



## Early Reader Primer

**Early Reader Primer** is a fully illustrated reading program featuring patterned stories that are designed to allow emergent readers to learn word decoding, recognition and comprehension at their own level and pace. The reading levels of the stories and their accompanying questions slowly increase over many stories as they gradually introduce new words and vocabulary. Each story provides opportunities for students to learn, practice, and apply phonetic rules and to develop word recognition and comprehension skills. More importantly, these stories invite children to read for interest and pleasure. An easy-to-use help system ensures that students can work independently without becoming stuck. Hundreds of stimulating graphics and animations ensure that **Early Reader Primer** will capture the minds of young students.

## Targeted Skills

- Phonics
- Rhyming Words
- Recognizing Initial and Final Sounds
- Learning Vowel Sounds
- Sight Word Recognition
- Getting the Main Idea
- Drawing Conclusions

## Teacher Dashboard

The Teacher Dashboard tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

- Records students' results automatically as they work.
- Prints reports quickly and easily for sharing with parents and staff.
- Provides summary reports by subject or detailed reports by activity.
- Allows teachers to print reports for individual students or an entire class.
- Stores student marks in one central location for all programs.

## STORY LIST

### **Level A**

*Come Up, Three Went In, Look at Me, Up Went the Kite*

### **Level B**

*Sleep, My Mom, Say Cheese Please, New Shoes*

### **Level C**

*I Want a Bike, What Now Cat?, Get That Bug!, The Boat Ride*

### **Level D**

*Dress Up, The Best Pet, Be Good Dog, Pop Pop Pop!*

### **Level E**

*What Will Grow, Four Little Kittens*

(Every page of each story is accompanied by a colorful illustration that helps to explain what is happening in the text. Stories are 8 - 9 pages long.)

## STORY EXAMPLE LEVEL A - "Come Up"

*Come up!*  
*Come down!*  
*Please come up.*  
*Please come down.*  
*I will go down.*  
*I will go up.*  
*Come down!*  
*Come up!*

### QUESTIONS

Learn Questions  
(Auditory)

1. **Finish the sentence:**  
[Go, up, come] down!
2. **Spell the word *come*.**  
-----
3. **Spell the word *please*.**  
-----
4. **Which letter makes the beginning sound in the word *please*?**  
[b, t, p]lease come up.
5. **Finish the sentence:**  
Please come \_ \_ \_ \_ [down, come, do].
6. **Find the word *down*:**  
[brown, down, clown]
7. **Spell the word *will*:**  
I w i l l go down.
8. **Finish the sentence:**  
I will [good, go, get] up.
9. **Which letter makes the beginning sound in the word *go*?**  
I will [g, j, n]o up.
10. **Find the word *come*:**  
[come, came, can] down!
11. **What word rhymes with *down*?**  
[come, brown, one]
12. **Find the word *up*:**  
Come [on, in, up]!
13. **Spell the word *come*:**  
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**STORY EXAMPLE LEVEL D - "Be a Good Dog"**

*Be good, dog.  
 You can go for a walk. You can go for a ride.  
 But please do not eat my red shoes.  
 You can dig in the trash. You can dig in the yard.  
 But please do not eat my red shoes.  
 You can play with a ball. You can play with a bone.  
 But please do not eat my red shoes.  
 Good dog.*

**QUESTIONS**

**Learn Questions  
(Auditory)**

- 1. Find the word good to finish the sentence:**  
Be [good, get, go] dog.
- 2. Which word rhymes with the word dog?**  
[come, out, hog]
- 3. Finish the sentence:**  
You can go [for, find, funny] a walk.
- 4. Which word rhymes with go?**  
[so, who, for]
- 5. Finish the sentence:**  
But please do not eat my [bed, red, ride] shoes.
- 6. Spell the word do: \_ \_**
- 7. Which letter makes the beginning sound in the word trash? [t, k, p]**
- 8. What can the dog do in the yard? [dig, play, go]**
- 9. Spell the word please: \_ \_ \_ \_ \_**
- 10. Click on the word you: [you, yellow, yes]**
- 11. Spell the word but: \_ \_ \_**
- 12. Which word has the same beginning sound as the word my?**  
[make, I, no]
- 13. Spell the word good: \_ \_ \_ \_**
- 14. Which word has the same beginning sound as the word dog?**  
[did, log, big]

# Early Reader Primer

## Games (one for each story)

GAME	INSTRUCTIONS
<b>Concentration</b>	Find the pairs of words in a concentration game.
<b>Word Search</b>	Spell the words in the crossword puzzle.
<b>Spelling Game</b>	Find the letters for each word and click on them.

# Early Reader Grade 1



## Early Reader Grade 1

**Early Reader Grade 1** is a fully illustrated program of patterned stories that are designed to allow emergent readers to learn word decoding, recognition and comprehension at their own level and pace. The reading levels of the stories and their accompanying questions slowly increase over many stories as they gradually introduce new words and vocabulary. Each story provides opportunities for students to learn, practice, and apply phonetic rules and to develop word recognition and comprehension skills. More importantly, these stories invite children to read for interest and pleasure. An easy-to-use help system ensures that students can work independently without becoming stuck. Hundreds of stimulating graphics and animations ensure that **Early Reader Grade 1** will capture the minds of young students.

## Targeted Skills

- Rhyming Words
- Recognizing Initial and Final Sounds & Vowel Sounds
- Sight Word Recognition
- Sequencing
- Drawing Conclusions, Getting the Main Idea & Factual Recall
- Making Inferences
- Opposites & Synonyms

## Teacher Dashboard

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- Records students' results automatically as they work.
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## STORY LIST

### **Level A**

*A Big Splash, Big Blue Monsters, The Sleep Over, The Funny Noise*

### **Level B**

*Too Green, A Wolf at the Door, Have You Seen Max, Winter Wishes*

### **Level C**

*The Fast Frog, Rabbit's Trick, Mac's Plan*

### **Level D**

*Manny's Bad Hair, The Magic Jar, Sally's Jobs*

(Every page of each story is accompanied by a colorful illustration that helps to explain what is happening in the text. Stories are 5 - 13 pages long.)

## LEVEL A - "A BIG SPLASH" - TEXT

Sam and Dan were hot.

"Let's go for a swim," said Sam. "Yes," said Dan. "Let's get wet."

Sam made a small splash. Oops! He got Dan all wet.

Dan made a bigger splash. He got Sam all wet.

Splash! Dan got water in his nose. Sam got water in his eyes.

Splash! Splash! Dan got water in his hair. Sam got water in his ear.

Splash! Splash! Splash!

"Stop!" said Sam. "Where did all the water go?"

## "A BIG SPLASH" - QUESTIONS (bold indicates auditory content)

- 1. Which word says were?** Sam and Dave [went, well, were] hot.
- 2. Which letter makes the beginning sound in Dan?** [b, d, t]
- 3. Which word has the same vowel sounds as wet?** [let, ask, eat]
- 4. Which word finishes this sentence?** Let's [get, eat, ask] wet.
- 5. Which word says he?** [He, here, hay] got Dan all wet.
- 6. Which letter makes the ending sound in the word small?** [v, l, h]
- 7. Which word finishes this sentence?** He got Sam [any, after, all] wet.
- 8. Which word has the same vowel sounds as made?** [thank, think, take]
- 9. Where did Dan get water?** [in his ear, in his hair, in his nose]
- 10. Which word says his?** [has, him, his]
- 11. Sam got water in [how, his, had] ear.**
- 12. Which letter makes the ending sound in the word water?** Sam got wate[m, r, w] in his ear.
- 13. Which word has the same vowel sound as splash?** [had, him, put]
- 14. Which letter makes the beginning sound in the word splash?** [p, f, s]
- 15. Where did the water go?** [in the pool, down the drain, on the ground]
- 16. Which word says stop?** [soon, stop, some] said Sam



## LEVEL D - "MANNY'S BAD HAIR" - TEXT

Manny hated his hair. It was big. It was wavy. It did what it wanted. And what it wanted to do was look silly. It made Manny mad.

He combed his hair. The more he combed, the bigger his hair got. Soon his head looked like a mountain. "This is no good," he said.

He tried using a brush. The more he brushed, the wilder his hair got. It made him look like a moose. "I can't stand it!" he shouted.

Manny put a towel over his head. He went down to breakfast. He could not see where he was going. He ran into the wall. He tripped over the dog.

"What are you doing?" asked his mom. "I am fixing my hair," said Manny. "Now nobody can see it."

Manny went to school. "Has anybody seen Manny?" asked the teacher. "He must be sick today." "I'm here," said Manny. "Oh," said the teacher. "I didn't see you."

Manny went to the playground at lunch. "Have you seen Manny?" asked Mike. "I am Manny," Manny said. "Manny! Come play ball with us!" said Sara.

Manny tried to play ball. He could not see to run. He could not see to catch. He could not see to pass. He fell over Amy and stepped on Mike's toes. He ran into Sara.

"Manny, take off the towel!" said his friends. "I don't want to," said Manny. "My hair looks funny." "Manny, you are mixed up," said Sara. "Your hair looks fine. The towel looks silly."

Manny took off the towel. "You won't tease me?" he asked. "Only if you put the towel back on," said Amy. "Now let's play ball."

## "MANNY'S BAD HAIR" - QUESTIONS (bold indicates auditory content)

1. Which word says **silly**? And what it wanted to do was look [silly, sixty, sell]
2. Which word means the same as **mad**? [bad, happy, angry]
3. What makes **Manny mad**? [his hair, being silly, going to school]
4. Which word says **head**? Soon his [heat, head, heart] looked like a mountain.
5. Which word has the same vowel sound as **got**? [of, stop, done]
6. Which word finishes the sentence? The more he combed, the [taller, bigger, older] his hair got.
7. Spell the word **tried**: \_ \_ \_ \_ \_
8. Which word finishes the sentence? He tried using a [gr, tr, br]ush.
9. Which word finishes the sentence? He tried using a [moose, boot, brush]
10. Which word says **tripped**? He [trap, tripped, tired] over the dog.
11. Put the sentence in order: [into, He ran, the wall]
12. Why did **Manny** put the towel over his head? [to hide his hair, to trip over the dog, to hide his eyes]
13. Which word says **nobody**? [ninety, nobody, nothing]
14. Work and play are opposites. Which word is the opposite of **fix**? [break, save, make]
15. Which word finishes the sentence? "[which, what, where] are you doing?" asked his mom.
16. Which word says **anybody**? "Has [anyway, anybody, angry] seen **Manny**?" asked the teacher.
17. Which letter makes the ending sound in **school**? [r, l, v]
18. Why did the teacher think **Manny** was sick? [Manny looked sick, the teacher didn't see him, Manny was not at school]
19. Spell the word **lunch**: \_ \_ \_ \_ \_
20. Which letters make the beginning sound in the word **playground**? Manny went to the [cl, pl, sl]ayground at lunch.
21. Why don't **Mike** and **Sara** see **Manny**? [he has a towel on his head, he is not there, the don't like Manny]
22. Which word says **catch**? [chart, cart, catch]
23. Put the sentence in order: [tried to, Manny, play ball]
24. Why did **Manny** run into **Sara**? [he was playing ball, he couldn't see, he wanted to]
25. Spell the word **mixed**: \_ \_ \_ \_ \_
26. Happy and sad are opposites. Which word is the opposite of **take**? [give, get, pick]
27. What does **Sara** say looks funny? [Manny's face, Manny's hair, Manny's towel]
28. Which word says **back**? "Only if you put the towel [bake, bank, back] on," said **Amy**.
29. Put the sentence in the right order: [the towel, took off, Manny]
30. What is the story about? [Manny plays ball, Manny tried to hide his hair, Manny goes to school].

# Early Reader Grade 1

## Games (one for each story)

GAME	INSTRUCTIONS
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## Early Reader Grade 2

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## Targeted Skills

- Drawing Conclusions, Getting the Facts, Factual Recall & Predicting Outcomes
- Using Verbs, Contractions & Plurals
- Using Words in Context & Word Meanings
- Pronouns
- Phonics
- Working with Syllables
- Root Words & Compound Words

## Teacher Dashboard

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## STORY LIST

### **Level A**

*Monster in the Woods, Sarah's Pets*

### **Level B**

*The New Babysitter, Lost Wizard, Visit from a Snail*

### **Level C**

*Ghost House, Too Much Sugar, Hand Me Down*

### **Level D**

*Soccer Field Nest, A Deer Friend*

(Every page of each story is accompanied by a colorful illustration that helps to explain what is happening in the text. Stories are 8 - 12 pages long.)

### LEVEL A - "MONSTER IN THE WOODS" - TEXT

After school, Matt played in the woods at the end of the yard. His younger sister Helen played on the grass near the house. She thought the woods were dark and gloomy.

One day at dinner, Matt had a story to tell. "I met a monster in the woods," he said. "There are no real monsters," said Helen. The next day, Matt played in the woods again. At dinner, his hair was full of twigs.

"I saw the monster again," he said. "It has shiny, black eyes." "You would be scared of a monster with shiny, black eyes," said Helen. She stuck out her tongue at him.

Matt was not scared. The next day Helen saw him go into the woods. He saw her looking at him and waved. Then Helen turned her back and continued to play in the garden. At dinner, Matt smelled like mud. "The monster has shiny black eyes and grey fur," he said. "It has claws." "Your monster is made up," said Helen. She knew there were no real monsters. So what had Matt seen?

The next day Helen walked near the woods. They looked dark and gloomy. She heard a noise. A bird flew out of the trees. Helen ran back to the house.

At dinner, Matt had more to tell about the monster. "It has a very long tail," he said. "Its tail is as long as its whole body." "I don't care," said Helen. But she wanted to see that monster.

When Matt went into the woods again, he took a bag. Helen wanted to see what was in it. She started to walk to the woods. She thought about shiny, black eyes. She thought about grey fur. She thought about claws. She thought about very long tails. She walked slower and slower. She stopped near the woods.

"Matt," she called. But Matt didn't answer. Helen felt uneasy. She took a deep breath. Then she went into the woods. She saw Matt sitting on a big log. On the other end of the log, Helen saw something move.

It had shiny, black eyes. It had grey fur. It had claws and a very long tail. It was eating a peanut. "Your monster is a squirrel!" said Helen. Matt gave Helen some peanuts from his bag. Then they took turns feeding the monster in the woods.

## "MONSTER IN THE WOODS" - VOCABULARY QUESTIONS

1. "Hot" and "Cold" are opposites. The opposite of "gloomy" is:  
[dull, dark, bright]
2. Which word means the same as "woods"?  
[tree, forest, log]
3. What is the root word of the story word "shiny"?  
[shine, shone, shines]
4. Which story word has the most syllables?  
[looking, monster, continued]
5. "Helen knew there were no real monsters. So what had Matt [sees, seen, saw]?"
6. A bird [flyed, flied, flew] out of the trees.
7. The story word "whole" has a silent letter:  
[w, h, l]
8. Which verb doubles its final letter before "ed" is added?  
[stop, start, want]
9. What do you think it means to feel "uneasy"?  
[it means to feel happy, sad, afraid]
10. A "log" comes from a [flower, stick, tree]
11. Which story word is a compound word?  
[feeding, eating, peanut]

## "MONSTER IN THE WOODS" - COMPREHENSION QUESTIONS

### 1. Where did Matt play after school?

- a) on the grass near the house   b) in the woods at the end of the yard   c) at home in his room

### 2. Where do you think the twigs in Matt's hair came from?

- a) from trees in the gardens   b) from plants in the kitchen   c) from trees in the woods

### 3. Does Helen believe that Matt saw a monster?

- a) No she does not believe him. She thinks that there are no real monsters.  
b) Yes, she believes him. She is scared of monsters.  
c) No, she does not believe him. But she does believe in monsters.

### 4. What does Matt say that the monster looks like?

- a) The monster has shiny black eyes, grey fur and big paws.  
b) The monster looks like it is made of mud.  
c) The monster has shiny black eyes, grey fur and claws.

### 5. What smells like mud?

- a) the monster   b) Matt   c) dinner

### 6. Why do you think Helen ran back to the house?

- a) It was time for dinner.  
b) She was afraid of birds.  
c) She was afraid that there was a monster in the woods.

### 7. Do you think that Helen really cares what the monster looks like?

- a) No. She doesn't want to see the monster.  
b) No. She has already seen the monster.  
c) Yes. She wants to see the monster.

### 8. When Matt went into the \_\_\_\_\_ again, he took a \_\_\_\_\_.

### 9. What do you think is going to happen next?

- a) Helen is going to leave the woods.  
b) Matt is going to run away from Helen.  
c) Helen is going to find out about the monster in the woods.

### 10. The monster in the woods turns out to be a \_\_\_\_\_ that ate \_\_\_\_\_.

### 11. What happened in the story?

- a) Matt found a squirrel in the woods but didn't show his sister Helen.  
b) Matt found a squirrel in the woods and showed his sister Helen.  
c) Helen found a squirrel in the woods and showed her brother Matt.



### LEVEL D - "SOCCER FIELD NEST" - TEXT

Mark ran down the soccer field. "Over here," he called. "I'm open!" Looking back, he saw that the rest of his class had stopped playing. Mark ran over to join them. They were looking at two eggs on the ground. The eggs were white with dark brown speckles. "Don't they belong in a nest?" asked Mark. "This is a nest," said Mrs. Nix, their teacher. "Some birds lay their eggs on the ground."

Just then, a small bird landed beside the eggs and started to wail. The bird was brown and white, with two black stripes on its chest. It was about the size of a robin. Mrs. Nix told the class it was a killdeer. One of the bird's wings dragged on the ground.

"The bird looks hurt," said Jordan. "No, it just wants us to follow it away from the nest," Mark said. "That's right. Let's move away," Mrs. Nix said. "We have a problem." "Yeah," Jordan agreed. "How will we play soccer?" "I have an idea," said Mark. He ran to the parking lot next to the field. There he found some orange safety cones. He carried one back and set it near the nest. "This will remind us not to run near the nest," he said. For the rest of the morning, Mark's class played their soccer games away from the nest.

Later that day, Mrs. Nix taught the class about killdeers. She told them that the female killdeer lays four or five eggs. It takes just over three weeks for the eggs to hatch. Mark and his friends decided to keep track of the days on a calendar. Every day, they checked the eggs in the nest. But after twenty-eight days, they began to feel upset. They had not seen any baby birds.

No one in the class could figure what was going on. "Maybe they won't hatch," Jenny said. "Maybe our soccer games disturbed them," Jordan said. "Or maybe the baby birds are just not ready to hatch yet," Mrs. Nix suggested.

Later that week, the class played their game of soccer. Suddenly, Mark saw something moving near the orange cone. "Look!" Mark cried. "The eggs have finally hatched!" The children stopped playing and ran over to the nest. They saw four little brown speckled birds hopping around the orange cone.

Then the children heard a baby cry. "Kill-dee," called the killdeer mother, landing near the nest. The babies froze. Three of them were invisible in the grass. The fourth one was easy to see against the orange cone. After a few minutes, the fourth baby hopped away.

Mark ran to get the orange cone. "We won't need this now," he said. "That's right," said Mrs. Nix. "The babies don't need a nest anymore. They can look after themselves." When they looked out into the field again, they could not see any of the baby birds. They were all hidden in the grass. "Now they'll be safe," said Mrs. Nix. "They will blend into the grass."

Mark never saw the baby birds again. But sometimes, when his class was playing on the soccer field, a killdeer flew up into the sky and called, "Kill-dee." Mark would smile, feeling glad that he had helped some baby killdeers grow up to be strong birds.

## "SOCCER FIELD NEST" - VOCABULARY QUESTIONS

1. The word [eggs, dirt, spots] means the same thing as the story word "speckles."
2. Which story word doubles its final letter before "ed" is added? [drag, start, land]
3. The root or base of the story word "parking" is \_ \_ \_ \_ .
4. Mrs. Nix [taught, teached, teach] the class about killdeers.
5. The story word \_ \_ \_ \_ \_ \_ \_ \_ is another word for "bothered."
6. Which story word drops its final letter before "ing" is added? [move, play, hop]
7. "High" and "low" are opposites. What is the opposite of the story word "invisible"?  
[dark, visible, clear]
8. What do you think it means that the birds "blend into the grass"?
  - a) They are grown and can live in the grass.
  - b) They are easy to see in the grass.
  - c) They are the same color as the grass.
9. Which story word is a compound word (made from two words)? [anymore, hidden, orange]
10. "Mark was happy that he helped some baby birds [grow, grew, grown] up to be strong birds."

## “SOCCER FIELD NEST” - COMPREHENSION QUESTIONS

**1. Where was the nest that the class had found?**

- a) In a tree at the soccer field.
- b) On the ground at the soccer field.
- c) On the ground beside the soccer field.

**2. The bird that landed on the ground was a [baby, robin, killdeer]. It was [brown and white, black and white, black and brown] with [black, white, brown] stripes.**

**3. What is the orange safety cone for?**

- a) To show the kids where the nest is when they are playing soccer.
- b) To protect the eggs from the wind.
- c) To help the mother killdeer find her eggs.

**4. Why were the kids in the class upset?**

- a) The killdeer had only laid two eggs.
- b) After twenty-eight days the eggs had not hatched.
- c) They could not use a calendar.

**5. Who knew why the babies hadn't hatched?** a) no one b) Jenny c) Jordan

**6. What did they find near the nest?**

- a) Four little brown speckled birds.
- b) Three little brown speckled birds.
- c) Five little brown speckled birds.

**7. How do you think the killdeer got its name?**

- a) From the kids in the class.
- b) From the sound of its call.
- c) From the way it looked.

**8. Why was the fourth bird easy to see?**

- a) It was in the grass.
- b) It was near the orange cone.
- c) It was orange.

**9. Why didn't the birds need the orange cone anymore?**

- a) They flew away
- b) They could look after themselves
- c) They had build a nest

**10. Why was Mark glad?**

- a) The baby killdeers were gone
- b) He could play soccer again
- c) He had helped the baby killdeers

**11. How did Mark help the baby killdeers grow up to the strong birds?**

- a) He fed and took care of them every day.
- b) He found their mother for them.
- c) He made sure that they were safe during the class soccer games.

# Early Reader Grade 2

## Games - For Each Story

GAME	INSTRUCTIONS
<b>Word Search</b>	Click on all the first letter of each word you find in the word search, then click on the last letter.
<b>Challenge Crossword</b>	Fill in the crossword puzzle by determining which word is missing from the given sentences.



## Early Reader Grade 3

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## Targeted Skills

- Drawing Conclusions, Getting the Facts, Factual Recall & Predicting Outcomes
- Using Verbs, Contractions & Plurals
- Using Words in Context & Word Meanings
- Pronouns
- Phonics
- Working with Syllables
- Root Words & Compound Words

## Teacher Dashboard

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- Stores student marks in one central location for all programs.

## STORY LIST

### **Level A**

*Ting-A-Ling Squeak and a Bark, Dinner at Mabel's*

### **Level B**

*Climb, Show and Tell, Why I Don't Count Sheep*

### **Level C**

*Deep Sea Creeps, Flying Finish, Hanging Around Upside Down*

### **Level D**

*The Final Match, The Washing Machine*

(Every page of each story is accompanied by a colorful illustration that helps to explain what is happening in the text. Stories are 7-10 pages long.)

## LEVEL A - "TING-A-LING, SQUEAK AND A BARK" - TEXT (pages 1-6 of 9)

One night, Jaimie couldn't sleep. She tried curling up on her right side. She tried lying flat on her stomach, then flopping onto her back. She even tried tucking two teddy bears and three dolls in beside her with the covers pulled up to their chins. But none of her tricks helped her sleep. Her room was too dark, too lonely, and too quiet.

Jaimie crawled out of her bed and tiptoed downstairs. She went to the living room where her parents were reading. "I can't sleep," she said, rubbing her eyes. "I've tried everything, but it's too quiet." Her mother and father looked up from their books. "Are you sure it's too quiet?" Dad asked. Jaimie nodded. "Well, I left some noises running when I tucked you in," Dad said with a wink. He lay his book down on the table and stood up. "Let's go see if we can find them."

Jaimie scampered back upstairs and scooted under her thick covers. "See?" she said. "It's too quiet." "What a minute...I think I hear something," said Dad. Jaimie looked around and listened hard. Everything was still. "I don't hear anything," she said. Her father pressed a finger to his lips. "Listen," he whispered. A faint tinkling sound was coming from her window. Jaimie's face lit up. "I can hear the wind chimes blowing outside!" she whispered. She liked the jangly song of the coppery tubes, dangling and dancing in the breeze. "Ting-a-ling, ting-a-ling, ting-a-ling."

"I gave those to your mother for her birthday," Dad said. "That was before you were born. I think about your mother whenever I hear them."

Jaimie smiled. Now she would think of Mom and Dad whenever she heard the wind chimes, too. "Can you hear anything else?" Dad asked. Jaimie hugged her knees to her chest and listened carefully. For a minute all she heard was the wind chimes. Then she heard a new noise. "Rickety squeaky rickety squeak." A strange noise was coming from her brother's room.

"I know!" Jaimie said excitedly. "That's Cocoa running on his exercise wheel!" She was going to get her own hamster when she was old enough. She liked their dark shiny eyes and the way their tiny claws tickled her skin. Jaimie and her father both laughed when they heard the next sound. It was easy to figure out. "ARF ARF BARK BARK ARF ARF BARK BARK!"

## "TING-A-LING, SQUEAK AND A BARK" - VOCABULARY QUESTIONS - (pages 1-6 of 9)

1. Which two words go together to build the new word (contraction) "couldn't"?

- a) cold and not
- b) could and not
- c) can and not

2. Which story word is not a compound word (made from two words)?

- a) downstairs
- b) running
- c) tiptoed

3. What signal do you make when you agree with someone?

- a) look
- b) blink
- c) nod

4. What story word means "ran playfully"?

- a) scampered
- b) tinkling
- c) pressed

5. Jaimie's face [lit, litted, lighted] up when she heard the wind chimes.

6. The story word \_ \_ \_ \_ \_ is another word for "silent."

7. Which story word is a compound word (made from two words)?

- a) mother
- b) birthday
- c) about

8. What is the root or base of the story word listened?

- a) listen
- b) listening
- c) list

9. What word rhymes with "noise"?

- a) nose
- b) toys
- c) nice

10. "High" and "low" are opposites. The story word \_ \_ \_ \_ \_ is the opposite or antonym of "calmly"

11. How is the story word "exercise" divided into syllables?

- a) e-x-erc-ise
- b) exer-cise
- c) ex-er-cise



## “TING-A-LING, SQUEAK AND A BARK” - COMPREHENSION QUESTIONS - (pages 1-6 of 9)

**1. How many different tricks did Jaimie try so she could sleep?**

- a) four tricks
- b) two tricks
- c) three tricks

**2. What wasn't wrong with Jaimie's room?**

- a) her room is too dark
- b) her room is too quiet
- c) her room is too crowded
- d) her room is too lonely

**3. What is Dad going to look for to help Jaimie get to sleep?**

- a) a good book
- b) warm milk
- c) noises
- d) noses

**4. The tinkling sound was coming from:**

- a) outside
- b) Dad's room
- c) Jaimie's room

**5. The wind chimes were a \_\_\_\_\_ gift.**

**6. How do you think Jaimie feels now?**

- a) she feels happy
- b) she feels sad
- c) she feels angry

**7. Where was the next noise coming from?**

- a) downstairs
- b) Jaimie's room
- c) Jaimie's brother's room

**8. Jaimie's brother had a hamster named \_\_\_\_\_.**

**9. What do you think the next sound is made by?**

- a) birds
- b) dogs
- c) cats

### LEVEL D - "THE FINAL MATCH" - TEXT (pages 1-6 of 9)

It was the final match. Garry Kasparov would battle IBM's computer for the last time. Would the world's greatest chess player in history win? Or would a computer become the new shining star?

This wasn't their first battle. Garry Kasparov had played against IBM's first chess playing machine almost ten years ago in 1989. It was as big as a bookcase and weighed 1.5 tons. IBM named it "Deep Blue" because of its blue color. They named the chess program, "Deep Thought."

Garry won two quick games easily. No one was surprised. Garry was a chess genius as a child growing up in Russia. By the time he was 11 years old, a former world title winner said that "The future of chess lies in the hands of this young man."

The world title winner was right. Two years later, Garry was playing chess against the best players in the world. When he was 22 years old, he won against the current world winner. He kept his title for the next twelve years. Chess masters said that Garry was special. He could quickly know all the possible moves on the board and change his plan of attack. Garry had the highest chess score in history.

But IBM wasn't ready to roll Deep Blue back into a closet over the loss of two short games. Over the next seven years, IBM made Deep Blue even better. They hired full-time chess experts and added hundreds of faster chess chips. When they finished, Deep Blue could study 100 million moves per second. Then, Deep Blue was ready.

Garry and Deep Blue faced each other for the second time on a cold February day in 1996. This time they would play an entire match of six games. Garry and the rest of the world were shocked when Deep Blue won the first game. What had happened? Was it just a strange mistake?

## "THE FINAL MATCH" - VOCABULARY QUESTIONS - (pages 1-6 of 9)

1. The story word \_\_\_\_\_ means "compete against."
2. Which word sounds the same as "weighed" when you read it?
  - a) wade
  - b) wait
  - c) weed
3. Which story word is a compound word (made from two words)?
  - a) bookcase
  - b) machine
  - c) program
4. What is the root or base word of the story word "easily"?
  - a) ease
  - b) easy
  - c) easier
5. Someone who is very smart or good at something is called a \_\_\_\_\_.
6. The story word \_\_\_\_\_ sounds exactly like the word bored.
7. Which word drops its final letter before "ing" is added?
  - a) know
  - b) change
  - c) play
8. Which story word has the most syllables?
  - a) especially
  - b) experts
  - c) million
9. What is a "chess chip"?
  - a) a type of snack
  - b) part of the computer program
  - c) a piece from a chess board
10. "High" and "low" are opposites. The story word \_\_\_\_\_ is the opposite or antonym of "partial."

## "THE FINAL MATCH" - COMPREHENSION QUESTIONS - (pages 1-6 of 9)

- 1. The final match was between:**
  - a) a person and a computer
  - b) two computers
  - c) two people
  
- 2. The final match was a game of \_\_\_\_\_.**
  
- 3. IBM's first computers were [dark, big, small] and [heavy, dense, light].**
  
- 4. What was the name of Garry's chess rival?**
  - a) IBM
  - b) Deep Blue
  - c) Kasparov
  
- 5. When did Garry win two games easily?**
  - a) during his childhood
  - b) during his first match with Big Blue
  - c) during his final match with Big Blue
  
- 6. What does it mean that the future of chess lay in Garry's hands?**
  - a) Garry would be a bad player
  - b) Garry would stop playing
  - c) Garry would be a great player
  
- 7. Which statement is not true?**
  - a) Garry won the world chess title for ten years straight.
  - b) Garry had the highest chess score in history.
  - c) Garry became the world's best chess player when he was 22 years old.
  
- 8. What was Garry's special strategy?**
  - a) He could read his opponent's mind.
  - b) He could see all the possible moves on the chess board.
  - c) He could see into the future.
  
- 9. How did IBM feel about Garry's wins?**
  - a) It made them want to make their program better.
  - b) It made them want to give up their program.
  - c) It made them want to copy all of Garry's moves.
  
- 10. Deep Blue could study [10 million, 1 million, 100 million] moves per [second, minute, hour].**
  
- 11. Deep Blue won the [first, second, third] game out of [six, three, four].**
  
- 12. Why was everyone shocked?**
  - a) Garry had lost to Deep Blue before.
  - b) Garry had tied Deep Blue before.
  - c) Garry had beaten Deep Blue before.

# Early Reader Grade 3

## Games - For Each Story

GAME	INSTRUCTIONS
<b>Word Search</b>	Click on all the first letter of each word you find in the word search, then click on the last letter.
<b>Challenge Crossword</b>	Fill in the crossword puzzle by determining which word is missing from the given sentences.