**Lesson 5**

**CLASS**: Form 2

**TEACHER:**

**LESSON DURATION**: 70 minutes

**CONTENT STRAND**: reading, writing, speaking, listening

**LESSON** **TOPIC**: Identifying Main Idea

**PURPOSE**: To identify the main idea in paragraphs and gain meaning of text.

**RATIONALE**: Students read text and often fail to comprehend the main idea of the material. Therefore they will be taught to identify the main idea and in so doing, gain a skill that can enable them to understand the meaning in text across the curriculum.

**TEACHING POINT**: Through the medium of parts of speech students can detect main ideas in text.

**ANTICIPATED DIFFICULTY**: Students may not be able to identify the various parts of speech.

**PRIOR KNOWLEDGE**: Students are familiar with verbs, nouns and adjectives.

**RESOURCES**: -whiteboard, marker, duster, computer / projector, speakers,

video clip, picture stimulus, graphic organizer

**INSTRUCTIONAL OBJECTIVES**

Students will be able to:

1. Define the term main idea

2. Formulate wh questions

3. Deduce the main idea in a paragraph

4. Collate the various main idea statements they made into a brief summary.

**SET INDUCTION**:

Teacher will play a short video clip from a popular movie and ask students to state what the clip was all about. Through guided discussion students will define main idea.

2 mins

**PROCEDURES:**

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| **Teacher Activity** | **Student Activity** | **Time** |
| Teacher will have students look at the title and picture of text and ask them to predict what the passage will be about. Teacher will write students responses on the board. | Predicting.  Writing. | 3 mins |
| Students will volunteer to read the passage.  Teacher informs students that a paragraph contains a topic, main idea and details. | Reading.  Engage in discussion. | 5 mins |
| The students are informed that there are steps involved in locating the main idea and one of the first keys is to find the topic. Teacher and class locate the nouns in the paragraph and together they deduce the subject of the paragraph by asking the question, “Who or what is the paragraph about?” Students fill out the information in the graphic organizer. | Provide possible questions using question frames to determine main idea.  Complete graphic organizer. | 5 mins |
| Next teacher will inform students that every good reader needs to find out more about the topic. The second key that can unlock the main idea is to list all the things that are happening to the topic (verbs) and all the words used to describe the topic (adjectives). Working in groups students will examine the use of verbs and adjectives and fill out the information about the effect/effects of the author’s use of adjectives and verbs after the teacher models. | Group work. | 5 mins |
| Each group is tasked with drawing their interpretation of the main idea. Students present their pictures and explain their responses. | Drawing. | 1 min |
| Teacher shows students a visual stimulus and using the technique provided they find the main idea. | Discussion. | 5 mins |
| Each group will be given a paragraph to find the main idea | Work collaboratively. | 5 mins |
| The teacher models how to combine sentences to summarize information from the passage. | Engage in discussion. |  |
| Independent practice follows where students work in pairs to combine sentences and write their summary. | Independent work | 5 mins |

**CLOSURE:**

Students will state what they have learnt about identifying the main idea in text. 1 min

**STUDENTS’ ASSESSMENT**: Oral responses, identifying main idea, written summary Graphic Organizers and paragraphs. Students will be assessed on their ability to use the question stems to identify main idea and use it in their writing.

**CONTINGENCY PLAN**:If multimedia is not available, the teacher will have hard copies of stimulus.