

Interactive Reading Passages

FALL EDITION

by Miss DeCarlo

- ☒ vocabulary
- ☒ comprehension
- ☒ paired text
- ☒ text evidence
- ☒ discussion
- ☒ engagement



Ideas for Using This Pack

Interactive Notebooks

Combine with other INB materials

Mini Lessons

Comprehension Checks

Small Group Reading

Intervention and/or RTI

Reading Journals

Title Teachers

Subs & Homeschoolers


How It Works!

Tier 2 and Tier 3 words to discuss, highlight, and read

Short, manageable text with coordinating picture or photograph

Name _____

Owen the Owl

upset pal joyful	
------------------------	------------------------------------------------------------------------------------

Owen was **upset**. He wanted a new **pal**. He asked Fish, but he could not fly. Next, he asked Bat. "Yes! I can fly. I will be your friend!" Owen was **joyful**!

Underline the problem in the story. Then, draw or write how Owen felt at the beginning and end of the story.

In the beginning, Owen felt...	In the end, Owen felt...
---------------------------------------	---------------------------------

Fish *Bat*

Text evidence feature - Reread, look back, and highlight information!

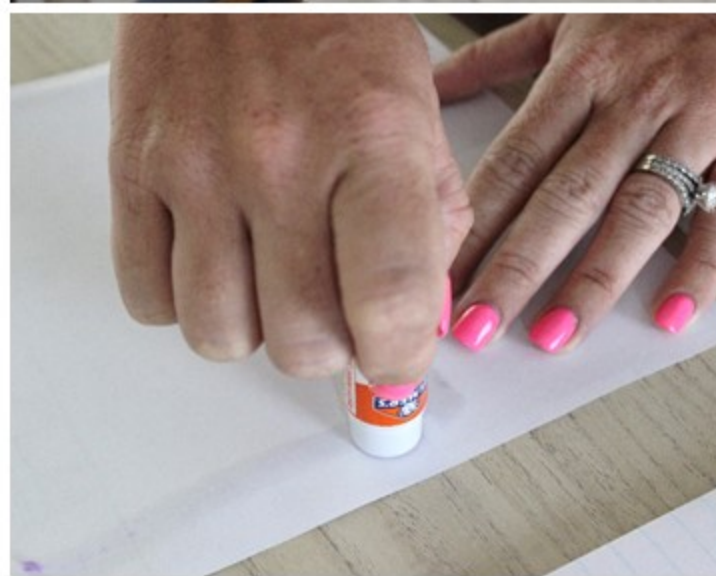
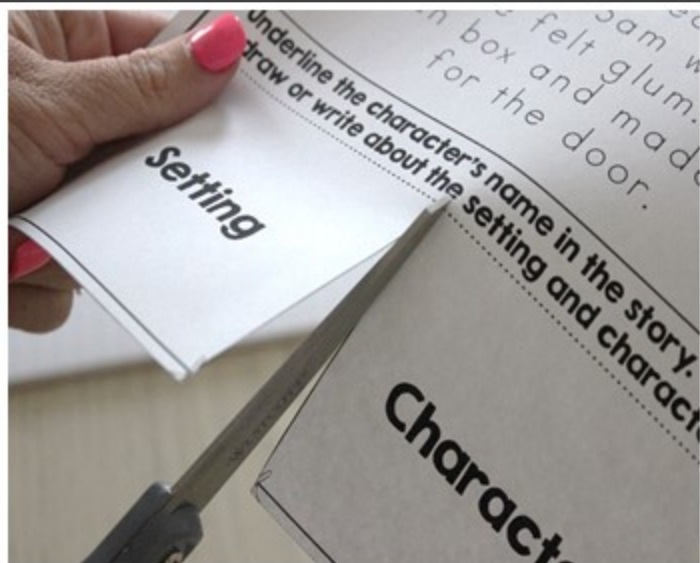
Interactive Notebook feature for comprehension built directly onto the page!

Interactive Notebook Passages - Without the Fuss!



Instructional time is precious! These passages are quick, easy, and effective! Simply trim with a paper cutter (or have the kids trim), and cut the slits at the bottom of the page to create the "flaps." Glue the top part of the page into a spiral notebook and BOOM! A child-friendly, interactive reading passage that saves your sanity and instructional time! 😊


Please note, the pages were designed to be used in a regular sized spiral notebook. To use these pages in a composition book, I would suggest shrinking the size on the copier for a better fit.



Take a Look!

Name _____

Late For School

zoom	
glum	
dash	


Sam was in his bed. He saw the bus **zoom** by. Sam was late for school. He felt **glum**. Sam got his lunch box and made a **dash** for the door.

Underline the character's name in the story. Then, draw or write about the setting and character.

Setting	Character
bed.	

Name _____

Fall

seasons	
autumn	
chilly	

Fall is one of the four **seasons**. It is also called **autumn**. Fall weather can be fall off the tree ready for


Underline the other name for two facts you learned ab

Fact #1	Animals get ready for the winter. nuts
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Fiction & Nonfiction

Name _____

Late For School

zoom	
glum	
dash	

Sam was in his bed. He saw the bus **zoom** by. Sam was late for school. He felt **glum**. Sam got his lunch box and made a **dash** for the door.

Underline the character's name in the story. Then, draw or write about the setting and character.

Setting	Character
is Sam's bed.	

Multiple Opportunities To Interact with Text!

Name _____

The Turkey Disguise

dash

disguise

harm



Tom had to **dash** into the barn. It was Thanksgiving Day, and he was being hunted! He saw a wig and a coat. "I will **disguise** myself!" Tom said. Tom was glad to be safe from **harm**!

Underline the problem in the story. Draw or write three events that could happen next in the story.

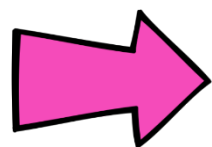
Event #1



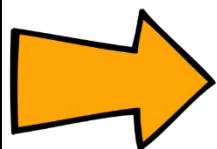
Event #3

Ideas for Using the Vocabulary Words

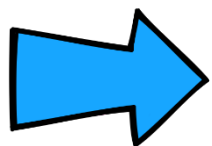
There are many ways you can choose to utilize the three vocabulary words included for each passage. Choose the instructional ideas below that work best for you and your group(s) of students.



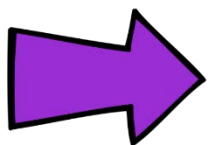
Read each word and discuss the meaning as a whole class.



Find, read, and highlight the three words within the passage prior to reading the text.



Read each word with the class. Discuss the meaning during or after the text is read to focus on using context clues.



It is important to note that these words are to be discussed and read with the teacher. Beginning readers may not benefit from using this without teacher assistance due to the vocabulary.

Name _____



Late For School

zoom

glum

dash



Sam was in his bed. He saw the bus zoom by. Sam was late for school. He felt glum. Sam got his lunch box and made a dash for the door.

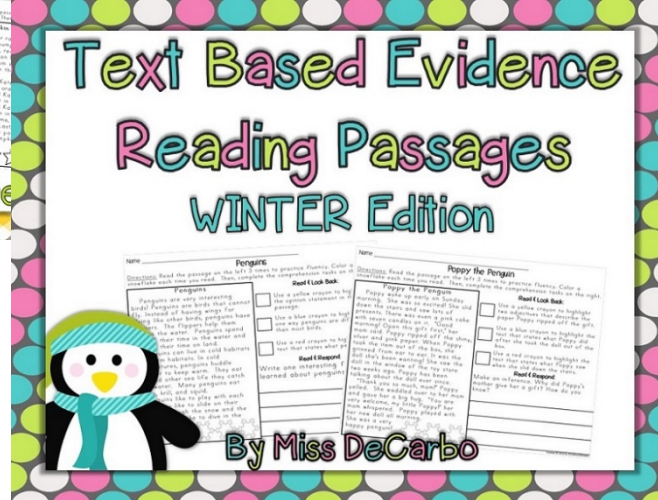
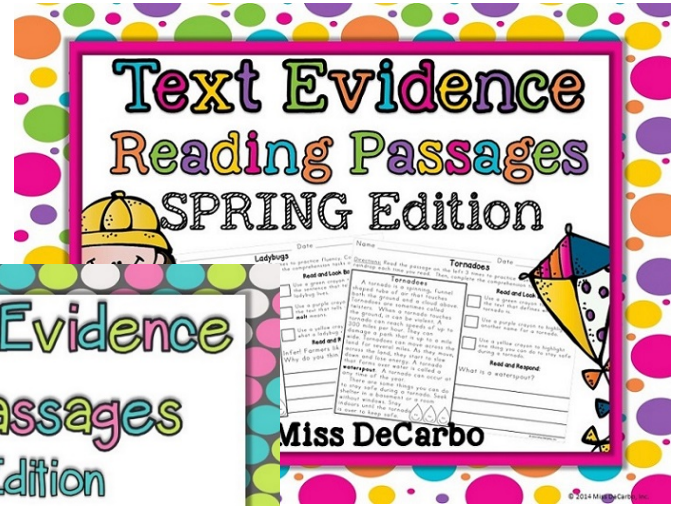
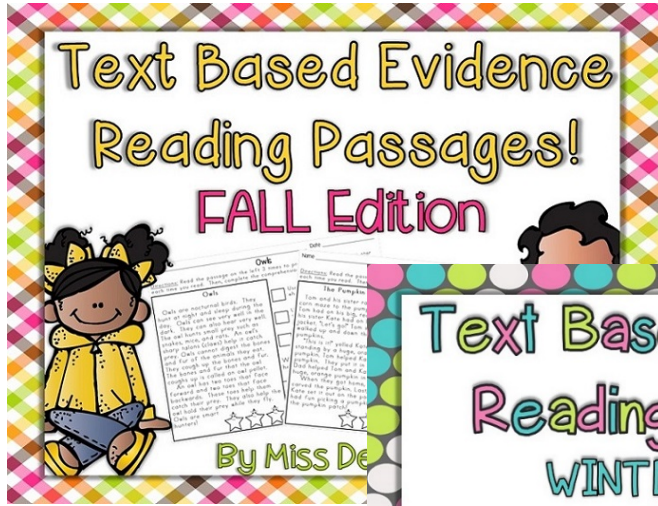
Underline the character's name in the story. Then, draw or write about the setting and character.

Setting

Character



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Happy Learning,

Christina DeCarbo

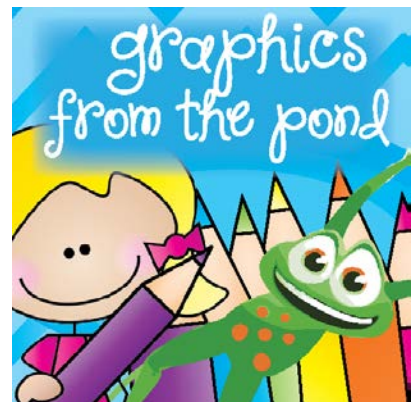
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