

Summary Chart

Before Reading

1. Tell students that it is important that they are able to remember and tell about the most important parts of a passage. It is important that they are able to remember the important parts of a passage in the order in which they happen. This skill helps them understand and remember what they have read. Remembering the most important parts of a passage from the beginning, middle, and end in the order in which they happen is called a summary.
2. Remind the students of a recent passage that they all know. Or you may read a short passage to the class. Make a transparency of the graphic organizer. Tell the students that they are going to help you fill in the important parts from the passage and write a summary.
3. Have the students help you put information from the passage in the boxes on the graphic organizer. Then put these important parts together to form a summary. Write the summary in the bottom box on the graphic organizer.
4. Tell the students that they will be listening to or reading a passage and looking for the important parts from the beginning, middle, and end in the order in which they happen to write a summary.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for important parts of the passage.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Summary Chart** - Have students complete the “Summary Chart” graphic organizer.
2. Have the students share their results with the rest of the class.

Summary Chart

Name _____ Date _____

Passage: _____

Write important parts from the passage in the boxes. Then write a summary.

Important Part -
Beginning

Important Part -
Middle

Important Part -
Middle

Important Part -
End

Summary

Question and Answer Frames

Before Reading

1. Tell students that teachers think of questions to ask students about passages. Students can do the same thing. They can think of questions about passages to ask each other. These questions and answers can help readers review and share what they know about a passage.

2. Tell students that there are different kinds of questions. Some questions ask for details from a passage. Other questions are more difficult because they require the reader to think more deeply. The answer cannot just be found by looking for the answer in the passage. The reader needs to compare and contrast information from the passage or think about how something affects something else or think about what could happen next.

3. Make a transparency of the graphic organizer. Put it on the overhead machine. Tell the students that the graphic organizer has the beginnings of questions to help them make questions of their own from the passage. Pick a short passage to read to the class. Tell them to be thinking of questions that they could ask as they listen to the passage.

4. Read the passage to the students. Have them help you write questions about the passage and the answers. Some possible questions include:

- What kind of passage is it?
- What is the main idea of the passage?
- Tell the main idea of the passage and list three details that support the main idea.
- Why did the author write the passage?
- Tell how two things are alike and different from the passage.
- Pick two words from the passage that you do not know and figure out what they mean from the passage.
- Pick a diagram or chart from the passage. Explain what it shows.
- List three facts and three opinions from the passage.

5. Tell the students that they will be listening to or reading a passage and looking for questions to write and their answers.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for things that happen and why they happen. They will be looking for questions to write and their answers.

2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Question and Answer Frames** - Have students complete the “Question and Answer Frames” graphic organizer.

2. Have the students share their results with the rest of the class. You may want to make a transparency of the graphic organizer and write the examples students give from the passage for all to see.

Question and Answer Frames

Name _____ Date _____

Passage: _____

Use the beginnings of questions to write questions about the passage. Write the answers in the spaces provided.

Question: What kind of passage _____ ?

Answer:

Question: What is the main idea of _____ ?

Answer:

Question: What is the main idea _____ ?

Answer:

Question: What are three details of _____ ?

Answer:

Question: What is the difference between _____ and _____ ?

Answer:

Question: Why did the author _____ ?

Answer:

Question: What do these two words _____ ?

Answer:

Question: What does this diagram or chart _____ ?

Answer:

Question: What are three facts and opinions _____ ?

Answer:

Most Important Part

Before Reading

1. Readers need to be able to tell what the most important part of a passage is after reading it or listening to it. The most important part of a nonfiction passage could be a part from the beginning, middle, or end of the passage.
2. Tell students that you are going to read a passage out loud to them. They are to listen for what they think is the most important part. Tell the students that they need to be able to tell why they think it is the most important part of the passage.
3. Make a transparency of the graphic organizer. Put it on the overhead machine. Tell the students that they will help you complete the graphic organizer telling the most important part of the passage.
4. Read the passage to the students. Have them help you write information about the most important part of the passage. Record the information on the graphic organizer.
5. Tell the students that they will be listening to or reading a passage to look for the most important part of the passage.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read them out loud to each other. They are to be listening for or looking for the most important part of the passage.
2. You may want to have the students write information down as they find some. They may write the information on paper or a marker board.

After Reading

1. **Most Important Part** - Have students complete the “Most Important Part” graphic organizer.
2. Have the students share their results with the rest of the class. You may want to make a transparency of the graphic organizer and write the examples students give from the passage for all to see.

Most Important Part

Name _____ Date _____

Passage: _____

Listen to or read the passage. Make a picture or write about the most important part of the passage.



Think – Pair - Share

Before Reading

1. Tell the students that it is important to be able to work independently. It is also important to be able to work with other people. Problems can be solved and questions can be answered with the help of other people.
2. Tell students that you are going to read a passage out loud to them. Then you are going to ask a question about the passage. They are to think for a bit about the answer to the question. Then you are going to put them with another student. The two students will work together to answer the question. Then the students will share their answer with the rest of the class.
3. Read the passage to the students. Ask them a question about the story. Here are a few examples:
 - What kind of passage is it?
 - What is the main idea of the passage?
 - What are three details that support the main idea of the passage?
 - Why did the author write the passage?
 - How are two things alike and different in the passage?
 - What are two words from the passage that you do not know and what do they mean?
 - Pick a diagram or chart from the passage. Explain what it shows.
 - What are three facts and three opinions from the passage?

Have the students think about their answer by themselves. Then put the students in pairs. Have the two students compare their answers and come up with an answer together. Then have the pairs share their answers with the rest of the class.

4. Tell the students that they will be listening to or reading a passage to think about the answer to a question alone and then in a pair.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read them out loud to each other. Ask a question about the passage. Have the students think about the answer alone and then in a pair.
2. You may want to have the students write information down as they find some. They may write the information on paper or a marker board.

After Reading

1. **Think – Pair - Share** - Have students complete the graphic organizer.
2. Have the students Have the students share their results with the rest of the class.

Think – Pair - Share

Name _____ Date _____

Passage: _____

Listen to or read the passage. Listen to the question given by the teacher. Think about the answer alone. Record this answer. Then work with another student to come up with an answer. Share this answer with the class.

Write the question:

--

My answer to the question:

--

My partner's name:

--

Our discussion and notes of the question:

--

Our answer to the question:

--

Captions

Before Reading

1. Tell students that many nonfiction passages contain pictures and illustrations. Many of these have sentences that tell what is in the picture or illustration or what they are about. These sentences are called captions. The pictures and illustrations along with captions can give important information that is not included in the regular text of the passage. It is important that readers pay attention to the pictures and captions.
2. Make several transparencies of pictures or illustrations from nonfiction passages that include captions. Show these to the students and point out the captions. Read the caption out loud to the students. Point out the importance of the picture and accompanying caption to the passage.
3. Make a transparency of the graphic organizer. Tell the students that they are going to help you provide information from the passage on the graphic organizer.
4. Have the students help you put information from the passage in the boxes on the graphic organizer.
5. Tell the students that they will be listening to or reading a passage and looking for pictures or illustrations with captions.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for pictures or illustrations with captions.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **Captions** - Have students complete the “Captions” graphic organizer.
2. Have the students share their results with the rest of the class.

Captions

Name _____ Date _____

Passage _____

Look for pictures or illustrations from the passage. Pick two and draw each in the boxes below. Then write a new caption for each picture or illustration.

Picture or Illustration from the Passage

Old Caption:

New Caption:

Picture or Illustration from the Passage

Old Caption:

New Caption:

New Pictures with Captions

Before Reading

1. Tell students that many nonfiction passages contain pictures and illustrations. Many of these have sentences that tell what is in the picture or illustration or what they are about. These sentences are called captions. The pictures and illustrations along with captions can give important information that is not included in the regular text of the passage. It is important that readers pay attention to the pictures and captions.
2. Make several transparencies of pictures or illustrations from nonfiction passages that include captions. Show these to the students and point out the captions. Read the caption out loud to the students. Point out the importance of the picture and accompanying caption to the passage.
3. Make a transparency of the graphic organizer. Tell the students that they are going to help you provide a new picture or illustration to show information that is not already shown in a picture or illustration. This will be shown on the graphic organizer.
4. Have the students help you put information from the passage in the boxes on the graphic organizer.
5. Tell the students that they will be listening to or reading a passage and looking for information that can be made into new pictures or illustrations with captions for the passage.

During Reading

1. Read the passage out loud to the students or have the students read the passage themselves. You may pair the students and have them read it out loud to each other. They are to be listening for or looking for information that can be made into new pictures or illustrations with captions from the passage.
2. You may want to have the students write them down as they find them. They may write them on paper or a marker board.

After Reading

1. **New Pictures with Captions** - Have students complete the “New Pictures with Captions” graphic organizer.
2. Have the students share their results with the rest of the class.

New Pictures with Captions

Name _____

Date _____

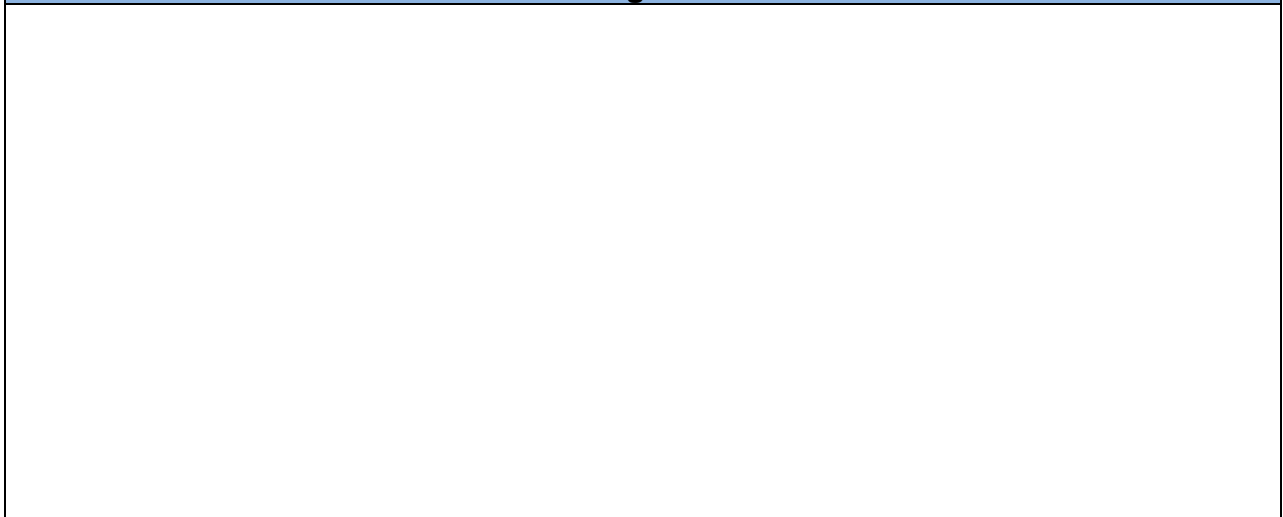
Passage _____

Look for information from the passage that can be shown in a picture or illustration that is not already shown. Pick two pieces of information and draw each in the boxes below. Then write a new caption for each picture or illustration.

New Picture or Illustration for the Passage

**New Caption:**

New Picture or Illustration for the Passage

**New Caption:**