

**BUILDING  
BLOCKS OF  
FIRST  
GRADE  
READING  
LESSON  
PLANS**

# KEY DETAILS AND MAIN IDEAS

date:

## Objective(s):

Students will be able to identify the main idea in a story.  
Students will be able to state how main ideas and key details interact with each other.  
Students will be able to distinguish between long and short vowel sounds in words.

## Warm Up:

As the students enter the session, have a variety of short and long vowel words listed on the screen. Ask the students to take a minute as others are coming in to sort these words and write them on a piece of paper. Do they see any trends or patterns that they want to take note of?

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Review vowels and the sounds that they can make. Complete word work with the students and show them how certain words blend together to make specific sounds that can impact the way that those words come out.
  - a. Ask the students if they want to revisit those words and see if they might want to change the way that they sorted them. Give them a minute to do this and then show them how you would sort these words while making sure to emphasize the sounds of the vowel in that word.
    - i. To further the lesson on vowels, build out lists of words with the long versus short vowel sounds using those initial words to help isolate the sounds that they will be looking for.
2. Introduce main idea and key details. Explain how the main idea of the story is the main take away that the author wants the reader to be able to get from the reading and that they leave key details scattered through their story to help you get to this conclusion.
3. Begin a read aloud with a picture walk of an age appropriate picture book.
  - a. Based on the illustrations - what do you think will be the main idea of this story? What were some images that made you think that this might be the case?
    - i. This is a great opportunity to demonstrate the thought process of a reader.
4. Go through the story and encourage the students to react to the story when they think a key detail is said. When they do this, mark it with a post it so that you can go back and write it down later.
5. Once the story is over, write down some of the key details that were noted during the read aloud. List them on a piece of paper and take that information to try to build the key idea of a story.

## Closing (10 min):

Have the students go find a story book in their house. Have them read through it with an adult and encourage them to use post its to mark key details as they read. Encourage them to follow the methods that you used when reading this to determine the main idea of the story.

# KEY DETAILS AND MAIN IDEAS

date:

## Objective(s):

Students will be able to compare and contrast two stories with similar main ideas.  
Students will be able to use illustrations to assist them in comprehending stories and their main ideas.  
Students will be able to find the number of syllables in a word.  
Students will be able to blend sounds to determine unknown words.

## Warm Up:

Introduce the concept of syllables to the students using a variety of words that have different amounts of syllables in them. Ask the students to sort these words based on any patterns or similarities that they may identify.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Once the students are in the class, discuss what a syllable is in a word and how you go about identifying the number of them within a word. Ask the students to revisit their lists and see if they want to make any adjustments before we move onto sorting them out. Break those words down and show them the number of syllables in each word and help them sort out the words.
2. Introduce what a compound word is. Break apart those words and show students how when combined they make a new word. Explain that this is similar to blending sounds, when you combine two or more sounds together you will get a word.
  - a. Begin by showing them the two parts of the compound words on a paper, whiteboard, etc.
  - b. Give the students sounds (ex: you can just say "buh" and write the letter b). Ask them to blend that sound with another and make a word. Encourage them to make a list of these words while you also take the time to make lists.
3. Review the concepts about main idea and key details. Explain that authors and illustrators will leave key details throughout a text to let you know what their main idea for writing is. Let the students know that today we are going to read through two read alouds and breakdown the key details in them for similarities and differences while looking for their main ideas.
4. Select two books to read with the students that have similar main ideas. Make sure that prior to reading you take a picture walk and discuss the illustrations to make predictions. When you are reading the story and come across something that you are predicting as a key detail, mark it with a post it to model tracking your ideas and thoughts.
  - a. Take the time to read through each of these, determine their main ideas, and compare their main ideas.

## Closing (10 min):

Encourage the students to find two books in their home to read with an adult. Have them collect the key details in the stories and determine their main ideas.  
You can also give a list of sounds and demonstrate blending them together and determining the number of syllables in those words.

# KEY DETAILS AND MAIN IDEAS

date:

## Objective(s):

Students will be able to identify sensory details to visualize a story.  
Students will be able to describe how sensory details impact the main idea of a story.  
Students will be able to connect key ideas to sensory details.  
Students will be able to sort words with alliteration.  
Students will be able to sort words that rhyme.

## Warm Up:

Introduce students to the concepts of alliteration and rhymes. Describe why we use each within writing and read a picture book that uses both of these concepts to assist the students in seeing how an author uses these in their writing.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Make several lists of words using alliteration. Show students that these sounds can live in families and we can create several different alliteration families. Do the same with rhyming words.
  - a. For student engagement, have them list words in the comments and create word families based on these.
2. Discuss how these type of words are important for helping us to visualize a story and picture a story in our minds while we are reading. This can also work to impact the main idea of a story.
3. Choose a read aloud that focuses on using rhyming and alliteration to build visual details. As you are reading this story, model looking for words that are adding to the main idea.
  - a. How are they impactful?
  - b. When you read that word, how does the story change for you?
4. Once you have completed the story, ask the students to draw a picture of a detail that they felt was especially important to what they view as the main idea of the story.
  - a. While they do this, go through and identify some of the key details in the story that help you form the main idea.
  - b. Make sure to point out any added vocabulary and literary elements that help to build these ideas for the reader.
  - c. Create a map of key ideas that work towards creating the main idea of a story.
5. Show a variety of images and model how you might make a story from this picture.
  - a. Write a few sentences for each of the pictures. Emphasize using rhymes and alliteration to help intensify the image.
  - b. What key ideas are you finding in this image? How can you highlight those in your writing to build a bigger idea?

## Closing (10 min):

Review how you built your own story using images. Tell the students to create an image that they feel will be a main idea for a story and encourage them to work with an adult to write a story. When they are considering the outline for their story, have them make word families of words that use rhyming and alliteration, but will also help them create a stronger story.

# POETRY

date:

## Objective(s):

Students will be able to sort and identify words with alliteration.  
Students will be able to sort and identify words that rhyme.  
Students will be able to define the main elements of a poem.  
Students will be able to identify personification within a poem.

## Warm Up:

Open the class up with a grade appropriate poem. Ask the students what makes this special. Do they see anything that looks weird? Read through it and highlight some of the major elements of poetry that will be discussed in the lesson.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Begin by discussing why an author might choose to write a poem and how poetry can still have main ideas associated with it to assist the reader in understanding the point that the poet is trying to make.
  - a. Work through highlighting key literary elements that were discussed in previous lessons - especially rhyming words.
  - b. Discuss how poetry has a rhythmic scheme to it, similar to music. This is important when considering words and syllables to use and the poets need to be very direct with the words and vocabulary they choose to use in these instances.
2. Introduce vocabulary for a poetry unit and define them as a class with examples present for the students. Some examples you can use:
  - a.1. Rhyme
  - b.2. Stanza
  - c.3. Line
  - d.4. Poem
  - e.5. Rhythm
  - f.6. Verse
  - g.7. Word
  - h.8. Sound
  - i.9. Language
  - j.10. Imagery
3. Discuss how they are going to explore a variety of passages and break them down as a class to see why being able to break down a poem is so important.
  - a. Choose a variety of grade appropriate poems. Highlight areas where key vocabulary is used.
  - b. Emphasize key details within the poem to show students how to build a main idea based on the information shown in a poem
4. Select a topic and show how a poem is written
  - a. As you create your poem, continue to wrap back to the vocabulary highlighted within the lesson and ensure that students are seeing the usage of this.

## Closing (10 min):

Use polls within the class to create checks for understanding. Give examples of the vocabulary discussed in class today in the questions and have students identify which poetic vocabulary term is being demonstrated.