

**Focus Skill:** Comprehension

**Common Core Standards:**

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

**Learning Targets:**

I can tell the difference between details and the main idea.

I can provide details and the main idea for Alex and the Amazing Lemonade Stand.

**Materials:**

- Alex and the Amazing Lemonade Stand
- Markers/colored pencils/crayons
- Paper
- Scissors
- Lemon cut-outs
- Tree drawing on chart paper: Examples of puzzle and tree comparisons are attached, as well as an example of a tree before lemons are placed on it.



**Introduction:**

(Show the attached picture to the class.)

What do you see in this illustration?

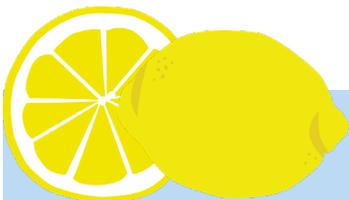
(Three friends are having a picnic, I see a pink tree, there are three kids, they are eating and drinking things, leaves are falling from the trees, they are on a blue blanket, etc.)

Great readers notice lots of information as they read and look at illustrations in a book. The small pieces of information all come together to make one bigger idea – just like the pieces that make up a whole puzzle. The pieces are called **details** and the puzzle is the **main idea**.

(List some details for the illustration you just looked at and put them at the bottom of a large web on the board – a smaller version is attached)

When I put together all the details, I can say that the main idea of this illustration is that “The kids are having a picnic”.

(Write this down as well to complete your visual example.)



### Introduction (continued):

We can also figure out the details and main idea when we're reading a story. Let's try that next.

(Read about Jim the Bunny – attached)

What are some details from this short story about Jim the Bunny?

(Write on another web)

When all of those details come together, what would you say is the main idea?

Let's challenge ourselves to describe the main idea in no more than four words.

(Target Answer: Jim is making soup/Jim makes soup)



### Activity:

As we read Alex and the Amazing Lemonade Stand, I'd like for you to think about all the details that you notice. We're going to take those details and put them together to figure out the main idea of the story.

(If you have already read the story, you can skip to today's task.)

Since we're reading about lemons and lemonade, we can also say that details are like lemons, and the main idea is the whole lemon tree.

(Students will fill in their lemon with one detail from the story. After that, they will post their lemon on the tree and sit back down for the ending discussion. As a class, you can formulate the main idea and write it above or around the tree. Remind students that they are not telling the whole story – but answering the question, "What was the story mainly about?" (Target Answers: Alex raised money to cure childhood cancer; Alex raised money to cure cancer; etc.))

### Progress Monitor:

- Handing in lemons to check for accuracy in identifying a detail
- Participation in main idea discussion

### Accommodations/Modifications:

- Each student can write their perception of the main idea and hand it in or share with a partner, so you have more evidence of their individual thinking.
- Drawing the detail instead of writing out the words
- Advanced learners can brainstorm the main idea when they are finished and compare/contrast with the main idea the class formulates at the end.

### Thank you again for your interest in Alex's Lemonade Stand Foundation!

We hope you will consider supporting ALSF with the help of your class, club, school, district, or community group.

Please contact our office by phone at 866.333.1213 or by e-mail at [Takeastand@alexlemonade.org](mailto:Takeastand@alexlemonade.org) if you have any questions or need help getting started.







Jim the Bunny has lots of fur and long whiskers to keep him warm in his treehouse. He likes to eat warm foods, too. His favorite thing to cook is carrot soup. He had no carrots left for dinner today because he ate them all as a snack. Jim used broccoli, peas, apples, and cabbage instead.



