

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 618

Book Summary

Giant Pandas is an introduction to the popular black-and-white bear. It reports the mammal's size, life cycle, location, and endangered status. The author explains how the giant panda got its name, what it eats, and why it doesn't hibernate. The book also discusses the things being done to protect giant pandas from extinction. Photographs, maps, and charts support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Identify the main idea and supporting details
- Use the reading strategy of summarizing to understand the text
- Understand and use possessive nouns
- Identify the meaning of and use suffixes *-ful* and *-less*

Materials

Green text indicates resources available on the website

- Book—*Giant Pandas* (copy for each student)
- Chalkboard or dry erase board
- World map
- **Main idea and details/summary, possessive nouns 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:**
 - Story critical: *endangered (adj.)*, *extinct (adj.)*, *habitat (n.)*, *predators (n.)*, *preserves (n.)*, *vulnerable (adj.)*
 - Enrichment: *bamboo (n.)*, *cubs (n.)*, *nutrients (n.)*

Before Reading

Build Background

- Show students a large world map. Write the word *China* on the board. Ask a volunteer to locate China on the map.
- Show students the photograph on the front cover of the book. Ask students whether they know what type of bear it is. Invite volunteers to share what they know about giant pandas. Tell students that wild giant pandas live in only one place on Earth—western China.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

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

- Write the following list of words on the board: *black bears, grizzly bears, panda bears, polar bears*. Ask students to identify what these words refer to (different types of bears). Point out that these words help to identify and clarify a main idea. (There are many different types of bears.) The words *black bears, grizzly bears, panda bears, and polar bears* are details that support this main idea.
- Explain to students that sometimes the amount of information about a topic is so large that it is grouped into sections, each one with its own main idea.
- Read page 4 aloud to students. Model identifying the main idea and details from page 4.
Think-aloud: As I read this section of the book, most of the sentences mention something about giant pandas and their endangered status. The sentences mention that they are members of the bear family, they have thick black-and-white fur, they remain in only one place on Earth, and they are rare and endangered. I will underline this information. Based on what I've read, I think the main idea of the section is: The giant panda is a highly recognizable and endangered bear.
- Write the main idea on the board. Ask students to identify details from the book that support this main idea (wild only in China, very rare, a symbol for protection of animals; and so on). Write these details on the board. Point out that the map on page 4 and its key also provide information that supports the main idea (the current range of pandas in China is much smaller than the former range).

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview of the most important information in the text. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, what, when, where, and why*.
- Model summarizing the main idea and details from page 4 on the board.
Think-aloud: To summarize, I decide which information is most important to the meaning of each section. To do this, I can identify the main idea and important details, and then organize that information into a few sentences. When I look at the main idea and details on the board, a summary of this section might be: The giant panda is a highly recognizable and endangered bear. The black-and-white bear is only found in the wild in the mountains of western China. Giant pandas are so rare that they have become a symbol of the many efforts being made to protect endangered animals.
- Write the summary on the board. Have students identify the main idea and details within the summary. Discuss how you used your own words to create the summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs. Reinforce the vocabulary words they will encounter in the text.
- Model how to apply word-attack strategies. Have students find the bold word *vulnerable* on page 7. Explain that students can look at the letter the word begins with and then use what they know about syllables and vowels (one vowel sound per syllable) to say the rest of the word. Tell students to look for a clue to the word's meaning in the sentence. Point out that clues are sometimes found in nearby sentences.
- Model how students can use the glossary or a dictionary to find a word's meaning. Have a volunteer read the definition for *vulnerable* in the glossary. Have students follow along on page 7 as you read the sentence in which the word *vulnerable* is found to confirm the meaning of the word.


- As necessary, preview other vocabulary, such as *extinct*, *habitat*, and *predators*, in a similar fashion before students begin reading.


Set the Purpose

- Have students read the book to find out more about giant pandas. Ask them to underline or write on a separate piece of paper the important details in each section.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 7. Encourage those who finish before others to reread the text. When students are ready, discuss the important information they identified.
- **Model identifying the main idea and details.**
Think-aloud: *As I read the section titled "Food and Feeding," most of the sentences mentioned something about pandas eating bamboo. I read that the name panda means bamboo eater, and that bamboo makes up almost all of a panda's diet. Bamboo is a kind of tall grass that is plentiful in the mountains where pandas live. It is low in nutrients, however, so pandas must eat a very large amount. An adult panda spends up to 16 hours a day eating. I will underline this information in the book. Based on what I've read and underlined, I think the main idea of the section is: Pandas eat large amounts of bamboo every day.*
- Write the main idea on the board. Ask students to identify details that support this main idea (*panda means bamboo eater; bamboo is low in nutrients; pandas must eat an amazing amount; and so on*). Write these details on the board.
- Review how to create a summary from the main idea and details. Refer back to the summary created during the introduction to the skill. Discuss and create the summary as a class and write it on the board. (*Pandas eat large amounts of bamboo every day. The name panda means bamboo eater. Bamboo is low in nutrients, so pandas must eat large amounts of bamboo in order to get enough nutrients to survive. An adult panda spends up to 16 hours a day eating.*)
-  **Check for understanding:** Have students read pages 8 and 9. Invite them to share the important details they underlined in the section titled "Giant Panda Life Cycle." Write these details on the board. Divide students into groups and have them work with their group to identify the main idea from the details of the section. Discuss their responses as a class and write a main idea on the board.
- Ask each group to use the main idea and details of the section to write a brief summary on a separate piece of paper. Have them share what they wrote.
- Ask students to read the remainder of the book. Remind them to underline important details in the book as they read.

 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 skills and context clues.

Reflect on the Comprehension Skill

- **Discussion:** Invite students to share what they think the author's purpose was for writing this book. Discuss with them whether stopping to review the important details helped them to learn about giant pandas and their endangered status. Ask students to share whether thinking about the details inspired them to want to learn more about efforts being made to save giant pandas and why.
- **Independent practice:** Introduce and explain the [main-idea-and-details/summary worksheet](#). Have students write the main idea and supporting details for the final section of the book. If time allows, discuss their responses.

Reflect on the Reading Strategy

- Review with students how the main idea and details in each section can be used to develop a summary. Discuss with them the benefits of summarizing information they read (to understand the main point of a larger piece of writing). Invite students to share instances of when summarizing might be helpful.
- Independent practice:** Have students write a summary of the final section of the book using the information they wrote on their main idea and details/summary worksheet. If time allows, discuss their responses.
- Enduring understanding:** In this book, you learned about giant pandas and their endangered status. Now that you know this information, what does this tell you about the responsibility humans have to protect the Earth and its inhabitants?

Build Skills

Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *Bamboo makes up almost all of a panda's diet.* Read the sentence aloud, pointing to the word *diet*. Ask a volunteer to explain whose diet the sentence is referring to (the panda's). Explain that the word *panda's* shows that the diet belongs to the panda.
- Review or explain that words like *panda's* are called *possessive nouns*. A possessive noun is formed by adding an 's to the end of a word to show ownership, or possession.
- Direct students to page 10. Have them find a possessive word on the page (*China's*). Ask a volunteer to read aloud the sentence containing the possessive noun *China's*. Ask another volunteer to explain what belongs to China (the country's population).
- Explain that there are exceptions to the rule of adding 's to a noun when creating a possessive noun. Write the following sentence on the board: *Newborn pandas rely on their mothers' milk for survival.* Ask a volunteer to come up to the board and circle the possessive noun (*mothers'*). Ask students to tell what is different about this possessive noun (the apostrophe comes after the s). Explain that the noun *mothers* already ends in s, so only an apostrophe is added. Point out that the only time an 's is added to the end of a word already ending in s is if the 's is pronounced when saying the possessive noun (such as *Carlos's*). Ask students what the mothers own in the sentence on the board (milk).
- Remind students that a contraction using 's is not the same as a possessive. For example, *it's* is a contraction for *it is* and does not show ownership.



Check for understanding: Have students circle the possessive nouns in the book and underline the item that each one owns.

- Independent practice:** Introduce, explain, and have students complete the **possessive nouns worksheet**. If time allows, discuss student responses.

Word Work: Suffixes -ful and -less

- Write the following sentence on the board: *Bamboo is plentiful in the cold, damp, high mountains.* Point out the word *plentiful*. Discuss with students the meaning of the word.
- Erase the suffix *-ful* from the end of the word *plentiful*. Discuss with students how the meaning of the word changed. Write the suffix *-ful* on the board and discuss its meaning (full of).
- Write the following sentence on the board: *Newborn pandas are helpless and in danger with predators.* Point out the word *helpless*. Ask students to explain the meaning of the word.
- Erase the suffix *-less* from the end of the word *helpless*. Ask students to explain how the meaning of the word changed. Write the suffix *-less* on the board and discuss its meaning (without).
- Check for understanding:** Write the words *thank* and *price* on the board. Have students identify the meaning of each base word. Then have them add the suffix *-ful* to the word *thank* and add the suffix *-less* to the word *price* (*thankful*, *priceless*). Have students identify how the meaning of each word changed.

- **Independent practice:** Have students use the words *thankful* and *priceless* in sentences on a separate piece of paper. When finished, discuss their sentences.

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 discuss with someone at home how to summarize a section of a book using the main idea and details of the section.

Extend the Reading

Informational Writing Connection

Provide students with print and Internet resources to research another endangered animal. Have them explain why the animal is considered endangered, where it lives, what it looks like, and what it eats. Invite them to share their report aloud.

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

Elements of Nonfiction Connection

Discuss the sidebars on pages 3, 5, 8, and 11. Invite students to reflect on the information in each sidebar. As a class, discuss the purpose of incorporating sidebars into text and the importance of the information (to provide clarification; to draw conclusions from the text).

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 card 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 the main idea and supporting details to better understand the text in discussion and on a worksheet
- accurately use main idea statements and supporting details to write a summary in their own words
- accurately identify possessive nouns in text and use them correctly; differentiate between a contraction and a possessive noun on a worksheet
- recognize and correctly use suffixes *-ful* and *-less* during discussion and on a worksheet

Comprehension Checks

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