

Main Idea

Grade: Kindergarten		Subject: Language Arts	
Materials: Book, Main Idea Worksheets		Technology Needed: Active Board	
Instructional Strategies: X Direct instruction € Peer teaching/collaboration/ X Guided practice perative learning € Socratic Seminar € Visuals/Graphic organizers € Learning Centers € PBL € Lecture € Discussion/Debate X Technology integration X Modeling € Other (list)		Guided Practices and Concrete Application: X Large group activity X Hands-on € Independent activity € Technology integration € Imitation/Repeat/Mimic X Pairing/collaboration € Simulations/Scenarios € Other (list) Explain:	
Standard(s) RI.2 With prompting and support, identify the main topic and retell key/supporting details of a text.		Differentiation Below Proficiency: I will allow these students more time to work to think through the activity. I will also pair these students with above proficient students to learn through the activity from a peer. Above Proficiency: I will pair these students with below proficient students to guide the other students through the activity. When these students are done working, they will read a book from their book box and tell me the main idea of the book.	
Objective(s) By the end of the lesson the students will use supporting details to identify main idea by looking at different groups of pictures to find the main idea of the picture. Bloom's Taxonomy Cognitive Level: Understanding and Analyzing		Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory – I will verbally give instructions. Visual – I will show the students an example. Kinesthetic – Student will move around the room to work on the activity.	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Students will be expected to follow classroom rules and procedures. Students will gather on the carpet for whole group instruction. After instruction students will work with a partner to complete the activity. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Students will be expected to follow classroom rules and procedures. Students will have voice levels at 0 during group instruction During turn and talks and work time students will have voice levels at a whisper level. Students will work together with their partner to find the answers. Students will be expected to raise their hand if they have a question or to answer a question. 	
Minutes	Procedures		
5 Minutes	Set-up/Prep: <ul style="list-style-type: none"> Get book to read to students. Prepare main idea worksheets 		
8	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Today, I am going to read you a story and we are going to find the main idea of the story. By raising your hand, can anyone tell me what main idea means? <ul style="list-style-type: none"> What the book is mostly about So, I want you to look at the cover of the book. Now, turn and talk with someone beside you about what you think the book might be about. By raising your hand who wants to share what they think this book will be about? 		

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Minutes	<ul style="list-style-type: none"> ○ Allow two students to share what they think the book will be about. ● Those are all very good guesses, lets find out. <ul style="list-style-type: none"> ○ Start reading the book, ask students questions while reading the book. ○ Half way through the book, ask the students what the book is about so far. ● So, what was the book about?
8 Minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● So, today we are going to work a little more of finding the main idea. I am going to give you some paper with groups of pictures of them. When we are looking at the pictures, we are going to see what they all have in common. Does anyone know what that word means? Common? Right, it means like how two or more things are the same. Now, lets just look at the pictures in the circle quick. Hmm I see a car, a school bus, a bike, a boat, and an airplane. Looking at these pictures can anyone raise their hand and tell me what they all have in common or how are they all the same? Well, I see that the car, school bus, and bike all have wheels, but the boat and airplane do not have wheels, so they done have the in common. But, can they all take you places? Yes, does anyone know that big word that means how you get from place to place? Awesome job! They are all forms of transportation. So then, I am going to put in the middle of the circle forms of transportation. You guys are so smart, let's do one more together. ● Now, in this picture I see a spoon, a fork, a knife, and a plate. What would be the main idea of this group of pictures. Turn and talk with a shoulder partner on how these items are the same. <ul style="list-style-type: none"> ○ Allow students a few moments to turn and talk with a partner, then call students back to you. ● So, who wants to share what these items all have in common? <ul style="list-style-type: none"> ○ Allow two students to share their thoughts. ● Yes, these are all things you use to eat with. So, then I am going to put that in the middle of my circle again. So, this is what your pictures look like. There are two on each page and you are going to work with a partner to complete this activity. So, once you and your partner have agreed on an answer you are going to put it in the middle of the circle of you can put it beside the circle. Also, if you don't know how to spell a work, sound it out and spell it the best that you can. Now, when we are working with our partners should we be yelling and talking to someone across the room? No, I want you to be talking and working with your partner at a whisper voice level, everyone shows me what a whisper sounds like by saying 'hi'. Good, so while you are working, your voice should not go above this level. Then when you are done, you can put your paper up here on Ms. Ternes's rocking chair and then go into your reading rotation. ● Does everyone understand what they will be doing? Give me a thumb up if you got it or a thumb down if you want me to explain the activity again.
8 Minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Students will work with a partner around the room, analyze the groups of pictures to find what they all have in common. Then the students will label the main idea of the pictures. ● During the activity I will go around to each group to ensure that they know how to find the main idea of the group of pictures. ● If students have questions, I will ask them questions based on what they see to help guide them to the correct answer.
3 Minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● So, when finding the main idea of a story, it is important to pay attention to the details because they will help you find the main idea. ● By doing this activity you will know that to find the main idea of a story, it has to be the same throughout the book, like the pictures on the worksheet, each group went together.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> ● I will ask students questions throughout the lesson to see what they know about main idea. ● I will listen to students during turn and talks to see how they are processing through the information and see if I need to do more explaining on main idea. 	
<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● I will collect students' worksheets to see if they understood how to analyze the groups of pictures to determine the main idea of the groups. <p>If applicable- overall unit, chapter, concept, etc.:</p>	

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Consideration for Back-up Plan:

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

After implementing this lesson, I thought it went really well. The students understood the concept of main idea and how to find the main idea. Although the words were difficult to spell, the students knew what the main idea was for each group of pictures and did a good job on sounding out the words and spelling them the best they could. If I was to do this activity again with this age group, I would put together groups of pictures that would be easier for them to sound out and spell.