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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: \_\_\_\_\_

## Alvin

*Alvin* is the name of a vehicle. What kind of vehicle? It is a submersible. *Alvin* took people to where they had never been before. It took them down into the deep ocean.

The ocean is divided into zones. The top zone is the *sunlight zone*. Next is the *twilight zone*. The *midnight zone* is below the twilight zone. The fourth zone is the *abyssal zone*. The abyssal zone begins at a depth of 13,100 feet. It plunges down to 19,700 feet. Scientists did not expect to see any life in that zone. What they saw from the *Alvin* surprised them.

There were cracks in the ocean floor. Jets of hot water spewed from the vents. Animals lived around the vents. All the animals were new to the scientists.

1. Water at what depth is in the abyssal zone?
  - a. 9,899 feet
  - b. 10,543 feet
  - c. 17,200 feet
  - d. 24,016 feet
2. When something is *submersible*,
  - a. it can go underwater.
  - b. it will not melt in hot water.
  - c. two people can fit inside it.
  - d. it can slide into cracks.
3. This text is mainly about
  - a. cracks in the ocean floor.
  - b. the ocean's second zone.
  - c. why scientists did not expect to see anything.
  - d. a vehicle that made a new discovery possible.
4. Most likely, what will the author talk about next?
  - a. what the scientists ate in the *Alvin*
  - b. what kinds of animals were found at the vents
  - c. how big the *Alvin* was
  - d. how many animals there are in the world

Name: \_\_\_\_\_

## Explorer Diary

### March 10, 2005

Today is the first day we went down in the *Alvin*. We were all afraid. We weren't sure that the ship could withstand the pressure of all the water on it.

Fear turned to amazement. We found tons of life around hot water vents. We vacuumed some life up so that we could study it.

### March 15, 2005

We named one of the animals we discovered the "Yeti crab." It's all white. Its legs and claws are covered in fuzzy bristles. This amazing crab farms its own food! It grows its food on its own body!

The crab's fuzzy bristles are covered with bacteria. The bacteria use energy and chemicals spewed out by the hot water vents to make their own food. When the crab is hungry, it nibbles on its bristles and eats the bacteria! I can't imagine growing my own food on my arms and legs!

1. How did the explorer's feelings change over the time of the text?
  - a. afraid to angry
  - b. fearful to amazed
  - c. hungry to excited
  - d. fearful to scared
2. Where did the crab grow its food?
  - a. on the bristles on its own legs and body
  - b. on the bristles on its own claws and back
  - c. on the bristles on its own body and back
  - d. on the bristles on its own legs and claws
3. Most likely, when the animals were vacuumed up,
  - a. the explorers swam outside the *Alvin* to get them.
  - b. a robot arm was used so the explorers could stay in the ship.
  - c. the explorers picked them up through an open window.
  - d. the explorers planned on eating crab for dinner.
4. What can you tell about the bacteria from the text?
  - a. It does not need the sun's energy.
  - b. You would like the taste.
  - c. It could harm you.
  - d. You could grow it on your arms and legs.

Name: \_\_\_\_\_

## On Your Thumb

Put out your thumb. Now imagine that a hippopotamus is standing on it! Ouch! Double ouch! Triple ouch! There is a place on this planet where, if you go there, your whole body will feel that way. Where is this place?

The ocean is divided into zones. You swim in the sunlit zone. The twilight zone is below the sunlit zone. The midnight zone is below the twilight zone. The midnight zone starts at about 3,250 feet below the surface. It plunges down to 13,100 feet below the surface. It is pitch black. The water is extremely cold. The temperature is just a few degrees above the freezing point of fresh water.

The weight of the water puts a lot of pressure on whatever lives in that zone. The pressure flattens them. You could only explore this zone if you were in an underwater vehicle. Jellyfish live in this zone. How do jellyfish survive? Jellyfish are mostly made of water. Water can't be squished the way you or I can.

1. Water at what depth is in the midnight zone?
  - a. 825 feet
  - b. 1,974 feet
  - c. 12,425 feet
  - d. 16,100 feet
2. The ocean zone that you swim in is called
  - a. the hadal zone.
  - b. the sunlit zone.
  - c. the twilight zone.
  - d. the abyssal zone.
3. Why can't you swim in the midnight zone?
  - a. It is too dark.
  - b. There are too many jellyfish.
  - c. The water pressure would squash you.
  - d. The midnight zone is below the twilight zone.
4. Why did the author ask you to imagine a hippopotamus standing on your thumb?
  - a. so that you could think about pain
  - b. so that you could learn about underwater vehicles
  - c. so that you could compare it to the weight of a jellyfish
  - d. so that you could understand the amount of pressure you would feel
5. Most likely, if the text were longer, what would the author write about next?
  - a. the zone below the midnight zone
  - b. what hippopotamuses eat
  - c. why it hurts when you smash your thumb with a hammer
  - d. safe areas to swim

Name: \_\_\_\_\_

## Plunging to the Depths

I knew that the Dead Sea wasn't as big as the ocean. After all, it's a lake and not really a sea. Still, I was planning on swimming underwater as deep as I could. I was going to pretend that I was swimming through all the zones of the ocean. Using my imagination, I was finally going to see all the huge tubeworms that live by the vents in the abyssal zone. I was going to make my own underwater adventure.

Jumping into the water, I took the plunge. At least I tried to take the plunge! I didn't sink. I couldn't sink. I tried again and again, but I kept bobbing to the surface! I was floating without even trying. It was impossible to submerge!

That's when I found out that the Dead Sea is far saltier than the ocean. It's about ten times saltier. The salt makes the water dense. It makes the water so dense that it is impossible to sink! There would be no plunging to the depths for me!

1. How was the narrator of the text going to get to the abyssal zone?
  - a. by plunging to the depths
  - b. by submerging
  - c. by swimming through zones
  - d. by using his/her imagination
2. Why couldn't the narrator submerge?
  - a. The Dead Sea is a lake and not an ocean.
  - b. The narrator didn't try hard enough.
  - c. The water was so dense; it was impossible to sink.
  - d. The narrator only knew how to float.
3. About how many times saltier is the Dead Sea than the ocean?
 

a. 10	b. 100	c. 1,000	d. 10,000
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4. This text is fiction, but there are facts in it. What statement is a fact from the story?
  - a. There are huge tubeworms in the Dead Sea.
  - b. The Dead Sea is an ocean.
  - c. It is impossible to sink in the Dead Sea.
  - d. The Dead Sea is not very dense.
5. If someone *plunges* right into something, he or she
  - a. floats.
  - b. keeps bobbing.
  - c. keeps trying.
  - d. dives in.

Name: \_\_\_\_\_

## Write On!

Look at the table below. In the first column, list the names of all the ocean zones. List them in order from shallowest to deepest. In the next column, tell the water depth. In the third column, describe what it is like, and if possible, an animal that lives there.

Ocean Zone	Water Depth	Details