


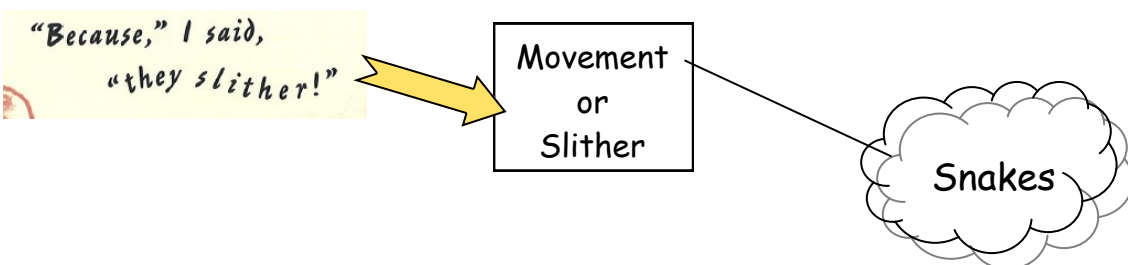
## Main Ideas and Details

Many students in the primary years and beyond, find it very difficult to determine importance. At best, webs are usually partially constructed. Our students are sending us a message ... We need to slow down and teach this skill EXPLICITLY!

Nicola Davies' book, *I Don't Like Snakes* has a wonderful organizational structure that begs for the slow creation of a web!

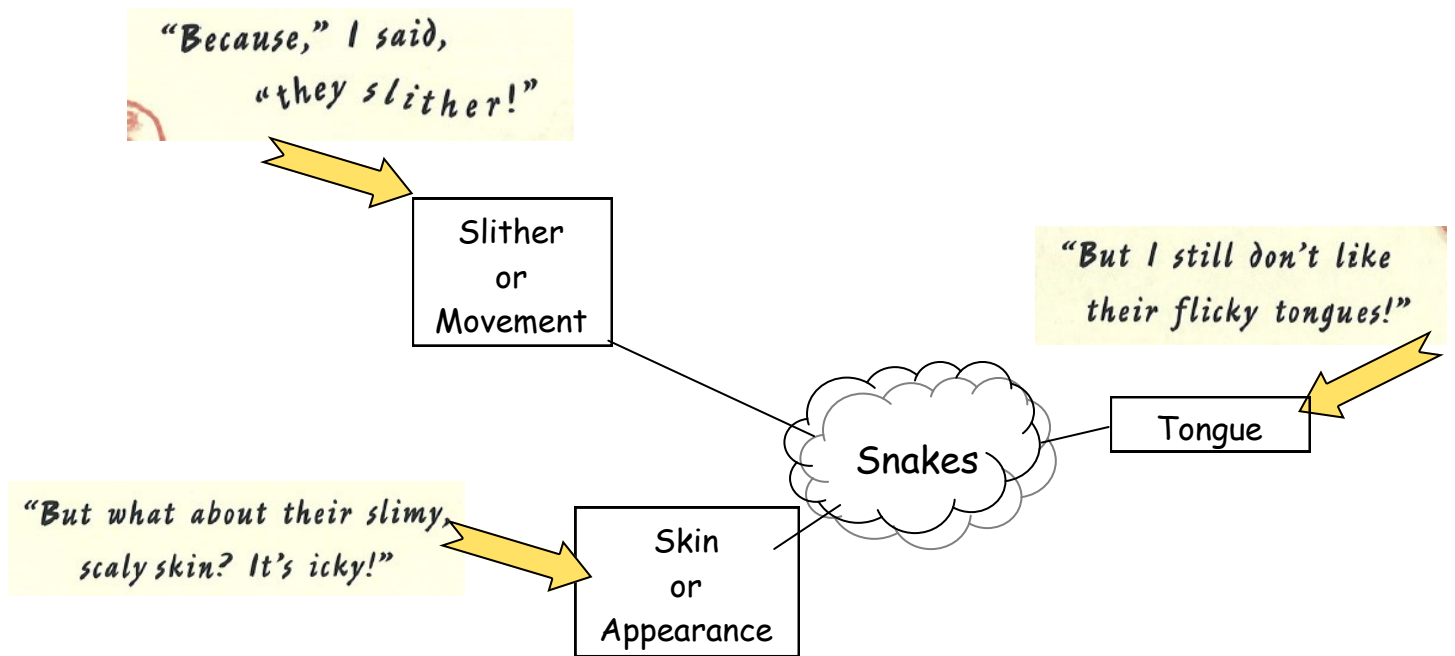


As each main idea about snakes is shared, a new part of the web is slowly created with the help of students. Linger over each of these introductory words. e.g. As you read the words, "Because," I said, "**They slither.**" ask students what we're about to learn about snakes? Allow lots of conversation around this question and listen carefully for the word moving or movement. If not, add the word *slither* to the arm of the web.



Slowly build the main sections of the web together.

Ask if there's an organizational pattern that you see in this text?

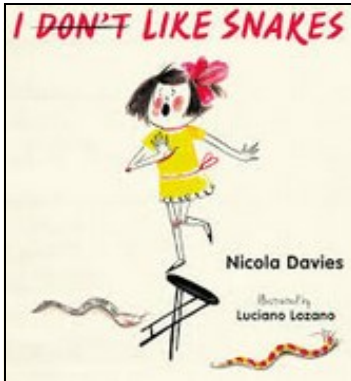


# Writing Trait: Ideas and Organization

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## Big Ideas:

- Listening and speaking helps us to explore, share, and develop our ideas
- Readers use strategies to make sense of what they read, hear, and view.



By Nicola Davies

## Before Reading

### Curricular Competencies:

- Begin to use sources of information and prior knowledge to make meaning

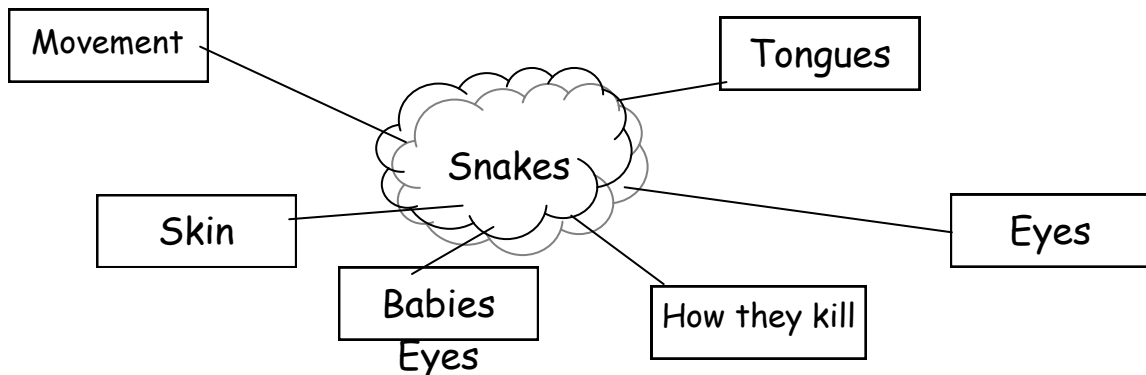
Before reading, invite children to share their stories about snakes. To generate movement, have students walk around the room with a classmate as they listen or share their snake stories. Have a few children share their ideas with the whole group.

Make a quick bar graph that shows how many students like snakes and how many don't!

## During Reading

- Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts
- Readers use strategies to make sense of what they read, hear, and view.

As the story is read, linger over the introduction to each new subtopic about snakes. Slowly build a web together so students can see how we can make organized notes about a topic as we read. Let them supply each new heading as it's shared! Don't add details yet.



## After Reading

After reading and modelling how to make a web that contains the topic and main ideas (Copy the example on the next page so that students don't have to reproduce this part.). Have students listen again as the detailed parts of the text are shared. As these interesting facts about snakes are shared, have students make a bulleted list and write down one or two ideas.

### Movement

- bend like an S; use ribs and scales to grip
- pushes against objects to push itself
- head and neck scales grip the ground

With many new snake experts, maybe it's time to revisit your bar graph!

Name: \_\_\_\_\_

