

4th Grade  
Special  
Education  
Practice



## Special Education Support

Subject	Strategy
Reading Fluency	<ol style="list-style-type: none"> <li>1. Day 1: Cold Read: Set a timer for 1 minute, ask the student to read for one minute and mark the text where they stop. After they have marked where they stopped, read the passage aloud to the student.</li> <li>2. Day 2: Choral Read: Have the student and another person read the passage together.</li> <li>3. Day 3: Practice: Set the timer for 1 minute and ask the student to read the passage for marking where they stop.</li> <li>4. Day 4: Practice: Repeat the steps for Day 3.</li> <li>5. Day 5: Hot Read: Set the timer for 1 minute, ask the student to read for one minute and mark the text where they stopped. After multiple days of practice, the student should see that they can read farther and with less errors.</li> </ol>
Reading Comprehension	<ol style="list-style-type: none"> <li>1. Ask the student to read the text and use a writing tool to code the text using the symbols below.               <ul style="list-style-type: none"> <li>○ ! - surprising facts</li> <li>○ ? - questions they had about the event</li> <li>○ * - important information</li> <li>○ L - information that tells the location of the event</li> <li>○ P - information that describes the place of the event</li> </ul> </li> <li>2. Ask students to share with you what they coded and why.</li> <li>3. Ask students to reread the text.</li> <li>4. Read aloud the questions to the students. Ask students to use what they read to answer the multiple choice questions.</li> </ol>
Writing	<p>After reading the text, use the steps below to answer the short answer questions.</p> <p><b>K-5</b></p> <ol style="list-style-type: none"> <li>a. R: Restate the question</li> <li>b. A: Answer all parts of the questions</li> <li>c. C: Cite evidence from the text to support your answer.</li> <li>d. E: Explain how the evidence from the text supports your answer</li> </ol> <p><b>6-12</b></p> <ol style="list-style-type: none"> <li>a. Claim</li> <li>b. Support</li> <li>c. Evidence</li> <li>d. Tie-in</li> </ol>

<b>Math Calculation</b>	<p>Encourage students to use the following to solve math problems:</p> <ul style="list-style-type: none"><li>• Number lines</li><li>• 100 charts</li><li>• 200 charts</li><li>• Multiplication charts</li><li>• Formula sheets</li></ul> <p>Choose the tool that students are most comfortable with and apply to their problems.</p>
<b>Math Problem Solving</b>	<ol style="list-style-type: none"><li>1. Read word problems to the student.</li><li>2. Ask the student to highlight or underline the important information in the problem that is needed to solve the problem.</li><li>3. Write a number sentence or equation to solve the problem.</li><li>4. Use the math tool necessary to solve the problem.<ul style="list-style-type: none"><li>• Number lines</li><li>• 100 charts</li><li>• 200 charts</li><li>• Multiplication charts</li><li>• Formula sheets</li></ul></li></ol>

Name \_\_\_\_\_

Word Count: 155

## Seeing the Sphinx

I could tell the family was lost before they even stepped inside our bakery. You did not see many tourists in this part of Cairo, Egypt.

“Can I help you find your way?” I offered.

The woman asked how to get to the Great Sphinx. “Is it as inspiring as they say?” she asked.

“I’ve never seen it,” I said. Their mouths fell open in disbelief. I was usually busy at school or the bakery, and I had simply never bothered to visit the Sphinx.

My father looked at me and said, “It’s your heritage. Today we will close early and visit the Sphinx.”

That afternoon, we closed the bakery and drove out of Cairo. We turned a corner and there it was—the lion-bodied king towering over the sand. I stood there in awe, thinking about how centuries ago, my ancestors built this astonishing statue. I had never been so proud to be Egyptian.



# The Disappearing Room

by ReadWorks



"Where'd you go?" asked Alejandro, with a tremble in his voice.

June coughed. She could taste dust in her mouth and felt a stinging on her knees. She could barely breathe after falling down the steps and onto the cold concrete.

"June, where are you?" called out Alejandro. The room was pitch black. He could hear his friend at the bottom of the steps, but in the darkness he could not see a thing. He turned around and pulled on the doorknob. The heavy, wooden door wouldn't budge.

"I'm ok," answered June. "I think I scraped my knees. Ouch! OK, I'm sure I scraped my knees. But everything else feels OK." June felt a tear in her eye, but tried very hard to hold it back. She worried about how frightened Alejandro was.

"I can't see *anything* in here!" exclaimed Alejandro, trying hard not to panic.

"I know. Me neither. Come down the steps, but don't hold onto the rail! That's why I fell. The rail stops halfway down."

As Alejandro slowly descended into the basement, June looked in every direction. She wondered why she couldn't make out any shapes. Even when her parents turned out every light in the apartment after bedtime, she could always make out the picture frames on her dresser. In this place, it was like her eyes were shut.

"I'm here," said Alejandro, interrupting her thoughts. He clasped June's hand and asked, "What now?"

June squinted and sighed. Then she noticed a bright speck in the corner of the room. A thin beam of light shot out from the speck. It pointed down to the floor and disappeared into the darkness.

"Do you see it?" asked Alejandro. Most of the room was still in darkness, but near that one spot of light, he could see what looked like chairs.

"Yeah!" confirmed June. She reached up towards the light. There was a curtain, covering a window. She opened it.

Alejandro and June covered their eyes. Their corner of the basement was flooded with light! Then, everything in the room became visible: the steps, the broken rail, the chairs, an old billiards table, and boxes and boxes of old newspapers.

"No luck with that door?" asked June.

Alejandro shook his head. June clambered onto a nearby chair and pushed at the window. It opened with a creak, and she pulled herself towards the opening.

"Let's get back to the party," she said with a smirk.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Where are June and Alejandro?

- A. in a very large bathroom
- B. in a very small closet
- C. in a very dark room
- D. in a very hot attic

2. June and Alejandro have a problem. The room they are in is too dark for them to see well. How do they solve this problem?

- A. They knock on a wooden door until somebody lets them out.
- B. They scream for help until somebody hears them.
- C. They climb up a staircase, holding tightly to the railing.
- D. They notice a little bit of light, and June opens a curtain.

3. June and Alejandro are scared.

What evidence from the story supports this statement?

- A. "Alejandro shook his head. June clambered onto a nearby chair and pushed at the window."
- B. "June felt a tear in her eye, but tried very hard to hold it back. She worried about how frightened Alejandro was."
- C. "'Do you see it?' asked Alejandro. Most of the room was still in darkness, but near that one spot of light, he could see what looked like chairs."
- D. "As Alejandro slowly descended into the basement, June looked in every direction. She wondered why she couldn't make out any shapes."

4. Why does June push at the window and pull herself toward its opening?

- A. She wants to get out of the room.
- B. She wants to stay in the room.
- C. She wants to make the room dark again.
- D. She wants Alejandro to try opening the door.

5. What is a theme of this story?

- A. Discovering a new place is lots of fun and can make your life better.
- B. Getting into a fight with a friend can help you work out your differences.
- C. Children in a dangerous situation should turn to an adult for help.
- D. People can get out of a scary situation if they do not give in to their fear.

6. Read the following sentences: "The room was **pitch black**. He could hear his friend at the bottom of the steps, but in the darkness he could not see a thing."

What does the phrase **pitch black** mean?

- A. completely black
- B. more gray than black
- C. mostly black with a few rays of light
- D. a black surface with lots of light shining on it

7. Choose the answer that best completes the sentence below.

June and Alejandro do not give up looking for a way out of the room \_\_\_\_\_ they are scared.

- A. finally
- B. moreover
- C. although
- D. specifically

8. What does June say after opening the window?

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**9.** Why does June want to get back to the party?

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**10.** How does June probably feel at the end of the story? Support your answer with evidence from the passage.

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# Comparing Multi-Digit Numbers

Name: \_\_\_\_\_

## Set A

Write the symbol that makes each statement true. Use  $>$ ,  $<$ , or  $=$ .

1  $23,230$  \_\_\_\_\_  $2,323$       2  $33,003$  \_\_\_\_\_  $33,030$       3  $9,999$  \_\_\_\_\_  $10,000$

4  $40,404$  \_\_\_\_\_  $40,040$       5  $52,177$  \_\_\_\_\_  $52,771$       6  $421,073$  \_\_\_\_\_  $412,730$

## Set B

7 Circle all the numbers that are less than 78,265.

78,000      79,000      70,000      80,000      78,200      78,300

8 Circle all the numbers that are less than 45,763.

46,000      40,000      50,000      45,700      45,800      45,000

9 Circle all the numbers that are greater than 108,427.

108,000      108,400      108,500      109,000      108,430      108,420

10 How did you solve problem 7?



## Using the Standard Algorithm to Subtract Greater Numbers

Name: \_\_\_\_\_

**Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.**

**1** 
$$\begin{array}{r} 95,217 \\ - 39,871 \\ \hline \end{array}$$

**2** 
$$\begin{array}{r} 62,554 \\ - 31,618 \\ \hline \end{array}$$

**3** 
$$\begin{array}{r} 92,023 \\ - 71,578 \\ \hline \end{array}$$

**4** 
$$\begin{array}{r} 84,724 \\ - 43,951 \\ \hline \end{array}$$

**5** 
$$\begin{array}{r} 56,417 \\ - 24,009 \\ \hline \end{array}$$

**6** 
$$\begin{array}{r} 71,677 \\ - 13,197 \\ \hline \end{array}$$

**7** 
$$\begin{array}{r} 99,902 \\ - 33,227 \\ \hline \end{array}$$

**8** 
$$\begin{array}{r} 87,591 \\ - 46,280 \\ \hline \end{array}$$

**9** 
$$\begin{array}{r} 90,434 \\ - 51,533 \\ \hline \end{array}$$

**10** 
$$\begin{array}{r} 78,282 \\ - 40,983 \\ \hline \end{array}$$

**11** 
$$\begin{array}{r} 71,731 \\ - 61,320 \\ \hline \end{array}$$

**12** 
$$\begin{array}{r} 50,118 \\ - 18,306 \\ \hline \end{array}$$

**13** 
$$\begin{array}{r} 86,496 \\ - 54,101 \\ \hline \end{array}$$

**14** 
$$\begin{array}{r} 59,176 \\ - 17,222 \\ \hline \end{array}$$

**15** 
$$\begin{array}{r} 89,971 \\ - 11,499 \\ \hline \end{array}$$

**16** Use estimation and addition to check one of your answers. Show your work.

**17** How does checking with addition compare with checking using estimation?





Number Chart (1 to 200)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200



## Multiplication Chart (12 x 12)

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

