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3/1/12

Lesson Plan

Topic:

* Identifying main idea and details in a story

Grade Level:

* 5th

Length of Time for Lesson:

* 30 minutes

Relevant Academic Standards:

* Standard Area 1.2 Reading, Analyzing, & Interpreting Literature- Fiction & Non-Fiction
* R5.A.1.4.1: Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Lesson Objectives:

* Students should be able to identify the main idea and supporting details in a grade level text.

Essential Questions:

* How does determining main idea and supporting details help me understand what I read?

Materials:

* Two pieces of paper
* stapler
* “Pythons Attack the Everglades” article
* Dr. Seuss Cloze

Accommodations: There are no known accommodations for this lesson.

Management:

* Make sure the class knows that I expect them to follow along while reading
* Go slow and follow the plan!!!!!

Lesson Procedure:

* Before starting instruction, explain and make the flip chart
  + Place one piece of paper over the other, leaving about one inch at the bottom
  + Fold over and staple at the top
  + Label the top “Main Idea and Details”
  + Label the first flap “main idea definition”, the second supporting details definition, and the third “examples”
  + Say “you can use this flip chart as a reminder of what the main idea and details are. You should keep it handy!”
* Begin lesson by explaining the main idea of a text and the supporting details. Say:
  + Today we are going to talk about how to find the main idea and supporting details when we are reading. First ask if anyone remembers what the main idea is. Supporting details?
    - The main idea is the central point or overall idea of the passage or story.
    - The supporting details are sentences the support the main idea. They answer the question “why did I choose that as the main idea?”
  + Have them write the definitions in their flip chart (write them on the over head so they can copy it down)
  + Ask why it is important to identify them while reading
    - Expected answer: helps to understand the passage, helps to summarize the passage, or something similar
* Demonstrate how to identify the main idea of a passage
  + Read the first section of “Pythons attack the Everglades” up until “a New Predator”
  + Think aloud. Say:
    - To find the main idea of that passage, I am going to ask myself “how can I summarize that passage in one sentence.” I know that the passage was about pythons in Florida, and they were killing small mammals. So the main idea is Burmese pythons are damaging the Everglade’s native wildlife.
    - To find the supporting details, I will ask myself “why did I choose that as my main idea?” and to answer that question I am going to pull sentences from the passage that defend my main idea sentence. “Researches found a large decrease in the small mammals that are part of a python’s diet.” I chose this sentence because this sentence tells me why the mammal’s population is decreasing. I am also going to support my main idea with this sentence “…announced a federal ban on the import or Burmese Pythons.” I choose this statement because it shows how bad the situation was.
    - Ask if there are any questions
  + Have the students read aloud the next section (a new predator).
    - Ask who can find the main idea
      * Expected answer: Pythons are becoming a top predator
      * If they need some help use prompting questions to guide them such as “what is the problem that the author points out in this section?”
    - Ask who can find supporting details for the main idea?
      * Expected answer: Pythons are adapting to colder climate, or they are thriving in Florida climate. The increase in pythons is becoming a problem for local officials protecting endangered animals.
      * Prompt with questions if they are lost. Like “Why did you pick that main idea”
      * Ask if there are any questions
  + Repeat the above with the following section “Snake Census”
    - Main idea: the number of snakes in the everglades is increasing
    - Supporting details: 1,825 pythons removed and the population is too big to be controlled
    - Ask if there are any questions
* Do the Dr. Seuss cloze as a class to save time. Read though the sentences and call on students to fill in the missing word.
  + When it is completed, instruct students to read through it again, and pick out the main idea and two supporting details.
  + They should write them down in the last flap labeled “example” on their flip chart
  + Walk around and help the students with the activity
    - Monitor progress and make sure they are on track

Closure:

* Ask several students to share what they put for main idea and supporting details
  + Correct any misconceptions
* Review definitions of main idea and details
* Ask students “how did determining main idea and supporting details help you understand what you read?

Assessment:

* Determine if students understand main idea and details by their responses in the final discussion and while monitoring them working on the final activity.

Sources:

* Dr. Seuss biography cloze activity. (2010). *Enchanted learning.* Retrieved Feburary 29,

2012, from http://members.enchantedlearning.com/members/login.shtml/bios/seuss/cloze/index

* Kraus, S. (2012). Pythons attack the Everglades. *Time for Kids.* Retrieved February 29,

2012, from http://www.timeforkids.com/news/pythons-attack-everglades/28101