

Carolyn Dreams of a Pet

Carolyn looked around her room. There were animals everywhere. She had teddy bears from her grandma. She had stuffed animals from her aunt. She even had posters of kittens and horses on the wall. But what Carolyn wanted was a real pet. She wanted a kitten or a puppy to love and play with.

What do you dream of? Do you have a pet? Would you want one?



Name _____

Reading Skills

1. This story is about

_____ Carolyn wanting a pet.

_____ Carolyn wanting a toy.

_____ how Carolyn is sad.



2. Carolyn has posters on the walls of

_____ horses. _____ alligators. _____ flowers.

Word Play



1. What is a word that rhymes with *kitten*? _____

2. What is the beginning blend in this word? plane _____

3. What letter is missing from this word? g_____rl

Thinking Further and Predicting Outcomes

1. Do you think Carolyn will get a real pet or more teddy bears?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Carolyn Talks to Her Mom

Carolyn's mom was reading a book in the den. "Mom, can I ask you something?" asked Carolyn.

"Sure, Honey," said Mrs. Jones.

"Mom, I know I have teddy bears from Grandma. I even have stuffed animals from Aunt Linda. But I really want a pet I can hold and take care of," said Carolyn.

Carolyn's mom put down her book. "Pets take a lot of work," said Mrs. Jones. "And you don't just take care of a pet for a day, or a week, or even a month. Pets are part of the family for years. Do you think you would have time to take care of a pet? Why don't you really think about it."

Do you have a pet? Do you think pets are hard to take care of?



Name _____

Reading Skills

1. This story is about

_____ Carolyn hearing about how pets are bad.

_____ Carolyn hearing about how pets take work.

_____ Carolyn hearing about how dirty pets are.



2. Carolyn's aunt's name is _____ Lucinda. _____ Lucy. _____ Linda.

Word Play



1. What is a word that rhymes with *money*? _____

2. What is the beginning blend in this word? proud _____

3. What letter is missing from this word? A _____ nt Linda

Thinking Further and Predicting Outcomes

1. Do you think Carolyn would take good care of a pet?

2. Do you think Carolyn's mother will help her buy a pet?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

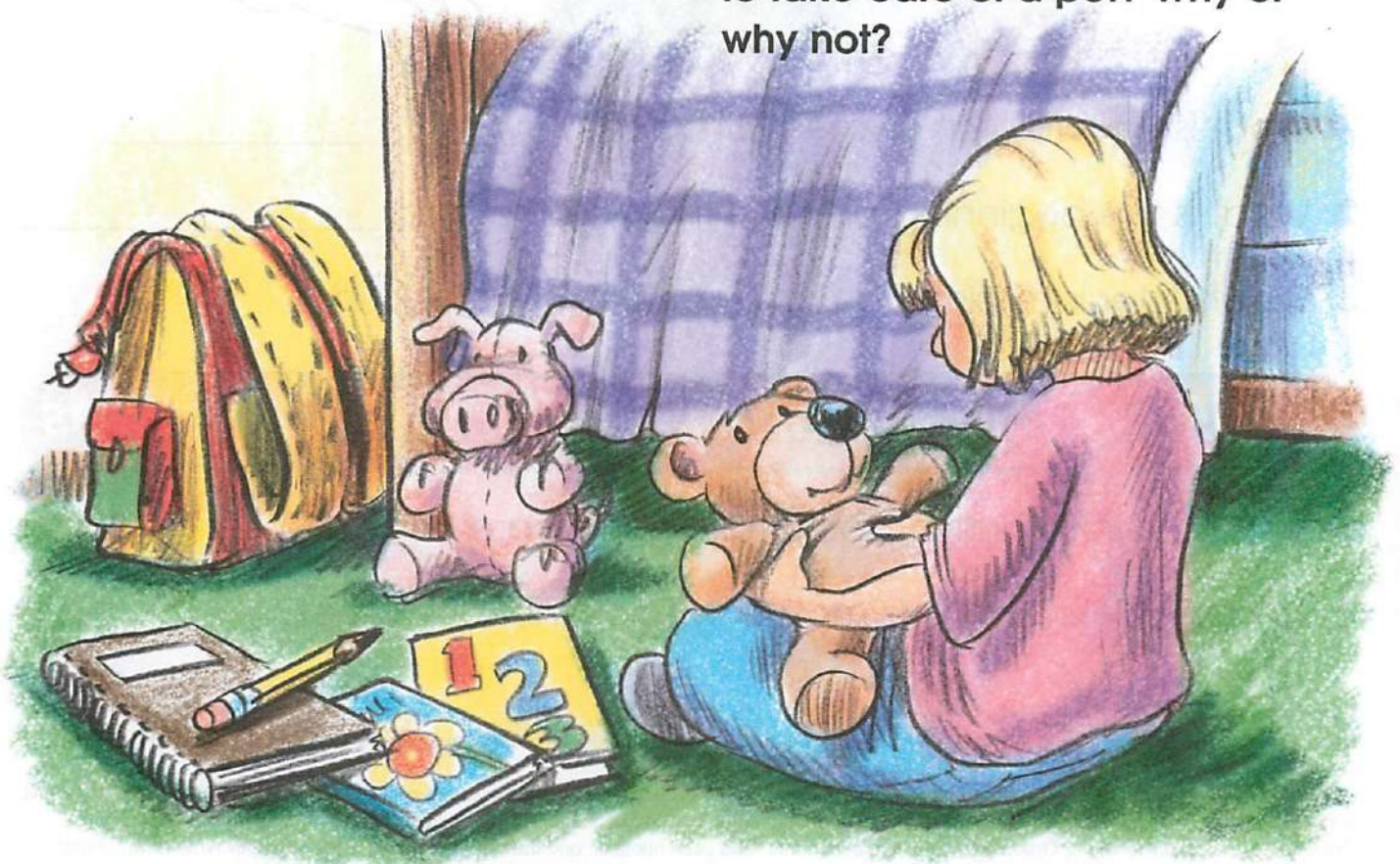
Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Time for a Pet

Carolyn went back to her room. She had just started school. Her new teacher gave her lots of homework. She had books to read and stories to write. Her class was even going to put on a school play.

Maybe she didn't have time to take care of a pet after all. Carolyn held her teddy bear tight. "What do you think I should do, teddy bear?" she asked. But the teddy bear didn't say anything at all because he wasn't real.

Do you think Carolyn has time to take care of a pet? Why or why not?



Name _____

Reading Skills

1. In this story,

_____ Carolyn thinks that she will have lots of time to care for a pet.

_____ Carolyn thinks she might not have enough time for a pet.

_____ Carolyn decides she doesn't want a pet.



2. Carolyn talks to her _____ Aunt. _____ teddy bear. _____ her posters.

Word Play

1. What is a word that rhymes with *bear*? _____

2. What is the beginning blend in this word? trade _____

3. What letter is missing from this word? Teddy b_____ar



Thinking Further and Predicting Outcomes

1. Do you think Carolyn can handle both a pet and school work?

2. Do you think if Carolyn gets a pet she will take good care of it?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

Thinking Further and Predicting Outcomes (1-2): Have students read each question and then on a separate piece of paper write down and/or discuss their thoughts, opinions, and predictions. As the stories progress, have students discuss whether their predictions were accurate.

Knock, Knock

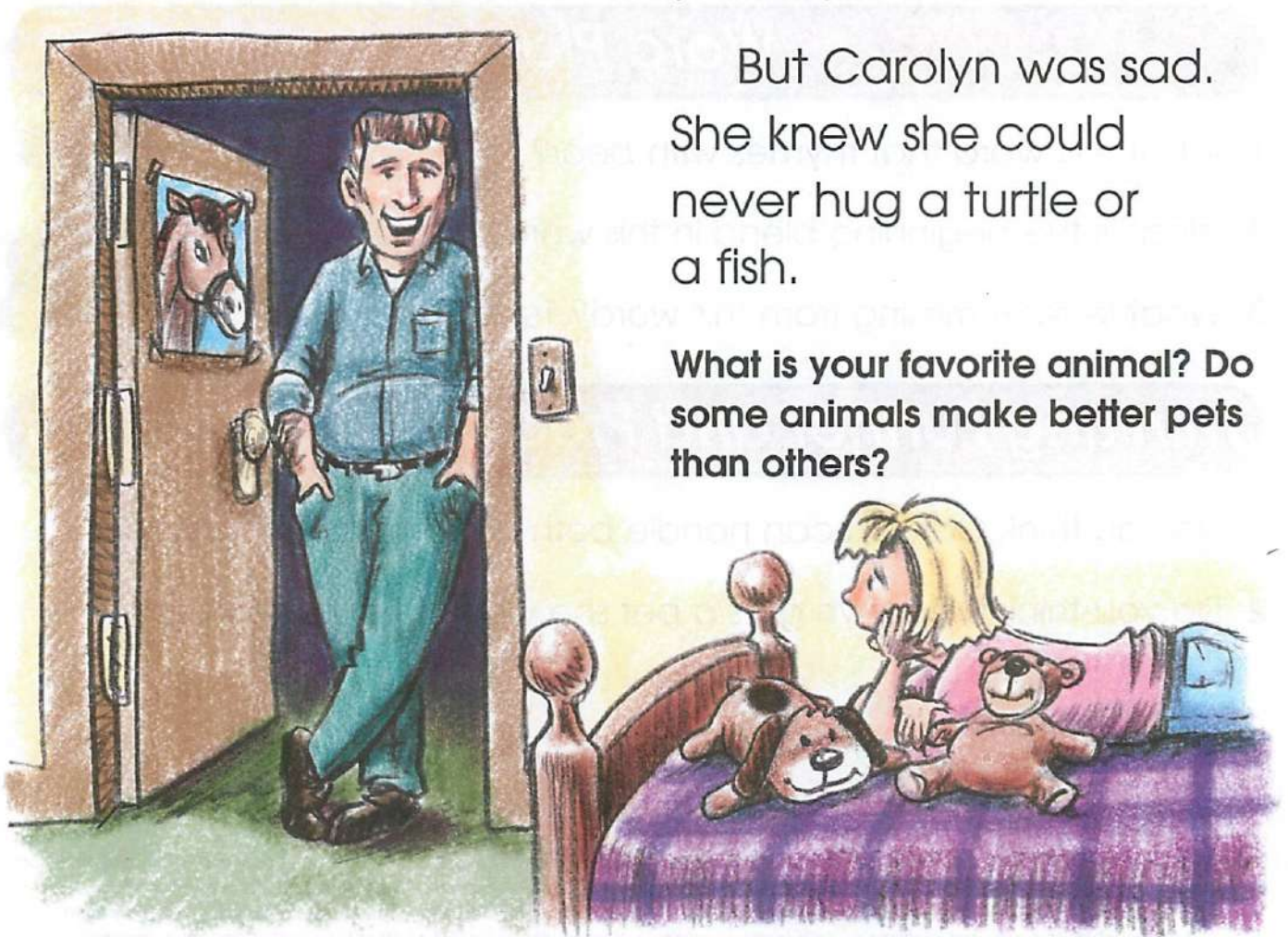
"Knock, knock," said Carolyn's dad. He stood in the doorway. "Hi, Carolyn. Mom said you wanted a pet. What kind of pet did you want?"

"Hi, Dad. I want a pet that is soft like a kitten or a puppy," said Carolyn.

"Well, pets like dogs and cats are a lot of work," said Mr. Jones. "How about a pet turtle or a fish tank with lots of pretty fish? We could get a blue fish or maybe even an orange-and-white clown fish. What do you say?"

But Carolyn was sad. She knew she could never hug a turtle or a fish.

What is your favorite animal? Do some animals make better pets than others?



Name _____

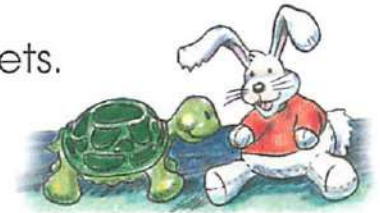
Reading Skills

1. In this story,

_____ Carolyn's dad tells her she can't have a pet.

_____ Carolyn's dad talks about other types of pets.

_____ Carolyn's dad says he will buy her a dog.



2. Carolyn's dad mentions a possible pet. It is a

_____ turtle. _____ bunny. _____ pony.

Word Play



1. What are two words that rhyme with *fish*? _____

2. What is the beginning blend in this word? from _____

3. What letter is missing from this word? clo_____n fish

Thinking Further and Predicting Outcomes

1. Do you think Carolyn would enjoy a pet turtle?

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Word Play (1-3): Have students read each question carefully and then write their answer or answers on the lines provided. Word play questions will include the following: rhyming words; identifying blends, digraphs, and missing letters; picture clues; and using the correct word.

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I Promise

Carolyn sat down for breakfast with her mom and dad. She filled her bowl with cereal. "Mom and Dad," said Carolyn, "I know I can take care of a pet. I will help feed it every morning. I will fill its bowl with water. I promise, I will always take care of it. We can name our pet 'Promise.'"

Carolyn's mom and dad looked at each other. Carolyn's mom said, "Wow, you make a good case for a pet. Dad and I will have a long talk. We will tell you our answer tomorrow."

What do you think Carolyn's parents will say? Explain your answer.



Name _____

Reading Skills

1. In this story,

_____ Carolyn explains how she would take care of her new pet.

_____ Carolyn says she is sad.

_____ Carolyn talks about her friends at school.



2. The pet will be named _____ Prince. _____ Promise. _____ Misty.

Word Play

1. What is the short vowel sound in *help*? _____

2. What is the ending consonant in this word?
father _____

3. What letter is missing from this word? Promi_____e



Thinking Further and Predicting Outcomes

1. Do you think Carolyn has explained herself well?

2. Do you think her parents like Carolyn's plan?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2): Have students read the question and mark the correct answer.

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