

# My Shared Readings



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# My Shared Readings

This Book Belongs to:

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## Annotate

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

I can circle words.

## No Dogs Allowed in School

My dog, Max, followed me to school. \*

I can \* a favorite line.

I can underline words.

I called Mom, and she took Max home. 😊

I can like 😊 an idea.



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# Table of Contents



## Meeting Our Needs and Wants

People Who Help Us . . . . .	2
A Birthday Wish List . . . . .	4
Trading for Needs and Wants . . . . .	6
Meeting Needs in Different Ways . . . . .	8
Bear Needs Help . . . . .	10
What Do I Want? . . . . .	12



## Forces and Motion

How Many Ways Can You Move? . . .	14
Old Woman, Old Woman . . . . .	16
What Makes a Soccer Ball Fly? . . . . .	18
What Can a Magnet Do? . . . . .	20
We Like Bikes! . . . . .	22
Riding a Roller Coaster . . . . .	24

# People Who Help Us

Police officers and mail carriers meet our needs, but they do it in different ways.



- Circle the word that begins with **q**.
- Underline the word **to**.
- Put a 😊 by your favorite part.

If there's a problem, the police move quickly to help people.

Mail carriers deliver mail to each mailbox.



Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# A Birthday Wish List

Max had a great birthday party. All his friends were there. Before the party, Max made a list of the things he wanted.



- Circle the word that begins with **m**.
- Underline the word **he**.
- Put a ✨ by a line you like.

After the party, he checked his list.

Max realized that the best thing he got was having fun with his friends—and it wasn't even on the list!



A large rectangular area defined by a dotted line, intended for drawing. At the bottom of this area, there are two horizontal solid lines, one above the other, to provide space for writing.

Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# Trading for Needs and Wants

Today most people use money to buy things they need or want.



- Circle the words that begin with **t**.
- Underline the word **What**.
- Put a 😊 by your favorite part.



What did they do before there was money?  
People traded for things. For example,  
someone might trade a zucchini for a pepper.



Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# Meeting Needs in Different Ways

Everyone has needs. We need food and water to live, clothing to keep warm, and a place to live in.



- Circle the words that begin with **w**.
- Underline the word **We**.
- Put a ✨ by a line you like.

People cook and eat different kinds of food.  
They choose different clothing to wear. We  
meet our needs in many ways.



Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# Bear Needs Help

Bear wanted his kitchen painted, but he didn't have enough money to hire someone.



- Circle the words that begin with **p**.
- Underline the word **me**.
- Put a 😊 by your favorite part.

So he called his pals. “Help me paint my kitchen, and I’ll take you to the movies,” he said.



Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# What Do I Want?

I'm so lucky—yes, indeed!  
Because I have the things I need.  
I'm so grateful every day.  
My needs are met in every way.



- Circle the words that begin with **w**.
- Underline the word **My**.
- Put a \* by a line you like.

There are some things I still want, too,  
As many other children do.  
A soccer ball, a shiny bike,  
Those are two things that I would like!



Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# How Many Ways Can You Move?

All around you, things are moving.  
You are moving, too! That's how  
you get from place to place.



- Circle the words that begin with **m**.
- Underline the word **are**.
- Put a 😊 by your favorite part.



You might tiptoe in a quiet way or march in a noisy way!

Those are just a few of the many ways you can move! How can you move?



Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# Old Woman, Old Woman

“Old woman, old woman,  
old woman,” said I,  
“Whither, oh whither, oh whither  
so high?”



- Circle the words that begin with **w**.
- Said the word **said**.
- Put a ✨ by a line you like.

“To sweep the cobwebs  
from the sky;  
And I’ll be back down again  
by-and-by.”



Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# What Makes a Soccer Ball Fly?

Do you play soccer? If so, then you know you have to kick the ball hard to move it across the goal line.



- Circle the words that begin with **k**.
- Underline the word **have**.
- Put a 😊 by your favorite part.

Your kick is the force that makes  
the ball fly!



Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# What Can a Magnet Do?

A magnet can pull, or attract, objects made of certain metals. A magnet can attract paper clips and nails.



- Circle the words that begin with **m**.
- Underline the word **this**.
- Put a \* by a line you like.

A magnet can even move an object  
without touching it!

We call this attraction magnetic force.



Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# We Like Bikes!

The bicycle was invented many years ago. People moved it with their feet, like a scooter.



- Circle the words that begin with **b**.
- Underline the word **of**.
- Put a 😊 by your favorite part.



After pedals were invented, people could ride their bikes much faster. Today millions of people use bikes!



A large rectangular area defined by a dotted border, intended for drawing. At the bottom of this area, there are two horizontal solid lines to facilitate writing.

Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

# Riding a Roller Coaster

Eve and Dad are on the roller coaster. A bar snaps across their laps. They move slowly to the top of a hill. Then down and around they fly! Down they zoom again.



- Circle the word that begins with **z**.
- Underline the word **go**.
- Put a \* by a line you like.

Eve wants to go again, but Dad says,  
“Once is enough for me!”



A large rectangular area defined by a dotted line, intended for drawing. The area is mostly empty, with a small pencil icon at the top left corner. At the bottom of the dotted area, there are two horizontal solid lines, one above the other, providing space for writing.

Have students draw to respond to the text.  
Then have them write a letter or high-frequency word from the text.

