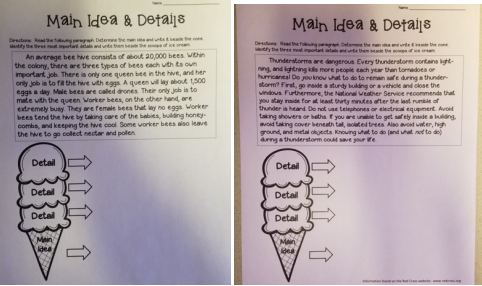


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<p><b>Grade:</b> 5<sup>th</sup></p>	<p><b>Subject:</b> Reading/Metacognitive Strategies, Main Idea and Supporting Details</p>
<p><b>Materials:</b>  <b>Both Groups:</b>          Something to write with (pens, pencils, colored pencils, etc.)  <b>Group #1:</b>          Printed picture of a common object (apple and a soccer ball)          Printed picture of a slightly more complex object/thing (football stadium and soccer stadium)          Printed Worksheets (all can be found after lesson plan)</p> <ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Slightly more complex</li> <li>• Small paragraph with main idea and details</li> </ul> <p><b>Group #2:</b>          Copies of the "Main Idea &amp; Details" Worksheet about bees</p> 	<p><b>Technology Needed:</b> N/A</p>
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiation</li> <li><input type="checkbox"/> Small groups</li> </ul> </li> </ul> <p><b>Explain:</b>          There will be two different groups of about 6 students each that I will be meeting with. The lessons for each will be differentiated based on each group of student's strengths and weaknesses that are similar. Independent activity here and there during small group when I ask them to complete a few things on their own after demonstrating to see if they have grasped the concept.</p>
<p><b>Standard(s)</b>  <b>5.RI.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details</p>	<p><b>Differentiation</b>  <b>Below Proficiency:</b>          These learners struggle identifying main idea and supporting details greatly. Therefore, they will need more basic instruction on how to identify a main idea and supporting details. These students in this category will be referred to as group #1 below in the lesson. Their lesson will be differed greatly than the other groups lesson.</p>
<p><b>Objective(s)</b>   <b>Group #1:</b></p>	<p><b>Above Proficiency:</b></p>

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<p>The students will be able to identify stated main ideas in a passage by the end of the lesson by circling them.  The students will be able to identify supporting details of a main idea in a passage by the end of the lesson by underlining the supporting details.</p> <p><b>Group #2:</b>  The students will be able to identify stated main ideas in a passage by the end of the lesson by writing one complete sentence about the main idea.  The students will be able to identify supporting details of a main idea in a passage by the end of the lesson by writing one complete sentence about each different supporting detail.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b>  Knowledge, Knowledge  Knowledge, Knowledge</p>	<p>These learners have mastered finding and identifying main ideas and details in a variety of ways and do not need any additional help on finding and identifying main ideas and supporting details.  <b>Approaching/Emerging Proficiency:</b>  These learners do not struggle greatly finding and identifying main ideas and details in a variety of ways. However, they have not yet mastered the skill either and still need a little help. These students in this category will be referred to as group #2 below in the lesson. Their lesson will be differed compared to the other groups lesson. I will provide these students with a basic simple sentence structure for identifying main ideas and details from a paragraph.</p> <p><b>Modalities/Learning Preferences:</b>  <b>Visual (see):</b> These students will see the different material presented within the lesson. There are pictures used as visuals.  <b>Auditory (hear):</b> These students will hear me talk about main idea and supporting details through the differentiated lessons.  <b>Kinesthetic (move):</b> not applicable/does not pertain to this lesson and will only occur when they rotate to and from my group  <b>Tactile (touch):</b> These students will get to use pens/pencils/crayons/colored pencils, etc. to label, underline, write, etc. their answers during the different activities during their differentiated lessons.</p>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <p><b>During Differentiated Small Groups:</b></p> <ul style="list-style-type: none"> <li>• Small Group Procedures →</li> <li>• SLANT Procedures →</li> </ul> <p><b>When not in Differentiated Small Groups:</b></p> <ul style="list-style-type: none"> <li>• Independent Work Procedures →</li> <li>• Work on the designated work they should be (what Mrs. Mock determines she wants them to work on between meeting with me and not meeting with me, etc.)</li> </ul> <p><b>Transitioning to and from small group with me:</b></p> <ul style="list-style-type: none"> <li>• Quickly, quietly, with all necessary materials</li> <li>• Do not disturb others around you</li> </ul>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>• When asked a question or to give me an answer to a question <ul style="list-style-type: none"> <li>○ All need to be thinking because I will draw popsicle sticks</li> <li>○ No voice, until called on to give an answer/response</li> </ul> </li> <li>• SLANT Procedures <ul style="list-style-type: none"> <li>○ Sit up, Listen, Ask Questions, Nod head/No Fidget, Track Speaker</li> </ul> </li> <li>• Small Group <ul style="list-style-type: none"> <li>○ Voice level ONE</li> <li>○ Contribute</li> <li>○ Sit around kidney table</li> <li>○ Come prepared</li> <li>○ SLANT Procedures</li> </ul> </li> <li>• Independent Work <ul style="list-style-type: none"> <li>○ Choose a good fit spot that will allow you to be successful</li> <li>○ INTEGRITY</li> <li>○ Voice level ZERO</li> <li>○ Have all materials that are needed to be successful and do your job</li> <li>○ SLANT Procedures</li> </ul> </li> </ul>
<p><b>Minutes</b></p>	<p align="center"><b>Procedures</b></p>
<p>60 minutes</p>	<p><b>Set-up/Prep before lesson:</b>  Prepare the differentiated lesson materials for Group #1  Make enough copies of the two different worksheets for Group #2</p>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p>

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<p><b>Group #1:</b></p> <p>2-3 minutes</p>	<p><b>Group #1:</b></p> <ul style="list-style-type: none"> <li>• Step 1: using pictures to state main ideas <ul style="list-style-type: none"> <li>○ “What is the main idea of this picture? What is this picture about?” <ul style="list-style-type: none"> <li>▪ *Ask while holding the picture of the apple up to the group*</li> <li>▪ Answer should be: <u>Apple</u></li> </ul> </li> <li>○ “You’re right! This picture is about an apple. That is the main idea. When we are talking about the main idea of something we are talking about the topic. That is what the picture or writing is about that we are reading.</li> <li>○ “What is the main idea of this picture? What is this picture about?” <ul style="list-style-type: none"> <li>▪ *Ask while holding the picture of the soccer ball up to the group*</li> <li>▪ Answer should be: <u>Soccer or Soccer Ball</u></li> </ul> </li> <li>○ “You’re right! This picture is about a soccer ball. Soccer ball would be called the what of this picture?” <ul style="list-style-type: none"> <li>▪ Answer should be: <u>main idea</u></li> </ul> </li> <li>○ “Yes, soccer ball would be the main idea of this picture. Soccer ball is the main idea of this picture because it is what the picture is about.”</li> <li>○ “What is the main idea of this picture? What is this picture about?” <ul style="list-style-type: none"> <li>▪ *Ask while holding the picture of the football game up to the group*</li> <li>▪ Answer should be: <u>football game, football, etc.</u></li> </ul> </li> <li>○ “You’re right! This picture is about a football game. That is the main idea of this picture. When we are talking about the main idea of something we are talking about the main topic of the picture or writing.</li> <li>○ “What is the main idea of this picture? What is this picture about?” <ul style="list-style-type: none"> <li>▪ *Ask while holding the picture of the soccer game up to the group*</li> <li>▪ Answer should be: <u>soccer game, soccer, etc.</u></li> </ul> </li> <li>○ “You’re right! This picture is about a soccer game. The soccer game is the what of this picture?” <ul style="list-style-type: none"> <li>▪ Answer should be: <u>main idea</u></li> </ul> </li> </ul> </li> </ul>
<p><b>Group #2:</b></p> <p>~2 minutes</p>	<p><b>Group #2:</b></p> <ul style="list-style-type: none"> <li>• “How would you explain what the main idea is?” <ul style="list-style-type: none"> <li>○ Sample answer: The main idea is the topic of the writing or picture</li> </ul> </li> <li>• “How would explain what the details are about a main idea?” <ul style="list-style-type: none"> <li>○ Sample answer: The details about a main topic are pieces of information about a written text or picture.</li> </ul> </li> </ul>
<p><b>Group #1:</b></p> <p>5-10 minutes</p>	<p><b>Explain (concepts, procedures, vocabulary, etc.; teacher led):</b></p> <p><b>Group #1:</b></p> <ul style="list-style-type: none"> <li>• Step 2: using simple sentences to state main ideas <ul style="list-style-type: none"> <li>○ *hand out a copy of the worksheet I made to each student at the table*</li> <li>○ “We are going to only complete the first section of this worksheet. The directions say: Read each sentence below. Circle the word or words that are a part of the main idea of the sentences. I will start by reading the first sentence.” <ul style="list-style-type: none"> <li>▪ *read the first sentence*</li> </ul> </li> <li>○ “What is the main idea of the first sentence?” <ul style="list-style-type: none"> <li>▪ Answer should be: <u>My coat</u></li> </ul> </li> <li>○ “Yes, the main idea is my coat so we should circle those two words. ___ can you read the second sentence for us?” <ul style="list-style-type: none"> <li>▪ Fill in the blank with a student’s name that is in the group at the kidney table with me, let them read the sentence</li> </ul> </li> <li>○ “What is the main idea of the second sentence?” <ul style="list-style-type: none"> <li>▪ Answer should be: <u>football</u></li> </ul> </li> <li>○ “Yes, the main idea of the second sentence is football. We should circle the word football in the sentence.”</li> </ul> </li> <li>• Step 3: differentiating main idea from details in a simple sentence <ul style="list-style-type: none"> <li>○ “You all were able to rock finding the main idea now I am going to challenge you a little more. Details are the pieces of information about a written text that tell us more about the main idea. For the next part of the worksheet we are going to be looking for main ideas and details. The directions say: Read each sentence below. Circle the word or words that are a part of the main idea of the sentences. Underline the details of the sentence. I will read the first sentence.” <ul style="list-style-type: none"> <li>▪ *read the first sentence*</li> </ul> </li> <li>○ “What is the main idea of the first sentence?” <ul style="list-style-type: none"> <li>▪ Answer should be: <u>My coat</u></li> </ul> </li> <li>○ “Yes, the main idea of the first sentence is <u>my coat</u>, we should circle those two words because that is what the sentence is about.”</li> <li>○ “Details are pieces of information that tell us more about the main idea. What are the details of the first sentence?” <ul style="list-style-type: none"> <li>▪ Answer should be: <u>black, brown, pink zipper</u></li> </ul> </li> <li>○ “Yes, the details are black, brown, and pink zipper, because they tell us more about what? My coat. ___ can you read the second sentence for us?”</li> </ul> </li> </ul>

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<p><b>Group #2:</b></p> <p>5-10 minutes</p>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Fill in the blank with a student’s name that is in the group at the kidney table with me, let them read the sentence</li> </ul> </li> <li>○ “What is the main idea of the second sentence?”           <ul style="list-style-type: none"> <li>▪ Answer should be: <u>football</u></li> </ul> </li> <li>○ “Yes, the main idea of the second sentence is football so we should circle the word football. What are the details about the second sentence?”           <ul style="list-style-type: none"> <li>▪ Answer should be: <u>sport</u></li> </ul> </li> <li>○ “Yes, sport is the only detail they give us about football so we should underline sport.”</li> </ul> </li> <li>• Step 4: differentiating main idea from details in a simple paragraph       <ul style="list-style-type: none"> <li>○ “You all rocked finding main idea and details about the main idea in a simple sentence. Now I am going to give you the big challenge. You are going to find main idea and details of a small paragraph. You will complete the last part of your worksheet. The directions say: Read each paragraph below. Circle the word or words that are a part of the main idea of the sentences. Underline the details of the sentence. I will read the first small paragraph.”           <ul style="list-style-type: none"> <li>▪ *read the first paragraph*</li> </ul> </li> <li>○ “ ___ what is the main idea of the first paragraph?”           <ul style="list-style-type: none"> <li>▪ *fill in the blank with a student’s name who is at the kidney table with me*</li> <li>▪ Answer should be: <u>the cat</u> or just <u>cat</u></li> </ul> </li> <li>○ “Yes, the main idea is the cat. What are the details of the first paragraph ___?”           <ul style="list-style-type: none"> <li>▪ *fill in the blank with a student’s name who is at the kidney table with me*</li> <li>▪ Answer should be: <u>jumps, rolls around, covered in dirt and grass, lays down</u></li> </ul> </li> <li>○ “ ___ can you read the second paragraph for us?”           <ul style="list-style-type: none"> <li>▪ *fill in the blank with a student’s name who is at the kidney table with me*</li> <li>▪ *allow student time to read the second paragraph*</li> </ul> </li> <li>○ “What is the main idea of the second paragraph ___?”           <ul style="list-style-type: none"> <li>▪ *fill in the blank with a student’s name who is at the kidney table with me*</li> <li>▪ Answer should be: <u>bugs</u></li> </ul> </li> <li>○ “Yes, the main idea is bugs so we should circle the word bugs. What are the details of the second paragraph?”           <ul style="list-style-type: none"> <li>▪ *fill in the blank with a student’s name who is at the kidney table with me*</li> <li>▪ Answer should be: <u>craw around on the ground, smaller than most animals, people are scared, lightning bugs, grasshoppers, June Bugs, spiders, etc.</u></li> </ul> </li> <li>○ “Yes, the details are ___ , we should underline those”</li> </ul> </li> </ul> <p><b>Group #2:</b></p> <ul style="list-style-type: none"> <li>• *hand the students a worksheet*</li> <li>• “The main idea should be a statement, meaning that it is more than 1-3 words. The main idea is what the story, or the paragraph is mostly about. Another way to think about main idea is what does the author want to teach you? What are some things we can look at to identify the main idea of this paragraph (referring to the worksheet I hand them)?”       <ul style="list-style-type: none"> <li>○ Sample answer(s): We could look at the <u>title, picture(s), first or last sentence, or we could ask ourselves “What is this story telling me?”</u></li> </ul> </li> <li>• “Details help describe the main idea or what the author wants to teach you. Details often times tell you <u>how, what, when, where, why, how much,</u> and how many about the main idea.”</li> <li>• “Let’s read this small paragraph. ___ will you read the paragraph of the small paragraph for us?”       <ul style="list-style-type: none"> <li>○ *fill in the blank with a student’s name who is at the kidney table with me*</li> <li>○ *allow time to read the paragraph*</li> </ul> </li> <li>• “What is the main idea of this paragraph?”       <ul style="list-style-type: none"> <li>○ Answer should be (depending on which worksheet I give them): <u>bees</u> or <u>thunderstorms</u></li> </ul> </li> <li>• “Yes, the main idea of this paragraph is ___ (insert correct main idea based on which worksheet was given to them). When you write that next the main idea part of your ice cream cone what should you write?”</li> <li>• “You should write something like: The main idea of the paragraph is <u>that thunderstorms are dangerous, or the average beehive consists of about 20,000 bees.</u> (use correct one based on worksheet given to the students)”</li> <li>• “What are some supporting details of this paragraph?”       <ul style="list-style-type: none"> <li>○ Answers will vary based on which worksheet was given</li> </ul> </li> <li>• “When we write the detail next to the detail part of our ice cream we should write: <u>There are male bees, worker bees, and one queen bee</u> (again this is just an example and varies depending on which worksheet the students are given).”</li> </ul>
<p><b>Group #1:</b></p> <p>5-10 minutes</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p><b>Group #1:</b></p> <ul style="list-style-type: none"> <li>• Step 2: using simple sentences to state main ideas       <ul style="list-style-type: none"> <li>○ “Now I would like each of you to try three and four on your own. I will give you about one minute to read the sentences and circle the main idea of each.”           <ul style="list-style-type: none"> <li>▪ *Allow them about one minute to complete finding the main idea of sentences three and four*</li> </ul> </li> </ul> </li> </ul>

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<p><b>Group #2:</b> ~5 minutes</p>	<ul style="list-style-type: none"> <li>▪ *call on a student to give main idea of sentence three*</li> <li>▪ *call on a student to give main idea of sentence four*</li> <li>▪ **If they <u>are not</u> struggling allow them to continue by themselves until done with Step 2 of the worksheet.</li> <li>▪ **If they <u>are</u> struggling demonstrate or help them identify the main idea and why it is the main idea.</li> <li>○ *Students will need to circle the word or words that are a part of the main idea of the sentences. If they show, they still need extra practice create more sentences before moving on. Want students to master this before moving on to the next steps. *</li> <li>• Step 3: differentiating main idea from details in a simple sentence <ul style="list-style-type: none"> <li>○ “Now I would like each of you to try three and four on your own. I will give you about one minute to read the sentences and circle the main idea of each.” <ul style="list-style-type: none"> <li>▪ *Allow them about one minute to complete finding the main idea of sentences three and four*</li> <li>▪ *call on a student to give main idea of sentence three, call on another student to give the supporting details of sentence three*</li> <li>▪ *call on a student to give main idea of sentence four, call on another student to give the supporting details of sentence four*</li> <li>▪ **If they <u>are not</u> struggling allow them to continue by themselves until done with Step 3 of the worksheet.</li> <li>▪ **If they <u>are</u> struggling demonstrate or help them identify the main idea and why it is the main idea or help them identify main idea versus details about the main idea.</li> </ul> </li> </ul> </li> <li>• Step 4: differentiating main idea from details in a simple paragraph <ul style="list-style-type: none"> <li>○ “Now I would like each of you to try paragraph three on your own. I will give you about 2 minutes to read paragraph three, circle the main idea and underline all of the details.” <ul style="list-style-type: none"> <li>▪ *allow them ~2 minutes to complete paragraph 3*</li> </ul> </li> <li>○ “Let’s come back to the group. __ what is the main idea of the third paragraph?” <ul style="list-style-type: none"> <li>▪ *fill in the blank with a student’s name who is at the kidney table with me*</li> <li>▪ Answer should be: <u>bees</u></li> </ul> </li> <li>○ “Yes, the main idea is bees. What are the details of the third paragraph __?” <ul style="list-style-type: none"> <li>▪ *fill in the blank with a student’s name who is at the kidney table with me*</li> <li>▪ Answer should be: <u>worker bees, queen bee, collect nectar and pollen, make honey, etc.</u></li> </ul> </li> </ul> </li> </ul> <p><b>Group #2:</b></p> <ul style="list-style-type: none"> <li>• “I would like each of you to find the last two details about this paragraph and write a sentence for each. So how many more sentences should you write on your paper at the bottom?” <ul style="list-style-type: none"> <li>○ Answer could be: <u>one for each detail or two sentences</u></li> </ul> </li> <li>• “I will give you about 3 minutes to find the last two details and write your sentences then we will share with the rest of our small group.” <ul style="list-style-type: none"> <li>○ *give them time to find the last two details and write last two sentences for the details they found*</li> </ul> </li> <li>• “Okay, come back to the small group. __ what was another detail you had found in the paragraph about __?”</li> <li>• “Does anyone else agree or respectfully disagree with __ that __ is another detail about __?”</li> <li>• “__ what was another detail you had found in the paragraph about __?”</li> <li>• “Does anyone else agree or respectfully disagree with __ that __ is another detail about __?”</li> </ul>
<p><b>Group #1:</b> 2-3 minutes</p> <p><b>Group #2:</b> ~5 minutes</p>	<p><b>Closure (wrap up and transition to next activity):</b></p> <p><b>Group #1:</b></p> <ul style="list-style-type: none"> <li>• “You all did wonderful on identifying main ideas and details about the main idea. Now I want you to try one smaller paragraph on your own. The directions for this last paragraph are the same as the last three you just did. You will circle the main idea and underline any details about the main idea. I will give you about 2 minutes to complete it then it is time to move on.” <ul style="list-style-type: none"> <li>○ *hand them the fourth small paragraph paper and allow them to complete it, ~ 2 minutes*</li> <li>○ *after ~2 minutes transition to next activity/away from group*</li> </ul> </li> </ul> <p><b>Group #2:</b></p> <ul style="list-style-type: none"> <li>• *hand out the other worksheet that was not used in the above part of the lesson*</li> <li>• “Now I want you to practice finding the main idea and details on your own. You all did awesome finding them during this group time. I really want you to focus on how you write down your main idea and the details to your main idea. You should not be copying the whole paragraph word for word when you are stating the main idea, because the whole paragraph is not the main idea. You also should not be stating one main idea by copying the whole paragraph word for word. You should be able to state the main idea in one sentence and each detail in one sentence just like we did. So how many sentences should Miss Toepke and Mrs. Mock see that you have written on your paper at the bottom?” <ul style="list-style-type: none"> <li>○ Answer should be: <u>4 no less max 5</u></li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• “I will give you about 5 minutes to read the paragraph, find the main idea and details along with writing your sentence for the main idea and each of the three details of the paragraph.”</li> <li>• *if time allows come back as a whole small group and go over the answers, if time does not allow then have them hand in and go over after school or when have time*</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b>  <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></p> <p><b>Group #1:</b></p> <ul style="list-style-type: none"> <li>• “What does the main idea do?”</li> <li>• “What do details do?”</li> </ul> <p><b>Group #2:</b></p> <ul style="list-style-type: none"> <li>• “How can we identify a main idea of a paragraph?”</li> <li>• “Can you list three ways we can identify details of a main idea?”</li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p>
<p><b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I got observed during this lesson and fairly nervous since I have not gotten to do a small group language arts lesson prior to this so I was not quite sure what to expect during this lesson. However, I felt this lesson went super well for group #1. Out of the 7 students I had in group one, after going through their worksheets closer when I had time later in the day, I saw that a majority of them had gotten the concept of finding and correctly identifying main ideas and details, except for 3 students. I had mentioned this to my cooperating teacher, and she had offered me the opportunity to work with those 3 students whom did not quite fully grasp the concept of main idea and details fully yet. However, I am really surprised at the four who did get it really got it which was awesome to see them finally really grasp the idea of main idea and details along with the difference between them.</p> <p>Tomorrow for the small group of students who did not quite fully grasp the idea of main idea and details is to create a more detailed anchor chart that will help them to be able to identify the main idea versus details. This anchor chart will tell them what main ideas to and what details do such as what questions each one answers. I think this will be a better way to better help these students fully grasp the difference between main ideas and details. In the future when teaching or introducing main idea and details to my students I would utilize the newly created anchor chart right away or as one of the first lessons on main idea and detail.</p> <p>Once Group #2 came around I was just so excited and nervous while getting observed that I did not do a complete introduction to main ideas and details before giving them the activity sheet like I had planned to do. The students in this group needed to focus more on knowing that main ideas and the details can be written in one sentence versus re-writing or copying the whole paragraph to address what the main idea and details were. I emphasized this to them by instructing that they represent the main idea and details in one complete sentence. I had them practice by stating their sentence out loud to me prior to writing it down to make sure they were on the right track. As they needed guidance, I provided additional guidance to get them to re-think about their thinking and why they thought _ was the main idea versus _. I also did this with the main idea portion of the activity sheet as well.</p>	



What is the main idea of this picture?

Commented [KT1]: Pictures on page one (apple and FIFA soccer ball) are from pictures online through Microsoft word



What is the main idea of this picture?

Language Arts Lesson #3  
Date: October 23, 2019



What is the main idea of this picture?

Commented [KT2]: This picture is from:  
<https://www.youtube.com/watch?v=rhltAmaLPec>



What is the main idea of this picture?

Commented [KT3]: This picture is from:  
[http://stadiumdb.com/tournaments/world\\_cup/2006/fifa\\_world\\_cup\\_stadium\\_hamburg](http://stadiumdb.com/tournaments/world_cup/2006/fifa_world_cup_stadium_hamburg)



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**Date:** October 23, 2019

Name: \_\_\_\_\_

**Step 2 Directions:** Read each sentence below. Circle the word or words that are a part of the main idea of the sentences.

- 1) My coat is black and brown with a pink zipper.
- 2) Football is a fun sport.
- 3) Watermelon is pink, juicy, and delicious to eat.
- 4) Apples are red and tasty to eat.
- 5) Pioneer Elementary is a safe and enjoyable school to be at.
- 6) The cat is playing in the grass.
- 7) Rainbows are made up of many different colors.
- 8) The cafeteria smells like pizza and lemonade.

**Step 3 Directions:** Read each sentence below. Circle the word or words that are a part of the main idea of the sentences. Underline the details of the sentence.

- 1) My coat is black and brown with a pink zipper.
- 2) Football is a fun sport.
- 3) Watermelon is pink, juicy, and delicious to eat.
- 4) Apples are red tasty to eat.
- 5) Pioneer Elementary is a safe and enjoyable school to be at.
- 6) The cat is playing in the grass.
- 7) Rainbows are made up of many different colors.
- 8) The cafeteria smells like pizza and lemonade.

**Step 4 Directions:** Read each paragraph below. Circle the word or words that are a part of the main idea of the sentences. Underline the details of the sentence.

- 1) The cat is playing in the grass. First, he jumps as high as he can. Then he rolls around in the dirt and grass. He gets covered in dirt and grass pieces. Eventually he lays down in the grass.
- 2) Spiders, June Bugs, and Grasshoppers are all bugs. They crawl around on the ground and are smaller than most animals. Many people are scared of bugs like these. Lightening bugs are fun to collect because they light up at night.
- 3) Bees live in colonies. In a colony there are worker bees and one queen bee. Worker bees take care of the hive, babies, or build honeycombs. Some worker bees even collect nectar and pollen to make honey.

**Commented [KT4]:** The idea for this lesson and some of these sentences is/are from: (this page to end of document) <https://www.speechandlanguagekids.com/helping-children-to-identify-main-ideas-and-supporting-details-when-reading/>

**Language Arts Lesson #3**

**Date:** October 23, 2019

4)It is a good idea to protect your teeth from cavities. Cavities are a buildup of plaque that can create holes in your teeth. You can protect your teeth by brushing them twice daily. You can also avoid cavities by limiting sugary foods and drinks each day.

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