

Lesson Plan Template

Grade: 3		Subject: Language Arts	
Materials: Going to School In Pioneer Times book, Worksheet <i>These facts stick in our minds</i>		Technology Needed: Smart board	
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) 	
Peer teaching/collaboration/ cooperative learning Visuals/Graphic organizers <ul style="list-style-type: none"> 🍏 PBL 🍏 Discussion/Debate 🍏 Modeling 		<ul style="list-style-type: none"> 🍏 Hands-on 🍏 Technology integration 🍏 Imitation/Repeat/Mimic 	
Standard(s) 3.RI.2. Determine the main idea of a text and recount the key details to explain how they support the main idea.		Differentiation Below Proficiency: Use different types of questioning for these kids to get them to think about it in their terms, such as “Well what did the book tell us that we know shows us what school was like during the pioneer times?” Above Proficiency: Use more difficult questioning for these kids that is more open ended such as “What can we infer about school during the pioneer days that was not directly stated?” Approaching/Emerging Proficiency: Ask direct questions where the answers, so that their wont be a gray area for these students to confuse them Modalities/Learning Preferences: For the auditory learners explain this over the microphone, so that they can hear it better. Display images on overhead to help the visual learners see what it was actually looked like during this time.	
Objective(s) By the end of the lesson, students will be able to recognize the main idea from a passage of a book. Students will be able to organize the main idea with the facts that go along to support the main idea. Bloom’s Taxonomy Cognitive Level: Recognize, Organize			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will stay in designated pioneer family		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students should be at a level 0 when I am talking. If students wish to respond to a question they should raise their hand.	
Minutes	Procedures		
5	Set-up/Prep: Make enough copies of <i>These facts stick in our minds</i> work sheet, get your book ready and post-it notes with pages of book you intend to read.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> - Have students recall what they have learned about main idea before. - Ask them “What is main idea? How do we determine what the main idea of a story is? What is a topic? What are supporting facts? All of these questions should get them to draw on their past knowledge of main idea. Then read them pages 10- 12 from the book <i>Going to School in Pioneer Times</i>. 		
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - Explain main idea (The most important part that the author wants to share/ what the story is mostly about, it helps us better understand what we are reading to know the main idea.) - Explain that supporting facts/ details are what support the main idea. - Show them the the work sheet with the main idea and all facts that support the main idea to again reiterate how these facts/ details are how we know what the main idea is. 		
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) -With the students and using the tool to project the work sheet onto the board, first ask students what the topic is that we we read about? - Call on a student to say the topic. (Should be Pioneer Times) - Then call on a student to pick the main idea. (Schooling on the Western Frontier) - Have students as a group come up with 1-2 facts/ details that support this main idea. - Ask each group what they picked and fill out the rest on the board/ with them filling it on their worksheets.		
5	Review (wrap up and transition to next activity): -Review what they have learned in this lesson. - Ask students for thumbs up/ thumbs down about whether or not they would like going to school during pioneer times, call on students that weren’t picked before to explain why they would or wouldn’t like to go to school during this time.		

Lesson Plan Template

- Have students turn in their work sheet ensuring that their name is on it at a level zero and return back to the group.

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- Asking questions about main idea/ and supporting details.
- Students will turn in worksheet that show they have organized the main idea with the supporting details/facts.

Consideration for Back-up Plan:

If students are having difficulty or not answering questions, pick a supporting, then show students why that supports the main idea.

Summative Assessment (linked back to objectives)

End of lesson:

(Mini lesson- teacher will be doing further assessing when I am not in classroom)

If applicable- overall unit, chapter, concept, etc.:

By the end of learning about this concept, students will be able to read a book on their own and pick out the main idea with supporting details.

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