*English Instructional Plan – Identifying the Main Idea Grades 1-2*

**Primary Strand: Reading 1.10, 2.8**

**Integrated Strand/s: Communication and Multimodal Literacies, Writing, Research**

**Essential Understanding:**

All students should:

* understand a variety of strategies assist with comprehension of nonfiction texts.
* understand texts provide information or explain a process
* understand that details and information from the text are used to draw conclusions.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* identify the main idea and key details
* determine the main idea using details for support
* ask and answer questions about what is read to demonstrate understanding (e.g., *who*, *what*, *when*, *where*, *why*, and *how*)

**Primary SOL:**

1.10g, 2.8f Identify the main idea

**Reinforced (Related Standard) SOL:**

1.12c. Focus on one topic

1.14e. Record information.

2.10f. Write facts about a subject to support a main idea.

2.12e. Organize information in writing or a visual display.

**Academic Background/Language:**

The main idea relates to the comprehension of nonfiction text. The main idea in nonfiction is what the text is mostly about. What’s the big idea? What is the point the author is trying to make? What did the author keep repeating? The details are the important parts of the text. This is the who, what, where, when, why, and how. The details can help find the main idea.

## Materials

* Chart paper
* Markers & highlighter
* Pictures to sort into two groups (e.g. summer/winter items)
* Nonfiction article or text to display such as, “How Animals Stay Safe” <https://www.readworks.org/article/How-Animals-Stay-Safe/ae51abaa-25c2-45b5-9b30-6950d6886af0#!articleTab:content/>
* Bubble Maps- class set
* A main idea and details for students to write or glue into a bubble map. They may be gathered from an article like, “Parts of a Tree” <https://www.readworks.org/article/The-Parts-of-a-Tree/745a5528-55cf-4a51-a359-a617d593f75c#!articleTab:content/>

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Introduce the lesson by asking students to raise their hands if they have been to a playground. Write playground in the middle of a bubble map on an anchor chart. Ask students what they like to do at the playground. Record the examples on the bubble map. (e.g. slide, swing, monkey bars, climbing wall, etc.)
2. Explain and label the *topic* of the bubble map is the playground and the *main idea* of the map is what we like to do at the playground. All of the examples are called *details*.
3. Next, have two groups of pictures for students to sort as a class (e.g. summer/winter items). Students will sort the details into two groups. Ask students what each group has in common. Name the topic of each group together. Make two bubble maps as a class for each of the pictures with the main idea in the middle. The teacher will continue the above activities with other topics. Once students seem comfortable with the concept of main idea continue this lesson.
4. Explain they are going to find the topic, main idea, and details in a nonfiction text together. Chose a text such as, “How Animals Stay Safe.”
5. Explain that before we read nonfiction we need to preview the text first. The students need to look at the title and pictures. Together, make predictions about what the text may be about. The teacher will record the predictions.
6. While the teacher is reading a selected nonfiction text, the teacher will think aloud “What words and ideas are the author repeating?” The teacher will highlight the repeated words and ideas. (e.g. safe, protect, hurt, predator) The teacher will think aloud how these repeated words help generate the main idea. Ask students what these words all have in common. What is the author trying to tell us?
7. Draw another bubble map. The teacher will ask students to think, pair, and share what the text was mostly about. The teacher will think aloud to explain the main idea of the text. It may sound similar to “I know the turtle uses its shell to stay safe. The walking stick looks like a stick so other animals will leave it alone. The puffer fish can get bigger and it also has spines to protect itself. All of these animals are trying to stay safe and protect themselves from other animals. This is what the text is mainly about. This is the main idea.” The teacher will record the main idea in the middle of the bubble.
8. Ask students to give examples or details of the main idea. The teacher will record these as the details on the bubble map.
9. Review the bubble map made together by discussing and labeling the terms topic, main idea, and details on the bubble map anchor chart.
10. Then give students a blank bubble map to fill in either hand-written or pre-typed. Students may work independently or with a partner. The main idea and details could come from an article such as, “Parts of a Tree.”

**Assessment (Diagnostic, Formative, Summative)**

* Monitor students oral responses during the lesson. Assess bubble maps made by students. Reteach as necessary.
* Move the concept to small group instruction to use on independent reading level.
* Use a bubble map to have students complete with the topic/main idea and details using an independent text.
* Have sentence strips with a main idea and detail sentences. Students will identify the correct main idea and details.

**Writing Connections:**

* Students may cut and paste a paragraph by putting sentences in order. The main idea sentence (topic sentence) will go first followed by the details to make a paragraph.
* The teacher may use a nonfiction mentor text to model how to focus a topic and create a main idea using supporting details. (e.g. *What if You Had Animal Eyes?* by Sandra Markle, *Bread, Bread, Bread* by Ann Morris, or any in the Around the World Series)
* The teacher may generate a research topic by modeling a question. The class may conduct research on this question to create a class book. Each student may be responsible for a detail. The teacher may model how to find the main idea from all of the details. This may be similar to an “all about” book. Pick a topic of student interest and one with available resources. (e.g. sharks, dinosaurs, pumpkins, apples, weather, etc.)
* The teacher may have a list of topics for students to write about. Students will pre-write using a bubble map as a graphic organizer. Students will write a topic sentence (main idea sentence) for the topic and then include supporting details.
* Students may research a topic to write about. Students will use the bubble map to organize information.

**Extensions and Connections (for all students)**

* **Students may practice the concept of finding the main idea by using a text on their independent level.**
* **Students may cut out pictures from a magazine that relate to a topic (e.g. dinner).**
* **The teacher may read the class a nonfiction text without showing the cover or revealing the title of the book. After reading, have students create a title and cover for the book.**
* **Students may match details with a main idea.**
* **Students may answer who, what, where, when, why, and how questions on a topic.**
* **Students may name a main idea/topic for a group of details.**
* **Students may play a game where a student or a teacher describes a main idea or topic to a group without saying the word, only using details to describe. Students must guess the main idea.**

**Strategies for Differentiation**

* Use picture cards to represent the main idea and supporting details. (e.g. a picture of a school and then details of what you may find inside a school.)
* Provide prewritten main idea options on cards for students to see. One of the main idea cards is the correct one.
* When starting, use familiar and high interest topics on the students independent level.
* Circle/ highlight repeated words or ideas and think if it tells what the text is mostly about.
* Use sentence starters such as, “All of these items have \_\_\_\_\_\_\_\_ in common.” “Where would I find these?” “What is this all about?”