Get the Gist: Strategy Intro Lesson

Overview:
This mini lesson provides an introduction and practice for Get the Gist, including:
› Teacher modeling
› Student practice (whole class, partner, individual)
› Use of the Gist Rubric
› Review of Gist Expert role (CSR Role Card)

TIME:
1 50 min lesson
OR
2 25 min lessons

Materials for the Teacher:
› PowerPoint of the Get the Gist Strategy Intro Lesson
› A copy of the reading, Mudslides by Deepa Gopal

Materials for the Students:
› Student Handout, which includes the sample reading, Mudslides by Deepa Gopal
› Gist Rubric
› Gist Expert Role Card

“I DO” - TEACHER INTRODUCTION
Set purpose by introducing reasons for Get the Gist:
› Remember what you read.
› Make connections between paragraphs.
› Self-check to figure out what is most important in a passage of text.

Tell students they will be generating gists at the end of a section of text.
Review the 3 steps of the Get the Gist process.

“I DO” - TEACHER MODELS GET THE GIST
Show students your thought process as you generate a gist. Keep this brief (2 min):
› Name the Who or What. Mudslide in Oso
› What is the Most Important Information about the Who or What? Examples:
   › People were killed and homes were destroyed in Oso.
   › Threats of landslides slowed down the rescue process.
   › Heavy rain and soft soil contributed to the mudslides.
› Write the gist in about 10 words or fewer. Examples:
   › A mudslide caused by heavy rain and soft soil devastated Oso making rescue difficult. (14 words)
   › A mudslide caused by heavy rain and soft soil devastated Oso. (11 words)
   › A mudslide caused by rain and soil destroyed Oso. (9 words)
WE DO” - CLASS AS A WHOLE
Guide students through each step, asking what they’re coming up with and showing them what you’re coming up with:

› Name the **Who or What. Landslides (mudsides)**
› What is the **Most Important Information** about the **Who or What?** Examples:
  › Rock and dirt move quickly down a hill.
  › The soil becomes heavy with water and can slide, becoming unstable.
  › Erosion is one of the biggest contributors.
› Write the gist in **about 10 words or fewer.** Example:
  › Landslides are caused when soil becomes unstable because of water and erosion. (12 words)

“WE DO” - STUDENTS WITH A PARTNER
Have students refer to their handout for directions. You may want to time this portion. For example, you can say:

› “Students, you have 1 minute to identify, together, the most important **Who or What.**”
  › Check responses.
› “Students, you have 2 minutes to write your gist. There is no talking so students can think and write on their own.”
  › “Groups, you have 2 minutes to share.”
  › Write on board and discuss the similarities and differences of three or four gists.

**Examples:**

› Most important **Who/What:** Prevention
  › It is helpful to preserve forests and trees.
  › Old trees help to stabilize the soil (big leaves & deep roots).
  › Rocks can hold the ground in place.
› Possible gist: **We can prevent mudslides by preserving trees and placing rocks to stabilize soil.**

“YOU DO” - GIST EXPERT ROLE CARD
Show and review the Gist Expert Role Card and Gist Rubric. Tell Gist Experts that their job is to:

› Make sure that all students in the group **write their own gists.**
› Lead the group in **sharing their gists and discussing the quality of their gists** (see sentence stems on the back side of the role card).
› Support the group in **improving their gists.**

TEACHER TIPS:

› Point out that readers **can often use the heading** to help identify the most important **Who or What.**
› **Model ways to reword information,** for example, show how glacial sediment can also be known as soft soil.
› **Model how to begin gist statements** with the **Who or What of the section.** Starting with “This section is about…” or “In this section…” is not advisable since such sentence starters lead to general statements instead of ones that synthesize more important information.
› Students often begin the gist process by writing longer gists and learn to consolidate their gist statements over time. **Keep the focus of your feedback on the content** so they don’t get too bogged down in counting words.
› You can support the use of fewer words with **modeling, providing sentence starters,** and **explicitly teaching terms that apply to multiple details.**
› **Model how to use the discussion starters** on the back of the Gist Expert Role Cards to prompt the comparison of gist statements.