

New Paradigm for Education
Daily Read & Respond Homework

Name: _____

Reading Level: _____

Wings: 4th Grade
Week of: November 13th – 17th 2017
Genre: Informational – Historical

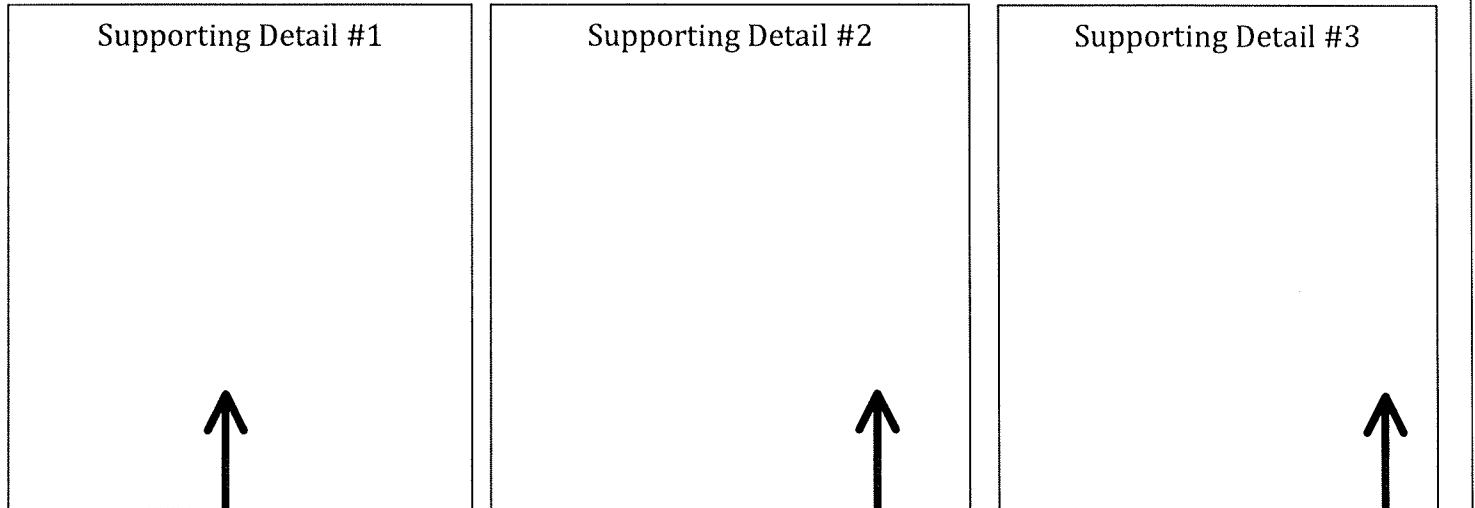
***Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #2. The genres for 4th Grade Quarter #2 include: **Informational – Historical, Literature – Story, and Literature – Poetry.** ***

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
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Title: _____

Author: _____

Graphic Organizer: Complete the graphic organizer below. Fill in each box with information from the story. Make sure to use textual evidence from the passage.



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Tuesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
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Constructed Response

Directions: Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.4.2 / RL.4.2).

Summarize the main idea of the text / passage. Support your answer with key details from the text and explain how the key details you choose support the main idea.

Wednesday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
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Clarification

Directions: Use the strategies listed below to clarify a word you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.

If you can't say a word:

- Blend it
- Chunk it
- Look for a base word
- Reread it

If you don't know what a word means:

- Use context clues
- Reread or Read on
- Use your background knowledge
- Make a mind movie

Word:

I struggled to read the word or to understand the meaning of the word:

Strategy I used to clarify:

What does the word mean? (In your own words):

Meaningful Sentence:

Thursday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
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College Bound Questions

Directions: At this point you have read the entire passage. Please complete the College Bound Section. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: How does the author of the article use key details to support the main idea?

- (A) by telling how farmers became self-sufficient
- (B) by showing Carver's attention to plants since childhood
- (C) by describing the farming conditions in the South
- (D) by explaining how Carver studied nutrients in the soil

2. **Part B:** Which detail from the article supports the answer to Part A?

- (A) ". . . was always interested in plants." (paragraph 1)
- (B) "Cotton plants use most of the nutrients" (paragraph 2)

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(C) "... cotton will no longer grow on this land" (paragraph 2)

(D) "... plant cotton one year, then the next year plant peanuts" (paragraph 6)

3. Rewrite the **five** sentences below in the correct order to create a summary of "The Peanut Man."

He worked as a teacher.

He spoke before Congress.

He introduced crop rotation.

He created new uses for peanuts.

He was curious about plants.

The Peanut Man

1. George Washington Carver was always interested in plants. When he was a child, he was known as the "plant doctor." He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants. Sometimes he'd take their plants to his garden and nurse them back to health.
2. Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land. Cotton plants use most of the nutrients in the soil. (Nutrients provide nourishment to plants.) So the soil becomes "worn out" after a few years. Eventually, cotton will no longer grow on this land.
3. This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was dedicated to helping those farmers, so he came up with a plan.
4. Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut! Peanuts are also a source of protein.
5. Carver thought that if those farmers planted peanuts, the plants would help restore their soil, provide food for their animals, and provide protein for their families—quite a plant! In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.
6. Carver told farmers to rotate their crops: plant cotton one year, then the next year plant peanuts and other soil-restoring plants, like peas and sweet potatoes. It worked! The peanut plants grew and produced lots of peanuts. The plants added enough nutrients to the soil so cotton grew the next year. Now the farmers had

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lots of peanuts—too many for their families and animals—and no place to sell the extras. Again, Carver had a plan. Do you know what he did?

7. Carver invented all kinds of things made out of peanuts. He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap. Carver thought that if farmers started making things out of peanuts, they'd have to buy fewer things and would be more self-sufficient. And if other people started making things out of peanuts, they would want to buy the extra peanuts, so the farmers would make more money. Although not many of Carver's peanut products were ever mass-produced, he did help spread the word about peanuts.
8. Peanuts became more and more popular. By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA). In 1921 the UPAA asked Carver to speak to the U.S. Congress about the many uses for peanuts. Soon the whole country had heard of George Washington Carver, the Peanut Man! And by 1940 peanuts had become one of the top six crops in the U.S.

The Peanut Man from America's Library—Public Domain