**COMPREHENSION STRATEGY LESSON PLAN**

**Strategy: Determine Importance**

**Lesson: Finding Important Information**

**Lesson Focus:**

* Students will learn the meaning of “Important Information” and “Interesting Details.”
* Students will identify important information to remember about a famous person from a biography.
* Students will distinguish between important information and interesting details.

*This lesson was developed from Lesson 16, “Figure Out What’s Important” from The Primary Comprehension Toolkit (Harvey and Goudvis).*

| **Lesson Component** | **Lesson Notes** |
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| **Preparation**Anchor charts, student materialsAdditional texts | * *George Washington Carver* by Martha E.H. Rustad, Capstone First Biographies, Capstone Press, 2002 – teacher copy and multiple copies for partners to share
* Anchor chart with headings, “Interesting Details” and “Important Information”
* Small sticky notes
* Paper for writing and drawing (independent practice)
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| **Connect/Engage**Explain strategy/practice and how it/they will be usedEngage students in the lessonBuild/activate background knowledge and interest in the text to be read | * Ask students to name some of the famous Americans they have been learning about, and turn and talk about what made them famous. Share a few.
* “You guys did what good readers do – you remembered important information! When writers write about famous people, they tell us some interesting details about them (maybe refer to one of the children’s example) – but what they really want us to remember – is why this person was important – what they did to help our country and help other people! So as readers, we need to tell the difference between interesting little details and the important information –Today we’re going to learn how to do that.”
* Introduce George Washington Carver - link to inventors they’ve learned about before (Benjamin Franklin). “Today we’re going to read about another important inventor – George Washington Carver.” (Show/read Back of book): “GWC was famous for inventing new ways to use crops.” Crops are plants that farmers grow.
* Show a picture of a peanut – and a jar of peanut butter that is made from peanuts. “Guess what – GW Carver invented over 100 things you can make out of peanuts!” Unfurl scroll of long list of products GW Carver learned how to make from peanuts.
* Model how to put the information just learned on the anchor chart – the important information: GWC invented over 100 uses for peanuts and interesting details – like cheese, ink, etc.
* Read entire book once through, before going back to sort information. Let students turn and talk about what they learned about GWC.
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| **Model** Read aloud small chunks of text and thinks aloud use of strategy(ies)Record thinking (sticky notes, anchor chart)Turn and talk  | * Now, let’s go back and read the book carefully. I’ll read and show you how we can find the important information and details.
* Read pg. 5-7. “Hmm, I think it’s really important that he studied plants. That’s important because plants are going to be his life’s work! He’s going to invent so many ways to use them. So it’s important that he liked plants and studied them when he was young.” Model writing “He studied plants” under “Important Information.” Show how to put a sticky note right by that part in the book.
* I see some details here too – He was born in Missouri in 1864. That’s interesting, but that’s not why he is famous. So I’ll write the detail under “Interesting Details.”
* Read pg. 9-12. I think it’s important that he taught others about plants and farming. He didn’t just learn about them himself; he taught lots of other people too! (put sticky and write) Turn and talk – do you think was important? Was there anything else you thought was important in these pages? If other good points, add those kids thinking to the chart. Also model adding 1-2 details.
* Read pg. 15. “Oh, I see a problem here. The soil isn’t fertile anymore – that means nothing will grow in it! The farmers can’t grow the cotton that they have always grown! How could an inventor like GWC help solve this problem? Turn and Talk.” Listen and prompt for responses and share ones that help move forward thinking about GWC’s contributions.
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| **Guide**Continue to read aloud and guide students to use strategy(ies) and record their own thinkingTurn and talk for students to share, support each otherTeacher circulates, prompts, praises, assessesChoose children to share their thinking as examples for all | * Distribute books – 1 per set of partners. Remark how well the students have been doing with sharing.
* Let’s read page 17. I think GWC did something very important here – T&T – what did he do that helped farmers? Read and talk with your partner about the important information you learn on this page. And decide together where to put your sticky note beside the important information. Confer and share out strong responses.
* Read pg. 19 or have partners read it together. T&T – what’s big important idea on this page? Talk with partner and put your sticky note next to the big idea. Share and discuss why important. Do you see some details that are interesting too? Add details to the “Interesting Details” side of the chart.
* Read pg. 21 and repeat process.
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| **Collaborative and/or Independent Practice** Provide choices of text for students at different levels, or ways for all students to access core textStudents use strategy(ies) and record as they read Teacher circulates, prompts, praises, assesses | * You did a great job of finding the important information about GW Carver. Which column tells us the important information? ( Cover the other column). When you go back to your seats, you can draw and write about what you think was the most important thing about GW Carver . T&T with partner to tell what you think was most important. When you draw, really try to show us what you think was important. Close your eyes and think for a minute for how you will draw it?
* Students return to seats with books to share between partners and write and draw. Confer.
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| **Whole Class Sharing and Closure**Students return to rug and share how they used the strategy(ies)/practice and share new learning/big ideasTeacher provides closure | * Assemble students in a circle on the rug with their papers.
* Use the sharing protocol, “(Name), would you like to share?, invite a child with a strong response to share.
* Continue with the protocol of the child who shared inviting the next, “(Name), would you like to share?” and the child responding, “Yes I would like to share, thank you.” Students may also decline, “No I would not like to share, thank you.”
* Today you did a wonderful job of picking out what was important about the inventor, GWC. I can’t wait until we get to read about another famous person and the important things we remember about them tomorrow!
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| **Additional Notes** | Teacher will read aloud a biography of Susan B. Anthony tomorrow. Students have already studied about Anthony in the unit. Then most students will return to desks with copies of the book to identify, write about and draw important information about Anthony while the teacher meets with a flexible small group of children who had difficulty in today’s lesson.  |