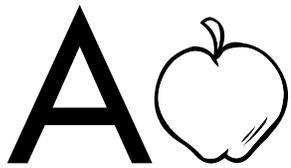


# Colors

Print Partner Title / First Line	Skill	Grade Level
Draw pictures to match the words.	High Frequency Words	K
Block Party	Retelling a Story	K
What Carlos Sees	Answering Questions about Setting	K
Follow the directions to draw the picture.	Following Directions	K
The Frog	Blending Words in Context	1
Meg has a gray pig.	Identifying Main Idea and Drawing Conclusions	1
Lunch with Aggie	Distinguishing Fiction from Nonfiction and Drawing Conclusions	2
How South American Birds Got Their Colors	Recognizing Cause and Effect and Retelling a Story	3

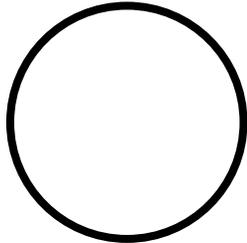
- Print Partners are bundled by theme only. Grade level bundles are available.
- Each Print Partner is a stand-alone worksheet. Pagination on the bottom of each page denotes numbering designed for individual worksheets.



## Reading High Frequency Words

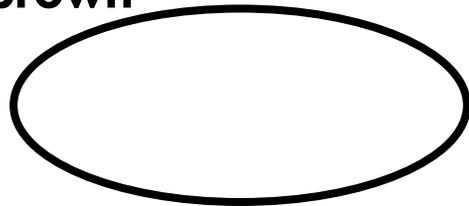
**Directions:** Draw pictures to match the words.

**gray**



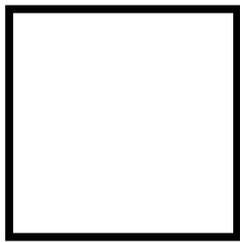
That is a gray circle.

**brown**



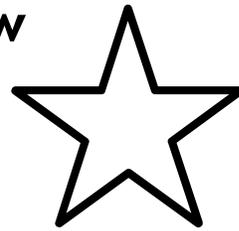
That is a brown oval.

**pink**



That is a pink square.

**yellow**



That is a yellow star.

**Directions:** Cut out the pictures. Then paste them in the correct order.

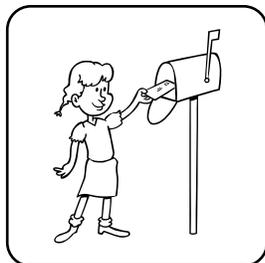
1.

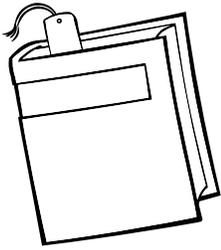


2.



3.

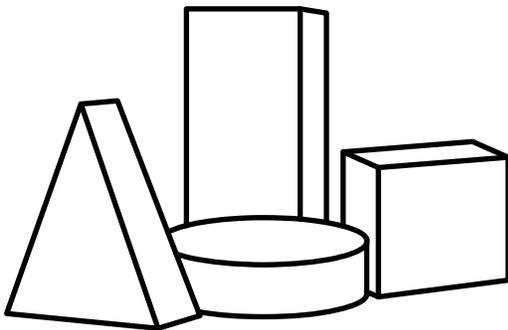




## Retelling a Story

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

### Block Party



by Barbara Davis-Pyles

Name \_\_\_\_\_



Ida had blue blocks.  
They were triangles. 1



Jack had red blocks.  
They were rectangles. 2

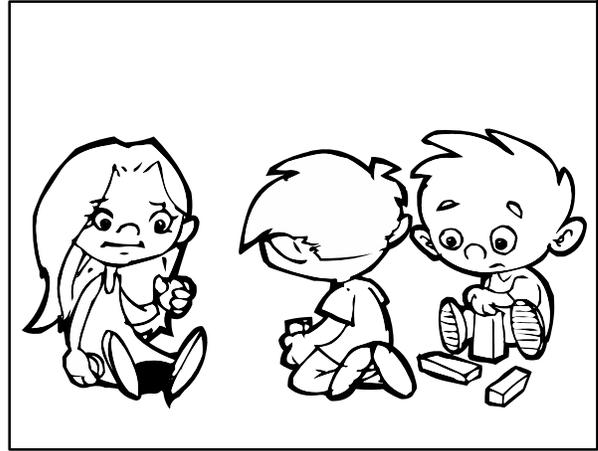


Zola had orange blocks.  
They were circles. 3



Lucas had green blocks.  
They were squares.

4



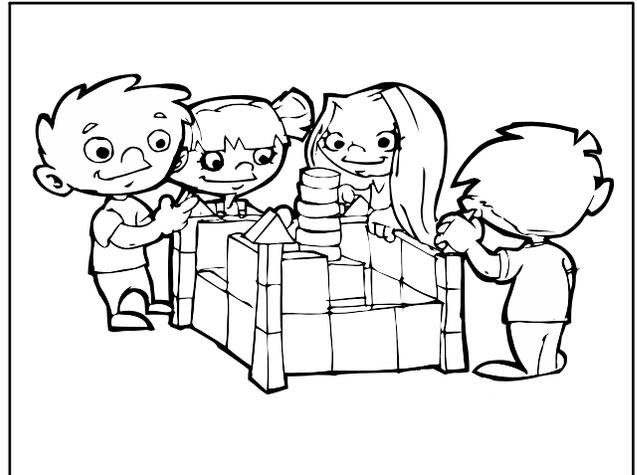
The friends were bored.  
They were bored of  
their blocks.

5



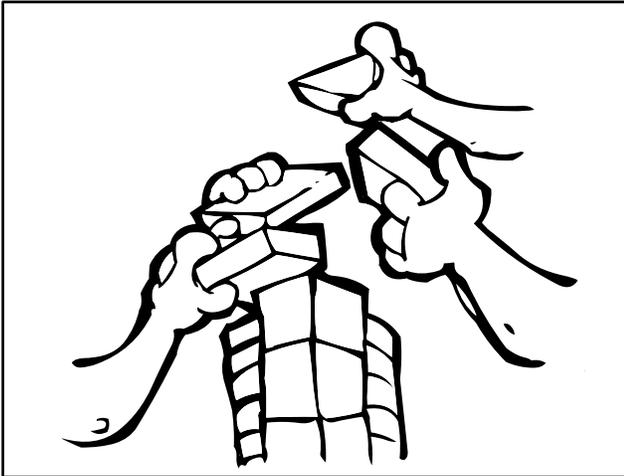
Ida smiled and said,  
“I know! Let’s mix  
and match!”

6



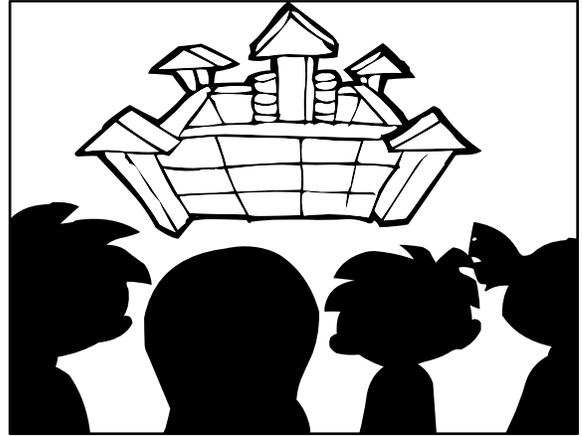
They stacked and  
stacked.

7



They stacked every last block.

8



The friends built a castle. They built a colorful castle!

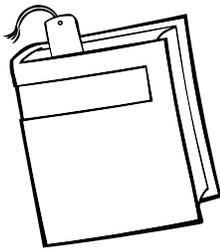
9

**Directions:** Draw a picture for each part of the story.

## Main Characters

## Problem

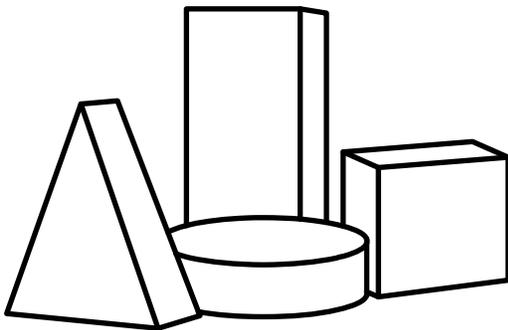
## Solution



## Retelling a Story

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

### Block Party

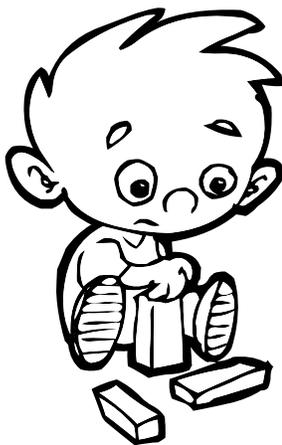


by Barbara Davis-Pyles

Name \_\_\_\_\_



Ida had blue blocks.  
They were triangles. 1



Jack had red blocks.  
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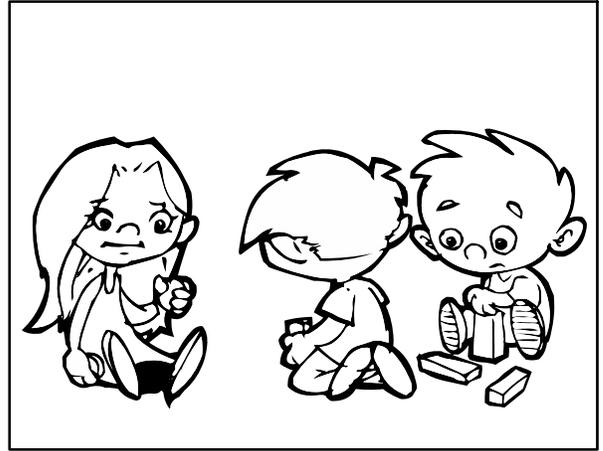


Zola had orange blocks.  
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They were squares.

4



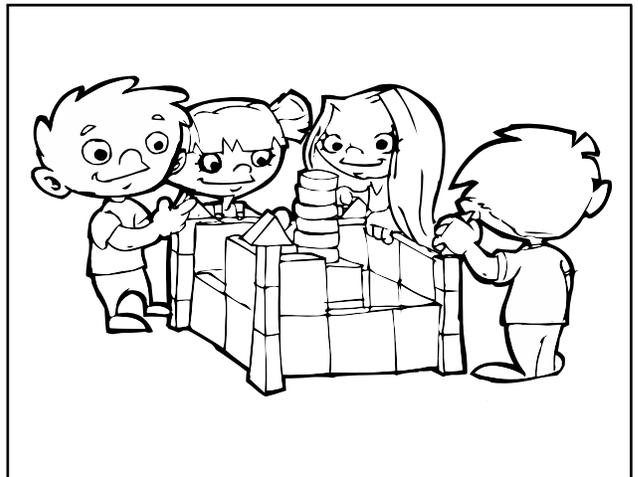
The friends were bored.  
They were bored of  
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5



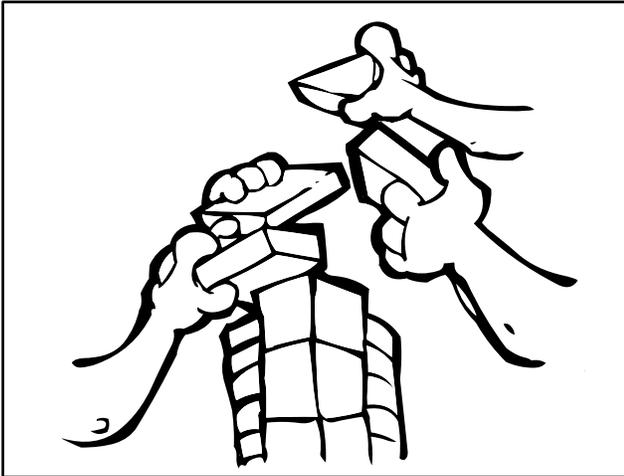
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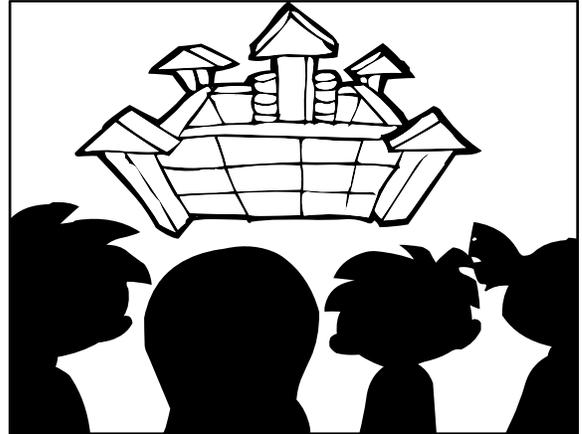
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They stacked every last block.

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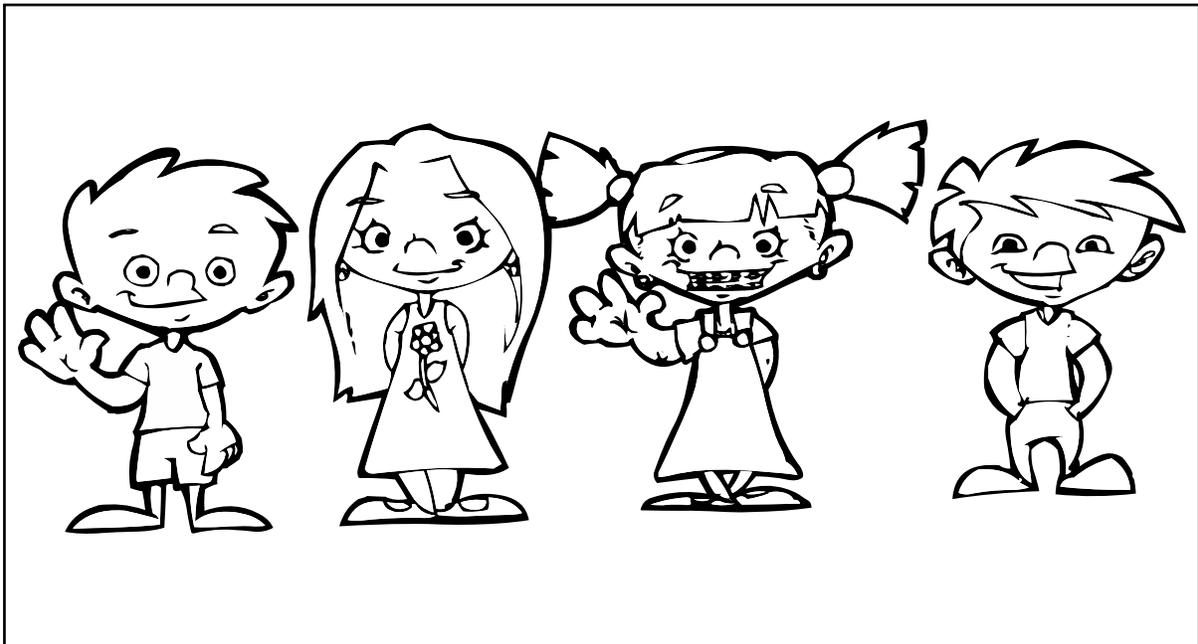


The friends built a castle. They built a colorful castle!

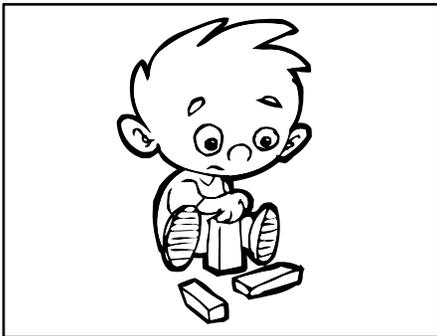
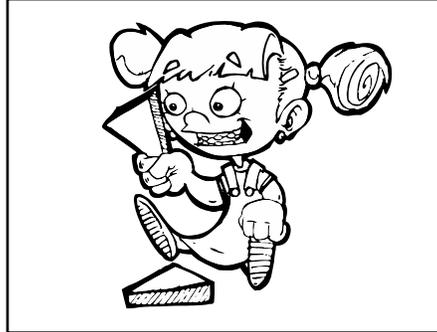
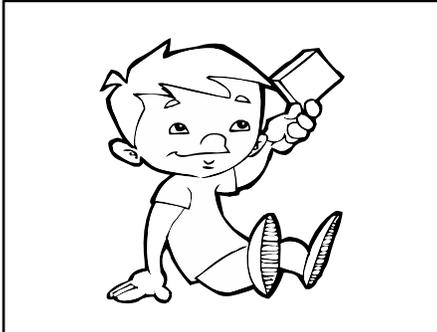
9

**Directions:** Draw a picture for each part of the story.

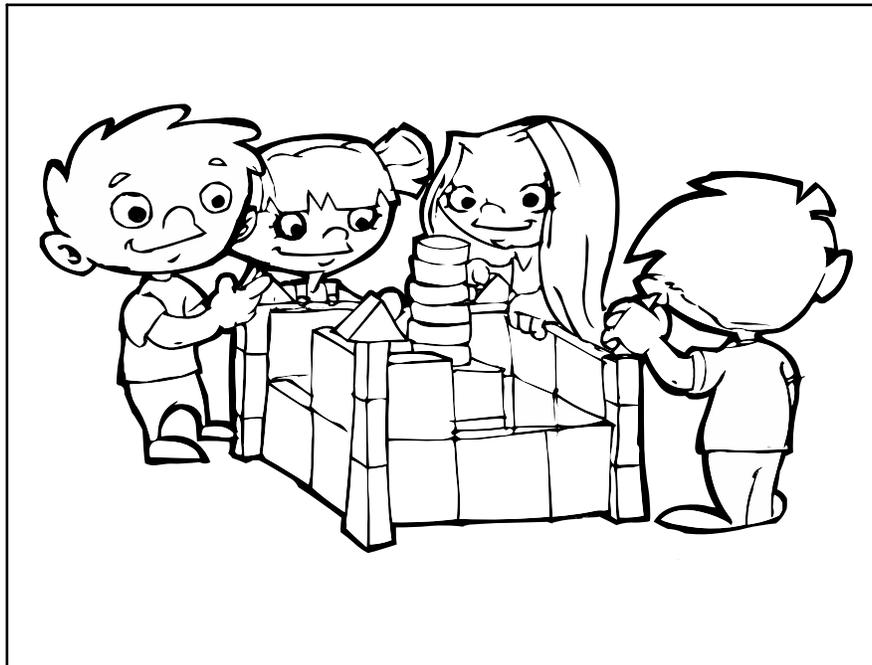
## Main Characters

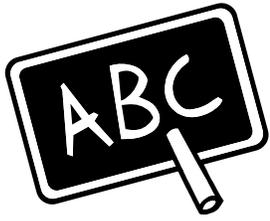


## Problem



## Solution





## Answering Questions about Setting

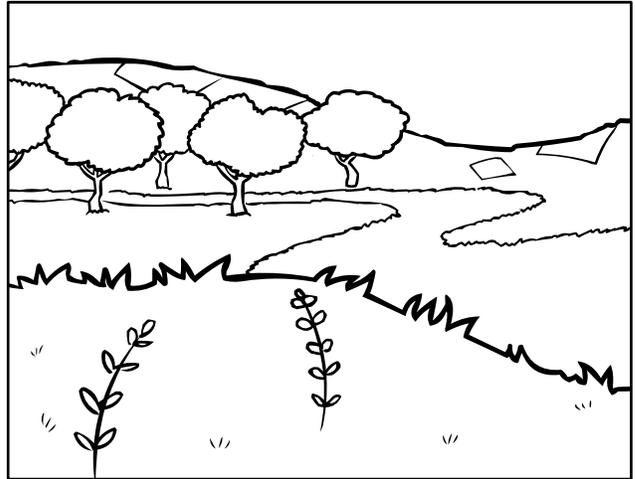
**Directions:** Cut out the pages and put them in order. Staple the pages together. Read the story. Color the pictures. Use the color words to help you.

### What Carlos Sees



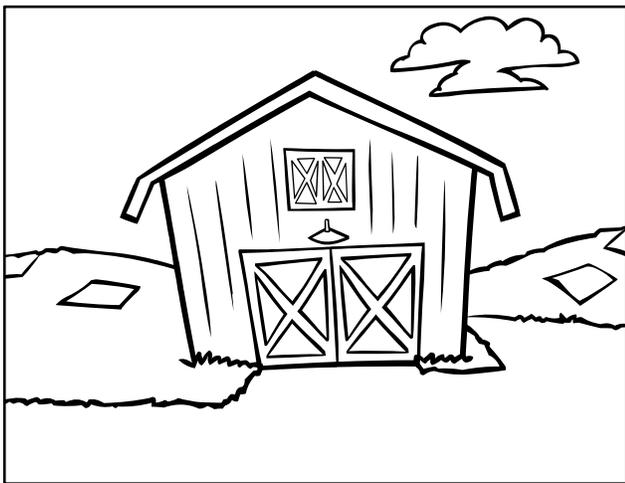
by Barbara Davis-Pyles

Name \_\_\_\_\_



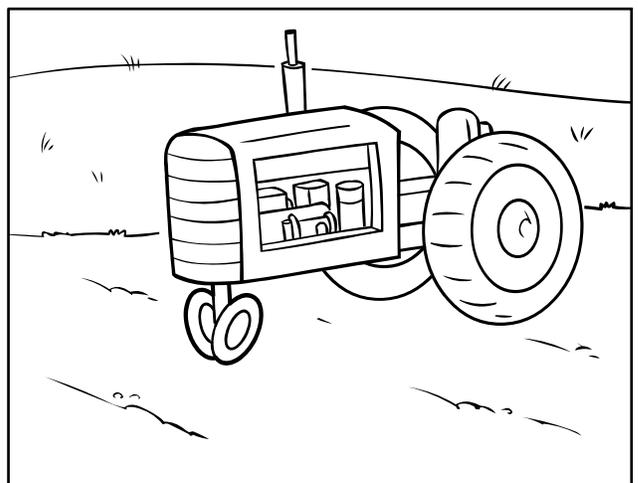
Carlos sees a green field.

1



Carlos sees a red barn.

2



Carlos sees a yellow tractor.

3



Carlos sees an orange house.

4

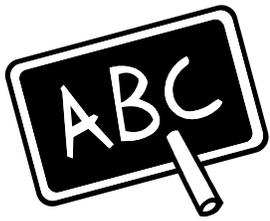
Where does the story take place?

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---

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5



## Answering Questions about Setting

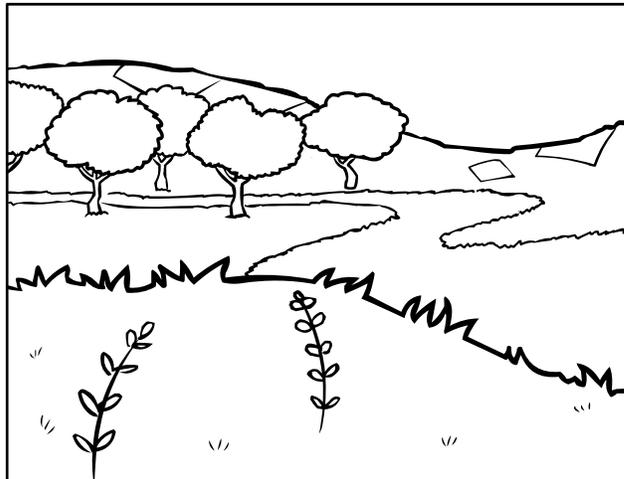
**Directions:** Cut out the pages and put them in order. Staple the pages together. Read the story. Color the pictures. Use the color words to help you.

### What Carlos Sees



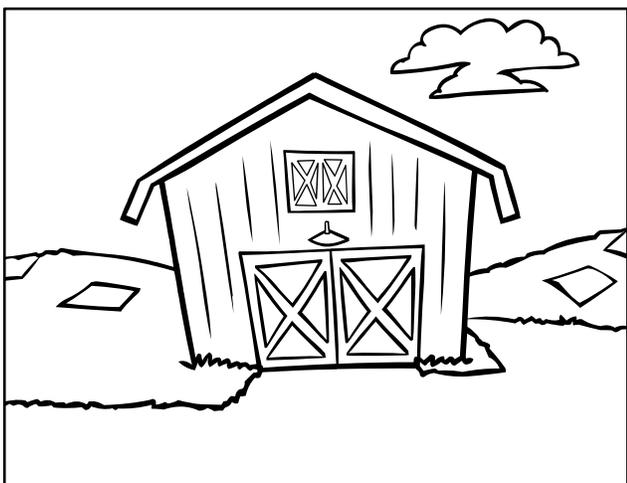
by Barbara Davis-Pyles

Name \_\_\_\_\_



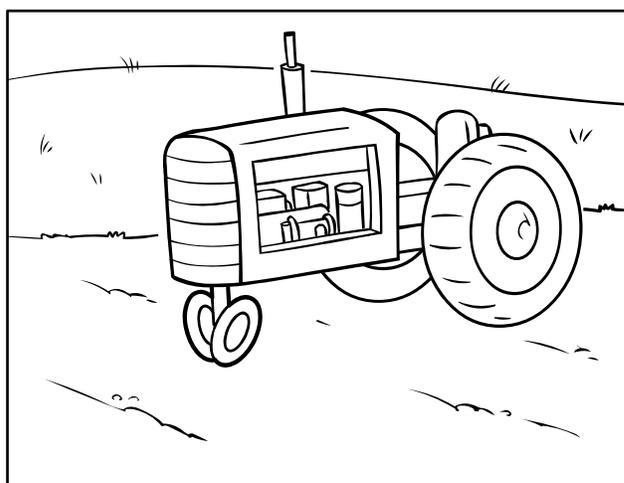
Carlos sees a green field.

1



Carlos sees a red barn.

2



Carlos sees a yellow tractor.

3



Carlos sees an orange house.

4

Where does the story take place?

**Pictures will vary.**

\_\_\_\_\_

-----

**outside**

\_\_\_\_\_

5

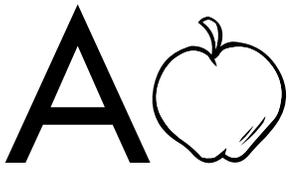
**Directions:** Follow the directions to draw the picture.

1.  a green  .
2.  a yellow  .
3.  a blue   in the  .
4.  green  .
5.  an orange   in the  .
6.  an red   in the  .
7.  yourself.

**Directions:** Follow the directions to draw the picture.

1.  a green  .
2.  a yellow  .
3.  a blue   in the  .
4.  green  .
5.  an orange   in the  .
6.  an red   in the  .
7.  yourself.

**Pictures will vary.**



## Blending Words in Context

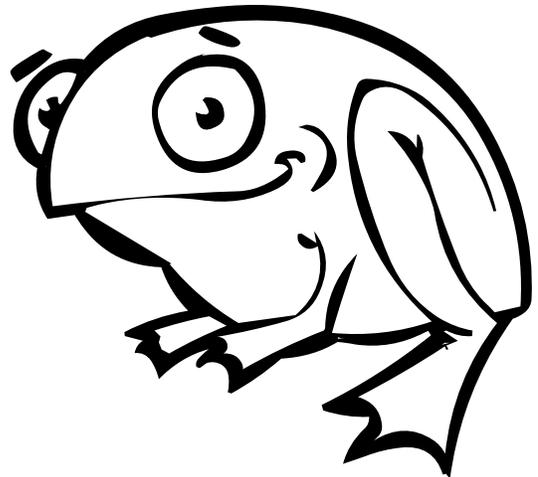
**Directions:** Cut out the pages and put them in order.  
Staple the pages together. Then read the story.

### The Frog



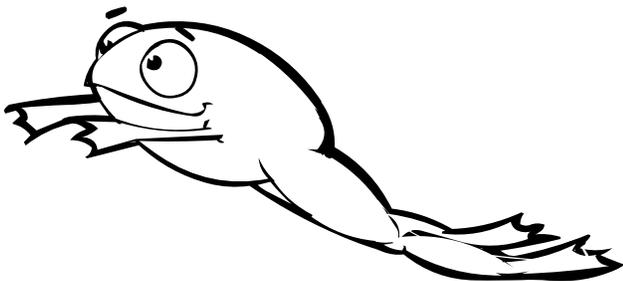
by Tricia Kauffman

Name \_\_\_\_\_



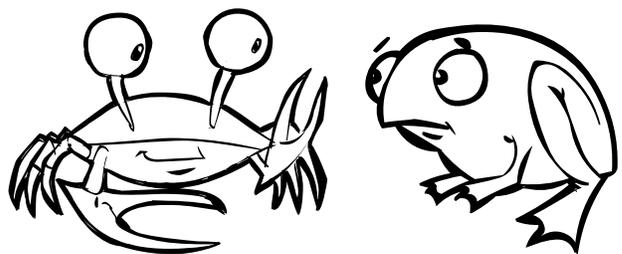
Greg is a green frog.

1



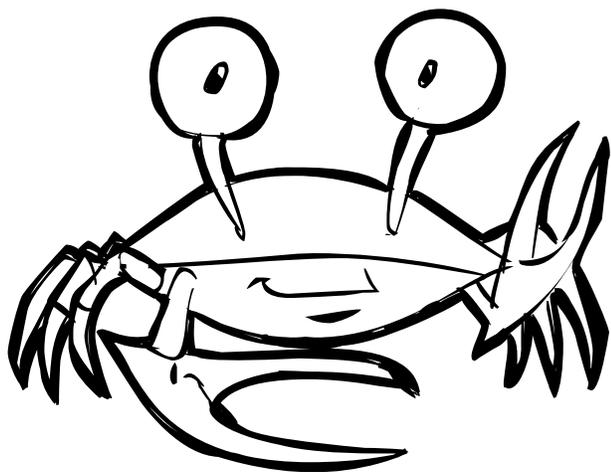
He hops, hops, hops!

2

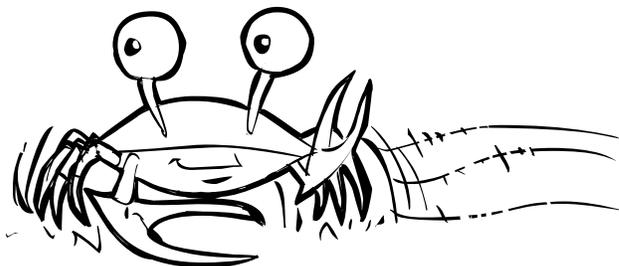


He stops for a crab.

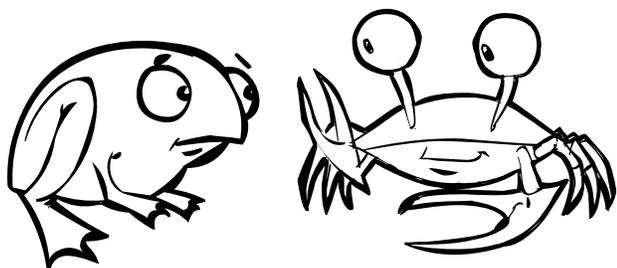
3



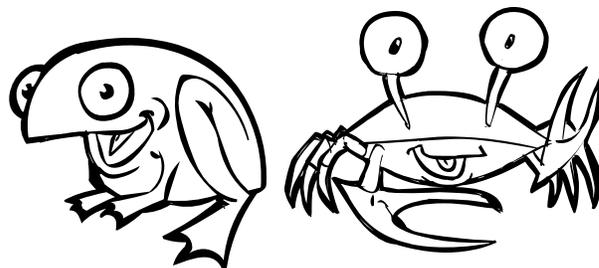
Brad is a brown crab. 4



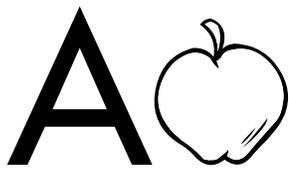
He runs, runs, runs! 5



He stops for the frog. 6



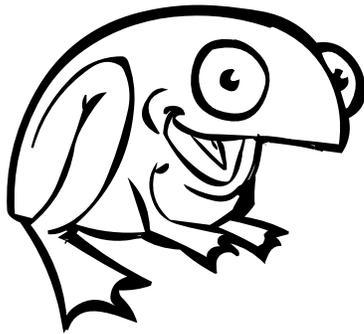
They are glad to be friends. 7



## Blending Words in Context

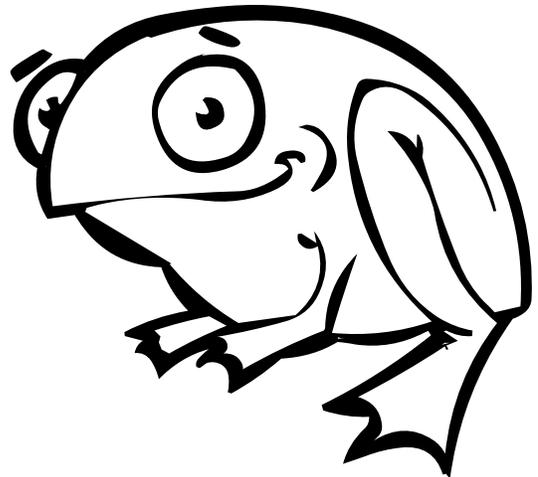
**Directions:** Cut out the pages and put them in order. Staple the pages together. Then read the story.

### The Frog



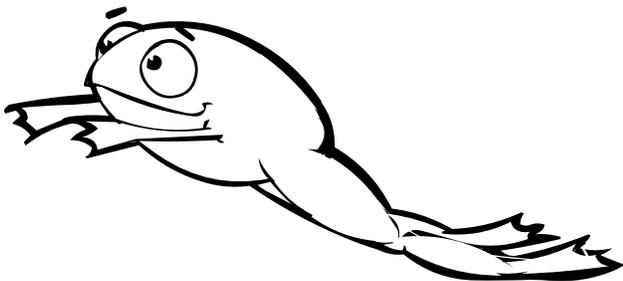
by Tricia Kauffman

Name \_\_\_\_\_



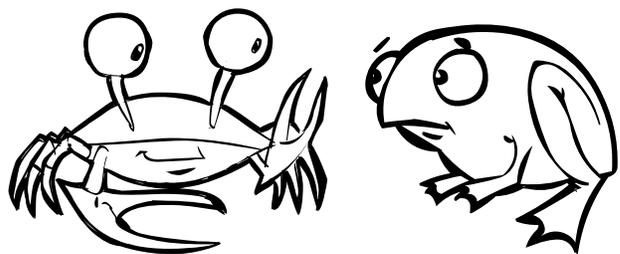
Greg is a green frog.

1



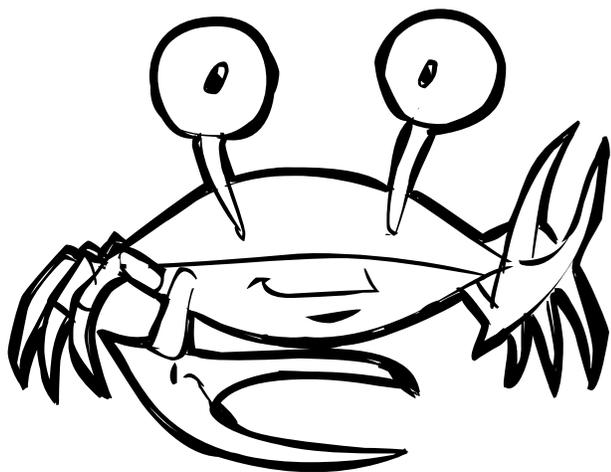
He hops, hops, hops!

2

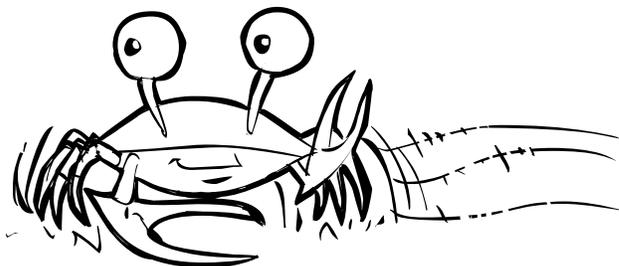


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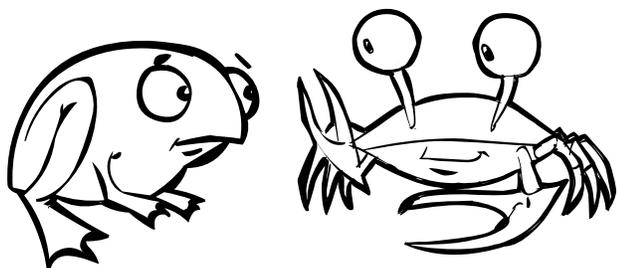
3



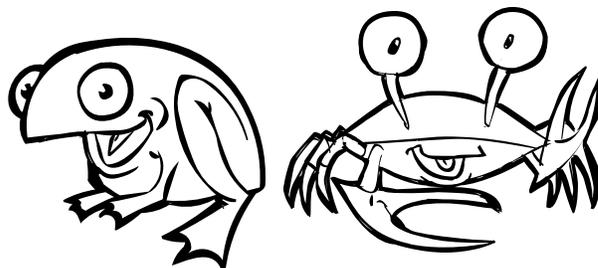
Brad is a brown crab. 4



He runs, runs, runs! 5



He stops for the frog. 6



They are glad to be friends. 7



## Identifying the Main Idea and Drawing Conclusions

**Directions:** Read the story. Then draw the events of the story in order.

Meg had a gray pig.  
The pig sat in the brown mud.  
He had to have a bath.  
Meg put the pig in a tub.  
She had to wash him with a cloth.  
The wet pig sat in the grass.

**First**

**Next**

**Last**



## Identifying the Main Idea and Drawing Conclusions

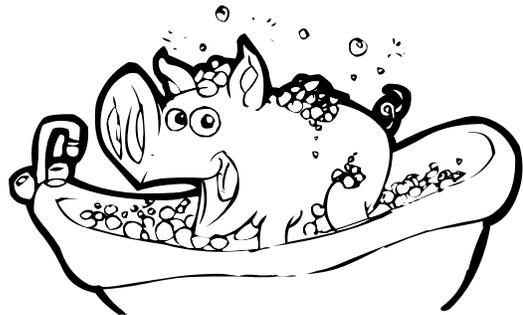
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Meg put the pig in a tub.  
She had to wash him with a cloth.  
The wet pig sat in the grass.

**First**



**Next**



**Last**





## Mixed Skills: Distinguishing Fiction from Nonfiction and Drawing Conclusions

### Directions:

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

### Lunch with Aggie

Martin's family lives on a spaceship. One day, Mama said to Martin, "Here is Aggie's lunch. Try to get her to eat everything. If she eats it all, I will give you a treat. You can take the space cycle to the Star Frozen Yogurt store."

"Frozen yogurt sounds yummy!" said Martin.

Martin looked over the plate. He saw blue beans and yellow corn. The plate also had purple cheese and crackers. Mama put Aggie in her high chair. Martin sat in front of her, as always. Aggie reached for the crackers right away. Martin showed her how to place cheese on the crackers. Aggie ate them all. Then Martin scooped up some corn. He held it up to Aggie's mouth. She turned her head. Next, he tried giving her the blue beans. Aggie ate one bean. She did not take the next bite on the spoon.

Martin pretended to eat the vegetables. Aggie watched him. Martin kept saying, "Oh, this is so good." Aggie reached for the spoon. She took a bite and smiled.

Later, Martin had a cup of chocolate frozen yogurt.

1. How do you know this is a fiction story?
  - A. It tells about a family.
  - B. A little girl eats corn.
  - C. The family has two children.
  - D. Martin lives on a spaceship.
  
2. What detail about the food in the story tells us that this is fiction?
  - A. The beans are blue.
  - B. The corn is yellow.
  - C. Martin pretends to eat.
  - D. Martin likes frozen yogurt.
  
3. From the story, you know that Aggie \_\_\_\_
  - A. likes purple cheese and crackers.
  - B. wants to ride on the space cycle.
  - C. always eats all of her lunch.
  - D. would like to sit at the table with Martin.
  
4. What does the last sentence tell the reader?
  - A. Aggie finishes eating only her crackers.
  - B. Martin gets Aggie to eat all of her lunch.
  - C. Aggie thinks vegetables are the best treats.
  - D. Martin gives up trying to get Aggie to finish her lunch.
  
5. Which sentence in the story lets you know that Martin likes frozen yogurt? Write your answer on the lines below.  
  
\_\_\_\_\_  
  
\_\_\_\_\_



## Mixed Skills: Distinguishing Fiction from Nonfiction and Drawing Conclusions

### Directions:

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

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5. Which sentence in the story lets you know that Martin likes frozen yogurt? Write your answer on the lines below.

**“Frozen yogurt sounds yummy,” said Martin.**

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**Answers will vary.**

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## Mixed Skills: Recognizing Cause and Effect and Retelling a Story

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

### How South American Birds Got Their Colors

Long ago, all the birds in the South American forests wore plain black or brown feathers. They stayed that way for many years. One day, a snake glided through the forest. As he slithered along, the snake ate a bunch of red flowers. Suddenly, bright red dots covered his skin. When he ate yellow flowers, yellow dots appeared. Blue flowers brought blue dots. Soon, the proud snake had the most beautiful skin in the forest. But the birds became angry. They yelled at the snake for eating all the flowers. The snake felt ashamed and embarrassed. He shook and trembled so hard that his skin split apart. Then the snake slipped out of his colorful skin. The birds immediately swooped down. They took the colors off the skin and placed them on their feathers. The birds of South America still wear these bright colors today.

1. Where does the story take place?
  - A. in a flower
  - B. in a bird's nest
  - C. in a snake's den
  - D. in a forest

2. What caused the birds to become angry?
  - A. The snake was in their neighborhood.
  - B. The snake ate all the flowers.
  - C. They disliked the snake's colors.
  - D. They disliked living in the forest.
  
3. What effect did the birds' anger have?
  - A. The snake left the forest.
  - B. The snake fought with the birds.
  - C. The snake became embarrassed.
  - D. The snake ate more and more flowers.
  
4. What does the main idea of this myth describe?
  - A. how South American birds got their colors
  - B. how South American snakes split their skin
  - C. how snakes and birds became friends
  - D. how a snake can trick birds

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

5. Retell the myth in your own words. Include details about the characters, setting, and main events.

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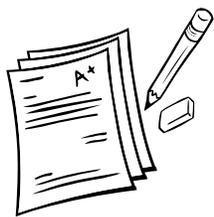
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## Mixed Skills: Recognizing Cause and Effect and Retelling a Story

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  - C. how snakes and birds became friends
  - D. how a snake can trick birds

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

5. Retell the myth in your own words. Include details about the characters, setting, and main events.

**Possible response: Once there was a snake who lived in the forest. He started eating flowers, and they gave him spots on his skin. The birds were angry because he was eating all the flowers. They shouted at the snake. The snake got so scared that he broke his skin. The birds flew down and took the colors for their feathers.**

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