**ED 265 Mid-Term Lesson Plan**

EXAMPLE:

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| Name: | Subject: English/Language Arts |
| Grade: 5th (26 kids) | Unit: Reading: Informational |

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| Lesson Title: Key Ideas and Details |

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| Materials and/or Resources Needed | Computer/iPad, an article for each group of students.  Teacher examples of venngage, lino and access to flocabulary.com. |
| Anticipatory Set | Flocabulary – main idea rap  Link: <https://www.flocabulary.com/unit/main-idea/> |
| Standard/Objective | RI.5.2: Determine main ideas of a text and explain how they are supported by key details; summarize the text. |
| Input (how will you provide the information?) | After the video from flocabulary, whole group discussion on what main ideas are and how to use details to support it. Have the students put ‘main idea’ and ‘details’ into their own words at the groups and share out once done. |
| Modeling (how will you show the students what they are learning?) | Share the article (from newsela.com – link: <https://newsela.com/read/texting-can-be-positive/id/44959/> that the teacher read, along with the venngage map (main ideas and details) **example:** <https://infograph.venngage.com/ps/2czrB2lXaBE/texting-effects> they made and the lino (summary) sticky note they posted on the **bulletin board link** : [http://linoit.com/users /canvases/Book%20Summary%21](http://linoit.com/users%20/canvases/Book%20Summary%21) . |
| Check for Understanding (how do you know if students are ready to move forward?) | With the class, read a second article aloud link: <https://newsela.com/read/plastic-pollution-solutions/id/46366/> and have the students help to find the main idea and supporting details (for this, the teacher would not create a new venngage or lino, simply writing on the white/smart board so the students have a visual). Have the students come up with a summary with their seat partner. |
| Guided Practice (continue scaffolding) | Jigsaw activity: Assign an article to five groups (four groups of five, one group of six) this will be their home group. Have the students find the main ideas, key details and summary of the article. Students will then create a lino and venngage map to take with them to their ‘research group’. Then, send the kids to their research groups, one from each home group now making up a new group, two from the fifth home group going to the fifth research group. The students will now share the main idea and key details from their article and summarize it for the research group. Students will take notes on a jigsaw worksheet from the other students’ articles to share with the home group. Link to worksheet: <http://www.adlit.org/pdfs/strategy-library/jigsaw.pdf>  Articles and topics:   * science - <https://newsela.com/read/turtle-lego-wheelchair/id/46436/> * health - <https://newsela.com/read/teens-sports-drinks/id/43442/> * arts - <https://newsela.com/read/fortnite-dances-contagious/id/46028/> * sports - <https://newsela.com/read/women-boxing/id/14884/> * money - <https://newsela.com/read/dog-cost/id/25317/> |
| Independent Practice (what activity will they do by themselves) | Find main ideas and key details of the independent reading book they have. The teacher will go around and ask students to tell them the main idea of their text and the details supporting it. Helping those who may still be behind on how to find details/main idea. |
| Closure (how do you recap what they learned or connect to previous knowledge.) | “Now, let’s SUMMARIZE what we learned today.”  The students should then create a quizlet.com ‘study set’ and put into their own words “main idea”, “key details” and “summary”. The teachers’ role is to make sure that the students have understood what the words mean and can identify them by a definition. Ideally, this would be added to a running list of words learned in the English/Language Arts content. |