Cathy Parker

Lesson Development

Assignment #10-A

LESSON PLAN: Detective Reading

Level: 4th grade

Subject: Reading/Comprehension

CCSS: RI. 4.1, RF 4.4a

Learning Objectives:

Students will identify supporting details and examples in an informational text.

Introduction

 (5 minutes)

* Introduce your lesson by raising a discussion about detectives. Possible questions include: *What does a detective do? What does a detective find to solve a mystery?*
* Write your students' answers on the board. Answers should include ideas about investigating and gathering clues or evidence.
* Tell your students that they will become detectives as they read a text together. Explain that they will need to **identify**, or recognize, details and examples in order to "solve" questions.

Explicit Instruction/Teacher Modeling

 (10 minutes)

* Pass out the Chocolate: A Short and Sweet History worksheet and badges (Badges are optional)
* Ask your students to get out their detective tools (highlighters or colored pens) This will help them identify details and examples.
* Call on students to read the questions aloud. Explain that they will solve the four questions by identifying the answers in the text.
* Ask your students to take turns reading parts of the passage aloud. With new vocabulary words in the text, ask your students to use context clues to determine their meanings.
* Ask a volunteer to say the answer to the first question. Have him support his answer with details from the text. If correct, have your students underline or highlight those supporting details.

Guided Practice

 (10 minutes)

* Ask your students to answer the second question, and then ask for a volunteer to state the answer. If the answer is not correct, tell the student to go back to the text.
* Once a correct answer has been given, tell your students to mark with their highlighters or colored pens again. If your students have magnifying glasses, they can use them here as a fun way to look for supporting details!
* Have your students identify details in the text that support their answers to the second question.
* Ask for a volunteer to state the details. If the details are incorrect, be sure to guide students to the correct details in the text.
* Ask your students why the details support their answer.

Independent Working Time

 (25 minutes)

* Instruct your students to complete the last two questions on their own and identify the supporting details in the text.
* When your students are done, have them explain why the details support their answers for the third and fourth questions.

Assessment and Closing

 (5 minutes)

* Ask students: Why do you think it is important and helpful to be detectives when they read? (Write prompt on the board)
* Have students discuss this question in groups of three or four, before writing their biggest takeaways on exit tickets.

Materials and Equipment

* Class set of highlighters or colored pencils
* Chocolate: A Story and Sweet History worksheet
* Magnifying glasses (optional)
* Chart paper
* Pre-prepared detective badges (optional)
* Exit tickets

wanted each student to write what they learned from this activity. Some of the responses I got were:

* “The answer is always in the book, you just have to look closer”.
* “Clues help me find the right answer”
* “I learned how to be a good detective”
* “Highlighting helped me find the answer”
* “A fun way to learn”