

## General Education ELA Lesson Plan

### Finding the Main Idea

Source: <http://www.readworks.org/lessons/grade3/main-idea/lesson-1>

**Standard:** [CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Learning Outcome:** Students will identify the main idea of a paragraph using the first and last sentences.

**Materials:** teacher selected text, student self selected text

#### Activities:

- Focus and Review: Remind students that finding the main idea of a text is an important skill that will help them remember and understand what they read better.
- Teacher Modeling/Direct Instruction: Explain that sometimes the first or last sentence of a paragraph will tell the reader what the paragraph is mostly about, or its main idea. Model the strategy of using the first or last sentences of a paragraph to help identify the main idea. Use the first two paragraphs on a preselected excerpt of text. Think aloud to show how you determined the main idea of each paragraph and underline the supporting sentence.
- Guided Practice: With the students, continue to use the strategy of using the first or last sentence of a paragraph to identify the main idea in the next paragraph or section of text. Together discuss how we identified the main idea of each paragraph and underline the sentence that helped us.
- Independent Practice: Students will use the strategy of using the first or last sentence to identify the main idea of each paragraph. Remind them to underline which sentence helped them identify the main idea of each paragraph.

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#### Activity: Create a universally designed version of the above lesson

UDL Planning	My ideas
Representation- adaptations in materials (e.g., adapt for sensory impairments)	Rather than having students find and underline the key words and supporting details, the teacher can highlight the supporting details before reading. Encourage students to focus on these details and key words to help them determine the main idea of the selection. The text can also be color coded to indicate main idea and details.
Expression- how will student show learning (e.g., use of assistive technology; alternative project)	After reading a selection, provide students with pre-made cards containing the main idea, key words, and supporting details. Have them identify the main idea and supporting details by pointing to the appropriate cards. Provide students with sentence starters such as "This paragraph is mostly about..." "The main idea of this text is..." "The key words that support the main idea include..." to help them construct their response.

Engagement- how will student participate in the activity

Student can work in pairs during independent practice; student can use technology (e.g., iPad) to practice talking and writing to find the main idea, them, and supporting details in the text.