

GRADE 4 English Language Arts Reading and Responding: Lesson 1

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 1:

In this lesson, the tutor and students will

- read a fictional passage,
- practice finding key words in questions, and
- practice using test-taking strategies.

Equipment/Materials Needed:

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

LESSON 1: Reading and Responding

After your introductory remarks to students, say:

Today we will work on reading a selection and answering questions about that selection. There are some techniques and tricks that successful readers use. Let's examine some of the techniques and tricks and practice using them.

The first thing you want to do is LOOK at the passage. Just *look* at it! Look to see how long it is. Look to see whether there are any pictures. Look at the title. Just *look* at it! That technique gives your brain a minute to get ready to read. Now while you are reading, you have to THINK. Think about the characters. Think about the setting, where the story is taking place. Think about what the story is saying.

Now, we are going to practice looking and thinking about a reading passage. We will go step-by-step so you will be sure and practice these tricks and techniques.

⇒ Distribute Student Worksheet Lesson 1 – 1.

Say:

Let's begin by looking. Look over the story, but don't try to read it yet. Look at the title. Do you see any words in boldface type? Do you see any words in italics?

Pause for about 30 seconds.

Now, turn your paper face down and look at me. Let's see how well you remember what was on this page.

What is the title of this story? Pause.

Ask for a volunteer or call on someone.

(Response: Small Kid, Big Dream)

Does anyone remember how many paragraphs are in this story?

Pause.

(Response: three)

Now say:

Was there any artwork with this selection? Pause.

(Response: no)

Did you see any words in boldface type or italics? Pause.

(Response: no)

Just those few minutes you spent looking can be very useful when you actually read the story. Sometimes your eyes just start reading and your brain isn't ready yet. You may read several sentences before your brain starts working. Reading before your brain is ready is not good!

Start today! Train yourself to *look* at a reading passage first. You can use this trick in reading, in science, in social studies, and in mathematics.

What is the first trick that successful readers use? Pause.

(Response: look at the story first)

Good! Make looking at the selection a habit! It will help you be a successful reader.

Now that you have looked at the passage, you are ready to read.

Turn the page over so that the story is in front of you.

Pause to allow students to complete the task.

I am going to read this story aloud for us today. While I read, you follow along on your copy. Think about the characters and what they might look like. Think about where this story might take place, the setting. Get a picture in your mind of the place and time of the story while I read.

Read the selection aloud to students. Read the title first. Then read the selection to the students.

Now say:

I hope you practiced thinking during the reading of the story. Start today to make a habit of thinking while you read.

Let's review the story for a minute.

Who is the main character of this story? Pause.

(Response: Ronald)

Yes, Ronald is the main character. What's Ronald's favorite sport?

Pause.

(Response: basketball)

What problem does he have? Pause.

(Responses: he is little; he wants to play professional basketball, but he is too small; the other kids tease him and pick on him.)

Say:

After you have read the story, it is often a good idea to take a minute to *think* about it. That technique is really what we just did: we went back over the story and picked out several important things.

Now, we are ready to answer the questions. Be sure you read the questions carefully. I know you have heard your teacher tell you to read carefully about a million times. The reason that he or she says it so much is that reading carefully is so important.

There are a couple of tricks to use with the questions. You may already know this first one: always read the question more than once, you surely don't want to miss a question because you have read it incorrectly or incompletely!

The second trick is to look for a key word or a phrase in the question, and circle or underline it when you find it. Finding that clue will really help you. This trick will help you to remember what the question wants.

We are now going to practice with some questions. Turn your story page facedown for right now. Pause.

We are going to look at the questions, think about them, and then circle the key words or phrases. Then you will have a chance later to use the passage and really answer the questions.

⇒ Distribute Student Worksheet Lesson 1 – 2. Be sure that every student has a pencil.

Then say:

Start with Question one. This question is a multiple-choice question. “The other kids laugh at Ronald because they
A. know that short people cannot play basketball.
B. do not want him to get stepped on.
C. do not want him to play basketball.
D. think he is too short to play basketball.”

Number one isn’t in the form of a question. It is more like a sentence for you to complete. Think for just a second about that part that says “The other kids laugh at Ronald because they...” What do you think is the key word? Is there a word that helps you know what to look for in the answer?

Pause.

(Response: because)

If no one responds, tell students the answer.

***Because* tells me I need to know the reason why those other kids laugh at Ronald.**

Now, remember, we are going to come back and answer these questions later. Let’s focus on the question part right now.

Say:

Look at Number two: “Ronald keeps practicing because his goal is to
A. become a good basketball player. B. grow to be at least six feet tall. C. show off for the other kids. or D. get the others to leave him alone.”

What’s the key word that will help you find the answer for this one? Pause.

(Response: because.)

Yes, Number two is another *why* question. Why did Ronald continue to practice?

Think about the key word or phrase in Number three. “Which word best describes Ronald? friendly, kind, determined, or cute.”

What do you think is the key word or phrase in this question?

Pause.

(Response: best describes.)

Circle *best describes*. You want to be sure that you have the *best* word to describe Ronald.

Say:

Please answer Questions one through three now. Turn your story sheet over so that you can use it to answer the questions. Remember: look carefully at the question, think about what it is asking, and then look back in the story and find the answer.

After you have answered the first three questions, sit quietly until we are ready to discuss the answers.

Allow time for students to respond to the three questions.

Then say:

Let’s begin with Number one. What is the answer choice? Pause.

Ask for a volunteer. If no one volunteers, give the correct answer.

(Response: Choice D)

“The other kids laugh at Ronald because they think he is too short to play basketball.” Where in the story is this answer found? In which paragraph? Pause.

(Response: paragraph two)

Read the sentence from paragraph two where you find this answer.

(Response: “They think it’s funny that such a short kid would even think about playing basketball.”)

Good job. Let’s continue with Number two.

What is the answer for Number two? Pause.

(Response: Choice A)

“Ronald keeps practicing because his goal is to become a good basketball player.”

Was he practicing so he would grow at least six feet tall?

(Response: no)

Was he practicing so he could show off for the other kids?

(Response: no)

Was he practicing to get the others to leave him alone?

(Response: no)

Good job.

Say:

Now, for Number three. Which word best describes Ronald?

(Response: Choice C: determined)

Ronald is determined. How do you know that he is determined?

Give me a detail from the story that shows he is determined. Pause.

(Responses might include he practices every day; he practices at the park, the school, and his house; he doesn't let the kids' teasing make him quit.)

Friendly – do you have any details that show that Ronald is friendly?

(Response: no)

Kind – do you have any details that show that Ronald is kind?

(Response: no)

Cute – do you have any details that show that Ronald is cute?

(Response: no)

Say:

You did a great job with those multiple-choice questions. Always be sure to read the question carefully and then read all four answer choices! You may even want to read them twice just to be sure you understand them!

Numbers four and five are called short-answer questions. You must write a short answer! You want to be sure that your answer isn't too short. Be sure you answer the question clearly!

Number four. "Why does Ronald think of Spud Webb when he practices?" The first thing we need to do is find the key word in the question. Pause.

What is the key word?

(Response: why)

Yes, why is the key word. Circle *why* now. Pause.

***Why* means you need to give a reason.**

Now, before you write anything on your paper, let's talk about the answer. *Why does Ronald think of Spud Webb when he practices?*

(Response: Webb is a professional ball player who is short; Ronald wants to play pro basketball some day; they both are short.)

Now, I want us to work on putting that idea on paper. You may print or write in cursive, but be sure that you write in your best handwriting. You want others to be able to read your handwriting. Be sure also that what you write down makes sense when somebody else reads it. Writing clear, understandable sentences is sometimes hard!

Okay, let's figure out what to say on the paper. *Why does Ronald think of Spud Webb when he practices?* Pause to allow students time to think of an answer. Students may form the sentence as a group activity.

In some cases, you may need just to dictate the sentence.

(Response: Spud Webb is a professional basketball player who is also short.)

Now, write the answer on your paper.

Pause to allow time for students to write.

Encourage students to write in complete sentences and in their best handwriting (cursive and/or print).

Let's go to Number five. Here's another one of those short answer questions.

Say:

“Ronald dreams that maybe one day he, too, will get to play real basketball. What does he mean, “real” basketball?

Let’s begin by finding the key word or key words. Circle the key word or key words. Pause to allow students time to complete the task.
(Possible responses: real basketball; mean)

So, what is real basketball?
(Response: professional basketball)

Yes, Ronald dreams of playing professional basketball. Rather than just write two words, let’s try and make a sentence. Think about how we might write this answer.
Pause to allow time for students to think of a sentence.
(Possible responses: *Real basketball* means professional basketball to Ronald. Ronald thinks professional basketball is real basketball.)

Now, write your sentence on your paper. Use your best handwriting.

Pause to allow students time to complete the task.

Ask for volunteers to share their sentences.

Then say:

Let’s review some of the tricks or techniques we used today. What should you do when you have a passage to read? Pause.

(Possible responses: look at it; think about it; try to image what the characters look like, what they are doing, how they sound.)

What’s a technique you should use when you get ready to answer the questions? Pause.

(Possible responses: read the questions more than once; circle the key words)

Don’t forget to practice these tricks!

SMALL KID, BIG DREAM

Ronald is the smallest kid in the class. That's nothing new! He was one of the smallest even in kindergarten. Now every single boy and girl in the fourth grade is bigger than he is. "Shouldn't you use the water fountains in the kindergarten wing," they tease.

Most of the time he really doesn't mind being small, except when he tries to shoot baskets. It does not matter whether he is shooting at the park, on the playground at school, or even at his own house: other kids gather around just to laugh at him. They think it's funny that such a short kid would even think about playing basketball. "Don't get stepped on," they call out, and "Want a ladder?" Ronald ignores their needling remarks and just keeps practicing. Every day he practices. It doesn't matter whether it is hot or cold. He practices free throws and lay ups. He practices early in the morning and again at night.

Every once in a while he reminds himself that Spud Webb, a star player in professional basketball, is under six feet tall. Ronald dreams that maybe one day he, too, will get to play real basketball.

Student Worksheet Reading and Responding Lesson 1- 2

NAME _____

1. The other kids laugh at Ronald because they
 - A. know that short people cannot play basketball.
 - B. do not want him to get stepped on.
 - C. do not want him to play basketball.
 - D. think he is too short to play basketball.

2. Ronald keeps practicing because his goal is to
 - A. become a good basketball player.
 - B. grow to be at least six feet tall.
 - C. show off for the other kids.
 - D. get the others to leave him alone.

3. Which word best describes Ronald?
 - A. friendly
 - B. kind
 - C. determined
 - D. cute

4. Why does Ronald think of Spud Webb when he practices?

5. “Ronald dreams that maybe one day he, too, will get to play real basketball.” What does he mean by “real” basketball?

