



## Letter-Sound Correspondence

*Students will identify the vowel sounds in words and associate the short vowel sounds with their common spellings (graphemes).*

### Prepare

- Download your own [printable word cards](#).
- Place facedown in a stack in front of you. Be sure that the first four cards are fin, us, van, and nod.
- Print out a picture of an [ax head](#) for each student and one for yourself. For best results, use a heavy paper or glue to light cardboard.
- Get a wooden ruler for each student and one for yourself.
- Prepare axes by taping paper ax heads to the rulers.

### Warm-Up



In order to become aware of the vowel sounds and their spellings in words, we are going to play a game in which we will use axes to chop out the vowel and identify the vowel sound and letter that spells that sound.

### Modeling

**I will turn over a word card and read the word. For every sound I hear in the word, I will swing this ax in the air. The word is *fin*.** Run your index finger under each letter as you say the word slowly while elongating the vowel sound slightly: *fffiinnnn*. **I will swing the ax for every sound I hear in the word, /f/ (chop), /i/ (chop), /n/ (chop). Now, I want to chop out just the vowel sound. The vowel sound in *fin* is /i/ spelled i.**

Show students how to chop the air with the ax for each sound.

### Guided Practice



**Now, I'm going to give each of you your own paper ax to chop the sounds.**

Flip over the next card. **The next word is *us*. Let's say it slowly together: *uuusss*. Let's chop the air for each sound in the word *us* and listen for the vowel sound. Say the sounds as you chop the word with me. The first sound is /u/ (chop). The next sound is /s/ (chop).** Students should say the sounds as they chop.

**Now, we will chop out just the vowel sound.** Run your index finger under each letter as you say the word slowly. **What is the vowel sound in *us*? Let's say it together. The vowel sound in *us* is /u/ spelled u.**

Give each student a paper ax.

Make sure students chop the air and not each other.

Guided Practice *Continued*

Now let's try the next word together. We'll chop the air with our axes while saying the sounds, and then we will chop out the vowel sound and say the letter that spells that sound. Show the next word: **van**, **vvvaaannn**. /v/ (chop), /a/ (chop), /n/ (chop). Run your index finger under each letter as you say the word slowly again. **What is the vowel sound in van?** Provide wait time so that all students think about the response and then call on one student. **Chop the air with your ax while saying the sounds, and then chop out and say the vowel sound and say the letter that spells that sound.**

**If Correct:** Great. The vowel sound in "van" is /a/ spelled "a."

**If Incorrect:** Let's say the word again, but this time we will stretch out the vowel sound in the word. Say the sounds and chop with me. /v/ (chop) /a/ (chop) /n/ (chop). Run your index finger under each letter as you say the word slowly. "vaaann." What is the vowel sound in "vaaan"? Student should say /a/. Say the vowel sound and the letter that spells that sound.

Correct: Chop three times while saying the sounds. The vowel sound in van is /a/ spelled a.

Try to get a correct response before proceeding.

## Practice



**It's your turn to do some chopping. Let's look at our next word.** Flip over the next card. **The next word is nod.** We'll chop the air with our axes while saying the sounds, and then we will chop out the vowel sound and say the letter that spells that sound. Run your index finger under each letter as you say the word slowly: **nnoood**. Provide wait time so that all students participate and then call on one student. **Chop and say the sounds for me. Then say the vowel sound and the letter that spells that sound.**

**If Correct:** That's correct. You chopped the /o/ sound spelled o. Let's try some more.

**If Incorrect:** Let's stretch the word as we chop the sounds. "nnn" (chop) "ooo" chop /d/ (chop). Give the card to the student. Run your finger under the word as you stretch it out. "nnoood." What is the vowel sound in "nod"? Student should say /o/. What letter spells the /o/ sound?

To encourage full participation and allow assessment of individual students, pose the question first, provide wait time, and switch unpredictably between inviting a response from the whole group or from individual selected students.

Correct: Chop three times while saying the sounds. /o/, o.

Try to get a correct response before proceeding.

## Word Bank

Chop and say the sounds in...	Students should chop once for each sound...	Chop out the vowel sound and say it.	What letter spells the vowel sound?
fin	/f/ /i/ /n/	/i/	i
us	/u/ /s/	/u/	u
van	/v/ /a/ /n/	/a/	a
nod	/n/ /o/ /d/	/o/	o
rim	/r/ /i/ /m/	/i/	i
on	/o/ /n/	/o/	o
fun	/f/ /u/ /n/	/u/	u
am	/a/ /m/	/a/	a
cut	/k/ /u/ /t/	/u/	u
fib	/f/ /i/ /b/	/i/	i
bus	/b/ /u/ /s/	/u/	u
man	/m/ /a/ /n/	/a/	a
fog	/f/ /o/ /g/	/o/	o
in	/i/ /n/	/i/	i
rat	/r/ /a/ /t/	/a/	t
mom	/m/ /o/ /m/	/o/	o
had	/h/ /a/ /d/	/a/	a
jet	/j/ /e/ /t/	/e/	e
on	/o/ /n/	/o/	o
gum	/g/ /u/ /m/	/u/	u
ten	/t/ /e/ /n/	/e/	e
gas	/g/ /a/ /s/	/a/	a
hot	/h/ /o/ /t/	/o/	o
can	/k/ /a/ /n/	/a/	a



## Decoding

*The purpose of this activity is for students to practice decoding CVC words with the short vowel u.*

### Prepare

- Print out one set of these [word cards Set A](#) and [Set B](#).
- Place cards facedown in a stack in front of you. Be sure that the first two cards are *bled* and *cram*. Be sure that all students can see the word on the card when you flip it over.

### Warm-Up



We have been practicing reading whole words. Today, we're going to try to go through this stack of cards as fast as we can.

First, we are going through go through the words together. I'm not going to show you the word. I'm just going to say the sounds in the word, and you have to say the whole word. So if I say *blleeed*, you say *bled*. Let's see how fast we can go.

**My turn first.** Read the card but do not show it to students. **If I say:** *rrraaamm*, you would say: *cram*.

Continue going through the words, stretching out the sounds, and having students say the whole word. Remember, students are not seeing the word cards at this point.

### Modeling

Now I'm going to show you a different way to play. We're going to look at the word on the card then say the word as quickly as we can. You can blend the sounds in your head first if that is helpful to you, but we want to read the words as quickly as possible.

**Watch me as I read the first five words.** Flip the first five cards and read each word at a good, steady pace.

### Guided Practice



**Do you think you can go faster than I did?** Or, if students are still mastering the skill: **Do you think you can go through the stack without making a mistake?**

**Guided Practice** *Continued*

Call on a single student in the group to read the first word. If the student reads a word incorrectly, correct them, have them repeat the word, and move on to the next card.

**Read and say the whole word as quickly as you can.**

**If Correct:** Great. Let's try a few more. *Continue having the same student read five word cards, and then move on to the next student.*

**If Incorrect:** *If the student reads a word incorrectly, correct them, have them repeat the word, and then move on to the next card. Let's keep going. Continue having the same student read five word cards and move on to the next student.*

Repeat until all students in the group have worked through at least five cards each and all of the cards have been used at least one time.

**Practice**

**Okay, now let's go faster. This time, you will each read all of the words in our deck! Everyone will get a chance to do this, so read along silently and be patient!**

**Read and say the word.** Show the next card as soon as the student says the word.

**If Correct:** You read those words well, and pretty fast!

**If Incorrect:** *If the student is incorrect, correct them, have them repeat your answer, and move to the next card. Keep a separate stack of cards that were read incorrectly the first time around. Let's keep going. Continue having the same student go through the word cards. See the support box below for suggestions on how to help students who miss several of the words.*

If time and focus allow, shuffle and repeat at an even faster pace.

Shuffle the stack of cards and repeat with individual students while encouraging them to go faster.

**Support**

- If a student gives an incorrect answer on several of the cards, the student may need extra practice with the skill. Keep the cards that were read incorrectly in a separate stack and go over each word afterwards with the group.
- Have the student slide an index finger from the first letter to the last letter as the he or she sounds out the word in his or her head. If the student is unable to sound it out in his or her head, allow the student to whisper say the sounds and then say the word. Some students may need to point at and say the sounds in the word.

**Challenge**

- Add more word cards to the stack.
- Use a timer and record the time for the first read through and the second read through for each student.



## Advanced Decoding: Letter Combinations

*Given a printed letter combination, students can: say its sound, read words with the letter combination, build or spell words with the letter combination.*

### Prepare



1. Write a large ea on the board
2. Below the ea, write

ch	ea	sh	th	ea
fl	ea	ng	ea	ph
ea	qu	ea	ch	wr

3. Write these words on index cards:

seat, seal, steal, steam, stream, scream, cream, dream, dream, team, beam, bean, lean, mean, meal, heal, deal, read, real, reap, leap, leaf, freak, speak, tweak, beak, bead, beat, beast, veal, zeal, squeal, dear, gear, hear, fear, spear, clear, ear, eat, eat, meat, neat, treat wheat, heat, cheat, pea, tea, teach, tear, near, rear, year, yeast, please, each, beach, reach, preach.

4. Provide paper and pencil for each student.

### Introduce ea (5–7 mins)



1. Write the letters ea on the board; make them at least a foot tall.
2. **Some letters stick together, so they make one sound even though they are two letters. Here are two letters that stick together. The sound for these letters is /E/, like in eat. It's the sound in the beginning of the word eat: /E/. What's the sound?**
  - a. Look for students who are not saying the sound. Ask them: **What's the sound?**
  - b. Look for students who are making the wrong sound and model the sound for them until they have it right. **Well done, everyone.**
3. Erase ea and write a mix of 15 letters and letter combinations on the board, arranged randomly: six of the items should be oa and they should be interspersed with nine other items dissimilar in appearance to ea, such as th and wr.
4. **When I point to the letter combination we just learned, say the sound. When I point to anything else, give a thumbs down. My turn first.** Point to a series of items and either say the sound or make a performance of saying nothing, as appropriate.

Review the Sound ea makes.

th	ea	sh	th	ea
fl	ea	ng	ea	ph
ea	qu	ea	ch	wr

Model for the student.

## Introduce ea (5–7 mins) *Continued*

5. **Your turn. Ready?** Point to letter combinations randomly, holding on each one for a few seconds.
  - a. If a student says the sound for one of the other items (not *ea*), point to *ea* and say: **You only need to make a sound for these letters. When I point to anything else, stay quiet. Ready?**
  - b. Look for students who are saying nothing when you point to *ea*. Have those students try items individually until they have it (but don't call only on struggling students). Keep going until everyone has the new sound.
6. **Now, each of you will take a turn finding ea, saying the sound it makes /E/ and then tracing it with your finger to erase it.** Call on one student at a time to come to the board, find *ea*, trace it, and say /E/.

## Read words with ea - Chaining (8–10 mins)



1. **We are going to practice reading words with ea. I'm going to show you a word and you will read it out loud. After you read the word, we will change one or two letters to make a new word.**
2. **Watch me do one.** Write *ea* on the board and point to it. **This is /E/. If I know /E/ and add /t/ after it (write *t* after *ea*), it becomes *eat*.**



3. **Let's do one together.** Write *seat* on the board. **What's the word?** Students should read the new word, *seat*.
4. **Change *t* to *l*. What's the word now?** Students should read the new word, *seal*.
5. Continue with the following words. Tell students which letters to change and have them read the new word.

seat → seal → steal → steam → stream → scream → cream → dream  
dream → team → beam → bean → lean → mean → meal → heal → deal

read → real → reap → leap → leaf

freak → speak → tweak → beak → bead → beat → beast

veal → zeal → squeal

dear → gear → hear → fear → spear → clear → ear → eat → eat  
eat → meat → neat → treat → wheat\* → heat → cheat\*

pea\* → tea\* → teach\* → tear\* → near\* → rear\* → year\* → yeast\* → please\*

each\* → beach\* → reach\* → preach\*

To increase student engagement, pose the question first, provide wait time, and then call on individually selected students or on the whole group.

\*These words might be more challenging to students.

## Read words with ea - Chaining (8–10 mins) *Continued*

Use the strategies below to scaffold instruction for students who need it.

### Support

1. **When I touch the letter combination, say its sound and keep saying it until I touch the next letter. Don't stop between sounds. After you sound out the word correctly, say it fast.** Underline ea in each word you write on the board, so students read it as one sound.
2. **Let's try it together.** Start saying the first sound as you touch just beneath the first letter. Hold each sound for about one second. When you come to ea, put your index and third finger underneath both letters, and read it as one sound. For example, **sssEEEt. Now, say it fast. What's the word? Seat.**
3. **Your turn. Ready?** Make sure everyone is looking at you, then touch the first letter and let students sound it out and stretch out the sound. Students should say, **sssEEEt. What's the word?** Students should say **seat**.
4. Continue with the rest of the words.

### Challenge

1. **Can you think of any other words that have the /E/ sound spelled with ea?** As students suggest words, write them on the board.
2. Have students practice reading the following words with the ea spelling: wheat, cheat, pea, tea, teach, tear, near, rear, year, yeast, please, each, beach, reach, preach.

## Say It, Write It, Read It Word Game (5–10 mins)



Make sure you've erased the words from the board from the previous activity. Get the words you wrote on index cards and shuffle the stack.

1. **We are going to play a game called Say It, Write It, Read It. I'm going to give one of you an index card with a word to read out loud. The rest of you will spell and write the word down. Once you finish writing the word, I will count to three and we will all read the word at the same time. Then we will check our spelling of the word.**
2. **Let's practice.**
  - a. Hand out paper and a pencil to each student. Pick a student and hand out a word to read. The student should say, "the word is (word)." **Spell out the word in your head, then write it down.** Watch for students who don't get the ea spelling.
  - b. **Are you ready? I'm going to count to three and we'll say the word together. One, two, three!** Read the word with students.
  - c. **How did you spell (word)?** Call on one student to share out the correct spelling while the rest of students check their spelling of the word.
3. **Let's keep going.** Repeat the steps above and watch for students who don't get the correct ea spelling. Have them correct their spelling and underline ea in each word.



Fluency 3	<b>Activity Breakdown:</b> <ul style="list-style-type: none"><li>• Present a list of words from the story to the class that you pretend not to understand (or be able to pronounce, depending on the goal).</li><li>• Students review the story for themselves to find other words that are difficult for them to pronounce and/or understand the meaning of, and add those words to the board.<ul style="list-style-type: none"><li>• Students, with your guidance, group the words into two categories:<ul style="list-style-type: none"><li>• those that someone in the class may have a clue about.</li><li>• those that are a complete mystery.</li></ul></li></ul></li></ul>
Grade 1	

<b>Goals:</b> <ul style="list-style-type: none"><li>• To instill a class atmosphere where questions and curiosity about words are encouraged.</li><li>• To make students aware of words that are challenging in the text.</li><li>• To help students to be able to pronounce challenging and/or multisyllabic words.</li><li>• To help students understand the meaning of challenging words in the text.</li></ul>
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## Prepare

- Print out one copy of [World in a Box](#) for you and one for each student.
- Print out one copy of [Word Detectives - Word List from World in a Box](#) for you and one for each student.
- Get a dictionary(ies), either book or online, one for you and one for each student.

## Introduce



I need your help. When I read the story, I found some words that I had a hard time with. Write the words from the word list on the board.

## Activity



1. When you read, it's common to find challenging words. But good readers rarely let them slip by. They become Word Detectives! Word Detectives use clues and tools to help them understand challenging words. I'm sure some of you are already great Word Detectives, and today, you'll *all* become better at it! The first thing you need to do is identify your suspects. I want you to read through the story and underline any words that you find challenging for any reason. Remember, good detectives would never let a suspect slip by if they weren't 100 percent sure of its meaning or pronunciation.
2. Begin the activity and give appropriate work time for the length of the passage.

## Activity Continued

3. I'm glad to have such helpful detectives! Now, as we hear which suspects each detective has found, remember: **Different detectives have different suspects. You may even be able to help other detectives with a suspect they have identified. But, don't call it out. That's not fair to all of the detectives here! After all of the suspects are on the board, there will be a chance to help.**
4. Add students' words to yours on the board. Create an environment in which students are willing to share their uncertainty by referring back to your own list, sharing why you were uncertain, keeping the class from calling out replies, and by commending those willing to share their questions. Celebrate as the list grows bigger. **We are really going to understand everything about this story after this!**
5. **Now that we have our suspects, we have some work to do. A good detective needs to be organized, so we'll organize our list.** Make a table on the board with two columns:

Words we may know or have a clue about	Words that are very mysterious

6. **If you think you can help with one of these challenging words, raise your hand, tell me which word, and I'll put it in the Words we may know column. Don't tell us the clue yet, that's coming soon! The words that no one feels he or she can help with will be put in the mysterious column.**
7. After all of the words are sorted, invite students to explore the words for which they feel they have clues for the meaning or pronunciation.
  - a. This could come by way of a formal class discussion, with students individually sharing ideas.
  - b. For a more lively experience, students could be led toward first interviewing one another before sharing results with the group, like true detectives!
8. If these ideas do not arise from class sharing...
  - a. Point to phonemes, syllabication, and similar words for clues on pronunciation difficulties.
  - b. Discuss prefixes, suffixes, roots, and similar words that the class may know for difficulties with meaning.
9. After all of the words in the first column have been discussed and their clues recorded, it is time to check them and move on to those in the second column.

## Activity Continued

- a. If your students are skilled in using the dictionary, divide them into groups and give them some words to look up. Each group should have some words from the first column, so they may test the class' theories, and some from the second column to research on their own.
- b. Optionally, you can read or paraphrase a definition to the class from the dictionary. Let's see how good our detective instincts were!

## Wrap-Up



After all of the challenging words have been addressed, have the students reread the story and discuss how being a Word Detective has impacted their reading.

### Support

Have students read to you. Note which words were challenging for the student to pronounce, or ask questions about the meanings of words they suspect may be challenging for the student.

### Challenge

Have students "edit" the story. Instruct them to replace words in the story with synonyms that maintain the story's meaning.

## Comprehension: Story Elements Grade: 1

LESSON INFORMATION	PASSAGE INFORMATION
<p><b>Goal:</b> Students learn to identify story elements and use this knowledge to build their mental model and respond to questions about the text.</p> <p><b>Time:</b> 35 minutes</p> <p><b>Class Size:</b> 1–6 students</p> <p><b>Sample Passage Title:</b> <a href="#">City Mouse and Country Mouse</a></p> <p><b>Materials Needed:</b> Copies of passage and story maps</p>	<p><b>Genre:</b> Fiction</p> <p><b>Grade:</b> 1</p> <p><b>Passages:</b> When selecting passages, begin with passages where story elements are easily identified and move to passages where the elements need to be inferred.</p>

### Introduction (3 minutes)

#### 1. Preview the text

- Provide a brief explanation of the text.



We are going to read a new passage today. It is about a mouse that lives in the city and a mouse that lives in the country.

#### 2. Explain the skill

- Provide a brief explanation of the target skill for the lesson.



Today we are going to pay attention to the parts of our story. In every story there are important parts — Setting, Character, Problem, and Solution.

### Close Reading (30 minutes)

#### 1. Model the skill

- Provide a brief description of each of the story elements.



A setting is where and when your story takes place. A character is the person, animal, or thing your story is about. There is usually a problem in the story. It's what the character wants or needs, but cannot have. A solution helps a character solve the problem. As we read, we'll look for the parts of the story and note them in our Story Map.

# Amplify.

- Begin reading the text as a group. Randomly call on students to read portions of the text. Ensure your pattern of calling on students is unpredictable so all students continue to read along.
- When you come to the first story element, provide the most support for identifying the element. Pause. Name the element. Ask students to stop and write the story element in the correct box on their story maps.



*After reading page 1. Let's pause for a minute! I think we just found at least one of our story elements. We found a setting — where the story takes place. The setting is the city. Draw a picture of (or jot down a note to describe) the setting in the setting box on your Story Map.*

## 2. Practice the skill

- Continue reading the text as a group.
- When you come to later story elements, provide less support. Pause. Ask students to stop and write the story element in the correct box on their story maps.

**Example for introducing a later story element:**



*After reading page 4. Let's pause for a minute! I think we just found one of our story elements. Draw a picture of (or jot down a note to describe) the story element on your Story Map.*

- Call on students to share. Provide positive and corrective feedback.



**Which story element did we learn about on this page? What is it?**

- Continue reading the story and pause to identify and discuss each story element listed below. Then, add it to the Story Map.

## Story Elements

Page	Element	Definition	Description
1	Setting	The setting tells where and when the story takes place.	The city
1	Character	Character is the person, animal, or thing the story is about.	City Mouse
3	Character	Character is the person, animal, or thing the story is about.	Country Mouse

3	Problem	The problem is what the character needs or wants but cannot have or something the character doesn't like.	City Mouse doesn't think he will like the country.
4	Setting	The setting tells where and when the story takes place.	The country
4	Problem	The problem is what the character needs or wants but cannot have or something the character doesn't like.	City Mouse doesn't think there will be much to do in the country.
6	Problem	The problem is what the character needs or wants but cannot have or something the character doesn't like.	Even after they have fun during the day, City Mouse thinks he won't have fun at night.
5–7	Solution	The solution is how the problem in the story is solved.	<p>The mice have fun picking and eating apples.</p> <p>The mice have fun swimming, fishing, and riding horses.</p> <p>The mice have fun at a dance.</p>

### 3. Ask text-dependent questions



Now that we read the whole story and found our story elements. Let's use what we learned to answer some questions.

#### 1. What is the setting in this story?

- a. The story starts in the city and ends in the country.

#### 2. Who are the main characters in the story?

- a. City Mouse and Country Mouse

#### 3. How does City Mouse change in the story?

- a. First he thinks he will not like the Country but then he tries all of the country activities and loves the country.

#### 4. What was the problem in this story? Share some examples of the problem.

- a. Country Mouse invites City Mouse to visit him in the country. City Mouse doesn't think he will like the country

#### 5. What is the solution to the problem?

- a. City Mouse tries all of the country activities like picking apples, swimming fishing, riding a horse, and going to a dance. He enjoys everything.

### Wrap Up (2 minutes)

#### 1. Encourage use of the skill outside of the lesson

- State the target skill and define the story elements.



Today we learned about different parts of a story. The setting is where and when the story takes place. The character is the person, animal, or thing the story is about. The problem is what the character needs or wants but cannot have or something the character doesn't like. The solution is how the problem in the story is solved. Look for these parts while you're reading to help you understand!

### Common Core Anchor Standards:

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

## STORY MAP

The image shows a story map template consisting of five overlapping rectangular boxes. The boxes are arranged in a way that they overlap each other, creating a layered effect. The labels for each box are as follows:

- Characters**: Located in the top-left box.
- Setting**: Located in the top-right box.
- Problem**: Located in the middle-right box.
- Solution**: Located in the bottom-right box.
- What else happened?**: Located in the bottom-left box.



**fin**

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**us**

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**van**

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nod

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rim

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on

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fun

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am

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cut

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**fib**

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**bus**

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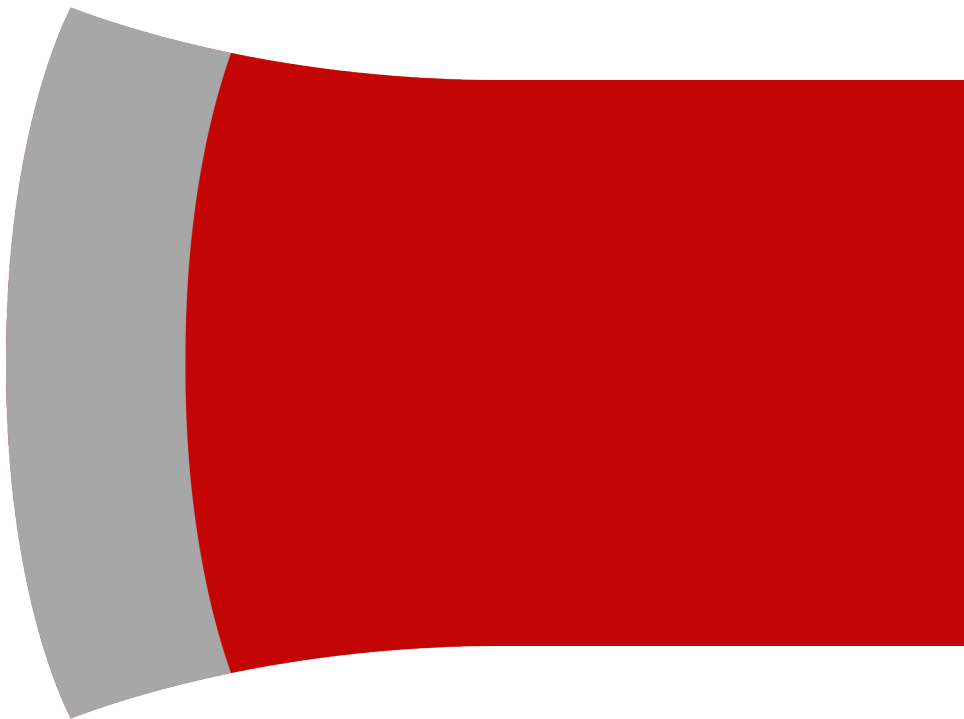
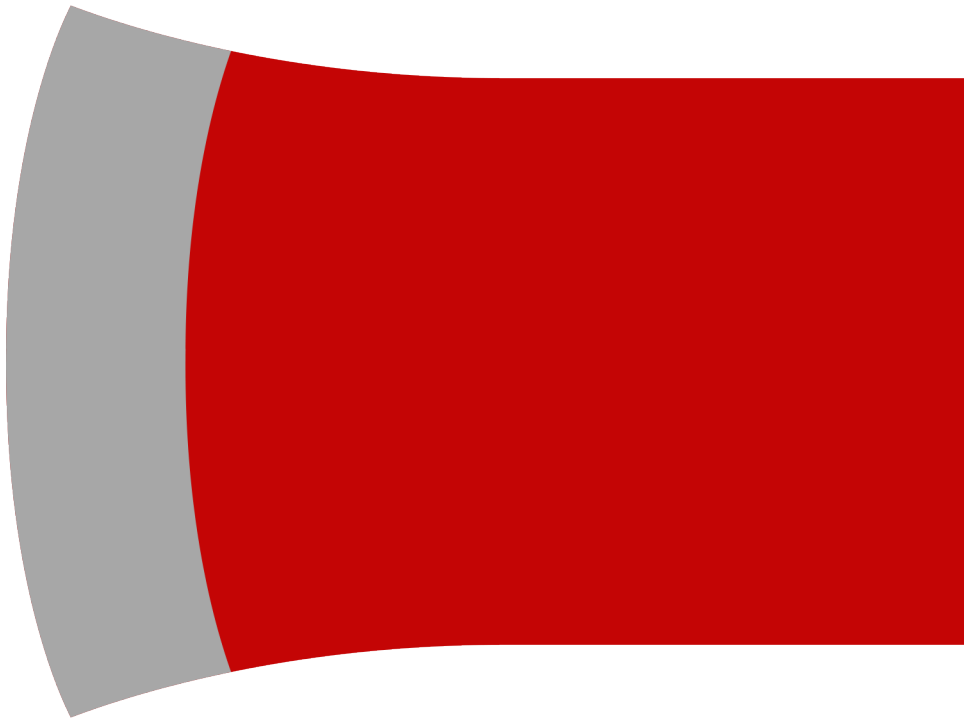
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can

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## Ax Head for Chopping Sounds Activities



**cram**

**blown**

**grand**

**drum**

**brim**

**brat**

**flip**

**slant**

from strum

glad strut

glow strand

grin strap

**brink**

**slick**

**brow**

**slink**

**bring**

**slump**

**flow**

**strow**

bled plum

---

splat plus

---

grant frown

---

blot glass

---

blow growl

---

bran grunt

---

flab spend

---

flag scrag

---

flap      scam

---

flat      scrap

---

plot      screw

---

plug      trend

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Grade: 1  
Lexile® Measure: 200L - 300L  
Mean Sentence Length: 5.96  
Mean Log Word Frequency: 3.74  
Word Count: 137

## World in a Box

Maybe a good box is all you need.  
Anything can come in a box.  
You can buy things from all over the world.  
What they will send them in?  
A box!

There are boxes of food.  
There are even boxes of water.  
Parts to make homes come in boxes.  
You can make a playhouse out of boxes!  
But you'll need things for that house...

They'll come in boxes!  
Use those boxes to make your playhouse bigger!  
But you'll need more things to fill it...

Buy more things in boxes!  
Use those boxes to make your playhouse bigger!  
But you'll need more things to fill it...

Buy more things in boxes!

And grow bigger... And buy more...

And grow bigger... And buy more...

Until the whole world is your playhouse.  
Until the whole world is in the box.



# Word Detectives - Word List

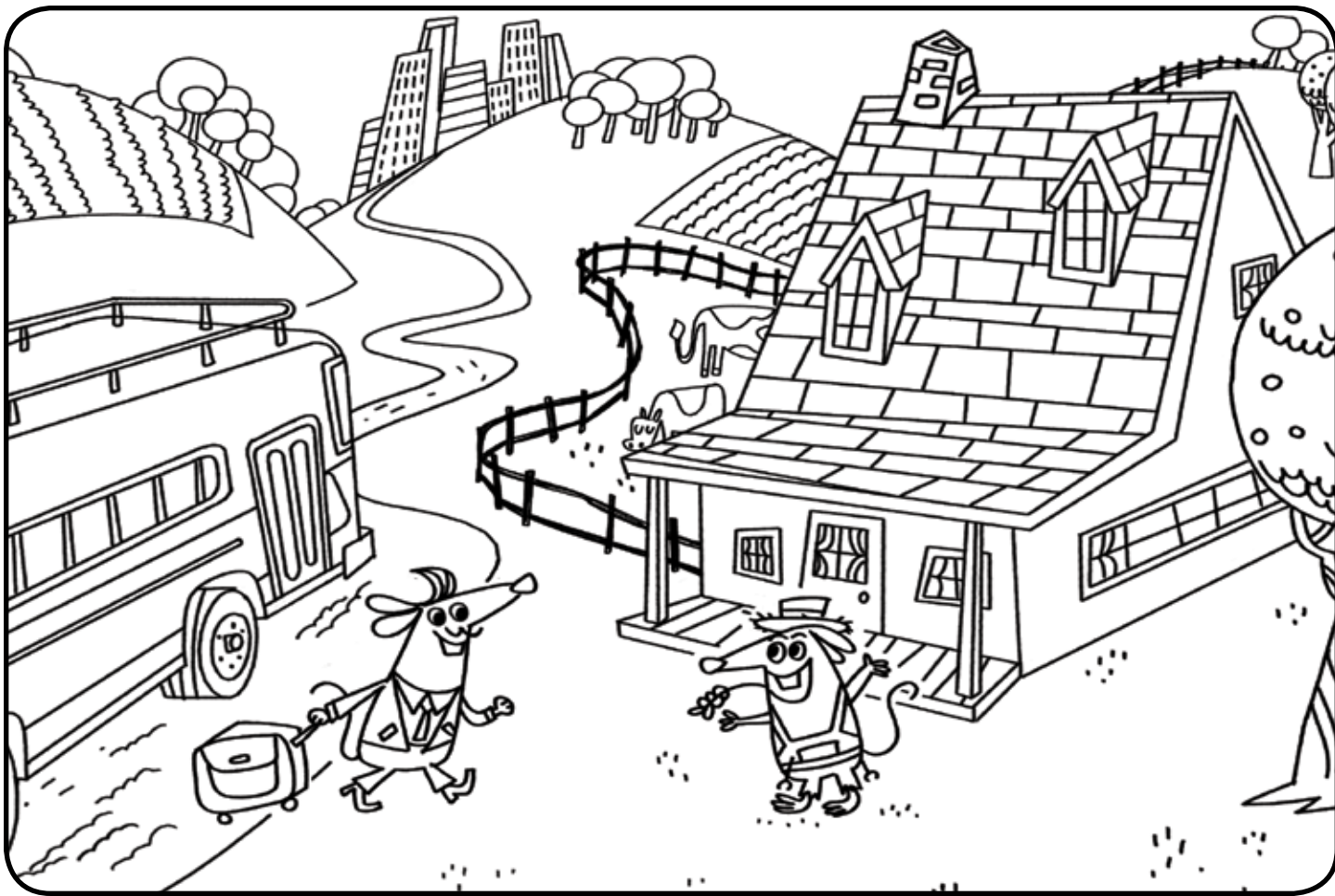
Fluency 3, Grade 1

Passage: [World in a Box](#)

**Suggested words:** anything, world, parts, playhouse, until, whole

\*Students should add their own words from the passage

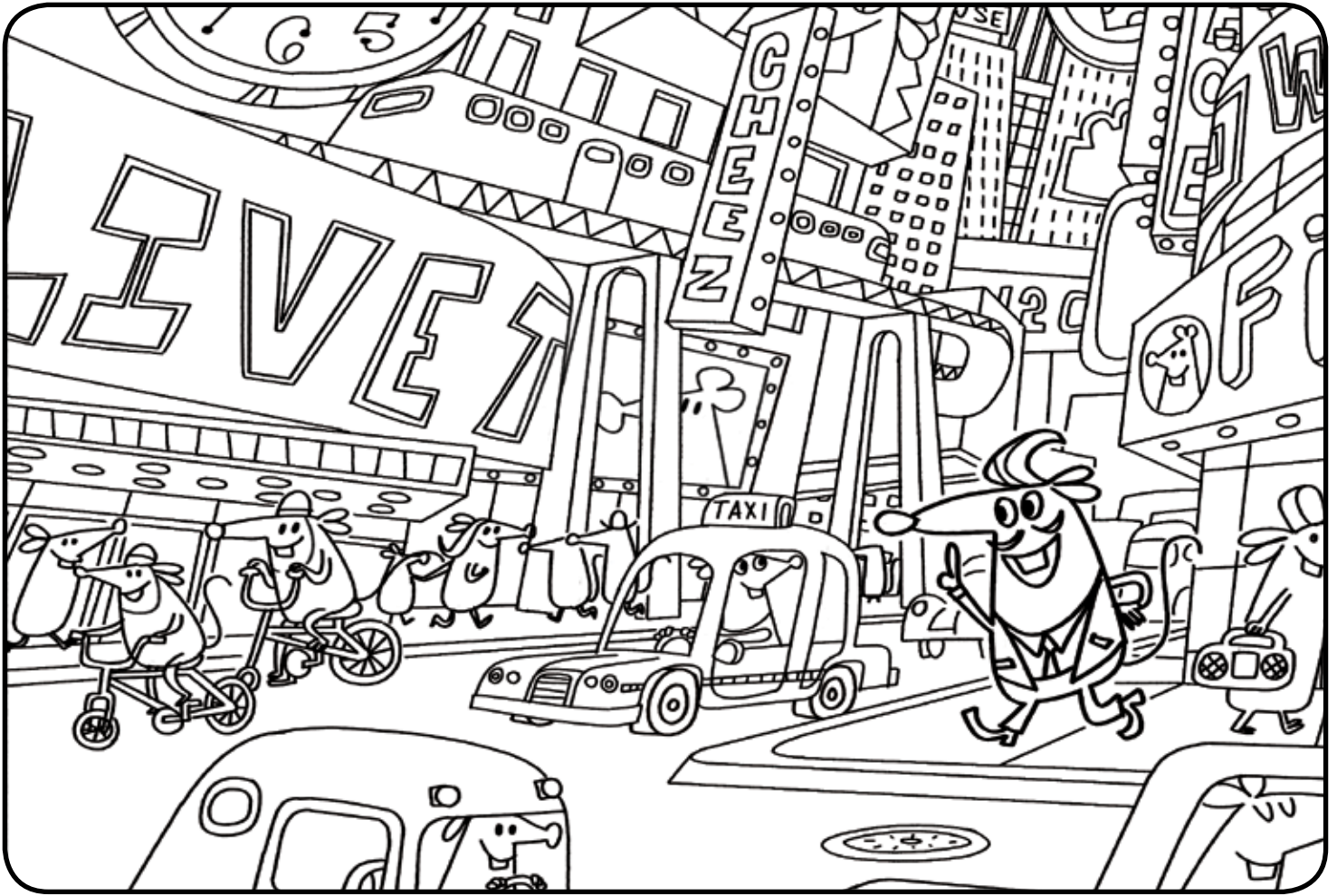
Words we may know or have a clue about	Words that are very mysterious



# City Mouse and Country Mouse

By Lisa Benjamin

Illustrated by Israel Sanchez



The city is the place for me,  
thinks City Mouse so happily.  
The buildings here are very tall.  
And busy mice fill them all.

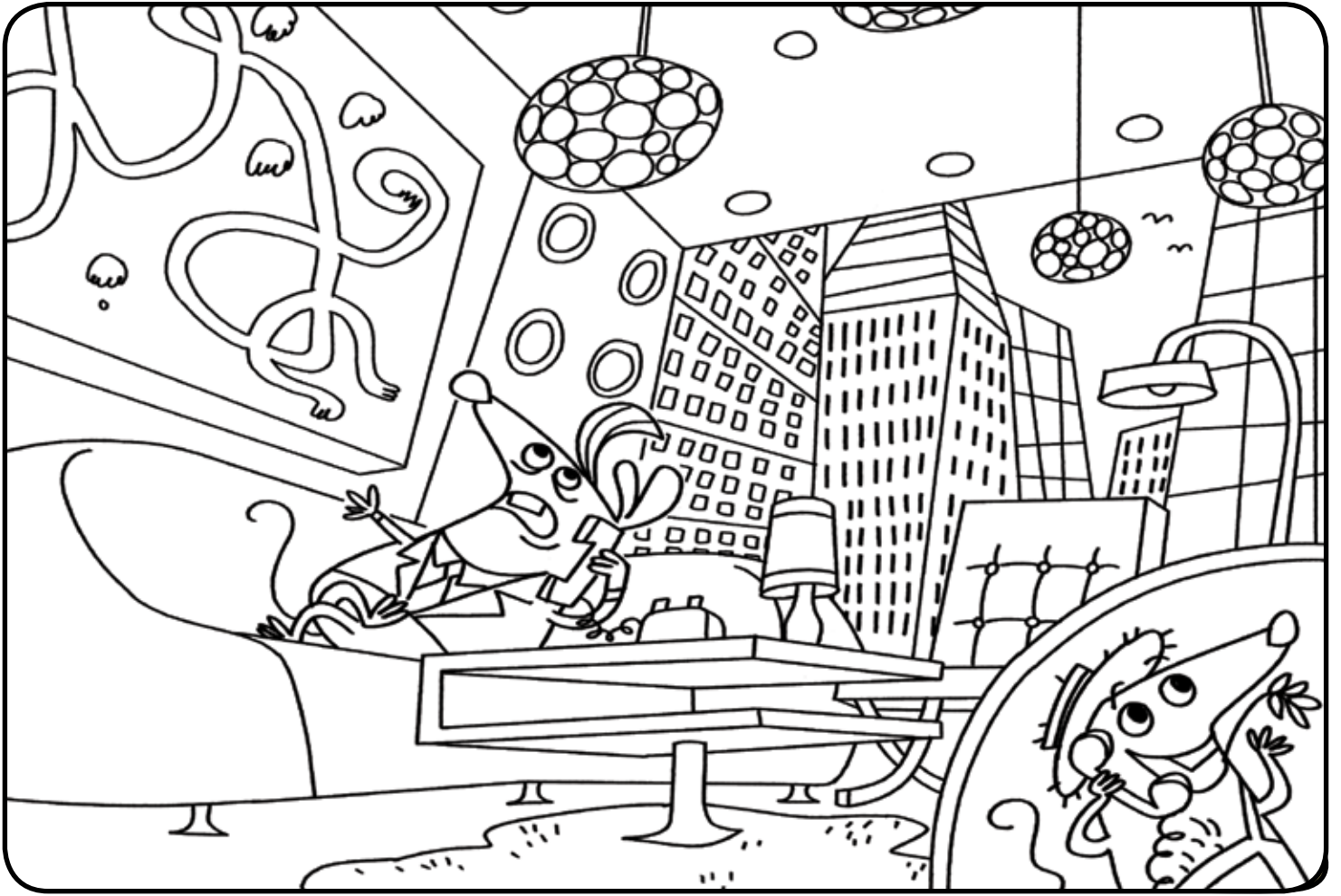


After work, I see a fancy show.

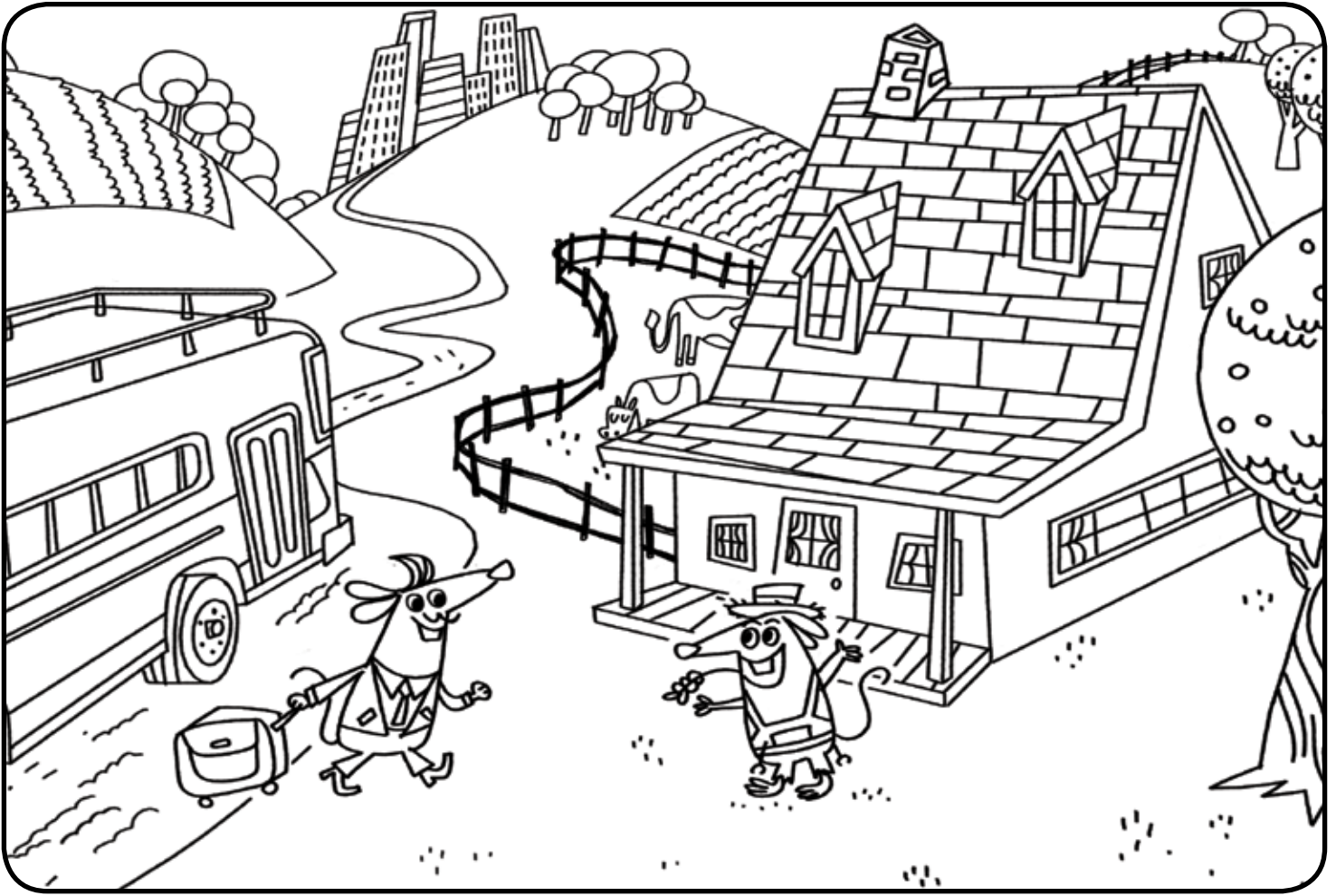
The dancers spin.

Look at them go!





Later, in my city home,  
I get a ring on the telephone.  
I get a call from Country Mouse.  
He says, “Come to my country house.”  
I know I won’t like it. I tell him so.  
He says, “Just try it.” And so I go.



Here I am! The country air is clean.

And I can see a lot of green.

This is different. This is new.

But is there anything to do?

I tell Country Mouse of my deep, dark fear.

“I do not think there is much to do here.”

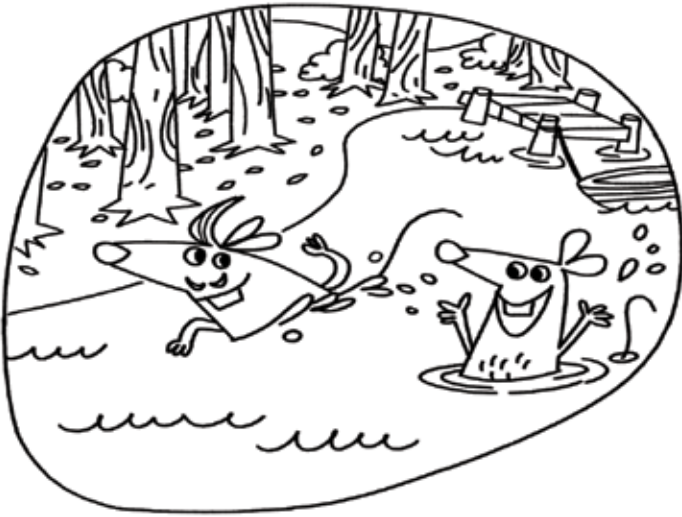


“Come along, City Mouse,” says my dear friend.

“The country is full of fun without end.”

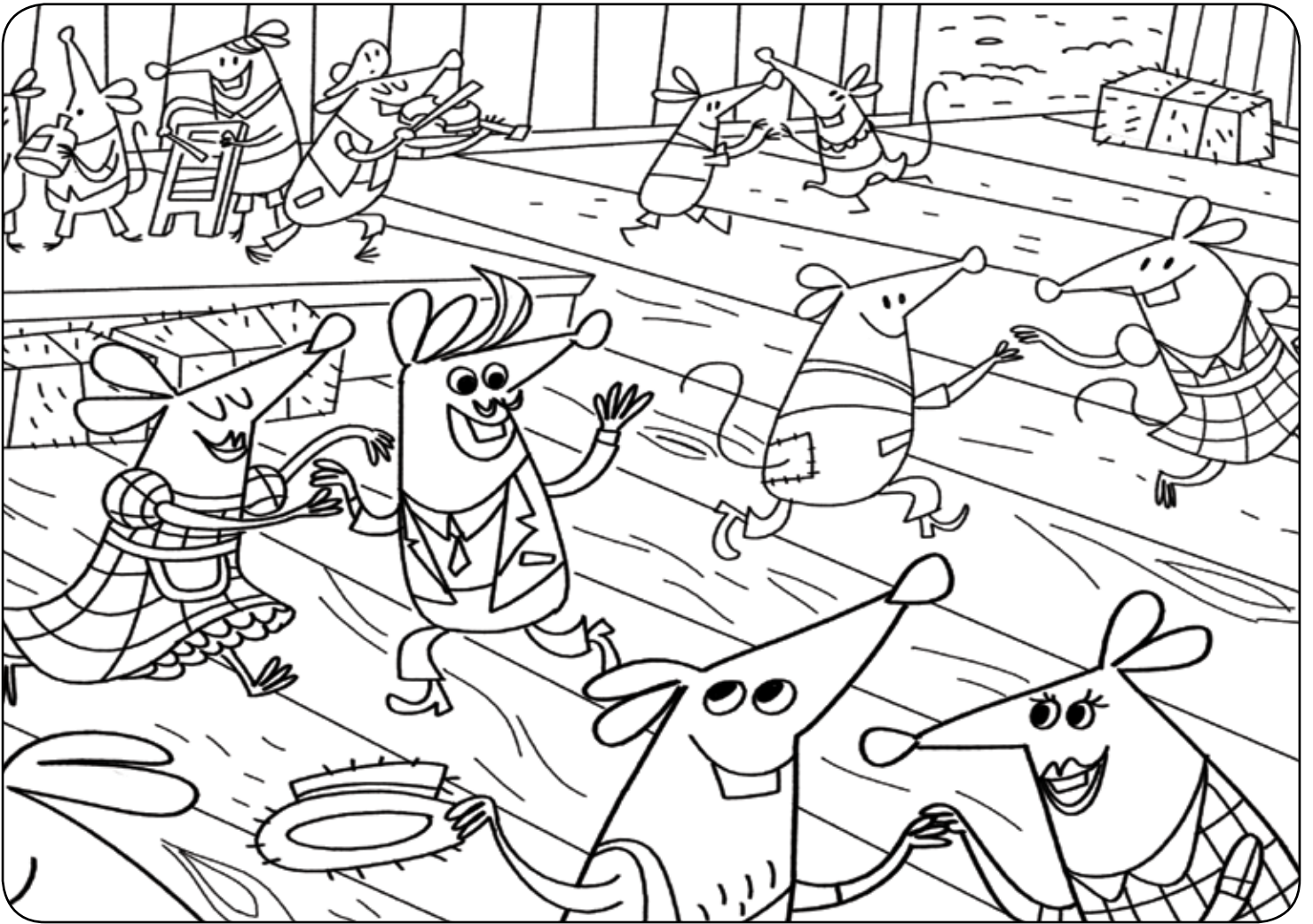
We pick apples, red, yummy, and sweet.

These apples are so much fun to eat!



We swim. We fish. I ride a horse.  
I'm having lots of fun, of course.  
But still I have a fear to fight.  
I fear the fun will end at night.





I was wrong! We go to a country dance.

I'm glad I gave the country a chance.

I make new friends.

I dance.

I sing.

I'm enjoying everything.



A cup of tea before I go.

Who knew I'd love the country so!

And now my country stay is done.

I sure did have a lot of fun!