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Introduction

Reading should be something that students look forward to. However, sometimes students must find fun and accessible literature *before* they can realize how enjoyable reading can be! The passages in this book contain high-interest topics that will immediately hook even the most stubborn of readers. Fun themes, surprise twists, and grade-appropriate content will motivate and excite young readers. Additionally, the passages in this book were designed to be accessible to students of varying reading abilities. Basic sight words are introduced and then reinforced with repetition and practice. As new words are introduced, they are repeated and written into the story in ways that allow a student to use context clues to decipher their meanings.

Each unit begins with five reading passages. The first several passages are short and include three multiple-choice questions. The remaining passages are a bit longer and have four multiple-choice questions. The passages in each unit are a mixture of fact and fiction. The last page of the unit calls for a written response to a prompt that incorporates the theme of the unit.

The passages in each unit are all linked by a loose theme. As the students continue to read more of the unit, they will begin to discover the common thread that weaves together each collection of stories. This approach broadens a student's comprehension and understanding of the subject matter. It allows students to practice new words in various stories and in different genres. It also shows students how separate passages can be linked with other passages and used collectively to expand one's horizons and views. This approach ultimately allows students to become familiar with the flexibility of word use, different viewpoints, and how we can learn from both fiction and nonfiction texts.

All of the texts and activities in the *Let's Get This Day Started* series have been aligned to the Common Core State Standards (CCSS). Visit <http://www.teachercreated.com/standards/> for all standards correlations.



Name: _____

A Slow Animal

You sleep in a bed. Think about how long your bed is. How long would it take you to walk from one end of your bed to the other? It would not take long. You could do it in seconds! You could do it fast, fast, fast!

Some animals cannot go fast. One animal is the sloth. The sloth is a very slow animal. You can go a lot faster than a sloth. You could do it in a few seconds, but it would take a sloth a *minute*. A minute is 60 seconds. The sloth is slow, slow, slow.

Sloths do not sleep in beds. They sleep in trees. They hang upside down while they sleep. They move and eat while hanging upside down, too.

1. This story is mainly about
 - a. seconds.
 - b. hanging upside down.
 - c. a slow animal.
 - d. how long your bed is.
2. A minute is
 - a. 6 seconds.
 - b. 60 seconds.
 - c. 66 seconds.
 - d. 600 seconds.
3. If you saw a sloth, it would most likely be
 - a. hanging upside down.
 - b. sleeping.
 - c. eating.
 - d. moving fast.



Name: _____

When a Sloth Is Cold

A Poem About Sloths

I am told
That when a sloth is cold
It cannot shiver.

A sloth can't shiver?
How can that be?
Are you teasing me?

Muscles, muscles, that's what we use
When we shiver and shake to warm up and move.
Muscles, muscles, a sloth just doesn't have enough.
It can't shiver or shake or do any of that stuff.

It seems funny
That a sloth must stay where it is warm and sunny.
You and I can play in snow and ice
And find it all to be very nice.

1. Why can't a sloth shiver?
 - a. It lives where it is warm and sunny.
 - b. It doesn't get cold.
 - c. It doesn't have enough muscles.
 - d. It plays all day.
2. "When a Sloth Is Cold" is a
 - a. poem.
 - b. song.
 - c. story.
 - d. sentence.
3. Look at the last words of each line. Some of the words rhyme. Which answer does **not** use rhyming words?
 - a. sunny, funny
 - b. enough, stuff
 - c. told, cold
 - d. muscles, move

Name: _____

Green Hair

Look in the trees. You see green leaves. A sloth may be hanging upside down in the tree, but you may not see it! The sloth is hard to see because it stays very still. It does not move. It is hard, sometimes, to see things when they do not move.

One more thing makes the sloth hard to see. The sloth is hard to see because it looks green! The green color helps the sloth hide in the leaves. It is hard, sometimes, to see things when they are all the same color.

A sloth does not have green fur. No animal has green fur. So why does the sloth look green? The fur looks green because something grows on it. The green thing growing on the sloth's fur is algae. You may have seen algae growing in ponds or the ocean. The algae growing on the sloth is good for the sloth. It helps the sloth stay hidden. The algae is also good for something else. When the sloth is hungry, it can lick its hair! It can eat the algae!

1. A fact is something that is true. Which sentence is a fact?
 - a. Sloths are green.
 - b. Sloths can look green.
 - c. Sloths do not eat algae.
 - d. Sloths cannot stay still.
2. This story was written so that you could learn
 - a. why it is hard to see a sloth.
 - b. all about animal fur.
 - c. why we have hair.
 - d. all about what animals eat.
3. How does staying still help the sloth?
 - a. It makes the sloth green.
 - b. It makes the algae grow.
 - c. It makes the sloth hard to see.
 - d. It makes the leaves turn green.

Name: _____

The Oddest Thing

“Mama, Mama! Wake up!” Sammy said. “I saw the oddest thing. It was very strange.”

“What did you see?” asked Sammy’s mother as she slowly chewed on something green and tasty.

“It was on the ground. It didn’t crawl! It ran! And it didn’t use its hands to move! It only ran on two legs! It ran to the river and jumped in. Then, it swam away.”

“That is very odd,” Sammy’s mother agreed. “It must not be very smart. Why didn’t it crawl out on a branch and then drop into the river? That would have been safer. Was it a good swimmer?”

“It could swim as well as me,” Sammy said, “but I think it was sick. It only had hair on top of its head, and the hair wasn’t green. It would be hard to hide in a tree if this animal had fur that color.”

“That sounds terrible,” Sammy’s mother said. “I am sorry you saw such a thing, but you are a smart sloth, so you know what you saw cannot be real. It is too strange. You must have been dreaming.”

1. When something is *odd*, it is
 - a. tasty.
 - b. smart.
 - c. dreaming.
 - d. strange.
2. Why did the author wait until the end before telling you Sammy was a sloth?
 - a. to surprise you
 - b. to make you think that you were dreaming
 - c. to make you mad
 - d. to show you that sloths can talk
3. Most likely, what did Sammy’s mother chew on?
 - a. gum
 - b. grass
 - c. leaves
 - d. fish
4. Sammy could **not** have seen
 - a. a boy with blond hair.
 - b. a dog with brown fur.
 - c. a girl with red hair.
 - d. a man with black hair.

Name: _____

Write On!

A **Name Poem** tells about the word. It uses the letters of the word for the first letter of each line. A Name Poem is also called an *Acrostic Poem*.

For example, a name poem with the title “Snake” would go like this:

Snake

by Sammy Sloth

Slithers through the grass

Naps in the sun

A terrible thing if it is in your desk!

Kind of reptile

Eats mice and frogs

Look back at the stories you read about sloths. Think about what you learned from the stories. Use what you learned to write a Name Poem about a sloth.

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