Name & Surname: _____ Class: _____ Date: _____

SHRINKING TEXTS

Keep the spine, drop the details

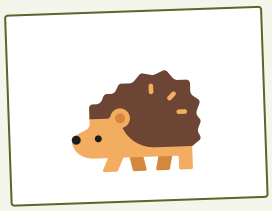
About 45 minutes Level ★★★☆☆



A CONTROLLED SHRINK

A summary keeps the spine and drops the examples. The **main idea** is the thread every sentence serves. **Key details** join together to support it across paragraphs.

- Skim first, then read each **topic sentence**.
- Fold examples into one bigger idea.
- Write one or two sentences in your own words. Check it is not too narrow or too broad.



TASK A

/2

Place steps A–D on the line to build a good summary.

A Read each topic sentence in turn | **B** Write one short sentence in own words

Step 1 Skim the text for the general feel

Step 2 ☐ _____

Step 3 Group details into one bigger idea

Step 4 ☐ _____

DID YOU KNOW?

Did you know? A **topic sentence** is often the first sentence in a paragraph.

CHALLENGE TIME!

Can you tell a partner the **main idea** of this page in ten words? No writing needed.

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ROOTS AND BRANCHES

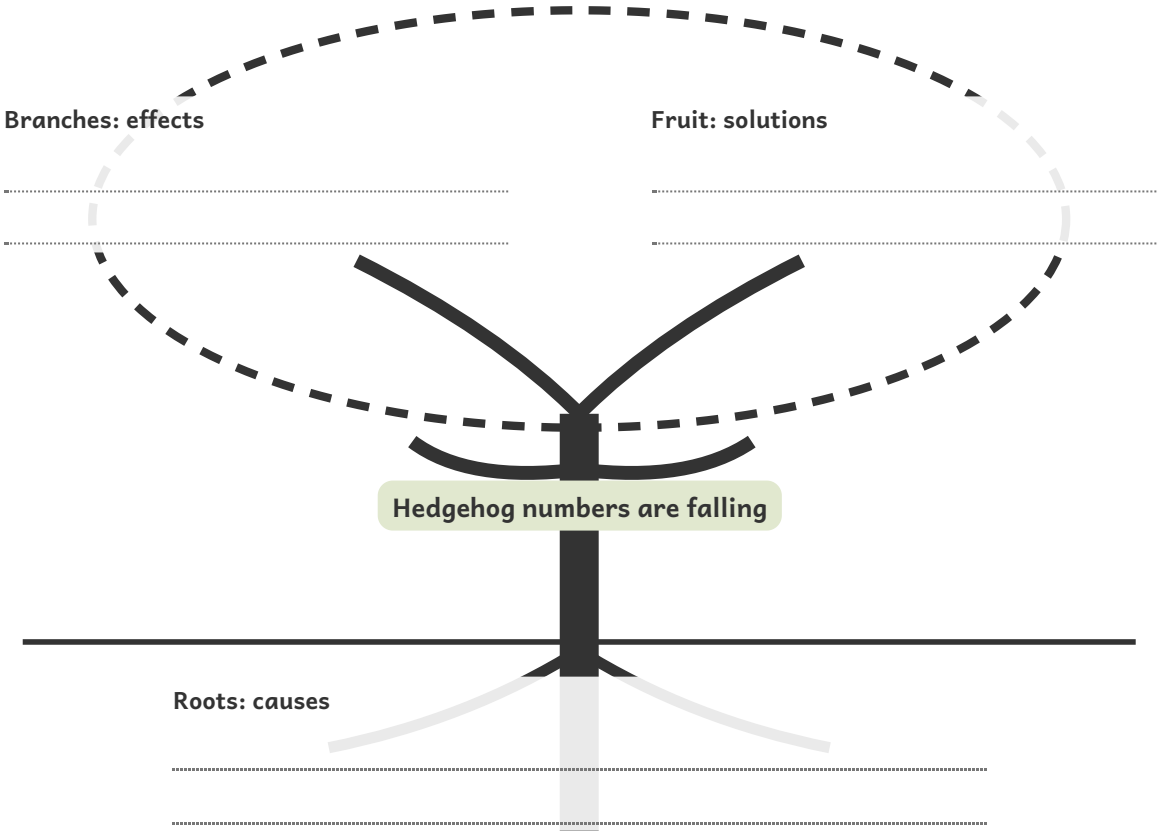
Sort causes, effects and fixes in a text.

HEDGEHOGS IN TROUBLE

1. Hedgehogs are in trouble in many gardens and parks. Their numbers are falling each year. They roam at night to find food and mates. The same thread runs through every part of this story: people have changed where hedgehogs live and feed.
2. Roads cut across the paths they use at night. Tall closed fences block the gaps they need to walk through. Some slug pellets poison the small creatures they eat. These are all examples of one bigger idea: human **obstacles**.
3. Help is now growing. Gardeners leave small gaps under fences called hedgehog **highways**. Councils cut grass less often and warn drivers near green spaces. Small actions in many gardens can join up into a safer network. When people share space, the fall in numbers may slow.

TASK B

Sort details from paragraphs 1–3 into the issue tree.



KEY WORDS

summary: short version that keeps main points

key detail: important fact that supports the idea

paragraph: group of sentences about one part

main idea: what the whole text is mostly about

topic sentence: often the first line in a paragraph that tells the point

solution: way to fix a problem

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TOO BIG, TOO SMALL

Test which summary is just right.

SCHOOL GARDEN

1. Our class started a small vegetable garden behind the classroom. We wanted fresh food for the school kitchen. Everyone had a job, from digging to watering and watching. A teacher helped us plan neat rows. We hoped to learn how food grows.
2. Problems soon slowed growth. Dry weather cracked the soil and weeds stole water. A broken gate let balls crash into the beds. These **troubles** were all linked: young plants could not get the calm, safe space they needed.
3. We fixed each trouble together as a **team**. We carried water in cans, pulled weeds after lunch and mended the gate with new hinges. By July we picked beans and tomatoes for soup. Working together turned failure into food. We wrote down what worked for next year.

TASK C

Rank the summaries of paragraphs 1-3 from best to weakest summary.

which summary of the garden text is best

✂ Cut out the cards.

Class garden had problems but teamwork grew food for the kitchen.	Children worked as a team to fix dry soil, weeds and a broken gate.	Dry soil, weeds and balls caused problems.
The class grew beans and tomatoes.	The class dug, watered and watched the plants.	The gate was broken.
Gardens are nice places.	Your own idea	Your own idea

▲ **Most important**

▼ **Least important**

Why did you put your top card at the top?

.....

.....

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KNOW WANT LEARNT

Record what you know and have learnt.

TASK D

Complete the chart to track ideas about summaries.

Think about: What is the difference between a main idea and a detail? · How do you join key details from two paragraphs?

K	W	L
What I know	What I want to know	What I learnt

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MAP AND CHECK

Explain a key word and check feelings.

TASK E

/4

Complete the map to show what a summary is.

Definition (in my own words)

Characteristics

summary

Examples

Hedgehog numbers are falling due to obstacles, but help is growing.

Non-examples

a copy of the first sentence

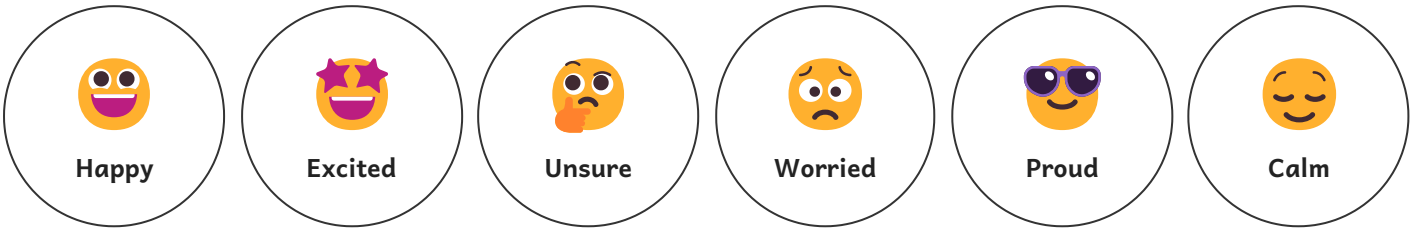
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SHRINKING TEXTS

TASK F

Circle the face that fits you and tell why about summaries.

How do you feel about writing a summary on your own?



Why do you feel like this?

.....

.....

HOW DID I DO?

Circle a face for each line.

I can find the main idea across paragraphs.

I can pick key details that support it.

I can write a short summary in my own words.

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Answer sheet: Shrinking Texts

Task A

A: Step 2 – Read each topic sentence in turn

B: Step 4 – Write one short sentence in own words

Task B

Answers will vary, e.g. causes: roads, closed fences and slug pellets; effects: blocked gaps and poisoned food; solutions: gaps under fences and less cutting

Task C

Answers will vary.

Task D

Answers will vary.

Task E

Definition: a short version that keeps the main points and drops the details

Characteristics: one or two sentences, uses your own words, covers more than one paragraph

Examples: Hedgehog numbers are falling due to obstacles, but help is growing.

Non-examples: a copy of the first sentence, a list of every example

Task F

Answers will vary.

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