

**Lesson Title:**

Summarizing Information

**Grade Level:**

8

**Lesson Objectives:**

- Students will summarize information in an informational text.
- Students will identify the main idea and key details in informational text and write a summary.

**Learning Modalities Targeted:** Visual Auditory Kinesthetic/Tactile**Warm-Up:**

- Distribute copies of “Saving Water is a Cinch!”
- Ask for a volunteer to read it aloud to the class.
- Display Summary 1 of the passage and read it aloud.
- Ask students if it is a good summary of the passage. (no) Have students justify their responses, and then explain that the summary is not sufficient because it is missing the main idea and important details.

**Materials Needed:** display device; “Saving Water is a Cinch!” passage; “Fighting Germs” passage; “Rethinking Antibacterial Products” passage; “Invasive Species: A Nuisance to Mankind” passage; “The Good Fats” passage; classroom texts (e.g., magazines, text books); pens, pencils, highlighters, scissors; lined paper

**Procedure:**

1. Explain that good summaries include a restatement of the main idea and key details in your own words. Have students identify the main idea of “Saving Water Is a Cinch” (Water is a valuable resource that we should try to protect.) and have them underline key details that support that idea.
2. Display Summary 2 and ask for a volunteer to read it.
3. Have the class evaluate the summary by asking:
  - “Was anything important left out of the summary?”
  - “Was any of the information in the summary not needed?”
  - “Was any information not in the student’s own words?”
4. Display the “Fighting Germs” passage and have a volunteer read it aloud.
5. Have students identify the main idea. (Antibacterial products are helpful in fighting germs and keeping people healthy.) Write the main idea on the board.
6. Ask students to identify which sentences in the passage include key details that support the main idea. Underline the key details.
7. Class write a summary of the passage based on the main idea and supporting details identified in the previous step. Refer to the Sample Summary as needed.

**Independent Practice:**

Distribute “Rethinking Antibacterial Products” and explain that students should read the passage carefully, determine the main idea, underline supporting details, and write a summary in their own words on a separate sheet of paper.

**Closing Activity:**

- Have students share their summaries.
- Encourage peer review that provides feedback. Students should look for the main ideas and key details to be included in the student's own words.

**Advanced Learner Option****Procedure:**

1. Distribute "Invasive Species: A Nuisance to Mankind" and have students follow the directions to mark up the passage and write a summary that includes the main idea and key details in their own words.
2. Have students swap papers for peer review. Advise students to look for sentences with phrases of four or more words which are a direct copy of the original text. Students should rewrite these sentences.

### Struggling Learner Option

**Procedure:**

1. Distribute the “Summing It Up” worksheet. Have students read the passage.
2. Assist students in determining the main idea of the passage. (Invasive species are harmful to the regions they take over.)
3. Have students identify key details that support the main idea. Have students discuss whether or not the detail supports the main idea before they underline it. Provide support to help students identify only key details.
4. Have students evaluate the summaries and identify the best one.
5. Guide students to analyze the deficiencies in the other two.

### Extension Activities

- Have students work in pairs. Distribute “The Good Fats” worksheet and have them follow the directions to cut out the sentences and choose the best ones for a summary.
  - Have students rearrange the sentences to form a summary.
  - They might tape the sentences to wall space in the classroom.
  - Advise them that good summaries should also follow the flow of the original passage.
  - Have groups read aloud their summaries and offer feedback and correction as needed. Where support is needed, prompt student pairs to choose only three sentences.
- Choose an informational classroom text from a magazine or textbook. Have students take turns providing sentences for a summary. Students dictate their sentences for a scribe to write on the board or chart paper.

### ELL Teaching Tips

- **Key Lesson Language:** **general** – cinch, granted, repercussions; **academic** – summary, main idea
- **Partner work**– Allow students to do individual work with a partner. Consider giving students the option to work with a partner for the main Procedure, Independent Practice, Closing Activity, and Struggling Learner Option.
- **Preview text**– Provide students with a text or video ahead of time so they can review or explore the material before accessing it in a class activity. Consider providing a paper copy for the Warm-Up, main Procedure, Independent Practice, and Struggling Learner Option prior to the lesson. This will expose students to the material before classroom discussions, so students can start to formulate answers and ask questions about unfamiliar text.

## “Saving Water Is a Cinch” Summaries

### Summary 1

It is important to save water in the bathroom. Dentists want people to brush their teeth for one minute each time they brush. So, turn off the faucet.

### Summary 2

Water is a valuable resource that we should try to protect. Since most water used inside is used in the bathroom, a good place to start saving water is there. One way you can do this is by turning off the faucet when brushing your teeth.

Name \_\_\_\_\_

### **Saving Water is a Cinch!**

Water is the single most important natural resource on Earth. Although 72% of our planet is covered in water, we should not take water for granted. Instead, we should be careful to use water only when necessary. The less clean water we waste now, the more clean water we will have in the future. There are a number of ways to save water, but the best place to start is in the bathroom. Studies show that three-fourths of the water we use indoors is used in the bathroom. For example, what do you do when brushing your teeth? Many people turn the water on and then brush their teeth while the faucet runs. Dentists recommend brushing for at least two minutes twice a day. This is a long time for the faucet to be running. It is estimated that up to 200 gallons of water per month per person can be saved simply by turning off the faucet while brushing. Additional water can be saved by filling a cup with water. Use this water to rinse your mouth after brushing instead of allowing the faucet to run during the rinse.

Name \_\_\_\_\_

## Fighting Germs

Every day, millions of germs creep and crawl across people's bodies without them even noticing. It can be difficult to protect against things one can't see, but in the case of germs, it is important nonetheless. Though they are invisible, germs have very real effects, as they cause people to get sick regularly. Antibacterial products reduce or get rid of the bacteria that can lead to communicable diseases like infections or illnesses.

Fortunately, there are things people can do to protect themselves against germs. One thing that helps is to wash one's hands regularly with antibacterial soap and to use hand sanitizers if a sink is not nearby. In these instances, a person should use sanitizers with at least 60 percent alcohol levels. These are the best alternatives to soap and water.

Antibacterial products are especially useful in places like hospitals and nursing homes because these patients' immune systems are often weakened and cannot fight off illness easily. The products help people like doctors, nurses, and other caretakers who are in close contact with these high-risk populations as well. Antibacterial products are also useful in school and daycare settings, especially during outbreaks of the flu and other viruses.

People can also use antibacterial cleaning products to kill germs. Though some of the ingredients in antibacterial products can have negative effects, most are harmless. Nevertheless, to avoid problematic ingredients simply read the product labels and choose the ones with the best ingredients. In fact, people should exercise the same care that they would take with any chemical product.



Name \_\_\_\_\_

**“Fighting Germs” Sample Summary:**

Antibacterial products are helpful in fighting germs and keeping people healthy. Hand sanitizers with a high alcohol content are the best alternatives if soap and water are unavailable. Antibacterial products are useful in hospitals, nursing homes, schools, and daycares where germs threaten the well-being of patients, caretakers, and children. Antibacterial cleaning products with the best ingredients will kill germs without negative side effects.

Name \_\_\_\_\_

Directions: Read the passage. Determine the main idea of the passage and underline key details that support it. Then write a summary on a separate sheet of paper.

### **Rethinking Antibacterial Products**

Many people use antibacterial soap and hand sanitizers religiously, thinking they are doing the best thing for their health to avoid getting sick. The truth, however, is that antibacterial products are not necessarily effective, and they may in fact be doing more harm than good. Antibacterial products prevent the immune system from doing its job and can sometimes have negative side effects.

According to the federal Food and Drug Administration, there is "no evidence" that antibacterial soaps are better than regular soap at keeping people healthy. Excessive use of antibacterial products may actually weaken a person's immune system. Exposure to germs to a certain extent is important in order for the body to build up its defenses. When the body is exposed to germs, it becomes stronger. Therefore, trying to shield a person from these germs can have negative repercussions. Further, antibacterial products can reduce the number of healthy bacteria on a person's body, making antibiotics less effective in the fight against new strains of bacteria, or superbugs.

When it comes to protecting the body, regular soap may be best. Plus, soap avoids some of the harmful ingredients found in antibacterial products, and using soap and water does not interfere with the body's processes for fighting off disease.

Some of the ingredients in antibacterial products are harmful, like triclosan. Evidence suggests that children who are exposed to triclosan have a higher likelihood of developing allergies, including peanut allergies and hay fever. Scientists think this may be because of the reduced exposure to bacteria, which could be necessary for the immune system to function well. Additionally, triclosan can be bad for the environment. When it is used in products and gets flushed down the drain, it ends up affecting sewage facilities and negatively impacting the ecosystems of surrounding water areas. Because of these concerns, the FDA now requires antibacterial product manufacturers to prove that the chemicals in their products are safe and that they are effective at keeping people well.

Name \_\_\_\_\_

Directions: Read the passage. Determine the main idea of the passage and underline key details that support it. Then write a summary on a separate sheet of paper.

### **Invasive Species: A Nuisance to Mankind**

Invasive species are organisms that are not native to a particular region. They can move to habituate, or make use of, another place by swimming or using the hull or a ballast tank of a ship. These invasive species either die because they cannot adapt to the new surroundings or survive with little or no impact on the native species. In some cases, they become dominant and eat or fight with the native species for food and space.

The zebra mussel, an invasive species, was accidentally introduced by a cargo ship into Lake St. Clair. The mussels multiplied and spread rapidly throughout the Great Lakes and the Mississippi River. Mussels now endanger the diversity and the abundance of the native species. The government spends millions of dollars every year to control their numbers. The smothering seaweed, another invasive algae, endangers the coral reefs of Hawaii. The algae multiply faster than the native algae and coral. The tourist island is now dominated by algae rather than corals.

Invasive species have an adverse impact on the environment and the flora and fauna of the region they invade. Governments need to control these species by detecting their invasion and taking steps to manage them at an early stage.

Name \_\_\_\_\_

## Summing It Up!

Directions: Read the passage “Invasive Species: A Nuisance to Mankind.” Determine the main idea and underline key details in the passage that support it. Then choose the best summary.

### **Invasive Species: A Nuisance to Mankind**

Invasive species are organisms that are not native to a particular region. They can move to habituate, or make use of, another place by swimming or using the hull or a ballast tank of a ship. These invasive species either die because they cannot adapt to the new surroundings or survive with little or no impact on the native species. In some cases, they become dominant and eat or fight with the native species for food and space.

The zebra mussel, an invasive species, was accidentally introduced by a cargo ship into Lake St. Clair. The mussels multiplied and spread rapidly throughout the Great Lakes and the Mississippi River. Mussels now endanger the diversity and the abundance of the native species. The government spends millions of dollars every year to control their numbers. The smothering seaweed, another invasive algae, endangers the coral reefs of Hawaii. The algae multiply faster than the native algae and coral. The tourist island is now dominated by algae rather than corals.

Invasive species have an adverse impact on the environment and the flora and fauna of the region they invade. Governments need to control these species by detecting their invasion and taking steps to manage them at an early stage.

Name \_\_\_\_\_

## Summing It Up! (cont.)

### Summary 1:

Invasive species are zebra mussels and smothering seaweed. They invade areas and have adverse impacts on the flora and fauna. The government is supposed to control and manage invasive species, but they are not doing anything.

### Summary 2:

Invasive species are harmful to the regions they take over. They can wipe out native species like the zebra mussel did in the Great Lakes. Invasive species, like smothering seaweed, can also take over coral reefs. Invasive species are harmful to animals and plants and need to be managed and controlled.

### Summary 3:

Invasive species wiped out the zebra mussel in the Great Lakes. Smothering seaweed took over coral reefs. The government is working on a program that will detect invasions of unwanted species and manage them early on.

Name \_\_\_\_\_

Directions: Read the passage. Determine the main idea of the passage and underline key details that support it. Cut out the sentence strips. Select the best sentences and arrange to make a proper summary.

### **The Good Fats**

For years, the government-sponsored Food Pyramid advised us not to eat saturated fats. They even gave us a tiny triangle atop the pyramid to be a visual reminder to go sparingly on the butter, lest you develop heart disease. In March 2014, new information appeared in the Annals of Internal Medicine. The report declared that eating less saturated fat did not lower one's risk of heart disease. In fact, people who endeavored to eliminate "fat" may have replaced healthy fats (such as butter) with sugars and refined carbohydrates. These actually cause heart disease and obesity. Indeed, obesity in America has been on a steady rise since the "low-fat" diets have become popular.

A professor of nutrition at Harvard advises that a healthy diet should consist of natural, unprocessed foods. These types of foods take more time to digest. Therefore, they deliver energy slowly into the bloodstream. Including healthy, saturated fats such as butter boosts satiety, or the ability to feel full. Coconut oil is another saturated fat that helps boost the good HDL cholesterol. The body needs cholesterol to make vitamin D. Plant-based coconut oil also contains antioxidants. These are good for stimulating and strengthening the immune system. Coconut oil is a solid at room temperature. So, cooks are finding it to be a good substitute for hydrogenated and partially-hydrogenated soybean oils for making pie crusts. Soybean oils contain high levels of omega 6 fatty acids. Doctors believe that elevated cholesterol levels increase a person's chance of heart disease. However, studies now show that the liver produces extra cholesterol as a defense mechanism to protect against inflammation. To reduce cholesterol levels, one must reduce inflammation by consuming more omega 3 fatty acids.

Name \_\_\_\_\_

When the Food Pyramid warned of saturated fats, it wasn't entirely correct.	The government put out a Food Pyramid that advised incorrectly about butter.
Good cooks are replacing hydrogenated oils with saturated fats, like butter and coconut oil.	Obesity has been on the rise since the government-sponsored Food Pyramid advised against eating fats.
In March 2014, a report showed that eating a low-fat diet with sugar and refined carbohydrates increases one's risk of heart disease.	In fact, there are some fats that are good for you, and when people eliminate those fats from their diets, it does more harm than good.
Cholesterol is produced by the liver to protect the body against inflammation.	Omega 3 fatty acids reduce cholesterol levels and help with inflammation.
Healthy fats, like butter and coconut oil, make you feel full faster so you don't overeat.	Coconut oil is a good fat that boosts the good HDL cholesterol, which is needed to make vitamin D.
Omega 3 fatty acids are much better than omega 6 fatty acids, which are in high levels in soybean oil.	They also provide antioxidants, which help your immune system.

Name \_\_\_\_\_

Directions: Read the passage. Determine the main idea of the passage and underline key details that support it. Then write a summary on a separate sheet of paper.

### Rethinking Antibacterial Products – Sample Response

Many people use antibacterial soap and hand sanitizers religiously, thinking they are doing the best thing for their health to avoid getting sick. The truth, however, is that antibacterial products are not necessarily effective, and they may in fact be doing more harm than good. Antibacterial products prevent the immune system from doing its job and can sometimes have negative side effects. (main idea)

According to the federal Food and Drug Administration, there is "no evidence" that antibacterial soaps are better than regular soap at keeping people healthy. Excessive use of antibacterial products may actually weaken a person's immune system. Exposure to germs to a certain extent is important in order for the body to build up its defenses. When the body is exposed to germs, it becomes stronger. Therefore, trying to shield a person from these germs can have negative repercussions. Further, antibacterial products can reduce the number of healthy bacteria on a person's body, making antibiotics less effective in the fight against new strains of bacteria, or superbugs.

When it comes to protecting the body, regular soap may be best. Plus, soap avoids some of the harmful ingredients found in antibacterial products, and using soap and water does not interfere with the body's processes for fighting off disease.

Some of the ingredients in antibacterial products are harmful, like triclosan. Evidence suggests that children who are exposed to triclosan have a higher likelihood of developing allergies, including peanut allergies and hay fever. Scientists think this may be because of the reduced exposure to bacteria, which could be necessary for the immune system to function well. Additionally, triclosan can be bad for the environment. When it is used in products and gets flushed down the drain, it ends up affecting sewage facilities and negatively impacting the ecosystems of surrounding water areas. Because of these concerns, the FDA now requires antibacterial product manufacturers to prove that the chemicals in their products are safe and that they are effective at keeping people well.



Name \_\_\_\_\_

“Rethinking Antibacterial Products” Sample Summary:

Antibacterial products aren't as useful as people think, and they may, in fact, be harmful. Antibacterial products do harm by keeping the immune system from doing what it's supposed to do. If the immune system weakens, it is harder for the body to fight off illness. There are also harmful ingredients in antibacterial products that are bad for the environment and likely to cause children to develop allergies.

Name \_\_\_\_\_

Directions: Read the passage. Determine the main idea of the passage and underline key details that support it. Then write a summary on a separate sheet of paper.

### **Invasive Species: A Nuisance to Mankind – Sample Response**

Invasive species are organisms that are not native to a particular region. They can move to habituate, or make use of, another place by swimming or using the hull or a ballast tank of a ship. These invasive species either die because they cannot adapt to the new surroundings, or survive with little or no impact on the native species. In some cases, they become dominant and eat or fight with the native species for food and space.

The zebra mussel, an invasive species, was accidentally introduced by a cargo ship into Lake St. Clair. The mussels multiplied and spread rapidly throughout the Great Lakes and the Mississippi River. Mussels now endanger the diversity and the abundance of the native species. The government spends millions of dollars every year to control their numbers. The smothering seaweed, another invasive algae, endangers the coral reefs of the Hawaii. The algae multiply faster than the native algae and coral. The tourist island is now dominated by algae rather than corals.

Invasive species have an adverse impact on the environment and the flora and fauna of that region. (main idea) Governments need to control these species by detecting their invasion and taking steps to control and manage them at an early stage.

Name \_\_\_\_\_

## Summing It Up!-Answer Key

Directions: Read the passage “Invasive Species: A Nuisance to Mankind.” Determine the main idea and underline key details that support the main idea. Then choose the best summary.

### **Invasive Species: A Nuisance to Mankind**

Invasive species are organisms that are not native to a particular region. They can move to habituate, or make use of, another place by swimming or using the hull or a ballast tank of a ship. These invasive species either die because they cannot adapt to the new surroundings or survive with little or no impact on the native species. In some cases, they become dominant and eat or fight with the native species for food and space.

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Invasive species have an adverse impact on the environment and the flora and fauna of the region they invade. Governments need to control these species by detecting their invasion and taking steps to manage them at an early stage.

Name \_\_\_\_\_

### Summing It Up! (cont.) -Answer Key

Summary 1: contains extra details, incorrect information, and makes erroneous judgments

Invasive species are zebra mussels and smothering seaweed. They invade areas and have adverse impacts on the flora and fauna. The government is supposed to control and manage invasive species, but they are not doing anything.

Summary 2: correct

Invasive species are harmful to the regions they take over. They can wipe out native species like the zebra mussel did in the Great Lakes. Invasive species, like smothering seaweed, can also take over coral reefs. Invasive species are harmful to animals and plants and need to be managed and controlled.

Summary 3: contains incorrect information

Invasive species wiped out the zebra mussel in the Great Lakes. Smothering seaweed took over coral reefs. The government is working on a program that will detect invasions of unwanted species and manage them early on.

Name \_\_\_\_\_

Directions: Read the passage. Determine the main idea of the passage and underline key details that support it. Cut out the sentence strips. Select the best sentences and arrange to make a proper summary.

### The Good Fats – Sample Response

For years, the government-sponsored Food Pyramid advised us not to eat saturated fats. They even gave us a tiny triangle atop the pyramid to be a visual reminder to go sparingly on the butter, lest you develop heart disease. In March 2014, new information appeared in the Annals of Internal Medicine. The report declared that eating less saturated fat did not lower one's risk of heart disease. In fact, people who endeavored to eliminate "fat" may have replaced healthy fats (such as butter) with sugars and refined carbohydrates. These actually cause heart disease and obesity. Indeed, obesity in America has been on a steady rise since the "low-fat" diets have become popular.

A professor of nutrition at Harvard advises that a healthy diet should consist of natural, unprocessed foods. These types of foods take more time to digest. Therefore, they deliver energy slowly into the bloodstream. Including healthy, saturated fats such as butter boosts satiety, or the ability to feel full. Coconut oil is another saturated fat that helps boost the good HDL cholesterol. The body needs cholesterol to make vitamin D. Plant-based coconut oil also contains antioxidants. These are good for stimulating and strengthening the immune system. Coconut oil is a solid at room temperature. So, cooks are finding it to be a good substitute for hydrogenated and partially-hydrogenated soybean oils for making pie crusts. Soybean oils contain high levels of omega 6 fatty acids. Doctors believe that elevated cholesterol levels increase a person's chance of heart disease. However, studies now show that the liver produces extra cholesterol as a defense mechanism to protect against inflammation. To reduce cholesterol levels, one must reduce inflammation by consuming more omega 3 fatty acids.

Main Idea: When the Food Pyramid warned of saturated fats, it wasn't entirely correct.

Name \_\_\_\_\_

**“The Good Fats” Sample Summary:**

When the Food Pyramid warned of saturated fats, it wasn't entirely correct. In fact, there are some fats that are good for you, and when people eliminate those fats from their diets, it does more harm than good. Healthy fats, like butter and coconut oil, make you feel full faster so you don't overeat. They also provide antioxidants, which help your immune system.

Name \_\_\_\_\_

<p><b>1. When the Food Pyramid warned of saturated fats, it wasn't entirely correct.</b></p>	<p>The government put out a Food Pyramid that advised incorrectly about butter.</p>
<p>Good cooks are replacing hydrogenated oils with saturated fats, like butter and coconut oil.</p>	<p>Obesity has been on the rise since the government-sponsored Food Pyramid advised against eating fats.</p>
<p>In March 2014, a report showed that eating a low-fat diet with sugar and refined carbohydrates increases one's risk of heart disease.</p>	<p><b>2. In fact, there are some fats that are good for you, and when people eliminate those fats from their diets, it does more harm than good.</b></p>
<p>Cholesterol is produced by the liver to protect the body against inflammation.</p>	<p>Omega 3 fatty acids reduce cholesterol levels and help with inflammation.</p>
<p><b>3. Healthy fats, like butter and coconut oil, make you feel full faster so you don't overeat.</b></p>	<p>Coconut oil is a good fat that boosts the good HDL cholesterol, which is needed to make vitamin D.</p>
<p>Omega 3 fatty acids are much better than omega 6 fatty acids, which are in high levels in soybean oil.</p>	<p>They also provide antioxidants, which help your immune system.</p>