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| **Focus: Getting the Point!**  Implied Central Ideas and Supporting Details  **Materials:** copies of passages, glue stick, copies of a central idea chart (optional) highlighters, pen/pencil; |
| **Before Reading:**  *Have scholars glue the student notes in their journal. As you discuss the notes with scholars, have them highlight the key words.*  **Student Notes:**  The central idea may be **stated** or it may be **implied**.  A **stated central idea** is **written** in the paragraph. You are able to highlight or circle the actual sentence! The author stated it for the reader. The stated main idea is usually (not always) found in the first or second sentence of the paragraph.  If you have to figure out the central idea, then it is called an **implied central idea.** |
| **During Reading:**  **Say to scholars:** Let’s find the central idea together with the passage below. Since we have to determine central idea, it is **implied**!   1. Give scholars a copy of the central idea/main idea chart from lesson 7 or have them to draw one in their journal. 2. Read the practice passage together. Discuss the guiding questions. Highlight the details that helped you to determine the central idea in green. Highlight the supporting details in yellow. Label as central idea and supporting details. 3. Have students write the answers to the guiding questions in the central idea chart.   **Practice Passage:**  There is a common belief that while the dog is man’s best friend, the coyote is his worst enemy. The bad reputation of the coyote traces back to his fondness for small animals; he hunts at night and is particularly destructive to sheep, young pigs, and poultry. Yet it is sometimes wise to encourage coyotes. Provided valuable farm animals are protected, the coyote will often free the property of other animals, like rabbits, which are ruinous to crops and certain trees. He is especially beneficial in keeping down the rodent population. Where coyotes have been allowed to do their work without molestation, ranchers and fruit growers have found them so valuable that they would no more shoot them than they would shoot their dogs.  **Guiding Questions:**   * **Who or what is the paragraph about?** * **What point is the author making?** * **How do we know advertising effects our everyday lives based on the passage?** |
| **Your Turn:**  **Say to scholars:** I want you to read the passages by yourself. Then, identify and label the central idea and supporting details. Remember to use the guiding questions. |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #9 for the next session. |