

Animal Superpowers

Dancing Bees and Other Amazing Communicators



Reading Level: Grades 3–4

Subject: Science

Materials

- a book for each student
- paper
- pencils
- Main Idea, Supporting Details, and Summary handout (p. 3 of this guide)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA-LITERACY.RI.3.1:** Ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-LITERACY.RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CCSS.ELA-Literacy.RI.4.2:** Determine the main idea of a text, and explain how it is supported by key details; summarize the text.

Targeted Reading Strategy

Main idea, supporting details, and summary

Before Reading

Build Background Knowledge

- Introduce the book, *Dancing Bees and Other Amazing Communicators*, by showing students the cover and reading the title. Write the word *dog* on the board. Ask students to give examples of noises dogs make. Tell them to give as many examples as they can, and ask why dogs make these noises.
- After you have discussed the way dogs communicate, ask students additional questions to activate their prior knowledge, such as,
 - Why do you think the author used the words *dancing bees*?
 - Can you give me some examples of how animals communicate with one another?
- After building background knowledge, take a book walk and have students make predictions as they read the chapter headings and look at the photographs.
- During the book walk, point out any new vocabulary words and model ways to decode the words. Review informational text features and why it is important for good readers to use them. Remind students of different reading strategies such as context clues to use as they encounter unfamiliar words.

Academic vocabulary: call, crest, echolocation, mate, mating, pattern, predator, social, species, vocal

High-frequency words: if, hold, light, long, seven, show, small, together, try, warm

Skill Introduction

- Explain to students that one strategy good readers use to help them understand and learn new information is to write a summary, or overview of what is most important in the text. The summary includes the main idea and a few important supporting details.

Think-aloud: *The title of a book helps me understand what the book will be about. In nonfiction books, chapters are used to organize information to make it easy for the reader to understand. The information in each chapter will include a main idea and supporting details for each section. If I look at the table of contents, I can see what each chapter will be about. I see the title of chapter 1 is called "Humming Giraffes." I did not know giraffes can hum. I wonder why they hum. Can you share your thoughts about the title of this chapter? (Wait for student responses.)*

- After discussing students' thoughts and predictions, have students read page 4 and stop.

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During Reading

Check for Understanding

- After students have completed reading page 4, do this:
 - Model how to identify the main idea and supporting details, and give a brief summary of this page.

Think-aloud: *The first sentence gives me a great indication of what the book and this paragraph is about. If I was to write a short summary this is what I would say: Animals communicate and make many different noises to help them survive. After studying recordings of giraffes at night, scientists learned that giraffes can hum.*

Do you see how I picked out a few details and made it into one sentence to summarize what was said? (Wait for student responses.)

- Have students continue reading chapter 1. Ask students to use sticky notes (or pieces of paper) to write down important supporting details as they read.
- Depending on the time allotted for guided reading instruction, the book can be broken down into chapters and used over a few days or a week, if needed.
- Guide students as they continue reading the remainder of chapter 1.
 - Also, remind students to use their sticky notes to mark any words they have trouble with as they read.

After Reading

Response to Text

- Ask students if they had trouble with any words while reading.
 - Review reading and decoding strategies when necessary.
- Ask students to share any new information they learned about giraffes.

Think-aloud: *Since we have been discussing main ideas and supporting details, I see there are important features in a nonfiction book that help me understand how to find supporting details. For example, bolded headings help me pick out main ideas, key details, or both. Can someone share another way to identify a supporting detail when I am reading a nonfiction book? (Accept all reasonable answers.) Guide students if they need additional examples or help.*

Word Work

- Review rules for inflectional -ing endings with a base verb.
 - Write the following verbs: *rub, lean, growl, hiss, cough, neck, hum, communicate, snore, sleep, fascinate, grow*. Have students write the correct inflectional -ing ending. They can refer to the book for help.

Extension Activity

- Have students complete the Main Idea, Supporting Details, and Summary handout for a chapter in the book.
 - Make multiple copies of the handout to use over several days to repeat the skill for each chapter.

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Name: _____

Main Idea, Supporting Details & Summary

Select a chapter from *Dancing Bees and Other Amazing Communicators*. Write the main idea and supporting details in the boxes. Then write a summary using the main idea and details you gathered.

Main Idea: _____

Supporting Detail: _____

Summary: _____

