



Dennis-Yarmouth Regional School District

Instructional Office Newsletter

Ending the Year on a High Note

As the end of the school year approaches, students-and teachers-usually feel a range of emotions: sadness at saying goodbye, excitement about new adventures, and anxiety about the transition to a new grade. Some children worry about where they'll live during the summer and who'll take care of them. For all children, leaving the comfort and security of daily life at school can be unsettling.

How can you end the year on a high note? Here are some ways to help make end-of-the-year activities meaningful and successful.

Recognize the accomplishments of *all* students-including those who've struggled. All children are part of the classroom community, and during every school year, even those who face many challenges learn and grow in some way. In fact, children who struggle (either academically or socially) usually need positive recognition the most-and receive it the least.

Find alternatives to awards ceremonies. Traditional end-of-the-year awards single out some students for praise while leaving many unrecognized. But a child challenged in academics or athletics may shine in creativity or citizenship. If your school culture requires traditional ceremonies, try to balance them with more inclusive classroom activities that recognize each child's unique journey.

Reflect as a group. Brainstorm with your class about the year's accomplishments and events, the ways they
(Continued on page 2)

June 2018

Volume 5, Issue 10

IMPORTANT DATES

Saturday June 9 th	DYH Graduation
Thursday June 14 th	Flag Day for all Americans to celebrate and show respect for our flag, its designers and makers.
Sunday June 17 th	Father's Day
Thursday June 21 st	Summer Solstice @ 6:07am Longest day of the year: The sun does not set at the North Pole Today.
Friday June 22 nd	Last Day of School (1/2 for day students)

IMPORTANT NOTICE:

Central office is a **fragrance-free zone** so please be respectful and plan accordingly when you visit.

Due to one of our members at the CO being highly sensitive to any type of fragrance, we ask that staff visiting/meeting at the Administration building refrain from using any scented products. Fragrances from personal care products, air fresheners, laundry and other cleaning products have been associated with adversely affecting a person's health. We ask that we all work together to make the environment a safe and healthy workplace for everyone.



Thank you very much for your cooperation!





(Continued from page 1)

helped each other learn, and even mistakes they learned from. Such group reflection reinforces children's sense of belonging to a safe and supportive community. It also gets them thinking about their individual learning. Children may enjoy creating games and riddles based on their year's learning, planning a class museum or bulletin board of "Our Great Year," or assembling a class memory book.



Reflect as individuals. Invite children to think about their learning in each subject, favorite books, friendships formed, funniest moments, and even challenges-but keep the focus on growth and learning. Comparing older and recent work samples shows how far they've come. Naming their hopes for future learning helps children look ahead with excitement to the next year. Children can create mobiles, posters, slide shows, memory books, or portfolios to share work they're especially proud of with friends and family members.

Have students recognize one another. Invite students to write one positive trait about each classmate on a small piece of paper. Collecting the compliments helps each child feel valued as a member of the school community.

Address anxieties about the next grade. Give children plenty of opportunities to ask questions about the year ahead. If possible, visit a classroom at the next grade or have older students come in to answer questions. Making an "Information book" for the incoming class helps students feel confident in their ability as learners while truly helping younger students feel confident in their ability as learners' while truly helping younger students.



reading a special book on the last day of school. Choose a class favorite or a new title that celebrates

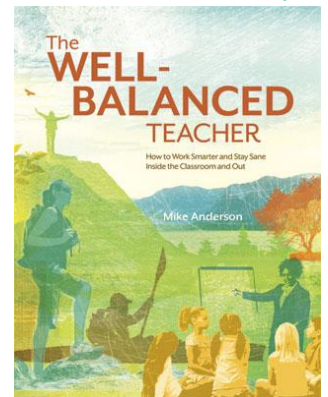
the community you've built, the friendships children have made, and the values you've discussed together. Make sure the book also has a rich story or intriguing characters. Seems like a lot to ask of one book, but many fit the bill! Get suggestions from colleagues or your school librarian.

Write a personal note to each child. A brief note from you affirming the year's successes will help children see themselves as capable learners, prepared to take on the challenges of the next grade with confidence and excitement.

Teachers are so swamped with work at the end of the year that it's easy to lose sight of how important-and challenging-the end-of-the-year transition can be for students. We should consider spending as much time bringing our community to a thoughtful close as we did building a community at the beginning of the year.

Mike Anderson is a Responsive Classroom professional development specialist. A 2004 recipient of the Milken National Educator Award, he has 17 years of experience as a classroom teacher, workshop presenter, and school consultant. He is the author of the ASCD book The Well-Balanced Teacher: How to Work Smarter and Stay Sane Inside the Classroom and Out and What Every 4th Grade Teacher Needs to Know About Setting Up and Running a Classroom.

(Northeast Foundation for children).



Online Summer Resources for Students

"While unstructured time for fun and play is valuable." Says the AFT Share My Lesson Team in this *American Educator* article, "many students could also benefit from intellectual stimulation during the summer." For students who may not be able to take part in structured programs, they suggest these free online resources produced by the AFT:





- “Summer Learning at Home” – <http://go.aft.org/AE118sm11>
- “Baseball”- <http://go.aft.org/AE118sm12>
- “Celebrate Science” – <http://go.aft.org/AE118sm13>
- “Teacher Resources Inspired by Films” – <http://go.aft.org/AE118sm14>
- Storyline Online – <http://go.aft.org/AE118sm15>
- “Tap, Click, Read: Growing Readers in a World of Screens” webinar: - <http://go.aft.org/AE118sm16>
- “Math Homework Help for Parents” – <http://go.aft.org/AE118sm17>

“Spark Self –Directed Summer Learning: by the American Federation of Teachers Share My Lesson Team in *American Educator*, Spring 2018 (Vol. 42, #1, p. 12)

End-of-Year Learning Can Be Meaningful & Fun

by [MiddleWeb](#) · Published 05/01/2016

By Elyse S. Scott

Teacher at the beginning of the school year Teacher at the end of the school year



Many middle level teachers, like [the frazzled owl](#), wish their last weeks of school away. They hang on for dear life because truly this time of

year can be anxiety provoking at best or chaotic and frustrating at worst.

Students have different ideas about how these weeks should go, and some teachers start to lighten up as they cave to the pressure. I always found that this was the time of year when a little hard work and lots of organization paid big dividends in an end-of-year experience that was smooth, structured, and, yes, fun for all of us.

As an English teacher I always found enormous



possibilities in materials at my disposal, but I think many of the activities and projects I designed could easily be adapted for use in all content areas. I can imagine many teachers crying out in protest: “But I have no time to grade anything else!”

Yet I found that with a certain gentle firmness on my part, my students understood that until the final marking period grades were in, I was still in “command,” and their cooperation was an important part of that.

I reminded students, using my brand of humor, that built into all of this was an attempt to tap their creativity and review prior learning, and (if all else failed) that their “engagement” would make their summer come that much faster!

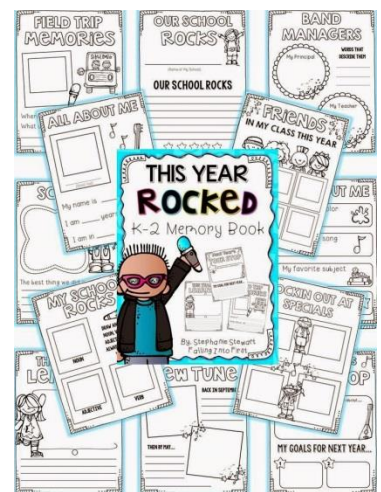
They also knew I was in this with them – often writing alongside them. Above all, we never failed to have fun.

Here are some things we did

► **A Year’s Worth of News** –Working in groups students created a one-page class newsletter entitled “The Year in Review.” They devised the ways the page would be set up, the number of mini articles, and assigned responsibility for each task. When the computer room or library was open, they “published” the final product. After all classes reviewed the newsletters, they chose the one to be posted on my school web page – a much better alternative to the usual “See you in the fall!” message posted there.

► **A Book Review Grab Bag** – I gave students a printout of all the literary titles we had read, both stories and novels, for that school year.

Working in groups, they would create a five to ten minute “review session.” These could be creative like charades or game shows or more traditional review questions or quizzes. They would then be “the





teachers” as they conducted their review sessions. All content area teachers have units of study, important vocabulary, and major concepts that would lend themselves to these types of review sessions.

► **Advice for Next Year’s Rookies** – Middle school students love to give advice so I had them write letters to next year’s incoming students. The title of the assignment was “How to Survive Mrs. Scott’s English Class.” The letters could be serious or funny, but they had to be informative. Students shared their letters and then voted on the best one. The winning letter was abridged and included on my Course Outline for the following school year. All teachers can do this, and the results are fun for everybody!

► **Make Your Own Test** – For my final exam in English, I had students create test questions as well as comprehensive essay questions for possible use on the exam. I did use some of the questions on the actual exam, but as a learning community we used them for practice and review.



► **The Best of Me** – Each student in my class had a cumulative writing folder. Before they took these home, I had them carefully review their work with certain criteria: noting growth, making a list of areas in need of improvement as they moved to the next grade, and selecting a piece they were particularly proud of. Those who wanted to

(and so many did) shared with the class. Reviewing lab folders in science or assessing artistic expression or rereading health journals compels students to “think” about their own learning and gain wisdom about themselves.

► **The “Room 808” Awards** – Though students can be tapped out when it comes to writing (“Do we have to?!”) they rarely mind opinion pieces when they can be subjective and speak with their own voices (which is



so often discouraged across all content areas). Frequently, I would have them nominate their favorite story or novel or writer – with rationale – for a classroom Oscar. The discussions that ensued were most enlightening. This lends itself beautifully across all content areas: favorite units, favorite projects, best lesson – the possibilities are endless.

► **Pick the Curriculum** – My students provided a valuable service to me in those last weeks as “curriculum specialists.” I would share a new story, poem, article, or video and get their feedback on whether to integrate the materials into my repertoire for the coming year.

► **Deja Vu Events** – If time permitted, I had what I called “encore performances.” Many times students wanted to hear a favorite story again or hear another one by an author we had studied. If our poetry unit had been extremely successful, we might spend a few more days near the end of school writing poems. I imagine many efficient teachers are so focused on covering content and adhering to a strict timeline that they may discover some leftover time for such endeavors.

► **The Good, the Bad, and the Re-Do’s** – I often had students join me in what I always did as part of my own teaching practice: self-reflection. We would all sit and respond to the following questions, then share: What have you enjoyed? What were the biggest challenges? What has surprised you the most? What has brought you the most joy? What would you have done differently?”

► **Middle School Memoirs** – If a middle school is organized in teams; this is a great across-the-team project that can be worked on in various eighth grade classes.

I had students create a personal middle school book of





memories. They could choose what they wanted to include, but we all know that many students need suggestions. They could write about favorite teachers, their friends, their participation in school activities and clubs, field trips, etc. Students enjoyed the “look back” and had this product to take home. (A group project might involve gathering some class-related images to include.)

An Epic Poem about Us

Now I admit that this last idea required huge amounts of my time, but I continued to do it every year until retirement because my students loved it so. I created “class poems” for every class and devoted at least four lines to each student, essentially capturing “their essence.” It was my gift to them. Here are a few samples:

Allow me to mention one of our English stars of Period 3
He's hardworking and dedicated, I'm talking about our one and only Jeremy.
His projects are amazing, his writing is the envy of all
I will certainly miss him when he's at the high school next fall!

Some motor mouths can drive me crazy, but certainly not this girl!
In the treasure chest of life, she is an absolute pearl.
With her insightful views, well-chosen words, and reasoning that makes sense
April, one fine day, might be an outstanding lawyer for the prosecution or defense!

Amanda, Amanda, I don't know what I would have done without you in Period 1
While sleepy students shuffled into class, you were like a burst of morning sun!
Attentive, witty, well-read, your writing was always compelling
There's just one thing I have to say to you and half the class
This summer, work on your spelling!

► **Do Something Special for Them** – I heartily recommend that teachers share their gifts, whatever they may be, to create an ultimate capstone for the school year.

Good vibes come from careful preparation

All of these suggestions require careful preparation, but I think my students genuinely appreciated my efforts those last weeks of school. Obviously I did not use all activities each year, but chose various ones as time and student interest permitted.

It was important to me that these be fruitful weeks with “the harried teacher ready to lose it every day” nowhere in sight.



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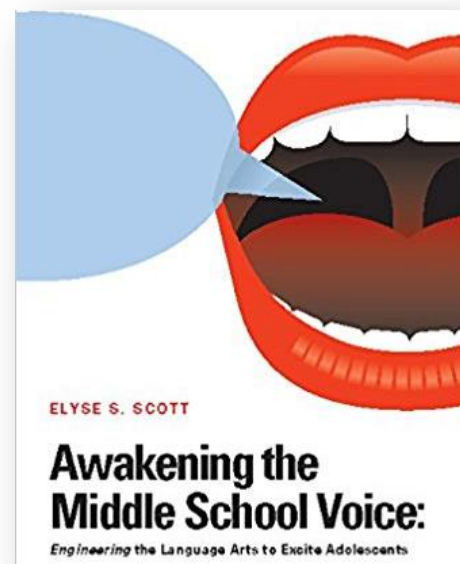
WWW.ANDERSTOONS.COM



“You just can't help yourself, can you?”

I wanted to send my students on their way with good vibes from those last weeks in class and to feel that we had all done much more than just survive!

Elyse S. Scott is the author of *Secrets from the Middle: Making Who You Are Work for You* and her latest book [Awakening the Middle School Voice: 'Engineering' the Language Arts To Excite Adolescents](https://www.middleweb.com/27698/engineering-language-arts-to-excite-ms-kids/) (AMLE, 2015), reviewed at MiddleWeb [here](https://www.middleweb.com/27698/engineering-language-arts-to-excite-ms-kids/). (<https://www.middleweb.com/27698/engineering-language-arts-to-excite-ms-kids/>) She is a retired English teacher who found her true passion teaching eighth graders for almost 30 years. She now writes, lectures, and consults in the Hudson Valley of New York and is enjoying her own granddaughter's journey “in the middle.” You can reach her at retirednysteacher@gmail.com





A POWERFUL WAY TO END THE SCHOOL YEAR

Year mapping allows students to see what they've learned in your class, and it's a great resource for your incoming class.

By Donna Wilson and Marcus Conyers

One of our strategies that teachers enjoy using at the end of the school year is a practical, easy-to-use tool we call Celebrating Learning with Year Mapping. This activity gives your current students a chance to feel good about what they've learned and provides incoming students an opportunity to see real evidence that they can be successful learners in the coming school year. And it gives teachers a chance to enjoy seeing students share what they've learned and to internalize their successful teaching.

Several elements of this strategy make it a powerful way to end the school year with a positive experience, often much needed after testing is over and as a busy year comes to an end. With prompted recall, each student can remember learning events that mean the most to them. Year-end mapping utilizes the power of positive teacher-student relationships as well as personalized learning, summarizing, group learning, and organizing information graphically.

Creating the Presentations

The following steps can be used to create a visual representation of key content studied over the year, which can become a catalyst for celebrating learning successes:

1. As the end of the year approaches, tell your students they'll be using **graphic organizers** to create a large map of what they've learned about the content you've taught.

2. Guide students in groups of four to work on specific parts of the curriculum, using prompted recall to help them remember important learning events, knowledge, and skills learned during the year.
3. Assemble a giant map—a collection of the group maps—ideally on a large wall space of the classroom.
4. Ask each student in turn to present one part of the map. These short presentations could

include materials that helped them learn, such as books, drawings, pictures, notes, articles, or other meaningful artifacts.

5. Rehearse the presentations.

6. Invite groups of students who may be in your class next year to come to the presentations and be taught by your current class.

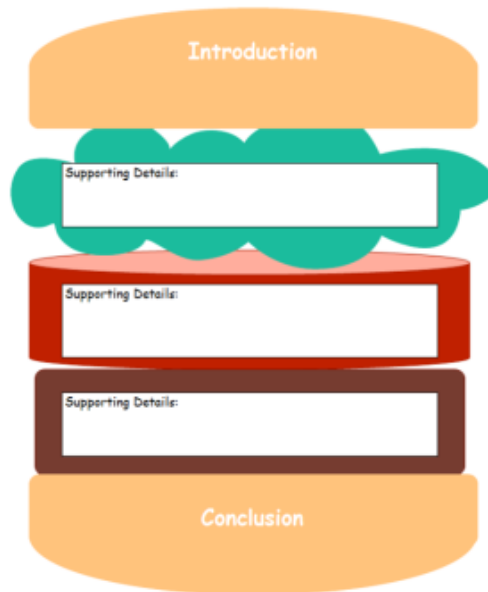
What Students— and Teachers— Get From Year Maps

The year mapping strategy gives teachers a way to relate to individual students around their successful learning—and to revisit some of their own favorite lessons and interactions with students over the past year. It gives students a chance to create fascinating graphic organizers that help them arrange evidence of their year of learning with visual appeal.

The strategy also provides motivation for students to summarize key experiences and knowledge learned throughout the year. Summarizing is a useful learning strategy, as it requires more than retelling. When students summarize, they analyze knowledge, determine key elements, and translate a lot of information into a brief and coherent presentation. For ideas on how to help students to summarize key elements of their year of learning, check out [this valuable resource](#).

For valuable resource

See "Quick Summarizing Strategies to Use in the Classroom" at the end of this newsletter.





Working in groups often provides an emotional hook that makes the learning experience more meaningful and memorable for students.

Group work

(<http://www.teachhub.com/30-ways-arrange-students-group-work>) makes it possible for all students to play a part in making the year-end maps, as individual memories may vary dramatically from student to student. Working together, students can rely on others to remember aspects of the year that may not have been so memorable for them. They in turn remember elements of the curriculum that others may have forgotten.

Questions you can ask your students who are moving up to the next grade include: What were some key things you learned this year? How does this activity make you feel as we pull our giant map together and reflect on what we've learned?

At the end of the presentation to students who will be moving up to the grade level you teach, a good question might be: What are you most excited about learning next year?

This strategy can be adapted in a variety of ways. For example, it can be extended to more classrooms across participating grade levels. Some schools have used this strategy to celebrate learning school-wide. Year-end mapping can be successfully paired with other tools we have developed, such as [success files](#)



<https://www.edutopia.org/article/helping-struggling-students-build-growth-mindset-donna-wilson-marcus-conyers>—repeatedly updated collections that provide evidence to help students internalize and remember their learning successes.

The power of year mapping is in how it helps both students and teachers internalize learning and celebrate it. Feel free to change the way you use our approach so that it works best for you and your students at this special time of the year.



Image sources:

Group Work reflection: www.pinterest.com

Favorite book: www.heidisongs.com

Frazzled owl:

<https://i.pinimg.com/736x/25/92/8c/25928c0e3c534dc3ac4da56d1f77695f.jpg>

This year rocked: Stephanie,

<http://fallingintofirst.blogspot.com/2014/05/end-of-year-memory-book.html>

All about me:

<https://www.pinterest.com.au/source/teacherspayteachers.com/>
Graphic Organizers images: <https://www.edrawsoft.com/template-hamburger-writing-graphic-organizer.php>

Group reflect: <http://www.teachhub.com/quick-guide-cooperative-learning>

Middle school memories:

<https://www.teacherspayteachers.com/Product/Reflection-Project-For-8th-Graders-Middle-School-Memory-Book-3179551>

Marto quotes: <http://indulgy.com/post/WVa98xPKH1/quotes-i-love>





Quick Summarizing Strategies to Use in the Classroom

Written Summaries	Brief Description of the Strategy
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 ---.
Questions to the Teacher	List 3 (or any number) of questions you would still like clarified
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
Acrostics	Give students a key word/concept from the lesson. They must then write a detail or descriptor that starts with each of the letters of the key word/concept
Carousel Brainstorming	On chart paper around the room (or on paper that is passed around groups), ask small groups of students (3-4) to respond to a question or statement posed at the top of the paper. After a short period of time, student groups move on to another piece of chart paper/topic, and read what has been written about that topic and add to or respond to it. Key reminder: Ahead of time prepare the chart paper and the different topics, insuring that you have enough "stations" so that every group is at one station during each rotation. These charts and responses can be used as a lesson activator or review the next day.
\$2 Summaries	With each word worth 10 cents, write a \$2 summary of the 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 learning.
Headline Summaries	Similar to \$2 summaries, have students write a newspaper headline that gives the main points of the lesson.
Journals	If students keep journals for the course, have the summarizing activity be an entry in the journal. You might include a prompt to get them started.
RAFT	A writing "situation" where students choose Role (from whose point of view), Audience (the specific reader to whom the piece is being written), Form or Format (a letter, memo, list, email, etc.), Topic (specific subject of the writing)
K-W-L	If you started the lesson with a K-W-L (what I Know, what I Want to know, what I Learned), then complete the L(earned) section as the summary.
Revisit Anticipation Guide	Ask students to go back to the anticipation guide from the beginning of the lesson and revise their answers. You can also ask them to justify the changes.
Vanity Tag/Bumper Sticker	Write a vanity tag for a car or a bumper sticker that describes the key ideas from the lesson.
Think-Pair-Write	Similar to Think-Pair-Share, students are given a topic/question, they brainstorm it with a partner, but then each student writes his/her own response.
Think-Write-Share	Similar to above but the sharing is oral. Students think about a question, write a response, then share with their partners.
Word Splash	Students are given a "splash" of the key words from the lesson. They must write a few meaningful sentences (summarize the learning) using these words.
Key Points Summary	Students make a list of bulleted key points of the learning from the lesson.





Quick Summarizing Strategies to Use in the Classroom

Written Conversations	Each student begins the answer to a question or prompt posed by the teacher. Then after 1 or 2 minutes of writing, they exchange their papers (or pass them around). Then they spend 1-2 minutes responding to the writing/thinking on the paper they receive. Then they pass the paper the paper back (or on) and continue the process. Limit the time, using a timer or other signal, so that students are always left thinking they have more to say.
SQ3R	Survey, Question, Read, Recite, Review. While this is a teaching/reading strategy, the last part of it could constitute a summary at the end of the reading/lesson. See: http://www.studygs.net/texred2.htm
Changing Points of View	Ask students to do a quick-write about a topic related to the learning from lesson from a very specific point of view. (i.e., What would X say about --?)
Sample Test Questions	Ask students to write one or several possible test questions related to the learning of the lesson. These questions should not be yes/no or one-word answer questions. An easy way to do this is to use index cards or half-pieces of paper, and ask the student to write the question on one side and an acceptable, detailed answer on the other. These questions can be collected and then redistributed the next day and used as a "warm up" or "lesson activator."
One-Sentence Summary	Summarize in one sentence the key point of the lesson (be specific about what to summarize—i.e., the importance of ---)
Paragraph Summary	Instead of writing a sentence, students expand. You can ask them to describe at least 3 reasons or support or details
Dear Student Letter	Write a letter to an absent student telling him/her --- (the point of the lesson, the steps in a process, the details learned through the lesson, etc.) A variation could be "Dear Teacher" or "Dear Citizen/Voter," (depending on the purpose of the learning or the topic and the content area)
Aha! and Huh?	Write down 1 or 2 "ahas" (something you learned) and 1 or 2 "huhs" (things you still have questions about)
6-Word Memoirs	In 6 words, what did you learn? (This is a variation of the Smith Magazine writing contest) For samples, see: http://sixwordmemoirs.aarpmagazine.org/ or http://www.smithmag.net/sixwords/
Framed Paragraph	Do a paragraph skeleton or frame which students have to complete (for example: XX happened because of 3 important factors. The first is -- and it caused ---. The second is -- and it caused ---. Etc.)
Sentence Starters	Similar to framed paragraphs, start the sentence and have students finish it (for example: One thing I learned about X today is ---, or One important reason why --- is ---)
Inference Frame	Similar to a framed paragraph, this frame helps students draw inferences from what they've been reading/viewing/discussing by connecting that new information to their background knowledge to make inferences. "The part where . . . may mean that . . . because . . ."
Inference Venn Diagram	A variation on the above, one side of the Venn has the TEXT information, the other side BACKGROUND INFORMATION, and the "combined," middle section of the Venn is INFERENCES or conclusions drawn
Sequence or Timeline	List in order of importance or in chronological order (or steps) the concepts discussed in the lesson
Learning Logs	If students keep learning logs for the course, let the summarizing activity be an entry in the learning log (similar to journals)
Foldables	Have each student create a foldable that captures the key concepts of the lesson.
Text Transformation	Students transform a text into a different genre. Say they read a section in a science or social studies text. Then they could transform the information in the text to any of the following: 1) newspaper article, 2) flyer or advertisement, 3) letter from a specific viewpoint (see RAFT), 4) diary entry, 5) comic strip, etc.





Quick Summarizing Strategies to Use in the Classroom

Frayer Model	Instead of using this “concept definer” graphic organizer at the beginning of a lesson, use it at the end See: http://toolsfordifferentiation.pbworks.com/Frayer-Model
What would X do?	Give students a situation related to the topic of or learning from the lesson. Then ask them to respond to the question, using a specific person (i.e., government official, historical figure, character, scientist, etc.). This is similar to “changing points of view” above.
Graphic Organizers	After a lesson, activity, discussion, etc., give students a graphic organizer and ask them to fill it out.
Plus/Minus/Intriguing	List things you agree with (plus), things you disagree with or question (minus), and something you have found intriguing.
Alphabet Game	Divide the alphabet among the class (or groups). Each student must think of one descriptor about the topic, lesson, etc. that begins with the letter she/she is assigned.
Concept of definition/word map	A great way to teach and reinforce a complicated topic. Focuses on 1) what the term is (definition), 2) what it’s like (properties, qualities), 3) examples See: http://www.readingquest.org/strat/cdmap.html
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.
Sticky Notes	Give students sticky notes and a question or topic with which to respond. They post their notes on the board, door, wall, a chart (that can have divisions/pros/cons, etc.).
Give One-Get One	Pose a question/topic, etc. Students number paper to 5. They write 3 ideas/answers. Then they must talk to at least 2 more students to get 2 additional answers and to give 2 of theirs “away.”
Quick Writes	Pose a question or specific topic. Students are to “quick write” (write whatever comes to mind about the topic, without regards to written conventions—a brainstorming on paper) for a limited amount of time. Begin with short time periods 1-2 minutes, because students must write the entire time.
Cloze Activity	This can be a highly scaffolded writing, where students are given key terms/words from the lesson and a paragraph about the topic with blanks which they must fill in from the given list of terms.
Cause-Effect timeline or chart/ WHAT and WHY	Students make (or are given) a timeline, where above the line either has listed (or they must list) WHAT Happened. Underneath the events, they must describe WHY it happened.
Paragraph essay outline	Have student create just the outline of an essay. They must write the introduction and the topic sentences of the supporting paragraphs only.
5 W’s Summary	Students list information that answers <u>Who</u> , <u>What</u> , <u>When</u> , <u>Where</u> , <u>Why</u> related to the learning from the lesson.
Analogies	Take a key idea from the lesson and turn it into an analogy: something is to something else as – is to --
Alphabet Sequential Round Table	Give students a grid with each letter of the alphabet in a square. In a small group, students are given a defined time to begin filling in the grid with a word or phrase that starts with the letter in the grid and which relates to the key learning of the lesson. At the signal, the student passes the grid on (and receives another). With each successive pass, students must read the concepts/ideas on the grid they receive, and then continue the grid, adding (not repeating) new information to each grid.
Text Messages	Similar to a sentence summary, ask students to write a summary of the key learning in txt msg form. LOL. BTW





Quick Summarizing Strategies to Use in the Classroom

Snowball Fights	Put a problem on the board or post a question. Ask students to answer it, but <u>not to put their names on their papers</u> . Then they wad up the paper and toss the “snowball” (either in a box or a to designated center spot). Then each student in the class gets one of the tossed snowballs. The teacher explains the problem/answers the question, etc., and asks students to look at the snowball they received. If their paper has a correct response, they should sit down. Then, while the teacher doesn’t know “who” doesn’t get it, he/she does know quickly “how many” don’t.
Error Analysis	Post a problem or a process on the board—with an error in the computation/writing/process, etc. Then with a partner or alone, students try to find out where the error or mistake is. If done individually, then students can pair up to compare their findings.
“How Do You . . .”	With any skill that is a process, as a review ask students individually or in pairs to write down the steps or process.

Non-written Summaries	Brief Description of the Strategy
Read and Say Something	Have students read a portion of text and then “say something” to their partners in response to their reading.
Turn and Talk	In response to a summary prompt or question, direct students to “turn and talk” to a shoulder partner (very similar to Read and Say Something).
Think-Pair-Share	Pose a question to the group. Allow time for students to individually process their thinking in response to the question. Then ask them to discuss with their collaborative partners (pairs) and then share with the group or with another pair.
Numbered Heads Together	Have Collaborative Pairs “square” to form groups of 4. In each group, tell them to number themselves 1, 2, 3, and 4. Meanwhile, you assign the groups letters (A, B, C, etc.). Tell them to pull their group’s chairs close so they can “put their heads together.” Pose the 1 st question out loud. Then give them 2-3 minutes to quietly discuss the answer. When you signal time is up, everyone should be silent. Then randomly call a group letter and one number (e.g., A3 or C2 or D1, etc.) Whoever happens to be that number in the particular group – Person 3 in Group A, for example – must answer the question. If the question can be answered in more than one way, then you can call another letter and number to get additional responses.
Quick Talk	Establish a specified time frame (1-2 min., perhaps using a timer to signal when time is up). Then, tell students to engage in “quick talk” to summarize their thinking/learning at various intervals in the lesson. (Could also use the A talk for ___ time, B talks for ___ time.)
Expert Groups/Jigsaw	Form expert groups for each “chunk” of a segment of reading/learning. Allow time for each expert group to discuss and summarize its “chunk.” Then jigsaw the groups so that each new group has one member of each expert group. Direct each expert in the newly formed groups to summarize their “chunk” for their new group members. This is similar to Numbered Heads Together above.
Charades/ Improvisation/Role Play	Have students engage in dramatic creations that summarize the learning.
Freeze Frame	Similar to an improvisation, a small group of students create a tableau related to the reading/discussion/topic. Then the rest of the class must guess the topic/situation of the freeze frame or tableau.





Quick Summarizing Strategies to Use in the Classroom

Bloom's Taxonomy Summary Cubes	Provide for students "cubes" with one of Bloom's levels of learning on each side. Ask each Collaborative Pair to roll the cube; one student in the pair then asks a question based on the level of learning rolled (analyze, evaluate, synthesize, etc.) of his/her partner about the learning. The other student gives a response.
Stand the Line (1 step in, 1 step back)	Put a piece of masking tape down the center of the classroom. Have students stand on either side of the tape, about two steps away. Pose a series of prompts for which students must take a stand. Direct students to take one step in/toward the line if they agree, or one step back from the line if they disagree. Randomly ask given students to share their thinking verbally.
Red Light, Green Light	In an open area of the classroom or hallway, engage students in the childhood game of Red Light, Green Light. When you turn as they freeze, ask one of the participants to respond to a summary question/prompt. If they are unable to do so, they must return to the starting line. The first student to reach you must summarize the overall specified learning or forfeit his "win" and start all over.
25,000 Pyramid	In Collaborative Pairs, have students try to get their partners to guess key words and concepts on a pyramid projected the screen or distributed on handouts (Rounds I and II). Members of each pair sit back-to-back or side-to-side, with one facing the screen and the other's back to the screen.
Meet and Greet (or "going to a 'Math'—or other content-- party" or "Speed Dating")	As a review of important content vocabulary, each student is given a different vocabulary word (if there aren't enough to go around, there can be duplicates). Have students do a Frayer or Concept of Definition Map for their words. The teacher reviews how a person would introduce him or herself to a stranger in professional, polite conversation. The introductions in this "meet and greet" are actually the vocabulary terms being introduced and discussed. As in interpersonal conversation, the parties ask each other questions about themselves, etc. Then the students are to "go" to a Math party, or Computer party, or Econ party (whatever the content area/course is). At the party, they must "Meet and Greet" (which should be modeled ahead of time) others in the class, introducing themselves as their individual concepts/terms, and talking about themselves and asking each other questions.
Kinesthetic Tic Tac Toe	Draw or outline with masking tape a large tic tac toe grid on the floor (you will need to have each square about 3 X 3 or 4 X 4). Create a paper version of the grid with different summary prompts for the given content in each square. Distribute the paper Tic Tac Toe grids to students and tell them that when you give the signal (clapping hands, flicking lights, etc.), they are to step into a square with 1-2 other people and converse with each other in response to the prompt in that square on their paper. Each time they hear/see the signal, they should move to different blocks, with different people and respond to the prompts for those blocks. Repeat the process until students have had multiple opportunities to summarize their thinking/learning about the different aspects of the content. (Note: Be sure to establish where the top of the grid on the floor is in relation to the top of the paper version.)
Illustration/Drawing/Cartoon/Tattoo	Have students create an illustration, drawing, or cartoon to summarize their reading/learning.
Story Board	Give students a blank "story board" and ask them to create a non-linguistic summary of their learning, filling the blocks of the story board with stick figures, drawings, etc. in an appropriate sequence.





Quick Summarizing Strategies to Use in the Classroom

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."
Smiley Faces, Sad Faces or Red or Green Cards	As a really quick assessment of understanding, have the students make index cards with smiley faces on one side and sad faces on the other, or one side red and one side green. The teacher then can pose a question and have students quickly indicate by holding up or flashing the appropriate side of the card <u>their understanding or their questions</u> .
Thumbs Up, Thumps Down	Similar to the objective of the Smiley Faces above, student just give a thumbs up or down sign, close to their chests, to indicate understanding or questions.
Following Directions	Have students guide their partners through specific steps or processes by giving detailed directions that the partner must follow explicitly. This might be modeled in a fun way using the old "making a peanut butter sandwich" game, where one person gives directions for making a peanut butter sandwich and the partner has to just the steps dictated.
Think Alouds	Utilizing a well-established, research-based instructional practice, model for students a think aloud yourself. Then, with a given problem, question, or passage, have students do think alouds in pairs, taking turns thinking aloud while the silent partner listens.
Key Concept Clothesline	Give each student of Collaborative Pair a piece of construction paper. Ask them to choose a key concept from their reading/learning and represent that visually with drawings, symbols, etc. Hang all of them with clothespins on a line in an area of the classroom. Encourage them use the "clothesline" as an interactive concept/word wall whenever they are asked to summarize.

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