

GRADE 4 English Language Arts Reading and Responding: Lesson 12

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 12:

In this lesson, the tutor and students will

- practice test-taking strategies,
- practice using story details (events or actions) to support an answer, and
- use critical-thinking skills.

Equipment/Materials Needed:

- Student Worksheet Reading and Responding Lesson 12 – 1 and 12 – 2
- Pencils

LESSON 12: Reading and Responding

Following your introductory remarks to students, say:

Successful readers use a series of tricks to help them. One thing they do is look over a reading passage *before* starting to read it.

What do you think they look for? Pause.

(Possible responses: to see how long it is; to read the title; to see what it might be about.)

If no one responds, tell students the answer.

Successful readers know to look at the selection. Looking at the selection is one of the prereading tricks they use. It sends a message to the brain that says, “Get Ready! I am going to read!”

Reading involves more than your eyes. It involves your brain! You have to think when you read.

What do successful readers think about? Pause.

(Possible responses: the characters; what’s happening in the story; where the story takes place; how it’s going to end.)

If no one responds, tell students the answer.

Look for the clues the author gives you in the story. Then think about what the author is telling you.

Those are two techniques – looking and thinking – that readers use when they have a selection to read. They also look and think when they have to answer questions about the story.

Just as the author puts clues in the story, the writer puts clues in the questions. Sometimes students forget to use those clues. We want to practice some tricks for reading the questions successfully. That’s pretty important!

Say:

Today, we are going to start with the end of the lesson – the questions. Let’s talk about some of the clues and hints that are found in the questions.

You can’t answer the questions yet because you haven’t read the story. We are just looking for hints and clues right now.

⇒ Distribute Student Worksheet Reading and Responding Lesson 12 – 2.
Be sure every student has a pencil.

Then say:

Don’t worry about answering the questions yet. You will have to read the story in order to answer the questions. Let’s continue to look and think.

Number one. Read the question aloud with me.

“Where does this passage take place?”

What is the key word in this question? Pause.

(Response: where)

Yes, where is the key word. Circle the word *where*.

Pause to allow time for students to complete the task.

Then you have the four answer choices. Always be sure to read the answers carefully. Sometimes students make a mistake because they get in a hurry and just want to finish! Take the time to read carefully. Then take the time to think.

Let’s look at Number two. Read it aloud with me. “From the details in the story, you can tell that Leah is...”

What is the key word in this question? Pause.

(Response: details; Leah.) **Circle the words *details* and *Leah*.**

Pause.

It is important for students to focus on this particular character. The answer will be found in the details of the story.

Then you think about each answer choice.

Say:

After reading the story, if you decide that Leah is hungry, then there will be something in the story to show or prove that she is hungry. If you select lost, then there will be details in the story to show the reader that Leah is lost. If you select sleepy, the author will have included information to show that Leah is sleepy. If you select shy, then there will be something in the story to show the reader she is shy.

Don't guess on this one! The answer is in the story. Find it.

Let's read Number three together. "From the details in the story, the reader can tell that Mrs. Trudell is ..."

That question is very similar to Number two. What do you think the key words are in Number three? (Response: details; Mrs. Trudell.)

Circle the key words *details* and *Mrs. Trudell*. Pause.

Yes, in Question three, you are thinking about what kind of person Mrs. Trudell is.

Say:

Number four. Read it aloud with me. "What probably happened the next day? How do you know what happened the next day?"

What are the key words in Number four? Pause.

(Response: next day; how.)

Circle *next day*. Pause. That's a big hint! You can predict or imagine what will happen. How do you know what to predict? Is the answer written out in the story? (Response: no)

So, how do you know what might happen?

(Response: You use the clues in the story to guess.)

Once again you are using the details, the information in the story to help. You are *always* thinking when you are reading.

Circle the word *How*. Pause. The word *How* appears in the second question. Tell or explain how you decided what might happen next in the story. Again, you are having to think!

Read Number five with me, please. “How would you describe Maria? Give examples from the story to support your answer.”

Circle the key words. Pause.

(Response: Maria; examples)

This question focuses on Maria. If you say she is smart, then you will have to give examples from the story to show that she is smart. You have to show she is smart.

Say:

Let’s read the last one. “The story says, ‘Leah stared desperately at her.’ What does *desperately* mean?”

You don’t have to look hard or long to find the key word in Number six. What is it? (Response: desperately)

Yes. That clue makes it easy when the key word is in italics. Just be sure to read all four answer choices. Don’t guess! Think about each one.

Say:

Good job. You have practiced some great techniques or tricks for reading the questions.

Don’t forget to use these tricks with your science activities, social studies assignments, or just about any assignment.

Put that page aside for right now. In order to answer those questions, you will have to read the story!

Pause to allow time to complete the task.

⇒ Distribute Student Worksheet Reading and Responding, Lesson 12 – 1.

Here is the selection, “Leah’s Problem.” A good reader is already beginning to think about the story and to wonder what Leah’s problem is.

Say:

Remember I told you earlier, you are always thinking when you are reading.

**Please read the selection carefully right now.
After you have finished reading, then answer the story questions.
Keep your mind focused on reading and thinking.**

Allow time for students to complete the tasks.

Then say:

Now we are ready to go over the answer choices. Please pay close attention as we discuss the answers.

Number one. Where does this passage take place?
(Response: Choice A, in a classroom)

Yes, Choice A: in a classroom.

Is the word *classroom* in the story? Pause to allow students to skim.

(Response: no) **Then how did you know to pick classroom?**

(Responses might include: slipped into the back of the room; teacher called Leah to her desk.)

Number two. Which word did you choose to describe Leah?

(Response: Choice D: shy)

Explain why you didn't select Choices A, B, or C.

Call on a volunteer.

(Response: there is nothing in the story to support any of those answers.)

What about Mrs. Trudell in Number three? What kind of teacher is she? (Response: Choice D: a caring and understanding teacher)

Give me some details that show me she is caring and understanding.

(Response: she asked Leah to stay after the bell; she beamed; she offered a solution to Leah's problem.)

Say:

“What probably happened the next day? How do you know?”

Call on a volunteer to share his or her answer.

(Responses: the teacher gave Leah a seat in the front of the room; Leah was able to hear, since she was in the front of the room; Mrs. Trudell said she knew how to make life easier for Leah.)

Number five. “How would you describe Maria? Give examples from the story to support your answer.”

Call on a volunteer.

(Responses: Maria is friendly, polite, kind, or nice. She spoke to Leah; she repeated Mrs. Trudell’s question.)

Let’s do the last one. “The story says ‘Leah stared *desperately* at her.’ What does *desperately* mean?”

(Response: Choice B: without hope)

Why did you select choice B, without hope?

(Response: Leah didn’t know what to do; she couldn’t understand the teacher; she was trying to figure out what the teacher was saying.)

Say:

Today you have done a good job working on those tricks and techniques that successful readers use.

LEAH’S PROBLEM

Leah tiptoed into the room. Leah slipped into a seat in the back of the room and hoped that nobody would notice her. She raised her head and glanced around. “Hi! My name’s Maria,” said a girl sitting next to Leah. “You must be new here.” Leah nodded and then cocked her head as the teacher said something. Leah listened hard, but she couldn’t understand what the teacher was saying. She looked at the other students. They were all writing busily so she pretended to write, too. Then, suddenly, the teacher looked straight at Leah.

“Grubipornam?” she said.

Leah stared desperately at her. The teacher said the words again, but they still sounded like nonsense. “Mrs. Trudell is asking what your name is,” Maria said. Leah wished she could melt into the floor.

When the lunch bell rang, Mrs. Trudell waved Leah to her desk. “Something is wrong here, isn’t it?” she asked.

Leah felt her face turning red and a tear roll down her cheek. She looked at her hands. “I’m partly deaf in one ear,” she whispered, “and I can’t hear too well from the back of the room.”

Mrs. Trudell beamed. “You mean that’s all it is?” she asked. “Why you should have spoken up right away because I know how to make life easier for you here at school.”

Student Worksheet Reading and Responding Lesson 12 – 2

1. Where does this passage take place?
 - A. in a classroom
 - B. in a library
 - C. in a cafeteria
 - D. in the principal’s office

2. From the details in the story, the reader can tell that Leah is
 - A. hungry.
 - B. lost.
 - C. sleepy.
 - D. shy.

3. From the details in the story, the reader can tell that Mrs. Trudell is
 - A. the meanest teacher on that hall.
 - B. the hardest fourth grade teacher.
 - C. a busy teacher who doesn’t notice student problems.
 - D. a caring and understanding teacher.

4. What probably happened the next day? How do you know this action will happen?

5. How would you describe Maria? Give examples from the story to support your answer.

6. The story says “Leah stared *desperately* at her.” What does *desperately* mean?
 - A. without respect
 - B. without hope
 - C. with envy
 - D. with trust