

# Get Ready to Read

## Surprise in the Sand

### 1 Characters



**Luis**  
a student

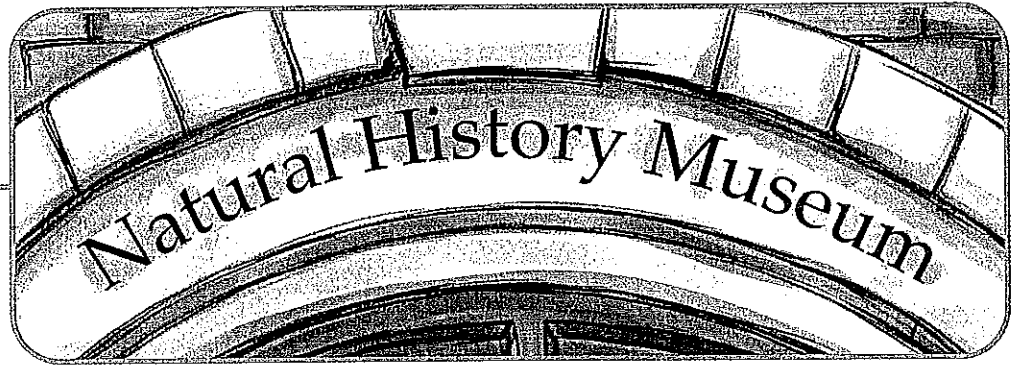


**Tessa**  
a student



**Ms. Kim**  
a museum  
worker

### 2 Setting



**museum**

### 3 Words to Learn

**museum** a building where people can see many important objects

**sift** pass through a wire basket

**fossil** what is left of an animal or a plant that lived long ago

**skeleton** all the bones of a person or an animal

### 4 Building Background

What kinds of things can you do or see at a museum?

# Surprise in the Sand

The third-grade class was going on a field trip to the **museum**. "We will see lots of things at the museum today," their teacher told them. "Then you are going to look for something special. It is a surprise." Luis and Tessa looked at each other. What could it be? They talked about the surprise as they put on their coats and got on the bus.



First, they learned about stars. Next, they saw a movie about birds. Then, the teacher said, "It's time to look for the surprise!" Luis and Tessa were excited.

A worker named Ms. Kim welcomed them into a big room. She showed them a large box filled with sand. "There is a surprise in the sand," said Ms. Kim. She gave Luis and Tessa wire baskets. Ms. Kim told them to **sift** through the sand with the baskets.

## Sifting Sands

## Funny Bones





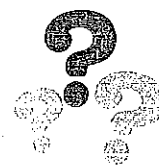
**What do you think they will find?**

“What do you think you will find?” Ms. Kim asked. Luis had found shells in the sand when he went to the beach. He guessed he might find some shells.

Tessa knew that sand could have rocks in it. “Maybe I will find a rock,” she said. Luis and Tessa were ready to start their search. They could not wait to find the surprise!

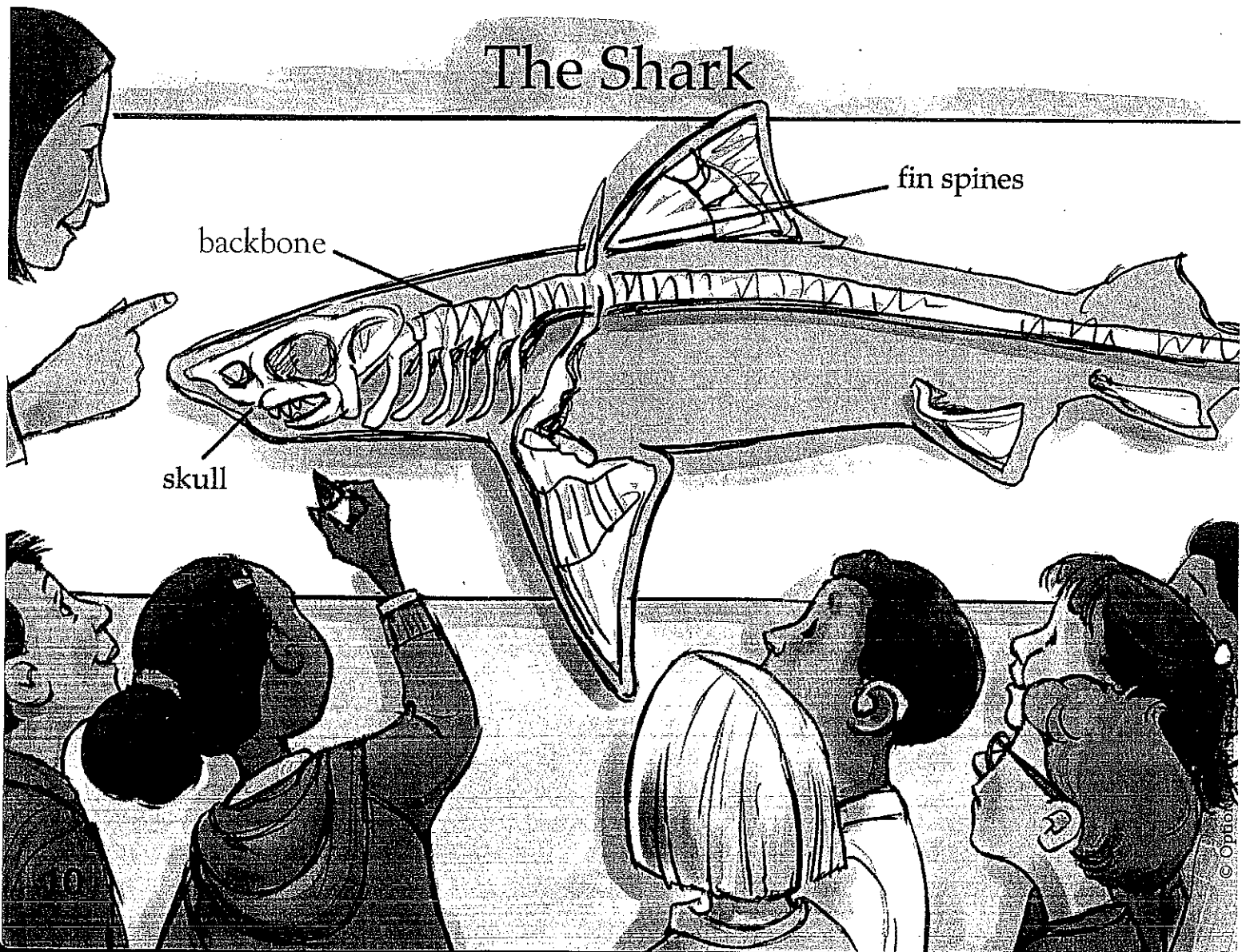


Tessa filled her basket with sand. She let the sand sift through the wire. Luis did the same thing. All of the sand fell through their baskets. Nothing was left. They tried again. Tessa filled her basket and sifted the sand. She saw something pointed and black in her basket. What could it be? Tessa showed Ms. Kim.



**What do you think Tessa found?**

Tessa had found the surprise! It was a shark's tooth. Ms. Kim told her it was a **fossil**. Luis and Tessa cleaned the tooth with a special brush. Next, Ms. Kim showed them what a shark **skeleton** looked like. "Sharks do not leave behind a whole skeleton," she said. "We made some bones out of plastic. Now we can add a real shark's tooth to this skeleton!" Luis and Tessa smiled. They could not wait until their next trip to the museum. They liked surprises!



# Main Idea

The main idea is the most important idea in a story.  
The details tell more about the main idea.

► Read these sentences. Write an X next to the main idea of the story.

- \_\_\_\_\_ Tessa let the sand sift through the wire.
- \_\_\_\_\_ Tessa found a shark's tooth in the sand.
- \_\_\_\_\_ Tessa filled her basket with sand.
- \_\_\_\_\_ Luis guessed that he would find shells in the sand.

► First, read this part of the story. Then, write the main idea.

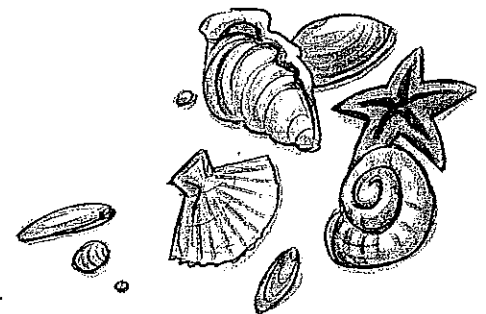
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Main Idea \_\_\_\_\_

\_\_\_\_\_

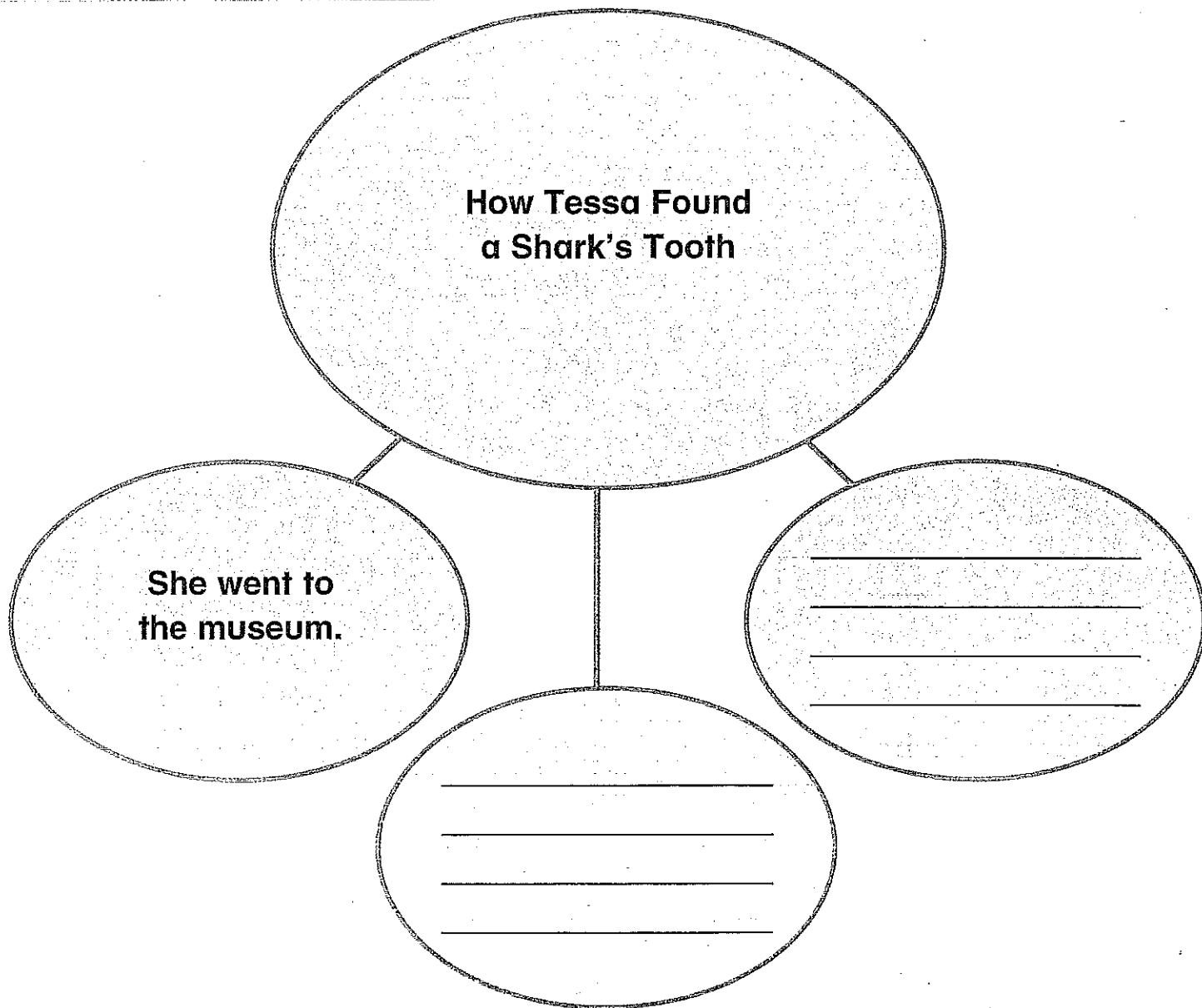
\_\_\_\_\_



# Details

You can use a word web to keep track of the main idea and details of a story.

- ▶ Fill in the circles in the web with details about how Tessa found a shark's tooth. The first one has been done for you.





## More Than One

Most words add *s* to show more than one.

basket + *s* = baskets

Add *es* to words such as box, search, and brush to show more than one.

box + *es* = boxes

search + *es* = searches

brush + *es* = brushes

When a word ends in *x*, *sh*, or *ch*, add *es* to show more than one.

- Add *s* or *es* to these words to show more than one.

fox \_\_\_\_\_

shell \_\_\_\_\_

snack \_\_\_\_\_

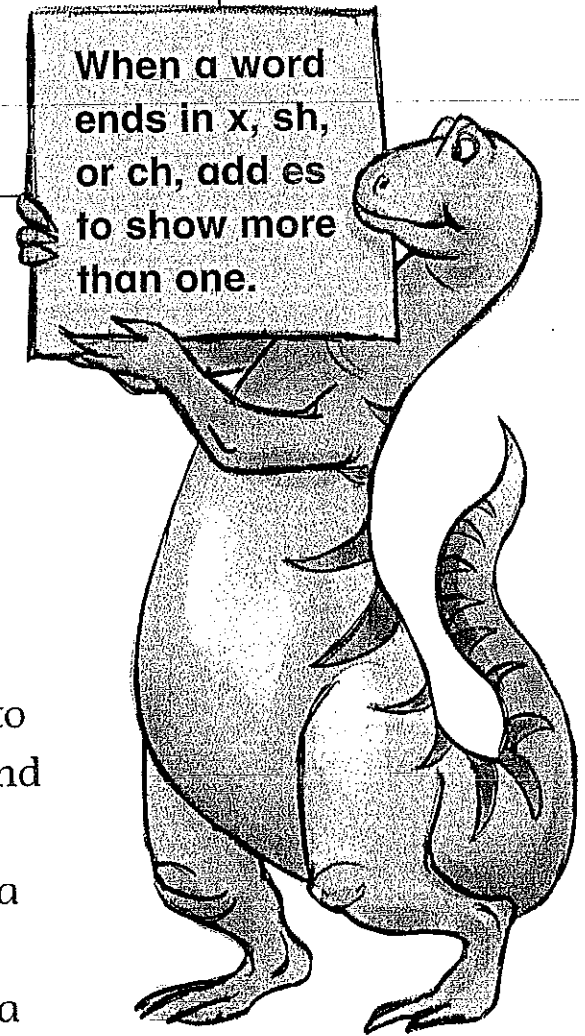
wish \_\_\_\_\_

bench \_\_\_\_\_

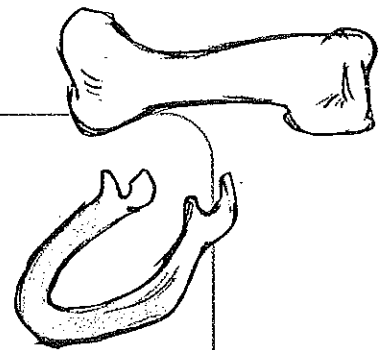
fossil \_\_\_\_\_

- Add *s* or *es* to the words in the story below.

The students brought their lunch \_\_\_\_\_ to the museum. The teacher gave dish \_\_\_\_\_ and drink \_\_\_\_\_ to everyone. Some students had pear \_\_\_\_\_ and peach \_\_\_\_\_. Luis and Tessa brought snack mix \_\_\_\_\_ to eat. Luis was so hungry that he ate two sandwich \_\_\_\_\_. Tessa gave him a few corn chip \_\_\_\_\_. Yum!



# Short o and Long o



Some words have a short o sound.

**box** The letter o in the word box has a short o sound.

Some words have a long o sound.

**bones** The letter e at the end of the word makes the o stand for a long o sound.

**coats** The o and the a together stand for a long o sound.

hot	float	hop	note	phone
cone	pole	rock	job	road

► Read the words in the word box. Write words with the short o sound to finish the sentences.

- ① The students wore coats because it was not a \_\_\_\_\_ day.
- ② Ms. Kim liked her \_\_\_\_\_ at the museum.
- ③ Tessa said she might find a \_\_\_\_\_.

► Read the words in the word box. Write words with the long o sound to finish the sentences.

- ① The museum was near a busy \_\_\_\_\_.
- ② There was a flag on a \_\_\_\_\_ outside the museum.
- ③ The students wrote a thank-you \_\_\_\_\_ to Ms. Kim.

## Words to Learn

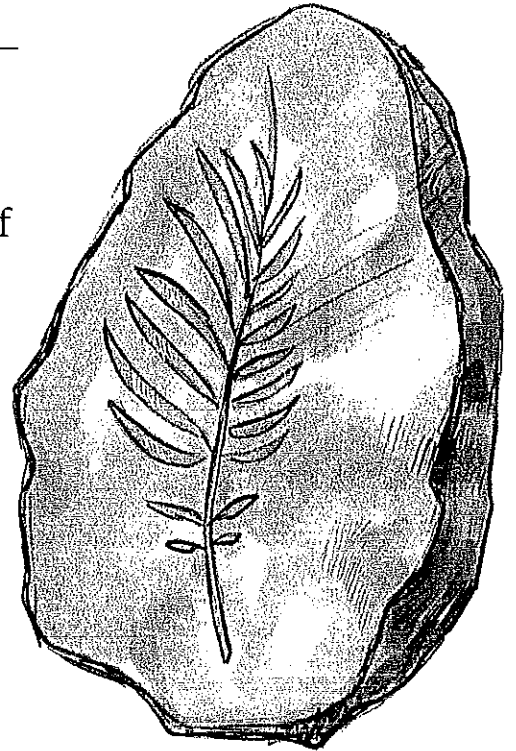
sift fossil museum skeleton

► Read the words in the box. Write the word that matches each riddle.

- 1 I am part of your body. \_\_\_\_\_
- 2 I am what you do when you let sand fall through a wire basket. \_\_\_\_\_
- 3 I am a place with beautiful paintings.  
\_\_\_\_\_
- 4 I am what is left of a dinosaur. \_\_\_\_\_

► Write the correct word to finish each sentence.

- 1 We found a \_\_\_\_\_ (fossil/skeleton) of an old plant.
- 2 We saw a mummy at the \_\_\_\_\_ (skeleton/museum).
- 3 Tessa watched the sand \_\_\_\_\_ (fossil/sift) through the basket.
- 4 There are many bones in a \_\_\_\_\_ (sift/skeleton).



# Reread

When you read aloud, notice how each sentence ends. Remember, when you read a sentence with a question mark, make your voice go up at the end of the sentence. When you read a sentence that ends with an exclamation point, make your voice sound excited.

- Circle the question marks and exclamation points in the passage below. With a partner, take turns reading this part of the story aloud. Remember to use your voice to show the meaning of each sentence.

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Tessa had found the surprise! It was a shark's tooth. Ms. Kim told her it was a fossil. Luis and Tessa cleaned the tooth with a special brush. Next, Ms. Kim showed them what a shark skeleton looked like. "Sharks do not leave behind a whole skeleton," she said. "We made some bones out of plastic. Now we can add a real shark's tooth to this skeleton!" Luis and Tessa smiled. They could not wait until their next trip to the museum. They liked surprises!



# Extend and Write

What do you think Luis and Tessa might find the next time they go to the museum?

- ▶ List some of your ideas. Then write a paragraph that tells what they might do and see.

**ideas**

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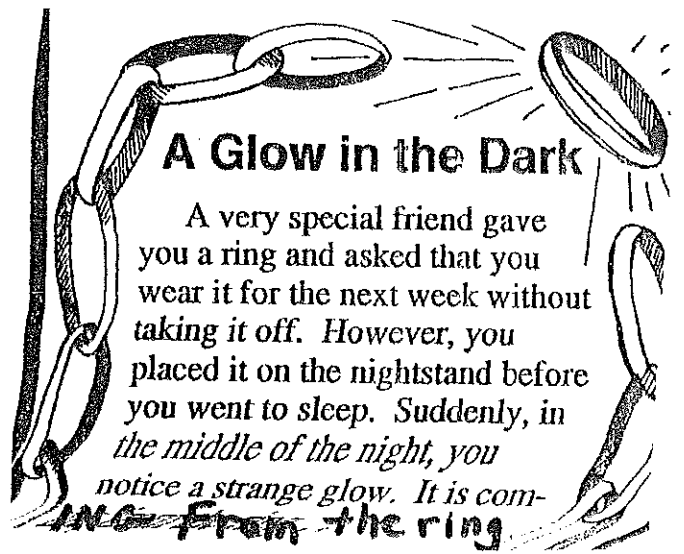
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NAME: \_\_\_\_\_



## A Glow in the Dark

A very special friend gave you a ring and asked that you wear it for the next week without taking it off. However, you placed it on the nightstand before you went to sleep. Suddenly, in the middle of the night, you notice a strange glow. It is coming from the ring.