



START HERE

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INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Handout - Before, During, After graphic organizer
- Handout - Metacognition Reflection questions
- Handout - Rubric
- Bulletin Board Poster
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)

Want to download
or edit a specific file?

Click the links on
the next page!

Instructions

What's in this
PDF

What's NOT
in this PDF



Print this PDF

(it has all of the handouts)

File Table of Contents

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan	PDF	one-click copy
Lesson	Slideshow	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Video of slideshow	Main Idea	YouTube	link
Handouts	Before, During, After (Graphic organizer you can use with any text)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Metacognition (Reflection questions)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Rubric	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
Bulletin Board	Poster (8.5 x 11 page with reading strategy pro tips)	PDF	one-click copy
		Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Online version	<ul style="list-style-type: none">• TpT currently only allows one Easel by TpT document to be attached to a product.• All of the handouts are in this single file.• Delete the pages you don't need before assigning your file to students.• Use the one-click copy link (on the right) multiple times to create different versions.	Easel by TpT	one-click copy

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

Main Idea - START HERE - Page 2 of 5
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Google Slides

Powerpoint

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FINDING THE MAIN IDEA

Finding the Main Idea is a strategy to figure out what general point the author is trying to make. There might be several main ideas in an article, but the “best” main idea has strong support throughout the text. As you read, look for clues in key spots by paying attention to how the text is organized. After you read a paragraph, decide whether it gives “nice to know” side information or key information that supports the author’s point.


Title of today’s text: _____

Works with
any text

FINDING THE MAIN IDEA



- Focus on the BIG PICTURE
 - Summarize the article in a word or phrase
This article is about _____. (This is the topic.)
 - What general point is the author making?
What does the author want you to know about this topic?
- Look for clues in key spots
How is this text organized? Look at the title, subtitle, headings, introduction, conclusion, review questions, etc.
- Think about the role of each paragraph
Where is the main idea of the paragraph: beginning, middle, or end?
Is this paragraph fluff or does it support the main idea?
- Find the “best” main idea
The main idea is NOT always directly stated. The best idea has strong support from the beginning, middle, and end of the entire article.

 **Reading for MEANING**
comprehension strategy

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page 1



Graphic Organizer

Name _____ Class _____ Date _____

Before Reading

Before you read, think about how the text is organized.

1. What text features are there? (i.e. title, headings, table of contents, introduction, etc)
- _____
- _____

Look at the title (and subtitle if there is one).

2. Based on the title, predict what this text will be about in one word or phrase...
- _____
3. Why do you think that?
- _____
4. Based on the title, what general point do you think the author will make about the topic?
- _____
5. Explain your thinking
- _____
- _____

Look at the questions you need to answer after reading the text.

6. Based on the questions, predict what this text will be about in one word or phrase...
- _____
7. Why do you think that?
- _____
8. What general point do you think the author will try to make about the topic?
- _____
9. Explain your thinking
- _____
- _____
- _____

Before
Reading

page 2



Graphic Organizer

Name _____ Class _____ Date _____

Look at one more text feature (i.e. headings / subheadings, illustrations / photos, etc)

10. What text feature will you think about: _____

11. Based on this text feature, predict what this text will be about in one word or phrase...

12. Why do you think that?

13. Based on the questions, what general point do you think the author will try to make about the topic?

14. Explain your thinking

STOP and CHECK!

- ☐ I identified different text features in this article
- ☐ I used **the title / subtitle** to find clues about the topic and what general point the author might make about that topic.
- ☐ I used **the questions at the end of the text** to find clues about the topic and what general point the author might make about that topic.
- ☐ I used **one more text feature** to find clues about the topic and what general point the author might make about that topic.

Before Reading

page 3



Graphic Organizer

Name _____ Class _____ Date _____

During Reading

As you read, think about each paragraph and what role that paragraph plays in the organization of the article.

During Reading: Think about a paragraph from the **BEGINNING** of the article

1. Which paragraph did you think about? Write down the first sentence so we can find this paragraph again later on.

2. What is the main idea of *this paragraph*?

3. Where is the main idea of *this paragraph*? Circle one:

BEGINNING
of the paragraph

MIDDLE
of the paragraph

END
of the paragraph
4. Explain why you think that

5. What role do you think this paragraph plays in the organization of the entire text? Why do you think that?

6. Is the information in this paragraph "nice to know" side information or is it essential information that helps the general point the author is trying to make. Explain your ideas.

During Reading

page 4



Graphic Organizer

Name _____ Class _____ Date _____

During Reading: Think about a paragraph from the **MIDDLE** of the article

1. Which paragraph did you think about? Write down the first sentence so we can find this paragraph again later on.

2. What is the main idea of *this paragraph*?

3. Where is the main idea of *this paragraph*? Circle one:

BEGINNING
of the paragraph

MIDDLE
of the paragraph

END
of the paragraph

4. Explain why you think that

5. What role do you think this paragraph plays in the organization of the **entire** text? Why do you think that?

6. Is the information in this paragraph "nice to know" side information or is it essential information that helps the **general** point the author is trying to make. Explain your ideas.

During Reading

page 5



Graphic Organizer

Name _____ Class _____ Date _____

During Reading: Think about a paragraph from the **END** of the article

7. Which paragraph did you think about? Write down the first sentence so we can find this paragraph again later on.

8. What is the main idea of *this paragraph*?

9. Where is the main idea of *this paragraph*? Circle one:

BEGINNING
of the paragraph

MIDDLE
of the paragraph

END
of the paragraph

10. Explain why you think that

11. What role do you think this paragraph plays in the organization of the **entire** text? Why do you think that?

12. Is the information in this paragraph "nice to know" side information or is it essential information that helps the **general** point the author is trying to make. Explain your ideas.

STOP and CHECK!

- ☐ I thought about a paragraph from the **BEGINNING** section of the text.
- ☐ I thought about a paragraph from the **MIDDLE** section of the text.
- ☐ I thought about a paragraph from the **END** section of the text.

During Reading

page 6



Graphic Organizer

Name _____ Class _____ Date _____

After Reading

Now that you have read the entire article, let's think about the big picture.

What do you think is the topic of this article?

1. Summarize the entire text in one word or phrase: _____

What do you think the author is trying to say about that topic?

2. What general point is the author trying to make? Explain this using one sentence only (around 10 words.)

3. What else might the author be trying to say about that topic? Come up with a different general point that the author might be trying to make. (One sentence around 10 words.)

4. Come up with one more general point that the author might be trying to make. This can be about the same topic or a different topic that the article might be about. (Again, only use one sentence that is around 10 words.)

Choose the best main idea.

You've come up with 3 different possible main ideas (your answers to question #2, #3, and #4.)

The best main idea has strong support from the entire article.

- Think about the title.
- Think about the introduction section.
- Think about the middle section.
- Think about the end section.
- Think about any discussion questions at the end of the text.

After
Reading

page 7



Graphic Organizer

Name _____ Class _____ Date _____

5. Which main idea (question #2, #3 or #4) do you think has the most support? Circle one:

Your answer to question #2	Your answer to question #3	Your answer to question #4
----------------------------	----------------------------	----------------------------

6. What evidence can you find in the title that backs up this main idea? Explain.

7. What evidence can you find in the introduction that backs up this main idea? Explain.

8. What evidence can you find in the middle that backs up this main idea? Explain.

9. What evidence can you find in the conclusion that backs up this main idea? Explain.

10. Now that you've thought a little more about the evidence, revise or restate the best main idea. What is the general point that the author is trying to make in this article? (Use only one sentence around 10-15 words.)

STOP and CHECK!

- ☐ I identified the topic of this article (question #1)
- ☐ I brainstormed 3 different possible main ideas (question #2, #3, #4)
- ☐ I thought about which main idea had the best support
- ☐ I backed up that main idea by using evidence from the title, the introduction, the middle, and the end of the article
- ☐ I restated the best main idea in only one sentence (10-15 words.)

After
Reading

page
10

METACOGNITION






Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:


- ☐ Noticing what we think about as we read.
- ☐ Using specific strategies to help us think as we read.
- ☐ Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

FINDING THE MAIN IDEA



- Focus on the BIG PICTURE
 - Summarize the article in a word or phrase
This article is about _____. (This is the topic.)
 - What general point is the author making?
What does the author want you to know about this topic?
- Look for clues in key spots
How is this text organized? Look at the title, subtitle, headings, introduction, conclusion, review questions, etc.
- Think about the role of each paragraph
Where is the main idea of the paragraph: beginning, middle, or end? Is this paragraph fluff or does it support the main idea?
- Find the "best" main idea
The main idea is NOT always directly stated. The best idea has strong support from the beginning, middle, and end of the entire article.

 **Reading for MEANING**
comprehension strategy

1. Describe something you figured out about the meaning of the article by using the strategy **FINDING THE MAIN IDEA**. (Share an ah-ha moment)

2. Explain how **FINDING THE MAIN IDEA** and thinking about the organization structure helped you figure out this ah-ha moment.

3. How could you modify this **FINDING THE MAIN IDEA** strategy to work better for you? What rule / tip would you change, modify, delete, or add?

Self Reflection



Rubric - Finding the Main Idea

The point of Finding the Main Idea is to figure out what general point the author is trying to make. Although there may be several possible answers, the best answer has strong support with **evidence from the text** from the beginning, middle and end. Strong evidence can include quotes from the text as well as things you inferred based on what the author wrote.

	Level 4	Level 3	Level 2	Level 1
R1. Reading for Meaning Ideas	You answered all of the guiding questions from the handout.	You answered all of the guiding questions from the handout.	You tried to answer the guiding questions from the handout.	You answered few of the questions from the handout.
	Your "main idea" is supported by strong evidence from the entire text. You explained how your evidence supports your "main idea" well. You use very insightful ideas that show you really get the article.	Your "main idea" makes sense and you have good evidence from the entire text. You explained how your evidence supports your "main idea".	Your "main idea" is a little confusing because... ... there isn't enough evidence from the entire text to support this "main idea" or there are irrelevant details. ... your evidence doesn't really prove your "main idea"	I'm not sure how you came up with this "main idea". There's not enough evidence from the text or there are too many irrelevant details.
	Level 4	Level 3	Level 2	Level 1
R4. REFLECTING on reading skills and strategies Ideas	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the questions.	You answered few of the questions.
	You very clearly explain how you used this strategy with strong support.	You explained how you used this strategy and you have good support.	How you used this strategy is a little bit confusing because there's not enough support or there are irrelevant details.	It doesn't seem like you used this strategy based on what is given here. There's not enough support or there are too many irrelevant details.



FINDING THE MAIN IDEA



Use as
reference

1. Focus on the BIG PICTURE

- Summarize the article in a word or phrase
This article is about _____. (This is the topic.)
- What general point is the author making?
What does the author want you to know about this topic?

2. Look for clues in key spots

How is this text organized? Look at the title, subtitle, headings, introduction, conclusion, review questions, etc.

3. Think about the role of each paragraph

Where is the main idea of the paragraph: beginning, middle, or end?
Is this paragraph fluff or does it support the main idea?

4. Find the “best” main idea

The main idea is NOT always directly stated. The best idea has strong support from the beginning, middle, and end of the entire article.



Reading for **MEANING**
comprehension strategy

Main Idea - Poster

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Bulletin Board Poster



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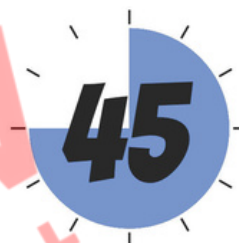
Reading Strategy

FINDING THE MAIN IDEA

LESSON PLAN 6 lessons (approx 50 min each)

FINDING THE MAIN IDEA Lesson 1 - 45 min

- [Introduction to Active Reading and Comprehension Strategy \(slides 1-16\) - 10 min](#)
- [4 TIPS to FINDING THE MAIN IDEA](#)
 - [PRO TIP #1: Focus on the BIG PICTURE \(slides 17-28\) - 15 min](#)
 - [PRO TIP #2: Look for clues in key spots](#)
 - [Typical Structure of an Informational Text \(slides 29-42\) - 10 min](#)
 - [Typical Structure of a 5 Paragraph Essay \(slides 43-53\) - 10 min](#)



Lesson
Overview

FINDING THE MAIN IDEA Lesson 2 - 50 min

- [4 TIPS to FINDING THE MAIN IDEA \(cont\)](#)
 - [PRO TIP #2 \(cont\)](#)
 - [Typical Structure of a longer article \(20 paragraph essay\) \(slides 54-72\) - 10 min](#)
 - [Typical Structure of an informational text with headings \(slides 73-80\) - 10 min](#)
 - [Typical Structure of an informational text with headings / images \(slides 81-89\) - 10 min](#)
 - [Typical Structure of a website article on a mobile device \(slides 90-97\) - 10 min](#)
 - [Typical Structure of a Textbook \(slides 98-112\) - 10 min](#)



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Main Idea - Lesson Plan - Page 1 of 46

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Lesson Plan

Approximate
timing

FINDING THE MAIN IDEA Lesson 3 - 50 to 60 min

- 4 TIPS to FINDING THE MAIN IDEA (cont)
 - PRO TIP #3: Think about each paragraph (slides 113-175) - 40 min
 - Objective (slides 113-114) - 5 min
 - Typical structure of a paragraph "Hamburger model" (slides 115-125) - 10 min
 - Alternate structure paragraph - main idea at end "Pizza model" (slides 126-135) - 10 min
 - Alternate structure paragraph - main idea in middle "Hamburger model with bacon on top" (slides 136-146) - 10 min
 - Review of different paragraph organizations (slides 147-148) - 5 min
 - OPTIONAL: Think aloud to model how to think about paragraph organization (slides 149-175) - 10 min
 - PRO TIP #4: Find the "best" main idea (slides 176-186) - 10 min



FINDING THE MAIN IDEA Lesson 4 - 45 min

- Practice - Modelled / Shared Reading
 - PRO TIP #1: Focus on the Big Picture (slides 187-191) - 5 min
 - PRO TIP #2: Look for clues in key spots (slides 192-212) - 40 min



FINDING THE MAIN IDEA Lesson 5 - 50 min

- Practice - Modelled / Shared Reading (cont)
 - PRO TIP #3: Think about each paragraph (slide 213-225) - 40 min
 - PRO TIP #4: Find the "best" main idea (slides 226-232) - 5 min
- Recap the strategy (slides 233) - 5 min
- OPTIONAL Big Picture: Reading for Meaning / 21st Century Learning (slide 234-237)



Main Idea - Lesson Plan - Page 2 of 46

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page 2



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Lesson Plan

Independent Practice - 40-80 min

- [Review Independent Reading Handout package - 5 min](#)
- [Hand out article and clarify instructions - 5 min](#)
- [Students read article / Complete Finding the Main Idea Handouts - 30 min](#)
- [OPTIONAL: Students answer discussion questions \(if any\) from the text they read - 20 min](#)
- [OPTIONAL: Metacognition - 20 min](#)



MATERIALS






- Slideshow (**File 3**)
- Finding the Main Idea handout (**File 4a**)
- Metacognition handout (**File 4b**)
- Rubric (**File 4c**)
- Poster (**File 4d**)
- Article to read while using this strategy - **NOT PROVIDED**
 - Use a novel / textbook that you are studying in class.
 - Use an [Educircles 21st Century Learning Article](#)

Materials
you need

page 3



Introduction to Active Reading and Comprehension Strategy (slides 1-16) - 10 min

	Today we're going to be talking about the comprehension strategy called Finding the Main Idea.
	Now before we talk about this reading strategy, let's review active reading. Active reading means we think about the text as we read. We don't just say the words – we think about the words and what the words actually mean. If we use strategies, we can get better at reading. Comprehension strategies help us figure out what is happening in a text.
	
	Today, we will use a strategy called Finding The Main Idea. Finding The Main Idea is about looking at the big picture of an article. we're asking what general point is the author trying to make? It's not always easy to find the best or biggest main idea.
	
	An author will write several sentences and paragraphs <ul style="list-style-type: none">• and in the article, there will be several key points and ideas.• The best main idea is the overall central idea of the entire article.• So, in this example, the big idea might be that this is a soup ladle.
	
	
	








Detailed Script

page 4

Introduction



Lesson Plan

10		Finding the main idea is like looking for constellations in the night sky.
11		A constellation is a group of stars in a recognizable pattern.
12		<ul style="list-style-type: none"> For example, this is the Big Dipper. If you know where to look it's easier to see the patterns. Did you know that if you extend the line between the last 2 stars in the Big Dipper, you can find the North star.
13		
14		
15		
16		<p>When we read, we need to look for clues in key spots of the text.</p> <p>We need to ask ourselves, how is the text organized? We think about the big picture and we try to look at the entire article.</p>

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Introduction

Main Idea - Lesson Plan - Page 5 of 46

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Lesson Plan

4 TIPS to FINDING THE MAIN IDEA (slides 17-186)






PRO TIP #1: Focus on the BIG PICTURE (slides 17-28) - 15 min

17		Here are 4 pro tips to help you find the main idea as you read.
18		Pro Tip #1 is to focus on the big picture - that means think about the entire article.
19		<ul style="list-style-type: none">Summarize the entire article in a single word or phrase.What general point is the author trying to make about that topic?
20		We're going to be looking at a series of examples.
21		Let's look at example #1 which is a photograph. Here's the photo.
22		Summarize this entire media text in a single word or phrase. In other words, what is this image about?
23		What is the topic ? You might say stars, night, the universe, being alone, life on other planets...

Pro Tip #1

page 6



<p>24</p> 	<p>Then, we have to ask ourselves what is the author saying about the topic.</p> <ul style="list-style-type: none">• Maybe that “astronomy is the science of stars and space”• or maybe the author is trying to say that “night is beautiful”,• “the universe is expanding”,• “being alone can be a good thing”,• “Is there life on other planets?”
<p>25</p> 	
<p>26</p> 	<p>Any of these could be the main idea, but which one is the best main idea?</p> <p>We need to try to figure out what the photographer is trying to say with this photo?</p> <ul style="list-style-type: none">• Maybe the message is that “night is beautiful” or• “being alone can be a good thing”.• Or, maybe the photographer is trying to capture a sense of wonder about life on other planets. <p>We need more information to figure out which of these might be the best main idea. Maybe there are other clues somewhere else.</p>
<p>27</p> 	
<p>28</p> 	<p>Pro Tip #1 Recap</p> <p>Let's review Pro Tip #1.</p> <ul style="list-style-type: none">• Focus on the big picture - which means the entire article.• Try to summarize the entire article in a single word or phrase.• Ask yourself, what general point is the author trying to make.








Pro Tip #1

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Pro Tip #2






Pro Tip #2

<div data-bbox="250 376 270 420">29</div>  <div data-bbox="250 518 270 560">30</div> 	<p>Here is Pro Tip #2 which is to look for clues in key spots.</p> <ul style="list-style-type: none"> • How is the text organized? • Is there a title or subtitle? • Are there headings or subheadings? • Is there an introduction? Body paragraphs? A conclusion? • Are there review questions?
<div data-bbox="250 707 270 750">31</div> 	<p>Let's look at example #2 which is an informational text that has 5 paragraphs.</p>
<div data-bbox="250 897 270 939">33</div>  <div data-bbox="250 1037 270 1081">34</div> 	<p>Here's the informational text. Let's zoom in.</p> <ul style="list-style-type: none"> • Lorem ipsum is placeholder text that we use in web design. • It gives us a sense of layout without having to use actual sentences.
<div data-bbox="250 1265 270 1306">35</div>  <div data-bbox="250 1405 270 1448">36</div> 	<p>Many people just look for meaning in the sentences, but we can find a lot of clues hiding in the text organization.</p> <p>That's why in this lesson, there are fake words in the sentences. It's to help us focus on the text form and structure instead of the words themselves.</p>

page 8




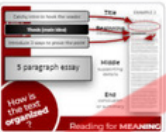







Pro Tip #2

37 	Pro Tip #2 is about look for clues in key spots and the guiding question right now is how is the text organized?
38 	Here's the typical format for most informational texts.
39 	You have a title which gives us a big hint about the topic and the general point.
40 	The beginning of the article usually introduces what we're going to find out in this article.
41 	The middle of the article usually includes supporting details that the author uses to explain their point
42 	Finally, at the end of the article, we often see a conclusion that summarizes what the author just told us.

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43		This is a 5 paragraph essay.
44		Paragraph #1
45		<ul style="list-style-type: none">• We have a catchy introduction to hook the reader.• The last sentence in the introduction is usually the thesis or main idea and• a quick introduction to the 3 ways the author is going to prove their point.
46		
47		
48		
49		Paragraph #2, #3, #4
50		Paragraph #5
51		

Pro Tip #2

page 10



52

If we were doing a reading test on a 5 paragraph essay, we would know where to look in each paragraph and this could help us figure out the main idea of the essay.

53






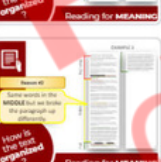


The problem is most texts aren't 5 paragraphs long. Good writing is not always obvious and formulaic, but there are still patterns in how informational texts are organized. And we can use these patterns to help us figure out the main idea.

Pro Tip #2

page 11



Typical Structure of a longer article (20 paragraph essay) (slides 54-72) - 10 min

54 	So, let's look at example #3 which is an informational text that now has 20 paragraphs. <ul style="list-style-type: none">We're going to start with our 5 paragraph essay and then add a bunch of line breaks.This means that if we were working on this article on our computer, we would literally hit the enter key to break apart longer paragraphs into shorter paragraphs.
55 	
56 	We're going to play with the structure of our paragraphs. Website articles typically use shorter paragraphs because shorter paragraphs are easier to read online.
57 	BEGINNING: <ul style="list-style-type: none">So, here we have our beginning.We have the same words in the beginning, but we broke the paragraph up differently.
58 	MIDDLE: <ul style="list-style-type: none">Here we have reason #1 – which has the same words in the sentences, but again we hit enter in the paragraph to break the paragraph up differently.
59 	<ul style="list-style-type: none">We did the same thing in reason #2
60 	<ul style="list-style-type: none">and again in reason #3, splitting up the paragraph into shorter paragraphs.
61 	END: <ul style="list-style-type: none">Finally, in the conclusion, we have the exact same words in the sentences, but we broke the paragraph up differently.




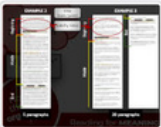




Pro Tip #2

page 12



Pro Tip #2

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<div>62</div> <div></div> <div>63</div> <div></div>	<p>Now, this essay has 20 paragraphs.</p> <p>A 20 paragraph essay has the same structure – the same pattern – as a 5 paragraph essay.</p> <p>Okay, now let's compare the 2 examples.</p> <p>What's the formula / pattern for a 5 paragraph essay?</p>
<div>64</div> <div></div> <div>65</div> <div></div> <div>66</div> <div></div>	<p>BEGINNING:</p> <ul style="list-style-type: none">• We have a title where we have the topic or the point of the article.• We have a catchy introduction to catch the reader's attention.• We introduce the main idea of the article.
<div>67</div> <div></div> <div>68</div> <div></div> <div>69</div> <div></div>	<p>MIDDLE:</p> <ul style="list-style-type: none">• Then, we explain reason #1 - this is our 1st idea supporting what we're trying to say with this article.• Then, we have another reason to prove our main idea.• Finally, we have a third reason supporting our main idea.



70

71

72

END:

- Then, at the end, we summarize what we just told the reader
- we summarize the main idea and we include a thought-provoking ending.

A 5 paragraph essay and a 20 paragraph essay follow similar patterns.

And we can use these patterns...









- to figure out what is important in a text
- To figure out the main idea of the article (what general point the author is trying to make.)

Pro Tip #2

page 14



Typical Structure of an informational text with headings (slides 73-80) - 10 min










73		Let's look at example #4 which is an informational text that has 20 paragraphs, but now we're going to add headings and subheadings.
74		One way to make your article easier to read and quickly understand is to use headings and subheadings to organize information.
75		BEGINNING: <ul style="list-style-type: none">So, for example, in the title area we might have a title, but we might also add a subtitle to give more insight into what we are trying to say with our article.
76		MIDDLE: <ul style="list-style-type: none">Then, in our reason #1 section, we might add a heading and a subheading. We can also split paragraph into bullets to make those sentences easier to read.In reason #2, we could add a heading here as well will split paragraph into bullets again to make things easier to read.In the 3rd reason section, we could add a heading and then add multiple subheadings to clarify our arguments and ideas.
77		
78		
79		END: <ul style="list-style-type: none">Finally, in the last part of the article, we could add a heading to signal to the reader that this is our conclusion and we are wrapping things up.
80		This text now looks longer, but it still has the exact same organization: we have a beginning, a middle, and an end.

Pro Tip #2

page 15











Typical Structure of an informational text with headings / images (slides 81-89) - 10 min

81		Let's look at example #5 which is an informational text that has 20 paragraphs, headings and subheadings, and now we're going to add images.
82		We use images to support what we are saying in the text.
83		BEGINNING: <ul style="list-style-type: none">So, in the introduction, we might start with a catchy image to hook the reader's attention.
84		MIDDLE: <ul style="list-style-type: none">In reason #1, maybe we'll add an image or two with captions to provide more context to the written ideas.We can add another image for the next idea in reason #2 to visually explain what we're talking about there.Then, in reason #3, we can add some images to enhance the text and make it more interesting to read.
85		
86		
87		
88		END: <ul style="list-style-type: none">In the end, we don't have to make a change. We could add an image if we wanted to, but we don't have to.
89		This text again looks longer but, remember, it is still organized like a 5 paragraph essay with a beginning, middle and end.

Pro Tip #2

page 16



90 	<p>Imagine we read this article on a mobile device. It's still the same structure as a 5 paragraph essay that we talked about earlier even though it looks very different.</p> <p>What is the structure of a 5 paragraph essay? What organizational patterns can we find?</p>
91 	<p>We have a title.</p>
92 	<p>BEGINNING:</p> <ul style="list-style-type: none">• We have a catchy introduction where we introduce the main idea.
93 	
94 	<p>MIDDLE:</p> <ul style="list-style-type: none">• We have idea #1 with supporting details.• Then, if you scroll down, we can see idea number 2 that also has more supporting details.
95 	<ul style="list-style-type: none">• If you keep scrolling down in the article, we have idea #3 which again supports the article's main idea.
96 	
97 	<p>END:</p> <ul style="list-style-type: none">• As we scroll through the article here, we can see the conclusion that summarizes the point the author was trying to make and maybe a catchy ending as well.

Pro Tip #2

page 17



Typical Structure of a Textbook (slides 98-112) - 10 min








98		<p>Let's look at one more example.</p> <p>Example #6 is an informational text with 20 paragraphs, headings and subheadings, images...</p> <p>Instead of having the layout for a mobile device, we're going to change the layout to fit a standard piece of paper.</p>
99		<p>If we shift where the images are located to fit on paper, what started as a 5 paragraph essay now looks like a textbook.</p>
100		
101		<ul style="list-style-type: none">• Here are the first two pages.• The next two pages...• Here are pages 5 and 6,• and then finally we have the end of this section.• Textbooks often ask questions to see how well you understand the point the author is trying to teach you.
102		
103		
104		

Pro Tip #2


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Pro Tip #2



<div>105</div>  <div>106</div> 	<p>A textbook looks longer and more complex but, again, it still organized like a 5 paragraph essay with a beginning, middle, and end.</p> <p>What will the structure of a textbook look like?</p> <p>A textbook often follows the following pattern:</p> <p>TEACHER TIP: For time, we haven't included elements like bolded vocabulary words, vocabulary definitions on the side margin, table of contents, glossary, index, but you get the idea...</p>
<div>107</div>  <div>108</div>  <div>109</div>  <div>110</div> 	<p>BEGINNING:</p> <ul style="list-style-type: none">• We have the title• We have a catchy introduction that may span several pages.• We introduce the main idea of this chapter <p>MIDDLE:</p> <ul style="list-style-type: none">• Then we explain the first concept to supporting the point of this chapter.• Then we go on to explain a second concept to backup the main idea of this chapter.• Finally, we have a third concept section to develop the main idea <p>END:</p> <ul style="list-style-type: none">• At the end of the chapter, we have a chapter conclusion which summarizes what the chapter was about. There is usually a thought-provoking end about the significance of this chapter.• In a textbook, we would have chapter questions for students to test their thinking.
<div>111</div> 	<p>So, as you can see, there are patterns in how informational texts are written. It doesn't matter if you're reading...</p> <ul style="list-style-type: none">• a 5 paragraph essay,• a 20 paragraph essay,



	<ul style="list-style-type: none">• a website article, or• a textbook <p>We can still look for clues in key spots.</p> <p>Remember,</p> <ul style="list-style-type: none">• in a classic 5 paragraph essay, you have 3 body paragraphs, each with 3 supporting details.• But, of course an author could only have 2 reasons to prove their point.• Or, maybe they have 20 reasons why they think something should happen.• Either way, the structure is the same: There's a beginning, middle, and end.
112 	<p>Let's recap Pro Tip #2.</p> <ul style="list-style-type: none">• We look for clues to help us figure out the author's point in key spots by asking how the text is organized.• We look in key locations like<ul style="list-style-type: none">◦ titles and subtitles,◦ headings and subheadings,◦ the introduction / body paragraphs / conclusion,◦ and review questions if there are any.

PRO TIP #3: Think about each paragraph (slides 113-175) - 40 min

Objective (slides 113-114) - 5 min

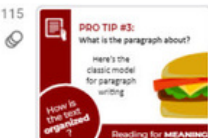
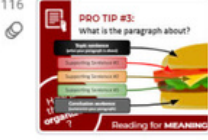



113  114 	<p>Pro Tip #3 is to think about each paragraph as you read it.</p> <ul style="list-style-type: none">• Think about what the individual paragraph is about.<ul style="list-style-type: none">◦ Where is the main idea of this paragraph?◦ Is it at the beginning, middle, or end of the paragraph?• Ask yourself what role this paragraph plays in the article.<ul style="list-style-type: none">◦ Is the information in the paragraph catchy fluff ("nice to know" side information)◦ Is this essential information that helps prove the author's point?
--	---

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Pro Tip #3



Typical structure of a paragraph "Hamburger model" (slides 115-125) - 10 min

115 	Here is the classic model for paragraph writing. It's called the hamburger model.
116 	<ul style="list-style-type: none">• We start with a topic sentence which is like the bread at the top of your hamburger. The topic sentence explains what your paragraph is about.• Then, you have layers of ingredients.<ul style="list-style-type: none">◦ You have a supporting sentence which might be some tomato.◦ Then, you have a 2nd supporting sentence which might be a slice of cheese.◦ You might have a third supporting sentence which could be some lettuce.◦ Maybe you even have a fourth supporting sentence which could be the beef patty.• Finally you end your hamburger with another piece of bread which is your conclusion sentence.
117 	Let's look at example #7 which is a paragraph and the main idea of this paragraph is in the beginning.
118 	<ul style="list-style-type: none">• So here's some Lorem Ipsum text.
119 	<p>BEGINNING of the paragraph</p> <ul style="list-style-type: none">• The topic sentence - what our paragraph is about is at the beginning.

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Pro Tip #3







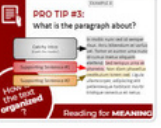
<p>120</p> <p>121</p> <p>122</p>	<p>MIDDLE of the paragraph</p> <ul style="list-style-type: none"> Then, we have body sentences that support the topic sentence and develop the idea.
<p>123</p>	<p>END of the paragraph</p> <ul style="list-style-type: none"> Finally, at the end, we have a conclusion sentence that summarizes the paragraph.
<p>124</p> <p>125</p>	<p>Where is the main idea in this paragraph?</p> <ul style="list-style-type: none"> it's stated at the beginning, then it gets backed up by supporting ideas.
<p>126</p> <p>127</p>	<p>But, we can organize a paragraph in different ways.</p> <p>Here's example #8 which is a paragraph but the main idea of the paragraph is at the end.</p>

Alternate structure of a paragraph - main idea at end "Pizza model" (slides 126-135) - 10 min

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Pro Tip #3

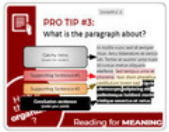




128		<p>We might call this a pizza model where you have...</p> <p>BEGINNING of the paragraph</p> <ul style="list-style-type: none">• a catchy introduction to hook the reader at the top - maybe that's like bacon on top of your pizza. <p>MIDDLE of the paragraph</p> <ul style="list-style-type: none">• Then, you can have supporting ideas.<ul style="list-style-type: none">◦ Supporting sentence #1 could be the pepperoni.◦ Supporting sentence #2 could be the cheese <p>END of the paragraph</p> <ul style="list-style-type: none">• Finally, at the end, you might have a conclusion sentence where you make your point.• That's the crust in our pizza.
129		<p>if we look at some Lorem Ipsum text in a paragraph, we can see...</p> <ul style="list-style-type: none">•
130		<p>BEGINNING of the paragraph</p> <ul style="list-style-type: none">• here is a catchy introduction that has several sentences to try to hook the reader
131		<p>MIDDLE of the paragraph</p> <ul style="list-style-type: none">• Then, we go into supporting sentences that build up to...
132		

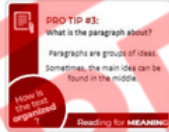
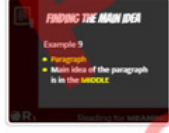

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Pro Tip #3



133		END of the paragraph <ul style="list-style-type: none">the conclusion sentence where we make our main point.
134		Where is the main idea this paragraph? It's at the end.
135		In this style of paragraph, <ul style="list-style-type: none">we start with a catchy intro, thenwe start to introduce ideas that build up our case andlead the reader to our main idea at the end.

Alternate structure of a paragraph - main idea in middle "Hamburger model with bacon on top"
(slides 136-146) - 10 min

136		Sometimes, the main idea is not at the beginning or end.
137		Here's example #9 which is a paragraph that has the main idea in the middle of the paragraph.
138		We might call this a hamburger model with bacon on top. In this example... BEGINNING of the paragraph <ul style="list-style-type: none">the bacon might be a delicious catchy introduction that hooks the reader's attention. MIDDLE of the paragraph <ul style="list-style-type: none">Then, we still have our top bread layer which is our topic sentence where we explain what the paragraph is about.

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Pro Tip #3



	<p>END of the paragraph</p> <ul style="list-style-type: none">• Next, we have some supporting sentences to backup the ideas in our topic sentence.• We might have a sentence that summarizes the paragraph or links to the next paragraph... or we might not.
139	<p>Now, if you look at an example of Lorem Ipsum text, we can see...</p>
140	<p>BEGINNING of the paragraph</p> <ul style="list-style-type: none">• here's the catchy introduction to hook the reader.
141	<p>MIDDLE of the paragraph</p> <ul style="list-style-type: none">• Then, we have our "topic sentence"
142	<p>END of the paragraph</p> <ul style="list-style-type: none">• Followed by a supporting sentence or two to prove our topic sentence.• We don't always have a conclusion sentence like in the classic hamburger model
143	
144	

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Pro Tip #3



145

Where is the main idea in this paragraph? It's in the middle.

In this style of paragraph,

- we start with a catchy introduction
- that leads to the author's point and
- then develop that idea with supporting details at the end.

146

Review of different paragraph organizations (slides 147-148) - 5 min

147

As we read each paragraph in an article,

- we're thinking about what the paragraph is trying to say
- by looking for the main idea in the beginning, middle or end of the paragraph.

3 types of paragraph organizations:

- We have the hamburger model where the main idea is in the beginning,
- the hamburger with bacon on top model where the main idea is in the middle,
- and then we have a pizza model where the main idea is at the end.

148

OPTIONAL: Think aloud: how to think about paragraph organization (slides 149-175) - 10 min

149

If we think back to example #3 which was an informational text that had 20 paragraphs, remember it started with a title and then went on to a catchy introduction. Then, we saw the main idea, idea #1, and so on.

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Pro Tip #3

150		
151		
152		
153		
154	PRO TIP #3: Think about each paragraph	MODELLING a THINK ALOUD Here's what the tiny voice in our mind might have been thinking if we could understand Lorem Ipsum text. As we read each paragraph, we would be asking ourselves, what is this paragraph about and what role does this paragraph play in the big picture?
155		We might read the 1st paragraph <ul style="list-style-type: none"> • we might figure out the main idea is at the end of this paragraph. • Then, we ask, okay, well, what purpose does this paragraph play? <ul style="list-style-type: none"> ◦ We might say this is probably "nice to know" information ◦ it's just a catchy hook to grab our attention.
156		
157		

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Pro Tip #3










Main Idea - Lesson Plan - Page 27 of 46

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Lesson Plan

<p>158</p>  <p>159</p>  <p>160</p> 	<p>Then we read the 2nd paragraph</p> <ul style="list-style-type: none"> • you might say, well what is this paragraph about? <ul style="list-style-type: none"> ◦ after thinking about it, we might guess the main idea is in the middle of this paragraph. • We ask ourselves what role does this paragraph play and we might say, <ul style="list-style-type: none"> ◦ well this is more “nice to know” information ◦ because it’s still trying to be catchy. ◦ It’s still part of the bacon trying to catch the reader’s attention to get them to read more.
<p>161</p>  <p>162</p>  <p>163</p> 	<p>When we read the 3rd paragraph,</p> <ul style="list-style-type: none"> • we’re constantly thinking at the back of our mind, “what is this paragraph about” and <ul style="list-style-type: none"> ◦ we might think that the main idea is at the beginning of the paragraph here. • We might say, well, <ul style="list-style-type: none"> ◦ this seems like it’s more nice to know information, ◦ but it feels like it’s building up to something - ◦ so I think this is probably still part of the article introduction. ◦ I don’t think the author has said what their main idea is yet.
<p>164</p>  <p>165</p>  <p>166</p> 	<p>So, we keep on reading the next paragraph (4th paragraph)</p> <ul style="list-style-type: none"> • we might say, okay, well, look the main idea of this paragraph is definitely at the beginning and • I think this paragraph is really important because <ul style="list-style-type: none"> ◦ I think this is the point that the author was leading up to in their introduction. ◦ They also have introduced a list of a few things – ◦ so I’m guessing they’ll probably discuss these later in this article.

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Pro Tip #3













167		So, we keep on reading - there are no headings in this article to give us hints, so we have to base our ideas purely on what the paragraphs say.
168		We might read this paragraph (5th paragraph) and say,
169		<ul style="list-style-type: none"> • well, the main idea of this paragraph is at the beginning - • and in fact, this is probably important – <ul style="list-style-type: none"> ◦ I think it's the first big reason that the author is using to prove their point because ◦ I can see it connects with the stuff in the last paragraphs. ◦ So, that last paragraph was probably their thesis - their main idea.
170		
171		As we keep on reading, we might say, okay, well in this paragraph (6th paragraph),
172		<ul style="list-style-type: none"> • I think the point of the paragraph is here in the middle because • this paragraph seems to be supporting this section about the main idea. <ul style="list-style-type: none"> ◦ The first part is just a catchy description, ◦ but the rest of the paragraph seems like it's actually really important because it's all about the author's first big reason.
173		
174		
175		<p>Let's recap Pro Tip #3 which is to think about each paragraph as we read. We ask ourselves what is this paragraph about?</p> <ul style="list-style-type: none"> • We think about where the main idea of the paragraph is. • (We know that the main idea could be at the beginning, middle, or end of a paragraph.) <p>We also think about what role this paragraph plays in the big picture</p> <ul style="list-style-type: none"> • Is this catchy introduction stuff ? • Thought-provoking conclusion stuff? • Is this the meat of the article - essential information that develops the author's point?

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Pro Tip #3



PRO TIP #4: Find the "best" main idea (slides 176-186) - 10 min


<div>176</div> <div></div>	<p>Pro Tip #4 Find the best main idea.</p> <ul style="list-style-type: none">• The best main idea has strong support from the entire article - the beginning, middle and end.• The main idea is not always directly stated by the author.• We may have to infer what the author is <i>really</i> saying about the topic.
<div>177</div> <div></div>	
<div>178</div> <div></div>	<ul style="list-style-type: none">• Sometimes, the whole is greater than the sum of the parts.• That means, although you can find important hints in key locations about what the author is trying to say about the topic,
<div>179</div> <div></div>	<ul style="list-style-type: none">• if you're only looking at a narrow slice of the article,• you might be missing important information.
<div>180</div> <div></div>	
<div>181</div> <div></div>	
<div>182</div> <div></div>	
<div>183</div> <div></div>	<ul style="list-style-type: none">• The best main idea has strong support from the entire article - not just one part.• Although an author may directly state why they are writing about the topic,
<div>184</div> <div></div>	<ul style="list-style-type: none">• the way they write might tell another story.• In other words, there may be another unsaid but better main idea that captures the point of the article
<div>185</div> <div></div>	<ul style="list-style-type: none">• we can infer this based on the examples that the author used and their word choice.

Pro Tip #4

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186




Let's recap Pro Tip #4.

- It's about finding the best main idea which has strong support from the entire article.
- The main idea is not always directly stated by the author
- We may have to infer what the author is really saying about the topic.

Practice - Modelled / Shared Reading (slides 187-232) - 90 minutes

PRO TIP #1: Focus on the Big Picture (slides 187-191) - 5 min


187



Okay, practice time.


Here is a sample article.

188



What do we do first – and we can do this before we even start reading. (What was Pro Tip #1?)


189




Pro Tip #1 is to remember to focus on the big picture as we read

- So even before we read, we're thinking about trying to find the main idea.
- As we read, we're trying to summarize the entire article in a single word or phrase (that's the topic)
- and we're trying to piece together what point the author is trying to say about the topic.

190




191



PRO TIP #2: Look for clues in key spots (slides 192-212) - 40 min

192



What do we do as we read? What was Pro Tip #2?

Pro Tip #4

Practice






page 31

<p>193</p> <p>194</p> <p>195</p>	<p>Pro Tip #2 is to look for clues in key spots of the article.</p> <ul style="list-style-type: none"> • We do this by asking ourselves how the text is organized. • Even without reading the article, we know that there will be a beginning, middle and end. • And we know each sections gives us specific clues about the author's general point.
<p>196</p> <p>197</p>	<p>We know at the very beginning will be a title that gives us a clue.</p> <p>For example, in this case it says "Green leader" and we have to ask ourselves what could the topic or the author's point be based on this clue?</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • Maybe it's someone who is a leader in environmental issues. (Being green is usually about the environment.) • Maybe this is an action movie thing like leader of the Green Squadron.
<p>198</p>	<p>The subheading tells us "Green leader says it shouldn't have taken this long" so then it makes me wonder <i>what</i> shouldn't have taken this long?</p> <p>What do you think shouldn't have taken so long?</p> <p>Possible answers:</p> <ul style="list-style-type: none"> • maybe environmental change is taking too long but it finally happened? • maybe standing up for climate change? • I'm not sure what should not have taken this long.

Practice

page 32



199		We're still on Pro Tip #2 – we're still looking for clues in key spots even before we read this article.
200		At school, sometimes we have to read an article or a textbook and then answer questions. If we look at the questions before we read the article, it can give us a big clue about what to pay attention to as we read. In this case, the questions can give us a clue about what the topic or the author's point might be.
201		The instructions here in the question section say, "based on the article and the collaboration mini lesson, how would you answer the following?"
202		<ul style="list-style-type: none"> • right away, I see it says "collaboration mini lesson" so I have to make sure that I read that before answering these questions. • I notice there's a third page in this handout package and the title of that section says "collaboration mini lesson" - good to know.
203		<p>MINDS ON: Question #1</p> <p>If I go back to the chapter questions at the bottom of the article I see the first question is "why does Annamie Paul becoming leader of the Green party of Canada make a difference for some people?"</p> <p>Based on this question...</p> <ul style="list-style-type: none"> • What do you think the topic of this article will be? • What do you think the author's point of view will be? <p>Possible think-aloud / answers:</p> <ul style="list-style-type: none"> • So, now I think Green Leader - well okay, so this is about the leader of the Green party of Canada - • maybe the Green party is called the Green Party because they care about environmental issues? • Maybe the author of this article has an opinion about the new leader.

Practice

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Main Idea - Lesson Plan - Page 33 of 46

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Lesson Plan

<div>204</div> 	<p>MINDS ON: Question #2</p> <p>The 2nd question is “Do people from different cultures, genders or lived experiences have very different points of view?”</p> <p>Based on this question...</p> <ul style="list-style-type: none"> • What do you think the topic of this article will be? • What do you think the author's point of view will be? <p>Possible think-aloud / answers:</p> <ul style="list-style-type: none"> • When I see words like culture / gender and point of view, it makes me wonder if this article is about stereotypes or racism or sexism - I wonder if those lived experiences would change people's points of view? <ul style="list-style-type: none"> ◦ Do men and women get treated differently? ◦ Do they have different lived experiences? ◦ Would that change their point of view? • Maybe if I tie it back to that first question - <ul style="list-style-type: none"> ◦ maybe her becoming the leader of the Green party of Canada has to do with her culture or her gender or something that she has personally lived through?
<div>205</div> 	<p>MINDS ON: Question #3</p> <p>The third question ask if different points of view help collaboration or get in the way?</p> <p>Based on this question...</p> <ul style="list-style-type: none"> • What do you think the topic of this article will be? What do you think the author's point of view will be? <p>Possible think-aloud / answers:</p> <ul style="list-style-type: none"> • So now I wonder if this article is about people working together or being divided? • And maybe that has to do with people from different cultures or genders? • Maybe the topic is diversity or inclusion or acceptance? • Maybe the article has an opinion about whether diversity is a good thing or bad thing.

Practice

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<p>206</p> 	<p>MINDS ON: Question #4</p> <p>Question #4 - what does diverse leadership mean?</p> <p>What do you think diverse leadership means? How can you tie your thinking to the other clues?</p> <p>Based on this question...</p> <ul style="list-style-type: none"> • What do you think the topic of this article will be? • What do you think the author's point of view will be? <p>Possible think-aloud / answers:</p> <ul style="list-style-type: none"> • how might having diverse leadership help create better laws? • okay well now I think the Green party of Canada - if they're helping to make laws - they may be politicians • Maybe diverse leadership is an issue because their new leader, Annamie Paul is different than leaders in the past? • So I'm still not sure if the topic of this article is about the Green Party, or if it's really about diversity. • I'm not sure - I'm still looking for clues
<p>207</p> 	<p>MINDS ON: Question #5</p> <p>Question #5 says Annamie Paul says, "we can't let the people down because we need to be in the room on their behalf. Is she in a position where she can make a real impact?"</p> <p>Based on this question...</p> <ul style="list-style-type: none"> • What do you think the topic of this article will be? • What do you think the author's point of view will be? <p>Possible think-aloud / answers:</p> <ul style="list-style-type: none"> • So now I wonder why what are people expecting her to do? • She is in the room so maybe this is an important position? • then the question is what actions make a difference? • so I'm wondering whether or not the topic is about the Green party • Maybe the author's point of view is this diverse leader being able to make a difference (or not make a difference.)

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Lesson Plan

<p>208</p> 	<p>MINDS ON: Question #6</p> <p>The final question here says the new leader of the Green party also says having diverse leadership is a huge win for people in Canada every time that it happens - do you think it is a huge win, a minor win, or not really a win at all? Why do you think that?</p> <p>Based on this question and what we've looked at so far,</p> <ul style="list-style-type: none"> • PREDICT what this article might be about using only one word or phrase. (What do you think the topic of this article will be?) • What do you think the author's point of view will be? <p>Possible think-aloud / answers:</p> <ul style="list-style-type: none"> • I'm getting a sense that this is about diverse leadership <ul style="list-style-type: none"> ◦ because that ideas of diversity and being a leader - those phrases have come up ◦ The questions are asking about how we can't let the people down and that's something that a leader might say. • So the author may have an opinion about whether or not this is important <ul style="list-style-type: none"> ◦ maybe the author's point is trying to get us to think that diverse leadership matters (or doesn't matter.)
<p>209</p> 	<p>Just by looking at the title and the questions at the end, we already have a sense of what this article might be about.</p>
<p>210</p> 	<p>BEGINNING:</p> <p>Now, as we read the article, we make sure that we pay attention to the beginning to see if we can find the main idea.</p> <ul style="list-style-type: none"> • There will be a probably catchy introduction, but maybe not. • In a hard news article, they get right to the point and this article might read like a news article...





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211		<p>MIDDLE:</p> <p>When we read the middle of the article, we're going to look at the examples the author chooses to prove their point / back up their main idea.</p>
212		<p>END:</p> <p>Finally, at the end, the author will probably restate their main idea –</p> <ul style="list-style-type: none">• we'll need to look for clues in what they say and how they say it.• There will probably be clues about the author's intent in the thought-provoking conclusion.

PRO TIP #3: Think about each paragraph (slide 213-225) - 40 min

213		<p>What do we do next? What was Pro Tip #3?</p>
214		<p>Pro Tip #3 is to think about each paragraph as we read.</p> <ul style="list-style-type: none">• We ask ourselves what is this paragraph about?• Where is the main idea of this paragraph
215		<p>Once we know what the main idea is...</p> <ul style="list-style-type: none">• we have to think about what role does this paragraph play in the big picture?
216		<p>Throughout this article, we're always thinking about</p> <ul style="list-style-type: none">• what the topic could be and• what's the author's point about that topic.




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<p>217</p> 	<p>In the first paragraph, it says, "On October 3, 2020, members of the Green party of Canada elected Annamie Paul to be their leader. She is the first black person and first Jewish woman to be the leader of any federal political party in Canada."</p> <p>Okay, so what is this paragraph about?</p> <ul style="list-style-type: none"> • Annamie Paul is the new leader of the Green Party • She's making history because she's the first Black person and first Jewish woman to be a federal leader in Canada. <p>Okay, so where is the main idea of this paragraph...</p> <ul style="list-style-type: none"> • It could be at the beginning, middle or end... • Is this paragraph about Annamie Paul getting elected <ul style="list-style-type: none"> ◦ and a detail to develop that idea is that she's the first Black person and Jewish woman to ever become a federal political party leader in Canada? • Or, is this paragraph about how Annamie Paul is the first Black person and Jewish woman to become leader <ul style="list-style-type: none"> ◦ And a supporting detail is the Green Party of Canada elected her. • I think the way it's written, <ul style="list-style-type: none"> ◦ because it starts with an event and then explains why ◦ I think the main idea is at the beginning. <p>So, maybe the topic of this article is about the new Green Leader. And, that matches the title of the article...</p>
<p>218</p>  <p>219</p> 	<p>Okay, what role does this paragraph play in the big picture?</p> <ul style="list-style-type: none"> • Since it's in the beginning, <ul style="list-style-type: none"> ◦ it could be a catchy introduction - ◦ but the paragraph seems pretty straightforward, ◦ and I know that in some text forms like a hard news article in a newspaper, you start with the main idea ◦ so I'd have to keep on reading, but I'm not sure if that first paragraph is catchy fluff. • On the other hand, <ul style="list-style-type: none"> ◦ being the first Black person and first Jewish woman to do something is interesting - Is that a catchy hook? <p>What could the topic or the author's point be based on this introduction paragraph?</p>

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220		What do we do next? (Still Pro Tip #3)
221		<p>Pro Tip #3 We think about each paragraph. As we read,</p> <ul style="list-style-type: none"> • we wonder what the paragraph is about and • where the main idea of the paragraph is. <p>Here's the second paragraph:</p> <p>"We need to do better because I shouldn't represent so many firsts in 2020 said Paul during an interview on CBC radio. By being the first, she will hopefully make it easier for others to follow in her footsteps."</p>
222		<p>Okay where can we find the main idea in this paragraph?</p> <ul style="list-style-type: none"> • The main idea of a paragraph could be in <ul style="list-style-type: none"> ○ The beginning ○ The middle ○ Or, the end
223		<p>What do you think is the main idea of this paragraph?</p> <p>Maybe the main idea is:</p> <ul style="list-style-type: none"> • We need to do better <p>Additional information about that main idea</p> <ul style="list-style-type: none"> • I shouldn't represent so many firsts • Annamie Paul said this quote during an interview • Hopefully she opens doors for others to follow her lead <p>Now what do we do?</p>
225		<p>We figure out what role this paragraph plays?</p> <ul style="list-style-type: none"> • Is it part of a catchy introduction? • Is it the main idea? • Is it a supporting detail of the main idea?







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226		<p>What role does this paragraph play in this article?</p> <p>What could the author's point be based on this clue?</p>
-----	---	--

PRO TIP #4: Find the "best" main idea (slides 226-232) - 5 min

227		<p>What do we do after we finish reading the entire article?</p>
228		<p>Pro Tip #4 is to find the best main idea</p> <p>How do we know which idea is the best main idea?</p>
229		<ul style="list-style-type: none"> The best main idea has strong support from the entire article: the beginning, middle, and end
230		
231		
232		<p>Remember the main idea is not always directly stated by the author.</p> <p>You may have to infer what the author is really saying about the topic based on their examples and how they write.</p>


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Recap the strategy (slides 233) - 5 minutes

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**FINDING THE MAIN IDEA**
1. Look for the main idea in the topic sentence.
2. Look for the main idea in the first sentence.
3. Look for the main idea in the last sentence.
4. Look for the main idea in the first paragraph.
5. Look for the main idea in the last paragraph.
6. Look for the main idea in the first sentence of the first paragraph.
7. Look for the main idea in the last sentence of the last paragraph.
8. Look for the main idea in the first sentence of the first paragraph and the last sentence of the last paragraph.



Let's recap this strategy, Finding the Main Idea:

- Pro Tip #1 focus on the big picture - the entire article.
 - Summarize the entire article in a word or phrase.
 - Ask yourself what general point is the author trying to make?
- Pro Tip #2 look for clues in key spots
 - how is the text organized?
- Pro Tip #3 Think about each paragraph
 - what is this paragraph about?
 - Is the main idea of this paragraph in the beginning, the middle, or the end.
 - What role does the paragraph play?
- Pro Tip #4 Find the best main idea.
 - The main idea is not always directly stated.
 - The main idea has strong support from the beginning, middle and end of the entire article.

Big Picture: Reading for Meaning / 21st Century Learning (slide 234-237)

Explaining the big picture helps some students to puzzle together how their learning fits together. Ultimately, the goal is to give students strategies (to become stronger readers) and transferable life skills (to help them become successful at school, and at life.)

234



Finding the Main Idea is just part of the many strategies and skills that we use when we read.

- R1: Reading for Meaning (Comprehension strategies)
- R2: Understanding FORM and STYLE
- R3: Reading with Fluency (Decoding strategies)
- R4: Reflecting on reading skills and strategies (Metacognition)

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Big Picture



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SURVIVE AND THRIVE
in today's 21st century world

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SURVIVE AND THRIVE
in today's 21st century world

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GROWTH MINDSET
in today's 21st century world

We live in the 21st Century where things are constantly changing.

But, we can do more than just “survive” during uncertain times.

In fact, we can work to thrive and flourish and find opportunities to grow.

Finding the Main Idea is important because it's the key to understanding anything.

It's about tying together a bunch of details and figuring out what's really going on.

This could be about figuring out the general point that someone is trying to make in something **we read**,

But it could also include other forms of information:

- Something we hear on the news
- Something we find out on the internet
- Something our friends tell us.

One 21st Century Learning Competency that will help us get through today's reading challenges and tomorrow's tough obstacles is our **personal** character.

One way to make our character stronger is to actively choose to be in a growth mindset.

We can get better and improve

- If we use strategies...
- Put in the effort...
- Pay attention to our progress and optimize what we do...
- And, try new strategies to help us reach our goal. That means tinkering, trying new things and seeing what might happen.

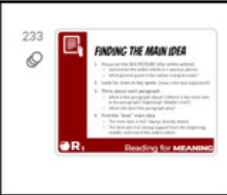
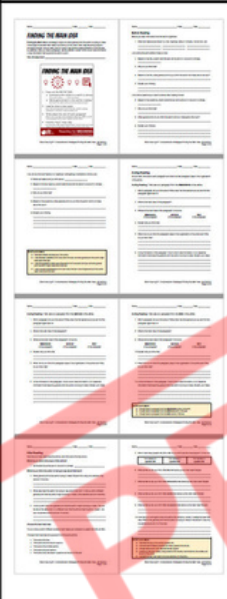
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Big Picture



Independent Practice

Review Independent Reading Handout package - 5 min

	<p>You might want to leave slide 233 up so that students have a visual reminder of the strategy.</p>
	<p>Hand out the Finding the Main Idea package before handing out the article</p> <ul style="list-style-type: none">• Discuss how the handout package breaks down the strategy into separate questions• Notice how there is<ul style="list-style-type: none">◦ a section for BEFORE READING questions,◦ a section for DURING READING questions, and◦ a section for AFTER READING questions.• Notice how there is a self-checklist on each page so students can check that they are doing the strategy and thinking as they read.

Independent Practice

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Hand out article and clarify instructions - 5 min

	<p>Handout the article for today's reading (not provided).</p> <ul style="list-style-type: none">You can use one of the Educircles 21st Century Articles (separate lesson package)you can use a text that students are reading in class. <p>If your students are reading a textbook, there may be discussion questions at the end of the section.</p> <p>(If your students are reading one of our 21st-century learning articles, there are discussion questions at the end of the article.)</p> <ul style="list-style-type: none">Point out to students that although there may be questions that go along with the text that students are reading, right now the focus of the lesson is on reading strategies.In other words, do the Finding the Main Idea handout first, and then answer the discussion questions from the text.Let's see if thinking about how the text is organized and looking for clues about what general point the author is trying to make<ul style="list-style-type: none">before you read the article,as we read the article, andafter we read the articlehelps us to gain a better understanding of the topicIf you use this comprehension strategy well, you will probably have an easier time answering the discussion questions at the end of the text you are reading today.
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Students read article / Complete Finding the Main Idea Handouts - 30 min

	<p>There are many ways to structure this part of the lesson:</p> <ul style="list-style-type: none">• Students can work independently• You could construct guided reading groups.<ul style="list-style-type: none">◦ FYI: The 21st century learning articles have the same information written at three different reading levels.◦ The body paragraphs are numbered to match information between the reading levels.• Students could work together in partners or small groups to complete the handout.<ul style="list-style-type: none">◦ Group members can help double check that their partner had a well supported main idea:<ul style="list-style-type: none">■ They can identify the topic in one word or phrase.■ They can state the general point the author is trying to make in one sentence (10-15 words.)■ They use the organization of the text as a clue about whether a paragraph supports the main idea or provides "nice-to-know" side information..■ They have support for their main idea from the entire text (title, beginning, middle, end, questions)■ They can try to come up with other possible main ideas.■ They can explain why their main idea might be better than other possible main ideas.◦ This is a great opportunity for teachers to collect anecdotal observation notes to help out with assessment and evaluation.• Finally, if you use this strategy many times in class, you could have students work independently and use this handout for assessment and evaluation purposes. Rubric included at end.
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Independent Practice


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Students answer discussion questions (if any) from the text they read - 20 min

	<p>After students have finished the Finding the Main Idea handouts, then they can answer the discussion questions in today's text.</p> <p>Hopefully, using this strategy to encourage active thinking (as they read the text) will help students to answer the discussion questions about the text.</p>
--	---

(Optional) Metacognition - 20 min

	<p>After students have finished both the Finding the Main Idea handout and the discussion questions from today's text, have students do some metacognition</p> <p>This gives students an opportunity to reflect on how this reading strategy/thinking process work for them</p> <p>Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think. We use metacognition to become stronger readers by:</p> <ul style="list-style-type: none">• Noticing what we think about as we read.• Using specific strategies to help us think as we read.• Looking back at our thought process to decide how to make the strategies work even better for us. <p>Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!</p> <p>Pro teaching Tip:</p> <ul style="list-style-type: none">• This could be done as a whole class conversation.• You could also have students do this on the handout for them to keep in the student portfolio or for you to use as assessment data. <p>Metacognition Discussion questions:</p> <ul style="list-style-type: none">• Describe something you figured out about the meaning of the article by using the strategy Finding the Main Idea. (Share an ah-ha moment)• Explain how Finding the Main Idea and thinking about the organization helped you to figure out this moment.• How could you modify this Finding the Main Idea strategy to work better for you? What rule / tip would you change, modify, delete, or add?
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Independent Practice

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- I try to help people achieve goals and stand up for themselves and others.
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MINDSET

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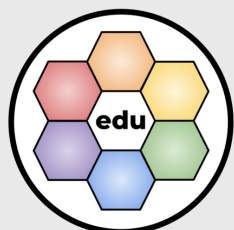
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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [Main Idea](#)
- How to update (or know if you need to update): [HELP \(Main Idea\)](#).

SINGLE PDF FILE update 2022-07-01

1. This product has been relaunched as a TpT digital download PDF product.
<https://links.educircles.org/tpt/Main-Idea>
2. The original product was a TpT Google Drive product and will be archived.
<https://www.teacherspayteachers.com/Product/Finding-the-Main-Idea-6515111>
3. If you purchased the original Google Drive product, please email Mike@educircles.org

This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version** (Easel by TpT)
- **NO CHANGES to content**
- Other changes
 - Simplified file names using descriptive words (handout, slideshow).
 - Minor changes to formatting / layout
 - Combined all handouts into a single PDF to print

Version 1.0: YouTube video update

- No changes to handouts.
- Includes YouTube lesson <https://youtu.be/2FbeOqYmEPg>

Version 0.9: Initial release of Finding the Main Idea lesson Jan 31, 2021

- Includes complete slideshow, handouts and lesson plan script
- Does not include bonus youtube video lesson

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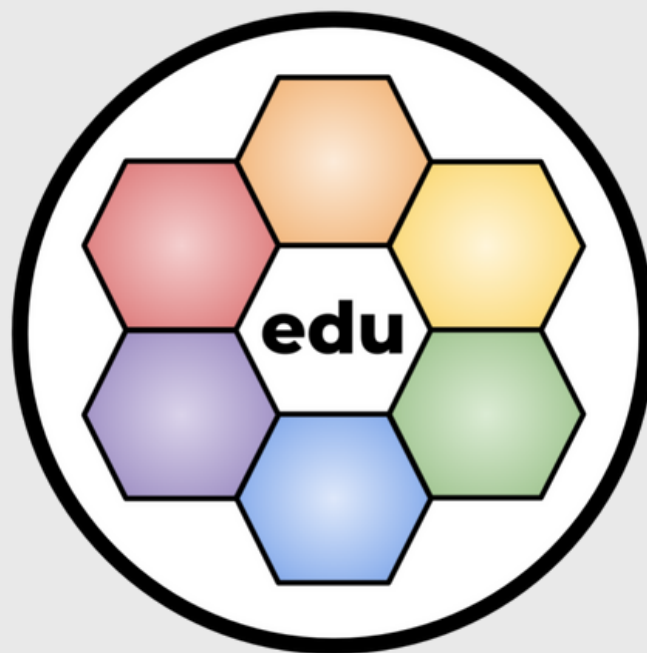
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