### Ways to Read with Your Child

- **Read Aloud:** Parents/caregivers read texts aloud to children. The reader incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery.
- **Echo Read:** Parent/caregiver reads a sentence, phrase or paragraph and the student will *echo* read the same sentence, phrase or paragraph after.
- **Choral Read:** The parent/caregiver along with the student read the same passage at the same time.
- **Student Read:** Students read the passage aloud or silently.
Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom.
They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water. "Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.
1. In the story, Tamara goes on her first what?
   A. bike ride
   B. school trip
   C. hike
   D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?
   A. Tamara wants to keep her mind off of how tired she feels.
   B. Tamara wants to study the plants for a test at school.
   C. Tamara wants to try to find a rabbit in the plants and bushes.
   D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?
   A. Tamara's mother talks about the other times the family has gone hiking.
   B. Tamara hikes on a trail that is far away from the city where she lives.
   C. Tamara and her family end up at a pool at the bottom of a waterfall.
   D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?
   A. Tamara dislikes her brother.
   B. Tamara trusts her brother.
   C. Tamara thinks her brother is cool.
   D. Tamara doesn't trust her brother.
High-Frequency Word Drill: Words 1–25

Practice reading the words. Tell your teacher when you are ready to be timed.

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9. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

____________________________________________________________________________________

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10. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Name: ___________________________ Date: ______________

1. What is a meaning of the word **hike**?
   A. anything that is owed to someone else
   B. someone who takes part in an activity
   C. to unfairly or suddenly raise a price

2. What is another meaning of the word **hike**?
   A. the act of passing over
   B. a period of time
   C. walk a long way

**Please use each answer choice only once. Choose the one word that best completes the sentence.**

3. He will take you for ______ on the trails.
   A. hike
   B. hikes
   C. hiking

4. They had packed all of the essential items they would need for their day of ______.
   A. hike
   B. hikes
   C. hiking

5. He was tired from his first ______ and was not looking forward to heading up the mountain.
   A. hike
   B. hikes
   C. hiking
High-Frequency Word Drill: Words 26–50

Practice reading the words. Tell your teacher when you are ready to be timed.

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"I don't think they're going to find us," said Lisa.

"Nope," said Krisi. "That's the whole point."

"But what if they never find us?"

"Then we win!"

It was recess, on a cold day in November. The class was playing a raging game of hide-and-go-seek. On the jungle gym and in the playhouse, children screamed as loud as they could. Hiding kids were found quickly. The game passed in a blur. None of the players were being very sneaky, except for Lisa and Krisi. They knew just where to hide.

The playground sloped toward a hill. A few feet past the jungle gym, the hill fell sharply down to the football field. Lisa and Krisi were hiding just beyond the hill's lip. No one on the playground could see them. Technically, they were in bounds, but it didn't feel like they would ever be found.

Lisa clenched her fists in her mittens as her teeth began to chatter.

"Did you hear that?" she said.

"No."

"It sounded like Andy shouting, 'Got you! You're it!'"

"That sounds like something he'd shout."

"It means the round is over. We can go back now."

"Why?"

"Because that's how the game works?"

"Don't be crazy! Just because the round is done doesn't mean we have to give up this hiding spot. Nobody found us. We can use it again."

"I want to find a different hiding spot. I'm cold here."
"It's cold everywhere."

"But it's windy here. We're out in the open."

"That's the best part! A normal hide-and-go-seek spot is behind a tree or under the slide. You're huddled like a mouse in a trap. You can't see anything. You get caught fast. But look at this!"

Lisa rolled on her back and looked. From the top of the hill they could see across the football field and out into the neighborhood beyond. Because it was winter, and the trees were bare, they could see all the way to downtown.

"Isn't that awesome?!" asked Krisi.

"I feel like we're not playing the game anymore. We're not hiding or seeking or running or screaming. We're just lying on a hill." As Krisi nodded, Lisa realized that had been the point all along. "Fine. But just one more round."

Krisi rolled over too, and the two girls lay on their backs, hiding in plain sight, as a soft November snow began to fall.
1. What game is the class playing?
   A. flag football
   B. tag
   C. hide-and-go-seek
   D. Duck, Duck, Goose

2. What is the main conflict in this story?
   A. Krisi wants to stay in the hiding spot, but Lisa wants to leave.
   B. Krisi and Lisa are hiding out in the open, but snow begins to fall.
   C. Krisi thinks the view from the hiding spot is awesome, but Lisa feels like they're not playing the game anymore.
   D. Lisa and Krisi are not found, but other kids in the class are found quickly.

3. Lisa is cold. What evidence from the story supports this statement?
   A. "Lisa rolled on her back and looked. From the top of the hill they could see across the football field and out into the neighborhood beyond."
   B. "Lisa clenched her fists in her mittens as her teeth began to chatter."
   C. "None of the players were being very sneaky, except for Lisa and Krisi. They knew just where to hide."
   D. "Lisa and Krisi were hiding just beyond the hill's lip. No one on the playground could see them."

4. Krisi wants to stay in the hiding spot where she and Lisa are. What is something Krisi says that supports this conclusion?
   A. "That sounds like something he'd shout."
   B. "Don't be crazy! Just because the round is done doesn't mean we have to give up this hiding spot. Nobody found us. We can use it again."
   C. "It's cold everywhere."
   D. "A normal hide-and-go-seek spot is behind a tree or under the slide. You're huddled like a mouse in a trap. You can't see anything. You get caught fast."
High-Frequency Word Drill: Words 51–75

Practice reading the words. Tell your teacher when you are ready to be timed.

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8. Read these sentences from the text.

Lisa rolled on her back and looked. From the top of the hill they could see across the football field and out into the neighborhood beyond. Because it was winter, and the trees were bare, they could see all the way to downtown.

'Isn't that awesome?!' asked Krisi.

'I feel like we're not playing the game anymore. We're not hiding or seeking or running or screaming. We're just lying on a hill.' As Krisi nodded, Lisa realized that had been the point all along. 'Fine. But just one more round.'

What does Krisi think is awesome?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

9. Reread the first four sentences of the story and the sentences quoted in Question 8.

What does Krisi think is the point of playing hide-and-go-seek? Support your answer with evidence from the text.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Day 4 Use Passage from Day 3

Hide and Go Hide - Vocabulary: bare

Name: ___________________________ Date: ______________

1. What is a meaning of the word bare?
   A. the ordinal form of the number nineteen
   B. appealing to the emotions as well as the eye
   C. lacking its natural or customary covering

2. What is another meaning of the word bare?
   A. providing no shelter or sustenance
   B. causing or capable of causing harm
   C. highly skilled in a specific field

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. He _____ his teeth and lashed his tail.
   A. baring
   B. barely
   C. bare
   D. bared

4. I have so many collections that my floor is _____ visible.
   A. baring
   B. barely
   C. bare
   D. bared

5. In play or in a fight, pack members may snarl and _____ their teeth.
   A. baring
   B. barely
   C. bare
   D. bared
### High-Frequency Word Drill: Words 76–100

Practice reading the words. Tell your teacher when you are ready to be timed.

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Nobody moved and neither did the bear. The crows cawed in the trees. The trees rustled in the wind. The wind carried our scent to the bear. The bear took a step toward us.

We had been sitting on the deck when the bear came. It climbed over the rock wall that separates our backyard from the woods. It growled. Slobber dripped from its mouth. On the deck were me, my mom, my dad, and my little sister. When the bear growled, we gasped, and we became very still.

The bear took a step toward us, but we didn't move. It was only one step, we thought to ourselves. No need to panic. We didn't want to spook the bear. We didn't want the bear to charge.

The bear took another step. *Okay, we thought, perhaps we should move.* But we didn't move.

The bear took a third step. We grabbed each other. I grabbed my dad, my dad grabbed my mom, my mom grabbed my sister.

The bear roared. My mom said, "Nobody move," which I thought was unnecessary. Slowly, very slowly, she backed away from the bear, away from us. She backed across the deck all the way to the door. Without turning around, she pulled the handle. Locked.

"I forget which one you're supposed to do," my little sister whispered. "Are you supposed to play dead, or are you supposed to try and scare the bear?"


The bear raised itself on its hind legs and roared even louder. It was eight feet tall. It had teeth
the length of my fingers. It had eyes without fear or pity.

"Let's cover all our bases," I said. "Mom, you scare the bear. Dad, you play dead. Sis, you play bear. I'll scare the dead."

It was settled. The bear took one step closer, and we sprang into action. Dad collapsed in a heap. Mom raised her arms and jumped up and down. My sister got down on all fours and started growling. I ran over to my dad and at the top of my lungs I screamed, "BOO!"

It worked like a charm. The bear stopped growling. Mom says I'm making this up, but I swear I saw it raise one eyebrow in surprise. It almost seemed to shrug, and then it turned and lumbered off. I think bears are like people: they don't like surprises.
1. What are the narrator and the narrator's family doing when a bear comes?
   A. climbing a tree
   B. walking through the woods
   C. sitting on the deck
   D. climbing a rock wall

2. To solve the problem of the bear coming over, what does the narrator's mother do?
   A. She raises her arms and jumps up and down.
   B. She gets down on all fours and starts growling.
   C. She collapses in a heap.
   D. She runs up to the bear and screams, "BOO!"

3. The narrator and the narrator's family are scared of the bear. What evidence from the text supports this statement?
   A. "The wind carried our scent to the bear."
   B. "The bear raised itself on its hind legs and roared even louder."
   C. "When the bear growled, we gasped, and we became very still."
   D. "The bear took a step toward us."

4. Read these sentences from the text.

   The bear roared. My mom said, 'Nobody move,' which I thought was unnecessary.

   Based on the information in the story, why might the narrator think the mother's words are unnecessary?
   A. The narrator thinks that doing something would be more helpful than saying something.
   B. The wind is too loud for anybody to hear the mother's words.
   C. Nobody is moving when the mother says, "Nobody move."
   D. The narrator thinks the mother's words will anger the bear.
# High-Frequency Word Drill: Words 101–125

Practice reading the words. Tell your teacher when you are ready to be timed.

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8. Near the end of the story, the family springs "into action." Describe what each member of the family does at this time.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. Explain whether the family's behavior near the end of the story surprises the bear. Support your answer with evidence from the text.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. Explain whether the family's behavior near the end of the story is surprising to the reader. Support your answer with details from the text.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1. What is a meaning of the word *action*?
   A. a machine for performing calculations
   B. something done
   C. a place where items may be routinely kept

2. What is another meaning of the word *action*?
   A. a customary way of operation or behavior
   B. a mass of land rising to a great height
   C. the series of events that form a plot

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. The next _____ was the human cannon ball.
   A. action
   B. reaction
   C. active
   D. activity
   E. actions
   F. activities
   G. act

4. A word that shows _____ is a verb.
   A. action
   B. reaction
   C. active
   D. activity
   E. actions
   F. activities
   G. act
High-Frequency Word Drill: Words 126–150

Practice reading the words. Tell your teacher when you are ready to be timed.

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</table>
"We have too many mashed potatoes," said Caroline.

"I know!" said her brother, Stewart. "I am sick of them."

"We've had mashed potatoes for lunch."

"We've had mashed potatoes for dinner."

"We've even," said Caroline with a grimace, "had them for breakfast."

"Thanksgiving is over," said her brother, crossing his arms. "We want new food."

Thanksgiving had happened five days earlier. Everyone came over to their house: aunts and uncles and cousins. Even a long-lost aunt from Alabama. They ate turkey and mashed potatoes and stuffing and gravy. Lots and lots of gravy. It was great. It made everyone sleepy.

But when everyone left, the food was still there. Turkey. Mashed potatoes. Stuffing. Gravy. Everywhere! The counters were covered. Food invaded the fridge. It sat on Caroline and Stewart's plates for days and days. Eventually, it got boring.

"Pleeeeeeesease," said Stewart. "Make us something else!"

"Not mashed potatoes."

"Anything but that!"
"Hmm," said Mom. She was quiet for what seemed like a long time. Her finger tapped against her mouth. "I think I have an idea."

She took out a container. Stewart's mouth fell open.

"Mom!" he shouted. "Are you crazy? Those are the mashed potatoes."

"They sure are," said Mom. "I think I just remembered something my grandmother used to do."

Mom pulled out a frying pan and a jug of vegetable oil. She poured the oil in the pan. It went glug, glug, glug. She turned on the heat. Stewart and Caroline backed away. They are not allowed near the stove when hot oil is in the pan.

While the oil got hot, Mom fixed the potatoes. She turned the container upside down. "Plop!" went the potatoes. They fell onto the counter in a cold, hard block. With her sharpest knife, Mom sliced the potatoes into squares. She dusted them with flour. She sprinkled them with salt. She covered them with pepper.

And then she slid them into the oil.

Sizzle! went the oil. Sizzle, sizzle, sizzle!

"Whoa, Mom," said Caroline. "What are you doing?"

"I'm frying the potatoes. The same way you would make French fries. It's a good way to get rid of leftovers."

When the potatoes stopped sizzling, they were done. Mom lifted them from the oil and let them dry. Once they were cool, Caroline picked one up in her hands.

"Don't you want one, Stewart?"

"No!" he said. "I told you. No more mashed potatoes."

Caroline lifted the block of crisp, brown potato to her mouth. She took a tiny bite—the tiniest bite in the world.

"Oh boy," she said. "Oh boy, Stewart. These are good."

He took a bite, too. She was right. The potatoes didn't taste like mashed potatoes at all. They were crisp and brown on the outside. They were creamy and fluffy on the inside. It was like eating a crispy cloud.

"See?" said Mom. "Leftovers aren't the end of the world."
1. What have Caroline and Stewart eaten for lunch, dinner, and breakfast?
   A. turkey
   B. mashed potatoes
   C. stuffing
   D. gravy

2. What main problem do Caroline and Stewart face at the beginning of the story?
   A. They have run out of mashed potatoes.
   B. Thanksgiving is over and they are sad.
   C. They do not like turkey and mashed potatoes.
   D. They are sick of eating Thanksgiving leftovers.

3. Caroline and Stewart normally like Thanksgiving food. What evidence from the story supports this conclusion?
   A. "They ate turkey and mashed potatoes and stuffing and gravy. Lots and lots of gravy. It was great."
   B. "Thanksgiving had happened five days earlier. Everyone came over to their house: aunts and uncles and cousins."
   C. "But when everyone left, the food was still there. Turkey. Mashed potatoes. Stuffing. Gravy. Everywhere!"
   D. "Food invaded the fridge. It sat on Caroline and Stewart's plates for days and days. Eventually, it got boring."

4. Why does Stewart yell, "'Are you crazy? Those are the mashed potatoes,'" when his mother takes out a container of mashed potatoes?
   A. He is excited to eat the mashed potatoes.
   B. He knows that Mom will prepare potatoes in a new way.
   C. He thinks Mom plans to serve them more mashed potatoes.
   D. He does not want Mom to eat the mashed potatoes.
High-Frequency Word Drill: Words 151–175

Practice reading the words. Tell your teacher when you are ready to be timed.

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8. What do Caroline and Stewart want Mom to do?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. Explain how Mom fixes the leftover mashed potatoes.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. Explain how Caroline and Stewart's feelings about leftover mashed potatoes change throughout the story and what causes the change.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Name: _______________________________ Date: ______________

1. What is a meaning of the word **leftover**?
   
   A. of plants, especially trees
   B. a small portion that remains after the main part is gone
   C. causing one to believe what is not true

2. What is another meaning of the word **leftover**?
   
   A. capable of functioning
   B. able to absorb fluids
   C. something left behind

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. As part of camp lunch, all the tables weighed their ______ at the end of the meal.
   
   A. leftover
   B. leftovers

4. He was always the one with all the ______ food.
   
   A. leftover
   B. leftovers

5. Please write your own sentence using the word **leftover**.

   ___________________________________________________________

   ___________________________________________________________

   ___________________________________________________________
High-Frequency Word Drill: Words 176–200

Practice reading the words. Tell your teacher when you are ready to be timed.

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"Good-bye, Lightning," Molly said. She stroked her horse's long, black mane. "I'll see you in a few weeks." Outside, a car horn beeped loudly. "Molly, we'll be late!" her father called.

Molly ran out of the stable and into the car. She sat in the backseat, next to her brother. Her mom and dad sat in front. "Just think, in a few hours we'll be in New York City!" her mom said. Molly was nervous about the trip. What if she didn't like being in a big city?

She gazed out the car window as her father drove to the airport. They passed field after field of corn. The tall, green plants reached up toward the summer sun. The next few hours were all a blur to Molly. The airport was crowded and busy. Molly read a book on the plane. Looking out the window made her dizzy.

When the plane landed, the family climbed in a taxi. The taxi sped down busy highways. Molly stared up at the tall buildings all around her. The road was crowded with cars. There was no green to be seen anywhere. "This is a lot different than back home," Molly said.
1. Molly is not in a city at the beginning of the passage. We know this because
   A. she is passing fields of corn.
   B. she is with her family.
   C. she is in a car.
   D. she is driving to the airport.

2. Which of the following is not evidence that Molly has arrived in New York City?
   A. She is in a taxi.
   B. She sees other cars.
   C. She is on a busy highway.
   D. She sees tall buildings.

3. Molly seems to feel nervous about going to the city. This is probably because
   A. she does not like airplanes.
   B. she does not like taxis.
   C. she has never been to the city.
   D. she is worried about her horse.

4. The author writes, "she stroked her horse's long, black mane." Amane is
   A. the horse's nose.
   B. the hair on a horse's neck.
   C. the horse's tail.
   D. the hair on a horse's back.

5. What are some similarities between Molly's home and New York City?
High-Frequency Word Drill: Words 201–225

Practice reading the words. Tell your teacher when you are ready to be timed.

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</table>
1. What is a meaning of the word **crowded**?
   A. to gather together in large numbers
   B. of or relating to or caused by magnetism
   C. of or relating to the emotions

2. What is another meaning of the word **crowded**?
   A. made of, or relating to, gold
   B. approach a certain age or speed
   C. of or pertaining to a colony

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. I could feel the pushing and_____and galloping thunder all around me.
   A. overcrowd
   B. overcrowding
   C. crowds
   D. crowd
   E. crowding
   F. overcrowded
   G. crowded

4. Just then, the_____let out a loud shout.
   A. overcrowd
   B. overcrowding
   C. crowds
   D. crowd
   E. crowding
   F. overcrowded
   G. crowded
**High-Frequency Word Drill:**
**Words 226–247**

Practice reading the words. Tell your teacher when you are ready to be timed.

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