

## Lesson: Test Taking Skills: Identifying Specific Detail

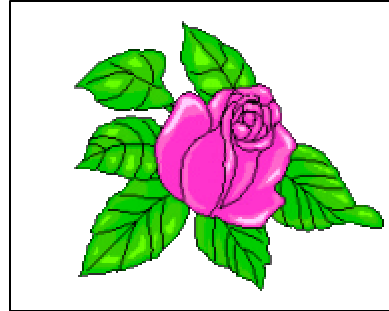
**Standard:** (Select any content standard to apply the skill.)

**Objective:** Students will be able to differentiate between specific details and general ideas in different forms of communication. They will apply this skill in a variety of communication forms in the content areas.

**Model of Teaching:** Direct Instruction

### Motivation

Display a set of compositions or these pictures depicting BOTH (1) a general scene and (2) specific detail of an object



Ask students to observe each picture to distinguish how they are similar and different.

Discuss the differences between a general specific depiction or of the same composition or set of objects.

Describe times in our daily lives when general versus specific analysis of some thing is important. Use these areas on prompts for this discussion.

Areas	
Learning at School	
Shopping at the Mall	
Playing a Game	

<p><b>State the Objective</b></p>	<p>Inform students that the purpose of today's lesson is to identify specific detail(s) and define the value of this skill in learning.</p>
<p><b>Demonstration</b></p>	<p>Present these step-by-step demonstrations of HOW TO identify specific details in different content areas.</p> <p>Example 1: Communication:</p> <p>"I was reading this letter from my cousin in Russia and wanted to tell my friend what the letter said. Here's the letter. I'll read it to you.</p> <div data-bbox="391 621 1482 1188" data-label="Image"> </div> <p>In order for me to retell the message in the letter to my friend, I need to think about or consider and then identify the most specific significant details in the communication from my cousin. There are many descriptive words in the letter. I'll circle them (Teacher circles <u>white</u> <u>brown polka dots</u> <u>freezing</u> <u>ice cube</u>, etc. These words help direct my thinking toward the specific detail: It was a cold snowing day. This is the specific idea or fact in the letter."</p> <p>Example 2: Social Studies:</p> <p>I was reading this description of <u>insert what is being studied</u> in the <u>insert reference</u>. In order to research an answer to this question <u>insert questions</u>. Let me read it aloud to you <u>read aloud</u>. In order to form the answer to the question. I am researching. I need to identify the facts or specific details in the text. I think the specific details are <u>insert specific details</u>. The specific details provide the most important element of the research I can use to form an answer to my question.</p>

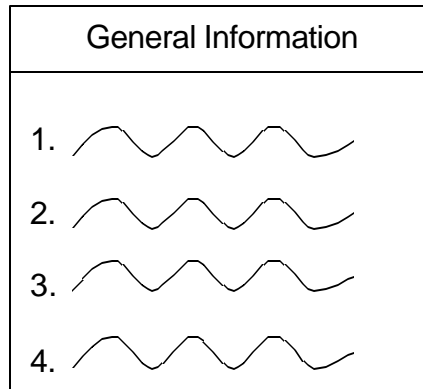
**Check for Understanding**

Engage students in a discussion related to defining the specific details in a communication.

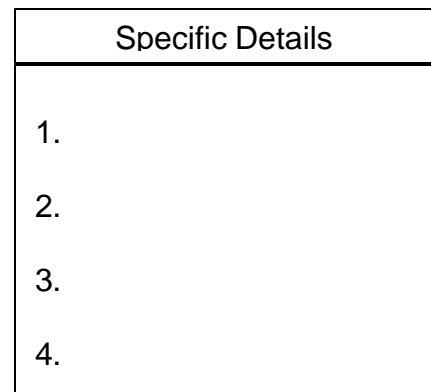
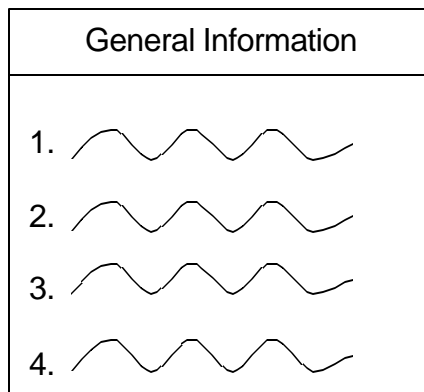
- ◆ What is the difference between general vs. specific information?
- ◆ What is the definition of “details?”
- ◆ What are the purposes to identify specific details?
- ◆ How do specific details facilitate or aid learning?
- ◆ Where in every day life are specific details important?

**Structured Practice**

Introduce the students to a set of general information ideas or related to a concept or event in literature, science, or social studies



Place a second blank chart labeled “specific Details” to the first chart.

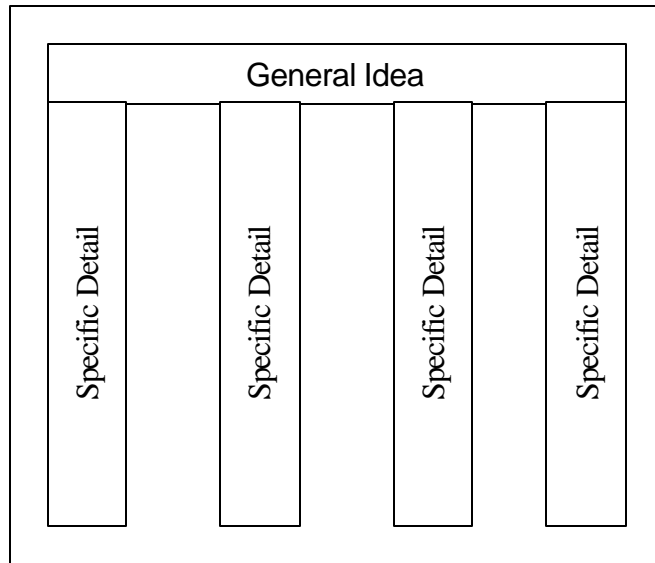


**Structured Practice (cont.)**

Instruct students to name or identify the specific details that correlate or match each of the items listed on the “general information chart.” Ask students to explain why the specific detail they named is a “good/appropriate match” to the general information item.

**Guided Practice**

Develop and duplicate the following examples of an open-ended worksheets for the group or class.



Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Research Topic

I. General Idea  
A. Specific Detail  
B. Specific Detail  
C. Specific Detail

II. General Idea  
A. Specific Detail  
B. Specific Detail  
C. Specific Detail

<b>Guided Practice (cont.)</b>	<p>Distribute the two worksheets to the students. Use either a transparency or chart that replicates these worksheets to conduct a discussion about their purpose and the similarities and differences between the. Note the following example of the discussion the teacher could conduct.</p> <ul style="list-style-type: none"><li>◆ First, display the graphic organizer worksheet. Ask students how the graphic depicts <u>both</u> the purpose and for and procedure to identify general AND specific details.</li><li>◆ Next, display the outline worksheet. Ask students the relationship between the graphic organizer and an outline. Ask students to note that both of these worksheets reinforce practicing the SAME skill in different formats. Inquire as to when and why one format versus the other could be most effective</li></ul> <p>Instruct students to define a Research Topic in a designated content area or assign all the students the same research topic.</p> <p>Inform students they must research and then complete both worksheets with the Appropriate information.</p>
<b>Independent Practice</b>	<p>Individualize the assignment by allowing students to select a topic to research and then create a product that would exemplify the specific details they researched. Note products to suggest to students include a graphic, illustration or written format.</p>