

Lesson Plans

Overview:

Day 1 (Content Introduction, and Teacher Models)

Day 2 (Students Choose Article, and Complete Graphic Organizers)

Day 3 (Write Summary Paragraph Rough Drafts)

Day 4 (Review Paragraphs, and Compile News Stories)

Time:

4 Days (50 minutes each)

Materials:

- Scholastic News Articles (“Protecting Pangolins,” “Meet This Bird’s Hero,” “Spotting New Species,” “Guess What This Bear’s Job Is!”)
- Summary Paragraph Outline Organizers (one per student)
- News Story Graphic Organizer (one per student)
- White board/Expo Marker
- Coloring utensils
- Projector

Central Focus: Summarizing

Related Skills: Identifying the main idea of a text and the supporting details

Language Function and Demand: Summarization of text compiled into one paragraph with introduction and closing statements

Objectives:

Day 1: By the end of the lesson, students will be able to explain what a summary paragraph is, and be able to identify the main idea and supporting details of an article with teacher assistance.

Day 2: By the end of the lesson, students will be able to identify the main idea of a text and supporting details of an article independently.

Day 3: By the end of the lesson, students will be able to compose a summary paragraph of an article independently.

Day 4: By the end of the lesson, students will be able to read and revise their own and one peer’s article.

Standards:

Common Core State Standards

CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.W.3.1.D

Provide a concluding statement or section.

CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Procedure:

DAY 1

- (Initiate) Activate student background knowledge and begin to build schema through teacher-student and student-student dialogue of newspapers and their articles. Ask questions such as, “What type of texts are usually in a newspaper?” “Are they usually fiction or non-fiction pieces?” and “Do articles tell every detail of an event or the main and most important parts?”
- (Content) How to use the “IVF” strategy to write an introductory sentence. “I” stands for identify the item or the article title; “S” stands for select the verb, and “F” stands for finish with a fact or finish your thought. Explain what a “Fact Outline” is and how to utilize it to identify the key supporting details of an article. Ways to create a closing statement by restating the main idea in a different way than in the topic sentence.
- (Goal) Work as a whole-group to complete page one of their graphic organizer. Teacher model accurate completion of outline using “Guess What This Bear’s Job Is!” article. Encourage student participation and thinking. Pass out one graphic organizer and one packet of all four articles per student.

DAY 2

- (Initiate) Instruct students to have graphic organizers and article packets out and ready to use. Re-cap what a summary paragraph is, IVF, and a fact outline. Briefly Review graphic organizer completed as a class to connect previous day to current. Give students time to read articles in packet and choose one of their choice to write a summary paragraph on.
- (Content) Use the IVF strategy to write a topic sentence. Compile a fact outline to support the main idea of their chosen text.
- (Goal) Students are given time to complete page one of their graphic organizers titled, “My Summary Outline.” For those students that finish early, they may check their work with a teacher before beginning page two, “My Summary Paragraph Draft.”

DAY 3

- (Initiate) Instruct students to have graphic organizers and article packets out and ready to use. Tell students their goal for the day. Give time to complete page one of graphic organizer if needed. Encourage students to complete page two of graphic organizer by end of lesson time that day.
- (Content) Walk around room. Remind students of what main idea of a summary is and how to compose it. Keep students on task. Answer questions.
- (Goal) Complete page two, “My Summary Paragraph Draft.” independently.

DAY 4

- (Initiate) Instruct students to have graphic organizers and article packets out and ready to use. Pass out self/peer edit checklist. Partner students up whom have completed graphic organizer.

Allow time to self and peer edit. Pass out news story final summary paragraph organizer to pairs who have completed self and peer edit page.

- (Content) Fully understand what a summary paragraph is and how to compile it.
- (Goal) Each student is to complete one self/peer review page and finalize summary paragraph with illustration on news story organizer. Turn in for final assessment.

Assessment:

DAY 1 - (informal) Teacher assesses students through contributions to whole group activity and display of understanding through questioning/conversation.

DAY 2 - (informal) Check page one of graphic organizer, “My Summary Outline,” for accurate identification of main idea, supporting details, and use of the IVF strategy to form a complete topic sentence.

DAY 3 - (informal) Check page two of graphic organizer, “My Summary Paragraph Outline,” for accurate completion.

DAY 4 - (formal) Check that student completes self/peer edit page for completion points of “10.” Give final assessment grade of final news story summary paragraphs using “Summary Writing Scoring Guide” rubric for a total of “90” points.

Points	0-4	5-10	11-22	23-30
Strategy Attainment	Graphic organizer 49% or less completed Writing reflects no information from chosen article Includes attempt to use at least one strategy (IVF, Fact Outline, Concluding Statement)	Graphic organizer 50% or more completed Writing reflects little to no information from chosen article Includes attempt to use at least two strategies (IVF, Fact Outline, Concluding Statement)	Graphic organizer completed Writing reflects some information from chosen article Includes accurate use of at least two strategies (IVF, Fact Outline, Concluding Statement)	Graphic organizer completed accurately Writing reflects information from chosen article Includes accurate use of strategies (IVF, Fact Outline, Concluding Statement)
Concept Attainment	Student proves understanding of how to: Comprehend what is happening in a text	Student proves understanding of how to: Extract a point from non-fiction text	Student proves understanding of how to: Extract a main idea from non-fiction text	Student proves understanding of how to: Extract a main idea from non-fiction text

	Determine 1-2 facts	Determine at least 3 facts Read for comprehension with assistance	Determine at least 3 supporting facts Read for comprehension with little to no assistance	Determine 3-5 supporting facts Read for comprehension
Summary Paragraph Development	Student includes: No attempt at topic sentence Less than 6 sentences	Student includes: No or very vague topic sentence Less than 6 sentences	Student includes: Topic sentence introducing an idea from the text At least 6 sentences	Student includes: Topic sentence introducing main idea of text 6-10 sentences

Differentiation:

- *Instruction:* Students are independently and cooperatively learning in this lesson to encourage content understanding individually and support growth in group work and socialization. Students are given their own graphic organizer to fill in and utilize for individual concept attainment and application. The class is formatively assessed through discourse at start of lesson. Multiple articles are provided to create student choice in the classroom and raise student interest.

- *Modifications:* Students with IEPs and struggling readers are supported throughout the lesson with whole-group work and modeling on day one, teacher support on day two and three, and peer assistance on day four. English language learners would be able to complete the lesson day one the same as the general education students but may need additional support on the following days; someone can read the articles to them and they may have the option to orally summarize the text instead of write it and still meet the standards for the learning segment.

- *Enrichment Activity:* Gifted students have the opportunity to move at their own pace each day; if essential literacy strategy assessment is completed before other students they may read the other non-fiction articles in their packet for comprehension and fluency practice.

Graphic Organizers:

(The following pages (4, 5) were printed on yellow paper as a one page, front-and-back graphic organizer for students)

Articles/Non-Fiction Text Resources:

(The following pages (6, 7, 8, 9) were printed on blue paper as a two page, front-and-back packet for students)

My Summary Outline

Step ①: Complete the table.

Identify the <i>Item</i>	Select the <i>Verb</i>	Finish with a <i>Fact</i>

Self-check! The main idea of the text is described in my topic sentence.

Step ②: Identify 3-5 key facts to create a fact outline.

- _____
- _____
- _____
- _____
- _____

Self-check! My fact outline only states facts from the text and no opinions.

Step ③: Complete the table.

Choose a Transition Word or Phrase	Restate the Main Idea in a Different Way

Self-check! My outline has a logical organization.

My Summary Paragraph Draft

**PARAGRAPH
POWER**

Writing made simple



Meet Sam!

Guess What This Bear's Job Is!

At a special place in Montana,
grizzly bears are put to work.

BY ANNA STARECHESKI

A bear named Sam wakes up every day and goes to work. He has a very important job to do. He tests garbage cans.

Sam lives at the Grizzly & Wolf Discovery Center in West Yellowstone, Montana. The center is a place for bears that were taken out of the wild. Often, they were caught stealing food out of garbage cans. That's a big problem. When bears get food from the trash, they stop hunting for their own food. They start staying close to humans, which is dangerous for everyone. The bears might attack humans. And the humans might shoot the bears. So companies want to make garbage cans that bears can't get into.

This is what Sam's job is all about. The human workers at the center put some tasty food into garbage cans. Then they put the cans in the bears' habitat. If the bears can't break into the cans in an hour, the cans are "bear-resistant."

Bear-resistant garbage cans help both people and bears. It helps people because it keeps bears away from their houses. It helps bears because it stops them from finding food in the trash. Bears who hunt for their own food live longer, healthier lives.

If a wild bear finds a garbage can in someone's driveway and can't break into it, he should thank Sam and the other bears at the center! Even though he might be missing out on a yummy treat, he's staying safe and healthy. ■

COURTESY OF GARDEN & WOLF DISCOVERY CENTER (SAM THE BEAR)
PHOTOGRAPHY: WILK STANBROOK; ILLUSTRATION: JACQUELINE GILBERT; BEAR IN GARBAGE

News Shorts

Pangolin scales are made of keratin, the same material as in human fingernails.

Pangolins are toothless. They use their long, sticky tongues to collect the ants and termites they feed on.

A pangolin baby rides on its mother's tail while she searches for food.



Protecting Pangolins

These scaly creatures are in serious trouble.

Pangolins are strange-looking creatures. The anteater-like mammals, which live in Africa and Asia, are covered with hard scales that protect them from predators. But pangolins' body armor can't protect them from their biggest threat: poachers who capture them illegally.

More than 1 million pangolins have been captured and sold in

WoBp to Know

delicacy (DEH-lih-kuh-see) *noun*, something pleasing to eat that is rare or expensive

the past 15 years. Experts say the scaly creatures are trafficked, or illegally bought and sold, more than any other mammal.

Why are pangolins so prized? In some Asian countries, such as China and Vietnam, pangolin meat is considered a **delicacy**. Also, their scales are used to make clothes, as well as medicines that some people mistakenly believe can treat many types of diseases.

But thanks to a new agreement, there's hope for the endangered critters. Last fall, 183 nations,

including the U.S., agreed to ban the trade (buying and selling) of pangolins and their body parts. Officials hope this will help stop the poaching of pangolins.

Elly Pepper works for the Natural Resources Defense Council, a group that fights to protect wildlife. She says the ban is a big step in the right direction.

Pepper hopes that as more people get to know about pangolins, they'll join the fight to save them.

"People are realizing that they're just incredibly special creatures," she says.



Picture THIS

Balancing Act

These kids aren't training for the circus. This is what recess looks like at many elementary schools in Japan. Schools offer their students unicycles to ride on the playground. The students have to learn to ride on their own, without the help of teachers. The goal is to help them learn balance and build strength. Each year, the top student riders take part in a national unicycling competition.

Meet This Bird's Hero

Condors are in danger. But Joe Burnett is doing everything he can to help them.

BY ANNA STARECHESKI

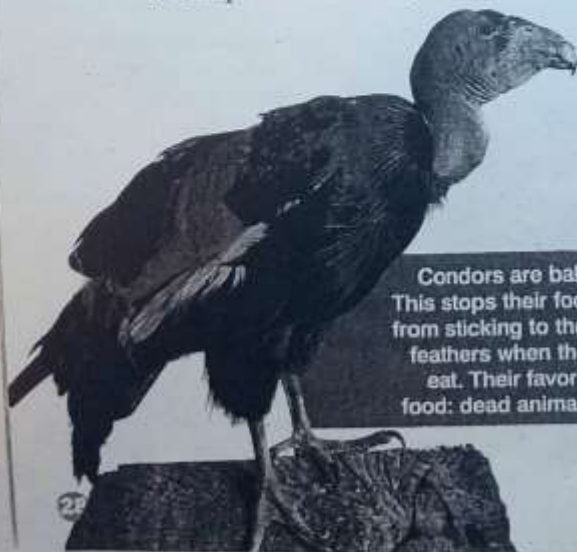
Joe Burnett spends much of his time high up in the trees and cliffs of California. Why? He's looking for something that's very special to him: California condor chicks.

Condors are huge birds. Their wingspans can reach 10 feet! Sadly, they're endangered. That means they could die out completely. Joe has been working for years to try to save them.

It's important for baby condors to

hatch in the wild. A baby that grows up in the wild is more likely to live. So every spring, Joe climbs up into their nests and checks their eggs. If he finds one that won't be able to hatch, he plays a trick on the condors. But it's a nice trick: He replaces the egg with a fake one so that the condors don't know he has taken their egg. Next time he visits the nest, he brings an egg from a condor that's been raised by humans. Then he replaces the fake egg with the real egg. Hopefully, the real egg will hatch.

Joe also takes care of the chicks. A few times, he's found one with trash stuck in its throat. So he's brought it down for surgery to save it. Every single chick matters to Joe. Joe loves his job. But he hopes that one day he doesn't have to do it anymore. Why? Because that will mean these big birds are doing well all on their own! ■



Condors are bald. This stops their food from sticking to their feathers when they eat. Their favorite food: dead animals!

News Shorts



The Klingon newt is named after an alien species from the Star Trek series (right).

Spotting New Species

Scientists recently discovered dozens of new plants and animals in Southeast Asia.

Deep in the tropical forests of Southeast Asia, there may be thousands of species waiting to be discovered. Each year, researchers from around the world travel to the Greater Mekong region hoping to find an unknown type of animal or plant. According to a recent report from the World Wildlife Fund (WWF), 2015 was an especially successful year. Explorers discovered 163 new species in the region.

The Greater Mekong region includes all or parts of six countries (see map). The area is known for its rich **biodiversity**. Scientists have discovered more

Word to Know

biodiversity (bye-oh-dih-VUHR-sih-tee) *noun*. the variety of plants and animals that live in a region



than 2,000 new plant and animal species there since 1997.

One of these scientists is Olivier Pauwels from the Royal Belgian Institute of Natural Sciences. He and his team explored the jungles of Phuket (poo-ket) Island in Thailand in 2015. There, they discovered a new lizard, nicknamed the Phuket dragon.

"Seeing this little dragon at night in the middle of the jungle was just magic," Pauwels says. "We immediately realized we were dealing with a new species." (Some of the other species discovered in the region in 2015 are shown on this page.)

Despite the discoveries, it's not all good news for the region. An increase in construction projects has destroyed the habitats of many species. Poachers also pose a threat to wildlife in the region.

Pauwels says it's important to find and document new species because they can't be protected if we don't know they exist.

"There will be many more cool species for kids to discover, as long as we protect the forests and waters that they call home," Pauwels says.



Phuket dragon



Woolly-headed bat



Rainbow-headed snake