

Educator Information and Directions

Content warning: This PDF mentions death and dying.

Student Objectives

1. Students will be able to define and explain the main idea.
2. Students will be able to identify and analyze the main idea in fiction and nonfiction.
3. Students will be able to write sentences to demonstrate their understanding of main ideas.

DAY 1

- Watch the **Video Lesson** and complete your **Guided Notes**.
- Complete **Your Turn**.
- Complete the **Lesson Reflection**.
- Complete the **Online Practice 1**.

DAY 2

- Complete the **Warm-Up**.
- Complete **Mango Says Goodbye Sometimes**.
- Complete **Online Practice 2** and **Online Assessment**.

Suggested Reward

Use your account to reward 100 Gold/\$coops for each worksheet completed in this packet.

Extension Activities

**Ask an adult for help with your selections!*

Speech, Speech! : Select a famous speech of your choice, for example, “The Right to Vote” by Susan B. Anthony. Use your close reading skills to find the main idea. Then, write a letter to the speechwriter with your thoughts on their work!

Visualize It: Create a visual aid or collage to show how your close reading skills come together to produce main ideas. You can make it with art materials or on a device!

Advertising Frenzy: Choose three commercials or print ads of your choice. Use your close reading skills to figure out the main ideas behind them!



Complete While Watching Video



Example



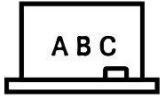
Student Practice



Write It Out!

Day 1

Guided Notes

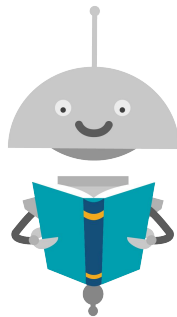


Guided Notes: While you are watching the video, fill in the information below for your notes.

Main idea - the author's _____ message about a topic

Fiction

What the story is _____ about. It's the central message that comes from the _____ and characters – often what they _____ and experience.

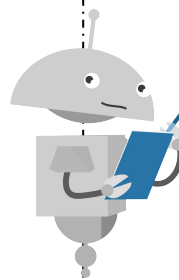


Nonfiction

The central _____ or _____ that the author wants the reader to _____ from the text.

The main idea can help you...

- Learn a _____ lesson
- Better understand the author's _____



Remember - Close Reading Skills:

- Summarizing
- Making Inferences
- Citing Evidence
- Author's Purpose
- Point of View

Guided Notes



Guided Notes: Pause the video when indicated and underline any explicit evidence and hints about the author's purpose and point of view.

The History of the Cha-Cha

The cha-cha is a popular dance that originated in Cuba during the 1940s. It was created by combining elements of the mambo, danzón, and other Cuban music styles. The cha-cha is a lively and energetic dance that requires dancers to move their hips and feet in quick, rhythmic steps. It is often danced to upbeat Latin music, and it is known for its fun and festive atmosphere.

Over time, the cha-cha spread throughout the world, becoming a popular dance style in countries like the United States and Europe. Today, it is still danced by people of all ages and backgrounds, and it continues to be a popular form of social dance.


Despite its popularity, the cha-cha has gone through many changes over the years. In the early days of the dance, it was performed with a slower tempo and more subdued movements. However, as it became more popular, dancers began to incorporate faster, more dynamic steps into their routines.

Overall, the cha-cha is a dynamic and exciting dance that has captured the hearts of people around the world. Whether you are an experienced dancer or just starting out, the cha-cha is a great way to get moving and have fun!

Audio option: Click or scan the QR code at right to listen to the text, and read along.



My Summary:



Guided Notes



Guided Notes: While you are watching the video, fill in the information below for your notes.

Justin's Summary:

The cha-cha is a lively dance style that originated in Cuba during the 1940s. It combines elements of various Cuban music styles and involves quick, rhythmic steps that require dancers to move their hips and feet. The dance spread throughout the world, becoming popular in countries like the United States and Europe, and it continues to be a popular social dance. Over time, the cha-cha has changed to include faster and more dynamic steps, but it still retains its fun and festive atmosphere. Whether you are an experienced dancer or just starting out, the cha-cha is a great way to have fun and get moving.

Audio option: Click or scan the QR code below to listen to the text, and read along.



My inference:



Author's Purpose:

Point of View:

Main idea:

Your Turn



DIRECTIONS: Read the description of each book below. Based on the information, guess what the main idea of each might be and explain how you know! Then, come up with a title for each book.



	Main Idea & How I Know	My Book Title
<p>When a young girl discovers she has the ability to communicate with animals, she embarks on a journey to save her village from a dark force that threatens to destroy everything she holds dear. With the help of her animal friends, she learns the true meaning of courage and friendship.</p>		
<p>In this inspiring collection of stories, readers learn about the lives of trailblazing women who broke barriers and achieved success in fields traditionally dominated by men. From science to politics to the arts, these women prove that anything is possible with hard work and determination.</p>		
<p>In a world where technology has taken over, a group of kids must use their wits and bravery to uncover a sinister plot to control humanity. Along the way, they discover the power of teamwork and the importance of staying true to oneself.</p>		

Lesson Reflection



DIRECTIONS: Consider what you have learned from today's video lesson. Follow the directions in the spaces below and answer each question. You may answer each section by drawing, writing, or talking to a loved one about your answer.

While completing this lesson, I felt...

If I can sum up today's lesson in 3 words, they would be...

A question I still have is...

I could use what I learned today in my own life by...

Day 2

Warm-Up



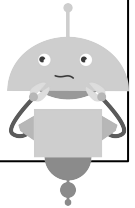
DIRECTIONS: Read the passage below and underline important details. Then, choose the option that is the best main idea of the passage and **explain** why!

Papa Who Wakes Up Tired in the Dark

“Your *abuelito* is dead, Papa says early one morning in my room. *Está muerto*, and then as if he just heard the news himself, crumples like a coat and cries, my brave Papa cries. I have never seen my Papa cry and don’t know what to do...

Because I am the oldest, my father has told me first, and now it is my turn to tell the others. I will have to explain why we can’t play. I will have to tell them to be quiet today...

And I think if my own Papa died what would I do. I hold my Papa in my arms. I hold and hold and hold him” (Cisneros 56-57).



Cisneros, Sandra. *The House on Mango Street*. Vintage Books, 1991.

Main idea A: Esperanza learns from her sad Papa that her grandfather has died, and she must tell her siblings. She matures and grows up while living on Mango Street.

Main idea B: Esperanza talks with her brave Papa one morning and learns why he is sad. She has never seen him cry before and shares that she is the oldest sibling.

Which main idea fits best with the passage?

My explanation why:

Audio option: Click or scan the QR code at right to listen to the text, and read along.



Mango Says Goodbye Sometimes



DIRECTIONS: Read the final vignette from Sandra Cisneros' *The House on Mango Street* below. Remember to underline important details! Use the graphic organizer on the next page to identify the main idea.

Mango Says Goodbye Sometimes



"I like to tell stories. I tell them inside my head. I tell them after the mailman says, Here's your mail. Here's your mail he said.

I make a story for my life, for each step my brown shoe takes. I say, 'And so she trudged up the wooden stairs, her sad brown shoes taking her to the house she never liked.'

I like to tell stories. I am going to tell you a story about a girl who didn't want to belong.

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, but what I remember most is Mango Street, sad red house, the house I belong but do not belong to.

I put it down on paper and then the ghost does not ache so much. I write it down and Mango says goodbye sometimes. She does not hold me with both arms. She sets me free.

One day I will pack my bags of books and paper. One day I will say goodbye to Mango. I am too strong for her to keep me here forever. One day I will go away.

Friends and neighbors will say, What happened to that Esperanza? Where did she go with all those books and paper? Why did she march so far away?

They will not know I have gone away to come back. For the ones I left behind. For the ones who cannot out" (Cisneros 109-110).



Cisneros, Sandra. *The House on Mango Street*. Vintage Books, 1991.

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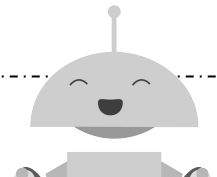
Mango Says Goodbye Sometimes



DIRECTIONS: Use the story web below to work through each close reading skill to help you determine the main idea of the final passage.

Summarize: In the vignette, Esperanza...

Author's Purpose: Sandra Cisneros wants to...



Main Idea:

Make Inferences: When Esperanza grows up...

Cite Evidence: The quote that supports my inference is...

Point of View: The story happens from...
