

GRADE 4 English Language Arts Reading and Responding: Lesson 11

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 (\implies) by them.

Purpose of Lesson 11:

In this lesson, the tutor and students will

- read a fictional selection, and
- practice test-taking strategies.

Equipment/Materials Needed:

- Student Worksheets Reading and Responding Lesson 11 – 1 and 11 – 2
- Pencils

LESSON 11: Reading and Responding

Following your introductory remarks to students, say:

Have you ever had the following happen to you? Your teacher tells you to read a story and you just can't make yourself concentrate on the story. You *can read* the words; but after you have finished, you don't really know what the story was about. Your mind just wanders! You try to make yourself read, but it just doesn't happen.

We've probably all had that misfortune happen. Today, we are going to practice some tricks to help you stay on task – to keep your mind on the reading. It is very important that you understand what you read. Reading and concentrating are not always easy! Let's try today to learn some ways to keep your mind on the story.

We will read a fictional selection today. What is fiction?

(Response: stories that are made up; they come from the author's imagination.)

Yes, fiction tells about imaginary characters and events. Sometimes those imaginary characters and events can seem pretty real to us.

⇒ Distribute Student Worksheet Reading and Responding Lesson 11 – 1.

Please follow along carefully as I read this story to you. While I am reading, visualize or see the story in your mind. Get a picture of the story in your head! Concentrate.

Read “The Bully” to the students. It is on page 102.

Let's see whether we can retell the story. Turn your story face down. I will help you retell the story by asking some questions.

You may want to have students raise their hands or you may just call on students.

Who are the two boys in the story?

(Response: Isaac and Rodney)

Who is the bully?

(Response: Isaac)

What did Isaac do to Rodney in this story?

(Response: threw his backpack down the stairs)

Why is Isaac called into the principal's office?

(Response: He's accused of stealing)

Why is Rodney called into the principal's office?

(Response: because Isaac said he was with Rodney)

Is Isaac upset about being accused of stealing? (Response: yes)

How do you know?

(Response: He's looking at the floor; his hands were shaking; he's got tears in his eyes)

Good job! I can tell you are concentrating.

Then say:

Turn your copy over and reread it now.

Allow time for students to complete task.

The story probably seemed easier to read. You heard it. You looked at it. You helped retell it. Yes, I suspect the story *was* easier to read!

Sometimes students get in a hurry and try to read over a story in record-breaking time! The only problem is, they don't know what they've read.

Take your time. Read it. Try retelling it. Read it again.

Rereading the story will make a difference! Rereading the story will make answering the questions easier.

→ Distribute Student Worksheet Reading and Responding Lesson 11 – 2.
Every student needs a pencil.

Say:

Question one. “Rodney decided to stick up for Isaac because he...”
Now look at the four answer choices.
Pause to allow students time to read them.

Then say:

Did Rodney stick up for Isaac because Rodney was afraid of the principal? Are there any details in the story that make the reader think Rodney is afraid of the principal? (Response: no)
Then put a dot by the statement.

Did Rodney stick up for Isaac because he wanted to get even with Isaac? (Response: no) **How do you know the answer is no?**
(Response: There is no reason for Rodney to stick up for Isaac; Isaac is always picking on him.)
Put a dot by Choice B, since we know that is not the answer.

Did Rodney stick up for Isaac because he knew Isaac would not steal? (Response: no) Students may say yes. If so, ask them to support their yes with details from the story. There is no support in the story.
Put a dot by Choice C, since we know that is not the answer.

Did Rodney stick up for Isaac because he felt sorry for him?
(Response: yes)
What makes you think he felt sorry for Isaac?
(Response: He could have gotten even with Isaac; when he *really* looked at him, he saw that Isaac wasn't so tough after all; he saw the tear, the shaking hands, and the embarrassment.)

What problem did Rodney have in this passage? Read all four answer choices and mark your answer.
Pause.

What is the correct answer? (Response: Choice A: Another student kept bullying him.)

How did you figure out that Choice A was the answer?

(Response: In the story, Rodney was the target of Isaac's bullying.)

Successful readers keep going back to the story to find their answers. There is no need for you to try to remember what the story said. The story is right there in front of you - use it!

Say:

“Which statement from the passage is an opinion?”

What's the key word in the question? Pause. (Response: opinion)

Yes, *opinion* is the key word. Circle *opinion*. Pause.

Now, before you go any further, stop to think about what you know about *opinion*? Pause.

(Response: An opinion tells us what a person thinks or believes; it cannot be proved or checked out.)

You see, before you can choose your answer, find the key word and be sure you understand it. Then begin reading the answer choices.

Choice A: the principal called Rodney into his office. Is that statement an opinion? Is that statement what somebody thinks or believes? Pause. (Response: no)

No, that statement is not an opinion. Actually that statement is a fact because we can check it out or prove it. By Choice A, put an F, since the statement is a fact. Pause.

Choice B. Is this an opinion? “The other boy just sat there with his head down.” Pause. (Response: no)

Why not? Pause. (Response: it can be checked out or proved; it is not just what somebody thinks or feels.) **It is not an opinion; it is a fact.**

By Choice B, put an F to remind you that this statement is a fact.

Now, look at choice C: “Isaac was absolutely the meanest kid in the school.” Is this statement an opinion? Pause. (Response: yes) Yes, this statement is an opinion. It is what the writer believes, but cannot be checked out. Put an O by Choice C. Pause.

Let’s check out Choice D: “Rodney could see how Isaac felt.” Is this statement an opinion? (Response: no) Put an F by Choice D, since we know this statement is a fact. Pause. Be sure to darken Choice C for the correct answer.

Which word best describes Rodney? Here are your choices: angry, jealous, funny, compassionate.

Let’s go through the steps a reader uses to find the correct answer.

Choice A: angry. Is Rodney angry? (Response: no)

How do you know it isn’t angry? (Response: There’s nothing in the story that makes the reader think he is angry.)

Choice B: jealous. Is Rodney jealous? (Response: no)

How do you know? (Response: There is nothing in the story that makes the reader think he is jealous.)

Choice C: funny. Is Rodney funny? (Response: no)

How do you know that Rodney isn’t funny? (Response: There is no proof in the story that he is funny.)

Choice D: compassionate. Is Rodney compassionate? First, what does *compassionate* mean? (Response: sympathetic; softhearted.)

Some students will not know the meaning of *compassionate*; but, because they eliminated the first three responses, they can make an educated guess.

Even if you aren’t sure what Choice D means, you have already eliminated or gotten rid of the first three answer choices. You may feel as if you were guessing, but you really aren’t. You have gone step-by-step to find the answer.

Now you are ready for Number five. “How might Isaac’s behavior change after the events in the principal’s office?” Think about this question and then write down your answer.

Allow time for students to respond.

Ask for volunteers to share their responses.

(Possible responses: Isaac quits picking on Rodney. Isaac and Rodney become friends.)

Then say:

In today’s lesson, we practiced several techniques to help you become a more successful reader. These are tricks or techniques that you should use in social studies, or in mathematics, or in science. The more you use them, the better you will feel about reading!

THE BULLY

Isaac was absolutely the meanest 4th grader in the school. For some reason, Rodney had become the target of his bullying. Rodney did his best to avoid Isaac, but today luck just wasn't with him. He saw Isaac coming down the hall and tried to duck into the library; but Isaac caught up with Rodney and threw Rodney's backpack down the stairs.

Later, the principal called Rodney into his office. To Rodney's surprise, Isaac was there, too. The principal explained that Isaac had been accused of stealing some money during afternoon recess. "He says he didn't do it, that he was with you at the time. Is that true?"

Every mean thing Isaac had done to him during the year rushed through Rodney's mind. This was his chance to get even. Then he looked at Isaac. The other boy just sat with his head down staring at the floor as the principal talked. His hands were shaking. A big tear rolled down his cheek. For the first time, Rodney really looked at Isaac.

"Yes, it's true," said Rodney. "He was with me."

Student Worksheet Reading and Responding Lesson 11 – 2

NAME _____

1. Rodney decided to stick up for Isaac because Rodney
 - A. was afraid of the principal.
 - B. wanted to get even with Isaac.
 - C. knew Isaac would not steal.
 - D. felt sorry for Isaac.

2. What problem did Rodney have in this passage?
 - A. Another student kept bullying him.
 - B. He never had time to eat lunch.
 - C. He was in trouble with the principal.
 - D. A teacher accused him of stealing some money.

3. Which statement from the passage is an opinion?
 - A. The principal called Rodney into his office.
 - B. The other boy just sat with his head down.
 - C. Isaac was absolutely the meanest kid in the school.
 - D. Rodney could see how Isaac felt.

4. Which word best describes Rodney?
 - A. angry
 - B. jealous
 - C. funny
 - D. compassionate

5. How might Isaac’s behavior change after the events in the principal’s office?
