**Grade Level:** 5th Grade

**Subject(s) Area:** Language Arts- Main Idea and Supporting Details

**Materials Needed:**

* Classroom area.
* Student reading journals
* Table for small group work.
* Small dry erase board and marker.
* Graph paper for small group work.
* Vocabulary packets.

**Standards:**

**RI.2-** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RF.4**- Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Objectives:**

* Students will identify main ideas in the passages being read.
* Students will locate supporting details to the main ideas in the reading passage.
* Students will read the passages with fluency and listen as peers read as well.

**Learning Activities:**

* The students will take part in small group meetings with the teacher throughout the course of the lesson plan time.
* Students will begin by having silent reading for 20 minutes, while the teacher meets with group #1.
* In the small group, the students will receive their reading journals and open to the story about the Peshtigo fire.
* The teacher will instruct the students to be aware of any main ideas and/or supporting details that they come across while reading the text.
* After reading the text, discuss with the students any main ideas or supporting details that they may have found.
* Create a web visual organizer on the small whiteboard, with the main idea as the center circle, and the supporting details branching out from the center.
* After this is completed and the 20 minute time period is up, the group goes back to their desks.
* Instruct the whole class on how to create a word search using the vocabulary words found in the story, and let them create their own word search.
* As this is being done, meet with the second group and repeat what you did with the first group.
* Continue this until you meet with all small groups, or until time allows.

**Assessment:**

* Were the students able to find main ideas and supporting details in the text being read?
* Were the students able to read from the text fluently?
* Did the student’s explain their reasoning’s for the supporting details that they noted?

**Reflection:**

This lesson went very well. The way that the lesson took place allowed for me to meet with small groups of students instead of one large group. I think that this helped the students stay on task, and allowed me to observe and help more if my help was needed. Another positive part of this lesson plan was that the students were in groups relative to their ability in this subject. This allowed for them to be with peers of the same ability and not be worried that they didn’t know what they should know.