

## **Is it a Keeper?**

### **Teacher Tips**

**Sometimes when people have a lot of “stuff,” (garage, closet, attic, basement), they take a day to go through their collections. Someone with many things may ask themselves, “Is this really important or useful to me?” If not, they may donate it to someone else. In order to organize their space, must decide if the items that they’ve collected are “keepers,” or something that they could do without.**

**Similar to someone with a packed garage full of “stuff,” sometimes when authors write, they use a lot of words to make one simple point!**

**When you are trying to figure out the main topic or idea, it is helpful to keep track of words, phrases, and ideas that get repeated.**

**As you read, notice what words and phrases get repeated by the author or characters. Collect those repeated words in the “keeper,” box to help you figure out the main topic/idea.**

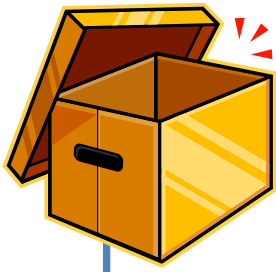
**After you put that repeated word or phrase in the “keeper box,” challenge yourself to underline 1-3 words that tell us “why” this word deserves to go in the “keeper box” with the rest of the important words.**

**If it has been taught, students could be asked to write a \$2.00 summary (20 words) to communicate understanding.**

**\*If students are able to write on the paper, have them draw the box and underline the words.**

**\*This is suggested when first learning the strategy.**

**\*Students could use the sheet provided or simply make a box in their Reader Response Journals.**



## Repeated Key Words & Phrases "Keepers"

What  
did you  
find?

**Boxing up all those words have earned you \$2.00! Use your \$2.00 (20 words) to show that you understand the main topic. Make sure to use the words in your box!**
