

## Main Idea and Details

### Skills Reviewed and Maintained

- **Comprehension**  
Summarizing  
Making predictions
- **Writing**  
Character sketch

### Teach

- Tell students that the main idea of a paragraph is the paragraph's most important idea.
- Write the following paragraph on the board.

*Summertime is swimming time! Here are some rules to follow when you swim:*

***Only swim if there is a lifeguard.***

***Always swim with a buddy.***

***Don't splash other swimmers.***

***Never push someone under the water.***

*If you follow the rules, swimming can be safe and fun.*

- Help students identify the main idea and details of the paragraph. Fill in the organizer together.

**Main Idea:** Swimming can be safe and fun if you follow certain rules.

**Detail:** Swim where there is a lifeguard.

**Detail:** Swim with a buddy.

**Detail:** Don't splash

- Ask students to explain how the main idea differs from the supporting details. (The main idea is more general)

### Practice

#### Introducing Vocabulary

- Before students read the article, introduce the vocabulary words and discuss their meanings. Have students look up each word in the glossary.

#### Reading the Passage

- Have the students read the title and look at the photograph. Ask them to describe what they see.

#### Checking Comprehension

- Explain that a summary retells only the most important ideas and events.

- Remind students that they should use evidence from the article as well as their own knowledge and experience to make predictions.

### **Practicing Comprehension Skills**

- Remind students to look carefully at the supporting details as they formulate a main idea sentence. They should ask themselves, “Does my main idea make sense? Does it cover all the important ideas?”

### **Practicing Vocabulary**

- Review the vocabulary words. Have students answer activities where they use the vocabulary.

### **ESL Strategy**

Have students write a caption for a magazine picture. In their captions, students should tell what point or idea the picture shows. Ask them to point out details in the picture that support their captions.

### **Multiple Intelligences: Verbal Linguistic**

- Have small groups of students research scientific and technological inventions that make life easier for people with visual impairments. Have groups present their findings to the class.