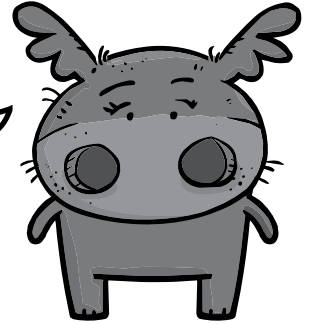


Listen and Learn

Describing Events

An **event** is something that happens in a story. You can use **key details** to describe an event, or tell more about it.



Look at the example. Then ask the questions:

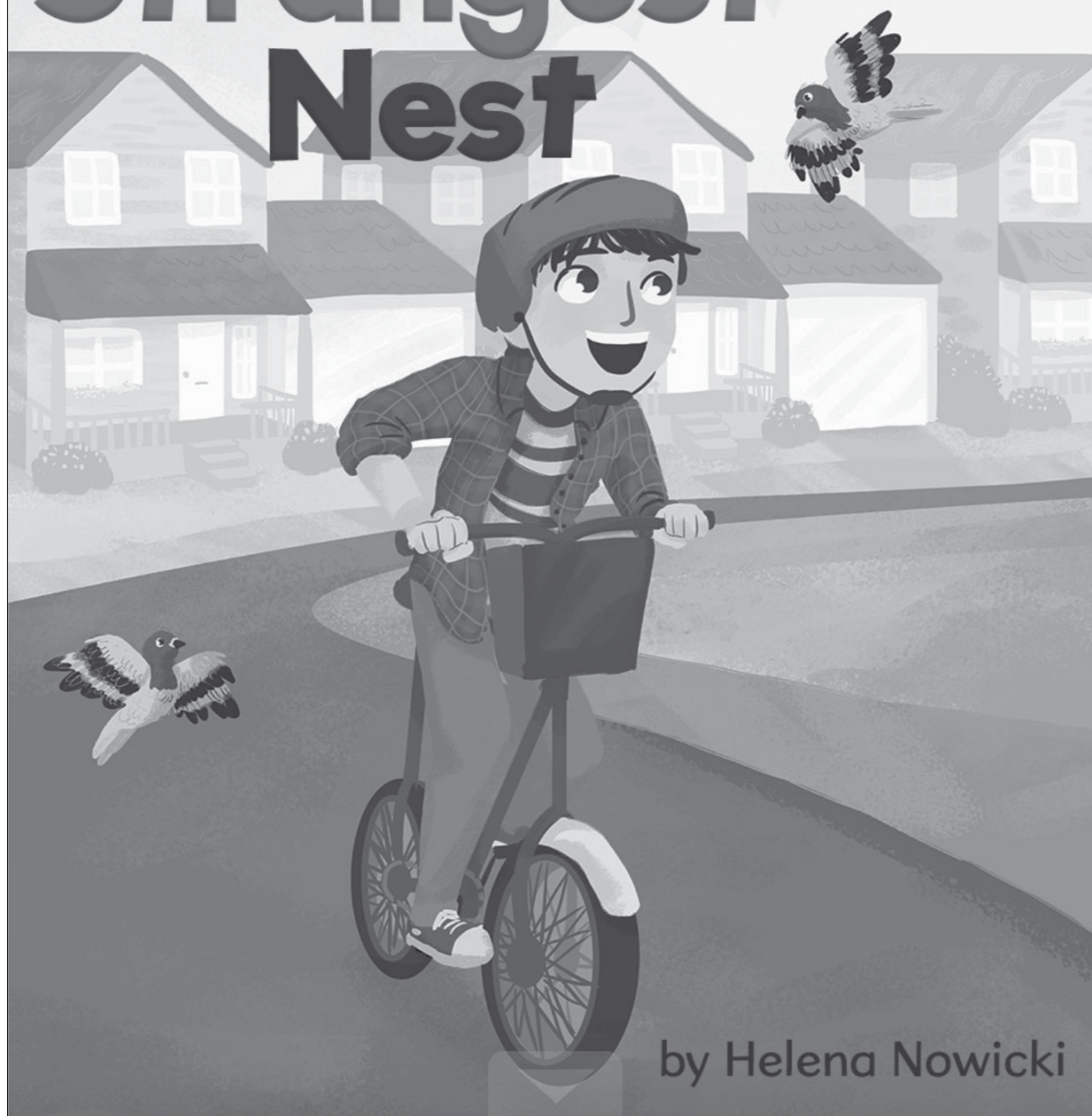
Piglet goes for a long bike ride with his mom. He wears his helmet and rides on the right. After a while Piglet gets terribly hungry. He and his mom go home and eat lunch. Piglet has his favorite—a peanut-butter-and-pickle pie.

- ▶ What happens first, next, or last?
- ▶ How important is this event?
- ▶ What details tell about the event?

Describing important events helps you make sense of a story. It can help you understand, remember, and retell the story.



The Strangest Nest



by Helena Nowicki



Louis rides his bike to the mailbox in less than a minute. He goes around the **block** in five minutes. Louis wants to ride even faster.

But today Louis found a pigeon in his bike basket.

“What are you doing? Shoo! Go away!” he said. The pigeon only blinked at him.





“I guess you’re not moving,” Louis said.

Then the pigeon stood up. Under it, Louis saw a nest! Two pigeon **hatchlings** were in it.

“A family! That’s too many birds for one bike,” Louis said. He tried to take the basket off. The pigeons didn’t like that. They made a lot of noise.





Louis asked his mom, “How long are those pigeons going to stay?”

“Maybe a few weeks,” Mom said. “The little hatchlings need to be ready to fly.”

“Ugh,” Louis said. “Can they ride with me?”

“Oh, no,” Mom laughed. “You ride too fast!”

“OK. I’ll wait for them to leave,” Louis said.





Louis visited the pigeon family all the time. “Can’t you hurry?” he asked. “I have to get moving again.” The birds blinked.

Louis watched the pigeons bring food to the nest. The babies tilted their heads back and opened their beaks. They gobbled food so fast!

“That’s cute,” Louis said. He smiled a little.





One day, Louis saw the little pigeons stand on the basket. “Look, Mom!” he called. “The little birds are trying to fly!”

Louis wanted to help. He cheered for the babies. “You can do it!” he said.

The baby pigeons flapped their wings. But they didn’t let go of the basket.





“Keep practicing!” Louis said. “That’s what I had to do when I learned to ride my bike.”

The pigeons wobbled and flapped again. Then they jumped and flew down to the grass.

“You can fly!” Louis cheered. The birds were out of the nest.





Now Louis was ready to ride again. He rode his bike faster than ever.

He got to his mailbox in 25 seconds. He made it around the block in four minutes. One minute less than before! And whenever he saw pigeons flying, he called out, “Let’s race!”



Question 1 (from p. 1 of passage)

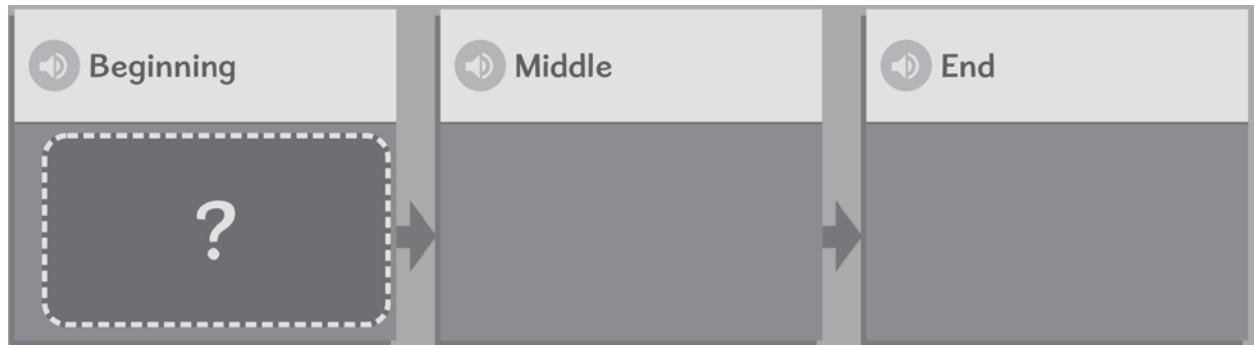
What does Louis like to do? Complete the sentence.

Louis likes to _____.

- a. look for birds
- b. ride his bike
- c. get the mail

Question 2 (from p. 2 of passage)

What happens in the beginning of the story? Choose the event.



- a. Louis finds a pigeon family in a mailbox.
- b. Louis finds a pigeon family in a tree.
- c. Louis finds a pigeon family in his bike basket

Question 3 (from p. 3 of passage)

What is Louis waiting for the birds to do? Complete the sentence.

Louis decides to wait for the birds to _____ the bike.

- a. take
- b. find
- c. leave

Question 4 (from p. 4 of passage)



Louis visited the pigeon family all the time.
“Can’t you hurry?” he asked. “I have to get moving again.” The birds blinked.

Louis watched the pigeons bring food to the nest. The babies tilted their heads back and opened their beaks. They gobbled food so fast!

“That’s cute,” Louis said. He smiled a little.



Read the underlined text. What does this key detail tell about Louis?

- a. Louis is feeling scared of the pigeons.
- b. Louis is starting to like the pigeons.
- c. Louis is getting bored with the pigeons.

Question 5 (from p. 5 of passage)

What are the baby pigeons trying to do?

a.



b.

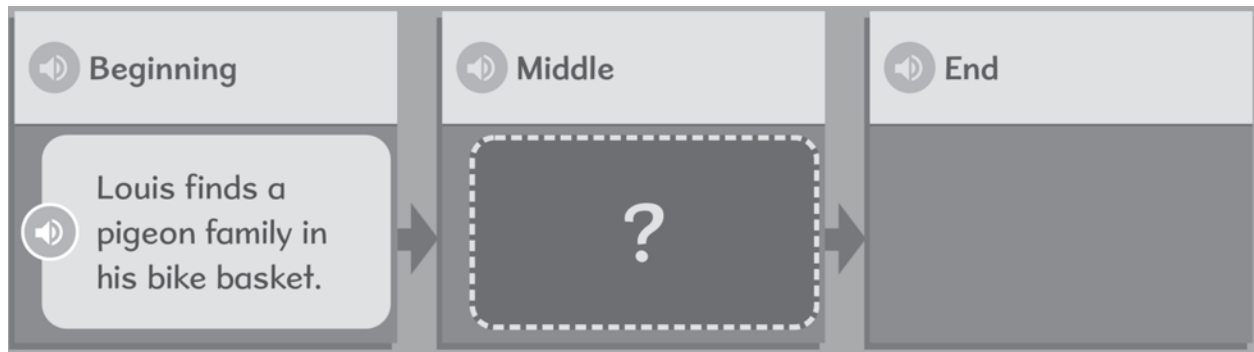


c.



Question 6 (from p. 6 of passage)

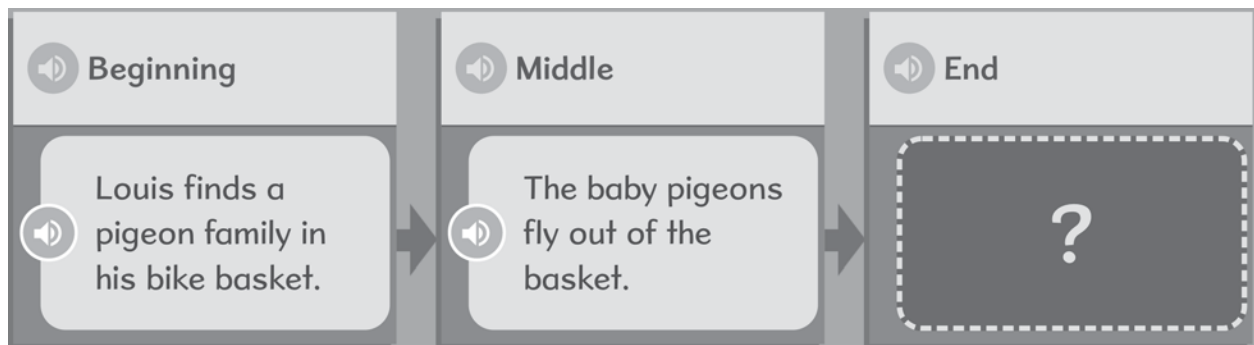
Which major event happens in the middle of the story? Choose the event.



- a. Louis practices riding his bike again.
- b. Mom helps the baby pigeons go home.
- c. The baby pigeons fly out of the basket.

Question 7 (from p. 7 of passage)

Which event happens at the end of the story? Choose the event.



- a. Louis rides his bike again.
- b. Louis walks to the mailbox.
- c. Louis wins a race with the pigeons.



Grades K-1 Independent Reading Support

Student At-Home Activity Packet 3

This At-Home Activity packet includes two supports for independent reading. These supports can be used alongside any reading the student does.

The **Word Learning Routine Bookmark** provides a reminder of concrete steps to discover the meaning of unknown words and phrases.

The **Reading BINGO** card offers a set of activities to support independent reading. The activities encourage the student to share reading with others, write in response to reading, and build curiosity about words and topics from their reading. Each time the student reads, they can choose one activity and mark the square. Once they mark five in a row they will get B-I-N-G-O!

Looking for reading materials? Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.stornory.com

www.freekidsbooks.org

en.childrenslibrary.org

Flip to see the Grades K-1
Independent Reading Supports
included in this packet!





READING

B I N G O



Directions: Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

B

Read someplace new, like outside.

I

Search through a book to look for letters. Can you find all the letters in the alphabet?

N

Use a whisper voice while you read. If an adult is reading to you, repeat what they read in a whisper voice.

G

Look at the cover of a book and write two questions you have before reading.

O

Read a book you've never read before.

Make yourself a reading tent using sheets or blankets and cuddle up to a book inside.

Find one word you don't know the meaning of and ask someone what it means.

Read a fiction story using different voices for each character.

Write or draw two details about the main character in a fiction story.

Re-read your favorite book.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Pick a word from a book and tell or write two words that rhyme with it.

Free Space

Draw your favorite part of a book.

Read a nonfiction book.

Read to someone who is older than you.

Search through a book and find question words: who, what, where, when, why, how.

Read to your favorite toys or stuffed animals.

Write or tell two questions you have after reading a book.

Read a book that someone in your home picks out for you.

Read to someone who is younger than you.

Search through a book to find any words that have these blends at the beginning of a word: br, cr, dr.

While you read aloud, pay attention to punctuation at the end of sentences.

Use your favorite page of a book to practice handwriting. Rewrite the sentences from one page.

Find things to read in your home that aren't books—mail, labels on food, directions, or other things.

Word Learning Routine



1 Say the Word or Phrase Aloud

- Circle the word or phrase that you find confusing.
- Read the sentence aloud.



2 Look Inside the Word or Phrase

- Try breaking the word into smaller parts.
- Look for familiar word parts, such as prefixes, suffixes, and root words.
- Can you figure out a meaning from the word parts you know?



3 Look Around the Word or Phrase

- Look in nearby words or sentences for clues about meaning.
- Think about the word or phrase in the context of the paragraph.



4 Look Beyond the Word or Phrase

- Look for the meaning in a dictionary, glossary, or thesaurus.



5 Check the Meaning

- Ask yourself, "Does this meaning make sense in the sentence?"



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 **Ready | Reading**

Word Learning Routine Bookmark

Help your student learn new words while reading!

As the student reads with you or independently, they will likely encounter unknown words or phrases. Pausing to focus on these words can support comprehension and expands the student's vocabulary.

- Use the Word Learning Routine to give the student concrete ways to determine how to find the meanings of unknown words and phrases.
- Encourage the student to record new words they encounter on the back of the bookmark.
- Celebrate all the new words the student discovers!

Journal Entry 20

We all need help from others. Think about your time at home. Who or what has really helped you? Write a letter to that person or thing thanking them for helping you.

Dear _____,

Your friend,

Writing Checklist—I have checked my writing for:

☐ Neat Handwriting

☐ Spaces Between Words

☐ Capital Letters

☐ Punctuation