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*Sincerely,  
Karen Haag*

### Circle, Underline, and Summarize

I discovered that students don't know the difference between how to prepare for Book Clubs and how to prepare for tests. They assumed that they prepared the same for both. I don't know how I stumbled upon this lack of knowledge, but I'm glad I did. Now, I can share how I handled the discrepancy with you so you can change your students' understanding also.

### How Reading For Discussion is Different Than Reading For Tests

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Reading For Book Clubs or Reading Groups	Codes Box, Line, Star	Reading "Test Genre"	Codes Circle, Line, Words
1) Mark words we want to understand.	<b>Draw a box</b> around the word. Write a synonym above the box if you get to discuss it with the group.	1) Circle 1-2 words per <i>selection</i> that we don't know AND are defined in context. Those are the words the test makers will ask us about and we want to find them quickly so that we can reread the context before we choose an answer.	<b>Circle</b> - no more than 2 words.
2) Mark questions at confusing points or questions we want to discuss.	<b>Underline</b> and ? mark. Discuss with group. Make notes if you want to.	2) Underline information we think will be tested. If we read the questions before we read the selection, we can mark the place where we think we found the answer.	<b>Underline</b> a word or phrase so it is easy to match information in text with question.
3) Mark literary elements and the deeper points for discussion	<b>Star</b> as deeper questions. Discuss with group. Make notes if you want to.	3) Write a 1-6 word summary in the margin next to each paragraph or section so that we can find information quickly when we need it.	<b>Write</b> words in margin.

### Circle, Underline, and Summarize Lesson

#### ENGAGE

Ask, "Would you like to know a test taking secret?"

Tell students that they should read the test selections differently than they read texts for discussion.

#### EXPLAIN LEARNING TARGET

I CAN read test selections differently than I read texts for discussion.

You will demonstrate your new knowledge by reading and marking a test selection.

#### EXPLORE

Mount 2 passages on the SmartBoard - one that is over-highlighted and one that is highlighted just right. Use a text from your content area or use the one I prepared for you.

Ask students to compare how the two are prepared. Think a minute or two.

Ask 3 questions to see which passage is easier to find the information.

#### Materials

2 passages mounted on SmartBoard (pages 4 and 5)  
 Chart/student (page 3)  
 Gluesticks  
 Passage /student (page 6)  
 Exit card/student

1. What does nocturnal mean? Why is it so easy to find in copy #2?
2. Which frog snores? Why is it so easy to find in copy #2?
3. What is the topic of each paragraph? Tell them in sequence. Why is it easy to find in copy #2?

**Think-Pair-Share:**

In which paper is it easier to find the answers? Why?  
What will you do as the result of your discovery?

**MIDPOINT EVALUATION**

Ask students to explain how they will prepare when reading or ask questions about what you did.  
Make note of what students say.

**EXPLAIN** (Handout for students included - page 3.)

For book discussions, readers mark (1) words we don't know or want to talk about, (2) questions we have, and (3) noticings we've made that would be of interest to the group.

Show the passage you've marked on the SmartBoard and explain that when learners read a test, they

- (1) **Circle only 1-2 words per passage** the test makers will most likely test us on. They will probably be words we don't know AND they will be defined in the context of the test. Since this is a reading test, the test makers are checking to see if we know how to use context clues. The words might even be bolded or italicized to help us further.
- (2) **Underline important information** we think we will be tested on. We don't underline very much - just a key word. The purpose is to be able to come back to the right place and reread the information. If just a few things are underlined we can find that spot quickly. If lots of information is highlighted, it's like nothing is. It's hard to find needed information when there are so many words.
- (3) **Write a 1-6 word summary** in the margin for each paragraph or section so that again we can find the information quickly when we need it. Even 1 word in the margin will help us match the question to the answer in the text.

**EVALUATION**

Hand out the same passage to students.

Ask them to read the selection as if they're preparing for a test. Tell them to show you that they know how to circle, underline, and summarize.

Walk the aisles and take notes on what the students do. (NOTE: This lesson is much more effective when taught to a small, reading group.)

**→ EXIT SLIP**

Ask students to write the main idea of the lesson. Choose from one of these question stems:

- What is the main idea of the lesson?
- What is the *main* purpose of this lesson?
- What is the lesson mainly about?
- What would be a title that explains the main idea of the lesson?
- What is the topic of this lesson?
- What is the best summary of this lesson?

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Cut-----

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## SmartBoard Copy #1

# Frogs

This selection is a report written by a student. It will introduce the reader to the world of frogs. Read to find out about two kinds of frogs even though there are many different types!

1        Frogs are interesting  
creatures. They are  
      *nocturnal* animals, which  
      means that they sleep  
5        during the day and stay  
awake during the night.  
      They like the nighttime  
      because it is cooler than  
      the daytime. Also, the  
10        foods that frogs love to eat,  
like insects and spiders, are  
easier to catch at night.  
      There are many different  
      types of frogs. The bullfrog,  
15        for example, is the largest  
frog in America. It can grow  
up to eight inches long!  
      Bullfrogs are green on top  
and gray on the bottom.  
20        They like to eat insects,  
crayfish, and even other  
frogs. A big bullfrog will  
even eat small birds and  
snakes! The deep call of the  
25        bullfrog can be heard  
almost a half-mile away.

30        The Pickerel frog is  
another type of frog you  
might see. It is much  
smaller than the bullfrog,  
growing only about 3 and  
1/2 inches long. The  
35        Pickerel frog is tan on top  
with black spots. Its bottom  
is yellow. The Pickerel frog  
makes a quiet call that  
sounds almost like a human  
snoring. Although they are  
40        small, Pickerel frogs can  
protect themselves well.  
Their skin can produce a  
liquid that can kill other  
animals. Don't worry  
45        though: they are not  
harmful to people!

## SmartBoard Copy #2

## Frogs

This selection is a report written by a student. It will introduce the reader to the world of frogs. Read to find out about two kinds of frogs even though there are many different types!

1 Frogs are interesting  
creatures. They are  
3 **nocturnal** animals, which  
means that they sleep  
5 during the day and stay  
awake during the night.  
7 *frogs* They like the nighttime  
because it is cooler than  
the daytime. Also, the  
9 **foods** that frogs love to eat,  
like insects and spiders, are  
10 easier to catch at night.

12 There are many different  
types of frogs. The **bullfrog**,  
14 for example, is the largest  
frog in America. It can grow  
up to **eight inches** long!  
16 *Bull-*  
*frogs* Bullfrogs are **green** on top  
and gray on the bottom.  
They like to **eat** insects,  
crayfish, and even other  
18 frogs. A big bullfrog will  
even eat small birds and  
snakes! The **deep call** of the  
20 bullfrog can be heard  
almost a half-mile away.

25

27 The **Pickerel frog** is  
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**smaller** than the bullfrog,  
growing only about 3 and  
1/2 inches long. The  
32 Pickerel frog is **tan** *Pickerel*  
*frogs*  
34 on top with black  
spots. Its bottom is yellow.  
The Pickerel frog makes a  
36 **quiet call** that sounds  
almost like a human  
40 **snoring**. Although they are  
small, Pickerel frogs can  
**protect** themselves well.  
Their skin can produce a  
liquid that can kill other  
42 animals. Don't worry  
though: they are **not**  
44 **harmful to people!**

Student Copy

Student's Name \_\_\_\_\_

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