SET THE STAGE FOR LEARNING – PROVIDE A PURPOSE

This summary can be used every time you read a non-fiction selection with students.

**Objective**: Students skim and scan a selected piece of non-fiction in order to create a context for learning. They create a summary of the main ideas of the piece before reading the text to set the purpose for reading and increasing comprehension.

**Materials:** Selected piece of non-fiction text – look for text with headings and other text features (graphs, timelines, photos, diagrams, etc.)

**Procedure:**

1.  Photocopy a selected piece of non-fiction for each student.

2.  CHART the summary framework below for students to see. **The bold faced words are the informative verbs that help to shape the summary.**  There is a list of informative verbs under the summary to best adapt the summary framework to the piece of writing.

3.  Explain that every time they approach a piece of non-fiction, before they begin reading, they should look at the article or text, skimming and scanning in order to get a good overview of what they might learn.

4.  Direct students to look at the article in front of them, read the **title**, and identify the **TOPIC**.  Chart the topic of the piece on the summary. The TOPIC of the piece is the BIG IDEA – what the whole piece will be about.

5.  Next, direct students to skim and scan the text for **headings**.  Discuss the fact that authors use headings to represent the main idea of each section or paragraph.  (Students can think of the headings in the same way that they assign "blurbs" when annotating a piece.) CHART the summary based on the topic and headings of the text.  Sometimes the headings can be misleading.  Authors sometimes will use what they think are catchy word referents that only hint at what the section is all about – almost like a riddle.  For example, if the main idea is 'camouflage', in an attempt to pack in kid-appeal, a magazine article might use the heading *Hide and Seek*, which may be misleading.  Be sure to have students read on a bit to see if their first prediction is correct. (Is it about an outdoor game?  Would that seem to fit with the topic?  If not, what does the heading refer to?)

6.  Also, direct their attention to the **text features** of the selection in order to glean other information that might be included.  Look for **timelines, photos with captions, bold-faced words, diagrams, and charts**.  These will also give clues as to what might be learned in the piece.  ~~Include this learning in your CHART.~~ This graphic information should support the topic and main ideas listed in the summary. Explain that bold-type face is often used to highlight what might be new vocabulary, and is often followed by a definition.

7.  Once students have completed the summary, close the lesson by discussing why this strategy will be helpful to them any time they read informative texts.  *(Possible answers: It sets the purpose for learning. Makes the text easier to understand.  Allows the reader to think about the main ideas of the piece and to pay attention to the details that will support the main idea.)*

8.  Next steps: model this strategy each time your students read an informative piece and encourage them to use these strategies independently.

CHART:

Today we will read about _____. The author **_explains_** _____ and goes on to **_uncover_** details about _____.  In addition, we will **_learn_** _____ and _____.

**Informative Verbs:**

**uncover        discover        understand   learn   examine        explore                focus on**

**Vocabulary Words to Define:**

**_____**