

# Close Reading Plan

Acorn to Oak Tree by Camilla de la Bédoyère

Created by Rita Gregory, 2014 Connecticut Dream Team teacher

What makes this text complex?			
<b>Text and Author</b>	<u>Acorn to Oak Tree</u> by Camilla de la Bédoyère	<b>Where to Access Text</b>	ISBN 9781609921453, (available through Scholastic Teacher Store: <a href="http://shop.scholastic.com">http://shop.scholastic.com</a> )
Text Description			
<p><u>Acorn to Oak Tree</u> introduces the life cycle of an oak. The book has many nonfiction text features: rich vocabulary, close-up photographs, clear labels, and a glossary. It also follows a logical sequence, starting with how an acorn develops from a seedling into a sapling and eventually a tree. Each page is a new section, which makes it easy to plan read-alouds that are just the right length. The book ends with notes for teachers and parents to suggest further study.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	Read-aloud for K and 1	<b>Text Length</b>	24 pages with illustrations
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The central idea of this text is made clear from the title: it follows the life cycle of an oak from an acorn to its death. An introduction to oak trees and interesting facts about them bookend the chapters on its life cycle.</p>		<p>This text is divided into 2-page chapters, each with a predictable format. Readers can locate each part of the life cycle in the table of contents. There are subheadings, bold topic sentences, captions/labels for high quality photographs, and close-up images as well.</p>	
Prior Knowledge Demands		Language Features	
<p>Students should have some experience with the life cycle of plants in general, as well as the features of nonfiction text. It would be helpful for children to have seen an oak tree or acorn before; however, it is not necessary for comprehension.</p>		<p>This is an informational nonfiction text with some content-specific vocabulary (see below). A simple glossary is included at the end, as well as some project ideas listed for adults to read. Sentences are mostly simple or compound constructions, making it easier for young readers to understand new vocabulary.</p>	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<p><i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i></p>		<p><i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i></p>	
<ul style="list-style-type: none"> <li>• Trunk</li> <li>• (Tree) Ring</li> <li>• Clumps</li> <li>• Branch</li> <li>• (Plant) Egg</li> <li>• Male &amp; Female</li> </ul>		<ul style="list-style-type: none"> <li>• Acorn</li> <li>• Shoot</li> <li>• Sapling</li> <li>• Seedling</li> <li>• Timber</li> <li>• Bark</li> <li>• Cupule</li> <li>• Catkin</li> <li>• Germination</li> <li>• Pollen</li> <li>• Pollen grains</li> <li>• Fertilization</li> </ul>	
Potential Reader/Task Challenges			
<p>Each chapter has lots of new vocabulary, some of which can be challenging. Teachers should spread the reading across many days depending on students' stamina, especially for kindergarten. Students with little exposure to plants may not make the connection that new acorns come from older oak trees and be confused how the cycle perpetuates.</p>			

Text-dependent questions		
Question	Standard alignment	Page of this document
According to page 10, what are the 3 things an acorn needs to grow into a shoot?	RI.K.1	4
What idea is shown in the photographs on pages 6 and 7?	RI.K.7	6
According to page 11, what is a seedling?	RI.K.4	9
How does the author support the idea that oak trees are home to many animals on pages 20 and 21?	RI.K.8	12
What is the main topic of the book <u>From Acorn to Oak Tree</u> ?	RI.K.2	15
Target Standards		
<ul style="list-style-type: none"> <li>• RI.K.1. With prompting and support, ask and answer questions about key details in a text.</li> <li>• RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>• RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).</li> <li>• RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</li> </ul>		

### Question 1

<b>Question #1</b>	According to page 10, what are the 3 things an acorn needs to grow into a shoot?	
<b>Standard(s) covered:</b>	RI.K.1. With prompting and support, ask and answer questions about key details in a text.	
<b>Example response that meets standard</b>		<b>Look-fors</b>
Acorns need air. Acorns need water. Acorns need warmth.		<ul style="list-style-type: none"> <li>Students accurately locate the key words “needs to grow” and identify the 3 things listed: air, water, and warmth.</li> </ul>
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
<b>Objective</b>	In this lesson you will learn to answer questions by locating key words from the question in a text.	
<b>Prior knowledge to review</b>	Students need to know what “key words” are. Students need to know that <b>bold</b> print is darker and used to identify main ideas and new vocabulary.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Find the part of the book that has the key words from the question.	<ul style="list-style-type: none"> <li>Hmmm...the question says, “According to page 10.” I need to find this page. Here it is!</li> <li>Okay, now that I am on page 10, I should look for three things acorns <b>need</b> to grow. What letters does <b>need</b> start with? N!</li> <li>Let’s see if I can find the words <b>need to grow</b> on this page. Here it is: N—EEE—D.</li> </ul>	
2) Ask yourself, “What words answer the question?”	<ul style="list-style-type: none"> <li>Now I am going to look for the <b>3 things</b> acorns need. Let me read the bold sentence that starts “Acorns need...”</li> <li>“Acorns need <b>air, water, and warmth</b> to grow.” (Teacher counts on fingers: air...water...warmth...)</li> <li>Have I found all three things? Yes! Air, water, and warmth are three things they need to grow.</li> </ul>	

3) Write the answer on a sticky note.

- Now I need to write my answers on a sticky note. There will be three words in my answer.
- I am going to write the first thing: air. I can look right at the book to help me spell. A—I—R. Air.
- Now I am going to write the second thing: water. I can see it here (point to word *water*) W—A—T—E—R. Water.
- Now I am going to write the third thing: warmth. Here it is (pointing to warmth) W—A—R—M—T—H. Warmth.
- Did I write all three things? (count sticky notes) Air, Water, and Warmth. I did!

### Extension and practice

- Students may add drawings to their notes, perhaps showing an acorn getting air (wind), water (rain), and warmth (sunshine) from its environment.
- Students may answer follow-up question, such as “Using the same page (10) what happens first when an acorn starts growing?” or “Using page 4, what are the 3 parts of a tree?” or “Using page 6, where are four places an oak tree grows?”
- If students are having difficulty finding the key words, they could work with a partner to help locate and discuss the things an acorn needs to grow before writing. It also may be helpful for them to annotate the text first using highlighter tape or mark a paper copy instead.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other informational nonfiction texts to teach how to answer questions about key details in a text (RI.K.1).

Objective: In this lesson you will learn to answer questions by locating key details in a text.

1. Find the part of the book that has the key words from the question.
2. Ask yourself, “What words answer the question?”
3. Write the answer on a sticky note.

## Question 2

<b>Question 2</b>	
<b>Question #2</b>	What idea is shown in the photographs on pages 6 and 7?
<b>Standard(s) covered:</b>	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
<b>Example response that meets standard</b>	
<b>Look-fors</b>	
<p>The photographs (pictures) show the steps in an oak tree's life. OR The idea is how a big oak tree grows from a little acorn.</p>	<ul style="list-style-type: none"> <li>• Student accurately identifies that the images depict the life cycle of an oak tree.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>	
<b>Objective</b>	In this lesson, you will learn to connect illustrations to ideas by asking, "How are these pictures connected to what I am reading?"
<b>Prior knowledge to review</b>	Students should know that labels point to and name parts of a picture and that captions accompany pictures to give more information about them. Both captions and labels are used to support understanding of the accompanying images.
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
<p>1) Find the pictures and ask yourself, "What idea do these pictures show?"</p>	<ul style="list-style-type: none"> <li>• The question is asking about the photographs on pages 6 and 7. Here they are!</li> <li>• I see an acorn in the first picture. What is picture number two is showing? (looking intently at it) It is a tiny tree.</li> <li>• I see a tree that is a little taller in the third picture, but in the last photograph I see a very big tree.</li> <li>• I wonder what idea these pictures show...it's like the tree keeps getting bigger.</li> <li>• These pictures are helping me imagine this little acorn growing into a big oak tree.</li> </ul>

<p>2) Read the text around the pictures.</p>	<ul style="list-style-type: none"> <li>• Now I am going to look at the words and numbers around the pictures. I see there are labels pointing to each one. (point to show labels)</li> <li>• I notice the <i>acorn</i> is has a number one, so let's start here. There is a caption for us to read, too. (point out caption) It says, "An acorn is a seed."</li> <li>• The next picture has a number two. The label says <i>seedling</i>. It says, "A new plant grows into a seedling."</li> <li>• Picture number three is of a <i>sapling</i>. The caption says, "As the plant grows taller, it is called a sapling."</li> <li>• The last picture is labeled with a 4: <i>tree</i>. The caption says, "Small acorns grow into big oak trees."</li> </ul>
<p>3) Ask yourself, "How are these pictures connected to what I am reading?"</p>	<ul style="list-style-type: none"> <li>• Now I need to ask myself, "How are these pictures are connected to what I am reading?"</li> <li>• The pictures show the acorn growing into a tree that gets bigger and bigger.</li> <li>• Every picture has a number, so I know the pictures all belong to the same idea. The numbers are counting the steps in order.</li> <li>• The labels are telling me the names for each step: <i>acorn</i>, <i>seedling</i>, <i>sapling</i>, and <i>tree</i>.</li> <li>• I think the <i>words</i> help me know what to call each step, but the <i>numbers</i> tell me which step comes first. The <i>pictures</i> are there to help me to imagine that acorn growing in my mind.</li> <li>• Now I know the idea of these pictures. The idea is a big oak tree grows from a little acorn.</li> </ul>
<p>4) Share your answer with a partner.</p>	<ul style="list-style-type: none"> <li>• Now I have to tell my partner how the pictures are connected to what I am reading.</li> <li>• I should turn to my partner and use a clear speaking voice.</li> <li>• (Talking to a student or a puppet model) "These pictures are showing the idea that a big oak tree comes from a little acorn."</li> </ul>

### Extension and practice

- Students who are having difficulty describing the relationship between pictures and text may benefit from using picture cards or cut-up copies to arrange in order. A similar theme of growth could include pictures of a seed, sprout, bud, and flower with numerals to match.
- Students who are ready for additional practice in describing the relationship between pictures and text may repeat the process on pages 10-11, which shows the steps of an acorn's growth into a seedling. Pages 12-13 and 18-19 could be used for even more practice with connecting captions, labels, numbers, and photographs to a main idea.
- Students who are ready to extend their thinking about picture choices may analyze close-ups by answering these questions: "What idea is being shown in the close-up of a turkey oak acorn on page 9?" or "What idea is being shown in the close-up of a wasp nest on page 20?"

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other informational nonfiction texts to teach how to describe the relationship between illustrations and the text in which they appear.

Objective: In this lesson, you will learn to connect illustrations to ideas by asking, "How are these pictures connected to what I am reading?"

1. Find the pictures and ask yourself, "What ideas do these pictures show?"
2. Read the text around the pictures.
3. Ask yourself, "How are these pictures connected to what I am reading?"
4. Share the answer with your partner.



## Question 3

<b>Question 3</b>	
<b>Question #3</b>	According to page 11, what is a seedling?
<b>Standard(s) covered:</b>	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
<b>Example response that meets standard</b>	
<b>Look-fors</b>	
<p>A seedling is a small plant with little leaves. OR A seedling is a little (or baby) tree.</p>	<ul style="list-style-type: none"> <li>Students locate and define the word seedling.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>	
<b>Objective</b>	In this lesson you will learn to answer questions about new words by looking closely at the words and pictures.
<b>Prior knowledge to review</b>	Students need to know what <b>key words</b> are. Students should know that in nonfiction books, words in <b>bold print</b> are often new vocabulary. Usually new words are <b>defined</b> in a special place, such as a glossary or special text box. Finally, students should know plants come from seeds.
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
1) Find the new word on the page.	<ul style="list-style-type: none"> <li>Let me start by finding the new word. The questions says to use page 11...(flipping pages) Nine...ten...eleven!</li> <li>There are lots of words in bold print. I know that new, important words are usually in bold print.</li> <li>Let me think about the first letter in <b>seedling</b>. (say sssss...seedling) It should start with S, plus I bet it is one of the bold words.</li> <li>(Point to seedling in bold print) Here is S; let me stretch the whole word to be sure. S-EE-D-L-I-N-G. Yes, this is it.</li> </ul>

<p>2) Read the sentences around the new word and look at the pictures.</p>	<ul style="list-style-type: none"> <li>• I see there are sentences right above my new word. I should read them and find out what a seedling is.</li> <li>• It says, “The shoot grows towards the sun. Once little leaves appear, this small plant is called a <b>seedling</b>.”</li> <li>• I am going to read it once more, but slower this time, to help me understand. (Repeat with emphasis) “The shoot grows towards the sun. Once <i>little leaves</i> appear, this <i>small plant</i> is called a <b>seedling</b>.” So it is not a shoot anymore!</li> <li>• Hmm...I should look at this picture, too, since it is right next to my new word. (looking intently) It is showing a baby tree...and it has some leaves, too. (point to leaves) I bet this is a seedling!</li> </ul>
<p>3) Ask yourself, “What does this new word mean?”</p>	<ul style="list-style-type: none"> <li>• Now I am wondering, “What does this new word mean?” So...what is a seedling?</li> <li>• The book says a seedling is a “small plant.” I know plants grow from seeds...and the acorn is really an oak seed.</li> <li>• Maybe that’s why a little plant is called a <i>seed-ling</i>—because it is growing from a seed.</li> <li>• The picture shows a little plant with leaves, and the little leaves are part of the sentence about the seedling, so they must be part of a seedling, too.</li> <li>• I think a seedling is a small plant with leaves.</li> </ul>
<p>4) Use the text to check your answer.</p>	<ul style="list-style-type: none"> <li>• I want to be sure I have the right idea about the word <b>seedling</b>. Since it is in bold print, this must be an important new word.</li> <li>• I know lots of nonfiction books list new words in a special place. I don’t see any words listed on this page. Let me check the back of the book.</li> <li>• Aha! There is big list of bold words on page 22. It says “glossary.”</li> <li>• I wonder if I can find the word <b>seedling</b>. I know it starts with S. (run finger down the list, stop at S, stretch out sounds) S-EE-D-L-I-N-G...yes, that’s it.</li> <li>• Now I will read to see what a seedling is. It says, “A seedling is a young plant that has grown from a seed.”</li> <li>• So I was right about the meaning of seedling. Another way to say small is young, so a small plant is also a young plant. I got it!</li> </ul>

### Extension and practice

- Students who are having difficulty answering questions about unknown words could play a game of “I Spy” using copies of the pictures and labels on page 6. Students begin by matching pictures to a label card, referencing the text for support. Then a teacher or advanced student could read a caption clue card, such as “I spy a seed.” Students should identify the acorn. Repeat with “I spy a new plant” (seedling); “I spy a plant that is tall, but still young” (sapling); and “I spy a plant that is very tall and strong” (tree).
- Students who are ready for additional practice using context clues to define new words may repeat the steps on page 12 to define **sapling** or page 14 to define **catkin**. For support, it may be helpful to highlight the context clues in advance.
- Students who have mastered defining unknown words may compose questions about new vocabulary of their choosing. For example, a child may ask their partner, “What is timber? Look on page 21.”

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other informational nonfiction texts to teach how to ask and answer questions about unknown words in a text.

Objective: In this lesson you will learn to answer questions about new words by reading pictures and words closely and checking your answer in the text.

1. Find the new word on the page.
2. Read the sentences around the new word and look at the pictures.
3. Ask yourself, “What does this new word mean?”
4. Use the text to check your answer.

## Question 4

<b>Question 4</b>	
<b>Question #4</b>	On pages 20 and 21, what details support the author’s idea that oak trees are home to many living things?
<b>Standard(s) covered:</b>	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
<b>Example response that meets standard</b>	
<b>Look-fors</b>	
Insects (or wasps) live in oak trees. AND Birds (or barn owls) and squirrels build their nests in oak trees.	<ul style="list-style-type: none"> <li>Students correctly identify at least two living things supporting the point that oak trees are home to more than one kind of animal.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>	
<b>Objective</b>	In this lesson you will learn to name reasons that support an author’s point by finding details showing the idea.
<b>Prior knowledge to review</b>	Students should know that labels point to and name parts of a picture and that captions accompany pictures to give more information about them. Both captions and labels are used to support understanding of the accompanying images. Students should also know what it means to “support a point.” Finally, they should know that nests are homes that many animals build themselves. Birds are not the only animals that build a nest.
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
1) Find the idea mentioned in the question.	<ul style="list-style-type: none"> <li>I should start by finding the right pages: 20 and 21. Here is page 18...19...20 and 21!</li> <li>The question is asking about the idea that many living things make homes in oak trees. Living things...are like animals! I should look for animals in the pictures.</li> <li>I see a photograph of a bird inside a hole in the oak tree. Great! I am in the right spot.</li> </ul>

<p>2) Ask yourself, “What details support this idea?”</p>	<ul style="list-style-type: none"> <li>• Now I am wondering, “What details support this idea?” I need to find the details.</li> <li>• I notice there is a caption right under the picture of the bird. Let me read this to find out more.</li> <li>• It says, “Squirrels and birds, such as this barn owl, build nests in old tree trunks.” So this bird is really a barn owl and it lives in an old oak tree. But the author said squirrels live in them, too. So it is not just birds who live in the oaks!</li> <li>• I am going to keep looking for other animals because the question says oak trees are homes to <i>many</i> living things.</li> <li>• I see a picture of someone carving wood...but that’s not about animal homes. I should keep looking.</li> <li>• Here is a close-up photo of something else. The label says it is a wasp nest. I know what wasps are; they are like bees. They are living things, but I don’t see them in the picture.</li> <li>• There is a caption I can read. It says, “Insects live in oak trees. Wasps chew the wood and use it to make their nests.” (peering at the photograph) I can’t see the wasps, but it says that this is their nest—and it is right on the tree trunk! They are living things and the tree is their home, too.</li> </ul>
<p>3) Name the reasons supporting the author’s point.</p>	<ul style="list-style-type: none"> <li>• The question asked me for reasons to support the author’s idea that oak trees are home to many living things. I know that supporting an idea means you have to name reasons to make your point.</li> <li>• I saw a barn owl in the tree and read that squirrels live there, too. I also noticed the wasp nest and read that other insects can live in an oak tree. An oak tree really is home to many living things!</li> </ul>

### Extension and practice

- Students having difficulty identifying reasons that support an author’s point may benefit from practice sorting out extraneous information. Provide picture cards related to a question as well as an extra non-example card. For example, “What are the parts of a tree?” could be used with pictures from pages 4 and 5, along with a picture of the woodpecker on page 24. Students could group cards that provide supporting details and discard the “extras.”
- Students who are ready for additional practice may use pages 16 and 17 to answer, “What details support the idea that acorns grow from female flowers?” It may be helpful to highlight the reasons for students needing support, or leave text unchanged for students needing a challenge.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other informational nonfiction texts to teach how to identify the reasons an author gives to support points in a text.

Objective: In this lesson you will learn to name reasons that support an author's point by finding details showing the idea.

1. Find the idea mentioned in the question.
2. Ask yourself, "What details support this idea?"
3. Name the reasons supporting the author's point.

## Question 5

<b>Question #5</b>	What is the main topic of the book <u>From Acorn to Oak Tree</u> ?	
<b>Standard(s) covered:</b>	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p>The book shows how an acorn grows and changes into an oak tree. OR The book shows the life cycle of an oak tree.</p>	<ul style="list-style-type: none"> <li>Students identify the main topic as the life cycle of an oak tree.</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn to name the main topic of a book by looking for repeated ideas in a picture walk.	
<b>Prior knowledge to review</b>	Students should know the title of a nonfiction book is found on the cover and explains what the book will be about. They should also know that headings are like smaller titles telling what a section is about. Both titles and headings help to organize and name ideas by topic. Finally, students should be familiar with the strategy of taking a “picture walk” to help remember what they have read.	
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>	
1) Read the title and headings as you take a picture walk.	<ul style="list-style-type: none"> <li>Finding the main topic of a book is like asking, “What is this book mostly about?” I am going to take a picture walk and see what I remember about the story.</li> <li>I am going to start by looking at the cover. I see a little acorn growing on a tree. That makes sense because the title is <u>From Acorn to Oak Tree</u>. So I know this book is about acorns and oak trees; it is not about dogs or pickles or other things!</li> </ul>	

1) ...continued	<ul style="list-style-type: none"> <li>• (opening to title page) There are more acorns and there's an oak tree on the title page, too.</li> <li>• (flipping to contents page) I remember there were many parts to this book. I should reread what each part was about.</li> <li>• (turning to the heading on page 4) "What is an Oak Tree?" Yes, first we had to learn that an oak tree is a plant!</li> <li>• (read and point to heading on page 6) "The Story of an Oak Tree" (pointing to pictures) Right, an oak tree starts as an acorn. Then it grows bigger until it is a tree.</li> <li>• (flip to page 8) "Little Acorns" These are the seeds for the oak.</li> <li>• (flip to page 10, then 12) "The First Shoot...Growing Tall" Now I see how the little seedling grows bigger and taller.</li> <li>• (turning pages 14, 16) "Catkins...A New Acorn Grows" I remember the pollen blows off the catkins and then new acorns grow.</li> <li>• (turning pages 18, 20) "Time to Rest...Growing Old" Now the trees are much bigger. They are getting older.</li> </ul>
2) Ask yourself, "What idea is repeated in this book?"	<ul style="list-style-type: none"> <li>• I know a main idea is repeated again and again. So I am wondering, "What idea is repeated in this book?"</li> <li>• I noticed the first few pages were about the acorn seed <i>growing</i> into a little plant.</li> <li>• The next few pages were about the tree <i>growing</i> bigger and making more acorns.</li> <li>• At the end of the book, the tree was resting and then <i>growing</i> old.</li> <li>• Hmm...I think the sections are going in order. (flipping through pages again): acorn...shoot...seedling...sapling...tree.</li> <li>• Each part tells about how the oak tree is <i>growing</i>. I remember what that is called: the oak tree's life cycle.</li> </ul>
3) Share the main topic with a partner.	<ul style="list-style-type: none"> <li>• Now it's time to tell my partner what this book is mostly about—it's main topic.</li> <li>• (turning to a student partner, or puppet model) This book is teaching the life cycle of an oak tree. That is why the title is <u>Acorn to Oak Tree</u>! First there is an acorn. Then it changes into a bigger and taller plant until finally it is a big oak tree.</li> </ul>

### Extension and practice

- Students who need additional support for naming the main topic of a book may benefit from experience with simple texts about one thing, such as pumpkins. Additionally, students could be given title cards to match to a blank cover, such as matching the title All About Trees to a picture of a tree.
- If students are successful matching titles to a picture above, provide further support for finding main ideas in more complex texts. Choices that are similar could be introduced. For example, display a book cover showing a flower, but provide two similar title cards, such as Pretty Plants and Flowers. Students would need to check inside the text to see if the main topic is about just flowers or many kinds of pretty plants.
- Students who are confident in finding a main topic may be encouraged to write new titles for texts. They could generate new titles for familiar books or read a new book (with the title hidden) and create a title that best describes the main topic to readers.



### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other informational nonfiction texts to teach how to identify the main topic and retell key details of a text.

Objective: In this lesson you will learn to name the main topic of a book by looking for repeated ideas in a picture walk.

1. Read the title and headings as you take a picture walk.
2. Ask yourself, "What idea is repeated in this book?"
3. Share the main topic with a partner.