

Lesson 22: Final Evaluation of Summarizing Skills

1 Class Period

**Reading Skills: Determining Importance
 Summarizing**

Purpose:

The primary reading (and writing) skill that I have focused on in this unit is summarizing. I would like to get one final sample of work in order to assess my students' ability at this point in time. I did not ask the students to write a summary of the chapter in paragraph form because we had not practiced that skill enough. I wanted to see if they could choose the important ideas within sections of the chapter. If you feel your students are ready for this final step, of course you should push them to demonstrate their competence. My students were not ready and I knew it; I will have to continue practicing summarizing, giving them longer and longer passages and chapters to summarize at one time. I did, however, purposely chunk Chapter 9 into only six longer-than-usual sections.

Materials Needed:

Each student will need a copy of *Four Perfect Pebbles* or a photocopy of Chapter 9 with the sections marked in the text.

Process:

The students were told in advance that they would be summarizing Chapter 9 as a test of their skills; therefore, they would need to work independently. They were told that they would have one full class period to work.

On the test day, I made sure everyone had plenty of notebook paper and pens. I handed out *Pebbles* books, showed them the sections, and let them work. At the end of the period, I collected the tests to grade them.

Sections for Chapter 9:

1. Page 114 “The Veendam docked...” to page 115 “...impressed me so.”
2. Page 116 “Like the Blumenthals...” to page 117 “...council in Peoria, Illinois.”
3. Page 117 “Peoria...” to page 118 “...in an American community.”
4. Page 118 “That very summer...” to page 120 “...tenth years of my childhood.”
5. Page 120 “The following year...” to page 122 “...synagogue services.”
6. Page 123 “The High Holy Days...” to page 124 “...Nathaniel Lazan.”

Four Perfect Pebbles Chapter 9
Summary-by-Sections

1. After the Blumenthals arrived in New York City, they lived with Walter's sister, Clara, and her family for a short time.
2. The Hebrew Immigrant Aid Society (HAIS) arranged for the family to live at a residence hotel in Manhattan until they found the family a more permanent place to live.
3. Although they knew nothing about Peoria, Illinois, the Blumenthals agreed to move there so that they could keep their HAIS sponsorship until they could support themselves financially.
4. As soon as they arrived in Peoria, all of the family members got jobs. When school started, Marion was enrolled in a fourth grade class because her English skills were still weak. For Hanukkah that year, Albert gave Marion a pair of nylon stockings. Marion was disappointed by the gift because it meant she was growing up even though she had never had a childhood.
5. The next year, life for the Blumenthal family improved. Ruth got a better job as a seamstress, and Albert and Marion helped support the family with jobs outside of school. The family was able to move into their own apartment. Marion made enough progress in English to enroll in the junior high the next school year. They began to feel more accepted and comfortable in Peoria.
6. When Marion was a sophomore in high school, she began dating a young college student whom she met at synagogue. His name was Nathaniel Lazan, and he became Marion's husband.

Approximately 245 words

Four Perfect Pebbles Chapter 9
Summary

When the Blumenthals arrived in New York City, they lived for a short time with Walter's sister, Clara, and her family. They registered with the Hebrew Immigrant Aid Society (HAIS) who arranged for the family to live at a residence hotel in Manhattan until they found the family a more permanent place to live in Peoria, Illinois. Although they knew nothing about Peoria, the Blumenthals agreed to move there so that they could keep their HAIS sponsorship until they could support themselves financially.

As soon as they arrived in Peoria, all of the family members got jobs. When school started, Marion was enrolled in a fourth grade class because her English skills were still weak. For Hanukkah that year, Albert gave Marion a pair of nylon stockings. Marion was disappointed by the gift because it meant she was growing up even though she had never had a childhood.

The next year, life for the Blumenthal family improved. Ruth got a better job as a seamstress, and Albert and Marion helped support the family with jobs outside of school. The family was able to move into their own apartment. Marion made enough progress in English to enroll in the junior high the next school year. They began to feel more accepted and comfortable in Peoria. When Marion was a sophomore in high school, she began dating a young college student whom she met at synagogue. His name was Nathaniel Lazan.

245 words

Rubric for Section Summary of
Chapter 9 *Four Perfect Pebbles*

Name: _____

Hour: _____

	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6
Included Need-to- Know Info						
Excluded Nice-to- Know Info						
Brevity and Grammar & Conventions						
Totals	_____	_____	_____	_____	_____	_____

3 = Excellent
A = 37+ points

2 = Adequate
B = 36-32 points

1 = Poor
C = 31-27 points

D = 26-22 points

Rubric for Section Summary of
Chapter 9 *Four Perfect Pebbles*

Name: _____

Hour: _____

	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6
Included Need-to- Know Info						
Excluded Nice-to- Know Info						
Brevity and Grammar & Conventions						
Totals	_____	_____	_____	_____	_____	_____

3 = Excellent
A = 37+ points

2 = Adequate
B = 36-32 points

1 = Poor
C = 31-27 points

D = 26-22 points

