Instructional Aid 1.3: A Lesson Template for Teaching Summarizing	
Lesson Template for Teaching Cognitive Strategies	*Lesson Plan for Teaching Summarizing*
1. Provide direct instruction regarding the cognitive strategy	
a. Define and explain the strategy.	*Summarizing* is restating in your own words the meaning of what you have read--using different words from those used in the original text--either in written form or a graphic representation (picture of graphic organizer).
b. Explain the purpose the strategy serves during reading	Summarizing enables a reader to determine what is most imporant to remember once the reading is completed. Many things we reade have only one or two bid ideas, and it's important to identify them and restate them for purposed of retention.
c. Describe the critical attributes of the strategy.	A summary has the following characteristics. It Is short Is to the point, containing the big idea of the text Omits trivial information and collapses lists into a word or phrase Is not a retelling or a "photocopy" of the text
d. Provide concrete examples/nonexamples of the strategy.	Examples of good summaries might inlude the one-sentence book summaries from *The New York Times* Bestsellers List, an obituary of a famous person, or a report of a basketball or football game that captures the highlights. The mistakes that students commonly make when writing summaries can be more readily avoided by showing students excellent nonexamples (e.g., a paragraph that is too long, has far too many details, or is a complete retelling of the text rather than a statement of the main idea.
2. Model the strategy by thinking aloud.	*Thinking aloud* is a metacognitive activity in which teachers reflect on their behaviors, thoughts, and attitudes regarding what they have read and then speak their thoughts aloud for students. Choose a section of relatively easy text from your discipline and think aloud as you read it, and then also think aloud about how you would go about summarizing it--then do it.
3. Facilitate guided practice with students.	Using easy-to-read content text, read aloud and generate a summary together with the whole class. Using easy-to-read content text, ask students to read with partners and create a summary together. One students are writing good summaries as partners, assign text and expect students to read it and generate summaries independently.