



How can early primary teachers explicitly
teach students

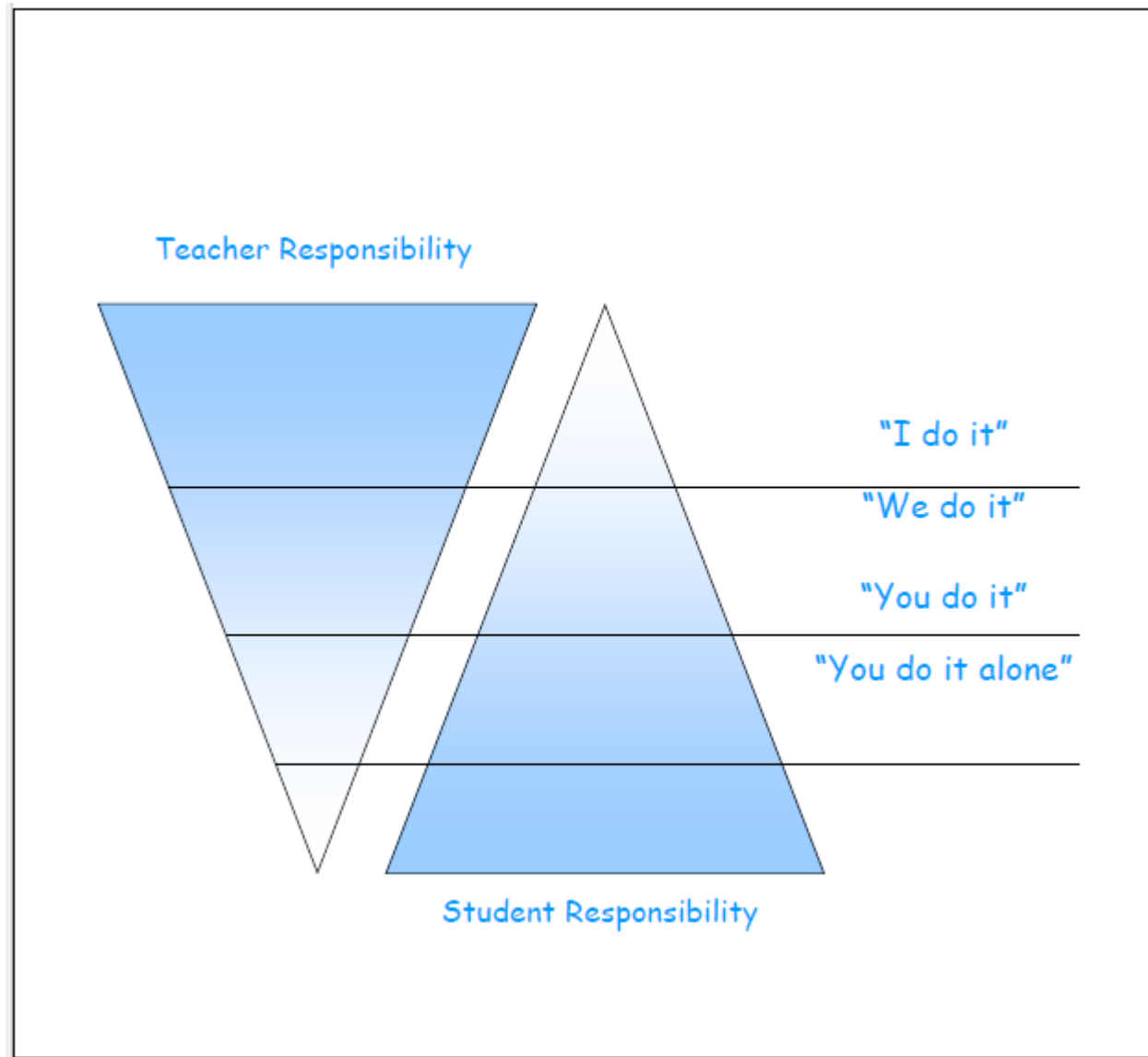
to make webs that capture
main ideas and details?



This book contains lots of lovely facts about squirrels, 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. This structure is needed to understand how to make a web!

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

Explicit instruction is the first step.



Before starting this work, please consider asking your students a few, formative questions. These can be very telling about their background knowledge.

*** ~ Accept all answers. Record some of them or have students record them.

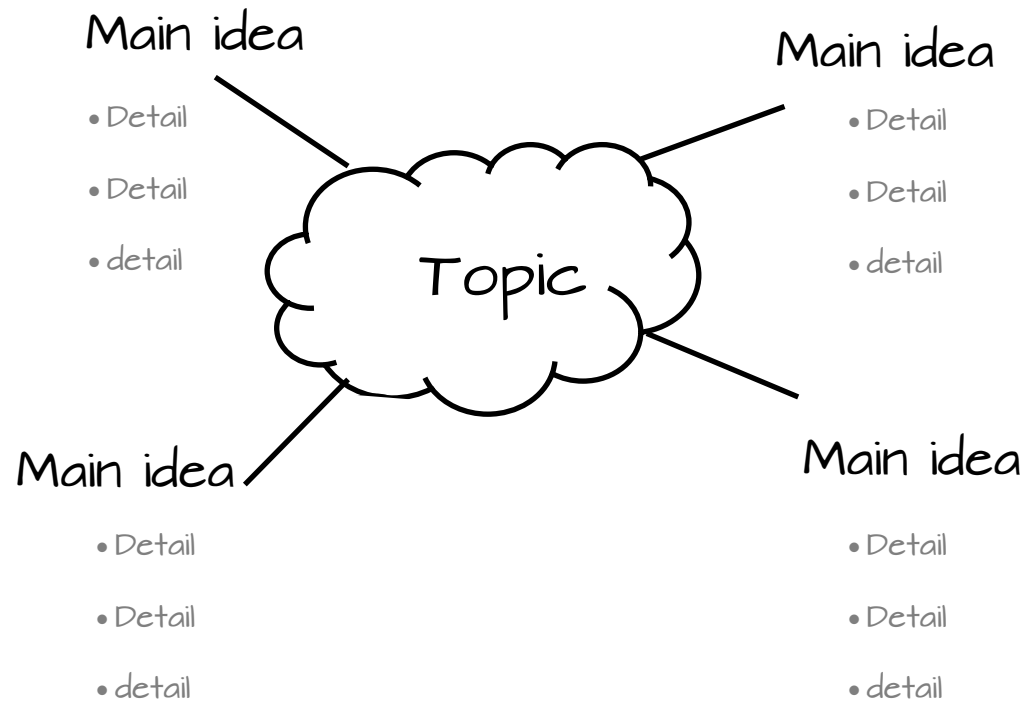
They will make a really nice comparison to your summative assessments. ~ ***

- What do you know about the kind of web you make after you've read nonfiction?
- How do you make a web?
- What goes in the center?
- What do you do next?
- How many arms/branches/sticks do you put on a web? (The answers to this question are usually very telling of their confusion!)
- What do you do next?

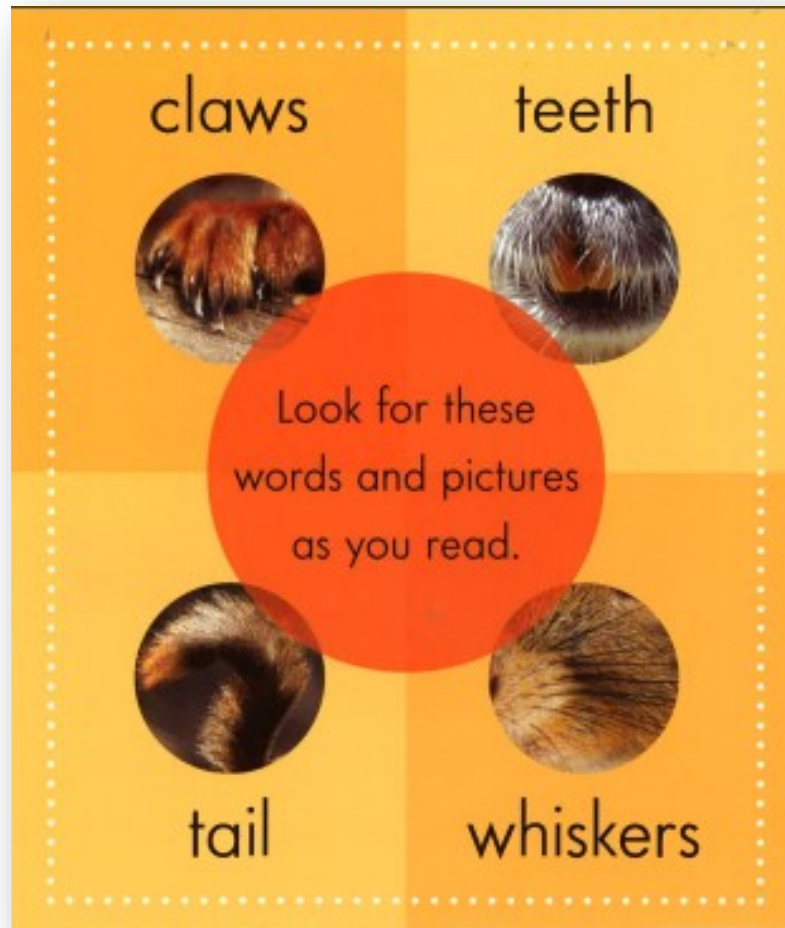
Do your students need some explicit instruction on making a web?

Chance are they do!

A web has a topic in the center. And the number of arms are determined by the organization of the text. E.g. If the text has 4 main ideas, the web has 4 arms.



Did your students tell you this? If not, keep turning the pages!



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?"

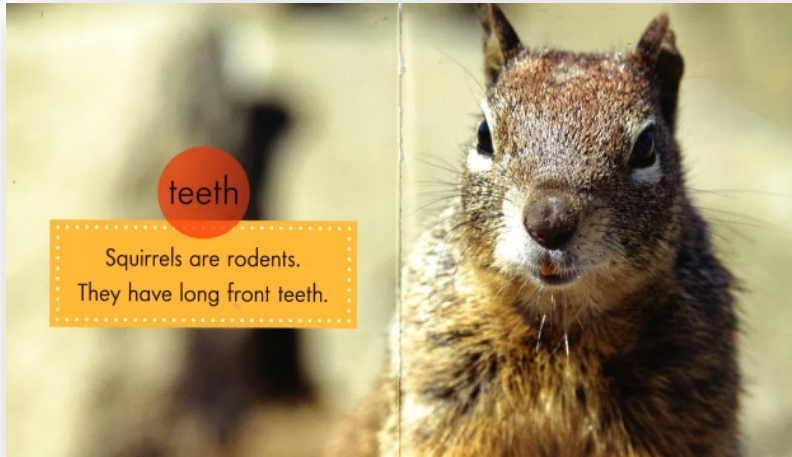
Why? Hopefully your students will tell you the topic is *squirrels* and the main ideas are: *claws, teeth, tail, and whiskers.*



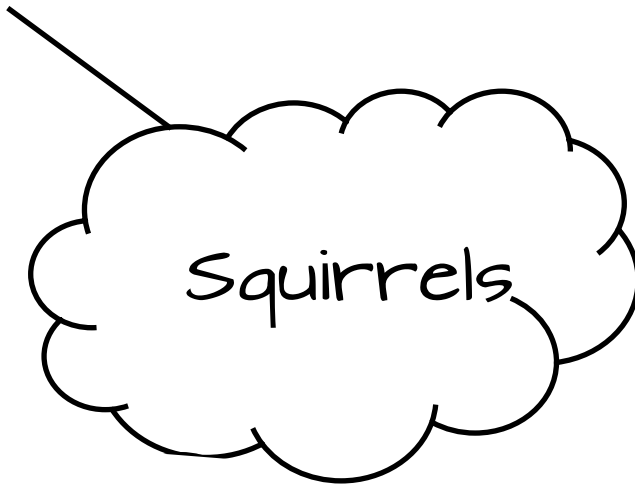
Walt

We Are Learning to:

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



teeth



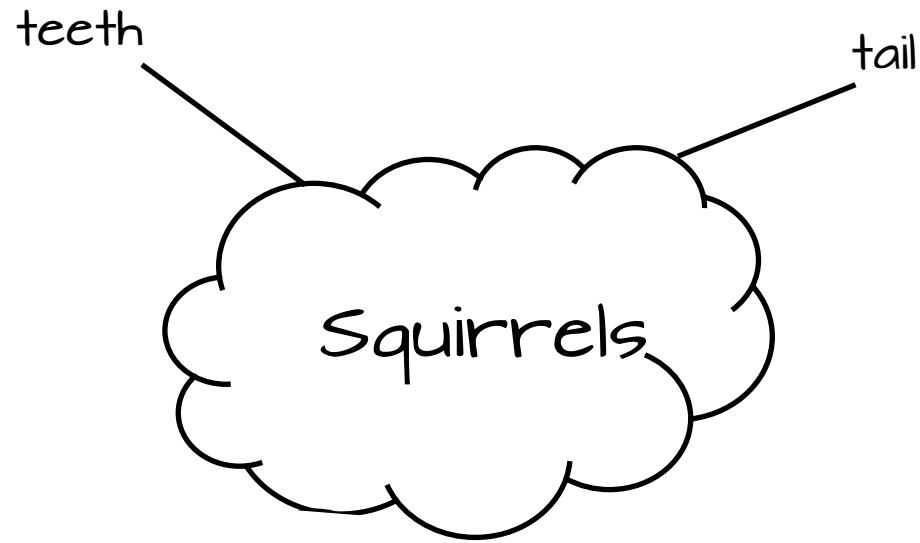
Why is the organization of nonfiction text important?

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! Are you teaching your students to find specific facts, or how to find facts? There's a huge difference!

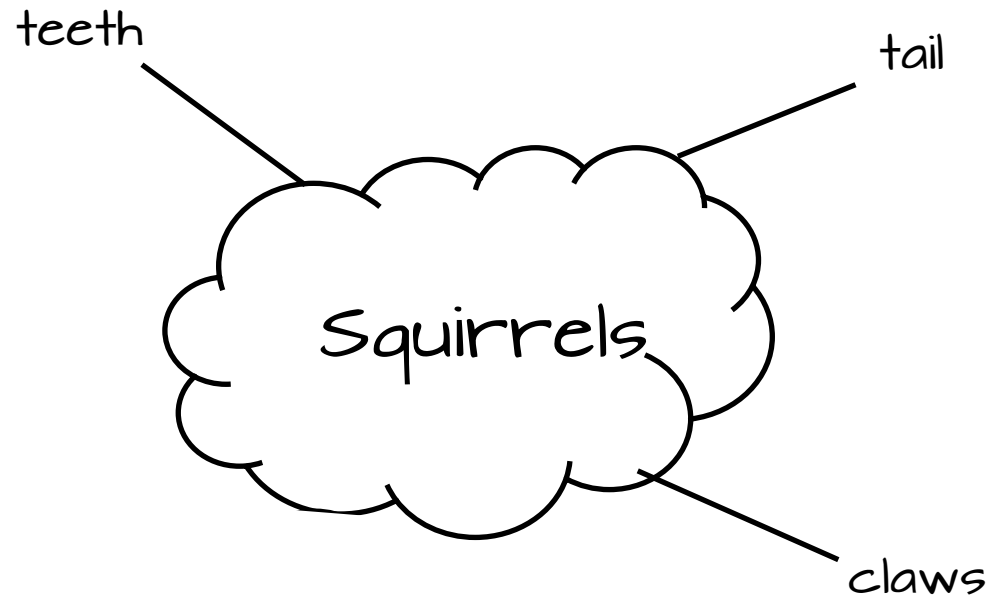


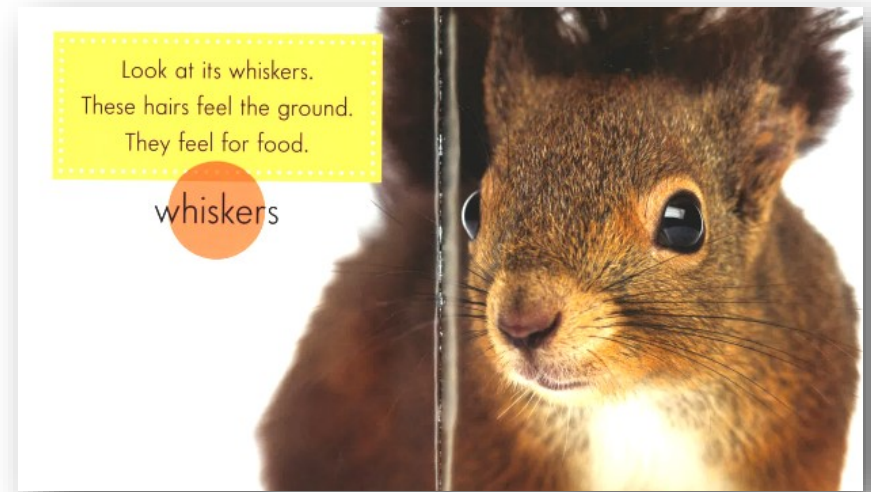
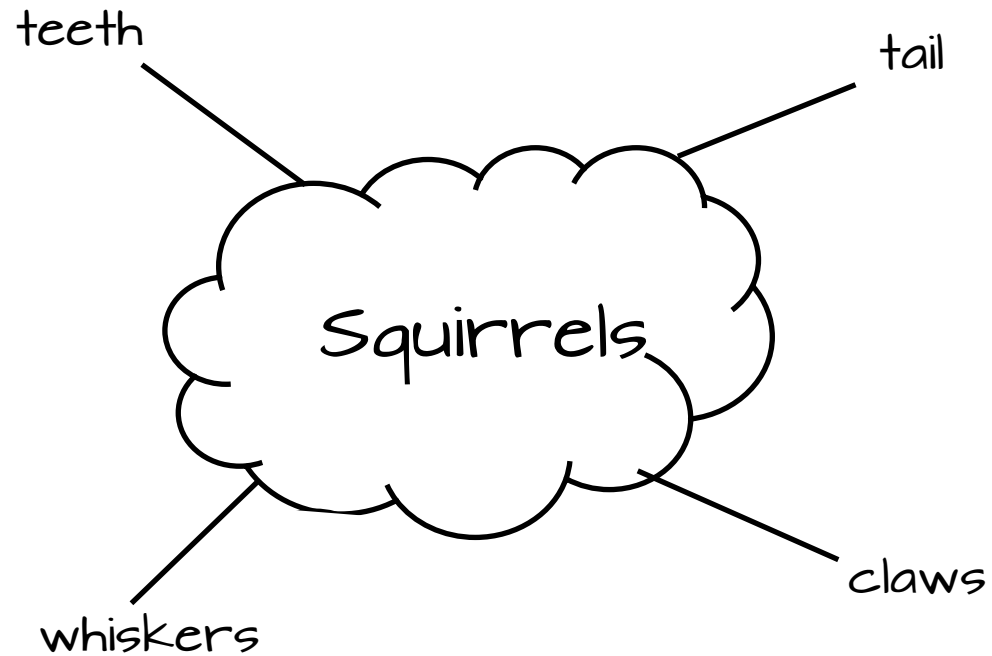


The organization of this nonfiction text helps us to build a web that is well organized.

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!



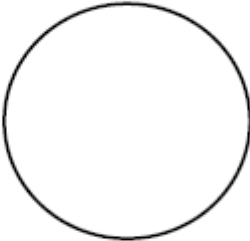




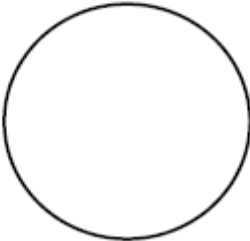




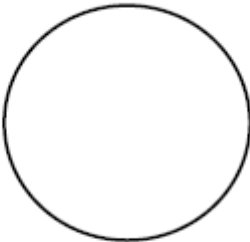




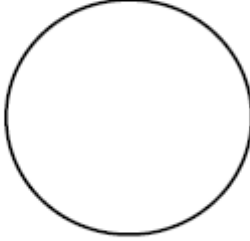






We now have our topic in the center
and our four main ideas.

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

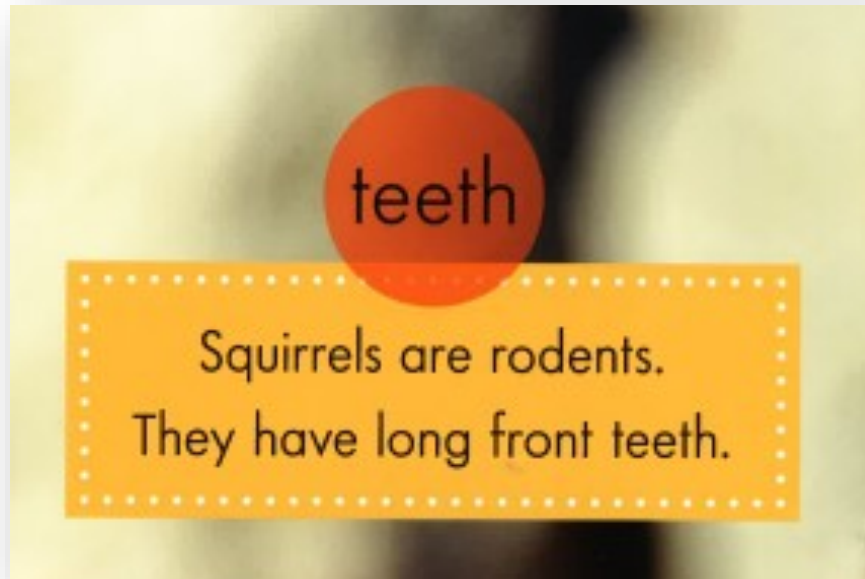
Invite students to look at this black line master and figure out where the four main ideas might be written.

Topic:	Name:					
						
						
						

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

Topic:	Name:	teeth				
		tail				
		claws				
		whiskers				

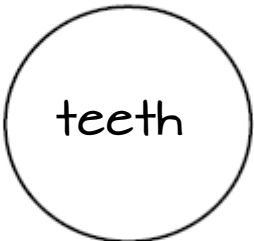




Now it's time to go slowly and explicitly teach students
how to find the details for each main idea.



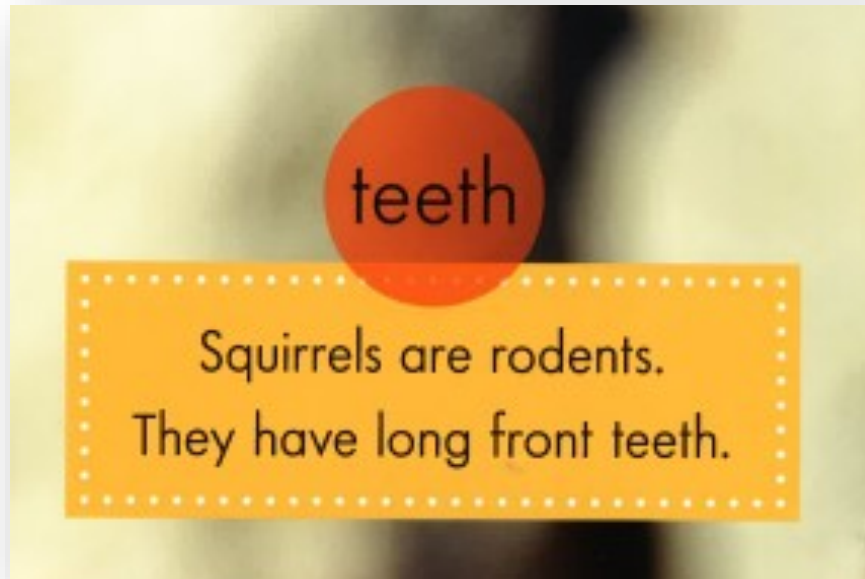
If our topic is squirrels, do we need to write squirrels as one of our details? (no)

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

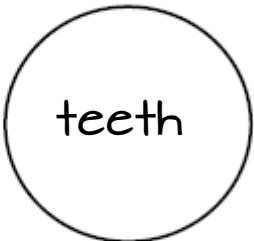




What are the important words to capture as our details?

				
---	---	--	---	---

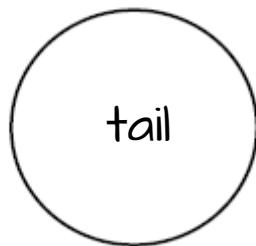
Now it's time to go slowly and explicitly teach students how to find the details for each main idea.



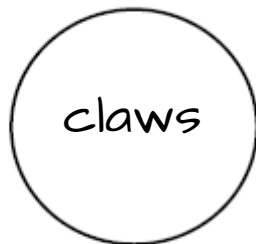
Did you find the words rodents, long, front, teeth? They are the only important words we need. Are you ready to try the next main idea on your own? Yes you are!

				
---	---	--	---	---

Which words capture the details about the tail of a squirrel?



Which words capture the details about the claws of a squirrel?

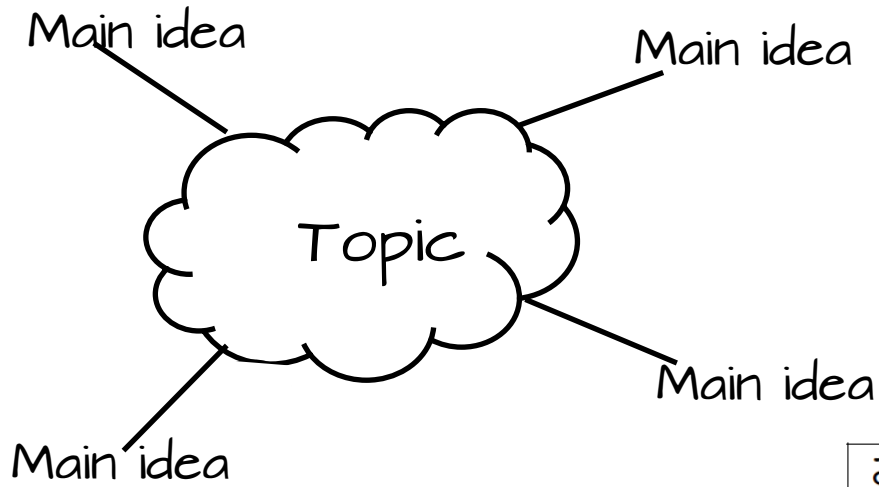


Which words capture the details about the whiskers of a squirrel?



A series of shapes for a matching activity: a solid black circle on the left, followed by four empty dashed-line rectangles arranged horizontally to its right.

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.

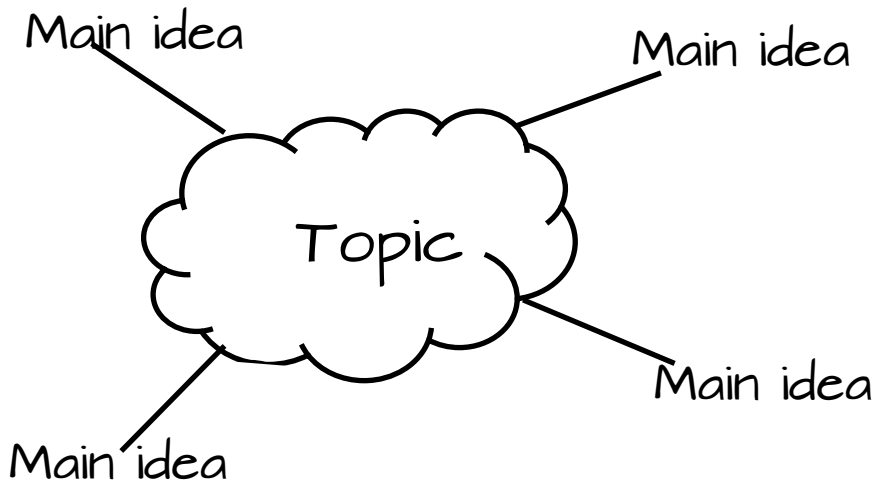


Topic:	Name:	<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="radio"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>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

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!



MICE



SQUIRRELS



BUTTERFLIES



FLIES



BEEES



ANTS



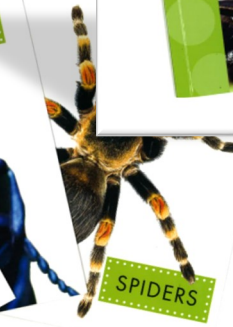
LADYBUGS



WORMS



BETLES



SPIDERS



GECKOS



BATS



OWLS

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

Riddle Who am I ?

- I am a rodent.
- I have long front teeth.
- I have a bushy tail.
- My claws help me climb trees.
- My whiskers feel for food.

What am I?



Riddle

Who am I ?

Name: _____

Are your students ready for more research? Invite them to notice how each new book is organized before they dig into facts. You'll be helping them prepare for nonfiction for years to come.

Applying and innovating

▶ Transfer and apply learning to new situations

