

Writing about Reading

Determining Importance and Summarizing Using “Tarzan Talk”

Materials:

- Graphic Organizer Chart for Determining Importance
- Chart of the Reading Process
- T-Chart Tarzan vs. Jane
- Reading Material (National Geographic Extreme and Explorer)
- Sticky Notes
- PPT or Keynote
- Blank Chart Paper

Time Frame:

This lesson will be taught over a few weeks, the first few days with intense modeling as your mini-lesson prior to guided reading.

Day One: (T0: Teacher Model)

- ☐ Hook with an introduction to the reading process using the Keynote or PPT presentation.
- ☐ Introduce “Tarzan Talk”, watch the clip and have the students help you compare/contrast Tarzan and Jane’s speech. They will help you do this by filling out two sticky notes, one that describes Jane’s speech and one that describes Tarzan’s. Have them put them on a t-chart. Discuss the results.
- ☐ Pass out a copy of the reading material: National Geographic Extreme (or other) article “Animal Smarts”. Do a feature walk with your class. Point out how underneath each heading there are paragraphs and these paragraphs should directly talk about the

heading. Have them frame the paragraphs with their fingers under each heading. Go over the vocabulary and do a picture walk. You may then want to collect the material to keep them from being distracted during your teacher model (optional).

- ❑ Model using Tarzan talk through the National Geographic Extreme (or other) article “Animal Smarts”. You will want to be sure to inform the students to listen carefully, but do not talk because you are going to model what is happening in your mind. You should already have your chart filled out with the headings in the form of a graphic organizer. Write your “Tarzan Talk” on sticky notes and place it under the correct headings. As you are modeling it is important you consider various ideas but verbalize that some are only interesting facts and don’t help you understand the article or section any better. You will only write “Tarzan talk” for important facts that help you understand the story. Tarzan speaks in single words, not sentences. You may only get to model a portion of this article because you don’t want to go over 15 minutes for a mini-lesson.

Day Two (T0: Teacher Model)

- ❑ Review the reading process, your reading plan, “Tarzan Talk” and remind the students of what you did the day before during reading.
- ❑ Continue modeling “Tarzan Talk” for the article “Animal Smarts”. When you are finished. Put your reading material completely away and tell the students that your next step is to write a summary, which is part of your “after” reading plan. Let them know that you will not be using your book or magazine at all because all you need is your “Tarzan Talk” to write a great summary. This is a good

place to bring up plagiarizing vs. writing in their own words because “Tarzan Talk” allows them to avoid plagiarizing.

- ☐ Model writing your own summary from your sticky notes; I like to check off the sticky notes as I use them. If you find an interesting fact on one of the sticky notes you can reassess and throw it out if you need to. You probably won’t be able to finish this in the mini-lesson time, so stop and carry on the next day.

Day Three (T0: Teacher Model)

- ☐ Review the reading process, your reading plan, “Tarzan Talk” and remind the students of what you did the day before during reading.
- ☐ Finish writing your summary, checking off the sticky notes as you go. Point out how the Tarzan talk reminded you of all the important details in the story but you were able to write the summary in your own words instead of copying from the book.
- ☐ Debrief with the students by reviewing everything and ask the students for their feedback.

Day Four: (T0/With: Teacher Model with some participation)

- ☐ Using a new piece of reading material let the students see you come up with a reading plan, have them preview the material and set the same purpose of reading to determine importance and summarize.
- ☐ Create a new chart with a graphic organizer in front of the students. Let them know you are going to model the first two sections for them again and then they will be free to join in. Model the first two sections being careful to consider some interesting

facts and model putting them aside because they didn't help with understanding of the reading material.

- ☐ Have the students join you in the next sections by telling you to stop when they think they hear something that might be an important fact. Have the students turn and talk occasionally to try and format their words into "Tarzan Talk" because it will be harder than they think. Stop with the ending of the mini-lesson and pick up tomorrow.

Day Four – Five

- ☐ Continue doing To/With in your teaching

Day Six – Eight

- ☐ Have students try this in groups of 4 or 5

Day Nine through Eleven

- ☐ Have the students do this with a partner and under your guidance.

Day Twelve through Fifteen

- ☐ Have students work on "Tarzan Talk" individually.