

GRADE 4 English Language Arts Reading and Responding: Lesson 5

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 5:

In this lesson the tutor and students will

- read a biographical selection,
- identify the author's purpose, and
- practice test-taking strategies.

Equipment/Materials Needed:

- Student Worksheets Reading and Responding Lesson 5 – 1 and 5 – 2
- Pencils

LESSON 5: Reading and Responding

Following your introductory remarks to students, say:

In today’s lesson, we will read a nonfictional selection. Nonfictional pieces are true. This particular piece is about a famous jazz musician. There will be information about his life, his musical career, and his contributions to American music. That information may seem like a lot of information. Do you have to remember it all in order to answer the questions?

(Response: no)

No, you don’t have to remember it all. You can always go back and reread the article or reread parts of it to find the answer.

Some boys and girls either don’t know to reread or they forget to reread. They end up missing questions that they shouldn’t miss.

The article you will read today is about Louis Armstrong. It is a biography: a story of a real person’s life. You might find an article like this one in your social studies book or in a magazine or a newspaper.

⇒ Distribute Student Worksheet Reading and Responding Lesson 5 – 1.

Say:

Here is the article on Louis Armstrong. Notice that his name is the title. How many paragraphs are there? (Response: two)

Yes, there are two paragraphs. It’s not a very long article, but don’t let the short length fool you! I see several dates in the article. Those are probably going to be important. There can be a lot of information packed into two paragraphs.

Please read this article by yourself right now. After you have finished, sit quietly while you wait to continue the lesson.

Allow students time to read.

Then say:

Look back at the first paragraph. Tell me something you think is important from that first paragraph. Pause to give students time to complete the task.

Now, I want you to *tell* me in your own words what you think is important in paragraph one. Do not just read the sentence from the article. The second thing you need to do is listen. *Listen* carefully so you don't repeat a fact someone has already given.

Ask for a volunteer.

If no one volunteers, say: someone tell me where Louis Armstrong was born.

Then say:

Good job. Let's go to the second paragraph and do the same thing. Look over the paragraph to refresh your memory. Then you can tell me some additional facts about Mr. Armstrong. Pause to allow students time to review the paragraph.

***Tell* me a fact from paragraph two in your own words. Do not just read the sentence from the article. *Listen* carefully, so you won't repeat a fact someone has already given.**

Ask for a volunteer.

That technique was a good way to review the material you just read, but I know you can't always talk about the material as we just did.

If you were in a testing situation where you couldn't talk out loud, you could make some notes to yourself on the bottom of the page. Making notes is the same thing – just can't talk out loud, so you write down the facts! If making notes helps you do well on the test, then go for it!

Say:

Put your worksheet aside for right now. Turn it over; get it out of the way for a few minutes.

We are going to look at the questions that go along with this passage. Let's look at some tricks or techniques we can use to help you to understand more fully what the question is asking. After we have discussed the questions, then you will answer them.

→ Distribute Student Worksheet Reading and Responding Lesson 5 – 2.
Every student needs a pencil.

Say:

Remember, we are just going to look for clues in the questions right now. Later you will come back and answer the questions.

Look at Number one: What do you think is the key word or phrase in Number one? Pause.

(Response: formal)

Why did you pick *formal*?

(Response: It is in italics.)

Circle *formal*. Pause to allow time for students to complete the task.

Go on to Number two: “The author’s purpose in writing this article is...” What is the key word in Number two?

(Response: author’s purpose)

Circle *author’s purpose*. Pause.

What does *author’s purpose* mean? Pause.

(Response: why the author wrote the article.)

Yes, the author’s purpose is the reason behind the article. Think about what the author is saying in the article.

Say:

Next. Which statement from the passage is an opinion? Circle the key word. Pause.

What did you circle?

(Response: opinion)

Great. What is an opinion?

(Response: what a person believes or thinks)

What is a fact?

(Response: something that can be proven or checked.)

As a reader, you have to be able to recognize fact and opinion.

Number four: what is the main idea of this passage? Find the key word or phrase and circle it. Pause.

What's the key word or phrase?

(Response: main idea.)

The *main idea* is the central idea or focus of the whole article.

The last question wants you to write two facts that tell that Louis Armstrong was a great musician. What will you circle for the key word or key phrase?

(Response: two facts)

Yes, be sure you find and write two facts.

Now, use the Louis Armstrong article and answer these five questions. Remember, don't guess and don't just try to remember the answer. Look back in the story to find the answer.

Allow students time to respond to the questions. If a student appears to be struggling, offer help or assistance.

Then say:

I observed you using those good reading and thinking techniques as you were answering these questions! Let's check your answers.

Say:

Number one was a vocabulary question. What does the word *formal* mean in this sentence?

(Response: Choice B: proper.)

Here's a trick to use with vocabulary questions. Substitute your choice in place of formal.

For example, you would read, "Louis Armstrong had to overcome poverty and the lack of a *proper* education." You surely wouldn't say the lack of a *crowded* education.

You wouldn't say the lack of a *dressy* education, either.

How about the lack of a *boring* education? See, that word wouldn't work either.

What is the correct response for Number two?

(Response: Choice C: give information about a man's life and career.)

That statement tells the reason the author wrote the article.

Number three. Which statement is an opinion?

(Response: Choice D: He was indeed the best jazz musician who ever played.)

I know a trick for this kind of question, too. When you read the answer choices, if the choice is a fact put an "F" beside the statement. If it is an opinion, put an "O." That trick surely makes identifying the right answer easier!

Number four is the main idea. What is the answer?

(Response: Choice A: Louis Armstrong rose from a difficult childhood to become a great musician.)

That sentence tells what the article is mainly about.

Then the last one. Give me two facts that tell that Louis Armstrong was a famous musician.

(Possible Responses: He won the Grammy Lifetime Achievement Award. He was known as the unofficial musical ambassador for the United States. His voice was one of the most recognizable of the 20th century.)

Good job! Be sure you practice these techniques and tricks!

LOUIS ARMSTRONG

Louis Armstrong was born in New Orleans, Louisiana, in 1901. As a child, he had a difficult life. He had to overcome poverty and the lack of a formal education. Armstrong got into trouble when he was thirteen, and the juvenile court sent him to reform school. Reform school was where he had his first formal music lessons. His life began to change when he joined a band. He found his purpose in life playing the toe-tapping music known as jazz.

Armstrong played for several bands in the early 1920s. He formed his own band called the “Hot Five” in 1927. Armstrong played jazz on the trumpet and sang in his unique gruff voice. His voice was one of the most recognizable of the 20th Century. He was indeed the best jazz musician who ever played. He was selected for a Grammy Lifetime Achievement Award. Since he traveled all around the world performing, Armstrong became known as the unofficial musical ambassador for the United States.

Student Worksheet Reading and Responding Lesson 5 – 2

Louis Armstrong

1. The story says “Louis Armstrong had to overcome poverty and the lack of a *formal* education.” In this sentence *formal* means
 - A. crowded
 - B. proper
 - C. dressy
 - D. boring

 2. The author’s purpose in writing this article is to
 - A. encourage the reader to play the trumpet.
 - B. tell a story about a boy who took music lessons.
 - C. give information about a man’s life and career.
 - D. describe New Orleans.

 3. Which statement from the passage is an opinion?
 - A. Armstrong’s life began to change when he joined a band in reform school.
 - B. Armstrong played for several bands in the 1920s.
 - C. Soon he became very famous for his music.
 - D. He was indeed the best jazz musician who ever played.

 4. What is the main idea of this passage?
 - A. Louis Armstrong rose from a difficult childhood to become a great musician.
 - B. Jazz is a toe-tapping form of music.
 - C. Louis Armstrong was born in New Orleans, Louisiana, in 1901.
 - D. Some of the world’s greatest musicians come from New Orleans.

 5. Write two facts that tell Louis Armstrong was a famous musician.
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