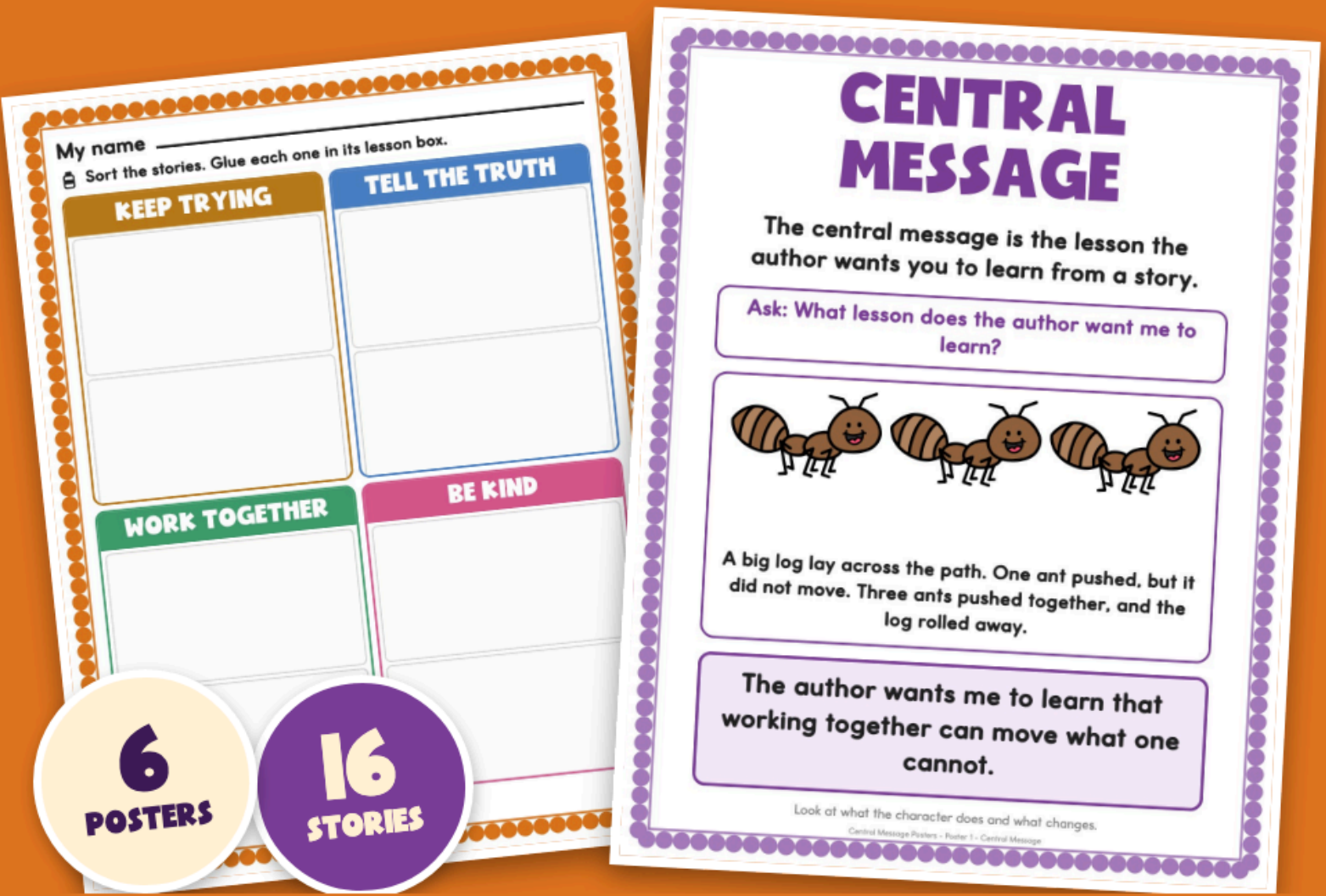
CENTRAL MESSAGE

Posters, Story Sort & Desk Cards

GRADES 2-4



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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name lines, the stem cards, the story log, the class roll-up, the family letter and every notes area are type-in fields. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the cut pieces keep their size. Every page is readable in black and white, and the cut pages come in a color set and an ink-saver set. Posters look best on cardstock; cards children cut are fine on copy paper.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update.

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PREVIEW

How to Use It: Five Short Routines

Each one takes a few minutes. Pick the ones that fit your day.

1. Poster talk

- Show one poster. Read the question and the answer together.
- Ask: is this the topic, the main idea or the central message? Use poster 4 to compare all three.

2. Story sort

- Each child cuts one page of story cards (8 stories) and reads each one.
- Sort them on the mat (page 19) by the lesson, say the lesson with a stem, then glue. Use the second set on a second copy of the mat.

3. Stem practice

- Cut the 8 stem cards. Read a story aloud. Pick a stem and finish it on the line.
- Partners read each other's cards and say whether the story shows that lesson.

4. Story detective

- Page 20 (circle) is for children who need choices. Page 21 (square) asks for the lesson in their words. Page 22 (triangle) adds the topic, the main idea and a clue.
- Hand out the level that fits. The pages look alike on purpose.

5. Log it, then write one

- After any read-aloud, add a row to the story log (page 23).
- Ready for more? Children write their own story with a lesson (page 24) and a partner finds the message.

Notes on your day

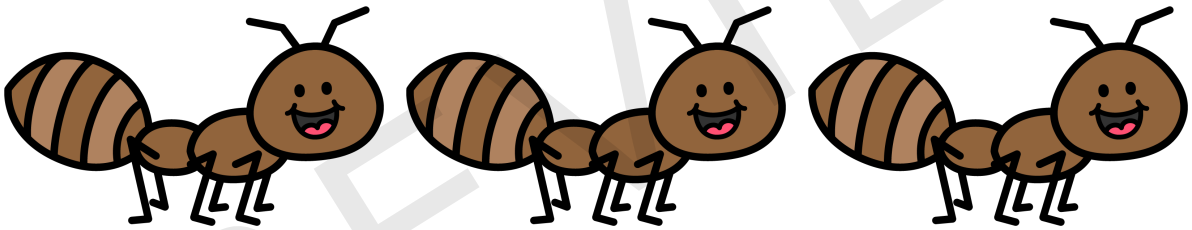
PREVIEW

Preview : Bright Path Sped

MAIN IDEA

The main idea is the most important point the text makes about its topic. Say it in one sentence.

Ask: What is the most important point about the topic?



A big log lay across the path. One ant pushed, but it did not move. Three ants pushed together, and the log rolled away.

Main idea: Three ants moved a log that one ant could not.

A main idea is one whole sentence.

PREVIEW

Preview : Bright Path Sped

SAME STORY, THREE ANSWERS



A big log lay across the path. One ant pushed, but it did not move. Three ants pushed together, and the log rolled away.

Topic	ants and a log
Main idea	Three ants moved a log that one ant could not.
Central message	Working together can move what one cannot.



Maya wanted to ride her bike without help. She fell two times. Each time she got back on. On her fifth try, she rolled down the whole path.

Topic	riding a bike
Main idea	Maya fell two times, then rode down the whole path.
Central message	Keep trying and you can do it.

Topic: a few words. Main idea: one sentence. Central message: the lesson.

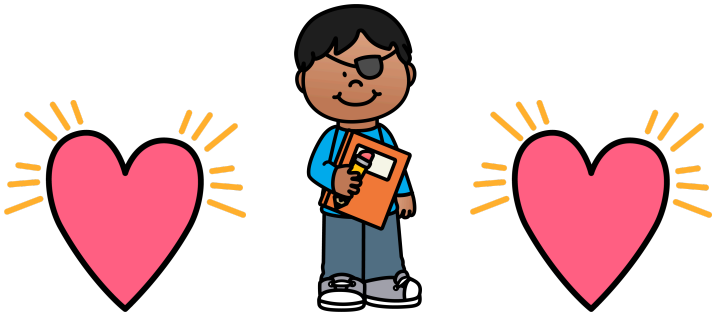
PREVIEW

Preview - Bright Path Sped

LESSONS STORIES CAN TEACH

Many different stories can show the same lesson.

KEEP TRYING	TELL THE TRUTH
WORK TOGETHER	BE KIND
SHARE	BE BRAVE
BE PATIENT	SAY SORRY



Look for the clues that show the lesson.

PREVIEW

Preview - Bright Path Sped

Cut the story cards. Read each one.

Look for one of these four lessons in each story.

KEEP TRYING	TELL THE TRUTH	WORK TOGETHER	BE KIND

Story 1
Maya wanted to ride her bike without help. She fell two times. Each time she got back on. On her fifth try, she rolled down the whole path.

Story 2
Ben broke a cup while he was playing. He wanted to hide the pieces. Instead he told his mom what happened, and they swept up together.

Story 3
A big log lay across the path. One ant pushed, but it did not move. Three ants pushed together, and the log rolled away.

Story 4
Jada saw a new boy sitting alone at lunch. She moved her tray next to his and said hello. By the end of lunch, they were laughing.

Story 5
Sam told his teacher he had finished his book. Then she asked him what happened in it. Sam felt bad. He told her the truth and read the book that night.

Story 6
Eli's neighbor was feeling sad. Every day he left a note on her door that said, "Thinking of you." She smiled each time she read one.

Story 7
Priya could not spell the word *because*. Each day she wrote it on a card and said the letters out loud. By Friday she spelled it right.

Story 8
The class garden was full of weeds. Each child pulled a few. In one afternoon the whole garden was clean.

PREVIEW

Preview - Bright Path Sped

Cut the story cards. Read each one.

Look for one of these four lessons in each story.

KEEP TRYING | **TELL THE TRUTH** | **WORK TOGETHER** | **BE KIND**

Story 1 Maya wanted to ride her bike without help. She fell two times. Each time she got back on. On her fifth try, she rolled down the whole path.	Story 2 Ben broke a cup while he was playing. He wanted to hide the pieces. Instead he told his mom what happened, and they swept up together.
Story 3 A big log lay across the path. One ant pushed, but it did not move. Three ants pushed together, and the log rolled away.	Story 4 Jada saw a new boy sitting alone at lunch. She moved her tray next to his and said hello. By the end of lunch, they were laughing.
Story 5 Sam told his teacher he had finished his book. Then she asked him what happened in it. Sam felt bad. He told her the truth and read the book that night.	Story 6 Eli's neighbor was feeling sad. Every day he left a note on her door that said, "Thinking of you." She smiled each time she read one.
Story 7 Priya could not spell the word *because*. Each day she wrote it on a card and said the letters out loud. By Friday she spelled it right.	Story 8 The class garden was full of weeds. Each child pulled a few. In one afternoon the whole garden was clean.

PREVIEW

Preview - Bright Path Sped

Cut the desk cards. Tape one to your desk.

TOPIC

Who or what is it about?

A few words.

MAIN IDEA

What is the most important point?

One sentence.

CENTRAL MESSAGE

What lesson does the author want me to learn?

Start with: The author wants me to learn...

FIND THE LESSON

Read. Who has a problem? What changes? Say the lesson.

Look for clues.

TOPIC

Who or what is it about?

A few words.

MAIN IDEA

What is the most important point?

One sentence.

CENTRAL MESSAGE

What lesson does the author want me to learn?

Start with: The author wants me to learn...

FIND THE LESSON

Read. Who has a problem? What changes? Say the lesson.

Look for clues.

PREVIEW

Preview - Bright Path Sped

My name _____

Sort the stories. Glue each one in its lesson box.

KEEP TRYING

TELL THE TRUTH

WORK TOGETHER

BE KIND

PREVIEW

Preview - Bright Path Shed

My name _____

Read the story. Circle the lesson.

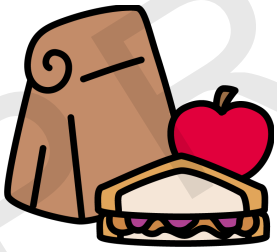
1



The class garden was full of weeds. Each child pulled a few. In one afternoon the whole garden was clean.

- ○ The garden was full of weeds.
- ○ When everyone helps, a big job gets done fast.
- ○ Always water the garden.

2



Kai's friend dropped his lunch on the floor. Kai did not laugh. He split his sandwich in half and gave his friend one piece.

- ○ Kai's friend dropped his lunch.
- ○ Always keep your lunch off the floor.
- ○ Be kind when a friend has a problem.

PREVIEW

Preview - Bright Path Shed

My name _____

Write what you read. Write the lesson.

Story or book	The topic (a few words)	The author wants me to learn...

PREVIEW

Story Talk at Home

For families: read a short story together, then talk about it. Your child can write or draw the answers, or you can write what they say.

Child's name _____ Story we read _____ Date _____

Who had a problem?

_____

_____

What did they do?

_____

_____



What did they learn?

_____

_____

The lesson I would give a friend

_____

_____

Draw the best part

PREVIEW

Class Roll-Up: Stories Sorted Right

After a sort, write how many stories each child put in the right lesson box. The most possible in each box is 4. Write the total on the right (16 in all).

Class _____ Teacher _____ Date _____

Child	Keep trying	Tell the truth	Work together	Be kind	Sum

PREVIEW

Most of us have it

_____

_____

Needs more of our time

_____

_____

A Letter to Families

One page to send home when you start finding the central message.

Date _____ Class _____ Teacher _____

Dear families,

In class we are reading short stories and asking what lesson the author wants us to learn. Here are the three ideas we practice:

- **Topic**: who or what a text is about, in a few words.
- **Main idea**: the most important point about the topic, in one sentence.
- **Central message**: the lesson the author wants us to learn from a story.

This week we are working on

_____

_____

You can try this at home

Read any short story together. Ask your child: "What did the character learn?" Then try the Story Talk at Home page that comes with this letter.

_____

_____

A note from me (your words)

_____

_____

_____

Thank you, (teacher) _____ Family signature, if your school asks for one _____

PREVIEW

Phrase Bank

Fill each blank with what you really saw.

Introducing the lesson

- "Today we are looking for the lesson the author wants us to learn."
- "Before we read, think: who might have a problem in this story?"
- "Read the poster with me. Now say it to a partner."
- "Listen for what the character does and what changes."

Topic, main idea, central message

- "What is this text about, in just a few words?"
- "What is the most important point about that topic?"
- "What lesson does the author want you to learn?"
- "Is that the topic, the main idea or the central message?"

Sentence starters for children

- The author wants me to learn that ____.
- This story teaches me that ____.
- The topic is ____, and the lesson is ____.
- I know because the story says ____.

Asking for proof

- "What in the story makes you say that?"
- "Show me the line that tells you."
- "What did the character do at the start? At the end?"
- "Could a different story teach the same lesson? Tell me about it."

For the note home

- This week we are finding the lesson in short stories.
- Your child can tell you the lesson of a story you read together.
- At home you can ask: What did the character learn?
- Thank you for ____ (what the family did to help).

PREVIEW