Reading/Vocabulary: Introduction

Main Idea & Supporting Details and Idioms

The main idea is the "big point" or the most important idea that the writer is communicating to the reader. Often the reader can find the main idea just by looking at the title. For example, a passage titled: **"Why Students Should Have Less Homework"** will include reasons for that idea.

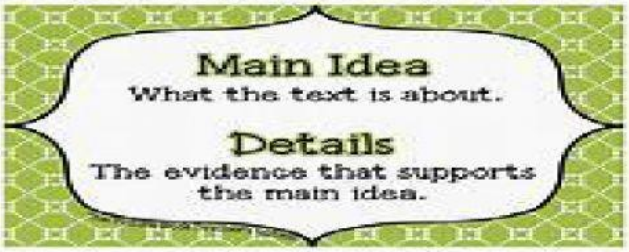
A. **The Topic Sentence =** Many paragraphs have topic sentences that indicate the main idea.

Find the topic sentence in this paragraph:

Homeless people have many problems. In winter, it's hard to stay warm and it gets too hot in summer. It's also hard to keep things safe without a home. Worst is the lack of privacy.

B. **Supporting Details**= Supporting details prove the value of the main idea.

Stated and Implied Main Idea---- Sometimes, a paragraph has a stated main idea usually in the topic sentence. This means the paragraph "says" what the main idea is. Sometimes, a paragraph doesn't have a stated main idea, but has an "implied" main idea. This means that you need to state the main idea in your own words because it doesn't actually "say" it in the paragraph.



https://youtu.be/mkZo2zVKJR4 = Main Idea & Supporting Details

https://www.youtube.com/watch?v=VdKK4gWFO0c = Idioms

Finding the Main Idea Paragraph 1:

The physical environment of a classroom is extremely important because it can influence the way teachers and students feel, think, and behave. If a student feels pressured, under stress, unhappy, or unsafe, it would be impossible for her or him to learn the lessons planned by the educator. Likewise, if a teacher feels unhappy or disorganized because of the classroom's lack of order or detail, the ability for her to teach is greatly diminished. The environment of a classroom serves four basic functions: security, social contact, pleasure, and growth. For real learning and teaching to take place, all four of those needs must be met by the class space.

What's the main idea?

_____

Finding the Main Idea Paragraph 2:

Often when it rains, a particular dreariness descends upon the earth. Most people hide out in their houses sending forlorn glances out the window. Animals scamper off to nooks and crannies, poking their heads out to timidly sniff the air for signs of dry weather. Despite the pellets of water cascading from the sky, an occasional brave soul will venture out for a jog in the drizzle or a bird will chirp merrily in a mud puddle, dismissing the downpour. Some people call these adventurers crazy, but others celebrate the willingness of these individuals to embrace negativity and turn it into something positive.

What's the main idea?

_____

Main Idea Paragraph 3:

Despite modern outcries for technology in schools, some skeptics believe technology has no place in the modern classroom, and argue against it for several reasons. Some of the loudest, most heavily researched arguments come from The Alliance for Childhood, an organization whose mission involves supporting the rights of children globally. They have completed a report called, "Fools Gold: A Critical Look at Computers and Childhood." The document's authors purport these: (1) there are no conclusive stats that prove technology's helpfulness in school, and (2) kids need hands-on, real-world learning, not computer training. Their research backs up their claims, which heightens the debate about what real learning means.

What's the main idea?

_____

Main Idea Paragraph 4:

Sixth grade is a good time to show additional responsibility. Sixth graders could show additional responsibility by getting a cell phone. As sixth graders, we are starting to stay after school for clubs or sports, and when we go into middle school, we will do more of this. With this added responsibility after school, we need a way to get in touch with our parents. Also, sixth graders are old enough to understand how to use a cell phone responsibility. A sixth grader understands that a phone is not just for playing games and listening to music. A sixth grader can show responsibility by not using all of the phone minutes or data on the phone for fun. Parents could help sixth graders set time limits for games and music. Finally, a phone is an expensive item, and you have to take care of it. A sixth grader can show responsibility by keeping up with the phone and not losing it.

1. **Which sentence best states the main idea of the paragraph.**

a. Sixth grade is a good time to show additional responsibility.
b. Also, sixth graders are old enough to understand how to use a cell phone responsibly.
c. Sixth graders could show additional responsibility by getting a cell phone.

2. **Which of the following best supports the main idea of the paragraph?**

a. A sixth grader can show responsibility by not using all of the phone minutes or data.
b. As sixth graders, we are starting to stay after school for clubs or sports.
c. Finally, a phone is an expensive item.

Read the passage and answer the questions that follow.

Have you ever seen a frog eat a fly? Have you ever watched a cat catch a mouse? While it might be hard to watch, all animals have to eat. Nature, and the survival of each different species of animal, rests on the links in the food web. Each plant and animal plays a part in the food web, and it is this web of connection between the different species that allows us all to survive. The food web is made up of many different food chains.

A food chain is a way to show how each living thing gets its food. Most food chains start with plants, which make their own food. So, one food chain could be grass, rabbit, cheetah. The rabbit eats the grass to get energy, and the cheetah eats the rabbit to get energy. Another food chain could be grass, cow, human. The cow eats the grass to get energy, and the cow is eaten by the human for energy. Food chains are part of a circle of life. Eventually, the animal at the "top" of the chain dies, and its body is decomposed. Nutrients from the body return to the soil, and other plants use those nutrients. What is cool about the food chain is that the "energy" that is passed from each living thing never completely disappears.

The food web is made up of all of the food chains. So, in a given area, there may be plants that could be eaten by many different rodents. These rodents could be eaten by many different predators. We are all dependent on the chains and links in the food web because if there is trouble in one part of the food chain, it affects the rest of the web. For example, if there is a drought and plants die, the rodents cannot get enough to eat, and then there might not be enough food for the larger predators. Or, if something happens to larger predators, there may be too many small rodents. It is all a very delicate balance.

Food Chain

1. According the passage what is a food chain? (1)

_____

2. Name one of the food chains from the passage. (1)

_____

3. Most food chains start with _____ (1) cows - plants - planets

4. The food web is made up of many kinds of food _____ (1) chains - animals - energy

5. Explain what happens to the animal at the **'top'** of the food chain? (2)

_____

_____

6. Judah was told to **"Let sleeping dogs lie"**, when he decided to tell on his cousin because the bike is now missing.

a. Don't disturb the neighbor's dog while its sleeping
b. Don't let two dogs lay on the same rug
c. Don't stir up trouble/leave things alone

7. Victoria said she heard the news straight from the **"Horse's mouth",** no one had to tell her.
   a. Heard it through the phone
   b. Heard the news directly from the real source
   c. Heard when the horse was fed

8. I felt like **"a fish out of water"** when asked to sing the National Anthem.
   a. To feel uncomfortable in a situation
   b. To feel soak on stage
   c. To feel like a fish in a fish tank

9. Name three predators that can be at the top of a food chain. (4)

1. _____
2. _____
3. _____

10. Supply the main idea of the passage. (1)

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