

GRADE 4 English Language Arts Reading and Responding: Lesson 9

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 9:

In this lesson, the tutor and students will

- read a nonfictional selection,
- practice drawing conclusions,
- identify main ideas, and
- practice responding to cause and effect questions.

Equipment/Materials Needed:

- Student Worksheets Reading Lesson 9 – 1 and 9 – 2.
- Pencils

LESSON 9: Reading and Responding

Following your introductory remarks to students, say:

Most of the reading that you do in science and social studies is nonfiction. It is based on facts or it is about real people, real places and real things. When you read nonfiction, there are some tricks that can help to identify the most important ideas.

Today, we will read a science selection. We will look for some clues that will help us understand the material. Then we will answer some questions about the selection. I will also show you some tricks to help you understand the questions.

Before we read the selection, let's talk about some strategies or tricks that successful readers use.

Successful readers are lookers and thinkers.

Successful readers look carefully at the selection before they read. They look for the title. They look for pictures, diagrams, or photos. They look for words in bold print or in italics, because successful readers know that all those things are clues. They use the title, pictures, and bold print to help get ready to read. While they are looking, their brains are getting ready to think.

When you read, you have to think. Reading is more than just being able to say the words. Successful readers are thinkers. They think about what they are reading and what the selection means, why it is important, and how they can use the information someday.

Successful readers practice these skills every chance they get! I want us to practice today. Then you will practice on your own when you are reading your social studies assignments.

⇒ Distribute Student Worksheet Reading and Responding Lesson 9 – 1.
Be sure every student has a pencil.

What’s the first thing successful readers do? Pause.

(Response: look at the selection)

Let’s look at this selection. What is the title? Pause.

(Response: Nitrogen)

Do you see any charts, drawings, or pictures? Pause.

(Response: no)

Do you see any words in bold type or italics? Pause.

(Response: yes)

Well, so what does the bold type and italics mean?

(Response: that these are important points in the selection.)

Now you are ready to read. Please read the passage by yourself.

As you read, think about what is important in this article.

After you have finished reading, sit quietly while you wait to continue the lesson.

Allow students time to read the passage.

Then say:

In nonfictional articles, there is usually a lot of information. We are going to practice finding all that important information! Let’s begin with paragraph one. “All plants need nitrogen in order to live.” That sentence tells the main idea. It is called the topic sentence. Read the topic sentence with me.

Pause to read the sentence in unison.

Underline the first sentence. Pause.

The other two sentences are detail sentences. They give information and examples to support the topic sentence. What is the first detail sentence in paragraph one?

Pause. Ask a volunteer to read.

(Response: Most plants get their nitrogen from the soil.)

Put a check in front of the second sentence.

Pause.

Someone please read the other detail sentence from paragraph one. (Response: Some plants have ways of catching and using insects as a source of nitrogen.) **Put a check mark in front of this detail.** Pause.

Good. Look at paragraph two now. Read it to yourself. Pause. **What is the main idea of this paragraph?**

(Response: One well-known insect-eating plant is the venus flytrap.)

Underline that sentence. Let's read the sentence in unison.

Pause to read.

What are the rest of the sentences in that paragraph going to be about? Pause. (Response: the venus flytrap.)

Yes, the venus flytrap. Give me a detail about the venus flytrap.

(Responses come from the remainder of that paragraph.)

Successful readers know that finding the main idea and the details will help when they start to answer the questions. Notice that we are going step-by-step through this article. I reread the paragraph. I find the main idea. I underlined the main idea to help me mark it. I am not in a hurry to get finished.

I use as many little tricks or techniques as I can to be a successful reader. I keep practicing!

Say:

Let's work the third paragraph together. You start by rereading it. Pause to allow students time to reread.

What is the main idea? Pause.

(Response: Another insect-eater is the pitcher plant.)

Good! Underline the main idea. Let's read the sentence in unison.

Who will tell me the four steps we follow in finding the main idea?

Call on a volunteer.

(Response: reread the paragraph; find the main idea; underline the main idea; put a check mark in front of the sentence.)

Say:

Okay, you are on your own for the fourth paragraph. Use all three tricks.

Pause and allow students to complete the task.

Watch them; they may just underline the first sentence without really rereading the paragraph. You might warn them that the main idea is not always the first sentence. It just worked out that way in this article!

Let's read the main idea together.

(Response: Bladderworts and sundews are two other kinds of insect-eating plants.)

You are really doing great! Now, let's work with the questions. This process is a way that your teacher checks to see that you understand what you read. You should not have any trouble answering the questions if you are practicing being a successful reader.

⇒ Distribute Student Worksheet Reading and Responding Lesson 9 – 2.

Now say:

Let's begin with number one. Read the question with me in unison. "What is the main idea of this passage?" What are the key words or phrases in this question? Pause.

(Response: main idea; passage)

You really need to be on your toes here! You picked out the main idea in each *paragraph*. But the question asks you for a main idea about the *whole passage*.

Choice A: One well-known insect-eating plant is the venus flytrap. Is that sentence the main idea of the whole passage? (Response: no)

No, it is not the main idea of the whole passage. Put a dot by it to let you know it is not the correct answer. Pause.

Choice B: When the insect dies, its body sends nitrogen to the plant. Is that the main idea of the whole passage? (Response: no)
Put a dot by that sentence. Pause.

Choice C: Some plants catch insects as a source of nitrogen. Is that the main idea of the whole passage? (Response: yes)
Yes, that sentence sounds right to me! Let's read Choice D just to be sure.

Choice D: Bladderworts and sundews are two insect-eating plants. Is that sentence the main idea of the whole passage? (Response: no)
Put a dot by that sentence. Pause.

Choice C is the right answer! Mark your paper!

Then say:

Let's read Number two together.
Which kind of plant has hollow leaves partly filled with liquid?

Look at your four answer choices. I recognize those words! They are the words that are in italics in the article. Italicizing words makes it easier for you to find them! Once you find the word, then you can look to see whether that plant has hollow leaves. Then mark your answer. Pause to allow time to complete the task.
(Response: Choice B: pitcher plant)

Number three. Read it with me please.
What causes the leaf of a venus flytrap to close?
What's the key word? (Response: venus flytrap)
You should look in which paragraph?
(Response: Paragraph two)

What causes the leaf of a venus flytrap to close?
(Response: Choice B: an insect touches one of the leaf's tiny hairs.)

You are doing great! You are using some techniques and tricks to help you find the right answer. I am so proud of you.

Say:

Now, read question four with me. Which of the following conclusions is best supported by the passage?

Look at your answer choices.

Choice A: The venus flytrap is the most common insect-eating plant. Does the passage support that conclusion, that idea?

(Response: no)

Okay, so put a dot by Choice A.

Choice B: Some kinds of plants do not need nitrogen.

Is that statement a conclusion supported by this passage?

(Response: no)

Put a dot by Choice B, since you know that is not the right answer.

Choice C: Insect-eating plants have different ways to catch insects.

Is that sentence a conclusion supported by this passage?

(Response: yes)

Remember, we better check out the last choice.

Choice D. Insect-eating plants are rare.

Does the passage support that conclusion?

(Response: no)

Put a dot by Choice D.

Go back to be sure you marked Choice C as your answer.

Say:

Number five. Let's read it together. List two ways plants get nitrogen. Where will you find this answer?

(Response: first paragraph)

So, how do plants get nitrogen?

(Response: from the soil; by catching and using insects.)

Now, remember to write in complete sentences.

Allow time for students to write their responses.

Student Worksheet Reading and Responding Lesson 9 – 1

NITROGEN

All plants need nitrogen in order to live. Most plants get their nitrogen from the soil. Some plants have ways of catching and using insects as a source of nitrogen.

One well-known insect-eating plant is the *venus flytrap*. Its leaves are hinged and have teeth along the edges. An insect landing on the leaf's tiny hairs acts as a trigger. The leaf then snaps shut. The teeth, like the bars of a cage, keep the insect from escaping. When the insect dies, its body sends nitrogen to the plant.

Another insect-eater is the *pitcher plant*. It has hollow leaves partly filled with juices. Once an insect crawls inside, stiff hairs on the leaf stop it from crawling back out. Finally, the insect falls into the liquid, drowns, and becomes food for the plant.

Bladderworts and *sundews* are two other kinds of insect-eating plants. The first has a kind of one-way door that lets insects enter but not exit. The second has leaves covered with sticky hairs, which turn inward when touched and then trap the insect.

Student Worksheet Reading and Responding Lesson 9 – 2

NAME _____

1. What is the main idea of this passage?
 - A. One well-known insect-eating plant is the venus flytrap.
 - B. When the insect dies, its body sends nitrogen to the plant.
 - C. Some plants catch insects as a source of nitrogen.
 - D. Bladderworts and sundews are two insect-eating plants.

2. Which kind of plant has hollow leaves partly filled with liquid?
 - A. venus flytrap
 - B. pitcher plant
 - C. bladderwort
 - D. sundew

3. What causes the leaf of a venus flytrap to close?
 - A. The teeth along the edge of the leaf snap shut.
 - B. An insect touches one of the leaf's tiny hairs.
 - C. The leaf has a hinge in the center.
 - D. An insect goes in the one-way door and can't get out.

4. Which of the following conclusions is best supported by the passage?
 - A. The venus flytrap is the most common insect-eating plant.
 - B. Some kinds of plants do not need nitrogen.
 - C. Insect-eating plants have different ways to catch insects.
 - D. Insect-eating plants are rare.

5. List two ways plants get nitrogen.
