

LET'S BACK UP THE MAIN IDEA!

GENERAL INFORMATION

Lesson Title & Subject(s): *Writing – Let's Back up the Main Idea!*

Topic or Unit of Study: *Relationships between supporting details and the main idea; how details support the main idea.*

Grade/Level: *5th Grade*

Instructional Setting:

Self-Contained classroom with twenty-two students. The students are arranged in groups of twos facing the front of the room towards the Smartboard.

There are several students with IEP's and 504's. Most of the rest of the class is at least two to three grade levels below fifth grade. There are four "higher" students, who are on grade level. One of the IEP students is "seeing impaired", who sits in the front row, right in front of the Smartboard.

There are two ELL students in the room. One is on grade level and the other is lower and receives speech to help with his English. This school is a low-income and a Title I school.

For this activity, students will be together as a class during the modeling, separated into twos to work with their partner during the guided practice, and working independently while they complete the task card activity.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

RI.5.2 Determine two or more main ideas and explain how they are supported by details/summarize

RI.5.3 Explain the relationships between individuals/events/ideas/concepts

Lesson Objective(s):

Given three task cards, placed on the Smartboard screen, with short paragraphs, including the main ideas and supporting details, and given an answer sheet, they will be able to write how the details support the main ideas in the left column, and the relationships of the supporting details and main idea in the right column, with 90% accuracy.

MATERIALS AND RESOURCES

Instructional Materials:

Teacher-created lesson

Three task cards with paragraphs including a main idea and supporting details on each

Answer sheet

Two "Let's Back Up the Main Idea" worksheets, one for the teacher modeling and one for partners to fill out

Resources:

Teacher-created lesson

Adapted free download for graphic organizer from the following resource:

Cobb, E. (n.d.). Read and Respond. Retrieved from <https://www.teacherspayteachers.com/Product/Nonfiction-Graphic-Organizer-2049757>

Ideas for task cards altered from the following resource:

Teaching With a Mountain View. (n.d.). Literacy Task Cards. Retrieved from <http://www.teachingwithtaskcards.com/p/reading-task-cards.html>

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):

1. Student Prerequisite Skills/Connections to Previous Learning:

Students need to have a strong understanding of what the words “support” and “relationships” mean. They need to know the difference between the two. They will also need to know how to write about how one thing supports something else, and how to write about relationships.

2. Presentation Procedures for New Information and/or Modeling (10 min.):

Presentation Procedures for New Information:

The purpose of this lesson is for the students to learn to explain how details support the main idea and how to explain the relationships between the supporting details and the main idea.

*The teacher will remind the students that they are going to be working on detailed sentences and that they can have relationships with the main idea as well as can support it. She will tell them that **supporting** means to back something up, to give it strength, and to give more information or details about it. For example, if one of you had a friend who was accused of stealing something and she said that she didn't do it, you could support her, or back her up by giving examples of how she was trustworthy. You could say that she had borrowed a necklace of yours and gave it back or that she never cheated on her tests. Those sentences back up your claim that she would not steal.*

*The teacher will also tell the students that, when two things have a **relationship**, it means they are alike in some way, or they go together somehow. For example, a cat and a dog have a relationship in that they are both animals. A computer and mouse are related because they are both electronic devices. A home and the school have a relationship in that they are both buildings.*

Modeling:

*The teacher will model the skill of explaining how the detail sentences **support** the main idea and how the detail sentences are **related** with the main idea, by filling out the “Let's Back Up the Main Idea” paper with the main idea of “Cold Stone Has the Yummiest Ice Cream Ever”.*

As the teacher goes through the process of demonstrating how to find the **relationships** and **supporting details** of the paper, she will first talk about how each of the detailed sentences **relate** to the main idea and will write these answers down on the activity sheet. She will also say that the **relationship** will be similar for each of the supporting details and they will be **vague or general** and all of them will have the same relationship. (They all tell **how** Cold Stone is the yummiest ice cream is ever).

Next, the teacher will say how the **details** that support the main idea will be **specific** (Supporting detail #1 tells **exactly** how Cold Stone ice cream is the yummiest ever by saying it has large chunks in it).

3. Guided Practice (25 min):

Students will each receive a “Let’s Back Up the Main Idea!” worksheet with the main idea of “Hunting Can Create Strong Family Relationships” and will work with a partner to fill out how each **detailed** sentence is both **related to** and **supports** the main idea. The teacher will be moving around the room listening and helping partners to make sure they understand the process.

The teacher will explain that even though the way the three **detailed** sentences **relate** to the main idea are all going to be the same, they still need to write them down for each one, so they can see that they all really do have something to do with the main idea and how they are connected.

4. Independent Student Practice (25 min.):

Three task cards with short paragraphs will be projected onto the Smartboard. These will include main ideas and 3-4 supporting details each. Students will each receive an answer sheet. They will work independently to write how the **details support** the main ideas in the left column for every supporting detail sentence in every paragraph, and the relationships of the supporting details and main idea in the right column. They only have to write one relationship for all of the **supporting** sentences.

Culminating or Closing Procedure/Activity/Event (10 min.):

The teacher will end by asking the students what they learned from the lesson and will summarize and review anything the students don’t cover.

Instructional Strategy (or Strategies):

The teacher used direct instruction in presenting the “new information” at the beginning of the instruction section. At this point in the lesson, she describes the purpose of the lesson and what students will be learning and doing during the lesson. Direct instruction is also used where she defines and gives examples of what “support” and “relationships” mean.

Cooperative learning is used when the students are working on filling out their “Let’s Back Up the Main Idea” worksheets during the Guided Practice section because they are working together with a partner.

Differentiated Instruction Accommodations:

ELL: The teacher will use large gestures and will write the definitions on the white board.

Seeing Impaired: Paragraphs that the teacher models will be magnified onto the Smartboard. This student sits in the front row, right in front of the Smartboard.

Special Needs: For writing, these students can use their yellow, paper dictionary, for spelling. They will also be paired with higher level students who will be able to be patient with them and help them. The teacher will spend more time with them and give them longer to be able to complete the assignments. These students will only have to complete one of the task cards.

Use of Technology:

The teacher will project the example worksheet and the three task cards onto the Smartboard.

Student Assessment/Rubrics:

The teacher will know if the students have met the objective if, given three task cards, placed on the Smartboard screen, with short paragraphs, including the main ideas and supporting details, and given an answer sheet, they will be able to write how the details support the main ideas in the left column, and the relationships of the supporting details and main idea in the right column, with 90% accuracy.