

Summary: Informative Lesson 4

Objectives

- Understand that the topic sentence of a summary tells the reader the central idea of the text
- Write a topic sentence

Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “A Butterfly’s Life” by Melissa Mallory
- “Summary of Informative Text”
- “Summary of Informative Text Sample”

Review It

1. Review informational text and summary with students.
2. Review the title and author. Point to **states the title and author** on the Genre Chart.

Identify It

Genre Chart

3. Point to **has a topic sentence** that **tells the central idea** on the Genre Chart. Tell students they will continue writing their topic sentence that includes the central idea of the article, “A Butterfly’s Life” by Melissa Mallory.

Six Traits Charts

4. Let’s look for the parts of a paragraph on the Six Traits Charts. Identify *topic sentence* on the Six Traits Charts. Ask students: *Why is the topic sentence on the **Organization** chart?* Possible answer: *The topic sentence introduces your topic to the reader. It is the first part of a paragraph. In a summary of an informational text, it includes the central idea from the article you read.*
5. Point to the **Idea** chart. Tell students: *When you summarize a book or an article, it is important to tell the central idea from the text. So, when you read, the “topic sentence tells the central idea,” on the Genre Chart, that means that the topic sentence of your summary tells the central idea of the book or article you are summarizing.*

Teach It

6. Review the **central idea**: *the central or main idea of the whole text.*
7. Ask students: *Do you remember finding the central idea during our last lesson? Well, we are going to reread “A Butterfly’s Life” by Melissa Mallory, and look for the central idea of the article. I want you to think about what the whole article is about. What is the author telling the reader?*
8. Place the article in front of the class. Reread “A Butterfly’s Life” with the class.
9. Place students in partners. Have students Think-Pair-Share to facilitate student discussion. Ask students: *What is the topic of the article? Using only a few words, tell your partner what the article is about?* Possible answer: *a butterfly’s life cycle.* Ask students: *Now, what is the central idea of the article about a butterfly’s life cycle? What does the author want us to know about a butterfly?*
10. Circle the central idea on your copy of the article: *Butterflies change so much during the four stages of their life cycle.*

Summary: Informative Genre Chart

- **Has a topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**

11. Tell students: *We can't copy information from a book or an article; we have to rewrite the information in our own words. We want to write a sentence that gives the same information, as "Butterflies change so much during the four-stages of their life cycle."* Ask students: *What strategies can I use to write the central idea in my own words?* Possible answer: *You can change the order of the information and switch some of the words.*
12. Have students brainstorm different ways to write the central idea in their own words. Write student responses on the board.

Model It

13. Place your "Summary of Informative Text" in front of the class. If you are using the model summary, use the "Summary of Informative Text Sample." Show students how to continue the topic sentence to include the central idea.
14. Model aloud as you write the central idea of the article on your outline.

Do It

15. Students should take out their "Summary of Informative Text."
16. Review the central idea examples that you wrote on the board.
17. Have students write the central idea. Monitor students' work as you assist students who need additional help.

Share It

18. Review the "Summary of Informative Text Rubric" with students. Point to **has a topic sentence** that **tells the central idea**. Have a couple of volunteers share the central idea of the article in their own words. Ask students if the volunteers wrote the central idea of the article in their own words. Volunteers should make changes after receiving feedback.

Teacher Reflection

Name _____

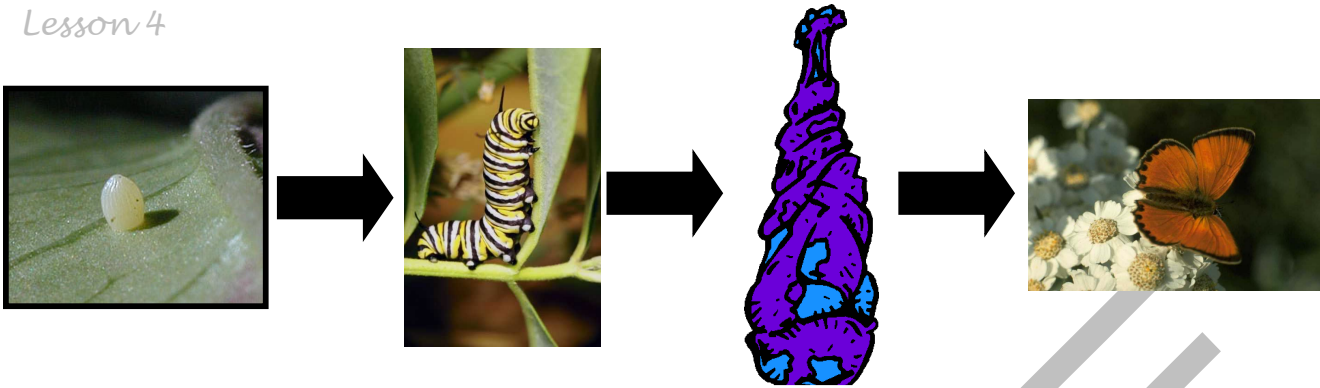
Summary of Informative Text

Title, Author, and Central Idea

“A Butterfly’s Life” by
Melissa Mallory describes
how a butterfly grows
and changes during the
four stages of its life
cycle.

Detail 1

Summary: Informative
Lesson 4



A Butterfly's Life
by Melissa Mallory

Butterflies change so much during the four-stages of their life cycle. In the first stage of its life cycle, a butterfly starts its life off as an egg. Female butterflies attach eggs on leaves close to food. The egg looks like a tiny, round bubble. When an egg hatches, a caterpillar, or larva, emerges. Caterpillars generally have interesting stripes or patterns, and some even have spiky hairs. Eating all the time, a caterpillar sheds its skin at least four times to cover its growing body. Once the caterpillar is done growing, it makes a chrysalis during the third stage of its life cycle. The chrysalis usually blends into the background to hide from hungry insects or birds. Inside, the caterpillar's body starts to change into a butterfly. At long last, the colorful adult butterfly emerges. As butterflies visit different plants, they help flowers bloom by bringing pollen from other flowers. Butterflies flutter and fly around looking for their mates to lay eggs and restart the life cycle. The four stages in the life cycle of a butterfly are very different.

Summary: Informative Lesson 5

Objectives

- Understand that a summary includes only the most important details
- Choose the most important details from the text

Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “Summary of Informative Text”
- “Summary of Informative Text Sample”
- “A Butterfly’s Life” by Melissa Mallory
- “Central Idea and Details”

Review It

1. Review the central idea with the students. Point to **has a topic sentence** that **tells the central idea** on the Genre Chart.
2. Remind students that a paragraph has three key parts: a topic sentence, details, and a conclusion:
 - a. Topic sentence – *introduces your writing by telling the reader what the paragraph is about.*
 - b. Details – *support the topic sentence with details or examples, it gives all the information to help the reader understand the central idea.*
 - c. The conclusion (ending/closing) – *brings the paragraph to an end.*

Identify It

Genre Chart

2. Point to **includes only the most important details**. Today we are going to choose the most important details from the article.

Six Traits Charts

3. On the **Idea** chart, identify *details*. Ask students: *Why is details on the Idea chart?* Possible answer: *Details support the central idea of the summary.*

Teach It

4. Define the **most important details**: *key details that support the central idea*. The most important details are usually followed by examples or descriptions.
5. Review the life cycle of a butterfly with students.
6. Place the article “A Butterfly’s Life” in front of the class. Make sure the topic sentence is underlined. Review the central idea of the paragraph with students.
7. Refer back to **the most important details** on the Genre Chart. Tell students: *Now we need to find the most important details the author gives for how a butterfly changes during its life cycle. We aren’t going to write all of the information in the article. We just want to tell the reader only the most important details.*

Do It

8. Tell students: *I am going to read each sentence once and then we are going to discuss what it is about. We are going to look for sentences with similar information. That means we are looking for sentences that say kind of the same thing. We will group the information together to find the most important details. When I read a sentence that doesn’t belong to the group, we will stop*

Summary: Informative Genre Chart

- **Has a topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**

and discuss the most important idea from the first group. Use the “Central Idea and Details” reference sheet to see how information is grouped.

*Highlight sentences with similar information for visual learners. Use different colored highlighters to differentiate between groups as seen in the “Central Idea and Details” reference page.

9. First most important detail:

- a. Read the topic sentence. Tell students: *We know this is our central idea. Now we need to look for the most important details that support the central idea.*
- b. Read the second sentence and ask students: *What is this sentence about?* Possible answer: *A butterfly starts as an egg.*
- c. Read the next sentence. Ask students: *What is this sentence about?* Possible answer: *Butterflies lay eggs on leaves close to food.* Ask students: *Is this sentence similar to the first sentence?* Possible answer: *Yes, they both talk about the first life cycle of a butterfly.* Tell students: *Okay, we know these two sentences have similar information.*
- d. Read the next sentence. Ask students: *What is this sentence about?* Possible answer: *The egg is small and round.* Ask students: *Is this sentence talking about butterfly eggs too?* Possible answer: *yes.*
- e. Read the next sentence. Ask students: *What is this sentence about?* Possible answer: *When the egg hatches, a caterpillar comes out.* Ask students: *Does this sentence talk only about eggs? What is the second stage of the life cycle of a butterfly? Does this sentence discuss the second stage of the life cycle?* Possible answer: *The sentence talks about the second stage of the life cycle, not about eggs.* Tell students: *That’s right; this sentence does not belong in the group of sentences describing the first stage of a butterfly’s life cycle.* Highlight or draw brackets around the three sentences talking about similar information.
- f. Reread the three sentences. Ask students: *Which sentence is the most important detail? The most important detail describes all of the sentences. What do all of the three sentences talk about?* Possible answer: *All of the sentences talk about the first stage of a butterfly’s life cycle.* Underline the sentence on your copy of the article to show that it is an important detail.

10. Second most important detail:

- a. Reread the sentence, “*When an egg hatches, a caterpillar, or lava, emerges.*” Ask students: *What does this sentence tell us?* Possible answer: *It tells us a caterpillar starts the second stage of a butterfly’s life cycle.*
- b. Read the next sentence. Ask students: *What does this sentence tell us?* Possible answer: *how the caterpillar looks.* Ask students: *Does this sentence talk about a caterpillar?* Possible answer: *yes.*
- c. Read the next sentence. Ask students: *What does this sentence tell us?* Possible answer: *A caterpillar sheds its skin as it grows larger.* Ask students: *So, does this detail talk about caterpillars?* Possible answer: *yes.* Show students how the previous sentences and this sentence are similar.
- d. Read the next sentence. Ask students: *What does this sentence tell us?* Possible answer: *In the third stage of a butterfly’s life, a caterpillar becomes a chrysalis.* Ask students: *Does this sentence talk about the second or third stage of the butterfly’s life cycle?* Possible answer: *It talks about the third stage.* Highlight or draw brackets around the three sentences telling the reader about similar information.
- e. Reread the three sentences. Ask students: *Which sentence is the most important detail? The most important describes all of the sentences. What do all of the three sentences say about caterpillars?* Possible answer: *They talk about the changes a caterpillar goes*

through during the third stage of the life cycle. Underline the sentence, “Once the caterpillar is done growing, it makes a chrysalis during the third stage of its life cycle.”

11. Repeat step 10 to find the third and fourth most important details.

Share It

12. Review the “Summary of Informative Text Rubric” with students. Point to **uses only the most important details.**
13. Read the topic sentence and the most important details from the article. Track the words as you read. Ask students: *Is what I just read in my own words or did I read it right from the article?* Possible answer: *You read the article; you did not use your own words.*
14. Ask students: *Do we copy information from the article or do we put the information into our own words when we write a summary?* Possible answer: *We put the information into our own words.* Tell students: *In our next lesson, we will write the information in our own words.*

Teacher Reflection

Central Idea and Details

A Butterfly's Life

by Melissa Mallory

Butterflies change so much during the four-stages of their life cycle. In the first stage of its life cycle, a butterfly starts its life off as an egg. Female butterflies attach eggs on leaves close to food. The egg looks like a tiny, round bubble. When an egg hatches, a caterpillar, or larva, emerges. Caterpillars generally have interesting stripes or patterns, and some even have spiky hairs. Eating all the time, a caterpillar sheds its skin at least four times to cover its growing body. Once the caterpillar is done growing, it makes a chrysalis during the third stage of its life cycle. The chrysalis usually blends into the background to hide from hungry insects or birds. Inside, the caterpillar's body starts to change into a butterfly. At long last, the colorful adult butterfly emerges. As butterflies visit different plants, they help flowers bloom by bringing pollen from other flowers. Butterflies flutter and fly around looking for their mates to lay eggs and restart the life cycle. The four stages in the life cycle of a butterfly are very different.

*Topic sentence/central idea is circled.

*Most important details are underlined.

*Colors illustrate grouping of information.

Summary: Informative Lesson 6

*This lesson may be extended an extra day depending on student ability and time.

Objectives

- Understand that a summary includes only the most important details
- Write the most important details

Materials

- Summary: Informative Genre Chart
- Summary of Informative Text Rubric
- “Summary of Informative Text”
- “Summary of Informative Text Sample”
- “A Butterfly’s Life” by Melissa Mallory
- “Central Idea and Details”

Review It

1. Review details with the students. Point to **uses only the most important details** on the Genre Chart.

Identify It

Genre Chart

2. Point to **uses only the most important details**. During the last writing lesson, we picked out the most important details that support the central idea of the article. Today we are going to write those details in our own words.

Six Traits Charts

3. On the **Idea** chart, identify *details*. Ask students: *Why is details on the Idea chart?* Possible answer: *Details support the central idea of the writing.*

Teach It

4. Review **most important details**: *key details that support the central idea*. The most important details are usually followed by examples or descriptions.
5. Place the article in front of the class. Make sure the topic sentence and the most important details are underlined. Review the central idea and most important details of the paragraph with students. *Central idea: Butterflies change so much during the four stages of their life cycle. Important details: A butterfly starts its life off as an egg. When an egg hatches, a caterpillar, or larva, emerges. Once the caterpillar is done growing, it becomes a chrysalis. At long last, the colorful adult butterfly emerges.*
6. Ask students: *When we summarize, do we copy sentences from the book or article? Or do we write the information down in our own words?* Possible answer: *We write the information in our own words.* Ask students: *What are some strategies to rewrite information in your own words?* Possible answer: *You can switch the order of information and change the words.*

Model It

7. Place your “Summary of Informative Text” in front of the class. Tell students: *I need to write the most important details in the article in my own words.*
8. Write and explain the following sentence starters on the board:
 - a. *First, _____.*
 - i. Say the sentence frame for students and have them repeat it a couple of times.

Summary: Informative Genre Chart

- **Has a topic sentence** that **tells the central idea**
- **States the title and author**
- **Uses only the most important details**
- **Uses complete sentences**
- **Ends by restating the central idea**

- b. *In the beginning, _____.*
 - i. Say the sentence frame for students and have them repeat it a couple of times.
 - c. *In the first stage of its life, a butterfly _____.*
 - i. Say the sentence frame for students and have them repeat it a couple of times.
9. Review the first important detail with students. Have students brainstorm ideas for the first important detail using their chosen sentence frame. Example: *In the beginning, a butterfly begins its life as a tiny round egg.* Remind students they need to put the information into their own words.
 10. Model aloud as you write the first important detail in your own words. See the “Summary of Informative Text Sample” for a suggestion.
 11. Read your first detail. Ask students: *Is this an important detail about the first stage in a butterfly’s life cycle?* Listen to student feedback and make any necessary changes.

Do It

12. Have students take out their paper. Review brainstorming for the first detail.
13. Place students in partners. Have partners take turns telling each other the sentences they will write for their first detail.
14. Tell students: *I want you to write the first most important detail in your own words.* Walk around monitoring student work as you assist students who need extra help. To discourage students from copying your work, put your paper away.

Model It

15. Redirect the students’ attention to the article.
16. Write and explain the following sentence starters on the board:
 - a. *Next, _____.*
 - i. Say the sentence frame for students and have them repeat it a couple of times.
 - b. *Then _____.*
 - i. Say the sentence frame for students and have them repeat it a couple of times.
 - c. *In the next stage of its life, _____.*
 - i. Say the sentence frame for students and have them repeat it a couple of times.
17. Review the second important detail with students. Brainstorm ideas for the second important detail with students. Remind students they need to put the information into their own words.
18. Model aloud as you write the second important detail in your own words. See the “Summary of Informative Text Outline Sample” for a suggestion.
19. Redirect the students’ attention to the rubric. Review **uses the most important details**.
20. Read your second detail. Ask students: *Is this an important detail about the second stage in a butterfly’s life cycle?* Listen to student feedback and make any necessary changes.

Do It

21. Review students’ brainstorming for the second detail.
22. Place students in partners. Have partners take turns telling each other the sentences they will write for the second detail.
23. Tell students: *I want you to write the second most important detail in your own words.* Walk around monitoring student work as you assist students needing extra help.
24. Repeat steps 16 through 24 for the third most important detail. Alter sentence frames as necessary.

Share It

25. Review “Summary of Informative Text Rubric” with students. Point to **uses only the most important details**. Have a few volunteers share the important details for their summaries. Students should give the volunteer feedback on whether he or she included the most important details and wrote the information into his or her own words. Volunteers should revise their details after receiving student feedback.

Name _____

Summary of Informative Text

Title, Author, and Central Idea

“A Butterfly’s Life” by
Melissa Mallory describes
how a butterfly grows
and changes during the
four stages of its life
cycle.

Detail 1

First, a butterfly begins
its life as a tiny round
egg.

Detail 2

During the second stage of its life, a caterpillar begins to eat and grow bigger.

Detail 3

In the chrysalis stage, a caterpillar begins to change into a butterfly.