



Elementary Education

ELA Lower Lesson Plan | 1st – 3rd Grade

Key: TTW = Teacher Will
TSW = Student Will

Standard(s):

Anchor CCR.R.2 - The Main Idea

- **RI.1.2** - Identify the main topic and retell key details of a text.
- **RI.2.2** - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **RI.3.2** - Determine the main idea of a text; recount the key details and explain how they support the main idea.

Objective(s):

- **Grade 1 (RI.1.2):** TSW **identify** the main idea of a text by naming who or what the text is mostly about (DOK 1)
- **Grade 2 (RI.2.2):** TSW **determine** the main idea of a text by asking who or what it is about, finding the most important information, and stating the main idea in a sentence (DOK 1)
- **Grade 3 (RI.3.2):** TSW **identify** the main idea of a text and the supporting details that connect to it (DOK 1)

Standards & Objectives Note:

We've given you the anchor standard (CCR.R.2) and then broken it down into grade level standards and objectives for 1st, 2nd, and 3rd grade. You do not have to tell us which grade you are teaching when you come to your session. Just pick the objective that feels like the best fit for the way you teach the lesson. You can scaffold as needed, and we encourage you to add your own spin to make the lesson engaging.

Modifications:

- Jasmine has Dyslexia. This lesson has been modified to include additional visuals, enlarged-print text, and opportunities to respond orally using supportive sentence stems.
- Ethan has ADHD. This lesson has been modified to include step-by-step directions, frequent check-ins, and opportunities for movement with a variation



of individual and group work to support focus.

Materials

**Please note that the avatars already have the materials and will know what you are referencing during the lesson*

-  ELA Lower Lesson Plan Main Idea Passage_Bees
-  ELA Lower Lesson Plan Main Idea Passage 2_Spring
-  ELA Lower Main Idea Exit Ticket

Opening

Describe the hook - Engage the students

Hook: Introduce the objective (3 minutes)

- TTW welcome students.
- TTW say: "Strong readers don't just read words—they look for the big idea. That big idea is called the **main idea**. Today we're going to learn how to find the main idea using our WIN strategy."
- TTW display/write WIN: **W = Who/What, I = Important Info, N = Need a Sentence.**
- TTW ask students a few warm-up questions to connect:
 1. Who is your favorite animal or person?
 2. What do they do that is most important?
 3. Can you tell me in one sentence why they matter to you?
- TTW say: "That's exactly how we'll figure out the main idea in our reading today."

Lesson Body

List what the teacher will be doing (TTW)

List what the student will be doing (TSW)

(Transitioning from opening):

TTW say: "As we read, let's use the WIN strategy to figure out the main idea. We'll practice together, then you'll try it on your own."

Step 1: Read the Story (1 minute)

- TTW read aloud with expression as students follow along with their own passage -  ELA Lower Lesson Plan Main Idea Passage_Bees



Step 2: Model the WIN Strategy (3 minutes)

- TTW think aloud:
 - Who/What? (Bees)
 - Important Info? (They carry pollen so plants can grow.)
 - Need a Sentence? ("The main idea is that bees are important because they help plants grow.")
- TTW write/display the main idea sentence on chart/board.

Step 3: Guided Group Practice (3 minutes)

- TTW read a second short passage -
= ELA Lower Lesson Plan Main Idea Passage 2_Spring - Students will follow along.
- TTW instruct students to work with their groups to determine the main idea of the passage by using their WIN graphic organizer
- TSW share responses; TTW record responses on chart/board.
- *(Give a short pause for students to complete the exit ticket and then review)*
- *(Call on students to answer. Affirm correct responses, gently guide if needed)*

Closing

Informal Check - Assess the objective(s)

Wrap Up (2 minutes)

- TTW say, "Now I want you to take out your exit ticket handout. Let's read the directions together." - = ELA Lower Main Idea Exit Ticket
- "When you finish, raise your hand. Once everyone is done, we'll check the answers as a class."
- *(Give a short pause for students to complete the exit ticket and then review)*
- *(Call on students to answer. Affirm correct responses, gently guide if needed)*
- TTW wrap up the lesson: "Today we learned how to WIN at finding the main idea. First, we asked **Who or What** the text was about. Next, we found the **Important Information**. Finally, we put it together in **a sentence**. Strong readers use strategies like WIN to make sure they understand the *big idea* the author wants us to know. The more we practice, the easier it gets to find the main idea in any text."