



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 741

Book Summary

In *Saving the Last Wild Tigers*, readers learn about the tiger, the reasons why this important animal is in danger of becoming extinct, and what can be done to save it from extinction. Photographs and captions support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand informational text
- Identify cause-and-effect relationships in text
- Identify and fluently read words containing the *r*-controlled /ur/ vowel sound
- Identify and use commas after introductory words or phrases
- Arrange words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Saving the Last Wild Tigers* (copy for each student)
- Chalkboard or dry erase board
- *KWL, cause and effect, introductory commas, 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

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

- **Content words:**

Story critical: *conservation (n.)*, *endangered (adj.)*, *extinct (adj.)*, *habitats (n.)*, *hoofed (adj.)*, *poach (v.)*

Enrichment: *reserves (n.)*, *survive (v.)*

Before Reading

Build Background

- Ask students if they have ever seen a tiger in a zoo.
- Ask students if they know what it means for an animal to become extinct. Have students predict what the title of this story means. Ask what they think they're going to learn about from reading this book.

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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that one of the things that good readers do when they are reading a nonfiction book is to think about what they already know about the topic. Thinking about what they already know will help them understand what they are reading and learn new information well.
- Model connecting to prior knowledge.
Think-aloud: Before I begin reading a book, especially a nonfiction book, I always stop to think about what I already know about the topic. For example, before starting to read a book about penguins, I would think back to everything I have learned in science class about penguins and Antarctica. I also saw a movie about penguins, in which I learned a lot of facts about how penguins raise their young. When I think about what I've learned about penguins in the past, I realize that I already know a lot about this bird and that this information is going to help me read the book and decode any new words. There is probably still a lot that I want to learn about penguins as well. I'll keep this in mind as I read so I can look for new information. By the time I finish reading, I'm going to know a lot about this topic!
- Introduce and explain the **KWL worksheet**. Explain to students that even if they do not know very much about tigers, many of them have read about or studied other types of endangered animals. Knowing about other types of endangered animals will help them to learn about tigers. As a class, create a list on the board of what students already know about tigers and/or other endangered animals. Students may record two of these facts on their worksheet and then should add two of their own ideas. Invite students to share what they wrote down before beginning the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that one strategy for understanding information in a text is to identify cause-and-effect relationships. Explain that a *cause* is the reason why an event happens, and the *effect* is what happens as a result of the cause.
- Write *Cause* and *Effect* on the board in two different columns. Say: *If you study hard for your spelling test (cause), you will get a better grade (effect).* Ask students to share some cause-and-effect relationships, prompting them as necessary.
- Ask students to turn to page 5. Model how to think about cause-and-effect relationships while reading.
Think-aloud: As I read page 5, I want to think about and look for cause-and-effect relationships. The text says that the tigers are important members of their habitat and that they eat hoofed animals such as deer. If the tigers didn't eat these animals, there would be more hoofed animals, and they would eat too many plants. This sounds like a cause-and-effect relationship. The tigers eat hoofed animals—that's the cause. The effect is that there are fewer deer, so they can't eat all the plants. I can see that if there were no tigers, there would be problems in this habitat.
- Have students look for cause-and-effect relationships while they read.

Introduce the Vocabulary


- Write the following words from the content vocabulary on the board: *conservation, endangered, extinct, habitats, hoofed, poach*.
- Point out that these six words are important to understanding the information they'll be reading about tigers.
- Explain to students that since they are learning about how to use their background knowledge about a topic to help them be better readers, you are going to check their knowledge of some important vocabulary words. Have students use the following scale to rate their knowledge about the vocabulary words. Students can hold up the number of fingers that correspond with their rating for each word.
 - 0 = I have never seen this word and don't know what it means.*
 - 1 = I've seen this word and can pronounce it, but I don't know what it means.*
 - 2 = I've seen this word and have some idea of what it means. I think I could use context clues to figure out its meaning while I'm reading.*
 - 3 = I know this word, I understand what it means, and I could use it in a sentence.*
- Point out the glossary at the back of the book. Review or explain that a glossary is like a small dictionary and that it contains an alphabetical list of words related to the book and their definitions.
- Model how students can use the glossary to find a word's meaning. Have them locate the word *hoofed* in the glossary. Invite a volunteer read the definition. Have students explain to a partner what *hoofed* means in their own words.
- Have students follow along on page 5 as you read the sentence in which the word *hoofed* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Before students begin reading, have them record questions they have about tigers in the second column (*W*) of their KWL chart. They should keep these questions in mind as they read. Have students read the story to learn more about why tigers are in danger of becoming extinct.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 9. Encourage those who finish early to go back and reread. Have students record at least one new fact they learned about tigers in the last column (*L*) of their KWL worksheet.
- Model using background knowledge.
Think-aloud: *On page 4, I learned that tigers are in danger of dying out completely. This reminds me of another endangered animal I have read about—the black rhinoceros. Humans have hunted these rhinos for their horns, so there are not many of them left. This makes me wonder why there aren't very many tigers left. I wonder if humans are killing tigers, too.*
- Invite students to share one new piece of information about tigers that they added to the last column (*L*) on their worksheet.
- Based on the information read so far, ask students to explain what the title of the book means. Ask students to explain why tigers are in danger of becoming extinct. Have students share the supporting evidence from the text.
-  **Check for understanding:** Have students read to the end of page 12. Have them continue to add new information that they learn to the last column (*L*) of their KWL worksheet as they read. Ask students who finish early to identify a cause-and-effect relationship that they read and to underline it. Have students share the information that they recorded in the last column (*L*) of their worksheet.

Lesson Plan *(continued)*

Saving the Last Wild Tigers

- Have students read the remainder of the book. Encourage them to continue to use prior knowledge as they read the rest of the book.



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 Reading Strategy

- **Think-aloud:** *On page 8, I read about how poachers are killing tigers because they believe that tiger bones have special healing properties. That reminds me of black rhinoceroses being killed for their horns. It sounds as though both animals are endangered because of poachers.*
- Ask students to explain how the strategy of connecting to background knowledge helped them understand and enjoy the book. Ask volunteers to share examples of how they used the information they already knew about the subject to help them understand and enjoy the book.
- **Independent practice:** Have students complete the KWL worksheet. If time allows, have the class share as a group what they learned.

Reflect on the Comprehension Skill

- **Discussion:** Review the definition for *cause and effect* that you introduced at the beginning of the lesson. Direct students' attention to page 8. Have them reread the page. On the board, write in the *Effect* column, *Tigers are endangered*.
- Ask students what the cause of this effect must be (People buy and sell tiger body parts for money.) and write it on the board under the *Cause* heading.
- **Independent practice:** Introduce, explain, and have students complete the [cause-and-effect worksheet](#), using the book as needed.
- **Enduring understanding:** In this book, you learned about how the actions of people have resulted in fewer tigers in the wild. Based on what you read, why is it important for people to learn about endangered animals? What can we do to help endangered animals?

Build Skills

Phonics: **R-controlled /ur/ vowel**

- Write the word *tiger* on the board and say it aloud with students. Underline the *er* ending and have students together say the sound that this letter combination makes.
- Explain that the *er* letter combination is one of the letter combinations that stand for a group of sounds called *r-controlled vowels*. These vowel sounds are neither long nor short. They are tricky because they are sometimes difficult to hear. The other *r-controlled* letter combinations are *ar*, *ir*, and *ur*.
- Write the words *germ* and *gem* on the board. Ask students which of these words has the same vowel sound as in the word *tiger*.



Have students turn to page 4 in their book. Have them find and underline the word *powerful*. Explain that this is another example of an *r-controlled* vowel that contains the *er* letter combination.

- Invite students to reread pages 4 and 5 to look for more examples of words with the same *r-controlled* vowel sound. Ask for student volunteers to share examples that they found in the book, and encourage students to think of their own examples as well (*suffer*, *shelter*, *member*, *endangered*, *former*).

Lesson Plan *(continued)*

Saving the Last Wild Tigers

- Have students turn to page 4 again. Have them look for the word *surprised* while you write it on the board. Point out that *ur* is another letter combination that creates the same *r*-controlled vowel sound. Then blend the *u* and *r* together to make the same sound as is found at the end of the word *tiger*.
- Encourage students to look for other examples of the *r*-controlled /ur/ sound in their reading.

Grammar and Mechanics: **Commas after introductory words**

- Write the following sentence on the board: *Now, only about 3,500 tigers live in the wild.* Ask a volunteer to come to the board and circle the comma. Explain that the word *Now* is an introductory word leading into the sentence and that the comma separates it from the rest of the thought.
- Have students turn to page 6. Ask them to find the following sentence: *Long ago, nine types of tigers lived across large parts of Asia.* Ask a volunteer to identify the introductory phrase (*Long ago*). Discuss the location of the comma. Read the sentence aloud, emphasizing how the comma gives the reader an important clue about where to pause while reading.
- **Check for understanding:** Read the following sentence aloud: *Today, many more tigers live in captivity than in the wild.* Have students listen and focus on the location of the pause, as this will give them clues about where to place the comma. Have them rewrite the sentence on a separate piece of paper, being sure to include the comma to separate the introductory word from the rest of the sentence. Check individual answers for understanding.
- **Independent practice:** Introduce, explain, and have students complete the [introductory commas worksheet](#). Discuss their answers aloud after students have finished.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *poach* and *conservation* on the board. Have a volunteer explain which word would appear first in alphabetical order (*conservation*) and why (because *c* comes before *p* in the alphabet).
- Write the words *hoofed* and *habitat* on the board. Point out that the words begin with the same letter (*h*). Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*habitat*, because the second letter, *a*, comes before the *o* in *hoofed* in the alphabet).
- **Check for understanding:** Write the words *endangered* and *extinct* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss their answers aloud after students have finished.

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. Have students practice connecting to background knowledge with someone at home.

Extend the Reading

Informational Writing Connection

Provide print and Internet resources for students to research other endangered animals. Encourage students to find out more about what is being done to help prevent the animal they choose from becoming extinct. Using information from their research, have them write a report or use the computer to create a PowerPoint presentation that educates others on the dangers facing the animal. They may include illustrations or photos in their report or presentation.

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

Social Studies Connection

Supply students with a map to identify the countries mentioned in the book (China, Russia, and India). Ask students to choose one of these countries to research. Supply them with books and links to Internet sites to learn more about each country. Encourage them to research and learn facts about the culture and natural environment of each country. Allow students an opportunity to share their findings with the class.

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 use the strategy of connecting to prior knowledge in the text during discussion and on a worksheet
- accurately identify cause-and-effect relationships in the text during discussion and on a worksheet
- correctly identify and fluently read words containing the *r*-controlled /ur/ vowel
- correctly recognize and use commas after introductory words and phrases during discussion and on a worksheet
- consistently understand the process of arranging words in alphabetical order during discussion and on a worksheet

Comprehension Checks

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