*English Instructional Plan Developing Objective Summaries 6*

## Primary Strand: Reading 6.6

## Integrated Strand/s: Writing 6.7 Communication and Multimodal Literacies 6.1

## Essential Understanding:

* recognize an author’s patterns of organization can be an aid to comprehension
* recognize an author’s use of technical vocabulary
* understand text features are created purposefully and are an aid to comprehension
* understand that all texts contain messages stated or implied by an author

## Essential Knowledge, Skills, and Processes:

* preview texts using text features such as, but not limited to,
  + boldface and/or italics type
  + type set in color
  + vocabulary
  + graphics
  + headings and subheadings
* use strategies and rules for summarizing, such as
  + delete trivia and redundancy
  + substitute a general term for a list
  + find or create a main idea statement
* summarize the text without providing a personal opinion

## Primary SOL: 6.6d - Create an objective summary including main idea and supporting details.

## Reinforced (Related Standard) SOL:

* 6.6b - Identify main idea.
* 6.6c - Summarize supporting details.
* 6.7c - Use a variety of prewriting strategies to generate and organize ideas.
* 6.7d - Organize writing to fit mode or topic.
* 6.7f - Establish a central idea, incorporating evidence and maintaining an organized structure.

## Academic Background/Language:

* The teacher should address, define and use the terms main idea, supporting details, objective and summary throughout the lesson.

## Materials:

* [“News about Fast Foods” from ReadWorks.org](https://www.readworks.org/article/News-about-Fast-Foods/2ab32f28-959d-4d85-bb82-5dc054512e79#!articleTab:content/)
* What, So What Organizer

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Ask students to brainstorm what comes to mind when they think about fast food. Students can write down their ideas, draw images, share experiences, etc. Give students about 3-4 minutes to brainstorm their thoughts. Allow students to share their brainstorm, making connections with students and building background knowledge prior to the reading of the text.
* Allow students to discuss in groups the “pros” and “cons” of fast food. Students then draw a T-Chart on their papers and list all of their ideas. Ask students to determine whether they think people should or should not eat fast food.
* Distribute copies of the article “News about Fast Foods.” Ask students to scan the text features of the article (the title, subheadings, bold/italicized words) and make a prediction.
* Explain to students that when reading nonfiction, they should look for the main point the author is trying to make. One strategy to help them is using the “What? So What?” Strategy. When using this strategy, the reader identifies the topic of the text—the “What”—in one or two words (who or what the text is about). Then, the reader describes what the author wants the reader to know about the topic—the “So What”—in a complete sentence (the main idea of the text).
* Read the first two sections of the text with the students, explaining that the first section is merely an introductory anecdote to engage the reader’s attention. Model using the “What? So What?” Strategy for the section of the text titled, “Fast-Food Facts.”
  + What? - fast food
  + So What? - Fast food is not a healthy option for people, as it can cause many different health problems. (\*\*Be sure to explain to students how to hone in on the important information in the text and how to eliminate trivia and other details from the main idea.)
* Ask students to read the next section of the text titled “Healthy Changes” silently to themselves. After students have read the section of text, have students work with a partner to identify the What and So What of the section of text. If your students need additional help, model the strategy again with this section.
  + What? - Healthy Options
  + So What? - In order to eat healthy at fast food restaurants, look for some of the healthy options that chains are starting to offer, like veggie burgers, salads and subs. (\*\*Again, be sure to help students differentiate between trivial facts and important details.)
* Ask students to read the next sections of the text titled “Balancing Act” and “Making Choices” silently to themselves. After students have read these sections, have the students work independently to identify the What and So What of this chunk of text. Monitor student work and provide assistance as needed.
  + What? - Healthy Choices
  + So What? - Making healthy choices involves considering the food you are putting in your body and ensuring that you stay active.
* Introduce the term “objective” to the students and explain its meaning. Explain to students that in order to remain objective, they must not include their feelings or opinions in the statement at all. Show examples of objective statements and statements that are not objective from the article. Ask students to look at their “So What?” statements to evaluate for objectivity.
* Bring the article together by having students consider the text as a whole. Ask students to turn and talk to discuss the topic for the entire text, who or what is the entire article about. Answers may vary, but look for options like Fast Food, Healthy Choices, Health, etc.
* Ask students to consider how they developed a statement about each section and apply that same strategy to the article as a whole. Have students develop their Objective Summary of the text.
  + Student summaries should begin with: “In the article “News about Fast Foods,” the author explains …
  + Using the sentence starter to begin their summaries will help jump start their writing.
* Have students get in groups of 4 to share their summaries. Students should evaluate each other’s summaries to ensure they include all of the necessary information from the article, do not include trivial facts, remain objective, and give the reader a sense of what the article is about.
* Allow students to share their summaries with the class as a whole after getting feedback from their group.
* Close the lesson by recapping the What? So What? Strategy and how it aided in creating our objective summaries.

## Assessment (Diagnostic, Formative, Summative)

* Assessment opportunities include checking the What? So What? Charts at each stage of the lesson, evaluation of the end of lesson summaries, and listening to group discussion.

## Writing Connections:

* **Expository Writing Component:** Have students use information from the article to write a paragraph explaining how to make healthy choices when eating at a fast food restaurant. They should use the guidelines in the article to explain how to make healthy choices.
* **Persuasive Writing Component:** Have students look back at their Pro/Con T-Chart from the beginning of the lesson. Ask students to decide if their position is the same or different. Ask students to write a paragraph persuading others of their opinion. They should use evidence from the text to support their position.

## Extensions and Connections (for all students)

* Students apply the “What? So What?” strategy to a new text.
* Students research the healthiest fast food options using the criteria in the article.

## Strategies for Differentiation

* Provide images of the technical vocabulary in the article prior to the reading of the text.
* Allow students to illustrate the different foods mentioned in the article to help with visualization.
* Show students some examples of summary statements from other texts they have read.
* Students with accommodations use available technology to allow them to access an audio recording of the article.
* Students with accommodations have the option to choose a shorter article with a lower Lexile level.
* For English Learners, another article representative of their culture and language backgrounds.
* Provide ELs with sentence frames/starters to help get the conversation started when they are in their small groups. For example, “At first I thought \_\_\_\_ but now I think\_\_\_\_ because \_\_\_\_. I like how this article uses \_\_\_\_ to show \_\_\_\_. This word/phrase stands out to me because \_\_\_\_.”
* Provide ELs with sentence frames/starters for the “So What?” portion of the activity.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

## What, So What Graphic Organizer

## This chart includes two columns. The first one is titled What. Who or what is the section about? The second column is titled So What. What does the author want me to know about the who or what?