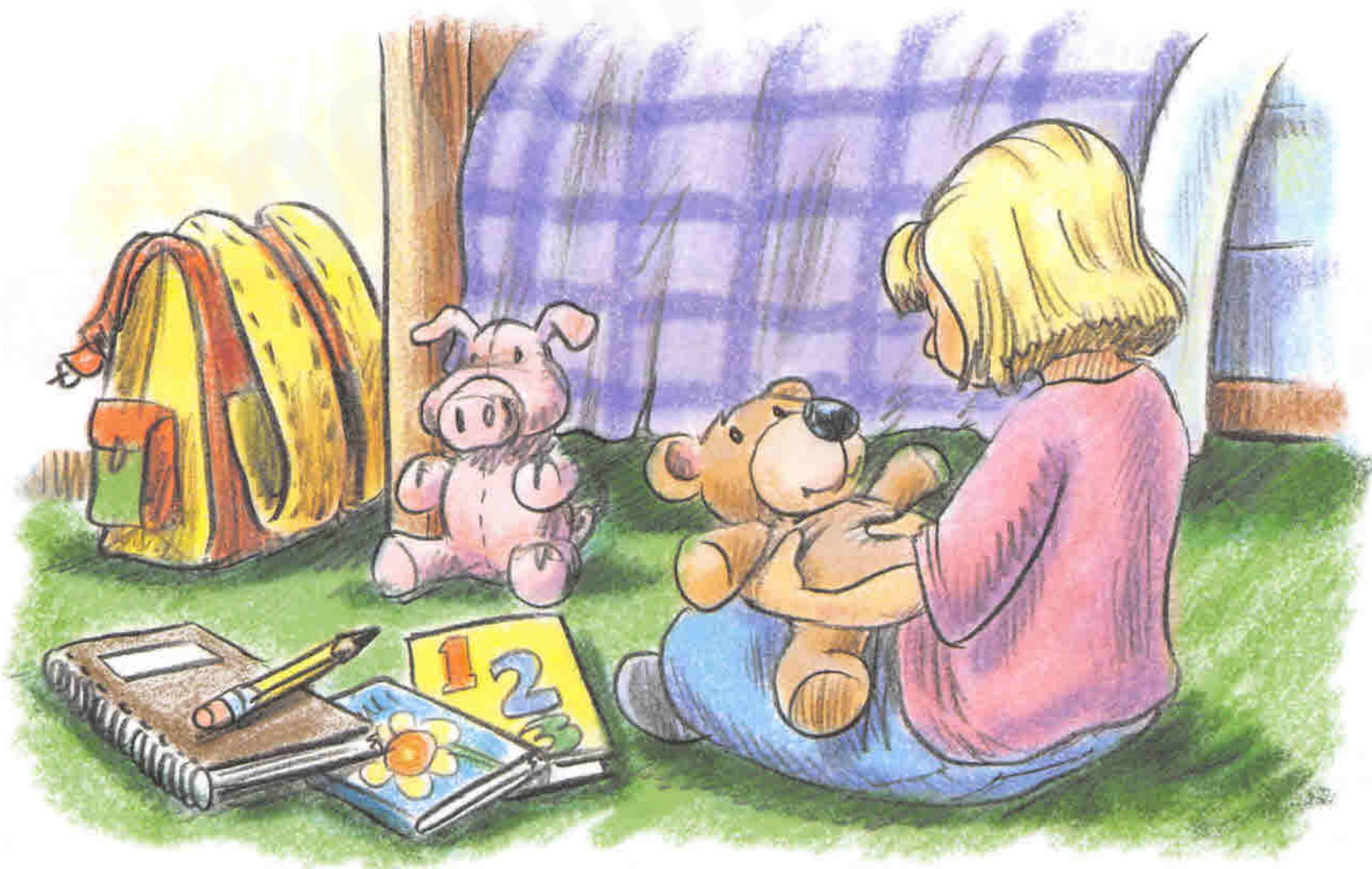


Time for a Pet

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. _____ posters.

3. In this story, Carolyn feels

_____ excited. _____ worried. _____ mad.

4. Which of these is NOT something that takes up Carolyn's time?

_____ soccer practice _____ homework _____ a school play

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?
3. If Carolyn had a pet, do you think she would talk to it? Why or why not?

Directions:

Reading Skills Finding the main idea (1): Have students read the question and mark the correct answer. Story Details or Cause and Effect (2-4): Have students read the question and mark the correct answer.

Thinking Further and Predicting Outcomes (1-3): 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.