

FLUENCY HOMEWORK

READING

FLUENCY HOMEWORK

Level P Set 3

Weekly Fluency Passages &
Daily Close Reading Questions

Second Story Window

4 Passages in this Set:

- Lunchtime Looks (non-fiction)
- Yuna's Lunch Box Moment (fiction)
- Outside the Box (non-fiction)
- What's For Lunch? (fantasy)

Includes:

- close reading activities
- parent tips
- alternate questions
- answer key



NAME _____

READING FLUENCY DATA 36
PI1 LEAKS 800
LEVEL P - SET 3

Outside the Box

Ryker loves cats. So when the 10-year-old found a lunch box with neon cats floating in outer space, he thought it was very cool. When the lunch box arrived, Ryker excitedly carried it to school. The next day, however, Ryker told his mom he wasn't taking his lunch box, but wouldn't say why. When he refused to take it again the next day, the full story came out. Some kids had teased him about his lunch box and he didn't want to be seen with it anymore. Ryker's older cousin, David, heard the story and wanted to help. So David ordered a matching lunch box for himself. It's not every day you see a purple and pink space-cat lunch box in a busy office! So when David's coworkers had some questions, he proudly explained that it was a show of support for a special kid. David took a picture of him and the lunch box at work and shared it online. Soon Ryker's story spread all over the world. So many people wanted to support him that the space-cat lunch box quickly sold out—twice. The flood of kindness encouraged Ryker to bring back his lunch box. When the kids at school heard the story, they were very apologetic and Ryker hasn't had any more trouble. Hopefully, everyone learned something from this. As David said, "In a world where you can be anything, the best thing you can be is kind."

DAILY RECORD	DAY 1	DAY 2	DAY 3	DAY 4
total words read in 1 minute				
number of mistakes subtract from total				
total words read correctly in a minute (CUPS)				

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Even though your child has given a lot as a reader, it's still important for you to read to your child. One of the best ways to boost a student's reading abilities is to model fluent reading for them. When you're reading aloud, make sure to include plenty of expression and emotion. And don't forget the importance of proper phrasing and pacing! You may want to point out to your child what you're doing as you read and how your reading sounds natural instead of rushed.

PARENT TIPS

FOCUS: read to identify details.
Read the text. Circle sentences that tell about Ryker's problem.
What problem did Ryker have?

FOCUS: read to understand the meaning of a word.
Read the text. Find the sentence that talks about apologetic. Color it **[red]**.
Feeling apologetic is feeling regret or saying you're sorry. How did the kids at school feel about Ryker's story?

FOCUS: read to determine an outcome.
Read the text. Underline sentences that tell what David did after hearing Ryker's story.
How did David's lunch box help Ryker?

FOCUS: read to form an opinion.
Read the text. Pay attention to what David says at the end.
Do you agree with what David said about kindness? Why or why not?

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lunch box theme!

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Do you agree with what David said about kindness? Why or why not?

Multiple Choice Questions:

What problem did Ryker have?

- Some kids teased him about a lunch box he was really proud of.
- He can't find a lunch box he likes so he has to take his lunch in a paper sack.
- He wants to get a lunch box just like the one his cousin has.

How did the kids at school feel about Ryker's story?

- They wanted Ryker to say he was sorry for teasing them.
- They felt sorry for having teased him about his lunch box.
- They felt like a lunch box wasn't a big enough deal to say sorry about.

How did David's lunch box help Ryker?

- David sharing the story allowed lots of people to support Ryker.
- It gave Ryker a good idea about what kind of lunch box to get.
- It helped Ryker make money by selling lots of lunch boxes.

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original passages

close reading
activities

OR

multiple choice
questions

included in the 4th Grade Fluency Bundle

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