NAME
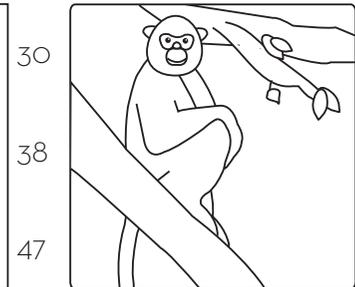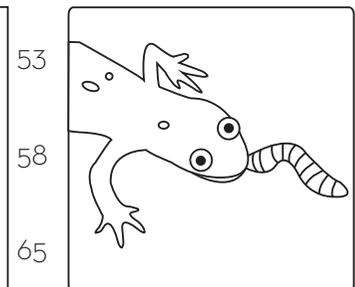
Lunch for Panda

Panda sighed, "I am so tired of bamboo. 8

Today, I want to eat something new." 15

He went into the forest to find a treat. 24

Panda saw Monkey eating chewy bark. 30

"Bark is great!" Monkey told him. "Try it." 38

Panda took a bite. "Eww! Bark isn't for me!" 47

Salamander was eating a wiggly worm. 53

"Have a bite," Salamander offered. 58

Panda backed away. "No worms for me!" 65

Panda sat and thought. What should he 72

eat? He pulled up a green bamboo stem. 80

"Yum!" he said. "Bamboo is best for me!" 88
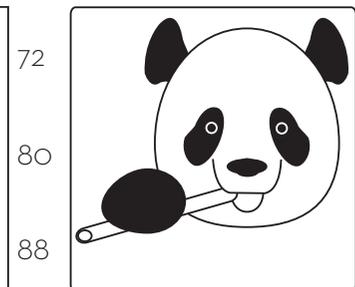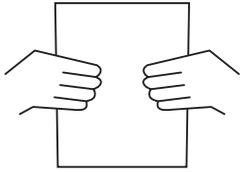
DAILY RECORD	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				

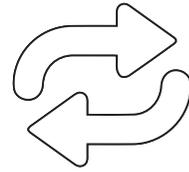Have your child read the ENTIRE text and answer the questions for today.

Time your student reading aloud for exactly 1 minute. Do not help fix mistakes.

If your child is stuck on a word for 2 seconds, say the word and count it as a mistake.

Record total words read. Then subtract the number of errors. Now help fix any mistakes..

Repeat the steps on other days. Return the page to school.

day 1

FOCUS: read to identify the main character.

Read the text. Circle the name of the character that appears most often in the story.

_____ is the main character.

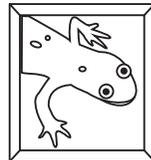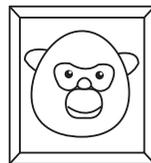### What clues in the story help you know he's the main character?

_____

_____

day 2

FOCUS: read to find important details.

Read the text. Find the foods that Monkey and Salamander think Panda should eat. Color the foods yellow.

Write the food each animal thinks Panda should try.

day 3

FOCUS: read to find what the character learns in the story.

Read the text. Find the sentence that tells what Panda realizes. Color the sentence orange.

What does Panda learn about what food is best for him?

_____

_____

day 4

FOCUS: read to form an opinion.

Read the text. Pay attention to what Panda chose not to eat.

Would you rather have to eat ONLY your favorite food or never eat your favorite again?

☐ eat ONLY my favorite food.

☐ NEVER eat my favorite food again.

I think this because _____

_____

Bamboo Bear

What makes a hungry panda happy?	6
Just one thing: bamboo! Pandas eat the	13
leaves, shoots, and stems of bamboo.	19
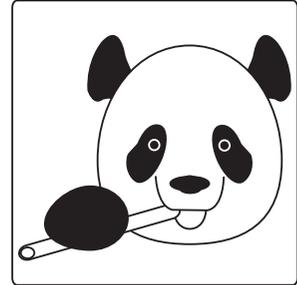
Bamboo is a tall grass with a wood stem.	28
Pandas must eat a lot to stay healthy.	36
They spend most of the day eating.	43
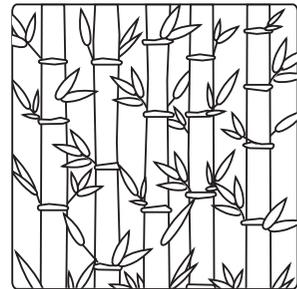
Pandas have large teeth and strong jaws	50
for crushing bamboo stems.	54
A bamboo diet is hard on the teeth.	62

Panda Teeth
3 molars 3 premolars

FUN FACT
Pandas have the largest molars of all bears!

Pandas can only live in bamboo forests.	69
But the forests are being cut down. If they	78
disappear, pandas will disappear, too.	83

DAILY RECORD	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				

---

day 1
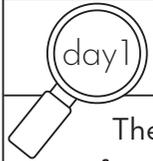
FOCUS: read to connect the meaning of the title to the text.

The **title** is at the top of the text. It helps you focus on what you're about to read. Read the text. Circle the title.

How does the title help you focus on the information in the passage?

_____

_____

_____

---

day 2

FOCUS: read to the author's purpose.

The **author's purpose** is the reason the author wrote the text. Read the text. Pay attention to what the author is trying to teach.

What does the author want the reader to learn from this text?

_____

_____

_____

---

day 3

FOCUS: read to infer meaning from the text.

Read the text. Find the sentence that explains what will happen to pandas if the forests disappear.
Color the sentence yellow.

What should be done with bamboo forests to protect pandas?

_____

_____

---

day 4

FOCUS: read to be able to teach someone else.

Read the text. Underline the sentences that explain how pandas are able to eat bamboo.

A friend says humans could live on bamboo stems like pandas do. What could you say to your friend to explain why humans couldn't live on bamboo like pandas do?

_____

_____

NAME

Little Red Hen Bakes Bread

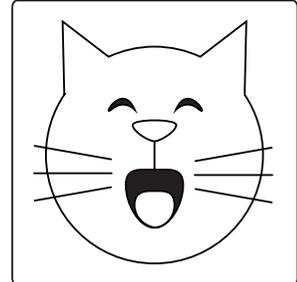Little Red Hen was hungry for bread. 7

"Who will help mix the dough?" she asked. 15

"Not I," yawned Cat. "I'm much too tired." 23

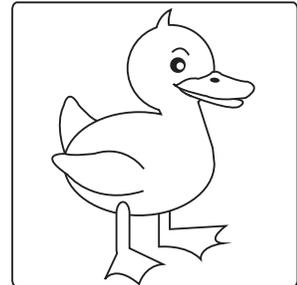So Hen mixed the dough all by herself. 31

"Who will help shape the loaf?" she asked. 39

"Not I," said Duck. "I'm very busy today." 47

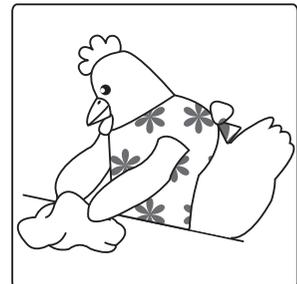Hen shaped the loaf and put it in the oven. 57

Soon the smell of bread filled the air. 65

"Who will help eat the bread?" Hen asked. 73
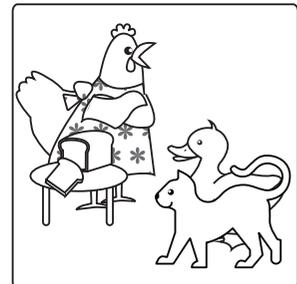
Duck and Cat cheered, "We'll help eat it!" 81

"No," Hen told them. "I worked very hard. 89

Help me next time and I'll share with you." 98

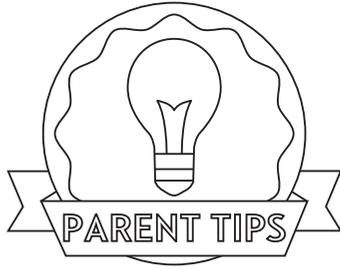| *DAILY RECORD*	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				

day 1

FOCUS: read to understand the main character's conflict.

Read the text. Find the sentence at the beginning that tells what Little Red Hen wants. Color the sentence [orange].

What does the main character want?

_____

_____

_____

day 2

FOCUS: read to learn how dialogue reveals character traits.

Quotation marks tell the reader that a character speaks. Read the text. Underline the words that Cat and Duck speak.

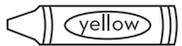## What do we learn about Cat and Duck based on what they say?

_____

_____

_____

day 3

FOCUS: read to learn about a character's motivation.

Read the text. Find the sentence that explains why Hen won't share the bread. Color the sentence [yellow].

Should Hen share the bread?

☐ Yes, she should share.   ☐ No, she shouldn't share.

I think this because _____

_____

day 4

FOCUS: read to predict the outcome.

Read the text. Circle the sentence that tells what Hen hopes will happen next time.

How would the story be different if Hen had shared the bread?
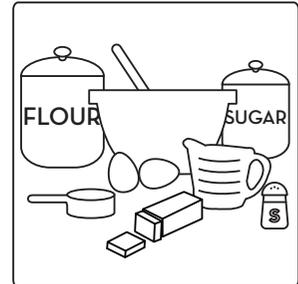
_____

_____

_____

The Science of Bread

To make bread you need flour, sugar, salt, | 8
butter, and water. But mixing these things | 15
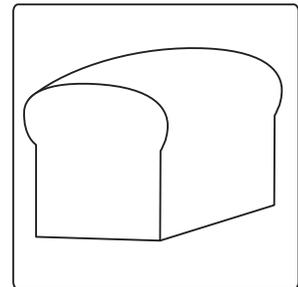will not make bread. It will make a lump. | 24

So what's the secret to light, fluffy bread? | 32
The secret is science. Bread needs | 38
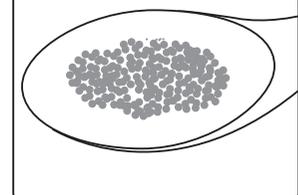something to make it rise. It needs **yeast**. | 46

Yeast looks like sand, but it is alive. It eats | 56
the sugar in the dough and gives off gas. | 65
The gas makes bubbles in the dough. | 72

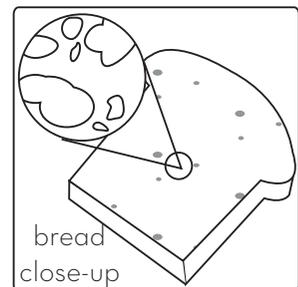The bubbles make the dough rise. | 78
See those air pockets in the baked bread? | 86
The pockets tell you yeast has been there. | 94

Instant Yeast

bread close-up

DAILY RECORD	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes (subtract from total)				
= total words read correctly in 1 minute (WCPM)				
adult initials				
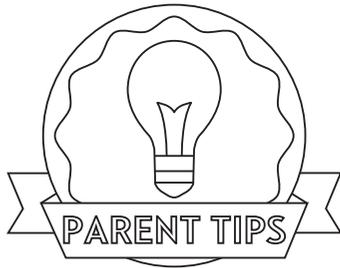
When we talk about reading, it may be helpful to think of fluency as a bridge. Readers figure out the written words and use them to understand the text. Fluency connects those two processes; it spans the gap between recognizing the words and understanding how those words build ideas. Fluent readers automatically recognize the words (or most of the words) so attention is focused on how the words work together to create an idea.

day 1

FOCUS: read to identify the topic of the text.

The **topic** is one or two words that tell what the text is mostly about. Read the text. Underline the topic.
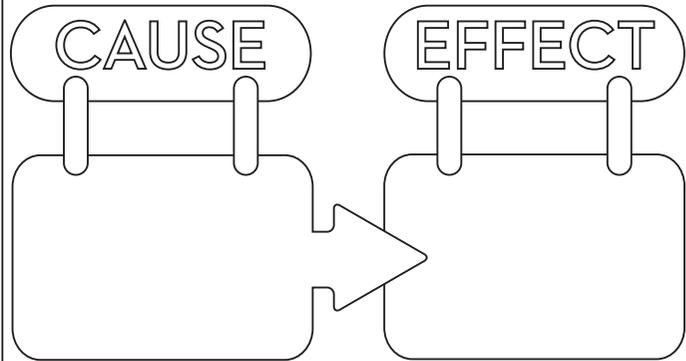
The topic of the text is:

day 2

FOCUS: read to identify cause and effect.

Bread needs yeast. Read the text. Circle the sentence that explains how yeast changes bread dough.

What is added to the dough?

How does it change the dough?

CAUSE

EFFECT

day 3

FOCUS: read to notice how illustrations help you understand.

A **close-up** is a picture that zooms in to show the details in something small. Read the text. Circle the close-up illustration.

How does the close-up help explain how yeast changes bread?

_____

_____

_____

day 4

FOCUS: read to make a connection to the text.

Read the text. Find the sentences that explain how yeast works in dough. Color the sentence yellow.

How has learning about yeast affected your feelings about bread?

_____

_____

_____