Name: _____ Date: _____

Tomas and the Sandy Long Jump Pit

Circle group

Field day was coming. Tomas wanted to do the long jump. But he stopped short at the sand pit. He was afraid to land.

Coach Bell knelt by him. "The sand is soft," she said. "Start small. Jump to the first mark."

Tomas ran two steps and jumped. He landed with a thud. Sand puffed up. It did not hurt.

Next he jumped to the second mark. Then the third. Each time he ran a bit farther.

On field day, Tomas ran and jumped. He landed past the fifth mark. His class cheered.

Questions

1. What did Tomas want to do on field day?

_____

_____

2. Why did Tomas stop at the sand pit?

_____

_____

3. What did Coach Bell tell him to do first?

_____

_____

4. How did the sand feel?

_____

_____

5. How did starting small help Tomas?

_____

_____

Words to know

jump: to push off the ground and move through the air
knelt: bent down and rested on one or both knees
thud: a dull, heavy sound
cheered: shouted happily to show support

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

Tomas and the Sandy Long Jump Pit

Triangle group

Field day was coming. Tomas wanted to do the long jump. But every time he ran at the sand pit, he stopped short. He was afraid to land.

Coach Bell knelt beside him. "The sand is soft," she said. "Let's start small. Jump from the line to the first rake mark."

Tomas ran two steps and jumped. He landed with a soft thud. The sand puffed up around his shoes. It did not hurt at all.

Next he jumped to the second mark. Then to the third. Each time he ran a little farther.

On field day, Tomas lined up at the start. He ran, he jumped, and he flew. He landed past the fifth mark. His whole class cheered, and sand fell from his socks for the rest of the day.

Questions

1. What did Tomas want to do on field day?

_____

_____

2. Why did Tomas stop short at the sand pit?

_____

_____

3. What did Coach Bell tell him to do first?

_____

_____

4. How did the sand feel when Tomas landed?

_____

_____

5. How did starting small help Tomas?

_____

_____

Words to know

jump: to push off the ground and move through the air
knelt: bent down and rested on one or both knees
thud: a dull, heavy sound
cheered: shouted happily to show support

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

Tomas and the Sandy Long Jump Pit

Square group

Field day was almost here, and Tomas badly wanted to try the long jump. But every time he sprinted toward the sand pit, he skidded to a stop at the edge. He was afraid of the landing.

Coach Bell knelt down beside him. "The sand is very soft," she said reassuringly. "Let's start small. Just jump from the line to the first rake mark."

Tomas took two quick steps and jumped. He landed with a soft thud, and the sand puffed up around his shoes. It did not hurt at all.

Next he jumped to the second mark, and then to the third. Each time, he started his run from a little farther back.

On field day, Tomas lined up at the start. He ran, he leaped, and he seemed to fly. He landed beyond the fifth mark, and his whole class cheered. Sand kept falling out of his socks for the rest of the day.

Questions

1. What did Tomas badly want to try on field day?

_____

_____

2. Why did Tomas skid to a stop at the edge of the sand pit?

_____

_____

3. What did Coach Bell tell him to do first?

_____

_____

4. How did the sand feel when Tomas landed?

_____

_____

5. How did starting small help Tomas get over his fear?

_____

_____

Words to know

jump: to push off the ground and move through the air
knelt: bent down and rested on one or both knees
thud: a dull, heavy sound
cheered: shouted happily to show support

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: Tomas and the Sandy Long Jump Pit

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: Tomas and the Sandy Long Jump Pit

Easier · 93 words · Flesch-Kincaid grade -0.5

1. The long jump.
2. He was afraid to land.
3. Jump to the first mark.
4. Soft, and it did not hurt.
5. He learned that landing was safe, so he felt brave.

Triangle: Tomas and the Sandy Long Jump Pit

This passage · 132 words · Flesch-Kincaid grade 0.4

1. The long jump.
2. He was afraid to land.
3. Jump from the line to the first rake mark.
4. Soft, and it did not hurt.
5. He found out that landing was safe, so he felt brave enough to jump farther.

Square: Tomas and the Sandy Long Jump Pit

Harder · 156 words · Flesch-Kincaid grade 2.1

1. The long jump.
2. He was afraid of the landing.
3. Jump from the line to the first rake mark.
4. Very soft, and it did not hurt at all.
5. He discovered that landing in the sand was safe, so he felt brave enough to jump farther.