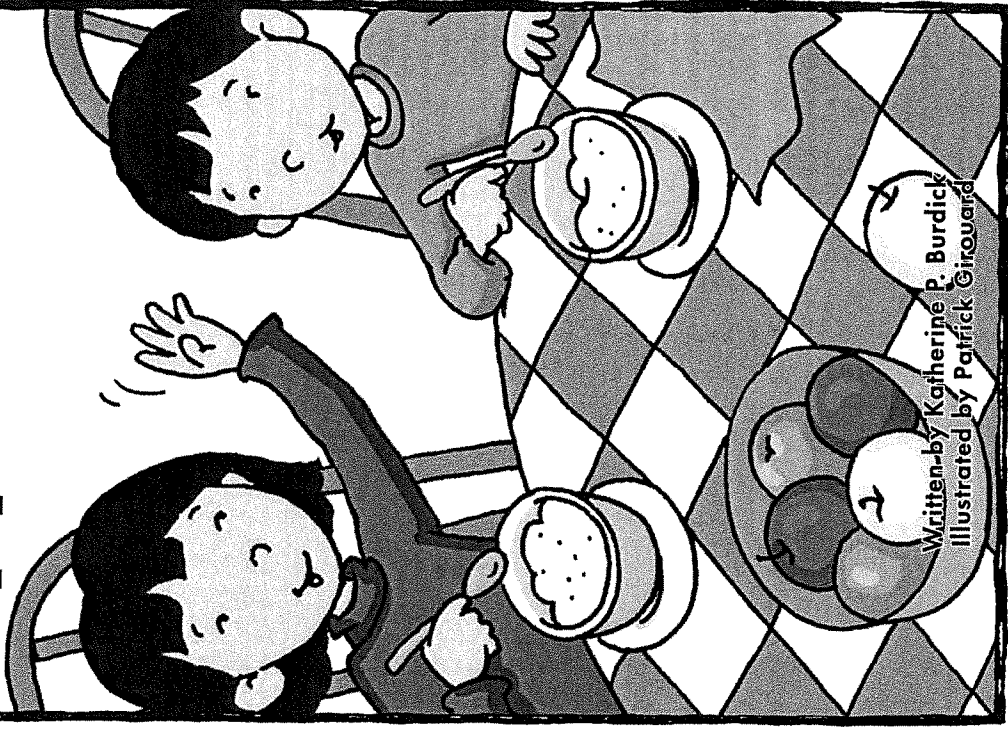


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LEVELED BOOK • B

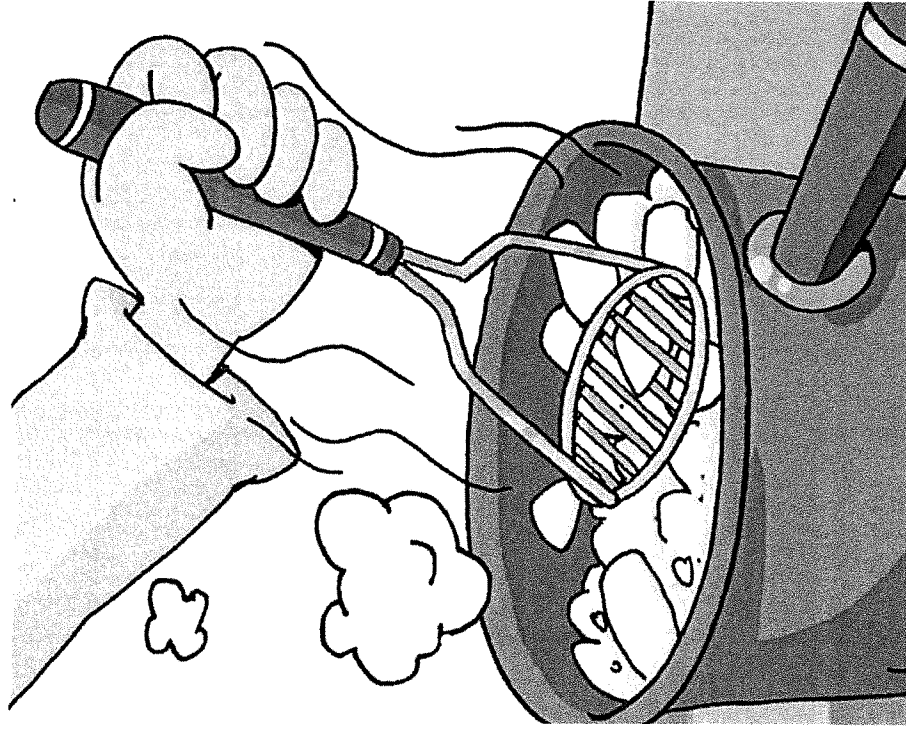
Applesauce



Written by Katherine P. Burdick
Illustrated by Patrick Girouard

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Applesauce



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Illustrated by Patrick Girouard

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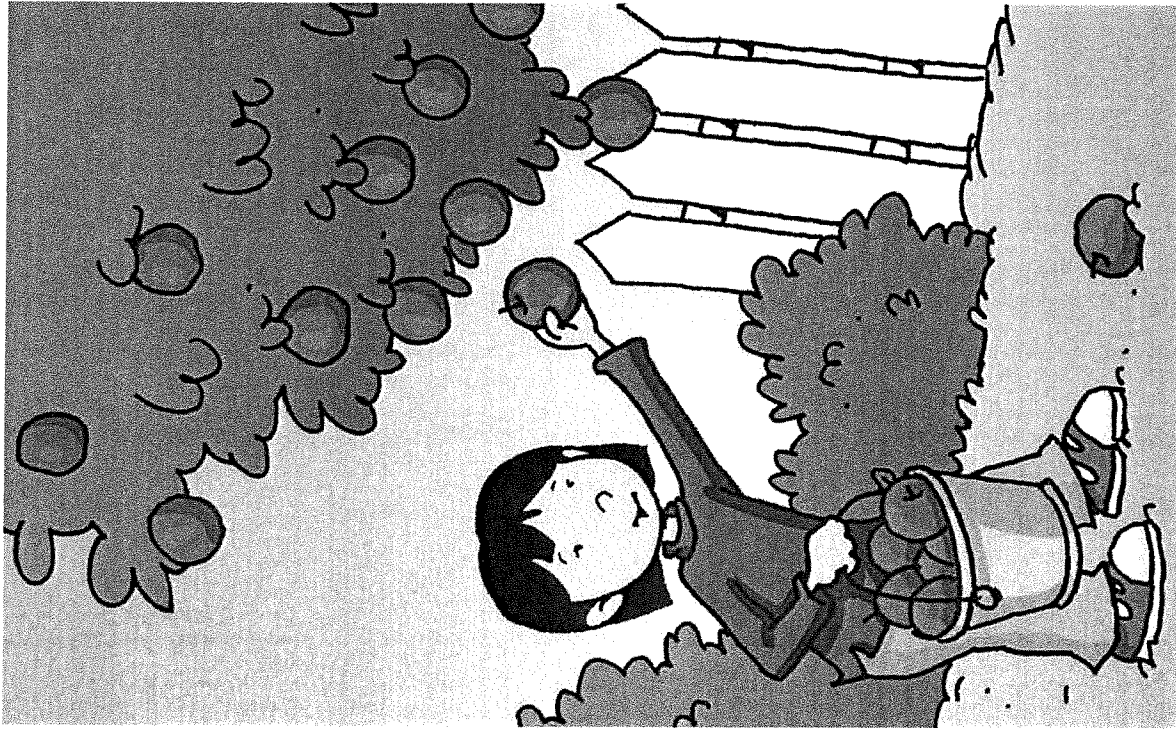
Applesauce
Level B Leveled Book
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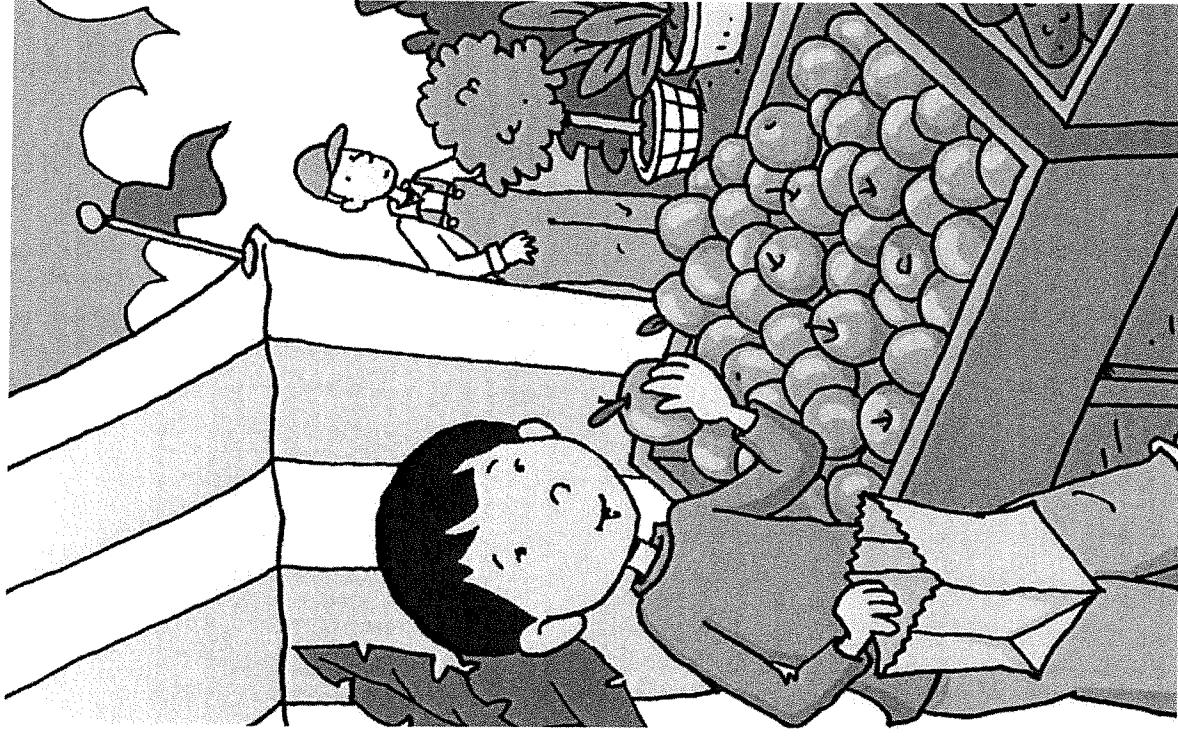
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Correlation

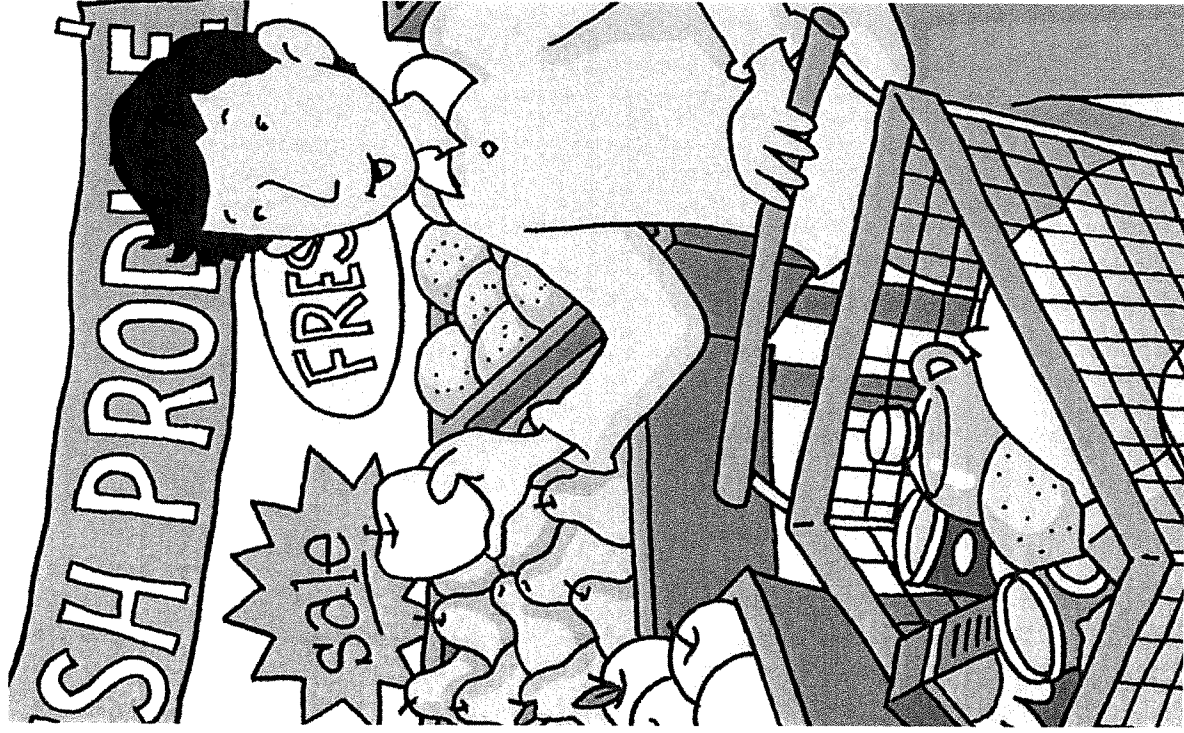
LEVEL B		
Fountas & Pinnell	B	
Reading Recovery	2	
DRA	2	



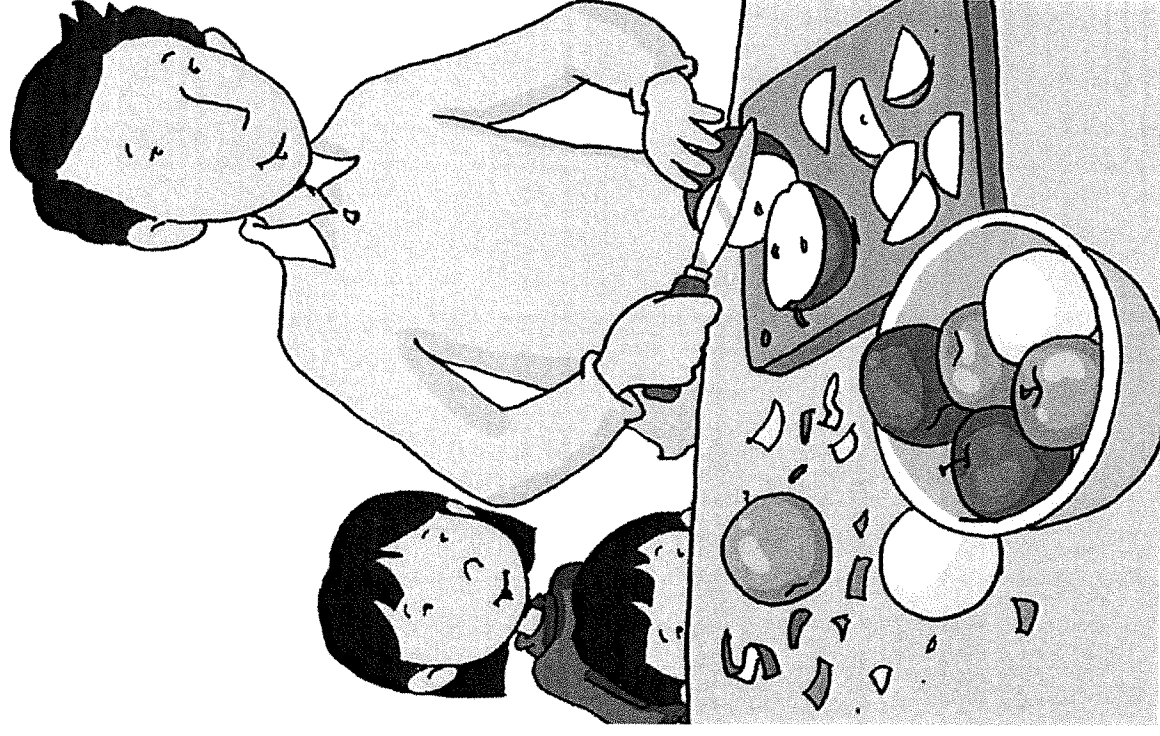
Some are red.



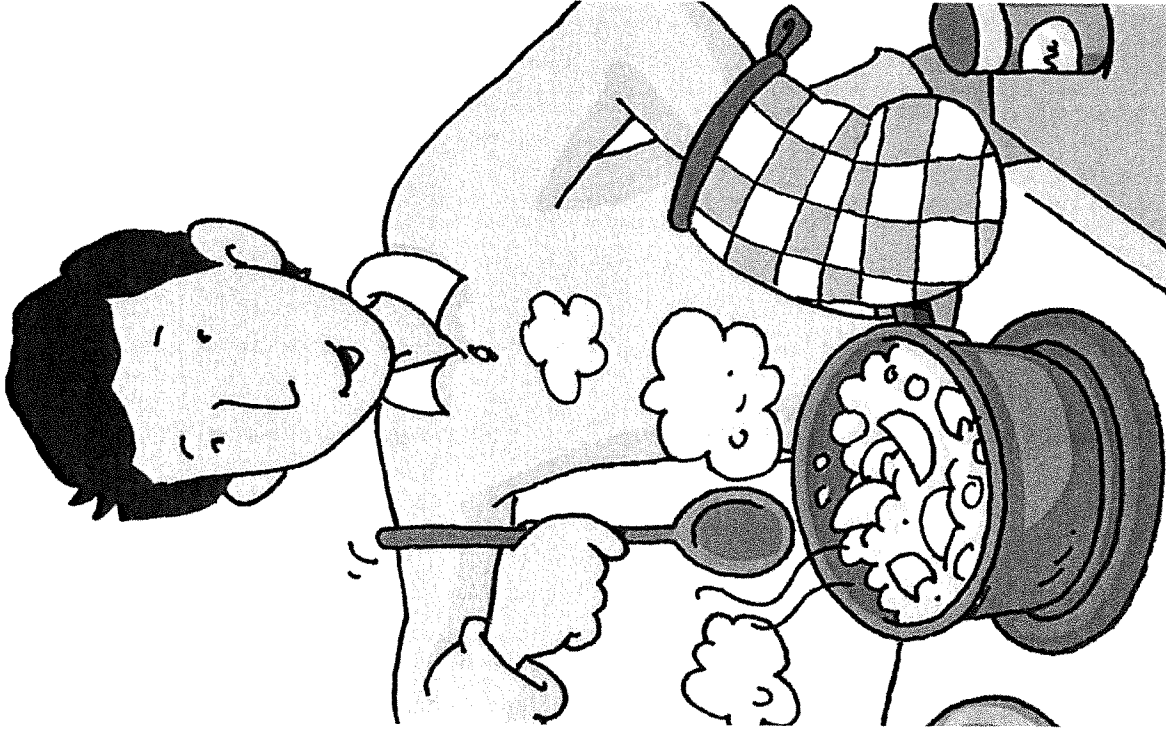
Some are green.



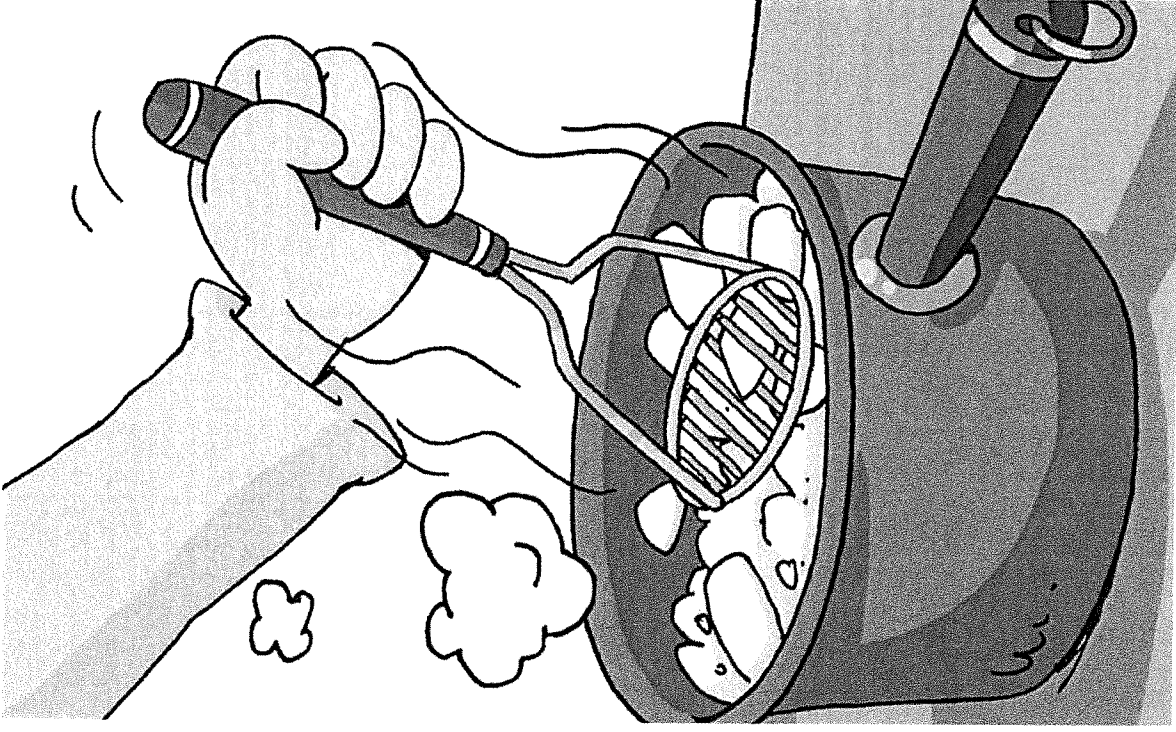
Some are yellow.



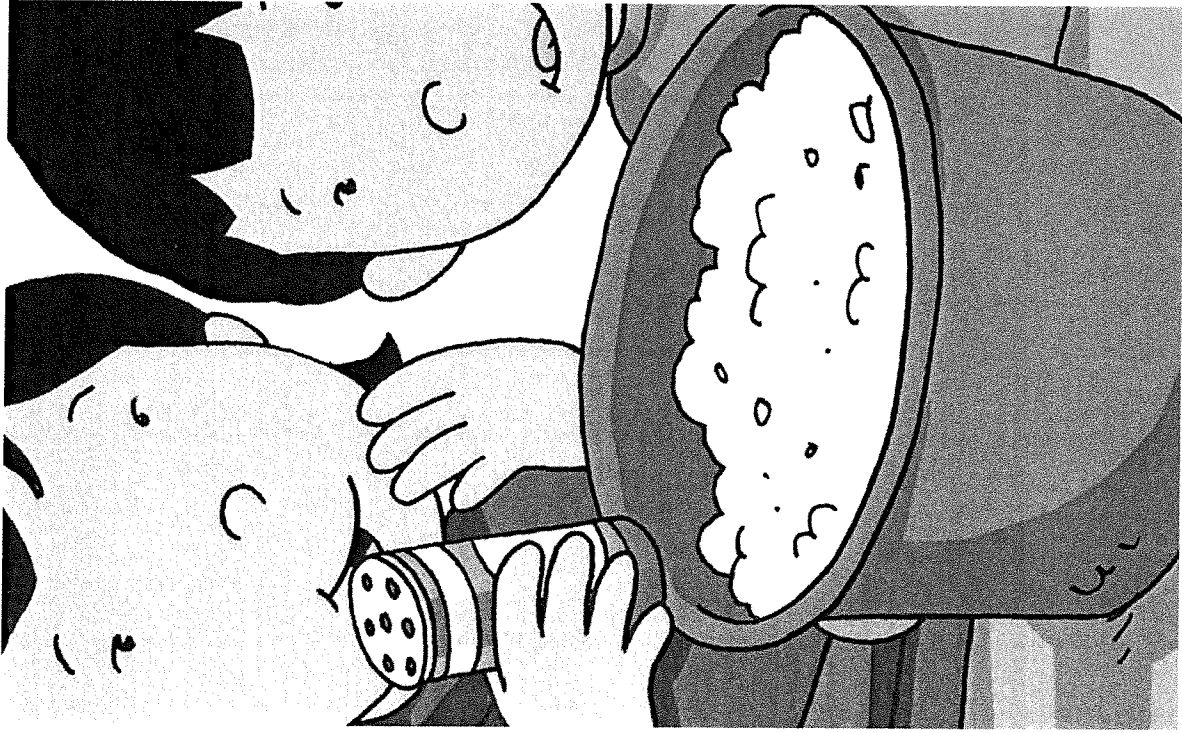
Cut the apples.



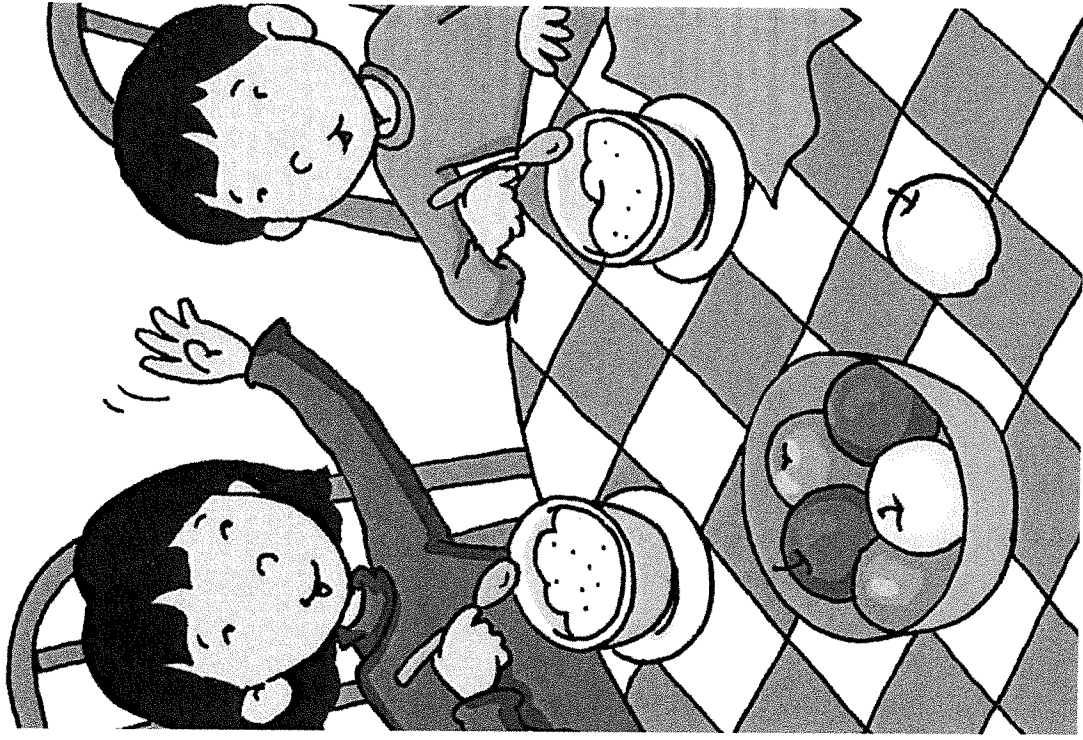
Cook the apples.



Mash the apples.



Add cinnamon?



Applesauce!

Name _____ Date _____

- ① What happens before the man cuts the apples?
- Ⓐ He buys some apples. Ⓑ He mashes the apples.

- ② The author's purpose for this story is to inform. What is a step the author gives for making applesauce?
- Ⓐ Cut the apples. Ⓑ Sort the apples.

- ③ The man cooks the apples to _____.
- Ⓐ make them clean enough to eat Ⓑ make them soft enough to mash

- ④ How do the children feel when they are eating the applesauce?
- Ⓐ happy Ⓑ sad

- ⑤ An _____ is a red, yellow, or green fruit that grows on a tree.
- Ⓐ apple Ⓑ applesauce

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 What happens before the man cuts the apples?

A He buys some apples. *(Sequence Events)*

② The author's purpose for this story is to inform. What is a step the author gives for making applesauce?

A Cut the apples. *(Author's Purpose)*

③ The man cooks the apples to _____.

B make them soft enough to mash *(Make Inferences / Draw Conclusions)*

④ How do the children feel when they are eating the applesauce?

A happy *(Make Inferences / Draw Conclusions)*

⑤ An _____ is a red, yellow, or green fruit that grows on a tree.

A apple *(Vocabulary)*

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 • B

Maria and Her Teacher



Written by
Elizabeth Strauss
Illustrated by
Angela Kamstra-
Jacobson



www.readinga-z.com

Maria and Her Teacher

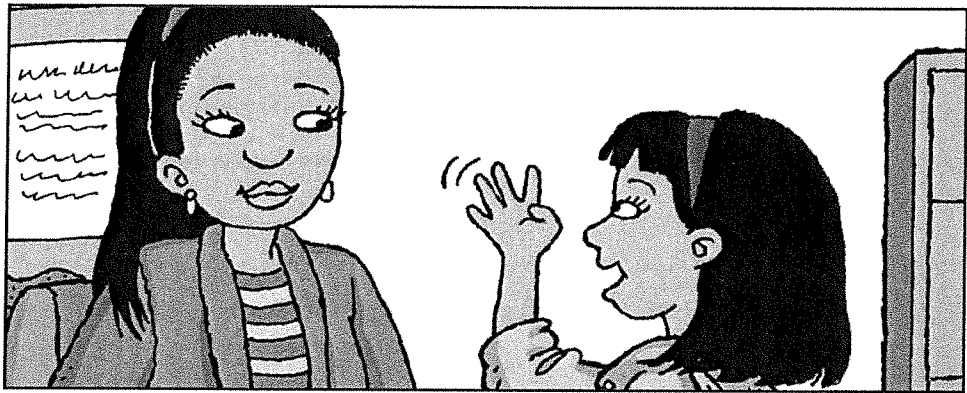
A Reading A-Z Level B Leveled Book • Word Count: 40



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Maria and Her Teacher



Written by Elizabeth Strauss
Illustrated by Angela Kamstra-Jacobson
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Correlation	
LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Maria and Her Teacher
Level B leveled book
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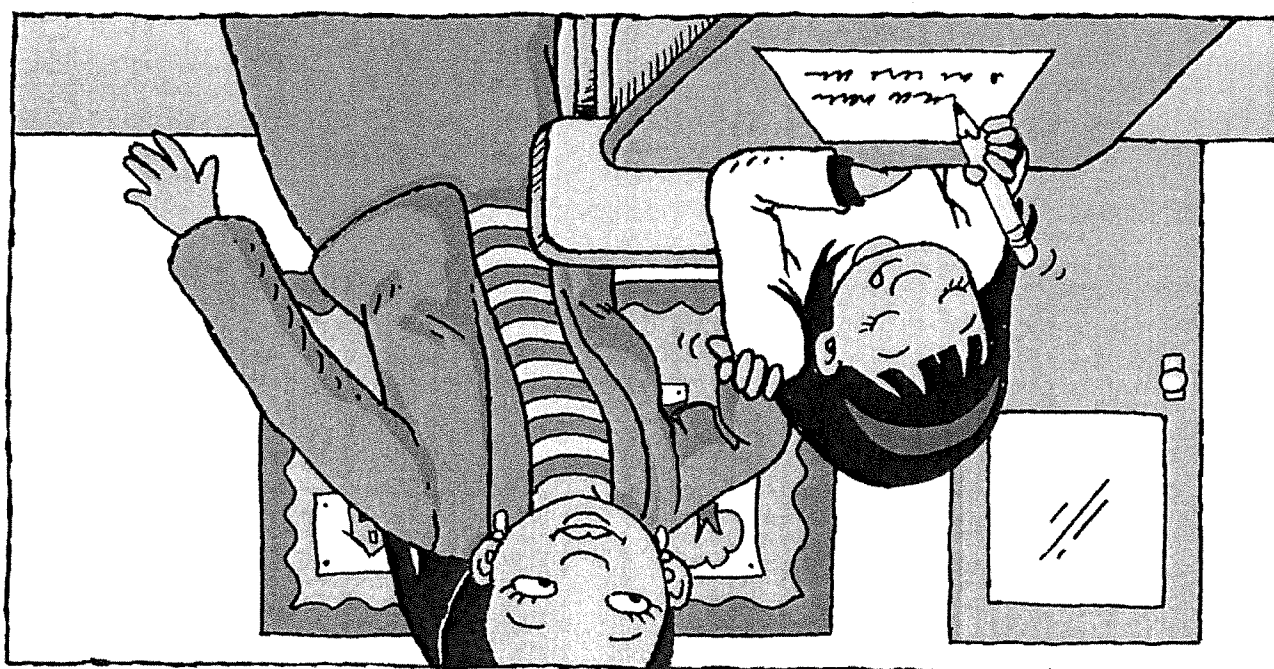
Maria and her teacher talk.

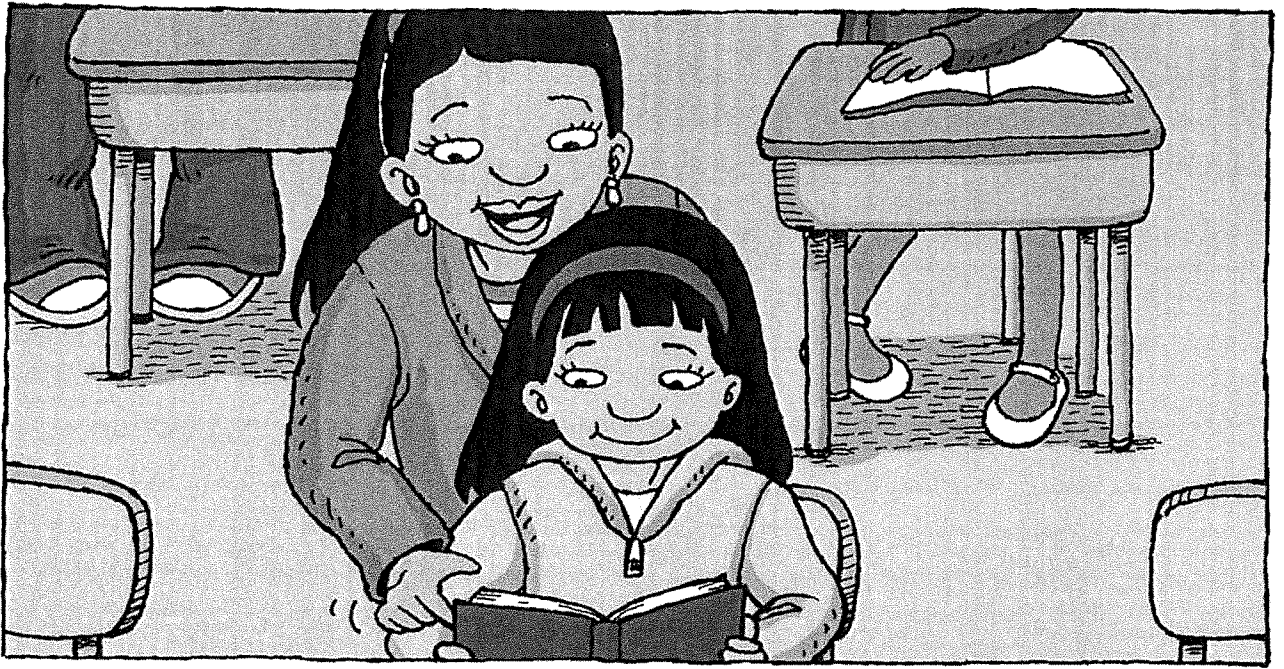
Maria and Her Teacher • Level B

3

Maria and her teacher write.

4





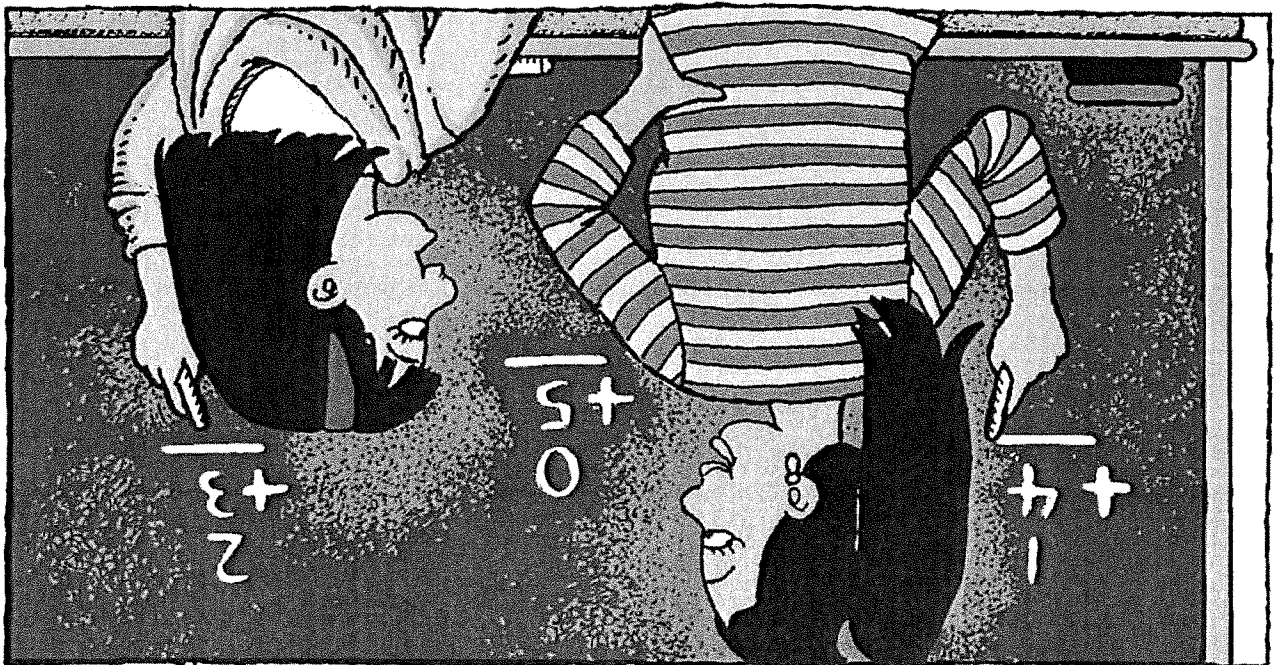
Maria and her teacher read.

Maria and Her Teacher • Level B

5

Maria and her teacher add.

9





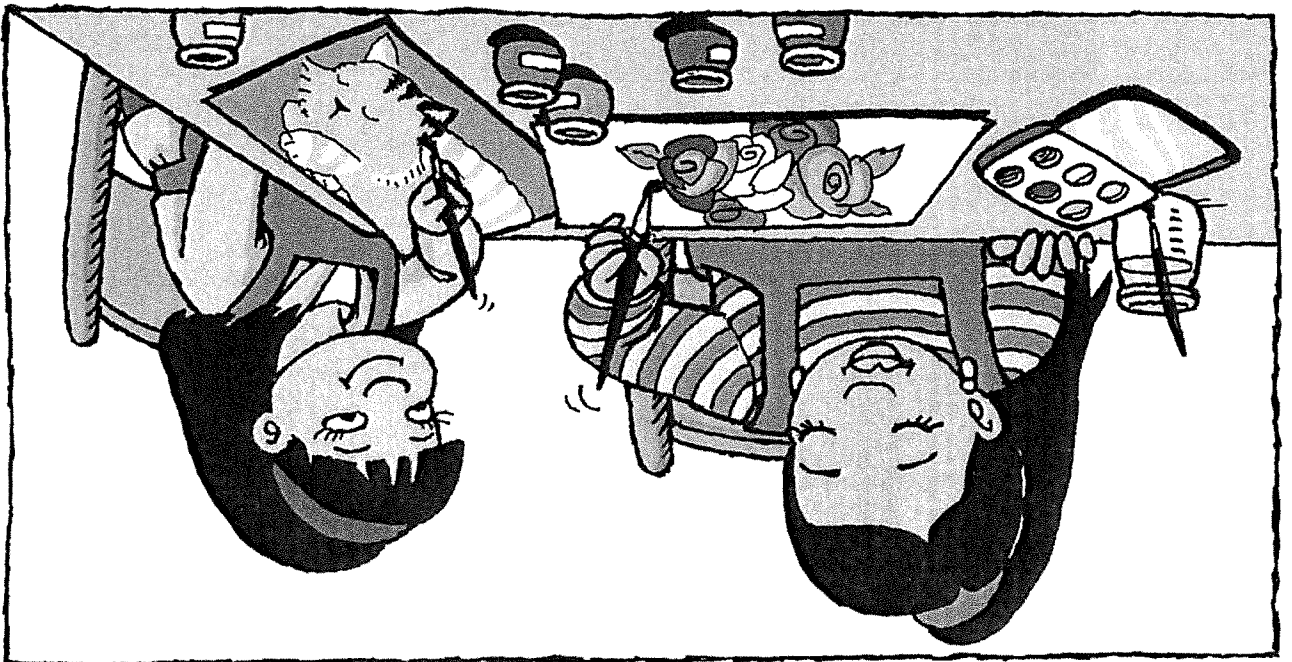
Maria and her teacher smile.

Maria and Her Teacher • Level B

7

Maria and her teacher paint.

8



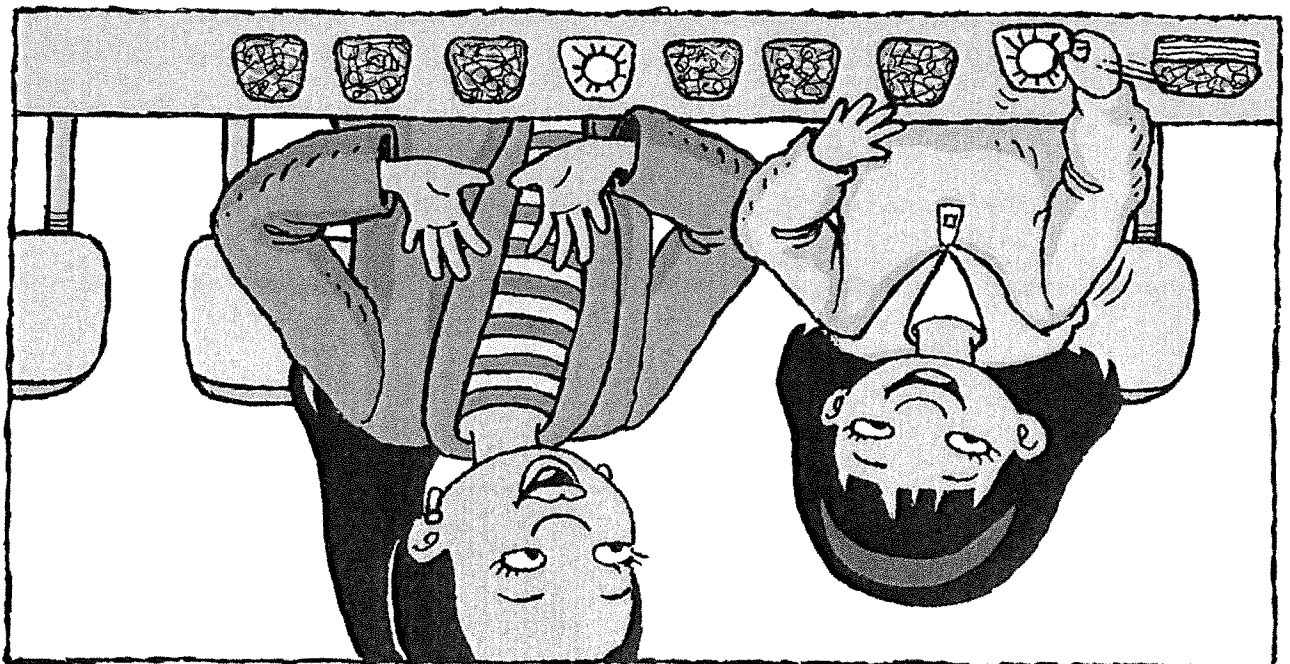


Maria and her teacher clean.

Maria and Her Teacher • Level B

9

Maria and her teacher play.



10

Name _____ Date _____

1 Maria seems _____ with her teacher.

Ⓐ angry

Ⓑ happy

2 What is not something Maria and her teacher do at school?

Ⓐ swim

Ⓑ paint

3 Which detail supports the main idea of this story?

Ⓐ Maria and her teacher write.

Ⓑ Maria and her teacher eat.

4 How many things do Maria and her teacher do together?

Ⓐ ten

Ⓑ eight

5 Finish this sentence: *I love to _____ all my books.*

Ⓐ read

Ⓑ smile

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 Maria seems _____ with her teacher.

B happy *Analyze Character*

② What is not something Maria and her teacher do at school?

A swim *Main Idea and Details*

③ Which detail supports the main idea of this story?

A Maria and her teacher write. *Main Idea and Details*

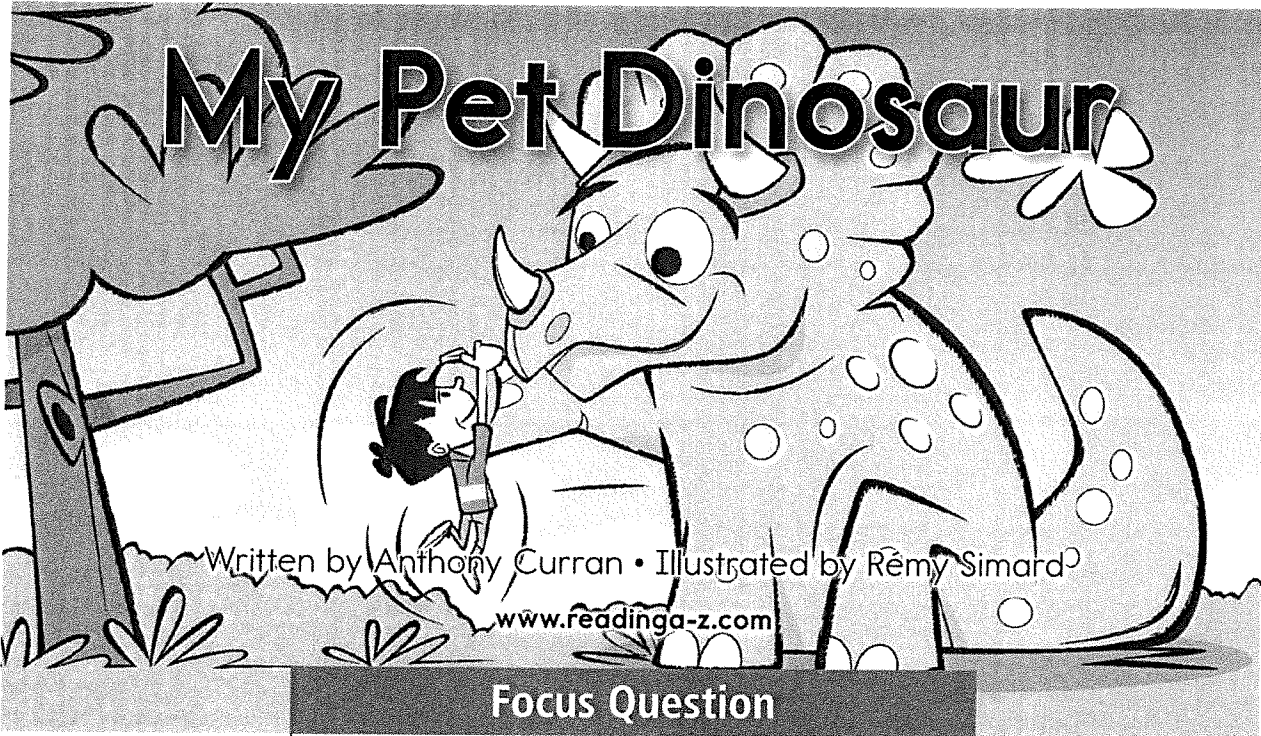
④ How many things do Maria and her teacher do together?

B eight *Classify Information*

⑤ Finish this sentence: *I love to _____ all my books.*

A read *Vocabulary*

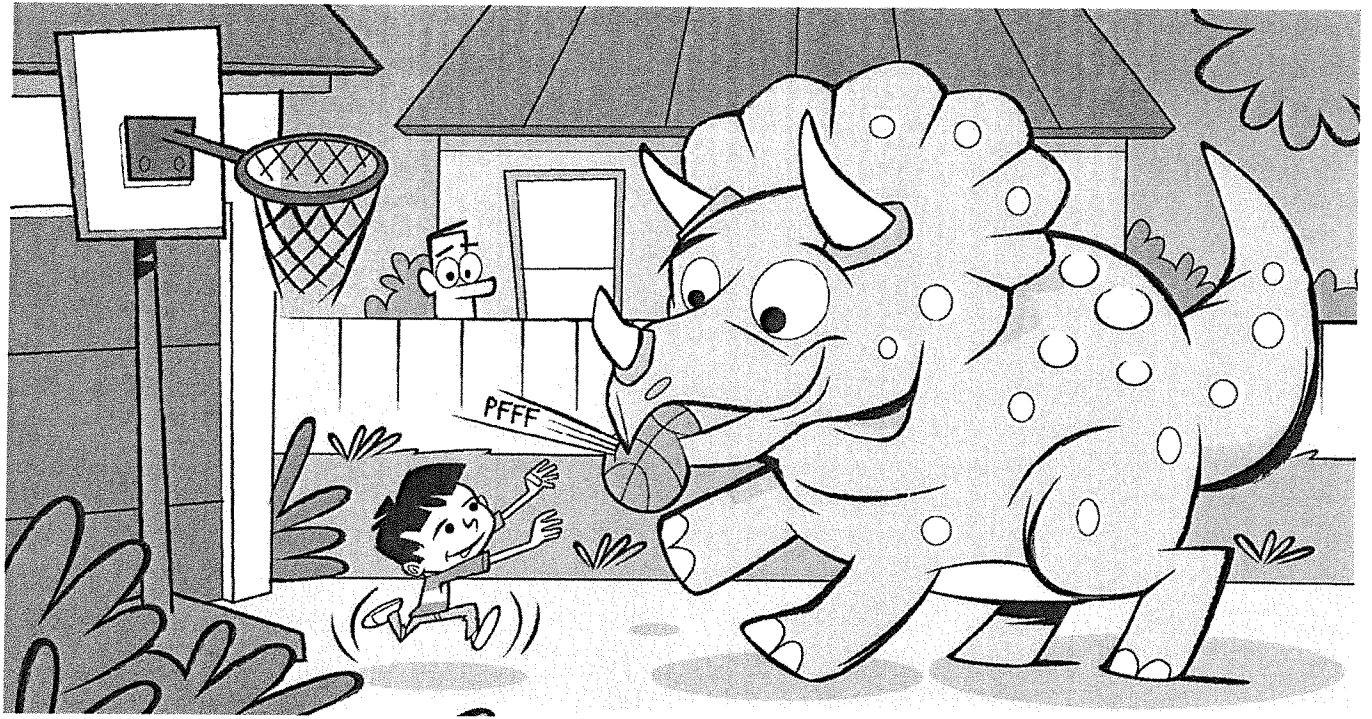
Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.



Correlation	
LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

My Pet Dinosaur
Level B Leveled Book
  Learning A-Z
Written by Anthony Curran
Illustrated by R  my Simard
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Words to Know	
fetch	pet
dinosaur	roar
shake hands	



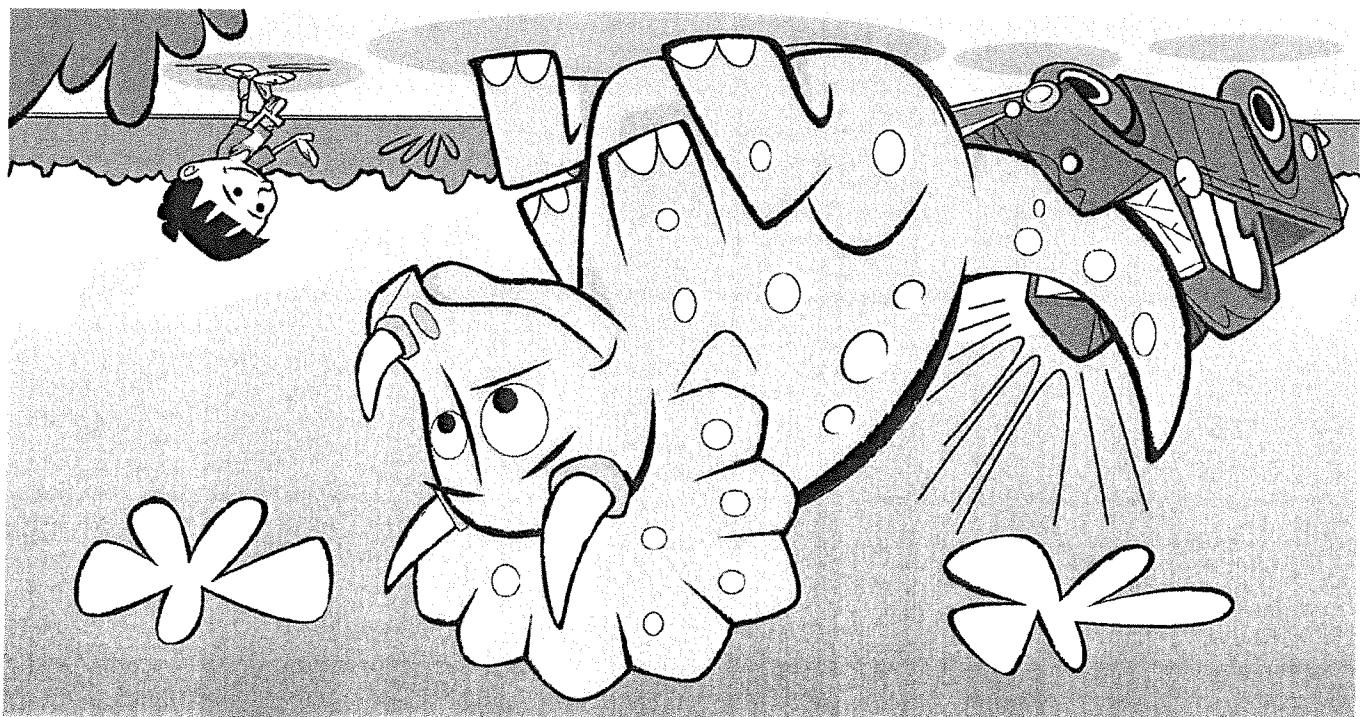
My pet dinosaur can fetch.

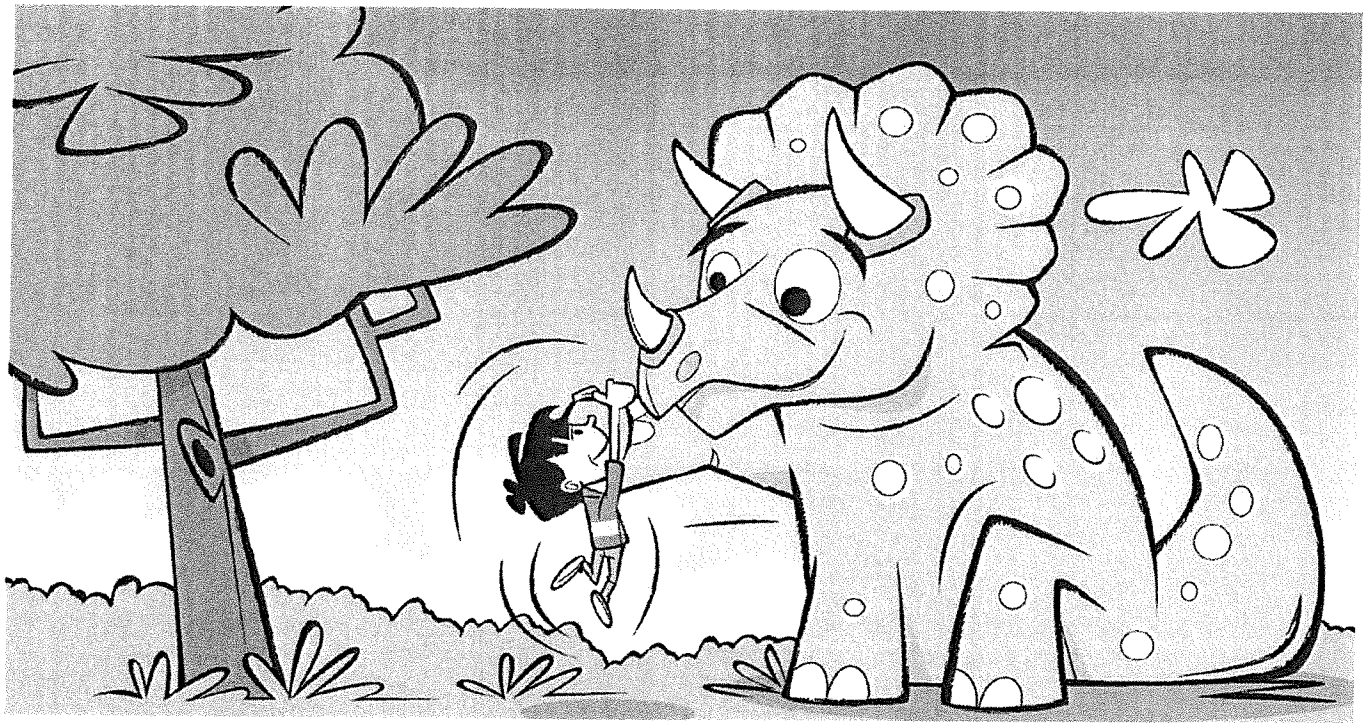
My Pet Dinosaur • Level B

3

My pet dinosaur can sit.

4





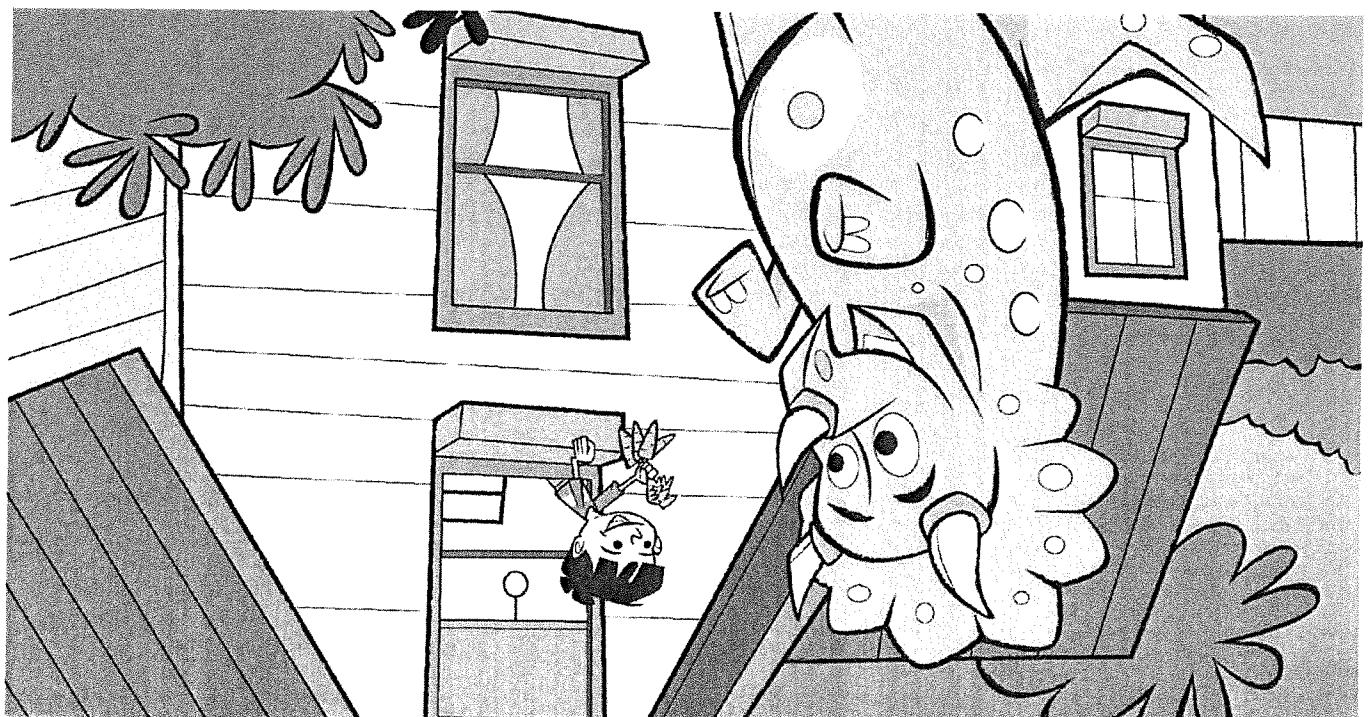
My pet dinosaur can shake hands.

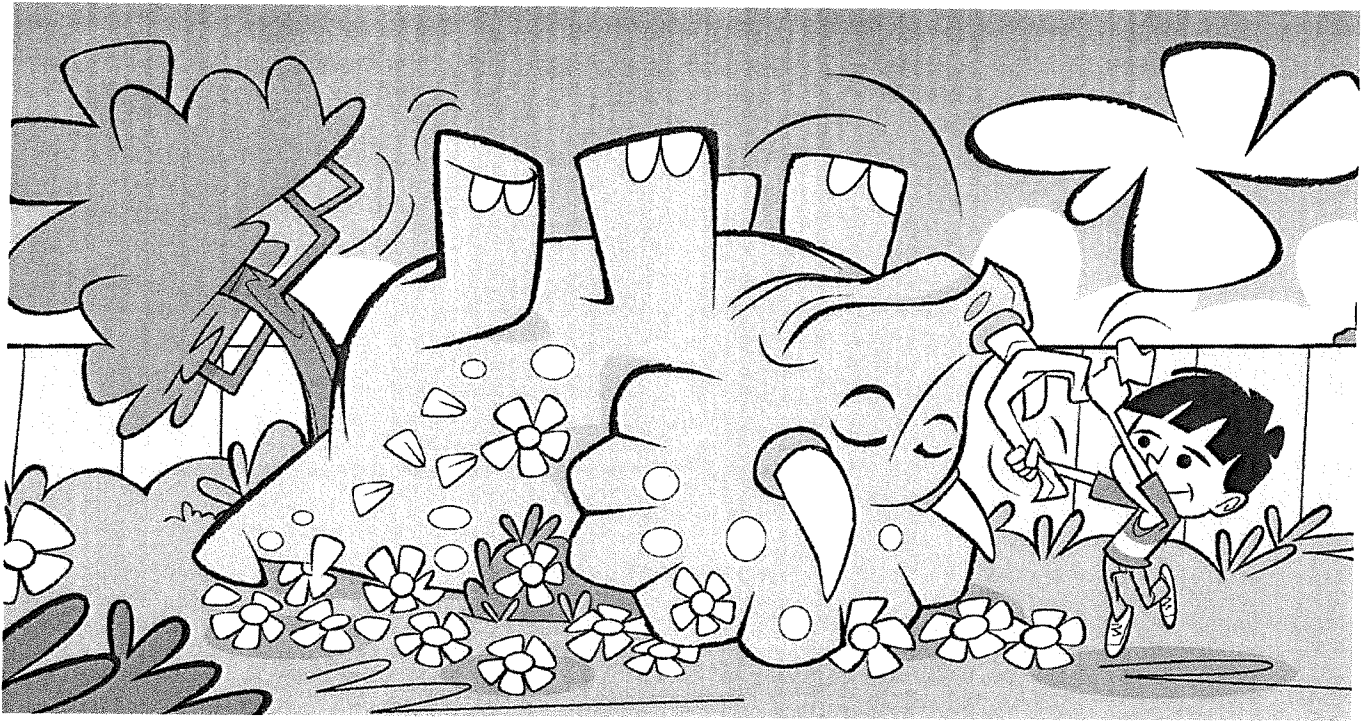
My Pet Dinosaur • Level B

5

My pet dinosaur can beg.

9





My pet dinosaur can lie down.

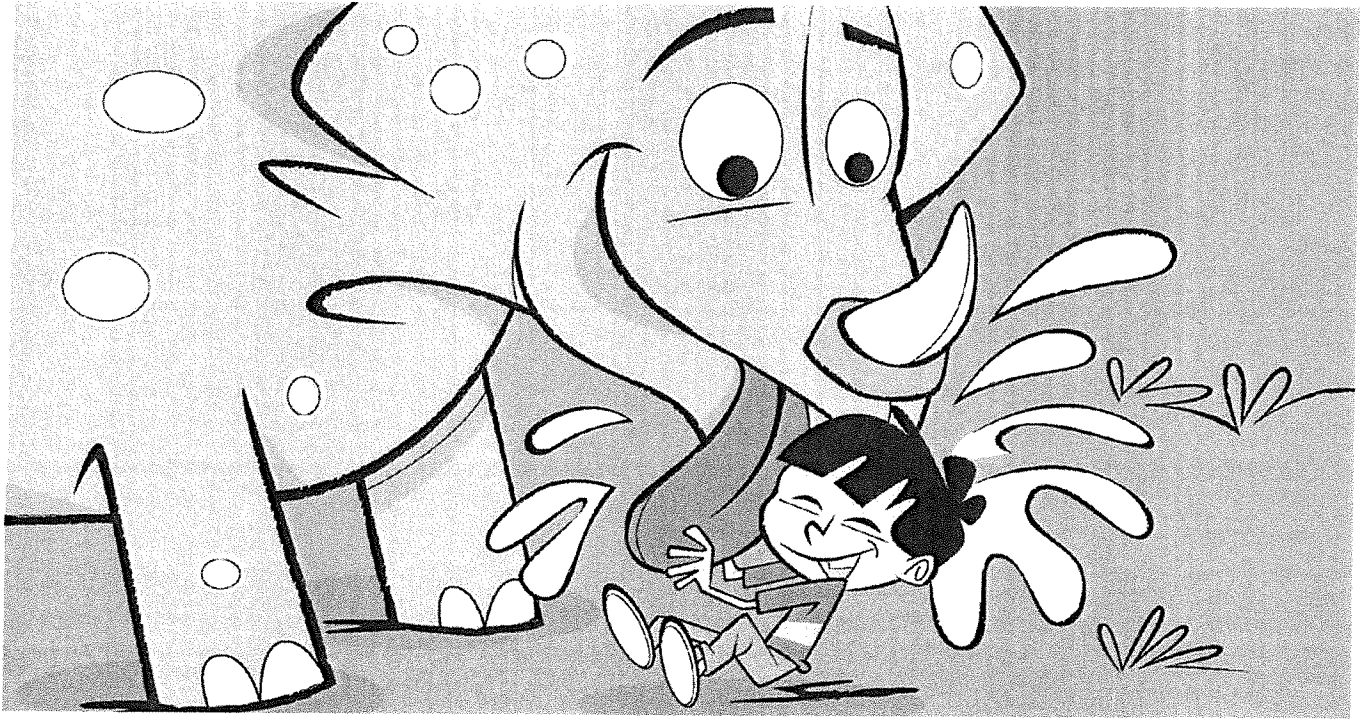
My Pet Dinosaur • Level B

7



My pet dinosaur can roar.

8



My pet dinosaur can lick.

My Pet Dinosaur • Level B

9

My pet dinosaur cannot hide.

10



3. Describe how ONE of the people involved in the above situation should act to keep the person having good thoughts about them.

4. Figurative language is saying in which the meaning of the saying is different than what the actual words mean. Ex: "It's raining cats & dogs." Means it's raining really hard. Not that cats & dogs are falling from the sky.

Was there figurative language or slang used in the social scenario? If yes, write it below.

**What do you think the figurative language or slang really means?

Name _____ Date _____

- ① Which of the following is a character in the story?
 (A) the house (B) the dinosaur
- ② What happens after the pet dinosaur shakes the boy's hand?
 (A) The dinosaur begs for carrots. (B) The dinosaur sits on a car.
- ③ Why can't the dinosaur hide?
 (A) It's too big. (B) It's too loud.
- ④ What is this story mostly about?
 (A) what a pet dinosaur cannot do (B) what a pet dinosaur can do
- ⑤ Which word means *to bring or get*?
 (A) beg (B) fetch

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 Which of the following is a character in the story?

B the dinosaur *Story Elements*

② What happens after the pet dinosaur shakes the boy's hand?

A The dinosaur begs for carrots. *Sequence Events*

③ Why can't the dinosaur hide?

A It's too big. *Make Inferences / Draw Conclusions*

④ What is this story mostly about?

B what a pet dinosaur can do *Main Idea and Details*

⑤ Which word means *to bring or get*?

B fetch *Vocabulary*

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.