

Summarizing:

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read.

The reading strategy of summarizing is very important for students to learn in their primary years of school. The definition of summarizing is when we take large selections of text and reduce them, making sure to include the main points and the general idea of the article (Jones, 2012). The purpose of this strategy is to pull out the main ideas out of the passage and focus on the key details. An example of where this strategy could be found would be in a textbook. At the end of almost every chapter there is a short half-page summary that gives you the main ideas that was introduced within the chapter. Another example of summarizing in the real world would be if you read a story out loud to students and stop in the middle of the story and ask a student what has happened so far in the book. The student is summarizing it verbally to you and giving you an idea of what the student as learned thus far. A student could summarize a text both orally and visually.

You can use a summary in the classroom to:

- summarize a concept
- summarize a section of a text
- summarize an entire book
- summarize a lesson
- summarize an educational video clip
- summarize a class lecture

Content Area Examples

- Literacy

There are several activities of summarizing that you can incorporate into your classroom. One way this could be made possible is to do an oral book report. Once the student had finished reading, they would summarize the book into a few paragraphs using a graphic organizer and share it with the class or video submit it. This would be very beneficial for the students because they would be giving both a visual and verbal summary of what they have read.

- Social Studies and Science

An activity that could be used for summarizing in social studies and science would be to use a National Geographic magazine. The students would take home a magazine on a Friday night along with a summary paper. The students would then have to choose an article and summarize it, bringing the paper back to school at the end of the weekend. This would be beneficial because the students would be working on their summarizing skills on going throughout many weeks as well as learning about various topics relating with social studies and science.

Sequencing

Sequencing is one of many skills that contributes to students' ability to comprehend what they read. Sequencing refers to the identification of the components of a story — the beginning, middle, and end — and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects.

When to use: ● Before reading ● During reading ● After reading

How to use: ● Individually ● With small groups ● Whole class setting

Why teach story sequence?

- It assists with comprehension, especially for narrative texts.
- Sequence structures help students of varying abilities organize information and ideas efficiently.
- Sequencing is also an important component of problem-solving across the curriculum, including science and social studies.

Examples

Language Arts

Story maps provide one way to help students organize the events from a story.

Helping students learn transition or signal words that indicate a sequence (first, second, last) will also help them learn about sequence.

Sequence sticks, story chains, story retelling ropes, and story sequence crafts all help students practice ordering events within a story. See these resources for ideas:

- Sequencing lesson ideas
- Sequencing activities

Math

Most math curricula include worksheets on ordinal numbers (first, second, third, etc). Patterns are also a form of sequencing by encouraging the use of vocabulary words such as "What bead goes first? Then which bead? Which bead is third?" Encouraging students to write out the steps for solving addition and subtraction problems that include regrouping is an excellent way to have them think through the steps in order. Teachers can use a simple sheet of paper folded into four squares. Ask students to write the steps in order in the squares.

- **How good was my thinking?**
According to Marzano, once students have identified the premises on which they've based their inferences, they can engage in the most powerful part of the process — examining the validity of their thinking.
- **Do I need to change my thinking?**
The final step in the process is for students to consider possible changes in their thinking. The point here is not to invalidate students' original inferences, but rather to help them develop the habit of continually updating their thinking as they gather new information