

About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 948

Book Summary

Students may know that chopsticks and China go hand in hand. But do they know that China is one of the biggest countries in the world? Or that its symbol is the giant panda? These are but a few of the fascinating facts included in this informative book. Photographs enhance the text about this culture.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand informational text
- Identify a main idea and details for each section
- Recognize what is being described when comparative and superlative adjectives are used and be able to use them
- Understand and write a variety of number words from text

Materials

Green text indicates resources available on the website

- Book—*China* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, comparative and superlative adjectives, number words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *civilizations* (n.), *Communist government* (n.), *culture* (n.), *economy* (n.), *Mandarin* (n.), *paddies* (n.)

Enrichment: *domesticated* (adj.), *historians* (n.), *porcelain* (n.), *utensils* (n.)

Before Reading

Build Background

- Ask students to tell what they think of when they hear the word *China*. Create a KWL on the board and fill in the first column with things students know about China.

Preview the Book

Introduce the Reading Strategy: **Ask and answer questions**

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Model how to ask questions as you preview the book.
- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. After reviewing the section titles, model using it as a way to think of questions. Then ask students to share questions they have about China based on the covers and table of contents. Record both your and the students' questions in the second column of the KWL chart.
- Model asking questions.
Think aloud: I can use the section titles to think of questions I'd like to have answered about China. For example, the first section is titled "China: An Amazing Country." This makes me wonder what kinds of things are amazing. I'll write that question on the chart. The next section title is "Wild China." I wonder if that means there are wild people, wild places, or wild animals in China. I'll add that question to the chart.
- Have students preview the rest of the book. Show students the title page, photographs, illustrations, sidebar text, and glossary. Draw students' attention to the charts on pages 11 and 16. Encourage students to use all of these as ways to think of questions to add to the KWL chart on the board. Remind students that no question is ever inappropriate if they truly do not know the answer.
- Show students the index. Explain that the alphabetized list and page numbers tell where they can find information about topics in the book. Explain to students that they might use the index to find the answers to some of their questions. For example, tell them if one of their questions is about the population, they can find information about it in the index. Have students tell the page numbers where they would find information about the population of China.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Write the following story critical words from the content vocabulary on the board: *civilizations*, *culture*, *economy*, and *paddies*.
- Point out that these four words can be found in the story and that knowing what these words mean will help students understand events of the story. Give groups of students four pieces of blank paper, and have them write one of the four vocabulary words on each page. For each word, have them write or draw what they know about the word. Create a definition for each word using student's prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary or a dictionary contains lists of words and their definitions. Have them locate the word *culture* in the glossary. Invite a volunteer to read the definition for *culture*.
- Have students follow along on page 10 as you read the sentence in which *culture* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.


Set the Purpose

- Have students read the book to find factual answers to their questions about China.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 9. Tell them to look for facts about China that will answer their questions. Have them underline important words or phrases in the book. If they finish before everyone else, they should go back and reread.

- When they have finished reading, have students tell what each section is about and the interesting facts they found. Circle any questions on the KWL chart that have been answered and add any new questions students have.
 - Model answering a question on the KWL.
Think aloud: I wanted to know what kinds of things are amazing about China. I found out that it has the largest population in the world, and that one out of every five people lives there. I think that's pretty amazing. I also found out that it has the third largest river in the world. I'd say that fact is amazing, too.
 - Have students tell questions they found the answers to while reading. Record their responses on the KWL written on the board.
 - Invite students to read the remainder of the book. Remind them to look for answers to the other questions written on the KWL, or to think of other questions to add to it. Have them write down any questions they have in the page margins of their books and to underline any information that answers a question on the KWL.
-  Have students make a small question mark in their books beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share any other questions they had while they were reading. Discuss how asking questions and looking for the answers as they read keeps them actively involved in the reading process, and helps them understand and remember what they read.

Teach the Comprehension Skill: **Main idea and details**

- **Introduce and model:** Review or explain that many books are about one thing. Tell students that it is easy to tell what a book like this one is about because the topic is the title of the book. Direct students to the table of contents. Explain that each section in this informational book contains main ideas and details about China. Have students look at the first section title. Explain that often section headings provide a clue about the main idea of a section. Model how you would use the headings as clues to figuring out the main idea.
- **Think aloud:** *This section heading gives me the idea that this section is about China being an amazing country. I know there is a Great Wall in China; I bet that's part of what makes it amazing. I think this section might tell me what else about China makes it so amazing. Who has an idea about the main ideas for the second section "Wild China"?*
- Explain that sometimes a section will have a topic sentence that is the main idea, but often the reader must read through all the information in the section to arrive at the main idea. Demonstrate how various sentences confirm your idea that the main idea is that China is an amazing country, for example the sentence on page that tells that China has the largest population in the world or the sentence on page 6 that tells about the long history of learning and inventing on page 5. Explain that these are details that reinforce the idea of China as an amazing country.
- **Check for understanding:** As you discuss the main idea and details from the first section, write them on the board. Then have students guess from the section head what the main idea of the next section is. Write their ideas on the board. Guide students to expand on the main idea and find details to support it. Model how to differentiate between important and unimportant information. For example, the detail that pandas spend sixteen hours a day chewing bamboo is interesting, but it isn't vital to understanding the main idea that China has many natural places and living things, some of which are in danger from people.

- **Discussion:** Read the section on The Great Wall of China on page 7 with students. Tell students that this boxed text isn't part of the main text of the section, but that it still has clues in it about the main idea of the section. Explain that the boxed text has a main idea of its own, too. Have students look at the "Do You Know?" on page 13; ask them what the main idea is in the boxed text. Ask them to tell how the main idea of the boxed text is a supporting detail of the section's main idea. Ask whether they think it's important or unimportant to understanding the main idea of the section to know that the Chinese eat three times more fish than Americans. Tell them that many times authors will include boxed text like this to give you more information about a particular detail in the main text of the book, but that often it is an unimportant detail. Have students look at the boxed text on pages 16 and 17. Have them determine the main idea of the section and whether the boxed text is important or not to understanding that main idea.
- Tell students that they will now be able to determine the main idea and important details of the other sections in the book.
- **Independent practice:** Have students complete the [main-idea-and-details worksheet](#). Discuss their responses.

Build Skills

Grammar and Mechanics: **Comparative and superlative adjectives**

- Review or explain that *adjectives* are words used to *describe nouns and pronouns*. Ask students to suggest adjectives to describe the Great Wall of China. Write these on the board. If students do not offer the adjectives *long* and *large*, add them to the list.
- Have students look at the box titled "The Great Wall of China" on page 7. Read the paragraph with students. Explain that most of the time when 2 people, places, or things are being compared an *-r* or *-er* is added to the word. These are called comparative adjectives. Explain to students that because the word *long* ends with a consonant, an *-er* is added. Demonstrate adding *-r* to the adjective *large*.
- Explain that in this paragraph the author is comparing the Great Wall to all of the walls in the world, and to all of the structures built by hand. Tell students that when more than two people, places, or things are being compared *-st* or *-est* are added to the adjective. These are called superlative adjectives. Write the words *longest* and *largest* on the board.
- **Check for understanding:** Write the following sentences on the board. Have students identify the correct adjective for each and tell what is being compared.
 1. *Asia is the (larger, largest) continent in the world.*
 2. *China has the (great, greatest) population in the world.*
 3. *The Nile River is (bigger, biggest) than the Yangtze.*



Have students underline the comparative and superlative adjectives in the book. Have them write what is being compared in the page margin. Discuss their responses.

- **Independent practice:** Introduce, explain, and have students complete the [comparative-and-superlative-adjectives worksheet](#). Have them share their responses when they have finished.

Word Work: **Number words**

- Direct students to page 7. Point out that when reading aloud, readers will sometimes encounter different symbols, numbers and abbreviations within the text. Good readers read these parts of the text fluently, just as they read the words.
- Ask student to locate two numbers within the text on page 7 (2,000; 6,437). Write the numbers on the board. Review or explain that when reading the sentences aloud, the numbers are read in the same manner as the words. Explain that sometimes students will find numbers spelled out, such as *ten*. At other times, they will find numbers written as numerals instead of letters, such as *10*.



Have students turn to page 14. Have them locate the two numbers within the text (5,500; 14). Next to the numbers, have the students write the word equivalents (*five thousand five hundred; fourteen*).

- **Check for understanding:** Have students practice reading the numbers within the book aloud fluently to a partner. When everyone has finished, ask volunteers to write the number and the words for each number in the book on the board.
- **Independent practice:** Introduce, explain, and have students complete the [number words worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Provide Internet resources for students to research additional Chinese symbols. Discuss the Mandarin language and explain that it is not written in the same way the English language is. Have students use the symbols to tell something about themselves. Have them write the words in English on the back of the paper. Display students' work along with a Chinese character chart and encourage students to decipher one another's sayings.

Visit [Writing A-Z](#) for a lesson and leveled materials on informational writing.

Social Studies Connection

Provide print and Internet resources for students to research China. Have them find one fact that they did not read about in the book. Encourage them to find at least one detail that provides additional information about it. Have students share the information with the group.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently ask questions they think might be answered in the book by looking at parts of the book before they read it and then use what they read to answer those questions
- correctly state the main idea of each section and determine the relevant supporting details from the irrelevant details during discussion and on a worksheet
- correctly use and identify comparative and superlative adjectives during discussion and on a worksheet
- accurately and fluently read a variety of number words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)