

Main Idea and Supporting Details—5th Grade

Date: 10/1/2018

Grade: 5 th		Subject: Language Arts																									
Materials: <ul style="list-style-type: none"> • 6 brown bags • Materials for the brown bags • Pencils • Exit Slips • Passages for main idea 		Technology Needed: <ul style="list-style-type: none"> • Projector 																									
Instructional Strategies: <table border="0"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td><input type="checkbox"/> Other (list)</td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>		<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning	<input 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)	<input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <table border="0"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>		<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning																										
<input 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)																										
<input type="checkbox"/> Other (list)																											
<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on																										
<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration																										
<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic																										
<input type="checkbox"/> Simulations/Scenarios																											
<input type="checkbox"/> Other (list)																											
Standard(s) 5.SL.2 Recount or describe the main idea and key/supporting details from a text read aloud or information presented orally or through media.		Differentiation <p>Below Proficiency:</p> <ul style="list-style-type: none"> • Students are able to work in groups with others who are above or at proficiency. • Students could potentially just find one supporting detail or be given multiple choice to find the main idea of the passage. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • Students could be expected to find more supporting details or could be given a harder passage to determine the main idea. <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> • Leave lesson as is <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Passages will be up on the board, they will have a graphic organizer • Auditory: Students will hear the passages read and will be able to listen to and talk to their groups about the main idea and supporting details • Kinesthetic: Student will be able to touch the items in the main idea bag to help grasp the main idea concept 																									
Objective(s) By the end of the lesson, the students will be able to determine the main idea and supporting details of a text by first being introduced through the main idea bags, then by collaborating to find the main idea of a text.																											
Bloom's Taxonomy Cognitive Level: Evaluate																											
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will be assigned to groups ahead of time, there will be a list. In each group, I will try to put a couple of above, a couple below, and a couple emerging proficiency. • Students will start at the carpet, transition into a group work space. They will then walk back to the carpet, transition into group work space again. Finally they will walk to meet with a partner and end back at the carpet. • Students will be expected to use walking feet the whole time they are transitioning. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • When I am talking students will be expected to be at a level zero • When they are doing turn and talks, working in their groups, or with a partner their voice level should be a one • When they are presenting their main idea bag their voice level should be a three • The students are expected to sit with their group and participate in the activities we are doing • They should treat the bag items with respect • Bags should be placed in front of them when it is not their turn. • Students are expected to hand in their graphic organizer and their exit slip in the front of the classroom 																									
Minutes	Procedures																										
15 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Prep 6 Main Idea bags (birthday, movie night, Halloween, baking, art, fixing your hair, school supplies) • Print 7 passages in which students can determine the main idea • Create and print an exit slip 																										

Main Idea and Supporting Details—5th Grade

Date: 10/1/2018

	<ul style="list-style-type: none"> Designate a spot for each group to be at and place materials there
3 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> Bring out the first brown bag. “In this brown bag I have a few items. I am going to pull these items out of the bag, and we are going to try to figure out how they are all related to each other. When you have an idea of how all of these materials are related to each other, please quietly raise your hand.” Pull items, one by one out of bag. “I see that most of you have raised your hand. How are all of these items related?” <ul style="list-style-type: none"> Call on a student to answer. “Yes, they are all related to Halloween. Halloween would be the Main Idea of this bag and all of these items are what we call supporting details. Raise your hand if you have learned about main idea and supporting details before.” <ul style="list-style-type: none"> Students will raise hand, this will be the transition into teaching about the main idea and supporting details.
5 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> “Main idea is what something is mainly about. So when we are reading, the main idea is what the passage is mainly about. Supporting details are the ideas that help us determine the main idea, they support the main idea. In this case, we determined that Halloween was the main idea because our details were a pumpkin, a spider, a Frankenstein and a piece of candy. These are all things related to Halloween. Before we start determining the main idea of texts, we are going to practice using these other main idea bags that I have created. I have divided you up into five groups. Each group is going to get a brown bag with four or five items inside of it. You are going to determine what the main idea of the items are. You should discuss, just like we did with our Halloween bag. After you and your group have looked at all of the details and determined the main idea, we will gather back and see how we did. You will present what you think the main idea of your bag is and then you will show us the items in your bag, or the details. You will have about five minutes to do this.”
12 minutes	<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"> Call their names and dismiss them to an area of the classroom with the bag. In groups of five, the students will look at the items inside their bag and will have to try to determine what the main idea of the bag could be. They will be given roughly five minutes to do so. As the students are working in their groups, go around the classroom and ask questions to the groups of students. <ul style="list-style-type: none"> What are some of your ideas for what the main idea of your bag is? How do you know? Why do you think that is the main idea? What are the details that support that main idea? “Alright students, I need everything back in your bags, and I need you to come back to the carpet and sit with your group. Let’s have each group sit at a different corner of the rug. Your bag should be placed in front of you with nobody in your group touching it. We are now going to present what we found in our bags and what we think the main idea of our bags are.” <ul style="list-style-type: none"> Call each group to the front, they will pull the items out of the bag and show the class. After they show the class, they will reveal what they believe their main idea was. I will than ask the class if they agree or disagree. If they disagree, I will ask why they disagree or what they think the main idea could be.
8 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> “Now that I know that you can determine the main idea of items in a bag, we are going to practice determining the main idea of texts. When we are reading a story, we usually can figure out what the main idea is. For example, if we are reading a story about dribbling, shooting, and playing defense, we can determine that the main idea of the story is basketball. It is also important that we are able to back up our main idea with supporting details. When we are reading text, we will be able to find the main idea, but it is just as important to find the supporting details. Up on the board, I have a short passage. I am going to read the passage. While I am reading I want you to be thinking in your brains about what the main idea of this passage might be.” <ul style="list-style-type: none"> Read this passage (which is projected on the board): Thunderstorms are dangerous. Every thunderstorm contains lightning and lightning kills more people each year than tornadoes and hurricanes. Do you know what to do to remain safe during a thunderstorm? First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the National Weather Service recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard. Do not use telephones or electrical equipment. Avoid taking showers or baths. If you are unable to get safely inside a building, avoid taking cover beneath tall, isolated trees. Also avoid water, high ground, and metal objects. Knowing what to do (and what not to do) during a thunderstorm could save a life. “Turn and talk to your group about what you think the main idea of this passage was and maybe about some potential details of the main idea of the passage.” <ul style="list-style-type: none"> Switch screens to graphic organizer “Wrap up conversations in 3...2....1....okay, what do you think the main idea of this passage is?”

Main Idea and Supporting Details—5th Grade

Date: 10/1/2018

	<ul style="list-style-type: none"> ○ Allow students to answer. The main idea of the passage is: There are certain actions to take in order to stay safe during a thunderstorm. Write the main idea in the graphic organizer. ● “What do you think some of the details could be?” <ul style="list-style-type: none"> ○ If you are outside avoid tall trees. Go inside a sturdy building or inside a vehicle and close the windows. Do not use phones or electrical equipment. (There are others as well) ○ Add these to the graphic organizer. ● “Now your group is going to be given a passage and a graphic organizer like this. When you get back to your work spot, you will read the passage, either together or separately and determine the main idea and supporting details. Then, you will fill out the graphic organizer.” 	
10 minutes	<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"> ● Give students time to read their passages as a group or independently. The students will then fill out the graphic organizer based upon what they think the main idea and supporting details of the story could be. ● As the students finish reading: <ul style="list-style-type: none"> ○ What was your passage about? What do you think the main idea was? How do you know? What were some of the supporting details that you found? Did you find any other supporting details? ● When all the groups are finished: “Okay, now look around, your group and another group have the same color. That means that your groups read the same passage. I want you to pick a partner from that group and compare what you think the main idea is to what the other person thought the main idea was. Do you have the same answer? Do you have a different answer? What were some of the details you found? Your voice level should be at a one while you are sharing with your partner.” ● While the groups are comparing: <ul style="list-style-type: none"> ○ Ask them if they have the same main idea. If not, as how they are different. Ask about their supporting details. ● “When you and your partner are finished comparing please put your paper on a pile in the front of the room and sit on the carpet.” 	
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● “Today we learned about determining the main idea and the supporting details of a text. I am going to give each of you a small piece of paper. This is your exit slip. Then I am going to read you a passage. When you know what the main idea is, please write it on your paper. Then, write one detail that supports your main idea. When you are finished, place your exit slip on this stack and sit on the carpet.” ● Read this passage: <ul style="list-style-type: none"> ○ Wilbur and Orville Wright were brothers who were inventors, even from a young age when they built kites and bicycles. Many people credit the Wright Brothers with designing and building the first successful airplane. In 1903, their first flight only lasted 12 seconds, but it continues to inspire people all over the world to learn about science and math, to work hard to realize their dreams, and to use imagination to achieve success. ● Give students time to complete their exit slip. Use this as a soft transition to the next activity 	
	<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?) <ul style="list-style-type: none"> ● Was the student able to help present during the main idea bag activity? ● Students will hand in the graphic organizer of the passage they read with their groups. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> ● Student will complete an exit slip which will check to see if they understand the main idea and supporting detail concept.
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p style="text-align: center;">Main Idea and Supporting Details Lesson Reflection</p> <p>Overall, I am pretty happy with how this lesson went. This was the first time the students had learned about main idea and supporting details and the students really understood the concept right away, which I definitely credit to previous teacher that they have had, because it was awesome. I think that my brown bag that I did to engage the students really worked, they were hooked right away. When they had the opportunity to explore the brown bags in groups, they absolutely loved it and I think that it really helped that they were able to have some success with main idea right away with the bags. The only part that I would change about this section of my lesson is that I would plan</p>		

Main Idea and Supporting Details—5th Grade

Date: 10/1/2018

for less time, because the students were super speedy and it kind of threw off the timing of my whole lesson, I just had to adjust the rest of my lesson.

While explaining finding main idea in text, the students again grasped it right away. We read an example story together and did a graphic organizer together. I had the students turn and talk about what they thought the main idea could be before we did the graphic organizer which really helped the ones who were kind of confused understand what the paragraph was all about. The students helped me fill out the graphic organizer with no problems which was awesome. When spilling up the groups to read the other paragraphs together I was so impressed. Some of the students who seemed to be kind of confused initially were taking leadership in their group. Again, the students did not take as long as expected, so I had the students who finished really early try to find two more details to support the main idea.

In my lesson plan, I originally had planned to only have them share with someone who was in a different group but had the same article. When I was teaching I had them share with someone that had the same paragraph as well as someone with the other paragraph. I am glad that I had them share with someone who did not read the same article because it gave them a chance to summarize and actually see how much they comprehended. I also had them share out with the class what the main idea and some supporting details were of their paragraphs. Again, everything went a little quicker than I originally planned, but it ended up working out. I had them read independently while others were finishing their exit slips, which worked out nicely, because they had not really had much time to read independently so far that day.

The main thing I would change about this lesson is the timing of how everything broke down. Everything went faster than I expected, I probably could have had more difficult passages for them to read or at least passages with main ideas that were harder to find. Overall, I am proud of how this lesson went, there are really only a few changes that I would make to this lesson.