**University of Mary Division of Education**

**Grade Level: 5th**

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

**Materials Needed:** *The “Unsinkable” Titanic* book (1 per student); notebooks; pencils; main idea chart worksheet (1 per student); Answer Key for main idea chart worksheet; clipboards, reading books, or another hard surface for the students to write.

**Standards:**

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

**Objectives:**

The learner will **demonstrate** an understanding of the **main idea and supporting details** of this story by completing a main idea chart with other group members.

**Learning Activities:**

(35 minutes)

1. I will introduce the book *The “Unsinkable” Titanic*. I will ask students what fact about the *Titanic* from the story in the reading book and/or the video was the most interesting to them.

* I will review with each small group what a main idea is and supporting details using the information at the top of the main idea worksheet.

2. I will give them a main idea worksheet to complete. Depending on the reading level of each small group, I will have them complete either one, two, or all three of the subheads listed under the main idea bubble.

* I will explain to students how they will complete their main idea chart. I will explain to them that we will stop at certain points in the story and fill out the different section(s) of the chart. For the main idea I will ask them to draw from their previous knowledge of the story we read in their reading textbook, “The Unsinkable Wreck of the R.M.S. Titanic”, and different sections of the book, *The “Unsinkable” Titanic*, we are currently reading.

3. We will read the story together. For each section of the book for the next lowest and next highest groups, I will use one of the following reading strategies: students will take turns reading aloud; will read silently; will read silently and I will tap one student on the shoulder at a time to read a certain section aloud to me; and students will alternate reading with a partner between paragraphs or pages.

* For the lowest group, the students and I will take turns reading paragraphs or pages of the story aloud.
* For the highest group, the students will read the book silently to themselves. As students finish reading the book, they will work on their main idea worksheets.

4. For all of the groups, I will discuss with them what the main idea is and guide them as they complete the main idea bubble.

* With the lowest group, I will help them complete the “Subhead: Floating Palace” section of the main idea worksheet.
* For the next lowest and next highest group, I will guide the students as they complete the “Subhead: Floating Palace” and “Subhead: Safety Features” sections.
* For the highest group, I will have them complete all three of the subhead sections, which are titled “Subhead: Floating Palace”, “Subhead: Safety Features”, and “Subhead: Why the *Titanic* Sank”, independently. As I see them complete the first section, I will stop them and discuss with them what they have written to be sure they are understanding what they are supposed to do. If there is time, they will also answer at least one of the following questions on the back of their main idea worksheets: “The *Titanic’s* musicians chose to continue to play instead of getting in a lifeboat. Why do you think they made such a choice?” and “Why do think that the lifeboats that were lowered were only half-full instead of filled to their capacities?”

5. If we do not finish the book, then students will take their worksheets with them back to their desks and complete their assigned worksheet sections on their own time. The worksheets will be due on Friday. However, the low group because of their need for extra help will just hand in their worksheets to me at the end of the group time, regardless of whether we finish the book or not.

**Assessment:**

I will assess students’ understanding of the main idea and supporting details using each student’s main idea chart.

**Reflection:**

Group 1 (April 12, 2016)

 I taught this lesson to the second lowest reading group. This lesson did not go like I had planned. The students were having a hard time focusing on any of their classes, so they needed directions and explanations repeated more often, even though this was not a new concept to them. I feel that I could have explained the concept of main idea more as if it was a new concept rather than a review with them. However, they seemed to understand what the main idea was based on our discussion of the different subheads in their main idea worksheet and the book.

Group 2 (April 13, 2016)

 I taught this lesson to the second highest reading group. The group at some points in the lesson did not seem to be clear with the concept of main idea. To improve this for the next time I teach it, I will find a poster about main idea or have a short simple story to use as an example of main idea as an attention getter instead of the facts. The different methods of having the students read the story worked well to keep the students engaged in the story. Asking the students the question about why the author put the word “unsinkable” in quotation marks helped them to see and understand an example of irony. Instead of reading the title of the book, I could ask students how they would feel if they had been on the *Titanic* when they first set sail and then ask how their feelings would change when it was sinking. To make the worksheet more of a formal assessment, I could complete the first fact with the students when they are filling out each subhead and the students could complete the other facts in the subhead on their own. When they have completed one subhead, then we could have a short discussion about their answers. When I asked a student to give me a fact from the reading that supported the subhead about why the *Titanic* sank and all he told me was that it hit an iceberg, I probed further to get a more complete answer. I discussed the pictures with the students after we read each section, but I realize discussing the pictures before reading each section would help give the students a visual about what they were going to be reading. To close this lesson, I could ask a question about what we have read. Along with becoming assertive with one student, I could discreetly move over to where he was sitting and sit next to him.

Group 3 (April 14, 2016)

 I taught this lesson to the highest group. For this group I made some adaptations to encourage them to think at a higher level of thinking. Instead of having them share a fact they learned from the video, I immediately asked them about the “unsinkable” irony in the title. All of them gave accurate and well-thought out responses for this question. When I asked them what main idea was before handing them their worksheets, all of them seemed to understand what the main idea was based on their responses during the discussion. However, some of them seemed to struggle with finding the main idea in the first two pages of the story to complete the main idea bubble. After having a discussion in which all the students in the group shared their answers, they all understood what the main idea of the book was. When they were silently reading the book and were completing the worksheet as they read, I was surprised at the length of time it took them to read the book and complete the worksheet. About half of them did not even finish the book. When I saw this happening and there was not much class time left, I made some adjustments to my plan. When I saw that most of them had completed at least two if not all three subheads, I asked them to answer orally a more in-depth question in the back of the book as a type of closure to this lesson instead of having them write their answers on the back of their worksheet. This discussion was a good closure to my lesson.

Group 4 (April 15, 2016)

 I taught this lesson to the lowest group. I felt that this lesson went the best of all the small group lessons that I had taught all week. I explained my directions for what I was asking them them to do very explicitly. As Mrs. Hintz suggested I read the story aloud to them, so that they would be able to comprehend the story better. To help with their comprehension of the story, I would discuss the pictures with them first before reading the text to them. When I asked them what I had just read and/or the main idea on the page I just read, it was evident that they understood what I was asking through their responses.