

Printer Warning:

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

2II



Grade 2 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.

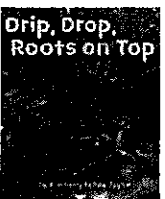
Children will need the support of an adult or older student to complete these lessons, unless they can read independently.

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!

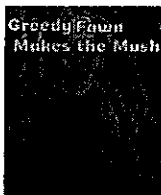
Flip to see the Grade 2
Reading activities
included in this packet!



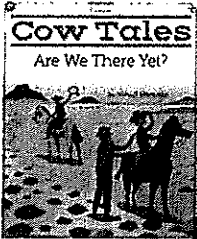
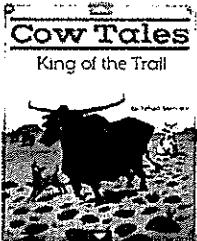
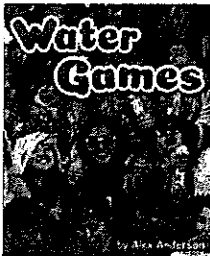
Grade 2 Reading Activities in Section 1

Lesson	Resource	Instructions	Answer Key	Page(s)
1	Ready Reading Skill Overview: Asking Questions i-Ready Passage: "The Secret Life of Elvis" 	• Read "Asking Questions" together. • Next, read "The Secret Life of Elvis." • Then, guide the child to choose the correct answer to each question.	Question 1: b Question 2: a Question 3: a Question 4: b Question 5: c Question 6: c	7–17
2	Ready Reading Skill Overview: Asking Questions i-Ready Passage: "Bark Beauty" 	• Review "Asking Questions" together. • Next, read "Bark Beauty." • Then, guide the child to choose the correct answer to each question.	Question 1: a Question 2: c Question 3: b Question 4: b Question 5: a Question 6: a Question 7: b Question 8: b	7, 18–26
3	Ready Reading Skill Overview: Asking Questions i-Ready Passage: "Drip, Drop, Roots on Top" 	• Read "Asking Questions" together. • Next, read "Drip, Drop, Roots on Top." • Then, guide the child to choose the correct answer to each question.	Question 1: c Question 2: c Question 3: a Question 4: c Question 5: c Question 6: c	27–36

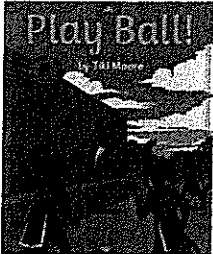
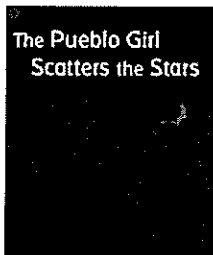
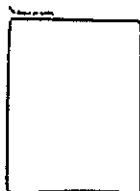
Grade 2 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
4	Ready Reading Skill Overview: Asking Questions i-Ready Passage: "A Plant's Beast Feast" 	• Review "Asking Questions" together. • Next, read "A Plant's Beast Feast." • Then, guide the child to choose the correct answer to each question.	Question 1: c Question 2: a Question 3: a Question 4: a Question 5: c Question 6: b Question 7: b Question 8: a	27, 37–46
5	i-Ready Passage: "Greedy Fawn Makes the Mush" 	• Read "Greedy Fawn Makes the Mush" together.	N/A	47–53
5	Draw or Write Page 	• After you read "Greedy Fawn Makes the Mush" together, have the child draw a picture of their favorite part.	N/A	54

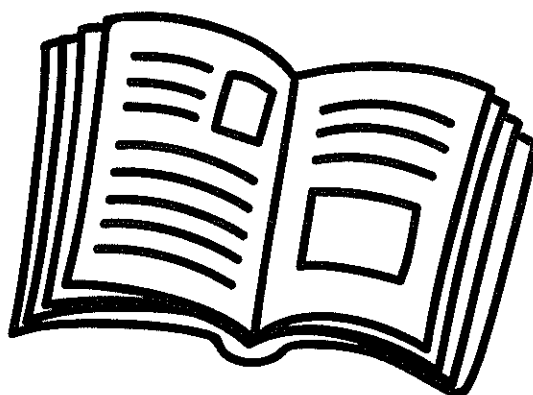
Grade 2 Reading Activities in Section 2

Lesson	Resource	Instructions	Answer Key	Page(s)
1	Ready Reading Skill Overview: Describing Characters i-Ready Passage: "Cow Tales: Are We There Yet?" 	• Read "Describing Characters" together. • Next, read "Cow Tales: Are We There Yet?" • Then, guide the child to choose the correct answer to each question.	Question 1: b Question 2: a Question 3: c Question 4: b Question 5: a Question 6: b Question 7: c	55–67
2	Ready Reading Skill Overview: Describing Characters i-Ready Passage: "Cow Tales: King of the Trail" 	• Review "Describing Characters" together. • Next, read "Cow Tales: King of the Trail." • Then, guide the child to choose the correct answer to each question.	Question 1: c Question 2: b Question 3: c Question 4: a Question 5: b Question 6: b Question 7: c Question 8: c	55, 68–77
3	Ready Reading Skill Overview: Describing Connections i-Ready Passage: "Water Games" 	• Read "Describing Connections" together. • Next, read "Water Games." • Then, guide the child to choose the correct answer to each question.	Question 1: b Question 2: c Question 3: c Question 4: b Question 5: b Question 6: a	78–86

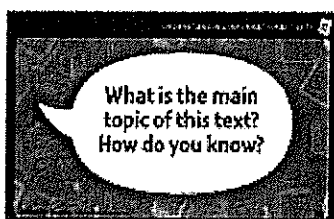
Grade 2 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
4	Ready Reading Skill Overview: Describing Connections i-Ready Passage: "Play Ball!" 	• Review "Describing Connections" together. • Next, read "Play Ball!" • Then, guide the child to choose the correct answer to each question.	Question 1: c Question 2: a Question 3: c Question 4: b Question 5: b Question 6: a Question 7: a Question 8: c	78, 87–96
5	i-Ready Passage: "The Pueblo Girl Scatters the Stars" 	• Read "The Pueblo Girl Scatters the Stars" together.	N/A	97–103
6	Draw or Write Page 	• After you read "The Pueblo Girl Scatters the Stars" together, have the child draw a picture of their favorite part.	N/A	104

Independent Reading!



See pages
105 and 106
of this
packet.



Use the questions/ prompts on the **Discourse Card** resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

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

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Asking Questions

A **key detail** is an important piece of information. Asking and answering questions helps you notice key details.



Here are some questions you can ask about the key details in a story:

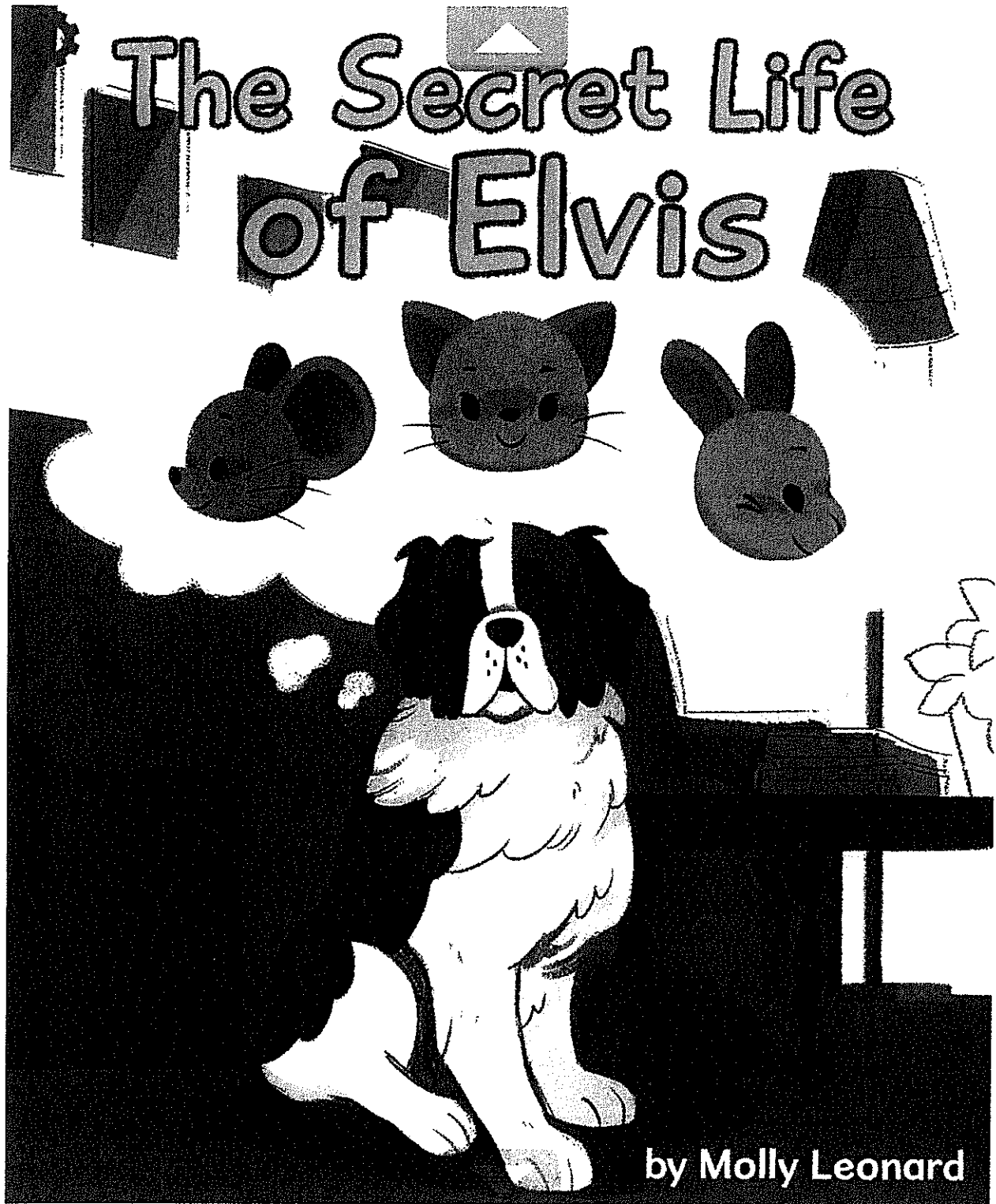
- ▶ Who are the characters?
- ▶ Where are the characters?
- ▶ What are the characters doing?

Think about:

When are they doing this?

Why are they doing this?

Asking and answering questions about key details helps you understand how the parts of the story fit together.





People think it is so easy to be a dog.
They scratch my head and say, “Elvis, your life
is so easy.”

Boy, are they wrong. Being a dog is hard
work! I don’t like what I do every day. I just
can’t do it anymore!





I wake up on a cold, hard floor every day.
I eat dry dog food for breakfast. Yuck!

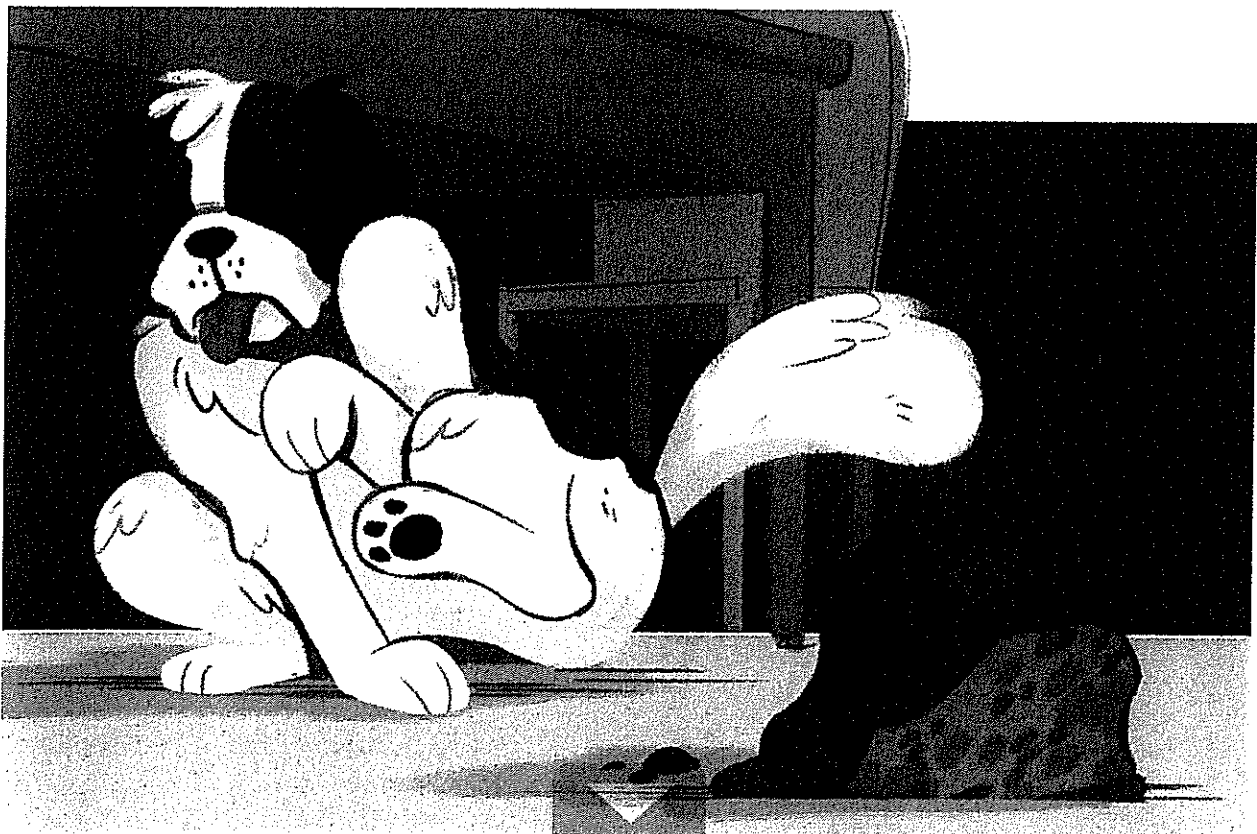
Then I have to drag myself out the door to
chase the mailman. I do NOT want to chase the
mailman! He is a nice guy. He scratches my
belly. He feeds me bananas.





What do I do next? I hide in a closet. I am trying to cough up a hairball.

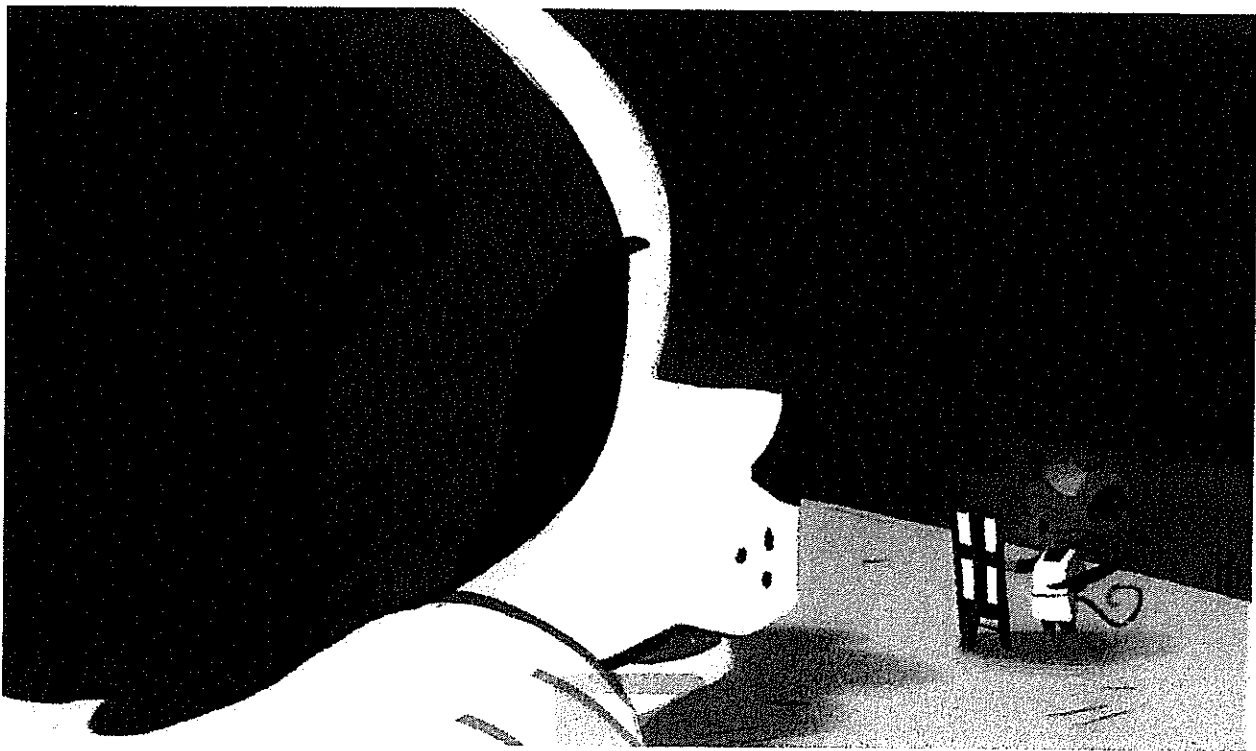
Then I hear someone call, “Elvis! Come!” And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!





Finally, I talk to my best friend, Maxwell.
“What should I do?” I ask him. Maxwell lives
under the dishwasher. He is a mouse. He is also
a painter! Today he is painting a banana.

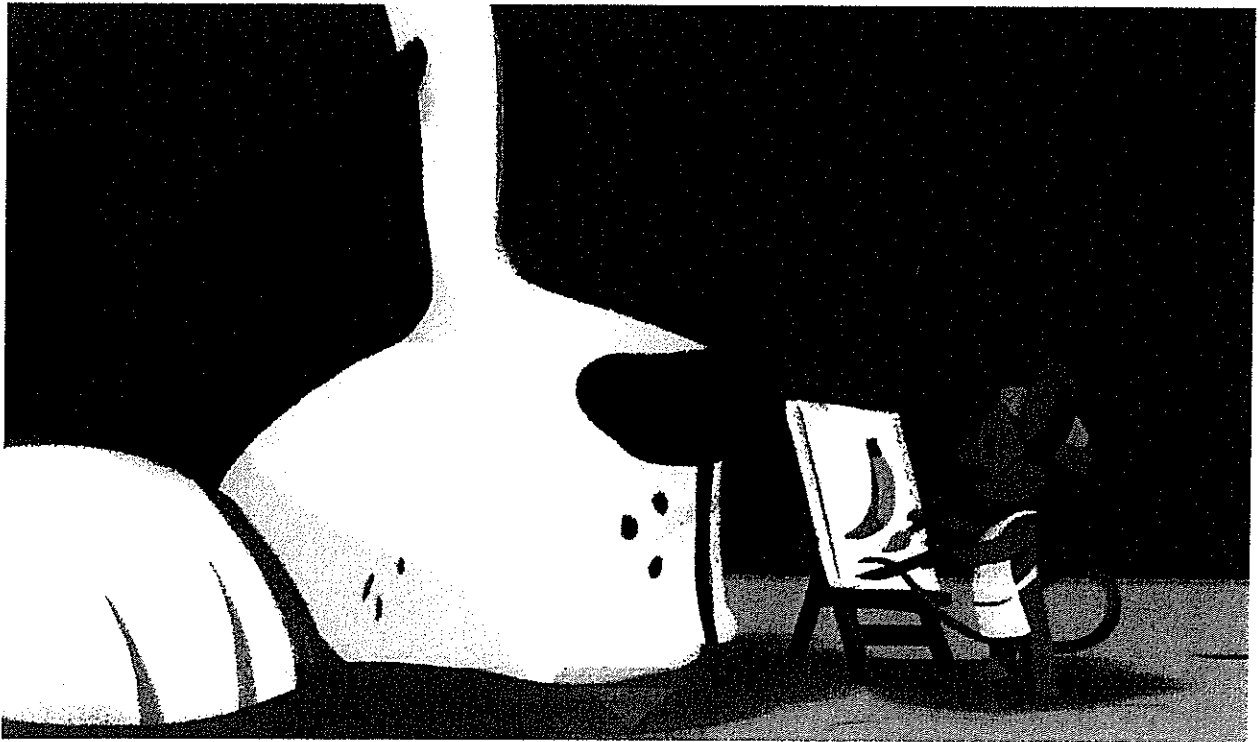
I say, “I don’t want to be a dog anymore,
Maxwell. I have no time alone. The food stinks.
And people throw balls at me!”





“I know what you mean,” Maxwell says as he paints.

“You have to do what makes you happy. That is why I paint beautiful fruit. It makes me happy. Other mice look for crumbs all day. That makes them happy. You have to do what makes YOU happy, Elvis.”





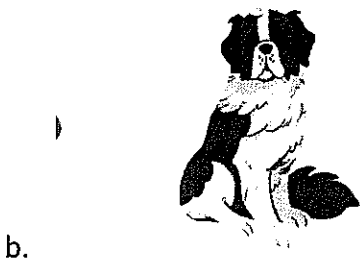
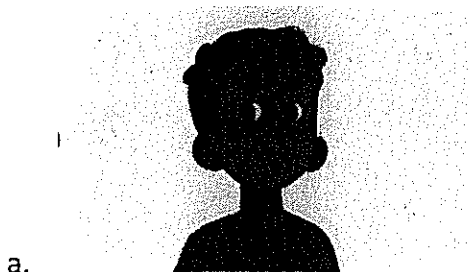
I think about this. Then I say, “Well, I like licking my paws! I like winding around people’s feet so that they trip. And I love drinking milk.”

“I’ve got it!” Maxwell cries. “It sounds like you have spent too much time being a dog. Why don’t you try being ... a cat!”



Question 1 (for p. 1 of passage)

Which character is telling this story?



Question 2 (for p. 2 of passage)

How is Elvis different from most dogs? Complete the sentence.

Elvis does not like to _____ the mailman.

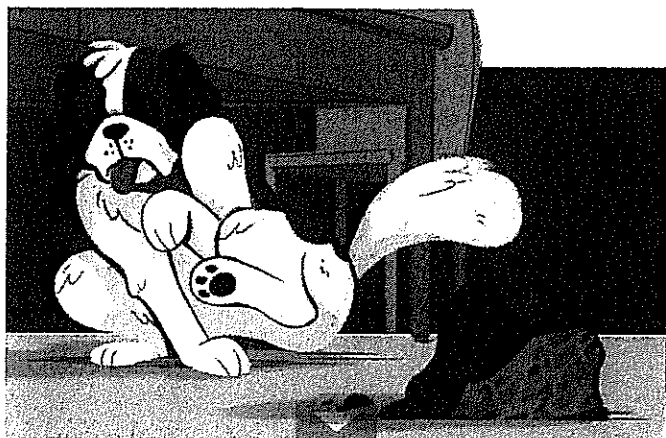
- a. chase
- b. drag
- c. scratch

Question 3 (for p. 3 of passage)



What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!



Look at the underlined text and the picture. What do you learn about Elvis?

- a. He does not want to eat the meatloaf.
- b. He does not want to hide in a closet.
- c. He does not want to come running.

Question 4 (for p. 4 of passage)

Why does Elvis talk to Maxwell about his feelings?

- a. Maxwell is a little mouse.
- b. Maxwell is his best friend.
- c. Maxwell is a good painter.

Question 5 (for p. 5 of passage)

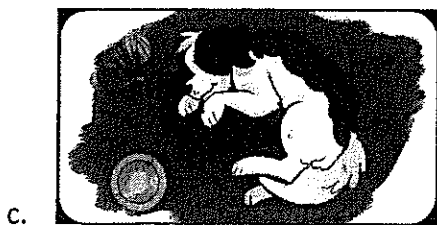
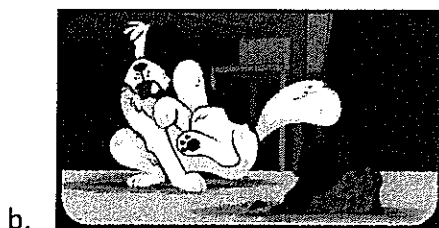
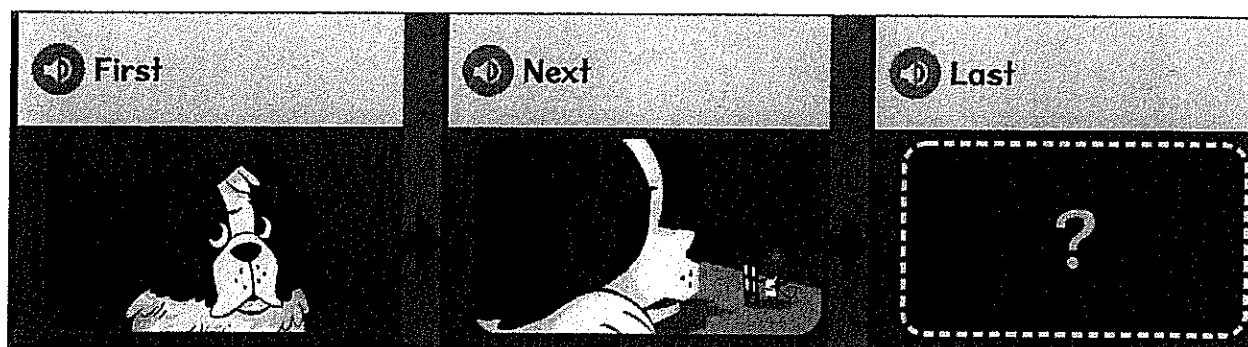
What does Maxwell tell Elvis to do? Complete the sentence.

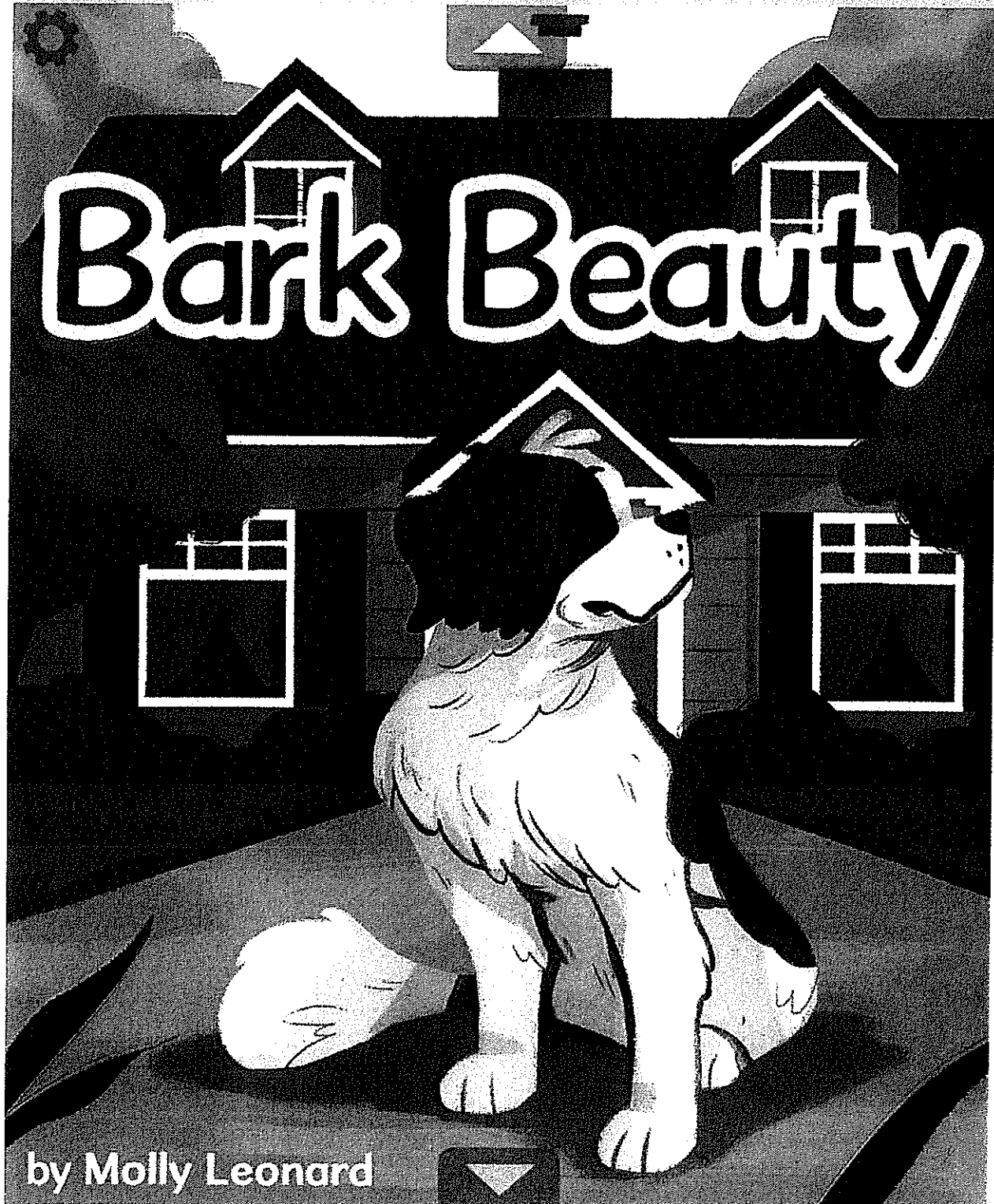
Do what makes you _____.

- a. beautiful
- b. you
- c. happy

Question 6 (for p. 6 of passage)

Look at the events in the chart. What important event happens at the end? Choose the picture.

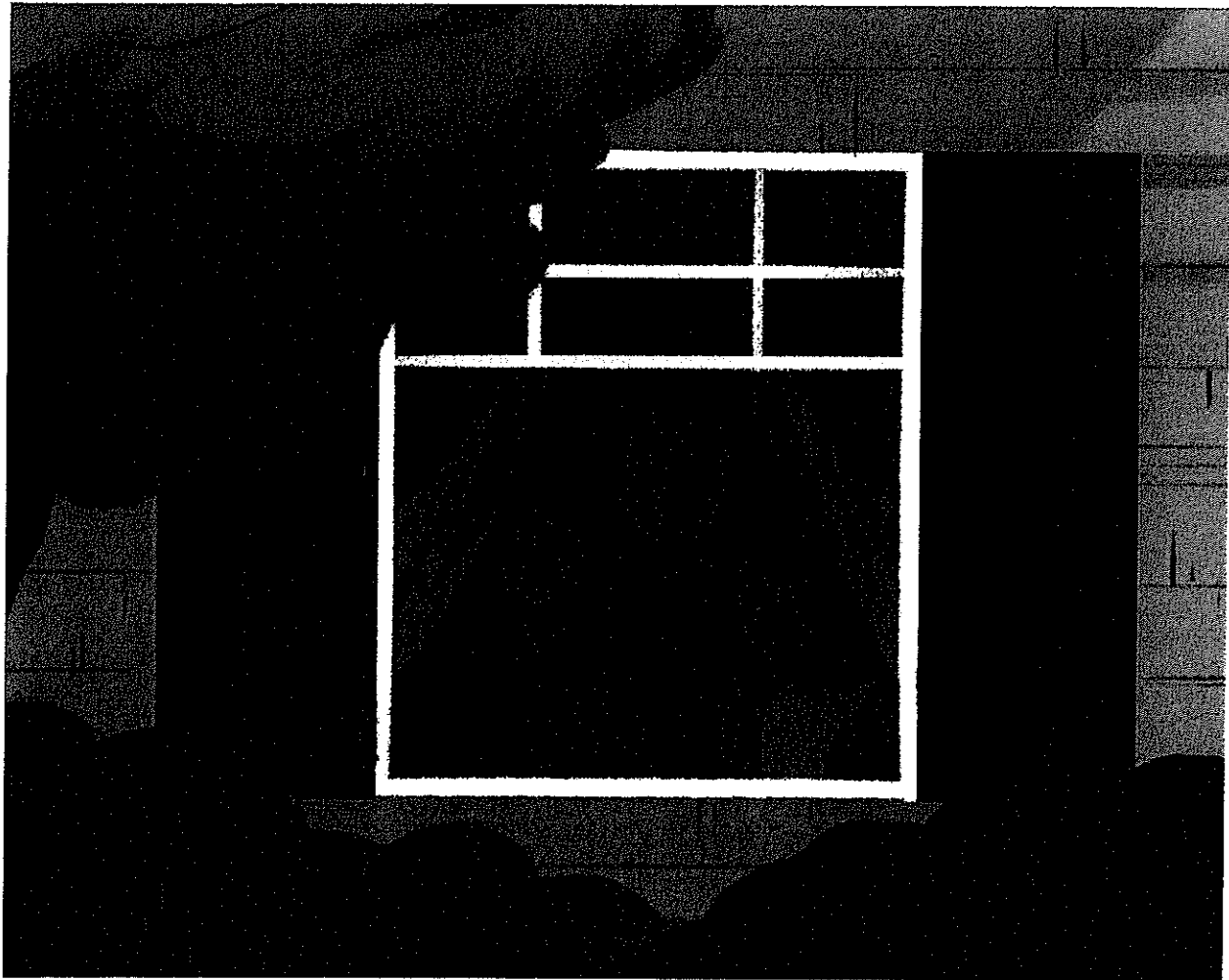


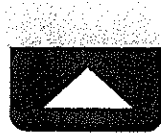




The Picklebottoms have a problem.
Something is wrong with their dog, Elvis.

They are watching him from the window.
What is Elvis doing?

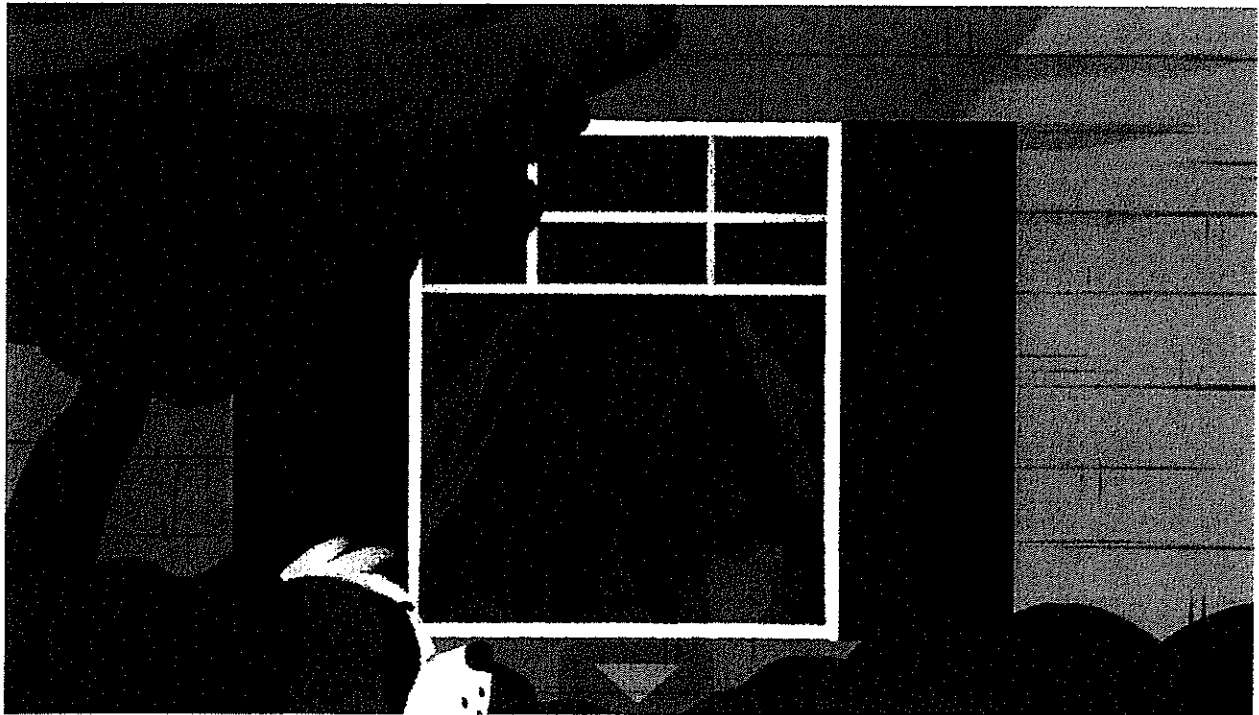




“Is he sick?” Penny Picklebottom asks.
“He has been sleeping standing up. Why would he do that?”

“And why would he gallop around the yard?” Mr. Picklebottom asks.

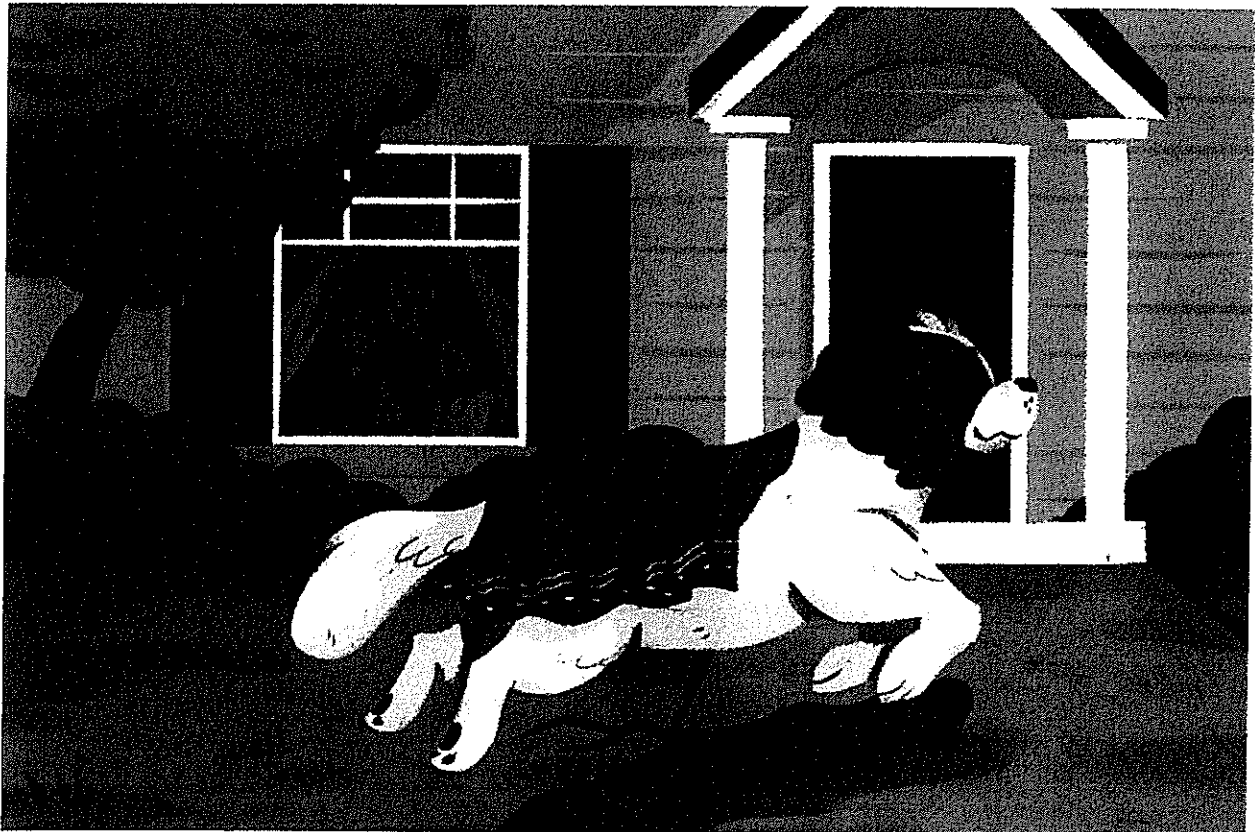
“And why steal my best blanket? Is he cold?” Mrs. Picklebottom adds.





Now everyone is quiet. They watch the dog. Elvis prances through the yard. He has thrown a blanket over his back.

Elvis shakes his head every few steps. His hair blows in the wind. Then he jumps over a low tree branch.





“What does that dog think he is doing?”

Mrs. Picklebottom wonders. “Last week, he tried to sit in my lap like a cat. But now what? Dogs don’t prance. They don’t wear blankets.”

Mrs. Picklebottom is right. Elvis is acting strange. He is not acting like a dog at all!





Elvis runs inside. He dashes under Penny's legs. Then he stands up. Penny is sitting on Elvis's back!

Penny's eyes open wide. "He's a horse!" Then she yells, "Giddy-up, Elvis! Let's ride!" And into the garden they go.



Question 1 (for p. 1 of passage)

What is the Picklbottom's problem?

- a. Something is wrong with their dog.
- b. Something is wrong with their window.
- c. Something is wrong with their tree.

Question 2 (for p. 2 of passage)

What is this page mostly about?

- a. Elvis is feeling sick.
- b. Elvis is stealing things.
- c. Elvis is acting strange.

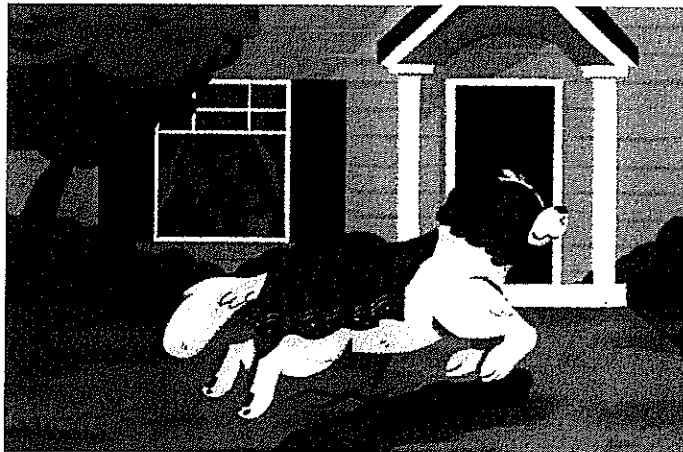
Question 3 (for p. 2 of passage)

How do the Picklebottoms feel about Elvis?

- a. sad
- b. worried
- c. angry

Question 4 (for p. 3 of passage)

Where is Elvis? Use the text and the picture to answer the question.

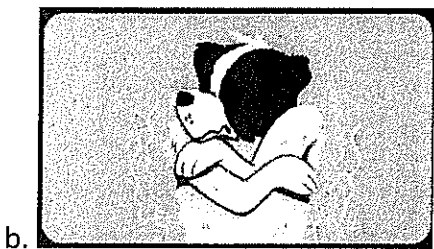


- a. in a forest
- b. in a yard

- c. in a park

Question 5 (for p. 3 of passage)

How is Elvis acting in this part of the story?



Question 6 (for p. 4 of passage)

What did Elvis do last week?

- a. He sat on a lap.
- b. He wore a blanket.
- c. He pranced around.

Question 7 (for p. 5 of passage)

Which animal is Elvis acting like now? Complete the sentence.

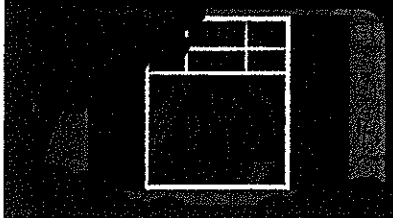
Elvis is acting like a _____.

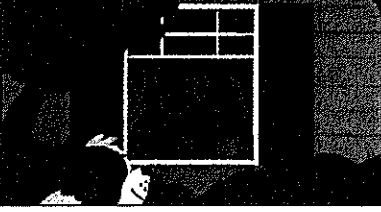
- a. bird
- b. horse

c. dog

Question 8 (for p. 5 of passage)

Look at what happens first and next in the story. Choose the event that happens last.

 First	 Next	 Last
		

- a. 
- b. 
- c. 

Asking Questions

A **key detail** is an important piece of information. Asking and answering questions can help you find key details.

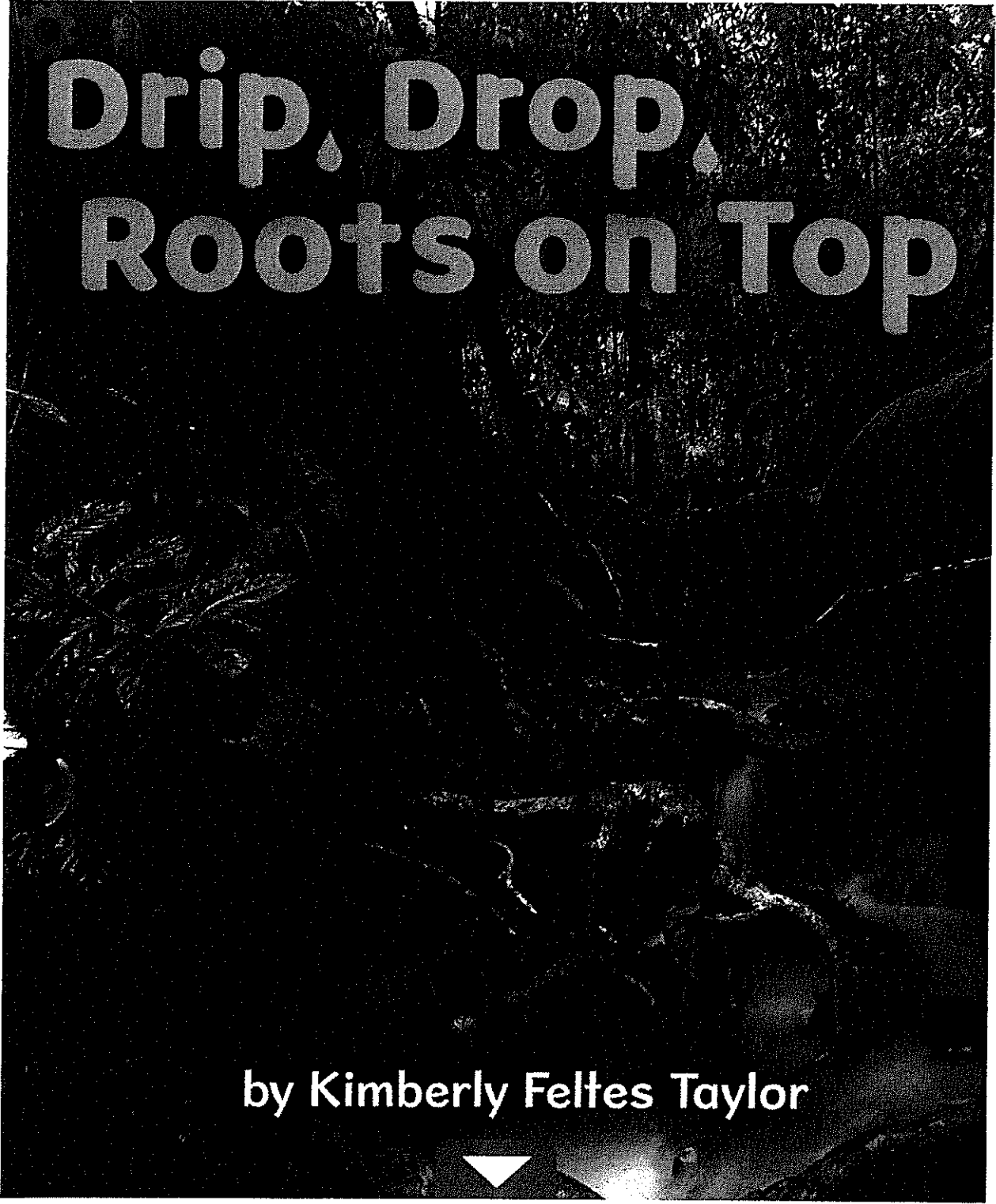


Here is how you find key details:

- ▶ Ask a question. Begin the question with one of these words:

Who	What	When
Where	Why	How
- ▶ Look for the answer to your question. You can find it in the words or in the text features.

When you ask questions about what you read, answering your questions helps you understand the text.



Drip, Drop, Roots on Top

by Kimberly Feltés Taylor



You are in a rainforest. The air is warm.
Rain falls hard and fast. Soon, the rain stops.
But the air still feels wet. Will it rain again? Yes,
it will. This is life in the rainforest.



A rainy day in a rainforest





Drip Tips and Raincoats

Have you ever been soaked by the rain?
Your clothes get wet. You need to dry off!

Plants need to dry off, too. Plants can die if they get too much rain. Drip tips can help. A drip tip is a pointy end on a leaf. Rain drips off the pointy part. The leaf dries off.



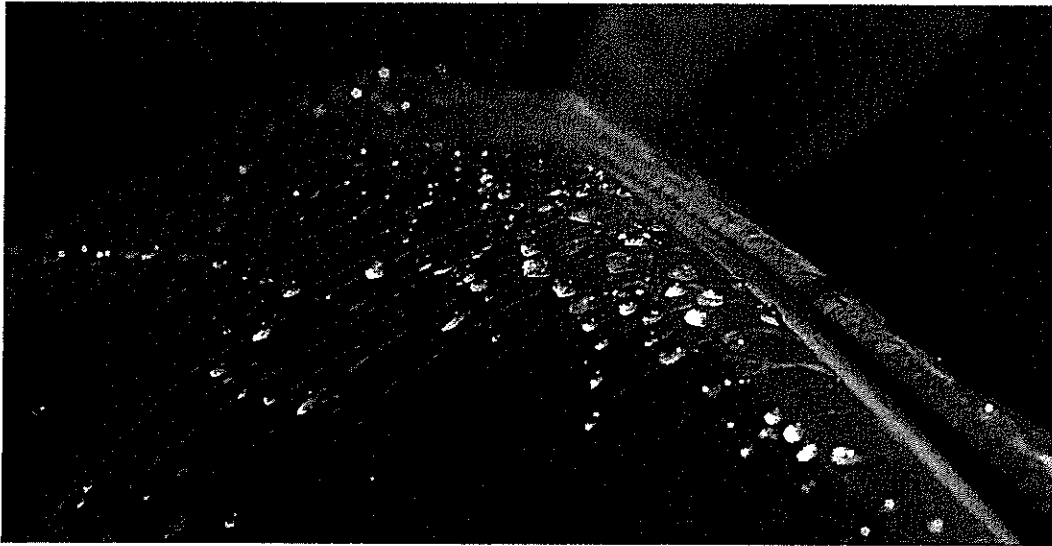
Leaves with pointy drip tips





You can wear a raincoat to stay dry. Some plant leaves make a waxy coating. This coating is like a raincoat. It stops water from soaking into the leaf.

Splat, splat, splat! Rain falls. The drops roll across the smooth, shiny coating. They slip and slide off the leaf. The leaf dries off.



Raindrops rolling off a waxy coating

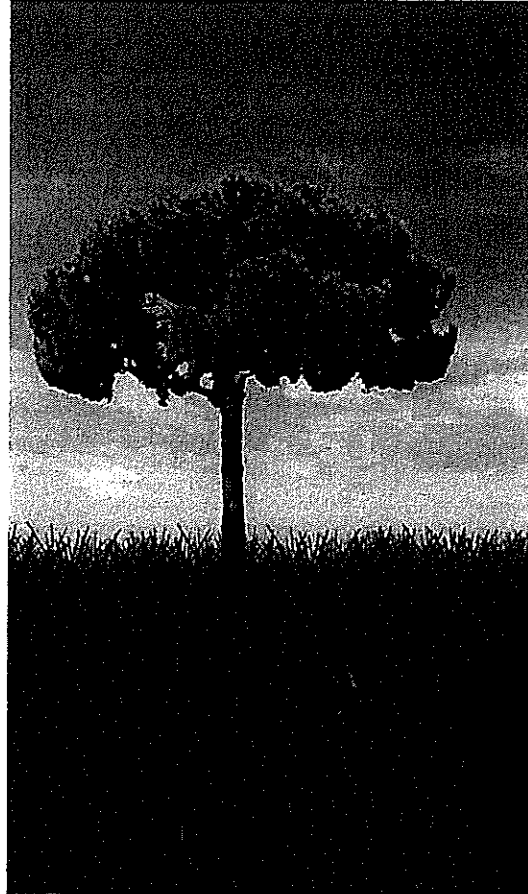




Roots Get Food

Many plants have roots below the ground. The roots grow far down. They are hard to see.

The roots absorb, or soak up, food from the soil. The food is from dead plants and insects. The dead things fall apart and sink deep into the soil.



Roots below ground



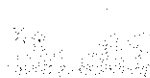


In a rainforest, roots peek out of the dirt. Some roots even stay above the ground. Why?

Roots stay on or near the top because the food is there. Dead plants and bugs wash away before they can sink into the soil. Roots need to stay on top of the soil to absorb this food.



Roots above ground





Trees and plants live with a lot of rain in the rainforest. Plants stay dry with drip tips and waxy coatings. Roots soak up food before it washes away. Plants and trees survive in their rainy, rainforest home.

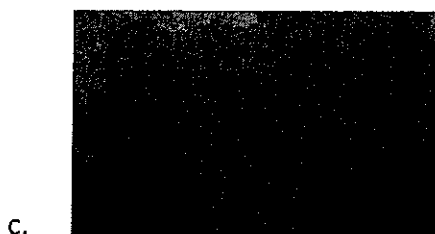


Plants and trees in a rainforest



Question 1 (for p. 1 of passage)

Which picture shows what the weather is like in a rainforest?



Question 2 (for p. 2 of passage)

Which sentence tells how drip tips help a plant?

- a. Drip tips help rain soak the leaf.
- b. Drip tips are pointy ends of the leaf.
- c. Drip tips help water fall off the leaf.

Question 3 (for p. 3 of passage)

How do a leaf's coating and tip help the plant survive in the rain?

- a. They dry off the plant.
- b. They slip and slide off the leaf.
- c. They stop rain from falling on the plant.

Question 4 (for p. 4 of passage)

What does the word **absorb** mean?

- a. fall apart
- b. grow down
- c. take in

Question 5 (for p. 5 of passage)

Why do roots grow above the ground in the rainforest? Complete the sentence.

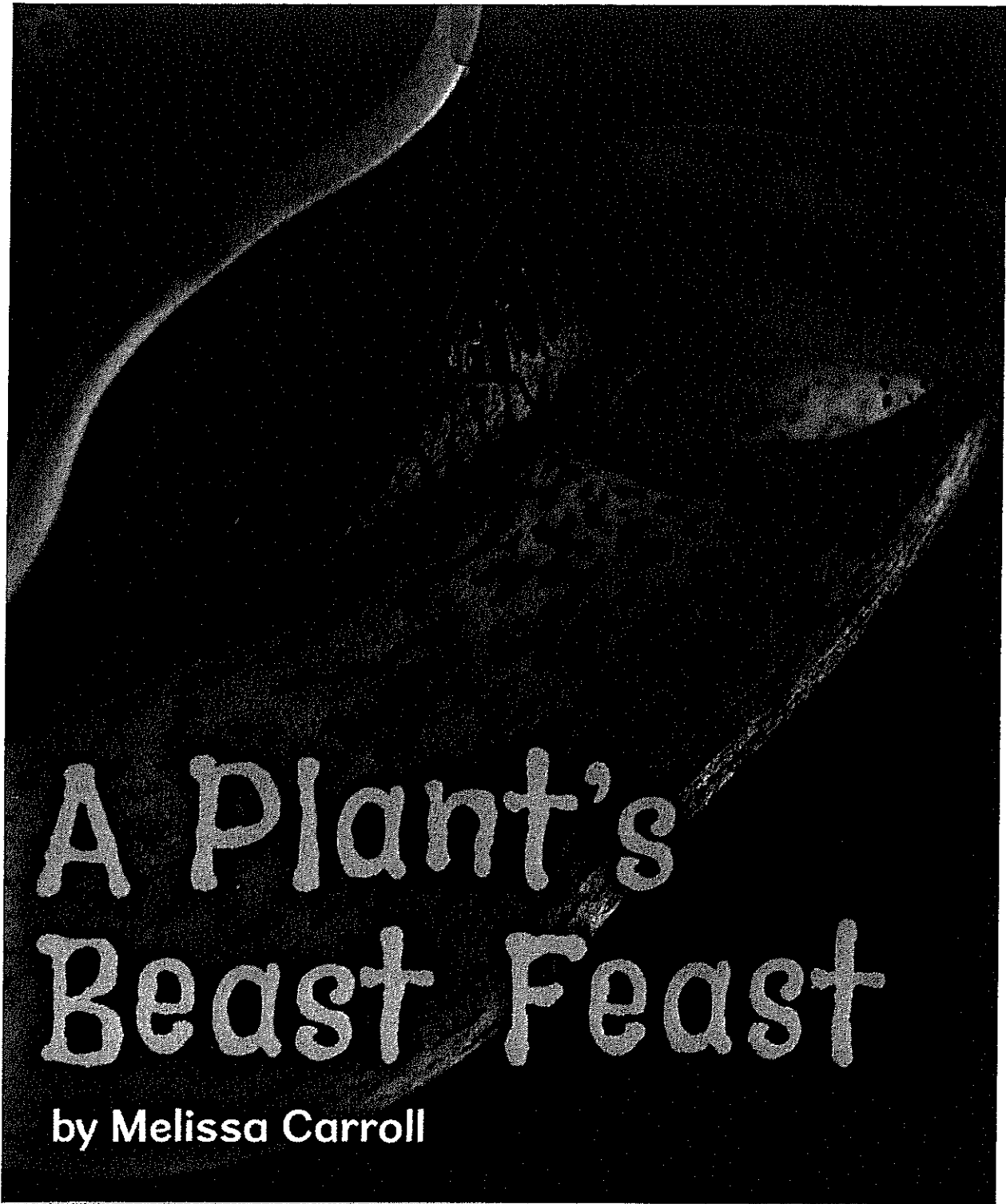
Roots above the ground can get food before _____ moves it away.

- a. the soil
- b. a forest
- c. the rain

Question 6 (for p. 6 of passage)

How do roots on top help a plant survive in the rain?

- a. They get food deep in the soil.
- b. They wash away with the rain.
- c. They absorb food on the ground.

A dark, grainy, black and white photograph of a plant stem, possibly a corn cob, with a small insect, likely a grasshopper or cricket, perched on it. The image is high-contrast and has a textured, almost stippled appearance.

A Plant's Beast Feast

by Melissa Carroll



Many animals eat plants. And guess what?
Some plants eat animals! The pitcher plant
does this. It kills and eats bugs for food.

This plant lives in warm, rainy forests.
It has a leaf that is shaped like a pitcher. The
plant catches bugs in this special leaf.



Colorful leaves with a pitcher shape





Bringing in Bugs

Pitcher plants get bugs to come to them. The plants can be orange, pink, or red. Bugs like bright colors. They go to the plants because these colors attract them.



Ant on a bright plant





Some pitcher plants are dark green or brown. These plants have a different way to bring in bugs. The plants have a smell. Bugs follow the smell. They go to the plant.



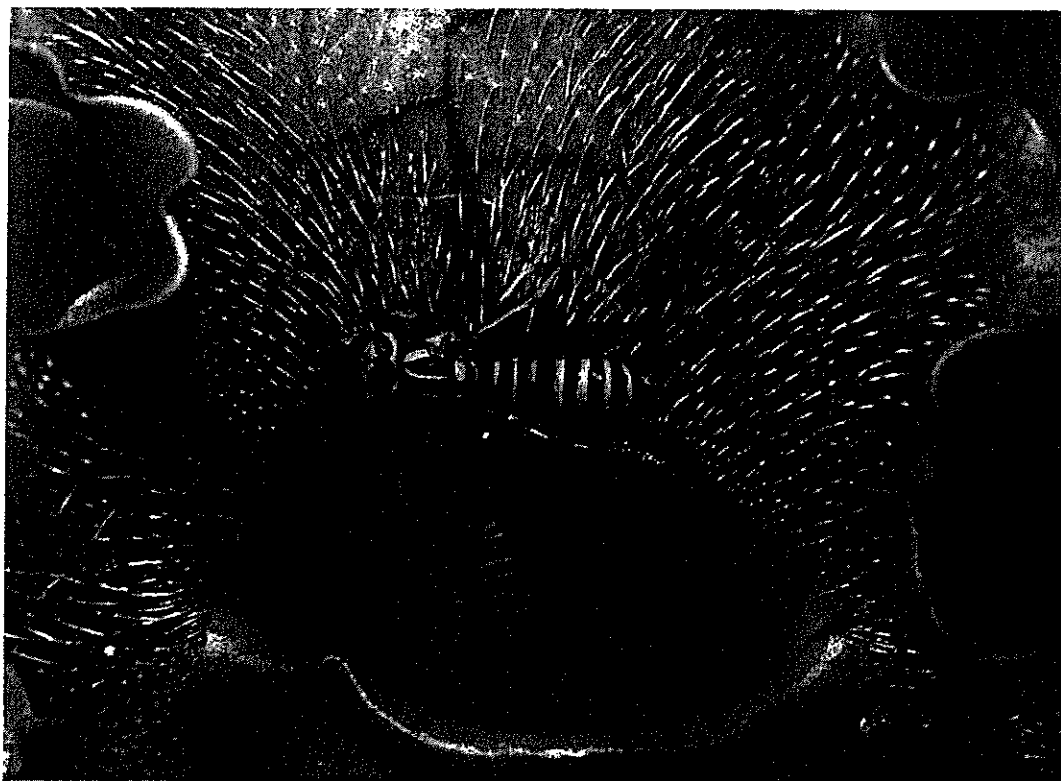
Fly on a smelly pitcher plant





Eating Bugs

The bug lands on the plant. Pitcher plants have a special outside. The bug cannot hold on tight. It goes down inside the plant.

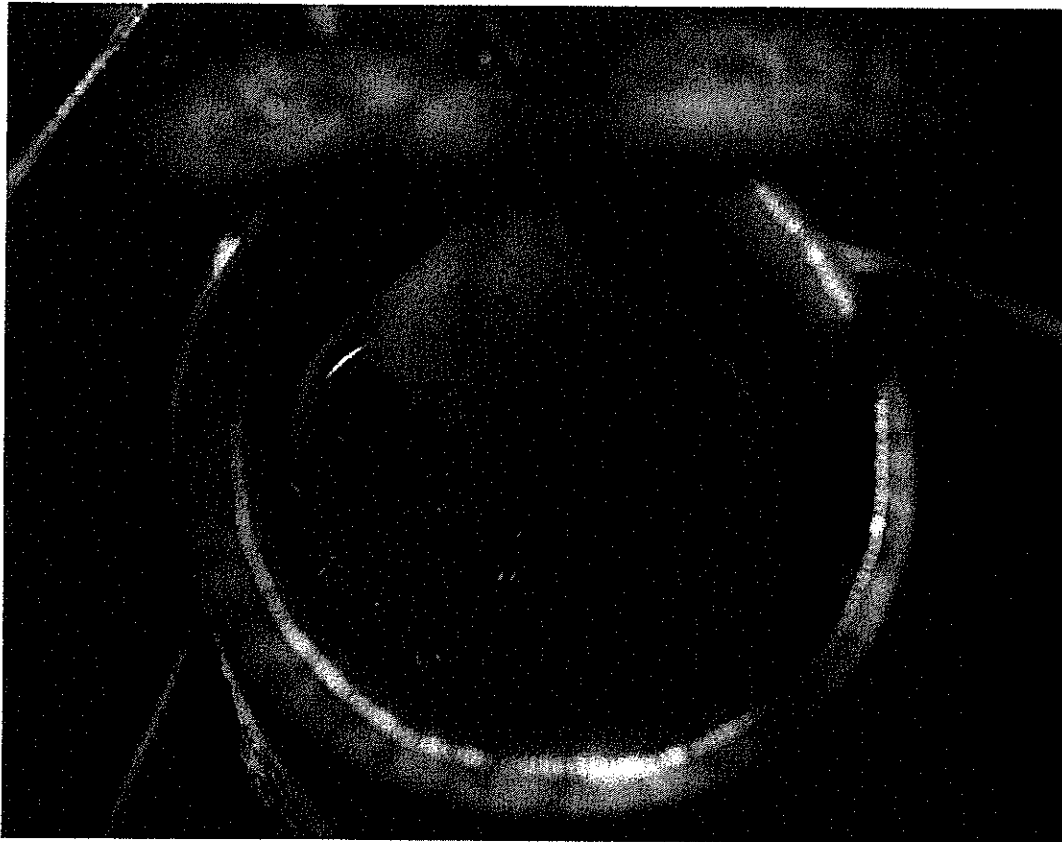


Bug slipping into a pitcher plant





The plant is wet inside. It is so wet that the bug falls apart. It breaks into little bits. The plant takes in these parts of the bug. That is how a pitcher plant eats a bug.

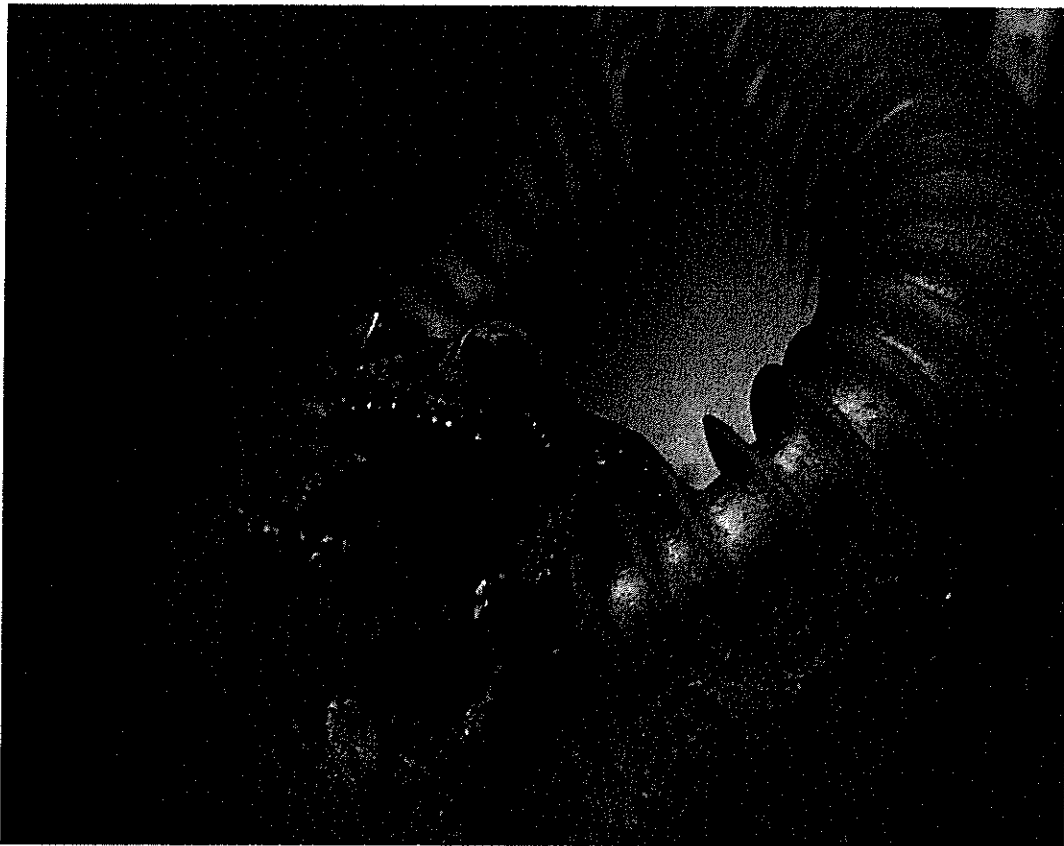


Bugs in the wet inside of a pitcher plant





A mouse or a frog can fall into a pitcher plant, too. The plant eats the animal, just like it eats a bug. A pitcher plant is always ready for its next meal.



Frog in a pitcher plant



Question 1 (for p. 1 of passage)

What does a pitcher plant do with bugs?

- a. It feeds them to animals.
- b. It gives them a special leaf.
- c. It catches and eats them.

Question 2 (for p. 2 of passage)

Why do bugs like pitcher plants?

- a. The plants have bright colors.
- b. The plants come to the bugs.
- c. The plants have ants on them.

Question 3 (for p. 3 of passage)

How do brown and green pitcher plants bring in bugs? Complete the sentence.

Bugs like the _____ of the pitcher plants.

- a. smell
- b. shape
- c. feel

Question 4 (for p. 4 of passage)

What happens when bugs sit on the plant?

- a. They fall down.
- b. They land nicely.
- c. They walk in.

Question 5 (for p. 5 of passage)

What happens after a bug falls into a pitcher plant?

- a. It makes the plant wet.
- b. It drinks.
- c. It breaks up.

Question 6 (for p. 5 of passage)

How does the pitcher plant eat a bug? Complete the sentence.

The plant _____ little bits of the bug.

- a. mixes with
- b. takes in
- c. bites into

Question 7 (for p. 6 of passage)

Which other animal might a pitcher plant eat?

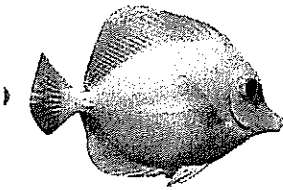
a.



b.



c.



Question 8 (for p. 6 of passage)

How does the pitcher plant get food?

- a. It catches bugs.
- b. It chases bugs.
- c. It falls on bugs.

Greedy Fawn Makes the Mush



Every day, Greedy Fawn ate chestnut mush.
Only his mother knew how to make it.

She boiled water in her biggest kettle. She
sprinkled in a bit of chestnut. She stirred the
pot two times. The mush bubbled up.

Then Mother hit the pot with a stick. The
mush dropped down. It was ready to eat.





One day, Greedy Fawn's parents were going for a walk. His mother said, "Greedy Fawn, do not make a fire while we are gone."

Then his parents left.





Greedy Fawn's stomach rumbled. He made a fire and boiled water. He sprinkled chestnut into the pot. Then he sprinkled in even more.

"More chestnut will be better," he said.

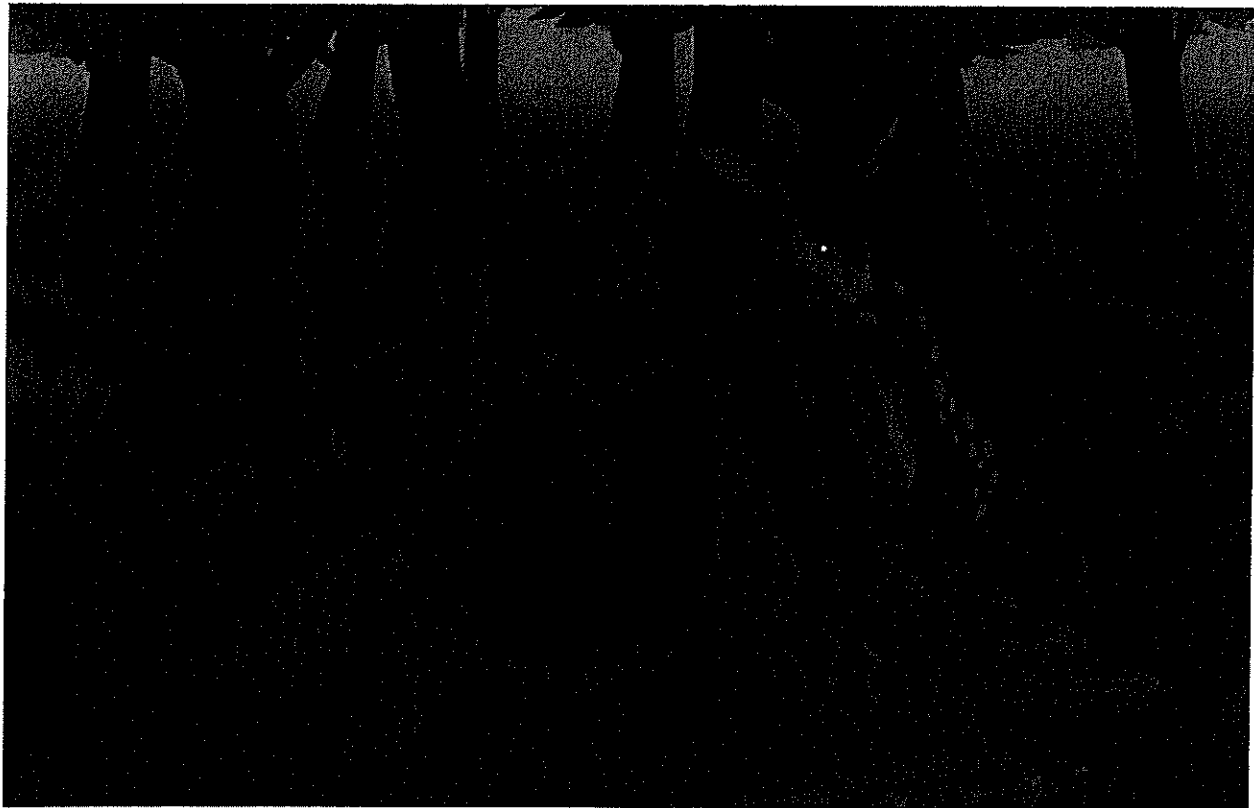




Greedy Fawn stirred the mush. He stirred it two times. Then he stirred it ten times.

“More stirring will be better,” he thought.

The mush boiled and grew. It flowed out of the pot, faster and faster. Soon Greedy Fawn was deep in mush!





Greedy Fawn jumped around, trying to get away from the mush. He jumped on a stick. The stick hit the pot. The mush stopped growing!

Greedy Fawn was so tired! He fell down into a heap of mush.

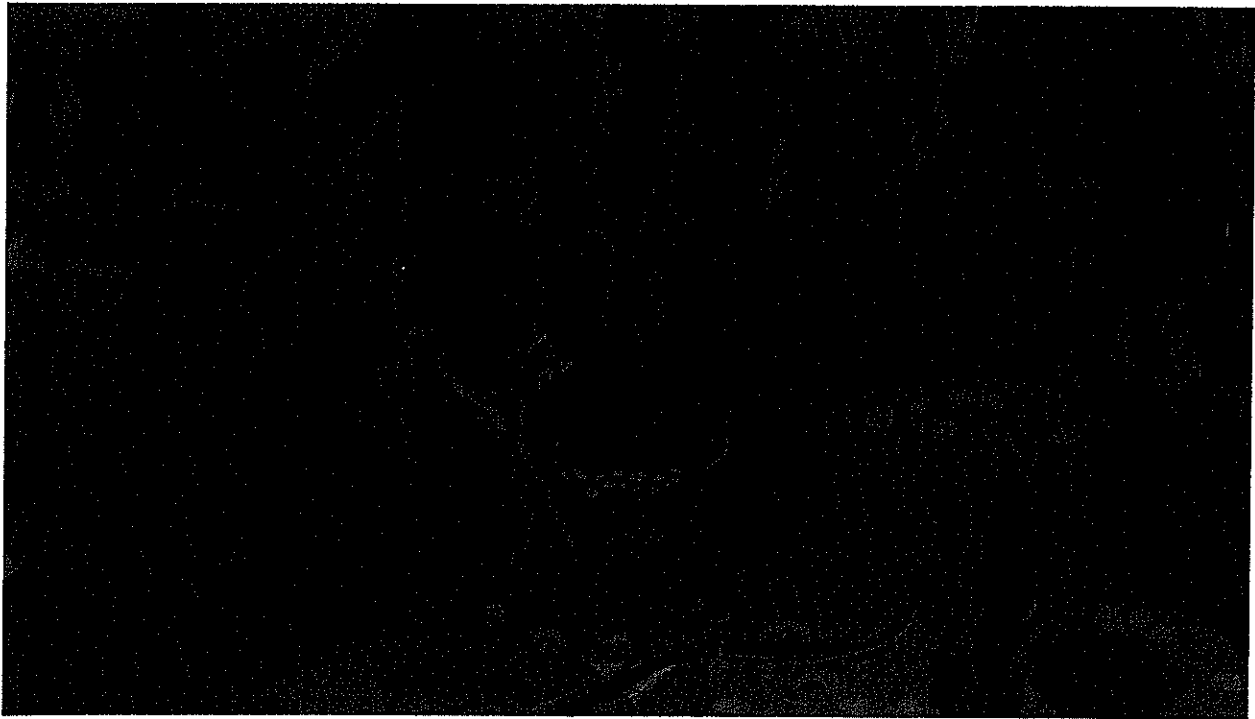




Greedy Fawn's parents returned. They helped him get out of the mush.

"Do you have enough mush now?" his mother asked.

"I don't want any of it," Greedy Fawn said.
"There is too much mush. Now I know that more is not always better."





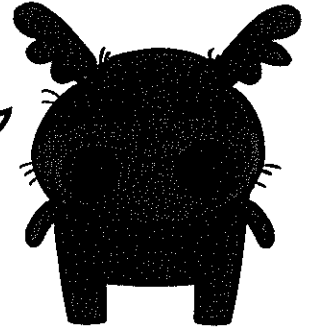
Draw or write.

A large, empty rectangular box with a thick, dark border, intended for a student to draw or write their response.

Listen and Learn

Describing Characters

A **character** is a person or lifelike animal in a story. You can learn about characters by thinking about what they say and do.



Here are some questions you can ask about characters:

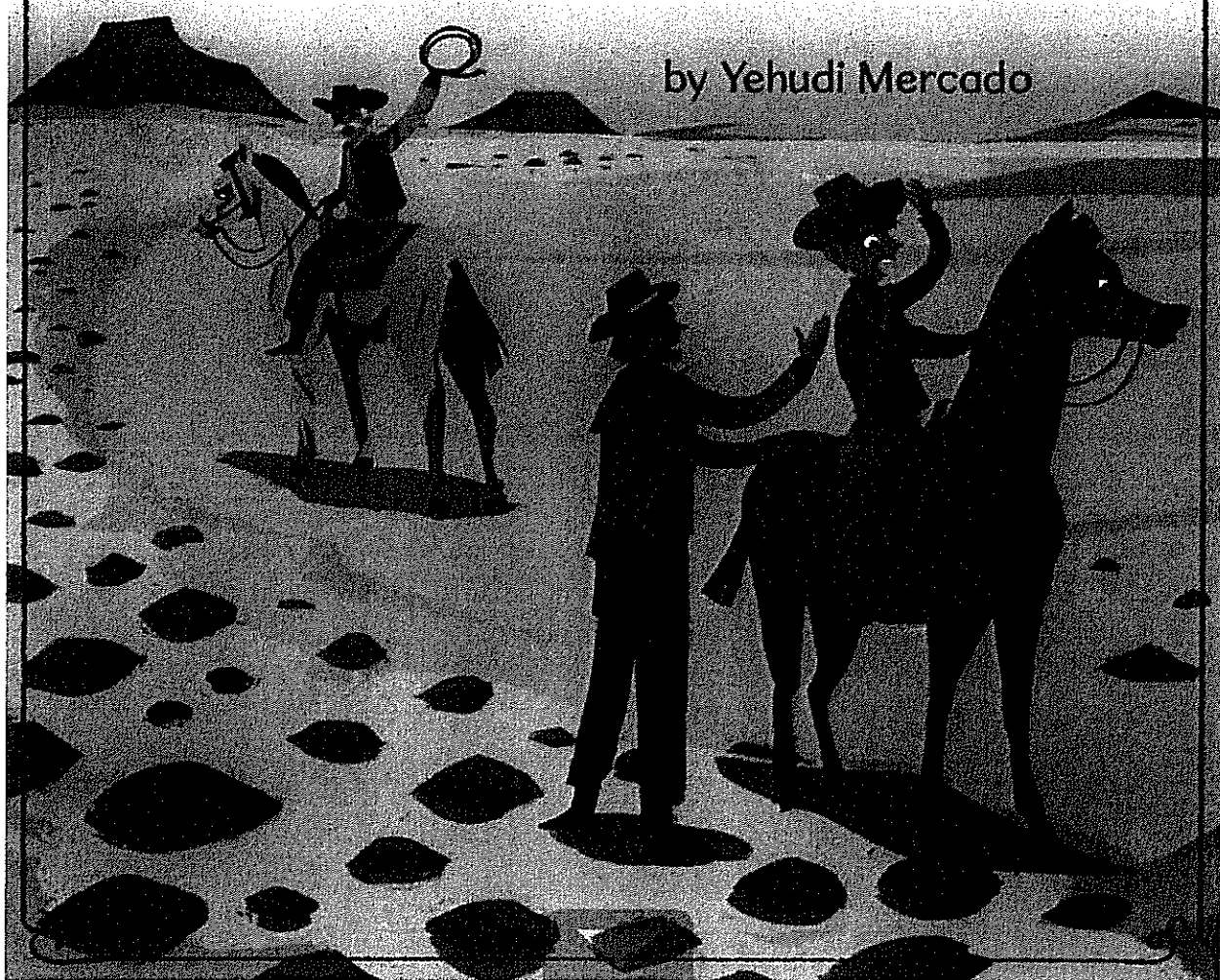
- ▶ What does the character say?
- ▶ What does the character do?
- ▶ How does the character feel?

Asking these questions helps us learn more about the characters.

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.

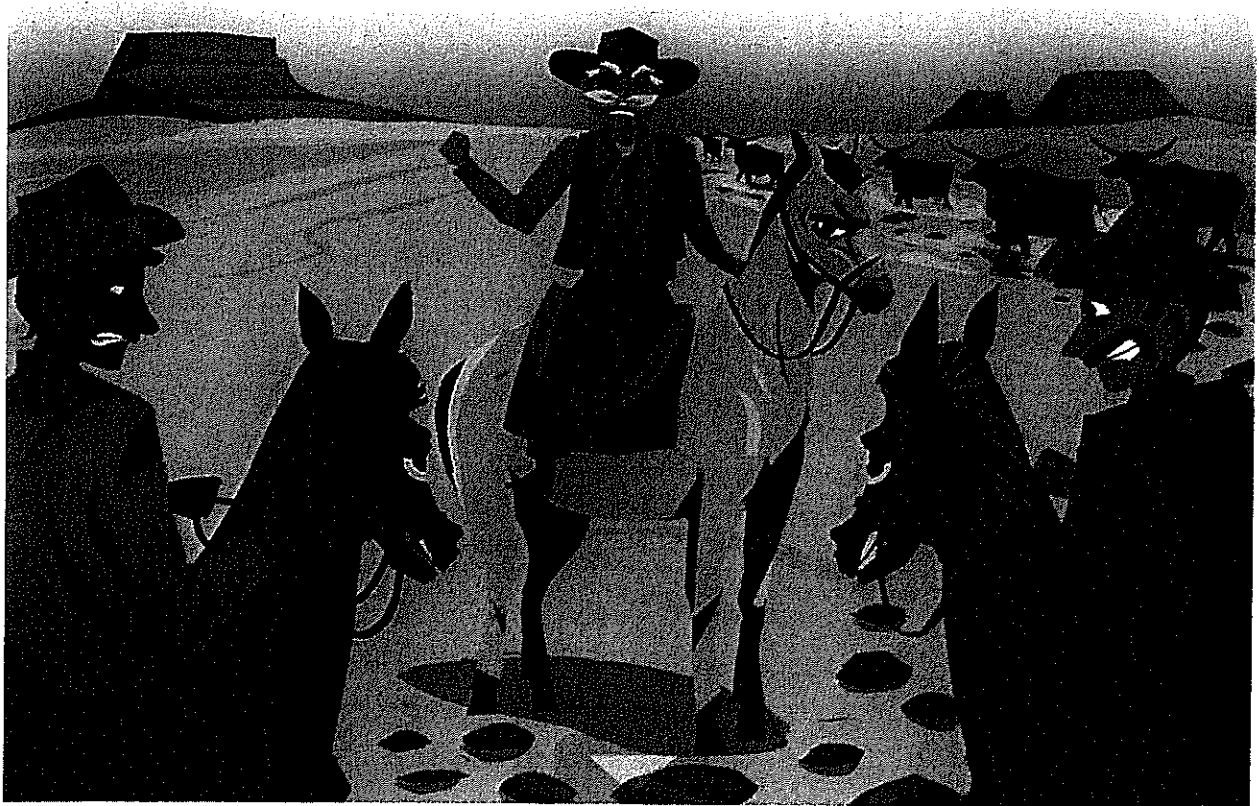
Cowboys are leading five hundred cows along a rocky trail. They have been traveling on the path for weeks. But they still have a long way to go.





“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.

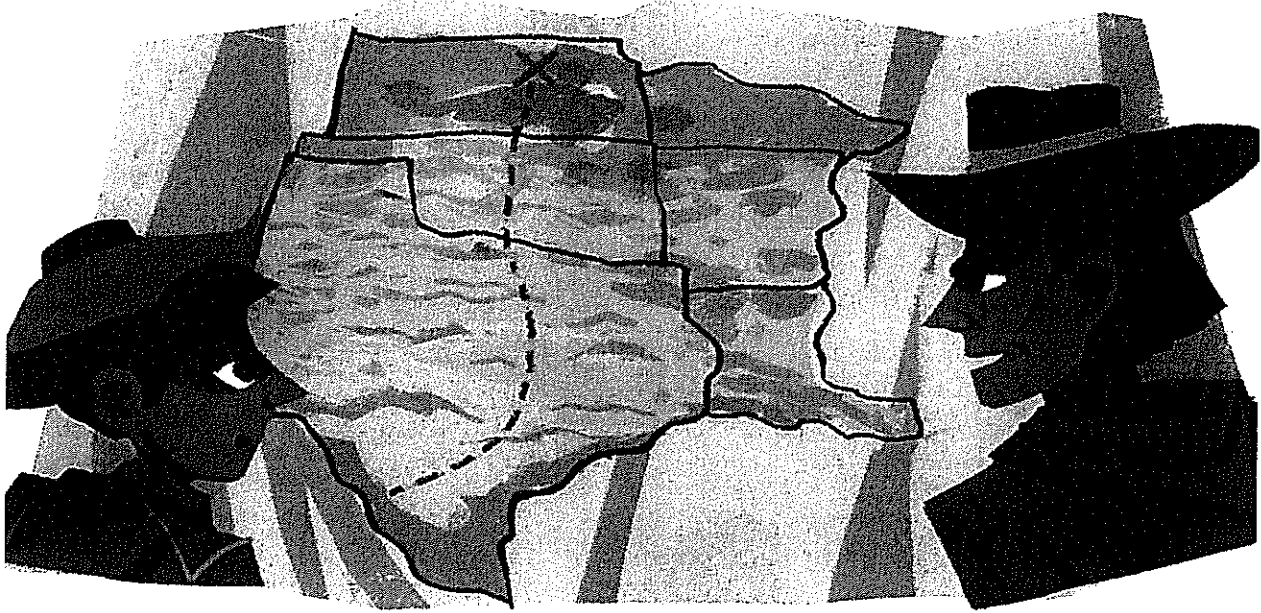
“It’s Zeb’s map,” says Wayne. He points at a cowboy behind him.

“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.

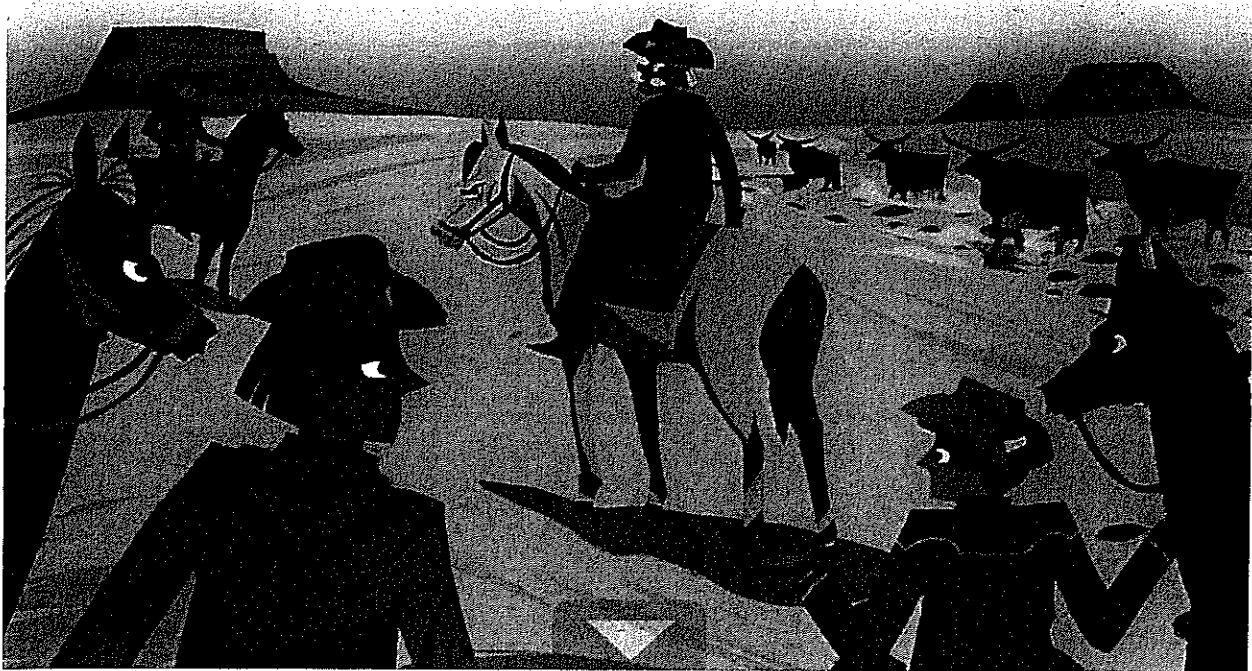


“Quiet!” the trail boss yells. He glares at Wayne with one angry eye.

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)

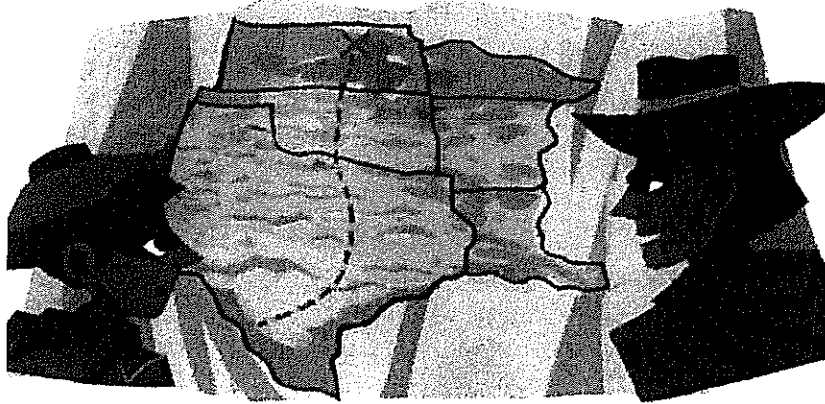
What does Zeb have that the cowboys need? Complete the sentence.

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.

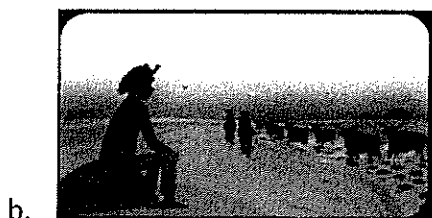
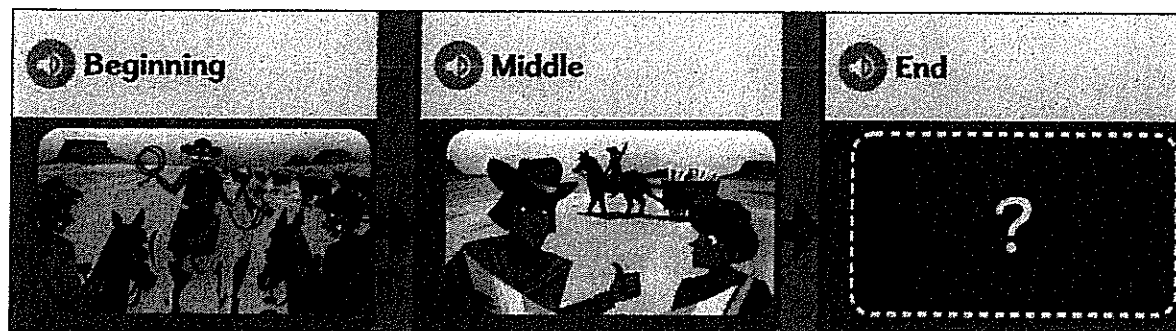
"ARE WE THERE YET!" shouts Wayne.

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

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

Question 7 (for p. 7 of passage)

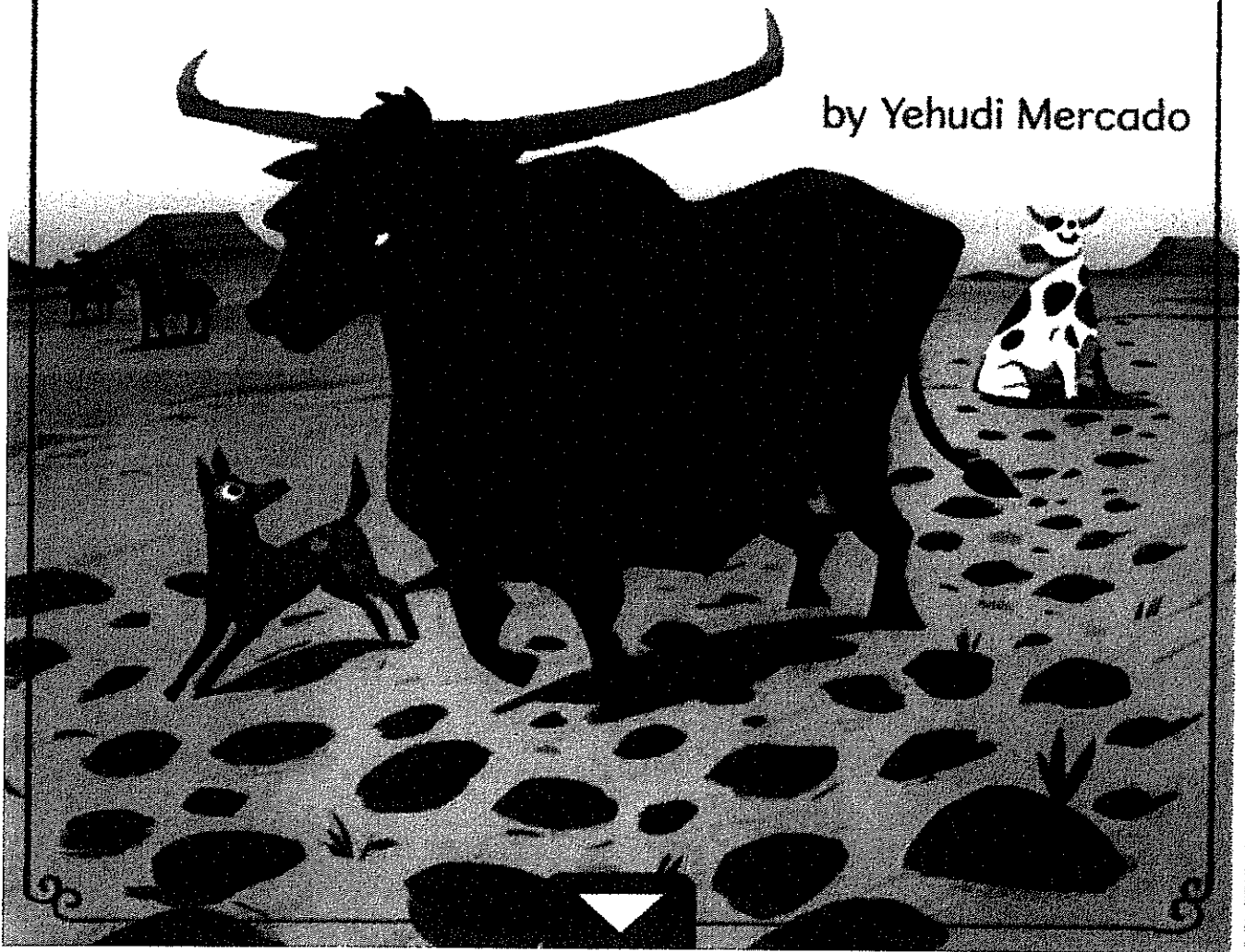
Look at what happens in the beginning and middle of the story. What happens at the end?
Choose the picture.



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.



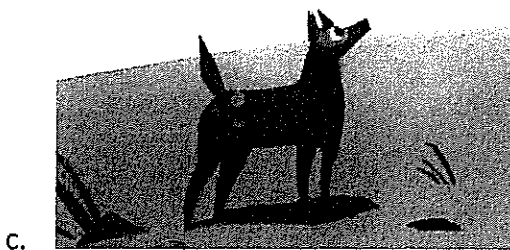
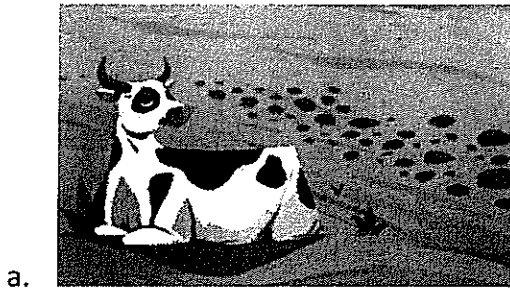
Question 1 (for p. 1 of passage)

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.

