**Embedded Literacy Lesson in getting the main idea, and summarizing**

Hour One

Lead the students through the process of getting the main idea, using an article related to the course content

1) Have them **list any reading strategies** they have learned, either from teachers or on their own.

2) Then get up and **“give one get one”** circulate, giving an idea and getting an idea, writing them down.

3) Hold up their hands – how many strategies do they have? Give them handout titled Reading Strategies for Difficult Textbooks/Articles

4) Students read the text on their own, and mark up the text any way they like, keeping in mind that the goal is to **get the main point/gist of the article because they will be writing a summary paragraph.** Have them write a one sentence summary at the end.

5) Look at their notes to see if they **underlined, circled, annotated, etc**.

6) **Write a summary paragraph** together on the board – all students need to write the paragraph down so they have it as an example. (Could then get together with their partner and revise/edit if time) Point out that when they summarize an article they are using reading and writing skills combined.

7) Assign a different article related to course content. Give them a t- chart to fill in as they read. Give them a choice, **mark up the text or use the T chart.**

Hour 2

1) Look at student’s annotations and/or t-charts.

2) Assign each student a section of the article to skim.

3) As they skim that portion, they need to come up with a summaryof that portion of the article.

4) Ask them to get in a pairs and read their partner’s summary, asking questions of each other. (sample attached)

5) Each pair will report on the main points of their section.

6) Give them a stem, For example: “One of the main ideas in “The Miracle Woman” by Rebecca Skloot is…..

Assign a summary paragraph for students to write on their own, a **writing checklist.** (attached)