

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 300

Book Summary

Have you ever noticed how the number twelve is everywhere in our daily lives? If not, this book will quickly point out to the reader how twelves are the foundation of many of the things we count and measure.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Identify main idea and details in the text
- Use the reading strategy of summarizing to understand text
- Discriminate initial /tw/ consonant blend
- Identify and use consonant digraph *th*
- Identify pronouns and the nouns they stand for
- Alphabetize words to the second letter

Materials

Green text indicates resources available on the website

- Book—*Number Twelve* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, *th* digraph, alphabetical order worksheets
- Discussion cards



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

Vocabulary

- Content words: *bend, daylight, dozen, length, measure, ruler, shadow, sundial, width*

Before Reading

Build Background

- Ask students to share their favorite number. Ask why it is their favorite. Record their responses on the board. Next, ask students what things come in groups of their favorite number. For example, wheels on a car come in groups of four, eyes on a person come in groups of two, and so on. Then, tell students that the name of the book they are going to read is *Number Twelve*. Ask what they think is special about the number twelve and what things come in twelves.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Number Twelve*. (Accept all answers that students can justify.)

- Show students the title page. Discuss the information on the page (title of book, author's name).
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.
- Give students their copy of the book and ask them to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

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

- Review or explain that many books are about one thing. Explain that it is easy to know what this book is about because the topic is the title (*Number Twelve*). Remind students that a main idea is the general topic of a book or the subject of a section of a book. Details are the extra facts or descriptions that give the reader more information about the main idea.
- Have students look at the table of contents. Explain that each section in this book contains different information about the number twelve. Tell students that the section heading and the first sentence in the section usually give a hint about the main idea of the section. Explain that the other sentences in the section usually provide details that relate to the main idea.
- Provide a simple model of identifying a main idea and detail. Draw a sample two-column chart on the board. Write the heading *People* above the left column and the heading *Detail* above the right column.
- Model the skill of identifying a main idea and details.
Think-aloud: *The topic, or main idea, of my chart is People. (Write your name in the first column, and write a detail about yourself in the second column, either a physical trait or something about your personal preferences or talents.) The detail I listed helps you to know a little more about me and would help you form a more complete picture of me in your mind if you were to read the chart without looking at me or knowing me.*
- As a group, add students' names to the list. Have each student provide a detail about him- or herself that may be new information for the class, and write it on the chart. Explain that after they read the book, students will make a similar chart that includes each book section's main idea and details from that section.

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand what they are reading is to stop now and then during reading to summarize, or review in their mind, what they are reading about in the book.
- Model how to summarize.
Think-aloud: *As I read this book, I am going to stop every now and then to remind myself what I have learned so far about the number twelve. Doing this helps me remember what I'm reading and makes me think about new information. When I finish reading the book, I should be able to tell, in my own words, some of the information about the number twelve that I have read about.*
- Have students turn to the table of contents. Read the section headings together. Explain to students that you will be showing them how to stop to summarize what they have read as a strategy for understanding and remembering the information in the book.
- 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 content vocabulary words on the board or on chart paper. Point out to students that many of the words are multisyllabic—words that have more than one syllable. Have students identify which content words have more than one syllable. Model how to break the words into syllable "chunks" for easier reading.
- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 8 you might say: *Look to see where your own fingers bend.*

- Model the strategies students can use to work out words they might not know. For example, point to the word *sundial* on page 14. Model using the familiar word parts *sun* and *dial* to read the new word with which they may be unfamiliar. Then read to students the sentence with the word *sundial* and ask if the word *sundial* looks right.
- Explain to students that sometimes they may need to use a resource to learn the definition of an unfamiliar word. Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition for *measure* in the glossary.
- Have students locate other content vocabulary words in the glossary and in text. Read and discuss definitions as a class.


Set the Purpose

- Have students read to find out what is special about the number twelve. Remind them to stop after every section to identify main ideas and summarize in their mind what they have read.

During Reading

Student Reading

- **Guide the reading:** Ask students to put a sticky note on page 5 to remind them to stop reading when they reach the end of this page. Have students reread the pages if they finish reading before everyone else.
- When they have finished reading, ask students what words they had trouble with.
- Model identifying a main idea and detail.
Think-aloud: After reading page 5, I learned that there are different ways that people use the number twelve (main idea). Our calendars have twelve months. This is one way we use the number twelve to help us measure time (detail).
- Explain to students that it will help them to remember information they read in nonfiction books if they can organize the key facts on a graphic organizer. Give students their copy of the [main-idea-and-details worksheet](#). Explain that as they read, they can list the title, or main idea, of each section in the first column and details about that section in the second column. When they have finished filling in the chart, they will have a summary of the key information in the book.
Say: The first thing I read was that the number twelve is everywhere. I will write this information in the first column. I read that we use twelve to count, measure, and tell time. I will write this information in the second column.
- **Check for understanding:** Have students find the next section in the book ("How We Learned to Count") and record the underlined heading in the *Section Title* column. Explain that they will record the details from this section after they have read it and will do the same for next two sections.
- Have a student summarize what he or she learned from reading pages 4 and 5.
- Model summarizing.
Think-aloud: As I read, I paused to summarize in my mind what I learned from reading this section. I noticed the underlined words at the top of page 4, "Number Twelve Is Everywhere!" I think this sentence is the topic, or main idea, of this section. I remember reading that the number twelve is everywhere. Then I remember reading that the book asked me questions, such as "Why does a year have twelve months?" and "Why does a clock have twelve hours?" I'll keep reading to learn more interesting facts about the number twelve. As I read, I'll summarize what I've read to help me remember the new information.
- **Check for understanding:** Have students put a sticky note on page 12. Tell them to read to the end of this page. Invite them to share the important information about the section "How We Learned to Count." Encourage them to close the book as they share and to recall what they read in their own words. Ask if they think the title of this section is the section's main idea.
- Have students read the remainder of the book. As they read, remind them to fill out the main-ideas-and-details worksheet and to summarize.

 Have students make a question mark in their book 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 Comprehension Skill

- **Discussion:** Ask students to refer to their main-idea-and-details worksheet. Have a volunteer or two describe why they did or did not find the worksheet helpful. Invite them to explain why each of the details on their worksheet matches the main idea from each section.
- **Independent practice:** Have students complete the main-idea-and-details worksheet if they have not yet finished. Otherwise, think of a main idea relating to everyday life that students might use to generate details for.
- **Enduring understanding:** In this book, you read about some of the many ways we use the number twelve in our daily lives and how people long ago learned to count using the number twelve. The next time you want to know what day it is, what time it is, or how long something is, what will you think about?

Reflect on the Reading Strategy

- Ask students to explain how the strategy of summarizing helped them understand the book and identify main ideas.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and allows me to understand and remember what I've read. When I summarize, I can find main ideas more easily and can identify which details belong to those main ideas.*
- **Independent practice:** Assign students to a partner. Have each partner orally summarize one of the last two sections of the book ("A Ruler Is Twelve Thumbs Long" or "Twelve Hours in a Day") for their partner. Listen to their summaries, and monitor and support their summarizing.

Build Skills

Phonological Awareness: **Discriminate /tw/ consonant blend**

- Say the word *twelve* aloud to students, emphasizing the /tw/ sound at the beginning of the word. Have students say the word aloud and then say the /tw/ sound.
- **Check for understanding:** Read page 5 aloud to students. Have them give the thumbs-up signal when they hear a word that begins with the /tw/ sound.
- **Independent practice:** Write the following words on the board (*twenty, ten, twin, twirl, taste, take, twist*). Have a student read one word at a time and ask the others to give the thumbs-up signal if the word begins with the /tw/ sound.

Phonics: **Initial and final th consonant digraph**

- Write the words *things* and *length* on the board and say them aloud with students.
- Have students say the /th/ sound aloud. Then run your finger under the letters in the words as students say each whole word aloud. Ask students which two letters together stand for the /th/ sound in the words *things* and *length*.
- The *th* digraph has a voiced and unvoiced sound. The voiced *th* produces vibrations when pronounced and the unvoiced *th* produces no vibrations when pronounced.
- **Check for understanding:** Write the following words that begin or end with the /th/ sound on the board, leaving off the initial or final digraph: *month, they, thumb, and width*. Say each word, one at a time, and have volunteers come to the board and add the initial or final *th* digraph to each word. Have students practice blending the sounds together to say each word.

Lesson Plan *(continued)*

Number Twelve

- **Independent practice:** Introduce, explain, and have students complete the [th consonant digraph worksheet](#). If time allows, discuss their responses after they finish.

Grammar and Mechanics: **Pronouns**

- Review that a *noun* is a *person, place, or thing*. Have students share examples of nouns.
- Write the following sentence on the board: *People use numbers every day*. Read the sentence aloud with students.
- Have students identify the nouns in the sentence (*People, numbers, day*). Circle these words on the board.
- Explain that a word that takes the place of a noun is called a *pronoun*. Erase the word *People* and replace it with *We*. Read it aloud and explain to students that this change did not change the meaning of the sentence.
- Read page 6 together with students. Ask them to identify which noun the pronoun *they* refers to (*People*).
- Write the following pronouns on the board: *he, she, his, her, their, they, us, we, I, and you*. Read them aloud with students.



Check for understanding: Have students locate pronouns in the book and circle them. Ask students to underline the noun that each pronoun stands for.

- **Independent practice:** On a separate sheet of paper, have students compose two sentences using topics such as school, home, friends, and so on. Have them switch papers with a partner and have the partner replace any appropriate nouns with pronouns. Check their work for accuracy.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order by using the first and second letters.
- Write the words *length* and *time* on the board. Have a volunteer explain which word would appear first in alphabetical order (*length*) and why (because *l* comes before *t* in the alphabet).
- Write the words *twelve* and *time* on the board. Point out that the words begin with the same letter (*t*). Ask a volunteer to tell which word would appear first in alphabetical order and why (*time* because the second letter, *i*, in *time* comes before the second letter, *w*, in *twelve*).
- **Check for understanding:** Write the words *four* and *finger* on the board. Have a student come to the board and circle the word that would appear first in alphabetical order. Point out to students that they must look at the second letter of these words to alphabetize them correctly.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses after they finish.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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. Have students summarize the content of the book with someone at home before reading together.

Extend the Reading

Informational Writing Connection

Have students choose another number and write a paragraph about how that number is used or seen in their everyday life. Remind students to include in their paragraph a main idea as well as details to support it.

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

Math Connection

Have students review the book, brainstorm as a class, or ask family members for examples of things that come in twelves (for example, eggs, doughnuts, or hours on a clock). Provide large pieces of construction paper and have students fold the paper into four squares. Ask them to choose four of their favorite examples to illustrate in the squares. Have them write various number sentences involving their illustrations, such as $12+12+12=36$.

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:

- identify main idea and details in sections of the text and on a worksheet
- consistently use the strategy of summarizing to comprehend the text during discussion
- accurately discriminate the initial /tw/ consonant blend during discussion
- identify and write the consonant digraph *th* during discussion and on a worksheet
- identify pronouns and the nouns they stand for during discussion and in the text
- understand how to alphabetize words to the second letter during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**