

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: Bjorneby

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Comprehension: Summarize a Text

Workshop 1 Lesson 11

STANDARDS

CCSS.ELA-LITERACY: RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2, W.3.10, W.3.4, W.4.10, W.4.4, W.5.10, W.5.4, L.1.6, L.2.1D, L.2.6, L.3.1E, L.3.6, L.4.6, L.5.1C, L.5.6

HEADS UP

Now that students have identified main ideas and details in several texts, they are well equipped to summarize “Lending a Helping Hand.” Students will first use a graphic organizer to identify the main idea and important details in the news article, and then they will refer to their notes in the organizer as they write their summaries.

MATERIALS

Real Book pp. 46–47

[Academic Interaction Card](#)

FAMILY ENGAGEMENT

Check in on mindset. Survey family members and/or caregivers on their assessment of each learner’s mindset.

Remind students that they taught a family member, caregiver, or community member something about mindset during the Getting Started Workshop.

While following school and district rules for online sharing, ask family members or caregivers (through a class website, social media feed, email, note, or conference) for their assessment of student mindset about writing. *Does your student have a growth or fixed mindset about writing lately? What language does your learner use when he or she talks about writing in class at home?*

Send above questions on dojo home Monday.

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Summarize
- **Extend:** Important and Unimportant Details
- **Language:** Past-Tense Verbs

[Get Resources](#)

I can analyze a model of a summary.
I can determine the main idea and supporting details of a text.
I can write a one paragraph summary of a passage.
I can follow basic writing conventions.
-margins-indentation-capital letters-punctuation

OBJECTIVES

Primary Goals

Literacy Goal: Determine the main idea and details of a news article to write a summary.

Language Goal: Mark and discuss the elements of a summary using academic vocabulary and complete sentences.

WHOLE GROUP


DO NOW!

Check Predictions

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **Reread your prediction in the Do Now from the last lesson. Explain whether your prediction was correct.**

 **Before reading, I predicted that Zizi got her prosthetic hand from _____. Now I know that she _____.**

2) Prompt partners to share their responses and restate their partners' ideas using the frame.


 **So your prediction was (correct/incorrect) because _____.**

3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Today we are going to learn the elements of a summary. Then we will summarize the news article, "Lending a Helping Hand."*

 **Literacy Goal: Identify the main idea and details of a news article to write a summary.**

 **Language Goal: Mark the elements of a summary and tell why they are important.**

TEACH COMPREHENSION FOCUS: SUMMARIZE A TEXT

Teach Summarizing

Explain the importance of summarizing.


- Read aloud the description and have students underline the phrase “using your own words.” *When you summarize a text, you write the most important information in your own words. This can help you check if you understand what you read.*


Anticipate Challenges Clarify the difference between main ideas, which students learned about in Lesson 1.6, and summaries. *The main idea is the most important point a text makes. But a summary is the main idea and its supporting details put together in your own words.*


Identify Summary Elements

Explain the task and guide students to identify summary elements.

- Read aloud and explain the directions. *Our task is to read this example of a text summary and identify the different elements or parts. Looking at a model of a summary is a great way to learn how to write our own summaries.*
- Read the summary aloud using **Modeled Fluent Reading**. *Follow along in your books as I read aloud.*
- Model identifying the main idea. *A summary begins by stating the main idea of the text. I know that the main idea of “Accidental Inventions!” is that many inventions were discovered by accident. So the first line of this summary must be the main idea. I’ll underline it.*
- Use **Think (Write)-Pair-Share** to have students complete the task. Remind students that one detail is not important and needs to be crossed out.

 **We identified _____ as an important detail because _____.** (e.g., “Alexander Fleming accidentally invented penicillin in 1928 when he forgot a dish of bacteria in his lab for a few weeks”/it tells when and how Fleming discovered penicillin by accident)

 **Another important detail is _____ because _____.** (e.g., “a mold grew in the dish and destroyed the bacteria”/it tells about the accidental growth of the mold and what it did)

 **_____ is not an important detail because _____.** (e.g., “He even won a prize for his invention”/it doesn’t tell more about the main idea that many inventions were discovered by accident)

Anticipate Challenges Support students in identifying the detail that is not important. *For each detail, think about whether it is related to the main idea: “Many inventions were discovered by accident.” If it is, it’s an important detail. But if it isn’t about how one of the inventions was an accident, then it isn’t important. You can cross it out.*

FORMATIVE ASSESSMENT

LANGUAGE GOAL: Mark and discuss the elements of a summary using academic vocabulary and complete sentences.

Observe Review students’ text marking and listen as partners discuss and report on their thinking.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students mark the summary correctly but may not clearly explain why the details are important to include in the summary.</p>	<p>Use the model summary to explain the importance of including details in a summary. For example: <i>This second sentence is important because it tells me when and how penicillin was invented by accident.</i></p> <p>Have students explain why each of the three other important details should be included in the summary. Remind students to use the displayed frames to share responses. Provide guidance as needed.</p>
<p>Not Yet Students may struggle to identify which details are important and which one is not important.</p>	<p>Prompt students to evaluate each sentence: <i>Does this sentence tell you how the invention was accidentally discovered? Should we check it or should we draw a line through it?</i></p> <p>Be sure students recognize that the fourth sentence does not tell how the invention was discovered or the process for accidentally inventing it.</p>
<p>On Track Students use academic language and complete sentences as they mark and discuss the elements of a summary.</p>	

SMALL GROUP

PRACTICE COMPREHENSION

Write a Summary

Explain the importance of identifying the main idea and details of a text when writing a summary. *A summary restates the most important ideas and details from a text in your own words. So before you can write a summary, you have to identify the main idea and details.*

- Read aloud the directions for the summarizing task. Review how the graphic organizer is organized. *First, we'll complete the top box to identify the main idea. Then, we'll complete the four boxes in the middle to identify the important details. Finally, in the bottom box, we'll use our own words to summarize the main idea and important details we've collected.*
- Have students use **Think (Write)-Pair-Share** to complete the main idea. As needed, guide students as they identify the main idea. *What did both Sierra's and Pieter's class create? That's right! They both created prosthetic hands. Let's write that in the first blank. What did they use to make the prosthetic hands? Yes! They used a 3-D printer. Let's write that in the second blank.*

- Model identifying the first important detail. *I'll scan the text on page 43, looking for details that tell how Sierra worked with e-NABLE to make prosthetic hands. I see that she made them for her science project and for an eight-year-old girl in California. I'll write those details in the organizer using my own words instead of copying exactly from the text.*
- Have students continue using **Think (Write)-Pair-Share** to complete details 2, 3, and 4 in the organizer. *Remember, all of the details should tell more about the main idea.*
- Have students use the information in the graphic organizer to write their summaries. If needed, display and use the sample summary to provide students with guidance for how to use the information they have entered in their graphic organizers to write their summaries. *To write my summary, I take the sentences in my graphic organizer and combine them into a paragraph. I might leave out or change a few words so that the text reads more smoothly.*
- Provide support as needed as students work individually to complete their summaries. Remind students to write their summaries in their own words.
- Use the **Academic Discussion** routine to structure student interaction as they report and compare summaries.

 **Similar to (Name), I also included the detail about _____.**

 **My summary is different from (Name)'s because _____.**

Follow With Feedback Check in with students as they write their summaries. Provide immediate feedback, focusing on the specifics of the writing task. For example: *I see two sentences about Sierra in your summary, but I don't see any details about Zizi or Pieter's school. Make sure you add those details.*

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Determine the main idea and details of a news article to write a summary.</p> <p>Observe Review students' written summaries, and listen as they report and compare summary elements.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students correctly identify important details but may not paraphrase when writing important details or their summaries.</p>	<p>Help students record details in their own words rather than copying directly from the text. For example: <i>Can you say that detail in your own words? What's another way of saying that?</i></p> <p>If needed, model rewriting an important detail in your own words and explain how you changed it. Then have students try on their own. <i>Follow my model to rewrite your response in the next box.</i></p> <p>Guide students as they rewrite the remaining important details in their own words. Then have students revise their summaries using their own words.</p>



<p>Not Yet Students struggle to identify details to complete the graphic organizer.</p>	<p>Model scanning the text to find details to complete detail 2. <i>If I scan page 42, I see in paragraph 5 that Sierra raised “money to buy a 3-D printer.” I’ll write “bought a 3-D printer” to put the detail in my own words. If I keep scanning paragraph 5, I see that Sierra makes “prosthetic hands on her own.” I know she does that to help other kids, so I’ll write “prosthetic hands for children who need them” to complete the frame in my own words.</i></p> <p>Have students think aloud as they scan page 44 of their <i>ReaL Books</i> for details to complete the frames in boxes 3 and 4. Provide guidance as needed.</p>
<p>On Track Students identify the main idea and details of the text and use them to write a summary.</p>	

WHOLE GROUP

WRAP UP

Build Community

Guide students to share their responses to the Wrap Up question with a partner.

-  **What is one way you were supportive to a classmate today?**
-  **One supportive thing I did today was _____.**