NCSC UDL Unit Concept Reinforcement Activity for English Language Arts ES Lesson 3

*If the student has not had experience (or has had very little experience) with the concept of main idea and supporting details in an informational text, it might be helpful to provide instruction using this Concept Reinforcement Activity (CRA) before the Introduction to Lesson 3. Just as with any other student, it is unlikely that he/she will learn this concept or skill after being instructed only once so you can provide this activity at other times during the unit. But do not expect or require mastery of this CRA before the student takes part in the unit. The CRA is supplemental instruction and should only be provided **in addition to** the instruction in the unit; it does not take the place of the unit.*

Key Vocabulary: The following key vocabulary terms are used in the reinforcement activities and the unit. It is important to provide these terms in the student's communication system and describe the meaning using the definitions in the unit as provided or paraphrased as needed. The purpose is to build understanding of the terms rather than teaching the student to recite the definitions. For example, when talking about main idea, state, "The main idea of this story/chapter/paragraph/etc. is _____. The main idea is the most important thing."

Unit Definition	Possible Paraphrased Definition
Main idea: tells what the paragraph/text is about; the most important thing	**Main idea:** what it is all about (in the story, in the paragraph, in the movie, etc.)
Supporting details: facts/statements that support the main idea	**Supporting details:** the information that tells what the main idea is

Exploratory Activity

   Purpose: *The exploratory activity is designed to build the concept of the main idea and supporting details of a text.*

1. Begin building the concept of main idea with a group of pictures or objects before moving to text based material.
    a. Begin building the concept of main idea by providing pictures or objects that go together in a box labeled, "main idea". Talk about each object/picture with the student and then provide two choices of what the objects/pictures are all about. At first model and then allow the student to select the correct choice. State that this is the main idea of this box and place the correct choice under the box label of "main idea". For example, provide pictures of birthday candles, birthday cake, party hats, wrapped present, birthday card in a box. Talk about each picture and what it is

used for. Then show and read to the student the choices of the box being all about vacation or birthday party. Model making the choice and placing birthday party on the box under "main idea."

b. Repeat this activity with other main idea pictures or objects. Reinforce the concept of main idea.

c. Take the pictures of objects used in the previous activity and place the determined main idea onto a graphic organizer (see figure 1). Talk to the student about how to know that it is the main idea. Guide the student to understanding that the pictures/objects provide supporting details of the main idea (e.g., pictures support that it was a birthday party).

d. An added step of difficulty can be accomplished by including other pictures/objects that do not support the main idea (e.g., add a picture of a spoon and a crayon to the birthday party pictures).
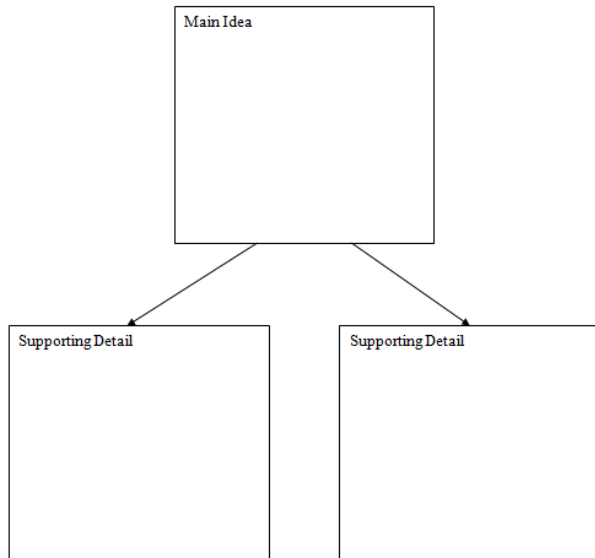

Figure 1 Main idea graphic organizer

2. Move to text based materials.

a. Provide a grid with large cells or provide two egg cartons placed vertically with the long sides connected (i.e., a 3-d representation of the grid) in front of student.
b. Provide pictures or small objects that represent words (e.g., pencil for writing, book for reading, paint brush for painting) from the text and a book about someone who loves to paint).
c. Read the passage and help the student move each picture up as the word is read. The word that is read the most should be the highest and will be the main idea (words should be carefully selected for this to work). See example in figure 2.
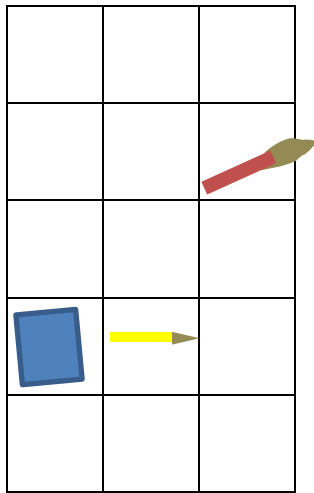

Figure 2 main idea grid, (clipart)

3. Go on a scavenger hunt in the passage. Look for clues in the topic sentence, the first paragraph, the title, pictures, and the last sentence for the main idea.
4. Use a graphic organizer. First giving the main ideas and having the student find the supporting details (from provided choices). Next, giving the supporting details and having the student find the main idea (from provided choices).

Scripted Activity with Data Collection

Purpose: This activity is designed to provide extra practice to learn or refine the skill determining the main idea and supporting details which will be used throughout this unit (and can be used in subsequent units and grades and across content areas). The activity provides opportunities for extra instruction on other reading skills such as sight word recognition and phonics.

There is one version of the activity. The activity uses an inductive approach - going from details to determining the main idea. You may do the activity more than once as time allows. Mastery of this skill is not expected nor required to continue working within this unit. Instead, this activity should be used solely as practice whenever it can be worked in during instruction on the unit or at other times during the school day. It does not take the place of instruction with peers on the UDL unit, but supplements that instruction.

Based upon the student and the skill, choose any one of the instructional strategies from the NCSC Instructional Resource Guide to use during instruction throughout the practice activity. Use the data to give you more information on what part of the skill the student may need more focused instruction on throughout the unit.

Materials and Directions for Teacher
Provide reading passage (e.g., short description of something, paragraph, book chapter) using supports necessary to make it accessible to the student; index cards, sticky notes, pictures, symbols; graphic organizer (using supports make it accessible to the student and cues to help the student use it accurately in order to develop the skill *Review the Considerations for Emerging Readers and Communicators sections of the UDL unit to get ideas for making the text accessible. The graphic organizer can be in any format that will allow organization of the main idea and supporting details. Some typical ones used for this purpose include satellite or bubble organizers and webs. This activity will work with one main idea and three supporting details but you can choose to do less than or more than three supporting details; just adjust the steps in the activity and the data collection to match. Cues provided on the graphic organizer may include color coding, textures, and size/shape variations. More than one cue may be provided initially and then all cues should eventually be faded as the student improves his/her performance of the skill.*

Instructional Cue	Student Expected Response	Date:
When we read it is important to know the main idea and its supporting details so that we can understand and enjoy reading more. Let's read (insert name of text here) together. *Read the text with the student.* **I remember something – (insert a detail from the text). Tell me what you remember.**	Student indicates the same detail as you or another detail.	
Use the system that will give your student the most accessibility to the reminder; indicate the sections of the graphic organizer as you read the script; demonstrate where to place the reminder on the organizer as you read the script. **To help us remember that detail, I will write a reminder here.** *Write the detail (text, picture, symbol, etc.) on the index card, sticky note, etc.* **To help us remember the details from the text, we can use this graphic organizer. Here is where we put the main idea and here is where we put the supporting details. I will put this detail reminder here. Now you do it.**	Student puts detail reminder in correct section of the graphic organizer.	
Let's read (insert name of text here) again. *Read the text with the student.* **I remember something – (insert a detail from the text). Tell me what you remember.**	Student indicates the same detail as you or another detail.	
Use the system that will give your student the most accessibility to the reminder; indicate the sections of the graphic organizer as you read the script; demonstrate where to place the reminder on the organizer as you read the script.		

To help us remember that detail, I will write a reminder here. *Write the detail (text, picture, symbol, etc.) on the index card, sticky note, etc.* ***On the graphic organizer, here is where we put the main idea and here is where we put the supporting details. I will put this detail reminder here. Now you do it.***	Student puts detail reminder in correct section of the graphic organizer.	
Let's read **(insert name of text here)** ***again.*** *Read the text with the student.* ***I remember something – (insert a detail from the text). Tell me what you remember.***	Student indicates the same detail as you or another detail.	
Use the system that will give your student the most accessibility to the reminder; indicate the sections of the graphic organizer as you read the script; demonstrate where to place the reminder on the organizer as you read the script. ***To help us remember that detail, I will write a reminder here.*** *Write the detail (text, picture, symbol, etc.) on the index card, sticky note, etc.* ***On the graphic organizer, here is where we put the main idea and here is where we put the supporting details. I will put this detail reminder here. Now you do it.***	Student puts detail reminder in correct section of the graphic organizer.	
Indicate the detail reminder as you read the script. ***We can use the details to help us figure out the main idea. This reminder tells me (insert detail). This detail is about (insert main idea). What is this detail about?***	Student indicates main idea.	
Indicate the second detail reminder as you read the script.		

This reminder tells me **(insert detail).** *This detail is about* **(insert main idea). What is this detail about?**	Student indicates main idea.	
Indicate the third detail reminder as you read the script. *This reminder tells me* **(insert detail).** *This detail is about* **(insert main idea). What is this detail about?**	Student indicates main idea.	
Indicate each detail reminder as you read the script. *All of the details are about* **(insert main idea).** *So the main idea is* **(insert main idea). What is the main idea?**	Student indicates main idea.	
Use the system that will give your student the most accessibility to the reminder; indicate the sections of the graphic organizer as you read the script; demonstrate where to place the reminder on the organizer as you read the script. *To help us remember the main idea, I will write a reminder here.* *Write the main idea (text, picture, symbol, etc.) on the index card, sticky note, etc.* *On the graphic organizer, here is where we put the supporting details and here is where we put the main idea.* *I will put the main idea reminder here.* *Now you do it.*	Student puts main idea reminder in correct section of the graphic organizer.	
Indicate each reminder on the graphic organizer as you read the script; prompt the student to read each piece of information such as saying, "Read this detail" or "What detail is this?" *To help me remember the text, I will review the graphic organizer.* *Read the information from the graphic organizer.* *Now you do it.*	Student reads each detail and the main idea.	**D** **D** **D** **MI**

Transition Activity: Back to the UDL Lesson

After providing the instruction provided in the CRA, help the student transition back to the UDL Lesson (*Introduction* of *Lesson 3)* by conducting a short review of the terms "main idea" and "supporting details."   Use the graphic organizer to find the main idea and supporting details with the book used in *Introduction* of *Lesson 3*. Consider providing an adapted version of the graphic organizer used in the Body of Lesson 1. During the *Body* and *Practice* of *Lesson 1*, use the script for main idea and supporting details to assist as needed and to further teach the student the concept. Use strategies from the Instructional Resource Guide as needed to move the student towards skill acquisition.