

# REVIEWING AND EXPLAINING IDEAS



**GRADE 4**

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# Classroom Procedure:

1. Ask students: Why is it important to summarize the ideas and thoughts that are shared by others during a discussion?
2. Allow for responses and discussion. Ask students: Why is it important to understand the ideas and thoughts that are shared by others during a discussion? What is the difference between summarizing and understanding ideas?
3. Allow for responses and discussion. Students should understand that summarizing an idea or other comments is different than understanding what was shared. By understanding the information shared, students can then explain their own ideas based on the discussion. A summary may not fully show they understand the information. Introduce *Reviewing and Explaining Ideas* to the class.
4. Distribute *Reviewing and Explaining Ideas* content pages. Read and review the information with the students. Save the final question for the lesson closing. Use the additional resources to enhance understanding.
5. Distribute the Activity pages. Read and review the instructions. Place students in groups of 4 or more. The groups may be changed or kept the same for each topic. Allow sufficient time for each group discussion- at least 10 minutes or more.
6. Once all discussions are completed, conduct a full-class discussion related to the discussions. Ask students what was effective, what could they improve upon, what was difficult to do during the discussion, etc.
7. Allow for responses and further discussion.
8. Distribute the Practice pages. Check and review the students' responses.
9. Distribute the Homework page. Remind students to work with other family members for part two. The next day, check and review the students' responses.
10. In closing, ask students: *Have you ever been a part of a discussion or conversation and were completely lost? How did you feel? What did you do?*
11. Allow for responses and discussion. Encourage students to listen carefully during conversations and discussions.

**Approximate Grade Level:** 4

**Objectives:** The students will be able to review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**State Educational Standards\***

LB.ELA-LITERACY.SL.4.1.D

**Class Sessions (45 minutes):**

At least 2 class sessions.

**Teaching Materials/Worksheets:**

*Reviewing and Explaining Ideas* content pages (2), Activity pages (2), Practice page, Homework page

**Student Supplies:**

handouts

**Prepare Ahead of Time:**

Place students in groups of 4 or more for the activity. As an option, use different topics for the activity. Copy handouts.

**Options for Lesson:** Students may use their own topics for discussion or assign different topics to each group than those given. Conduct a full-class discussion using one of the topics or a new topic- of which following, the students will do a self-evaluation. Use the self-evaluation checklists for students to evaluate another student. Show a video of a discussion and ask students to evaluate the discussion- such as a local council meeting, board meeting, etc. Choose five students at a time to discuss a topic, the rest of the class watches, then evaluates the effectiveness of the discussion.

\*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



# Teacher Notes

The lesson helps students review and explain the information and key ideas presented during a class or small-group discussion. They must also have the skills and confidence necessary to present and explain their own ideas and understanding of the discussion topic. The lesson should be used in conjunction with other lessons related to classroom and small-group discussions.

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# Reviewing and Explaining Ideas

During discussions, many ideas and opinions are shared, as well as information related to a topic. Often, you listen to the ideas from other people, but at the same time, you are expected to share your ideas and thoughts too. A discussion can be related to a wide variety of different topics that can take place in small groups or with your entire class.



There are two things that are expected of you during, and sometimes, after, a discussion- you must be able to review the key ideas of other group members and explain your own ideas related to the understanding you have of the discussion topic.

For example, if the discussion is about the *responsibilities of owning a dog*, the ideas you and others have should be related to owning a dog. You would not discuss or explain why dogs might be better or worse pets than cats or the different breeds of dogs that win dog shows. The key ideas expressed during the discussion would be related to the *responsibilities of owning a dog*.

## Reviewing

As you carefully listen to another person's comments, you must be able to review or summarize the information and key ideas they share during the discussion. For example, review the short discussion between two group members:



**Trayvon:** *I think the responsibilities of caring for a dog could be different between members of a family. For example, in my family I am responsible for walking our dog twice a day, my mom feeds him each morning, and my dad takes care of other needs, such as baths, shots, etc.*

**Jasmine:** *You are right, but sometimes only one person is responsible for caring for a dog, and if it is a kid like us, it can be a huge problem, especially if the kid plays sports, has lots of homework, and cannot keep up with caring for the dog.*

If you were the third group member and listened to the comments above, you would review the **key ideas** shared by Trayvon and Jasmine. You would reflect on them, and possibly in your mind you might summarize them:

*Trayvon believes in sharing responsibilities when an entire family is interested in caring for a dog, but Jasmine believes the responsibilities would fall on one kid, and he or she may be too busy.*

Once you clearly understand the comments of the other group or class members, you can then explain your own ideas during the discussion.



# Explaining

Your own ideas are just as important as the ideas of other group members. However, you must be able to explain them clearly based on what you have listened to and understood. This is another reason for staying on topic when explaining your own ideas during a discussion. You do not want the other group members to be confused by your comments.

Now that you have “heard” Trayvon and Jasmine’s key ideas above and clearly understand them, you might explain your own ideas and understanding related to their comments. The following is an example of what **you** might share with the group:

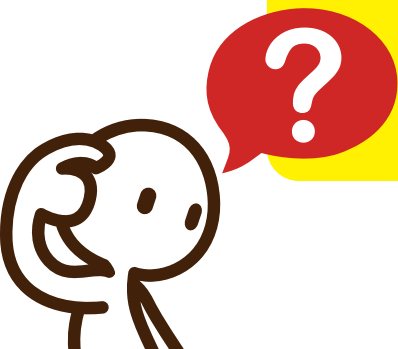
**You:** *Trayvon might be right when a dog is part of the family, and if there is only one person caring for a dog like Jasmine says, especially a kid, it can be difficult. I think before a family decides to get a dog, everyone in the family should probably agree to share the responsibilities. Maybe the kid wants the dog the most and could do more of the work, but he or she might need help sometimes from other family members.*

Note how the new information related to the *responsibilities of owning a dog* is clearly explained in light of the discussion. In other words, the person who might make the above comments listened attentively to both Trayvon and Jasmine, understood their comments, and was able to use those key ideas to include new information.

A discussion is simply not sitting quietly listening to the comments of other people. You must be attentive, aware of what is said and what is not said, and then reflect on those comments. Once you reflect on them, you will have the opportunity to speak- and you must take advantage of the opportunity. However, you must first understand the key ideas and then using those key ideas, explain your own ideas.

Effectively participating in a discussion is more than just adding a few words now and then. It is much more than that. Of course, be respectful, do not interrupt and remain on topic, but when it is your turn to speak, be confident in your own ideas and be willing to share them with everyone.

**Have you ever been a part of a discussion or conversation and were completely lost? How did you feel? What did you do?**





You and your group will discuss the following three topics for a time limit set by your teacher. During the discussion, practice listening attentively, reflect on each other's comments, understand what is said, and then explain your own ideas related to the discussion. Follow the basic rules of discussions as well- be respectful, do not interrupt, wait your turn to speak, and do not dominate the discussion. Following each discussion topic, evaluate your discussion participation using each checklist.

**Topic 1:** What are some things most kids look forward to when they become an adult? Why?

DID YOU...	Not Really		Mostly	Definitely	
Listen attentively and focus on other's ideas?	1	2	3	4	5
Clearly understand what was said by other members?	1	2	3	4	5
Clearly explain your own ideas related to the topic?	1	2	3	4	5
Follow the basic rules for discussions?	1	2	3	4	5

**Topic 2:** If all of you were stranded on a deserted island, who would you choose to be in charge? Why?

DID YOU...	Not Really		Mostly	Definitely	
Listen attentively and focus on other's ideas?	1	2	3	4	5
Clearly understand what was said by other members?	1	2	3	4	5
Clearly explain your own ideas related to the topic?	1	2	3	4	5
Follow the basic rules for discussions?	1	2	3	4	5

**Topic 3:** If there is one thing that needs to be changed at your school, what would you choose and why?

DID YOU...	Not Really		Mostly	Definitely	
Listen attentively and focus on other's ideas?	1	2	3	4	5
Clearly understand what was said by other members?	1	2	3	4	5
Clearly explain your own ideas related to the topic?	1	2	3	4	5
Follow the basic rules for discussions?	1	2	3	4	5



# Practice

Name \_\_\_\_\_ Date \_\_\_\_\_



**Review/understand the following discussions/key ideas. Summarize them using your own words. Add and explain your own ideas or comments related to the discussion topic.**

**Sobo:** *If I had the choice of moving from the city to a farm, I think I would choose the farm. I think it would be awesome. There would be plenty of things to do outdoors, plus the animals would be fun to be around. I guess I might miss some things like being able to walk to my friends' houses, to a park, or to stores in the city.*

**Haley:** *I think I would much rather stay in the city. You might not get a good Internet connection out on a farm. Don't forget, too, that there might be a lot of work to do on the farm as well. I like the city for the same reasons you might miss the city. I could go to my friends' houses, to the park, and much more. I guess I can always visit a farm or a zoo to see animals.*

Summary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain your ideas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Nevaeh:** *I'm not sure if I could go a whole month without watching TV, movies, or playing video games. I guess if I was forced to, I would have to find something else to do. I watch some of the same shows each week, so I would miss those, but maybe after a month, I could catch up on them. It would feel strange.*

**Erik:** *I agree with you, but I think we would end up finding other things to do and would get used to not watching TV, movies, or playing video games. I would probably go outside more often. Since I like basketball, I would play more of that and if my friends were not watching Tv, we could something else together.*

Summary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain your ideas: \_\_\_\_\_  
\_\_\_\_\_





# Homework

Name \_\_\_\_\_ Date \_\_\_\_\_



Tell whether each statement is True (T) or False (F).

- 1 \_\_\_\_\_ When you listen to ideas during a discussion, you will automatically understand them.
- 2 \_\_\_\_\_ Your own ideas are just as important as the ideas of other group members.
- 3 \_\_\_\_\_ Understanding the comments of other group members will help you explain your own ideas.
- 4 \_\_\_\_\_ Effectively participating in a discussion is more than just adding a few words now and then.
- 5 \_\_\_\_\_ To participate effectively during a group discussion, it would be fine to sit quietly.
- 6 \_\_\_\_\_ Reflecting on the ideas of other group members will help you better understand them.
- 7 \_\_\_\_\_ To share your own ideas, it is not necessary to understand the key ideas of a discussion.
- 8 \_\_\_\_\_ Your ideas during a discussion should be connected to the ideas of others in the group.
- 9 \_\_\_\_\_ Everyone who participates during a group discussion will have the same thoughts and ideas.
- 10 \_\_\_\_\_ It is better to understand others' ideas before sharing your own ideas.

**Conduct a discussion with one to three members of your family or friends which may include adults or children who are older than you. The discussion should last at least 15 to 20 minutes and must be related to one topic. Complete the following after your discussion.**

What was your topic for discussion? \_\_\_\_\_

Who participated in the discussion? \_\_\_\_\_

List/Summarize at least 3 to 5 key ideas discussed:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain your own ideas related to the topic:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Review/understand the following discussions/key ideas. Summarize them using your own words. Add and explain your own ideas or comments related to the discussion topic.**

**Sobo:** *If I had the choice of moving from the city to a farm, I think I would choose the farm. I think it would be awesome. There would be plenty of things to do outdoors, plus the animals would be fun to be around. I guess I might miss some things like being able to walk to my friends' houses, to a park, or to stores in the city.*

**Haley:** *I think I would much rather stay in the city. You might not get a good Internet connection out on a farm. Don't forget, too, that there might be a lot of work to do on the farm as well. I like the city for the same reasons you might miss the city. I could go to my friends' houses, to the park, and much more. I guess I can always visit a farm or a zoo to see animals.*

Summary: **Sobo would be happy to move to a farm because he seems to like the outdoors, though he would miss some things like visiting friends, parks, and stores- the same things Haley likes about the city and why she would want to live there. Haley is also concerned about having an Internet connection on a farm but she would like to visit a farm or zoo.**

Explain your ideas: **(will vary)** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Nevaeh:** *I'm not sure if I could go a whole month without watching TV, movies, or playing video games. I guess if I was forced to, I would have to find something else to do. I watch some of the same shows each week, so I would miss those, but maybe after a month, I could catch up on them. It would feel strange.*

**Erik:** *I agree with you, but I think we would end up finding other things to do and would get used to not watching TV, movies, or playing video games. I would probably go outside more often. Since I like basketball, I would play more of that and if my friends were not watching Tv, we could something else together.*

Summary: **Nevaeh and Erik agree that it would be hard to give up TV, movies, and video games, but Erik seems to think it would not be too bad once he was used to it. He would go outside more often, but Nevaeh seems worried about missing Tv shows, even talking about catching up on them later. Erik even suggests things he would do instead of watching TV.**

Explain your ideas: **(will vary)** \_\_\_\_\_





Tell whether each statement is True (T) or False (F).

- 1   F   When you listen to ideas during a discussion, you will automatically understand them.
- 2   T   Your own ideas are just as important as the ideas of other group members.
- 3   T   Understanding the comments of other group members will help you explain your own ideas.
- 4   T   Effectively participating in a discussion is more than just adding a few words now and then.
- 5   F   To participate effectively during a group discussion, it would be fine to sit quietly.
- 6   T   Reflecting on the ideas of other group members will help you better understand them.
- 7   F   To share your own ideas, it is not necessary to understand the key ideas of a discussion.
- 8   T   Your ideas during a discussion should be connected to the ideas of others in the group.
- 9   F   Everyone who participates during a group discussion will have the same thoughts and ideas.
- 10   T   It is better to understand others' ideas before sharing your own ideas.

**Conduct a discussion with one to three members of your family or friends which may include adults or children who are older than you. The discussion should last at least 15 to 20 minutes and must be related to one topic. Complete the following after your discussion.**

What was your topic for discussion? \_\_\_\_\_

Who participated in the discussion? \_\_\_\_\_

List/Summarize at least 3 to 5 key ideas discussed:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain your own ideas related to the topic:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_