

LESSON 1: WHAT IS A SUMMARY?



Essential Question

How do we show understanding of major events and story elements in a fiction passage or story?

Materials

teacher anchor charts
student anchor charts

Mini Lesson

"Today we are going to talk about how we show that we understand the major events and story elements in a fiction reading passage. One way to do this is to write a summary of the passage or story we read."

Give each student a copy of the student anchor chart. Display the teacher anchor chart so that students can see it.

Read the teacher anchor chart that explains what a summary is and why we write them out loud. Have students follow along with you and fill in the boxes at the top of their anchor charts as you read.

Move on to the next anchor chart, and read it out loud. Be sure that students understand that they must know the story elements and the major events that took place in a story in order to write a summary about it.

"Let's practice by using a story we are familiar with to fill in our summary anchor chart together. We are not writing our summaries yet; we are making sure that we have all the pieces we need to write a summary. Help me fill in my chart."

With the help of your students, fill in the last anchor chart for Lesson 1. You can use *Goldilocks and the Three Bears* as an example for this exercise. For upper grades, choose a story your class is familiar with and has read before. Do not have students fill in their anchor charts with you. They will fill in their own anchor charts at work time.

Work Time

Have students think of their favorite stories or use stories they have read before to

INCLUDES 10 DAYS OF LESSON PLANS!

Closing

"Partner A, share the main characters and setting of your story with Partner B. Partner B, share the problem and solution of your example story with Partner A."

For the Birds

By: Stacey Nickels

Dakota carefully spread peanut butter all over the plastic cup. He rolled the cup around in the plate of bird seed. He pulled the string through the holes he had made in the cup. He had made four bird feeders altogether. He couldn't wait to hang them on the roof of his house. His absolute favorite animals were birds, and he was so happy to make them some feeders so that he could watch them closely.

Dakota hung up all of his bird feeders and watched them closely through the window. He got so excited as he watched a few birds fly up to the feeders and begin eating. He then saw a few more. He sat back and smiled; he was so pleased. His plan was really working! Next thing he knew, there were flocks and flocks of birds in front of his house that were trying to get the birdseed from the feeders.

Just then, Dakota saw a cat lurking behind a tree in his front yard. Another one was right next to it. They were his neighbor's cats. He hadn't even thought about the fact that his neighbors had two cats. Dakota became really worried about the birds. If they kept eating from his bird feeders, the cats might get them. That would break Dakota's heart!

Dakota began thinking hard. He really wanted to be able to make more feeders for the birds. It made him feel like he was helping them. However, if the cats were trying to get them while they ate, Dakota could be putting them in danger. Dakota had a light go on in his mind!

He quickly went outside and scared away the birds. He put all of the feeders in the basket of his bike and pedaled down to the small forest next to his neighborhood. He found four different trees and hung the feeders from them.

Dakota laid in the grass under the trees and waited. He felt like he had waited for hours. Finally, a tiny bird fluttered up to the feeder and began eating. Next, a few more birds began to join the small bird. Dakota sat very still as his heart filled with joy.

Not only did the birds seem pleased with the feeders, but Dakota felt so happy that they were not in any danger of cats lurking nearby.

not so wimpy teacher

INCLUDES 3 FICTION READING PASSAGES TO USE FOR MODELING, INDEPENDENT WRITING, OR AS AN ASSESSMENT

ORGANIZING STORY ELEMENTS

A **SUMMARY** retells the **MAJOR EVENTS** of a STORY in a much shorter version.
KEEP IT SHORT!

WHO?	
the main characters were	
WHEN & WHERE?	
the setting took place	
WHAT & WHY?	
the problem was solved & why it happened	
HOW?	
the problem was solved	

ORGANIZING STORY ELEMENTS

A **SUMMARY** retells the **MAJOR EVENTS** of a STORY in a much shorter version.
KEEP IT SHORT!

WHO?	Maya and her best friend Keisha were the main characters in "The Sandal Mishap".
the main characters are	
WHEN & WHERE?	
the setting took place	The store took place at Maya's school on the way to one of her classes.
WHAT & WHY?	
	Maya's sandal broke, dragging behind her. She was embarrassed to

INCLUDES 20 BLANK AND FILLED IN
ANCHOR CHARTS OR POSTERS

WRITING AN INTRODUCTION

When writing an to

a .

you should always include:

- the title of the story you're summarizing
- Who the author is (if it's known)

EXAMPLE:

Today I read, *Tales of a Fourth Grade Nothing* by
Judy Blume.



not so wimpy teacher
Lessons 3 & 4

INCLUDES 7 STUDENT PRINTABLES TO FOLLOW ALONG DURING THE MINI LESSON OR REFERENCING LATER

FICTION SUMMARY RUBRIC

Student Name: _____ Date: _____ Score: /14

	2	1	0
wrote an introduction	The introduction to the summary includes the title and author of the story I summarized.	The introduction to the summary includes just the title of the story I summarized.	There is no evidence of an introduction to the summary.
main characters/setting	The summary includes sufficient evidence of the main characters and the setting of the story.	The summary includes sufficient evidence of either the main characters or the setting of the story.	The summary does not include any evidence of the main characters or the setting of the story.
major events	All major events from the story are present in the summary.	Some of the major events from the story are present in the summary.	The summary is missing the major events from the story.
transition words/structure	The summary includes sufficient transitions.	The summary includes some transitions.	The summary does not use transitions.
close	The summary gives a clear theme or lesson learned in the story.	The summary gives a theme or lesson learned in the story that isn't very clear.	There is not a theme or lesson of the story given in the summary.
		The summary	

INCLUDES SIMPLE AND STUDENT FRIENDLY RUBRICS

punctuation	The summary uses correct punctuation.	The summary has some punctuation errors.	The summary has many punctuation errors.
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