



SESSION 17 (2 days)

Summarizing & Getting the “GIST” (Reader’s Theater, too!)

What Do I Wish to Accomplish in this Session?

- Help students to understand the concept of summarizing - giving a short overview of the main points of a story
- Teach students what getting the “GIST” of something means and how to utilize this strategy as a summarizing technique
- Work with the Stop-Think Technique within the “GIST” worksheet
- Use a “Reader’s Theater” technique to help students comprehend, connect with, and interpret what they have learned, then summarize with partners.
- Show how summarizing relates to music lyrics as well
- Continue Vocabulary Development


What Materials Are Needed?

- ✓ Attention Grabber Cartoons: Day One



Day Two




- ✓ YouTube video on “Getting the GIST” - simplistic explanation
http://www.youtube.com/watch?v=SzkrQj36_i0
- ✓ *The Gassy Dinosaur Effect* (**INSERT 17-A**) for the board
- ✓ Funny YouTube video showing getting the “GIST” of a what a Physician’s Office offers
<http://youtu.be/kPuhNi--d8s>
- ✓ Copies of GIST Strategy Worksheet (**INSERT 17-B**) – one for each student 
- ✓ *Yankee Doodle* (**INSERT 17-C**) for the board
- ✓ YouTube video showing how summarizing relates to music:
<http://www.youtube.com/watch?v=niD-AKpAJNc&feature=share&list=PLKyibPwb-tw8duHMgsNUHz5tUUt6akuT>
- ✓ Vocabulary List

Discussion and Details – Day One

- Discuss the Attention Grabber Cartoon, Day One – the use of ACRONYMS.
- Have students come up with an acronym for **K.I.D.** and quick share with the class.
- Now give students 60 seconds to write down familiar acronyms and then have them share some with the class.
- Discuss with students what they think “Getting the GIST” of something means. Have them write down **GIST** and what it stands for:

Generating Interactions between Schematic and Text

Note: A *schematic* is a diagram, plan, or drawing.

- If you get the GIST of something, you have grasped the main points.
- “Just give me the GIST of it” means “Please just give me a short summary.”
- There are keys to helping you to get to the “GIST” of things...5 **W**’s and an **H**! Have students discuss what they think those stand for: **Who, What, When, Where, Why, and How.** Explain that you then break the story down into 10 to 20 words – again depending on the length of story – then summarize by formulating sentences from those words.
- Show YouTube video - simplistic explanation of Getting the GIST.
http://www.youtube.com/watch?v=SzkrQj36_i0
- Discuss how when you have longer pieces (more than just a passage), you can integrate the Stop-Think Technique. This is where you stop often while reading (after a paragraph or a few minutes of reading depending on the length) and jot down connections you have with the material, things that need clarification, as well as answering the 5 W’s and H when you can. Some pieces are long enough for a 20-word description versus a 10-word description.
- Have students break into partners. 
- Share the title, The Gassy Dinosaur Effect, with the students and have them PREDICT what the article will be about. Then put *The Gassy Dinosaur Effect* (**INSERT 17-A**) on the board for everyone to use. Have them read the entire article silently to themselves, selecting words they do not understand. Discuss these words.
- There are 17 sentences in the article (#7 gets an additional short sentence). Assign one/two sentences per pair depending on the number of student pairs you have.

- It's now time for the students to "play act" the article – have them use great voice inflection and hand gestures to read their lines. Have them practice their assigned lines with each other and be sure they are reading together, not alternating. The teacher first reads the title, author, and caption (leave first line at top for students). Then, beginning with line 1, have each pair stand and read their lines in 1-17 order to complete the entire story. Have them remain standing after they read their lines. Again, stress inflection and body gestures. Once all reading is completed, the whole class should be standing -- have them applaud their story.



- This is a great time for a candy reward!

Discussion and Details – Day Two

- Quick discussion about the Attention Grabber Cartoon, Day Two: The dog shows how anything can be summarized!
- Revisit the idea of what “Getting the GIST” means.
- While handing out the GIST Strategy Worksheet (**INSERT 17-B**), play a fun YouTube video showing how creative a person was when explaining “Getting the GIST” of what a Physician’s Office offers. <http://youtu.be/kPuhNi--d8s>
- Now turn to the GIST Strategy Worksheet.
- Have students re-read *The Gassy Dinosaur Effect* article as partners – again with inflection and hand gestures. Have them read with one another, alternating paragraphs and stopping after each one to jot down notes of connections they make and/or questions about vocabulary or other confusing things.
- Remind them that they should be working together on the Stop-Think Strategy. Emphasize that the stops will help to stay focused on each part of what they are reading – increasing comprehension. They can write down connections, questions, and even important words to be used in their 20-word GIST .
- When done, have them look up or clarify with the teacher any questions they have about the material.
- Then have one take on the role of “teacher” and one the role of “student.”
- Have the “teacher” ask the “student” the 5 W’s and the H. As the “student” answers, they together fill out their sheets. Sometimes the W’s or H can be answered with a question itself.
- Now together they come up with a 20-word GIST. They must use exactly 20 words to summarize the article – the words can actually create real sentences. Give students some examples to jump start the GIST :
 1. plant-eating
 2. dinosaurs
 3. contributed
 4. Mesozoic
 5. global
 6. warming
- Now have students take all their GIST words and create a summary using sentences.
- Remind students about inflection and hand gestures, and then have them practice reading their summary as a pair. Select a few partners to “perform” their summary for the class, having them stand to perform. Be sure there is bowing and applause after each performance.

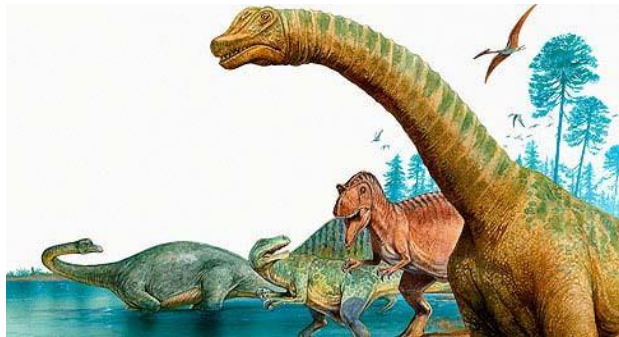


- Have students turn their worksheets in if you need to take a grade!
- Continue with Vocabulary Development: **INFLECTION, FLATULENT, ASSUMPTION**
- A great wrap-up to this session is to discuss how music often is a summary of an event or occurrence. Read *Yankee Doodle* (**INSERT 17-C**) and then show the YouTube video:
<http://www.youtube.com/watch?v=niD-AKpAJNc&feature=share&list=PLKyibPwb-tw8duHMgsNUHz5tUU6akuT>
- Students should leave humming a tune!

The Gassy Dinosaur Effect

1 A new study says gassy, plant-eating dinosaurs may have contributed to prehistoric global warming

May 09, 2012
By Kelli Plasket



GETTY IMAGES

A new study says sauropods (far right) may have contributed to Earth's warmer climate during the Mesozoic era.

2 Around 200 million years ago, Earth was 18 degrees warmer than it is now. **3** That might be a bit hot for humans, but it was just right for the giant dinosaurs that roamed the globe during the Mesozoic era. **4** A new study found that plant-eating dinosaurs may have contributed to the warming of the Earth by releasing significant amounts of methane gas—through their flatulence (farts) and burps.

5 The study, published in science journal *Current Biology*, focused on sauropods, long-necked herbivores that munched on the top of trees. **6** They were the largest of the dinosaurs; food fermented, or broke down, in their stomachs for long periods of time. **7** The researchers estimate that a sauropod released 2,675 liters of methane gas per day—adding up to a large amount of the greenhouse gas being pumped from dinosaur guts into the atmosphere. What a gas!

Making Methane

8 Plant eaters naturally release methane gas as part of their digestive process. **9** The larger the animal, the more methane it produces. **10** Methane, a greenhouse gas, traps heat and remains in the atmosphere for approximately 9-15 years, which warms the atmosphere.

11 Today, livestock animals, such as cattle, goats and sheep, produce large amounts of methane as a byproduct to their food digestion. **12** Methane is also released from human-influenced sources such as landfills, agricultural activities, coal mining and other industrial practices—which all contribute to today's climate change, according to the Environmental Protection Agency.

13 The dinosaur study's researchers estimate that Earth's sauropods would have produced about 520 million tons of methane gas per year—similar to the total amount of methane produced today by natural and man-made sources. **14** However, the researchers warn that their numbers are estimates based on multiple assumptions about the digestive systems and populations of dinosaurs.

15 Study author David Wilkinson says the dinosaur's methane gas emission would have been just one of the causes of the Mesozoic's warm climate. **16** Other causes include gas produced from volcanoes, swamps, shallow seas and more. **17** Still, Wilkinson says, "[Dinosaur gas] is big enough to be a measurable effect."

GIST Strategy Worksheet

What does "GIST" mean?

- **Generating Interactions between Schematic and Text** (*a schematic is a diagram, plan, or drawing*).
- If you get the GIST of something, you have grasped the main points.
- "Just give me the GIST of it" means "Please just give me a short summary."
- There are keys to helping you to get to the "GIST" of things...5 W's and an H!

Let's use *The Gassy Dinosaur Effect* article to practice the GIST Strategy

TITLE of ARTICLE _____

ARTICLE SOURCE _____

Now let's read *The Gassy Dinosaur Effect* article and incorporate the **Stop-Think Strategy**:

As you read, stop periodically to reflect on any connections you make, anything confusing (such as vocabulary words), or questions you may have – the 5 W's and 1 H, and list below.

Now complete the 5 W's and the H:

- Who _____
- What _____
- Where _____
- When _____
- Why _____
- How _____

Now write a 20-word GIST:

Now let's put it together in sentence form – as a SUMMARY: (Use the back of page if need be to finish.)

Yankee Doodle

Various European countries claim the original of the tune we know as "*Yankee Doodle*", and it was the British who brought the tune to America during the French and Indian Wars. The opening words of the song refer to the fact that when Oliver Cromwell rode horseback into Oxford in 1653 he wore a hat decorated with a single feather fastened by an elaborate knot — an Italian decoration called a "macaroni." The British troops used the song and the term sarcastically, to ridicule the makeshift appearance of the dress of American Colonial troops. When the Revolution began, the Americans adopted the song as a rallying tune, and it was played by fifers and drummers in every camp and battle. At the British surrender at Yorktown on October 19, 1781, the American army band played "*Yankee Doodle*" to celebrate the American victory.

YouTube video for showing how summarizing relates to music:

<http://www.youtube.com/watch?v=niD-AKpAJNc&feature=share&list=PLKyibPwb-tw8duHMsgsNUHz5tUUt6akuT>

VOCABULARY WORDS - SESSION 17

inflection – change in pitch or tone or voice

Sentence: The students were asked to use great inflection when reading their part in the play.

flatulent – suffering from an excess of gas

Sentence: The students moved away from the boy who was quite flatulent!

assumption – the act of taking for granted or supposing

Sentence: I made the correct assumption when I said that the smell in the cafeteria came from the bread they accidentally burned this morning.