

# Next Stop

## Reading in Different Genres

Recommended for grades 2–3

*Next Stop: Reading in Different Genres* allows children to move beyond phonetically controlled readers to short chapter books that reflect a variety of literary genres. Each set in this series features four different genres. Set 1 introduces fiction, nonfiction, mystery, and folk tale. Each chapter book is complemented by its own unique style of illustration. A “Word Watch” list at the end of all the books includes pronunciations and definitions for new or challenging vocabulary. The accompanying activity books target specific comprehension and language skills, and include open-ended activities that encourage children to respond to and interpret the texts. Next Stop supports the latest NCTE English Language Arts standards, which recognize the importance of being able to identify different literary genres in the early grades.

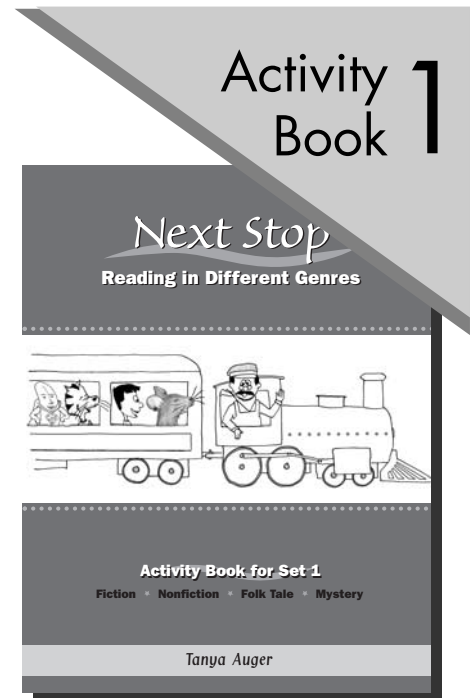
The following **sample workbook pages** correspond to ***The Mystery of the Missing Marble***, which is also available online. These pages develop essential language and vocabulary skills including summarizing, literal and inferential thinking, compound words, and idioms.

### Three easy ways to order:

Toll free: 800.225.5750

Fax: 888.440.BOOK (2665)

Online: [www.epsbooks.com](http://www.epsbooks.com)



### Recommended Companion Material

See our *Companion Material* recommendations on page 13 for great materials that complement *Next Stop: Reading in Different Genres*.



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## The **W** Questions

**W**ho?

**W**hat?

**W**here?

**W**hen?

**W**hy?

Can you guess why these are called the **W** questions?  
Look at the first letter of each word. Every word starts  
with the letter **W**.

The **W** questions are very helpful.  
They help you to pick out important facts about a story.

### **Directions:**

Think about the story, *The Mystery of the Missing Marble*.  
On the next page, write an answer for each of the **W** questions.

Name \_\_\_\_\_ Date \_\_\_\_\_

**The Mystery  
of the Missing  
Marble**



**Who?** Who are the characters?

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**What?** What is happening in the story?

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**Where?** Where does the story take place?

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**When?** When does the story take place?

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**Why?** Why are the events in the story happening?

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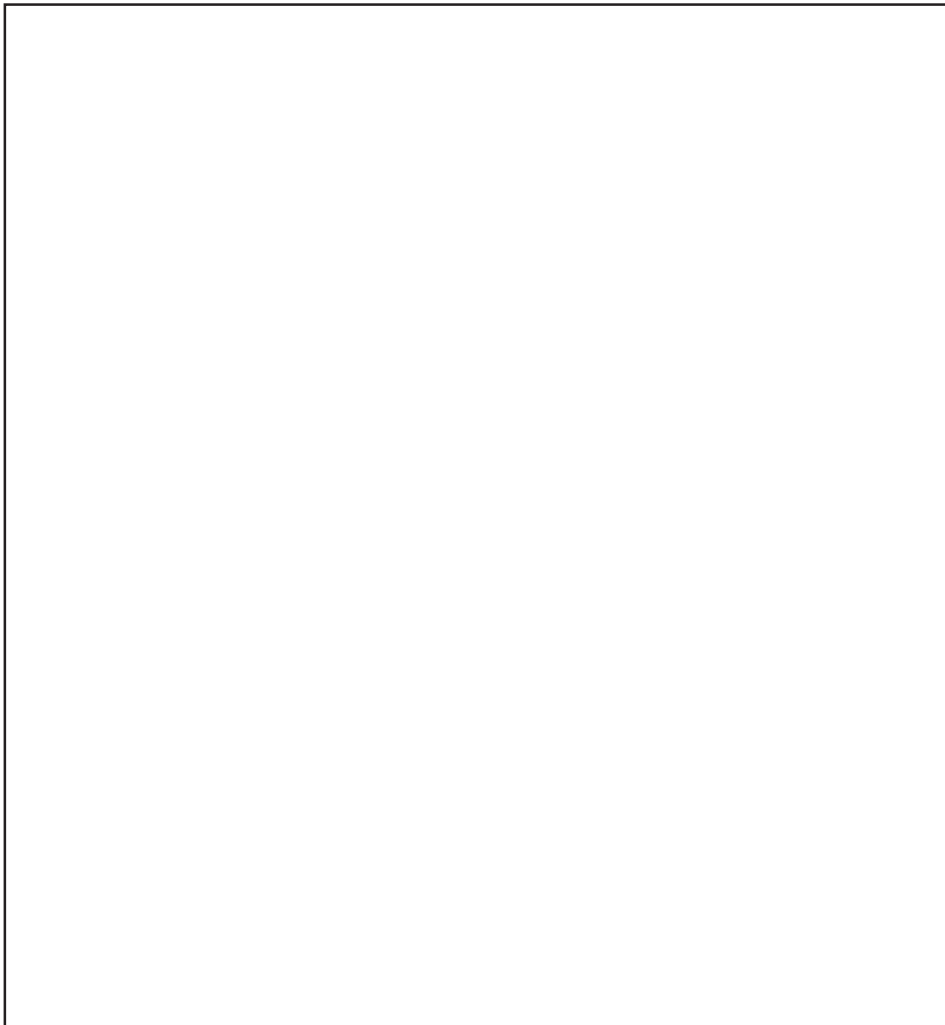
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Name \_\_\_\_\_

Date \_\_\_\_\_

## Put Yourself in the Picture

Max lost his marble. Have you ever lost anything?  
Did you find it again? Draw a picture of something you have lost.



Write a sentence about your picture.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Mystery

*The Mystery of the Missing Marble* is a mystery. You say *mystery* like this: **MISS-tuh-ree**. In a mystery story, there is a puzzle or a crime to solve.

Max did not have a crime to solve, but he did have a puzzle. He had to track down his favorite marble.

What other mystery stories have you read? Have you ever seen a mystery show on TV? Write about a mystery you have read or seen. Try to answer the five **W** questions.

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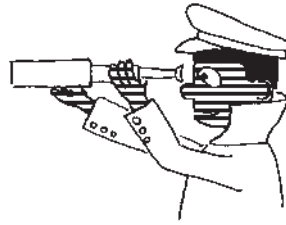
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Name \_\_\_\_\_

Date \_\_\_\_\_

## Look Again



Sometimes there is a detective (dih-TEK-tiv) in a mystery story.

A detective looks for clues.

Some clues help the detective solve the mystery.

Other clues may lead the detective to a dead end.

This means that those clues were not helpful.

### Directions:

Look back at the story.

Which clues were helpful? Which clues did not help?

List the clues in each box on the next page.

Use the Idea Circle below for help.

### Idea Circle

- Max did not take his marble out of his pocket at school.
- Max is wearing Sam's old pants.
  - Max thinks that the peas look like his marble.
- Mom tells the story about the princess and the pea.

Name \_\_\_\_\_ Date \_\_\_\_\_

### Helpful Clues



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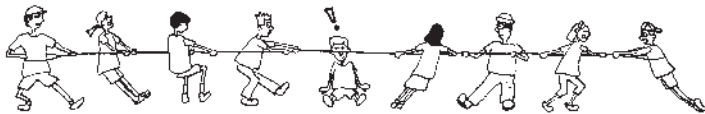
### Dead End Clues



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## C H A L L E N G E

There was a clue that Max and Sam did not see.  
What was the clue?

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Build a Word

skate + board = skateboard



A skateboard is a board you can skate on.

*Skateboard* is a compound word.

A **compound word** is a big word made up of two smaller words.

### Directions:

Each picture shows a compound word.

Show how you can split the word into two parts.

Then write a sentence that gives the meaning of the compound word.

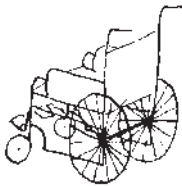
Example:



book + shelf = bookshelf


A bookshelf is a shelf for books.

1.

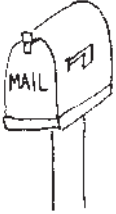


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_


Name \_\_\_\_\_ Date \_\_\_\_\_

2.  \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

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3.  \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

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4.  \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

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*Skateboard* is a compound word found in the story, *The Mystery of the Missing Marble*. Look back at the story. Find some other compound words. List the compound words on the lines below.

_____	_____
_____	_____
_____	_____
_____	_____

# Word Swap



Do you remember these words from *The Mystery of the Missing Marble*?

- cushion
- gleamed
- tackle
- oozed
- decides
- glum
- strolled

Mr. Oops goofed!  
He forgot to use these words in the sentences below.  
Instead, he wrote the meaning of each word.

**Directions:**  
Rewrite each sentence.  
Use a Word Watch word in place of its meaning.

**Example:**

We can ~~try to solve~~ the case of the missing  
marble after supper.

We can tackle the case of the missing  
\_\_\_\_\_

\_\_\_\_\_

marble after supper.

Need some help?  
Look at the  
Word Watch list  
on page 32.



Name \_\_\_\_\_ Date \_\_\_\_\_

1. He hurried over to the sofa and picked up a pad or pillow filled with soft stuffing.

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2. In the corner a green marble glowed softly.

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3. “Hey, Max,” said Sam, as he walked at a slow, easy pace into the living room.

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4. Max had a sad look on his face.

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Name \_\_\_\_\_ Date \_\_\_\_\_

5. The pea's guts leaked out.

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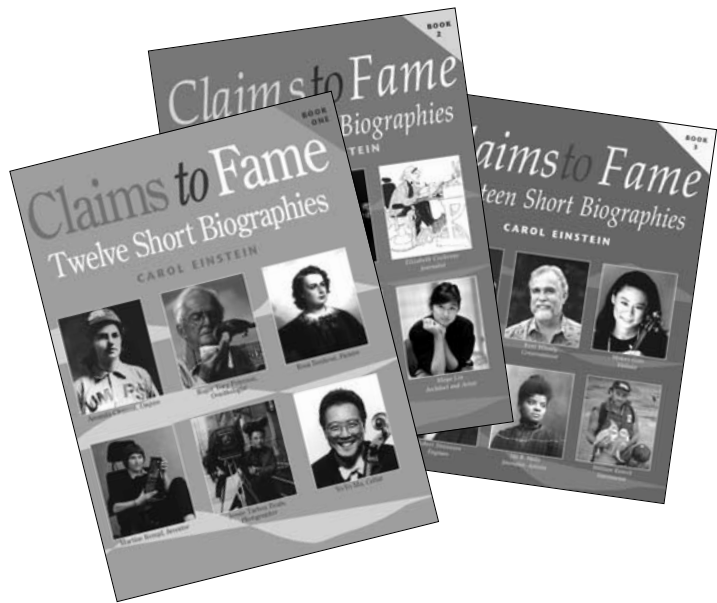
6. The queen makes up her mind to give the girl a test.

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## Recommended Companion Material

EPS offers a wide range of products that complement the comprehension activities in *Next Stop: Reading in Different Genres*. We recommend the following series to help students develop reading comprehension, vocabulary, and strategic reading skills.



### **Claims to Fame**

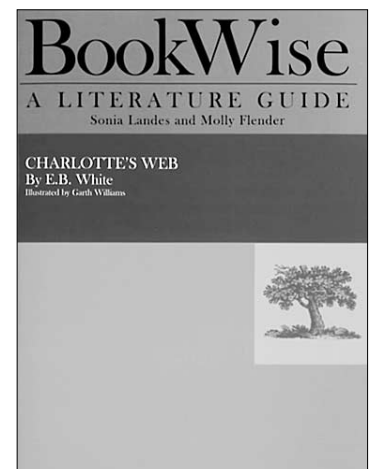
Recommended for grades 3–5

*Claims to Fame* features high-interest biographies of forty people from different centuries and varied backgrounds. This series provides opportunities for students to develop reading, thinking, and writing skills required by standardized tests. Three exercises, Thinking about What You Have Read, Working with Words, and Writing Skills, check comprehension, expand vocabulary, and offer additional writing opportunities.

### **Bookwise Literature Guides**

Recommended for grades 3–8

Based on award-winning children's books, *Bookwise Literature Guides* encourage strategic reading and analytical thinking about characters, themes, and events. Each book is broken down by chapter and includes class discussion questions, writing prompts, extension activities, and reproducible pages.



For more information about these series or to place an order, visit [www.epsbooks.com](http://www.epsbooks.com) or call **800.225.5750** to speak to a customer service representative.



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