

**Lesson Plan Template**  
**Date: February 12, 2019**  
**JaCee Schmidt**

<b>Grade: 4<sup>th</sup> Grade</b>	<b>Subject: English/Language Arts</b>
<b>Materials:</b> iPads, Valentine’s Day website	<b>Technology Needed:</b> iPads (Apple Classroom), Internet, Smart Board
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard(s)</b>  -4.RL.2- Determine the main idea of the text and explain how it is supported by key details.	<b>Differentiation</b>  - Because Keyn is an EL student, he will be partnered with Tempe so she can help him understand what the website is saying. They each will send their own email to the teacher stating the main idea and supporting details.
<b>Objective(s)</b> - By the end of the lesson, students will be able to interpret the main idea of a text by applying their knowledge about main ideas to a passage relevant to their world.  - By the end of the lesson, students will be able to identify key details that support the main idea by applying their knowledge about key details to a passage relevant to their world.  <b>Bloom’s Taxonomy Cognitive Level:</b> Knowledge, Comprehension, Application, Analysis	<b>Below Proficiency:</b> - For students that are below proficiency, (Olivia and Dylan) they could be paired with a partner, and while still required to send their own email to the teacher, they only need to find 2 supporting details instead of 3.  <b>Above Proficiency:</b> - Students that are above proficiency could be required to find more supporting details than just 3. - Students that are above proficiency could also be encouraged to find their own appropriate website and find the main idea/supporting details from a website of their choosing.  <b>Approaching/Emerging Proficiency:</b> - Students in this category will be challenged by having to put (in their own words) the main idea the webpage is trying to get across. They will also be challenged by having to find 3 supporting details and to write everything in complete sentences when sending their email to the teacher.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> The students will have a visual of the short story in the “Engage” section. They will also be able to view the webpage on their own iPads that they are to be looking at.</li> <li>• <b>Auditory:</b> The teacher will read the short excerpt to the students in the “Engage” section. The class will discuss as a whole the concept of main idea/supporting details when it comes to this particular excerpt.</li> <li>• <b>Tactile:</b> Students will be able to use paper/pencil to write their responses to the teacher if they so choose and if this works better for them than sending an email on the iPad.</li> </ul>
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Apple Classroom: <ul style="list-style-type: none"> <li>- Using Apple Classroom on the students’ iPads, the teacher will be able to manage what the students are viewing or what page they are on by utilizing the “lock screen” feature.</li> <li>- If students’ iPads are not charged or they are having difficulty emailing the teacher, (or any other iPad problems) they have</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Direct Instruction / Guided Practice:             <ul style="list-style-type: none"> <li>○ Students are expected to be good listeners while the teacher is explaining</li> <li>○ Students are expected to participate when asked questions.</li> </ul> </li> </ul>

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<p>the option to write down the main idea and supporting details if they so choose.</p> <ul style="list-style-type: none"> <li>- When having the students think, pair, and share with their elbow partners, the teacher will give them a verbal warning how many minutes they have to discuss the topic. The teacher will also give a countdown from 5 to allow students to wrap up their thought in the conversation with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>o Students are expected to not talk out of turn.</li> <li>• Working on the Assignment: <ul style="list-style-type: none"> <li>o Students are expected to stay on task.</li> <li>o Students are expected to work quietly (voice level 0-1) by themselves or with a partner is designated by the teacher.</li> </ul> </li> <li>• Using iPads: <ul style="list-style-type: none"> <li>o Students are expected to only be viewing the website provided by the teacher or be typing their email to the teacher.</li> </ul> </li> <li>• When Pairing &amp; Sharing Information: <ul style="list-style-type: none"> <li>o Students are expected to be talking about what they thought the main idea/supporting details were of the website provided.</li> <li>o Students are expected to keep their voice levels at a 1 or a 2 when sharing with their partners; being courteous of the other students; inside voices.</li> </ul> </li> </ul>
Minutes	Procedures
5 min.	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>- Find Valentine’s Day website for students to view: <a href="https://www.ducksters.com/holidays/valentines_day.php">https://www.ducksters.com/holidays/valentines_day.php</a></li> <li>- Find whole group article to practice the concept of main idea and supporting details. (attached at bottom of document)</li> <li>- Have short story readily available to project on Smart Board.</li> </ul>
10 min.	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>- Explain to students you have a mystery web page in which they will need to find the main idea/supporting details. <ul style="list-style-type: none"> <li>o Mention it has some pretty crazy facts about the topic too that they may find interesting.</li> </ul> </li> <li>- Read short story about the planets as a whole class and work through figuring out the main idea and 2 details that support that main idea in the passage.</li> <li>- Work through short story together using the anchor chart (pizza &amp; toppings) to figure out this short story.</li> </ul>
10 min. with Engage section	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>- Refer to anchor chart the students made with Ms. Hager on main idea and supporting details (pizza = main idea, toppings = supporting details) and go over it.</li> <li>- Ask the students, “What part of the pizza is the main idea? What does this mean? What part of the pizza is the supporting details? What does it mean to be a supporting detail?”</li> <li>- Ask students “Does this make sense?” <ul style="list-style-type: none"> <li>o Have students do thumbs up, thumbs down for response</li> <li>o “What questions do you have for me before you begin?”</li> </ul> </li> </ul>
10-13 min.	<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> <ul style="list-style-type: none"> <li>- The students will now pull out their iPads and view the website the teacher has provided.</li> <li>- They are to read the information on the website and think about the main idea and supporting details.</li> <li>- The students are going to send the teacher an email explaining what they have gathered when it comes to the main idea of the webpage and also provide 3 supporting details.</li> <li>- Students should write their responses to the teacher in complete sentences.</li> </ul>
3 min.	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- Ask the students to think, pair, and share (with their elbow partner) what they thought the main idea was and supporting details for the website provided by the teacher. <ul style="list-style-type: none"> <li>o Give students time to discuss with one another. (1-2 min.)</li> <li>o Count down from 5 to have students wrap up conversation with classmate</li> </ul> </li> <li>- Ask the students to share what they discussed with their peer with the whole class. <ul style="list-style-type: none"> <li>o First asking for main idea, then 3 supporting ideas.</li> </ul> </li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>- <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b> <ul style="list-style-type: none"> <li>- By doing the guided practice in whole group, the teacher will be able to gage if the students understand the concept of</li> </ul> </li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>- At the end of the lesson, students will send the teacher an email that includes their interpretation of the main idea that is discussed on the web page as well as three details that support that idea.</li> </ul>

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main idea/supporting details before sending them into the explore section.

- Apple Classroom has a feature in which the teacher can view what each of the students/paired students are typing all on one screen. The teacher will be able to monitor which students are on track/struggling by viewing their screen and provide assistance accordingly.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

Overall, I think my very first lesson I taught wasn't too bad and actually went a lot better than I initially anticipated. The students seemed engaged and asked questions if they were confused. Some changes I would make would be:

1. Rewriting their task on the board.
2. Clarifying to the students that they are supposed to write the main idea and three supporting details IN THEIR OWN WORDS so they don't copy and paste.
3. Make a time frame and remind them how much time they have left to do their work.

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

## Find the Main Idea Planets in the Solar System

There are eight planets in the Solar System, and each one is very different. Some planets, like Jupiter and Saturn are very large. Others, like Mercury and Mars are smaller. Jupiter has moons that are larger than Mercury. The planets also have different atmospheres. Uranus, Jupiter and Saturn have atmospheres of hydrogen and helium. The atmosphere on Venus is made up of carbon dioxide. Earth has a nitrogen and oxygen atmosphere. Neptune's atmosphere is mostly hydrogen. The planets also have different temperatures. Uranus is the coldest and Venus is the hottest.



### Find the Main Idea

Write the main idea of the paragraph in your own words.

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Write two supporting ideas for the main idea.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

*Mercury*

*Venus*

*Earth*

*Jupiter*

*Mars*

*Saturn*

*Uranus*

*Neptune*