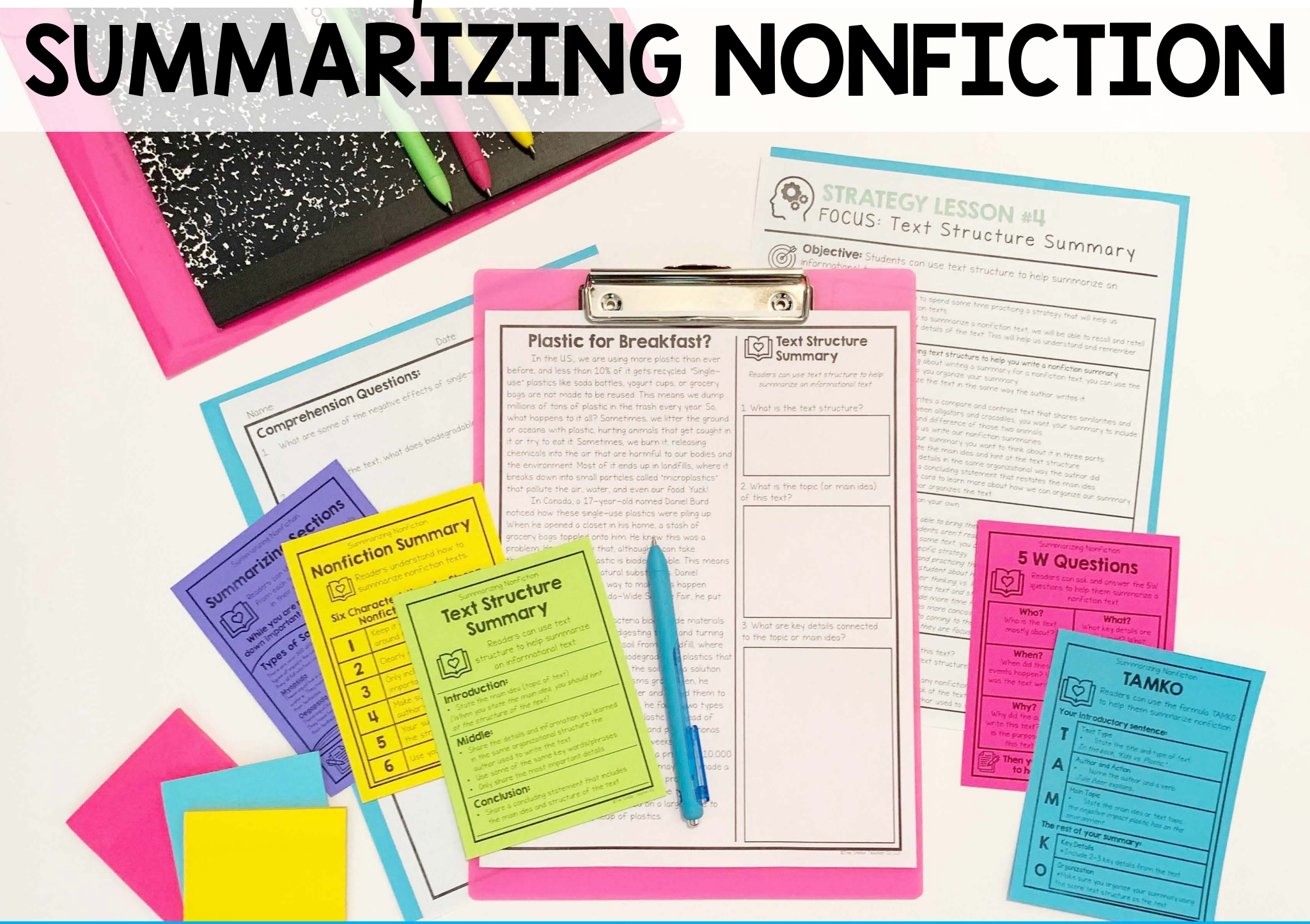


Small Group Lesson Plans & Resources

SUMMARIZING NONFICTION



Name _____ Date _____

Comprehension Questions:

1. What are some of the negative effects of single-use plastics?

Plastic for Breakfast?

In the U.S., we are using more plastic than ever before, and less than 10% of it gets recycled. "Single-use" plastics like soda bottles, yogurt cups, or grocery bags are not made to be reused. This means we dump millions of tons of plastic in the trash every year. So, what happens to it all? Sometimes, we litter the ground or oceans with plastic, hurting animals that get caught in it or try to eat it. Sometimes, we burn it, releasing chemicals into the air that are harmful to our bodies and the environment. Most of it ends up in landfills, where it breaks down into small particles called "microplastics" that pollute the air, water, and even our food. Yuck!

In Canada, a 17-year-old named Daniel Burd noticed how these single-use plastics were piling up. When he opened a closet in his home, a stash of grocery bags toppled onto him. He knew this was a problem. He thought, "What if we could make a plastic that, although it can take a long time to break down, is biodegradable. This means it can break down into natural substances." Daniel decided to try to make a solution. He used a natural material called polylactic acid (PLA) to make a solution. He called it "da-Wide Single-Use Fair," he put

Text Structure Summary

Readers can use text structure to help summarize an informational text.

1. What is the text structure?

2. What is the topic (or main idea) of this text?

3. What are key details connected to the topic or main idea?

Summarizing Nonfiction

Readers can use text structure to help summarize an informational text.

Types of Summaries

1. **Keep it brief.** Summaries should be shorter than the original text.

2. **Clearly state the main idea.** The main idea is the central point of the text.

3. **Only include important details.** Only include the most important details from the text.

4. **Use your own words.** Do not copy and paste from the original text.

5. **Use a concluding sentence.** A concluding sentence summarizes the main idea and structure of the text.

6. **Use a topic sentence.** A topic sentence is the first sentence of a paragraph that states the main idea.

Nonfiction Summary

Readers understand how to summarize nonfiction texts.

1	Keep it brief.
2	Clearly state the main idea.
3	Only include important details.
4	Use your own words.
5	Use a concluding sentence.
6	Use a topic sentence.

Text Structure Summary

Readers can use text structure to help summarize an informational text.

Introduction:

- Share the main idea (topic of text).
- When you share the main idea, you should first state the structure of the text.

Middle:

- Share the details and information you learned in the same organizational structure the author used to write the text.
- Use some of the same key words/phrases.
- Only share the most important details.

Conclusion:

- Share a concluding statement that includes the main idea and structure of the text.

STRATEGY LESSON #4

FOCUS: Text Structure Summary

Objective: Students can use text structure to help summarize an informational text.

to spend some time practicing a strategy that will help us summarize a nonfiction text, we will be able to recall and retell details of the text. This will help us understand and remember the text.

ing text structures to help you write a nonfiction summary. When you write a summary for a nonfiction text, you can use the text structure to help you organize your summary. Write the text in the same way the author writes it.

When you write a compare and contrast text that shares similarities and differences of those two animals, you write our nonfiction summaries. When you write a compare and contrast text that shares similarities and differences of those two animals, you write our nonfiction summaries. When you write a compare and contrast text that shares similarities and differences of those two animals, you write our nonfiction summaries.

When you write a compare and contrast text that shares similarities and differences of those two animals, you write our nonfiction summaries. When you write a compare and contrast text that shares similarities and differences of those two animals, you write our nonfiction summaries.

5 W Questions

Readers can ask and answer the 5w questions to help them summarize a nonfiction text.

Who? Who is the text mostly about?	What? What key details are mostly about?
When? When did these events happen? Was the text written at a certain time?	Why? Why did the author write this text? What is the purpose of this text?

Then you have to write the summary.

TAMKO

Readers can use the formula TAMKO to help them summarize nonfiction.

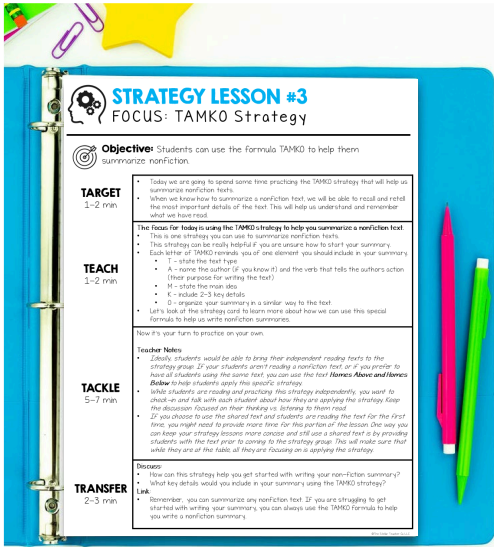
Your introductory sentence:

T Text Type
A Author and Action
M Main Topic
K Key Details
O Organization

Then you have to write the summary.

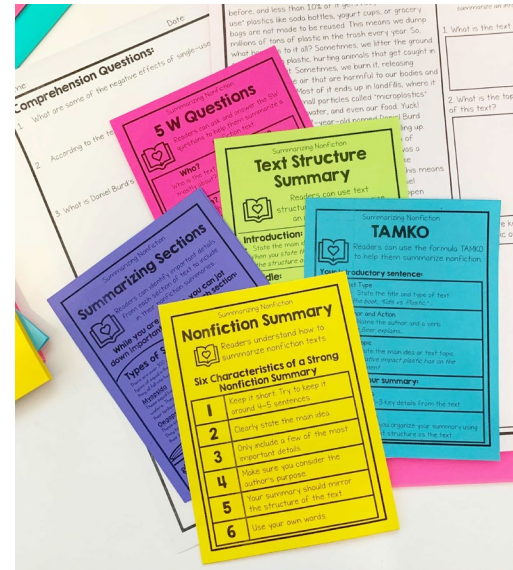
WHAT'S INCLUDED?

You get the same 4 elements for each of the lessons in this set.



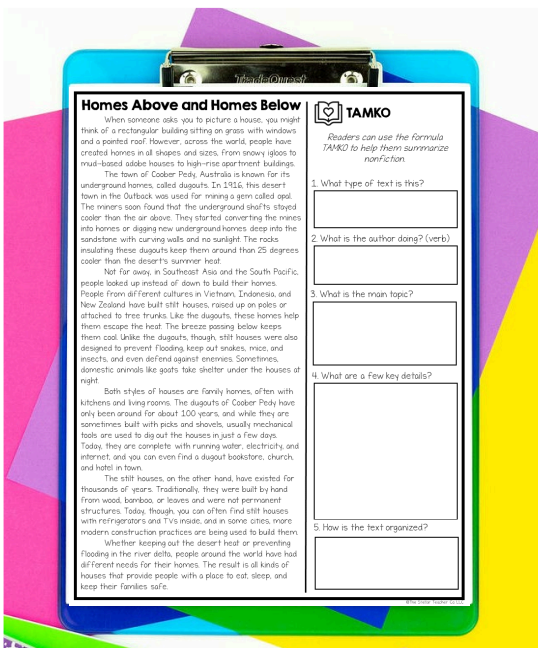
LESSON PLAN

Each lesson comes with a scripted out teacher lesson plan. You'll know exactly what to say to help your students master the objective.



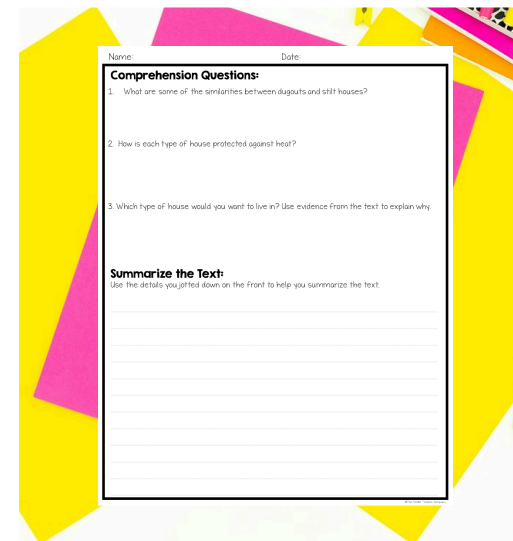
STRATEGY CARD

Each lesson includes a strategy card you can use to help teach the lesson or give to students after to help remind them of the focus skill.



STUDENT TEXT

Each lesson includes a student text that is written with the focus skill in mind. Students will easily be able to practice applying the skill you are teaching them.



RESPONSE PAGE

Students can dig deeper after the lesson and complete the response page which includes comprehension questions and a space for them to summarize the text.

COMPLETE LESSON PLANS

Each lesson comes with a scripted teacher lesson to make planning your small group lesson a total breeze. Each strategy lesson follows the same 4T model.

- **Target**

You'll introduce the focus skill for the lesson and explain how it will help your students be stronger readers.

- **Teach**

Spend just a few minutes teaching your students all about the focus skill. We've included key phrases to help you keep this short and sweet and also a strategy card you can reference during the lesson.

- **Tackle**

This is where the magic happens. Students will use the reading passage to practice the skill you just taught while you check in with each student to make sure they understand the focus skill.

- **Transfer**

You'll end your lesson with a short discussion and remind students to continue practicing the focus skill while they are reading independently.



STRATEGY LESSON
FOCUS: TAMKO



Objective: Students can use the TAMKO strategy to summarize nonfiction.

TARGET
1-2 min

- Today we are going to spend some time on the TAMKO strategy that will help us summarize nonfiction.
- When we know how to use the TAMKO strategy, we can find the most important details of what we have read.

The focus for today is using the TAMKO strategy.

- This is one strategy that we will use today.
- This strategy can be used to summarize nonfiction.
- Each letter of TAMKO stands for a different part of the text.
 - T - state the text's main purpose.
 - A - name the author.
 - M - state the main idea.
 - K - include key details.
 - O - organize the text.
- Let's look at the TAMKO formula to help us understand how to use it.

Now it's your turn to practice using the TAMKO strategy.

Teacher Notes:

- Ideally, students will be able to bring their own nonfiction text to use with the TAMKO strategy.
- If your students aren't reading a nonfiction text, you can use the text *Nellie Bly's* story.
- While students are reading and practicing the TAMKO strategy, talk with each student about how they are using the strategy on their thinking vs. listening to them read.
- If you choose to use the shared text and strategy lessons more concise and still use the TAMKO strategy, you might need to provide more time for this part of the lesson prior to coming to the strategy group. This way they are focusing on applying the strategy.

TACKLE
5-7 min

Discuss:

- How can we use the TAMKO strategy to help us understand the text?
- What



STRATEGY LESSON
FOCUS: Asking 5W



Objective: Students can ask and answer 5W questions to summarize a nonfiction text.

TARGET
1-2 min

- Today we are going to spend some time on the 5W strategy that will help us summarize nonfiction.
- When we know how to summarize a nonfiction text, we can find the most important details of the text. Then we can read.

The focus for today is asking and answering 5W questions.

- One thing you can do to help you summarize nonfiction is to ask 5W questions about the content of the text.
- The 5W (and how) questions can help you find the most important details of a text. It is a great strategy to use if you are reading a nonfiction text.
- To use this strategy, you simply ask the 5W questions in the text. You can use your answers to the 5W questions to help you summarize the text.
- Let's review what the 5W (and how) questions are:
 - Who - Who is this text about?
 - What - What key details are mentioned?
 - When - When did these events happen?
 - Where - Where do these events happen?
 - Why - Why did the author write this text?
 - How - How did the author organize the text?
- Once you answer these questions, you don't need to read the entire text. These questions will help you discover the most important details of the text.
- Let's look at the strategy card to learn more about how to ask and answer questions that will help us summarize nonfiction.

TEACH
1-2 min

Now it's your turn to practice on your own.

Teacher Notes:

- Ideally, students would be able to bring their own nonfiction text to use with the 5W strategy.
- If your students aren't reading a nonfiction text, you can use the text *Nellie Bly's* story.
- While students are reading and practicing the 5W strategy, talk with each student about how they are using the strategy on their thinking vs. listening to them read.
- If you choose to use the shared text and strategy lessons more concise and still use the 5W strategy, you might need to provide more time for this part of the lesson prior to coming to the strategy group. This way they are focusing on applying the strategy.

TACKLE
5-7 min

Discuss:

- Which of the 5W questions were you able to answer?
- Which question helped you understand the most about the text?

Link:

- Remember, you can ask and answer the 5W questions to help you summarize nonfiction.

TRANSFER
2-3 min

FOCUSED STUDENT PRACTICE

These passages and response pages are a great way for students to get focused practice on the specific skills included.

- Each passage is short, fun, and engaging to read.
- Includes a set of questions next to the text that will help students see how they can apply the focus skill to this specific text.
- Includes comprehension questions and a space for students to summarize the text.

Great way for students to practice and work towards mastery of key comprehension skills.

Name: _____ Date: _____

Comprehension Questions:

What are some of the negative effects of plastic?

According to the text, what does biodegradable mean?

What is Daniel Burd's solution to the problem of plastic?

Summarize the Text:

Use the details you jotted down on the previous page to write a short summary of the text.

Plastic for Breakfast?

In the U.S., we are using more plastic than ever before, and less than 10% of it gets recycled. "Single-use" plastics like soda bottles, yogurt cups, or grocery bags are not made to be reused. This means we dump millions of tons of plastic in the trash every year. So, what happens to it all? Sometimes, we litter the ground or oceans with plastic, hurting animals that get caught in it or try to eat it. Sometimes, we burn it, releasing chemicals into the air that are harmful to our bodies and the environment. Most of it ends up in landfills, where it breaks down into small particles called "microplastics" that pollute the air, water, and even our food. Yuck!

In Canada, a 17-year-old named Daniel Burd noticed how these single-use plastics were piling up. When he opened a closet in his home, a stash of grocery bags toppled onto him. He knew this was a problem. He also knew that, although it can take thousands of years, plastic is biodegradable. This means it can break down into natural substances. Daniel wondered if there was a way to make this happen faster. For the 2008 Canada-Wide Science Fair, he put this question to the test.

Microorganisms like bacteria biodegrade materials like wood or food scraps by digesting them and turning them into soil. So, Daniel took soil from a landfill, where bacteria might be working to biodegrade the plastics that had been thrown out. He mixed the soil with a solution that would help the microorganisms grow. Then, he ground the plastic bags into powder and added them to the mix. After many experiments, he found two types of bacteria that were hungry for plastic. Instead of thousands of years, sphingomonas and pseudomonas ate up 43% of the plastic in just six weeks!

Daniel won the science fair and a prize of \$10,000 Canadian dollars. More importantly, he may have made a giant step in solving the world's plastics problem. Although the Daniel's process needs to be tested further, he believes it can be used on a large scale to help us get rid of our pileup of plastics.

Text Structure Summary

Readers can use text structure to help summarize an informational text.

1. What is the text structure?

2. What is the topic (or main idea) of this text?

3. What are key details connected to the topic or main idea?

INCLUDES TEACHER GUIDE

Are you new to using strategy groups in your classroom? No worries! We got you!

This resource also includes a 2-page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for... your student... to know how... how to get st...
Here are some...

TEACHING GUIDE: Strategy Groups





What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers – book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
• Practicing reading strategies in small group can be much more engaging for students than independent practice.
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

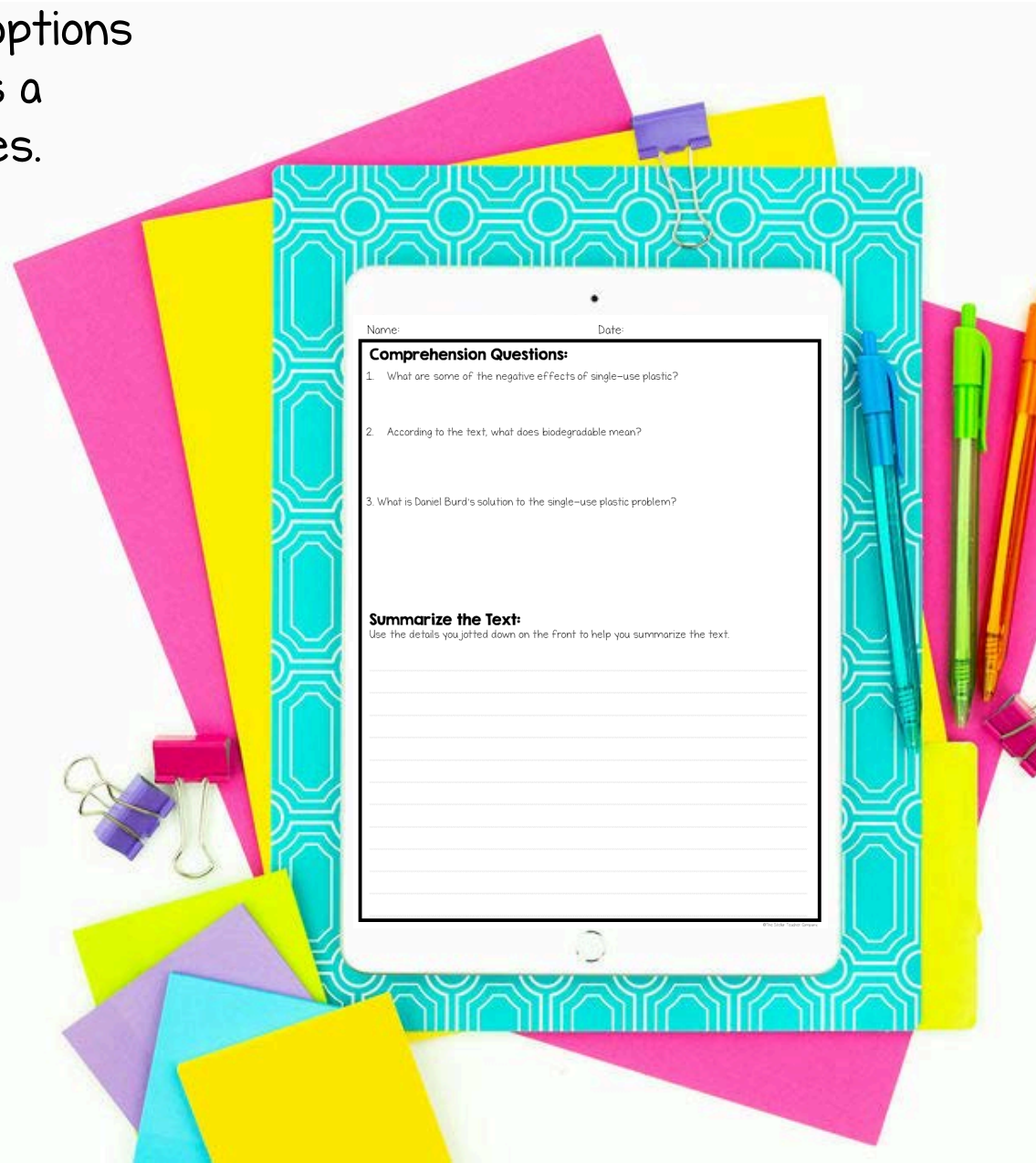
 Target	 Teach	 Tackle	 Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
	1-2 minutes	5-7 minutes	2-3 minutes

Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



A LOOK INSIDE...

*6 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #1

FOCUS: NF Summary Characteristics

Objective: Readers understand how to summarize nonfiction texts.

TARGET 1-2 min

- Today we are going to spend some time learning how to summarize nonfiction texts.
- When we know how to summarize a nonfiction text, we will be able to recall and retell the most important details of the text. This will help us understand and remember what we have read.

The Focus for Today is identifying the characteristics of a nonfiction summary.

- Whenever you want to write a summary for a nonfiction text, you want to make sure that you think about the characteristics of a nonfiction summary.
- First of all, let's remember that a summary is when the reader will recall the most important details of the text. You might share the main idea and a few key details, but you won't recall EVERY single thing you read - just the most important things.
- There are 6 things you want to keep in mind when you are summarizing.
 - Keep your summary short.
 - Be sure to state the main idea.
 - Only include important details.
 - Think about the author's purpose.
 - Your summary should mirror the structure of the text.
 - Your summary should be written in your own words.
- Let's look at the strategy card to learn more about how we can use the characteristics of a nonfiction summary to help us summarize what we read.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text, or if you prefer to have all students use the same text, you can use the text *Drawing Inspiration for Drawing Blood* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with students about how they are analyzing the strategy. Keep track of their progress.

TACKLE 5-7 min

Summarizing Nonfiction

Nonfiction Summary

Readers understand how to summarize nonfiction texts.

Six Characteristics of a Strong Nonfiction Summary

- Keep it short! Try to keep it around 4-5 sentences.
- Clearly state the main idea.
- Only include a few of the most important details.
- Make sure you consider the author's purpose.
- Your summary should mirror the structure of the text.
- Use your own words.

Summarizing Nonfiction

Nonfiction Summary

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Six Characteristics of a Strong Nonfiction Summary

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- Only include a few of the most important details.
- Make sure you consider the author's purpose.
- Your summary should mirror the structure of the text.
- Use your own words.

Drawing Inspiration for Drawing Blood

Everyone knows mosquitoes are a pain, right? From buzzing in your ear to causing itchy bites to spreading disease, mosquitoes cause a lot of problems. Throughout history, though, scientists have looked to nature for ways to solve problems. This time, mosquitoes have helped us find a solution to avoid pain. Thanks to mosquitoes, scientists are working on a new design for less painful medical needles.

Mosquitoes use their straw-like mouth, called a proboscis, to puncture our skin and suck up blood. Often when they do this, we don't feel it. There are several reasons why. For one thing, the tip of their proboscis is softer than the rest of it. That way, it does not push as hard as they search for a blood vessel. Unlike doctors' smooth needles, a mosquito's proboscis has jagged fibers like tiny saw teeth. It also vibrates slightly, easing its way in rather than jabbing. These fibers and the vibrations mean mosquitoes don't have to put as much pressure on our skin as a needle does. In fact, mosquitoes only use one third as much pressure as a needle to pierce the skin. On top of all that, mosquitoes give us a painkiller! Before drawing blood, they leave behind some saliva with special proteins that numb the area.

Mosquitoes are not just being nice. Most likely, they developed this low-pain bite to avoid getting swatted while they fill up on dinner. However, scientists at both Ohio State University and Kansai University in Japan are taking a hint from the mosquitoes. They are developing needles that have a soft tip, are eased instead of

Characteristics of a NF Summary

Readers understand how to summarize nonfiction texts.

- What is the main idea of the text?
- List out 2-4 key details.
- Why did the author write this text?

Name: _____ Date: _____

Comprehension Questions:

- Why are scientists studying mosquitoes to learn how to develop medical needles?
- Explain why we usually don't feel it when a mosquito bites us.
- What changes are scientist making to medical needles to make them less painful?

Summarize the Text:
Use the details you jotted down on the front to help you summarize the text.

STRATEGY LESSON #2

FOCUS: Asking 5W Questions

Objective: Students can ask and answer the 5W questions to help them summarize a nonfiction text.

TARGET 1-2 min

- Today we are going to spend some time practicing the 5W question strategy. This is one strategy that will help us summarize nonfiction texts.
- When we know how to summarize a nonfiction text, we will be able to recall and retell the most important details of the text. This will help us understand and remember what we have read.

The Focus for Today is asking and answering the 5W questions to help us summarize nonfiction text.

- One thing you can do to help you summarize nonfiction texts is to ask the 5W (and how) questions about the content of the text.
- The 5W (and how) questions can help you identify the most important details of the text. This is a great strategy to use if you are reading a biographical text or another nonfiction text about a person.
- Use this strategy, you simply ask the 5W (and how) questions and then look for the answers in the text. You can use your answers to help you write your summary.
- Let's review what the 5W (and how) questions are:
 - Who - Who is this text about?
 - What - What key details are mentioned? What events happened?
 - When - When did these events happen? When was this text written?
 - Where - Where do these events take place? What location is mentioned?
 - Why - Why did the author write this text?
 - How - How did the author organize the text?
- Once you answer these questions, you don't have to use ALL your answers in the summary, but these questions will help you discover the most important parts of the text.
- Let's look at the strategy card to learn more about how we can use the 5W question strategy to ask and answer questions that will help us summarize what we have read.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text, or if you prefer to have all students use the same text, you can use the text *Nellie Bly's Big Impact* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with students about how they are applying the strategy. Keep track of their progress.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE 5-7 min

DISCUSS

- Which of the 5W questions were you able to ask and answer by reading this text? Which question helped you understand the most important details in the text?

LINK

- Remember, you can ask and answer the 5W questions any time you are reading a nonfiction text. These questions will help you identify the most important details. You can use your answers to help you write a summary.

TRANSFER 2-3 min

Summarizing Nonfiction

5W Questions

Readers can ask and answer the 5W questions to help them summarize a nonfiction text.

Who? Who is the text mostly about?	What? What key details are mentioned? What events happened?
When? When did these events happen? When was the text written?	Where? Where do these events take place? What location is mentioned?
Why? Why did the author write this text? What is the purpose for this text?	How? How did the author organize the text?

Then you can use all your answers to help you write a summary.

Summarizing Nonfiction

5W Questions

Readers can ask and answer the 5W questions to help them summarize a nonfiction text.

Who? Who is the text mostly about?	What? What key details are mentioned? What events happened?
When? When did these events happen? When was the text written?	Where? Where do these events take place? What location is mentioned?
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Summarizing Nonfiction

5W Questions

Readers can ask and answer the 5W questions to help them summarize a nonfiction text.

Who? Who is the text mostly about?	What? What key details are mentioned? What events happened?
When? When did these events happen? When was the text written?	Where? Where do these events take place? What location is mentioned?
Why? Why did the author write this text? What is the purpose for this text?	How? How did the author organize the text?

Then you can use all your answers to help you write a summary.

Summarizing Nonfiction

5W Questions

Readers can ask and answer the 5W questions to help them summarize a nonfiction text.

Who? Who is the text mostly about?	What? What key details are mentioned? What events happened?
When? When did these events happen? When was the text written?	Where? Where do these events take place? What location is mentioned?
Why? Why did the author write this text? What is the purpose for this text?	How? How did the author organize the text?

Then you can use all your answers to help you write a summary.

Nellie Bly's Big Impact

Nellie Bly wanted to make a big impact. She set a record with her 72-day trip around the world. She was a reporter on the front lines of World War I and the movement for women's voting rights. She even invented a type of milk carton and stackable garbage bins. However, her newspaper articles about the New York City Lunatic Asylum may have been her most important work.

At age sixteen, Elizabeth Cochran took up the pen name Nellie Bly and became a journalist for the Pittsburgh Dispatch. As a woman, they limited her to writing about certain topics. Nellie wanted her impact to be bigger, so she worked in Mexico and then moved to New York City. In 1887, the staff of a newspaper called New York World asked her to check into an institute for mental health patients and write about it. Nellie agreed to go undercover.

She stayed in a boardinghouse, where she acted paranoid. The owner called the police and a judge and a doctor labeled her "insane." They sent her to an institute called the New York City Lunatic Asylum on Blackwell's Island. Nellie spent ten days there, taking notes about how she and the other patients were treated. She was not allowed to leave, so the New York World sent a lawyer to have her released. In October of 1887, the newspaper published six articles about her experiences. They gained national attention, and she later turned them into a book called "Ten Days in a Mad-House."

Just as she had hoped, Nellie's work had a huge impact. She wrote about the 1,600 patients who did not get the care they needed from the 16 doctors of the asylum. They were fed poorly, forced to take cold baths, and locked in small rooms. Many patients were diagnosed incorrectly for mental illness, especially those who did not speak English. After her articles exposed these problems, New York City officials immediately took action. Within months, they improved the conditions and meals of the asylum, hired translators, and replaced doctors and nurses that had treated patients poorly. Thanks to Nellie's writing, the way that people with mental health challenges were treated continued to improve for years.

By going undercover, Nellie had also started a reporting style called investigative journalism. Journalists began placing themselves in the situations they were reporting on so they could tell the story from experience, just like Nellie had.

Asking 5W Questions

Readers can ask and answer the 5W questions to help them summarize a nonfiction text.

- Who is this text about?
- What events happened?
- Where did these events happen?
- When did these events happen?
- Why did the author write this text?
- How is this text organized?

Name: _____ Date: _____

Comprehension Questions:

- How does the article describe investigative journalism?
- What actions did the city officials take after Nellie published her article?
- Nellie wanted to make a big impact with her reporting. Do you think she did? Why or why not?

Summarize the Text:
Use the details you jotted down on the front to help you summarize the text.

A LOOK INSIDE...

*6 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #3
FOCUS: TAMKO Strategy

Objective: Students can use the formula TAMKO to help them summarize nonfiction.

TARGET
1-2 min

- Today we are going to spend some time practicing the TAMKO strategy that will help us summarize nonfiction texts.
- When we know how to summarize a nonfiction text, we will be able to recall and retell the most important details of the text. This will help us understand and remember what we have read.

TEACH
1-2 min

The Focus for Today is using the TAMKO strategy to help you summarize a nonfiction text.

- This is one strategy you can use to summarize nonfiction texts.
- This strategy can be really helpful if you are unsure how to start your summary.
- Each letter of TAMKO reminds you of one element you should include in your summary.
 - T - state the text type
 - A - name the author (if you know it) and the verb that tells the authors action (their purpose for writing the text)
 - M - state the main idea
 - K - include 2-3 key details
 - O - organize your summary in a similar way to the text
- Let's look at the strategy card to learn more about how we can use this special formula to help us write nonfiction summaries.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text or if you prefer to have all students using the same text, you can use the text *Homes Above and Homes Below* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.

TACKLE
5-7 min

Summarizing Nonfiction
TAMKO

Readers can use the formula TAMKO to help them summarize nonfiction.

Your introductory sentence:

T Text Type
State the title and type of text.
In the book, "6th vs. Plastic".

A Author and Action
Name the author and a verb.
Sube Beer explains.

M Main Topic
State the main idea or text topic.
Are negative impact plastic has on the environment?

Rest of your summary:

K Key Details
Include 2-3 key details from the text.

O Organization
Make sure you organize your summary using the same text structure as the text.

Summarizing Nonfiction
TAMKO

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Make sure you organize your summary using the same text structure as the text.

Homes Above and Homes Below

TAMKO

Readers can use the formula TAMKO to help them summarize nonfiction.

Your introductory sentence:

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Are negative impact plastic has on the environment?

Rest of your summary:

K Key Details
Include 2-3 key details from the text.

O Organization
Make sure you organize your summary using the same text structure as the text.

Name: _____ Date: _____

Comprehension Questions:

- What are some of the similarities between dugouts and stilt houses?
- How is each type of house protected against heat?
- Which type of house would you want to live in? Use evidence from the text to explain why.

Summarize the Text:
Use the details you jotted down on the front to help you summarize the text.

STRATEGY LESSON #4
FOCUS: Text Structure Summary

Objective: Students can use text structure to help summarize an informational text.

TARGET
1-2 min

- Today we are going to spend some time practicing a strategy that will help us summarize nonfiction texts.
- When we know how to summarize a nonfiction text, we will be able to recall and retell the most important details of the text. This will help us understand and remember what we have read.

TEACH
1-2 min

The Focus for Today is using text structure to help you write a nonfiction summary.

- When you are thinking about writing a summary for a nonfiction text, you can use the text structure to help you organize your summary.
- You want to summarize the text in the same way the author writes it.
- For example:
 - If the author writes a compare and contrast text that shares similarities and differences between alligators and crocodiles, you want your summary to include both similarities and difference of those two animals.
 - Text structure can help us write our nonfiction summaries.
 - When you are writing your summary you want to think about it in three parts:
 - Introduction - state the main idea and hint at the text structure
 - Middle - share key details in the same organizational way the author did
 - Conclusion - share a concluding statement that restates the main idea
 - Let's look at the strategy card to learn more about how we can organize our summary in the same way the author organizes the text.

Now it's your turn to practice on your own.

Teacher Notes

- Ideally students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a nonfiction text or if you prefer to have all students using the same text, you can use the text *Plastic for Breakfast* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table all they are focusing on is applying the strategy.

Discuss

- What is the text structure for this text?
- What details connected to the text structure will you include in your summary?

Link

- Remember, you can summarize any nonfiction text. One strategy you can use to help you write your summary is to look at the text structure. You can write your summary with the same structure the author used to write the text.

TACKLE
5-7 min

TRANSFER
2-3 min

Summarizing Nonfiction
Text Structure Summary

Readers can use text structure to help summarize an informational text.

Introduction:

- State the main idea (topic of text).
(When you state the main idea, you should hint at the structure of the text.)

Middle:

- Share the details and information you learned in the same organizational structure the author used to write the text.
- Use some of the same key words/phrases
- Only share the most important details.

Conclusion:

- Share a concluding statement that includes the main idea and structure of the text.

Summarizing Nonfiction
Text Structure Summary

Readers can use text structure to help summarize an informational text.

Introduction:

- State the main idea (topic of text).
(When you state the main idea, you should hint at the structure of the text.)

Middle:

- Share the details and information you learned in the same organizational structure the author used to write the text.
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- Only share the most important details.

Conclusion:

- Share a concluding statement that includes the main idea and structure of the text.

Plastic for Breakfast?

In the US, we are using more plastic than ever before, and less than 10% of it gets recycled. "Single-use" plastics like soda bottles, yogurt cups, or grocery bags are not made to be reused. This means we dump millions of tons of plastic in the trash every year. So, what happens to it all? Sometimes, we litter the ground or oceans with plastic, hurting animals that get caught in it or try to eat it. Sometimes, we burn it, releasing chemicals into the air that are harmful to our bodies and the environment. Most of it ends up in landfills, where it breaks down into small particles called "microplastics" that pollute the air, water, and even our food. Yuck!

In Canada, a 17-year-old named Daniel Burd noticed how these single-use plastics were piling up. When he opened a closet in his home, a stash of grocery bags toppled onto him. He knew this was a problem. He also knew that, although it can take thousands of years, plastic is biodegradable. This means it can break down into natural substances. Daniel wondered if there was a way to make this happen faster. For the 2008 Canada-Wide Science Fair, he put this question to the test.

Microorganisms like bacteria biodegrade materials like wood or food scraps by digesting them and turning them into soil. So, Daniel took soil from a landfill, where bacteria might be working to biodegrade the plastics that had been thrown out. He mixed the soil with a solution that would help the microorganisms grow. Then, he ground the plastic bags into powder and added them to the mix. After many experiments, he found two types of bacteria that were hungry for plastic. Instead of "thousands of years," sphingomonas and pseudomonas ate up 43% of the plastic in just six weeks!

Daniel won the science fair and a prize of \$10,000 Canadian dollars. More importantly, he may have made a giant step in solving the world's plastics problem. Although the Daniel's process needs to be tested further, he believes it can be used on a large scale to help us get rid of our pileup of plastics.

Text Structure Summary

Readers can use text structure to help summarize an informational text.

1. What is the text structure?

2. What is the topic (or main idea) of this text?

3. What are key details connected to the topic or main idea?

Name: _____ Date: _____

Comprehension Questions:

- What are some of the negative effects of single-use plastic?
- According to the text, what does biodegradable mean?
- What is Daniel Burd's solution to the single-use plastic problem?

Summarize the Text:
Use the details you jotted down on the front to help you summarize the text.



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