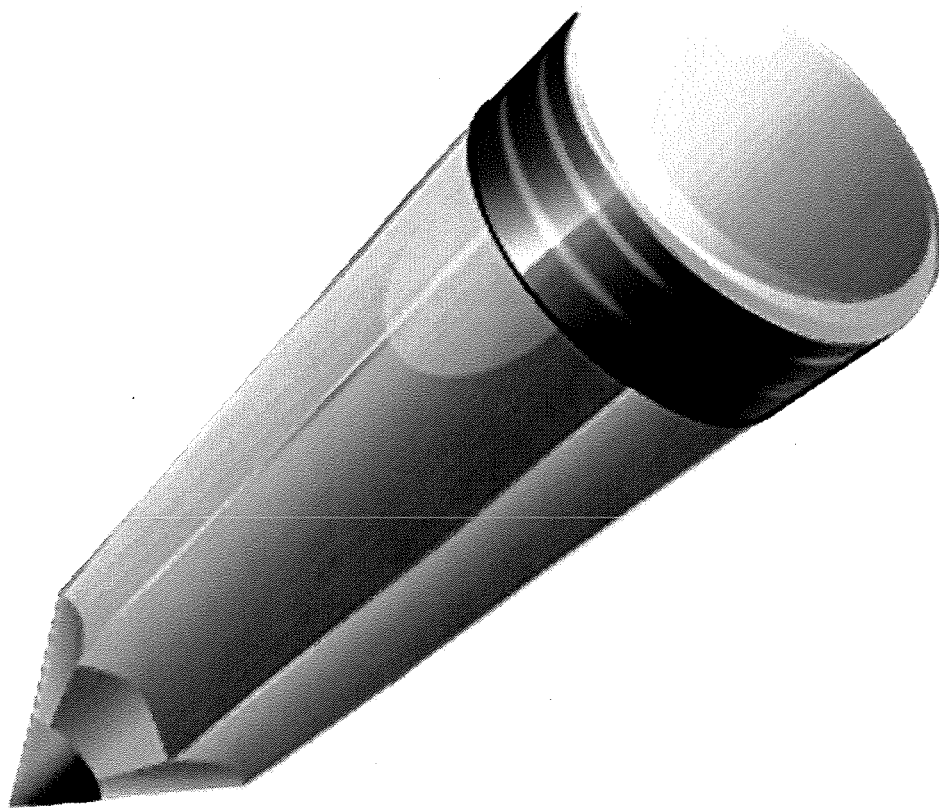


# Summarizing



## Main Idea

### Objectives:

Students will learn to pick out what is important in the material they read.

Use known strategies to paraphrase information they have learned.

### Method:

Div 1

Pre-reading- Provide the students with a list of any challenging vocabulary words they might come across and go over what the words mean.

Reading- Have the students read or read to them the chosen text and stop to discuss what each paragraph or page is trying to say and what the details of the text are. Record the details that the students are identifying on the board.

Post reading- Group the details the students pointed out in the story that are common or share ideas. Look at the ideas that have the most details and decide which one would be the main idea of the story and discuss how the main idea links to the other ideas.

Div 2-3

Pre-Reading- Show students the organizer for main idea and discuss with them how they are going to do this organizer backwards.

Reading- Their going to read their text and after every paragraph they are going to stop and write down the details that were discussed in the paragraph. They continue until they are done reading, stopping at each paragraph.

Post Reading- They need to go back to their details web and look for any similarities in the details. They may want to use different colours to show the links between the details. Then they need to decide on the main idea based on the details they noticed in the writing.

Evaluation:

Mark completed organizer

Name: \_\_\_\_\_

Main Idea:

<p>Detail: _____</p> <p>_____</p> <p>_____</p>	<p>Detail: _____</p> <p>_____</p> <p>_____</p>
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**INSTRUCTIONS:** Have students identify the main idea and provide two supporting details.

Name: \_\_\_\_\_

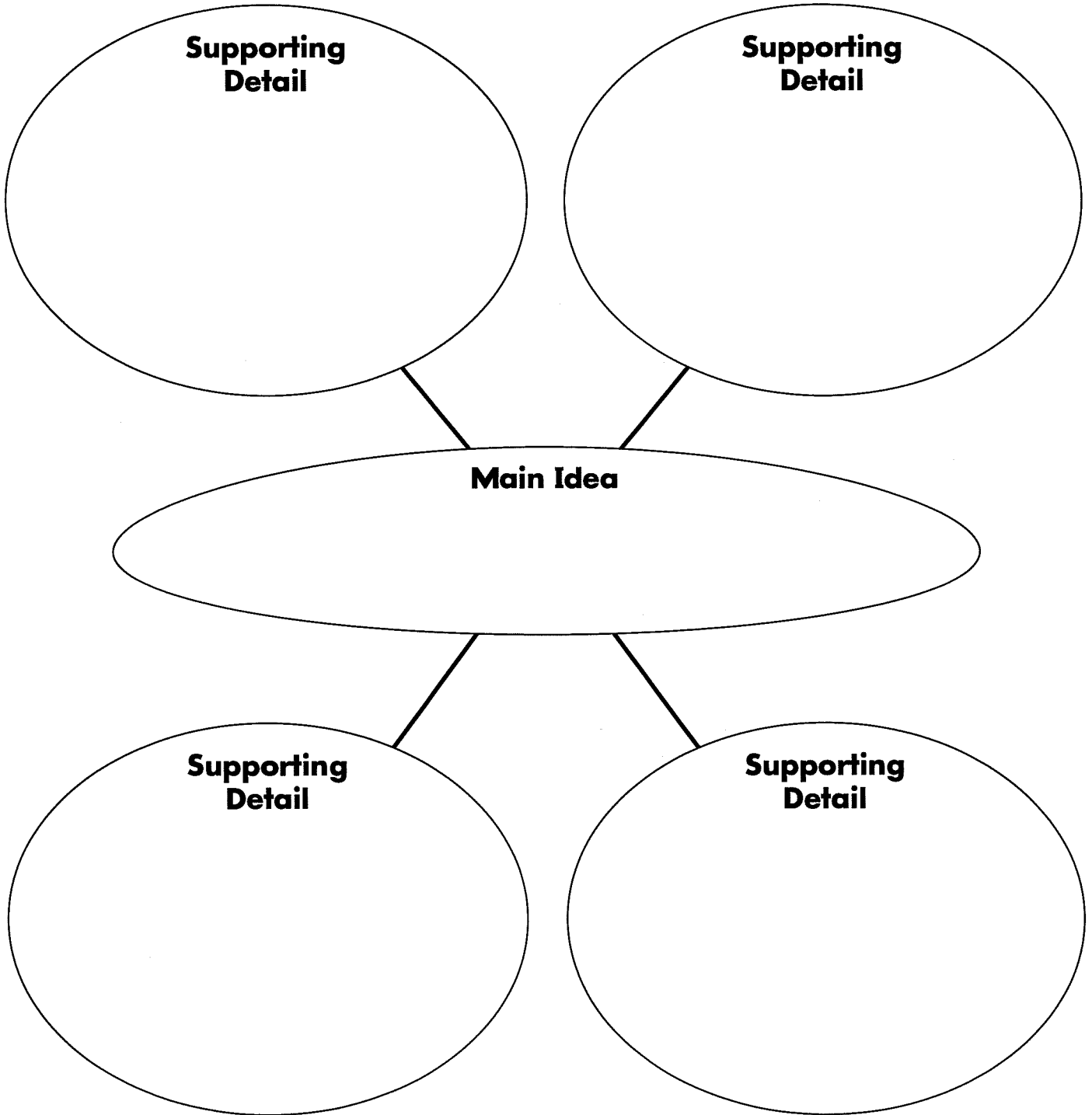
Main Idea: \_\_\_\_\_

The graphic organizer is a ladder-shaped structure with two vertical side rails and five horizontal rungs. Each rung is divided into three sections by a dashed horizontal line. The top section of each rung is for the main idea, and the two bottom sections are for supporting details. There are small black dots on each vertical rail, aligned with the top and bottom of each rung. On the left side, there are four small rectangular boxes, one for each rung, intended for labeling. The entire ladder is enclosed in a rectangular border.

**INSTRUCTIONS:** Have students write the main idea at the top of the ladder. Then have them record supporting details about the main idea on the rungs of the ladder.

**Name:** \_\_\_\_\_

**INSTRUCTIONS:** Write the main idea in the center of the web. Record the supporting details in the surrounding circles.



Name: \_\_\_\_\_

**INSTRUCTIONS:** Write up to four of the main ideas from the book in the left-hand boxes. In the right-hand boxes, list up to three details that support each main idea.

<b>Book Title:</b>	
<b>Topic:</b>	
<b>Main Idea</b>	<b>Details</b> 1. 2. 3.
<b>Main Idea</b>	<b>Details</b> 1. 2. 3.
<b>Main Idea</b>	<b>Details</b> 1. 2. 3.
<b>Main Idea</b>	<b>Details</b> 1. 2. 3.

Name: \_\_\_\_\_

**INSTRUCTIONS:** As you read, identify the main ideas and important words in the book. Record the words and ideas on the lines provided below. Then use the information you've collected to write a short summary.

Book Title: \_\_\_\_\_

Main Idea	Important Words
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Summary**



Name: \_\_\_\_\_

**INSTRUCTIONS:** Identify and list the important events from the reading in the *Important Event* boxes. Then use the information to create a summary in the *Summary* box.

Book Title: \_\_\_\_\_

Important Event	Important Event	Important Event	Important Event

Summary
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## The 5 W's

### Objectives:

Students will be able to identify the details of the story based on the 5 basic question words.

Students will use the information to summarize the ideas in the story.

### Method:

Put Graphic organizer on the board and go over the 5w's and what each question word means. Tell students that we are going to read the text and they need to pay attention to the 5 questions. When they think they know the answer to one of those questions they need to stop the reading by putting up their hand and tell which one they want to answer and give the answer to the question. The class will then discuss whether the question is right or not and change it if necessary.

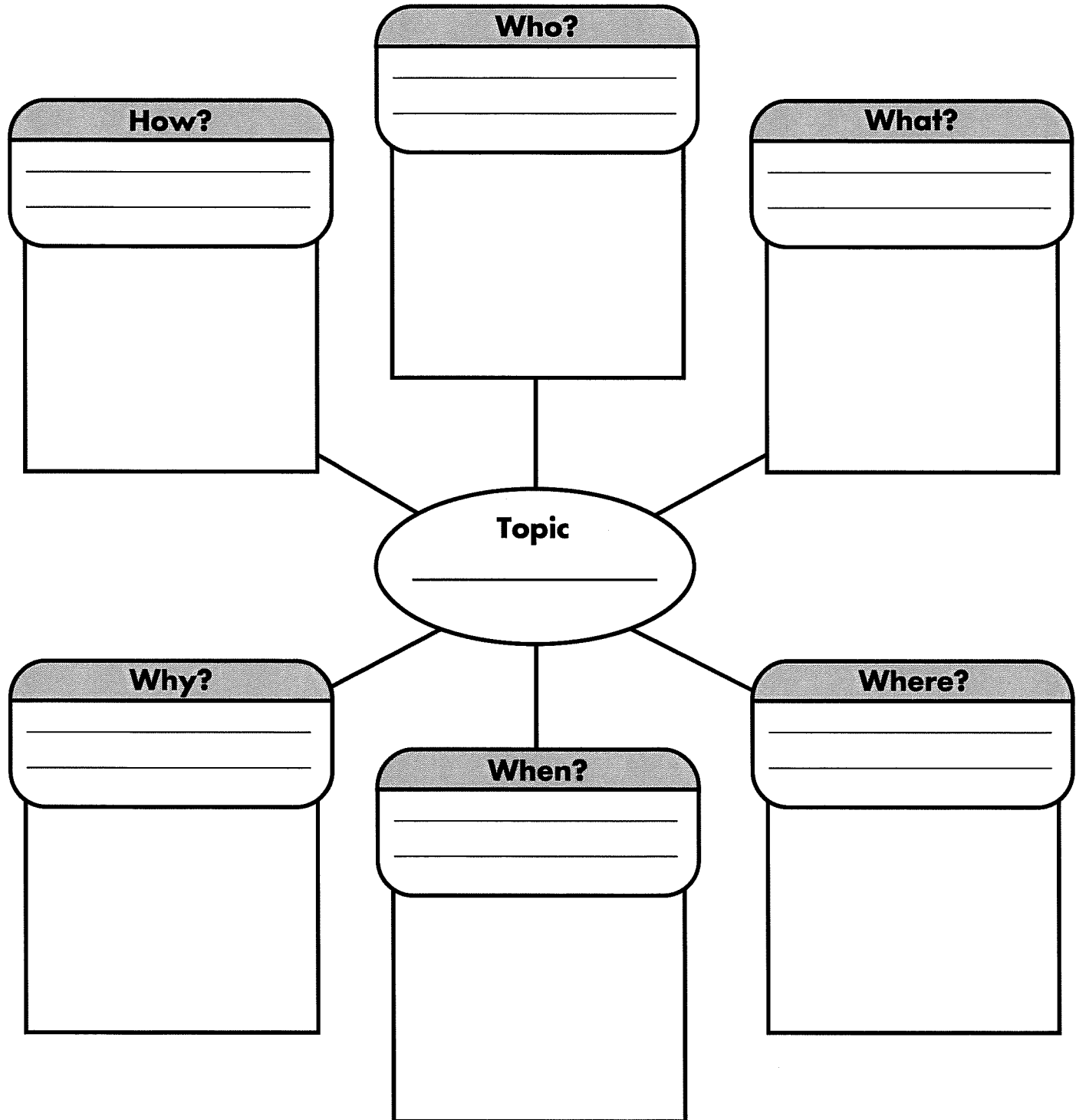
After the text is completed, go over any left over questions with the students and have them complete the organizer by copying it from the board.

### Evaluation:

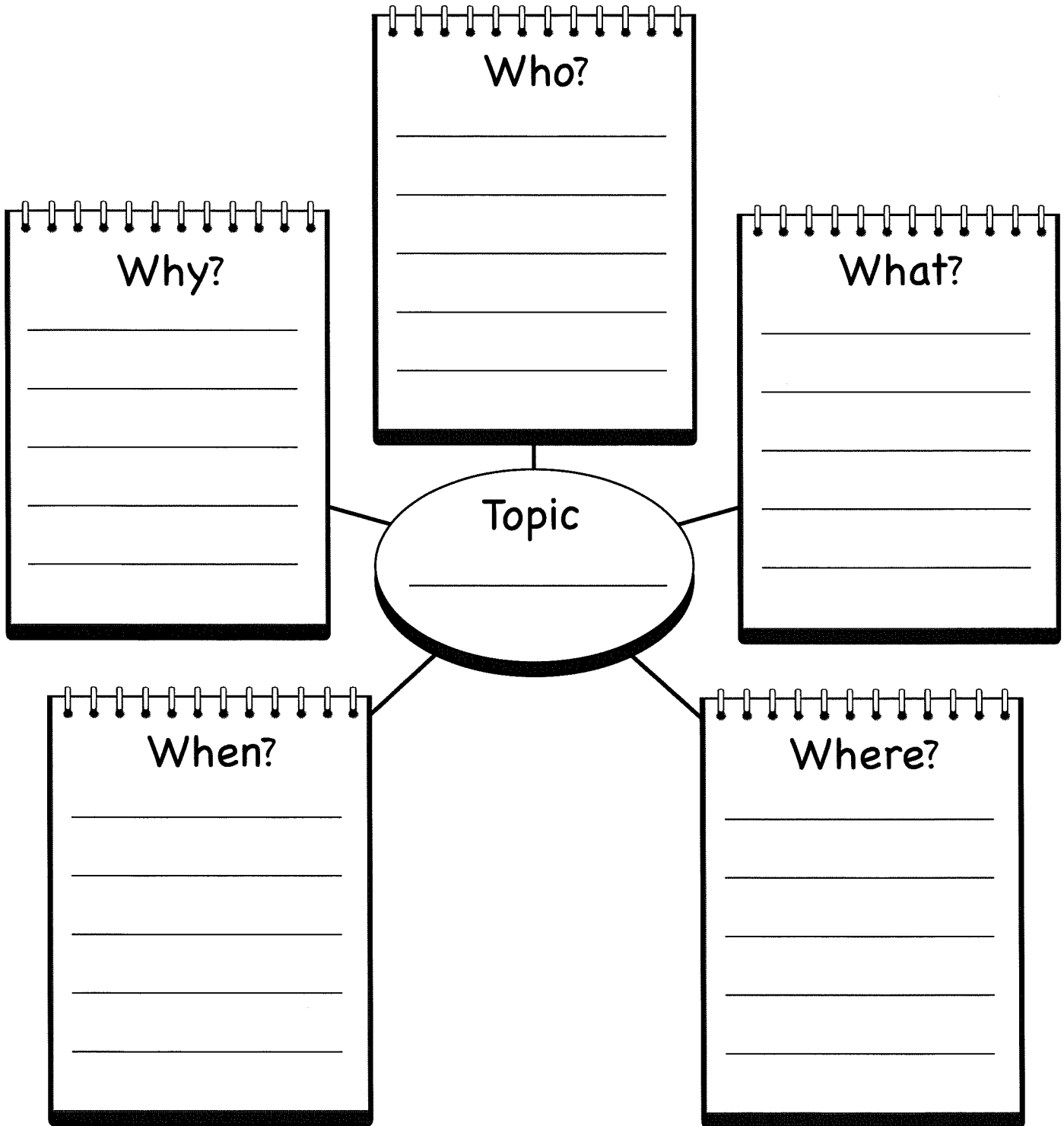
Observation

Name: \_\_\_\_\_

**INSTRUCTIONS:** Write the topic in the center of the web. Write a question about the topic in each question box that asks *How*, *Who*, *What*, *Why*, *When*, or *Where*. Then answer the question in the box below.



Name: \_\_\_\_\_



**INSTRUCTIONS:** Have students write the topic in the center of the web. Then have them answer the five "W" questions: *Why, Who, What, When, and Where* about the topic.

**Name:** \_\_\_\_\_

**Book Title or Topic:** \_\_\_\_\_

**Who?**

---

---

**What?**

---

---

**When?**

---

---

**Where?**

---

---

**Why?**

---

---

**Summary**

---

---

---

---

**INSTRUCTIONS:** Have students answer the five "W" questions: *Who*, *What*, *When*, *Where*, and *Why*. Then have them use the information they've recorded to write a short summary about the book or topic.

Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

Where? _____	Where? _____
Draw:	Draw:
What happened? _____	How did it end? _____
Draw:	Draw:

**INSTRUCTIONS:** Have students answer the questions about the book above and then illustrate their responses.

## Sequence Organizers

### Objectives:

Students will be able to retell and organize the events of a text.

Students will determine the essential details to text.

Students will reduce a large text to main points for understanding.

### Method:

Have students read text or read aloud with students. Stop and think a loud about the main ideas in the text. What is the author trying to say?

In primary have students use the organizer to draw pictures of the main points of the story, the BME. This is a really good way to get them prepared for story writing.

In Div 2, have them do the sequence organizer by having them go back over the reading and paraphrase the paragraphs. Demo how to do this on the board. Read the paragraph to the students; have them underline the key vocabulary that describes the paragraph. Have them use that vocabulary to describe the paragraph in less then 10 words. You may have to demo a couple of times for students. It is a very difficult skill to do. Scaffold the students into paraphrasing until you feel they can be successful on their own.

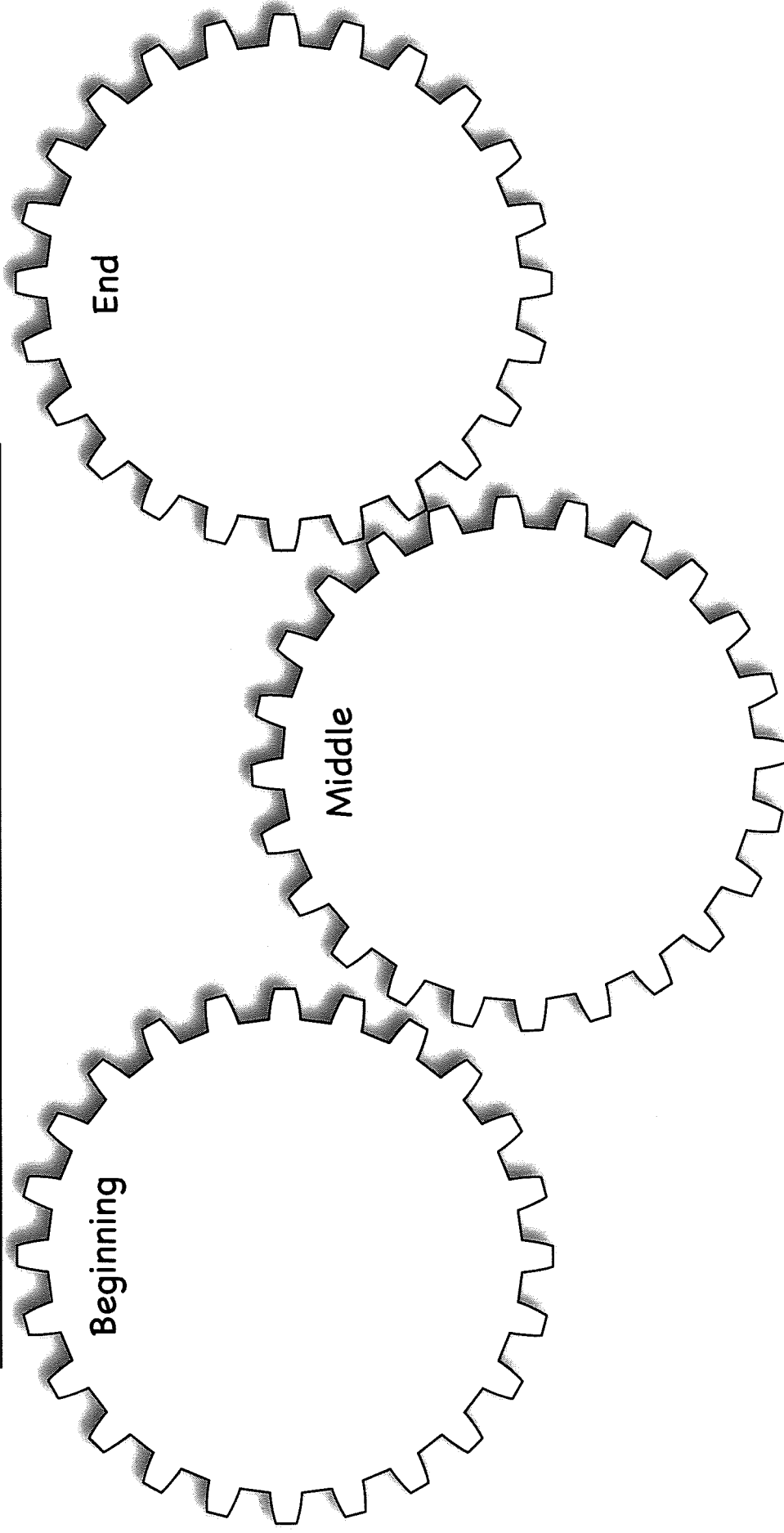
### Evaluation:

Observation, Mark completed Sequence organizer



Name: \_\_\_\_\_

Book Title: \_\_\_\_\_



**INSTRUCTIONS:** Have students write the book title on the line above. Then have them write or draw about the beginning, middle, and end of the book.

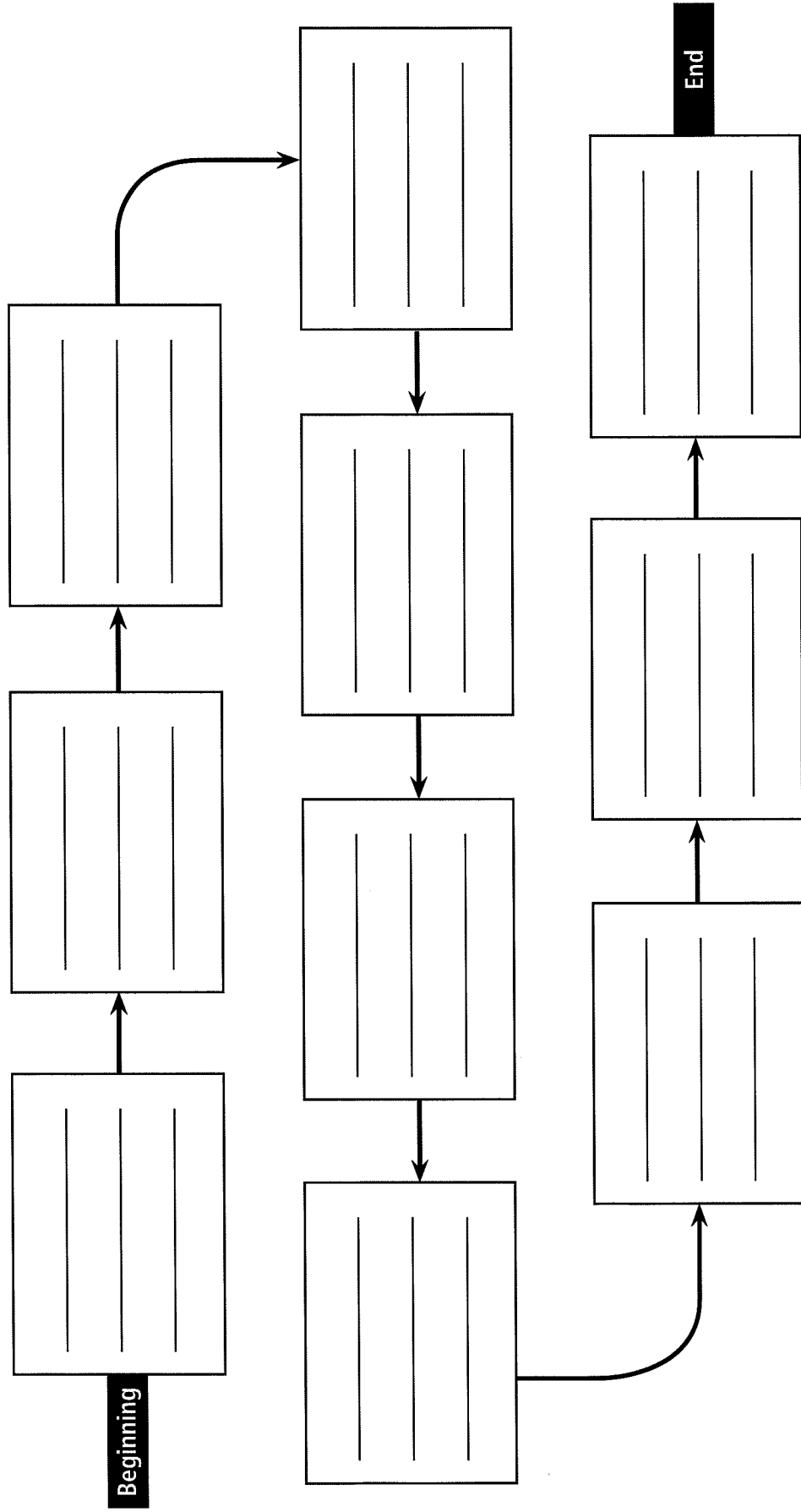
**Reading a-z**      **Graphic Organizer**      **Sequence Events Chart III • Intermediate**

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Name: \_\_\_\_\_

**INSTRUCTIONS:** Write what happened in the book in the order in which it happened.

**Book Title:** \_\_\_\_\_



Name: \_\_\_\_\_

**INSTRUCTIONS:** Write the events of the story in the correct order, beginning at the top with the first box and ending at the bottom with the last box.

Ending

Beginning

Name: \_\_\_\_\_

**INSTRUCTIONS:** List steps or events in time order.

<b>Topic:</b>	
<b>First</b>	
<b>Next</b>	
<b>Next</b>	
<b>Next</b>	
<b>Next</b>	
<b>Next</b>	
<b>Next</b>	
<b>Next</b>	
<b>Last</b>	

## Sum it Up

### Objectives:

Students learn to determine essential ideas and consolidate important details that support them.

Students focus on key words and phrases of an assigned text.

Students take a large selection of text and reduce it to main points for understanding.

### Method:

Begin by reading or having students listen to a text selection.

List the main ideas and key words from the selection on the sum it up sheet.

Write a summary of the selection in 20 words or less. Each word you use will cost 10 cents. Write a good sentence or sentences that tells what the reading was about in 20 words or less. That means each child has \$2.00 to write their summary.

Once the students know how a sum it up sheet functions it can be used after any textual reading in any subject. It is an excellent thing to do with readers who finish early in Guided Reading.

The lesson closure sheet that is included in this package is a summary demo for the kids. Try and summarize what you have learned in a lesson in the format that is provided. Work with the students to give good summary sentences that make sense and fit with the paragraph.

Evaluation:

Observation and completion of sum it up sheet

# **S u m I t U p I n s t r u c t i o n s**

Get a "Sum It Up" sheet.

Read the entire selection (chapter, article, handout, primary source, etc.) and, as you read, list the main idea words on the "Sum It Up" sheet.

Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you have only \$2.00 and that each word you use is worth ten cents.

You'll "sum it up" in 20 words!

Adapted from Pat Widdowson  
Surry County [NC] Schools

# Sum It Up

NAME	DATE
TITLE of READING SELECTION	

1. Read the selection and underline the key words and main ideas. Write these in the blank area below where it says "Main Idea Words."
2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can "sum it up" in twenty words!

Main Idea Words:

*"Sum It Up" for \$2.00*

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Adapted from Pat Widdowson  
Sury County (NC) Schools



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# LESSON CLOSURE

Today's lesson .....

.....

..... . One key idea was .....

.....

..... . This is important because .....

.....

..... . Another key idea .....

.....

..... . This matters because .....

.....

..... . In sum, today's

lesson .....

.....

.....

.....

*Based on Nichols (1980): Paragraph Frames.*