Grade: Fourth Grade	Subject: Reading
Materials: Dry erase markers, pencil, graphic organizer	**Technology Needed:** Projector to display story

Instructional Strategies:	Guided Practices and Concrete Application:

Instructional Strategies:
 	
 Peer teaching/collaboration/ cooperative learning
  Direct instruction
  Guided practice
 Visuals/Graphic organizers
  Socratic Seminar
  PBL
  Learning Centers
  Discussion/Debate
  Lecture
  Modeling
  Technology integration
  Other (list)
	Large group activity Hands-on
	Independent activity **Technology integration**
	 Pairing/collaboration **Imitation/Repeat/Mimic**
	 Simulations/Scenarios
	 Other (list)
	 Explain:

Standard(s)	Differentiation
4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. **Objective(s)** By the end of the lesson the students will be able to identify the main idea of a story along with at least three supporting details by filling out a graphic organizer. **Bloom's Taxonomy Cognitive Level:** Understand	**Below Proficiency:** I will allow those who are below proficiency to ask a neighbor for assistance if needed. **Above Proficiency:** I will give the opportunity for those who are above proficiency to add on to their graphic organizer to give deeper detail to the supporting points **Approaching/Emerging Proficiency:** Students who are approaching proficiency will fill out as much of their graphic organizer as possible with minimum assistance. **Modalities/Learning Preferences:** Visual

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
The students will start at desks as I give an explanation of the lesson. I will then hand out a graphic organizer to each student. I will set a timer for 5 minutes as they fill out their graphic organizer. When the timer goes off they will go to the carpet with their graphic organizers.	Sit quietly while I explain the lesson. Quick and quiet transitions to the carpet. Work quietly while filling out graphic organizer. Lay graphic organizers on the floor in front of you when finished and sitting at the carpet. Voices should be at a noise level 0 when I am explaining, along with when the students are filling out their graphic organizers.

Minutes	Procedures
3	**Set-up/Prep:** project short story from benchmark on the board, and have graphic organizers ready.
7	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** I will read the title of the story and we will have a class discussion about what we may think the main idea of the story is based on the title. I will then read the story out loud to the students. I will then allow the students to turn and talk to discuss what they think the main idea of the story is and what the supporting details are.

2	**Explain: (concepts, procedures, vocabulary, etc.)**
	I will then review what the main idea of a story is and what supporting details are. "Supporting details are parts of the story that tell us what the main idea is. Think of supporting details as clues for what the main idea is."
6	**Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions)**
	I will give each student a graphic organizer and they will have 5 minutes to independently fill out the graphic organizer and add to it if they feel it is necessary.
5	**Review (wrap up and transition to next activity):**
	The students will return to the carpet and some students will have the chance to share what they put on their graphic organizer and underline it as it will be projected on the board.

Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)
Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.	**End of lesson:**
As I explain the lesson and read the story, I will allow time for questions to ensure there is no confusion before starting the activity. As the students are filling out their graphic organizer I will walk around the room to ensure everyone is on the right track. At the end of the lesson, I will collect the graphic organizers to check the overall understanding of the lesson.	By the end of the lesson, the students should be able to identify the main idea of the story and recognize at least 3 supporting details.
Consideration for Back-up Plan:	**If applicable- overall unit, chapter, concept, etc.:**
If a backup plan is needed and the students do not understand the topic to the point where they can fill out their graphic organizer on their own, I will do the graphic organizer with the class to help them through it.	

Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, I thought this lesson went really well. The students were engaged and attentive throughout the lesson. I feel that it helped that the transition from group instruction to independent work back to group instruction broke up the lesson for the students and helped to keep them engaged. As far as catching on to the concept of main idea and supporting details, the students were where I wanted them to be. I feel as though having the students fill out a graphic organizer held them accountable for their learning and allowed them to deeply think about the supporting details. When I brought the students to the carpet after filling out the graphic organizer, I was pleasantly surprised to see the level of understanding. If I did this lesson again, I would probably have the students work with a partner after they filled out the graphic organizer to ensure that they all had the chance to finish their graphic organizer. I would also have the students come up to the board at the end and underline supporting details to further engage the students. Overall, I am very satisfied with the outcome of

this lesson because I feel that the students got a lot out of it.