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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: _____

Knock, Knock

When a baby is born, it has approximately 300 bones. The bones fuse together as the baby grows, and the number is reduced to 206. Just as the number of bones in our body changes, so does our sense of humor. Psychologists have done studies with children in all stages of development, as well as young, middle-aged, and older adults. Each group finds different things funny.

A typical “knock, knock” joke might go like this: “Knock, knock! Who’s there? Tank. Tank who? Tank you very much.” Yet another example is: “Knock, knock! Who’s there? Wooden shoe. Wooden shoe who? Wooden shoe like to hear another knock, knock joke?”

A middle-school reader would probably roll their eyes at these jokes, but kindergarteners and first-grade students love them. This is because children at that age are just learning the rules of conversation. They are able to follow and use a sequential linguistic pattern, and they are at a cognitive level where they can start playing with language. They can replace words (*wooden shoe* with *wouldn’t you*) and find the absurdity of it humorous.

1. This text is mainly about
 - a. the best knock, knock jokes.
 - b. baby bones.
 - c. cognitive patterns.
 - d. humor.
2. When something *fuses*, it
 - a. joins or blends together.
 - b. learns the rules of conversation.
 - c. finds it humorous.
 - d. uses a linguistic pattern.
3. From the text, you can tell that
 - a. all adults will find the same things funny.
 - b. children and adults will always laugh at the same time.
 - c. not all adults will find the same things funny as children do.
 - d. children and adults will never laugh at the same time.
4. One reason that kindergartners find knock, knock jokes funny is because they
 - a. have not yet developed a sense of humor.
 - b. are just learning the rules of conversation.
 - c. will find something funny if they are told it is.
 - d. cannot follow a sequential linguistic pattern.

Name: _____

Camping Trip

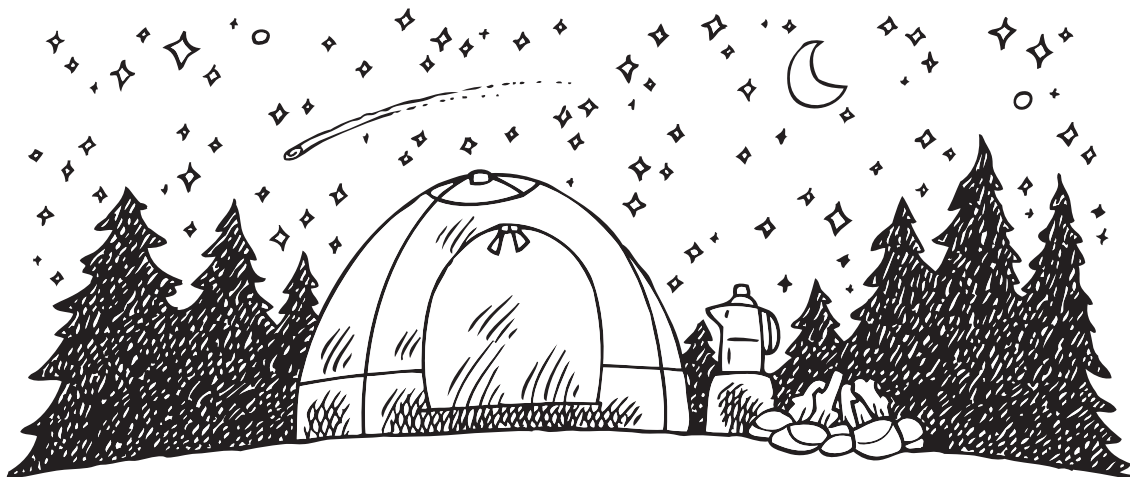
The great detective Sherlock Holmes and his assistant and friend, Dr. Watson, went camping. After a long day of hiking, exploring, and swimming, they pitched their tent under the stars. They conversed amiably before succumbing to their exhaustion and falling into a deep sleep.

Sometime in the middle of the night, Holmes stirred and woke. Holmes jabbed Watson a few times so as to wake him, too. "Watson!" Holmes commanded, "Look up at the stars and tell me what you see." When Watson replied groggily that he could see millions and millions of stars, Holmes renewed his jabbing. "And what can you deduce from that?" he queried in a demanding tone.

Now more fully awake, Watson pondered a moment before replying. "If there are millions of stars, then it is likely that a few have planets," he said. "As some of the planets may be like Earth, I deduce that there may be faraway life that we don't know about yet."

Watson was expecting to be lauded for his deep and profound deduction, but instead, Holmes snapped, "It means that somebody stole our tent!"

- This text is
 - a historical tale.
 - a part of a biography.
 - a joke about two fictional characters.
 - a lesson about camping safety.
- What did Holmes do when he succumbed to exhaustion?
 - He stirred and woke.
 - He queried Watson.
 - He fell into a deep sleep.
 - He jabbed Watson.
- When someone is praised, he or she is
 - jabbed.
 - amiably.
 - groggy.
 - lauded.
- From the text, you can tell that
 - Holmes is an experienced camper.
 - Watson is a demanding friend.
 - Holmes does not enjoy talking.
 - Watson feels that there is alien life.



Name: _____

Perpetrator Revealed!

Mr. Pythagoras was explaining the difference between right, isosceles, and equilateral triangles. He had just turned to draw the figures on the board when he heard a loud *WHACK* and then an equally loud “*OUCH!*” When Mr. Pythagoras turned around, he saw Amanda rubbing her arm.

Mr. Pythagoras looked at Amanda and then at the students around her—who were trying hard to stifle their giggles. “Do you want to tell me what happened?” he asked quietly.

Amanda didn’t want to reveal who the perpetrator was. She knew that there was no malice behind the action. They had been playing a game of tag—admittedly, perhaps, a little too enthusiastically. Shrugging she said, “Some fool hit me with a ruler. I could cry crocodile tears over it, but I’m not going to make a mountain out of a molehill.”

Mr. Pythagoras had just started to tell Amanda that he was pleased that she was putting the idioms they had used that day to good use but that name calling wasn’t necessary. He was about to explain why, when he was interrupted by Jack. “Did you hear her, Mr. Pythagoras?” Jack burst out. “She called me a fool!”

1. The definition of a *perpetrator* is
 - a. a person who carries out a crime or an evil act.
 - b. a person who plays tag.
 - c. a person who tells on another person just to be mean.
 - d. a person who is not paying attention.
2. Why might someone find this text humorous?
 - a. The students were trying to stifle their giggles.
 - b. No one was crying crocodile tears.
 - c. Jack foolishly revealed that he was the one who hit Amanda.
 - d. Mr. Pythagoras didn’t know what an isosceles triangle was.
3. What did Amanda mean when she said that she wasn’t “going to make a mountain out of a molehill”?
 - a. She wasn’t going to pretend to cry.
 - b. She wasn’t going to make a major issue out of a minor one.
 - c. She wasn’t going to play tag anymore with the perpetrator.
 - d. She wasn’t going to enthusiastically learn about triangles.
4. Why did Amanda feel there was no malice behind the action?

<ol style="list-style-type: none"> a. It was evil. b. It was done with cruel intentions. 	<ol style="list-style-type: none"> c. It was an act of enthusiastic play. d. It was meant to truly harm her.
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Name: _____

Bargain Day

"You wouldn't believe the exclusive bargains that are being offered today," Peter's grandfather said. "I had no idea that these things were even available." Peter's grandfather moved his phone over so that Peter could see the deals that were coming up on the screen.

"See?" said his grandfather. "Look at this swim desk. It's going for \$1,999.99, and it comes with a tool that adjusts the speed of the artificial current. This smart sofa is also a steal. It's called 'Sofia,' and it says that it features a voice-recognition system that can read out the owner's calendar. It also has built-in parental controls that can correct rowdy children and pets that may start jumping up and down on it. Oh my goodness, look at this! It's a 'flat Earth' globe. It says that it is designed to 'help truth-seeking customers better understand the breathtaking horizontal plane we call home.'"

"Grandpa," Peter said in a worried tone, "you know that Earth is round, right?"

"Of course I do," Peter's grandfather said, bristling. "I just can't believe the fools that would buy some of this stuff."

Peter looked more carefully at the phone screen. Suddenly, he started to laugh.

"Grandpa," he said, "you're looking at a report on a newsfeed of last year's best April Fool's web pranks!"

- Why is it impossible for there to be a flat-Earth globe?
 - A globe, by definition, is a sphere.
 - A globe has vertical sides.
 - If something is flat, it can't be horizontal.
 - If something is flat, it can't be a plane.
- When Peter's grandfather *bristled*, he was
 - amazed at the sale prices.
 - tense with irritation.
 - happy Peter was worried about him.
 - eager to find more items for sale.
- What is special about Sofia?
 - She is selling for under \$2,000.
 - She has built-in parental controls.
 - She has an adjustable current.
 - She can be adjusted with a tool.
- This text is fiction, but it contains some facts. Which answer is a fact?
 - Earth is flat.
 - Peter's grandfather had a phone with a screen.
 - The sale items were web pranks.
 - Children and pets never jump on couches.
- This text can be summed up as a story about
 - some exclusive sale items.
 - how people can be tricked by fake news.
 - news items that can be read on a newsfeed.
 - someone mistaking jokes for real news.

Name: _____

Write On!

Think of a “knock, knock” joke. Explain why a kindergartener or a first-grader would most likely think it is funny.

In a second paragraph, tell if you think the joke would translate into another language and still convey the same meaning. Explain and defend your answer.

[illegible]