

Summarizing Lesson Plan

Teacher: *Deb Tingelhoff*

School: *SEEDS*

Class: Family Consumer Science

Date of lesson: 11-13-06

Standard/Benchmark addressed by this lesson:

PEER COLLABORATION:

Did you collaborate with a partner to plan this lesson? Yes No

Check Summary Frame used in lesson by students:

<u>Definition</u>	<u>Sequence/ Time Order</u>	<u>Comparison</u>	<u>Cause/Effect</u>	<u>Problem Solution</u>
<u>x</u>				

Lesson Introduction: (State what students will be learning and how this strategy will help them better understand the content) We have been discussing problems working mothers face a daily basis. I want to share this article with you. This article is about some of the extra benefits many companies are extending to their workers to provide assistance in this area.

We know non-fiction writers organize information in ways called text structure patterns. Information that you read in textbooks, magazines, on-line and in other reference materials is often structured in one of five ways. The author may **compare and contrast** information, present information in a **sequence** of steps, put forth a **problem** and offer **solutions**, provide a **detailed description**, or explain the **cause and effect** of an event. Knowing how the text is structured helps you organize your thinking as you read so that you can better understand, remember and summarize.

Provide a brief description of how you will teach the lesson:

1. What are the signal words you are sharing with students?

Some of the signal words we might look for are (for example, characteristics are, is, involves, can be, defined, an example, for instance, in fact, also, contain, make-up)

2. What is the print resource (article, text book, passage from non-fiction book, magazine article, EBSCO article, etc)I will be using to model?

“Workers Redefine Best Perk” Ruth Sheehan, *The News & Observer*, Raleigh, NC. **Attach copy**

3. Which summary frame will you use? Definition Summary Frame and Definition Summary Paragraph

Student Practice and Application Activities: (describe the activity and what is said to students as they begin their practices) Another article that relates to the topic.

Modifications/Extensions: (Modify for special needs students, Extensions for TAG students) First lesson, this lesson will determine modifications and extensions for future work.

Teacher Reflection:

✘ What worked well?

✘ What did not work well?

✘ What modification would you make to future lessons?

✘ What will be the focus of your next summarizing lesson?

Remember to bring 3 photo copies of student work samples to SEEDS.