Georgia Performance Standards Framework for English Language Arts-2nd

Instructional/Learning Activity Task Template:

Overview

Unit Title: Informational (Non-fiction)

Annotation: This instructional task focus is for the Second Grade Informational/nonfiction writing unit. After having the opportunity to explore nonfiction texts in writing, students will be guided in finding the main idea and supporting details.

Grade: Second, Subject: English Language Arts (comprehension), Topic: Identifying and inferring the main idea and supporting details in a text, Author: Anita Johnson

Special Notes To Teacher:
- Have paragraphs already written on chart or on an overhead transparency.
- Have pre-selected pictures from magazines or photos or worksheet copies with just the picture for which they practice writing the main idea.
- Have non-fiction books (based on students’ reading level already available)
- Know the independent reading levels of students

Standards

Focus Standard/Element(s):
- ELA2R4I – Identify and infer the main idea and supporting details in a text.

Complementary Standard/Element(s):
- ELA2R4D – Recalls explicit facts and infers implicit facts.
- ELA2R4M – recognize the basic elements of a variety of genres.
- ELA2R4G – Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- ELA2R4A – Reads a variety of texts for information and pleasure.
- ELA2R4N – Uses titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text.
- ELA2R4D – Recalls explicit facts and infers implicit facts.

Learning Goals

Essential Question(s):
1. What is the definition of main idea?
2. What are supporting details?
3. How can knowing the structures and features of nonfiction texts help us with finding the main idea and supporting details?
Knowledge:

- The students will understand that the main idea tells what the paragraph or text is mostly about.
- The students will separate primary ideas from secondary ones.
- The students will recognize how non-fictional text structures lend themselves to helping us recognize the main idea and supporting details.

Skills:

- The students will identify main idea of texts.
- The students will write main idea of texts.
- The students will explore strategies for locating the main idea.
- The students will identify supporting details.
- The students will recognize that the main idea is usually written in phrases instead of complete sentences.

Balanced Assessment for Task
Assessment Method/Type:
Description/Directions for Assessment:

<table>
<thead>
<tr>
<th>Balanced Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informal Observation</strong></td>
</tr>
<tr>
<td>Partner or group recordings on charts (The teacher assesses whether or not students are identifying main idea/details based on their recordings. Can be assessed during the mini-lesson, or during guided reading.)</td>
</tr>
<tr>
<td>Student responses to teacher questions.</td>
</tr>
</tbody>
</table>

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:
Day 1

Opening (10-20 min): This task should be done in conjunction with Informational writing. The teacher will gather students preferably in a carpeted area and review the genre they have been covering during the writing time. (They should respond – Informational writing). Continue with reviewing the features of informational texts by asking the students to name some features. (Some responses may include – Table of contents, glossary, bold words, pictures, charts, maps, graphs, captions, topic/subtopics, and timeline.)

Chart the word MAIN IDEA. (See chart below) Ask if anyone knows what Main Idea means? If there are no responses then explain by telling them that the main idea is what a story or text is mostly about. Just like we have nicknames, sometimes the main idea is also referred to as the theme or topic sentence. Ask does anyone know what supporting details means? Explain that this can mean the sentences that tell more about the main idea. Tell them when I think of main idea; I picture a hand (hold up your hand). Say, The main idea is in the center (point to the center of your hand) and each finger gives important details about the main idea (Point to each finger). Tell them that we will begin our lesson by writing a title or main idea using a phrase for each picture. You may want to explain what is meant by the word PHRASE and add it to the main idea chart. (A phrase is a group of words that is not a complete sentence, but that give a single idea). Hold up various pictures or use a transparency of the sheets attached. (Main idea pictures) Ask, What is this picture about? Call on students to give this picture a phrase that tells what it is mostly about. Allow students to do this for a few pictures posting them up on chart with the main idea written above it. Tell them they are going to return to their seats to look at pictures and write what the picture is mostly about. Have pre-selected pictures from magazines or photos or worksheet copies with just the picture for which they practice writing the main idea.

Worktime Day 1 (20 – 30 min.): Students return to seats to write the main idea to photos or pictures from magazines. Each pair should have at least three to four pictures or photos.

Closing: The teacher will pre-select two pair of students to share their main idea phrases about their pictures. Review definition of main idea, & phrase. Review other names for main idea. Review what the other part that supports the main idea is called. Continue to do several lessons like these using concrete pictures or photos until students are ready to move on. If they are ready to move on begin Day 2’s lesson.

Day 2

Opening (10-20 min): The teacher will gather the students on the carpet and review the standard for today. (Finding the main idea and supporting details). Review lessons done earlier in the week and tell them we are going to continue with lessons on main idea and add supporting details. This time, you should tell students that when we find the main idea of a text, it helps us to have a better understanding of the text. Tell them that during our reading time today we are going to use our texts to help us identify the main idea and supporting details. Remind them that reading is all about getting understanding. Tell them we are going to move into something a little harder today which will require them to read. Tell them that when they find the main idea of texts, they have to see what is going on in the text and what the text is talking about mostly. Have several paragraphs written on chart or typed onto transparency. (If you use the transparency, students may sit at their seats to see the overhead instead of gathering on the carpet). Tell them that Sometimes the main idea can be found in the first sentence of a paragraph or the last sentence however, each time you think you have found the main idea you should be able to prove it with supporting details. If the details tell more about the main idea then you probably are correct. Tell them
we are going to practice together. Read from some of the paragraphs written. Start with simplistic to more difficult. Read the first paragraph aloud. (Written paragraphs – see below) Model the think aloud process for students. For example, “I know that this story about Mary and a dog talks about the dog not being able to walk so I am thinking it was probably hurt or something was wrong with it. Hmmm, I also know that Mary took the dog home and he stayed there for a while until it could walk so, I would say that the main idea is Mary Helps a Dog. Then tell students that we still have one more thing to do in order to PROVE that this is the main idea. We still have to have details that help prove it. Ask who can say one detail. Someone may say, the dog could not walk, She took the dog home, and it stayed there for days. Tell them these are supporting details. Then Tell students they are going to return to their seats to read some paragraphs and select the main idea. Chart the main idea chart under the story using the circles and arrows. (See below) Use the other two paragraphs for students to go back to their seats and work with a partner to find the main idea. Give each pair of students a copy of the two bottom paragraphs. (The students in Ms. Johnson’s class & The Library story) Students may have these possible answers: Paragraph 1: Main Idea: Fun things done in Mrs. Johnson’s class. Detail 1 – They go to Art on Mondays detail 2 – They go to the library on Tuesdays. Detail 3 they go to music on Wednesdays. Detail 4 – The go to Health and P.E on Thursdays and Fridays.

**Worktime Day 2 (20 – 30 min.):** The students will read and write the main idea and supporting details for each of the two paragraphs and be ready to share their findings with the class.

**Day 2 Closing (5-10 minutes):** The teacher will pre-select two pair of students to share their main idea and supporting details about their texts. Review definition of main idea, & phrase. Review other names for main idea. Review what the other part that supports the main idea is called.

**Supporting details**

**Supporting details**

**Main Idea –** Tells what the text is MOSTLY about

Other names - (Theme, topic sentence)

(Write a supporting detail on these lines that PROVE the main idea)

**Day 3 Opening (10-20 min):** The teacher will gather the students on the carpet and review the standard for today. **(Finding the main idea and supporting details).** Review lessons done earlier in the week and tell them we are going to continue with lessons on main idea and supporting details. This time, you should tell students that when we find the main idea of a text, it helps us to have a better understanding of the text. Tell them that during our reading time today we are going to use some non-fiction texts to help us identify the main idea and supporting details. Remind them that reading is all about getting understanding. Tell them they will be reading again to find the main idea. They have to see what is going
Georgia Performance Standards Framework for English Language Arts – 2nd

on in the text and what the text is talking about mostly. Ask them what are some of the features of non-fiction texts. (Possible responses may include – Table of contents, glossary, bold words, pictures, charts, maps, graphs, captions, topic/subtopics, and timeline.) Tell them that many times non fiction texts will have the main ideas right there for you (point to subheadings of paragraphs). Allow students to find a subheading on a page and determine if it follows this clue by pointing out details from the paragraph that help prove the subheading. (They will need one non-fiction book to read paragraph from or you could have the paragraph prewritten on chart exactly like it is in the book). Tell them we will practice some more using some more paragraphs. Read from some of the paragraphs below that are written on chart. Ask what is the main idea and help students prove it by finding supporting details. This time model an incorrect answer and prove why it could not be that answer. Example- you might say, I think the main idea is rainbows are blue. Now, let me find details to help prove it. Well, I see that the text says it has red, purple, orange, yellow and green stripes and the colors are dark or pale at times. Well, I know that red is not a dark or pale color and the story does not keep talking about red because it uses other colors. So, I think another main idea choice could be A RAINBOW HAS MANY COLORS. Make a chart to help prove and show your findings.

Worktime Day 3 (20 – 30 min.): The students will return to their seats to read the copies of paragraphs on Popcorn, and Our Solar System. They will find the main idea and supporting details to support it.

Parasgphs

A rainbow is made up of many colors. It has red, purple, and blue stripes. It has orange, yellow, and green stripes. Sometimes the colors are dark. Sometimes the colors are pale.

Frogs hop on land. They dive into a pond. They swim in the water. They leap for food. A frog can move in many different ways.

More Paragraphs (Non-fiction)

The nine planets in our solar system vary greatly in size. If you think of them as objects you know, you can understand the sizes. Think of the earth as a small pea. Mercury and Pluto would be pinheads. Mars would be a large pinhead. Venus would be a small pea. Neptune and Uranus would be marbles. Saturn would be a ping-pong ball. Jupiter would be a golf ball. The sun would be a large beach ball.

What makes popcorn pop? If you have ever made popcorn you know that by putting hard, dry kernels of corn in a pan and heating them, the kernels will explode into
Georgia Performance Standards Framework for English Language Arts – 2nd

popcorn. Have you ever looked at the inside of the lid? (You have to use some sort of cover or the corn will pop all over the room.) After cooking popcorn you will always find water inside the lid. Where does it come from? The water came from the corn. There is a little bit of water in each “dry” kernel. When the corn is heated the water turns to steam. As it turns to steam it expands, pushing at the sides of the kernel. At last the kernel pops and the steam escapes. Since there is a lid on the pan, the steam is stopped by the lid. There it cools, condenses, and becomes water again.

Closing: The teacher will pre-select a few students to share their main idea and supporting details about their texts. Review definition of main idea, & phrase. Review other names for main idea. Review what the other part that supports the main idea is called.

Teacher/Student conferencing
Sign-up sheet

Peer Conferencing sheet sign-up Main Idea and supporting details chart
Georgia Performance Standards Framework for English Language Arts – 2nd

I am ready to share with a friend.

1. Needs review
2. Leave a comment
3. Students review
4. Read the story
5. Show the picture
6. Discuss what you see
7. Ask questions

Disneyland is an exciting place to visit. First, you can go on many thrilling rides. Second, you can eat all kinds of good food. I like hot dogs and frozen bananas best. Next, there are many shows to see. Finally, you can watch a street parade before you go back home.
Write your own title for each picture. Give the main idea.
Paragraph to be done on chart with class

The dog could not walk. Mary took it into her house. The dog stayed at Mary's house for five days. Then it could walk again.

What is the main idea?

Mary helps a dog

Main Idea

Supporting details

Mary sees a dog that can't walk
Mary takes the dog home
It stays at Mary's house for 5 days
The dog walks again

Main Idea paragraphs (type out for students)

The children in Mrs. Johnson's class do many fun things during the week. On Mondays they get to go to Art. On Tuesdays they go to the Library. On Wednesdays they go to Music, and on Thursdays and Fridays they go to Health and P.E. Sometimes they have a snack day when they can really behave.

Disneyland is an exciting place to visit. First, you can go on many thrilling rides. Second, you can eat all kinds of good food. I like hot dogs and frozen bananas best. Next, there are many shows to see. Finally, you can watch a great parade before you go back home.
Georgia Performance Standards Framework for English Language Arts – 2nd

Supporting detail

Resources, Materials, and Equipment:
- Chart paper
- Pictures from magazines or photos (maybe laminated)
- Markers
- Pre-selected non-fiction books on various levels
- Graphic organizers prewritten on chart (see above)

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation: The teacher will group students according to reading levels and during guided reading groups use a non-fiction book to read and discuss the main idea and details. Conduct individual conferences to see if students are grasping concept. (Conference log)

Enrichment/Extension:
- The teacher will have paragraphs typed out in about an eighteen-inch font. Put all the sentences to one paragraph into one envelope. Pre-type the main ideas of each paragraph and put these strips into another sealed envelope. Students will select one envelope to put the sentences together to form a paragraph. Based on the information they have in the paragraph, they will come up with a main idea for each paragraph. They can self check their answers from the sealed envelope when they are done.
# Conference Log

<table>
<thead>
<tr>
<th>Student names</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed.</th>
<th>Thurs</th>
<th>Fri.</th>
<th>Readers Chair</th>
<th>Teacher Comments &amp; Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M T W Th F</td>
<td></td>
</tr>
</tbody>
</table>