

Determining Importance & Summarizing – Anchor Lesson Plan

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Teacher actions are bolded. Teacher script is unbolded.

Objective	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> - Define the strategy of determining importance and summarizing - Practice determining important information to include on a lost dog poster
Opening	<p>Students should be situated at their assigned carpet seating.</p> <p>Present students with a picture of a dog and a list, written on chart paper, describing the dog's qualities.</p>
Introduction to New Material	<p>Say: This is a picture of my friend's dog Sonny. My friend and I need your help. Sonny is lost. We need to make a lost dog poster that we can put on the mailboxes in my friend's neighborhood to let everyone know that we are looking for Sonny. To help us make the poster, my friend made a long list of all the things she could think of about Sonny.</p> <p>Let's read the list, so that we can learn about Sonny.</p> <p>Read the list together.</p> <p>Say: There is a lot of information on this list. I don't think all of it will fit on a poster. It would also be hard for someone reading our poster to remember so much information. What information is most important for people to know about Sonny so that they can help us find her? Let's read the list one more time - and this time, let's think about what information is important to include on a lost dog poster. We can put a check mark beside the ideas we think are important.</p> <p>Reread the list and stop after each bullet.</p> <p>Say: "Four years old." Sonny is a little dog. Little dogs always look young to me even if they are ten years old. I don't think that it's important for anyone to know how old Sonny is. That information isn't going to help someone find her. I'm not going to put a check mark beside that idea.</p> <p>Continue modeling your thinking for two or three more bullets. Explicitly clarify which information is important and why you think it is important. Explain that some information might be interesting but is not important to include on the lost dog poster.</p>

Guided Practice	<p>Read the next bullet.</p> <p>Say: What do you think? Is this information important to include on the lost dog poster? Why or why not? Think-turn-talk.</p> <p>Continue reading the list, stopping to Think-Turn-Talk after each bullet. Place a check mark beside information that the group agrees is important to include on the lost dog poster.</p> <p>Say: Now let's read the ideas that we have put a check mark beside. Remember, we want to include only the important information that will help people find Sonny.</p> <p>Reread bullets with check marks beside them.</p> <p>Say: Are all of the ideas we checked important? Show me thumbs up if you agree, or thumbs down if you think we included information that is not important.</p> <p>If there is disagreement, take time to discuss and evaluate the information selected. Come to a consensus as a class before moving on.</p> <p>Say: Let me copy these important ideas onto this poster with the picture of Sonny on it. This is like a summary about Sonny. We know lots of details about Sonny, but only these important ideas will be recorded on our poster. Is there any other information you think is important that we should include on the poster?</p> <p>if students identify other important information that should be included on the poster (e.g., a phone number), have them explain to the class why the information is important to include.</p>
Closing	<p>Say: When we read, authors give us lots of information – too much for us to remember. Good readers determine what information is important to know and remember, just like we did when making this lost dog poster. When we put those important ideas together in our own words, then we are summarizing.</p>
Follow-up	<p>When discussing summarization, if students need support, refer to the lost dog poster to help them remember what the strategy is about.</p>