

SPECIAL ED



**MAIN
IDEA**



INCLUDES GOOGLE SLIDES



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves a good story. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

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In separate files, you will find:

- Lesson plan
- Group activities
- Voice recorded PowerPoint
- Links and directions to digital activities
- PowerPoint (this is the book in the lesson plan)
- Activities in black and white

This unit has 15 days of activities that will guide students through how to recognize the main idea of a story.

The unit is separated into 2 files, one in color and one in black and white.

Main Idea Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is

Teaching Tips

1. *Color Coding:* this is a real activity. Outline or color in the corresponding picture s task.
 - a. For more info, read <https://specialneedsfdifferentiation/>
 - b. I also have a blog pc <https://specialneedsfdifferentiation/3-ways-easily-and-eff>
2. *Make you own copies of th* yesterday. For that reason:
 - a. I often complete the that I could use year
 - b. My copies were also more support or as a work.
3. *Options for Use:* Turn any laminating and adding Velc

Day 8

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"> • Read through the story, asking lots of questions • Continue to make connections between book and vocabulary board 	<ul style="list-style-type: none"> • Book • Vocabulary board
Vocabulary cards student choice or alternate activity (15 minutes)	<ul style="list-style-type: none"> • Students choose their favorite past vocabulary game • Or do the alternate activity described on page 3 of these lesson plans 	<ul style="list-style-type: none"> • Vocabulary cards
Coloring activity review (5 minutes)	<ul style="list-style-type: none"> • Review the coloring activity completed yesterday 	<ul style="list-style-type: none"> • Coloring activity completed yesterday
Find the main idea (10 minutes)	<ul style="list-style-type: none"> • Do the first worksheet where students find the main idea of a popular story given 3 supporting details. • See worksheet set for differentiation suggestions • Make connections to the book as necessary and past stories read 	<ul style="list-style-type: none"> • worksheet • Scissors • Glue
Sharing (10 minutes)	<ul style="list-style-type: none"> • Have each student share their finished worksheet 	<ul style="list-style-type: none"> • Finished worksheet • Communication devices

Quick Look

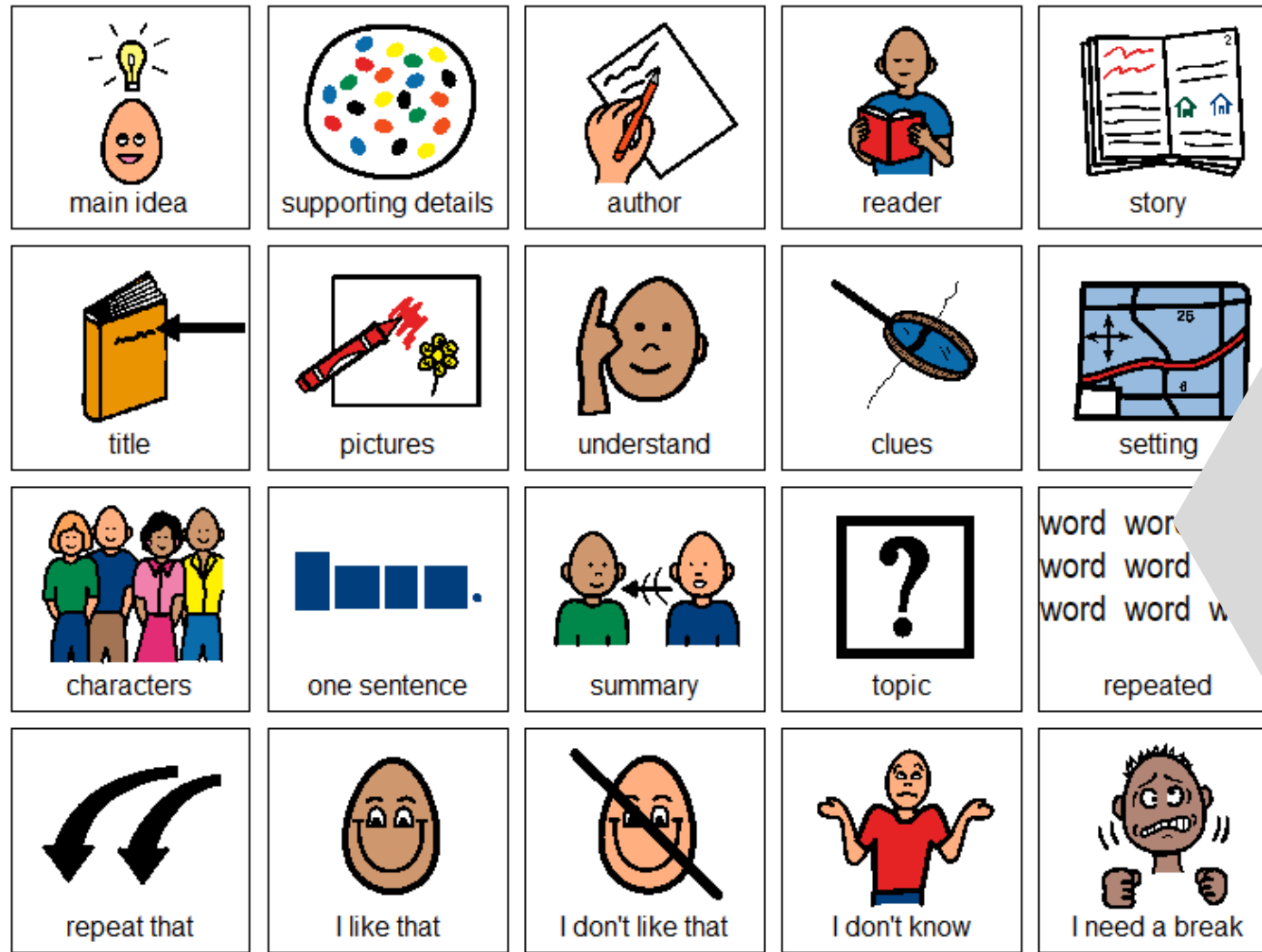
Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> • Book • Vocab cards activity • Circle map 	9	<ul style="list-style-type: none"> • Book • Vocab cards activity OR alternate activity • Find the main idea that goes with supporting details
2	<ul style="list-style-type: none"> • Book • Vocab cards activity • Which does not belong 	10	<ul style="list-style-type: none"> • Book • Vocab cards activity OR alternate activity • Find the supporting goes with the ma
3	<ul style="list-style-type: none"> • Book • Vocab cards activity • Which does not belong 	11	<ul style="list-style-type: none"> • Book • Vocab cards a • alternate act • Find the s • goes with
		12	<ul style="list-style-type: none"> • Book • Vocab • Sud
		13	<ul style="list-style-type: none"> • Br • Y •
		14	<ul style="list-style-type: none"> • • A
		15	

The lesson plans contain:

- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run

The activities are scaffolded:

- *Which one does not belong?*
- *What do they have in common?*
- *Finding supporting details when given the main idea of popular/well know stories*
- *Find the main idea and supporting details in a short story provided*



This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

The main idea of a story ties all the elements and details in the story together. It is what the author is trying to tell you about a certain **topic**.



Supporting details can also be the **setting** of the story. When and where it takes place adds to the main idea.



There is a book with this unit using simple text and photos. It is 35 pages and goes through how to find the main idea.

It comes in PowerPoint as well as a movie file (so you don't have to print it out.)

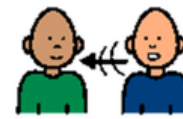
characters

People in the story and are a supporting detail.



summary

Relates the overall sequence of events that happened in the story. Usually 2 or more sentences.



author

The person who writes the story.



main idea

The overall message the author is trying to tell the reader about the story.



illustrations

Pictures in the story or on the cover.



topic

What the story is about.



supporting details

Things in the story that help build the main idea.



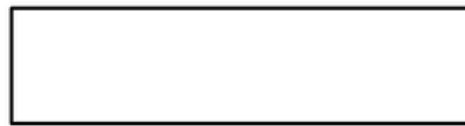
setting

When and where the story takes place.

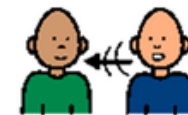
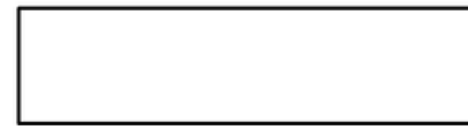


There are vocabulary cards students will use every day for a group activity. There is also a cut and paste activity.

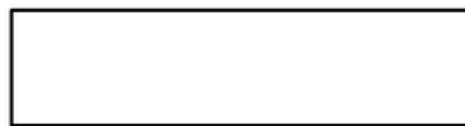
characters



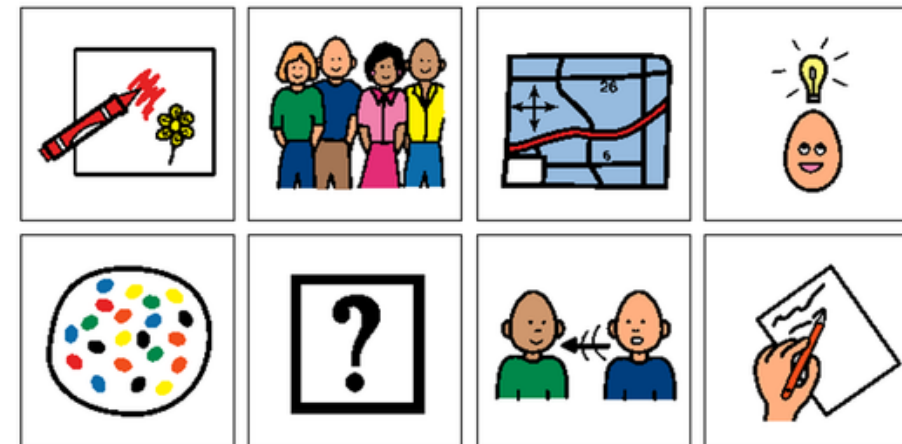
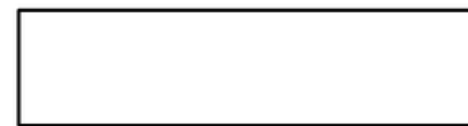
summary

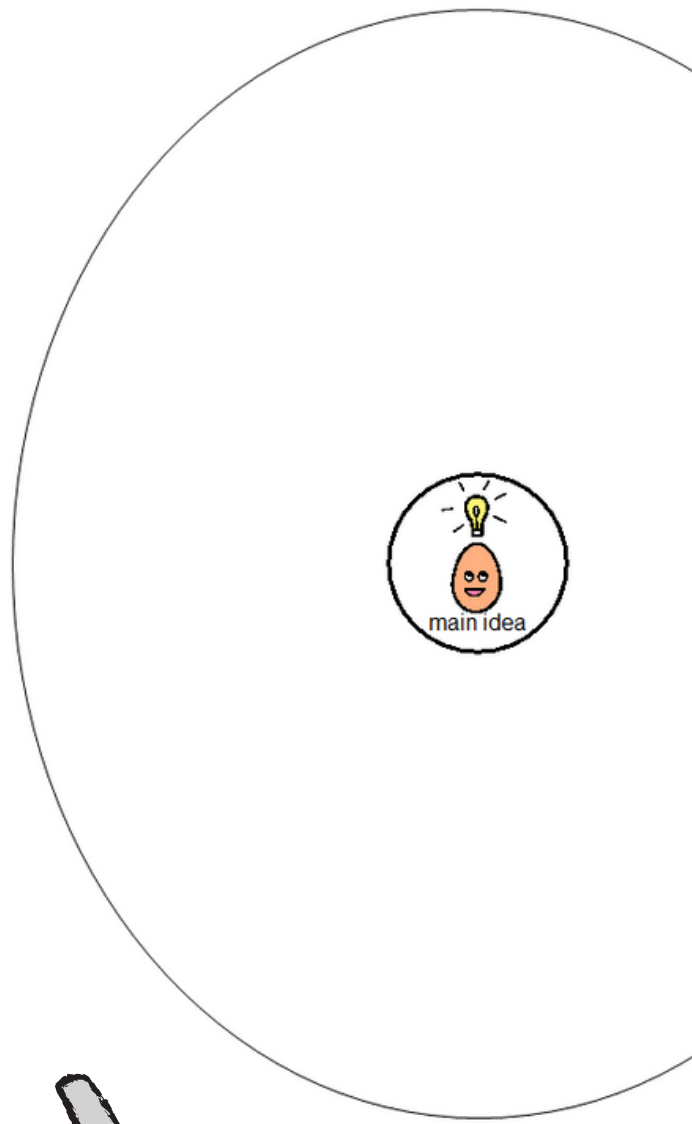


illustrations





topic





Errorless version

Cut apart pictures and place in circle map about or support the main idea.

 topic	 supporting details	 title	 one sentence	 illustrations
 what author is saying	 first sentence	 clues	 setting	 characters

Cut apart pictures and place in circle map **ONLY IF** they are about or support the main idea.

 topic	 bath	 title	 one sentence	 puppy
 what author is saying	 first sentence	 park	 setting	 characters
 pizza	 supporting details	 clues	 couch	 illustrations

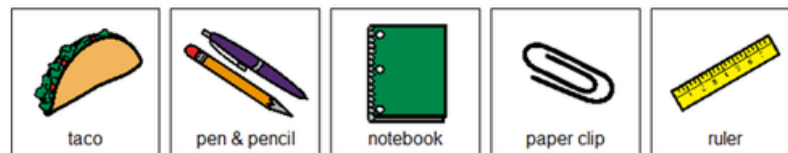
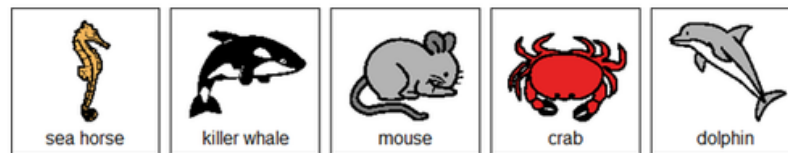
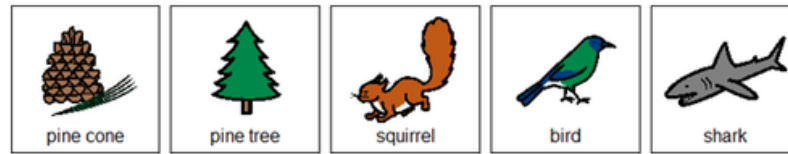
There is a circle map on main idea.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

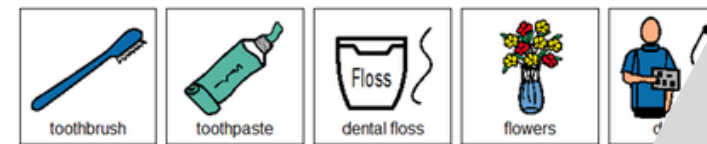
- One is errorless
- One has wrong answers mixed in students will have to set aside



Circle or mark the one that does not belong in each group.











Circle or mark the one that does not belong in each group.



Step 1

There are several activities that work on building skills to help find the main idea. This one has students identify which pictures does not belong.

Find and match the characteristic the 3 objects all have in common.

 <input data-bbox="631 355 847 572" type="text"/>	 <input data-bbox="1155 355 1370 572" type="text"/>
 <input data-bbox="631 659 847 876" type="text"/>	 <input data-bbox="1155 659 1370 876" type="text"/>
 <input data-bbox="631 963 847 1180" type="text"/>	 <input data-bbox="1155 963 1370 1180" type="text"/>
 <input data-bbox="631 1267 847 1484" type="text"/>	 <input data-bbox="1155 1267 1370 1484" type="text"/>

Step 2

This activity has students identify what 3 objects have in common.

Find the supporting details for each main idea below.

<p>Nemo found out there was a lot to learn about in the big ocean.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> </div>	<p>Buzz and Wood teamed up to save the toys and be reunited with Andy.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> </div>
<p>James escapes from his wicked aunts in a giant peach and makes all kinds of new friends along the way.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> </div>	<p>The man and the old woman made a pot of delicious soup starring with only a stone.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> </div>
<p>Little Red Riding Hood learned to never talk to strangers when walking in the woods to grandmother's house.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> </div>	<p>Rudolph's nose saved the day when it was too foggy for Santa to drive his sled.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; width: 30px; height: 30px;"></div> </div>

Step 3

This activity gives students the main idea of a popular story, and students find 3 supporting details.

Match the supporting details to the main ideas on the previous page.

Set 1



Step 4

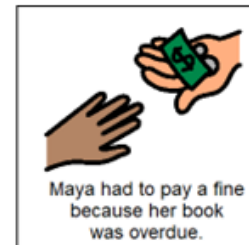
Overdue



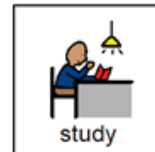
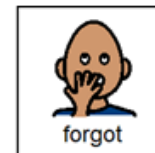
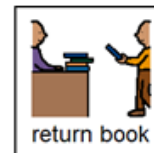
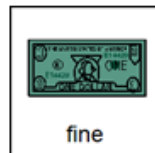
Once there was a girl named Maya who loved reading books. She borrowed some books from the library and read them at home. But as days went by, she forgot to bring the books back to the library. When she finally remembered, the librarian told her that she had to pay a fine because the books were late.

With a little sigh, Maya handed over the dollar to the librarian. From that day on, she made sure to always bring her books back to the library before they were due.

What is the main idea of this story?



Circle the details that support the main idea.



Finally, students will read or listen to a short story and identify the **main idea and supporting details.**

Main Idea

	main idea	characters		supporting details	
author	supporting details			main idea	
characters		supporting details	topic	author	main idea
topic			characters		supporting details
main idea		setting	supporting details	topic	
supporting details	topic	author			setting

Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

author	author	author	main idea	main idea
setting	setting	setting	setting	characters
characters	characters	topic	topic	

Main Idea

	setting		
main idea		setting	
	topic	supporting details	main idea

Main Idea

UDNASBJBWJWDOHXAWWHW
 JZTOPICWNTZACLTITLEC
 HFUSPPOZZQJZYUCIZIUA
 LJPTMNI EKNHZGRIDIZSG
 FVYCAMLCJKWZGHLEIOUV
 ZFHCI ZLBQRLMTWGE GEPV
 ANURNXULXANUWKILGTFP
 YWWR IISOJJXRTHCMTSOQ
 KNSGDZTYJWATFCSPPORI
 NNEJEFMRJTJPMRMFFDTM
 XHTRASARTBXPDSMQHAID
 ZPTOSUTDKAZYVZWISZLNQ
 ENISQMILYKRORFDLXIGZ
 WLNQDMOTAUTHORVNFIDR
 YTG MHANEHAURWEEDHBEJ
 LYIIERAUVLWMOKLYYQTD
 YYDXUYCHARACTERSNTAV
 WCYRKFBUVPPXHPRLTVIC
 QHEVEXSUMMARYHLJEHL
 BWSPLYJZUMTHTUBRBKLSN

- supporting details
- illustration
- characters
- main idea
- setting
- summary
- author
- topic
- summary
- title

There are vocabulary puzzles for students to review the new vocabulary introduced in the unit.

Main Idea

1. The main idea tells you about the of the book.

2. The main idea is what the want you to know.

3. The on the cover of the book can give you a clue to the main idea.

4. Sometimes, the main idea is introduced in the sentence

5. The author will add lots of to make the story more interesting.



Main Idea

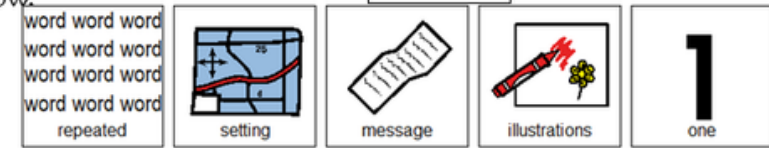
6. The is important to the main idea and tells you and where the story occurs.

7. You can tell someone the main idea in

8. The pictures or are also supporting details to the main idea.

9. You can also look for words that are as a clue to the main idea.

10. The main idea is the overall the author wants you to know.



Close worksheets are a great informal assessment. There are two worksheets that cover the main idea and supporting details.

Answer key included.

1. The main idea is the overall what?



2. The setting, characters, and mood of the book are examples of:



3. You can look at what on the cover to get clues to the main idea?



4. The main idea can be told to someone



5. The general subject of the book is the:



1. The main idea is the overall what?

- A. Message
- B. Feeling
- C. Setting

2. The setting, characters, and mood of the book are examples of:

- A. Topics
- B. Supporting details
- C. Desk items

3. You can look at what on the cover to get clues to the main idea?

- A. Author's name
- B. Color
- C. Title

4. The main idea can be told to someone in:

- A. 5 sentences
- B. 1 sentence
- C. Paragraph

5. The general subject of the book is the:

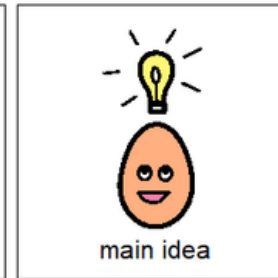
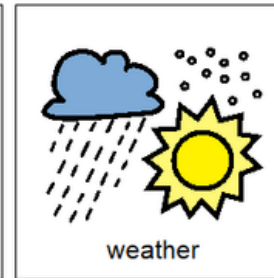
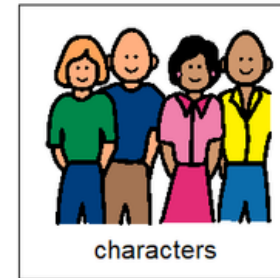
- A. Topic
- B. Main idea
- C. Setting

6. Circle all the supporting details in the 3 Little Pigs:

- A. Bad wolf
- B. Pig 1
- C. Pig 2
- D. Pig 3
- E. Coffee
- F. Brick house

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 7



1. The main idea is the overall what?

- A. Message
- B. Feeling
- C. Setting

2. The setting, characters, and mood of the book are examples of:

- A. Topics
- B. Supporting details
- C. Desk items

3. You can look at what on the cover to get clues to the main idea?

- A. Author's name
- B. Color
- C. Title

4. The main idea can be told to someone in:

- A. 5 sentences
- B. 1 sentence
- C. Paragraph

5. The general subject of the book is the:

- A. Topic
- B. Main idea
- C. Setting

6. Circle all the supporting details in the 3 Little Pigs:

- A. Bad wolf
- B. Pig 1
- C. Pig 2
- D. Pig 3
- E. Coffee
- F. Brick house

Finally, there is a 10-question assessment. It comes in 3 versions with pictures and one that is traditional multiple choice.

Answer key included.

This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- **15 days of lesson plans**
- **Color version of activities**
- **Black and white version of activities**
- **Finding the Main Idea book (PowerPoint) to use with activities**
- **Digital versions of activities**



Also digital activities

Watch the
movie on Main
Idea

The **characters** also add supporting details to the main idea. Who does what when in the story is important and is part of the overall message the author is trying to send.



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*This unit also has 54
google slides. This
includes a movie
version of the book.*

great for review

Going for a check up



Sarah took her dog Max to the vet. Max wagged his tail as they went inside. The vet, Dr. Brown, checked Max's ears and teeth. Max was brave and didn't bark.

Dr. Brown listened to Max's heart and looked at his fur. "Max is healthy," she said with a smile and gave Max a treat. Sarah was happy to hear that.

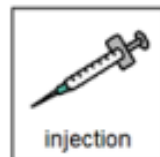
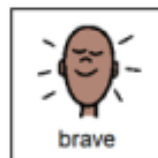
Circle the main idea and supporting details of the story.

There are 2 sets of slides (27 in each set).

What is the main idea of this story?



Circle the details that support the main idea.



perfect for every learning level

The young raccoon was nervous about going to school until his mom gave him a kiss to keep in his hand.

--	--	--

The princess was able to escape from the castle by allowing the prince to use her long hair to help free her.

--	--	--

A boy gets on a train to the North Pole and learns that Santa is real.

--	--	--

A doctor learns to talk to animals and goes to Africa to save a troop of sick monkeys.

--	--	--

Mr. Popper realizes that penguins really should live at the North Pole, so he moves there with them.

--	--	--

Simba realizes he must return home to take back control of the jungle from his evil uncle, Scar.

--	--	--

Find the supporting details of each main idea.



The second set is differentiated using color. They have students click and drag pictures to manipulate.

**SAVE MONEY AND GET THIS UNIT
AS PART OF THE STORY ELEMENTS
BUNDLE**

CLICK HERE

