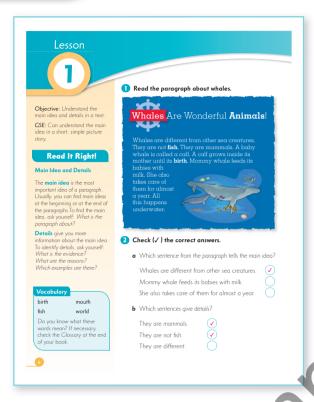
Lesson







Main Idea and Details

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

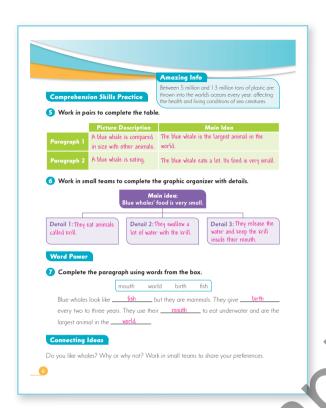
2 Check (✓) the correct answers.

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 PRead 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



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

Comprehension Check

4 Circle the word that best completes each sentence.

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

Comprehension Skills Practice

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,

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.

Word Power

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.

Connecting Ideas

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.

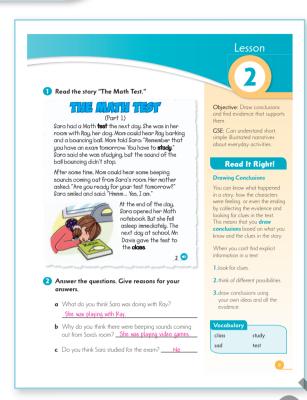
Amazing Info

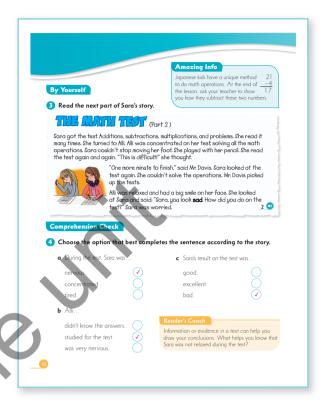
Share with students that human-made pollution has terrible effects on whales' environment. Tell them that between 5 million and 13 million tons (more than the combined weight of every single blue whale on Earth) of plastic are thrown into the world's oceans every year, affecting their health and living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

Final Reflection

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.







Drawing Conclusions

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

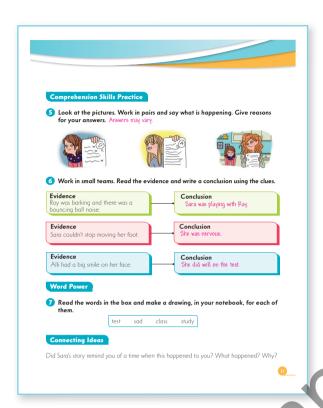
Read the questions aloud and clarify any doubts. Then have students answer the questions. Have students compare their answers in pairs. Finally, check their answers orally.

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?



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 than 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:

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.

