

GRADE 4 English Language Arts
Reading and Responding: Lesson 14
(continued from 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 14:

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 14-1
- Student Worksheet Reading and Responding Lesson 14-2
- Poster-size paper with list of word identification strategies written for Lesson 13 (If you do not have this one already prepared, you must prepare one for today's lesson; copy the list of word identification strategies found on page 12A.)
- Wide-tipped marker
- Pencils
- Unlined paper for drawing

Introduction:

Today we will continue practicing strategies to help us understand what we read. We have learned several strategies to help us define new words. Does anyone remember these strategies? Pause. Prompt students to remember as many as possible.

When you are reading and get stumped on a word, remember to use these special tricks or strategies to find the clues to help you figure out the word. Display the list of strategies you wrote for lesson 13. If you do not have this list, copy the following on paper big enough for students to see:

- **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.
- **Look for the word in other sentences.** Look around the word; put your finger over the word and ask yourself, “*What word would make sense here?*”

We have also practiced strategies to help us understand the main ideas of paragraphs and the main idea of a whole passage. Does anyone remember what we did to help us understand what happened in the story about the bridge? Pause.

We practiced looking for clues and drawing pictures to help us understand what we have read. We also practiced *reading between the lines* to understand completely the meaning of a passage or to answer a question.

⇒ Distribute Student Worksheet Reading and Responding Lessons 14-1.

Now let's take another look at the story we read during the last lesson. Read the story again. This time, while you are reading, have your pencil ready to circle any words you don't know.

After a few minutes, ask students to tell which words they circled (possible words: *ravine, rickety, upstream, ford, route, swayed, lurch, threatened, relief*).

Pronounce and have students repeat each of the words they circled. Then have different students read the sentences containing these words. Explain that hearing a word pronounced may help define it.

Some of you circled several words. Do you think you can figure out the meanings of these words now? Pause. Listen to students' comments *without* giving the definitions at this point. *After* students have attempted to define the words independently on the worksheet, you can discuss the definitions and strategies used to determine them.

You will probably see many of the words you circled in some of the questions on this worksheet. Now you have a chance to use the strategies you have learned to answer these questions. Think carefully, do your best, and let me know which strategies worked. After you have answered the questions, we will go over them together.

⇒ Distribute Student Worksheet Reading and Responding Lesson 14-2.

Allow students about 15-20 minutes as needed to complete the worksheet. Then facilitate or lead the students in a thorough discussion of each question and answer. Rather than simply call out the correct answers, prompt students to give their answers and the reasoning behind them. The students should do as much of the talking and explaining as possible. When they have little to say, guide them and push them to think through the reasons for choosing or not choosing an answer. Only after you have pulled as much information from the students as you can, should you provide the explanations given below.

Number 1:

Look at number one. Did anyone choose A? Pause. Explain that there is no mention of a bicycle in the passage, so we don't know whether Shannon even had a bicycle.

Is Choice B correct? Pause. *Wading across the ford* is in the passage, but we don't read anything about Shannon's thinking that wading in the water would be fun.

Is Choice C correct? Pause. No matter which route Shannon took home, she would have a problem. If she walked upstream, it would take too long for her to be home by 5:00. If she took the old, rickety bridge, she was in danger of falling and getting hurt. Point out the sentences that give this information. Conclude that Choice C is correct.

Even though we think Choice C is correct, we need to read the last choice to make sure it is not a better answer. Choice D isn't correct; even though Shannon was afraid, she decided to take the bridge route.

Number 2:

Look at Number two. The best answer is Choice A: *roll suddenly to the side*.

Ask students to find the clues for this choice. The bridge *swayed* in the wind, which means it moved, not like strong bridges that hold up cars.

Why isn't Choice B correct? Pause. We know the bridge did not break because Shannon made it across to the other side.

Why isn't Choice C correct? Pause. **The word *sickening* makes me think of how sick I feel when I move suddenly, as on a roller coaster. If the *lurch* were something that would make you feel sick, then *glide smoothly* would not mean the same as *lurch*.**

Why isn't Choice D correct? Pause. To *hold steady* would not make sense in this sentence. If the bridge were steady, it wouldn't have moved.

Number 3:

Choice D, *the part of the stream that is not too deep to wade across*, is correct. The phrase *wade across at* gives the clues.

Choice A is wrong; *wade across at the bridge* wouldn't make sense.

Choice B is wrong; *car* wouldn't make sense in this sentence.

Choice C, *the dangerous part of the stream*, is wrong; it wouldn't make sense for Shannon to walk across the dangerous part of the stream.

Number 4:

This one was a little tricky. At first I thought there was more than one answer. I reread each choice to be sure I chose the *best* answer. Did anyone get confused about this one? Pause. Ask students to share how they found their answers.

Choice A, *warned of something bad to happen*, is correct. The clue is in the phrase *tip her into the water below*, a bad thing to happen because Shannon might drown or get hurt from the fall.

Choice B *made to feel sad* does not make sense because Shannon felt *afraid*, not *sad*; but this one almost tricked me. Feeling afraid can make us feel sad. I had to remind myself to choose the *best* answer. Even though this choice might make sense, Choice A is a better answer.

Choice C, *drown*, was also tricky. I kept thinking that Shannon could drown if she fell in; but when I substituted *drown* for *threatened*, (Demonstrate by reading the sentence.) the sentence didn't make sense.

Choice D, *made to hurry*, was very tricky. I thought about Shannon's being in a hurry to get off that scary bridge, but this answer was not so good as the first choice.

Number 5:

Choice B, *surprised*, is correct. The phrase, *made her lose her balance, is a clue.* This choice made me think of a circus performer carefully walking across a tightrope. Something like a loud noise could surprise her and make her fall to the ground.

Choice A, *knocked off*, is incorrect; Shannon was not knocked off the bridge.

Choice C, *scared away*, is a little tricky. Even though Shannon was scared while walking on the bridge, she did not get scared away. Instead of turning around and going back, she continued walking until she reached the other side.

Choice D, *saddened*, is incorrect; being sad doesn't have anything to do with losing balance.

Number 6:

Choice B, *a brave girl*, is correct. Even though she was afraid to get on the bridge and almost fell into the water after she began walking on it, she continued walking across the bridge.

Choice A, *a person who does things without thinking*, is incorrect. The first paragraph is about Shannon's thinking before deciding which route she should take home.

Choice C, *a person who has fun doing dangerous things*, is incorrect. Shannon was afraid, not having fun while crossing the dangerous bridge.

Choice D, *a person who gives up too easily*, is incorrect. Shannon continued walking across the bridge even after almost falling from it.

Number 7:

Choice C, *was relieved to get off the bridge*, is correct. The last sentence of the passage says *Shannon gave a sigh or relief*.

Choice A, *too tired to go any farther*, is not correct because the last sentence says *Shannon started to run*.

Choice B, *was shaking from fear and could not move*, is not correct. I almost got tricked by this choice because I knew Shannon was afraid. She might have been shaking, but we can't know for sure because the passage doesn't tell us. Part of this choice (*shaking with fear*) is true, but the other part (*could not move*) is not true. The last sentence says *Shannon started to run*.

Choice D, *could not walk because of a hurt foot*, is not correct. The passage doesn't say anything about a hurt foot.

Number 8:

Shannon wished there were another way to go home because the bridge was dangerous. We know this sentence referred to the bridge because the sentence before this one said, *she looked first at the rickety wooden bridge ahead of her and then at the rushing stream below*. Be sure students have answered both parts of the question.

Number 9:

The phrases *mouth was dry, wiped her sweaty palms, knuckles turned white* in the second paragraph, and *with her heart pounding* in the last paragraph let us know she was afraid.

Other clues may be found by reading between the lines. The fact that Shannon wished she had another way to get home makes us think she was afraid. Shannon's giving a sigh of relief after making it across the bridge also makes us think she had been afraid.

Number 10:

Shannon took the bridge home. If students think this decision was a good one, they should explain why. If they thought it was a bad decision, they should explain why. Either choice for the second part of the question is correct if it is supported with reasons that make sense. Explain to the students that they may use their own experiences to answer this part of the question and that opinions are right if they can be explained logically.

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 ask the students to read over them again.

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.

Student Worksheet Reading and Responding Lesson 14-2

NAME _____

1. Shannon had a difficult time making a decision because
 - A. she wished she had remembered her bicycle.
 - B. she wanted to have fun wading across the ford.
 - C. no matter which route she took home, she would be afraid.
 - D. she was too afraid to do anything.

2. *It gave a sickening lurch under her* is the seventh sentence in the second paragraph. Choose the best definition for *lurch*.
 - A. roll suddenly to the side
 - B. break into several pieces
 - C. glide smoothly
 - D. hold steady

1. *She could walk three miles upstream and wade across at the ford, but that route would take too long.* This sentence is the second-to-last one in the first paragraph. Choose the best definition for *ford*.
 - A. the end of a long bridge
 - B. a very expensive car
 - C. the dangerous part of a stream
 - D. the part of a stream that is not too deep to wade across

4. *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* is the last sentence in the second paragraph. The best definition for *threatened* is
 - A. warned of something bad to happen.
 - B. made to feel sad.
 - C. Drown.
 - D. made to hurry.

5. *It startled her and made her lose her balance* is the second sentence in the last paragraph. The best definition of *startled* is
 - A. knocked off.
 - B. surprised.
 - C. scared away.
 - D. saddened.

(continued Student Worksheet Reading and Responding Lesson 14-2)

6. Shannon can best be described as
- A. a person who does things without thinking.
 - B. a brave girl.
 - C. a person who has fun doing dangerous things.
 - D. a person who gives up too easily.
7. When Shannon reached the other side, she
- A. was too tired to go any farther.
 - B. was shaking from fear and could not move.
 - C. was relieved to get off the bridge.
 - D. could not walk because of a hurt foot.
8. *She wished there were some other way to get home by 5:00 o'clock* is the fourth sentence in the first paragraph. Why did Shannon wish there were some other way to get home? Explain how you know.

9. How do we know Shannon was afraid while walking across the bridge?

10. Which route did Shannon take home? Was this decision a good one? Why or why not? Explain your answer.
