

# Identifying Main Ideas and Supporting Details

## Lesson Plans for 4 Book Club Meetings

The following preview shows all of the Book Club Meetings for Remember Valley Forge by Thomas B. Allen

### 4 Part Lesson Plans

<p>Discussion Questions by Chapter</p> <p>Key Vocabulary by Chapter</p>	<p><b>Book Club</b></p> <p><b>Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories</b> By: Thomas B. Allen Grade Level: 5 / Guided Reading Level: 1</p> <p><b>Meeting #2 Continued</b></p> <p><b>Chapter 1, Pages 10-17 Discussion Questions:</b></p> <p>3. According to the text, who were the Hessians? Describe the Continental Army's surprise attack on the Hessians using a sequencing text structure and clue words such as first, next, then, and last.</p> <p>Answer: The Hessians were hired German allies. First, Washington learned that the Hessians would be having a Christmas party, so their guard would be down. Then, he and his men boarded flat bottom boats and crossed the Delaware River at midnight. Next, they surprised the unsuspecting Hessians with an attack that lasted 45 minutes. Last, the Americans won the battle, killing 21 Hessians, wounding 90, and taking 900 prisoners. (pages 13-17)</p> <p><b>Chapter 1, Pages 10-17 New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Revolution (page 11) – the usually violent attempt by many people to end the rule of one government and start a new one</li> <li>2. Tyrant (page 12) – a ruler who has complete power over a country and who is cruel and unfair</li> <li>3. Independence (page 12) – freedom from outside control or support</li> </ol>	<p>Guided Reading Level</p> <p>Specific Instructional Focus</p>	<p><b>Book Club</b></p> <p><b>Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories</b> By: Thomas B. Allen Grade Level: 5 / Guided Reading Level: 1</p> <p><b>Meeting #3 Continued</b></p> <p><b>Time to Teach: Summarizing the Text Using Main Idea and Supporting Details</b></p> <ul style="list-style-type: none"> <li>• Invite volunteers to share the main idea and supporting details they added to their <b>Supporting the Main Idea with Features of Nonfiction Text</b> graphic organizer for Chapters 3 – 4.</li> <li>• Explain to students that they are going to use the main idea and supporting details to summarize the text.</li> <li>• Define a <b>summary</b> as a snapshot of the information found in a text. A strong summary has the following qualities:             <ul style="list-style-type: none"> <li>• <b>It is accurate.</b> The information in a summary needs to be correct and true.</li> <li>• <b>It is concise.</b> The information should be presented in enough details so that someone who has never read the text before could get the gist of what the text is all about without reading the entire book.</li> <li>• <b>It is objective.</b> The information in a summary should be free from your personal opinions of the topic.</li> </ul> </li> </ul> <p>Explain that when you write a summary of a nonfiction text, it is important to include the main idea and important supporting details from the text.</p> <p><b>Model How to Respond to Reading</b></p> <ul style="list-style-type: none"> <li>• Tell students that they are going to write a summary from Chapter 1 together.</li> <li>• Instruct students to turn to their <b>Main Idea and Supporting Details</b> graphic organizer from Chapter 1. (Hint: It may be helpful to turn to your large chart paper copy to work along with students.)</li> <li>• Explain to students that to write our nonfiction summary, we must start with a topic sentence. The topic sentence should explain the main idea of the text.</li> <li>• Model for students how to turn the main idea notes into a topic sentence. For example, the Chapter 1 main idea notes from our graphic organizer state,</li> </ul>
	<p>Reflection and Self-Evaluation</p> <p>Scheduling and Reader Responsibility</p>	<p>Summarizing the Text Using Main Idea and Supporting Details</p> <p>Model How to Respond to Reading</p>	<p>Step by Step Guided Mini Lesson</p>

<p><b>Book Club</b></p> <p><b>Remember Valley Forge: Patriots, Tories, and Redcoats Tell Their Stories</b> By: Thomas B. Allen Grade Level: 5 / Guided Reading Level: 1</p> <p><b>Using Features of Nonfiction Text to Identify Main Idea and Supporting Details</b></p> <p><b>Supporting the Main Idea with Features of Nonfiction Text</b></p> <p><b>Main Idea and Supporting Details</b></p>	<p><b>Meeting #2 Continued</b></p> <p><b>Wrap Up the Book Club Meeting</b></p> <ul style="list-style-type: none"> <li>• Distribute copies of the <b>Supporting the Main Idea with Features of Nonfiction Text Graphic Organizer</b>.</li> <li>• Assign students to independently read <b>Chapters 3-4</b>.</li> <li>• While reading independently, students are responsible for completing the <b>Supporting the Main Idea with Features of Nonfiction Text</b> graphic organizer for Chapters 3 and 4.</li> <li>• Remind students that they are also responsible for responding to the text in their reader's notebook using the Reading Response board.</li> <li>• Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.</li> </ul>
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<p><b>Introduce Identifying Main Idea and Supporting Details</b></p> <p>This graphic organizer to complete with students as needed.</p> <ul style="list-style-type: none"> <li>• Explain to students that this graphic organizer is a place for them to record the main idea and supporting details for each of the chapters in Remember Valley Forge.</li> </ul>	<p><b>Using Features of Nonfiction Text to Identify Main Idea and Supporting Details</b></p> <p>When they ask the question, "What is this text mostly about?" they are determining the main idea.</p> <ul style="list-style-type: none"> <li>• When they ask, "How did it happen?" they are identifying the supporting details of the text.</li> <li>• Chapter 1 has a graphic organizer to help you identify the main idea and supporting details.</li> <li>• Explain that today they will look at the features of nonfiction text that help the reader identify the main idea and the supporting details.</li> <li>• <b>NOTE:</b> Use the features of nonfiction text (available on BookPages.com) to supplement students' knowledge of the features of nonfiction text.</li> <li>• Challenge students to find examples of each of the features of nonfiction text in the book. Briefly discuss the importance of each.</li> </ul>
<p><b>Summarizing the Text Using Main Idea and Supporting Details</b></p> <p>Model How to Respond to Reading</p> <ul style="list-style-type: none"> <li>• Tell students that they are going to use the main idea and supporting details to summarize the text.</li> <li>• Define a summary as a snapshot of the information found in a text. A strong summary has the following qualities:             <ul style="list-style-type: none"> <li>• <b>It is accurate.</b> The information in a summary needs to be correct and true.</li> <li>• <b>It is concise.</b> The information should be presented in enough details so that someone who has never read the text before could get the gist of what the text is all about without reading the entire book.</li> <li>• <b>It is objective.</b> The information in a summary should be free from your personal opinions of the topic.</li> </ul> </li> </ul> <p>Explain that when you write a summary of a nonfiction text, it is important to include the main idea and important supporting details from the text.</p> <p><b>Model How to Respond to Reading</b></p> <ul style="list-style-type: none"> <li>• Tell students that they are going to write a summary from Chapter 1 together.</li> <li>• Instruct students to turn to their <b>Main Idea and Supporting Details</b> graphic organizer from Chapter 1. (Hint: It may be helpful to turn to your large chart paper copy to work along with students.)</li> <li>• Explain to students that to write our nonfiction summary, we must start with a topic sentence. The topic sentence should explain the main idea of the text.</li> <li>• Model for students how to turn the main idea notes into a topic sentence. For example, the Chapter 1 main idea notes from our graphic organizer state,</li> </ul>	<p><b>Reflecting on Main Idea and Supporting Details</b></p> <p><b>Main Idea and Supporting Details</b></p> <ul style="list-style-type: none"> <li>• Gather students, remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li> <li>• Review the conversation prompts on the Book Club Calendar.</li> <li>• Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li> <li>• Encourage students to discuss using one of the discussion questions for the chapter or focus on a conversation prompt.</li> <li>• Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> </ul> <p><b>Time to Teach: Reflecting on Identifying Main Idea and Supporting Details (1-10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to share that summarizes to Chapter 5.</li> <li>• Engage students in a group discussion about main idea and detail.</li> <li>• Prompt students to look back at their graphic organizers from the past readings and reflect on how identifying main ideas and supporting details impacted them as a reader.</li> <li>• Use the following discussion prompts as needed:             <ul style="list-style-type: none"> <li>• Which main ideas and supporting details related to Valley Forge were the most important? Why?</li> <li>• How did identifying the main idea and supporting details help you to have a deeper understanding of what happened at Valley Forge?</li> <li>• How did the author's inclusion of features of nonfiction text impact their identification of the main idea and supporting details?</li> <li>• Why is identifying main ideas and details an important skill when we read nonfiction?</li> </ul> </li> </ul>

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