

GRADE 4 English Language Arts Reading and Responding: Lesson 7

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 7:

In this lesson, the tutor and students will

- read a nonfictional selection,
- identify main idea and details,
- identify the author's purpose, and
- practice test-taking strategies.

Equipment/Materials Needed:

- Student Worksheets Reading and Responding Lesson 7 – 1 and 7 – 2
- Pencils

LESSON 7: Reading and Responding

After your introductory remarks to students, say:

In today’s lesson, we are going to read a nonfiction selection. It is full of details and important facts. Therefore, we need to slow down and read the selection very carefully. Otherwise, we might miss something important!

This particular selection might have come from a science book or from an encyclopedia article about the planets. I know you have studied the planets. Can someone give me a fact about the planets? Pause. Allow time for students to share information. If no one responds, say: “What planet do you live on?”

There is an enormous amount of information about the planets. We are going to read an article called “Planet Facts.” Later you will answer some questions about the article.

What is nonfiction? Pause.
(Response: writing that is true; it is not fiction.)

Yes, this selection is an informational article that is true. When you read, look for the main idea. Often times the main idea is in the very first sentence. Then you need to look for all the details that support that main idea.

When you read, there is a lot to think about. You have to think about the main idea, topic sentences, details, and the author’s purpose. All these parts of the selection could just wear your brain out!

We don’t want to wear out your brain! So, let’s go step-by-step through this article. I will show you some tricks that might help save your brain! We will practice several techniques or tricks that should help you read and answer the questions successfully.

⇒ Distribute Student Worksheet Reading and Responding Lesson 7 – 1. Be sure each student has a pencil.

Then say:

Before we start reading, look at the article. Start at the top of the page. What is the title? Pause.

(Response: “Planet Facts”)

How many paragraphs are in this article? Pause.

(Response: three)

Do you see any words in boldface type? Pause.

(Response: yes, the planets)

Having the planet names in boldface type may come in handy when you go to answer the questions.

One other thing I noticed in this article is that there are a lot of numbers. The fact that there are many numbers is probably going to be important, also.

Now that you have looked at the article, you are ready to read. I will read the article aloud for us today. You follow along on your copy as I read.

Read the selection to the students.

Then say:

Wow! That selection has a lot of information. Let’s begin with the first paragraph. What is the topic sentence of the first paragraph? Pause. (Response: There is much information to learn about the planets.)

If students are struggling, rephrase the question. You might say, “What is that first paragraph about? What does it tell us? Find one sentence that tells us what the paragraph is about.”

Underline “There is much information to learn about the planets.” That trick will help you remember that the sentence is the topic sentence.

We are now going to find that information about planets.

Say:

When we find a sentence with information about the planets, we are going to put a check mark in front of the sentence. Let's begin. I will do the first one.

"It takes Earth one year, 365 days, to complete one orbit around the sun." That statement contains some information about the planets, so I am going to put a check mark in front of the sentence. Pause.

Who has found the next sentence with information about the planets? Pause. Call on a student.

The student should read the next sentence aloud. Guide students to go straight through the paragraph. Each sentence in paragraph one should have a check mark. Be sure to remind students to put a check mark at the beginning of the sentence.

Keep the activity moving; do not let it drag.

Great. Now, let's go to the second paragraph. Read the second paragraph to yourself and underline the topic sentence.

Pause to allow time to complete the task.

Then say:

What is the topic sentence in the second paragraph?

(Response: Earth is a middle-sized planet.)

Give me a detail from paragraph two to support this topic sentence.

(Responses should include the next four sentences.) Students will read the sentence aloud as with paragraph one.

Be sure you put a check mark in front of each detail.

That trick will help you to stay focused on this article.

Look. Each paragraph gets shorter! In paragraph three, find the topic sentence and underline it. Pause.

Then say:

What is the topic sentence in that last paragraph?

(Response: The sun is really a star, a ball of hot, glowing gas.)

That's correct. First detail, please.

(Since it is closer to Earth, it looks bigger than the other stars.)

Good, put a check in front of it.

Continue in the same manner for the remaining two details.

Do you have to remember all these details when you start answering the questions? (Response: no)

No, indeed. When you are working on the questions, you will go back into the article to find the answer. Don't guess! Don't leave the answer blank!

⇒ Distribute Student Worksheet Reading and Responding Lesson 7 – 2.

Here are five questions to answer about the article on planets. Look at Question three first.

Pause. Be sure everyone is looking at question three.

“Why is Earth called the Life Planet?” In which paragraph will you find this answer? Don't tell me the answer! Tell me just the paragraph number. (Response: paragraph one)

Put the numeral one at the end of the question. That clue will help you remember where to look for the answer.

Look at Question four: “Which four planets are smaller than Earth?”

Where will you find that answer? (Response: paragraph two)

Put a numeral two at the end of that question.

“According to this author, is the sun a star or a planet? Explain your answer.” In which paragraph is this answer?

(Response: paragraph three) **Put a three at the end of the question.**

Now you are ready to answer all five questions. Sit quietly after you have finished.

Allow students time to complete the task.

Then say:

Check your answers as we discuss them. “Who should probably use the information in this article?”

(Response: Choice C: someone working on a science project.)

What’s wrong with Choice B? Pause.

(Response: The article doesn’t have anything to do with poetry.)

Number two: What does the word *orbit* mean?

(Response: Choice B: circle.)

Yes. The Earth doesn’t *invite* around the sun, or *warm* around the sun, or *feed* around the sun. None of those choices make sense. The Earth does *circle* around the sun.

In Number three, did you remember to write in a complete statement? I hope so!

“Why is Earth called the Life Planet?”

(Response: Scientists believe Earth is the only planet where plants, animals, and people can live.)

Be sure to use the word *Earth* in your answer so that the reader will understand what you have written.

Number four: “Which four planets are smaller than Earth?”

(Response: Mercury, Venus, Mars, and Pluto are smaller than Earth.)

Remember to use complete sentences when answering questions.

Great. According to this author, is the sun a star or a planet? Explain your answer. I hope you were paying attention because this question really has two parts. You need to be sure to answer both parts!

Somebody volunteer to read his or her answer, please.

(Response: The sun is a star; it is a ball of hot, glowing gas that is closer to Earth than other stars.)

Today you have practiced some techniques and strategies that should help you be successful in any reading assignment from any teacher. Good luck to you!

PLANET FACTS

There is much information to learn about the planets. It takes **Earth** one year, 365 days, to complete one orbit around the sun. The planet **Mercury** takes only 88 days to orbit the sun, since it is closest to the sun; but **Pluto** takes 248 years. **Pluto** and **Neptune** are the coldest planets with temperatures 320 degrees below zero. They are the farthest from the sun. On **Mercury**, the temperature can reach 600 degrees; on **Venus**, the temperature may reach 860 degrees. Plants and animals can't survive on these planets because of the heat or the cold. **Earth** is called the "Life Planet" because scientists believe that **Earth** is the only planet where plants, animals, and people can live.

Earth is a middle-sized planet. There are four planets smaller than **Earth**: **Mercury**, **Venus**, **Mars**, and **Pluto**. There are four planets larger than **Earth**: **Jupiter**, **Saturn**, **Uranus**, and **Neptune**. The biggest planet is Jupiter; it is more than 1,000 times bigger than **Earth**. **Pluto** is the smallest planet.

The sun is really a star, a ball of hot, glowing gas. Since it is closer to **Earth** than all the other stars, it looks bigger than the other stars. The sun is 93 million miles away from the **Earth**. It is only 25 trillion miles to the next closest star.

Student Worksheet Reading and Responding Lesson 7 – 2

NAME _____

1. Who would probably use the information in this article?
 - A. Someone planning a vacation.
 - B. Someone who likes poetry.
 - C. Someone working on a science project.
 - D. Someone who doesn't like to read.

2. "It takes Earth one year, 365 days, to complete one *orbit* around the sun."
The word *orbit* means
 - A. invite.
 - B. circle.
 - C. warm.
 - D. feed.

3. Why is Earth called "The Life Planet"?

4. Which four planets are smaller than the Earth?

5. According to this author, is the sun a star or a planet? Explain your answer.
