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|  | **STUDENT PREPARATION** | ***CFU/TAPPLE*** |
| **Learning Objective*** **Skill(verb)concept(noun)**
* **Student will do during Independent Practice**
 |  We will identify the topic and main idea in a non-fiction story. | What are we going to do today? What are we going to (skill)? What are we going to do with (concept)? |
| **Activate Prior Knowledge*** **Univ. Exp: Already know**
* **Sub-skills: Review**
 | Visual pictureAsk what is this picture mostly about.Pair/share and non-volunteersConnect back to LO | Connect to Learning Objective |
|  | **CONTENT PRESENTATION** |  |
| **Concept Development*** **WHAT: Define/Rule**
* **Critical Attributes**
* **Example/Non-example**
 |  Topic: What the entire selection is mainly about.(no more than a few words)Ex. Polar Bears, Celebrations Around the WorldMain Idea: the most important ideas, information, or facts about the topic(Complete sentences)Ex. Polar bears can live in very cold places.Food is an important part of celebrations in many countries.Supporting Details: smaller bits of information that tell more about the main idea.(facts or examples)Ex. Polar bears have thick black skin to keep them warm.In China, black beans are eaten to celebrate the New Year.RAJ | **RAJ**What is \_\_\_?Which example is \_\_\_? A or BHow do you know? |
| **Importance*** **WHY: Pers/Acad/Life**
 |  It will help you to gather information when you read.Understanding topic and main idea will help organize your writing.It will be tested on CST. | Does anyone else have any other reason as to why it is important? Which reason is most important to you? Why? You can give me my reason or your reason. |
| **Skill Development*** **HOW: Steps/ Maps**
* **Explain/Model/Demo**
* **Teacher**
* **Loop with Guided practice**
* **All variations**
 | Show tree map and explain use (see attached) Model identification of topic. CFU – How did I know this was the topic of the story?Tell students when identifying the main idea of a segment of text they must think about what the segment is mostly about.Display chunk of text and model process of identifying the main idea and record it on the map.CFU – How did I know that was the main idea?Tell students when identifying the supporting details they look for details that support the main idea.Model process of identifying the supporting details.CFU – How did I know those were supporting details?  | Verify that students can execute the steps.Process question: How did I solve this problem? How did I get my answer (use academic language)? |
| **Guided Practice*** **Whole class**
* **We/together**
* **Rule of Two**
* **All variations**
 | Display next segment of text.Remind students when identifying the main idea ask, what is this segment mostly about? Ask students to identify the main idea of the text segment with their partner and write it on their white boards. Record on Tree Map. Students pair share how they knew.Repeat for supporting details.Continue with gradual release until students can complete map with independence. | White boardsProcess question: How did we/you solve this problem? How did we/you get the answer (use academic language)? |
| **Closure (final CFU)*** **Verify learning**
* **Prove ready for Indep. Prac. (80%+)**
 | What are small bits of information that tell more about the main idea?What tells us what the entire selection is about?What are the most important ideas, information, or facts about a topic called?Check skill with another section of text.What is something important you learned about the topic, main idea, and supporting details? | What is \_\_? Why is \_\_ important? How do you solve \_\_? |
|  | **INDEPENDENT PRACTICE** |  |
| **Independent Practice*** **Students practice,80%**
* **Feedback=intervention**
 |  Students finish the Tree Map or create another one about a different selection. | Individual or small group for extra help |
|  | **INSTRUCTIONAL NORMS** |  |
| **Check for Understanding*** **Teach first**
* **Ask specific question**
* **Pause (wait 3-10 sec)**
* **Pick non-volunteer**
* **Listen to response**
* **Effect feedback (echo, elaborate, explain)**
 | Pair/Share A-B, B-A Track with MeWhiteboards: Chin-it Read with MeUse complete sentences Listen to Learn | 3x’sHOQ |

Topic

Main Idea 1 Main Idea 2 Main Idea 3

Supporting Supporting Supporting

Details Details Details