

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.01	Lesson Number - 24
<p>Activity Title - Finding the Main Idea and Supporting Details</p> <p>Goal/Objective</p> <p>To identify the main idea and supporting details in a passage.</p> <p>Lesson Outline Introduction</p> <p>Review the terms main idea and supporting details with students. Discuss how all effective writing has a main idea and details.</p> <p>Activity</p> <p>Have available different types of reading passages. Tell students to read each passage and identify the main idea. Review that the main idea of a story or passage answers the questions who, what, where, when, and how. Have them answer each of these questions while reading. After the students have identified the main idea, have them chart the supporting details. Review the students' answers as a group. From their answers, develop a comprehensive main idea and supporting details. Write this information on the board.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss the importance of identifying the main idea of a passage and important details. This process is the first step in critical reading - an important skill needed on the GED Tests.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Reading passage • Paper and pencils • List of questions to identify main idea—who, what, where, when, how
<p>Real-Life Connection</p> <p>Have students brainstorm different situations where they need to find the main idea of something or need specific details. Examples may include being able to following directions while driving or reading instructions necessary to complete a task.</p>			<p>Extension Activity</p> <p>Have students develop their own graphic organizer for identifying main ideas and supporting details. Examples may include a map or webbing concept.</p> <p>ESE/ESOL Accommodations</p> <p>Have students write their ideas while reading the passage rather than waiting until after they have read the entire passage.</p> <p>Provide students with a graphic organizer that already lists the main idea. Students will then need to only write in the supporting details.</p> <p>Provide written definitions of any new words used in the lesson.</p>

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - Finding Main Ideas and Supporting Details

Introduction

Say: Today you will be reading a short passage and looking for the main idea and all of the supporting details for that idea. *Ask:* What is a main idea? How do you locate the main idea? What are supporting details? How do you locate supporting details?

Say: Remember that when you are reading any type of a passage, you should always look for who, what, when, where, and how.

Main Activity

Distribute a reading passage to each student. *Say:* Please read this article. In this passage, you will be looking for the main idea—who, what, when, where, and how. Write these words on your paper. When you have finished reading, write the answers next to these words. For example, by the word **who** you will write who the passage was about. The word what asks you to describe what occurred in the passage, etc. When everyone is finished, we will discuss each answer and see if we can identify the main idea and all of the various details that describe that idea.

Closure/Conclusion

Say: Now that you have finished reading and writing, let's determine the main idea and supporting details.

Write the students ideas on the board. Discuss any discrepancies in the information.

Follow-Up Lessons/Activities

Have students use a graphic organizer to map the main ideas and supporting details from the passage read.