

|  |   |
|--|---|
| <b>Grade: 3</b>  | <b>Subject: Language Arts</b>   |
| <b>Materials: Presentation, Main Idea Chart, Cards, Assessment Sheet</b>   | <b>Technology Needed: Smart Board</b>   |
| <b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul> | <b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul>   |
| <b>Standard(s)</b><br>3.RI.2 Determine the main idea of a text and recount the key details to explain how they support the main idea.  | <b>Differentiation</b><br><b>Below Proficiency:</b><br>-We begin with word cards to help those who may have a lower reading level still understand the main idea. Challenge cards include both short answer and multiple-choice answers.<br><b>Above Proficiency:</b><br>-Challenge cards included both multiple choice and short answer cards. There are additional questions on the back of the assessments for those who move quickly through the front side.<br><b>Approaching/Emerging Proficiency:</b><br>-Teach lesson as is<br><b>Modalities/Learning Preferences:</b><br>-Visual: Using a presentation & visuals within instruction.<br>-Auditory: Having students listen to a song to help them understand the main idea and how to find it.<br>-Kinesthetic: Students are moving around throughout the lesson by grouping up and finding supporting details. |
| <b>Objective(s)</b><br>By the end of the lesson, student will determine the main idea of a text and recount the key details to explain how they support the idea by categorizing key items and discovering the main idea of short pieces of text.<br><br><b>Bloom's Taxonomy Cognitive Level:</b> Analyze  |   |
| <b>Classroom Management- (grouping(s), movement/transitions, etc.)</b><br>We will begin in whole group for the engagement portion. During the explanation, we will remain together and then break off into groups. The students will work within their groups during the explore portion of the lesson. The students will  | <b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b><br>Students are expected to actively participate throughout the lesson. Everyone is expected to do their part and work cooperatively within their groups.<br>Students are expected to help the members in their group may not understand the concept of main idea.   |

**Lesson Plan Template**

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

| <p>review independently by completing their assessment.</p> | <p>Students are expected to move safely and responsibly around the classroom.</p>  |
|---|--|
| Minutes   | Procedures   |
| <p align="center"><b>5</b></p>                              | <p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>-Make copies of assessment and cards.</li> <li>-Put up words around the room</li> <li>-Put up chart at the front</li> <li>-Pull up presentation</li> <li>-Preassign groups</li> </ul>  |
| <p align="center"><b>5</b></p>                              | <p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>-“Today, we are going to learn and practice finding the main idea.”</li> <li>-“Why would we need to know how to find the main idea?”</li> <li>-“We are going to kick off our activity today with a song. Please practice your active listening skills as this song gives you some important tips on finding the main idea.”</li> <li>-Play video</li> <li>-“Please turn to your partner and discuss one aspect of main idea you gained from the song we just listened to.”</li> <li>-Give them time to discuss</li> <li>-“Bring it back in 5... 4... 3... 2.. 1”</li> <li>-“By listening to that song can anyone tell me what main idea means?”</li> <li>-Give students time to respond and discuss their responses.</li> </ul>   |
| <p align="center"><b>10</b></p>                             | <p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>-“The main idea is what the text is all about. It is what the author is trying to tell the reader and what the reader takes away.”</li> <li>-“There are several strategies to use when finding the main idea.” (Go through the slide that covers how to find the main idea before, during, and after you read.)</li> <li>-“We are going to practice some of these strategies as we try some examples”</li> <li>-Go through examples on final slide of presentation. Make sure to walk them through each step of before, during, and after they read.</li> <li>-“Today, I have a fun activity that will help you better understand main idea.”</li> <li>-“First, I am going to give each of you a card. You will have 30 seconds to find the other people in the class who have a card that fits in the same category or shares the same main idea as your card.”</li> <li>-Pull out two cards with the same main idea for an example.</li> <li>-“Once you find your group (4 people/group), I want you to figure out what the main idea of your cards is.”</li> <li>-“For example, if one person in my group had carrots, another person had celery, and the third person had broccoli. My main idea would be vegetables.”</li> <li>-“Once you have all your group members and your main idea, please sit in a circle and give me 5.”</li> <li>-After each group is done I will have them give me their main ideas, which I will write on the What’s the Main Idea Sheet taped to the board.</li> </ul> |

|   |   |  |
|---|---|--|
|   |   |  |
| 10  | <p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>-“Now, that you guys are so awesome at this I am going to have you work together as a team to complete some tasks”</p> <p>-“The first task is for each member in your group to go find one more card that would fall under your main idea. They are taped up around the room.”</p> <p>-“Once you have collected all eight cards or supporting details, I want you to glue them under your main idea on this sheet of paper here on the board.”</p> <p>-“It is a small sheet of paper so take turns gluing your supporting details on the paper.”</p> <p>-“Once you are done gluing, one member of your group come and let me know and I will check your answers.”</p> <p>-“If you have them all correct, I will give your group a set of challenge cards. There are eight total, so you may break them up and have each person do two and go through your answers once you are done or you can work through all the cards together as a group. Whichever you choose, I want everyone in the group to be actively participating.”</p> <p>-“Once your group is done going through the challenge cards, I want one member of the group to hand them to me.”</p> <p>-I will go over a couple of their challenge cards with them to make sure they have it down before they go back to their desks and work individually.</p> |  |
| 5   | <p><b>Review (wrap up and transition to next activity):</b></p> <p>-“After your group has handed their cards to me. Each of you may return to your desk and complete the main idea sheet on your desk.”</p> <p>-“Each of you must do the four multiple choice questions on the front of the sheet.”</p> <p>-“If you answer those quickly and have more time, I want you to flip it over and complete the short answer questions on the back side.”</p> <p>-“Once you have completed the sheet please make sure your name is at the top and hand place it in the tray.”</p> <p>-Play the song from the main idea song from the beginning of the lesson to bring the lesson full circle.</p> <p>-Transition to the next activity.</p>   |  |
| <p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> </ul> <p>-Check to make sure all the items in the chart fit under their main idea.</p> <p>-Check their challenge cards to make sure they have the correct answers.</p> | <p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <p>-Multiple choice/short answer worksheet.</p>   |  |

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

This is my reflection after I taught this lesson. I have since revamped the lesson based on my reflection.

This lesson was an overall success. This lesson involved a lot of teamwork as everyone was working together to discover the main idea. I began my lesson by talking about what the main idea is and why it is important in our everyday lives. Then I played a song that emphasized the meaning of main idea and provided strategies to use when searching of the main idea. The students were singing along by the end of the song while others were moving along to the beat. After the song was over I had them turn and talk with their neighbors about what information they got out of the song. The feedback they provide showed me that they did indeed understand what the song was trying to convey and therefore, I will be hanging onto it for future use.

I went on to explain main idea further. I stated what the main idea is. I went on to discuss how we can find the main idea before, during, and after reading. We then put these strategies into practice as we went through some example passages on the board. At this point some of the students were catching on to the concept of main idea but it was clear that others needed some more practice. Although they could pick out the topic of the passage, they were not quite catching on to what the whole passage was about. After we went through a few examples, I had students draw cards and group up by main idea. This part got students up and moving. They were able to find their group quickly and each were able to come up with the main idea of the cards within their group. Once the groups were formed and each group came up with their main idea, it was time to move onto the explore part of my lesson.

During the explore portion of my lesson, I had each person in each group go find an additional card or supporting detail that would fit under their main idea. They then had to glue them under their main idea. The groups were able to do this rather quickly which proved to me that they were catching on. After I checked their main idea and supporting details, I handed each group eight challenge cards. On the challenge cards there were short passage. The students had to determine the main idea of the passage and answer via multiple choice or short answer, there was four of each. I gave groups the opportunity to choose how they were going to go through the cards. They could give each other two or they could work on all the cards together, either way they had to all be actively participating. While they were working on their challenge cards, I walked around and helped them out. I used questioning techniques to help those who were struggling finding the main idea. Those who understood the concept, I had them helping others in their group. I had to remind them that leadership is not doing the work for the other person but teaching that person how to do it, so they can complete the task on their own. After each group had completed their challenge cards, they handed them to me, and moved on to the review portion of the lesson.

For review, I had a sheet on their desks containing passages and asked for the main idea of the passages. The front of the sheet had multiple choice answers, while the back had short answer. After the groups handed in their challenge cards, I had them go back to their desk and work on their main idea sheets individually. All students had to complete the front side containing multiple choice questions, I had others complete the short answer questions if I knew they had time or if they were a student who really understood the concept. It did not take long for the students to realize that the passages on the sheet

## Lesson Plan Template

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

matched the passages on their challenge cards. Therefore, if the students were actively engaged in their group work the review came easier for them than it did for those who may not have been as engaged. Either way the students were held accountable for their learning. I used this sheet as a summative assessment to see where each student was at in their ability to find the main idea. If I were to do this lesson again, I may try pairing students up according to different ability levels. I would also wrap up my lesson by playing the main idea song I played at the beginning of the lesson to bring the lesson full circle.