

			Act: 4R5
Grade: 4	Strand: Reading	Concept: Summarizing non-fiction text	
Description of Task:	Students read an article from the newspaper and summarize key information in a 5W's and H Organizer.		
Expectations:	4e27 read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes; 4e29 read independently, using a variety of reading strategies; 4e31 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources; 4e34 identify the main idea in a piece of writing, and provide supporting details; 4e40 develop their opinions by reading a variety of materials; 4e41 begin to develop research skills (e.g., formulate questions, locate information, clarify their understanding of information through discussion);		
Software Type:	Concept Mapping SMART Ideas		
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"><li>• Run Smart Ideas (open the template file);</li><li>• Select a symbol and add text by typing;</li><li>• Print and save the file.</li></ul>		
Student Instructions: (for teacher)	<ol style="list-style-type: none"><li>1. Tell students that they will be summarizing and responding to a news story.</li><li>2. Select a story to read together with the class.</li><li>3. Model the completion of the organizer as a whole class activity.</li><li>4. A big part of reading the news is the personal connection the reader makes with the story. Use a “think aloud” to model how you respond to a story by answering the following questions:<ol style="list-style-type: none"><li>a. How did it make me feel?</li><li>b. Do I remember having a similar experience?</li><li>c. Does it remind me of something I have read, or viewed on TV?</li><li>d. Does it remind me of something that happened to me or to someone I know?</li></ol></li><li>5. Based on these questions, complete the “My Connection” section of the organizer. If the theme of the story provides a connection to a Catholic perspective, demonstrate the connection in your response.</li><li>6. Ask students to bring an article to class which they will summarize and respond to in the same manner, using concept mapping software, and the template provided with this activity.</li></ol>		
Teacher Notes:	<p>Provide a variety of newspapers from which students choose a news story of interest to them. Students should know the basic parts of a news story and be familiar with how news stories are organized (upside down pyramid). You may choose to have students work in pairs to complete an organizer, and check each other's organizers.</p> <p>Related off-line activity: Provide photocopies of organizer <b>4R5_news_summary_print.cwk</b> to be completed as a paper and pencil activity.</p>		
	Activity Template File: Y ✓ N <input type="checkbox"/> Student Instruction BLM: Y ✓ N <input type="checkbox"/>		
Assessment:	Did the student complete each section of the organizer? (learning skills) Did the student record the main ideas of the story using his/her own words? (curriculum) Did the student make a connection between the news story and his/her own experience? (curriculum) Was the student able to select a symbol and add text to it? (ict) Where the opportunity arises, does the student integrate the Catholic faith tradition, in his/her response to the story? (cge)		