Comprehension Passages

sequencing

Out of this World LITERACY

LEXILE

2 DIGITAL FORMATS!

SEQUENCING #1 Name: Date:

READ: The sequence of a text means the order in which events occur. Readers notice what happens first, next, and last in a text so they can make sure everything makes sense as they read. Read the passage. Answer the questions and then take the challenge!

Mind Freeze

"12!" Chris shouted. He always won in the weekly flashcard game.

"C'mon Jeff!" "Get Chris out!" the class cheered on Chris's opponent.

Chris knew he could easily beat Jeff. He wasn't worried about not knowing the answer quick enough. He noticed Jeff hold his hands where he could see his fingers. Jeff needed them to do his multiples on his hands. That would slow him down. Chris smiled to himself.

Jeff and Chris exchanged glances. Chris felt a little sad for Jeff because there was no way he would lose to him. Chris knew his multiplication tables as fast as lightning. He smiled again at Jeff.

They both turned their attention back to their teacher who was holding the flashcards in front of them. Chris got an idea. What if he didn't beat Jeff? Jeff was one of those kids who always took longer than others to do his homework. It wasn't because he was going slowly. It was hard for Jeff. Mrs. Timmons flipped over a new flashcard and Chris waited.

"16!" Jeff screamed after a few seconds. He threw his arms in the air and jumped up and down. He was thrilled to have beaten the regular flashcard champion.

Chris smiled. He felt good inside for giving Jeff a chance to win. The victory was more important for Jeff than it was for Chris.

"Way to go Jeff. I guess my mind froze for a second. You win," Chris said to congratulate Jeff.



RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What happened first in the story?
a. The class is reading.
b. Chris forgot the problem.
c. Chris wins the review game.
d. Chris shouts out the correct answer.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "Chris smiled to himself."
b. "That would slow him down."
c. "Chris knew he could easily beat Jeff."
d. "He always won in the weekly flashcard game."

2a. What was the last thing that happened in the story?
a. The teacher smiled at Jeff.
b. Chris won the game.
c. Chris congratulated Jeff.
d. The class celebrated.

2b. What evidence from the text best supports the answer you chose in 2a?
a. "It was hard for Jeff."
b. "He felt good inside for giving Jeff a chance to win."
c. "Mrs. Timmons flipped over a new flashcard."
d. "Way to go Jeff."

3. Which event solved the problem in the story?
a. Chris said the answer.
b. Chris decided to let Jeff win for a change.
c. The class played a game.
d. The boys exchanged looks.

WRITE: List 4 main events from the story in the order they occurred. *Type here:*

CHALLENGE: Use the codes to identify evidence that helps with sequencing.
**** drag the colors to words that match in the text.*

blue — First main event
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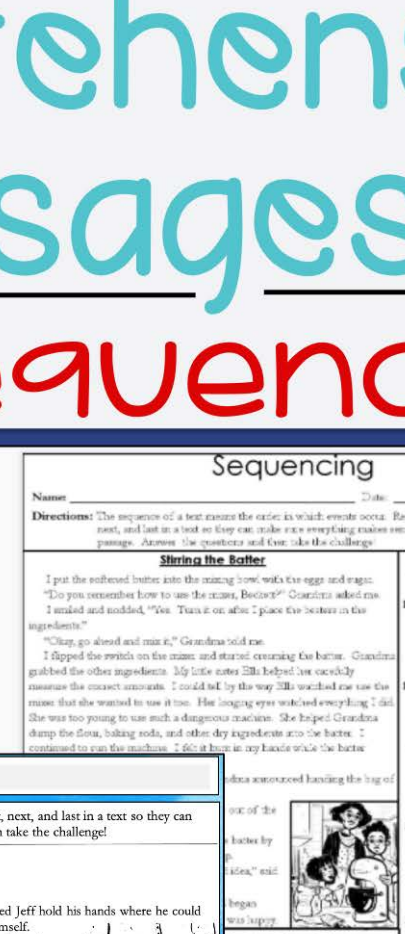
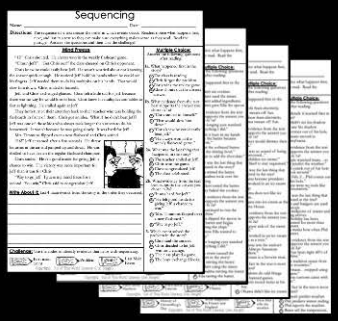
green — Last Main Event



4 TEXTS



PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on sequencing.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on sequencing.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on sequencing.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!

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VOLUME 17 – FOR PERSONAL AND COMMERCIAL USE

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Mind Freeze
(Level O)

Stirring the Batter
(Level M)

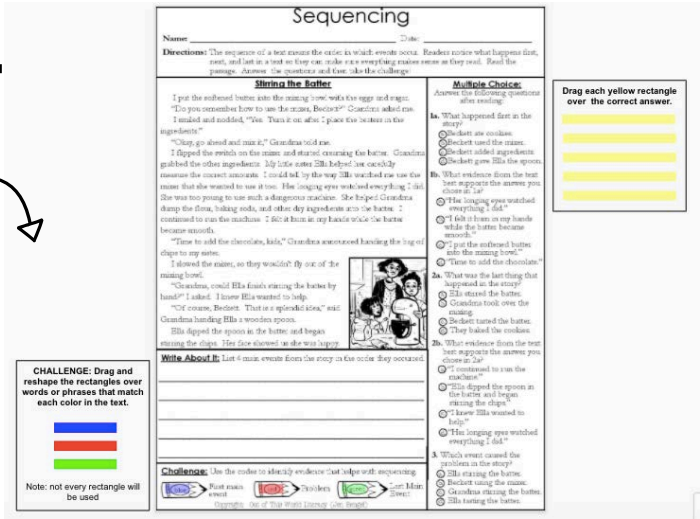
Presidential Quirks
(Level R)

Punxsatawney Phil: Myth or Legend?
(Level Q)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



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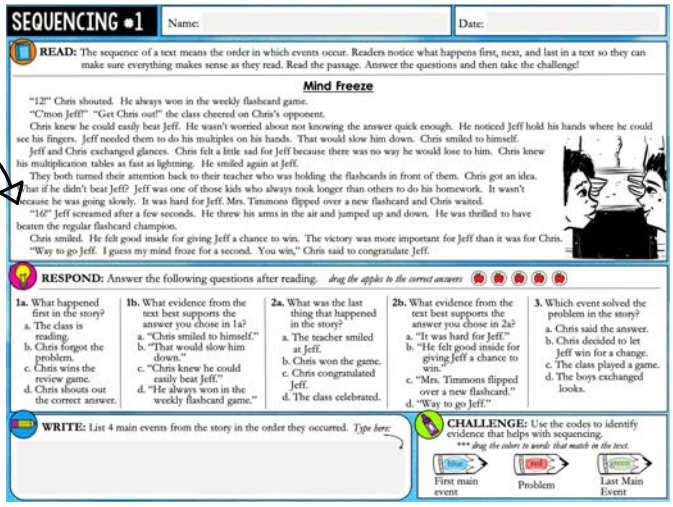
ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



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Sequencing

Name: _____ Date: _____

Directions: The sequence of a text means the order in which events occur. Readers notice what happens first, next, and last in a text so they can make sure everything makes sense as they read. Read the passage. Answer the questions and then take the challenge!

Presidential Quirks

Everyone does odd things. Some people have weird and fascinating fears. Some of these people include our presidents. Although they lead the country, they do not escape the crazy quirks.

Benjamin Harrison was terrified of being electrocuted. He was so scared of being electrocuted that he refused to touch light switches. He would not turn on or off the lights as he entered any room.

Harrison may have sworn off touching light switches, but another president swore off fun. James Polk and his wife did not allow games at the White House. They believed they needed to stay focused and games would distract their focus.

Abraham Lincoln is one of our most admired presidents. He liked to stay organized and didn't want to lose important documents. It is said that he stored important papers in his famous tall hat while he was wearing it.

Barack Obama was the nation's first African American president. Strangely, he does not like one of America's favorite treats. He dislikes ice cream. Obama explains this is because he worked in an ice cream shop as a teen. He grew sick of the sweet treat.



People have unusual behaviors. Even some of the most respected individuals in power in this country have showed some strange and odd traits.

Write About It: List 4 presidents and their quirks in the order they happened in the text.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify evidence that helps with sequencing.

blue → Facts about Harrison

red → Facts about Lincoln

green → Facts about Obama

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Multiple Choice:

Answer the following questions after reading:

1a. What happened first in the text?

ⓐ Lincoln fears electricity.
ⓑ Polk swears off fun.
ⓒ Harrison fears electricity.
ⓓ Obama swears off fun.

1b. What evidence from the text best supports the answer you chose in 1a?

ⓐ "Games would distract their focus."
ⓑ "He was so scared of being electrocuted..."
ⓒ "He dislikes ice cream."
ⓓ "He liked to stay organized."

2a. What was the last thing that happened in the text?

ⓐ Obama became president.
ⓑ He worked in an ice cream shop.
ⓒ Obama does not like ice cream.
ⓓ Obama eats ice cream at the White House.

2b. What evidence from the text best supports the answer you chose in 2a?

ⓐ "He grew sick of the sweet treat."
ⓑ "He worked in an ice cream shop as a teen."
ⓒ "Obama was the nation's first African American president."
ⓓ Ice cream is a favorite treat.

3. Which fact in the text is most important?

ⓐ Presidents do odd things.
ⓑ Polk banned games.
ⓒ Lincoln stored items in his hat.
ⓓ Obama didn't like ice cream.

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

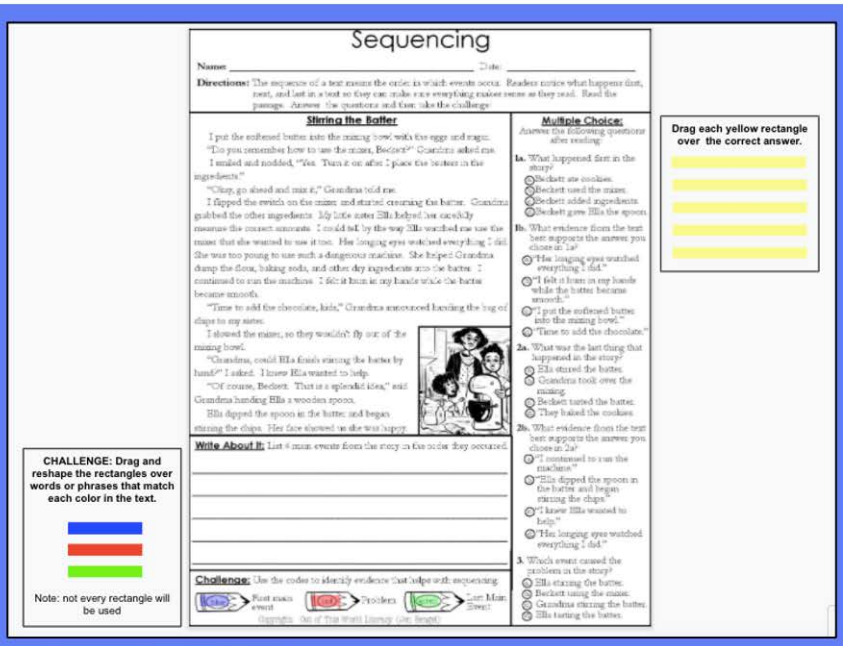
CUSTOM ILLUSTRATION

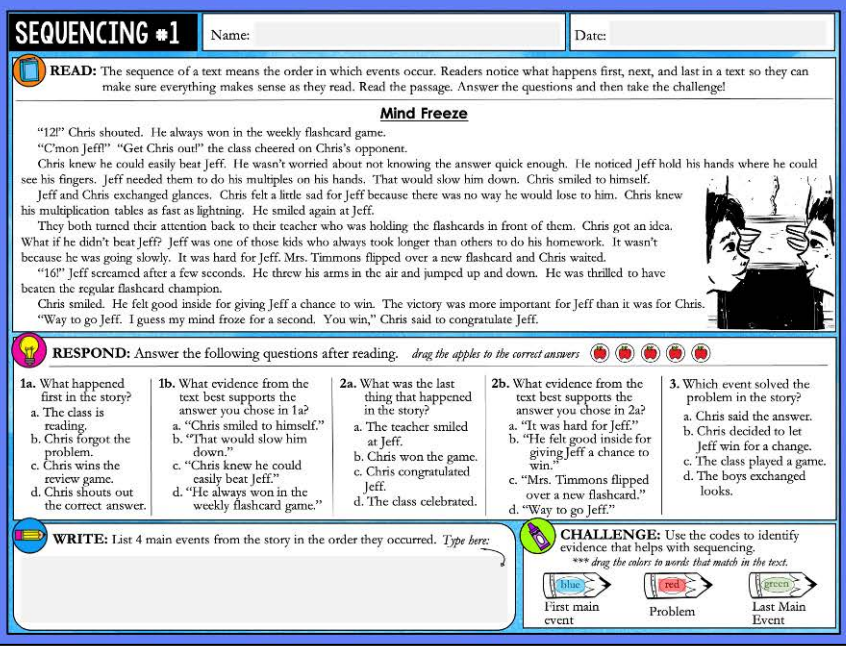
WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION





HORIZONTAL VERSION

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Recess Fun (Level N)	**Rehearsal Surprise** (Level L)
The Mayflower (Level N)	**Pumpkins** (Level Q)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Recess Fun (Level N)	**Rehearsal Surprise** (Level L)
The Mayflower (Level N)	**Pumpkins** (Level Q)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Mind Freeze	245	Fiction	Sequencing	630L	O	3.5
Stirring the Batter	228	Fiction	Sequencing	570L	M	3.1
Presidential Quirks	212	NF	Sequencing	750L	R	4.5
Punxsatawney Phil: Myth or Legend?	261	NF	Sequencing	700L	Q	4.0

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Mind Freeze	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.7d Retell and paraphrase texts in ways that maintain meaning and logical order.
Passage 2: Stirring the Batter	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.7d Retell and paraphrase texts in ways that maintain meaning and logical order.
Passage 3: Presidential Quirks	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.7d Retell and paraphrase texts in ways that maintain meaning and logical order.
Passage 4: Punxsatawney Phil: Myth or Legend?	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.7d Retell and paraphrase texts in ways that maintain meaning and logical order.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Mind Freeze	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.7d Retell and paraphrase texts in ways that maintain meaning and logical order.
Passage 2: Stirring the Batter	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.7d Retell and paraphrase texts in ways that maintain meaning and logical order.
Passage 3: Presidential Quirks	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.7d Retell and paraphrase texts in ways that maintain meaning and logical order.
Passage 4: Punxsatawney Phil: Myth or Legend?	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.7d Retell and paraphrase texts in ways that maintain meaning and logical order.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Mind Freeze	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.7d Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
Passage 2: Stirring the Batter	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.7d Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
Passage 3: Presidential Quirks	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.7d Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
Passage 4: Punxsatawney Phil: Myth or Legend?	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.7d Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Mind Freeze	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.7d Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
Passage 2: Stirring the Batter	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.7d Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
Passage 3: Presidential Quirks	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.7d Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
Passage 4: Punxsatawney Phil: Myth or Legend?	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.7d Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Mind Freeze	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.6d Paraphrase and summarize texts in ways that maintain meaning and logical order.
Passage 2: Stirring the Batter	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.6d Paraphrase and summarize texts in ways that maintain meaning and logical order.
Passage 3: Presidential Quirks	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.6d Paraphrase and summarize texts in ways that maintain meaning and logical order.
Passage 4: Punxsatawney Phil: Myth or Legend?	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.6d Paraphrase and summarize texts in ways that maintain meaning and logical order.

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SEQUENCING #1

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Date:

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Mind Freeze

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"C'mon Jeff!" "Get Chris out!" the class cheered on Chris's oppone[illegible]

Chris knew he could easily beat Jeff. He wasn't worried ab[illegible]ing the answer quick enough. He noticed Jeff hold his hands where he could see his fingers. Jeff needed them to do his multiples on [illegible]. That would slow him down. Chris smiled to himself.

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1b. What evidence from the text best supports the answer you chose in 1a?
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- b. "That would slow him down."
- c. "Chris knew he could easily beat Jeff."
- d. "He always won in the weekly flashcard game."

2a. [illegible] thing that happened in the story?
- a. The teacher s[illegible]d at Jeff.
- b. Chr[illegible] game.
- c. [illegible] congra[illegible]ated J[illegible]
- d. The class celeb[illegible]

2b. What evidence from the text best supports the answer you chose in 2a?
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3. Which event solved the problem in the story?
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SAMPLE

Sequencing

Name: Answer Key Date: _____

Directions: The sequence of a text means the order in which events occur. Readers notice what happens first, next, and last in a text so they can make sure everything makes sense as they read. Read the passage. Answer the questions and then take the challenge!

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"Way to go Jeff. I guess my mind froze for a second. You win," Chris said to congratulate Jeff.

Write About It: List 4 main events from the story in the order they occurred.

Answer should include 4 events listed in the order they occurred in the story.

Challenge: Use the codes to identify evidence that helps with sequencing.

blue — First main event

red — Problem

green — Last Main Event

Multiple Choice:

Answer the following questions after reading:

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(a) The teacher smiled at Jeff.
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(c) Chris congratulated Jeff.
(d) The class celebrated.

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Sequencing

Name: Answer Key Date: _____

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Stirring the Batter

I put the softened butter into the mixing bowl with the eggs and sugar.

"Do you remember how to use the mixer, Beckett?" Grandma asked me.

I smiled and nodded, "Yes. Turn it on after I place the beaters in the ingredients."

"Okay, go ahead and mix it," Grandma told me.

I flipped the switch on the mixer and started creaming the batter. Grandma grabbed the other ingredients. My little sister Ella helped her carefully measure the correct amounts. I could tell by the way Ella watched me use the mixer that she wanted to use it too. Her longing eyes watched everything I did. She was too young to use such a dangerous machine. She helped Grandma dump the flour, baking soda, and other dry ingredients into the batter. I continued to run the machine. I felt it hum in my hands while the batter became smooth.

"Time to add the chocolate, kids," Grandma announced handing the bag of chips to my sister.

I slowed the mixer, so they wouldn't fly out of the mixing bowl.

"Grandma, could Ella finish stirring the batter by hand?" I asked. I knew Ella wanted to help.

"Of course, Beckett. That is a splendid idea," said Grandma handing Ella a wooden spoon.

Ella dipped the spoon in the batter and began stirring the chips. Her face showed us she was happy.



Write About It: List 4 main events from the story in the order they occurred.

Answer should include 4 events listed in the order they occurred in the story.

Challenge: Use the codes to identify evidence that helps with sequencing.

blue First main event

red Problem

green Last Main Event

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Multiple Choice:

Answer the following questions after reading:

1a. What happened first in the story?

ⓐ Beckett ate cookies.
ⓑ Beckett used the mixer.
● Beckett added ingredients.
ⓓ Beckett gave Ella the spoon.

1b. What evidence from the text best supports the answer you chose in 1a?

ⓐ "Her longing eyes watched everything I did."
ⓑ "I felt it hum in my hands while the batter became smooth."
● "I put the softened butter into the mixing bowl."
ⓓ "Time to add the chocolate."

2a. What was the last thing that happened in the story?

● Ella stirred the batter.
ⓑ Grandma took over the mixing.
ⓒ Beckett tasted the batter.
ⓓ They baked the cookies.

2b. What evidence from the text best supports the answer you chose in 2a?

ⓐ "I continued to run the machine."
● "Ella dipped the spoon in the batter and began stirring the chips."
ⓒ "I knew Ella wanted to help."
ⓓ "Her longing eyes watched everything I did."

3. Which event caused the problem in the story?

ⓐ Ella stirring the batter.
● Beckett using the mixer.
ⓒ Grandma stirring the batter.
ⓓ Ella tasting the batter.

Sequencing

Name: Answer Key Date: _____

Directions: The sequence of a text means the order in which events occur. Readers notice what happens first, next, and last in a text so they can make sure everything makes sense as they read. Read the passage. Answer the questions and then take the challenge!

Presidential Quirks

Everyone does odd things. Some people have weird and fascinating fears. Some of these people include our presidents. Although they lead the country, they do not escape the crazy quirks.

Benjamin Harrison was terrified of being electrocuted. He was so scared of being electrocuted that he refused to touch light switches. He would not turn on or off the lights as he entered any room.

Harrison may have sworn off touching light switches, but another president swore off fun. James Polk and his wife did not allow games at the White House. They believed they needed to stay focused and games would distract their focus.

Abraham Lincoln is one of our most admired presidents. He liked to stay organized and didn't want to lose important documents. It is said that he stored important papers in his famous tall hat while he was wearing it.

Barack Obama was the nation's first African American president. Strangely, he does not like one of America's favorite treats. He dislikes ice cream. Obama explains this is because he worked in an ice cream shop as a teen. He grew sick of the sweet treat.

People have unusual behaviors. Even some of the most respected individuals in power in this country have showed some strange and odd traits.



Write About It: List 4 presidents and their quirks in the order they happened in the text.

Answer should include each president and their quirks in the order they are shared in the text.

Challenge: Use the codes to identify evidence that helps with sequencing.

blue Facts about Harrison | red Facts about Lincoln | green Facts about Obama

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Multiple Choice:

Answer the following questions after reading:

1a. What happened first in the text?
- (a) Lincoln fears electricity.
- (b) Polk swears off fun.
- (c) Harrison fears electricity.
- (d) Obama swears off fun.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a) "Games would distract their focus."
- (b) "He was so scared of being electrocuted..."
- (c) "He dislikes ice cream."
- (d) "He liked to stay organized."

2a. What was the last thing that happened in the text?
- (a) Obama became president.
- (b) He worked in an ice cream shop.
- (c) Obama does not like ice cream.
- (d) Obama eats ice cream at the White House.

2b. What evidence from the text best supports the answer you chose in 2a?
- (a) "He grew sick of the sweet treat."
- (b) "He worked in an ice cream shop as a teen."
- (c) "Obama was the nation's first African American president."
- (d) Ice cream is a favorite treat.

3. Which fact in the text is most important?
- (a) Presidents do odd things.
- (b) Polk banned games.
- (c) Lincoln stored items in his hat.
- (d) Obama didn't like ice cream.

Sequencing

Name: Answer Key Date: _____

Directions: The sequence of a text means the order in which events occur. Readers notice what happens first, next, and last in a text so they can make sure everything makes sense as they read. Read the passage. Answer the questions and then take the challenge!

Punxsatawney Phil: Myth or Legend?

On February 2 in Punxsatawney, Pennsylvania, the groundhog named Phil comes out of his hole. He lets all of America know whether or not winter is coming to an end or if it will drag on longer. Is Phil really able to predict the weather?

Groundhog's Day is a tradition in America that came from Europe. Before people were able to turn the TV to hear the weather report, they had to use animals to help them. There were no tools like thermometers to give the temperature. Animals were able to help people see patterns and changes. In France and England, the people watched bears and their actions to help predict the weather. In Germany, a badger would give the forecast. As settlers came to America from Europe, these customs came with them.

The Germans that arrived in America stopped using badgers and looked to groundhogs instead. At the midpoint of winter and spring, the groundhog named Phil crawls out of his hole to look around. If Phil is scared by his shadow and runs back into his hole, the legend says that there is six more weeks of winter. If Phil does not, spring is coming.



Groundhog's Day has been celebrated in America for over a century. The tradition stems from other countries in the world. The records which have been kept show he has been right about 40% of the time.

Do you think that is enough to say a groundhog can help people know whether winter is ending or not? Is Punxsatawney Phil a myth or a legend?

Write About It: List 4 main events from the texts in the order they occurred.

Answer should include 4 events listed in the order they occurred in the text.

Challenge: Use the codes to identify evidence that helps with sequencing.

- blue: History of Groundhog's Day
- red: What happened in France and England
- green: How Phil tells the weather

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Multiple Choice:

Answer the following questions after reading:

1a. What details is learned first in the text?
- (a) Phil didn't see his shadow.
- (b) Phil saw his shadow.
- (c) Phil comes out of his hole.
- (d) Germans moved to Pennsylvania.

1b. What evidence from the text best supports the answer you chose in 1a?
- (a) "People watched bears…to help predict the weather."
- (b) "Phil crawls out of his hole to look around."
- (c) "On Feb. 2…Phil comes out of his hole."
- (d) "There were no tools like thermometers."

2a. What was the last thing that happened in the text?
- (a) Bears and badgers are used in Europe.
- (b) The midpoint of winter and spring arrives.
- (c) The holiday has been celebrated for more than 100 years.
- (d) Data tracks how often Phil is correct.

2b. What evidence from the text best supports the answer you chose in 2a?
- (a) "He has been right 40% of the time."
- (b) "The tradition stems from other countries."
- (c) "Germans…stopped using badgers."
- (d) "These customs came with them."

3. Which fact in the text is most important?
- (a) Animals predict weather.
- (b) Phil predicts winter ending.
- (c) Phil reports the weather.
- (d) Bears tell the temperature.