

# My Shared Readings



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# My Shared Readings

This Book Belongs to: \_\_\_\_\_

## Annotate

As you read closely for different purposes, remember to annotate the text.

I can number events. ① ② ③

I can circle words.

I can find \* important details

## A Smart Hen

① Each morning Penny woke up Max.

The hen flapped up to Max's window and pecked. She wanted breakfast! ☺

② Every day, Max said, "It's too early!"

\* Penny was smart, but Max was smarter.

I can like ☺ lines and sentences.

I can underline words.



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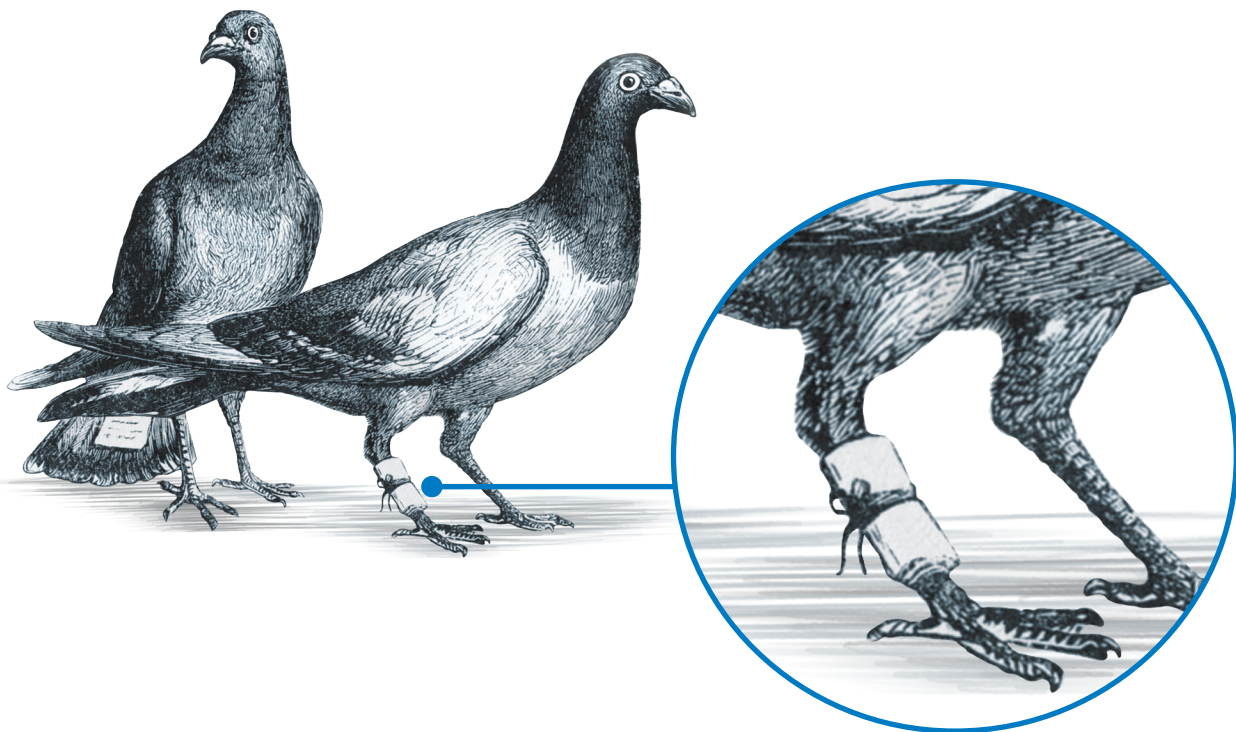


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# Carrier Pigeons

Did you know that some birds take messages to people? These birds are called carrier pigeons. People train the birds. They strap a tiny message to the bird's leg. Then the bird takes the message to the right place.



- Circle a word that has the same **a** sound as “make.”
- Underline a word that is the opposite of “wrong.”
- Put a \* next to the things that now do the job of carrier pigeons.



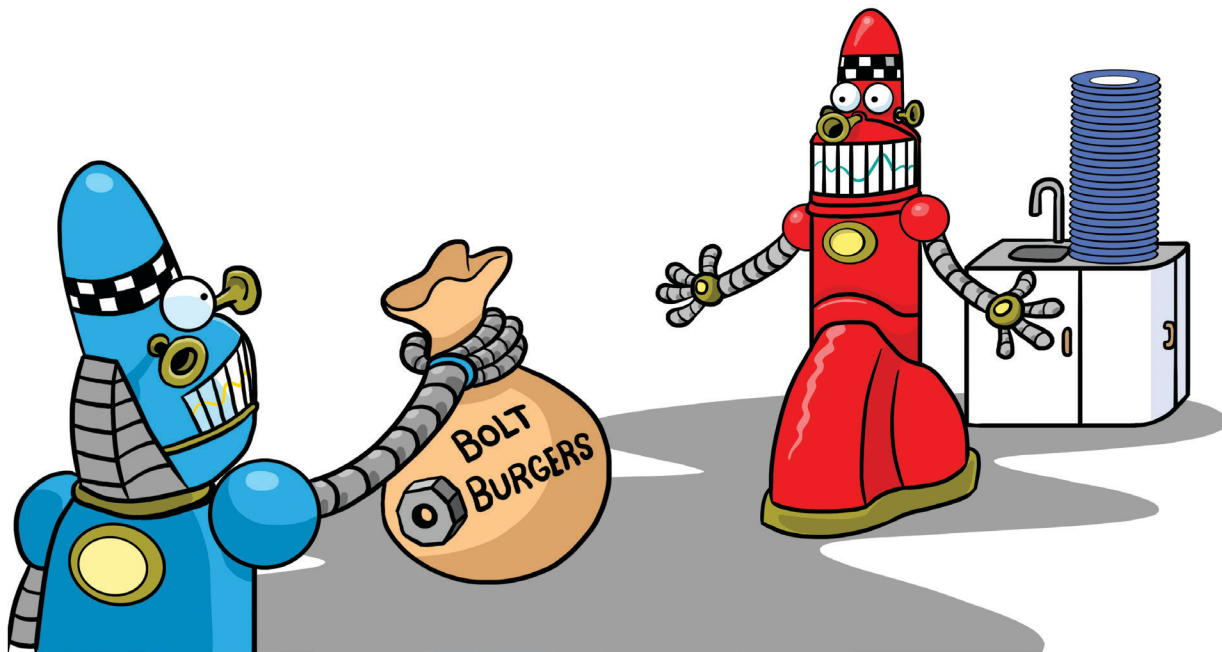
Many people used carrier pigeons long ago—before they had radios, phones, and computers. Today, people raise carrier pigeons as a hobby.



Have students draw and write to respond to the text.

# Atom's Day Off

Data left for her job. Atom did all the chores in the house. He washed, cooked, and cleaned. Data knew Atom was tired of working so hard.



- Circle a word that has the same **ee** sound as “tree.”
- On the first page, underline the adjective that describes Atom.
- Put a \* next to an important detail in the story.

That day, Atom took a break. He lost track of time. *Oh, no!* There was no supper ready. “Sorry!” Atom beeped.

“It’s OK,” beeped Data. “I brought Bolt Burgers as a treat.”

“Yum!” beeped Atom. “Thanks!”



A large rectangular area with a dotted border, intended for drawing and writing. It contains five horizontal lines for writing.

Have students draw and write to respond to the text.

# A Handy Machine

Some schools have a special way to make sure all the kids can get lunch. They don't need money or lunch cards. They just have to scan their hands to pay for their lunches. How does it work?



- Circle a word that has the same **o** sound as “cone.”
- Underline a word that starts a question.
- Put a \* next to an important detail in the text.



No one has the same handprint as anyone else. The scanner can “read” a hand and know who it is. It’s like having a built-in code!



Have students draw and write to respond to the text.

# Two Places at Once

Ms. Ruiz was stuck in traffic. “I’ll never get to school on time,” she said.

She had planned to finish reading her class a book that day. They couldn’t wait to find out the ending. She pulled over to a safe place and called Mr. Jones, the substitute.



- Circle a word that has the same **o** sound as “alone.”
- Underline the word that means the same thing as “to place.”
- Put a \* next to an important detail in the story.

“What a great idea!” he said as he put his phone on speaker. “Listen up, kids.”

Ms. Ruiz set up her tablet and began reading to the class. Who says you can’t be in two places at the same time?



Have students draw and write to respond to the text.

# Unplug!

It's fun to watch TV and play games online. However, one group of people thought they were spending too much time looking at screens. These people decided to take a break from technology.



- Circle a word that has the same **c** sound as “once.”
- Underline a 3-letter word that means “also.”
- Put a ✱ next to an important detail in the text.



One day each week, they do not use cell phones or computers, or watch TV. You can try it, too. There is plenty to do when you unplug. You can read, build things, or dance. Go outside. Ride your bike, jump rope, or watch clouds drift by. You may find out that being unplugged is fun, too!



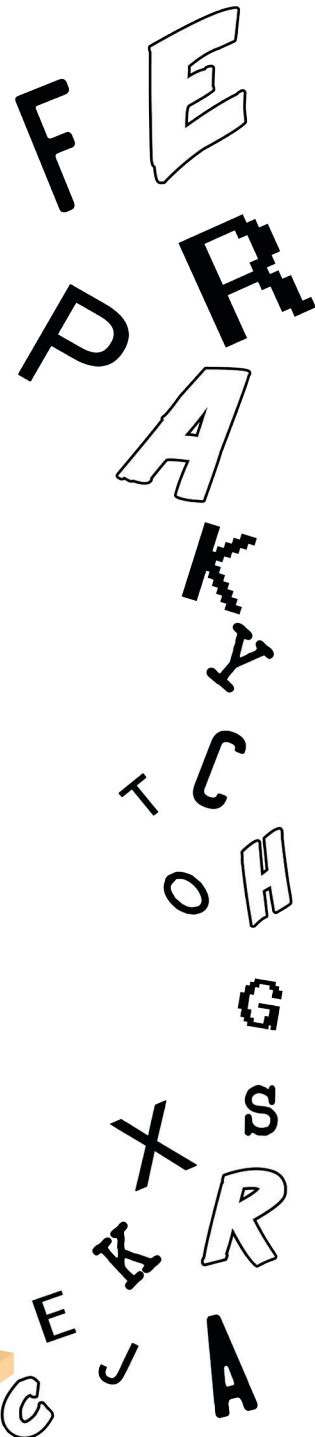
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Have students draw and write to respond to the text.

# I Wonder

I wonder who invented *A*  
and who invented *B*  
and all the other letters  
from *C* to *P* to *Z*.

I wonder if they knew back then  
that we'd have books and things  
like e-mail and text messages  
to give those letters wings.



- Circle a word that has the same **g** sound as “imagine.”
- Underline a word that means “belonging to them.”
- Put a 😊 next to your favorite line.

I wonder if they knew back then  
the word T-E-C-H-N-O-L-O-G-Y  
and how their ABCs would change  
the world for kids like me.



Have students draw and write to respond to the text.

# Not So Scary

Pony lives on the farm. Pony likes the chickens. They are nice. Pony loves to dance with the funny goats, too. What does Pony NOT like? The large, scary cow.



- Circle a word that has the same i sound as “kite.”
- Underline a word that means “very big.”
- Put a ✱ next to an important event from the story.



One day, Pony goes outside to find Mama.  
Where can Mama be? Poor Pony is about  
to cry when a gentle voice says, “Look over  
there, Pony.”

It is the cow! She’s not so scary after all.



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Have students draw and write to respond to the text.

# The Strongest Things

A tubby tugboat looks just like

A toy to you and me.

But it is strong enough to pull

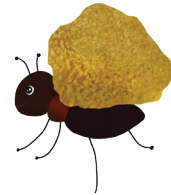
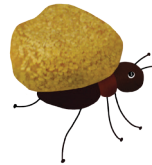
A big ship out to sea.

A little ant no bigger than

A spot upon the floor,

Can carry crumbs ten times his weight

Quite easily through the door.



- Circle a word that has the same i sound as “bike.”
- In the first line, underline the verb.
- Put a ✱ next to one example of a small but strong thing.

I guess it goes to show you  
That size matters not at all.  
Some of the strongest things I see  
Are really very small.

*by Constance Andrea Keremes*



# Pete Saves the Day

Pete hopped on his bike and rode to the park. The big kids were playing ball.

“Can I play?” Pete asked.

Gus said, “You are too small.”

Pete sighed and sat to watch Gus bat. Gus hit the ball hard. *CRACK!* It rolled under a bush with huge, long thorns.



- Circle a word that has the same middle **e** sound as “Pete.”
- Underline a word that is the opposite of “short.”
- Put a ✱ next to an important event from the story.



“These thorns are sharp, and my hand is too big,” Gus said.

Pete said, “I can get it!” He put his small hand in. Got it!



Have students draw and write to respond to the text.

# Dog and His Bone

Dog holds a big bone as he trots by the stream. What does Dog see when he looks in the water? He sees a dog with a big bone! Dog wants that bone.



- Circle a word that has the same sound as “alone.”
- In the first line, underline the adjective.
- Number the things Dog does in the story.

The bone looks even better than the one he has. Dog growls, but the other dog growls back. Dog REALLY wants that bone, so he barks. *Ker-plop!* Dog's bone falls into the water and sinks. Now Dog has no bone at all.



A large rectangular area with a dotted border, intended for drawing and writing. It contains five horizontal lines for writing.

Have students draw and write to respond to the text.

# Why Bear Has a Short Tail

One day, Bear asked Fox how to catch many fish. Fox said, “Use your tail. Put it through the ice and fish will come and bite it.”



- Circle a word that has the same **ay** sound as “play.”
- Underline a word that describes the color of Bear’s tail.
- Put a \* next to an important event from the story.

So Bear made a hole in the ice and stuck his long, brown tail in the cold water.

He waited and waited, but no fish came.

Bear wanted to go home. Oh, no! His tail was frozen in the ice. He pulled until *pop!* Bear had only a short tail.



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# Jemma Jay

Jemma Jay will only eat plain bugs.

Mama begs, “Try some with spots.” Papa pleads, “Try some with stripes.” “No,” Jemma says. “Only plain bugs for me.”

One day, there are no plain bugs.



- Circle a word that has the same **ai** sound as “rain.”
- In the first line, underline the proper noun.
- Put a \* next to an important event from the story.



Jemma is hungry. She is VERY hungry.  
She takes a bite of a spotty bug.  
*Mmm!* It's not bad. In fact, it's good!  
The striped one is tasty, too. "Yum! All  
bugs for me!" says Jemma.



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