

# Elementary English and Language Arts Instructional Unit - Lesson 3

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# 1. Objectives

- Students will identify central ideas and summarize the supporting details
  - Common Core State Standards: RI.3.1, RI.3.2, RI.4.1, and RI.4.2
- Students will determine the importance of information in the text.
  - Common Core State Standards: RI.3.1, RI.3.2, RI.4.1, and RI.4.2
- Students will identify and record key details in a graphic organizer from informational texts.
  - Common Core Connectors 3.WI.14 and 4.WI.15

## 2. Essential Questions

1. What is the author's purpose?
2. How do the supporting details help the reader find the main idea?

## 3. Vocabulary

**Okie** - poor person that left the dust bowl area and traveled to California to find work

**Weedpatch** - a government funded farm-labor camp Camp - where Okies lived

**Cobbling** - art of fixing shoes

**Sporadic** - occurring occasionally or at random

## 4. Materials

- Text: Children of the Dust Bowl: The True Story of the School at Weedpatch Camp  
Chapter 8: Our school
- LCD Projector
- Small Group graphic organizer (main idea)

- Large group organizer (main idea)
- pencils
- anchor chart "Features of Informational Text"
- exit slips

## 5. Lesson 3 | Introduction

### 5.1 Activate Previous Knowledge

1. Ask students: What are the characteristics of informational text? (Possible answers-gives facts, true text features: captions, photographs, index, table of contents, diagrams, labels, etc) Record Correct student responses on an Anchor Chart title "Features of Informational Text".
2. Discuss how informational text is different than literary text?

Possible answers:

<b>Informational</b>	<b>Literary</b>
Main ideas	Character, setting, key events
Supporting details	To entertain
To inform	Author used imagination (make believe)

3. Review, Saturdays and Teacakes, Provide the same description from the prior lesson. Remember this book was about the relationship of a boy and his mammaw. Every Saturday he visited his Mammaw and helped her with chores in the yard. The boy and his Mammaw always made teacakes when the work was complete. Today we are going to read an informational text about children and their teachers.

4. Show students the cover of the book, Children of the Dust Bowl. Explain to students that we will be focusing on only one chapter in this book. Chapter 8: Our School. (Students at this age probably have little knowledge about the Great Depression or the Dust Bowl. Although it is not imperative for them to have an in depth knowledge of the time period, the teacher will want to provide some background before reading the text).

## 5.2 Definitions

**Informational text:** written to inform about a specific topic

**Summarize:** identify the most important ideas and restate them in your own words

**Central idea/main idea:** tells what the paragraph/text is about; the most important thing

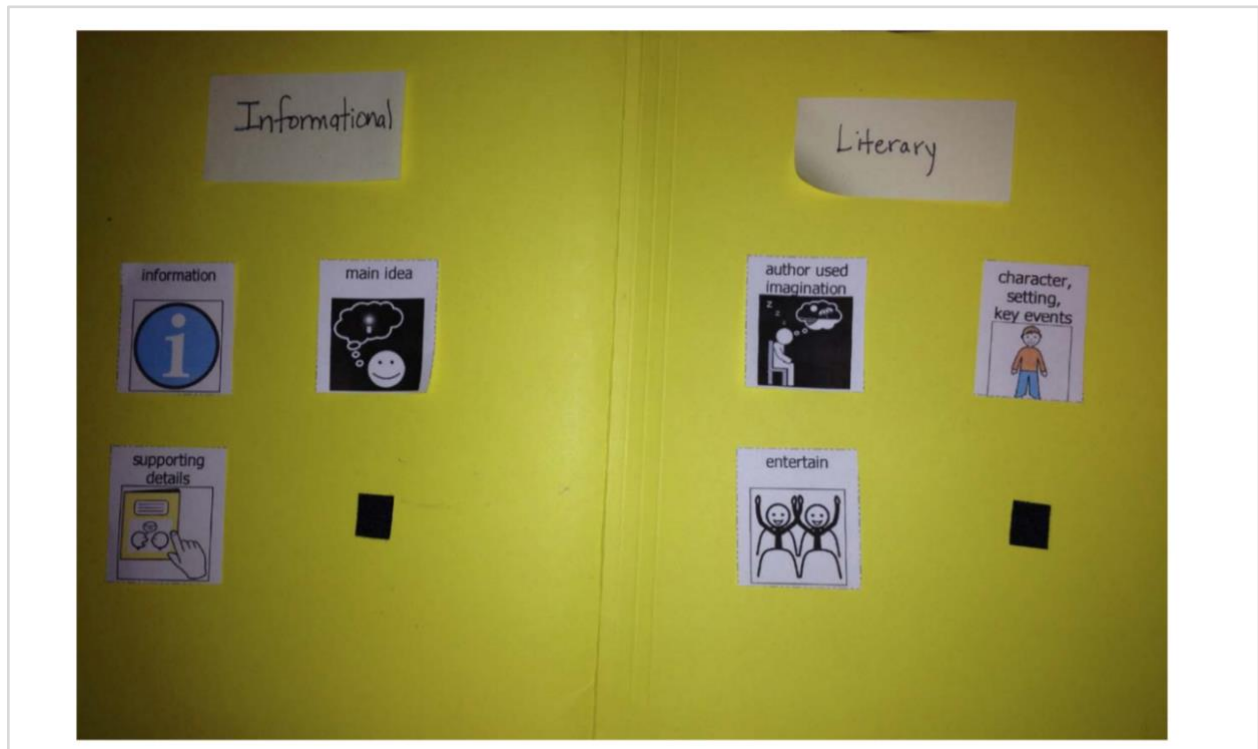
**Supporting details:** facts/statements that support the main idea

## 5.3 Additional Consideration for Emerging Readers

1. Provide the student with a satellite or bubble graphic organizer showing informational text and its characteristics. Supplement this organizer with symbol-based text or other accommodations appropriate for the student.
2. Provide the organizer with the characteristics of each type of text affixed with Velcro® tape. Start with the characteristics not attached to organizer and have the student pick up each characteristic as it is discussed as a class and attach it to the organizer.
3. Allow the student to use this chart to answer the teacher's questions to the large group, using his or her preferred mode of communication.

4. Pre-plan a characteristic for the student to contribute.
5. Using the Velcro® tape accommodation above, provide a T-chart contrasting the differences between informational and literary texts which the student can place into the proper categories.
6. Provide a mixed list of details from both informational and literary texts. Provide the student with sticky notes with titles of "Informational" and "Literary" (supplemented with symbols, etc. as appropriate). As the discussion progresses, have the student mark each detail with a sticky note designating the appropriate category.
7. As the teacher reviews Saturdays and Teacakes, provide the student with the same accommodations and instructional supports as in Lesson 1, Introduction, steps 2 and 3.
8. As the teacher previews Children of the Dust Bowl, provide the student with the same accommodations and instructional supports as in Lesson 1, Introduction, step 2.

## Model 1



Model 1 caption: An example of a graphic organizer using a file folder and stick-on pictures for informational and literary texts. *Graphic resources with permission from [Picto-Selector](#)*

## 5.4 Additional Consideration for Emerging Communicators

1. Provide the student with a satellite or bubble graphic organizer showing informational text and its characteristics. Supplement this organizer with symbol-based text or other accommodations appropriate for the student such as color coding, "3-dimensional" outlining, adding texture to the background, etc.
2. Provide the organizer with the characteristics of each type of text affixed with Velcro® tape. Start with the characteristics not attached to organizer and have

the student pick up each characteristic as it is discussed as a class and attach it to the organizer.

3. Allow the student to use this chart to answer the teacher's questions to the large group, using his or her preferred mode of communication.
4. Pre-plan a characteristic for the student to contribute. This could be pre-recorded into a voice-output device for the student to activate.
5. Using the Velcro® tape accommodation above, provide a T-chart contrasting the differences between informational and literary texts which the student can place into the proper categories.
6. Provide a mixed list of details from both informational and literary texts. Provide the student with sticky notes with titles of "Informational" and "Literary" (supplemented with symbols, textures, colors, etc. as appropriate). As the discussion progresses, have the student mark each detail with a sticky note designating the appropriate category.
7. Provide a basket, box, or other container for both informational and literary texts. As the discussion progresses, have the student place a symbolic representation of each detail into the appropriate container.
8. As the teacher reviews Saturdays and Teacakes, provide the student with the same accommodations and instructional supports as in Lesson 1, Introduction, steps 2 and 3.
9. As the teacher previews Children of the Dustbowl, provide the student with the same accommodations and instructional supports as in Lesson 1, Introduction, step 2.

## Model 2



Model 2 caption: Students may use [Talking Brix](#) paired with [picture symbols](#) to activate pre-recorded information to contribute to class discussion.

## 5.5 Establish Goals/Objectives for the Lesson

Tell students: "We are going to read 'Chapter 8: Our School' from the book Children of the Dust Bowl. Then in a small group we will complete a graphic organizer that lists the main idea of your assigned section of the text. Next you will add one or two supporting details to the main idea. Finally we will return to the large group and share our results."

## 6. Lesson 3 | Body

### 6.1 Direct Instruction and/or Facilitation of the Lesson Activity(ies) –

1. The teacher reviews the meaning of the terms main idea, supporting details, and summarize.



2. As a large group, read aloud the first section of chapter 8 (p60). Complete the first part of the graphic organizer as a large group. Discuss: What is the main idea? (The school day runs differently than other schools). Write down the answer that students have agreed upon. Ask: What details in the text best support our main idea? (1. The day was divided into two 3- hour days. Half the children went to class in the morning, while the other half worked on building the school and tending the crops. 2. ...besides practical training in aircraft mechanics, sewing, cobbling, and canning fruits and vegetables).
3. Remind students to read their section of the text several times prior to filling in the graphic organizer. Suggested breakdown of text for jigsaw purposes: (# = paragraph)

Group 1: p62 #1-2

Group 5: p67 #1

Group 2: p62 #3-63

Group 6: p67 #2-p68

Group 3: p63 #1-65

Group 7: p68 #1-69

Group 4: p65 #1-66

Group 8: p69 #3-p70

Students work in their small group to complete a graphic organizer on main idea and supporting details. The teacher should be checking in with each group during work time to monitor comprehension of skills taught.

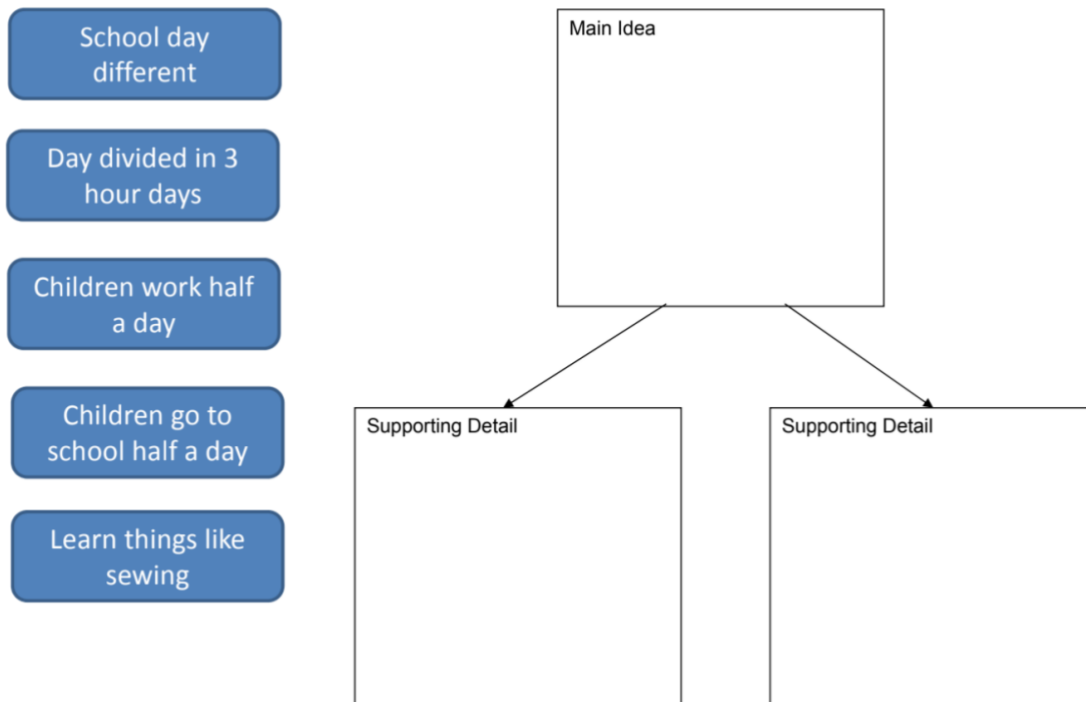
## 6.2 Additional Consideration for Emerging Readers

1. As the teacher reviews main idea, supporting details, and summarize, provide the student with symbol-based text definitions of those terms. This should be a review of information and terms the student is already familiar with.
2. Provide the first section of Chapter 8 (p60) with the same accommodations as in Lesson 1, Introduction, step 3. Provide a personal main idea/supporting details graphic organizer with appropriate accommodations (symbol-based text, digitally formatted, Velcro® tape affixed, etc.). As the class discusses the information, have the student complete the first part of the organizer (using the answers developed by the class) by:
  - Writing in the answers.
  - Cutting and pasting (or Velcro® tape attaching) in the answers from several choices.
  - Verbalizing the answers for a partner (peer or adult) to scribe.
  - Completing that section of the organizer digitally.
3. Assign the student to a small group and provide that section of Chapter 8 with the same accommodations as in Lesson 1, Introduction, step 3.
4. Follow the same procedure during the small group work as specified in this section, step 2.

### Model 3

Click and drag the blue box to the correct place

Unit 1 – Lesson 3 - ER



Power Point 2010

Model 3 caption: An example of a PowerPoint slide used on an interactive white board set up so that students can drag and drop information into categories.

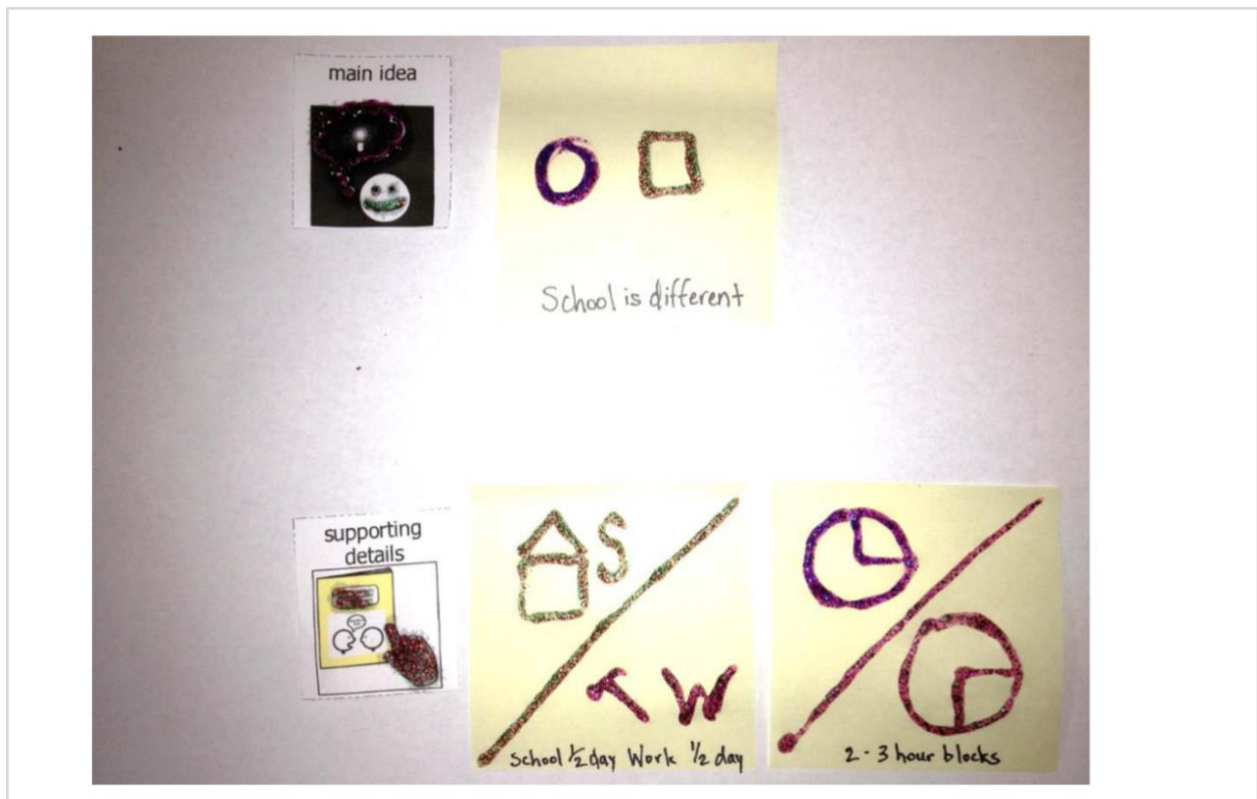
## 6.3 Additional Consideration for Emerging Communicators

1. As the teacher reviews main idea, supporting details, and summarize, provide the student with symbol-based text definitions of those terms and/or tactile or concrete tactile representations /real for the referents. This should be a review of information and terms the student is already familiar with. Resources such as [Standard Tactile Symbol List](#) available from the Texas School for the Blind may be useful in determining symbols. Some symbols may need to be pre-taught

(Rowland, 2012) but use of the same symbols (or the system) during this and other lessons will reduce the need for pre-teaching.

2. Provide the first section of Chapter 8 (p60) with the same accommodations as in Lesson 1, Introduction, step 3. Provide a personal main idea/supporting details graphic organizer with appropriate accommodations (symbol-based text, digitally formatted, Velcro® tape affixed, supplemented with textures and colors, "3-dimensionally" outlined with glue/yarn/puffy paint/Wikki-Stix, etc.). As the class discusses the information, have the student complete the first part of the organizer (using the answers developed by the class) by:
  - Cutting and pasting (or Velcro® tape attaching) in the answers from several choices.
  - Completing that section of the organizer digitally.
  - Answering questions (using preferred mode of communication such as eye-gaze, vocalizations, touch, yes/no response, etc.) so partner (peer or adult) can scribe.
3. Assign the student to a small group and provide that section of Chapter 8 with the same accommodations as in Lesson 1, Introduction, step 3.
4. Follow the same procedure during the small group work as specified in this section, step 2.

## Model 4



Model 4 caption: Texture-based symbols on sticky notes and symbol-based texts will be helpful for some learners. *Graphic resource symbols with permission from [Mayer-Johnson Dynavox](#)*

## 7. Lesson 3 | Practice

1. Students remain sitting with their small group but return their attention to the large group. Show students a graphic organizer (different than group organizer). Explain to students that we are going to compile the answers they found in their small group on a class graphic organizer (written on chart paper or projected onto a screen from the document reader).
2. Small groups (in order of assigned text) present their main idea and supporting details to the whole group. The teacher records the students' responses onto the large graphic organizer. If the teacher or other students disagree with the response of a particular group (Hopefully this was caught while the teacher was circulating during small group work time) then that section of the text will be

read aloud and the whole group will come to a consensus for filling in the correct answer.

## 7.1 Additional Consideration for Emerging Readers

1. Provide a personal copy of the new graphic organizer with all of the accommodations provided in previous activities.
2. If the student is chosen to read his or her group's main idea and supporting details, he or she can:
  - Use the preferred mode of communication to read the main idea and supporting details.
  - Indicate the main idea and supporting details as a partner reads.
3. As the teacher records the main idea and supporting details from each group, provide a personal main idea/supporting details graphic organizers with appropriate accommodations (symbol-based text, digitally formatted, Velcro® tape affixed, etc.). As the class discusses the information, have the student complete the organizer (using the answers developed by the class) by:
  - Writing in the answers.
  - Cutting and pasting (or Velcro® tape attaching or using sticky notes with main ideas and supporting details written on them) in the answers.
  - Verbalizing the responses for a partner (peer or adult) to scribe.
  - Completing the organizer digitally.

## 7.2 Additional Consideration for Emerging Communicators

1. Provide a personal copy of the new graphic organizer with all of the accommodations provided in previous activities.

2. If the student is chosen to read his or her group's main idea and supporting details, he or she can:
  - Touch or otherwise indicate (e.g., eye-gaze, etc.) the main idea and supporting details as a partner reads.
  - Activate a voice output device on which the main idea and supporting details have been pre-recorded.
3. As the teacher records the main idea and supporting details from each group, provide a personal main idea/supporting details graphic organizers with appropriate accommodations (symbol-based text, digitally formatted, Velcro® tape affixed, supplemented with textures and colors, "3-dimensionally" outlined with glue/yarn/puffy paint/Wikki-Stix, etc.). As the class discusses the information, have the student complete the organizers (using the information developed from the other groups) by:
  - Cutting and pasting (or Velcro® tape attaching) in the answers.
  - Sorting main ideas and supporting details into a 3-dimensional graphic organizer such as the basket/container system described previously.
  - Completing the organizer digitally.

## **8. Lesson 3 | Closure**

### **8.1 Revisit/Review Lesson and Objectives**

Review the main ideas and supporting details listed on the large graphic organizer. Ask students: What was the author's purpose for writing this chapter: Our School? (to inform) What was the author's message? List all viable student responses.

# 9. Lesson 3 | Exit Assessment

The teacher will read an additional passage (suggestion p53) from Children of the Dust Bowl. Students determine the main idea and write it down on an exit slip.

## 9.1 Additional Consideration for Emerging Readers

Provide the passage read by the teacher in the most appropriate accommodated format which has previously been provided for the student in other activities. Allow the student to choose the main idea from several choices (correct answer and from one to three plausible but not correct choices with the number depending upon the discrimination ability of the student). Note: Because this is an assessment activity and not instructional like the other activities in this lesson, all of the main ideas must be plausible (even though only one is the most appropriate). Here you are trying to assess the student's ability to determine the main idea. Providing distractors that are clearly not linked to the passage such as "Video games can help you learn" would not give information to verify the student's achievement of the learning objective.

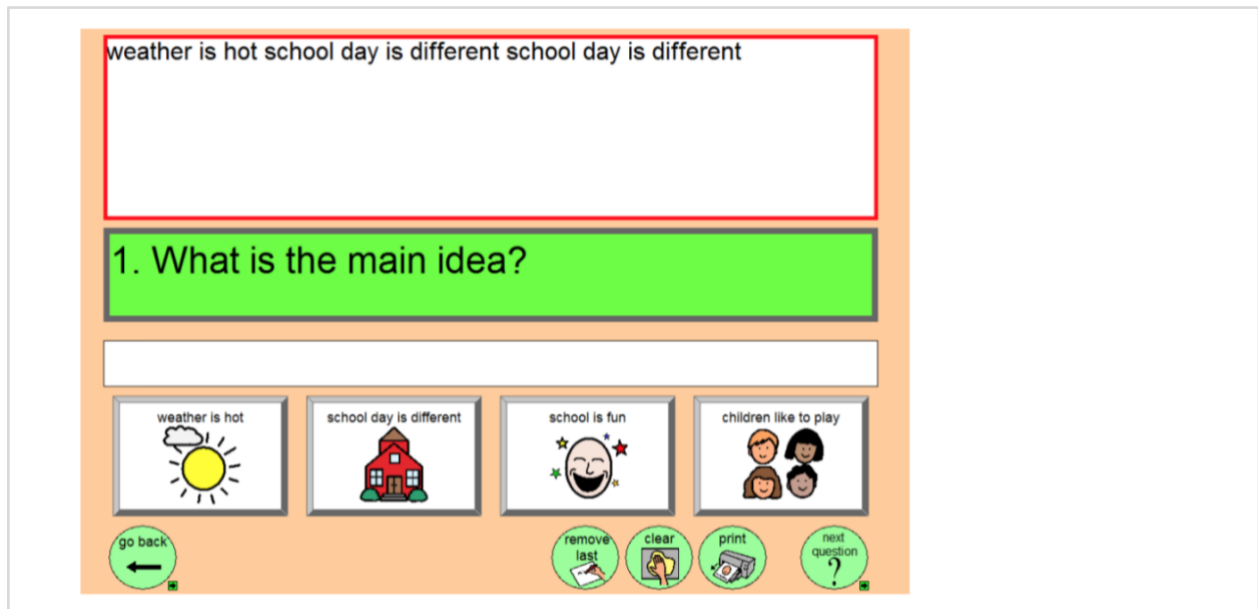
## 9.2 Additional Consideration for Emerging Communicators

Provide the passage read by the teacher in the most appropriate accommodated format which has previously been provided for the student in other activities. Allow the student to choose the main idea from several choices (correct answer and from one to three plausible but not correct choices with the number depending upon the discrimination ability of the student).



Note: Because this is an assessment activity and not instructional like the other activities in this lesson, all of the main ideas must be plausible (even though only one is the most appropriate). Here you are trying to assess the student's ability to determine the main idea. Providing distractors that are clearly not linked to the passage such as "Video games can help you learn" would not give information to verify the student's achievement of the learning objective.

## Model 5



Model 5 caption: An example of an assessment activity that asks the student to select the main idea from four choices. *Boardmaker Plus Dynamic Board with permission from Mayer-Johnson Dynavox*

# 10. Lesson 3 | Resources

Sporadic. (n.d.). In *Merriam-Webster's online dictionary* (11<sup>th</sup> ed.). Retrieved from <http://www.merriam-webster.com/dictionary/sporadic>

Stanley, J. (1992). (p53, 60-70). Children of the Dust Bowl The True Story of the School at Weedpatch Camp. New York, NY: Crown Publishers.



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Project Officer: Susan Weigert

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