

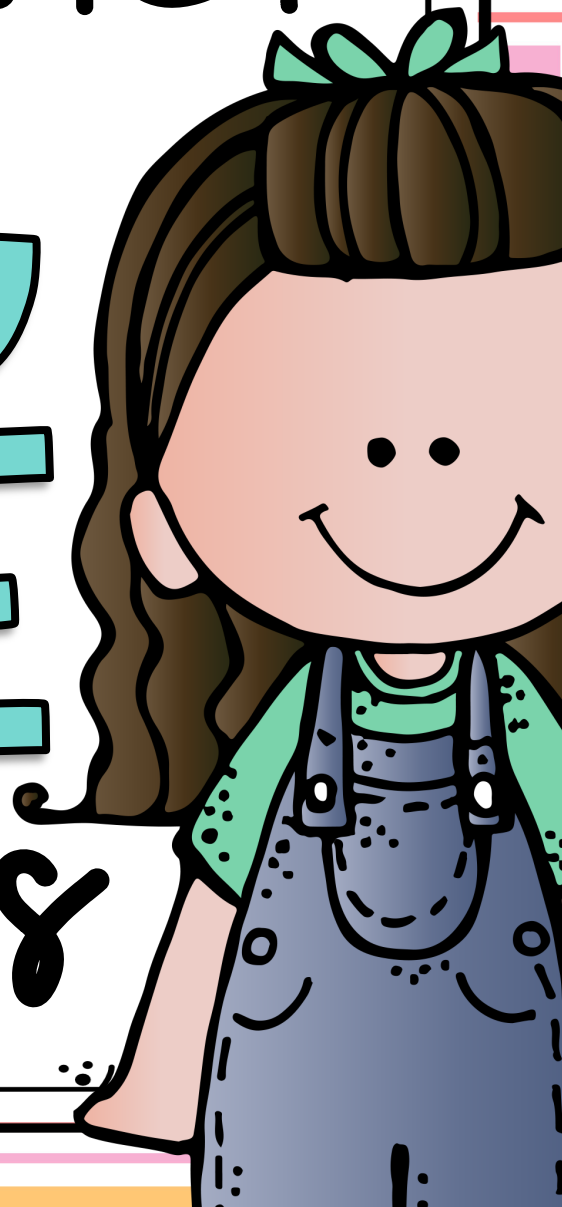
# APRIL

COMPREHENSION

READING

PASSAGE

Activities



## NATIONAL PET DAY

National Pet Day is celebrated on April 11. This is a special day when pet owners celebrate their dogs, cats, and many other types of pets! Two of the most common pets in the United States are cats and dogs. In households in the United States have dogs as pets, while 25% have cats.

### Cats

Cats are four-legged mammals with sharp teeth and claws. Since cats are mammals, their bodies are warm. This means that most house cats shed all year, some heavier than others. Cats are mostly quiet animals. They like napping, climbing, and purring. Many people like cats because they are so quiet and fluffy. Some people like cats because they are so cute. Most cats are perfect for taking them outside to exercise. Some cats are perfect for taking them outside to exercise. Some cats are perfect for taking them outside to exercise.

Cats are very smart. They can be frustrating for their owners because they are so independent. They can be inexpensive, or they can be expensive.

### Dogs

Did you know that dogs are the most popular pet in the United States? There are many different breeds of dogs, like Labradoodles, Golden Retrievers, and Beagles. Some dogs are very smart and can learn many tricks. Some dogs are very friendly and love to play. Some dogs are very loyal and will protect their owners. Some dogs are very cute and fluffy. Some dogs are very smart and can learn many tricks. Some dogs are very friendly and love to play. Some dogs are very loyal and will protect their owners. Some dogs are very cute and fluffy.

Dogs are trained to do many things. They can be used as service animals, guide dogs, and therapy dogs. They can also be used as guard dogs and police dogs. Dogs can be trained to do many things. They can be used as service animals, guide dogs, and therapy dogs. They can also be used as guard dogs and police dogs.

## AUTISM ACCEPTANCE MONTH

April is Autism Acceptance Month. Autism is called a spectrum disorder, which means it has a wide variety of symptoms. For example, some people with autism do not speak. Others may have a very advanced vocabulary. Many people with autism repeat certain movements like rocking, spinning, or flapping their hands or arms. These actions help them feel calm. You probably have things you do to feel calm, too. It is also common for people with autism to be deeply interested in one topic, like the weather, cars, or outer space. There are many ways we can learn about and celebrate people with autism.

### Grow Your Library

Talk to your teacher about creating an autism acceptance library in your classroom. Your library could contain fiction books in which a character has autism. You could also include nonfiction books about famous people with autism, like Albert Einstein or Temple Grandin. *How to Talk to an Autistic Kid* is a nonfiction book written by Daniel Stefanski when he was only 14! Daniel has autism and wanted other children to understand how to relate to their friends who have autism. Books are a wonderful way to learn about the autism spectrum and the many ways in which we are all different.

### Thank-You Notes

There are many teachers in the school who work with students with autism. They may be speech teachers, occupational therapists, physical therapists, or inclusion teachers. You could recognize these teachers by writing thank-you notes, kindness cards, or drawing them pictures.

### Bulletin Boards

All schools have bulletin boards in their hallways. How neat would it be if the boards were decorated for Autism Acceptance Month? Your school's art teacher could help plan ideas or designs that could be featured, or included, on the boards. The board could also display useful information about autism.

### Newsletter

If your school has a newsletter, your principal could include a question each week that families can use to talk about autism with their children. A parent whose child is on the autism spectrum could also share helpful tips that could be featured each week.

No matter how you choose to celebrate, remember to spread kindness and acceptance.



## AUTISM ACCEPTANCE MONTH

### SHORT ANSWER:

spectrum disorder?

autism acceptance library?

"autism" means as it's used in paragraph 5?

## NATIONAL PET DAY

purpose for writing this passage?

support the claim that dogs are a big responsibility?

"man's best friend" mean as it's used in paragraph 4?

love as a pet.

True False

train.

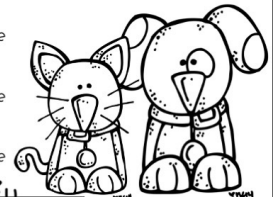
True False

ir.

True False

destructive.

True False



five fiction & nonfiction close reading passages with comprehension questions

## COMPARE AND CONTRAST

Directions: Use the boxes below to compare and contrast cats and dogs.

CATS

DOGS

## POINT OF VIEW

Directions: Use the graphic organizer to describe the author's point of view of protecting our planet. Explain your point of view.

DETAIL

DETAIL

DETAIL

## CENTRAL MESSAGE

Directions: Use the graphic organizer to state the central message of the story. Use key details from the text to support the theme you wrote. Remember, the central message is a sentence that explains the lessons or moral of a story.

CENTRAL MESSAGE

VIEW

## NARRATIVE WRITING

Prompt: Write a story about an April Fools' Day prank. Be sure that your story has a setting, characters, and dialogue (characters speaking).

## OPINION WRITING

Prompt: Which animal do you think would make the best pet? Be sure to use details from the text to support your opinion.

## MAIN IDEA

Directions: Use the graphic organizer to state the main idea of the text. Use key details from the text to support what you wrote.

MAIN IDEA



DETAIL

DETAIL

DETAIL

STANDARDS-BASED  
ACTIVITIES & WRITING PROMPTS  
FOR EACH PASSAGE.

# CLOSE READING

## FICTION

Underline and the  
character

# CLOSE READING

## NONFICTION

Put exclamation points  
(!) next to details you  
find interesting.

### MARKING UP THE TEXT FICTION

1. Underline the characters and the setting.
2. Draw a ★ next to the problem and the solution.
3. Circle unfamiliar words or phrases.
4. Put a ? next to any part of the story you don't understand or have questions about.

3.

NOT SO WIMPY TEACHER

ANCHOR CHARTS FOR  
TEACHERS & STUDENTS.

## BRING YOUR CHILD TO WORK DAY

### SHORT ANSWER:

1. How is Thelma's problem of not having a hard hat that fits solved?

Thelma's dad gives her a bike helmet to wear instead.

## CENTRAL MESSAGE

Directions: Use the graphic organizer to state the central message of the story. Use key details from the text to support the theme you wrote. Remember, the central message is a sentence that explains the lessons or moral of a story.

### CENTRAL MESSAGE

Answers may vary. Example: It is okay to have fun and play around with your students.

### DETAIL

Mrs. Gonzalez put a rubber chicken in Tyler's seat.

### DETAIL

Mrs. Gonzalez stapler in a ge

## POINT OF VIEW

Directions: Use the graphic organizer to describe the author's point of view of protecting our planet.. Explain your point of view.

### DETAIL

We can use less of certain things, such as water or electricity.

### DETAIL

Recycling paper and plastic to create new products will eliminate the amount of products in our landfills.

### DETAIL

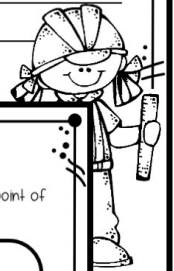
Reusing materials such as water bottles can help protect our environment.

### AUTHOR'S POINT OF VIEW

We should reduce, reuse, and recycle in order to protect our planet.

### MY POINT OF VIEW

Answers may vary.



ANSWER KEYS FOR ACTIVITIES & QUESTIONS ARE INCLUDED.

## APRIL READING PASSAGES *at a glance*

Day 1 Close Reading Mark up the Text "Autism Acceptance Month"	Day 2 Comprehension Questions "Autism Acceptance Month"	Day 3 Standards-Based Activity Main Idea "Autism Acceptance Month"	Day 4 Writing: Expository "Autism Acceptance Month"
Day 5 Close Reading Mark up the Text "National Pet Day"	Day 6 Comprehension Questions "National Pet Day"	Day 7 Standards-Based Activity Compare and Contrast "National Pet Day"	Day 8 Writing: Opinion "National Pet Day"
Day 9 Close Reading Mark up the Text "Earth Day"	Day 10 Comprehension Questions "Earth Day"	Day 11 Standards-Based Activity Point of View "Earth Day"	Day 12 Writing: Informative "Earth Day"
Day 13 Close Reading Mark up the Text "April Fools' Day"	Day 14 Comprehension Questions "April Fools' Day"	Day 15 Standards-Based Activity Central Message "April Fools' Day"	Day 16 Writing: Narrative "April Fools' Day"
Day 17 Close Reading Mark up the Text "Bring Your Child to Work Day"	Day 18 Comprehension Questions "Bring Your Child to Work Day"	Day 19 Standards-Based Activity Character Traits "Bring Your Child to Work Day"	Day 20 Writing: Explanatory "Bring Your Child to Work Day"

THIS UNIT COVERS THE FOLLOWING COMMON CORE ELA STANDARDS: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.6, RI.3.8, RI.3.9, RL.3.1, RL.3.2, RL.3.3, RL.3.4, W.3.1, W.3.2, W.3.3

NOT SO WIMPY TEACHER

Includes an at a glance page to help with planning.

# GETTING STARTED

## Teacher Directions & Tips

Close reading is an important skill for students to learn and helps students become independent readers and has the most meaning as possible.

This resource includes:

- anchor charts for both fiction and nonfiction texts
- student reference sheets to use during close reading
- an "At A Glance" plan for implementing the reading activities
- fiction and nonfiction reading passages
- reading comprehension questions
- standards-based reading activities
- read and respond writing pages

This resource can be used over the course of a month or over your needs.

The close reading writing

### ANCHOR CHARTS

There are a variety of anchor charts that can be printed and displayed or projected for students to reference during close reading time. I have included anchor charts that explain the steps of close reading, as well as how to mark up the text during close reading time.

If this is the first time you have implemented close reading in the classroom, I would recommend modeling this reading strategy with students, repeatedly referencing the anchor charts often before having students practice it on their own.

### STUDENT REFERENCE SHEETS

You can print and allow students to use different formats to choose from, how to annotate or mark up the text as well as how you would like to refer to this

the text, skills, standards, and activity is planned out, and you

### FICTION & NONFICTION READING PASSAGES

Each month has a mix of rigorous fiction and nonfiction texts. Each text focuses on a different reading standard or skill. These passages were made with the intent that students would have the opportunity to circle, underline, add symbols, and annotate thoughts as they closely read. Passages include all types of topics, including science and social studies.

### READING COMPREHENSION QUESTIONS

Each close reading text has a set of standards-based reading comprehension questions that will have your students thinking deeply about the passage, as well as referring to the passage in search of text evidence that supports their answers.

### STANDARDS-BASED READING ACTIVITIES

Each passage has a standards-based activity that will have your students practicing specific reading skills while having fun and staying engaged. These activities might include filling in graphic organizers, deciphering a secret message, or matching parts of the story with vocabulary. The activities vary depending on the reading skill your students are working on.

### READ & RESPOND WRITING ACTIVITIES

Each text has a question that requires students to respond through their writing. These questions will have students analyzing the text and using it as evidence to support the answers they write.

NOT SO WINNY TEACHER

INCLUDES detailed teacher directions & tips