

Solar Lesson Plan Format

Age Level: Third Grade

Subject(s) Area: Main Idea/Detail

Materials Needed: Paper bags, visuals for inside of the paper bags that have a common theme

Standards:

Code and description:

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Objectives:

The learner will be able to **determine** what the main idea is by looking at a variety of images.

Cognitive Level of Lesson (Bloom's Taxonomy): Evaluating: Determine

Learning Activities:

Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.) 3 min

1. Good morning students! I want to see who knows what main idea is. Thumbs up or down if you know or don't know (Ask students what he or she thinks).
2. Up here on the board is the phrase main idea. The main idea is the central thought behind a story. It is the purpose of a story.
3. Today we are going to practice figuring out what the main idea is by play a mystery game. Around the room I have 7 different bags with pictures in it. By looking at the pictures in each bag you have to think of "what could be the purpose of all of these pictures?" For example, if I had a bag with an apple, banana, an orange and some grapes, what would you think the main idea is? (allow for responses)

Reflective Questions: (Questions asked to help students process or reflect upon content)

1. Why is it important for us to know the main idea of the story?
2. If we didn't know what the purpose of a story was, why would that be difficult for the reader?

Technology: N/A

Required Vocabulary: Main Idea: The central thought of a story or the purpose of a story.

Instructional Methods: 5 min

1. Today we are going to practice figuring out what the main idea is by playing a mystery game. Around the room I have 7 different bags with pictures in it. By looking at the pictures in each bag you have to think of “what could be the purpose of all of these pictures?” For example, if I had a bag with an apple, banana, an orange and some grapes, what would you think the main idea is? (allow for responses)
2. I am going to give each of you a piece of paper labeled 1-7. When you choose a bag to go and look at I want you to examine the images that are in it. After you look at the pictures, write down under that bag’s number what you think the main idea is.
3. If I go to bag number 3 am I going to write under number 5?
4. Please stay quite and you don’t have to go to the bags in order, start with any bag you want.

Guided Practice Strategies:

1. The phrase “main idea” will be written up on the board for the students to see.
2. The teacher will give the students an example of the activity.
3. The teacher will be engaged and walking around listening to what the students have to say and answer any questions.

Independent Concrete Practice/Application:

1. The students will have to look at images and determine what the main idea is.

Differentiation: This is a group activity and students will be able to work together to solve what the main idea is.

Wrap-Up: 3 min

1. Okay if you did not get to all of the bags that is okay. Let’s stop what we are doing and bring it back to the carpet in 10, 9, 8, 7....
2. The teacher and class will go over what they thought the main idea was in each bag.

Assessment:

Formative:

1. The students will be indicating their thoughts with a thumbs up or down as an informal formative assessment.
2. The students will be writing down their thoughts of what the main idea is as an informal formative assessment.

Summative:

1. The students should be able to look at images and gather what the main idea is from those images.

Individual Measurability: The students will be going around the room looking at images and writing down what they think the main idea is.

Reflection:

This lesson was one of my favorite lessons to do with this class. It involved movement which is what worked best with this class. I enjoyed listening to what the students thought the main idea was as there were a lot of similar ideas, however, some students were thinking outside of the box of what it could possibly be. The class was working well together on figuring thing out. There was no student that could not participate in this activity. It was equal for all students. I would do this lesson again because it was a good practice for main idea. The best part is, I am making this lesson a two-day lesson. This one included images, tomorrow's lesson will be figuring out the main idea with only words. I couldn't be more ecstatic with how this lesson went. I was happy that the students enjoyed themselves and wanted to do this lesson again. The time management was easy to control and all of the classroom management directions worked well with the students.