

Summary of Narrative Text

Shared Writing

Lesson 2

Objectives

- Understand the summary genre
- Write the title and author of the text

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- “Addie’s Problem” by Melissa Mallory
- “Summary of a Narrative Text”
- “Summary of a Narrative Text Sample”

Review It

1. Review summary and narrative with students. Ask students: *What is a summary? Is it long or short?* Make gestures to illustrate length. Possible answer: *It is a short version of a book or article.* Tell students: *A summary of a story, or narrative text, tells the reader the author’s message and the most important details from the story.*

Identify It

Genre Chart

2. Point to **states the title and author** on the Genre Chart. In this lesson, we are going to learn more about a summary and take notes on the title and author of the article.

Six Traits Charts

3. Point to the **Idea** chart. Ask students: *Why is it important to include the title and author of a story in your writing?* Possible answer: *If you don’t give the title and author of the book, the reader would not know what story you are talking about.*

Teach It

4. Review the definition of **summary**: *a short version of a text, book, or movie. A summary of a story, or narrative text, tells the reader the author’s message and the most important details from the story.*
5. Tell students: *You may not know it, but you summarize every day. Maybe you went to a football game last night. The next day at school you tell your friends about the game because it was really exciting! Do you tell them every little thing that happened? Do you say something like this? “First, the team ran onto the field. Then, the cheerleaders ran over to the sidelines and the football players sat on the bench. I saw one player get a drink of water from the cooler. Then, the captains walked with the refs to the middle of the field for the coin toss” Do you tell your friends those parts of the game, or do you only tell them the most important details?* Possible answer: *No, you only tell them the most important details* (point to the Genre Chart).
6. Read the narrative following this lesson, ““Addie’s Problem” by Melissa Mallory.” Briefly discuss the topic of the story with students. Example: *Addie is a first grader who thinks she can’t learn to read.*
7. Define **title**: *The name of the book or story.* Ask students: *What is the name of the story we read?* Answer: *“Addie’s Problem.”* Show students the title of the story.

Summary of Narrative Text Genre Chart

- Has a **topic sentence** that **tells the author’s message**
- States the title and author
- Uses the most important details from **beginning, middle, and end**
- Uses complete sentences

8. Define **author**: *The name of the person who wrote the story.* Ask students: *What is the name of the author?* Answer: *Melissa Mallory.* Show students the author’s name on the book.
9. Tell students they will write the title and author of the story.

Model It

10. Distribute the “Summary of a Narrative Text” to students. Have them write their name in the space provided.
11. Model aloud as you sound out and write the title and author of the text. **For this portion, do not use phonetic spelling, but always take time to sound-out words together.** Example: “Addie’s Problem” by Melissa Mallory. Remind students that whenever we write the title of an article or a short story that is not a book, we need to use quotation marks.
12. Tell students: *This is not a complete sentence. We will complete the sentence in the next lesson.*

Share It

13. For this part of the lesson, you should reread the story. Tell students that we will read this story a couple of times so we can remember the most important parts.

Teacher Reflection

Name _____

Summary of a Narrative Text

Book Title, Author, and Author's Message

Detail 1

What happened first in the story?

1. _____

Detail 2

What happened second in the story?

2.

Detail 3

What happened last in the story?

3.

Blank writing area for the response to question 3.

Name _____

Summary of a Narrative Text Sample

Book Title, Author, and Author's Message

“Addie’s Problem”

by Melissa Mallory

Detail 1

What happened first in the story?

1.

Addie's Problem
by Melissa Mallory

Addie's face was tilted down as she stood at the front door. Today was her first day of first grade and she did not want to go.

"Addie," her mom said gently, "you will love first grade! This year you will learn how to read. You love listening to books during story time. Now you will be able to read your books all by yourself."

Addie looked at her mom, her eyes overflowing with tears. That's exactly what she was afraid of, learning to read. Every night, Addie sat with her mom in a big comfortable chair. Her mom read books about unicorns and fairy princesses, and Addie loved them all, but she just didn't understand how to read. Her mom tried teaching her the sounds of the letters and how to put those sounds together to make words, but that just confused Addie even more.

"Mommy," Addie whispered, "please don't make me go to school." She started to cry again.

Her mom sighed, hugged Addie tightly, and put her in the car. "I'm sorry, honey, but you have to go to school just like I have to go to work."

Once they arrived at school, Addie and her mom walked to her first grade classroom.

"Good morning!" exclaimed Mrs. Maves. "I'm so happy to see you!"

Addie nodded and sat down at her desk. She took a deep breath. Her teacher walked to the front of the room and taught the class the alphabet song. Addie nervously sang along with the rest of the class. After recess, Addie felt a lot better until Mrs. Maves handed out a small paper book to each student.

Addie's face felt hot and tears started to form in her eyes. Mrs. Maves walked over to Addie and knelt down next to her desk.

"What's wrong, Addie?" asked Mrs. Maves.

"I can't read. I'm dumb," she said and started to cry.

Mrs. Maves put her arm around Addie's shoulders and said, "No, you're not! Don't ever say bad things about yourself. Sometimes it takes a little while to learn how to do something, but that doesn't mean you can't do it.

Mrs. Maves lowered her voice and whispered, "Do you want to know a secret? I wasn't a good reader until I reached third grade and I thought I wasn't smart. But now I'm a SUPER reader! I read one huge book every week. If you work hard, you can do anything you put your mind to."

Addie smiled as Mrs. Maves read with her. *Maybe all I need to do is practice every day*, she thought. And that's just what Addie did. At school, Addie tried really hard to remember her letters and sounds. Every night after dinner she practiced reading her little paper books at home with her mom. When her mom tried to help her, Addie said, "No, I have to do this on my own."

One day Addie asked her teacher, "Mrs. Maves? May I show you something?"

"Sure, Addie," Mrs. Maves smiled.

So, Addie opened her backpack and took out her small paper book. Gently turning the page, Addie started to read. Mrs. Maves' smile grew bigger and bigger. When Addie finished, she looked up at her wonderful teacher who was grinning from ear to ear.

"Who's a super reader?" asked Mrs. Maves.

"I AM A SUPER READER!" shouted Addie happily. Addie looked at Mrs. Maves and thought to herself, *All I needed to do was practice, and now I am a super reader!*

Summary of Narrative Text

Shared Writing

Lesson 3

Objectives

- Understand the author's message is what the author wants the reader to learn
- Identify the author's message and write it in your own words

Materials

- Summary of Narrative Text Genre Chart
- Summary of Narrative Text Rubric
- "Addie's Problem" by Melissa Mallory
- "Teacher's Key: Finding the Author's Message"
- "Summary of a Narrative Text"
- "Summary of a Narrative Text Sample"

Review It

1. Review the narrative genre with students. Ask students: *What is the purpose of a story, or narrative text?* Possible answer: *A story, or narrative, tells the reader about an event or a series of connected events. Stories entertain readers.*

Genre Chart

2. Point to **tells the author's message** on the Genre Chart. In this lesson, we will find the author's message from a short story.

Six Traits Charts

3. Point to the **Idea** chart. Tell students: *When you summarize a story, it is important to tell the reader the author's message from the text.*

Teach It

4. Explain to students that every story has a message, something that the author wants us to learn. Our job as readers is to discover what that message is.
5. Define **author's message**: *what the author wants you to learn from the story.* The author's message is what the author is trying to tell you. It might be a lesson that the reader learns while reading.
6. Tell students: *As I read the story, think of what the author's message is.* Place the story in front of the class. Reread the story and track the words as you read.
7. Model your thought process as you ask questions about the author's message. Example: *What is the topic of the story? It is about Addie learning how to read. What does the author want us to know about learning how to do something? Is the author trying to teach us a lesson about life?*
8. Briefly retell the story to the class. Have students think about what the reader should learn from the short story. Example: *At first, Addie was scared of going to first grade. Addie didn't think she could learn to read. She saw her mom reading big books and thought she would never be able to read. But then Addie started learning how to read and she was so proud. She wondered why she was so scared to learn to read. Let's see, in life, sometimes we are scared to do things, but if we never try them we may miss out on something we are really good at. She was afraid, but she overcame her fears, worked hard, and learned to read.*

Summary of Narrative Text Genre Chart

- Has a **topic sentence** that tells the author's message
- States the title and author
- Uses the most important details from **beginning, middle, and end**
- Uses **complete sentences**

9. Brainstorm ideas for the author’s message with students. Ask students if they heard the author’s message in the story. Underline the author’s message in the story. Use the Teacher’s Key: Finding the Author’s Message” as a reference. Tell students: *Sometimes the author’s message is written in the story, and sometimes it isn’t.* Author’s message: *“If you work hard, you can do anything you put your mind to.”*

Model It

10. Have students take out their “Summary of a Narrative Text.” Place yours in front of the class. Show students where to write the author’s message on the outline.
11. Tell students: *Now that we know the author’s message, we need to write it in our own words.* Decide as a class on the sentence and then **take time to sound-out words together. Phonetic spelling is ok, but be sure to spell the No Excuse Words correctly.** Example sentence: *...tells us that you can do anything, as long as you work really hard.*

Share It

12. Review the “Summary of Narrative Text Rubric” with students. Point to **tells the author’s message**. Choral read the author’s message a few times with students. Ask students: *Does our sentence have the author’s message?* Possible answer: *Yes, it tells the author’s message.*

Teacher Reflection

Teacher’s Key: Finding the Author’s Message

Addie’s Problem
by Melissa Mallory

Addie’s face was tilted down as she stood at the front door. Today was her first day of first grade and she did not want to go.

“Addie,” her mom said gently, “you will love first grade! This year you will learn how to read. You love listening to books during story time. Now you will be able to read your books all by yourself.”

Addie looked at her mom, her eyes overflowing with tears. That’s exactly what she was afraid of, learning to read. Every night, Addie sat with her mom in a big comfortable chair. Her mom read books about unicorns and fairy princesses, and Addie loved them all, but she just didn’t understand how to read. Her mom tried teaching her the sounds of the letters and how to put those sounds together to make words, but that just confused Addie even more.

“Mommy,” Addie whispered, “please don’t make me go to school.” She started to cry again.

Her mom sighed, hugged Addie tightly, and put her in the car. “I’m sorry, honey, but you have to go to school just like I have to go to work.”

Once they arrived at school, Addie and her mom walked to her first grade classroom.

“Good morning!” exclaimed Mrs. Maves. “I’m so happy to see you.”

Addie nodded and sat down at her desk. She took a deep breath. Her teacher walked to the front of the room and taught the class the alphabet song. Addie nervously sang along with the rest of the class. After recess, Addie felt a lot better until Mrs. Maves handed out a small paper book to each student.

Addie’s face felt hot and tears started to form in her eyes. Mrs. Maves walked over to Addie and knelt down next to her desk.

“What’s wrong, Addie?” asked Mrs. Maves.

“I can’t read. I’m dumb,” she said and started to cry.

Mrs. Maves put her arm around Addie’s shoulders and said, “No, you’re not! Don’t ever say bad things about yourself. Sometimes it takes a little while to learn how to do something, but that doesn’t mean you can’t do it.

Mrs. Maves lowered her voice and whispered, “Do you want to know a secret? I wasn’t a good reader until I reached third grade and I thought I wasn’t smart. But now I’m a SUPER reader! I read one huge book every week. **If you work hard, you can do anything you put your mind to.**”

Addie smiled as Mrs. Maves read with her. *Maybe all I need to do is practice every day*, she thought. And that’s just what Addie did. At school, Addie tried really hard to remember her letters and sounds. Every night after dinner she practiced reading her little paper books at home with her mom. When her mom tried to help her, Addie said, “No, I have to do this on my own.”

One day Addie asked her teacher, “Mrs. Maves? May I show you something?”

“Sure Addie,” Mrs. Maves smiled.

So, Addie opened her backpack and took out her small paper book. Gently turning the page, Addie started to read. Mrs. Maves’ smile grew bigger and bigger. When Addie finished, she looked up at her wonderful teacher who was grinning from ear to ear.

“Who’s a super reader?” asked Mrs. Maves.

“I AM A SUPER READER!” shouted Addie happily. Addie looked at Mrs. Maves and thought to herself, *all I needed to do was practice, and now I am a super reader!*

Author’s message is underlined.

Name _____

Summary of a Narrative Text Sample

Book Title, Author, and Author's Message

“Addie’s Problem”

by Melissa Mallory

tells us that you can

do anything as long

as you work really

hard.

Detail 1

What happened first in the story?

1.