

## Main Idea

<b>Grade:</b> Grade 3		<b>Subject:</b> Reading	
<b>Materials:</b> 9 computers, smartboard		<b>Technology Needed:</b> 9 computers, smartboard	
<b>Instructional Strategies:</b> <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input checked="" 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> 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		<b>Differentiation</b> <p><b>Below Proficiency:</b> The students below proficiency will be paired with a student of higher proficiency to ensure that they have someone there as a support for learning at all times. The students below proficiency will also be asked to pick out some supporting details in a story as a starter skill to finding the main idea.</p> <p><b>Above Proficiency:</b> The students above proficiency will be paired with a student of lower proficiency so that they can use what they know to help the other student out. The students above proficiency will be expected to determine the main idea and supporting details of a text and explain them with great understanding.</p> <p><b>Approaching/Emerging Proficiency:</b> The students approaching proficiency will be paired with a peer of similar proficiency. They will be asked to determine the main idea of a text, recount the key details, and explain how the details support the main idea.</p> <p><b>Modalities/Learning Preferences:</b> This lesson is visual, auditory, and tactile. The students are able to learn through hearing the details, reading the passages, and through manipulating a computer to select answers to main idea passages. If during the computer time a student wishes to work alone, they may do so. This lesson is designed with a student who is nonverbal in mind. To accommodate their needs, an aid will accompany him as he goes through the computer practice on main idea. He will also be allowed to do this on his iPad for easier access. During group time, he will join the group and simply listen to the class discussion and join in with the help of his aid if he wishes to do so.</p>	
<b>Objective(s)</b> At the conclusion of the lesson, the student will summarize the main idea of a text; recount the key details and explain how they support the main idea by reading passages of text with a partner and determining the correct answers.			
<b>Bloom's Taxonomy Cognitive Level:</b> Understanding			
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.) Each of the groups for the main idea computer practice will be predetermined by the teacher to prevent chaos and upset students. The students will transition from the group time to computer time as their groups are called one by one. During the work time, the groups may sit wherever they are comfortable as long as they are working. Transitions of the computer will be called every 5-7 minutes so each student gets a chance to operate the computer. Once the time is almost up, one person from each group will be asked to put the computer away while the remaining students join the teacher at the carpet. To gather the students' attention at the carpet clapping or give five will be used.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> The students are expected to treat each other and the school property with respect. They are expected to use the computers only as directed by the teacher and to not be on any other websites. If the students do not follow this rule, they will not be allowed to use the computer anymore, and they will be given other work on main idea instead. The students are encouraged to ask and answer questions in class as well as to discuss their learning with their peers. If a student becomes angry or upset for any reason, they may be permitted to leave their group to use a calm down strategy. Upon their return to the group they will either be allowed to continue with their group or given the option of working alone.	
<b>Minutes</b>	<b>Procedures</b>		
3-5	<b>Set-up/Prep:</b> Before the lesson begins the teacher will make sure the computers are available and charged. The teacher will then pull up the following video links for in class use: <a href="https://www.youtube.com/watch?v=42SJTk2XSi4">https://www.youtube.com/watch?v=42SJTk2XSi4</a> , <a href="https://www.youtube.com/watch?v=S-1DZWNVBT4">https://www.youtube.com/watch?v=S-1DZWNVBT4</a> . Lastly the teacher will post the URL to the main idea practice <a href="http://www.softschools.com/quizzes/language_arts/main_idea/quiz1510.html">http://www.softschools.com/quizzes/language_arts/main_idea/quiz1510.html</a> . (The teacher can take this link and shorten it on <a href="https://goo.gl/3BoSy5">goo.gl/3BoSy5</a> .)		

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5-7	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> To begin the lesson, the teacher will have the students come sit on the carpet. The teacher will ask the students to think back to a prior lesson and then ask them what the main idea of that lesson was. What did they learn about? What did they do that helped them learn about that topic? What types of details can they remember? After discussing these details about the past lesson congratulate the students on finding the main idea and supporting details of the previous lesson.</p>		
10	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b> Tell the students that just like they found the main idea and details of the lesson they will be practicing more on the concept of main idea. Play the video on main idea for the students <a href="https://www.youtube.com/watch?v=S-1DZWNVBT4">https://www.youtube.com/watch?v=S-1DZWNVBT4</a>. As they watch the video, remind them to look for supporting details and to begin thinking about what the main idea could be. Stop the video before the main idea is determined and have the students turn and talk to their neighbor about what they think the main idea and supporting details are. Have the students come back and ask them what some of the details are and how they know. Write these down on the board. After the details, see if any of the students can determine the main idea from the details the class thought of. Play the rest of the video to see if the students were correct in their thinking. If time permits play the video <a href="https://www.youtube.com/watch?v=42SJTk2XSi4">https://www.youtube.com/watch?v=42SJTk2XSi4</a> and have the same discussions to figure out the main idea and supporting details of the video.</p>		
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> After the videos tell the students they will be practicing main idea in pairs. Show them the link to go to on the board and then call of the groups one by one to get a computer and begin practicing. Remind the students that they must work together to determine the main idea of the given texts. As the students work, the teacher will walk around and check for understanding as well as answer any questions the students may have. After 5-7 minutes of work have the computer operators switch with their partners to ensure everyone gets a chance to operate a computer. Once the operators switch, tell the students there is 5-7 minutes left (time depending).</p>		
5	<p><b>Review (wrap up and transition to next activity):</b> Once the time is up, have the students show you their progress or their completed practice with the answers checked as correct or incorrect. After the teacher checks this the students may put their computers away and return to the carpet. Once every student is back at the carpet ask them what main idea is, what supporting details are, how supporting details help, and why it is important to know main idea. Ask for any questions then the students may return to their desks to get ready for their next task.</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b> The students will be assessed through the answers to in class questions, through the teacher listening in on partner discussions, and through given ideas about main idea and its supporting details. The students will also be assessed through the use of clarifying questions and through their overall score on the main idea practice.</p> <p><b>Consideration for Back-up Plan:</b> If in the case of technology failure a book will be used to help the students understand the concept of main idea. If the lesson goes too long, more elaboration will be given on the two videos shown and the computer practice will be eliminated.</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> The student will be assessed on their summarization of the main idea of a text, its key details, and how the details support the main idea.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b> N/A</p> </td> </tr> </table>		<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b> The students will be assessed through the answers to in class questions, through the teacher listening in on partner discussions, and through given ideas about main idea and its supporting details. The students will also be assessed through the use of clarifying questions and through their overall score on the main idea practice.</p> <p><b>Consideration for Back-up Plan:</b> If in the case of technology failure a book will be used to help the students understand the concept of main idea. If the lesson goes too long, more elaboration will be given on the two videos shown and the computer practice will be eliminated.</p>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> The student will be assessed on their summarization of the main idea of a text, its key details, and how the details support the main idea.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b> N/A</p>
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<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> I think this lesson went really well. The students were engaged in the lesson, enjoyed the video, and had fun working with their partners to figure out the answers on the online practice. I also think my opener worked really well in pulling the students in. I started out by telling them that we have already found the main idea in pictures and text so next we were going to find the main idea in a video. By simply telling them we would be watching a video, I had all eyes on me waiting for the video. The first video worked great! I stopped after each paragraph and had the students tell me which details were the important ones for us to remember. After the video I had them turn and talk to discuss the main idea. During the turn and talk, two students were not doing their job so I had a quick chat with them which seemed to work because they did their job the rest of the lesson. After the turn and talk, we had a discussion and then I tried to play the next video. This was a con because for some reason it was flagged as inappropriate by the school even though it was similar to the first video. So, since I couldn't play this video I had the students get into partners, go to the website, and work together to find the main idea of the topics. I actually really liked implementing this part of the lesson because the students could work together to find main idea, and I could walk around and visually see how they were doing. I think Mrs. Stafslieen also liked this because as the students were finishing up she also walked around and looked at their final scores. This way we could both see which of the groups understood the concept of main idea and which groups needed further instruction. So, the pros of this lesson were the first video, the turn and talks, partner work, and working with main idea on the computers. The cons of this lesson were the second video not working and allowing the students to choose their own groups. When I had the students pick their own partners I figured they would all be responsible enough, and some were, but a few of the groups picked partners that caused them to get off task. This was easily fixed</p>			

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by me talking to the group, but if I had picked the groups beforehand as I had planned to, this probably could have been avoided. In the future, if I were to implement this lesson plan again, I would make sure that all of the videos work to ensure a smooth flowing lesson, and I would prearrange the groups to ensure everyone is on task and working as a team. In the end, I think the students succeeded in learning more on main idea because many of them would answer my questions with brilliant answers, and I could also see their understanding during the partner work at the computers. At the computers, the groups would discuss their thoughts, and work together as a team to try to come to an understanding. The results of each groups practice also helped me to see if the students had learned the concept of main idea. Overall, this was a fun lesson to teach and I think the students really enjoyed being able to work with main idea in a way they haven't before.