

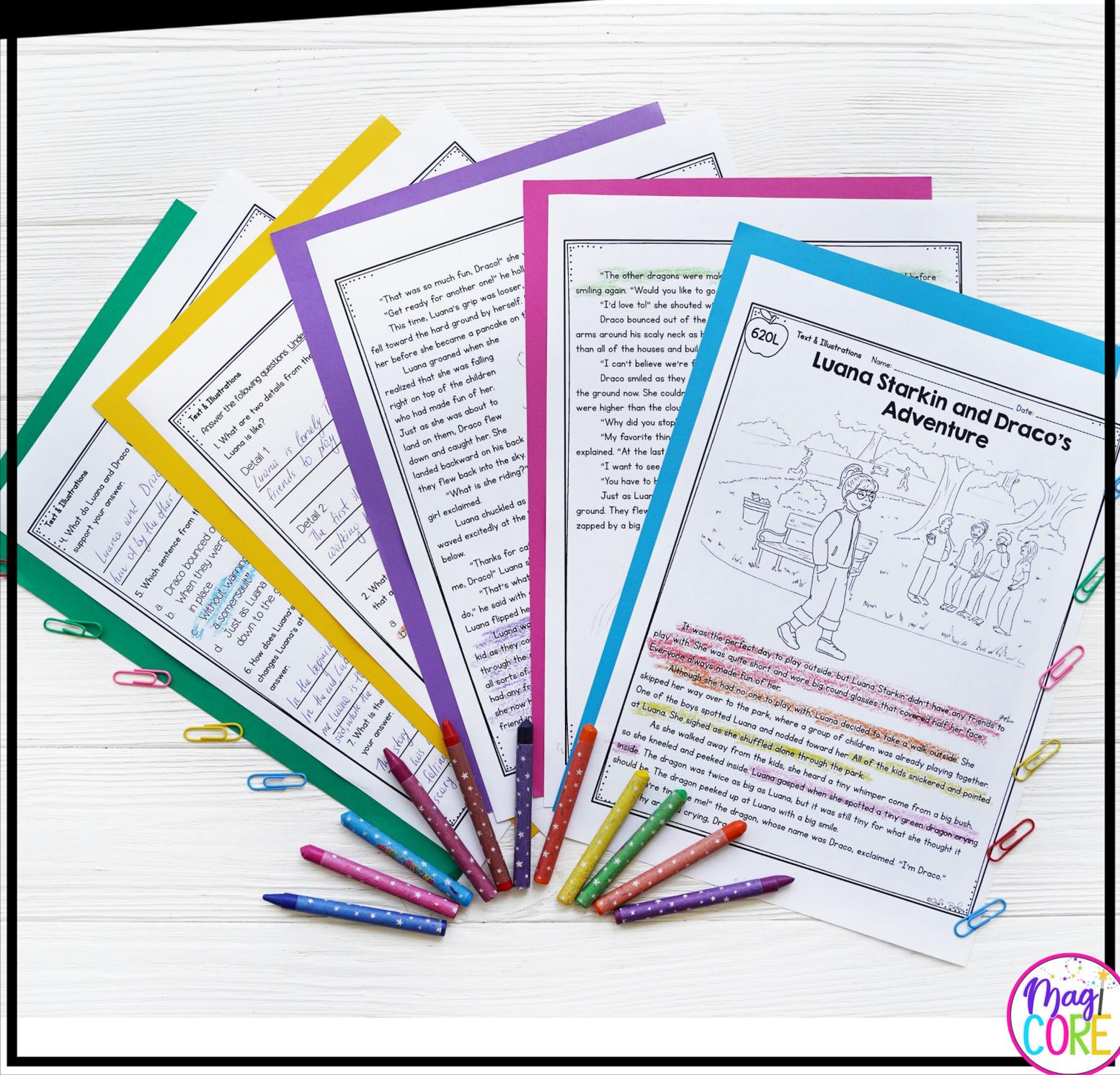
FICTION

2ND & 3RD GRADE

RL.2.7 / 3.7

ILLUSTRATIONS

and words



Text 1 Illustrations
 Answer the following questions using evidence from the text.

1. What are two details from the text that support your answer?
Luana is lonely. Friends to play.

2. Which sentence from the text best describes Luana's personality?
Luana was a kid as they could do anything.

3. How does Luana's personality change Luana's actions?
In the beginning she was alone and now she has friends.

"That was so much fun, Draco!" she smiled again. "Would you like to go with me?"

"I'd love to!" she shouted with a big smile. Draco bounced out of the house and ran his arms around his scaly neck as he hugged Luana. He was taller than all of the houses and buildings in the town.

"I can't believe we're flying together!" Draco smiled as they flew through the air. The ground now was just a tiny speck below them. "My favorite thing is flying," Luana explained. "At the last time we flew together, I wanted to see the world from above. Just as Luana was about to land on the ground, they were zapped by a big flash of light.

"The other dragons were making a noise," Draco explained. "I can't believe we're flying together!" Draco smiled as they flew through the air. The ground now was just a tiny speck below them. "My favorite thing is flying," Luana explained. "At the last time we flew together, I wanted to see the world from above. Just as Luana was about to land on the ground, they were zapped by a big flash of light.

620L Text & Illustrations Name: _____ Date: _____

Luana Starkin and Draco's Adventure

It was the perfect day to play outside, but Luana Starkin didn't have any friends to play with. She was quite short and wore big round glasses that covered half her face. Everyone always made fun of her. Although she had no one to play with, Luana decided to take a walk outside. She skipped her way over to the park, where a group of children was already playing together. One of the boys spotted Luana and nodded toward her. All of the kids snickered and pointed at Luana. She sighed as she shuffled alone through the park. As she walked away from the kids, she heard a tiny whimper come from a big bush. The dragon peeked inside Luana's glasses, but it was still tiny for what she thought it should be. The dragon peeked up at Luana, but it was still tiny for what she thought it should be. "Hi there, Luana!" the dragon, whose name was Draco, exclaimed. "I'm Draco."



WHAT'S INCLUDED?

TEN 2nd & 3rd Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & TWO assessments!

- Aligned with 2nd & 3rd Grade Lexile Levels
- Includes an Understanding Text & Illustrations Anchor Chart/Journal Page
- Students can highlight the text for easy comprehension

Created
with
**GOOGLE
SLIDES**

ILLUSTRATIONS & WORDS

2nd & 3rd grade

*This product includes 12 Lexile[®] leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420-820).

Table of Contents:

1. Understanding Text & Illustrations Anchor Chart/ Journal Page
2. Leelah's New Home- 520L
3. The Case of the Missing Class Pet- 530L
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12. Test
 - William Jackson's Invisibility Laser- 640L
 - Willow and the Swimming Pool- 640L

The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

CLICK [HERE](#) TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.



FICTION PASSAGES

520L

Text & Illustrations Name: _____ Date: _____

Leelah's New Home



Leelah is a Bichon Frise. She has very fluffy, white fur and big, dark eyes. Leelah lives with her mother, brother, and sister. Unlike her brother and sister, she is a very shy dog. When people come to look at them, she shies away from them.

"You must be brave," says her mother, "or you're never going to get a home!"

"I like it here," says Leelah, "with you, Momma."

Leelah's mother shakes her head. "You must find another home, Leelah. All good puppies find a home of their own."

No matter how many times Leelah's mother tells her this, the young puppy refuses to be brave. She doesn't want to meet strangers! She doesn't want them to pet her soft, white fur!

Leelah and her family live across the street from Lacey's Pet Shop. One winter day, Leelah is bundled up by her owner and swept across the street to the pet shop.

There is a hustle and bustle of motion and words. Leelah tries hard not to be scared, but she can't help cowering in fright.

"Don't leave me here," she says. "Please, I'll let them pet me! I'll be brave!"

Her owner just pets Leelah on the head and tells her, "Be a good girl. I'm sure you're going to have a home soon."

Lacey's Pet Shop is very big. Leelah is given a crate all to herself with plenty of room to run around and play. However, the problem is that she doesn't want to play. She feels like sleeping, sniffing, and missing her home.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

After reading, students type their answers in the text boxes using text evidence.

Text & Illustrations

Answer the following questions. Underline the text evidence in the color shown.

1. What are two details from the illustrations and story that help you understand what Leelah is like? 

Detail 1:

Students type their answers right in the text box.

Detail 2:

2. Which sentence(s) from the story tells a detail that is shown in the first illustration? 

a. Leelah and her family live across the street from Lacey's Pet Shop.

b. "Don't leave me here," she says. "Please, I'll let them pet me! I'll be brave!"

c. Leelah lives with her mother, brother, and sister. Unlike her brother and sister, she is a very shy dog.

d. There is a hustle and bustle of motion and words. Leelah tries hard not to be scared, but she can't help cowering in fright.

3. What is the mood at the beginning of the story? Use details from the story and illustrations to support your answer. 

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ASSESSMENTS

Color coded highlighting can also be done on the assessments!

640L Text & Illustrations Name: _____ Date: _____
Test: William Jackson's Invisibility Laser

640L Text & Illustrations Name: _____ Date: _____
Test: Willow and the Swimming Pool



One warm summer morning, all of the children in Bloomsdale Crest were having fun in the outdoor swimming pool. **Everyone was splashing about in the water, except for one red-haired girl.** Willow Martin sat on the edge of the pool with her feet in the water. Her best friend, Jackie Thompson, swam around her feet.

"Come on, Willow. Join me in the water. It's so much fun," Jackie said, but Willow just shook her head. "Are you okay if I swim alone for a little while?" Jackie asked.

"Of course that's okay, Jackie. Go have fun," Willow said, much to her relief.

Willow watched as her friend held her breath and dove underwater. Willow wanted to join her friend in the pool, but **she was afraid of swimming.**

Jackie looked like a little mermaid as she swam between everyone in the pool. She flipped onto her back and even performed somersaults underwater. **Willow wished she could be like her friend.** Jackie made swimmers look like they were having fun, but **Willow was still scared to try it.** Instead, she continued to play water tag with a couple of other kids.

Text & Illustrations

Answer the following questions. Underline the text evidence in the color shown.

8. What are two details from the illustrations and story that help you understand how Willow feels about swimming? 

Detail 1:

Students type their answers right in the text box.

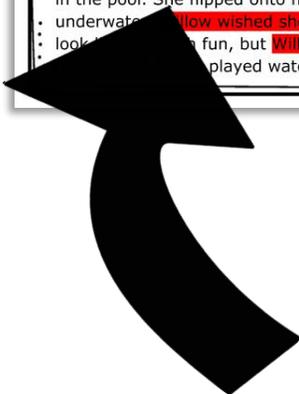
Detail 2:

9. Which sentence(s) from the story tells a detail that is shown in the first illustration? 

- a. She flipped onto her back and even performed somersaults underwater.
- b. She walked over to the short steps that led into the pool and stood on the first step.
- c. Jackie noticed that her best friend looked sad, so she swam over to see what was wrong.
- d. Willow watched as her friend held her breath and dove underwater. She wanted to join her friend in the pool, but she was afraid of swimming.

10. Why does Willow decide to try to go into the pool? Use evidence from the text and illustrations to support your answer. 

Blank text box for answer to question 10.



This resource also includes TWO tests for student assessment.

ILLUSTRATIONS & WORDS

2nd & 3rd grade

*This product includes 12 Lexile[®] leveled passages in the 2nd-3rd Grade Common Core Text Complexity Band (the range for 2nd-3rd grade is 420-820).

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 - Willow and the Swimming Pool- 640L



WHAT IS INCLUDED?

Anchor chart to help you teach and for students to reference

RL.2.7/37 **Understanding Text & Illustrations**

The characters are the people or animals in a story. 

The setting is where and when the story takes place. 

The plot is the main events in a story. 

The mood is the feeling of the story. 

ASK YOURSELF:

- What do the words tell you about the characters, setting, and plot?
- What mood do the words create?
- How do the illustrations add to what you know about the characters, setting, and plot?
- What mood do the illustrations create?

10 2nd & 3rd grade leveled passages that increase in difficulty

- Engaging illustrations

Multiple choice and short response questions

- Requires students to find text evidence.
- Variety of standards
- With and without Common Core Standards

Assessment

- Two stories
- Same format as practice worksheets

RL.2.7/37 - Text & Illustrations Name: _____ Date: _____

Level: 570

The Haircut Blunder

It was a regular Saturday afternoon. I was home with my dad while my mom and my sister were out shopping. My dad really wanted to sit down and watch a basketball game on TV. He was all set in his comfy chair, chomping on a huge bowl of buttered popcorn. I quickly became bored.

"What can I do? I hate watching basketball." I thought to myself.

After some time, I came up with an idea. I really wanted to be a hairdresser, so I could practice by cutting my hair! My mom would never find out since she was gone. My dad probably would never notice since he was so wrapped up in the basketball game.

"Hey Dad, can you bring me some scissors?" I asked innocently from the kitchen.

"Sure, sweetie." Dad replied and brought me a pair of scissors.

"Can you bring me a wastebasket?" I requested next.

"Of course I can," Dad replied, probably assuming that I was going to work on a craft.

Once I had my tools, I got right to work snipping away at my bangs.

"Hey, this is pretty easy," I thought to myself as I continued to snip at my long locks.

When I was finished, I leaned up my mess I had made. I roared upstairs to look at my work in my mom's big mirror. When I spotted myself in the mirror, my jaw dropped to the floor.

"Ohhh no!" I gasped. "Mom is going to be so mad!"

1. What are two details Julie is like?

Detail 1: _____

Detail 2: _____

2. Which sentences from the story tell a detail?

- "Ohhh noo!" I gasped. "Mom is going to be so mad!"
- When I spotted myself in the mirror, my jaw dropped to the floor.
- "Hey, Dad, can you bring me some scissors?" I asked innocently from the kitchen.
- "Hey, this is pretty easy," I thought to myself as I continued to snip at my long locks.

3. How does Julie feel when she begins to cut her hair? Use details from the story and illustrations to support your answer.

4. Which sentence from the story best supports the third illustration?

- My mom dashed up the stairs and entered my room.
- My mom and sister glanced at each other and giggled.
- "Julie, why did you cut your hair! What a mess!" Mom exclaimed.
- "Oh my! What did you do to yourself?" my sister gasped. "Mom, come quick! Julie cut her hair!"

5. What is the mood at the end of the story? Use details from the story and illustrations to support your answer.

RL.2.7/37 - Text & Illustrations Name: _____ Date: _____

Test: Willow and the Swimming Pool

On a summer morning, all of the children in Bloomsdale Crescent were having fun at the swimming pool. Everyone was splashing about in the water, except for one little girl named Willow. Willow Martin sat on the edge of the pool with her feet in the water. Her friend Jackie Thompson swam around near her feet.

"Are you okay if I swim alone for a little bit?" Jackie asked. Willow said, "That's okay, Jackie. Go have fun." Jackie insisted, but Willow said, "No, that's okay, Jackie. Go have fun." Willow said, much to Jackie's relief, "I'll be right there." Jackie held her breath and dove underwater. She wanted to join in like a little mermaid as she swam.

1. What is the setting of the story? Use details from the text and illustration to support your answer.

2. What is the mood of the story? Use details from the text and illustration to support your answer.

3. How does Willow feel when she is alone in the pool? Use details from the text and illustration to support your answer.

4. How does Willow feel when Jackie comes back? Use details from the text and illustration to support your answer.

RL.2.7/37 - Text & Illustrations Name: _____ Date: _____

William Jackson's Invisibility Laser

William Jackson didn't like staying in his neighborhood. He loved exploring so many exciting things. One day, he went across the small forest he had just moved to. He saw the same trees and animals as he had seen in his old neighborhood. He was new and excited about the possibilities of the forest.

William stumbled face first on the muddy ground. He was buried under a fallen log. "I was buried under a fallen log!" he thought. He was full of odd devices he'd found in the forest.

William stroled over to a device that looked like a water gun. The label read "Invisibility Laser".

William pressed the button. He felt a tingling sensation in his face. He was invisible!

William ran back to town. Two girls stopped to look at him. "What happened?" one of them screamed. "I can't see you!" the other girl screamed to her friend.

William snickered as he continued to make everything invisible. He made all of the plants and trees invisible. Then he cut the houses, roads, and all of the people invisible. Soon, only the laser was visible. There wasn't even a town left!

Everyone screamed for each other as they tried to figure out what was going on.

"Where am I?"

"Where did the town go?"

1. How does William feel when he is alone in the forest? Use details from the text and illustration to support your answer.

2. How does William feel when he is invisible? Use details from the text and illustration to support your answer.

3. How does William feel when he is back in town? Use details from the text and illustration to support your answer.

ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

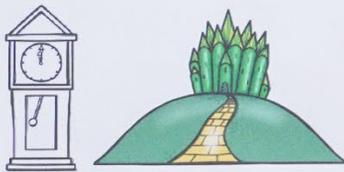
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



Understanding Text & Illustrations

The **characters** are the people or animals in a story.



The **setting** is where and when the story takes place.

The **plot** is the main events in a story.



The **mood** is the feeling of the story.

ASK YOURSELF:

1. What do the words tell you about the characters, setting, and plot?
2. What mood do the words create?
3. How do the illustrations add to what you know about the characters, setting, and plot?
4. What mood do the illustrations create?

Archie Grande and His Alien Friend

Archie Grande was tiny for his age, but the trouble he got into was mighty. He loved going on exciting adventures, which always ended in trouble. Archie ran into his backyard and was upset when he saw the cloudy sky. It looked like a nasty storm was brewing.

It was hard to have an adventure during a storm. Archie wasn't happy with how his weekend was starting off. Just then, something heavy crashed into the ground in front of him. Archie yelled and jumped back.

The object was round and made up of gizmos and gadgets. As Archie stepped closer, the top suddenly opened and out jumped an alien. Archie wasn't scared because he had always wanted to meet an alien. This one looked like a hairy octopus with big puppy-like eyes.



"What's your name? My name's Archie Grande," Archie introduced himself.

"I'm Zorf. I got lost while exploring outer space, and I need help getting back home,"

Zorf cried.

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Name: _____ Date: _____
Test: Willow and the Swimming Pool

After a while, Willow decided to test herself. Since she was nervous, she knew she could reach the bottom of the pool. She walked over to the first step. "This isn't so bad," Willow told herself. She stepped down onto the next step as the water reached her knees. Willow took one more step as the water touched her knees and hurried back out.

...ne warm st...
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... friend, Jackie...
... "Come on, Will...
...st shook her head. "
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Willow nodded as they stood up. The friends held hands and took the first one was easy for Willow. They went down to the next step. Willow was nervous, but she clung to Jackie's hand.
Together, they dropped onto the third step. Just like last time, Willow d... the water was up to her knees. She was very scared until J...
"You're so brave, Willow!" Jackie exclaimed, which ma... you ready for the next step?"
Willow took a deep breath and...
The water...

Text & Illustrations

11. Which sentence(s) from the story tells a detail that is shown in the second illustration?
- a. Willow sighed and sat alone on the top step.
 - b. Jackie noticed that her best friend looked sad, so she swam over to see what was wrong.
 - c. She stepped down onto the next step as the water reached halfway to her knees. Willow took one more step as the water touched her knees.
 - d. "I tried to overcome my fear so that I could play with you in the pool, but I'm just too scared!" Willow moaned as Jackie sat down beside her.

12. How does Jackie help Willow overcome her fear? Use details from the story and illustrations to support your answer.

Jackie helps Willow overcome her fear by slowly going into the pool together. Jackie encourages Willow along the way by telling Willow how brave she is.

13. Based on the last illustration and the text, how does Willow feel when Jackie helps her?
- a. Willow feels nervous about going into the pool.
 - b. Willow feels proud of herself for overcoming her fear.
 - c. Willow feels scared of the water, so she runs out of the pool.
 - d. Willow feels lonely because everyone else is having fun swimming.

What is the mood of the story? Use details from the story and illustrations to support your answer.

mood of this story is serious. I know this because Willow has fear... kids have. Her fear stops her from having fun. Willow eventually over... with the help of her friend Jackie. This story is very realistic... relate to having a fear of something and trying to o...



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Illustrations

Answer the following questions. Underline the text evidence in the color shown.

1. What are two details from the first illustration and story that help you understand how Archie feels about seeing an alien? 

Detail 1:

Archie feels excited to see an Alien in his backyard. I know this because he has a smile and excited expression on his face in the first illustration

Detail 2:

I know Archie was excited and not scared because the text isn't scared because he had always wanted to

Text & Illustrations

4. What did Zorf's parents do to thank Archie? 

Zorf's parents gave Archie the spaceship so he could visit any time they also zapped him back home

5. Which sentence(s) from the story **best** supports the last illustration? 

- a. When they touched down on the planet's surface, they hopped out and were greeted with hugs.
- b. They hopped into his spaceship and flew straight into the sky. They flew higher and higher as the ground beneath them grew smaller."
- c. As Zorf fell asleep, Archie spotted something odd in the distance. It was round and green, and it wasn't twinkling like the stars.
- d. Rain trickled down on the ship and lulled him to sleep. He dreamt of Zorf, aliens, and space, and he was excited to go on his next space adventure."

6. What is the mood of this story? Use details from the story and illustrations to support your answer. 

This story is adventures. Archie meets an alien named Zorf and travels through space to bring him back home. The first illustration depicts Archie's excitement when he meets Zorf. The second illustration depicts the adventure they have on the journey to Zorf's planet.

7. Based on the story and the illustrations, how would you describe Archie? Use **one** detail from the story and **one** detail from a picture to support your answer. 

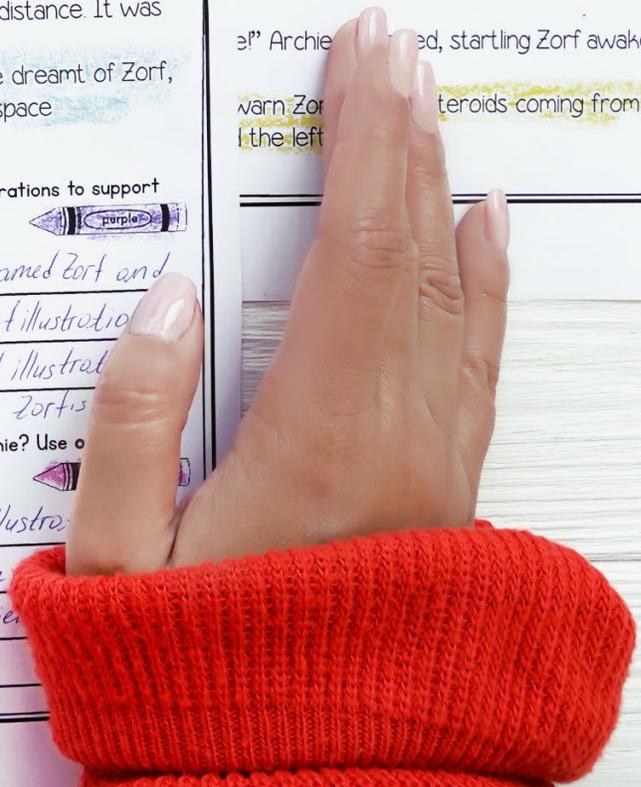
Archie is brave. I know this because the first illustration shows he is excited, rather than nervous, to meet an alien. He also agrees to travel in space with the alien without hesitation

and words tell you about the setting of this story? (Choose all that apply) 

- place in space.
- place on Mars.
- place in the past.
- place in Archie's backyard.

Which detail from the story tells a detail that is shown in the 2nd illustration? 

- that he wrapped his eight fuzzy arms around Archie in a hug.
- that he zapped Archie back into his spaceship, and they zapped him right back into his spaceship.
- that Archie spotted something odd in the distance.
- that Archie startled Zorf awake as he pointed out the alien.
- that Zorf warned Archie of asteroids coming from the right, and Archie hid behind the left side of the ship.

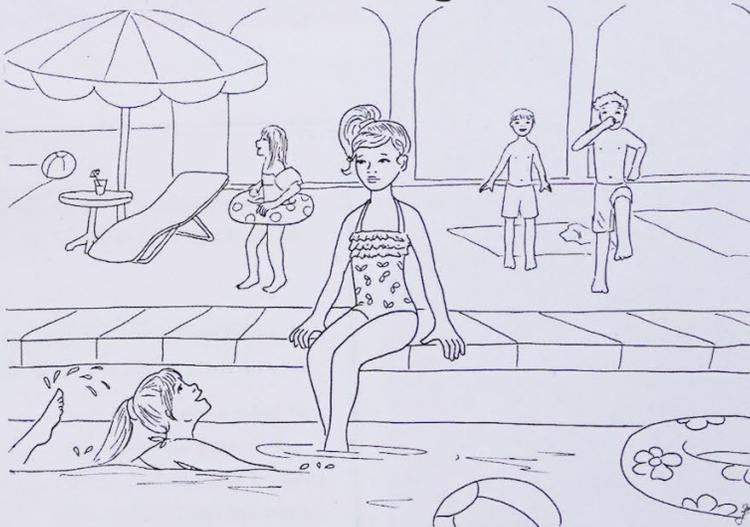


640L

Text & Illustrations Name: _____

Date: _____

Test: Willow and the Swimming Pool



One warm summer morning, all of the children in Bloomsdale Crescent were having fun in the outdoor swimming pool. Everyone was splashing about in the water, except for one red-haired girl. Willow Martin sat on the edge of the pool with her feet in the water. Her best friend, Jackie Thompson, swam around near her feet.

"Come on, Willow. Join me in the water. It's so much fun," Jackie insisted, but Willow just shook her head. "Are you okay if I swim alone for a little bit?" Jackie asked.

"Of course that's okay, Jackie. Go have fun," Willow said, much to Jackie's relief.

Willow watched as her friend held her breath and dove underwater. She wanted to join her friend in the pool, but she was afraid of swimming.

Jackie looked like a little mermaid as she swam between everyone standing in the pool. She flipped onto her back and even performed somersaults underwater. Willow wished she could be like her friend. Jackie made swimming look like so much fun, but Willow was still scared to try it. Instead, she continued to watch as Jackie played water tag with a couple of other kids.

After a while, Willow decided to test if she knew she could reach the bottom of the pool into the pool and stood on the first step.

"This isn't so bad," Willow told herself.

She stepped down onto the next step.

Willow took one more step as the water touched her knees and hurried back out.



fear, but it's always easier to do it with someone else,"

Jackie said with a smile.

"Let's try to be brave together."

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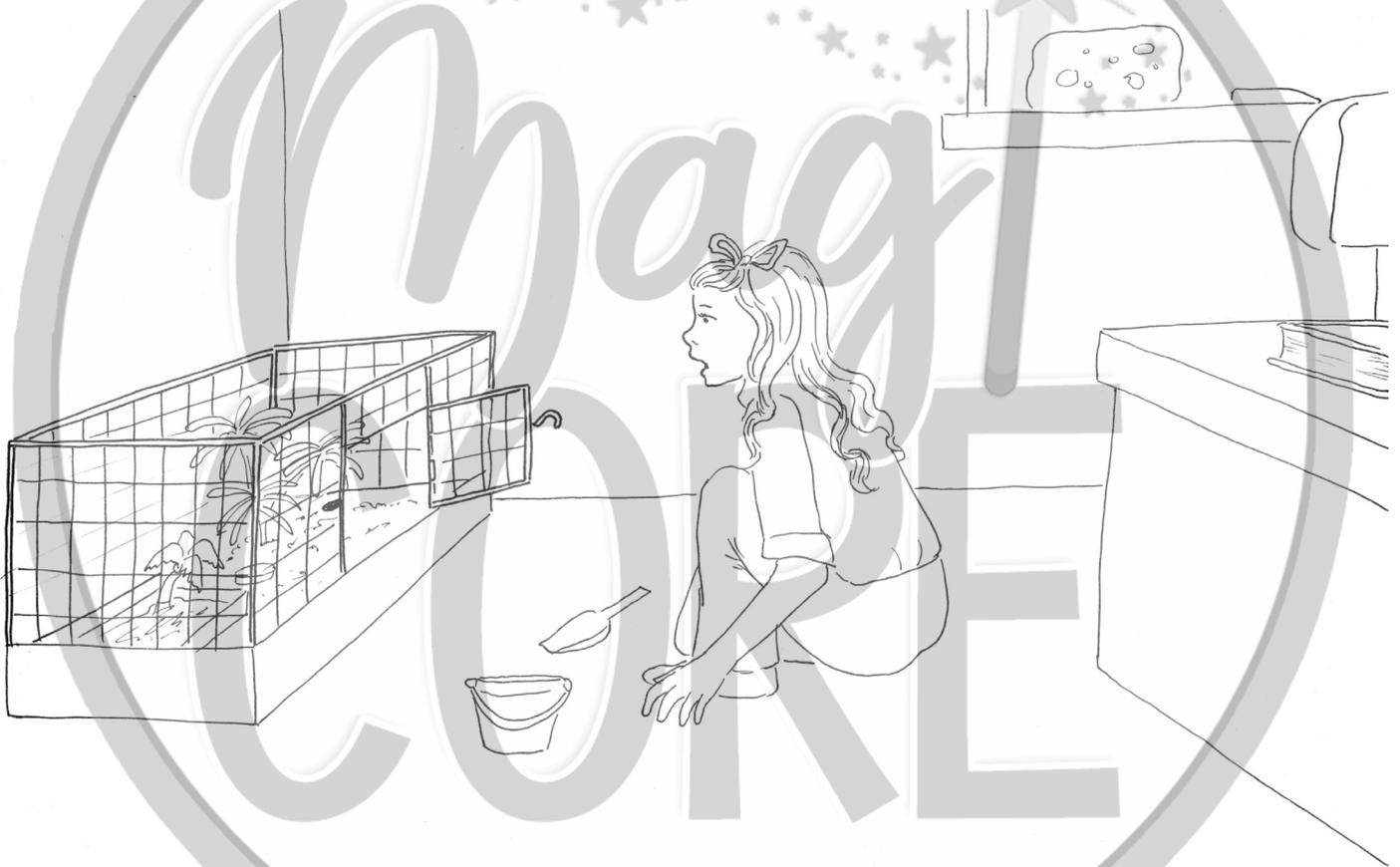
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The Case of the Missing Class Pet

Steve is our class pet. We all help take care of Steve. We feed him every day, clean his cage, and take him out for exercise.

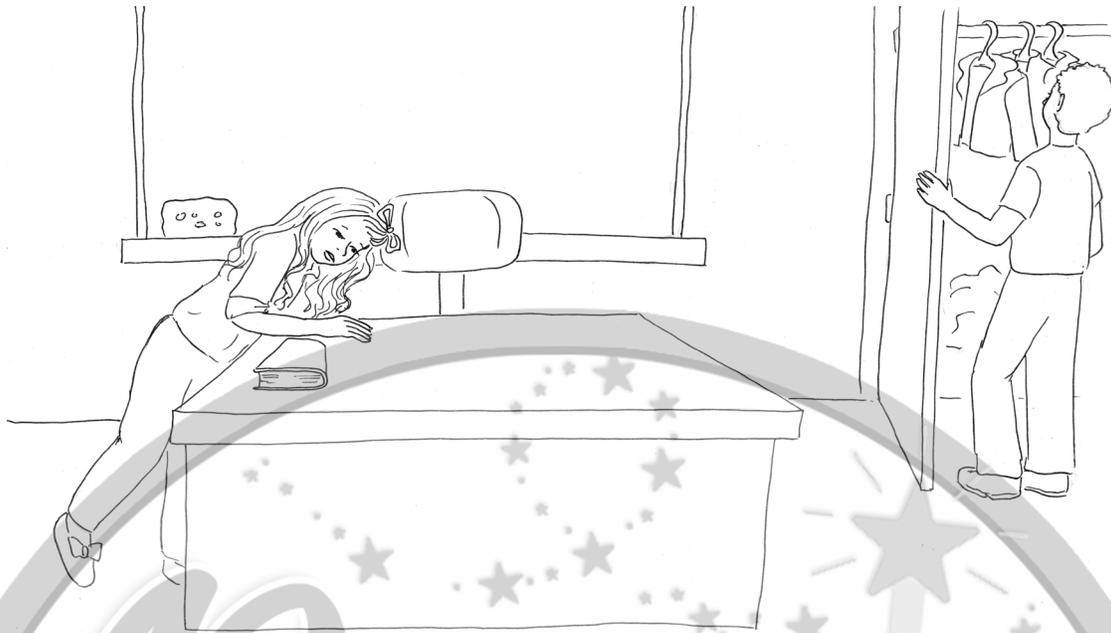
It was like any other ordinary day in second grade. It was my turn to clean Steve's cage. I approached the cage to take Steve out. Suddenly, my heart skipped a beat. Steve was missing! He was not in his cage! The lid wasn't snapped on securely. I realized that Steve must have climbed out of his cage.

Steve was in danger! He could easily get hurt by all of the children that run around. There were plenty of places Steve could hide.



I immediately let my teacher Mrs. Young know that Steve was missing. Mrs. Young called the class to help look.

We looked everywhere for Steve. I checked under the desk, but there was no Steve. I looked in the coat closet, but I only saw jackets and bags. Everyone was searching every nook and cranny in the classroom for Steve.



I went out in the hallway to check for Steve. I saw my friend Abby crying on the floor.

“What happened Abby?” I questioned.

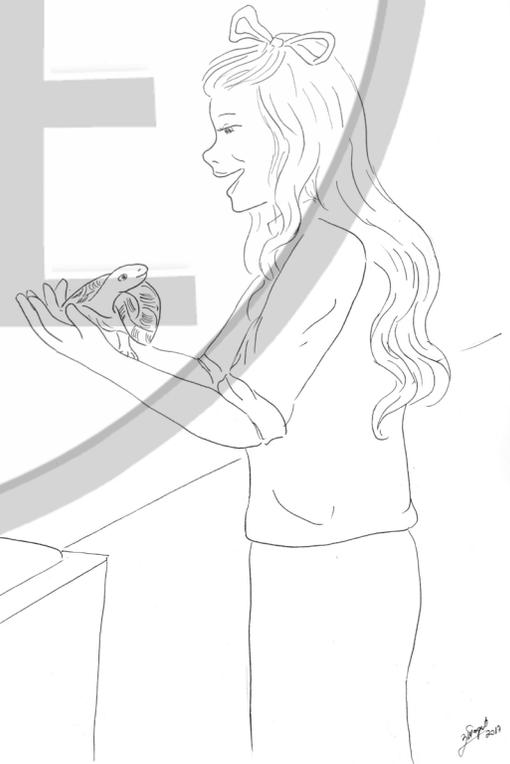
“I saw a turtle and tried to grab it. I fell down and hurt my leg,” Abby wailed. I helped Abby stand up and comforted her.

“Abby, did you see where the turtle went?” I questioned. “That was probably Steve, our class pet. He escaped from his cage.

Abby pointed toward the crate of lunch boxes in the hallway. Suddenly, I saw one of the lunch boxes move!

“Lunchboxes can’t move! They aren’t alive! It must be Steve!” I thought to myself.

I carefully moved the lunchboxes aside one at a time. At the bottom of the crate, I spotted Steve. I scooped Steve up and brought him to the classroom. Mrs. Young and my classmates were overjoyed that Steve was safe. We gingerly placed Steve back in his cage. I secured the lid. From now on, any kids who took care of Steve would be sure that the lid was secure on his cage.



Text & Illustrations

Answer the following questions. Underline the text evidence in the color shown.

1. What are two details from the illustrations and story that help you understand what Rose is like?



Detail 1:

Detail 2:

2. What do the illustrations and text tell you about the setting of this story? (Choose all that apply.)



- a. This story takes place at school.
- b. This story takes place in the past.
- c. This story takes place in the present.
- d. This story takes place in a second grade classroom.

3. Which sentence(s) from the story tells a detail that is shown in the first illustration?



- a. It was my turn to clean Steve's cage.
- b. I immediately let my teacher Mrs. Young know that Steve was missing.
- c. We feed him every day, clean his cage, and take him out for exercise.
- d. Suddenly, my heart skipped a beat. Steve was missing! He was not in his cage!

Text & Illustrations

4. How does the main character react when she discovers that Steve is missing? Use details from the text and illustrations to support your answer.



5. Which sentence from the story **best** supports the second illustration?



- a. I saw my friend Abby crying on the floor.
- b. I went out in the hallway to check for Steve.
- c. "I saw a turtle and tried to grab it. I fell down and hurt my leg," Abby wailed.
- d. I checked under the desk, but there was no Steve. I looked in the coat closet, but I only saw jackets and bags.

6. Which sentence from the story **best** supports the third illustration?



- a. I scooped Steve up and brought him to the classroom.
- b. Abby pointed toward the crate of lunch boxes in the hallway.
- c. From now on, any kids who took care of Steve would be sure that the lid was secure on his cage.
- d. "Lunchboxes can't move! They aren't alive! It must be Steve!" I thought to myself.

7. What is the mood of this story? Use details from the story and illustrations to support your answer.



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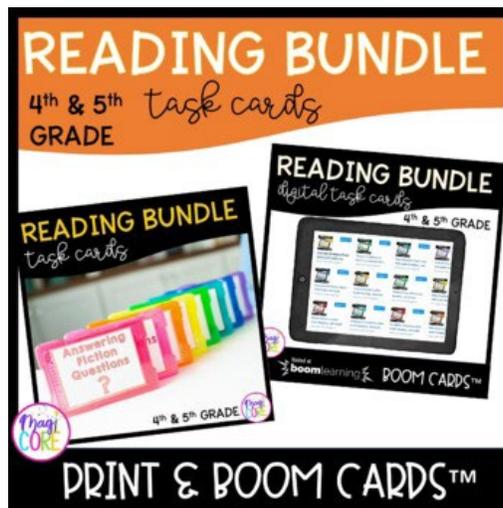


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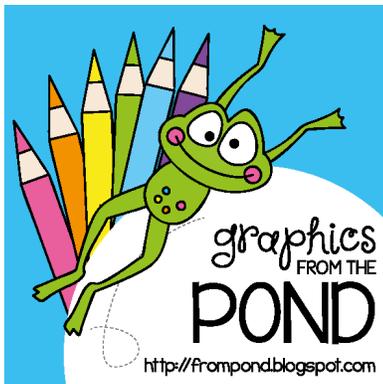
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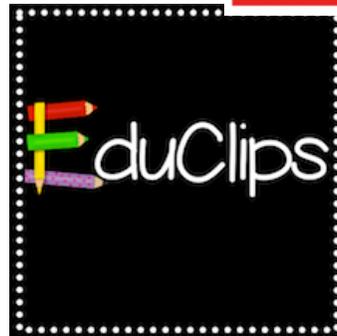
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