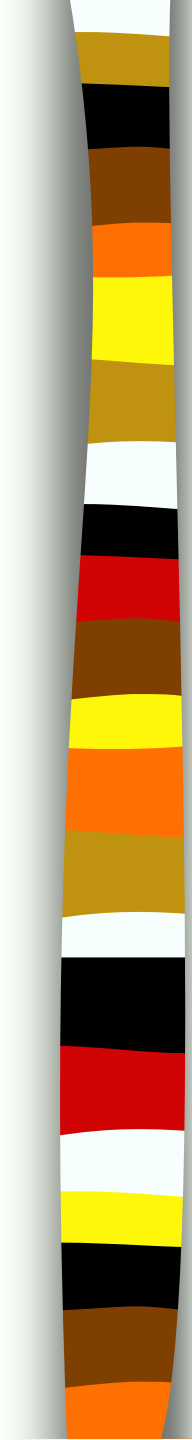




# Vocabulary and Reading Comprehension in the Primary Grades

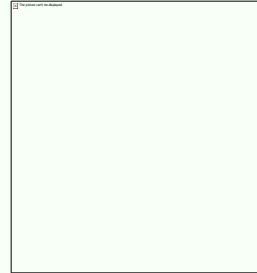


## Paragraph Shrink (Summarization)

- 
- This Powerpoint was created for
  - The Center on Teaching and Learning
    - College of Education
    - University of Oregon
  - by Elizabeth Jankowski



# Objectives:

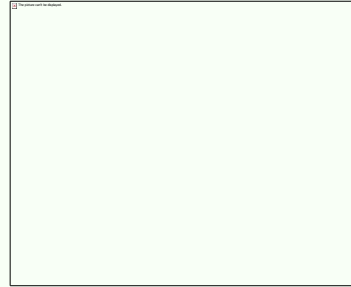


- **Explain, model and practice the student comprehension strategy of Paragraph Shrinking.**



## **A Reminder...**

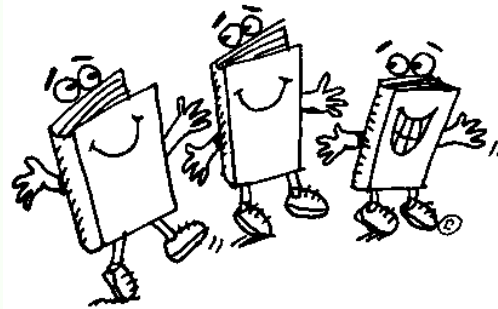
**The National Reading Panel (2000) identified 16 categories of strategy instruction, with 7 having “firm scientific basis” for concluding they improve comprehension in normal readers:**

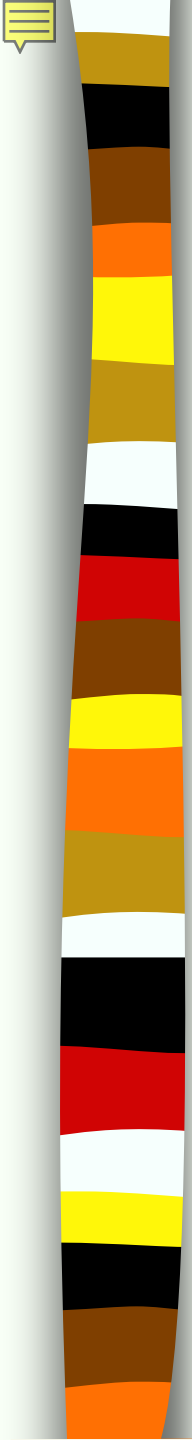


**Comprehension Monitoring**  
**Cooperative Learning\***  
**Graphic Organizers**  
**Question Answering**  
**Question Generation**  
**Story Structure**  
**Summarization**

# The Big Idea

**Summarizing what you  
have read can improve  
your comprehension.**





**“Summarization training is effective. It can be transferred to situations requiring general reading comprehension, and it leads to improved written summaries.”**

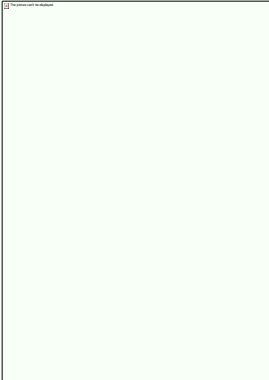


National  
Reading  
Panel

(Rinehart, 1986)



# **When you summarize, you have to:**

- Determine what is important.**
  - Ignore irrelevant details.**
  - Condense information.**
  - Put it in your own words.**
  - Become more aware of content, and the relationships between ideas.**
- 



# Paragraph Shrinking

- **A strategy designed to develop comprehension through main idea identification.**



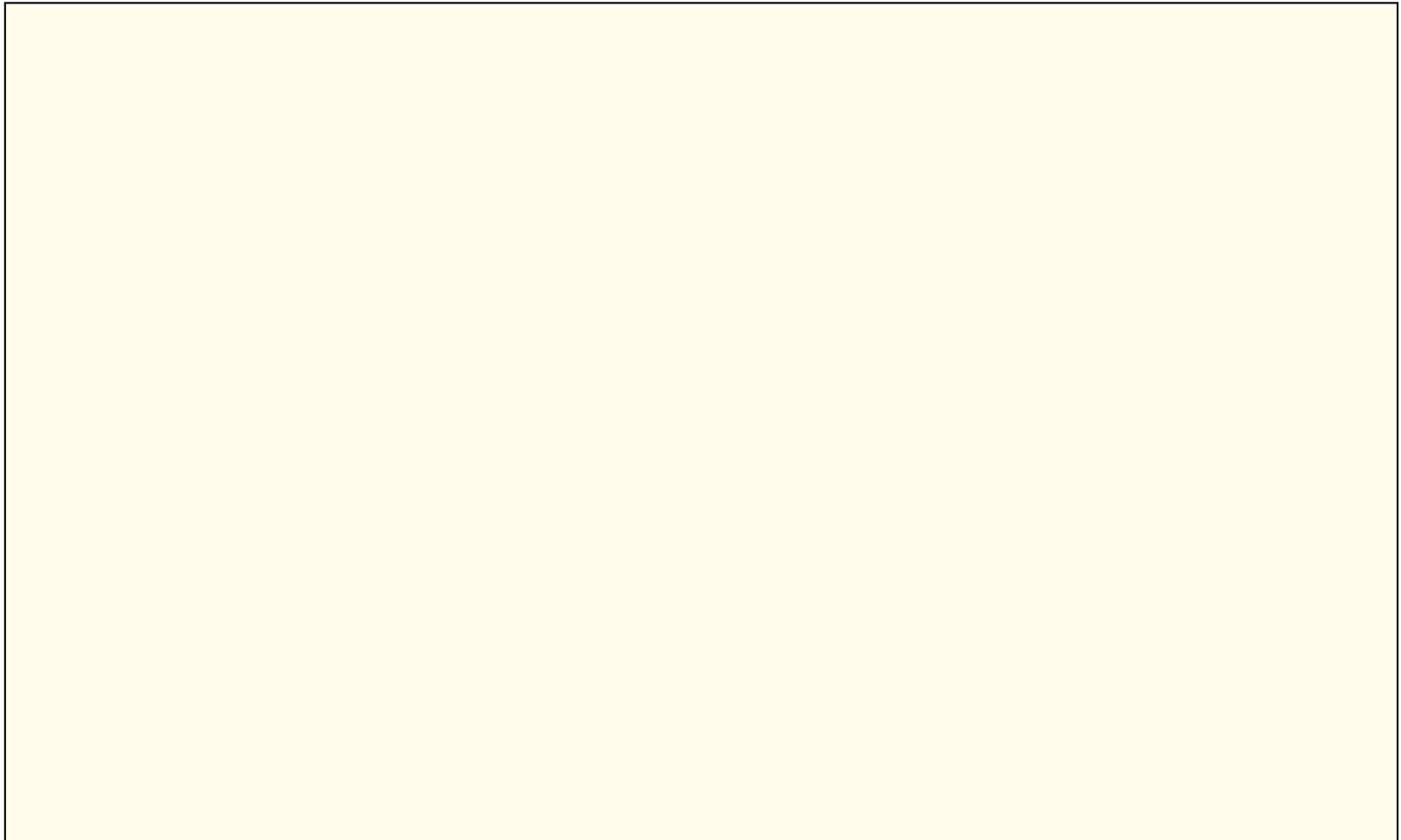


# Paragraph Shrinking

- Originally developed as *part* of the Peer Assisted Learning Strategies (PALS) for Reading Program Grades 2-6.
- Designed to develop comprehension through a summarization and main idea identification strategy.
- Paragraph Shrinking is also a strategy that can be modeled for students in earlier grades.



# Routine Card



# Question Card

## Paragraph Shrinking Card

Questions to Ask

- 1. Name the Who or What**
- 2. Tell the most important thing about the who or what.**
- 3. Say the main idea in 10 words or less.  
privilege.**



# Explicit Comprehension Strategy

## Instruction: Essential Steps

### 1. What: What is the strategy?

- Describe it in “kid friendly” language.

#### ■ Example:

- “Today we are going to learn a new reading strategy called Paragraph Shrinking. When we think of the word “shrink,” we think about something getting smaller. That is exactly what we will do with paragraphs that we read. We are going to learn how to pick out the most important information in a paragraph or set of paragraphs that we read. The most important information is called the main idea. So, we will “shrink” the paragraph down to tell (or write) the most important information or main idea.”



# Explicit Comprehension Strategy

## Instruction: Essential Steps

### 2. **Why:** Why are we doing this?

- Provide a rationale for learning the strategy.

#### ■ **Example:**

- “The reason we are learning about Paragraph Shrinking is that it will help us understand what we are reading. We do this by finding the main idea of the paragraph.”

# Explicit Comprehension Strategy

## Instruction: Essential Steps

### 3. How:

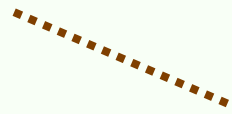
- **I Do It.**

An empty rectangular box with a thin black border, intended for notes or examples related to the 'I Do It.' step.

- **We Do It.**

An empty rectangular box with a thin black border, intended for notes or examples related to the 'We Do It.' step.

- **You Do It.**

An empty rectangular box with a thin black border, intended for notes or examples related to the 'You Do It.' step.



# Explicit Comprehension Strategy

## Instruction: Essential Steps

### 4. Generalize

- Apply across time, texts, circumstances with feedback, reteach, and refine as needed.

#### ■ Example:

- This strategy can be used with outside reading text, and content area reading material such as social studies and science, etc.



# Teaching Main Idea by Paragraph Shrinking

## Steps:

- 1. Name the who or what.**  
(The main person, animal, or thing.)
- 2. Tell the most important thing about the who or what.**
- 3. Say the main idea in 10 words or less.**

(Fuchs, Mathes, and Fuchs)





# When Could I Use This Strategy?

## ■ Kindergarten and Grade 1

- During Read Alouds
- Model during passage reading later in Grade 1
- Picture Walks

## ■ Grades 2 and 3

- Follow the lesson maps. Use during “main idea” identification.
- Partner reading.

# Example of CRP Main Idea Instruction/Grade 2

## Is this instruction explicit enough?



▲ The Mixed-Up Chameleon

### Main Idea



The most important idea of a paragraph or story is the **main idea**. Other sentences tell about the main idea.

Read the following paragraph.

Mel and her mom made a tasty soup with many things in it. Mel did not know if she wanted noodles or rice, so she added both. Mel did not know if she wanted carrots or celery, so she added both. Mel did not know if she wanted potatoes or beans. Again, she added both. They called it mixed-up soup.

To find the main idea, think about what the story is mostly about.



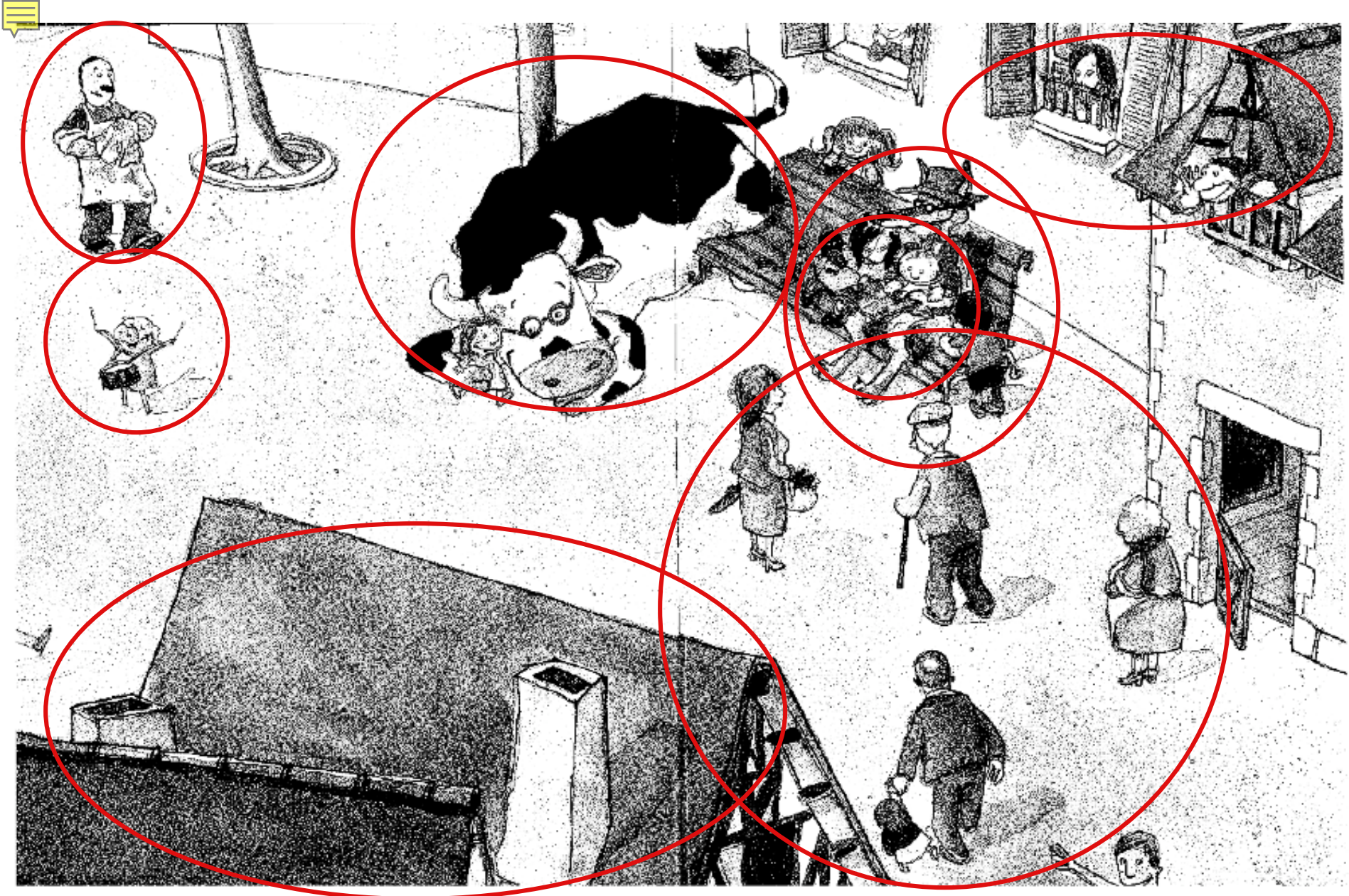
# Getting Started

- **Begin with the what and why of Paragraph Shrinking**
- **Work up to the Question Card using:**
  - Pictures
  - Pictures and Text
  - Text
- **Keep in mind the “How” procedures during each step of the process**
  - I Do It
  - We Do It
  - You Do It)



# Pre-teach Paragraph Shrinking with Pictures

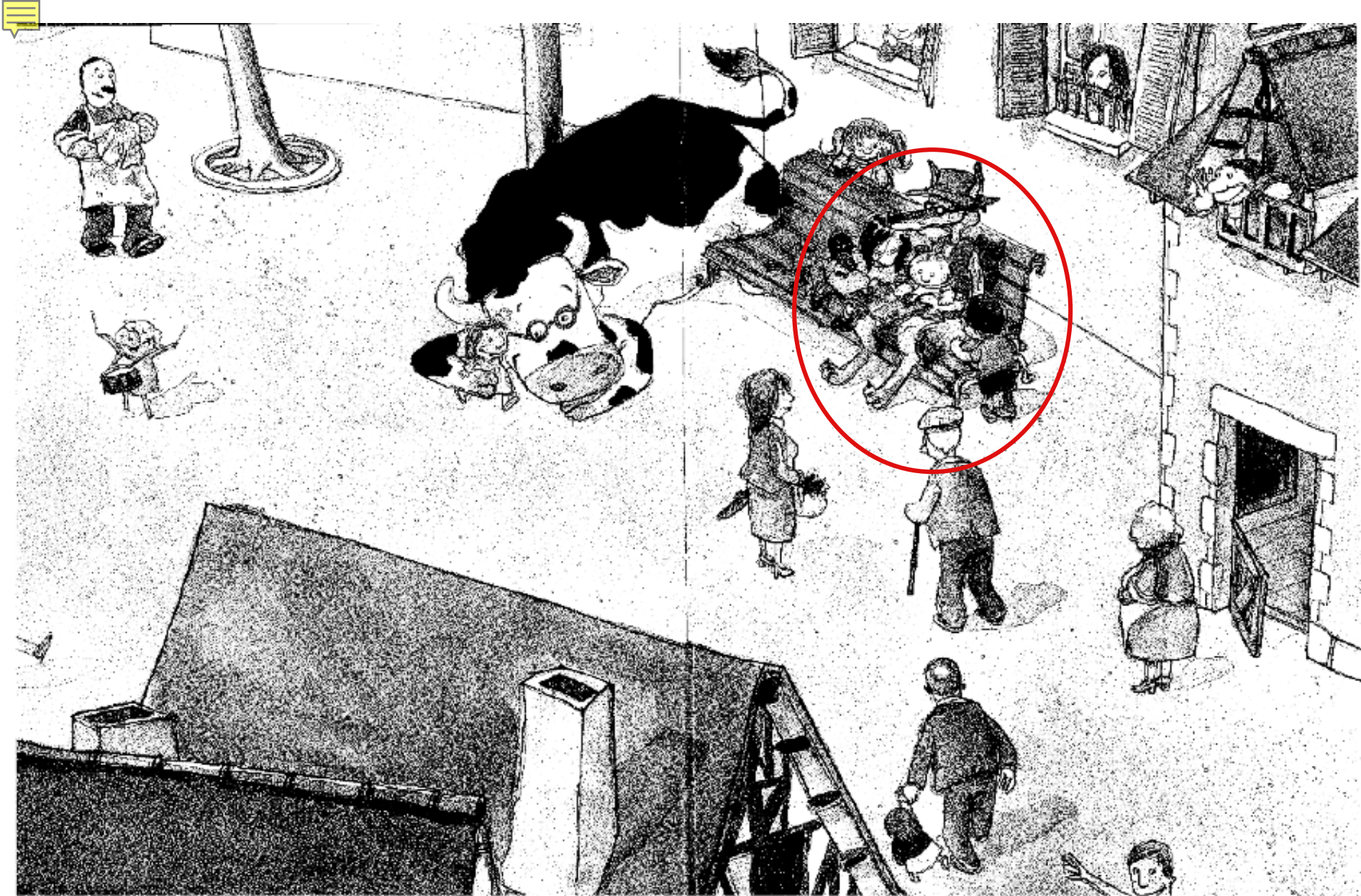
- After you read a paragraph, you'll first figure out who or what the paragraph is mainly about.
- Here is a rule that will help you:
  - The main who or what will always be a person, place, thing, or animal.
- Remember that in Paragraph Shrink, you'll first pick out the most important who or what.



## The Wolf

(Who or What)

(Most Important Thing About the Who or What)



## The Wolf

(Who or What)

(Most Important Thing About the Who or What)

The members of the Elm Street Kids' Club were feeling glum. "Our clubhouse is falling down, and our piggybank is empty," Meg said. "I know how we can make some money," said Matthew. "Let's sell lemonade."



The members of the Elm Street Kids' Club were feeling glum.

"Our clubhouse is falling down, and our piggybank is empty," Meg said.

"I know how we can make some money," said Matthew. "Let's sell lemonade."

**The members of the Elm Street Kids' Club**

(Who or What)

(Most Important Thing About the Who or What)



Many people have jobs. People who work earn money. When people are paid for their work, they can use the money to buy things. People buy things they need, such as food and clothes. People also use money to pay for services. A doctor is someone who is paid for a service.

## People

---

(Who or What)

(Most Important Thing About the Who or What)

Example from Open Court Social Studies Connections Materials Grade 2





What do **animals** eat? Some like to eat meat. **Tigers** use their sharp **teeth** to tear meat into smaller pieces. Sharp, pointed teeth are good for biting into meat. Some animals like to eat plants. **Rabbits** eat clover. **Cows** have flat teeth which are good for chewing grass.

## Animals

---

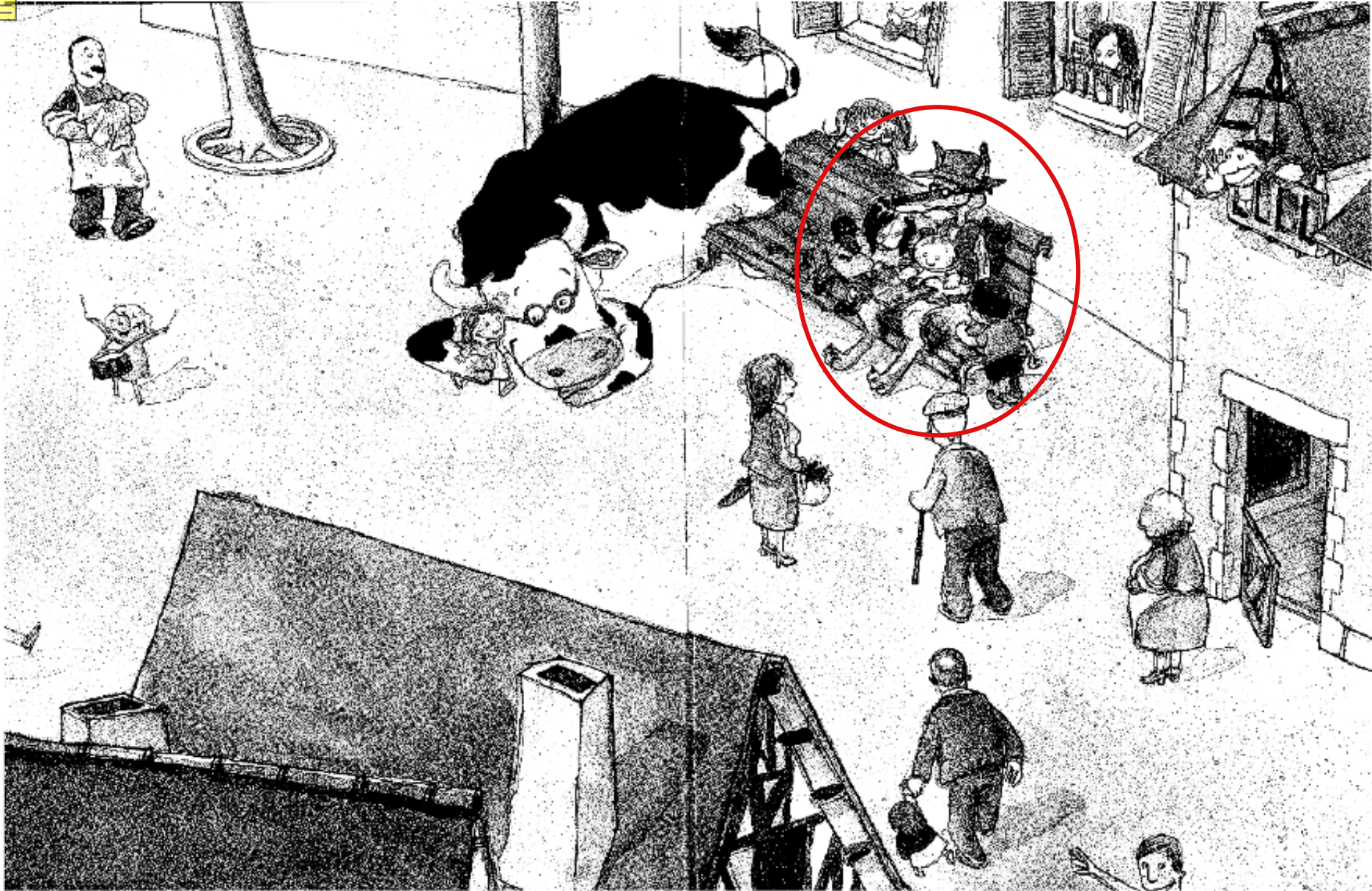
(Who or What)

(Most Important Thing About the Who or What)



# Teachers:

**At any point, you can scaffold assistance by *going back to one of the previous steps.***



**The wolf**

**is reading a story to the children.**

(Who or What)

(Most Important Thing About the Who or What)

The members of the Elm Street Kids' Club were feeling glum. "Our clubhouse is falling down, and our piggybank is empty," Meg said. "I know how we can make some money," said Matthew. "Let's sell lemonade."



The members of the Elm Street Kids' Club were feeling glum.

"Our clubhouse is falling down, and our piggybank is empty," Meg said.

"I know how we can make some money," said Matthew. "Let's sell lemonade."

**The members of the Elm Street Kids' Club needed money to fix their clubhouse.**

(Who or What)

(Most Important Thing About the Who or What)



# Paragraph Shrinking

- **Main Idea Statements:**
  - The fewer words you use, the better.
- **Here's a rule that will help you make better main idea statements:**
  - **Good main idea sentences can be made with 10 words or less**



# Paragraph Shrinking

- **First Part of Main Idea Statements:**
  - **The most important who or what.**
- **Another Important Rule:**
  - **No matter how many words describe or name the who or what, when you make your main idea statement, the who or what will count as one word.**



# Paragraph Shrinking

## Paragraph Shrinking Card

Questions to Ask

- 1. Name the Who or What**
- 2. Tell the most important thing about the who or what.**
- 3. Say the main idea in 10 words or less.**



Many **people** have jobs. People who work earn money. When people are paid for their work, they can use the money to buy things. People buy things they need, such as food and clothes. People also use money to pay for services. A doctor is someone is paid for a service.

**People**      **earn money to buy different things.**

---

(Who or What)

(Most Important Thing About the Who or What)

Example from Open Court Social Studies Connections Materials Grade 2





What do **animals** eat? Some like to eat meat. Tigers use their sharp teeth to tear meat into smaller pieces. Sharp, pointed teeth are good for biting into meat. Some animals like to eat plants. Rabbits eat clover. Cows have flat teeth which are good for chewing grass.

**Animals have different teeth to eat different kinds of food.**

(Who or What)

(Most Important Thing About the Who or What)

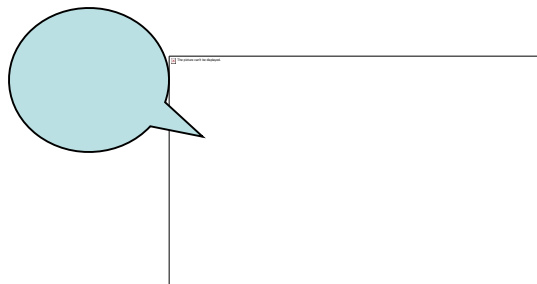


Alejandro's small adobe house stood beside a lonely desert road.

Beside the house stood a well, and a windmill to pump water from the well. Water for Alejandro and for his only companion, a burro.

It was a lonely place, and Alejandro welcomed any who stopped by refresh themselves at the well. But visitors were few, and after they left, Alejandro felt lonelier than before.

**Alejandro**



**was lonely living in the desert.**

Example from *Alejandro's Gift*.



# Paragraph Shrinking

- **How do I fix main idea sentences that are not quite right?**
  - **Readers:**
    - If you are not quite sure of the who or what or the most important thing, ask your coach.
  - **Coaches:**
    - Don't tell your partner the answer, try to help them **find** the answer.



# Paragraph Shrinking

## ■ Coaches Help:

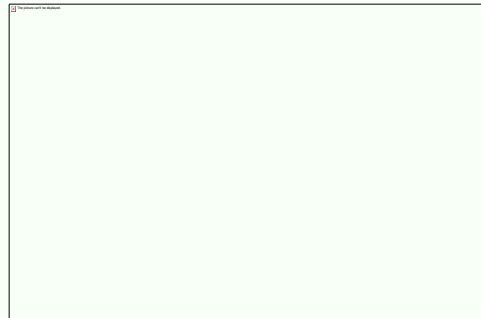
- If too many who's, say: “Remember to choose the *most* important who or what.”
- If not right, say: “That’s not quite right. Try again.”
- If main idea is more than 10 words, say “Shrink It.”

- If Coach and Reader both do not know the answer to a main idea question, the Coach should raise his or her hand and both of you should keep working until I can come and help you.



# Application Activity

- Find and get out the “\_\_\_\_\_” reading selection in your materials.
- Get ready to do Paragraph Shrinking with your partner. Decide who will be the First Reader and who will be the First Coach.



Two overlapping rectangular boxes with black outlines. The larger box is on the left, and a smaller box is on the right, overlapping the right side of the larger box.

## **Paragraph Shrinking Card**

### Questions to Ask

- 1. Name the Who or What**
- 2. Tell the most important thing about the who or what.**
- 3. Say the main idea in 10 words or less.  
privilege.**



# Canoes

- 1. Canoes**
- 2. “...that people can sit in them and use paddles to move through the water.”**
- 3. Canoes can be used to move people through water.**



# Canoes

## Paragraph Shrinking Card

### Questions to Ask

- 1. Name the Who or What**
- 2. Tell the most important thing about the who or what.**
- 3. Say the main idea in 10 words or less.**





# Paragraph Shrinking

- **Did you experience any difficulties with the activity?**
- **General questions regarding paragraph shrinking...?**