

APRil

fluency passages

Earth Day Every Day

"Next week is when we celebrate Earth Day," my teacher said as she called the class to order. "I would like to do something special this year. 'What is Earth Day?' I asked, raising my hand. 'Earth Day,' she continued, 'is a day when we celebrate the earth and do things to help and take care of it.' 'Shouldn't we do things to help take care of the earth ever day?' I queried. 'Yes, that is a good point,' she said. Maybe this year we can think of something we can do, and then continue to do it all through the year. The class all concurred that was a great idea. 'Maybe we could pick up trash off the playground once a week at recess,' Lilly offered. 'Maybe we could put someone in charge of turning out the lights when we leave the classroom,' Juan suggested. 'Let's make a bin to put bottles in for recycling instead of throwing them away,' Lina mentioned. 'Actually, we could do all of those things!' I chimed in enthusiastically. 'Yes!' cheered the class. It looks like every day will be Earth Day in Room 116.

Comprehension
1 What did the teacher say

What do you think the

do you think th

some of

nt

	1st	2nd	3rd
WRR			



APRIL

Fluency Passages

- 1 An April Fool's Day Surprise
- 2 Earth Day Every Day
- 3 My First Poem
- 4 Fair is Fair
- 5 I Love My Zoo
- 6 All About Earth Day
- 7 Fabulous Frog Facts
- 8 Spring is a Time of Change
- 9 Hooray Hooray for Arbor Day!
- 10 At the Aquarium

TAKING A CLOSER LOOK

Fluency Passages

Word Count

30 Monthly
Thematic
Titles

Encourage
students to
improve each
time they
read!

Name _____ Date _____

Earth Day Every Day

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she called the class to order. "I would like to do something special 25
this year. "What is Earth Day?" I asked, raising my hand. "Earth 37
Day," she continued, "is a day when we celebrate the earth and 49
do things to help and take care of it." "Shouldn't we do things to 63
help take care of the earth every day?" I queried. "Yes, that is a 77
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we can do, and then continue to do it all through the year." 102
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pick up trash off the playground once a week at recess," Lilly 126
offered. "Maybe we could put someone in charge of turning out 137
the lights when we leave the classroom," Juan suggested. 146
"Let's make a bin to put bottles in for recycling instead of 158
throwing them away," Lina mentioned. "Actually, we could do all 168
of those things!" I chimed in enthusiastically. "Yes!" cheered the 178
class. It looks like every day will be Earth Day in Room 116. 191

	1st	2nd	3rd
WRR			
Errors			



TAKING A CLOSER LOOK

Comprehension Questions

Name _____

Date _____

Comprehension Questions: Earth Day Every Day

1. What did the teacher say Earth Day is?

2. What do you think the word "queried" means?

3. What do you think the word "concurred" means?

4. What were some of the ideas the class had to celebrate Earth Day?

5. What does the author mean when they say that "every day will be Earth Day in Room 116"?

6. What kinds of things could you do on Earth Day?

Comprehension
Questions for
Each Passage

Higher-level
and text-
dependent
questions!

Fill in the missing numbers from these sums.

1 10 less than 2609 = 2599

2 1000 more than 7890 = 8890

3 $3678 - \underline{1000} = 2678$

4 100 less than 6088 = 5988

5 $5601 - \underline{10} = 5591$

6 1 more than 3999 = 4000

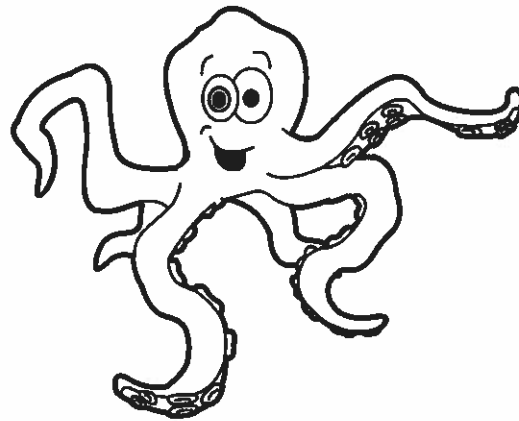
7 1 less than 3672 = 3671

8 $9817 - \underline{10} = 9807$

9 $2119 - \underline{100} = 2019$

10 $8062 - 100 = \underline{7962}$

11 $7201 - 100 = \underline{7101}$



Look at the number 4017.

a Add 10 more = 4027

b What is 10 less? = 4007

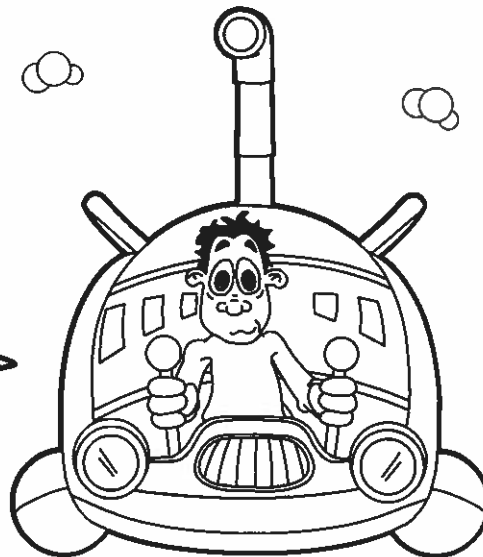
c 1000 less = 3017

d 100 more = 4117

e 1 less = 4016

f 100 less = 3917

g 1000 more = 5017



Use a written method to solve the division questions.

1 $484 \div 4 =$ 1 2 1

$$\begin{array}{r} 4 \overline{) 484} \\ 4 \\ \hline 8 \\ 8 \\ \hline 4 \\ 4 \\ \hline 0 \\ 0 \\ \hline 0 \end{array}$$

2 $624 \div 3 =$ 2 0 8

$$\begin{array}{r} 3 \overline{) 624} \\ 6 \\ \hline 2 \\ 0 \\ \hline 4 \\ 3 \\ \hline 1 \\ 0 \\ \hline 0 \end{array}$$



Klara has some orders to make at the pet shop.
Help her by solving these problems.

(a)

There are 852 bags of rabbit food to be delivered to 4 stores. Each store will get the same number of bags. How many bags will Klara's store receive?

$$\begin{array}{r} 213 \\ 4 \overline{) 852} \\ 8 \\ \hline 5 \\ 4 \\ \hline 12 \\ 12 \\ \hline 0 \end{array}$$

(b)

There are 721 hamster cages that need to be shared equally between 7 stores. How many will each store receive?

$$\begin{array}{r} 103 \\ 7 \overline{) 721} \\ 7 \\ \hline 2 \\ 0 \\ \hline 1 \\ 0 \\ \hline 0 \end{array}$$

(c)

There are 635 cans of dog food to be placed on 5 shelves. Each shelf will hold the same number of cans. How many cans will go on each shelf?

$$\begin{array}{r} 127 \\ 5 \overline{) 635} \\ 5 \\ \hline 13 \\ 10 \\ \hline 35 \\ 30 \\ \hline 5 \\ 5 \\ \hline 0 \end{array}$$

Answers: Math - Place Value

1. B
2. A
3. B
4. A
5. A
6. --
7. A
8. D
9. B
10. C

Explanations: Math - Place Value

1. The 4 in the square is in the hundreds place, so it represents 400.
The 4 in the circle is in the tens place, so it represents 40.

Since $400 = 40 \times 10$, the value of the 4 in the square is 10 times the value of the 4 in the circle.

2. The 4 in the square is in the thousands place, so it represents 4,000.
The 4 in the circle is in the hundreds place, so it represents 400.

Since $4,000 = 400 \times 10$, the value of the 4 in the square is 10 times the value of the 4 in the circle.

3. The 3 in 5,638 represents 30.

To find the number that is 10 times 30, add another 0 to the end of 30.

So, **300** is 10 times what the 3 represents in 5,638.

4. In 8,888, the value of the tens place is 80 and the value of the ones place is 8. To compare using division, divide the value of the tens place, 80, by the ones place, 8.

The value in the tens place is ten times the value in the ones place. So, the equation that correctly compares the tens and ones place is $80 \div 8 = 10$.

5. In 9,999, the value of the tens place is 90 and the value of the ones place is 9. To compare using division, divide the value of the tens place, 90, by the ones place, 9.

The value in the tens place is ten times the value in the ones place.

So, the equation that correctly compares the tens place and ones place is $90 \div 9 = 10$.

6. To compare 5 tens to 5 hundreds, start by showing the numeric value of each.

$$5 \text{ tens} = 50$$

$$5 \text{ hundreds} = 500$$

Next, figure out how to go between 50 and 500. When comparing place values, always use multiplication or division.

$$\begin{array}{rcl} 50 & \times & 10 = 500 \\ 500 & \div & 10 = 50 \end{array}$$

Since 5 tens **times 1 ten** is equal to 5 hundreds, then 5 hundreds is **ten times** the size of 5 tens

7. The 7 in 8,137 represents 7.

To find the number that is 10 times 7, add a 0 to the end of 7.

So, **70** is 10 times what the 7 represents in 8,137.

8. The 9 in 9,614 represents 9,000.

To find the number that is 10 times 9,000, add another 0 to the end of 9,000.

So, **90,000** is 10 times what the 9 represents in 9,614.

9. The 9 in the square is in the hundreds place, so it represents 900.
The 9 in the circle is in the tens place, so it represents 90.

Since $900 = 90 \times 10$, the value of the 9 in the square is 10 times the value of the 9 in the circle.

10. In 66,666, the value of the thousands place is 6,000 and the value of the hundreds place is 600. To compare using division, divide the value of the thousands place, 6,000, by the hundreds place, 600.

The value in the thousands place is ten times the value in the hundreds place.

So, the equation that correctly compares the thousands place and hundreds place is $6,000 \div 600 = 10$.

Hit and Miss

Worksheet A

- 1 bowled, metal, radio, council, except
- 2 Answers will vary.
- 3 wore, lost, blew, sold, felt
- 4 team, snack, pole, angel, cone



Spelling Challenge

lion, tiger, panther, wolf, zebra

Worksheet B

- 1 sword, piece, breath, meters, women
- 2 at a loose end: having nothing to do; feeling blue: feeling sad, unhappy, glum; frighten off: scare something away; phase in: introduce something slowly into use; comb the area: search for carefully
- 3 warn, seem, dairy, mayor, minor
- 4 Animal: snake, fowl, raven; Person: woman, mayor, miner; Thing: oar, sword, radio



Spelling Challenge

c o m f o r t a b l e

3 letters: ace, act, arc, are, arm, art, ate, bam, bar, bat, bet, boa, bra, cab, car, cat, cob, coo, cot, ear, eat, elf, elm, era, far, fat, foe, for, fro, lab, let, lot, mat, met, mob, moo, oaf, oar, oat, orb, ore, ram, rat, rob, roe, rot, tab, tar, tea, toe, too

4 letters: able, acre, aloe, atom, bale, balm, bare, beam, bear, beat, belt, blot, boar, boat, bolt, boom, boot, bore, brat, cafe, calf, calm, came, care, cart, clot, coal, coat, colt, comb, come, cool, core, corm, crab, cram, earl, face, fact, fame, fare, farm, fate, fear, feat, felt, flab, flat, flea, foal, foam, fool, foot, fore, form, fort, fret, from, lace, lamb, lame, late, leaf, left, loaf, lobe, loft, loom, loot, lore, mace, male, malt, mare, mart, mate, meal, meat, melt, moat, mole, moor, moot, more, oboe, oral, race, raff, rate, real, ream, roam, robe, role, roof, room, root, taco, tale, tame, teal, team, tear, term, tomb, tool, tore, tram

5 letters: abort, actor, afoot, after, alert, aloft, aloof, alter, amber, amble, blame, blare, bleat, bloat, bloom, brace, broom, cable, camel, carol, cater, clear, cleft, cobra, comet, coral, craft, crate, cream, fable, facet, farce, feral, flame, flare, float, floor, flora, focal, force, forte, frame, later, metal, metro, molar, moral, motel, motor, react, realm, robot, table, taboo, tamer, trace

Answers

1. A
2. D
3. A
4. A
5. C
6. C
7. A
8. B
9. D
10. B



Answers: Reading - Poems, Drama, and Prose

1. C
2. B
3. --
4. A
5. B
6. D
7. C
8. D
9. B
10. B

Explanations: Reading - Poems, Drama, and Prose

1. In poetry, some syllables sound louder or stronger than the others. That is what gives a poem or verse its meter. Meter is the pattern of which syllables sound strong and which ones do not. A stanza is a group of lines in a poem. Read the poem out loud. The first and the third stanza have the same meter. The odd lines have four beats; the even lines have three beats. In the second stanza, all the lines have three beats. For example, the third stanza sounds like: (Ta-DUH-da-DUH-da-DUH-da-DUH / ta-DUH-da-DUH-da-DUH / Ta-DUH-da-DUH-da-DUH-da-DUH / ta-DUH-da-DUH-da-DUH) Our DADDY LIKES the FERRIS WHEEL/ Do NOT ask HOW I FEEL! / Now, I am TALL eNOUGH for IT / I AM scared JUST a BIT.
2. In poetry, some syllables sound louder or stronger than the others. That's what gives a poem its meter. Meter is the pattern of which syllables sound strong and which ones do not. When you read the second and the fourth lines out loud, they sound like "Ta-DUH-da-DUH-da-DUH" ("And PLAY with BOB the CAT"). The second and the fourth lines in this poem both have three beats!
3. Unlike prose, poems often use rhythm and words that rhyme. Hence, the words **feeling** and **squealing**, and **lay** and **gray** are examples of rhyming words found in poetry.
4. Poetry is known for the way it uses rhymes. In each stanza of this poem, the first two lines end in the same rhyme. Remember that similes compare two unlike things using words "like" and "as." This poem does not have similes.
5. Many poems have a rhythm. A poet can create rhythm by making certain lines contain the same number of syllables. In this poem, all of the lines have the same rhythm. They have six syllables each.
6. Nonfiction text gives facts and true information. This passage gives facts and information about Inauguration Day. The passage is prose because it is written in sentences and paragraphs. It uses normal everyday language.
7. In poetry, some syllables sound louder or stronger than the others. That is what gives a poem its meter. Meter is the pattern of which syllables sound strong and which ones do not. Read the fifth line out loud. It sounds like "Ta-DUH-da-DUH-da-DUH-da-DUH" ("I POURED some KETCHUp ON my DRESS"). The fifth line has four beats in it! All the lines in this poem, except the repeated line, have the same number of syllables.
8. Poems are known for the way they use lines. This poem does not use similes. Not all poems have a fixed meter or a strong rhythm in all the stanzas.
9. Many poems have a rhythm. A poet can create rhythm by making certain lines contain the same number of syllables. In this poem, all of the lines have the same rhythm. Can you tell how many syllables there are in each line?
10. A stanza is a group of lines in a poem. Just like a story or an essay has paragraphs, a poem has stanzas. The poem has two stanzas which have four lines each.

Word Factory

Worksheet A

- 1 went, holiday; truck, hill; crabs, seashells; set, dinner; box, under
- 2 clown, cloud, bowl, burst, bird, gown, girl, fowl, foul, furl, first, town, turn
- 3 crowd, town; thousand, shouting; clown, trousers; rounding, brown; hour, mountains
- 4 Answers will vary. Examples: flower, shower, power, bower, cower; how, cow, now, bow, prow, brow; growl, howl, fowl; town, down, drown, crown, clown, gown, frown; our, hour, sour, flour



Spelling Challenge

poppy, rose, daisy, lily, daffodil

Worksheet B

- 1 outside, outboard, outline, outfit, outlaw; outdoors, outbreak, outskirts, outburst, outfield
- 2 first, third; circus, Thursday; skirt, curly; bird, turtle; purple, burst
- 3 turtle, shirt, shark, flower, crown
- 4 sour, mouth, purse, herd, caught



Spelling Challenge

m a r v e l o u s

3 letters: all, are, arm, ear, elm, era, oar, ore, our, ram, roe, rue, sea, sue, sum, use

4 letters: aloe, also, arms, earl, ears, elms, eras, lame, lore, lose, love, lure, male, mare, maul, meal, mole, more, move, mule, mull, muse, oars, oral, ores, ours, oval, over, rams, rave, real, ream, roam, role, roll, rose, rove, rule, sale, same, save, seal, seam, sear, sell, slam, slum, slur, soar, sole, some, sore, soul, sour, sure, user, vale, vase, veal

5 letters: amuse, arose, earls, laser, loser, louse, lover, loves, lures, males, mares, mauve, meals, molar, moles, moral, mores, mouse, mover, moves, mules, mural, ovals, raves, realm, reams, roams, roles, rouse, roves, rules, salve, saver, serum, slave, small, smear, smell, solar, solve, suave, vales, value, versa

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Spelling Challenge

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Worksheet B

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Spelling Challenge

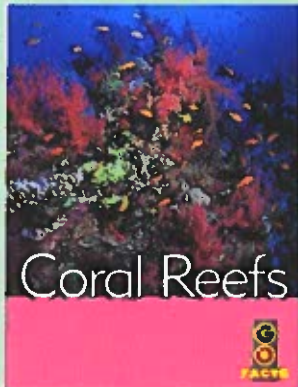
marvelous

3 letters: all, are, arm, ear, elm, era, oar, ore, our, ram, roe, rue, sea, sue, sum, use

4 letters: aloe, also, arms, earl, ears, elms, eras, lame, lore, lose, love, lure, male, mare, maul, meal, mole, more, move, mule, mull, muse, oars, oral, ores, ours, oval, over, rams, rave, real, ream, roam, role, roll, rose, rove, rule, sale, same, save, seal, seam, sear, sell, slam, slum, slur, soar, sole, some, sore, soul, sour, sure, user, vale, vase, veal

5 letters: amuse, arose, earls, laser, loser, louse, lover, loves, lures, males, mares, mauve, meals, molar, moles, moral, mores, mouse, mover, moves, mules, mural, ovals, raves, realm, reams, roams, roles, rouse, roves, rules, salve, saver, serum, slave, small, smear, smell, solar, solve, suave, vales, value, versa

Lesson 130 • Coral Reefs



Coral Reefs, pages 20-21

Level 26, Lexile 820L

A non-fiction, informative book written by Katy Pike and Garda Turner. Tropical reefs grow in warm, clear, tropical seas. They are home to many colorful and unusual plants and animals.

Comprehension strategy focus

Word Study: Vocabulary and usage: using context clues to understand complex vocabulary. Good readers think as they read. They ask and answer questions to help them focus and to build better understanding. Good readers use clues in the text to help them work out the meaning of unfamiliar words. Looking for key words in the questions and in the text will help students find the right answers.

The two worksheets for this lesson reinforce inferential comprehension skills by asking students to use clues in the text to work out complex vocabulary.

Online objectives

Students will:

- Predict actions and outcomes
- Understand the meanings of words
- Identify the main idea and find supporting details
- Make inferences
- Understand word meanings

State standards

CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text

CCSS.ELA-Literacy.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

CCSS.ELA-Literacy.L.4.4.a

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Online lesson sequence:

- *Vocabulary and Usage Video*: using clues in the text to understand complex vocabulary.
- *Cover Story*: predicts what the book will be about.
- *Dictionary*: understands the meaning of these **focus words**: polyp (noun), algae (plural noun), erosion (noun).
- *Main Idea and Details*: identifies the main idea and finds supporting details.
- *Making Inferences*: makes judgments based on clues in the text.
- *Key Words*: understands word meanings.
- *Fill in the Blanks*: identifies the main idea and finds supporting details.
- *Read the Extract*: *Coral Reefs* (pp. 20-21).
- *Comprehension Quiz*
- Map book *Polar Animals*, Chapter 5: *Arctic Foxes* is unlocked.

Online assessment

- Students complete a 16-question comprehension quiz. The quiz tests literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills. Example questions are:
 - *What causes the most damage to coral reefs?*
 - *What does it mean that the crown-of-thorns starfish is a natural predator?*
 - *Why do the coral plants stop growing?*

Additional writing response

Using information from the excerpt, write the text for a poster to encourage people to protect coral reefs.

Lesson book pages

