

ATTACK OF THE CHICKEN NUGGET MAN

Lesson Plan
by Melissa
Green, NBCT

Chapter 3 Key Ideas and Details

Activity 1

Materials:

Smart Board, white board, chalk board, or chart paper

Whole Group Activity:

In the last paragraph of this chapter, the author tells you the main idea. Read this aloud to the students and write it on the board, possibly using a structure similar to page 7 of this document: http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf Ask the students to read the last paragraph to find details that support this main idea. Write the details on the board with the main idea. Discuss how all of these details help the reader to understand the overall main idea.

There is another place in this chapter where the author tells the reader the main idea. Challenge students to find it while reading silently. Once it has been found, have students write that main idea on a piece of paper in the same format the first main idea was written in. Have them find at least 3 details to support that main idea.

Once the students have had time to work, ask for volunteers to write the main ideas on the board. Discuss how the details support, or do not support, the main idea.

Assessment:

The following links can be used as an assessment of main idea.

<http://old.escambia.k12.fl.us/schscnts/ense/CIM/Assessments/Grade%203%20-%20Main%20Idea%20Assessment.doc>

<http://www.rhlschool.com/read6n4.htm>

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Standards Addressed: RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

FunTestPrep.com

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Differentiation:

Remediation

For more practice, use the following activity from *Time for Kids* magazine.

<http://www.timeforkids.com/TFK/teachers/minilessons/wr/0.28171.1577469.00.html>

Choose various readings and have students practice finding the main idea and supporting details. The most important thing is to have them justify their choices and explain why they detail supports the main idea.

Enrichment

What if the book said “The main idea is that the bus smelled wonderful!” or that is smelled like a bakery, or a zoo, or a perfume store? What details could you change to make this main idea true?

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Activity 2

Materials:

- Large copy of sequence chart (see below) on chart paper or in an interactive software such as Smart Board.
- One copy of sequence chart for each student
 - Markers
 - Smaller Sheets of paper
 - tape

Whole Group Activity:

In this chapter, one silly thing sets off a big chain of events. Use the following chart to work with the class to write the sequence of events for this chapter. Write the students' responses on the paper and have them record the class responses on their individual copy.

<http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf>

Once the chart has been made, cut the events apart into individual strips so that each event is by itself (If using interactive board software, save your writing and print out a copy to cut).

The first event in the chart should be:

“Preston stole a kindergartener’s *Captain Stinkypants* thermos and drank from it.” Ask the class what things we know about Preston that would motivate him to do this. Help students refer to the first paragraph of the chapter that tells the reader that Preston liked to start trouble. Help students understand that this trait contributes to the first event in the story. Write this trait on a smaller piece of paper and tape it to the first event.

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Standards Addressed: RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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Give small groups of students an event and ask them to refer to the text to find details that would explain why this event occurred. Give the groups five minutes to work.

Once time is up, have the groups share their findings with the class. Have other groups offer any other details they may have missed.

Summarize by telling the class that the traits, motivations, and feelings of characters influence the outcome of a story.

Assessment:

Have students write an “exit slip” where they give one example from the independent novel they are reading in which a certain event happened because of a character’s specific feeling, trait, or motivation.

Differentiation:

Remediation

Download a character map graphic organizer from http://educationoasis.com/curriculum/GO/GO_pdf/Character_map_boy.pdf

Read page 14 with the students and have them fill in the map for Bobby Rough. Discuss why these details would make Bobby do the things he does.

Enrichment

Suppose a parent would have been on the bus. What traits, motivations, or feelings do parents have and how might they have changed this sequence of events. What about a teacher? A principal? An additional Bully? A crying baby? Choose one of these possibilities and rewrite the sequence of events with their inclusion.

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