Purpose of using summarising maps and organisers:

Effective summarising leads to an increase in student learning. Summarising requires students to focus on the main ideas of a text and to decide what is important without omitting key ideas. The goal of summarisation is to capture the essence of the text clearly and concisely. Using summarising maps, mind maps and other graphic organisers helps students learn the skill of summarising. Maps/organisers help students represent information visually in a clear, logical manner, it helps them organise the key ideas as well as aiding the recall of information.

Explicitly teaching summarising maps and organisers:

Step 1
Explain the purpose and benefits of using map/organisers. Tell students that using a visual organiser can aid in retention, comprehension and recall of information to be learned.

Step 2
Introduce a specific organiser by describing its purpose (e.g. mind map – for summing up a topic and its form (e.g. center circle with coloured lines extending from it with pictures and symbols).

Step 3
Explain and model how to use the organiser with general information first. For example My Hobbies. Then with subject specific information.

Step 4
Have the students complete the map or organiser as a whole class with general information before using the organiser for subject specific information.

Step 5
Have students in pairs create or adapt their own organisers to summarise the main ideas in a lesson or topic.

Step 6
Provide opportunities for students to use various organisers to summarise lesson content. Organisers can also be completed for homework.

* Students’ summarising skills can be further developed by using other NBSS strategy resources e.g Somebody Wanted But So, Get the Gist, 5-4-3-2-1, Exit Slips.
What did you learn today? Complete the 5Ws and 1H organiser and see can you pick out the main ideas of the topic.

**Where did it happen?**

**When did it happen?**

**Who was involved in the events?**

**How did it happen?**

**Why did it happen?**

**What happened?**
### What's the Big Idea?

<table>
<thead>
<tr>
<th>'Interesting' Information</th>
<th>'Important' Information</th>
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**Big Ideas from this piece of the text:**

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### Predict and Summarise

1. **Before you begin reading**, use the clues of the text features listed in the first column to predict what you will learn. Based on these clues summarise what you predict you will learn from your reading.

2. **As you read**, as well as after you read, identify and note down what you’ve learned. Then summarise or write the gist of what you’ve learned.

3. **After reading** see how many of your predictions were correct and what text features helped you the most.

<table>
<thead>
<tr>
<th>(1) What I think or predict I will learn about based on the text features.</th>
<th>(2) After I read I learned...</th>
<th>(3) Check for confirmation of your predications. What helped?</th>
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<tbody>
<tr>
<td>Page/s:</td>
<td>Topic:</td>
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<tr>
<td>Title/Heading:</td>
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<td>Subheadings:</td>
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<td>Bold:</td>
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<tr>
<td>Italics:</td>
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<tr>
<td>Charts/Diagrams:</td>
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<tr>
<td>Pictures:</td>
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**In summary, from the above text feature clues I predict that...**

**In summary I learned...**
### Q Chart Summary (A)

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>2.</td>
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<tr>
<td>Skim through the chapter and write down key words and phrases (Hint: some of these words might be highlighted, bolded, italicized)</td>
<td>As you read each paragraph or section write a definition of the key word or phrase.</td>
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</table>
### Q Chart Summary (B)

<table>
<thead>
<tr>
<th>3. Turn the headings and subheadings in your textbook into questions in this column.</th>
<th>4. As you read write notes in this column that help you answer the questions you have asked.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Retell or summarise what you have read.</td>
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</tbody>
</table>
After reading or listening think of words you can use to summarise what you learned. Follow the directions on each line below to complete your summary.

__ __

One word to describe the topic

__ __ __

Two words to describe subheadings of the topic

__ __ __ __

Three words to describe what you already knew about the topic

__ __ __ __ __

Four words to describe what you learned

__ __ __ __ __ __

Five words to describe other knowledge that connects or links to this new knowledge/information

One sentence that summarises the most important information.
Read the entire selection (section/page.). Then reread and highlight main ideas, keywords or phrases. Then write a summary in 66 words. Use one word in each square. You must use complete sentences.
Summary Frames

Although I already knew that ___________________________ I learned some new information about ___________________________.

I learned that ________________________________________.

I also discovered that ____________________________________.

Another fact I learned ____________________________________.

However, the most important thing I learned was ___________________________.

I found ________________________________________ interesting for several reasons.

I discovered that ________________________________________.

I also learned that ________________________________________ and that ________________________________________.

Finally, I ____________________________________________.

As you can see ________________________________________.
Summary Burger

Main Idea/topic:

Detail:

Detail:

Detail:

Closing sentence:
Main Idea/topic: The top bun stands for the topic sentence. The topic sentence should be general with no details. It should tell your reader the main idea of your paragraph.

Detail: The meat, cheese and toppings stand for your supporting details. These details should support your main idea and should be in a clear, logical order.

Detail:
...more details to support your main idea

Detail:
...more details to support your main idea

Closing sentence: The bottom bun stands for your concluding sentence of your paragraph. This is the sentence that wraps your paragraph together but does not introduce any new ideas. Sometimes this sentence is a restatement of your main idea.
Word Wall Summary

Write a summary of what you have read using as many main idea words /phrases as you can from the word wall below.

Topic:

My main ideas summary:
Use pictures and/or words to create a summary of the main ideas.
Use the organisers to show how two items/things are alike and how they are different.

A.  

How they are alike?

B.  

How are they different?
Sequence Summary

Use pictures and/or words to create a summary of the main ideas.
Your Headline/Heading Here

Summary picture here

Write a 20/30 word summary of today’s topic/lesson.
Main Ideas from Today’s Lesson

Topic:

Textbook Pages:

Important Idea 1:

Important Idea 2:

Important Idea 3:

Important Idea 4:

Linked information

Linked information
# Topic Summary

Create a summary of today’s lesson by answering as many questions as you can in the boxes below.

<table>
<thead>
<tr>
<th>Who?</th>
<th></th>
<th>Topic:</th>
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<tbody>
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<th>What?</th>
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<table>
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<tr>
<th>When?</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Where?</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Summary of Main Ideas

Topic:

What? (main idea/problem)

Where?

Why? (Why is there a problem?)

When?

Outcomes

Key events
5Ws + 1H

What did you learn today? Complete the 5Ws and 1H organiser and see can you pick out the main ideas of the topic. Add important detail to each point.

**WHO?**

**WHAT?**

**WHEN?**

**WHERE?**

**WHY?**

**HOW?**

**TITLE:**
The 5Ws of the Topic

What did you learn about the topic? Complete the 5Ws flower organiser and see can you pick out the main ideas of the topic. Then fill in some important details relating to each point in the petals.

Two sentence summary:
# Story/Chapter Summary

<table>
<thead>
<tr>
<th><strong>WHO?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the main characters and what are they like?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHAT?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the story about?</td>
<td>What is the problem and how is it sorted?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WHEN?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>When does the story take place?</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>WHERE?</strong></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Where does the story take place?</td>
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<thead>
<tr>
<th><strong>WHY?</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is there a problem?</td>
<td></td>
</tr>
</tbody>
</table>
Main Points of Topic
Sequence of Key Events or Steps
Chain of Events Summary

Draw pictures in the boxes below to create a summary of the main events. Then write a summary based on your pictures.

First:
Second:
Third:
Outcome:

Explanation of each event:
Chain of Events Summary

First...

Then...

Then...

Then...

And finally…
Main Idea and Supporting Detail
Key Ideas Web
Compare and contrast Summary
Main Ideas Web
Fishbone Summary

Who

What

Where

When

How

Why
Cause and Effect Summary

<table>
<thead>
<tr>
<th>Cause</th>
</tr>
</thead>
</table>

Topic:

Effect
Summary Bookmarks (front)

Copy, back and laminate the bookmarks below.

**Sum It Up**

1. Preview the text by looking at headings, subheading, pictures, etc. Then read the selection carefully.

2. **Highlight** VIPs (very important points).

3. Create an A + B + C topic sentence.

   - **A** = identify the title or main heading
   - **B** = select a strong verb (do not use is or was)
   - **C** = finish your thought with the big idea.

   The Italian Renaissance produced many great artists and sculptors.

4. Now add on your VIPs. Be sure to write them as complete sentences.

**Get the Gist**

1. Preview the text by looking at headings, subheading, pictures, etc.

2. Then read the selection carefully.

3. **Highlight** the who, what, when, where, why and how of the text.

4. Write a 20 word ‘gist’ summary using the information you have highlighted.
**Sum It Up**

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3. Create an A+ B + C topic sentence.
   - A=Identify the title or main heading
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Navan Education Centre
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