**Carol Wellen**

 **SLM 503**

**Instructional Strategy: Graphic Organizer**

**Objectives:** Students will learn to use an organizer to summarize their text or book.

**Grade Level:** 4th/5th grade

**AASL Standard 1:** Inquire, think critically, and gain knowledge.

**Indicator 1.1.6:** Read, view, and listen for information presented in any format in order to make inferences and gather meaning.

**Benchmarks:** Use various note-taking strategies, paraphrase or summarize information,

 draw conclusions based on facts and premises

**Brief Description:**

 Students will come to the library and select their nonfiction books. The librarian will use a nonfiction book to model how to use the organizer to summarize their reading. The graphic organizer will be used to write down the main idea and supporting details from their book.

* Part One: After reading their book, students use the boxes on the graphic organizer to write down the main idea, and 3 or 4 supporting details or quotes from their reading.
* Part Two: Take the organizer and cut it apart - cut out each box and put them in the order that they will use them to write a summary. Glue the boxes/strips to a new sheet of paper.
* Part Three: Use the re-ordered organizer to write or type a final summary.

 This strategy helps students create meaning from text by incorporating some of the principles of UDL. It allows students freedom to choose a nonfiction text that they find interesting (within the topic parameters), it gives students a new way to organize their thoughts by allowing them to cut apart their organizer, and it reduces the total amount of writing so students do not have to write the same sentences multiples times.

**Teacher’s Role and Librarian’s Role**

 The teacher will provide guidance on what type/genre of nonfiction books students should select. The librarian will help the students choose their nonfiction books. Then the librarian will introduce the graphic organizer and how to use it. Students will read their books in class as part of their Language Arts curriculum. Students will complete part one of the organizer – the Summary Strips – in their classroom during Language Arts or Writing time. Depending on what works with the teacher’s schedule, they can complete the whole process in their classroom or they can finish parts two and three at their next library lesson with the librarian.

**Assessment:**

Their summary would be graded based on the organizer being filled out, re-ordered, and a final summary being written. Depending on the teacher’s grading preferences, a possible rubric would be:

* Summary strips filled out 6 points (1 point each strip)
* Strips re-ordered into a draft 4 points
* Final Summary written 5 points

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary Strips

|  |
| --- |
| Main Idea |
| Supporting Sentence  |
| Supporting Sentence or Quote  |
| Supporting Sentence or Quote |
| Supporting Sentence or Quote |
| Closing Sentence |

Summary Draft

1. Cut apart your summary strips.

2. Put them in order for your final summary.

|  |
| --- |
| Sentence 1 |
| Sentence 2 |
| Sentence 3 |
| Sentence 4 |
| Sentence 5 |
| Closing Sentence |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |
|   |