

### CRISS<sup>SM</sup> Unit/Lesson Plan

**Subject:** English 9

**Date:** October 20<sup>th</sup> and 22<sup>nd</sup>

**Period(s):** 1, 4, 5

**Topic:** Main Idea, Supporting details, Bullying

**Pages:** Article from FamilyDoctor.org “Dealing With Bullying”

**Materials needed:** Computer, LCD, *Inspiration*, Article “Dealing With Bullying” from FamilyDoctor.org , Butcher paper, markers

#### Content Standards

**1.B.3a** Preview reading materials, make predictions and relate reading to information from other sources.

**1.B.3b** Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.

**1.B.3d** Read age-appropriate material with fluency and accuracy.

#### Essential questions that guide and focus teaching and learning:

- What is the article mostly about? (main idea)
- What details support the main idea?
- I can summarize each section of the article using a one-sentence summary.

#### Assessment

Performance Tasks:

- Informal question/answer assessment
- Selective highlighting
- Identify details to support main ideas on poster
- Correct and add information to pre-reading map
- One sentence summary

#### Purpose Setting

Understandings: Students will....

- How to identify main idea in an article
- How to identify supporting details of the main idea
- How to use *Inspiration* to organize ideas
- What bullying is
- Strategies to combat bullying

#### Instructional Strategies

- Anticipation Guide
- Chapter Survey
- Character Mapping
- Concept Mapping
- Concept of Definition
- Conclusion-Support Notes
- Content Frames
- Contrast and Compare Guide
- K-W-L
- Learning Logs
- One-Sentence Summary
- Pattern Puzzles
- Picture Mapping
- Power Notes
- Problem-Solution Notes
- QARs
- RAFT
- Read-and-Say-Something
- Reciprocal Teaching
- Selective Underlining
- Semantic Feature Analysis
- Sequence Mapping
- Spool Paper
- Sticky Noted Discussion
- Story Plans
- Think-Pair-Share
- Two-Column Notes
- Venn Diagram
- Vocabulary Map
- Word Elaboration
- Writing Template

#### Four Instructional Steps

- Introduction
- Modeling
- Guided Practice
- Independent Application

#### Key Elements of Learning

- background knowledge (BK)
- defining purpose (DP)
- understanding the author’s craft (AC)
- active involvement (AI)
- discussion (D)
- writing (W)
- transforming, organizing information(T)
- metacognition (M)

## **Instructional Activities:**

### Preparing for Understanding

Think-Pair-Share answering questions about bullying:

- “What is bullying?”
- “Who bullies?”
- “How does bullying make people feel?”
- “What can you do?”
- “Bullying survival tips.”

Fill out this information on a pre-reading map on inspiration. Each question represents a different section of the article “Dealing with Bullying”.

### Integrating Strategies for Understanding

#### Selective Underlining or Highlighting

Students were broken into groups and were assigned one of the five different sections on the article. While reading with a purpose to find details that answered the question at the beginning of their section of the article. They highlighted important words and phrases in their assigned section of the article.

#### Discussion

Students compared the information they had highlighted with other group members and determined the most important information to put on their poster. Students were directed not to copy complete sentences from the article.

### Checking for Understanding

#### Discussion

Students presented information they put on their poster from their assigned section of the article

#### Post-reading Maps using *Inspiration*

Students made corrections and additions to the pre-reading map (colored incorrect information red)

#### One-sentence Summaries

Students developed a one-sentence summary for each of the assigned sections of the article.