Name: Darlene Achee

Topic: Learning Strategy – Getting the GIST

Subject: Science

Grade Level: 4

**Content Objective:** TLW identify the main idea of each page of All About Frogs. TLW write one complete sentence summarizing each paragraph as he explores life cycles in living organisms.

 **Language Arts and Reading TEKS 4.11 A** summarize the main idea and supporting details in text in ways that maintain meaning.

 **Science TEKS 4.10 C** explore, illustrate and compare life cycles in living organisms, such as butterflies, beetles, radishes, or lima beans.

**Language Objective:** 3.E. share information in cooperative learning interactions

 4.G. demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.

 **Language frame:** The main idea of this paragraph is…

 The GIST in this paragraph…

**Key academic vocabulary:**

 **Content specific:** organism, life cycle, metamorphosis, temperate, rainforest, tadpole, froglet, amphibian, predator, mammal

 **General academic:** stages, growth, drought, excrete, vocal

**Rationale:** If you stop at the end of a paragraph or a page, being able to tell the main idea in one sentence of what the author is trying to tell you will make you a better reader, plus help you learn the information better.

 Learning how life grows from beginning to end is fascinating. When we learn how other organisms grow, we understand more about our own growth and how to take better care of our planet.

**Teaching Strategies:** To enhance comprehension I will use: realia by bringing in live organisms to watch entire life cycles, provide laminated pictures matted with larger construction paper for repeated labeling practice, picture walks, word walls with corresponding pictures/cognates. In addition, I will preface the activity with modeling using Hip Pocket Papa by Sandra Markle, a book teaching about how the male hip-pocket frog cares for his young, touching on metamorphosis. To contextualize vocabulary words in my read-aloud, I will use sentence strips which provide an indication of meaning. An example is glistening. Though not academic vocabulary, this word will be written, then covered with a translucent glittery paint. As I read the story, vocabulary words will be placed in a nearby pocket chart. Students will have their vocabulary journals to choose their favorite five words to explore further and share with a small group for another lesson. Beyond the visuals already mentioned, I will organize the groups heterogeneously for further scaffolding.

**Materials:** Hip-Pocket Papa by Sandra Markle

 Pocket chart

 Vocabulary sentence strips

 Frog habitat with tadpoles

 All About Frogs by Jim Arnosky

 Reader Response Journal

 KWL chart

**Procedure:**  **Direct Teach Format**

* Anticipatory Set – I’ll have a frog habitat with tadpoles to show the students. I’ll share that we will be learning about different animal life cycles. Because this is so fascinating, we will read books about them. What do you know about frogs? We will begin a KWL chart for later use. I will scribe students’ responses.
* Introduction – Teacher explains that when reading unfamiliar nonfiction text, it is a helpful learning strategy to improve comprehension by stopping every once in awhile to summarize or recap the main idea the author is trying to share. This is called getting the GIST of the section. TW explain concept, then begin the modeling process.
* Model and Explain – TW read Hip-Pocket Papa, stopping at the end of every page to summarize in one sentence using think aloud on the first 14 pages. When vocabulary words appear, TW clarify words with vocabulary sentence strips.
* Guided Practice - as a group, the class will discuss and summarize the last 4 pages.
* Group Practice/Independent Practice/Check for Understanding – Students will break into heterogeneous groups of 4 with individual copies of All About Frogs. Those who wish to read aloud will take turns, while other students follow along in their own books. At the end of each page, the group will discuss, defend with evidence, then agree upon a summary sentence for that section. Both individual thoughts, as well as group final sentence will be written into Reader Response journals for assessment. TW circulate among groups, facilitating understanding if the process yields confusion.

**Closure:**

Using Numbered Heads Together from Kagan Cooperative Learning, students will discuss group results. Class will review using GIST as a summary strategy for nonfiction comprehension. Students will share what they have learned so far about the life cycle of a frog popcorn style. TW scribe learning on the KWL chart/changing schema as needed on chart.

**Assessment:**

Tools – Observation/Listening

 Reader Response Journals

 Standards –

* TLW orally identify the value of using GIST to understand nonfiction text
* TLW write one complete sentence per page summarizing the main idea as a collaborative group
* TLW orally share what he has learned about the life cycle of the frog

 **Resources**

 50 Strategies for Teaching English Language Learners by Herrell and Jordan

 Myself