

# SUMMARISING

Name: \_\_\_\_\_



## GOTCHA!

This is a story about an ordinary man who did something extraordinary. It all started in the Dollars-Are-Us Bank on a Tuesday afternoon. Jimmy was lining up, waiting to deposit a large sum of money into his savings account when a masked man pushed past him. He ran straight to the counter and held the teller at gun point screaming, "Put all the money in the bags or we'll shoot everyone in this bank!". The customers screamed and crouched down on the ground while the terrified lady started stuffing money into the man's bag. Little did he know, the lady had pressed a silent alarm and before he had a chance to escape the police had arrived, blocking the front doors. But the criminal grabbed a hostage, ready to fight his way out. Jimmy decided that he wasn't going to let this horrible man hurt anyone. He jumped up and barrelled straight in the man, pummelling him to the ground and knocking the gun out of his hands. The police saw the man was now unarmed and quickly ran in to arrest him. Jimmy received a medal for bravery and the robber who caused it all is now serving a long sentence behind bars!

SUMMARISE THE STORY USING THE PROMPTS TO HELP YOU

Who was in the story?

Type here

Where does the story take place?

Type here

What was the problem in the story?

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How was the problem resolved?

Type here

SUMMARISE THE STORY IN ONE SENTENCE

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# Teach Summary To 2nd Graders

**Jeanne R. Paratore, Rachel L.  
McCormack**



## Teach Summary To 2nd Graders:

*Teaching Literacy in Second Grade* Jeanne R. Paratore, Rachel L. McCormack, 2005-05-13 Second grade classrooms are exciting places to visit Children are consolidating their growing reading and writing expertise exploring new genres and becoming more effective communicators This book takes the reader into several exemplary second grade classrooms to demonstrate what teachers can do to optimize literacy learning for their students Highlights include how to set appropriate short and long term goals for individual students ways to plan instruction to meet those goals and innovative ideas for partnering with parents What Every 2nd Grade Teacher Needs to Know Margaret Berry Wilson, 2010-08-10 You re

teaching 2nd grade this year What do you need to know In a warm conversational style punctuated with anecdotes and examples from her own classrooms Margaret Berry Wilson reviews second graders common developmental characteristics and shares practical know how on topics such as Arranging a circle desks and tables Choosing and storing supplies Scheduling a child centered day and teaching daily routines Planning special projects and field trips that maximize learning and build community Understanding the special concerns of second graders parents and finding the best ways to communicate with them

**Young Meaning Makers—Teaching Comprehension, Grades K-2** D. Ray Reutzel, Sarah K. Clark, Cindy D. Jones, Sandra L. Gillam, 2016-05-01 One of the most critical elements in the Common Core State Standards CCSS is the effective teaching of reading comprehension in the early years This timely resource provides evidence based practices for teachers to use as they work to meet standards associated with comprehending complex literature and informational texts The authors offer a practical model with classroom applications drawing on the Construction Integration CI model of text comprehension Illustrating why comprehension is so important in the CCSS framework the book distills six key principles for meeting CCSS and other high challenge standards Chapters show teachers how to build oral language and text comprehension skills with young readers including selecting texts organizing materials scheduling time and assessing the acquisition of knowledge Book Features A practitioner friendly model for teaching comprehension of informational and narrative texts in the early grades Guidance for how to create a classroom environment that supports oral language acquisition Instructional strategies including teaching children to understand text structures key details and main ideas of a story or information text A standards based series of formative comprehension assessments Read it with the gusto it provides and deserves and go out into your classrooms and make texts come to life through the magic of understanding From the Foreword by P David Pearson University of California Berkeley This is a must read for teachers and educators as they strive to meet the new literacy standards and improve reading comprehension outcomes for their students Linda B Gambrell Reading Research Quarterly The authors start with the most respected theory add an insightful analysis of relevant Common Core standards and combine the two with solid practical instructional ideas Bravo James W Cunningham professor emeritus University of North Carolina at Chapel Hill *Moffatt's explanatory readers. Primer 1,2; standard 4-6. [With] Home lesson*

book Moffatt and Paige,1880      **Teaching Children to Read: Reports of the subgroups** National Reading Panel (U.S.),2000      **Teaching Multicultural Children's Literature in a Diverse Society** AnnMarie Alberton Gunn,Susan, V. Bennett,2023-03-28 This textbook is a comprehensive resource for teaching multicultural children s literature Providing foundational information on how and why to integrate diverse children s literature into the classroom this book presents a necessary historical perspective on cultural groups in the United States and context for how to teach children s literature in a way that reflects and sustains students rich cultural backgrounds The historical insights and context on diverse cultural groups at the heart of the book allow readers to deepen their understanding of why teaching about cultural diversity is necessary for effective and inclusive education Part I offers foundational information on how to teach children s literature in a diverse society and Part II overviews pedagogy resources and guidance for teaching specific culturally and linguistically marginalized groups Each chapter contains book recommendations discussion questions and additional resources for teachers With authentic strategies and crucial background knowledge embedded in each chapter this text is essential reading for pre service and in service teachers and is ideal for courses in children s literature literacy methods instruction and multicultural education      CliffsNotes FTCE Professional Education Test with CD-ROM, 2nd Edition Vi Cain Alexander,Sandra Luna McCune,2012-06-13 An updated edition now with a CD ROM Introduction and format of the exam Subject review chapters on all topics covered on the exam 2 full length practice exams      **Resources in Education** ,1997

**Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups** National Reading Panel (U.S.),2000 In 1997 Congress asked the Director of the National Institute of Child Health and Human Development NICHD in consultation with the Secretary of Education to convene a national panel to assess the status of research based knowledge including the effectiveness of various approaches to teaching children to read The panel was charged with providing a report that should present the panel s conclusions an indication of the readiness for application in the classroom of the results of this research and if appropriate a strategy for rapidly disseminating this information to facilitate effective reading instruction in the schools p 1 1      *Teaching Data Literacy in Social Studies* Tamara L. Shreiner,2024 We are surrounded by data and data visualizations in our everyday lives To help ensure that students can critically evaluate data and use it to promote social justice this book outlines principles and practices for teaching data literacy as part of social studies education The author shows how social studies content and skills can enhance data literacy and its importance in supporting students historical thinking and civic engagement Shreiner also provides a rationale for including data literacy in the social studies curriculum and highlights the special knowledge and skills social studies teachers offer in promoting a critical humanistic form of data literacy Recognizing that many social studies teachers feel poorly equipped to teach data literacy this book offers practical advice summaries of the benefits and challenges to students

guidance for incorporating data literacy across elementary and secondary grades and strategies to help students analyze use and create data visualizations This important book provides many practical suggestions and powerful visual examples built on sound research that will support educators as they continue to find new ways to integrate data literacy in their history civics geography economics and other social science classrooms and beyond Christopher C Martell associate professor University of Massachusetts Boston Shreiner demonstrates how we use data visualizations to understand and construct arguments about the world around us and provides concrete ideas for how to approach teaching it in social studies classrooms This book makes teaching data literacy feel relevant urgent and most importantly doable Sarah McGrew assistant professor University of Maryland

Dictionary Use and Dictionary Teaching Annette Klosa-Kückelhaus, Martina Nied Curcio, 2024-10-07 Foreign language learners often use electronic dictionaries or other information from the Internet to solve language problems However they seem to have great difficulty using dictionaries and online resources appropriately profitably and successfully Their teachers also seem unfamiliar with the current dictionary landscape and sometimes insist on using a single monolingual print dictionary in class As a result dictionaries are often banned from the classroom altogether However in today's digital global and multilingual world appropriate competence in the use of dictionaries is an essential communicative strategy Dictionary didactics should thus be integrated into foreign language teaching Against this background the contributions in this volume discuss how dictionary use can be promoted and integrated into the classroom They also consider how modern lexical resources and dictionaries should be designed to support learners Last but not least they present ideas for educational policies that could promote the use of dictionaries and lexicographic online resources This volume offers important insights to language teachers authors of language teaching materials practical lexicographers and other applied linguists

**Teaching for Creativity in the Common Core Classroom** Ronald A. Beghetto, James C. Kaufman, John Baer, 2015 Creativity and the Common Core State Standards are both important to today's teachers Yet for many educators nurturing students' creativity seems to conflict with ensuring that they learn specific skills and content In this book the authors outline ways to adapt existing lessons and mandated curricula to encourage the development of student creativity alongside more traditional academic skills Based on cutting edge psychological research on creativity the text debunks common misconceptions about creativity and describes how learning environments can support both creativity and the Common Core offers creative lessons and insights for teaching English language arts and mathematics and includes assessments for creativity and Common Core learning Featuring numerous classroom examples this practical resource will empower teachers to think of the Common Core and creativity as encompassing complementary rather than mutually exclusive goals Book Features Shows how teaching skills mandated by the CCSS and teaching for creativity can reinforce one another Helps teachers better understand what creativity is how to develop it and how to assess it in meaningful ways Examines the many misconceptions about creativity that prevent teachers from doing their best work Provides classroom

examples ideas and lesson plans from successful teachers across disciplines This wonderful book makes the important point that teaching to well designed standards is completely consistent with teaching for creativity It is filled with practical advice for teachers about how to teach to Common Core standards in both ELA and math in ways that lead to creative learning outcomes Keith Sawyer Morgan Distinguished Professor in Educational Innovations University of North Carolina at Chapel Hill Beghetto and Baer make a strong nuanced case that knowledge for the sake of knowledge may be acceptable for immediate retention but knowledge in the service of creating new possibilities has long term consequences that can't be ignored by educators and society Scott Barry Kaufman scientific director The Imagination Institute and researcher Positive Psychology Center University of Pennsylvania *Report National Union of Teachers, 1881*

**Leading Effective Meetings, Teams, and Work Groups in Districts and Schools** Matthew Jennings, 2007 This book is packed with strategies that school and district leaders at all levels can use to run effective staff meetings inclusion teaching teams and committees or task forces *Teaching Informational Text in K-3 Classrooms* Mariam Jean Dreher, Sharon Bengé Kletzien, 2015-09-18 Revised edition of Informational text in K 3 classrooms 2004 *Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* National Reading Panel (U.S.), 2000 Teaching Reading Rachel L. McCormack, Susan Lee Pasquarelli, 2009-12-09 Elementary teachers of reading have one essential goal to prepare diverse children to be independent strategic readers in real life This innovative text helps preservice and inservice teachers achieve this goal by providing knowledge and research based strategies for teaching phonemic awareness phonics fluency vocabulary all aspects of comprehension and writing in response to literature Special features include sample lessons and photographs of literacy rich classrooms Uniquely interactive the text is complete with pencil and paper exercises and reproducibles that facilitate learning making it ideal for course use Readers are invited to respond to reflection questions design lessons and start constructing a professional teaching portfolio

**Catching Readers Before They Fall** Pat Johnson, Katie Keier, 2010 Using examples from both adults and children the authors explain and describe the complex integrated network of strategies that takes place in the minds of proficient readers strategies that struggling readers have to learn in order to construct their own reading processes The examples and scenarios of teacher student interactions in this book provide a sense of how it looks and what it sounds like to teach strategic actions to struggling readers book cover *Content Area Literacy for Diverse Learners* Virginia McCormack, 2008 contains useful information and concepts that teachers can apply in the classroom and other instructional settings There is also a detailed resource section listing children's literature and websites that can enhance your instructional practice This helpful and comprehensive resource can be used by preservice teachers by experienced teachers and administrators for development of staff at all levels and by individuals in Alternate Route Teacher Certification programs Page 4 of cover

**What Every Teacher Needs to Know about Assessment** Leslie Walker

Wilson, 2013-12-17 This is the second edition of a highly successful book previously titled *Better Instruction Through Assessment What Your Students Are Trying to Tell You*. The revision was undertaken to respond to the No Child Left Behind legislation which has changed the way we must look at students' achievement data. This book shows you how to get the most out of your state's high stakes standardized tests, use test results to make the right decisions about how to teach the students in your class, avoid becoming a victim of accountability systems, and infuse test savvy into everyday instruction. It covers a wide variety of types of assessments, from classroom-based teacher-created tests to state-mandated high stakes standardized tests, both selected response and performance assessment. Unlike traditional textbooks, this book was written specifically for practicing teachers and administrators. It contains real-world examples which demonstrate the role of assessment in a teacher's daily work. It is filled with actual student responses and scenarios based on real-life situations faced by teachers.

## Reviewing **Teach Summary To 2nd Graders**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Teach Summary To 2nd Graders**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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### **Teach Summary To 2nd Graders Introduction**

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