



TargetFundamentals[®]

Essential Reading Skills

**Summarize/
Main Idea/Retell**

Skill 1

SKILL:

The student will retell a spoken message by summarizing.

INSTRUCTIONAL PREPARATION

Duplicate the following (one per student unless otherwise indicated):

- *I Have a Message For You: Partner 1* learning activity (one per student pair)
- *I Have a Message For You: Partner 2* learning activity (one per student pair)

RECALL

Before beginning the Review component, give the students time to think about the details of how they got to school today. Then have each student take turns telling a partner the details of how he or she got to school today. Next, select a volunteer to summarize to the class the message of how his or her partner got to school today. Repeat this with more volunteers. Then facilitate a discussion based on the following questions:

- What do you need to think about before retelling your partner's message? (*Appropriate responses are as follows: important details; the sequence of actions.*)
- What does it mean to summarize? (*An appropriate response is as follows: to use the fewest words to retell the main points of something.*)

Discuss the responses for accuracy.

REVIEW

1. Write the following on the classroom board: “Jeff rode down the hill. He lost control of his bicycle and crashed into Mr. Brown’s tree.” Read the sentences aloud. Tell the students to imagine that this is a message that someone has told them, and that they will need to summarize and retell the message to someone else. Ask the following questions:
 - What details would be important to include in the summary when retelling this message? (*An appropriate response is as follows: Jeff was on his bike, and he crashed into a tree.*)
 - Why are these details important to include? (*An appropriate response is as follows: because the main point of the message is that Jeff crashed his bike.*)
 - What information is not important to include? (*Appropriate responses are as follows: Jeff was riding downhill; he lost control of his bicycle; it was Mr. Brown’s tree that he crashed into.*)
 - Why is this information not important to include? (*An appropriate response is as follows: because none of this information is needed to understand the main point of the message.*)
 - How could this be retold as a summary? (*An appropriate response is as follows: Jeff crashed his bike into a tree.*)

Discuss the responses for accuracy. Use the responses to review with the students how to identify and use the main point of a spoken message to summarize and retell the message.

2. Have the students get in pairs. Distribute the *I Have a Message For You: Partner 1* and *I Have a Message For You: Partner 2* learning activities. Read aloud the directions on the learning activities as the students read them silently. Then have the pairs work to complete the learning activities. Circulate among the pairs during this activity and give assistance as needed.
3. When the pairs have completed their learning activities, have them join with another pair to form a four-person group. Have the pairs in each group take turns sharing the responses on their learning activities.
4. After the groups have finished this task, ask for a few volunteers to share their responses with the class. Discuss the responses for accuracy.

WRAP-UP

- To conclude this lesson, have the students respond in their journal or on a sheet of notebook paper to the following question:
 - How does a speaker summarize and retell a message that has been told to him or her?

Have volunteers share their responses, discussing each for accuracy. Use the responses to emphasize how a speaker can summarize and retell a spoken message.