



How can early primary teachers explicitly
teach students

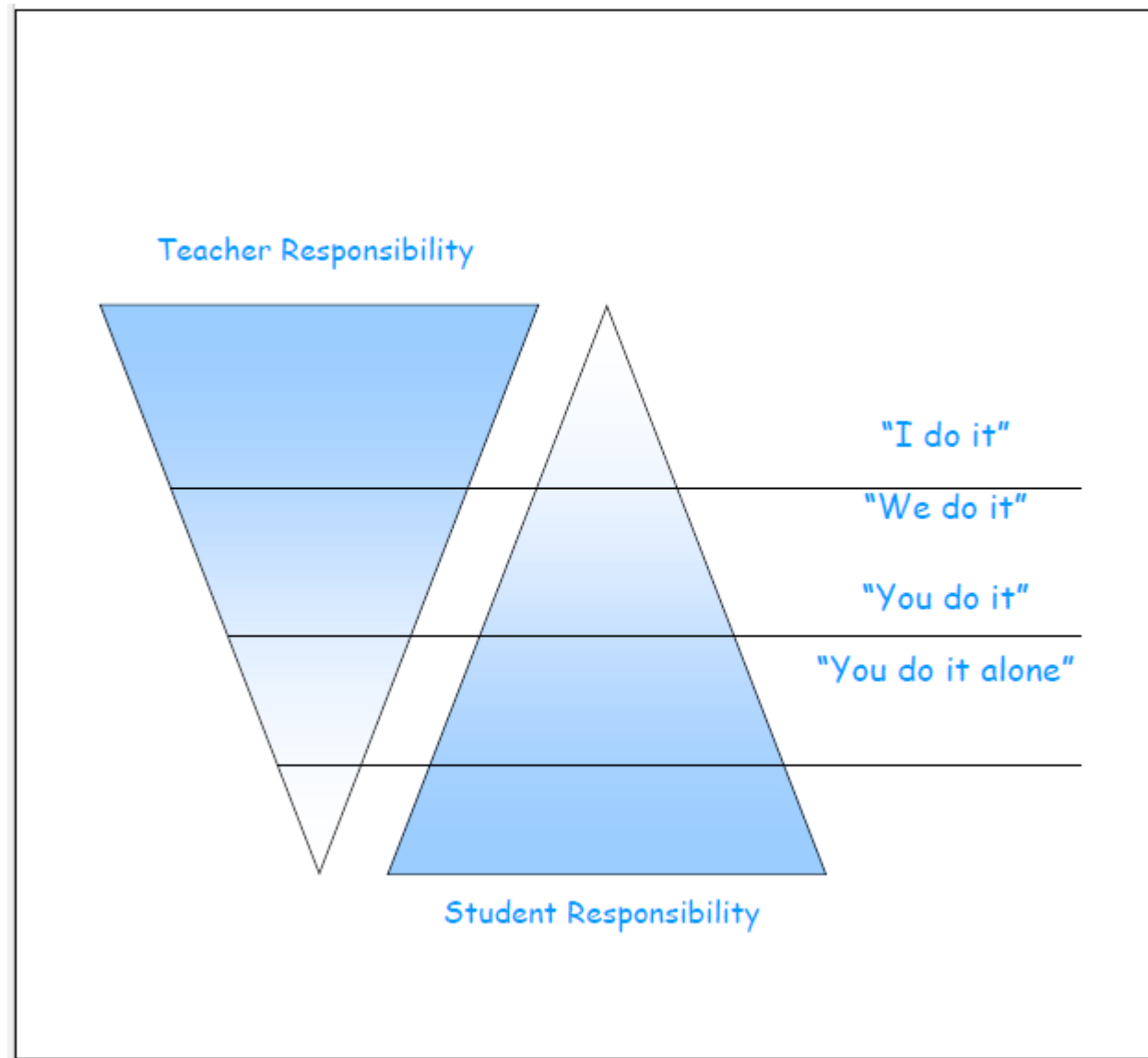
to make webs that capture
main ideas and details?



This book contains lots of lovely facts about mice, but before children are invited to be fact-finders, please invite them to look carefully how the text is organized. Pausing to do this will help them notice the structure of nonfiction text which varies greatly from one book to another.

The steps within this guide follow the gradual release of responsibility.

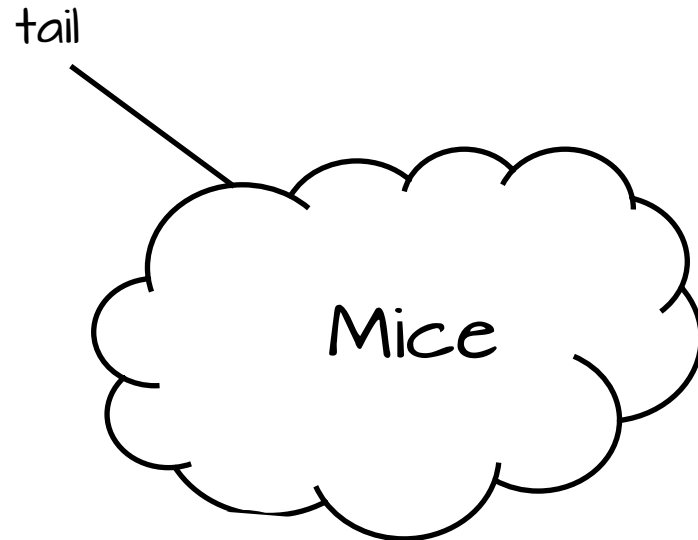
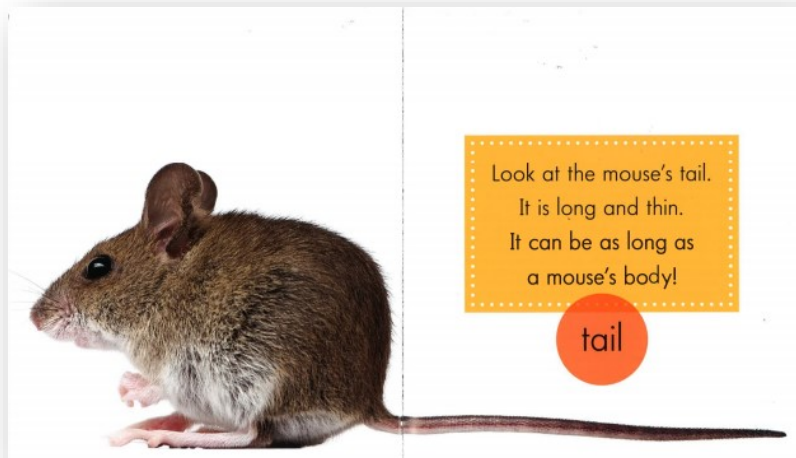
Explicit instruction is the first step.





The inside cover of this book is providing a glimpse of its organizational structure. Show this page to students and ask, "Why do you think the author of this book wants us to look for these words and pictures as we read?"

Why? Hopefully your students will tell you the topic is mice and the main ideas are: tail, ears, nose and nails.

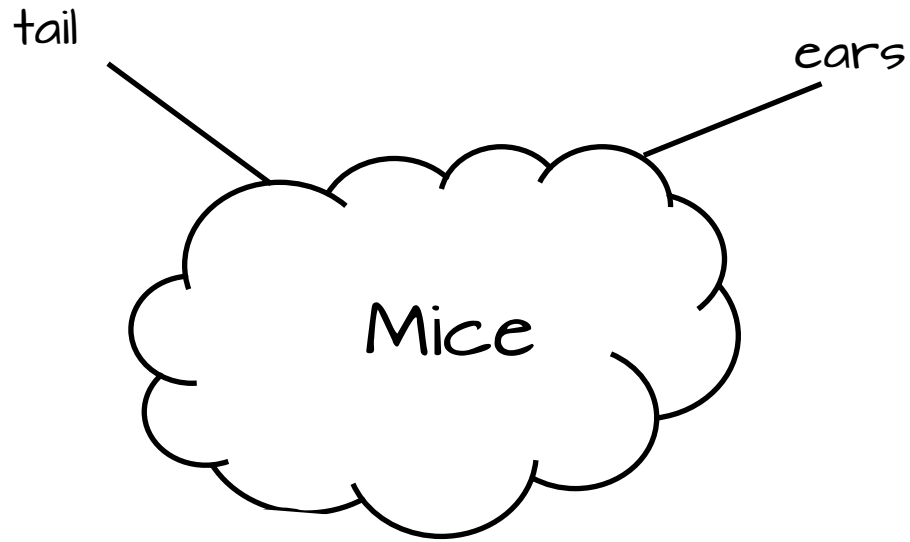


Why is the organization of nonfiction text important?

Inviting our students to look first at the organizational structure will help them find the
TOPIC MAIN IDEAS AND DETAILS.

This concept plagues many students well into their high school years. In high school they will be responsible for full chapters of information. Pausing to teach this skill is akin to teaching someone how to fish rather than giving them a fish! There's a huge difference!

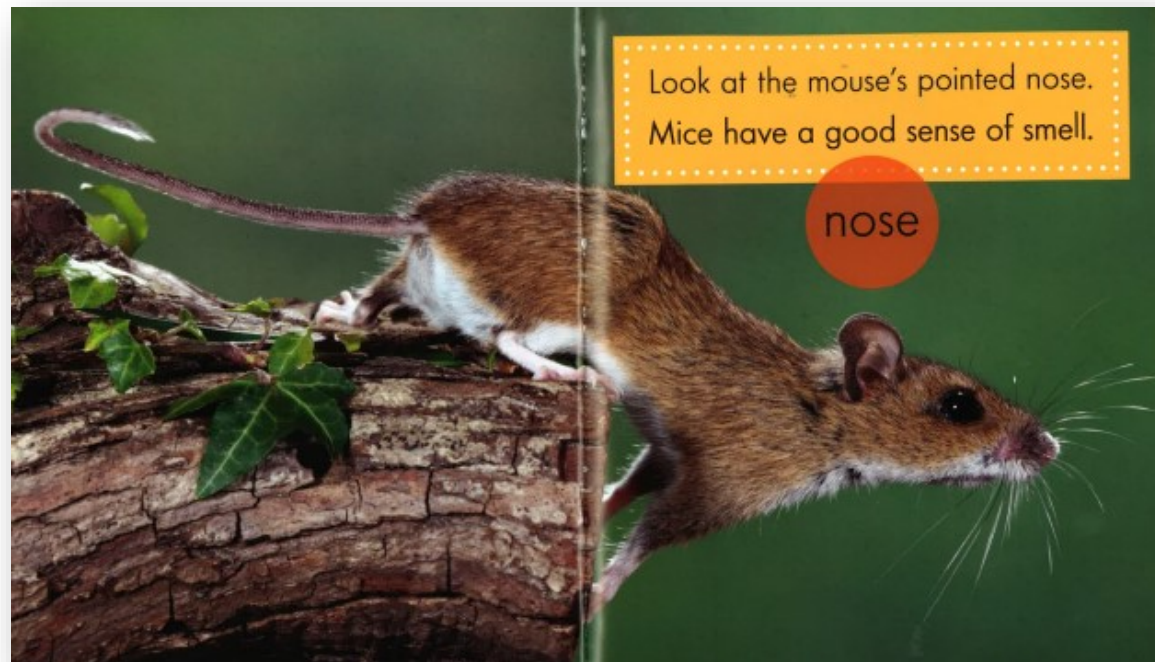
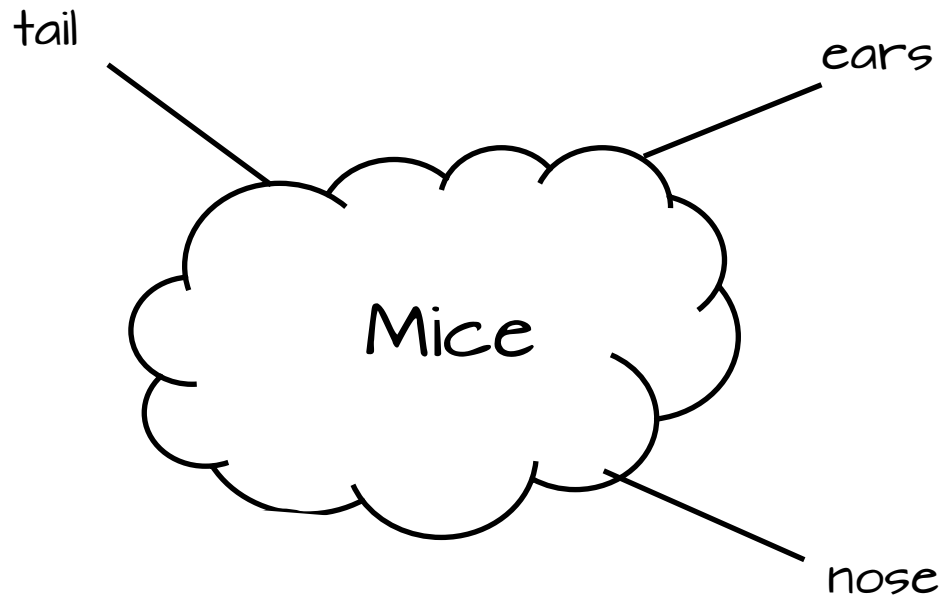


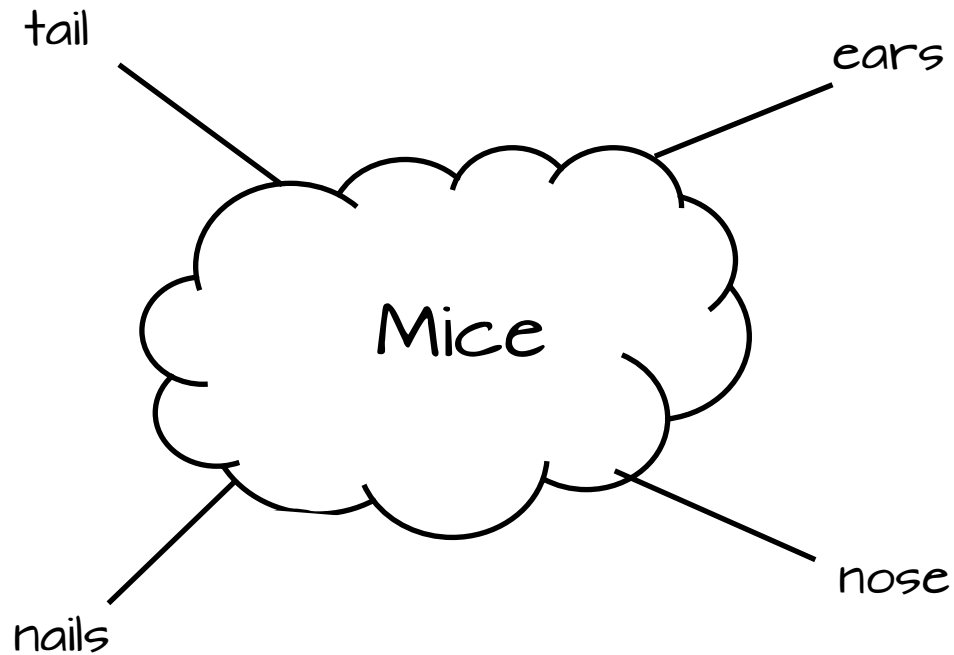


The organization of this nonfiction text helps us to build a web that is well organized.

It contains the topic, and is just beginning to show the main ideas.

No details yet please until all the main ideas are found and the web is solidly built!



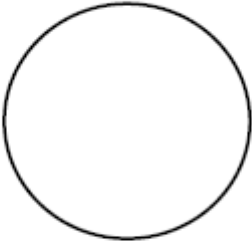




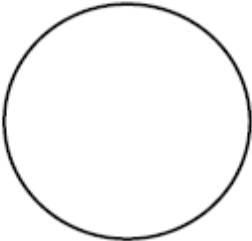




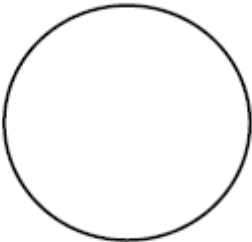




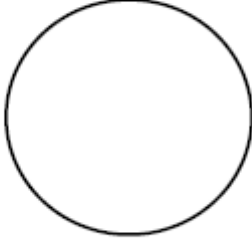






We now have our topic in the center
and our four main ideas.

Now we are ready for details, but let's go just as slowly with this part!

Here's a new black line master to consider

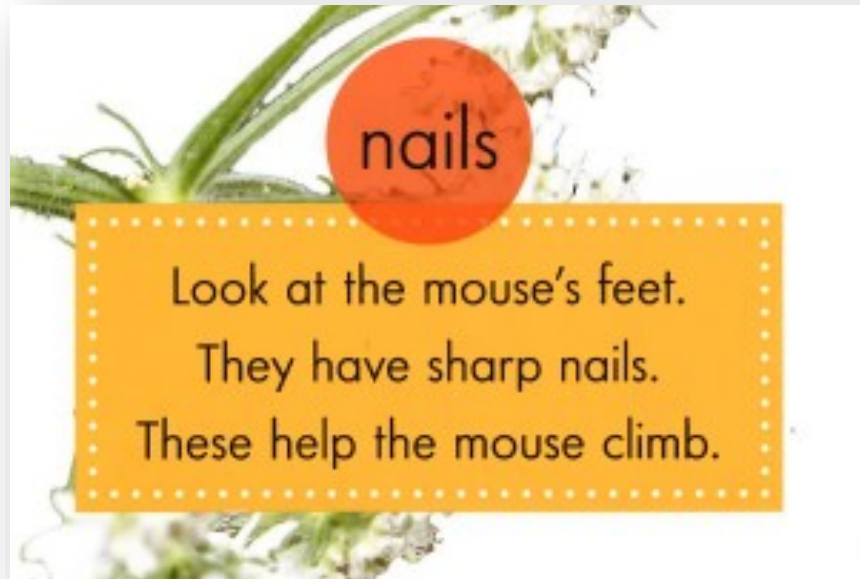
Invite students to look at this black line master and figure out where the four main ideas might be written.

Topic:	Name:					
						
						
						

There's just one place to write the topic. Invite students to locate it.

Topic:	Name:				
	tail				
	ears				
	nose				
	nails				






Now it's time to go slowly and explicitly teach students
how to find the details for each main idea.



If our topic is mice, do we need to write mice as one of our details? (no)

If our main idea is nails, do we need to fill one of the details boxes with the word, nails? (no)

What are the important words to capture as our details?

				
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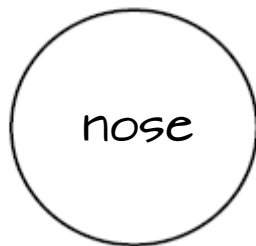
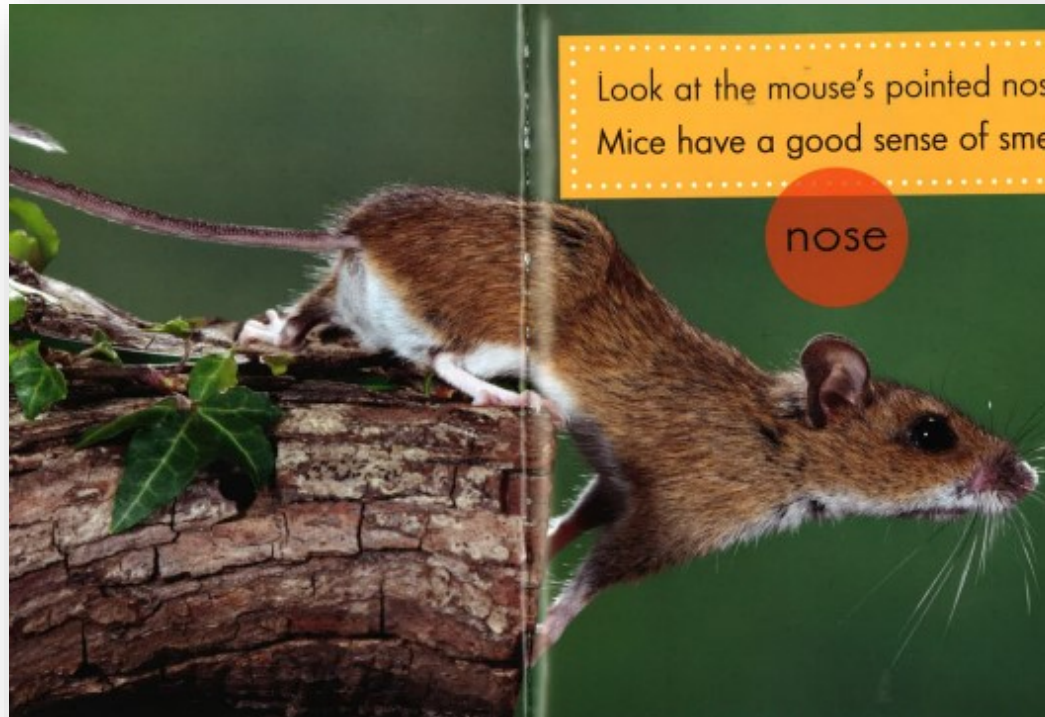
Now it's time to go slowly and explicitly teach students
how to find the details for each main idea.



Did you find the words smooth and moist. They are the only two important words we need.
Are you ready to try the next main idea on your own? Yes you are!

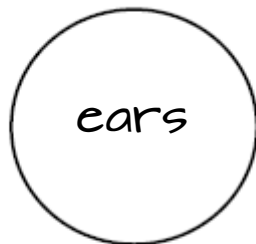
nails	sharp	help	climb	
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Which words capture the details about the frog's vocal sac?

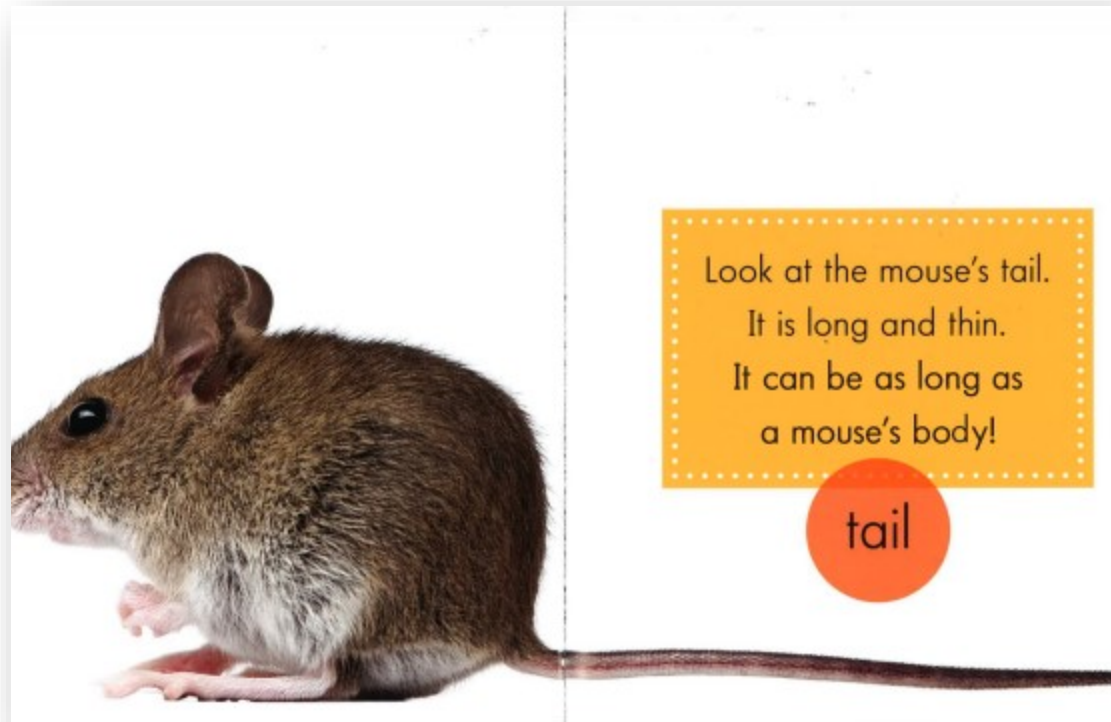


Four empty dashed-line boxes arranged horizontally, intended for writing words.

Which words capture the details about the frog's eye?

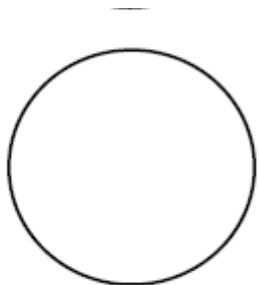


Which words capture the details about the frog's legs?



Look at the mouse's tail.
It is long and thin.
It can be as long as
a mouse's body!

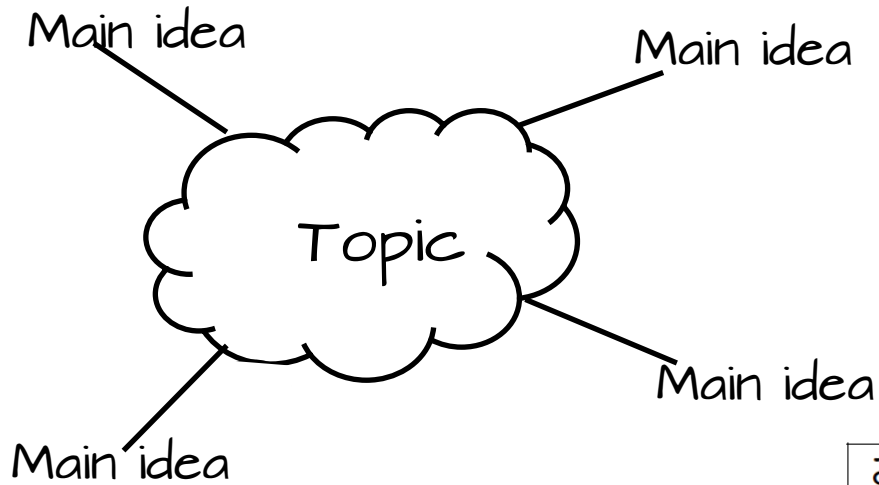
tail



legs



It's gradual release of responsibility time! Using the other books within this kit, students can work with a buddy repeating each of the steps you've just completed.

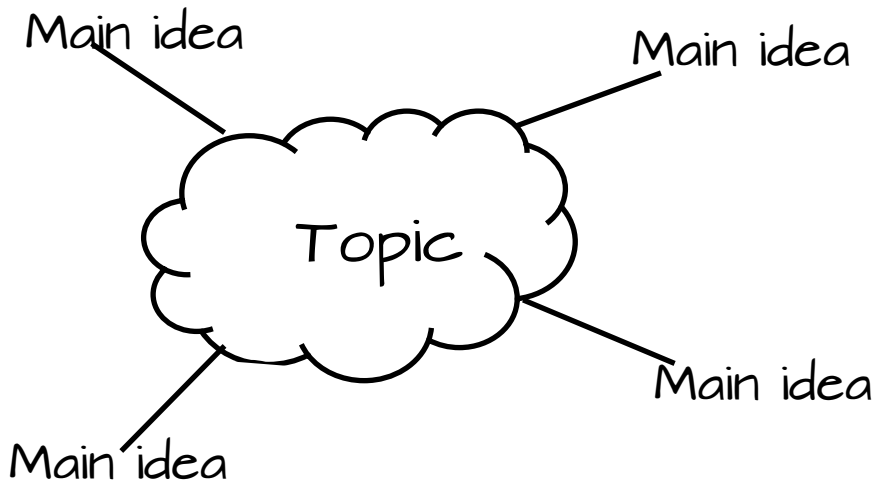


Topic:	Name:	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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It's your turn now.

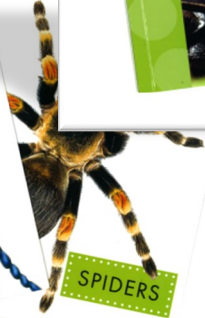
- Job #1 is to make a web that shows the topic and each main idea.

- Job #2 is to use the second black line master to show the topic, each main idea and the details.



Topic:	Name:	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Enjoy your research about other animals
or creepy, crawly creatures!





Walt

We Are Learning to:

figure out how this book is organized
to help find the main ideas and details.

Once research is complete, your students will have fun creating riddles to share with classmates.

Riddle Who am I ?

- My tail is as long as my body.
- I have excellent hearing.
- I have a pointed nose and a good sense of smell.
- My sharp nails help me climb.

What am I?



Riddle

• _____

• _____

• _____

• _____

Who am I ?

Name: _____