

LESSON OVERVIEW

Lesson 1 Finding Main Ideas and Details

Standards Focus

Determine the main idea of a text and explain how it is supported by key details **RI.4.2**

Lesson Objectives

Reading

- Determine the main idea of a text. **RI.4.2**
- Explain how the key details of a text support its main idea. **RI.4.2**

Writing

- Draw evidence from informational texts to support analysis and reflection. **W.4.9b**

Speaking and Listening

- Pose and respond to specific questions and contribute to discussions. **SL.4.1c**
- Review the key ideas expressed and explain their own understanding. **SL.4.1d**

Language

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using a range of strategies. **L.4.4**
- Use academic vocabulary. **L.4.6**

Additional Practice: **RI.4.1, RI.4.4, RI.4.5, RI.4.8, RI.4.9, L.4.5a**

Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

- main idea
- key detail

Learning Progression

Grade 3

Students closely read a text to identify the main idea and key details, and to recount and begin to explain how details support what a text is mostly about.

Grade 4

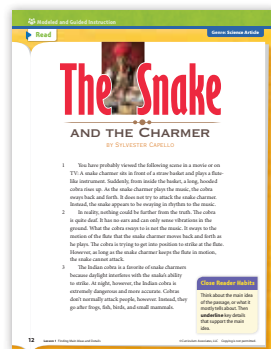
Building on Grade 3, students explain how the main idea of a text is supported by key details. Students explain the relationship between main ideas and the details that support them.

Grade 5

Grade 5 increases in complexity by requiring students to identify two or more main ideas of an informational text and explain how details in the text support those ideas.

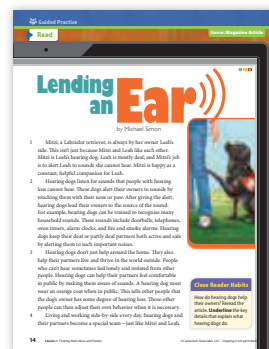
Lesson Text Selections

Modeled and Guided Instruction



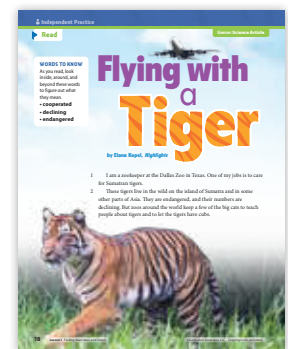
The Snake and the Charmer
by Sylvester Capello
Genre: Science Article

Guided Practice



Lending an Ear
by Michael Simon
Genre: Magazine Article

Independent Practice



Flying with a Tiger
by Elana Kopel
Genre: Science Article

Lesson Pacing Guide

Whole Class Instruction *30–45 minutes per day*

Day 1

[Teacher-Toolbox.com](#) **Interactive Tutorial**

Supporting Details—Level D
20 min (optional)

Introduction pp. 10–11

- **Read** **Finding Main Ideas and Details** *10 min*
- **Think** *10 min*
Graphic Organizer: Main Idea Chart
- **Talk** *5 min*
Quick Write (TRB) *5 min*

Day 2

Modeled and Guided Instruction pp. 12–13, 16

- **Read** **The Snake and the Charmer** *10 min*
- **Think** *10 min*
Graphic Organizer: Main Idea Chart
- **Talk** *5 min*
- **Write** Short Response *10 min*

Day 3

Guided Practice pp. 14–15, 17

- **Read** **Lending an Ear** *10 min*
- **Think** *10 min*
- **Talk** *5 min*
- **Write** Short Response *10 min*

Day 4

Independent Practice pp. 18–23

- **Read** **Flying with a Tiger** *15 min*
- **Think** *10 min*
- **Write** Short Response *10 min*

Day 5

Independent Practice pp. 18–23

- **Review** Answer Analysis (TRB) *10 min*
- **Review** Response Analysis (TRB) *10 min*
- **Assign and Discuss** Learning Target *10 min*

Language Handbook

Lesson 16 Using Context Clues, pp. 494–495
20 min (optional)

Small Group Differentiation

[Teacher-Toolbox.com](#)

Reteach

Ready Reading Prerequisite Lesson

- **Grade 3** Lesson 2 Finding Main Ideas and Details

Teacher-led Activities

Tools for Instruction

- Main Idea and Supporting Details

Personalized Learning

[i-Ready.com](#)

Independent

i-Ready Close Reading Lessons

- **Grade 3** Finding Main Ideas and Details
- **Grade 4** Finding Main Ideas and Details



Get Started

- Explain to students that in this lesson they will be reading informational texts about how people and animals work together. They will be exploring main ideas and the key details that support them.
- Discuss how students might identify the difference between a main idea and a key detail in an informational text. Imagine someone asking *What is this text mostly about?* The answer to that question will be the main idea. The information in the text that supports the main idea are key details.
- To demonstrate, invite students to describe how to cross the street. Next, ask them to think about *why* it is important to obey all those rules. Explain:

You think about lots of things while you wait to cross: the traffic light has to be red; the walk sign has to be lit; you should look left, right, and left again before you go. All those things are key details. They help you understand the most important point, or main idea: be careful crossing the street, so you won't get hurt.

- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk phrases. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

EL English Language Learners

● Genre Focus

Read

- Read aloud the Read section as students follow along. Restate to reinforce:
When you read an informational text, it's helpful to look for the most important thing the author wants you to learn. Look at the details mentioned and think about how they help to get across that main idea.
- Make sure students underline the main idea of "Lewis and Clark's Faithful Companion," stated in the second part of the first sentence. Guide them by telling them to look for text that explains who Lewis and Clark's companion was and why he was called faithful.

Lesson 1 Finding Main Ideas and Details



Learning Target

Identifying the biggest, most important idea about a topic and the details that tell more about that idea will help you understand an informational text.

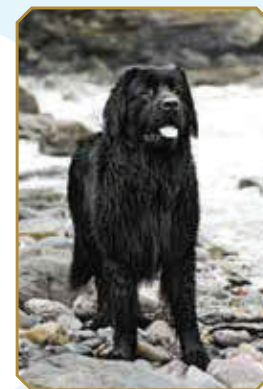
- ▶ **Read** As you read an informational text, figure out the point, or what the author wants you to understand about the topic. The **main idea**—the most important idea—is what the text mostly tells about a topic. **Key details** support the main idea by giving important facts, examples, and other information that explain more about it.

In an informational text, an author often states the main idea early in a paragraph or passage. Key details that say more about the main idea usually follow right after it.

Read the passage below. Underline the main idea. What key details support the main idea?

Lewis and Clark's Faithful Companion

When Lewis and Clark explored the western United States, a dog named Seaman protected them. One night, a large buffalo came near their tent. Seaman chased the buffalo away. Another night, a grizzly bear entered their camp. Seaman barked and barked at the bear. He barked until the bear ran away. Seaman also protected Lewis and Clark by making sure they had food. Every day, Seaman hunted squirrels for the men to eat.



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EL English Language Learners Build Meaning

Build Background Help students to understand the context for this passage by telling them that President Thomas Jefferson hired Lewis and Clark to explore a huge piece of land that the young country bought in 1803.

- Show students a map of the Lewis and Clark route. Then guide them to answer these questions:
- Why would exploring new land be important to a growing country? (*Once more was known about it, settlers could be encouraged to move there.*)
- How do you think Lewis and Clark traveled? (*foot, horseback, boat*)
- What kinds of difficulties did Lewis and Clark probably face? (*harsh weather, scarce food, wild animals, having to cross mountains and rivers*)

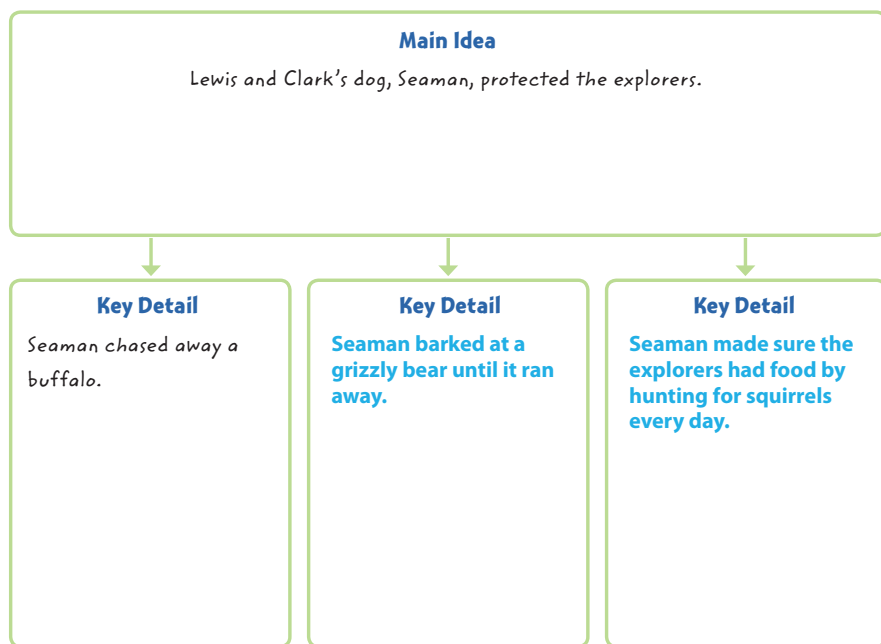
● Genre Focus Magazine Article

Explain to students that in Guided Practice they will read a magazine article. Magazine articles are a popular form of informational text. They are usually about a specific topic and are based on facts. Common text features include headings to organize ideas, photographs and illustrations, and sidebars with additional information.

Provide students with examples of magazines that publish informational articles, such as *National Geographic Kids*, *TIME for Kids*, or *Ask*.

Ask students to name interesting articles they have read in these and other magazines.

Think Use what you've learned about reading informational texts to identify two key details that support the main idea of the passage. Complete the chart by adding two more key details.



Talk Share the key details you added with a partner.

- Did you and your partner agree?
- How do the key details support the main idea?

Academic Talk
Use these words to talk about the text.

- main idea
- key detail

Think

- Have students read the Think section aloud. Explain that the chart will help them organize their thinking.
- Have partners complete the chart. Encourage them to take note of all the details in the text as they consider what to put in their charts.
- As students work, circulate and provide assistance as needed.
- Ask volunteers to share what they wrote on their charts.
- Make sure students understand that the key details are the evidence provided to back up the main idea.

Talk

- Read aloud the Talk prompt.
- Have partners discuss the key details that show how Seaman protected the explorers.
- Ask volunteers to share their ideas.

Quick Write Have students write a response to the following prompt:

Think about a time when you got help from someone (human or animal). Your main idea will be the sentence telling who helped you and when. Support it by providing two or three key details about what happened.

Ask students to share their responses.

● Monitor Understanding

If... students struggle to distinguish the main idea from key details, **then...** suggest that they think about each article they read as if they were going to print it in a newspaper.

- **Newspaper editors try to convey the main idea of each article in its headline so people can scan the basic news quickly, stopping to read more about the things that interest them. What would be a good headline for this text if it were in a newspaper? (Possible answer: "Loyal Dog Helps Explorers Survive")**
- **A good headline makes people want to know the juicy details—the key details. What is your favorite fascinating detail in this story? (Answers will vary.)**

Wrap Up

- Invite students to share what they've learned so far. Encourage them to use the terms *main idea* and *key details* in their explanations.
- Remind students that when they read an informational text they learn about a specific topic. If they take time to identify the main idea and key details that support it, they will deepen their understanding of that topic.

In the next section, we'll read an informational article and explore its main idea and key details. Learning how to find these elements will make you a stronger reader.

● Monitor Understanding

Get Started

Today you will read a science article about an animal's behavior. You'll read first to identify the writer's main idea. Then you'll reread to pick out the key details that support this main idea.

Read

- Read aloud the title of the article and call attention to the photo. Ask students if they have ever seen an image like this one in a book, movie, or television show. Talk about what they think is happening.
- Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

What is the man playing the flute called?

(a snake charmer)

What kind of snake is popular for snake charming acts? *(the Indian cobra)*

Why is it so popular? *(During the day, the cobra's ability to strike is not very good.)*

EL English Language Learners

• **Word Learning Strategy**

Explore

- Read aloud the Explore question at the top of p. 13 to set the purpose for the second read. Tell students they will need to take a closer look at all the information provided and to think about what the author is trying to tell them to answer the question.
- Have students read aloud the Close Reader Habit on the lower right of p. 12.



The Snake

AND THE CHARMER

BY SYLVESTER CAPELLO

- 1 You have probably viewed the following scene in a movie or on TV: A snake charmer sits in front of a straw basket and plays a flute-like instrument. Suddenly, from inside the basket, a long, hooded cobra rises up. As the snake charmer plays the music, the cobra sways back and forth. It does not try to attack the snake charmer. Instead, the snake appears to be swaying in rhythm to the music.
- 2 In reality, nothing could be further from the truth. The cobra is quite deaf. It has no ears and can only sense vibrations in the ground. What the cobra sways to is not the music. It sways to the motion of the flute that the snake charmer moves back and forth as he plays. The cobra is trying to get into position to strike at the flute. However, as long as the snake charmer keeps the flute in motion, the snake cannot attack.
- 3 The Indian cobra is a favorite of snake charmers because daylight interferes with the snake's ability to strike. At night, however, the Indian cobra is extremely dangerous and more accurate. Cobras don't normally attack people, however. Instead, they go after frogs, fish, birds, and small mammals.

Close Reader Habits

Think about the main idea of the passage, or what it mostly tells about. Then **underline** key details that support the main idea.

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EL English Language Learners
Develop Language

- Cognates** Several words in this science article have cognates in different languages.
- Display and read aloud the following words from the text: *cobra, flute, music, rhythm, vibration*. Ask students to identify words in their first languages that look and sound similar and mean the same as each word from the article.
 - List the cognates next to each English word. Have students discuss the similarities across languages. Explain that these cognates probably had the same origins.
 - Ask students if they can find any other words in the passage that have cognates.

• **Word Learning Strategy**
Use Context Clues

- Explain that when readers encounter challenging words, they can look *inside, around, and beyond* it to determine their meanings.
- Tell students that looking *inside* a word means looking at its parts to see if they recognize anything. For example, it might be a noun formed from a verb they already know.
- Or they can look *around* the word: check the context. How is it used in the sentence? What clues are nearby, in the text or graphic elements?
- Finally, they can go *beyond* the text and check a dictionary or other resource. Invite students to point out words in the article and show how they would go *inside, around, and/or beyond* to determine meaning.

L.4.4

Explore

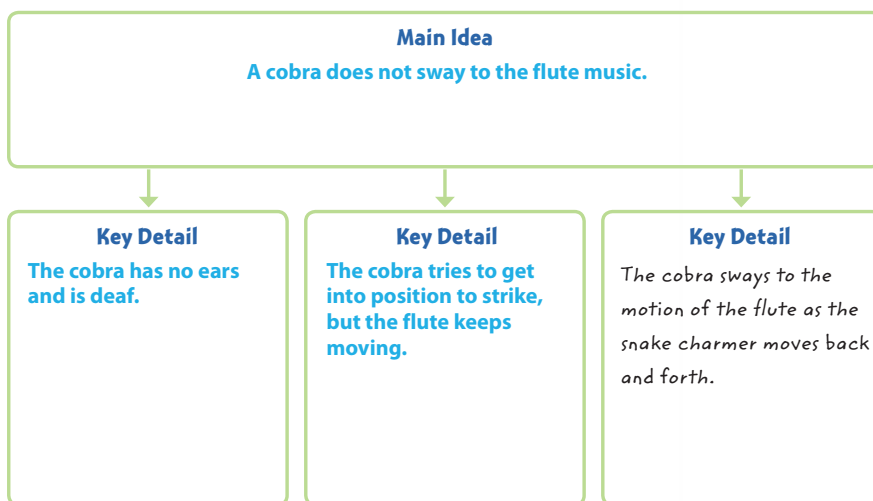
What is the main idea of the science article, and how is it supported by key details about the cobra?



Look for key details that give you information about the cobra's actions.

Think

- 1 Complete the chart below with information that shows that the cobra is not really “charmed” by the snake charmer.



Talk

- 2 Discuss how snake charmers use their knowledge of cobras to “charm” the snakes. Then make a list of important details about the trick.



Write

- 3 **Short Response** Explain how the key details about cobras help you understand the snake charmer’s trick. Include details from your chart and your discussion in your answer. Use the space provided on page 16 to write your response.

HINT Think about how to tell details about the cobra in an order that makes sense.

Think

- Read aloud the Think section. Explain to students that you will model how to find text evidence to fill in the chart. Use the **Think Aloud** below to guide your modeling.
- Encourage students to work with a partner to continue rereading the passage and to complete the chart. Remind students that the Buddy Tip will help them find the missing key details. Once they find those details, students can figure out what main idea these details support.
- Ask volunteers to share what they wrote in their charts.
- Help students realize that all the key details help to explain the truth that cobras do not actually sway to the music played by a snake charmer.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are accurately discussing the facts about cobras and how those details enhance the effect of the trick.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure students understand that their goal is to describe how the details in the article reveal the truth of the snake charmer’s trick.
- Have students turn to p. 16 to write their responses.
- Use Review Responses on p. 16 to assess students’ writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how finding the main idea and key details deepened their understanding of the article’s topic.

Think Aloud

- First, I’ll look for the main idea. I read through the article again, looking for a sentence that tells what the passage is mostly about. But I can’t find one sentence that states the main idea directly. So, I’ll look for key details to help me figure out the main idea.
- I’ll start with the first paragraph. The author says that as the snake appears to be swaying in rhythm to the music, the snake charmer plays on his flute. But when I begin to read the next paragraph, I learn that is not true. The cobra has no ears and is quite deaf. That seems to be an important detail. I’ll write it in my chart.
- I’ll keep reading to find another key detail. Then I’ll think about what all the details tell about. That will be the main idea of the passage.

Guided Practice

Get Started

Today you will read another article about people and animals. First, you will read to get an overall idea of what the article is about. Then you will reread with a partner to pinpoint the main idea and pick out the key details that support it.

Read

- Read aloud the title of the passage. Ask a volunteer to explain what the phrase *to lend an ear* means. Invite students to imagine the image the literal meaning evokes. Help them to understand that this phrase is an idiom that means “to listen.”
- Have students predict what the article will be about based on the title and the illustration.
- **Read to Understand** Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

Who do hearing dogs help? (*people who are deaf or who cannot hear well*)

What do hearing dogs have in common with most humans? (*They can recognize many different sounds inside and outside the home.*)

Why do people with hearing loss need hearing dogs? (*The dogs can alert them to certain sounds and keep them active and safe.*)

 English Language Learners

 Word Learning Strategy

- **Read to Analyze** Read aloud the Close Reader Habit on the lower right of p. 14 to set the purpose for the second read. Then have students reread the article with a partner and discuss any questions they might have.

Lending an Ear

by Michael Simon



- 1 Mitzi, a Labrador retriever, is always by her owner Leah's side. This isn't just because Mitzi and Leah like each other. Mitzi is Leah's hearing dog. Leah is mostly deaf, and Mitzi's job is to alert Leah to sounds she cannot hear. Mitzi is happy as a constant, helpful companion for Leah.
- 2 Hearing dogs listen for sounds that people with hearing loss cannot hear. These dogs alert their owners to sounds by touching them with their nose or paw. After giving the alert, hearing dogs lead their owners to the source of the sound. For example, hearing dogs can be trained to recognize many household sounds. These sounds include doorbells, telephones, oven timers, alarm clocks, and fire and smoke alarms. Hearing dogs keep their deaf or partly deaf partners both active and safe by alerting them to such important noises.
- 3 Hearing dogs don't just help around the home. They also help their partners live and thrive in the world outside. People who can't hear sometimes feel lonely and isolated from other people. Hearing dogs can help their partners feel comfortable in public by making them aware of sounds. A hearing dog must wear an orange coat when in public. This tells other people that the dog's owner has some degree of hearing loss. Those other people can then adjust their own behavior when it is necessary.
- 4 Living and working side-by-side every day, hearing dogs and their partners become a special team—just like Mitzi and Leah.

Close Reader Habits


How do hearing dogs help their owners? Reread the article. **Underline** the key details that explain what hearing dogs do.

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 English Language Learners
Develop Language

Possessive Nouns Display and read aloud these sentences: *Leah has a hearing dog. This is Leah's hearing dog.*

- Point to the word *Leah's*, and explain that it's a possessive noun. A possessive noun shows that a person, place, or thing has or owns something.
- Ask students to explain how the noun *Leah* was changed into a possessive noun. Lead them to understand that adding an apostrophe and the letter *s* makes a singular noun possessive.
- Have students scan paragraphs 1 and 3 of the article to find other possessive nouns.

 Word Learning Strategy
Recognize Word Parts

- Point out the word *retriever* in the text's first line. Ask students to look inside the word to see if they recognize any of its parts. Guide them to see that *retriever* contains the verb *retrieve* and the ending *-er*. Help them to see that to retrieve something is to find and restore it to someone.
- Next, ask volunteers to talk about the context of the word: how is it used in the sentence? (*It is a noun.*) What clues are nearby, in the text or in pictures? (*The text first says Mitzi is a retriever, then says Mitzi is a dog. Also, there is an illustration of a dog. So it is reasonable to infer that a retriever is a type of dog.*)

L.4.4b

Think Use what you learned from reading the magazine article to answer the following questions.



Each paragraph may give a main idea about the topic. Together, these ideas help develop the main idea of the passage.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

Which statement below **best** describes the main idea in paragraph 2?

- A** Hearing dogs are trained to recognize the sounds of telephones and smoke alarms.
- B** Hearing dogs alert their owners to sounds the owners cannot hear themselves.
- C** Hearing dogs wear orange vests in public to tell people their owners have a hearing loss.
- D** Hearing dogs are happy, constant companions.

Part B

Which **two** key details **best** support your answer to Part A?

- A** Hearing dogs recognize many household sounds.
- B** Hearing dogs touch their owners with a paw or their noses to alert them to sounds.
- C** Hearing dogs help their owners feel comfortable in public.
- D** Hearing dogs lead their owners to the source of a sound.
- E** Hearing dogs are always at their owners' sides.
- F** Hearing dogs' orange vests make them stand out to others.

Talk

2 Explain how hearing dogs help their owners at home and outside the home. Use the chart on page 17 to organize your thoughts.



Write

3 Short Response Use the information in your chart to explain how hearing dogs help their owners. Tell why people and their dogs are a special team. Use at least **two** details from the passage in your answer. Use the space provided on page 17 to write your response.

HINT Think about how the dog's behavior helps its partner at home and in the world.

Think

- Have students work with a partner to complete item 1. Point out that there are two parts, A and B.

TIP Tell students to cross out answers they know are not right and focus on those that remain.

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1 Part A

The correct choice is B. This statement tells what the details in the paragraph explain.

- **A** is a detail related to the main idea.
- **C** and **D** are not addressed in paragraph 2.

Part B

The correct choices are B and D. These details tell more about how hearing dogs alert their owners to sounds.

- **A** restates part of the main idea.
- **C, E,** and **F** are not details in paragraph 2.

DOK 2

● **Monitor Understanding**

● **Integrating Standards**

Talk

- Have partners discuss the prompt. Emphasize that students should support their ideas with text details. Circulate to clarify misunderstandings.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Make sure they understand that they should provide specific details about how the dogs help their partners. Call attention to the HINT.
- Have students turn to p. 17 to write their responses.
- Use Review Responses on p. 17 to assess writing.

Wrap Up

- Ask students to explain how identifying the main idea and key supporting details deepened their understanding of the article.

● **Integrating Standards**

Use the following questions to further students' understanding of the article.

- **What reasons does the author give to show why hearing dogs are a good idea for people like Leah?** (*The author says that people who are deaf or partly deaf cannot hear important sounds. The dogs alert them to those sounds. People who can't hear may also feel lonely and isolated. The dogs make good companions.*)

DOK 2 RI.4.8

- **What is the meaning of the phrase *some degree of*, as it is used in paragraph 3?** (*a small amount of*)

DOK 2 RI.4.4

● **Monitor Understanding**

If... students have difficulty answering Part A,
then... first remind them that the question asked them to focus on paragraph 2 only. Have them reread the paragraph and mark an X beside any choices that do not apply to that paragraph (**C** and **D**). Next, have students look at the remaining choices. Ask them which statement tells what most of the sentences in the paragraph are about. (**B**) That will be the main idea. To confirm, students should read the remaining choice (**A**) and ask themselves if it tells more about that "big" idea.


Modeled and Guided Instruction

Write


- Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

- 3** Responses may vary, but students should demonstrate understanding that the popular belief that a snake charmer controls a cobra with music is not true. Students should provide details that give scientific explanations for the snake's behavior. See the sample response on the student book page.

DOK 2

 **Write** Use the space below to write your answer to the question on page 13.

The Snake

AND THE CHARMER

- 3 Short Response** Explain how the key details about cobras help you understand the snake charmer's trick. Include details from your chart and your discussion in your answer.

HINT Think about how to tell details about the cobra in an order that makes sense.

Sample response: It appears that the cobra sways to the music, but the cobra really cannot hear the music. The cobra does not have ears. It is deaf! In fact, the cobra sways to the motion of the flute as the snake charmer moves back and forth.



Don't forget to check your writing.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

16



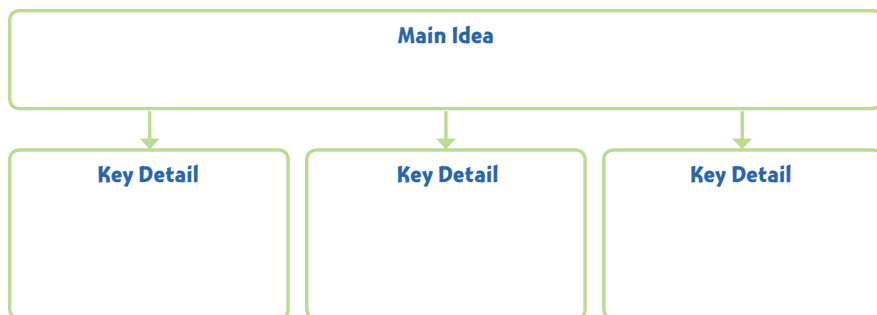
Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

Lending an Ear)))

2 Use the chart below to organize your ideas.



Write Use the space below to write your answer to the question on page 15.

3 Short Response Use the information in your chart to explain how hearing dogs help their owners. Tell why people and their dogs are a special team. Include at least two details from the passage in your answer.

HINT Think about how the dog's behavior helps its partner at home and in the world.

Sample response: A hearing dog and its owner live and work side-by-side every day. By alerting its owner to important sounds in the home, a hearing dog helps keep its human partner safe. A hearing dog also helps its owner outside by making the owner aware of sounds in public. A hearing dog and its owner are partners every day at home and in the outside world. That makes them a special team!

Talk

2 Students should use the Main Idea chart to organize their thinking.

Write

- Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

3 Responses may vary, but should include details that describe the dogs' training and behavior and how these are helpful to the dogs' owners. See the sample response on the student book page. **DOK 3**

Teacher Notes

Independent Practice

Get Started

Today you are going to read a longer informational article and use everything you have learned about identifying the main idea and key details to explore the topic in depth.

- Invite volunteers to review what a main idea and key details are and to talk about how paying attention to these elements helps readers better understand a text. Encourage students to use the Academic Talk phrases in their responses.

 English Language Learners

Read

You are going to read this informational article independently, using what you have learned to think and write about the text. As you read, remember to look for the main idea and all the key details the author includes to support that idea.

- Read aloud the title of the passage, and then encourage students to preview the text, paying close attention to the photographs and headings.
- Call attention to the Words to Know in the upper left of p. 18.
- If students need support in reading the passage, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.

 Monitor Understanding

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

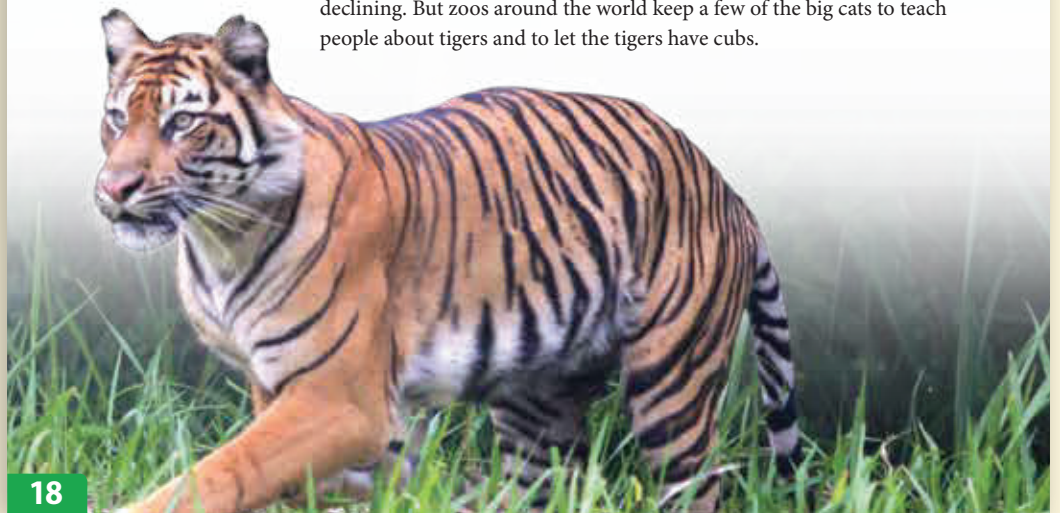
- cooperated
- declining
- endangered



Flying with a Tiger

by Elana Kopel, *Highlights*

- 1 I am a zookeeper at the Dallas Zoo in Texas. One of my jobs is to care for Sumatran tigers.
- 2 These tigers live in the wild on the island of Sumatra and in some other parts of Asia. They are endangered, and their numbers are declining. But zoos around the world keep a few of the big cats to teach people about tigers and to let the tigers have cubs.



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 English Language Learners

Develop Language

Syntax Draw students' attention to the heading "Meatballs Galore" before paragraph 6. Remind them that English adjectives are usually placed before the nouns they describe. Explain, however, that *galore* is a special adjective that always comes after the noun—a practice that may exist in some students' native languages.

- Tell students that *galore* means "in large numbers or amounts." Ask them to find the sentence in paragraph 6 that confirms this meaning. ("When moving day arrived, we put lots of meatballs inside Skylar's crate.")
- Note that *galore* is nearly always used in a positive way. Provide an example, such as *My favorite food is pumpkin pie. Every year on Thanksgiving, I eat pumpkin pie galore!*
- Invite students to devise and share their own uses of *galore*.

3 When a zoo wants a new tiger, it tries to get one from another zoo. That way, more tigers can stay in the wild. Some animals travel from zoo to zoo by truck, and some go by airplane. When we moved one of our tigers, a female named Skylar, to the San Francisco Zoo in California, she went by plane. I went along to help keep her safe.

Skylar in the Sky

4 Skylar spent the first two years of her life wrestling with her sister and stalking and pouncing on her brother. This is how tigers learn to hunt. By the age of three, Skylar was old enough to leave her siblings and start her own family. That's what she would have done in the wild.

5 Before Skylar could take to the skies, we needed to prepare her for the journey. We trained her to go into a shipping crate and let us close the door behind her. When she cooperated, we gave her an uncooked meatball, her favorite treat. . . .

Meatballs Galore

6 When moving day arrived, we put lots of meatballs inside Skylar's crate. Once Skylar was inside, the crate was loaded into the back of a truck. Skylar turned around in the crate to see what was happening, but she was quiet and calm the whole way to the airport.

7 Skylar and I flew on an airplane that carries packages, not people. Skylar's crate was loaded on with other large packages. . . . The plane left at midnight, and we stopped in Indiana to change aircraft. While we waited at the Indiana airport, I peeked into Skylar's crate. I was happy to see her sleeping peacefully.



● Monitor Understanding

If... students struggle to read and understand the passage,

then... use these scaffolding suggestions:

Question the Text Preview the text with students by asking these questions:

- **Based on the title and the photographs, what do you predict the article will be about?**
- **What questions do you have about the text?**

Vocabulary Support Define words that may interfere with comprehension, such as *stalking* and *siblings*.

Read Aloud Read aloud the text with students. You could also have students chorally read the text in small groups.

Check Understanding Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- **What do you know about author of this article?** (*Her name is Elana Kopel, and she is a zookeeper at the Dallas Zoo in Texas.*)
- **How old is Skylar, and why is her age important?** (*Skylar is three, old enough to leave her siblings and start a family.*)
- **How did Skylar behave during her flight?** (*She was calm.*)

Independent Practice

Integrating Standards

After students have read the article, use these questions to discuss the passage with them.

- **What details help you make the inference that Skylar’s trip was a big deal to her?**

(Skylar had to be prepared for her journey, and she was nervous when she first arrived at her new home. She did not come out of her crate quickly, and she growled at the zookeepers.)

DOK 2 RI.4.1

- **How does the overall text structure of this article compare to the overall text structure of “Lending an Ear”?**

(This article mostly has a chronological text structure. The author mostly describes events before, during, and after Skylar’s move to the San Francisco Zoo. “Lending an Ear” mostly has a cause-and-effect text structure. The author tells what hearing dogs do and why and how they do it.)

DOK 3 RI.4.5

- **The author says that Skylar likes to “take a dip” in her swimming pool. What does this mean, and why does the author say it?**

(Skylar likes to go swimming. The author uses a familiar expression to help readers make a connection to the tiger and her experience.)

DOK 2 L.4.5b

- **What are two reasons the author gives for zoos keeping tigers that would normally live in the wild?** *(Zoos want to teach people about these wild animals. Zoos also hope their tigers will have cubs, so that the number of tigers in the world stops declining.)*

DOK 4 RI.4.8

- **Theme Connection**

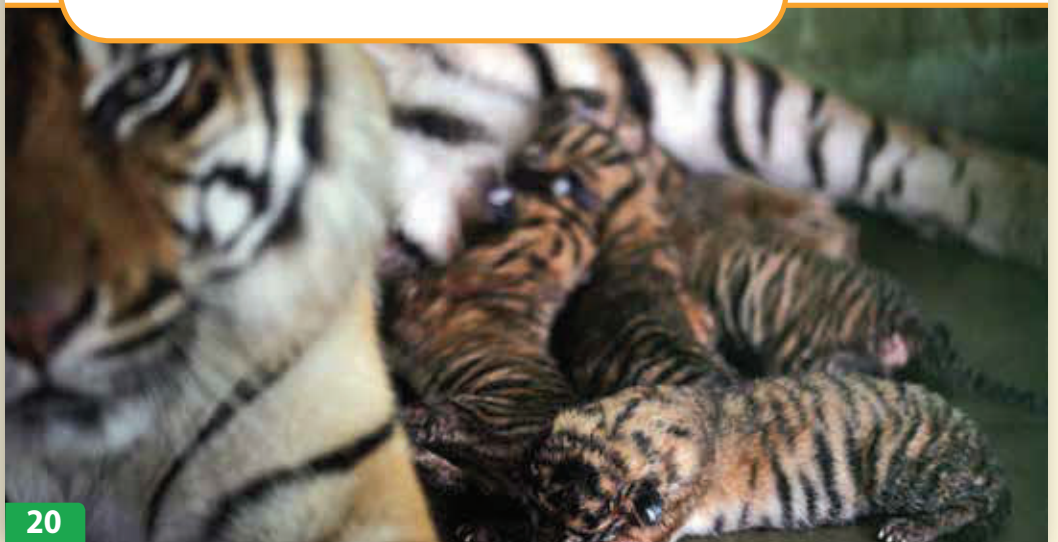
8 Our second plane landed in San Francisco at eight o’clock in the morning. A zookeeper from the San Francisco Zoo met us and took us to Skylar’s new home. . . . I knew Skylar was nervous. She did not come out of the crate as quickly as she had gone in. She growled at her new zookeepers. We left her alone to calm down.

9 Skylar’s new keepers took me to see the tiger exhibit where Skylar would be living. I told them that Skylar liked to take a dip in her swimming pool and to play with plastic barrels, giant plastic balls, empty plastic flowerpots, perfume-scented logs, and ice. . . . By the next day, Skylar had calmed down a little.

10 After my last visit with Skylar, I returned to Dallas on a regular airplane. I knew I would miss Skylar, but I hoped that she would like her new zoo and teach the people of San Francisco about the wildlife of Asia. I hoped she would start a new family, too.

More Tigers in the World

11 Months later, Skylar gave birth to three male cubs. She is a good mom, and she has brought more Sumatran tigers into the world. Maybe one day her cubs will be dads and there will be even more of these beautiful creatures.



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Theme Connection

- Remind students that the theme of this lesson is *People and Their Animals*. On the board, draw a web, with *People and Their Animals* written in the center bubble.
- Ask students to recall the relationship between humans and animals in each passage. As they identify each relationship, write it in its own bubble around the central theme.
- Invite students to think of and discuss other human-animal relationships that they are aware of, and add these to the web.

Think Use what you have learned from reading the science article to respond to the following questions.

1 Read the following sentence from the passage.
Before Skylar could take to the skies, we needed to prepare her for the journey.

Which dictionary entry **best** defines prepare?

- A** get ready
- B** make a meal
- C** deal with
- D** turn down

2 The main idea of paragraphs 2 and 3 is that zoos help protect wildlife and teach people about wild animals such as Sumatran tigers. Draw Xs next to the **two** key details in the chart that **best** support the main idea of those paragraphs.

Detail from the Article	Supports the Main Idea
"Some animals travel from zoo to zoo by truck, and some go by airplane."	
"When a zoo wants a new tiger, it tries to get one from another zoo. That way, more tigers can stay in the wild."	X
"These tigers live in the wild on the island of Sumatra and in some other parts of Asia. They are endangered, . . ."	
"But zoos around the world keep a few of the big cats to teach people about the tigers. . . ."	X

Think

- Use the Monitor Understanding suggestions to support students in completing items 1–4.

● Monitor Understanding

Answer Analysis

When students have finished, discuss correct and incorrect responses.

- 1** **The correct choice is A.** Students can infer this meaning based on context clues in the passage.
- **B, C,** and **D** are not supported by the context of the passage.

DOK 2 L.4.4a

- 2** **See the answers on the student book page.** Discuss students' responses with them to make sure they understand why these details support the main idea. Remind students that this item simulates matching items they may see on a computer-based assessment.

DOK 3 RI.4.2

● Monitor Understanding

If... students struggle to complete the items,
then... you may wish to use the following suggestions:

Read Aloud Activities

- As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
- Discuss each item with students to make certain they understand the expectation.

Reread the Text

- Have students complete a Main Idea chart as they reread.
- Have partners summarize the text.

 Independent Practice
3 Part A

The correct choice is **B**. The details in the passage mostly tell about preparing and moving the tiger to a new zoo.

- **A** is not supported by the text.
- **C** and **D** are details, not the main idea.

Part B

The correct choices are **B, D, and E**. These answers support the idea that animals must be transported carefully to make sure they are kept healthy and safe.

- **A** is a reason why tigers must be saved.
- **C** is a fact about why Skylar was old enough to be moved away from her siblings.
- **F** describes something that happened after Skylar arrived in San Francisco.
- **G** is about what the zookeeper hoped would happen to Skylar eventually.

DOK 2 RI.4.2

4 The correct choice is D. To train Skylar to enter the crate, her keeper used the tiger's favorite treat as a reward.

- **A** and **C** are not supported by the details in the text.
- **B** may be true but it is not a reason that the trainer gave Skylar meatballs.

DOK 3 RI.4.2

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which sentence **best** explains the main idea of the passage?

- A** Zoos often help increase the number of wild animals by raising and setting free animals that were born in a zoo.
- B** Transporting animals from zoo to zoo must be done carefully so that the animals are kept healthy and safe.
- C** The number of Sumatran tigers has been declining quickly.
- D** Skylar's keeper hopes that Skylar will start a new family.

Part B

Pick the **three** details from the passage that **best** support your answer in Part A.

- A** "They are endangered, and their numbers are declining."
- B** "When we moved one of our tigers, a female named Skylar, to the San Francisco Zoo in California. . . . I went along to help keep her safe."
- C** "By the age of three, Skylar was old enough to leave her siblings and start her own family."
- D** "We trained her to go into a shipping crate and let us close the door behind her."
- E** "While we waited at the Indiana airport, I peeked into Skylar's crate. I was happy to see her sleeping peacefully."
- F** "She growled at her new zookeepers. We left her alone to calm down."
- G** "I knew I would miss Skylar, but I hoped that she would like her new zoo and teach the people of San Francisco about the wildlife of Asia."

4 Which sentence **best** explains why Skylar's keeper gave her raw meatballs?

- A** Skylar liked to eat human food more than food meant for tigers.
- B** Skylar's keeper wanted to travel with Skylar to San Francisco.
- C** It is the only food Skylar would eat when she was traveling.
- D** Skylar's keeper wanted to reward her for going in the crate.

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 **Monitor Understanding**

If... students don't understand the writing task,

then... read aloud the writing prompt. Use the following questions to help students get started.

- **What is the prompt asking you to write about?**
- **Do you need to reread the text to find more information?**
- **How will you identify the information you need to include?**
- Have partners talk about how they will organize their responses.
- Provide a graphic organizer to assist students, if needed.

 Write

5 Short Response The author states in paragraph 3, “When a zoo wants a new tiger, it tries to get one from another zoo.” Reread paragraphs 2 and 3. Then explain how this statement supports the main idea of the text. Use details from the text in your answer.

Sample response: Zoos try to get tigers from other zoos to protect animals that still live in the wild. The author says that by getting a tiger from another zoo, more tigers can stay in the wild. This supports the main idea because it explains why zoos take such care to keep their animals healthy and safe.

 Learning Target

You’ve learned how to identify the main idea and key details about a topic. Explain how this can help you develop a deeper understanding of informational text.

Answers will vary, but students should describe how reading to identify the main idea and key supporting details helps them understand what is most important about the topic of an informational text.

Write

- Tell students that using what they read, they will plan and compose a short response to the writing prompt.

● Monitor Understanding

Review Responses

5 Display or pass out copies of the reproducible **2-Point Writing Rubric** on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Answers will vary but should show that students understand that zoos wish to protect wild tigers from becoming endangered. So, when zoos need tigers, they choose animals that are already living in other zoos, not in the wild. See the sample response on the student book page.

DOK 3 RI.4.2, W.4.9b

Wrap Up

Learning Target

- Have each student respond in writing to the Learning Target prompt.
- When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.

5 2-Point Writing Rubric

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.