

**SUBJECTS:** English Language Arts, Science

**SKILLS:** Finding Key details in a text, creating a summary

**MATERIALS:**

- Main Idea Student Sheet 3.1 page 8 of Discovery Journal
- Summarizing Student Sheet 3.2 page 9 of Discovery Journal

**COMMON CORE STATE STANDARDS (CCSS)**

**ENGLISH LANGUAGE ARTS**

- 3.RI.2** Determine the main idea of a text; recount key details and explain how they support the main idea.
- 3.RF.4a** Read with sufficient accuracy and fluency to support comprehension; Read grade level text with purpose and understanding.
- 3.W.4** With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.

**SCIENCE (OHIO LEARNING STANDARDS)**

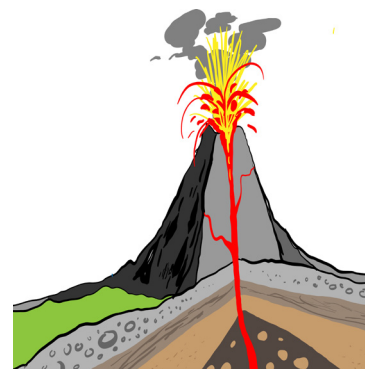
- 3.ESS.1** Earth's nonliving resources have specific properties.

**ESSENTIAL QUESTIONS**

1. What strategies do good readers use to determine the main idea?
2. How do key details support the main idea?
3. How do we show understanding of key ideas and details in a text?

**I CAN STATEMENTS (LEARNING OBJECTIVES)**

1. I can determine the main idea of a text.
2. I can find key details that support the main idea.
3. I can summarize a text.



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## LINKS

- **Slug Science Journeys Homepage** <https://www.miamicountyparks.com/node/1252>
- **Heat and Pressure Video** <https://vimeo.com/videobranch/review/415312539/1fc46e99a3>

## ACTIVITY

### Part 1: Student Sheet 3.1

Students will read an article chosen by the teacher. Using the provided graphic organizer, students will determine the main idea and key details of the article.

### Part 2: Student Sheet 3.2

Students will use the information contained in the graphic organizer to create a summary.

## EVIDENCE OF ACTIVITY

Students will complete the student sheets 3.1 and 3.2 on pages 8-9 of the Discovery Journal.