

## GRADE 4 English Language Arts Reading and Responding: Lesson 3

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 3:*

In this lesson, the tutor and students will

- read a nonfiction selection,
- identify author's purpose, and
- practice using context clues.

### *Equipment/Materials Needed:*

- Student Worksheets Reading and Responding Lesson 3 – 1 and 3 - 2
- Pencils

### LESSON 3: Reading and Responding

After your introductory remarks to students, say:

**In school you have to read both fictional and nonfictional selections. What’s the difference between fiction and nonfiction? What is fiction? Pause.**

(Response: fiction is made up from the author’s imagination; it is about imaginary characters and events.)

**What is nonfiction? Pause.**

(Response: writing that is about real situations, real people, and real events. It is *not* fiction, but facts and informational details.)

**Today we are going to practice with a selection of nonfiction. The reading you do in science, social studies, and mathematics is mostly nonfiction. Nonfiction can sometimes seem difficult to read because it is filled with facts and details. The selection we will use today might have come from a science book.**

**We will practice using some techniques that successful readers use. You may already be using some of these techniques. That’s great! Look for something new that you can begin doing to help you be a successful reader.**

**Today I am going to demonstrate what a successful reader might do if he or she had this passage to read. I want you to practice what I am doing. This trick will help you to better understand what steps to take when reading a nonfiction selection.**

**The best part about today’s lesson is that you can practice these techniques in all your classes!**

⇒ Distribute Student Worksheet Reading and Responding Lesson 3 – 1.

**I begin by looking at the title: Butterflies and Moths. From this point on, I don’t want to think about anything else except butterflies and moths. I am going to concentrate on this article.**

Then say, as if thinking aloud:

**I just continue looking at the selection. I look for any visuals: maps, charts, drawings or pictures. Pause. I see a couple of pictures at the bottom.**

**I look for words in boldface type or in italics. Pause. I see some: antennae, antennae, antennae, flying habits. I figure that the boldface and italics mean those are key words or important words in this article.**

**Now, I guess I am ready to read this selection and learn about butterflies and moths.**

Say to the students:

**I will now read the selection aloud. You follow along on your page.**

Then read the selection “Butterflies and Moths.”

It is important for students to look at the printed page, not just to listen to you. If necessary, pause in the reading to direct students back to their copies.

After reading the selection, say:

**I will continue thinking out loud and telling you what I am doing as part of the reading process. Successful readers also do a lot of thinking! Let me show some of what your brain does when you read.**

Say, as if thinking aloud:

**Okay. I have finished reading this article about butterflies and moths. It was pretty interesting. I didn't know very much about butterflies or moths. This article was mostly about how you can tell butterflies and moths apart.**

**There's really a lot of information here. Thank goodness, I don't have to try to remember it all. When I get ready to answer the questions, I can just reread the article or reread parts of it.**

**Before I start working on the questions, I think I will just do a quick review of the article. Pause as if scanning the first paragraph. Okay, this first paragraph just tells me what the article is about: butterflies and moths and how to tell them apart.**

**Paragraph two is longer. Pause as if scanning it. This paragraph has a lot of information. It tells about the antennae and how you can recognize butterflies and moths by looking at the antennae. It also has the part about their flying habits. Since this part is in boldface type, it will be easy to find.**

**The last paragraph is just sort of like the end of it. There are no really important facts there. I guess I am now ready to start answering the questions.**

⇒ Distribute Student Worksheet Reading and Responding Lesson 3 – 2.  
Every student needs a pencil.

Say, as if thinking aloud:

**Number one. “This article says ‘The butterflies’ antennae are *knobbed*, or enlarged.’ What does *knobbed* mean?”**

**Choice A: big**

**Choice B: bright**

**Choice C: colorful**

**Choice D: furry**

**What is the correct answer? How am I going to figure this question out? Pause as if thinking.**

**The sentence says “The butterflies’ antennae are knobbed *or* enlarged.” Something makes me think that *knobbed* means enlarged.**

**Okay. Let me look at those answers again...big, bright, colorful, and furry. Well, the only word that means about the same as enlarged is big. I am pretty sure *big* is the answer: Choice A. There’s nothing in that sentence to make me think knobbed means bright or colorful or furry. It is Choice A. Choice A is my final answer.**

Pause to be sure that the students have marked their answers.

Then say:

**With Number one, I tried to show you what I do to find the right answer. Did you notice that I read the question several times? I went over the answer choices more than once. Those are techniques you need to be doing when you read and answer questions.**

**Let's go on to Number two now. Why don't we work it together this time and talk about the process as we go?**

**“What is the main purpose of this article?”**

**Choice A: to describe a new hobby**

**Choice B: to tell how butterflies fly**

**Choice C: to include with your science project**

**Choice D: to explain the difference between butterflies and moths**

**First things first: what is the key word or phrase in the question?**

Pause. (Response: main purpose.)

**Main purpose. Circle *main purpose*. Pause to allow time to circle.**

**Now you are ready to find the main purpose of this article.**

**Be sure you go through all four answer choices.**

Say:

**Look at Choice A: to describe a new hobby. Is “to describe a new hobby” the main purpose of this article? Pause. (Response: no)**

**No, the main purpose is not about a new hobby. Put a dot by Choice A, since we know that Choice A is not the answer. Pause.**

**Okay. Choice B: to tell how butterflies fly. Is Choice B the main purpose of the article? Pause. (Response: no)**

**Now, there is something in the article about flying, but is information about flying the main purpose? (Response: no) Put a dot by Choice B since we know that Choice B is not right.**

**Choice C: to include with your science project. Is your science project the main purpose of this selection? Pause. (Response: no) Put a dot by Choice C!**

Now, we still need to check out answer Choice D. Is the main purpose of this article to explain the differences between butterflies and moths? Pause.

Yes, it is. So mark your answer sheet now for answer Choice D.

It doesn't take that long to go through each answer choice. It will really help you with some of the longer, more difficult questions. Get in the habit of reading the question, reading all the answer choices, and spending some time thinking about the question and your answer.

Ready? Let's do Number three. "What information about butterflies can *not* be found in this article?"

Choice A: when butterflies fly

Choice B: the eating habits of butterflies

Choice C: how to recognize butterfly antennae

Choice D: how many species have been classified

I've got a neat trick to show you for this question! Let's start with the key word or phrase from the question. The answer is? (Response: not.) Yes, *not* is in boldface type so that word was a big help! Circle *not*. Pause.

Say:

I have another really important trick for you. Put your pencils down and look at me. I want to share with you a really neat little trick to use on this question. Pause to be sure you have everyone's attention.

Pay close attention. This trick will really come in handy on a test! You have got to be paying attention in order to understand it. This question asks you to tell something *not* found in the article. Right? (Response: nodded agreement)

*Not* is the key word! What is not found in the article is going to be your answer. There will be three answers that *are* found in the article, right? (Response: nodded agreement)

If necessary, demonstrate by holding up four fingers and repeating the dialogue in order to show students this concept.

**I am really going to make my brain work hard on this one. I am going to look at answer Choice A: when butterflies fly. Then I ask myself, “Is there information in the article about when butterflies fly?” Pause.**

**(Response: yes)**

**Yes, there’s information about butterflies flying. So I put a little check mark by Choice A. That check lets me know Choice A *is* in the article.**

**Choice B: the eating habits of butterflies. I ask myself, “Is there information about the eating habits of butterflies in this article?”**

**Pause. (Response: no)**

**No, there’s not any information about eating habits. So I am going to put a dot there to let me know that Choice B is not in the article.**

**I go on to Choice C: how to recognize butterfly antennae. Is there information about how to recognize butterfly antennae in the article?**

**Pause. (Response: yes)**

**Okay, so since there *is* information, I put a check mark by Choice C.**

**Now, Choice D: how many species have been classified. Is there information about how many species have been classified in the article? Pause. (Response: yes)**

**I put a check mark by Choice D, since there *is* information in the article.**

**Now, look at what you have. You have three checks to show information that **CAN** be found in the article. You have one dot to show what information can **NOT** be found in the article.**

**By using this step-by-step method, you are able to find the answer. Each of these steps is really important. Don’t skip any!**

**I know some of you may be thinking that this process seems very slow and very babyish; but it really isn’t. It seems slow and babyish today because we are talking about each little step in the process.**

**Sometimes we just have to stop and to analyze and figure out what we need to do to be a successful reader. That process is what we are doing today. Figuring out how to be successful readers.**

**Number four. “Which one of the statements below is a statement of opinion?”**

**Choice A: Butterflies are liked by everyone.**

**Choice B: There are over 150,000 species of butterflies and moths.**

**Choice C: Butterflies and moths are related.**

**Choice D: Moths fly mostly at night.**

**What’s the first thing you need to do with this question? Pause.**

**(Response: find the key word or phrase.)**

**Yes, find the key word or phrase. What is the key word or phrase?**

**Pause.**

**(Response: a statement of opinion)**

Say:

**Yes, the key phrase is a statement of opinion. What is an opinion?**

**(Response: An *opinion* is what a speaker or writer thinks or believes; it cannot be checked or proven.)**

**Your teacher has probably had you identify statements as fact or opinion. A fact can be proved or checked. An opinion cannot. An opinion is what one person thinks or believes.**

**Before you can answer Question four, you have to stop to think about what an opinion is. Now, you are ready to continue.**

**I have a little trick to help you with this question. Let’s start with Choice A: Butterflies are liked by everyone. Is that statement a fact or an opinion? Pause.**

**If it is a fact, you can prove it. If it is an opinion, it is just what a person thinks or believes.**

**Butterflies are liked by everyone. What do you think: fact or opinion? Pause.**

**(Response: opinion)**

Then say:

**Okay, here's the trick. Put an O by Choice A, since you think the statement is an opinion. Pause.**

**Look at B: There are over 150,000 species of butterflies and moths. Fact or opinion? Pause. (Response: fact)**

**Yes, it is a fact. Why?**

Pause. (Response: It can be verified or proven by this article or other materials on insects.)

**Now, by Choice B put an F, since the statement is a fact. Pause.**

**Choice C: Butterflies and moths are related.**

**Fact or opinion?**

Pause. (Response: fact)

**Why is this statement a fact?**

(Response: it can be verified or proven by this article or other research.)

**By Choice C, put an F to show that the statement is a fact. Pause.**

**Last one: Moths fly mostly at night. Fact or opinion?**

Pause. (Response: fact)

**Yes, this statement is a fact so put an F by Choice D.**

**Now, it is really easy to go back and darken circle A for the correct answer.**

**See, you have one more trick to use when answering the selection questions.**

**Question Number five. Give two ways to tell butterflies and moths apart. I know you can do this one!**

**Key word or words? Pause.**

(Responses: two ways. Students might also say apart; that's fine.)

**I am going to tell you another clue for this one: use the words *butterfly* and *moth* in your answer.**

**When you write your sentence, be sure to say “Butterflies da-da-da-da and moths da-da-da-da.”**

**Now, please answer the question. Write in your best handwriting. Write complete sentences.**

Pause to allow students time to write.

Ask for volunteers to read their responses. Be sure that students read their written responses, not just tell you the answers.

Say:

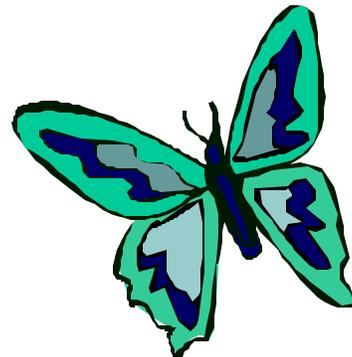
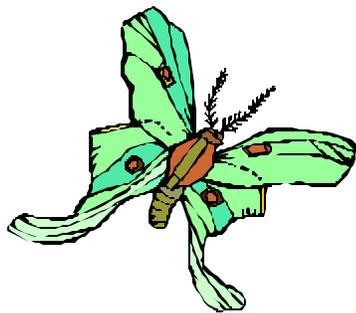
**We have looked at a lot of little tricks and techniques that you can use to be a successful reader. By practicing these tricks, you can become a more successful reader!**

## 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 3 – 2

NAME \_\_\_\_\_

Butterflies and Moths

1. This article says “The butterflies’ antennae are knobbed, or enlarged.”  
What does *knobbed* mean?
  - A. big
  - B. bright
  - C. colorful
  - D. furry
  
2. What is the main purpose of this article?
  - A. to describe a new hobby
  - B. to tell how butterflies fly
  - C. to include with your science project
  - D. to explain the differences between butterflies and moths
  
3. What information about butterflies can **not** be found in this article?
  - A. when butterflies fly
  - B. the eating habits of butterflies
  - C. how to recognize butterfly antennae
  - D. how many species have been classified
  
4. Which one of the statements below is a statement of opinion?
  - A. Butterflies are liked by everyone.
  - B. There are over 150,000 species of butterflies and moths.
  - C. Butterflies and moths are related.
  - D. Moths fly mostly at night.
  
5. Give two ways to tell butterflies and moths apart.

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