

TAKE A CLOSER LOOK!

Are you tapped out of ideas on how to teach summarizing nonfiction to your students?

Summarizing Nonfiction Activities!

This resource includes 5 days worth of lesson plans and activities.

Students get learn all about summarizing nonfiction with step-by-step, engaging activities.

Just print & go, OR assign the digital version! Full color and B&W versions included!

LESSON 5: APPLY

Materials:

Teacher story and summary sheet, and an outy

L can summarize a non

LESSON 3: EVALUATE

erials: Teacher model story/summary & rubric, "

ctive:

ssential Questions:

son

istivity is a self checking one. students that today they will get to step into the d summaries that are already written—and then

men. gin the lesson, you will model the activity. Display th oud.

lisplay and explain the rubric for grading a summa be seen. Think aloud as you fill in the rubric and d ry.

The reard answer key, compose in the rear of the two students will get the opportunity to go the beday you will welk encured the room with a partitet or recording sheet to grade each summery. Finally, yo ry to reveal the answers, Once you have compare light the answers back under the story of that the in the the store is been under the story of that the in the the store is back under the story of that the in the story wers back under the story of that the in the story of the story of the the story of the story o

perfect summaries, and some may not k the class into partnerships and distribute the studer ands to make it easy for students to mave around the to students that they do NOT need to wark through

s. n everyone is finished, come back together as a cla out the exit ticket to be completed independently.

erentiation Strategies:

are a few ways you can tweak this activity to bes ine the parts of the summary from the FACT acro uide students as they look for the different compo

LESSON 2: ANALYZE

Materials:

Objective:

can identify which parts of a text are important

ssential Questions:

Lesso

Review with your students what it means to summarize nonfic Lesson I.

Explain that before you can begin to summarize, you must be of a test and differentiate them from the less important, but in include information that is 'not reportant' to the mean date, these the text more interesting, an provide additional information. How this topic and manifest. Without them, the text wouldn't note: Displays the teacher 'Does it make the cut'? page, be sure that have those that to the page, where all students con sec (prefer Read the stary adout Then, read each stary card about Ask; 'n which are not? First, I must ask myself, 'what is the main idea? Model thinking aloud adeout each card and guing onto the completent whould I Conversely, each then you can be page, but it cards ach then you can the purpose of the deal (perhaps the detail provides extra information).

 Tell the class that it is their turn to try to find which details 'm.
 Place students into partnerships or small groups and pass out story cards. Be sure that students have scissors to cut out the

he chart. Go over the directions of the activity and then give time for st When everyone is finished, go over the correct answers, once highling for each close data! cathod each the close

Initiking for each story detail sorted onto the t-chart. •Ask students to complete the exit ticket independently. Differentiation Strateales:

Differentiation Strategies

For students who recy strugge with this lesson or concept, pre-wr one scaffold will help students sort the cards based on their relatio step of first identifying the main idea. For students who need more of a challenging, consider removing t

LESSON 4: PREPARE

cher story & araphic o

Objective

identify the parts of a nonfiction text that should be included in a summary.

ssential Questions:

actorium E.A.C.T. and the anchor chart from

Ints of the components listed on the rubric that are necessary t

by to Table" and tell the class that you're going to read it ganizer with the parts needed to write a summary of the

aphic organizer has been filled in already. This will help th

he graphic organizer at the bottom. Think aloud about how

LESSON 1: EXPOSE

Materials: Anchor charl, Teacher model story & summary, Student stories & summaries, [xit ticket

Objective:

I can explain the alterence between tiction and nontiction text.

Essential Question

/hat is summarizing?

.....

Before jumping into summarizing, spend time reviewing the difference between fiction and non

Texns, one value mis use an incommunity into method components to a summary.
 Texns a large Venn diagram on the board or on chart paper. Label one side 'Fiction' and the other side 'fondiction'.

Have a class discussion about what is found in a fiction text us a nonfiction text and fill in the Venn disaram (a sample completed diaaram has been provided).

•Kay: Today we are going to be learning how to summarize a specific kind of text. Do you know what it means to summarize? When you summarize, you pick out the most crucial debits and ideas to give a guick and clear picture of what the story or article is all about, without going into all the little details. It's a belief like making a ministary that captures the main nomins.

Pont to the fiction side of the Venn diagram that you filled in together. Ask students to shore what they
think should be included when writing a fiction summary, using the elements in the Venn diagram to help
you. Noke a quick checkist on the board (a sample checkist has been provided).

Now point to the nonfiction side and repeat the process. Create a checklist with student input.

summary: FACT. Display the anchor chart to show what FACT stands for and go over each part. When explaining how t

appoint a verb that 'fils the text', explain that we need to think about what the author is trying to convey Is hershe explaining ? Comparing? Pescribing? etc.

Using the color-coding system on the page, find each part of FACT in the teacher model summary and color code it.

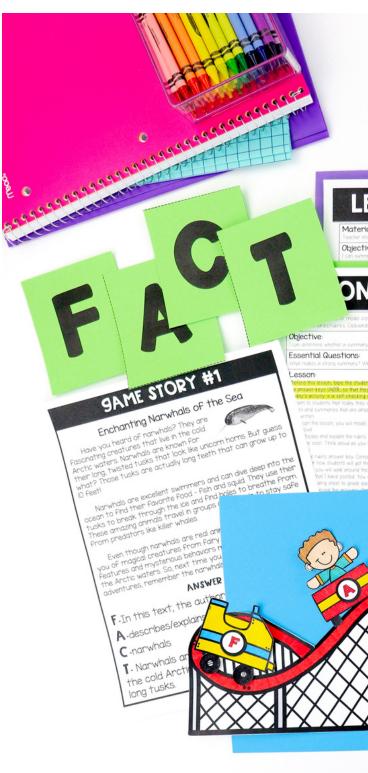
 studems repeat this process with the two provided stoners/summaries. Consider completing one altogether as you guide, and then placing students in partnerships to complete the second story.
 When everyone is Finished, go over the correct onswers, pushing students to justify their choices.
 Pass out the exit tacket to be completed independently.

Differentiation Strategies

Something you can easily do to help differentate is to pre-underine each part of FACT in the summary, so that students just identify which each underlined part represents and color code it, removing the step of finding each part first.

Resource Judes

- Week-long activities
- Teacher Model pages
- Lesson plans
- Anchor Chart
- Craft-ivity
- Original Texts
- Final Assessment
- Bookmark
- Graphic Organizer
- Center/Game
- Kid-Friendly Directions pages
- Full color and B&W materials
- Print and digital format!



A MUST HAVE FOR EVERY CLASSROOM!

LESSON 5: APPLY

 IS: ry and summary sheat, Student story and summary sheat
 R: area a nonfiction text.

ON 3: EVALUATE

s s

of a nonfiction tex

t stories/summarie

v ate not visible. Do th one, will get to step into the

idy written---and then

for grading a summar

are it to the rubric yo

room with a partner will read each story as h summary. Finally, y

LESSON 4: PREPARE

Materials:

eacher story 6 graphic organizer, student stories 6 graphic organizers, exit ticket Dbjective:

Essential Questia

What parts of a nonfiction text should be included

acronym F.A.C.T. and the anchor chart from day I. Also review the rubrics used to

w to Table" and tell the class that you're going to read

phic organizer has been filled in already. This will help th

e graphic organizer at the bottom. Think aloud about how ach component. Underline parts as you find them. Think

Objective: I can identify which parts of a text are important. Essential Questions:

LESSON 2: ANALYZE

low do we know when something in a

Lesso

 Support way you addet is wrat is means to summarize non-Lesson!
 Option that before you can begin to summarize, you must be of a text and differentiate them from the less reportent, but include information that is not important? to the main idea, the line text more interesting, on provide additional information less



LESSON 1: EXPOSE Materials: Archer chert. Texcher model story & summery, Student stores C Objective:

E can explain the atterance between fiction and nonfiction text. I can describe what elements are needed in a nonfiction text summar Fssential Questions:

ESSENTIAL QUESTIONS: What is summarizing?

What parts are

Lesson • Sefore jumping into summarizing, spend time reviewing the difference betw feats, and use this as a lead-in to the necessary components to a summary. • Towar a large Venn diagram on the board or on chart paper. Label one side manifestime.

Non-outlive a class discussion about what is found in a fiction text vs a nonfict deagram (a sample completed deagram has been provided) "Say. Today we are going to be beaming havin summarize a specific kini means to summarize" When you summarize, you pick out the most crucy quick and clare picture of what the story or anctics as eleval, without ap bell like making a ministory that captures the mean points.

•vonit to the inclore size of the Verm diagram that you illied in legither think should be included when writing a finction symmetry, using the elem you. Make a quick checklist on the board (a sample checklist has been Now point to the non-finite size and repeat the process. Fixed a cher spann that there is an acronym we can use to help us remember the summary. Fixed.

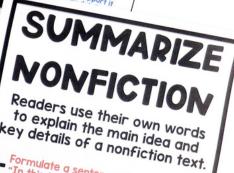
Suffrage (PL): •Display the anchor chart to show what FACT stands for and go over appoint a verb that 'Fits the text'; explain that we need to think about Is he/she explaining? Comparing? Describing? etc.

 Display the teacher model story and read if out loud. Then, read the Using the color-coding system on the page, find each part of FACT color code it.

 Students repeat this process with the two provided stories/summ allogether as you quide, and then piacing students in partnershipe. When everyone is finished, go over the correct answers, pushin Plass out the exit tacket to be completed independently.

Differentiation Strategies

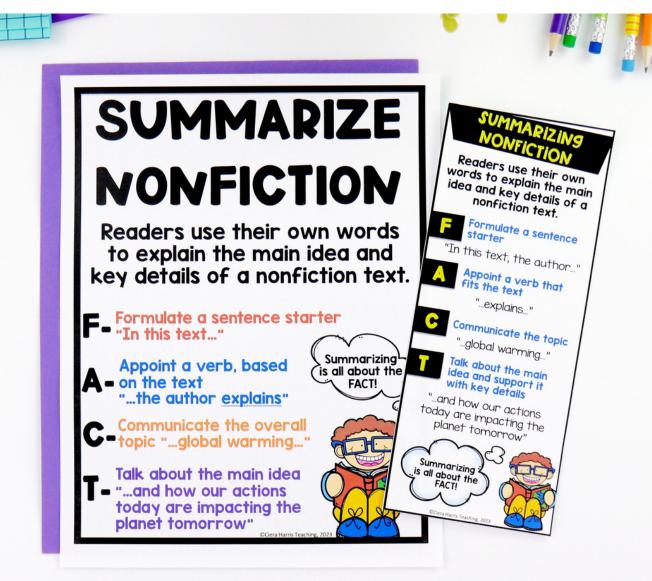
Something you can easily do to help differentiate is to pre-unc so that students just identify which each underlined part repreof finding each part first.



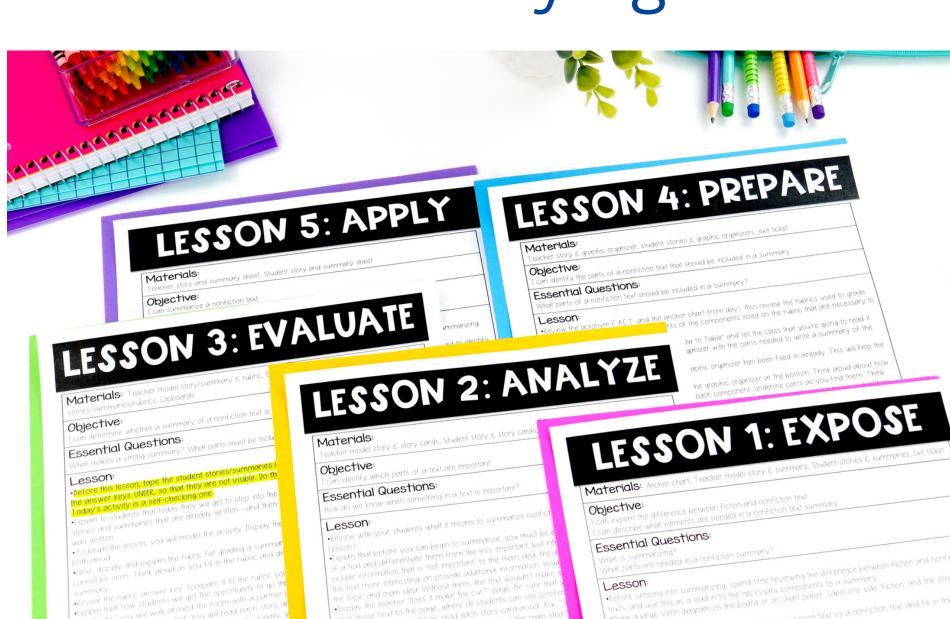
"In this text..."

- on the text
 "...the author explained
- Communicate the overal topic "...global warmin

"...and how our actions today are impacting the planet tomorrow"



Make summarizing fun, easy, and interactive!



Practice Summarizing Monfiction

- Analyzing
- Evaluating
- Identifying

INCLUDES HANDS-ON ACTIVITIES!

9AME STORY #6

Uncovering the Mysteries of the Brain The brain is like the boss of our body, contro But how do scientists

> the brain is by using anners. These machines wing its different

ther. It's like taking a pening up the head

's dive into the world

JAME STORY #4

Schools Around the World

Did you know that schools can be different in various parts the world? Let's take a peek at how schools in Spain and Inited States are unique in their own ways.

In Spain, school often starts a bit later than in the Un states. Children have a longer break in the middle of the da 'slesta," to rest and have lunch with their families. Schools have longer summer vacations, which means students get enjoy the warm weather.

In the United States, school usually starts in the mor the afternoon. Students have a shorter lunch break and u school. In the U.S., summer vacation is usually about two t 50 kids have a nice long break to play and relax.

Both countries have subjects like math, science, and c they teach might be a bit different. In Spain, students mc second language, like English, early on. In the United States nave various options for extracurricular activities, like spo

Even though schools in Spain and the United States h differences, they both provide a place for learning and m matter where you are, school is a special place to grow c thinas

ANSWER KEY

ites

text, the author

9AME STORY #2

Exploring the World of Horses

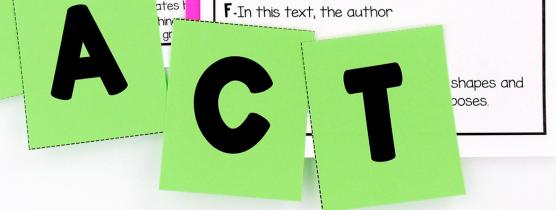
Horses are incredible animals that come in all sorts of shapes and sizes. From big to small, horses have different jobs and abilities. Let's explore some of the different types of horses!

First, there are draft horses, which are really strong and large These horses help with heavy work, like pulling carts or plowing fields. Then there are pony breeds, which are small and often loved by kids. Ponies can be great for riding and even competing in races!

Another type is the Arabian horse, known for its arace and speed. They're great at long-distance riding. Thoroughbreds are famous for racing on tracks. They can run really fast and are often seen in horse races like the Kentucky Derby

No matter the type, horses have been our friends for a very long time. They help us with work, provide transportation, and bring joy to people around the world. So, whether you're a fan of big draft horses or small ponies, horses are a part of our lives in many special ways

ANSWER KEY



All activities are more handson than normal 'worksheets'.

Direction pages and original texts are included!





Check out what teachers just like you have said about this product line:



These bundles are fabulous for struggling readers! - Andrea



I love that is is scaffolded and includes a lesson explanation and example. - Sandy



Your main idea set gave me centers to do during our ELA block! - Stacie

Have you ever wondered where milk comes from? Milk tarts from cows! Cows eat grass and grains, and their bodies urn these foods into milk. Here's how it happens.

First, farmers take good care of cows on their farms. They give cows food to at and make sure they're healthy. Cows have a special part in their bodies called idders. Udders are like milk factories. When it's time to get milk, farmers clean the dders and use a machine or their hands to gently squeeze the milk out

Her the milk is collected, it goes to a pl ilk is cooled down and tested to make sure it les or cartons and sent to stores for you ss of milk, remember that it started from





STUDENT PRACTICE 1

ctions: Read the nonfiction article below and then fill out the araphic organizer with the part needed

Creating a Podcast

Have you ever heard a podcast? It's like a radio show you can ten to on the computer or your phone. And guess what? You can ake your very own podcast too! Here's how

TEACHER MODEL

How Milk Goes from Cow to Table



late a sentence stal

In this articl

int a verb that fits th

municate the topic

could be about anything you like ; you'll need a microphone. This is when you talk.

it using a computer program. it sound just right. You can add

hare it with the world! You can in listen to your awesome ind let your voice be heard!

NFICTION

LESSON 4: PREPARE

Materials:

eacher story $\hat{\epsilon}$ graphic organizer, student stories $\hat{\epsilon}$ graphic organizers, exit ticket

Objective:

I can identify the parts of a nonfiction text that should be included in a summary

Essential Questions:

What parts of a nonfiction text should be included in a summary?

Lesson:

Review the acronym F.A.C.T. and the anchor chart from day I. Also review the rubrics used to grade summaries in lesson #3. Remind students of the components listed on the rubric that are necessary create a strong summary

•Display the article, "How Milk Goes from Cow to Table" and tell the class that you're going to read it aloud and model how to fill in a araphic organizer with the parts



Includes a craft that makes for a fun, interactive bulletin board display!



A graphic organizer and center are all also included!



This includes <u>everything</u> you need for a whole week!

Terials: Anchor chart, Teacher model story & summary, Student stories & sum

erence between fiction and nonfiction text. ments are needed in a nonfiction text sum

ial Questions:

ts are needed in a nonfiction summary of

nd time reviewing t

ence between fiction and nonfir

GO GRAB THE RESOURCE TODAY!