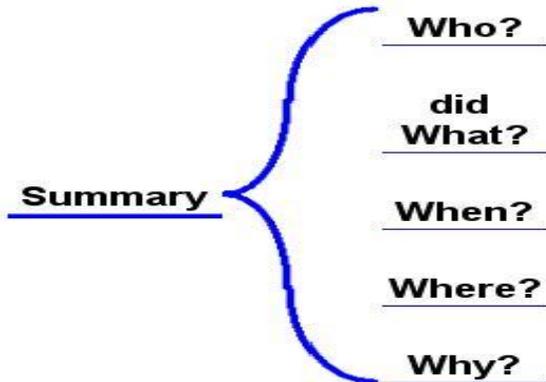- **Summarizing Strategies**:
    1. **Brace Map Summary**

1. **Somebody Wanted But So:** Helps students with plot, conflict and resolution, as well as character motivation. Somebody (character) Wanted (goal, motivation) But (Conflict) So (resolution).
    Example: Harriet Tubman wanted to lead people to freedom, but the slave owners chased the runaways so abolition sympathizers created the Underground Railroad to help them escape.
2. **Comic strip**- Draw and illustrate a comic strip, included dialogue in each frame, that summarizes the big ideas. Online creator - http://www.readwritethink.org/files/resources/interactives/comic/
3. **R.E.A.P.** (**R**ead- the title of the section or chapter, **E**ncode- summarize in your own words, **A**nnotate – big idea or important quote, **P**redict – what's going to happen next or write a question you wonder about)

R	E
Chapter 1 of *Clone Codes*	As a student in a virtual school, Leanna participates in a virtual program using her commglasses. In the experience, she is a runaway slave with Harriet Tubman.
A	**P**
Leanna experiences real pain and fright just like the other virtual characters. "How can one person so easily sell another person?"	Leanna will continue learning history through virtual experiences. Could Leanna actually get hurt in a virtual experience?

4. **GIST –** Summarize the big idea in your own words – no more than 25 words. Make sure all of the main points are covered. Ask students to then reduce it to 20 words. And then 15 or 10. You are left with the main idea.

5. **Ticket out the Door (TOTD) -** Each week students turn in a piece of paper each day as they leave class that contains a sentence explaining what they learned that day, the big idea of the day, or something they still don't understand. TOTD or exit slips are a great way to assess your own teaching. They will often indicate whether or not students understood the presented material. When used to pose a question, they can provide discussion questions for the next day's lesson.

6. **Challenge Envelopes**
   Purpose: To facilitate review and/or higher level processing of a topic or concept.
   Description: This activity is designed to provide students with opportunities to formulate challenging questions regarding a topic or concept and to be challenged by the questions of others.
   Procedure:
   Divide the class into small groups.
   Give each group of students an envelope.
   Have each group write a challenge questions on the front of the envelope.
   Encourage higher level questions that have prompts like:
   What might be...?
   What could be...?
   What if...?
   Have each group generate the answer or criteria for a response and include a sample response. These should all be placed inside the envelope.
   Scramble the envelopes and have the groups rotate the envelopes through the class. When a group receives and envelope, the question is to be addressed and then checked against the answer or criteria inside the envelope.
   Have each group put their own response to the question inside the envelope when they are done. They should then send the envelope back into circulation.
   As the envelopes begin to fill with responses, the groups are to compare their responses to the others that are in the envelopes.

   Rogers, S., Ludington, J., & Graham, S. (1999). Motivation and learning: A teacher's guide to building excitement for learning and igniting the drive for quality. Evergreen, CO: Peak Learning Systems.

7. **Four-Two-One**
   Purpose: : To engage students in reflecting, evaluating, and integrating their own learning into prior knowledge.
   Description: Four-Two-One uses learning partners or small teams to foster in-depth reflection and integration of significant information.
   Procedure:
   1. Ask students to individually generate four words that capture the most important aspects of the learning experience.
   2. Share, with learning partners or in small teams, their four words and compile a list of the words they have in common. From this list, determine two words that they agree capture the most important aspects.
   3. Determine the 1 word or big idea that best represents the most important learning of the experience.
   4. Share the various lists generated by their group in order for the whole class to make as many learning connections as possible.
   Hint: As a variation of this activity, have the students to generate phrases or sentences instead of words.

Rogers, S., Ludington, J., & Graham, S. (1999). Motivation and learning: A teacher's guide to building excitement for learning and igniting the drive for quality. Evergreen, CO: Peak Learning Systems.

8. **Final Countdown**

    Purpose: To engage students in reflecting, evaluating, and integrating their learning

    Description: This activity emphasized the important role that reflection plays in the learning process. Final Countdown provides learners with a framework for reflection, evaluation, and integration of new knowledge into previously learned material.

    Procedure:

    1. Ask students to individually reflect over what they have learned about the topic being reviewed.
    2. Using the Final Countdown worksheet, have students write the three most important things they learned about the topic.
    3. On the second tier of the Final Countdown, have students write two questions they still have about the topic. These should be questions that they expect to get answers to; likewise, questions they will get answers to.
    4. Finally, on the top tier of the Final Countdown, have students write one way in which what they have learned relates or connects to material previously learned.

        Rogers, S., Ludington, J., & Graham, S. (1999). Motivation and learning: A teacher's guide to building excitement for learning and igniting the drive for quality. Evergreen, CO: Peak Learning Systems.

9. **Word Sorter**

    Purpose: To engage students in the activity of classifying topics, words, phrases, into categories based upon their knowledge of the content.

    Description: In this activity, students have the chance to classify topics, words, and phrases into categories. The process of sorting and classifying strengthens the student's ability to comprehend and retain difficult information. Through a discussion of possible solutions, students negotiate the contextual meaning of the topics, words, or phrases they are sorting.

    Procedure:

    1. Generate a list of words related to the topic for review. These words should fall into one of the following categories: Important Characteristics, Uses, Examples, and Non-Examples. (Hint: These categories can be changed to accommodate your topic of study.)
    2. Make a copy of both of the word list and the Frayer Model graphic organizer on transparency paper.
    3. Cut out the words on the word list and store in a zip-lock bag when not in use.
    4. Lay the graphic organizer on an overhead projector.
    5. Place word list words in the center of the graphic organizer one at a time (jumble the order) allowing students to identify the appropriate quadrant location for the word.

        Hint: When using this as a warm-up activity, allow students to make errors that will be corrected as you teach your lesson. When using this as a review activity, identify mistakes and re-teach topics when students make errors.

10. **Vanity Plates**

    Purpose: To activate student learning through creative thinking

    Description: In this activity, students will take on the role of the topic to be studied for the purpose of creating a vanity plate. While in this role, students will need to think creatively about their topic in order to share their vanity plate.

Procedure:
1. Assign a topic of study (for example, "The Internet")
2. Have students take on the role of the topic by telling them, "Pretend you are X."
3. Students will then create a vanity plate related to the topic of study. In many states, license plates may have up to 8 characters. However, you may use as many characters as you feel necessary.
4. Have students share their vanity plates by lining up in parallel lines, student facing student.
5. Rotate one line of students so that each student has the opportunity to view all vanity places in the facing line.
6. This motivating strategy will increasing students' desire to learn more about a topic while also increasing their knowledge of a topic.

Sample Vanity Plates:
Internet- SEARCHME
Spreadsheet- ICALCUL8
*from **Instructional Strategies for Engaging Learners***
Guilford County Schools TF, 2002

11. **Four Box Synectics**

Purpose: To engage students in reinforcing their understanding of words or concepts through the use of a creative comparison

Description: Synectics promotes fluid and creative thinking by "making what is familiar strange," or comparing two things that would not ordinarily be compared. Synectics, a term coined by industrial psychologists Williams Gordan and George Prince, was originally used as a problem-solving strategy. The term is formed from two Greek roots: syn, *bringing together*, and ectics, *diverse elements*.

Procedure:
1. Prepare a chart or overhead transparency of the Four Box Synectics organizer.
2. Put students into small groups of 3-4 each.
3. Next, ask for four items in an assigned category (e.g., commonly found household objects, animals, things found in a forest, recreational activities, and foods). Place one item in each of the four boxes.
4. Reveal the sentence "A _____ is like a _____ because..." and allow groups three minutes to brainstorm sentences using each of the four items at least once. Students should try to complete as many sentences as they can in the time allotted.
5. After three minutes, STOP. The final step is for each group to choose the two sentences they like the best to share with the rest of the class.

Sample Four Box Synectics for Database
(using common household items)

Closet **A database is like a closet because it is used for storing information.**	**Drawer** **A database is like a drawer because it helps to keep information organized.**
Trashcan **A database is like a trashcan because you can delete any information you no longer want.**	**Doorway** **A database is like a doorway because it is a portal to your information.**

A _____ is like a _____ because...

Lipton, L., & Wellman, B. (1998). Patterns and practices in the learning-focused classroom. Guilford, Vermont: Pathways Publishing.

12. **ABC Review**

> **Purpose:** To increase comprehension by actively engaging students in a review of topics, concepts, and vocabulary introduced in a unit or lesson
>
> **Description:** Grouped in partners or in teams, students will draw letter tiles and use the tile as the beginning letter of a topic, concept, word, or phrase from the unit or lesson being reviewed.
>
> **Procedure:**

1. In a bucket, hat, or paper bag, assemble a set of letter tiles. Scrabble tiles are perfect, however, handmade tiles with handwritten letters are also appropriate.
2. Group students into partners or small groups of no more than 4.
3. Determine the ratio of tiles to groups. Have each group draw the appropriate number of letter tiles.
4. Using the tiles drawn, groups are to recall a topic, concept, word, or phrase from the unit or lesson that begins with that letter.
5. Depending on time, groups can either write down the topic, concept, word, or phrase, or, may use it in a sentence.
6. As a whole class, the teacher should guide students through the entire alphabet asking for one example of an A, B, C, and so on. As there may be duplicate tiles (as will happen when using Scrabble pieces), the teacher should only solicit one example for each letter unless time permits additional sharing.

> **Sample ABC Review Outcomes for Word Processing:**

A. Align
B. Bold
C. Center align
D. Draw
E. Edit
F. Format