

EMPOWERING TEACHERS

Comprehension Instructional Routine: Create a Summary from Narrative Text

Prerequisites: sequencing events in a story retell format, determining main idea.

Preparation/Materials: one large copy and student copies of “Creepy Sounds,” “Rosa and the Unicorn,” and “Jungle Tale”; chart paper, white board, or overhead; notebook paper, pencils

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- *Italicized sentences are what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides finger under underlined letter(s) or word(s)



NOTE: Due to the length of this routine, it may be helpful to teach the entire routine over a 3-day period. One day for each section: Teacher Models Task, Teacher and Students Together, and Students Practice Task.

NOTE: While students read from their copies of the story, the teacher continues to point to and read each word from the large copy. This ensures that students have a model to follow if necessary

TEACHER EXPLAINS TASK

We are going to summarize a story.

TEACHER MODELS TASK

When we summarize a story, we find all the main ideas of the story. Together, all of the main ideas of the story are called the summary. The summary is a shortened version of the story.

Display the teacher's copy of “Creepy Sounds.” Point to the vocabulary words as you define them.

I am going to read a story and then you are going to read it with me. Before we read, let's talk about two words from the story.

Say the word. Then have students say the word with you.

Creepy. Say creepy with me.

- creepy

If something is **creepy**, it is scary or frightening. There is a creepy closet in the backyard shed. The door creaks and the room is dark.

Munching. Say munching with me.

- munching

If someone is **munching**, they are eating or chewing, often loudly. We could hear the dog munching on his bone.

Pass out student copies of “Creepy Sounds.”

The title of the story is “Creepy Sounds.” I wonder if there will be something scary in this story.

Listen and follow along with your own copy of the story as I read aloud.

Point to and read from the large copy while students read from their copies.

Creepy Sounds

In the middle of the night, Alex heard a loud munching noise right next to his bed. He didn't want to be afraid of the dark, but he wasn't happy to think that something was in his room.

Alex carefully picked up the flashlight that was next to his bed. He took a deep breath and crawled to the edge of his bed. He shined the flashlight on a gigantic monster. The monster was coming out of his book that had fallen on the floor.

Now the monster began to chew the bed covers! Quickly, Alex slammed the book shut and the monster disappeared into the book. Alex fell asleep.

This text may be difficult for some students. A second reading will help ensure student understanding of the story.

This time we will read “Creepy Sounds” together. You read from your copy of the story and I'll read from mine. Then I'll ask some questions.

Ready? *Point to and read each word from the large copy while students read from their copies.*

Nice reading! Think about the story we just read.

Question students to ensure understanding of the story. Ask, “What happened first?” “What happened next?”

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TEACHER MODELS TASK (continued)

Before we read “Creepy Sounds” I wondered if the story would be about something scary. Was I correct? Was there something scary in this story?

Accept reasonable responses.

Now we will reread the story “Creepy Sounds” together, one paragraph at a time. Then, I’ll tell the main idea after each paragraph. This will help me later when I summarize the story.

Let’s read the first paragraph. Ready?

Point to and read from the large copy while students read from their copies.

In the middle of the night, Alex heard a loud munching noise right next to his bed. He didn’t want to be afraid of the dark, but he wasn’t happy to think that something was in his room.

Now I’m going to find the main idea of this paragraph. First, I will name the main character. Then, I will tell the most important thing I learned about the main character.

The main character is Alex. The most important thing I learned about Alex is this: Alex was afraid something was in his room. This is the main idea.

Display chart paper (white board, overhead). Pass out notebook paper and pencils. Students will write the main idea on their paper while the teacher writes the main idea on chart paper.

I’m going to write the main idea of the first paragraph on the large paper. You will also write the main idea on your own paper.

We will write, ‘Alex was afraid something was in his room.’

What will we write?

- Alex was afraid something was in his room

Write on your own paper and I will write on the large paper.

Let’s read the second paragraph of “Creepy Sounds” together. Then I’ll tell the main idea.

Ready? *Point to and read from the large copy while students read from their copies.*

Alex carefully picked up the flashlight that was under his pillow. He took a deep breath and crawled to the edge of his bed. He shined the flashlight on a gigantic monster. The monster was coming out of his book that had fallen on the floor.

Now I’m going to find the main idea of this paragraph. First, I will name the main character. Then, I will tell the most important thing I learned about the main character.

The main character is Alex. The most important thing I learned about Alex is this: He shined his flashlight on a monster coming out of his book. This is the main idea.

Point to the chart paper (white board, overhead).

I’m going to write the main idea of the second paragraph on the large paper. You will also write the main idea on your own paper.

We will write, ‘He shined his flashlight on a monster coming out of his book.’

What will we write?

- He shined his flashlight on a monster coming out of his book.

Write on your own paper and I will write on the large paper.

Let’s read the third paragraph of “Creepy Sounds” together. Then I’ll tell the main idea.

Ready? *Point to and read from the large copy while students read from their copies.*

Now the monster began to chew the bed covers! Quickly, Alex slammed the book shut and the monster disappeared into the book. Alex fell asleep.

Now I’m going to find the main idea. First, I will name the main character. Then, I will tell the most important thing I learned about the main character. The main character is Alex.

The most important thing I learned about Alex is this: The monster disappeared when Alex slammed the book shut. This is the main idea.

Point to the chart paper (white board, overhead).

I’m going to write the main idea of the third paragraph on our chart. You will also write the main idea on your own paper.

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TEACHER MODELS TASK (continued)

We will write, 'The monster disappeared when Alex slammed the book shut'.

What will we write?

- The monster disappeared when Alex slammed the book shut.

Write this on your own paper and I will write on the large paper.

Now, look at the large paper.

All of these main ideas together are the summary.

I'm going to read the summary of "Creepy Sounds."

Point to and read each main idea on the chart.

Alex was afraid something was in his room.

He shined his flashlight on a monster coming out of his book.

The monster disappeared when Alex slammed the book shut.

The summary is much shorter than the story.

Let's summarize another story together.

TEACHER AND STUDENTS PRACTICE TASK TOGETHER

When we summarize a story, we find all the main ideas of the story.

What do we do to summarize a story?

- We find all the main ideas of the story.

All of the main ideas of the story are called the summary.

What are all of the main ideas of the story called?

- All of the main ideas are called the summary.

Display the teacher's copy of "Rosa and the Unicorn." Point to the vocabulary words as you define them.

I am going to read a story and then you are going to read it with me. Before we read, let's talk about two words from the story.

Say the word. Then have students say the word with you.

Unicorn. Say unicorn with me.

- unicorn

A **unicorn** is a mythical animal similar to a white horse with one horn growing out of its forehead. In some stories, unicorns can fly, run silently, or have the power to magically heal with their horn.

Dragon. Say dragon with me.

- dragon

The **dragon** is also a mythical animal in the form of a gigantic reptile with scales and claws. In some stories, dragons are wicked and blow fire. Sometimes dragons have two heads.

Pass out student copies of "Rosa and the Unicorn."

The title of the story is "Rosa and the Unicorn."

What is the title of the story?

- The title is Rosa and the Unicorn.

Listen and follow along with your own copy of the story as I read aloud.

Point to and read from the large copy while students read from their copies.

Rosa and the Unicorn

Rosa had a big imagination. She pretended to be part of the stories she read. One day, she read about the beautiful, white unicorn that stood at the river's edge. Before long, Rosa was at the river too, standing next to the unicorn.

Suddenly, the ground shook. River water splashed everywhere. The unicorn stood still and watched carefully. A dragon landed on the other side of the river. When the dragon blew fire, the river water boiled. Rosa was so frightened! The dragon started to move toward Rosa, blowing more fire.

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TEACHER AND STUDENTS PRACTICE TASK TOGETHER

The unicorn is a strong and wise animal. He bent his head to the ground so Rosa could climb onto his back. As she held onto his horn, the unicorn lifted her into the air. Then he spread his wings. Rosa and the unicorn flew far away from the dragon. The unicorn landed in Rosa's bedroom. She closed her book, and the unicorn was gone.

This time we will read "Rosa and the Unicorn" together. You read from your copy of the story and I'll read from mine. Then I'll ask some questions.

Ready? *Point to and read from the large copy while students read from their copies.*

Nice reading! Think about the story we've just read.

Question students to ensure understanding of the story. Ask, "What happened first?" "What happened next?"

Now let's reread the story "Rosa and the Unicorn" together, one paragraph at a time.

Then, we will tell the main idea after each paragraph. This will help us later when we summarize the story.

Let's read the first paragraph. Ready?

Point to and read from the large copy while students read from their copies.

Rosa had a big imagination. She pretended to be part of the stories she read. One day, she read about the beautiful, white unicorn that stood at the river's edge. Before long, Rosa was at the river too, standing next to the unicorn.

Now we're going to find the main idea. The first thing we do to find the main idea is name the main character.

What is the first thing we do to find the main idea?

- The first thing we do is name the main character.

The next thing we do is tell the most important thing we learned about the main character of this paragraph.

What is the next thing we do?

- We tell the most important thing we learned about the main character.

The main character is Rosa.

Who is the main character?

- The main character is Rosa.

The most important thing we learned about Rosa is this: Rosa imagined she was next to the unicorn at the river.

What's the most important thing we learned about Rosa?

- Rosa imagined she was next to the unicorn at the river.

Yes. This is the main idea.

Display chart paper (white board, overhead). Pass out notebook paper and pencils if necessary; otherwise, students continue on the other side of the papers used with the previous story. Students will write the main idea on their paper while the teacher writes the main idea on chart paper.

We're going to write the main idea of the first paragraph. We will write, 'Rosa imagined she was next to the unicorn at the river.'

What will we write?

- Rosa imagined she was next to the unicorn at the river.

You write on your paper and I'll write on mine.

Let's read the second paragraph of "Rosa and the Unicorn" together.

Then we'll tell the main idea.

Ready? *Point to and read from the large copy while students read from their copies.*

Suddenly, the ground shook. River water splashed everywhere. The unicorn stood still and watched carefully. A dragon landed on the other side of the river. When the dragon blew fire, the river water boiled. Rosa was so frightened! The dragon started to move toward Rosa, blowing more fire.

Let's find the main idea in the second paragraph. First, we name the main character.

The main character is the dragon.

Who is the main character?

- The main character is the dragon.

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TEACHER AND STUDENTS PRACTICE TASK TOGETHER (continued)

Then we tell the most important thing we learned about the main character of this paragraph. The most important thing we learned about the dragon is this: The fire blowing dragon frightened Rosa.

What is the most important thing we learned about the dragon?

- The fire blowing dragon frightened Rosa.

Yes. This is the main idea.

When we read a story, it's possible that the main character of each paragraph will change. For instance, Rosa is still part of this paragraph, but the information is mostly about the dragon.

Point to the chart paper (white board, overhead).

We're going to write the main idea of the second paragraph. We will write, 'The fire blowing dragon frightened Rosa.'

What will we write?

- The fire blowing dragon frightened Rosa.

You write on your paper and I'll write on mine.

Let's read the third paragraph of "Rosa and the Unicorn" together.

Then we'll tell the main idea.

Ready? *Point to and read from the large copy while students read from their copies.*

The unicorn is a strong and wise animal. He bent his head to the ground so Rosa could climb onto his back. As she held onto his horn, the unicorn lifted her into the air. Then he spread his wings. Rosa and the unicorn flew far away from the dragon. The unicorn landed in Rosa's bedroom. She closed her book, and the unicorn was gone.

Let's find the main idea in the third paragraph. First, we name the main character. The main character is the unicorn.

Who is the main character?

- The main character is the unicorn.

Then we tell the most important thing we learned about the main character of this paragraph. The most important thing we learned about the unicorn is this: The unicorn saved Rosa from the dragon by flying away with her.

What is the most important thing we learned about the unicorn?

- The unicorn saved Rosa from the dragon by flying away with her.

Yes. This is the main idea.

In this paragraph, we have a different main character. Again, Rosa is still part of this paragraph, but the information is mostly about what the unicorn does.

Point to the chart paper (white board, overhead).

We're going to write the main idea of the third paragraph. We will write, 'The unicorn saved Rosa from the dragon by flying away with her.'

What will we write?

- The unicorn saved Rosa from the dragon by flying away with her.

You write on your paper and I'll write on mine.

Now, look at the chart.

All of the main ideas together are the summary.

What are all of the main ideas together?

- They are our summary of "Rosa and the Unicorn."

Let's read the summary of "Rosa and the Unicorn":

Ready? *Point to and read each main idea.*

- Rosa imagined she was next to the unicorn at the river.
- The fire blowing dragon frightened Rosa.
- The unicorn saved Rosa from the dragon by flying away with her.

Remember, the main character can change in each paragraph. In some stories, the main character might be the same in each paragraph. It really depends on the story. For this story, Rosa is the main character of the entire story because she is the one who has a problem. She is frightened of the dragon. However, the main character of each paragraph changes in "Rosa and the Unicorn."

Now it's your turn to summarize a story.

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STUDENTS PRACTICE TASK

What do we do to summarize a story?

We find the main ideas of the story.

What are all of the main ideas of the story called?

All of the main ideas of the story are called the summary.

Display the teacher's copy of "Jungle Tale." Point to the vocabulary words as you define them.

I am going to read a story and then you are going to read it with me. Before we read, let's talk about two words from the story.

Say the word. Then have students say the word with you.

Tale. Say tale with me.

- tale

When the word tale is spelled this way, it means a story, such as a short story, a fairy tale, or a fable. The storyteller's tale is full of make-believe characters from fantasy lands.

Ferociously. Say ferociously with me.

- ferociously

If a thing or an animal is ferocious, it is wild or violent. The hurricane winds whipped ferociously along the coast.

Pass out student copies of "Jungle Tale."

The title of the story is "Jungle Tale."

What is the title of the story?

- The title is "Jungle Tale."

Listen and follow along with your own copy of the story as I read aloud.

Point to and read each word from the large copy while students read from their copies.

Jungle Tale

Long ago in the deep jungle, Monkey was eating a meal. For his meal he ate delicious, ripe bananas. Monkey loved bananas.

Suddenly, a lion ran toward Monkey and roared ferociously! Monkey wanted to hide. He grabbed his banana and ran to the nearest tree. Monkey raced to the top of the tree, but that wasn't safe. The lion was climbing right after Monkey.

With the banana still in his mouth, Monkey grabbed a long vine. With the vine, Monkey swung to the next tree, leaving the lion far behind. Finally, Monkey could safely eat his banana.

This time we will read "Jungle Tale" together. You read from your copy of the story and I'll read from mine. Then I'll ask some questions.

Ready?

Nice reading! Think about the story we've just read.

Question students to ensure understanding of the story. Ask, "What happened first?" "What happened next?"

Now let's reread the story "Jungle Tale" together, one paragraph at a time.

Then, you will tell the main idea after each paragraph.

This will help you later when you summarize the story.

Ready? *Point to and read from the large copy while students read from their copies.*

Long ago in the deep jungle, Monkey was eating a meal. For his meal he ate delicious ripe bananas. Monkey loved bananas.

Now you're going to find the main idea.

What is the first thing you do to find the main idea?

We name the main character.

What is the next thing you do to find the main idea?

We tell the most important thing we learned about the main character.

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STUDENTS PRACTICE TASK (continued)

Who is the main character?

The main character is Monkey.

What's the most important thing you learned about Monkey?

Monkey was eating a meal of bananas.

Yes. This is the main idea.

Display chart paper (white board, overhead). Pass out notebook paper and pencils if necessary; otherwise, students continue on the other side of the papers used with the previous story. Students will write the main idea on their paper while the teacher writes the main idea on chart paper.

You're going to write the main idea of the first paragraph.

What is the main idea that you will write?

Monkey was eating a meal of bananas.

Yes. Write 'Monkey was eating a meal of bananas' on your paper and I'll write it on mine.

Let's read the second paragraph of "Jungle Tale" together. Then you'll tell the main idea.

Ready? *Point to and read from the large copy while students read from their copies.*

Suddenly, a lion ran toward Monkey and roared ferociously! Monkey wanted to hide. He grabbed his banana and ran to the nearest tree. Monkey raced to the top. That wasn't safe. The lion was climbing right after Monkey.

Now you're going to find the main idea.

Who is the main character?

The main character is Monkey.

What's the most important thing you learned about Monkey?

He tried to run away from the lion.

Yes. This is the main idea.

You're going to write the main idea of the second paragraph.

What is the main idea that you will write?

He tried to run away from the lion.

Yes. Write 'He tried to run away from the lion' on your paper and I'll write it on mine.

Let's read the third paragraph of "Jungle Tale" together. Then you'll tell the main idea.

Ready?

Point to and read each word from the large copy while students read from their copies.

With the banana still in his mouth, Monkey grabbed a long vine. With the vine, Monkey swung to the next tree, leaving the lion far behind. Finally, Monkey could safely eat his banana.

Who is the main character?

The main character is Monkey.

What's the most important thing you learned about Monkey?

After swinging to another tree, Monkey safely ate his banana.

Yes. This is the main idea.

You're going to write the main idea of the second paragraph.

What is the main idea that you will write?

After swinging to another tree, Monkey safely ate his banana.

Yes. Write 'After swinging to another tree, Monkey safely ate his banana' on your paper and I'll write it on mine.

Let's look at the large paper.

What are all of the main ideas together?

They are the summary of "Jungle Tale."

Read the summary of "Jungle Tale." Point to and read each main idea.

Monkey was eating a meal of bananas.

He tried to run away from the lion.

After swinging to another tree, Monkey safely ate his banana.

Great work! You have summarized the story "Jungle Tale!"

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INDEPENDENT PRACTICE

Provide students with other brief, explicit stories. When students consistently find the main ideas of each paragraph for the final summary, provide individual turns using other explicit stories. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

If students are unable to read the text with teacher support, they may listen and follow along as the teacher reads aloud. If students are unable to identify the main character in each paragraph, tell them the main character is the person or animal that the paragraph is mostly about. This differs slightly from finding the main character of an entire story. When we find the main character of an entire story, the main character is the person or animal with a problem to solve or a goal to reach. If students are unable to distinguish details in the paragraph from the main idea, tell them the following: All details in a story may seem important. However, a summary must be shorter. So we try to find the most important message the author wants us to know from each paragraph. If students need a reminder or prompt to find the main idea during Students Practice Task, ask, "What is the first thing we do to find the main idea?" "What is the second thing we do to find the main idea?"

Adaptations using this Instructional Routine:

- If students need extra work in this area, refer to the First Grade Comprehension Instructional Routine: Main Idea.
- After the first two complete readings of each story, students can benefit from a brief story retell before continuing. Question students in the following manner: What happened first? What happened next? This lengthens the lesson but it ensures that students have understood the story. These are the events from each story. "Creepy Sounds": Alex got a flashlight from under his pillow. He shined it on a monster that was coming out of his book. The monster started to chew the covers. Alex slammed the book shut and the monster disappeared. Alex fell asleep. "Rosa and the Unicorn": The Unicorn watched carefully. A dragon appeared who blew fire and made the river boil. The dragon moved toward Rosa. Rosa climbed onto the unicorn. Rosa and the unicorn flew away from the dragon. "Jungle Tales": Monkey tried to hide. He climbed a tree. The lion followed him. Monkey used a vine to swing to a tree. Lion was left behind. Monkey could eat his meal safely.
- Distinguishing details from main ideas is difficult. Students tend to write too many details for their main idea. The following strategy helps students to focus on the essential information and assists them in writing a main idea that is condensed. It may be helpful to work with one paragraph at a time. Sequence the events from the paragraph. Discuss which events are the most important events and which events are details, or extra information. Emphasize that finding the main idea is like finding the most important message the author wants us to know about that paragraph.
- When summarizing a narrative text, include in the summary, one or two of the most important supporting details in addition to the main ideas. Explain that some supporting details are important for the summary because they are part of the author's main message.
- Pair students for an oral activity. Each student takes turns retelling the story of choice to his partner, based on the summary. Students will use their own papers with the main ideas from each story to guide them through the retell.
- Teachers may assess student understanding of each story by having individual students retell the story, based on the summary. Students will use their own papers with the main ideas from each story to guide them through the retell.

For further independent practice, refer to the following Second and Third Grade FCRR Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf

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Creepy Sounds

In the middle of the night, Alex heard a loud munching noise right next to his bed. He didn't want to be afraid of the dark, but he wasn't happy to think that something was in his room.

Alex carefully picked up the flashlight that was under his pillow. He took a deep breath and crawled to the edge of his bed. He shined the flashlight on a gigantic monster. The monster was coming out of his book that had fallen on the floor.

Now the monster began to chew the bed covers! Quickly, Alex slammed the book shut and the monster disappeared into the book. Alex fell asleep.

Rosa and the Unicorn

Rosa had a big imagination. She pretended to be part of the stories she read. One day, she read about the beautiful, white unicorn that stood at the river's edge. Before long, Rosa was at the river too, standing next to the unicorn.

Suddenly, the ground shook. River water splashed everywhere. The unicorn stood still and watched carefully. A dragon landed on the other side of the river. When the dragon blew fire, the river water boiled. Rosa was so frightened! The dragon started to move toward Rosa, blowing more fire.

The unicorn is a strong and wise animal. He bent his head to the ground so Rosa could climb onto his back. As she held onto his horn, the unicorn lifted her into the air. Then he spread his wings. Rosa and the unicorn flew far away from the dragon. The unicorn landed in Rosa's bedroom. She closed her book, and the unicorn was gone.

Jungle Tale

Long ago in the deep jungle, Monkey was eating a meal. For his meal he ate delicious, ripe bananas. Monkey loved bananas.

Suddenly, a lion ran toward Monkey and roared ferociously! Monkey wanted to hide. He grabbed his banana and ran to the nearest tree. Monkey raced to the top of the tree, but that wasn't safe. The lion was climbing right after Monkey.

With the banana still in his mouth, Monkey grabbed a long vine. With the vine, Monkey swung to the next tree, leaving the lion far behind. Finally, Monkey could safely eat his banana.