

Lesson Plan Template

Marisa Mund

Date: 9-27-19

Grade: 4 th	Subject: Reading
Materials: <i>My United States: North Dakota</i> book, Main Idea Mania sheets, Post-it easel pad, marker, clipboards, pencils	Technology Needed: None
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s): 4.R1.2 Determine the main idea of a text and explain how it is supported by key details. G.3_5.5 Compare and contrast the three geographical regions of North Dakota	Differentiation Below Proficiency: The students will be discussing supporting details with a partner, and the whole class will be deciding on the final supporting details. Above Proficiency: These students will have the opportunity to write down supporting detail sentences on their own to share with the class on the Post-it easel during the discussion of supporting details. Approaching/Emerging Proficiency: The students will complete a main idea and supporting details worksheet as a class. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The students will be able to see the main idea and supporting details written on the Post-it easel. • Auditory: The students will be able to hear the supporting details read to them from the text. • Kinesthetic: A few students will have the opportunity to come up to the easel to write down their examples of supporting details. • Tactile: The students will write down notes or key words while the teacher is reading the book.
Objective(s): By the end of the lesson, the students will brainstorm and determine the key details of a main idea in a nonfiction work through completing a graphic organizer as a class. Bloom's Taxonomy Cognitive Level: Understanding	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • The students will be reminded to have level 0 voices when the teacher is reading from the text and level 2 voices when they have turn and talks. • The students will have to respond to clapped rhythm by clapping back and being quiet. • Have the students stop their sharing of facts when the chime is played. • Students will quietly grab their materials and put them away.
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • The students have predetermined turn and talk partners in the reading area. • The teacher will clap a rhythm that the students will clap back to notify that the turn and talk time is over. • The teacher will call on a few students whose hands are raised to come up to the easel to write supporting detail sentences. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • The students will be reminded to have level 0 voices when the teacher is reading from the text and level 2 voices when they have turn and talks. • The students will have to respond to clapped rhythm by clapping back and being quiet. • Have the students stop their sharing of facts when the chime is played. • Students will quietly grab their materials and put them away.
Minutes	Procedures
25 min.	Set-up/Prep: <ul style="list-style-type: none"> • Read through the first chapter of <i>My United States: North Dakota</i> book. • Pages of the North Dakota book will be tabbed so that I can remember the important pages to discuss. • Main Idea Mania worksheets will also be printed. • Call students by groups to grab clipboards, and pencils.
5 min.	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest / generate questions, etc.) <ul style="list-style-type: none"> • “Do you think this book is fiction or nonfiction based off of the title, and why?” <ul style="list-style-type: none"> ○ Call on a student to answer the question. • Show them the text features such as the table of contents, resources page, glossary, and index pages. <ul style="list-style-type: none"> ○ Call on different students to explain the purpose of each text feature and if it supports the idea that the book is nonfiction.

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	<ul style="list-style-type: none"> Hand out the Main Idea Mania worksheets to each student and tell the students that we are going to do an interactive reading which means we are going to discuss the details of the book throughout.
7 min.	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> Have students share out loud what the topic of the book is. <ul style="list-style-type: none"> Direct them to write the topic on their paper and to also write their name on the top of the page. Write down the main idea for “Chapter 1: Land and Wildlife” of the book (“North Dakota has many different regions or areas of land.”) <ul style="list-style-type: none"> Tell the students that this is the main idea of the first and only chapter that is going to be read. Have the students write the sentence on their first main idea “lock” on their worksheet. Remind the students that a main idea is always written in a complete sentence. Tell the students that they need to be quiet and actively listening to the pages of the first chapter in order to figure out the supporting details to go with the main idea.
25 min.	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Read the first page of chapter 1 “Highs and Lows” <ul style="list-style-type: none"> Have the students flip over their worksheets and write down notes and key words while the teacher reads. Read the page more than once if needed. Then, have the students turn and talk to the person next to them when the teacher says “go” <ul style="list-style-type: none"> Clap a rhythm and have them clap it back when the discussion should be over. Call on a few students to share what they thought were important details from the page. Have one student come up to the marker board to write down a supporting detail sentence. <ul style="list-style-type: none"> Have the class indicate that the sentence is an accurate supporting detail with a thumbs up. Revise and edit the sentence as needed and then have the class write down the final sentence on the front page of their worksheet by supporting detail number one. Move onto the next page in the chapter, “The Badlands.” <ul style="list-style-type: none"> Have students turn over their worksheet and jot down notes while the teacher reads. Reread the page if necessary. Then, have students turn and talk to their neighbor about the facts or key words that they wrote down. <ul style="list-style-type: none"> Clap a rhythm for the students to respond back to when the discussion is over. Call on a few students to share the details that they wrote down. Have one student come up to the marker board to write down a supporting detail sentence. <ul style="list-style-type: none"> Have the class decide if it is an accurate and appropriate supporting detail by giving it a thumbs up. Revise and edit the sentence as needed, and have the class write down the final sentence by their supporting detail number two on their worksheet. Repeat these previous steps with one more page of the chapter (“Prairies, Wetlands, and Farms”).
3 min.	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> Have the students stand up and find a new partner to share one interesting fact they heard from the reading. Then, play the chime to gain the students’ attention to stop their conversations. Tell the students to hand in their worksheets to the teacher’s desk, put away their clipboards, and quietly go back to their desks.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student’s learning?) The teacher can listen to the students’ turn and talks with their partners. The teacher can look at the students notes on the back of their worksheets. The teacher and students will analyze the sentences some of the students write on the Post-it easel. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> The students will complete a Main Idea Mania worksheet by determining and writing down the supporting details in a nonfiction text.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Originally, I was going to present and review a couple of chapters in <i>My United States: North Dakota</i>, but when I reviewed that lesson with my practicum teacher, she gave me her insight to just focus on a small portion of the book. She revealed to me that the students hadn’t had much experience with formulating main ideas and supporting details from nonfiction texts. So, I had to adapt my lesson plan, and I ended up guiding them a lot through the first chapter of the book. First, I had the students raise their hands if they could tell me whether or not they thought the book was fiction or nonfiction based off the cover of the book. I thought this would be a great access to their prior knowledge since they had completed research on fiction and nonfiction works the week prior to this lesson. I also called on different students to tell me what the purpose is of the different features in the text like the table of contents, the resources page, glossary, and the index page. This was</p>	

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included to review different aspects of a nonfiction work. Then, I had the students pass out the Main Idea Mania pages and had them share out what they thought the topic of the book would be which was North Dakota. They all seemed to grasp this, and then I shared with them the main idea of the first chapter for them to write down on their worksheets. After this, I told them that main ideas should be written in complete sentences and should be kept in mind when finding details to support them. I instructed the students to flip over their worksheets to jot down notes or key ideas they thought supported our main idea while I read a page of the chapter aloud. I read the page a few times for the students to write down important information. I had to slow down my reading a little so the students could process what I was saying. Then, I had the students turn and talk to a partner to discuss what they thought was a good supporting detail for the main idea. I would call on students to share their thoughts after the turn and talks. Then, I would have a student come up to the Post-it easel to write down a sentence that they thought could be a sufficient supporting detail, and I would have the students indicate with their thumbs if they agreed with the sentence being a good example of a supporting detail. Finally, I would edit and revise the sentence as needed for the students to copy and write down on their worksheets. I would repeat this whole process two more times, so the students could become more comfortable with finding supporting details on the next couple of pages of the first chapter. Even though I shortened this lesson from my original plan, it still took awhile for the students to complete. So next time I teach this lesson, I would probably review just two pages of the text with students, since these students had not been exposed to working with these concepts much before.

Name _____

C.017.SS3

Main Idea Mania

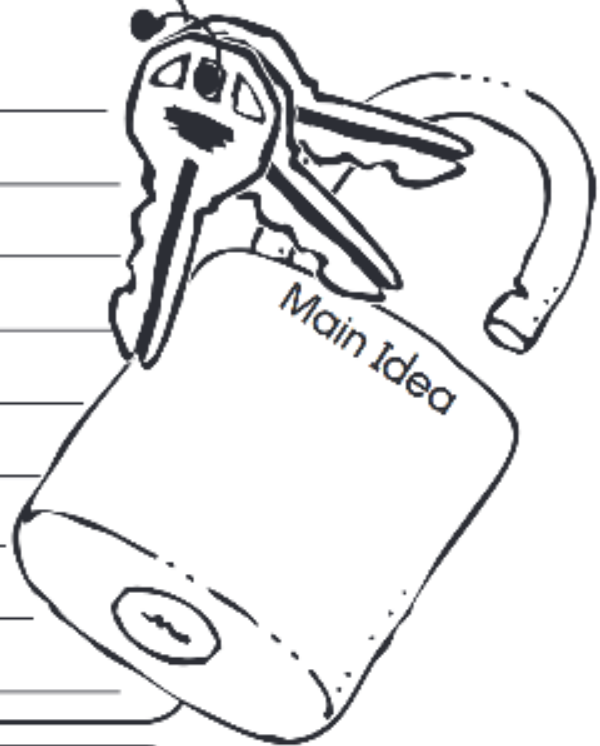
Topic: _____

Supporting Details

1. _____

2. _____

3. _____



Supporting Details

1. _____

2. _____

3. _____

