



## 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.

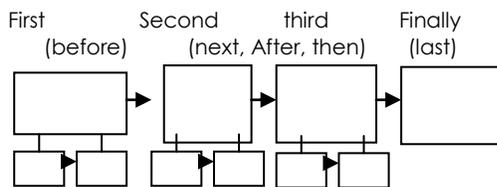
Find and hi-light key transition words, subtopics and supporting details of each paragraph.



### Map the article:

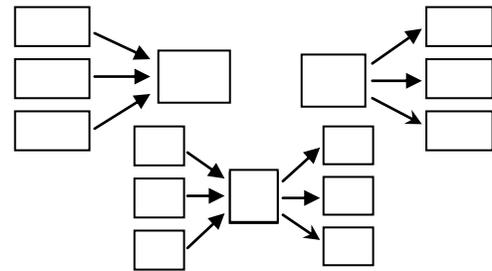
Ask students to think about the **text organization** of the article. What map do they see as they read it? Use the correct thinking map that correlates to the text organization. Arrange the major concepts of the text in this thinking map. As you map, you might try to use synonyms unless the words are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

#### How To or Sequential



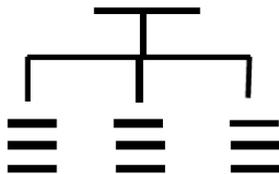
#### Cause / Effect or “To Explain Why”

Because, so, as a result, therefore, etc



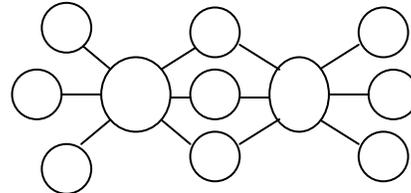
#### Main Idea / Detail

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

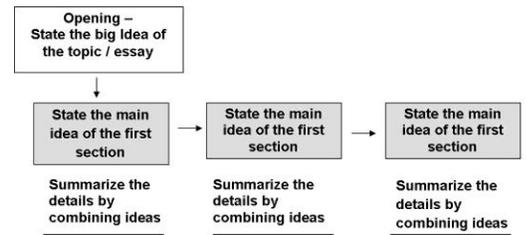
**Objective:** Write **topic sentence** and fill in flee map for summary.

### Review:

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

### Write topic sentence:

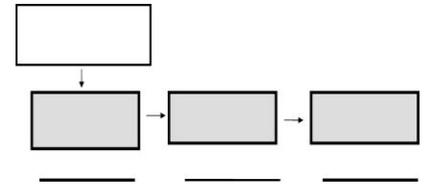
Topic sentence should include: title, author, subject matter, author’s purpose and big idea.



 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

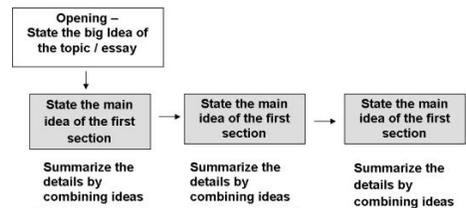
**Objective:** Write **concluding sentence** (optional – only if necessary for the article) and oral rehearse flee map.

### 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.

