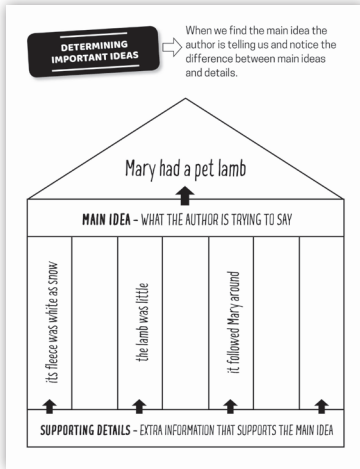


# DETERMINING IMPORTANT IDEAS

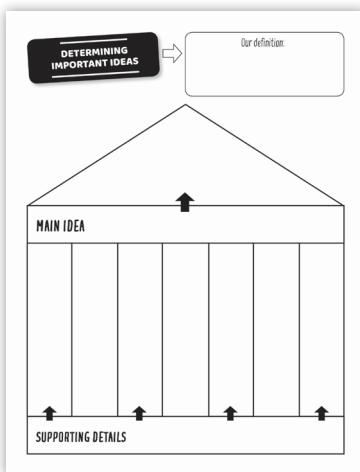
# ANCHOR CHARTS

Save and print this PDF, then enlarge the charts for your classroom wall. Follow the instructions below to complete the charts with your students.



## USING THE COMPLETED ANCHOR CHART:

- Have the words to “Mary Had a Little Lamb” available, perhaps as a print out for students or as a wall chart.
- Read the strategy name aloud and have students think, pair, share about their understanding of the strategy.
- Read (or have a student read) the definition aloud.
- Discuss what a main idea is and how it links to the author’s purpose.
- Discuss what supporting details are, and why details aren’t the same as main ideas.
- Point out on that chart that the details are holding up (supporting) the roof that contains the main idea.
- Use the example of “Mary had a Little Lamb” to show the difference between the main idea of the text, and the supporting details in the text.
- Discuss why it is important to find the main ideas and details, and how they can help with understanding a text.
- Hang the chart visibly in the classroom.



## COMPLETING THE EMPTY ANCHOR CHART:

- Read the strategy name aloud and have students think, pair, share about their understanding of the strategy.
- Work with students to define “Determining Important Ideas” then write the definition in the top box.
- Discuss what a main idea is and how it links to the author’s purpose. Work as a group to write short description of a “main idea” beneath the roof/triangle.
- Discuss what a supporting detail is. Work as a group to write short description of “supporting details” beneath the pillars.
- Using an example text to brainstorm with the group, have students to identify the main idea. Write it inside the roof/triangle.
- Ask students to identify supporting details from the example text. Write these in the columns.
- Point out on that chart that the details are holding up (supporting) the roof that has the main idea.
- Discuss why it is important to find the main ideas and details, and how they can help with understanding a text.
- Hang the chart visibly in the classroom.

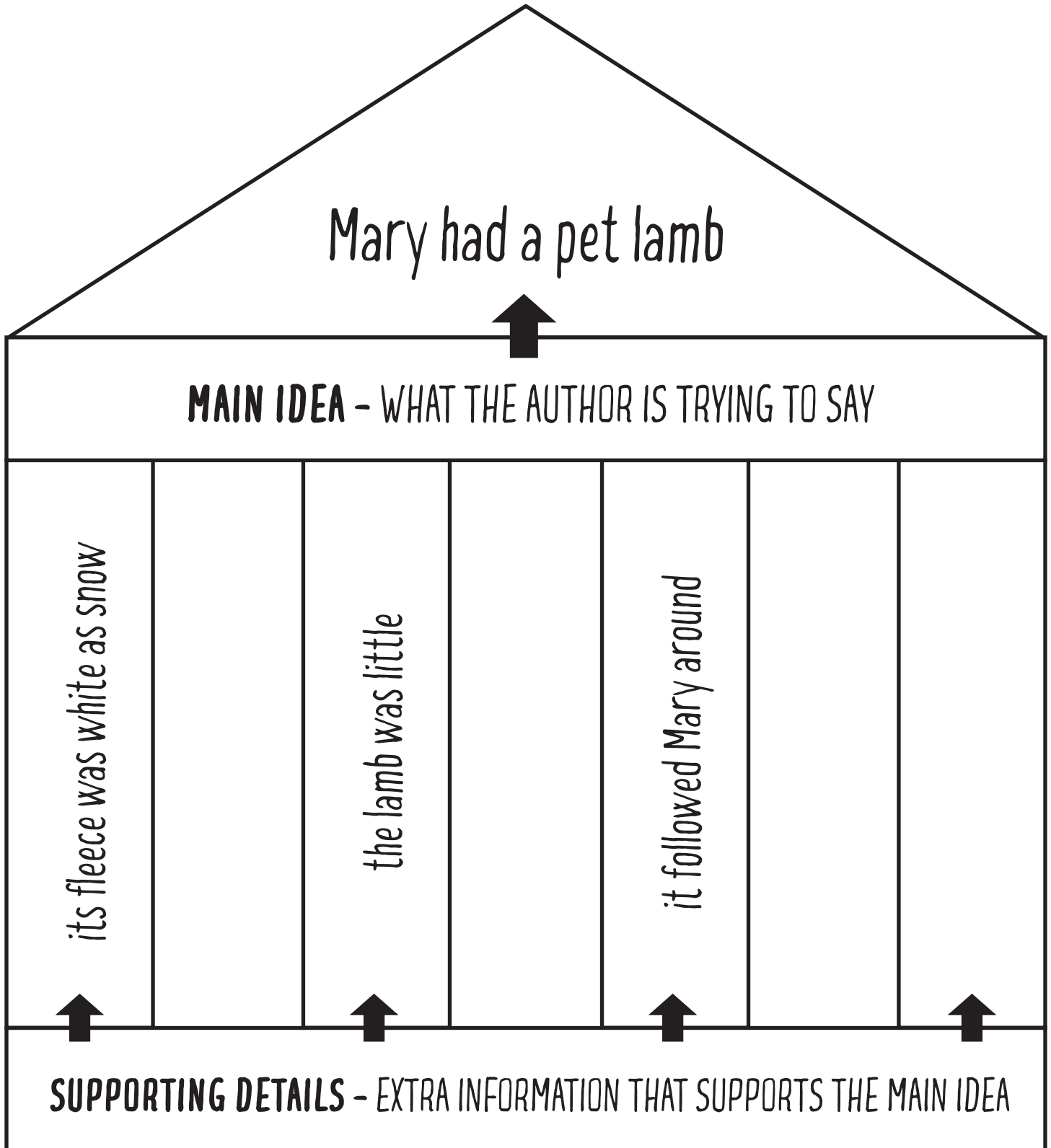
## SUPPORT:

- Students do the thinking, teacher guides discussion and transcribes onto the chart.
- Use large text: Write in large letters for students to read clearly on the wall.
- Use color: Too many bright colors can be distracting, so aim for deeper tones that are easier to see from a distance.
- Images: Use simple icons and images.
- Keep charts as neat and uncluttered as possible so as not to distract from the content.

**DETERMINING  
IMPORTANT IDEAS**



When we find the main idea the author is telling us and notice the difference between main ideas and details.



Mary had a pet lamb

**MAIN IDEA** - WHAT THE AUTHOR IS TRYING TO SAY

its fleece was white as snow

the lamb was little

it followed Mary around

**SUPPORTING DETAILS** - EXTRA INFORMATION THAT SUPPORTS THE MAIN IDEA

**DETERMINING  
IMPORTANT IDEAS**



*Our definition:*

