

Adult Education Activity

Lesson Title: Fetching the Main Idea	Topic: Determining central idea or theme
Level: (ABE, ASE, ESL, multi-) Multi-	Timeframe: 1:10
College and Career Readiness Standard(s):	
Reading Anchor #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Level A: Identify the main topic and retell key details of a text. (RI.1.2)	
Level B: Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)	
Level C: Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2); Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)	
ELPS Anchor and Level Correspondences: (Optional)	
Standard 1: construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.	
Level 1: By the end of English language proficiency level one, an ELL can... use a very limited set of strategies to:	
<ul style="list-style-type: none">• identify a few key words and phrases in oral communications and simple spoken and written texts.	
Level 2: By the end of English language proficiency level two, an ELL can... use an emerging set of strategies to:	
<ul style="list-style-type: none">• identify the main topic in oral presentations and simple spoken and written texts• retell a few key details	
Level 3: By the end of English language proficiency level three, an ELL can... use a developing set of strategies to:	
<ul style="list-style-type: none">• determine a central idea or theme in oral presentations and spoken and written texts• retell key details• answer questions about key details• explain how the theme is developed by specific details in texts• summarize part of a text.	

Adult Education Lesson Objectives:

- Determine the central idea/underlying theme in the story *Move Over, Rover!* by Karen Beaumont and a related nonfiction text.
- Summarize the key supporting details from both the story and the nonfiction text.

Materials:

- [Dog Icebreaker](#) handout
- *Move Over, Rover!* By Karen Beaumont
- White board or chalk board or large tablet
- [Central Idea and Supporting Details](#) handout
- Writing utensils (pens, pencils, optional highlighters)

Lesson Vocabulary:

boring	flopping	scurry
central idea	frightening	skitter
chasing	illustration	soaked
chewing	nonfiction	sopping
comprehension	romp	squeeze
crowded	scamper	theme
expression	scatter	whiff

Adult Education Lesson Framework

Activity	Notes to the teacher	Grouping	Time
Welcome/Icebreaker: Using the provided Dog Icebreaker handout, ask participants to identify a dog that best expresses how they are feeling today. The instructor can model responses by stating a number and sharing a bit about their day.	If appropriate, follow-up might include "what is it about that dog that you connect to today?" Or "Let's hope that all of us feel like dog #1 at the end of class today."	whole group	5 minutes

<p>Review Objectives: This lesson includes two texts: <i>Move Over, Rover!</i> by Karen Beaumont and a short, related nonfiction piece. We will learn how to identify the central idea or theme of each text and summarize supporting details that clarify or enhance the central idea or theme of a story.</p>	<ul style="list-style-type: none"> • Determine the central idea/underlying theme in the story <i>Move Over, Rover!</i> By Karen Beaumont and a related nonfiction text. • Summarize the key supporting details from both the story and the nonfiction text. 	<p>whole group</p>	<p>5 minutes</p>
<p>Opening Activity: Have the participants share their thoughts on the cover of <i>Move Over, Rover!</i> by Karen Beaumont and ask them to make predictions about what they think the story might be about. Show both the front and back cover of the book.</p> <p>While the adage "never judge a book by its cover" is valuable, making predictions about a book can help to activate prior knowledge, build curiosity, and identify the <u>central idea</u> or <u>theme</u> of a story.</p>	<p>Possible responses might include:</p> <ul style="list-style-type: none"> • It will be a story about a dog and a mouse. • A mouse family might want to share the doghouse with the dog. • The friendship between a dog and mouse. • A dog hides the mouse from the cat 	<p>whole group</p>	<p>5 minutes</p>
<p>Central Ideas and Practice: A central idea can also be called a main idea. In a story or book, this is often called the theme. It may be a lesson in friendship, or the importance of telling the truth.</p> <p>Repeat some of the predictions participants made about <i>Move Over, Rover!</i> drawing connections to theme.</p> <p>Write simple definitions for central idea and theme on a board or large tablet that is visible to all.</p>	<p><u>Central Idea</u>: the main idea, the overall message</p> <p><u>Theme</u>: the main idea of a story, often a moral or lesson</p> <p><u>Supporting Details</u>: additional information or illustrations that help to clarify or enhance the central idea or theme.</p>	<p>whole group</p>	<p>5 minutes</p>

<p>Being able to identify the central idea is important because it helps a reader to understand the purpose or main point of a text. Simple as it may sound, it helps readers to make connections, retain information, and improve comprehension.</p> <p>The main idea is supported by details that provide evidence or information that improve understanding. These might be specific examples, facts, or illustrations.</p>			
<p>Direct Instruction: Prior to reading <i>Move Over, Rover!</i> aloud, let the participants know that you will be asking "what did you learn from the book?" Encourage listeners to pay attention to the story elements: characters, setting, and plot. Read <i>Move Over, Rover!</i> aloud with expression, take note of the added information provided by the illustrations (i.e., other characters in initial pages, hidden skunk that may have been overlooked).</p> <p>At the end of reading the book ask: "what did you learn?" "Does this match the predictions?"</p> <p>It is helpful to ask two questions when determining the central idea or theme and supporting details of a text:</p> <ol style="list-style-type: none"> 1. What do people learn from the reading? (or what does the writer want me to know?) <p>Now, turn the answer into a question:</p> <ol style="list-style-type: none"> 2. How do we know that [insert answer to first question]? 	<p><u>Character</u>: a figure within a story, may be a person, animal, or being.</p> <p><u>Setting</u>: the time, location, and cultural and historical context in which the events of the story occur.</p> <p><u>Plot</u>: the sequence of events that make up the story.</p> <p>Possible answers to "what did you learn?" (central idea/theme)</p> <ul style="list-style-type: none"> • Doghouses can provide shelter but also invite wildlife. • Rover is kind-hearted in offering shelter to those in need. <p>How do we know that doghouses can provide shelter but also invite wildlife?</p> <p>How do we know that Rover is kind-hearted?</p>	<p>whole group</p>	<p>15 minutes</p>

<p>The answer the first question is the central idea or theme and the answer to the second question reveals the supporting details.</p>			
<p>Guided Practice: Using the board or large tablet write down the responses of the participants without judgement. Then review the answers together circling the central idea and supporting details.</p> <p>Reviewing the supporting details, discuss how these elements contributed to the development of the central idea/theme.</p>	<p>As an extension, ask: What do you notice about language, illustration, repetition, rhyme, alliteration?</p>	<p>whole group</p>	<p>10 minutes</p>
<p>Independent Practice/Formative Assessment: Understanding the main idea and key supporting details improves comprehension when reading nonfiction with the purpose of gaining knowledge ("reading to learn"). Sometimes a central idea is clearly stated in a topic sentence; however, it can be implied or split up across a text.</p> <p>Provide participants with the Central Idea and Supporting Details Handout. Ask participants to read the passage carefully. To assist second language learners and low-literacy learners, consider reading the passage aloud and completing the exercise in pairs.</p> <p>Using the steps listed on the handout, ask participants to first identify what people learn from reading "Outdoor Doghouses" (step 1). Then turn the answer into in a question (step 2), and finally (step 3) answer how we know [insert central idea]?</p>	<p>Central idea:</p> <p>An outdoor doghouse can provide benefits for a dog, such as protection from the elements and a sense of security, but also can have potential issues with wildlife.</p> <p>Supporting details:</p> <ul style="list-style-type: none"> • an insulated and raised floor doghouse can provide comfort and safety for a dog. • potential risks posed by wildlife such as raccoons or skunks. • ways to mitigate these issues, such as securing the doghouse in a 	<p>individual or pairs</p>	<p>15 minutes</p>

<p>Once participants have finished, invite them to share the central idea they identified and the supporting details they found with the class while writing them on a board or tablet. Model grouping similar supporting details based upon similarities and summarize the concepts. For example, sense of security, warm in winter, dry, and cool in summer can be combined into comfort and safety.</p>	<p>fenced-in area, using a lockable door, and keeping the area around the doghouse clean.</p>		
<p>Review Objectives: Determining the central idea or theme of a text, whether it is fiction or nonfiction, builds comprehension and critical thinking skills. To do so, ask yourself "what do people learn from reading this?" And to identify supporting details, simply ask "how do I know that ___?"</p>	<ul style="list-style-type: none"> • Determine the central idea/underlying theme in the story <i>Move Over, Rover!</i> By Karen Beaumont and a related nonfiction text. • Summarize the key supporting details from both the story and the nonfiction text. 	<p>whole group</p>	<p>5 minutes</p>
<p>Wrap-Up/Closure: This lesson used a picture book, <i>Move Over, Rover!</i> and a brief nonfiction piece; however, it can be applied to newspaper or magazine articles, textbook chapters, or other forms of written information. Identifying the main idea helps us to better understand or comprehend what we are reading. Identifying the supporting details builds critical thinking skills.</p>	<p>Depending upon the audience, conversation about supporting details could continue into a conversation about questioning the supporting details. "How do we know that?" is a powerful question for critical analysis and can be expanded in future lessons.</p> <p>For additional resources on the importance of questioning in building engagement and self-advocacy, see the Right Question Institute.</p>	<p>whole group</p>	<p>5 minutes</p>