



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 6

Determining Main Idea Using Text and Illustrations: Accessing Books Around the World



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can use information from illustrations (maps, photographs) to understand informational texts. (RI 3.7)

Supporting Learning Targets

- I can determine the main idea of an excerpt from *My Librarian Is a Camel* using evidence from the text and the illustrations.

Ongoing Assessment

- Using Text Evidence to Determine the Main Idea: Accessing Books around the World recording form

Agenda

- Opening
 - Unpacking the Learning Target (5 minutes)
 - Anchor Chart on Informational Text Features (5 minutes)
- Work Time
 - Guided Practice: Using Text and Illustrations to Determine Main Idea (20 minutes)
 - Partner Practice: Using Text and Illustrations to Determine Main Idea (25 minutes)
- Closing and Assessment
 - Debrief (5 minutes)
- Homework
 - Tell someone at home about how some people in Peru access books. Discuss with this same person how this is similar to and different from the way you get books.

Teaching Notes

- This lesson marks the formal transition from narrative text to more typical informational text. Preview the new recording form in the supporting materials. This document was designed specifically to help students take notes with an informational text that has expository prose and more typical nonfiction text features.
- In Advance: Create the chart Using Text Evidence to Determine the Main Idea: Obtaining Books around the World to show as a model.
- Create a new Building Our Word Power in *My Librarian is a Camel* anchor chart. Use this throughout this book experience as students learn new words.



Lesson Vocabulary	Materials
informational, excerpt, evidence, compare, contrast, topic, main idea, text, illustrations	<ul style="list-style-type: none">• Reading Informational Text anchor chart (new; teacher-created)• Document camera and projector• Using Text Evidence to Determine the Main Idea: Accessing Books around the World anchor chart (new; teacher created; a large version of the recording form with the same name)• Using Text Evidence to Determine the Main Idea: Accessing Books around the World (one per student)• Chart paper for Building Our Word Power in <i>My Librarian is a Camel</i> anchor chart (new; teacher-created. See Work Time A)• 3"x5" index cards (one per student)• World map

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Pair students up to share their second-draft paragraphs from homework. Invite students to share one thing they did as writers to make their paragraphs stronger.• Share today's learning target. Students are familiar with finding a "lesson" of a story from their work with narrative texts throughout this module.• Tell the class that today they will begin to work with a different type of text, called <i>informational</i> text. Invite them to turn and talk about that word. Listen for students to notice the word root <i>inform</i>, which means teach. Point out to them that we can learn a great deal from stories, but that some texts are written specifically in a way to help us get information about a topic. Emphasize this point throughout the next few lessons.	
<p>B. Anchor Chart on Informational Text Features (5 minutes)</p> <ul style="list-style-type: none">• Begin a Reading Informational Text anchor chart. Invite students to briefly turn and talk: "What do you already know about reading this type of text?" Chart their comments briefly.• Discuss how students will find the "main idea" of informational texts in much the same way: by using the text, or words, and the illustrations, also called pictures, to determine the main idea. Tell the class that they will be adding to this chart in the next few lessons..	



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Using Text and Illustrations to Determine Main Idea (20 minutes)</p> <ul style="list-style-type: none">• Frame the lesson: “Over the next few days, we are going to spend a lot of time reading and talking about this informational text. It’s called <i>My Librarian Is a Camel</i>.”• Read aloud the introduction and take a picture walk. Ask students to Think-Pair-Share what the main idea of this whole book is. Then cold call a few students to share what their pair talked about.• Guide students toward understanding that this book is all about how children around the world obtain, or get, books. Remind them that it is an informational book, which means the author wants to teach the reader about a topic.• “Today we are going to read an excerpt, or part of this book, about the country Peru. Let’s find that country in South America and label it on our world map. What do you notice about the geography of Peru? How do you think that might impact how children get books? Think about that as we read this excerpt today.”• Continue to model: “When authors write about a topic, they have a main idea they want to tell their reader. It’s important to read carefully to learn what information the author wants to get across. Let’s read and try to use evidence from the text and pictures to figure out the main idea. We can track our thinking on this recording form.” Project on a document camera the document Using Text Evidence to Determine the Main Idea: Accessing Books around the World. Point out that the questions on this recording form are the same questions they answered about <i>Waiting for Biblioburro</i>. That is because they are looking for details in an informational text.• Project page 26 of the text, and have students read quietly on their own for a couple of minutes. Then ask students to turn and talk with a partner their initial idea of what the main idea of this informational article might be. Then, ask students to carefully study the pictures on page 26. Cold call a few students to share out, and write their thinking on the anchor chart Using Text Evidence to Determine the Main Idea: Accessing Books around the World.• Point out that pictures in informational texts are often actual photographs. Add your thinking in the Details from Illustrations, Photographs, and Maps box on the recording form. Read the text on page 26. Ask students to turn and talk about text evidence in the corresponding column on the recording form. Listen for comments such as: “They deliver books to families in bags.” Write students’ comments, and model more if needed.<ul style="list-style-type: none">* Look closely at the illustrations.* Read and find text evidence that helps you know how people obtain books.* Tune into vocabulary to help build word power and understanding.	<ul style="list-style-type: none">• Reread portions of the text as necessary for students who need more processing time.



Work Time (continued)	Meeting Students' Needs
<p>B. Partner Practice: Using Text and Illustrations to Determine Main Idea (25 minutes)</p> <ul style="list-style-type: none">• Students need page 27 of <i>My Librarian Is a Camel</i> in front of them. Invite students to first notice details in the illustrations.• Discuss the map. Ask: “What do you notice?” and “What do we already know about maps that will help us understand anything about this country?” Add students’ thinking to the anchor chart Using Text Evidence to Determine the Main Idea: Accessing Books around the World.• Tell students that they will now work in pairs to try this out together. Direct the class to read page 27 from <i>My Librarian Is a Camel</i>, filling in any details from the text in the recording form. Students may stay in a whole group, but with pairs sitting together with the text, or students may go to their seats for this work. As they work, circulate and support them as needed.• While they are working, encourage students to tune into vocabulary words (rural, coastal, promoter, wagon, avid) they don’t know to help them understand the text. Remind them about the work they have done this year figuring out words from context.• After students complete page 27, gather them in a circle. Discuss the details they found with their partners, writing them on the anchor chart Using Text Evidence to Determine the Main Idea: Accessing Books around the World.• Ask students, now that they have studied the important details, “What is the main idea of this informational text?” Invite students to look back over the interesting facts they learned. Do a Think-Pair-Share for students about the main idea. “The author wants us to know about how children in Peru obtain books.” Provide the sentence frame: “I think the main idea is _____ because_____.” After the Pair-Share, open up the conversation to the whole group and write on the large chart.• Ask the class to think about a reading superhero in Peru based on this text. Use the sentence frame: “I think _____ is a reading superhero in Peru because_____.”	<ul style="list-style-type: none">• When ELLs are asked to produce language, consider providing a sentence frame or starter to assist with language production and the structure required.• Consider providing smaller chunks of text for ELLs. (Sometimes just a few sentences.) Teachers can check in on students’ thinking as they write or speak about their text.• Consider allowing students to draw their observations, ideas, or notes when appropriate.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Distribute an index card to each student. On that index card ask them to write: three details they learned about how people get books in Peru, two facts about the physical environment in Peru, and one question they still have.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Tell someone at home about how some people in Peru access books. Discuss with this same person how this is similar to and different from the way you get books. <p><i>Note: In the next two lessons, students will be working in small groups to do a close read cycle of one of five different countries found in My Librarian Is a Camel. For this, students will need to be placed in small, heterogeneous groups, and they will need access to the article about their country from My Librarian Is a Camel.</i></p>	



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Supporting Materials



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Text title:

What do you know about the main idea right now?	
Who is this passage about? (Use details from the text.)	
What physical features in this country make it difficult for people to access books? (Use details from the text.)	
How do people overcome these difficulties to access books? (Use details from the text.)	
What else do you notice? (Use details from illustrations, photographs, and maps.)	
After looking closely at details, now what do you think the main idea of this text is?	