

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Finding the Main Idea and Supporting Details
Lesson # 1 **Date:** Oct 28, 2024
Name: Ashley Anderson **Subject:** Literacy **Grade(s):** 5

Rationale:

This lesson is important because it will help students understand what the main idea of a text is. This will better their understanding of the content and how it relates to them or what they are learning.

Core Competencies:

Communication	Thinking	Personal & Social
Collaborating -Students combine their efforts with others to effectively accomplish learning and tasks.	Critical and Reflective Thinking -Students learn to engage in inquiry when they identify and investigate questions and challenges in their studies.	Personal Awareness and Responsibility -Students who are personally aware and responsible take ownership of their choices and actions.

Big Ideas (Understand)

Using language in creative and playful ways helps us understand how language works.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
Students will: <ul style="list-style-type: none"> • Apply a variety of thinking skills to gain meaning from texts • Identify how differences in context, perspectives, and voice influence meaning in texts • Recognize how literary elements, techniques, and devices enhance meaning in texts • Show an increasing understanding of the role of organization in meaning • Exchange ideas and perspectives to build shared understanding • Transform ideas and information to create original texts 	Students are expected to know: <ul style="list-style-type: none"> • Story/Text <ul style="list-style-type: none"> ○ Forms, functions, and genres of text ○ Text features ○ Literary elements ○ Literary devices ○ Perspective/point of view • Strategies and processes <ul style="list-style-type: none"> ○ Reading strategies ○ Oral language strategies ○ Metacognitive strategies ○ Writing processes • Language Features, structures, and conventions <ul style="list-style-type: none"> ○ Features of oral language ○ Paragraphing ○ Sentence structure and grammar ○ Conventions

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Students will be able to identify the main idea of a bag of correlated items. • Students will be able to highlight the supporting details in a bag of correlated items. 	<ul style="list-style-type: none"> • Students verbally and/or wrote down what the main idea was. (Complete or incomplete) • Students verbally and/or wrote down what the supporting details were. (Complete or incomplete)

Prerequisite Concepts and Skills:

The students need to be able to write a complete sentence and collaborate with peers (IEP exceptions).

Indigenous Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational. Critical thinking and practice are embedded in this lesson.

Universal Design for Learning (UDL):

This lesson is designed for students to learn through many different areas, there is not one singular way for completing this assignment. Students may choose to orally say what the main idea is and supporting details are to the teacher and then they can write it down on their worksheet for them. They may also get another classmate to scribe for them or do a worksheet together.

Differentiate Instruction (DI):

This lesson can be adapted for those with IEP's, students with attention deficits may sit in a wobble chair or on a yoga ball. Students with writing deficits can have a teacher scribe for them when they are ready or they can do a worksheet with a partner so that the partner can write.

Materials and Resources

- Worksheet
- Pencils
- Erasers
- Timer
- Zip Lock bags
- Physical objects or print outs of correlated items
 - Bag #1 (Fruit)
 - Bag #2 (Space)
 - Bag #3 (Clothing)
 - Bag #4 (Holidays)
 - Bag #5 (Seasons)
 - Bag #6 (Mammals)

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”): Attention Grabber -Get students attention by saying “5, 4, 3, 2, 1” slowly and loud. (Hook) -Have lesson agenda written on board and write ‘Main Idea’ and ‘Supporting Details’ large on the board, so students see what we will be learning. -Write expectations on the board</p>	<p>-The students will understand it is time to work, get settled in their seats and face the front of the room. -Students interest is caught by new colorful headings and agenda on the board, as they get settled in their seats.</p>	5 seconds
<p>Body: Introduce Activity and Worksheet -Make sure students are quiet, in their seats and ready to listen attentively. - Ask students if they have heard about main idea and supporting details before.</p>	<p>-Students listen to instructions at their desk. -Students reflect on their past learnings.</p>	5 minutes

<p>-Get students to turn to their elbow partner and discuss what they think it is. (30 seconds to discuss)</p> <p>-Ask students if they would like to share what they talked about with their partner and write it down on the board under the heading.</p> <p>-Explain to the students what a main idea is and supporting details are, when they are used and the purpose of them.</p> <p>-Explain to class that they will be getting put into groups of 3, determined by a random generator.</p> <p>-Hand out worksheet and then explain to students how they should be filling it out.</p> <p>-Orally explain the activity expectation (write a main idea and 3 supporting details for each bag on worksheet).</p> <p>-Explain social goal, telling students what should group work look like (supportive, respectful, encourage ideas, listening when others are speaking, think before speaking)</p> <p>-Tell students to get into their groups.</p> <p>-Hand out a bag of correlated items to each group.</p> <p>-Explain that they will have four minutes with each bag to decide what the main idea is and supporting details are and write it down on their work sheet before switching bags. Set timer for four minutes and display it on the board.</p> <p>-After timer has gone off rotate the bags so each group does everyone.</p>	<p>-Students share their thoughts with their peers on what they think a main idea is and what supporting details are.</p> <p>-Students share what them and their partner discussed.</p> <p>-Students look at worksheet in front of them while listening to instruction.</p> <p>-Students look at who is in their group and then sit with those peers at a table.</p> <p>-Students examine bag with their peers and write down what they think the main idea is and the supporting details are on their worksheet.</p> <p>-Students repeat process with new bag.</p>	<p>5 minutes</p> <p>24 minutes</p>
<p>Closure:</p> <p>-Students return back to their desks, worksheets are handed in and bags are returned to front desk.</p> <p>-As a class we discuss what the liked about the activity, what they found challenging and the answers to each bag.</p>	<p>-Students get settled back into their desks after handing in their worksheet and returning the bags.</p> <p>-Students raise their hand and share what they liked about the activity and listen to the answers.</p>	<p>4 minutes</p>

Organizational Strategies:

- To grab attention, teacher will count down starting at five, using a loud but slow voice.
- Students may choose to sit in a wiggle chair or yoga ball if they are feeling antsy.
- If students are getting over whelmed and/or over stimulated by the group activity they are allowed to tell the teacher what zone they are in (Green, yellow, blue, or red which is referencing the class sensory regulation poster) then the teacher can allow them to go take a quick break by getting a drink of water or taking a walk to the office and back.

Proactive, Positive Classroom Learning Environment Strategies:

- Teacher will grab attention by counting down from 5 slowly and loud.
- Teacher will move around the class as students are working to ensure they are on task, answer questions, give clues and any reminders students may need.

- Teacher will verbally acknowledge those who are on task and tell them what a good job they are doing on their effort, hard work and engagement thus giving them encouragement.
- Teacher will verbally tell the students what is expected of them during this activity (be kind to your peers, listen to what they have to say, share your ideas, raise your hand if you have a question, complete all parts of worksheet).

Extensions:

This lesson could be extended into a unit where eventually students are finding the main idea and supporting details of videos then articles and then writing summary paragraphs. This can also be extended cross curricular by having the correlated items be something that they are learning in other subjects.

Reflection:

After the lesson the teacher will reflect on the activity asking themselves what when well, what didn't, was the activity too easy or too challenging in order to adjust accordingly and meet student needs.