

180 DAYS™

Lessons and Activities Reading for Third Grade, 2nd Edition

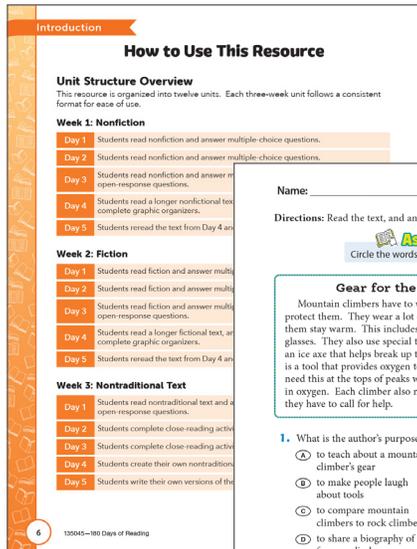
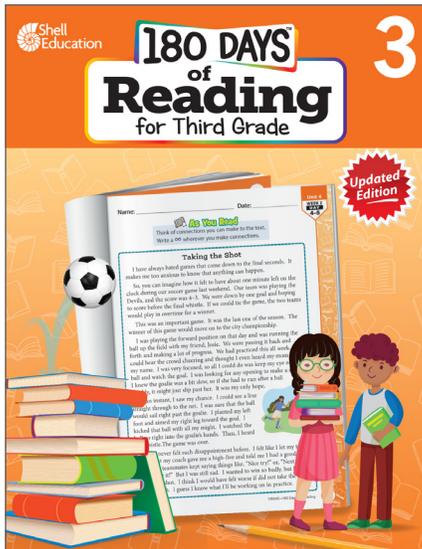
Table of Contents

Cover (1 page)

Table of Contents/Introduction (1 page)

How to Use This Resource (4 pages)

Lesson Pages (6 pages)



Name: _____ Date: _____

Directions: Read the text, and answer the questions.

As You Read
Circle the words that identify climbing gear.

Gear for the Climb
Mountain climbers have to wear special gear to protect them. They wear a lot of layers that help them stay warm. This includes gloves, hats, and glasses. They also use special tools. One tool is an ice axe that helps break up the ice. A regulator is a tool that provides oxygen to climbers. They need this at the tops of peaks where the air is low in oxygen. Each climber also needs a radio in case they have to call for help.

mountain climber breathing through a regulator

- What is the author's purpose?
 - to teach about a mountain climber's gear
 - to make people laugh about tools
 - to compare mountain climbers to rock climbers
 - to share a biography of a famous climber
- Which of these words has the root word *ice*?

<input type="radio"/> scicle	<input type="radio"/> rice
<input type="radio"/> nice	<input type="radio"/> incident
- What is a regulator?

- Which piece of gear do you think is most important? Why?

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180 DAYSTM of Reading for Third Grade

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Updated
Edition

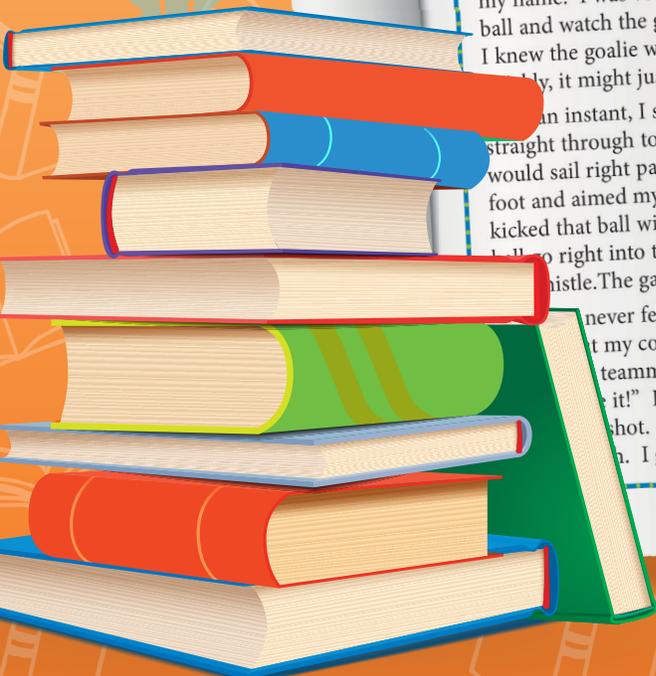


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Introduction

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

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

Week 2: Fiction

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

Week 3: Nontraditional Text

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

How to Use This Resource *(cont.)*

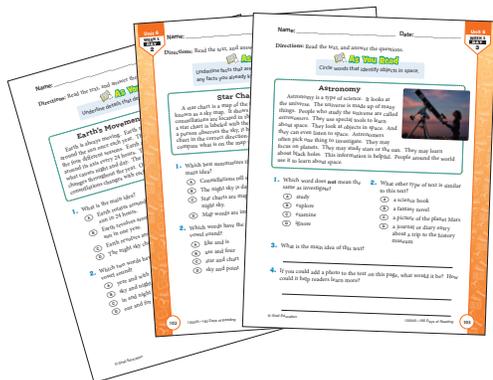
Unit Structure Overview *(cont.)*

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.

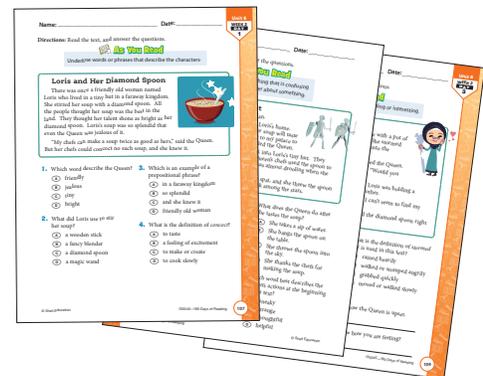
Literacy specialist Jennifer Soalt has written that paired texts are “uniquely suited to scaffolding and extending students’ comprehension” (2005, 680). She identifies three ways in which paired fiction and nonfiction are particularly effective in increasing comprehension: the building of background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

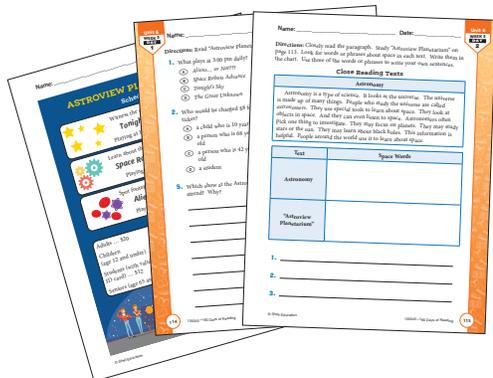


During Week 1, students read nonfictional texts and answer questions.

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.



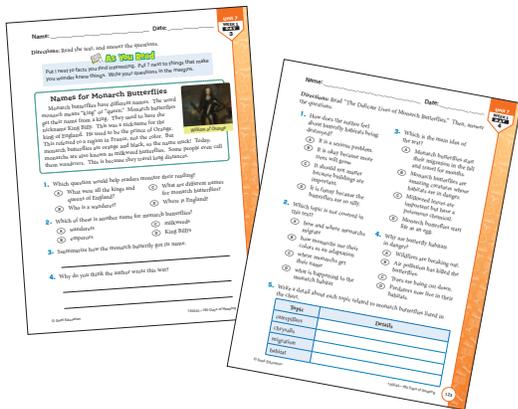
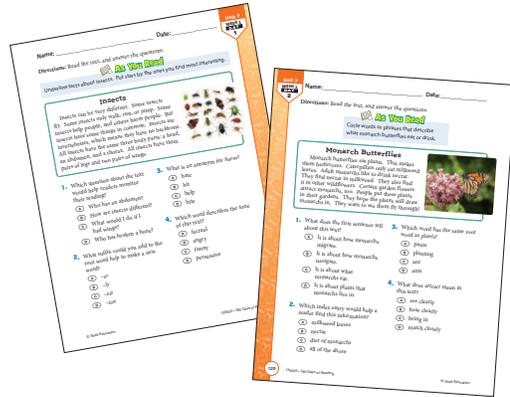
How to Use This Resource *(cont.)*

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

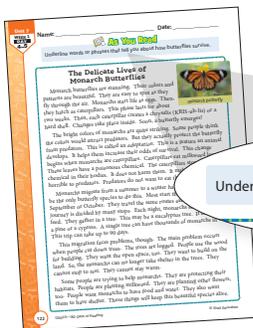
Days 1 and 2 of each week follow a consistent format, with a short text passage and multiple-choice questions.



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.



As You Read

Underline words or phrases that tell you about how butterflies survive.

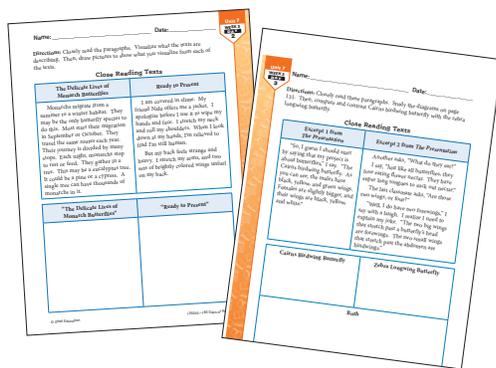
The As You Read activities give students a purpose for reading the texts and provide opportunities to practice various reading skills and strategies.

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.

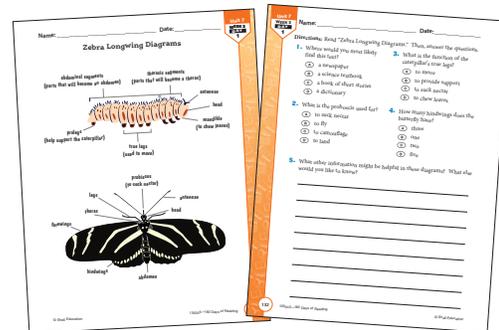


On days 4 and 5, students think about the texts in the unit, respond to a writing prompt, and construct their own versions of diverse texts. Students are encouraged to use information from texts throughout the unit to inspire and support their writing.

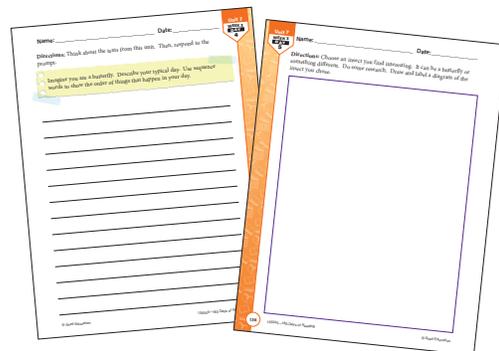
Instructional Options

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.



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.



Name: _____ Date: _____

Directions: Read the text, and answer the questions.



As You Read

Underline important facts about Sir Edmund Hillary.

The Amazing Sir Edmund

Sir Edmund Hillary was an amazing man. He was the first person to reach the top of Mount Everest. He did this in 1953. He was very curious about that part of the world. He returned to the area after his climb. He raised funds for small towns near Everest. This money helped people build bridges and schools. Hospitals were also built. He worked hard to make the world better.



- Which image would tell a reader more about this text?
 - a photograph of a school
 - a picture of money used in this part of the world
 - a chart showing the number of homes built
 - a photograph of a town near Everest
- What does *raised* mean in this text?
 - collected
 - built
 - high
 - lifted
- What is the definition of *funds* as it is used in this text?
 - supplies
 - accounts
 - treasures
 - money
- What is the author's opinion of Sir Edmund Hillary?
 - The author doubts his achievements.
 - The author respects him.
 - The author does not understand him.
 - The author is confused by him.

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

As You Read

Put a ! next to facts you find interesting. Put a ? next to facts that make you wonder new things.

Mt. Everest

Mount Everest is a tall mountain. It is on the border of Tibet and Nepal. India is nearby. There are many tall summits in the area. The 10 tallest peaks in the world are there. The peaks are quite old. Mount Everest was formed sixty million years ago. It is still growing! It grows about 2 inches (51 millimeters) every year.



- What topic is the main focus of this text?
 - Tibet
 - Nepal
 - Mt. Everest
 - old peaks
- Which word would most likely be found in the glossary of this text?
 - years
 - summits
 - grows
 - still
- Which word is a synonym for *peaks*?
 - trees
 - curves
 - mountain tops
 - plants
- What type of text would include language similar to what is used in this text?
 - a social studies book
 - a joke book
 - a letter
 - a thank-you note

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

As You Read

Circle the words that identify climbing gear.

Gear for the Climb

Mountain climbers have to wear special gear to protect them. They wear a lot of layers that help them stay warm. This includes gloves, hats, and glasses. They also use special tools. One tool is an ice axe that helps break up the ice. A regulator is a tool that provides oxygen to climbers. They need this at the tops of peaks where the air is low in oxygen. Each climber also needs a radio in case they have to call for help.



mountain climber breathing through a regulator

- What is the author's purpose?
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 - to make people laugh about tools
 - to compare mountain climbers to rock climbers
 - to share a biography of a famous climber
- Which of these words has the root word *ice*?

<input type="radio"/> A icicle	<input type="radio"/> C rice
<input type="radio"/> B nice	<input type="radio"/> D incident

3. What is a regulator?

4. Which piece of gear do you think is most important? Why?

Name: _____ Date: _____



As You Read

Underline information that is new or interesting to you.

Climbing Mt. Everest

Mt. Everest is the tallest mountain in the world. It is over 29,000 feet (8,839 meters) tall. It is in the central Himalayas. Mt. Everest is on the border of Tibet and Nepal.

People are very interested in climbing this amazing peak. The mountain has become a challenge for some. Getting to the top of Mt. Everest is not easy. People have to train a lot. The altitude requires special attention. There is not much oxygen that far up. People's bodies have to adjust. Climbing takes time. Their bodies have to get used to the low oxygen levels.

The Mt. Everest base camps are where climbers begin to climb. These camps are on opposite sides of Mt. Everest. They are also very high. They are more than 16,000 feet (4,877 meters) high. Climbers rest at the base camps. They pack and get their supplies ready before they begin climbing. There are other camps on the way to the peak. It takes a while to reach each camp. Climbers spend time at the camps. This helps them adjust to the elevation.

The highest part of the mountain is called the *summit*. It is covered with deep snow. The snow stays there all year. It is very cold up there! The wind can also blow very hard. This makes the climb pretty risky. Climbers have to be careful. They have special gear. This keeps them warm. It also keeps them from falling.

There are people who work to help climbers. They are called *sherpas*. They carry tents. They also cook food. They work at this job to support their families. Sherpas often get help from yaks. Yaks are strong animals. They help transport goods up the mountain.

Reaching the summit is an amazing feat. Not many humans are able to do such a difficult task. Sadly, not everyone survives the trek up Mt. Everest. More than 200 people have died climbing the mountain. This sad fact reminds people of the danger in climbing.

It is a dream of many to stand on the top of Mt. Everest. It takes bravery and hard work to do it.



A climber heads up Mt. Everest.

Name: _____ Date: _____

Directions: Read “Climbing Mt. Everest.” Then, answer the questions.

- What is the author’s purpose for readers?
 - to be entertained
 - to be persuaded to climb a mountain
 - to learn about Mt. Everest and mountain climbing
 - to learn about climate change
- What statement would the author likely agree with?
 - Climbing is too dangerous to try.
 - Everyone should try to climb Mt. Everest.
 - Climbing Mt. Everest is an amazing adventure.
 - Traveling that far to climb a mountain is silly.
- The first paragraph of the text _____.
 - introduces the topic
 - describes a problem
 - compares and contrasts two famous mountains
 - does not fit with the rest of the text
- What is one reason climbers are brave?
 - They help sherpas earn a living.
 - They do good things for Earth.
 - Climbing is a dangerous hobby.
 - They do not know what they are doing.

- Write three facts from the text to support the main idea.

Main Idea	<i>Mt. Everest is an amazing place, and people who climb it are brave and strong.</i>
Detail	
Detail	
Detail	

