

Lesson Plan
Date: October 16, 2020

Grade: Third		Subject: Language Arts – Main Idea and Key Supporting Details Bag	
Materials: book “The Little Old Lady Who Was Not Afraid of Anything” by Linda Williams, Illustrated by Megan Lloyd ; paper bag, little objects including: hat, gloves, shoes, pants, shirt, pumpkin, anchor chart		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) 3.RI.2 Determine the main idea of a text and recount the key details to explain how they support the main idea.		Differentiation Below Proficiency: Students who are below proficiency will have guided practice from the teacher. They will have modeling, visuals and reminders. Above Proficiency: Students who are above proficiency will have more complex main topics and supporting details. Approaching/Emerging Proficiency: Students who understand lesson, can help others to understand it. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Anchor charts, physical objects for key supporting details, pictures in book • Auditory: Book • Kinesthetic: Key supporting detail objects & paper bag • Tactile: Key supporting detail object 	
Objective(s): By the end of the lesson, students will be able to determine the main topic by recording the main topic of their paper bags by using key supporting details. Bloom’s Taxonomy Cognitive Level: Knowledge; Define and recall the main topic and key supporting details Comprehension; Stating the main topic and key supporting details			
Classroom Management- (grouping(s), movement/transitions, etc.) Large Group Discussions <ul style="list-style-type: none"> • When others are talking, voice off and listening to the speaker Discussions <ul style="list-style-type: none"> • Everyone will get a chance to provide input Transitions <ul style="list-style-type: none"> • I will give students a one-minute warning and some time to cleanup. Independent work <ul style="list-style-type: none"> • Students are to have a voice level of 1 or lower and to be focused on the assignment. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • When others are talking, students are expected to NOT be talking. • When others are talking, students are expected to give full attention and listen. 	
Minutes	Procedures		
5	Set-up/Prep: Have “Main Topic Bag” ready with the items in it. Book: “The Little Old Lady Who Wasn’t Afraid of Anything Have Main Topic Paper Bag Have recording sheets already printed out and in a pile Have an anchor chart to explain the main topic and key details		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Engage by reading the story “Main Topic Bag”; this bag contains little items: hat, gloves, shoes, shirt, pants, pumpkin <ul style="list-style-type: none"> • Will take items out one by one as – I will call students up to take an object out of the bag • Then discuss what the main topic of this bag could be references back to the story • The Main Topic of the story is that even if some things seem scary, you can turn it into something good. 		

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10	<p>Explain: (concepts, procedures, vocabulary, etc.) Main Topic is an important message that the author wants us to know about from the story. The main topic helps us better understand a story we read. To help us identify the main topic of a book we can ask ourselves these questions</p> <ul style="list-style-type: none"> • What is the book mostly about? • What repeats on each page in words? • What repeats on each page in the pictures? <p>Details are more specific sentences that support and are related to the main topic. Details must lead us back to the main topic (Presenting this information on an anchor chart) Refer back to the story and main topic bag about how the main topic was that if something seems scary, you can turn it into something good and the key supporting details that help us define that is that these items maybe scary in the way they were presented but if they are put together then they make something not so scary.</p>	
10	<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"> • Students will be given a main topic paper bag. • In this bag students will have three objects that are the key supporting details • Students will then be given a recording sheet where they will record their three key supporting details • Students will then record the main topic of their paper bag. 	
5	<p>Review (wrap up and transition to next activity): Come back together and review main topic and supporting details Talk about why is this important? How does main idea and details help us become excellent readers?</p>	
<p>Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?)</p> <ul style="list-style-type: none"> • Recordings of main topic paper bag findings 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Recordings of the students main topic paper bag • Recordings of what the main topic was • Recordings of what the key supporting details were 	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): <i>This lesson was hard to explain what I was thinking. This would have gone a lot better if I had gotten my description of it out in a more understanding way for the students. I wanted them to find out what a story would be about from the items that were in the paper bag but they were confused at what I was asking of them. I did have the physical book of each students' paper bag but I did not necessarily intend for them to see the book. I wanted them to visualize for themselves of what kind of story the items would make. The physical book did work for the low students to understand a little bit better. I would change the way I explained the activity. Also, I would pick a different book for myself to have as the main one to explain because I had trouble figuring out what the main idea was from the items. The supporting key details were the items in the paper bag and to get the main idea was to figure out what all the items were together, what they had in common.</i></p>		

Approved by: *Emily Brunskill*

Name: _____

Recording Sheet

Main Idea:

Key Details:
