



Jenny saw a tiny seed on the ground. She picked it up, went to her backyard, and dug a small hole. She planted the seed, covered it with soil, and watered it. She couldn't wait to see what would grow from the seed.



JENNY AND THE SEED

WEEKLY READING STRATEGIES

1. What do you think might grow from the seed?
2. What do you think Jenny will do while she waits for the seed to grow?
3. How do you think Jenny will feel when she sees the first sprout?
4. What might Jenny need to do to help the plant grow?
5. What do you predict will happen to the seed?

DAY 1
Predicting

1. What did Jenny find on the ground?
2. What did Jenny do with the seed?
3. Where did Jenny decide to plant the seed?
4. What did Jenny do after she planted the seed?
5. What do you think Jenny is looking forward to?

DAY 2
Questioning

1. Why did Jenny decide to plant the seed?
2. What do you think Jenny hopes will happen to the seed?
3. How do you think Jenny feels about planting the seed?
4. Why did Jenny water the seed after planting it?
5. What can you infer about Jenny's interest in nature?

DAY 3
Making
Inferences

1. Have you ever planted a seed? What was your experience like?
2. Can you think of a time when you had to wait patiently for something?
How did you feel?
3. Have you ever found something small and interesting like Jenny's seed?
What was it?
4. Do you enjoy spending time in nature? Why or why not?
5. Have you ever cared for a plant or another living thing? What was it like?

DAY 4
Making
Connections



Peter had a new puzzle. It had 100 pieces and showed a picture of a castle. He spread the pieces out on the table and began to sort them by color. He knew it might take a while, but he was excited to finish his new puzzle.



PETER AND THE PUZZLE

WEEKLY READING STRATEGIES

1. How do you think Peter will feel when he fits the last piece into the puzzle?
2. What do you think Peter might do if he can't find where a piece goes?
3. What might Peter do after he finishes the puzzle?
4. Do you think Peter will ask for help with the puzzle? Why or why not?
5. How long do you think it might take Peter to complete the puzzle?

DAY 1
Predicting

1. What is Peter's new puzzle a picture of?
2. How many pieces does the puzzle have?
3. What is Peter's strategy for starting the puzzle?
4. How does Peter feel about the challenge of the puzzle?
5. What do you think Peter's goal is?

DAY 2
Questioning

1. Why do you think Peter decided to sort the puzzle pieces by color?
2. How do you think Peter feels about the new puzzle?
3. What can you infer about Peter's patience and determination?
4. Why do you think Peter is excited about the puzzle?
5. How do you think Peter will feel when he finishes the puzzle?

DAY 3
Making Inferences

1. Have you ever worked on a puzzle? What was it like?
2. Can you think of a time when you started a big project? How did you feel?
3. Do you enjoy challenges like Peter's puzzle? Why or why not?
4. Can you recall a time when you had to be patient to finish something?
How did you feel?
5. Have you ever felt excited about accomplishing something difficult? What was it?

DAY 4
Making Connections



Emily had a brand new box of crayons. There were so many beautiful colors! She pulled out a big sheet of white paper from her drawer. Today, she decided, she would draw a picture of her family.



EMILY'S CRAYONS

WEEKLY READING STRATEGIES

1. What colors do you think Emily will use in her drawing?
2. How do you think Emily will feel when she finishes her drawing?
3. What do you think Emily might do with her drawing once it's finished?
4. Who do you think will be in Emily's drawing of her family?
5. What other things might Emily decide to draw with her new crayons?

DAY 1
Predicting

1. What does Emily have that is brand new?
2. What is Emily planning to draw?
3. Where did Emily get the paper for her drawing?
4. What might Emily do after she finishes her drawing?
5. How many colors does Emily have to choose from?

DAY 2
Questioning

1. Why do you think Emily chose to draw a picture of her family?
2. How do you think Emily feels about her new box of crayons?
3. What can you infer about Emily's interest in drawing?
4. Why do you think Emily decided to draw today?
5. How do you think Emily feels about her family?

DAY 3
Making
Inferences

1. Have you ever drawn a picture of your family? What was it like?
2. Can you remember a time when you got something new and exciting?
How did you feel?
3. Do you enjoy drawing or coloring? Why or why not?
4. Can you recall a time when you had many options to choose from? What did you decide?
5. Have you ever shared your artwork with others? How did that feel?

DAY 4
Making
Connections



Max was excited. Today was his birthday, and he was turning seven. Balloons were tied to his chair at the breakfast table, and a stack of presents waited for him to open. He could smell pancakes cooking in the kitchen.



MAX'S BIRTHDAY

WEEKLY READING STRATEGIES

1. What do you think Max's presents might be?
2. How do you think Max will celebrate his birthday?
3. What might Max do after opening his presents?
4. What other special things do you think might happen for Max on his birthday?
5. How do you think Max will feel at the end of his birthday?

DAY 1
Predicting

1. Whose birthday is it in the story?
2. How old is Max turning?
3. What has been done to Max's chair at the breakfast table?
4. What is waiting for Max to open?
5. What can Max smell from the kitchen?

DAY 2
Questioning

1. Why is Max excited today?
2. What do the balloons and presents tell you about how Max's family celebrates birthdays?
3. How do you think Max feels about turning seven?
4. What might be cooking in the kitchen?
5. How do you think Max feels about the stack of presents?

DAY 3
Making Inferences

1. Do you remember a time when you were excited for your birthday? How did you feel?
2. What is your favorite birthday memory?
3. Have you ever woken up to a surprise on your birthday? What was it?
4. What is your favorite birthday breakfast?
5. How do you celebrate your birthday?

DAY 4
Making Connections



Lucy and her family went to the pet store. They looked at all the animals - fluffy kittens, playful puppies, colorful fish, and chirping birds. But Lucy was drawn to the corner where a small brown bunny was quietly nibbling on a carrot. She smiled at the soft, cuddly creature.



THE PET STORE

WEEKLY READING STRATEGIES

1. What do you think Lucy and her family might do next?
2. How do you think Lucy would take care of the bunny if she got it?
3. What might Lucy name the bunny if she got to take it home?
4. What other animals might Lucy be interested in at the pet store?
5. What do you think Lucy's family thinks about the bunny?

DAY 1
Predicting

1. Where did Lucy and her family go?
2. What kinds of animals did they see at the pet store?
3. Which animal did Lucy like the most?
4. What was the bunny doing?
5. How did Lucy react to the bunny?

DAY 2
Questioning

1. Why did Lucy and her family go to the pet store?
2. Which animal do you think Lucy is most interested in and why?
3. How do you think Lucy feels about the small brown bunny?
4. What might Lucy and her family be considering at the pet store?
5. How do you think the bunny feels?

DAY 3
Making Inferences

1. Have you ever visited a pet store? What was your favorite animal there?
2. Do you have a pet at home? Can you share something about it?
3. Can you remember a time when you felt a connection with a certain animal? What was it?
4. Have you ever seen a bunny in real life? What was it like?
5. If you could choose a pet, which one would you like to have and why?

DAY 4
Making Connections



Every evening, after dinner, Noah would sit on the porch with his grandpa. They would talk about everything - school, friends, baseball, and even the stars in the sky. Noah loved these moments. He felt safe and happy, listening to his grandpa's deep, comforting voice.



NOAH AND HIS GRANDPA

WEEKLY READING STRATEGIES

1. What other topics might Noah and his grandpa talk about in the future?
2. How do you think Noah's relationship with his grandpa might influence him as he grows up?
3. What do you think Noah might do if his grandpa wasn't available one evening?
4. How do you think these moments with his grandpa might influence Noah's feelings towards older people?
5. What might Noah and his grandpa do next after their talk on the porch?

DAY 1
Predicting

1. Who does Noah sit with on the porch every evening?
2. What do Noah and his grandpa usually do on the porch?
3. How does Noah feel when he's with his grandpa?
4. What topics do they talk about?
5. When do these porch-sitting moments usually happen?

DAY 2
Questioning

1. Why do you think Noah enjoys sitting on the porch with his grandpa?
2. What do you think Noah and his grandpa talk about during these times?
3. How does Noah feel when he's with his grandpa?
4. What does Noah's routine with his grandpa suggest about their relationship?
5. What can you infer about Noah's feelings towards his grandpa?

DAY 3
Making Inferences

1. Do you have a special routine with a family member or a friend? Can you share something about it?
2. Can you remember a time when you felt safe and happy like Noah? Who were you with and what were you doing?
3. Have you ever had a deep conversation with someone older than you? How did it make you feel?
4. Do you have someone in your life who has a comforting presence like Noah's grandpa? Who is it and how do they comfort you?
5. Do you enjoy looking at the stars? What do you think about when you do?

DAY 4
Making Connections



Olivia had a special friend named Sparkle. Sparkle was a small, shiny rock that she found near the river. Olivia thought Sparkle was magical. She carried it everywhere in her pocket and talked to it when she felt lonely. Sparkle made her feel brave.



SPARKLE

WEEKLY READING STRATEGIES

1. What adventures do you think Olivia and Sparkle might have in the future?
2. How do you think Olivia will react if she ever loses Sparkle?
3. What other magical qualities might Olivia think Sparkle has?
4. How do you think Olivia's friends will react to Sparkle?
5. What do you think Olivia might do with Sparkle next?

**DAY 1
Predicting**

1. Who is Sparkle in the story?
2. Where did Olivia find Sparkle?
3. What does Olivia think about Sparkle?
4. When does Olivia talk to Sparkle?
5. How does Sparkle make Olivia feel?

**DAY 2
Questioning**

1. Why do you think Olivia thinks Sparkle is magical?
2. How does Olivia feel when she has Sparkle with her?
3. What does Olivia's relationship with Sparkle tell you about her imagination?
4. Why do you think Olivia talks to Sparkle when she feels lonely?
5. How do you think Sparkle helps Olivia feel brave?

**DAY 3
Making
Inferences**

1. Do you have a special object like Sparkle? Can you describe it?
2. Can you remember a time when you felt brave because of something or someone?
3. Have you ever found something interesting like Sparkle? What was it?
4. Do you have something you carry with you all the time? What is it and why do you carry it?
5. Have you ever used your imagination like Olivia? What did you imagine?

**DAY 4
Making
Connections**



Ben looked out the window. The sky was dark with heavy clouds. He saw a flash of light, then heard a loud rumble. Ben knew a storm was coming. He quickly gathered his toys from the yard and ran inside.



THE STORM

WEEKLY READING STRATEGIES

1. What do you think Ben will do next after going inside?
2. How do you think the storm will affect Ben's plans for the day?
3. What might happen to Ben's toys if he didn't bring them in before the storm?
4. What other preparations might Ben and his family make for the storm?
5. How do you think Ben might feel once the storm starts?

DAY 1
Predicting

1. What did Ben see when he looked out the window?
2. What signs suggested that a storm was coming?
3. What did Ben do when he realized a storm was coming?
4. Why do you think Ben was quick to act when he saw the storm signs?
5. Where did Ben go after collecting his toys?

DAY 2
Questioning

1. How does Ben know a storm is coming?
2. Why did Ben gather his toys from the yard?
3. How do you think Ben feels about the approaching storm?
4. What can you infer about Ben's actions and the upcoming weather?
5. Why did Ben run inside after collecting his toys?

DAY 3
Making
Inferences

1. Have you ever experienced a thunderstorm? How did you feel?
2. Can you remember a time when you had to quickly gather your belongings? What happened?
3. Do you have a favorite toy that you would not want to get wet in the rain? What is it?
4. Have you ever been surprised by a change in the weather? How did you react?
5. How does your family prepare for a storm?

DAY 4
Making
Connections



Sara loved Saturdays because that was the day she went to the library. She would spend hours looking at the colorful book covers and reading their back covers. After choosing a few books, she'd find a cozy corner and start reading. The library was her adventure place.



THE LIBRARY

WEEKLY READING STRATEGIES

1. What types of books do you think Sara might choose on her next library visit?
2. How do you think Sara's love for the library might influence her in the future?
3. What other activities might Sara enjoy based on her love for the library?
4. If Sara were to recommend a book to a friend, what do you think it might be?
5. What do you think Sara would do if the library were closed one Saturday?

DAY 1
Predicting

1. What does Sara love about Saturdays?
2. Where does Sara go on Saturdays?
3. What does Sara do at the library?
4. How long does Sara usually spend at the library?
5. What does Sara call the library?

DAY 2
Questioning

1. Why does Sara love Saturdays?
2. How does Sara feel about going to the library?
3. What can you infer about Sara's interests based on her library visits?
4. Why do you think Sara considers the library her adventure place?
5. How do you think Sara decides which books to choose?

DAY 3
Making Inferences

1. Have you ever spent time at a library? What did you like about it?
2. Can you remember a time when you were excited to go somewhere on a particular day of the week? Where was it and why?
3. Do you have a favorite book or type of book? What makes it your favorite?
4. Do you have a special place where you like to read? What makes it special?
5. Have you ever felt like you were on an adventure while reading a book? Can you talk about it?

DAY 4
Making Connections



Every morning, Jake helped his mom in the garden. He enjoyed planting seeds, watering flowers, and watching them grow. He was especially proud of the tall sunflowers that reached towards the sky. Their bright yellow petals always made him smile.



JAKE'S SUNFLOWER

WEEKLY READING STRATEGIES

1. What other plants do you think Jake might like to grow in the garden?
2. How do you think Jake's experience in the garden might influence his future hobbies or interests?
3. What might Jake and his mom do with the sunflowers when they are fully grown?
4. How might the garden change throughout the seasons?
5. What could Jake do if he wanted to share his love of gardening with his friends?

DAY 1
Predicting

1. Who does Jake help in the garden?
2. What does Jake enjoy doing in the garden?
3. Which flowers is Jake especially proud of?
4. Why does Jake smile when he sees the sunflowers?
5. When does Jake help in the garden?

DAY 2
Questioning

1. What does Jake like to do every morning?
2. How do you think Jake feels about helping his mom in the garden?
3. Why do you think Jake is proud of the sunflowers?
4. What can you infer about Jake's interests based on this story?
5. How do you think the garden makes Jake feel?

DAY 3
Making Inferences

1. Have you ever helped in a garden? What did you do?
2. Can you remember a time when you planted a seed and watched it grow? How did it feel?
3. Do you have a favorite flower or plant? Why is it your favorite?
4. Have you ever felt proud of something you helped grow or create? What was it?
5. How does being in nature make you feel?

DAY 4
Making Connections



Emma and her brother, Sam, loved to play hide-and-seek. One sunny afternoon, they decided to play in the park. Emma was good at finding hidden spots. She found a big tree with thick leaves and decided to hide there. Sam started counting, and Emma held her breath, hoping not to be found quickly.



HIDE AND SEEK

WEEKLY READING STRATEGIES

1. How long do you think it will take Sam to find Emma?
2. What will Emma do if Sam is getting closer to finding her?
3. How might the game end?
4. What do you think Emma and Sam will do after the game of hide-and-seek?
5. If they play again, where else might Emma choose to hide?

DAY 1
Predicting

1. Who are the main characters in this story?
2. What game do Emma and Sam like to play?
3. Where did Emma and Sam decide to play hide-and-seek?
4. Where does Emma decide to hide?
5. What does Emma do after she finds her hiding spot?

DAY 2
Questioning

1. Why do you think Emma chose to hide behind the big tree?
2. How do you think Emma feels about playing hide-and-seek with Sam?
3. What can you infer about Emma's skills in the game?
4. How do you think Sam feels when he can't find Emma quickly?
5. Why do you think Emma held her breath?

DAY 3
Making Inferences

1. Have you ever played hide-and-seek? How did it feel?
2. Can you remember a time when you found a great hiding spot? Where was it?
3. Do you have a sibling or a friend with whom you love playing games? What games do you play?
4. Have you ever been to a park for a game or a picnic? How was your experience?
5. Can you think of a time when you had to hold your breath in anticipation or excitement? What was happening?

DAY 4
Making Connections



Every night, Mia sat by her window and watched the moon. She loved how it changed shapes throughout the month. One night, she saw a full moon that was bigger and brighter than she had ever seen. Mia decided to draw a picture of it to remember the beautiful sight.



MIA AND THE MOON

WEEKLY READING STRATEGIES

1. What might Mia draw next, inspired by the night sky?
2. How do you think Mia's love for the moon might influence her future interests or hobbies?
3. What might Mia do with her drawing of the full moon?
4. How might Mia's nightly routine change if the weather was cloudy and she couldn't see the moon?
5. What do you think Mia might learn from watching the moon every night?

DAY 1
Predicting

1. What does Mia like to do every night?
2. What does Mia love about the moon?
3. What did Mia see one night that was different?
4. What does Mia decide to do after seeing the full moon?
5. Why does Mia want to remember the sight of the full moon?

DAY 2
Questioning

1. Why does Mia like to watch the moon?
2. How do you think Mia feels when she sees the full moon?
3. Why do you think Mia decided to draw a picture of the moon?
4. What can you infer about Mia's interests based on this story?
5. How do you think Mia feels about drawing?

DAY 3
Making Inferences

1. Have you ever watched the moon at night? What did you notice?
2. Can you remember a time when you saw something so beautiful that you wanted to remember it forever? What was it?
3. Do you like drawing or painting? What do you like to draw or paint?
4. Have you ever noticed the moon changing shapes? How did it make you feel?
5. Do you have a nightly routine like Mia's? What is it?

DAY 4
Making Connections



Lily had a pet hamster named Fluffy. Fluffy was small, soft, and loved to run on his wheel. Lily took great care of Fluffy, feeding him fresh vegetables and keeping his cage clean. She loved watching Fluffy play and was always amused by his tiny squeaks.



FLUFFY

WEEKLY READING STRATEGIES

1. What other activities might Lily and Fluffy do together?
2. How might Lily's responsibility for Fluffy change as they both get older?
3. What might Lily do if Fluffy gets sick?
4. How do you think Lily might celebrate Fluffy's birthday?
5. What could be the next toy or accessory Lily might get for Fluffy?

DAY 1
Predicting

1. Who is Fluffy in the story?
2. What are some things Lily does to take care of Fluffy?
3. What does Fluffy like to do?
4. How does Fluffy make Lily feel?
5. What kind of pet is Fluffy?

DAY 2
Questioning

1. How does Lily feel about Fluffy?
2. What can you infer about Lily's responsibilities for Fluffy?
3. How do you think Fluffy feels about Lily?
4. Why do you think Lily enjoys watching Fluffy play?
5. What can you infer about Lily's character from how she cares for Fluffy?

DAY 3
Making Inferences

1. Do you have a pet? If yes, how do you take care of it?
2. Can you remember a time when you had to take care of someone or something? How did it make you feel?
3. Have you ever heard a hamster squeak? How would you describe the sound?
4. Have you ever been responsible for keeping something clean? What was it and how did you do it?
5. Do you have a favorite animal? Why is it your favorite?

DAY 4
Making Connections



Every summer, Max and his family went camping by the lake. They would set up their tents, roast marshmallows over the fire, and tell stories under the stars. Max loved swimming in the lake during the day and listening to the sounds of nature at night. The camping trips were always the highlight of his summer.



CAMPING

WEEKLY READING STRATEGIES

1. What new activity might Max and his family try on their next camping trip?
2. How might Max's feelings about the camping trips change as he gets older?
3. What might Max do if it rains during one of their camping trips?
4. How might Max share his love for camping with his friends?
5. What could be a memorable story Max might tell under the stars on the next camping trip?

DAY 1
Predicting

1. What does Max and his family do every summer?
2. Where do they go camping?
3. What are some activities they do during their camping trips?
4. What does Max love about the camping trips?
5. When do these camping trips usually happen?

DAY 2
Questioning

1. Why do you think Max and his family go camping every summer?
2. How does Max feel about the camping trips?
3. Why do you think Max enjoys swimming in the lake and listening to nature?
4. What can you infer about Max's family from their summer tradition?
5. How do you think the camping trips affect Max's feelings about summer?

DAY 3
Making Inferences

1. Have you ever been camping? If yes, what was your experience like?
2. Can you remember a time when you swam in a lake or a pool? How did it feel?
3. Do you have a family tradition like Max's family? Can you share it?
4. Have you ever sat around a fire and roasted marshmallows? How was that experience?
5. Do you have a favorite season or time of year? Why is it your favorite?

DAY 4
Making Connections



Olivia was excited for her school's annual talent show. She had been practicing her magic tricks for weeks. She had a magic hat, a wand, and even a rabbit! On the day of the show, she wore a sparkly magician's cape and felt ready to dazzle everyone with her magic.



TALENT SHOW

WEEKLY READING STRATEGIES

1. How do you think the audience will react to Olivia's magic tricks?
2. What other tricks might Olivia try to learn for future performances?
3. How might Olivia's experience at the talent show influence her interest in magic?
4. If Olivia continues practicing magic, what might she accomplish?
5. What do you think Olivia will do immediately after her performance?

DAY 1
Predicting

1. What event is Olivia preparing for?
2. What has Olivia been practicing for weeks?
3. What props does Olivia use for her magic tricks?
4. What does Olivia wear on the day of the show?
5. How does Olivia feel on the day of the talent show?

DAY 2
Questioning

1. How does Olivia feel about the talent show?
2. Why do you think Olivia chose magic tricks for her talent?
3. What can you infer about Olivia's dedication to her performance?
4. How do you think Olivia's magic tricks make her feel?
5. Why do you think Olivia decided to wear a sparkly magician's cape?

DAY 3
Making Inferences

1. Have you ever prepared for a talent show or a performance? How did it feel?
2. Can you remember a time when you worked hard to learn something new? What was it?
3. Do you have a favorite magic trick or a magician? Can you describe it or them?
4. Have you ever worn a costume for a special event? What was it and how did it make you feel?
5. Do you enjoy watching or performing magic tricks? Why or why not?

DAY 4
Making Connections



Ben had a big imagination. One day, he decided to build a spaceship out of cardboard boxes. He painted it silver, stuck on some buttons and levers made from bottle caps, and even added a flag. Sitting in his spaceship, he felt like a real astronaut ready for a space adventure.



THE SPACESHIP

WEEKLY READING STRATEGIES

1. What adventures might Ben imagine in his cardboard spaceship?
2. How might Ben's interest in space and his imagination influence his future hobbies or career choices?
3. What modifications might Ben add to his spaceship in the future?
4. If Ben wants to share his love for space with his friends, what might he do?
5. What might be the next big project that Ben decides to take on using his imagination and creativity?

DAY 1
Predicting

1. What does Ben decide to build one day?
2. What materials does Ben use to build his spaceship?
3. How does Ben make the spaceship look more realistic?
4. How does Ben feel inside his cardboard spaceship?
5. What does Ben imagine himself as when sitting in his spaceship?

DAY 2
Questioning

1. Why do you think Ben decided to build a spaceship?
2. How does Ben feel when he's sitting in his spaceship?
3. What can you infer about Ben's creativity and imagination?
4. Why do you think Ben added a flag to his spaceship?
5. What can you infer about Ben's interests based on this story?

DAY 3
Making Inferences

1. Have you ever used your imagination to create something? What was it?
2. Can you remember a time when you made something out of cardboard? How did it turn out?
3. Do you have a favorite space story or astronaut? Can you share it?
4. Have you ever pretended to be an astronaut or explore space? How was your experience?
5. Do you enjoy crafting or making things from recycled materials? Can you describe a project you've worked on?

DAY 4
Making Connections



Sophie loved to read. Her favorite books were about brave knights, powerful wizards, and magical creatures. She often dreamt of going on an adventure in these fantastic worlds. One afternoon, she decided to start writing her own story. She created a world filled with heroic princesses, talking animals, and enchanted forests.



FANTASY

WEEKLY READING STRATEGIES

1. What might happen next in Sophie's story?
2. How might Sophie's love for reading influence her own writing?
3. What other characters or settings might Sophie create in her story?
4. If Sophie continues writing, what might she accomplish?
5. What do you think Sophie might do once she finishes writing her story?

DAY 1
Predicting

1. What does Sophie love to do?
2. What are Sophie's favorite books about?
3. What does Sophie often dream about?
4. What does Sophie decide to do one afternoon?
5. What are some elements of the world Sophie creates in her story?

DAY 2
Questioning

1. What types of stories does Sophie enjoy?
2. How does Sophie probably feel when she reads her favorite books?
3. Why do you think Sophie decided to write her own story?
4. What can you infer about Sophie's imagination and creativity?
5. How do you think Sophie feels when she's writing her story?

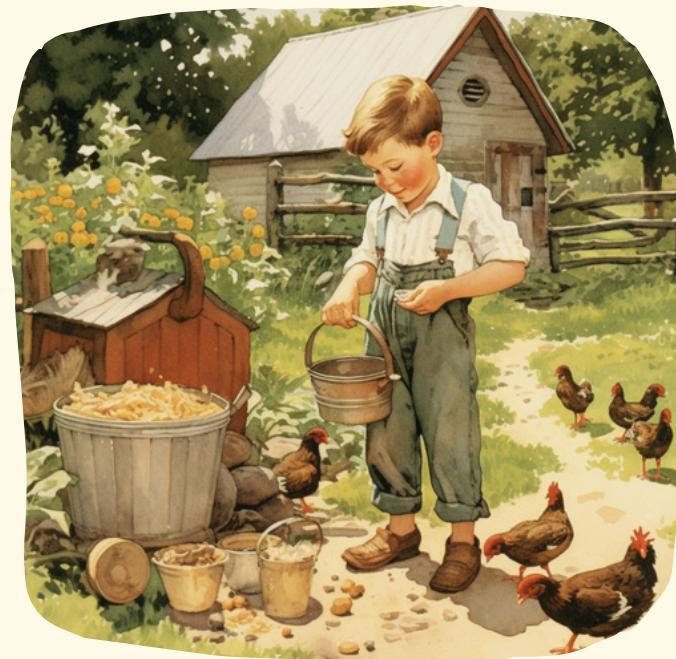
DAY 3
Making Inferences

1. Do you enjoy reading? What are your favorite types of books?
2. Have you ever imagined going on an adventure in a story you read? Can you describe it?
3. Have you ever tried writing your own story? If yes, what was it about?
4. Do you have favorite characters or worlds from the books you've read? Why are they your favorites?
5. Can you relate to Sophie's love for reading and writing? How?

DAY 4
Making Connections



Tom loved to visit his grandmother's farm every summer. There were so many animals to play with and a large garden to explore. Tom's favorite part was feeding the chickens and collecting their eggs. He also enjoyed helping his grandmother bake pies using the fresh fruits from the garden.



THE FARM

WEEKLY READING STRATEGIES

1. What other tasks might Tom learn to do on the farm?
2. How might Tom's experiences on the farm influence his interests or hobbies?
3. What other recipes might Tom and his grandmother try?
4. If Tom gets a chance to stay longer on the farm, how might his routine change?
5. What do you think Tom might do the next time he visits his grandmother's farm?

DAY 1
Predicting

1. Where does Tom love to visit every summer?
2. What are some things Tom likes to do on the farm?
3. What is Tom's favorite part about visiting the farm?
4. What does Tom help his grandmother do?
5. What ingredients do they use to bake pies?

DAY 2
Questioning

1. Why do you think Tom enjoys visiting his grandmother's farm?
2. How does Tom likely feel when he's at the farm?
3. Why do you think feeding the chickens and collecting eggs is Tom's favorite part?
4. What can you infer about Tom's relationship with his grandmother?
5. How do you think Tom feels when he helps his grandmother bake pies?

DAY 3
Making
Inferences

1. Have you ever visited a farm? If yes, what was your favorite part?
2. Can you remember a time when you helped cook or bake something? How did it feel?
3. Do you have a favorite place you visit regularly? Can you share a bit about it?
4. Have you ever collected eggs or interacted with farm animals? What was the experience like?
5. Do you have a favorite memory with your grandmother or another family member? Can you describe it?

DAY 4
Making
Connections



Ellie loved spending time in the kitchen with her dad. They would bake cookies, cakes, and pies for their family. One day, Ellie decided to surprise her dad by baking him his favorite chocolate chip cookies. She carefully measured the ingredients, mixed the dough, and baked them to perfection. Ellie was proud of her baking skills and couldn't wait to see her dad's reaction.



BAKING COOKIES

WEEKLY READING STRATEGIES

1. How do you think Ellie's dad will react to her surprise?
2. What other recipes might Ellie try to make in the future?
3. How might Ellie's baking skills improve if she continues to bake regularly?
4. What might Ellie do if she decides to surprise her mom next time?
5. How might Ellie's love for baking influence her future hobbies or even career choices?

DAY 1
Predicting

1. What does Ellie enjoy doing with her dad?
2. What does Ellie decide to do one day to surprise her dad?
3. What kind of cookies does Ellie bake for her dad?
4. How does Ellie make the cookies?
5. How does Ellie feel after baking the cookies?

DAY 2
Questioning

1. How does Ellie feel about baking with her dad?
2. Why do you think Ellie decided to bake cookies for her dad?
3. What can you infer about Ellie's relationship with her dad?
4. How do you think Ellie feels about her baking skills?
5. Why do you think Ellie is eager to see her dad's reaction?

DAY 3
Making Inferences

1. Have you ever baked or cooked something as a surprise for someone? How did it go?
2. Can you remember a time when you made something special for your parents or family members? How did they react?
3. Do you enjoy spending time in the kitchen? What's your favorite dish to prepare?
4. Have you ever been proud of a skill you've developed? Can you share the story?
5. Do you have activities you love doing with your family members? Can you describe them?

DAY 4
Making Connections



Each spring, Mia and her family planted a vegetable garden in their backyard. They would prepare the soil, plant the seeds, and water them regularly. Mia loved watching the tiny seeds grow into healthy plants. She felt proud when they were able to harvest the vegetables and enjoy them for dinner.



MIA'S VEGETABLE GARDEN

WEEKLY READING STRATEGIES

1. What other types of plants might Mia and her family decide to grow in the future?
2. How might Mia's experience with gardening affect her habits or interests as she grows up?
3. What might Mia do if one of the plants gets sick or doesn't grow well?
4. If Mia decides to share some of their harvest with her friends or neighbors, how might she do it?
5. What do you think Mia might learn next about gardening?

DAY 1
Predicting

1. What do Mia and her family do each spring?
2. How do they start their vegetable garden?
3. What does Mia enjoy about gardening?
4. How does Mia feel when they can harvest the vegetables?
5. What do they do with the vegetables they harvest?

DAY 2
Questioning

1. Why do you think Mia and her family plant a vegetable garden every spring?
2. How does Mia probably feel when she watches the seeds grow?
3. What can you infer about Mia's patience and responsibility?
4. Why do you think Mia feels proud when they harvest the vegetables?
5. What can you infer about Mia's family's values from this story?

DAY 3
Making Inferences

1. Have you ever planted a seed and watched it grow? Can you describe the experience?
2. Can you remember a time when you felt proud of something you've achieved or created? What was it?
3. Do you have a family activity or tradition that happens annually? Can you share it?
4. Have you ever eaten vegetables or fruits that you helped grow? How did it taste?
5. Do you enjoy gardening or being around plants? Why or why not?

DAY 4
Making Connections



Lucas had a pet parrot named Rainbow. Rainbow was very clever and could mimic many sounds and even some words. Lucas spent a lot of time training Rainbow and teaching him new words. One day, to Lucas's surprise, Rainbow said 'I love you, Lucas'. Lucas was so happy, he hugged Rainbow and gave him his favorite treat.



RAINBOW

WEEKLY READING STRATEGIES

1. What other words or sounds might Lucas teach Rainbow?
2. How might Lucas's relationship with Rainbow develop as they continue to interact?
3. What other surprises might Rainbow have for Lucas in the future?
4. If Lucas decides to get another pet, how might Rainbow react?
5. What do you think Lucas might do to celebrate Rainbow's progress in mimicking sounds and words?

DAY 1
Predicting

1. What is the name of Lucas's pet parrot?
2. What special ability does Rainbow have?
3. What does Lucas do with Rainbow regularly?
4. What does Rainbow say one day that surprises Lucas?
5. How does Lucas react to Rainbow's new words?

DAY 2
Questioning

1. How does Lucas probably feel about Rainbow?
2. Why do you think Lucas spends so much time training Rainbow?
3. What can you infer about Rainbow's intelligence?
4. Why do you think Lucas was surprised when Rainbow said 'I love you, Lucas'?
5. How do you think Lucas feels when Rainbow mimics sounds and words?

DAY 3
Making
Inferences

1. Have you ever had a pet or interacted with a pet? How did you feel?
2. Can you remember a time when an animal did something that surprised you? What happened?
3. Do you have a special bond with a pet or another animal? Can you describe it?
4. Have you ever trained a pet or another animal to do something? How did it go?
5. Do you have a favorite bird or other animal that can mimic sounds? Why do you like it?

DAY 4
Making
Connections



Sarah and her family lived near a beautiful beach. They often took long walks along the shore, collecting shells and watching the sunset. Sarah's favorite activity was building sandcastles. She would spend hours creating intricate towers and moats. She always felt peaceful listening to the waves crash as she worked on her sandy creations.



SANDCASTLES

WEEKLY READING STRATEGIES

1. What other beach activities might Sarah enjoy in the future?
2. How might Sarah's love for the beach influence her hobbies or even career choices?
3. What might Sarah do with the shells she and her family collect from the beach?
4. If Sarah decides to enter a sandcastle building competition, how might she prepare?
5. What do you think Sarah might create next time she builds a sandcastle?

DAY 1
Predicting

1. Where does Sarah and her family live?
2. What do they often do at the beach?
3. What is Sarah's favorite activity at the beach?
4. How does Sarah feel when she is building sandcastles?
5. What does she listen to as she works on her sandcastles?

DAY 2
Questioning

1. Why do you think Sarah enjoys building sandcastles?
2. How does Sarah likely feel when she is at the beach?
3. What can you infer about Sarah's creativity and patience?
4. Why do you think Sarah feels peaceful listening to the waves while building sandcastles?
5. What can you infer about Sarah's family's lifestyle and activities?

DAY 3
Making Inferences

1. Have you ever visited a beach? Can you describe the experience?
2. Can you remember a time when you built a sandcastle? How did it turn out?
3. Do you have a favorite activity or place that makes you feel peaceful? Can you share it?
4. Have you ever collected shells or other items from nature? What did you do with them?
5. Do you enjoy watching the sunset? Why or why not?

DAY 4
Making Connections



Benjamin was excited about the school science fair. He spent weeks building a model of the solar system. He painted each planet carefully and suspended them around a bright yellow sun. He even added small moons around some of the planets. Benjamin couldn't wait to present his project to the judges.



SCIENCE FAIR

WEEKLY READING STRATEGIES

1. How do you think the judges will react to Benjamin's solar system model?
2. What other projects might Benjamin undertake in the future related to science?
3. How might Benjamin's interest in space influence his future studies or career?
4. If Benjamin decides to expand his model, what might he add to it?
5. What do you think Benjamin might do after the science fair is over?

DAY 1
Predicting

1. What is Benjamin preparing for?
2. What does Benjamin decide to build for the science fair?
3. How does Benjamin create his solar system model?
4. What does he add around some of the planets in his model?
5. How does Benjamin feel about presenting his project?

DAY 2
Questioning

1. How does Benjamin probably feel about science and space?
2. Why do you think Benjamin chose to create a model of the solar system for the science fair?
3. What can you infer about Benjamin's diligence and attention to detail?
4. How do you think Benjamin feels about his finished project?
5. Why do you think Benjamin is excited to present his project to the judges?

DAY 3
Making Inferences

1. Have you ever participated in a science fair or a similar event? Can you share your experience?
2. Can you remember a time when you created a project or presentation that you were proud of? What was it about?
3. Do you enjoy learning about space and the solar system? What interests you the most?
4. Have you ever built a model of something? How did it go?
5. Do you have a favorite planet or celestial body? Why is it your favorite?

DAY 4
Making Connections



Lily loved reading books. Her room was filled with stories of all kinds - fairy tales, adventures, mysteries, and more. She had a special corner in her room, with a comfy chair and a reading lamp, where she would sit and read for hours.

One of her favorite books was about a courageous princess who went on grand adventures. Lily always dreamed of going on adventures of her own one day.



LILY'S BOOKS

WEEKLY READING STRATEGIES

1. What other types of books might Lily explore in the future?
2. How might Lily's love for reading influence her future hobbies or career?
3. If Lily could meet the courageous princess from her favorite book, what might she ask or say to her?
4. What adventure might Lily dream of going on next?
5. What do you think Lily might do to make her own adventures come true?

DAY 1
Predicting

1. What is Lily's favorite activity?
2. Where does Lily usually read her books?
3. What types of books does Lily have in her room?
4. What is one of Lily's favorite books about?
5. What does Lily dream of doing in the future?

DAY 2
Questioning

1. What does Lily probably feel about reading?
2. Why do you think Lily has a special corner in her room for reading?
3. What can you infer about Lily's imagination and dreams?
4. Why do you think the book about the courageous princess is one of her favorites?
5. How do you think Lily feels when she reads about the princess's adventures?

DAY 3
Making
Inferences

1. Do you have a favorite book or story? Can you share a bit about it?
2. Have you ever imagined going on an adventure like a character from a book? What kind of adventure was it?
3. Do you have a favorite spot to read or do a favorite activity in your home? Can you describe it?
4. Do you enjoy reading different types of books, like fairy tales, adventures, or mysteries? Which do you prefer?
5. Have you ever been inspired by a character from a book? Who was it and why?

DAY 4
Making
Connections



Adam had a best friend named Spot, who was a playful and loyal dog. They loved going on walks in the park, playing fetch, and even splashing in the small pond near their house.

Spot also loved when Adam read stories to him.

Adam would often sit by the fireside during winter evenings, reading out loud to Spot, who would wag his tail in delight.



ADAM AND SPOT

WEEKLY READING STRATEGIES

1. What other adventures might Adam and Spot go on together?
2. How might Adam's relationship with Spot influence his future interests or hobbies?
3. If Adam decides to teach Spot a new trick or game, what might it be?
4. How might Spot react if Adam introduces a new pet into the house?
5. What do you think Adam might read to Spot next?

**DAY 1
Predicting**

1. Who is Adam's best friend?
2. What activities do Adam and Spot enjoy together?
3. What is something Spot loves that Adam does for him?
4. Where does Adam often read stories to Spot?
5. How does Spot react when Adam reads to him?

**DAY 2
Questioning**

1. How does Adam probably feel about Spot?
2. Why do you think Adam enjoys reading stories to Spot?
3. What can you infer about Spot's personality?
4. How do you think Spot feels when Adam reads to him?
5. What can you infer about Adam and Spot's daily activities?

**DAY 3
Making
Inferences**

1. Have you ever had a pet or a special animal friend? Can you describe your relationship?
2. Can you remember a time when you did an activity with a pet, like playing fetch or reading? What was it?
3. Do you have a favorite spot to read or relax at your home? Can you describe it?
4. Have you ever seen a dog show delight or happiness? How did it behave?
5. Do you have a favorite story or book you like to share with others? What is it about?

**DAY 4
Making
Connections**



Every Sunday, Noah and his grandfather would go fishing at the nearby lake. They would wake up early, pack sandwiches and cold lemonade, and carry their fishing gear to their favorite spot by the water. Grandfather would share stories from his own childhood, making Noah laugh. Sometimes they caught fish, and sometimes they didn't, but they always had a wonderful time together.



FISHING

WEEKLY READING STRATEGIES

1. What other activities might Noah and his grandfather try together?
2. How might Noah's experiences with his grandfather shape his values or interests as he grows older?
3. What other stories might Grandfather share with Noah in the future?
4. If Noah had a friend join them on their fishing trip one day, how might the day go?
5. What do you think Noah might do to make their fishing trips even more enjoyable?

DAY 1
Predicting

1. What do Noah and his grandfather do every Sunday?
2. What do they usually bring on their fishing trips?
3. What does Grandfather do to entertain Noah?
4. Do they always catch fish on their trips?
5. How do Noah and his grandfather feel about their fishing trips?

DAY 2
Questioning

1. How does Noah probably feel about spending Sundays with his grandfather?
2. Why do you think Noah and his grandfather continue their fishing trips even when they don't catch fish?
3. What can you infer about the relationship between Noah and his grandfather?
4. Why do you think Noah enjoys his grandfather's stories?
5. How do you think Noah feels when they catch a fish?

DAY 3
Making Inferences

1. Do you have a special tradition or activity with a family member? Can you describe it?
2. Have you ever gone fishing or on a similar outdoor adventure? How did it go?
3. Can you remember a time when a family member shared stories from their past? How did you feel?
4. Do you have a favorite sandwich or snack for outdoor trips? What is it?
5. Can you recall a time when you enjoyed something even if it didn't go as planned? What happened?

DAY 4
Making Connections



Maya loved to paint. She had a whole collection of brushes and paints in every color imaginable.

She especially loved painting landscapes - mountains, forests, oceans, and even the desert. One day, she decided to enter her paintings in the local art fair. With determination, she worked hard, creating a beautiful scene of a sunset over the ocean.



PAINTING LANDSCAPES

WEEKLY READING STRATEGIES

1. How do you think the local art fair attendees will react to Maya's painting?
2. What other subjects might Maya paint in the future?
3. How might Maya's participation in the art fair influence her future in painting or art?
4. If Maya wins an award at the art fair, how might she feel or react?
5. What do you think Maya might paint next after her sunset over the ocean?

DAY 1
Predicting

1. What is Maya's favorite hobby?
2. What does she particularly enjoy painting?
3. What does Maya decide to do with her paintings one day?
4. What does she paint for the local art fair?
5. How does Maya approach her painting for the art fair?

DAY 2
Questioning

1. How does Maya probably feel about painting?
2. Why do you think Maya decided to enter her paintings in the local art fair?
3. What can you infer about Maya's artistic talent and creativity?
4. Why do you think Maya chose to paint a sunset over the ocean for the art fair?
5. How do you think Maya feels when she's painting landscapes?

DAY 3
Making Inferences

1. Have you ever painted or created art before? Can you describe your experience?
2. Can you remember a time when you worked hard on a project or activity? What was it about?
3. Do you have a favorite landscape or natural scene? What do you like about it?
4. Have you ever shown your work or talent at a fair or similar event? How did it go?
5. Can you recall a beautiful sunset you've seen? Can you describe it?

DAY 4
Making Connections



Samuel and his little sister, Grace, lived near a large park. They loved playing on the swings, sliding down the slides, and exploring the walking trails. One sunny afternoon, they found a nest with three small eggs in a tree. They decided to observe it from a distance, hoping to see the birds hatch. Samuel carefully marked the location on a park map.



SAMUEL AND GRACE

WEEKLY READING STRATEGIES

1. What do you think Samuel and Grace will see when the eggs hatch?
2. How might Samuel and Grace's discovery affect their future visits to the park?
3. What other interesting things might Samuel and Grace discover in the park in the future?
4. If Samuel and Grace have the opportunity to observe other wildlife, what might they be interested in?
5. What do you think Samuel and Grace might do if they found an animal in trouble in the park?

DAY 1
Predicting

1. Where do Samuel and Grace live?
2. What do they usually do at the park?
3. What did they find one sunny afternoon at the park?
4. What do Samuel and Grace decide to do after finding the nest?
5. What does Samuel do to remember the location of the nest?

DAY 2
Questioning

1. How do Samuel and Grace probably feel about the park near their home?
2. Why do you think Samuel and Grace chose to observe the nest from a distance?
3. What can you infer about Samuel and Grace's respect for nature?
4. How do you think Samuel and Grace feel about their discovery?
5. What can you infer about Samuel's responsibility and care towards the eggs?

DAY 3
Making Inferences

1. Do you have a park or an outdoor place where you like to play? Can you describe it?
2. Can you remember a time when you found something interesting in nature? What was it?
3. Have you ever observed animals or their habitats? How did you feel?
4. Do you have a younger or older sibling or friend with whom you like to explore or play? Can you share an experience?
5. Do you have a map or a way to remember important places? What is it?

DAY 4
Making Connections



Ellie and her family moved to a new city. The new city was much larger and busier than their old town. Ellie was nervous about starting at a new school and making new friends. But her parents reassured her, telling her it was a great opportunity to learn and grow. On her first day, Ellie walked into the classroom, determined to make the best of the new situation.



THE NEW CITY

WEEKLY READING STRATEGIES

1. How do you think Ellie's first day at the new school will go?
2. What steps might Ellie take to make new friends in her new city and school?
3. How might Ellie's experiences in the new city influence her personal growth and learning?
4. If Ellie feels homesick for her old town, what might she do to feel better?
5. What do you think might be the next big adventure or challenge for Ellie in her new city?

DAY 1
Predicting

1. What significant change is happening in Ellie's life?
2. How is the new city different from their old town?
3. How does Ellie feel about the move and starting at a new school?
4. What do Ellie's parents tell her about this new situation?
5. How does Ellie approach her first day at the new school?

DAY 2
Questioning

1. How does Ellie probably feel about moving to a new city?
2. Why do you think Ellie is nervous about starting at a new school?
3. What can you infer about Ellie's parents' support and encouragement?
4. How do you think Ellie feels on her first day at the new school?
5. What can you infer about Ellie's determination and courage?

DAY 3
Making Inferences

1. Have you ever moved to a new place or started at a new school? Can you describe your experience?
2. Can you remember a time when you were nervous about a big change? How did you handle it?
3. Do you have someone who reassures you or offers encouragement when you're nervous? Who is it?
4. Have you ever had to make new friends in a new situation? How did it go?
5. Can you recall a time when you were determined to make the best of a situation? What happened?

DAY 4
Making Connections



Bella loved the stars. Every night, she would look out of her bedroom window at the night sky, dreaming about outer space. Her room was full of space posters and models of planets. For her birthday, her parents gifted her a telescope.

She was overjoyed. Now, she could see the moon, stars, and even some planets up close.



BELLA'S STARS

WEEKLY READING STRATEGIES

1. What else might Bella explore or learn about space with her new telescope?
2. How might Bella's interest in space influence her studies or career choice in the future?
3. What other space-related items or gifts might Bella wish for in the future?
4. If Bella had the chance to visit a space center or planetarium, how do you think she would react?
5. What do you think Bella might do next in her exploration of space?

**DAY 1
Predicting**

1. What does Bella love to do every night?
2. What does Bella's room look like?
3. What did Bella receive for her birthday?
4. How does Bella feel about her birthday gift?
5. What can Bella see with her new telescope?

**DAY 2
Questioning**

1. How does Bella probably feel about outer space?
2. Why do you think Bella's parents gave her a telescope for her birthday?
3. What can you infer about Bella's interest and curiosity about space?
4. How do you think Bella feels when she uses her new telescope?
5. What can you infer about Bella's dreams and ambitions related to space?

**DAY 3
Making
Inferences**

1. Have you ever looked at the stars at night? Can you describe your experience?
2. Can you remember a time when you received a special gift? What was it and how did you feel?
3. Do you have a special interest or hobby that you're passionate about? Can you describe it?
4. Have you ever used a telescope? What did you observe?
5. Can you recall a time when you learned something fascinating about space? What was it?

**DAY 4
Making
Connections**



Lucas had a big heart for animals. Every stray dog or cat in the neighborhood seemed to know him because he always had a kind word and a friendly pat to offer. One cold winter day, he found a small puppy shivering near his house. With his parents' permission, Lucas took the puppy in, fed it, and made it a warm bed in his room. He named the puppy 'Sparky'.



SPARKY

WEEKLY READING STRATEGIES

1. How do you think Lucas's life will change with Sparky around?
2. What adventures might Lucas and Sparky have in the future?
3. How might Lucas's love for animals shape his future actions or career choices?
4. If Lucas found another stray animal in need, what do you think he would do?
5. What do you think Lucas might teach Sparky as they spend time together?

DAY 1
Predicting

1. What does Lucas feel about animals?
2. What does Lucas often do for stray dogs and cats in the neighborhood?
3. What does Lucas find near his house on a cold winter day?
4. What does Lucas do after finding the small puppy?
5. What does Lucas name the puppy?

DAY 2
Questioning

1. How does Lucas probably feel about animals?
2. Why do you think Lucas decided to take the puppy into his home?
3. What can you infer about Lucas's kindness and compassion towards animals?
4. How do you think Lucas feels about his new puppy, Sparky?
5. What can you infer about Lucas's sense of responsibility towards Sparky?

DAY 3
Making Inferences

1. Have you ever helped an animal in need? Can you describe the situation?
2. Can you remember a time when you took care of a pet or another animal? What was it like?
3. Do you have a pet at home? Can you describe your pet?
4. Have you ever found a stray animal in your neighborhood? What did you do?
5. Can you recall a time when you showed kindness to another living being? Can you describe the moment?

DAY 4
Making Connections



Every summer, Ava and her family went to their lakeside cabin. It was Ava's favorite place in the world. She could swim, fish, and hike all day.

This summer, Ava was particularly excited because she was old enough to paddle the canoe all by herself. The first time she paddled out onto the quiet, still lake, she felt a sense of freedom and joy.



LAKESIDE

WEEKLY READING STRATEGIES

1. What other new activities might Ava try at the lakeside cabin this summer?
2. How might Ava's experience paddling the canoe influence her future outdoor adventures?
3. What might Ava do if she saw a fish or other lake creature while she's paddling?
4. If Ava invites a friend to the cabin, what activities might they do together?
5. What do you think Ava might do next summer at the lakeside cabin?

DAY 1
Predicting

1. Where does Ava and her family go every summer?
2. What activities does Ava enjoy at the lakeside cabin?
3. Why is Ava particularly excited this summer?
4. What is Ava able to do by herself for the first time this summer?
5. How does Ava feel when she paddles out onto the lake?

DAY 2
Questioning

1. How does Ava probably feel about her family's lakeside cabin?
2. Why do you think Ava is particularly excited this summer?
3. What can you infer about Ava's love for outdoor activities?
4. How do you think Ava feels when she paddles the canoe all by herself?
5. What can you infer about Ava's growing independence?

DAY 3
Making Inferences

1. Have you ever been to a lake or cabin? Can you describe your experience?
2. Can you remember a time when you were able to do something by yourself for the first time? How did you feel?
3. Do you have a favorite summer activity or place? Can you describe it?
4. Have you ever paddled a canoe or another watercraft? What was it like?
5. Can you recall a moment when you felt a sense of freedom or joy? What happened?

DAY 4
Making Connections



Every morning, Jamal walked to school with his older brother, Jake. They would talk, laugh, and sometimes race each other. Jamal admired Jake, who always stood up for him if anyone was mean. One day, Jake showed Jamal a secret shortcut to school. Jamal felt special knowing this secret that only he and Jake knew.



BROTHERS

WEEKLY READING STRATEGIES

1. How might Jamal use the secret shortcut in the future?
2. What might Jamal and Jake discover or experience on their walks to school?
3. How might Jamal's relationship with Jake influence his interactions with others at school?
4. If Jamal had a problem at school, what do you think he might do?
5. What other secrets or experiences might Jake share with Jamal as they grow up together?

DAY 1
Predicting

1. Who does Jamal walk to school with every morning?
2. What do Jamal and Jake usually do on their way to school?
3. How does Jake support Jamal if someone is mean to him?
4. What does Jake show Jamal one day?
5. How does Jamal feel about knowing the secret shortcut?

DAY 2
Questioning

1. How does Jamal probably feel about his walks to school with Jake?
2. Why do you think Jake showed Jamal the secret shortcut to school?
3. What can you infer about Jake's protective nature towards Jamal?
4. How do you think Jamal feels about knowing the secret shortcut?
5. What can you infer about Jamal's admiration for Jake?

DAY 3
Making
Inferences

1. Do you have a sibling or friend who you admire or look up to? Can you describe why?
2. Can you remember a time when someone stood up for you? How did it make you feel?
3. Do you know a secret or a shortcut that only a few people know about? Can you describe it?
4. Have you ever shared a secret with a sibling or a friend? How did it make you feel?
5. Can you recall a time when you had fun walking or travelling to school with someone else? Can you describe the experience?

DAY 4
Making
Connections



Lena loved art. She spent hours drawing and painting in her art room at home. Her parents noticed her talent and arranged art classes for her. Lena was thrilled. She learned about various artists, different techniques, and created beautiful artworks. At the end of the course, there was an art exhibition where Lena displayed her paintings. She felt proud when people appreciated her work.



ART CLASSES

WEEKLY READING STRATEGIES

1. What might Lena do next with her art skills?
2. How might Lena's experience with the art exhibition influence her future artworks or art studies?
3. What other forms of art might Lena explore in the future?
4. If Lena had the chance to meet a famous artist, how do you think she would react?
5. What do you think might be Lena's next big achievement or event in her journey with art?

DAY 1
Predicting

1. What does Lena love to do in her free time?
2. What do Lena's parents do to support her passion for art?
3. What does Lena learn in her art classes?
4. What event takes place at the end of Lena's art course?
5. How does Lena feel when people appreciate her paintings at the exhibition?

DAY 2
Questioning

1. How does Lena probably feel about drawing and painting?
2. Why do you think Lena's parents arranged art classes for her?
3. What can you infer about Lena's dedication and passion for art?
4. How do you think Lena feels about her art exhibition?
5. What can you infer about Lena's sense of accomplishment when people appreciated her work?

DAY 3
Making
Inferences

1. Do you have a hobby or activity that you love to do? Can you describe it?
2. Can you remember a time when your parents or someone else supported your interest or talent? How did they support you?
3. Have you ever learned something new and exciting in a class or a course? What was it?
4. Have you ever displayed or performed something you've created or practiced? Can you describe the experience?
5. Can you recall a moment when you felt proud of an accomplishment? What was it?

DAY 4
Making
Connections



Danny was always curious about how things worked. He would take apart his toys and try to put them back together. One day, he found an old radio in the garage. With a sparkle in his eyes, Danny decided to repair the radio. After several days of tinkering, he managed to make it work. The first time he heard music from the radio, he was overjoyed.



THE RADIO

WEEKLY READING STRATEGIES

1. What other items might Danny try to repair or understand in the future?
2. How might Danny's knack for tinkering and fixing things influence his future hobbies or career choices?
3. What might Danny do if he finds another old or broken item in the house?
4. If Danny has a chance to participate in a repair or tinkering contest, how do you think he would perform?
5. What do you think could be Danny's next big project or achievement with his tinkering skills?

DAY 1
Predicting

1. What does Danny often do with his toys?
2. What does Danny find in the garage one day?
3. What does Danny decide to do with the old radio?
4. What does Danny manage to do after several days of tinkering?
5. How does Danny feel when he hears music from the radio?

DAY 2
Questioning

1. How does Danny probably feel about understanding how things work?
2. Why do you think Danny decided to repair the old radio he found in the garage?
3. What can you infer about Danny's problem-solving skills and persistence?
4. How do you think Danny felt when he made the radio work?
5. What can you infer about Danny's satisfaction from successful tinkering?

DAY 3
Making Inferences

1. Have you ever been curious about how something works? Can you describe it?
2. Can you remember a time when you fixed or repaired something? How did it feel?
3. Do you have an experience of tinkering with or modifying a toy or a gadget? What was it like?
4. Have you ever found something old or broken and tried to make it work again? Can you describe the experience?
5. Can you recall a moment when you felt great satisfaction from solving a problem or completing a challenging task? What happened?

DAY 4
Making Connections



Mia was a little girl who loved to garden with her grandmother. They planted flowers, vegetables, and even a small apple tree. One spring, Mia noticed a patch of bare soil in the garden. With her grandmother's help, she planted sunflower seeds in that patch. Every day, she watered the seeds and watched them sprout and grow. When the sunflowers finally bloomed, Mia couldn't hide her delight.



MIA'S GARDEN

WEEKLY READING STRATEGIES

1. What might Mia choose to plant next in her garden?
2. How might Mia's love for gardening shape her activities or interests in the future?
3. What might Mia do if she finds a new type of seed or plant to grow?
4. If Mia's sunflowers attract butterflies or other creatures, how do you think she would react?
5. What do you think could be Mia's next big gardening project or achievement?

**DAY 1
Predicting**

1. What does Mia love to do with her grandmother?
2. What does Mia notice in the garden one spring?
3. What does Mia decide to plant in the bare patch of soil?
4. What does Mia do every day after planting the sunflower seeds?
5. How does Mia feel when the sunflowers bloom?

**DAY 2
Questioning**

1. How does Mia probably feel about gardening with her grandmother?
2. Why do you think Mia decided to plant sunflower seeds in the bare patch?
3. What can you infer about Mia's patience and dedication to her garden?
4. How do you think Mia felt when the sunflowers finally bloomed?
5. What can you infer about the joy Mia derives from seeing her work bear fruit?

**DAY 3
Making
Inferences**

1. Have you ever gardened or planted anything with a family member? Can you describe it?
2. Can you remember a time when you patiently waited for something to grow or develop? What was it?
3. Do you have a favorite flower or plant? Can you describe it?
4. Have you ever seen a sunflower bloom? What was it like?
5. Can you recall a moment when you felt great joy or delight from something you accomplished? What was it?

**DAY 4
Making
Connections**



Tom loved his little pet hamster, Whiskers. Every day, he made sure Whiskers had fresh food and water and cleaned his cage. Whiskers loved running in his hamster wheel and exploring his small playground. One day, Whiskers managed to open the cage door and went on a little adventure in the house. Tom was worried but he found Whiskers safe and sound behind the couch. Tom was relieved.



WHISKERS

WEEKLY READING STRATEGIES

1. What might Tom do to prevent Whiskers from opening the cage door in the future?
2. How might Tom's experience with Whiskers influence his care for pets in the future?
3. What might happen if Tom decides to get another pet?
4. If Whiskers does another surprising thing, how do you think Tom would react?
5. What do you think could be the next adventure or incident involving Tom and Whiskers?

DAY 1
Predicting

1. Who is Whiskers and what kind of pet is he?
2. What does Tom do for Whiskers every day?
3. What does Whiskers love to do in his cage?
4. What does Whiskers manage to do one day?
5. How does Tom feel when he finds Whiskers behind the couch?

DAY 2
Questioning

1. How does Tom probably feel about his pet hamster, Whiskers?
2. Why do you think Tom ensures that Whiskers has fresh food and water and a clean cage every day?
3. What can you infer about Tom's responsibility and care for Whiskers?
4. How do you think Tom felt when Whiskers managed to open the cage door and went on a little adventure in the house?
5. What can you infer about Tom's relief when he found Whiskers safe and sound?

DAY 3
Making
Inferences

1. Do you have a pet or have you ever taken care of a pet? Can you describe your experience?
2. Can you remember a time when your pet or a pet you know did something surprising or unexpected? What happened?
3. Do you have a responsibility or duty you perform daily like Tom? What is it?
4. Have you ever lost something important and then found it? How did you feel?
5. Can you recall a time when you felt relieved? Can you describe the situation?

DAY 4
Making
Connections



Every summer, Lucy and her family went camping in the forest. Lucy loved exploring the wilderness with her binoculars, spotting different birds and animals. One summer, she saw a family of deer near their campsite. It was a magical sight! She quietly observed them with her binoculars, careful not to scare them away.

Lucy would always remember this beautiful encounter.



THE FOREST

WEEKLY READING STRATEGIES

1. What might Lucy discover on her next camping trip?
2. How might Lucy's encounter with the deer influence her future explorations in the wilderness?
3. What might Lucy do if she encounters a different type of wildlife on her next camping trip?
4. If Lucy gets a chance to learn more about wildlife or conservation, how do you think she would react?
5. What do you think could be Lucy's next big adventure or discovery during her summer camping trips?

DAY 1
Predicting

1. What does Lucy and her family do every summer?
2. What does Lucy love to do in the wilderness?
3. What does Lucy spot near their campsite one summer?
4. How does Lucy react when she sees the family of deer?
5. How significant is this encounter for Lucy?

DAY 2
Questioning

1. How does Lucy probably feel about camping in the forest every summer?
2. Why do you think Lucy uses her binoculars while exploring the wilderness?
3. What can you infer about Lucy's appreciation for nature and wildlife?
4. How do you think Lucy felt when she saw the family of deer?
5. What can you infer about the significance of this encounter for Lucy?

DAY 3
Making
Inferences

1. Have you ever been camping or spent time in a forest or a natural setting? Can you describe the experience?
2. Can you recall a time when you observed or encountered wildlife? How did it make you feel?
3. Do you have a favorite activity or tradition that you do every summer like Lucy? Can you describe it?
4. Have you ever used binoculars or another tool to observe something more closely? What was it?
5. Can you recall a moment that was magical or significant for you? Can you describe it?

DAY 4
Making
Connections



Sara was always eager to help out in the kitchen. She enjoyed baking cookies with her mom, especially during the holidays. One Saturday, Sara decided to bake cookies all by herself. She carefully measured the ingredients, mixed them, and shaped the dough into little stars and hearts. When the cookies came out of the oven, they were golden brown and smelled delicious. Sara was proud of her accomplishment.



SARA'S COOKIES

WEEKLY READING STRATEGIES

1. What might Sara choose to bake or cook next?
2. How might Sara's successful experience with baking cookies influence her future activities in the kitchen?
3. What might Sara do if she wants to learn a new recipe or baking technique?
4. If Sara decides to bake cookies for a school event, how do you think her peers would react?
5. What do you think could be Sara's next big cooking or baking project or achievement?

**DAY 1
Predicting**

1. What does Sara enjoy doing with her mom in the kitchen?
2. What does Sara decide to do one Saturday?
3. How does Sara make the cookies?
4. What happens when the cookies come out of the oven?
5. How does Sara feel about her accomplishment?

**DAY 2
Questioning**

1. How does Sara probably feel about helping out in the kitchen?
2. Why do you think Sara decided to bake cookies all by herself?
3. What can you infer about Sara's skills and independence in the kitchen?
4. How do you think Sara felt when the cookies came out of the oven?
5. What can you infer about Sara's pride in her accomplishment?

**DAY 3
Making
Inferences**

1. Have you ever baked or cooked something by yourself? Can you describe the experience?
2. Can you remember a time when you did something for the first time by yourself? How did you feel?
3. Do you have a favorite activity or dish that you like to prepare or bake? Can you describe it?
4. Have you ever tasted homemade cookies? What were they like?
5. Can you recall a moment when you felt proud of an accomplishment? Can you describe it?

**DAY 4
Making
Connections**



Sam was an avid reader. He enjoyed stories about fantasy worlds, brave knights, and powerful wizards. One day, he came across an old book in the library titled 'The Mysteries of the Enchanted Forest.' As Sam delved into the book, he found himself lost in a world of magic and intrigue. The more he read, the more he was fascinated by the mysterious enchanted forest and its mystical inhabitants.



ENCHANTED FOREST

WEEKLY READING STRATEGIES

1. What might Sam decide to read next after 'The Mysteries of the Enchanted Forest'?
2. How might Sam's fascination with the enchanted forest influence his future reading choices?
3. What might Sam do if he finds another book in the library about a different magical world?
4. If Sam has a chance to write his own fantasy story, what do you think it would be about?
5. What do you think could be Sam's next big reading adventure or discovery?

DAY 1
Predicting

1. What kind of stories does Sam enjoy reading?
2. What does Sam find in the library one day?
3. What does Sam do with 'The Mysteries of the Enchanted Forest'?
4. What happens as Sam delves deeper into the book?
5. How does Sam feel about the enchanted forest and its mystical inhabitants?

DAY 2
Questioning

1. How does Sam probably feel about reading stories about fantasy worlds, brave knights, and powerful wizards?
2. Why do you think Sam decided to read 'The Mysteries of the Enchanted Forest'?
3. What can you infer about Sam's imagination and curiosity?
4. How do you think Sam felt as he delved deeper into the book?
5. What can you infer about Sam's fascination with the enchanted forest and its mystical inhabitants?

DAY 3
Making
Inferences

1. Do you enjoy reading? Can you describe a book or story you particularly liked?
2. Can you remember a time when a book or a story fascinated you? What was it about?
3. Do you have a favorite genre or type of story? Can you describe it?
4. Have you ever found yourself lost in a book, like Sam did with 'The Mysteries of the Enchanted Forest'?
5. Can you recall a moment when your curiosity or imagination was sparked by something you read or learned? Can you describe it?

DAY 4
Making
Connections