



GRADE - 2nd through 6th

UNIT - Social and Emotional Learning

Relevant Essential Question(s)

Content-based

- What is SEL?
- What does SEL involve?

Skills-based

- What is the gist of an article?
- How can we determine the gist of an article?

Focus Standard(s)

- R.I.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- R.I.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- R.I.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- R.I.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Learning Objective

SWBAT: Students will be able to identify the gist of an article by using the “WIN” strategy.

GENERAL GUIDELINE		DIFFERENTIATION
Materials and Resources	News-O-Matic article " How to Be You "	
Vocabulary	<p><i>Content-based</i></p> <ul style="list-style-type: none"> -empathy: understanding for how someone else feels -perspective: view; outlook -regulate: control 	

	<p><i>Skills-based</i></p> <p>-gist: the main point; essential point of a text</p> <p>-summarize: tell in a short version</p>	
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GENERAL GUIDELINE		DIFFERENTIATION
<p>Do Now</p>	<p>Please complete the following concept map as fully as you can:</p> <div style="text-align: center;"> <p>What is it?</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">the main point; essential point of a text</div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;">Gist</div> <div style="text-align: right;"> <p>What is it like?</p> <div style="border: 1px solid black; padding: 2px; font-size: small;">figuring out what the author's trying to say</div> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 2px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 2px;"></div> </div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px; font-size: x-small; margin-right: 20px;">Cinderella was a servant who lived with a cruel mother and stepsisters until she married a prince.</div> <div style="display: flex; gap: 20px;"> <div style="border: 1px solid black; width: 100px; height: 20px;"></div> <div style="border: 1px solid black; width: 100px; height: 20px;"></div> </div> </div> <p>What are some examples?</p> </div> <p>After students write their responses, they can turn and talk to share with a partner. A minute later, you can call on 3-4 students to share with the entire class. Make sure to go over the definition along with examples.</p> <p><i>Sample responses for "What is it like?" include the heart of the matter/the essence of a text or summing up a piece of text/a summary. Samples for "What are some examples?" could be "The</i></p>	<p><i>For students who need additional guidance, you can fill in two of the boxes. See the general guideline for sample responses.</i></p> <p><i>NOTE: If your students are not ready for the concept map, use an example and a non-example.</i></p> <p><i>Example of a gist: A school is a building to help students learn.</i></p> <p><i>Non-example of a gist: A school is a building that has teachers and students and books and a library and a principal, plus bathrooms and a cafeteria.</i></p>



	<p><i>Constitution provides rules for society” and “School is a place for children to learn and socialize.”</i></p> <p><u>Connection:</u> “We use gists in our lives all the time to make sense of things. Today we’re going to explore <i>What is the gist of an article?</i> and <i>How can we determine the gist of an article?</i></p> <p>“Finding the gist of an article can be tricky. But being able to summarize allows you to identify the main point of a text. We will use the WIN strategy to help us identify the gist of an article.”</p>	
<p>Mini-Lesson & Guided Practice (with think aloud and exemplar)</p>	<p><u>Introduction/Accessing Prior Knowledge:</u> “In this mini-lesson, I’m using an article about social and emotional learning called “How to Be You!” I’m going to read the article once to you. Then, as we read again, I’ll show you how to:</p> <ul style="list-style-type: none">● Find “who” or “what” (W) a section is about;● Determine the most important information (I) about the “who” or “what,” and;● Pick out noteworthy words (N) about the important information. You can think of these steps as <i>WIN</i>. <p>“After we complete these steps, we’re going to write a gist statement in 20 words or less.”</p> <p><u>Mini-Lesson/Think Aloud:</u> Write the WIN acronym on the board: W=Who or What?, I=Important Information about the who or what, N=Noteworthy words about the important information. “Remember, these three steps help us to get the gist.”</p> <p>Using a Smart Board or screen share, show students the sample article and read it aloud. Then, model how to find the WIN with the first two paragraphs (since the first paragraph is only one</p>	

sentence) using the chart below. “The most important **who** or **what** in the first two paragraphs is school. The important **information** deals with the strange situation. Noteworthy words are the ones that tell us about that important information.”

W	school
I	School has been out for months, and summer was different. What will school look like?
N	strange, stress

Guided Practice: “With a partner, take a few minutes to find the WIN with paragraph 3.”

Give students 5 minutes to turn & talk and complete a WIN with the next paragraph. Circulate to determine who might need additional support, and who might be exemplary for a share-out.

Review the answers together, and clarify any common misconceptions.

Possible answers for paragraph 3

W	learning
I	might wear a mask, remote learning, not easy with all sort of emotions
N	emotions

Student Practice

Students should continue finding the WIN for the next two

Allow students the choice to work



paragraphs in the article.

Circulate as students work. When students have completed WINS for paragraphs 4 and 5, go over their answers. While answers may vary, examples are below:

Possible answers for paragraph 4

W	SEL
I	helps manage emotions, set goals, make good decisions, build strong relationships
N	social and emotional learning, skills

Possible answers for paragraph 5

W	SEL
I	makes kids happier, better grades, five major parts
N	emotions, skills

Divvy up the rest of the article.

Work with students still confused about finding the WIN on paragraph 6. Assign paragraphs 7-10 to other students in the class who can work independently.

Go over the WIN for the rest of the paragraphs. Again, while answers may vary, examples for each are below:

Possible answers for paragraph 6

independently or with a partner.

Provide clues to those who need additional support. Challenge higher-achieving students to identify commonalities among the Ws, Is, and Ns of the paragraphs.

Students needing intense support might benefit from a graphic organizer that lists the steps in distinct boxes or from shrinking the process to WI. One example is the "Get the Gist" worksheets from https://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf.

W	self-awareness
I	ability to see self
N	reflect

Possible answers for paragraph 7

W	self-management
I	Use self-awareness to create positive actions.
N	regulate

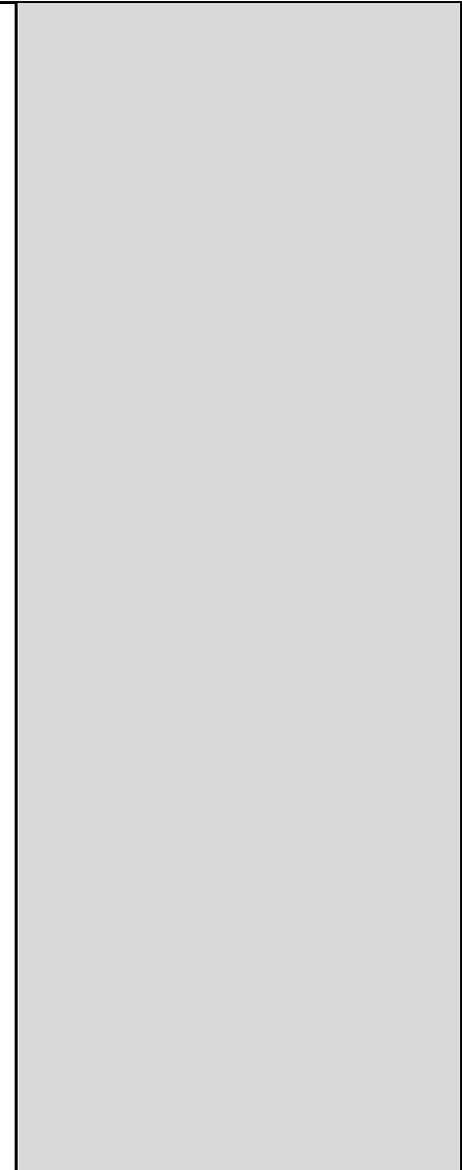
Possible answers for paragraph 8

W	social awareness
I	Understand how others feel.
N	empathy, perspective

Possible answers for paragraph 9

W	relationship skills
I	Combine self-awareness, self-management, and social awareness to interact with others.
N	respectful

Possible answers for paragraph 10





	<table border="1"> <tr> <td data-bbox="541 204 642 272">W</td> <td data-bbox="642 204 1444 272">responsible decision-making</td> </tr> <tr> <td data-bbox="541 272 642 378">I</td> <td data-bbox="642 272 1444 378">make smart choices, consider others' feelings, understand consequences</td> </tr> <tr> <td data-bbox="541 378 642 446">N</td> <td data-bbox="642 378 1444 446">responsible, consequences</td> </tr> </table>	W	responsible decision-making	I	make smart choices, consider others' feelings, understand consequences	N	responsible, consequences	
W	responsible decision-making							
I	make smart choices, consider others' feelings, understand consequences							
N	responsible, consequences							
<p>Closure</p>	<p>“Now that we’ve completed a WIN for each paragraph, we have to take that information to find the gist of the article. Remember, a gist is the main point, or essential point, of a text.</p> <p>“Look back through your notes. How can we use these notes to write one sentence that gives the gist of the ENTIRE article? Can we write it in under 20 words?”</p> <p>Work together with students to write a complete sentence in 20 words or less that summarizes the article. It should encompass the main points of the entire article. An example is:</p> <p style="padding-left: 40px;">Social and emotional learning helps students in school and life through self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p>							
<p>Assessment</p>	<p>Students can complete the multiple-choice and discussion questions provided in the News-O-Matic article or as listed below:</p> <p>1. Which of the following is an example of self-awareness?</p> <p>A. I am happy because school is starting again. *</p> <p>B. I will wake up early for school every day.</p> <p>C. I am going to take a deep breath.</p> <p>D. I think my teachers are ready for the school year.</p>							



	<p>2. Which of the following shows empathy?</p> <p>A. I am upset because my friend yelled at me. B. I ask my friend to give me space. C. I notice that my friend is upset. * D. I tell my friend he was wrong to yell at me.</p> <p>3. Look at the Fact. Which is one positive outcome of schools using SEL?</p> <p>A. Fewer students show up to school. B. More teachers enjoy their jobs. C. Fewer teachers need to be hired. D. More students graduate from school. *</p> <p>News-O-Matic Teacher Guide documents contain answer keys, so students can submit their multiple-choice questions to teachers for quick grading, scoring, and data analysis. These results are helpful going forward for intentional grouping, enrichment or accommodation needs, common misconceptions, items to reteach, etc.</p> <p><i>*Differentiation on the News-O-Matic Teacher Guide can be made at each educator's discretion.</i></p>	
Homework	<p><u>Optional:</u> Students may choose any one of the remaining News-O-Matic articles to complete a WIN for the paragraphs and a gist statement.</p>	<p><i>Student choice of the articles allows for flexibility. Higher-level students may also read multiple remaining articles.</i></p>