

# Research-Based Lesson Planning and Delivery Guide: Middle School

Teacher:

Course:

Grade Level:

Date:

## Mini-Lesson Planning for Main Idea

**Benchmark(s)/Standard(s):** *What is the next benchmark(s) on my course curriculum guide or FCIM calendar?*

**LA.6.1.7.3; LA.7.1.7.3; LA.8.1.7.3**

- Reads text and determines the main idea or essential message in grade-level or above level texts through inferring, paraphrasing, summarizing and identifying relevant details.

### Essential Question(s):

- How can I determine a text's major ideas and how are those ideas supported with details?
- What inferences can I draw based on evidence from the text?
- How can summarizing or paraphrasing help to recall information organize ideas within the text?

### FCAT Stem Questions:

- What is the main idea of this passage
- Write a summary of \_\_\_\_\_.
- Why do you think this story/article has the title \_\_\_\_\_?
- Retell a portion of the story.

**Materials/Resources:** *What do I have or need to teach this lesson objective(s)?*

**Teachers:** Pertinent reading material(s) and /or additional relevant text samples, graphic organizer templates,

If available: LCD projector, document camera, overhead projector

[http://www2.scholastic.com/content/collateral\\_resources/pdf/r/reading\\_bestpractices\\_vocabulary\\_sr\\_allgo.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf)

[http://www.classroominc.org/pdf/teacher/Tea\\_LessonPlans\\_lit.pdf](http://www.classroominc.org/pdf/teacher/Tea_LessonPlans_lit.pdf)

**Students:** Paper, pencils, computers (if available)

**Lesson Agenda:** *How will I deliver this lesson to help my students answer the essential question(s)?*

### FCIM Mini-Lesson Sequencing

Day One: Explicit Instruction (10 min)

Day Two: Modeled Practice (15 min)

Day Three: Guided Practice (15 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

### Special Notes:

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## Activating Strategy: Two Minute Talks (Project CRISS – “Mainstreaming”)

This is a fast-paced activity in which the teacher will direct students to “talk with your partner.” Students will share with a partner by brainstorming everything they know (activating prior knowledge) about main idea and details. Have Partner A talk for two minutes. After two minutes, Partners switch and Partner B talks for two minutes on the same topic, trying to follow the “rule of no repeats,” if possible. The teacher should monitor the students’ brainstorming sessions. Have two or three groups share one idea from their Two Minute Talks with the entire class.

### Lesson Delivery for Main Idea

**Day One - Explicit Instruction:** *How will I focus my students on what they need to learn? Which important vocabulary will I introduce/review?*

**Signal Words:** Add the following signal vocabulary words to Interactive Word Walls: Main Idea, Supporting Details, Implicit/Explicit Main Ideas, Inferencing, Relevant/Irrelevant Details, Drawing Conclusions, Summarizing, Paraphrasing (Rephrasing, Restatement), Generalizing, etc. (Please refer to the Polk County Curriculum Maps for Secondary- Middle School level - Grade Level - Comprehension – Main Idea - for additional Signal Words.)

Tell students that the main idea of the passage is what the text is mainly about: “the big idea.” Details are the part of the text that support the main idea and make the text interesting.

Example: I’m going to write three sports on the board with which you might be familiar: *soccer, handball, basketball*. Choose one of these sports and imagine you’re writing a guide for teen players. What would your first main idea be? What detail—fact or example—would you use to support it? (Answers will vary.)

Today I’m going to read to you from an article on high diving, and we’ll work together to identify its main ideas and supporting details.

Classroom Inc. (2004). Nonfiction library. Retrieved August 5, 2009 from [http://www.classroominc.org/pdf/teacher/Tea\\_LessonPlans\\_lit.pdf](http://www.classroominc.org/pdf/teacher/Tea_LessonPlans_lit.pdf)

**Day Two - Modeled Instruction:** *How will I demonstrate to my students what they are expected to do to answer the essential question(s)?*

#### Read Aloud and Model (5 minutes)

1. Use a familiar trade book, magazine or text piece.
2. The teacher is modeling for the students without student input.

**Example:** This is a brief article from an adventure magazine (or other type of literature). As I read aloud, I’ll interrupt myself to show you how I identify main idea and details. Listen carefully.

#### Model with students as you write and do think-alouds\* throughout mini-lessons.

\*A “**think-aloud**” is an oral verbalization teaching strategy. A think-aloud is “a metacognitive technique or strategy in which the teacher verbalizes aloud while reading a selection orally, thus modeling the process of comprehension” (Davey, 1983).

**Day Three - Guided Practice:** *How will I help my students practice answering the essential question(s)? How will I incorporate Teacher-Led Question and Answer, Student Accountable Talk, Collaborative Structures, and Checks for Understanding?*

**Practice One:** Repeat the same activity from Day Two using a different piece of text, or any other text piece (paragraphs work well) that can be posted for all students to see. Continue to do a think-aloud to differentiate between main idea and supporting details. Students should collaborate with the teacher to complete the graphic organizer (either tree map or main idea/detail organizers.)

**Practice Two:** Repeat the same activity as Practice One using a different paragraph selection. Students will work in collaborative pairs to read the passage, discuss which sentences contain details or which sentence compasses the main idea (if stated). Pairs will complete one graphic organizer together.

Additional strategies/activities:

- Give students several picture selections. Using details in the picture, have students write what they think the main idea of each picture could be.
- Have students create 2 to 4 sentences to share with a partner. The partner reads the sentences and indicates which one is the main idea and which are the three supporting sentences.
- Display two pictures for students from reading or content areas. Have pairs use one of the graphic organizers to depict the main idea and supporting details.\

**Special Note:** It is important that students are able to determine the main idea in any text piece. This is a skill that should be taught continuously throughout the year and embedded in all content areas.

**Day Four - Independent Practice:** *How will my students practice answering the essential question(s) individually?*

Provide each child with a paragraph of text. Students should use one of the graphic organizers to identify the main idea and supporting details.

**Additional Information:** The following teaching strategies are appropriate for teaching main idea: KWL, story maps, word webs, concept maps, thinking maps, fishbone diagrams, semantic feature analysis, ABC brainstorming.

**Day Five - Assessment:** *How will I know if my students can answer the essential question(s)?*

Using the graphic organizer(s) created on either Day Two or Day Three to summarize their learning, students will use the content to respond to how the main idea is different from supporting details. Students should be prompted to include appropriate signal words in their writing. Students should be instructed to include important details of what was learned regarding identification of the main idea of a passage.