

<b>Grade: 4</b>		<b>Subject: ELA</b>	
<b>Materials: Brown paper bags, close read texts, plain paper, colored pencils, anchor chart</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>4.RI.2 Determine the main idea of a text and explain how it is supported by key details.</li> </ul>		<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>Students will be able to identify the main idea and 1-2 supporting details in the text.</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>Students will be able to identify the main idea, 3 or more details and write a short summary of the text.</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>Students will be able to identify the main idea and 3 details in the text.</li> </ul> <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li><b>Visual:</b> There will be an anchor chart up to help students look back at.</li> <li><b>Auditory:</b> Students will be able to listen to directions.</li> <li><b>Kinesthetic:</b> Students will have the ability to move around the room while working.</li> <li><b>Tactile :</b> Students have the ability to use the sense of touch through the poster making.</li> </ul>	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>By the end of this lesson students will be able to choose the main idea of a text.</li> <li>By the end of the lesson students will be able to choose 3 supporting details of a text.</li> </ul> <b>Bloom's Taxonomy Cognitive Level: synthesize</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>Students will be at their desk during review of main idea and detail.</li> <li>Students will be asked to get up and go grab a mystery bag</li> <li>When you go to grab a mystery bag you will stand in a line and wait your turn.</li> <li>You will be allowed to work where ever you are comfortable and can assure success in completing your assignment.</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>Students will be expected to sit at their desks and follow classroom procedure.</li> <li>Students will be asked several questions. They will be expected to raise their hands.</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
2 minutes	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Have anchor chart prepared</li> <li>Have the Main Idea Mystery Bags ready.</li> </ul>		
5 minutes	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>Draw a pizza on the board</li> <li>Ask students what they think the main idea and details are of this picture.</li> <li>Allow students time to answer</li> </ul>		
10 minutes	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		

	<ul style="list-style-type: none"> <li>We will review what Main Idea and detail are by using the anchor chart.</li> <li>What is a main idea? (allow students time to answer)</li> <li>What is a detail? (Allow students time to answer)</li> <li>How do you know if something is a detail? (allow students time to answer)</li> <li>What context clues could you use to decide what the main idea of a text is? (allow students time to answer)</li> <li>Main Idea: The point the author wants you to understand</li> <li>Detail: Sentences that describe or explain the main idea.</li> <li>I will be having you select a Main Idea Mystery Bag. In your mystery bag you will find a passage. You will read the passage. After reading the passage you will be making a poster that illustrates the main idea and 3 details.</li> <li>Show students an example of this.</li> <li>Allow students to get a piece of blank paper.</li> <li>Allow students time to work on their posters.</li> </ul>
<p>15-25 minutes</p>	<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> <ul style="list-style-type: none"> <li>Students will grab a mystery bag.</li> <li>Students will read the passage.</li> <li>Students will grab a blank piece of paper.</li> <li>Students will illustrate the passage on the piece of paper.</li> <li>Be sure to have at least 3 details in your illustration.</li> </ul>
<p>2 minutes</p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>What is a main idea? (allow students time to answer)</li> <li>What is a detail? (Allow students time to answer)</li> <li>Have students fill out an exit slip.</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>Progress monitoring throughout lesson (how can you document your student's learning?)             <ul style="list-style-type: none"> <li>Exit Slip</li> </ul> </li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>Students will fill out a poster representing a main idea and 3 details. They will write which mystery bag number they have on the back of their paper so we can assess it on a rubric.</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I ended up making modifications to my lesson right before teaching it because of some of the needs of the students. While the lesson was not originally what I had planned I believe it still went well for the students. I taught a review lesson on Main Idea and Details so that the students could be prepared for the upcoming trimester 2 test. This was a topic that the students struggled with the most so I tried relating it back to something that was real life. The students were very engaged throughout the lesson and participated in whole group discussion. There is an EL student in the classroom and even he was engaging in the conversation of the lesson. The students grew an understanding of Main Idea and Detail through drawing a picture about the passage that they read. This lesson integrated art within it. They were each given a case and the students had to draw a picture based on the case number that they were given. Their picture had to illustrate the main idea of the passage and they had to include three supporting details that they found in the passage.</p> <p>If I had to do this lesson again I would probably make the needed adjustments for the students again. However I really do think the adjustments I made from my lesson plan helped make this the best possible lesson it could be for the number of students and their range in abilities. What I did with the anchor chart is something that could be translated to any lesson. I have an EL student in this class so if I did this lesson again I would have the modified passages ready. The student often declines the materials in Spanish but I would not have been prepared this time if he decided he had wanted the materials in Spanish. I would also have made my directions more clear with the task that was assigned with this lesson plan.</p>	

# MAIN IDEA

What is the text mostly about?

MAIN  
IDEA:



PIZZA!



DETAILS:

-  detail 1
-  detail 2
-  detail 3

How do I find the main idea?

- ★ Look at the title and headings!
- ★ Look at the pictures!
- ★ Look for words used more than once!
- ★ Reread the first and last sentence!

