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| Lesson: A Drop of Water/ A drop Around the World Day 1 |
| Standard:RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| Goal(8) Setting Objectives and Providing Feedback(4) Reinforcing effort and Providing Recognition | G The goal of our lesson is to determine the main idea of the text, and the key details that support it.  |
| Access Prior Knowledge(6) Nonlinguistic Representations(7) Cooperative Learning(10) Cues, Questions and Advance Organizers | A I want for you to look at your desk, and tell me how your desk is constructed. What does it have? (top, 4 legs, etc.). What would happen if you only had 3 legs on your desk? The desk is not stable and would not be supported.  |
| New Information(3) Summarizing and Note Taking (5) Homework and Practice(11) Teaching Specific Types of Knowledge | N* When thinking about the main idea of a text, we have to think about what the author wants us to remember most and the details help support it; just like a table, if you don’t have the legs, it isn’t supported. The main idea is like a table/desk with the details being the legs.
* Introduce the book, A Drop of Water, and explain how the author uses his photographs to teach about water. (He is also the author of the I Spy series. Show how the book is laid out with sub-titles being used and no table of contents. Read the first section, “*Water’s Smallest Parts*”. Model filling in information on a chart that answers the questions, “What is the main idea of this section? What are the key points used to create the main idea? What text features does the author use to teach about water?”
* Now we will look at another book that is about water, A Drop Around the World. Place the very first poem in the introduction under the document camera for the class to read as a whole. Explain the premise of this book, being in poem form but is an informational text. Read the first 2 pages of the book.
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| Application(2) Identifying Similarities and Differences(9) Generating and Testing Hypotheses(10) Cues, Questions and Advance Organizers | A Students will use the 2nd text to answer the questions: “What is the main idea of the section we read? What are the key points used to create the main idea? What text features does the author use to teach about water?”This will still require scaffolding from the teacher because the main idea will take guidance. This application may need to be done whole group, as the concept of main idea in difficult to grasp in poetry. |
| Generalize(8) Setting Objectives and Providing Feedback(4) Reinforcing effort and Providing Recognition | GThe goal of our lesson was to find the main idea and key details within informational text. |

Classroom chart to answer questions for Day 1 lesson: (don’t put the answers on the chart)

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|  | A Drop of Water | A Drop Around the World |
| What is the main idea of the section we read? | Water is made of tiny parts (molecules) | The drop wants to become rain |
| What key points used to support the main idea? | You can’t see water’s tiniest parts; there are 300 trillion molecules in one drop of water | The wind blows, the moisture feeds, the drop has grown |
| What text features does this author use to teach about water? | Real photographs | Illustrations; water symbols |