

Identifying Main Ideas and Recognizing Written Words

Overview: This activity is designed for students to conclude the central topic or main idea from written information through focused instruction on key words and picture cues.

Procedure: Read a poem or story to the class to talk about the main idea. Explain “main idea” by describing the main idea in the text read. Work with students one-on-one, or in small groups, reading the poem or story again, using and discussing pictures that support the main idea. Follow up with an activity in which students select a picture that displays the main idea of the text from a choice field of two or three options. Students may electronically scan and select, or select printed pictures to glue or tape onto a main idea template. Repeat the process with a new passage, poem or text so that students, rather than the teacher, identify the main idea of what was read.

ASOL Covered in this Activity:

4E--CF 1

The student will

- b) determine the main idea of a fictional text;

Extension Idea: To support non-verbal students, consider projecting pictures of the main idea and other choices on an Elmo so students can come to the board and point to the main idea. Modeling can be used at first if needed. This provides a way for the student to identify the main idea of the fictional text verbally or non-verbally.

ASOL Covered in this Activity:

3E--RW 5

The student will

- a) recognize 10 or more written words;

5E--RW1 (SOL 5.4)

The student will

- c) read more than 20 common high-frequency words

Extension Idea: Project the poem or story onto the board with large print. Read story or poem and have students identify words within the poem by pointing to the word on the board. This provides a way for the student to identify written words or to read high frequency words. Modeling can be used at first if needed. This activity can also be used in a small group instruction. The story or poem could be printed out so that all students have a personal copy of the text. The teacher then asks students to point to or circle the word “_____.” You can also print out flashcards with the words. In a field of 3 or more flashcards, ask the student, “Give me ____ (word).” The student should point to or

Virginia Department of Education, November 2017

choose the correct word. Data can be taken on the data sheet.

Materials Needed:

- story or poem with pictures
- Pictures of possible main ideas of the story for the students to choose from
- Poem or story printed out
- 3rd /5th Grade Dolch List words and/or pictures
- Flashcards with words written out

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

When reading the story or poem to the class, ask the students to share ideas what they think the main idea of the story is. Peers who can read can offer read alouds for other students to identify the main idea of text shared.

Functional Activity/Routine:

Ask students to identify the main idea of functional routines and activities in the daily schedule. Encourage peers to ask questions about activities and stories read, such as what was the “main” thing you did, or what was the “main idea” of a movie or show watched.

Strategies to Collect Evidence:

Include the student’s work product with anecdotal notes explaining how the student identified the correct main idea and sight words. Take data on number of stories or poems the student is able to identify the correct main idea in classroom discussions and when working one-on-one reading a story. Also, data can be collected on the number or correct sight words identified when reading different stories or poems in the classroom setting or when using flashcards.

Specific Options for Differentiating this Activity:

Students can read the poem or stories to themselves or aloud to the class if they are able to read. Provide picture, symbol and or text in the choice field for students to identify the main idea. Some students might want to provide their responses through electronic, rather than paper activities. When using the flashcards, you can present them in a field of two if the student has difficulty scanning three cards at a time. Font can be varied on the flashcards, and colors can be used to accentuate certain phonemes.

Examples:

Icy

by Rhoda W. Bacmeister

I slip and I slide
On the slippery ice;
I skid and I glide –
Oh, isn't it nice
To lie on our tummy
And slither and skim
On the slick crust of snow
Where you skid as you swim

Retrieved from: <http://writerfox.hubpages.com/hub/The-Winter-Poems>

Have student circle or point to the following words in this poem:

Glide, slide, swim, snow, tummy, nice, slick, skid, where, slippery

Use word analysis strategies and word reference materials.

5E-RW1 c- The student will read more than 20 common high-frequency words

3E-RW 5- Student will recognize 10 written words

SD: Hold up two or three flash cards with a common word and Say “Give me_____.”

Teaching: Gestural or physical Prompts

CR: Student points or selects the word requested.

+ = student chooses the correct word

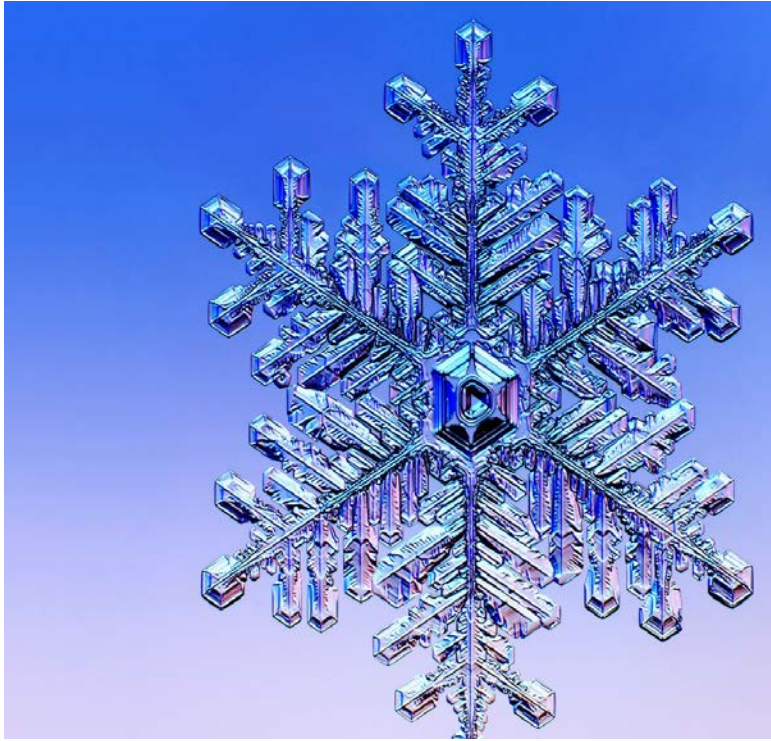
--- = student needed a gestural or physical prompt to get the answer correct

Monday	Tuesday	Wednesday	Thursday	Friday

Student Name:

Date:

What is the main idea of this poem?



Sliding on the ice



The sun is shining

Reflections

By: Matthew Kraft

The white sun fell while the Sun was down.
When the Sun rose the white sun started to fall.
In the light the white sun became many suns
Red suns, Blue suns, Green suns, Any Color suns.
Until the light from the Sun was too much, and the white sun disappeared forever.
But what was left, hidden under the blinding light of the white sun
was Life.

Retrieved from: <http://www.poemhunter.com/poem/reflections-120/>

Have student circle or point to the following words:

white, fall, down, light, under, forever, many, when, what, color

Use word analysis strategies and word reference materials.

5E--RW1 c- The student will read more than 20 common high-frequency words

3E--RW 5- Student will recognize 10 written words

SD: When reading the poem, have student point to or circle _____(word from above)

Teaching: Gestural or physical Prompts

CR: Student points or selects the requested word.

+ = student chooses the correct word

--- = student needed a gestural or physical prompt to get the answer correct

Monday	Tuesday	Wednesday	Thursday	Friday

In a field of three, ask student to point to or give you the word. Take data on the data sheet below. These words are taken from the 3rd grade dolch list.

about

drink

eight

warm

seven

hold

together

clean

fall

today

small

show

Use word analysis strategies and word reference materials.

5E-RW1 c- The student will read more than 20 common high-frequency words

3E-RW 5- Student will recognize 10 written words

SD: Hold up two or three flash cards with a common word and Say "Give me_____."

Teaching: Gestural Prompts

CR: Student points or selects the requested word.

+ = student chooses the correct word

--- = student needed a verbal, gestural or physical prompt to get the answer correct

Monday	Tuesday	Wednesday	Thursday	Friday