

## Determining Importance of Text Lesson Plan

### Strategy to be taught: Determining Importance of Text through Very Important Points (VIPs)

**State the TEK : (I included 2 grade levels because I taught the same lesson to a 5<sup>th</sup> grade and a 7<sup>th</sup> grade class).**

(5.10)Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:(F)determine a text's main (or major) ideas and how those ideas are supported with details (4-8)

(7.10)Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to: (F)determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

### Resources

Three sections of a story from *Reader's Digest*, October 2001. Title: "Teen Heroes." Copies for each student and enlarged versions of the first two stories on overhead transparencies.

Sticky notes cut into three strips.  
Chart paper and marker.

### Script the lesson:

#### Introduce the strategy

Have you ever known someone who, when they say, "I saw a great movie last night." you know never to say, "Oh, really? What was it about?"

My sister is that way. If you make the mistake of asking, she'll give you the whole plot, blow, by blow! It takes almost as long as watching the movie itself and you know everything that will happen before you see it.

Well, some of us make that same mistake as readers. We have a hard time deciding which bits of information are most important for us to remember. And so we try to remember everything and our brains go on overload. We don't remember anything very efficiently!

Today we're going to learn a reading strategy that can help you when you're reading for information. It's called Very Important Points, or VIPs for short (from Linda Hoyt's book *Read, Reflect, and Retell*).

Pat Watson  
Stephen F. Austin State University  
2001

Hand out stories and sticky notes to each student.

### **Modeling and Explanation**

Use the story “The Boy Who Phones a Friend” for modeling.

Read the story aloud from the overhead as the students read along. As you read, think-aloud about which points might be most important to remember. (See arrows on text.)

Place all three arrows before getting to the end, then conduct a mental dialogue of decision making.

“I know I have to have the part about Albert taking the program national because that’s the conclusion. I also need the first one because that’s the main idea. I have to decide which of these two middle ones to move.

Demonstrate writing a brief summary from these points on the chart paper.

### **Guided Practice**

Use the story “The Girl Who Sounded the Alarm” for Guided Practice. Go through the same steps as with the first story. Use Shared Reading, then ask the students to talk with a friend about where they would put their stickies. Have partners contribute ideas. Move the stickies around, summarizing the story each time, until consensus is reached.

Write summary on chart paper.

### **Independent Practice**

Have the students read “The Girl Who Cares for Kenya” independently, placing their sticky notes as they go. Then have them get with a friend, compare choices, negotiate, and briefly write a summary.

Ask for volunteers to read their summaries. Use chart paper to record, then compare and discuss differences.

### **Response (tracks)**

Sticky notes

Written summaries

Chart paper

### **Application and Reflection**

Use Determining Importance poster in the room to remind students when this strategy might be useful to them. Review strategy and practice again prior to TAKS.