

## Grade 10 Lesson

**Lesson:** Main Idea

**Objectives:**

At the end of this lesson the students will:

- Identify the main idea and then support with details and evidence from text.
- Synthesize their comprehension of an article by using a graphic organizer to write summaries.
- Summarize, explain, clarify, and discuss the effectiveness of a text.

**Standards and expectations:**

10.L.1d - Listen to a variety of literature, genres (plays, poetry, and others), and styles to analyze character development, setting, tone, voice, and mood to make connections to text.

**Reading**

10.R.2I Determine a theme or main idea of a literary text and analyze in detail its development, including how it emerges and is shaped and refined by specific details; provide a subjective summary of the text.

10.R.5I - Analyze in detail how an author's ideas or claims (positions) are developed and refined by particular sentences, paragraphs, or portions of an available informational text (e.g., essays, reports, and news articles).

**Writing**

10.W.4 - Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations

**Language**

10.LA.1 - Demonstrate command of the conventions of English grammar and usage when writing or speaking.

## Day 1

### Introduction

This week we will be working with a vital reading strategy for comprehension: being able to identify the main idea. The main idea is the most important idea a writer makes in a paragraph, story or passage.

### What's the BIG IDEA?

The **MAIN IDEA** is the most important element in a piece of writing. It's the idea that was so interesting that it got the author to sit down and start writing. It's the thing the reader keeps reading to learn more about. It appears throughout a piece of writing, from the beginning to the end.



### Supporting Details

A closely related reading skill to finding the main idea is locating details. The details are added information the author uses to support or give more information to the main idea. They are the “raindrops.”

### Questions that help students identify main ideas and supporting details:

- Based on the title, what do you think the passage will be about?
- What do you think is the **BIG IDEA** (the umbrella) of this article? (or paragraph)
- What two words would you use to describe the “gist” of the paragraph?
- Which details helped you picture or visual the main idea?

### Activity 1

A. **Name the group.** What is a good title for each list?

1.	2.	3.	4.
Great Dane Border collie Scottish terrier Chihuahua	Blue Green Pink Purple	Spoon Cup Napkins Plate	Running Walking Scooter Bus

B. **Check your work.** When you titled **List 1**, you probably wrote dogs. This word is an *umbrella topic*. It covers everything on the list. Check your other list titles. Are they all *umbrella topics*?

C. **Read Paragraphs 1 and 2.** Write the umbrella topic of each.

1.	2.
Dogs can be grouped by their sizes. There are four sizes, including large, medium, small, and tiny dogs. Great Danes are large dogs. They are between 28”and 32” tall at the shoulder and can weigh as much as 180 pounds! Border collies are medium-sized dogs. They are between 18” and 20” at the shoulder and weigh from 30 to 45 pounds. Scottish terriers are in the small dog group. They are about 10” at the shoulder and weigh about 20 pounds. Chihuahuas are in the tiny dog category. They weigh from 3-6 pounds and can fit in a teacup.	Dogs be grouped by the way that they were bred. There are about seven groups of dog breeds. Here are some examples: Great Danes are working dogs. Their size and deep bark make them great watchdogs! Border collies are in the herding group. They are the best shepherds in the world. The little Scottie is a good example of the terrier group. (Ancestors of terriers hunted rats.) The Chihuahua is an example of a toy breed. This little dog may look like a toy but is tough and has a loud bark! Three other groups are sporting dogs, hounds, and nonsporting (or companion) dogs.



Day 2

To review on the main idea go visit the following link:

**What is the main idea?**

<https://www.youtube.com/watch?v=42SJTk2XSi4>

## Activity 2

### How to find the main idea in a passage?

A. When you read, look for the ways that ideas connect to each other. Read to find the main idea and details or examples that support it.

Reading Tips	
Figuring out the Main idea	Example (from paragraph 1 &2 from Activity 1)
1. Summarize the umbrella topic	<b>Paragraph 1, Paragraph 2</b> Dogs
2. Get specific. Reread. Add a few words to make the topic very clear.	<b>Paragraph 1</b> Dog breed by size. <b>Paragraph 2</b> Dog breeds by group
3. Make a statement. Write the main idea. The main idea is a big idea.	<b>Paragraph 1</b> Dog breeds can be described by size. <b>Paragraph 2</b> Dog breeds can be described by group.
4. Expand the main idea statement. Sometimes, you may want to include details or examples that describe the main idea.	<b>Paragraph 1</b> Dog breeds can be described by size, including large, medium, small, and toy. <b>Paragraph 2</b> Dog breeds can be described by group, including working, herding, terrier, toy, sporting, nonsporting, and hound.

B. **Read this paragraph.** Look for the topic. Look for the main idea.

### Paragraph

How does exercise help you? For one thing, exercise makes your muscles grow. Your muscles help you to lift, pull, and push things. The bigger your muscles, the more easily you can do these things.

### Notes

**Topic:**

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**Main idea:**

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C. **Read the article.** The paragraph you just read is part of an article on exercise. As you read the entire article below, look for the topic of each paragraph. The topic can help you figure out the main idea of the paragraph. Then decide what the main idea of the article is.

**Exercise**

These days, many people like to run or jog. Others ride their bikes. Still others play sports on teams or with their friends. All of these activities are forms of exercise. When you exercise, you move your body in ways that make it stronger.

How does exercise help you? For one thing, it makes your muscles grow. Your muscles help you to lift, pull, and push things. The bigger your muscles, the more easily you can do these things.

Exercise also makes your bones stronger. Your bones are what hold you up. The more you exercise, the straighter you can stand. You are also less likely to break a bone if you fall.

Believe it or not, exercise can also help you to think more clearly and to feel happier. Scientists have found that children who exercise often do better in school. They can feel more relaxed, too.

**Notes**

**Title and Paragraph 1**

\_\_\_\_\_

**Topic:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Paragraph 2**

**Topic:** \_\_\_\_\_

**Main Idea:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Paragraph 3**

**Topic:** \_\_\_\_\_

**Main Idea:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Paragraph 4**

**Topic:** \_\_\_\_\_

D. **Check your understanding** of the article “**Exercise**”

1. **Paragraph 2** talks about muscles. In this article, muscle is---
  - a. the main idea of the article
  - b. the topic of the paragraph
  - c. the main point of exercising
  - d. the supporting detail
  
2. What is the main idea of **paragraph 3**?

- a. Bones and muscles improve with exercise
  - b. Exercise helps you stand straighter.
  - c. Exercise improves bone strength.
  - d. Bones
3. The **main idea** of the article is –
- a. Exercise
  - b. Bigger muscles mean greater strength
  - c. Exercise can make a person more cheerful.
  - d. Exercise can improve muscle and bone strength, as well as clear thinking and outlook.
4. Which title would give you a clue about the main idea of the article?
- a. Muscles and Bones
  - b. Get Ready, Get Set, Go!
  - c. Improve Your Thinking and Mood.
  - d. Exercise Can Improve Your Health.

Day 3

*Summarizing*

Today we will work with summarizing. **Summarization** is the restating of the main ideas of the text in as few words as possible.

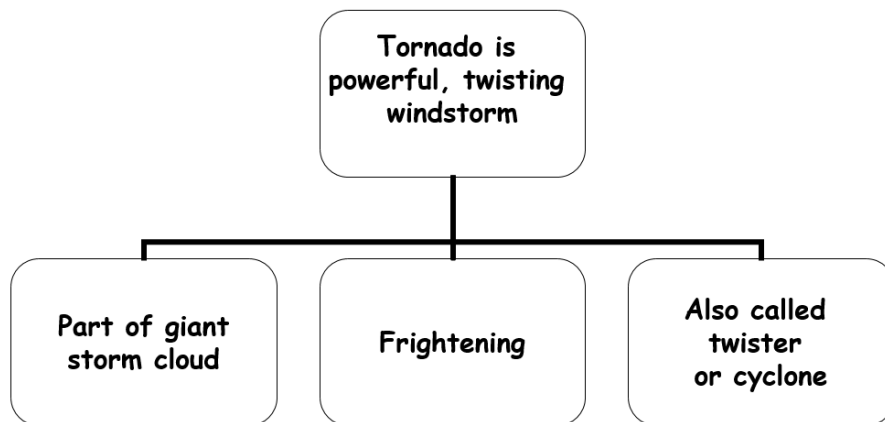
### The Process...

1. Identify the main idea from **TOPIC SENTENCE** (if there is one) or use **BASIC SIGNAL WORDS: *Who? What?, Where?, When?, Why?, and How?***
2. Identify **SUPPORTING DETAILS**
3. Disregard unimportant information
4. Analyze redundant information
5. Simplify, categorize, and label important information



A tornado is a powerful, twisting windstorm. It begins high in the air, among the winds of a giant storm cloud. People who have watched a tornado's howling winds reach down from the sky have said it's the most frightening thing they have ever seen. In some parts of the United States, these windstorms are called twisters or cyclones.

### Main ideas and supporting details



### Sentence Summary

Tornadoes are frightening, powerful, twisting windstorms sometimes called twisters or cyclones that start in giant storm clouds.

### Activity 3

A. Read the following passage.



# A Day at a School in Finland

“Moi, Sofia!” “Terve, Aleksii!” That’s “hello” in Finland. And that’s how students and staffers greet each other at this Finnish school. Students call their teachers by their first names. Anna Hansson has gone to this school since first grade, so she knows everybody. Anna shouts “Moi” to her schoolmates as she arrives at 7:45 in the morning.

At her school, Anna and her classmates decide, along with their teacher, what their weekly objectives, tasks, and activities will be. Students work at their own pace. They don’t always study together. Some may be in their home classroom. Others might be in a workshop, where they’re learning by actually doing. Today, Anna’s group is working on a magazine in a magazine workshop.

Anna and her classmates don’t learn by memorizing facts. Instead, they work together to gather information. They ask their teacher for help whenever they need to. At times, they even rest on the classroom sofa. The class is active and busy, but the teacher is in full control and doesn’t have to tell students to behave. Parents are welcome at the school and lend their expertise in workshops and evening classes.

After 90 minutes, students have recess for 30 minutes. Soon, it’s lunchtime! In Anna’s school, students get free hot meals every day. Today’s lunch is everybody’s favorite—meatballs and mashed potatoes. It is served with salad, bread, and milk on tables with tablecloths and flowers in vases.

Chores have always been part of the curriculum in Anna’s school. All students do chores, which include taking care of plants, collecting trash, recycling, and composting. Students help in the library and in the kitchen.

School is over between 12 noon and 2 in the afternoon. Most parents work, so city officials have built outdoor playgrounds and two buildings for younger students to do homework or play indoor games while waiting to be picked up. For older students, there are clubs and hobby groups. They can study Japanese, learn to play instruments, and do arts and crafts.

**16 THINK BIG** Work with a partner. Discuss.

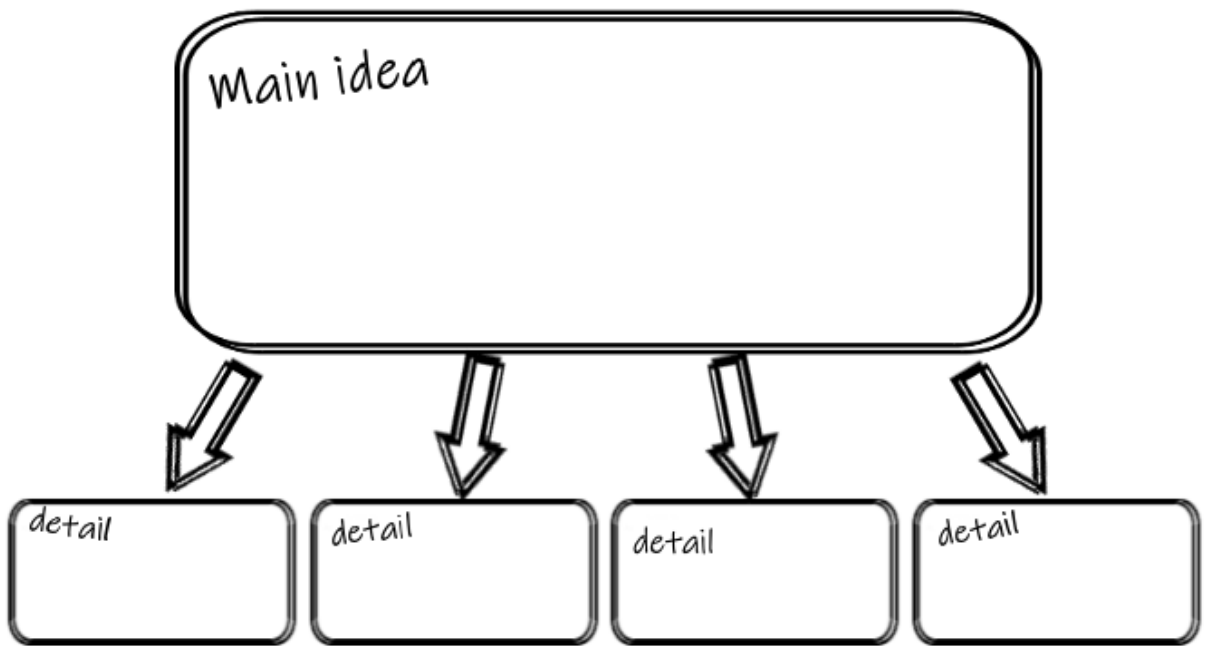
1. How is school in Finland different from your school?
2. What do you like or dislike about school in Finland?

Unit 1 9

Resource: *Big English* by Mario Herrera & Christopher Sol Cruz

B. After reading the passage “*Day at a School in Finland*”, complete the following diagram.





C. After completing the diagram write a short summary below. Make sure to use the information written in diagram from above.

**Summary:**

Day 4 & 5

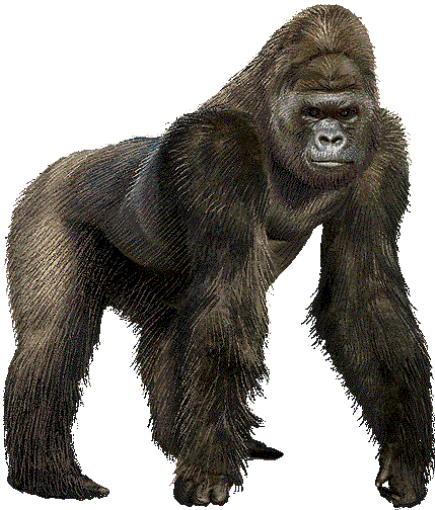
Activity 4

**Instructions:** Read the following reading selection and complete the fish diagram.

## **Gorillas in Crisis**

**By Kathleen Donovan-Snavely**

Retrieved from [http://www.readwritethink.org/files/resources/lesson\\_images/lesson277/gorillas.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson277/gorillas.pdf)



What will you have for supper tonight? Hotdogs? Pizza? Gorilla? It may surprise you to know that these “gentle creatures of the jungle” regularly appear as the featured entrée as a meal served near the African rainforest. That isn’t the only problem that haunts gorillas lately. The combined threats posed by hunters, loggers, and disease are eliminating large numbers of gorillas in central and West Africa. The future of gorillas in the wild is at risk.

1. Gorilla meat is a dietary staple for nearly 12 million people who live near the rainforests of central and West Africa. Some Africans prefer bush meat, such as gorilla, because it provides an economical source of daily protein. Poor families without the means to purchase food at the market travel a short distance to the rainforest to get bush meat. Their only expense is the cost of ammunition and the fee to rent a gun. Some of these same families raise chickens and goats, but do not eat them. Instead, they sell the animals for the cash they need for buying supplies. Africa’s population is increasing rapidly, along with its demand for bush meat. If nothing changes, primatologists fear that gorillas may become extinct in the next thirty years.
2. Moving away from one’s childhood home sometimes leaves us longing for familiar places and traditions. Naturally, the African families who move away from their original rainforest homes struggle with these feelings of sadness and displacement. Now living in villages and cities, they eat bush meat to feel closer to the past and to their old way of

life. For them, gorilla feeds the body and the soul as well. This custom brings little comfort to endangered gorillas, whose females produce only one offspring every five to seven years. It is easy to see why gorillas are being killed faster than they can reproduce.

3. While Africans plunder the gorilla population, they are not the only ones. Over the years, their European neighbors have developed a taste for exotic bush meat as a status symbol. Trophy hunters value gorillas for their collectable heads and hands. Finally, some hunters persist in the decades-long practice of trapping young gorillas to sell to zoos and private citizens across the world. When mature members of the gorilla troop try to defend an infant, hunters shoot to preserve their prize. Entire troops of gorillas have perished this way. The international gorilla trade continues even though it is illegal, since the laws are nearly impossible to enforce. Gorilla populations continue to decline.

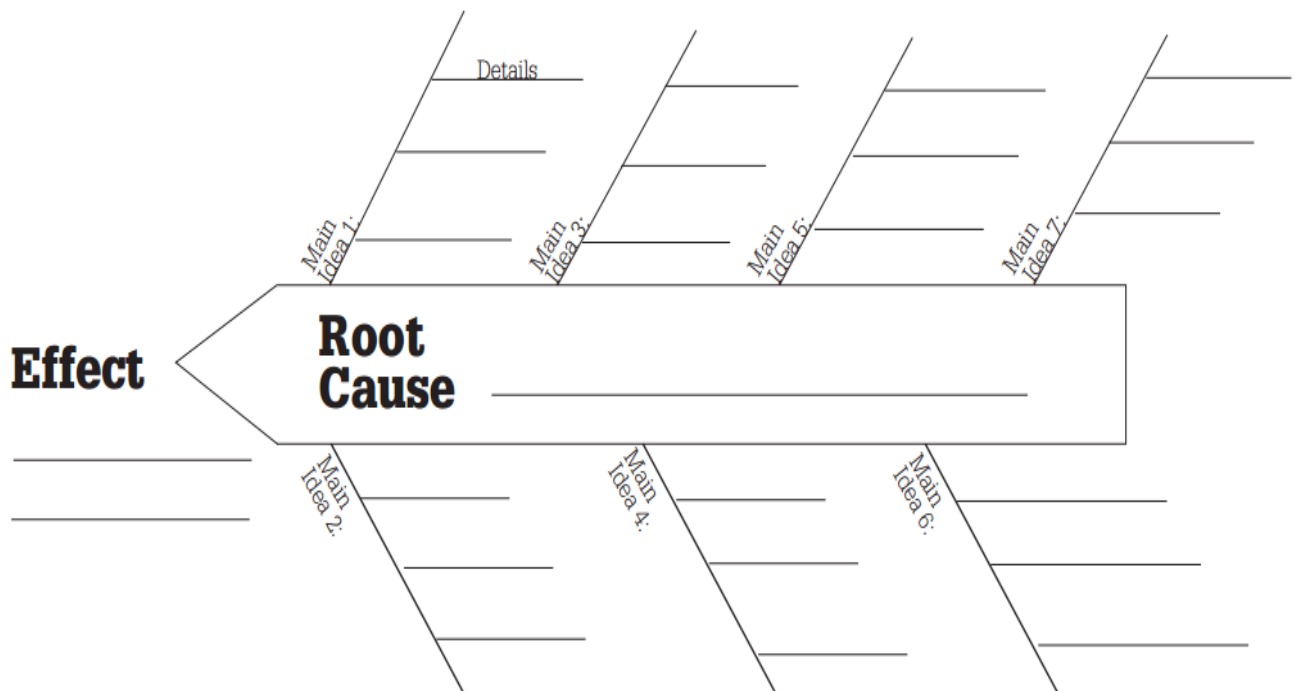
4. You have heard the slogan, "Save the rainforest," with good reason. Conservationists know that if the forest is cut down, the habitat needed to sustain countless tropical plants and animals will no longer exist. Already the loggers who harvest tropical trees have eliminated some of the bush where gorillas live, causing crowding that leads to the spread of disease. Furthermore, logging has depleted the vegetation on which gorillas depend for their daily food. Up to 70 pounds of plants and leaves are required daily for a mature gorilla's diet. Finally, the logging roads that facilitate removal of harvested trees also enable poachers efficiently to remove freshly killed gorillas from the bush to the market for sale. Loggers are endangering the rainforest, along with its inhabitants.

5. Most recently, a disease called Ebola fever has joined forces with hunters and loggers to further threaten the existence of gorillas. Biologists suspect that the virus was first spread across species with the help of tropical insects. Whatever its origins, we do know that the virus is now carried from gorillas to humans in a deadly cycle. Hunters contract the headache and fever when they kill and eat infected bush meat. As the disease runs its course, internal bleeding leads to death. Meanwhile, an unsuspecting hunter who seems only a bit "under the weather" may return to the bush, effectively sickening an entire troop of gorillas. Ninety percent of all gorillas that get Ebola fever die. Healthy gorillas that come into contact with diseased bodies in the bush get the disease as well.

Scientists are currently researching treatments for Ebola. Since human and gorilla DNA are so similar, it is possible that a vaccine for humans will eventually help gorillas as well. Meanwhile, Ebola continues to thrive.

People once thought that gorillas were fierce, threatening animals. Today, scientists know that gorillas live peacefully in family groups. Their only enemies in the bush are people. Watch these “gentle giants of the jungle” now, while you can. Unless we work together to make sure that gorillas survive, they may disappear forever.

A. Summarize the main point from the article **“Gorillas in Crisis”** using the Fish Diagram below.



B. Write a short summary of "***Gorillas in Crisis***" in the box below.

**Summary:**

A large, empty rectangular box with a thin black border, intended for the student to write a short summary of the text "Gorillas in Crisis".