

Words, Phrases, Sentences

Before you go: This strategy will help students with identifying the main idea of a piece of text. This activity works best if an adult does it with their student, but a child can also do it on their own.

Materials:

- 1 highlighter
- 3 sticky notes or cut-out strips of paper
- pen/pencil
- paper/word processor



On the ride:

1. Choose something to read – a newspaper or Newsela article, short story, novel chapter, or song lyrics.
2. After you read, highlight the following.

- a. A key word
- b. A key phrase
- c. A key sentence

The **keywords** in this text are **highlighted**.

By “key”, we mean “most important.”

3. Write down the **word, phrase, and sentence** on separate sticky notes.
4. Do one of the following:
 - a. If an adult is working with the child: take turns locating, sharing and explaining why you each chose your word, phrase, and sentence.
 - b. If the student is working alone, he, she, or they can write about their choices and how each choice demonstrates the main ideas of the piece.
5. If working in a pair, try to group all 6 papers into categories other than words, phrases, and sentences. Name the categories to show your thinking.

Reflecting on the trip:

1. Afterwards, students can write a summary of the piece.
2. After writing the summary, your child can share with you about how their understanding of the text changed along the journey:
 - a. what they thought or predicted after reading the title.
 - b. what new knowledge they had on the topic when they finished reading.
 - c. what they thought or noticed about the text after they'd chosen their word, phrase, and sentence.
 - d. what they noticed or thought after writing the summary that they didn't notice before that.

Students will improve at this final, and perhaps most important task, if they practice the “Word, Phrase, Sentence” activity with multiple works.