PRESENTER SCRIPT · GRADE 5 · 5.RC.6 & 5.RC.8

Main Ideas & Text Structure: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can find the main ideas of an informational text, choose the details that support them, and name the text structure." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) The main idea is what the text is mostly about; details support or explain it. 2) First, next, then, finally, after, before. 3) Bees are important/busy insects that do many jobs.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "A table has a top and legs. If the tabletop is the main idea, what are the legs?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Show a "table" drawing: the tabletop is the main idea, the legs are details. "What happens if the table has no legs?"
Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: FIND THE MAIN IDEA — 3 min

Say	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?
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The MAIN IDEA is what every sentence has in COMMON. (tap "Show the missing words" after students try.)
Explore	Students do: Write the main idea sentence of the wetlands paragraph in the check.
Turn and talk	Say: "How can a main idea be in the middle of a paragraph? What would that look like?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: Wetlands are some of the most useful places on Earth.. The other sentences support it.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: KEY DETAILS VS. INTERESTING DETAILS — 3 min

Say	Key details support the main idea. A fun fact that does not support the point is not a key detail.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: KEY DETAILS support the main idea. Interesting facts that do not support it are not key. (tap "Show the missing words" after students try.)
Explore	Students do: Cross out the detail that does not support "Wetlands protect towns from floods."
Turn and talk	Say: "A fun fact is interesting. Why might it still not be a key detail?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Wetlands soak up extra rainwater.. Soaking up rain connects to floods.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: TWO OR MORE MAIN IDEAS — 3 min

Say	Longer texts have two or more main ideas, usually one per section. Headings are clues.
Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Longer texts can have TWO OR MORE main ideas, often one per SECTION. (tap "Show the missing words" after students try.)
Explore	Students do: Write a main idea for "How Bees Make Honey" and "Why Bees Are Disappearing."

Turn and talk	Say: "Why do authors use headings in longer articles?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) At least two. Each section develops its own main idea.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: TEXT STRUCTURE — 3 min

Say	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).
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Signal words like "because" and "as a result" show CAUSE AND EFFECT. "First" and "then" show SEQUENCE. (tap "Show the missing words" after students try.)
Explore	Flip each card only after students guess: First, next, finally = Sequence; Because, as a result = Cause/effect; Both, however, unlike = Compare/contrast; The problem is... one solution = Problem/solution. Students do: Match each signal word card to its text structure.
Turn and talk	Say: "Which text structure would you use to explain how to make a sandwich? Why?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (D) Cause and effect. "Because" signals a cause.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Read a short paragraph aloud about monarch butterflies migrating to Mexico. Think aloud: "Every sentence tells about their long trip, so the main idea is: Monarchs travel thousands of miles each fall. The detail about their orange color is interesting but doesn't support that."
Reveal	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." | Step 1: What do most sentences have in common? The long trip. | Step 2: Main idea: Monarchs make a long journey to Mexico each fall. | Step 3: "Orange and black" is interesting but does not support the trip. It is not a key detail.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.

Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	Look for signal words: "Because" and "As a result." | These words connect a cause to its effect. | Cause: clearing forests. Effects: soil washed away; fish lost habitats. | Structure: cause and effect.
Answer	Cause and effect ("because," "as a result")

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(C) Compare and contrast. "Unlike" and "both" signal compare and contrast.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: ESCAPE THE SCIENCE MAGAZINE — 0:20–0:48

Say	Open Escape the Science Magazine on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	How did you decide which details were key? | What signal words helped you the most? | Why might an author choose problem/solution instead of description?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Bees are important/busy insects that do many jobs.

SLIDE 13: EXIT TICKET — 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "The main idea is always the first sentence." It can be anywhere or not stated at all.
- "The most interesting detail is the main idea." The main idea is the point the details support.
- "Texts only have one structure." Authors often mix structures; look for the main one.