

New Paradigm for Education
Daily Read & Respond Homework

Name: _____

Reading Level: _____

Wings: 4th Grade
Week of: December 4th – 8th 2017
Genre: Literature - Story

***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 #1 include: *Informational – Historical, Literature – Story, and Literature – Poetry.* ***

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
Title: _____			
Author: _____			
Graphic Organizer: After reading the attached passage, complete the graphic organizer below.			
Story Map			
Characters:		Setting:	
Where:		When:	
Problem:			
Event: _____			
Event: _____			
Event: _____			
Event: _____			
Solution:			

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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: Which is the **best** summary of the story?

(A) The main character buys strange shoes at a thrift shop. A woman tells her she need to find a way to get out of the shoes or they will take her places she does not want to go.

(B) The main character buys shoes that control her every step, and she cannot get them off. She thinks of a clever solution to get out of the shoes and asks some kids to help her.

(C) The main character is stuck in a tree because she bought strange shoes that made her climb up the

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tree. When she jumps in a wagon, she loses her shoes, and the wagon rolls away.

(D) The main character wears shoes that take her places and she gets stuck in a tree. She asks some kids to help her get down from the tree safely, and they finally bring a wagon with cement in it.

2. **Part B:** Which **two** details from the story **best** support the answer to Part A?

(A) "They were blue-and-red-checkered slip-on sneakers."

(B) "I quickly realized that those shoes were going to take me wherever they wanted."

(C) "She looked at my shoes and said, 'Did you get those at the secondhand store downtown?'"

(D) Somehow, I managed to pull myself up to sit on a branch."

(E) "The cement held the shoes in place, and I came out of them."

(F) "Then the wagon started rolling down the path."

3. Which statement best describes the main character between paragraph 4 and paragraph 10 in the story?

(A) The main character is angry because the shoes make her walk quickly

(B) The main character is frustrated because the shoes seem more clever than she is

(C) The main character is scared because the shoes seem to be in control of her

(D) The main character is jealous because the shoes have been tricked by other people

Those Wacky Shoes

By: Julie Parker Amery

1. I thought it was going to be an ordinary Saturday—but, boy, was I wrong.
2. I bought some shoes at a thrift shop downtown. They were blue-and-red-checkered slip-on sneakers. Unusual. I liked them.
3. I put them on outside the store. I got ready to turn right, toward home... but my feet turned left! It was as if the wacky shoes were in control. I tried to stop to take them off, but my feet wouldn't let me. I quickly realized that those shoes were going to take me wherever they wanted.
4. The shoes walked me up Main Street, nice and slow. After a few blocks, they turned my feet left up Pine Street. They started picking up speed. I passed a woman walking a beagle. She looked at my shoes and said, "Did you get those at the secondhand store downtown?"
5. "Yep." I hurried along at the pace of a speed-walker.
6. "I was stuck in those shoes once," she said. "They took me all the way to Vermont!"
7. "How do I get out of them?" I shouted over my shoulder. By now I was running.

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8. "You have to outsmart them," she yelled back. And she said something else, but by then I was too far away to hear.
9. Great, I thought. Someone tells me to outsmart a pair of shoes, and I can't. This doesn't speak well for my brain.
10. We turned up a dirt path, heading straight for a huge oak. I put my hands over my face, certain I'd smash right into that tree. But my feet started climbing up the trunk! I grabbed the trunk with both hands to keep my balance. We went higher and higher.
11. Did I mention that I don't like heights much? I tried not to look down. I kept going, my heart pounding like a giant hammer in my chest, when—suddenly—my feet slipped.
12. So those shoes weren't perfect, after all.
13. I grabbed a branch with both hands and hung. It sure was high up there.
14. Somehow, I managed to pull myself up to sit on a branch. My feet were still. It seemed that when they weren't on something solid, those shoes weren't quite so tough. I tried to pull one off, but it was latching on with all its might. Now what should I do?
15. The good thing about being stuck in the tree was that I had time to think up a wild idea.
16. I started yelling. Since I was in the middle of nowhere, I had to yell for what seemed like a hundred years. Finally, a kid rode up on his bike.
17. "Can you do me a favor?" I called. "Can you get someone to bring a big bucket of wet cement? It would really help me out."
18. "We've got cement mix in our garage," he said. "I can make some and bring it to you." And off he went, just like that. I like a kid who doesn't ask a lot of questions.
19. Eventually the kid came back, walking this time, and pulling a rusty wagon behind him. The wagon was filled with wet cement.
20. "Hey, thanks!" I said. "Now, I'm going to start coming down the tree. I want you to put the wagon right under my feet when I get low enough to jump. Got it?"
21. He nodded, and I set to work on shimmying from branch to branch, careful not to let my feet touch anything. I didn't want the shoes to take over again.
22. When I was on a lower branch, I jumped. My feet went luuuurrrrp as they hit the wet cement.
23. "Now, can you find a couple of strong people?" I asked. I stood there in the cement while he was gone, my stomach feeling all twisty. I was scared and excited at the same time.
24. The boy returned with a boy and a girl. They looked at me strangely, but I just said, "Could you yank me out?"
25. They grabbed me under my arms and pulled.
26. My plan worked! The cement held the shoes in place, and I came out of them. I was free!
27. "Thanks, guys!" I said.
28. "I guess your shoes are stuck in there forever," the girl said.
29. "It's OK. I was done with them anyway."
30. Then the wagon started rolling down the path. It gathered speed, took a left when it got to the road, went steadily up the hill, and was soon out of sight.
31. I sure hope those wacky shoes know how to drive.

"Those Wacky Shoes" by Julie Parker Amery from Highlights for Children's Magazine's December 2009 issue, copyright (c) 2009 by Highlights for Children, Inc., Columbus, Ohio.