

Lesson Plan for Summary of Expository Text

Purpose: Students must be able to reduce the important information and supporting details that describe the key parts of the text or topic in a paragraph form. If the text is long, the summary may be a multi-paragraph summary, but it should **summarize, not paraphrase**, as much as possible.

Before writing a summary students need to be able to differentiate between important ideas, concepts and details.



Prerequisite Target Lessons

- Target Lesson #4S.1: Identify supporting details
- Target Lesson #4S.2: Distinguish main idea from supporting details
- Target Lesson #4S.3: Write main idea
- Target Lesson # 4S.4: Writing a Topic Sentence

Additional Activities: 1. When giving instructions or explanations call on students to summarize what you said. 2. Watch a sitcom, video or cartoon. Stop it every few minutes and asked students to summarize the show. Limit them to 5 sentences.

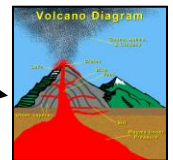
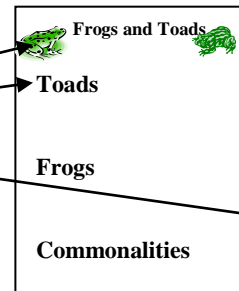
Lesson Plan – Day 1

Objective: Read article and be aware of text organization



Observe the article’s global textual clues:

Look at the text features of expository text:
Title, subheadings, graphs, charts, or pictures:
What do they tell you?



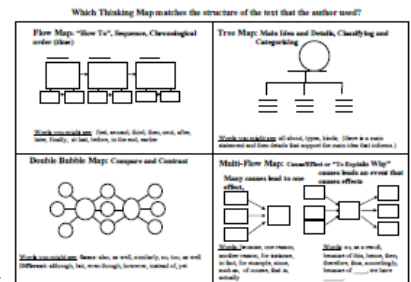
Prior Knowledge and Predicting the Main Idea:

Tap in to what you might already know about this topic.
 Use what you know and what you have observed to predict:
I think that this article might be about _____ because _____.

Read the Article:

As you read be aware of the following and either hi-light or take notes

- a. What is the main idea? What word keeps on being repeated? (Is my prediction right or do I need to modify it?)
- b. What words do I see being used to help me be aware of the text organization?
- c. Have a map in your mind (cause/effect, compare/contrast, how-to or sequential, main idea/detail) that matches that organization.
- d. How is the text organized? What map should I use? The key words to structure page should be in students’ folders so they can refer to it to determine the text structure.



Lesson Plan – Day 2

Objective: Re-read article and find big idea. Map out text.



Review:

Go over the prior lesson. Quickly review what you have done so far in summarizing the article.

Dig Deep into the Article:

Circle or underline the main idea.

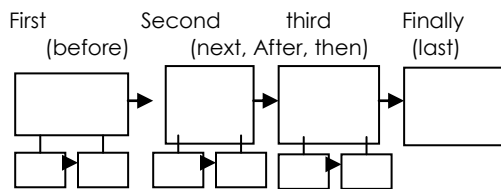
Find and hi-light key transition words, subtopics and supporting details of each paragraph.



Map the article:

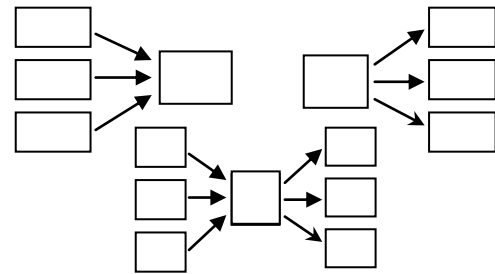
Ask students to think about the **text organization** of the article. What map do they see as they read it? Use the correct thinking map that correlates to the text organization. Arrange the major concepts of the text in this thinking map. As you map, you might try to use synonyms unless the words are content specific in nature.

How To or Sequential



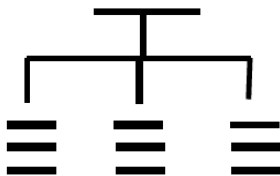
Cause / Effect or “To Explain Why”

Because, so, as a result, therefore, etc



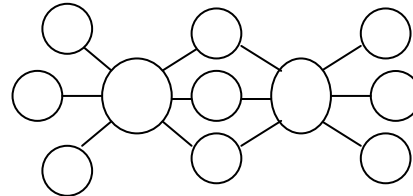
Main Idea / Detail

The article gives information. No key words are clear. There is a main statement, then details giving information.



Compare/Contrast

Use of comparative (er), different, same, better, worse, etc.



Write Synonyms:

After your map, or as you are mapping, begin using synonyms rather than the author’s words. Then look for words that could be changed to new words and do that right on the map. A thesaurus will be a good tool to use for this.



Lesson Plan – Day 3

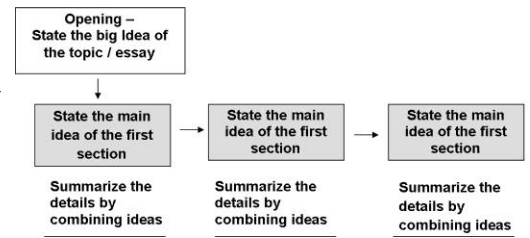
Objective: Write **topic sentence** and fill in flee map for summary.

Review:

Go over the prior lesson in a quick review of what you have done so far in summarizing the article.

Write topic sentence:

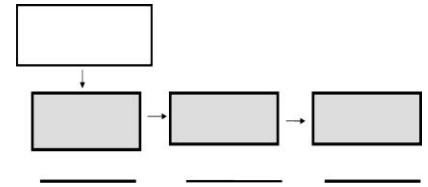
Topic sentence should include: title, author, subject matter, author's purpose and big idea.



Target Lesson #4S.4: Write topic sentence. (simple)

Fill in Flee Map:

Have students transfer information to a flee map. They should only transfer the main ideas and supporting details that support the “big idea”. Do not add more information. Use only the information from the article when you summarize. Try to condense the supporting details by combining information. No closing is necessary.



Lesson Plan – Day 4

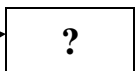
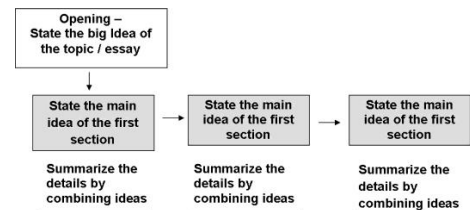
Objective: Write **concluding sentence (optional – only if necessary for the article)** and oral rehearse flee map.

Review:

Go over the prior lesson in a quick review of what you have done so far in summarizing the article.

Write concluding sentence:

The concluding sentence repeats the big idea or topic sentence using different words if necessary.



Oral Rehearsal

Using the map, create sentences in your mind and restate as much as possible. You may want your students to practice this with a partner. You may also use some linguistic patterns to help them express the map.



Lesson Plan – Day 5

Objective: draft summary.

Review:

Go over the prior lesson in a quick review of what you have done so far in summarizing the article.

Draft: *

Now it is time to summarize the text. You may need to model how to use take the words off the Flee Map to write a summary paragraph. Remind students that they can keep changing their words or condensing more if needed.



Reread:

Reread your summary and check for spelling, punctuation, and coherence. Does it restate the text? Check your work against the rubric.

*** Possible mini-lessons needed:**

- How to combine sentences to shorten a piece
- Using pronouns
- Sentence variety (changing the when and where, phrases, etc. in the sentence)

Possible summary flee map – Depending on the Text (How many paragraphs needed, etc.)

All maps turn into a flee map when you are writing.

