

INSTRUCTIONAL TASK 2

TASK 2

ONE SENTENCE SUMMARIES

One-sentence summaries can clearly indicate a student's ability to determine the central ideas of a text and how the ideas develop through the text. The summaries require students to actively engage with the text in order to complete the brief exercise.

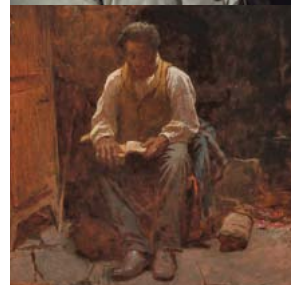
Steps Outlined:

1. Select a text for students to summarize.
2. Students should read the entire work through without stopping and then go back and re-read the passage, prepared to annotate.
3. As students are re-reading they focus on addressing the following: Who does what to whom, when, where, how and why?
4. Once students have completed the reading, each will independently write a once sentence summary of the major ideas present in the reading.
 - Next, divide students into small groups of 3-5. Each group will share their sentences and 'funnel' them to create one new sentence. A Funnel Graphic Organizer included below (students can use these independently as well, writing central ideas in each circle and then creating a single sentence). Note: this graphic is a Smart Art insert found in Microsoft Word, in Word it can be edited to serve the purposes of the reading.
5. When each group has created a new One Sentence Summary, conduct a class discussion to share sentences and further 'funnel' the sentences until ultimately one complex sentence that represents the central ideas of the text is created. Teachers should instruct students to focus their funnel activity on the three characteristics of a great "power" sentence: clarity, concision, and specificity.
 - Clear (it summarizes and does not leave the reader with more questions)
 - Specific (descriptive enough, inclusive of important vocabulary with adequate context clues)
 - Concise (does not use unnecessary words, phrases, or clauses which do not add to the overall meaning)

This strategy can also be used after a lecture, having students combine the big ideas or as an exit ticket to assess understanding of the day's topics. Additionally, the one sentence summary prompts below can be used to scaffold students as they read various text structures:

1. **Description/Definition:** A _____ is a kind of _____ that ...
2. **Compare/Contrast:** ___x___ and ___y___ are similar in that they both... but ___x___... while ___y___ ...
3. **Sequence:** _____ begins with... continues with... and ends with ...
4. **Problem-Solution:** _____ wanted... but... so ...
5. **Cause/Effect:** _____ happens because....

Source: "One Sentence Summaries." Accessed April 10, 2013.
<http://sharepoint.chiles.leon.k12.fl.us/lcsreadingstrategies/main%20idea%20plot%20and%20purpose/One%20Sentence%20Summary.pdf>



INSTRUCTIONAL TASK 2 (continued)

FUNNEL GRAPHIC ORGANIZER

DIRECTIONS

Write each one-sentence summary in one of the balls in the funnel. Then write a sentence below the funnel that combines the central ideas of each sentence in to one new sentence.

(Note to teachers: this is a SmartArt graphic in the Word document which can be modified to suit your instructional needs.)

