

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

Instructor: **Bjorneby**

Date: **3-1/2**

Class: **4th**

Summary Paragraph

Workshop 2 Lesson 7

STANDARDS

CCSS.ELA-LITERACY: RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2, W.3.4, W.4.4, W.5.4, L.1.5D, L.2.1E, L.2.5B

HEADS UP

Learning to write a formal summary of an informational text will help students remember and understand what they read. As students summarize “Top 5 Animal Adaptations,” they will return to the text to paraphrase the main idea and important details in the text.

MATERIALS

ReaL Book pp. 84–85

FAMILY ENGAGEMENT

Share some language with families/caregivers to help them provide effort-based feedback at home. Share the following examples and encourage them to talk with their students using similar language:

- *You put so much thought into this summary paragraph. It really helps me understand the text better.*
- *Asking for help when you are stuck is a good idea. Did you ask for help today?*
- *Everyone learns in a different way. Keep trying to find the way that works for you.*

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Summarize
- **Extend:** Informational Summary
- **Language:** Skill Builder: Using Precise Adjectives

[Get Resources](#)

LT: I will write an informational summary on a content topic.
SC- topic sentence with main idea- detail sentences- conclusion-
-use content vocabulary

OBJECTIVES

Primary Goals

Literacy Goal: Write a summary paragraph of an informational text that includes a topic sentence with a main idea, important details, and a concluding sentence.

Language Goal: Paraphrase important details from a text using content-area vocabulary.

WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

- 1) Display the Do Now and assign the task.

 **(environment)** Humans need _____ to protect them when they are in a freezing cold **environment**. (e.g., warm clothes; shelter; a heat source)

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

 **So your idea is** _____.

 **Yes, that's correct.**


 **No, what I meant was** _____.


- 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'll write a paragraph that retells in our own words the most important details of "Top 5 Animal Adaptations." This is called a summary.*

 **Literacy Goal:** Write a summary of a text that includes a topic sentence and main idea, important details, and an ending sentence.

 **Language Goal:** Explain important details from a text using content words and your own words.

PLAN WRITING

Analyze the Prompt

Introduce formal summary writing. Explain to students that a formal summary is a type of writing that briefly tells the most important ideas in a text.

- Echo-read the description of a formal summary. Explain that a summary doesn't contain the writer's opinion or facts that were not present in the original text.
- Have students mark key words and phrases as you explain the elements of a formal summary.

Use the [Unpack the Prompt](#) routine.

- Ask students to recall the steps that strong writers follow. Use the frames to review POW. Use [Think \(Write\)-Pair-Share](#) to have students identify each step in the strategy and why it's important.

 The letter _____ in POW stands for _____.

 This step in the strategy is important because _____.

- Read the writing prompt aloud.
- Have students locate key words and phrases in the prompt.
- Underline the words *paragraph* and *summarizes* to identify the writing purpose and type. *A summary of a text tells the main ideas and important details of that text. It does not include the writer's opinions. So when we write a summary, the purpose is to inform.*
- Explain the reasons why we summarize: 1) to remember a text; 2) to review class notes; 3) to study; 4) to show understanding of a text.
- Clarify that the topic students will write about is the text that they will summarize: "Top 5 Animal Adaptations."
- Guide students in completing the Analyze the Prompt frame to restate the prompt in their own words.

Ramp Up the Routines Guide students to determine an audience for the writing task during the [Unpack the Prompt](#) routine. Explain that if no audience is specified, they can assume that the audience is a group of educated readers who are interested in what the writer has to say about the topic.

Choose Precise Language

Guide partners to generate precise adjectives to use in their summaries.

- Explain that writers use precise adjectives and avoid overused, imprecise words to make their writing more engaging for readers. *Writers use precise adjectives such as exceptional to replace "tired words" like good and make their writing more interesting.*
- Model replacing everyday adjectives with precise adjectives. *If you're telling a friend about the way animal adaptations help animals, you might say, "Migration is a really good adaptation." But in a formal summary, we use more precise adjectives and might say, "Migration is an exceptional adaptation."*
- Guide partners to brainstorm precise synonyms for the everyday adjectives *good* and *important*.

- Preselect partners to share their precise adjectives using the frame.

 **We selected the precise adjective _____.**

- Have students record additional precise adjectives they hear from their peers.

Make Connections Remind students to use academic words they previously learned in their writing. *We can also use academic words from Workshop 1 to make our writing more engaging. Fascinating, clever, and extraordinary are all precise adjectives that you can use in your summary to describe animals and their adaptations.*


SMALL GROUP

ORGANIZE WRITING

Topic Sentence and Main Idea

Introduce informative writing. *Informative writing provides information and explains a topic. A formal summary is a type of informative writing in which only the most important ideas and details from a text are included.* Explain that strong informative writing includes four elements: a thesis statement, a main idea, important details, and an ending.

- Define TIDE to teach the elements of informative writing. Tell students that they are now in the second step of POW. Explain that you will teach them a strategy to help them remember the elements of informative writing as they take notes and write their summaries. Display each step of the TIDE strategy.

 **T = Topic Sentence: State the main idea of the paragraph**

 **I = Idea: Tell what the paragraph is mostly about**

 **D = Details: Develop the main idea with facts, details, and quotations**

 **E = End: Restate the topic sentence**

- Review TIDE. To aid in memorization, have partners use the Writing Handbook to quiz each other on what each letter in the strategy stands for.

Guide students to complete the topic sentence and main idea frame.

- Explain the purpose of the topic sentence in a formal summary. Explain that the purpose of the topic sentence is to state the main idea of the paragraph—in this case, the topic of the text being summarized. The title of the text and the author’s full name should also be included.
- Have students record the title of the text. Model how to use quotation marks and a comma. *Notice that the comma comes before the second quotation mark.*
- Model how to return to the text to locate the author’s full name and topic of the text. *The topic of a text is what it’s mostly about. This text was about the five most important ways that animals have adapted, so I will write “animal adaptations” on the “topic” line.*
- Have students record an appropriate precise adjective from their lists.
- Echo-read the completed topic sentence.

Details



Guide students to return to “Top 5 Animal Adaptations” to locate and paraphrase important details from the text.

- Model how to identify the first text detail. *The first adaptation the author discusses is hibernation, so that will be my first detail.*
- Explain and model how to paraphrase an important detail. *It’s important to use key content words from the text like hibernate and protect, but it is important to put the details into your own words to show that you understand what you read and aren’t just copying the text directly.*
- Have partners use **Think (Write)-Pair-Share** to select, record, and report the three remaining important details. *Remember, you are briefly retelling, or summarizing, the most important details. If you were trying to describe the text to a friend who hadn’t read it, what are the details that you absolutely couldn’t leave out?*

 **One important detail is _____.**

 **Another important detail is _____.**

Anticipate Challenges Paraphrasing an author’s ideas can be challenging. Support students with a strategy to put text details in their own words. Display a sentence from the text and work with the group to think of synonyms for key words. Record ideas under the displayed sentence. Then think about ways to rephrase the detail. Finally, rewrite the text detail using the group’s ideas.

FORMATIVE ASSESSMENT	
LANGUAGE GOAL: Paraphrase important details from a text using content-area vocabulary and your own words.	
Observe Listen as students read aloud the important details they recorded.	
Monitor Progress	Adapt Instruction/Strategies
Nearly There Students paraphrase text details but do not incorporate content-area vocabulary into their summaries. For example: <i>First, Stamper explains that some animals sleep during the winter so they can stay safe.</i>	Explain that when paraphrasing, students don’t need to find new ways to express content-area vocabulary and concepts. <i>You can keep important content words from the text such as hibernation and camouflage.</i> Guide students to add precise language and content words to their paraphrased text details.
Not Yet Students attempt to use the details frame but use non-academic language or provide incomplete responses.	Simplify the task by breaking down what’s required for each detail in the frame. For example:  The first adaptation Stamper writes about is <u>hibernation</u>.  She explains that some animals <u>hibernate</u> in order to <u>survive</u>. Customize frames for each detail.
On Track Students use the frame and paraphrase effectively.	

End

Guide students to complete the frame to write a concluding sentence.

- Explain that students should end a summary by restating the author's conclusion in their own words.
- Model how to return to the text to identify the author's conclusion. *Looking at the last section of the text, I can see that Stamper's conclusion explains why living in groups is the most important adaptation of all.*
- Work with students to restate the conclusion in their own words and complete the frame for the concluding sentence.
- Echo-read the completed concluding sentence.

Write a Paragraph

Guide students to use their notes to write their summary paragraphs on a computer or separate piece of paper.

- Tell students that they may wish to add additional important details or precise words.
- Prompt students to reread their final paragraphs to correct spelling or grammar errors.
- Have partners read aloud their summaries.

Make Connections Remind students of the importance of effort. Ask students what they can do while they write to demonstrate effort.

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Write a summary paragraph of an informational text that includes a topic sentence with a main idea, important details, and a concluding sentence.</p> <p>Observe Read students' final summary paragraphs and determine whether students understand the elements of a summary paragraph.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students write paragraphs that include the key elements of a summary, but some details are plagiarized or copied directly from the source text.</p>	<p>To avoid plagiarism, model restating the text using the provided answers. Have students work in pairs to take turns putting text excerpts into their own words.</p>
<p>Not Yet Students do not locate important details or use the outline to write concluding sentences.</p>	<p>Model locating and restating text details. As you model, ask questions to elicit verbal responses before students write details. <i>What does the author include after she describes the animal adaptation of hibernation?</i> After students have answered verbally, have them record these details in their <i>Real Books</i>.</p>
<p>On Track Students write an effective summary paragraph that includes all elements of TIDE.</p>	

WRAP UP

Reflect

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



What is one question you still have after our lesson today?



One question I still have is _____.