

SUMMARIZING NONFICTION



BUILDING **COMPREHENSION** Weeklong Unit

Hey!

TAKE A CLOSER LOOK!

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

Why?

Summarizing Nonfiction Activities!



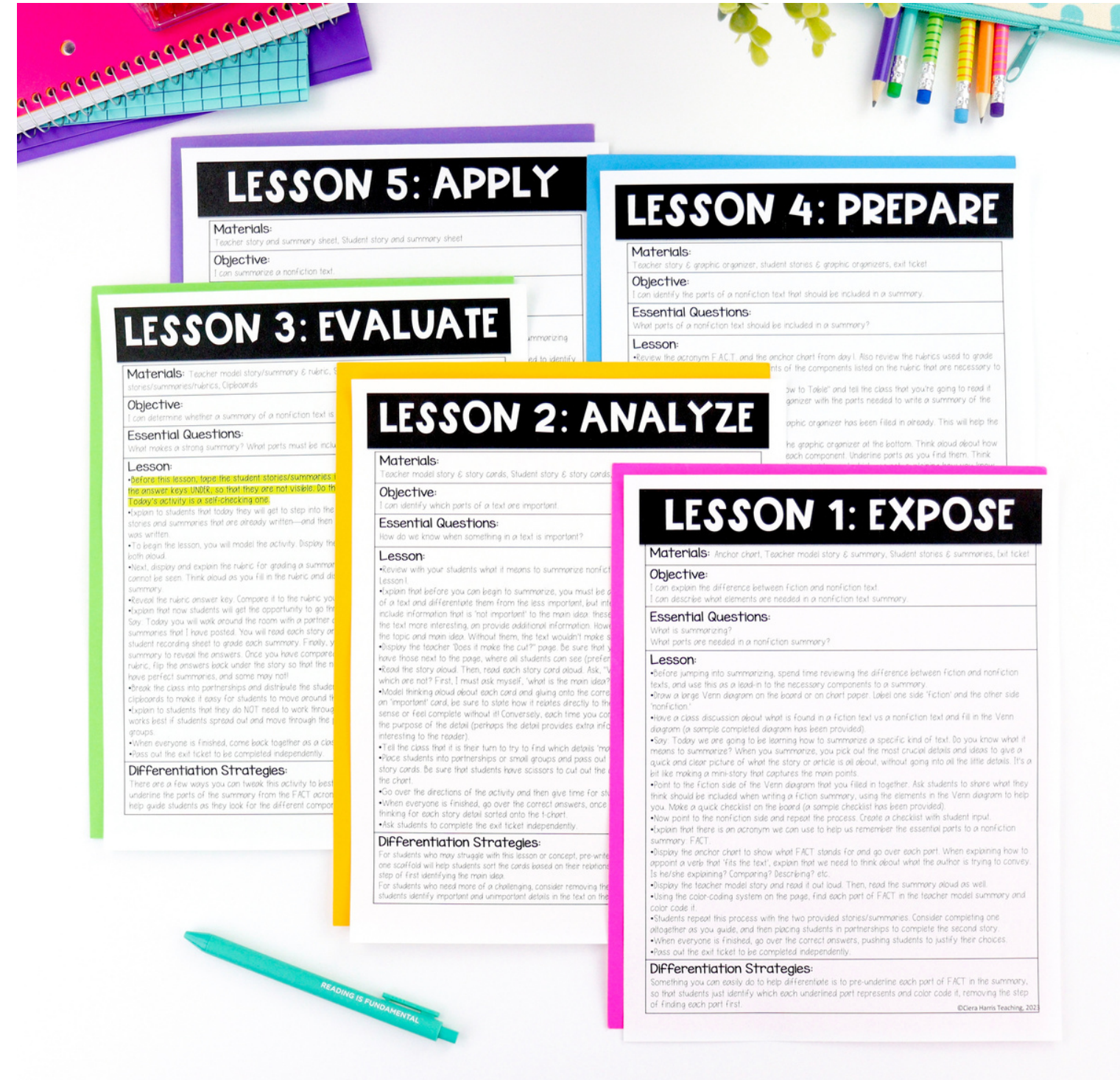
This resource includes 5 days worth of lesson plans and activities.



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!

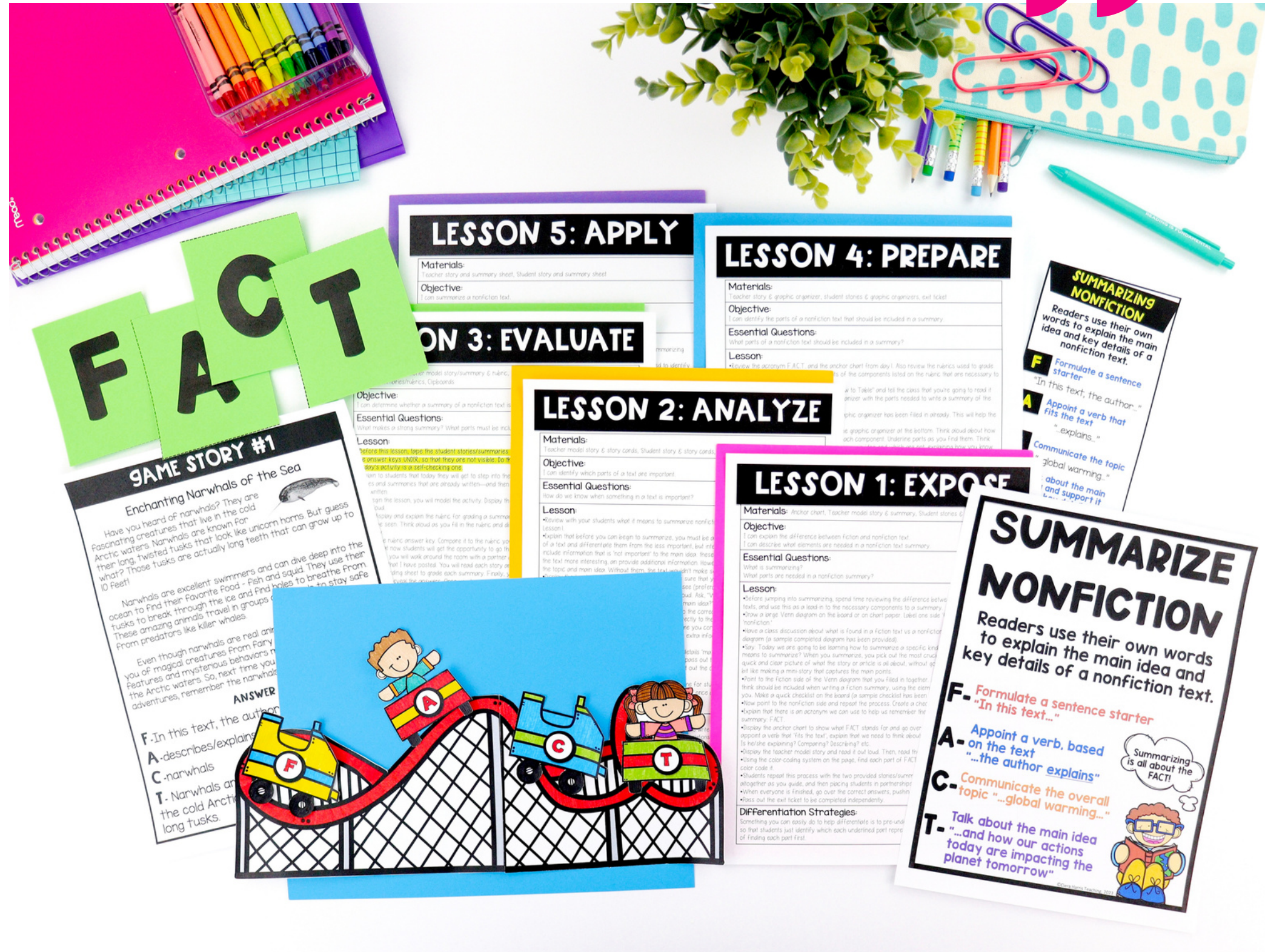


Resource

Includes

“ A MUST HAVE FOR EVERY CLASSROOM! ”

- 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!



Practice Summarizing Nonfiction

- Analyzing
- Evaluating
- Identifying

SUMMARIZE NONFICTION

Readers use their own words to explain the main idea and key details of a nonfiction text.

- F** - Formulate a sentence starter "In this text..."
- A** - Appoint a verb, based on the text "...the author explains"
- C** - Communicate the overall topic "...global warming..."
- T** - Talk about the main idea "...and how our actions today are impacting the planet tomorrow"

SUMMARIZING NONFICTION

Readers use their own words to explain the main idea and key details of a nonfiction text.

- F** Formulate a sentence starter
"In this text, the author..."
- A** Appoint a verb that fits the text
"...explains..."
- C** Communicate the topic
"...global warming..."
- T** Talk about the main idea and support it with key details
"...and how our actions today are impacting the planet tomorrow"

Summarizing is all about the FACT!

Summarizing is all about the FACT!

Make summarizing fun, easy, and interactive!

LESSON 5: APPLY

Materials: Teacher story and summary sheet, Student story and summary sheet

Objective: I can summarize a nonfiction text.

LESSON 4: PREPARE

Materials: Teacher story & graphic organizer, student stories & 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 FACT and the anchor chart from day 1. Also review the rubric used to grade the graphic organizer. Review the parts of the components listed on the rubric that are necessary to complete the graphic organizer. Review the anchor chart from day 1. Also review the rubric used to grade the graphic organizer with the parts needed to write a summary of the text. Review the anchor chart from day 1. Also review the rubric used to grade the graphic organizer. Review the parts of the components listed on the rubric that are necessary to complete the graphic organizer.

LESSON 3: EVALUATE

Materials: Teacher model story/summary & rubric, Student stories/summaries/rubrics, Clipboards

Objective: I can determine whether a summary of a nonfiction text is strong or weak.

Essential Questions: What makes a strong summary? What parts must be included in a summary?

Lesson: Review the anchor chart from day 1. Also review the rubric used to grade the graphic organizer. Review the parts of the components listed on the rubric that are necessary to complete the graphic organizer. Review the anchor chart from day 1. Also review the rubric used to grade the graphic organizer. Review the parts of the components listed on the rubric that are necessary to complete the graphic organizer. Review the anchor chart from day 1. Also review the rubric used to grade the graphic organizer. Review the parts of the components listed on the rubric that are necessary to complete the graphic organizer.

LESSON 2: ANALYZE

Materials: Teacher model story & story cards, Student story & story cards

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

Essential Questions: How do we know when something in a text is important?

Lesson: Review with your students what it means to summarize nonfiction. Review with your students what it means to summarize nonfiction. Review with your students what it means to summarize nonfiction. Review with your students what it means to summarize nonfiction. Review with your students what it means to summarize nonfiction.

LESSON 1: EXPOSE

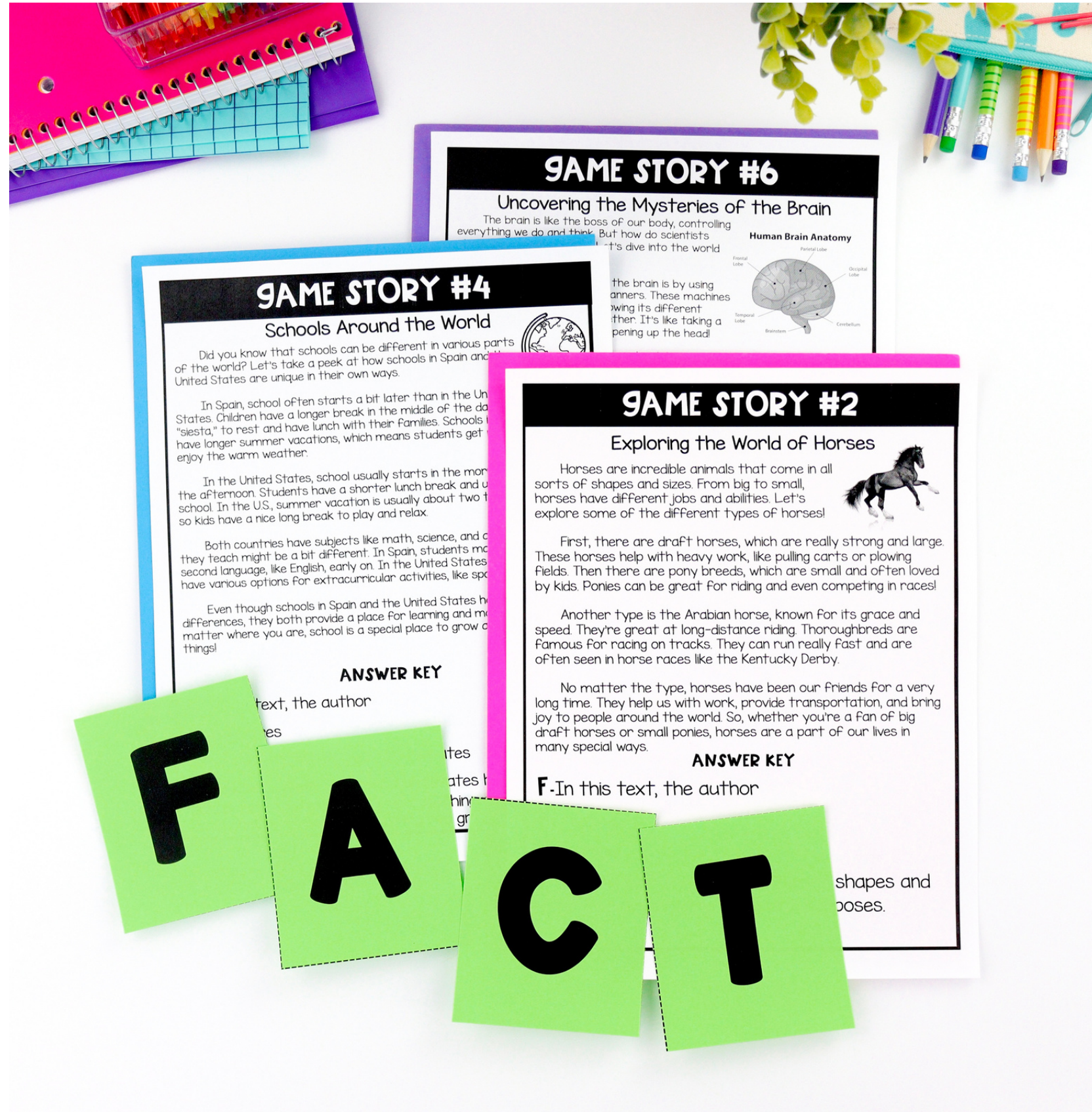
Materials: Anchor chart, Teacher model story & summary, Student stories & summaries, Exit ticket

Objective: I can explain the difference between fiction and nonfiction text. I can describe what elements are needed in a nonfiction text summary.

Essential Questions: What is summarizing? What parts are needed in a nonfiction summary?

Lesson: Review the anchor chart from day 1. Also review the rubric used to grade the graphic organizer. Review the parts of the components listed on the rubric that are necessary to complete the graphic organizer. Review the anchor chart from day 1. Also review the rubric used to grade the graphic organizer. Review the parts of the components listed on the rubric that are necessary to complete the graphic organizer. Review the anchor chart from day 1. Also review the rubric used to grade the graphic organizer. Review the parts of the components listed on the rubric that are necessary to complete the graphic organizer.

INCLUDES HANDS-ON ACTIVITIES!



Perfect for Grades 2-4!

All activities are more hands-on than normal 'worksheets'.

Direction pages and original texts are included!

Everything you need for a week!

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



These bundles are fabulous for struggling readers!

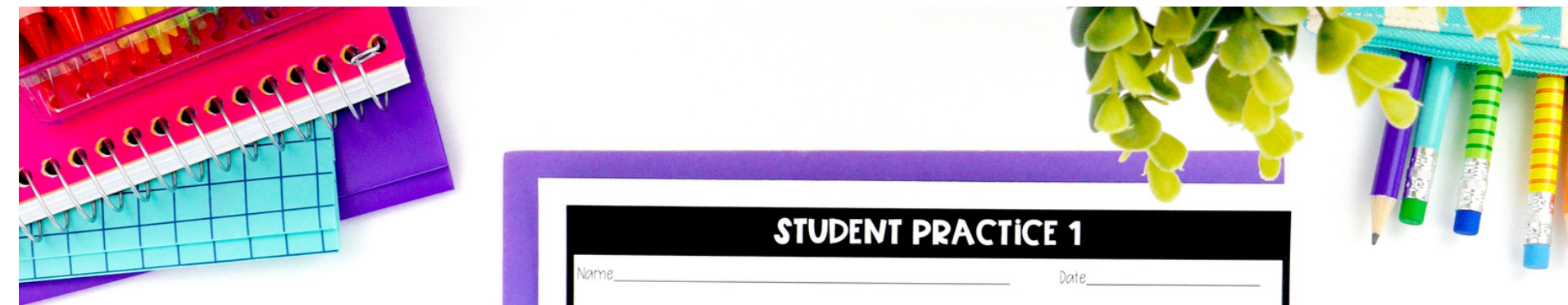
- Andrea



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



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



STUDENT PRACTICE 1
Name _____ Date _____
Directions: Read the nonfiction article below and then fill out the graphic organizer with the part needed for a summary.
Creating a Podcast
Have you ever heard a podcast? It's like a radio show you can listen to on the computer or your phone. And guess what? You can make your very own podcast too! Here's how.

TEACHER MODEL
How Milk Goes From Cow to Table
Have you ever wondered where milk comes from? Milk starts from cows! Cows eat grass and grains, and their bodies turn these foods into milk. Here's how it happens.
First, farmers take good care of cows on their farms. They give cows food to eat and make sure they're healthy. Cows have a special part in their bodies called udders. Udders are like milk factories. When it's time to get milk, farmers clean the udders and use a machine or their hands to gently squeeze the milk out.
After the milk is collected, it goes to a plant where the milk is cooled down and tested to make sure it's safe. Then it goes into bottles or cartons for you to drink. For your next glass of milk, remember that it started from a cow and reached your table.

LESSON 4: PREPARE
Materials:
Teacher story & graphic organizer, student stories & 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 1. Also review the rubric used to grade summaries in lesson #3. Remind students of the components listed on the rubric that are necessary to 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 graphic organizer with the parts needed to write a summary of the

A little more...



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

A graphic organizer and center are all also included!

This includes everything you need for a whole week!

GO GRAB THE RESOURCE TODAY!