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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 four multiple-choice questions. The remaining passages are a bit longer and have five 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: _____

Sky Fish

Christine Blamer was walking home. Suddenly, it started to rain. It wasn't raining water. It was raining fish! Hundreds of fish were falling from the sky. The fish were alive!

Blamer lived in Lajamanu. Lajamanu is in Australia. It is a tiny desert town. It is in the outback. It is far away from the ocean. There are not any lakes or rivers close by. How could it be raining fish?

Scientists say that the fish were picked up in a waterspout. A waterspout is like a small tornado that happens over water. The fish were carried high in the air. As one scientist said, "They were pretty much frozen." The people in town gathered up the fish. What did they eat for dinner that night? They feasted on fresh fish!

1. The story does not tell us
 - a. where the fish fell.
 - b. how the fish came to the town.
 - c. what day the fish fell.
 - d. what the people did to the fish.
2. Most likely, how did the people in Lajamanu feel?
 - a. shocked and lucky
 - b. shocked and mad
 - c. scared and lonely
 - d. scared and sad
3. How was it possible that the fish were still alive?
 - a. They had been cooked.
 - b. They found food in the sky.
 - c. They had only been partly frozen.
 - d. They fell into a lake.
4. This story is mainly about
 - a. fish falling from the sky.
 - b. a girl named Christine.
 - c. waterspouts.
 - d. what people can do with fish.

Name: _____

Hurricane at Sea

○		
○		August 15, 2017
○		Heading east from Boston Harbor
○	Dear Mom and Dad,	
○	I'm about to sail through my first hurricane at sea! I thought we would head	
○	into port. I thought we would stay by land. We're not! The harbor is a dangerous	
○	place for big ships during hurricanes.	
○	Ships are made with steel. They have hard sides. Docks are made with concrete	
○	pilings. When ships are tied up, the big waves make the ships smash against the	
○	concrete pilings over and over. The ships get damaged. Their sides get weakened.	
○	Sometimes, the big waves break a docked ship loose. When that happens, the ship	
○	is nothing more than a floating wrecking ball.	
○	That's why we're headed out. Captain says not to worry because he's been tracking	
○	the hurricane. He's heading away from it so that we'll be out of its path.	
○	Love,	
○	Kenji	

1. Why is the ship like “a floating wrecking ball” when it becomes loose?
 - a. It is hard and can smash and crash into things.
 - b. It can float safely in the water.
 - c. Its steel sides are crushed into balls.
 - d. It sinks when its sides are weakened.

2. When a ship captain finds out that a hurricane is coming, he or she will

<ol style="list-style-type: none"> a. take the ship to a harbor and dock it. b. take the ship out to sea away from the hurricane. 	<ol style="list-style-type: none"> c. take the ship out to sea and into the hurricane. d. take the ship to a harbor and leave it untied.
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3. From the story, you can tell that

<ol style="list-style-type: none"> a. this is Kenji’s first hurricane at sea. b. Kenji has sailed through a hurricane before. 	<ol style="list-style-type: none"> c. Kenji didn’t know where they were headed. d. Kenji wanted the ship to stay in the harbor.
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4. Most likely, the ship Kenji is on

<ol style="list-style-type: none"> a. has weak sides. b. has damaged sides. 	<ol style="list-style-type: none"> c. has sides made of steel. d. has sides made of paper.
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Name: _____

Storm Danger

One minute, you are fine. The next minute, you see a wave. The wave is thousands of feet high! It is racing toward you at 25 miles per hour! You can't escape! The wave hits, and you are completely blinded. You can barely breathe. The wave covers you completely, but you are dry. There is not a drop of water for miles around. How can this be?

You are in a sandstorm. Hurricanes are storms with high winds that start at sea. Sandstorms are different. They have high winds, but they start over land. Often, they are in desert areas. The wind picks up sand. It picks up the top layer of dirt or soil. It lifts the soil into a huge wall, and then it blows it across the land.

Sandstorms have shut down airports. They have made all street traffic stop because no one could see. During one sandstorm, desert soil from Africa was lifted high into the sky. The sand blew across the Atlantic Ocean. It made the sunsets in Florida very red.

1. How are hurricanes different from sandstorms?
 - a. Hurricanes start over land.
 - b. Hurricanes start over water.
 - c. Hurricanes cause big waves.
 - d. Hurricanes do not have high winds.
2. From the story, you can tell that when there is a lot of sand and dirt in the sky,
 - a. there is a hurricane in the Atlantic Ocean.
 - b. airports have been shut down.
 - c. you will not be able to breathe for one minute.
 - d. it might make the sunset look very red.
3. Why might a sandstorm be bad for a farmer?
 - a. It helps his plants grow.
 - b. It blows good topsoil away.
 - c. It makes his farm too wet.
 - d. It blows the dirt off his airplane.
4. This story is mainly about
 - a. storms in Africa.
 - b. different kinds of waves.
 - c. why it is hard to breathe.
 - d. a kind of desert storm.
5. In the story, the wave is moving at
 - a. 25 miles per second.
 - b. 35 miles per second.
 - c. 25 miles per hour.
 - d. 35 miles per hour.

Name: _____

Alex and Bonnie

Juan said, "Hannah, I want to tell you about Alex and Bonnie. They both died. Alex died in the Appalachian Mountains. Bonnie died at sea."

Hannah gasped. "Juan," she said, "that is horrible news. I'm so sorry. I'm sure you must feel very sad."

Juan asked, "Why is it horrible news? Why should I feel sad? It's good that they died. Everyone was happy. They were happiest with Bonnie's death."

Hannah was puzzled. She asked, "How can it be good that Alex and Bonnie died? Why was everyone happier with Bonnie's death?"

Juan said, "Every year, they pick new names for hurricanes. The names are alphabetical. They go boy, girl, boy, girl. There can be more than one hurricane happening at once. Naming them helps people keep track of the storms. The names help make sure that everyone gets the right information."

"Oh," Hannah said, laughing. "Now I understand. It was better for Bonnie to die at sea because that means she didn't make landfall. No cities were flooded. She did less damage."

- If you only read the first part of the story,
 - you would know what Alex is.
 - you would know that Bonnie was sick.
 - you might have wanted to dance.
 - you might have felt upset.
- The first two hurricanes of 2016 were named *Alex* and *Bonnie*. What were the third and fourth hurricanes named?
 - Nicole* and *Otto*
 - Lisa* and *Eric*
 - Adam* and *Betty*
 - Colin* and *Danielle*
- What can you tell about Hurricane Alex from the story?
 - It did less damage than Bonnie.
 - It started after Bonnie.
 - It made landfall.
 - It was the second hurricane of the year.
- You can sum up this story by saying it is about
 - how boys and girls are named.
 - why it is better to die at sea.
 - a boy telling a girl about hurricanes.
 - what storms cause the most damage.
- When something is *damaged*, it is
 - helped.
 - hurt.
 - hungry.
 - hot.

Name: _____

Write On!

Write a letter to someone you know. Begin your letter with the date and the city from where you are writing. Your letter can be about anything you want, but it must include at least four facts about hurricanes and strong winds. Use the information from the stories in Unit 8 to help you.
