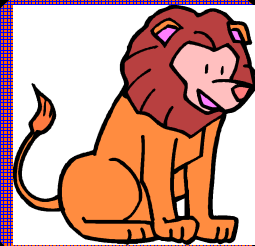
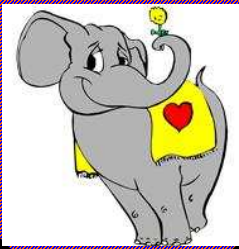


Finding Main Idea & Supporting Details

For Grades 1&2
Differentiated Instruction

Main Idea



by Ginger's Kids

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Two of my favorite books about Bears that fit well with these lessons:

- **Every Autumn Comes a Bear** by Jim Arnosky, Scholastic Read before lesson #2 & #3.

A bear returns to the woods every fall. As he wanders, the other forest animals hide until he finds a cave and goes to sleep for the winter. Uses vocabulary in these lessons and beautiful illustrations.

- **Blueberries for Sal** by Robert McCloskey

Little Sal and her mother go to Blueberry hill to pick berries to preserve for the winter. At the same time, Little Bear and his mother visit Blueberry Hill to eat berries and fatten-up for the winter.

OVERVIEW: Teaching Main Idea and Details to Primary Students:

Objective: Determine Main Idea and Details of Short Stories

*Note: The stories contain words from pre-primer and primer vocabularies. There are two reasons for this:

1. Struggling readers can “keep up” with the rest of the class.
2. When teaching a concept, I have always used a lower-level vocabulary so that students are focusing on the concept being taught rather than struggling with vocabulary.
3. I have included some second grade words and content words to address more proficient readers.

On the following pages you will find three short stories. One about the circus. Two about bears.

- Each story contains mostly pre-primer, primer and first grade Dolche words. Occasionally I have inserted second grade words. Those words that are content specific words, are found on flash cards to be introduced before reading each story.

Common Core Standards: ELA Standards>>Reading: Literature (1st)

- Ask and answer questions about key details in a text

Common Core Standards:ELA Standards>>Reading: Literature (2nd)

- Ask and answer questions about key details in a text
- Identify the main topic and retell key details of a text.

Lesson I:

Materials: **For Teacher**-Means of projecting pages on screen that can be written on and marker. **For Students**– One of copy of each story page, and pencil.

DIRECTIONS:

1. Project each story page on SMARTBOARD or screen.

2. Read the story:

-Students should first read silently.

-Follow with shared reading or teacher read (you know the ability of your students –use your judgment)

-Reread paragraph orally at least once.

1. Ask students to look at the pictures below the story. Call on student to name what is in one of the pictures.

2. Call on another student to name what is in another picture.

3. Finally, call on another student to name what is in the last picture.

4. Ask students to raise their hands if they know what all of these pictures have in common. If they have difficulty, ask where you would find all of these things.

ANSWER: “**in a circus**”

5. Write “**Circus**” on the line in the big circle, as you explain **Circus** is the **Main Idea of the story, WHAT THE STORY IS ABOUT.**

6. Tell them that each **small picture gives clues to the Main Idea or what the story is all about. They are called Details.**

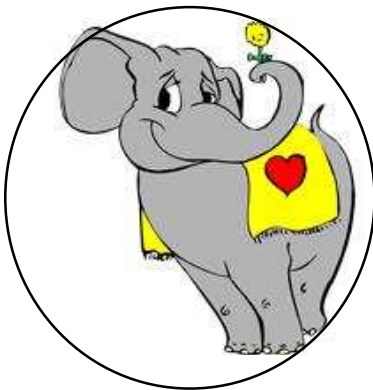
7. Ask students to see if there is a word repeated in every sentence. “**circus**”

8. If “circus” is repeated in every sentence, the story is about a circus. The Main Idea is circus.

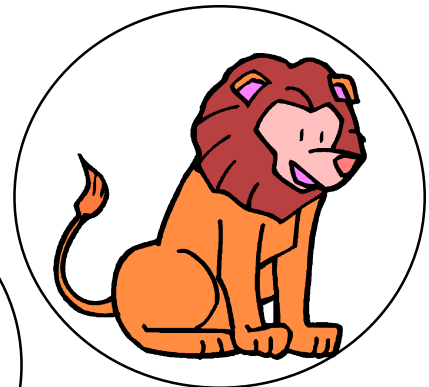
Today the circus came to town. They came in a big, red train. It was a circus train. There was a little engine pulling four circus cars. In the first circus car there were two clowns! In the next circus car were three elephants. In the last circus car I saw four lions! The circus will be fun!

Main Idea

Detail #1



Detail #2



Detail #3



ANSWER KEY

Main Idea **CIRCUS (came to town)**

Today **the** circus **came to** town. **It came in a big,**
red circus train. There **was a little** engine **pulling four**
circus cars. **In the first** circus car **there were two**
clowns! **In the** next circus car **there were three**
elephants. **In the** last circus car I **saw four** lions! **The**
circus **will be** fun!

Story #1 Circus (Comes to Town)				
Pre-Primer	Primer	First Grade	Second Grade	Newly Introduced
today	came	were	first	today
the	was			circus
it	four			town
a	there			train
big	saw			little
red	will			engine
three	be			pulling
funny				car
				last
				lions 4

Lesson II:

Materials: **For Teacher**-Means of projecting pages on screen that can be written on and marker. **For Students**– One of copy of each story page, and pencil.

DIRECTIONS:

1. Project each story page on SMARTBOARD or screen.

2. Read the story:

-Students should first read silently.

-Follow with shared reading or teacher read (you know the ability of your students –use your judgment)

-Reread paragraph orally at least once.

1. Ask students to look at the pictures below the story. Call on student to name what is in one of the pictures.

2. Call on another student to name what is in another picture.

3. Finally, call on another student to name what is in the last picture.

4. Ask students to raise their hands if they know what all of these pictures have in common. If they have difficulty, ask where you would find all of these things.

ANSWER: “they are all bears”

5. Write “**bears**” on the line in the big circle, as you explain that **bears** is the **Main Idea of the story, WHAT THE STORY IS ABOUT.**

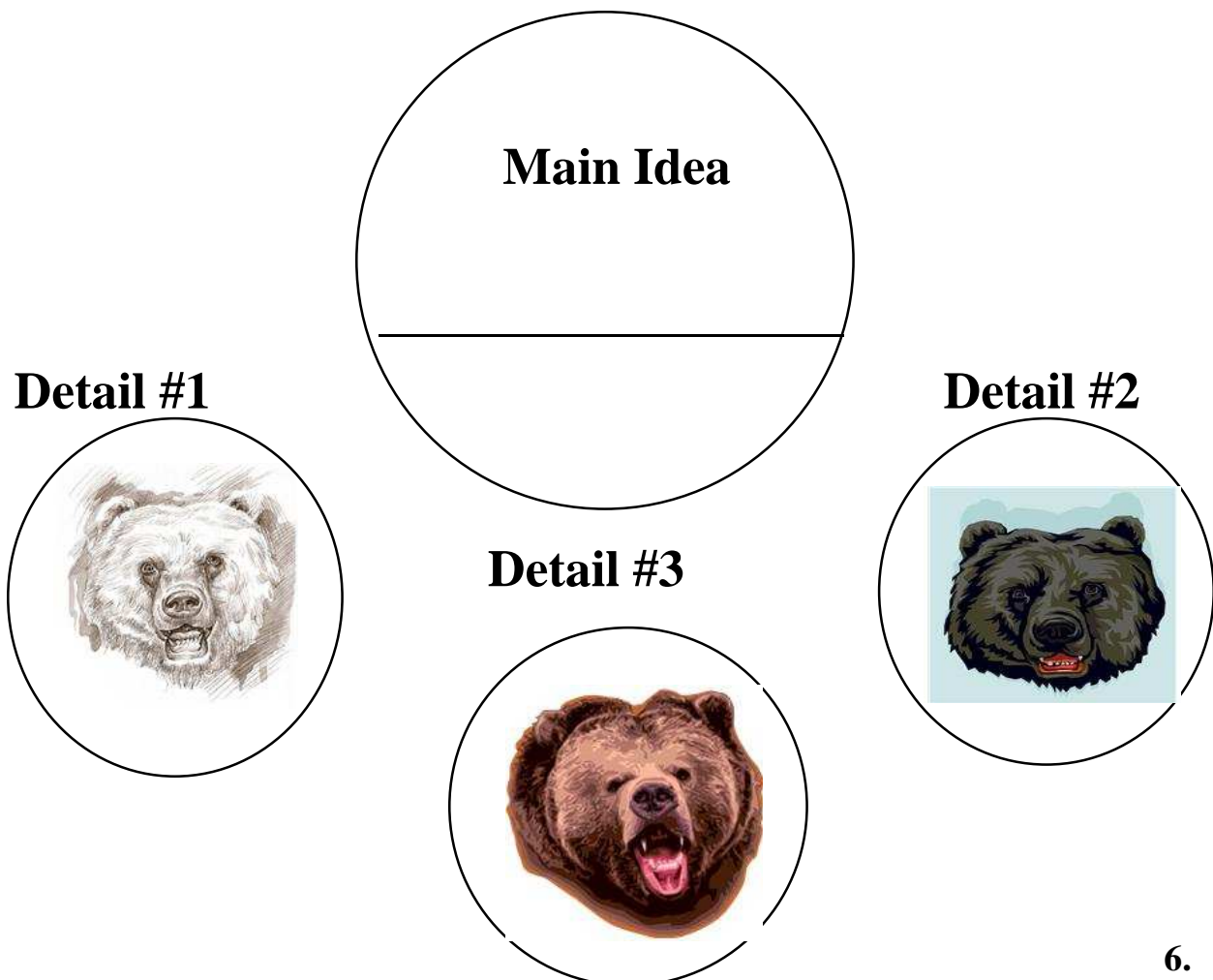
6. Tell them that each **small picture gives clues to the Main Idea or what the story is all about. They are called Details.**

7. Ask students to see if there is a word repeated in every sentence. (**BEARS**)

8. If bear(s) is repeated in every sentence, the story is about **bears**. The Main Idea is **bears**.

9. Make sure students understand what “They” refers to in sentences 3,5,7,8 and 9.

There are many kinds of bears. White polar bears live in cold places. They eat mostly seals. Black bears live in the forest. They eat nuts, berries, fruit and insects. Brown bears live in the many places. They can be found in grassy lands, and woods. They eat nuts berries and fish. The also eat other animals.



Main Idea: Bears

There are many kinds of bears. White polar bears live in cold places. They eat many seals. Black bears live in the forest. They eat nuts, berries, fruit and insects. Brown bears live in many places. They can be found in grassy lands, and forests. They eat nuts berries and fish. They eat other animals, too.

Details: Polar bear, Black bear, Brown bear

Pre-Primer	Primer	First Grade	Second Grade	Introduced Words
in		of	many	kinds
	are	live	cold	bears
and	white		found	polar
can	they			places
be	eat			forest
	black			nuts
	too			berries
				fruit
				insects
				grassy
				lands
				forest
				fish
				other
				animals

Lesson III:

Materials: For Teacher-Means of projecting pages on screen that can be written on and marker. For Students– One of copy of each story page, and pencil.

DIRECTIONS:

1. Project each story page on SMARTBOARD or screen.

2. Read the story:

-Students should first read silently.

-Follow with shared reading or teacher read (you know the ability of your students –use your judgment)

-Reread paragraph orally at least once.

1. Ask students to look at the pictures below the story. Call on student to name what is in one of the pictures.

2. Call on another student to name what is in another picture.

3. Finally, call on another student to name what is in the last picture.

4. Ask students to raise their hands if they know what all of these pictures have in common. If they have difficulty, ask where you would find all of these things.

ANSWER: where bears sleep.

5. Write “**where bears sleep**” on the line in the big circle, as you explain that “**where bears sleep**” is the **Main Idea of the story, WHAT THE STORY IS ABOUT.**

6. Remind them that each small picture gives clues to the Main Idea or what the story is all about. They are called Details.

7. Ask students to see if there is a word repeated in every sentence. (**BEAR, sleep**)

8. If bear(s) is repeated in every sentence, the story is about **bears**. The Main Idea is **bears**.

There is one thing the same about bears. Every bear could use a place to sleep. Every bear would like a place to go when it is cold. Did you know, a polar bear builds a cave in a snow drift. A black bear digs a den to sleep in. A brown bear makes a den in brush piles. Sometimes he burrows in the ground. There the bears sleep for the winter.

Main Idea

Detail #1



Detail #2



Detail #3



Main Idea: Where Bears Sleep

There is one thing the same with bears. Every bear could use a place to sleep. Every bear would like a place to go when it is cold. Did you know, a polar bear builds a cave in a snow drift. A black bear finds a cave to sleep in. A brown bear makes a den in brush piles. Sometimes he burrows in the ground. There the bears sleep for the winter.

Details: Polar Bears sleep in snow drift, Black Bears sleep in Cave, Brown Bears sleep in a den of brush or burrow in the ground.

Pre-Primer	Primer	First Grade	Second Grade	Introduced Words
is	he	every	use	thing
one	black	could	sleep	same
for	did	know	would	with
find	like	when	could	winter
to	brown	sometimes		ground
go				burrows
it				builds
makes				snow drift
				den
				brush

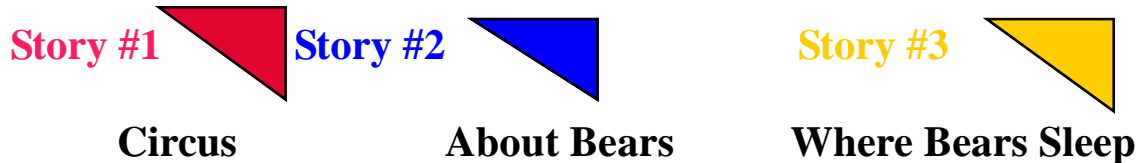
APPENDIX

Flashcards:

Copy flashcards on tag-board or poster board. (Laminate if possible.)

1. Use to discuss before reading.
2. Flash to students for vocabulary review.
3. Display in classroom for student reference.

- Flash Cards are labeled with a triangle in the upper right corner:



Using Word, Picture Direction Cards

Concentration	Game Board
Picture Cards	
Card Set #1	Card Set #1
	Card Set #2
	Direction Cards

DIFFERENTIATED INSTRUCTION:

WORD CARD SET#1: These are cards with more difficult words. Second Grade Dolche Words or words specific to the particular story.

WORD CARD SET #2: These are Pre-Primer –1st Grade Dolche words that were in the stories.

- Word Cards/picture Cards-Set #1**

Copy the word cards on one color of tag board/poster board. Copy the picture cards on another color.

Concentration Game– Two Players: Working in pairs, a player turns over a word card (one color)-then a picture card (another color). If they match, the player keeps both cards. If they don't match, the player

returns both cards to their original place and the second player takes a turn. Continue in this manner until all cards are taken. The winner is the player with the most cards.

Game Board:

Copy each page of Game Board and glue it to the inside of a manilla folder. Laminate.

MATERIALS: Word Cards Set #1 and/or Word Card Set #2, game markers or counters, and game board.

MARKERS: Use plastic bear markers (kindergarten markers), colored counter chips, or anything that will work as a marker for individual students.

Directions for playing: (two to four players)

Students pick up a card then read the word on it. If it is correct, they roll one die and move that many spaces. If they are incorrect, they stay on the space where they are. If the card has a picture on it, they move their marker to the space with that picture. The winner is the player that reaches the finish line first.

- **Word Cards Set #1 may also be used with the Game Board:**

Use word cards above with direction cards that give specific directions to the players. (As in Monopoly's-Go to jail). Up to four players can play at one time.

- **Word Cards Set #2 Dolche Vocabulary Pre-Primer –1st Grade Words.**

- **Direction Cards:** To be used with board game. Shuffle with set #1, Set #2 or both. If a direction card is picked up, players moves directly to the corresponding picture on the game board. Tell students they may have to move forward or backward.



circus



town



train



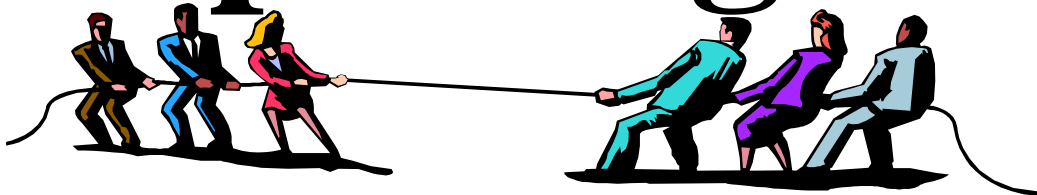
little





engine

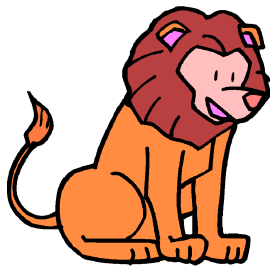
pulling



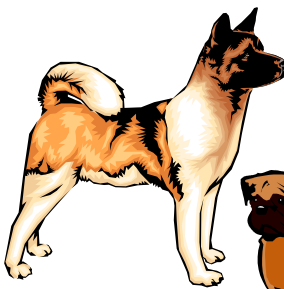
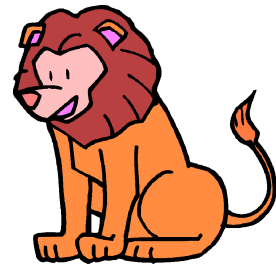
car



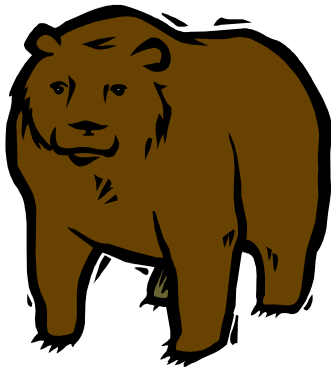
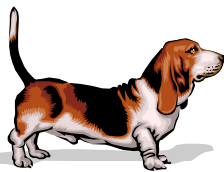
last



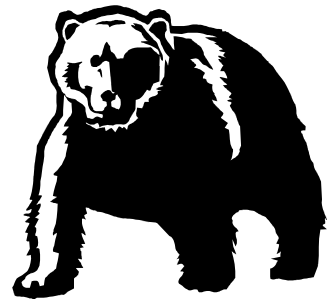
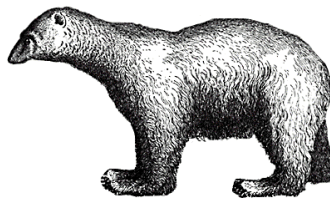
lions



kinds



bears



polar

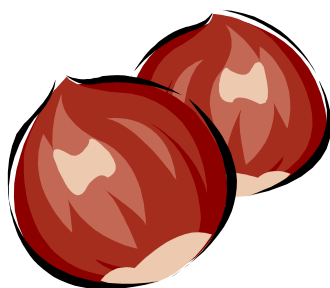




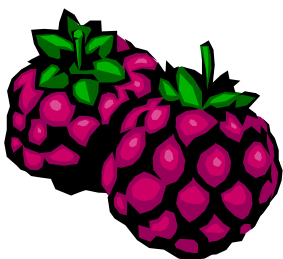
places



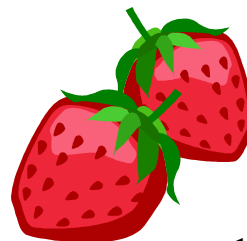
forest

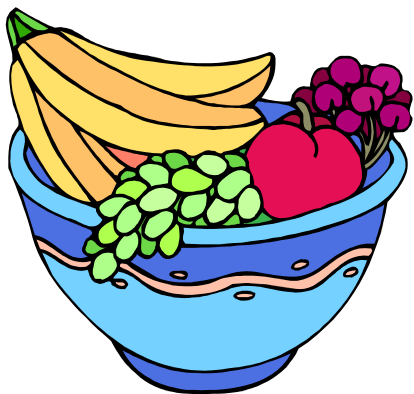


nuts



berries

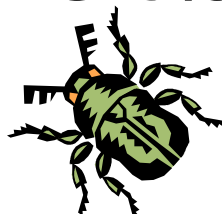
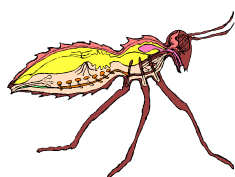




fruit



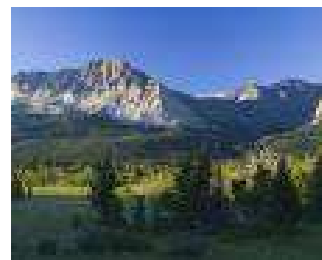
insects

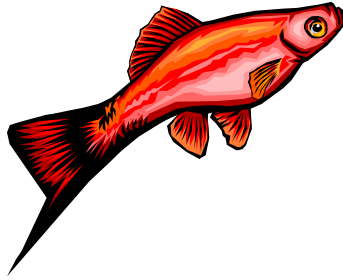


grassy



lands

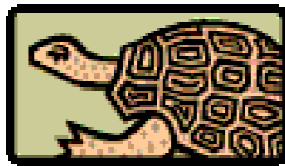




fish



animals



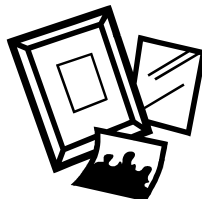
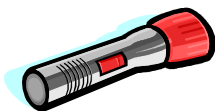
other



I Don't want this one.
I want the other one



thing





same



with

“She is with me,” said the



builds

snow drift





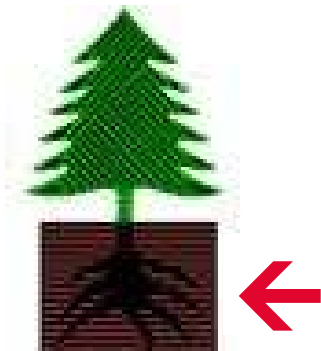
den



brush



burrows



ground

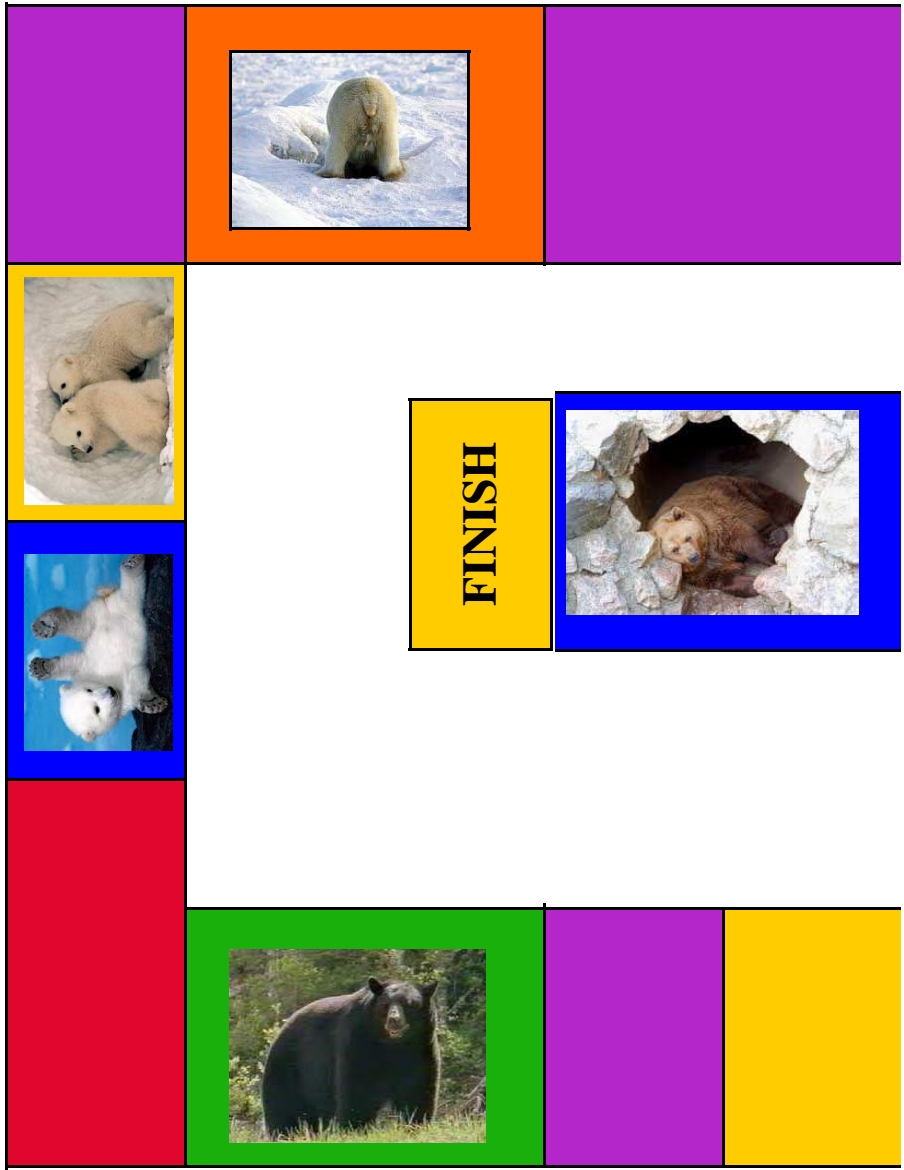


winter

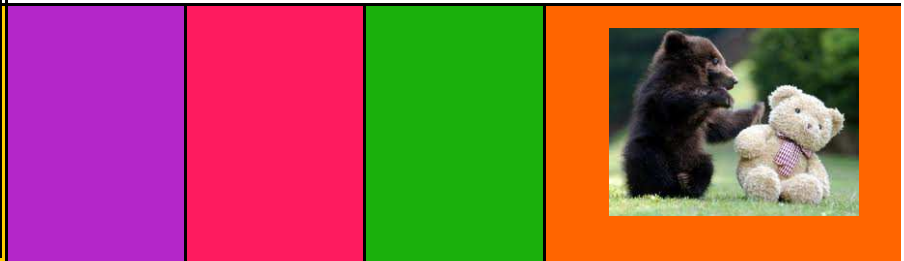
DIRECTION CARDS to be used with Board Game
 Shuffle these cards with Card Set you are using. If a player picks one of these cards, they go directly to the corresponding picture on the game board. Remind players that this may move them forward or backward.

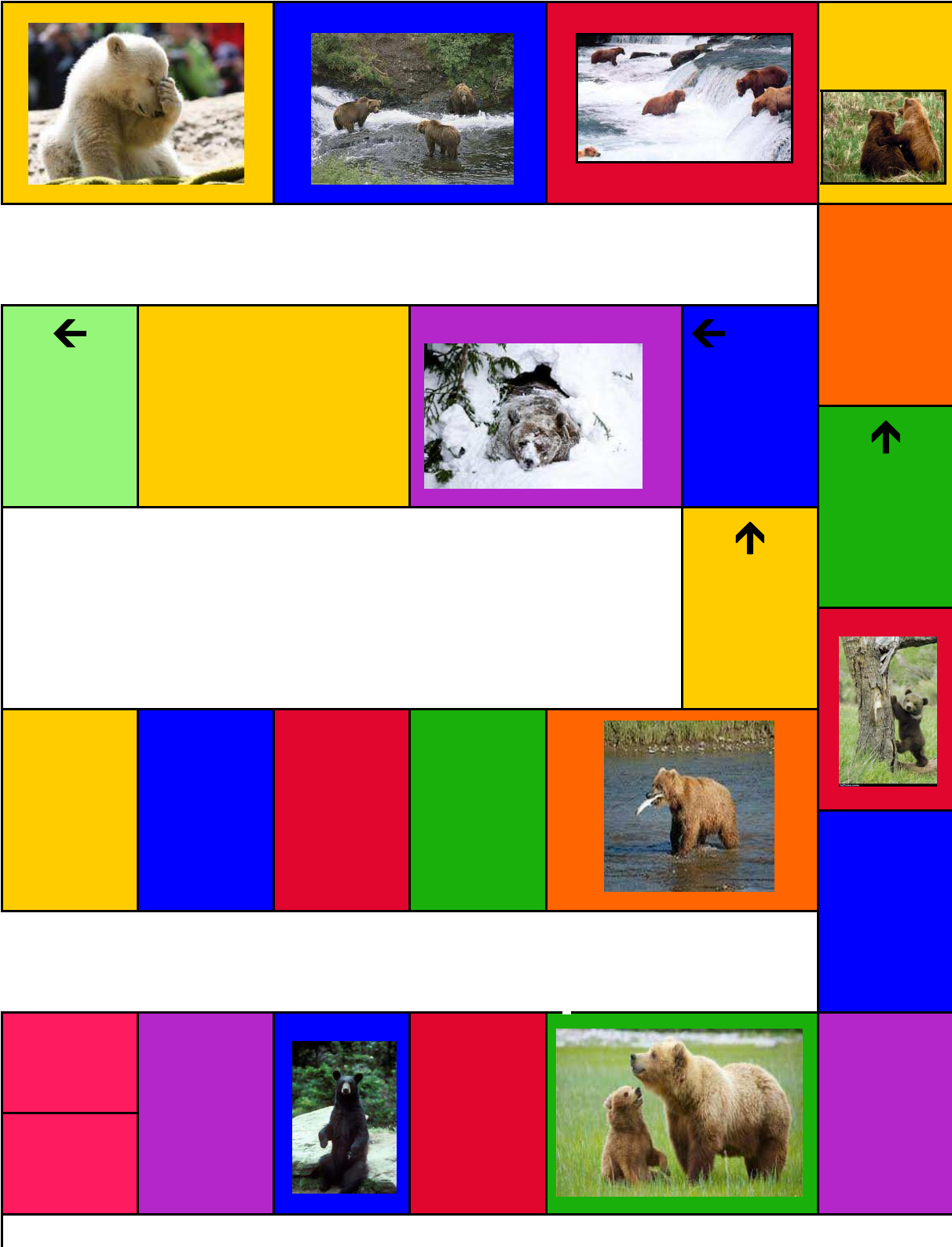


Bear Hunt



**START
HERE**
➔



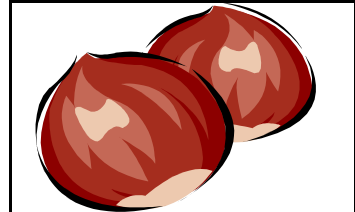
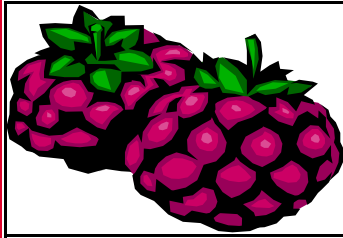




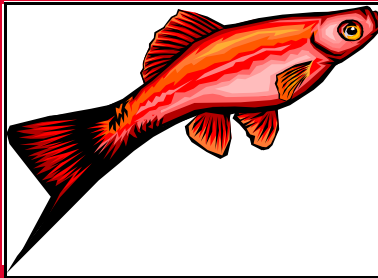
bear

nuts

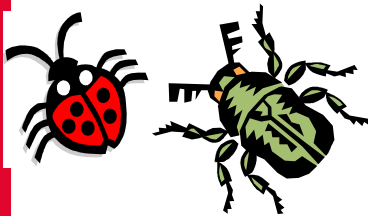
berries



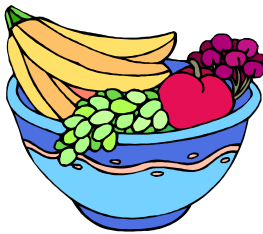
insects



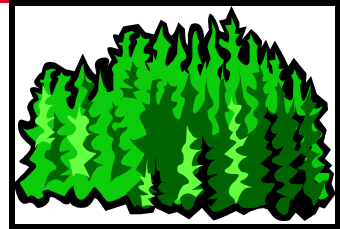
fish



white



fruit



grass

forest

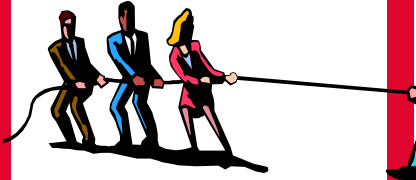
lion



black



engine



pull

build



car



4

four

3

train

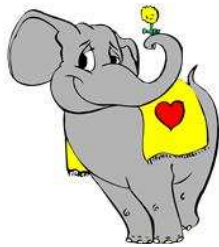


three

elephant

red

cave



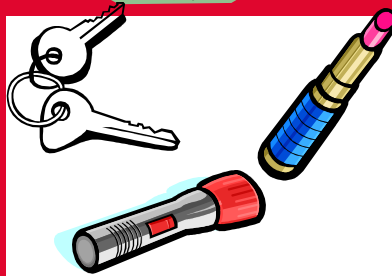
clown

circus

places



things

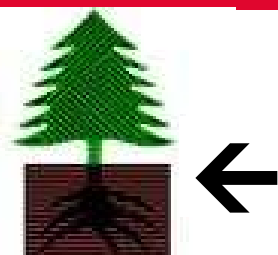


**groun
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burrow

27.



**Pre-
Primer**

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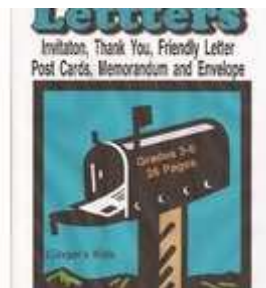
pulling****

use

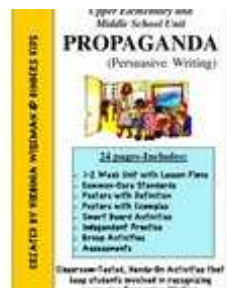
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Take a look !



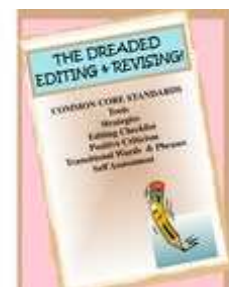
**Types of Letters
Memorandum,
Friendly Letter, etc.**



**Advertising Strategies
Propaganda**



**Greek & Latin
Roots and Affixes
Activities**



**Editing & Revising
Strategies**

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