# Lesson







#### Main Ideas and Details

**Objective:** Identify the main idea and supporting details.

GSE: Can understand the main ideas in short, simple stories on familiar topics.

#### Activation of Knowledge

Ask students what they know about beaches and if they like them.

#### Development

# Read It Right!

**Activate Vocabulary** Ask students what activities they cannot do very well. Ask: How can you do them better? (practice more) So, if you practice more you can **improve**. (Write **improve** on the board.) Say: I was not a good skater and practice every day to **improve** my skating. Elicit a few examples. Show students the picture in the text. Ask what they can find on a beach and point to the pictures of **seashells** and **sand**. Then say: There are some **seashells** on the **sand**.

# 1 Read the text below. In teams, discuss what you think the main idea is.

Draw a mind map on the board and write Main Idea in the main

circle. Ask students: Do you think the topic could be the main idea? And the title? And a summary? and encourage them to share previous knowledge. Encourage them to think about texts or stories they have already read to answer the questions and have them share their examples. Complete the mind map with topic, title, and summary and have students copy it. Ask volunteers to read the information provided in the sidebar aloud and check comprehension by asking: What can you ask yourself to find the main idea? What can supporting details do in a text? Read the text aloud and encourage students to review the Glossary. Give them time to discuss what they think the main idea is. Check orally.

#### 2 Check (✓) what "shore" means.

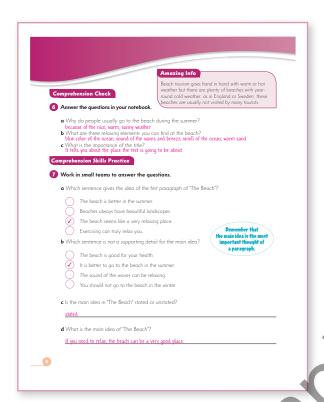
Tell students that sometimes they can infer the meaning of a word by checking the context. Have them reread the sentence where the word *shore* appears and choose the correct option.

# 3 Answer the questions to analyze details given in the text.

Have students list the activities that Samia did at the beach and then the expressions she uses to express how she feels.

# 4 What do you think is the main idea of the text?

Have students think about the main idea of the text. Use the information provided in the **Reader's Coach** box to have them reflect on the idea that Samia repeats certain words to show her



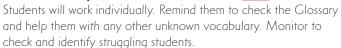


feelings. Ask students to compare their answers with a partner. Elicit some of their ideas to see if they coincide.

# By Yourself

**Activate Vocabulary** Tell students that there is always a beautiful **breeze** (mime a **breeze** moving your hair) at a beach and write the word on the board. Draw a picture of a beach on the board, point the land along the ocean, and say: *This is the shore*. Then, draw a surfboard and an ocean wave and say: *This is used to surf on the waves*. Write the words *shore* and *surf* on the board and elicit some examples from students.

# 5 Look at the pictures and read the text. 1



# **Comprehension Check**

# 6 Answer the questions in your notebook.

Have students look for the answers in the text. Closely monitor the struggling students you identified before (if any). Check orally.

# **Comprehension Skills Practice**

## 7 Work in small teams to answer the questions.

Have students practice the skill in groups by answering different types of questions. Encourage the least advanced students to recall words from the text to express their ideas and to listen to the most advanced students. You may use the Differentiated Instruction strategy when working on this activity.

Use **Engaging Activity 14: True-False Sorts** to energize students. See pages 100-101.

# 8 Work in pairs. Reread "The Beach" and answer the question by completing the table.

Explain to students that they will now complete a table with supporting details. Explain that we are all different and that some people take more time to process or find the necessary information. To make sure students participate, encourage them to take turns giving their answers.

# **Word Power**

# 9 Match each word to its meaning by writing the letters on the lines provided.

Suggest students complete the activity using only their memory or by rereading the text. Have them use the Glossary to check their answers.

Lesson 2

# Connecting Ideas

Invite students to connect their own experiences with the texts by working on this activity. Encourage them to include a clear main idea (stated or unstated), and to include as many fun details as they can. If possible, encourage them to make a drawing to accompany the text. Remind them the drawing should either illustrate the main idea or one or several supporting details.

**Differentiated Instruction** To develop interpersonal intelligence, have students cooperate in Activity 7. Form groups of students with different levels of English and encourage them to help each other choose and discuss the answer, not just to say the answer and not let others participate. Have students tutor each other.

# **Amazing Info**

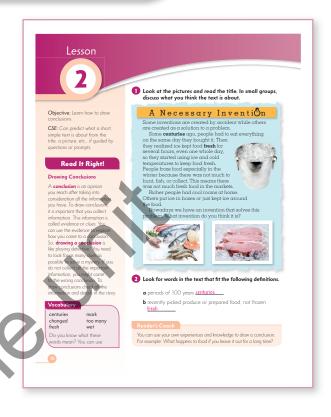
Ask students if they like beaches and what they do there. Have a couple of students read the information out loud while the rest follow along in their books.

## **Final Reflection**

Remind students that not all beaches have hot weather all year round. Invite students to research the weather of some beaches in different countries and create a comparative table. Suggest that they include the northern and southern hemispheres and hot and cold weather. In small groups, have them talk about which beaches they would like to visit and why.







# **Drawing Conclusions**

**Objective:** Learn how to draw conclusions.

**GSE:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

#### Activation of Knowledge

Ask students what inventions they think are the most important to man. Write their answers on the board.

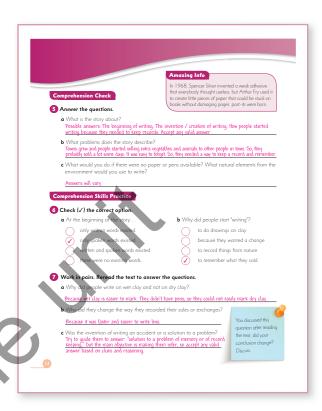
Use **Engaging Activity 18: Sentence of the Day** to avoid a lot of bustle at the beginning of a class and help students with a quick review of grammar, spelling and / or punctuation. See pages 100-101.

#### Development

# Read It Right!

**Activate Vocabulary** Ask students what you call 100 years. If no one knows, write *century* on the board. Elicit some sentences. Elicit where they keep meat and vegetables, so they don't go bad quickly (refrigerator). Then say: *Refrigerators help keep food fresh longer*. Write *fresh* on the board and elicit some sentences to check comprehension.





# 1 Look at the pictures and read the title. In small groups, discuss what you think the text is about.

Have students look at the pictures and read the title only. Ask: What do you think the text is about? Have them discuss the topic and their reasoning. Read the information provided in the sidebar aloud and check comprehension by asking: How can you draw conclusions? What do you need to draw conclusions? Read the text aloud. After reading, have another discussion about what they think the invention is.

# 2 Look for words in the text that fit the following definitions.

Remind students that it is important to read the definitions of unknown words in English, not just have the translation in Spanish. Have them read the definitions and write the words.

# 3 Answer the questions to draw conclusions about the text. Read the information provided the Reader's Coach box to help students answer the questions. Explain that these questions will

students answer the questions. Explain that these questions will help them dig deeper into the details. Check orally.

# By Yourself

**Activate Vocabulary** Show a picture of someone making pottery with wet clay. Say: *People use* **wet** clay to make pots. Write **wet** on the board. Elicit some sentences. Ask who can eat 100 tacos in one meal. (no one) Say: Yes, that's **too many**.

Write and elicit more examples for **too many**. Show a picture of yourself as a child and ask: *Do I look the same now?* (no) Explain: *People change* as they grow up. Write and elicit some examples. Draw students' attention to the pictures in the text and have them infer the meaning of **marks**.

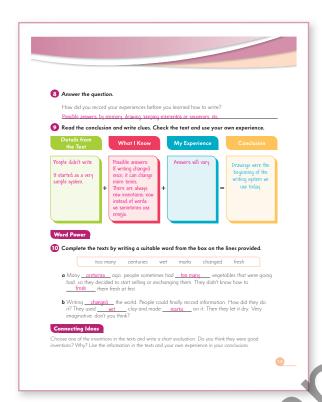
# 4 Look at the pictures and discuss in pairs what problem the invention described in the text solved. Then read the text. 2

Students will work in pairs. Tell them to only look at the pictures and discuss what problem they think the invention described solved. Ask them to write down their conclusions, as they will go back to them in Activity 7**c**. Then have them read the text. Remind them to check the Glossary and help them with any other unknown vocabulary.

# **Comprehension Check**

#### 5 Answer the questions.

Have students reread the text if necessary to answer the questions. Check orally. Help any struggling students, as drawing conclusions might be a difficult strategy for some of them.



# Comprehension Skills Practice

## 6 Check (✓) the correct option.

Have students work individually to check the correct option Check orally and monitor closely struggling students.

## 7 Work in pairs. Reread the text to answer the questions.

Explain that now students are going to draw some conclusions by considering the information in the text and their own experience. If necessary, redirect them to the **Reader's Coach** box. Remind them that we are all different and that some people take more time to process or find the necessary information. To make sure both partners participate, encourage them to take turns giving their answers to each question.

# 8 Answer the question.

Remind students of the importance of their own experience and have them think about how they recorded their experiences some years ago before they could write. Accept any valid answer and discuss the different styles of students' strategies. You may use the Differentiated Instruction strategy when working on this activity.

# 9 Read the conclusion and write clues. Check the text and use your own experience.

Explain that now students will need to put everything they learned

together to explain the conclusion stated in the last box. Check orally and discuss any issue that is still proving difficult for them.

# **Word Power**

# 10 Complete the texts by writing a suitable word from the box on the lines provided.

Suggest students to complete the activity without looking back at the text. Have them use the Glossary again to check their answers.

# **Connecting Ideas**

Have students discuss if the inventions in the texts were good or not and why. Depending on the level, they can do this as a class or in small groups. Emphasize that they need to think as if they were back in that time, not today (further explain that technology is so advanced nowadays that anything old seems a little useless). Encourage them to use information from the text and their own experience in their reasoning.

**Differentiated Instruction** For Activity 8, record the prewriting strategy used and the number of students that used it on the board. Then encourage students to create a graph with the information. If your students are advanced, allow them to choose the kind of graph. If not, show them how to create a bar graph and enter the data you wrote on the board into their graphs in their notebooks. This activity will help develop their logical-mathematical intelligence.

## Amazing Info

Remind students that not all inventions were planned and that some of them happened by accident. Call on a couple of students to read the information out loud.

## **Final Reflection**

Have students research another invention created by accident and describe what happened in one or two paragraphs in their notebooks. Ask them to decide how important the invention was.

