|  | **TEACHER NAME:** Chris Confused  **SUBJECT/GRADE:** Reading – Grade 4  **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:** Students will watch the video of “The Town Mouse and the Country Mouse” on their laptops and do the following:   * Place the details about the similarities and differences of each mouse on the Venn Diagram. * Students will share their details and the teacher will write them on a larger Venn-Diagram drawn on chart paper. * Based on the Venn-Diagram, students will be asked the following questions:  1. How would you describe the Town Mouse? 2. How would you describe the Country Mouse? 3. How were you able to develop a description of the two mice?   The teacher will give the students the main idea of “The Town Mouse and the Country Mouse” and ask the student groups to identify the details. | **+ Appropriate text used to hook the students.**  **Some of your students had blank stares; they may have been confused. I wonder if these were some of your struggling students. How might you pace your lesson for these students? I noticed this with Polly, Don, & Barry.**  **Is there a reason why Ms. Paper Klip, inclusion teacher, worked with one student for the entire hour?** |
|  | **GRAPHIC ORGANIZER:** Main Idea Topic Organizer  **VOCABULARY STRATEGY:** Define words  **LESSON INSTRUCTION:**   1. The class will read the EQ together. 2. Students will look up the following words and define them: summarize, supporting details, main idea, and relevant. 3. **Teacher Input:**  * The teacher will read 2 short stories to the class. The stories will be modeled by the teacher separately. * The teacher will provide the class with the supporting details for each of the stories and have students discuss answers with their partner. * After several guesses, the teacher will provide the correct answers to students. * For group practice, the teacher will provide students with another short story, the supporting details, and have groups identify the main idea. * ***Question to check for understanding:*** *How does knowing the supporting details in a text help you to identify the main idea?* | **+ Students were making great connections due to the modeling of the strategy. Some of the students who seemed confused started to verbalize some understanding of the concept.**  Textilpflegesymbol – Wikipedia **During group practice, would it have been helpful to circulate the room to assess students’ understanding and clarify misconceptions?**  **(Mike, Ella, Clara, & Olive were not understanding)** |
|  | **LEARNING TASK**   * Students will be paired with one another and will be given a 3-page fictional story. * Student will have assigned paragraphs to read and will write notes on any key details in the margins of the story. * After reading the story, they will fill in the Main Idea Topic organizer to identify the main idea and the supporting details. * Once they have completed their Topic Organizer, pairs will write a summary of the story using the organizer. * Next, each group will be paired with another group to compare their Main Idea Topic Organizer and to discuss how each group wrote their summaries. | **+ Assignment supports the learning needs of your average and above average students.**  **Pair students to best support learning needs.**  Textilpflegesymbol – Wikipedia **During the assignment portion of the lesson, how could you have provided additional support to those students who may have been struggling? Small group? One on One? (Polly and Don were not working at all, seemed frustrated)** |
|  | **SUMMARY STRATEGY (i.e., Ticket Out the Door):** In the students’ Comprehension Notebooks, they will answer the question: why do we need supporting details in a text?  **Homework**: *(Summaries provided by the teacher)*   * Read two summaries. * Explain why one gives you a clearer picture of what happened in the story. * Students will complete Word Analysis Chart. | **+ Your closing linked the lesson back to the standard and assessed students’ understanding.** |

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