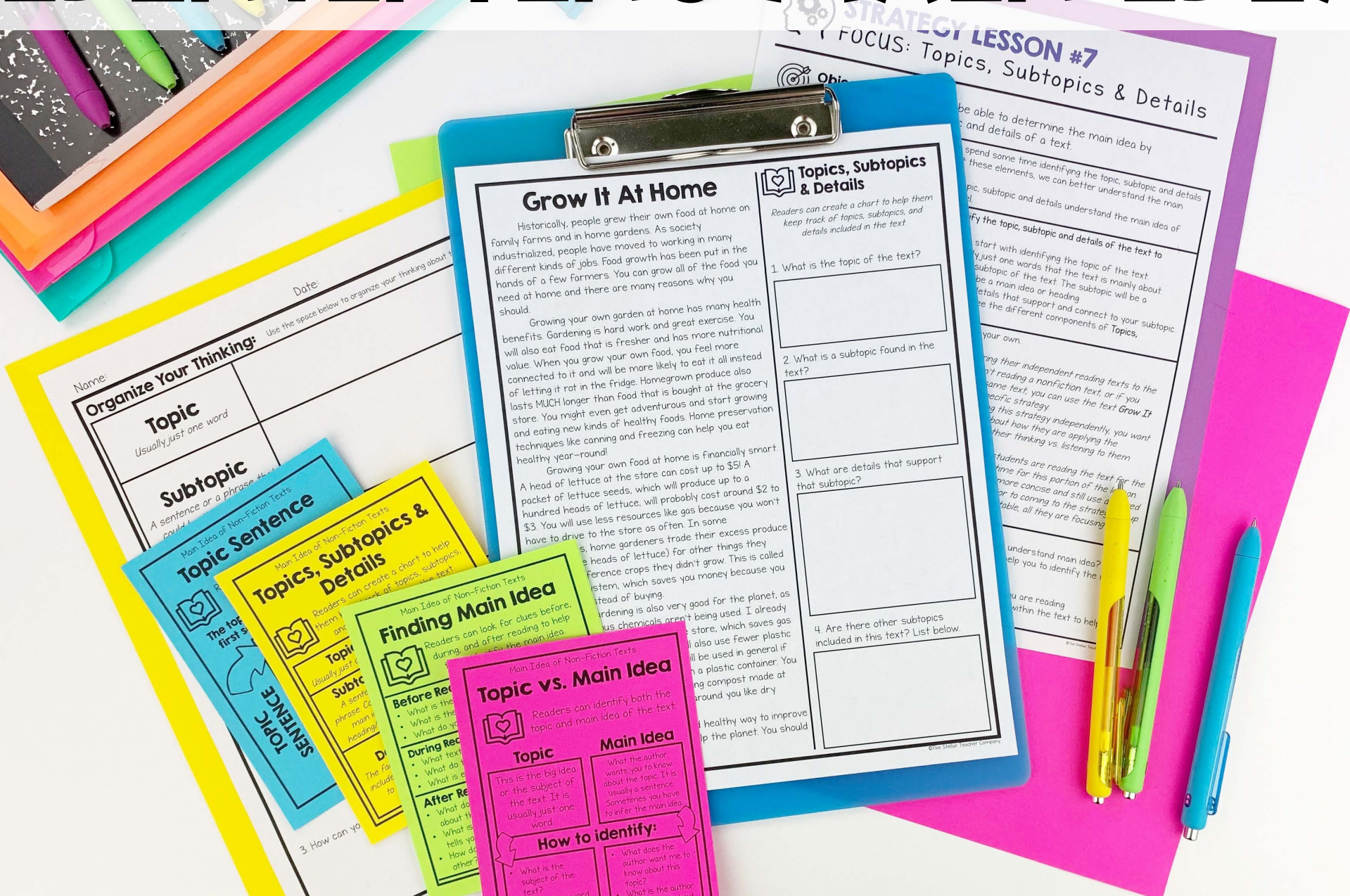


Small Group Lesson Plans & Resources

IDENTIFYING MAIN IDEA



Grow It At Home

Historically, people grew their own food at home on family farms and in home gardens. As society industrialized, people have moved to working in many different kinds of jobs. Food growth has been put in the hands of a few farmers. You can grow all of the food you need at home and there are many reasons why you should.

Growing your own garden at home has many health benefits. Gardening is hard work and great exercise. You will also eat food that is fresher and has more nutritional value. When you grow your own food, you feel more connected to it and will be more likely to eat it all instead of letting it rot in the fridge. Homegrown produce also lasts MUCH longer than food that is bought at the grocery store. You might even get adventurous and start growing techniques like canning and freezing can help you eat healthy year-round!

Growing your own food at home is financially smart. A head of lettuce at the store can cost up to \$5! A packet of lettuce seeds, which will produce up to a hundred heads of lettuce, will probably cost around \$2 to \$3. You will use less resources like gas because you won't have to drive to the store as often. In some cases, home gardeners trade their excess produce (like heads of lettuce) for other things they need, like reference crops they didn't grow. This is called barter, which saves you money because you don't have to buy.

Gardening is also very good for the planet, as plastic mulch isn't being used. I already use plastic mulch in my store, which saves gas and also uses fewer plastic containers. You can use compost made at home around you like dry beans as a healthy way to improve the planet. You should

Topics, Subtopics & Details

Readers can create a chart to help them keep track of topics, subtopics, and details included in the text.

1. What is the topic of the text?

2. What is a subtopic found in the text?

3. What are details that support that subtopic?

4. Are there other subtopics included in this text? List below.

STRATEGY LESSON #7

FOCUS: Topics, Subtopics & Details

be able to determine the main idea by identifying the topic and details of a text.

Spend some time identifying the topic, subtopic and details of these elements, we can better understand the main idea of the text.

Identify the topic, subtopic and details of the text to understand the main idea of the text.

Start with identifying the topic of the text. Just one word that the text is mainly about. The subtopic will be a phrase or heading that supports and connects to your subtopic. The details that support and connect to your subtopic are the different components of Topics, Subtopics, and Details.

When you are reading their independent reading texts to the same text, you can use the text Grow It At Home as a strategy. When you are reading this strategy independently, you want to think about how they are applying the strategy to their thinking vs. listening to them.

Students are reading the text for the first time for this portion of the lesson. They are more concise and still use a strategy. They are coming to the strategy and applying it. All they are focusing on is the strategy.

When you are reading the text for the first time, you can use the text Grow It At Home as a strategy. When you are reading this strategy independently, you want to think about how they are applying the strategy to their thinking vs. listening to them.

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Topic

Usually just one word

Subtopic

A sentence or a phrase that supports the main idea of the text

Topic Sentence

Main Idea of Non-Fiction Texts

Topics, Subtopics & Details

Main Idea of Non-Fiction Texts

Finding Main Idea

Main Idea of Non-Fiction Texts

Topic vs. Main Idea

Topic

This is the big idea or the subject of the text. It is usually just one word.

Main Idea

What the author wants you to know about the topic. It is usually a sentence. Sometimes you have to infer the main idea.

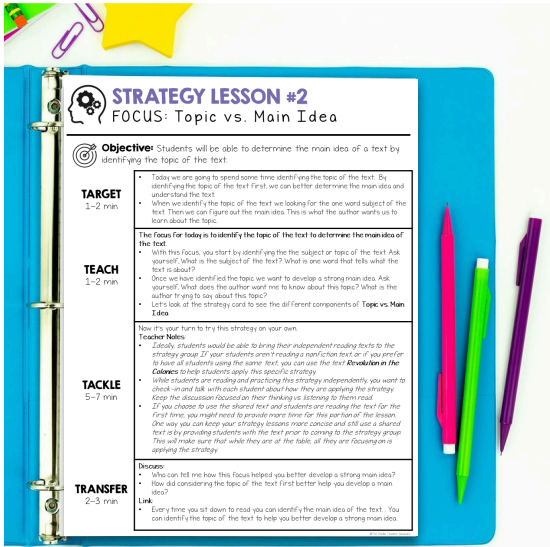
How to identify:

What is the subject of the text? Usually just one word.

What does the author want me to know about this topic? What is the author's main point?

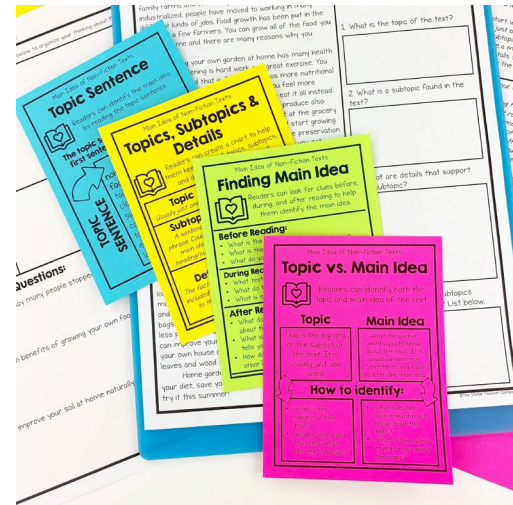
WHAT'S INCLUDED?

You get the same 4 elements for each of the lessons in this set.



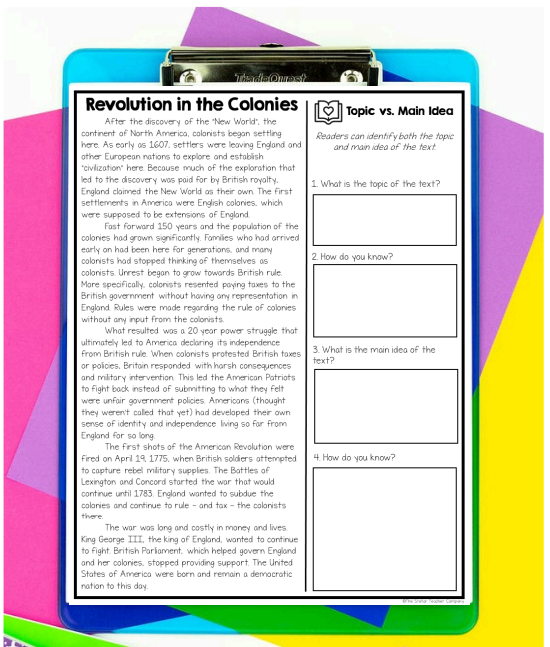
LESSON PLAN

Each lesson comes with a scripted out teacher lesson plan. You'll know exactly what to say to help your students master the objective.



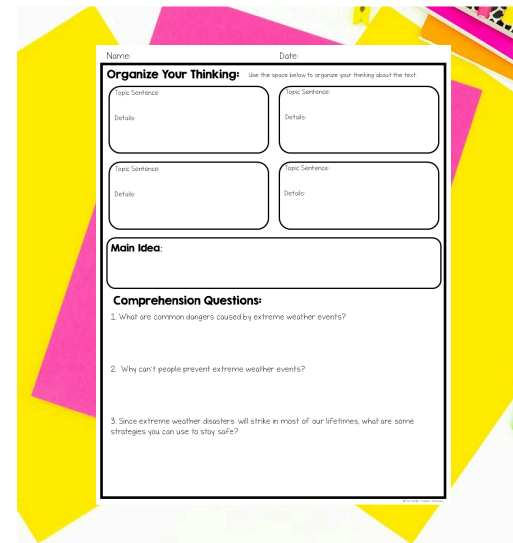
STRATEGY CARD

Each lesson includes a strategy card you can use to help teach the lesson or give to students after to help remind them of the focus skill.



STUDENT TEXT

Each lesson includes a student text that is written with the focus skill in mind. Students will easily be able to practice applying the skill you are teaching them.



RESPONSE PAGE

Students can dig deeper after the lesson and complete the response page which includes a graphic organizer and comprehension questions related to the text.

COMPLETE LESSON PLANS

Each lesson comes with a scripted teacher lesson to make planning your small group lesson a total breeze. Each strategy lesson follows the same 4T model.

- **Target**

You'll introduce the focus skill for the lesson and explain how it will help your students be stronger readers.

- **Teach**

Spend just a few minutes teaching your students all about the focus skill. We've included key phrases to help you keep this short and sweet and also a strategy card you can reference during the lesson.

- **Tackle**

This is where the magic happens. Students will use the reading passage to practice the skill you just taught while you check in with each student to make sure they understand the focus skill.

- **Transfer**

You'll end your lesson with a short discussion and remind students to continue practicing the focus skill while they are reading independently.



STRATEGY LESSON
FOCUS: Topic Sentence



Objective: Students will be able to identify the topic sentence.

TARGET
1-2 min

- To help you identify the topic sentence, you can analyze the topic sentence.
- When we analyze the topic sentence, we want to know what the author wants us to learn or think.

The focus for today is the topic sentence.

- With this focus, you normally find the topic sentence at the beginning of each paragraph or at the beginning of the text supporting the main idea.
- When we analyze the topic sentence, we want to know what the author wants us to learn or think.
- Let's look at the topic sentence.

TEACH
1-2 min

Now it's your turn to try this focus on your own.

Teacher Notes:

- Ideally, students should be able to identify the topic sentence on their own.
- While students are reading and practicing, check-in and talk with each student about the discussion focused on their thinking.
- If you choose to use the shared text, you might need to provide a model of how to use the strategy by providing students with the text passage and asking them to identify the topic sentence.

TACKLE
5-7 min

Discuss:

- Who can tell me how this focus helped them?
- How did analyzing each section and looking for multiple main ideas for a single text?

TRANSFER
2-3 min

Discuss:

- Who can tell me how this focus helped them?
 - How did analyzing each section and looking for multiple main ideas for a single text?
- Link:**
- Remember, each main idea in the text is supported by evidence.



STRATEGY LESSON
FOCUS: More Than One Main Idea



Objective: Students will be able to identify more than one main idea in a single text.

TARGET
1-2 min

- Remember how I taught you the strategy for identifying the main idea. Well, today we are going to learn how to identify more than one main idea.
- When we analyze the text to look for more than one main idea, we look at different sections of the text. We look for each main idea for the text.

The focus for today is using text evidence to identify more than one main idea.

- With this focus, you start by looking at the heading of the text? Are there any words that stand out?
- Once you have identified the different sections of the text, look at each section and how each section connects to the overall topic? What is the main idea of this part?
- Let's look at the strategy card to see how we can use it to identify more than one main idea.

TEACH
1-2 min

Now it's your turn to try this focus on your own.

Teacher Notes:

- Ideally, students should be able to identify more than one main idea on their own.
- While students are reading and practicing, check-in and talk with each student about the discussion focused on their thinking.
- If you choose to use the shared text, you might need to provide a model of how to use the strategy by providing students with the text passage and asking them to identify more than one main idea.

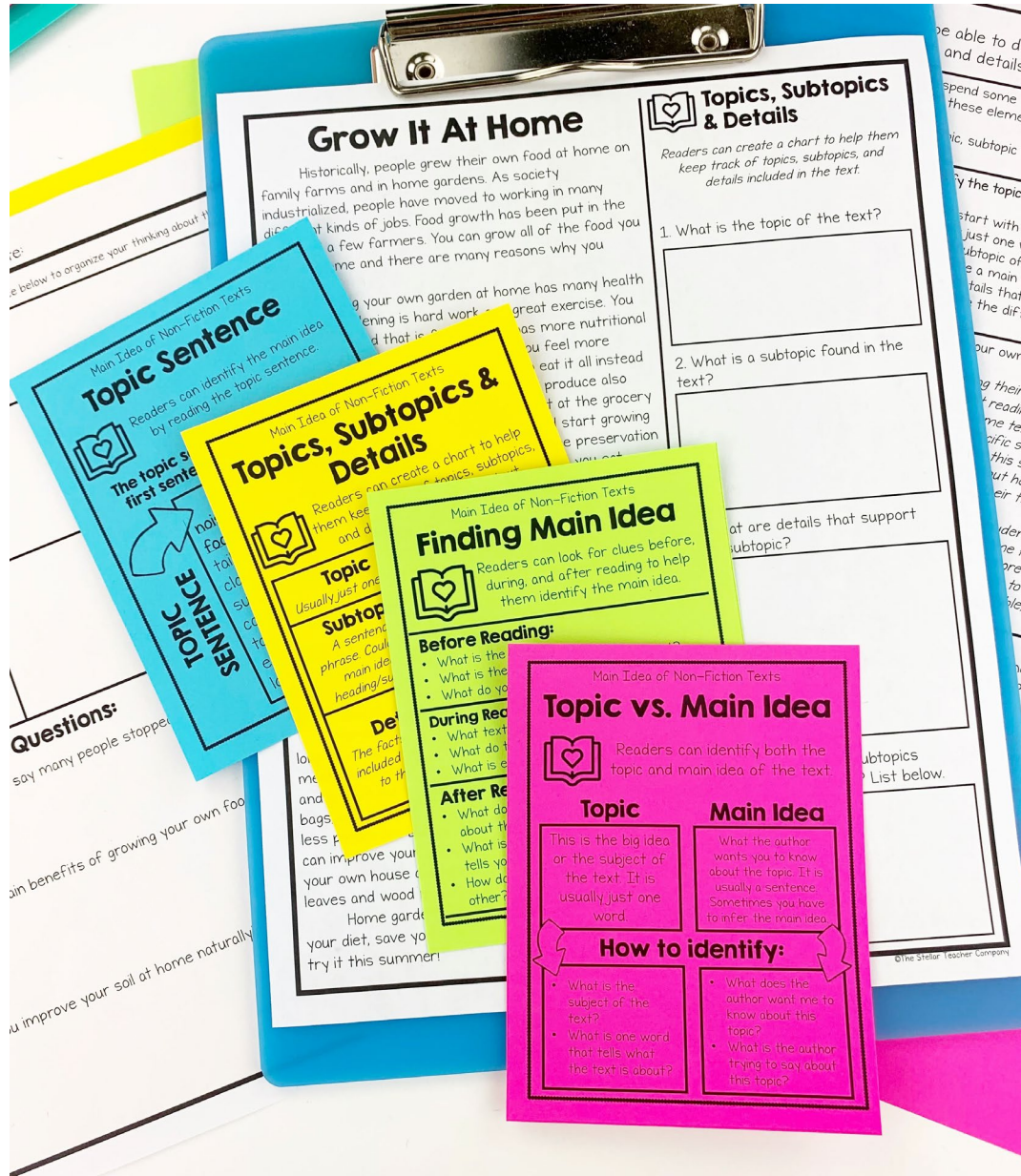
TACKLE
5-7 min

Discuss:

- Who can tell me how this focus helped them?
 - How did analyzing each section and looking for multiple main ideas for a single text?
- Link:**
- Remember, each main idea in the text is supported by evidence.

Includes 12 Focused Lessons

Each lesson will help you teach your students a specific focus skill/strategy that will help them to identify the main idea in nonfiction texts



Focus of Lessons Include:

- Main Idea
- Topic Vs Main Idea
- Topic Sentence
- Multiple Main Ideas
- Heading Clues
- Repeated Words/Phrases
- Topics, Subtopics, Details
- Break It Up
- Look At The Facts
- Give It A Title
- Main Idea Clues Before, During & After Reading
- Read The Features

FOCUSED STUDENT PRACTICE

These passages and response pages are a great way for students to get focused practice on the specific skills included.

- Each passage is short, fun, and engaging to read.
- Includes a set of questions next to the text that will help students see how they can apply the focus skill to this specific text.
- Includes a graphic organizer related to the focus skill and comprehension questions.

Great way for students to practice and work towards mastery of key comprehension skills.

Name: _____ Date: _____

Organize Your Thinking: Use _____

Main Idea: _____

Detail: _____

Detail: _____

Comprehension Ques

1. When you see honeybees flying _____
2. When humans harvest honey _____
3. How do worker bees help pr _____

Honeybee Colonies

Honeybee colonies contain three different kinds of bees. The bees work together to sustain the hive, which is the home of the colony. Colonies consist of worker bees, drone bees, and the queen.

Worker bees are all female, and only live for five to six weeks. Worker bees are important for many reasons. Their main purpose is to feed the colony and store food (honey) for winter. Workers collect nectar from flowers, move it to the hive, and store it in wax cells. Worker bees make two to three times more honey than the colony needs, and that is where we get honey from.

Worker bees also benefit the Earth and humans. They are responsible for most of the pollination of plants that provide living things the food they need to survive. Bees pick up pollen from male flowers and move it to female flowers while they are collecting nectar. This pollination allows the female flowers to develop into the fruits and vegetables we eat every day.

Drone bees are male. Hundreds of them live in the hive, where their job is to mate with the queen. This diversity is what makes bee colonies strong and resilient. Drone bees live from one to three months. While they don't help the worker bees, they do ensure the survival of honeybee colonies. During winter months, if the feed stores aren't plentiful, the drones are kicked out of the hive to save resources for the female bees and baby bees.

The queen is the only bee in a colony that reproduces. She can lay up to 2,500 eggs each day! The rest of the colony makes sure she is fed and protected while she lays the eggs that will become the future worker bees, drones, and queen. If a queen bee dies, worker bees will choose a larva, or a newly hatched baby bee. They feed that bee a substance called royal jelly, which helps that bee mature into the new queen.

These three different kinds of honeybees work together to keep the colony healthy.

Main Idea

Texts often have a main idea, this is what the text is mostly about.

1. What is the text mostly about?

2. What did you learn about the topic?

3. What are the different paragraphs about?

4. What would you say is the main idea of this text?

INCLUDES TEACHER GUIDE

Are you new to using strategy groups in your classroom? No worries! We got you!

This resource also includes a 2-page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers – book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
• Practicing reading strategies in small group can be much more engaging for students than independent practice.
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

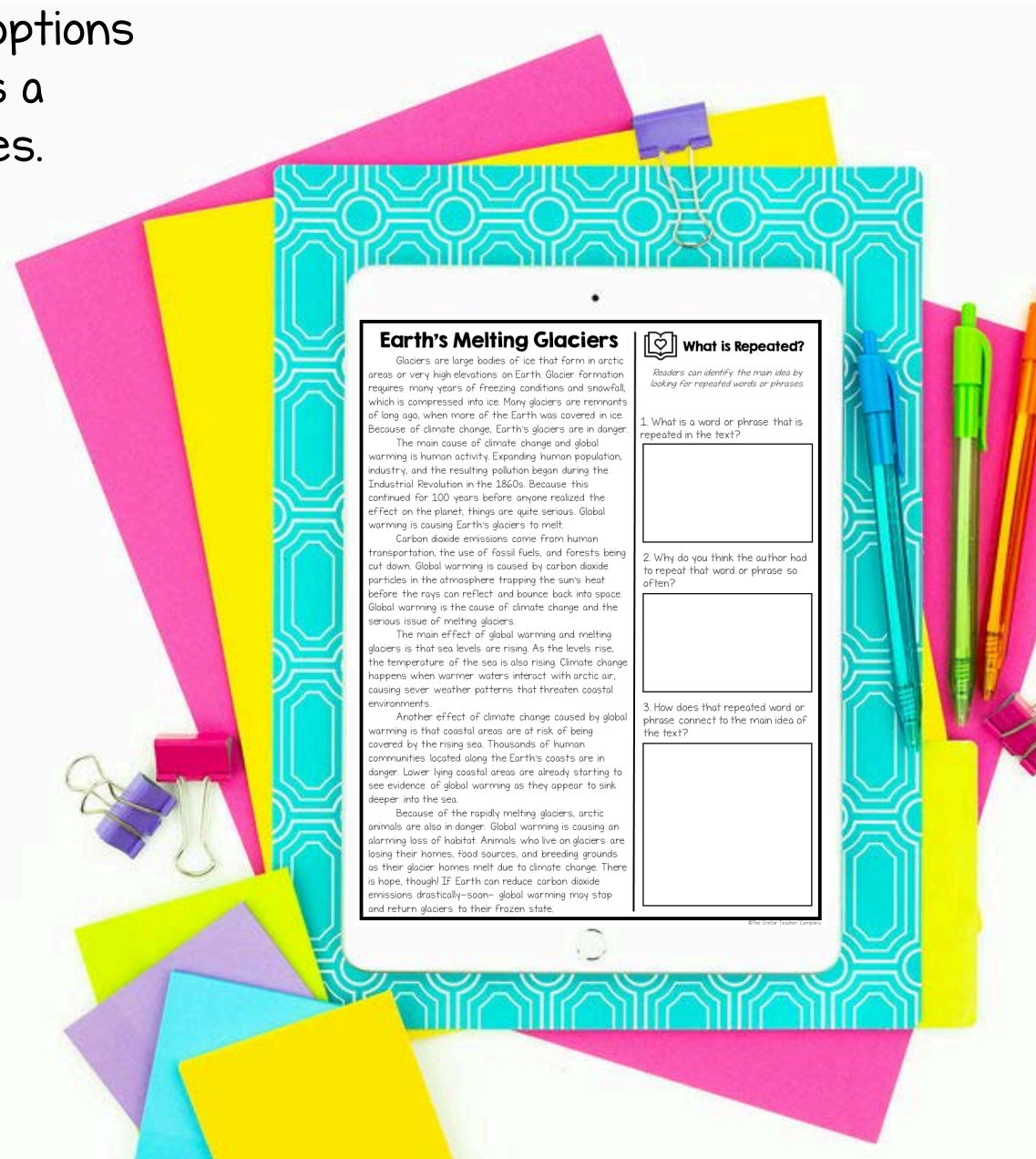
Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



LOOK INSIDE... *12 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #1
FOCUS: Main Idea

Objective: Students will be able to identifying the main idea by analyzing the text to find what the text is mostly about.

TARGET
1-2 min

- Today we are going to spend some time analyzing a text to determine what the text is mainly about. By identifying the main idea, we can better understand the text as a whole.
- When we analyze a text for the main idea we will look for evidence and details to support our main idea.

TEACH
1-2 min

The Focus for Today is identifying the main idea of a text

- The main idea is what the text is mainly about and is supported by details from the text.
- When we analyze a text for the main idea we want to focus on the topic the text is mainly about.
- What is the topic of the text? What is the author trying to tell you about that topic? What details are important to the topic? What evidence did the author provide to help us identify the main idea.
- You can even find the main idea of the individual paragraphs throughout the text.
- Let's look at the strategy card to see the different components of **Main Idea**.

Now it's your turn to try this strategy on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text or if you prefer to have all students using the same text, you can use the text **Honeybee Colonies** to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE
5-7 min

Discussions:

- Who can tell me how this focus helped you better develop a strong main idea?
- How did considering the topic of the text first better help you develop a main idea?

Link

- Every time you sit down to read you can identify the main idea of the text. You can identify the topic of the text to help you better develop a strong main idea.

Man Idea of Non-Fiction Texts

Main Idea

Texts often have a main idea, this is what the text is mostly about.

The main idea explains what the text is mostly about.

Why do whales make noise?

- To socialize with other whales.
- To navigate the ocean as they travel.
- To help find schools of fish to eat.

Main Idea Whales use noise to socialize, navigate the ocean, and find food.

Man Idea of Non-Fiction Texts

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Main Idea Whales use noise to socialize, navigate the ocean, and find food.

Honeybee Colonies

Honeybee colonies contain three different kinds of bees. The bees work together to sustain the hive, which is the home of the colony. Colonies consist of worker bees, drone bees, and the queen.

Worker bees are all female, and only live for five to six weeks. Worker bees are important for many reasons. Their main purpose is to feed the colony and store food (honey) for winter. Workers collect nectar from flowers, move it to the hive, and store it in wax cells. Worker bees make two to three times more honey than the colony needs, and that is where we get honey from.

Worker bees also benefit the Earth and humans. They are responsible for most of the pollination of plants that provide living things the food they need to survive. Bees pick up pollen from male flowers and move it to female flowers while they are collecting nectar. This pollination allows the female flowers to develop into the fruits and vegetables we eat every day.

Drone bees are male. Hundreds of them live in the hive, where their job is to mate with the queen. This diversity is what makes bee colonies strong and resilient. Drone bees live from one to three months. While they don't help the worker bees, they do ensure the survival of honeybee colonies. During winter months, if the food stores aren't plentiful, the drones are kicked out of the hive to save resources for the female bees and baby bees.

Main Idea

Texts often have a main idea, this is what the text is mostly about.

1. What is the text mostly about?

2. What did you learn about the topic?

3. What are the different paragraphs about?

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text.

Main Idea:

Details About Worker Bees

Details About Drone Bees

Details About Queen Bees

Comprehension Questions:

- When you see honeybees flying around in a garden, what kind of bees are they?
- When humans harvest honey from bee colonies, does it hurt the colony? Why or why not?

STRATEGY LESSON #2
FOCUS: Topic vs. Main Idea

Objective: Students will be able to determine the main idea of a text by identifying the topic of the text.

TARGET
1-2 min

- Today we are going to spend some time identifying the topic of the text. By identifying the topic of the text first, we can better determine the main idea and understand the text.
- When we identify the topic of the text we are looking for the one word subject of the text. Then we can figure out the main idea. This is what the author wants us to learn about the topic.

TEACH
1-2 min

The Focus for Today is to identify the topic of the text to determine the main idea of the text.

- With this focus, you start by identifying the subject or topic of the text. Ask yourself, what is the subject of the text? What is one word that tells what the text is about?
- Once we have identified the topic we want to develop a strong main idea. Ask yourself, what does the author want me to know about this topic? What is the author trying to say about this topic?
- Let's look at the strategy card to see the different components of **Topic vs. Main Idea**.

Now it's your turn to try this strategy on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text or if you prefer to have all students using the same text, you can use the text **Revolution in the Colonies** to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE
5-7 min

Discussions:

- Who can tell me how this focus helped you better develop a strong main idea?
- How did considering the topic of the text first better help you develop a main idea?

Link

- Every time you sit down to read you can identify the main idea of the text. You can identify the topic of the text to help you better develop a strong main idea.

Man Idea of Non-Fiction Texts

Topic vs. Main Idea

Readers can identify both the topic and main idea of the text.

Topic

This is the big idea or the subject of the text. It is usually just one word.

Main Idea

What the author wants you to know about the topic. It is usually a sentence. Sometimes you have to infer the main idea.

How to identify:

- What is the subject of the text?
- What is one word that tells what the text is about?
- What does the author want me to know about this topic?
- What is the author trying to say about this topic?

Man Idea of Non-Fiction Texts

Topic vs. Main Idea

Readers can identify both the topic and main idea of the text.

Topic

This is the big idea or the subject of the text. It is usually just one word.

Main Idea

What the author wants you to know about the topic. It is usually a sentence. Sometimes you have to infer the main idea.

How to identify:

- What is the subject of the text?
- What is one word that tells what the text is about?
- What does the author want me to know about this topic?
- What is the author trying to say about this topic?

Revolution in the Colonies

After the discovery of the 'New World', the continent of North America, colonists began settling here. As early as 1607, settlers were leaving England and other European nations to explore and establish 'civilization' here. Because much of the exploration that led to the discovery was paid for by British royalty, England claimed the New World as their own. The first settlements in America were English colonies, which were supposed to be extensions of England.

Fast forward 150 years and the population of the colonies had grown significantly. Families who had arrived early on had been here for generations, and many colonists had stopped thinking of themselves as colonists. Unrest began to grow towards British rule. More specifically, colonists resented paying taxes to the British government without having any representation in England. Rules were made regarding the rule of colonies without any input from the colonists.

What resulted was a 20 year power struggle that ultimately led to America declaring its independence from British rule. When colonists protested British taxes or policies, Britain responded with harsh consequences and military intervention. This led the American Patriots to fight rebel military supplies. The Battles of Lexington and Concord started the war that would continue until 1783. England wanted to subdue the colonies and continue to rule - and tax - the colonists there.

The war was long and costly in money and lives. King George III, the king of England, wanted to continue to fight British Parliament, which helped govern England and her colonies, stopped providing support. The United States of America were born and remain a democratic nation to this day.

Topic vs. Main Idea

Readers can identify both the topic and main idea of the text.

1. What is the topic of the text?

2. How do you know?

3. What is the main idea of the text?

4. How do you know?

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text.

Topic:

Main Idea:

Detail:

Detail:

Detail:

Comprehension Questions:

- Why did England feel entitled to rule and tax the American colonies?
- How could the Revolutionary War have been avoided by the British Monarchy and government?
- Describe why colonists in America resisted taxes imposed by the British king and government.



LOOK INSIDE... *12 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #3
FOCUS: Topic Sentence

Objective: Students will be able to identify the main idea by analyzing the topic sentence.

TARGET
1-2 min

- To help you identify the main idea of a text, I'm going to teach you how readers can analyze the topic sentence of the text.
- When we analyze the topic sentence we will find the topic or subject of the passage (or a particular section of text). This will help us learn what the author wants us to learn or know about that subject or topic.

The focus for today is understanding how the topic sentence connects to the main idea of the text.

- With this focus, you start by identifying the topic sentence. The topic sentence is normally the first sentence of a paragraph. There is often a topic sentence for each paragraph in a text. The remainder of the paragraph will be details supporting the topic sentence.
- When we analyze all of the topic sentence within a text we can often find the main thing the author wants us to learn about the topic or subject of the text.
- Let's look at the strategy card to see the different components of a **Topic Sentence**.

TEACH
1-2 min

Now it's your turn to try this focus on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text, or if you prefer to have all students using the same text, you can use the text *Extreme Weather* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson.

TACKLE
5-7 min

Man Ideas of Non-Fiction Texts

Topic Sentence
Readers can identify the main idea by reading the topic sentence.

The topic sentence is usually the first sentence of a paragraph.

Whales often use noises to help them find food. They can use their tails and fins to make loud clapping noises on the surface of the water. This can scare schools of fish together which makes it easier for the whales to locate food.

TOPIC SENTENCE

Man Ideas of Non-Fiction Texts

Topic Sentence
Readers can identify the main idea by reading the topic sentence.

The topic sentence is usually the first sentence of a paragraph.

Whales often use noises to help them find food. They can use their tails and fins to make loud clapping noises on the surface of the water. This can scare schools of fish together which makes it easier for the whales to locate food...

TOPIC SENTENCE

Man Ideas of Non-Fiction Texts

Topic Sentence
Readers can identify the main idea by reading the topic sentence.

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TOPIC SENTENCE

Extreme Weather

Humans have spread out to live over much of the planet. We have adapted to living in many different climates. One thing that we cannot adapt to are extreme weather events. Extreme weather is responsible for extensive damage, destruction, and even loss of life.

Hurricanes are huge tropical storms defined by dangerously high winds. Hurricanes form over the ocean in the tropics during summer months. They often then move to and wreak havoc on populated coastal areas. High winds can tear buildings apart and knock down trees. Torrential rain causes flooding and property damage. The combination of these two things together can cause damage to the structure of cities that lasts for many years. People may not have power, food, or the ability to get help for long periods of time.

Tornadoes are windstorms that can reach speeds of 300 miles per hour and span 1 to 2 miles at a time. Tornadoes often form in landlocked areas away from water. Weather patterns cause high winds to blow in a spinning pattern that forms a tunnel. The tornado tunnel moves across the ground, ripping up trees, buildings, vehicles, anything that may be in its path.

Thunderstorms are dangerous because of the presence of lightning, high winds and heavy rainfall. Thunderstorms form when warm, humid air and cooler, Arctic air meet. Heavy rainfall can cause catastrophic flooding and mudslides. Thunder itself isn't dangerous, but it can be terrifying. Lightning is terrifying and dangerous. Lightning can strike trees, bodies of water, homes, and even people and animals. Lightning delivers huge amounts of electricity that will fry anything it comes in contact with. It

Topic Sentence
Readers can identify the main idea by reading the topic sentence.

1. What is the topic sentence for paragraph #2?

2. Is that a good topic sentence for that paragraph? Explain.

3. What is the topic sentence for paragraph #3?

4. Is that a good topic sentence for

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text.

Topic Sentence	2-3 Related Details
Hurricanes are huge tropical storms defined by dangerously high winds.	
Tornadoes are windstorms that can reach speeds of 300 miles per hour and span 1 to 2 miles at a time.	
Thunderstorms are dangerous because of the presence of lightning, high winds and heavy rainfall.	

Main Idea:

Comprehension Questions:

- What are common dangers caused by extreme weather events?
- Why can't people prevent extreme weather events?

STRATEGY LESSON #4
FOCUS: More Than One!

Objective: Students will be able to identify multiple main ideas within a single text.

TARGET
1-2 min

- Remember how I taught you that readers analyze a text to find the main idea? Well, today we are going to learn how sometimes texts have more than one main idea.
- When we analyze the text to look for multiple main ideas, we want to look at different sections of the text. We want to find supporting details that support each main idea for the text.

The focus for today is using text evidence to identify multiple main ideas in a single text.

- With this focus, you start by looking at the different sections within the text. What is the heading of the text? Are there any subheadings in the text?
- Once you have identified the different sections within the text, you want to analyze the text itself and how each section connects back to the overall topic of the text. What is the main idea of this part of the text? How does this section of the text connect to the overall topic? What is included in this section of text that is not in the other sections?
- Let's look at the strategy card to see the different components of **More Than One**.

TEACH
1-2 min

Now it's your turn to try this focus on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text, or if you prefer to have all students using the same text, you can use the text *The 16th President* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE
5-7 min

Discuss:

- Who can tell me how this focus helped you better understand the main idea?
- How did analyzing each section and looking for text evidence help you identify multiple main ideas for a single text?

Link:

- Remember, each main idea in the text will have key details that support it. You can use the use text evidence to help you identify multiple main ideas in a single text.

TRANSFER
2-3 min

Man Ideas of Non-Fiction Texts

More Than One!
Readers can find multiple main ideas in a single text.

To do this, ask:

- What is the heading for this piece of text?
- What is this section of text mostly about?
- How does this section of text connect to the overall topic?
- What is included in this section that isn't in other sections of text?
- What is a main idea for this part of the text?

Each main idea in the text will have key details that support it.

Man Ideas of Non-Fiction Texts

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Readers can find multiple main ideas in a single text.

To do this, ask:

- What is the heading for this piece of text?
- What is this section of text mostly about?
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- What is a main idea for this part of the text?

Each main idea in the text will have key details that support it.

Terracotta Army

In 1974 a farmer in China was digging a well to water his crops. He thought he found an old buried kin that cooks bricks. After digging it out, he realized it was a life-size figurine made out of clay. This was how the Terracotta Army was discovered.

Archaeologists dug out more than 8000 full-size soldiers made of clay. The statues ranged from 5 feet 11 inches to 6 feet 7 inches. All of the statues were different. Some were kneeling while some were standing. They all had different physical features, hair styles, and expressions. Some were posed ready to fight with armor. Many had weapons including crossbows, daggers, maces, spears, and swords.

In addition to 8000 soldiers, there were 670 horses and 130 chariots – all life size! Horses had saddles which proves that saddles had been invented back then.

These artifacts were found at Emperor Qin Shi Huang's massive burial tomb. The tomb had 4 man pits around 21 feet deep for the army.

Who was Qin? He was the first Emperor of China from 221 BC to 210 BC. He became king at age 13 when his father died. At age 22, Qin took full control. He wanted to unite China with a single ruler.

Qin conquered the 6 Chinese states and became the first leader of China. This is when he changed his name from Zheng to Shi Huang. Shi Huang means "first emperor".

Over 700,000 craftsmen built the soldiers over several years, like an assembly line. There were molds for the arms, legs, torsos, and heads. There were 8-10 molds for heads which represented people from different areas of China. Ears, mustaches, eyes, hair, and weapons were added afterward.

Emperor Qin Shi Huang wanted to live forever. He had the terracotta soldiers built so they would protect him in the afterlife. They were buried with him to guard him forever.

More Than One!
Readers can find multiple main ideas in a single text.

1. What is one main idea for this text? (Think about the Terracotta Army)

2. How did you identify that as one of the main ideas?

3. What is another main idea found in this text? (Think about Emperor Qin)

4. How did you identify that as one of the main ideas?

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text.

Main Idea:	Main Idea:
Details:	Details:

Comprehension Questions:

- Why did Emperor Qin Shi Huang want to build the terracotta soldiers?
- List three things that are significant about Emperor Qin Shi Huang.
- What do you think was the biggest challenge for the craftsman that built the soldiers?



A LOOK INSIDE...

*12 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #5
FOCUS: Heading Clues

Objective: Students will be able to identify the main idea of a text by analyzing headings and subheadings.

TARGET
1-2 min

- Today we are going to spend some time analyzing the headings and subheadings of a text. By analyzing the headings and subheadings of a text, we can identify the main idea.
- When we analyze the headings and subheadings we will look at how they connect to the main topic of the text.

TEACH
1-2 min

The focus for today is analyzing the headings and subheadings of a text to identify the main idea.

- With this focus, you will notice authors often use the headings or subheadings to give you clues about the main idea of that section of text.
- When we analyze the headings and subheadings we have to look at how the headings connects to that section of text as well as the text as a whole.
- We also want to think about what the author wants us to learn from that section of text and why they might have included it.
- Let's look at the strategy card to see the different components of **Heading Clues**.

Now it's your turn to try this focus on your own.

Teacher Notes:

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text or if you prefer to have all students using the same text, you can use the text *Anatomy of an Octopus* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson.

TACKLE
5-7 min

Man Idea of Non-Fiction Texts

Heading Clues

Readers can use headings and subheadings to help figure out the main idea of a text.

Life on ISS

MORNING ROUTINE
Did you know that astronauts on the space station don't have a shower just like we do on Earth. The only difference is that they use a toilet that acts as a shower and they use a special soap that floats in the air. They also use a special soap that floats in the air.

EATING IN SPACE
Did you know that astronauts on the space station don't eat a normal meal like we do on Earth. The only difference is that they use a special container that acts as a plate and they use a special paper because the gravities would just float away.

THINK:

- What is this section mostly about?
- What does the author want me to learn?
- How does this relate to the overall text?

Headings are clues that help you determine the main idea of each section.

Anatomy of an Octopus

CLASSIFICATION

Octopuses are invertebrates because they don't have an internal skeletal structure. Within the invertebrate category, octopuses are also classified as mollusks and within that, cephalopods.

Squid, cuttlefish, and nautilus are also cephalopods. Cephalopods are marine animals found living only in salt water. Their bodies are symmetrical, and they have large heads, and arms or tentacles.

ANATOMY

Octopuses get their name from having eight tentacles. They use the back two tentacles to "walk" along the bottom of the ocean. The other six tentacles swim, feel for prey, and capture prey. Each tentacle is covered with muscular suction cups, which help them anchor in one place or hold onto objects as needed.

Octopus heads have two eyes, a beak, and a mouth. They have three hearts, one to circulate blood and two to pump blood. They have relatively large brains and are known to be intelligent creatures.

Octopus breathe through fins like other marine dwellers. They expel processed water through a siphon. Many octopus use the process of spitting out processed water to propel themselves through the water. They can also absorb 40% of their oxygen through their skin while at rest, so they don't have to remain in motion like sharks.

REPRODUCTION

The reproduction of many species of octopus hasn't been studied in detail. In those that live in the deeper parts of the sea, males place sacs of sperm into the female's mantle cavity. After a few weeks or longer, a few

Heading Clues

Readers can use headings and subheadings to help figure out the main idea of a text.

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Did you know that astronauts on the space station don't eat a normal meal like we do on Earth. The only difference is that they use a special container that acts as a plate and they use a special paper because the gravities would just float away.

THINK:

- What is this section mostly about?
- What does the author want me to learn?
- How does this relate to the overall text?

Headings are clues that help you determine the main idea of each section.

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text.

Heading:	Heading:
Main Idea of Section:	Main Idea of Section:
Supporting Details in Section:	Supporting Details in Section:

Comprehension Questions:

- According to the article, which physical characteristics do all cephalopods have in common?
- What is the purpose of the anatomy section of the article?

STRATEGY LESSON #6
FOCUS: What is repeated?

Objective: Students will be able to identify the main idea by looking for repeated words or phrases.

TARGET
1-2 min

- Remember how I taught you that readers use clues from the text to help them identify the main idea? Today we are going to look at how we can use repeated words or phrases within the text to help us determine the main idea.
- When words or phrases are repeated in the text it is often a clue from the author that words are important.

TEACH
1-2 min

The focus for today is using repeated words or phrases to identify the main idea of a text.

- With this focus, you start by identifying the repeated words or phrases in the text.
- You want to think about how the author can use similar words or synonyms to repeat concepts as well.
- When you identify repeated words or phrases it is good to think about why these certain words or phrases were repeated in the text.
- Let's look at the strategy card to see the different components of **What is repeated?**

Now it's your turn to try this focus on your own.

Teacher Notes:

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text or if you prefer to have all students using the same text, you can use the text *Earth's Melting Glaciers* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

DISCUSS:

- Who can tell me how this focus helped you better understand the main idea?
- How did analyzing the repeated words and phrases in the text help you better identify the main idea?

Limit:

- Remember, you can identify the main idea anytime you are reading independently. You can use the What is repeated strategy to help you identify the topic of the text determine what the author is trying to teach you about the topic.

TRANSFER
2-3 min

Man Idea of Non-Fiction Texts

What is Repeated?

Readers can identify the main idea by looking for repeated words or phrases.

When words or phrases get repeated it is often a sign they are important.

When you notice something is repeated, ask yourself:

- Where else in the text did the author use this same word or phrase?
- Why does this word or phrase keep popping up in the text?
- Is this word or phrase essential to understanding the main idea of the text?
- How can I use this word or phrase to help figure out the topic and main idea?

What is Repeated?

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- How can I use this word or phrase to help figure out the topic and main idea?

Earth's Melting Glaciers

Glaciers are large bodies of ice that form in arctic areas or very high elevations on Earth. Glacier formation requires many years of freezing conditions and snowfall, which is compressed into ice. Many glaciers are remnants of long ago, when more of the Earth was covered in ice. Because of climate change, Earth's glaciers are in danger.

The main cause of climate change and global warming is human activity. Expanding human population, industry, and the resulting pollution began during the Industrial Revolution in the 1800s. Because this continued for 100 years before anyone realized the effect on the planet, things are quite serious. Global warming is causing Earth's glaciers to melt.

Carbon dioxide emissions come from human transportation, the use of fossil fuels, and forests being cut down. Global warming is caused by carbon dioxide particles in the atmosphere trapping the sun's heat before the rays can reflect and bounce back into space. Global warming is the cause of climate change and the serious issue of melting glaciers.

The main effect of global warming and melting glaciers is that sea levels are rising. As the levels rise, the temperature of the sea is also rising. Climate change happens when warmer waters interact with arctic air, causing severe weather patterns that threaten coastal environments.

Another effect of climate change caused by global warming is that coastal areas are at risk of being covered by the rising sea. Thousands of human communities located along the Earth's coasts are in danger. Lower lying coastal areas are already starting to see evidence of global warming as they appear to sink deeper into the sea.

Because of the rapidly melting glaciers, arctic animals are also in danger. Global warming is causing an alarming loss of habitat. Animals who live on glaciers are losing their homes, food sources, and breeding grounds as their glacier homes melt due to climate change. There is hope, though! If Earth can reduce carbon dioxide emissions drastically—soon—global warming may stop and return glaciers to their frozen state.

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Readers can identify the main idea by looking for repeated words or phrases.

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- Is this word or phrase essential to understanding the main idea of the text?
- How can I use this word or phrase to help figure out the topic and main idea?

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text.

Repeated Word or Phrase: Climate Change	Repeated Word or Phrase: Global Warming
Details With Repeated Word/Phrase:	Details With Repeated Word/Phrase:
Main Idea of Text:	

Comprehension Questions:

- How does carbon dioxide in the atmosphere cause global warming?
- What is the main effect of melting glaciers on the planet?
- What does the article say can stop global warming?

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