

## LESSON | NARRATIVE MAIN IDEAS

Help students build reading comprehension skills with a fun story about shopping for fruit!

### Objective

Students will identify the main idea of a story and use key details to answer comprehension questions.

### Standards

Common Core ELA

Grade 3

RL 3.2 Recount main idea using key details

Grade 4

RL 4.1 Use text examples to draw inferences

RL 4.2 Summarize a story

Grade 5

RL 5.1 Use specific text details to draw inferences

RL 5.2 Summarize a story

SEL

Interpersonal skills

Healthy decision making

### Time

45 minutes

### Materials

- A Trip to the Grocery Store reading passage
  - Version A (basic)
  - Version B (more challenging)
- Show What You Know activity sheet
  - Version A (basic)
  - Version B (more challenging)

**1** Have students work in pairs to come up with a list of fruits and vegetables in every color of the rainbow. Invite students to share their favorites.

**2** Remind students of the reading passage A Party for Aunt Lucia (from the **Delicious Story Elements lesson**). If they haven't read it, introduce today's new passage by telling the students that Matilda and Luis helped to prepare a delicious new dip for their aunt's graduation party. Ask students to predict what they think will happen when the dip runs out.

**3** Hand out A Trip to the Grocery Store reading passages, matching students with the appropriate leveled passage. Proceed with echo reading, choral reading, and/or partner reading.

**4** Discuss the passage as a class. Ask: *What was this story mostly about?* Tell students this is called the main idea. *How did they know it was the main*

*idea?* Have them turn and talk to find two or three places (key details in the text) that helped them figure out what the story was about. Review as a class.

**5** Hand out the Show What You Know activity sheet, matching students with the appropriate leveled comprehension questions. Discuss answers as a class. Wrap up by directing students to write a quick reflection of something they will do differently at the store next time they go. Possible examples: looking at the different vegetables, checking a nutrition label, bringing reusable bags to avoid plastic, noticing if they're blocking someone's way and moving, if possible, etc.

### Vocabulary Support

[Activity sheet A] *Produce* (noun): fruits and vegetables; or food that has been grown, usually from farming  
[Activity sheet B] *Dice* (verb): to chop up food into small cubes, like the shape of rolling dice

## Science Inquiry Which Way Is Best to Ripen?

Leave out three avocados in the classroom: one on a table, one in a paper bag alone, and one in a paper bag with a banana. Instruct students to fold a sheet of paper into fourths. In the first box, have them write a prediction about which avocado they think will ripen first and why. Check daily for firmness, then have students make a color sketch of what they see on the remaining squares of their folded paper. After three days, determine which ripened the fastest.

**1.** On a classroom table



**2.** In a paper bag by itself



**3.** In a paper bag with a banana



**TAKE IT FURTHER** Cut open the avocado to explore all its parts: seed, flesh, and skin!

Name \_\_\_\_\_

# A Trip to the Grocery Store

Luis and Matilda were having fun at Aunt Lucia's graduation party. They noticed the bowl with the avocado, plum, and peach dip was empty.

"Can we make more?" Luis asked.

"All the fruit is gone," Matilda said.

"Let's take a trip!" their dad exclaimed.

They rode their bikes to the grocery store and found the produce section. The fruits and vegetables were stacked in colorful piles.

"Wait a minute!" None of the fruit had labels on them like Matilda's cereal box did. "How do we know what's in them and if they're good for us?" she asked.

"That's the great thing about the produce section—it's all fresh and good for you," said Dad. "Do you feel that? It's colder in this part of the store because cool air helps keep food fresh."

Dad led them to a mountain of avocados. Matilda and Luis each picked one up.

"This one is really hard," Matilda said.

"This one is really soft," Luis said.

Just then a woman in a blue shirt walked up to the display.

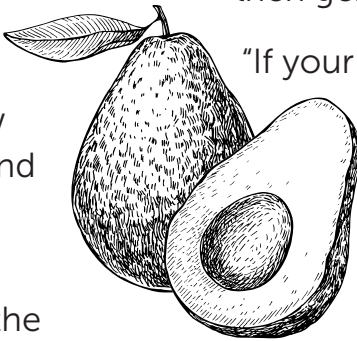
"Hmmm," she said.

"Do you need help choosing a ripe one?" Dad asked.

"Yes, please," she said with a smile.

"I grew up in a part of Mexico, where the weather is always warm, so we had lots of avocado trees," Dad said. "I was just about to show my kids how to pick one. I'll show you too."

Dad pointed to the avocados. "Look for one with dark green to almost black skin, then gently squeeze it," he said.



"If your finger goes down just a bit, it's ready right now. If it feels very soft, it's too ripe. And if it's too hard, it's not ready, but you can always let it sit on the counter for a few days until it ripens."

"This one is perfect! Thanks for your help!" the woman said with a smile.

Luis, Matilda, and Dad filled their reusable produce bags with ripe avocados, plums, and peaches.

When they got home, everyone gathered in the kitchen to chop and slice the fruit. Then Matilda and Luis mixed up a fresh bowl of dip.

"It's delicious!" Aunt Lucia exclaimed.

"Thank you both!"

Name \_\_\_\_\_

# A Trip to the Grocery Store

Aunt Lucia's graduation party was packed with family, friends, and delicious foods. Aunt Lucia reached for the bowl of dip, but it was empty. Matilda and Luis grinned guiltily.

"It's all gone," Luis said with a shrug.

"We can fix that!" their dad chimed in. "Grab your bikes."

They strapped on helmets, rode to the local grocery store, and headed straight to the produce section. The fruits and vegetables were balanced in colorful piles. Matilda picked up an orange. She noticed it didn't have a nutrition facts label like the one on her cereal box.

"How do we know what's in this or if it's good for us?" she asked.

"Produce doesn't need a label. It's all fresh and good for you," Dad said.

"That's why it's colder in this part of the store. Cool air helps keep food fresh."

Everything they passed was tempting: shiny apples, tomatoes on vines, and big heads of lettuce. When they found a tall pyramid of avocados, they each picked one up.

"This one is really hard," Matilda said.

"This one is really soft," Luis said.

Just then, a woman walked up to the display. "Hmmm," she said as she looked at the avocados.

"Do you need help choosing a ripe one?" Dad asked.

The woman smiled. "Yes, please! I'm never sure which ones are ready."

"I grew up in a part of Mexico, where the weather is always warm, so we had lots of avocado trees. I was just about to show my kids how to pick one. I'll show you too," said Dad.

"First, look for one with dark green, almost black skin. Then gently squeeze it. If your finger goes down just a bit, it's ready

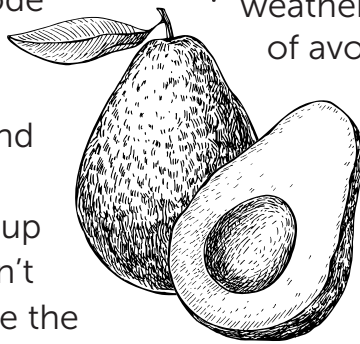
right now. If it's very soft, it's too ripe. And if it's too hard, it's not ready, but you can always let it sit on the counter for a few days until it ripens and softens."

"Oh wow, thanks so much for your help!" the woman said.

Dad, Luis, and Matilda filled their reusable produce bags with avocados, plums, and peaches. When they got home, everyone helped chop, slice, and dice the fruit.

"We dedicate this snack to Aunt Lucia!" Matilda cried.

"We love you!" everyone else shouted.



Name \_\_\_\_\_

# Show What **You Know**

Answer the questions about Luis and Matilda's shopping trip. Use complete sentences and details from the text.

1. Why do Matilda and Luis go to the store?

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2. Put a box around the word **produce** in the story. What does it mean? Circle the words around **produce** that helped you figure it out.

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3. Find the paragraph that explains how to choose a ripe avocado and underline the verbs. What can you do if an avocado isn't ripe?

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4. How did Luis and Matilda's dad treat the woman in the grocery store? What did that teach them?

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5. What did Luis and Matilda do to help the environment while they were at the store?

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6. What is the main idea of this story? How do you know? Underline key details in the story that give you clues.

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Name \_\_\_\_\_

# Show What **You Know**

Analyze what you've learned on your trip to the store with Matilda and Luis. Explain your thinking using complete sentences and evidence from the text.

1. Identify two polite things that the characters did at the grocery store.

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2. How do you choose a ripe avocado? Summarize it in your own words.

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3. What could **dice** mean in the last paragraph? Circle the words that give you a clue.

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4. What two things did Luis and Matilda do to help the environment?

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5. What is the main idea of this story? Underline three places in the story that help you defend your answer.

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**THINK ABOUT IT!** What information in this story can you apply to your own life?

