# Summarizing and Note Taking Activities

# Reflecting on My Current Beliefs and Practices- Summarizing

- In what situations it is important for my students to summarize?
- What does summarizing help my students do?
- What do I do to help students understand and use the process of summarizing?
- What questions do I have about using summarizing in my classroom?

# "Rule-Based" Strategy

- ***Keep***
  - Underline or highlight
- ***Delete***
  - Put a line through
- ***Substitute***
  - x (cross) out section and in margin replace with short phrase or words that define the idea

The word photography comes from the Greek word meaning "drawing with light"….Light is the most essential ingredient in photography. Nearly all forms of photography are based on the fact that certain chemicals are photosensitive- that is, they change in some way when exposed to light. Photosensitive materials abound in nature; plants that close their blooms at night are one example. The films used in photography depend on a limited number of chemical compounds that darken when exposed to light. The compounds most widely used today are called halogens (usually bromine, chlorine, or iodine.

Microsoft Encarta Encyclopedia

# The Six Summary Frames

- Narrative Frame
- Topic-Restriction-Illustration Frame
- Definition Frame
- Argumentation Frame
- Problem/Solution Frame
- Conversation Frame

# Narrative Frame

| Pattern | Questions |
|---|---|
| 1. Characters: the characteristics of the main characters in the story; | 1. Who are the main characters? What make them different from others? |
| 2. Setting: the time, place, and context in which the story took place; | 2. When and where did the story take place? What was the situation at the time? |
| 3. Initiating event: the event that starts the action rolling in the story; | 3. What starts the action rolling in the story |
| 4. Internal response: how the main characters feel about and react to the initiating event; | 4. How did the characters express their feelings? |
| 5. Goal: what the main characters decide to do as a reaction to the initiating event — the goal they set; | 5. What did the main characters decide to do? Did they set a goal? What was it? |
| 6. Consequence: how the main characters try to accomplish the goal; | 6. How did the main characters try to accomplish their goal? |
| 7. Resolution: how the story turns out. | 7. How does the story turn out? Did the main characters accomplish their goal? |
| 8. (Components 3-7 are sometimes repeated to create what is called an "episode.") | |

# Example Narrative Frame (handout)

**The Narrative or Story Frame**

**Passage**: The story *Little Red Riding Hood*

**Frame Questions**:

1) Who are the main characters in the story? What makes them different from others in the story? *Little Red Riding Hood, her grandmother (Granny), the wolf, and the woodsman. These main characters all play a big role in the story.*

2) When and where did the story take place? What was the situation at the time? *Near a wood long ago. The cottage where Red Riding Hood lives is at the edge of the woods. To get to her grandmother's house, Red Riding Hood must go through the woods.*

3) What starts the action rolling in the story? *Little Red Riding Hood's mother wants her to take some food to Granny, who is ill.*

4) How did the characters express their feelings? *Little Red Riding Hood is excited to go visit Granny.*

5) What did the main characters decide to do? Did they set a goal? What was it? *Little Red Riding Hood decides to go see Granny.*

6) How did the main characters try to accomplish their goal? *Red Riding Hood sets off through the woods to take the food to Granny. She runs into a wolf along the way. She has never seen a wolf and he seems kind, so she tells him where she is going.*

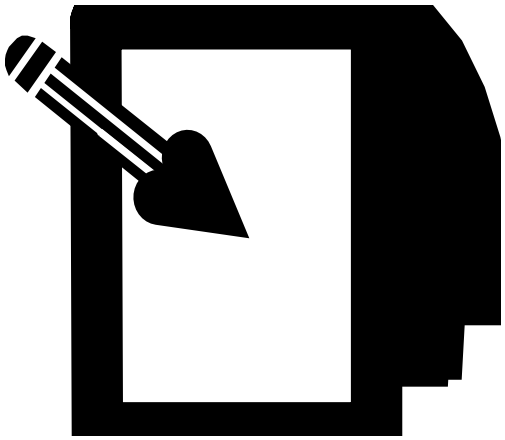
7) How does the story turn out? Did the main characters accomplish their goal? *The wolf runs ahead and gets into Granny's bed, pretending to be Granny. The wolf almost eats Little Red Riding Hood, but a passing woodsman hears her scream and saves her.*

**Summary**: *Little Red Riding Hood* takes place near a wood long ago. The little girl's mother wants her to take some food to Granny, who is ill. Little Red Riding Hood sets off through the woods to take the food to Granny. She runs into a wolf and tells him where she is going. The wolf runs ahead and pretends to be Granny. The wolf almost eats Little Red Riding Hood, but a passing woodsman hears her scream and saves her.

# Definition Frame

| Pattern | Question |
| --- | --- |
| **Term:** the subject to be defined | What is being defined? |
| **Set:** the general category to which the term belongs | To which category does the item belong? |
| **Gross characteristics:** those characteristics that separate the term from other elements in the set | What characteristics separate the item from other things in the general category? |
| **Minute differences:** the different classes of objects that fall directly beneath the term | What are some different types or classes of the item being defined? |

# Example Definition Frame (handout)



**Definition Frame**

**Passage:** There are many different types of quadrilaterals, or four-sided figures, that we learn about when we study geometry. Some of these four-sided figures have unusual names that tell us something about the shape or figure. For example, one type of quadrilateral is the "parallelogram," which is a four-sided shape whose opposite sides are parallel and the same length. However, this general description fits a number of different shapes. One type of parallelogram that often comes to mind when people first learn about them is a square, which is a shape with four equal sides that meet at right angles. But a square is only one example of a parallelogram. Two others are the rectangle—opposite sides are parallel and meet at right angles—and the rhombus—whose opposite sides are parallel but don't necessarily meet at right angles.

**Frame Questions:**

1. What is being defined here? *A parallelogram.*
2. What general category does the item being defined belong to? *Quadrilaterals, four-sided shapes.*
3. What characteristics of the item being defined separate it from other items in the general category? *Opposite sides are parallel and the same length.*
4. What are some different types or classes of the item being defined? *Square, rectangle, rhombus.*

**Summary:** A *parallelogram is a four-sided shape whose opposite sides are parallel and the same length. Examples of parallelograms are the square, the rectangle, and the rhombus.*

**Sonnets are lyric poems with 14 lines that follow a formal rhyme scheme. The two major types of sonnets are the Petrarchan (Italian) and the Shakespearean (English).**

**The Petrarchan sonnet, named for the Italian poet Petrarch, consists of an octave, or eight-line stanza, with two quatrains that rhyme a b b a, a b b a. The first quatrain introduces the theme of the sonnet, and the second quatrain develops the theme. The last six lines form a sestet. The first three lines of the sestet illustrate the theme; the last three lines bring closure to the whole poem.**

**The Shakespearean sonnet, named for the English poet and playwright William Shakespeare, consists of three quatrains, each rhymed differently, and a closing couplet. English sonnets written in the 16th century dealt mainly with love.**

LESSON 14

# Triangles, Quadrilaterals, and Other Polygons

**Measurement and Geometry**

Measurement and Classification of Geometric Figures

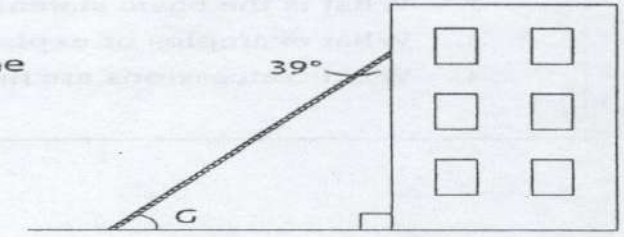
A **triangle** is a figure formed by three line segments joining three noncollinear points. Each point is called a **vertex**. Each vertex names an angle of the triangle. In the figure at the right, *A*, *B*, and *C* are the *vertices* of the triangle, $\overline{AB}$, $\overline{AC}$, and $\overline{BC}$ are the *sides* of the triangle, and $\angle A$, $\angle B$, and $\angle C$ are the *angles* of the triangle. Every triangle has three vertices, three sides, and three angles. You can name a triangle by its vertices. Thus, triangle *ABC* can be named $\Delta ABC$, $\Delta ACB$, $\Delta BAC$, $\Delta BCA$, $\Delta CAB$, or $\Delta CBA$.


> The sum of the measures of the interior angles of a triangle is 180°.

Triangles appear in many real-world situations.

## Example 1

A ladder rests against a building. It makes a 39° angle with the building. What angle ($\angle G$) does it make with the ground?

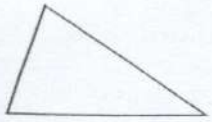



## Solution

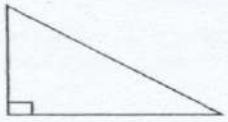
$90° + 39° + m\angle G = 180°$
$m\angle G = 180° - (90° + 39°)$
$m\angle G = 51°$

The ladder makes a 51° angle with the ground.

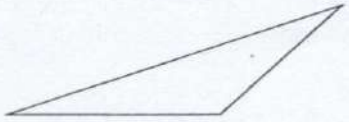
You can classify triangles by their angles or by their sides. In the diagram below, triangles are classified by their angles. In an **acute** triangle, all three angles measure less than 90°. In a **right** triangle, one angle measures 90°. In an **obtuse** triangle, one angle measures more than 90°. In an **equiangular** triangle, all the angles are congruent (≅).



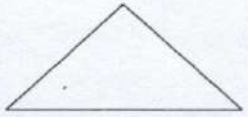
*Acute*



*Right*



*Obtuse*

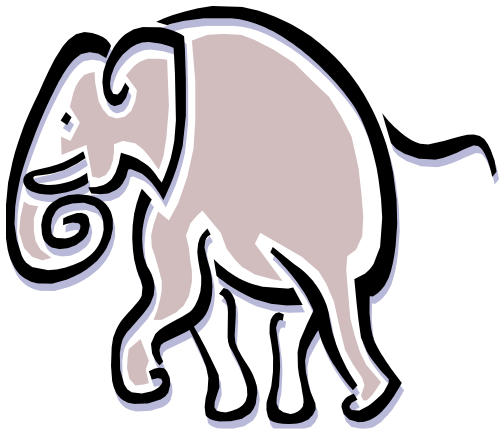


*Equiangular*

# Topic-Restriction-Illustration Frame

| Pattern | Question |
| --- | --- |
| **Topic:** a general statement about the topic to be discussed | What is the general statement or topic? |
| **Restriction:** statements that limit the information in some way | What information does the author give that narrows or restricts the general statement or topic? |
| **Illustration:** statements that exemplify the topic or restriction | What examples does the author give to illustrate the topic or restriction? |

# Example T-R-I Frame (handout)



**T-R-I Frame**

**Passage**: Millions of years ago, giant animals that are now extinct lived on Earth. One of these giant animals was the mammoth, which could be up to 14 feet tall. The mammoth is a lot like the elephant. Both the mammoth and the elephant have a long trunk and tusks. No one knows for sure why all the mammoths died, but scientists think there were a number of reasons. One reason was the weather, which became much warmer. Another reason was that people hunted mammoths to eat their meat and use their fur and bones for warmth and protection.

**Frame Questions:**

1. **What is the general topic?** *Giant animals that lived long ago but are now extinct.*

2. **What information does the author give that narrows or restricts the general topic?** *One giant animal was a mammoth.*

3. **What examples does the author present to illustrate the topic or restriction?** *The mammoth could be as tall as 14 feet. The mammoth is like the elephant--both have long trunk and tusks. Mammoths may have died because weather got warmer and because people hunted them too much.*

**Summary:** *A mammoth is a giant animal that lived long ago, but is extinct. Elephants that live today are similar to the mammoth. Warmer weather and hunting may have caused their extinction.*

**Mammals are a group of vertebrate animals – animals with backbones. Mothers nourish baby mammals with milk. Mammals are warm-blooded, which means that they keep their body temperature within a narrow range despite changes in the environment. One sub-group of mammals is the marsupial group. Marsupials give birth to live young, but the babies are still very undeveloped when they are born. Baby marsupials live inside a special pouch on the mother's stomach and feed on milk supplied by her nipples. Kangaroos are one type of marsupial. They live in Australia and on islands close by. Kangaroos use their large back legs and tails for hopping. Another marsupial is the opossum. The Virginia opossum is the only marsupial that lives in North America. Long, shiny, white hair and an undercoat of soft, woolly fur cover the Virginia opossum. An opossum has 50 teeth. It sleeps during the day and hunts food at night.**

# Argumentation Frame

| Pattern | Questions |
| --- | --- |
| **Evidence:** information that leads to a claim | What information does the author present that leads to a claim? |
| **Claim:** the assertion that something is true | What does the author assert is true? What basic statement or claim is the focus of the information? |
| **Support:** examples of or explanations for the claim | What examples or explanations support the claim? |
| **Qualifier:** a restriction on the claim or evidence counter to the claim | What restrictions on the claim, or evidence counter to the claim, are presented? |

**State and local parks, recreation facilities, wildlife habitats, and open-space initiatives benefit from the proceeds of our state lottery games. Multistate lotteries involve more players that our state's current lottery games, so they offer potentially bigger pay-offs. They also offer additional funding for state parks, wildlife habitats, and open space. Our state should join a multistate lottery.**

**Joining a multistate lottery will increase lottery revenues and help our state continue to support our parks, recreation facilities, wildlife habitats, and open space. Further, because a multistate lottery has the potential to generate even more money that the current state lottery, the state will have a source of revenue to spend on health and safety problems in public schools.**

**Now people drive out of state to purchase tickets. The money that our states' citizens spend on lottery games should stay in our state. Also, these multistate lotteries are the only way for people in smaller states, like ours, to win really big jackpots. Tickets for the big lottery games are usually cheap, typically only one dollar, but they give players the potential to win millions of dollars.**

**We do have opportunities to participate in lottery games in our state, but joining a multistate lottery would give citizens more choices.**

# Problem/Solution Frame

| Pattern | Question |
| --- | --- |
| **Problem:** a statement of something that has happened or might happen that is problematic | What is the problem? |
| **Solution:** a description of one possible solution | What is a possible solution? |
| **Solution:** a statement of another possible solution | What is another possible solution? |
| **Solution:** a statement of another possible solution | What is another possible solution? |
| **Solution:** identification of the solution with the greatest chance of success | Which solution has the best chance of succeeding? |

**Humans are consuming fossil fuels at much faster rates than they are produced in the Earth's crust. Eventually, we will use up these nonrenewable resources. We don't know for certain when the Earth's fossil fuels will be depleted, but we have already seen evidence that certain fossil fuels are being depleted in some regions. For example, the United State's production of crude petroleum was at its highest in 1970. Since that time, the United States has begun importing a higher percentage of petroleum.**

**Reducing the world's dependence on fossil fuels is problematic. However, there are several alternative energy sources, including nuclear energy, hydroelectric energy, solar energy, and wind energy. These energy sources currently account only for about 14 percent of the world's energy consumption; therefore, we need to focus efforts on developing these viable alternatives.**

**(Paragraphs about each energy source have been omitted.)**

**There is no clear answer to the diminishing supply of fossil fuels available for energy production. Given the intricacies and limitations of alternative energy sources, the solution for each nation depends on a variety of factors, including geography, citizen concerns, and environmental issues.**

# Problem-Solution Chart Example

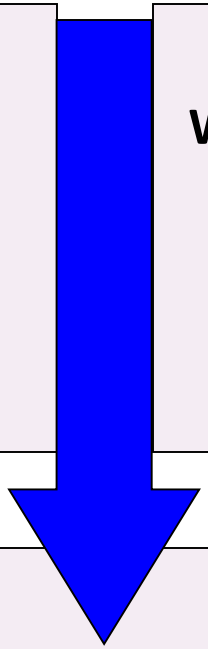
**Problem-Solution Chart**

**What Is The Problem?**

**What Are The Causes?**

**What Are Some Solutions?**

**What Are The Effects?**



# Conversation Frame

| Pattern | Question |
|---|---|
| A conversation frame is a verbal interchange between two or more people. Commonly, a conversation has the following components:<br>1. **Greeting:** some acknowledgment that the parties have not seen each other for a while.<br>2. **Inquiry:** a question about some general or specific topic.<br>3. **Discussion:** an elaboration or analysis of the topic. Commonly included in the discussion are one or more of the following:<br>• *Assertions:* statements of facts by the speaker.<br>• *Requests:* statements that solicit actions from the listener.<br>• *Promises:* statements that assert that the speaker will perform certain actions.<br>• *Demands:* statements that identify specific actions to be taken by the listener.<br>• *Threats:* statements that specify consequences to the listener if commands are not followed.<br>• *Congratulations:* statements that indicate the value the speaker puts on something done by the listener.<br>4. **Conclusion**: the conversation ends in some way. | 1. How did the members of the conversation greet each other?<br>2. What question or topic was insinuated, revealed, or referred to?<br>3. How did the discussion progress?<br>• Did either person state facts?<br>• Did either person make a request of the other?<br>• Did either person demand a specific action of the other?<br>• Did either person threaten specific consequences if a demand was not met?<br>• Did either person indicate that he/she valued something that the other had done?<br>4. How did the conversation conclude? |

# The following passage is excerpted from Bailey's Café:

- We've got no menus.
- All right, give me a hamburger. Hold the fries.
- Hamburgers only on Tuesday.
- -Some roast beef, then. Make it lean. And …
- No roast beef till the weekend.
- So what can I get today?
- What every body else is having.
- I don't eat corned-beef hash.
- That's what we got. And warm peach cobbler.
- I'm not eating no hash. How's the peach cobbler?
- Divine. (Naylor, 1992)

# Reciprocal Teaching

SUMMARIZER

CLARIFIER


QUESTIONER

PREDICTOR

# SUMMARIZER

- "Wrap up the main ideas of the text like a ball of yarn."
- "Tell in a few sentences what happened in this section."
- "To summarize the information in this section, _____."
- "Who would like to add to this summary?"

# QUESTIONER

- "Please think about the following question: _____."
- "Why _____?"
- "What was _____?"
- "Who _____?"
- "What do other group members think?"
- "Who has another point of view?"

# CLARIFIER

- "Look deeper at the text as if using a magnifying glass."
- "Here is a word I would like to clarify: _____."
- "Who can help us clarify this word: _____?"
- "Who else would like a word clarified?"

# PREDICTOR

- "Like a fortune teller, predict what will happen in the future."
- "Tell what you believe will happen next, according to your information."
- "Based on _____, I believe that _____ will _____."
- "In the text, _____; therefore, I predict _____."
- "Who else has predictions about what will happen next?"

# SQP2RS

***Survey:*** **Preview text.**

***Question:*** **List 1–3 questions you think we'll find answers to.**

***Predict:*** **State 1–3 things we'll learn.**

***Read:*** **Read text.**

***Respond:*** **Try to answer questions. Modify, drop, add.**

***Summarize:*** **At end of text**

S

Q

P

2

R

S

Title of Article or Chapter: _____

| | |
|---|---|
| **Survey:** (*Before you read*. What will this reading assignment be about? Look at titles and pictures) | |
| **Question:** (*Before you read*. Write 1-3 questions you may be able to answer from reading) | 1.<br>2.<br>3. |
| **Predict:** (*Before you read*. Can you predict 1-3 things we will learn?) | 1.<br>2.<br>3. |
| **Read!** | (you don't have to write anything in this box) |
| **Respond** (*After you Read.* Try to answer questions: modify, drop, and add) | |
| **Summarize**: (*After you Read*) Four Sentence Summary:<br>**Sentence 1:** Main Idea (identify what was read, verb *[explains, lists, argues, describes, etc],* finish thought).<br>.<br>**Sentences 2-4:** *D'REF*: Details, Reasons, Examples, Facts | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |

| Somebody | Wanted | But | So |
|---|---|---|---|
| The Big Bad Wolf | Pigs for dinner | They hid in the brick house. | He went hungry. |
| Anne Frank | To hide from the Nazis | Someone turned her in | She died in a concentration camp. |
| Adolf Hitler | To control all of Europe | The Allies fought against him | He killed himself when Germany was defeated. |
| Christopher Columbus | To sail to India to buy spices | He ran into the Caribbean Islands | He claimed the area for Spain. |
| Thomas Edison | To invent the incandescent light bulb | His light bulb blackened (the Edison effect) | It later led to the electron tube, the basis of the electronics industry |
| Stephen Hawking | To be a mathematician | His father wanted him to be a chemist | He combined science and math to study black holes in the universe. |

# Planning for Summarizing

**What knowledge will students be learning?**

What specific information will students need to summarize?

- ❑ film or video
- ❑ chapter
- ❑ lecture
- ❑ story
- ❑ article
- ❑ event
- ❑ other_____

**What strategy will I ask students to use?**

- ❑ **Rule-based Summarizing Strategy**
- ❑ **Summary Frames**
  - ❑ **Narrative or Story**
  - ❑ **TRI**
  - ❑ **Definition**
  - ❑ **Argumentation**
  - ❑ **Problem/Solution**
  - ❑ **Conversation**
- ❑ **Other _____**

*Do I need to set aside time to teach them the strategy? When and how?*

*How much guidance will I provide them?*

*How will I monitor how well students are doing?*