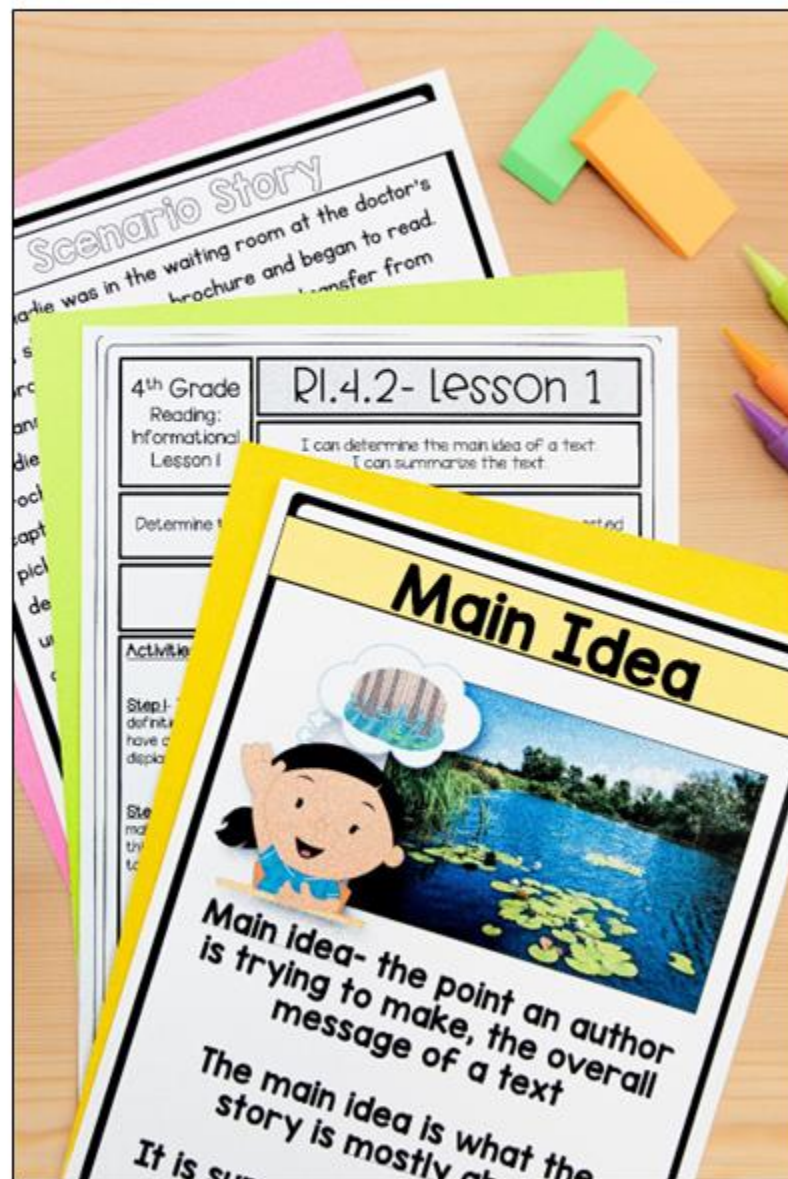
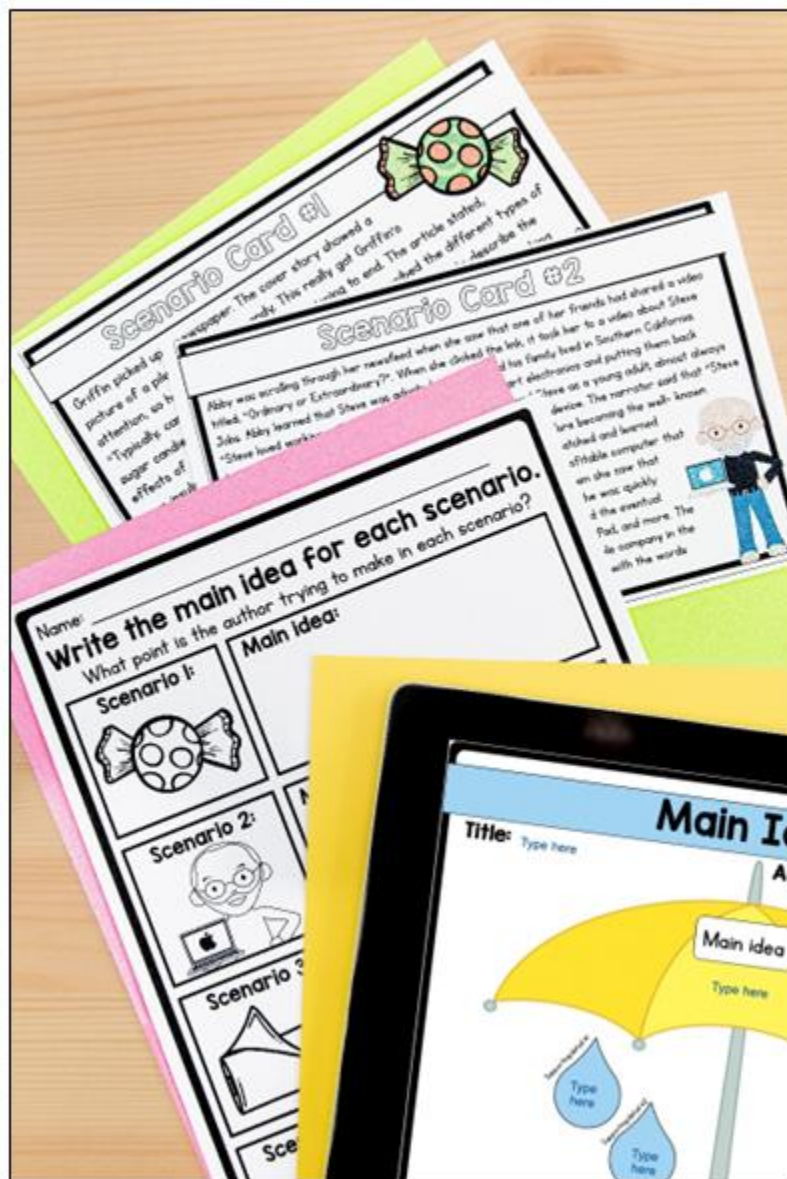


Main Idea & Key Details



What Teachers Have Said...



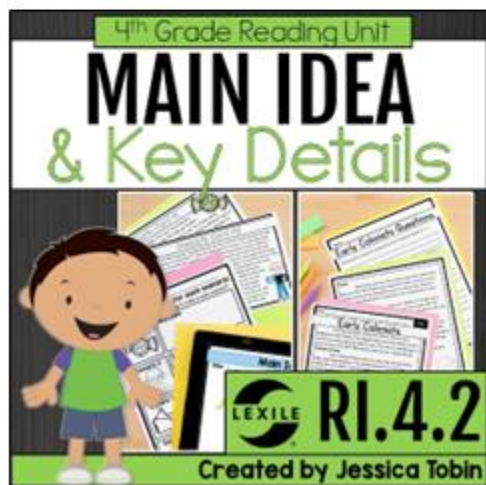
"The lesson plans were aligned with standards and engaging with my students. The additional resources, such as extra passages and task cards, were great for my students in reviewing and mastering the skill. The assessment created at the end was extremely helpful as well."

"This resource was very detailed and very thorough. I love all the graphic organizers and the leveled passages. Having an assessment and task cards too is so helpful."

"AWESOME resource for teaching Main Idea & Details! Our core curriculum doesn't do the best job of covering this explicitly, this rescue was just what I needed!"

RI.4.2

This ELA unit provides resources to use while teaching the standard **RI.4.2**, which states that **students will be able to "Determine the main idea of a text and explain how it is supported by key details; summarize the text."**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Lexiled™ Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Lexiled™ Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lesson I

There are three mini lessons within this unit.
Here is a look at mini lesson I. It focuses on
main idea.

4th Grade Reading Informational Lesson 1
I can determine the main idea of a text.
I can summarize the text.
CCSS.ELA-LITERACY.4.R.1.2
Determine the main idea of a text and explain how it is supported by details; summarize the text.
Mini Lesson Focus: Main Idea

Main Idea
Main idea- the point an author makes, the overall message of a text
Main idea is what the text is mostly about.
Where can we find it?
Main Idea
• Nonfiction texts
• Newspapers
• Magazines
• Informational videos
• Advertisements
• Brochures
• Essays
• Interviews
• Book reports
• And many more

Scenario Story
While Made was in the waiting room at the doctor's office, she picked up a brochure and began to read. The brochure said that "germs can't get sick things humans to objects." Objects can't get sick things humans to objects. As she continued to read, the brochure showed a photograph of a doorknob. The caption read, "Germs from this doorknob can be picked up by anyone who touches it." The brochure described where germs can hide on people, too, like under our fingernails, on our hands, and even on our clothes! On the back of the brochure was a diagram with the steps to effectively wash your hands. *Made thought, "Maybe I should go wash my hands right now."*

Scenario Card #1
Griffin picked up a newspaper. The cover story showed a picture of a couple of children. This really got Griffin's attention as he read the article from beginning to end. The article talked about how they are made. The article then went on to describe the effects of sugar on our bodies. "Smoking on our bodies is bad for our health," the article said. "There was a diagram of a human body that showed where sugar can build up and cause health problems. It said that sugar can build up in our teeth, in our blood, and in our organs. It said that sugar can make us sick and even kill us. Griffin thought, 'I don't want to eat all of that sugar!'"

Scenario Card #2
Mia was walking through her neighborhood when she saw that one of her friends had started a video channel. "Mia's Adventures in Elementary!" When she saw the video, it was about Mia's friend's pet. Mia thought that this was a really cool idea. She decided to start her own video channel. She started by making a video about her pet. She then made a video about her pet's favorite food. She then made a video about her pet's favorite toy. She then made a video about her pet's favorite person. She then made a video about her pet's favorite place. She then made a video about her pet's favorite thing. She then made a video about her pet's favorite color. She then made a video about her pet's favorite sound. She then made a video about her pet's favorite smell. She then made a video about her pet's favorite taste. She then made a video about her pet's favorite texture. She then made a video about her pet's favorite color. She then made a video about her pet's favorite sound. She then made a video about her pet's favorite smell. She then made a video about her pet's favorite taste. She then made a video about her pet's favorite texture.

Scenario Card #3
Mia was walking through her neighborhood when she saw that one of her friends had started a video channel. "Mia's Adventures in Elementary!" When she saw the video, it was about Mia's friend's pet. Mia thought that this was a really cool idea. She decided to start her own video channel. She started by making a video about her pet. She then made a video about her pet's favorite food. She then made a video about her pet's favorite toy. She then made a video about her pet's favorite person. She then made a video about her pet's favorite place. She then made a video about her pet's favorite thing. She then made a video about her pet's favorite color. She then made a video about her pet's favorite sound. She then made a video about her pet's favorite smell. She then made a video about her pet's favorite taste. She then made a video about her pet's favorite texture. She then made a video about her pet's favorite color. She then made a video about her pet's favorite sound. She then made a video about her pet's favorite smell. She then made a video about her pet's favorite taste. She then made a video about her pet's favorite texture.

Scenario Card #4
Mia was walking through her neighborhood when she saw that one of her friends had started a video channel. "Mia's Adventures in Elementary!" When she saw the video, it was about Mia's friend's pet. Mia thought that this was a really cool idea. She decided to start her own video channel. She started by making a video about her pet. She then made a video about her pet's favorite food. She then made a video about her pet's favorite toy. She then made a video about her pet's favorite person. She then made a video about her pet's favorite place. She then made a video about her pet's favorite thing. She then made a video about her pet's favorite color. She then made a video about her pet's favorite sound. She then made a video about her pet's favorite smell. She then made a video about her pet's favorite taste. She then made a video about her pet's favorite texture. She then made a video about her pet's favorite color. She then made a video about her pet's favorite sound. She then made a video about her pet's favorite smell. She then made a video about her pet's favorite taste. She then made a video about her pet's favorite texture.

Write the main idea for each scenario.
What point is the author trying to make in each scenario?
Scenario 1: Main Idea:
Scenario 2: Main Idea:
Scenario 3: Main Idea:
Scenario 4: Main Idea:

Mini Lesson 2

Here is a look at mini lesson 2.
It focuses on
main idea.

4th Grade Reading: Informational Lesson 2

RI.4.2- Lesson 2

I can determine the main idea of a text. I can summarize the text.

CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Mini-Lesson Focus: Main idea

Activities to Teach:

Step 1- Teacher anchor chart, set chart or project student fill-in-the-blank.

Step 2- Teacher anchor chart & project cone as a group using the three scoops to add "toppings," etc.

Step 3- Teacher "Share" Students main ideas and the graphic organizer.

Main Idea

Main idea is like an ice cream cone!

Each scoop represents a supporting detail. These are also called key details or evidence.

The cone represents the main idea. The main idea "sums up" the passage. What is the passage mostly about?

The toppings are the "extra stuff," like titles, subheadings, photographs, charts, maps, diagrams, etc.

These help you determine what the passage is about.

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Important Steps!

Walking the dog may not seem like an important step, but it can be almost as essential as eating.

Main Idea

Supporting detail #1

Supporting detail #2

Supporting detail #3

Main idea:

People used to communicate by sending messages through signals called "Morse code".

Voice communication came with the invention of the first practical telephone, in 1876.

Today, we can communicate by voice, text and even video through our devices!

Mini Lesson 3

Here is a look at mini lesson 3.
It focuses on
main idea.

4th Grade Reading: Informational Lesson 3

RI.4.2- Lesson 3

I can determine the main idea of a text.
I can summarize the text.

CCSS.ELA-Literacy.RI.4.2
Determine the main idea of a text and explain how it is supported by details; summarize the text.

Mini Lesson Focus:
Main Idea

Activities to Teach

Step 1: Teacher will introduce and display anchor chart.

Step 2: As a group, use the main idea anchor chart pieces to add good supporting main idea. Teacher will display one have students discuss/ask/answer the main idea. The students will write a glue them to your chart. Repeat for each step with your own.

Step 3: Teacher will distribute "Supporting Details" cards. Students will read the cards and match them to the correct main idea. The supporting details will go in the supporting details column.

Anchor Chart: Key Details

Key Details

Key details- support the point that the author is trying to make. They back up the main idea.

Also called supporting details or evidence.

Anchor Chart: Main Idea

Main Idea:

Being a dog owner requires a lot of responsibility and attention.

Anchor Chart: Main Idea

Main Idea:

Getting enough sleep is important to our bodies.

Anchor Chart: Supporting Details

Supporting Details

Name: _____

Match the supporting details to the correct main idea. If the details don't support either main idea, write them in the "Extra Information" column.

The three different types of ants work together in a colony.	Ants use communication to have a successful colony.	Extra Information

Sticky Notes:

- There can be millions of ants in a colony.
- Ants are social insects.
- When ants are moving, they leave a scent trail.
- Ants can be found in every type of biome.

Anchor Chart: Main Idea

Main Idea:

You can learn a lot on a trip to Washington D.C.

Reading Passages

You're also provided with passages that will help guide instruction. These are instructional level passages. They have been professionally leveled by Lexile, and the scores are included on each passage.

The image displays a collection of educational reading materials, including passages and worksheets, arranged in a grid-like fashion. Each passage is color-coded and includes a title, a short story or informational text, and a set of multiple-choice questions. The passages are:

- What's Energy?** (Orange)
- States of Matter Questions** (Green)
- Early Colonists** (Blue)
- Sun Safety** (Yellow)
- Marathon Runners** (Yellow)
- Sculpted by Nature** (Blue)
- Branches of Government Questions** (Red)
- Marathon Runners** (Yellow)
- Sculpted by Nature Questions** (Blue)

Each passage includes a title, a short story or informational text, and a set of multiple-choice questions. The passages are color-coded and arranged in a grid-like fashion.

Close-Up Passage

Here's a closer look at an included passage.

910L

Name: _____

What's Energy?

Energy can be defined as the ability to do work. It is all around us and it is what makes many things in our world possible. There is energy in light, sound, heat, electricity, and more!


Energy at Rest?

There are two types of energy that are essential. The first is called *potential energy*. This type of energy is known as "energy at rest." This means that although an object is not moving, it still has the "potential" to move due to its position, gravity, stress, or even electrical charge.

For example, an apple on the edge of a table has the potential to fall off the edge, due to its position or gravity. An arrow has potential energy when drawn in a bow, from stress, like a rubber band. Lastly, a fan, when turned off, has potential energy due to electricity. When the switch is flipped on and the circuit closes, the fan blades will move. Potential energy is stored in an object waiting to be released. In order for that energy to be released, there has to be an outside force, like a push or a pull or even added electricity.

Energy Transfer

In addition, energy is a very special part of our scientific world. Energy cannot be created and it cannot be destroyed, but it can be *transferred*. So, when the potential energy of an object is



These swings have potential energy.

©Jessica Tobin-Elementary Nest

is released, the energy is actually transferred and is now considered *kinetic energy*.

Energy in Motion


That is our second type of energy, *kinetic energy*. This type of energy is known as "energy in motion." When an object is in motion, due to one of the previously mentioned causes or other factors, it has kinetic energy. The word "kinetic" comes from the Greek word, *kinesis*, which means movement or motion.

So, an object that is moving has kinetic energy. A rollercoaster car speeding through loops and turns has kinetic energy. A glass of water that was struck and is falling to the ground has kinetic energy. Even your pencil as it moves across the paper has energy that is kinetic.

Speed and Energy

The faster an object is moving, the more kinetic energy it has. Think back to the bow and arrow. When a person pulls a bow's string backward and releases it, the string pushes forward with as much force as it was pulled backward. So, the tighter you pull your bow string, the farther and faster your arrow will travel.

The same concept applies to the swing on the previous page, a rubber band being pulled and released, and even the plucking of guitar strings. There is so much more to know about energy. However, the start of understanding begins when you know the relationship between potential and kinetic energy. Energy is stored everywhere, just waiting to be released.



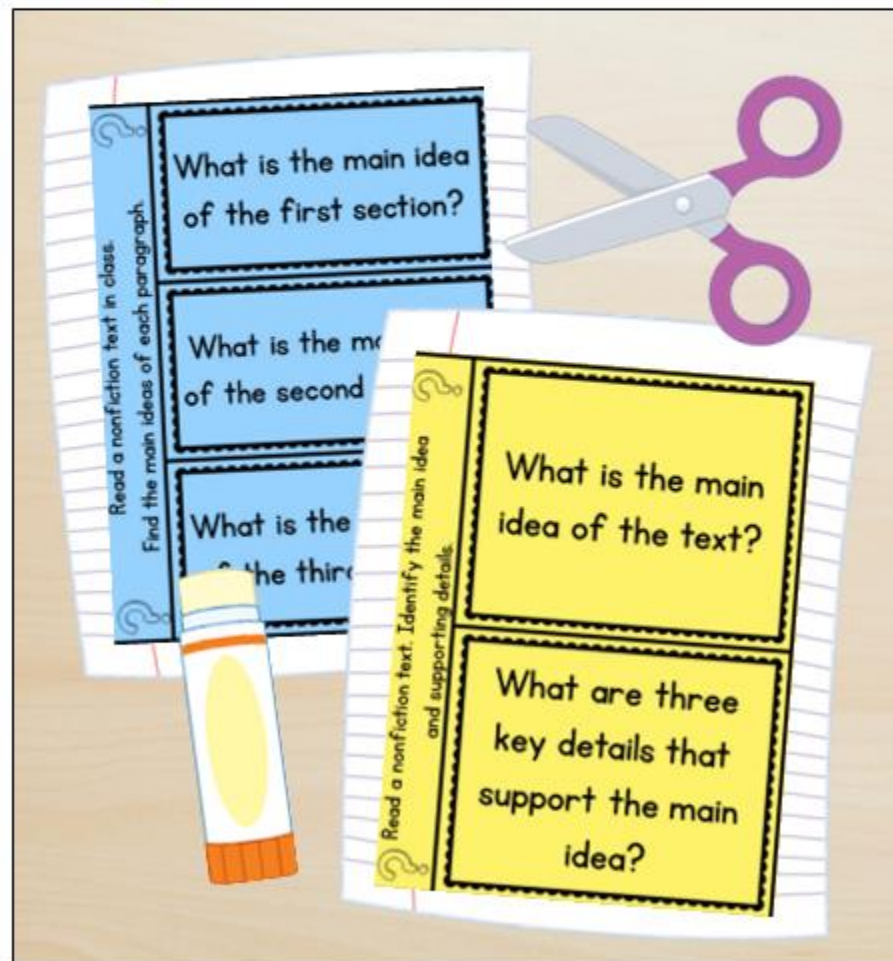
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You're also provided with graphic organizers to use with any read-aloud or independent practice text.



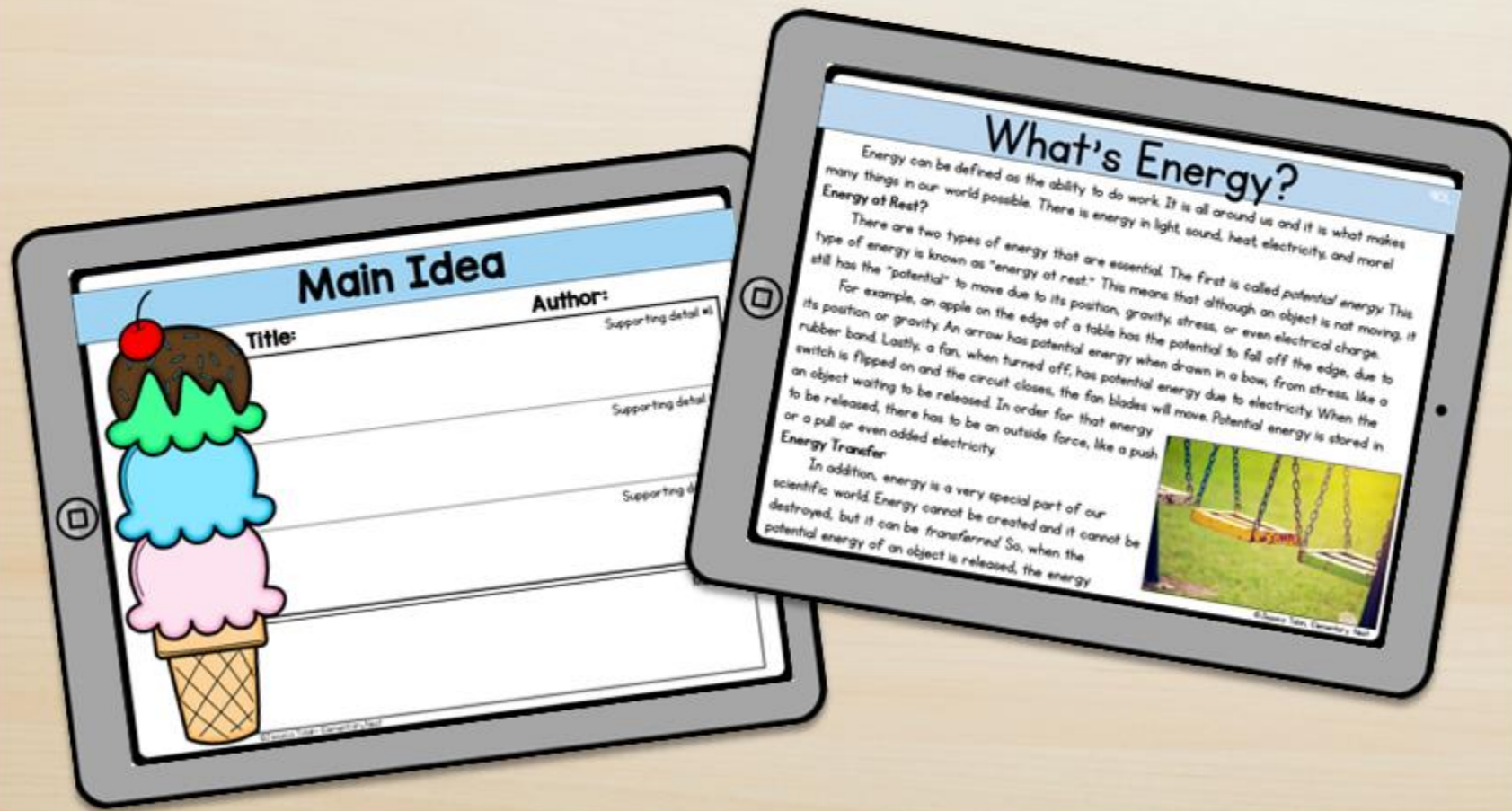
Extra Resources

For even more practice, you can use these interactive notebook templates and task cards with texts and review activities. **Only a few examples shown here.**



Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.



Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard.

The image displays three overlapping sample pages from a summative assessment. The top page is titled "Main Idea Assessment" and contains questions 1 through 4. The middle page is titled "The Windy City" and contains a passage about Chicago's nickname, a small image of the city skyline, and questions 5 through 7. The bottom page is titled "Traces of the Past" and contains a passage about fossils, a small image of a fossil, and questions 8 through 10. Each page has a "Name:" field at the top left.

Main Idea Assessment

Name: _____

1. In which of the following can we identify a main idea?

- a) Advertisements
- b) Informational texts
- c) Newspapers
- d) All of the above

2. In your own words, describe what the main idea of _____ is.

3. In your own words, describe what supporting details _____ are.

4. When summarizing a text, you should include all of _____.

- a) 3 supporting details
- b) The text features
- c) The title
- d) The main idea

"The Windy City"

Chicago, Illinois has become widely-known as "The Windy City." Many people believe that Chicago earned this nickname from the cool air that blows in from bordering Lake Michigan, but history suggests a different story.

In the late 1800s, Chicago was in a rivalry with other Midwest cities who were all competing to be the region's main metropolis. Because of this rivalry, people from these competing cities tried to detract from the popularity of Chicago by saying the people were "full of hot air." There is a record of a newspaper editor from New York advising his readers to ignore the "unsubstantiated claims of that windy city."

Occasionally newspapers called Chicago a "windy city" in reference to a tornado that swept through Chicago in 1876, but even this article seems to make some reference to Chicago's residents with implications that they were "long-winded" or "talkative."

Now, still being called the "The Windy City," Chicago does prove more windy than other areas. With its location between the Great Lakes and the Great Plains, a whirlwind-like breeze sweeps through the streets of Chicago. The many skyscrapers that stand in Chicago's streets create a "channeling" effect that speeds winds up. Even if we don't know or agree on the exact origins of Chicago's common nickname, "The Windy City" is a name that has stuck.

5. Why is Chicago called the Windy City?

- a) Its location is on the edge of Lake Michigan
- b) The channeling that occurs because of skyscrapers
- c) Its made claim of people being long-winded
- d) All of the above

6. What is the main idea of the passage, "The Windy City"?

7. List 3 supporting details that support your _____.

Traces of the Past

Fossils are the traces of plants and animals from the past. The remains of these plants and animals have been preserved over millions of years and as we uncover them, we can learn about the organisms that are no longer here.

Cast Fossils

When an organism dies, sometimes the body of the organism. As the original body decays, it leaves a space in the rock. This space creates a *cast fossil*, which ends up looking like the original organism. Finding a cast fossil allows us to see what an organism looked like in actual size and shape! We can find out if they ate, if they were predatory or not, and if they were social.

Trace Fossils

Trace fossils are the "traces" of animals left behind. They are marks made in a soft material that hardens over time. The mark hardens and maintains the shape of the original organism. Commonly found as footprints, tracks and burrows, trace fossils can teach us about animal behaviors, feeding patterns, and environmental factors.

8. What are cast fossils?

- a) Leftover body parts from previously living organisms
- b) Footprints from previously living organisms
- c) Rocks that have been carved in the shape of organisms
- d) Minerals that have replaced organisms' remains

9. Trace fossils help us understand:

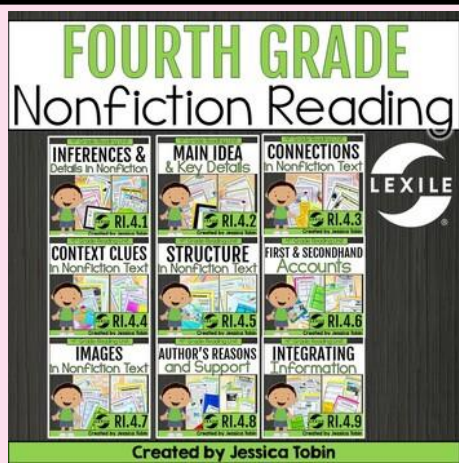
- a) If an animal was a predator
- b) How an animal traveled
- c) What an animal looked like
- d) All of the above

10. Using three details from the passage, describe the main idea of "Traces of the Past".

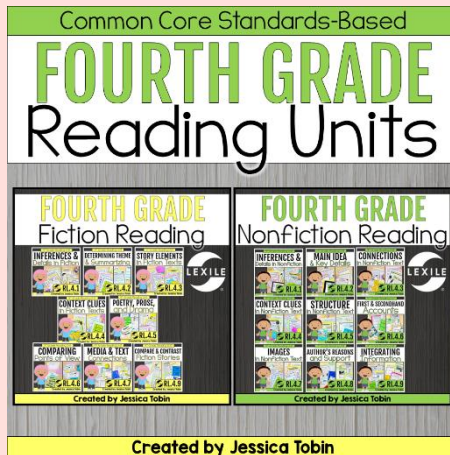
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