FINALLY!

Help for your small group digital reading struggles!



QUESTION...

Do you sometimes **struggle** with organizing, planning, teaching, and grading **small group reading lessons online**?

If you answered YES! to this question, you are *not alone!*

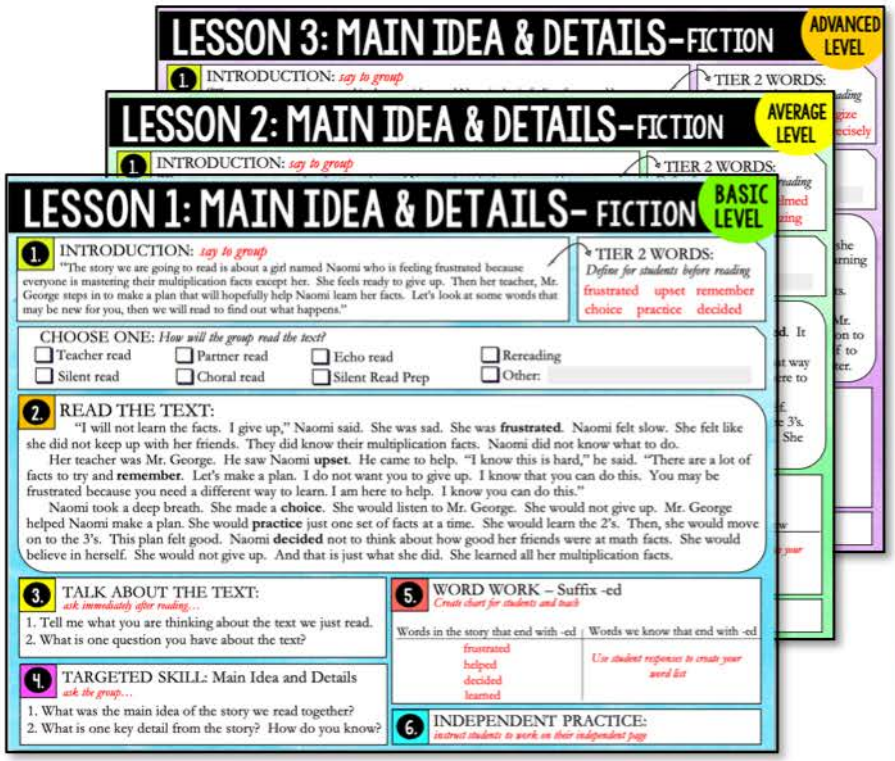


ANSWER...

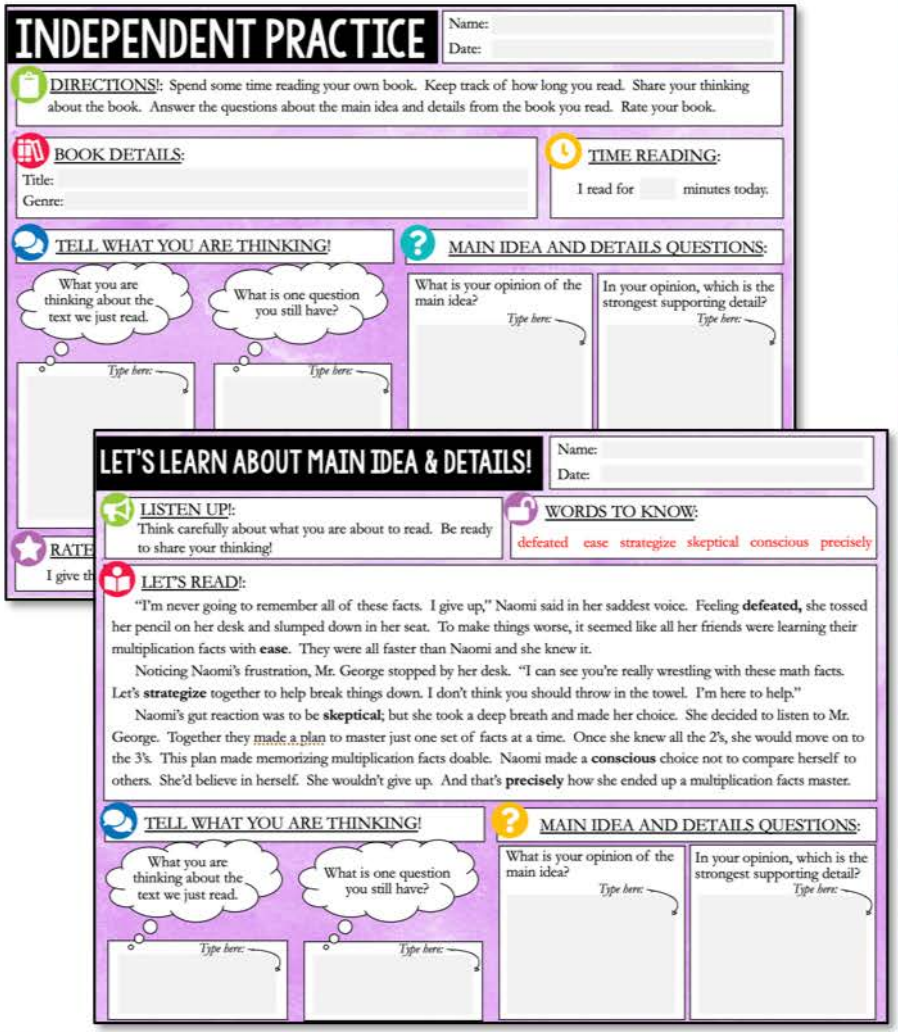
These small group reading lessons will provide **EVERYTHING** you need **to successfully host online small group reading lessons**!

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Complete Teacher Pages



Student Pages



Teach all 6 steps of a DIGITAL small group reading lesson!

EVERYTHING IS INCLUDED

Out of this World LITERACY

Included in This Resource:

1. 6 complete guided reading lessons for teaching main idea and key details. *See detailed small group lesson summary page for more information.*

2. **IMPORTANT:** There are two passages. One fiction and one nonfiction. The passages are adjusted to be used in 3 levels. In each level the word work, vocabulary and text complexity changes. The reading levels are: Basic (grades 1-2), Average (grades 3-4), Advanced (grades 5-6). *See differentiation code page for more.*

3. Small group summary lesson page.

4. Detailed description with time suggestions for each of the 6 small group steps.

5. Teacher strategy guide for differentiating within each lesson.

6. A complete teacher page for each lesson.

7. 2 student pages for each lesson.

8. Digital and printable (black and white) formats included.

9. ANSWER KEYS!

Thank you so much to the following designers for backgrounds, icons, fonts, and more!

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Lesson Breakdown:

*** there is one fiction and one nonfiction passage that is adapted for each lesson.

Lesson 1: The *basic* fiction text.
Lesson 2: The *average* fiction text.
Lesson 3: The *advanced* fiction text.
Lesson 4: The *basic* nonfiction text.
Lesson 5: The *average* nonfiction text.
Lesson 6: The *advanced* nonfiction text.

How are the Lessons Different?

- Each lesson comes with a completely different set of tier 2 vocabulary focus words.
- It also includes a completely separate word work focus.
- The questions for focusing on the comprehension skill in step 4 are different for the advanced level.
- The passage changes in each of the three levels, adding sentence complexity, multi-meaning words and figurative language, along with new vocabulary.

PRO TEACHING TIP:

- If a group of students use the basic level and show success, the teacher can **absolutely use the average level with that same group** (since vocabulary, word work, and text complexity changes).
- They can even use the advanced level as well.
- They'd likely change the way in which the text was read in the group.
- For example, in the basic level the students may read silently after the introduction.
- In the average level they may choose to echo read.
- In the advanced level it may be teacher read.
- In fact, there is so much power in rereading and trying out new ideas and thinking each time.

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Use the Different Levels with the Same Students!

Are you unsure whether your students are ***really* reading** or simply trying to memorize words?

- The 2 passages (1 F, 1 NF) are specifically designed to answer this question!
- Begin with lesson 1 or 4 (the basic level). Have students read the passage after the introduction and complete the lesson.
- Use lesson 2 or 5 (the average level) with the same group. This may be the next day, week, or months later. Choose a reading format for step 2. This may be different than your first time reading.
- Because the tier 2 vocabulary and the complexity of the text changes, students will be forced to adjust their reading. Yes, the text is about 80% the same, but they will have to show that they can adapt to the changes when they reread the new version. There is POWER in rereading!
- When students are strong enough readers, try out lesson 3 or 6 (the advanced levels) with the group. It may be teacher-led reading, but the thinking after the new version of the text, the comprehension focus, and the new tier 2 vocabulary discussion will be even richer.

TEACHER CHALLENGE:

Consider these bullet points above when trying out the adjusted passage from the basic, average, to advanced level with a group of readers!

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USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

Tier 2 Vocabulary Answer Key- Main Idea and Details

TIER 2 WORDS:	MEANING IN THE TEXT:	SYNONYMS:
LESSON 1: Basic Fiction		
frustrated	Feeling distress because of inability to change or achieve something	irked disappointed thwarted
		distress trouble perturb
		recall recollect think
		option possibility solution
		rehearse perform execute
		resolve determine settle
		annoyed bothered disturbed
		conquer beat vanquish
		solution settlement conclusion
		remember retain learn
		conquer crush overcome
		calm content serenity
		chart create diagram
		doubt reservations questions
		awake, aware, alert
		exactly sharp prompt

LESSON 2

LET'S LEARN ABOUT MAIN IDEA & DETAILS!

Name: _____

Date: _____

LISTEN UP!:
Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:
irritated overwhelmed decision memorizing

LET'S READ!:

"I am never going to remember all of these facts. I give up," Naomi said in her saddest voice. She was **irritated**. It seemed like all her friends were learning their multiplication facts. They were all faster than Naomi.

"I know this is a lot to remember," her teacher Mr. George said. "Let's make a plan to help break things down. That way you will not feel so **overwhelmed** by trying to learn all the facts at once. I do not think you should ever give up. I'm here to help. I know you can do this."

Naomi took a deep breath. She made a **decision**. She decided she would listen to Mr. George and believe in herself. Together they made a plan to master just one set of facts at a time. Once she knew all the 2's, she would move on to the 3's. This plan made **memorizing** multiplication facts seem possible. Naomi decided not to compare herself to her friends. She would believe in herself. She would not give up. And that's just how she became a multiplication facts master.

TELL WHAT YOU ARE THINKING!

What you are thinking about the text we just read.

Multiplication facts are hard to learn for some people, but easy for others.

What is one question you still have?

Why did Naomi have trouble, but her friends did not?

MAIN IDEA AND DETAILS QUESTIONS:

What is the main idea?	What is a key detail?
Naomi was overwhelmed with memorizing her multiplication facts, so her teacher helped her come up with a new way for her to learn.	I will not learn the facts. Let's make a plan. She would practice just one set of facts at a time. She learned all her facts.

6 Complete small group lessons

Everything is on ONE page!

ANSWER KEYS INCLUDED AS A GUIDE

LET'S LEARN ABOUT MAIN IDEA & DETAILS!

Name:
Date:

LISTEN UP!:
Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:
frustrated upset remember choice practice decided

LET'S READ!:

"I will not learn the facts. I give up," Naomi said. She was sad. She was **frustrated**. Naomi felt slow. She felt like she did not keep up with her friends. They did know their multiplication facts. Naomi did not know what to do.

Her teacher was Mr. George. He saw Naomi **upset**. He came to help. "I know this is hard," he said. "There are a lot of facts to try and **remember**. Let's make a plan. I do not want you to give up. I know that you can do this. You may be frustrated because you need a different way to learn. I am here to help. I know you can do this."

Naomi took a deep breath. She made a **choice**. She would listen to Mr. George. She would not give up. Mr. George helped Naomi make a plan. She would **practice** just one set of facts at a time. She would learn the 2's. Then, she would move on to the 3's. This plan felt good. Naomi **decided** not to think about how good her friends were at math facts. She would believe in herself. She would not give up. And that is just what she did. She learned all her multiplication facts.

TELL WHAT YOU ARE THINKING!

What you are thinking about the text we just read.
Type here:

What is one question you still have?
Type here:

MAIN IDEA AND DETAILS QUESTIONS:

What is the main idea?
Type here:

What is a key detail?
Type here:

INDEPENDENT PRACTICE

Name:
Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Answer the questions about the main idea and details from the book you read. Rate your book.

BOOK DETAILS:
Title:
Genre:

TIME READING:
I read for _____ minutes today.

TELL WHAT YOU ARE THINKING!

What you are thinking about the text we just read.
Type here:

What is one question you still have?
Type here:

MAIN IDEA AND DETAILS QUESTIONS:

What is the main idea?
Type here:

What is a key detail?
Type here:

RATE THE BOOK
I give this book _____ stars because _____

Each lesson comes with 2 student pages

The first page is used during the small group time

The second page is used to apply the reading skill into independent reading


GOOGLE™ LINKS FOR TEACHERS
Click each link to assign work to students each day!
GOOGLE™ LINKS FOR STUDENTS
Click each link to assign work to students each day!
LESSON ONE
The basic fiction text
LESSON TWO
The average fiction text
LESSON THREE
The advanced fiction text
LESSON FOUR
The basic nonfiction text
LESSON FIVE
The average nonfiction text
LESSON SIX
The advanced nonfiction text
LESSON 5
INDEPENDENT PRACTICE
Name:
Date:
DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Answer the questions about the main idea and details from the book you read. Rate your book.
LESSON 5
LET'S LEARN ABOUT MAIN IDEA & DETAILS!
LISTEN UP!:
WORDS TO KNOW:
LESSON 5: MAIN IDEA & DETAILS–NONFICTION
AVERAGE LEVEL
1. INTRODUCTION: stay to group
"Today we are going to read a nonfiction passage together. Raise your hand if you know what cotton candy is. Now keep your hand up if you know about how cotton candy was invented. Today we are going to learn just how this yummy treat started. And, I think you are going to be very surprised when you hear who first made this treat! Let's look at some words that may be new for you, then we will start reading"
TIER 2 WORDS:
Define for students before reading
ingredients amaze
invented tasty
CHOOSE ONE: How will the group read the text?
Teacher read
Partner read
Echo read
Rereading
Silent read
Choral read
Silent Read Prep
Other:
2. READ THE TEXT:
Do you think that your dentist would like it if you ate cotton candy? Cotton candy is made with just two ingredients. They are air and colored sugar. Most dentists would say that cotton candy is not good for your teeth. So, it might amaze you to learn that the first machine to make cotton candy was invented by a dentist in 1897.
The dentist's name was William Morrison. He teamed up with a candy-maker named John C. Wharton. Together, they invented the machine that spun cotton candy into a fluffy cloud of tasty goodness. They named their new treat 'fairy floss.' They first sold it in 1904 at the World's Fair. They sold over 68,000 sticks of fairy floss. It cost .25 cents in 1904.
In 1921 a second dentist invented a new machine. This machine made the process of making fairy floss easier. This dentist named his new treat cotton candy. This new name stuck. People today still call the treat cotton candy.
Ask your dentist about cotton candy the next time you go to get your teeth cleaned.
3. TALK ABOUT THE TEXT:
ask immediately after reading…
1. Tell me what you are thinking about the text we just read.
2. What is one question you have about the text?
4. TARGETED SKILL: Main Idea and Details
ask the group…
1. What was the main idea of the text we read together?
2. What is one key detail from the text? How do you know?
5. WORD WORK – Words that end with a consonant cluster
Create chart for students and teach
think: thank sink, blank tank, blink crank, wink plank
first: fist cost, worst lost, tourist frost, best dentist
sold: cold old, fold mold
cent: went spent, rent tent
6. INDEPENDENT PRACTICE:
instruct students to work on their independent page
Designed to provide EVERYTHING you need for Online Small Group Lessons
Black and White printable version also available!

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Use this resource with your students for distance learning (on a secured platform) or in person with your entire class.	Share this resource with other teachers, including an entire grade level, school, or district without purchasing the proper number of licenses.
To share this resource with colleagues you must: 1. Go to 'My TpT' on the top right of your screen 2. Click on 'My Purchases' 3. Click the 'Buy Additional Licenses' button 4. Purchase a discounted license for each colleague you plan to share this resource with	Modify, redistribute, or resell any part of this resource.

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6 Steps in Small Group Reading Lessons:

Step	Time	Description	Tips:
1: The Introduction	2-3 minutes	The teacher shares helpful information with students about the text they are about to read and discuss. This is often planned in advance and designed to help students navigate their way through any potential places in the text where they may become stuck.	• Jot down a few sentences and plan to read them to the group. • Include a brief summary of what is about to be read. • Find a way to get students excited about reading the text. • Decode and define any vocabulary you believe the group may struggle reading. • Tell students to anticipate a group discussion after reading. • Instruct students what to do when finished reading.
2: Read the Text	3-4 minutes	The teacher decides how the group will engage in reading the text. Consult the 'How to Differentiate Within the Levels' page for ideas on which format you'll be reading the text with the group.	• Read the text in advance. Consider the needs and abilities of the readers when choosing how you will read the text. • **If the text appears too challenging, it is still OKAY to use the text in a small group!** Simply choose either teacher read or echo reading. The key is that students discuss and practice sharing their thinking after reading and consider the comprehension skill.
3: Talk About the Text	3-4 minutes	The teacher asks open-ended questions to the group immediately after reading. **Do not skip this step**! It's important to ask these questions immediately after reading so that you can see what exactly each reader is thinking about the text immediately after reading.	• Use student responses to drive your future instruction and answer reflective teaching questions like, "what are the readers noticing and what are they missing?" • Students can type responses into their student page while one or two answer aloud. • You can certainly have them type their answer and then turn in their student page after the lesson is complete. This is a great accountability check and gives you the opportunity to read everyone's thoughts, even if there is not enough time for each reader to share verbally during the group.
4: Targeted Skill	3-4 minutes	Now that you have heard what the students were thinking about the text immediately after reading, it's time to teach the targeted skill. Ask a few specific comprehension questions about the skill.	• Remind students what the skill is and define how readers use the skill. • Students can type responses into their student page while one or two answer aloud. • Pay attention to whether the students are mastering the skill or if they need more whole group, small group support.

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6 Steps in Small Group Reading Lesson:

Step	Time	Description	Tips:
5: Word Work	2-3 minutes	The teacher will introduce either a spelling, phonics, grammar, or vocabulary activity. The teacher will begin building word work for students to see word patterns. Students will add ideas to each word pattern.	• Use an anchor chart to create the chart of word patterns. • Dry erase boards work too! • The teacher creates the chart, asking students to chime in and help build word patterns and understandings. • Keep this time brief and to the point so that you do not isolate words too much and take away from the meaning of the text as a whole.
6: Independent Practice	After the Lesson	The teacher will instruct students to complete the independent page after reading. Students will immediately apply the targeted skill into a text they are reading independently. They will submit their independent work to the teacher when complete.	• This is an excellent way to determine if students can apply the targeted skill into their own independent reading. • It works to differentiate, as students read books they have chosen based on preferences and ability. They can apply the skill into their own independent level. • Review the independent work, making teaching decisions on whether students need additional teaching support, or they have mastered the reading skill.
Total Time: 10-18 minutes			

All of these steps are completely designed and prepared for you in each lesson!

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Small Group Lesson Summary

Lesson	Level	Genre	Tier 2 Words Covered:	Targeted Skill:	Word Work:
1	Basic	Fiction	frustrated, choice, upset, practice, remember, decided	Main Idea and Details	Suffix –ed
2	Average	Fiction	irritated, overwhelmed, decision, memorizing	Main Idea and Details	Words with double -ee
3	Advanced	Fiction	defeated, skeptical, ease, conscious, strategize, precisely	Main Idea and Details	Figurative meanings of words and phrases
4	Basic	NF	shock, machine, invented, helper, fact, fairy	Main Idea and Details	Magic a-e rule
5	Average	NF	ingredients, amaze, invented, tasty	Main Idea and Details	Words that end with a consonant cluster
6	Advanced	NF	recommend, astonished, precisely, revolutionized, simplifying, advise	Main Idea and Details	A closer look at vocabulary words

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USE THIS CODE TO DIFFERENTIATE THE 3 LEVELS.

Each background color matches the level:

BASIC LEVEL
Grades 1-2

- Shorter sentences
- Simplified language
- Simpler vocabulary
- Basic sentence structures
- Phonics word work
- Basic comprehension questioning

AVERAGE LEVEL
Grades 3-4

- Sentence variety
- Adjusted vocabulary
- 2-4 syllable words
- Added contractions
- Phonics word work
- Questioning that goes beyond the text

ADVANCED LEVEL
Grades 5-6

- Combined sentences
- Challenging vocabulary
- Advanced sentence structuring
- Vocabulary word work
- Higher level thinking questions

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How to Differentiate Within the Levels:

Don't skip this key step to ensure small group reading success!

BEFORE THE GROUP MEETS…

Decide how you will engage students in step 2, the reading of the text. This is KEY in ensuring reading success. Here's a quick guide to choosing which reading style you will use each time. Always consider the needs of the readers in the group as you decide.

Reading Style:	Description:	Times to Use this Reading Format:
Teacher Read	The teacher reads the text aloud to the small group while they follow along on the student page.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • If time is short and the teacher would like to focus more on the comprehension portion than reading fluency practice.
Silent Read	The students read the text independently after they have heard the introduction and gone over the key vocabulary words. If a student finishes reading before others, that student is instructed to read the passage again until the group is ready to discuss.	• When the text is instructional and can be read successfully after an introduction. • When the text is at the students' independent reading levels. • When the teacher wants to conduct a running record or one-on-one reading time.
Partner Read	Students get together in a chat online or whisper read in person. One student reads the passage, then the other student reads the entire passage. Both students should read aloud the entire passage.	• When the text is instructional and can be read successfully after an introduction. • When asking students to share thinking with a partner. • When the teacher wants to be free to push in and listen to a partnership read together.
Choral Read	Reading aloud in unison with the whole class, in a small group, or with a partner. Use this strategy to build students' confidence, fluency, stamina, and reading motivation.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • Use when there is a variety of readers in the group (some may be able to read the passage independently while others may need more support). • To keep all students in the group engaged and ensure that they read the entire passage. • To build reading stamina, confidence, fluency, and reading motivation.

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Reading Style:	Description:	Times to Use this Reading Format:
Echo Read	Teacher reads a short section of text (paragraph or sentence) and the students read it back aloud together. Focus on rereading with the same fluency.	• When the text is too challenging for that group of students to read on their own, even with an introduction. • To practice reading accuracy, fluency, motivation, and confidence. • For a shared reading experience.
Silent Read Prep	Have students read silently before reading aloud to prep for strong reading fluency and expression.	• When the text is just a bit too challenging for that group of students to read on their own without practicing in advance. • To ensure the group is reading successfully. • To provide more than one opportunity to read the text in a small group time.
Rereading	Have students reread a text 2-3 times, focusing on fluency and expression each time.	• When the text is instructional and can be read successfully after an introduction. • When working to build writing stamina and confidence. • When looking to dig deeper below the surface of a text and ensure higher level thinking conversations after reading.

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Teacher Pages

Follow the steps in each lesson to teach your small reading group!

LESSON 1: MAIN IDEA & DETAILS– FICTION

BASIC LEVEL

1. INTRODUCTION: *say to group*

"The story we are going to read is about a girl named Naomi who is feeling frustrated because everyone is mastering their multiplication facts except her. She feels ready to give up. Then her teacher, Mr. George steps in to make a plan that will hopefully help Naomi learn her facts. Let's look at some words that may be new for you, then we will read to find out what happens."

TIER 2 WORDS:

Define for students before reading

frustrated upset remember
choice practice decided

CHOOSE ONE: *How will the group read the text?*

- ☐ Teacher read
- ☐ Partner read
- ☐ Echo read
- ☐ Rereading
- ☐ Silent read
- ☐ Choral read
- ☐ Silent Read Prep
- ☐ Other:

2. READ THE TEXT:

"I will not learn the facts. I give up," Naomi said. She was sad. She was **frustrated**. Naomi felt slow. She felt like she did not keep up with her friends. They did know their multiplication facts. Naomi did not know what to do.

Her teacher was Mr. George. He saw Naomi **upset**. He came to help. "I know this is ha said. "There are a lot of facts to try and **remember**. Let's make a plan. I do t want to gi up. kno that you n do this. You may be frustrated because you different to learn her elp. kno you do thi

Naomi took a dee reath. She m e **choice**. vou en to George She wou not give up. Mr. George helped Naomi make a p She woul **pra ce** jus ne t fa at me. She v ld lear Then, she would move on to the 3's. This plan fel od. N **ded** t to k ab ut h good her as were at math facts. She would believe in herself. She would t gi up. An ha just at she did. She learned all her multiplication facts.

SAMPLE

3. TALK ABOUT THE TEXT:

ask immediately after reading…

1. Tell me what you are thinking about the text we just read.
2. What is one question you have about the text?

4. TARGETED SKILL: Main Idea and Details

ask the group…

1. What was the main idea of the story we read together?
2. What is one key detail from the story? How do you know?

5. WORD WORK – Suffix -ed

Create chart for students and teach

Words in the story that end with -ed	Words we know that end with -ed
frustrated helped decided learned	*Use student responses to create your word list*

6. INDEPENDENT PRACTICE:

instruct students to work on their independent page

Student Pages

Each lesson has 2 student pages. The first is for use during the lesson. The second is for independent practice after the lesson.

LESSON 1

LET'S LEARN ABOUT MAIN IDEA & DETAILS!

Name:

Date:

LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:

frustrated upset remember choice practice decided

LET'S READ!:

"I will not learn the facts. I give up," Naomi said. She was sad. She was **frustrated**. Naomi felt slow. She felt like she did not keep up with her friends. They did know their multiplication facts. Naomi did not know what to do.

Her teacher was Mr. George. He saw Naomi **upset**. He came to help. "I know this is hard," he said. "There are a lot of facts to try and **remember**. Let's make a plan. I do not want you to give up. I know that you can do this. You may be frustrated because you need a different way to learn. I am here to help. I know you can do this."

Naomi took a deep breath. She made a **choice**. She would listen to Mr. George. She wo[uld] give up. Mr. George helped Naomi make a plan. She would **practice** just [th]e set of [fa]cts at [a] [ti]me. She [wo]uld lear[n t]he 2's. Then, she would move on to the 3's. This plan [wa]s good. Na[omi] **decided** [to] thi[nk] out h[ow] she [f]riends w[ere] at math facts. She would believe in herself. She [wo]uld not give [up]. [Sh]e knew that [if] [sh]e did. [sh]e learned [to] her mu[ltip]lication facts.

SAMPLE

TELL WHAT YOU [ARE] THINK[ING]

What you are thinking about the text we just read.

Type here:

What is one question you still have?

Type here:

MAIN IDEA AND DETAILS QUESTIONS:

What is the main idea?

Type here:

What is a key detail?

Type here:

LESSON 1

INDEPENDENT PRACTICE

Name:

Date:

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Answer the questions about the main idea and details from the book you read. Rate your book.

BOOK DETAILS:

Title:

Genre:

TIME READING:

I read for _____ minutes today.

TELL WHAT YOU ARE THINKING!

What you are thinking about the text we just read.

Type here:

What is one question you still have?

Type here:

MAIN IDEA AND DETAILS QUESTIONS:

What is the main idea?

Type here:

What is a key detail?

Type here:

SAMPLE

RATE THE BOOK

I give this book _____ stars because

Black and White Printable Versions

Enjoy these lessons in printable format!

LESSON 5: MAIN IDEA & DETAILS–NONFICTION

AVERAGE LEVEL

1. INTRODUCTION: *say to group*

"Today we are going to read a nonfiction passage together. Raise your hand if you know what cotton candy is. Now keep your hand up if you know about how cotton candy was invented. Today we are going to learn just how this yummy treat started. And, I think you are going to be *very* surprised when you hear who first made this treat! Let's look at some words that may be new for you, then we will start reading."

TIER 2 WORDS:

Define for students before reading

ingredients
amaze
invented
tasty

CHOOSE ONE: *How will the group read the text?*

- ☐ Teacher read
- ☐ Partner read
- ☐ Echo read
- ☐ Rereading
- ☐ Silent read
- ☐ Choral read
- ☐ Silent Read Prep
- ☐ Other: _____

2. READ THE TEXT:

Do you think that your dentist would like it if you ate cotton candy? Cotton candy is made with just two **ingredients**. They are air and colored sugar. Most dentists would say that cotton candy is not good for your teeth. So, it might **amaze** you to learn that the first machine to make cotton candy was **invented** by a dentist in 18[illegible].

The dentist's name was William Morrison. He te[illegible]ed up [illegible] a ca[illegible]y-m[illegible]r n[illegible]ed John[illegible]. Wharton. Together, they invented the machine th[illegible]n cotton[illegible]dy into a [illegible]y clo[illegible] **tast**[illegible]ess. [illegible]ey nam[illegible] new treat 'fairy floss.' They first sold it in 19[illegible]at the World[illegible]. They s[illegible]er [illegible]0 stic[illegible]airy fl[illegible]. It cos[illegible]25 cents in 1904.

In 1921 a second d[illegible]t invente[illegible]ne[illegible]achin[illegible] T[illegible]ch[illegible] ma[illegible] the proce[illegible]of mak[illegible] floss easier. This dentist named his new trea[illegible]ton c[illegible] ne[illegible]ame[illegible]ck. [illegible]ople[illegible]oday still c[illegible]reat cotton candy.

Ask your dentist about co[illegible]n c[illegible]dy the n[illegible]t ti[illegible] you [illegible] to get your teeth cleaned.

SAMPLE

3. TALK ABOUT THE TEXT:

ask immediately after reading…

1. Tell me what you are thinking about the text we just read.
2. What is one question you have about the text?

4. TARGETED SKILL: Main Idea and Details

ask the group…

1. What was the main idea of the text we read together?
2. What is one key detail from the text? How do you know?

5. WORD WORK – Words that end with a consonant cluster

Create chart for students and teach

think		first		sold	cent
thank	sink	fist	cost	cold	went
blank	tank	worst	lost	old	spent
blink	crank	tourist	frost	fold	rent
wink	plank	best	dentist	mold	tent

6. INDEPENDENT PRACTICE:

instruct students to work on their independent page

LESSON 5

LET'S LEARN ABOUT MAIN IDEA & DETAILS!

Name: _____

Date: _____

LISTEN UP!:

Think carefully about what you are about to read. Be ready to share your thinking!

WORDS TO KNOW:

ingredients amaze invented tasty

LET'S READ!:

Do you think that your dentist would like it if you ate cotton candy? Cotton candy is made with just two **ingredients**. They are air and colored sugar. Most dentists would say that cotton candy is not good for your teeth. So, it might **amaze** you to learn that the first machine to make cotton candy was **invented** by a dentist in 1897.

The dentist's name was William Morrison. He teamed up with a candy-maker named John C. Wharton. Together, they invented the machine that spun cotton candy into a fluffy cloud of **tasty** goodness. They named their new treat 'fairy floss.' They first sold it in 1904 at the World's Fair. They sold over 68,000 sticks of fairy floss. It co nts in 1904.

In 1921 a second dentist invented a new machine. This ma ne m roc of mal g fairy floss easier. This dentist named his new tton can This new e stu eopl till c the tre otton candy.

Ask your dentist ab t cotton can th next tim y go g you eeth clean

SAMPLE

TELL WHAT YOU RE HINK G

What you are thinking about the text we just read.

What is one question you still have?

MAIN IDEA AND DETAILS QUESTIONS:

What is the main idea?	What is a key detail?

LESSON 5

INDEPENDENT PRACTICE

Name: _____

Date: _____

DIRECTIONS!: Spend some time reading your own book. Keep track of how long you read. Share your thinking about the book. Answer the questions about the main idea and details from the book you read. Rate your book.

BOOK DETAILS:

Title: _____

Genre: _____

TIME READING:

I read for _____ minutes today.

TELL WHAT YOU ARE THINKING!

What you are thinking about the text we just read.

What is one question you still have?

MAIN IDEA AND DETAILS QUESTIONS:

What is the main idea?

What is a key detail?

SAMPLE

RATE THE BOOK

I give this book _____ stars because _____