

IDENTIFYING MAIN IDEAS, SEQUENCE OF EVENTS AND OTHER ELEMENTS OF A STORY

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Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning identify Elements of a story
2. Learn to identify main ideas and sequence of events of a story
3. Learn to Identify characters, plots, settings, events of a story

Objectives

Students should be able to;

- Students will be able to differentiate between fiction and non-fiction stories
- Students will be able to identify the main idea and supporting details of a short informational text

Assessment Activity

- Have students complete a non-fiction story individually on their own
- Instruct them to underline the main and supporting ideas in the story
- Students will demonstrate their mastery of the new skill(s) and/or knowledge through their completed drawing and their puppet

Activity Starter/Instruction

1. Teacher should use stories available in their textbooks
2. Explain the meaning of non-fiction/informational texts.
3. Explain its their similarities and differences
4. Give examples on their similarities and differences
5. Lead a brief discussion with students on why it is important to read and comprehend non-fiction/informational text.
6. Tell students that it is not only important to read informational text from textbooks, but also from their peers.
7. Explain to the students they will be reading and analyzing a non-fictional essay.

Guided Practice

Day 2/ Lesson 2: 20mins

Teacher Guide

Day 1/ Lesson 1: 15mins

1. Explain that in the text, information about things that happen
2. — Who, What, Where, When, Why and How — are important clues to the main ideas.
3. Explain that these are like the footprints left by an unknown person.
4. Explain to them that Finding the main idea is also a problem-solving activity in which the reader actively seeks the clues in the text to find the main idea.
5. Ask students to define 'main idea'.
6. Encourage discussion about the many aspects of a main idea and the difficulties encountered in determining the main idea.
7. Explain that the main idea tells what the whole text is about: it connects the little ideas into a summary.
8. A main idea captures the theme or the most important information in a text.

Materials Required

- Non-fiction books
- Pieces of paper and pencils
- Highlighters
- Danny and the Dinosaur by Syd Hoff
- Three-Column Graphic Organizer (label column)
- A story map, one completed example and one
- Crayons
- Popsicle sticks

Additional Resources

- <https://www.google.com/url?sa=t&rct=j&q=DDVYQFjAPegQIBRAB&url=https%3A%2F%2F>
- <https://www.google.com/url?sa=t&rct=j&q=DDVYQFjAVegQIBhAB&url=http%3A%2F%2F>
- <https://www.teacher.org/lesson-plan/main->
- <https://www.education.com/lesson-plan/se>
- <https://study.com/academy/popular/main-i>

Additional Notes

<p>show performance of the story.</p> <p>- You may use informal questions to assess individual student's understanding of story elements</p>	<ol style="list-style-type: none"> 1. Arrange students into pairs and explain that they will be partner reading the essay. 2. Suggest that a good way to partner read is to take turns reading paragraphs. 3. Hand out non-fiction worksheet to each student. 4. Hand out a highlighter to each student. 5. Tell students that they will be reading to find the main idea and supporting details. 6. Tell students that when they are done reading, they need to raise their hands. 7. While the students are partner reading, walk around the room to make sure students are staying on task. 8. Help when needed. 9. As students start to raise their hands, scan their work to make sure they underlined the main idea and highlighted at least five supporting details. 10. Correct any mistakes made by the students. 	<ol style="list-style-type: none"> 9. Ask students, 'Why is it important to find the main idea/s?' (Answers should include: understand the writer's message; understand a story; tell someone about a story without having to tell them everything; concentrate on important parts; write a summary; remember information.) 10. Emphasize that being able to identify the main idea is a good check on one's own comprehension 11. Also, it is a good way to study and remember information, and an excellent way to summarize information quickly. 12. Ask students, 'Is it easy to find the main idea when you read?' 13. Encourage students to share the confusion and difficulty they sometimes experience in finding the main idea. 14. Tell them it is not always easy to find the main idea; it requires thinking about the text. 15. Show students a non-fiction book with the main idea and supporting details of a text, previously shared whole-class. 16. Point out how the noted details support the main idea and clarify any questions students may have.
<p>Summary</p> <ol style="list-style-type: none"> 1. Have the students share facts from the essay that they did not know before, or that they found interesting. 2. Have the students share topics they might choose to write essays about. 3. When doing the review make sure you erase the lesson on the board. 	<p>Teacher Guide</p> <p>Day 3/ Lesson 3: 20 Mins</p> <ol style="list-style-type: none"> 1. Prior to reading aloud, tell students that they will be working on their sequencing skills. 2. Tell them to think about what happens during the beginning, middle and the end of the story as you read. 3. As you read, pause frequently to ask students to identify the events in the story and 	<p>Guided Practice</p> <p>Day 4/ Lesson 4: 15 Mins</p> <ol style="list-style-type: none"> 1. Begin by reminding the students that they will be working on their sequencing skills.

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4. As you read encourage them to think about when the beginning gives way to the middle and the middle transition to the end
 5. Once you have read the story, make lists with students about the events the event that occurred, trying to arrange them sequentially.
 6. Sentence strip works well for this activity, since events can be written on individual strips and then rearranged as necessary to put the events in the correct order.
 7. Tell students to use these strips as reminder as they retell the story.

Guided Practice

Day 6/ Lesson 6: 15 Mins

1. Assign students to groups of five and have each student in each group draw a picture of one story element.
 2. For example, one student in each group can draw the characters and another student can draw the problem in the story.
 3. Circulate around the room to give suggestions and guide students who are struggling.
 4. When each student has completed his or drawing, cut them out, attached to popsicle sticks, and then have each group summarize the story using the mounted story elements to give a puppet show.
 5. If students have difficulty identifying story elements, encourage them to use the sequence chain graphic organizer to organize the events of the story first.
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2. Give students pieces of paper and pencils as they read
 3. Instruct students to write page numbers and a few words to remind them of important events in the story.
 4. Once students have completed reading, give them opportunities to write about their story's sequences in a reading journal, to discuss their stories with partners or family members.

Teacher Guide

Day 5/ Lesson 5: 25 Mins

1. Tell students that they will listen to Danny and the Dinosaur by Syd Hoff and then describe the story elements in Danny and the Dinosaur.
 2. Introduce the elements of a story and define each element, using the graphic organizer.
 3. Tell students that organizing the parts of a story can help them understand the story better.
 - Characters: Who is in the story? (beginning)
 - Setting/Place: Where does the story take place? (beginning)
 - Time: When does the story happen? (beginning)
 - Problem: What is it that one or more characters wants to do or wants to happen by the end of the story? (middle)
 - Events: What happens in the story that helps the characters solve the problem? (middle)
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6. Then use that information to complete the story elements map.

Guided Practice

Day 7/ Lesson 7: 15 Mins

1. Handout a non-fiction book to students
2. Give students a highlighter, pieces of paper and pencils as they read.
3. Tell students that they will be reading to find the main idea, supporting details, sequence of events and elements of the story.
4. Instruct students to raise their hands when done.
5. As students start to raise their hands, scan their work to make sure they underlined the main idea, highlighted at least five supporting details, wrote out a sequence of events and elements of the story.
6. Correct their mistakes

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- Solution: What happened at the end of the story that tells how the characters solved the problem? (end)
4. Tell students they will be able to identify the parts of this story (beginning, middle, and end)
 5. Tell them it will help them understand the story and allow them to explain the important parts of the story to their friends.
 6. Introduce the story by discussing whether the students have ever been to a museum.
 7. For those who have, ask what their favorite part was.
 8. For those students who have never been to a museum, you might show some pictures of museums on the Internet.
 9. Give examples of different kinds of museums and what students might see if they visit.
 10. Read the story, Danny and the Dinosaur by Syd Hoff.
 11. As you read, be sure to ask questions about the elements of the story, and to check student understanding.
 12. Sample questions: Cover: Who do you think the characters will be in this story?
 - Cover: Where does this story take place?
 - p. 8: What did Danny like best about the museum? If you were in the museum with Danny, which displays would you be sure to visit? Why?
 - p. 13: Make a prediction. What event do you think will happen next?
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- p. 20: Why did the dinosaur think that the buildings were rocks?
 - p. 36: How did the other animals at the zoo feel when Danny and the dinosaur visited?
 - p. 38: What are some of the places Danny and the dinosaur have been so far?
 - p. 59: Why did the children pretend that they couldn't find the dinosaur?
 - p. 62: What was the solution of the story? Where did the dinosaur go at the end of the day?

7. You may want to stop throughout the story to draw some quick illustrations to keep track of the events of the story.
 8. Be sure to emphasize that the drawings are just to help you organize the story's events and do not have to be artistic.
 9. After reading the story, have students volunteer ideas to complete the Beginning, Middle, and End graphic organizer.
 10. Once the basic events of the story are organized, introduce story maps and discuss the elements of the story.
 11. Use the following questions to guide the students through the process of filling a story map as you discuss the story.
 12. Who are the main characters?
 - What is the problem in the story?
 - What is the setting of the story?
 - What are three main events?
 - How do the characters solve the problem?
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