

MUHLENBERG COLLEGE LESSON PLAN FORMAT

Name	Grade	Date
Abigail Nochimson	1	3/6-3/9

Unit Title	Lesson Title
Animal Teams	Main Idea and Key Details

Standards Addressed

- CC.1.2.1.A:** Identify the main idea and retell key details of text.
CC.1.2.1.B: Ask and answer questions about key details in a text.
CC.1.2.1.E: Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.
CC.1.4.1.V: Participate in individual or shared research and writing projects.

Objective(s)

- SWBAT identify and retell main idea and key details in a text
 SWBAT identify the main idea and key details through various forms of text
 SWBAT examine a website and develop their own animal main idea writing with a partner

Main Assessment(s) and Criteria for Evaluation

- Summative Assessment: Students will work with a partner and complete all 4 steps in their research project. Students will share their writing with the class and I will make a “First Grade Zoo” book.
1. Research their animal
 2. Complete the prewriting organizer
 3. Write and illustrate the main idea and key details of the animal
 4. Share with the class
- Criteria of evaluation: graphic rating scale: see materials for rubric

Set Induction

1. Teacher will play several main idea videos and songs for students to get excited to dive deeper into the unit.

Content Outline

Vocabulary:

1. Main Idea: the authors message
2. Key details: important pieces of information that support the main idea

Readings:

1. A Team of Fish: nonfiction interactive and guided reading
2. Ants Can Help
3. Animal Teams
4. A Fox Tail
5. Busy As a Bee

Materials: found in materials

1. Main idea and key details organizer
2. Give me 5 organizer
3. San Diego Zoo website
4. Pre-writing organizer
5. Final copy worksheet

The Lesson

Instructional Strategies and Learning Activities

1. Set Induction: Teacher will play several main idea videos and songs for students to get excited to dive deeper into the unit.
2. A Team of Fish: nonfiction: Students on invisible magic carpet
 - a. Teacher will read "A Team of Fish" to the class: paying close attention the features nonfiction texts offer: captions, pictures: helps us learn more about the writing with these features
 - b. Teacher will stop and have students look at the pictures: evidence that this is a nonfiction selection

Differentiation/Accommodation

1. Scaffold: main idea has been thoroughly scaffolded throughout beginning of the week to be able to give students freedom complete research and writing with their partners
2. Content: students have a chance to pick an animal they are most interested in
3. Pairs are strategically put together: based on abilities and needs
4. Process: depending on each pair's abilities they can talk through the writing ideas while one writes and the other draws the picture: for my 2 esol students

- c. Teacher will stop and redirect students to the caption: captions give important information about the photograph.
- d. Teacher will discuss the main idea and key detail of the text with students- prompt them: what is the main idea or what the author was trying to share with us about this text? Fish in a school help each other
- e. Key Details: We need to find 3 key details that provide evidence how fish in a school help each other: the fish look for food together, the fish keep each other safe, they help keep big fish away.

3. Ants Can Help:

- a. Students will rip pages 167-168 out of their Wonders book and join me on the carpet:
 - i. We will read "Ants Can Help": paying attention to the pictures and asking questions along the way.
 - ii. Students will follow along
 - iii. Teacher will pull up the main idea organizer and have students Think Pair Share: what is the main idea of the text? What are 3 details that show us that is the main idea?
 - iv. Pairs will share: we will discuss and write the main idea on the organizer as a class.

4. 3/7: Teacher will play main idea and key detail song to get students excited to continue learning

5. Give me 5 organizer:

- a. After discussing "give me 5" and showing students how to trace your hand : I will send students back to their seats to create their own "Give me 5".
- b. I will pass out white paper and have students trace their hands: they will fill in each finger

with the correct criteria and look at the board as a reference

6. Animal Teams:

- a. Teacher will read "Animal Teams" to the class: discussion about another nonfiction text: paying close attention to captions and pictures that can provide us with more information
- b. Main Idea/Give me 5 organizer: Students will What is the main idea of the text? What are 3 key details that support our main idea?
- c. Pairs will have a chance to share and we will agree as class on the main idea and key details: we will fill out the organizer as a class
- d. A Fox Tail: Students will join me on the invisible magic carpet:
 - i. Paying attention to illustrations that support our main idea
 - ii. Students will discuss: What is the main idea and 3 key details of "A Fox Tail"?
 - iii. Students will share with the class and discuss if we all agree: teacher will be the scribe

7. 3/8: Review "Give me 5":

- a. Students will raise their hand and tell me what the 5 parts of give me 5 are

8. Busy As a Bee:

- a. Teacher will read "Busy As a Bee": paying attention to the captions and picture features of the nonfiction text
- b. Students will discuss: What is the main idea of the text? What are three key details that support our main idea?
- c. We will discuss as a class and look at our organizer and fill it out

9. Virtual Field Trip to the San Diego Wildlife Zoo:

- a. Teacher will open <https://sdzwildlifeexplorers.org/animals> and

guide students on how to navigate the website and explore.

- b. Teacher will show students how to use the filter to find an animal they are interested in, explore the webpage and learn more about these animals
- c. Teacher will show “live cam” feature some animals have

10. Teacher will introduce animal she worked on, how she explored the webpage, completed the 3 steps and was graded on her writing: students on carpet

- a. First, we will go to the webpage: filter- birds and the flamingo
- b. Step 1: Teacher will read about the flamingo to the class and look at the pictures.
- c. Step 2: Teacher will project her main idea organizer: discussion on many main ideas throughout, but focused on what interested me: used key details to support my main idea
- d. My organizer got approved by Ms. T-L so I was able to move on to my writing:
- e. Step 3: Teacher will share her writing and how she used the organizer to organize her thoughts. After the writing was complete, I moved onto drawing my picture
- f. Rubric Discussion: This is what we are being assessed on: Let’s see if Ms. N included all the areas the rubric touches: Discussion on the aspects needed to be included and how she scored
- g. Before sending students back to begin their research I will give directions and expectations:
 - i. Students will be with a partner that I picked.
 - ii. When you go back to your seat, I want you and your partner to begin exploring the animals and decide on

one you both agree with: if there are issues, I will choose an animal for you.

- iii. Once you choose an animal report back to me
- iv. Next, read and reread the information on your animal with your partner.
- v. Once you have an idea what main idea you want to write about, come talk to me.
- vi. After meeting with me, you both can work on your organizer together: 1 per pair.
- vii. You must show Mrs. T-L and I your prewriting organizer before beginning the write.
- viii. The goal is to find an animal and have your prewriting organizer finished and approved today.

11. Students will have the remainder of the morning to work on their project with their partner. Teacher will be walking around ensuring students stay on task and are able to agree on an animal before prewriting.

12. Teacher will approve prewriting organizers: students who have their organizers complete will be allowed to explore the website on their own

13. If students finish early, they can explore their website, sketch a picture of their animal or read about their animal on epic

3/9:

14. Main Idea Video: Teacher will play main idea video to remind and excite students for the task and project at hand

15. Students will be on the carpet-

- a. Teacher will review criteria: step 1 and 2 should be completed: research and prewriting: if not, work with your partner and have it approved before step 3: writing and illustrating

<ul style="list-style-type: none"> b. Teacher will explain that partners can both write together. One can write one sentence and the other can write the next. Both partners will do the thinking. c. Teacher will review her writing on flamingos and the rubric to make sure she included everything: <p>16. Students will be sent back to their seats to finish working on step 2 and begin and finish step 3:</p> <ul style="list-style-type: none"> a. Students will complete their writing with their partner and draw their picture of their animal b. For pairs who finish early, I will give them a copy of the rubric and have them check to see they included everything c. If so, they can begin to practice reading with their partner before sharing with the class <p>17. Closure:</p> <ul style="list-style-type: none"> a. Students will share their animal writing with the class b. Teacher will assess their writing, partnership, and other criteria on the rubric while presenting c. Teacher will put pages together “First Grade Zoo” 	
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Closure

- 1. Pairs will get up and share their writing and illustration with the class: friends will have a chance to ask questions or make comments.

Materials and Resources

Main Idea videos: https://youtu.be/xJGQIYU_xhs , https://youtu.be/XXp_V7xKZvA , <https://www.youtube.com/watch?v=bEAPBT7ZFyo>
 OTHER MATERIALS ADD!

Animals: Main Idea and Key Detail


Partners:			
How well did I work with my partner?	We did awesome!	We could have worked better.	We did not work well together.
Does my writing have a title?	It does!	I forgot to title it	I did not title it
Did I identify the main idea in my topic sentence?	Of course I did!	I somewhat did.	I did not.
Did I identify key details?	Yes! All 3!	I wrote 2!	I forgot.
Did my closing sentence retell the main idea?	It does!	It somewhat does.	No, it didn't
Did my sentences follow the correct sentence structure?	Yes!	Some of them do.	Most of them don't.
Did I punctuate and capitalize correctly?	I sure did!	Most of the time I did.	I did not.

Rubric:

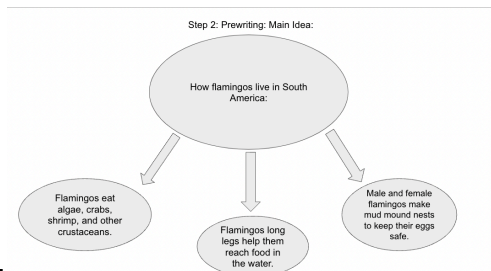
San Diego Zoo website: <https://sdzwildlifeexplorers.org/animals>

Main Idea Organizer/Give me 5/Writing Worksheet

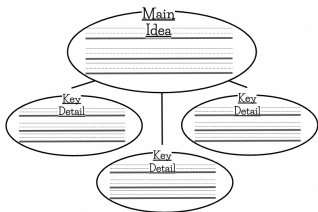
Flamingos By MS.N



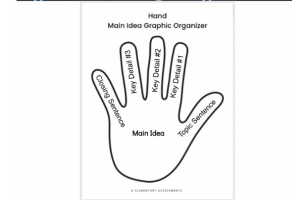
Flamingos have many features that help them survive in South America. They eat algae, crabs, shrimp, and other crustaceans, which give them the pink color. Flamingos have long legs that help them reach and catch food in the water. Both male and female flamingos build a mud nest to keep their eggs safe. Flamingos are pink birds that use their unique features to survive.



Flamingos writing



MAIN IDEA
give me five



Ants Can Help



It is raining a lot. There is water all around. How can little ants stay safe?

①



Some ants help each other. They work as a team. They get in a circle. Then they weave their legs together.

②

What do you predict we might learn as we read?

As we read, we should think about how animals help each other.

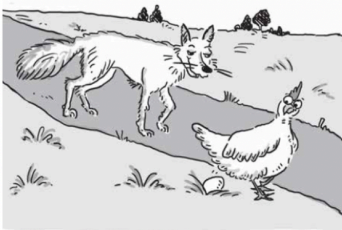
Words to Know	
anemone	caterpillar
clown	giraffe
wildebeest	zebra

Genre: Nonfiction

e	ee	e
ee	e_e	ee
ea	ea	ee
ie	ie	ea

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A Fox Tail



Fox wanted to eat. "I see Hen," Fox said. "I will get an egg from her!"

①



"May I take that egg?" Fox asked. "No, you may not!" said Hen.

②

Every hive has a **queen** bee. She lays all the eggs. A hive has drone bees, too. A drone's job is to help the queen make eggs.

A queen bee is with her drones in the hive.

What details on page 58 about queen bees?

The queen lays eggs inside wax cups.

New bees hatch from these eggs. Worker bees feed them. A big hive is a busy place!

Important details does caption on page 59 tell us at the text does not?

Make Connections
How are the bees like the animals in *Animal Teams*? Essential Question

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Reflection

This multi day lesson was so much fun to teach and even more fun to see how happy it made my students. I was super worried about not having enough content, but at the same time having too much and not being present to see the finishing touches. With this worry in mind, it was so important for me to keep my eye on time and pace accordingly. Each day scaffolded and taught students what information and content they will need to know in order to be successful for that day. I believe I did an exceptional job at preparing and executing each days content. I arranged each day of content in order to scaffold for the next. It was very apparent that each day led right into the next. I made sure I set clear expectations and gave directions before sending students back to their seats. I constantly reinforced my expectations and students responded very well to this structure. The only piece of content that did not go according to plan was presenting about their animals the same day their writing should have been done. I was not sure how much time to allow for writing and I ended up needing to switch sharing our stories to Friday. This was definitely for the better since students paid extra close attention to other pairs' animals since it was fresh from the day before. The strategy I chose to highlight is workshop. I was very nervous about how my students would behave when they were sent to complete their project with their partner. Because they were so engaged with the content and project, I barely had any behavioral adjustments throughout the four day lesson. I was overwhelmingly surprised with how amazing this lesson went. I knew it would be tons of fun, but I did not know if my students had much experience with project based learning. I was able to purposefully pair students together and seat them where I knew they would work best. For my lower learning pairs, I put them at my teaching table so I could provide them with more support. I really enjoyed how this was a nonfiction main idea multi day lesson. The genre of nonfiction was even shown through my students' ability to do research on an animal and talk about their features and characteristics. The clear expectations, directions, and modeling I did was why this lesson was so successful. In addition, the high level of engagement played a role in little to no behavioral problems. If I were to change anything, it would be to provide more scaffolding for the main idea/topic sentence. If I were to do this project again, I would give everyone the same main idea or topic sentence. Therefore, their closing sentence can be the original idea they have about their animal. This would make the writing process smoother and provide more clarity if everyone has the same main idea, just a different animal. The objectives were extremely appropriate and were all met. I had so much fun with this project. I made a "1st Grade Zoologist" book to cherish their beautiful writing and collaboration forever.