

# THE WILD RIDE

Jeremy's babysitter gripped the phone and held her breath in **suspense** as she dialed. Jeremy wondered, would the line work? Would his babysitter be able to tell his mother to come home early because his sister, Lissy, had a terrible stomachache? *Beep. Beep. Beep.* The phone lines were down. So despite his fright, Jeremy had no choice. While the babysitter stayed with his sister, he would have to bike down the street to his neighbor's house to get his mother.

Jeremy lifted the curtain and peered **warily** out the window. Rain was pouring down in sheets. He was **tentative** about going out into the downpour. He thought of all the **hazards** he might face. Then he thought of how Mom would help Lissy feel better, and he quickly got ready to go. He put on a rain jacket and zipped it up. Then he put on his helmet. Soon, he was walking his bike down the driveway.

Jeremy **hesitated** before riding down the sidewalk. Water was pouring into his eyes. The wind was howling and blowing leaves in every direction. Jeremy felt scared, and his courage **faltered** for a moment. But the thought of his sick sister kept him moving.

Jeremy picked up his pace, not slowing until he saw something looming in the rain. At the sight of the unknown danger, he **balked**. He came to a stop and thought about giving up. But then he stomped on the pedals and rolled forward. When he got near the looming thing, he found it was only a large garbage can that had blown into the street!

Jeremy pedaled even faster. He had only two more blocks to go. Suddenly, there was a bright flash that lit up the whole street. He braked to a stop, his heart pounding. The lightning had **shaken** him. "Would it be best to just turn around and go home?" Jeremy wondered aloud.

Then he heard a loud crack of thunder. He realized the thunder had come about ten seconds after the lightning. That meant the lightning was at least ten miles away. No longer fearful, Jeremy started pedaling again.

For the rest of the ride, the rain pounded, the wind blew, and lightning flashed. But Jeremy never stopped. He had found his **nerve** and strength. He wouldn't let anything get in the way of reaching his mom and going home to Lissy.

**COMPREHENSION** What helps Jeremy keep biking even though he is afraid of the storm? What words tell you how he feels at different times?

Days 1 and 2

"The Wild Ride," Vol. 2, pp. 42–43

# Susan B. Anthony

Susan B. Anthony was born in 1820. A lot of things in the United States were different back then. For example, people did not have equal rights. In fact, the only people who were allowed to vote were white men who owned property.

Susan's parents believed in equal rights for all people. They taught Susan to share in this belief of **tolerance** for everyone. They also encouraged her to get a good education.

Susan went to college and, in 1839, became a teacher. She was a talented teacher, and within a few years she became an assistant principal. This was an important position, but she was only allowed to be in charge of the female students. Susan was paid much less money than the male teachers were paid. She had reached a **barrier** in her profession. She could not gain a higher position because she was a woman. She **objected** to the different treatment of men and women, so she quit teaching in 1849. Her new job would be to fight for equal rights.

Susan joined a group of people who wanted to change the negative way people thought and acted by using **compromise** and **negotiation**. This meant that they would have to give something in order to get something in return. The group talked about how to **resolve** problems. They wanted to change laws to make things equal for all people.

Soon, Susan was writing articles and speaking at conferences. She began a newspaper called *The Revolution*. Then, in 1872, she voted in the presidential election. At that time, it was still illegal for women to vote, so she was arrested and put on trial. At the trial, Susan argued that voting was the legal right of all citizens of the United States. The judge found her guilty and ordered her to pay one hundred dollars. Susan answered by saying, "I will never pay a dollar of your unjust penalty." She then gave a powerful speech. It encouraged the people fighting for women's rights to keep working toward their goal.

In 1920, a law was passed that gave all women in the United States the right to vote. This was fourteen years after Susan B. Anthony's death. She is now remembered for having **coaxed** the equal rights movement along and for dedicating her life to it. Her courage to argue powerfully against her **foes** inspired the people who continued her fight for equal rights.

**COMPREHENSION** What was Susan B. Anthony's goal throughout her life? What words about disagreements did you hear in this story?

Days 3 and 4

"Susan B. Anthony," Vol. 2, pp. 44–45

## Assessment

Pretest/Posttest Administration p. 87

Pretest/Posttest Blackline Masters pp. 142–143

T52 • Curious About Words

## Day 1

### Introduce Meanings

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 142–143. Use page 87 to administer the test.

**Explain** Write each word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

### Words About Fear

**balked** v. stopped short *The deer balked when it saw the bear.*

**falter** v. to stop because of fear *I climb up, but I falter when I see the ground far below.*

**hazard** n. a danger *The forest fire was a hazard to the town.*

**hesitated** v. paused *I hesitated before tasting the medicine.*

**nerve** n. boldness or bravery *She didn't have the nerve to speak before a big audience.*

**shaken** v. made upset or disturbed *The bad news had shaken me more than I realized.*

**suspense** n. uncertainty *The students waited in suspense for the test results.*

**tentative** adj. unsure, not confident *He said he could climb the tree, but his voice sounded tentative.*

**warily** adv. cautiously, carefully *She walked warily along the narrow path.*

**Discuss** Guide children to see the relationship between each word and the category.

**Read Aloud** Explain that you will read a story about riding a bike in a rainstorm. Then read aloud "The Wild Ride." Discuss the Comprehension questions.

## Day 2

### Categorize and Classify

**Reread and Explain** Reread "The Wild Ride." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Hazards	
Fearful Feelings	Fearful Actions
shaken	balked
suspense	falter
tentative	hesitated
warily	

1. If something is frightening, what do you need to face it? (**nerve**)
2. How might a shy person feel when asked to give a speech in front of a lot of people? What might this person do? (**Sample answers: Feel: tentative; shaken; Do: balk; hesitate**)



## Day 3

## Introduce Meanings

**Explain** Write each word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

## Words About Disagreements

**barrier** *n.* something that blocks you from getting what you want *The rain was a barrier to playing outside.*

**coaxed** *v.* persuaded gently *The mother coaxed her son to eat his vegetables.*

**compromise** *n.* an agreement where two sides each give up something *It's better to reach a compromise than to fight.*

**foes** *n.* enemies *A war is fought between two foes.*

**negotiation** *n.* a discussion to reach an agreement *My sister and I had a negotiation about how to share the new bicycle.*

**objected** *v.* disagreed or disliked *The children objected to going to bed early.*

**resolve** *v.* to solve *They were able to resolve the argument.*

**revolution** *n.* a large and important change *The invention of the automobile created a revolution.*

**tolerance** *n.* acceptance and respect *We should have tolerance for the beliefs of all people.*

**Discuss** Guide children to see the relationship between each word and the category.

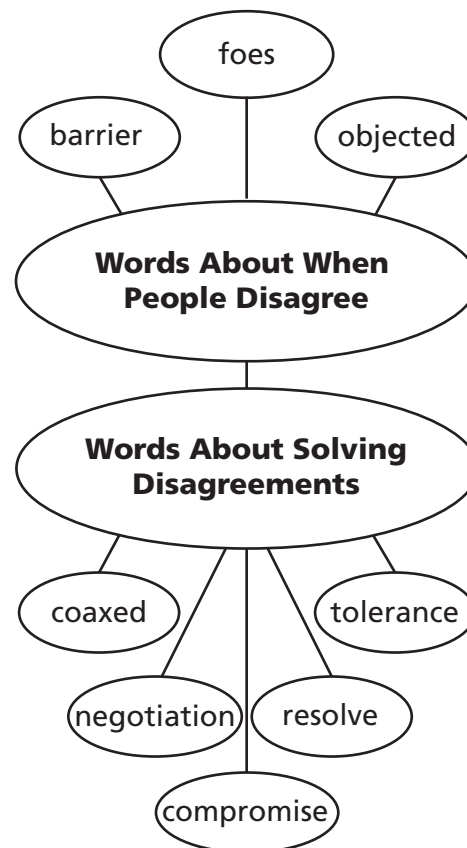
**Read Aloud** Explain that you will read aloud a story about Susan B. Anthony. Then read aloud "Susan B. Anthony." Discuss the Comprehension questions.

## Day 4

## Categorize and Classify

**Reread and Explain** Reread "Susan B. Anthony." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. What are some other words that have the same meaning as **foes**? (Sample answer: **enemies, opponents**)
2. A **compromise** can happen at the end of a \_\_\_\_\_. (**negotiation**)
3. What word might you use to describe a big change in the way people live? (**revolution**)

## Day 5

## Deepen Understanding

**Review** Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

**Guide Partner Activities** Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

**Role-Play** Work with a partner. Pretend you have a disagreement. Then have a **negotiation**. Try to **coax** each other to work out a **compromise**.

**Examples** Name two things you want but do not have. Then list the **barriers** to getting them.

**Describe** Describe one thing you feel **tentative** about doing. Explain why it makes you **falter** or **hesitate**. Have you ever tried to do it and then **balked**?

**Write** Write about a time when you **objected** to doing something. Explain why you objected and how you **resolved** the problem.

**Describe** Have you ever felt **suspense** while watching a movie? Tell your partner about the movie. Use these words: **hazard, nerve, shaken, warily**.

**Write** Write a story about two **foes** who learn **tolerance** for each other. Make sure your story has a beginning, middle, and end.

**Discuss** Suppose children went to school at night and slept during the day. In what ways might this **revolution** change your life? Discuss this with a partner.

**Assess** To assess, copy and distribute the **Pretest/Posttest** on pages 142–143. Use page 87 to administer the test. Compare scores with Day 1 assessment.