

**Erin Delger**  
**Practicum 2 Centennial Elementary**  
**Date: October 3, 2018**

<p><b>Grade:</b> 1<sup>st</sup> Grade</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Brown bags</li> <li>• Printed images about a similar subject <ul style="list-style-type: none"> <li>• Weather</li> <li>• School</li> <li>• Sports</li> </ul> </li> <li>• Main Idea exit slips</li> <li>• I'm Done print out</li> <li>• Books <ul style="list-style-type: none"> <li>• Millie Waits for the Mail by: Alexander Steffensmeier</li> <li>• Share-o-saurus by: Sudipta Bardhan-Quallen</li> <li>• The Boy Who Didn't Share By: Mike Reiss</li> <li>• Volcanoes by: David and Patricia Armentrout</li> <li>• Ant Bully by: John Nickle</li> <li>• The Tortoise and the Hare adapted by: Janet Stevens</li> </ul> </li> </ul>	<p><b>Subject:</b> Reading</p> <p><b>Technology Needed:</b> None</p>																								
<p><b>Instructional Strategies:</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>	<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		<p><b>Guided Practices and Concrete Application:</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>	<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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<p><b>Standard(s)</b>  RL.2 Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea. Central Idea = synonymous with main idea.</p> <p><b>Objective(s)</b>  By the end of the lesson, the students will be able to identify the main idea of a story by making inferences based on similar picture story groups.</p> <p>"I can find the main idea of a story."</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> Apply</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b> I will pair these students up with high flyers, so they will be motivated to participate in the activity. If they need extra help, I will be walking around to assist.</p> <p><b>Above Proficiency:</b> I will match these students up with below proficiency students. I hope these students will act as a motivator to the other students. I will also address the idea that one student is not doing all of the work.</p> <p><b>Approaching/Emerging Proficiency:</b> I will group these students together, and I will stress the importance of collaboration; one student is not doing all of the work, they should all be participating.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• Visual: The visuals from the mystery bag will help students that have a difficult time reading understand what the main idea may be about. Also, the books that will be discussed throughout the lesson will be beneficial. I also plan on having an anchor chair that visually represents what the main idea of a story is.</li> <li>• Linguistic: The anchor chart will have labels and strategies on it to help linguistic learners understand main idea and how to infer what the main idea of a story may be. The exit slip will also require the students to read the multiple choice answers for what the main idea of each mystery bag is.</li> <li>• Spatial: The hands on exploration activity with the mystery bags and correlating images will help this type of learner understand the concepts that are being presented.</li> </ul>																								

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<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>• Group Work <ul style="list-style-type: none"> <li>• Hands to self.</li> <li>• Voice level zero unless answering/asking a question.</li> <li>• Eyes are watching.</li> <li>• Ears are listening.</li> </ul> </li> <li>• Partner Work <ul style="list-style-type: none"> <li>• All are working.</li> <li>• On task.</li> <li>• Stay in one spot.</li> <li>• Voice level 1.</li> </ul> </li> <li>• Moving Around the Room <ul style="list-style-type: none"> <li>• Walk.</li> <li>• Watch for others.</li> </ul> </li> <li>• Using Materials <ul style="list-style-type: none"> <li>• Do not rip, tear, or destroy.</li> <li>• Clean up.</li> </ul> </li> <li>• Cleaning Up <ul style="list-style-type: none"> <li>• All must help.</li> <li>• Pick up after yourself.</li> <li>• Help others.</li> <li>• Voice level 1.</li> </ul> </li> </ul>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>• Partner Work Behavior <ul style="list-style-type: none"> <li>• Students are expected to participate during the partner work.</li> <li>• Students are expected to stay on task.</li> </ul> </li> <li>• Direct Instruction <ul style="list-style-type: none"> <li>• Students are expected to be good listeners.</li> <li>• Students are expected to not talk out of turn.</li> <li>• Students are expected to participated when asked questions. <ul style="list-style-type: none"> <li>• Students are expected to be respectful to themselves, the speakers, and other classmates.</li> </ul> </li> </ul> </li> <li>• Moving Around the Room: <ul style="list-style-type: none"> <li>• Students are expected to walk.</li> <li>• Students are expected to not push or hurt others.</li> <li>• Students are expected to have a voice level 0.</li> </ul> </li> </ul> <p>If a student is unable to follow these expectations, they will practice the procedure until they can get it right. If they hurt others, they will have to remain at their desk for the activity.</p>
<p><b>Minutes</b></p>	<p style="text-align: center;"><b>Procedures</b></p>
<p>2 hours</p>	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Prep the related images sheets.</li> <li>• Cut out the related images.</li> <li>• Place images into the bag.</li> <li>• Make "Mystery Bag" labels.</li> <li>• Make a "Main Idea" anchor chart.</li> <li>• Make "Main Idea Exit Slip".</li> <li>• Set books out.</li> </ul>
<p>4 minutes</p>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ol style="list-style-type: none"> <li>1. Gather the students at the carpet in front of the anchor chart.</li> <li>2. "First graders, I need your help unpacking my main idea mystery bag. Give me a thumbs up if you think you will be able to help out." <ol style="list-style-type: none"> <li>a. Allow time for them to respond.</li> </ol> </li> <li>3. "Great! I am going to grab some items out and I need your help with understanding what these items are about." <ol style="list-style-type: none"> <li>a. Have the students grab the items from the bag one by one and say what they are.</li> </ol> </li> <li>4. "Raise your hand if you think you have an idea what these share or what they have in common." <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>5. "You are right, it is fall! You just helped me find out the main idea! That is what we are going to be working on today in reading. Let's look at our goal for the day; it says, "I can find the main idea of a story." Do you think you can help me out with this today?"</li> <li>6. "Wonderful, let's get to work readers!"</li> </ol> <p>This idea comes from: <a href="http://larremoreteachertips.blogspot.com/2012/01/finding-main-idea.html">http://larremoreteachertips.blogspot.com/2012/01/finding-main-idea.html</a></p>
<p>10 minutes</p>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ol style="list-style-type: none"> <li>1. "Main idea is what the story is mainly about. Let's think of it as a pizza. The main idea of a story would be like the crust of a pizza. The toppings are details. We can understand what the main idea is by looking at the book's pictures." <ol style="list-style-type: none"> <li>a. Pull out the book about volcanoes.</li> </ol> </li> <li>2. "By looking at this book's cover picture, can you tell me the main idea of the story? Remember, the main idea is what the story is about." <ol style="list-style-type: none"> <li>a. Allow time for the students to answer.</li> </ol> </li> <li>3. "Yes, this book would be about volcanoes. How did you know this?" <ol style="list-style-type: none"> <li>a. Allow time for the students to answer.</li> </ol> </li> <li>4. "Yes! Pictures help us understand what the main idea of a story is. Remember main idea is what the story is about. What would the main idea be for this book?" <ol style="list-style-type: none"> <li>a. Show the students the book about snakes.</li> </ol> </li> <li>5. "It is about snakes, that is right! Pictures help us understand the main idea. Titles of stories also help us understand what the story is going to be about. What if I showed you just the picture of this book and not title; what do you think the book would be about?"</li> <li>6. Okay, what if I told you the title was called, "Millie Waits for the Mail"; would you know the main idea or what the story is mainly about?"</li> </ol>

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	<p>a. Wait for the students to answer.</p> <ol style="list-style-type: none"> <li>7. "Yes! How did you know?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to answer.</li> </ol> </li> <li>8. "Good work, titles help us understand the main idea of a story. What does main idea mean, again?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to answer.</li> </ol> </li> <li>9. "Correct. Let's look at one more book title. What do you think this book's main idea is?"             <ol style="list-style-type: none"> <li>a. Read the book title, "The Boy Who Didn't Share." Allow time for the students to respond to the question.</li> </ol> </li> <li>10. "How did you know that was the main idea?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>11. "What does the main idea mean again?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>12. "Yes. Remember, it is like the crust of a pizza. Main idea is what the story is mainly about. We are going to do some practice with main idea. You guys get to solve mysteries! You will get a partner and three mystery bags like this one."             <ol style="list-style-type: none"> <li>a. Show them a mystery bag example.</li> </ol> </li> <li>13. "Each mystery bag has a four images in them. Just like what we did at the beginning of the lesson."             <ol style="list-style-type: none"> <li>a. Pull out the images and show the students.</li> </ol> </li> <li>14. "You and your partner will have to look at the pictures in the first bag and try to figure out what the main idea of this story would be. Let's do this example together. The first picture is a bear, next picture is a lion, the third picture is an elephant, and the last picture is a cow. What do you think the main idea of this story would be?"             <ol style="list-style-type: none"> <li>a. Allow time for students to answer.</li> </ol> </li> <li>15. "Good work! Now that we know the answer, we take out our main idea sheet. We find where it says bag one and we read our possible answers for this bag. Here are the possible answers, is the main idea about camping?"             <ol style="list-style-type: none"> <li>a. Allow time for students to answer.</li> </ol> </li> <li>16. "No, is the main idea about animals?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to answer.</li> </ol> </li> <li>17. "Yes it is. So we circle the right answer which is animals. Let's practice one more time and then get to work. Here is our next mystery items. Brownies, cupcakes, cake, ice cream."             <ol style="list-style-type: none"> <li>a. Take the items out as you say them.</li> </ol> </li> <li>18. "What would the main idea be of this story?"             <ol style="list-style-type: none"> <li>a. Allow time for students to answer.</li> </ol> </li> <li>19. "Once we think we know the main idea, what do we do next?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to answer.</li> </ol> </li> <li>20. "Yes we find bag #2 on our sheet and look at the possible answers. When we find the right answer we circle it. Is the main idea about clothes?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to answer.</li> </ol> </li> <li>21. "No. Is it about desserts?"             <ol style="list-style-type: none"> <li>a. Allow time for students to respond.</li> </ol> </li> <li>22. "Yes, so we circle that answer. Now, you get to practice. I have picked partners for you. Are one of the partners going to do all of the work?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>23. "No, we are all going to help out. Let's remember our expectations. We are going to work together, stay in our spot, and use a voice level 1. When you are done, clean up your supplies and bring your sheets and bags to me. Then you can find a book to read with your partner until we are done with the activity. I put this reminder up on the anchor chart to help us remember what we can do after."             <ol style="list-style-type: none"> <li>a. Point to the anchor chart "I'm done."</li> </ol> </li> <li>24. "What are our expectations?"             <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>25. "The quietest students will get to start first."             <ol style="list-style-type: none"> <li>a. Hand out the bags and the sheets to the groups.</li> </ol> </li> </ol> <p>This activity was derived from: <a href="http://achocolatedudley.blogspot.com/2013/09/the-puzzling-main-idea.html">http://achocolatedudley.blogspot.com/2013/09/the-puzzling-main-idea.html</a>  The anchor chart was derived from: <a href="https://i.pinimg.com/originals/3f/f8/5e/3ff85e2e4224d8d45a6550dc85d50d01.jpg">https://i.pinimg.com/originals/3f/f8/5e/3ff85e2e4224d8d45a6550dc85d50d01.jpg</a></p>
<p>5 minutes</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ol style="list-style-type: none"> <li>1. The students will be broken up into groups of two. Each group will get 3 "Mystery Bags". The bags will have four images in them that all correlate with each other. For example, a campfire, tent, marshmallows, and sleeping bag would all connect with camping. The students are to grab all four images out of the bag and collaborate with one another about what the main idea of this potential story would be. When they think they figured it out, they have to look on their "Mystery Bag Exit Slip" to find the multiple choice answer that correlates with the correct bag. When they find the answer, they must circle it. They will do this for all three bags. When they are done, they must put the supplies back in the bags and hand their exit slip into me. If there is extra time, the students can partner read until the other students are done or near completion.</li> <li>2. Once the students are done and if there is still time, read the book <i>Pigsty</i> by: Mark Teague to the students.</li> </ol>


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2 minutes	<b>Review (wrap up and transition to next activity):</b> <ol style="list-style-type: none"> <li>1. "Two more minutes first grade."</li> <li>2. "One more minute, you need to start cleaning up and meet me at the carpet."</li> <li>3. "Hands on top, everybody stop. Freeze, please. We need to walk to the carpet and find your spot."               <ol style="list-style-type: none"> <li>a. Allow time for the students to transition.</li> </ol> </li> <li>4. "What is the main idea of a story?"               <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>5. "Let's see if we met our goal. I can identify the main idea. Did you figure out the main idea of the "Mystery Bags"?"               <ol style="list-style-type: none"> <li>a. Allow time for the students to respond.</li> </ol> </li> <li>6. "It looks like you did."               <ol style="list-style-type: none"> <li>a. Show the exit slips.</li> </ol> </li> <li>7. "Remember main idea is what the story is about. Great job today, readers. If you haven't finished your activity and turned it into me, you still have a few minutes before snack. If you have finished, you may grab your snack."</li> </ol>	
	<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>As the students are working in groups, I can discuss with them what kind of answers they are getting. I will also remind them of the meaning of main idea. I will be checking to make sure the students are on track and that everyone is participating.</p>	<b>Summative Assessment (linked back to objectives, END of learning)</b> <p>The "Mystery Bag Exit Slip" will be our summative assessment. I will be able to identify which students understand the concept of main idea and which ones need more assistance by looking at their answers on the exit slip.</p>
	<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> <p>To begin the lesson, I asked the students to help me unpack a mystery bag. I feel like they were engaged and hooked by this activity. We quickly reviewed what main idea was since the cooperating teacher had already been discussing this topic with them. One task I tried to do several times was repeat what the main idea of a story was. I felt that it got to be a little annoying at times, but from what I have learned, children need to hear a statement 20 or more times before it sticks with them. I was glad to observe that this was working throughout my lesson. Some were excited that they were able to remember what main idea meant; others still struggled with the concept, but it is a work in progress. After we did the unpacking of the mystery bag, I talked to them about main idea for a short time. I tried to explain that main idea is kind of like the crust of a pizza. I tried to explain that the pizza crust makes up the main part of the pizza just like the main idea makes up the main part of a story. The students were thrilled to view my pizza clipart, and I think that helped them come back to the idea. I then informed students of two ways we can find the main idea of a book without even having to read it. We talked about how pictures and titles could help us understand the main idea of the story. I think that the students really connected to this, and they were able to identify the main ideas of stories by looking at the title and the pictures. I then did two more mystery bags to help them comprehend what they would be doing with a partner. At this time, I introduced my exit slip; I believe this is where the students got confused. I had to explain it twice how I wanted them to mark their answers on the exit slip. I decided that it was better to just have them practice, and then, I would be able to observe what they were confused on. As I walked around, I notice that most of them did understand what I wanted them to do with the exit slip. However, there were a few that struggled with the concept. The next time I teach this, I would not give the students that are below proficiency an exit slip. Instead, I would maybe have a checklist and ask them if they knew the main idea of each mystery bag. Another idea I could do is have them come work with me one on one, that way their partner would not be tempted to answer for them, and I would be able to get a more accurate understanding of what the student knew. I may just get rid of the exit slip all in all because it seems that the students had a difficult time placing what they knew on the paper.</p> <p><b>Alterations to Lesson:</b> The students will be placed with a partner and each group will get three mystery bags. Instead of letting each group do it on their own, I will guide them by reading the questions. This will be more like a guided activity. The groups will open up the first mystery bag and examine what they believe the main idea is. I will give them thirty seconds to one minute to collaborate and generate their understanding. I will then read off the potential answers for the students. By doing this, they will be able completely understand the instructions.</p>	

Name: \_\_\_\_\_

### Mystery Bag Exit Slip

Directions: Circle the main idea for each bag.




<b>Mystery Bag #1:</b>	Food	Weather	Animals
<b>Mystery Bag #2:</b>	School	Camping	People
<b>Mystery Bag #3:</b>	Books	Movies	Sports

Name: \_\_\_\_\_

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