

A cartoon character with a large blue hat with a red band, a blue jacket with red trim, white pants, and red boots. The character is holding a flagpole with a blue flag that has the letters 'HBC' in red. The character has a wide, happy smile and is looking towards the viewer.

THIRD GRADE

MCA READING RESOURCES

The following resources are provided to parents and teachers as possible resources to help develop skills that will be a part of the MCA reading test. The resources are also available at the Pearson Parent Access website. More specific information about what skills individual students may need to work on is available by entering the learning locator from OLPA test scores.

Drawing Conclusions and Predicting

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Seeing the Problem

It was Tony's first day in his new school. As the newest student, Tony was seated in the back of the classroom.

Tony's new teacher, Mr. Brown, said they would start the day with a spelling lesson. Tony knew that the spelling book was blue, and he got it out of his book bag. Mr. Brown called on Tony. He asked Tony to read the spelling words which were written on the board.

Tony looked at the board. He squinted his eyes. He leaned his head forward and stared for a minute. When he didn't say anything, one or two children giggled.

Mr. Brown asked Tony if he would like to sit in the front of the room. Tony agreed. He picked up his book bag and spelling book and moved to a new seat at the very front of the class.

Mr. Brown then asked Tony once more to read the spelling words on the board. Tony squinted again and finally said, "I'm sorry, but I can't."

After class, Mr. Brown asked Tony to stay a few minutes. Tony hoped he hadn't done anything wrong on his first day.

Mr. Brown said, "Tony, I'd like you to visit the school doctor. She can give you an eye test."

1. Tony squints because he—
 - A. dislikes being in the back of the classroom.
 - B. has trouble seeing.
 - C. can't hear the teacher.
 - D. is in pain.
2. Tony doesn't read the words because he—
 - F. dislikes Mr. Brown.
 - G. dislikes reading.
 - H. is embarrassed.
 - J. can't see them clearly.
3. Mr. Brown changes Tony's seat to the front so that—
 - A. he can talk to Tony.
 - B. Tony is with his friends.
 - C. Tony is closer to the chalkboard.
 - D. Tony won't misbehave.
4. The eye doctor will probably tell Tony that he—
 - F. needs glasses.
 - G. is fine.
 - H. should switch classes.
 - J. should sit up front.
5. You could find out if your prediction is right by—
 - A. rereading the passage.
 - B. asking a friend.
 - C. making another prediction.
 - D. reading the rest of the story.



Notes for Home: Your child drew conclusions and made predictions based on story details.
Home Activity: As you read with your child, pause often to let your child predict what will happen next. After reading, have your child draw conclusions about the characters and events.

Drawing Conclusions

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

The First Game

Today would be Amy's first game in the Little League. She had been awake since before the sun came up. She had dressed before breakfast. She wondered if her uniform still fit right. She brushed her teeth three times. She walked Champ twice.

At last, it was time to go to the ballpark. Amy was quiet in the car. She didn't even notice her favorite songs on the radio. She bit her nails as her mother drove her to the ballpark.

"Stop that," Mother said. "You're going to be just fine." Amy wanted to believe that. Mother was usually right. She tried to think of other things as she bent her glove back and forth.

At the park, Amy joined her teammates on their side of the field. They got together and started their team cheer. They starting practicing swinging the bats. They practiced throwing the ball. They listened to their coach remind them of their plans for winning the game.

From the stands she could hear cries of, "Go Amy! Go Fireball." Fireball was a nickname her cousins had given her when she was little. She liked the nickname and was glad her team and the fans used it.

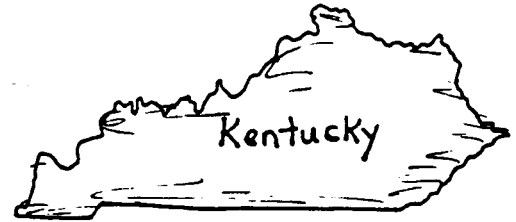
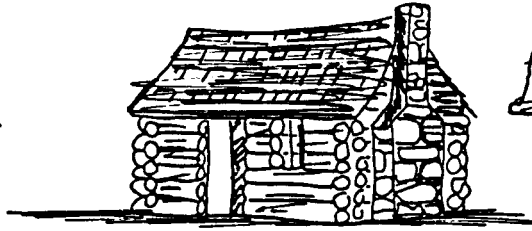
During the game, Amy didn't have time to worry. She struck out twelve batters. She got a single at her first turn at bat. Then she got a double in her next turn. By the end of the game, Amy wore a smile that no one could remove.

1. Before the beginning of the game, Amy feels—
 - A. hungry.
 - B. tired.
 - C. nervous.
 - D. confused.
2. Amy tries to think of other things because she—
 - F. is bored in the car.
 - G. wants to relax.
 - H. doesn't like baseball.
 - J. doesn't like her glove.
3. Amy's position on the team is—
 - A. catcher.
 - B. outfield.
 - C. first base.
 - D. pitcher.
4. Amy's playing is—
 - F. poor.
 - G. average.
 - H. good.
 - J. uneven.
5. After the game, Amy feels—
 - A. embarrassed.
 - B. happy.
 - C. nervous.
 - D. angry.



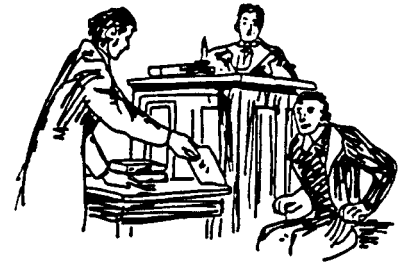
Notes for Home: Your child read a story and drew conclusions based on its details. **Home Activity:** Read a story together with your child. Afterward, invite your child to tell you what conclusions he or she can draw about how a character feels or why an event happened.

"Honest Abe" and George Washington Reading Check



Abraham Lincoln was born in a log cabin in Kentucky on February 12, 1809.

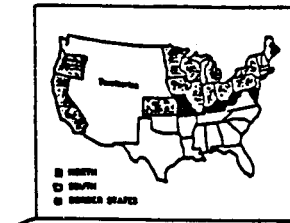
He always loved books, and when he grew up, he became a lawyer.



The one thing he hated was slavery and often spoke against it. He believed that all men and women should be free. Slavery was important in the south, though. These states would not give up their slaves.



When Lincoln became President in 1861, several southern states decided to break away and start their own country. It was called the Confederate States of America. Lincoln wanted the country to stay together. At the same time, he wanted to end slavery in America.



The result was the Civil War. It began in 1861 and did not end until April 1, 1865. The North won the war, and the South rejoined the United States.



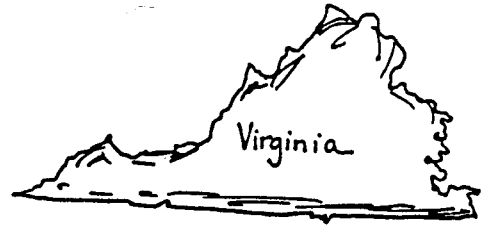
On April 14, 1865, Lincoln and his wife, Mary, went to Ford's Theater to see a play. He needed to relax and was enjoying the play when shots rang out. John Wilkes Booth had shot the President. Lincoln died the next morning. Slavery finally ended in the United States on December 18, 1865.

What other facts or stories do you know about Abraham Lincoln?

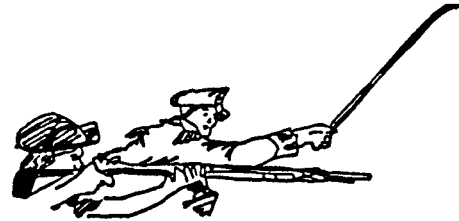


"Honest Abe" and George Washington, cont'd

George Washington was born on February 22, 1732, in Virginia. To this day, he is known as "the father of our country." This is why:



Washington fought with the English to move the French out of the Ohio Valley. Known as the French and Indian War, fighting lasted from 1753 to 1758. When it was over, the English had won.



After the war, he married Martha Custis. Together they went back to his home, Mt. Vernon, in Virginia, to raise their family.



But in 1775, the American colonies went to war against England. They were fighting to be free. This war was called the American Revolution. Washington led the fight. The war ended in 1783. America was free, but it still needed Washington.



On April 30, 1789, he became our first president. He served for eight years, until 1797. Then he finally left public life and went back home to Mt. Vernon. Washington died two years later, on December 14, 1799.



"Honest Abe" and George Washington, cont'd

DIRECTIONS: Fill in the blanks with either an "L" for Lincoln or a "W" for Washington.

- _____ 1. I was born in a log cabin.
- _____ 2. My birthday is February 22nd.
- _____ 3. My birthday is February 12th.
- _____ 4. I am known as the father of my country.
- _____ 5. Virginia is my home state.
- _____ 6. I helped to end slavery in America.
- _____ 7. I helped America free itself of English rule.
- _____ 8. I was a lawyer.
- _____ 9. I was the first President of the United States.
- _____ 10. I was born in Kentucky.
- _____ 11. I fought in two great wars.
- _____ 12. The Civil War was fought while I was President.
- _____ 13. Mt. Vernon was my home.
- _____ 14. My wife's name was Mary.
- _____ 15. I married Martha Curtis.
- _____ 16. I was shot and killed by John Wilkes Booth.



Summarizing

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

Max the Dog Walker

Max walks dogs every day in New York City. Some days he walks more than twenty dogs, but not all at once!

Most people in the city don't have yards where dogs can run and play. People take their dogs for long walks around city blocks or to dog runs in parks. A dog run is a special area where dogs can run around without being on leashes. Many people hire dog walkers to walk their dogs while they are at work.

Max loves his job. He gets to work with animals. He spends most of his time outdoors. Walking dogs even helps Max exercise!

1. Every day, Max—

- ☐ drives around New York City.
- ☐ walks dogs in New York City.
- ☐ walks twenty dogs.
- ☐ exercises in a gym.

2. People walk their dogs

- ☐ in the park.
- ☐ around city blocks.
- ☐ in a dog run.
- ☐ around city blocks and in dog runs inside parks.

3. Which sentence tells best why some people hire a dog walker like Max?

- ☐ People want their dogs walked while they are at work.
- ☐ People like Max.
- ☐ People don't like to walk dogs.
- ☐ People in big cities don't have big backyards.

4. Which sentence tells best why Max loves his job?

- ☐ It pays well.
- ☐ He works with animals.
- ☐ He works with animals, spends time outdoors, and exercises.
- ☐ He spends time outdoors.

5. Which sentence best summarizes the story?

- ☐ Max is good at his job.
- ☐ Max walks dogs.
- ☐ Max has an interesting job that he loves a lot—walking dogs.
- ☐ Many people hire dog walkers.



Notes for Home: Your child read a story and identified sentences that best summarize the important ideas in it. **Home Activity:** Ask your child to summarize a chapter or section of a book he or she has read. Invite your child to illustrate its important parts.

Main Idea and Supporting Details

Directions: Read the passage. Then read each question about the passage. Choose the best answer to the question. Mark the space for the answer you have chosen.

Horses Come to America

Horses didn't always exist in North America. The first ones came here with Columbus. The next ones came later with the Spanish pioneers.

The Spanish settlers took horses wherever they went. Spanish pioneers and their horses settled in Mexico and parts of the United States.

The Native Americans of the plains were excited when they saw horses for the first time. They had no big, tame animals that they could ride. They had only dogs to pull loads for them. They saw that horses could change their lives. Horses soon became an important part of their lives.

Some horses broke free of their Spanish owners and ran off. They hid in the hills. These Spanish horses of long ago were the first of the wild mustangs that roam the range even today.

1. This passage tells about—

- ☐ wild horses.
- ☐ Spanish pioneers.
- ☐ Native Americans
- ☐ how horses came to North America.

2. The first paragraph's main idea is —

- ☐ that horses didn't always exist in North America.
- ☐ that the Spanish brought the first horses to America.
- ☐ that Columbus brought horses with him.
- ☐ pioneers came from Spain.

3. The second paragraph's main idea is that Spanish pioneers—

- ☐ built towns and forts.
- ☐ settled in Mexico.
- ☐ loved to ride.
- ☐ took horses into new areas.

4. The third paragraph's main idea is that Native Americans—

- ☐ quickly wanted and used horses.
- ☐ were very good riders.
- ☐ used dogs to pull loads.
- ☐ were surprised to see horses.

5. The last paragraph's main idea is that Spanish horses—

- ☐ didn't like their owners.
- ☐ liked to hide in the hills.
- ☐ are ancestors of wild mustangs.
- ☐ lived long ago.



Notes for Home: Your child identified the main ideas of a passage and its paragraphs. **Home Activity:** As you read nonfiction material with your child, pause occasionally to ask your child to tell you the main idea of a specific paragraph or section.

Name _____

Following Directions

When **following directions**, read all the directions first. Do each step one at a time. Follow directions in the order in which they are written.

Directions: Read the directions for figuring out how many miles lightning is from where you are. Then answer the questions.

- Watch for lightning to strike.
- When you see the lightning, start counting.
- When you hear the thunder, stop counting.
- Write the measurement “miles” after the number you counted to figure out how many miles the lightning is from where you are.
- Remember, always stay inside during a thunderstorm and keep a safe distance from windows.

1. Suppose you counted to 5 before you heard the thunder. How far away would the lightning be from where you are?

2. If the lightning were 7 miles away from you, how many numbers would you expect to count after seeing the lightning and before hearing the thunder?

3. Underline the second step you do to figure out the distance between the lightning and you.

4. Where is it safest to watch for lightning—indoors or outdoors? Explain.

5. Why is it important to follow directions in the order that they are written?




Notes for Home: Your child read a set of directions and answered questions about these directions. **Home Activity:** Write down simple directions for your child to follow. You might write directions telling your child how to set the table, use the washer or dryer, or wash the dishes.

Name _____

Telephone Directory

A **telephone directory** lists phone numbers and addresses for people and businesses. The **white pages** list people and businesses in alphabetical order. The **yellow pages** contain advertisements and businesses, organized by category.

Directions: Read the following information from the yellow pages of a telephone directory. Then answer the questions below.

<p>Party Supplies</p> <p>BALLOONS AND COSTUMES 6080 Falls Rd. 555-9807</p> <p>CLOWNING AROUND 12 Pine St. 555-6236</p> <p>FUN FACTORY 1 Old Court Road 555-1428</p> <p>GARRISON SHOPPING CENTER 34 Garrison Road 555-1928</p> <p>LEAVE IT TO US: PARTY PLANNERS 718 6th Ave. 555-3335</p>	 <p>PAPER PLUS OUTLET The Store with Fun Stuff!</p> <ul style="list-style-type: none">• Greeting Cards• Balloons• Gift Wrap• Invitations <p>And More! Mon.–Fri.: 10–9 Sat. 12–5 265 Mill Run Circle 555-0987</p>
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1. What category is used to organize these businesses? _____

2. If your class needed costumes, which business would you call? Explain.

3. Which business uses an advertisement? What information does an advertisement give that the other listings do not give?

4. Where would you find a listing for *Peter's Party Ideas*? _____

5. If you had to call a new friend, would you look in the yellow pages or the white pages to find your friend's phone number? Explain.



Notes for Home: Your child answered questions about a telephone directory. **Home Activity:** Look through a local telephone directory. Challenge your child to find addresses and phone numbers of friends and local businesses.

Research and Study Skills: Telephone Directory

Plot and Character

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

The Canal Street Club

Ming, Steve, and Kim are in the Canal Street Club. They help Mrs. Chen make sandwiches for people who are hungry. Last Saturday was the Chinese New Year so they worked extra hard to make some people's holiday a little better.

They made sandwiches all morning. They had about half of them done. Then they went to help Mrs. Chen decorate for the party. When they returned, they were surprised to see that all the sandwiches were made.

Three young people their age were walking towards them. One boy said, "We just moved here. We hope you don't mind that we made the rest of the sandwiches. We like to help out."

Now the Canal Street Club had six members and the projects went much faster.

1. Who is the story about?

- ☐ Mrs. Chen
- ☐ the neighborhood
- ☐ The Canal Street Club
- ☐ the new neighbors

2. The characters in the story are—

- ☐ lazy and selfish.
- ☐ helpful and hardworking.
- ☐ noisy and rude.
- ☐ hurried and clumsy.

3. In the beginning of the story, the children—

- ☐ meet their neighbors.
- ☐ help Mrs. Chen decorate.
- ☐ celebrate the New Year.
- ☐ start making sandwiches.

4. In the middle of the story, Ming, Steve, and Kim—

- ☐ find all the sandwiches made.
- ☐ meet Mrs. Chen.
- ☐ work on new projects.
- ☐ invite new neighbors to join the club.

5. What happens at the end of the story?

- ☐ Ming, Steve, and Kim help Mrs. Chen
- ☐ They all make sandwiches.
- ☐ The new neighbors join the club.
- ☐ The new neighbors finish making the sandwiches.



Notes for Home: Your child read a story and identified both the characters and plot in the story. **Home Activity:** Have your child write a story about a time he or she helped someone out. Encourage your child to include a beginning, middle, and end in the story.

Text Structure and Graphic Sources

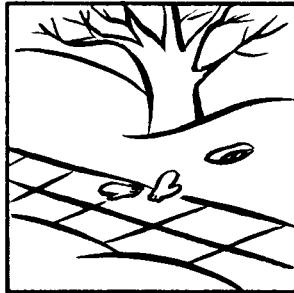
Directions: Read the article and look at the picture. Then read each question about the article and picture. Choose the best answer to the question. Mark the space for the answer you have chosen.

Girl Saves Cat Trapped in Snow

Caitlin Smith of Wildflower Road was walking home from school yesterday afternoon when she heard something crying. She thought something might be trapped in the snow.

She found the spot where she heard the sound and began to dig in the snow. “I reached in and pulled out a cat!” Caitlin said. “The poor thing was wet and cold, and it wouldn’t stop crying.”

Caitlin brought the cat to the vet. If no one claims the cat, Caitlin’s parents say she can keep her.



Caitlin Smith dug this hole to free the trapped cat.

1. The article tells about—
- ☐ Wildflower Road.
 - ☐ the dangers of snow.
 - ☐ how to care for your pet.
 - ☐ a girl’s rescue of a cat.

2. The author of this article—
- ☐ used Caitlin’s words.
 - ☐ made up a story.
 - ☐ guessed what happened.
 - ☐ found the cat.
3. This story tells what happened—
- ☐ in a mixed-up order.
 - ☐ last week.
 - ☐ in the order that the events occurred.
 - ☐ in a backward order.
4. The picture shows—
- ☐ Caitlin’s house.
 - ☐ Caitlin’s school.
 - ☐ how the cat got trapped.
 - ☐ the hole that Caitlin dug.
5. This article probably appeared—
- ☐ in a local newspaper.
 - ☐ in a school textbook.
 - ☐ on a neighborhood sign.
 - ☐ in a storybook.



Notes for Home: Your child reviewed elements of text structure. **Home Activity:** Read a newspaper or magazine article with your child. Talk about how the author interviews real people and reports what they say in order to tell the story.

Text Structure

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

A Young Boy's First Flight

Rick was scared. "This plane is so big," he said. "How can it ever fly?"

Rick's mom smiled. "Don't worry, Rick. Think about Grandma and how happy she will be to see you."

Rick's grandmother was sick. She had asked Rick and his mom to come for a visit. Rick had not wanted to get on the airplane, but he did want to help his grandmother get well.

The plane began to move. Rick held his mom's hand. She smiled. Rick felt a little better.

Suddenly the plane lifted off the ground. Rick watched the buildings and trees get smaller and smaller. It was fun to move so fast through the air and watch the world below. Rick turned to his mom and hugged her. "I can't wait to see Grandma!" he said.

1. This story tells about—

- ☐ how to fly a plane.
- ☐ a real-life famous pilot.
- ☐ made-up characters.
- ☐ talking animals.

2. This story starts when Rick—

- ☐ sees his grandmother.
- ☐ is on the plane.
- ☐ arrives at the airport.
- ☐ takes off in the plane.

3. Rick's grandmother gets sick—

- ☐ before Rick gets on the plane.
- ☐ when Rick arrives at the airport.
- ☐ while Rick is on the plane back.
- ☐ after Rick and his mother go back home.

4. When the plane starts to move, Rick—

- ☐ smiles.
- ☐ asks how planes can fly.
- ☐ hugs his mom.
- ☐ holds his mom's hand.

5. At the end of the story, Rick feels—

- ☐ sick.
- ☐ scared.
- ☐ excited.
- ☐ sad.





Notes for Home: Your child reviewed text structure—the way a piece of writing is organized. **Home Activity:** Read a story with your child and talk about how it is organized. Was the story about real people or made-up characters? Are events told in the order they happen?

Name _____

Magazines/Newsletters

Directions: Read the newsletter. Use it to answer the questions below.

 <h1 style="text-align: center;">Basketball News</h1> 	
Thompson Brings Victory <p>Tina Thompson scored 10 points in last night's game leading Gino's Giants to victory over Shawn's Shooting Stars. Both teams came into the game with a 3–0 record. Although the Shooting Stars played well, Thompson was the real shooting star of the evening.</p>	
Letters to the Editor <p>Dear Editor, I think basketball is the best sport around. Not only is it great exercise, but it is fun too. Basketball players are the greatest athletes in the world. Bouncing Bob</p>	Advertisements <p>Old and new basketball cards in mint condition. Buy Now! Call 55P-LAY-BALL.</p>

1. What is the name of the newsletter? _____

2. Who might subscribe to this newsletter?

3. If you wanted to sell a backboard and basketball, how might you use the newsletter?

4. What is the name of the news story? _____

5. Which section lets readers express their opinions? _____



Notes for Home: Your child read a newsletter and answered questions about it. **Home Activity:** Read a simple magazine or newsletter. Have your child point out the different parts. Then challenge your child to write a news story, an advertisement, or an editorial.

Research and Study Skills: Magazines/Newsletters

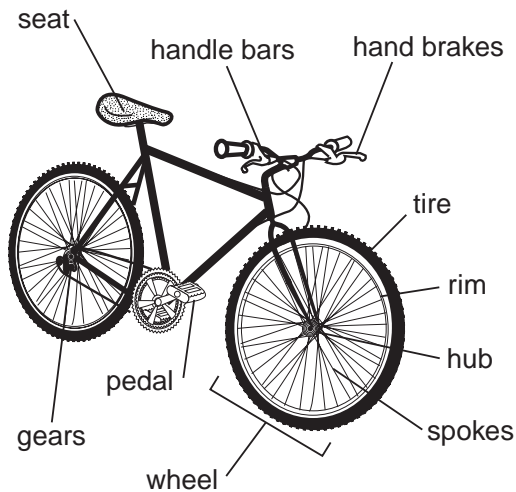
Name _____

Manual

A **manual** contains directions that help readers use or understand something.

Directions: Use the bicycle manual page to answer the questions.

Different Parts of a Bicycle



Adjusting the Height of the Seat

Use a wrench to loosen the bolt on the bar beneath the bicycle seat. Raise or lower the seat as needed. Tighten the bolt to hold the seat in place.

Filling a Tire with Air

Locate the nozzle on the inside rim of the tire. Remove the cap from the nozzle. Attach a standard bicycle pump to the nozzle. Use the pump as directed. Fill the tire until it is firm. Remove the pump. Replace the cap and screw it tightly in place.

1. On which part of a bicycle are the spokes? _____
2. If you were looking for a good place to ride your bicycle, would you look in a bicycle manual? Explain.

3. If you needed to replace a pedal, would you look in a bicycle manual? Explain.

4. What tool would you use to loosen a bolt on a bicycle? _____
5. What tool would you use to fill a tire with air? _____



Notes for Home: Your child identified the kind of information that is found in a manual.

Home Activity: Show your child a manual that you use such as a home-improvement manual or a car manual. Work together to identify the different kinds of information it contains.

Cause and Effect

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

One Really Bad Day

“There is nothing to do here,” yawned Goldy. Then she saw a cuckoo clock on the wall. It might be fun to get that down and take it apart. She stood on a stool to take it down. Suddenly she slipped and fell off the stool, dropping the clock.

When the clock hit the floor, a wooden bird darted out and cried, “Cuckoo, cuckoo, cuckoo!” Because of the noise, the dog woke up and began to bark loudly.

The barking startled Goldy so much that she fell backwards into the rocker. The rocker tipped back, rocking over the tail of the cat. The cat yowled and jumped into the air. It leaped to the top of the sofa and then on to Goldy’s back. It hung on tight with its claws.

1. Goldy was bored, so she—
- ☐ started to rock.
 - ☐ woke up the dog.
 - ☐ played with the cat.
 - ☐ decided to take apart the clock.

2. What made the cuckoo come out of the clock?
- ☐ Goldy dropped the clock.
 - ☐ It was two o’clock.
 - ☐ Goldy had the clock in her hands.
 - ☐ Goldy took the clock apart.
3. What did the dog’s bark cause to happen?
- ☐ Goldy dropped the clock.
 - ☐ The cat woke up and yowled.
 - ☐ Goldy fell backwards into the rocker.
 - ☐ Goldy fell off the stool.
4. What made the cat jump into the air?
- ☐ It heard the cuckoo.
 - ☐ It heard the dog bark.
 - ☐ The rocker went over its tail.
 - ☐ Goldy tripped over it.
5. Which word in the second paragraph signals a cause-effect relationship?
- ☐ cuckoo
 - ☐ because
 - ☐ loud
 - ☐ woke



Notes for Home: Your child identified causes and effects in a story. **Home Activity:** Make up *if-then* statements with your child. One person uses *if* to describe a possible event, and the other person uses *then* to tell what might happen as a result.

Drawing Conclusions

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

Cows on the Loose

“Look! There’s another one!” Luis yelled to his dad. He pointed to a break in the fence. The wire had snapped and the ends hung down.

Not too far away, three cows were resting under a tree. “Those cows have our brand on them,” said Luis. “I’ll round them up.” Luis circled the cows and rode up behind them. “Get going!” he shouted.

Trapper barked until they had trotted back through the break in the fence.

Dad jumped down from his horse. He had his tools out and he was uncoiling the fence wire he had brought. “We have only a mile of fence to go,” he said. “We’ll be done in an hour.”

1. Luis and his father were out to—

- ☐ find cows without brands.
- ☐ look for a lost cow.
- ☐ check the fence for breaks.
- ☐ collect a roll of fence wire.

2. The three cows—

- ☐ belong to another rancher.
- ☐ are always running away.
- ☐ are always breaking the fence.
- ☐ belong to Luis’s family.

3. They drive the cows back through the break in the fence because

- ☐ the cows are on someone else’s land.
- ☐ the cows belong to someone they know.
- ☐ they need to brand them.
- ☐ whoever finds the cows gets to keep them.

4. Trapper is—

- ☐ a horse.
- ☐ a dog.
- ☐ Luis’s nickname for his dad.
- ☐ one of the three cows.

5. Luis’s dad was carrying tools and wire because—

- ☐ he always liked to have them handy.
- ☐ Luis had told him to bring them along.
- ☐ he’d been building a fence.
- ☐ he expected to find breaks in the fence to fix.



Notes for Home: Your child has used story details and what he or she already knows to draw conclusions. **Home Activity:** Watch a nature show or video with your child. Pause to ask him or her questions that will require drawing conclusions about what the animals are doing and why.

Walrus

by Chris Offenburger Walsh

Two-ton wonders
Traveling in herds,
Snuggling close together,
Saying snorts instead of words.

Good thing your hide is thick enough
For sitting in the snow.
A beast so big would need to rest
Before getting up to go!

How do you eat those crunchy clams
Or glide on out to sea,
With ivory tusks so very long?
Do you get long cavities?

I'd love to watch you for a day
As you sit and soak up sun,
Then waddle and dive deep into
The ocean for some walrus fun!



Walrus

Practice

1. What are two words in the poem that rhyme?
 - A. snorts and words
 - B. big and need
 - C. snow and go
 - D. sit and soak
2. What is another word for tusks in line 11?
 - F. whiskers
 - G. arms
 - H. hairs
 - J. teeth
3. According to the poem, how do walrus travel? _____

Quiz

1. What is the rhyming pattern in the poem?
 - A. Odd number lines rhyme..
 - B. Even number lines rhyme.
 - C. The third and fourth lines rhyme.
 - D. The first and second lines rhyme.
2. According to the poem, what do walrus eat? _____
3. What word does the poet use to describe the walrus?
 - A. thick
 - B. big
 - C. long
 - D. deep

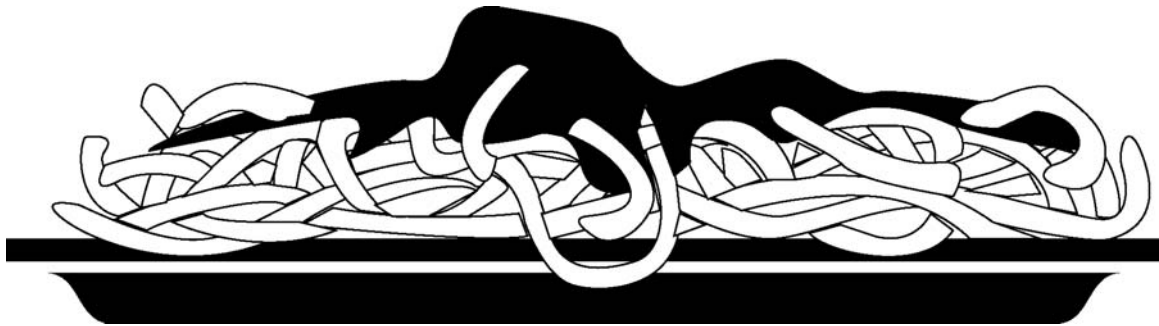
Spaghetti Dinner

by Chris Offenburger Walsh

My baby brother ate spaghetti,
And he had it up his nose.
Plus, then we found,
As we looked around,
It was also between his toes!

Oh my gosh, spaghetti dinner
Was stuck all over his clothes!
It hardly seemed fair
That it was wrapped in his hair
Like carefully placed barrettes and bows!

Following dinner with all this mess,
I feel it is probably safe to disclose
He sat in the sink,
And before he could think,
Mom rinsed him off with the sink's sprayer hose!



Spaghetti Dinner

Practice

1. What are three words in the poem that rhyme?

2. The poet compares spaghetti to

- A. barrettes and bows.
- B. clothes and hair.
- C. toes and noses.
- D. a sink and a hose.

3. Name two places the baby had spaghetti.

Quiz

1. What is the rhyming pattern in each verse?

- A. Lines 1, 2, and 3 rhyme, and lines 4 and 5 rhyme.
- B. Lines 1, 2, and 5 rhyme, and lines 3 and 4 rhyme.
- C. Lines 1, 2, and 4 rhyme, and lines 3 and 5 rhyme.
- D. Lines 1, 3, and 5 rhyme, and lines 2 and 4 rhyme.

2. What line of the poem indicates that the baby was not expecting to get sprayed with the hose? _____

3. Who is the narrator, or speaker, in the poem? _____

The Friendship

by Chris Offenburger Walsh

I look him over
From end to end,
This furry wiggler,
My new best friend.

His little legs
Can move so fast.
He tumbles about;
What is first becomes last!

Big droopy ears,
Brown saggy eyes,
A chubby belly
Can't be disguised.

I call his name
From the kitchen door.
His paws tap dance
Across the floor!

When bedtime comes,
We snuggle in
To dream the dreams
Of new best friends.



Practice

1. What word does the poet use instead of puppy? _____
2. What does “What is first becomes last!” mean in line 8 of the poem?
 - A. The puppy flips over himself.
 - B. The puppy slides backward.
 - C. The puppy gets confused.
 - D. The puppy slows down.
3. According to lines 13–16, what happens when the puppy’s name is called?
 - F. He hides.
 - G. He comes.
 - H. He tumbles.
 - J. He snuggles.

Quiz

1. What is the rhyming pattern of the poem?
 - A. All lines of the poem rhyme.
 - B. Every four lines in the poem rhyme.
 - C. Every other line of the poem rhymes in each verse.
 - D. Lines 1 and 2 rhyme, and lines 3 and 4 rhyme in each verse.
2. According to the poem, where does the puppy sleep? _____
3. What are two words that describe the appearance of the new best friend?
