

## GRADE 4 English Language Arts Reading and Responding: Lesson 8

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 8:*

In this lesson, the tutor and students will

- read a fictional selection,
- practice responding to short-answer questions, and
- practice responding to multiple-choice questions.

### Equipment/Materials Needed:

- Student Worksheets Reading and Responding Lesson 8 – 1 and 8 – 2.
- Pencils

## LESSON 8: Reading and Responding

Following your introductory remarks to students, say:

**Today we will read a short selection of fiction. Fiction is make-believe. The author uses his or her imagination and creates characters. Then the author puts those characters in a setting, (where the story takes place). The author gives the characters a problem and finally a solution.**

**We will work with the story “Company’s Coming” to identify the characters, the setting, the problem, and the solution. We will develop some tricks to help you be a successful reader of fiction.**

⇒ Distribute Student Worksheet Reading and Responding Lesson 8 – 1.  
Each student needs a pencil.

Then say:

**Look at your copy of the story. Skim the fiction story to find the character’s names. *Skim* means to look quickly! Don’t try to read the story. Just look for the names of characters.**

Pause to allow students time to skim.

Ask for a volunteer to name the characters.

(Response: Rachel, Mom, Aunt Martha, Jenny)

**That’s good. Now I know who is in this story.**

**It is always a good idea just to look at the story. When I look at this story, I see that there is a lot of dialogue. What is dialogue?**

Pause. (Response: the exact words a story character says.)

**Dialogue can really make a story interesting, make it seem more real. In this story, you will see how the dialogue, the talking, helps us understand how Rachel is feeling.**

**Here’s a little trick that will help you when you are reading dialogue.**

Say:

**Use your imagination. Think about what the characters might look like and how they might sound. There will be clues in the story to help you with this mental imaging.**

**Sometimes the author uses the word *said*. *Said* is a pretty plain word! At other times, the author wants to be sure we know how a character feels. Then he might have the character “shout” or “cry” or “whisper.”**

**Look for those clues when you are reading. They will help you to understand the story!**

**Now, read the selection by yourself. After you have finished, sit quietly until we are ready to continue the lesson.**

Allow time for students to complete the task.

Then say:

**We have already mentioned the characters in this story: Rachel and her mom and Aunt Martha and Jenny.**

**Where does this story take place? Where a story takes place is the setting. Pause.**

(Response: It takes place at Rachel’s house in the kitchen and then later at the airport.)

**What is the problem?** (Response: Rachel is upset because Jenny is coming to visit.) Students may get more specific.

**How is the problem solved?** (Response: Rachel decides Jenny isn’t so bad after all!)

Say:

**Good job! Those answers let me know that you understand the story. Understanding the story will make it easier for you to answer the questions later.**

**Get the story in front of you. I want you to look for clues that the author gives to help us understand the characters.**

**Look at the dialogue in the first paragraph. Do you see a clue that helps us to understand how Rachel feels? Pause.**

(Response: yes, moaned)

**Yes, the author says Rachel moaned. Circle *moaned*. Pause.**

**What about Mom’s dialogue? How did she answer Rachel?**

(Response: said)

**Circle *said*. Pause.**

**Here comes another Rachel – what’s the clue for how Rachel feels?**

(Response: whined) **Circle *whined*.**

**Now, pay close attention to the next dialogue. Who says “RACHEL!” in all capital letters? (Response: Mom)**

**How did you know the speaker is Mom? (Response: It has to be Mom; there are only two characters.)**

**Why is RACHEL written in all capital letters? (Response: because Mom is upset with Rachel; for emphasis.)**

**You see how important these clues are in helping the reader understand the story. If you miss the clues, the story may not make any sense to you.**

**Notice that Rachel’s next words are just *said* to Mom.**

**Look at Mom’s dialogue. How does she say “Listen, honey”?**

(Response: gently)

**Even though the author used *said*, he still gave us a clue. Mom said, “Listen, honey,” gently.**

**You are doing great finding and using the clues that the author gives us. Believe it or not, there are also clues in the questions to help you. Let me show you a couple of tricks to use on the questions.**

⇒ Distribute Student Worksheet Reading and Responding Lesson 8 – 2.

Then say:

**We are going to work on finding the clues in the questions now. Look at number one. “What happened just before Jenny showed Rachel her CDs?” What is the key word in that question? (Response: before.) Circle *before*.**

**Now read the four choices and decide on an answer. Look back at the story. Don’t guess.**

Pause to allow time for students to mark their answers.

**What happened just before Jenny showed Rachel the CDs?**

(Response: Choice B: Jenny said how excited she was to be there and she wanted to see Rachel’s friends again.)

**Remember, I said don’t guess! Look back at the story, find the part where Jenny shows Rachel the CDs and then see what happened right before that action.**

Then say:

**Number two. List three things Rachel complained about. Go to the story so you can find the things Rachel complained about. Put a box around the words or phrases that tell us Rachel’s complaints.**

Pause.

**What did Rachel complain about?**

(Response: a visit from Jenny; she doesn’t like to ride bikes; she doesn’t play video games; she doesn’t like to do anything; Jenny is a complainer; her ridiculous clothes.)

**It is obvious that Rachel complained about a lot of things. Now, pick three things for your answer.**

Pause to allow time for students to complete the task.

Then say:

**Number three. Based on Mom’s dialogue, the reader can tell she is what? You have four choices. Read them and mark your paper.**  
Pause.

**What answer did you select?**

Call on a volunteer.

(Response: Choice B: she encourages Rachel to be more accepting.)

**What about answer Choice A: she loves to cook? Why didn’t you select Choice A? Pause.**

(Response: there is nothing in the story about cooking.)

**What about Choices C and D?**

(Response: there is no support in the story.)

**Answer numbers four and five by yourself. We will check them and discuss them in just a moment.**

Allow time for students to complete the task.

**Number four. How can you tell that this selection is fiction?**

(Response: Choice D: it has characters and dialogue.)

**Why didn’t you choose Choices A, B, or C?**

(Response: nonfiction and poems have titles and details; nonfiction has paragraphs.)

**Last one. What does the word *ridiculous* mean?**

(Response: Choice C: silly)

Say:

**Use the clues! There are clues in the story and there are clues in the questions. They will help you to understand the selection more fully and answer the questions more accurately.**

### COMPANY’S COMING

When Rachel saw the letter on the kitchen table, she knew that her summer was ruined. A letter from Aunt Martha usually meant a visit, and a visit from Aunt Martha meant a visit from cousin Jenny as well. “Oh, Mom, this ruins my summer!” moaned Rachel. “Jenny is such a brat.”

“Now, Rachel,” said Mom, “you will have a good time with Jenny.”

“No I won’t,” whined Rachel. “She never wants to do anything I want to do. She doesn’t like to ride bikes; she doesn’t like to play video games; she doesn’t like to do anything.”

“RACHEL!”

“But, Mom,” Rachel said, “she’s always complaining about something: the weather, the food, my friends. Besides, she dresses in such ridiculous clothes and I am so embarrassed to be seen with her.”

“Listen, honey,” Mom said gently, “you haven’t seen her in over a year. People change. You have to be nice to her. She’s your cousin and she’s a guest in our home. Besides, they’ll be here for only a short visit.”

When Rachel and her mother got to the airport to pick up Aunt Martha and Jenny, Rachel couldn’t believe the changes in her cousin. Jenny had on the cutest short outfit and her hair was stylishly cut. She told Rachel how excited she was to be there and that she couldn’t wait to see Rachel’s friends again. She showed Rachel the CDs in her backpack, and they discovered they liked the same groups. Rachel found herself thinking that maybe this visit wouldn’t be so bad after all.

Student Worksheet Reading and Responding Lesson 8 – 2

NAME \_\_\_\_\_

1. What happened just before Jenny showed Rachel her CDs?
  - A. Jenny told Rachel how excited she was to be there and she wanted to see Rachel’s friends again.
  - B. Rachel couldn’t believe how her cousin had changed.
  - C. Rachel and her mother went to pick up Jenny and Aunt Martha.
  - D. Rachel discovered that she and Jenny liked the same musical groups.

2. List three things Rachel complained about.

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3. Based on Mom’s dialogue, the reader can tell she
  - A. loves to cook and bake.
  - B. encourages Rachel to be more accepting.
  - C. reads a lot of mystery novels.
  - D. allows Rachel to stay up till midnight.
4. How can you tell this passage is fiction?
  - A. It has a title.
  - B. It has paragraphs.
  - C. It has details.
  - D. It has characters and dialogue.
5. In the story, Rachel says that Jenny dresses in *ridiculous* clothes. What does the word *ridiculous* mean?
  - A. old-fashioned
  - B. comfortable
  - C. silly
  - D. expensive