

## Organizing Ideas in Text

**Companion Text:** I Lost My Sock, by Lin Jakary & Ryan Olson

**Subject Area & Grade Level:** Language Arts, 4<sup>th</sup> Grade

### **Objectives**

After this lesson, students will be able to:

- Extract discrete ideas from a story
- Organize ideas into a cluster web
- Explain why a cluster web can increase their understanding of a story

### **Pre-Reading**

Ask students to shout out things they see in the room, one at a time, and as they do, write the items on the board in a non-organized way. After everyone has had a chance to contribute an item, ask for some suggestions about how the items could be categorized. Entertain a few suggestions before settling on any, pushing students to see as many connections as possible among the items (i.e., blue things, things that are sharp, things that make noise, etc.) Let students work for a minute with a partner or small group, and have them try to classify everything on the board into categories. The only rules are that no item can be in its own category, all items must be in a category (and only one), and that categories must be specific (i.e., not “things that help us learn,” or “words”). Walk around and look at what they are doing while they work, and at the end, choose one group and use their categories to demonstrate how to group the items into a simple cluster web, using “Things in Our Classroom” as a central idea, and working out from there. Remind the group that a cluster web is a way to group ideas into main ideas and supporting details, and to make sense of a lot of information at once.

### **During Reading**

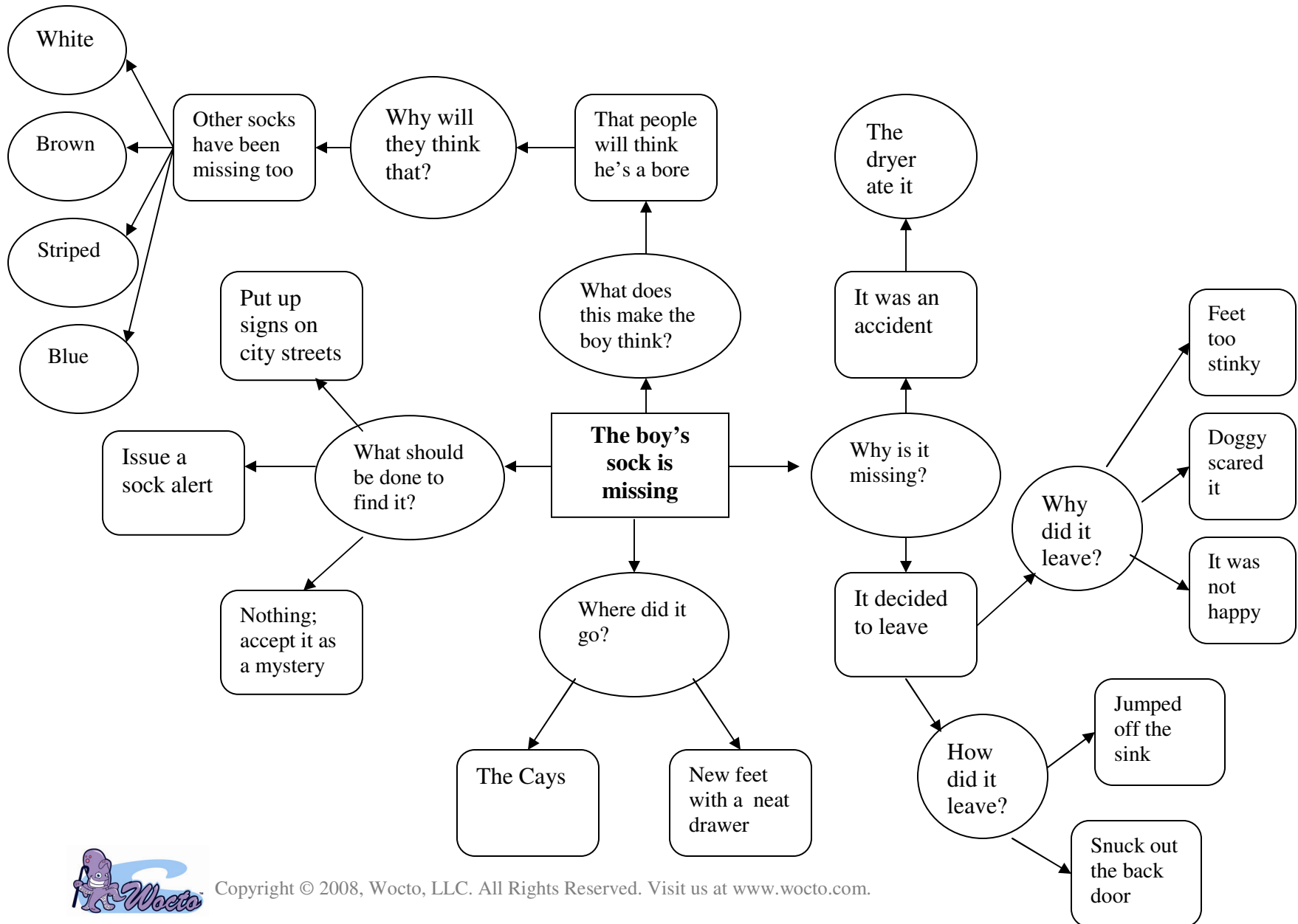
Read the story once through without stopping. Then, tell students that they will be making a cluster web of the ideas in this story. Read the story a second time, pausing so that students can take notes. Remind them that their notes do not have to be exact quotes from the story, but just enough words to capture the ideas. If possible, have a copy of the book for each student or small group so that they can review it as necessary. Be sure students jot down a short note for each page in the story so that they include everything in their cluster web.

### **Post-Reading**

Depending on how much work you have already done with your students on cluster webs, you can either have them create their own from scratch, or hand out the blank attached template. The key provided gives an example of how clustering can be done to include every idea. Guide students just enough so that they do not get frustrated, but stay engaged and challenged. If you can, make the key into a transparency, and after students finish their webs, use the key as a point of departure to review and discuss their work.



## Cluster Web of Ideas *I Lost My Sock*



**Cluster Web of Ideas**  
*I Lost My Sock*

