

Lesson 4: Listening Closely: Summarizing the Points a Speaker Makes



CCS Standards

- **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



Daily Learning Targets

- I can identify and summarize the points the speaker makes in “Jackie Robinson: Royals to Obamas”, and explain how each claim is supported by reasons and evidence. (SL.5.3)
- I can describe the director’s point of view on the most important factor in Jackie Robinson’s success in leading social change. (RI.5.6)

Ongoing Assessment

- Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher (SL.5.3)
- Summary: “Jackie Robinson: Royals to Obamas” (SL.5.3)
- Describing Point of View handout (RI.5.1, RI.5.6)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Listening Closely: “Jackie Robinson: Royals to Obamas” (25 minutes)
- B. Summarizing a Video: “Jackie Robinson: Royals to Obamas” (15 minutes)

3. Closing and Assessment

- A. Describing Point of View: “Jackie Robinson: Royals to Obamas” (15 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In Work Time A, students watch a clip from the documentary “Jackie Robinson: Royals to Obamas” and take running notes. Then, they use their notes to discuss the main points Ken

Burns makes in this clip. Students then summarize the main points of the clip in Work Time B (SL.5.3).

- In the Closing, students discuss Ken Burns’s point of view from the video clip about factors that led to Jackie’s success and add to their Describing Point of View handouts from Lesson 1 and added to in Lesson 3 (RI.5.6).
- In this lesson, students focus on working to become effective learners, focusing on a characteristic of their choice as they work with the video “Jackie Robinson: Royals to Obamas.”

How it builds on previous work:

- This lesson follows the same routine in listening to a speaker, explaining how each point is supported by evidence, and summarizing the points made as in Lessons 2–3. It also follows the same routine as describing point of view as in Lesson 1.

Areas where students may need additional support:

- Students may need additional support in describing the point of view. Consider identifying specific segments of the clip for students to re-watch when gathering examples from the video of Ken Burns’s point of view.

Assessment guidance:

- Listen to student responses as they add to their Describing Point of View handouts to assess how well students can determine and describe the point of view, and to identify common issues to use as whole group teaching points in the next lesson.

Down the road:

- Students will compare the point of view of Sharon Robinson, Jackie Robinson, and Ken Burns in Lesson 5. They will repeat this routine with new texts as part of the Mid-Unit 2 Assessment in Lesson 6.

In advance:

- Prepare technology necessary for students to view “Jackie Robinson: Royals to Obamas” during Work Time A.
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- Work Time A: Prepare technology necessary for students to view “Jackie Robinson: Royals to Obamas” (one device per student).
 - Burns, Ken. “*Jackie Robinson: Royals to Obamas*.” Jackie Robinson, 2016. YouTube. Web. Accessed on 10 Oct. 2016. <<https://www.youtube.com/watch?v=cNkhsLDNYaQ>>
- Consider that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, teachers should preview them and/or use a filter service, such as www.safeshare.tv, to view the links in the classroom.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.5, 5.I.B.6, 5.I.B.7, and 5.I.B.8

Important points in the lesson itself

- The basic design of this lesson supports ELLs by continuing the listening, note-taking, and summarizing routines from the previous lessons and unit, and providing time to explicitly discuss the point of view of Ken Burns.
- ELLs may find it challenging to write a summary of Ken Burns’s documentary clip. Support students by allowing them to discuss and rehearse their summaries with a partner before writing (see “Levels of support” and Meeting Students’ Needs).

Levels of support

For lighter support:

- Challenge students to suggest additional linking words and phrases to use when writing their summaries, then add their suggestions to the linking words and phrases bank on the “Summarizing the Section” started in Unit 1 (see Unit 1, Lesson 3, *For heavier support.*)

For heavier support:

- Consider providing students with the summary outline from Lesson 3 (see *For heavier support*) to organize their summary and make connections between the information on the note-catchers and information they need to include in their summaries.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on a chart or board during discussions.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also, consider supporting students’ expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Similar to Lesson 3, students have opportunities to share ideas and thinking with classmates in this lesson. Continue to support students’ engagement and self-regulatory skills during these activities by modeling and providing sentence frames as necessary.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *documentary, filmmaker (L)*

Materials

- Working to Become Effective Learners anchor chart (begun in Module 1)
- Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher (one per student and one to display)
- Device (at least one per pair)
- “Jackie Robinson: Royals to Obamas” (video; play in entirety; see Technology and Multimedia)
- Academic Word Wall (begun in Module 1)
- Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher (example, for teacher reference)
- Summary: “Jackie Robinson: Royals to Obamas” (example, for teacher reference)
- Paper (lined; one piece per student)
- Criteria for an Effective Summary anchor chart (begun in Module 1)
- Describing Point of View handout (from Lesson 1; one per student and one to display)
- Describing Point of View handout (example, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
- “I can identify and summarize the points the speaker makes in ‘Jackie Robinson: Royals to Obamas’, and explain how each claim is supported by reasons and evidence.”
- “I can describe the director’s point of view on the most important factor in Jackie Robinson’s success in leading social change.”
- Remind students they have worked on these learning targets in Lessons 1–3.
- Turn and Talk:

“What is one way they worked toward these targets in Lessons 1, 2, or 3?” (Responses will vary.)

- Direct students' attention to the **Working to Become Effective Learners anchor chart** and invite students to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work today.

Meeting Students' Needs

- For students who may need additional support with comprehension: Consider writing synonyms or sketching a visual above each key term or Vocabulary to scaffold students' understanding. (MMR)
- For ELLs: (Describing Point of View handout: Referencing) Invite students to review the Describing Point of View handout and use the sentence starters to describe to a partner Jackie Robinson's point of view about the most important factor in his success.

Work Time

A. Listening Closely: "Jackie Robinson: Royals to Obamas" (25 minutes)

- Tell students that, in a moment, they will watch a clip from the *documentary Jackie Robinson*. Tell students a documentary is a film that explores real facts and events, and often includes photographs or short videos of the events as they happened.
- Tell students that *Jackie Robinson* is by *filmmaker* Ken Burns. If necessary, explain that a filmmaker is someone who directs or produces movies.
- Turn and Talk:

"How is a filmmaker similar to or different from an author?" (Responses will vary.)
- Point out that, in a documentary, the viewer doesn't usually see or hear from the filmmaker. Instead, the filmmaker uses things like photographs, videos, interviews with others, and a narrator to express the big ideas he or she is trying to convey.
- Distribute the **Listening Closely: "Jackie Robinson: Royals to Obamas" note-catcher**. Follow the same routine from Work Time A of Lesson 2 to guide students through viewing the video:
 - Ensure students have a **device** so they can access the video themselves. Invite students to watch "**Jackie Robinson: Royals to Obamas**," thinking about the gist.
 - Review how to use the note-catcher to record running notes and questions.
 - Invite students to play the video a second time and record running notes and questions as they watch.
 - Discuss any unfamiliar Vocabulary, adding any new words to the **Academic Word Wall** and **Domain-Specific Word Wall**, and inviting students to add translations in home languages.
 - Turn and Talk, referring to **Listening Closely: "Jackie Robinson: Royals to Obamas" note-catcher (example, for teacher reference)** to confirm student responses:

"What point does Ken Burns make? What evidence supports your thinking?"

- Invite students to record the point Ken Burns makes and evidence that supports their thinking in the appropriate spots on their note-catchers. Refer to the Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher (example, for teacher reference) as necessary.

Meeting Students' Needs

- For students who may need additional support with fine motor skills: Offer choice with the Listening Closely note-catcher by providing a template that includes lines within each box. (MMR, MME)
- For ELLs: (Stopping to Take Notes) Consider stopping the clip several times and giving students a moment to take notes on the section they just watched. This will allow students to focus on one task at a time and listen carefully to each section.
- For ELLs: (Determining Main Points from Running Notes) Model and think aloud the process for determining one main point of the essay from running notes. Consider underlining examples of evidence that are connected to one another, and write a main point next to these details in the margins of the note-catcher. Invite students to do the same for the second main point. Explain that students will add the main points and evidence from their running notes to the second page of their note-catchers, as they did in the Lesson 2.

Work Time

B. Summarizing a Video: “Jackie Robinson: Royals to Obamas” (15 minutes)

- Tell students they will now summarize the points Ken Burns made in the video. Remind them that they practiced writing summaries of *Promises to Keep* throughout Unit 1 and wrote a summary about “This I Believe: Free Minds and Hearts at Work” in Lesson 3.
- Follow the same routine from Work Time B of Lesson 3 to guide students through writing a summary of the video:
 - Turn and Talk, referring to **Summary: “Jackie Robinson: Royals to Obamas” (example, for teacher reference)** to confirm student responses:
 - “What are the main points of the video?”
 - “What key details support the main points?”
 - Distribute **paper** and invite students to write a summary of the video.
 - Circulate to support students as they write, reminding them to use their Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher and to refer to the **Criteria for an Effective Summary anchor chart** as needed. Refer to Summary: “Jackie Robinson: Royals to Obamas” (example, for teacher reference) as necessary.
 - Select volunteers to share their summaries.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students' Needs

- For students who may need additional support in planning for verbal expression: Before sharing with partners, invite students to use two highlighters to indicate their main points and key details. (Example: Provide a yellow highlighter for main points and a pink highlighter for key details.) (MMAE)
- For ELLs: (Reviewing Shared Summary) Consider reviewing the displayed shared summary from Lesson 3. Encourage students to use this as a model for their writing and to vary the linking language they use in their summaries.
- For ELLs: (Verb Tense: Identifying Examples) Invite students to identify a verb in a sentence from their writing and explain the meaning the verb tense conveys. As students share, provide any needed clarification and add the examples to the Verb Tenses anchor chart.

Closing and Assessment

A. Describing Point of View: “Jackie Robinson: Royals to Obamas” (15 minutes)

- Follow the same routine from Work Time A of Lesson 1 to guide students through describing Ken Burns’s point of view in the video:
 - Invite students to retrieve and review their **Describing Point of View handout**.
 - Discuss whose point of view students will be describing (Ken Burns).
 - Review the topic they have been working with in this unit and how it relates to the point of view represented in the video: the topic is the most important factor(s) in Jackie Robinson’s success, and when describing the point of view, they need to think about which factor(s) Ken Burns thought was most important in Jackie’s success in breaking the color barrier.
 - Turn and Talk, referring to the **Describing Point of View handout (example, for teacher reference)** to confirm student responses:

“Which factors did Ken Burns think were important in Jackie’s success? What evidence supports your thinking?”
 - Select volunteers to share out. As students share out, capture their responses in the appropriate spots on the handout, inviting students to do the same on their copies. Refer to the Describing Point of View handout (example, for teacher reference) as necessary.
 - If productive, cue students to explain why a classmate came up with a particular response:

“Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and how well they worked to become effective learners 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, politely helpful partner to support their efforts in sharing their thinking and listening to their partner. (MMAE)
- For ELLs: (Describing Point of View Chart: Using Sentence Starters) Invite students to turn to an elbow partner and use the sentence starters on the Describing Point of View chart to describe Ken Burns's point of view about the most important factor in Jackie Robinson's success.

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response. (MMAE)
- For students who may need additional support with reading: Support students in selecting a prompt to respond to, rephrasing the prompt, and thinking aloud possible responses. (MMR)