

## **GRADE 4 English Language Arts** **Reading and Responding: Lesson 13**

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 hand out materials to students, will have an arrow symbol (  $\Rightarrow$  ) by them.

*Optional:* At some point during the lesson, you may read the passage aloud so students can hear fluent, expressive reading and the correct pronunciation of unfamiliar words. You may read the passage aloud at any point during the lesson, as you feel appropriate. The decision to read the passage aloud should depend on student needs, the degree of text difficulty, and the particular lesson.

### *Purpose of Lesson 13:*

In this lesson, the tutor and students will

- read a fictional passage,
- practice using context to define unfamiliar vocabulary,
- practice using comprehension strategies, and
- practice making inferences.

### *Equipment/Materials Needed:*

- Student Worksheet Reading and Responding Lesson 13-1
- Chart paper on a stand
- Wide tipped marker
- Pencils
- Unlined paper for drawing

After your introductory remarks to students, say:

**Today we will work on reading and understanding what we have read. We will practice using some strategies or tricks that strong readers use to figure out the meaning of words they don't know. We will also practice making sure we are understanding while we are reading.**

**Have any of you ever read something that did not make any sense? What did you do?** Pause. If students do not respond, you may want to share an experience you may have had when reading something that did not make sense to you.

**Do any of you have some good ideas about what we can do when we don't understand what we read?** Pause. Write a few good ideas such as, reread, or look at the title, on the chart paper.

**Let's look at some ways to help us understand what we are reading.**

⇒ Distribute Student Worksheet Lesson 13-1.

Say:

**Before we read this story, let's take just a minute to look at the title, read the first sentence, and predict what it is going to be about.** Pause for 1-2 minutes and ask one or two students to share their predictions. Be sure to ask them to explain their predictions by asking, "*What makes you think that?*" It is more important that their predictions are logical than accurate. Reinforce logical predictions with such comments as, "*That is very good thinking.*" or "*That makes a lot of sense.*" If their responses do not make sense, ask, "*Can you tell me what makes you think that...?*"

**Now let's read silently to find out what did happen.** (Allow 4-6 minutes for students to read silently; adjust time as needed.)

Now say:

**Did everyone understand the story? Pause. Who can tell me what the story is about?** Have two students share what happened. If some did not understand the story, ask what parts they did not understand. Some problem words may be *ravine*, *rickety*, *ford*, *swayed*, *lurch*, *threatened*.

**Did anyone have trouble reading new words? Pause.** Ask whether any one had trouble with the word *ravine*. Then model a “think aloud” by reading the first sentence aloud, stopping at the word *ravine*. **I’m not sure what this word is, but I’ll try to figure it out. First, I’ll reread the sentence.** Read the sentence aloud; then “think aloud” saying, **If I were standing on the edge of a cliff, I’d be looking down at something. What could that be? Maybe I’d be looking at a valley or a river. I think I’ll try to sound out the word.** Sound out *ravine*. **Oh yes, I think I’ve heard this word before. I’ve seen ravines with creeks when I went on vacation in the mountains.** Allow students to share comments about ravines they may have seen.

**That word wasn’t so hard to figure out. You can even read the next sentence for more clues about *ravine*.** Have a student read the second sentence. Then ask for clues in that sentence to help define *ravine*. (Responses: dropped pebble; bounced off rock, fell to stream below)

**Did anyone notice what strategies we used to identify this word? Pause;** list strategies for identifying unknown words (underlined below). Read the list aloud after a brief discussion. **When you are reading and get stumped on a word, remember to use these special tricks or strategies to help you figure out the word:**

- **Look around the word.** Reread the sentence; put your finger over the word and ask yourself, “*What word would make sense here?*”
- **Look at the word and inside the word.** Try to sound it out. Even if you haven’t ever heard the word before and may not know exactly how to pronounce it, you may still know what it means.
- **Reread the next sentence for more clues.**
- **Think about what you already know.** Connect what you are reading to what you know.

Now say:

**Now let's use the strategies we have learned to define another word in the passage. Let's read the first sentence of the second paragraph silently. Pause. There is a word in this sentence that some of you might know how to pronounce, but may not understand.**

(Response: swayed)

Have one student read the sentence aloud. Ask the student to define the word *swayed*. Ask students to use the strategies listed to define *swayed*.

**What is one strategy we can use to define this word?**

(Response: reread the sentence)

**What other words or clues in this sentence help us define *swayed*?**

(Response: the wind)

**Can anyone sound this word out for me?** Pause for response; then reinforce by sounding the word out.

**Suppose I reread the first sentence and try sounding out the word and I still don't know; what else can I do?** Pause for responses; reinforce those that are logical such as *dictionary* or *ask for help*.

**Sometimes the word will be used several times in the same passage. Does anyone see this word in another part of the passage?**

(Response: second to last sentence in second paragraph)

**Can anyone find more clues in this sentence?**

(Response: stood still until the bridge stopped) **How does this strategy help us define the word *swayed*?** Pause for brief discussion.

**I think we can add a strategy to our list. We can look for the word in other sentences to find more clues.** Add to the chart: *Look for the word in other sentences.*

Now say:

**Sometimes we still have trouble understanding what we have read even when we know the words. When there are no pictures to go with the words, it helps if we can see a picture in our minds or draw a picture. Look at the first paragraph. Imagine a picture that goes with it. What would you draw if you were the illustrator of this story? Pause. If this story were a comic strip, how many frames or boxes would you draw for this story? (Response: three)**

**What makes you say *three*? (Response: there are three paragraphs.)**

**Right. You could probably have as many frames as you wanted, but this story would fit into three frames because there are three paragraphs. Draw three frames on the chart paper.**

**What should I draw in the first frame? (Response: Shannon standing on the edge of a cliff looking at a bridge) Sketch a girl, a cliff, and a bridge. What happens in this paragraph? Pause. Does Shannon do anything? (Response: Yes, she throws a pebble.)**

**Is Shannon thinking about doing something? What?**

(Response: Yes, she is trying to decide what to do.)

**How can we draw a picture of someone thinking?**

(Response: draw a cloud above the person's head)

Draw a cloud above Shannon's head. Write the question, "What should I do?" inside the cloud.

**What is Shannon's decision about?**

(Response: which route to take home) Explain that a route is like a path, trail, or way to get home.

**How many routes home does Shannon know?**

(Response: two)

**What are they?**

(Response: the bridge, or walking upstream and wading across the ford)

**Is this decision a difficult one to make? Why?**

(Response: the bridge is dangerous and walking upstream would take too long.) Discuss this answer thoroughly with the students. Reread parts of the first paragraph as needed to show where these answers are found.

⇒ Distribute paper and pencils.

**Now I want you to draw a picture in the second frame. Read the second paragraph again; then write one sentence that tells what is happening.** Give students a few minutes to draw and write; then have them share their pictures and sentences. The picture should show a girl walking across a bridge. The sentence should say something about Shannon's taking the bridge to get home. Draw a picture in the second frame on the chart paper or get a student to do so.

**Now go on to the third frame and draw a picture that goes along with the third paragraph. Be sure to read the paragraph again.**

**Write one sentence that tells what happens in the third paragraph.** Allow students 3-5 minutes to draw and write. Ask students to show their pictures and read their sentences aloud. Lead a brief discussion comparing students' sentences. The picture should show a girl getting to the other side of the bridge, or stepping from the bridge to the ground. It may also show a girl almost falling off the bridge. The sentence should indicate that Shannon made it across the bridge safely. In the third frame, draw a picture on chart paper, or get a student to draw a picture of a girl safely crossing a bridge.

Frame 1: *Shannon must decide to take the bridge or walk upstream.*

Frame 2: *Shannon takes the bridge to get home.*

Frame 3: *Shannon almost falls, but makes it across the bridge safely.*

**Now that you know what each paragraph is about, tell me in just one sentence what the entire passage is about? Don't try to tell all the details.** Pause. (Response: A girl wants to get home quickly but the quickest way home is to walk across a dangerous bridge.)

**Now let's see whether you can choose the phrase that best tells what this story is about.** Write the following choices on chart paper:

- Lost on a Cliff
- Exploring Bridges
- A Tough Decision

Say:

**One of these phrases tells what this story is about. Let's look at each one to decide the best answer. Look at the first choice. Don't forget to pay attention to key words. What are the key words in this choice? Pause. *Lost* and *cliff* are key words.**

**Let's quickly skim the passage for these two key words. I see *cliff*, but not *lost*. Read aloud: *Shannon stood on the edge of a cliff*. Just because Shannon is standing near the edge of a cliff doesn't mean she is lost. Read carefully to see whether other sentences say she is lost.**

**I cannot find where it says Shannon is lost, but I can find sentences that make me think Shannon knows exactly where she is. Can you find any sentences that make you think Shannon *is not* lost? Pause.**

**I found two sentences in the first paragraph that tell me Shannon is not lost because she knows two ways to get home. Can anyone find these sentences? Pause. Tell students to follow along as you read aloud the third and fourth sentences of the first paragraph: *She looked first at the rickety wooden bridge ahead of her and then at the rushing stream below. She wished there were some other way to get home by 5:00 o'clock.***

**Can you see how these sentences show that Shannon is not lost? Did you notice these sentences don't actually say Shannon is not lost? Even though they don't say she is not lost, they do tell us that Shannon knows how to get home. If she knows how to get home, then she cannot be lost.**

**Sometimes we have to figure out what happened or what are the main ideas by *reading between the lines*: We have to pay close attention to the *meanings* of key words when looking for an answer. When we looked for the key word *lost*, we couldn't find it, so we had to read carefully to look for other words or sentences that mean the same thing as *lost*. We didn't find anything in the passage that meant Shannon was lost. The first choice cannot be the correct one.**

Say:

**Now let's look at the second choice. Think about the strategies we have learned. Scan the passage for the key words. What are the key words in this choice? Pause. (exploring and bridges). Do you see these words in the passage? Pause. We see the word *bridge* in the title and at least once in each paragraph. So maybe Choice 2 is the right answer. After all, we see a lot about bridges in the passage. Pause. However, we can't look at just one key word. We also have to look at the word *exploring*. I don't see this word anywhere in the passage, but I do know what it means. Can anyone tell me what *exploring* means?**

Pause. (Response: just looking around to see what you can find)

**Do you think Shannon was exploring? Pause. Well, she might have been walking around on top of a cliff and exploring, but I don't think she was exploring bridges. I don't think she wanted to get on that bridge. Do you think she wanted to get on the bridge? Why? or Why not?**

Have students discuss whether or not they think Shannon wanted to get on the bridge. Lead them through the reasoning necessary to conclude that she could not have been exploring the bridge because she was afraid to get on the bridge. Point out the sentences that show this conclusion/answer.

**Since Shannon did not want to get on the bridge, we know she wasn't exploring bridges. So *Exploring Bridges* is not the correct answer.**

**Now look at the third choice. Find the key words and scan the passage for them. What are the key words? Pause. (tough, decision) Are *tough* and *decision* in the passage? Pause. (neither one) What does *tough* mean? Pause. (hard) You know what a decision is because we have already talked about it. Is a decision made? Pause. (Shannon decides which route to take home). Is this decision a difficult one to make? Why? or Why not?**

Lead students through the reasoning necessary to conclude that *A Tough Decision* is the best choice because it best describes what all three paragraphs are about. Refer to the comic strip and the sentences in each of the three paragraphs. Note that each paragraph has something to do with making a tough decision. In the first paragraph, Shannon has to decide which way to get home, a way that is safer but slower, or a way that is faster and more dangerous. In the second paragraph, Shannon decides to take the bridge route home. In the third paragraph, Shannon sticks to her decision even after she almost fell from the bridge.

**All three paragraphs have something to do with making a tough decision, so the last choice is the best one for telling what the *entire* passage is about.**

End the lesson with a reminder for students to use the strategies they learned today to help them become better readers. Point out the listed strategies on the chart and have students read over them. You may also use this list for lesson 14.

*(to be continued in lesson 14)*

## **THE BRIDGE**

Shannon stood on the edge of the cliff staring at the ravine. She dropped a pebble and watched it bounce off the rock as it fell to the stream below. She looked first at the rickety wooden bridge ahead of her and then at the rushing stream below. She wished there were some other way to get home by 5:00 o'clock. She could walk three miles upstream and wade across at the ford, but that route would take too long. She didn't have enough time.

The old bridge creaked and swayed in the wind as if daring her to cross. Shannon took a deep breath. Her mouth was dry. She wiped her sweaty palms on her jeans. She gripped the side ropes so tightly that her knuckles turned white. Then, holding securely to the side ropes, she stepped onto the bridge. It gave a sickening lurch under her. Shannon stood still until the bridge stopped swaying; then she slowly and carefully began to work her way across. Each step she took sent a wave from one end of the bridge to the other and threatened to tip her into the water below.

About halfway across, a bird flew low over Shannon's head. It startled her and made her lose her balance. One foot slid off the side of the bridge. Shannon hung on with all her strength. Then she slowly pulled herself back up. With her heart pounding, she continued on as slowly and carefully as before. At last she reached the other side. Shannon gave a sigh of relief and started to run.