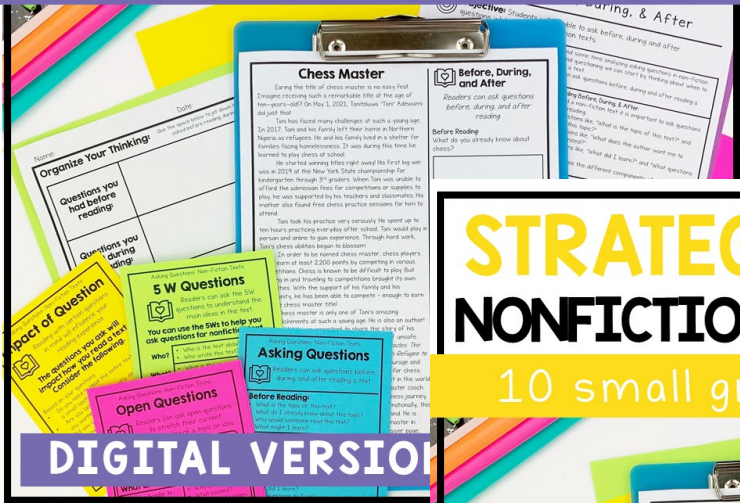


Small Group Lesson Plans & Resources

NONFICTION BUNDLE

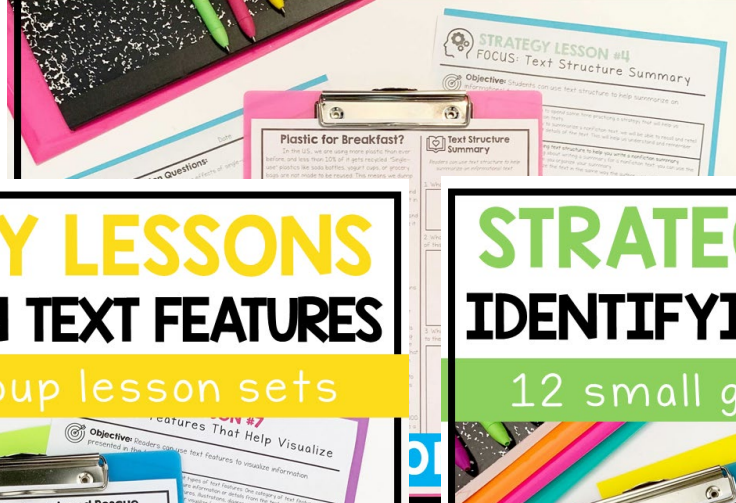
STRATEGY LESSONS ASKING QUESTIONS

12 small group lesson sets



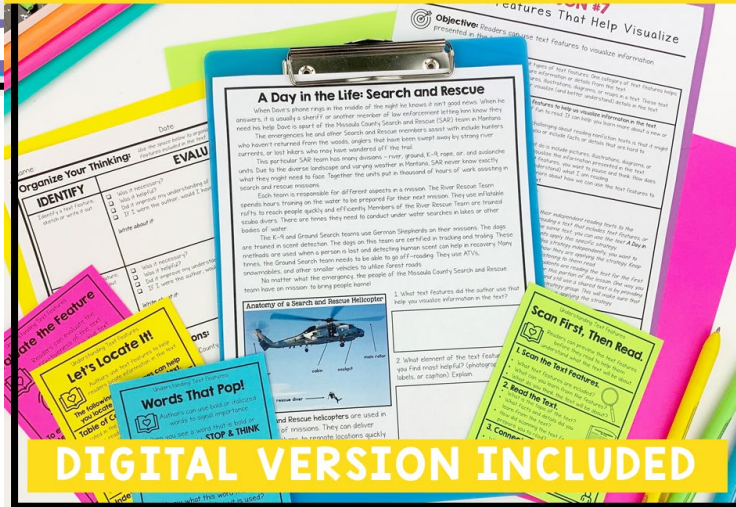
STRATEGY LESSONS SUMMARIZING NONFICTION

6 small group lesson sets



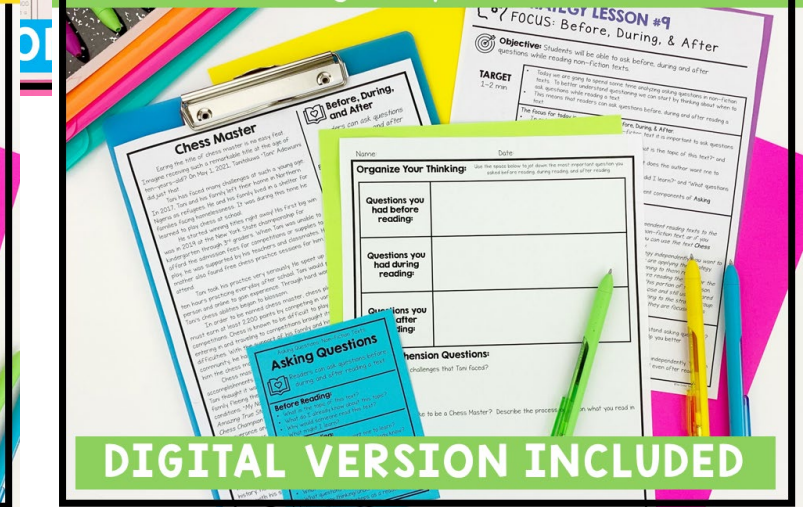
STRATEGY LESSONS NONFICTION TEXT FEATURES

10 small group lesson sets



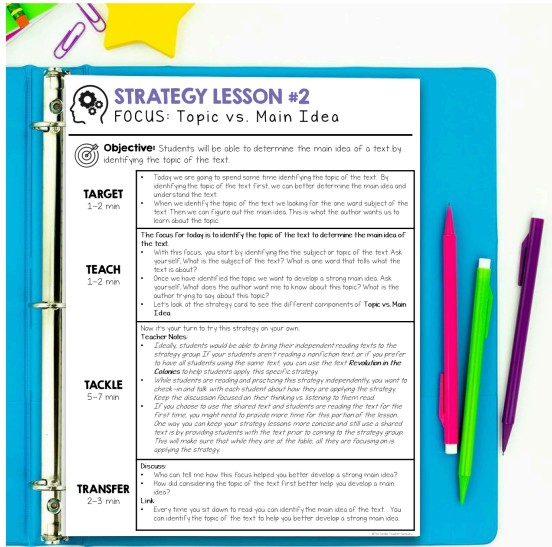
STRATEGY LESSONS IDENTIFYING MAIN IDEA

12 small group lesson sets



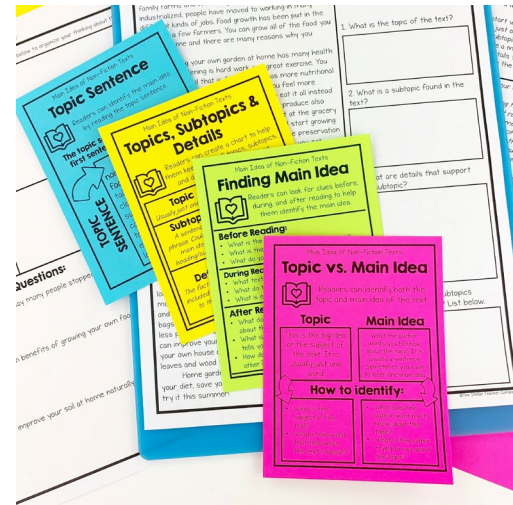
WHAT'S INCLUDED?

You get the same 4 elements for each of the lessons in this set.



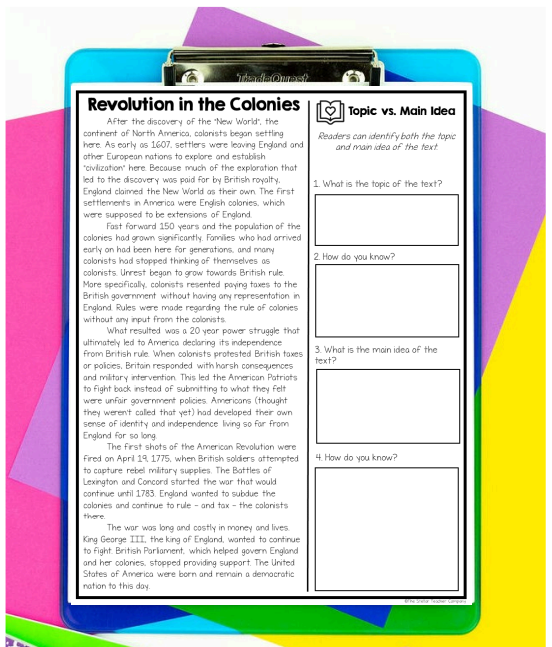
LESSON PLAN

Each lesson comes with a scripted out teacher lesson plan. You'll know exactly what to say to help your students master the objective.



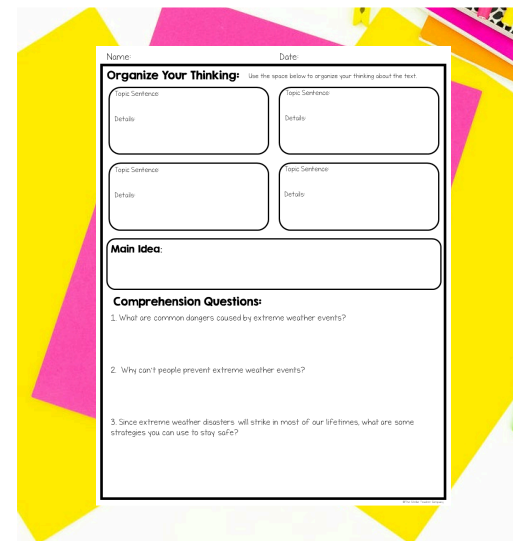
STRATEGY CARD

Each lesson includes a strategy card you can use to help teach the lesson or give to students after to help remind them of the focus skill.



STUDENT TEXT

Each lesson includes a student text that is written with the focus skill in mind. Students will easily be able to practice applying the skill you are teaching them.



RESPONSE PAGE

Students can dig deeper after the lesson and complete the response page which includes a graphic organizer and comprehension questions related to the text.

COMPLETE LESSON PLANS

Each lesson comes with a scripted teacher lesson to make planning your small group lesson a total breeze. Each strategy lesson follows the same 4T model.

- **Target**

You'll introduce the focus skill for the lesson and explain how it will help your students be stronger readers.

- **Teach**

Spend just a few minutes teaching your students all about the focus skill. We've included key phrases to help you keep this short and sweet and also a strategy card you can reference during the lesson.

- **Tackle**

This is where the magic happens. Students will use the reading passage to practice the skill you just taught while you check in with each student to make sure they understand the focus skill.

- **Transfer**

You'll end your lesson with a short discussion and remind students to continue practicing the focus skill while they are reading independently.



STRATEGY LESSON
FOCUS: Topic Sentence



Objective: Students will be able to identify the topic sentence.

TARGET
1-2 min

- To help you identify the topic sentence, you can analyze the topic sentence.
- When we analyze the topic sentence, we want to know what the author wants us to learn or think.

The focus for today is the topic sentence.

- With this focus, you normally find the topic sentence at the beginning of each paragraph or at the beginning of the text supporting the main idea.
- When we analyze the topic sentence, we want to know what the author wants us to learn or think.
- Let's look at the topic sentence.

TEACH
1-2 min

Now it's your turn to try this focus on your own.

- Teacher Notes:**
- Ideally, students would be able to identify the topic sentence on their own.
 - While students are reading and practicing, check-in and talk with each student about the discussion focused on their thinking.
 - If you choose to use the shared text, you might need to provide a first-time guide to help students understand how to use the text. One way to do this is by providing students with the text and asking them to apply the strategy.

TACKLE
5-7 min

Discuss:

- Who can tell me how this focus helped them?
- How did analyzing each section and looking for multiple main ideas for a single text?

TRANSFER
2-3 min

- Link:**
- Remember, each main idea in the text has a topic sentence.



STRATEGY LESSON
FOCUS: More Than One Main Idea



Objective: Students will be able to identify more than one main idea in a single text.

TARGET
1-2 min

- Remember how I taught you to find the main idea. Well, today we are going to learn how to find more than one main idea.
- When we analyze the text to look for more than one main idea, we look at different sections of the text. We look for each main idea for the text.

The focus for today is using text evidence to find more than one main idea.

- With this focus, you start by looking at the heading of the text. Are there any words that tell you what the text is about and how each section connects to the overall topic? What are the main ideas of this part of the text?
- Let's look at the strategy card to see how we can find more than one main idea.

TEACH
1-2 min

Now it's your turn to try this focus on your own.

- Teacher Notes:**
- Ideally, students would be able to identify more than one main idea on their own.
 - While students are reading and practicing, check-in and talk with each student about the discussion focused on their thinking.
 - If you choose to use the shared text, you might need to provide a first-time guide to help students understand how to use the text. One way to do this is by providing students with the text and asking them to apply the strategy.

TACKLE
5-7 min

- Discuss:**
- Who can tell me how this focus helped them?
 - How did analyzing each section and looking for multiple main ideas for a single text?
- Link:**
- Remember, each main idea in the text has a topic sentence.

FOCUSED STUDENT PRACTICE

These passages and response pages are a great way for students to get focused practice on the specific skills included.

- Each passage is short, fun, and engaging to read.
- Includes a set of questions next to the text that will help students see how they can apply the focus skill to this specific text.
- Includes a graphic organizer related to the focus skill and comprehension questions.

Great way for students to practice and work towards mastery of key comprehension skills.

Name: _____ Date: _____

Organize Your Thinking: Use _____

Main Idea: _____

Detail: _____

Detail: _____

Comprehension Ques

1. When you see honeybees flying _____
2. When humans harvest honey _____
3. How do worker bees help pr _____

Honeybee Colonies

Honeybee colonies contain three different kinds of bees. The bees work together to sustain the hive, which is the home of the colony. Colonies consist of worker bees, drone bees, and the queen.

Worker bees are all female, and only live for five to six weeks. Worker bees are important for many reasons. Their main purpose is to feed the colony and store food (honey) for winter. Workers collect nectar from flowers, move it to the hive, and store it in wax cells. Worker bees make two to three times more honey than the colony needs, and that is where we get honey from.

Worker bees also benefit the Earth and humans. They are responsible for most of the pollination of plants that provide living things the food they need to survive. Bees pick up pollen from male flowers and move it to female flowers while they are collecting nectar. This pollination allows the female flowers to develop into the fruits and vegetables we eat every day.

Drone bees are male. Hundreds of them live in the hive, where their job is to mate with the queen. This diversity is what makes bee colonies strong and resilient. Drone bees live from one to three months. While they don't help the worker bees, they do ensure the survival of honeybee colonies. During winter months, if the feed stores aren't plentiful, the drones are kicked out of the hive to save resources for the female bees and baby bees.

The queen is the only bee in a colony that reproduces. She can lay up to 2,500 eggs each day! The rest of the colony makes sure she is fed and protected while she lays the eggs that will become the future worker bees, drones, and queen. If a queen bee dies, worker bees will choose a larva, or a newly hatched baby bee. They feed that bee a substance called royal jelly, which helps that bee mature into the new queen.

These three different kinds of bees _____ together to keep _____

Main Idea

Texts often have a main idea, this is what the text is mostly about.

1. What is the text mostly about?

2. What did you learn about the topic?

3. What are the different paragraphs about?

4. What would you say is the main idea of this text?

INCLUDES TEACHER GUIDE

Are you new to using strategy groups in your classroom? No worries! We got you!

This resource also includes a 2-page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for... your student... to know how... how to get st...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers – book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
• Practicing reading strategies in small group can be much more engaging for students than independent practice.
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

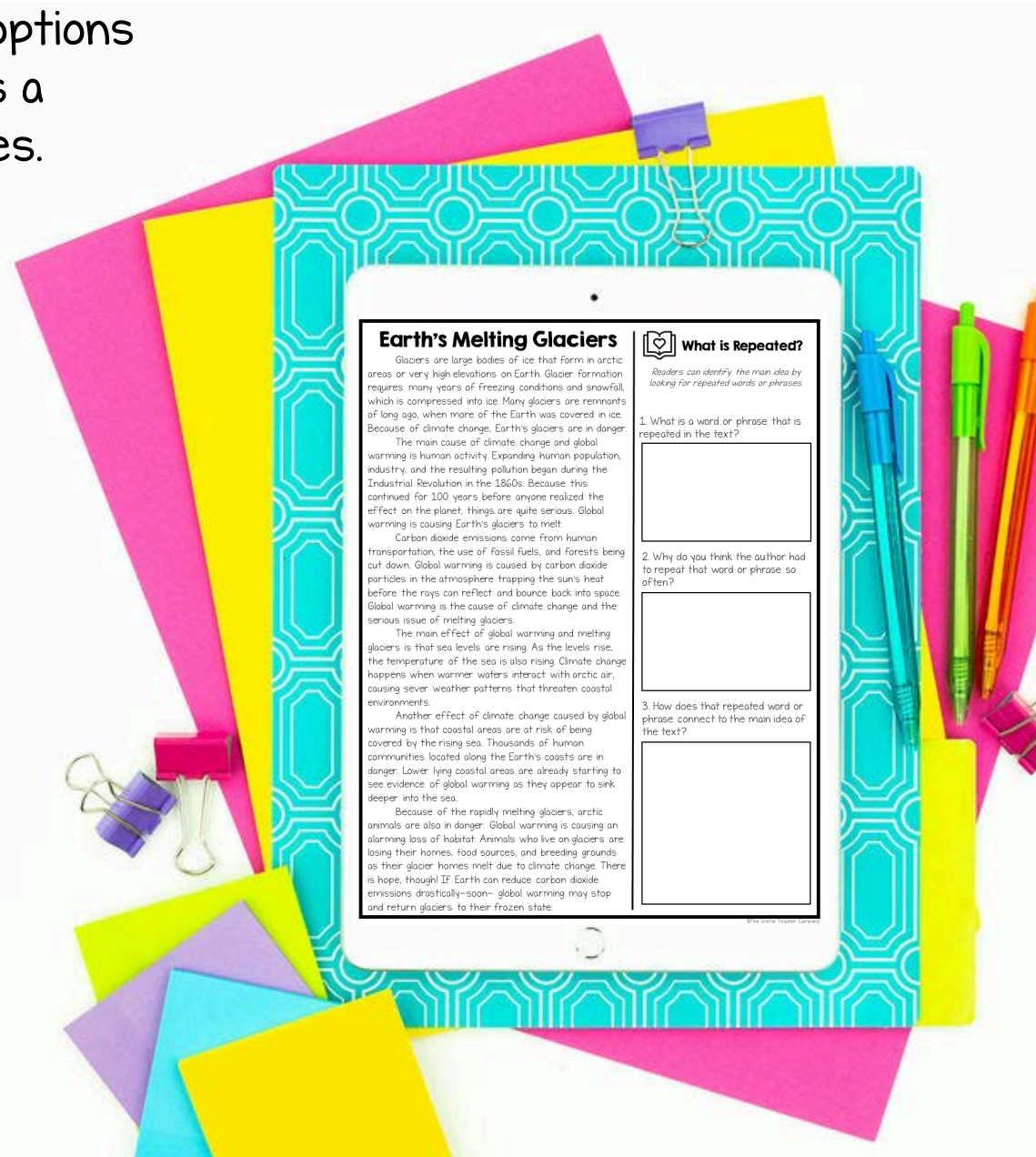
Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



A LOOK INSIDE...

*40 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #1
FOCUS: Main Idea

Objective: Students will be able to identifying the main idea by analyzing the text to find what the text is mostly about.

TARGET
1-2 min

- Today we are going to spend some time analyzing a text to determine what the text is mainly about. By identifying the main idea, we can better understand the text as a whole.
- When we analyze a text for the main idea we will look for evidence and details to support our main idea.

TEACH
1-2 min

The Focus for Today is identifying the main idea of a text

- The main idea is what the text is mainly about and is supported by details from the text.
- When we analyze a text for the main idea we want to focus on the topic the text is mainly about.
- What is the topic of the text? What is the author trying to tell you about that topic? What details are important to the topic? What evidence did the author provide to help us identify the main idea.
- You can even find the main idea of the individual paragraphs throughout the text. Let's look at the strategy card to see the different components of **Main Idea**.

TACKLE
5-7 min

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text or if you prefer to have all students using the same text, you can use the text **Honeybee Colonies** to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

Man Idea of Non-Fiction Texts

Main Idea

Texts often have a main idea, this is what the text is mostly about.

The main idea explains what the text is mostly about.

Why do whales make noise?

- To socialize with other whales.
- To navigate the ocean as they travel.
- To help find schools of fish to eat.

Main Idea Whales use noise to socialize, navigate the ocean, and find food.

Man Idea of Non-Fiction Texts

Main Idea

Texts often have a main idea, this is what the text is mostly about.

The main idea explains what the text is mostly about.

Why do whales make noise?

- To socialize with other whales.
- To navigate the ocean as they travel.
- To help find schools of fish to eat.

Main Idea Whales use noise to socialize, navigate the ocean, and find food.

Honeybee Colonies

Honeybee colonies contain three different kinds of bees. The bees work together to sustain the hive, which is the home of the colony. Colonies consist of worker bees, drone bees, and the queen.

Worker bees are all female, and only live for five to six weeks. Worker bees are important for many reasons. Their main purpose is to feed the colony and store food (honey) for winter. Workers collect nectar from flowers, move it to the hive, and store it in wax cells. Worker bees make two to three times more honey than the colony needs, and that is where we get honey from.

Worker bees also benefit the Earth and humans. They are responsible for most of the pollination of plants that provide living things the food they need to survive. Bees pick up pollen from male flowers and move it to female flowers while they are collecting nectar. This pollination allows the female flowers to develop into the fruits and vegetables we eat every day.

Drone bees are male. Hundreds of them live in the hive, where their job is to mate with the queen. This diversity is what makes bee colonies strong and resilient. Drone bees live from one to three months. While they don't help the worker bees, they do ensure the survival of honeybee colonies. During winter months, if the food stores aren't plentiful, the drones are kicked out of the hive to save resources for the female bees and baby bees.

Main Idea

Texts often have a main idea, this is what the text is mostly about.

1. What is the text mostly about?

2. What did you learn about the topic?

3. What are the different paragraphs about?

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text.

Main Idea:

```

graph TD
    MI[Main Idea] --- D1[Details About Worker Bees]
    MI --- D2[Details About Drone Bees]
    MI --- D3[Details About Queen Bees]
  
```

Comprehension Questions:

- When you see honeybees flying around in a garden, what kind of bees are they?
- When humans harvest honey from bee colonies, does it hurt the colony? Why or why not?

STRATEGY LESSON #2
FOCUS: Topic vs. Main Idea

Objective: Students will be able to determine the main idea of a text by identifying the topic of the text.

TARGET
1-2 min

- Today we are going to spend some time identifying the topic of the text. By identifying the topic of the text first, we can better determine the main idea and understand the text.
- When we identify the topic of the text we are looking for the one word subject of the text. Then we can figure out the main idea. This is what the author wants us to learn about the topic.

TEACH
1-2 min

The Focus for Today is to identify the topic of the text to determine the main idea of the text.

- With this focus, you start by identifying the subject or topic of the text. Ask yourself, what is the subject of the text? What is one word that tells what the text is about?
- Once we have identified the topic we want to develop a strong main idea. Ask yourself, what does the author want me to know about this topic? What is the author trying to say about this topic?
- Let's look at the strategy card to see the different components of **Topic vs. Main Idea**.

TACKLE
5-7 min

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text or if you prefer to have all students using the same text, you can use the text **Revolution in the Colonies** to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

DISCUSS:

- Who can tell me how this focus helped you better develop a strong main idea?
- How did considering the topic of the text first better help you develop a main idea?

Link

- Every time you sit down to read you can identify the main idea of the text. You can identify the topic of the text to help you better develop a strong main idea.

Man Idea of Non-Fiction Texts

Topic vs. Main Idea

Readers can identify both the topic and main idea of the text.

Topic

This is the big idea or the subject of the text. It is usually just one word.

Main Idea

What the author wants you to know about the topic. It is usually a sentence. Sometimes you have to infer the main idea.

How to identify:

- What is the subject of the text?
- What is one word that tells what the text is about?
- What does the author want me to know about this topic?
- What is the author trying to say about this topic?

Man Idea of Non-Fiction Texts

Topic vs. Main Idea

Readers can identify both the topic and main idea of the text.

Topic

This is the big idea or the subject of the text. It is usually just one word.

Main Idea

What the author wants you to know about the topic. It is usually a sentence. Sometimes you have to infer the main idea.

How to identify:

- What is the subject of the text?
- What is one word that tells what the text is about?
- What does the author want me to know about this topic?
- What is the author trying to say about this topic?

Revolution in the Colonies

After the discovery of the 'New World,' the continent of North America, colonists began settling here. As early as 1607, settlers were leaving England and other European nations to explore and establish 'civilization' here. Because much of the exploration that led to the discovery was paid for by British royalty, England claimed the New World as their own. The first settlements in America were English colonies, which were supposed to be extensions of England.

Fast forward 150 years and the population of the colonies had grown significantly. Families who had arrived early on had been here for generations, and many colonists had stopped thinking of themselves as colonists. Unrest began to grow towards British rule. More specifically, colonists resented paying taxes to the British government without having any representation in England. Rules were made regarding the rule of colonies without any input from the colonists.

What resulted was a 20 year power struggle that ultimately led to America declaring its independence from British rule. When colonists protested British taxes or policies, Britain responded with harsh consequences and military intervention. This led the American Patriots to fight back instead of submitting to what they felt were unfair government policies. Americans (though they weren't called that yet) had developed their own sense of identity and independence, live so far from England for so long.

The first shots of the American Revolution were fired on April 19, 1775, when British soldiers attempted to capture rebel military supplies. The Battles of Lexington and Concord started the war that would continue until 1783. England wanted to subdue the colonies and continue to rule - and tax - the colonists there.

The war was long and costly in money and lives. King George III, the king of England, wanted to continue to fight British Parliament, which helped govern England and her colonies, stopped providing support. The United States of America were born and remain a democratic nation to this day.

Topic vs. Main Idea

Readers can identify both the topic and main idea of the text.

1. What is the topic of the text?

2. How do you know?

3. What is the main idea of the text?

4. How do you know?

Name: _____ Date: _____

Organize Your Thinking: Use the space below to organize your thinking about the text.

Topic:

```

graph TD
    T[Topic] --- D1[Detail]
    T --- D2[Detail]
    T --- D3[Detail]
  
```

Main Idea:

Comprehension Questions:

- Why did England feel entitled to rule and tax the American colonies?
- How could the Revolutionary War have been avoided by the British Monarchy and government?
- Describe why colonists in America resisted taxes imposed by the British King and government.

