

Escape the Science Magazine

Main Ideas & Text Structure: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text; compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

Learning target: I can find the main ideas of an informational text, choose the details that support them, and name the text structure.

Success looks like: Students use the vocabulary correctly, complete the escape room, and score 80% or higher on the evidence-based exit ticket.

Materials: Student devices, the printed lesson worksheet (one per student), projector for the mini-lesson presenter.

LESSON AT A GLANCE

60 minutes

Time	Part	Teacher does	Students do
0:00-0:08	Warm-up	Project the warm-up. Circulate, then call on 2-3 students. Save question 3 for the debrief.	Answer Part 2 of the lesson worksheet; share with a partner.
0:08-0:20	Mini-lesson	Teach with the 4-step presenter. Run each quick check with the whole class.	Complete worksheet Parts 4-11 as each slide appears; answer checks with fingers.
0:20-0:48	Escape Room	Launch Escape the Science Magazine. Assign mission levels; circulate with the answer key.	Play solo or in pairs; record code pieces; complete any written evidence task.
0:48-0:52	Debrief	Ask 2 debrief questions and revisit warm-up question 3.	Finish worksheet Part 13 (prediction check + one thing learned).
0:52-1:00	Exit ticket	Hand out the exit ticket. Collect and sort with the mastery guide.	Answer with evidence independently.

Key vocabulary

Word	Student-friendly definition
Main idea	The most important point the author makes about the topic.
Key detail	A fact, example, or reason that supports the main idea.
Text structure	How an author organizes information.
Signal words	Words that hint at structure: first/then (sequence), because/as a result (cause-effect), however/both (compare), problem/solution.
Chronological	In time order.

1. WARM-UP

0:00–0:08 · 8 min

Warm-up expectations (post these): Answer in Part 2 of the lesson worksheet (or on this sheet). Number each answer to match the question. Answer in complete sentences. For math, show your work. Work silently for 5 minutes, then share with a partner for 2 minutes. Be ready to share one answer with the class.

#	Question	Look for
1	What is the difference between a main idea and a detail?	The main idea is what the text is mostly about; details support or explain it.
2	Name a signal word that shows order (sequence).	First, next, then, finally, after, before.
3	Read: "Bees pollinate flowers. They make honey. Some bees live in hives of 50,000." What is the main idea?	Bees are important/busy insects that do many jobs.

2. MINI-LESSON

0:08–0:20 · 12 min

Project the Lesson presenter from the room page. It runs the whole hour: target and agenda, warm-up with timer, hook vote, 4 teaching steps (key idea, interactive tool, turn and talk, check for understanding), I do / we do / you do, a work-time screen with a timer and expectations, debrief, and the exit ticket. Press N for teacher notes, T to pause the timer, and P to pick a student.

Hook (1 min): A table has a top and legs. If the tabletop is the main idea, what are the legs? Class vote: Key details / The title / The pictures

Step 1 (3 min): Find the main idea

Teach	The main idea is what the whole paragraph is about. It is often in the first or last sentence, but not always. Ask yourself: What do all the sentences have in common?
Interactive tool	Board and notes
Students do	Write the main idea sentence of the wetlands paragraph in the check.
Turn and talk	How can a main idea be in the middle of a paragraph? What would that look like?
Worksheet Part 5A	The MAIN IDEA is what every sentence has in COMMON.
Check for understanding	Tap the sentence that states the main idea. Answer: Wetlands are some of the most useful places on Earth.

Step 2 (3 min): Key details vs. interesting details

Teach	Key details support the main idea. A fun fact that does not support the point is not a key detail.
Interactive tool	Board and notes

Students do	Cross out the detail that does not support "Wetlands protect towns from floods."
Turn and talk	A fun fact is interesting. Why might it still not be a key detail?
Worksheet Part 6A	KEY DETAILS support the main idea. Interesting facts that do not support it are not key.
Check for understanding	Main idea: Wetlands protect towns from floods. Which detail supports it? Answer: (A) Wetlands soak up extra rainwater.

Step 3 (3 min): Two or more main ideas

Teach	Longer texts have two or more main ideas, usually one per section. Headings are clues.
Interactive tool	Board and notes
Students do	Write a main idea for "How Bees Make Honey" and "Why Bees Are Disappearing."
Turn and talk	Why do authors use headings in longer articles?
Worksheet Part 7A	Longer texts can have TWO OR MORE main ideas, often one per SECTION.
Check for understanding	An article has headings "How Bees Make Honey" and "Why Bees Are Disappearing." How many main ideas are there? Answer: (A) At least two

Step 4 (3 min): Text structure

Teach	Five structures: description, sequence, compare/contrast, cause/effect, problem/solution. Signal words are clues: first/then (sequence), because/as a result (cause/effect), however/both (compare).
Interactive tool	Flip cards: First, next, finally, Because, as a result, Both, however, unlike, The problem is... one solution
Students do	Match each signal word card to its text structure.
Turn and talk	Which text structure would you use to explain how to make a sandwich? Why?
Worksheet Part 8A	Signal words like "because" and "as a result" show CAUSE AND EFFECT. "First" and "then" show SEQUENCE.
Check for understanding	"Because the river flooded, the town built a levee." The structure is: Answer: (D) Cause and effect

I do: worked example (shown one step at a time)

1. Paragraph: "Monarch butterflies travel up to 3,000 miles each fall. They fly south to forests in Mexico. They rest in the same trees every year. Monarchs are orange and black."
2. Step 1: What do most sentences have in common? The long trip.
3. Step 2: Main idea: Monarchs make a long journey to Mexico each fall.
4. Step 3: "Orange and black" is interesting but does not support the trip. It is not a key detail.

What to say on every slide is in the presenter script PDF.

We do: guided practice

Paragraph: "Because farmers cleared forests, rain washed soil into rivers. As a result, fish lost their habitats." Name the structure and the signal words.

1. Look for signal words: "Because" and "As a result."
2. These words connect a cause to its effect.
3. Cause: clearing forests. Effects: soil washed away; fish lost habitats.
4. Structure: cause and effect.

Answer: Cause and effect ("because," "as a result")

You do: independent check (2 min)

"Unlike alligators, crocodiles have narrow snouts. Both live in warm water." The structure is: (A) Problem and solution (B) Description (C) Compare and contrast (D) Sequence

Answer: (C) Compare and contrast. Students who miss it: 3-minute reteach at the teacher table, then start the room at the Explorer level.

Misconception: "The main idea is always the first sentence." It can be anywhere or not stated at all.

Misconception: "The most interesting detail is the main idea." The main idea is the point the details support.

Misconception: "Texts only have one structure." Authors often mix structures; look for the main one.

3. ESCAPE ROOM: ESCAPE THE SCIENCE MAGAZINE

0:20–0:48 · 28 min

Launch: project the start screen, read the story aloud, and assign mission levels (Explorer = extra support, Agent = on level, Legend = challenge). Students can open Supports any time for read-aloud, bigger text, a word bank, and a scratch pad.

- Locks open in order, so every student moves through the same sequence. Circulate and listen for which lock is causing a traffic jam.
- Pairs work well: one student reads the clue card aloud, the other controls the device. Switch roles at every lock.
- If a group is stuck for more than 3 minutes, ask "What does the clue card say about this?" before giving the hint.

Students turn in: the completion code plus their copied "turn in your work" block (Canvas Text Entry).

4. DEBRIEF

0:48–0:52 · 4 min

1. How did you decide which details were key?
2. What signal words helped you the most?
3. Why might an author choose problem/solution instead of description?

Close the loop: return to warm-up question 3. Answer: Bees are important/busy insects that do many jobs.

5. EXIT TICKET

0:52–1:00 · 8 min

Print the exit ticket PDF (page 2 is the key and mastery guide). Every item requires evidence: Part A asks students to justify each choice, Part B asks for an explanation, and Part C applies the standard to a new

situation using RACE. Sort results into Mastered, Approaching, and Beginning to plan tomorrow's groups.

LESSON RESOURCES

Resource	How it fits the lesson
Warm-up worksheet (PDF)	Optional standalone warm-up (also Part 2 of the lesson worksheet), with a key.
Mini-lesson presenter	Projectable, step-by-step interactive lesson with tools and quick checks (room page).
Lesson worksheet (PDF + key)	One printable packet students complete during the whole lesson: short fill-ins and quick checks in 13 small parts that match the presenter slides.
Escape the Science Magazine (.html)	The escape room for Canvas, with differentiated levels, supports, and a turn-in.
Exit ticket (PDF + key)	Evidence-based check with a rubric and a mastery sorting guide.
ReadWorks (extra)	Free nonfiction article sets with main idea questions. https://www.readworks.org/
Newsela (extra)	Current events at multiple reading levels. https://newsela.com/
CommonLit (extra)	Informational texts with text structure questions. https://www.commonlit.org/
Khan Academy: Reading & Vocabulary (extra)	Grade 5 informational reading practice. https://www.khanacademy.org/ela

ANSWER KEY: ESCAPE THE SCIENCE MAGAZINE

Lock 1: Honeybees at Work (code piece: I)

1. Tap the sentence that states the main idea of the article. -> "A honeybee hive is like a well-organized city where every bee has a job."
2. Match each bee to its job. -> Queen = Lays eggs; Worker = Gathers nectar and guards the hive; Drone = Mates with a queen

Lock 2: Two Main Ideas (code piece: D)

1. What is the main idea of Section 1? -> Volcanoes can be very destructive
2. What is the main idea of Section 2? -> Volcanoes also create new land and fertile soil
3. How does the author organize the whole article? -> Comparing the destructive and creative effects of volcanoes

Lock 3: How to Read a Text Feature (code piece: E)

1. Match each question to the text feature that would help you most. -> What does "pollination" mean? = Glossary; What is this photo showing? = Caption; What is this section about? = Heading; What are the parts of a flower? = Diagram
2. Why might an author put a word in bold? -> It is an important vocabulary word
3. You want to know what a photo shows. Tap the text feature that tells you. -> Tap A bee visits a poppy flower.
4. Now tap the text feature that shows an important vocabulary word. -> Tap pollen

Lock 4: The Recycling Story (code piece: A)

1. What is the text structure? -> Sequence
2. Put the recycling steps in order. -> Bottle goes in a recycling bin -> Truck takes it to a sorting center -> Plastic is washed, chopped, and melted -> Plastic is formed into pellets -> Pellets are made into new products
3. Tap ALL of the sequence signal words in the recycling article. -> "First," + "Next," + "After that," + "Then" + "Finally,"

Lock 5: The Editor's Page (code piece: S)

1. Match each article description with its most likely text structure. -> How pollution harms rivers and how towns clean them up = Problem and solution; The history of flight from 1903 to today = Chronological; Alligators vs. crocodiles = Compare and contrast; Why earthquakes happen and what they cause = Cause and effect; All about the giant squid = Description

Final code: IDEAS