

## **GRADE 8 English Language Arts** **Reading and Responding: Lesson 5**

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 ( $\implies$ ) by them.

### *Purpose of Lesson 5:*

In this lesson, the tutor and students will

- read a fictional passage,
- practice test-taking strategies,
- practice using context clues to increase vocabulary,
- practice using the process of elimination, and
- practice making inferences from a reading passage.

### *Equipment/Materials Needed:*

- Student Worksheets Reading and Responding Lesson 5 – 1 and 5 - 2
- Pencils
- A board (such as a chalkboard, dry erase board, or even poster board)
- Chalk, dry erase markers, or magic marker

### *Preparations before Lesson 5 begins:*

Write this title on the board: Habits of Successful Readers

*LESSON 5: Reading and Responding*

Following your introductory remarks to students, say:

**Today we will review some strategies that successful readers use. I hope you are already using some of these strategies or techniques. Successful readers have some unique tricks or techniques they use. In fact, they use these techniques so often they have become habits.**

**I will start us off with a technique used by successful readers. Successful readers are good lookers. Pause.**

Write the sentence “Successful readers are good lookers.” on the board.

**Yes, successful readers are good lookers. They *look* at the text. In class, your teacher will go over the instructions and then he or she will say something like “Turn the page. You may now begin reading.” So where do you begin? You begin by looking at the passage. Look at the reading passage. Ask yourself some questions: Is it a story? Is it a poem? The answer will make a difference in how you read the selection.**

**Look at the title. What do you think the selection is about, based on the title? Is the selection something that you know about or have an interest in?**

**You are looking for clues to help you when you actually begin reading the passage.**

**Look at the reading selection. Ask yourself some questions. Do you see any boldface type? any italics? anything that appears unusual? Does the selection have any pictures? any graphics? Is there dialogue or conversation?**

**Taking the time to look at the passage is an excellent way to begin. Successful readers are good lookers.**

**Practice this technique. Use it in every class and on every assignment. Make it a habit to look at the material first!**

⇒ Write on the board: Successful readers are good thinkers.

Then say:

**Good readers are good thinkers. It is important for you to *think* while you are reading. Sometimes we fall into a bad habit of just reading the words and not *thinking* about what the author is telling us.**

Then say:

**Use the clues and hints that the author gives you about the setting. Remember that setting is the time and place in which the story takes place. Visualize what the places look like. Get a picture in your head because that helps you as you read. Sometimes an author tells us how a place looks, sounds, feels, smells, or tastes. Stop and think about what the author has just described. Don't just rush through the reading trying to get to the end!**

**Think about the characters: about how they look, how they dress, how they talk, how they act. Sometimes the author tells us exactly what a character looks like and how that character behaves or acts. Other times the author lets us figure these facts out from the clues given in the story.**

**Either way, you have to keep your mind focused on the reading and you have to be thinking!**

Say:

**In a few minutes when you read the selection, pay close attention to the characters. Think about what they look like, how they talk, and how they act.**

**Let's practice one more habit of a successful reader.**

⇒ Write on the board: Successful readers are good listeners.

**Sometimes when you look at a story, you will see there is dialogue, or conversation, between characters. A successful reader knows that all this conversation and all this talking are important in understanding the story, so a successful reader *listens* to the characters talk.**

**How do you do “listen” to dialogue? Pause.  
You listen in your imagination. You try to hear the distinct voices of the characters. This trick may sound silly to you, but it works.**

Say:

**Now, you will practice being a successful reader. You will read a selection to yourself. Begin by looking at the selection. Then practice thinking and listening while you read. When you have finished reading, sit quietly. Then we will work on the questions.**

⇒ Distribute Student Worksheet Reading and Responding Lesson 5 – 1. Allow time for students to read.

Then say:

**As you read, I hope you developed a mental picture of how Calvin looked and sounded, how Mom looked and sounded, and even how those onions smelled!**

**Let’s continue today’s lesson by working on some questions that might be used with this passage.**

⇒ Distribute Student Worksheet 5 – 2. Everyone needs a pencil.

- 1. Based on the information in the story, you can infer that Calvin and his mother lived**
- A. on a farm.**
  - B. on a dead-end street.**
  - C. near a shopping mall.**
  - D. in an apartment.**

**What does the word *infer* mean? Pause.**

**(Response: to figure out; use the clues in the story.)**

**Based on the clues in the story, where do you think Calvin and his mother lived? Mark your answer. Pause.**

**Let's look at the answer choices. Do you think Calvin and his mother lived on a farm?** (Response: no)

**No, they didn't live on a farm. The author never mentioned animals, or tractors, or any of the things we associate with a barnyard.**

**Do you think Calvin and his mother lived on a dead-end street?**

(Response: no)

**How do you know that they don't live on a dead-end street?**

(Response: The story says he looked at the traffic on the busy street.)

**Do you think they lived near a shopping mall?**

(Response: no)

**Why did you say no?**

(Response: There's nothing in the story to make the reader think they lived near a mall.)

**Choice D: in an apartment. Do you think Calvin and his mother lived in an apartment?** (Response: yes)

**Why did you say "yes"?**

(Response: The story says he looked down at the traffic; he heard a door slam down the hall.)

**Great! You just used another technique successful readers use: the process of elimination.**

⇒ Write on the board: Successful readers are eliminators.

**Successful readers are eliminators. They eliminate or get rid of those answers that they know are incorrect. When you get to the questions, start with Choice A and work your way through all four choices. Don't forget to take your time, get rid of those answers that you think are wrong, and then you make your choice. By using the process of elimination, you have increased your chances of being successful!**

Then say:

**Move on to question two. Read the question to yourself and then use the process of elimination before marking your answer.**

Pause to allow students time to complete the task.

Students need to explain *why* they selected or didn't select an answer.

**Number two is checking to see whether you can figure out the meaning of a new or unfamiliar word. Based on the sentence from the story, "His mother *surmised* that the news was good by the look on his face," does the word *surmised* mean she stirred the gumbo?**

(Response: No, there is no connection between the look on his face and the gumbo.)

**Did she make a guess?** (Response: yes. She's listening to his end of the telephone conversation and she sees his face.)

**Yes, *surmise* does mean to make a guess. Let's go ahead and check answer Choices C and D just to be safe. Answer Choice C. Does *surmised* mean "asked who called"?** (Response: No, there's no support for that answer.)

**Look at the last one. Does *surmise* mean she pretended to be interested?** (Response: No, she didn't pretend anything.)

Then say:

**Use that step-by-step approach. Don't forget to look at all your choices. Then think about the ones you can eliminate or get rid of; that procedure will greatly improve your chances for success.**

**Now read and answer question number three.**

Pause to allow students time to complete the task.

Say:

**What does the dialogue in this selection suggest about how Calvin and his mother feel toward one another?**

Ask for a volunteer to answer the question.

(Response: Choice B: loving.)

**Good, but let's look at the other choices. What about A: *humbling*? Why didn't you choose *humbling*?**

(Response: *Humble* means not proud or pretentious; nothing in their conversation makes the reader think that they had that kind of relationship.)

If students say they didn't know what *humbling* means, then say:

That problem sometimes happens on tests. Using the process of elimination can help. In this case, you go on to Choices B, C, and D. Continue to look for answers that you can eliminate.

Say:

**Look at Choice B: loving. Does the dialogue suggest that Calvin and his mother having a loving relationship?**

(Response: yes)

**What makes you say yes?**

(Responses may include she was sympathetic; she encouraged him and tried to make him feel better. Some students may even consider the gumbo and oatmeal cookies as support for this answer!)

**Remember that successful readers don't quit looking when they think they have found the right answer. Check out Choice C: suspecting. Is there anything in the story to make you think this answer is the correct response?**

(Response: no)

**The process of elimination leaves you with Choice A: humbling and Choice B: loving. What do you do now?**

(Response: You go with choice B, loving, because you did find support for loving.)

**You are correct. Is the word *loving* in the story? Is there a sentence that says Calvin loved his mother and she loved him?**

Pause. (Response: no)

The dialogue does show us that they have a loving relationship. The way they talked with each other gives us the clues we need to answer this question.

**Just for your information, *humbling* means not proud. There is nothing in the dialogue that makes the reader think that they had a humbling relationship. Again, using that step-by-step approach, you were able to arrive at the correct answer.**

Then say:

**Now answer questions four and five by yourself and we will discuss those answers.**

Pause to allow students time to complete the task.

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

**What is the answer?**

(Response: Choice D: It has characters and dialogue and comes from the author's imagination.)

**Yes, Choice D is correct. What's wrong with Choice A? Pause.**

(Response: Poems and nonfiction both have titles.)

**What about Choice B: It is written in third-person? Pause.**

(Response: Poems and nonfiction both can be in third person.)

A student may say he didn't know why, but he just knew the answer was wrong. That response is okay because often the information is in the brain but is not easily retrieved. Sometimes you just go with your gut instinct!

**Why didn't you select Choice C: It provides many details?** Pause.  
(Response: A poem and nonfiction can also provide details about people who actually lived.)

**So, that leaves answer Choice D: It has characters and dialogue and comes from the author's imagination.**

**You are doing a great job of using the process of elimination.  
Keep practicing! Make it a habit.**

**Now, the last one. What do you think will probably happen next? Is it Choice A: They will sit down and eat?** (Response: no)  
**Why not?** (Response: Calvin is too excited.)

**Will Calvin go pack for his trip?** (Response: No, he's too excited.)

**Do you think he will go do his homework?** (Response: No, he's too excited.)

**Choice D. Do you predict that they will go to the police station?**  
(Response: yes. You can tell from the dialogue and from the way his mom is that she will stop and take him.)

Then say:

**Don't forget the techniques or strategies that successful readers use.**  
Refer to the board.

**Successful readers are lookers.  
Successful readers are thinkers.  
Successful readers are listeners.  
Successful readers are eliminators.**

## A LESSON LEARNED

Calvin slumped over the table while his mother minced onions for the gumbo. He never even looked at the oatmeal cookies in front of him.

“I’m sorry about your bicycle,” his mother said sympathetically. “Perhaps they’ll find it . . . you never know.” Calvin realized his mother was trying to be optimistic, but he didn’t need optimism at the moment. He needed a bicycle, preferably his black, 10-speed, Italian racer. How was he going to get back and forth to school? Even more important, how was he going to go on the bike trip to the lake?

“I should have taken it up to my bedroom and kept it there,” Calvin groaned.

“We all make mistakes, son,” said Mom gently, as she reached over to give him a hug. “Some lessons are more expensive than others. I know you are upset, but maybe something will turn up. Think positive thoughts.”

“Yea, sure!”

Calvin walked over to the window and stared down at the traffic on the busy street. He heard a door slam down the hall. He leaned against the kitchen counter and remembered how long he had saved to purchase the bicycle. He had mowed yards, raked leaves, and done extra chores for months in order to buy the bicycle. Calvin researched various models and manufacturers on the Internet. He hung out at the bike store on Saturdays and talked with Johnny, the manager. Johnny gave him old copies of the magazine *Cycling* to read.

When the telephone rang, Calvin made no move to answer it. “Please get the phone,” his mom said. Calvin did not really want to answer it. Reluctantly, he walked over and picked up the phone.

“Hello...yes...okay...” His mother surmised that the news was good by the look on his face. “Sure...and thanks...see you soon.”

“Mom, you won’t believe it, you won’t believe it! That was Officer Parker. The police found my bike. I have to get the registration forms and the sales receipt and then let’s go! Hurry up!”

Student Worksheet Reading and Responding Lesson 5 – 2

NAME \_\_\_\_\_

1. Based on the information in the story, you can infer that Calvin and his mother lived
  - A. on a farm.
  - B. on a dead-end street.
  - C. near a shopping mall.
  - D. in an apartment.
  
2. “His mother *surmised* that the news was good by the look on his face.” In this sentence what does *surmised* mean?
  - A. She stirred the gumbo.
  - B. She made a guess.
  - C. She asked who called.
  - D. She pretended to be interested.
  
3. What does the dialogue in this selection suggest about how Calvin and his mother feel toward one another?
  - A. humbling
  - B. loving
  - C. suspecting
  - D. doubting
  
4. How can you tell this selection is fiction?
  - A. It has a title.
  - B. It is written in third-person.
  - C. It provides details about people who actually lived.
  - D. It has characters and dialogue and comes from the author’s imagination.
  
5. What will probably happen next?
  - A. Calvin and his mother will sit down and eat the gumbo.
  - B. Calvin will pack for his bicycle trip.
  - C. Calvin will do his homework.
  - D. Calvin and his mother will drive to the police station.