

**TargetFundamentals™**  
**Essential Reading Skills**  
**5<sup>th</sup> Grade**  
**Skill 15**

**Skill:** The student will paraphrase and summarize a passage to recall, inform, and organize ideas.

### INSTRUCTIONAL PREPARATION

Materials:

- 8½-by-11-inch blank, white paper (one sheet per student pair)

Duplicate the following (one per student unless otherwise indicated):

- “Jump Right In!” passage
- *Writing What It’s About* handout
- “Which Shall She Choose?” passage (one per student pair)

Prepare a transparency of the following:

- *Paraphrasing and Summarizing* reference sheet
- “Jump Right In!” passage
- *Writing What It’s About* handout

### RECALL

Before beginning the Review component, facilitate a discussion based on the following questions:

- What does it mean to paraphrase a sentence or paragraph from a passage? (*An appropriate response is as follows: to restate or reword a passage so the meaning is expressed in a different way.*)
- Why is it important to be able to paraphrase a sentence or paragraph from a passage? (*Appropriate responses are as follows: to show comprehension of the information; to tell others specific information; to add details to a new passage to support an important idea.*)
- What does it mean to summarize a passage? (*An appropriate response is as follows: to rewrite the important information of a passage in your own words.*)
- Why is it important to be able to summarize a passage? (*Appropriate responses are as follows: to better remember what was read; to tell others about the information contained in the passage; to arrange the ideas in a way that is easy to understand.*)

- What does a reader need to know to decide which information to paraphrase and which information to include when summarizing a fictional story? (*An appropriate response is as follows: what the story is mostly about; the characters in the story and their actions; the important events in the story; important information that should be summarized; important information that should be paraphrased.*)

Tell the students that in this review lesson they will read fictional stories to practice paraphrasing and summarizing the information.

## REVIEW

1. Display the *Paraphrasing and Summarizing* reference sheet. Ask volunteers to read aloud the “What is a paraphrase?” section of the reference sheet while the rest of the students read along silently. Discuss the information so that the students understand what it means to paraphrase.
2. Write the following sentence on the board:

- It was a dark, chilly night in the forest as the wind was howling through the tall trees.

Read the sentence aloud as the students read along silently. Ask the following questions:

- What is this sentence telling you? (*An appropriate response is as follows: it was cold and dark in the forest.*)
- How would you best paraphrase this sentence? (*An appropriate response is as follows: the wind blew the huge trees in the forest back and forth, making the air very cold on this dark night.*)

Discuss the responses, and write an appropriate paraphrase of the sentence on the classroom board. Review how to paraphrase so that the students know how to paraphrase without plagiarizing.

3. Ask volunteers to read aloud the remaining sections of the reference sheet while the rest of the students read along silently. Discuss what summarizing is and how paraphrasing and summarizing help readers recall and organize ideas and inform others of the ideas in a story.
4. Distribute copies of the “Jump Right In!” passage, and display the transparency. Ask volunteers to read assigned portions of the passage while the rest of the students read along silently. Ask the following questions:
  - What is this story mostly about? (*An appropriate response is as follows: fishermen who are troubled because they are not catching any fish.*)
  - Who are the characters in the story? (*The fishermen and the fish*)
  - What are the characters doing in the story? (*Appropriate responses are as follows: the fishermen are trying to catch some fish but are not happy because they are not catching any; the fish are jumping out of the water and are happy because of the rain.*)

- What are the important events that occur in the story? (*Appropriate responses are as follows: the fishermen are sitting in their boats and not catching any fish; it starts to rain and they begin to row back to shore; the fish start jumping out of the water; the fish land in the boats.*)
- What are the important details included in the story? (*Appropriate responses are as follows: the fishermen are sad because they are not catching fish; the fish like the rain because it is cool; the fish are excited about the rain; the fishermen are excited about the fish jumping into their boats.*)

Discuss the responses for accuracy. Distribute copies of the *Writing What It's About* handout, and display the first page of the transparency. Model how to complete the handout by writing appropriate responses in the shapes labeled "Characters and Their Actions," "Important Events," and "Important Details." Have the students complete these sections on their copy of the handout while you complete them on the transparency. Then continue by asking the following questions:

- Which two sentences would best be paraphrased to be included in the summary? (*Responses will vary; accept all reasonable responses.*)
- What would be a good paraphrase of these sentences? (*Responses will vary; accept all reasonable responses.*)

Discuss the responses, writing each sentence above each line in the shapes labeled "Sentences to Paraphrase" and the paraphrased sentence below the line. Have the students do the same on their copy of the handout.

5. Display the second page of the *Writing What It's About* transparency. With the students' assistance, write a summary of the story on the lines in the box on the transparency, including the two paraphrased sentences. Make sure the students are only helping you write the summary and not copying what you are writing on their handout. After the summary has been written on the transparency, remove the transparency so it is no longer visible to the students. Tell them to write a summary of the story, including the two paraphrased sentences, and to draw a picture of the summary on their copy of the handout.
6. Ask volunteers to read their summaries. Discuss each summary to make sure it is accurate and includes the paraphrased sentences.
7. Have the students get in pairs. Distribute copies of the "Which Shall She Choose?" passage and sheets of white paper. Tell each pair to read the passage together and discuss the characters, their actions, the important events, and the important details. Have each pair also find two sentences to paraphrase and paraphrase each one. Have the pairs create and complete a graphic organizer, similar to the one on the *Writing What It's About* handout, to show their discussion responses. Then have each member of the pair write his or her own summary, including the two paraphrased sentences, on a sheet of notebook paper.
8. Ask volunteers to read their summaries. Discuss each summary to make sure it is accurate and includes the paraphrased sentences.

## WRAP-UP

- To conclude the lesson, ask the following questions:
  - What is paraphrasing?
  - What is summarizing?
  - What do you need to know to paraphrase and summarize information in a story?
- Ask volunteers to share their responses. Based on the responses, review what paraphrasing and summarizing are, why they are important, and what needs to be known to paraphrase and summarize.

# Paraphrasing and Summarizing

## What is a paraphrase?

A paraphrase is a way to restate, reword, or rewrite a sentence(s) from a story to express an idea. The paraphrase must have the same meaning as the original sentence(s) being paraphrased, but it should be expressed in a different way. It should also be about the same length, or number of words, as the original sentence(s). If it is too much like the original, it is considered plagiarism.

## What is a summary?

A summary is a way to rewrite a story in your own words. The summary explains the most important events and details from a story you have read. It usually states what the story is mostly about and contains several statements describing important events or details from the story. A summary should be much shorter than the story it is summarizing.

A paraphrase and summary help a reader **recall** what happened in a story.

A paraphrase and summary can be used to **inform** others about a story.

A paraphrase and summary help **organize** the ideas to better understand them.

# Jump Right In!

*adapted from the Aesop's fable "The Fisherman and the Tunny-fish"*

The fishermen of Baytown were very worried and frustrated at the same time. They had been going out every day to fish but had caught nothing for several weeks. They all sat in their boats with their poles in the water. But nothing was even nibbling on their lines. The fishermen all sat there feeling very dejected and sad. They sat there day after day, but still they came home with nothing.

One day while the fishermen were trying their luck once again, it began raining. The rain came down in droves, causing the fishermen to begin rowing back to shore.

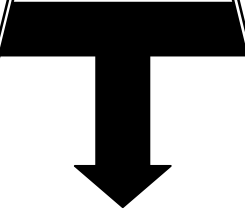
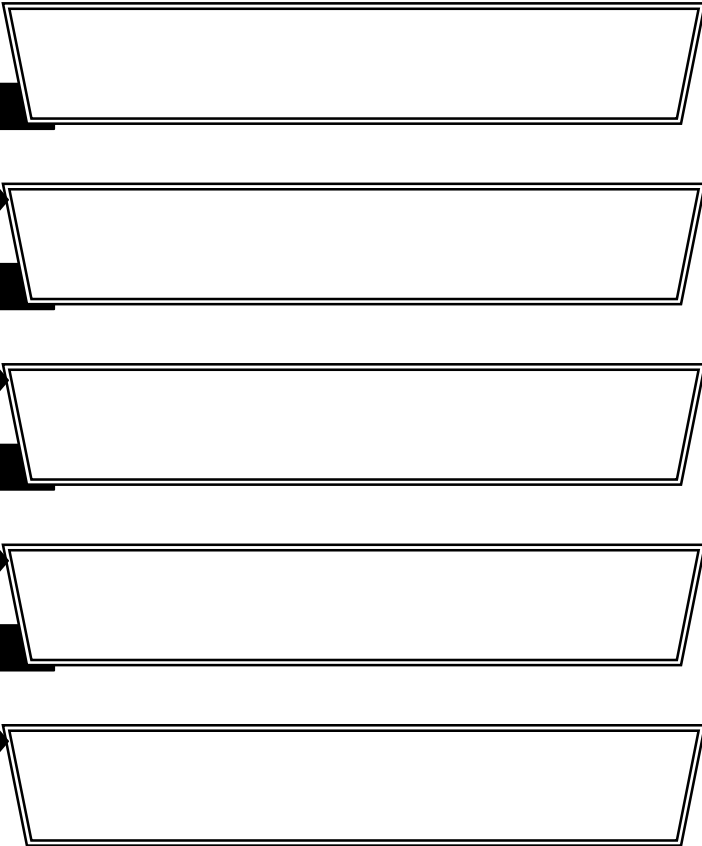
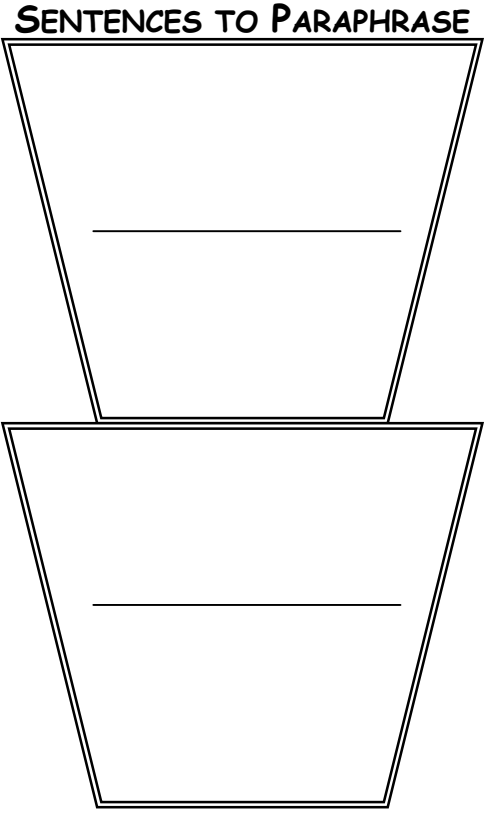
But under the water, the fish were very excited. They had not come up from the bottom of the bay for days because the weather above was dry and hot. This made the shallow water very warm and uncomfortable for the fish. However, the cool rain lured them to the top. The fish were so thrilled about the rain that they began jumping out of the water.

This was a mistake, since all the fishermen were heading toward shore. The fish, with thumps and bumps, began landing in the fishermen's boats. The fishermen were overjoyed because of their dumb luck. Now the fishermen had plenty of fish to feed their families. They also had enough to sell at the market.



Name \_\_\_\_\_

## Writing What It's About

<b>CHARACTERS AND THEIR ACTIONS</b>	<b>IMPORTANT DETAILS</b>
	
<b>IMPORTANT EVENTS</b> 	<b>SENTENCES TO PARAPHRASE</b> 



**TURN TO THE NEXT PAGE TO PARAPHRASE AND  
SUMMARIZE**



# Writing What It's About

*(continued)*



## **DRAW A PICTURE OF THE STORY**



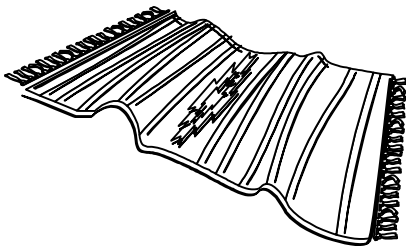


# Which Shall She Choose?

*adapted from an Asian folktale*

There once lived a king who had three sons. His sons were in love with a beautiful princess from a neighboring kingdom. The king told his sons, “Whoever brings the most precious object to me will have the princess’s hand in marriage.”

So the king’s three sons left the kingdom in search of the most precious object. They all traveled in different directions, telling one another they would meet back in one year. The eldest son traveled to a city far to the north. There, he met a merchant selling a small carpet for forty bags of gold. “Why is this rug so much?” he asked.



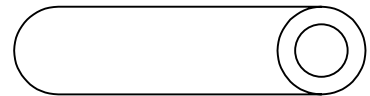
“This is a magic rug,” replied the merchant. “When you sit on it and tell it where to go, it will instantly transport you to that place.”

To test the carpet’s magic, the eldest son wished himself to the other side of town. Instantly, he found himself there, so he paid the merchant forty bags of gold and bought the magic rug.

The middle son of the king traveled south to a city far away. In this city, he met a merchant who was selling a plain ivory tube. He was selling this object for fifty bags of gold. “Why is this ivory tube so much?” asked the middle son.

“This is a magic tube,” replied the merchant. “When you look through the tube, you will see any place in the world you wish to see.”

The middle son placed the tube to his eye and wished to see his father, the king. Instantly, he saw his father sitting on his throne, awaiting the return of his sons. He paid the merchant fifty bags of gold and bought the magic tube.



The youngest son made his journey west over many mountains and great deserts. Finally, he came to a beautiful city far off in the west, touching a large, beautiful sea. In this city, he was met by a merchant who was selling an imitation apple. It was a beautiful wooden apple, but it was not real, and the merchant was selling it for sixty bags of gold. “Why is this wooden apple so much?” asked the youngest son. “What is it about this apple that makes it so expensive?”

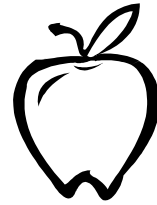
“This apple can cure the sick even if they are on death’s bed,” replied the merchant.

Just as the merchant was finishing his reply, a stranger walked by and said, “My wife is deathly ill. If what you say is true, then let us test the apple on her.”

## Which Shall She Choose?

*(continued)*

The merchant agreed, and all three men went to the stranger's house. The merchant placed the apple in front of the dying woman's nose, and in a few moments, she was up and cured. After seeing this, the youngest son bought the healing apple.



A year had passed, and the three brothers met on the road about two hundred miles from their father's kingdom. Each showed the magic of the precious object they had purchased. But when the middle son looked through the magic tube, he saw the princess lying in her bed, sick and dying.

"My brothers," he exclaimed. "I see the princess, and she is dying. How can we save her life?"

The youngest brother said, "I can use my healing apple to restore her back to health, but we must get there quickly."

The oldest brother said, "We can use the magic rug to transport ourselves there immediately."

So all three brothers jumped on the magic carpet, and instantly, they were in front of the princess's bed. The youngest son placed the healing apple in front of the princess's nose, and in no time, she was well again.

But who was to marry her? All the objects were precious, and all had a special gift, so the king left the decision up to the princess.

Since all along she had loved the youngest son, she picked him. But it was not just because she had always loved him; it was because it was the healing apple he brought that saved her life.