

Lesson Skill: Summarizing points in nonfiction

Strand Reading — Nonfiction

SOL 3.6

4.6

5.6

Materials

- Several newspaper stories
- One newspaper article copied for both teacher and students
- Available technology
- Nonfiction texts
- Notebook paper

Lesson

1. Review the elements of nonfiction with students.
2. Display articles from a newspaper, and ask students to write down as many headlines as they can and look for patterns as to how they are written. There are a number of Web sites that can be used for examples of headlines.
3. *Summary* is a brief presentation of the main points. Discuss how headlines are a type of summary—each is four to six words and answers the questions “who” and “what.” Distribute copies of the same newspaper article to students. Have them skim their copy of the article while the teacher orally skims it. After skimming the article, cross out sentences that are unnecessary or redundant, and have students do the same on their copies. Explain that crossing out the information will help students pull out the most important information. Mark key words and phrases while students do the same on their copies. As a class, formulate a written summary.
4. *Headline* is a heading in a newspaper. Distribute nonfiction texts, and explain to students that they are going to read the text and write a “headline summary” for each section in the text. Students need to fold their notebook paper vertically so that two columns are created. Begin by reading the first section of the text and creating a “headline summary” about the section using the same steps as used above. Write the section subtitle on the left side of the notebook paper, and write the summary that corresponds to that section on the right side of the paper. Continue as a class with teacher modeling through the next few sections of the text. In pairs, have students complete three to four selections toward the end of the text then discuss as a class.
5. *Summary*—Review the definition of a summary, the steps used to create summaries in nonfiction texts, and the value of summarizing to better understand what is read. Query students to be sure that they understand that a headline can be a type of summary.

Strategies for Differentiation

- Use a graphic organizer to prompt students about key words and ideas (who, what, when, where).

- Use children’s magazines or newspapers as sources.
- Follow-up activity—match short passages to headlines.
- Provide students prompts to help them to write summaries.
- Use text-to-speech programs to support reading.
- Orally summarize with partner before writing.