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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.

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| 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.