

BEFORE THE MEETING

1. Complete the read-aloud and book club activities for *The Tiger Rising*.
2. Write the following on the board or overhead.

BOOK CLUB MEETING 1

- **PURPOSE FOR READING THE BOOK** To understand the effect that the tiger and Sistine Bailey each have on Rob
- **TODAY'S READING** Informational article about the fate of zoo elephants
- **TODAY'S PURPOSE** Understand and identify the main idea and important details of the article to present information to others
- **STRATEGY** Identify Main Ideas and Details

PRE-READING ACTIVITY (10 MINUTES)

Directions in *italics* are to be read to students; other directions provide general guidance.

Introduce Content Area Reading Skills

Engage students in a brief discussion to help them identify the important features of informational texts. Pose some of the following pointed questions.

- *When you pick up an article or a science, history, or math book, how do you know that this text is an informational text, and not a fictional one, or a story?*
- *Why do you read informational or nonfiction texts?*
- *What makes these kinds of texts easy to understand?*
- *What makes these kinds of texts difficult to understand?*

Introduce the Skill: Identify Main Ideas and Details

1. **Say:** *This is last book club meeting for The Tiger Rising. We are going to read about a topic that is related to the story—the fate of zoo elephants. We'll also do an activity to learn a skill to help you understand and remember information in readings that are not stories—such as your science, social studies, and mathematics textbooks.*
2. Have students open to page 17 in their journals. Read aloud or ask a volunteer to read aloud the section **Skill: Identify Main Ideas and Details**. Call on students to explain what main ideas and details are, and how they function in a text. Clarify as needed to ensure students understand.

Go to the Journal READING ACTIVITY (15 MINUTES)

1. Read aloud or ask a volunteer to read aloud the section Purpose and then the directions at the start of the Practice activity. Call on students to explain in their own words what they should do. Clarify as needed.

Additional tips to help students get started:

- **Say:** *Read the article carefully and with a purpose in mind. What is the "big idea" presented in the article?*

What is the main message the author is trying to get across? What details does the author use to support the main idea of the article?

- **Ask:** *What is the title of the article? Have students to use the title to predict the main ideas of the article.*

2. Have students work independently or in pairs to answer the **Practice** questions.

REVIEW and ASSESS (5 MINUTES)

Go to the Journal Discuss with students their responses to each question. When a student provides a correct response, assess understanding by surveying the class (such as with hand raising or a thumbs up) to see who responded similarly.

MODEL ANSWERS

1. Answers will vary, but something such as: removing elephants from zoos
2. (Students should have underlined 1-2 sentences in each paragraph and put stars next to 1-2 important details.)
3. Paragraph 1
4. People are debating whether or not elephants should be kept in zoos or be able to live in areas more like their natural habitats in the wild.
5. Paragraph 4
6. Paragraph 2
7. Answers may vary, but may include the final sentence: in the wild, elephants are likely happier than in captivity.

APPLY the SKILL (5 MINUTES)

Go to the Journal Call students' attention to the last segment, **Apply**. Review the directions. Give students a few minutes to write their responses. Walk around the room to check understanding. Or, pair up students and have them compare the main ideas and details they identified. Alternately, you could put up a blank graphic organizer on the board or the overhead and fill it in as a class.

ADDITIONAL PRACTICE

If students have difficulty with this skill and reinforcement is warranted, use the following additional opportunities for practice.

- Show students (via photocopies or overhead) pages from a textbook. Ask questions similar to those posed in the **Practice** activity. Have them identify main ideas and important supporting details in the text. Start with one shorter paragraph and then move to longer paragraphs or multiple paragraph sections of text.
- Cut up sections of text into a main idea (topic) sentences and supporting details. Have students manipulate the pieces, organizing the text with the main idea first, followed by supporting details. You can have students work in pairs or individually. If

students work individually, have them check each other's work. If you have a long text, you can split students into pairs or trios and give each group a paragraph to organize. After each group presents their paragraph, as a class come up with the main idea of the entire text.

- Have students use a variety of graphic organizers to identify and organize main ideas and details in an informational text. You can have students use material from their textbooks, or pass out photocopies of articles.