

## **GRADE 4 English Language Arts** **Reading and Responding: Lesson 16**

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 16:*

In this lesson, the tutor and students will

- read a nonfiction selection,
- identify the author’s purpose,
- distinguish informational text (expository text) from narrative text,
- practice skimming and scanning for facts,
- complete a graphic organizer of purposes and materials for reading.

### *Equipment/Materials Needed:*

- Chart paper on a stand
- Student Reading Worksheet Reading and Responding Lessons 16-1
- Student Worksheet Reading and Responding Lessons 16-2
- Pencils

Introduction:

**There are many reasons for reading. Can you tell me some of them?**

(Response: Unfortunately, students are likely to say, “something we have to do in school to take tests;” along with other reasons such as, to learn, to enjoy a good story). Emphasize that reading is something most of us do everyday to communicate.

**Let’s see how many reasons for reading we can list.** Solicit as many reasons as you can from the students and then add your own. Be sure the first one on the list emphasizes reading for meaning and the rest of the list includes several of the following:

#### *WHY WE READ*

- The reason for reading anything is to get meaning, or to make sense of something the writer is trying to tell us.
- For fun – good stories, novels, comic books, joke books
- To learn – science books, mathematics books, other textbooks
- To answer questions to show how much we have learned – tests, LEAP
- To follow directions – cook book, putting together a model
- To follow rules that keep us safe – stop sign
- To get messages from friends – letters, e-mail
- To know how to get somewhere – map
- To know how much something costs – sales papers, Internet
- To find out someone’s telephone number – telephone book
- To find out when a TV show comes on – TV guide
- To get the news – newspapers, magazines

**So is school the only place we read? Where else do we read? When do we read?**

(Response: no; everywhere, every day)

**Since we read for many reasons, in many places, and everyday, does what we read always look the same? How is it different? Pause.**

**Some materials have long sentences and paragraphs, some just phrases or words; some have chapters, and some just have short messages.**

Say:

**Now let's talk about the types of materials we read in school. What kinds of reading do we do in school? Pause. Look at the list on the chart. Which of these kinds of reading do we do the *most* in school?**

(Response: stories, textbooks, tests, encyclopedias, Internet). Referring to the list, check the ones used the most in school.

**It looks as if most of the time we do two kinds of reading in school. One kind of reading is for fun or to enjoy a good story, like the ones in our readers and trade books. Most of the time, the stories are not really true, but something the author imagined or made up. Who knows the vocabulary word for something we read that is not true?**

(Response: fiction)

**The other kind of reading we often do in the classroom is finding information in our textbooks, newspapers, or even the Internet. This information is supposed to be true. What is the word that describes true stories such as biographies, textbooks, or encyclopedias?**

(Response: nonfiction)

**It is important to remember that no matter what we are reading, the reason is to get meaning. We want to make sure we are understanding what we read, whether it's a Harry Potter book or our science book. In both kinds of materials, there will be new words and clues to help us figure out the meanings. It's always important to pay attention while we are reading to make sure the material makes sense to us.**

⇒ Distribute Student Worksheet Reading and Responding Lessons 16-1.

Say:

**Let's take a look at this passage to see what the purpose for reading it is. The quickest way to identify the purpose of the passage is to skim and scan the text from start to finish without really reading every word. First, glance at the title. Next look for clues that stand out. Are there any pictures to go with the print? Are there any words in boldface or italics? Just take about one minute to skim and scan this passage without reading every word and see whether you can answer the questions I just asked.**

Say:

**What is this passage about?**

(Response: butterflies and moths and ways to tell them apart)

**What clues tell us this information?** Pause. (the title, the boldface words that look like science words, the pictures)

**The title is a clue because it tells us what?** (what the passage is about)

**Why are some words in boldface?** (because words are important, key words, or new science words we probably haven't seen before)

**What can the pictures tell us?** (what the passage is about)

**Without reading the passage, can you tell me whether it is fiction or nonfiction? How do you know?** Pause.

**It's probably nonfiction. It doesn't look like a story, and the science words seem to be giving information, so the purpose must be to learn about moths and butterflies.**

**Before we read the passage, let's think about what we already know or what we *think* is true about butterflies and moths. Thinking about what we already know helps us pay attention while we are reading. Then we will have a better understanding of what the author says.**

**What do you already know about butterflies and moths? Can you tell the difference between them?**

(Response: Butterflies are bigger than moths; moths like lights; butterflies help flowers grow.)

**Now let's take two or three minutes to read all of the passage carefully to see what it will tell us about butterflies and moths and how we can tell them apart.**

**Now that you have read the passage, let's take a practice quiz together to see how well we can use the information we already have in our heads and the clues in the passage to answer a few questions.**

⇒ Distribute Student Worksheet Reading and Responding Lesson 16-2.

Say:

**Follow along the text as you listen to me read aloud each question. I will “think aloud” to show you how I use not only the information that is already in my head but also the clues in the passage to answer questions.**

**Look at Number one.**

1. One reason for knowing how to tell butterflies and moths apart is that
  - A. everyone likes butterflies and moths.
  - B. we need to have enough facts to classify them.
  - C. butterflies and moths belong to the second largest classification of insects.
  - D. it is important to know when butterflies and moths fly.

After reading aloud the question and each choice, say:

**First I need to make sure I understand what the question is asking. (Read the question aloud again.) I need to be careful how I answer the question, not just choose an answer because I can see the same sentence in the passage. To answer this question, I need to know why I should be able to tell butterflies and moths apart. First I’ll look at Choice A. The answer cannot be Choice A. Even though the first sentence of the passage says that everyone likes butterflies, it does not give a reason for telling them apart from moths. The answer is not Choice C either. This choice is also a true statement taken from the first paragraph, but it does not give a reason for telling butterflies and moths apart. The last one, Choice D, is not the answer either because it does not answer the question. Choice B is the only choice that gives a reason that makes sense and that I can find in the text. I found the reason to tell moths and butterflies apart in the last paragraph, which says that the facts will help me classify them.**

**Look at Number 2; read it silently to yourself and circle the best answer:**

2. What is the main purpose of this passage?
  - A. To explain the differences between moths and butterflies
  - B. To describe the flying habits of moths and butterflies
  - C. To give ideas for finding a good hobby
  - D. To give information about antennae in moths and butterflies

After 1-2 minutes ask for volunteers to share answers. Prompt students to explain the reason for selecting or not selecting each choice. Then explain your reasoning to answer the question.

Say:

**To answer this question, I had to read it twice. This strategy helped me pay close attention to what the question was asking. At first I thought this question had more than one answer. After I had read Choice A (Read aloud Choice A), I thought it was the answer because the passage did explain the differences between moths and butterflies; but then I read Choice B (Read aloud Choice B.) and thought that choice was right too because *flying habits* was in bold print. I got really confused when I read Choice C (Read aloud Choice C.), because the passage did give a good idea for a hobby. After I had read Choice D (Read aloud Choice D.), I got even more confused because *antennae* was in bold print.**

**I knew that all four choices could not be right. I had to read the question again to remind me what the question was asking. Then I realized I needed to find the *main* purpose of the passage. Choices B, C, and D were not about the *main* purpose. Also, just because a word is in bold print doesn't mean it is the answer to a question. I see now why Choice A is the best one: the entire article gave several ways that moths and butterflies are different.**

**Let's move on to Number 3 now. This question is a little different from the other two. There is a key word in this question. You must pay careful attention to it in order to answer the question. I want you to read the question silently and find the key word.**

3. What information about moths can *not* be found in this passage?
- A. when moths fly
  - B. the eating habits of moths
  - C. how to tell the difference between a moth and butterfly by looking at their antennae
  - D. how many species have been classified

**What is the key word in the question?**

(Response: not)

**Right. Was there a hint that *not* was a key word? What was the hint?**

(Response: It was in italics.)

**You must pay close attention when you read the question in order to notice the hints that will help you find the correct answer. This question asks you to tell something *not* found in the article. It is important that you keep the word *not* “in the front of your mind.” This clue means there will be three answers that *are* found in the passage. Let’s review this important hint.**

Demonstrate with four fingers while emphasizing *one* choice will have information *not* found in the passage. *Three* choices will have information that *can* be found in the passage.

Say:

**Now I am going to use these hints to think about each choice. Choice A says, “when moths fly.” Is there information about when moths fly in this passage? Pause. Yes, in the second paragraph, I see the sentence about moths flying. Let’s use our pencils to put a little X next to Choice A so we will remember not to choose it as the answer.**

**Look at Choice B. Would that be a good choice for the answer? Pause. I have to ask myself whether there is information about the eating habits of moths. I do not see any sentences about the eating habits of moths. I almost got tricked though when I saw the word *habits*. I remember seeing that word in the passage; but when I looked back, I saw that it was *flying habits*, not *eating habits*. I believe Choice B must be the answer because it has information that is not found in the passage.**

**Since I have found the answer, I would like to quit; but I know I should be sure that I have the right answer. I should go on to read the other choices just to be sure. Let’s look at Choice C. Is there information about how to tell the difference between moths and butterflies by looking at their antennae? Pause. Yes, there is. I found the sentence quickly because I recognized the word *antennae* in bold print. We can cross this choice out by putting a X next to Choice C.**

**Now look at the last choice, D. Is there information in the passage about how many species have been classified? Pause. Yes. I can cross this choice out, since this information *is* in the passage.**

**We have marked three X's to show information that *can* be found in the passage and one circle to show what information can *not* be found in the passage. This choice, B, must be the correct answer.**

**We will be able to find the correct answer by paying careful attention to key words and by remembering the key word when we look at each choice.**

**End the lesson with a quick review. Today we learned that we read for many reasons and not just in school. We read for fun or for information. Since we read almost everyday, it is important for us to become strong readers. Today we learned several tricks or strategies to help us become strong readers. Can you remember some of these strategies? Pause. (rereading, paying close attention while reading, looking for hints and key words, thinking about the author's purpose for reading). Remember to use these strategies every time you read.**

*(continued in Lesson 17)*



## BUTTERFLIES AND MOTHS

Butterflies are liked by everyone. A close relative of the butterfly is the moth. Butterflies and moths belong to the second largest classification of insects with over 150,000 species that have been described. How do you tell the two apart?

The **antennae** help observers to tell them apart. The butterflies' **antennae** are knobbed, or enlarged. In moths, the **antennae** are skinny and taper to very fine points. They can also be feathery. Another way to tell the difference between butterflies and moths is their **flying habits**. Practically all butterflies fly only in daytime. Most moths fly at night. However, if disturbed, butterflies and moths fly day or night.

With this information, you now have the facts to classify butterflies and moths properly. This hobby is enjoyed by children and adults both.

Student Worksheet Reading and Responding Lesson 16-2

NAME \_\_\_\_\_

1. One reason for knowing how to tell butterflies and moths apart is that
  - A. everyone likes butterflies and moths.
  - B. we need to have enough facts to classify them.
  - C. butterflies and moths belong to the second largest classification of insects.
  - D. it is important to know when butterflies and moths fly.
  
2. What is the main purpose of this passage?
  - A. To explain the differences between moths and butterflies
  - B. To describe the flying habits of moths and butterflies
  - C. To give ideas for finding a good hobby
  - D. To give information about antennae in moths and butterflies
  
3. What information about moths can *not* be found in this passage?
  - A. when moths fly
  - B. the eating habits of moths
  - C. how to tell the difference between a moth and butterfly by looking at their antennae
  - D. how many species have been classified