### Lesson Objectives

...summarize the text.

**Reading**
- Summarize informational texts effectively.
- Synthesize the main idea and important details of informational texts to create effective summaries.

**Writing**
- Draw evidence from informational texts to support analysis and reflection.

**Speaking and Listening**
- Pose and respond to specific questions and contribute to discussions.
- Review the key ideas expressed and explain their own understanding.

**Language**
- Use context to determine the meaning of unknown words and phrases.
- Use academic vocabulary.

### Learning Progression

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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<tbody>
<tr>
<td>Students recount the key details of a text and explain how they support the text’s main idea.</td>
<td>Building on Grade 3, students synthesize the main idea and the most important details in a text to produce an effective summary.</td>
<td>Grade 5 increases in complexity by requiring students to bring together multiple main ideas and use key details and sequencing when summarizing a text.</td>
</tr>
</tbody>
</table>

### Lesson Text Selections

**Modeled and Guided Instruction**
- **New Ways with Words**
  - by S. L. Hughes
  - Genre: History Article

**Guided Practice**
- **Hair Today, Gone Tomorrow**
  - by Jan Russ
  - Genre: History Article

**Independent Practice**
- **It All Began with Spacewar!**
  - by Peter Roop
  - Genre: History Article
# Lesson Pacing Guide

## Whole Class Instruction  30–45 minutes per day

### Day 1
- **Teacher-Toolbox.com** Interactive Tutorial
  - Check the Teacher Toolbox for Interactive Tutorials to use with this lesson.
  - **Introduction** pp. 66–67
  - **Read** Summarizing Informational Texts 10 min
  - **Think** 10 min
    - Graphic Organizer: Main Idea Chart
  - **Talk** 5 min
    - Quick Write (TRB) 5 min

### Day 2
- **Modeled and Guided Instruction** pp. 68–69, 72
  - **Read** New Ways with Words 10 min
  - **Think** 10 min
    - Graphic Organizer: Main Idea Chart
  - **Talk** 5 min
  - **Write** Short Response 10 min

### Day 3
- **Guided Practice** pp. 70–71, 73
  - **Read** Hair Today, Gone Tomorrow 10 min
  - **Think** 10 min
  - **Talk** 5 min
  - **Write** Short Response 10 min

### Day 4
- **Independent Practice** pp. 74–79
  - **Read** It All Began with Spacewar! 15 min
  - **Think** 10 min
  - **Write** Short Response 10 min

### Day 5
- **Independent Practice** pp. 74–79
  - **Review** Answer Analysis (TRB) 10 min
  - **Review** Response Analysis (TRB) 10 min
  - **Assign and Discuss** Learning Target 10 min

**Language Handbook**
Lesson 2 Progressive Verb Tenses, pp. 466–467 20 min (optional)

## Ready Writing Connection
During Ready Reading Days 1–5, use:
**Lesson 1 Writing an Opinion: Speech**
- **Step 1** Study a Mentor Text
- **Step 2** Unpack Your Assignment
- **Step 3** Find Text Evidence
- Reread Source Text
See Ready Writing TRB, p.1a for complete lesson plan.

## Small Group Differentiation
**Teacher-Toolbox.com**

## Independent Practice
- **Grade 3** Recounting Key Details
- **Grade 4** Summarizing Informational Texts

## Personalized Learning
**i-Ready.com**

## Reteach
**Ready Reading Prerequisite Lesson**
**Grade 3**
- Lesson 1 Ask and Answer Questions About Key Ideas
- Lesson 2 Finding Main Ideas and Key Details

## Teacher-led Activities
**Tools for Instruction**
- Summarize Informational Text

## Language Handbook
Lesson 2 Progressive Verb Tenses, pp. 466–467 20 min (optional)
Introduction
Lesson 5  Summarizing Informational Texts

Get Started

- Explain to students that in this lesson they will be reading informational texts about the history of everyday things and summarizing the text.
- Tap into what students already know by asking them what summarizing means. Agree that summarizing means telling what a text is about by sharing only its most important parts.
- Invite students to imagine that they are telling a friend what they did during summer vacation. Discuss what they would say. Ask them to think about what details they would include and what details should probably be left out. Explain:
  If I were telling someone about my summer vacation, I would tell where I went and who went with me. I would tell about the exciting things I did and saw. I probably wouldn’t tell what I ate for every meal.
- Focus students’ attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk words and phrases. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

English Language Learners

- Genre Focus

Read

- Read aloud the Read section as students follow along. Restate to reinforce:
  When you summarize a text, first identify the main idea. Then you can determine which details are key. Key details answer questions about the topic.
- Direct students’ attention to the picture. Ask students what they think the topic of this text will be, based on the picture.

English Language Learners

- Genre Focus

Build Meaning

Oral Summary  Summarizing can be especially challenging for English Language Learners because they may not have the fluency to shorten information into essential details.

Provide practice with short texts students are familiar with, such as a news story or brief article from a classroom magazine. Work with students to create an oral summary. First, have them retell the text as they heard it. Then ask them to identify one or two unimportant details that could be cut and tell the information again.

Keep repeating the process until students are able to retell the story in just three or four sentences.

Genre Focus

History Article

Informational texts tell about topics. One type of informational text is a history article.

A history article tells about events that happened in the past and explains why those events happened. It often includes visual aids such as maps, timelines, and historical photographs.

Provide an example of a history article from a children’s magazine, such as Cobblestone magazine. It could be about the history of a product, the development of an invention, or the life of a person. Then ask students to name other history articles they’ve read.

Even the Toothbrush Has a History

The toothbrush has a history dating back thousands of years. Ancient Egyptians used toothbrushes made from the frayed ends of twigs. In the 1400s, the Chinese invented the first bristle toothbrush. The bristles were made from pig hairs attached to a bamboo handle. In 1938, the invention of nylon led to a modern toothbrush made of soft bristles. These improvements led to today’s toothbrush, which comes in all shapes and sizes. But the basic job of the tool has not changed much. The toothbrush is still used to keep our teeth healthy and clean.
Think

Use what you’ve learned so far about summarizing informational texts. First, complete the chart below by identifying three key details that support the main idea of the text. Then use the information in your chart to write a summary of the article.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Key Detail 1</th>
<th>Key Detail 2</th>
<th>Key Detail 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The materials used to make toothbrushes have changed over thousands of years.</td>
<td>Ancient Egyptians made toothbrushes from the frayed ends of twigs.</td>
<td>In the 1400s, the Chinese invented the first bristle toothbrush, which was made from pig hairs.</td>
<td>In 1938, the invention of nylon led to a toothbrush with soft nylon bristles.</td>
</tr>
</tbody>
</table>

Summary: Over thousands of years, materials used for toothbrushes have changed. Ancient Egyptians used the frayed ends of twigs as toothbrushes. In the 1400s, the Chinese invented the first bristle toothbrush using pig hairs. In 1938, nylon was invented. It was used to make toothbrushes with soft nylon bristles.

Talk

Share your summary with a partner.

- Did you agree on the main idea and key details in your charts?
- How did the text organization of a main idea and key details help you create your summary?

Academic Talk

Use these words and phrases to talk about the text.

- summarize
- main idea
- key details
- summary

Quick Write

Have students write a response to the following prompt:

Think about how you would convince a friend to read one of your favorite books. How would you tell your friend what the book was about? What details from the book would you mention and why?

Ask students to share their responses.

Monitor Understanding

If students struggle with summarizing, then demonstrate by creating a summary together that answers the question What did we do in class yesterday? Guide students to generate a list of the most important things that happened during the day. Record the list on chart paper or the board.

Next, tell students that they will need to shrink down the list because a summary should be short. Ask students to identify details that are not very important or interesting. In other words, can they describe the day without that detail? Cross out those unnecessary details. Reduce the list to 3 or 4 sentences.

Next, begin to form the summary. Have students say what the main idea is. Remind them that the main idea is what the details tell about. Help them by providing a sentence frame, such as “In class yesterday, we . . .” Then have students retell the details, reminding them to tell events in order.

Wrap Up

- Invite students to share what they’ve learned so far. Encourage them to use the Academic Talk words and phrases in their explanations.
- Explain to students that when they summarize, they identify and retell the main idea and most important details in their own words.

In the next section, we’ll read a history article, identify the main idea and key details, and create a short summary. Summarizing will help you better understand and remember the information in the text.
Today you will read a history article about something you use every day. First, you’ll read to understand what the author says. Then you’ll read to determine the article’s main idea and details and summarize the text.

Read

- Read aloud the title of the article and call attention to the photograph. Invite students to predict why this picture was chosen.
- Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

What have people learned from reading old English poems and rhymes? (word pronunciations have changed)

What do the words mouse and menu have in common? (Both are used when talking about computers.)

What is the article mostly about? (how the English language has changed over time)

Explore

- Read aloud the Explore question at the top of p. 69 to set the purpose for the second read. Tell students that answering this question will enable them to summarize what they have read.
- Have students read aloud the Close Reader Habit on p. 68.

TIP  Tell students that when they are looking for a key detail, it is helpful to ask themselves: Is this detail important? Does it help me to understand the main idea?

New Ways with Words

by S. L. Hughes

1  Over the centuries, the English language has undergone many changes. Words that once rhymed no longer sound the same. Others have their origins in lands far from America. And still other words have taken on new and special meanings.

2  Old English poems and rhymes often provide clues into how word pronunciations have changed. For example, the word *see* did not always rhyme with *sea*. Originally, it rhymed with *say*. And *saw* once rhymed with the word *brake*. Sometime after the 1600s, people shifted the way they said the sound for the letters *oa* in many words. Now *sea* sounds like *tea* or *pea*, and *spoke* rhymes with *book*, not *break*. No wonder spelling can be confusing!

3  Today we think of everyday words like *shirt*, *zero*, and *dollar* as part of our vocabulary. But they were “borrowed” from other languages long ago. *Average*, *check*, and *scarlet* are just a few words that came from the Arab world. The Vikings, old Germans, and Romans loaned us words like *glitter*, *weird*, and *soldier*. We also borrowed words such as *prairie* and *mesa* from the French and Spanish. And we needed to name food such as *chocolate*, *ketchup*, *oranges*, *pickles*, and *pretzels*, so we’ve added those words to our vocabulary, too.

4  Even now, English continues to change. Consider how new technology has given familiar words like *mouse* or *menu* new meanings. Now you can *surf the Web* without getting wet or *tangle* with a spider. And you can catch a *bug* or a *virus*, but so can your computer. Certainly, these surprising changes to English make talking and writing a real adventure.

English Language Learners

Word Learning Strategy

Cognates  The article explains that many English words have been borrowed from other languages. Have students work with a partner or small group and brainstorm a list of English words that may have been borrowed from their home language. These words will have the same spelling, pronunciation, and meaning in both languages. Examples from the article include the words *prairie* from French and *mesa* from Spanish.

When students are done brainstorming, come together as a large group and share results. Display the words by their country of origin.

Word Learning Strategy

Use Context Clues

- Reread paragraph 2. Direct students’ attention to the word *pronunciations* in the first sentence.

  What do you think the word *pronunciations* means?

  What clues in the text help you figure out the meaning?

- Guide students by asking what the other sentences in the paragraph have in common. Point out that they provide examples of how sounds of words have changed. Help students to conclude that pronunciation must mean “the way in which words should sound.”

- Remind students that when they come to an unknown word or phrase, they can look at the surrounding words for a clue to the meaning.
How and why have words in the English language changed over time?

1. Complete the chart below by adding three key details. Then explain why you chose to include each key detail.

<table>
<thead>
<tr>
<th>Key Detail 1</th>
<th>Key Detail 2</th>
<th>Key Detail 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old poems and rhymes show that word pronunciations have changed.</td>
<td>English has borrowed words like scarlet and ketchup from many other countries.</td>
<td>Words take on new, special meanings when they are used with new ideas and inventions.</td>
</tr>
</tbody>
</table>

Why did you include this detail? It shows that the way we pronounce English words has changed.

Why did you include this detail? It shows that English has changed by adding words.

Why did you include this detail? It shows that English has changed in order to describe new things and ideas.

Main Idea
The English language has undergone many changes over the years.

2. Explain why words in the English language have changed over time. To support your explanation, provide text evidence.

3. Short Response Write a summary of why and how the English language has changed through the centuries. Remember to include only the most important points in the text. Use the space provided on page 72 to write your response.

Think
- Read aloud the Think section. Explain to students that you will model how to find text evidence to fill in the chart. Use the Think Aloud below to guide your modeling.
- Revisit the Explore question. Guide students to determine that they need to look for more details, using the Close Reader Habit.
- Encourage students to work with a partner to continue rereading the passage and to complete the chart. Remind students that the Buddy Tip will help them find the details for their summaries.
- Ask volunteers to share their completed charts.
- Guide students to see that each key detail supports the text’s main idea by describing a way the English language has changed.

Talk
- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are discussing why the English language has changed over time, using evidence from the text.

Write
- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure students understand that they are being asked to summarize the article they have just read. Point out that details in their charts will help them write their summaries.
- Have students turn to p. 72 to write their responses.
- Use Review Responses on p. 72 to assess students’ writing.

Think Aloud
- I have to find details that explain the main idea—why the English language has changed over the years. I’ll go back and look in the text.
- I read through the first paragraph. I see that it mostly provides an introduction to the article. It doesn’t provide any specific details that support the main idea. So, I’ll keep reading.
- The second paragraph starts out by saying, “Old English poems and rhymes often provide clues into how word pronunciations have changed.” The other sentences in the paragraph provide specific examples of pronunciation changes that have occurred. It’s clear that the first sentence is the most important detail in that paragraph. It supports the main idea because it talks about changes to the English language. Using the Close Reader Habit, I’ll underline that sentence.
- I know that I have to use my own words when I summarize a text, so I’ll rewrite that detail before I add it to the chart. I’ll write: “Old poems and rhymes show that word pronunciations have changed.”
- Now I have to write why I chose that detail. I chose it because it shows that English has changed in the way we pronounce some words. I’ll write that in the box below Key Detail 1.

Wrap Up
- Ask students to recall the Learning Target. Have them explain how summarizing a text helps deepen their understanding of the topic.
Lesson 5 Summarizing Informational Texts

Guided Practice

Today you will read another history article. First, you will read to understand what the text is mainly about. Then you will reread with a partner to identify key details and summarize the text.

Read

- Read aloud the title of the passage. Ask students if the title reminds them of a phrase they’ve heard before. Establish that the title is based on the saying “Here today, gone tomorrow.” Guide students to understand that this phrase means “what exists now may be gone shortly.”
- Have students predict what the article will be about based on its creative title.
- Read to Understand Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

**Why have people changed their hairstyles throughout history?** *(to make a statement about themselves and society)*
**Why did women bob their hair in the 1920s?** *(to show their independence)*
**Why did some men in the 1960s grow their hair long?** *(to rebel against social rules of the time)*

### English Language Learners

- **Word Learning Strategy**
  - **Read to Analyze** Read aloud the Close Reader Habit on the lower right of p. 70 to set the purpose for the second read. Then have students reread the article with a partner and discuss any questions they might have.

### ELL

**Develop Language**

- **Compound Words** Point out the compound words *hairstyle* and *hairpieces* in paragraph 3. Write each word on the board and guide students to identify the two smaller words that make it up.
- Note that each compound word begins with *hair*. Discuss the meaning of the word *style* and then talk about the meaning of *hairstyle*. Repeat for *hairpieces*.
- Explain that the English language has many compound words that start with the word *hair*. Invite students to share as many of them as they know, such as *hairband*, *hairbrush*, *haircut*, *hairro*, *hairstylist*, *hairline*, *hairpin*. If necessary, prompt students with questions to elicit responses.

### Word Learning Strategy

- **Use Context Clues**
  - Draw students’ attention to the last paragraph. Read aloud the next-to-last sentence with the word *rebellion*. Tell students to study the information around the word to help them determine its meaning.
  - What do you think the word *rebellion* means as it is used in the text? *(a refusal to obey rules or accept normal ways of doing things)*
  - What clue in the paragraph helps you figure out the meaning? *(“This rebellion was a statement against the social rules of the time...”)*
Think

Use what you learned from reading the history article to respond to the following questions.

1. Read the statements in the box.

In the 1960s, young people rebelled by letting their hair grow long.
In the 1700s, women wore large, elaborate hairstyles.
Women in the 1920s cut their hair to show their independence.
Teenagers of the 1960s pressed their curly hair to make it straight.
Hair fashions change over time and are used to make unusual statements.

Identify the main idea and three key details that support it. Write them in the boxes below to complete the chart.

Main Idea
Hair fashions change over time and are used to make unusual statements.

Key Detail 1
In the 1700s, women wore large, elaborate hairstyles.

Key Detail 2
Women in the 1920s cut their hair to show their independence.

Key Detail 3
In the 1960s, young people rebelled by letting their hair grow long.

Talk

2. Take turns summarizing the text. Be sure to include the main idea of the text and at least three key details.

Write

3. Short Response
Write a summary of the article “Hair Today, Gone Tomorrow.” Use information from the passage in your summary. Use the space provided on page 73 to write your answer.

Think

- Have students work with a partner to complete item 1.

TIP
Tell students to imagine that they have 30 seconds to tell a friend what the whole passage is about. What details should be included? What details could be left out?

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1. See the answers on the student book page.

Remind students that this item simulates drag-drop items they may see on a computer-based assessments.

DOK 2

Monitor Understanding

Integrating Standards

Talk

- Have partners discuss the prompt and take turns creating an oral summary of the text. Emphasize that students should use the main idea and key details they have already identified in their summaries.
- Circulate to clarify misunderstandings.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to write about. Make sure students understand that their summaries need to include the main idea and most important details in the article. They should present the details in a logical order and use their own words to restate them.
- Call attention to the HINT.
- Have students turn to p. 73 to write their responses.
- Use Review Responses on p. 73 to assess students’ writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how summarizing the article helped them better understand what they read.

Integrating Standards

Use the following questions to further students’ understanding of the article:

- Why do you think women’s hairstyles in the 1700s included fancy ornaments? (Women probably put fancy ornaments in their hair to make their elaborate hairstyles stand out even more and to show their social status.)
  DOK 3

- How were women’s hairstyles in the 1920s and 1960s the same? How were they different? (Hairstyles during both time periods were worn to make a statement. In the 1920s, women cut their hair short to show their independence. In the 1960s, women wore their hair long and straight.)
  DOK 2

Monitor Understanding

If... students have difficulty identifying key details, then... have them rely on their memory to see what information sticks.

- Have students reread the text. Then tell them to close their books and write down only the details they can remember.
- Then have them write a paragraph using only the information they recall.
- Have students share their paragraphs. Point out any key details they may have missed or unimportant details they may have included.
Lesson 5 Summarizing Informational Texts

Write

- Remember to use the Response-Writing Routine on pp. A54–A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

Responses will vary, but the summary should include the most important details about how the English language has changed over time and should be written in students’ own words. See the sample response on the student book page. 

DOK 2

3 Short Response Write a summary of why and how the English language has changed through the centuries. Remember to include only the most important points in the text.

Sample response: The English language has changed over thousands of years for three reasons. Over time, the way words are pronounced has changed. Another change is that English has borrowed words from other languages to name new foods, colors, and other things and ideas. The English language also keeps changing as new meanings are given to familiar words because the words are used in new, special ways.

HINT Think about how you will organize your summary to explain the main ideas and details.

Words with New Ways

Don’t forget to check your writing.

Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as describe, explain, or compare.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as causes, reasons, or character traits.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.
Write Use the space below to write your answer to the question on page 71.

**Hair Today, Gone Tomorrow**

3 **Short Response** Write a summary of the article “Hair Today, Gone Tomorrow.” Use information from the passage in your summary.

Sample response: This article is about why and how hair fashions change. Hair fashions have changed over time and are used to make unusual statements. For example, in the late 1700s, women wore their hair piled in high, elaborate hairstyles. Later, in the 1920s, women cut their hair short in a bob to show they were independent. In the 1960s, young men and young women let their hair grow long as a sign of rebellion.

**Check Your Writing**

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?

**Review Responses**

After students complete the writing activity, help them evaluate their responses.

3 Responses will vary, but the summary should include the most important details in the passage and should be written in students’ own words. See the sample response on the student book page.

DOK 2
Lesson 5  Summarizing Informational Texts

Independent Practice

Get Started

Today you are going to read a longer history article and use what you have learned about summarizing to develop a better understanding of the text.

• Ask volunteers to explain how summarizing helps readers better understand history texts. Encourage students to use the Academic Talk words and phrases in their responses.

English Language Learners

Read

You are going to read the history article independently and use what you have learned to think and write about the text. As you read, remember to think carefully about the details. Not all details are key details. Key details are those that support the text’s main idea.

• Read aloud the title of the passage, and then encourage students to preview the text, paying close attention to the time line and pictures.

• Call attention to the Words to Know in the upper left of p. 74. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.

• If students need support in reading the passage, you may wish to use the Monitor Understanding suggestions.

• When students have finished, have them complete the Think and Write sections.

Monitor Understanding

English Language Learners

Build Meaning

Build Background  To provide context for the history article, download images from the Internet of the four early video games described in the text: Spacewar!, Odyssey, Computer Space, and Pong.

• Present the images in the order the games first appeared. Introduce each game by explaining its significance in video game history. Explain that Spacewar! was the first computer video game, and Odyssey was the first video game that could be played on a home TV. Computer Space led to the creation of Pong, which became the first successful coin-operated game.

• As students look at the images for each game, invite them to say as much as they can about the equipment used to play the game and the action displayed on the screen.

• Ask students to explain whether or not they would have enjoyed playing these games.
Games had been played on computers long before Spacewar! was created. Researchers in the 1950s had programmed their “giant electronic brains” to play checkers, tic-tac-toe, and chess. Computers were so new in 1960 that nobody was certain just how many tasks these machines could perform. Games were ideal for discovering the “intelligence” of computers.

Monitor Understanding

If... students struggle to read and understand the passage, then... use these scaffolding suggestions:

**Question the Text** Preview the text with students by asking the following questions:
- What types of text features has the author included? *(a time line with illustrations)*
- Based on the title and time line, what do you predict the article will be about?
- What questions do you have about the text?

**Vocabulary Support** Define words that may interfere with comprehension, such as ushered and conventions.

**Read Aloud** Read aloud the text with the students. You could also have students chorally read the text in small groups.

**Check Understanding** Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.
- What was Spacewar!? *(a computer game)*
- Why was Spacewar! so important? *(It introduced video games to the world. It showed people what computers could do.)*
- What is the article mostly about? *(the invention of computer games)*
6  Spacewar! proved too bulky and complicated for the average person to play. For years, it remained a researchers’ game. Then, in 1971, Ralph Baer, an electronics engineer, began working on hooking a computer to a home television.

7  Describing his work, Baer said, “The thought came to me that you should be able to do something else with television besides watch it. You ought to be able to play games.” With this idea in mind, Baer invented Odyssey, a game with a bouncing ball and paddles that could be played on any television screen. Odyssey was the first video game consumers could buy and play at home.

8  About the same time, Nolan Bushnell and Ted Dabney, two electrical engineers, designed the game Computer Space. Bushnell described the game as “a cosmic dogfight between a spaceship and a flying saucer.” Computer Space, however, did not catch on with game players. So Bushnell and Dabney invented an electronic table tennis game, which they called Pong. An expert on arcade games, Bushnell matched the excitement of table tennis with the fun of a pinball machine. Pong was so successful that Bushnell founded the Atari company to manufacture and sell the game. Pong is considered the first truly successful coin-operated video game.

9  The boom in video games was on! Dozens of companies entered the business of making video games for homes and arcades. Space Invaders, Asteroids, Sea Wolf, Carnival, and many other video games began thrilling players in every corner of America. . . . [But Spacewar! was] the game that helped introduce the wonders of the computer to the world.
Think

Use what you learned from reading the history article to respond to the following questions.

1. Read the statements in the box below.

Many companies began making computer video games. Stars and gravity were added to make the game more realistic. Spacewar! helped introduce computer games to the world. Pong was so successful, Bushnell started a company to make and sell it. Spacewar! showed what a computer could do and was fun to play. Pong was invented by electrical engineers.

2. Which of these details is not important enough to include in a summary of the article?
   - A. Spacewar!, the world’s first video game, began the age of electronic games.
   - B. Games were ideal for exploring what computers could do.
   - C. Space Invaders, Asteroids, Sea Wolf, and Carnival were all arcade games.
   - D. Spacewar! was too difficult for most people to play.

Monitor Understanding

If... students struggle to complete the items, then... you may wish to use the following suggestions:

Read Aloud Activities
- As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
- Discuss each item with students to make certain they understand the expectation.

Reread the Text
- Have students complete the chart as they reread.
- Have partners summarize the text.

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1. See the answers on the student book page. Remind students that this item simulates drag-drop items they may see on a computer-based assessment.

DOK 2

2. The correct choice is C. This is a fact that is not necessary to understand the main idea, so it is not necessary for a summary.

DOK 2
Part A
The correct choice is B. The failure to attract players with Computer Space led the programmers to create Pong, a more exciting and fun game.

- A, C, and D are facts included in the article but are not the main idea of the paragraph.

Part B
The correct choice is D. The success of Pong led the inventor to start a company that would make and sell even more copies of the game.

- A is a detail that does not support the main idea of the paragraph, that the designers created Pong.
- B is a simple description of Computer Space.
- C just describes what Pong was like.

DOK 3

4 The correct choice is B. This can be inferred from context. The sentence that follows includes the clue phrase “remained a researcher’s game.”

- A, C, and D are not supported by the context of the passage.

DOK 2

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Monitor Understanding

If... students don’t understand the writing task, then... read aloud the writing prompt. Use the following questions to help students get started:

- What is the prompt asking you to write about?
- Do you need to reread the text to find more information?
- How will you identify the information you need to include?
- Have partners talk about how they will organize their responses.
- Provide a graphic organizer to assist students, if needed.
Learning Target

In this lesson, you learned how to use main ideas and key details to develop a summary. Now, explain how you developed a deeper understanding of ways to share information about history texts.

Answers will vary, but students should demonstrate an understanding of the importance of identifying the main idea and relevant key details when summarizing history articles.

2-Point Writing Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Focus</th>
<th>Evidence</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>My answer does exactly what the prompt asked me to do.</td>
<td>My answer is supported with plenty of details from the text.</td>
<td>My ideas are clear and in a logical order.</td>
</tr>
<tr>
<td>1</td>
<td>Some of my answer does not relate to the prompt.</td>
<td>My answer is missing some important details from the text.</td>
<td>Some of my ideas are unclear and out of order.</td>
</tr>
<tr>
<td>0</td>
<td>My answer does not make sense.</td>
<td>My answer does not have any details from the text.</td>
<td>My ideas are unclear and not in any order.</td>
</tr>
</tbody>
</table>

Write

Short Response Write a summary of “It All Began with Spacewar!” Use details from the text to support your response.

Sample response: Spacewar!, the world’s first video game, started the craze for electronic games. Before Spacewar!, computers had only been used for games like checkers and tic-tac-toe. Spacewar! was too complicated for home users, so inventors began working on games anyone could play. Eventually inventors created games to play in arcades or on TVs in homes. This began the boom of video gaming that continues today.

Learning Target

• Have each student respond in writing to the Learning Target prompt.
• When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.

Monitor Understanding

Review Responses

After students have completed the writing activity, help them evaluate their responses.

Display or pass out copies of the reproducible 2-Point Writing Rubric on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Answers will vary but should demonstrate an understanding of what details to include in an effective summary. See the sample response on the student book page.

DOK 2

Wrap Up

Learning Target

• Have each student respond in writing to the Learning Target prompt.
• When students have finished, have them share their responses. This may be done with a partner, in small groups, or as a whole class.