

Lesson

1

**Objective:** Understand the main idea and details in a text.

**CSE:** Can understand the main idea in a short, simple picture story.

**Read It Right!**

**Main Idea and Details**

The **main idea** is the most important idea in a paragraph. Usually, you can find main ideas at the beginning or at the end of the paragraphs. To find the main idea, ask yourself: *What is the paragraph about?*

**Details** give you more information about the main idea. To identify details, ask yourself: *What is the evidence? What are the reasons? Which examples are there?*

**Vocabulary**

birth	mouth
fish	world

Do you know what these words mean? If necessary, check the Glossary at the end of your book.

6

1 Read the paragraph about whales.

**Whales** Are Wonderful Animals!

Whales are different from other sea creatures. They are not **fish**. They are mammals. A baby whale is called a calf. A calf grows inside its mother until its **birth**. Mommy whale feeds its babies with milk. She also takes care of them for almost a year. All this happens underwater.



2 Check (✓) the correct answers.

- a Which sentence from the paragraph tells the main idea?

Whales are different from other sea creatures. ☒

Mommy whale feeds its babies with milk. ☐

She also takes care of them for almost a year. ☐

- b Which sentences give details?

They are mammals. ☒

They are not fish. ☒

They are different. ☐

**By Yourself**

3 Look at the pictures. Then, read the article.

**Reader's Coach**

Pictures can help you identify the main idea in a paragraph. What can you see in the pictures?

**The Great Blue Whale**

The blue whale is the largest animal in the **world**. A baby is 2,000 kilograms at birth. An adult is more than 130,000 kilograms. That's heavier than three trucks!

The blue whale eats a lot, but its food is very small. They eat animals called krill. They swallow a lot of water while eating, so they use their tongue to push the water out of their **mouth** and then eat the krill.

**Comprehension Check**

4 Circle the word that best completes each sentence.

a The blue whale is the *strongest* / largest animal in the world.

b An adult is *lighter* / heavier than three trucks.

c Blue whales eat food that is small enormous.

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## Main Idea and Details

**Objective:** Understand the main idea and details in a text.

**CSE:** Can understand the main idea in a short, simple picture story.

### Activation of Knowledge

Ask students if they know what a whale is. Have them give you ideas and details about whales.

### Development

#### Read It Right!

**Activate Vocabulary** Before reading the paragraph about whales, introduce the vocabulary words **fish** and **birth**. Have students look at the picture in their books and point to the **fish**. Say: *We can see small **fish** swimming around the whale and its baby.* Then, explain that **birth** is the process and the time when a (human or animal) baby is born. Say: *They started a family with the **birth** of their first son.* Write the two words on the board and elicit a few examples from students.

Use **Engaging Activity 15: Three Column Charts or KWL** to activate prior knowledge on whales. See pages 86-87.

## 1 Read the paragraph about whales.

Write **Main Idea** and **Details** on the board and elicit previous knowledge. Ask volunteers to read aloud the information provided in the sidebar and guide them to paraphrase it (the main idea indicates what a text is about and supporting details may explain or give examples). Then, draw students' attention to the title of the text and the illustration, and encourage them to describe what they see. Ask different volunteers to read the text aloud.

## 2 Check (✓) the correct answers.

Have students go back to the text in order to answer the questions. Check answers orally.

### By Yourself

**Activate Vocabulary** Before reading the text on page 7, introduce the vocabulary words **world** and **mouth**. Since it is likely some students are familiar with both words, ask volunteers to locate the words in the Glossary at the end of their books, read their definitions aloud and use the words in sentences.

## 3 Look at the pictures. Then, read the article. 1

Read the information provided in the **Reader's Coach** box. Invite students to look at the pictures and ask volunteers to describe them (four whales in different sizes and a big whale

they will identify supporting details in the second paragraph. Check by drawing the graphic organizer on the board and asking volunteers from different teams to write down the main idea and details. Now that students have identified the main idea and supporting details, you can use the Differentiated Instruction strategy to reinforce the skill.

**7 Complete the paragraph using words from the box.**

Read the paragraph aloud to check understanding. Then, have students work individually on this task. Monitor to identify students who may need to use the Glossary at the end of the book and suggest them to do it. Check orally.

Students will connect their own thoughts and feelings with the texts by working on this activity. Ask the questions aloud and invite one volunteer to model the answer. Then, organize the class into teams and give them some time to share their preferences while you monitor inviting them to speak in English all the time.

**Differentiated Instruction** To approach musical learners, organize the class into small teams and invite them to create a song about the blue whale. Encourage them to use the main idea as the chorus and the supporting details as the stanzas.

Share with students that human-made pollution has terrible effects on whales' environment. Tell them that between 5 million and 13 million tons (more than the combined weight of every single blue whale on Earth) of plastic are thrown into the world's oceans every year, affecting their health and living conditions.

Ask students to brainstorm different ways in which they can help avoid plastic pollution. Invite them to create a poster including their ideas and to paste it where students from other classes might see it.

eating). Ask: *What might this article be about?* (blue whale's size / blue whale's food). Give students some time to read the article individually while you monitor to identify struggling students.

4 Circle the word that best completes each sentence.

Have students use explicit information provided on the text to answer. Check orally.

**5 Work in pairs to complete the table.**

Have students practice the skill by using the information from the illustrations. Organize the class into pairs, making sure struggling students you identified while working on Activity 3 are paired with advanced students. Give them some time to complete the table while you monitor to provide help if required.

**6 Work in small teams to complete the graphic organizer with details.**

Organize the class into small teams. Explain to students that now that they have identified the main idea in each of the paragraphs,

Lesson

2


**1 Read the story "The Math Test."**

**THE MATH TEST**  
(Part 1)

Sara had a Math **test** the next day. She was in her room with Ray, her dog. Mom could hear Ray barking and a bouncing ball. Mom told Sara: "Remember that you have an exam tomorrow. You have to **study**." Sara said she was studying, but the sound of the ball bouncing didn't stop.

After some time, Mom could hear some beeping sounds coming out from Sara's room. Her mother asked: "Are you ready for your test tomorrow?" Sara smiled and said: "Hmmm... Yes, I am."

At the end of the day, Sara opened her Math notebook. But she fell asleep immediately. The next day at school, Mr. Davis gave the test to the **class**.



**2 Answer the questions. Give reasons for your answers.**

a. What do you think Sara was doing with Ray?  
She was playing with Ray.

b. Why do you think there were beeping sounds coming out from Sara's room? She was playing video games.

c. Do you think Sara studied for the exam? No.

**Objective:** Draw conclusions and find evidence that supports them.

**CSE:** Can understand short, simple illustrated narratives about everyday activities.

**Read It Right!**

**Drawing Conclusions**

You can know what happened in a story, how the characters were feeling, or even the ending by collecting the evidence and looking for clues in the text. This means that you **draw conclusions** based on what you know and the clues in the story.

When you can't find explicit information in a text:

1. look for clues.
2. think of different possibilities.
3. draw conclusions using your own ideas and all the evidence.

**Vocabulary**

class	study
sad	test

Lesson

2


**3 Read the next part of Sara's story.**

**THE MATH TEST**  
(Part 2)

Sara got the test. Additions, subtractions, multiplications, and problems. She read it many times. She turned to Ali. Ali was concentrated on her test, solving all the math operations. Sara couldn't stop moving her foot. She played with her pencil. She read the test again and again. "This is difficult!" she thought.

"One more minute to finish," said Mr. Davis. Sara looked at the test again. She couldn't solve the operations. Mr. Davis picked up the tests.

Ali was relaxed and had a big smile on her face. She looked at Sara and said: "Sara, you look **sad**. How did you do on the test?" Sara was worried.



**Amazing Info**

Japanese kids have a unique method to do math operations. At the end of the lesson, ask your teacher to show you how they subtract these two numbers.

$$\begin{array}{r} 21 \\ -4 \\ \hline 17 \end{array}$$

**By Yourself**

**3 Read the next part of Sara's story.**

**THE MATH TEST** (Part 2)

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"One more minute to finish," said Mr. Davis. Sara looked at the test again. She couldn't solve the operations. Mr. Davis picked up the tests.

Ali was relaxed and had a big smile on her face. She looked at Sara and said: "Sara, you look **sad**. How did you do on the test?" Sara was worried.

**Comprehension Check**

**4 Choose the option that best completes the sentence according to the story.**

a. During the test, Sara was...  
nervous ☒  
concentrated ☐  
tired ☐

c. Sara's result on the test was...  
good ☐  
excellent ☐  
bad ☒

b. Ali...  
didn't know the answers ☐  
studied for the test ☒  
was very nervous ☐

**Reader's Coach**

Information or evidence in a text can help you draw your conclusions. What helps you know that Sara was not relaxed during the test?

## Drawing Conclusions

**Objective:** Draw conclusions and find evidence that supports them.

**CSE:** Can understand short, simple illustrated narratives about everyday activities.

### Activation of Knowledge

Ask students if they like tests and what they like about them.

### Development

#### Read It Right!

**Activate Vocabulary** Before reading the first part of the story, draw students' attention to the three vocabulary words (**test**, **study**, **class**) and elicit their meanings from students. To help them with the task, write three sentences on the board, leaving a word out in each sentence. Have volunteers complete the sentences by using the vocabulary words that best fit.

#### 1 Read the story "The Math Test." 2

Show students a picture of a child wearing warm or snow clothes. Ask them: *Why do you think he or she is wearing jacket, scarf, etc.?* Elicit answer: *Because he or she is cold.* Explain that sometimes you can know why something is happening by using

other information that you have. Tell them that this is called drawing conclusions. Then, draw their attention to the sidebar and read the explanation. Pause after each sentence you read to check understanding. Exemplify the strategy by telling them that they drew conclusions before because they knew the child was cold thanks to the clothes he or she was wearing. Finally, read the story aloud to students. As you read, try to make different voices and act out the situations.

#### 2 Answer the questions. Give reasons for your answers.

Read the questions aloud and clarify any doubts. Then have students answer the questions. Have students compare their answers in pairs. Finally, check their answers orally.

#### By Yourself


**Activate Vocabulary** Before reading the second part of the story, introduce the vocabulary word **sad**. Say: *Thomas is sad because his dog died yesterday* (and mime a sad face). Write the word on the board. Have some students use it in different sentences.

#### 3 Read the next part of Sara's story. 2

Review what happened in the first part of the story, and have students tell you about it. Ask them to make predictions of what they think will happen next. You can ask them questions such as: *Will Sara get a good grade? Will she be happy with the result?*

**Comprehension Skills Practice**

5 Look at the pictures. Work in pairs and say what is happening. Give reasons for your answers. *Answers may vary.*



6 Work in small teams. Read the evidence and write a conclusion using the clues.

<b>Evidence</b> Ray was barking and there was a bouncing ball noise.	<b>Conclusion</b> Sara was playing with Ray.
<b>Evidence</b> Sara couldn't stop moving her foot.	<b>Conclusion</b> She was nervous.
<b>Evidence</b> Alii had a big smile on her face.	<b>Conclusion</b> She did well on the test.

**Word Power**

7 Read the words in the box and make a drawing, in your notebook, for each of them.

test sad class study

**Connecting Ideas**

Did Sara's story remind you of a time when this happened to you? What happened? Why?

Then, ask students to read the next part of the story. Monitor and help when needed. Then, read the information provided in the **Reader's Coach** box. Read the question and invite students to go back to the text to find the evidence that lets them know that Sara was nervous during the test. Listen to their answers.

### Comprehension Check

#### 4 Choose the option that best completes the sentence according to the story.

Once they have finished reading, ask students to choose the correct option. Check orally. You can use the Differentiated Instruction strategy.

Use **Engaging Activity 19: Snowball Fight** to energize the class as they review content. See pages 86-87.

### Comprehension Skills Practice

#### 5 Look at the pictures. Work in pairs and say what is happening. Give reasons for your answers.

Tell students that they are going to draw conclusions using pictures, the same way they did it at the beginning of the lesson. Pair students and ask them to observe the pictures and to draw conclusions of what is happening. After a few minutes, listen to their answers.

#### 6 Work in small teams. Read the evidence and write a conclusion using the clues.

Organize the class into small teams. Draw the graphic organizer on the board. Then, write the three pieces of evidence, read them to the class, and ask students to tell you what happened to Sara based on the information they have. Have them write the answer and check with the whole class by writing it on the board.

### Word Power

#### 7 Read the words in the box and make a drawing, in your notebook, for each of them.

Read the words and check their meaning with students. Ask them to look for the words in the texts and then, have them make a drawing for each word. Ask them to share their drawings with a classmate.

### Connecting Ideas

Read the questions and ask students to think of a time when something similar happened to them (that they didn't study for a test or that they got distracted during the test). Have them share their answers in pairs and then invite some pairs to say their answers.

**Differentiated Instruction** To approach verbal-linguistic learners, ask students to work in pairs to act out the second part of the story. Invite some pairs to the front to present their stories.

### Amazing Info

Do a simple subtraction on the board with students. Then, tell them that in other parts of the world, math operations are done differently. You can show them how subtractions are done in Japan where children do not subtract numbers higher than 10. For example, in the subtraction  $21 - 4$ , they can't subtract 4 to 1 in the units, so they put a 10 above the 1 and they say:  $10 - 4 + 1 = 7$ . They subtract one to the tens, and they put the result:

$$\begin{array}{r} 1 \ 10 \\ 21 \\ - 4 \\ \hline 17 \end{array}$$

### Final Reflection

Ask students to think of different studying techniques. Maybe they can study with a classmate, with their parents, alone, or make a graphic organizer, a summary, a mind map, etc. Ask them to make a drawing of the different ways they can think of.

### Cue Card 2