



Summarizing

Activity: Summary Ball

Purpose: To create a group summary.

1. Write the questions *Who*, *What*, *Where*, *When*, *Why*, and *How* on an inflated beach ball, using a permanent marker.
2. After reading a narrative, have students toss around the ball in a small group. Ask each student who catches the ball to look to see which word is closest to his or her right thumb, and to answer that question with regard to the text just read.
3. Record the students' responses on chart paper to provide a group summary.





Summarizing

Activity: Paper Bag Reports

Purpose: To show understanding of characters, setting, conflict and resolution by choosing symbols that represent significant events or characters in the book.

1. On the front of a lunch bag, students draw a scene from a book that they have read. They also include the title of the book, the author's name and their name.
2. On the back of the lunch bag, students write the names of the main characters and summarize the conflict and resolution.
3. Inside the lunch bag, students place objects that represent significant events in the book. They could also put in objects that represent aspects of the character's personality.
4. Students share their Paper Bag Reports with classmates.



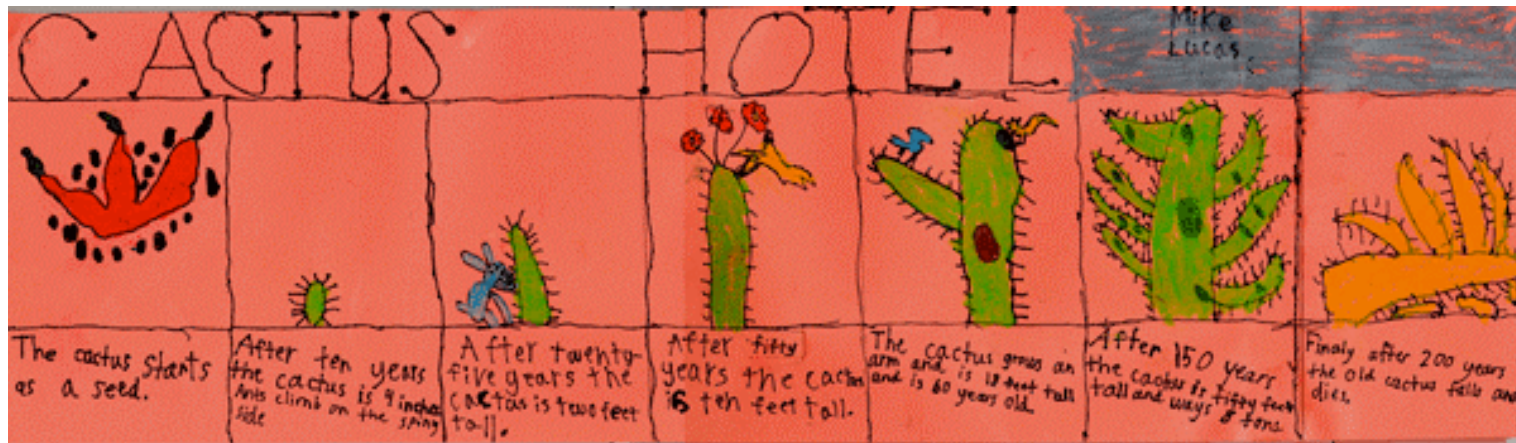
Visualizing

Activity: Gallery Images

Purpose: To create mental images while reading.

1. Teacher explains the concept of using images to represent information. Show 2 - 4 examples of different images representing different content area concepts. Discuss how images correspond to information.
2. In small groups, have students read a section of expository text and create 2 - 4 images to represent the content. Students share images with classmates.
3. Start a gallery on a classroom or hallway wall to exhibit images!

*Source: McLaughlin, M. & Allen, M.B. (2000). Guided Comprehension: a teaching model for grades 3-8. Newark, Delaware: International Reading Association.





Summarizing

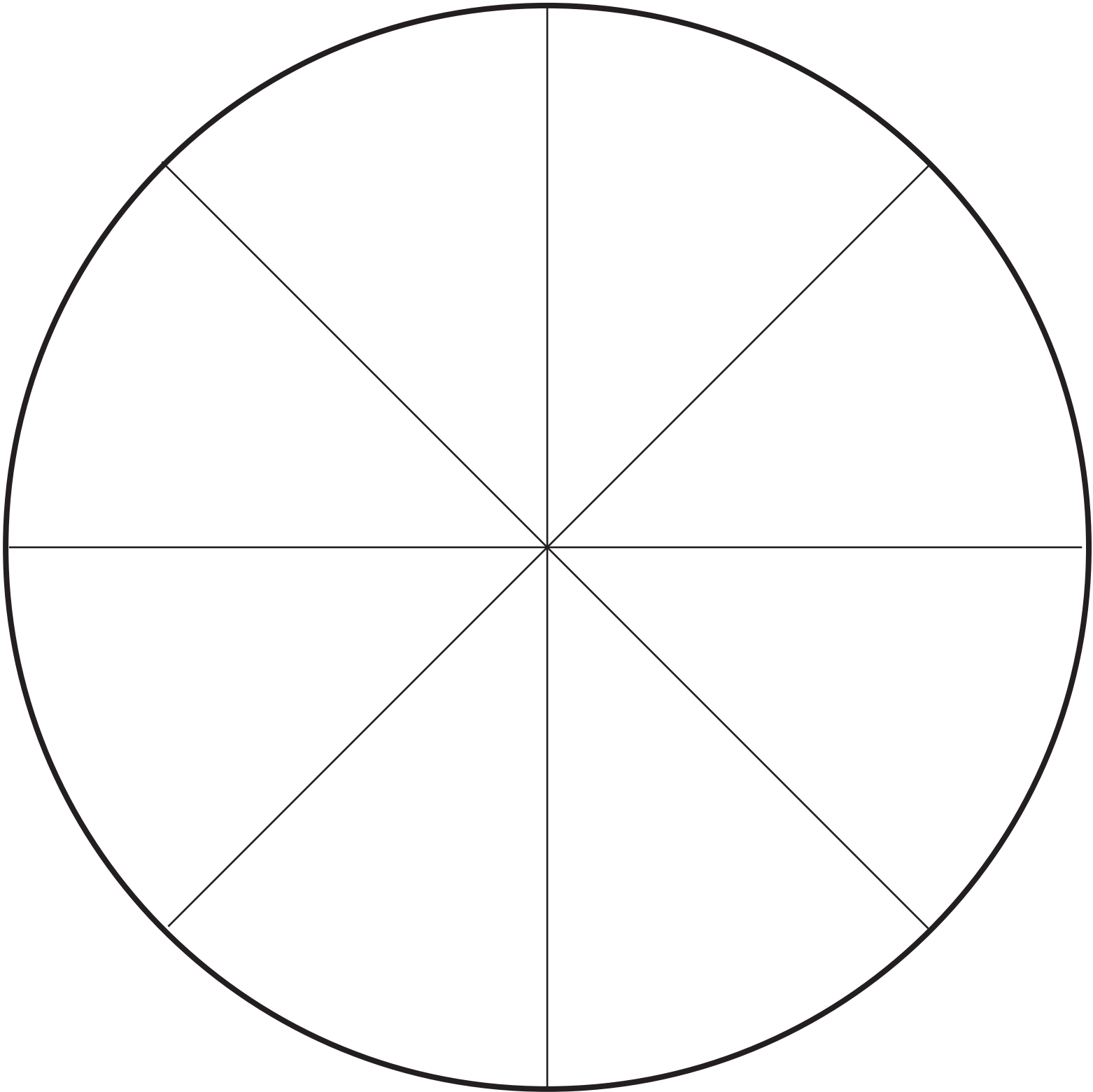
Activity: Story Wheel

Purpose: To help students practice sequencing skills, summarizing a story, visualizing story elements and recognizing story structure.

1. This activity can be completed when students have finished a reading assignment.
2. Ask students to list the important events in the story. Emphasize that the events should be from the beginning, middle, and end of the selection.
3. Next have the students narrow the list of events to the seven most important.
4. Provide students with blank story wheel.
5. Students write story title and author's name in a wedge of the story wheel.
6. Students should then illustrate a story event in each of the story wheel wedges; so that when the story wheel is completed they have a summary of the story. Students could also include the written event in each of the story wheel wedges.
7. Have students share their story wheels with their classmates.



Story Wheel



Synthesizing

Activity: Creating a Play

Purpose: To use drama to help students synthesize their understanding of text.

1. Read a story aloud to the class.
2. Discuss how the story could be acted out. Suggested prompts:
 - What is the essence (general idea) of the story?
 - How would you re-create ...?
 - How else could you...?
 - How could you create a modern version, historical version, science fiction version of the story?
 - How do you think (character's name) would act? Why?
3. Tell students that they will be acting out the story.
4. Give students ample time to discuss, plan, and practice their interpretations of the text in small groups.
5. Encourage students to use props to re-create their understanding of the story.
6. Students perform their interpretations for their classmates.
7. Have students discuss how their understanding of the text has changed, if at all. Suggested prompts:
 - What made you choose that part to put in your play / use that costume / have that character act like...?
 - Why were another group's (characters / props / script) different from yours?
 - How does your prior knowledge influence the decisions you make for your play?
 - Did your view of the story change after making the play or seeing the other plays?



BOOK TALK

Title: _____ Author: _____

Genre: _____ Read by: _____

My response to this book: _____

