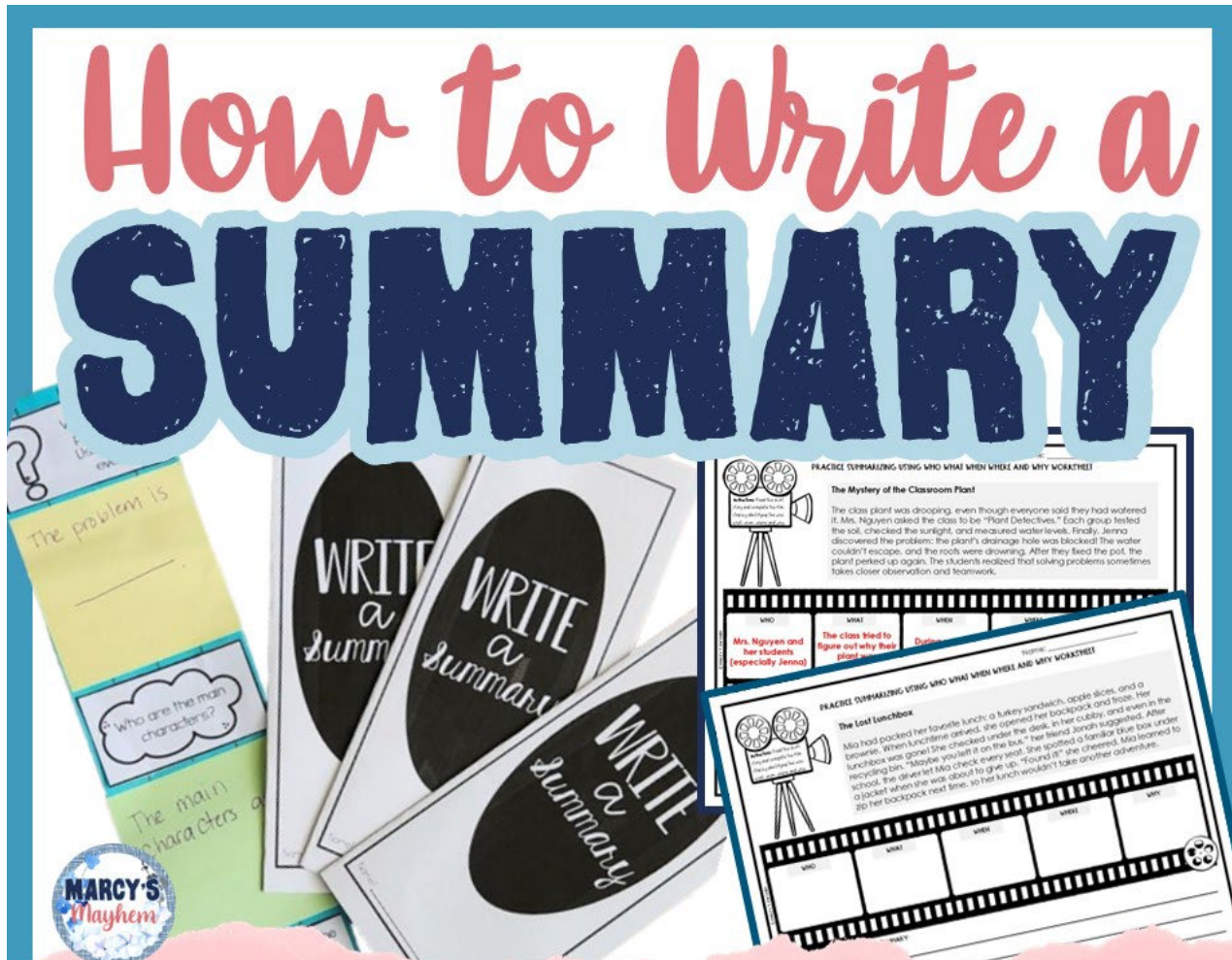


# How to Write a SUMMARY



**20 SHORT STORIES WHOM WHAT, WHEN, WHERE, AND WHY**  
**12 WRITE A SUMMARY TRIFOLD PRACTICE PAGES,**  
**SENTENCE STRIP PRACTICE, ANSWER KEYS**  
**& ANCHOR CHARTS INCLUDED** *Bundle*

MARCY'S Mayhem

This summary writing worksheet trifold resource can help 3rd-grade, 4th-grade, and 5th-graders learn how to retell, sequence, and write a summary.

## What's included?

- 12 original stories/trifolds
- 12 summary hand
- Blank trifold for printing
- Blank page summary hand
- 20 original short stories written for upper elementary readers
- "Who, What, When, Where, Why" graphic organizers for each story
- Summarizing Anchor Charts
  - What Summarizing Is
  - Do's and Don'ts of Summarizing
  - Summary Sentence Starters
- Blank Page to use your own story.
- Sentence Strip activity with directions, tabs & rubric
- Answer keys for teachers

The trifold activity is a fun way for students to learn to write a summary.

Once they read the already-written stories, kids will have to pick out the important main characters, the story's problem, the major events, and the turning point and find the resolution.

After identifying these key points, students will use them to write a summary on the back of the trifold.

**THE CHOKE**

A man and his wife decided to go to Paris for their anniversary. The wife had always wanted to go to Paris because she thought it was beautiful. The couple landed in the city and decided to get some lunch before heading to the Eiffel Tower.

There was a small bistro beside the hotel that the man and wife thought looked delicious. They picked a spot to sit on the outdoor patio. The couple knew that everyone spoke French, while they only spoke English. They should have realized, however, that the entire menu would be written in French. They both ordered steaks because it was the only word they recognized on their menus. After a few minutes, the waiter, who also spoke French, put the entrees down in front of the couple and walked away. The couple was so hungry that they both began eating and were hardly talking to each other. As the man ate, he felt a hunk of steak lodge in his throat. He did not want to alarm his wife, so he drank some water. The more water that he drank, the less he could breathe. The man quietly excused himself from the table and went inside the restaurant.

The man had noticed that the cook was a fairly large guy, so he walked up to him with his hands on his throat and stuck out his tongue. "Wee?" said the cook. The man stuck out his tongue a second time. "Oh!" screamed the Heimlich maneuver. The steak eventually popped right out of the man's mouth.

The woman was still outside enjoying her steak, not realizing what had happened. The waiter, who had witnessed the choking incident, came out to her. She gave him a thumbs up right back but was still confused. The husband had just come back to the table and asked her husband, "Yes?" he said and cut into his steak.

**Character(s)**  
Who are the main characters?

**Problem**  
What is the problem?  
Usually, an event.

**Event**  
What happens in the middle of the story?

**Event - Climax**  
What is the turning point, or where does the story change?

**Resolution**  
What is the resolution/solution to the problem?

**Character(s)**

**Problem**

**Event**

**Event - Climax**

**Resolution**

Write a 4-5 sentence summary using the information you wrote on your paper.

**write a summary**

Name: \_\_\_\_\_

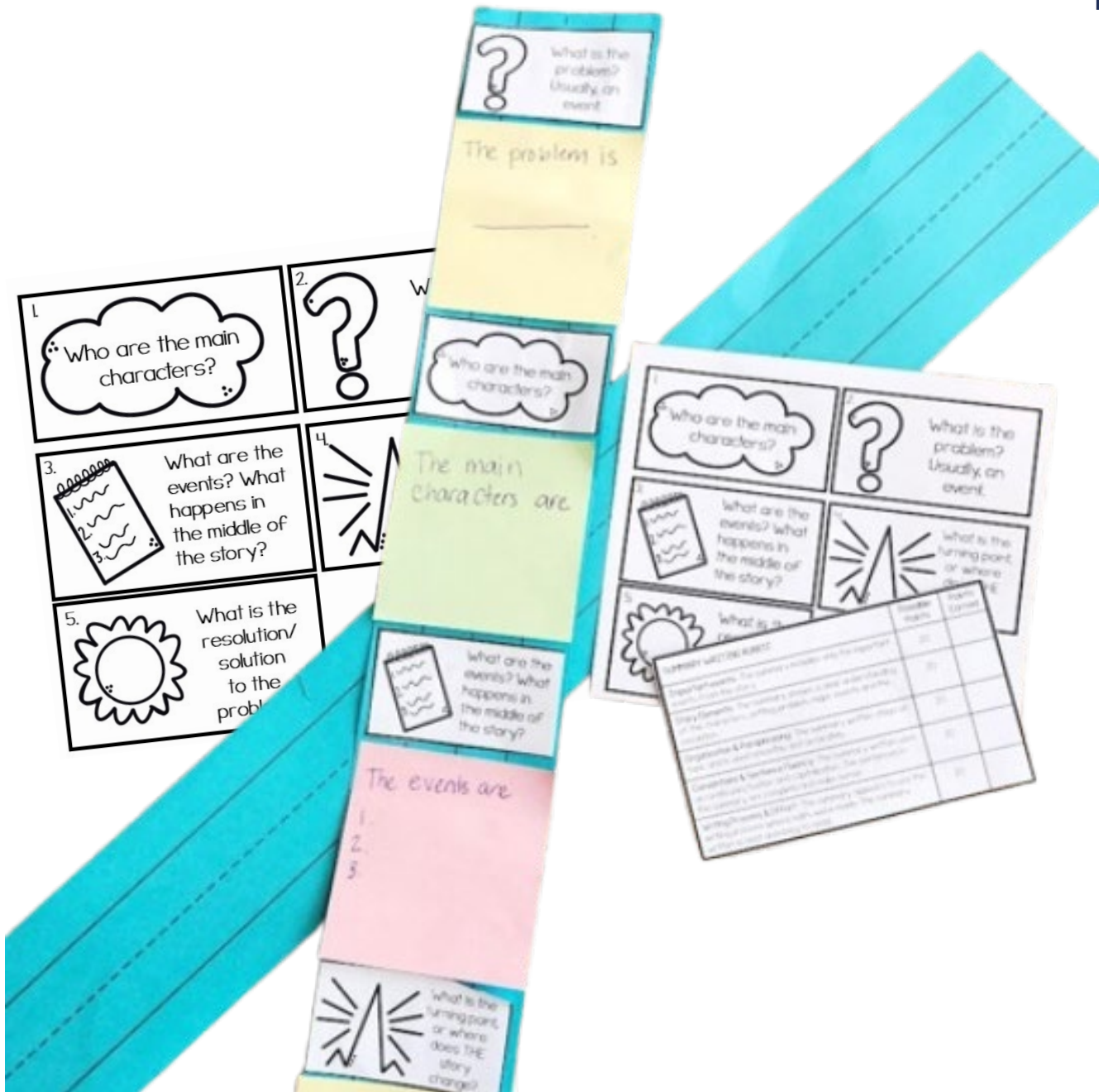


The sentence strip activity is another way to reinforce summary writing skills.

This activity can be used with any story and is excellent for an assessment grade.

The directions are included for assembling the summary sentence strip, plus the tabs and rubric that can be glued to the back of the sentence strip.

As seen in the picture, sticky notes can be used, or students can write the information under each tab.



Help your students master the art of **summarizing** with this engaging and easy-to-use resource!

NAME: \_\_\_\_\_

**PRACTICE SUMMARIZING USING WHO WHAT WHEN WHERE AND WHY WORKSHEET**

**The Mystery of the Classroom Plant**

The class plant was drooping, even though everyone said they had watered it. Mrs. Nguyen asked the class to be "Plant Detectives." Each group tested the soil, checked the sunlight, and measured water levels. Finally, Jenna discovered the problem: the plant's drainage hole was blocked! The plant couldn't escape, and the roots were drowning. After they fixed the pot, the plant perked up again. The students realized that solving problems sometimes takes closer observation and teamwork.

WHO	WHAT	WHEN	WHERE	WHY

WRITE A SUMMARY:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

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WHO	WHAT	WHEN	WHERE	WHY

WRITE A SUMMARY:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

**PRACTICE SUMMARIZING USING WHO WHAT WHEN WHERE AND WHY WORKSHEET**

**Tyler's Snow Day Surprise**

When Tyler woke up and saw snow covering the yard, he shouted, "Snow day!" He built a fort, threw snowballs with his sister, and drank cocoa afterward. Later that afternoon, his dad helped him make a snowman taller than them. The next day, school reopened, but the snowman had melted halfway. Tyler smiled anyway, remembering that the best part of snow days isn't the snow, but spending time with the ones you love.

WHO	WHAT	WHEN	WHERE	WHY
Tyler, his sister, and his dad	Tyler enjoyed his snow day by building a snowman and playing outside	On a snowy day in winter	At home, outside in the yard	School was canceled, and he wanted to have fun in the snow.

WRITE A SUMMARY:

Tyler spent his snow day playing outside with his family and learned that the best part was spending time together.

NAME: \_\_\_\_\_

**PRACTICE SUMMARIZING USING WHO WHAT WHEN WHERE AND WHY WORKSHEET**

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WHO	WHAT	WHEN	WHERE	WHY

WRITE A SUMMARY:

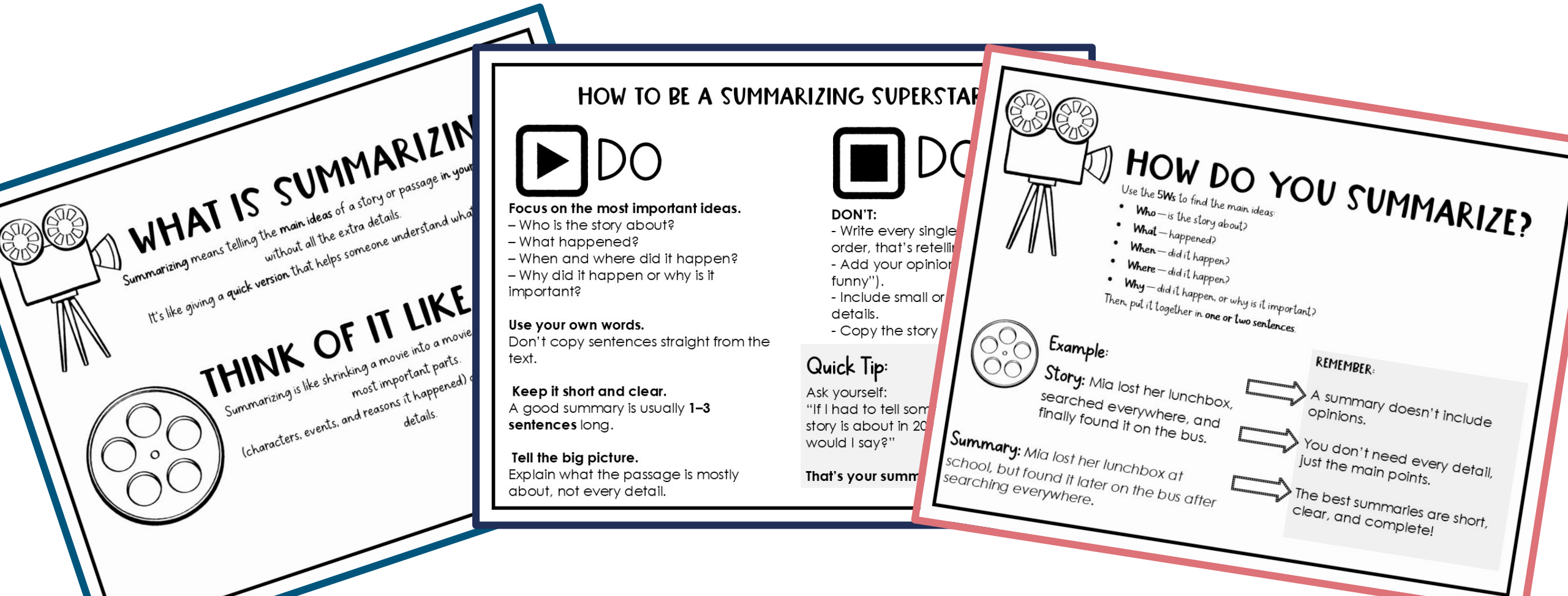
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This printable and digital set includes short stories, graphic organizers, and teaching slides that guide students through identifying the 5Ws (Who, What, When, Where, Why) and writing concise summaries.

# THEMED ANCHOR CHARTS TO HELP STUDENTS LEARN THIS SKILL!



Perfect for upper elementary students (grades 3–5), this resource helps students understand what to include and what to leave out when summarizing fiction or nonfiction texts.



## PERFECT FOR:

- Whole-group mini lessons
- Reading centers or stations
- Independent practice
- Homework or review
- Small group intervention
- Test prep for reading comprehension

**PRACTICE SUMMARIZING USING WHO WHAT WHEN WHERE AND WHY WORKSHEET**

Name: \_\_\_\_\_

**The Science Fair Switch-Up**

Ethan had spent weeks building a baking-soda volcano for the science fair. The night before, his cat knocked it off the table, smashing it to pieces. Ethan almost gave up, but his sister suggested testing which paper towels absorbed the most water instead. They built a quick experiment, collected data, and made a chart. At the fair, the judges praised his effort and creative thinking. Ethan realized that real scientists have to adapt when things go wrong.

WHO WHAT WHEN WHERE WHY

WRITE A SUMMARY:

Use the film strip who what where when and why to write a 1-2 sentence summary.

**PRACTICE SUMMARIZING USING WHO WHAT WHEN WHERE AND WHY WORKSHEET**

Name: \_\_\_\_\_

**Great Bake Sale Mix-Up**

The student council planned a bake sale to raise money for new library books. Mia was supposed to bring brownies, but her oven broke the night before. She panicked until her dad helped her make no-bake cookies instead. The next day, her cookies sold out first! The principal thanked her for being creative under pressure. Mia realized that problem-solving is just as important as planning.

WHO WHAT WHEN WHERE WHY

WRITE A SUMMARY:

Use the film strip who what where when and why to write a 1-2 sentence summary.

### SUMMARY SENTENCE STARTERS

#### GENERAL STARTERS

- This story is mostly about \_\_\_\_.
- The passage tells how \_\_\_\_.
- In this story, \_\_\_\_.
- The main idea is \_\_\_\_.
- This story shows that \_\_\_\_.

#### NONFICTION OR INFORMATIONAL TEXTS

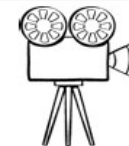
- The author explains \_\_\_\_.
- The text is mainly about \_\_\_\_.
- Readers learn that \_\_\_\_.
- The article gives information about \_\_\_\_.

#### FOR STORIES WITH A LESSON OR MESSAGE

- The character learned \_\_\_\_.
- The story teaches that \_\_\_\_.
- In the end, \_\_\_\_ realized \_\_\_\_.

#### USING THE 5WS

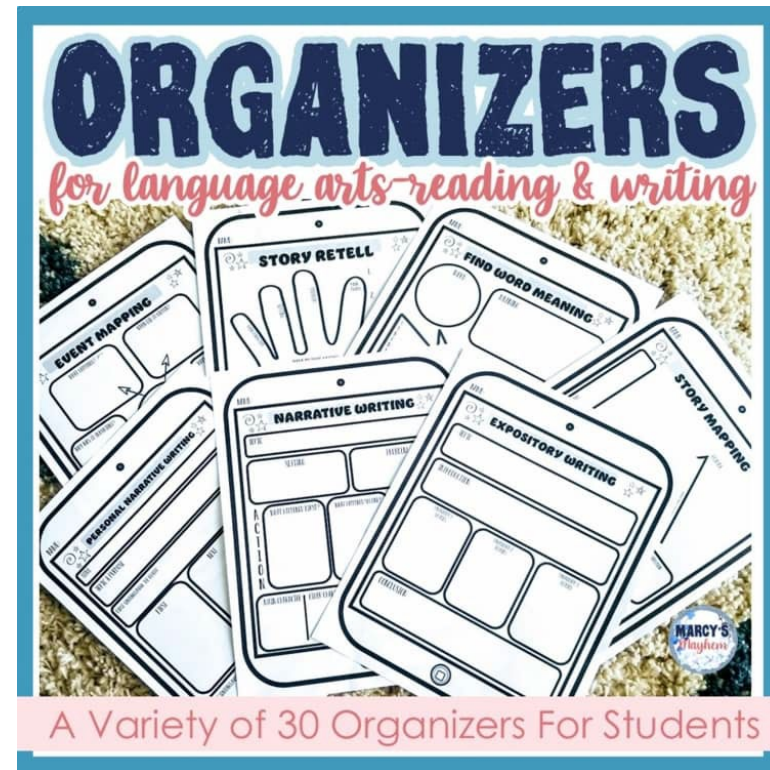
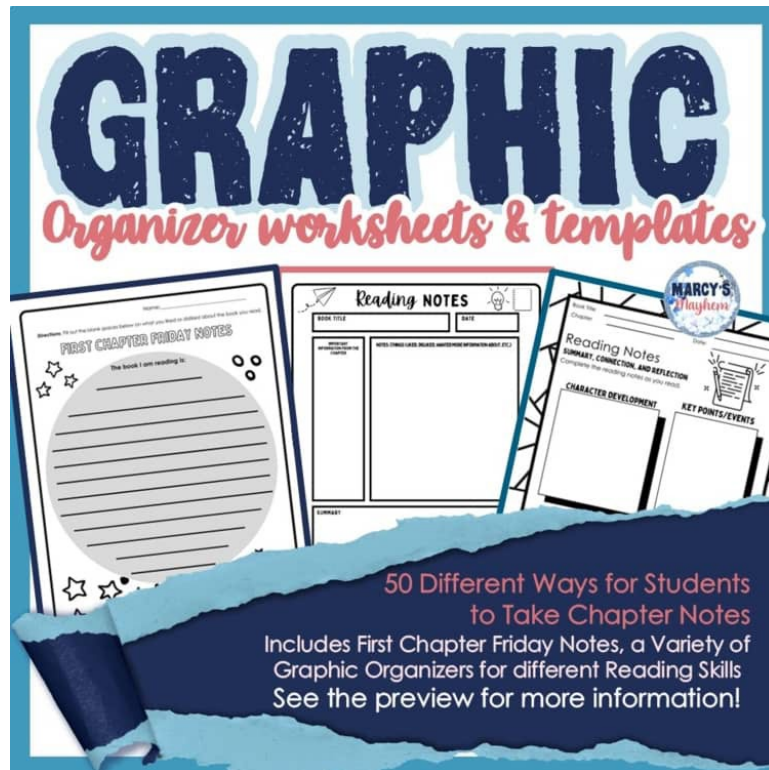
The story is about (who) who (what happened) at (where) during (when) because (why).



The short, relatable stories grab their attention, and the clear visuals help students see how to summarize effectively.

# Do you need additional practice?

Click any of the covers below.







## What educators are saying

I love this resource. It was easy to follow. It was an easy download with no problems. My students were able to understand it. It really helped my kids' understanding. It also helped me a whole lot with planning !!! Definitely buy this resource. It is amazing!!!

— ★★★★★

This was great way to put our summarizing lesson into practice! The students were excited to put their strategies to work. I had them work in groups to complete a trifold on one story and then completed one as individuals.

— ★★★★★

★★★★★ **Extremely satisfied**

This was great way to put our summarizing lesson into practice! The students were excited to put their strategies to work. I had them work in groups to complete a trifold on one story and then completed one as individuals.

Students used with

4th grade

Students were engaged

Strongly disagree Strongly agree

★★★★★ **Extremely satisfied**

My students struggle to summarize fiction texts. I am looking forward to this upcoming year to use this resource. I think this will help scaffold the lessons to support their development. Thank you so much for this resource

Students used with

4th grade

Primarily students that are emerging bilinguals/ ELs/ ESOLs/ ENLs

Students were engaged

Strongly disagree Strongly agree