

Lesson

1

Objective: Identify the main idea and supporting details.

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

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

The **main idea** is the most important thought of a paragraph or text. To find the main idea, ask yourself: *What is being said about the person(s), thing(s), or idea (topic)?* Sometimes, the main idea is stated clearly, that is, it appears in the text. But some other times, the main idea is unstated and has to be inferred from all the sentences and ideas in the text.

Main ideas always have supporting details. In a fiction story, these **details** give more information about the plot, the characters, or the setting. In a non-fiction text, they give specific information and examples.

Vocabulary

breeze improve sand
seashells shore surf

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

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

Dear Emily,

I'm writing this postcard from the beach. I'm having so much fun! This is the best summer vacation ever! It's sunny and hot. I thought the ocean water was going to be warm, too, but it is actually a little cool. I can still swim for hours every day. I never get tired. I've improved my swimming a lot in just a few days. I also jump the waves with my little brother on the shore, and sometimes we make sand castles—he brings water in his bucket and I help him make the castle. Yesterday I collected pretty little seashells and made a bracelet with them. I'll make one for you. Tomorrow we'll go water skiing because my dad loves water sports. I can't wait. I'm sure it will be an adventure.

It's really wonderful here. See you soon!

Love, Samia



- 2 Check (✓) what "shore" means.**

- ☐ large body of salt water with waves
☐ where mountain and water come together
☒ where water and sand come together

- 3 Answer the questions to analyze details given in the text.**

a What activities did Samia do at the beach?

She swam for hours every day. She jumped the waves with her little brother on the shore. She helped her brother make sand castles. She collected seashells and made a bracelet. She went water skiing.

- b Which expressions does she use to express how she feels at the beach?

I'm having so much fun! This is the best summer vacation ever! I never get tired. I can't wait. It's really wonderful here. (Accept any other valid answer.)

Reader's Coach

If you cannot find the main idea of a text, the title will usually guide you. You can also look for repeated words or ideas.

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

Possible answer: Samia is having a really good time at the beach.

By Yourself

- 5 Look at the pictures and read the text.**

The Beach

People usually go to the beach during the summer because of the nice weather. Imagine the beautiful and peaceful landscapes. The beach seems like a very relaxing place.

Experts say that the beach is good for our health because there are many ways to relax. The beach's relaxing properties are related mainly to the senses. Let's see. You can look at the blue color of the ocean. You can listen to the waves and feel the

breeze. You can smell the ocean. You can feel the warm sand on your feet. You can sit on the sand and rest all day. All these simple activities can relax you.

In addition, at the beach you can do sports. Sports are relaxing, too. For example, you can run on the sand or swim in the ocean. You can surf or just jump the waves with your family. If you need to relax, the beach can be a very good place.

**Main Ideas and Details**

Objective: Identify the main idea and supporting details.

CSE: 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

Amazing Info
 Beach tourism goes hand in hand with warm or hot weather but there are plenty of beaches with year-round cold weather, as in England or Sweden; these beaches are usually not visited by many tourists.

Comprehension Check

6 Answer the questions in your notebook.

- Why do people usually go to the beach during the summer?
because of the nice, warm, sunny weather
- What are three relaxing elements you can find at the beach?
blue color of the ocean, sound of the waves and breeze, smell of the ocean, warm sand
- What is the importance of the title?
It tells you about the place the text is going to be about.

Comprehension Skills Practice

7 Work in small teams to answer the questions.

- Which sentence gives the idea of the first paragraph of "The Beach"?
 - ☐ The beach is better in the summer.
 - ☐ Beaches always have beautiful landscapes.
 - ☒ The beach seems like a very relaxing place.
 - ☐ Exercising can truly relax you.
- Which sentence is not a supporting detail for the main idea?
 - ☐ The beach is good for your health.
 - ☒ It is better to go to the beach in the summer.
 - ☐ The sound of the waves can be relaxing.
 - ☐ You should not go to the beach in the winter.

Remember that the main idea is the most important thought of a paragraph.

c Is the main idea in "The Beach" stated or unstated?
stated

d What is the main idea of "The Beach"?
If you need to relax, the beach can be a very good place.

Word Power

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

What helps people relax at the beach?	
nice weather	feel the breeze
beautiful landscapes	smell the ocean
peace	feel the warm sand on your feet
look at the blue color of the ocean	rest on the sand
listen to the waves	do sports

Word Power

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


- improve h the land along the edge of a body of water
- shore c the very tiny, loose pieces of rock that cover beaches, deserts, etc.
- sand d to ride on waves standing on a special board
- seashells a the hard, empty shell of a small sea creature (such as a clam)
- breeze e to be better at something or to make something better
- surf f a gentle wind

Connecting Ideas

In your notebook, write a short postcard to a friend about (choose one):

- a fun trip you took
- activities that make you feel relaxed

Make sure your main idea is clear. Include supporting details.



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

Students will work individually. Remind them to check the Glossary and help them with any other unknown vocabulary. Monitor to check and identify struggling students.

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.

Cue Card
1

Lesson

2

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.

Read It Right!

Drawing Conclusions

A **conclusion** is an opinion you reach after taking into consideration all the information you have. To draw conclusions, it is important that you collect information. This information is called evidence or clues. You can use the evidence to explain how you came to a conclusion. So, **drawing a conclusion** is like playing detective. You need to look for many clues, possible to solve a mystery. If you do not collect all the important information, you might come to the wrong conclusion. To draw conclusions check on the information and details in the story.

Vocabulary

centuries	mark
changed	too many
fresh	wet

Do you know what these words mean? You can use

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

A Necessary Invention

Some inventions are created by accident while others are created as a solution to a problem.

Some **centuries** ago, people had to eat everything on the same day they bought it. Then they realized ice kept food **fresh** for several hours, even one whole day, so they started using ice and cold temperatures to keep food fresh. People froze food especially in the winter because there was not much to hunt, fish, or collect. This means there was not much fresh food in the markets.

Richer people had cool rooms at home. Others put ice in boxes or just kept ice around the food.

Nowadays we have an invention that solves this problem. What invention do you think it is?



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

- a periods of 100 years: centuries
- b recently picked produce or prepared food; not frozen: fresh

Reader's Coach

You can use your own experiences and knowledge to draw a conclusion. For example: What happens to food if you leave it out for a long time?

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.

3 Answer the questions to draw conclusions about the text.

- a What was the problem people had during the winter some centuries ago?
Possible answers: There was not much fresh food to hunt, fish, or collect. There was not much food in the markets.
- b What was the solution people found to that problem?
Possible answer: They found a way to keep food fresh for a few hours or days.
- c How do you keep food fresh for several days at home?
in the fridge

By Yourself

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

A Story About How Humans Started to Write

This story happened a long time ago in a faraway country. People lived in nature happily—they spoke to each other, but they didn't write anything because writing didn't exist. They worked the land and had animals. First, they lived in little towns, and then the towns started to grow. Sometimes they had too many vegetables or too many animals, so they decided to sell or exchange the extra food and animals.



One day, a man didn't remember how many cows he had sold and he started making marks on wet pieces of clay with a stick. The marks were drawings. If he sold three cows, he drew three cows.

After some time, another person changed this because he didn't want to make so many drawings. He used lines to mean 1 and circles to mean 10. This way he could count! So, for 23 bananas, he wrote OO III and then drew just one banana.



2

Amazing Info

In 1968, Spencer Silver invented a weak adhesive that everybody thought useless; but Arthur Fry used it to create little pieces of paper that could be stuck on books without damaging pages: post-its were born.

Comprehension Check

5 Answer the questions.

- a What is the story about?
Possible answers: The beginning of writing. The invention / creation of writing. How people started writing because they needed to keep records. Accept any valid answer.
- b What problems does the story describe?
There grew and people started selling extra vegetables and animals to other people in town. So, they probably sold a lot some days. It was easy to forget. So, they needed a way to keep a record and remember.
- c What would you do if there were no paper or pens available? What natural elements from the environment would you use to write?
Answers will vary.

Comprehension Skills Practice

6 Check (✓) the correct option.

- a At the beginning of the story...
- ☐ only written words existed.
 - ☒ only spoken words existed.
 - ☐ written and spoken words existed.
 - ☐ there were no existing words.
- b Why did people start "writing"?
- ☐ to do drawings on clay
 - ☐ because they wanted a change
 - ☐ to record things from nature
 - ☒ to remember what they sold

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

- a Why did people write on wet clay and not on dry clay?
Because wet clay is easier to mark. They didn't have pens, so they could not easily mark dry clay.
- b Why did they change the way they recorded their sales or exchanges?
Because it was faster and easier to write less.
- c Was the invention of writing an accident or a solution to a problem?
Try to guide them to answer: "solution to a problem of memory or of record keeping," but the main objective is making them infer, so accept any valid answer based on clues and reasoning.

You discussed this question after reading the text. Did your conclusion change? Discuss.

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 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 7c. 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.

8 Answer the question.
How did you record your experiences before you learned how to write?
Possible answers: by memory, drawing, keeping mementos or souvenirs, etc.

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

Details from the Text	What I Know	My Experience	Conclusion
People didn't write. It started as a very simple system.	Possible answers: If writing changed once, it can change more times. There are always new inventions; now instead of words we sometimes use emojis.	Answers will vary.	Drawings were the beginning of the writing system we use today.

Word Power

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

too many centuries wet marks changed fresh

a Many centuries ago, people sometimes had too many vegetables that were going bad, so they decided to start selling or exchanging them. They didn't know how to fresh them fresh at first.

b Writing changed the world. People could finally record information. How did they do it? They used wet clay and made marks on it. Then they let it dry. Very imaginative, don't you think?

Connecting Ideas
Choose one of the inventions in the texts and write a short evaluation. Do you think they were good inventions? Why? Use the information in the texts and your own experience in your conclusions.

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.

Cue Card 2