

SOLAR LESSON PLAN FORMAT

Age Level: 3rd grade

Subject(s) Area: Language Arts

Materials Needed:

Standards:

Code and description:

CCSS.RI.3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea

Objectives:

What will the students know or be able to do?:

Students will be able to identify the main idea of a text and relate supporting details about the main idea.

Students will be able to demonstrate their knowledge of digraphs presented in this unit.

Students will be able to define the vocabulary words and construct sentences using the vocabulary words.

Cognitive Level of Lesson: Understanding, Applying, Remembering, Creating.

Learning Activities:

Opening Element: Main idea bags – Have 4 bags with three things that have to do with one main topic (Things you use to eat with – bowl, fork, and plate. Things you put on your feet – sock, shoe, and sandal. School supplies – scissor, calculator, and pencil. Winter weather gear – gloves, hat, and mittens.) “Look at the material in the three things in the bags. I want you to think of one main idea that all of the items have in common with each other and then move on to the next bag. Once you think you have the main idea for each bag you can sit at the carpet and we will go over our answers.” – Number off students 1-4 to split them into groups for the bags

Reflective Questions: “What do you think is the main idea or topic for each bag? Why do you think that? Do you see how each of the three items support what the main idea is? Would the main idea for the things you eat with bag to have a hair brush in it?”

Technology: smart board

Required Vocabulary: Main Idea, key details, bill, twig, platform, material, goo, hunters, tons,

Instructional Methods:

1. Teach main idea and supporting details
 - a. “Just like in these four bags, stories can have a main idea and supporting details that help reinforce the main idea. The main idea of a story is the most important

- or central thought of a text or paragraph. In the text or paragraph there are supporting details throughout the reading that help identify the main idea”
- b. “So if we were reading a paragraph that had a main idea of snow being great for making snowmen, would it make sense for the text to talk about it being 80 degrees outside? And if we were reading a paragraph with supporting details of high in the sky, transports people and cargo, can travel at speeds around 500mph, would the main idea of that passage be a how a snail moves??
 - c. “How do we find the main idea of a story? How do we find supporting details in stories? “
 - i. “Sometimes we have to read a paragraph before we know what the main idea will be but sometimes the titles of paragraphs or text can tell us it. To find supporting details, we have to read the text or paragraph to find the information.
 - d. “Looking at titles is usually a great place to find the main idea.”
 - i. Students should be able to figure out the main idea from the title or subtitle
2. Before reading the story have the students return to their seats
 - a. review the vocabulary words as a group using the trivia game on the online resources for the textbook
 - b. pick 7 students randomly with the class dojo app, and have those 7 come up to the board to do the trivia on the promethean
 - i. all other students should be trying to figure out the vocabulary words at their desk
 3. Read the text with the students
 - a. Have the students get their reading books out and turn to the title page of the story
 - i. have them find the main idea of the story (Amazing Birds Nest)
 - ii. Then have the students brainstorm what they think the story is going to be about
 1. Think, Pair, Share
 - b. Then move on to the first page/paragraph
 - i. Read the title and paragraph to the students
 - ii. “What is the main idea of this passage? Where did you find it? What are some supporting details the text states that help enforce the main idea? Where did you find that information?
 - c. Break down the whole story main idea and each paragraphs main idea and supporting details
 - i. Ask for student volunteers to read a paragraph, and if no one volunteers just go around the room taking turns, me included.
 - d. At the end of the story have the student get out the graphic organizer in their Language Arts packets and fill out the main idea and supporting details of the last section of the text independently.
 4. After the graphic organizer is done, have the students work on the first 5 pages of their language arts packet
 - a. Go over the digraphs for the week, sh, ch, ph, ng, th,
 - i. “who remembers what sounds these letter make? What words use these sounds?”
 - b. Also look at the journal entry with the students and review their writing goals

- i. “Capitalization – beginning of sentences and proper nouns, Grammar – make sure your subjects and verbs agree, Punctuation – make sure all of your sentences have a period or another punctuation at the end, Content/Ideas – make sure that your journal entry is staying in the idea that your packet prompted for you, Spelling – make sure your sight words are spelled correctly and for the other words do your third grade best”

Guided Practice Strategies: Whole group instruction happens when the students are learning about the main idea, and when finding the main ideas with in the text. Individual instruction happens when students are reviewing their vocabulary words, when they are figuring out the main idea of the 4 bags, and when they fill out their graphic organizer for the last paragraph.

Independent Concrete Practice/Application: Each student will fill out their own graphic organizer stating the main idea for the last paragraph and will work on their language arts packet.

Differentiation: When reading the story, choose higher level readers to read the longer paragraphs and the lower level readers to read the shorter paragraphs. Scaffolding when needing to find the main ideas and supporting details for the paragraphs.

Wrap-Up: Students will work on their language arts packets as practice of the topics they have learned the past two days.

Assessment:

Formative: Students will turn in their language arts packets to be checked for correctness.

Individual Measurability: each student will be completing their own language arts packet and turning it in for assessing

Summative: Students will have a summative assessment at the end of the unit online or they might be assessed with the assessments attached.

Reflection:

Today I taught a lesson on main idea and supporting details, along with reviewing the phonics and vocabulary that I and Mrs. Renner taught on Monday. Overall, I thought that the lesson went very well. The students seemed to be very engaged in the lesson and they understood the concepts very well.

A few parts from the lesson that I would keep were the main idea bags, having the students and I taking turns reading the story and the graphic organizer I had the students fill out at the end of the story. The opening element of the main idea bags was a great way to start the lesson of main ideas because the students were so excited to see what was in the bags. When we reviewed as a class what everyone thought was the man idea for each bag was, it really seemed like the students were really able to understand the concept of main idea right of the bat. During the reading of the textbook, I really liked how each students was able and willing to read a paragraph of the story we were reading. This was a great way for the students to be engaged in the reading and for them to practice their fluency and

comprehension skills. The graphic organizer was also a great way for the students to be able to show that they could find the main idea and supporting details of the last two pages of the passage. This gave the students a chance to work on their own to find the main idea and supporting details and have them be checked because we also went over what the students put in their graphic organizer when they were done.

Some things that I could change during the lesson are how I pick students to answer questions, incorporating more movement into the lesson, and how I taught some of the review parts of my lesson. With picking students, I usually try to stay with picking students who raise their hands. Which works most of the time, but there are a few students in my class that are very quiet and if the other students are super excited to answer questions, they tend to take my attention away from the quieter students. So, I need to make more of an effort to pull those quiet students into my lessons and have them answer questions more. Incorporating movement into the lesson, is something that is easy to plan for before the lesson, but hard to think of ways to add it in when students are extra restless during the lesson. That happened during my lesson today because the students just came off of two snow days and they were getting fidgety. I tried to add in some movement during the lesson but it is hard when I have something planned already. I need to start incorporating more movement into my lessons when I am writing them so that I don't run into the problem of having to come up with something on the fly again. A lot of the review I did today was just the students and I talking about the concepts. I would like to change that about my lesson and try to plan reviews that are more than just talking things through. This would also be another great place to add in movement into my lesson, by creating a review game that has the students up and moving with it.