

NAME _____

Discover the Deep

Making a Summary

Directions: What key details can be used to summarize the section you just read? List them in the space below. Then, using these details, write a summary of this section in your own words.

Key Details for pages 4–5

My Summary

Key Details for pages 6–9

My Summary

Key Details for pages 10–13

My Summary

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Discover the Deep

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→ FOCUS STRATEGIES

→ Metacognitive Skill Self-Questioning

Strategic readers are aware of the strategies they use when they read and what to do when the text doesn't make sense. They actively construct meaning by asking themselves what they already know about a topic, what they expect to find out about it, and whether what they are reading is making sense. They spontaneously question during reading to make links to prior knowledge. These questions help guide their thinking during reading. Students need to be shown the cognitively active processes, such as self-questioning, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how to form questions to make sense of the reading.

→ Comprehension Skill Summarise Information

To summarise, students must be able to distinguish between important details and unimportant information in the text. They need to know how to paraphrase the information in their own words. In order to help students learn to summarise effectively, they need to be explicitly shown what it means to summarise and what they need to do to summarise a text. Knowing how to summarise will help students identify main ideas, connect the ideas in the text, and understand the text more fully.

→ Vocabulary Skill Context Clues

Students need to learn how to use context, or the words surrounding an unfamiliar word, to figure out the meaning of difficult words. Sometimes the context provides clues in the immediate sentence, while other times students may need to look at the information in a whole paragraph or even a page to find the clues. There are different types of context clues that students can learn to look for: examples, descriptions, comparisons, and direct definitions of the word. Students can also learn to look for words that signal definitions, comparisons, or examples within the context.

Focus Vocabulary Skill: Context words and signal words

Content Words	Signal Words	Page
trenches	are called	4
hydrostatic pressure	is called	6
ROVs	just like	10
Autonomous Underwater Vehicles	are	11
submersible	is	12
bathyscaphes	called	12
bioluminescence	called	19

X-zone

DISCOVER THE DEEP

→ SUMMARY

We are all familiar with the top layer of the ocean, having perhaps visited the ocean and played in it, read about it, or seen it on TV or in movies. But what is the ocean like far beneath the surface? This book explores the underwater terrain and the strange creatures that make the ocean depths their home.

→ OUTCOMES

Students will:

- Understand that readers question as they read in order to make sense of their reading.
- Summarise key information on a graphic organiser.
- Use context clues to figure out the meanings of unfamiliar words.

→ ASSESSMENT

- Monitor students' responses and review their completed graphic organisers to determine whether they can select the key information. Note whether they paraphrase the information in their own words. Note whether they can independently summarise as they read the rest of the book.
- Monitor whether students can question as they preview and read the text. Note whether they understand how self-questioning helps them set a purpose for reading.
- Note whether students can use context clues to figure out unfamiliar words and whether they are aware of words that signal context clues.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Pair students and have them brainstorm things they know about life under the ocean's surface. Then have them write some questions they have about the topic.
- Have the pairs share their questions and record them on a web.

Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and their build background discussion. Then have them preview the table of contents and the index.
 - Model self-questioning.
Think-Aloud: When I read a text on an unfamiliar topic, I often use sticky notes to record my questions as I read. When I looked at the section called *Voyage to the Bottom of the Sea* I thought of these questions: Are people able to go to the bottom of the sea? How far down is that? What are the dangers? The section called *Warm Water Vents* made me wonder what these are. I just put a question mark on the sticky note next to the heading to show that I don't know what these are. Asking questions is important because it keeps me reading to find out the answers.
 - Preview the book with students, encouraging them to write any questions on sticky notes that come to mind while they are previewing.
- #### Preview Text Features
- Point out text features that help students visualise information in the text, for example, the diagrams on pages 5 and 14-15.
 - Point out the captions and discuss their purpose.
 - Explain that the sidebars called *Fishy Facts* provide interesting information about the topic.

→ Introduce the Focus Vocabulary Skill: Context Clues

- Point out the word **trenches** on page 4 and read the sentence in which it is found. Point out the signal words *are called*, and tell students that these words tell them that the word is being defined in the context. Ask students what **trenches** means in this context. Tell students to look for other signal words, such as *are*, *is*, or *like*, to help them use context clues.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 2–13 of *Discover the Deep*.

Summarise Information

- Tell students that they will be reading pages 2–13 silently. They will summarise the information when they have finished reading the section.

Self-Questioning

- Remind students to be active readers by questioning as they read. Encourage them to use sticky notes to record their questions in the text.

Word Skills

- Remind students to read around unfamiliar words to predict their meanings and to look for words that signal definitions or examples.

During Reading

→ Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.
Pages 2–5: Ask students to read these pages silently to find out some facts about the underwater landscape. Have them share what they find out.
Pages 6–9: Ask students if they have questions about the next section before they read. Model asking your own question.
Think-Aloud: I wonder how pressure at the bottom of the ocean affects the creatures that live there?
Pages 10–13: Ask students to think of their own questions before they read this section, or ask them to find out about the voyage to the bottom of the sea. Ask volunteers to share what they find out.
- Have students reread pages 2–13, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that contains a difficult word or that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Have students share some of the questions they had about the text. Ask students which of their questions were answered from their reading. Refer to the web developed during the build background activities and put a check mark next to any questions answered in the text. Have students tell how asking questions helps them be better readers.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the Focus Comprehension Skill: Cause and Effect Relationships

Model

- Use pages 2 and 3 to model making a summary. Make an overhead of the graphic organiser or draw it on the board. Demonstrate how to select the key information in the section. Point out information that is interesting but not crucial to the understanding of the text. Then paraphrase the information in your own words and write your summary on the graphic organiser.

Guided Practice

- Give students a copy of the graphic organiser. As a group, read through pages 4 and 5 and discuss what information is relevant and should be included in a summary and what isn't relevant. Have students record the key details on the graphic organiser.
- Guide students to write a summary in their own words on the graphic organiser.

→ Independent Practice

- Have students independently complete the graphic organiser to summarise the remaining sections. When they have finished, have them share their worksheets and evaluate their summaries.

→ Vocabulary Skill: Context Clues

- Have students find the words **hydrostatic pressure** on page 6. Have them note the prefix **hydro** means water. Explain that the prefix gives them a clue to the word's meaning. In addition, the context helps them figure out the meaning of the word. The words **is called** signal that the text provides a definition of the word.
- Have students look at the following words and say how the context helps them understand the meanings: **ROV** page 10; **AUV** page 11; **submersible**, **bathyscaphes** page 12.

→ Apply the Lesson

- Have students read the rest of the book independently. They can:
 - Use the graphic organiser as a model to summarise other chapters.
 - Find examples of signal words indicating explanations of words in context.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.