Revised Instructions

Lesson Plan for Reading Comprehension: Identifying the Main Idea

Content Standard: Indicator (Grade Bold) of a Standard for Student Achievement: Reading Comprehension: Reads Three Dialogues (the main idea and supporting facts) or an expository text.

Objective: Students should be able to identify the main idea of the Reading Pull.

Anticipating Set: Reading since "Cleaver"

Teacher Input: After reading "Cleaver" I will explain to students that finding the main idea is what it sets into reading an entire passage, or even whole book and saying what it was about in one single sentence. Becomes also to the most important message the author has for us, everything else is just the supporting facts. The supporting facts are therefore tools to understand the main idea. I will show what I believe the main idea of "Cleaver" is for. After I will explain to them that now it is their turn to identify the main idea of a story with my going to work with them and to do the Reading Pull, and then they are going to be responsible for finding the main idea of the Reading Pull. After reading I will remind "Cleaver" and again show the main idea I will show them the main idea as I have it written on a piece of paper in one single sentence along with a piece of paper containing it. I will ask them to review one sentence with the main idea of The Reading Pull on their piece of paper and then explain to accompany it.

Modeling/Guided Practice: After reading "Cleaver" say to share: "When thinking about "Cleaver" I do not have very much trouble finding the main idea. While there were many sentences in this passage, I think I can sum it up in one sentence in fact two words, "Mother Lode". That is the main idea of this book. The supporting facts that support this main idea are sentences after sentence showing how much the author wishes doing chores. He describes one chore after another that he really does not like doing. These are the supporting facts.

Independent Practice: After reading The Reading Pull I will ask students that one sentence with the main idea is what it appears of paper and create either a picture having to do with the main idea, or not that goes nicely with the story.

Check for Understanding: To check for understanding I will ask only one of students have any questions or comments from throughout the lesson but also when I finish reading The Reading Pull have them "pair share" their answer with their neighbor.

Closure for Lesson: After about two minutes of reading I will show students using students to share with my what they believed the main idea to be, why, and things that they have to go along with it.