

**Teaching Students to Summarize**

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**Teaching Students to Summarize**

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- o Recognizing good summaries
  
- o Producing good summaries

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**What kind of summary?**

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- o One word
- o One sentence
- o Paragraph
- o Retelling

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One Word Summary

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One Sentence  
Summary

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Paragraph Summary

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### Three Friends

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The three were growing tired from their arduous journey. Soon they would have to cross a raging river. It was wide and deep. They were not sure they would be able to swim across.

The smaller boy plunged into the swirling water and yelled for the others to follow him. The larger boy jumped into the water. Although he was weak, he managed to struggle to the opposite bank.

The third boy was afraid and remained on the bank alone. He just stood there, trembling with fright. The younger boy swam back toward him and yelled, "Jump, I'll help you." Finally the frightened boy jumped in and began to swim toward his friend.

At that moment something bad happened. An old beaver dam from upstream broke. The water came rushing downstream hurling a large log toward the two boys.

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Summary A

Three boys, tired from a long journey, were trying to cross a river. The river was wide and deep. Two boys started to swim the river but one boy did not want to try it. Finally, the frightened boy jumped in. At that moment something happened. The dam broke just as the two boys started to swim across the river.

Summary B

Three friends were trying to swim across a river.

Summary C

Three boys were trying to cross a river. Two boys started to swim across the river all right, but one boy would not try it. The younger boy returned to help his friend. Just as they were swimming across the river together, a dam broke, hurling a log toward them.

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### The Vikings

Adapted from the *Abracadabras*. (1982). Cambridge, Mass: Addison-Wesley

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Vikings were the fearless sailors of a thousand years ago who raided other countries. Guided by the stars and powered by the wind, the daring Vikings crossed dangerous seas. On land, the Viking sailors became soldiers, attacking town after town. Each town was sacked of its treasures and then destroyed.

In battle the Vikings carried iron swords that gleamed with copper and silver. They used shields covered with beautiful designs. They wore helmets carved with figures of animals and heroes. At home the Vikings dressed in fine clothing. They trimmed their clothes with gold and colored ribbons. They fastened their cloaks with heavy gold pins. They wore beautiful gold bracelets and chains. The Vikings were outlaws and robbers who prized both power and beauty.

As time went by the ways of the Vikings became more peaceful. They began to trade with other people instead of raiding their towns. Many Vikings sailed to far-off places and made new homes for themselves. They took with them three of their greatest treasures – strength, courage, and love of beauty.

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Summary A: The Viking sailors became soldiers when they landed. They wore fancy helmets and carried shields covered with designs. At home they wore fine clothing and gold bracelets and chains. As time went by, the Vikings became more peaceful traders. Many of them eventually sailed off to make new homes for themselves in other countries.

Summary B: The Viking sailors were outlaws and robbers who raided and destroyed many towns. They prized beauty and power. Later, when the Vikings made new homes for themselves in other countries, they took with them their three greatest treasures – strength, courage, and love of beauty.

Summary C: When the Vikings became peaceful, many of them sailed away and made new homes in other countries.

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## Retelling Summary

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## Oral Retelling

Reading/Listening

Speaking

Thinking

Oral Retelling

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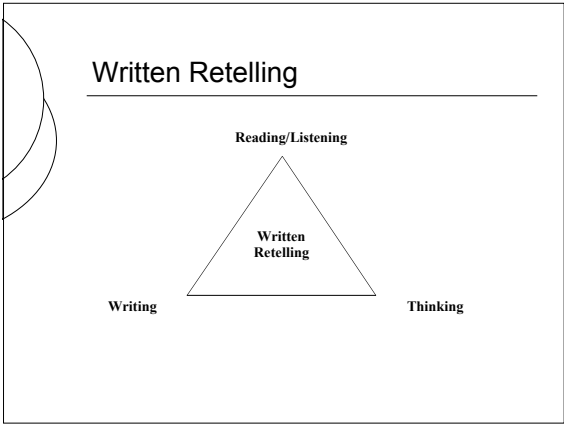
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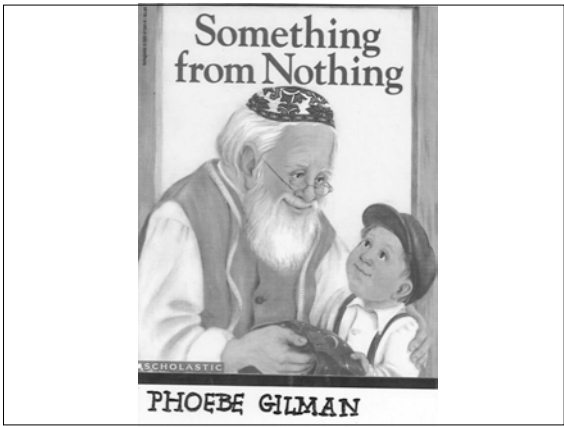
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SOMETHING FROM NOTHING  
by  
Phoebe Gilman  
as  
retold by

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Joseph  
Grandfather  
blanket  
• throw it out  
• Grandpa can fix it  
• Snip, snip, snip  
• needle flew in and out  
jacket  
vest  
tie  
handkerchief  
button  
gone!  
Even your grandfather can't  
make something from nothing.

There's just enough material here  
to make a wonderful story.

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### Homework

The story for today is \_\_\_\_\_

by \_\_\_\_\_

The storyteller is \_\_\_\_\_

signature \_\_\_\_\_

date \_\_\_\_\_

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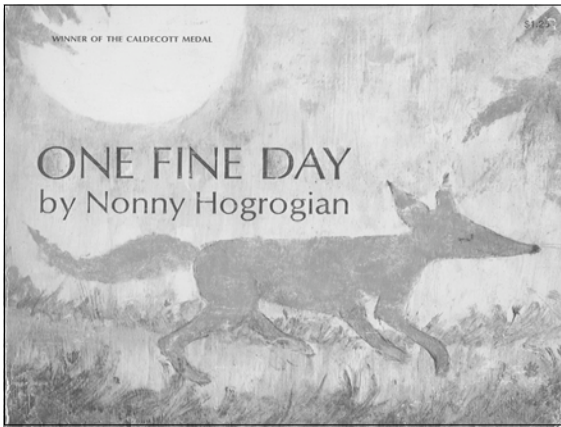
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**The United States Coast Guard**

The Coast Guard service is in charge of rivers, lakes, and oceans that border the United States. The Coast Guard does all it can to help prevent accidents. But when accidents do happen, it gives help to the people in trouble.

One way in which the Coast Guard prevents accidents is by checking ships to see that they are safe. Trained workers check all parts of the ship. They see that the ships are in good working order.

In the North Atlantic Ocean, the Coast Guard has an "ice patrol." It watches for floating ice. Ships keep in touch by radio with the "ice patrol." In that way they know exactly where dangerous icebergs are.

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Another part of the Coast Guard handles weather stations. These stations broadcast on-the-spot weather reports. Crews on ships and planes listen to the reports. They can prepare themselves for storms.

The Coast Guard also operates lighthouses, lightships, and foghorns. In the darkness and during storms, the boom of the horns and the flashing beam of the lights tell ships to watch out for rocky coastlines.

When a ship is wrecked, the Coast Guard sends out help. Its small boats can pick up passengers even in wild storms.

The Coast Guard also uses helicopters for rescue work. People who are sick or hurt can be rushed from a ship to the shore in a short time in these "whirly birds."

Sometimes a ship or plane is lost or missing. When this happens, the Coast Guard workers comb the seas night and day until the ship or plane is found.

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**The United States Coast Guard**

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in charge  
rivers, lakes, oceans  
border  
United States  
accidents  
help  
checking ships  
safe parts  
working order  
ice patrol  
floating  
radio  
weather stations  
reports  
storms  
wreck  
small boats  
helicopters  
short time  
lost or missing  
found

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**Storyteller to Notetaker**

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Phase I

1. Teacher reads story aloud (narrative)  
Teacher provides story cues  
Students retell story
2. Teacher reads informational text aloud (expository)  
Teacher provides information cues  
Students retell information

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**Storyteller to Notetaker**

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Phase II

1. Students read story (narrative)  
Teacher provides story cues  
Students retell story
2. Students read informational text (expository)  
Teacher provides information cues  
Students retell information

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**Storyteller to Notetaker**

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Phase III

1. Students read story (narrative)  
Students develop story cues  
Students retell story using their story cues
2. Students read informational text (expository)  
Students develop information cues  
Students retell information using their information cues.

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One day a riddt was siting down  
and agril. siad I ned some  
thing for my moms brithday  
to day is your moms brithday  
yes it is and I did not  
git her not a thing then  
you ned some hip what  
colr dids your mom like  
red yes she can have  
some red Aplae and  
she siad oh cay and  
then he siad dids your  
mom like yellow yes

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she can have yellow  
Brianz and then he  
siad dids your mom  
like green yes she  
dids she can have  
green pars oh cay and  
he siad did your mom  
like blue yes she  
dids and then he  
siad ol you ned  
is a Bus Cit  
and then she siad  
by and thing you.

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One day it was a little girls  
mothers' birthday. she ask Mr. Rabbit  
to help her. He said he would help  
her. What does she like asked Mr.  
Rabbit. She likes red. said the  
little girl. We cant give her red  
said Mr. Rabbit. how about red  
apples. Oh she loves apples.  
we must have something else said  
the little girl. What else does  
she like asked Mr. Rabbit. She  
likes yellow. we cant give her  
yellow said Mr. Rabbit. Canairys are  
yellow said Mr. Rabbit. she likes  
birds in trees said the little girl.

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What about bananas "said" Mr. Rabbit, She likes bananas "said" the girl, We must have something else, What else does she like "said" Mr. Rabbit, She likes green, we can't give her green "said" Mrs. Rabbit, "Cross" said "Mr. Rabbit, No "said" the girl, Pears, She likes pears, We must have something else, What else does she like "Blue" said "the girl, Grapes, Oh, yes, she likes grapes. Now a basket, Thank you Mr. Rabbit

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