

Directions: We recommend that students who need practice do so by reading one passage at least 3x daily (no more than 15–20 minutes at a time) for a week.

1. First give students the opportunity to listen to a reading by a fluent reader, while “following along in their heads.” It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation!
2. Then have students read the passage aloud while monitored for accuracy in decoding words.
3. When reading aloud, students should focus on reading at an appropriate pace, reading words and punctuation accurately, and reading with appropriate expression.
4. Students need feedback and active monitoring on their fluency progress. One idea is to do a “performance” toward the end of the week where students are expected to read the selection accurately and expressively and be evaluated.
5. Students need to be encouraged. They know they do not read as well as they ought to and want to. It is very good to explain fluency and explain that it is fixable and has nothing at all to do with intelligence!
6. It is good for students to understand what they read. For this reason, comprehension questions and a list of high-value vocabulary words are also included with each passage.
7. Use Juicy Sentences (one juicy sentence will be identified for each passage) to help students dig into sentence structure, word choice, and meaning.

Students don't need to finish an entire passage in one sitting. Variations in reading practice can include:

- Have students perform a choral read.
- Have students engage in a buddy/partner read.
- Recordings of the text can be used to provide additional opportunities to hear expert reading.
- Support students in chunking the text into smaller portions.

Support for English Language Learners

- Having a text read aloud by a fluent reader prior to the student engaging with the text.
- Giving students multiple opportunities to hear the text read aloud by a fluent reader so that they can mirror the pronunciation and prosody of well-spoken English.
- Providing repeated opportunities for students to practice decoding skills both on their own and with support via active monitoring.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions, and to reinforce newly learned vocabulary through repeated practice with the same text and opportunities to use that vocabulary to respond to comprehension questions.
- Calling out work with “juicy sentences,” a strategy developed by Dr. Lily Wong Fillmore, that allows students to look deeply at word choice, sentence structure, and other text features that build their understanding of how English is used to convey different meanings.
- Providing numbered lines that allow students to quickly focus-in on specific sections of the text.
- Providing space for students to annotate the text with their own notes.

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The Milkmaid and Her Pail
By: Aesop

Vocabulary:

- Milkmaid – a girl or woman who milks cows
- market – a place where food and other things are sold
- calculating – to do math
- fowls – birds
- spilt – old fashioned for ‘spilled’

Notes:

The Milkmaid and Her Pail

1 A Milkmaid was walking to market carrying her milk in a
2 pail on her head. As she went along she began calculating
3 what she would do with the money she would get for the
4 milk.¹⁵ I'll buy some fowls from Farmer Brown," said she,
5 "and they will lay eggs each morning, which I will sell to the
6 parson's wife.
7 With the money that I get from the sale of these eggs I'll
8 buy myself a new dress and a new hat. Polly Shaw will be
9 that jealous. But I don't care. I shall just look at her and
10 toss my head like this. "As she spoke she tossed her head
11 back, the pail fell off, and all the milk was spilt. She had to
12 go home and tell her mother what had occurred. "Ah, my

¹⁵ Underlined text = juicy sentence

Notes:

13 child." Said the mother. "Do not count your chickens before
14 they are hatched."
15 Do not count your chickens before they are hatched.

The Milkmaid and Her Pail
By: Aesop

Checking for Understanding

1. What was the Milkmaid thinking about as she walked to market?
2. How would you describe her feelings after the milk spilt?

The Tortoise and the Hare
By: Aesop

Vocabulary:

Notes:

- hare – an animal like a rabbit
- tortoise – a turtle
- brag (and boast) – both words that mean to say good things about yourself; thought of as bad manners.
- challenge – to make someone compete
- gather – to come together
- pace – the speed that you're going
- alongside – next to

The Tortoise and the Hare

- 1 There once was a speedy hare who bragged about how fast
- 2 he could run. Tired of hearing him boast, Slow and Steady,
- 3 the tortoise, challenged him to a race.¹⁶ All the animals in
- 4 the forest gathered to watch.
- 5 Hare ran down the road for a while and then and paused to
- 6 rest. He looked back at Slow and Steady and cried out,
- 7 "How do you expect to win this race when you are walking
- 8 along at your slow, slow pace?"

¹⁶ Underlined text = juicy sentence

Notes:

- 9 Hare stretched himself out alongside the road and fell
- 10 asleep, thinking, "There is plenty of time to relax."
- 11 Slow and Steady walked and walked. He never, ever
- 12 stopped until he came to the finish line.
- 13 The animals who were watching cheered so loudly for
- 14 Tortoise, they woke up Hare.
- 15 Hare stretched and yawned and began to run again, but it
- 16 was too late. Tortoise was over the line.
- 17 After that, Hare always reminded himself, "Don't brag about
- 18 your lightning pace, for Slow and Steady won the race!"

The Tortoise and the Hare
By: Aesop

Checking for Understanding

1. Who ran faster, Hare or the tortoise?
2. Who won the race?
3. How did the slower animal win the race?

Peter Possum's Playful Trick
By: Margaret Chaplin Campbell

Vocabulary:

Notes:

- possum – an animal that looks like a big rat and comes out mostly at night
- garbage – trash; food that's thrown away
- protect – to keep something safe
- flopped – to fall in a clumsy way
- sniffed – to smell
- fooled – tricking someone
- trotted – faster than a walk, slower than a run

Peter Possum's Playful Trick

1 Peter Possum opened one eye. The sun was setting. "Time to
2 get up," said Peter Possum.
3 Everything looked upside down. That was because Peter
4 Possum sometimes hung upside down. Peter Possum pulled
5 himself up to the branch and unwrapped his tail. He was
6 right side up again. He climbed down the tree trunk. "I'm
7 hungry," he said. "What do I want today? I feel in the mood
8 for some garbage."
9 Off he started toward the Laceys' garbage can. Mrs. Lacey
10 was a good cook. "Watch out for Old Dog Tiger," Peter told

Notes:

11 himself. "Watch out for Peter Possum," Old Dog Tiger was
12 saying to himself. "Protect the garbage can from Peter
13 Possum."
14 Old Dog Tiger hid behind the garbage can and waited as
15 Peter Possum came hurrying along as fast as he could. "I'm
16 in the mood for a ham sandwich," said Peter Possum. Old
17 Dog Tiger watched and waited. "I'm in the mood for a
18 possum sandwich," thought Old Dog Tiger.
19 Peter Possum started pushing the lid from the can. Old Dog
20 Tiger leaped out. "Snarl! Ruff! Growl!" "Oh! Oh!" yelled Peter
21 Possum. "What can I do? Old Dog Tiger is too close. I
22 cannot run. I cannot hide. I cannot even climb."
23 PLOP! Peter Possum flopped over on the ground. He did not
24 move when Old Dog Tiger sniffed him. He did not open his
25 eyes. He did not make a single sound. "Look what I've
26 done," said Old Dog Tiger. "I scared that possum to death.
27 I'll get my master. He will be proud of me." Off he ran.
28 Peter Possum opened his eyes. Old Dog Tiger was gone.
29 Peter Possum laughed. "I fooled him with my playful trick,"
30 he said. "I pretended to be dead."¹⁷ That's called 'playing
31 possum.' I am very good at it." Away he trotted, safe and
32 sound and very much alive.

¹⁷ Underlined text = juicy sentence

Peter Possum's Playful Trick
By: Margaret Chaplin Campbell

Checking for Understanding

1. Why didn't Old Dog Tiger like Peter Possum?
2. How was Peter Possum able to trick Old Dog Tiger?

An excerpt from *The Story of the Three Little Pigs*
Traditional

Vocabulary:

- excerpt – a part taken from something longer
- sow – adult female pig that has babies
- seek – to search for
- straw – the dried grassy part of oat or wheat plants, not good for eating.

Notes:

An excerpt from *The Story of The Three Little Pigs*

1 Once upon a time there was an old Sow with three little Pigs,
2 and as she had not enough to keep them, she sent them out
3 to seek their fortune.¹⁸ The first that went off met a Man with
4 a bundle of straw, and said to him, "Please, Man, give me
5 that straw to build me a house', which the Man did, and the
6 little Pig built a house with it. Presently came along a Wolf,
7 and knocked at the door and said, "Little Pig, little pig, let
8 me come in."
9 To which the Pig answered, "No, not, by the hair of my
10 chinny chin chin."
11 "Then I'll huff and I'll puff and I'll blow your house in!" said
12 the Wolf.

¹⁸ Underlined text = juicy sentence

Notes:

13 So he huffed and he puffed, and he blew his house in, and
14 ate up the little Pig.

An excerpt from *The Story of the Three Little Pigs*
Traditional

Checking for Understanding

1. What was the pig's house made of? How strong do you think that kind of house would be?
2. Why did the Wolf want to come in to the pig's house?

An excerpt from *Rosy's Journey*
By: Louisa Alcott

Vocabulary:

- excerpt – a part taken from something longer
- spun – to turn and twist
- debt – money that you owe

Notes:

An excerpt from *Rosy's Journey*

1 Rosy was a nice little girl who lived with her mother in a small
2 house in the woods. They were very poor, for the father had
3 gone away to dig gold, and did not come back; so they had
4 to work hard to get food to eat and clothes to wear.¹⁹ The
5 mother spun yarn when she was able, for she was often sick,
6 and Rosy did all she could to help. She milked the red cow
7 and fed the hens; dug the garden, and went to town to sell
8 the yarn and the eggs.
9 She was very good and sweet, and every one loved her; but
10 the neighbors were all poor, and could do little to help the
11 child. So, when at last the mother died, the cow and hens
12 and house had to be sold to pay the doctor and the debts.
13 Then Rosy was left all alone, with no mother, no home, and
14 money to buy clothes and dinners with.

¹⁹ Underlined text = juicy sentence

Notes:

15 "What will you do?" said the people, who were very sorry
16 for her.
17 "I will go and find my father," answered Rosy, bravely.
18 "But he is far away, and you don't know just where he is, up
19 among the mountains. Stay with us and spin on your little
20 wheel, and we will buy the yarn, and take care of you, dear
21 little girl," said the kind people.
22 "No, I must go; for mother told me to, and my father will be
23 glad to have me. I'm not afraid, for everyone is good to me,"
24 said Rosy, gratefully.

An excerpt from *Rosy's Journey*
By: Louisa Alcott

Checking for Understanding

1. Where did Rosy's father go?
2. What happened when Rosy's mother passed away?

An excerpt from *The Wizard of Oz*
By: L. Frank Baum

Vocabulary:

Notes:

- blistered – paint (or skin) that has bubbled up and broken open
- sparkle - shininess
- sober – plain and serious
- gaunt – skinny and unhealthy looking
- solemn – serious and sad

An excerpt from *The Wizard of Oz*

1 Once the house had been painted, but the sun blistered the
2 paint and the rains washed it away, and now the house was
3 as dull and gray as everything else.²⁰
4 When Aunt Em came there to live she was a young, pretty
5 wife. The sun and wind had changed her, too. They had
6 taken the sparkle from her eyes and left them a sober gray;
7 they had taken the red from her cheeks and lips, and they
8 were gray also. She was thin and gaunt, and never smiled
9 now.
10 When Dorothy, who was an orphan, first came to her, Aunt
11 Em had been so startled by the child's laughter that she
12 would scream and press her hand upon her heart whenever

²⁰ Underlined text = juicy sentence

13 Dorothy's merry voice reached her ears; and she still looked
14 at the little girl with wonder that she could find anything to
15 laugh at.
16 Uncle Henry never laughed. He worked hard from morning
17 till night and did not know what joy was. He was gray also,
18 from his long beard to his rough boots, and he looked
19 stern and solemn, and rarely spoke.

An excerpt from *The Wizard of Oz*
By: L. Frank Baum

Checking for Understanding

1. How did Aunt Em react when she heard Dorothy's laughter?
2. How would you describe Uncle Henry?

Bats
By: Randall Jarrell

Vocabulary:

Notes:

- clings – holding on tightly
- doubling – bending or folding
- looping – going around in circles
- soaring – to fly
- somersaulting – rolling and having your feet go over your head
- echoing – a sound that is a copy of another sound
- fluttering – moving wings really fast
- gnats – a small fly

Bats

- 1 A bat is born naked and blind and pale.
- 2 His mother makes a pocket of her tail
- 3 And catches him. He clings to her long fur
- 4 By his thumbs and toes and teeth.
- 5 And then the mother dances through the night
- 6 Doubling and looping, soaring, somersaulting--
- 7 Her baby hangs on underneath.
- 8 All night, in happiness, she hunts and flies.
- 9 Her high sharp cries like shining needle points of sound

Notes:

- 10 Go out into the night, and echoing back,

- 11 Tell her what they have touched²¹
12 She hears how far it is, how big it is,
13 Which way it's going: She lives by hearing.
14 The mother eats the moths and gnats she catches
15 In full flight; in full flight
16 The mother drinks the water of the pond
17 She skims across.
18 Her baby hangs on tight.
19 Her baby drinks the milk she makes him
20 In moonlight or starlight, in mid-air.
21 Their single shadow, printed on the moon
22 Or fluttering across the stars,
23 Whirls on all night; at daybreak
24 The tired mother flaps home to her rafter.
25 The others all are there.
26 They hang themselves up by their toes,
27 They wrap themselves in their brown wings.
28 Bunched upside-down, they sleep in air.
29 Their sharp ears, their sharp teeth, their quick sharp faces
30 Are dull and slow and mild.
31 All the bright day, as the mother sleeps,
32 She folds her wings about her sleeping child.

²¹ Underlined text = juicy sentence

Bats
By: Randall Jarrell

Checking for Understanding

1. How does the baby bat hold on to its mother?
2. What does the mother eat?

An excerpt from *The Story of Young Abraham Lincoln*
By: Wayne Whipple

Vocabulary:

Notes:

- incident – an event or something that happens
- matters – in this case: things that go on
- brawn – strength; having muscles
- “Great Heart” in “Pilgrims Progress” – a book that many people read at the time Abraham Lincoln was present

An excerpt from *The Story of Young Abraham Lincoln*

1 The boy or girl who reads today may know more about the
2 real Lincoln than his own children knew. The greatest
3 President's son, Robert Lincoln, discussing a certain incident
4 in their life in the White House, remarked to the writer, with
5 a smile full of meaning:
6 "I believe you know more about our family matters than I
7 do!"
8 This is because "all the world loves a lover"—and Abraham
9 Lincoln loved everybody. With all his brain and brawn, his
10 real greatness was in his heart.²² He has been called "the
11 Great-Heart of the White House," and there is little doubt
12 that more people have heard about him than there are who

²² Underlined text = juicy sentence

Notes:

- 13 have read of the original "Great-Heart" in "The Pilgrim's
14 Progress."

An excerpt from *The Story of Young Abraham Lincoln*
By: Wayne Whipple

Checking for Understanding

1. Who did the author believe Abraham Lincoln to be?
2. What made Abraham Lincoln so special?

By: L. P. Hubbard

Vocabulary:

- mealy – being soft, dry and crumbly
- knead – to press and squeeze with your hands

Notes:

Biscuits

1 MATERIAL:

- 2 1 cup Pillsbury's Best Flour
- 3 1/2 teaspoon salt
- 4 2 teaspoons baking powder
- 5 1 tablespoon cold butter
- 6 1/2 cup milk

7 WAY OF PREPARING:

- 8 Sift flour, salt and baking powder twice. Chop butter in with
- 9 a knife until mealy. Add milk for a soft dough. Place on a
- 10 board with a little flour. Knead gently until smooth. Roll out
- 11 to one-half inch thickness. Use small cutter and place
- 12 biscuits in greased pan. Bake in a hot oven until nicely
- 13 browned.

"Biscuits" from *A Little Book for A Little Cook*
By: L.P. Hubbard

Checking for Understanding

1. Name at least two ingredients necessary when making biscuits.
2. What must be added to the board when placing the dough?

The Story of the Boy Who Made Beautiful Melodies
By: Thomas Tapper

Vocabulary:

Notes:

- countrymen – a person born or living in the same country as another
- composed – to put together
- pleasing – a good feeling
- public – a group of people
- melodies – music notes put together that sound nice

The Story of the Boy Who Made Beautiful Melodies

1 Chopin was only nine years old when he first played in
2 public. It is said that he created quite a sensation.²³ But like
3 all those who know that talent is something to be worked
4 for, he did not stop studying just because his playing was
5 pleasing to other people. In fact, it was just on that account
6 that he began to work all the harder.
7 Then there came a great change. He left his home and went
8 to Paris, where he lived for the rest of his life. Even though
9 he was but a youth of twenty-one, he had already composed
10 two concerts for the piano. These he had played in public to
11 the great delight of all who heard him, but especially of his
12 countrymen.

²³ Underlined text = juicy sentence

The Story of the Boy Who Made Beautiful Melodies
By: Thomas Tapper

Checking For Understanding

1. What did people think of Chopin's first public performance?
2. How did the fact that people loved his music affect Chopin?

The Story of a Little Boy and His Sister Who Gave Concerts
By: Thomas Tapper

Vocabulary:

- boyhood – the part of a boy's life when he's a kid
- Austria – a country in Europe
- Vienna – the capital of Austria
- Salzburg – a big city in Austria
- presented – to introduce someone to someone else
- Empress: ruler of even more people than a Queen
- concerts – a music performance
- composing – putting together

Notes:

The Story of a Little Boy and His Sister Who Gave Concerts

1 Wolferl spent all his boyhood with his music. He went to
2 many places to play, even as far from Salzburg, in Austria
3 (where he was born), as to Paris and London.
4 Everywhere he went people were happy to see him and his
5 sister and to hear them play. And they, too, were happy to
play
6 because they loved the music so much.
7 When they reached Vienna they played for the Emperor and
8 Empress.
9 When Wolferl was presented to the Empress he jumped up

10 into her lap and kissed her.

Notes:

11 Wolferl was always busy composing music. But he played
12 games and had a good time just like any other boy. When he
13 was busy with his music, however, he never let his thoughts
14 go to anything else.²⁴

The Story of a Little Boy and His Sister Who Gave Concerts
By: Thomas Tapper

Checking for Understanding

1. Why did Mozart and his sister travel so much?
2. How serious was Mozart about his music? How do you know?

National Parks
By: The National Park Service (NPS)

Vocabulary:

Notes:

- lofty – very high; excellent
- signature – something someone is known for
- exception – someone or something that is different from others
- kayaking – a water activity that involves paddling in a small boat
- snorkeling – swimming underwater with a mask that lets you stay in the water for a long time

National Parks

- 1 National Parks are special places that protect nature and history for future generations. That's a lofty goal, but there's nothing that says lofty goals can't be accompanied by a little fun!²⁵ There are all kinds of fun activities in national parks,
- 2 and Biscayne is no exception. Many of those activities are covered in other parts of this site, including canoeing and
- 3 kayaking, snorkeling, trips out to the park's islands,
- 4 camping, fishing, and more.
- 5 On top of all that, the park has a signature program with
- 6 "Fun" as its middle name!

²⁵ Underlined text = juicy sentence

National Parks
By: The National Park Service (NPS)

Checking for Understanding

1. What are some activities that one can do at the Biscayne Park?
2. What is the purpose of national parks?

Ecosystems: Nature's Neighborhoods
By: The National Park Service (NPS)

Vocabulary:

Notes:

- ecosystem – everything in a particular environment

Ecosystems: Nature's Neighborhoods

- 1 From snow-covered forests to hot, dry, deserts, Grand
- 2 Canyon contains many outdoor neighborhoods, called
- 3 ecosystems in which plants and animals live.²⁶ These living
- 4 things depend on each other as well as non-living things
- 5 such as air, water, soil, and sunlight to survive.

²⁶ Underlined text = juicy sentence

Ecosystems: Nature's Neighborhoods
By: The National Park Service (NPS)

Checking for Understanding

1. What lives in an ecosystem?
2. What do living things depend on to survive?

An excerpt from *What Are Hurricanes?*
By: NASA

Vocabulary:

- hurricane – a big storm with high speed winds
- bands – a long line of something
- ring – in the shape of a circle
- thunderstorm – a storm with lightning and thunder
- swirl – to move in circles
- stretch – reaching out
- contain – to have or include something

Notes:

What Are the Parts of a Hurricane?

- 1 **Eye:** The eye is the "hole" at the center of the storm. Winds
2 are light in this area. Skies are partly cloudy, and sometimes
3 even clear.
- 4 **Eye wall:** The eye wall is a ring of thunderstorms. These
5 storms swirl around the eye. The wall is where winds are
6 strongest and rain is heaviest.
- 7 **Rain bands:** Bands of clouds and rain go far out from a
8 hurricane's eye wall.²⁷ These bands stretch for hundreds of
9 miles. They contain thunderstorms and sometimes
10 tornadoes.

²⁷ Underlined text = juicy sentence

An excerpt from *What Are Hurricanes?*
By: NASA

Checking for Understanding

1. What is the center of a storm called?
2. Describe storms that occur around the eye wall.

The 2012 Kids' State Dinner
The First Lady Speaks at the 2012 Kids' State Dinner
By: letsmove.gov

Vocabulary:

- hosted – having guests over to entertain
- budding – beginning to develop
- formal – an event that's elegant
- original – something that hasn't been copied or done before
- guidelines – rules that say how something should be done

Notes:

The First Lady Speaks at the 2012 Kids' State Dinner

- 1 On Monday, August 20, 2012 First Lady Michelle Obama
- 2 hosted the first ever Kids' "State Dinner" at the White House
- 3 welcoming 54 budding chefs to a formal luncheon in the East Room!²⁸
- 4 The guests, aged 8-12, represented all U.S. states,
- 5 three territories and the District of Columbia, and each of
- 6 them (and their parents) submitted a healthy recipe as part
- 7 of the Healthy Lunchtime Challenge.
- 8 The Healthy Lunchtime Challenge invited families to create
- 9 an original lunchtime recipe that is healthy, affordable and
- 10 delicious, and follows the nutritional guidelines of my

Notes:

²⁸ Underlined text = juicy sentence

The First Lady Speaks at the 2012 Kids' State Dinner
By: letsmove.gov

Checking for Understanding

1. Where was the dinner held?
2. What were the requirements of the lunchtime recipe?

- 11 plate. The winners were chosen by a panel of judges from
- 12 the organizations that teamed up with Mrs. Obama on this
- 13 initiative: Epicurious, Department of Education and the
- 14 Department of Agriculture.

Our Global Kitchen: Food, Nature, Culture
By: amnh.org

Vocabulary:

- transporting – to carry from one place to another

Notes:

Our Global Kitchen: Food, Nature, Culture

- 1 Celebrate cultures and cooking, historic meals and markets,
- 2 and moments in our lives that we mark with food—as well as
- 3 the ingredients that we have discovered and shaped over the
- 4 course of thousands of years.²⁹ As this exhibition takes
- 5 visitors on a journey of growing, transporting, cooking, eating,
- 6 and celebrating food, it also examines contemporary issues of
- 7 environmental and human health, food security, and feeding
- 8 the world's growing population today and tomorrow.

²⁹ Underlined text = juicy sentence

Our Global Kitchen: Food, Nature, Culture
By: amnh.org

Checking for Understanding

1. What will one learn about on in this exhibit?
2. What aspects of health will be discussed?

Eat Sleep Play: Building Health Every Day
By: cmom.org

Vocabulary:

Notes:

- behavioral – the way someone acts

Eat Sleep Play: Building Health Every Day

- 1 Step into CMOM's *EatSleepPlay™: Building Health Every Day*
- 2 exhibit and experience interactive ways for families to create
- 3 a healthier lifestyle together. All activities and information
- 4 based on the latest medical and behavioral research. Learn
- 5 the essential facts and skills to make simple changes to build
- 6 a strong and healthy future.³⁰
- 7 • Having a hard time getting your child to eat fruits and
- 8 vegetables?
- 9 • Is your child's bedtime getting later and later?
- 10 • Worried about the amount of physical activity your
- 11 child is getting?
- 12 *The Decision Center*—Discover games and simple family
- 13 routines that support and develop your brain's ability to
- 14 make healthier choices.
- 15 *Consequences*—Crawl through a giant digestive system,

Notes:

³⁰ Underlined text = juicy sentence

- 16 follow nutrients into the body and pump a giant heart.
- 17 *The Sleep Center*—Discover why nothing can replace sleep
- 18 for good health and disease prevention.
- 19 *Play Center*—learn the power of pedaling, dancing, running,
- 20 bouncing and jumping together as a family.
- 21 *NYC Green Cart*—Meet the *Super Sprowtz™*, a team of super-
- 22 powered vegetable heroes and explore the benefits of fruits
- 23 and vegetables at this giant NYC Green Cart.

Eat Sleep Play: Building Health Every Day
By: cmom.org

Checking for Understanding

1. What exhibit should parents visit to get their children interested in healthy foods?
2. What is the purpose of the Eat Sleep Play exhibit?

Color Shows Mood

Vocabulary:

- mood – the way someone feels
- bright – a light and strong color
- energetic – having or showing energy
- calm – quiet; not excited
- primary – coming first
- secondary – coming second to something else
- intermediate – coming in the middle
- neutral – having no color that stands out

Notes:

Color Shows Mood

- 1 Artists use color to create patterns. Color can also show
- 2 different moods. Bright colors make us feel happy and
- 3 energetic. Dark colors make us feel calm or sad.
- 4 The primary colors are red, yellow, and blue. They are the
- 5 colors that can be mixed together to make different colors.
- 6 Mixing two primary colors makes a secondary color. The
- 7 secondary colors are orange, green, and violet (purple).
- 8 Orange is made by mixing yellow and red. Green is made
- 9 by mixing yellow and blue. Violet is made by mixing red
- 10 and blue. Intermediate colors can be made by mixing a

Notes:

- 11 primary and a secondary color together.³¹ Some
- 12 intermediate colors are blue violet and red orange. Black,
- 13 white, and gray are special colors. They are called neutral
- 14 colors.
- 15 Colors have been organized into a color wheel. It shows the
- 16 three primary colors, the three secondary colors, and the
- 17 six intermediate colors. Artists use the color wheel. It helps
- 18 them know which colors they want to use together.

Color Shows Mood
By: Unknown

Checking for Understanding

- . What kinds of colors make us feel calm?
- . What are secondary colors?

Food is Our Fuel

Vocabulary:

- energy – the ability to be able to do things and be active
- machine – a system that works together to do something
- gasoline – a liquid that can be used in cars to make them run
- prey – an animal that is hunted by another animal

Notes:

Food is Our Fuel

- 1 Everything that is alive needs energy. All animals get the energy they need from food. People are animals. Think about the human body as an amazing machine. It can do all kinds of things for us. Food is the fuel that helps keep the amazing machine running.
- 2 Plants use sunlight to make their own food. Animals are not able to do that. Some animals eat plants. Some animals eat other animals as meat. Some animals, like people, eat both plants and animals.
- 3 Since plants make their own food using sunlight, the sun's energy is found in plants.³² The sun's energy is very strong.
- 4 It loses a lot of its strength by the time it goes into a plant.

Notes:

- 5 When we eat plants, we get more of the sun's energy than

³² Underlined text = juicy sentence

- 6 when we eat animals. That's why it is good to eat fruits and vegetables. When an animal eats a plant, the energy is less strong. The animal also used its energy to find the plant to eat. When a second animal eats the first animal, it gets even less energy than the first animal got. The second animal used a lot of energy to chase its prey.
- 7 Like a car that has to be filled with gasoline, living things have to eat again and again. Instead of gasoline, living things use food as fuel.

Food is Our Fuel
By: Unknown

Checking for Understanding

1. Where do plants get their energy?
2. Where do people get their energy?

Nibsy's Christmas
By: Jacob August Riis

Vocabulary:

Notes:

- glimpse – to take a quick look
- affording – being able to do something
- pane – part of a window glass
- dinner-pails – a bucket where workers would keep their dinner

Nisby's Christmas

1 It was Christmas Eve over on the East Side. Darkness was
2 closing in on a cold, hard day. The light that struggled
3 through the frozen windows of the delicatessen store, and
4 the saloon on the corner, fell upon men with empty dinner-
5 pails who were hurrying homeward, their coats buttoned
6 tightly, and heads bent against the steady blast from the
7 river, as if they were butting their way down the street.
8 Where the lamps in the delicatessen store made a mottled
9 streak of brightness across the flags, two little boys stood
10 with their noses flattened against the window. Their warm
11 breath made little round holes on the frosty pane, that
12 came and went, affording passing glimpses of the wealth
13 within, of the piles of smoked herring, of golden cheese, of
14 sliced bacon and generous, fat-bellied hams;³³ of the rows

Notes:

Nibsy's Christmas
By: Jacob August Riis

Checking for Understanding

1. Why was it difficult for the men to walk down the street?
2. What were the people in the town getting ready for?