

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Application	Correlation to Framework - 04.01	Lesson Number - 02
<p>Activity Title - What's the Idea?</p> <p>Goal/Objective</p> <p>To identify the main idea and supporting details in reading selections.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Sometimes students confuse supporting details with the main idea. They find a detail and think it is the main idea. Students need to understand that supporting details provide more information about what the passage is really about—the main idea. In this lesson, students will identifying main ideas and supporting details.</p> <p>Activity</p> <p>Write the following on the board “ Common Characteristics.” Have students identify the common characteristics of each of the following: <i>A tree, a cat, a person.</i> Write the students' responses on the board Explain that “Common Characteristics” is the main idea and that the characteristics they listed are supporting details. Distribute copies of articles from the local newspaper. Have students find and highlight the main idea of each article and the supporting details for each main idea.</p> <p>Debriefing/Evaluation Activity</p> <p>Copy the articles onto transparencies, so the entire class can read them. Have each student share with the rest of the class the main idea and supporting details he/she found in the article. Check to see that the student did not miss any supporting details. If so, ask the rest of the class to see if they can find any other supporting details.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Newspaper articles • Highlighters • Whiteboard or chart paper and markers 	
		<p>Extension Activity</p> <p>Have students read a business letter and identify the main idea and supporting details. This will provide them with practice using real-life documents similar to what they will use on the GED Tests.</p>	
		<p>ESE/ESOL Accommodations</p> <p>Provide student with a less complex article adjusted to the students reading level</p> <p>Tape record the article and let the student listen to it</p> <p>Have a peer tutor read the article to the student</p>	
<p>Real-Life Connection</p> <p>Provide students with copies of classified ads. Explain that even though a classified ad may be shorter and written differently, each ad has a main idea and supporting details. Have students read the ads to determine what product or service the ad is selling and then determine the details related to the product or service. This will help students understand that identifying main ideas and supporting details goes far beyond reading a book or taking a test.</p>			

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Activity Title— What's the Idea?

Introduction

Say: One very important skill that you will need for the GED Tests is the ability to identify the main idea of a passage. The main idea will help you understand the paragraph or passage that you are reading. If you are looking for a specific answer and a paragraph's main idea does not convey that information then you know you will need to look further in the reading selection to find the information. Sometimes we confuse supporting details with the main idea. We find a detail that we think is the main idea only to find that the supporting detail gives you more information about what the passage is really about—the main idea. Today, we are going to work on identifying main ideas and supporting details. Remember, the main idea is not always the first sentence in a paragraph or passage. The main idea can be found almost anywhere in a passage.

Main Activity

On the board write the following word “Common Characteristics.” *Ask:* What characteristics do each of the following have in common? A tree, a cat, a person. Write the students' responses on the board under the “Common Characteristics.” Student responses may include: that they all require food and water to survive, they all grow, they are all living things, etc. *Ask:* What is the main idea? The answer is “Common Characteristics.” What are the supporting details—the various characteristics of the tree, the cat and the person. *Say:* You are going to read several short articles from the newspaper. Distribute copies of articles from the local newspaper. *Say:* Find and highlight the main idea of each article and the supporting details for each main idea.

Debriefing/Evaluation Activity

Copy the articles onto transparencies, so the entire class can read them. Have each student share with the rest of the class the main idea and supporting details he/she found in the article. Check to see that the student did not miss any supporting details. If so, ask the rest of the class to see if they can find any other supporting details. *Say:* Being able to identify the main idea and supporting details within a reading passage or selection will help you when you take your GED Tests. This skill is used not only in the Language Arts, Reading Test, but the Social Studies and Science Tests as well.