

SPECIAL ED

RETELL & SUMMARIZE: A READING STRATEGY

Summarize

Title: _____

 somebody	_____
 wanted	_____
 but	_____
 so	_____
 then	_____

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I set a trap

catch a mouse

trap didn't work

Brian too big

Brian

Sparky

set a trap



INCLUDES GOOGLE SLIDES



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader but loves books and stories. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

Retelling and Summarizing

Unit for Special Education

By

Christa Joy
Special Needs for Special Kids



Christa Joy, Special Needs for Special Kids

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In separate files, you will find:

- Lesson plan
- Group activities
- Voice recorded PowerPoint (main book)
- 5 PowerPoints to use with fiction activities
- Links and directions to digital activities

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This unit contains over 100 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

Retell and Summarize Lesson Plan

Preparation

- Book (about retelling and summarizing)
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary board
 - Print out the board onto cardstock and laminate
 - Make a card for each student
- Power card
 - Print one for each student
- Group activity cards
 - Print cards on card stock and laminate (1 set for each student)
- Simple books
 - You will have some short, simple stories or books that students are familiar with to use in the group activities
- PowerPoints
 - There are 5 PowerPoints included in this unit to use on days 2-6 when working on summarizing fiction stories
 - You can print these out, or just project for students to review before lesson

Preassessment (do day 1 before starting lesson)

- Choose the quiz that best fits the learning level of your students (pictures or words)
- Give the quiz to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding*: this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>

The lesson plans contain:
Overall tips for teaching
students with significant
needs

Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none">• Book• Introduce vocabulary board and power card• Group activity	7	<ul style="list-style-type: none">• Book• Group activity• NONFICTION: sorting activity• NONFICTION: summarize activity
2	<ul style="list-style-type: none">• Book• Group activity• FICTION: sorting activity• FICTION: summarize activity	8	<ul style="list-style-type: none">• Book• Group activity• NONFICTION: sorting activity• NONFICTION: summarize activity
3	<ul style="list-style-type: none">• Book• Group activity• FICTION: sorting activity• FICTION: summarize activity	9	<ul style="list-style-type: none">• Book• Group activity• NONFICTION: sorting activity• NONFICTION: summarize activity
4	<ul style="list-style-type: none">• Book• Group activity• FICTION: sorting activity• FICTION: summarize activity	10	<ul style="list-style-type: none">• Book• Group activity• NONFICTION: sorting activity• NONFICTION: summarize activity
5	<ul style="list-style-type: none">• Book• Group activity• FICTION: sorting activity• FICTION: summarize activity	11	<ul style="list-style-type: none">• Book• Group activity• NONFICTION: sorting activity• NONFICTION: summarize activity
6	<ul style="list-style-type: none">• Book• Group activity• FICTION: sorting activity• FICTION: summarize activity	12	<ul style="list-style-type: none">• Book• Group activity• Venn Diagram activity
		13	<ul style="list-style-type: none">• Quiz

NOTE: Each day students are doing 2 activities with the same story. This may be too much for some students. If so, do the sorting activity the first day and the summary activity the second day.

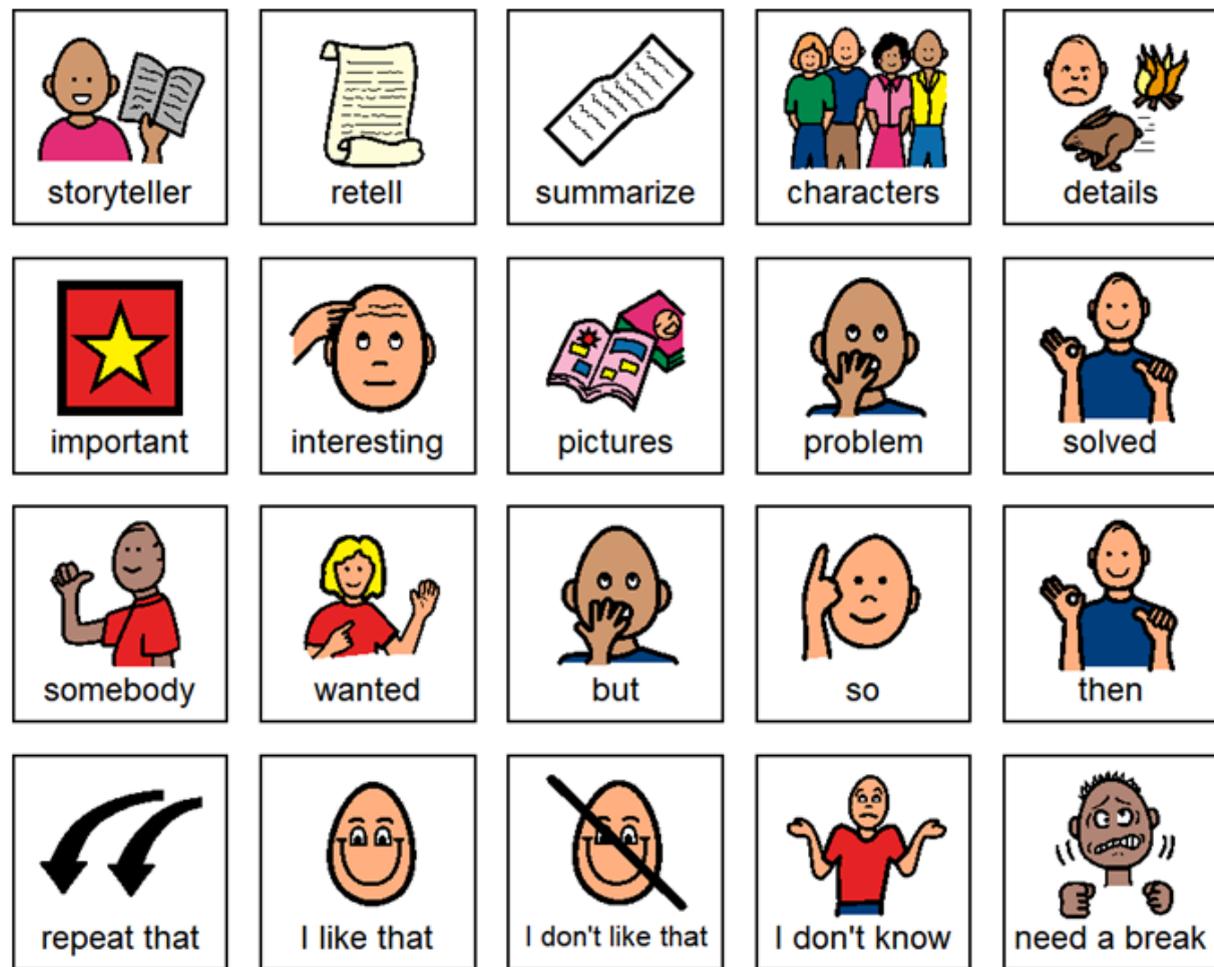
The lesson plans contain:
A quick look at what you will do each day

Day 2-6

Activity	Notes	Materials
Read or listen to a recording of the book on retelling and summarizing (10 minutes)	<ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and Vocabulary board	<ul style="list-style-type: none">• Book• Vocabulary board
Power card review (5 minutes)	<ul style="list-style-type: none">• Review the power card	<ul style="list-style-type: none">• Power cards
Group activity (10 min)	<ul style="list-style-type: none">• Choose one of the group activities (see separate pdf)• See separate pdf for directions	<ul style="list-style-type: none">• Group activity cards• Depends on activity chosen
Fiction story (5 minutes)	<ul style="list-style-type: none">• Choose one of the 5 PowerPoints included in the unit that is a short (10-11 slide) story	<ul style="list-style-type: none">• PowerPoint
Sorting activity (15 minutes)	<ul style="list-style-type: none">• Do the sorting activity that uses the pictures that corresponds to the PowerPoint you have chosen• Students will sort details from the story that are important vs interesting (some of these answers may vary from the answer key provided; this is a subjective activity)<ul style="list-style-type: none">◦ Add color-coding for students who need more support• Make sure students have access to the PowerPoint	<ul style="list-style-type: none">• PowerPoint• Worksheet• Scissors• glue
Summarizing activity (15 minutes)	<ul style="list-style-type: none">• Students will complete the SWBTS template using the pictures that go with the PowerPoint chosen.• It may be helpful to refer to the sorting activity just done.	<ul style="list-style-type: none">• PowerPoint• SWBTS worksheet• Scissors• Glue
Sharing (10 minutes)	<ul style="list-style-type: none">• Each student shares finished worksheets with the group using the communication method of their choice.	<ul style="list-style-type: none">• Completed worksheets• Communication devices

The lesson plans contain:

Detailed instructions on how that day's lesson should run



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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use included in the unit!!

Step by step cards for retelling and summarizing. Made to fit on 4x6 index card.

- Print on cardstock and laminate
- Glue together back-to-back

Retell

1. What happening first, next, then, last?
2. How did it all begin?
3. What is the setting?
4. What are the names of the characters?
5. What is the problem(s)?
6. What was the solution?
7. **Includes lots of details.**

>>>>Paragraph<<<<

Summarizing

1. Somebody: who is main character?
2. Wanted: What did the main character want?
3. But: What was the main problem?
4. So: What did the main character do?
5. Then: How was the problem solved?

>>>>Few sentences<<<<

This unit comes with a power card.

Power cards are a great tool for students to use when working through the activities.



When you summarize a story, you are only talking about the major events and characters.

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If it took you a while, and you shared ALL the details over a big bowl of popcorn, so your friend felt like they had seen the movie, then that is called retelling.

Christa Jay, Special Needs for Special Kids

There is a book with this unit using simple text and photos. It is 34 pages and reviews retelling and summarizing.

It comes in pdf versions as well as a voice-recorded PowerPoint and movie file (so you don't have to print it out.)

GROUP ACTIVITIES TO PRACTICE RETELLING AND SUMMARIZING

Use props

Here is what you will need:

- Short books to read aloud
- Can also use PowerPoints included in this unit
- Props to accompany story

How to play:

- Read the story aloud (or watch one on YouTube)
- Decide if students should retell or summarize the story
 - Optional: put the chosen card on table as a reminder
- Use props provided

Act it out

Here is what you will need:

- Short books to read aloud

How to play:

- Read the story aloud (or watch one on YouTube)
- Decide if students should retell or summarize the story
 - Optional: put the chosen card on table as a reminder
- Have students act out the story either using lots of details (retell) or ke (summarize)
- OPTION: make this like charades so no talking is allowed

What am I doing?

Here is what you will need:

- Short books to read aloud
- Can also use PowerPoints included in this unit

How to play:

- Give each student a set of retell/summary cards
- Read through the short story
- You (teacher) either retell or summarize a common fairy tale
 - Have students decided if you were retelling or summarizing

Tell a story

Here is what you will need:

- Pictures from magazines

How to play:

- Give students the pictures
- Have them formulate a story that goes with the pictures
- Decide if students should retell or summarize the story
- Either retell or summarize the story they made using the pictures

Name that story

Here is what you will need:

- nothing

How to play:

- Tell students you are going to retell a story.
- Use as many details as possible to stretch out how long it takes you retell it.
- Have students push a buzzer or raise a card if they think they know what the story is.

Important or Interesting

Here is what you will need:

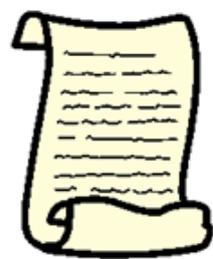
- Short books to read aloud
- Can also use PowerPoints included in this unit

How to play:

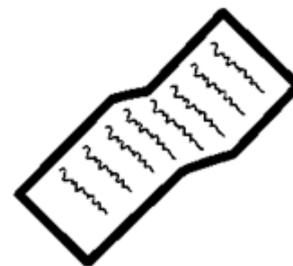
- Give each student a set of important/interesting cards
- Name a detail from the story and have students vote if interesting or important
 - Optional: Tally the votes. Some details can fall into both categories. See which gets the most votes.

There are group activities that you can incorporate as part of the daily lesson.

Large cards for group activities: make one set per student and laminate.



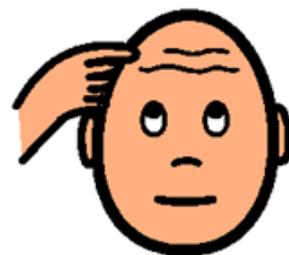
retell



summary



important



intesting

There are large cards to use with group activities. They come in color and black and white.

Hi, my name is Brian, and I have a problem. There is a noise in my room.

5 stories (fiction)



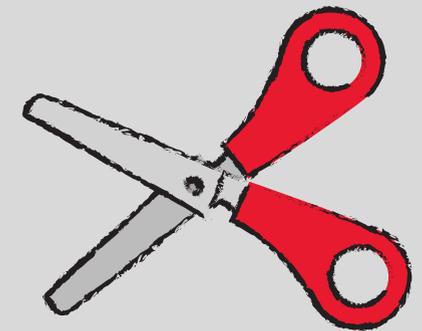
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My cat, Sparky, heard a noise one day behind the wall in my bedroom. (Cats can hear a lot better than people.)

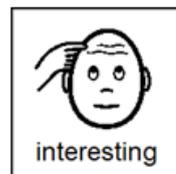
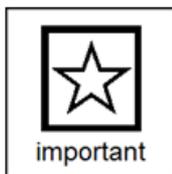


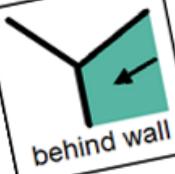
ChristaJoy, Special Needs for Special Kids

Students will first look at fiction examples. There are 5 PowerPoints which photos and simple text to use with the next activities. Suggestions for differentiation are included.

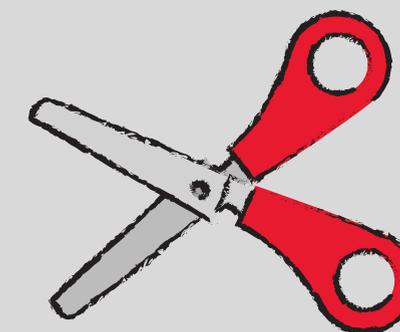


Listen or read the story and then sort the details into those that are important and those that are just interesting. Remember, important details are included in the summary (SWBST).



 Brian	 smokey	 Sparky	 bedroom	 cats hear better
 behind wall	 mouse	 tiny	 gray	 hiding
 too big	 cheese	 waited	 snap	 checked trap
 no mouse	 no cheese	 better trap		

Students will sort interesting and important details related to each story. There are suggestions for differentiation included. Answer keys included.



Summarize

Title:



somebody



wanted



but



so



then

I set a trap



catch a mouse



trap didn't work



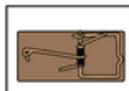
Brian too big



Brian



Sparky



set a trap

Stuck in the web



repair web



to eat



let him go



spider



stuck in web



dragonfly begged

Sit for a bit



quiet place



girl



sign autographs

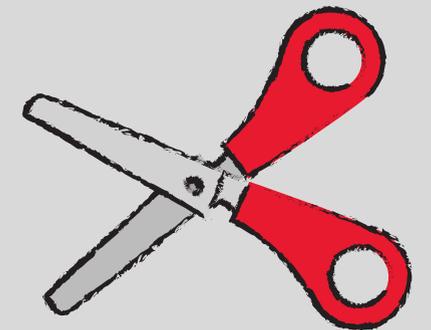


sit



people waiting

Then, students will complete the following SWBST summarizing template for each story. Picture choices are provided for each story. There are suggestions for differentiation included. Answer keys included.



Owl Pellets



Owls tend to swallow their prey whole. Owls will often eat small animals like mice, moles, and chipmunks. But they are unable to digest the bones, teeth and fur.

What the owl is unable to digest is vomited back up in the form of a pellet. Typically, owls will vomit up two pellets a day.

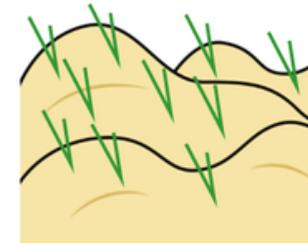
By looking closely at a pellet, you can tell what the owl has recently eaten.

Vomiting up pellets help the owl in another way as well. As the pellet travels back up, it scrubs and cleans the digestive tract. This helps to removed harmful bacteria and germs and keeps the owl healthy.

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5 passages (nonfiction)

Coastal Sand Dunes



Coastal sand dunes are large mounds of sand that are found along the ocean's beaches. They are formed by the wind and sand that washes up from the waves. They serve as a natural shock absorber to the power of the ocean waves, protecting homes and other structures that are found along the edge of the beach. This is especially important during strong storms like hurricanes.

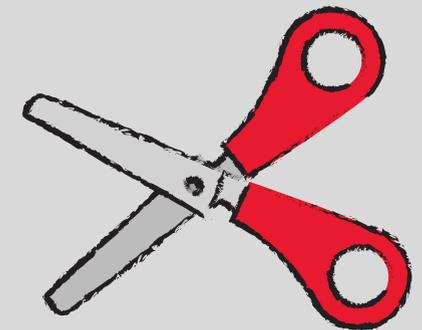
Some sand dunes are made by man using large machines in order to help keep the beach from eroding. You will see grass growing on these dunes. It is important to never walk or play on these sand dunes.

Lizards and other small animals live in these dunes. They also provide a protected area for turtles to lay eggs in some regions.

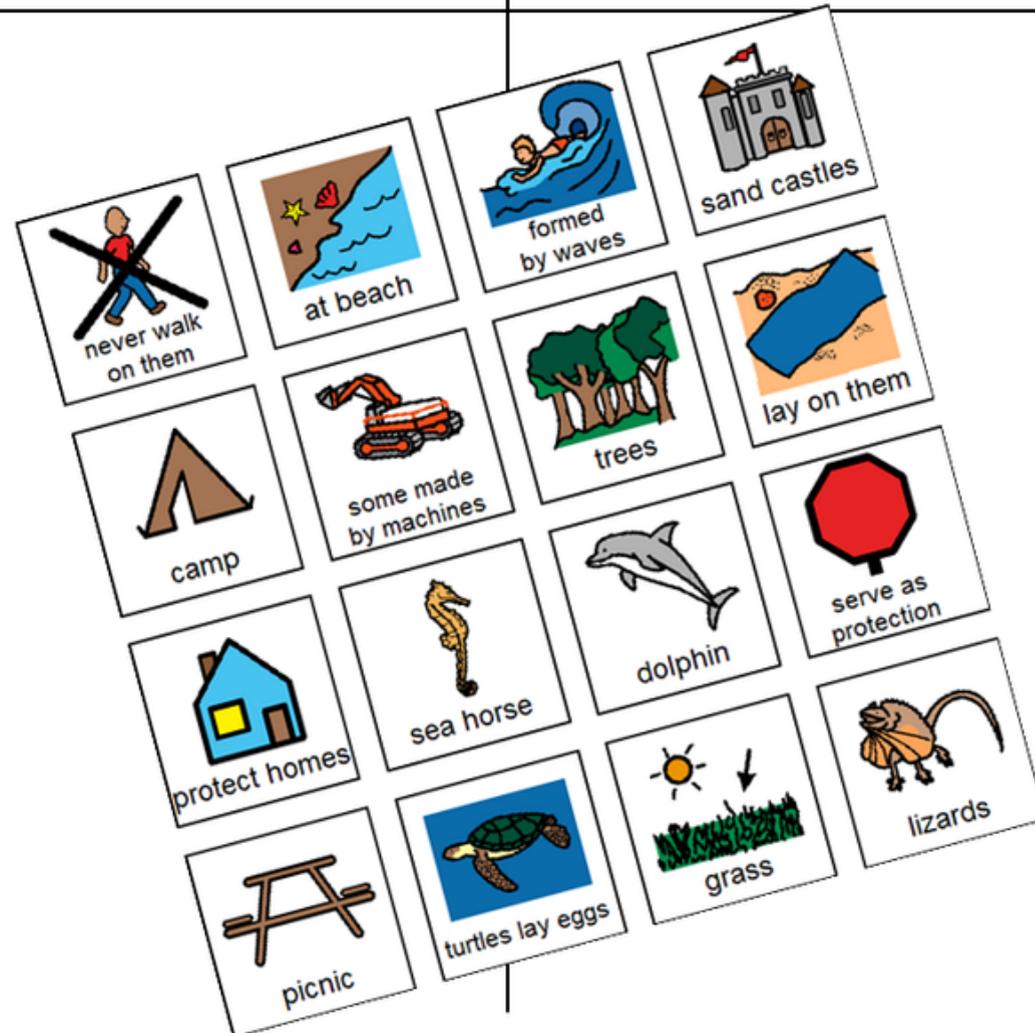
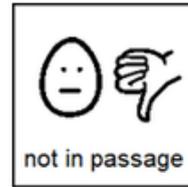
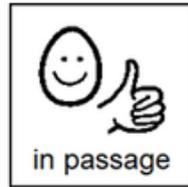
Not all beaches and coastal areas have sand dunes. Next time you make a visit to the ocean, see if you can find some sand dunes. Do they have grass? Do you see any creatures living in or around them? Just remember, to stay off the dunes!!

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Students will then look at nonfiction examples. There are 5 short passages to use with the next activities. Suggestions for differentiation are included.



Listen or read the story and then sort the details into those that were in the passage, and those that were not. Be careful! Just because a fact is true, does not mean it was in the passage.



never walk on them

at beach

formed by waves

sand castles

camp

some made by machines

trees

lay on them

protect homes

sea horse

dolphin

serve as protection

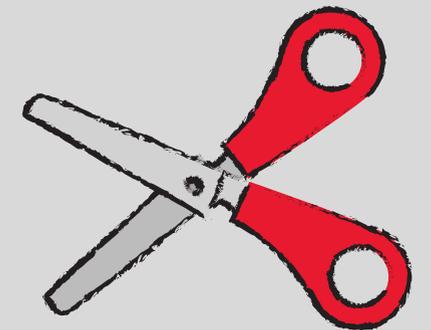
picnic

turtles lay eggs

grass

lizards

Students will sort details that are and are not included in the passage. There are suggestions for differentiation included. Answer keys included.



Summarize

Title:



main topic



author's purpose



main idea



important detail



important detail

Owl pellets



pellets help the owl



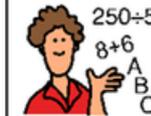
kill bacteria



owl pellets



vomitted



inform

Dust storms



inform



dust storms are dangerous



occur in dry areas

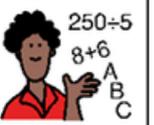


cause erosion



dust storms

Sand Dunes



inform



never walk on them



some made by machines

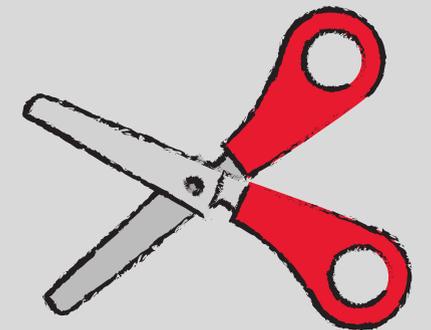


sand dunes



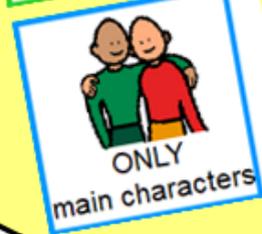
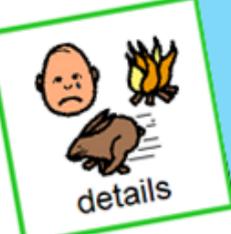
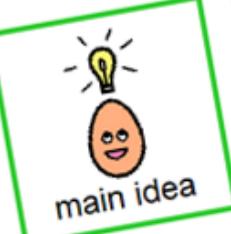
serve as protection

Then, students will complete the following summarizing template for each passage. Picture choices are provided for each passage. There are suggestions for differentiation included. Answer keys included.





swbst
strategy



Students will complete a Venn diagram comparing retelling and summarizing. There is a color-coded version for students who need more support.



Retell and Summarize Quiz

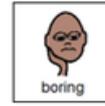
1. What do you do when you want to tell someone what happened in a story quickly?



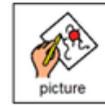
2. If you want to give a person ALL the details and events, what would you do?



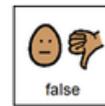
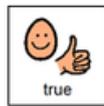
3. When you summarize, you should only include the _____ details.



4. A summary is usually just a _____?



5. True or false. Both retelling and summarizing is a way to tell someone what happened in a story.



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Retell and Summarize Quiz

- What do you do when you want to tell someone what happened in a story quickly?
 - Summarize
 - Retell
 - Read out loud
- If you want to give a person ALL the details and events, what would you do?
 - Summarize
 - Retell
 - Show cover
- When you summarize, you should only include the _____ details.
 - Important
 - Interesting
 - Boring
- A summary is usually just a _____?
 - Paragraph
 - Few sentences
 - Picture
- True or false. Both retelling and summarizing is a way to tell someone what happened in a story.
 - True
 - False
 - I don't know

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FINALLY, there is a 5 question quiz. It comes in this version with pictures and one that is traditional multiple choice.

Answer key included.

Listen to the
book read
aloud



This unit has digital versions
of the activities as well.
There is a movie version of
the book about retelling and
summarizing students can
watch.

A knock on the door



By Christa Joy

Listen to the story
and use it for the
next two
activities

*There is a movie version of
each PowerPoint as well to
use with the activities.*

What is Hydrophobia?



Click to hear story read aloud.

Hydrophobia is another name for a virus called Rabies. Rabies is a virus that lives in the brain and has no cure. It is spread through the saliva of animals that have the virus. Because it lives in the brain, it makes animals act odd, and they will lose the fear they have of people. That is why if you see a wild animal acting weird or tries to come near you, you should run away and not try to touch it.

The word hydrophobia became popular because the virus makes it impossible for an animal to swallow, so they cannot drink and often foam at the mouth. In addition, they get panicked and act crazy because they cannot swallow water even though they are incredibly thirsty.

Luckily, there is a vaccine for Rabies. It is a law that all pets be vaccinated against the virus every three years. In addition, people who work with animals, like veterinarians, often get the vaccine as well. There is no cure for Rabies, so it is very important you get your pets vaccinated.

Each nonfiction passage has also been recorded, so students can read or listen to the passage read aloud.

Summarize

Title: I set a trap



somebody



I want



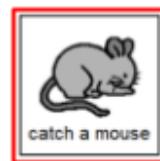
but



so



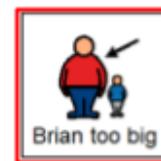
then



catch a mouse



trap didn't work



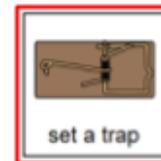
Brian too big



Brian



Sparky

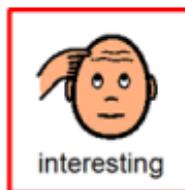


set a trap

There are 2 sets of slides. One set has no differentiation. Students will click and drag the answers into the empty boxes.



important



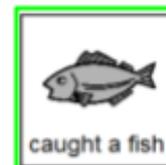
interesting

Knock on the door

Sort the details into those that are important and those that are just interesting. Remember, important details are included in the summary (SWBST).



saw geese



caught a fish



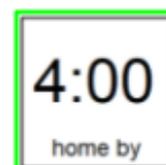
down to dock



Jewel



unlocked door



4:00

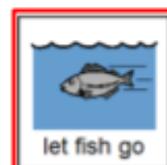
home by



went fishing



Jerome



let fish go



put on jackets



bent my pole

The second set has color-coding for differentiation. Students click and drag answers. There are a total of 33 slides in each set.



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

[Click Here to read more!!](#)