Somebody Wanted But So
Reading and Learning Strategy
During and After Reading Strategy

Somebody Wanted But So

Purpose of the ‘Somebody Wanted But So’ strategy:

The Somebody-Wanted-But-So strategy (MacOn, Bewell & Vogt, 1991, Beers, 2003) is used during or after reading. It provides a framework to use when summarising the action of a story or historical event by identifying key elements. The strategy also helps students identify the main ideas, recognise cause and effect relationships, make generalisations, identify differences between characters and look at various points of view. It is more often used with narrative text but can also be used with expository text. For example SWBS can be used to summarise the goal/motivation, conflict, event or barrier of a historic or contemporary character or group of people.

Explicitly teaching ‘Somebody Wanted But So’:

Step 1

Model the ‘Somebody Wanted But So’ strategy by reading a selection of text aloud or retelling an event – this could be a story, film or real life event. Complete the SWBS four column chart: Somebody (character/figure), Wanted (goal/motivation), But (conflict), So/So then (resolution/outcome). Point out that there can be more than one ‘Somebody Wanted But So’ in a text selection/chapter and show how a second SWBS statement can be generated, if applicable.

Step 2

Read aloud a second text selection or retell an event. Ask students to identify the Somebody from the event. Write down the name of the person in the first column. Explain that the Wanted represents the plot or motivation of the person/people and complete the second column. Explain that the But is the conflict or challenge the person/people faced and record the student responses in the third column. Finally, explain that the So column is to record the outcome or resolution and complete this column. Then read aloud the summary statement.

Step 3

Assign another selection of text or retell an event and in pairs/groups students complete a SWBS chart. Share SWBS statements in small groups and discuss the similarities and differences in the statements, as well as evidence in the text used to support each statement. Continue to guide students until they can use the strategy independently.

* Students’ summarising skills can be further developed by using other NBSS strategy resources e.g. Get the Gist, Summarising Maps, 5-4-3-2-1, Exit Slips.
## Somebody Wanted But So

### Examples

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted</th>
<th>But</th>
<th>So/So Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Frank</td>
<td>To hide from the Nazis</td>
<td>An informer turned her and her family in</td>
<td>She died in Auschwitz concentration camp.</td>
</tr>
<tr>
<td>Juliet</td>
<td>Wanted to marry Romeo.</td>
<td>Romeo was a Montague, an enemy to her family</td>
<td>She and Romeo had Friar Laurence marry them in secret without their families’ knowledge.</td>
</tr>
<tr>
<td>Juliet Father (Lord Capulet)</td>
<td>Wanted Juliet to be happy</td>
<td>But he did not know she was in love with Romeo</td>
<td>So he arranged for her to marry Paris.</td>
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<tr>
<td>Martin Luther</td>
<td>Wanted to reform the catholic church and he collected a list of 95 different points of doctrine where he felt that the Church was incorrect</td>
<td>The church didn’t agree with Luther</td>
<td>The Pope demanded Luther recant or take back his teaching but he refused and was excommunicated.</td>
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### Somebody Wanted But So

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted</th>
<th>But</th>
<th>So</th>
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Somebody Wanted But So then

<table>
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<th>Somebody</th>
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<th>Wanted</th>
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<tr>
<th>So then</th>
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</table>
1. How many conflicts are evident in this chapter? Identify the conflicts and complete the SWBS chart for each one.

<table>
<thead>
<tr>
<th>Somebody (character/person/people)</th>
<th>Wanted (goal/motivation)</th>
<th>But (conflict/challenge)</th>
<th>So (resolution/outcome)</th>
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Somebody Wanted But So
**Somebody Wanted But So Then**

1. Decide who the **somebody** is
   
   [characters/person/people]

2. **What** did that somebody want?
   
   [events of the plot, main idea, details]

3. **But** what happened?
   
   [examine the conflict]

4. **So**, finally how did everything work out?
   
   [solution/outcome/result]

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<th>So</th>
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**Then what happened?**
<table>
<thead>
<tr>
<th><strong>SOMEBODY</strong></th>
<th>Who is the main character/person?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WANTED</strong></td>
<td>What did the character/person want?</td>
</tr>
<tr>
<td><strong>BUT</strong></td>
<td>What was the problem?</td>
</tr>
<tr>
<td><strong>SO</strong></td>
<td>How did the character/person try to solve the problem?</td>
</tr>
<tr>
<td><strong>THEN</strong></td>
<td>What was the resolution/outcome?</td>
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Somebody Wanted But So Then Finally

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Somebody Wanted But So Then Finally

Somebody

Wanted

But

So

Then

Finally
National Behaviour Support Service (NBSS)
Navan Education Centre
Athlumney
Navan
Co. Meath

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