






SPECIAL ED

# RETELL & SUMMARIZE: A READING STRATEGY

Summarize

Title: \_\_\_\_\_

 somebody	_____
 wanted	_____
 but	_____
 so	_____
 then	_____

©2015 by Special Needs for Special Kids The Picture Communication Symbols (PCS) 2015-2016 by Tobi Dynamics. All rights reserved. Workbooks used with permission. "Avatar" is a trademark of Tobi Dynamics.

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

## Table of Contents

Worksheet Pages	Title
4-37	Retelling and Summarizing book
38-40	Vocabulary board
41	Power card
42-47	Venn diagram
48-61	Sorting details: fiction
62-68	SWBTS charts: fiction
69-92	Sorting details: nonfiction
93-108	SWBTS charts: nonfiction
109-111	Quiz
112-113	Terms of Use

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

Christa Joy, Special Needs for Special Kids

This unit has 13 days of activities that will guide students through retelling and summarizing information from fiction and nonfiction passages.

The unit is separated into 2 files, one in color and one in black and white.



# 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 some short, simple storie to use in the group activities
- PowerPoints
  - There are 5 PowerPoints included working on summarizing fiction st
  - You can print these out, or just pr

## Preassessment (do day 1 before starting lessc

- Choose the quiz that best fits the learning words)
- Give the quiz to assess what your studen
- I cannot emphasize enough how importa growth, this preassessment is so importar

## Teaching Tips

1. *Color Coding*: this is a really easy way to activity. Outline or color in an empty b the corresponding picture symbols the sa task.
  - a. For more info, read more here: <https://specialneedsforspecialkids.com/differentiation/>

## Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> <li>• Book</li> <li>• Introduce vocabulary board and power card</li> <li>• Group activity</li> </ul>	7	<ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• NONFICTION: sorting activity</li> <li>• NONFICTION: summarize activity</li> </ul>
2	<ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• FICTION: sorting activity</li> <li>• FICTION: summarize activity</li> </ul>	8	<ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• NONFICTION: sorting activity</li> <li>• NONFICTION: summarize activity</li> </ul>
3	<ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• FICTION: sorting activity</li> <li>• FICTION: summarize activity</li> </ul>	9	<ul style="list-style-type: none"> <li>• Book</li> <li>• Group activity</li> <li>• NONFICTION: sorting activity</li> <li>• NONFICTION: summarize activity</li> </ul>

## Day 2-6

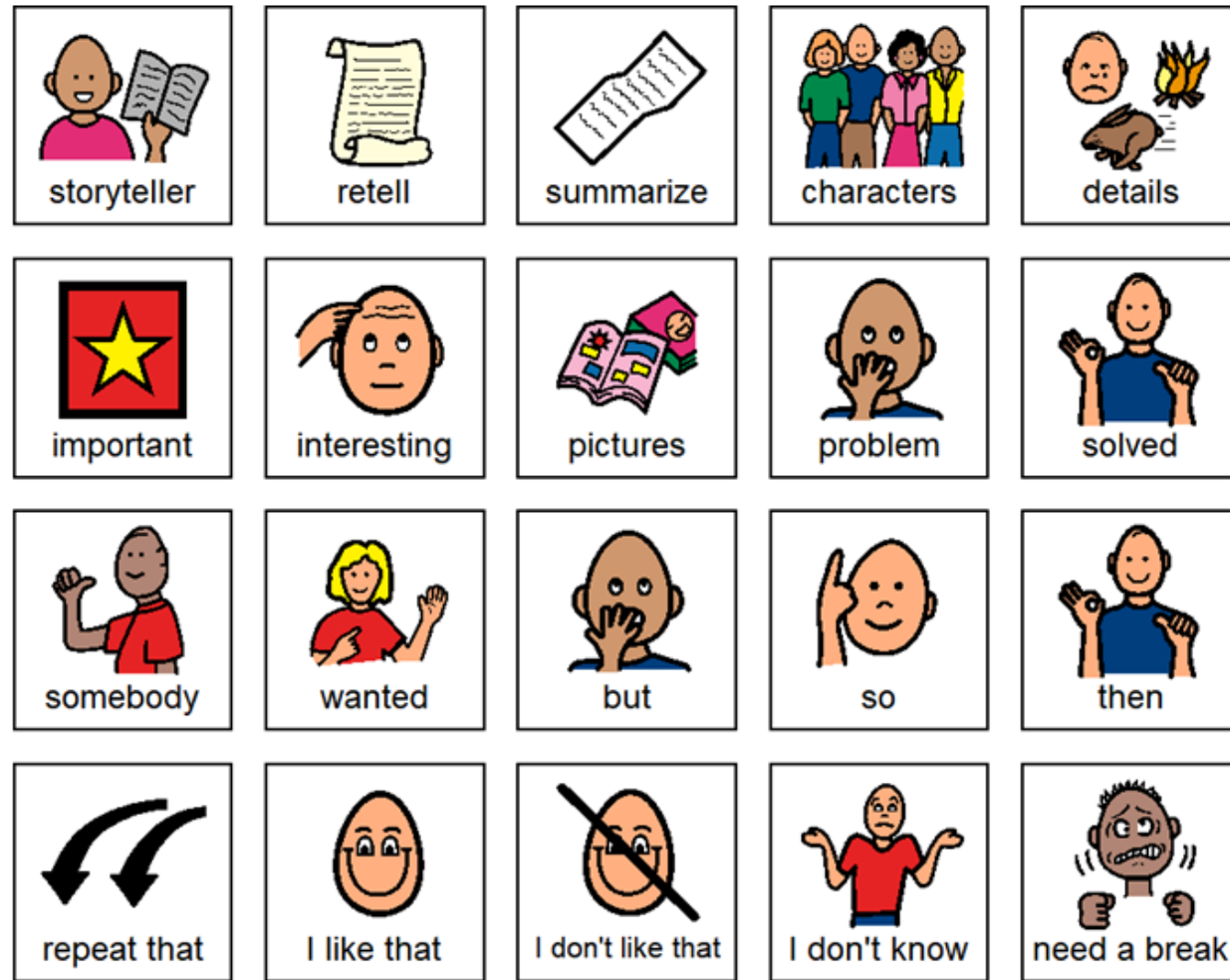
Activity	Notes	Materials
Read or listen to a recording of the book on retelling and summarizing (10 minutes)	<ul style="list-style-type: none"> <li>• Read through the story, asking lots of questions</li> <li>• Continue to make connections between book and Vocabulary board</li> </ul>	<ul style="list-style-type: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

... with the same story. This may be activity the first day and the summa

## The lesson plans contain:

- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run





Christa Joy, Special Needs for Special Kids  
 The Picture Communication Symbols ©1981-2022 by Tobii Dynavox. All Rights Reserved  
 Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

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 that students will use when working through the activities.





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

Christa Joy, Special Needs for Special Kids



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 Joy, 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:

- PowerPoint
- Voice-recorded PowerPoint
- mp4 movie file



# GROUP ACTIVITIES TO PRACTICE RETELLING AND SUMMARIZING

# Daily group activities

## 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 key p (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
- Use as many details as possible to st
- Have students push a buzzer or raise story is.

## Important or Interesting

### Here is what you will need:

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

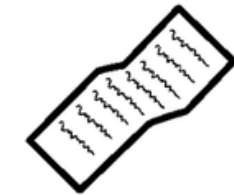
### How to play:

- Give each student a set of important/i
- Name a detail from the story and have
  - Optional: Tally the votes. Son which gets the most votes.

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



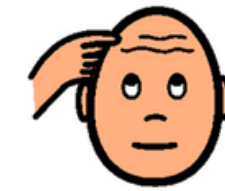
retell



summary



important



intesting



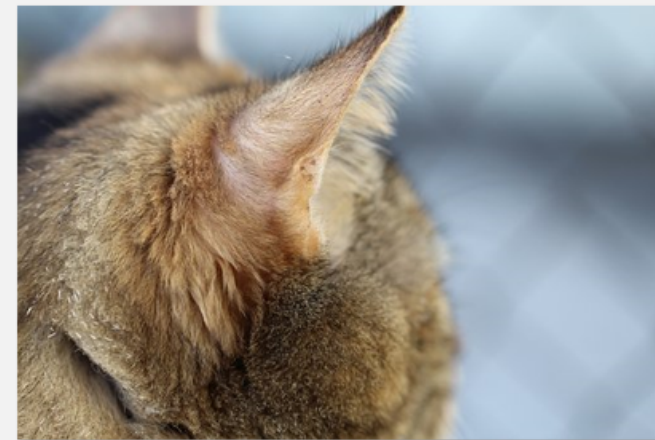
Hi, my name is Brian, and I have a problem. There is a noise in my room.



ChristaJoy, Special Needs for Special Kids

## 5 stories (fiction)

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

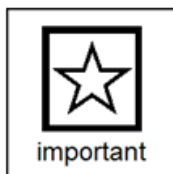


ChristaJoy, Special Needs for Special Kids

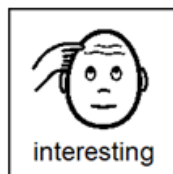
Students will first look at fiction examples. There are 5 stories included in PowerPoint formats.





















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).



important

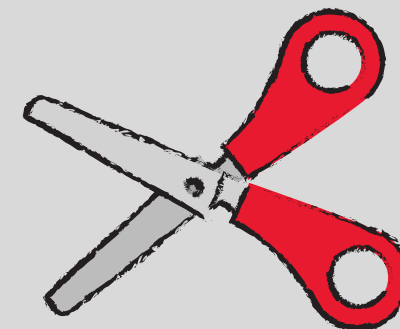


interesting

 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		

# sorting details

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






# Summarize

Title:

## SWBST chart

 somebody


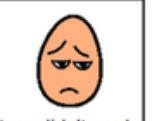
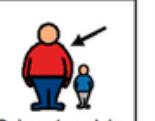



 wanted

 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

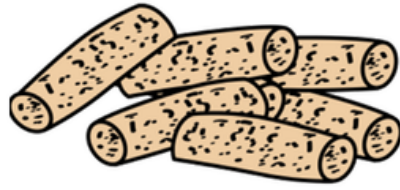
 quiet place   
  girl   
  sign autographs   
  sit   
  people waiting

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

Students are taught how to use this strategy in the book included in the unit.



## 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.

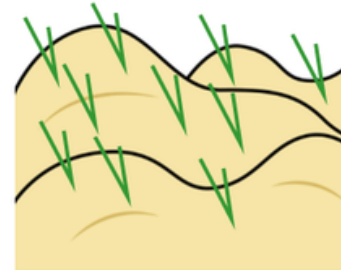
By looking closely at a pellet, you can tell what the owl has recently eaten.

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.

ChristaJoy, Special Needs for Special Kids  
The Picture Communication Symbols ©1981-2019 by Tobii Dynavox. All Rights Reserved  
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

## 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!!

ChristaJoy, Special Needs for Special Kids  
The Picture Communication Symbols ©1981-2018 by Tobii Dynavox. All Rights Reserved  
Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox

Students will then look at nonfiction examples.

There are 5 short passages to use with the next activities.



Listen or read the story and then sort the details into those that 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

# sorting details

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

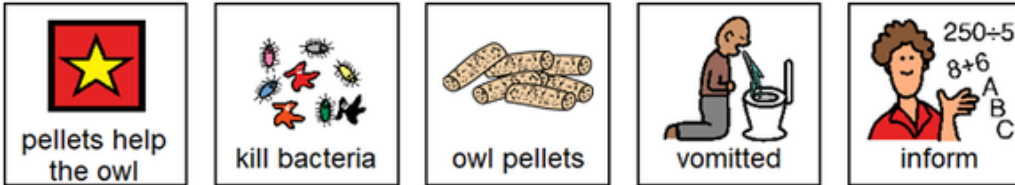


important detail

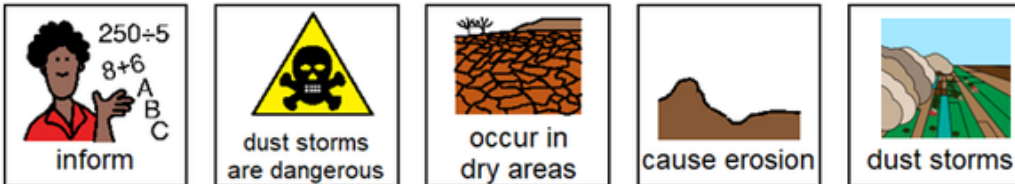
Christa Jory, Special Needs for Special Kids: The Picture Communication Symbols, ©2011

## SWBST chart

Owl pellets



Dust storms



Sand Dunes

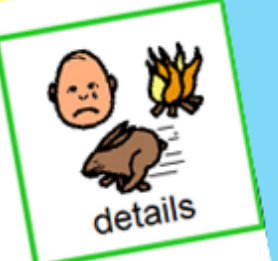
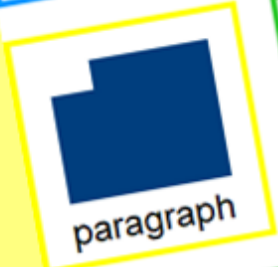
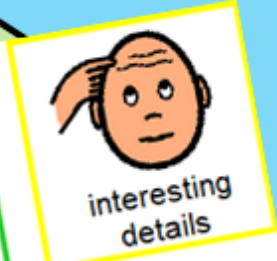
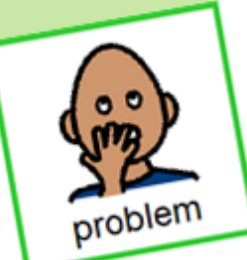


Then, students will complete the following summarizing template for each passage. Picture choices are provided for each passage. There are suggestions for differentiation included. Answer keys included.





swbst  
strategy

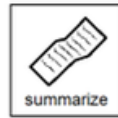


Students will complete a Venn diagram comparing retelling and summarizing. There is a color-coded version for students who need more support.



## Retell and Summarize Quiz

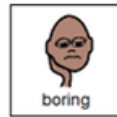
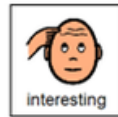
1. What do you do when you want to tell someone what happened in a story quickly?



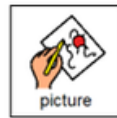
2. If you want to give a person ALL the details and events, what would you do?



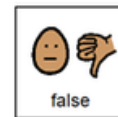
3. When you summarize, you should only include the \_\_\_\_\_ details.



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.



## 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

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

Answer key included.



This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- 13 days of lesson plans
- Group activity directions
- Color version of activities
- Black and white version of activities
- Retelling and Summarizing book (PowerPoint) to use with activities
- 5 fiction books (PowerPoints) to use with activities
- Digital versions of activities



**Also digital activities**



Listen to the  
book read  
aloud



This unit has digital versions  
of the activities as well.  
There is a movie version of  
all the PowerPoints included  
in the unit.



## 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.*



great for review

## Summarize

Title: I set a trap



somebody



I want



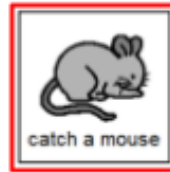
but



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.



# perfect for every learning level








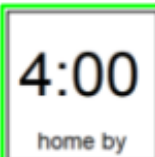





important



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).

 <p>saw geese</p>	 <p>caught a fish</p>	 <p>down to dock</p>	 <p>Jewel</p>
 <p>unlocked door</p>	 <p>4:00</p> <p>home by</p>	 <p>went fishing</p>	 <p>Jerome</p>
 <p>let fish go</p>	 <p>put on jackets</p>	 <p>bent my pole</p>	

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



**SAVE MONEY AND GET THIS UNIT  
AS PART OF THE READING  
STRATEGIES BUNDLE**

**CLICK HERE**

