Laurel Helm

Grade: 1st

Content: Communication Arts

Lesson: Comprehension - Beginning, Middle, End

**Comprehension Minilesson**

**Objectives**:

After teacher modeling and guided practice students will be able to identify the main ideas and supporting details of the story by completing a graphic organizer.

**GLE**: 3C.1.d & e

Use details from text to

d. identify main ideas

e. identify supporting details

**Modifications**:

Basic Beginner: With teacher assistance students will be able to pick the main idea of the story.

High Beginner: Students will be able to pick the main idea of the story and help students who don’t understand.

Low Intermediate: Students will be able to pick the main idea of the story and with teacher assistance will pick out supporting details of the story.

High Intermediate: Students will be able to pick out the main idea of the story and supporting details.

**Materials/Media/Resources**:

Pocket Chart

Small pieces of paper

Marker

Glue

Winters, K. ((2004). *My teacher for president.* New York, NY: First Scholastic Inc.

White board

Painted popsicle sticks

Story parts paper

Main Idea & Supporting Details Graphic Organizer

**Anticipatory Set**:

Class, today we are going to be learning about the main ideas in stories. Can anyone tell me what a main idea is? (Pause for responses). Yes, it is what a story is about. Once you think you know what the main idea is, how do you know if you are right? (Pause for responses). Those are great ideas! The reader can look for things in the book called details that go along with or support what they think is the main idea.

**Instructional Input**:

Today we are going to be practicing finding the main idea and supporting details of books. We will continue to use *My Teacher for President*. Later on you will be working with a partner to complete a graphic organizer.

**Modeling/Demonstrating**:

First, I need to figure out what the main idea in my book is. I can look at the title for clues. *My Teacher for President*, I know the students in the book think their teacher would be a good president. That must be the main idea. So, I am going to write down that the students think their teacher would make a good president on the strip of paper. I am going to place it here in the pocket chart for the main idea. Next I need some supporting details. I think those are the reasons the students think their teacher would make a good president. I am going to look back through the book for some of their reasons. The first reason I see in the book is, “My teacher loves white houses.” I am going to write that down on another strip of paper. I am going to place it here where the supporting detail goes. The next reason says, “She’s used to being followed everywhere.” I am going to write that down too and put it next to the first supporting detail I wrote.

**Guided Practice**:

Can someone volunteer to come up and find the next supporting detail in the book? Great, Katie you can come up. (Pause for student to look at book). Okay everyone, Katie found and wrote down, “When my teacher walks into a room, people pay attention.” Thumbs up if you agree with Katie and thumbs down if you disagree. (Pause for class to agree or disagree). Great, everyone agreed. Katie you can put it in the pocket chart. Can I have someone else come up to find the next one? Alex, you can come up. (Pause for student to look at book). Alright, Alex wrote down, “My teacher goes to lots of meetings.” Stand up if you think Alex is right. Stay sitting if you think he is wrong. Okay Alex, everyone agrees with you. You can put the strip in the pocket chart. Well class I think you have it down. I am just going to read the rest of the book and when you hear a supporting detail I want you to hop 2 times in place. Everyone stand up and spread out a little. (Read the rest of the book).

**Checking for Understanding**:

Students will be picked to come up and find supporting details. They will show me with a thumbs up/thumbs down if they agree on what the supporting details are. They will also hop to show me they heard a supporting detail. When students are working with a buddy I will walk around and check their work. I will give them a check mark if they are getting it or a minus sign if they need more help on the folder I carry around.

**Independent Practice**:

Okay class, everyone is going to pick a popsicle stick as I walk by. Hold it up in the air once you get and look for the person who has the same color as you. They are going to be your work buddy for the day. Each group is going to get a sheet of paper with a main idea and supporting details that you are going to use. For more practice yours is from *My Teacher for President.* What you and your partner are going to be doing is cutting the strips of paper out and then gluing them on the other page. There is a place for the main idea and supporting details. Be careful though because there are a couple choices that are neither the main idea nor supporting detail. You and your buddy have to figure out what ones are right. Once you are done I will check your work and then you and your buddy can decide on a book and make your own.

**Closure**:

Today you worked together to find the main idea and supporting details in your books. It is very important to be able to recognize these when you are reading. It helps you to understand the story better. Everyone did a good job. We will be doing more with this tomorrow. Next week you will get to do your own mini book report.

**Evaluation/Assessment**:

Students will be assessed by me walking around the room and checking their work. They will turn in their graphic organizer that they complete. I will give them a check mark if they got everything right. I will give them a minus sign if they get something wrong. Later when students are working I will call back any pairs that worked together if they got a minus sign and needed more help.

**Rubric**:

|  |  |
| --- | --- |
| Student Name: | Check or Minus: |
|  |  |

**Story Parts:**

|  |  |
| --- | --- |
| She deals with media every day. | P.S. Just make sure she doesn’t leave before the end of the year. |
| My teacher would make a great president. | She’s always signing important papers. |
| My teacher likes to go on trips. | My teacher would be good for the country. She wants to clean up the Earth. |

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

**Main Idea & Supporting Details Graphic Organizer**

Glue Supporting Detail Here

Glue Supporting Detail Here

Glue Supporting Detail Here

Glue Supporting Detail Here

Glue Main Idea Here