Name & Surname: _____ Class: _____ Date: _____

Summarize It Short!

Find the main idea and retell it

About 30 minutes Level ★★★☆☆

Main Idea + Details = Summary

A text is about a topic. The **main idea** is the most important point the author makes.

- Look for the **topic** in the title and paragraph 1.
- Find **key details** like facts and examples that prove the main idea.
- Write a short **summary** in your own words with the main idea.



Task A

Think about summarizing. Circle a face to show how you feel about finding the main idea.

How do you feel about writing a **summary**?


Happy


Excited


Unsure


Worried


Scared


Proud

Why do you feel like this?

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.....

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Swap Copy for Summary

Practice turning copied details into short summaries.

Key words

main idea: most important point in a text

summary: short retelling in your words

paragraph: group of sentences about one part

detail: small fact that proves an idea

topic: what a text is about

evidence: proof found in the text

How Our Class Garden Grows

1. Our fourth-grade class started a small vegetable garden behind the school. Our **topic** was plants and food. We chose a sunny spot near the fence and wanted to learn how seeds grow into food we can eat.
2. First we cleared weeds and mixed new soil into the beds. Then we planted tomato and carrot seeds and **watered** them every day. We measured the stems each week and our teacher showed us how to read the chart for growth.
3. By summer the **main idea** was clear: steady water and sunlight helped the plants grow. The tomato plants grew tall and made red fruit. The carrots grew long roots under the soil, and we picked a full basket to share.

Task B Example done for you /3

Read each copied detail from the passage. Write a short summary in your own words in the empty box.

		Copied detail		My short summary
1		Then we planted tomato and carrot seeds and watered them every day. (paragraph 2)	- - - →	Steady water helped plants grow.
2		We measured the stems each week and our teacher showed us how to read the chart for growth. (paragraph 2)	- - - →	
3		The tomato plants grew tall and made red fruit. (paragraph 3)	- - - →	
4		The carrots grew long roots under the soil, and we picked a full basket to share. (paragraph 3)	- - - →	

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Tree the Key Details

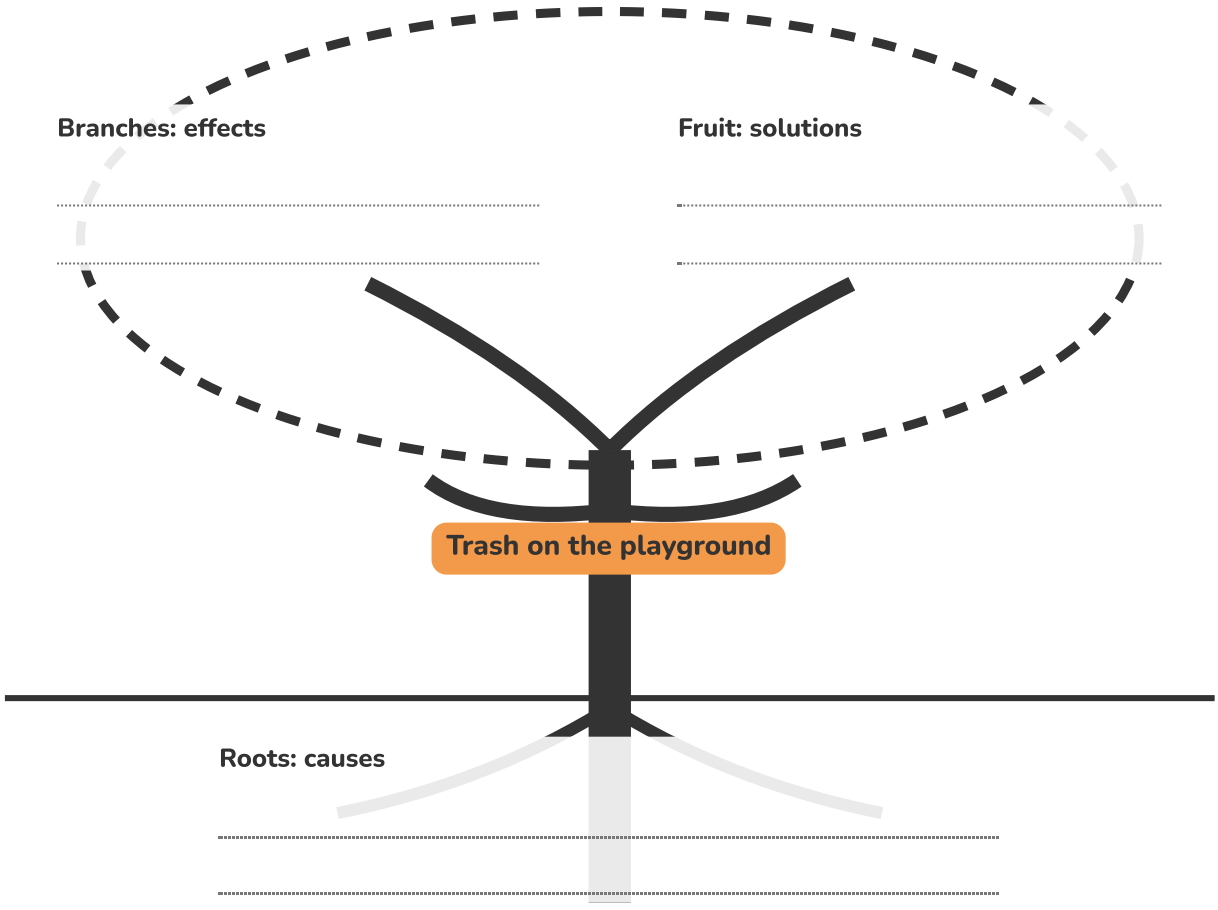
Use a tree to sort causes, effects, and fixes.

Trash on the Playground

1. Lately **trash** piles up around the benches on our playground. Many students drop wrappers at lunch and leave cups on tables. Wind blows papers from open bins with no lids. No one empties the full bins until Friday afternoon.
2. The messy field causes **problems** for all. Young kids trip on bottles and cans during games. The area smells bad after hot days. Birds tear open bags looking for crumbs, which spreads even more litter across the grass.
3. Our class wrote a clean-up **plan** with small steps. We will put lids on bright bins and empty them each day. Teams will pick up litter twice a week with gloves. We will make posters to remind all to use the bins and recycle.

Task C

Read the passage. Put the main idea in the trunk. Add key details as roots, branches, and fruit.



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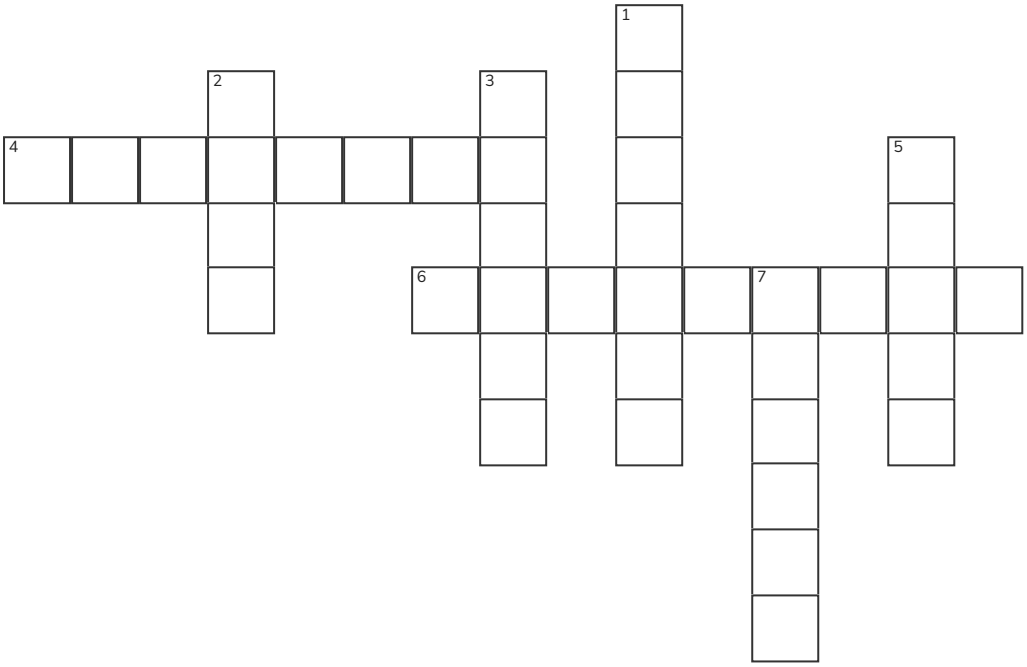
Summary Word Crossword

Solve clues about summarizing words.

Task D

/7

Read each clue. Write the summary word that fits. Use the main idea notes from page 1.



Across

4. proof found in the text (8)
6. group of sentences about one part (9)

Down

1. short retelling in your own words (7)
2. most important thought in a text (4)
3. small fact that supports an idea (6)
5. what a text is about (5)
7. tell again in your own words (6)

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Causes, Effects, Inferences

Link causes to effects and infer new ideas.

The Morning Book Cart

1. Our class library corner was always **messy** in the morning. Students dropped books on the floor after reading and left them in piles. The book cart wheels were stuck so no one pushed it back to the shelf. Returns piled up high on the table.
2. Because of the **mess**, no one could find a good book quickly. Reading time started late every day. Some books got torn pages on the floor. The teacher spent recess sorting books instead of helping readers.
3. Then the class fixed the cart and made a simple color **system**. Fiction books got a blue dot and nonfiction books got a green dot. After reading, each student put the book back on the cart by color. Reading started on time and book picks were fast.

Task E

Find causes in paragraph 1 and effects in paragraph 2 for the messy library.

Causes

Books left in piles – paragraph 1

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→ **Messy class library** →

Effects

Cannot find books quickly – paragraph 2

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Summarize It Short!

Task F

/2

Use evidence plus what you know to make an inference.

After the fix, the cart moved easily. A student put a dinosaur book with a **green dot** on the bottom shelf. Fiction books have a blue dot and nonfiction books have a green dot. Reading started on time and picks were fast.

Question	It says...	I say...	And so...
Was the dinosaur book fiction or **nonfiction**?	green dot	green means nonfiction	It was nonfiction.
Did the new **system** help reading time?			

How did I do?

Circle a face for each line.

I can find the main idea of a text. ☹ 😐 ☺

I can explain key details that support it. ☹ 😐 ☺

I can write a short summary in my own words. ☹ 😐 ☺

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Answer sheet: Summarize It Short!

Task A

Answers will vary.

Task B

1. Then we planted tomato and carrot seeds and watered them every day. (paragraph 2) → Steady water helped plants grow.
2. We measured the stems each week and our teacher showed us how to read the chart for growth. (paragraph 2) → We tracked growth in a chart.
3. The tomato plants grew tall and made red fruit. (paragraph 3) → Tomatoes grew well in the sun.
4. The carrots grew long roots under the soil, and we picked a full basket to share. (paragraph 3) → We harvested food to share.

Task C

Answers will vary, e.g. causes: wrappers dropped at lunch - see paragraph 1; effects: kids trip on bottles - see paragraph 2; solutions: put lids on bins - see paragraph 3

Task D

1 down: SUMMARY
2 down: IDEA
3 down: DETAIL
4 across: EVIDENCE
5 down: TOPIC
6 across: PARAGRAPH
7 down: RETELL

Task E

Causes: Books left in piles - paragraph 1; Cart wheels stuck - paragraph 1
Effects: Cannot find books quickly - paragraph 2; Reading starts late - paragraph 2

Task F

1. It was nonfiction.
2. Yes, it helped a lot.

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