

I. Grade Level: 3rd Grade**II. Subject/Topic/Read Aloud Strategy:** Language Arts; Organizing; Main Ideas, Detail Sentences, and Key Words**III. STANDARDS****Virginia Standards of Learning:**

3.5. The student will read and demonstrate comprehension of fictional text and poetry.

i. Identify the main idea.

j. Identify detail sentences.

National Standards of Learning:

NCTE 3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Common Core:

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

IV. TCA (Teacher Candidate Assessment) Competencies (copy/paste)**TEACHING COMPETENCIES****1. Professional knowledge:**

A. Effectively addresses appropriate curriculum standards. (INT-B5) **ACEI 3.1**

B. Integrates key content elements and facilitates students' use of higher level thinking skills and instruction. (INT-B5) **ACEI 3.3**

C. Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. (INT-A1) **ACEI 1.0**

D. Demonstrates an accurate knowledge of the subject matter. (INT-A2)

E. Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. (INT-B4) **ACEI 1.0**

A. This lesson addresses the following curriculum standards:

1. VASOL 3.5i, 3.5j

2. NCTE 3

3. CCSS.ELA-LIT.RI.3.2

B. This lesson integrates organizing by teaching organizing by using main idea and detail sentences. Student analysis of text demonstrates higher thinking.

C. Discovering main idea requires inferential skills. The main idea/detail sentence relationship is used in writing. The guided practice is the strongest link to a future writing lesson. The book read to students links to history. Being able to analyze main idea is an applicable life skill, especially for future education.

D. The National Training Laboratories (NTL) Institute developed a pyramid as a visual aid for education. According to this aid, the ability to teach a topic best demonstrates a knowledge of it.

E. The lesson and its activities are age appropriate in all referenced development areas.

2. Instructional Planning:

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|-------------------------------------------------------------------------------------------------------------------|
| A. Uses student learning data to guide planning. (INT-B5) ACEI 4.0 |
| B. Plans time realistically for pacing, content mastery, and transitions. (INT-B4) ACEI 3.1 |
| C. Plans and gathers materials and appropriate resources for differentiated instruction. (INT-B6) ACEI 3.2 |
| D. Aligns lesson objectives to the school's curriculum and student learning needs. (INT-A1) ACEI 3.1 |
| E. Develops appropriate long- and short-range plans, and adapts plans when needed. (INT-B4) ACEI 3.1 |

A. In an actual classroom, I would have learning data from reading assessments (RR, IRI, etc.). I would use this data to adapt my lesson.

B. I've run through my lesson to make sure my lesson is paced well. The activities ensure content mastery in the time given.

C. All materials will be gathered and assembled the day before the lesson.

D. The objective is aligned with the given topic: organizing.

E. The formative assessment allows me to develop and adapt my plans around student needs.

3. Instructional Delivery:

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|-------------------------------------------------------------------------------------------------|
| A. Engages and maintains students in active learning. (INT-B7) ACEI 3.4 |
| B. Differentiates instruction to meet the students' needs. (INT-B6) ACEI 3.2 |
| C. Uses a variety of effective instructional strategies and resources. (INT-B4) ACEI 3.2 |
| D. Uses instructional technology to enhance student learning. (INT-B9) ACEI 3.5 |
| E. Communicates clearly and checks for understanding. (INT-B3) ACEI 4.0 |

A, B, C. Each activity promotes active learning and engages students on more than one of the multiple intelligences. See differentiation for details. This variety of activity also shows differentiation of instruction and a variety of strategies and resources.

D. The PowerPoint and remote (my phone) are the technology used in this lesson.

E. I will communicate the lesson clearly. The formative assessment checks for student understanding.

4. Assessment of and for Student Learning:

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. (INT-B8) ACEI 4.0 |
| B. Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population. (INT-B8) ACEI 4.0 |
| C. Aligns student assessment with established curriculum standards and benchmarks. (INT-B8) ACEI 4.0 |
| D. Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. (INT-B8) ACEI 4.0 |
| E. Gives constructive and frequent feedback to students on their learning. (INT-B3) ACEI 4.0 |

A. In a real lesson, I would be able to use reading assessment (RR, IRI, etc.) to pre-assess students and use this information to differentiate instruction and keep track of student progress.

B. I use both summative and formative assessments in my lesson. Formative assessment is described in the assessment block. Summative assessment is the independent practice. Rubric is included in the assessment block.

C. The assessment is aligned with the curriculum. The objective aligns with VASOL 3.5i and 3.5j

D. Both summative and formative assessments are used. See 4.B for details.

E. Throughout the lesson I will monitor student progress on the activities and provide feedback on their work.

5. Learning Environment:

- A. Arranges the classroom to maximize learning while providing a safe environment. (INT-B7) **ACEI 3.4**
- B. Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. (INT-B7) **ACEI 3.4**
- C. Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. (INT-B7) **ACEI 3.4**
- D. Promotes cultural sensitivity and respects students' diversity including language, culture, race, gender, and special needs and actively listens and pays attention to students' needs and responses. (INT-B6) **ACEI 3.2**
- E. Maximizes instructional learning time and minimizes disruptions by working with students individually as well as in small groups or whole groups. (INT-B7) **ACEI 3.4**

- A. The classroom is pre-arranged (simulated lesson).
- B. Rules are pre-set (simulated lesson).
- C. I will be caring, fair, and enthusiastic while teaching my lesson. I will
- D. My lesson is culturally sensitive and differentiated. I will actively listen to student concerns.
- E. My activities include whole class, small group, and individual elements.

6. Professionalism:

- A. Adheres to federal and state laws, school policies, and ethical guidelines. (INT-C11) **ACEI 5.1**
- B. Engages in professional growth opportunities and/or activities outside the classroom intended for school and student enhancement. (INT-C12) **ACEI 5.1**
- C. Works in a collegial and collaborative manner with Administrators/leaders, teachers, other school personnel and the community. (INT-C12) **ACEI 5.2**
- D. Demonstrates consistent mastery of standard oral and written English in all communication. (INT-A1)

- A. No laws were broken in the making of this lesson.
- B. I regularly grow myself professionally through professional development opportunities and volunteer activities
- C. I met with my professor concerning this lesson.
- D. Teaching this language arts lesson demonstrates my mastery of communication.

7. Student Academic Progress:

- A. Sets acceptable, measurable and appropriate achievement goals for student academic progress based on data available. (INT-B5) **ACEI 4.0**
- B. Documents the progress of each student throughout the placement. (INT-B10) **ACEI 5.1**
- C. Provides evidence that achievement goals have been met. (INT-B10) **ACEI 5.1**
- D. Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets. ((INT-B8) **ACEI 4.0**

- A. My objective is appropriate for this age level
- B. Student progress will be documented.
- C. The assessment will provide evidence of achievement goals.
- D. The assessment will provide performance data for the students.

Address SCRIP

S-Displays a sense of social responsibility and the belief that all students can learn.

By planning the differentiation of my lesson for students with exceptionalities, I've displayed a belief

that all students can learn.

C-Displays a sense of commitment/work ethic.

By running through my lesson before hand and by planning everything out, I have shown commitment to my lesson.

R-Displays a sense of reflective practice.

After giving my lesson, I will be reflecting on it.

I-Displays integrity.

I display integrity in all parts of my lesson.

P-Displays a sense of professionalism in behavior and actions.

I will dress and behave professionally while presenting.

CONTENT COMPETENCY (only need to list English)

A1 ENGLISH – Demonstrates competence in the use of English language arts. **ACEI 2.1**

A2 ENGLISH – Knows, understands, and uses concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills to elementary students. **ACEI 2.1**

A1. See 1.D. The ability to teach shows my competency in the use of ELA.

A2. I know, understand, and use organizational skills to teach the same skills in reading.

V. Objective: Given instruction on main idea and detail sentences, steps to find the main idea, and a preselected passage, students will be able to identify the main idea of a passage by identifying and labelling key words and detail sentences getting 10/12 on the rubric.

VI. Materials: Caldecott book, main idea and detail sentence strips, independent practice page, plane prop, lyric sheets,

VII. Technology Connection:

Use Ppt./Prezi/etc., use clicker for slides transition or SmartBoard to touch for changing slides, add song or video clip embedded (keepvid.com/), and add a feature of smart board

Main Idea PowerPoint, clicker for PowerPoint, Main Idea Video Clip embedded in PowerPoint (<https://youtu.be/W24RyhtX1qA>).

VIII. Children's Literature:

Reference: St. George, J. (2000). *So you want to be president?* New York, NY: Philomel Books.

Lexile Level: 730L

Flesch-Kincaid Readability: 6.7

IX. Procedures: Word for word what would you say to "Think Aloud"

You are writing this for a substitute teacher, so remember lesson plans are legal documents showing exactly what is taught.

Set: "Good morning class! [wait for response]. I have in my hand an airplane, well the main part of an airplane anyway. What's it missing? [the wings]. That's right! I'm missing the wings! What do you think will happen if I were to try to fly this plane? [crash!] Let's find out. [throw the plane]. Oh no! It crashed! Looks like the plane is missing a few details..."

Teaching: Word for word what you would say...

Directly teach the concept:

[title slide] "To an author building a story is kind of like building a plane. You start with the main part and add some details to hold it up. Unlike a plane, however, the main part of a story isn't always obvious. The main part of the story is called the main idea

[slide 2, definition] The **main idea** is the most important part of a paragraph or a story that

tells us what it's about. Sometimes the author makes it obvious what the main idea is. [slide 3, illustration] He or she will put the main idea in the first sentence. Sometimes the author won't make it this easy, or it will be hard to tell what the main idea just by looking at the first sentence. You need to read the entire paragraph or story to figure out what the author's main idea is. The rest of the paragraph or story is made up of **detail sentences**, [slide 4, illustration] which are facts, statements, and examples which help us understand the author's main idea or tell us what the main idea is. Detail sentences contain **key words** which are words that appear frequently in text. We can use these key words to help us know what the main idea is.

[slide 5, steps] There are four steps to finding the main idea:

1. Read the whole story
2. Circle at least three key words
3. Write the main idea
4. Highlight at least two detail sentences proving your main idea

There's actually a song about the main idea which we're going to listen to now [play song, slide 6]. Let's go back and take a look at the paragraph in the song and use our steps to find the main idea. We read through the whole paragraph when we listened to the song, so the next step is to figure out what the paragraph is about. First we need to identify key words. What are key words again? [wait answer] that's right. Key words are words we see a lot in paragraph. Our keywords are London, visit," etc. Let's circle these. These words tell us that the main idea is "visiting London". Now let's prove it. The second and third sentences are detail sentences. They talk about places in London and how excited the author is to have visited them. Let's highlight these.

Modeling:

"To show you how to do this, I'm going to read the book, "So You Want to Be President?". This is a great book that shares a lot of fun facts about past presidents. Every so often, I'll stop and we'll figure out the main idea. After I do a few, I'll start asking you to help me out, so make sure you're paying attention."

[read pg. 6-9] "Let's stop here and try to figure out what the main idea of the first two pages is. The key words are good, things, and president, so I'm going to circle them. I chose those key words since nearly every sentence uses them. From these key words, I get that the main idea is "good things about being the President of the United States. [write this on the board]. Now I need to prove it. I need to find at least two of these, but there could be more. [reread the detail sentence lines]. Normally I would highlight these, but since it's a library book I'll underline them lightly for you. Let's do the same thing with the next page. [read 10-11]. The key words here are bad, things, and president. The main idea here is "bad things about being the President of the United States." Now I need to prove it. [read detail sentences]. These sentences list reasons and examples of why the paragraph is about this main idea. We could say the bad things about being a president are that the president has to be dressed up, that he has to be polite, or that people get mad at him. I'll do one more with you [do the same thing for pg. 18] Let's try one together. [read 26-27]. Someone raise your hand and tell me a key word in this section [take answers from several students accepting: pets, cats, dogs, white house, president write them on the board]. Good. These words are key words. Would anyone like to tell me the main idea of these pages? [take answer; pets in the White House or similar]. Excellent! Can anybody prove it for me with detail sentences? [every sentence on the page are detail sentences except the first two]. Excellent. I'm going to read a few more pages. [read

Guided Practice:

"Get with your literature circles/table groups. You should have a sheet of paper on your

desk. It looks like this: [display your paper]. At the top is a main idea. You also have strips of paper in a plastic bag. See if you can figure out which detail sentences go with your main idea. When you're done, all of you need to stand up." [a real lesson would allow for 10-15 minutes for this to happen, and I would be available to help students with this. Due to the time constraints of a simulated lesson and the students' level, I will shorten it to 1-2 minutes]

"Now that you're finished, I want each person in each group to read a detail sentence. I want the rest of the class to tell me what the main idea is based on the detail sentences."

[only one or two tables will go for a simulated lesson plan]

[This activity provides students with practice writing detail sentences and with inferring the main idea from detail sentences. Integration!]

Independent Practice:

[Pass out a piece of paper with a story on it.] "You should have a piece of paper in front of you that looks like this [show paper]. What you'll do is you'll read the short story and find the main idea using the steps we used on the story.

Remember the steps:

1. Read the whole story
2. Circle at least three key words
3. Write the main idea
4. Highlight at least two detail sentences proving your main idea

Closure: [planes on ppt] Remember my failed plane experiment at the beginning? I said we needed more details right? What kind of details could we put on a plane to help it fly? [accept: propeller, wings, etc.] Do all planes stay up the same way? No, they don't. [click through plane slides]. This plane only has two wings. It doesn't have any propellers. This plane has two wings and a propeller. This plane has four wings and a propeller. Just like not all planes are the same, not all stories are the same. Some will have just two detail sentences, some will have four, some might have eight! You only need two to prove your main idea, but it never hurts to have more. Don't forget to turn in your exit ticket on the way out the door for recess!

X. Diversity/Differentiation

Learning Styles (*modalities / multiple intelligences*)

Visual-Spatial – The PowerPoint provides visual representation of the data taught. The steps taken to find the main idea are displayed frequently on the screen. The book also provides a visual element. The way key words and detail sentences are marked, by circling and highlighting each respectively.

Alt – another visual element which could be added would be some sort of visual aid. When defining the main idea and detail sentences, students can attach the definitions to cheap airplanes (the little foam ones you can get at dollar tree) and then assemble the planes to make a paragraph plane.

Bodily-Kinesthetic – The only bodily-kinesthetic element is when I have students stand for the guided practice.

Alt – A method of including bodily-kinesthetic instruction is by using one's hand to represent the main idea and detail sentences. A picture is displayed of a hand. "Main Idea" is written on the palm and "Detail Sentence" is written on each finger. Students can look at their hand to remember that the main idea is the most important thing and that the detail sentences support it.

Musical – The lesson includes a "Main Idea" song which is way too catchy

Alt – Using the main idea and detail sentence rules students could work together to make their own song.

Interpersonal – The modelling and guided practice are both interpersonal as the students need to interact with their teacher and with each other.

Alt – Once a writing lesson has been taught telling students how to write their own main ideas

and detail sentences, students can exchange papers and go through the steps taught in this lesson to determine each other's main ideas. This would give practice for this lesson and also act as part of the editing process.

Intrapersonal – The independent practice is intrapersonal, as students are working on their own.

Alt – Students can follow the same steps taught in the lesson during their sustained silent reading time. This would allow extra independent practice.

Linguistic (auditory) – The lesson is taught vocally and not just utilizing the PowerPoint. This allows those who learn linguistically to listen for instruction.

Alt – Students will read stories out loud to find main ideas.

Logical-Mathematical – The process of finding the main idea is presented in an ordered, logical manner.

Alt – Content can be taught using if-then statements. If there are two detail sentences supporting an idea, then it is the main idea. Etc.

Gifted – Gifted students can be given a story which is at a higher level or they can be given multiple sections in a story. They can identify the main idea (MI) of each section and the MI of the entire story.

LEP – Limited English proficiency students can be given pictures alongside the story to help identify the main idea

Exceptionalities

LD – Students with learning disabilities can be given a prop to help them with main idea or they can be given a picture to write on rather than just the independent practice. For example, in keeping with the airplane theme, they can be given a picture of an airplane. He can write the main idea on the body of the plane and cut out and glue the detail sentences onto the wings of the plane.

ADHD – Those with ADHD can be asked to write things on the board which need to be written. This gets them moving throughout the lesson since I use the white board often. Another thing which could be done during work times when I'm not using the white board would be to include silly putty.

Multicultural Connections – In a class with high cultural diversity, I would select a book that had to do with other cultures as well as American culture.

XI. Evaluations (two forms include one rubric)

Formal evaluation with a rubric: This assesses the activity that will be collected and graded where the students demonstrate understanding. Only one copy is needed for the professor.

Formative evaluation: This will give a quick reflection of student understanding and is part of the lesson. Formative evaluations are used to monitor and adjust instruction to meet the students' needs. They are never graded; therefore, they do not need a rubric.