

The House That George Built

What the Book Is Mainly About

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short Identify a main idea and support it with details Form a whole-text main-idea claim and test it against details from the pages instead of guessing from the title.

One main-idea sentence with four supporting details.

What does the whole text mainly say, and which details show that your claim holds?

Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text.

Materials:	the book, Student Evidence page, pencil.
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Lesson sequence

TIME	TEACHING MOVE
4 min	Begin with a claim Ask for one sentence saying what the text is mainly about, not just its topic.
6 min	Challenge the title Treat the title as a possibility, not an answer. Ask what the pages actually support.
10 min	Collect details Find details from different parts of the text that could stand behind the claim.
6 min	Remove weak support Reject details that are interesting or related but do not help prove the claim.
4 min	Recheck the whole text Read the claim again and ask whether all four selected details point back to it.

ELA SKILL LESSON · TEACHER SUPPORT

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Access routes

SOLO	Use the book independently to complete the evidence page. Require page-based support for the central claim.
SUPPORTED	Pause at the key evidence moments. Rephrase the task orally, then have students point to or record the evidence before explaining it.
LISTENING	Use narration and illustrations. Let students respond orally or by selecting from teacher-read options, then ask them to justify the choice from the book.

EXTEND

Ask students to test the skill on a second moment or explain why a tempting alternative answer is weaker.

Teacher guidance

Keep the lesson on identify a main idea and support it with details. The source unit places this move inside What it is mainly about; this standalone version should still require evidence from the named book rather than general knowledge or memory.

Assessment

- A strong claim is a statement about the whole text, not a topic label.
- The selected details should come from the text and all support the same claim.
- The title may suggest an answer, but the pages are the test.

Short route · 15 minutes 3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

Watch for

A claim copied from or inferred only from the title without checking the text.

Source note

Extracted from the TumbleTA unit What it is mainly about, using its stated day focus, product, checkpoints, and/or strong-answer criteria. No regional standard is attached to this base skill lesson.

STUDENT EVIDENCE · GRADE 3

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What the Book Is Mainly About

Name _____ Date _____ Write one main-idea claim. Add four details from the text that support it.

PART**YOUR EVIDENCE****MAIN IDEA****DETAIL 1****DETAIL 2****DETAIL 3****DETAIL 4****EXIT CHECK**

The strongest detail is _____ because _____.

TEACHER KEY · GRADE 3

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What the Book Is Mainly About

Strong response

One main-idea sentence with four supporting details.

Expected evidence

- A strong claim is a statement about the whole text, not a topic label.
- The selected details should come from the text and all support the same claim.
- The title may suggest an answer, but the pages are the test.

Watch for

A claim copied from or inferred only from the title without checking the text.

Independent success

The student completes the required evidence product and can explain how the evidence supports the skill claim without relying only on recall or a teacher-supplied answer.

Unit source

What it is mainly about · The House That George Built by Suzanne Slade