

## LESSON OVERVIEW

## OBJECTIVES

**Vocabulary Objectives**

- Learn target vocabulary to enhance reading comprehension.
- Apply target vocabulary in written responses and oral language.

**Comprehension Objectives**

- Connect important details to identify the main idea.
- Use diagrams to organize information.

## ESL MODIFICATIONS



**Listening** • Students will identify and distinguish key words and phrases necessary to finding details and the main idea in the whole group reading activity.



**Reading** • Students will match main ideas with their details from paragraphs using visual support and graphic organizers.



**Speaking** • Students will repeat new vocabulary and produce words in response to questions about visuals.



**Writing** • Students will list details from a simple paragraph.

## MATERIALS

**READING FOR UNDERSTANDING**

- Passage “Police Officers,” Student Page 1

**TEACH**

- Passage “Police Officers,” Student Page 1

**GUIDED PRACTICE**

- “Main Idea and Details,” Student Page 2

**INDEPENDENT PRACTICE**

- Passage “Signs of Illness” Level 3, Student Page 6
- “Main Idea Web,” Student Page 3

## ESL MODIFICATIONS

**READING FOR UNDERSTANDING**

- Passage “Police Officers,” Student Page 1

**TEACH****LEVELS 1–3**

- Passage “Police Officers,” Student Page 1

**GUIDED PRACTICE**

- LEVELS 1–3** • “Main Idea and Details,” Student Page 2

**INDEPENDENT PRACTICE**

- LEVEL 1** • “Signs of Illness” Level 1, Student Page 4
  - “Main Idea Web,” Student Page 3
- LEVEL 2** • “Signs of Illness” Level 2, Student Page 5
  - “Main Idea Web,” Student Page 3
- LEVEL 3** • “Signs of Illness” Level 3, Student Page 6
  - “Main Idea Web,” Student Page 3

Performance definitions for levels of English language proficiency available as a downloadable Teacher Resource document at [www.istation.com](http://www.istation.com)

## VOCABULARY SUPPORT



## Target Vocabulary Words

blaring    accident    obey    arrest    danger

- When introducing vocabulary words, model the correct pronunciation of the whole word and have students repeat. For multisyllabic words, say the word. Then say each word part slowly. Next, quickly repeat the whole word. Have the students repeat the steps above with you. Then, write the word on the board or chart. Read the definition of each word to students and give examples or sample sentences to build meaning.

**blaring** blar • ing (*bler-ing*) Something is blaring if it is making a very loud sound. *I couldn't hear what my friend was saying because someone's radio was blaring.*

**accident** ac • ci • dent (*ak-sə-dent*) An accident is something bad that happens which comes as a surprise. It usually damages something or hurts someone. *My uncle hurt his ankle in a skiing accident.*

**obey** o • bey (*ō-bā*) To obey is to follow the rules or to do what you are told. *A good citizen obeys the law.*

**arrest** ar • rest (*ə-rest*) An arrest is when someone is taken to court or to jail for not following the law. *Police made an arrest based on fingerprints they found at the crime scene.*

**danger** dan • ger (*dān-jər*) Danger means there is a chance that someone could get hurt. *The smell of smoke is a sign of fire danger.*

- Have students write sentences using the Target Vocabulary Words in an ongoing vocabulary log. Call on volunteers to read one of their sentences to the class.

## ESL MODIFICATIONS

**Level 1** • Use each word in a simple sentence and act out the sentence using gestures and pantomime. Have students repeat the sentence and do the actions with you. Then have students make a vocabulary card with the word and a picture to help them remember the meaning.

**Level 2** • Have students write each Target Vocabulary Word at the bottom of an index card. Then have them draw a picture that helps show the meaning of the word. Invite them to share and explain their cards to the group or to a partner before adding them to their vocabulary card collection.

**Level 3** • Ask students to work with a partner to write a sentence using each Target Vocabulary Word. Then have partners write one of their sentences on the board and leave a blank where the Target Vocabulary Word belongs. Invite the group or class to read and complete each sentence. Have students copy sentences in a vocabulary log.

## READING FOR UNDERSTANDING



Distribute the passage “Police Officers,” Student Page 1. Read the passage aloud or chorally with students.

✓ Pause after each paragraph, and use these questions to check for understanding.

1. **What are some times when police officers could help you?** (*They could help if you are lost, if something is stolen, or if you are in an accident.*)
2. **How do police officers make sure people obey the law?** (*They write tickets and make arrests.*)
3. **What are police officers trained to do when there is danger?** (*protect themselves and others*)

## ESL MODIFICATIONS

Use these comprehension questions to modify instruction.

## Level 1

1. Reread sentence 4 to students, then ask: **Who can help if you get lost?** (*a police officer*)
2. Reread sentence 8 to students, then ask: **What do police officers write when someone breaks, or does not follow, the law?** (*a ticket*)
3. Reread the last sentence of the passage, then ask: **What do police officers work hard to do?** (*keep us safe*)

## Level 2

1. **How do police officers help if you get lost?** (*They help you find your way.*)
2. **What do police officers do when something is stolen?** (*They try to find it.*)
3. **Who gets a ticket from the police?** (*A person who breaks the law gets a ticket.*)

## Level 3

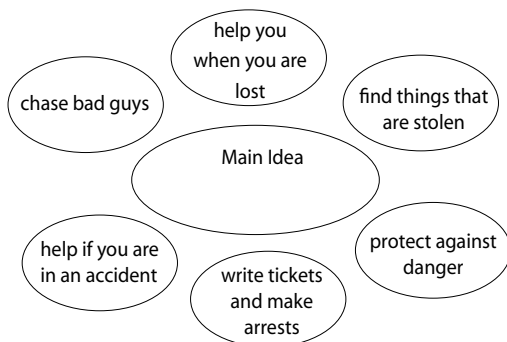
1. **How do police officers let people know they are chasing bad guys?** (*They use flashing lights and sirens.*)
2. **What do police do when there is an accident?** (*They get help for the people in the accident.*)
3. **What do police officers do if someone breaks, or does not follow, the law?** (*They write a ticket or make an arrest.*)

TEACH



## USING COMPREHENSION STRATEGIES

- When a friend asks you what a movie is about, you might say something like this: “It’s a movie about a dog that travels hundreds of miles to save his owner.” When you do this, you are stating the main idea of the movie.
- Books, stories, and other written texts have main ideas, too. As they read, strong readers ask themselves, “What is this story or passage mostly about?”  
Here are three steps that can help readers answer that question:
  - a) First, study the details included in the text.
  - b) Next, think about a topic or larger idea that connects all those details.
  - c) Last, express that larger idea in a main idea sentence.
- Give each student a copy of “Police Officers,” Student Page 1. Draw the “Main Idea Web” below on the board. **We will reread this passage and then use the three steps for finding a main idea. Remember, to find the main idea, we will first study the details that are included in the text. Then we will think of a topic or larger idea that connects those details. Last, we will express that larger idea in a main idea sentence.**
- Read “Police Officers” aloud as students follow along on their copy. **What kind of details does the passage include?** Affirm or provide corrective feedback and record correct responses.



- What do these ideas have in common? I am thinking about a topic or a larger idea that includes all these details. These details all tell about things that police officers do as part of their job.
- The main idea of this passage is **Police officers do many different things to keep us safe.** Write the main idea in the center oval. (*Police officers do many different things to keep us safe.*) Discuss responses, then write the main idea in the center oval.

## ESL MODIFICATIONS

Use these comprehension questions to help students identify the main idea and details as you record responses on the organizer.

Distribute a copy of “Police Officers,” Student Page 1 and “Main Idea Web,” Student Page 2. Draw the organizer on the board.

## Level 1

1. Find the words that tell who this passage is about. (*police officers*)
2. Find words that tell about police officers. (*chasing bad guys, lost/help, stolen/find it, accidents, obey/law, tickets, arrests, danger/protect*)
3. Do those words tell us that police officers do one thing or many things? (*many things*)

## Level 2

1. Who is the passage mostly about? (*police officers*)
2. What details about police officers can you find? (*See details in graphic organizer at left.*)
3. What do all of these details tell us about police officers? (*They do many things.*)

## Level 3

1. What are some important details mentioned in the passage? (*See details in graphic organizer at left.*)
2. What do all of these details tell about? (*a police officer’s job*)
3. How could we tell in one sentence what we learned about a police officer’s job? (*They do many things to keep us safe.*)

## GUIDED PRACTICE

**Let's practice finding the main idea.**

- Distribute “Main Idea and Details,” Student Page 2.
- Have volunteers read aloud the text next to each picture. Guide them in identifying and recording important details.
- Finally, have students study the details and decide on a larger idea that connects them. (things bears eat). Help students build on the idea to compose a main idea sentence.

**ANSWERS**

**Details:** (*Wording may vary.*)

1. *Big animals are not the main thing bears eat.*
2. *Bears eat fish and frogs.*
3. *Bears eat honey and bees.*
4. *Bears eat many kinds of insects.*
5. *Bears eat grass, nuts, and berries.*
6. *Bears eat more plants than meat.*

**Main Idea:** Bears eat many kinds of foods.

**ESL MODIFICATIONS**

Use these strategies to build vocabulary for the discussion and to help students identify the main idea.

For all students, distribute Student Page 2.

**Level 1**

1. Point to and name things in each picture. Have students point to the same thing and repeat *This is a (an) \_\_\_\_*. Review by pointing to the items in random order and having students name them.
2. Use the same nouns to ask questions about what is in the pictures. (Examples: **Are there berries in this box? Is there a fish in this picture?**) Have students respond by saying yes or no.
3. Read the passage to students. Then ask them to listen for important details as you reread it. Pause after each section to ask, **What do bears eat?** Have students record each answer they find. After the story has been reread, have students draw a picture to show what all the details are about. Then write the main idea sentence for students to copy onto the lines next to their drawing.

**Level 2**

1. Name and describe things in the pictures. Pause and have students point to each thing you discuss. Then have partners take turns using the sentence stem *This is a (an) \_\_\_\_* to name the items for each other.
2. Read the passage to students and ask them to listen for important details. Then reread the story, pausing after each section to have students identify and record important details. After the passage has been reread, have students study the details and decide what larger idea connects them. Ask them to draw a picture showing their idea. Help them write a main idea sentence next to their drawings.

**Level 3**

1. Ask students to name and describe things they see in the pictures.
2. Ask students to listen for important details as you read the passage. Then have volunteers read the boxed sections of the text. After each section, have students identify and record important details. Once the passage has been reread, ask students to study the details and think of a larger idea that connects them all. Then have partners compare their ideas and write a main idea sentence.

## INDEPENDENT PRACTICE



Now read another passage and study the details to find the main idea on your own.

1. Give each student a copy of “Main Idea Web,” Student Page 3, and “Signs of Illness,” Student Page 6.
2. Monitor students’ progress and remind them to find important details and then decide what larger idea connects them all. Ask them to write a main idea sentence that expresses that idea.

**ANSWERS****Details:**

*watery eyes*

*sneeze and blow your nose*

*head, back, or legs ache*

*feel tired*

*hard to focus*

*cranky for no reason*

*early action helps*

**Main Idea:** It is important to watch for signs of illness.

**ESL MODIFICATIONS**

Have students work independently using the following modified passages and the Main Idea graphic organizer on Student Page 2. Level 1 Student page includes a picture glossary. Level 2 Student Page has a Word Study section that defines key vocabulary. Tell students the applicable section will help with the meaning of the bold words in the text.

**Level 1 • Distribute a copy of “Signs of Illness” Level 1, Student Page 4.**

Ask questions with one-word answers as you act out important details in the text. Examples: **When you don’t feel well, do your eyes get wet or are they dry?** (Wipe your eyes.) **Do you sing or do you cough?** (Pretend to cough.) **Does your head nod or does it hurt?** (Hold your head and give a pained expression.) Have students answer by saying or pointing to words in the text. Guide students in copying details from the text to fill in the ovals on their organizer. Then write the main idea sentence for them to copy into the center circle.

**Details:** watery eyes                      sneeze              blow your nose  
head, back, and legs hurt    feel tired    hard to think      cranky

**Main Idea:** Watch for signs that you are sick.

**Level 2 • Distribute a copy of “Signs of Illness” Level 2, Student Page 5.**

Have students underline important details in the passage. Coach with questioning and gestures as needed: **Sometimes you do not feel well.** (Frown sadly.) **What do your eyes do?** (Wipe your eyes.) **What else do you do?** (Pretend to cough.) Continue with other symptoms mentioned in the text. Have students copy from the text or paraphrase each detail to complete their organizer. Then have them study the details with a partner and decide on a main idea sentence to write in the center circle.

**Details:** eyes water                      sneeze and blow your nose  
head, back, or legs hurt    feel tired  
hard to think                      cranky  
acting fast can help

**Main Idea:** It is important to watch for signs of illness.

**Level 3 • Distribute a copy of “Signs of Illness” Level 3, Student Page 6.**

Have students underline important details in the passage. Choose volunteers to read details they chose. Have students act out each symptom to confirm understanding. Next, direct students to copy from the text or paraphrase each detail to complete their organizer. Then have them study the details and decide on a main idea sentence to write in the center circle.

## RETEACH SUGGESTIONS

If students are still having difficulty with the comprehension skill Main Idea, provide additional opportunities for them to practice this skill. Repeat these activities as many times as necessary using various books or stories.

### 1. Finding the main idea in articles

- Choose a short, interesting article from a newspaper or youth magazine.
- Choose stopping points that break the article into four or five logical sections.
- As you read the article aloud, pause at the first stopping point and have students identify important details from that part of the article. Record the details on a chart. Then have students brainstorm words that might connect some or all of the details on the chart. Jot down the words on the board. Repeat this procedure at each listening stop.
- After charting the details for the whole article, have volunteers take turns crossing out words on their brainstorm list that connect some of the details, but not all.
- Guide students in using the remaining “connection” words to help them find a unifying idea related to all of the details on the chart. Have them work together to generate a main idea statement. It is important that students then revisit each statement on the chart to make sure their main idea is supported by the important details from the passage.

### 2. Finding the main idea in a guessing game

- Prepare note cards that each have one general “main idea” statement for which students can easily generate supporting details. (Examples: *Many outdoor games are good for your health; It takes many kinds of workers to keep a school running; Television has some good things to offer; Kids can make the world a better place.*)
- Prepare a complete set of cards with the following seven statements.  
(**Main idea**) There are many ways to make friends.  
(**Details**) Smile and introduce yourself when you see someone new; Invite people to join you in games or at the lunch table; Compliment people on things they do well; Offer to share things; Ask questions that show you are interested in others; Be pleasant and speak kindly of others.
- Use the cards to demonstrate the game. Start by reading the detail cards. Each time you read one, invite students to guess what the main idea might be or revise their earlier guesses. After reading all the details, have volunteers suggest a main idea. Then have the class vote for the idea they think works best. Compare their decision to the statement on the Main Idea card.
- Organize students in pairs and give each pair a main idea statement and six blank cards. Have partners generate six details that support their assigned main idea. When their cards are written, tell students to check their work to make sure the main idea connects all of the details, not just some of them. Coach them in editing their details as needed.
- Choose a pair to take your role. Have them read their detail cards and invite guesses until the class arrives at their Main Idea. Repeat until all pairs have had a turn.
- Ask students to use their cards to write a paragraph about their main idea. Remind them that they may include the main idea as a topic sentence if they wish.

# Police Officers

You may have seen police officers driving around with their lights flashing and sirens **blaring**. That might make you think they spend most of their time chasing bad guys. That is only one part of the job they do. Police officers help you find your way if you are lost. They try to find your bike if it is stolen. They see that you get the help you need if you are in an **accident**. Police officers also work to make sure people **obey** the laws. If someone **breaks** a law, they write a ticket or make an **arrest**. When there is **danger**, they use special skills to protect themselves and those around them. Police officers work hard to keep us safe.



# Main Idea and Details

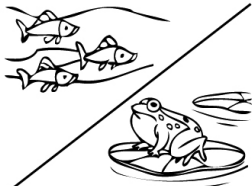
Read and record the important details in the passage.

## Important Details



Bears need a lot of food. They eat big animals like deer, but that is not their main food.

Large animals are not the main thing bears eat.



Bears eat small things like frogs and fish. It takes a lot to fill them up. Some bears can eat 100 pounds of fish in a day!

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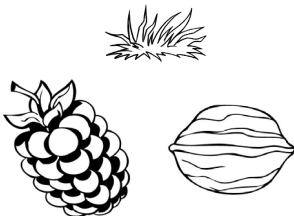


You may have heard that bears love honey. Did you know that they eat the bees, too? Bears eat many kinds of insects.

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Bears eat a lot of grass, nuts, and berries. In fact, bears eat more plants than meat!

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**Main Idea:** Write a sentence that connects all of the details.

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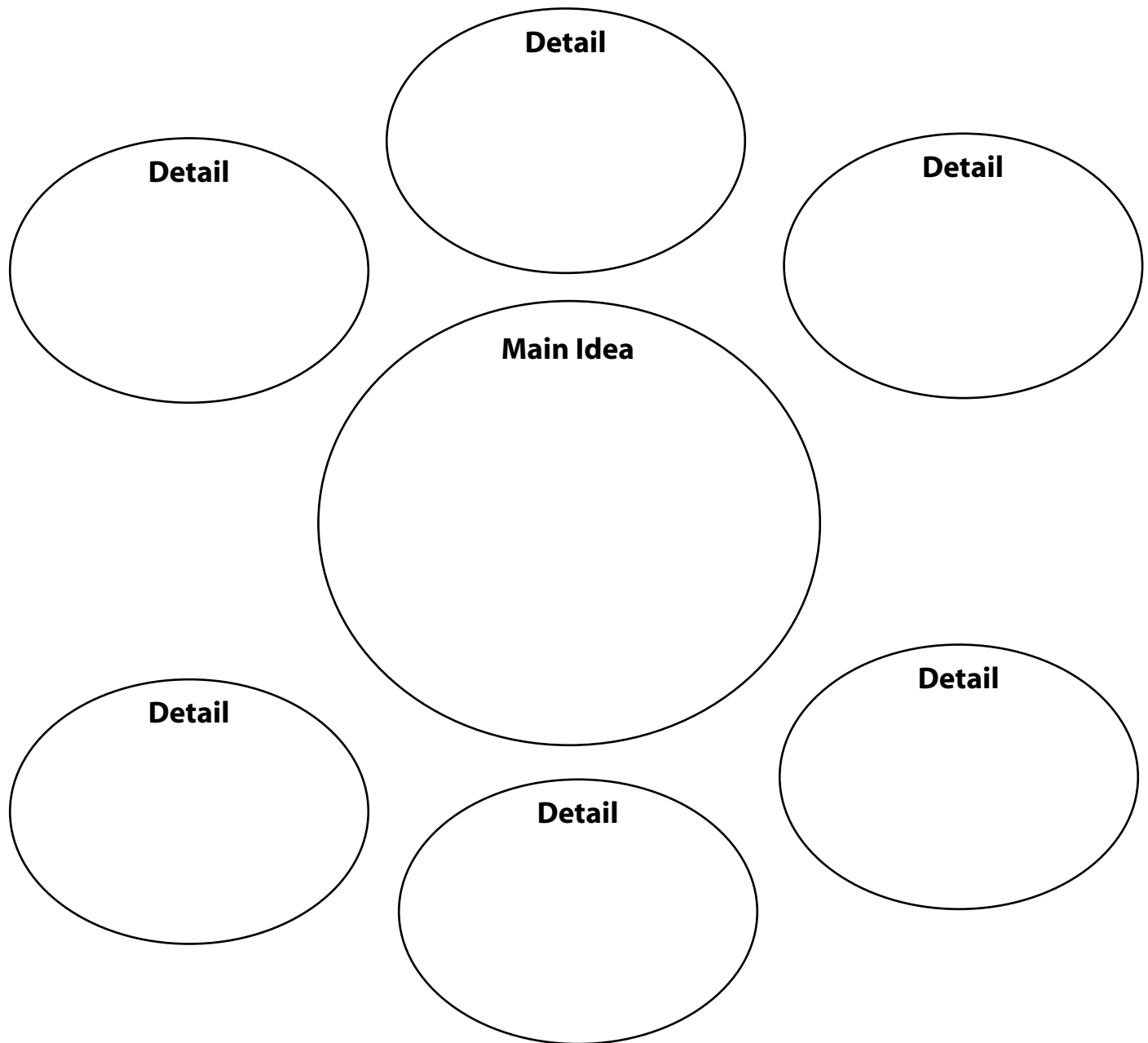
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# Main Idea Web

**Passage title:** \_\_\_\_\_

Write the important details from the passage. Decide what larger idea connects all of the details.  
Then write a main idea sentence in the center circle.



# Signs of Illness

Some days you do not **feel well**. Your eyes look **watery**. You **sneeze**. You **blow your nose** a lot. Your head and back **hurt**. Your legs may hurt, too. You sleep all night, but you are still **tired**. When you are at school, it is hard to think. You may feel **cranky** but you don't know why. Maybe you are starting to get **sick**. If you don't feel well, tell an adult. Rest and take care of yourself. That may keep you from getting sick. You will feel better soon.



## Picture Glossary

feel well



watery



sneeze



blow your nose



legs hurt



tired



cranky



sick



# Signs of Illness

Sometimes, you don't feel your best. Your eyes start to **water**. You **sneeze** or **blow your nose** a lot. Your head, back, or legs start to hurt. You sleep all night, but you still feel **tired** in the morning. It is hard for you to think about your work when you are at school. You may feel **cranky** for no reason. These **signs** mean you may be getting sick. You need to tell an adult. If you act right away, you may not get sick.



## Word Study

**illness** something that makes your body sick

**signs** clues about what is happening

**water** to turn wet or make tears

**sneeze** to let out a burst of air from your nose and mouth when your nose itches

**blow your nose** to push air out through your nose to clear it when you have a cold

**tired** the feeling that you need to rest

**cranky** the way you feel when you are in a bad mood

## Signs of Illness

Once in a while, you may notice that you don't feel your best. Maybe your eyes start to look watery. You might sneeze or blow your nose more often than usual. Your head, back, or legs might start to ache. Perhaps you wake up from a good night's sleep and still feel tired. You might have a hard time focusing at school. You could feel cranky for no good reason. These could be signs of illness. If you have signs like these, tell an adult. By taking action early, you can keep a small cold from turning into a serious illness.

