When Marion Sang: Elementary ELA

Overview

This is a third grade ELA lesson that is intended to take one class period, approximately 45 minutes. In previous lessons, students engaged with a comprehension strategy: ask questions during reading. Now, in this lesson, learners will shift to focus on understanding the main idea of a passage. They will focus on the book When Marion Sang, a book about how a famous singer overcame obstacles in order to reach her goal. Students will craft a statement about the main idea using information from the text and from illustrations in the book.

This scenario aligns with parts of CCSS.EL-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea and CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).

Lesson

Students will craft a statement about the main idea of the chapter using information from the text and from the illustrations of the book. This is important because it supports two ELA habits of mind: (1) to build strong content knowledge and (2) to value evidence. It also helps students understand real-world applications; for example, one could use these skills when reading their own books and when understanding content in other subject areas, and for understanding movie plots, news articles, and/or comic strips.

Goals

- Students will demonstrate their understanding of the main idea of the chapter using information from the text and illustrations in the book.
- “I can statement”: I can share the main idea of the chapter using information from the text and illustrations.

Materials

- When Marion Sang, cover picture (projected on whiteboard, paper version)
- When Marion Sang Handout (digital, paper version)
- Computer with the audio version of the text
• Paper versions of the book

**Methods**

1. When students enter the classroom, the goal and “I can” statement is posted on the board.

2. Students will also be given a picture of the *When Marion Sang* book cover. The picture has a description and the image will be displayed on the whiteboard.

3. Students will be told: “As you begin to learn about Marion’s story, think about how this story relates to you: when was a time you had obstacles to face in order to reach a goal?”

4. Students will be shown the objective on the board and the teacher will restate it: “Your goal is to craft a statement that (1) has the main idea of the chapter and (2) that uses information from the text and illustrations of the book.”

![Book cover of When Marion Sang. It has a picture of Marion with her eyes closed, hands clasped under her chin, and a spotlight and stars in the background.](image)

5. The students will pair up to discuss what the goal means and to make a note of what they know or do not know yet about the book. They will spend a few minutes re-crafting the objective on the board in their own words using the *When Marion Sang Handout*.

6. Also on the *When Marion Sang* Handout, students will be prompted to answer: “What do you see, notice, or wonder about this book cover? Take a minute to jot down your ideas or discuss them with a partner.”

7. There will be three ways students can read the chapter and craft their statement. They can work with partners or independently.

   a. Choice 1: Read the chapter from the book and then craft their statement.
b. Choice 2: Listen to an audio version of the chapter and then craft their statement.

c. Choice 3: Have the chapter read aloud by the teacher and then work as a group using step-by-step directions to craft their statement.

8. Students will review the objective on the board before making their choice. On their handout, they will indicate why this choice is the best for them.

9. As students work through the lesson, they will track their progress for understanding using the prompts:

   a. “What is the main idea of the text?”

   b. “What information from the text supports this main idea?”

   c. “What information from pictures supports this main idea?”

10. When students are finished, they have the option to connect some of the text to their own lives by either crafting a letter or drawing a picture to send to Marion, sharing what has resonated for them related to the main idea. They could also explore some of the vocabulary words from the chapter.

Assessments

1. As students work, the teacher will check in on the responses in their *When Marion Sang* Handout. If a group or an individual student is struggling, the teacher will offer support (for example, students might be prompted to remember that the main idea of a text is the most important point the author is trying to make).

2. The teacher will have a checklist of student names to be marked while walking around the room and will observe them reviewing the text and pictures to support the main idea they identified.

3. At the end of class, students will record their reflection on their *When Marion Sang* Handout:

   - “How well did they meet the goal for today?

   - What is their main idea of the text and how did they use information from the text and illustrations of the book to identify that main idea?”
They can use pictures, words, and/or numbers to describe their answer. If students use the digital version of the Handout, they could record their answers verbally.

4. The teacher will offer feedback on students’ reflections and answers for the next class period, including any of the optional work (such as the letter/drawing to Marion and/or the vocabulary review).