



Name: <i>Mac's Big Wish</i> Grade 3 – Literacy Author: Kacie Kennett, M.Ed., Teacher at The Child Center, Eugene, Oregon		
Date: 7/6/22	Subject: Reading	Grade: 3
Unit/Standard: CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Learning Objective: Students will be able to determine the main idea and supporting details from <i>Mac's Big Wish</i>	Materials Needed: <i>Mac's Big Wish</i> ISBN 9781643883885 Projector Main & Details graphic organizer (circle chart) Anchor chart about main idea & details
Introduction/Warm-Up: <ol style="list-style-type: none"> 1. Introduce anchor chart: "Main idea & Details" explaining main idea is what the text is mostly about. Details are sentences that describe or explain the main idea. 2. Show students sentence frames to ensure they can write/say complete sentences. For example: The main idea of the text/story is _____. The supporting details are _____, _____, and _____. 3. Show students the cover of <i>Mac's Big Wish</i> and tell students they can use illustrations, sentences, and the title to help determine the main idea. Ask students what they think or predict the main idea might be just by looking at the cover. Let students share with a partner first then share with the whole group. 4. Tell students we will be listening to <i>Mac's Big Wish</i> being read aloud and pause throughout the story to discuss what details support the main idea. 		





Explicit Instruction:

1. Read the story *Mac's Big Wish*
2. Pause throughout the story and ask students to pair share what they think the story is mostly about. Share in pairs then as a whole group. Record main ideas on the board.
3. Pause again to ask what details support the main idea. Record supporting details on the board surrounding the main ideas.
4. Complete the story and ask for other ideas for main idea and details. Pass out graphic organizers for students to work independently or in pairs to choose the main idea that they believe to be best for *Mac's Big Wish*.
5. Go over the main idea that the students think works best for the story and choose the top three supporting details for this main idea on the board. Let students complete their graphic organizer in partners.

Supported Practice:

1. Walk around while students complete their graphic organizers in partner groups. Assist as needed and guide students by providing guidance and support.
2. You may go back to specific pages to read through any supporting details to support the main idea. (For example, Main idea: Pets and humans can make great friends. Supporting details: Mac greets Emma with cuddles when she visits. Emma spends time with Mac by visiting him in the Pet Rescue multiple times. Mac joins his friends in activities they enjoy doing in the Care Center.)





Individual Practice:

1. Give students an article about emotional support animals and ask them to independently find the main idea and supporting details. Provide support and guidance as needed.

Differentiation:

1. Allow for extra time as needed. Do the individual practice partly as a whole group, partner group, then independently. (This lesson could be broken up into two or more days.)

Assessment:

1. Check their independent/small group work to see if they found a main idea that shows what the text is mostly about and three details that support the main idea.





notes

