

**Main Idea and Details**

Readers can find out what the **main idea** is by asking questions.

**main idea**

What is the story mostly about?

**details**

What tells me more about the main idea?



**main idea**

Lolly is a cat who needs special care.

**detail**

Lolly eats special food.

**detail**

Lolly needs to play every day.

**detail**

Lolly needs to sleep a lot.

## Main Idea

*When students read for the main idea, they seek to understand the central message of a passage or story.*

### DAY 1

Reproduce the *Main Idea and Details* visual aid and distribute it to students. Tell students that this week they will be practicing a skill called *Main Idea*. Have students follow along as you read the skill, the questions, and the examples. Guide students in a discussion about the *Main Idea and Details* reading skill, answering any questions they may have. Next, write *hop*, *run*, *walk*, and *fly* on the board. Point to each word, say it aloud, and ask students to repeat after you. Say: **When we come to one of these words in the story, you may read it with me if you wish.** Then direct students' attention to the illustrations. Ask: **What do you see in the pictures on this page?** (bugs, insects) **Remember, what a story is mostly about is the main idea of the story. Let's read the story to find the main idea.** Read the instructions at the top of the page aloud. Ask students what they are going to look for in the story. (four ways bugs can move) Instruct students to follow the story by pointing to each word as you read aloud. After each pair of lines, stop to ask students how a bug can move. At the end of the story, ask students to tell all four ways a bug can move. Ask: **What do you think the main idea of this story is?** (ways bugs can move) Complete the activities together.

### DAY 2

Write *cat*, *hat*, *fat*, *scat*, *that*, and *flat* on the board. Ask: **What is the same about these words?** (the word part "at"; the letters *a-t*) **Since they have the same word family part at the end, these words rhyme.** Read the words together several times. Invite students to read the words out loud when they appear in the story. Remind students that the main idea of a story is what the story is mostly about. Say: **The pictures in a story often help readers learn about the story's main idea.** Ask individuals to describe what they see in the illustrations. (cat sitting on hat, making it flat) Read aloud the instructions at the top of the page and the story. Then complete the activities together. Point out that item 1 is asking about the main idea.

### DAY 3

Write the words *my*, *sky*, *by*, and *fly* on the board. Introduce the words as recommended on Day 2. Review the skill, and read the instructions at the top of the page aloud. Read the story to students, and then read it a second time, inviting students to read words they know with you. Then complete the activities together. Point out that item 1 is asking about the main idea.

### DAY 4

Direct students' attention to the illustration and elicit ideas for what the story is about. Use the illustration to introduce the words *kit* and *den*. Remind students that what the story is about is called the *Main Idea*. Read the instructions at the top of the page aloud. After reading the story, ask students what they remember about foxes. Complete the activities together.

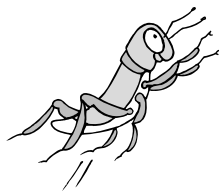
### DAY 5

Direct students' attention to the illustration and ask for words to describe the dog. Then ask: **Does anyone see a word in the story that names the dog?** (*Mop*) **Why is that a good name for this dog?** Read the instructions at the top of the page aloud. After reading the story, ask students what things Mop can do. Complete the activities together.

Read the story. Find out four ways bugs can move.

This bug can hop.

Hop, hop, hop!



This bug can run.

Run, run, run!



This bug can walk.

Walk, walk, walk!



This bug can fly.

Fly, fly, fly!

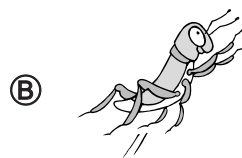


Fill in the circle next to the correct answer.

1. What is the story about?

- Ⓐ how bugs go
- Ⓑ how bugs eat
- Ⓒ how bugs help

3. Which bug can hop?



2. Which one tells about a ?

- Ⓐ It can hop.
- Ⓑ It can run.
- Ⓒ It can fly.

### BEGINNING SOUNDS

Circle the word that starts with the same sound you hear in bug.

1. rug

2. but

3. rub

Read the story. As you read, find out what happens to the hat.

The cat is on my hat.  
 The cat is fat.  
 Scat, cat!  
 Get away!  
 Get away from my hat.



Oh, no!  
 Look at that!  
 My hat is flat.  
 What can I do about that?



Fill in the circle next to the correct answer.

1. What is the story about?

- Ⓐ A cat takes a hat.
- Ⓑ A cat eats a hat.
- Ⓒ A cat sits on a hat.

3. Which one tells about the hat?

- Ⓐ The hat is flat.
- Ⓑ The hat is fat.
- Ⓒ The hat is on the cat.

2. Which one tells about the  ?

- Ⓐ The cat is small.
- Ⓑ The cat is fat.
- Ⓒ The cat sits under the hat.

### VOWEL SOUNDS

Say cat.

Circle the word that has the same vowel sound as cat.

1. came                      2. all                      3. have                      4. play

Read the story. Look for something funny.

Oh, my!  
I see a pig in the sky.  
The pig is flying by!

A bug can fly.  
A duck can fly in the sky.  
Can a pig fly?

Oh, my!  
A pig is in the sky.  
That pig can fly!



Fill in the circle next to the correct answer.

1. What is the story about?  
 A A pig flies in the sky.  
 B A duck flies in the sky.  
 C A bug looks at the sky.
2. Which one tells about the pig?  
 A The pig is on a farm.  
 B The pig is in the sky.  
 C The pig is in a zoo.
3. Which words show surprise?  
 A flying by  
 B Oh, my!  
 C in the sky

### RHYMING WORDS

Look back at the story.  
Circle three words that rhyme with by.

Read the story. Remember things about the foxes.

The mother fox is in a den.  
The den is her home.  
She lives with her babies.  
A baby fox is called a kit.  
The den is hard to see.  
The kits are safe inside.  
The mother fox feeds them milk.  
She brings them meat.  
She plays with the kits, too.  
A den is a good home for kits.



Fill in the circle next to the correct answer.

- Which one tells what the story is about?  
 A Baby foxes are small.  
 B Baby foxes live in a den.  
 C Baby foxes drink milk.
- What is a **den**?  
 A the food a fox eats  
 B the name for a baby fox  
 C the home of a fox
- What is a **kit**?  
 A a baby fox  
 B the home of a fox  
 C a mother fox

### BEGINNING SOUNDS

Circle the word that starts with the same sound you hear in fox.

1. if                      2. feed                      3. puff                      4. box                      5. safe

Read the story. Remember things Mop the dog can do.

Mop is my little dog.  
He likes me best.  
Mop hides.  
I find him.  
Mop jumps.  
I catch him.  
Mop plays in mud.  
I wash him.  
Mop sits on my lap.  
I pet him.  
Mop is my little dog.  
I like him best.



Fill in the circle next to the correct answer.

1. What is the story about?  
Ⓐ a girl and her dog  
Ⓑ a dog and a boy  
Ⓒ a big dog who hides
2. Which one tells about Mop?  
Ⓐ Mop is a little cat.  
Ⓑ Mop is a big dog.  
Ⓒ Mop is a little dog.
3. Which one tells about the girl?  
Ⓐ She plays in mud.  
Ⓑ She jumps.  
Ⓒ She likes her dog.

### BEGINNING SOUNDS

Listen for the sound at the beginning of the word man.  
Circle two words in the story that begin with that same sound.