

## **GRADE 4 English Language Arts** **Reading and Responding: Lesson 10**

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or to hand out materials to students, will have an arrow symbol (  $\Rightarrow$  ) by them.

### *Purpose of Lesson 10:*

In this lesson, the tutor and students will

- read a fictional passage,
- practice test-taking strategies, and
- practice using context clues to increase their vocabulary.

### *Equipment/Materials Needed:*

- Student Worksheets Reading and Responding Lesson 10 – 1 and 10 – 2
- Pencils

*LESSON 10: Reading and Responding*

Following your introductory remarks to students, say:

**Today we will read and respond to a fiction selection, “A Friend in Need.” Successful readers frequently guess or predict what a story is going to be about based on the title.**

**“A Friend in Need.” What do you think this story will be about? What could a friend need? Pause.**

Student responses may range from the serious to silly. If no one responds, you might say: Does this friend need help with a pet? Does this friend need help with homework?

The purpose is to get students to think. It is not important whether they identify the *need* in this passage correctly.

**In a few minutes, we will read the selection and discover how accurate our predictions or our guesses were!**

**Predicting or guessing what the story is about is an excellent way to get yourself ready to read. Sometimes students just jump in and start reading without having their brains focused on the reading passage. You’ve got to think when you read!**

**Good readers are also good thinkers! They think about the title. They think about the characters. What do the characters look like? What are they wearing? What are they doing? Good readers think about where the story takes place? What does the setting look like? How does it sound? How does it smell?**

**Your brain is working the entire time you are reading! Your eyes work at seeing the words; your brain works at understanding the selection. For all those reasons, you want to be sure to stay focused on the reading.**

**Now we are going to practice being successful readers. We will read a passage and then answer some questions.**

⇒ Distribute Student Worksheet Reading and Responding Lesson 10 – 1.

Then say:

**Here is the reading passage, “A Friend in Need.” I will read it aloud. You follow along on the printed page. Think about the characters, Mike and Jeff. Think about how they might look. Think about the problem Mike has.**

**Don’t let your brain wander and think about other things! Think about the story.**

Read the selection aloud.

Say:

**Before we work on the story questions, let’s think about the story. Who are the characters in this story? Pause.**

(Response: Mike and Jeff)

**What is the problem? Pause.**

(Response: Mike’s bicycle tires are flat)

**When does this story take place? Pause.**

(Response: after school)

**Where does the story take place? Pause.**

(Response: There really aren’t any definite clues; probably in the city.)

**By thinking about the story, you are better prepared to answer the questions. You are being successful readers!**

**Another good trick to use involves the questions. Look over the questions and the answer choices.**

**It is just like with the story. Your eyes see the words. Your brain is thinking! Thinking about what you are reading surely makes answering the questions seem easier.**

⇒ Distribute Student Worksheet Reading and Responding Lesson 10 – 2.  
Be sure every student has a pencil.

Say:

**Before you start answering the questions, what should you do?**  
(Response: Look carefully at the questions and answer choices.)

**Yes, look at the page. Look first. Then answer. It won't take long to look over the page, and it will be helpful. Skimming the page gets your brain working and thinking.**

Allow a few minutes for students to look at the question page.

Then say:

**Now answer the six questions. If you are unsure of an answer, go back in the story and find the answer! You may now begin.**

Allow time for students to complete the task.

Say:

**Let's begin with Number one. "Sighing, Mike hoisted the bicycle onto his shoulder." What does the word *hoisted* mean? Which answer did you choose? Pause. Call on a volunteer.**  
(Response: Choice B: lifted it.)

**Yes, Choice B: lifted it is the correct answer. How did you know to pick B? Pause.**  
(Response: none of the others made sense. You don't push a bicycle onto your shoulder; you don't roll a bicycle onto your shoulder; and you don't take it apart onto your shoulder.)

**Good job of figuring out the correct answer!**

**Number two is also a vocabulary question. Be sure to use that same thinking process with Number two.**  
**The story says, "He stared *glumly* at his bicycle." What does *glumly* mean?**

**Look at the four answer choices. Is it Choice A: angrily?**

(Response: no)

**How do you know he didn't stare angrily?** (Responses: his actions don't indicate anger; nothing in the story supports anger.)

**What about Choice B: cheerfully?** (Response: no)

**How do you know he isn't cheerful?** (Response: He wouldn't be cheerful; someone let the air out of his bike tires.)

**So, I guess you didn't pick Choice C: happily?** (Response: no)

**Choice D: sadly. Is sadly how he stared at the bicycle?**

(Response: yes)

**Yes, sadly is the correct answer. What details in the story can you find that let me know that sadly is the right answer?** Pause.

(Response: his shoulders dropped; he let out a sigh.)

**Good job. Go through the answer choices one by one. Then check back in the story for the details.**

**Number three. How far from school did Mike live?**

Pause to allow students to select an answer.

**Call on a volunteer to answer the question and to give the support or proof for the answer.**

(Response: Choice B: almost two miles.)

Remind students that answer choices A, C, and D all appear in the selection; they just do not tell how far Mike lives from school.

**Pay close attention to Number four. It has two questions in it. Be sure that you answer both parts.**

**What is the problem in the story? How can Mike solve the problem?**

Pause to allow students to answer orally.

(Response: The problem is that he has two flat tires; Mike can solve the problem by going with Jeff to the gas station and pumping up the tires.)

Then say:

**Now, you need to write your response on your paper. It would be a good idea to write in your best handwriting. You want to be sure that somebody else can read your answer!**

**Also, you need to write in a complete statement. We write in complete statements so somebody else can understand what we are saying. Write your answer now.**

Allow time for students to write.

If students are struggling, help them to formulate a sentence. You may need to dictate the answer for them.

**What word best describes Jeff? Look at your answer choices. Is Jeff naughty? Is there anything in the story to show us that he is naughty?**

(Response: no. There's nothing in the story to show he is naughty.)

**Is Jeff handsome?**

(Response: He may be handsome, but there's nothing in the story to make us think he is handsome.)

**What about smart? Is Jeff smart?** (Response: He may be smart, but there's nothing in the story that makes us think he is smart.)

**Choice D: helpful. Is Jeff helpful?**

(Response: Yes, he offers to help Mike air up the tires.)

Say:

**Here's a trick that you can use on the multiple-choice questions. It's easy. You simple repeat or resay the question. Like in Number five. I read the question "What word best describes Jeff?" Then when I started trying to find the answer, I kept repeating the question. I said, "Is Jeff angry?" Then I stopped to think about what Jeff did in the story that showed he was angry. I couldn't think of anything. Then I went to handsome. I said, "Is Jeff handsome?" I glanced back at the story, but there is nothing about Jeff's being handsome.**

**By repeating the question each time, you can keep your brain focused. It will help you!**

**Now for the last one. What do you think will probably happen next? Don't forget to write your answer in sentence form. Don't forget to write so somebody else can read what you have written.**

Pause to allow time for students to respond.

Ask for volunteers to share their responses.

(Possible responses: Jeff helped Mike air up the tires; Jeff and Mike aired up the tires and then rode bikes together.)

Say:

**We have practiced lots of tricks and techniques today that should help you become a better reader and thinker.**

### **A FRIEND IN NEED**

Mike’s shoulders dropped and he let out a sigh. He couldn’t believe it! He stared glumly at his bicycle. During school, someone had let the air out of both of his tires. Now he would have to walk almost two miles to get home, and he’d have to carry his bike, too. No way was he going to leave it in the bike rack overnight. There had been a lot of problems lately with bikes that were left overnight being stolen or damaged. This incident was the first he knew of a bike being vandalized during school hours, though.

Sighing, Mike hoisted the bicycle onto his shoulder and started off toward home. Before he had gone five blocks, however, he ran into his friend Jeff. He told Jeff what had happened to his bike.

“That was really a rotten thing to do,” said Jeff. “No problem, though. About two blocks from here, there’s a gas station that has an air pump. I’ll go with you and help you.”

“Okay,” said Mike, “and thanks.”

Student Worksheet Reading and Responding Lesson 10 – 2

NAME \_\_\_\_\_

1. “Sighing, Mike *hoisted* the bicycle onto his shoulder.” What does the word *hoisted* mean?
  - A. pushed it
  - B. lifted it
  - C. rolled it
  - D. took it apart
  
2. The story says “He stared *glumly* at his bicycle.” *Glumly* means
  - A. angrily.
  - B. cheerfully.
  - C. happily.
  - D. sadly.
  
3. How far from school did Mike live?
  - A. fewer than five blocks
  - B. almost two miles
  - C. about two blocks
  - D. about five miles
  
4. What is the problem in the story? How can Mike solve the problem?

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5. What word best describes Jeff?
  - A. naughty
  - B. handsome
  - C. smart
  - D. helpful
  
6. What do you think will probably happen next?

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