

**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!!*

# Table of Contents

Worksheet pages	Activity
4-5	Vocabulary board
6-8	Vocabulary cards
9-15	Vocabulary cards cut and paste
16-19	Circle map
20-24	Which one does not belong
25-28	What is the common topic
29-33	Find the supporting details that go with the main idea
34-46	Find the main idea and supporting details in a story
47-53	Sudoku puzzle
54-55	Wordsearch
56-60	Cloze worksheets
61-71	Assessments
72-73	Terms of Use

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 and use context clues.*

*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

## Day 8

### 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

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

## Quick Look

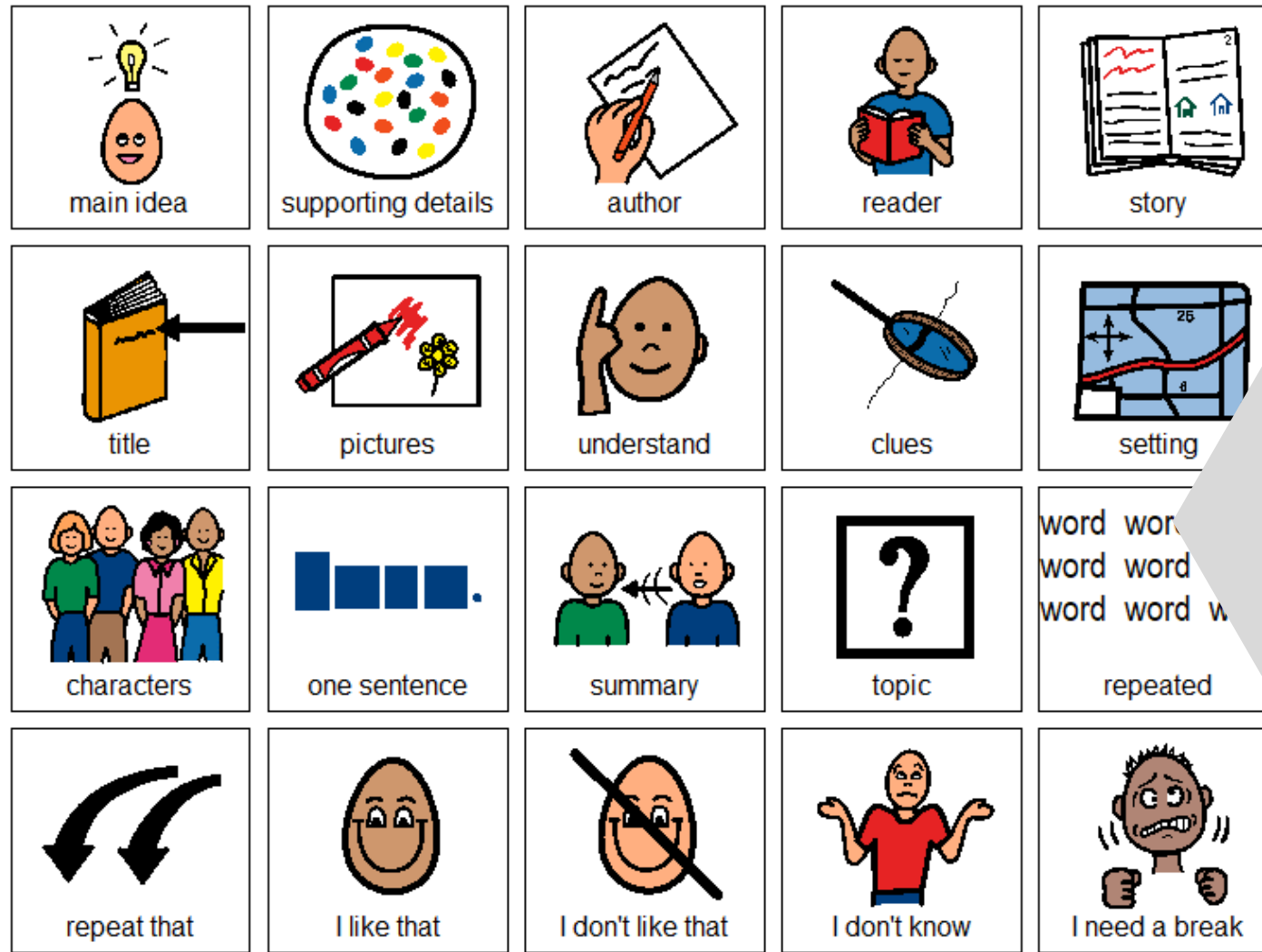
Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	9	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity OR alternate activity</li> <li>• Find the main idea that goes with supporting details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

## 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.)

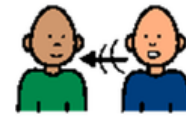
### characters

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.



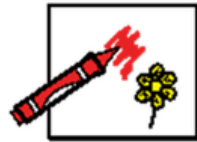
### main idea

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.



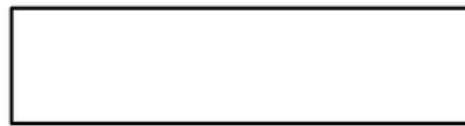
### setting

When and where the story takes place.

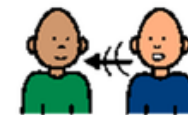
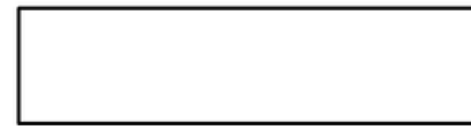


There are vocabulary cards students will use every day for a group activity. There is also a cut and paste activity.

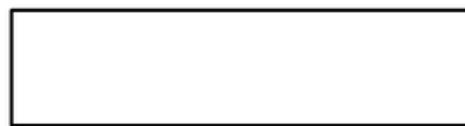
### characters



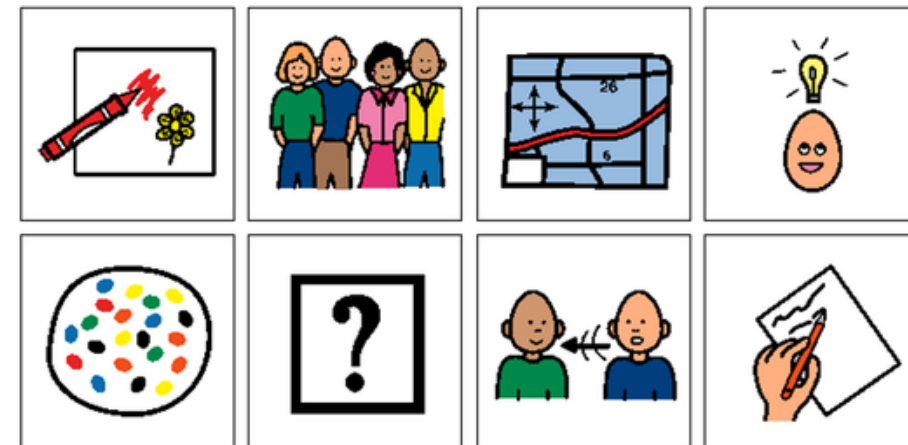
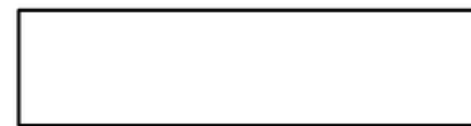
### summary



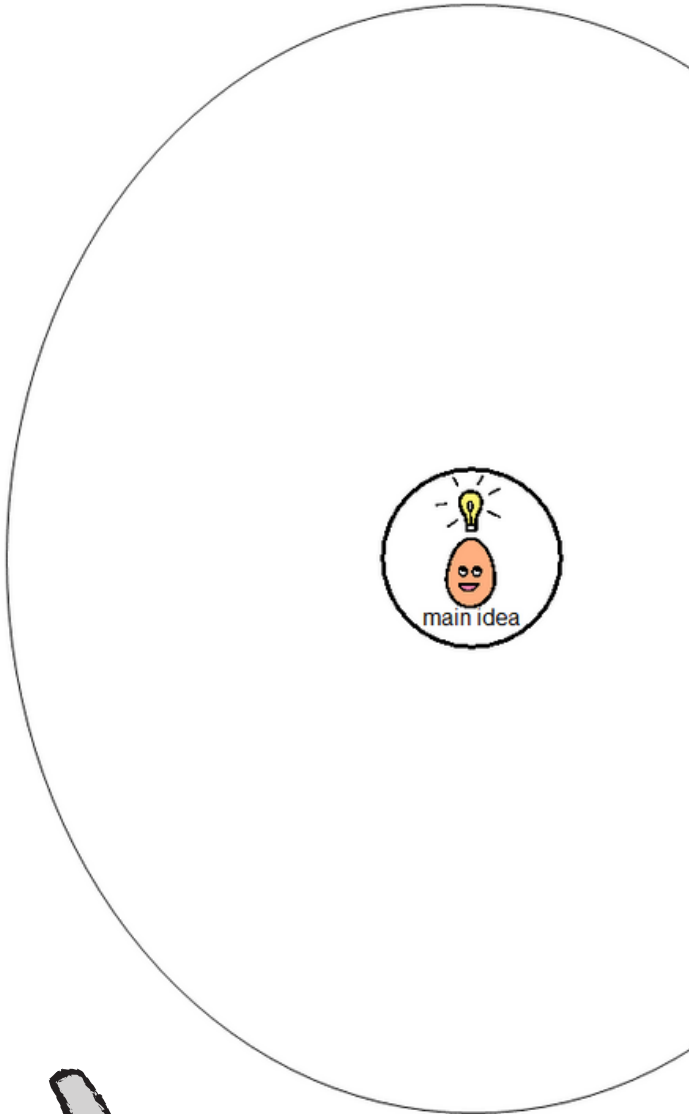
### illustrations



### topic















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

Errorless version

 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

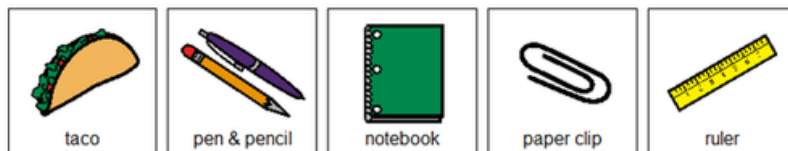
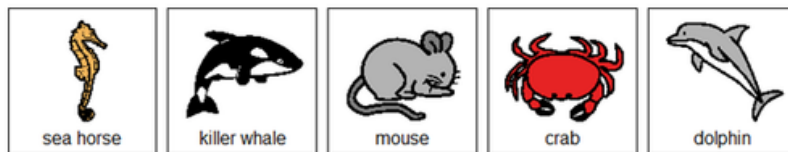
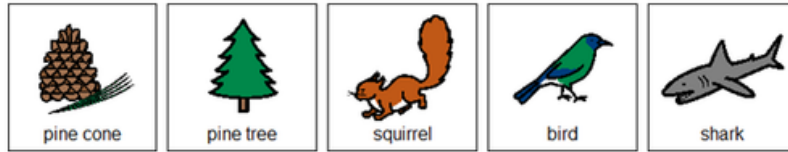
There is a circle map on main idea.

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

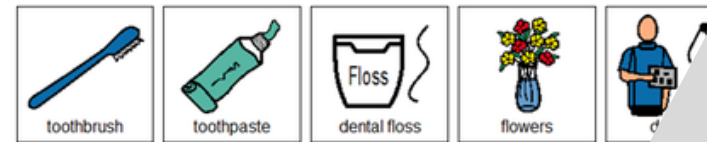
- One is errorless
- One has wrong answers mixed in students will have to set aside



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



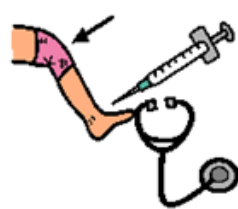







Circle or mark the one that does not belong in each group.



# 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="625 355 840 572" type="text"/>	 <input data-bbox="1148 355 1364 572" type="text"/>
 <input data-bbox="625 659 840 876" type="text"/>	 <input data-bbox="1148 659 1364 876" type="text"/>
 <input data-bbox="625 963 840 1180" type="text"/>	 <input data-bbox="1148 963 1364 1180" type="text"/>
 <input data-bbox="625 1267 840 1484" type="text"/>	 <input data-bbox="1148 1267 1364 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>	<p>Buzz and Wood teamed up to save the toys and be reunited with Andy.</p>
<p>James escapes from his wicked aunts in a giant peach and makes all kinds of new friends along the way.</p>	<p>The man and the old woman made a pot of delicious soup starring with only a stone.</p>
<p>Little Red Riding Hood learned to never talk to strangers when walking in the woods to grandmother's house.</p>	<p>Rudolph's nose saved the day when it was too foggy for Santa to drive his sled.</p>

# 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

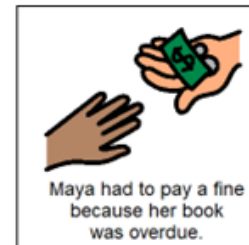
## Overdue



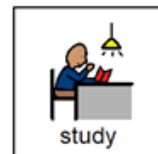
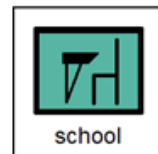
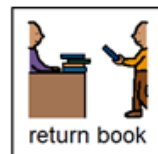
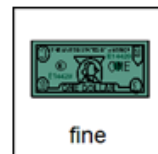
Once there was a girl named Maya who loved reading books. She borrowed some books from the library and read them at home. But as days went by, she forgot to bring the books back to the library. When she finally remembered, the librarian told her that she had to pay a fine because the books were late.

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  
 JZTOPICWNTZACLTITLLEC  
 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:

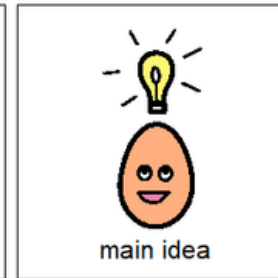
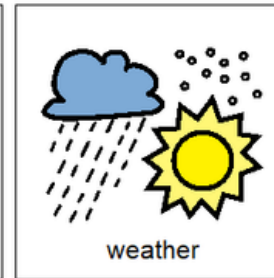
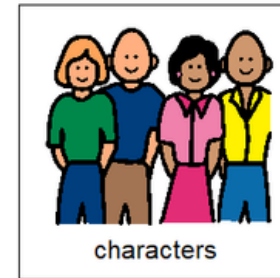
- A. Topic
- B. Main idea
- C. Setting

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.



©2014 All Rights Reserved by Special Kids

*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.

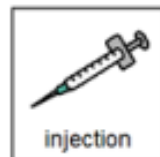
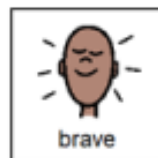
Circle the main idea and supporting details of the story.

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**

