

Quick Summarizing Strategies for the Struggling Reader

3-2-1

List: 3 main points (or 3 “somethings”), 2 controversial ideas (or two things I disagree with), and 1 question related to the key concept or learning

Ticket Out The Door/Exit Ticket

This can be the answer to any question about the day’s work that you pose

One “clever” way to pose the question is to ask them to answer “So What?” Other generic questions could be “What do I want to remember?,” “What was I supposed to learn from this lesson/reading/topic?,” “How could I communicate what I’ve learned to someone else?,” etc.

The Important Thing

Three important ideas/things from the lesson today are ---, ---, and ---, but the most important thing I learned today is ---.

Squares, Triangles, Circles

List 4 things that “square with my thinking”; 3 “angles” I disagree with (or 3 details to support --, or 3 things for which I need more information, 3 “different ways to look at the idea,” etc.); and 1 question “circling” in my head

\$2 Summaries

With each word worth 10 cents, write a \$2 summary of the story or learning from the lesson.

This can be scaffolded by giving students specific words related to the learning that they must include in their summaries. This can be increased to any amount of money.

Gist

Students are given a grid of blanks (any number, depending on the age/level of the student and the level of complexity of the topic). They must fill each blank with a word or phrase helps capture the “gist” of the story or learning.

Headline Summaries

Similar to \$2 summaries, have students write a newspaper headline that gives the main points of the lesson.

K-W-L

If you started the lesson with a K-W-L (what I **K**now, what I **W**ant to know, what I **L**earned), then complete the L (**L**earned) section as the summary.

Bumper Sticker

Write a bumper sticker for a car that describes the key ideas from the story or lesson.

5-3-1 (alone, pair, group)

Pose a question/topic. Students brainstorm 5 answers. Then they work in a pair to come up with the 3 best. Then the pair joins with another pair to come up with the 1 most important.

5 W's Summary

Students list information that answers Who, What, When, Where, Why related to the learning from the story or lesson.

Text Messages

Similar to a sentence summary, ask students to write a summary of the key learning in txt msg form. LOL. BTW.

Read and Say Something

Have students read a portion of text and then “say something” to their partners in response to their reading.

Graffiti Wall/Gallery Walk

Divide the class into groups of 3 or 4, and give each group a sheet of poster paper and markers. Assign each group a different chunk of the learning to summarize in graffiti from (pictures, symbols, graphics). When groups have finished, display all the posters side by side along a wall of the classroom. Then have the groups do a “gallery walk” to view and discuss what they see on the “graffiti wall.”

Sources:

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