

## Lesson Plan Template with Emphasis on Gradual Release from Direct Instruction to Small Group Instruction

### Learning Objective(s):

Required: Main Idea and Detail

Optional: How to put the details in sequential order

### Student Will Be Able To (SWBAT) AKA “How Will the Teacher Know What Students Learned and What Students Need to Learn”:

1. Identify and write 4 details, of one sentence each, based on a main idea.
2. Optional: Students
3. Score a 90 or above on the exit ticket assessment.

### Alignment to CCSS:

**Materials Needed:** Two different colored index cards, large envelope, butcher paper, markers, pens.

**Duration of Lesson:** Total of 1 hour 15 minutes in a single class period

---

### Introducing the Concept by Activating Prior Knowledge (25 minutes)

1. Students watch a 2-minute video (see ideas below) as a whole class. First, show the video with little to no introduction allowing the students to experience the video naturally. Before showing the video a second time ask students to watch for interesting details. You can also have them jot down words and/or draw pictures to help them remember). (5 min)  
(Help to scaffold by discussing with students what questions they should be asking as they watch. Eg, Depending on the video, Where are they? What do they do? How do they do it? Why do they do it? Or What comes first? Etc. Write these questions on butcher paper or white board and display or refer to previous display. (5 min))
  - a. A couple of videos to consider:
    - i. Song about how to make a PB& J (Barney):  
<http://www.youtube.com/watch?v=7pRXGywEsdo>
    - ii. NatGeo clip about penguins:  
<http://video.nationalgeographic.com/video/kids/animals-pets-kids/birds-kids/penguin-emperor-parenting-kids/>
2. After showing the video for the second time, use the Smart Board to record the main idea and 4 details using the attaching graphic organizer. Teacher uses Equity Sticks to call on students. (10 min)
3. **OPTIONAL IF YOU WANT TO INCLUDE SEQUENCING SKILLS** Students are directed to work with their teams to put the 4 details in sequential order. Teacher shows a graphic organizer that includes sentence starters: First, ..... Second,....., then.....Finally,..... Designate an Ambassador from each team

who will go to the Smart Board and work with other students to order the details. (10 min)

**Guided Practice (AKA Direct Instruction) (10 minutes)**

The Teacher will model the process and desired outcomes of the small group activity in which students will engage. The purpose is to create an exemplar for students to follow as they work in their groups.

1. Teacher writes a main idea on a large piece of butcher paper “Getting Ready for School This Morning.” (Make sure the paper and print is large: this poster will be displayed on the classroom wall at the end of the activity.)
2. Teacher asks students to share with a partner (pair share) 2 things they did to get ready for school that morning. Remind them to listen carefully because they may be called on to share what their partner tells them with the entire class.
3. Using the equity sticks, teacher calls on 1 student to share what their partner did to get ready for school. Teacher writes the details under the main idea using a graphic organizer (eg: web diagram).
4. Teacher directs students to the envelope at the center of each groups’ desks. She demonstrates that in each envelope is a one sentence main idea on an index card. There are also 4 blank index cards on which students are directed to write the details that support the main idea.
5. Teacher writes the start and stop time of the activity on the board as well as reading the Activity Directions aloud as students follow along with the posting on the Smart Board.

**Student Directed Practice (20 minutes total depending on how many times the envelopes circulate)**

Each team has an envelope containing:

- The activity directions and what is required
- A main idea card (ideally on an index card); include a different main idea card in each envelope
- 8 blank index cards (ideally the cards are a different color from the main idea card) Note: have enough blank cards in each envelope so the envelope can circulate to at least 4 groups. Depending on time, you will decide how many times students see a different envelope.

Main ideas should be topics that are familiar to the students ie:

- Making your bed
- Making a sandwich or an ice cream Sunday
- Learning to ride a bike

Activity Directions (which the teacher has read in the guided practice)

1. You have 10 minutes to complete this activity.
2. The Team Leader takes out the main idea card and puts it in the center of the group so everyone can see.
3. The Team Leader gives each team member a blank card.
4. Write your name and group number on one side of the card.

5. The Reader reads the Main Idea card.
6. Each team member writes or draws a detail on their card.
7. The Team Leader asks each team member to share their card with the team.
8. The Team votes on whether the card is a good detail. If it is not, the team makes suggestions.
9. Team Leader puts all of the detail cards in the envelope.
10. When the Teacher calls "Pass the Envelope" the Passer bring the envelop to the next group. (**Procedure Dependency:** you will need to identify in advance how students pass from one group to another.)

Allow enough time for students to work with at least 2 envelopes.

### **Assessment**

- Teacher collects the envelopes and reviews the cards. Notice which students and groups successfully completed the activity and which ones might need to repeat the activity OR need a different experience (perhaps with the teacher in a small direct instruction group).
- Before student leave the room they complete an exit ticket.

### **Exit Ticket**

Using the same graphic organizer that was used in class, write a main idea (ideally related to something they have been exposed to like going to recess) and ask students to list details. Each student must work on their own.

### **Extending the Lessons Learned**

Use the student work from the activity to decorate the classroom and become a reference for students to use going forward.

- Post the sample graphic organizer that was completed in the guided instruction on the butcher paper on the classroom wall.
- Under the large example graphic organizer, display the students index cards from the group activity.