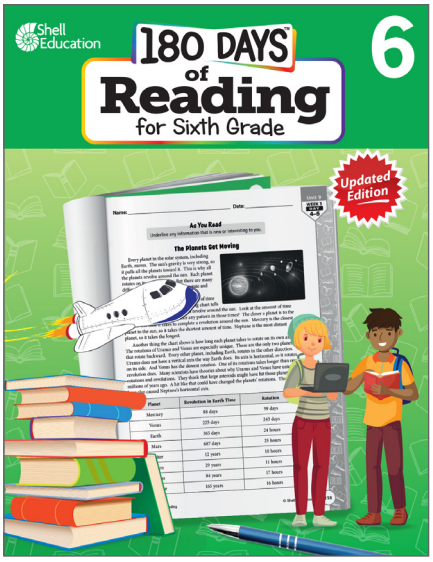
TCM Teacher Created Materials

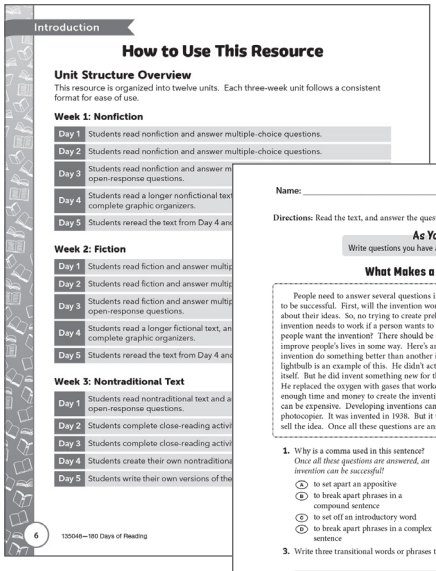
180 DAYS™

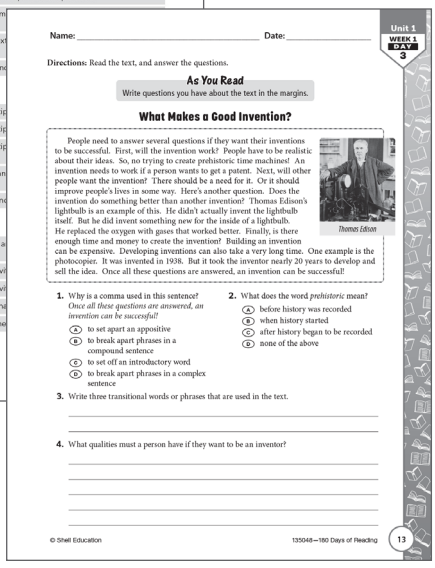
Lessons and Activities

Reading for Sixth Grade, 2nd Edition

Table of Contents







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Shell Education

180 DAYS™ of Reading for Sixth Grade

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Updated Edition

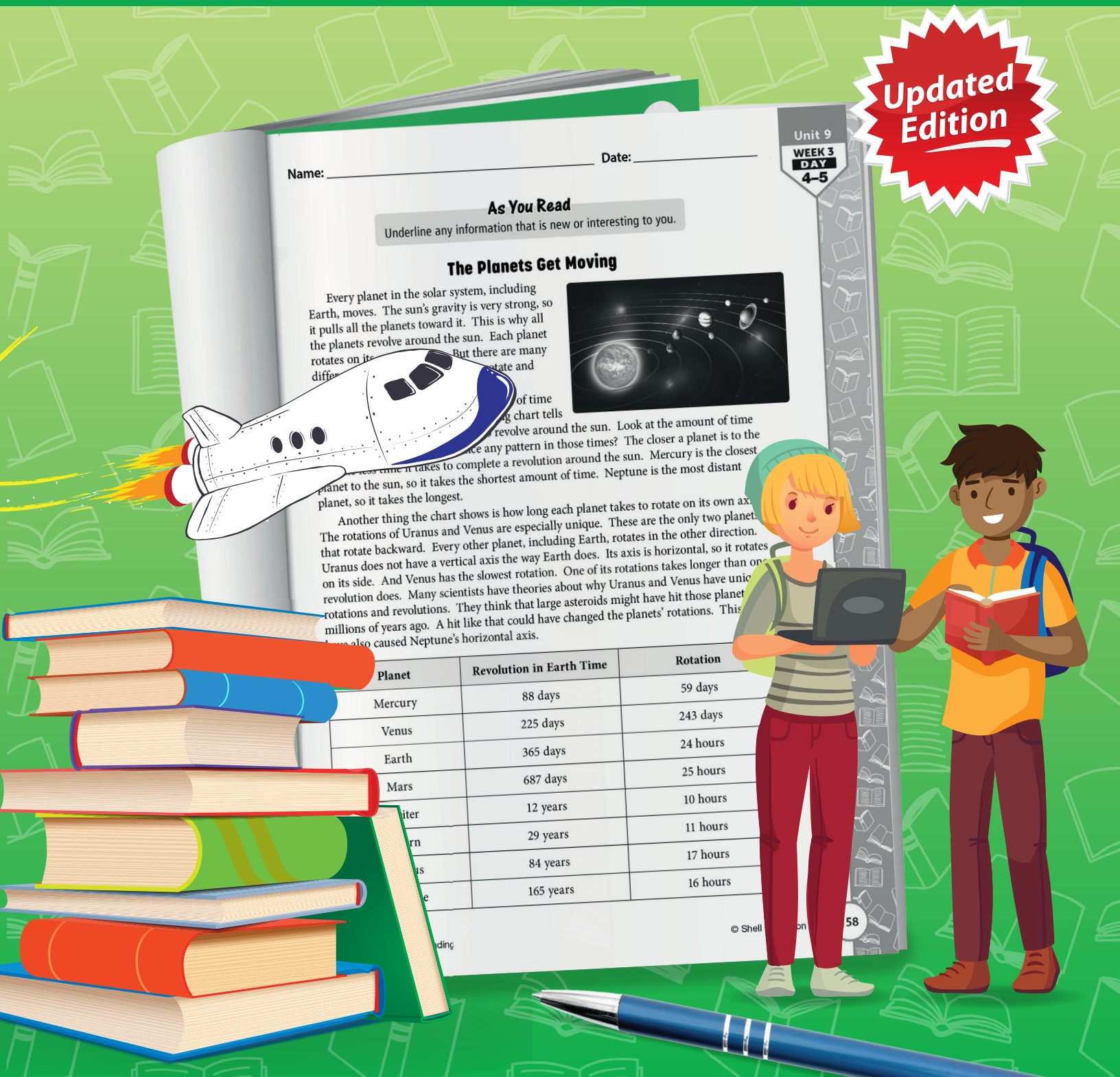


Table of Contents

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.)*

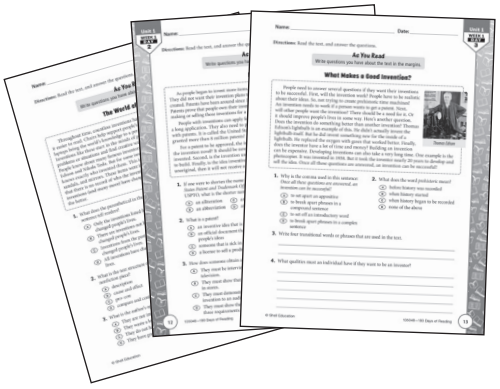
Unit Structure Overview *(cont.)*

Paired Texts

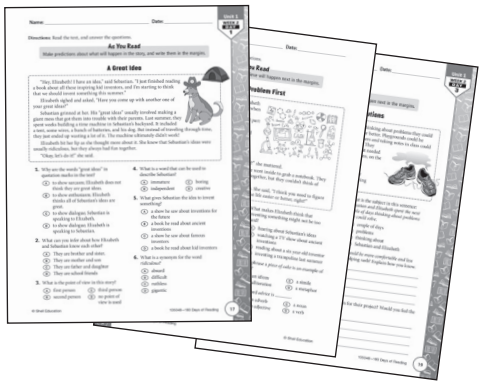
State standards have brought into focus the importance of preparing students for college and career success by expanding their critical-thinking and analytical skills. It is no longer enough for students to read and comprehend a single text on a topic. Rather, the integration of ideas across texts is 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).

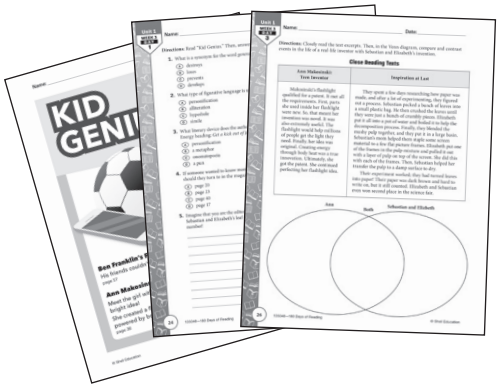
Each three-week unit in *180 Days of Reading* is connected by a common theme or topic. Packets of each week's or each unit's practice pages can be prepared for students.



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.

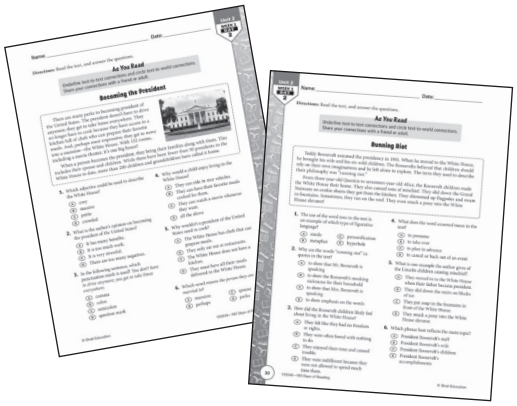
How to Use This Resource *(cont.)*

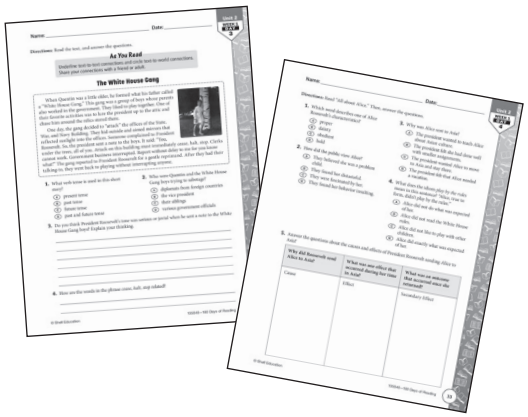
Student Practice Pages

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

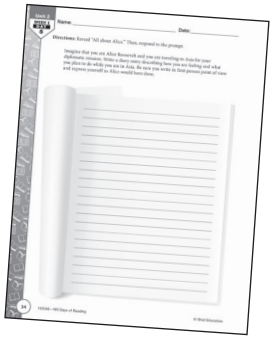
Days 1 and 2 of each week follow a consistent format, with a short text passage and multiple-choice questions.

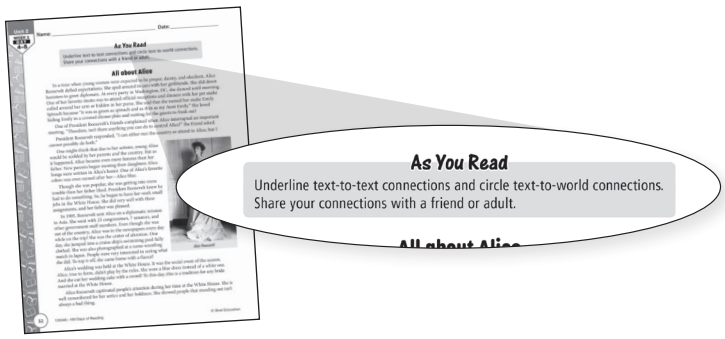




Days 3 and 4 have a combination of multiple-choice, short-answer, and open-response questions.

On day 5, students complete text-based writing prompts.



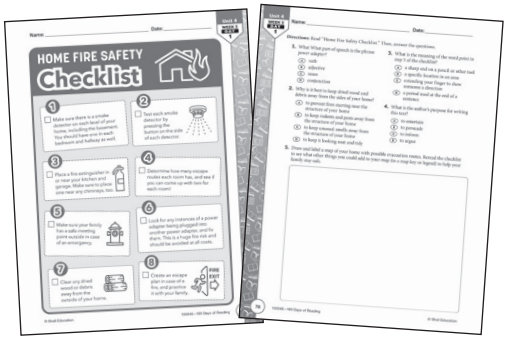


The As You Read activities give students a purpose for reading the texts and provide opportunities to practice various reading skills and strategies.

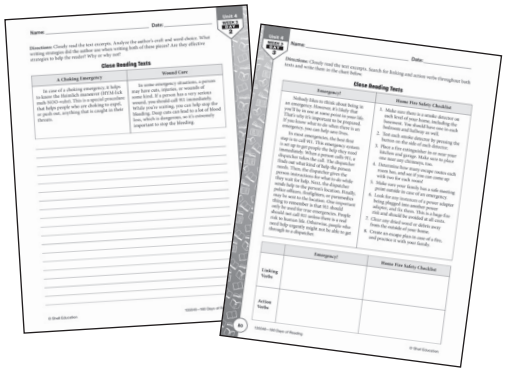
How to Use This Resource *(cont.)*

Student Practice Pages *(cont.)*

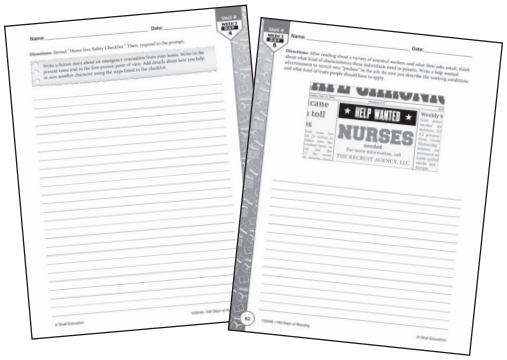
Practice Pages for Week 3



Day 1 of this week follows a consistent format, with a nontraditional text and multiple-choice and open-response questions.



On days 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.



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.

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

As You Read

Write questions you have about the text in the margins.

The World of Inventions

Throughout time, countless inventions have made people's lives easier. Light bulbs make it easier to read. Chairs help support people's backs when they sit in them. Computers and laptops bring the world's knowledge to a person's fingertips. Inventions like these start in the minds of people who see problems or situations and find creative ways to solve them. People know about many famous inventors, such as Thomas Edison and Nikola Tesla. But for some inventions, no one knows exactly who invented them. This is true for the wheel, sandals, and mirrors. These items were invented so long ago that there is no record of who the inventors were. Still, these inventions (and many more) have changed people's lives for the better.

1. What does the parenthetical in the last sentence tell readers?

- (A) Only the inventions listed have changed people's lives.
- (B) There are inventions not listed that changed people's lives.
- (C) Inventions from the past have not changed people's lives.
- (D) All inventions have changed people's lives.

2. What is the text structure of this nonfiction piece?

- (A) description
- (B) cause and effect
- (C) pro–con
- (D) compare and contrast

3. What is the author's opinion of inventors?

- (A) They are not important.
- (B) They waste a lot of time.
- (C) They do not have original ideas.
- (D) They have great ideas.

4. What does the idiom *to a person's fingertips* mean?

- (A) easy to access
- (B) hard to access
- (C) something that sticks to your hands
- (D) something that you wear on your fingers

5. Which statement best summarizes the text?

- (A) Many inventions have improved people's lives.
- (B) Thomas Edison is a famous inventor.
- (C) The wheel was invented long ago.
- (D) There is no record of who invented some items we use today.

6. Which invention is not mentioned in the text?

- (A) sandals
- (B) computers
- (C) light bulbs
- (D) cell phones

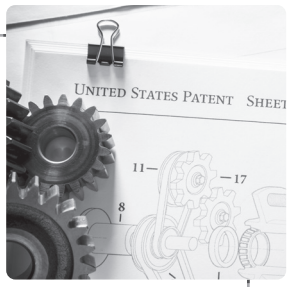
Name: _____ Date: _____

Directions: Read the text, and answer the questions.

As You Read

Write questions you have about the text in the margins.

Patents



As people began to invent more items, they wanted to protect themselves. They did not want their invention plans to be stolen. This is why patents were created. Patents have been around since 1790. They are official documents. Patents prove that people own their inventions. They stop other people from making or selling those inventions for a number of years.

People with inventions can apply for patents. First, they have to fill out a long application. They also need to pay a fee. Today, a U.S. government office helps people with patents. It is called the United States Patent and Trademark Office. In total, it has granted more than 8 million patents!

For a patent to be approved, the invention needs to meet a few requirements. First, is the invention novel? It should be new or have a new piece that someone else hasn't already invented. Second, is the invention useful? It has to serve a purpose. It also has to be possible to build. Finally, is the idea inventive? If the invention is thought to be unnecessary or unoriginal, then it will not receive a patent.

1. If one were to shorten the name United States Patent and Trademark Office to USPTO, what is the shorter name called?

- (A) an alliteration
- (B) an abbreviation
- (C) an acronym
- (D) an acrostic

2. What is a patent?

- (A) an inventive idea that is easy to build
- (B) a document that protects someone's idea
- (C) someone that is sick in a hospital
- (D) a license to sell a product

3. How does someone obtain a patent?

- (A) They must be interviewed on television.
- (B) They must show that their invention can be sold in stores.
- (C) They must demonstrate their invention to an audience.
- (D) They must show their invention meets the requirements and pay for it.

4. What point of view is used in the text?

- (A) first person
- (B) second person
- (C) third person
- (D) fourth person

5. Why might a person be denied a patent?

- (A) Their idea is novel.
- (B) Their idea is helpful.
- (C) Their idea is not expensive.
- (D) Their idea is not original.

6. How many patents have been granted by the United States Patent and Trademark Office?

- (A) less than 18 million
- (B) more than 18 million
- (C) more than 8 million
- (D) less than 8 million

Name: _____ Date: _____

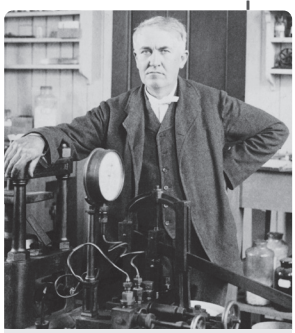
Directions: Read the text, and answer the questions.

As You Read

Write questions you have about the text in the margins.

What Makes a Good Invention?

People need to answer several questions if they want their inventions to be successful. First, will the invention work? People have to be realistic about their ideas. So, no trying to create prehistoric time machines! An invention needs to work if a person wants to get a patent. Next, will other people want the invention? There should be a need for it. Or it should improve people's lives in some way. Here's another question. Does the invention do something better than another invention? Thomas Edison's lightbulb is an example of this. He didn't actually invent the lightbulb itself. But he did invent something new for the inside of a lightbulb. He replaced the oxygen with gases that worked better. Finally, is there enough time and money to create the invention? Building an invention can be expensive. Developing inventions can also take a very long time. One example is the photocopier. It was invented in 1938. But it took the inventor nearly 20 years to develop and sell the idea. Once all these questions are answered, an invention can be successful!



Thomas Edison

1. Why is a comma used in this sentence? *Once all these questions are answered, an invention can be successful!*

- (A) to set apart an appositive
- (B) to break apart phrases in a compound sentence
- (C) to set off an introductory word
- (D) to break apart phrases in a complex sentence

2. What does the word *prehistoric* mean?

- (A) before history was recorded
- (B) when history started
- (C) after history began to be recorded
- (D) none of the above

3. Write three transitional words or phrases that are used in the text.

_____

_____

4. What qualities must a person have if they want to be an inventor?

_____

_____

_____

_____

_____

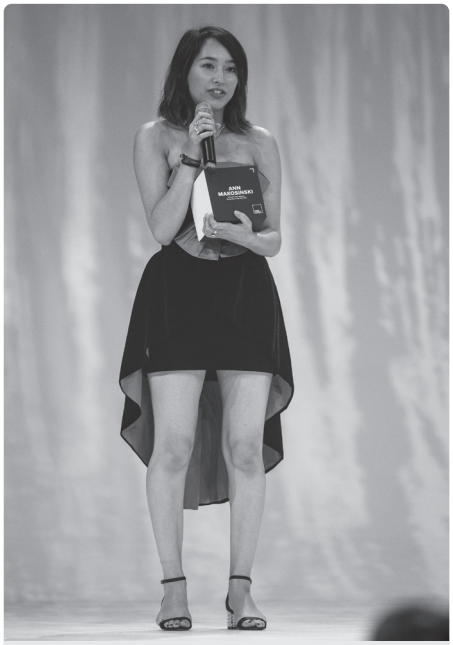
Name: _____ Date: _____

As You Read

Write questions you have about the text in the margins.

Ann Makosinski: Teen Inventor

Ann Makosinski (mah-koh-SIN-skee) was born to be an inventor. By the time she was two years old, she was playing with all kinds of electronic gadgets. This included items such as transistors and springs. She also created her own toys. She used anything she could find, including cardboard, wire, and things she found in the garbage. Her creations didn't do anything besides keep her busy. But Makosinski enjoyed creating new things. For her, this was the start of her journey toward becoming an inventor.



Ann Makosinski accepts an award for her flashlight.

Makosinski grew up in Canada. Her mother was from the Philippines. After they took a trip there, Makosinski got a message from one of her friends. Her friend was having a hard time studying for school because it was too dark to read at night. Her family had no electricity just like millions of other people around the world. Makosinski hated the idea of kids her age not being able to study. There had to be something she could do!

After thinking about her friend's problem for a while, Makosinski came up with a bright idea. She wondered if body heat could be used to create light. So, she started tinkering with different materials and parts. After two years, she figured it out. She invented a flashlight that used the heat of a person's hand to light it. It didn't need batteries or electricity. She was only 15 years old!

Makosinski's flashlight qualified for a patent. It met all the requirements. First, parts she used inside her flashlight were new. So, that meant her invention was novel. It was also extremely useful. The flashlight could help millions of people get the light they need. Finally, her idea was original. Creating energy through body heat was a true innovation. Ultimately, she got the patent. She continued perfecting her flashlight idea.

In 2013, Makosinski submitted her flashlight to the Google Science Fair. This is an online science competition. Young students from around the world can participate. They show off their inventions and ideas. Makosinski ended up winning! Soon after, she was invited to give talks all over the world. She became somewhat of a teenage celebrity.

After the flashlight, Makosinski worked on another great idea. She created an innovative coffee mug. Like her flashlight, it used heat for energy. When the mug was filled with hot coffee, it could charge a smartphone. Makosinski also created her own company. She applied for more patents on other inventions. To this day, Makosinski continues to bring her innovative ideas to life.

Name: _____ Date: _____

Directions: Read "Ann Makosinski: Teen Inventor." Then, answer the questions.

1. What is the author's purpose for writing about Ann Makosinski?

(A) to entertain
(B) to persuade
(C) to inform
(D) to argue

2. What is an antonym for the word *innovation*?

(A) discovery
(B) creation
(C) development
(D) unoriginal

3. What accomplishment proved Makosinski was a successful inventor?

(A) She won the Google Science Fair.
(B) She earned a patent for her flashlight.
(C) Her invention will help improve the lives of many people.
(D) all of the above

4. Which word best describes Makosinski?

(A) hard-working
(B) messy
(C) easily frustrated
(D) self-absorbed

5. Number the following sentences from the text in chronological order:

_____ She created an innovative coffee mug.

_____ After thinking about her friend's problem for a while, Makosinski came up with a bright idea.

_____ By the time she was two years old, she was playing with all kinds of electronic gadgets.

_____ In 2013, Makosinski submitted her flashlight to the Google Science Fair.

Name: _____ Date: _____

Directions: Reread "Ann Makosinski: Teen Inventor." Then, respond to the prompt.

Imagine you have created a new invention. What problem does it solve? How is it useful? How did you come up with your idea? Write a fictional narrative to answer these questions.