

Lesson

1

Objective: Identify main idea and supporting details.

CSE: Can understand the main ideas in simple informational texts, if supported by pictures.

Read It Right!**Main Idea and Details**

When you read a story, ask yourself: *What's the main idea?* The **main idea** is what the story is about. Sometimes the main idea is stated in the first or last sentence of a paragraph. Other times you have to figure it out.

The sentences in the story that give more information about the main idea are called **supporting details**. For example, if you find details about the same topic, they will probably lead you to the main idea of the text. Ask yourself: *What is this text mostly about?*

Vocabulary

olive guitar
celebrate set
dish visit

Do you know what these words mean? (Some sound like Spanish.) You can check the Glossary at the end of your book.

- 1 Read the story below. Discuss in pairs what the main idea and the supporting details are.

THE BEST TIME OF THE YEAR

"How exciting! It's November 1st!" says Lupita.

"We have been waiting so long for this day," adds Maria.

"You look really nice in that long dress! And the flowers on your head are so lovely," says Lupita.

"This is my favorite celebration. What about you? What are you going to wear?" Maria asks.

"Well, it's my first time visiting the other world. I will put on a white dress. I just hope my family will remember me," replies Lupita.

"I'm sure they will," says Maria. "You haven't been away that long. Me, on the other hand..."

Maria seems sad, but she doesn't want to spoil Lupita's good day.

One of her favorite parts of today's celebration is eating the **dishes** she liked when she was still **alive**. Will there be tamales?



- 2 Circle the correct definition according to the text.

a alive not dead animated
b dish plate food prepared in a particular way

- 3 Check (✓) the sentence that expresses the main idea of the story.

Lupita likes the flowers on Maria's head. ☐

Maria will eat tamales. ☐

Both girls are excited about the upcoming celebration. ☒

They both wear dresses. ☐

- 4 Write two details that give more information about the main idea.

Possible answers: Maria has been waiting for this day. It's Lupita's first time.
She wonders if her family will remember her. Maria doesn't want to spoil.
Lupita's first celebration in the other world.

By Yourself

- 5 Read the article about the Day of the Dead. Do the following activities:

- a Circle the main idea.
b Underline the supporting details.

Day of the Dead

By Jose Diaz

On November 1st and 2nd we celebrate the Day of the Dead, or *Día de Muertos*. In Mexico it's a very important tradition. On the first day, the spirits of children come to visit us. On the second day, the spirits of adults return.

My family sets up a beautiful altar or *ofrenda*. We decorate it with photos of my grandparents and great-grandparents. I like to put candles and flowers on the altar. My mom cooks some special dishes. I like *pan de muerto*. They sell it in most bakeries near my house.

My family also goes to the cemetery. We clean and decorate the graves of our loved ones. My dad takes his guitar and we sing. My mom brings some food and we drink hot chocolate. Even my dog comes with us. He likes to sit with me and play with sticks.

Reader's Coach

You can identify the main idea from the title of the story and the illustrations around the text. What do they tell you about the main idea?

Main Idea and Details

Objective: Identify main idea and supporting details.

CSE: Can understand the main ideas in simple informational texts, if supported by pictures.

Activation of Knowledge

Write the word *parties* on the board. Have pairs talk about the kind of parties they like going to and the clothes they wear when they go to the parties they like.

Development

Read It Right!

Activate Vocabulary Ask students what parties they **celebrate** with their family and what special **dishes** they eat at those parties. Write on the board the word **alive**, give some examples of things done at celebrations that make you feel **alive**: *Eating delicious dishes makes me feel alive*. Guide students to mention actions that make them feel **alive**.

- 1 Read the story below. Discuss in pairs what the main idea and the supporting details are.

Write on the board: *Main Idea and Supporting Details*; elicit previous knowledge. Explain to students that to identify the main

idea and supporting details in a text, they should read carefully the whole text. Ask volunteers to read aloud the information provided in the sidebar and invite them to paraphrase it. Draw students' attention to the words in bold (*dishes/alive*) on "The Best Time of the Year" and encourage them to use the Glossary to find their definitions.

Organize the class into pairs and give them some time to read the text to identify the main idea and supporting details. Suggest them to use the information provided in the **Reader's Coach** box to do it.

- 2 Circle the correct definition according to the text.

Explain to students that there are some words, like *dish*, which may have more than one meaning. Encourage them to use the information provided on the text to answer.

- 3 Check (✓) the sentence that expresses the main idea of the story.

Have students check the correct answer and ask them if it was the same information they identified while working on Activity 1.

- 4 Write two details that give more information about the main idea.

Give students some time to write details from the text they read. Make sure they realize that details give more information about the main idea.

Checking Comprehension

6 Answer the questions.

a Who is the author of this text? What is he describing?
Paul Diaz is the author. He's describing what happens on the Day of the Dead.

b List the places mentioned in the text.
Mexico, house, stores, cemetery

Comprehension Skills Practice

7 Check (✓) the sentence that expresses the main idea of the...

a first paragraph.

Adults come on the second day. ☐

On the first day, the spirits of children return. ☐

The Day of the Dead is a special holiday celebrated in Mexico. ☒

It happens on November 1st and 2nd. ☐

b second paragraph.

Families create beautiful altars, called *ofrendas*. ☒

The altars have photos of dead people. ☐

Most bakeries in Mexico sell *pan de muerto*. ☐

There are candles and flowers on the altars. ☐

8 Use your own words to write the main idea of the article.
Possible answer: How people celebrate the Day of the Dead in Mexico.

Amazing Info

Mexican communities in the United States celebrate the Day of the Dead. Missoula, Montana has a parade with skeletal celebrants on stilts, while in Oakland, California, they have a festival with Aztec dancers, Mexican music, and crafts.

9 Work in pairs. Reread the third paragraph of the article on page 7 to complete the graphic organizer.

Main Idea
a Possible answer: what people do in the cemetery

Supporting Details
b clean and decorate graves

Supporting Details
c sing, eat and drink

Word Power

10 Complete the sentences using words from the box.

alive often set guitar celebrate visit

a My sister plays the piano, but not the guitar.

b Mom cooks chicken and potato adobo for the altar.

c How do you celebrate the Day of the Dead?

d We went to visit my aunt to help her with her *ofrenda*.

e I will set up the table for the whole family.

f Are the people we remember on the Day of the Dead alive?

Connecting Ideas

Draw a poster showing the main idea of the first story "The Best Time of the Year." How do you imagine Lupita and Maria?

By Yourself

Activate Vocabulary Write on the board: *Day of the Dead*. Brainstorm students' ideas regarding this celebration. Write some key words or phrases on the board; for example: **set** an *ofrenda*, **play** a **guitar**, **visit** a cemetery, **celebrate** dead people. Guide students to activate their previous knowledge about the topic of the text they will read later.

5 Read the article about the Day of the Dead. Do the following activities. 1

Students will work individually to identify the main idea and supporting details on the article. Monitor the activity and help students when needed.

Comprehension Check

6 Answer the questions.

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

Use **Engaging Activity 9: Response Cards** to have students draw their own conclusions about what kind of party the girls in the story are going to attend. See pages 100-101.

Comprehension Skills Practice

7 Check (✓) the sentence that expresses the main idea of the...

Have students practice the skill by identifying the main idea in each paragraph. Ask advanced students to use their own words to express them; this will help to model what they will do in Activity 9.

8 Use your own words to write the main idea of the article.

Explain to students that now that they have identified the main idea in each paragraph, they may use that information to write the main idea of the article. You may also work this activity as a whole class: Ask one volunteer to come to the board and ask him or her to write the main idea by using the suggestions their classmates express aloud.

9 Work in pairs. Reread the third paragraph of the article on page 7 to complete the graphic organizer.

Organize the class into pairs. Use the tutoring strategy with struggling students you identified while working on Activity 5 when you paired them with advanced students. To highlight both contributions, check by asking advanced students in each pair to say the main idea and struggling students to act out the supporting details. You may use the Differentiated Instruction strategy after working on this activity.

Lesson

2

Word Power

10 Complete the sentences using words from the box.

Suggest to students to check the information provided in the Glossary to work on this activity.

Connecting Ideas

Invite students to connect their own experiences with the texts by working on this activity. Encourage them to include as many details as they can when drawing their posters and ask them to present them in front of the class.

Differentiated Instruction To approach interpersonal and verbal-linguistic learners, organize the class into pairs and have them prepare a short interview about the Day of the Dead in Mexico. Tell them to include questions to ask for the main idea and supporting details from the article they read on page 7.

Amazing Info

Explain that Mexico is not the only country that celebrates their dead. Share with students the following examples: In Malaysia, people celebrate their dead with a day of dancing; in Japan, there is a Buddhist holiday in which families gather to decorate the graves of their beloved ones and to release lanterns to guide their spirits; in Bali, people believe that one night a year ancestral spirits return to their homes, and they organize huge feasts in their honor.

Final Reflection

Invite students to look for information about some other ways in which people celebrate death around the world and create a comparative chart.

Cue Card
1

Lesson

2

Objective: Form an opinion about a text.
GSE: Can understand information about someone's personal details in a simple paragraph or short text.

Read It Right!

Drawing Conclusions

When you read a story or an article, you use the information in the text plus the things you already know to make judgments. In other words, you find clues in the text. Then, you match these clues to the things you are familiar with and finally you draw a conclusion.

The clues in the text will help you form a new idea. Clues can be words, dates, or descriptions. A key question to ask is: *What do I already know about this topic?*

Vocabulary

dentist	goal	team
goal	team	

Do you know what these words mean? You can check the Glossary at the end of your book.

1 Read the story below. Discuss in teams which conclusion can be drawn about who won the game.

A Very Important Game

It's a tie and we have two minutes left. This is not the final, but our pass to the State Championship.

"Vera!" Terry yells my name, then she passes me the ball. It's so light it bounces between the legs of two defenders who try to hit it, but I'm much faster. Actually, they don't expect me in front of them.

There! I have the ball! I run and make my stick from one side to the other.

"Vera! Just shoot!" my teammates shout.

I look at the goalkeeper and swing as hard as I can. Suddenly, I taste blood. I guess I have just bitten my lip.

"Goal!" my parents roar from the stands. I'm surrounded by girls hugging me. I'm lifted up and cheered. I've scored! Ouch! My lip hurts!

2 Write T for true and F for false. If false, correct the statement.

a If you don't carry many books, your backpack is light. **T**

b In soccer you make baskets, in basketball you score goals. **F It's the other way around.**

3 Check (✓) the sport that the girls are playing.

soccer ☐

ice hockey ☒

floorball ☐

golf ☐

Drawing Conclusions

Objective: Form an opinion about a text.

GSE: Can understand information about someone's personal details in a simple paragraph or short text.

Activation of Knowledge

Have pairs make a list of different sports. Write the names of sports on the board. Have students say which of them are played in teams. Motivate them to mention their favorite sport(s).

Development

Read It Right!

Activate Vocabulary Mime playing different sports for students to guess. Write on the board the words *basketball* and *tennis*. Ask them to mention the sport in which players have to score **goals**, and the sports in which players use a **light** ball.

1 Read the story below. Discuss in teams which conclusion can be drawn about who won the game. **2**

Write on the board: "A Very Important Game". Have students look at the picture. Ask them what they think the text will be about. Explain that we usually draw conclusions when we match

4 Complete the chart to answer the question.

Why did Vera bite her lips?		
Clues	What I Already Know	My Conclusion
When did she bite her lips? What does this tell us? She bit her lips before scoring. She was nervous or concentrated.	When you are nervous or concentrated, what do you do? (e.g., bite your nails) Answers may vary. I bite my nails. I sweat. I scratch my head.	I think Vera bit her lips because... She was very excited and concentrated.

By Yourself



5 Read the article about Jim Kyte. Discuss why Jim is inspiring.

An Inspiring Hockey Player

Jim Kyte grew in a family of five boys and one girl. His dad was deaf and never imagined his five sons would be **deaf**, too. However, he decided to raise them in normal schools. Jim didn't want to go to a special school for disabled kids, so he read his teachers' lips and got good grades.

He thought he was going to be a **dentist**, like his father. In high school, he was part of the hockey **team** and started dreaming. Could a deaf boy play in the NHL? Jim was a big man, so many teams would want him. But what about his problem?

He wore hearing aids and learned to guess his teammates' movements. He became a professional **hockey** player and the first deaf player in the League. He had many disadvantages, but he became an inspiration to many others who struggle with disabilities.

Reader's Coach
When drawing a conclusion from a text, always make sure to support it using the clues you identified.

Amazing Info
In the Deaflympics deaf or hard of hearing athletes from all over the world get together to compete in their respective sports. To qualify for the games, athletes must have a hearing loss of at least 55 decibels.

Comprehension Check


6 Check (✓) the correct answers.

a What was Jim's problem?

- Jim was deaf. ☒
- Jim had four brothers. ☐
- Jim wanted to be a dentist. ☐
- Jim wanted to play hockey. ☐

b How did Jim overcome his problem?

- Jim studied Medicine. ☐
- Jim became a professional hockey player. ☐
- Jim worked really hard. ☒
- Jim talked to his father. ☐



Comprehension Skills Practice

7 Circle what is **not** mentioned in the text.

Jim's sister is not deaf. ☐ Jim has four deaf brothers. ☐

8 Answer the question.

What does the description of Jim at school tell you about him?

He was a good student and worked really hard.

9 Check (✓) the sentence that completes the phrase.

You can conclude from this article that...

- there are now more disabled people in the NHL. ☒
- high school hockey is not important. ☐
- hockey is not a good sport for disabled people. ☐
- Jim and his family are all deaf. ☐

what we are reading with what we already know. Ask volunteers to read the information in the sidebar and give examples of clues they might find in the text.

Point to the words in bold (*light / goal*) on the text "A Very Important Game." Have some volunteers define the words. Then, organize the class into teams and have them read the text aloud and discuss who won the game. Monitor to check their conclusions.

2 Write T for true and F for false. If false, correct the statement.

Discuss together the possible meanings of *light*. Elicit the opposite: *heavy*, when light refers to weight. Talk about other sports where people score *goals*. Then, give them some time to perform the task. Check orally.

3 Check (✓) the sport that the girls are playing.

Have students check the correct answer. Ask them if they used the same information they identified while working with the word *goal*.

4 Complete the chart to answer the question.

Divide the class into pairs. Ask them to complete the chart by discussing and answering the questions. Have some pairs share their answers as a whole class.

By Yourself

Activate Vocabulary Explain to students the meaning of *deaf*. Talk with them about the fact that some people are born **deaf**, while others lose their hearing later in life. However, this condition does not prevent them from becoming professionals like **dentist**, **hockey** players. Tell them that some **deaf** people ever play in **team** sports.

5 Read the article about Jim Kyte. Discuss why Jim is inspiring.

Point to the **Reader's Coach** box and tell students to look at the pictures. Then, have students read the text. In pairs, ask them to discuss and draw some conclusions about Jim Kyte's inspirational story. After a while, invite pairs to share their conclusions encouraging them to use clues from the story for support.

Comprehension Check


6 Check (✓) the correct answers.

Have students choose the correct answer. Check as a class.

Use **Engaging Activity 5: Think-Pair-Share** to help students to pause and think about what they have just read. See pages 100-101.

10 Work in pairs. Think about the first story. What happened in the Final Game? Look at the picture and write down your conclusion.

Possible answer: They won the Championship.
They are very happy.



Word Power

11 Match the columns.

a deaf	— a team sport
b goal	— opposite of heavy
c dentist	— a group of people that compete
d team	— not able to hear
e hockey	— someone who repairs teeth
g light	— make a point in a game like soccer

Connecting Ideas

In your notebook, write a short story about a sport you like. Imagine you are in a very important game. What happens? Do you win or lose? Do you score the final point? How do you feel?

Remember to always consider your personal experience when drawing conclusions!

Comprehension Skills Practice

7 Circle what is not mentioned in the text.

Have students practice the skill by drawing conclusions of what is not explicitly mentioned in the text. Ask advanced students to underline the part in the text where they can find the answer to this activity.

8 Answer the question.

Read with students the sentences that talk about Jim at school. Brainstorm some ideas of what this tells us about Jim's personality. Point out how they are drawing conclusions by using the existing information and what they know about good students to answer this question.

9 Check (✓) the sentence that completes the phrase.

Ask students to answer this question individually. Then pair them up to compare answers. Have each pair give evidence of their conclusion by using words from the text to support their answer. Ask two or three pairs to share their conclusions. You may use the Differentiated Instruction strategy after working on this activity.

10 Work in pairs. Think about the first story. What happened in the Final Game? Look at the picture and write down your conclusion.

Divide the class into pairs. Have them look at the picture. Tell

them the girls from the first story went to the Final Game of the Championship. Ask them to write three or four sentences of what they think happened by looking at the picture.

Word Power

11 Match the columns.

Suggest students match the words to their meanings. Then have them use the Glossary to check their answers.

Connecting Ideas

Brainstorm some sports students like. Have them think of an important game in one of those sports. Ask them to write a short story. Divide the class into trios. Ask them to read their stories to each other.

Differentiated Instruction To approach bodily-kinesthetic learners, ask the trios in the last activity to choose one of their stories. Ask them to mime the story so that the rest of the class can draw conclusions about what sport they are playing and what happened.

Amazing Info

Tell students the Deaflympics are games similar to the Olympic Games. These games are different from hearing competitions in the manner in which they are officiated. For example, the football referees wave a flag instead of blowing a whistle, and spectators wave using both hands instead of cheering or clapping.

Final Reflection

Invite students to research about some other sports men and women who have a disability have become professional players in.

Cue Card 2