

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.

PART 2 - PAGES 56 - 106



Grade 1 Reading

Student At-Home Activity Packet

This At-Home Activity packet includes two parts, Section 1 and Section 2, each with 5 lessons in it. We recommend that your student complete one lesson each day.

Children will need the support of an adult or older student to complete these lessons, unless they can read independently.

Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading!

Flip to see the Grade 1
Reading activities
included in this packet!



Cow Tales

Are We There Yet?

by Yehudi Mercado





“Are we there yet?” a voice shouts. The voice is coming from the back of the herd of cows.

Cowboys are leading five hundred cows along a rocky trail. They have been traveling on the path for weeks. But they still have a long way to go.





“Who said that?” the trail boss yells. He yanks on the reins to stop his horse. He glares at his team with one angry eye.

The other cowboys are afraid of the trail boss. They stay quiet.





A cowboy named Wayne looks over at the young cowboy who was shouting. Wayne has been herding cows his whole life. He often helps new cowboys.

And the young cowboy surely needs help. He is sliding off his saddle. He looks like he is riding a horse for the first time.





“Hey, new kid. What is your name?” Wayne asks. Then he fixes the young cowboy’s saddle.

“My name is Jelly,” the young cowboy says. He tries to drink from his canteen. Water splashes his face.

“Well listen, Jelly. The trail boss does not like when the cowboys ask questions. You want to know if we’re there yet? Just ask me. Don’t make a fuss.”





Wayne holds up a map.

“Wow! Where did you get that map?” Jelly asks.

“It’s Zeb’s map,” says Wayne. He points at a cowboy behind him.

“Hello! I’m Zeb!” the cowboy says. He is pulling a cart full of maps.





Wayne shows Jelly the map.



“We will follow this trail for hundreds of miles,” Wayne says. “We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!”

“What question?” asks Jelly.

“ARE WE THERE YET!” shouts Wayne.





“Quiet!” the trail boss yells. He glares at Wayne with one angry eye.

Jelly shrugs his shoulders. “So, we’re NOT there yet?” he asks Wayne.

Wayne shakes his head. “No,” he says. “We are not even close.”

They continue on their rocky journey.



Question 1 (for p. 1 of passage)

Which key detail tells how much more the cowboys will be on the trail?

- a. The cowboys still have a long way to go.
- b. The cowboys have been traveling for weeks.
- c. The cowboys are leading five hundred cows.

Question 2 (for p. 2 of passage)

How does the trail boss feel? Complete the sentence.

The trail boss is _____.

- a. angry
- b. afraid
- c. quiet

Question 3 (for p. 3 of passage)

Which character is the new, young cowboy?



Question 4 (for p. 4 of passage)

How does Wayne help Jelly?

- a. He listens to Jelly.
- b. He fixes Jelly's saddle.
- c. He gives Jelly a drink.

Question 5 (for p. 5 of passage)

What does Zeb have that the cowboys need? Complete the sentence.

Zeb has a _____.

- a. map
- b. cart
- c. cow

Question 6 (for p. 6 of passage)

Wayne shows Jelly the map.



“We will follow this trail for hundreds of miles,” Wayne says. “We must cross mountains, keep our cows safe, AND end the trip by winter. So please stop asking that annoying question!”

“What question?” asks Jelly.

“ARE WE THERE YET!” shouts Wayne.

Read the underlined text. Look at what Wayne says. Why does he say this?

- He is showing Jelly the map.
- He is answering Jelly's question.
- He is asking Jelly about the trail.

Question 7 (for p. 7 of passage)

Look at what happens in the beginning and middle of the story. What happens at the end?
Choose the picture.

Beginning	Middle	End
		



Cow Tales

King of the Trail

by Yehudi Mercado





Claire's hard feet slide on the rocks. She is so tired! She and the other cows have walked on the trail for weeks. They still have many, many miles to go.

"No," Claire says. She sits.





A large bull stops. He is the leader of the cows. They call him the King.

A small dog named Lady stops next to the King. Her job is to keep the cows moving. “Why did we stop?” the dog asks.





The King says, “This cow stopped.”

“That’s Claire,” says Lady. “She does not listen. She does what she wants. She should start moving.”

The King stands next to Claire. He looks into her eyes. “You must move now.”

“No,” Claire says. “This trail is too long. The rocks hurt my feet.”





Just then, a map blows in the wind. Claire looks at the map. She points to the end of the trail. “Is that a field?” she asks.

“Yes. It is a field with sweet, soft grass,” the King says.

Claire thinks about the field. It would be nice to walk on that soft grass!





The King says more. “I have changed my mind, Claire. Don’t get up,” he says.

“Why not?” Claire asks. She seems mad.

“Why not?” Lady asks. She seems unhappy.

“We need to keep going.”





“You should stay, Claire,” says the King.
“Then, I can have your grass and mine. Please sit longer.”

“No,” Claire says. She gets up. “My feet are rested now.”

The King smiles. Lady smiles. The cows keep going on their long trip.



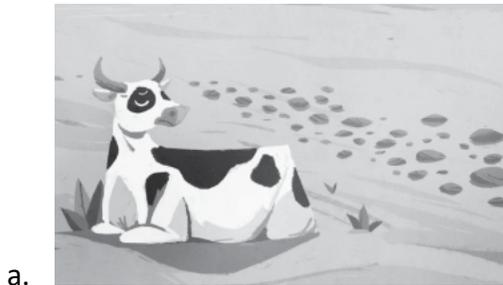
Question 1 (for p. 1 of passage)

Who is Claire?

- a. a person
- b. a horse
- c. a cow

Question 2 (for p. 2 of passage)

Think about the text. Which picture shows the leader of the cows?



Question 3 (for p. 3 of passage)

What does Lady say about Claire?

- a. Claire will not move on the rocks.
- b. Claire cannot go on such a long trail.
- c. Claire does not follow directions.

Question 4 (for p. 3 of passage)

What does the King want Claire to do? Complete the sentence.

The King wants Claire to _____.

- a. move
- b. stop
- c. rest

Question 5 (for p. 4 of passage)

Why does Claire like the field?

- a. There is good food.
- b. The grass is soft.
- c. The wind blows there.

Question 6 (for p. 5 of passage)

What does the King tell Claire to do now?

- a. get up
- b. stay sitting
- c. feel less angry

Question 7 (for p. 6 of passage)

Why does the King smile?

- a. Claire gives him grass.
- b. Claire needs rest.
- c. Claire stands up.

Question 8 (for p. 6 of passage)

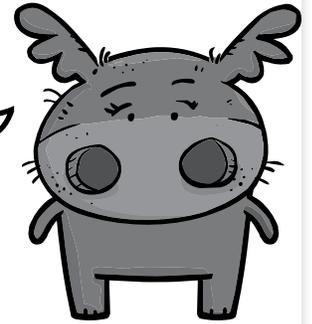
Look at what happens in the beginning and middle of the story. What happens at the end?
Choose the picture.

 Beginning	 Middle	 End
		



Describing Connections

To **connect** means to fit together. Events and ideas in informational text can connect in different ways.



Here are two kinds of connections:

- ▶ Events follow each other in time order:

1. New leaves grow in spring.

2. Flowers bloom in summer.

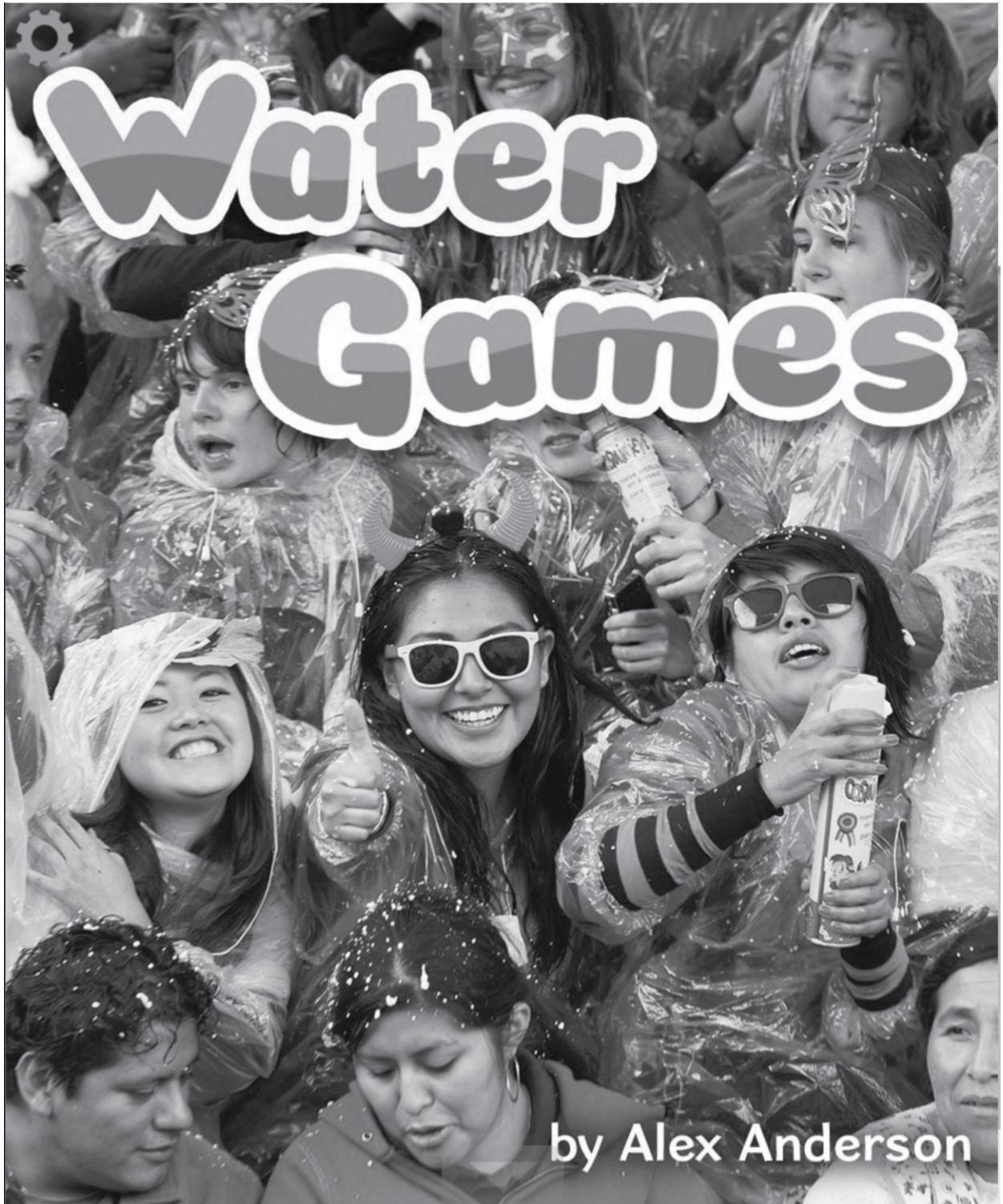
- ▶ One event or idea causes another:

1. A lot of rain falls at once.



2. Rivers rise and flood.

Describing connections between events and ideas helps you understand and remember key details.



Water Games

by Alex Anderson



Water, Water Everywhere

It's Carnival!

These South Americans are having a water fight. Water balloons fly through the air. They splash when they hit people.

People spray water from hoses. It is hard to stay dry. Some people wear rain ponchos or use umbrellas.



The crowd sprays water.





Watering the Earth

These South Americans cheered for water when they planted long ago. A planting festival began. People sang and danced. They thanked the earth for the food that grew.

People planted and watered seeds. They hoped for rain to help the seeds grow.



People watered the earth at planting festivals.





Party Time

Water was a big part of the planting festival. Later, people started new traditions based on the planting festival. What was at the center of these traditions? Water!



Splashing people with water is a new tradition.





Some of these new traditions are part of Carnival. South Americans dress up in colorful costumes and masks. They march in parades. They play cheerful music.

Many people dance and sing. And what about the water? People play water games at Carnival, too.



People wear colorful costumes during Carnival.





More Than Water

Water games are a fun part of Carnival. But the games have changed over time. Now there is more than water. People spray colored foam. They throw flour or paints into crowds. And the next day, they do it all over again!



Lots of people spray foam instead of water.



Question 1 (for p. 1 of passage)

Why do people use umbrellas and ponchos?

- a. They are in South America.
- b. They are in a water fight.
- c. They are in a rain storm.

Question 2 (for p. 2 of passage)

Look at the picture and the text. What happened during the planting festival? Choose the correct picture.



Question 3 (for p. 2 of passage)

What did people want to happen after the planting festival?

- a. They hoped the rain would fill pots.
- b. They hoped the dirt would stay dry.
- c. They hoped the seeds would grow.

Question 4 (for p. 3 of passage)

How are the old and new traditions alike? Complete the sentence.

The planting festival and new Carnival traditions both used _____.

- a. seeds
- b. water
- c. plants

Question 5 (for p. 4 of passage)

How is Carnival different from the planting festival?

- a. Water activities are part of Carnival.
- b. Costumes are part of Carnival.
- c. People are part of Carnival.

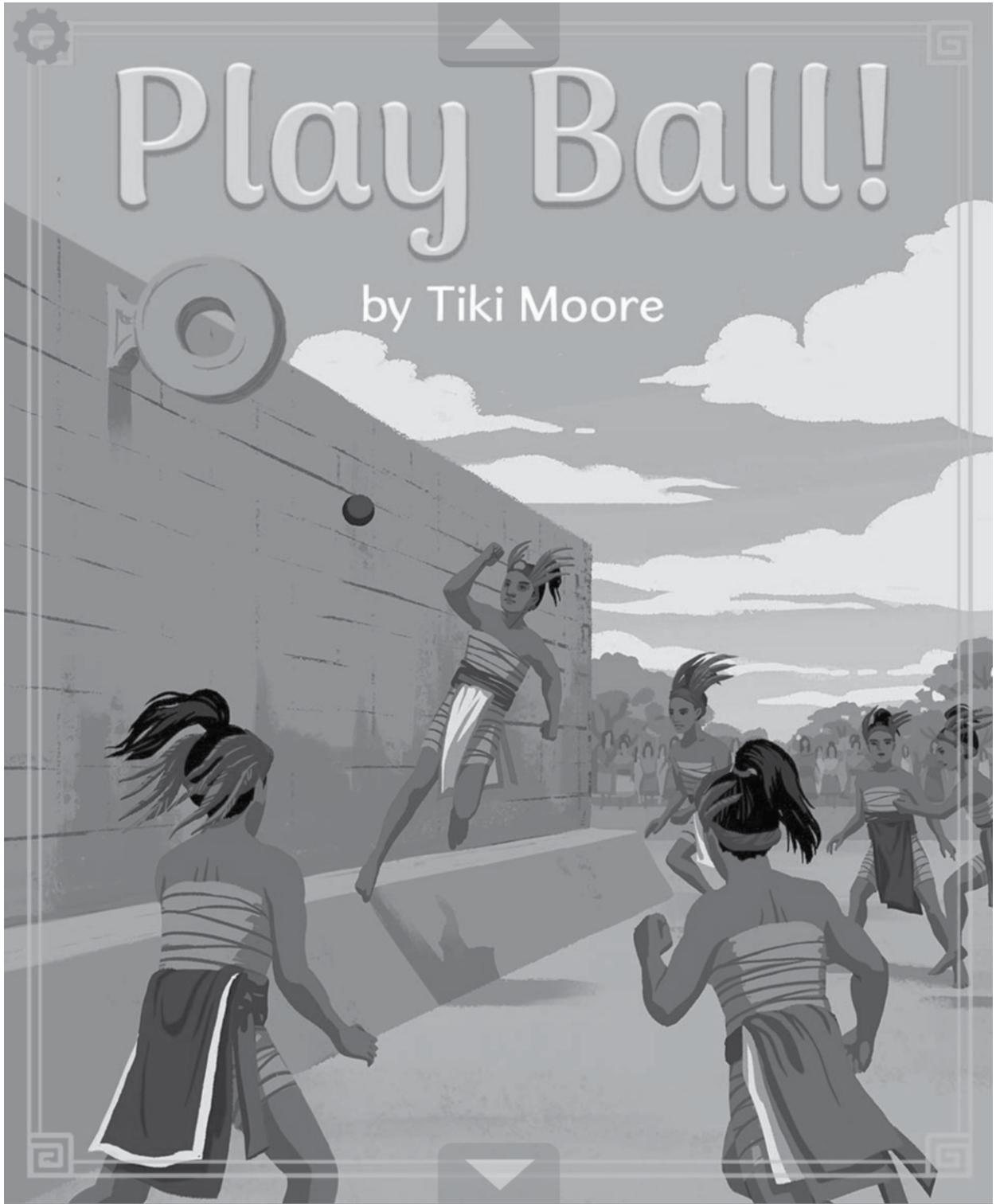
Question 6 (for p. 5 of passage)

Water was part of the planting festival. Water is part of Carnival. How are these ideas connected?

- a. The planting festival led to some Carnival traditions.
- b. The planting festival was more fun than Carnival.
- c. Carnival uses water more than the planting festival.

Play Ball!

by Tiki Moore





A Very Old Game

Long ago, people in Mexico and Central America liked exciting ball games. They made up a ball game thousands of years ago. It was called Pok-ta-Pok. It was a little like basketball and a little like soccer.



A game of Pok-ta-Pok





Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter “I.” It had tall stone walls on each side.



Two very old Pok-ta-Pok courts





A Heavy Ball and a High Hoop

Pok-ta-Pok was hard to play! The rubber ball was heavy. The court had two hoops, like a basketball court. But the hoops were made of stone. The hoop was 20 feet high. That is as tall as a giraffe!



A stone Pok-ta-Pok hoop





No Hands or Feet

The rules also made Pok-ta-Pok hard to play. Players could not kick the ball. They could not throw the ball. So players needed other moves to get the ball in the hoop.

Players bumped the ball with their hips. They used their knees. They had to keep trying!



A player hitting the ball with his hip





The games were long. Some games lasted for days! The team that got the ball through the hoop the most times won.



A player happy to get the ball through the hoop



Question 1 (for p. 1 of passage)

What game does the picture show? Complete the sentence.

This picture shows the game of _____.

- a. basketball
- b. soccer
- c. Pok-ta-Pok

Question 2 (for p. 1 of passage)

Why did people long ago make up Pok-ta-Pok?

- a. They liked exciting ball games.
- b. They liked playing basketball.
- c. They liked playing soccer.

Question 3 (for p. 2 of passage)

Two teams played against each other. They played outside on a ball court. The court was shaped like the capital letter "I." It had tall stone walls on each side.



Two very old Pok-ta-Pok courts

This picture shows old Pok-ta-Pok courts. Which answer shows the shape of the courts?



Question 4 (for p. 3 of passage)

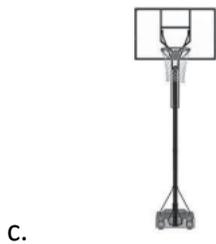
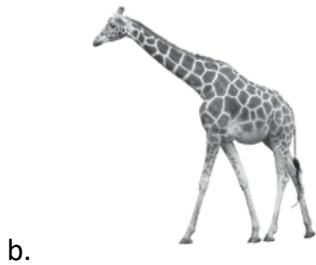
What does the text say about the Pok-ta-Pok ball? Complete the sentence.

The ball was _____.

- a. stone
- b. heavy
- c. tall

Question 5 (for p. 3 of passage)

Which picture shows how tall the Pok-ta-Pok hoops were?



Question 6 (for p. 4 of passage)

What are things that Pok-ta-Pok players could not do?

- a. Players could not kick or throw the ball.
- b. Players could not use their knees or hips.
- c. Players could not bump or move other players.

Question 7 (for p. 5 of passage)

What happened when a team got the ball through the hoop the most times?

- a. The team won the game.
- b. The other team got the ball.
- c. The game kept going for days.

Question 8 (for p. 5 of passage)

Pok-ta-Pok had many rules. The games lasted a long time. How are these ideas connected?

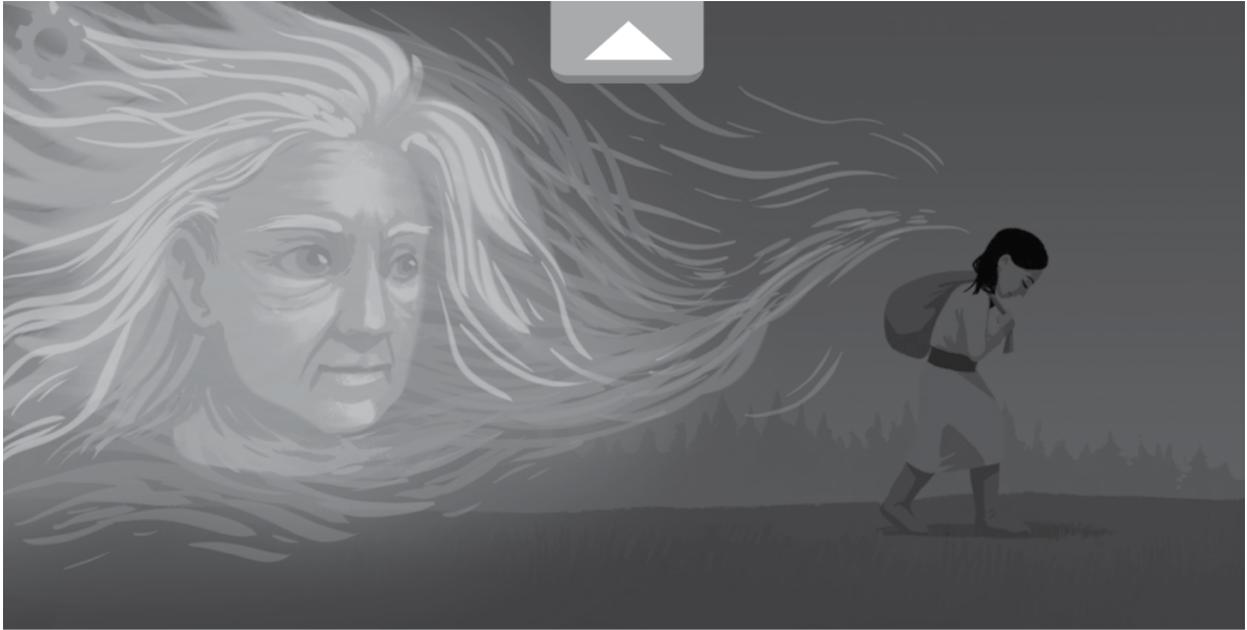
- a. Pok-ta-Pok was just like soccer.
- b. Pok-ta-Pok was a boring ball game.
- c. Pok-ta-Pok was hard to play.



The Pueblo Girl Scatters the Stars

by Alicia Zadrozny





The lost girl had been walking for hours.
She moved her bag from shoulder to shoulder.

“It’s as heavy as a sack of corn,” she said.

“Take this bag,” the mother of all people
had told her. “Do not open it. You will find your
tribe by the great river. Give the bag to the
elders. Then you will learn its secret.”





The girl walked for many days. Her feet ached. She missed her tribe. But mostly she thought about the bag.

One night, the girl sat by a stream. She held the bag in her lap.

“I know I’m not supposed to...” she whispered. Then she untied the bag anyway.





The girl opened the bag. Tiny objects rolled and scattered everywhere. Were they pebbles? Seeds? The girl didn't have time to find out. The tiny objects moved so fast!

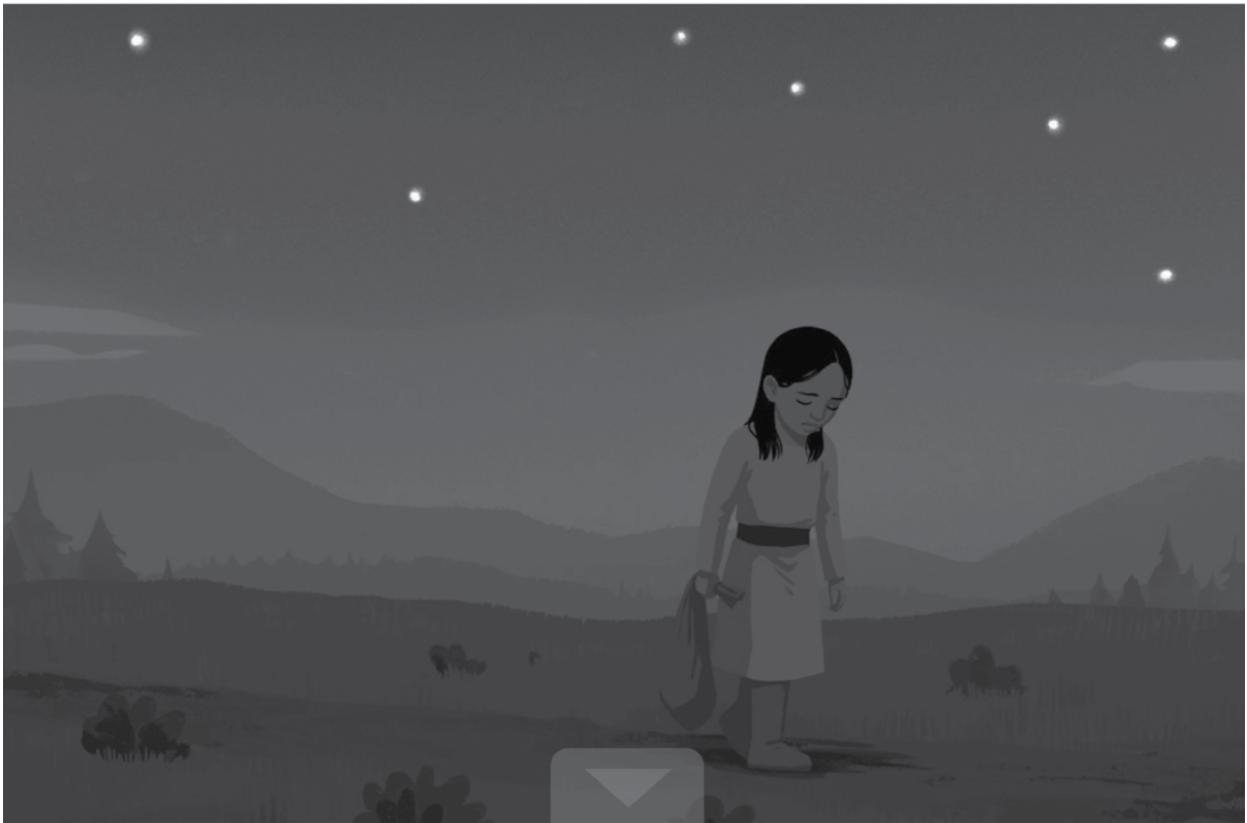
“Oh, no!” the girl cried, as she chased the tiny, **mysterious** things. She grabbed a handful of them. The rest flew away into the sky. They lit up the night. They were stars!





The girl stuffed one handful of stars back into the bag. She kept walking.

All through that night, the girl thought about what she had done. She felt so much **shame**. Never once did she look up at the bright, twinkling lights.





Finally, the girl found her tribe at the river. She quickly gave the bag to an elder.

“This bag is from Our Mother,” she said. “I did not listen to her instructions. I lost so many stars.”

The elder was kind. He said, “You cannot ever lose the stars. They are always with us.”

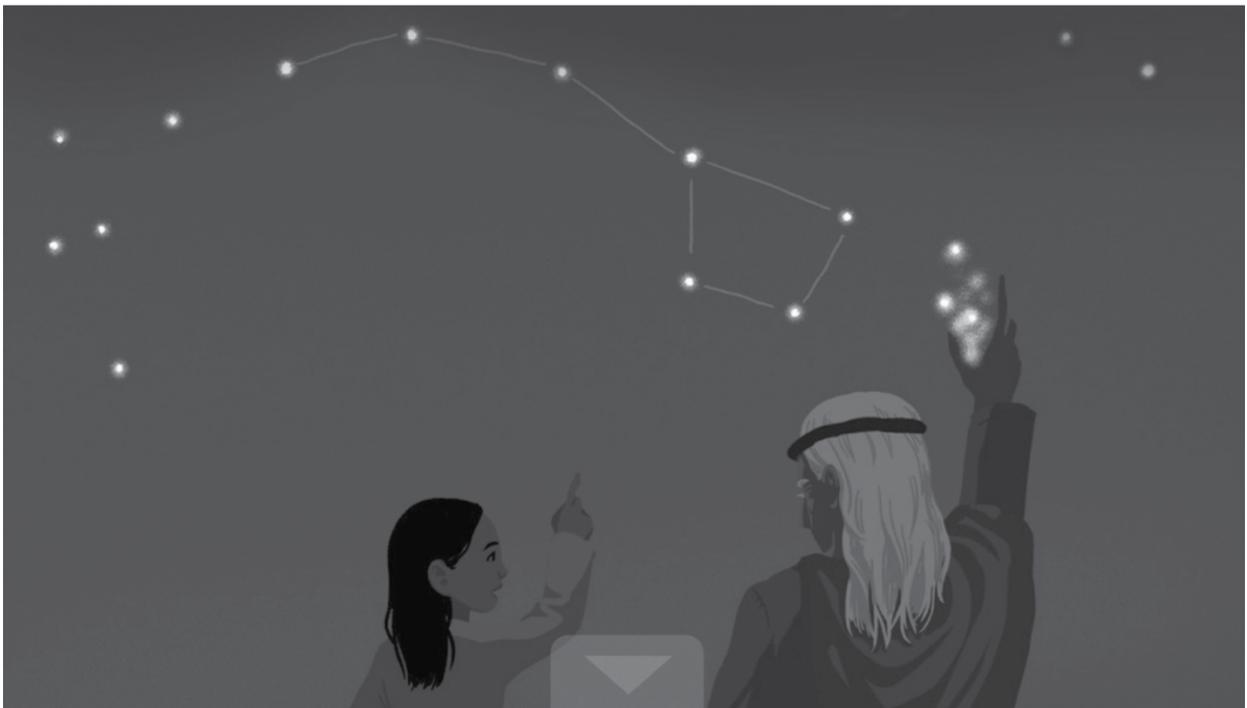




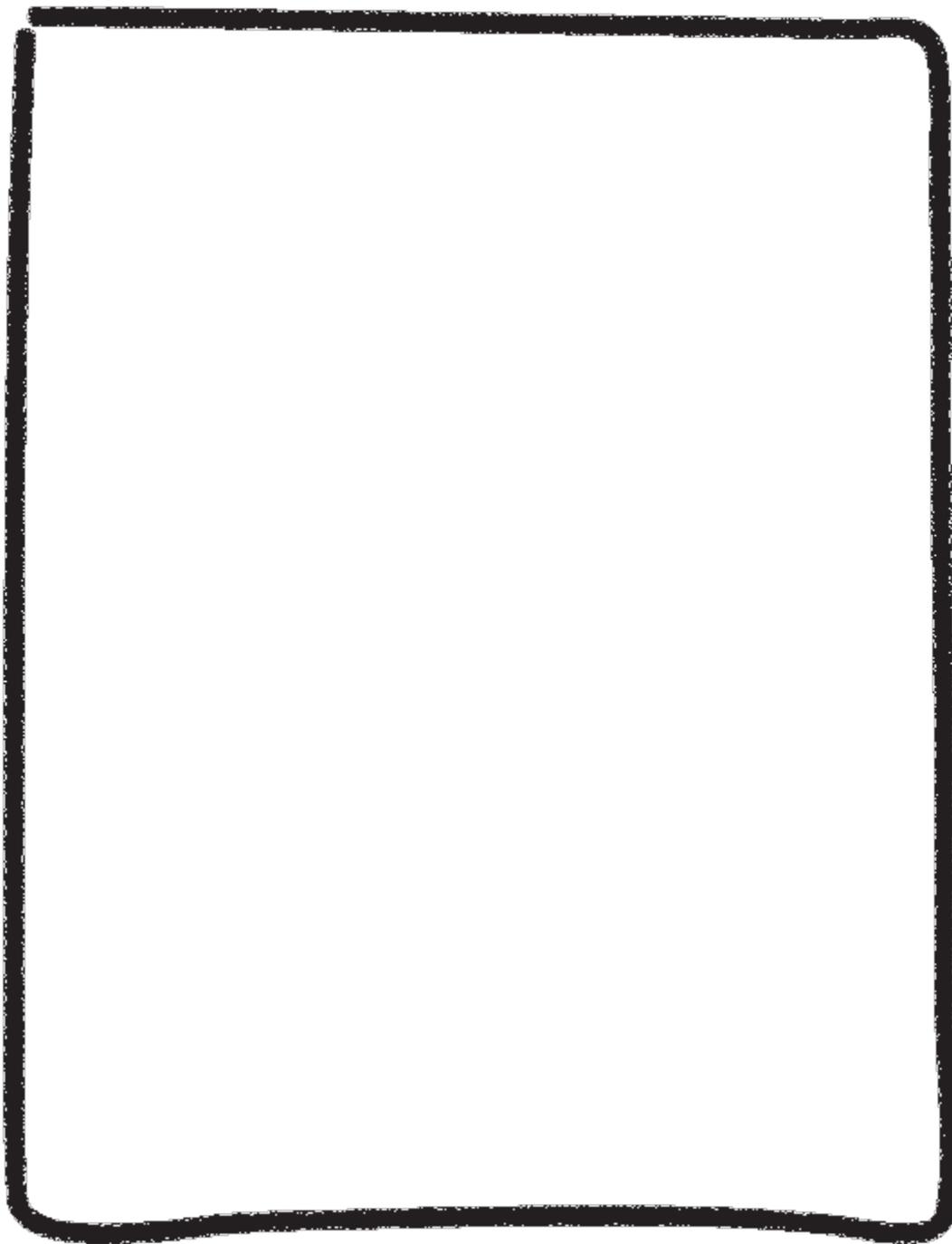
The elder opened the bag. He tossed the rest of the tiny stars into the sky. They hung in the shape of a pot.

“We will name it Big Dipper,” he said.

From then on, the girl always looked up at the stars. And she tried to name them, each and every one.



 Draw or write.



Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

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UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

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UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

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UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

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KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

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KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

Ready | Reading ©Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

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KNOWLEDGE BUILDING

What were you surprised to learn from the text?

Ready | Reading ©Curriculum Associates, LLC 40

ACADEMIC TALK

I'm curious about _____.

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ACADEMIC TALK

Can you tell me more about _____?

Ready | Reading ©Curriculum Associates, LLC 77

Tarjetas de discusión

TEXTOS LITERARIOS 

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

Ready | Reading ©Curriculum Associates, LLC 5

TEXTOS LITERARIOS 

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

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TEXTOS LITERARIOS 

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

Ready | Reading ©Curriculum Associates, LLC 14

TEXTOS INFORMATIVOS 

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

Ready | Reading ©Curriculum Associates, LLC 16

ASIMILAR CONOCIMIENTOS 

¿Qué te ayuda a entender este texto?

Ahora sé _____.

Ready | Reading ©Curriculum Associates, LLC 32

ASIMILAR CONOCIMIENTOS 

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

Ready | Reading ©Curriculum Associates, LLC 33

ASIMILAR CONOCIMIENTOS 

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

Ready | Reading ©Curriculum Associates, LLC 37

ASIMILAR CONOCIMIENTOS 

¿Qué aprendiste en el texto que te haya sorprendido?

Ready | Reading ©Curriculum Associates, LLC 40

LENGUAJE ACADÉMICO  

Siento curiosidad por _____.

Ready | Reading ©Curriculum Associates, LLC 70

LENGUAJE ACADÉMICO  

¿Puedes decirme algo más sobre _____?

Ready | Reading ©Curriculum Associates, LLC 77