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Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 1

Grant funded by:



Lesson 6: Finding the Main Topic and Key Details in a Text

Focus Standard: RI.1.2, L.1.2b

Additional Standards: RI.1.1, L.1.2a

Estimated Time: 2-3 Days

Text(s): *A Picture Book of George Washington* by David Adler

Resources and materials:

- Reading Response Journals for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- Handout 5.1: Main Topic and Key Details Anchor Chart Example
- Handout 5.2: Main Topic and Key Detail Graphic Organizer
- Handout 5.3: Student Progress Tracking Chart
- Handout 5.4: Teacher Retell a Text
- Handout 5.5: Student Retell a Text
- Cards with five unshaded, outlined stars for Reflection and Closing
- Paragraphs (about any topic, preferably presidents) on a poster (one poster per group of 3-4 students)
- A toothbrush, dental floss, and toothpaste (for the Anticipatory Set/Introduction to Lesson)
- [Introduction to Reading Skills: Main Idea and Supporting Details](#) video (optional)
- Brainpop, Jr. [“Main Idea”](#) video (optional)

Lesson Target(s):

- Students will understand that:
 - Informational text has a main topic (what the text is mostly about).
 - The main topic is what the text is mostly about.
 - A key detail is a statement that provides more information about the main topic.
 - Readers use text and graphic features as sources to identify the main topic and think about key details.
 - Growing readers take notes using images and words. This helps them to think about what they have learned to generate a retelling on the topic.

- Students will be able to:
 - Identify the main topic or main idea.
 - Identify statements that support the main topic or main idea.
 - Retell the information in the text by giving the main topic (idea) and the key or supporting details in a text.
 - Participate in a discussion about the main topic in an effort to recall one or more details from the text.

Guiding Question(s):

- What are key details?
- What is a main topic?
- How can I use main topic and key details from the main text and text features to retell the text?

Vocabulary**Academic Vocabulary:**

- Main topic
- Key details
- Retell

Instructional Strategies for Academic Vocabulary:

- Review words with student-friendly definition and pictures
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary:

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Arithmetic
- Surveying
- Treaty

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Instructional Plan

Anticipatory Set/Introduction to the Lesson:

Display a toothbrush, dental floss, and toothpaste. Ask the students what these items all have in common. (People use them to care for their teeth. They are tools for oral hygiene.) Tell students that thinking about what those items have in common is similar to finding the main idea in a text. Readers think about what all the details have in common to help them make connections about what they've read.

Understanding Lesson Purpose and Student Outcomes:

Explain to students the target skill for the day: identifying main topic and key details in a text. Remind students the main topic is what the text is mainly about and the key details are the parts giving more information, similar to the stool and the legs.

Display the **Handout 5.1: Main Topic and Key Details Anchor Chart Example**. Review the concepts discussed in Lesson 5 about main topic and key details.

Review the videos from Lesson 5 if students need a review about main topic and key details.

Activity 1: Direct Instruction of Vocabulary

Introduce Direct Instruction Vocabulary words (*arithmetic, surveying, and treaty*) by using the “Instructional Strategies for Direct Instruction Text Vocabulary” suggested activities above or see this resource about [multisensory vocabulary instruction and activities](#).

Activity 2: Read the Text

Distribute copies or project a copy of *A Picture Book of George Washington*.

First Reading: Read aloud text as students follow along. Allow students to engage with text without interruption and react to the illustrations. When each of the Direct Instruction Vocabulary words read in the text, have students perform a movement to represent the meaning of the word or provide an oral definition of the word.

Small Group Instruction: Provide [differentiated instruction](#) for students based on their needs for further comprehension of the text. For example, have students with mid-level or low-level comprehension skills create a story-web. Have students with high-level comprehension skills re-tell a story from the point of view of the main character or create a puppet show to represent the events of the story.

Reread *A Picture Book of George Washington* aloud as students follow along. Stop at various points in the text to ask students the following questions:

- Before reading the first 8 pages, ask students to focus on this question: What does the author think is special about George Washington? Where did you find that information in the text?
- Choose a page that has various punctuation marks and ask: What is this punctuation mark? Why did the author use this punctuation mark? How do we read this sentence with this punctuation mark?
- On page 13, the author says the colonists refused to pay the taxes that the British wanted them to pay. Why do you think they refused? How did the British feel about the colonists? How did the colonists feel about the British?
- On page 17, the author calls Washington a “hero.” Discuss information in the text that supports this.
- What kind of President was Washington? Show the evidence in the text that defends your position.
- Does this text provide new information about George Washington? If so, what new information have you learned?
Note: This question could lead students into a short discussion the importance of reading multiple texts when learning about a topic in order to learn the most information and see multiple perspectives.
- What do you think this book is mostly about? Why do you think that?

Activity 3: Understand the Text

Project or display **Handout 5.2**, and distribute a student copy to students. Tell students this text also gives lots of information about Washington’s life because there were lots of important events in his life. Display the main topic sentence example from Lesson 5, and ask students if the sentence would work for this text. Ask students if they have any other ideas about what the main topic could be. Here are some possible answers students could provide:

- George Washington being a great leader (on-level response)
- How important George Washington was (on-level response)

- George Washington was a great leader. (above-level response)
- George Washington was an important figure in American history. (above-level response)

Have students record the main topic on their own copy of **Handout 5.2**.

Group students in pre-determined heterogeneous groups. Using **Handout 5.2**, ask students to determine the main topic and the key details from the text and to discuss their thoughts. After several minutes of sharing, ask the class to discuss the main topic and key details from the text.

- ✓ While students discuss, circle the room and complete **Handout 5.3: Student Progress Tracking Chart**. Be sure to note any misconceptions or difficulty with identifying key details and discussing how they did so. Make plans about how to address misconceptions or difficulty, if they are present.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students needing guidance may be pulled to work under teacher's supervision. Teacher may also have students underline the main topic with a red color and underline the key details with a yellow color to provide visual reinforcement.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can write additional key details.
- Students can read independently and make notes in their RR journals about what they've read.

Activity 4: Respond to the Text

Tell students that a great way to show that they have comprehended a text is to retell the parts of it and write it down. Have students retell their text in writing using **Handout 5.5: Student Retell a Text**.

- ✓ Monitor students' progress and provide support as needed. Make note of common punctuation errors you see and use that data for the next activity. Determine for either writing skills or punctuation skills if [differentiated instruction](#) with specific teacher supports needs to follow.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Display the top half of **Handout 5.4**. Have students practice retelling the text verbally with a partner.
- Remind students to use what they recorded on **Handout 5.2** to help them.
- Display and use **Handout 5.4** to model for students how to retell what they have just read. Use the color-coded sections and the example provided to model how to retell the main topic and key details of a text.
- Guide them through completing the top part of **Handout 5.4**. Complete it on a displayed version while they complete it on the students' version.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can write additional key detail sentences.

Activity 5: Teaching and Applying Punctuation In-Context

Remind students of your discussion about using end punctuation for sentences in the text they read earlier. Revisit some of those examples. Using your data from your formative assessment during Activity 4, provide some additional examples of how to avoid common types of errors students make with using end punctuation. Create an anchor chart for using end punctuation. Have students complete an activity about using end punctuation. Divide students into small groups of 3-5. For example, place poster paragraphs with sentences written in large font (large enough for students to see in a small group setting) on the wall or on table tops. Provide each group with one poster paragraph and a marker. Have students place correct punctuation marks in the proper place and capitalize sentence beginnings where necessary. Provide support as needed. Discuss correct answers and reasons why the answers are correct.

Note: For differentiation, prepare ahead of time differing levels of paragraph posters. Based on data collected in Activity 4, divide students in groups accordingly.

Have students correct any punctuation errors in their writing from Activity 4.

- ✓ Monitor how well students mastered L.1.2b in the context of their writing.

To reinforce what students learned in Lesson 5 concerning L.1.2a, have students check for capitalization of names and dates.

- ✓ Monitor how well students mastered L.1.2a in the context of their writing.

Reflection and Closing:

- ✓ Exit Ticket: Provide students with a card that has 5 stars. Have them fill in the number of stars that shows how much they learned today. Explain to them that the more stars they fill in, the more they learned. The less stars they fill in, the less they learned. Explain that it is important for them to see how much or how little they feel that they learned, and it is important for them to monitor that too. Explain that there is no right or wrong answer.

Homework

Options:

- After reading a book, have the student summarize the text in one or two sentences. Have him/her decide what the entire story was about. Then have the student give details that support the main topic of the text.
- For longer books, have the student tell the main topic and key details in each chapter, rather than the entire book.
- See page 11 of the [Family Guide for Student Success](#).

For training or questions regarding this unit,
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