

S M R T S

Agenda

- Executive Function and Literacy
- Is It a Reading Problem or an Executive Function Problem
- Skim & Scoop Summarizing Strategy
- BOTEC Outlining Strategy
- Q&A

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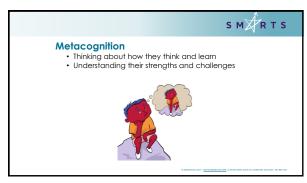


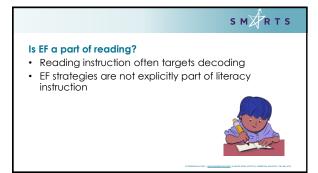
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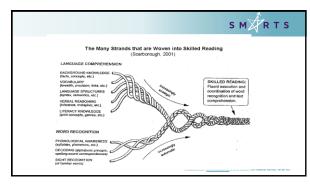
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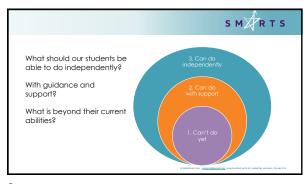


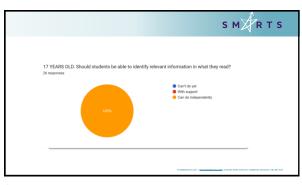


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5 Components of Reading • Phonemic Awareness • Phonics • Fluency • Vocabulary • Reading Comprehension

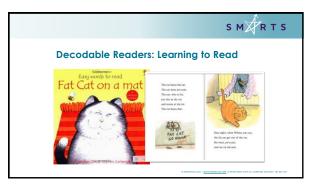






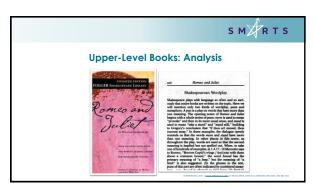
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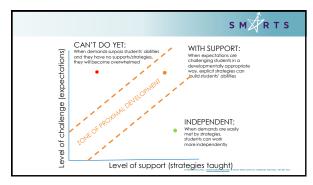


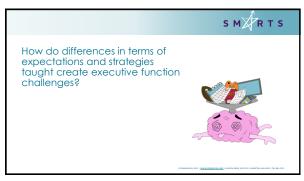
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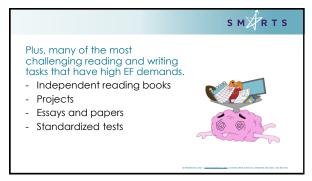
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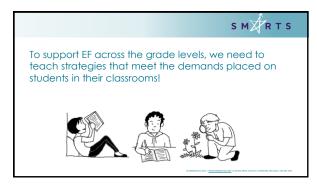
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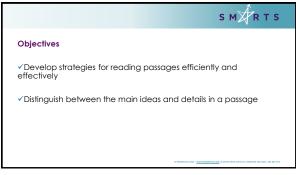


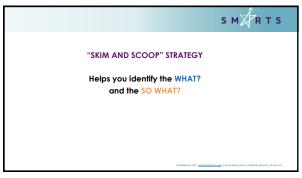




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How to "Skim and Scoop"

- 1. Skim the **entire** passage for repeated words
- "Scoop" or circle the repeated words to find the main idea.
- 3. Outline the passage and add numbers to each paragraph.
- Skim each paragraph for repeated words/ synonyms to find the supporting details.
- 5. Write 1–2 words in the margin that summarize the circled words for each paragraph.

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Steps 1 & 2: Skim and Scoop

People love penguins Since they cannot fly, they swim through the ocean looking for fish to eat. Fish are mostly enguins Tavorite food, but they will also eat squid and shrimp. Since they are such good swimmers, they can easily catch food in their beaks.

There are twenty kinds of penguins in the world, but they all live in the Southern Hemisphere. Emperor penguins are the largest kind of penguin. They can be more than 3 feet fall and weight more than 3 feet fall and weight more than 3 spounds. The smallest penguin's the fails penguin It is only 16 inches tall and weighs only 2 pounds.

People think penguins only live in the snow, but that is not true, Many (penguins) as live in cold places like Antarctica, but there are lots of penguins who live in cold places like Antarctica, but there are lots of penguins who live in warmer places like Australia or the Galapagos Islands. As long as there is cold water full of fish (penguins) are happy to live there!

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Main Idea:

Step 2 (Con't): Find the Main Idea

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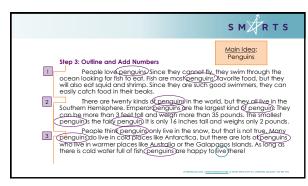
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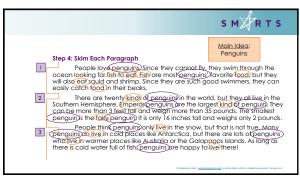
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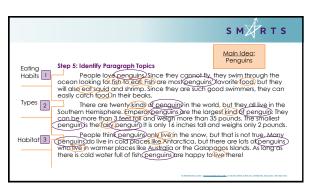
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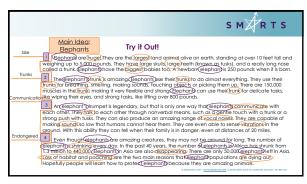


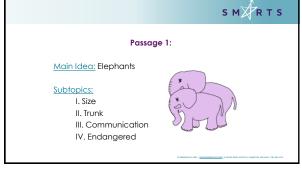
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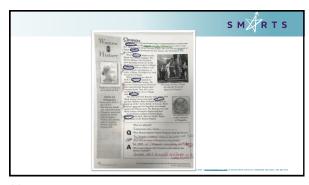
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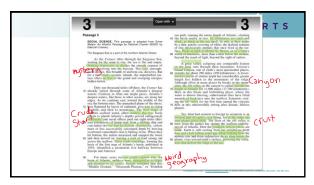


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Extension ideas:

- Skim over project presentation materials (PowerPoint, handouts, etc.) to check to see if the main idea is consistent throughout the presentation materials.
- When students are starting their research projects, encourage students to Skim and Scoop the articles they found.
- Have students Skim and Scoop their own writing. If it's well organized, this should be easy. If not, they know what to fix!
- Assign Skim and Scoop for different sections of a textbook chapter. Have students share out the main ideas of their portion of the text. If it's hard to do, then discuss the challenge (Is it hard to find the main idea? Are the paragraphs confusing? What other clues are there?)

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Let's reflect

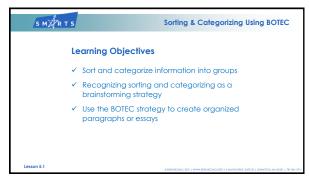
- 1. What do you think about this strategy?
- 2. When and where can you use it?
- 3. How would you need to modify this lesson for your students/grade level?
- 4. What questions do you have?



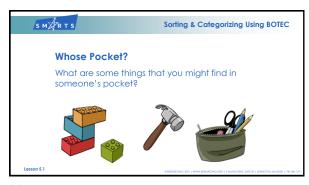
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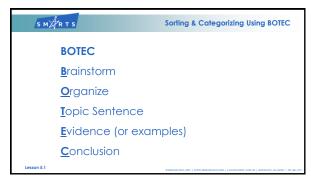




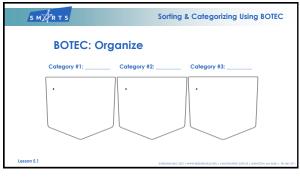


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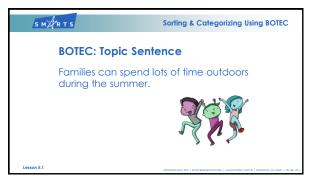


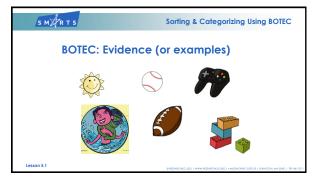




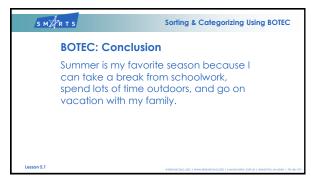
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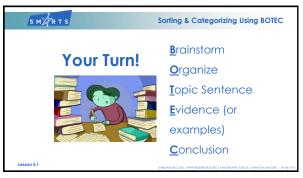




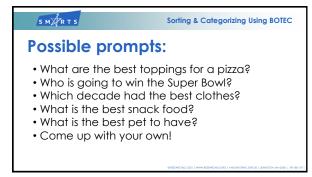
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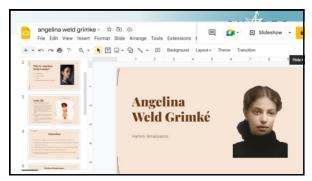






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Extension ideas: Create a 'junk drawer' filled with miscellaneous objects. How many ways can they sort the objects? CHALLENGE them to expand the number of categories they come up with. Play games that involve sorting and categorizing (e.g., Scattergories, Clustergories, 20 Questions, Guess Who, Code Names, or Set). Ask students to explain their strategies after each round. Have students review the errors they made on homework and classwork. Ask them to sort their errors into categories. Make time for a short (e.g.,5 minutes) brainstorming session when you first assign a project so that students can generate different ideas for the project.

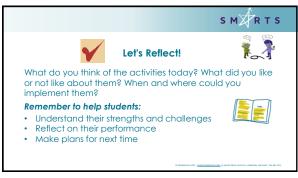
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Let's reflect 1. What do you think about this strategy? 2. When and where can you use it? 3. How would you need to modify this lesson for your students/grade level? 4. What questions do you have?

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