

Name of Student: Ashley Lov

School: Edna Louis Spear Elementary

Child Study Course: CS-414-S07

Date of Lesson: 9-27-21

Cooperating Teacher: Dana St. Pierre

Grade: 4th-Grade (Ages 8-9) **Group Size:** 17

Specific Lesson: Summarizing

Curriculum Area: ELA

Central Focus:

The students will be able to write a 2-3 sentence summary of the book Chrysanthemum.

Learning Objectives:

The students will use the “somebody wanted but so then” graphic organizer to independently write a summary of the book Chrysanthemum, correctly answering 4 out of 5 questions on the graphic organizer.

NYS Common Core Learning Standards:

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

- The introduction activity hones in on relevant vs. irrelevant details when summarizing a text.

4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

- Students will independently summarize the book “Chrysanthemum” using the “somebody wanted but so then” strategy.

4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)

- The graphic organizer prompts students to describe the main character, as well as key details and events.

4W1c: Use transitional words and phrases to connect ideas within categories of information.

- The strategy “somebody wanted but so then” gives students transitional words to incorporate into their summary.

Rationale:

Students have been working on summarizing using the “somebody wanted but so then” strategy during teacher guided lessons. Currently, students will independently use the “somebody wanted but so then” graphic organizer to help them consolidate their ideas and increase overall reading comprehension. In future lessons, students will work toward summarizing without the use of the graphic organizer, thus allowing them to summarize across the curriculum.


Materials:

- SMARTBOARD/ Sharp Board
- Summarizing PowerPoint
- Book: Chrysanthemum
- 17 Summarizing Activities
- Summarizing Answer Key
- 17 Chrysanthemum Coloring Activities
- 17 post-its
- Summarizing poster




Development/ Procedures:

Introduction/Motivation: Before introducing the lesson, conduct a quick movement activity to get students up and out of their seats. *Good morning boys and girls. Before we start our lesson, can everyone stand up and move to the left of their desk? We are going to play a quick round of “Simon Says”. Simon says touch your toes. Simon says touch your head. Simon says take a deep breath. Touch your nose. Simon says reach to the sky. Simon says sit back down in your seat.* This activity acts as a transitional strategy to allow students to seamlessly flow from their prior task into a new lesson. This simple two minute activity is proven to decrease anxiety, stress, and frustration and allow students to come back to learning with a heightened rate of productivity.

Next, activate students' prior knowledge by asking, *Who can raise their hand and remind me of the strategy we learned yesterday when reading the book “A Bad Case Of Stripes?”* If students struggle, remind them, *We used the strategy “somebody wanted but so then” to _____ a book.* Wait for students to respond. *Yes! We learned about summarizing a book using*

the “somebody wanted but so then” strategy. In the past, we have summarized using the “somebody wanted but so then” strategy as a class activity. In today's lesson, you will independently use the graphic organizer to summarize the book “Chrysanthemum”. Before we begin, let's review how to use the graphic organizer. Pull up  Summarizing PowerPoint slide 2. What we are going to do now is organize these sentences into a summary of the book “A Bad Case of Stripes”. There are eight sentences on the board, but only five of them belong in the summary. Our job is to work together to sort these sentences into their correct spot, ultimately, creating a summary of the book. Thumbs up if you understand. Next, read each sentence aloud. Ask for volunteers to determine whether or not the sentence belongs in the summary. If so, ask them to move it into its correct spot. Repeat this process until the summary is complete. Once done, ask for a volunteer to read the entire summary aloud.

Instructional Strategies:

1. Pull up  Summarizing PowerPoint slide 3. Ask students to raise their hands and explain what they remember about summarizing. Write their responses around the word “summarizing” on slide 3.
2. Next, pull up  Summarizing PowerPoint slide 4. Read the definition of summary. When reading, highlight the words “brief” and “most important”. Emphasize to students that a summary is not retelling a story. Next, explain that a summary is in your own words. *Boys and girls, when writing a summary it is so important to remember to use our own words. It is a good habit to use detail from the text, however, we should never copy word for word what the text says.*
3. Pull up lesson  Summarizing PowerPoint slide 5. Ask for volunteers to read the components of the “somebody wanted but so then” strategy.
4. Next, explain to students that we are going to be summarizing the story “Chrysanthemum” by Kevin Henkes. *As we read, you should be thinking in your head about the key events that will be included in your summary. Once we are done reading, you will each get a “somebody wanted but so then” graphic organizer to complete on your own.*

5. Begin reading “Chrysanthemum”, stating the title of the book as well as the author. As you read the words “Scarcely” and “humorous” ask for a volunteer to define that word. If no students know the word, explain to them the definition.
6. Once finished reading, hand out a blank “Chrysanthemum” Graphic Organizer to students.
7. Instruct students to fill out the graphic organizer, on their own, using their prior knowledge, as well as what we just read in the book. *Boys and girls, I want everyone to look at the graphic organizer in front of them. It looks pretty familiar doesn't it? Well that is because we have used it together in the past with different books! Your job today is to use this graphic organizer to summarize the book “Chrysanthemum”. You will have about fifteen minutes to complete this activity. Once you are finished, raise your hand and I will come around and give you a coloring activity to work on.*
8. Display the graphic organizer from “A Bad Case Of Stripes” as well as each component of “somebody wanted but so then” strategy (slide 5).
9. As students work on their graphic organizer, walk and observe their work. Individually probe students thinking by asking the following questions:
 - a. *Why did you choose to write that for the “so” portion of the graphic organizer*
 - b. *Do you think that information is relevant to the summary?*
 - c. *Why did you choose to include that piece of information in your summary?*
 - d. *How did you identify what was a key detail vs. what wasn't?*
10. As students finish, hand them a Chrysanthemum coloring sheet to work on until the fifteen minutes is up (Coloring Activity)
11. After the fifteen minute independent activity, collect students' work and prepare for closure activity.

Academic Language:

1. Vocabulary
 - a. Summarizing
 - b. Scarcely
 - c. Humorous
2. Summarizing strategy

- a. Somebody
- b. Wanted
- c. But
- d. So
- e. Then

Differentiation:

- Students with learning disabilities will receive increased wait time to answer questions as well as extra-time for assignments. These students will also get directions explained and repeated as needed.
- Students with ADD/ADHD, or those who get distracted easily, will sit in close proximity to the teacher to allow for monitoring of behaviors, and assistance in staying on track. These students will also get frequent focus prompts and redirection as needed.
- Students with visual impairments will sit in close proximity to the book in order to see better. The teacher may also give them their own book to look at or use a big book to allow for better viewing.
- ELL students will be provided with a copy of the story in their native language to assist them in following along while the teacher reads the story in English. The independent activity will also be provided to them in English as well as in their native language.

Technology Component:

- Sharp Board
- Summarizing PowerPoint

Closure:

Once students have completed their independent activity, the teacher will instruct students to quickly and quietly take out a post-it and pencil. Once everyone is done, the teacher will say, *Flip your post-it over to the back side, or the sticky side, and write your name and class number. Once you do so, put your hand on your head.* Wait for all students to finish. *Great! It looks like everyone is ready.* Next, instruct students to write a brief recap of what they learned about summarising in today's lesson. *Boys and girls, I want everyone to use their post-it to write*

what they learned about summarizing today. It could be the definition, why it's important, how to do it, or anything that you remember learning about summarizing. Once done, I want everyone to go up and stick their post-it on our “summarizing” chart that is hung on the chalkboard.

Assessment:

Informal: The teacher will monitor students’ responses when completing the class summarizing activity by observing if students correctly identify sentences that belong in a summary.

Formal: The students will use the “somebody wanted but so then” graphic organizer to independently write a summary of the book *Chrysanthemum*, correctly answering 4 out of 5 questions on the graphic organizer.

Re-Engagement:

If any students did not meet the criteria of answering $\frac{4}{5}$ questions correctly, the teacher would continue working with them to further develop their understanding of summarizing. The teacher would use the small group table to meet with these students one-on-one and make the lesson more personable. First, they would have each student choose their favorite picture book. The teacher would then read the book aloud with the student, having the student underline the events that they think would be included in a summary. The teacher would then use the “somebody wanted but so then” graphic organizer and assist the student in summarizing the story. Once the students have a firm understanding of how to use the graphic organizer, the teacher would read them a new story, and have them summarize it on their own.