

Main Idea Details Drawings

Connection to LHA Curriculum Program: *Open Court Reading*

Desired Outcomes

Understandings (objectives)*:

SWBAT write a paragraph that contains a topic sentence and supporting details.

Assessment Evidence

Performance task (arts-infused activity):

Students will create a drawing that shows the details to support a topic sentence of their choosing. Students will use the drawing to write a well-organized paragraph with a topic sentence and at least three relevant supporting details.

Learning Plan

Learning Activities:

- After reviewing the concept of main idea and details, tell the students that just like a paragraph can have a main idea and details, a picture can as well. Inform the students that they will be given a choice of main ideas in the form of topic sentences. They will then create pictures that include visual details to support their topic sentence.
- Model this for the students by writing a topic sentence on the board. For example write, “On my road trip I saw some amazing cars.” Ask the students to tell you what kind of details would support the topic sentence (reasons why the cars were amazing).
- Begin drawing a scene on the board that includes at least three cars. Solicit ideas from the students about how to make the cars “amazing” (a car with wings, a car with two levels, etc.).
- Next, give the students a bank of topic sentences to choose from. Tell them to pick one that interests them and have them record it on a piece of paper or in a notebook. The topic sentences in the bank should leave room for the students to be very creative when coming up with supporting details. Here are some topic sentences you could use:
 - The aliens were friendly, but they did many strange things.
 - All of my neighbors are really interesting people.
 - While visiting the far away land I witnessed the native people playing sports I had never seen before.
 - My favorite zoo has many weird, exotic animals in it.
 - The acrobats in the performance I saw last night did the most amazing tricks.
- Once students have recorded their topic sentences ask them to close their eyes and visualize the details they will include in their picture.
- Next have the students begin their drawings while you circulate the room answering questions and checking on student progress. The amount of time you allot for the students to complete the drawing is up to you. However, if you are going to give the students a very limited amount of time you should explain to them that the point of this activity is to do the drawing quickly and get the visual information on the page as fast as possible.
- After the drawings have been completed, use your model drawing to show students how to write a paragraph about their picture that includes the topic sentence and at least three detail sentences to support.
- Have students write paragraphs based on their own drawings.
- Have students use a rubric to evaluate their own paragraph and a partner’s paragraph before collecting students’ work.

Materials:

- Drawing materials (pencils, colored pencils, drawing paper)
- Notebook or loose-leaf paper for writing

*Teachers should align objectives to their state standards.