

College of Education  
LESSON PLAN FORMAT  
ELED 450

**Standards w/Assessments Named-***Write standard out and label it correctly!* : *RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.*

**Learning Target (I can statement in student speak):** *I can use details (evidence) from the story to form the main idea.*

**Criteria for Success (this should be tied to your assessment and is measurable):** *Students will be able to find the main idea and be able to support it with details from the story..*

**Assessment:** *Students will successfully fill out “Finding The Main Idea” worksheet completing it by picking out the main idea on their own and supporting their choice with details from the story.*

**Type of Lesson:** *Read Aloud*

- a. What different instructional strategies and learning activities do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy/activity.
- i. *I plan to use a guided reading that students will listen to using Storyline Online. During this part of my lesson I will pause the video and ask engaging questions to get them thinking about the story. I will also be leading my own center where I will have students practice finding the main idea and supporting details with me in the “What’s The Main Idea” worksheet. Once we have correctly done that worksheet I will have students fill out “Finding the main Idea” worksheet on their own to assess if they understand how to do this on their own. We will read the short story together in a group but I will have students answer the questions on their own.*
- b. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?  
*.The instructional strategies connect to the learning goal because in both students are being shown how to decipher between details and the main idea.*

**Contextual Factors:**

- a. Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.
- i. *Grade 3, Reading, 20 students, no students with special needs*
- b. Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.  
*.N/A*
- c. Describe any rituals and routines that you have observed the classroom teacher doing that you may also want to implement for a successful lesson.  
*.I will use the “count down from 5” method that my teacher uses to get student attention.*

**Materials and Resources Needed:**

<b>Text title:</b>	<i>A Bad Case of Stripes</i>
<b>Lexile or Grade Level of the text</b>	610
<b>Other Required Materials</b>	Scissors, glue, pencil, smartboard
<b>Resources</b> (website you used to support planning, etc)	The Reading Strategies Book, Storyline Online, CCSS Booklet, EdPuzzle Video

**A. The Lesson** (Including a time frame may help in planning.)

**Introduction (2-3 minutes)**- (Think about the connection on pages 87-89 *The Art of Teaching Reading*)

Getting attention	<ul style="list-style-type: none"> <li>Introduce myself - Ms. Nelson</li> <li>Countdown from 5 to get student attention</li> </ul>
Relating to past experience and/or knowledge	
Creating a need to know	<ul style="list-style-type: none"> <li>Today in our centers we are going to be describing what the main idea of a story is.</li> </ul>
Sharing objective, in general terms	<ul style="list-style-type: none"> <li>I'll have students read my I can statements together. <ul style="list-style-type: none"> <li>I can use details (evidence) from the story to form the main idea.</li> </ul> </li> </ul>

**1. Methods (core of the lesson) (time frame: total of 30-40 minutes with worktime)**

<p>Before Reading</p> <p><i>(Think about the teaching phase on pages 89-91 in <b>The Art of Teaching Reading</b>) Be sure you include a strategy from <b>The Reading Strategies Book</b>.</i></p>	<p><b>BEFORE READING ASK:</b></p> <ul style="list-style-type: none"> <li><b>What are your favorite foods?</b> Pay special attention to the differences in the students' answers. Lead them to realize that not everyone likes the same thing.</li> <li><b>Have you ever not eaten something, or joined in an activity because you were afraid that others would make fun of you?</b></li> <li>Explain that in the story, <i>A Bad Case of Stripes</i>, a little girl named Camilla loves lima beans but never eats them because she knows the other kids in school do not like them. She gets so worried about what they will think of her if they find out that she breaks out in stripes.</li> </ul>
<p>During Reading-</p> <p><i>List specific questions and pages you might ask them</i></p>	<p>I Do (modeling-Making your thinking visible)</p>

<p><i>(Think about the active involvement phase from your –91 -94 in The Art of Teaching Reading). Be sure to model the strategy you choose from <b>The Reading Strategies Book</b>.</i></p>	<ul style="list-style-type: none"> <li>• Students listen “<i>A Bad Case of Stripes</i>” using Storyline Online</li> </ul> <p>We Do (Asking questions, and giving them a chance to try whatever strategy or concept your teaching) <b><u>A little different for me because we are doing centers and having students listen to the story.</u></b></p> <p><b><u>During the reading</u></b></p> <ul style="list-style-type: none"> <li>• Stop the reading periodically to discuss the problems that Camilla is having and possible solutions to the problems.</li> </ul> <p>Occasionally pause the story to ask:</p> <ul style="list-style-type: none"> <li>•</li> <li>• Why didn’t Camilla want to let others know that she liked lima beans?</li> <li>• How does Camilla feel when the kids laugh at her?</li> <li>• Do you think the kids are bullying Camilla? Why or why not?</li> </ul> <p><b><u>In my center - STRATEGY BOOK P.226 - 8.5 BOXES &amp; BULLETS</u></b></p> <ul style="list-style-type: none"> <li>• I will to get their brains thinking.</li> <li>•</li> <li>• Next I will define what main idea <ul style="list-style-type: none"> <li>○ The most important or central thought of a story</li> </ul> </li> <li>• As a group we will work through “What’s the Main Idea” worksheet together <ul style="list-style-type: none"> <li>○ Throughout the worksheet I will ask students how they chose what the main idea was and what the supporting details were</li> </ul> </li> </ul>
<p>After Reading-  <i>What might students practice in their independent reading time</i>  <i>(Think about the link—pgs 94-96 in The Art of Teaching Reading)</i></p>	<p>Review the strategy one more time.</p> <p>You do (what can they do to show progress/mastery in the concept or topic)</p>

	<ul style="list-style-type: none"> <li>I will explain the “Finding the main Idea” worksheet and have students complete it on their own. <ul style="list-style-type: none"> <li>Students can ask for help when needed.</li> </ul> </li> <li>Once finished we will go over what the students answered to see if they understood it.</li> </ul>
<p>Student Work time: Time Frame:10 min <i>Describe what students will be doing to practice what you have taught. This will be during a reading workshop. This should be very closely connected to the after reading component.</i></p>	<ul style="list-style-type: none"> <li>I will explain the “Finding the main Idea” worksheet and have students complete it on their own. <ul style="list-style-type: none"> <li>Students can ask for help when needed.</li> </ul> </li> <li>Once finished we will go over what the students answered to see if they understood it.</li> </ul>
<p>Closure: Time Frame: 3 min <i>Think about the follow-up pgs 96-99 in The Art of Teaching Reading. Make sure to tie this back to the learning target of the day</i></p>	<ul style="list-style-type: none"> <li>Review worksheet and</li> <li>Ask if anyone remembers the definition of main idea</li> <li>talk about the Main Idea of “<i>A Bad Case of Stripes</i>”</li> </ul>
<p>Ideas for differentiation (account for all scenarios described in your contextual factors)</p>	<p>Low level readers - read “The Storm together and do the worksheet with guidance”</p> <p>Gifted Students - Have them give me 5 supporting details - 3 on paper 2 verbally</p> <p>English Language Learners - N/A</p> <p>IEP modifications - N/A</p>

**Note: Make sure to attach copies of any worksheets that you use. MY WORKSHEETS ARE IN WORD AND I COULD NOT FIGURE OUT HOW TO ATTACH THEM SO I WILL TURN THEM INTO THE DROP BOX**

### Reflection

a. To what extent did the lesson, including instructional strategies, learning activities, materials, resources, and technology, help to facilitate student learning? How does the evidence you collected support this finding?

i. The instructional strategy helped facilitate learning by introducing students to supporting details and main ideas. The learning activity allowed students to do a hands on learning activity where they glued down the information and students were able to complete a worksheet on their own to show what they have learned. Technology helped facilitate learning because I used the smartboard to project Storyline Online and the story.

b. How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis.

.Students presented learning by being able to successfully fill in the worksheet and answer questions that the teacher asked about the learning objective. Students also demonstrated learning because they successfully filled out a worksheet on their own showing the teacher that they could pick out the main idea and support it with details.

c. While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.

.In my lesson plan I had planned to teach in a center but ended up having to do an entire class. I adjusted pretty well for not being prepared for a full class lesson. I also was not prepared to only me being there to teach so my worksheets were much shorter than they should have been for an entire class activity.

d. What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?

.To foster teacher to student interactions I got their attention by asking questions about themselves to get them to open up to me and feel comfortable. I also made them aware that they could ask me questions if they had any and for them not to be afraid to ask. For student-to-student interactions I had them talk in partners during the story to facilitate learning and inferring on what would happen in the story.

e. What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.

.I provided feedback by going over the worksheet with the students to provide them with the correct answers and to explain that if they did get the answers wrong why they were wrong.