

Chapter 8 Reading Skills

Foundational Strands

- **Reading Skills:** reading words that have consonant blends; reading poetry with increased accuracy, expression, and an appropriate speed in successive readings
- **Reading Literature:** identifying the theme of poems

Preparation

- For Lesson 1, obtain a **TIMER**. Select **DM 8.1A Word Parts** for display. Print **BLM 8.1A Answer Key for DM 8.1A** for reference. Select *Genres and Forms Chart* and **DM 8.1B Haiku Elements** for display.
- For Lesson 2, print **BLMs 8.2A–B Reading Fluency Poem** front to back for each student. Obtain a **TIMER**.
- For Lesson 3, select **DM 8.3A Cinquain** for display. Obtain a **TIMER**.
- For Lesson 4, obtain various **SUPERHERO DECORATIONS** and a **TIMER**.
- For Lesson 5, preselect passages for students to read according to their reading levels. Passages can come from students' readers, textbooks from other subjects, or other high-interest material. Obtain a **TIMER**. Print **BLMs 8.5A–B Oral Reading Fluency Passage** front to back. For each student, print **BLMs 8.5C–D Oral Reading Fluency Score Sheet** front to back.

Reading Homework

- Have students read for 25–35 minutes independently every evening.

Lesson 1

Phonics Refresher

- Remind students that consonant blends are formed when two or three consonant sounds are blended together but the individual sounds are still heard. Write the following consonant blends on the board: *sc, sk, sn, sp, st, fr, br, dr, tr, gr, bl, fl, gl, pl, sl, scr, str, spr, and spl*. Read the list of consonant blends chorally. Then, arrange students into pairs. Set a **TIMER** for 1 minute and direct student pairs to take turns saying as many words as they can that contain the initial consonant blend sounds. Select volunteers to share some of their answers.
- Display **DM 8.1A Word Parts**. Direct students' attention to Exercise 1. Point out the beginning word parts on the left side and the endings on the right. Guide students to connect the word parts to create real words. Select volunteers to draw lines to match the word parts. Repeat this process for Exercises 2–4. Refer to **BLM 8.1A Answer Key for DM 8.1A** for answers. Direct students to write a list of the new words on paper and to keep the list for the remainder of the lesson.
- With students still in pairs, direct one student in each pair to mentally select a word from the list and to draw a picture on an individual whiteboard for the partner to guess the word. Have pairs take turns as time allows.
- Write the following tongue twisters on the board and have students practice reading them with a partner:
 1. Stevie stretched stacks of steaks on a slant. The stacks of steaks Stevie stretched splashed.
 2. Drive a truck of bricks and bring back free grapes.
- Direct students' attention to the first student page and have students complete it.

Word Meaning

- Write the following sentences, including the underlines, on the board:
 1. The lady unknowingly bought fake art from that scountrel who lied about its value.
 2. After surgery, my uncle will convalesce at home for two weeks before returning to work.
 3. My brother hid from Dad after school because he wanted to evade doing his chores.

Read the sentences as a class. Arrange students into small groups and have them discuss how to use context clues to construct a possible meaning for each underlined word. Direct each group to write their answers on a whiteboard. Have a group member from each group explain to the class the group's process of determining the unknown words. Direct students' attention to the second student page and have students complete the *Word Meaning* exercises.

Listening Comprehension

- Display the *Genres and Forms Chart* and point to *poetry*. Convey that there are many different types of poems. Teach that a haiku poem is a non-rhyming poem with three lines in which the first and last lines have five syllables and the middle line has seven syllables. Display **DM 8.1B Haiku Elements**. Read the information aloud. Then, read the poem chorally. Teach that haiku poems contain descriptive language. Descriptive language appeals to the five senses and provides emotional clues to help the reader imagine the scene. Ask students which words in the haiku appeal to their sense of sight. (**Possible answers: red, orange, blaze**) Which words appeal to your sense of touch? (**Possible answers: air, blows, crisp, cool**) Which phrase describes something you might hear? (**Possible answer: leaves crunch**) Select volunteers to share how they imagine the scene described in this poem. (**Possible answer: a person walking through leaves on a cool autumn day**)

- Read the haiku below aloud two times. Then, read the questions one at a time. Direct students to answer on the second student page in the *Listening Comprehension* section.

Day Dawning

Sun rises slowly.
Mountains share a purple hue.
Morning lights the peaks.

1. What rises slowly?
2. What might the term *hue* mean?
3. To which sense does this poem appeal?

Lesson 2

Reading Comprehension

- Review with students that poetry uses descriptive language that appeals to the five senses and provides emotional clues to help the reader imagine the scene. Ask students what types of poetry they already know. (**Possible answers: haiku, limerick, cinquain, free verse**) Direct students' attention to the student pages. Inform students that the passage is a form of poetry called a narrative poem. A narrative poem tells a story and is usually written in metered verses. Instruct that a narrative poem may include many elements that a story includes and may be humorous or dramatic. Have students name some elements of story structure that they know. (**Possible answers: characters, setting, plot**) Convey that the poem on their student pages is a retelling of a biblical account. Read the poem chorally and guide students to read with a steady tempo. Remind students that poetry helps readers visualize or imagine what is happening. Ask students what events in the poem they can visualize. (**Possible answers: adult and child making cookies, Jesus' death**) Teach that the theme is the big idea or message in the story. Ask students what a theme of this poem could be. (**Possible answer: remembering Jesus' sacrifice for our sins**) Have students work with a partner to identify lines from the poem that provide evidence for the theme. Select volunteers to share their answers. (**Possible answers: He could have said no to His Father's request, but He went to the cross, so with Easter we're blessed; He suffered severely so we could have freedom; Jesus died so our sins will not keep us apart; this recipe helps me to taste and to see God's gift and His sacrifice to set us free.**) Convey that when the evidence is read or summarized together, it guides the reader to determine the theme or message the author is trying to communicate.
- Inform students that poems can be organized in stanzas. Direct students' attention to the first stanza in the poem. Teach that a stanza is a group of lines in a poem. Instruct that not all poems rhyme but that some do. Ask students whether this poem rhymes. (**Yes.**) Explain that this poem has a specific rhyming pattern. Ask students which pairs of lines rhyme in the first stanza. (**lines 1 and 2, lines 3 and 4**) Convey that this is called an AABB rhyming pattern. Guide students to look through the poem and to read all the rhyming word pairs in each stanza. Then, direct the class to read the entire poem again chorally, having boys and girls alternate stanzas. Next, have students complete Exercises 1–18. Provide assistance as needed and discuss the answers.
- Read **Romans 10:9–10** and **1 John 1:9** aloud. Explain that although sin entered the world, God offers a plan for redemption, but people must individually respond to it. Emphasize that when people confess their sins, God does far more. God is faithful, so people can trust that He will do what He promised. God is also just, which means He is right, fair, and always consistent. God promises that if people confess their sins, He will forgive them and cleanse them from sin. Direct students' attention to Exercise 19 and have students discuss with a partner the promises stated in 1 John 1:9. Select volunteers to share their answers. Take time to pray together with students and thank God for His wonderful plan of salvation.
- Distribute **BLMs 8.2A–B Reading Fluency Poem** to each student. Convey that students will practice reading the poem each day at the end of Lessons 2–4 to practice fluency. Set a **TIMER** for 2 minutes and have students quietly read the poem to themselves aloud. Direct students to use a different color each day to place a line after the last word they read. Have students write each day's date above the last word read. Direct students to retain their reading fluency poems for reuse in later lessons.

Lesson 3

Story Sequencing

- Review that sequencing is ordering steps or events in the correct or logical order in which they happen. Remind students that words that can be used to transition between different ideas are called signal words. These words are also commonly known as transition words. Ask students for examples of signal words. (**Possible answers: first, next, before, after, later**) Reiterate to students that in addition to events, information is also written in sequential order. Direct students' attention to the first student page. Have the class read the poem on the first page chorally. Guide students to complete Exercises 1–7. Then, direct students' attention to the second student page. Have the

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class read the poem on the second page chorally. Next, direct students to reread both poems independently and to complete Exercises 8–15.

- Explain that both poems on the student pages are cinquains. For Exercise 16, have students discuss with a partner a possible definition for a cinquain poem using evidence from the poems. Select pairs to share their definitions. Then, define cinquain as a five-lined non-rhyming poem in which each line follows a specific pattern. Display **DM 8.3A Cinquain**. Read the poem and the information aloud. Discuss the similarities and differences between the definition of a cinquain and students' definitions.
- Have students retrieve their reading fluency poems from Lesson 8.2. Set a **TIMER** for 2 minutes and have students quietly read the poem to themselves aloud. Direct students to use a different color and to place a line after the last word read. Have students write today's date above the last word read. Have students retain their reading fluency poems for reuse in later lessons.

Lesson 4

Reading Comprehension

- Display the **SUPERHERO DECORATIONS**. Ask students what party theme these decorations might be used for. (**Possible answers: birthday, superheroes**) What additional items might go with this specific themed party? (**Possible answers: superhero cake, costumes, party favors**) Review that theme is the big idea or message in the story. Convey that sometimes a theme might not be stated, but the reader can infer the theme based on evidence from the text. Just as all the decorations of a party reveal the party's theme, evidence from facts and opinions reveal a story's theme. Explain that common themes in stories are friendship, love, kindness, courage, and trust. Challenge students to identify possible themes in familiar stories such as *Charlotte's Web* (**Possible answer: friendship**) and *Cinderella* (**Possible answer: forgiveness**). Arrange students into small groups. Direct students to brainstorm familiar stories and to discuss possible themes in each story. Select volunteers to share their ideas.
- Direct students' attention to the poem on the first two student pages. Convey that this is an epic poem. Teach that an epic is a poem or tale about a journey in which the hero performs great deeds. (Note: A simplified definition of an epic poem is used at an introductory level in Grade 4. Epic poetry will be taught more in depth in Grade 5.) Have students state possible themes for epics. (**Possible answers: courage, determination**) Read the poem chorally. Direct students' attention to the first stanza and ask students which lines rhyme. (**2 and 4**) Have students reread the first three stanzas aloud. Emphasize the rhythm and meter. Teach that rhythm is the beat in a poem and meter is the number of units that make up the rhythm in a poetic line.
- Read the following line aloud and ask students what it means: *His own shadow spooked him.* (**Possible answers: He is scared of his own shadow; he is easily scared.**) Direct students to use context clues from the first three stanzas of the poem to determine a possible meaning for the word *valor*. (**Possible answers: bravery, courage**) Guide students to determine that the word *valor* is the opposite of *scared*. Ask students why it might be a problem that the character's name is Valor. (**Possible answer: The character does not feel brave.**) Guide students to identify the problem that is presented in the first three stanzas. (**Possible answer: The character does not believe he deserves his name.**) Reread the entire poem chorally. Emphasize the meter while reading. Direct students to complete Exercises 1–20 independently. For Exercise 21, have students discuss their answer with a partner.
- Have students retrieve their reading fluency poems. Set a **TIMER** for 2 minutes and have students quietly read the poem to themselves aloud. Direct students to use a different color and to place a line after the last word read. Have students write today's date above the last word read. Then, direct students to review the three dates to see whether they read further each day.

Lesson 5

Reading Fluency

- For students to practice oral reading fluency, choose a strategy from the Oral Reading Strategies. Have students read their preselected passages according to the chosen strategy.

Assessment


- Individually assess students for oral reading fluency. Before the assessment, assure the student that it is alright if he or she does not finish the passage, and encourage the student to read as far as possible until the **TIMER** stops. Set a timer for 1 minute and direct the student to begin reading **BLMs 8.5A–B Oral Reading Fluency Passage** aloud. Use **BLMs 8.5C–D Oral Reading Fluency Score Sheet** to score students' reading fluency. As the student reads, mark any errors on the score sheet. If the student hesitates longer than 3 seconds while reading a word, say the word and have the student continue reading. Mark the hesitation as an error if you provided the word. At the end of the minute, make a line after the last word read. Count the words and calculate the score using the formula at the bottom of the score sheet.

Name _____ **Reading Skills 8.1**


Phonics Refresher

Underline the beginning blend in each word. Circle the word that matches the picture.


1. snack
drip
spin
flip




3. splash
flap
scared
fruit



2. grip
stack
slick
plug



4. trim
scream
crust
brave



Draw a line from the word to the phrase it completes. Write the word.

5. grapes

6. free

7. brick

8. blizzard

a dangerous _____ and cold temperatures

build a _____ house

buy one, get one _____ coupon

delicious red _____

Write the correct word from the Answer Bank to complete each sentence.

Answer Bank
truck drive snake sprain scream

- Did the athlete _____ his ankle when he fell?
- We saw the _____ exhibit at the zoo.
- Will your family _____ or fly to New Mexico?
- Did you _____ when you rode the roller coaster?
- Dad bought a new _____.

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Word Meaning


Circle the word in the second sentence that has a meaning similar to the bold word.

- My teacher had to **dictate** each spelling sentence aloud three times.
She made sure to say each word in the sentences clearly.
- Our city built sidewalks so **pedestrians** can walk a safe distance from cars.
The walkers like to stroll around town on the sidewalks.
- If the wild fires are not put out, the pine trees will **perish** from the fire.
If all the pine trees die our town will not look the same.
- The cost of the game will **escalate** when it is no longer on sale.
Rohan will pay more for the game because the price will increase.
- Many wild animals live in the **wilderness** where they stay hidden from people.
To protect the animals, some forests have become national parks.

Listening Comprehension

Listen to your teacher read the poem and questions. Fill in the circle next to the correct answer.

- mountains ☐ day ☒ sun
- peak ☒ color ☐ shadow
- hearing ☒ sight ☐ smell



102 Skills: using context clues, listening for information and details © Language Arts • Reading Skills Grade 4

Name _____ **Reading Skills 8.2**

Reading Comprehension

Read the passage. Possible answers:

Taste and See

"There's a story to tell," my mother began. Instead of a book, she reached for a pan. Salt and the sugar she then went to find, With eggs and the vinegar closely behind.

She set out a bag of pecans for step one And explained to me how this true story was done. "Pound on this bag till small pieces remain, And I'll tell you how Jesus was beaten and slain.

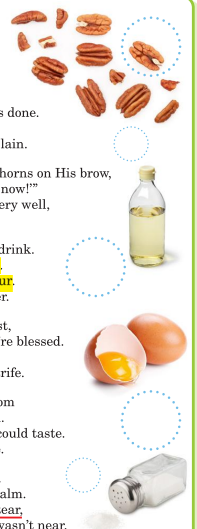
They flogged Him and pressed some **sharp** thorns on His brow, While a big **angry** crowd yelled out, "Crucify now!" When the pieces were beaten and **crushed** very well, She held out the vinegar for me to smell.

Nailed to the cross, this was what He could drink. I crunched up my nose at the terrible **stink**. The scent, it was **potent**, so strong and so **sour**. I thought about Jesus and of His great power.

He could have said no to His Father's request, But He went to the cross, so with Easter we're blessed. She added some eggs to remind me of life, Since Jesus gave His to save us from sin's strife.

He suffered severely so we could have freedom From sins that began in the Garden of Eden. My mom grabbed the next thing and said I could taste. I rushed to her side in excitement and haste.

Taste-testing I love, and I tried to stay calm. I held out my hand. She poured salt in my palm. She told me the salt would taste just like a tear. Like the ones people shed when their Lord wasn't near.



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His disciples had wept since they lost their dear friend. They were not aware that this wasn't the end. And then Mom told me the best part of the story That tells of God's mercy and ultimate glory.

This time it was sugar she poured in my hand To recall His sweet promise and loving command. Declare with your mouth and believe in your heart: Jesus died so our sins will not keep us apart.


You can be saved with just one single prayer. Wherever you are, He will always be there. We mixed everything till the batter was white, Like those who believe are now pure in God's sight.

On pans we dropped lumps of the mix we had made To look like the tomb where His body was laid. In the oven they stayed in the dark overnight, Just as the stone sealed His body from sight.

Disciples and followers mourned in their sadness Not knowing the third day would be one of gladness. Eager I woke to go try my first bite. The cookies were ready, so sweet and so light.

The middle was empty, with nothing inside, Just like the Lord's tomb that was left open wide. I love that this cookie, a white hollow mound, Tells the great tale of the lost and the found.

We can rejoice for Lord Jesus is risen! And we are forever and always forgiven. This recipe helps me to taste and to see God's gift and His sacrifice to set us free.



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