

GRADE 4 English Language Arts
Reading and Responding: Lesson 17
(continued from 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 17:

In this lesson, the tutor and students will

- read a nonfiction selection,
- practice skimming and scanning for facts,
- complete a comparison chart, and
- practice test-taking strategies.

Equipment/Materials Needed:

- Chart paper on a stand
- Student Reading Worksheet Reading and Responding Lesson 17-1
- Student Worksheet Reading and Responding Lesson 17-2
- Student Worksheet Reading and Responding Lesson 17-3
- Student Worksheet Reading and Responding Lesson 17-4
- Pencils

Introduction:

⇒ Distribute Student Worksheet Reading and Responding Lesson 17-1.

In the last lesson, we talked about the many kinds of things we read and the ways they all look different. Take a look at the article we will read today. Do you think this article came from a book of stories? Pause. What kind of reading materials do you think might include “Butterflies and Moths?”

(Response: encyclopedia, science book, book about insects)

This article could be in many kinds of books that give information.

Did anyone notice that this article *compared* two things? Explain that *compare* means looking at ways things are alike and looking at ways things are different. What two things were compared? Pause. Butterflies and moths were compared. The article told us some ways butterflies and moths are alike and some ways they are different. A *comparison* helps us tell things apart.

Today we will read this article about butterflies and moths again. This time I want you to pay close attention to the ways butterflies and moths are alike and the ways they are different. You will have a few questions to answer after you have finished reading. Before you read the passage, let’s look at the questions together.

⇒ Distribute Student Worksheet Reading and Responding Lesson 17-2.

Read each question silently, following along as I read aloud.

- 1. Explain two ways butterflies and moths are alike.**

What are the key words in this question? Pause. Sometimes key words are not in bold print or italics. No words in this sentence are in bold print or italics. Does this omission mean there are no key words? Pause. No. There are four key words. Can you find them? Pause.

Response: (two, butterflies, moths, alike.)

Circle these words so you will remember what to look for when you write your answer. How many parts will there be to the answer to this question? Pause.

Response: (two.)

- 2. Explain two ways butterflies and moths are different.**

Find the key words in this question and circle them. You should have circled *two, butterflies, moths, different*. How many parts will this answer have? Pause.

Response: (two.)

- 3. Can we tell the difference between butterflies and moths by just looking at them? Explain how.**

Circle the key words. You should have circled *difference, butterflies, moths, looking at them*.

How many parts will this answer have? Pause.

Response: (two.)

Does everyone understand these questions? Pause. Provide further explanation as needed.

Now, read the passage and answer these questions. Write your answers neatly and in complete sentences.

Let's check your answers.

Number 1: Both are insects; they fly day or night if disturbed. Ask students to underline sentences giving this information (third sentence in first paragraph, last sentence in second paragraph).

Number 2: They have different antennae. Butterflies have knobbed antennae and moths have skinny antennae. Most butterflies fly in the day and most moths fly at night. Have students underline all sentences in the second paragraph except the first and last ones.

Number 3: Yes, we can tell butterflies and moths apart by looking at their antennae and by noticing when they fly.

Explain that the answer to this question is in paragraph two. **Even though there is no sentence that says we can tell butterflies and moths apart just by looking at them, we can *read between the lines* to figure out the answer. It makes sense that we can *look* at the antennae and *watch* them fly.**

When you answered these questions, you were *comparing* two things. Many textbooks including science, social studies, and mathematics books have charts to show comparisons. A comparison chart makes it easy for the reader to find similarities and differences without having to read sentences. Only words or short phrases are needed to show how things are alike and different.

For our next activity, we will complete a comparison chart for butterflies and moths. We will look for the facts in the article and decide which ways butterflies and moths are different and which ways they are alike.

⇒ Distribute Student Worksheet Reading and Responding Lesson 17-3.

Point out the title, the headings at the top of the chart and along the left side of the chart. Explain how to read the chart.

The title *Comparing Butterflies and Moths* let's us know that there will be two main headings on the chart. Can you tell what they are? Pause. *Butterflies and Moths.*

Since we are *comparing* two things, there should be a heading for the way things are *alike* and a heading for the way things are *different*. Can you find the headings? Pause. (Similarities and Differences.) Explain that *similarities* means *likenesses*, or the way things are *alike*.

If you answered the three questions on the worksheet correctly, you probably know which facts to write on the comparison chart. Look at your answers and see whether you can figure out what goes in the chart.

Guide students to find two ways butterflies and moths are alike and two ways they are different. Then, ask them to write the answers in the blanks on the comparison chart. See the following tutor's guide below for answers.

Comparing Butterflies and Moths

	Butterflies	Moths
Similarities	<p>1. Classification: <i>insects</i></p> <p>2. Flying Habits: <i>If disturbed, fly day or night</i></p>	<p>1. Classification: <i>insects</i></p> <p>2. Flying Habits: <i>If disturbed, fly day or night</i></p>
Differences	<p>1. Antennae: <i>Knobbed or enlarged</i></p> <p>2. Flying Habits: <i>Fly in daytime</i></p>	<p>1. Antennae: <i>Skinny, taper to fine points, feathery</i></p> <p>2. Flying Habits: <i>Fly at night</i></p>

The last activity for these lessons will reinforce the idea that we read for many types of materials for many purposes in everyday life.

For our last activity, we will complete another chart. Remember when we discussed all of the reasons we read and the many different types of reading we do? Pause. Refer students to the list you made earlier for the previous lesson (16).

⇒ Distribute Student Worksheet Reading and Responding Lesson 17-4.

Go over the directions for completing this chart with students. Allow a few minutes for them to work independently. Share student responses.

End the lesson with a quick review. **We have 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). **If you remember to use these strategies when you read, they will eventually become habits. Good habits will make strong readers.**

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 17-2

NAME _____

1. Explain two ways butterflies and moths are alike.

2. Explain two ways butterflies and moths are different.

3. Can we tell the difference between butterflies and moths by just looking at them? Explain how.

Comparing Butterflies and Moths

Butterflies

Moths

Similarities

1. Classification:
2. Flying Habits:

1. Classification:
2. Flying Habits

Differences

1. Antennae:
2. Flying Habits:

1. Antennae:
2. Flying Habits

Student Worksheet Reading and Responding Lessons 17-4

In the chart below, circle the types of reading you do at home and at school. Then add to the list anything you read that you did not see on the list.

	WHAT I READ	PURPOSES FOR READING	
		Fun	Information
WHAT I READ AT HOME	• cereal boxes	Ö	Ö
	• Harry Potter books	Ö	
	• comic books	Ö	
	• e-mail from friends	Ö	Ö
	• list of chores		Ö
	• pokemon cards	Ö	
	• Bible stories	Ö	Ö
	• map to find buried treasure	Ö	
	• math book for homework	?	Ö
	•		
WHAT I READ AT SCHOOL	• social studies textbook	?	Ö
	• trade books	Ö	Ö
	• <i>Time Magazine for Kids</i>	Ö	Ö
	• school newspaper	Ö	Ö
	• secret notes from friends	Ö	Ö
	• directions on tests		Ö
	• joke books	Ö	
	• messages on bulletin board		Ö
	•		
	•		