

THEME:	Global Water Awareness and Active Citizenship
SCOPE & SEQUENCE UNIT:	Non-fiction reading – shapes summary structure
OBJECTIVE:	Non-fiction research strategy and organizer
ACTIVITY:	Introduction to ‘shapes summary structure organizer’ – review of non-fiction articles

Notes:	In-class activity
Time:	60 minutes (2-3 sessions)

Skills:

- ◆ Critical and creative thinking
- ◆ Global, Local and Cross Cultural Understanding
- ◆ Ecological literacy
- ◆ Reading, writing and oral language

Objectives:

- ◆ Students experience using a graphic organizer/shapes summary structure to guide their reading and research of non-fiction material.

Background Information:

The lesson introduces students to a graphic organizer/shapes summary structure to use while researching and reading non-fiction print material.

Vocabulary:

Dependent upon content in research articles.

Materials:

Graphic Organizer/Shape Summary Structure

Pre-copied articles from: One Well, WATER, Saving Water (see resources list below).

Teacher article to read aloud and demonstrate use of summary structure

Student Exit passes

Computer and projector to project organizer or overhead projector

Teaching/Learning Sequence:

DRAW Triangle, Square and Circle on the board. ASK class ‘How do they think they can use these three shapes to guide their reading of articles?’

THINK/PAIR/SHARE guesses and/or predictions on how we will ‘magically’ make summarizing our reading and research easier using these shapes.

ON OVERHEAD or projected from computer: Summary Shapes Organizer.

EXPLAIN how to use shapes and organizer:

Triangle (most important point of the article – highlight top point of triangle with a *)

Square (4 important facts or details from the article – draw a * at each corner of square)

Circle (the ideas(s) that keep going around and around in my head after reading the article)

OPTION pre-made flip chart of summary shapes to hang in classroom as reminder of what each shape requires.

READ aloud a short, pre-selected non-fiction article about global water access or water shortage.

MODEL how to complete summary structure as a whole group. Demo completion and think out loud after reading the article

EXPLAIN to class we will be working the next few days on reading a minimum of 3 non-fiction articles related to global water awareness. For each article read, a shapes summary structure must be completed.

SHOW class pre-prepared articles taken from books in resource section below. 8-10 pre-selected and photocopied articles. Briefly preview the articles to whole class. Some students, teacher pre-selects article(s) based on assessed reading and comprehension level(s).

TASK students select their first article to read and review.

ENCOURAGE students to read as much as possible as it will help them with the culminating project. The more they read, the better. They need to position themselves as experts related to Global Water Awareness.

OPTION: students work in groups of 2 for first article. Each student reads article independently and then each student completes organizer working together to identify most important point of article and 4 supporting or important details.

Reflection Discussion:

EXEMPLAR from class. Read class a sample of work completed this afternoon.

MINI ASSESSMENT: Student EXIT PASS

Students fill out on pre-made mini sheet. Select one of the exit passes to use during this lesson. Option: Oral reporting by students.

SPECIAL NOTE: At the beginning of the 2nd or 3rd session, insert 'THIEVES' reading strategy lesson as a supporting strategy for reading non-fiction and completing research.

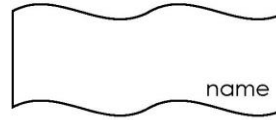
Student Page:

Summary Structure

Resources:

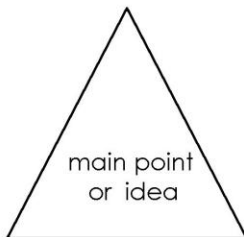
Caren Cameron: Practical Ideas to Spark up the Year
One Well: The Story of Water On Earth (Rochelle Strauss)
Improving our Environment: Saving Water (Jen Green)
DK Eyewitness Water (John Woodward)
Nonfiction Reading Power (Adrienne Gear)

SUMMARY STRUCTURE



Title: _____

Question: _____





✓ _____

✓ _____

✓ _____

✓ _____