

## **GRADE 8 English Language Arts Reading and Responding: Lesson 6**

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 6:*

In this lesson, the tutor and students will

- read a fictional passage,
- practice test-taking strategies,
- practice using context clues to increase vocabulary, and
- practice responding to short-answer questions.

### *Equipment/Materials Needed:*

- Student Worksheets Reading and Responding Lesson 6 – 1 and 6 - 2
- Pencils

### *Preparations before beginning Lesson 6:*

- The passage “Lost on Wicket Mountain” will be read aloud.  
It is found on page 67.

After your introductory remarks to students, say:

**Today we will practice being a better reader and a better thinker. Athletes have to practice. Musicians practice. Why shouldn't you practice being a better reader? While we are at it, we will also practice being better thinkers. They just go together!**

**You have to read in all your classes. You have to take tests in all classes. Sometimes students miss test questions because they read the question incorrectly or because they get in a hurry and don't pay attention to what answer choice they mark. Those mistakes can be costly.**

**In today's lesson, we will practice some techniques or strategies to improve as a reader and as a thinker. The good news is you can use these techniques in any subject and on any test!**

⇒ Distribute Student Worksheet Reading and Responding Lesson 6 – 1.

Then say:

**Here is a passage similar to the ones you will have on the test. Here's a technique good readers use. It's called look-and-see. Before you begin reading, you look to see whether there are clues in the appearance of a reading passage. There usually are several! For starters, look-and-see whether this selection is a poem? Pause. Look-and-see. Is it a poem? (Response: no)**

**Look-and-see whether there are any words in boldface type. Are there any words in boldface type? (Response: no)**

**Look-and-see whether there are any words in italics. Are there any italicized words? (Response: no)**

**Look-and-see how many paragraphs there are. How many paragraphs are there? (Response: four)**

**Look-and-see whether there is any dialogue? Look for quotation marks. Is there dialogue? (Response: yes)**

***Dialogue* is conversation between characters. Dialogue helps to make a story more interesting and exciting. It also requires that you pay close attention to who is speaking.**

**Now, look-and-see may seem silly to you. It probably is silly, but the procedure helps you to focus on the passage, and therefore, be a better reader.**

**Looking over the selection first can give me an idea about the topic of the passage. Then I begin to think about what I will read. Today, I will read the selection aloud. You follow along on your copy.**

Read the selection aloud. Begin by reading the title. It is important for students to look at the printed page, not look at you. If you need to remind students to look at their copies, stop at the end of a paragraph and say, “Remember to look at your paper as we continue to read. You may want to track or keep your place by using your finger. We are beginning paragraph \_\_\_\_.”

Then say:

**After you have finished reading, take a moment or two to think about what you have read. Think about the characters, the setting, the problem, and the solution. These clues will give you a better understanding of the story. I’ll show you.**

**Who are the main characters in this story?** Pause.

(Response: Julie and her father)

The forest rangers are minor characters.

**What is the setting for this story?** Pause.

(Response: the mountains)

**Why are Julie and her father in the mountains?** Pause.

(Response: They like hiking and they enjoy birdwatching.)

**What is the problem in this story?** Pause.

(Response: They get lost trying to take a shortcut.)

**How is the problem resolved?** Pause.

(Response: They find two forest rangers, or two forest rangers find them.)

**If you were taking a test, you wouldn't be able to talk out loud about the story as we just did; but you can ask yourself those questions and rethink the story before you continue to the questions. Remember we are practicing ways to help you be a better reader, a better thinker.**

⇒ Distribute Student Worksheet Reading and Responding Lesson 6 – 2.  
Be sure every student has a pencil.

Then say:

**Look at the questions. We can also use the look-and-see method on the questions. Start with number one.**

**“Julie and her father agreed they had taken a wrong turn. How did they reach that conclusion? Give examples to support your answer.”  
Let's look-and-see what the question wants you to do. I see that “s” on examples, so I know the question wants me to give more than one answer. Circle the examples.**

Pause to allow time for students to circle.

**What else do you see in this question that might help you in answering it?**

(Response: support)

**Circle *support*. Where do you get that support?**

(Response: from the story)

**Yes, the support comes from the details in the story. Look back in the story and find some details to support the idea that Julie and her father took a wrong turn. When you find a detail that answers this question, underline it.**

Pause to allow students time to read and mark the selection.

Students often rely on their memories and do not return to the selection to hunt for answers. That impatience is why students were directed to circle the details in the paragraph. It is not necessary to circle a complete sentence. Often a single word or phrase is enough to provide them with the answer.

If a student is struggling, you may want to direct him or her to the third paragraph. In this particular passage, all the supporting details are found in the third paragraph.

Then say:

**How did Julie and her father reach the conclusion that they had taken a wrong turn? From the story, give me a detail that supports this conclusion.**

(Responses: They should have crossed the river an hour ago; her father took out the map again; and he checked the compass.)

**There are a couple of things to remember before you actually write the answer on your answer sheet. First, you want to write legibly: you want to write so somebody else can read what you have written. The other thing you need to do is write in complete statements, so that you are sure the reader understands what you mean.**

**One last thing before you write your answer. This strategy is something a good reader, good thinker does: reread the question, just to be sure you are answering the question.**

**Let's read the question in unison. *In unison* means we are going to read the question all together. Ready, read.**

Read the question out loud, together.

**Now, answer question number one. When you have finished, put down your pencil and look up at me so I will know you are finished.**

Now say:

**Question number two is also a short-answer response. "Explain in your own words why Julie sighed with relief."**

**Practice being a good thinker. Pause.**

**What do you think is the key word or words in number two?**

(Response: explain and why. *In your own words* is not wrong; *explain* and *why* are just more important.)

Then say:

**Think about the *why*. There are some clues in the story to guide you in answering this question. Look back through the story and find clues that might tell you why Julie sighed with relief. Draw a box around the clues you find.**

Pause to allow students time to complete the task.

If a student is struggling, guide him or her to the third paragraph. There is also a clue in the first paragraph and another in the second paragraph.

(Responses: It is getting late: the sun was going down; the late afternoon breeze could mean falling temperatures; they were five miles from the car before they got lost; the author mentions the abundance of wildlife, which could mean possible danger, and the rangers could probably help them.)

Say:

**Tell me something you do when answering a short-answer question.** Pause.

(Response: write legibly; write in complete statements)

**You have several clues or details to use in answering the question. Look at the question again. “Explain in your own words why Julie sighed with relief.” Now, answer this question.**

Pause to allow time for students to write.

If students are struggling, suggest they begin with “Julie sighed with relief because...” and then finish out the thought.

Then say:

**There are two multiple-choice questions remaining. As a good reader and a good thinker, what should you do first?** Pause.

(Response: read the question and all four choices.)

**Yes, read the questions and all four of the answer choices first. Then think about which answers you can eliminate.**

**Don't forget to refer back to the selection if you are not sure of an answer. Better to be safe, than sorry! There's no need to guess!**

**Do numbers three and four by yourself. When you have finished, we will discuss them and talk about the process you used to find the answer.**

Pause to allow students time to answer the questions.

**Number three. In this story, what problem arises for Julie and her dad?**

- A. Their camera is out of film.**
- B. A chickadee was watching them.**
- C. Julie and her father loved hiking in the mountains.**
- D. Julie and her father have lost their way to the car.**

**What is the correct answer?**

(Response: Choice D: Julie and her father have lost their way to the car and it caused a problem for them.)

**So what was wrong with Choice A?**

(Response: Paragraph one states that they had taken several rolls of film of the native birds. They never said that they needed more.)

**What about Choice B?**

(Response: They never discussed that the chickadee caused a problem for them.)

**Why didn't you choose Choice C?**

(Response: The story contained a statement that Julie and her dad loved hiking in the mountains, which implied they probably did so often. This suggests that they probably were successful in finding their way back to the car on most trips.)

**Good job of reading and thinking! Let's look at the last question. "Dad, I think we're lost," Julie said somewhat *apprehensively*. What does *apprehensively* mean?**

- A. angrily**
- B. boldly**
- C. lovingly**
- D. fearfully**

Then say:

**Let's see how you did on this one. What does *apprehensively* mean? Is it angrily?**

(Response: no)

**Why not?**

(Response: There is nothing in the story that makes the reader think Julie is angry.)

**Is it boldly? Did Julie boldly say, "Dad, I think we're lost"?**

(Response: No, *boldly* means courageously, she isn't courageous.)

**What about Choice C: lovingly?**

(Response: No, there's no reason to think she said it lovingly.)

**Choice D is fearfully. Did she say, "Dad, I think we're lost" fearfully?**

(Response: Yes, she was concerned and worried about being lost.)

**Today's practice has given you the opportunity to improve as readers and thinkers.**

**Remember to take your time and look carefully at the reading passages; look carefully at the questions and at the answer choices. By marking the key word or words, you are less likely to mess up!**

**Keep practicing these techniques! Use them in any class!**

**Remember, practice makes perfect!**

## LOST ON WICKET MOUNTAIN

Julie and her father thought they were being watched, and they were right. A chickadee perched in a tree was suspiciously eyeing every move they made. Other birds cautiously watched the hikers from the branches of the spruce trees. Julie and her father loved hiking in the mountains because the area had such an abundance of wildlife. It was the perfect place for bird watching. Today Julie and her father had taken several rolls of film of the native birds. She was eager to have the film developed because she hoped to use the pictures in her science project “Birds of Wicket Mountain.”

“Well, Julie, we need to push on,” her father said as he packed up the food. “The car is approximately five miles from here.” Julie took another mouthful of water and slipped on her backpack. Together they looked at the map and then decided to take a short trail that would cross the Caron River.

Two hours later, Julie stopped. “Dad, I think we’re lost, she said somewhat apprehensively. “We should have crossed the river an hour ago.” Her father concurred. He took out the map again and checked the compass. Obviously they had taken a wrong turn. The sun was beginning to set. Trees shivered in the late afternoon breeze.

Suddenly, Julie and her father heard footsteps behind them. They turned to see two forest rangers emerge from behind the trees. “Howdy!” they yelled when they saw Julie and her father. Julie sighed with relief.

Student Worksheet Reading and Responding Lesson 6 – 2

NAME \_\_\_\_\_

1. Julie and her father agreed they had taken a wrong turn. How did they reach that conclusion? Give examples from the selection to support your answer.

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2. Explain in your own words why Julie sighed with relief.

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3. In this story, what problem arises for Julie and her dad ?

- A. Their camera was out of film.
- B. A chickadee was watching them.
- C. Julie and her father loved hiking in the mountains.
- D. Julie and her father have lost their way to the car.

4. “Dad, I think we’re lost,” Julie said somewhat *apprehensively*. What does *apprehensively* mean?

- A. angrily
- B. boldly
- C. lovingly
- D. fearfully