

Summarizers

“Bell to bell” instruction: what does this really mean? Most certainly we know that our instruction begin at the bell (hopefully with the help of an activator), but how do we end the lesson? Often, we race to the finish and when the bell rings mid sentence we shout with our very last breath,, “DON’T FORGET YOUR HOMEWORK FOR TOMORROW!!!!!!!!!!” Research demonstrates that what is taught prior to and immediately following a lesson sequence is just as important as what happens during the lesson. The use of summarizers as an instructional practice can help students transform newly acquired knowledge into memory. Students discover what they understand and what questions they need answered. Teachers can use the information generated from summarizers to clear up confusion, make instructional changes, and direct any re-teaching. Summarizing activities are also a great way to structure topic or unit reviews. If you need any help structuring these activities for your particular content area, please see Nancy Sommer.

Name	Description	Materials Needed
<i>Trivial Pursuit</i>	At the conclusion of a lesson, students use colored index cards to record questions on one side, and answers on the back. Each day, students continue this activity using a different color card. At the end of the week, cards are pooled together for a game of “Trivial Pursuit”. Note: teachers must check through cards during the week for accuracy.	Multiple sets of color index cards
<i>Carousel Brainstorming</i>	Can be used in the middle , or at the end of a lesson sequence. Can involve movement or can be done seated, in a group. Options: 1- (moving around room)Using pieces of chart paper displayed around the room, students answer questions pertaining to topic. Each group uses a different color marker to brainstorm responses. As groups move they add to existing answers Info. should not be repetitive. Rotate	Chart paper, markers, or clipboards

<i>Carousel Brainstorming (cont'd)</i>	<p>until back at original site. Groups report out answers. Can extend by categorizing answers.</p> <p>2- (seated) Use clipboards. One questions per clipboard. Students remain in seats, but pass the clipboard. Same principle as above.</p>	
<i>The Envelope Please...</i>	Can be done individually, or in cooperative learning setting. Students (or groups) receive envelopes containing questions based on day's instruction. Teacher randomly calls on student to answer. Can use envelopes next day as activator.	<p>Envelopes</p> <p>Paper for questions</p>
<i>Extension: The Challenge Envelope</i>	<p>In "The Challenge" students work in groups. Each envelope is labeled with a higher order question stem (what if, what could be, what might happen,,,,,)</p> <p>Students create the questions on an index card, write answers on back). Teacher collects to spot check. After checked, envelopes are passed on to other groups. Group answers, and envelopes circulate until all have added on or corrected answers. Share out.</p>	<p>Envelopes</p> <p>Index cards</p>
<i>The Important Thing</i>	Students record what they felt was the "most important thing" about the day's lesson. Response must include a topic sentence, supporting detail and closing sentence. In sum, at least 3 sentences should be written.	Paper, writing utensil
<i>Inside/Outside</i>	Teacher prepares questions on index cards with the answers on the back. Students form an inner and outer circle facing one another so that they can form in pairs Outer student A asks question of inner student B. Student B answers, then reverse	Index cards

<i>Inside/Outside (cont'd)</i>	the process. Variation: Students compose questions and answers, but teachers must check a head of time.	
<i>Word Play</i> Example: Using summarizers as an instructional tool provides clarity. C Common knowledge base is expanded. L Learning will be enhanced. A Active learning takes place. R Reliable data is gathered with summarizers. I Integrates new learning. T Technique should be applied regularly. Y You should choose the technique that matches your students' instructional need.	In a cooperative learning setting, students brainstorm everything they can remember about a given topic. These ideas are then put into phrases. Phrases are used to create an acronym representing the topic's most important information	Paper, writing utensils
<i>Learning Buddies</i> <i>Clock Buddies</i>	As students enter the classroom, randomly put them into pairs/triads. Use random match ups (i.e. opposites, sports teams, word/symbol, numbers, etc) We review is to take place, call on students to find their "match". In clock buddies, students receive a sheet with a giant clock. Each hour has a pair/triad on it. When it's time to review call out "get with your 3o'clock buddy and....."	Class set of cards for randomized pairing Reproduced picture of giant clock with student pairs/triads, listed for each hour.
<i>10:2</i>	During whole group instruction teacher stops every 10 minutes for students to recap/review with one another. Opportunity to process information, ask questions, clean up notes etc. Students can speak to one another to clarify during this time.(2 min. break) Repeat process as time allows. Last break should be at least 5 minutes so that teacher can clarify where necessary.	n/a

<i>Luck of the Draw</i>	Have a bowl in front of the room filled with an index card representing each student. At beginning of class draw out 3-4 names announce that these students will be called on throughout the lesson to summarize (do not announce students ahead of time). Stop every 10 minutes to call on a student.	Fishbowl Index cards
<i>Paired Verbal Fluency</i>	Great summarizer to check for understanding. (Can also be used as an activator). Process is successful when teacher continuously circulates to insure that students are on task. Process: question asked by teacher Student A responds, B listens. (45 sec) Student B responds A listens. (45 sec) Student B sums up statements (10 sec) Student A gives last comment. (10 sec)	
<i>Relay Summary</i>	Students work in cooperative learning setting to write a summary of material. Teacher establishes sentence length. 1 st student writes opening statement, then passes to next student who writes the next statement, and so on. Teacher randomly calls on a group reporter to share out.	

Adapted from: ***Summarizers: Activity Structures to Support Integration and Retention of New Learning Research for Better Teaching, Inc.***

Need Help? Do you have questions? Please see Nancy Sommer.