How to Get the Most From Summarizing Strategies
Collaborative Pairs
Essential Questions:

- What is summarizing?
- Why summarize?
- What does summarizing look like?
- How do you use distributed summarizing?
- What are exemplary summarizing strategies?
Think-Pair-Share

What does summarizing mean to you?
### Strategies That Most Impact Achievement

<table>
<thead>
<tr>
<th>Rank</th>
<th>Strategy</th>
<th>Effect Size</th>
<th>Percentile Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extending Thinking Strategies</td>
<td>1.61</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>(compare/contrast; cause/effect; classifying; analogies/metaphors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Summarizing</td>
<td>1.00</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary In Context</td>
<td>.85</td>
<td>33</td>
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<tr>
<td>4</td>
<td>Advance Organizers</td>
<td>.73</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Non-Verbal Representations</td>
<td>.65</td>
<td>25</td>
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</tbody>
</table>

(US Department of Education: 2002)
“Effective Summarizing leads to an increase in student learning. Helping students recognize how information is structured will help them summarize what they read or hear. Summarization is a real-world skill.”

(Rick Wormeli, 2003)
Summarize

- To consolidate information
- To promote retention of knowledge
- To actively process information
- To rehearse and practice skills
Types of Summarizing

Individual or in Pairs

Orally

Visually

Artistically

Writing

Physically

Musically

Dramatically
Why?
Think of summarizing as a mirror that is reflective of our student’s learning, therefore of our teaching.

It is both formative and summative, and should always direct our instruction.
What does summarizing look like?
Summarizing During a Lesson

What is the Essential Question of the Lesson??

- Activating/Previewing
- Distributed Guided Practice or Distributed Summarizing (Assessment Prompts)
- Teaching Strategies

Summarize and Answer Essential Question
Summarizing Should…

• Support and Consolidate learning
• Lead to comprehension and retention
• Be connected to assessments prompts-related to what has been taught thus far
• Involves all students
• Allow students to process new information and new vocabulary
• Occurs throughout the lesson
How do you use Distributed Summarizing?
Why Collaborative Pairs?
Collaborative Pairs
Numbered Heads

- Students in pairs (only one group of 3)
- Each student has a number
- Activities distributed throughout lesson
  - Summarize
  - Clarify / Explain
  - Predict
  - Generate a Question

Best Grouping:
- Low/Avg
- Avg/Avg
- Avg/High
Distributed Summarizing Task Examples

Chunk your teaching and ask questions at pre-determined intervals.

Task Examples:
• “We have been talking about____. 1’s clarify or explain to your partner (2) and 2’s report.”

• “1’s explain to 2’s why____ is important? 2’s share one key point to remember about____.”

• “2’s tell 1 how to ______ (steps in a process). 1’s carry out the process as 2’s describe.”
Pairs Checking

A. Circle numbers.

B. Each student does their own work.

C. When they complete a circled number, stop. Check answers with partner. If agree, go on. If not, correct then continue.
Distributed Summarizing

10-minutes – Teach/present/model
  1-2 min – Collaborative paired activity

10 min – Teach/present
  1-2 min – Collaborative paired activity

10 min – Teach/present
  1-2 min – Collaborative paired activity

10 min – Teach/present
  1-2 min – Collaborative paired activity
The Important Thing....

The important thing about Distributed Summarizing is ________________________________________________________________

Another detail

Another Detail

Another Detail

But the important thing about Distributed Summarizing is ________________________________________________________________.

The first and last sentences are nearly identical
Exemplary Summarizing Strategies
Summarizing at the End of the Lesson

- Choose a thoughtful and purposeful summarizing strategies

- Remember, the students must do the summarizing themselves for learning to construct meaning

- Reflect on Questions to ask when planning summarizing strategies: Pg. 9
Ticket out the door

How did you sort the objects?

I sorted by number. Devin

Nya

I sorted by color. Nya

Karman

I sorted by color. Karman

Vidha

I sorted by color. Vidha

Adrian

I sorted by number. Adrian
Recall, Reflect, Write or Tell

Strategies: 3-2-1

3 ideas

Narrow down to 2

1 Big Idea
Classroom Examples:

Example 1:
3 differences between the characters
2 similarities
1 question you’d like to ask either character

Example 2:
3 ways to get a total of 12
2 ways to get to 35
1 important thing to remember about math
Joseph got lost in a storm and was found in a well by Benjamin. Joseph was kept in the well for three days before he was sold to Potiphar. In the Well, Joseph dreamed of stars and these dreams were to become his future. Potiphar's wife accused Joseph of trying to seduce her, but Joseph was innocent. He was thrown into prison for three years. The Pharaoh of Egypt had a dream that was confusing, and Joseph interpreted it. The Pharaoh appointed Joseph as his prime minister, and Joseph's family was rescued and brought to Egypt. Joseph forgave his brothers for selling him and ensured their safety in his new country. This story is about forgiveness and second chances.
The Absent Student

Write a letter to the absent student answering the Essential Question.

Dear __________, 
Today we learned________________________________________.
The most important thing we learned was________________________________________.
If you had been here you would have really enjoyed________________________________________.
I hope that tomorrow we will learn__________________________.

Your friend,

P.S. I’m wondering__________________________________________
Show Me

- Draw a Picture, Diagram or a Map
- Physical Demonstrate
- Create an Organizer
Reflections P-M-I

Statement: All teachers should receive merit pay.

<table>
<thead>
<tr>
<th>Pluses</th>
<th>Minuses</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
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Classroom examples:
- We should extend diplomatic relations to that county.
- Studying grammar is the best way to learn to write.
- The artist’s use of line and lighting are the best ways to determine a painting’s quality.
Inner Outer Circle

- Half of the group makes a circle facing inward
- Half of the group forms an inner circle facing a partner
- Think of the circles as gears, with the inner circle stationary
- Teacher asks a question allowing the outer person to respond first. The inner person responds next for a total of a minute.
- The Inner circle person then rotates to the right 3 people.
Create a summary sentence about something you’ve learned today that starts with your selected letter. Be sure that your sentence answers one of our Essential Questions.
What are Exemplary Summarizing Strategies?

• #1 tell your partner how you can have students summarize in writing, orally, or dramatically.

• #2 tell your partner how you can have students summarize visually/artistically, physically or music ally.
# How is Summarizing distributed throughout the lesson?

**Essential Question:** How do I use adjectives to describe nouns?  
Assessment Prompts: Descriptive words; Visualization; Seeing words; Pictures to words

<table>
<thead>
<tr>
<th>Activating Strategy:</th>
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<tbody>
<tr>
<td>Choose your favorite person and then describe this person to your partner.</td>
</tr>
</tbody>
</table>

**AP#1:** Write the answer to: What words did you use that helped your partner know who you were describing?

<table>
<thead>
<tr>
<th>Teaching Strategies:</th>
</tr>
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<tbody>
<tr>
<td>Show students a picture of a slug. Have students brainstorm words to describe it.</td>
</tr>
</tbody>
</table>

**AP#2:** Students Pair-Share: How does the describing word help you see the slug?  
Read a book that has many adjectives, i.e. *Thundercakes* by Patricia Pollaco, *The Very Hungry Caterpillar* by Eric Carle. As you read, stop at selected times and have students describe the passage read.

**AP#3:** Ones tell Twos: Which words helped you ‘see’ what the words were describing?, while Twos write them down. Share with another pair.

Continue in this manner until you finish reading the book.  
Explain that adjectives are words used to describe nouns, that adjectives make nouns smile. Give each student a picture book. Have them choose a picture and describe it to their partner. The partner then has to find the page using the descriptors from their partner.

**AP#4:** Twos explain to your partner how the description helped you find the page. Ones report to group.

<table>
<thead>
<tr>
<th>Summarizing Strategy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Most Important Thing. Today, when your parents ask you what you learned in school you will share what you learned about adjectives. Write down what you learned about adjectives using The Most Important Thing.</td>
</tr>
</tbody>
</table>
How is Summarizing distributed throughout the lesson?

**Essential Question:** Why do authors use foreshadowing?

**Assessment Prompts:** Suspense; Cause and effect; Predictions

**Activating Strategy:**
Play selected pieces from movies that show how music gets the viewer thinking about what is coming next.

**Teaching Strategies:**
- Graphic Organizer: Cause/Effect T-Chart
- Read a novel that uses foreshadowing.
- Clues can be given through dialogue, description, or actions taken by characters.
- Using the organizer to record, find examples where foreshadowing builds suspense or causes the reader to question the action of a character so the reader wants to continue reading. Add real life examples.

**AP#1:** On the bottom of the chart answer: What is suspense and how is it used with foreshadowing?

**AP#2:** On the back of the chart answer: How does the understanding of cause and effect support foreshadowing? Share your answers with your partner.
- Stop at different points in the book and note when foreshadowing is used. Have students predict what they think will happen based on the clue.

**AP#3:** Think-Pair-Share: How do predictions strengthen the understanding of foreshadowing?

**Summarizing Strategy:**
- 3-2-1: 3 ways an author uses foreshadowing. 2 examples of suspense. 1 prediction that was confirmed in the story.

**Additional Information:**
Synectics Summary

• The joining together of different and apparently irrelevant elements
• Looking at the critical attributes and going to a deeper level of thinking
• It’s all about analogies

= Summarizing ??
In Summary
A teacher who lets the students summarize is like a ________ because__________

<table>
<thead>
<tr>
<th>Steering wheel</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher who lets students</td>
<td>Summarize is like</td>
</tr>
<tr>
<td>Summarize is like</td>
<td>a steering wheel because</td>
</tr>
<tr>
<td>a steering wheel because</td>
<td>she/he is constantly at the</td>
</tr>
<tr>
<td>she/he is constantly at the</td>
<td>wheel determining the course</td>
</tr>
<tr>
<td>wheel determining the course</td>
<td>of direction needed by the</td>
</tr>
<tr>
<td>of direction needed by the</td>
<td>students.</td>
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<tr>
<td>students.</td>
<td></td>
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Thank You!!