

**Topic:** Prairie Dogs**Tier:** 3**Text Type:** Expository**Word Count:** 264**Lexile® Measure:** 670L**Skills:** Vocabulary
K-W-L Chart
Summarization
Main Idea
Comprehension**Lesson 1****Time:** 20 minutes**Skills:** Vocabulary, K-W-L Chart**Student Pages:** K-W-L Chart**Lesson 2****Time:** 30 minutes**Skills:** Summarization**Student Pages:** When a Bark Is More Than a Bark**Lesson 3****Time:** 30 minutes**Skills:** Summarization**Student Pages:** When a Bark Is More Than a Bark, Summary Graphic Organizer**Lesson 4****Time:** 40 minutes**Skills:** Main Idea**Student Pages:** Main Idea, Main Idea Form**Materials:** copies of a level-appropriate magazine article**Lesson 5****Time:** 20 minutes**Skills:** Comprehension**Student Pages:** When a Bark Is More Than a Bark, When a Bark Is More Than a Bark
Assessment

Note: Words in bold are said aloud by the teacher.



Build Background and Develop Vocabulary

Distribute “K-W-L Chart” (Student Activity 1). Project a copy on the board, or draw a K-W-L chart (see Student Activity 1) on the board for the students to see.

This is a K-W-L chart. It is used to activate the prior knowledge each of you has in regard to a particular topic. It also helps you connect and expand your current understanding about the topic. Each letter represents the information to be written in that particular column.

The *K* stands for *Know*. In this column, you will list all of the things that you know about a topic before you read about it. The *W* stands for *Want to know*. In this column, you will create a list of questions for what you want to know about the topic. The final letter, *L*, stands for *Learned*. In the last column, you will write everything you have learned after reading about the topic. You will go back and check to see whether the reading answered any of your questions written in the *W* column. You will also check to see whether any information in the *K* column is incorrect.

Now look at your copy of the K-W-L chart. The passage we will read is titled “When a Bark Is More Than a Bark.” I want you to brainstorm everything that you know or think that you know about prairie dogs. Write the title of the passage and the topic above the chart on the board. Have students write the same information above their K-W-L chart. Where should you write the information that you already know? Allow time for student responses. Yes, this information should be placed in the *K* column. Write what you know about prairie dogs in the first column. Give students a few minutes to write their information down.

Next, I want you to take a moment and think about what you want to know about prairie dogs. Where should you include the information that you want to know? Allow time for student responses. The things you want to know should be placed in the *W* column. Form your thoughts as questions, and write them in the *W* column. Give students a few minutes to write their questions down.

Have students share what they know about prairie dogs. Then have them share what they want to know.

Note: Words in bold are said aloud by the teacher.



Preview Text

Begin the lesson by reviewing the students' K-W-L charts from the previous lesson.

Distribute "When a Bark Is More Than a Bark" (Student Activity 2). **Now we will prepare to read "When a Bark Is More Than a Bark." Let's begin by skimming. Remember, skimming a text helps readers find answers to the questions they ask before they read. This is a trait of successful readers. Skim to find out the topic you are going to read about and whether the passage is narrative or expository.** Allow 30 seconds for students to skim.

Is this a narrative or expository passage? (*expository*) **How do you know?** (*Answers will vary but should include some facts in the passage.*) **What is the topic of this passage?** (*prairie dogs*)

Read 1

Read the first paragraph of the passage. After students have finished reading, ask them whether there are any words that they do not understand. Allow time for responses, and provide clarification for those words. Then ask the students, **What is this paragraph mostly about?** Have students summarize the paragraph.

Have students read each remaining paragraph. After each paragraph, clarify any words that students do not understand, and then have the students continue summarizing what they have read.

After students have finished reading the passage, have them revisit the K-W-L chart to complete the last section and to check the information.

Check your K column to see whether any of the prior knowledge you listed about prairie dogs is incorrect. Then check your W column to see whether the reading answered any of your questions. Lastly, use the L column to list the things that you have learned as a result of reading "When a Bark Is More Than a Bark."

Note: Words in bold are said aloud by the teacher.



Read 2

Redistribute or have students take out "When a Bark Is More Than a Bark" (Student Activity 2). **Reread the passage "When a Bark Is More Than a Bark." Pause after each paragraph to ask a question about the paragraph you just read. Once you've asked and then answered a question, continue reading.** Students may work alone or with a partner. Partners must answer each other's questions before continuing to the next section.

Summarize the Text

Distribute "Summary Graphic Organizer" (Student Activity 3). **Use this graphic organizer to summarize the passage "When a Bark Is More Than a Bark."** Read and discuss the instructions with students. Once students understand what to do, have them complete the graphic organizer.

Note: Words in bold are said aloud by the teacher.



Teach: Main Idea

The **main idea** of a reading or paragraph is what the reading or paragraph is mostly about. In other words, it is the gist of the reading. It is very important to be able to determine the main idea when reading. Understanding what a reading is about helps in better recalling important information.

The main idea includes the topic of the entire paragraph or reading. The **topic** is the subject that all (or most) of the sentences discuss. The main idea tells what is being said about the topic (the person, thing, or idea). The sentences in a reading selection that support the main idea are called **supporting details**. Details work together to better explain the main idea. Identifying the main ideas and supporting details can help in summarizing a passage.

A title can often help you identify the main idea of the reading. What are some texts that some of you have read lately? Allow time for student responses. Think about what each reading is mostly about and how its title relates to that.

Today you will use a main idea form to help you find main ideas. Filling out the form helps you find the most important idea of a paragraph and a passage. It guides you in determining who or what a paragraph is about and in determining the most important information about the who or what.

Guided Practice: Main Idea

Distribute "Main Idea" (Student Activity 4). **Now let's read a short passage to determine its main idea.** Read the passage "Kytha's Best" aloud with the students. **Now that we've read the passage, we can use the main idea form to help us find the main idea of the passage.** Project a copy of "Main Idea" (Student Activity 4) on the board, or draw the main idea form on the board.

First, let's write the title of the passage on the first blank. Write the title of the passage on the appropriate blank, and have students do the same. **We'll fill out the form for the first paragraph first. Who or what is the first paragraph mainly about? In other words, what is this paragraph's topic?** Allow students to answer, and if necessary, help students understand that the first paragraph is mainly about Kytha. Guide students in filling in the appropriate box with the correct answer. **What is the most important information in this paragraph that the author wants us to know about Kytha? In other words, what is the main idea of this paragraph?** Allow students to answer. Guide students in filling in

Guided Practice (cont.)

the appropriate box with their answer. **Do all (or most) of the details support this most important information?** Allow students to answer. Explain to students that this last question helps them check their main idea. If the answer to this question is no, they need to revise their main idea for the paragraph. If the answer to this question is yes, they have identified the main idea of the paragraph correctly. If necessary, help students understand that the first paragraph focuses on Kytha practicing her clarinet every evening. All of the details in the paragraph support this main idea. Once students have the correct main idea for the paragraph, guide students in filling in the last box of the row with the word yes.

Now let's fill in the next row for the second paragraph. Who or what is the second paragraph mainly about? In other words, what is this paragraph's topic? Allow students to answer, and if necessary, help students understand that the second paragraph is mainly about Mr. Garcia. Guide students in filling in the appropriate box with the correct answer. **What is the most important information in this paragraph that the author wants us to know about Mr. Garcia? In other words, what is the main idea of this paragraph?** Allow students to answer. Guide students in filling in the appropriate box with their answer. **Do all (or most) of the details support this most important information?** Allow students to answer. Remind students that this last question helps them check their main idea. If the answer to this question is no, they need to revise their main idea for the paragraph. If the answer to this question is yes, they have identified the main idea of the paragraph correctly. If necessary, help students understand that the second paragraph focuses on Mr. Garcia, the motivational band director, being Kytha's source of inspiration. All of the details in the paragraph support this main idea. Once students have the correct main idea for the paragraph, guide students in filling in the last box of the row with the word yes.

Now that we've found the main idea of each paragraph, we can find the main idea of the passage. We can do this by combining the main ideas of the paragraphs into a simple sentence. Guide students in forming a main idea statement for the passage. Answers can vary but should include the fact that Kytha practiced her clarinet every evening and the fact that Mr. Garcia was Kytha's source of inspiration.

Independent Practice: Main Idea

Distribute copies of a level-appropriate magazine article and "Main Idea Form" (Student Activity 5) to students. Have students read the article. Then have students work independently to complete the main idea form and find the main idea of the article. If the article has more than six paragraphs, you may give each student another copy of "Main Idea Form" (Student Activity 5) to complete for the remaining paragraphs.

Note: Words in bold are said aloud by the teacher.



Assessment

For this lesson, redistribute or have students take out “When a Bark Is More Than a Bark” (Student Activity 2). Also distribute “When a Bark Is More Than a Bark: Assessment” (Student Activity 6).

Reread the passage “When a Bark Is More Than a Bark,” and then answer the questions. You must provide evidence from the text after each question. You may copy phrases or sentences from the passage where you found the information that best supports your answer.

Designate a place for students to place their completed assessments, or collect the assessments when students are finished.

Use data obtained from this assessment to plan further instruction. Provide timely feedback for students by reviewing with them as soon as possible so they may benefit from it.

Name: _____

Date: _____

K-W-L Chart

Complete the chart to show what you already know, what you want to know, and what you have learned about the topic.

Passage Title: _____

Topic: _____

K	W	L

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Name: _____

Date: _____

When a Bark Is More Than a Bark



Prairie dogs are not really dogs. They are a type of squirrel. However, they make a noise that sounds like a high-pitched dog bark. Prairie dogs bark to warn each other of threats. They bark when they spot a hawk or a coyote, for example.

Prairie dogs are social animals. This doesn't mean they enjoy parties. It means that they live in groups and help each other out.

A scientist in Arizona has spent thirty years studying prairie dogs. In particular, he studies their special bark. The scientist noticed that the prairie dogs responded differently to different barks. If they heard the bark for *coyote*, they would immediately flee. But if they heard the bark for *badger*, they would become watchful.

The scientist couldn't really hear any differences between the barks, but he thought that the prairie dogs could. So, the scientist recorded the barks. He used a computer to analyze them. The computer split the barks into their smallest parts. It showed that there *were* differences in the barks.

The scientist did more tests. He had various people walk through the dog village. They were all dressed the same except for the color of their shirt. Guess what? After analyzing the prairie dogs' barks, the scientist discovered that the animals weren't just saying, "People!" They were basically saying "Tall person in blue!" or "Short person in red!" They were actually *describing* the person they were seeing. The scientist's study continues. Someday, he may discover that the prairie dogs can say, "Scientist with recorder who has figured out that we speak our own language!"

Name: _____

Date: _____

Summary Graphic Organizer

Title of Passage: _____

Topic: _____

Part A**For each paragraph in the passage, write the most important idea found in the paragraph.**

IMPORTANT IDEA #1 Paragraph 1	IMPORTANT IDEA #2 Paragraph 2	IMPORTANT IDEA #3 Paragraph 3	IMPORTANT IDEA #4 Paragraph 4	IMPORTANT IDEA #5 Paragraph 5

Part B**Use the important ideas above to write a complete summary of the passage.**

SUMMARY

Name: _____

Date: _____

Main Idea

Read the following passage carefully. Then complete the main idea form, and use it to form a main idea statement for the passage.

Kytha's Best

Every evening, Kytha could be found busy practicing her instrument for weekly chair play-offs in band. Each Friday, band members competed for a higher rank amongst their section of the band. Kytha wanted to be the best clarinet player that Lakeside Junior High had ever seen. Her fingers seemed to flutter against the keys as she effortlessly blew airy high notes and smooth low tones and made beautiful trills come alive. Kytha gave it all she had each time she played.

Her source of inspiration was her motivational band director, Mr. Garcia. He seemed to possess a natural flair for bringing out the best in his young musicians. He praised Kytha for her dedication to growing her talent and encouraged her to reach new goals. Under his instruction, Kytha had quickly moved up from sixth chair to first chair.

MAIN IDEA FORM

Title of the Passage: _____

Paragraph Number	Who or what is the paragraph about? (topic)	What is the most important information about the who or what? (main idea of paragraph)	Do all (or most) of the details support this most important information?
1			
2			

Main Idea of the Passage: _____

Name: _____

Date: _____

Main Idea Form

Title of the Passage: _____			
Paragraph Number	Who or what is the paragraph about? (topic)	What is the most important information about the who or what? (main idea of paragraph)	Do all (or most) of the details support this most important information?
1			
2			
3			
4			
5			
6			

Main Idea of the Passage: _____

Name: _____

Date: _____

When a Bark Is More Than a Bark: Assessment

Read “When a Bark Is More Than a Bark.” Read the questions, and circle the best answer for each one. Provide evidence from the text in the space after each question.

1. From reading the passage, the reader can determine that prairie dogs can . . .

- A. tell one color from another.
- B. communicate with people.
- C. run faster than most people.
- D. count to a certain number.

Evidence: _____

2. Prairie dogs are social animals that tend to live . . .

- A. alone by themselves.
- B. together in groups.
- C. with many types of animals.
- D. with various kinds of dogs.

Evidence: _____

3. According to the passage, why are prairie dogs called “dogs”?

- A. because they are a kind of dog
- B. because they bark like dogs
- C. because they enjoy digging
- D. because they follow people

Evidence: _____

4. Why did the scientist use a computer to analyze the prairie dogs’ barks?

- A. The scientist could not really hear the differences in the barks.
- B. The barks were not loud enough to hear well.
- C. The barks were hurting the scientist’s ears.
- D. The scientist did not have anyone to help him with the test.

Evidence: _____

When a Bark Is More Than a Bark: Assessment (Answer Key)

Read "When a Bark Is More Than a Bark." Read the questions, and circle the best answer for each one. Provide evidence from the text in the space after each question.

1. From reading the passage, the reader can determine that prairie dogs can . . .

- A. tell one color from another.***
- B. communicate with people.
- C. run faster than most people.
- D. count to a certain number.

Evidence: [The prairie dogs] were basically saying "Tall person in blue!" or "Short person in red!"

2. Prairie dogs are social animals that tend to live . . .

- A. alone by themselves.
- B. together in groups.***
- C. with many types of animals.
- D. with various kinds of dogs.

Evidence: Prairie dogs are social animals. . . . [This] means that they live in groups and help each other out.

3. According to the passage, why are prairie dogs called "dogs"?

- A. because they are a kind of dog
- B. because they bark like dogs***
- C. because they enjoy digging
- D. because they follow people

Evidence: Prairie dogs are not really dogs. They are a type of squirrel. However, they make a noise that sounds like a high-pitched dog bark.

4. Why did the scientist use a computer to analyze the prairie dogs' barks?

- A. The scientist could not really hear the differences in the barks.***
- B. The barks were not loud enough to hear well.
- C. The barks were hurting the scientist's ears.
- D. The scientist did not have anyone to help him with the test.

Evidence: The scientist couldn't really hear any differences between the barks, but he thought that the prairie dogs could. So, the scientist recorded the barks. He used a computer to analyze them.

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