

# Main Idea and Key Details

Detail
Detail
Detail
Main Idea

- Choose a section or paragraph from an informational text you have read.
- As you reread, make a list of the key details in the section or paragraph. Add the key details to a Main Idea and Key Details chart.



- Exchange charts. Compare your details. Think about what they have in common to identify the main idea of the section.




## You need

- > informational text
- > paper
- > pencils or pens



## Act It Out



- Choose a section of an informational text you have read.
- Decide which details are most important. Act out the details for your partner. 
- What do the details have in common? What is the main idea?


### You need

- > informational text
- > paper
- > pencil

20

Minutes

## All in the Details

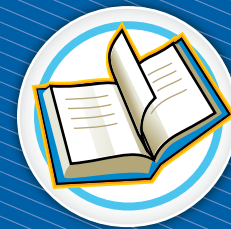
- On your own, select a section from an informational text you have read. Identify key details in the text and make a list of them.
- Identify the main idea by discussing what the details have in common. For each detail, write a sentence explaining how it supports the main idea.
- Compare your sentences. Is the main idea you chose correct, or should you revise it? 

### You need

- > informational text
- > paper
- > pencil

20


Minutes



# Fluency

Reading with fluency means reading accurately with appropriate phrasing and expression.



- Choose a passage from a selection you have already read.
- With a partner, echo read or choral read the passage. 
- Now read the passage aloud on your own. Have your partner give you feedback. Do the same for your partner.
- Tell each other how you improved.

## You need

- > reading selection



## Expression



- Choose a paragraph from a selection you have already read.
- Take turns reading the sentences aloud with expression.
- Read the paragraph three times. Each time, vary the pitch of your voice. What sounds the best?

**You need**

> paragraph

20

Minutes

## Fluency

- Choose a passage from your Practice Book.
- With a partner, read the passage three times, concentrating on your phrasing.
- Each time you read the passage, change your phrasing. When you finish, discuss with your partner how the phrasing helped or hurt your understanding of what was being read.

**You need**

> Practice Book

20

Minutes



# Word Choice: Transition Words



Read Henry's text. Discuss how well he uses transition words. Revise the text. Add transition words.

Yesterday, I went fishing with my dad. We went to the lake. We took out our fishing rods. Dad had a plastic container full of worms. He helped me bait my hook. I made my first cast. Two minutes later, I felt a tug on my line!



**You need**

> pencils or pens





## Transition Words



- Write a paragraph using these transition words: *however*, *next*, and *then*.
- Add two transition words to your paragraph.
- Exchange papers and circle the transition words.



15  
Minutes

### You need

- > pencils or pens
- > paper

## Use Transition Words

- List as many transition words as you can.
- Write a paragraph using these transition words.
- Have a partner do the same.
- Exchange paragraphs and circle transition words in your partner's paragraph.



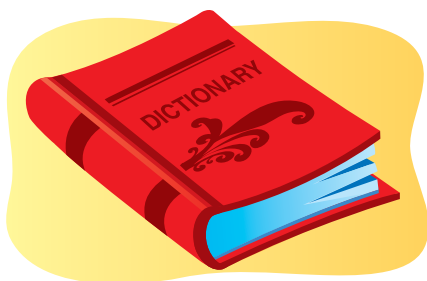
20  
Minutes

### You need

- > pencils or pens
- > paper



# Suffixes



- Create a Two-Tab Foldable®. Write *Base Word* on the left top tab and *Suffix* on the right top tab.
- Under the left tab, write the words *bank*, *break*, *collect*, *flex*, *comic*, *season*, or words you choose.
- Under the right tab, write 4 or 5 suffixes you learned this week.
- Decide which of the suffixes can be added to each base word to make new words. Check your choices in a dictionary. Define each new word.



**You need**

- > dictionary
- > Two-Tab Foldable®
- > paper, pencil



## Add Suffixes



- Create a Two-Tab Foldable<sup>®</sup>. Write *Base Word* on the left tab and *Suffix* on the right tab.
- On the left, list the words *near*, *hair*, *joy*, and *good*. On the right, list suffixes you learned this week. Match suffixes to the base words to make new words. Use a dictionary to check your work.



### You need

- > dictionary
- > paper, pencils

## Suffixes

- On note cards, write the words *collect*, *direct*, *fiddle*, *glide*, *invent*, *manage*, *produce*, or words of your choice.
- Write suffixes you learned this week on other note cards.
- Match word cards with the correct suffix cards to form new words. Circle any words from which you would have to remove a letter before adding the suffix. On a separate piece of paper, write the new words and define each.



### You need

- > note cards
- > pencils
- > paper
- > dictionary





# Long Vowel Sounds



- On your own, make a four-column chart. At the top of each column write a vowel (*a*, *e*, *i*, and *o*).
- Think of as many words as you can that have each long vowel *sound*. Write them in the correct columns.
- Compare your words with a partner's. Combine your words in new columns. Put a star next to words whose long vowel sound is made with more than one letter (for example, *soap*\*).




## You need

- > paper
- > pencil or pen



## Sorting Cards




- The following words have long vowel sounds: *tray, tree, cake, light, meat, shine.* 
- Write each word on a note card. Underline the long vowel sound. Sort words by long *a*, long *i*, and long *e* sounds.

20  
Minutes

### You need

- > note cards
- > pencil

## Long Vowels

- Write one word for each long vowel sound: *a, e, i, o,* and *u.* Say them out loud to be sure they have a long vowel sound.
- Write a paragraph about your favorite vacation memory using each word.
- Read your paragraph out loud to a partner. Can your partner identify the words with long vowel sounds? 

20  
Minutes

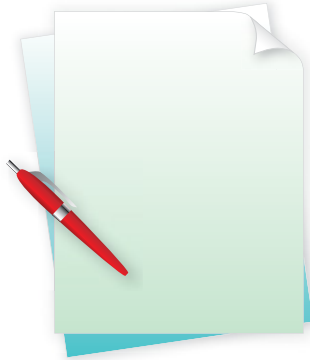
### You need

- > paper
- > pencil



# Entrepreneurs

What do entrepreneurs do?



- Use the Internet to research an important entrepreneur in your state.



- If the person is still living, identify what his or her current business is. If the person is a historical figure, find information about what he or she achieved.

- Write a one-paragraph description of your subject's business accomplishments in your state.

## You need

- > paper and pencil or pen
- > Internet



## Running a Business



- Choose a business in your state and look up information on the person (or persons) that started it.
- List three important facts about that person.

20  
Minutes

### You need

- > paper
- > pencils, crayons, or markers
- > Internet

## Entrepreneurs

- Identify a business in your state that you find interesting. Use the Internet to find out information about the person who founded the company.
- Create a fact card by listing important facts about the business and the entrepreneur who started it.
- Exchange fact cards with your partner.

15  
Minutes

### You need

- > paper
- > pencils, crayons, or markers
- > Internet