

## Reading & Writing Workshop Mini-Lesson Planner

Type of Mini-Lesson:
Reading/Writing Standards:
Literacy Resources:
Steps for Meeting Lesson Objective: <ul style="list-style-type: none"><li><input type="checkbox"/> State Purpose/Objective for Lesson:</li> <li><input type="checkbox"/> Provide Clear Demonstration using Literacy Resources/Tools:</li> <li><input type="checkbox"/> Provide Guided Practice:</li> <li><input type="checkbox"/> Record Learning on Anchor Chart:</li> <li><input type="checkbox"/> Summarize Learning and Prompt for Application of Knowledge During Independent Reading or Writing:</li></ul>

Dorn & Soffos (2005). Teaching for Deep Comprehension. Portland, ME: Stenhouse.

## Reading Workshop Mini-Lesson Planner

<p><b>Type of Mini-Lesson:</b> Reading Workshop—Comprehension Finding the main idea and supporting details in a paragraph or section of nonfiction text</p>
<p><b>Reading/Writing Standards:</b> CCSS.ELA-LITERACY.RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea</p>
<p><b>Literacy Resources:</b> “Junk Food Battles” 3<sup>rd</sup> grade passage from <a href="http://www.readworks.org">www.readworks.org</a> Main Idea and Supporting Details Graphic Organizer</p>
<p><b>Steps for Meeting Lesson Objective:</b></p> <ul style="list-style-type: none"><li>❖ <i>Name and Define the Strategy/State the Purpose</i> The main idea is what the text is about and is usually found in the first sentence of the paragraph. The supporting details are found inside the paragraphs. Today, we are going to read an article about junk food to determine the main idea and supporting details.</li> <li>❖ <i>Provide Clear Demonstration using Literacy Resources/Tools:</i> The main idea that the author is conveying to the reader is that <i>Americans are eating too much junk food</i>. The supporting details are found inside the paragraphs. In this section of text, the author supports the main idea with two key details: 1) junk food makes up one-quarter of the American diet; and 2) more than half of Americans are overweight.</li> <li>❖ <i>Provide Guided Practice:</i> The next section of text mainly talks about how <i>the government is helping people change their eating habits by eating a diet full of nutrients</i>. What details can you find about eating foods? 1) nutrients give your body energy; 2) nutrients help your body stay healthy; 3) some good sources of nutrients are fruits, vegetables, and whole grains</li> <li>❖ <i>Record Learning on Anchor Chart for Main Idea and Detail:</i> Chart the main idea and details from the modeled and guided practice. Then, introduce the graphic organizer for Main Idea and Details and instruct students to insert it in their Reading Response Log.</li></ul> <p><b>Suggestions for Differentiation:</b> Observe children who are struggling and increase teacher scaffolding. Pair lower-performing students with higher performing students.</p> <ul style="list-style-type: none"><li>❖ <i>Summarize Learning in Response Log and During Independent Learning:</i> The main idea is often found in the title and first and last paragraphs of the text. The supporting details are included within the paragraphs. Read the section called “Fantastic Foods”. Identify the main idea and supporting details in this section.</li></ul>

# Junk Food Battles



Joe Raedle/Getty Images

*Is fast food part of your diet?*

Are potato chips, soft drinks, and cookies part of your **diet**<sup>1</sup>? If you're like many kids, the answer is yes. Health experts say that Americans are eating too much junk food. It makes up almost one-quarter of the American diet!

The U.S. government is helping people change their eating **habits**<sup>2</sup>.

More than half of Americans are overweight. Being overweight can lead to health problems.

In a recent report, the government said people should eat foods that are higher in **nutrients** and lower in fat. Nutrients give you energy and help your body stay healthy. Some foods that are good sources of nutrients are fruits, vegetables, and whole grains such as brown rice and whole-wheat bread.



USDA.gov

*Nutritious foods can be fun and tasty!*

A healthful diet is not the only way people can keep their bodies fit. The new guidelines say kids should exercise for at least one hour a day.

## Fantastic Foods

If you think eating healthful foods is boring, think again! Nutritious foods can be fun and tasty. Just ask the kids at Meadowbrook Elementary School in Fort Worth, Texas. They recently taste-tested foods, such as sweet potato pancakes and blueberry burgers.

<sup>1</sup> **diet:** the food and drink that a person usually eats

<sup>2</sup> **habits:** the ways a person usually acts or behaves

The U.S. Department of Agriculture held the taste test. That group wants to help schools find ways to serve healthful foods and meet the new dietary guidelines.

"These new dietary guidelines represent our best ... advice to help Americans live healthier and longer lives," said one government official.

## Hidden Sugar

Experts say that kids are eating too much sugar. If you look at a food label, you might have trouble spotting the sugar. That's because sugar can have many different names.

Here are some of them:

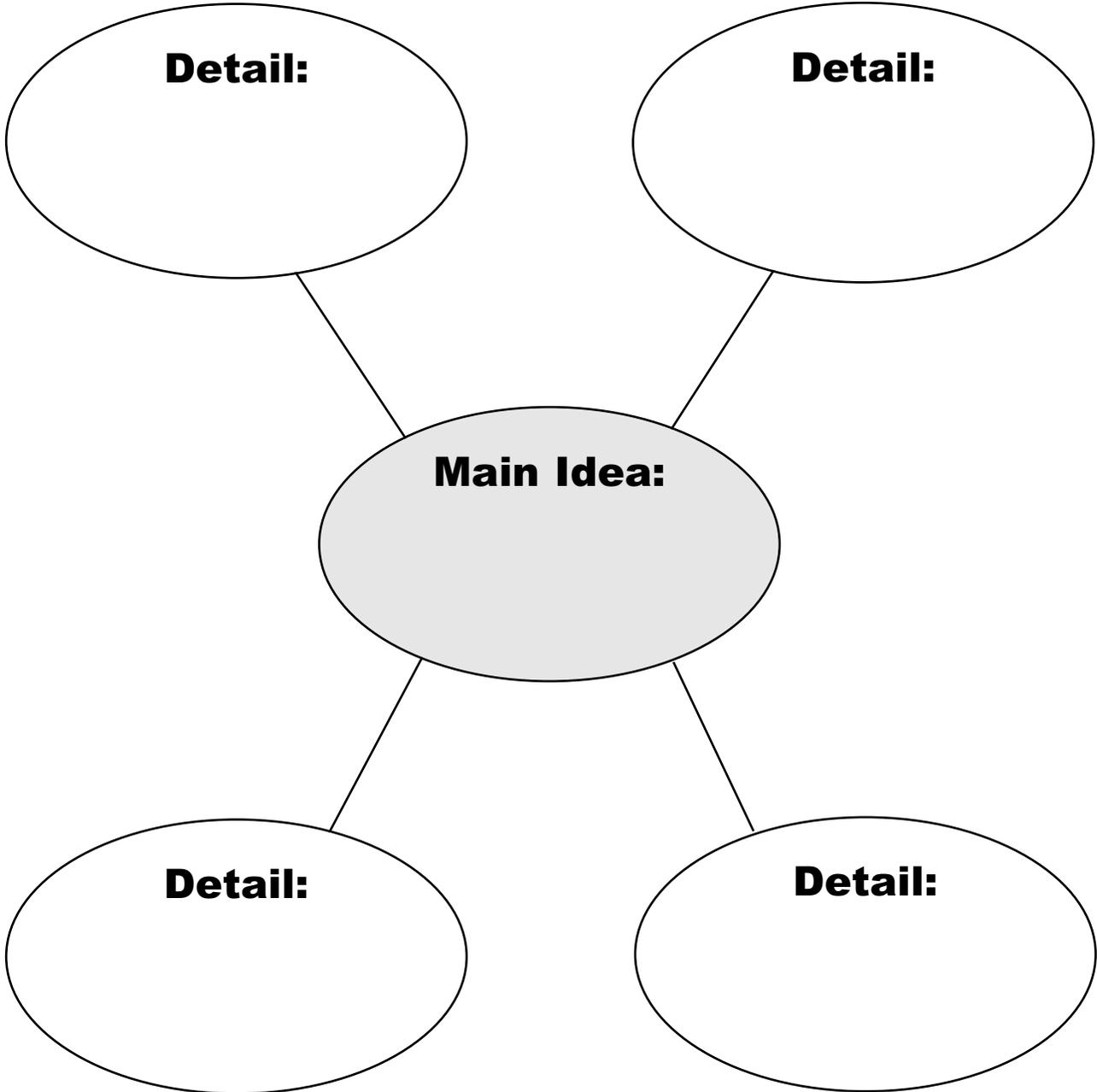
- corn sweetener
- fructose
- lactose
- corn syrup
- glucose
- maltose
- dextrose
- sucrose
- molasses

Name

Date

GRAPHIC ORGANIZER

# Main Idea and Supporting Details



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<p><b>Reading/Writing Standards:</b> CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</p>
<p><b>Literacy Resources:</b> “Buckle Up” 4<sup>th</sup> grade passage from <a href="http://www.readworks.org">www.readworks.org</a> Main Idea and Details graphic organizer</p>
<p><b>Steps for Meeting Lesson Objective:</b></p> <ul style="list-style-type: none"><li>❖ <i>Name the Strategy/Set the Purpose</i> Nonfiction texts will include a main idea and supporting details. The title and topic headings should alert the reader to what the text is about. Each paragraph will generally include a main idea and key details that support the overall meaning of the text. Today, we are going to learn more about determining the main idea and key details from a short article on whether school buses should have seat belts.</li><li>❖ <i>Provide Clear Demonstration Using Literacy Resources/Tools:</i> In this article, the author includes a heading <i>Should School Buses Have Seat Belts?</i> to alert the reader to what the text is about. Listen as I read the first paragraph to determine the main idea and supporting details. The main idea is that many kids are getting injured on school buses (highlights this sentence). Then, the author provides an important detail from the medical journal <i>Pediatrics</i> to support the statement that kids are getting hurt while riding on school buses (highlights this sentence).</li><li>❖ <i>Provide Guided Practice:</i> (Part I) The next paragraph describes the many ways kids are getting hurt on school buses. Read this paragraph silently and underline the main idea statement and supporting details. (Part II) Now, listen as I read the last two paragraphs aloud for additional details to determine if school buses should have seat belts. Then turn to your partner and discuss the details throughout the article that support or disprove the use of seat belts on school buses.</li><li>❖ <i>Record Learning on Anchor Chart for Main Idea and Detail</i> Chart the main ideas and details from the paragraphs. Then, introduce the graphic organizer for Main Idea and Details and instruct students to insert it in their Reading Response Log.</li></ul> <p><b>Suggestions for Differentiation:</b> Observe children who are struggling and increase teacher scaffolding. Pair lower-performing students with higher performing students.</p> <ul style="list-style-type: none"><li>❖ <i>Summarize Learning in Response Log and During Independent Learning:</i> As you are reading today, use what you know about main idea and supporting details to help you comprehend the author’s message.</li></ul>

**Directions:** Underline the main idea of each paragraph. Remember to look at each sentence to help you.

## Buckle Up?

### Should school buses have seat belts?

As the wheels on the bus go round and round, many kids are getting bounced around. Many students are getting injured on their way to and from school. A new study, published in the medical journal *Pediatrics*, shows that about 17,000 school bus–related accidents occur each year. That’s more than double previous estimates. Those injuries range from cuts to broken bones.

Researchers reported that crashes aren’t causing all those bumps and bruises. Students are getting hurt in many ways. Slips and falls, getting jostled during stops and turns, and roughhousing are other ways kids get hurt. Nearly one quarter of these injuries occur when kids are getting on and off buses.

Though the numbers are higher than thought, they represent a small fraction of kids. There are about 24 million kids who travel on school buses each year. School buses are still the safest way for kids to ride to school, according to the National School Transportation Association.

These results may prompt stronger arguments for requiring safety belts on buses. But not all safety experts agree that buses would be safer if they had safety belts. Seat belts wouldn’t reduce injuries and wouldn’t be worth the added expense for school districts, says the National Highway Traffic Safety Administration.

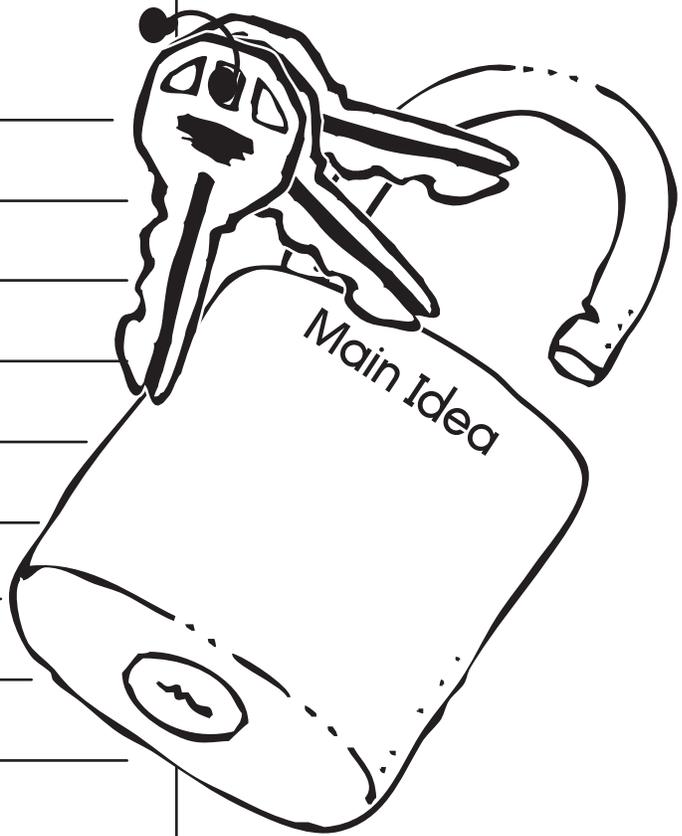
Name \_\_\_\_\_

Supporting Details

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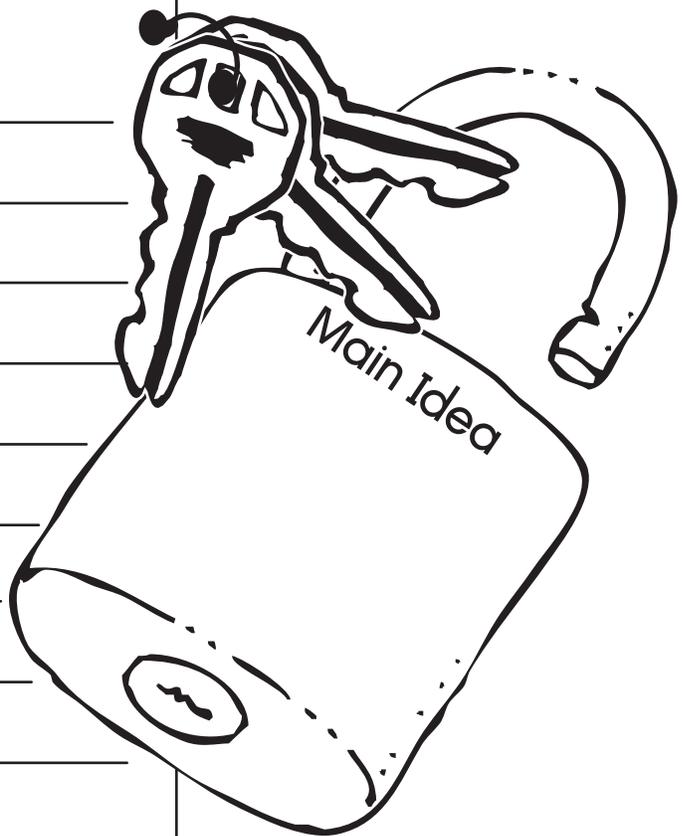


Supporting Details

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## Writing Workshop Mini-Lesson Planner

**Type of Mini-Lesson:**

Writing Workshop—Planning / drafting an opinion piece

**Reading/Writing Standards:**

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.1.B

Provide reasons that are supported by facts and details.

**Literacy Resources:**

“How Extreme Should Sports Be?” 4<sup>th</sup> grade passage from [www.readworks.org](http://www.readworks.org)

Opinion Writing Planner and Checklist

**Steps for Meeting Lesson Objective:**

❖ *State Purpose/Name the Strategy:*

We are going to revisit an article about extreme sports and form an opinion: Are extreme sports *too* extreme? An opinion is based on our personal beliefs about something, but it is important for us to support our opinion with evidence. After we form our opinion on the topic of extreme sports, we must then support our point of view with reasons and information from the text.

❖ *Provide Clear Demonstration using Literacy Resources/Tools:*

Briefly review the introduction and discuss the two positions that people have taken on this topic (extreme sports go too far, extreme sports don't go too far). *After reading this text, I formed the opinion that extreme sports go too far.* Model writing an opinion statement using an opinion-writing planner. *As I reread the first section, I am going to search for reasons to support my opinion that extreme sports go too far.* Read the text out loud. Discuss the point of view and reasons (serious injury, setting a bad example). Model writing the reasons and information using the planner.

❖ *Provide Guided Practice:*

*Now, let's take the stance that extreme sports don't go too far.* As we reread the second section, listen for evidence that supports our opinion that extreme sports don't go too far. Display the text on the board and read it out loud with the students. Ask students to identify the point of view and reasons (serious injury, setting a bad example). Students should help compose the opinion statement and one reason.

❖ *Record Learning on Anchor Chart:*

Use an opinion-writing planner and checklist to plan opinion and reasons.

❖ *Summarize Learning and Prompt for Application of Knowledge During Independent Learning:*

When a writer forms an opinion on the topic, he/she must be prepared to support the point of view with reasons and information. Practice another reason with information to show why you think that extreme sports don't go too far.

# How Extreme Should Sports Be?

## Do some sports cross the line between fun and danger?

Bungee jumpers drop from great heights. Mountain bikers dash down rocky hills. Street luge riders race downhill on wheeled sleds at speeds of more than 80 miles per hour.

Those are some examples of *extreme sports*. They all have thrills, excitement--and danger.

Extreme athletes say they love taking risks. But others say that extreme sports are too dangerous. They say those sports shouldn't be played.

Are extreme sports too extreme? Read the following arguments. Then decide for yourself.

## Yes! Extreme Sports Go Too Far!

People can become seriously injured while playing extreme sports. Risking serious injury to play a sport is foolish.

Take snow bikers, for instance. These riders fly down snowy hills at speeds of up to 60 miles per hour. Some snow bikers get the same kinds of injuries "that you might see in high-speed auto accidents," said one doctor.

Some rock climbers climb without using ropes. Some bungee jumpers leap out of helicopters. Athletes called *base jumpers* parachute from bridges and cliffs. There is no good reason for people to risk their lives doing those things.

Extreme sports set a bad example. Kids who see those sports on TV might want to try them at home. But they might not know how to play those sports safely.

When people play extreme sports, they are no longer playing games. They're being irresponsible.

## No! Extreme Sports Don't Go Too Far!

Extreme sports have picked up a bad name. Some people just aren't used to the things extreme sports athletes can do.

Every sport comes with the risk of injury. Sometimes those injuries can be serious. Injuries in regular sports can be far worse than those that happen in extreme sports.

"I've seen two people killed in boxing rings. And I've seen two deaths in football," said Dr. Clifford Amenduri of Louisiana. "But I've never seen those kinds of injuries in extreme sports."

Extreme sports also have benefits that other sports don't have. Extreme sports can help young athletes build courage, some doctors say.

What about the thrills that come with playing extreme sports? "I like the risk," said Alex Dunand of Ottawa, Canada, a 14-year-old downhill skier. "If you didn't take risks, life would be boring."

# OPINION - PROOF

[ Santa & Daily, 1985]

*Opinion*

*Proof*