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| **LESSON INTRODUCTION** | **TEACHER NAME:** Billie Beginner  **SUBJECT/GRADE:** Reading – Grade 4 *(3 Days)*  **STANDARD(S) ADDRESSED:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. | **Peer Observation:** |
| **ESSENTIAL QUESTION (EQ):**  How do you determine the main idea of a text using supporting details? |  |
| **LESSON HOOK:** *(With elbow partner)*   * Show students a picture of a country field with just grass and a picture of a busy city street with cars, people, restaurants, etc. * Students will use a T-Chart to describe scenes. * Each elbow partner will share a detail from their list. * The information will be recorded on a T-Chart using chart paper and students will be asked the following questions:  1. *Based on the details listed in the T-Chart, summarize what is happening in Picture 1? Picture 2?* 2. *Why are you able to give a more detailed account for Picture 2?* 3. *How do you think the details helped you?* | **+ The pictures helped students’ understanding of details.**  **+ Asking questions is an effective way to assess students’ understanding. I noticed you asked questions throughout the lesson.** |
| **WHOLE GROUP INSTRUCTION** | **GRAPHIC ORGANIZER:** Main Idea Topic Organizer  **VOCABULARY STRATEGY:** Word Analysis Chart  **LESSON INSTRUCTION:**   * The class will read the Essential Question together. * Students will complete the Word Analysis Chart using the following words: summarize, supporting details, main idea, and relevant. Students will be given the definitions to the words and will only write the words and their definitions in the chart. Refer to homework.  |  |  |  |  | | --- | --- | --- | --- | | Word | Description | In My Words | Examples & Graphics | | *Summarize* |  |  |  | | *Supporting Details* |  |  |  | | *Main Idea* |  |  |  | | *Relevant* |  |  |  |  * Display a short comic and a paragraph on the white board to model how to identify the main idea and supporting details.   **WHOLE GROUP INSTRUCTION**   * The teacher will ask the following questions to monitor understanding:  1. *What strategy did I use to identify the main idea? Supporting details?* 2. *Why wasn’t (blank) detail relevant to the main idea?*  * Teacher Input: * The teacher will read a short story containing 3 paragraphs and fill in the Main Idea Topic Graphic Organizer with the class. * The teacher will demonstrate writing a summary using the graphic organizer*.*   **Question to check for understanding:** *How was the summary for the short story written?* | Textilpflegesymbol – Wikipedia **This activity could be extended by providing “in my words” examples and graphics and have students to match these to the words and definitions.**  **+ Modeling is effective for all students!**  **Is there a time for students to take notes as a way to refer back to the notes in the future for help if needed or will the graphic organizer be displayed as an anchor chart?**  **Great team planning – the inclusion teacher was able to follow up and instruct students on all parts of the lesson!** |
| **ASSIGNMENT** | **LEARNING TASK*:*** *Differentiated Instruction*  Guided Strategy Groups: Main Idea   1. Groups 1 & 2 will rotate for 25 minutes in the Guided Strategy Groups and centers.  * Centers: word work, writing, comprehension using informational texts, and stamina.  1. Groups 3, 4, & 5 will read a 1-page fiction story.  * Fill in the Main Idea Topic organizer * Individually, write a summary of the story. * Early Finishers – Read from a chapter book. | **+ Guided Strategy groups and centers support those who may struggle with concepts.**  Textilpflegesymbol – Wikipedia**Is it possible to challenge groups 3, 4, & 5 with longer texts? These students seemed bored: Hugo, Bill, Justin, & Paige.**  Textilpflegesymbol – Wikipedia **Enhance 3-5 group assignment by giving comprehension questions for chapter books? Use Stations?** |
| **CLOSING** | **SUMMARY STRATEGY (i.e., Ticket Out the Door):**   * Journal: Why do we need supporting details in a text? Circle any vocabulary words used from today’s lesson in the summary. * **Homework:** Complete the Word Analysis Chart. | **+ Summarizing assists with understanding. Could you require students to use the vocabulary in the summary?** |

\*This sample lesson plan is for training purposes only and is not meant to serve as an exemplar.