



GRADE/COURSE: 5/ELA

Unit/Lesson: 1/1

Learning Goals for this Lesson:

Identify key ideas and details
Identify the central idea

Standards:

CCSS.ELA-Literacy.RL.5.2
CCSS.ELA-Literacy.RI.5.2

Students Will Know:

How to determine the key idea of a passage by using key details
How to determine the central idea

Students Will Be Able To:

- Indicate two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Determine a theme of a poem from details in the text and how the speaker in a poem reflects upon a topic; summarize the text

Lesson Essential Question:

How do main ideas and key details contribute to the central idea of information and literary text?

Activating Strategy:

Bring in a copy of my favorite book to show to the class. Pass the book around. Briefly tell students what the book is about. Then, ask students to share their favorite book with the class and describe what the book is about.

Key vocabulary:

Key/Main idea, Central idea, and Supporting details

Vocabulary strategy:

Pre-teaching (*accommodations distributed prior to the lesson, as needed*)

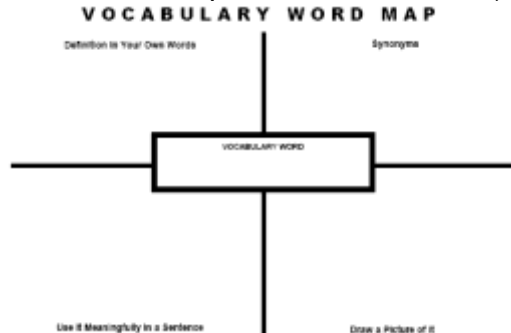
~ Vocabulary Flashcard – Provide student(s) with the vocabulary words and definitions on flashcards

~ Vocabulary Prior Knowledge Survey - Provide student(s) with a worksheet of the vocabulary words and have them rate each word using the following rating system for each word:

- 0 = Haven't a clue
- 1 = Know I have heard it, but I can't define it
- 2 = Know I have heard it, have some sense of its meaning
- 3 = Have a good sense of its meaning when I see it or hear it
- 4 = Can define it and explain its meaning to someone else

Teaching (*during the lesson*)

~ Vocabulary Journals – students must record new vocabulary in a “journal” (teacher made binder) that consists of Vocabulary Word Maps. Throughout the lesson, students will be encouraged to fill out their maps as necessary (i.e. when a word is defined, an example is given, when an image pops in their mind that represents that word, etc.).





Lesson Instruction

Learning Activity I :

- Explain that the books we have just discussed all have a main idea. I will explain that just like books or movies have a main idea, poems also have a main idea. I will define a poem’s main idea as what the poem is about. To fully understand a poem, a reader must first figure out its main idea.
- I will explain that to find the main idea of a poem, a reader must read through the entire poem first. I will read out loud “Wild Goose” to identify the poem’s main idea. Each student will receive a copy.

Wild Goose

He climbs the wind above
 green clouds of pine,
 Honking to hail the
 gathering migration.
 And, arching towards the
 south, pulls to align
 His flight into the great
 spearhead formation.

He’ll find a bayou land of
 hidden pools,
 And bask amid lush fern
 and water lily
 Far from the frozen world
 of earth-bound fools
 Who, shivering, maintain
 that geese are silly.

- After I’ve read the poem out loud, I will think out loud about the subject of the poem- who or what the poem is about. I will explain that sometimes a poem’s title gives the reader a clue about the poem’s subject, but a title may or may not tell who or what is the subject of the poem. Good readers read the whole poem, with their title clue in mind, before determining the main idea. For example, the title “Wild Goose” tells me that the poem has something to do with a wild goose. But it doesn’t tell me the exact main idea. The wild goose could be a metaphor for something else, like a wild little boy. I will explain that good readers consider a title when trying to figure out the main idea, but also read the whole poem to determine the main idea.
- After reading the poem, I will identify who or what the poem is about. The last line of the poem mentions that the subject of the poem is a goose. I know this because the first stanza mentions a migration and it spearhead formation. By reading these lines, I can guess that the poem might be about geese because I know first-hand that geese migrate in a V-formation. The last line gives me specific information that the poem is about a goose because it says, “from the frozen world of earth-bound fools who, shivering, maintain that geese are silly.” I will write this information on Main Idea Chart 1.

Graphic Organizer

- Main Idea Charts

Main Idea Chart 1

Title of Poem: "Wild Goose"
Does the title give you any clues about the main idea? The title tells me that the poem could be about a wild goose.
Who or what is the subject of the poem? The subject of the poem is a goose's migration.
What words or phrases tell you about the subject? The words "migration" and "spearhead formation" and the phrase "from the frozen world of earth-bound fools who, shivering, maintain that geese are silly."
Describe the action in the poem. The first stanza of the poem gives me information about the action. Just as "he climbs the wind above green clouds of pine, honking to hail the gathering migration." The second stanza also has plenty of information about the goose's actions.
What is the main idea of the poem? The main idea of "Wild Goose" is that a goose's migration is smart and beautiful.

Main Idea Chart 2

Title of Poem: "November Day"
Does the title give you any clues about the main idea? The title tells me that the poem probably has something to do with a day in November.
Who or what is the subject of the poem? The wind and changing seasons.
What words or phrases tell you about the subject? "let haggard wind" "plucked the trees", and "bare"
Describe the action in the poem. The wind blows most of the leaves off the trees and they land on the ground.
What is the main idea of the poem? The wind causes the leaves to blow off the trees and land on the ground, leaving the bare trees.



- Next, I will find out what happens to the subject of the poem. I will underline words or phrases that describe the action. I see that the first stanza of the poem gives me information about the action, such as “He climbs the wind above green clouds of pine, honking to hail the gathering migration.” The second stanza also has plenty of information about the goose’s actions. I will write all of this information on Main Idea Chart 1.
- Using information I’ve identified about the subject of the poem (including what happens to the subject and what it is like), I can draw a conclusion about the poem’s main idea. I can conclude that the main idea of “Wild Goose” is that a goose’s migration is smart and beautiful. I will write this on Main Idea Chart 1.

Assessment Prompt for Learning Activity 1:

Have students respond to this question on a post-it note and then post-it on the white board when done: "How can I figure out the main idea of a poem?" Students should respond that you should look at clues that a title could provide, then you should read the poem aloud and look for who or what the poem is about. Next, you should look for information about what happens or the actions of the subject. Finally, use information about the subject and the action to draw a conclusion about the poem’s main idea.

Learning Activity 2 :

- Explain that informational passages, such as social studies passages, can also have a central idea based on key ideas and details stated.
- Explain that to find the central idea of an informational passage, sometimes a reader can get a big clue based on the title. However, the best method is to read through the entire passage.
- In groups of 2, have students read “Underground Railroad”. Each student will receive a copy. Underground Railroad is on page(s) 64-66 in the fifth grade Newark Common Core Comprehension Book. Give students about 5-10 minutes to read.
- After the passage is read, ask questions and discuss with the class, the main idea of each paragraph and the central idea, the subject, of the whole passage, of the poem- who or what the poem is about. Discuss how the title helps us identify the central idea. Really draw the students out with minimal guidance for answers.

Assessment Prompt for Learning Activity 1:

Give Ones the following scenario: A news reporter (your partner) tells you that the main idea of the passage is that Canada was a better place for escaping slaves to run. You have 20 seconds to respond to the news reporter why s/he is wrong.

Give Twos the following scenario: A news reporter (your partner) asks you why you believe the central idea of the passage is the Underground Railroad. You have 20 seconds to give the news reporter 3-4 details from the paragraph why you believe the central idea of the passage is the Underground Railroad.

Learning Activity 3

- We will identify the main idea of the poem “November Day” on Main Idea Chart 2.
- First, we will look at the title for clues about the poem’s main idea. Ask: "Does “November Day” give us a clue about the subject of the

Assignment:

- Locate a pamphlet or brochure that has a well defined central idea, key ideas, and details. Be prepared to present your brochure to the class identifying each of those aspects.



poem?" (Encourage students to brainstorm about information that the title might give.)

- Next, we will read the poem together and look for information about the poem's subject.

November Day

by Eleanor Averitt

Old haggard wind has
plucked the trees
Like pheasants, held
between her knees.
In rows she hangs them
bare and neat,
Their brilliant plumage at
her feet.

- We will answer the question: Who or what is the poem about? We will record our response on Main Idea Chart 2.
- We will then look for information that tells us about the subject's action in the poem.
- We will answer the question: What is happening in the poem? We will record our response on Main Idea Chart 2.
- Finally, we will use information about the poem's subject and subject's actions to draw a conclusion about the main idea. We will record our response on Main Idea Chart 2.

Assessment Prompt for Learning Activity 3:

Chart Change: Switch your Main Idea Chart 2 with one of your peers. You will keep their chart and they will keep yours. You have 2 minutes to check it over and make any changes.

Summarizing Strategy:

What's Cooking: Students receive a recipe card and must list the main ingredients (ideas) of the lesson.