

**2<sup>nd</sup> Grade**  
**Week 4: April 20-24**  
**ELA**



## Parent directions/ Direcciones para padres

**Monday:** Today begin by practicing your vocabulary words. Read your vocabulary cards. Read the words and their definitions. Use the pictures to help you understand what the word means. Share your sentences with a family member. As an introduction to our story, read page 383-384 to become familiar with the topic. Read the story on pages 385-405. If your child has difficulty have them use the text and illustrations to help with understanding.

**Lunes:** Hoy comienza practicando tus palabras de vocabulario. Lee tus tarjetas de vocabulario. Lea las palabras y sus definiciones. Usa las láminas para ayudarte a entender lo que significa la palabra. Comparta sus oraciones con un miembro de la familia. Como introducción a nuestra historia, lea la página 383-384 para familiarizarse con el tema. Lea la historia en las páginas 385-405. Si su hijo tiene dificultades, pídale que use el texto y las ilustraciones para ayudar con la comprensión.

**Tuesday:** Review the vocabulary cards from the previous lesson. You can challenge your child by having them write the definition in their own words. Reread The Mysterious Tadpole on pages 3385-405. Read about story structure on page 406. Using the information from the text and what you have learned about the story on paper OR explain to someone what the characters were, where the setting took place, and what the plot (problem/solution) was in this story.

**Martes:** Revise las tarjetas de vocabulario de la lección anterior. Usted puede desafiar a su hijo haciendo que escriba la definición con sus propias palabras. Vuelve a leer el polo de la cuenta misteriosa en las páginas 3385-405. Lea acerca de la estructura de la historia en la página 406. Usando la información del texto y lo que has aprendido sobre la historia en papel O explica a alguien cuáles

eran los personajes, dónde se llevó a cabo el escenario y cuál era la trama (problema/solución) en esta historia.

**Wednesday:** Review vocabulary cards for the story. Your child can practice the words by using them in a sentence. Have your child read, *From Eggs to Frogs*, on pages 410-412. Complete pages 158-161 of the Readers Notebook.

**Miércoles:** Revise las tarjetas de vocabulario para la historia. Su hijo puede practicar las palabras usándolas en una oración. Pida a su hijo que lea, *De huevos a ranas*, en las páginas 410-412. Complete las páginas 158-161 del Cuaderno de Lectores.

**Thursday:** Today your child will read 'Victor's New Bike'. After reading the story twice to themselves your child can go ahead and answer the questions 1-4. Then they will read 'All in the Wrist'. After reading the story twice your child will answer the questions 1-5.

**Jueves:** Hoy su hijo leerá 'Victor's New Bike'. Después de leer la historia dos veces para sí mismos, su hijo puede seguir adelante y responder las preguntas 1-4. Luego leerán 'Todo en la muñeca'. Después de leer la historia dos veces su hijo responderá las preguntas 1-5.

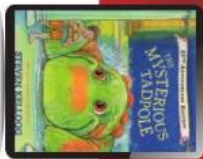
**Friday:** Today is catch up day. Complete any assignments that you have not finished. If you have questions call your teacher. If you have extra time remember to sharpen your saw!

**Viernes:** Hoy es el día de ponerse al día. Complete las asignaciones que no haya terminado. Si tiene preguntas, llame a su maestro. Si usted tiene tiempo extra recuerde afilar su sierra!



# Lesson

# 26



## TARGET VOCABULARY

- ordinary
- control
- cage
- upset
- sensible
- confused
- training
- suspiciously



LEARN USE WORDS AND PHRASES ACQUIRED THROUGH CONVENTIONAL READING AND BEING READ TO, AND RESPONDING TO ISSUES

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## Vocabulary in Context



▶ Read each **Context Card**.

▶ Use a Vocabulary word to tell about something you did.



### 1 ordinary

An ostrich is not an **ordinary** bird. It runs quickly but cannot fly.



### 2 control

This rider uses reins to stay in **control** of the camel.



### 3 cage

If you own an iguana, you can let it out of its **cage**.



### 5 sensible

These **sensible** hippos are smart enough to roll in cool mud on a hot day.



### 7 training

The **training** of a ferret takes time and patience.



### 4 upset

This animal is **upset** because it sees danger.



### 6 confused

Jack was **confused**. He had never seen an animal like this before!



### 8 suspiciously

The wolf looked at the woman **suspiciously**. It does not trust her.



## Lesson 26

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PREVIEW THE TOPIC  
**Life Cycles**

All living things change as they grow. When most living things are born, they are different than when they are grown. Think about how people change. A baby looks and acts differently than a child. A child looks and acts differently than an adult. The changes that happen as a living thing grows is called its life cycle.

You will read about how Louis's pet grows in *The Mysterious Tadpole*.



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Lesson 26

**ANCHOR TEXT**



**TARGET SKILL**

**Story Structure** Tell the setting, characters, and plot in a story.

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**GENRE**

A **fantasy** is a story that could not happen in real life. As you read, look for:

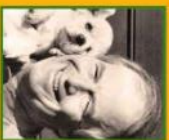
- ▶ events that could not really happen
- ▶ characters that are not found in real life

**CRITICAL THINKING**  
RL.1.1 ask and answer questions to demonstrate understanding of key details in a text.  
RL.1.2 use information from illustrations and words to demonstrate understanding of characters, setting, or plot.  
RL.1.10 read and comprehend literature

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MEET THE AUTHOR AND ILLUSTRATOR  
**Steven Kellogg**

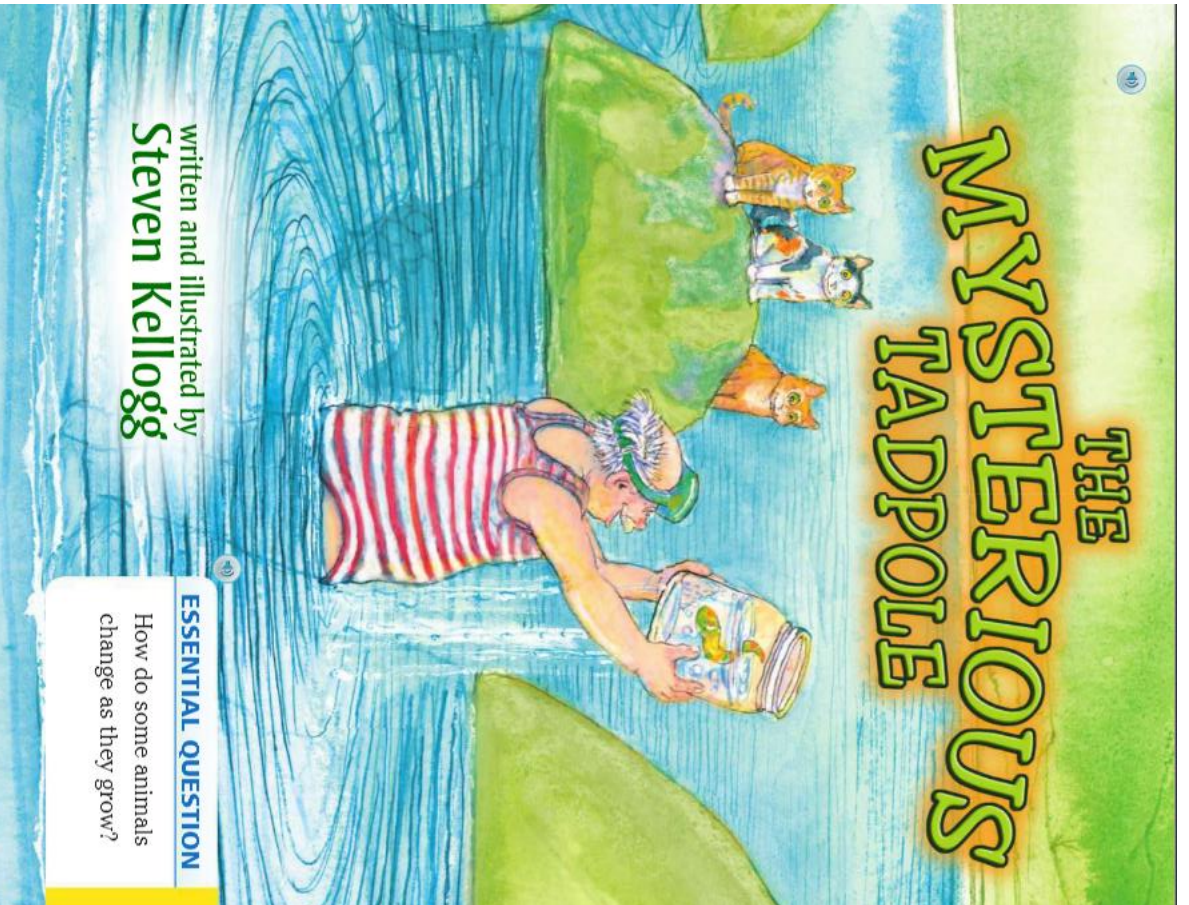


More than twenty-five years ago, Steven Kellogg first wrote and illustrated

*The Mysterious Tadpole*. Then, for the book's big anniversary, he published a new version with different illustrations and words. The new version is the one you are about to read.

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# THE MYSTERIOUS TADPOLE

written and illustrated by  
**Steven Kellogg**

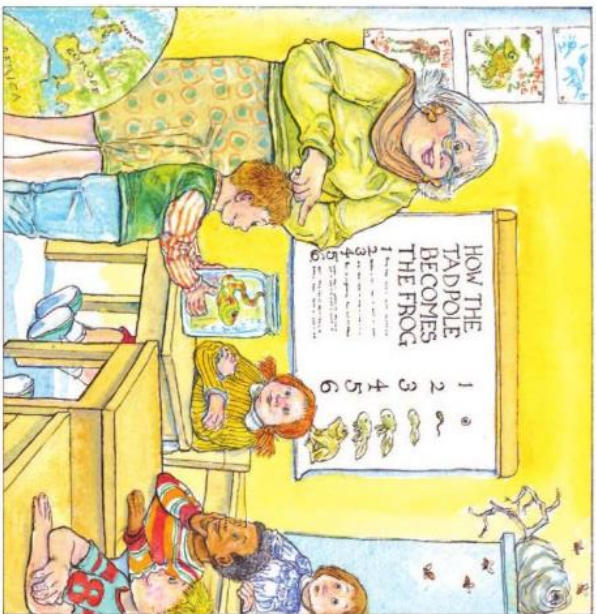
**ESSENTIAL QUESTION**  
How do some animals change as they grow?

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"Greetings, nephew!" cried Louis's uncle McAllister. "I've brought a wee bit of Scotland for your birthday."  
"Thanks!" said Louis. "Look, Mom and Dad. It's a TADPOLE!"  
Louis named him Alphonse and promised to take very good care of him.





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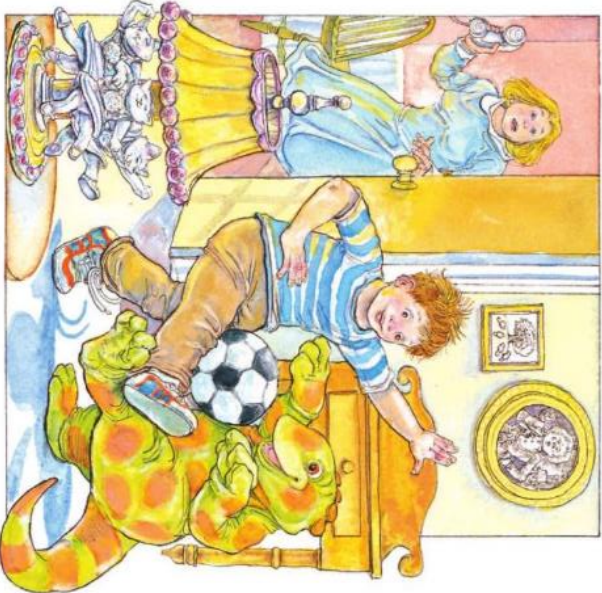
Louis took Alphonse to school for show-and-tell.

“Class, here we have a splendid example of a tadpole,” exclaimed Ms. Shelbert. “Let’s ask Louis to bring it back every week so we can watch it become a frog.”

Ms. Shelbert was amazed to see how quickly Alphonse grew.

“Maybe it’s because he only eats cheeseburgers,” said Louis.

When Alphonse became too big for his jar, Louis moved him to the kitchen sink. “He’s the perfect pet!” said Louis.



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Louis and Alphonse loved to play games.

“Be careful, Louis,” said his mother. “The living room is not a soccer field. Something is going to get broken!”

And she was right. That same day the soccer ball slammed into Aunt Tabitha’s antique lamp.

“This tadpole is out of control,” said Louis’s mother.

“Something must be done.”

“It won’t happen again,” promised Louis. “I’ll take Alphonse to obedience school.”



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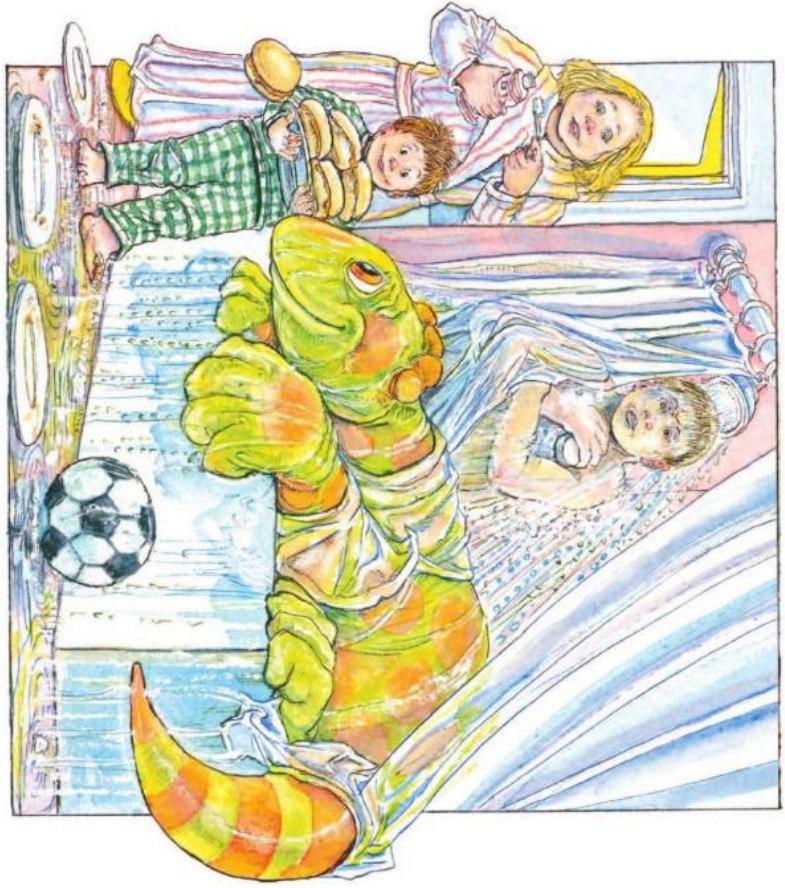
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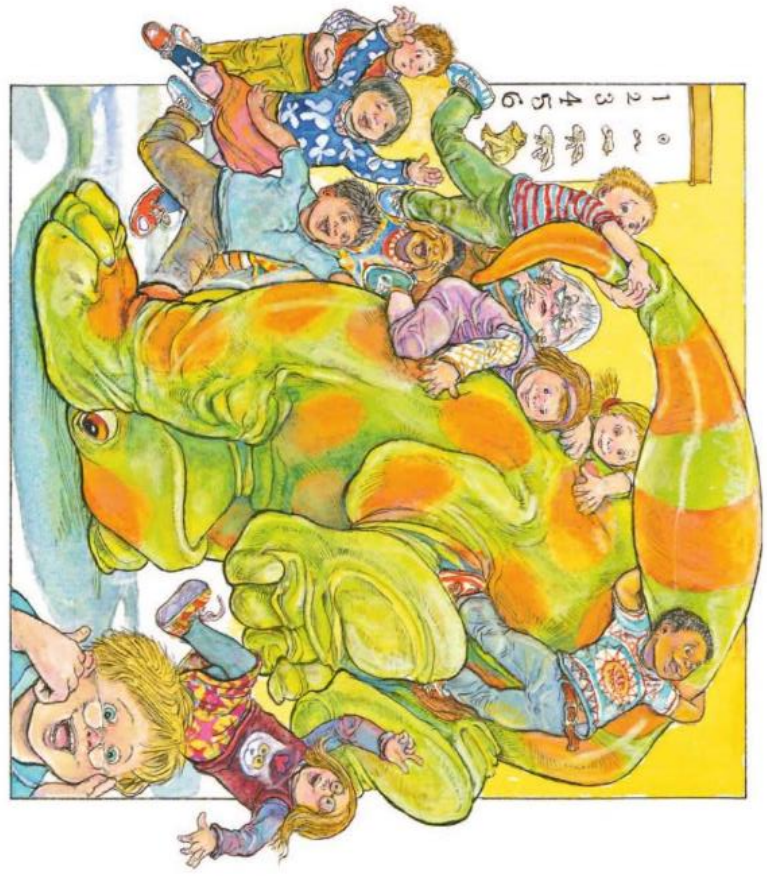
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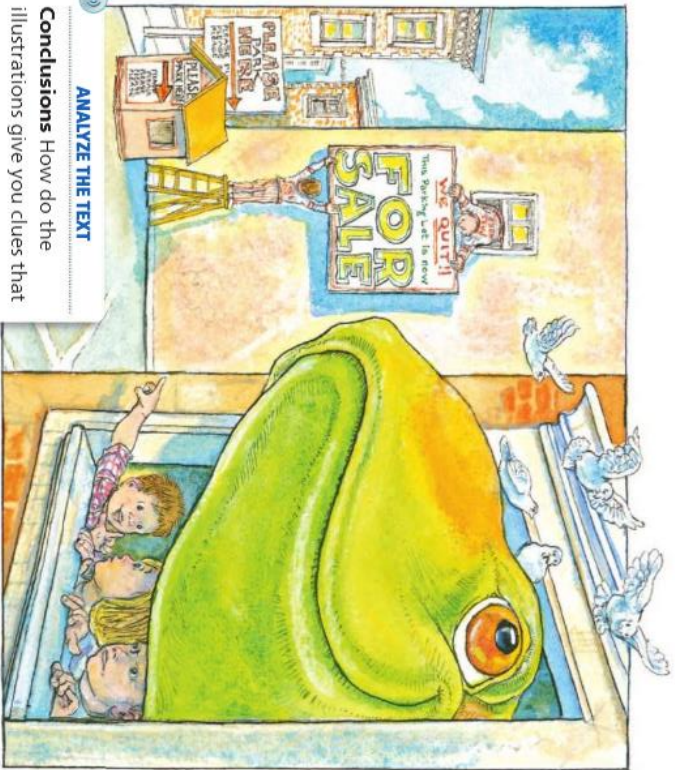


40 But Louis's parents were not pleased when Alphonse outgrew the sink and had to be moved to the bathtub. "This shower is too crowded," complained Louis's father. "This bathroom is a mess," moaned Louis's mother.

41 At least Louis's classmates enjoyed Alphonse, who was still making weekly visits. "Wow! Show-and-tell is more fun than recess!" they yelled. But one day Ms. Shelbert decided that Alphonse was not turning into an ordinary frog. She asked Louis to stop bringing him to school.







**ANALYZE THE TEXT**

**Conclusions** How do the illustrations give you clues that Alphonse is not a tadpole?

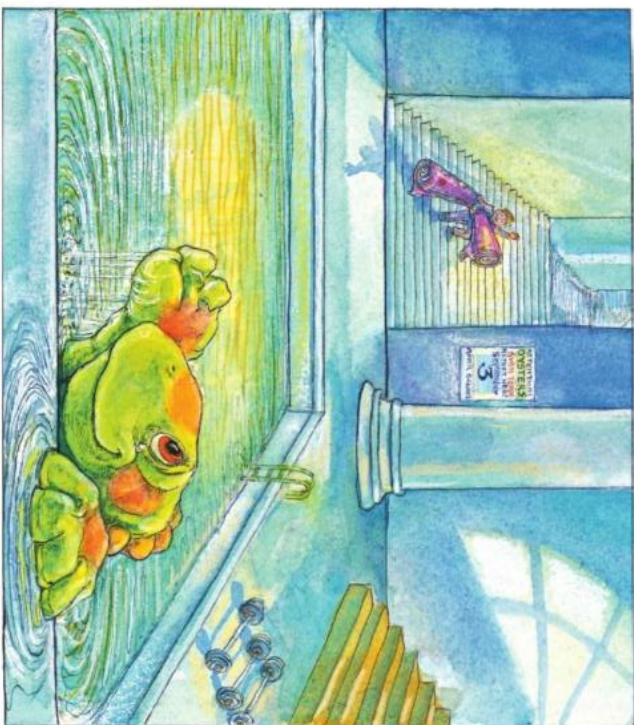
By the time summer vacation arrived, Alphonse had outgrown the bathtub.

“We could buy the parking lot next door and build him a swimming pool,” suggested Louis.

“Be sensible,” declared Louis’s parents. “Swimming pools are expensive. We’re sorry, Louis, but this situation has become impossible. Tomorrow you will have to take your tadpole to the zoo.”

“But I can’t put my friend in a cage!” cried Louis.

393 394



That night Louis was very sad—until he remembered that the gym in the nearby high school had a swimming pool.

Louis hid Alphonse under a carpet and smuggled him inside.

“Nobody uses this place during the summer,” whispered Louis. “You’ll be safe here.”

After making sure that Alphonse felt at home, Louis said good-bye. “I’ll be back tomorrow with a big pile of cheeseburgers,” he promised.



40

Louis came every afternoon to play with Alphonse. In the mornings he earned the money for the cheeseburgers by delivering newspapers. The training continued as well. Louis would say, "Alphonse, RETRIEVE!" And Alphonse would succeed every time. As summer vacation passed, Louis became more and more worried about what would happen to Alphonse when the high school kids returned.

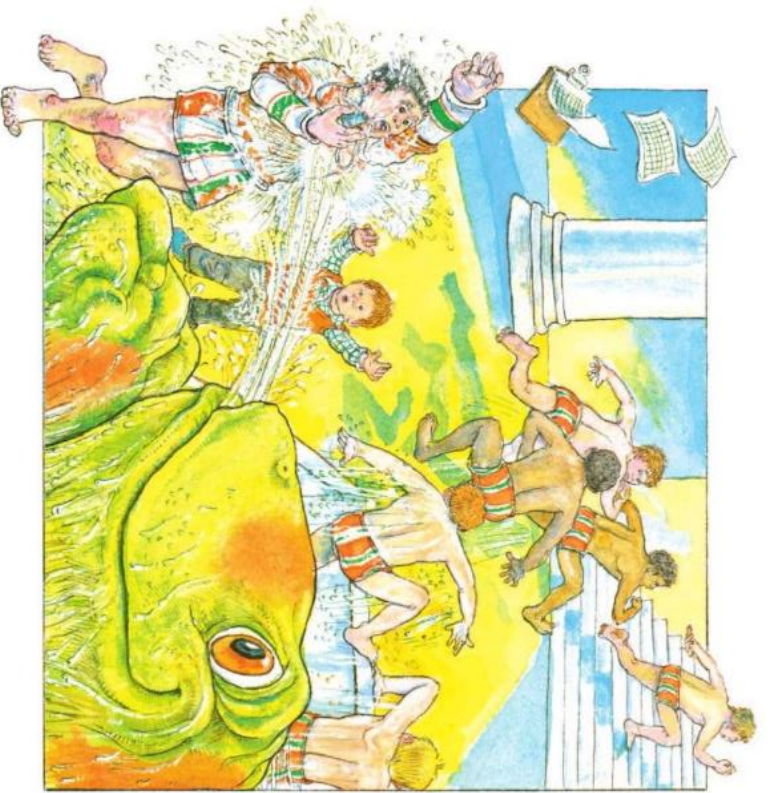


35 396

41

After his first day of classes Louis ran to the high school, and found the gym bustling with activity. The swim team was heading for the pool. "STOP!" cried Louis. "On your mark!" bellowed the coach. "Get set!" "Excuse me, sir," said Louis. "GO!" roared the coach.





49

Alphonse rose to the surface to welcome the swimmers.

"It's a submarine from another planet!" shrieked the coach.

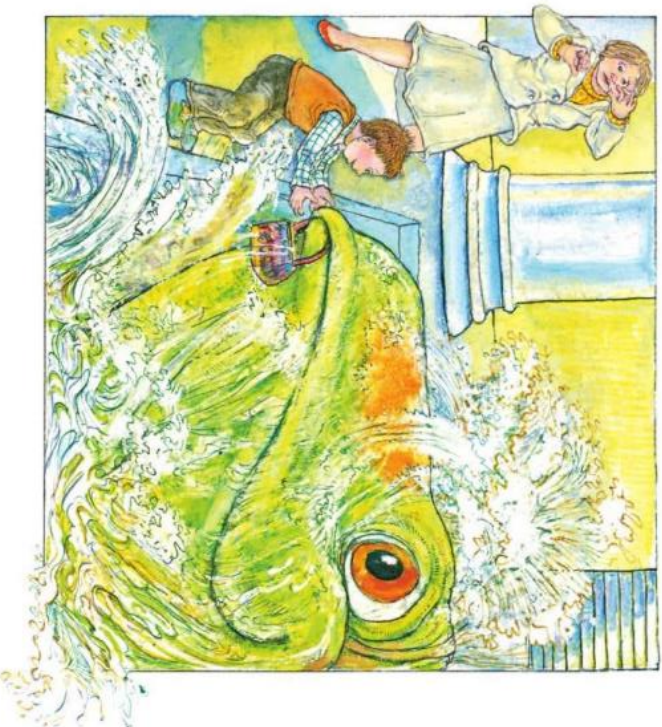
"Call the police! Call the Navy!"

"No, it's only a tadpole," said Louis. "He's my pet."

The coach was upset and confused.

"You have until tomorrow," he cried, "to get that creature out of the pool!"

39 398



50

Louis telephoned his friend Ms. SeEVERS, the librarian, and asked for her help.

"I'll be right there!" she said.

Ms. SeEVERS rushed to meet Louis at the high school.

When she saw Alphonse, she was so startled that she dropped her purse into the water.

"RETRIEVE!" said Louis. And Alphonse did.

"Where did this astounding animal come from?" cried Ms. SeEVERS.

"He was a birthday gift from my uncle," Louis replied.





40 Ms. Seever's telephoned Uncle McAllister.

"Oh, the wee tadpole?" he said. "Why, he came from the lake nearby. It's the one folks call Loch Ness."

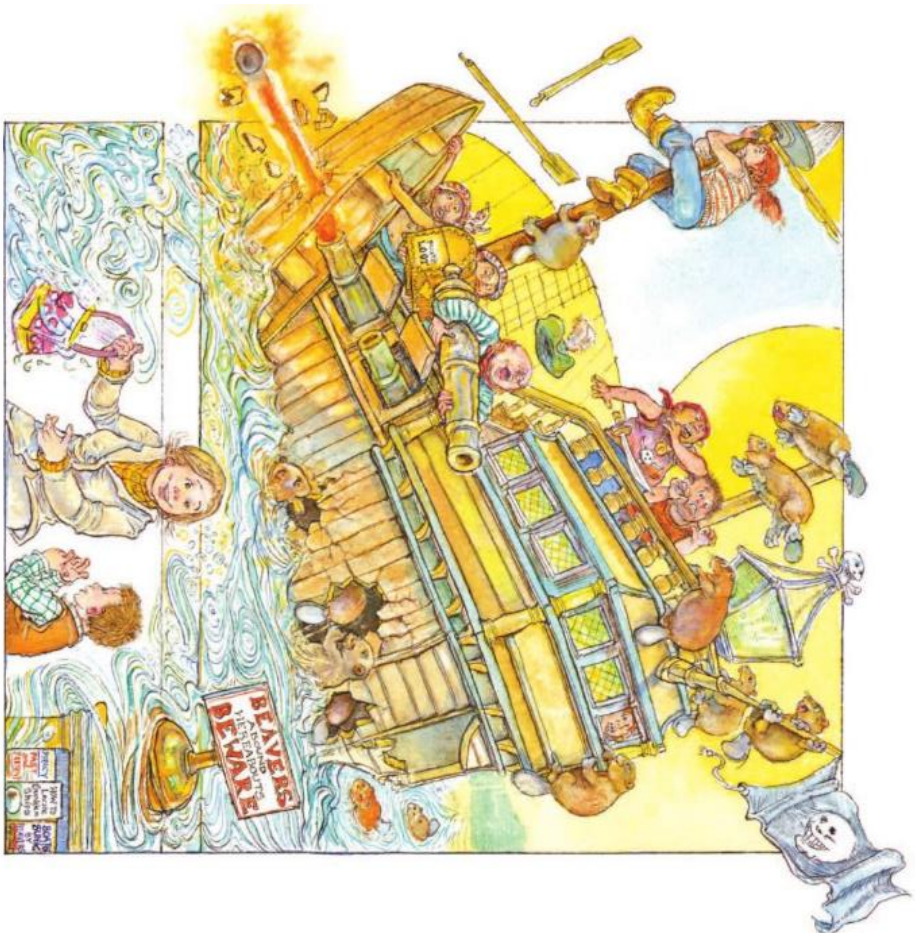
"Brace yourself, Louis!" Ms. Seever's said. "I believe your uncle found the Loch Ness monster!"

41 "I don't care!" cried Louis. "Alphonse is my friend and I love him." He pleaded with Ms. Seever's to help him raise enough money to buy the parking lot so he could build a big swimming pool for Alphonse.



399 400

42 Suddenly Ms. Seever's had an idea. "Long ago a pirate ship sank in the harbor," she said. "No one has ever been able to find it or its treasure chest. But perhaps we can!"







40 The next morning they drove to the harbor and rented a boat.

“This is a treasure chest,” cried Louis. “RETRIEVE!” Alphonse disappeared under the water and returned with the chest! It was filled with gold and jewels.

“Let’s buy the parking lot and get to work!” cried Ms. SeEVERS.

41 Louis’s parents were shocked to see a construction crew in the parking lot.

“Louis!” they cried. “What in the world is going on here?”

“Alphonse found a pirate treasure ship,” explained

Louis. “And we used part of our gold to buy you this present.”



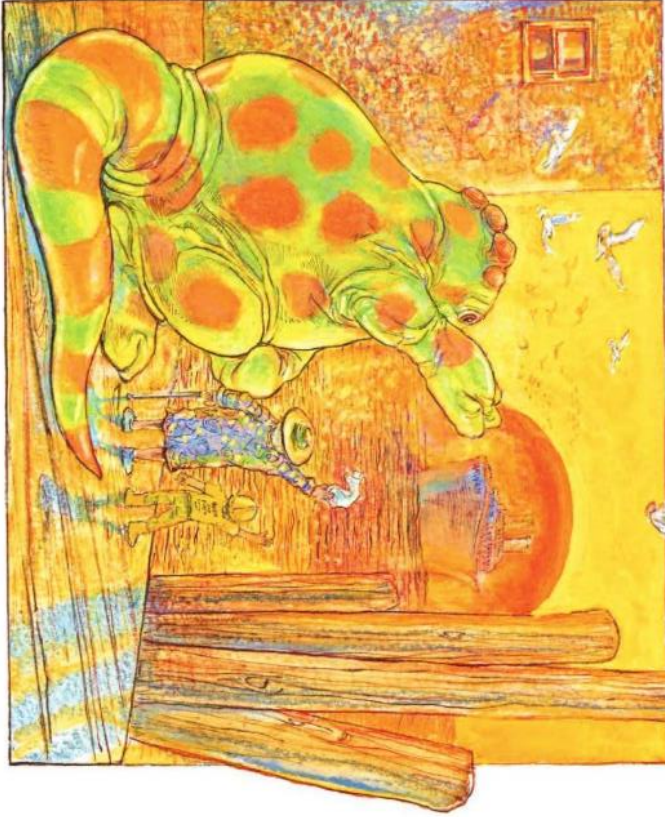
401 402

Louis's parents were shocked once again. "Tickets for a vacation cruise to Hawaii!" they gasped.

"And," said Louis, "you don't have to worry about us, because Granny has agreed to baby-sit." They hugged Louis. They kissed Alphonse.

"How soon can we leave?" they cried.

"Immediately," said Louis.



403



404



# Dig Deeper

## How to Analyze the Text

Use these pages to learn about Story Structure and Conclusions. Then read *The Mysterious Tadpole* again. Use what you learn to understand it better.



### Story Structure

The *Mysterious Tadpole* is about a boy who gets an unusual pet. The characters, the setting, and the plot of the story make up the **story structure**. The beginning of a story usually tells the characters, setting, and what problem the characters have. The end of the story tells how the problem is solved. Use a story map to record text evidence that will help you describe the story structure.



CC.2.1.8 and answer questions to demonstrate understanding of key details; RL.2.3 describe the overall structure of a story; RL.2.7 use information from illustrations and words to demonstrate understanding of characters, settings, or plot.



By the time Louis's parents returned, the swimming pool was being enjoyed by everyone in the city.

A week later Louis said, "Alphonse, tomorrow is my birthday, which means that you've been my best friend for a whole year."

The next day Uncle McAllister arrived for the party. "Greetings, Louis my lad!" he exclaimed. "I've come with a curious stone from the hills of Scotland. Happy Birthday!"

"Wow! Thanks!" said Louis. Suddenly the stone began to tremble and crack . . .

### ANALYZE THE TEXT

**Story Structure** How is the problem with Alphonse solved? What problem might the new birthday gift cause?



1

## ordinary

An ostrich is not an **ordinary** bird. It runs quickly but cannot fly.



201A

M  
2018

## ordinary

### What Does It Mean?

If something is **ordinary**, it is not special or different in any way.

Spanish cognate: ordinario

### Think About It.

What words do you know that have the same meaning as **ordinary**? What words have the opposite meaning of **ordinary**?

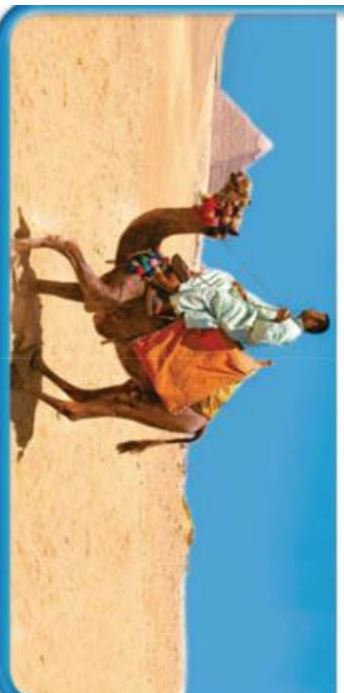
### Talk It Over.

What can you expect to happen during an **ordinary** day? Discuss your ideas with a partner. List them on a sheet of paper.

2

## control

This rider uses reins to stay in **control** of the camel.



202F

M  
2028

## control

### What Does It Mean?

If you **control** something, such as a machine or an activity, you affect how it works.

Spanish cognate: controlar

### Think About It.

What do you use to **control** a bicycle as you ride it?

### Talk It Over.

Which of the items below can you **control**? Which can't you **control**? Explain your answers. Copy the chart and fill it in.

a dog on a leash	a school bus
the weather	a computer

Things You Can Control	Things You Can't Control

3

### cage

If you own an iguana, you can let it out of its **cage**.



2038A

### cage

#### What Does It Mean?

A cage is a structure made of wire or heavy metal bars, in which birds or animals are kept.

#### Think About It.

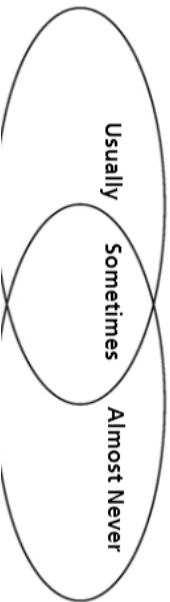
Why would a gentle animal be kept in a cage?

#### Talk It Over.

Which pets are usually kept in a cage? Which are sometimes kept in a cage? Which are almost never kept in a cage? Discuss your answers.

Copy the diagram onto another sheet of paper and fill it in.

Which pets are kept in a cage?



4

### upset

This animal is **upset** because it sees danger.



2044A

### upset

#### What Does It Mean?

When someone is upset, he or she is worried or unhappy about something.

#### Think About It.

What can upset a pet animal?

#### Talk It Over.

Which of these items might cause someone to become **upset**? List your answers on a sheet of paper.

losing something important	winning a game
forgetting something you need	getting a pet
listening to a funny story	being very late

Probably Upsetting	Probably Not Upsetting



From Eggs  
to Frogs



GENRE

**Informational text** gives facts about a topic. This is a science text about frogs.

TEXT FOCUS

A **diagram** is a group of pictures that shows how something works. As you read, use the diagram to help you understand the text.



GO ON!  
RI.2.7 explain how images contribute to and clarify text. RI.2.10 read and comprehend informational texts

# From Eggs to Frogs

## From Egg to Tadpole

Many frogs start life as an egg that hatches in an ordinary pond. The young are called tadpoles. You may look at them suspiciously and feel confused. Why? Tadpoles look like tiny fish, not frogs.

### Life Cycle of a Frog

1

A frog lays lots of eggs.



2

Tadpoles hatch from the eggs.



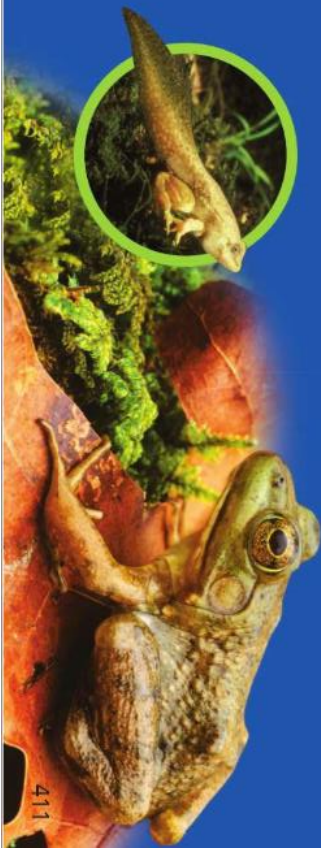
3

The tadpole grows legs. Lungs develop. The tail shrinks.



4

The tadpole has become a frog.



## From Tadpole to Frog

A tadpole has a tail but no legs. It uses its tail to stay in control as it swims. A tadpole lives underwater and breathes through gills. As a tadpole grows, it begins to look like a frog. A frog has legs and lungs but no tail. A frog lives out of water part of the time. Some animals care for their young and teach them how to find food. A tadpole gets no training from its parents. It is able to find its own food.





40

### Frogs as Pets

It is a good idea to keep your frog in a fish tank, not a cage. Put water in the tank and rocks for the frog to climb on. Sensible owners handle their frogs gently so the frogs do not become upset. They give their frogs water, plants, and the good food they need.

412



5

## sensible

These **sensible** hippos are smart enough to roll in cool mud on a hot day.



2058

## sensible

### What Does It Mean?

A sensible person makes good decisions based on common sense.

### Think About It.

What are sensible clothes to wear for each different season?

### Talk It Over.

What would be the **sensible** thing to do if the examples below happened? Talk about each sentence with a partner. Copy and complete each sentence on a sheet of paper.

- If you cut your hand, you should \_\_\_\_\_.
- If it is raining, you should \_\_\_\_\_.
- If you have a cold, you should \_\_\_\_\_.

6

## confused

Jack was **confused**. He had never seen an animal like this before!



2068

## confused

### What Does It Mean?

If you feel **confused**, you do not understand what is happening or what to do.

Spanish cognate: confundido

### Think About It.

What story have you read or heard that caused you to feel **confused**? Why was the story confusing?

### Talk It Over.

What might tell you that someone is **confused**? How might a **confused** person look? What might he or she say? How could you help him or her? Write your ideas on a separate sheet of paper.

7

## training

The **training** of a ferret takes time and patience.



2077B

### training

#### What Does It Mean?

When people or animals are in training, they are practicing and learning a new skill.

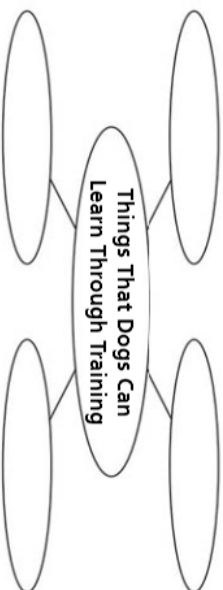
#### Think About It.

What skills would you like to learn through training?

#### Talk It Over.

What can a dog learn to do through training?

Talk about this with a partner. Copy the diagram onto another sheet of paper, and fill it in.



8

## suspiciously

The wolf looked at the woman **suspiciously**. It does not trust her.



2088B

### suspiciously

#### What Does It Mean?

If you act or speak suspiciously, you look or sound as though you do not trust someone or something.

Spanish cognate: sospechosamente

#### Think About It.

When has someone looked at you suspiciously?

Why did he or she look at you that way?

#### Talk It Over.

Read these sentences. Which sentences would make sense if you added the word **suspiciously**?

Copy those sentences onto another sheet of paper, and fill in the word.

- Why did you look at me \_\_\_\_\_?
- There is something about that person that is \_\_\_\_\_.
- He acted \_\_\_\_\_ when he came into the room.
- This cake tastes \_\_\_\_\_!



## Words with *oo*, *ew*, *ue*, *ou*

### The Mysterious Tadpole

Phonics: Words with *oo*, *ew*,  
*ue*, *ou*

Put these letters together to write words with the vowel sound you hear in *zoo*.

1. m + oo + n \_\_\_\_\_
2. s + ou + p \_\_\_\_\_
3. c + h + ew \_\_\_\_\_
4. b + l + ue \_\_\_\_\_
5. p + oo + l \_\_\_\_\_



Now use the words you wrote above to complete the sentences below.

6. Did you see the \_\_\_\_\_ and the stars last night?
7. We swim in the \_\_\_\_\_.
8. I ate a bowl of hot \_\_\_\_\_.
9. The sun is shining in the \_\_\_\_\_ sky.
10. Our puppy likes to \_\_\_\_\_ on socks.

# Contractions with *not*

**The Mysterious Tadpole**  
Grammar: Contractions

- A **contraction** is a short way of writing two words.
- An **apostrophe (')** shows where letters were left out.

Two Words	Contraction
do not	<b>don't</b>
does not	<b>doesn't</b>
is not	<b>isn't</b>
cannot	<b>can't</b>

**Thinking Question**

*Which two words are being put together to make a contraction?*



**Write contractions for the underlined words.**

1. I do not believe my eyes! \_\_\_\_\_
2. Your pet is not friendly. \_\_\_\_\_
3. I cannot believe your pig can fly. \_\_\_\_\_
4. Your pig does not have wings. \_\_\_\_\_
5. I do not know how it can fly! \_\_\_\_\_
6. Our art teacher does not come on Tuesdays.  
\_\_\_\_\_



# Words with *oo, ew, ue, ou*

**The Mysterious Tadpole**Phonics: Words with *oo, ew,*  
*ue, ou*

Answer each pair of clues using the words below the clues.

1. Something that helps solve a mystery \_\_\_\_\_

The people who work on a ship \_\_\_\_\_

**crew****clue**

2. To move quickly \_\_\_\_\_

A place to see animals \_\_\_\_\_

**zoom****zoo**

3. Many people together \_\_\_\_\_

Got bigger \_\_\_\_\_

**group****grew**

4. Lift or push someone from below \_\_\_\_\_

In a little while \_\_\_\_\_

**soon****boost**

5. Moved by using wings \_\_\_\_\_

Not many \_\_\_\_\_

**flew****few**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Words with *oo* (*ew, oo, ou*)

**The Mysterious Tadpole**Spelling: Words with *oo*  
(*ew, oo, ou*)Sort the words by the spelling for the vowel sound in *moon*.With *oo*With *ew*With *ou*

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 9. _____  | 14. _____ |
| 2. _____ | 10. _____ |           |
| 3. _____ | 11. _____ |           |
| 4. _____ | 12. _____ |           |
| 5. _____ | 13. _____ |           |
| 6. _____ |           |           |
| 7. _____ |           |           |
| 8. _____ |           |           |

Underline the letters in each word that make the vowel sound in *moon*.**Spelling Words****Basic Words**

1. root
2. crew
3. spoon
4. few
5. bloom
6. grew
7. room
8. you
9. stew
10. boost
11. scoop
12. flew

**Review Words**

13. zoo
14. noon



# Contractions with Pronouns

The Mysterious Tadpole  
Grammar: Contractions

- A **contraction** is a word made by putting two words together.
- An **apostrophe** replaces the letter or letters that were left out.
- Many contractions are made by joining a **pronoun** and a **verb**.

Two Words	Contraction
I am	I'm
You will	You'll
She will	She'll
We are	We're
They are	They're
She is	She's
It is	It's

### Thinking Question

Which two words are being put together to make a contraction?



Write contractions for the underlined words.

1. I am surprised to see a pink tadpole. \_\_\_\_\_
2. They are supposed to be brown. \_\_\_\_\_
3. It is a funny looking creature. \_\_\_\_\_
4. We are not sure why it is so big. \_\_\_\_\_
5. You will wonder about this strange pet. \_\_\_\_\_

## "Victor's New Bike"

"Here's your allowance, Victor." Mom gave Victor the money he earned every week for doing his chores. "And, since you cleaned your room without being asked, you can have a little extra."

Victor counted his money. "Thanks, Mom!" he said. "Now I have enough for my new bike!"

"I thought you might," said Mom. "Dad says he can take you to the store if you want to go."

"Yes!"

\*\*\*

Finally, after months of saving his money, Victor had his bike. It was bright red and much bigger than his little baby bike. He thought it was the coolest thing he had ever seen.

Victor decided to take it out for a spin. However, he had only ridden half a block when the trouble started. It felt like he was trying to ride through thick mud.

He saw what was wrong right away when he got off. His back tire was going flat! Victor couldn't believe it. He did not have enough money for a new tire. What was he going to do?

He walked his bike home. He fought back tears the entire time.

When he got back to his house, Victor's brother Andre was outside working on his car. "Hey Victor, did you get a flat tire already?"



"Yeah," said Victor sadly.

"Here, let me take a look. Maybe I can fix it."

Andre looked at the tire. "Here's the problem—there's a nail in it." He pulled it out. "Now all we need to do is patch it."

It took Andre about half an hour to fix the hole in the tire. When he was done, Victor examined the tire.

"Almost as good as new, right?" asked Andre.

"That's right. Thanks, Andre," said Victor with a big smile.

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## 1

**This question has two parts. First, answer Part 1. Then, answer Part 2.**

from "Victor's New Bike"

---

### Part 1

What is Victor's problem in this story?

- A. His new bike gets a flat tire.
- B. His new bike is hard to ride.
- C. He does not have enough money to buy a new bike.

## Part 2

How is Victor's problem solved?

- A. Andre shows him how to ride his new bike.
- B. Andre fixes the hole in his bike's tire.
- C. Victor's mom tells him to save his allowance money.

## 2

---

from "Victor's New Bike"

How does Victor sound in the first part of the story?

- A. nervous
- B. tired
- C. excited



### 3

---

from "Victor's New Bike"

How does the first part of the story help you understand the rest of the story?

- A. The reader learns that Victor's mom gave him the money for a new bike, and this explains why she is angry when he gets a flat tire.
- B. The reader learns that Victor has done chores all day, and this explains why he is too tired to fix his flat tire.
- C. The reader learns that Victor just bought the bike, and this explains why he is so upset when he gets a flat tire.

### 4

---

from "Victor's New Bike"

Read the sentence.

"He did not have enough money for a new tire."

Which sentence from the beginning of the story explains how Victor knows this?

- A. "'And, since you cleaned your room without being asked, you can have a little extra.'"
- B. "Victor counted his money."
- C. "'Dad says he can take you to the store if you want to go.'"

## "All in the Wrist"

Chris listened closely to Beth, who was playing the bells next to him. *One, two, three, four...* CRASH! He banged the cymbals together loudly. Beth dropped her bells. June put her hands over her ears. Tim started laughing, and so did some of the other kids.

Mr. Roth turned away from the piano and clapped his hands. "Okay, class, quiet down! Chris, you don't need to put so much energy into it."

Chris felt his face get hot. "Okay, Mr. Roth." The next time his turn came, he gently touched the cymbals together, barely making a noise. Tim started laughing again, but Mr. Roth ignored him and finished the song. Then he got up from the piano. He took the cymbals from Chris and gave them to Tim.

"Tim, why don't you show us how it's done?"

Tim's eyes got wide. He had never played the cymbals before. He hit them together and a very loud crash echoed around the room. Beth covered her ears. So did June. "Oops," Tim said. Chris tried not to laugh.

Mr. Roth smiled. "Try again."

This time Tim hit them softly, just like Chris had done. Some of the kids laughed. Mr. Roth took the cymbals. He hit them together just right. The sound filled the room, but none of the kids covered their ears.

"It's all in the wrist," he said, and hit the cymbals together again. "See?"



He passed the cymbals around the room and let all the students try. Finally Chris got to try again. He did it just like Mr. Roth showed them.

Tim gave him the thumbs-up sign. Chris grinned.

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## 1

---

from "All in the Wrist"

Read the sentence.

"Okay, Mr. Roth."

Who says this?

- A. June
- B. Chris
- C. Tim
- D. Beth

## 2

---

from "All in the Wrist"

Which two things do both Chris and Tim do?

- A. They play the cymbals too loudly.
- B. They give the thumbs-up sign.
- C. They play the cymbals too softly.
- D. They laugh when Beth drops her bells.
- E. They play the bells just right.

**3**

---

from "All in the Wrist"

What happens when Tim crashes the cymbals together?

- A. Beth drops her bells.
- B. Mr. Roth claps his hands.
- C. The kids start laughing.
- D. Beth and June cover their ears.

**4**

---

from "All in the Wrist"

How does Tim feel when he plays the cymbals for the first time?

- A. angry
- B. sad
- C. surprised
- D. proud

**5**

---

from "All in the Wrist"

Why does Tim laugh at the beginning of the story?

- A. Beth drops her bells.
- B. June covers her ears.
- C. Chris plays the cymbals too loudly.
- D. Mr. Roth bangs on the piano.