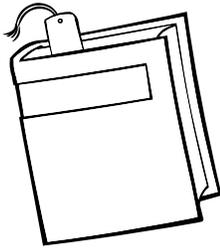


Friendship



Print Partner Title / First Line	Skill
Mike's Mystery House	Retelling a Story
Max's New Friend	High Frequency Words
A Little Help from New Friends	Answering Questions about Story Elements
Dear Rusty	Describing Characters' Feelings and Comparing Themes
Waiting for Pablo	Determining Meaning of Multiple-Meaning Words

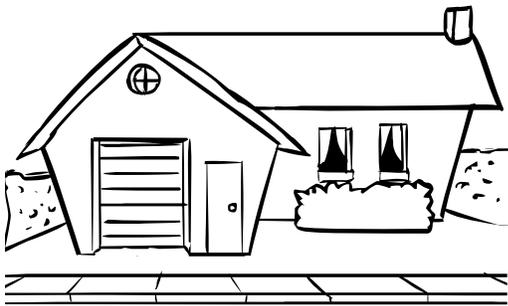
- Print Partners are bundled by theme only. Grade level bundles are available.
- Each Print Partner is a stand-alone worksheet. Pagination on the bottom of each page denotes numbering designed for individual worksheets.



Retelling a Story

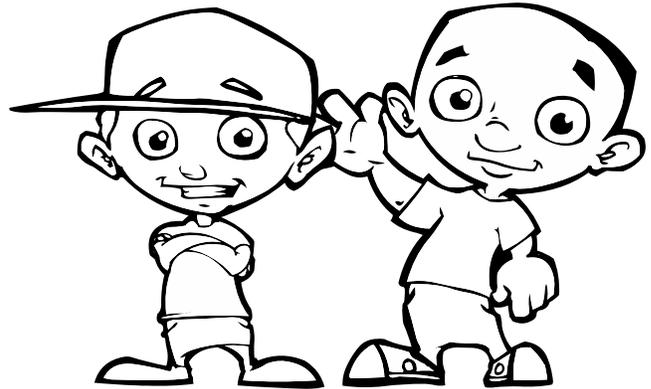
Directions: Cut out the pages. Put them in order. Staple the pages together. Then read the story.

Mike's Mystery House



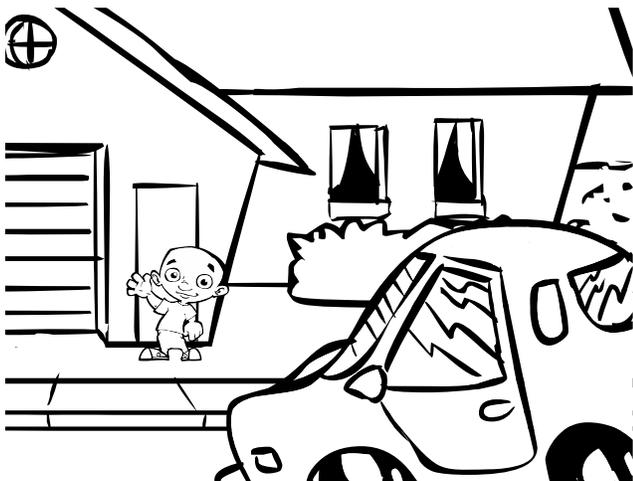
by Susan Motter Johnson

Name _____



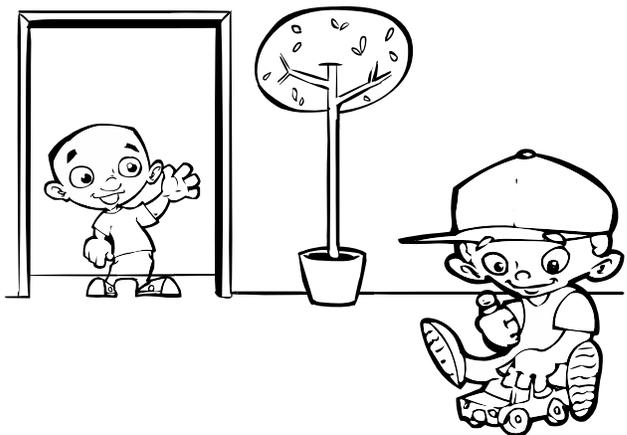
Mike and Caleb
are friends.

1



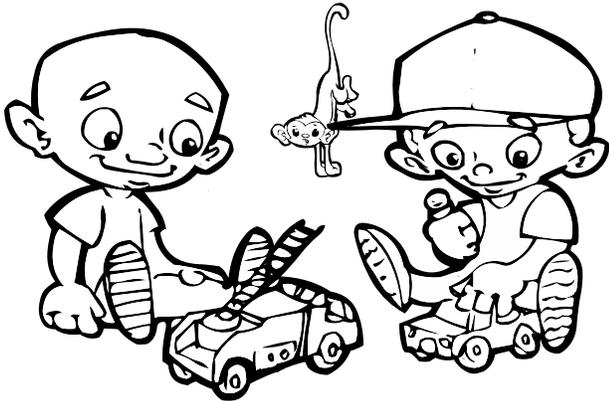
Caleb goes to
Mike's house.

2



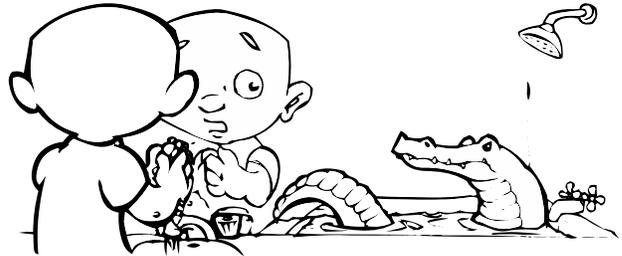
Mike has a tree in
his bedroom.

3



Mike has a monkey
in his bedroom.

4



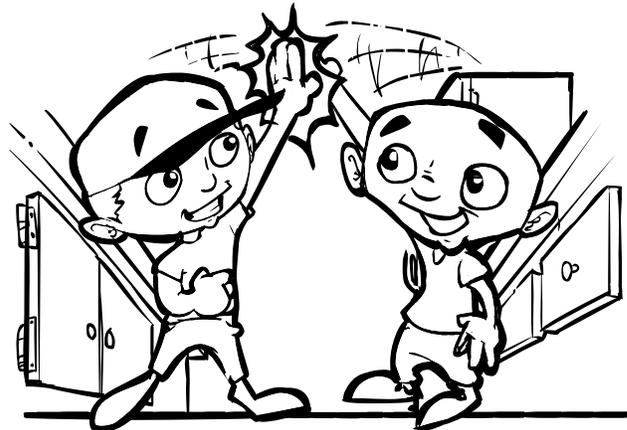
Mike has an alligator
in the bathtub.

5

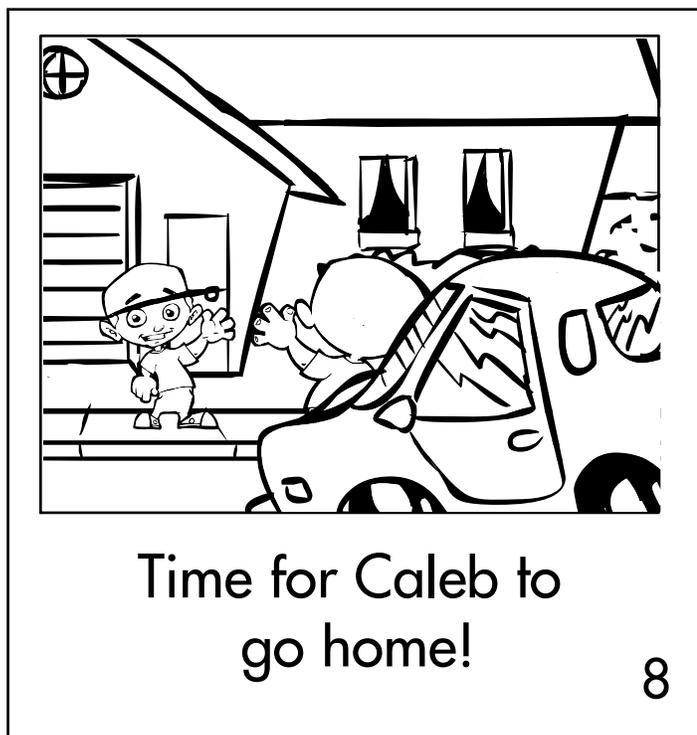


Mike has a parrot
in the kitchen.

6

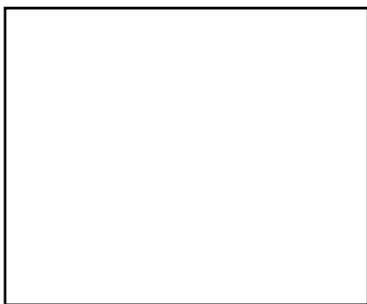


“Do you want to
eat?” asks Mike. “No,
thanks,” says Caleb. 7

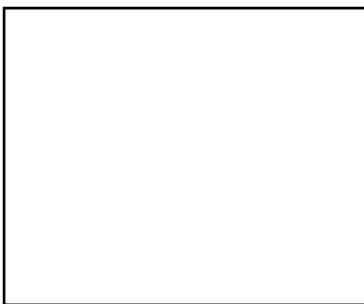


Directions: Cut out the pictures. Then paste them in the boxes to retell the story.

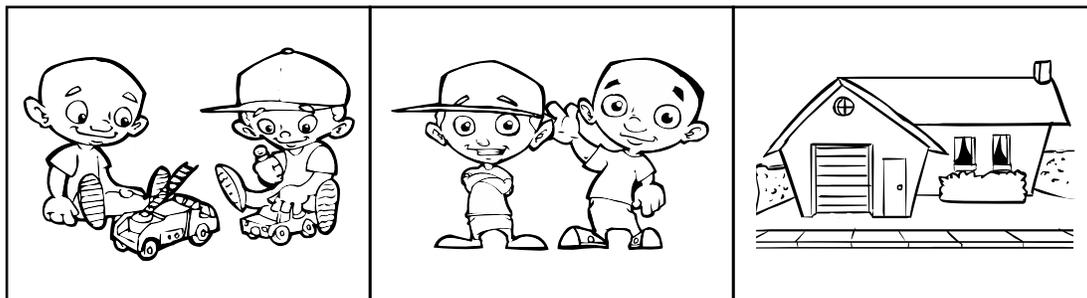
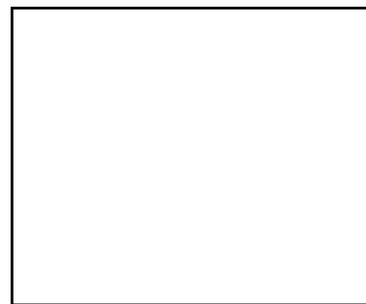
Who?



Where?



What?



Directions: Cut out the pictures. Then paste them in boxes in the order they happen.

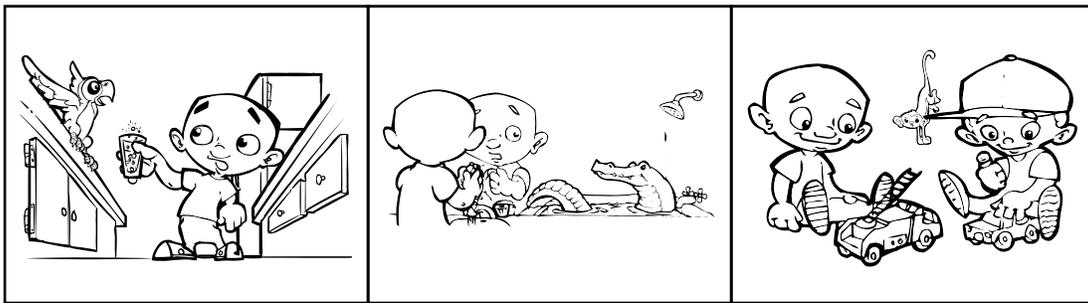
First

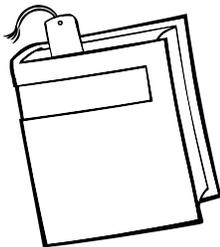


Next



Last

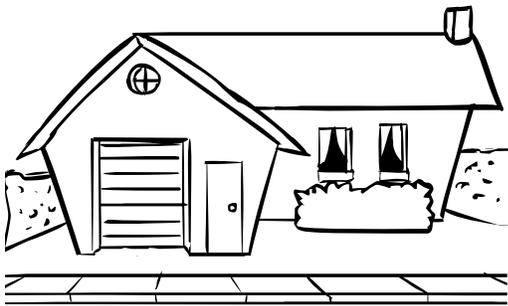




Retelling a Story

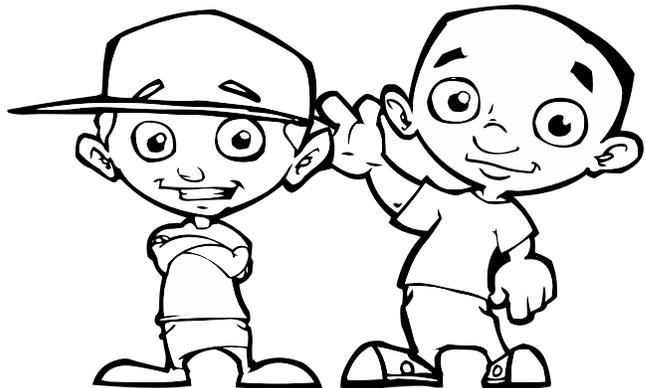
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Mike's Mystery House



by Susan Motter Johnson

Name _____



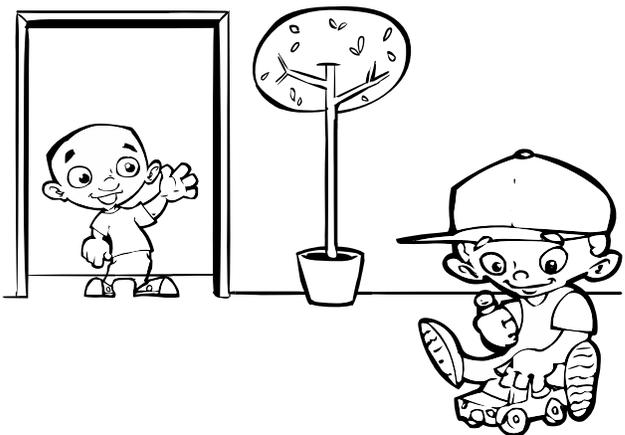
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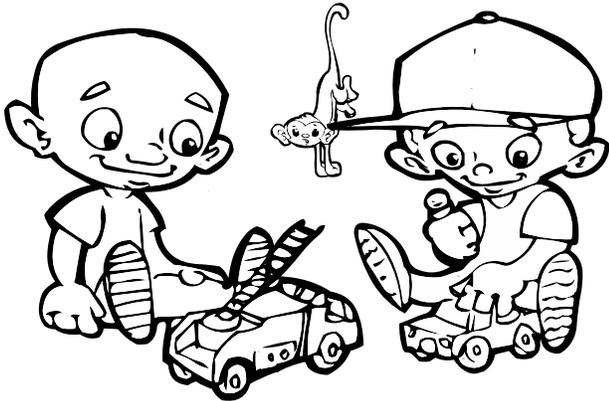
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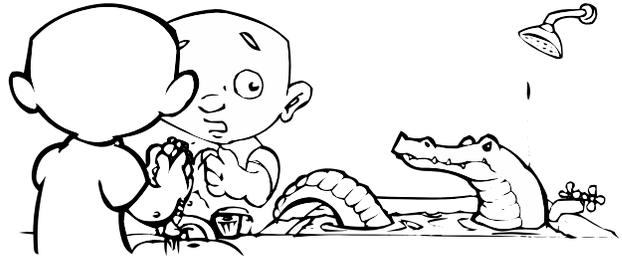
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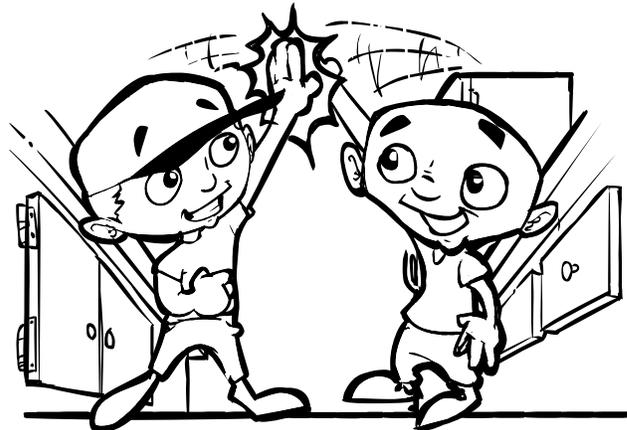
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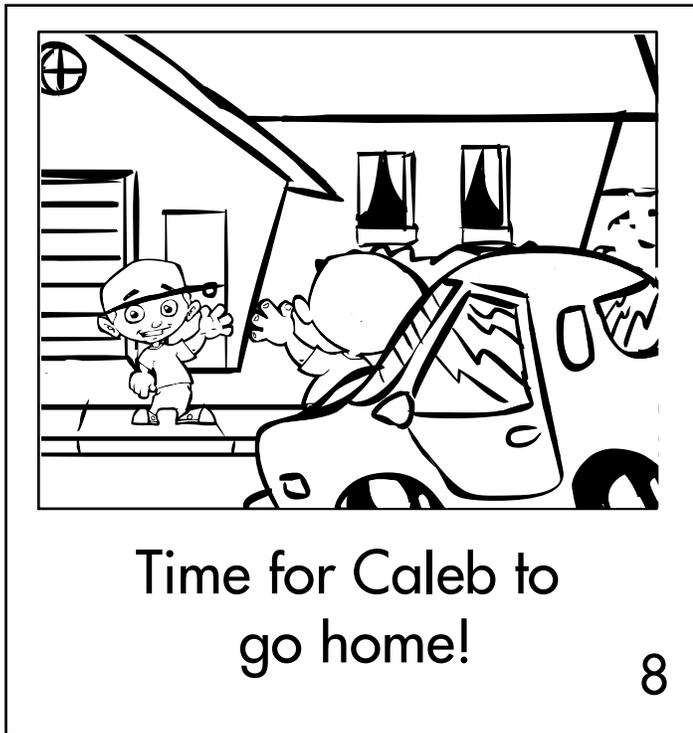


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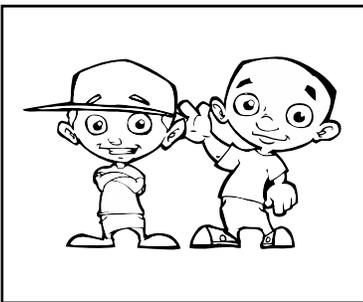


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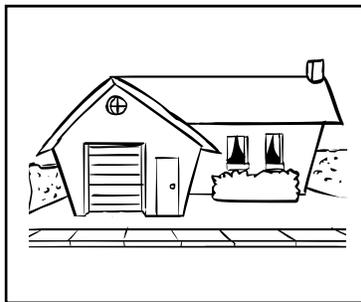


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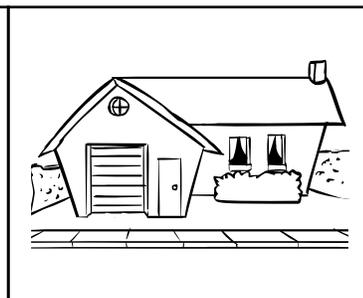
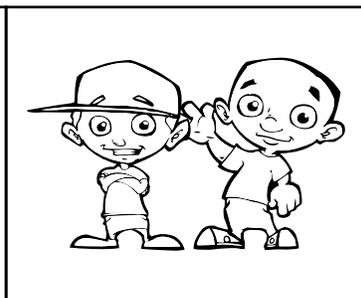
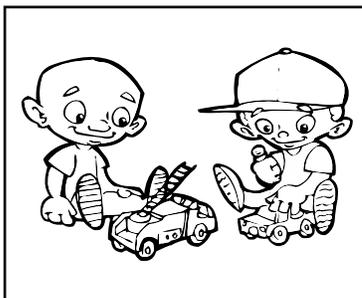
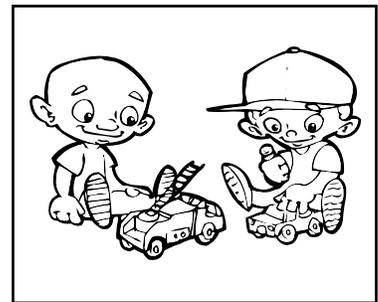
Who?



Where?

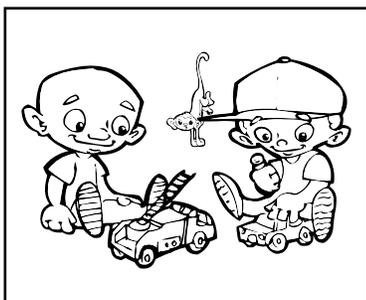


What?

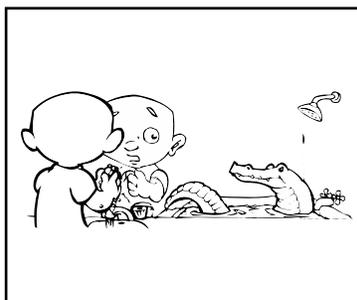


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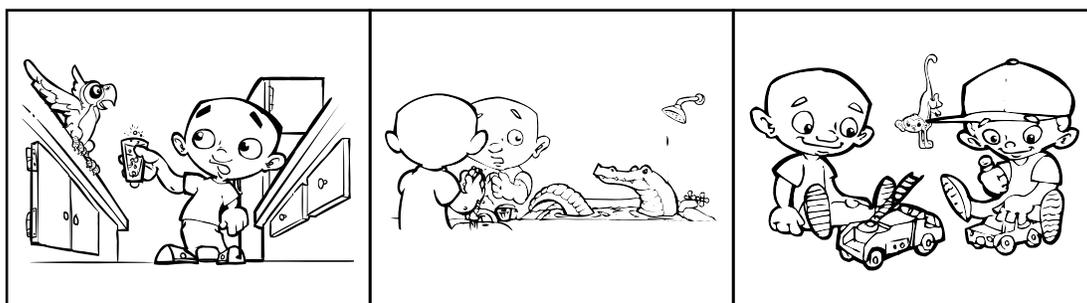
First

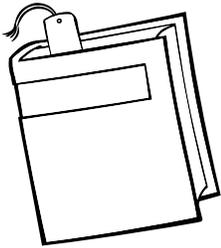


Next



Last

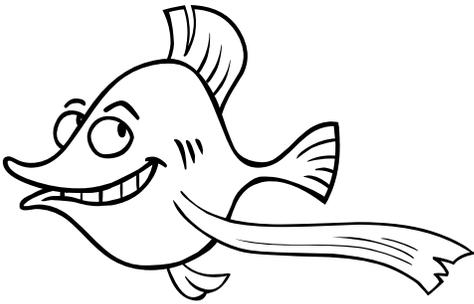




Reading High Frequency Words

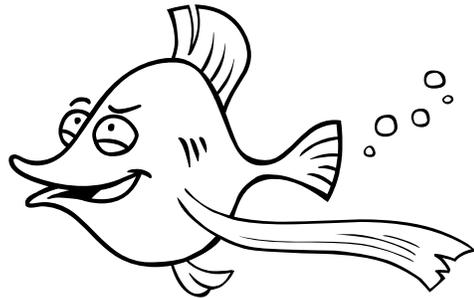
Directions: Cut out the pages. Put them in order. Staple the pages together. Then read the story. Circle the words from and one.

Max's New Friend

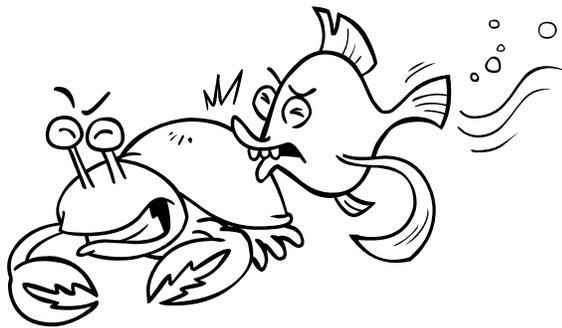


by Tricia Kauffman

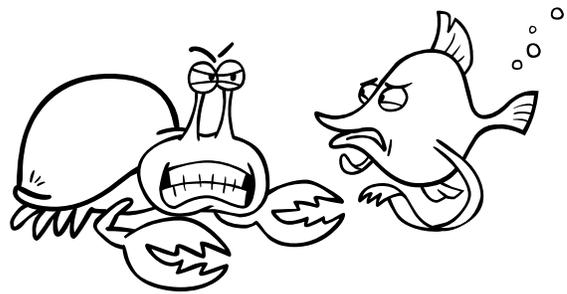
Name _____



Max was a fish.
He had one big fin. 1



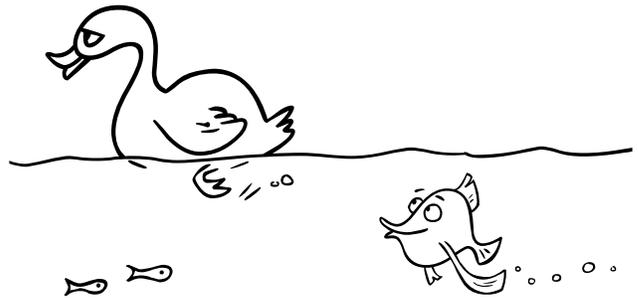
Max swam fast. Max
swam in to one red crab. 2



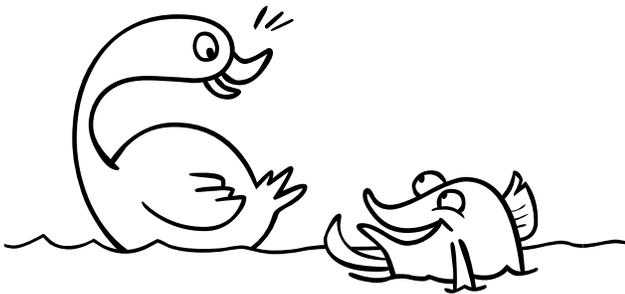
The red crab was mad at
Max. And Max felt sad. 3



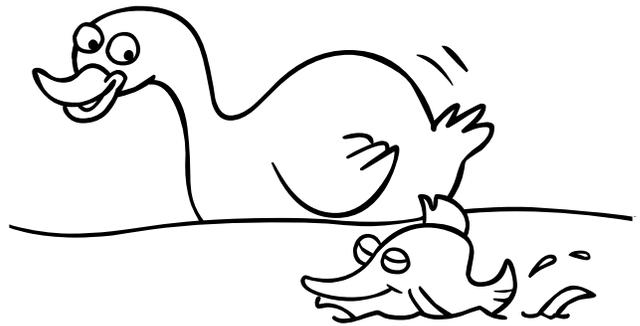
He left the crab. He
swam from the crab. 4



He swam to the top.
Max swam into
one yellow duck. 5



The yellow duck was glad
to have met Max.
And Max was glad. 6

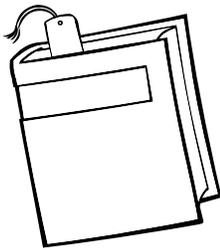


Max swam with the yellow
duck. They swam and
swam. They felt glad. 7

Directions: Draw pictures to answer the questions.

How did Max feel when he met the crab?

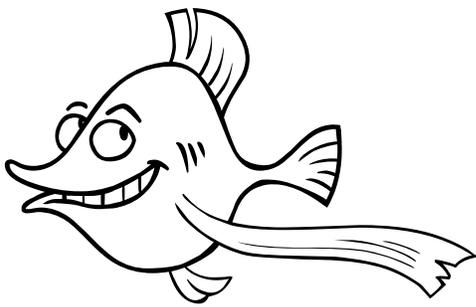
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Reading High Frequency Words

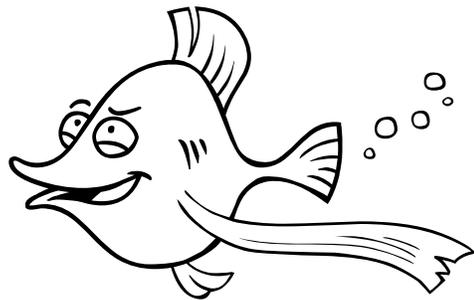
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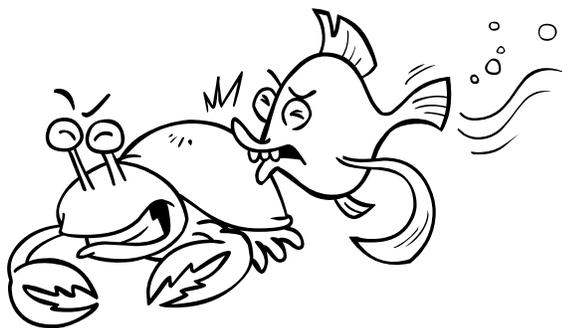


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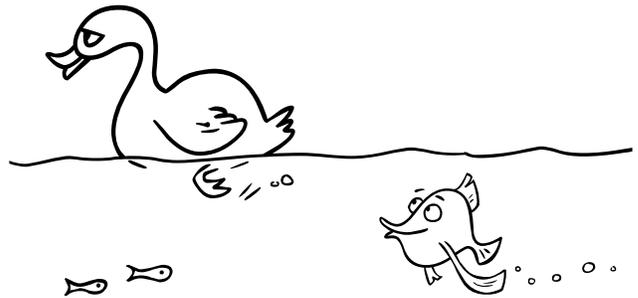
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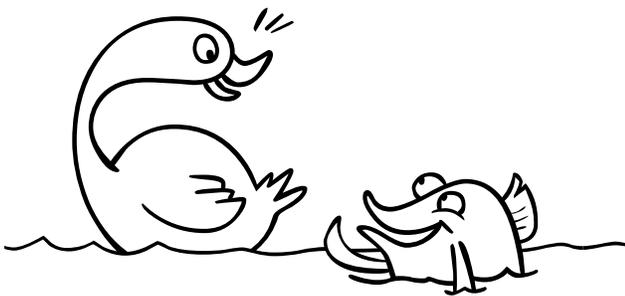
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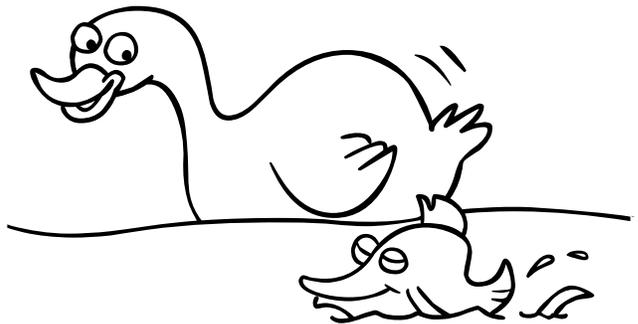
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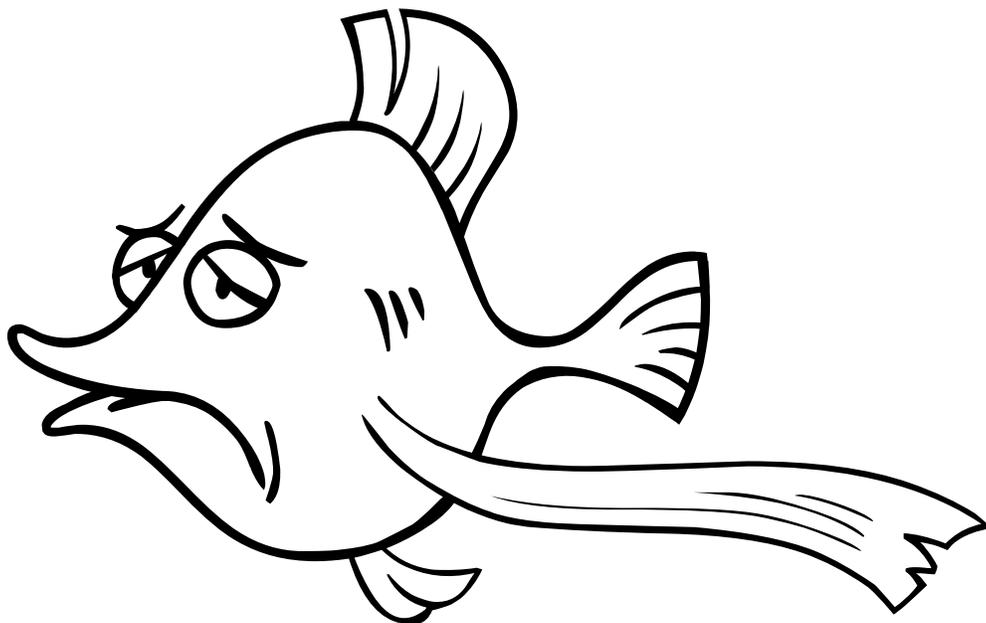
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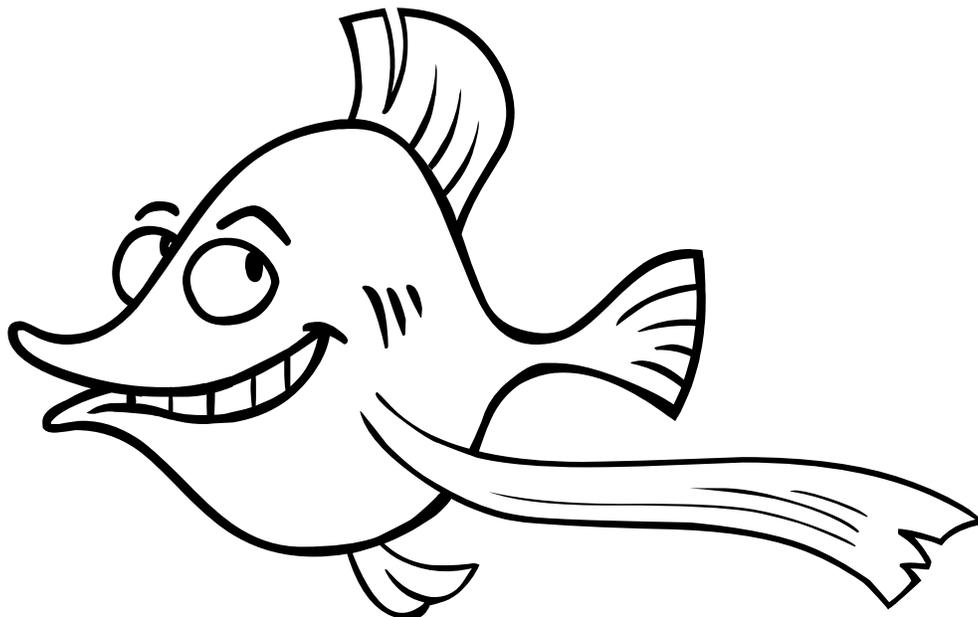
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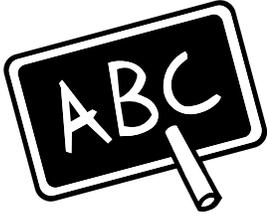
Directions: Draw pictures to answer the questions.

How did Max feel when he met the crab?



How did Max feel when he met the duck?





Answering Questions about Story Elements

Directions: Read the story. Then complete the activities that follow.

A Little Help from New Friends

Nate wasn't sure about his new neighborhood. He looked in both directions as he sat on his front lawn. There were a few houses on this side of the road. Across the road was a field lined with bushes and a fence. Earlier, Nate's mom had told him to stop complaining and to make an effort to notice all the new, good things.

Nate did like the big shade trees that lined the street. He also thought their house was nice, and he liked having his own bedroom. But he did not like the quiet. Nate was used to honking horns, screeching brakes, and the chatter of people walking by. There was always something to do, and someone to do it with in his old neighborhood. Now Nate was bored.

"The most exciting thing to do here is to watch the grass grow," he thought to himself. He could ask his little brother, Joey, to do something with him. But Joey was in the house baking chocolate chip cookies with his mom. That did not sound like fun to Nate.

Down the road a little, there was an old brick building with a basketball court in the parking lot. Two boys and a girl about his same age were shooting hoops. But Nate was afraid to just walk over and ask to join them. They certainly did not seem interested in him. Not one of them even waved or anything.

Suddenly, he heard a loud yelping sound coming from the field. He ran toward the sound but could not see anything. Then he almost fell into a hole that was hidden by bushes. He looked down and saw a brown and white puppy trying to climb the slippery sides of an old well. There was

water under a wooden platform that divided the space. Luckily, the puppy had landed on the platform and not in the water!

How could he help the puppy by himself? He was afraid to leave the puppy to get his mother. He sat back and yelled, “Help!”

Before he could yell again, the girl he had seen earlier was standing next to him. The two boys were close behind her. They all peered down into the hole.

“Don’t worry, we will help you rescue the puppy!” said the girl. They ran off but soon were back with a rope, a large plastic bucket, and the girl’s mother.

Together, they tied the rope to the bucket and lowered it into the hole. They gently pulled it toward the pup. It took a few tries, but finally the puppy seemed to know they were helping him. He plopped into the bucket, and they pulled him up to safety.

The children gathered around the wet pup. “Thank you for helping rescue the puppy,” said Nate. “Do you know where this puppy lives?” They told him the pup was one of a litter a neighbor was giving away to good homes.

The children went with Nate to ask the neighbor if he could keep the pup. She said Nate could keep the dog if his parents said it was OK. The children followed Nate and the puppy to his home. Nate’s mom agreed to let Nate keep the puppy. The other kids, Nate, and the puppy played at Nate’s house late into the afternoon. Now Nate had three new best friends to start school with and one always waiting for him at home.

Directions: Answer the questions to complete the story map below.

Who is the main character?

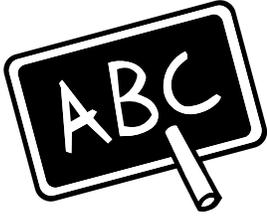
Who are the supporting characters?

Describe the setting in the story.

What is the problem in the story?

How is the main problem in the story solved?

What is the theme, or message, in this story?



Answering Questions about Story Elements

Directions: Read the story. Then complete the activities that follow.

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Directions: Answer the questions to complete the story map below.

Who is the main character?

Nate

Who are the supporting characters?

**a puppy, Joey, Nate's mom,
a girl, two boys**

Describe the setting in the story.

**The story takes place during
the summer, out in the country
at Nate's new house. There are
not many people around. It is
quiet, and the street is lined
with shade trees.**

What is the problem in the story?

There are two problems.

**1. Nate is lonely because he
is new to town.**

**2. A puppy falls into an old
well.**

How is the main problem in the story solved?

**A girl and two boys help Nate rescue the puppy, and then Nate
becomes friends with the other children.**

What is the theme, or message, in this story?

Possible response: Friends in need are good friends indeed.



Describing Characters' Feelings and Comparing Themes

Directions: Read the journal entries. Then read each question and circle the correct answer.

A diary or journal is a book with blank pages for writing. George has started writing a journal about things that are happening in his life. He pretends he is writing to Rusty, a dog he once loved. Here are three entries in George's journal.

Dear Rusty,

My best friend is moving to another world! Well, not really, but he might as well be. Douglas is moving to Italy, and that is very far away from Phoenix, Arizona. Douglas is already talking about his new home, even though he hasn't been there. He says that there are mountains, big cities, and beaches close by. He also told me that there is a city that has canals with boats instead of roads with cars. I can't really remember all that he told me because I wasn't listening closely. I was upset, and I was trying not to show my feelings.

I didn't eat much dinner tonight because I couldn't stop thinking about Doug's family leaving next week. We have been close friends since kindergarten. Together we lost teeth, learned to read, played baseball, and had our first sleepover. Sometimes we are together so much my mom says, "Hey Doug, why don't you just move in with us?"

It's really going to be different around here without Douglas. Baseball season is coming, and no one can catch my fastball like Doug.

George

Dear Rusty,

The sooner Doug leaves the better because all he does anymore is talk about his new home in Italy. He says that they are getting a boat there, and they will eat pizza every day. He says he will have lots of friends because Italians like to play baseball too. He is even learning Italian. He didn't even notice how much his bragging was bothering me. So I told him to go home because all his talk about Italy was boring. He looked at me funny and then left. Then I went to my room, stared at the walls, and tried to calm down a little.

I don't care if I ever see him again.

George

Dear Rusty,

Can you believe that I am going to Italy next summer to visit Doug? Until then we are going to e-mail each other as much as we can. That will be really fun to have an e-mail pen pal to write to all the time. Doug's mom and dad came over and asked my parents if I could go there next summer. They're thinking about it, but I am sure they will say yes because my mom might even go with me!

Now I need to learn as much as I can about Italy, so I am reading books. Doug said people in Italy eat many of the same foods as we do, but in different ways. Of course their favorite meals include pasta, which I love too.

I also found out that Doug's family is only going to be in Italy for two

years. Then they're moving back to Arizona. I can't write anymore because I have to help Doug pack his clothes and stuff. He also needs my help with carrying his boxes.

George

1. In which order do George's feelings appear in the story?
 - A. excited, angry, sad, worried
 - B. sad, angry, excited, happy
 - C. happy, excited, worried, angry
 - D. angry, happy, excited, sad

2. How do you know George was angry at Douglas?
 - A. He told Doug to go home.
 - B. He didn't eat very much dinner.
 - C. He remembered the good times.
 - D. He tries to hide his feelings.

3. Which of the following uses the word **they're** correctly?
 - A. Put the books over they're on the table.
 - B. I heard they're coming home tomorrow.
 - C. We will be waiting for they're arrival.
 - D. They're house will be rented when they move.

4. Which of the following uses the word **pedal** correctly?
 - A. A ladybug landed on the rose pedal.
 - B. The girls will pedal their crafts at the market.
 - C. Dean will try to pedal his bike up the hill.
 - D. Two dew drops slid down the soft yellow pedal.

Directions: Read the question. Then fill in the blanks to complete the sentence below.

5. How did George feel in the last journal entry? Give two examples from his diary.

I know George was _____ at the end because

_____ and



Describing Characters' Feelings and Comparing Themes

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My best friend is moving to another world! Well, not really, but he might as well be. Douglas is moving to Italy, and that is very far away from Phoenix, Arizona. Douglas is already talking about his new home, even though he hasn't been there. He says that there are mountains, big cities, and beaches close by. He also told me that there is a city that has canals with boats instead of roads with cars. I can't really remember all that he told me because I wasn't listening closely. I was upset, and I was trying not to show my feelings.

I didn't eat much dinner tonight because I couldn't stop thinking about Doug's family leaving next week. We have been close friends since kindergarten. Together we lost teeth, learned to read, played baseball, and had our first sleepover. Sometimes we are together so much my mom says, "Hey Doug, why don't you just move in with us?"

It's really going to be different around here without Douglas. Baseball season is coming, and no one can catch my fastball like Doug.

George

Dear Rusty,

The sooner Doug leaves the better because all he does anymore is talk about his new home in Italy. He says that they are getting a boat there, and they will eat pizza every day. He says he will have lots of friends because Italians like to play baseball too. He is even learning Italian. He didn't even notice how much his bragging was bothering me. So I told him to go home because all his talk about Italy was boring. He looked at me funny and then left. Then I went to my room, stared at the walls, and tried to calm down a little.

I don't care if I ever see him again.

George

Dear Rusty,

Can you believe that I am going to Italy next summer to visit Doug? Until then we are going to e-mail each other as much as we can. That will be really fun to have an e-mail pen pal to write to all the time. Doug's mom and dad came over and asked my parents if I could go there next summer. They're thinking about it, but I am sure they will say yes because my mom might even go with me!

Now I need to learn as much as I can about Italy, so I am reading books. Doug said people in Italy eat many of the same foods as we do, but in different ways. Of course their favorite meals include pasta, which I love too.

I also found out that Doug's family is only going to be in Italy for two

years. Then they're moving back to Arizona. I can't write anymore because I have to help Doug pack his clothes and stuff. He also needs my help with carrying his boxes.

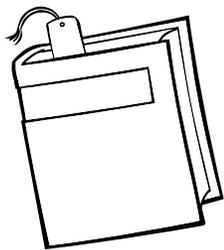
George

1. In which order do George's feelings appear in the story?
 - A. excited, angry, sad, worried
 - B. sad, angry, excited, happy**
 - C. happy, excited, worried, angry
 - D. angry, happy, excited, sad
2. How do you know George was angry at Douglas?
 - A. He told Doug to go home.**
 - B. He didn't eat very much dinner.
 - C. He remembered the good times.
 - D. He tries to hide his feelings.
3. Which of the following uses the word **they're** correctly?
 - A. Put the books over **they're** on the table.
 - B. I heard they're coming home tomorrow.**
 - C. We will be waiting for **they're** arrival.
 - D. **They're** house will be rented when they move.
4. Which of the following uses the word **pedal** correctly?
 - A. A ladybug landed on the rose **pedal**.
 - B. The girls will **pedal** their crafts at the market.
 - C. Dean will try to pedal his bike up the hill.**
 - D. Two dew drops slid down the soft yellow **pedal**.

Directions: Read the question. Then fill in the blanks to complete the sentence below.

5. How did George feel in the last journal entry? Give two examples from his diary.

I know George was happy at the end because Doug invited George to visit him in Italy and Doug and his family will be in Italy for only two years.



Determining Meaning of Multiple-Meaning Words

Directions: Read the passage. Then read each question and circle the correct answer.

Waiting for Pablo

The recital was about to begin and I was very nervous. There must have been over a hundred people in the auditorium waiting to hear me play my solo. I looked out into the audience and was heartbroken because my best friend Pablo was not sitting where he said he would be. Pablo had promised he would come. Hearing the cheers from the crowd reminded me I had to play even though Pablo was not there.

After the recital, I walked to the parking lot with my parents. Although I had received countless compliments on my playing, I still felt sad. Pablo had made a promise he did not keep, and I was disappointed.

Just as I was about to get into the car, I heard a familiar voice call my name. It was Pablo! When he and his father reached us, Pablo told us how their car got a flat tire on the way to the recital.

I let out a sigh of relief because I knew in my heart there must have been a good reason why Pablo was not at the recital. He and his father continued to apologize, and then they asked if I would play for them right there.

"You want me to play for you now?" I said almost laughing.

I could tell by my parents' clapping that they thought Pablo's idea was fantastic. So I took out my flute and gave an encore presentation in the parking lot with Pablo in the front row.

1. What is the theme of the passage?

- A. honesty
- B. trust
- C. survival
- D. loyalty

2. Determine whether the underlined words in the sentence below represent a cause or an effect.

I looked out into the audience and was heartbroken because my best friend Pablo was not sitting where he said he would be.

- A. cause
- B. effect

3. Determine whether the underlined words in the sentence below represent a cause or an effect.

So I took out my flute and gave an encore presentation in the parking lot with Pablo in the front row.

- A. cause
- B. effect

4. Which is the correct definition for the word **fluke** as it is used below?

My friends congratulated me for doing well on the exam. I was afraid to tell them I thought the A was a **fluke** because I didn't study as much as I should have.

- A. a type of fish
- B. a stroke of luck
- C. part of a whale's tail
- D. part of a boat anchor

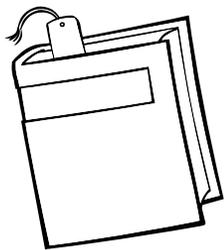
5. Which is the correct definition for the word **racket** as it is used below?

“What is all the **racket**?” my father yelled. I guess he didn't like me practicing my drums in the house.

- A. a loud noise
- B. a lightweight bat with strings
- C. a business
- D. an easy way of living

Directions: Read the question. Then write your answer in complete sentences on the lines below.

6. What can you infer about the type of person Pablo is based on the story? Use evidence from the story to support your answer.



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Answers will vary.
