

Developing Prediction and Summarizing Skills with Picture Books

Targeted “Must-Learns”:

- Prediction
- Making Connections
- Summarizing

Curriculum Expectations:

(from Grade 7; similar expectations in the Grade 8 curriculum)

Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through dialogue and discussion; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts; ask questions to monitor understanding; summarize sections of text during reading; synthesize ideas to broaden understanding)

Demonstrating Understanding 1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea (e.g., key information in manuals, surveys, graphs, online and print encyclopedias, websites, tables and charts; theme and related ideas in magazine articles, dramatic monologues, television programs)

Audience/Grade:

Grades 7 & 8 (although easily modified for other grades)

Suggested Resources:

This book is wonderful but it does raise some issues that might be difficult for some students in your class. Know your class well before using this text.

Fly Away Home by Eve Bunting



Suggested Materials:

- the picture book listed above
- a collection of the S-W-B-S organizers (at the end of this document)
- a familiarity with how to reorganize the class to use "elbow partners"

Time Required:

One 50-minute period

(repeat the lesson every so often with new picture books to solidify the skills)

Activity:

1. Be sure that students are familiar with the "Somebody-Wanted-But-So" graphic organizer. There is an introductory lesson that focuses on the use of this organizer to summarize narratives under the "SUMMARIZING" subheading.
2. As a class, investigate the cover of Bunting's Fly Away Home. (Perhaps colour photocopies of the cover to be shared by smaller groups of students would make this easier.) Record all observed facts (no inferences or predictions) on the board, creating a list to which students can refer throughout the lesson.
3. With "elbow partners" or within small groups of students, have students predict a summary of this narrative based on observed details on the cover.
4. Individually, have students record their predictions on S-W-B-S organizer.
5. Have volunteers share what they have recorded. Before or after this occurs, discuss whether or not different answers should be expected at this point. (Yes...different students have different background knowledge relevant to this situation and therefore will make predictions based on different ideas.)
6. Read the first page (p. 3) to the class, sharing illustrations as best you can. Review the facts that you recorded after examining the cover and see if you (plural) can add more specific details. Don't remove the original fact...simply add the new details as branches from the original. Using a new colour of chalk/marker makes these revisions more easily-used by students. Have the class decide if anything that had originally been recorded is incorrect. If so, stroke this from the list.
7. With "elbow partners", have students review their first SWBS summary with the following questions in mind:
 - a. Was anything in the first prediction incorrect? What corrections are necessary?
 - b. Can specific details now replace general statements in your summary?

8. Individually, have students record their updated predictions on S-W-B-S organizer.
9. Repeat this cycle of tasks for the following text sections:
 - a. Pages 4 - 16
 - b. Pages 17 - end
10. Once the final section of the text has been read, there is no longer a need for predicting. Have a few volunteers read their final SWBS summaries. Discuss why everyone should now, more or less, have the same ideas recorded.

Modifications:

- extra large copies of cover for students with vision impairments
- scribing for some students
- computer-access to the "S-W-B-S" organizer for students with SEA claims
- have all of this lesson completed in teacher-created small groups
- strategic seating for students with hearing impairments

Assessment:

Share any assessment tools (rubrics, checklists,...) you have used to assess student performance.

Exemplars:

If possible, share examples of student work.

Other:

The following picture books work well for the same task:

One Green Apple by Eve Bunting

So Far from the Sea by Eve Bunting

Willy & Max: A Holocaust Story by Amy Littlesugar

Faithful Elephants: A True Story of Animals, People and War by Yukio Tsuchiya

Sitti's Secrets by Naomi Shibab Nye

Lily and the Paper Man by Rebecca Upjohn

SOMEBODY WANTS BUT SO!

TITLE:	
AUTHOR:	
CHARACTERS:	
SETTING:	

SOMEBODY (main character):

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WANTS (what the main character is trying to do):

--

BUT (the conflict/problem that stands in the way):

--

SO (how the main character solves the problem):

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