



Interest Level: K–2

Reading Level: 1–2

Age Range: 5–8

Genre: Nonfiction

GRL: K

Lexile: 470L

Subject: Mathematics

Pages: 24

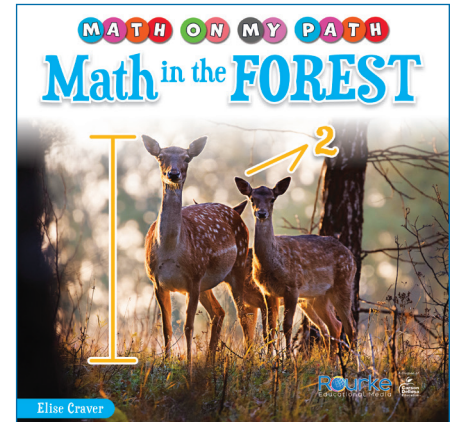
Standards:

CCSS.RI.2

CCSS.SL.1

CCSS.W.2

MP7



LESSON OBJECTIVE

Students will be able to identify the main topic and retell key details of a text.

LESSON FOCUS: Main Idea and Key Details

Tell students that a main idea is what the text is mostly about. It is the "big picture" and the key details are what support the main idea. The main idea is what the author is trying to teach through their words.

BEFORE READING

ACTIVATING PRIOR KNOWLEDGE

Tell students that today they are going to be reading a book about many ways you can see math in a forest. Have students think about what they know about forests. Next, have students brainstorm about ways they could notice math in a forest. Set the timer for two minutes and ask students to share with their shoulder partners. Using an anchor chart or whiteboard, record student responses.



PREVIEW AND PREDICT

Have students study the cover of the book. Ask them to describe what they see and share what they think they will learn in the book. Engage students in a book walk. Show them the photo glossary on page 22 and encourage students to pay attention to those words in the text. Review a sample of pages and photographs. Think aloud and model the process of predicting before reading. Explain that predicting is when we use what we know to make a guess before we read.

AS YOU READ

Read the book aloud. As you are reading, pause and allow students to observe the photographs and any other text features that add meaning to the text. Stop and talk about any bolded or unknown words. Encourage students to use context clues to determine the meaning of these words. As you are reading, stop on various pages and model a think aloud of how you would determine the main idea based on the information in the text.

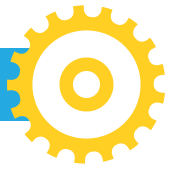
AFTER YOU READ

Ask students to share anything new they learned about math in the forest after listening to you read the book. Have students help you add any new ideas to the anchor chart or whiteboard. Next, ask students what they think the main idea of the book is (different examples of math in the forest). Remind students that the main idea is what the text is mostly about. Engage in a class discussion about the main idea and key details. Write the main idea on the main idea reproducible. Ask students to share a key detail of the main idea. Add it to the chart. Tell students that they are going to add the rest of the key details with a partner or independently.

SUGGESTED AFTER READING ASSESSMENT QUESTIONS (Encourage students to look back in the text to support their answers):

1. What do you call groups of similar objects found by sorting or grouping?
2. Look at pages 8 and 9. How are the groups of birds similar? How are they different?
3. Tell at least three ways you can find math in a forest.
4. What is the main idea of this text? Support your answer.

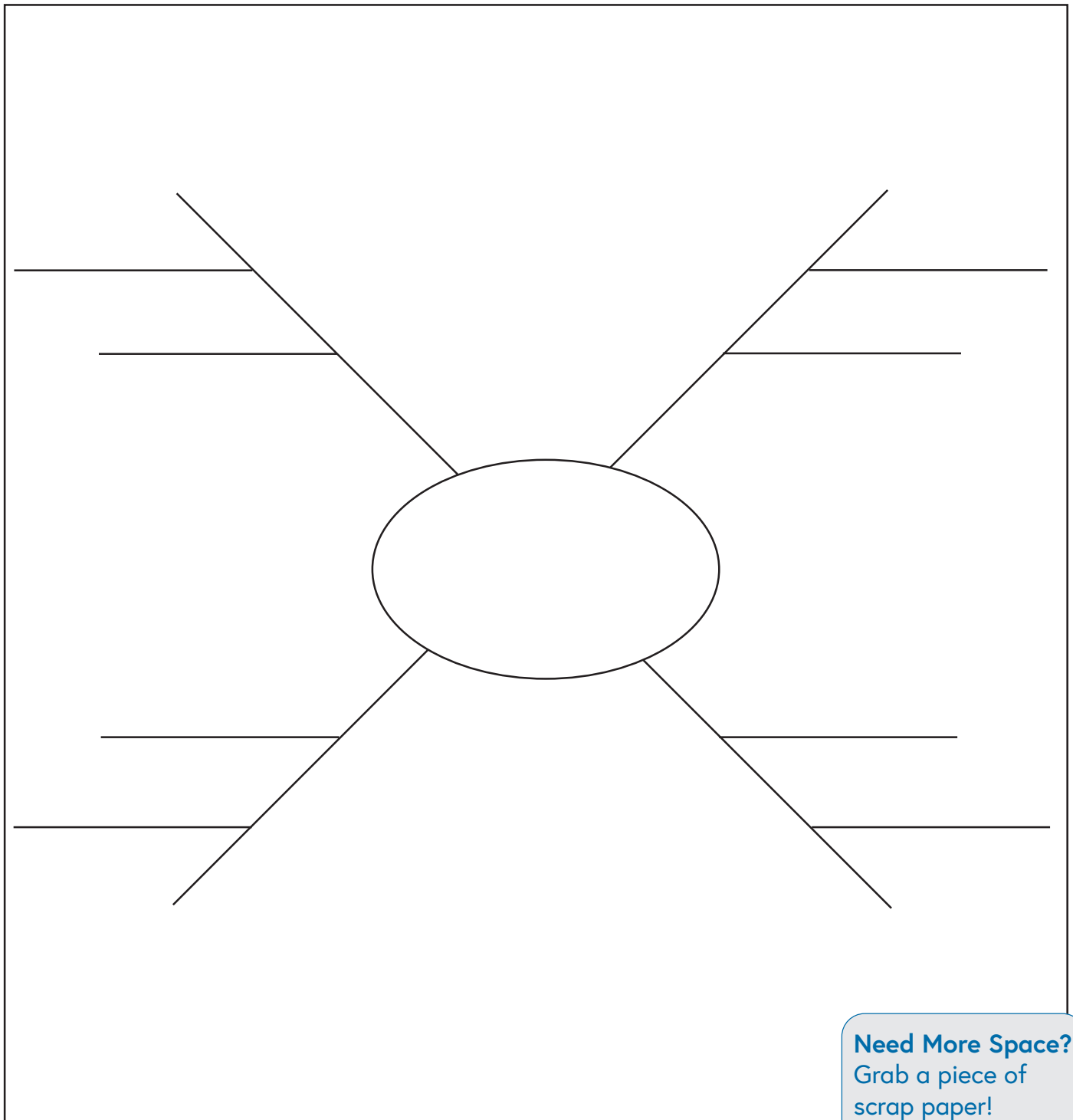
STUDENT EXTENSION ACTIVITY - MATH IN THE FOREST



NAME: _____

DATE: _____

1. Using the book, complete the Main Idea and Details Graphic Organizer. Think of an important idea you learned about in the book. In the middle of the concept map, write the main idea. On the horizontal lines, write details relating to your main idea.



Need More Space?
Grab a piece of
scrap paper!



STUDENT EXTENSION ACTIVITY - MATH IN THE FOREST

2. Use the RACE strategy (restate the question, answer the question, cite with text evidence, elaborate) to answer the following question.

Choose a photo from this book that shows 4 or more animals or objects. Write two number sentences about the animals or objects. How are your number sentences similar?

Use this box to add an illustration to your writing.

Don't Forget to Edit Your Work!
Check the spelling, punctuation, and grammar.

