

READING FOR ANSWERING QUESTION

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning to and answer questions
2. Learning to identify simile and metaphors

Objectives

Students should be able to;

- Student should be able to answer literal stated questions from a passage or story book.
- Student should be able to answer inferential questions from materials read.
- Students will be able to identify and explain the meaning of simple similes and metaphors in context.

Assessment Activity

1. The teacher will ask the students to read and find out something different from what was already about the person in the poem. After which the students will write a question
2. The teacher will tell the student to tell her

Activity Starter/Instruction

1. Teachers are to use the poems or stories in their textbooks.
2. Teacher will introduce the topic to the students
3. explain to them that this lesson will help them learn how to figure out the answers to questions stated in a passage or paragraph.
4. Teacher will tell students that the lesson will them feel comfortable and build up their self-confidence
5. The teacher will then ask the students a question from the introduction given.
6. After the student's responses, the teacher will praise them for answering correctly and explain that this exercise will just as easy.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Give the students a poem to read and ask him or her to read to find out;
 - The title of the poem
 - Who the poem is talking about
 - Which day of the week is it

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Teacher will Read a short poem to the students and tell them to listen for;
 - Who the poem is about?
 - What the person likes to eat?
 - Where the person got the thing he or she is eating
2. Discuss the responses with the students allowing him to explain his answers

Teacher Guide

Day 3/ Lesson 3: 20mins

1. Explain to the student that inferences are what is stated in the passage and what is already
2. Read a passage to the students.
3. Answer the following questions, explaining to the students how she uses clues in the passage
 - What could cause Tom to forget to eat?
 - Why did Tom say he was lucky?
 - Why was Tom hurrying to school?

Materials Required

- Notebook
- Pencils
- Book of poems
- Magnetic letters
- whiteboards and whiteboard markers

Additional Resources

- <http://www.readingrockets.org/strategies/q>
- <https://teachers.net/lessonplans/posts/337/>
- https://www.google.com/amp/s/www.sadli/printable-reading-comprehension-lesson-pla6%3fhs_amp=true
- <https://www.education.com/lesson-plan/as>
- <https://betterlesson.com/lesson/569402/as/reading>

Additional Notes

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC>

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- something about him without
3. Tell students that you want them to take out a piece of notebook paper and write down two similes and two metaphors about zombies.
 4. Collect their papers when completed and use for assessment

Summary

1. Ask students to state the difference between similes and metaphors
2. Summarize the lesson by reinforcing the rules that make a comparison a simile or metaphor.
3. When doing the review make sure you erase the lesson on the board.

2. Discuss the answers with the students and if any is incorrect, ask the students to re-read the passage

Guided Practice

Day 4/ Lesson 4: 15mins

1. Allow the students to read a passage
2. Ask the students answer the following questions
 - What caused Debby to fall?
 - Why was Debby crying?
 - Why would Debby mother want to beat her?
3. Discuss responses with the student asking him to explain how he arrives at the answer.
4. Help the students to re-answer any incorrect answer by using information and what they already know to answer the question.

Teacher Guide

Day 5/ Lesson 5: 20mins

1. Review that similes and metaphors are comparisons.
2. Emphasize that the comparisons are not meant to be taken literally.
3. Check for student understanding of this writing technique before proceeding.
4. Tell your students you are going to play a simile game and that you will first demonstrate how to play it.
5. Students will be making up comparisons about themselves to create a simile.
6. Display a list on your board or document camera as follows:

Teacher Guide

Day 5/ Lesson 2: 10 Mins

1. Tell students that a good way to improve their descriptive writing is to use comparisons.
2. Tell them that There are two common types of comparisons people use when writing.
3. Tell them that These comparisons are called metaphors and similes.
4. Tell your students that a simile is a comparison that uses the words "like" or "as."
5. Write "She is as busy as a bee." On the board.
6. Ask for a volunteer to explain what that comparison means.
7. Tell your students that a metaphor is a word or group of words that compares two people, animals, things, or places.
8. Write "The classroom was a zoo when the substitute teacher was there." On the board.
9. Ask a volunteer to explain this comparison.
10. Make anchor charts to display the rules of simile or metaphor comparisons if desired.

Guided Practice

Day 6/ Lesson 2: 10 Mins

1. Write a few simile and metaphor on the board.
2. Tell students that they will practice identifying similes and metaphors.
3. Read the class examples.

- I am as tall as a _____

- I am funny like a _____

7. Demonstrate the technique by answering the first two comparisons in relation to yourself.
 8. Explain why you chose the comparison you did and reinforce that it is a simile because it is a comparison that uses the word "as" or "like."
 9. Review the definition of a metaphor.
 10. Stress that a metaphor does not make a comparison with the words "as" or "like."
 11. This activity is usually more challenging and students will need guidance to create a metaphor.
 12. Help them develop their comparison and to make it a metaphor and continue to demonstrate this comparison as needed.
 13. Write on the board or document camera the following:
 - The snow is _____.
 - Her heart is a _____.
 14. Demonstrate the technique by completing the metaphors.
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4. Ask for a student volunteer to identify the type of comparison and to explain what the comparison means.
 5. Check for understanding and work with students struggling with these comparisons in a small group.
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