

**Manchester College**  
**Education Department**  
**Reading Lesson by Mary Jane Dickey**

Lesson: “Very Important Points”—Determine Importance

Length: 45 minutes, 2/ 17/10, 10:00am- 10:45pm

Age or Grade Level Intended: 5<sup>th</sup> grade; Reading

Source: *Interactive Read-Alouds: Linking Standards, Fluency, and Comprehension* by Linda Hoyt

Academic Standard(s): English— 5.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas

Performance Objective(s): After learning about recognizing the main ideas of a nonfiction book, the students will identify at least 5 very important points in a nonfiction book of their choice.

Assessment: Students will choose a nonfiction text and place post-it sticky notes where they believe a VIP is present. They will be asked to justify/explain why they chose the VIPs they marked. They will place the 5 sticky notes on a sheet of paper for the teacher to look over.

Advance Preparation by Teacher:

- Acquire a copy of the book *Snowflake Bentley* by Jacqueline Briggs Martin

Procedure:

Introduction/Motivation:

The book that we are going to be looking at today is called *Snowflake Bentley* by Jacqueline Briggs Martin. The center part of each layout in this biography is written in a narrative format, like a story. The side notes are additional facts about the life of Snowflake Bentley. As we read this story we are going to focus on identifying the most important ideas in this biography about a man who was referred to as Snowflake Bentley. I will use post-it sticky notes to mark the VIPs, or Very Important Points, as I read through the book. **As we look at the cover are there any Very Important Points that we should note on the cover?**

Step-by-Step Plan:

1. Read the first page. “As I determine what is important and what isn’t, I think this page foreshadows the main idea. It says there was “a boy who loved snow more than anything in the world.” I am going to leave a sticky note to mark this line as a VIP. Based on this line and the title I think this might be the main idea of the whole book. **That is important. Do you agree that this is a VIP? Would have marked this spot?**
2. Read to where there is a horse pulling a sleigh. We need to reflect on these pages and determine importance so we can select points to mark as VIPs. I am going to leave a sticky note on the place that says he was born in 1865. That tells me a lot about the time in which he lived. I am also going to mark a VIP on the side note where it says he read

their encyclopedias. That tells me he was curious and wanted to learn. That is important for a scientist. **Are there any other VIPs that should be marked in this section?**

3. Continue to the end. Pause to mark VIPs and think together about determining importance in the biography. End the story with a reflection and review the VIP markers through the book, thinking aloud as you go to see if the students still think those are the most important points. **Should any be removed? Should any be added? Do your VIPs reflect the most important points?**

Closure: Over going back through the post-it notes placed in the book the students will have the opportunity to practice finding their own VIPs in a nonfiction book of their choice, as long as it is above an AR 2.0 reading level.

Accommodations/Enrichment:

*Students with a Specific Learning Disability in Reading Comprehension:* For students with a SLD in reading comprehension the teacher will explain the directions aloud. The student may have their nonfiction book read out loud to them.

*Students with High Ability:* Students with high ability are asked to find a nonfiction book that is toward the upper end of their AR reading level.

Self-Reflection: If I were to teach this lesson I would ask myself if the students were able to complete the five sticky notes and if they included the main ideas from their nonfiction text. I would analyze whether the students understood the examples that I gave and if the students were able to identify what a VIP is based off the questions that asked them. If 20 out of 27 students were able to successfully identify 5 VIPs. For the 7 or less students who struggled I would ensure that we reviewed VIPs several more times as a class, and the students would be given the opportunity to practice the skill again.