

## Main Idea Poster

Congratulations on your purchase of this Really Good Stuff® **Main Idea Poster**—a colorful, interactive poster to reinforce how to identify and connect the main idea and details of a passage.

**This Really Good Stuff® product includes:**

- **Main Idea Poster**, Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

### Displaying the Main Idea Poster

Before displaying the **Main Idea Poster**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). Hang the *Poster* where students will be able to see and interact with it easily.

### Introducing the Main Idea Poster

Ask your students to describe what is meant by *topic*, *main idea*, and *details*. Review the definitions of *topic*, *main idea*, and *details* as shown on the *Poster*. Indicate that each detail tells more information about the main idea. Explain that being able to recognize and organize main idea and details on paper helps readers better understand the message of the text. Use a dry erase marker to write the words *field trip* underneath the *topic* section and *A field trip can be more than just fun* underneath the *main idea* section on the *Poster*. Tell students to imagine that they are reading a passage about field trips. Brainstorm some details they might expect to read in this passage, such as *Field trips can include hands-on learning* and *Field trips allow students to observe things for themselves*. Write their details on the *Poster*.

Explain that *main idea* and *details* can be found in both nonfiction and in fiction. Erase the field trip examples and read a passage from the students' reading book or from another fiction book. Ask students to listen for the *topic*, *main idea*, and *details* as you read. Discuss the *topic*, *main idea*, and *details* that the students identify. Use the dry erase marker to record the *topic*, *main idea*, and *details* on the *Poster*.

### Main Idea Practice

Copy and distribute the *Main Idea Poster Reproducible* to each student. Distribute copies of a text for the entire class to read. Read through the text and have students complete the reproducible. Ask students to share their work and use a dry erase marker to list their answers on the *Poster*. Discuss how each of their details supports their main idea.

If students have chosen some details that do not fit the main idea, use this question:

The main idea is \_\_\_\_\_. (Refer to the **Main Idea Poster**.) Does this (proposed detail) tell us more about the main idea?

For further practice, have students read books independently, complete the reproducible, and share their work with a partner or small group. Guide the partners or small groups in how to evaluate whether each other's main idea and details are correctly identified. This activity can also be used as a student reads an individual book and shares the main idea and details during a student-teacher conference.

### Main Idea or Detail?

Copy and distribute the *Main Idea or Detail? Reproducible*. Remind students that every passage has one main idea and multiple details and that the details give more information about the main idea. Ask a volunteer to read the example set of sentences. Indicate that *Jazzy is a funny dog* gives readers a big idea (main idea) about Jazzy. The other two sentences offer more information (details) that elaborate on the statement that Jazzy is funny. Instruct students to choose the main idea for each of the sentence sets and to mark it with an *mi*. Details should be marked with a *d*.

Answers are:

- |             |             |             |
|-------------|-------------|-------------|
| 1. d, mi, d | 4. d, d, mi | 7. mi, d, d |
| 2. mi, d, d | 5. d, d, mi | 8. d, mi, d |
| 3. mi, d, d | 6. d, mi, d | 9. mi, d, d |

Ask for volunteers to read a sentence set, their selection for main idea and details, and why they made their selections.

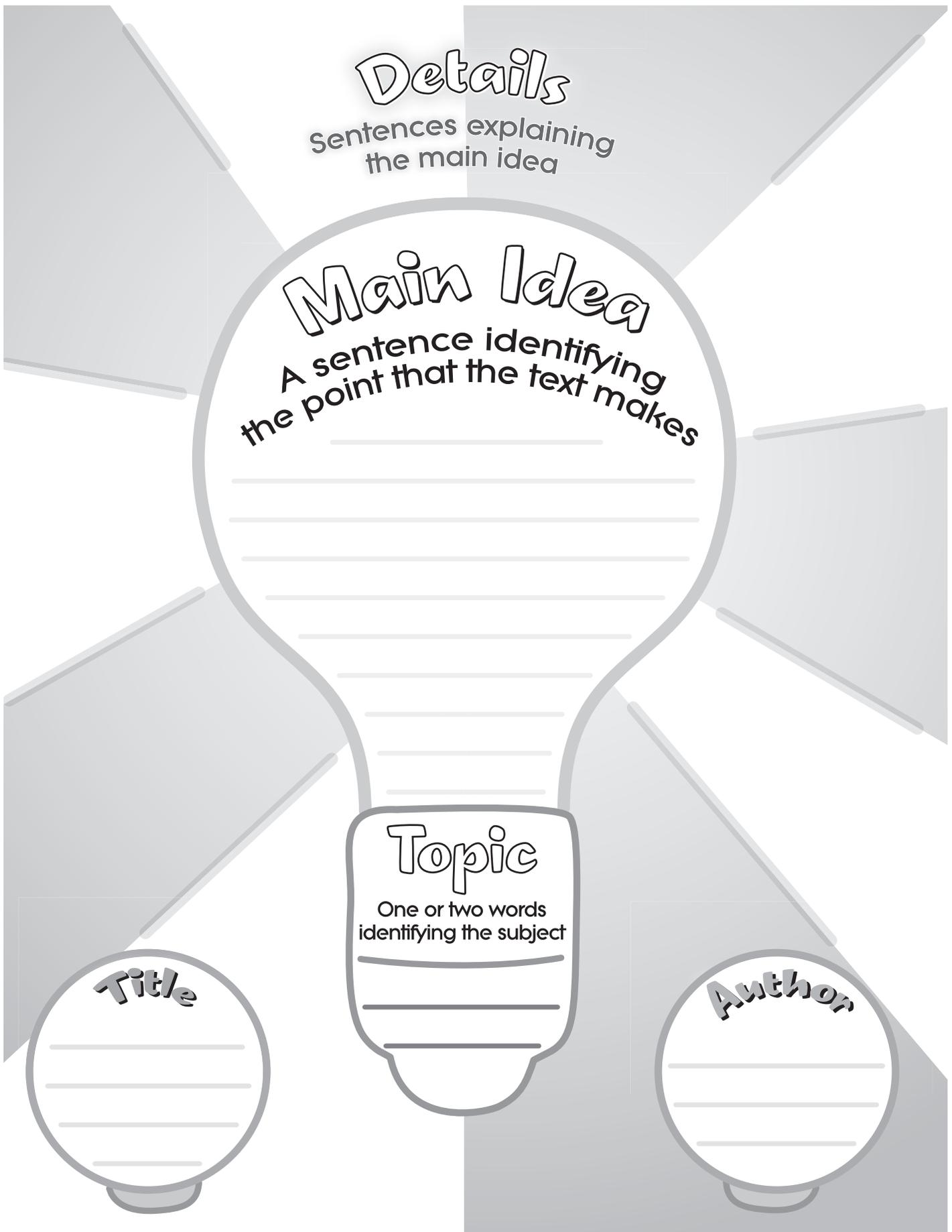
### Ingredients of a Main Idea and Its Details

Select a simple recipe with no more than five steps in an easy child's cookbook. Copy the directions so that you can cut the directions into strips with one step on each slip. On another slip of paper, write *You can make \_\_\_\_\_*. Pass the slips of paper out to the students. Ask each student to read his or her slip aloud. Ask for a volunteer to identify which one is the main idea. Have students write the main idea and detail sentences on the *Poster*.

### Read and Mark

Copy and distribute the *Read and Mark Reproducible*. Explain that in each of the four passages, there is a main idea as well as several details. Direct students to read an entire passage first and then to mark the main idea by underlining it, and mark each detail by circling it.

Ask a volunteer to read the first passage. Then have another volunteer write his or her selection of the main idea and details on the *Poster*. Discuss the answers and how the details give more information about the main idea. Continue in this way for the other three passages.



# Main Idea or Detail?



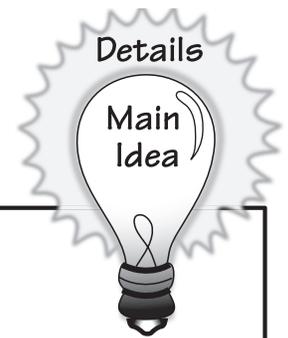
**Directions:** Read each set of sentences below. Next to each sentence write a *d* for *detail* or an *mi* for *main idea*. Remember that each topic will only have one main idea!

Example:

- d*   Sometimes, Jazzy snores when he is asleep.
- d*   He barks at things like garbage cans and mail boxes.
- mi*  Jazzy is a funny dog.

1. \_\_\_\_\_ Rows and rows of books reach from the floor to above your head.  
\_\_\_\_\_ A library is filled with many interesting and useful items.  
\_\_\_\_\_ Atlases, encyclopedias, and computers are some sources of information.
  
2. \_\_\_\_\_ Fruit salad is a delicious example of a mixture.  
\_\_\_\_\_ Juicy berries can be separated from chunks of pineapple.  
\_\_\_\_\_ Each spoonful includes a variety of pieces of fruit.
  
3. \_\_\_\_\_ The family looked forward to their camping adventure.  
\_\_\_\_\_ At night, they would tell scary stories around a campfire.  
\_\_\_\_\_ Every day, they would hike on the forest and mountain trails.
  
4. \_\_\_\_\_ The vibrant colors brought the image to life.  
\_\_\_\_\_ The shape of the creature looked amazingly real.  
\_\_\_\_\_ Many critics considered the painting to be a masterpiece.
  
5. \_\_\_\_\_ They made posters to display in the hallways.  
\_\_\_\_\_ They gave speeches to explain their ideas.  
\_\_\_\_\_ The candidates were preparing for the election.
  
6. \_\_\_\_\_ Rocks are solids.  
\_\_\_\_\_ Solids represent one state of matter.  
\_\_\_\_\_ Ice cubes are also solids.
  
7. \_\_\_\_\_ My parents warned that a pet brings many responsibilities.  
\_\_\_\_\_ Pets need lots of attention and love.  
\_\_\_\_\_ They need to be fed every day.
  
8. \_\_\_\_\_ First, a letter must have a stamp attached.  
\_\_\_\_\_ A letter goes through several steps before it arrives at its destination.  
\_\_\_\_\_ Later, a letter is sorted for the correct carrier's truck.
  
9. \_\_\_\_\_ Cookies are made of several ingredients.  
\_\_\_\_\_ Most cookies are made of flour, sugar, and eggs.  
\_\_\_\_\_ Often cookies have raisins, nuts, or candy pieces as well.

# Read and Mark



**Directions:** Read each of the passages below. Find the main idea and draw a line under it. Then find two supporting details and circle each detail.

[First Passage]

## **Seeds on the Move**

Have you ever wondered how *seeds* get from one place to another? *Seeds* can travel in many ways. Sometimes, *seeds* are carried by the wind. Other times, a *seed* might cling to the fur of an animal and be carried to another place. Birds also eat *seeds*, and then they are left in a new place when the bird passes waste from its body. Next time you see a flower that is growing with no other flowers around it, you will know how that could have happened.

[Second Passage]

## **The Best Party**

In less than two weeks, Emma Morgan would be 12 years old. She could hardly wait for her birthday party. Emma and her mother had planned everything so that it would be the best birthday party ever. Several of Emma's friends were coming to stay all night. They had permission to stay up late. Emma's mother had rented a funny movie and a movie about two puppies for the girls to watch. Dad said that he would bring donuts the next morning. Emma knew it would be the best birthday party ever.

[Third Passage]

## **A Bad Day for Stormy Weather**

Even before his brother called for him to get up, Daniel was wide awake. He could not believe his ears. The rumbling sound from the sky was getting louder and louder. He looked out the window and noticed that the sky was dark and cloudy. Daniel remembered that today's weather forecast was for scattered thunderstorms. A few giant drops plopped one by one on the sidewalk. How could it rain today of all days? He hoped that the weather would not interfere with the class field trip.

[Fourth Passage]

## **Deciding to Act**

For a while before the American Revolution, England ruled the colonies in the present-day United States. The colonists considered many things before starting the American Revolution. Entering a war was not a decision to be made lightly. The colonists were tired of paying unfair taxes. They thought that it made more sense to have a government that was not from across the ocean. Finally, the American Revolution began in 1775.