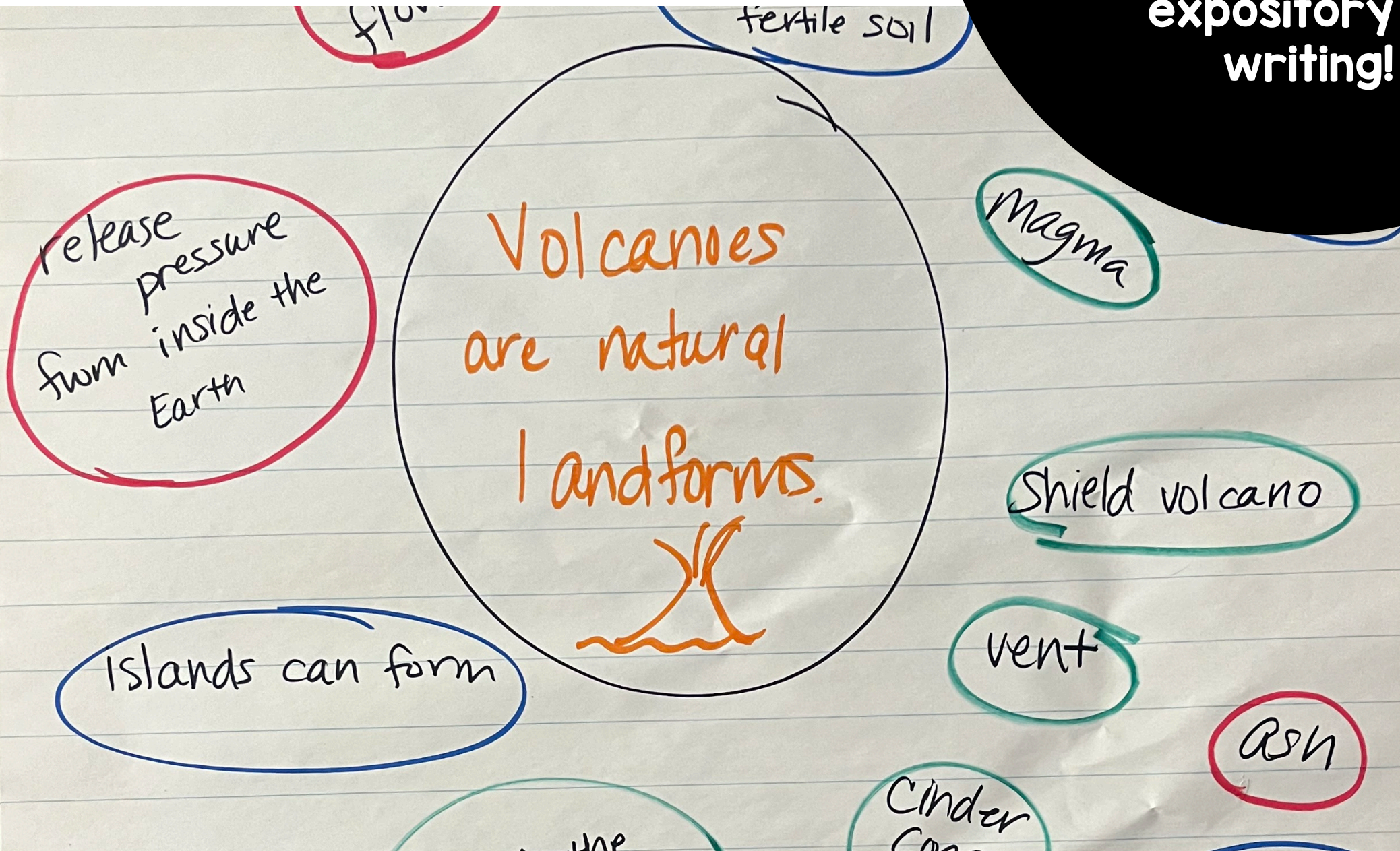


Expository Writing Lessons

Creating Main Ideas

Brainstorm main
ideas for
expository
writing!



Teacher Tips & Lesson Plans

Teacher Tips

EXPOSITORY

Introduce with a Mentor Text
Starting out by reading a great authentic text is the way we learn. Read a mentor text (you can use the list during reading time. Then, go back to the part you want students to notice. Then, point out what you notice about organizing their information by the main ideas they want me to

Teacher Tools

MAIN IDEAS MENTOR TEXTS

- An Egg is Quiet by Dianna Hutts Aston
- Whose Eye Am I? by Shelly Rothner
- Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Paleontologist

Tips for great writing instruction and mentor texts for main ideas

We Do: Students Share
There are a few ways to do a strategy in teams or pairs. The teacher being the support.

You Do: Independent
At this point, the students can write. They can apply it in a previously written piece to app

WRITING UNIT: Creating main ideas			
Date & Target	Lesson sequence	Materials Needed	
1. Set up and fill 2. Read 3. See idea of the main idea about: TIP: I want to have them by... The student will make observations about main ideas in authentic text.	1. Use the "What's it all about?" Handouts to have students read the details about each central idea and write main idea statements. Simple sentences work best for main ideas. This	• What's it all about? handout • Main idea checklist	
1. Prov 2. Stu 3. Stu 4. add it! The student will notice and record examples of main ideas that support the central idea in authentic text.	1. Use the "Revise It" handout to guide students through this process. 2. The first paragraph can be done as a model and students can participate with sharing their ideas. 3. The second and possibly third paragraph can be done in pairs to give students support while writing main ideas. 4. The remaining paragraph is a good opportunity to see what students can do on their own.	• Revise It handout • Main idea checklist	
1. Ask students to use the "Try It" handout to try creating main ideas for a new piece of writing. 2. Use the "Main Idea Checklist" to have them work through the process. 3. Have them choose their favorite 2-3 main ideas and mark them with a star.	1. Ask students to use the "Try It" handout to try creating main ideas for a new piece of writing. 2. Use the "Main Idea Checklist" to have them work through the process. 3. Have them choose their favorite 2-3 main ideas and mark them with a star.	• Try It handout • Main Idea Checklist	

8 days of lesson plans, ready to print and go!

Anchor charts

Materials and
for building the
anchor chart
as a hands-on
engaging
activity!

EXPOSITORY MAIN IDEAS ANCHOR CHART

This is what the completed chart looks like!

SUPPORTS THE CENTRAL IDEA <i>Dogs: companions</i>	DOES NOT SUPPORT THE CENTRAL IDEA
Having someone to take care of can be good for humans.	Dogs and cats have a history of fighting.
Dogs can be trained to protect their owners.	People who travel a lot need to make arrangements for their dogs.
People who have a dog to love on are usually healthier.	It takes time and effort to train a puppy.
We can learn a lot from taking care of a pet.	

HANDS-ON ACTIVITY
Build the Chart

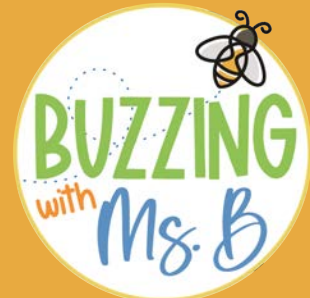
Help students identify which main ideas are related to and support the central idea.

Before the lesson:

1. Prepare the anchor chart by marking out the lines for the table. Leave everything else blank.
2. Copy sorting activity. Keep the main ideas separate from the central ideas (you may want to use two different colors of paper.) Cut up the cards.

During the Lesson:

1. Give each group a set of main idea cards and T-chart. Place the central idea card on the board/document camera.
2. Ask them to read a main idea statement as a team and decide whether their main idea statement supports the central idea. If it does, have them sort it into the "supports the central idea" side of the T-chart. If it doesn't, sort it onto the other side. They should verbalize their reasoning with, "This main idea supports the central idea because --" or "This main idea does not support the central idea because --"
3. Continue with all of the cards.
4. Choose a card and ask a team to share whether they believe it supports the central idea and why or why not. Work through all of the cards.

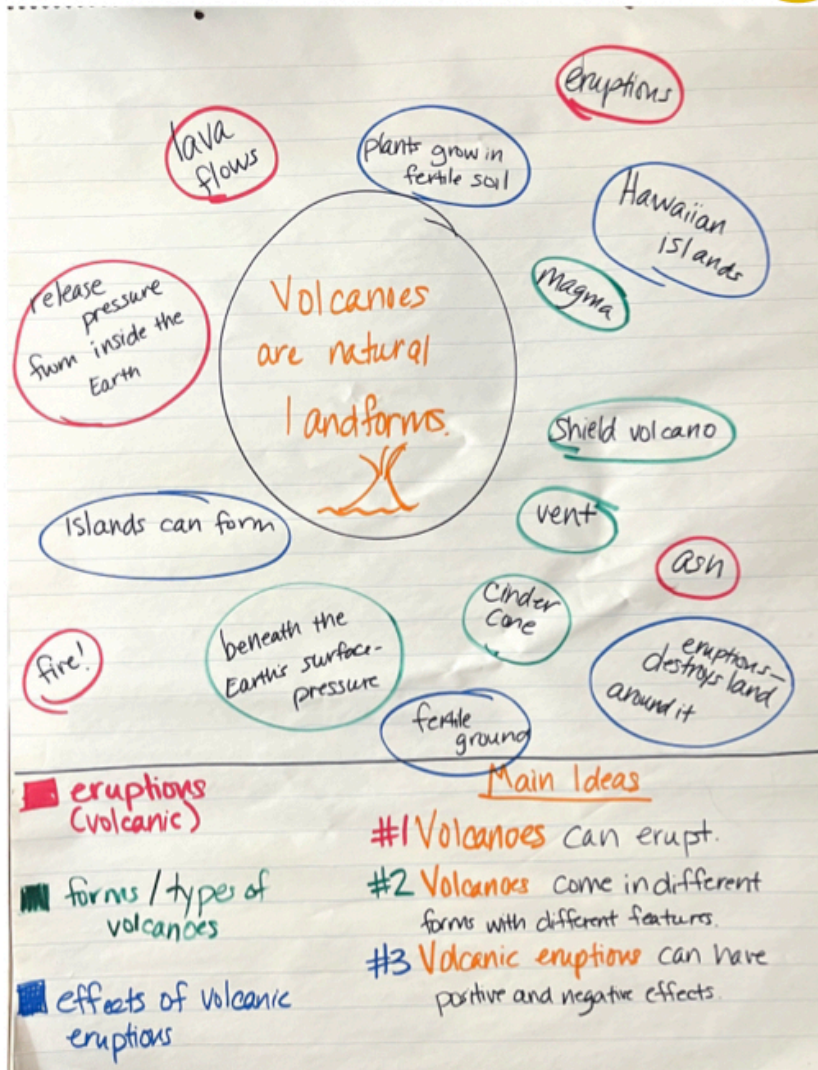


Brainstorming Chart Activity

This fun brainstorming activity with a gallery walk is a great way to engage kids!

MAIN IDEA BRAINSTORMING CHART

This is what the process looks like when it's completed!



BRAINSTORMING MAP #1

Central Idea:

BRAINSTORMING MAP #2

Central Idea:
Cooking for yourself
can be a
healthy choice.

BRAINSTORMING MAP #4

Central Idea:
Cooking is a hobby
many people enjoy

Central Idea:
Many holidays
involve food.



Five main idea posters/printable charts

EXPOSITORY MAIN IDEAS

Creating main ideas

Good writers organize their writing by grouping their information into main ideas. These main ideas support the central idea by telling you something important about it.

To Write Main Ideas...

1. Read your central idea (be about).
2. Brainstorm even more ideas.
3. Circle related ideas.
4. Write a main idea that becomes the detail.

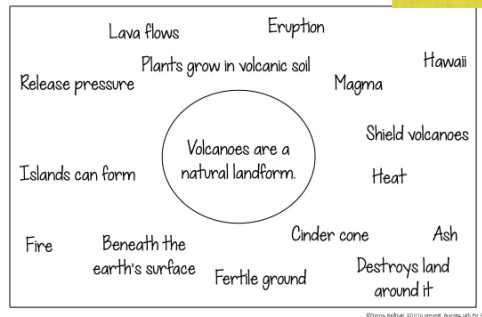
STEP ONE TO WRITE MAIN IDEAS

Brainstorming details

To brainstorm details:

1. Read the central idea.
2. Think about all of the things you know that are related to that idea.
3. Write them all over your map.

Example:



Expository Structure

INTRODUCTION WITH CENTRAL IDEA:

MAIN IDEA:

MAIN IDEA:

MAIN IDEA:

DETAILS

CONCLUSION

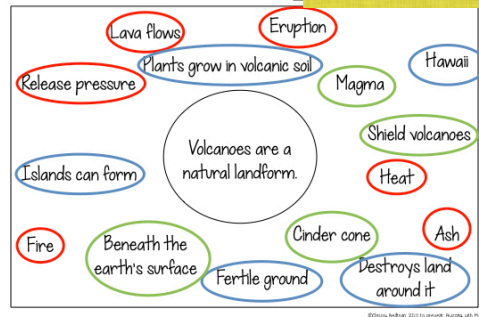
STEP TWO TO WRITE MAIN IDEAS

Categorizing details

To categorize details:

1. Read one detail and circle it.
2. Find other related details if you can in the same color.
3. Create a category key.
4. Continue categorizing details.

Example:



STEP TWO TO WRITE MAIN IDEAS

Write main ideas

To write main ideas:

1. Read one category.
2. Turn it into a complete sentence by writing the topic/verb/category.

Example:

1. Forms/types of volcanoes
Volcanoes have different formations.
2. Eruptions
Volcanoes can erupt.
3. Effects of eruptions
Volcanic eruptions can cause positive and negative effects.

Handouts for creating main ideas following a three-step process



Start by introducing the three steps to creating main ideas

Collect main ideas from literature

TRY IT!

Think about a topic you know a lot about. What are you an expert in? Write it here.

Now think about the central idea you'd like to share with people. What is the really big idea they need to know about that topic? Write it in the circle in the map below. That's your central idea. Then brainstorm everything you know about that idea in the space around the circle.

2. Create your categories by circling related ideas in one color. Then make your category key here.

3. Write one main idea statement for each category.

MAIN IDEAS

Step one: Brainstorm details

1. Read your central idea (the statement your whole piece will be about).

2. Brainstorm everything you can think of about that idea.

3. Circle related ideas in one color and write a category name.

4. Write a main idea statement. The details you circled become the details in the paragraph.

Step two: Categorize details

1. Read one detail and circle it.

2. Find other related details if you can and circle them in the same color.

3. Create a category key.

4. Continue categorizing details.

Step three: write main ideas

1. Read one category.

2. Turn it into a complete sentence by writing the topic/verb/category.

3. Effects of onomatopoeia: Onomatopoeia can create positive and negative effects.

MAIN IDEAS WE FOUND

INTRODUCTION WITH CENTRAL IDEA:

MAIN IDEA:

DETAILS:

CONCLUSION:

Try creating your own main ideas following the three step process!

REVISE IT!

Read the piece below. The main ideas have been left out. Figure out what statements would work best for the main ideas and revise the piece to include them.

Got a little down time and you're not sure what to do? Making your own costume is a fun way to spend an afternoon.

You don't have to buy anything special to make your own costumes! Empty cereal or delivery boxes, construction paper, and school supplies can come together to make you into a monster, knight, or lion. Sometimes it's hard to imagine what you can make with just a few simple things, but using our brains like this helps them grow!

Instead of going to the store and buying something that will someday end up in the trash, you can reuse items you already have. This means you're creating less waste, but it also means you're spending less money! Everything we buy has to go somewhere someday. Just think about all of the things you have around your house that you might end up!

With a few hours, some supplies, and creative energy, you can make your own costume.

MAIN IDEAS CHECKLIST

To come up with main ideas:

- ☐ Identify your central idea
- ☐ Brainstorm everything you know about it
- ☐ Make categories
- ☐ Write a main idea for each category

Remember, your main ideas need to...

- ☐ Relate to the central idea
- ☐ Be in a complete sentence
- ☐ You can follow the "topic/verb/category" format if that helps!

Practice revising two compositions by adding main ideas

WHAT'S IT ALL ABOUT?

Read the central idea and categories below. Use the categories to write main idea statements.

Central Idea: Technology makes a lot of things easier.

Categories:

- Connecting with family
- Learning about new things
- Getting things we need

Main Ideas:

-
-
-

Central Idea: Trees are important.

Categories:

- Animals homes
- Make oxygen
- Shade

Main Ideas:

-
-
-

Write main ideas from provided categories