

Strategy: Determine Importance

Book: Mercy Watson to the Rescue

Author: Kate DiCamillo

Setting: Guided Reading or Read Aloud

<p>Strategy Definition: (post in classroom)</p>	<p>Determine Importance is a strategy used to discriminate what is important from what is not. Proficient readers determine the most important ideas or main idea in a text. They focus on the elements of the text that foster understanding such as problem/solution, cause/effect, main idea/details and sequencing important events. Students use text structure and text features that signal items and ideas of central importance such as bold print, illustrations, charts and tables. Students should focus on first identifying important words, then important sentences and finally important concepts.</p>
<p>Standard:</p>	<p>The International Reading Association and the National Council of Teachers of English published Standards for the English Language Arts.</p> <p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).</p>
<p>Objective:</p>	<p>Students will determine what is important in the text from what is not important to determine main ideas and themes of the text.</p>
<p>Materials:</p>	<p>Book: <u>Mercy Watson to the Rescue</u>, Reader's Toolkit, Sticky Notes, Pencil, chart paper (see outline on last page of lesson)</p>
<p>Connect:</p> <p>Before Reading</p> <p>Establish a Purpose</p>	<p>Begin the lesson with a mini lesson on Main Idea/Determine Importance. See page 16 in the Teacher's Guide for mini lesson. Establish a purpose for reading by telling the students they will be looking for the most important event/main idea in each chapter of the story. The main idea of the book will be very clear by breaking it up into little pieces (chapters) and putting these pieces together at the end.</p> <p>If you are doing a read aloud, begin by doing a picture walk. If it is a guided reading lesson, begin by asking the students to do a picture walk with their book. Ask the students to write a prediction on their pink sticky note about the story. Share these predictions with a partner, group, or class. If the students are not familiar with chapter books, be sure to point out the story structure. Begin reading chapter 1. This is a great chapter to make a connection to the story. Ask the students to make a connection about a time they were afraid at bedtime. Students</p>

	<p>write their connection on the blue sticky note and share with a partner, group or class. At the end of chapter 1 ask the students what the main idea or most important event is in the chapter. Write down a few of the students responses on the board. Guide the students thinking about what is important and what is not. For example the M on Mercy's bed is not important. IMPORTANT: Sometimes in a story, we need to go back and identify an additional main idea/important event that did not appear to be important in the beginning of the story but later became important to the meaning of the story. Model the appropriate main idea (see chart) and write it on the chart paper.</p>
<p>Model:</p> <p>During Reading</p>	<p>Do a picture walk with chapter 2 and discuss the "thinking bubbles". These bubbles give the students a good idea about the character and their favorite things. These character traits are very important throughout the Mercy Watson stories and should be discussed. (see chart). Chapter 4 brings in two additional characters, the neighbors, Eugenia and Baby Lincoln. Using the green sticky note (self-questioning) ask the students to describe the sisters. Continue adding their character traits as the story progresses.</p> <p>Continue stopping at the end of each chapter and writing a main idea/or most important event.</p> <p>In Chapter 9, Mercy is called a <i>porcine wonder</i>. Ask students to predict the meaning of the word, porcine. This word is used in all four of the Mercy Watson books. Write the meaning on a Self-Questioning green sticky note for future reference.</p>
<p>Check for Understanding:</p> <p>After Reading</p>	<p>At the conclusion of the story, review the chart with all the main ideas/important events. This is also a great sequencing activity for the students due to the fact this book stays in a sequential order from beginning to end. Ask the students to write down the main idea of the whole story on a Determine Importance purple stick note. Invite students to share with a partner, group, or class. Collect the sticky notes and post on chart paper. This informal assessment will help guide your instruction for book 2 <u>Mercy Watson Goes for a Ride</u>.</p>
<p>Reminder:</p>	<p><i>Strategy instruction takes time, be consistent and supportive.</i></p>

There are 4 Mercy Watson books in the series. I like to model the first book (Mercy Watson to the Rescue) with the class during read aloud or guided reading. I suggest copying this chart on a large piece of chart paper. This will provide the students with a model as they work through the next three books.

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Strategy: Determine Importance/Main Idea

What is the most important event or main idea?

Chapter 1: (accept students' responses; however guide their thinking to the "most important" information)

Example: Mercy likes hot buttered toast.

Mercy is afraid to sleep alone.

Chapter 2:

Example: Mercy and the Watson's were in bed together, dreaming about their favorite things. Write and discuss each of the characters favorite things.

Chapter 3:

Example: The bed is falling into the hole.

Mr. and Mrs. Watson need help. Mercy wants food.

(details: Watson's think Mercy is going for help...but is she?)

Stop after each chapter and write down the main idea and important events on the chart paper. Teacher lead/student input.

Complete chart with Chapter 4 – Chapter 12

***Make an additional chart for the end of the story to post all students "Main Idea".**