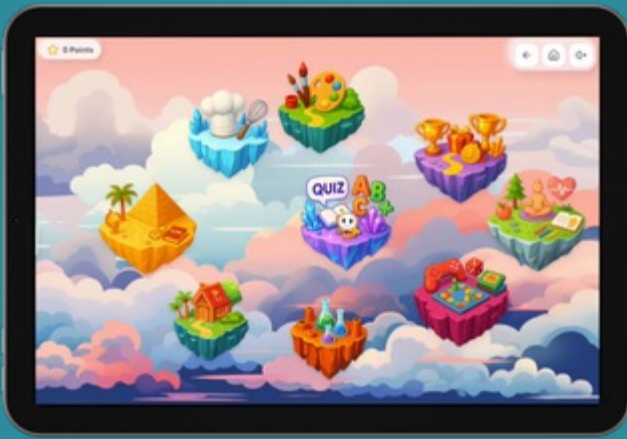


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Comprehension - Summarising - Year 2

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Summarising Toolkit

Tell the most important ideas
in your own words.

Fiction

- ★ Somebody
- ★ Wanted
- ★ But
- ★ So
- ★ Then



Non-fiction

- ★ Topic
- ★ Main idea
- ★ Key facts
- ★ Own words



Keep it short.
Keep it clear.
Leave out tiny details.

Summary Trail

1 Who is it about?



2 What did they want?



3 What was the problem?



4 What happened next?



5 How did it end?



6 What is the topic?



7 What is the main idea?



8 Name one key fact.



9 Say it in your own words.



10 Keep it short.



Roll, move, read a card, and give a short summary.





Summary Sort



Cut out the cards. Sort each card under Fiction or Non-fiction.

Fiction Summary Tools



Non-fiction Summary Tools



Somebody



Wanted



But



So



Then



Topic



Main idea



Key fact



Own words



Leave out
tiny details



Tell a partner why each card belongs there.





Main Idea Detective



Name: _____

Read the text. Find the topic, main idea and key facts.

Garden Worms

Earthworms live under the soil. They eat old leaves and tiny bits of plants. As worms move, they make small tunnels. The tunnels let air and water move through the soil. Worms also leave behind nutrients that help plants grow. Gardeners like earthworms because they help keep soil healthy.



Topic: _____



Main idea: _____



Key fact 1: _____



Key fact 2: _____



My short summary: _____

A summary tells the most important idea in your own words.



Main Idea Detective



Name: ANSWERS

Read the text. Find the topic, main idea and key facts.

Garden Worms

Earthworms live under the soil. They eat old leaves and tiny bits of plants. As worms move, they make small tunnels. The tunnels let air and water move through the soil. Worms also leave behind nutrients that help plants grow. Gardeners like earthworms because they help keep soil healthy.



Topic: earthworms



Main idea: Earthworms help keep soil healthy.



Key fact 1: Worm tunnels let air and water move through soil.



Key fact 2: Worms leave nutrients that help plants grow.



My short summary: Earthworms help gardens by making tunnels and adding nutrients to the soil.

A summary tells the most important idea in your own words.

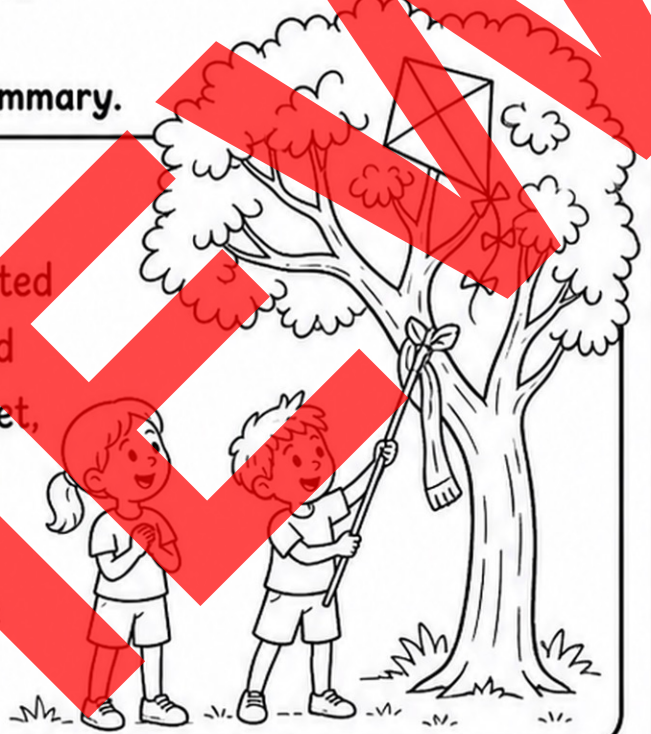
SWBST Story Summary

Name: _____

Read the story. Use SWBST to plan a short summary.

The Kite Rescue

Mia took her new kite to the oval. She wanted it to fly higher than the trees. A strong wind pulled the kite into a gum tree. Mia felt upset, but her brother Sam had an idea. He tied a long scarf to a stick and gently pulled the kite free. Mia thanked Sam and flew the kite lower for the rest of the afternoon.



Somebody: _____

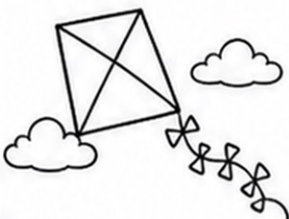
Wanted: _____

But: _____

So: _____

Then: _____

My short summary: _____



SWBST means Somebody, Wanted, But, So, Then.



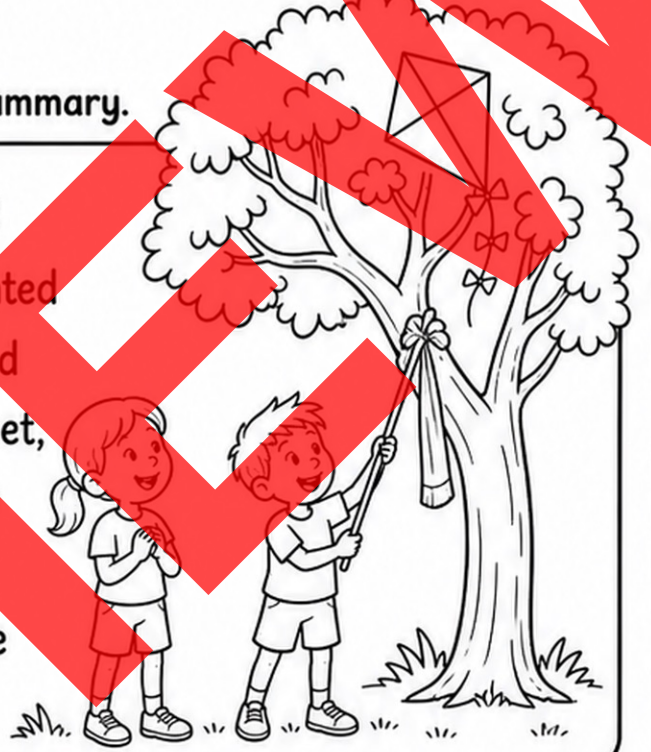
SWBST Story Summary

Name: ANSWERS

Read the story. Use SWBST to plan a short summary.

The Kite Rescue

Mia took her new kite to the oval. She wanted it to fly higher than the trees. A strong wind pulled the kite into a gum tree. Mia felt upset, but her brother Sam had an idea. He tied a long scarf to a stick and gently pulled the kite free. Mia thanked Sam and flew the kite lower for the rest of the afternoon.



Somebody: Mia

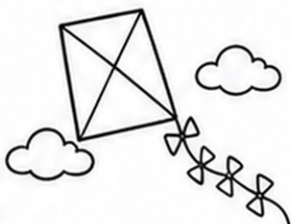
Wanted: to fly her new kite higher than the trees

But: the wind pulled it into a gum tree

So: Sam used a scarf and stick to pull it free

Then: Mia flew the kite lower

My short summary:



Mia wanted to fly her new kite high,
but it got stuck in a tree. Sam helped
rescue it, so Mia flew it lower.



SWBST means Somebody, Wanted, But, So, Then.



Beginning, Middle, End Snapshot

Name: _____

Read the story. Write the most important event from each part.

The Class Plant

Room 2 planted a sunflower seed in a small pot. Each day, the students watered it and placed it near the sunny window. One Monday, the plant drooped because the soil was dry. The class made a watering chart so everyone could help. Soon the sunflower stood tall again and began to open its yellow petals.



WATERING CHART						
	M	T	W	T	F	
Liam			☹️			
Ella		☹️		☹️		
Noah		☹️	☹️			
Zoe				☹️	☹️	
Sam						



Beginning: _____



Middle: _____



End: _____



My one-sentence summary: _____



A summary is shorter than the whole story.



Beginning, Middle, End Snapshot

Name: ANSWERS

Read the story. Write the most important event from each part.

The Class Plant

Room 2 planted a sunflower seed in a small pot. Each day, the students watered it and placed it near the sunny window. One Monday, the plant drooped because the soil was dry. The class made a watering chart so everyone could help. Soon the sunflower stood tall again and began to open its yellow petals.



WATERING CHART						
	M	T	W	T	F	
Liam			☹			
Ella		☹		☹		
Noah		☹	☹			
Zoe				☹	☹	
Sam						



Beginning: Room 2 planted a sunflower seed and cared for it.



Middle: The plant drooped because the soil was dry.



End: The class made a watering chart and the sunflower grew tall again.



My one-sentence summary: Room 2 cared for a sunflower, fixed the watering problem, and helped it grow tall again.



A summary is shorter than the whole story.



Summary Fix-It

Name: _____

Read the text. Choose and improve the summary.

Beach Clean-Up

On Saturday, Ava's class cleaned the beach. They picked up plastic bottles, cans and paper. They sorted the rubbish into recycling bins. At the end, the sand looked clean and a sign reminded visitors to take their rubbish home.



Part A: Circle the best summary.

- ☐ A. Ava's class cleaned the beach and recycled rubbish.
- ☐ B. Ava wore blue shoes and picked up one can.
- ☐ C. I think beach days are the best.

Part B: Fix the weak summary.

Weak summary:

Ava's class cleaned the beach on Saturday. Ava wore blue shoes. I think she is amazing.



Write a better summary:



Leave out tiny details and opinions.



Summary Fix-It

Name: **ANSWERS**

Read the text. Choose and improve the summary.

Beach Clean-Up

On Saturday, Ava's class cleaned the beach. They picked up plastic bottles, cans and paper. They sorted the rubbish into recycling bins. At the end, the sand looked clean and a sign reminded visitors to take their rubbish home.



Part A: Circle the best summary.

- ☒ A. Ava's class cleaned the beach and recycled rubbish.
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- ☐ C. I think beach days are the best.

Part B: Fix the weak summary.

Weak summary:

Ava's class cleaned the beach on Saturday. Ava wore blue shoes. I think she is amazing.



Write a better summary:

Ava's class cleaned the beach, sorted rubbish
and helped keep the sand clean.



Leave out tiny details and opinions.



Non-fiction Summary Builder

Name: _____

Read the text. Use the boxes to build a short summary.

Magpie Songs

Australian magpies are known for their loud songs. Magpies sing to talk to other magpies and to mark their home area. They can copy some sounds they hear around them. Magpies also use calls to warn each other when danger is near. Their songs are an important part of how they live together.



Topic: _____



Main idea: _____



Fact 1: _____



Fact 2: _____



My summary in my own words:



My summary:

☐

is short

☐

uses my own words

☐

tells the main idea

Non-fiction Summary Builder

Name: ANSWERS

Read the text. Use the boxes to build a short summary.

Magpie Songs

Australian magpies are known for their loud songs. Magpies sing to talk to other magpies and to mark their home area. They can copy some sounds they hear around them. Magpies also use calls to warn each other when danger is near. Their songs are an important part of how they live together.



Topic: Australian magpies



Main idea: Magpies use songs and calls to communicate.



Fact 1: They sing to mark their home area.



Fact 2: They use calls to warn others about danger.



My summary in my own words:

Australian magpies use songs and calls to talk,
mark their area and warn each other.



My summary:



is short



uses my own words



tells the main idea

Assessment: Summary Check

Name: _____

Read the story. Use the important parts to write a short summary.

The Library Helper

Ben wanted to return his library book before lunch.
He looked in his bag, but the book was not there.
Ben checked under his desk and in the reading corner.
Then he remembered that he had lent the book to Zara.
Zara gave it back with a smile. Ben returned the book
on time and chose a new one.



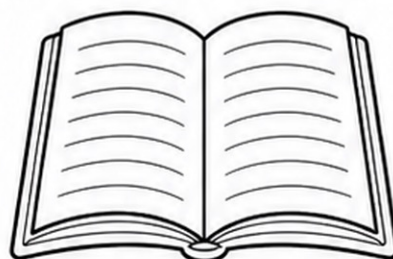
Task 1: Complete the SWBST plan.

	Somebody:	
	Wanted:	
	But:	
	So:	
	Then:	

Task 2: Write a short summary in your own words.

My summary:

- ☐ I included the most important parts.
- ☐ I used my own words.
- ☐ I kept my summary short.



Assessment: Summary Check

Name: ANSWERS

Read the story. Use the important parts to write a short summary.

The Library Helper

Ben wanted to return his library book before lunch.
He looked in his bag, but the book was not there.
Ben checked under his desk and in the reading corner.
Then he remembered that he had lent the book to Zara.
Zara gave it back with a smile. Ben returned the book on time and chose a new one.



Task 1: Complete the SWBST plan.

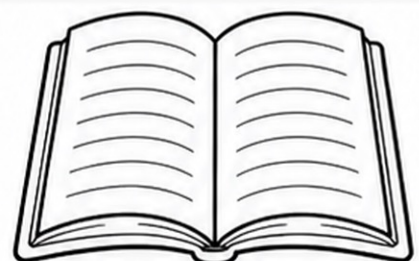
😊	Somebody:	Ben
★	Wanted:	to return his library book before lunch
⚡	But:	he could not find it in his bag
💡	So:	he searched and remembered Zara had it
➡	Then:	Zara gave it back and Ben returned it on time

Task 2: Write a short summary in your own words.

My summary:

Ben wanted to return his library book, but he could not find it. He remembered Zara had borrowed it, so she gave it back and he returned it on time.

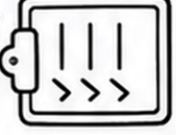
- ☒ I included the most important parts.
- ☒ I used my own words.
- ☒ I kept my summary short.





Comprehension - Summarising - Year 2 Rubric



Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
1. Finds important ideas 	Needs support to find important ideas.	Finds some important ideas with prompts.	Finds the main idea and key details.	Selects important ideas and leaves out tiny details.	Chooses the strongest ideas and explains why they matter.
2. Uses summary tools 	Needs help to use SWBST or main idea tools.	Uses some parts of a summary tool.	Uses SWBST or topic, main idea and facts correctly.	Chooses a helpful tool for the text type.	Uses tools flexibly to create a stronger summary.
3. Writes in own words 	Copies many words from the text.	Retells some ideas in own words.	Writes most ideas in own words.	Retells clearly in own words.	Uses precise own words while keeping the meaning.
4. Keeps the summary clear 	Summary is unclear or too long.	Summary includes extra details or opinions.	Summary is short, clear and mostly accurate.	Summary is concise, accurate and well ordered.	Summary is concise, accurate and polished for the reader.

Comprehension - Summarising Year 2





What Is Summarising?

When we summarise, we retell the most important ideas.

We use our own words and keep it short.





Why Summarise?

Summarising helps us understand what we read.
It also helps us share a text with someone else.





A Strong Summary

A strong summary tells the main points.
It leaves out tiny details and personal opinions.





Fiction Summaries

For stories, think about the beginning, middle and end.

Ask: What happened first, next and last?





Use SWBST

Somebody: Who is it about?

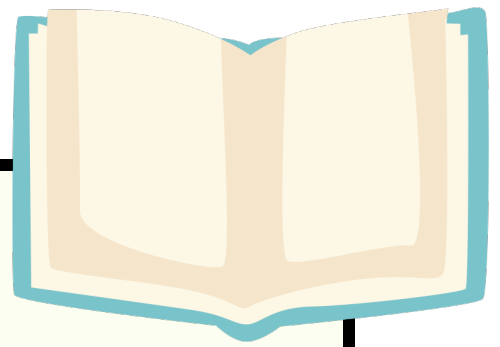
Wanted: What did they want?

But: What went wrong?

So: What did they do?

Then: How did it end?





SWBST Example

Mia wanted to fly her kite high.

But it got stuck in a tree.

So Sam helped rescue it.

Then Mia flew it lower.





Turn The Plan Into Words

Mia wanted to fly her kite high, but it got stuck in a tree.
Sam helped her get it back, so she flew it lower.





Non-fiction Summaries

For information texts, find the topic.

Then find the main idea and a few key facts.





Find The Main Idea

Ask: What does the author want me to know?

Look at the title, pictures, repeated words and topic sentences.





Non-fiction Example

Topic: earthworms

Main idea: earthworms help soil.

Key facts: tunnels let in air and water; nutrients help plants grow.



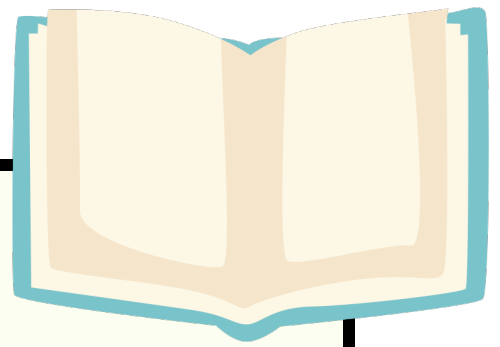


Say It In Your Own Words

Do not copy the whole text.

Retell the important idea in a shorter, clearer way.





Summary Check

Is it short?

Does it tell the main idea?

Did I use my own words?

Did I leave out opinions?





Your Turn

Read the text.

Choose a summary tool.

Plan the important parts.

Write a short summary.





Well Done!



Comprehension - Summarising

Quiz

Year 2



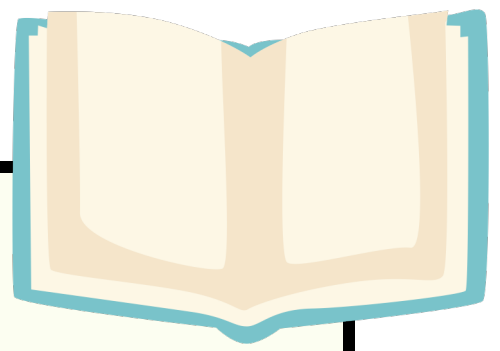


Question 1

A summary is...

- A. a short retelling of the important ideas
- B. every word from the text
- C. only your opinion
- D. a guess about tomorrow





Answer 1

A. a short retelling of the important ideas





Question 2

True or false?

A good summary should include lots of tiny details.





Answer 2

False.

A summary leaves out tiny details.

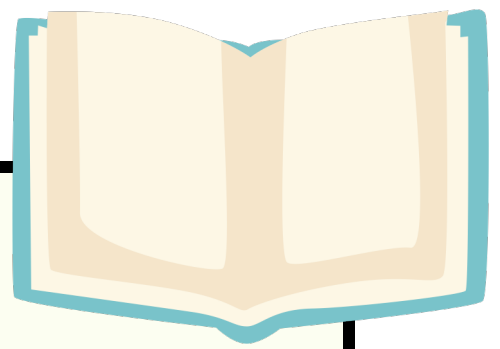




Question 3

What does SWBST stand for?





Answer 3

Somebody, Wanted, But, So, Then.





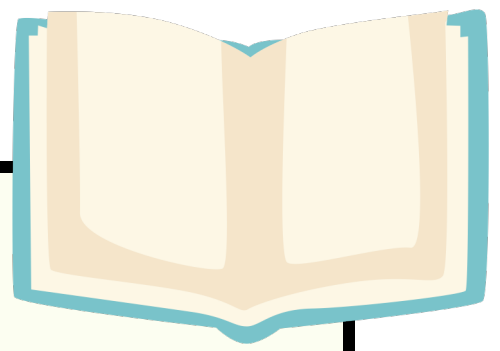
Question 4

Luca wanted to bake muffins but there were no eggs

What is the problem?

- A. Luca wanted muffins
- B. There were no eggs
- C. The muffins were hot
- D. Luca had a plate





Answer 4

B. There were no eggs





Question 5

Name one thing to look for when summarising a non-fiction text.





Answer 5

Sample answers:

topic, main idea, key facts, title or repeated words.



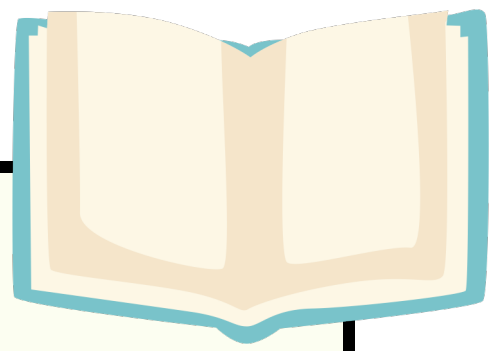


Question 6

True or false?

A non-fiction summary can include the topic, main idea and key facts.





Answer 6

True.





Question 7

Which is the best summary?

- A. Ava's class cleaned the beach and recycled rubbish.
- B. Ava wore blue shoes.
- C. I love the beach.
- D. The sign was brown.





Answer 7

A. Ava's class cleaned the beach and recycled rubbish.

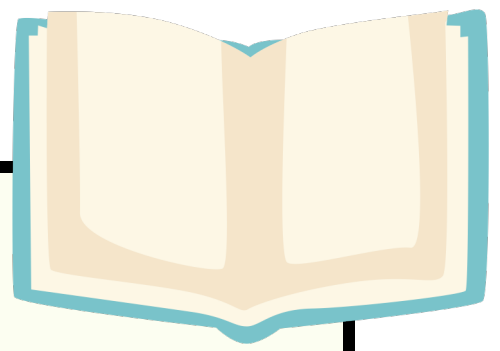




Question 8

What should you usually leave out of a summary?





Answer 8

Tiny details, copied sentences and personal opinions.



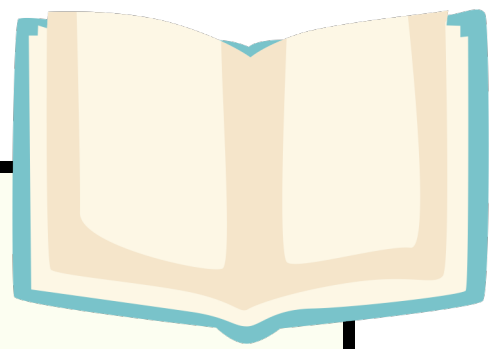


Question 9

Which tool is helpful for a story summary?

- A. SWBST
- B. A shopping list
- C. A weather chart
- D. A number line





Answer q

A. SWBST





Question 10

True or false?

A good summary uses your own words.





Answer 10

True.

Use your own words to tell the important ideas.





Well Done!

