

Main Idea/Details

Apply In:

- ● Leveled Book: *What's Best for Red?*

1 Reteach

Demonstrate main idea by writing these sentences on paper strips:

- Rainy days are fun.
- I splash in puddles.
- I stay inside and read.
- I wear my red raincoat.

Place the last three strips inside the closed umbrella. Then tape *Rainy days are fun* around the outside of the umbrella. Display the following chart:

Main Idea	Details

Display the umbrella and say: **Rainy days are fun.** Take the strip off the umbrella and tape it in the *Main Idea* section of the chart. **Rainy days are fun is the big idea that I want to talk about. It's the *main idea*.**

Open the umbrella and let the strips fall out. Say: **Now I need to tell more about my main idea. Here are some details. The details tell why I think rainy days are fun.** Read each sentence as you tape it to the chart. Then ask students why they think rainy days are fun. They can write a sentence or draw a detail.

Materials

- umbrella
- paper strips

2 Practice with a Group

Write the following sentences on strips and tape them to the beach ball. Pass the ball around the group. Have each student choose a sentence and tell whether it is the main idea or a detail.

- Playing ball is fun.
- You can throw the ball to a friend.
- You can kick the ball.
- You can bounce the ball.

Materials

- paper strips
- cutout of or real beach ball

Main Idea/Details

2 Apply

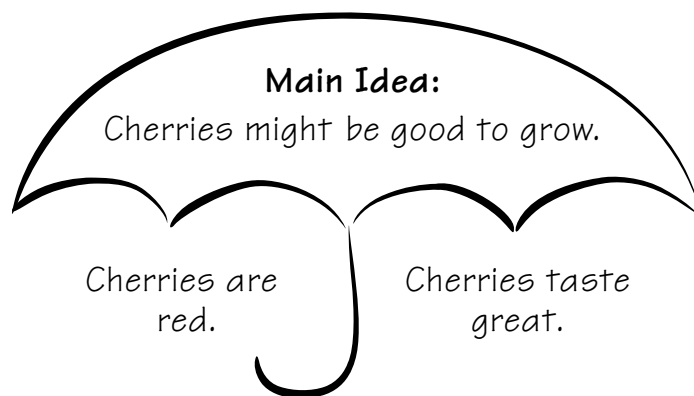
Distribute copies of the **Main Idea and Details Bookmark**. Explain that students should refer to the Bookmark as they listen or read. Then form groups.

- ▶ **Beginning Readers** listen as you conduct a Picture Walk and read the book aloud.
- ▶ **More Fluent Readers** read silently.

After reading, bring groups together to identify the main idea and details in paragraphs of the book. Use the **Multi-Level Strategies** to involve students at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Ask students questions with embedded answers. Use page 6, for example, and ask: Is the main idea that beets are red or that they taste yucky?	State the main idea of a paragraph and have students give details: On page 2, the main idea is that each group can grow something different.	Have partners identify the main idea and details of a paragraph. Say: The author might not directly state the main idea; you have to figure it out.

Record students' ideas in an umbrella chart, for example:



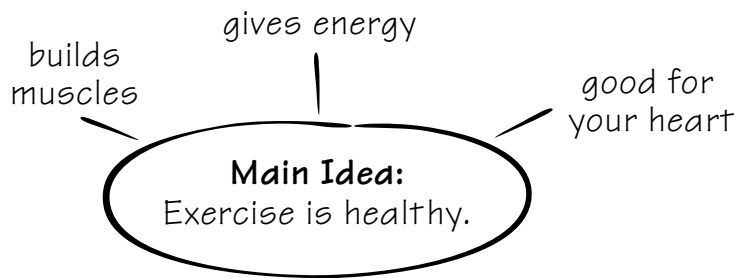
Partners can make umbrellas for other paragraphs.

CLOSE AND ASSESS

Have students tell how to find the main idea (look for the big idea) and the supporting details (look for things that tell more about the main idea).

Main Idea and Details

The **main idea** is what a selection is mostly about.
Details tell about the main idea.

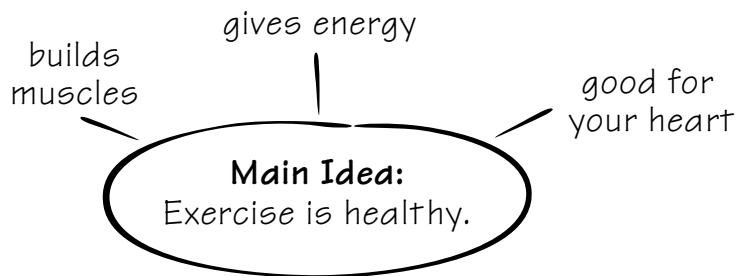


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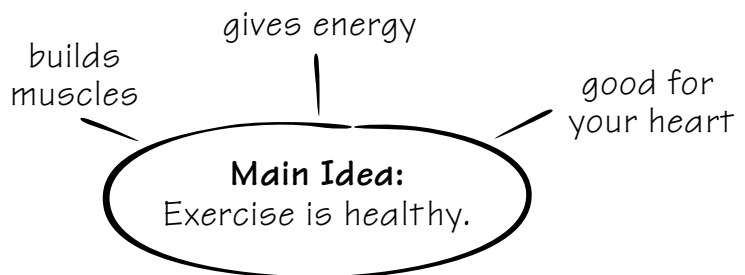


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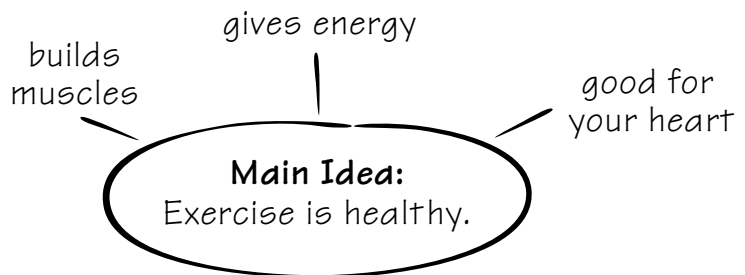


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