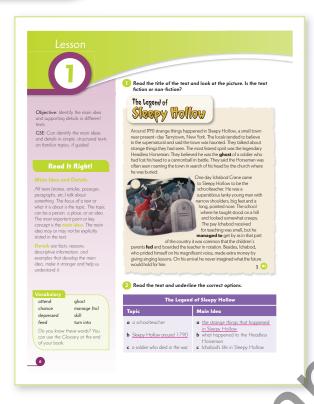
Lesson







Main Idea and Details

Objective: Identify the main idea and supporting details in different texts.

GSE: Can identify the main ideas and details in simple, structured texts on familiar topics, if guided.

Activation of Knowledge

Ask students if they know any legends about the city, especially about the supernatural. Write their answers on the board. Elicit if they are believable.

Development

Read It Right!

Activate Vocabulary Draw a simple ghost on the board, elicit the corresponding word, and/or write it next to the drawing. Invite students to mention ghost stories they know. Then, say: Yesterday I had to do a lot of work; luckily, I could finish it. Then, write on the board: I could finish it = I managed to finish it. Have students notice that manage implies making an effort and succeeding in getting something done. Then, explain that the verb feed means to give food to someone. Write the following for students to notice the irregular past form: Yesterday I fed my dog at 7, before leaving.

1 Read the title of the text and look at the picture. Is the text fiction or non-fiction? 1 < 0</p>

Invite volunteers to read the information in the sidebar aloud and check comprehension by asking: What is the topic of a text? How is it related to the main idea? Why are details important? Draw students' attention to the title of the text and the picture and ask the question aloud. Invite volunteers to support their answers. Elicit what a legend is (a very old story, not always true, that people tell about a famous event or person).

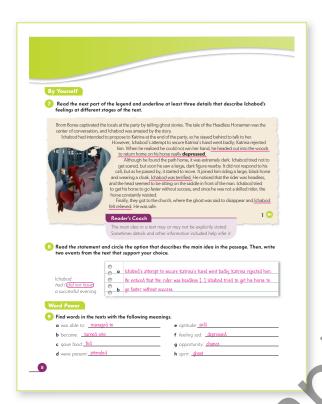
2 Read the text and underline the correct options.

This activity helps students identify the close relationship between the topic of a text and its main idea. Allow some minutes for students to study the options and then check answers with the class.

3 Match the details with the elements in the legend they refer to.

By relating the details to their corresponding elements, students will visualize how the additional information provided in the text gives readers a fuller picture of the events, characters and places mentioned. Check orally.

Activate Vocabulary Introduce the words **chance**, **turned into**, **skill**, and **attended**. Elicit the meaning of chance and an example. Then, say: *It was so cold last night, that the water in the lake turned into ice*. To check they understand the meaning of the phrasal verb, write the following incomplete sentence and



Comprehension Check

(i) Answer the questions about the text on page 8.

a What did Inched thy to do at the party?

Its trick to propose to Islania.

b What terrified Inched of his way back home after the party?

Its noticed that the rider had no brad.

Comprehension Skills Practice

(i) Work in pairs. Use your own words to complete the sentences that summarize the main ideas in the text in Activity 7. Tosable answers.

a Brom Bones was the center of attention at the party by _telling stores about the Headless Horseman.

b Inched the _to propose.

(c) On his way homeglochood wans.

a large dark flower earby. It had no _brad.

d When they good bother church shapped felt _relieved _because _the Headless Horseman usually disappeared laters.

(2) Add details to expand each of the ideas in Activity 11.

invite students to complete it: In Cinderella's story, the carriage

a pumpkin at midnight. Write the word

skill and explain that when you have the skill to do something, it means you do it very well. Give an example: Anne has great writing skills, but not very good conversation skills. Then, invite students to mention the skills they have Finally, elicit the meaning of attended and an example.

4 Read the next part of the legend and underline the main idea in each paragraph. 1

Write the words *topic sentence* on the board and elicit from students its meaning. Remind them that each paragraph in a text contains a topic sentence that explains or states the main idea the paragraph is about. Allow some minutes for students to do the activity and then check answers by inviting volunteers to read the underlined sentences to the class.

5 Use the color code to circle an example of the following type of details.

Before students start working, make sure they understand how the details are classified. You can draw their attention to the ones in the matching activity in number 3, read the first one and elicit whether it is a description, example or reason. Once students have done the activity, invite some students to share their answers with the class.

6 Match the words with their synonyms.

Make sure students remember what a synonym is before they start working. Before doing the matching activity, tell them to look for each word in the texts on pages 6 and 7 in order to see it in context and infer its meaning more easily. Check answers orally.

By Yourself

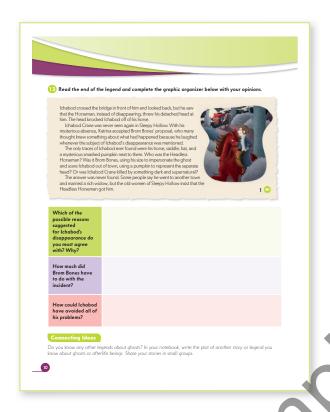
Activate Vocabulary Introduce the word **depressed** by saying it means to be very sad or unhappy. Give an example: *She felt depressed when she lost her job.* Elicit situations in which one might feel depressed.

7 Read the next part of the legend and underline at least three details that describe Ichabod's feelings at different stages of the text. 1

This activity provides a good opportunity for students to practice and for you to notice their individual performance. Invite volunteers to read the underlined sentences to the class to check answers.

8 Read the statement and circle the option that describes the main idea in the passage. Then, write two events from the text that support your choice.

Read the information provided in the **Reader's Coach** box aloud, and then have students go over this part of the story again. Ask them whether they can find a sentence that expresses the main idea of this passage. Explain that when something is



implicit it means it is not mentioned, but it can be inferred from the information given. Have students do the activity and then check answers with the class.

Use **Engaging Activity 5: Think-Pair-Share** to help students pause and think. See pages 124-125

Word Power

9 Find words in the texts with the following meanings.

Explain to students they have to scan the three parts of the story they have read so far to find words that have the same meaning as the ones given. If you feel they might need help, you can do the first as an example with the whole class. Have students compare their answers in pairs before checking them with the class.

Comprehension Check

10 Answer the questions about the text on page 8.

Have students read the text again to answer the questions. Then, invite them to give their answers to check them.

Comprehension Skills Practice

11 Work in pairs. Use your own words to complete the sentences that summarize the main ideas in the text in Activity 7.

Pair up students by ability level. You can either pair a more skilled student with a lower skilled one, or pair students with similar

ability levels together. Monitor the activity and provide help if needed. You may use the Differentiated Instruction strategy before working on this activity.

12 Add details to expand each of the ideas in Activity 11.

Ask students to read the sentences they completed and then go back to the text to find details that expand or broaden each of the main ideas. Invite volunteers to read the sentences to the class to check them.

13 Read the end of the legend and complete the graphic organizer below with your opinions. 1

This activity fosters critical thinking. Have students work individually. Monitor the activity to identify students who have difficulties in order to provide strategies that will help them improve their performance. Have some of them share their answers with the class.

Connecting Ideas

Invite students to relate this story to other ghost stories they know. Make sure they understand what the plot is (the events that make the story unfold). Have them write a brief text stating the main ideas and some important details. Remind them to revise it to check the events are presented in a logical sequence. Monitor the activity providing help with the vocabulary if necessary. Then, group students to share their stories.

Differentiated Instruction To approach visual learners, organize students in small groups and have them turn the text on page 8 into a comic to produce a summarized version of the story in pictures. Invite groups to present their comic strips to the class and describe each scene in their own words.

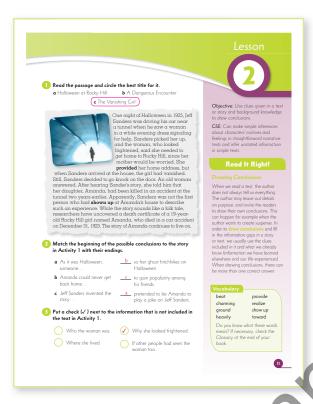
Amazing Info

Explain to students that *The Legend of Sleepy Hollow* was written by Washington Irving, an American author, and it was published in 1820 together with other short stories in a book called *The Sketch Book*. This story has remained very popular, especially during Halloween, and it was made into a famous movie by Tim Burton in 1999.

Final Reflection

Let students get together in small groups. Encourage them to research famous ghost stories from their own country. Tell them to choose one and create a graphic organizer which will include the title, main ideas, and supporting details. Invite groups to present their work to the class and explain what the story is about.





			nds are a form of modern folklore. They
4 Read the text and circl in the story.	e the main character	to a friend o	old as true experiences ("It happened of a friend") which have scary or funny d exist in many versions.
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Drawing Conclusions

Objective: Use clues given in a text or story and background knowledge to draw conclusions.

GSE: Can make simple inferences about characters' motives and feelings in straightforward narrative texts and infer unstated information in simple texts.

Activation of Knowledge

Ask students if they have ever heard of the *Chupacabras*. Have them tell you some details of this urban legend and their sources of information.

Development

Read It Right!

Activate Vocabulary Write the following sentences on the board: *The tourist office* **provides** information on local attractions. / John always **shows up** late. Then, invite students to substitute the underlined verbs for the words arrive and give, to check they understand their meanings.

1 Read the passage and circle the best title for it.

Read the information in the sidebar aloud and point out that when we infer something, we figure out missing information. Give an example, say: She took the umbrella and her handbag and

left the house. Then, ask: What can we infer about the weather? (it was raining or about to rain). Why? (because an umbrella is mentioned). Was the weather mentioned? (no). Once students have read the text, invite them to give their answers and support their choices.

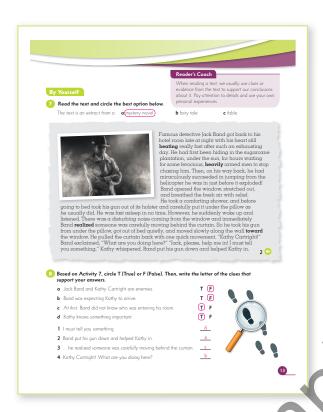
2 Match the beginning of the possible conclusions to the story in Activity 1 with their endings.

Draw students' attention to the table and explain there are three different conclusions drawn from the story. You can draw a similar table on the board and invite volunteers to match the sentences parts to check their answers. Ask students what conclusion they agree with and why.

3 Put a check (✓) next to the information that is not included in the text in Activity 1.

Explain to students they should read the text again to find which information is stated and which is missing. Once you have checked answers with the class, ask students whether they can infer the reason why the girl was frightened.

Activate Vocabulary Write on the board: People were sitting on the ground listening to the band. Jimmy was climbing a tree but fell to the ground. Invite students to provide the meaning of ground in their own words. Write the word charming on the board and explain it is an adjective that means that something is pleasant or someone is friendly. Give an example: He has a charming smile. Elicit others from students.





4 Read the text and circle the main characters in the

Ask students to read the text. Be ready to clarify the meaning of any unfamiliar words. Invite volunteers to call out all the characters in the story. To check answers with the class, ask which the most important characters are and why.

5 Write what each inscription means and match it with the end each is related to. Then, circle the door you think Wendy and Tristan chose.

By doing this activity, students work out the meaning of each inscription to infer their end and draw a logical conclusion as to which one would be the safest. You can draw a similar chart on the board and invite students to come up and complete it to check their answers.

6 Unscramble and match the words in bold from the texts on pages 11 and 12 with their meanings.

Tell students that once they have unscrambled the words, if they don't remember their meanings, they should go back to the texts to infer them from context. Check orally.

By Yourself

Activate Vocabulary Write the words beat, heavily, realize, and toward on the board. Then, point at the word beat and invite students to place one hand on their chest, where the

heart is located, and mime its regular movement. Say: Our hearts beat because we are alive. Then, point at the word heavily and explain it means very much. Say: It rained heavily during the night. Point at the word **realize** and explain it means to understand a situation. For example: When he saw the bear close to him, he **realized** he was in danger. Finally, walk **toward** the door and say: I'm walking toward the door. Explain it means in the direction of something.

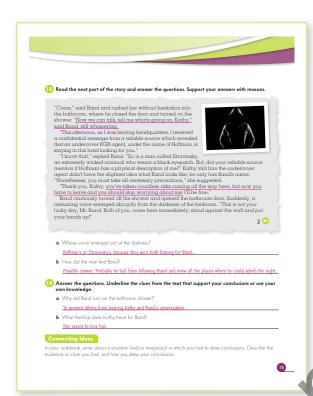
Read the text and circle the best option below. 2 🔍 Students should work individually to perform this task. This will help you identify those who need more help to achieve their objective. Tell students to read the text and then check answers

with the class. Invite volunteers to support their choices and elicit as many elements that characterize the genre as possible.

8 Based on Activity 7, circle T (True) or F (False). Then, write the letter of the clues that support your answers.

Read aloud the information provided in the **Reader's Coach** box, and then remind students of how we can draw conclusions. Once students have decided whether the sentences are true or false, tell them to support their choices with the correct sentences below. Have students compare their answers in pairs before checking with the class.

Use Engaging Activity 2: Thumbs Up / Thumbs Down to test students. See pages 124-125.



Word Power

9 Complete the sentences with the words in the box.

This activity helps students check they understand the meaning of the new vocabulary in this lesson. If in doubt, tell them to scan the texts to see the words in context and remember their meanings. Allow a few minutes for students to complete the task and then invite volunteers to read the sentences aloud to check answers.

Comprehension Check

10 Answer the questions about the text in Activity 7.

Tell students to read the text again to find the answers to the questions. Then, check them with the whole class.

Comprehension Skills Practice

11 Discuss in small groups and draw your conclusions. Answer the questions.

Put students in groups. Make sure to form mixed ability groups, so that the students who need help can be tutored by more advanced ones. This activity favors interpersonal skills and critical thinking. Let students discuss and exchange ideas and be ready to provide help if needed. Invite groups to share their answers with the class. You may use the Differentiated Instruction strategy before working on this activity.

12 Reflect. Open your notebook and write some notes. Then, share with a classmate.

Explain to students they should read the answers to the previous activity and then the text to decide which answers were based on clues provided in the text and which ones were based on their general knowledge. Have students think and decide, and then pair them up to compare their answers. Invite some volunteers to share their answers with the class.

13 Read the next part of the story and answer the questions. Support your answers with reasons. 2

Have students answer the questions individually to give you an opportunity to monitor and assess them. Identify students who are still having difficulties so you may design strategies to guide and support them in the future. Check answers orally.

14 Answer the questions. Underline the clues from the text that support your conclusions or use your own knowledge.

Allow a few minutes for students to do the activity and then check answers with the class. Have students read the underlined clues aloud.

Connecting Ideas

Explain the task and remind students it can be a fictional situation in which they had to draw conclusions to solve a mystery or come to a result. Provide help if needed. Invite some volunteers to read their texts to the class.

Differentiated Instruction To approach kinesthetic

learners, pair up students and have them act out the text on page 13. Tell them to read it more than once in order to remember the correct sequence of the actions. Then, invite some pairs to act out the scene in front of the class.

Amazing Info

Urban legends, such as the first text in this lesson, are stories told as true experiences which have scary or funny elements. Their purpose is to entertain or to explain mysterious events. Some famous ones have passed through generations almost unchanged.

Final Reflection

Get students in groups of three and explain they are going to play an enigma game. Ask groups to look for enigmas and riddles—like the second

Cue Card

text in this lesson—in books or on the Internet. Tell them to choose one and write it down, but without including its solution. Have two groups get together to play the game. They will take turns to present their enigma, and answer questions for the other group to figure it out.