

Grade: 6

Curriculum Area: Literacy, English

Utah Core Objectives:

- English and Language Arts: Reading Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Essential Question: How do we find a main idea?

Materials:

Story on sheet of paper

Pen/Pencil

Notebook (English Journal)

Personal Objectives: I want the students to be able to read a piece of text and be able to pick out the main idea of it by highlighting key details throughout it.

Vocabulary: similarities, difference, main idea, details, title

Adaptations for Students with Special Needs:

- Deep thinking and review
- Ample time to develop own ideas

Adaptations for EL's:

- Write on board, be clear about what we are learning about
- Provide frequent opportunities for interaction and discussion
- Constantly use scaffolding strategies throughout lesson
- Try and bring students background experiences into the lesson
- Engage student 90-100% of the time

Phase I: Exploration and Explanation

1. I will begin the lesson by accessing the student's prior knowledge.
2. I will project an article that will be used as an example to the class. Through this example I will access their prior knowledge even further.
3. I will begin by reading the article to them and asking them what they see (for example, bolded points throughout the text, a title, caption on picture, etc.)
4. In this stage of the lesson I want them to answer the question: "In non-fiction text what does the title tell us?" (Ideally getting the response that the title tells us what the article or text is MAINLY about).
5. Talk about and ask what key details in a text are.
6. Explain that the main idea of a story or piece of text is the author's most important point of the text.
7. Introduce the lesson-heads up

8. Duncan Tonatiuh is an award winning children's author that focuses on his native cultures. So we are going to read an article about him and some of the work he has done!
9. As I read, be looking for a title that could be made for this article. We are looking for a title because the title of anything that we read always captures the main idea and topic of the text.
10. After I read to the class, have them think/pair/share with their shoulder partner about what they would agree to be a good title and write it down in a notebook or piece of paper. Stress again that we want the title to be the main idea and what the focus that the author was trying to get across to us.
11. While they are sharing walk around and tell one or two people that you would like them to share with the class.
12. Have them share and negotiate the title. If there are two that have been said make sure to combine and make everyone feel comfortable with what has been said.
13. Re-read together, sentence-by-sentence. Stop at the end of every couple of sentences and ask if they see any key details in it that can support our title. If they find one have them come up and highlight it.

Transition to Phase II: (review and directions for Phase II)

1. Read Section 2 as a table.
2. Tell them that we are going to test our title now. They will read the next section that is in interview format as a table.
3. Tell the students to find/highlight 2 key details in that sections that support the title that we have come up with!

Phase II: Guided Practice

1. Roam the room scaffolding.

Transition to Phase III:

1. Review what they have learned!
2. So the title tells what the article is "MAINLY" about (wait and let them say it as class)
3. And the key details directly support that title.
4. Give directions for the task they'll do independently in Phase III:
 - "You will be given a new article. I want you to put a title at the top of the paragraph after you figure out what the main idea of the paragraph is. Then, I want you to highlight 3 supporting/key details in the paragraph.

Phase III: Independent Practice/Assessment

1. The next day I would give them a completely different article and have them write a title for it and have them write 3 key details that support their title. I would assess their work to determine if they found the main idea and key details supporting the main idea.