

### **Lesson Plan: Summarizing a Short Story** (English/Gr. 5)

#### **Objective:**

\*\*Students will select key information from a story to use with the strategy Somebody Wanted But So.

\*\*Students will demonstrate their knowledge of the parts of the plot by elaborating the SWBS statement with information from a story.

#### **Introduction:**

Explain that writing the summary is just like writing any paragraph. It is important to have a strong, clear topic sentence. The remainder of the sentences provide details to support it.

#### **Model:**

Share the frame sentence—Somebody (story character) Wanted \_\_\_\_\_ But \_\_\_\_\_ So \_\_\_\_\_. Point out that the parts of the SWBS strategy loosely relate to some of the story elements. Remind students of the four story elements: character, conflict, climax, and resolution. Connect “character” to Somebody, “conflict” to Wanted, “climax” to But, and “resolution” to So.

Using a familiar story or fairy tale, think-aloud and fill in the frame sentence. Then write two or three sentences to elaborate on each segment of the frame. This should encourage the use of any other important pieces of information to make the summary interesting. It will also assure that all the major parts of the story are addressed.

Point out that it may be necessary to revise the topic sentence (SWBS) or actually complete that sentence a couple times if there are several important characters in the story.

#### **Guided Practice:**

Read a short story selection like “The Most Dangerous Game” by Richard Connell and ask the students to work in pairs to create a summary of it. Clarify which character will be “Somebody.” Check the frame sentences for accuracy of information after they have written those, but do it before they write their summaries. Select a couple summaries to share with the whole group.

#### **Individual Practice:**

Read a short story selection that has a main character facing a clear problem through several events in the plot. Tell the students to include their draft sentences and notes on the top half of their paper, and then write the summary on the bottom or back of the same paper.

#### **Low-ability:**

Discuss their ideas with these students before and as they craft their frame sentences. Provide them with a list to remind them to add details about the character, the problem, and the way the problem in the story is solved.