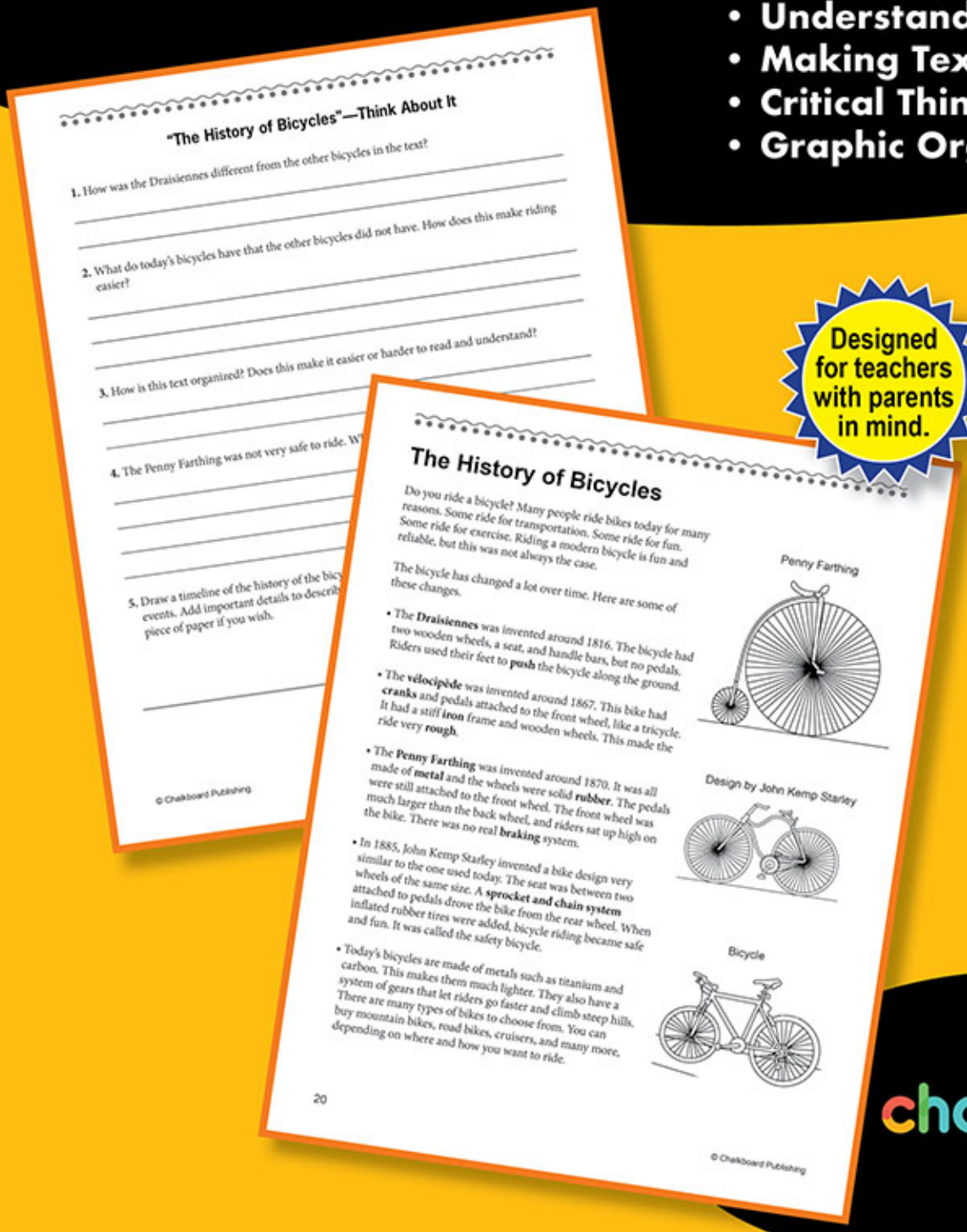
Daily Reading Comprehension 4

Read with Confidence!

Includes

- Understanding Context
- Understanding Text Features
- Making Text Connections
- Critical Thinking
- Graphic Organizers



"The History of Bicycles"—Think About It

1. How was the Draisiennes different from the other bicycles in the text?

2. What do today's bicycles have that the other bicycles did not have. How does this make riding easier?

3. How is this text organized? Does this make it easier or harder to read and understand?

4. The Penny Farthing was not very safe to ride. W

5. Draw a timeline of the history of the bicy events. Add important details to describ piece of paper if you wish.

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The History of Bicycles

Do you ride a bicycle? Many people ride bikes today for many reasons. Some ride for transportation. Some ride for fun. Some ride for exercise. Riding a modern bicycle is fun and reliable, but this was not always the case.

The bicycle has changed a lot over time. Here are some of these changes.

- The **Draisiennes** was invented around 1816. The bicycle had two wooden wheels, a seat, and handle bars, but no pedals. Riders used their feet to **push** the bicycle along the ground.
- The **vélocipède** was invented around 1867. This bike had **cranks** and pedals attached to the front wheel, like a tricycle. It had a stiff **iron** frame and wooden wheels. This made the ride very **rough**.
- The **Penny Farthing** was invented around 1870. It was all made of **metal** and the wheels were solid **rubber**. The pedals were still attached to the front wheel. The front wheel was much larger than the back wheel, and riders sat up high on the bike. There was no real **braking** system.
- In 1885, John Kemp Starley invented a bike design very similar to the one used today. The seat was between two wheels of the same size. A **sprocket and chain system** attached to pedals drove the bike from the rear wheel. When inflated rubber tires were added, bicycle riding became safe and fun. It was called the safety bicycle.
- Today's bicycles are made of metals such as titanium and carbon. This makes them much lighter. They also have a system of gears that let riders go faster and climb steep hills. There are many types of bikes to choose from. You can buy mountain bikes, road bikes, cruisers, and many more, depending on where and how you want to ride.

Penny Farthing

Design by John Kemp Starley

Bicycle

20

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How You Can Help Your Child at Home

Tips for Reading Comprehension

- Have your child read the text aloud to you, or take turns reading alternate sentences or paragraphs together.
- Talk with your child about what they have read, and brainstorm ways the information in the text relates to their life.
- Discuss the meanings of unfamiliar words that they read and hear.
- Help your child monitor his or her understanding of what they have read. Encourage your child to consistently ask themselves whether they understand what the text is about.
- To ensure understanding of the text, have them retell what they have read.

Tips for Completing Activities

- Review instructions with your child to ensure they understand the questions.
- Encourage your child to go back to the article to support his or her answers. Then have your child highlight the important information from the text passage to help them answer the question. Use a different highlight color for each question completed.
- Offer your child ample opportunities to share with you their answers and the thinking processes they used to arrive at those answers.
- Have your child name or label the text features encountered as activities are completed.

Daily Reading Comprehension Grade 4

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Illustration: Jonathan Barker

Canada This project is funded in part by the Government of Canada.

Contents

Grade 4 Standards—Reading: Informational Text

A. Key Ideas and Details	
	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
B. Craft and Structure	
	1. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*
	2. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	3. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
C. Integration of Knowledge and Ideas	
	1. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	2. Explain how an author uses reasons and evidence to support particular points in a text.
	3. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
D. Range of Reading and Level of Text Complexity	
	1. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Visit www.creativeteaching.com to find out how this book correlates to Common Core and/or State Standards.

Reading Passages Specific Standards

Text	A. 1	A. 2	A. 3	B. 1	B. 2	B.3	C. 1	C. 2	C. 3	D. 1
Who Invented That? (p. 6)	✔	✔	✔	✔					N/A	✔
Making Silk in Ancient China (p. 8)	✔	✔			✔				N/A	✔
Rivers of Life (p. 10)		✔			✔				N/A	✔
Egypt's Women Pharaohs (p. 12)	✔		✔	✔	✔				N/A	✔
Slavery in Ancient Rome (p. 15)			✔	✔		✔			N/A	✔
Games Across the Ages (p. 18)	✔	✔		✔					N/A	✔
The History of Bicycles (p. 20)	✔	✔	✔		✔				N/A	✔
Our Growing Cities (p. 22)	✔		✔	✔	✔				N/A	✔
Eating Breakfast (p. 25)	✔	✔	✔	✔					N/A	✔
Why Playing Sports Is Good for You (p. 27)	✔	✔			✔			✔	N/A	✔
Turn Down the Music! (p. 29)	✔		✔		✔		✔		N/A	✔
When You See Bullying (p. 31)	✔			✔	✔			✔	N/A	✔
Be a Good Sport! (p. 33)	✔			✔				✔	N/A	✔
Fact Sheet: Peer Pressure (p. 36)	✔				✔				N/A	✔
The Truth About *Tyrannosaurus Rex* (p. 39)	✔	✔		✔				✔	N/A	✔
Where Did the Lions Go? (p. 42)	✔	✔		✔			✔		N/A	✔
Growing Up (p. 44)	✔				✔		✔		N/A	✔
Habitat Communities (p. 47)	✔	✔	✔		✔				N/A	
How Does That Help? (p. 49)	✔		✔	✔	✔				N/A	✔
Producers, Consumers, and Decomposers (p. 52)	✔		✔		✔		✔		N/A	✔
Deforestation (p. 54)	✔		✔					✔	N/A	✔
A Sound Experiment (p. 56)	✔	✔	✔	✔					N/A	✔
How Hard Is That? (p. 59)	✔						✔	✔	N/A	✔
Magnets Are More Than Fun (p. 62)	✔		✔	✔					N/A	✔
A Star Is Born (p. 64)	✔		✔	✔	✔				N/A	✔
Seeing Stars (p. 67)	✔		✔	✔			✔		N/A	✔
The World at Night (p. 69)	✔	✔	✔	✔			✔		N/A	✔
Earthquake! (p. 71)	✔		✔		✔	✔	✔		N/A	✔
What Does a Marine Biologist Do? (p. 75)	✔		✔	✔			✔		N/A	✔
What Does a Carpenter Do? (p. 77)	✔			✔			✔		N/A	✔
What Does a Firefighter Do? (p. 79)	✔	✔		✔				✔	N/A	✔
Roald Dahl (p. 81)	✔	✔		✔				✔	N/A	✔
Spider-Man (p. 84)	✔			✔	✔			✔	N/A	✔
Who Was Paul Bunyan? (p. 86)	✔	✔		✔				✔	N/A	✔
Marie Curie (p. 88)	✔		✔						N/A	✔
Annie Oakley (p. 91)	✔		✔	✔					N/A	✔
The Goose and the Golden Eggs (p. 94)	✔			✔					N/A	✔
The Rich Miser (p. 96)	✔		✔	✔					N/A	✔
The Rich Man and the Thief (p. 98)	✔		✔	✔					N/A	✔

Introduction

Reading comprehension is the cornerstone of a child's academic success. By completing the activities in this book, children will develop and reinforce essential reading comprehension skills. Children will benefit from a wide variety of opportunities to practice engaging with text as active readers who can self-monitor their understanding of what they have read.

Children will focus on the following:

Identifying the Purpose of the Text
- The reader understands, and can tell you, why they read the text.

Understanding the Text
- What is the main idea of the text?
- What are the supporting details?
- Which parts are facts and which parts are opinions?

Analyzing the Text
- How does the reader's background knowledge enhance the text clues to help the reader answer questions about the text or draw conclusions?
- What inferences can be made by using information from the text with what the reader already knows?
- How does the information from the text help the reader make predictions?
- What is the cause and effect between events?

Making Connections
How does the topic or information they are reading remind the reader about what they already know?
- Text-to-self connections: How does this text relate to your own life?
- Text-to-text connections: Have I read something like this before? How is this text similar to something I have read before? How is this text different from something I have read before?
- Text-to-world connections: What does this text remind you of in the real world?

Using Text Features
- How do different text features help the reader?

Text Features

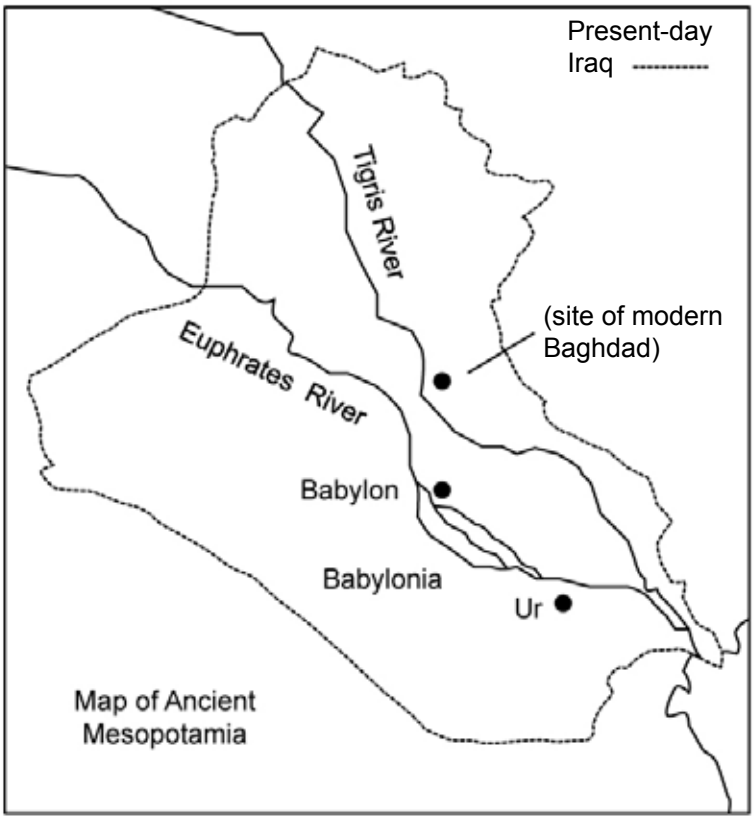
Text features help the reader to understand the text better. Here is a list of text features with a brief explanation on how they help the reader.

Contents	Here the reader will find the title of each section, what page each text starts on within sections, and where to find specific information.
Chapter Title	The chapter title gives the reader an idea of what the text will be about. The chapter title is often followed by subheadings within the text.
Title and Subheading	The title or topic is found at the top of the page. The subheading is right above a paragraph. There may be more than one subheading in a text.
Map	Maps help the reader understand where something is happening. It is a visual representation of a location.
Diagram and Illustration	Diagrams and illustrations give the reader additional visual information about the text.
Label	A label tells the reader the title of a map, diagram, or illustration. Labels also draw attention to specific elements within a visual.
Caption	Captions are words that are placed underneath the visuals. Captions give the reader more information about the map, diagram, or illustration.
Fact Box	A fact box tells the reader extra information about the topic.
Table	A table presents text information in columns and rows in a concise and often comparative way.
Bold and Italic text	**Bold** and *italic* text are used to emphasize a word or words, and signify that this is important vocabulary.

Who Invented That?

Mesopotamia is called the "**cradle of civilization**" because it was the first place where people came together to live in one place. First there were small villages and towns. Some towns became large cities as the population grew. **Governments** were formed to take care of the people.

There were many things that helped Mesopotamia grow. Many of these inventions are as important today as they were then.



Mesopotamia was in present-day Iraq between two rivers—the Tigris and the Euphrates.

The Wheel

Scientists do not know for sure who invented the first wheel. Many say the people of Mesopotamia did. Many agree that Mesopotamians were the first people to use the wheel for everyday things. They used a potter's wheel to make pots. They used carts with wheels to move goods from place to place. Carts helped towns and cities **trade** with other places. Trade meant they could sell things they did not need and buy from other people things they needed.

Irrigation

Farmers in Mesopotamia needed lots of water from the rivers to grow crops. Carrying water by hand or in carts was hard work. It took a lot of time. Mesopotamians invented **irrigation** so they could have bigger farms and would not have to work so hard. They dug **canals** that would bring water from the rivers to their farms.

The Seeder Plow

Farmers needed to plow the fields before they could plant seeds. Then they had to go back to put seeds in the ground. The Mesopotamians invented the **seeder plow**. In the seeder plow, there was a funnel with seeds behind the plow. As the plow dug up the soil, the seeds were dropped into the soil right away. This meant that farmers could plant more crops in a shorter time.

People from Mesopotamia also invented the first writing system, the first sailboat, and the first 12-month calendar. They were a remarkable civilization.

"Who Invented That?"—Think About It

1. Why is Mesopotamia called the "cradle of civilization"?

_____

_____

_____

2. How did trade help the people of Mesopotamia?

_____

_____

_____

3. What do you think the word *remarkable* means? Use details from the text to support your answer.

_____

_____

4. What happened when the Mesopotamians invented irrigation?

_____

_____

_____

5. What problem did the invention of the seeder plow solve?

_____

_____

6. What is the purpose of this text? Why do you think the author wrote it?

_____

_____

_____

_____

Making Silk in Ancient China

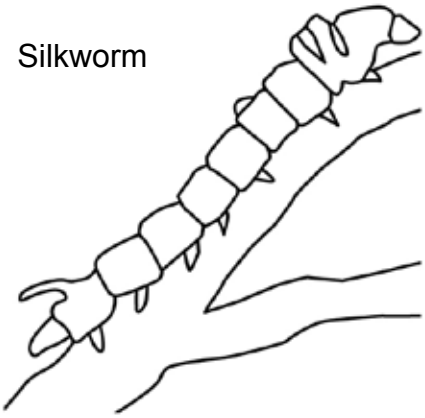
The making of **silk fabric** was one of the most important discoveries in ancient China. The ancient Chinese discovered that **silkworms** make tiny strands of **silk**, and these strands can be used to make a **fabric** that is beautiful and very strong. Read on to find out how the ancient Chinese made silk.

Silkmoth

Step 1: The eggs laid by silkworm moths are collected and kept in a cool place where the **temperature** can be controlled. Over time, the temperature is slowly increased to about 77°F (25°C). The silkworms will then **hatch** from the eggs.

Step 2: Silkworms are fed fresh **mulberry leaves**. They eat constantly until they grow very fat. The fat provides the **energy** the silkworms need to create a **cocoon**.

Silkworm



Step 3: Silkworms produce a **jelly-like material** that hardens into a thin **strand** of silk when it is exposed to air. The worm wraps itself in the long strand to create a white cocoon.

Step 4: The cocoons are kept in a dry place for several days. The cocoons are then **steamed** or **baked** to kill the silkworm inside before it starts to break out. Each cocoon is then dipped in hot water to loosen the strand of silk.

Silk cocoon

Step 5: Each cocoon is then unwound to get the long strand of silk. This strand is between 656 yards (600 meters) and 984 yd (900 m) long. The strands are then wound onto a **spool**.

Step 6: Several strands of silk are then **twisted together** to make strong silk **thread**. Natural materials are used to **dye** the threads different colors. The threads are then woven into colorful fabric.

Fun Fact

According to Chinese legend, Empress Hsi Ling Shi, wife of Emperor Huang Ti (also called the Yellow Emperor), was the first person to accidentally discover silk. It happened when a silkworm cocoon fell into the cup of tea she was drinking under a mulberry tree. When she pulled out the cocoon, the strong silk fiber came loose.

“Making Silk in Ancient China”—Think About It

1. Complete the chart to show causes and effects in the text.

Cause	Effect
The temperature where the eggs are kept reaches about 77°F (25°C).	
	The silkworms have enough energy to create a cocoon.
	The jelly-like material hardens into a thin strand of silk.
The cocoons are steamed or baked.	
	The strand of silk that makes up the cocoon becomes loose.
	Strong silk thread is created.

2. What is the main idea of the text?

_____

_____

3. How do you know that it takes a lot of energy for a silkworm to create a cocoon?

_____

_____

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