

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Application	Correlation to Framework - 04.01	Lesson Number - 20
<p><b>Activity Title - Main Idea and Supporting Details</b></p> <p><b>Goal/Objective</b></p> <p>To identify the main idea and supporting details from a short reading selection using a two-column note taking process.</p> <p><b>Lesson Outline</b> <b>Introduction</b></p> <p>Discuss that critical reading skills begin with being able to identify the main idea of a passage and to select supporting details that are important to the understanding of the passage.</p> <p><b>Activity</b></p> <p>Choose a short selection from a reading or literature book. Read the selection aloud with the class. Have the students fold a sheet of paper in half, listing “main idea” at the top of one column and “supporting details” at the top of the column to the right. Have the students reread the article and list the main ideas in the column on the left side of the paper. Next have them list the supporting details in the right hand column. Divide the class into small groups of three to four students. Have the students share their papers and compare and contrast the similarities and differences.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Discuss how identifying main ideas and supporting details is important in reading passages on the GED Tests.</p>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Copies of a reading selection</li> <li>• Paper and pencils</li> </ul>
<p><b>Real-Life Connection</b></p> <p>Have students brainstorm how this method of note-taking can be used in their daily lives. Possible responses could include: summarizing important points in reading materials or during a lecture, listing the main ideas of a business meeting for later review, or using this technique to remember information provided during the workday.</p>			<p><b>Extension Activity</b></p> <p>Have students read selections of their choice and use the two-column paper method to identify main ideas and supporting details.</p> <p><b>ESE/ESOL Accommodations</b></p> <p>Read the story aloud to the student.</p> <p>Highlight the main idea of the article for the student. Have the student then identify supporting details.</p> <p>Use a shorter text that has only one main idea and specific supporting details.</p>

## GED 2002 Teachers' Handbook of Lesson Plans - Script

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<p><b>Activity Title - Main Idea and Supporting Details</b></p> <p><b>Introduction</b></p> <p><i>Say:</i> Note taking and identifying main ideas and supporting details are important skills, not only for the GED Tests, but also in real-life situations. Identifying main ideas and supporting details will help you become a more critical reader by better comprehending materials that you read.</p> <p><b>Main Activity</b></p> <p><i>Say:</i> Let's quickly review. <i>Ask:</i> What is a main idea? What are supporting details? Today, you are going to use a simple piece of paper divided into two columns to help you in identifying main ideas and supporting details. This two column sheet of paper can also be used as a note taking study device.</p> <p>Demonstrate how to fold the paper in half and make two columns—one headed “Main Ideas” and the other “Supporting Details.” Distribute copies of a reading selection or newspaper article.</p> <p><i>Say:</i> Please read this selection and on your paper list the main ideas and supporting details in the proper columns. When you have completed the assignment, each of you will share your findings with a group of your peers.</p> <p>After students have completed the assignment, divide the class into small groups of three to four students. <i>Say:</i> In each of your groups, identify your main ideas and supporting details. Discuss why you chose the ideas. As a group, come to a consensus on the main ideas and supporting details and be prepared to share them with the class.</p> <p><b>Closure/Conclusion</b></p> <p>Have one member of each group present their findings to the whole group. Discuss any discrepancies.</p> <p><b>Follow-Up Lessons/Activities</b></p> <p>Have students use the two column method for taking notes on a short lecture that you conduct. Have the students use the study guide as a tool for remembering important ideas and details.</p>			