I. Teacher Tips for Identifying Who

Original Who: A dog

- When we look at "who" is in the picture we want to list people as well as animals. If there are no people or animals, then we may consider an inanimate object as the "who" or "it," if that is the main focal point of the picture.

- If it is a group of people, students should include broad descriptive information, e.g., men and women, boys and girls, or a herd of sheep as opposed to listing one man and three women, two boys and four girls, or 76 sheep.

- This is literal information. As you are identifying information in a summary, point to the information in the image or text to reinforce the idea that literal information is right there; you can point to it.

Revised Who: A man, his dog, and a large herd of sheep.

II. Teacher Tips for Identifying What

Original What: Lying down

- Students should provide a "what" for each "who" they list.

- It is okay to include all information at this point. For example, I might eventually decide that the fact that the dog is lying down is not the most important information, but it is okay to list it for now.

- Identifying "what" is often the most challenging, so you may want to encourage students to complete it last.

- As you are identifying information in a summary, point to the information in the image or text to reinforce the idea that literal information is right there; you can point to it.

Revised What: The man is standing with a dog in front of a large herd of sheep.

III. Teacher Tips for Identifying When

Original When: Daytime

- Students should be taught that this may be the time of day, and/or the more global time frame: present, modern day, in the past, etc. They should list both.

- Teach students synonyms for past (in the past, previously, long ago) and present (presently, modern times, currently).

- As students move to text, specific dates will appear, such as February 2, 1918, or 2:00 p.m. These details are not always important. They will need to determine when simply noting "in the 1900s" or "afternoon" would be sufficient.

- If students have to make an inference about the time, have them point to the evidence, which will be literal, e.g., the road and/or his clothes let us know it is present day.

- As you are identifying information in a summary, point to the information in the image or text to reinforce the idea that literal information is right there; you can point to it.

Revised When: Daytime, Present Day.

IV. Teacher Tips for Identifying Where

Original Where: In Arkansas

- Students may try to make inferences; remind them we are dealing with literal information that you can point to.

- "Where" can be multiple places as in this example: in the woods and in the middle of the road.

- As you are identifying information in a summary, point to the information in the image or text to reinforce the idea that literal information is right there; you can point to it.

Revised Where: In the woods, in the middle of the road.

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V. Teacher Tips for Forming a Sentence

Original Sentence: In Arkansas, during the day there is a dog lying down.

- When students are forming a sentence, crossing out the keywords and accompanying information as they are putting it into the sentence, ensures they include everything.

- Suggest students begin their sentences with "where" or "when."

- Sometimes a summary includes "why," but often "why" is an inference. We will discuss more about making inferences in Questioning.

- If students are sharing their summary orally, you may NOT want them to share in a complete sentence. If they are asking their group to check that they have all the important information, it is often easier to process if they report in keyword form (Who, What, When, Where). If the information is correct, they can then be encouraged to put it into a complete sentence on their paper.

Revised Sentence: During the day, in the woods, a man and his dog are standing in the middle of the road in front of a large herd of sheep.