Tusculum College Lesson Plan Template

Spring 2014

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Subject/Grade: Main Idea / 4th grade

Estimated Time Frame: 60 minutes

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| Standard(s):  TN.CC.RI.4. Reading Standards for Informational Text  Key Ideas and Details  RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.  RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | |
| Big Idea(s)/Essential Question(s):  Students will be able to determine the main idea of a text and explain how it is supported by key details. | |
|  | New Learning:  Vocabulary – determine, expository, section heading, transition  Concepts – Understanding section headings can help students become strategic content-area readers.  Skills – Understanding the main idea of a text.  Applications – The ability to read an article or text and figure out what to expect in an upcoming section, to hint at a main idea. |
| Learning Target(s)/Objective(s):  I can determine the main idea of a text.  I can express to my teacher the purposes for section headings. | |
| Summative Assessment:  Students will write their own expository text using three to five section headings appropriately. | |
| Instructional Strategies/Activities:  \*Whole class discussion  \*Small group discussion  \*Partner writing | |
| Materials and Resources:  Three brief and interesting expository texts to use as samples with students selected from online sources such as National Geographic Kids; Time for Kids; Scholastic News.  Index Cards  Correction Fluid | |

**Instructional Steps**

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| **BEGINNING** | Assessment | Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them |
| \*Model Lesson  1. Explain to students that today they will look at an interesting article and talk about a strategy they can use to better understand what they are reading.  2. Distribute the article or text that you have selected as sample text 1, and ask students what they notice when they look at the text. Students will probably notice various details, such as pictures, captions, title, and so on. After someone notices the section headings, tell the students that they are called section headings. Instruct students to circle or highlight all of the section headings in the sample text. Then, tell them that you are going to read the text aloud. While reading, you want them to think about why the writer included the section headings in the text. Read the entire text to the group with expression or invite students to participate in reading the text aloud.  3. Engage the class in a brainstorming activity to discuss why the writer put the section headings into the text. Make a list of the purposes for the section headings. If students do not generate the following ideas, lead them to realize that section headings also:  \* Tell the reader what to expect in the upcoming section  \* Hint at the main idea of the upcoming section  \* Help the reader organize the article's ideas  \* Provide a preview of what the whole article is leading up to  \* Provide a transition between the last section and the next one, which has a new main idea.  \* Allow the reader to make connections with concepts that he or she is already familiar with before reading the entire article |  |  |

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| **MIDDLE** | Assessment | Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them |
| Review the list of purposes for section headings, and explain that today they will practice inserting section headings into a different article.  Distribute the article or text that you have selected as sample text 2. Remember that the section headings in this text have been replaced with blank lines.  On the board, write the section headings the original article or text contained. Tell students that they will act as detectives to figure out where these headings belong in the text. Students may work together in groups to read the text and determine where those section headings listed on the board best fit within the text. Together they should note the reasoning behind each of their selections.  Engage students in a class discussion about where each section heading belongs and how they arrived at their conclusions.  Independent Practice:  Students will be given a text or article that has had the section headings omitted, they will read the text and provide their own appropriate headings. Later, they can compare their headings with the original writer's headings. | Teacher will also use the “thumbs up” or “thumbs down” to check understanding of the lesson and will provide additional help for those who need it. |  |

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| **END** |
| Have students write or tell you what they learned about the purposes for section headings. In their writing, they should list as many purposes as they can. The teacher can evaluate a student's understanding of section headings by the number of purposes listed. |

**TEACHER REFLECTION**

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| Reflection on Lesson Plan and Delivery (to be completed after lesson is taught):  \*What went well?  \*Student understandings/misconceptions?  \*What will need to be re-taught or reviewed the next day or in the near future?  \*Decide on new ideas or changes for the next time. |