

Very Short Stories

~Reading Pictures~



~Common Core Aligned~

RL.K.3 RL.K.7 RL.1.3 RL.1.7

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Title: _____

Blank area for writing the title.

Illustrator:

Here is a little duck.
She wants to swim.
Can she swim here?
What is the problem?



Three horizontal dashed lines for writing the answer.

Title: _____

Blank space for writing the title.

Illustrator:

Look at the baby.
She has ice cream.
Oh, no!
What is the problem?



Four horizontal dashed lines for writing the answer.

Title: _____

Blank writing area for the student's title.

Illustrator: _____

See the little dog house.
See the big dog.
The dog wants out.
What is the problem?



Three horizontal dashed lines for writing a response.

Title: _____

Blank space for writing the title.

Illustrator:

Here is a fish.

Here is a fish bowl.

Here is a cat.



What is the problem?

Three horizontal dashed lines for writing the answer.

Title: _____

Blank writing area for the student's title.

Illustrator: _____

This is Max.

He wants a bone.

See his bone.

What is the problem?



Three horizontal dashed lines for writing the student's answer.

Title: _____

Blank space for writing the title.

Illustrator:

Look at the clown.
She wants to read.
Oh, no!



What is the problem?

Three horizontal dashed lines for writing the answer.

Title: _____

Blank area for writing the title.

Illustrator:

Dan is at a party.
He wants to dance.
Will he dance?
What is the problem?



Three horizontal dashed lines for writing the answer.

Title: _____

Blank area for writing the title.

Illustrator:

Here is a baby.

Here is a kitten.



The kitten wants to go.

What is the problem?

Three horizontal dashed lines for writing the answer.

Title: _____

Blank area for writing the title.

Illustrator:

Here is a yellow car.

Here is a purple car.

They were good cars.

What is the problem?



Three horizontal dashed lines for writing the answer.

Title: _____

Blank space for writing the title.

Illustrator:

The goat went up.
Up, up, up, he went.
Oh, no! Ice!
What is the problem?



Three horizontal dashed lines for writing the answer.

Title: _____

Blank writing area for the title.

Illustrator:

Do you see the rat?
She is in the hole.
She wants out.



What is the problem?

Three horizontal dashed lines for writing the answer.

Title: _____

Blank space for writing the title.

Illustrator:

Is there a problem?
This girl wants to go.
Go see Grandmother.



What could the problem be?

Three horizontal dashed lines for writing the answer.

Title: _____

Blank space for writing the title.

Illustrator:

See the man.
He is in the car.
What is it?
What is the problem?



Three horizontal dashed lines for writing the answer.

Title: _____

Blank writing area for the student's response.

Illustrator:

The baby will feed himself.
Here is the food.
Oh, no!
What is the problem?



Three horizontal dashed lines for writing a response.

Title: _____

Blank area for writing the title.

Illustrator:

The school bus is here.

It is time to go.

Come on!

What is the problem?



Three sets of dashed lines for writing the answer to the question.

Title: _____

Blank space for writing the title.

Illustrator:

The little boy can dress himself.
He can put on a tie.
He can put on shoes.
What is the problem?



Three sets of dashed lines for writing the answer.

Title: _____

Blank area for writing the title.

Illustrator:

This is Dan.
He is a jockey.
He wants to ride.
What is the problem?



Three horizontal dashed lines for writing the answer.

Title: _____

Blank space for writing the title.

Illustrator:

See the baby bird.
She is not in her nest.
Oh, no!
What is the problem?



Three horizontal dashed lines for writing the answer.

Title: _____

Blank area for writing the title.

Illustrator:

This is Bob.

What did he do?

What is he thinking?

What is the problem?



Three horizontal dashed lines for writing answers.

Title: _____

Blank space for writing the title.

Illustrator:

Look at the boy.

What is it?

What is he thinking?

What is the problem?



Three horizontal dashed lines for writing the answer.

Very Short Stories

- Reading Pictures -

Suggested for ...

- Kindergarten students - advanced
- First Grade students - on grade level
- Second Grade students - remedial

Very Short Stories - Reading Pictures introduces the vocabulary terms, "problem and solution," to the K-1-2 emergent reader. Twenty very short stories with pictures are included.

Directions

- Read the story.
- Then, *read the picture* because it is there to help.
- What is the problem in the picture?
- Write the answer to the last question (only) on the given lines.
- Now, illustrate a picture that could be *a good solution to the story problem*.
- Create an appropriate title, and write it on the line provided.
- As the illustrator, write your name in the box under your artwork.
- Extension: Read to a partner, and share your artwork.

Vocabulary

Along with K-1 level sight words, the following words are also used in the stories: ice cream, himself, shoes, wants, jockey, thinking, cars

Look for ...



Additional titles from
Very Short Stories
Kids Printable Worksheets

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Use **Very Short Stories – Reading Pictures** to assist you in teaching the following Common Core Standards:

Kindergarten

CCSS.ELA-Literacy.RL.K.3 – With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

1st Grade

CCSS.ELA-Literacy.RL.1.3 – Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.7 – Use illustrations and details in a story to describe its characters, setting, or events.

* * *

Thank you from Funny First Grade

Please come again!

Lynda :D

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