

Migrant Literacy NET Instructional Resources

Fluent Lesson 72: Main Idea/Details

Reading Dimension:

Phonemic Awareness
 Phonics
 Fluency
 Vocabulary
 Comprehension

Skill Area(s):

Main Idea/Details

Reading Stage:

Emergent
 Developmental
 Fluent

Outcome(s):

Students will be able to recognize and identify main ideas and details in a passage.

Materials:

NOTE: Several days prior to teaching this lesson, the teacher must check to make sure that no student has any type of food allergy (peanuts, dairy products, gluten/wheat, sugar, etc.) before using food for this activity. If so, make adjustments to the activity using nonfood items.

Pretest/Posttest
 Ziploc bags--gallon size and sandwich size
 Ice and rock salt
 Plastic spoons and napkins
 Gallon of milk
 Vanilla extract
 Individual packets of sugar
 Ice Cream Transparencies master
 Overhead projector; green and red transparency pens
 Write a Great Paragraph Student Worksheet

Duration of Lesson:

One 80-minute session
 One 20-minute assessment session for each pre- and posttest
 Time and duration of lesson may be adjusted as needed.

Procedures and Answer Key(s):

See attached pages.

ELL Recommendations:

For students acquiring English, making the ice cream reinforces the connection to the concept. For the assessment, the use of real objects or pictures will help students learning English understand the passage.

Assessment:

The student will read the directions and complete the assessment. The pre- and posttest assessments are at the end of the lesson.

Teacher Procedures**Main Idea/Details****Lesson Procedures:**

NOTE: Several days prior to teaching this lesson, the teacher must check to make sure that no student has any type of food allergy (peanuts, dairy products, gluten/wheat, sugar, etc.) before using food for this activity. If so, make the necessary adjustments to the ingredients and the transparency.

- 1. Give the pretest for this lesson using the Assessment Procedures given below. The teacher should rate the student's skill level subjectively using the 4-point rubric indicated.**
- The teacher should prepare a sandwich bag for each student that contains one cup of milk and 1 tsp. of vanilla.
- Give each student one sandwich bag of milk mixture, one packet of sugar/sugar substitute, a scoop of ice in the gallon size Ziploc bag, and some rock salt.
- Ask the students what they think these ingredients could make. Once they offer the idea of ice cream (the salt will throw them off), the teacher should explain the concept of a main idea.
Example: A main idea is the overall idea, or the most important idea, of a paragraph. The main goal, or main idea, of putting together all of these ingredients is to get the vanilla ice cream at the end.
- Ask the students to write down the ingredients and the steps involved in making the ice cream.
- Place the Making Ice Cream Transparency on the overhead projector and give students five minutes to copy the directions. Explain that these are the supporting details of the recipe. In a paragraph, the main idea is usually in the topic sentence and the supporting details are in the following sentences. Each student should follow the steps they wrote down to make the ice cream.
- Place the Ice Cream Information Transparency on the overhead projector. The teacher should underline the main idea in green and the supporting sentences in red. **(30 min.)**
- Copy and hand out the Write a Great Paragraph Student Worksheet and instruct students to complete it. **(15 min.)**
- Administer the posttest using the Assessment Procedures given below to determine the student's level of proficiency following the instruction of these skill(s). The teacher should rate the student's skill level subjectively using the 4-point rubric indicated.**

ELL Recommendations:

For students acquiring English, making the ice cream reinforces the connection to the concept. For the assessment, the use of real objects or pictures will help students learning English understand the passage.

Assessment Procedures:

The pre- and posttest assessments are at the end of the lesson.

- The students will read a short paragraph and answer the multiple choice questions by circling the correct answer.

Teacher Procedures (cont.)**Main Idea/Details****Transparency****Making Ice Cream****Ingredients:**

1 cup milk

1 tsp. vanilla

1 packet of sugar/Splenda

Ice

Rock salt

**Instructions:**

The vanilla has already been added to the milk. Pour the milk mixture into the sandwich-size baggie. Add the packet of sugar/Splenda to the milk mixture. Close the baggie tightly and shake. Set aside.

Put ice into gallon-size baggie. Measure salt (1/2 cup) and add to ice. Place the milk baggie (still tightly sealed) into the ice/salt mixture. Shake for five minutes.

Teacher Procedures (cont.)**Main Idea/Details****Transparency****Ice Cream Information**

Ice cream is a delectable treat that has an interesting history, but can also be quickly made at home. Although ice cream is available at supermarkets across the county, it was not always easily accessible. In 1550, ice cream became fully freezable with the help of a Spanish doctor. He conveniently discovered that adding salt to ice lowered the freezing point of water; therefore, the ability to freeze ice cream was discovered. After refrigeration was invented, ice cream became widely available to all of society. Despite the availability of ice cream, some people think homemade ice cream tastes much better than store bought. To make homemade ice cream, one only needs to place the ingredients in a spill proof container, place it over ice, and add rock salt to the ice. Then, just shake! The ingredients become a sweet treat sure to be enjoyed by anyone.

Answer Key(s)**Main Idea/Details****Transparency Key:**

Underline the first sentence in green and the other sentences in red.

Student Worksheet Answer Key:

Underline the second sentence and star all following sentences.

1. c. To write a great paragraph, you must understand paragraph organization.
2. c. A topic sentence is important.
3. a. Details are necessary for a great paragraph.
4. a. Word choice is important for a great paragraph.
5. b. A good paragraph will end in a summative statement.

Pretest/Posttest Assessment Answer Key:

Underline the first sentence and star the rest of the sentences.

1. b. The summer of 1988 threatened the landscape of the park.
2. c. Weather played a huge part in the fate of the park.
3. a. Lightning strikes increased that year as well.
4. b. Visitors love to see elk and other wildlife in the park.
5. a. No one will forget the fire of 1988.

Student Worksheet**Main Idea/Details**

Name _____ Date: _____

Directions: Read the paragraph on writing a paragraph. While you are reading, underline the main idea. Put stars by the supporting details. Then answer the multiple choice questions by circling the correct answer.

How to Write a Great Paragraph

Every day we read well-written paragraphs, but do we really understand how to write great paragraphs? In order to write an outstanding paragraph, you first must understand the organization of the paragraph. The most important sentence is the topic sentence. It sets the tone for the whole paragraph. The topic sentence should tell the reader what the rest of the paragraph will be about. The next few sentences should include interesting or necessary details pertaining to the topic. Finally, a good paragraph should end with a summative statement. Following these steps will ensure great paragraph organization.

1. What is the main idea of this paragraph?
 - a. A topic sentence is important.
 - b. Details are necessary for a great paragraph.
 - c. To write a great paragraph, you must understand paragraph organization.

2. What is the first detail in this paragraph?
 - a. Details are necessary for a great paragraph.
 - b. End with a summative statement.
 - c. A topic sentence is important.

3. What is the second detail in this paragraph?
 - a. Details are necessary for a great paragraph.
 - b. A topic sentence is important.
 - c. To write a great paragraph, you must understand paragraph organization.

4. Which statement does **not** support the main idea?
 - a. Word choice is important for a great paragraph.
 - b. A topic sentence sets the tone for the rest of the paragraph.
 - c. A good paragraph will end in a summative statement.

5. What is the last supporting detail?
 - a. Word choice is important for a great paragraph.
 - b. A good paragraph will end in a summative statement.
 - c. A topic sentence is important.

**Assessment
PRETEST
Main Idea/Details**

Teacher Rating for Student

Proficiency in this Skill

(4 = advanced; 3 = proficient;
2 = partly proficient; 1 = unsatisfactory)

Name _____ Date: _____

Directions: Read the paragraph on the Yellowstone Fire of 1988. While you are reading, underline the main idea. Put stars by the supporting details. Then answer the multiple choice questions by circling the correct answer.

Yellowstone Fire of 1988

The beauty of the majestic landscape of Yellowstone National Park has drawn visitors from all over the world, but the summer of 1988 threatened that landscape. To begin with, weather played a huge part in the fate of Yellowstone that year with the hot sun blazing down on the already dry forest. Lightning strikes increased that year as well, igniting several small fires throughout the park. The park’s policy was to let wildfires burn unless they threatened lives or property, so park officials did not worry. Then a reckless woodcutter threw a lit cigarette onto the forest floor. The winds picked up and drove this fire towards some of the other smaller fires. Before firefighters could react, the blaze was overwhelming. The fires burned nearly two-thirds of the park before the summer was over. Even though the park has since been renewed, no one is soon to forget the summer of 1988.

1. What is the main idea of this paragraph?
 - a. Park policy was to let wildfires burn.
 - b. The summer of 1988 threatened the landscape of the park.
 - c. A reckless woodcutter lit a fire with a cigarette.

2. What is the first detail in this paragraph?
 - a. Lightning strikes increased that year as well.
 - b. The fires burned nearly two-thirds of the park.
 - c. Weather played a huge part in the fate of the park.

3. What is the second detail in this paragraph?
 - a. Lightning strikes increased that year as well.
 - b. The wind picked up merging the fires.
 - c. No one will forget the fire of 1988.

4. Which statement does not support the main idea?
 - a. The wind picked up merging fires.
 - b. Visitors love to see elk and other wildlife in the park.
 - c. Park policy was to let wildfires burn.

5. What is the last supporting detail?
 - a. No one will forget the fire of 1988.
 - b. A reckless woodcutter lit a fire with a cigarette.
 - c. The summer of 1988 threatened the landscape of the park.

Resource: *The Language of Literature*; “Summer of Fire.” McDougal Littell. 2001

**Assessment
POSTTEST
Main Idea/Details**

**Teacher Rating for Student
Proficiency in this Skill**

(4 = advanced; 3 = proficient;
2 = partly proficient; 1 = unsatisfactory)

Name _____ Date: _____

Directions: Read the paragraph on the Yellowstone Fire of 1988. While you are reading, underline the main idea. Put stars by the supporting details. Then answer the multiple choice questions by circling the correct answer.

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