

Summary Writing Using a Frame - 1st

Grade Level: First Grade

School: Waiakea Elementary School

Location: Hilo, Hawaii

Videographer: Dima Yaremenko

Elapsed Time: 10:13

Introduction: One of the most effective procedures for increasing comprehension is to have students write a summary of what they have read. When writing a summary, the student must carefully consider the information within the passage, select the most salient information for the written summary, and combine ideas when possible into a single sentence. In the process, the student must be conscious of the organization of a paragraph, the flow from one sentence to the next, and the conventions of writing including spelling and punctuation.

Because of the complexity of writing a summary, primary students initially need a great deal of scaffolding to ensure success. Providing students with a writing frame is one way to support early summary writing. In this video, the students are completing a writing frame summarizing an expository article that they have read on the stages of the life of a butterfly.

Focus: As you watch this video,

- 1) List any good practices that you observe during this video segment.

Feedback

- 1) List any good practices that you observe during this video segment.

During the lesson, the teacher:

1. Elicited responses from the students including:

- Group responses (Choral responses),
- Partner responses,
- Partner responses followed by individual responses, and
- Thumbs up/down.

2. Maintained the attention of the students by:

- Being prepared for instruction,
- Using a perky pace,
- Monitoring students as they worked with partners, and

- Creating a positive environment.

3. Supported students in writing a summary by:

- Guiding students in filling in a frame.
- Modeling rereading of the frame as they proceeded and asking “Does it make sense.”
- Modeling spelling strategies including:
 - “Look and copy.” (caterpillar, chrysalis)
 - Saying a word slowly. Segmenting the word into sounds and writing the corresponding letters. (cracks)
- Providing support for spelling by listing words on the overhead.

4. Provided very clear expectations throughout the lesson by:

- Getting students’ attention before giving directions.
- Having students put their pencils in the air when important directions were given. When doing this, students had to lift their bodies and attend to the teacher.

5. Monitored and coached individual students by using the strategy of *Walk around, Look Around, Talk Around.*

- Walking around (Circulating around the room.)
- Looking around (Examining students papers.)
- Talking around. (Providing praise, encouragement, and corrections.)