

# AFTER-READING **SAMPLE LESSON**

## Summarizing Text

### ACKNOWLEDGMENTS

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Adapted with permission from Archer, A. L., Gleason, M. M., & Vachon, V. (2005b). *REWARDS Plus: Reading strategies applied to social studies passages*. Longmont, CO: Sopris West.

### OBJECTIVE

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Students will write a summary that is concise and includes the most important information from an entire passage.

### MATERIALS

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- Text (expository or narrative); expository for introductory lessons.
- Figure 51: How to Write a Summary.
- Transparency of a chapter with main idea statements (ideally from a recent lesson).

### DAILY REVIEW

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Review Get the Gist with students.

**Teacher:**

Yesterday we read Chapter 6 and found the main idea of several paragraphs. How did we find the main idea of each paragraph, Joel?

Accept responses. Students should recall that after reading each paragraph they decided who or what the paragraph was mainly about and what was the most important information about the “who” or the “what”. Then they came up with a main idea statement in 10 words or less.

*Klingner, Vaughn, & Schumm, 1998; Vaughn, Klingner, & Schumm, 1996; Vaughn & Klingner, 1999*

## STATE OBJECTIVE/PURPOSE

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### **Teacher:**

Today we are going to use our main idea statements to come up with a summary of an entire passage. A summary is a shortened version of something, and it contains only the most important points. Summarizing will help you in all reading because the overall goal of any reading is to understand the most important points. Summarizing is a skill you will be expected to use throughout your life. You may be asked to give a summary of a phone conversation or a summary of what was discussed in a meeting. You can impress your friends, your teacher, your parents, and maybe someday even your boss with good summarizing skills.

## MODEL AND TEACH

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**Genre:** Expository

**Grouping:** Whole class

### Introduce Summarizing

One way to introduce students to summarizing is through a movie clip.

1. If possible, show your students an appropriate scene or segment from a popular movie.
2. Tell students that you are going to show them several written summaries of the scene and that you want them to pick the best summary. Remind students that a good summary will be a shortened version of the scene and will include only the most important information.
3. Show students several correct examples and incorrect examples of good summaries of the scene. Correct examples should be short summaries that include only the most important points. Incorrect examples can be lengthy and/or include information that is either irrelevant or too general.
4. Discuss each summary with the class and identify whether each statement is an accurate or inaccurate summary of the scene. Elicit discussion to emphasize the reasons that nonexamples are not good summaries.

### Model Summarizing

Display the following procedure for writing a summary and lead students through each step.

FIGURE 51. HOW TO WRITE A SUMMARY.

<b>SUMMARY:</b> A shortened version of something that includes only the most important ideas.	
HOW TO WRITE A SUMMARY	
Step 1	LIST the main ideas for each paragraph in the passage.
Step 2	UNDERLINE the main idea statements that include the most important ideas from the passage.
Step 3	COMBINE any ideas that could go into one sentence.
Step 4	NUMBER the ideas in a logical order.
Step 5	WRITE your summary in one paragraph.
Step 6	EDIT your summary.

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*Display all of the main idea statements from section one of Chapter 6 on the overhead.*

**Teacher:**

Today we are going to write a summary for Section 1 of Chapter 6. We completed Step 1 of the Summarizing Strategy yesterday in class: LIST the main ideas for each paragraph in the passage. Let's review the statements we wrote. Catherine, will you read the first statement?

*Call on individual students to read a main idea statement until you have read through them all.*

Step 2 asks us to UNDERLINE the main idea statements that include the most important ideas from the passage. Look at each main idea statement again and discuss with the class which main ideas to keep, which to leave out, and why.

*Constantly remind students that only the most important information goes in the summary. Model the process of deciding which ideas are important.*

Now that we have identified only those main idea statements that contained the most important information, Step 3 asks us to COMBINE any ideas that could go into one sentence.

*Think aloud as you read the statements and identify some that could be combined into a single sentence. Discuss these decisions with the students.*

Step 4 says we should NUMBER the ideas in a logical order. We need to read the main idea statements and decide how to put them in order so that they make sense.

*Think aloud through the process of ordering the remaining main idea statements.*

**Teacher:**

Once we have underlined the important statements, combined the ones that go together, and numbered all the remaining ideas in an order that makes sense, we are ready to write our summary. The summary should be only one paragraph long.

*Continue to think aloud as you write on an overhead transparency a summary that is several sentences in length, is a shortened version of the passage, and contains the most important information from the passage.*

The last step is to EDIT the summary. When we edit something we have written, we check for correct capital letters, punctuation, spelling, and, most of all, whether what we have written makes sense.

*Model checking capitalization, punctuation, and spelling one at a time. Finally, be sure to read the entire summary to model the process of checking to be sure it makes sense.*

## GUIDED PRACTICE

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**Grouping:** Small groups or partners

Step 1. Direct students to look at the next section of Chapter 6. Project the main idea statements for Section 2 of Chapter 6 on the overhead. Pass out one copy of the same main idea statements to each group or pair of students. Give students 2–3 minutes to read all of the main idea statements with their partners or small groups.

Step 2. Give students 1–2 minutes to think about and discuss the section as a whole with their partners or small groups. Then call on individual students to share their thoughts on the big ideas of the section. Next ask students to underline the main idea statements that are most closely related to those big ideas. Give them 2–3 minutes, and then ask for volunteers to share which statements they excluded and why. Based on their responses and the class discussion, underline important statements on the overhead.

Step 3. Give students 2–3 minutes to decide whether any of the statements can be combined into one sentence. Again ask volunteers to share, lead the class in discussion of the decisions, and note which statements can be combined on the overhead.

Step 4. Give students 3–4 minutes to number the statements to put them into a logical order. Again ask volunteers to share, lead the class in discussion of the decisions, and number the statements on the overhead.

Step 5. Give students 5–7 minutes to use the statements to develop a summary of Section 2 of Chapter 6. Then ask for volunteers to share their summaries. Discuss the accuracy of each summary by asking, “Is this a shortened version of the section?” and “Does this summary include the most important information from the section?” If needed, discuss ways to modify the summaries.

Step 6. Give students 3–4 minutes to edit their summaries. Remind them first to check capital letters, then punctuation, then spelling, and, finally, to read their summaries to be sure that they make sense.

## INDEPENDENT PRACTICE

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### **Grouping:** Partners

Ask students to read a short passage or chapter one paragraph at a time. Students can alternate reading paragraphs aloud to each other. After each paragraph, tell students to discuss who or what the paragraph was mainly about and the most important information about the “who” or the “what”. Then ask students to write a main idea statement for the paragraph in 10 words or less.

Review steps 1–6 of how to write a summary, in Figure 51, and ask students to work through each step with their partner.

Circulate around the room and be available for assistance.

Depending on the length of the chapter or passage, students will probably need 30–60 minutes to complete steps 1–6.

When all pairs have a summary written, ask for volunteers to share their summaries.

Discuss and evaluate each summary.

HELPFUL HABIT		Even though this is independent practice, it is essential that you circulate around the room while groups are working in order to check for understanding and to provide guidance and additional modeling as needed.
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## GENERALIZATION

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### **Teacher:**

How can you use your summarization skills outside of this class?

### **Student:**

Our English tests always ask us to choose the best summary.

### **Teacher:**

That’s right. Many tests will ask you either to choose the best summary or to write a summary yourself. Why do you think teachers want to know whether you can identify or write a summary?

### **Student:**

Because teachers want to know whether we understand the most important information.

### **Teacher:**

Exactly. Summarizing indicates that you most likely understand the most important ideas from your reading.

## MONITOR STUDENT LEARNING

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Check that students have appropriately excluded any main idea statements that are irrelevant or redundant.

Check for accurate and concise summaries that are a shortened version of the reading and include the important ideas or information from the entire passage or chapter.

## PERIODIC REVIEW/MULTIPLE OPPORTUNITIES TO PRACTICE

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### Chapter Summary

**Grouping:** Pairs, small groups, or individuals

1. Rather than having students read an entire chapter, assign each pair or group of students a section of a chapter to read and complete all six steps of writing a summary.
2. Return to whole group and one section at a time, in consecutive order, have students read their section summary.
3. Write down the summary for each section.

### Choosing a Summary

**Grouping:** Pairs, small groups, or individuals

1. After reading a passage or chapter, show students several correct examples and incorrect examples of summaries.
2. Ask students to choose the best summary.
3. Ask students to share their responses. Discuss why each option is either a correct example or an incorrect example of a summary.

### Completing a Summary

**Grouping:** Pairs or individuals

1. Write a summary of a passage or chapter but leave out one sentence (see Figure 52).
2. Give students three or four sentence choices to complete the summary, with only one sentence being correct.
3. Ask students to choose the best sentence to complete the summary and discuss why the other sentences are incorrect.

FIGURE 52. EXAMPLE OF CHOOSING A SUMMARY.

Summary of "The Princess and the Pea" by Hans Christian Andersen

Once upon a time, there was a prince who wanted to marry a princess. He searched and searched, but it was very difficult to find a real princess. During a storm, the old king heard a knock at the city gate and found a girl standing soaking wet in the rain. She said that she was a real princess, but she certainly didn't look like one! The old queen decided to test this girl. She put a single pea underneath 20 mattresses that the princess had to lie upon all night. \_\_\_\_\_.

Now they all knew that this girl was a real princess because only a true princess could be that sensitive. She and the prince were married and the pea was put in a museum.

**Which sentence best completes the summary?**

- a. No ordinary person could feel a pea under all those mattresses.
- b. The next morning, the princess said she didn't sleep at all because she was lying on something hard.
- c. The mattresses were decorated with gold-and-purple-laced pillows.
- d. The queen also stacked 20 blankets on top of the 20 mattresses.