

Summarising Maps & Organisers

Reading and Learning Strategy

After Reading Strategy



Summarising Maps and Organisers

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.

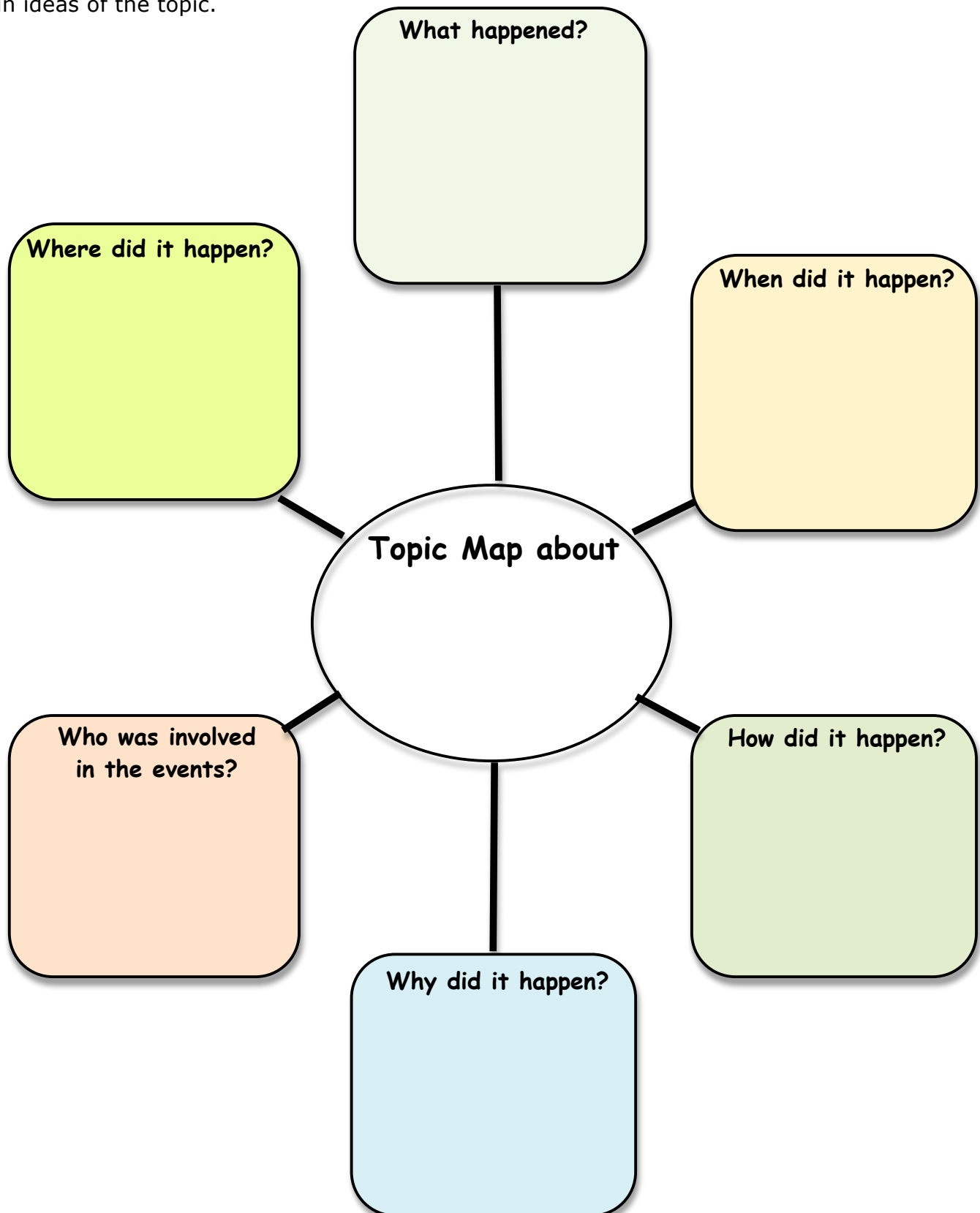
Step 6

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.*

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.



What's the Big Idea?

<p>'Interesting' Information</p>	<p>'Important' Information</p>
<p>Big Ideas from this piece of the text:</p>	

What's the Big Idea?

Key Topic

is about...

Main Ideas:

Essential Details

Big Idea Summary Sentence/s

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 predications were correct and what text features helped you the most.

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

Q chart Summary (A)

1. Skim through the chapter and write down key words and phrases (Hint: some of these words might be highlighted, bolded, italicized)	2. As you read each paragraph or section write a definition of the key word or phrase.

Q chart Summary (B)

3. Turn the headings and subheadings in your textbook into questions in this column.	4. As you read write notes in this column that help you answer the questions you have asked.
3. Retell or summarise what you have read.	

Summary PYRAMID

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

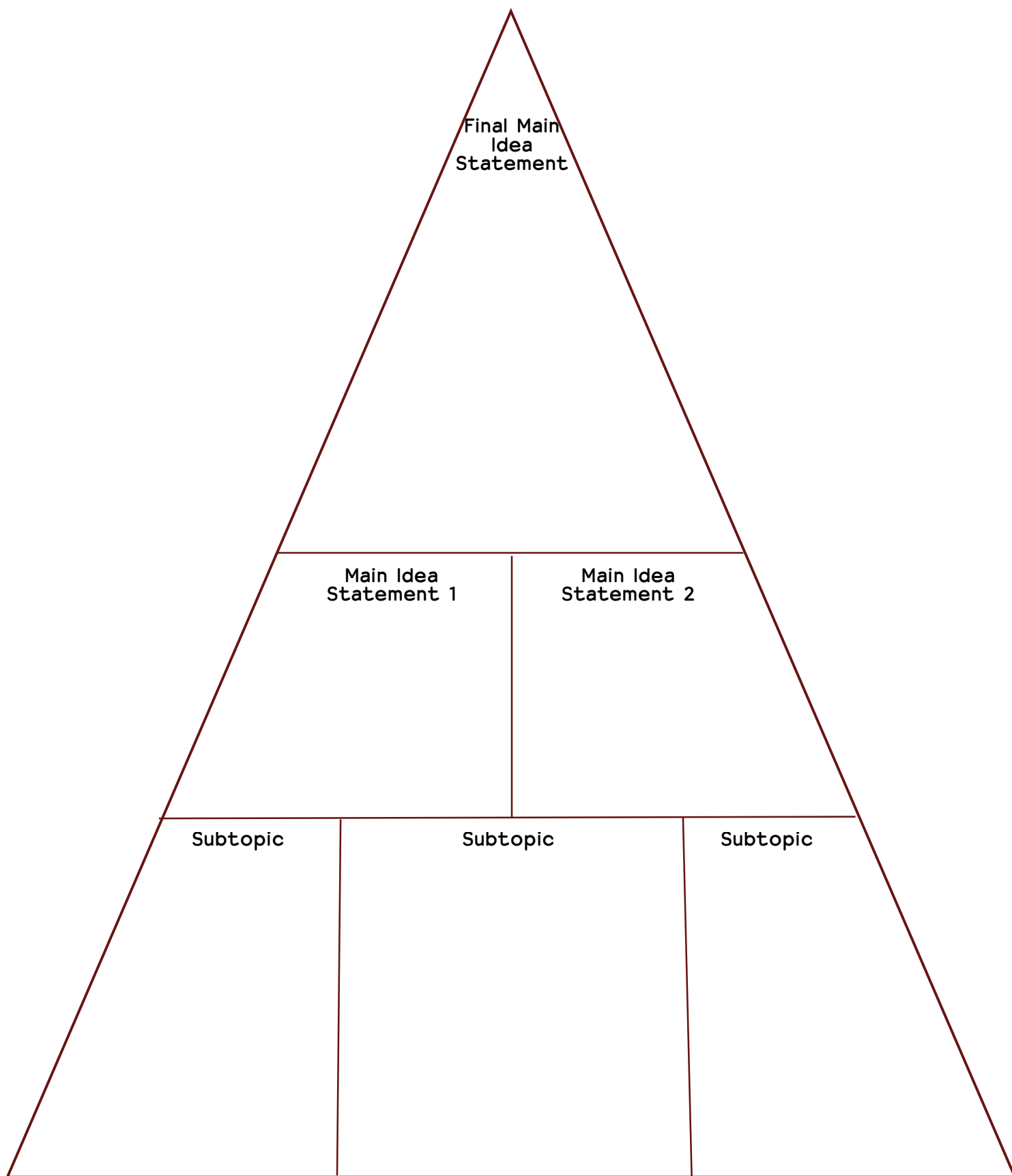
Three words to describe what you already knew about the topic

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.

Main Idea PYRAMID



66 Word Summary

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:

Summary Burger



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:

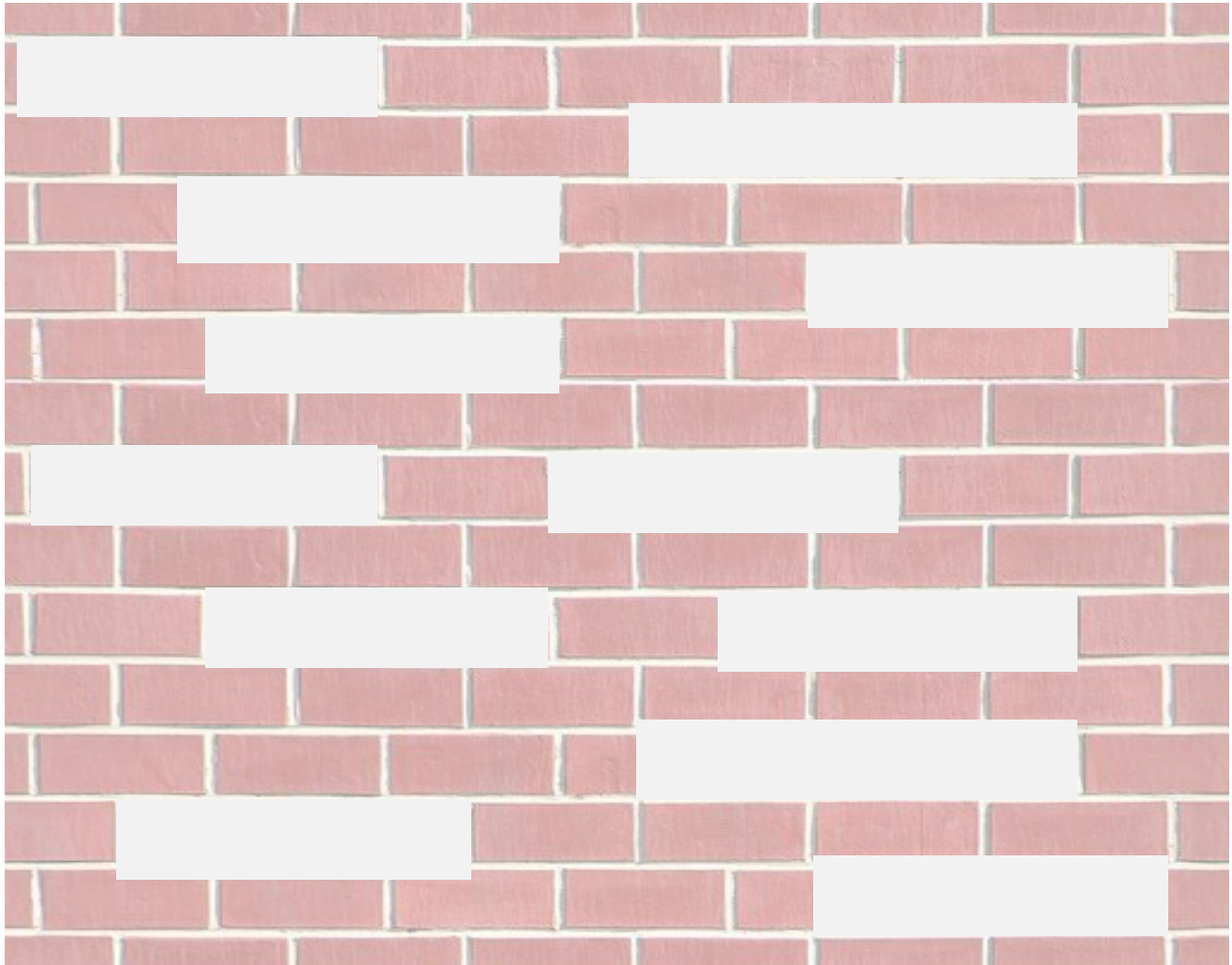
...more details to support your main idea

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:

Storyboard Summary

Use pictures and/or words to create a summary of the main ideas.



A rectangular storyboard panel with a light gray border. It features a large white square area for drawing or writing. Below this area, there are two horizontal lines for additional notes or labels.



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Compare and contrast

Use the organiser to show how two items/things are alike and how they are different.

A.	B.
How they are alike?	
How are they different?	

Sequence Summary

Use pictures and/or words to create a summary of the main ideas.

The image shows a template for a 'Sequence Summary'. It consists of two vertical film strips, each with three frames. Red curved arrows indicate a sequence flow: one arrow on the left strip points from the top frame to the middle frame, another from the middle to the bottom frame, and a third at the bottom points from the left strip to the right strip. A fourth arrow at the top points from the right strip back to the left strip, completing a cycle. The frames are empty, intended for students to draw pictures or write words to summarize main ideas.

The DAILY GIST

GETTING TO THE HEART OF THE MATTER

- SINCE 1882 -

YOUR HEADLINE/HEADING HERE

Summary picture here



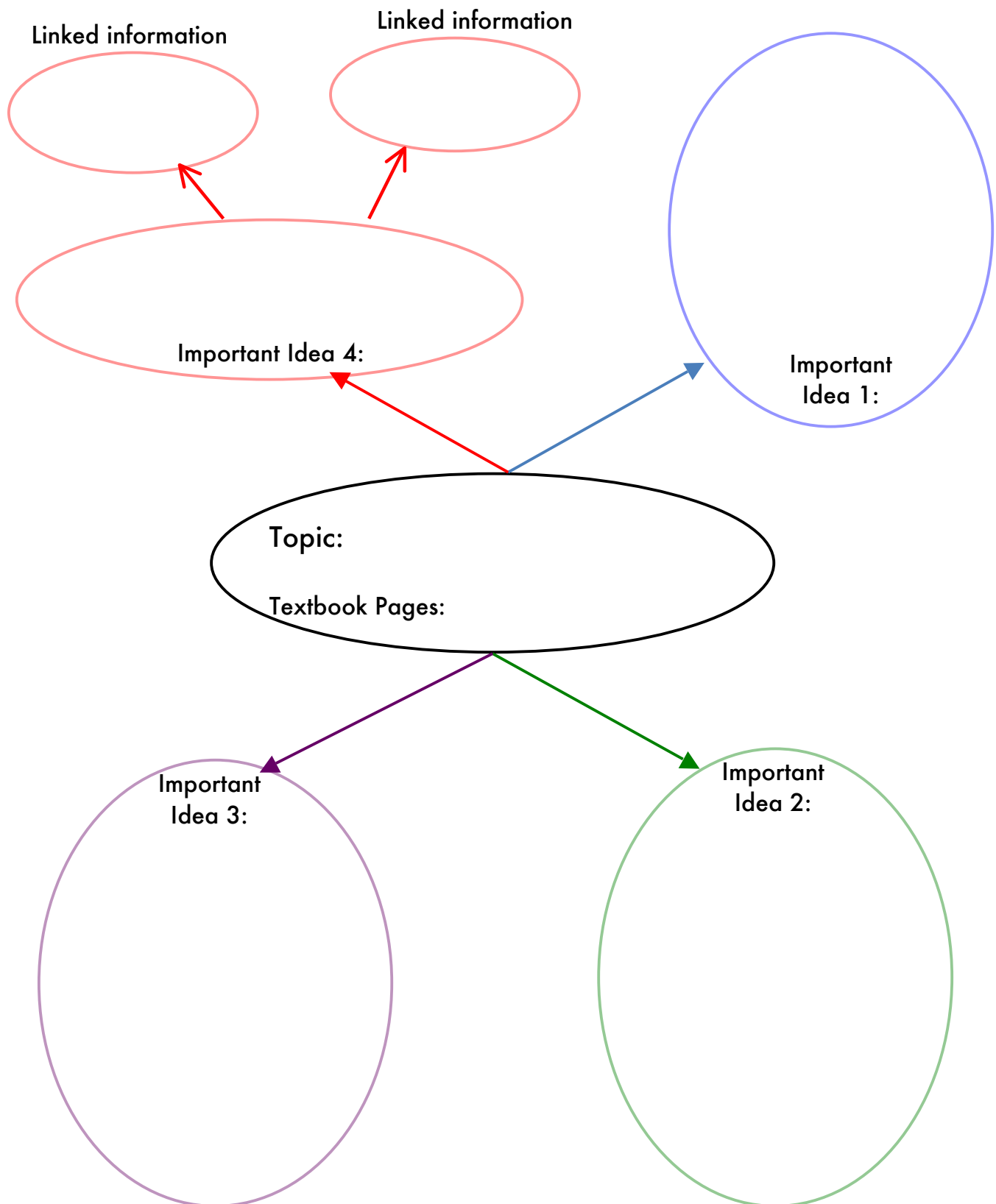
Write a 20/30 word summary of today's topic/lesson.

The DAILY GIST

GETTING TO THE HEART OF THE MATTER

- SINCE 1882 -

Main Ideas from Today's Lesson



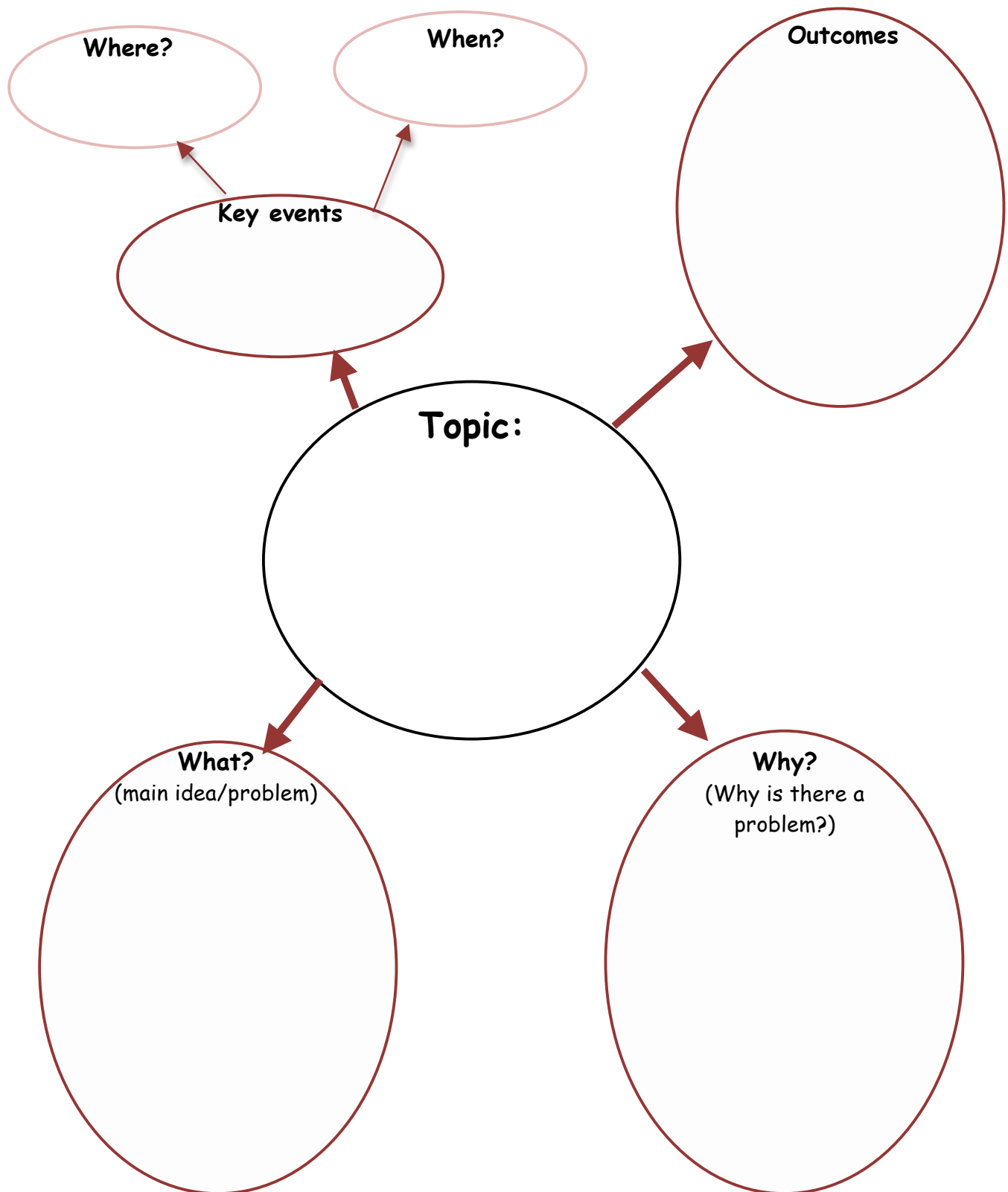
Topic Summary

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

Topic:

Who? 	
What? 	
When? 	
Where? 	
Why? 	
How? 	

Summary of Main Ideas



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.

The diagram is a 5Ws + 1H organiser. It consists of a central rectangular box labeled 'TITLE:'. Six lines radiate from this central box to six surrounding rectangular boxes. The boxes are arranged in two rows of three. The top row boxes are labeled 'WHO?', 'WHAT?', and 'WHEN?'. The bottom row boxes are labeled 'WHERE?', 'WHY?', and 'HOW?'. Each of these six boxes has a folded corner at the bottom right, giving it the appearance of a sticky note.

WHO?

WHAT?

WHEN?

TITLE:

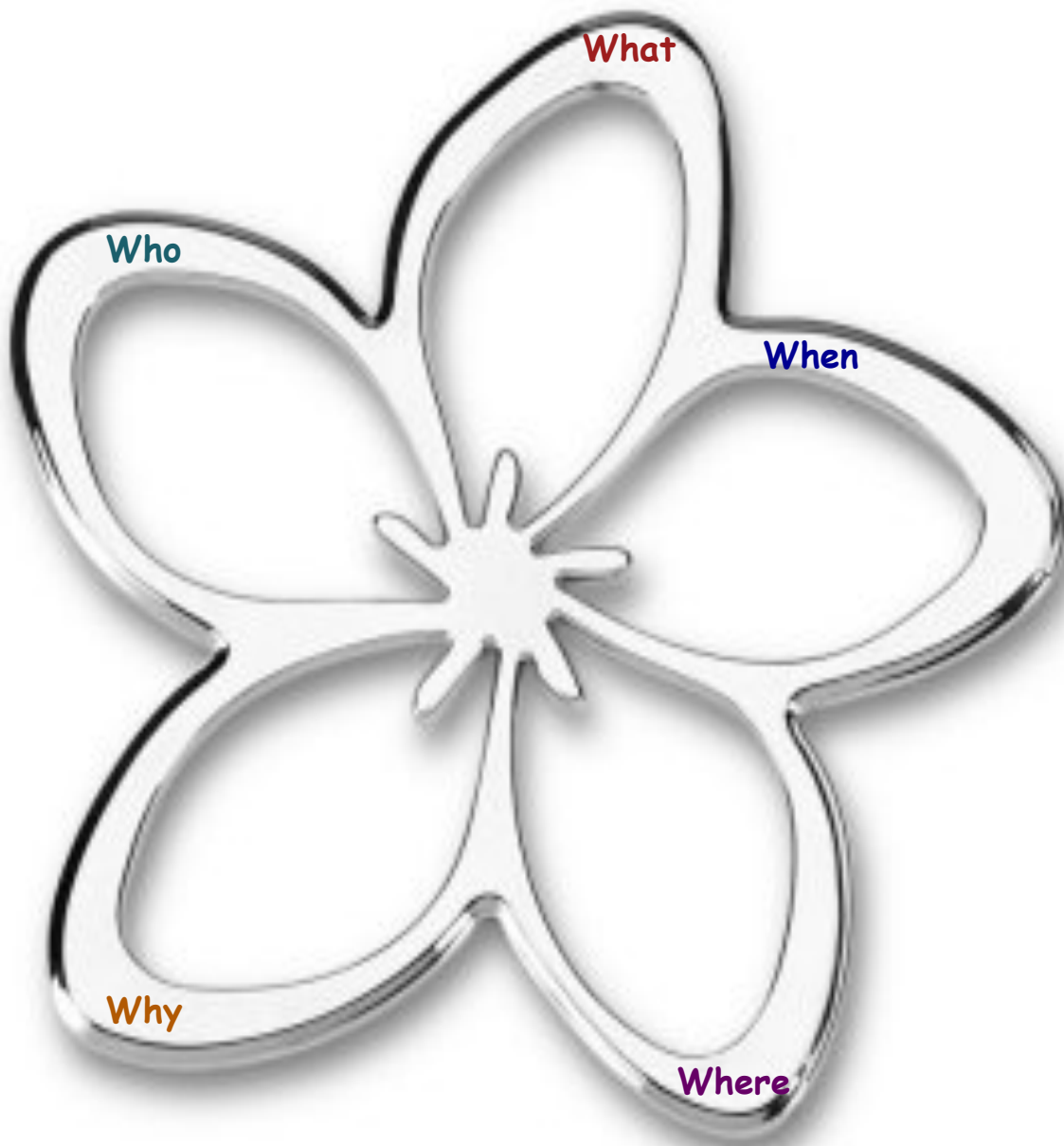
WHERE?

WHY?

HOW?

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



WHO?

Who are the main characters and what are they like?



WHAT?

What is the story about?

What is the problem and how is it sorted?



WHEN?

When does the story take place?



WHERE?

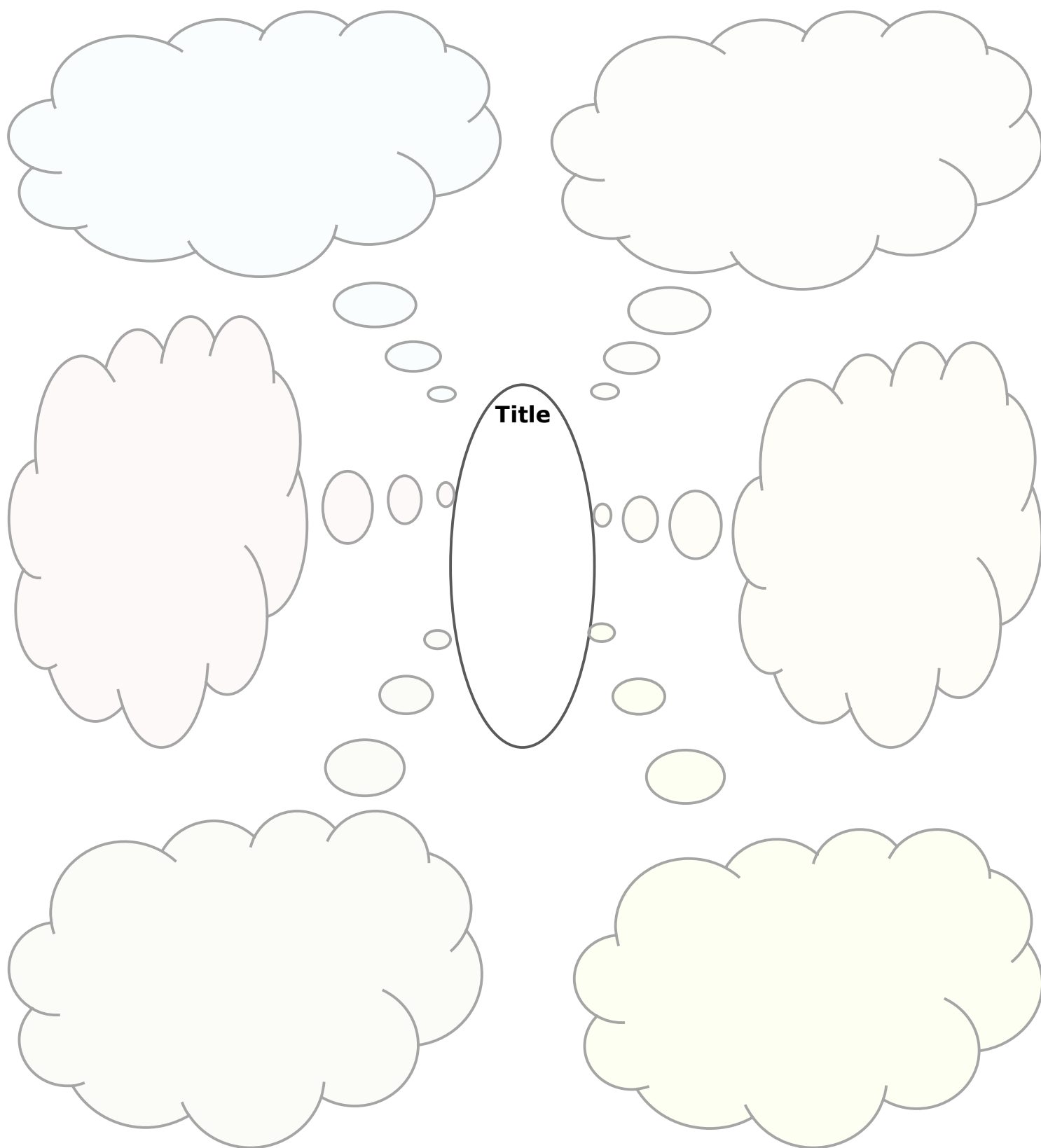
Where does the story take place?



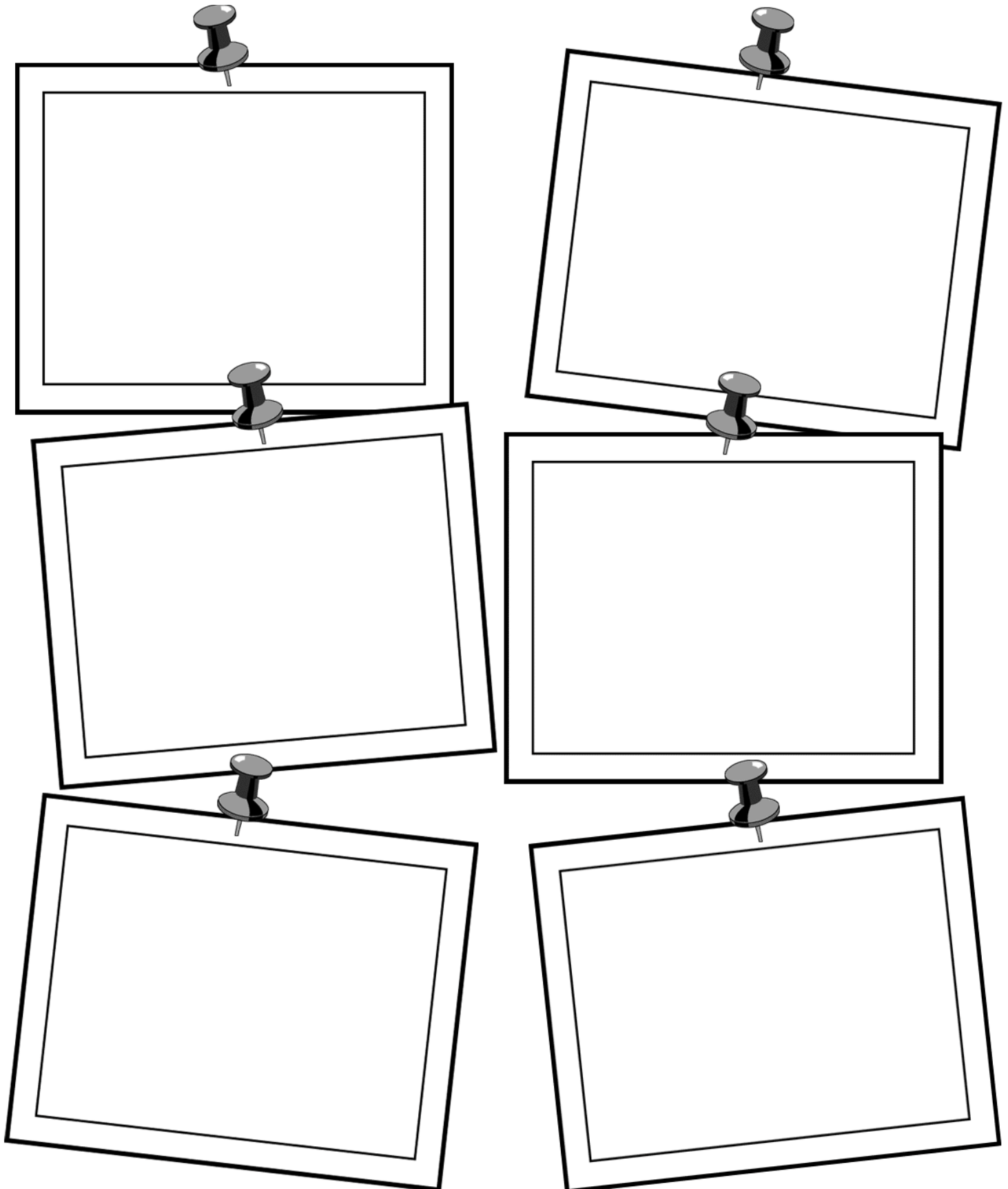
WHY?

Why is there a problem?

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:

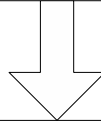
Third:

Outcome:

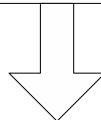
Explanation of each event:

Chain of Events Summary

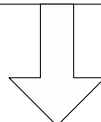
First...



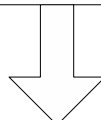
Then...



Then...



Then...



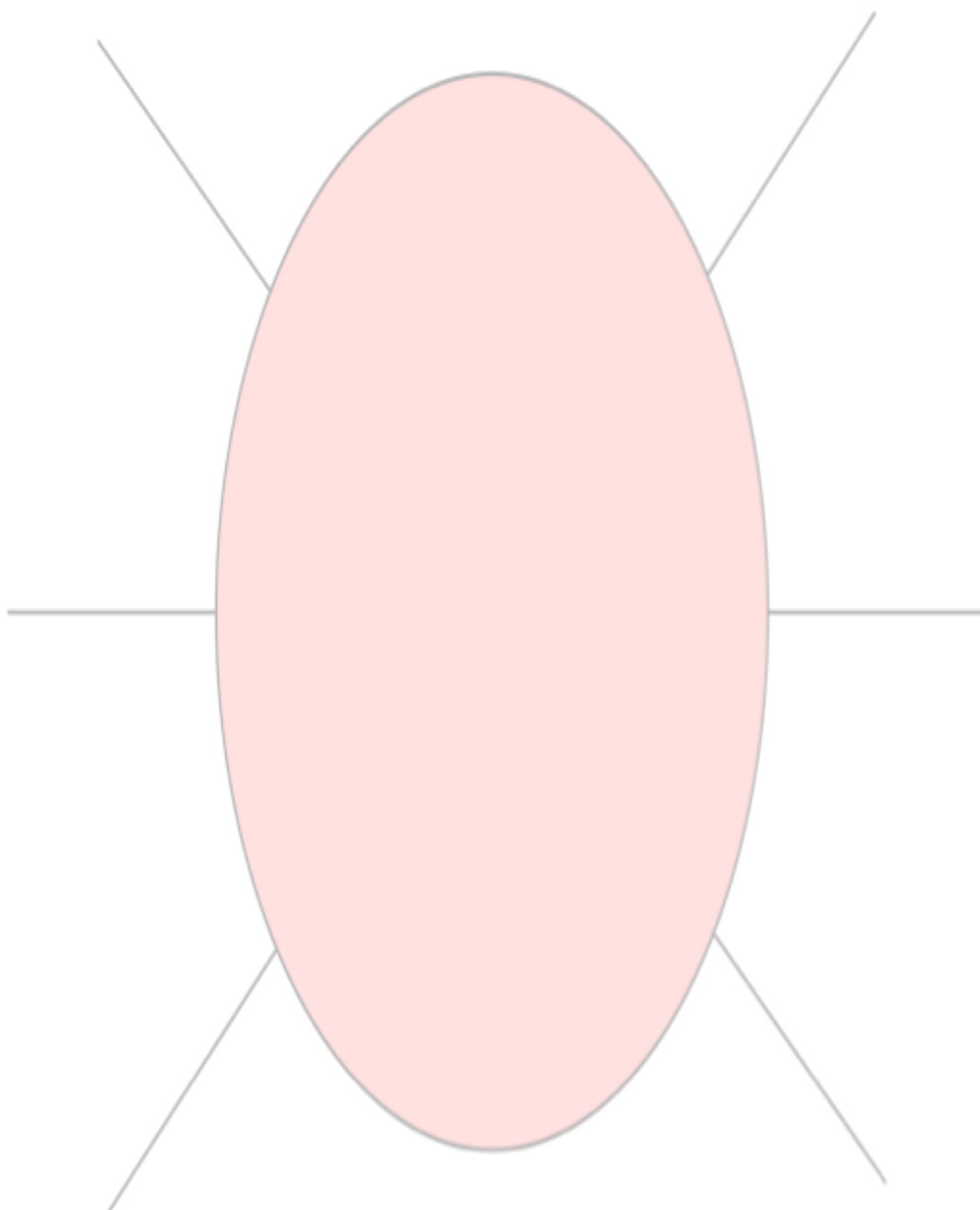
And finally...

Main Idea and Supporting Detail

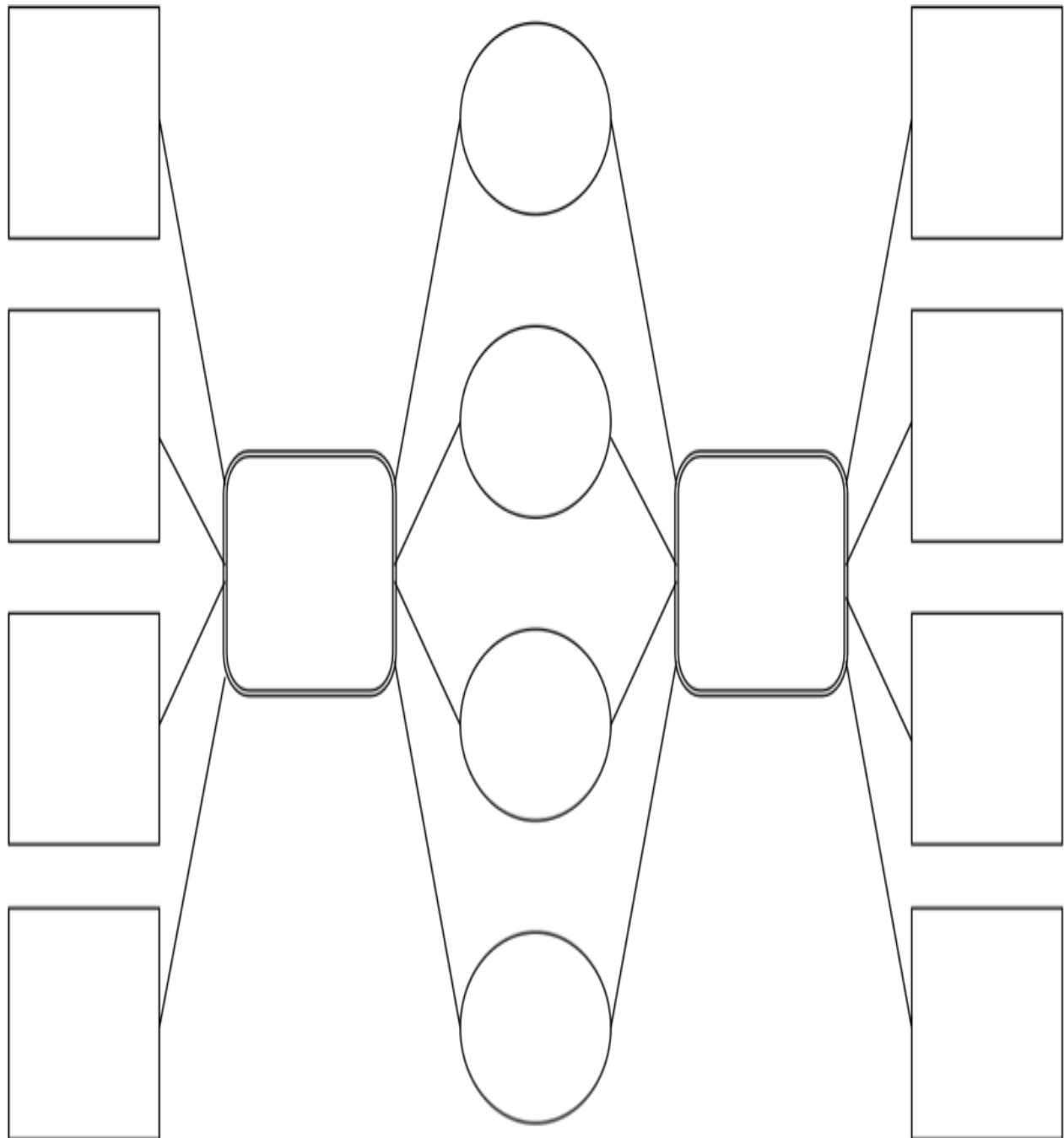
```
graph TD; A[ ] --- B[ ]; A --- C[ ]; A --- D[ ]; B --- E[ ]; C --- F[ ]; D --- G[ ]
```

The diagram is a hierarchical organizer. At the top is a large rectangular box. A vertical line descends from the bottom center of this box and connects to a horizontal line. From this horizontal line, three vertical lines descend to the top center of three separate rectangular boxes arranged horizontally. Below each of these three boxes is a vertical line that connects to the first of seven horizontal lines in a column. Each of the three columns contains seven horizontal lines in total, providing space for supporting details.

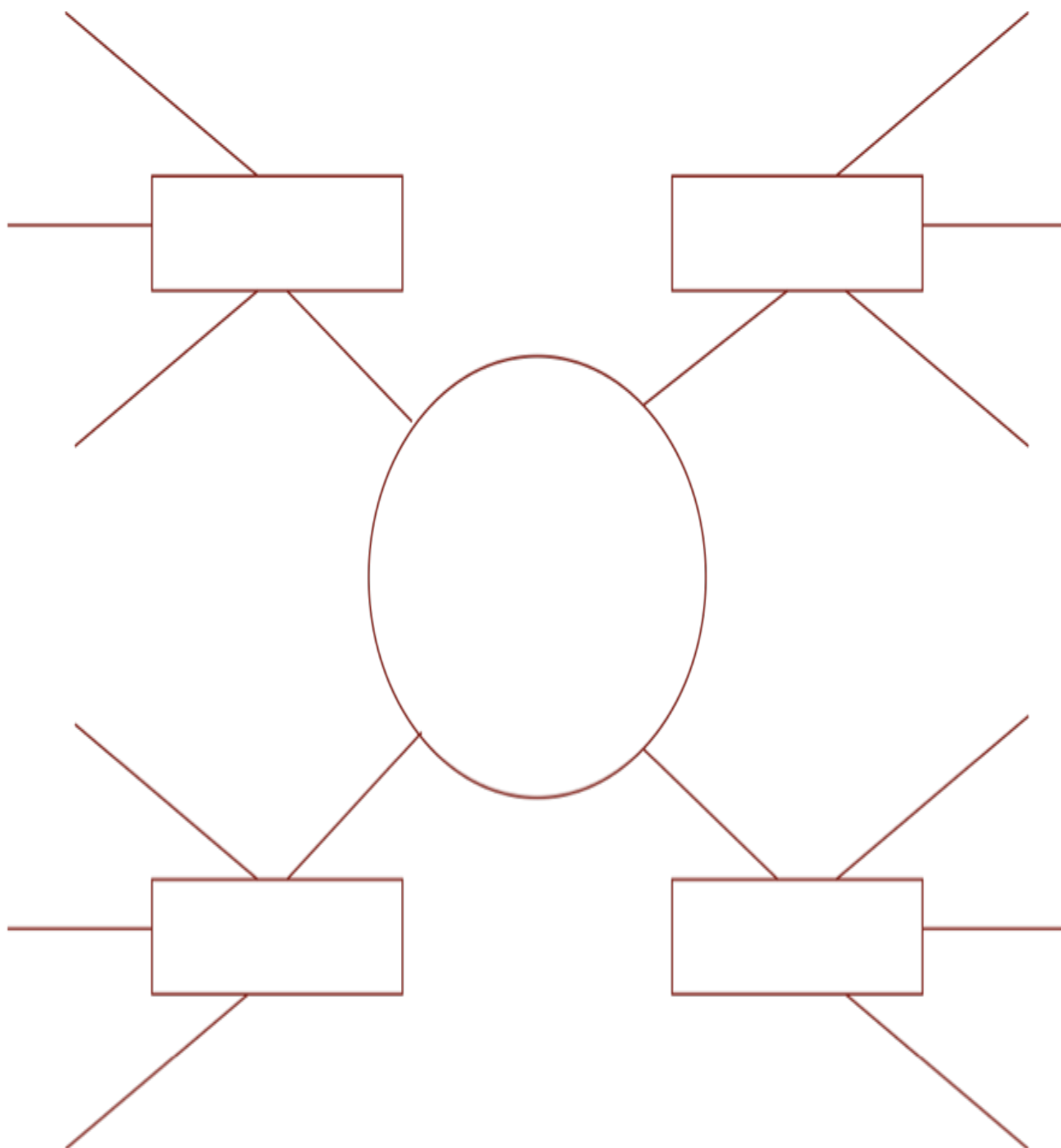
Key Ideas Web



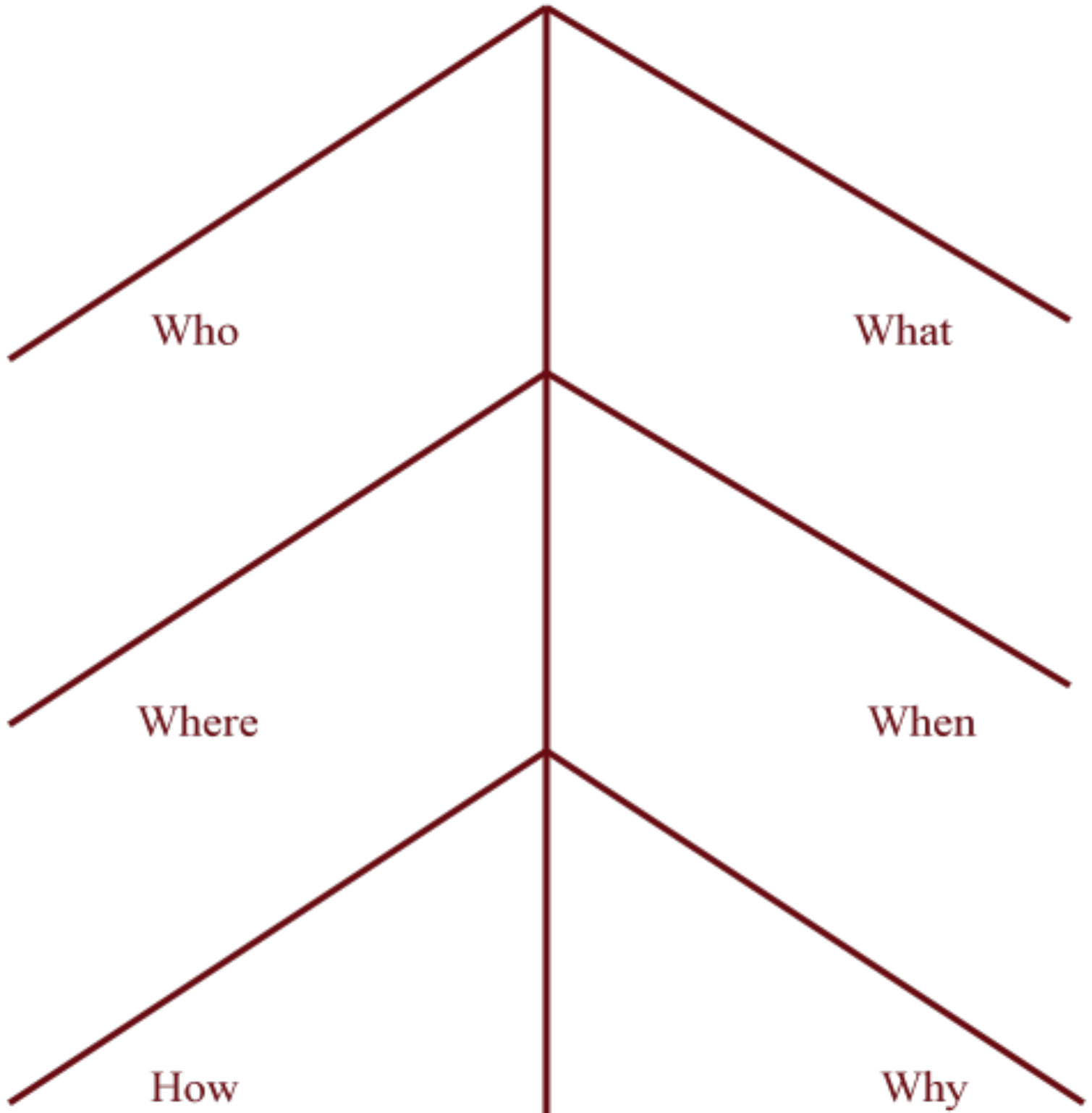
Compare and Contrast Summary



Main Ideas Web

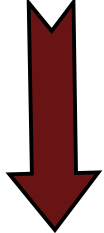
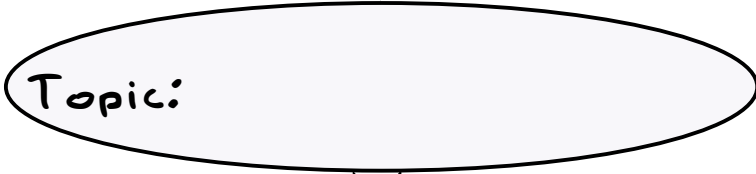



Fishbone Summary



Cause and Effect Summary

Cause



Effect

Summary Bookmarks (front)

Copy, back and laminate the bookmarks below.

Sum it up

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

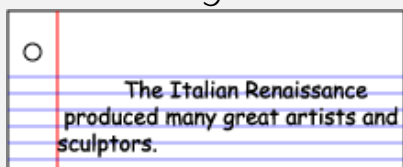


2. **Highlight** VIPs (very important points).
3. Create an A + B + C topic sentence.

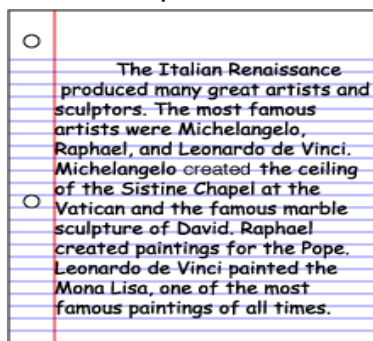
A = identify the title or main heading

B = select a strong verb (do not use is or was)

C = finish your thought with the big idea.



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

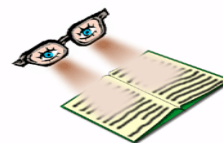


Get the Gist

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.



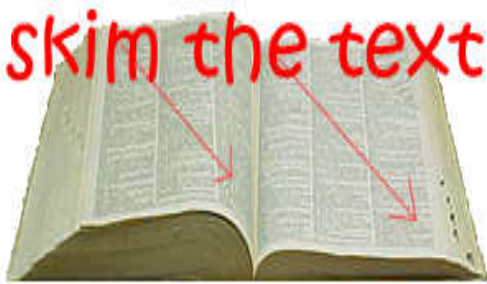
4. Write a 20 word 'gist' summary using the information you have highlighted.

THE GIST

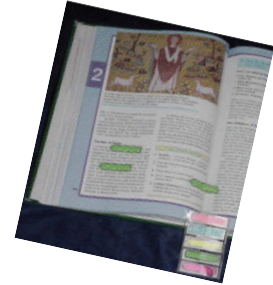
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skim the text



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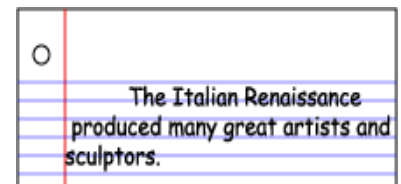


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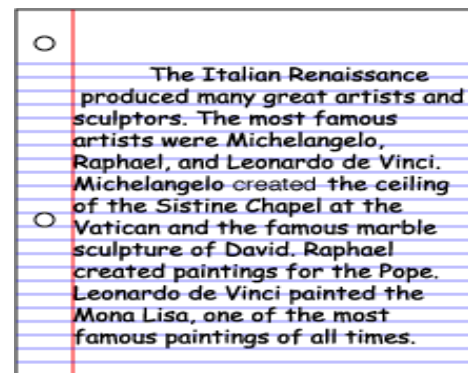
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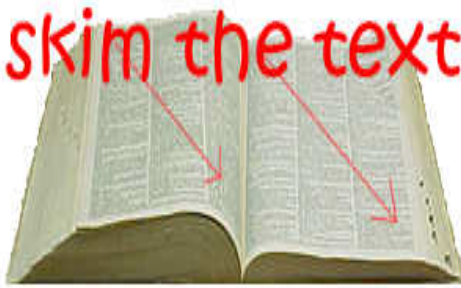
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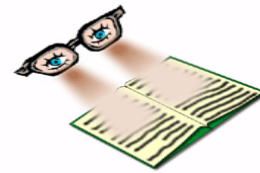
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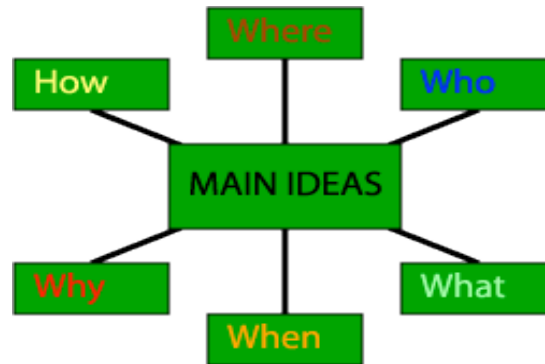
skim the text



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.

THE GIST



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