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# 180 DAYS<sup>TM</sup> of Reading for First Grade

# 1

Updated  
Edition

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit 4  
WEEK 3  
DAY  
4-5

### As You Read

Underline something that is fun or interesting. Share it with a friend or adult.

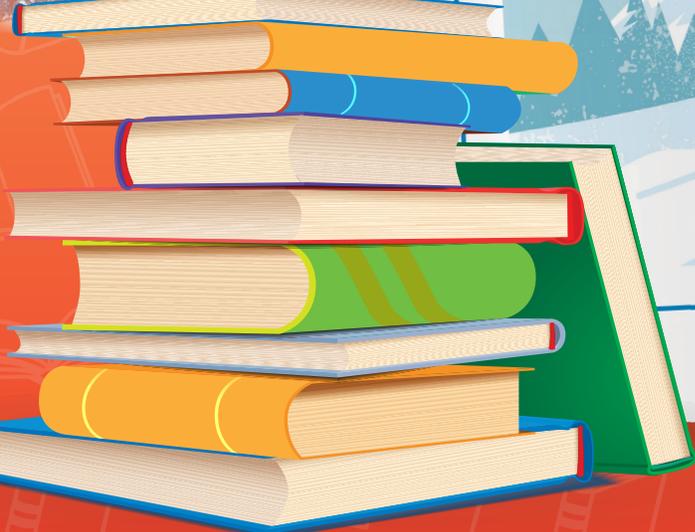
### Ski School

Zoe and Taj take skiing lessons the first day. First, they learn how to get up after a fall. They fall down a lot. But it is still fun. That afternoon, they ride the ski lift to the top of a small hill. Soon they can zip down the hill without falling. They are skiers!



135043—180 Days of Reading

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## 180 Days of Practice

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# Introduction

## The Need for Practice

To be successful in today’s reading classroom, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. According to Robert Marzano, “Practice has always been, and always will be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently” (2010, 83). Practice is especially important to help students apply reading comprehension strategies and word-study skills. *180 Days of Reading* offers teachers and parents a full page of reading comprehension and word recognition practice activities for each day of the school year.

# How to Use This Resource

## Unit Structure Overview

This resource is organized into twelve units. Each three-week unit follows a consistent format for ease of use.

### Week 1: Nonfiction

<b>Day 1</b>	Students read nonfiction and answer multiple-choice questions.
<b>Day 2</b>	Students read nonfiction and answer multiple-choice questions.
<b>Day 3</b>	Students read nonfiction and answer multiple-choice, short-answer, and open-response questions.
<b>Day 4</b>	Students read a longer nonfictional text, answer multiple-choice questions, and complete graphic organizers.
<b>Day 5</b>	Students reread the text from Day 4 and answer reading-response questions.

### Week 2: Fiction

<b>Day 1</b>	Students read fiction and answer multiple-choice questions.
<b>Day 2</b>	Students read fiction and answer multiple-choice questions.
<b>Day 3</b>	Students read fiction and answer multiple-choice, short-answer, and open-response questions.
<b>Day 4</b>	Students read a longer fictional text, answer multiple-choice questions, and complete graphic organizers.
<b>Day 5</b>	Students reread the text from Day 4 and answer reading-response questions.

### Week 3: Nontraditional Text

<b>Day 1</b>	Students read nontraditional text and answer multiple-choice and open-response questions.
<b>Day 2</b>	Students complete close-reading activities with paired texts from the unit.
<b>Day 3</b>	Students complete close-reading activities with paired texts from the unit.
<b>Day 4</b>	Students create their own nontraditional texts.
<b>Day 5</b>	Students write their own versions of the nontraditional text from Day 1.

# How to Use This Resource *(cont.)*

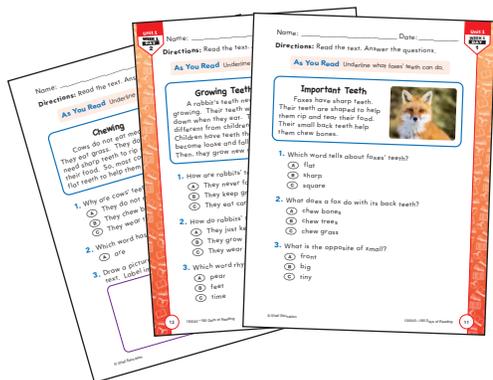
## Unit Structure Overview *(cont.)*

### Paired Texts

State standards have brought into focus the importance of preparing students for college and career success by expanding their critical-thinking and analytical skills. It is no longer enough for students to read and comprehend a single text on a topic. Rather, the integration of ideas across texts is crucial for a more comprehensive understanding of themes presented by authors.

Literacy specialist Jennifer Soalt has written that paired texts are “uniquely suited to scaffolding and extending students’ comprehension” (2005, 680). She identifies three ways in which paired fiction and nonfiction are particularly effective in increasing comprehension: the building of background knowledge, the development of vocabulary, and the increase in student motivation (Soalt 2005).

Each three-week unit in *180 Days of Reading* is connected by a common theme or topic. Packets of each week’s or each unit’s practice pages can be prepared for students.

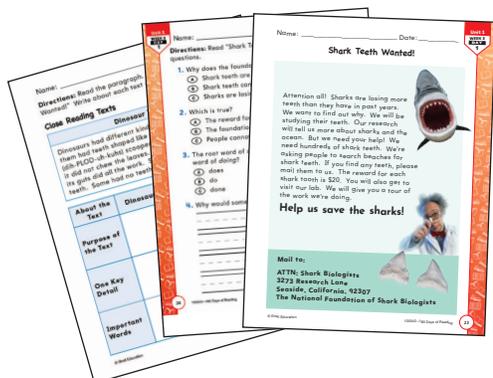


During Week 1, students read nonfictional texts and answer questions.

During Week 2, students read fictional texts and answer questions.



During Week 3, students read nontraditional texts (advertisements, poems, letters, etc.), answer questions, and complete close-reading and writing activities.



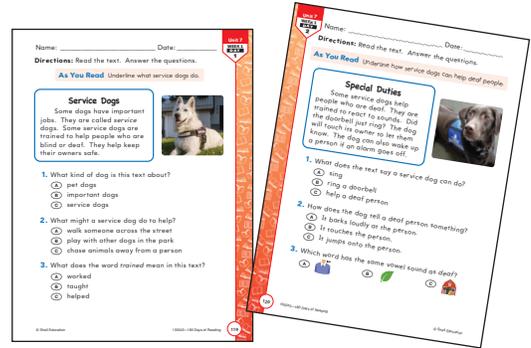
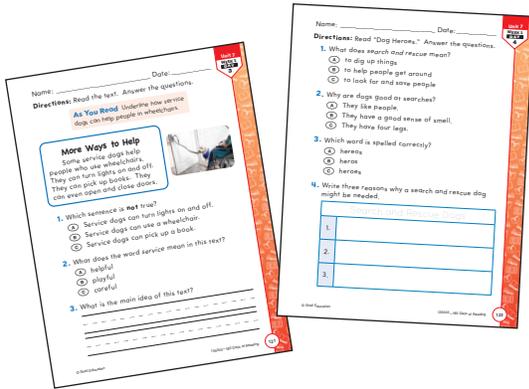
# How to Use This Resource *(cont.)*

## Student Practice Pages

Practice pages reinforce grade-level skills across a variety of reading concepts for each day of the school year. Each day's reading activity is provided as a full practice page, making them easy to prepare and implement as part of a morning routine, at the beginning of each reading lesson, or as homework.

## Practice Pages for Weeks 1 and 2

Days 1 and 2 of each week follow a consistent format, with a short text passage and multiple-choice questions.



Days 3 and 4 have a combination of multiple-choice, short-answer, and open-response questions.



On day 5, students complete text-based writing prompts.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**As You Read** Underline something that is new or interesting. Share it with a friend or adult.

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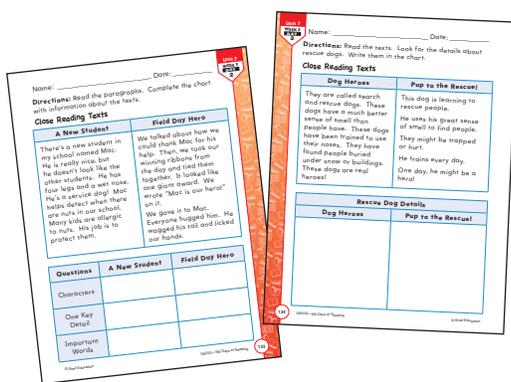
The As You Read activities give students a purpose for reading the texts and provide opportunities to practice various reading skills and strategies.

# How to Use This Resource *(cont.)*

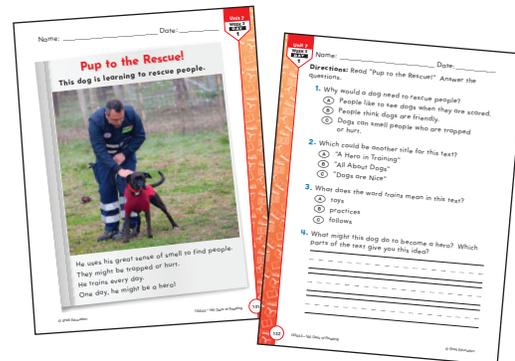
## Student Practice Pages *(cont.)*

### Practice Pages for Week 3

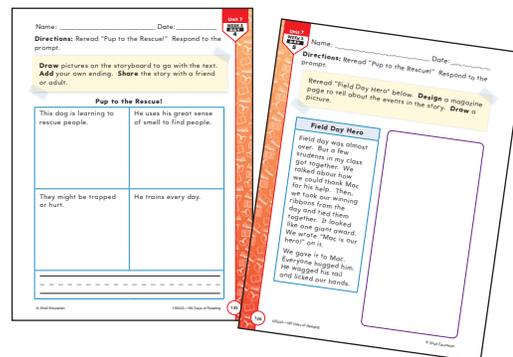
Day 1 of this week follows a consistent format, with a nontraditional text and multiple-choice and open-response questions.



On days 2 and 3, students engage in close-reading activities of paired texts. Students are encouraged to compare and contrast different aspects of the texts they read throughout the unit.



On days 4 and 5, students think about the texts in the unit, respond to a writing prompt, and construct their own versions of diverse texts. Students are encouraged to use information from texts throughout the unit to inspire and support their writing.



## Instructional Options

*180 Days of Reading* is a flexible resource that can be used in various instructional settings for different purposes.

- Use these student pages as daily warm-up activities or as review.
- Work with students in small groups, allowing them to focus on specific skills. This setting also lends itself to partner and group discussions about the texts.
- Student pages in this resource can be completed independently during center times and as activities for early finishers.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text. Answer the questions.**As You Read**

Underline what foxes' teeth can do.

## Important Teeth

Foxes have sharp teeth. Their teeth are shaped to help them rip and tear their food. Their small back teeth help them chew bones.



1. Which word tells about foxes' teeth?

- (A) flat
- (B) sharp
- (C) square

2. What does a fox do with its back teeth?

- (A) chew bones
- (B) chew trees
- (C) chew grass

3. What is the opposite of *small*?

- (A) front
- (B) big
- (C) tiny

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text. Answer the questions.**As You Read**

Underline the facts about children's teeth.

## Growing Teeth

A rabbit's teeth never stop growing. Their teeth wear down when they eat. This is different from children's teeth. Children have teeth that become loose and fall out. Then, they grow new teeth.



1. How are rabbits' teeth different from your teeth?
  - (A) They never fall out.
  - (B) They keep growing.
  - (C) They eat carrots.
2. How do rabbits' teeth wear down?
  - (A) They just keep growing.
  - (B) They grow in crooked.
  - (C) They wear down when rabbits eat.
3. Which word rhymes with *eat*?
  - (A) pear
  - (B) feet
  - (C) time

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text. Answer the questions.**As You Read**

Underline a fact that is new to you.

## Chewing

Cows do not eat meat. They eat grass. They do not need sharp teeth to rip and tear their food. So, most cows have flat teeth to help them chew.



1. Why are cows' teeth not sharp?
  - (A) They do not need to tear meat.
  - (B) They chew bones and grass.
  - (C) They wear them down by chewing grass.
2. Which word has the same vowel sound as *feet*?
  - (A) are
  - (B) tear
  - (C) meat
3. Draw a picture that shows the main idea of this text. Label important parts of the picture.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**As You Read**

Underline something that is new or interesting.  
Share it with a friend or adult.

## Dinosaur Teeth

Dinosaurs had different kinds of teeth. Some of them had teeth shaped like spoons. The diplodocus (dih-PLOD-uh-kuhs) scooped leaves from trees. But it did not chew the leaves. It swallowed them. Then, its guts did all the work. Some dinosaurs had pointed teeth. Some had no teeth at all!



**diplodocus teeth**



**T-rex teeth**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read “Dinosaur Teeth.” Answer the questions.

1. What is the main idea?
  - (A) Dinosaurs eat grass and leaves.
  - (B) You should take care of your teeth.
  - (C) You can learn about dinosaurs from looking at their teeth.
2. What did dinosaurs with sharp teeth likely eat?
  - (A) meat and other dinosaurs
  - (B) soft food like fruit
  - (C) trees and bushes
3. Which dinosaur did **not** chew?
  - (A) T-rex
  - (B) all dinosaurs
  - (C) diplodocus
4. Write three details from the text about dinosaur teeth.

1.	
2.	
3.	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Reread "Dinosaur Teeth." Respond to the prompt.

**Think** about what you learned about dinosaur teeth. Imagine a new kind of dinosaur. What would it look like? What kind of teeth would it have? What would it eat? **Write** about the dinosaur. **Draw** a picture.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing.

A large, empty rectangular box with rounded corners and a purple border, intended for drawing a picture of the dinosaur.