

SUMMER BRIDGE – IMPLIED MAIN IDEA

Session: ELA

Session Length: 80 minutes

Developed by Tracey Hurst, Camille Munoz, Samantha Hart

ACADEMIC OBJECTIVE

- To identify the main idea using supporting details.
- Understand the difference between main idea and implied main idea.
- Understand the difference between topic and main idea.

ACADEMIC VOCABULARY

- IMPLIED, INFERENCE, SUPPORTING DETAILS

HABITS OF MIND

- PERSISTING
- MANAGING IMPULSIVITY
- LISTENING w/UNDERSTANDING & EMPATHY
- THINKING FLEXIBLY
- METACOGNITION
- STRIVING FOR ACCURACY
- QUESTIONING/PROBLEM POSING
- APPLYING PAST KNOWLEDGE
- THINKING/COMMUNICATING W/ACCURACY & PRECISION
- GATHER DATA THROUGH ALL SENSES
- CREATING/IMAGINING/INNOVATING
- RESPONDING W/WONDER & AWE
- TAKING RESPONSIBLE RISK
- FINDING HUMOR
- THINKING INTERDEPENDENTLY
- REMAINING OPEN TO CONTINUOUS LEARNING

COMMON INSTRUCTIONAL FRAMEWORK EMPLOYED (CHECK ALL THAT WILL BE DEMONSTRATED)

- CLASSROOM TALK
- QUESTIONING
- SCAFFOLDING
- WRITING TO LEARN
- COLLABORATIVE GROUP WORK

MATERIALS

- Station Markers – you will want to have station markers for the duration of summer bridge.
- Class set – file: ELA SUMMER BRIDGE – FULL CLASS WORK FOR DAY 2 implied main idea FROM LSC HANDOUT
- Station set – file: STATION WORK FOR DAY 2 FROM LSC HANDOUT
- Projector/computer
- Books for independent reading

PROCEDURES

1. Using ELA SUMMER BRIDGE – FULL CLASS WORK FOR DAY 2 implied main idea FROM LSC HANDOUT, direct teach on Implied Main Idea.
2. Implied main idea is one that is not clearly stated by any one sentence in the passage, but the details when you see that no sentence is general enough to include all the others – then one must use the details to determine the implied main idea.

Common Misconception: With inference- You put together outside information to draw a conclusion.

3. Guide the students through the two practice readings with the graphic organizer (below). Rather than copying those practice items and graphic organizers, give the students blank paper and have them make the graphic organizer – do NOT give them 5 minutes to do this; have them draw it in 60-80 seconds. Then project the reading. This simulates the TSI test which is computer based.

Stations

Station 1: Vocabulary 1 (file: STATION WORK FOR DAY 2 FROM LSC HANDOUT) Students need to read the directions and figure out how to do this. They should NOT use a dictionary. Release the learning to them. Post the correct answers (that you made during training) in an area of the room where they can access BUT NOT COPY. You might staple it to a bulletin board and then staple the top only of another piece over it – then the students lift the cover sheet to see the

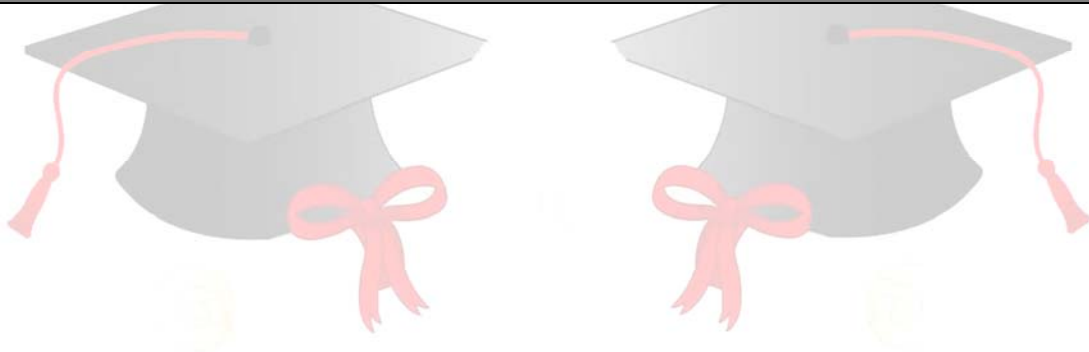
answers. A good rule of thumb is to allow them to go to the answer key but WITHOUT ANY WRITING INSTRUMENT. The idea is to access the answers; not copy yours.



Station 2: Independent Reading

Station 3: Clarify Implicit and Explicit. Use PR Book, 180-181; Work through as many of the problems, doing one at a time, with the small group. It is important to use small group because you can actively monitor how students will perform. You can keep a written record or mental record, much like you would in the classroom.

CONSIDERATIONS

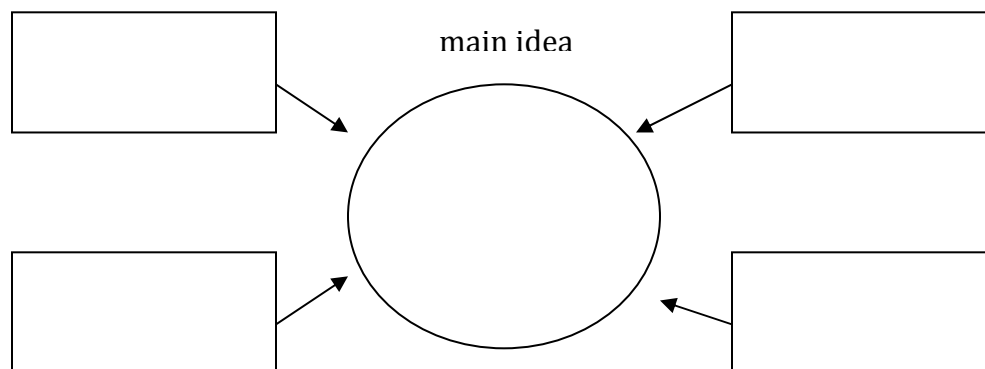
1. Continue to emphasize the importance of reading and that the "reading" station is as important as the others. Have a conversation about the fact that it is impossible to make it through college without good reading skills and that they need to be reading 30-40 minutes each day. Share your experiences with college and the amount you had to read. Make them feel the urgency.



LEARNING QUESTIONS (What cues should the teacher look for to know that mastery occurred? What questions should the students be able to answer? How do the students know that they've met the objective?)	NOTES:
<p>Were students able to articulate the difference between main idea and implied main idea? What could other classes do to help develop these skills?</p>  <p>Are students improving at differentiating TOPIC and MAIN IDEA? Again, what can your colleagues do to help with this?</p>	

Read the passage and complete the chart with one detail and the main idea. Then answer the questions.

Preserving photos of the past is a challenge for museum curators. They must control the humidity, light, and temperature to preserve these fragile works of art. To protect museums' collections, curators must also have some idea of how the photos were made. Most museums do not have enough money to test each photograph. Instead, curators must make reasonable guesses and hope their efforts will not destroy the artwork they work to preserve.



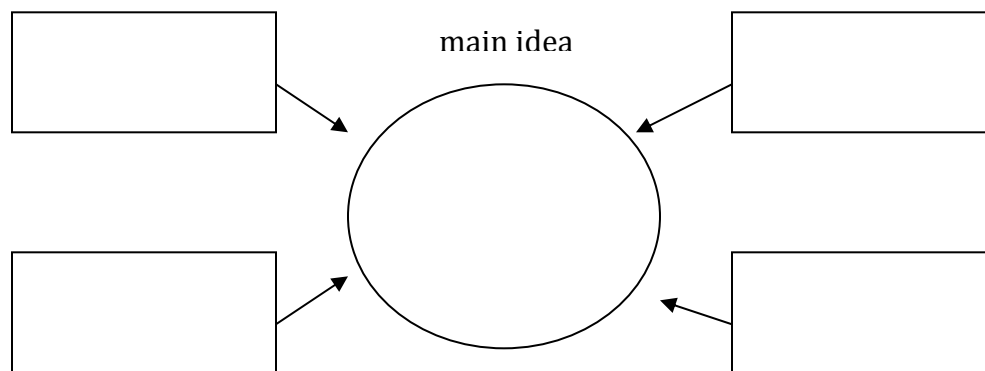
Imagine you are talking to a friend. In one sentence, how would you explain what the paragraph is about?

Which of these ideas supports the main idea of the passage?

- a. curators must find the best way to display photos for the public
- b. some photos must be protected from the exposure to normal air

Read the passage and complete the chart with one detail per box and the main idea in the center. Then answer the questions.

Volleyball has moved to the beach! No longer is it solely a 6-man sport confined to the dark confines of the windowless gym. Using a heavier ball because of the effect of wind, two players are covering a slightly smaller court and entertaining crowds with diving defensive moves and 70 mph hits! Playing on sand makes movement more challenging, but throughout the world, beach volleyball players will attest to the fact that the sand is more forgiving on their bodies allowing them to not suffer as many injuries or soreness.



Imagine you are talking to a friend. In one sentence, how would you explain what the paragraph is about?

Which of these ideas supports the main idea of the passage?

- a. volleyball is played indoors and outdoors
- b. beach volleyball is different from indoor volleyball

SUMMER BRIDGE – TONE PART I

Session: ELA

Session Length: 80 minutes

Developed by Tracey Hurst, Camille Munoz, Samantha Hart

ACADEMIC OBJECTIVE
<ul style="list-style-type: none">• To recognize tone words in passages in order to determine the overall tone.• To differentiate between tone and mood.

ACADEMIC VOCABULARY
<ul style="list-style-type: none">• Tone, mood, expression, corresponding

HABITS OF MIND
<ul style="list-style-type: none"><input checked="" type="checkbox"/> PERSISTING<input checked="" type="checkbox"/> MANAGING IMPULSIVITY<input checked="" type="checkbox"/> LISTENING w/UNDERSTANDING & EMPATHY<input checked="" type="checkbox"/> THINKING FLEXIBLY<input checked="" type="checkbox"/> METACOGNITION<input checked="" type="checkbox"/> STRIVING FOR ACCURACY<input type="checkbox"/> QUESTIONING/PROBLEM POSING<input checked="" type="checkbox"/> APPLYING PAST KNOWLEDGE<input checked="" type="checkbox"/> THINKING/COMMUNICATING W/ACCURACY & PRECISION<input type="checkbox"/> GATHER DATA THROUGH ALL SENSES<input type="checkbox"/> CREATING/IMAGINING/INNOVATING<input type="checkbox"/> RESPONDING W/WONDER & AWE<input type="checkbox"/> TAKING RESPONSIBLE RISK<input type="checkbox"/> FINDING HUMOR<input type="checkbox"/> THINKING INTERDEPENDENTLY<input checked="" type="checkbox"/> REMAINING OPEN TO CONTINUOUS LEARNING

COMMON INSTRUCTIONAL FRAMEWORK EMPLOYED (CHECK ALL THAT WILL BE DEMONSTRATED)
<ul style="list-style-type: none"><input checked="" type="checkbox"/> CLASSROOM TALK<input type="checkbox"/> QUESTIONING<input checked="" type="checkbox"/> SCAFFOLDING<input checked="" type="checkbox"/> WRITING TO LEARN<input checked="" type="checkbox"/> COLLABORATIVE GROUP WORK

MATERIALS

- STATION SET: ELA SUMMER BRIDGE - TEACHER STATION WORK FOR DAY 5 tone FROM LSC HANDOUT
- STATION SET: ELA SUMMER BRIDGE - STATION WORK FOR DAY 5 FROM LSC HANDOUT
- CLASS SET: ELA SUMMER BRIDGE - FULL CLASS WORK FOR DAY 5 tone FROM LSC HANDOUT
- CLASS SET: ELA SUMMER BRIDGE - FULL CLASS WORK FOR DAY 5 tone FROM LTF
- Books for independent reading
- Projector/Computer

PROCEDURES

1. WTL: *Do app developers consider tone when they create? Explain your thinking in 3-4 sentences.*

When you have to find tone, you need to know that diction, or word choice, is very important. It isn't just the feeling you get – it is actually the writer's feeling. [Tone – They feel] [Mood – Me] ←how I feel

Tone establishes a relationship between the reader and the audience.

Dog, canine, puppy, pet, mutt all mean the same thing, but give different connotations.

2. Use the TONE 1 ACTIVITY – LTF. [25 MIN]

STATIONS

STATION 1: INDEPENDENT READING



STATION 2: ELA SUMMER BRIDGE - STATION WORK FOR DAY 5 FROM LSC HANDOUT

STATION 3: ELA SUMMER BRIDGE - TEACHER STATION WORK FOR DAY 5 tone FROM LSC HANDOUT. Work through in small groups and teach annotation for tone words.

Exit ticket: *Describe the tone of one of your summer bridge blocks (MAPS, Math, ELA, TECH, LAB)*

CONSIDERATIONS

1. TSI might also use ATTITUDE for tone. Think of tone = author's attitude.
2. This could appear in the Paired Passages - ex: How would the author of Passage 1 feel about the attitude of the author of Passage 2?

LEARNING QUESTIONS (What cues should the teacher look for to know that mastery occurred? What questions should the students be able to answer? How do the students know that they've met the objective?)	NOTES:
<p>1. Are students able to articulate the difference between tone and mood?</p>  <p>2. What techniques did the students use to identify tone?</p>	

SUMMER BRIDGE – INFERCING PART I


Session: ELA

Session Length: 80 minutes

Developed by Tracey Hurst, Camille Munoz, Samantha Hart

ACADEMIC OBJECTIVE
<ul style="list-style-type: none">• To infer meaning from 75-125 word passages.

ACADEMIC VOCABULARY
INFER, "Reading between the lines"



HABITS OF MIND
<ul style="list-style-type: none"><input checked="" type="checkbox"/> PERSISTING<input checked="" type="checkbox"/> MANAGING IMPULSIVITY<input checked="" type="checkbox"/> LISTENING w/UNDERSTANDING & EMPATHY<input checked="" type="checkbox"/> THINKING FLEXIBLY<input checked="" type="checkbox"/> METACOGNITION<input checked="" type="checkbox"/> STRIVING FOR ACCURACY<input type="checkbox"/> QUESTIONING/PROBLEM POSING<input type="checkbox"/> APPLYING PAST KNOWLEDGE<input type="checkbox"/> THINKING/COMMUNICATING W/ACCURACY & PRECISION<input type="checkbox"/> GATHER DATA THROUGH ALL SENSES<input type="checkbox"/> CREATING/IMAGINING/INNOVATING<input type="checkbox"/> RESPONDING W/WONDER & AWE<input type="checkbox"/> TAKING RESPONSIBLE RISK<input type="checkbox"/> FINDING HUMOR<input checked="" type="checkbox"/> THINKING INTERDEPENDENTLY<input checked="" type="checkbox"/> REMAINING OPEN TO CONTINUOUS LEARNING

COMMON INSTRUCTIONAL FRAMEWORK EMPLOYED (CHECK ALL THAT WILL BE DEMONSTRATED)
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MATERIALS

- CLASS SET - FILE: ELA SUMMER BRIDGE - FULL CLASS WORK FOR DAY 3 inference FROM LSC HANDOUT
- STATION SET – FILE: ELA SUMMER BRIDGE - STATION WORK FOR DAY 3 FROM LSC HANDOUT
- STATION SET – FILE: ELA SUMMER BRIDGE - TEACHER STATION WORK FOR DAY 3 inference FROM LSC HANDOUT
- Projector/computer
- Books for independent reading

PROCEDURES

1. Begin class with WTL: *Have you ever listened to a song and known right away that the song is a sad one? You hear the song and take a guess that it is a sad song. Explain how you knew.* [5 min]

2. CT - Have students share their answers with one other; then have them together come up with 1 sentence on how you know a song is going to be sad within the first 30 seconds. [3 min]

Inferencing means that you apply clues to your reading based on things you already know. They must be grounded in the text and outside knowledge is added. It is an educated guess that is EDUCATED – could actually happen.

3. Use FILE: ELA SUMMER BRIDGE - FULL CLASS WORK FOR DAY 3 inference FROM LSC HANDOUT to direct teach. Be sure to check for learning by circulating. [20 min]

STATIONS

STATION 1: INDEPENDENT READING

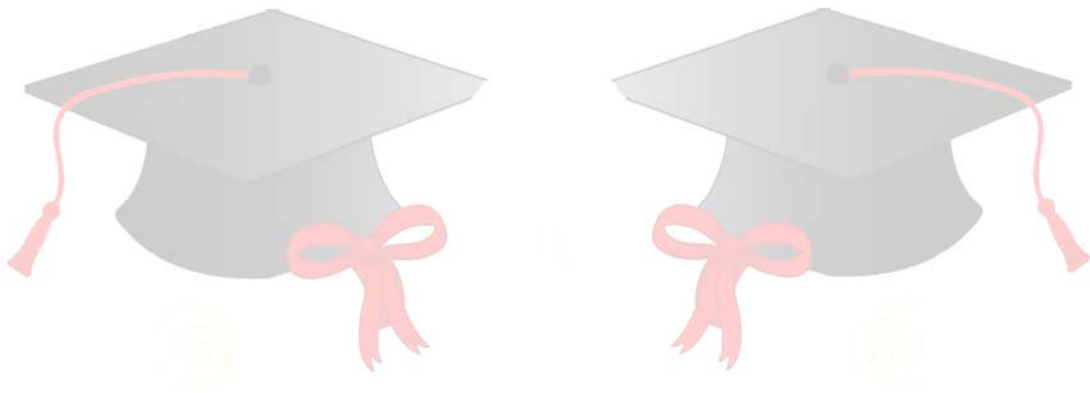
STATION 2: VOCAB CONTEXT CLUES (FILE: ELA SUMMER BRIDGE - STATION WORK FOR DAY 3 FROM LSC HANDOUT) ***NO DICTIONARIES*** [include a system for students to check answers – here's one way: two groups can check with you at the TEACHER STATION and the first group you work with (at the Teacher Station) can check answers before going to culminating activity (exit ticket).]



STATION 3: NOT ALL INFERENCES ARE CREATED EQUAL – inferences are not opinion. They must be grounded in the text. Using the file (ELA SUMMER BRIDGE - TEACHER STATION WORK FOR DAY 3 inference FROM LSC HANDOUT), work with students as they step through these problems.

Exit ticket: *What is the difference between an inference and opinion?* [last 5 minutes]

CONSIDERATIONS

1. Students are not necessarily looking forward to this because they have been learning about inferences for a long time. Really be cognizant, work on keeping them engaged by checking for learning with great intentionality.



LEARNING QUESTIONS (What cues should the teacher look for to know that mastery occurred? What questions should the students be able to answer? How do the students know that they've met the objective?)	NOTES:
<p>1. What misconceptions do the students have about making inferences? Share with the group so that you are all on point with your message.</p> 	

SUMMER BRIDGE – INFERENCE PART II

Session: ELA

Session Length: 80 minutes

Developed by Tracey Hurst, Camille Munoz, Samantha Hart

ACADEMIC OBJECTIVE

- To infer meaning from 75-125 word passages.

ACADEMIC VOCABULARY

INFER

Other words in the readings



HABITS OF MIND

- PERSISTING
- MANAGING IMPULSIVITY
- LISTENING w/UNDERSTANDING & EMPATHY
- THINKING FLEXIBLY
- METACOGNITION
- STRIVING FOR ACCURACY
- QUESTIONING/PROBLEM POSING
- APPLYING PAST KNOWLEDGE
- THINKING/COMMUNICATING W/ACCURACY & PRECISION
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- REMAINING OPEN TO CONTINUOUS LEARNING

COMMON INSTRUCTIONAL FRAMEWORK EMPLOYED (CHECK ALL THAT WILL BE DEMONSTRATED)

- CLASSROOM TALK
- QUESTIONING
- SCAFFOLDING
- WRITING TO LEARN
- COLLABORATIVE GROUP WORK

MATERIALS

- CLASS SET - FILE: ELA SUMMER BRIDGE - FULL CLASS WORK FOR DAY 4 inference part 2 FROM LSC HANDOUT
- STATION SET – FILE: ELA SUMMER BRIDGE - STATION WORK FOR DAY 4 FROM LSC HANDOUT
- STATION SET – FILE: ELA SUMMER BRIDGE - TEACHER STATION WORK DAY 4 fact and opinion FROM LSC HANDOUT
- Projector/computer
- Books for independent reading

PROCEDURES

1. Begin class with WTL: Think of something you're good at (anything – reading, math, a sport, being a good friend, etc.) and convince me of it. [5 min] --after 3 minutes, interrupt the students and tell them, "Be sure to include some hard facts! For example, if I tell you that I'm good at golf, a fact that would support that is that I have shot a hole-in-one on three different occasions."

2. CT – In partners, share what you are good at and one fact that supports the statement. [3 min]

Inferencing means that you apply clues to your reading based on things you already know. They must be grounded in the text and outside knowledge is added. It is an educated guess that is EDUCATED – could actually happen.

3. Use FILE: ELA SUMMER BRIDGE - FULL CLASS WORK FOR DAY 4 inference part 2 FROM LSC HANDOUT to direct teach. Be sure to check for learning by circulating. [20 min]

STATIONS

STATION 1: INDEPENDENT READING

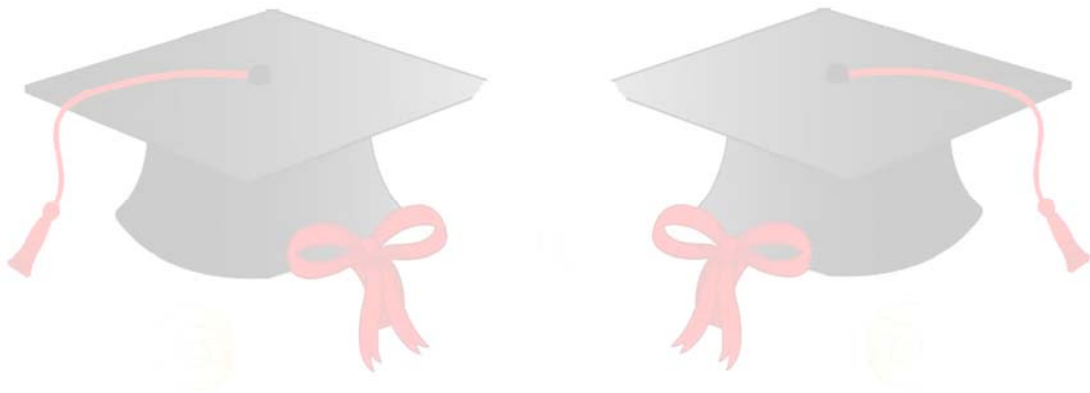
STATION 2: VOCAB CONTEXT CLUES (FILE: ELA SUMMER BRIDGE - STATION WORK FOR DAY 4 FROM LSC HANDOUT) ***NO DICTIONARIES***

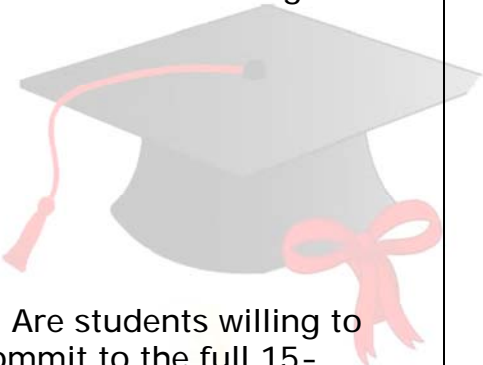

STATION 3: NOT ALL INFERENCES ARE CREATED EQUAL – inferences are not opinion. They must be grounded in the text. Using the file (ELA SUMMER BRIDGE - TEACHER STATION WORK FOR DAY 4 fact and opinion FROM LSC HANDOUT).

Exit ticket: *What new clarity do you have around finding inferences?* [last 5 minutes]

CONSIDERATIONS

1. students are not necessarily looking forward to this because they have been learning about inferences for a long time. Really be cognizant, work on keeping them engaged by checking for learning with great intentionality.



LEARNING QUESTIONS (What cues should the teacher look for to know that mastery occurred? What questions should the students be able to answer? How do the students know that they've met the objective?)	NOTES:
<p>1. Were students finding the fact/opinion activity to be too easy? If so, what did you do to increase the rigor?</p>  <p>2. Are students willing to commit to the full 15-minutes of reading at Station 1? Are you having to redirect? Could it be better?</p>	

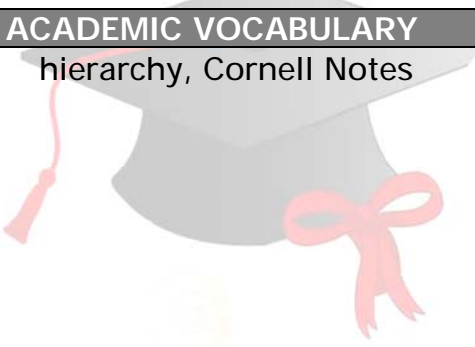
SUMMER BRIDGE – MAIN IDEA STRATEGIES

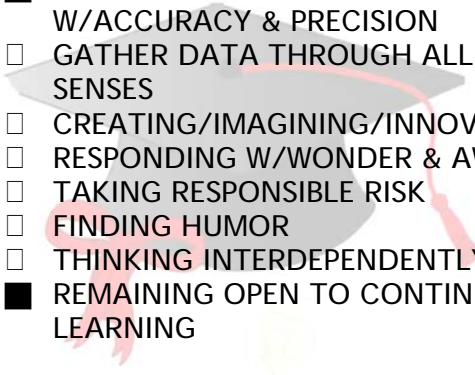
Session: ELA - READING

Session Length: 80 minutes

Developed by Tracey Hurst, Camille Munoz, Samantha Hart

ACADEMIC OBJECTIVE
<ul style="list-style-type: none">• To use 2 specific strategies to identify main idea

ACADEMIC VOCABULARY
<ul style="list-style-type: none">• hierarchy, Cornell Notes 

HABITS OF MIND
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MATERIALS

- Princeton Review Books.
- Station Markers – you will want to have station markers for the duration of summer bridge.
- Class set – file: ELA SUMMER BRIDGE – FULL CLASS WORK FOR DAY 1 main idea FROM LSC HANDOUT
- Projector/computer
- Books for independent reading (time permitting)
- Video on Cornell Notes: tinyurl.com/HHEZJWM

PROCEDURES

1. Tell students that you know that they have been working on Main Idea since 3rd grade but for TSI, they will focus 75-125 word passages that are more complex than they've seen before.
2. Start with the video on Cornell Notes and ask WTL, "What is the point?" [video: tinyurl.com/HHEZJWM]
3. Have the students share their "point" with one other (also make sure they introduce themselves to one another). Now share your understanding of the point of the video.
4. CLARIFY the following terms in discussion: MAIN IDEA, TOPIC, SUPPORTING DETAIL. (broad to specific). Ask for each for this video.
5. Use your knowledge as an ELA teacher to lead a discussion to ascertain what they already know about Main Idea. WTL: "What is the difference between a MAIN IDEA and a TOPIC?" [ANSWER: The topic is the overall subject; the MAIN IDEA is what the author wants to say about that topic. Most of the time fiction has a theme while non-fiction always has a main idea. What is it that the author wants to say about that topic and what the reader is to think or understand." Focusing on main idea allows the readers to see how the supporting details connect together to arrive at that main idea.
6. Using white boards, have the students create a hierarchy of from most general to specific of each term. (ans: Topic, Main Idea, Supporting Detail). Check and erase. Then have the do the same hierarchy for these (post): Collegiate Academy, Summer Bridge, Education. (ans: Education, Collegiate Academy, Summer Bridge). ERASE. Second example: Write: staples, office supplies, keeping papers together, paper clips. (ans: office Supplies, keeping papers together, paper clips and staples)
7. Use file: ELA SUMMER BRIDGE – FULL CLASS WORK FOR DAY 1 main idea FROM LSC HANDOUT for students to practice with sentences.
8. Use power point FINDING MAIN IDEA PPT (in drive) if there is a still a lack of understanding.

Finding the Main Idea


How to Read
Smarter



9. To become familiar with the Princeton Review book, use pages 170-176 for direct teach practice. Guide the students by using the document camera to project each problem and help them with their thinking about how to find main idea and supporting details. This includes annotation on scratch paper (not in the margins in their book because the test is online) – instead, but asking them, "What do you think the main idea is?" ..."Do you see supporting details?"
10. Princeton Review, p. 178-179 for independent practice.

CONSIDERATIONS

SAT strategies (designed to help a struggling reader) often do not work with TSI because of the passage length. TSI passages are short - between 75-125 words.

LEARNING QUESTIONS (What cues should the teacher look for to know that mastery occurred? What questions should the students be able to answer? How do the students know that they've met the objective?)	NOTES:
<p>1. What are the students' perceptions about today's ELA lesson? About summer bridge and the ECHS?</p>  <p>2. How can the entire staff support the students based on what you've seen today?</p>	