
Lesson 16

Read or explain the material in Part A.

Part A - Main Idea

You know that **details** from a passage are never the **main idea** of that passage. You also know that a **main idea** statement can be **too general**. A statement that is **too general** does not say exactly what the passage is about.

Example:

Justin takes his lunch to school on most days, except for Thursdays. He likes the pizza that the cafeteria serves on Thursdays, and the green salad with broccoli. Some of his friends don't like broccoli, but Justin loves it. His cafeteria also has chocolate milk on Thursdays only.

The passage talks the most about Justin. The details talk about the things his cafeteria serves on Thursdays. A good **main idea** statement would be:

Justin likes the foods his school cafeteria serves on Thursdays.

The following statement is **too general**. It would make you think the passage was about more than just the foods that Justin's cafeteria serves on Thursdays.

Justin likes to eat lunch at his school cafeteria.

Call on a student to read the directions in Part B.

Walk around and monitor students as they work.

Check and correct.

Read or explain the material in Part C.

Part B - Main Idea

Directions:

1. Read the paragraph below.
2. Next, put an *X* next to the *three* statements that just tell details from the passage.
3. Write *MI* next to the statement that is a good main idea statement.
4. Finally, write *TG* next to the statement that is **TOO GENERAL** to be a good main idea statement for this passage.

HINT: Do the steps in the order above. Make sure you identify the details from the passage first.

The thyroid gland is one of the endocrine glands in our bodies. The endocrine glands produce hormones for the body. The hormones that the thyroid gland produces are important for normal growth. Also, the thyroid hormones determine how fast or slowly our bodies burn calories. The thyroid gland is shaped like a butterfly. It's located in the front of the throat, with one "wing" on each side of our Adam's apple.

Put an *X* next to the *three* statements that just tell details from the passage. Write *MI* next to the statement that is a good main idea statement. Write *TG* next to the statement that is too general to be a good main idea statement.

- a. *X* The shape of the thyroid gland is similar to the shape of a butterfly.
- b. *X* Normal growth depends upon hormones.
- c. *MI* The thyroid gland is an important endocrine gland.
- d. *TG* Endocrine glands are very important.
- e. *X* Thyroid hormones relate to burning calories.

Part C - Literal

Synonyms are words with meanings very similar to each another. The words "gigantic" and "huge" are **synonyms**.

Phrases can be **synonyms**, too.

Look at the pairs of phrases below. The phrases in each pair are very similar to one another.

Pair #1: **packed down dirt** and **hard ground**

Pair #2: **a dense forest** and **thick with trees**

Pair #3: **a smile on her face** and **looks happy**

Call on a student to read the directions in Part D.

Complete the first two items with students.

Part D - Literal

Directions: Look at the underlined phrase in the model sentence. Then choose the phrase with a meaning similar to that of the underlined phrase in the model sentence.

1. Model: We had loads of fun at the picnic.
 - a. a ton of food
 - b. a wonderful time
2. Model: The burning sun made us all perspire a lot.
 - a. terrible heat
 - b. beautiful sunrise
3. Model: The coal fueled locomotive carried the passengers up the mountain.
 - a. huffing, puffing iron train
 - b. ski lift
4. Model: The contestants were wolfing down their food hoping to win.
 - a. cutting it into small bites
 - b. eating as quickly as they could

Read or explain the material in Part E.

Part E - Poetry

Look at the short poem below.

The sunset is gift wrapping paper and bows,
 To be enjoyed for a short time and then it goes.
 The moon takes its shift as guard for the night,
 As the sun moves on to warm and shed its light.

You learned **figurative language** in previous lessons. **Figurative language** doesn't really mean exactly what it says. Instead, **figurative language** tells us how things are similar to one another in some ways. There are two examples of **figurative language** in this short poem.

1. the sunset is gift wrapping paper and bows
2. the moon takes its shift as guard for the night

Call on a student to read the directions in Part F.

Complete both items with students.

Read or explain the material in Part G.

Part F - Poetry

Directions: List *two* ways that the sunset could be like gift wrapping paper and bows, and list *one* way that the moon could be like a guard.

1. How could the sunset be like gift wrapping paper and bows?
colorful; pretty to look at; can be breathtaking
2. How could the moon be like a guard?
shedding light where it's dark so people can see; watching from high above

Part G - Bonus

The bonus word for this lesson is **metaphor**.

Metaphor is pronounced like this:

met-uh-for

Metaphor means “a figure of speech that describes how two very different things are alike.”

A **metaphor** is an example of figurative language. You've learned that authors of stories and poetry use figurative language to help us make pictures in our head about what we've just read. It makes stories and poems more interesting and descriptive.

Here is an example of a **metaphor**: “Laughter is the best medicine.”

Metaphor comes from the Greek language. *Meta* means “to transfer” and *pherein* means “to carry” in Greek. So a metaphor “transfers and carries” the similarities between two words.

Metaphor will be a bonus item on some quizzes or tests that you take.

Optional Prosody Exercise

Part H- Reading Aloud

Directions: If your teacher calls on you to read one of the sentences, try to read it so that it sounds like someone speaking.

1. Here is an example of a **metaphor**: “Laughter is the best medicine.”
2. How could the sunset be like gift wrapping paper and bows?

Call on a student to read the directions in Part H.

Call on two or three students to read sentence #1 aloud.

Repeat for sentence #2.