

UNC-DUKE CONSORTIUM IN
LATIN AMERICAN &
CARIBBEAN STUDIES



This lesson plan is a resource for teaching students about main idea and theme. Teachers will peak students' interest in baseball and dreams with the book, "Growing Up Pedro." Students will use the story to understand its main idea and how to provide supporting details to reach their conclusion. Using the graphic organizers provided, teachers can engage their students in a constructive and light-hearted lesson about baseball, main idea, and following dreams.

Lesson Title/Focus: Dreams and Themes (or, in this case, Main Idea)

Grade Level: 3rd

Length of Lesson: 45 minutes

Desired Results	
<p>Content Standard(s)</p> <ul style="list-style-type: none"> ● Standard 1: RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. 	
<p>Understandings/Goals Students will understand:</p> <ul style="list-style-type: none"> ● Main idea is the main point or idea of a story. ● The main idea is supported by key details in a story. 	<p>Essential Question(s)</p> <ul style="list-style-type: none"> ● What is the main idea of a text? ● How do key details in a text lead us to the main idea?
<p>Student Objectives (Outcomes) Students will be able to:</p> <ul style="list-style-type: none"> ● Describe what main idea is. ● Understand how key details in a text lead us to its main idea. 	
Assessment Evidence	
<p>Performance Task(s)</p> <ul style="list-style-type: none"> ● Main idea graphic organizer. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Student discussions about key details in a text.
Learning Plan	
<p>Materials</p> <ul style="list-style-type: none"> ● YouTube video about Pedro Martínez ● "Growing Up Pedro" by Matt Tavares ● Chart paper and markers ● Main idea graphic organizer* <ul style="list-style-type: none"> ○ Multiple choice and write-in versions available 	

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- Complete baseball terminology chart*
 - Optional: blank baseball terminology chart*
- [Optional activity:]
 - Baseball bat and ball printouts*
 - Craft supplies: glue, markers, colored pencils, crayons, felt, sequins, etc.

*Located in Additional Resources Section

Introduction/Before (:00 - :05): Show the [video](#) titled, “My Journey: Pedro Martínez.” Test students’ retention by asking who the video was about, what sport he played, where he was from, etc. Inform students that they will be learning more about Pedro and his brother Ramón by reading a story. Introduce the title and author of the book.

Instruction for Learning and Engagement/During (:05 - :15):

There is a lot of baseball terminology in this story that your students will likely be unfamiliar with. Prior to instruction, choose whether you’d like your students to follow along with the story referencing the complete baseball terminology chart, or whether you’d like them to search for the term meanings on their own. If you choose the latter option, be sure to allow extra time for finding the definitions.

Instruct students to take notes on their own paper during this part of the lesson (they can also use the back of the main idea graphic organizer). Do a quick lesson on main idea, using the chart paper as a guide.*

Begin the read aloud. Read Chapter 1. Stop after reading page 3. Ask students what Chapter 1 was about and to provide specific details. Model how to answer the question, “What happened in Chapter 1? Provide specific details.” (Example answer: Pedro watches his brother, Ramón, play baseball and dreams to be a great baseball player like Ramón. Pedro practices his baseball skills by throwing rocks at mango trees.)

*You can find some examples for the main idea lesson in the Additional Resources section.

Engagement and Practice/During: (:15 - :40): Continue reading, and stop at the end of Chapter 2. Ask students what happened to Ramón during this chapter. This time, allow them a moment to discuss with their groups. Then, ask a volunteer to share out the details they spoke about. Review what the volunteer shares and summarize their talking points aloud. Instruct students to fill in those talking points in the yellow “Details” box in their main idea graphic organizer.

Continue reading the rest of the story, stopping at the end of every chapter and allowing students to discuss the chapters’ details in groups before asking for volunteers to share with the whole group. Summarize each chapter’s talking points into supporting details that students should record in their graphic organizer.

Closure/After: (:40 - :45): Conduct a brief whole class discussion about the story. Revisit the main idea lesson you taught at the beginning of class. Instruct students to reference this lesson, as well as the blue portion of their graphic organizers, and reflect on how they would answer the “I think the main idea is...”

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question.* Ask for a volunteer to share their answer, then call on additional volunteers to provide supporting details they used to reach that answer.

*There is a multiple choice version as well as a write-in version of the graphic organizer. Choose the one that best fits your students' needs.

[Optional Activity:]

“Growing Up Pedro” is all about following dreams. This is a great opportunity to allow your students to think about and express their own dreams and wishes for their future.

Hand out the baseball and baseball bat cut-outs. Have craft supplies out and ready. Model your own completed craft. First, show the dream you wrote on your baseball cut-out, then what you wrote on the bat cut-out on how to achieve that dream. Pose the question, “Why do you think I wrote my dream on the *ball* and my action(s) on the *bat*?” Ask for a volunteer to share their thoughts. (Answer: You have to use the baseball bat to hit the baseball into the air. Just like you have to work towards a dream!)

Instruct them to write down what they want to be when they grow up on the baseball cut-out. Then, they have creative freedom to decorate their baseball however they want. Next, instruct students to write down how they think they can reach their dream on the baseball bat cut-out. These phrases can be something as simple as “work hard,” “study a lot,” “be kind,” and more; the point is to get students to think about what actions they can take to follow their dreams, like Pedro. Display students' work around the classroom or in the hallway, and encourage students to look at their peers' dreams during their free time.

Students can also complete this activity for homework.

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Additional Resources

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MAIN IDEA GRAPHIC ORGANIZER

BOOK TITLE:

AUTHOR:

I THINK THE MAIN IDEA IS:

- A) YOUR BIG BROTHER WILL ALWAYS BE THERE FOR YOU.
- B) IF YOU WORK HARD TOWARDS A GOAL, YOU WILL ACHIEVE IT.
- C) YOU SHOULD PLAY BASEBALL.
- D) YOU'LL ALWAYS FIND YOUR WAY BACK HOME.

DETAILS:

A large, empty, rounded rectangular box with a light yellow background and a black outline, intended for the student to write their details.

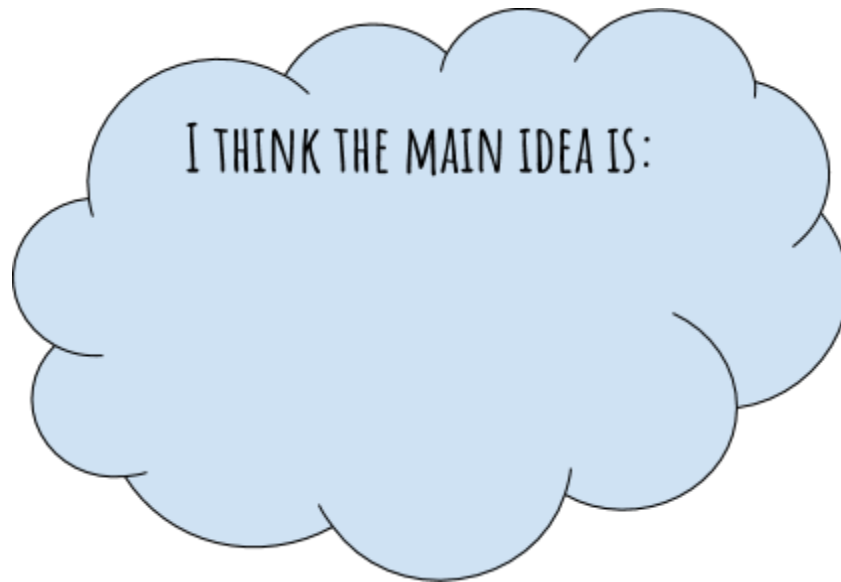
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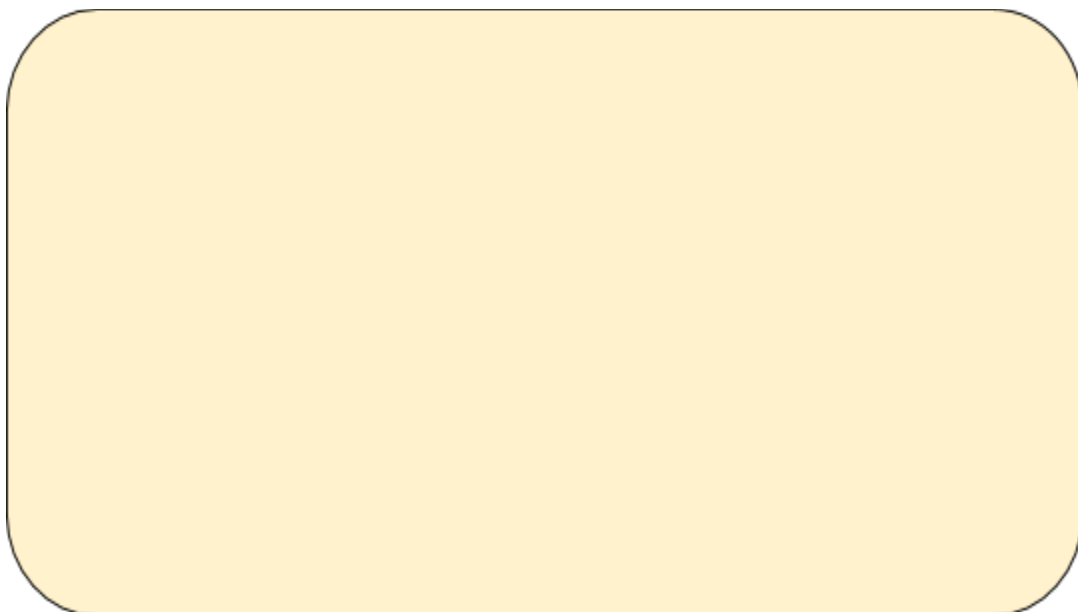
MAIN IDEA GRAPHIC ORGANIZER

BOOK TITLE:

AUTHOR:



DETAILS:



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BATTER UP!

LET'S LEARN ABOUT BASEBALL!

TERM	MEANING
PITCH	
BASEBALL GLOVE	
MAJOR LEAGUE	
MINOR LEAGUE	
BULLPEN	
RELIEVER	
INNING	
MOUND	
FASTBALL	
CURVEBALL	
CHANGEUP	
DUGOUT	
STRIKE OUT	

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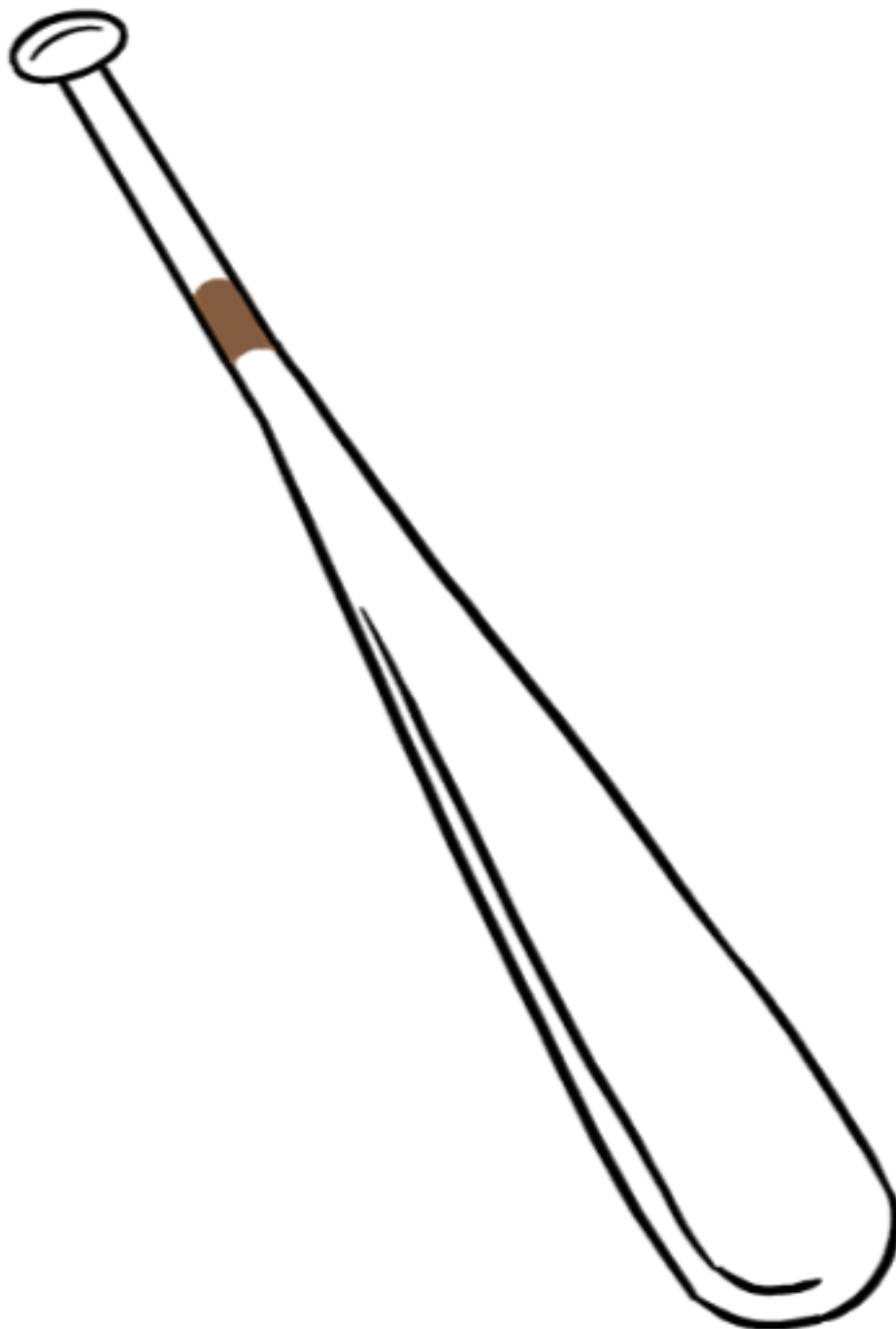


BATTER UP!

LET'S LEARN ABOUT BASEBALL!

TERM	MEANING
PITCH	(V): TO THROW THE BALL TO THE BATTER; (N): THE THROW ITSELF
BASEBALL GLOVE	(N): A GLOVE WORN ON THE NON-DOMINANT HAND USED TO CATCH THE BALL
MAJOR LEAGUE	(N): THE HIGHEST, MOST COMPETITIVE PROFESSIONAL BASEBALL LEAGUE
MINOR LEAGUE	(N): A PROFESSIONAL BASEBALL LEAGUE THAT IS LESS COMPETITIVE THAN THE MAJOR LEAGUE
BULLPEN	(N): THE AREA WHERE PITCHERS WARM UP BEFORE ENTERING THE GAME
RELIEVER	(N): A PITCHER WHO REPLACES ("RELIEVES") THE CURRENT PITCHER ON THE FIELD
INNING	(N): INSTEAD OF BEING PLAYED FOR A SET TIME PERIOD, A BASEBALL GAME IS PLAYED FOR 9 INNINGS. EACH INNING ALLOWS BOTH TEAMS TO PITCH AND BAT.
MOUND	(N): WHERE THE PITCHER THROWS FROM
FASTBALL	(N): A TYPE OF PITCH THROWN AT TOP SPEED
CURVEBALL	(N): A TYPE OF PITCH THAT MAKES THE BALL SPIN FORWARD
CHANGEUP	(N): A TYPE OF PITCH THAT APPEARS AS A FASTBALL BUT TRAVELS MORE SLOWLY
DUGOUT	(N): THE LOCATION WHERE PLAYERS AND COACHES STAY WHEN NOT ON THE FIELD. A DUGOUT IS SIMILAR TO A BENCH IN OTHER SPORTS.
STRIKE OUT	(N): WHEN THE BATTER GETS THREE STRIKES AND IS "OUT." A STRIKEOUT IS CONSIDERED A SUCCESS FOR THE PITCHER AND IS COMMONLY REPRESENTED WITH A "K" SIGN.

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Ideas for Main Idea Lesson

Main Idea

The main idea is what an author wants you to understand the most.

“The main idea is _____.”

“A supporting detail is _____.”

AND MAIN IDEA
Supporting Details

GRAPHIC ORGANIZERS:

The **MAIN IDEA** is what the text is MOSTLY ABOUT!

TIPS TO FIND THE MAIN IDEA:

- Read the Title
- Look at the Pictures
- Re-read the First Sentence
- Re-read the Last Sentence
- Ask yourself, “What is this story telling me?”

Supporting Details Tell...
HOW, WHAT,
WHEN, WHERE, WHY,
HOW MUCH, and HOW MANY
... About the Main Idea