

## Lesson 9: Writing a Summary: "Fight to Survive!"



### CCS Standards

- **RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



### Daily Learning Target

- I can write a summary of "Fight to Survive!" including the main idea and supporting details. (RI.4.2)

### Ongoing Assessment

- Summary of "Fight to Survive!" (RI.4.2)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Reading Aloud: Pages 77–78 of *Venom* (5 minutes)

#### 2. Work Time

- A. Group Writing: Summary of Pages 77–78 of *Venom* (20 minutes)
- B. Independent Writing: Summary of "Fight to Survive!" (20 minutes)

#### 3. Closing and Assessment

- A. Peer Feedback (10 minutes)

#### 4. Homework

- A. Use the Summary Writing organizer in the homework resources for this unit to write a summary of your research reading.
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students listen to new pages of *Venom* read aloud. The class works together to identify the main idea and the supporting details before orally paraphrasing and writing a

written summary of the text. They then apply this whole group practice to write a summary of the “Fight to Survive!” text (RI.4.2).

- For an extension, students could interpret another visual element (i.e., graph, chart, interactive feature on a web page) from an unfamiliar text.
- In this lesson, the habit of character focus is working to become effective learners. The characteristics they are reminded of in this lesson are persevere and collaboration as students write a summary of “Fight to Survive!”.

### **How it builds on previous work:**

- Students continue to identify the main idea and supporting details and to orally paraphrase the text, as they have done previously in this unit (RI.4.2 and SL.4.2). Talking through their thinking, or orally paraphrasing it, will support students in writing summaries in this lesson.
- The research reading students complete for homework helps to build both their vocabulary and knowledge pertaining to animals and specifically animal defense mechanisms. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help to describe and make sense of it.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads *Venom* aloud in Opening B.
- Continue to use Goals 1 and 2 Conversation Cues to promote productive and equitable conversation.

### **Areas where students may need additional support:**

- Students may need support writing a summary. They may be able to formulate the summary orally but require help putting it into writing.

### **Assessment Guidance:**

- Collect students’ summaries from Work Time B to review in preparation for the End of Unit 1 Assessment in Lesson 10. If students do not seem prepared for the assessment, consider adding another day after this lesson for additional practice.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students’ small group discussions in Closing and Assessment A. See Module 1 Appendix.

### **Down the road:**

- In Lesson 10, students will complete an End of Unit 1 Assessment, during which they will be required to summarize a new text.

### **In advance:**

- Strategically pair students for Work Time B—for example, a more able reader with a struggling reader—in order for students to support each other.

- Identify some additional texts that contain visuals (i.e., a text with a graph, or a web page with an interactive feature) for students who require an extension activity.
- Post: Learning targets.

### Technology & Multimedia

- Opening B: Consider projecting the *Venom* pages using technology such as a document camera so that students can read along as you read the text aloud and can clearly see the diagram on Page 44.
- Work Time B: Consider using a text-to-speech reader such as Natural Reader (<https://www.naturalreaders.com>) for students to hear the “Fight to Survive!” text read aloud as many times as they require.
- Work Time B: Consider creating a Google Doc for the “Fight to Survive!” text so that students can use web browser readers such as SpeakIt! for Google Chrome (<https://chrome.google.com/webstore/detail/chrome-speak/diagnfimeecdcecpnkjgbnlelclcpj>) or the Safari reader to hear the text read aloud and also to annotate the gist online using the comments feature.
- Work Time B: Consider inviting students to use a word processor to record their responses to the questions on the Summary Writing organizer. This would allow quick revision based on peer feedback during Closing and Assessment A.
- Work Time B: Students complete their summaries in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>).

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.C.10, 4.II.B.5

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to group write a summary. Group writing exposes students to how other writers adjust their language to more clearly express their thoughts.
- ELLs may find it challenging to summarize. They must address the cognitive requirements of synthesizing and condensing information, while at the same time creating original language to express their summary. Verbalizing the summary before writing will serve ELLs well. One fun and effective activity is to allow ELLs to take turns verbalizing their summary in 1 minute or less in pairs before they write. Have students report back. Correct egregious language errors that interfere with comprehensibility and make sure students are only talking about main ideas. Orally rephrase their summaries as you go to serve as an implicit model. Consider group-writing the class summary on the board to serve as reinforcement. Then invite students, in pairs, to summarize the paragraphs in 30 seconds or less. Repeat the feedback process and then, in pairs, summarize again in 15 seconds or less.

### Levels of support

*For lighter support:*

- Invite students to identify sentences in their summary that could be expanded by adding important details, such as adverbs (e.g., quickly camouflage) or adverbial phrases that explain why animal defense mechanisms are useful (e.g. camouflage to hide from predators.)

*For heavier support:*

- Tell students: “We will do a lot of work with our partners today. Remember to tell your partner things you like about their work. Also ask them questions about things you don’t understand about their work.”
- Electronically copy the teacher’s reference version of the *Venom* summary into a separate document. Separate each sentence and make physical copies, cutting them into strips with one sentence per strip. Give a set of strips to each small group of students and ask them to reassemble the strips into a complete summary.
- Encourage ELLs to verbally summarize “Fight to Survive!” in 15 seconds or less for someone outside of class. They should record their summary if possible.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In order to facilitate effective learning during this lesson, ensure that all students have access to the directions in each activity, and feel comfortable with the expectations. Vary the ways in which you convey expectations for each activity or task. Consider engaging in a clarifying discussion about the directions, or creating an outline of the steps for each activity.
- **Multiple Means of Action & Expression (MMAE):** Students who need support organizing and expressing their ideas will benefit from additional practice orally paraphrasing and using that paraphrase to write a summary. Meet with these students to model this skill and have them try it with partners before the lessons. One partner can paraphrase a short portion of an independent reading book, and the other partner can write a summary based on this paraphrase. Have partners give each other feedback and then switch roles.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from the previous lessons in this unit. This supports students in understanding the value and relevance of the activities in this lesson. Provide support for students who may need additional guidance in peer interactions and collaboration.

### Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary used in writing

- summary (L)

## Materials

- ✓ Equity sticks
- ✓ Pages 77–78 of *Venom* (one to display)
- ✓ Criteria of an Effective Summary anchor chart (begun in Module 1)
- ✓ Summary: *Venom*, Pages 77–78 (for teacher reference)
- ✓ “Fight to Survive!” (from Lesson 7; one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (from Module 1)
- ✓ Summary Writing organizer (one per student and one to display)
- ✓ Summary Writing organizer: “Fight to Survive!” (answers, for teacher reference)

## Opening

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### A. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and ask for volunteers to read them aloud:
 

*“I can write a summary of “Fight to Survive! including the main idea and supporting details.”*
- Underline the word *summary* in the first target and ask students to discuss with an elbow partner. Use **equity sticks** to select students to share out:
 

*“What is a summary?” (a brief outline of a text that explains the main points an author is trying to make)*
- Record any new vocabulary on the Academic Word Wall.

### Meeting Students’ Needs

- For students who may need additional support with comprehension: Give visual learners and students who need support attending to a discussion the opportunity to draw or sketch definitions for key terms in learning targets, such as *summary*, *meanings*, *unfamiliar*, *affixes*, and *roots*. (MMR)
- For ELLs: Ask: “Have you seen a summary before? Where?” (e.g., on the back of a book, in class) “Why do we summarize?”

## Opening

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### B. Reading Aloud: Pages 77–78 of *Venom* (5 minutes)

- Display **pages 77–78 of *Venom***. Read these pages aloud as students follow along, reading silently in their heads.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: As a pre-reading strategy, show students the headings, pictures, and captions on pages 77–78. Ask: “What do you think this section is mostly about?” (MMR)

## Work Time

### A. Group Writing: Summary of Pages 77–78 of *Venom* (20 minutes)

- Focus students on the diagram on page 77 of *Venom*.
- Ask them to discuss with an elbow partner, then use equity sticks to select students to share out:
 

*“What does this diagram tell you?” (It points out the stinging tentacles and the buds on the hydra.)*
- Ask students to discuss with an elbow partner, then cold call students to share their responses:
 

*“How does this diagram help you to better understand the text?” (The text describes the hydra’s stinging tentacles and explains how the hydra can produce buds without a male required, and the diagram shows what this looks like by pointing out those features.)*

*“What do you know about the hydra from the diagram that you wouldn’t know from the text?” (Example: The stinging tentacles are on top, or The hydra is green, or The buds look like little bumps.)*
- Ask the following questions and invite students to consider the text and look at the diagram:
 

*“Where are the stinging tentacles located on the hydra? How do you know?” (On the top of the plant. I know because they are labeled on the diagram.)*

*“Where do the buds grow on the hydra? How do you know?” (On the stem or on its sides. I know because they are labeled on the diagram and it says so in the text.)*
- Ask students to discuss with an elbow partner, then cold call students to share their answers:
 

*“What was the main idea or main ideas of the pages we just read aloud from *Venom*?” (Examples: 1) Sea anemones are animals that can sting predators, including people. 2) Some animals are safe from the sting of the anemone because they have special coverings or coats that protect them.)*
- Ask students to discuss with an elbow partner, then select volunteers to share their responses:
 

*“What supporting details did you hear to support the main idea?” (Examples: 1) “These strange relatives of coral look like flowers, but they are animals—and can sting.” 2) “Clownfishes and their relatives live in the anemones, feeding on algae and plankton. These fish have a thick coating of mucus that makes them immune to the anemones’ stings.” 3) “Another critter that doesn’t fear sea anemones is the hermit crab.”)*
- Invite students to use the main idea and supporting details to orally paraphrase the text with an elbow partner. Ask for volunteers to share their oral paraphrasing with the whole group.
- Invite volunteers to help you read aloud each criterion on the **Criteria of an Effective Summary anchor chart**.
- Invite students to help you write a summary of pages 77–78 of *Venom* using these criteria. See the **Summary: *Venom*, Pages 77–78 (for teacher reference)** for guidance.

### Meeting Students’ Needs

- For students who may need additional support with reading: Consider providing an individual copy of pages 77–78 of *Venom* with important words or sections of the diagram pre-highlighted to help students locate where to read for answers to the questions.

- For students who may need additional support with decoding: Consider highlighting and writing in the pronunciation of difficult scientific words.
- For ELLs: Repeat and rephrase your questions. Example:  
*“What do you know about the hydra from the diagram that you wouldn’t know from the text?”*  
*“What does the diagram tell us? What does the text tell us? How are they different?”*
- For ELLs: Jot notes on the board as you discuss the text and diagram to help students process the volume of language being exchanged.
- For ELLs: To check comprehension, state one supporting detail. Ask: “Is this a main idea or a supporting detail?” (Supporting detail.) “Which main idea does it support?”
- For ELLs: Help students prepare for the end of unit assessment and using a dictionary by practicing with this selected response item:
- Read the sentence from the passage and then choose the best dictionary definition for the word in bold.  
*Clownfishes and their **relatives** live in the anemones, feeding on algae and plankton.*  
**What does the word relatives mean as it is used in this passage?**
  - relative *adjective* \relatɪv\ considered in relation or proportion to something else
  - relative *adjective* \relatɪv\ having the same key signature
  - relative *noun* \relatɪv\ a person connected by blood or marriage
  - relative *noun* \relatɪv\ a species related to another by common origin
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from the text: “These fish have a thick coat of thick coating of mucus that makes them immune to the anemones’ stings. Write and display student responses next to the chunks. Examples:
  - “Place your finger on the sentence: These fish have a thick coating of mucus (that makes them immune to the anemones’ stings.
  - “What does *These* mean? Clownfish? Anemones?”
  - “What is *mucus*? Where do you have mucus?”
  - “What is a *thick coating*? How do you cover the walls with a thick coating of paint?”
  - “Why do clownfish have a thick coating of mucus?”

## Work Time

### B. Independent Writing: Summary of “Fight to Survive!” (20 minutes)

- Invite students to take out “**Fight to Survive!**”
- Pair students up. Focus students on the **Working to Become Effective Learners anchor chart**, specifically persevere and collaboration. Remind students they will need to persevere as they write a summary, and will need to collaborate as they work.
- Ask pairs to reread the text together by whisper reading.
- Display and distribute the **Summary Writing organizer**.

- Invite students to read along silently in their heads as you read the questions aloud.
- Ask pairs to discuss their ideas before they record them on the organizer.
- Circulate to support students as they answer the questions and write their summary.
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.

### Meeting Students' Needs

- For students who may need additional support with organizing ideas for written expression: Consider adding writing lines and sentence frames to the Summary Writing organizer. For example, you may write, "The main idea of "Fight to Survive!" is ..." in the first box and "In the \_\_\_\_ paragraph, the text says ..." in box two. Some students may also benefit from having the first key detail provided as an example, citing the second key detail on their own. (MMAE)
- For ELLs: Emphasize the following, displaying the points:
  1. A summary talks only about main ideas.
  2. You have to use your own words in a summary. You can't copy the text.

## Closing and Assessment

### A. Peer Feedback (10 minutes)

- Refocus whole group.
- Ask students to find a new partner and move to sit with him or her.
- Tell students they are going to read their summaries to their partners and provide feedback. Post the following process and invite students to help you read it aloud:
  1. Number yourselves #1 and #2.
  2. #1 reads summary to #2.
  3. #2 reads criteria on Criteria of an Effective Summary anchor chart.
  4. #2 provides one star and one step based on the criteria. "I see you included ..." "Could you include ...?"
  5. Repeat with #2 reading summary and #1 providing feedback.
  6. Revise summary based on feedback.
- Circulate to support students in providing feedback and revising their summaries. Refer to the **Summary Writing organizer: "Fight to Survive!" (answers, for teacher reference)**.
- Use a checking for understanding protocol (for example Red Light, Green Light or Thumb-O-Meter) for students to self-assess against how well they persevered and collaborated in this lesson.

### Meeting Students' Needs

- For students who may need additional support with oral language and processing:  
Pair students with strategic partners to ensure that they have a strong and helpful partner to support their efforts in providing feedback. (MMAE)

## Homework

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**A. Use the Summary Writing organizer in the homework resources for this unit to write a summary of your research reading.**

**B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing:  
Refer to the suggested homework support in Lesson 1. (MMAE, MMR)