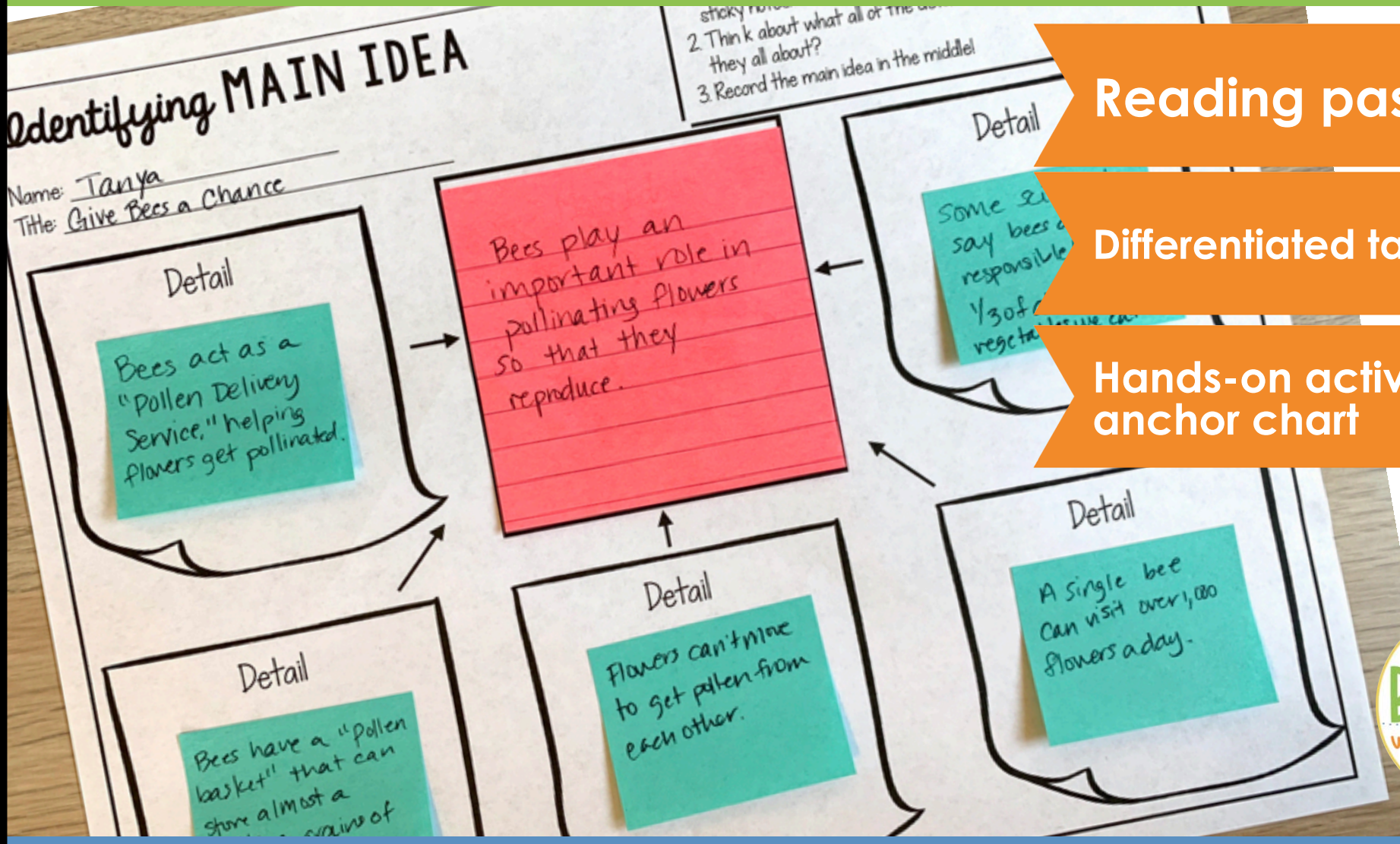
IDENTIFYING MAIN IDEA LESSONS FOR 3-5



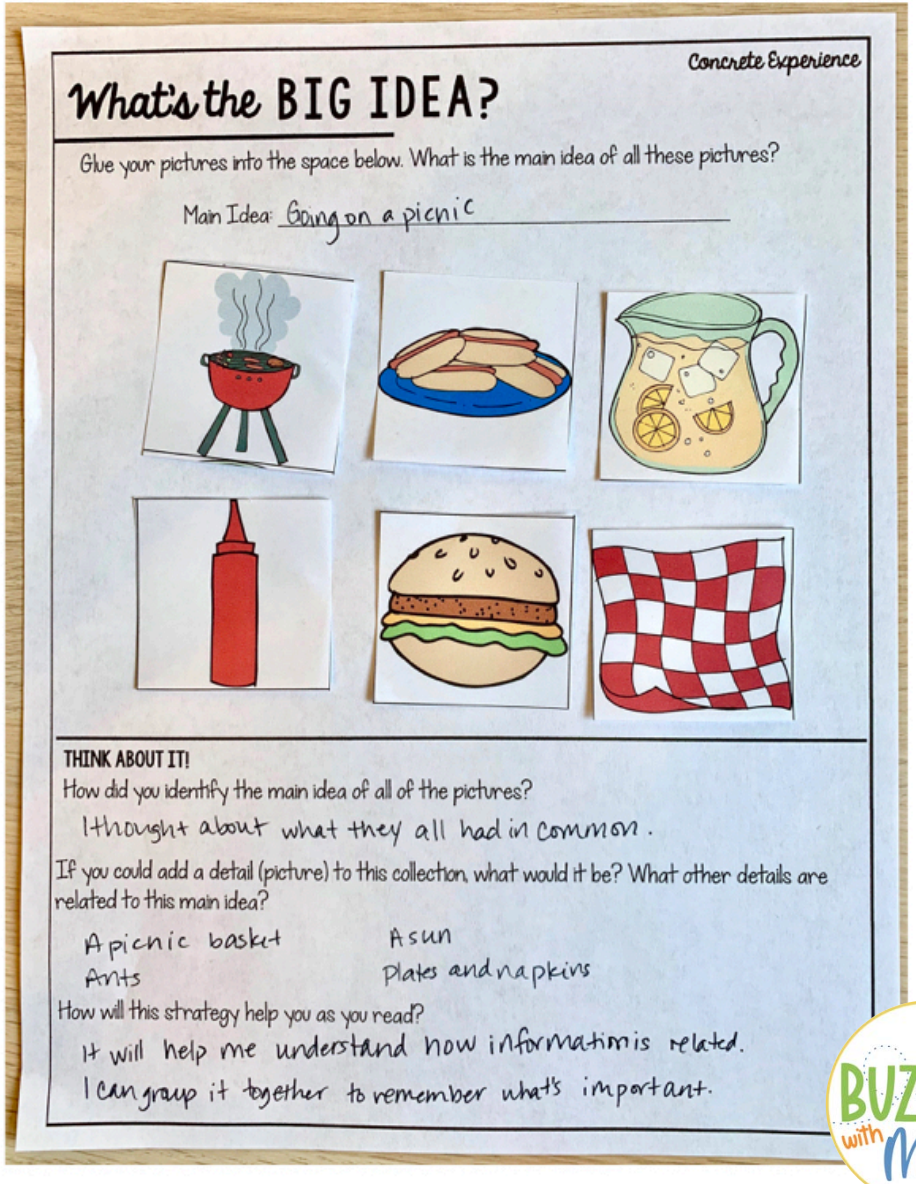
- Reading passage
- Differentiated task cards
- Hands-on activity & anchor chart

BUZZING with Ms. B

ENGAGE + MODEL + PRACTICE

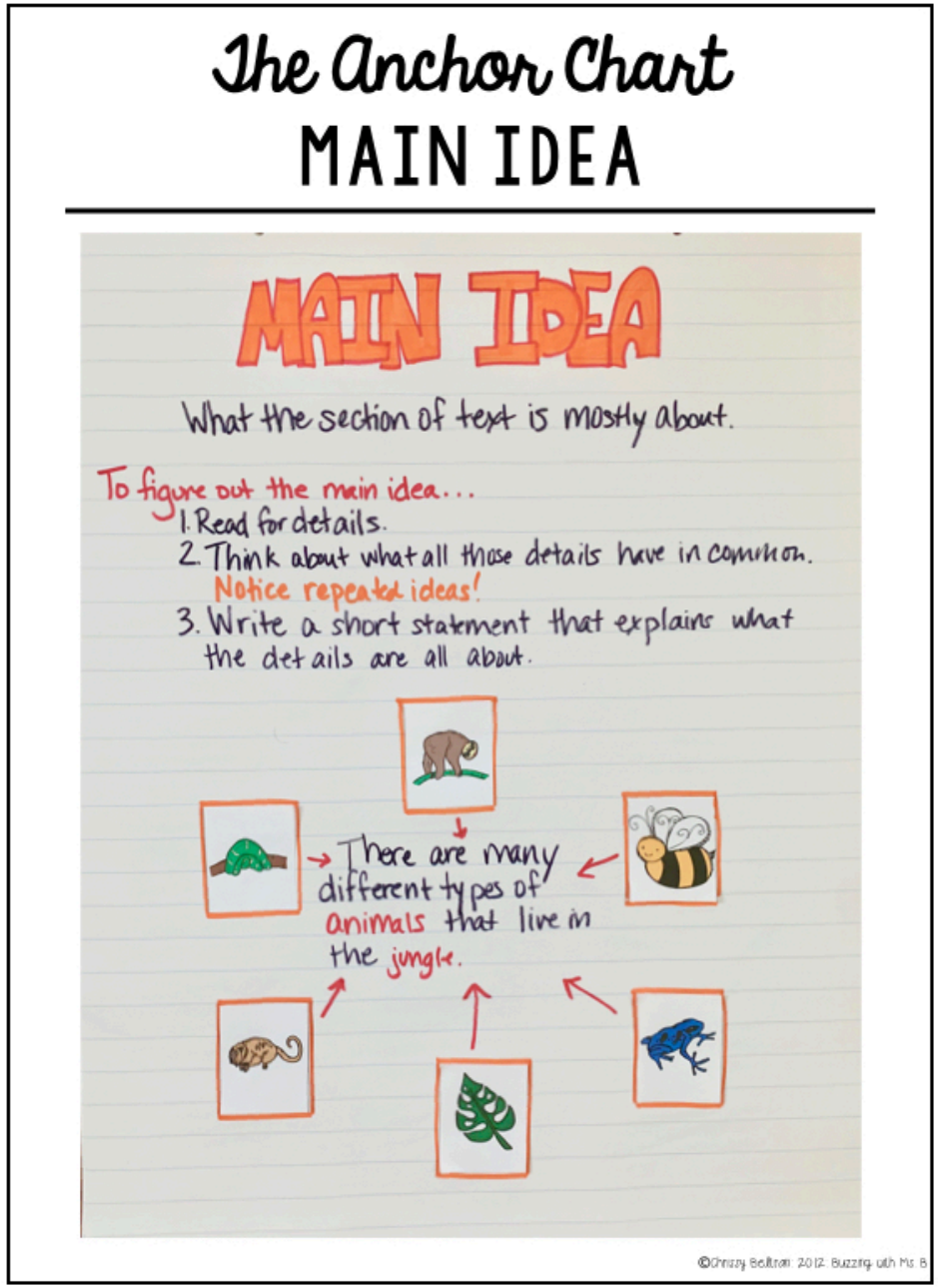
These lessons will help you...

- ✓Introduce how and why to ask questions
- ✓Model how to ask questions in a guided passage to comprehend better
- ✓Help kids build comprehension through a hands-on activity
- ✓Practice asking questions with differentiated task cards
- ✓Connect to reading with graphic organizer and reading response



BUZZING with Ms. B

Start with an engaging activity.

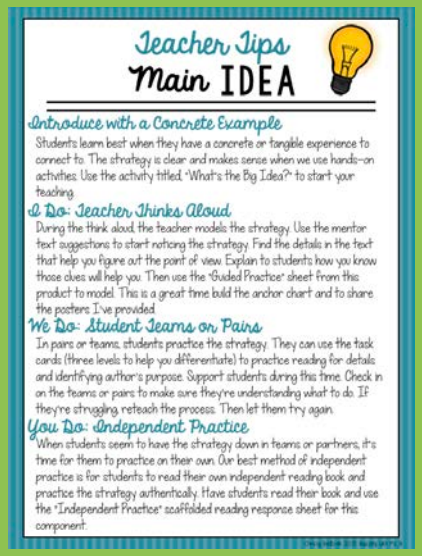


Students will…

- ✓ Look at 6 different images
- ✓ Identify what the images all have in common; what main idea they support
- ✓ Write a statement that summarizes the main idea
- ✓ Communicate about main idea with their team

TEACHER TOOLS: A STEP-BY-STEP GUIDE

GRADUAL RELEASE MODEL



Teacher Tips
Main IDEA

Introduce with a Concrete Example

Students learn best when they have a concrete or tangible experience to connect to. The strategy is clear and makes sense when we use hands-on activities. Use the activity titled "What's the Big Idea?" to start your teaching.

I Do: Teacher Thinks Aloud

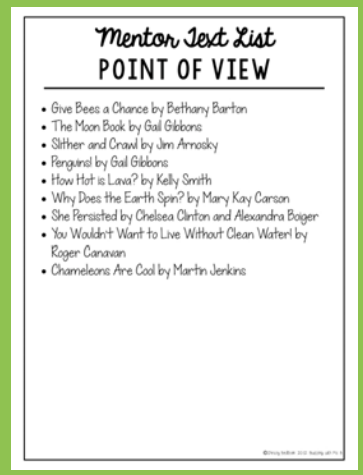
During the think aloud, the teacher models the strategy. Use the mentor text suggestions to start noticing the strategy. Find the details in the text that help you figure out the point of view. Explain to students how you know those clues will help you. Then use the "Guided Practice" sheet from this product to model. This is a great time build the anchor chart and to share the posters I've provided.

We Do: Student Teams or Pairs

In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading for details and identifying author's purpose. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.

You Do: Independent Practice

When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice the strategy authentically. Have students read their book and use the "Independent Practice" scaffolded reading response sheet for this component.



Mentor Text List
POINT OF VIEW

- Give Bees a Chance by Bethany Barton
- The Moon Book by Gail Gibbons
- Slither and Crawl by Jim Arnosky
- Penguins! by Gail Gibbons
- How Hot is Lava? by Kelly Smith
- Why Does the Earth Spin? by Mary Kay Carson
- She Persisted by Chelsea Clinton and Alexandra Boiger
- You Wouldn't Want to Live Without Clean Water! by Roger Canavan
- Chameleons Are Cool by Martin Jenkins



TIPS FOR USING MENTOR TEXTS

Tip #1
Read the text in its entirety first, before you read it as a mentor text. A read-aloud at the beginning of the year is a great time to read any book you plan to use as a mentor text later in the year. You can actually build a list of mentor texts that you'd like to read at the beginning of the year because you know you're going to come back to them later for minilessons! There's a page to make your list in this download.

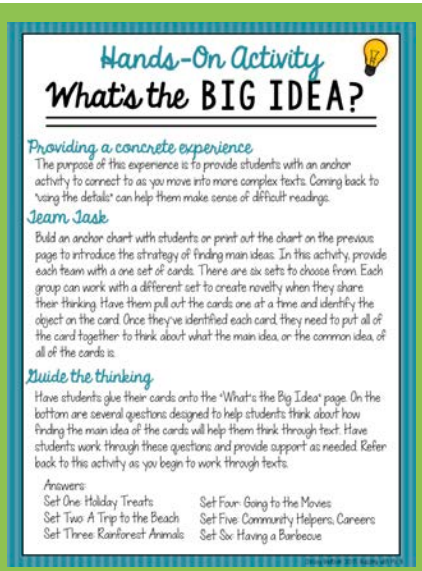
Tip #2
When you read the book during a minilesson for reader's or writer's workshop, just read the part that highlights the skill/strategy you want to teach that day. If you reread the whole book, it'll take up all of your writing time, and it'll be too much information for kids to process anyway. It's best to focus on the bit that will help kids learn what you want them to learn from that lesson.

Tip #3
Train kids to "notice". Start by modeling what you notice. This builds academic language and shows kids that there is value in appreciating what other writers do. Over time, you can start asking, "What do you notice?" and they will have valuable input!

Tip #4
Build your collection and mark your texts! When you find a book that is perfect for teaching a certain reading or writing skill or strategy, add it to your list. Bonus points for adding a sticky note bookmark to the book that marks the exact part of the text that you can use to teach that skill or strategy. I recommend keeping a special basket for mentor texts.

MENTOR TEXT LIST

HANDS-ON ACTIVITY



Hands-On Activity
What's the BIG IDEA?

Providing a concrete experience

The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to "using the details" can help them make sense of difficult readings.

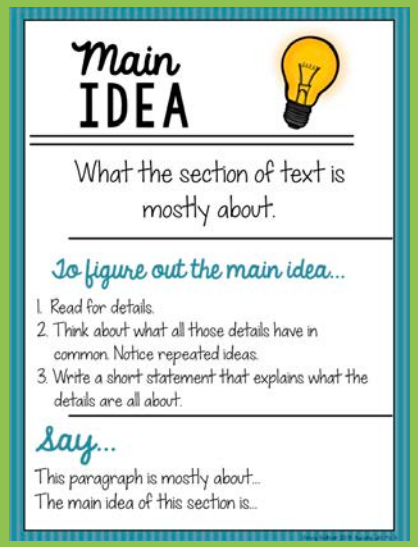
Team Task

Build an anchor chart with students or print out the chart on the previous page to introduce the strategy of finding main ideas. In this activity, provide each team with a one set of cards. There are six sets to choose from. Each group can work with a different set to create novelty when they share their thinking. Have them pull out the cards one at a time and identify the object on the card. Once they've identified each card, they need to put all of the card together to think about what the main idea, or the common idea, of all of the cards is.

Guide the thinking

Have students glue their cards onto the "What's the Big Idea" page. On the bottom are several questions designed to help students think about how finding the main idea of the cards will help them think through text. Have students work through these questions and provide support as needed. Refer back to this activity as you begin to work through texts.

Answers:
Set One: Holiday Treats
Set Two: A Trip to the Beach
Set Three: Rainforest Animals
Set Four: Going to the Movies
Set Five: Community Helpers, Careers
Set Six: Having a Barbecue



Main
IDEA

What the section of text is mostly about.

To figure out the main idea...

1. Read for details.
2. Think about what all those details have in common. Notice repeated ideas.
3. Write a short statement that explains what the details are all about.

Say...

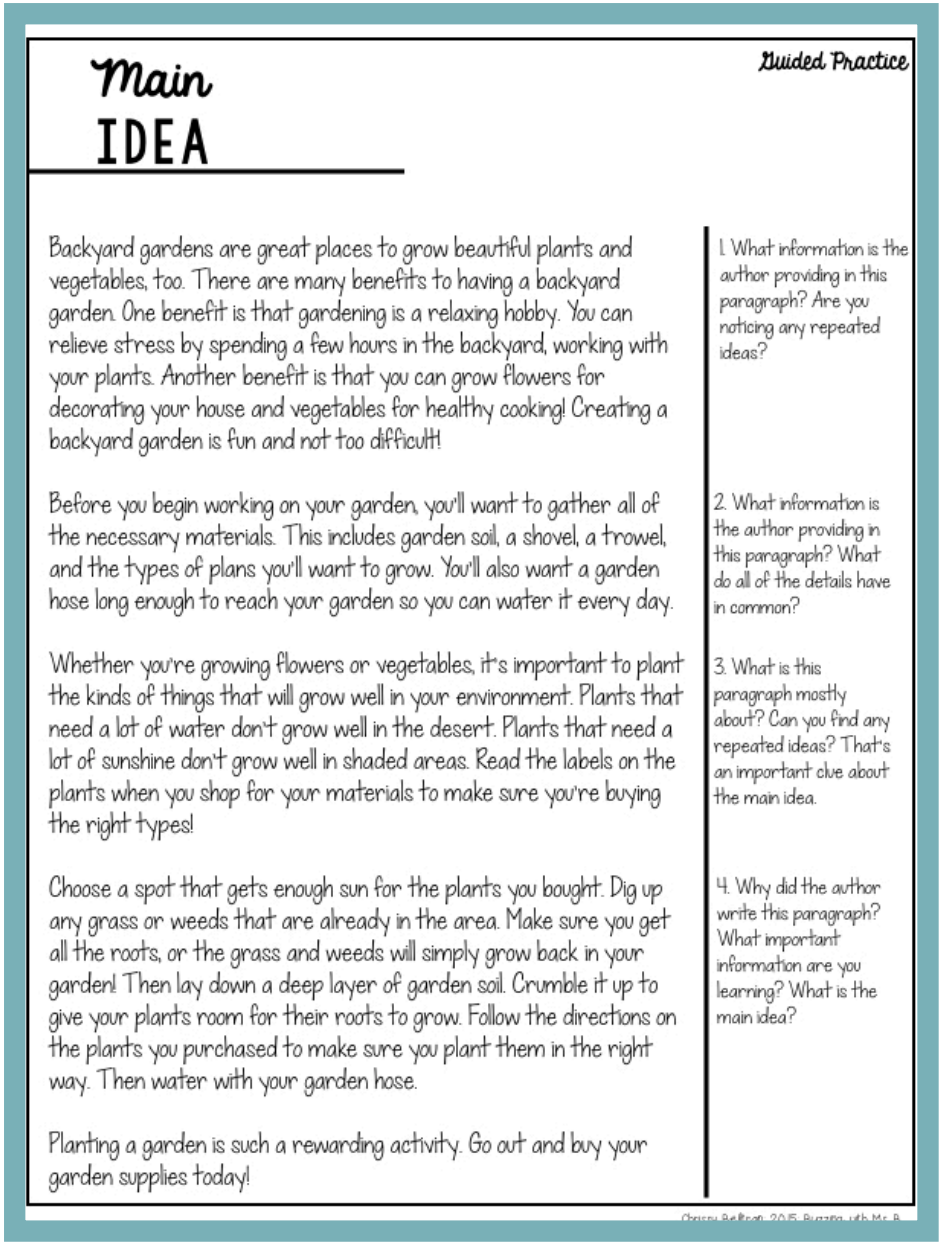
This paragraph is mostly about...
The main idea of this section is...

PRINTABLE POSTERS

GET ALL THE TOOLS YOU NEED TO TEACH ABOUT QUESTIONING!

Model with a think aloud

- ✓One page passage focused on identifying main idea
- ✓Guiding questions & answer key
- ✓Focus on locating details and stating the main idea
- ✓Project or copy for each student



Guided Practice

Main IDEA

Backyard gardens are great places to grow beautiful plants and vegetables, too. There are many benefits to having a backyard garden. One benefit is that gardening is a relaxing hobby. You can relieve stress by spending a few hours in the backyard, working with your plants. Another benefit is that you can grow flowers for decorating your house and vegetables for healthy cooking! Creating a backyard garden is fun and not too difficult!

Before you begin working on your garden, you'll want to gather all of the necessary materials. This includes garden soil, a shovel, a trowel, and the types of plans you'll want to grow. You'll also want a garden hose long enough to reach your garden so you can water it every day.

Whether you're growing flowers or vegetables, it's important to plant the kinds of things that will grow well in your environment. Plants that need a lot of water don't grow well in the desert. Plants that need a lot of sunshine don't grow well in shaded areas. Read the labels on the plants when you shop for your materials to make sure you're buying the right types!

Choose a spot that gets enough sun for the plants you bought. Dig up any grass or weeds that are already in the area. Make sure you get all the roots, or the grass and weeds will simply grow back in your garden! Then lay down a deep layer of garden soil. Crumble it up to give your plants room for their roots to grow. Follow the directions on the plants you purchased to make sure you plant them in the right way. Then water with your garden hose.

Planting a garden is such a rewarding activity. Go out and buy your garden supplies today!

1. What information is the author providing in this paragraph? Are you noticing any repeated ideas?

2. What information is the author providing in this paragraph? What do all of the details have in common?

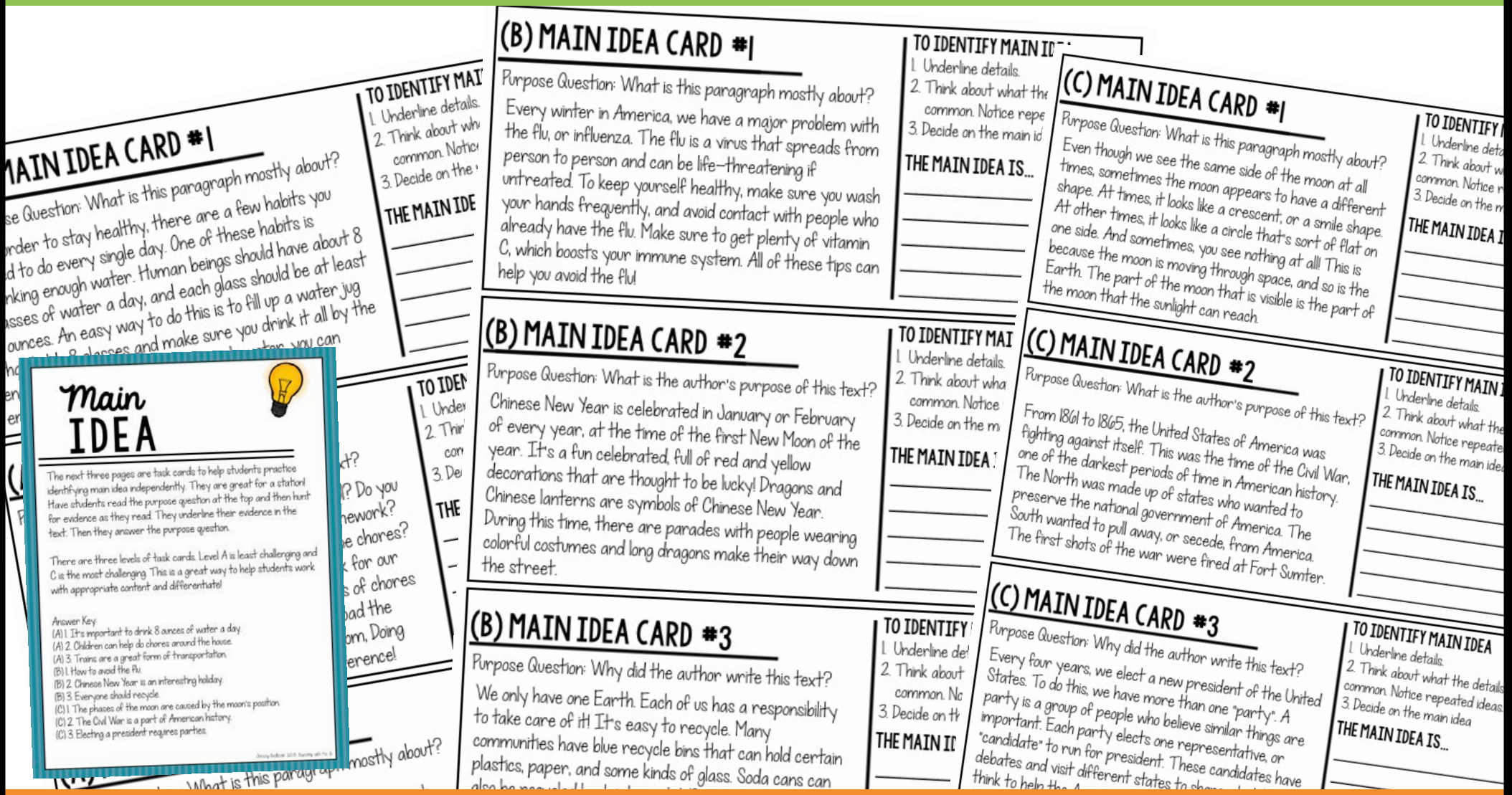
3. What is this paragraph mostly about? Can you find any repeated ideas? That's an important clue about the main idea.

4. Why did the author write this paragraph? What important information are you learning? What is the main idea?

Chrissy Bellfield, 2015, Buzzing with Ms. B

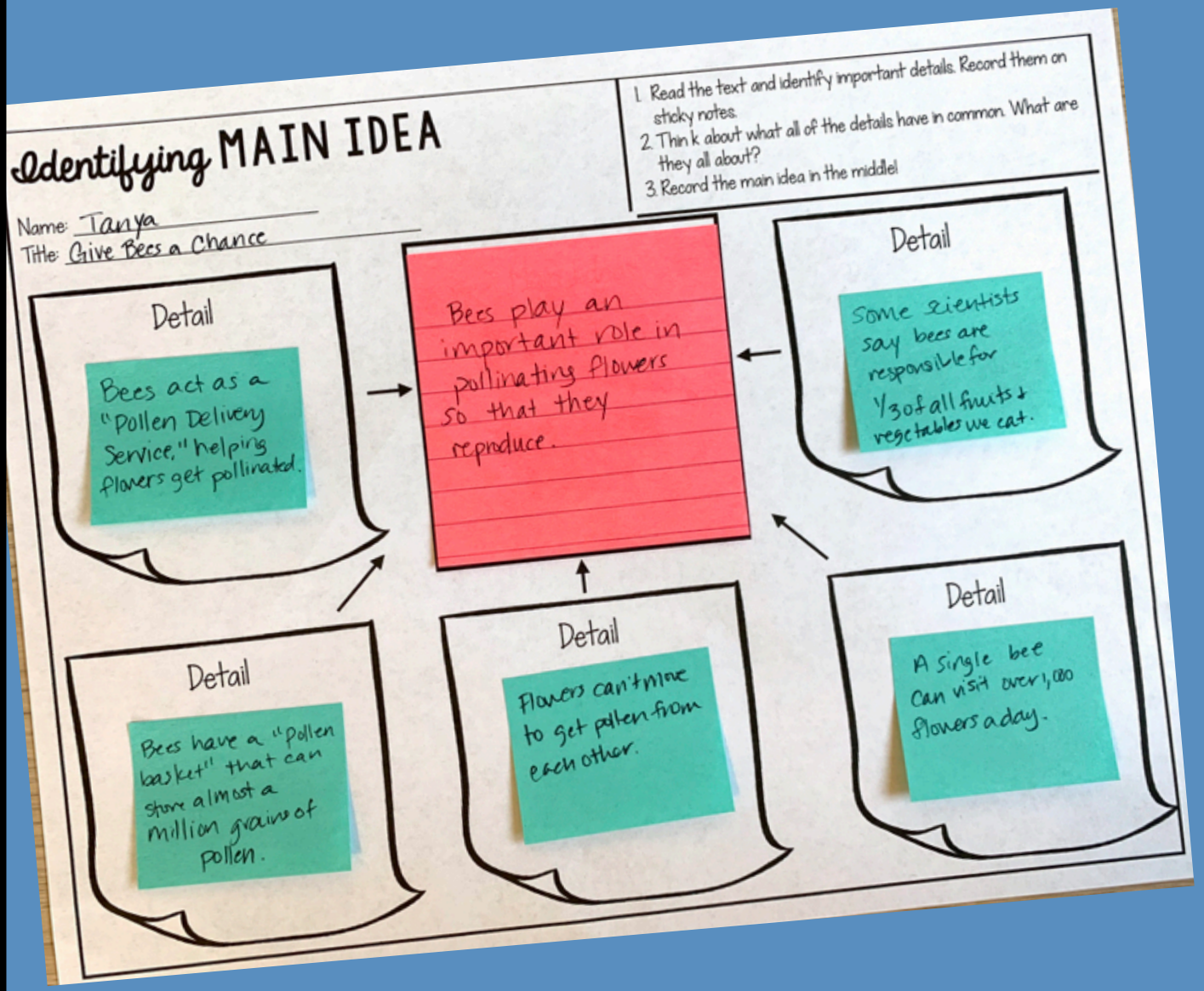
BUZZING with Ms. B

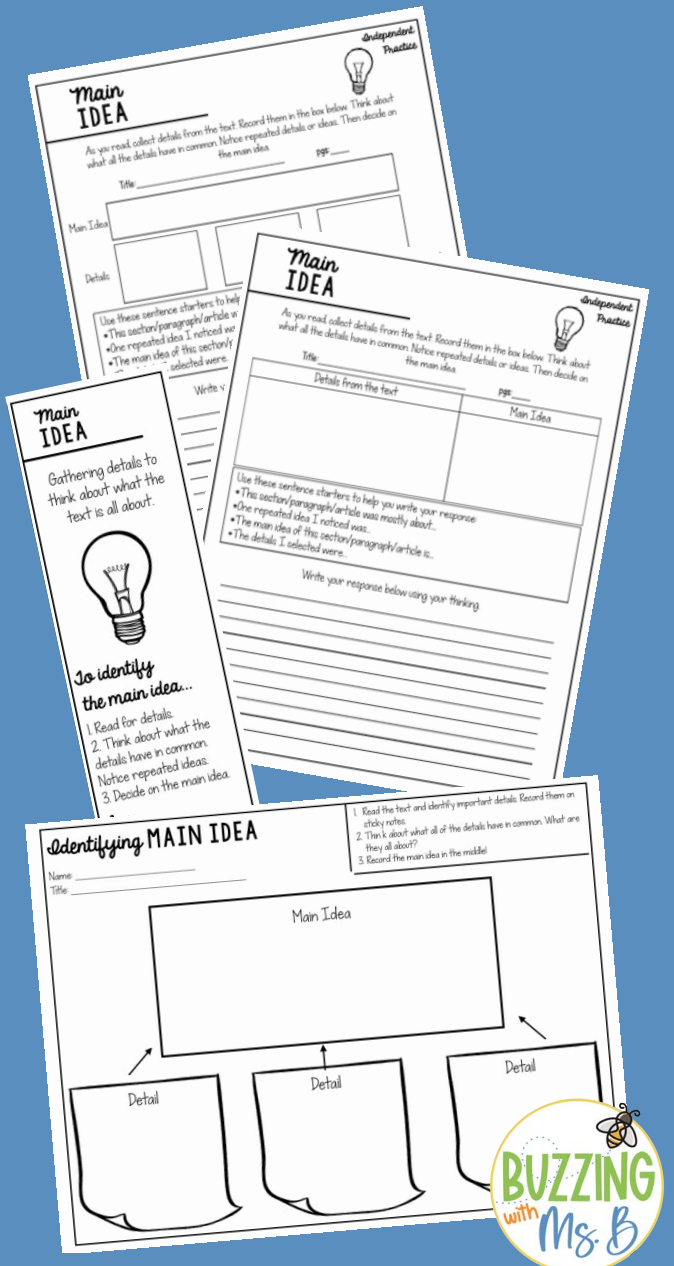
DIFFERENTIATED TASK CARDS



THREE DIFFERENT LEVELS WITH ANSWER KEYS

Graphic organizer & reading response





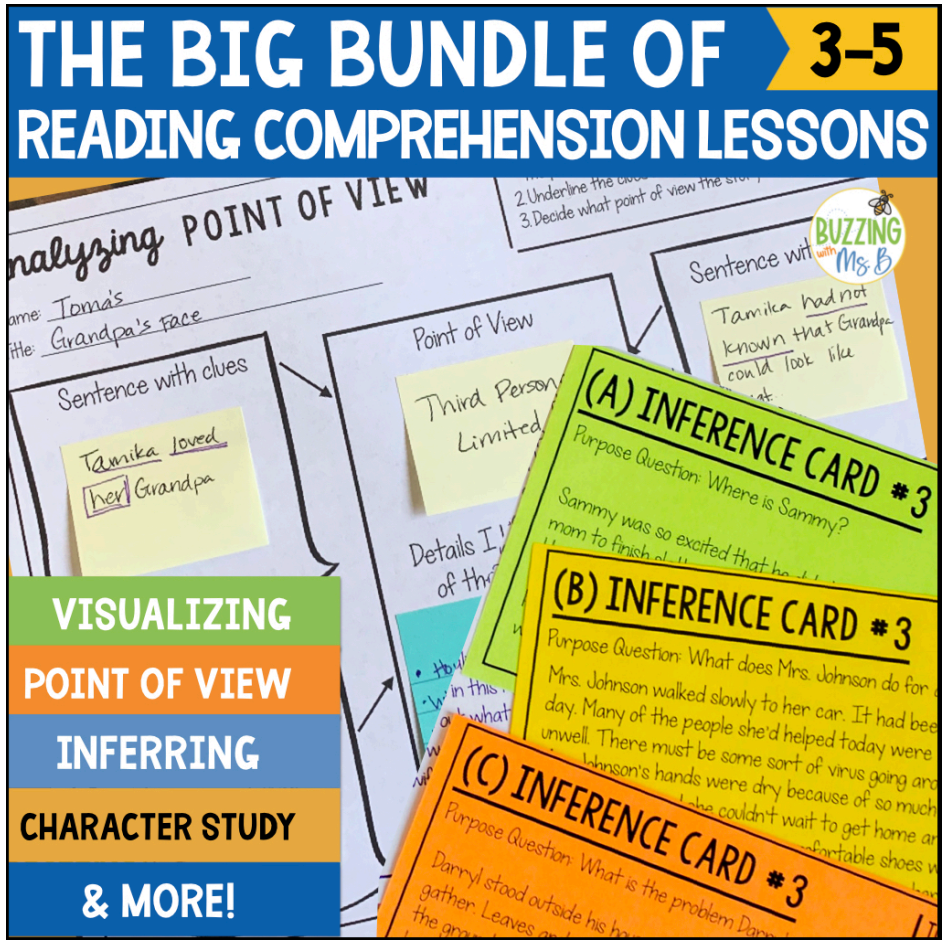
WHAT TEACHERS ARE SAYING

"I really love the "I do, We do, You do" activities. Sometimes my students forget they are even learning because they are so engaged at the task in hand."

"This main idea unit was thorough and helpful! I appreciated the concrete cards to "warm up" my students' brains! Then, we used the guided passage during guided reading with varied levels of support for the students. Finally, they were able to "show what they know" using the main idea exit ticket type cards. Thank you for scaffolding this comprehension for this busy teacher!"

BUZZING with Ms. B

Get this in the Reading Strategy Lessons Bundle!!



This bundle includes...

- ✓Analyzing Characters
- ✓Asking Questions
- ✓Making Inferences
- ✓Visualizing Sensory Details
- ✓Author's Purpose
- ✓Story Elements
- ✓Main Idea & Details
- ✓Cause and Effect
- ✓Fact and Opinion
- ✓Point of View
- ✓Sequencing Events
- ✓Nonfiction Text Structure

GET THE READING STRATEGY LESSONS BUNDLE!!