



Cycle 12 Comprehension: Summarizing

Standards	Materials	ESL Modifications
TEKS: Fig. 19E 3.8A/4.6A, 5.6A CCSS: ELA-LITERACY.RL.5.2 Vocabulary Standards TEKS: 3.4B, 4.2B, 5.2B, 3.4A CCSS: Literacy.RI.3.4/5.4	<ul style="list-style-type: none">highlighterStudent Pages 1, 2, and 3 (Students will need two copies of Student Page 2.)	<ul style="list-style-type: none">Provide sentence stems to help students get started writing their summary.Example: A character named _____ wanted _____, but _____. So _____. Then _____. • If students have never been on a roller coaster before, you may want to show them a video of a roller coaster.Pictures of: vet, shelter

Reading for Understanding



- Distribute the passage “Evie Earns Ears,” Student Page 1. Say: **We are going to read a selection about a girl named Evie who really wants a pet. Have you ever really wanted something and had to work to get it?** Allow students to respond. Then say: **Let’s read the selection to find out whether Evie gets her pet or not.**
- Read the passage aloud or chorally, stopping after each paragraph for a quick comprehension discussion.
- After reading paragraph 1, say: **What do we know about Evie so far from the text?** (*Evie wants a cat, and she asks her mother if she can get one. Her mother tells her that caring for a cat is a big responsibility.*) **I also see the word *hesitantly* in bold print. From the text I can tell that Evie is a little nervous about asking her mother if she can get a cat. I know that when people are nervous, they will sometimes wait to ask something. Evie isn’t sure what her mother will say. I think that *hesitantly* means that Evie hesitates, or pauses, before she asks her mother.**
- After reading paragraph 3, say: **In paragraph 3, I see two words in bold print. The first word is *spotless*. In order to figure out what this word means, we can use context clues or we can use the root word and suffix. I know that the suffix *-less* means “without,” so *spotless* must mean “without spots.” I can also look at the context clues, and I see that Evie kept her room spotless. If Evie is trying to earn something, and she is keeping her room spotless, it probably means that her room is very clean.**
- Say: **Now try using context clues to figure out what the word *informed* means.** If necessary, use the following to guide the students: (*The text says that Evie’s mom tells her goodnight and informs her that she is responsible enough to own a cat. I know that Evie is waiting to find out if she can get a cat, and her mom is the one who has to tell her whether she is going to get one or not. I think that the word informed means “told.”*) Say: **What does Evie do in paragraph 3 to show that she is trying to be responsible?** (*She keeps her room clean, clears the table, and takes out the trash.*) **What happens that changes the course of the story or how the events of the story are going?** (*Mom tells Evie that she has earned the right to own a cat.*)
- After reading paragraph 4, say: **What happens in paragraph 4?** (*Evie goes to the shelter and finds her new kitten, Ears.*)
- After paragraph 5, say: **How does Evie feel after she earned her new kitten?** (*She is proud of herself and excited to finally have her new kitten.*)



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Reading for Understanding (cont.)

- **I see another word in bold print. The word is *contentedly*. Let's use context clues to figure out what this word means.** If necessary, use the following to guide students: *(I can tell that Evie is happy with her new kitten, and the kitten is snuggling under her chin. I usually snuggle on the couch under a blanket, which makes me very happy, or content. The word contentedly must mean "happily.")*

Teach/Guided Practice



- Say: **We are going to learn how to write a summary of a text. A summary is a short description of the most important events in a story. It tells what happens in a story without including too many details. A summary only contains information from the text or passage. Summaries of fiction texts usually include a description of someone (a character) who wants something. Then something happens that causes a problem for the character, so the character has to do something to get what he or she wants or solve his or her problem. We are going to practice writing our very own summaries using the passage "Evie Earns Ears."** Point out to students that most of the time, summaries of fiction texts include what happens in the beginning, middle, and end, but not all the time. There are key elements of a summary that are always included, but those key elements aren't always found in the beginning, the middle, and the end. Also, the summary will be different if the text is nonfiction. Remind students to pay attention to the type of text they are reading.
- Say: **We are going to practice visualizing what a summary might look like. Close your eyes and pretend that you are at an amusement park on a roller coaster. You get in the cart and slowly start to go up, up, up the hill. When you are going up the hill, you are like the character in the story, and you are riding toward your goal. Each little bump that you feel as you go up the hill is an event leading you to the end, or your goal. All of a sudden you hit a big bump, and your cart groans. This is like the problem in your story. Your cart stops for a second at the top of the hill. This is the climax, or where the ride or your story changes. As the cart suddenly lurches forward, you scream, but you know that the ride is coming to an end and your problem is being solved. The wind blows in your face and your stomach drops as your cart races down the hill to the end of the ride. This is the resolution, or how the problem is solved. Look at Student Page 2.**
- Display the Roller Coaster Summary Organizer.
- **This is a graphic organizer to help us visualize our summary as a roller coaster. We will be using this graphic organizer to help us write a summary for "Evie Earns Ears." Remember that a summary is a very short description of the most important events in a story. Once we fill in the graphic organizer, we can connect the carts to write our summary.**
- Students read to the end of paragraph one. Say: **As we read paragraph 1, let's look at our roller coaster graphic organizer to see if we can fill in any of the carts. So far, we can fill in the first three carts of the roller coaster.**
 - **Characters:** *Evie and her mom*
 - **What does the character want?** *a cat*
 - **What is the problem?** *Her mom thinks she is not responsible enough for a pet.*



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Teach/Guided Practice (cont.)

- Students read the rest of the story with a partner. After students have finished reading, continue to fill out the remaining parts of the roller coaster graphic organizer.
 - **What does the character do to solve the problem?** *Evie does chores around the house to prove that she is responsible.*
 - **What is the solution?** *Evie and her mom go to the shelter to pick out a cat, which Evie names Ears.*
- Say: **Now that we have the entire graphic organizer filled out, let's use it to complete our summary. Let's start with the first and second cart in the roller coaster and write a sentence using what we wrote. The sentence should say: *Evie wants a pet cat.* After the first sentence, just follow the carts through the roller coaster and write sentences to complete the summary. The entire summary should look like this when finished:**
 - *Evie wants a pet cat. Her mom thinks she is not responsible enough for a pet, so Evie does chores around the house to prove that she is responsible. She works hard and earns the right to own a cat. Evie and her mom go to the shelter to pick out a cat that Evie names Ears.*
- Say: **Notice that in our summary, we only included the most important information. There were many details in the story that we could have included, but we don't need those extra details in a summary. We only need to include the characters, the problem, the climax (or turning point), and the resolution (or solution). Our summary is a short description of the most important events in the story. You can use the roller coaster graphic organizer anytime you need help writing a summary of a story.**

Independent Practice

- **Work with a partner to fill out the blank roller coaster graphic organizer and write a summary for the story "Greta's Challenge."**
 - **Characters:** *Greta and Zoe*
 - **What does the character want?** *to stop biting her fingernails*
 - **What is the problem?** *Greta can't stop biting her nails on her own.*
 - **What does the character do to solve the problem?** *Greta asks her sister, Zoe, for help.*
 - **What is the solution?** *Zoe cleans and files Greta's nails and then paints them to make them look beautiful. Greta stops biting her nails and they grow.*
- Students continue working with their partners to write a summary using the graphic organizer. Students switch partners and take turns reading their summaries to compare and make sure that all information is included. Listen to summaries and help students correct any errors immediately.
 - *Summary: Greta wants to stop biting her fingernails but can't stop on her own. She asks her sister Zoe for help. Zoe cleans and files Greta's nails and then paints them to make them look beautiful. Greta stops biting her nails and they grow.*



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Name: _____ Date: _____

Roller Coaster Graphic Organizer

The diagram is a roller coaster track that winds through five text boxes. The track starts at a station at the bottom left, goes up a hill, then down, then up a steeper hill, then down, and finally up a small hill before ending at a station at the top right. The text boxes are as follows:

- Character**: A box at the bottom left, near the start of the track.
- What does the character want?**: A box on the first upward slope.
- What is the problem that is keeping the character from the goal?**: A box on the first downward slope.
- What does the character do to solve the problem?**: A box on the second upward slope.
- What is the solution?**: A box on the second downward slope.
- Summary**: A large box at the top right, near the end of the track.



Cycle 12 Comprehension: Summarizing

Name: _____

Date: _____

Evie Earns Ears

- 1 Evie had dreamed of having a pet for a long time, but her mom always gave her a million reasons why she couldn't have one. Evie finally stopped asking for a pet, but she never stopped wishing for one. After a while, she decided to try asking again. One Saturday, she **hesitantly** asked her mom if she could get a cat. Her mom sighed and said that owning a cat was a big responsibility that she wasn't sure Evie could handle. "Cats need to be fed and played with many times a day," said Evie's mom. "Someone even has to clean up their litter box! Besides, going to the vet for checkups a few times each year can be expensive."
- 2 After listening to her mother, Evie had almost given up. But to her surprise, her mom said that when Evie showed that she was responsible enough to take care of an animal, she could go to the shelter and adopt a cat. Evie squealed and ran to hug her mother. She was determined to show her that she was ready for the job.
- 3 Over the next few weeks, Evie worked hard to show her mom how responsible she could be. She kept her room **spotless** and helped take out the trash. She also cleared the table every night after dinner without being asked. Evie's mom was very pleased. One night as she was telling Evie goodnight, she **informed** Evie that she had proven she was responsible and had earned the privilege to own a cat. Evie was so excited that she couldn't sleep. She could hardly wait for the day they would go to the shelter to pick up her new pet!
- 4 The next Saturday, Evie and her mother drove to the local animal shelter, where there were rows and rows of cats ready to be adopted. Evie looked and looked, hoping that she would find the right cat for her. By the time she reached the last cage, she had almost given up. Inside was a small white kitten with huge ears and big brown eyes.

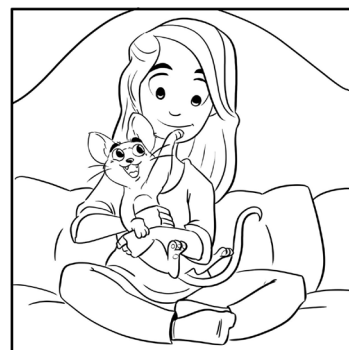


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Evie Earns Ears (cont.)

4 They stared at each other for what seemed like forever. Finally, the kitten meowed softly, and Evie knew that this kitten would be hers. As she and her mother walked out of the shelter, Evie cuddled her new kitten and quietly whispered, "I will call you Ears."

5 Evie was proud of herself for being responsible and earning her new kitten. She had worked hard to earn things before, such as money to buy her skates and her paint set, but a kitten was much better than any of those things. As her new kitten purred and snuggled **contentedly** under her chin, Evie realized that Ears was the best reward she had ever earned.





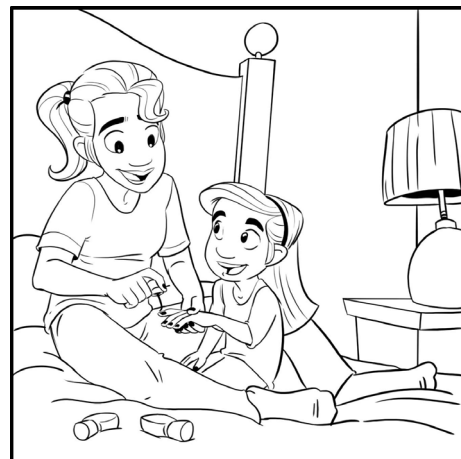
Cycle 12 Comprehension: Summarizing

Name: _____

Date: _____

Greta's Challenge

- 1 Greta had been a nail-biter for as long as she could remember. When she was younger, she didn't see what the big deal was about biting her nails. Even though it seemed like everyone she knew told her it was a bad habit, she didn't care. Her mother would cringe when Greta bit her nails, her dad would tell her she was eating germs, and her best friend said it was gross. But Greta went right on gnawing away. It wasn't until she bit her nail down so low that it bled that Greta knew it was time to stop.
- 2 Not biting her nails turned out to be a lot easier to talk about than it was to actually do. She found herself biting her nails without even realizing it. Every day Greta told herself not to do it. She wrote herself notes. She made herself promises. But at the end of the day, she just couldn't help it! No matter what she tried, Greta could not stop biting her fingernails.
- 3 Finally, Greta decided that she needed help. Her big sister Zoe had long, healthy fingernails. They were painted a lovely shade of bubblegum pink with little flowers on the thumbnails. Obviously Zoe knew how to take care of her nails, so Greta asked her sister for advice.
- 4 Greta was relieved when Zoe happily agreed to help. First, Zoe looked carefully at Greta's nails and decided on a plan of action. "Let's get your nails cleaned up," Zoe announced after the quick examination. She dug around in her nail kit and got out a special nail brush that she used to clean the skin under Greta's nails. "They really aren't long enough to trim, but I can shape them with a file," Zoe continued. So she used a nail file to smooth out the rough edges and to round the corners. Then she





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Greta's Challenge (cont.)

painted them the bubblegum pink color that Greta loved. "If you haven't chewed on your nails, then we can paint them again in a few days. Besides, the paint will make your nails taste yucky," Zoe explained.

- 5 Greta's nails were still very short, but they were beautiful. Greta caught herself staring at her fingernails rather than biting them. She did try a couple of times to bite them, but when she did her fingernails tasted like nail polish. "Blech!" Greta would say as she remembered her nails were painted. Sure enough, the polish began to chip after a few days, so Zoe repeated the process with a bright blue polish.
- 6 This continued for several weeks: Greta staring at her fingernails and Zoe repainting them when the polish chipped. One Saturday, while Greta was admiring her sparkly purple polish, she noticed that her nails had grown out past her fingertips. Greta smiled as she went to find her mom. She found her in the living room reading a book. "Mom," Greta asked with a grin, "can you take me to the drugstore? I want to buy some nail polish."



Istation Lesson: Teacher Observation Page

Use Istation's Teacher Observation chart to make anecdotal notes about reading behaviors, skills, strategies, and needs, or to take a short running record of reading accuracy. The information noted can then be used in addition to the Priority Report to shape instructional decisions and groupings.

Student	Observations