Activators and Summarizers

Kathy Schrock
@kathyschrock

Questions

What are activators and summarizers?
Why should they be used?
How can I introduce them?
How can the use of mobile devices help?

Support page
http://bit.ly/schrockiste16

What are these strategies?

Openers and closers

Entrance and exit tickets

Dipsticking

Activators and Summarizers

Definitions

Activators

Techniques to activate students' prior knowledge through the use of engaging strategies designed to **focus learning**

Summarizers

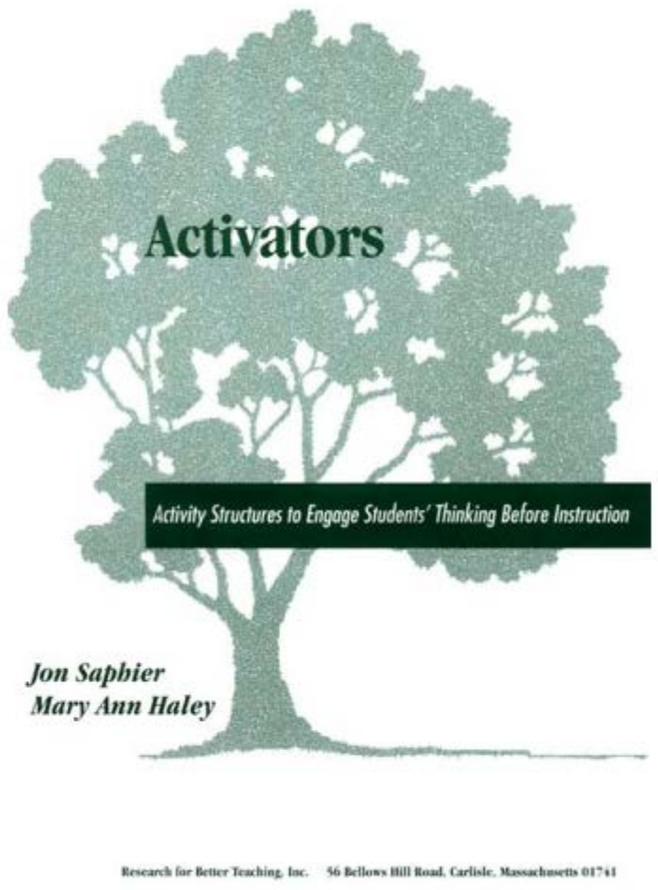
Activities to promote the retention of knowledge through the use of engaging strategies designed to rehearse and practice skills for the purpose of **moving knowledge into long-term memory**

Learning process

focus learning

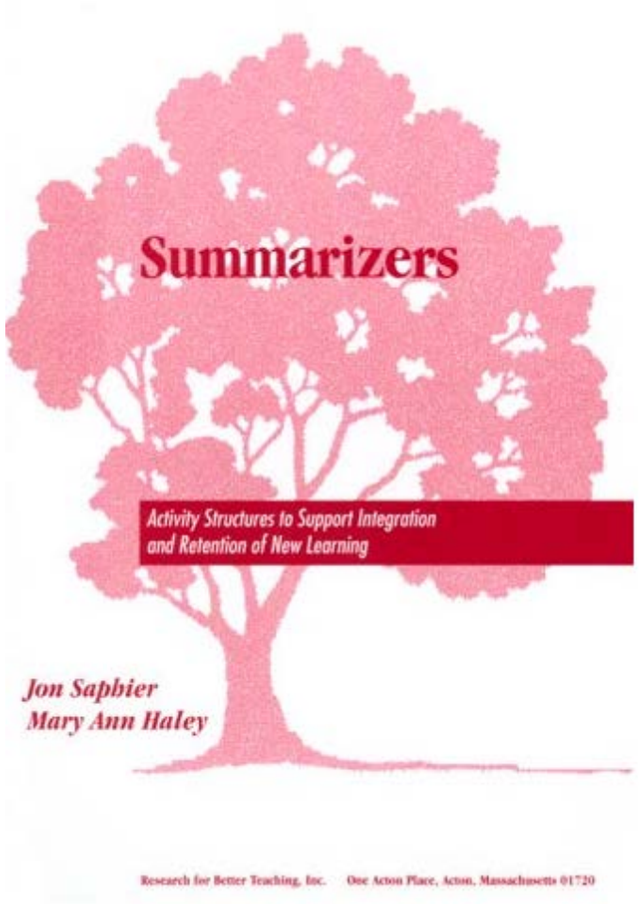
moving knowledge into long-term memory

Research for Better Teaching



John Saphier
and
Mary Ann Haley

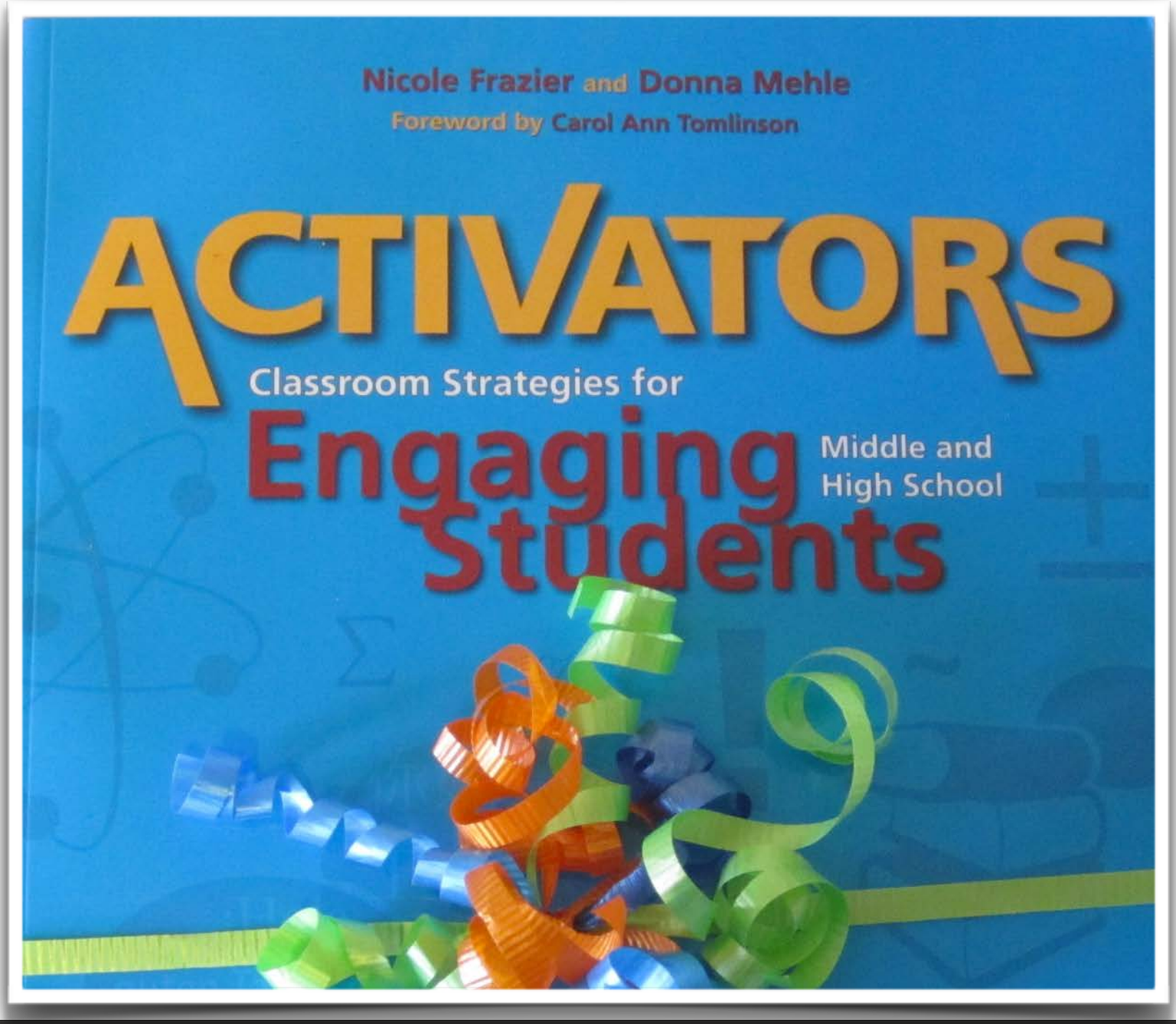
Activators
Summarizers



Middle and high school

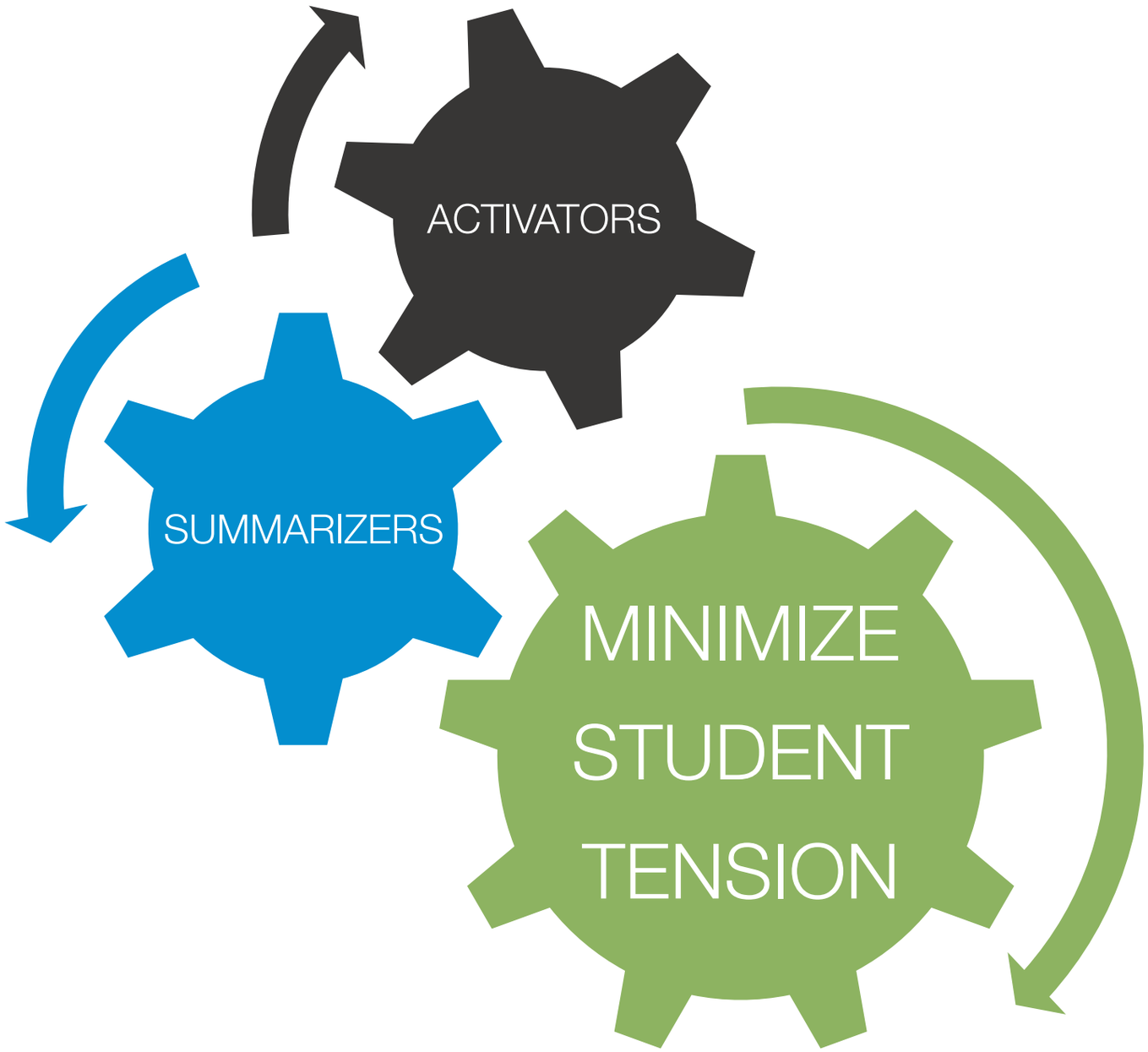
Nicole Frazier
and
Donna Mehle

Amazon

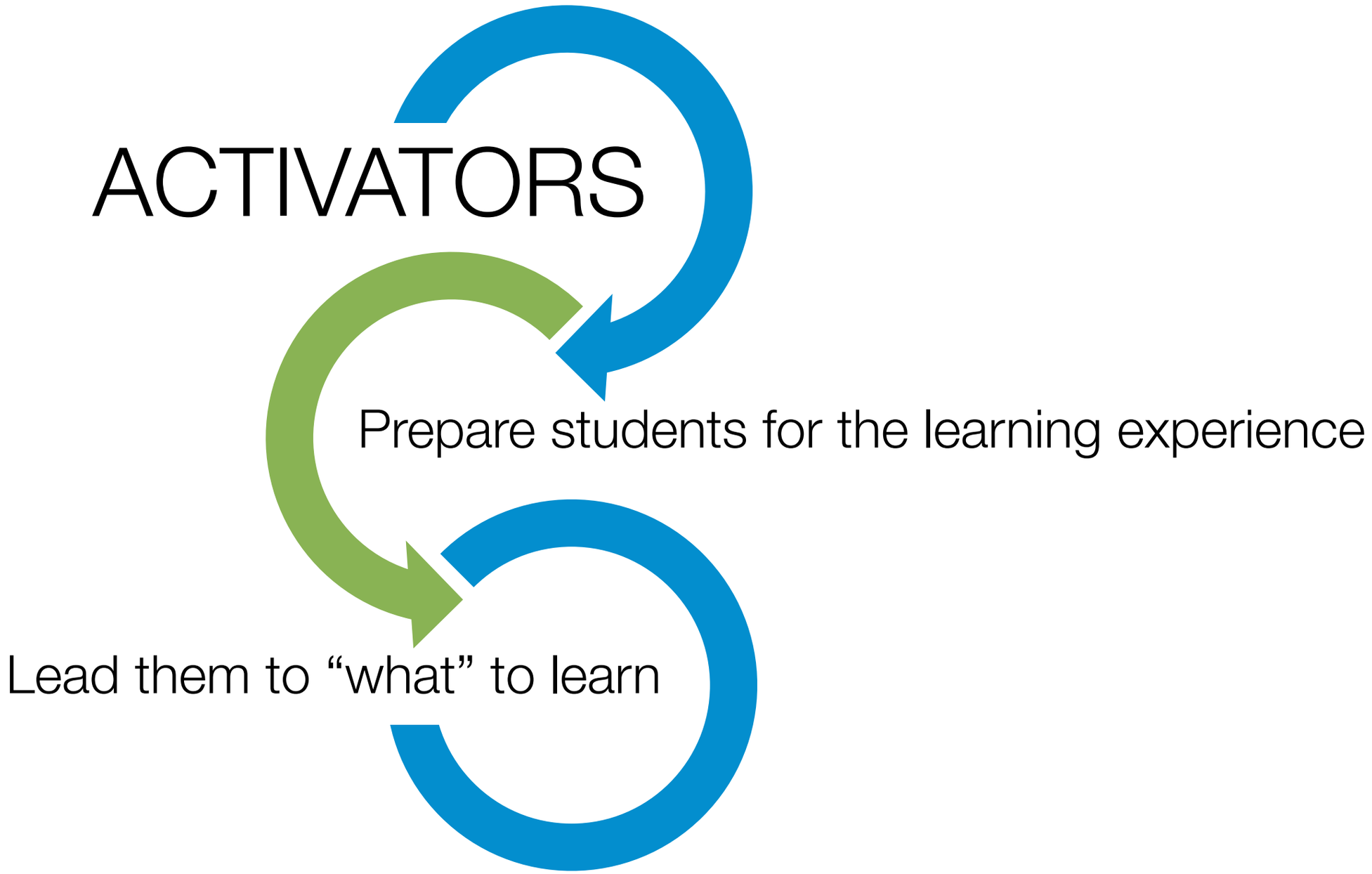


Side effect

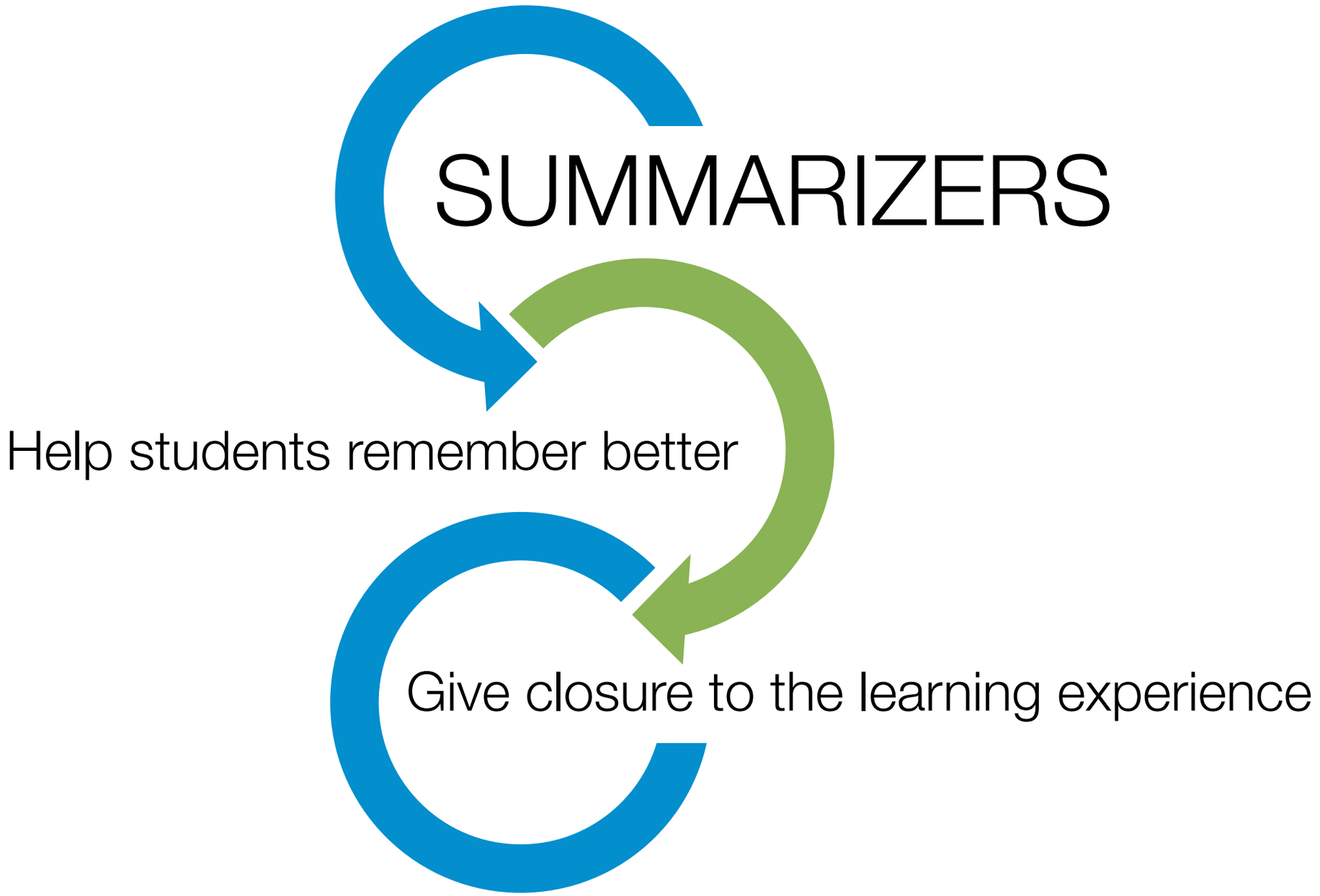
Coral Martin
http://www.uhu.es/ELEDA/experto/III_Jornadas/materialJornadas/CoralMartin.pptx



Side effect


ACTIVATORS
Prepare students for the learning experience
Lead them to “what” to learn

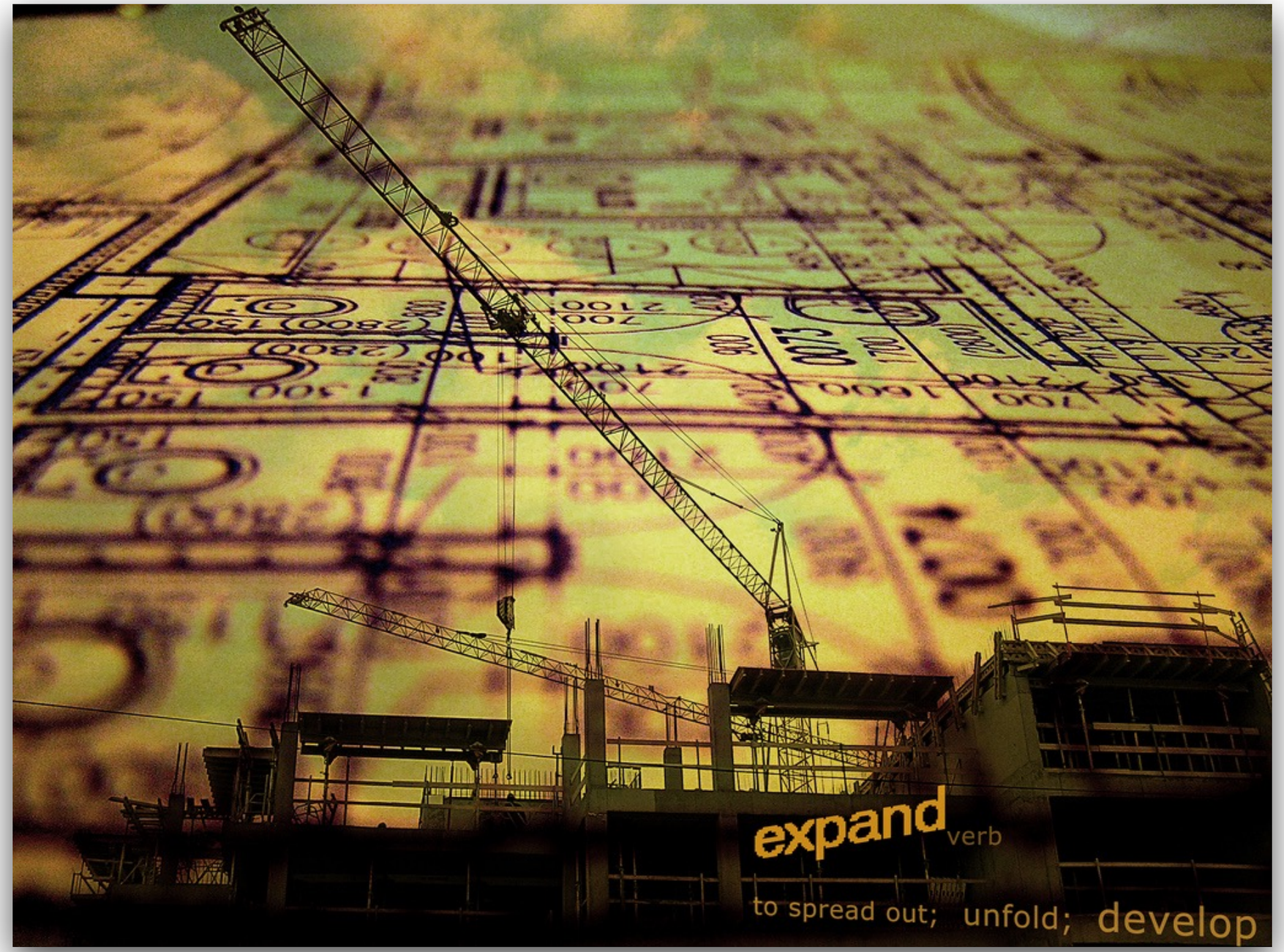
Side effect


SUMMARIZERS
Help students remember better
Give closure to the learning experience

Why should they be used?

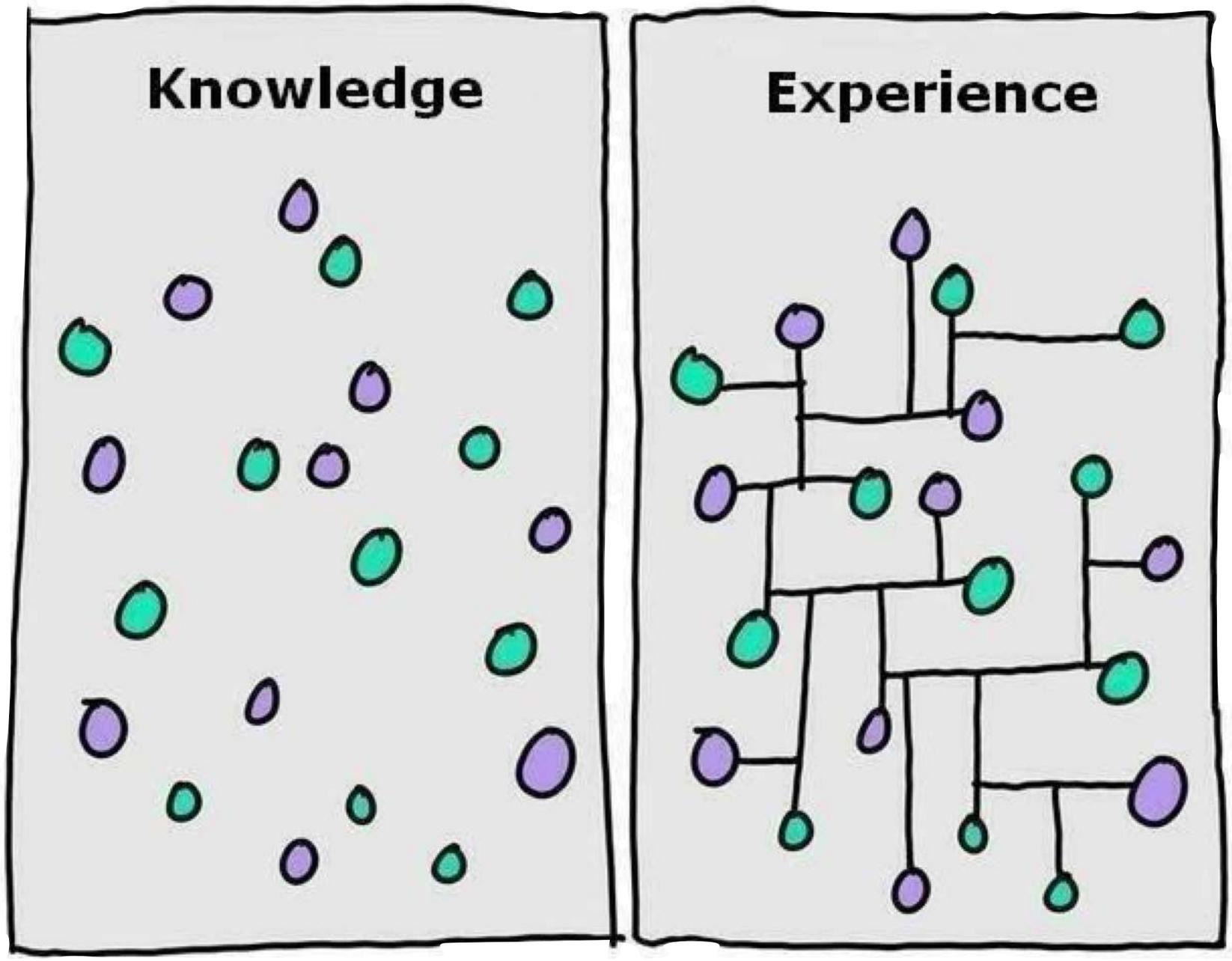
Students deepen their understanding

Students construct knowledge



http://linkyy.com/coralmartinppt
http://pixabay.com/p-113927/

Students organize thoughts



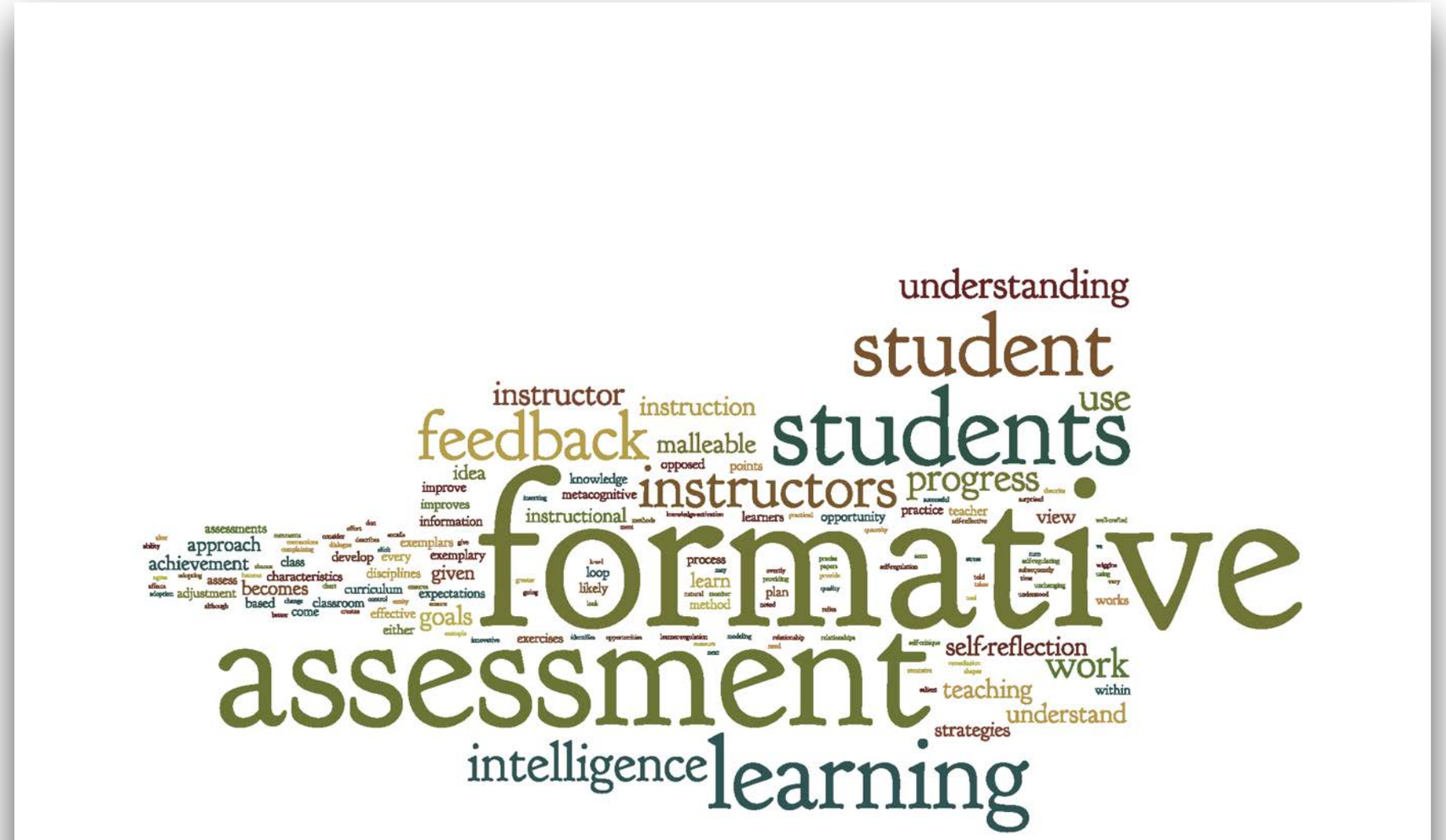
Students see the big picture

Students feel empowered

Teachers can surface confusions

Teachers can check for understanding

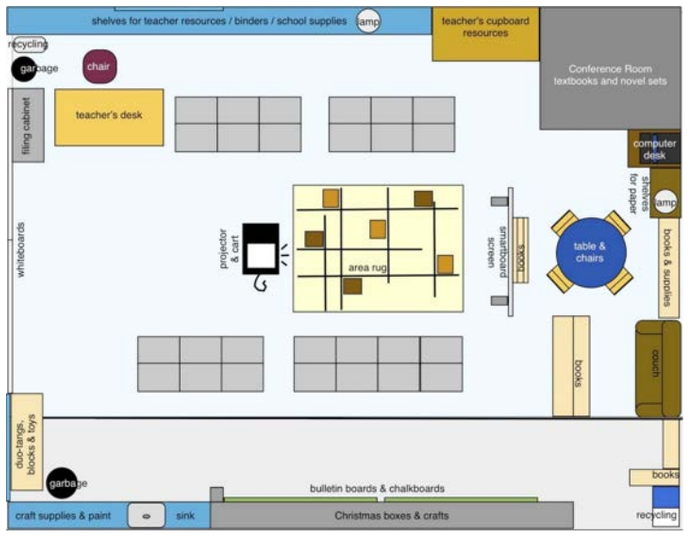
Teachers can gather data

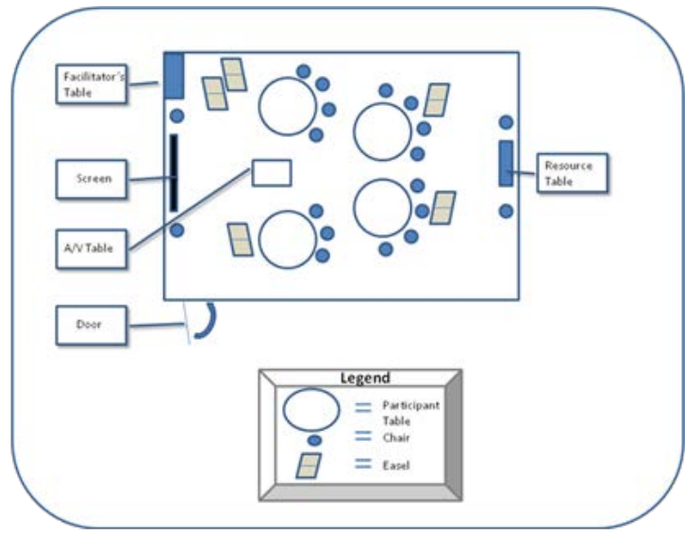


Teachers can inform instruction

How can I introduce them?

Room set-up

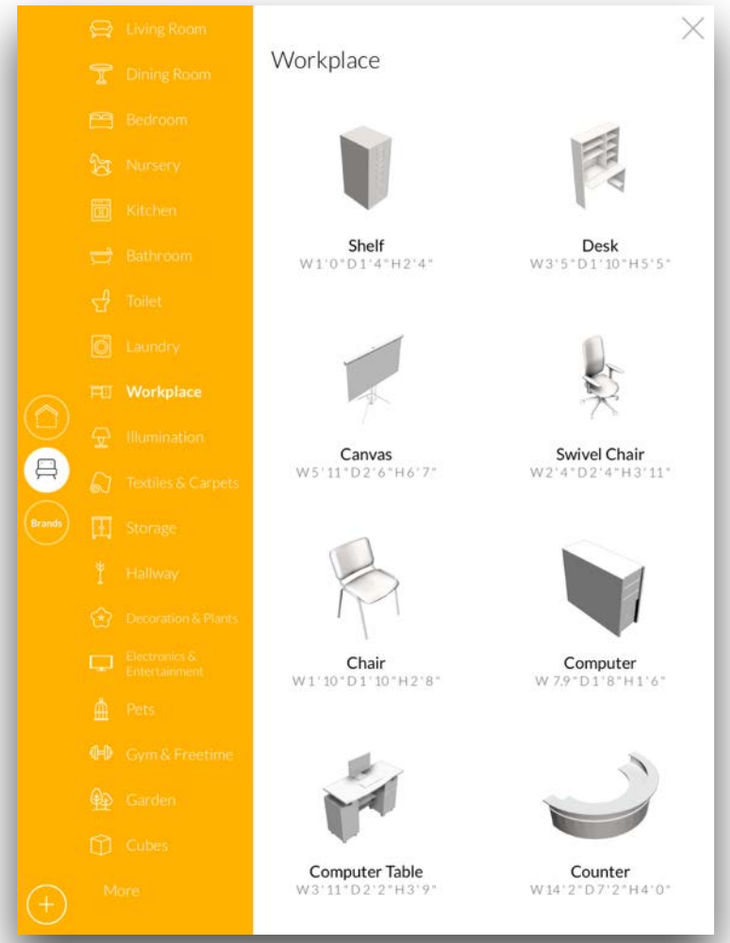

shelves for teacher resources / binders / school supplies
teacher's cupboard resources
Conference Room textbooks and novel sets
recycling
garbage
chair
teacher's desk
filing cabinet
computer desk
shelves for paper
whiteboards
projector & cart
area rug
smartboard screen
books
table & chairs
books & supplies
books
couch
duo-tangs, blocks & toys
garbage
bulletin boards & chalkboards
books
craft supplies & paint
sink
Christmas boxes & crafts
recycling

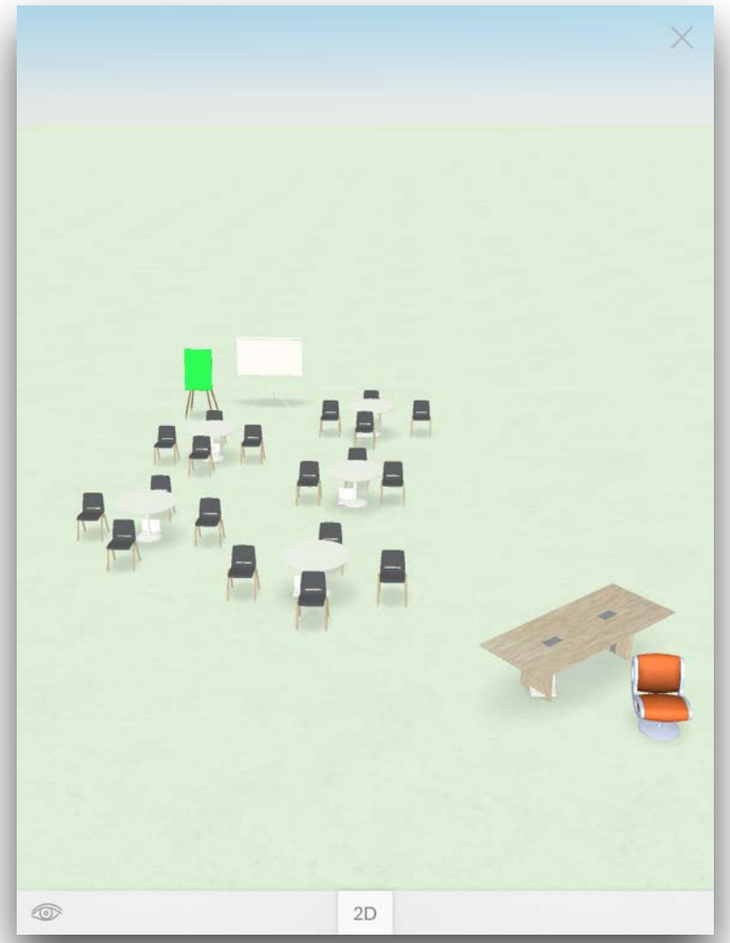

Facilitator's Table
Screen
A/V Table
Door
Resource Table
Legend
Participant Table
Chair
Easel

QUIET ZONE

Kitchenette w/ water, fridge, microwave
Collaboration Room
Creation Station

Classroom set-up: Roomle app





http://teacher.scholastic.com/tools/class_setup/

SCHOLASTIC

Timesaving Teacher Management Tools

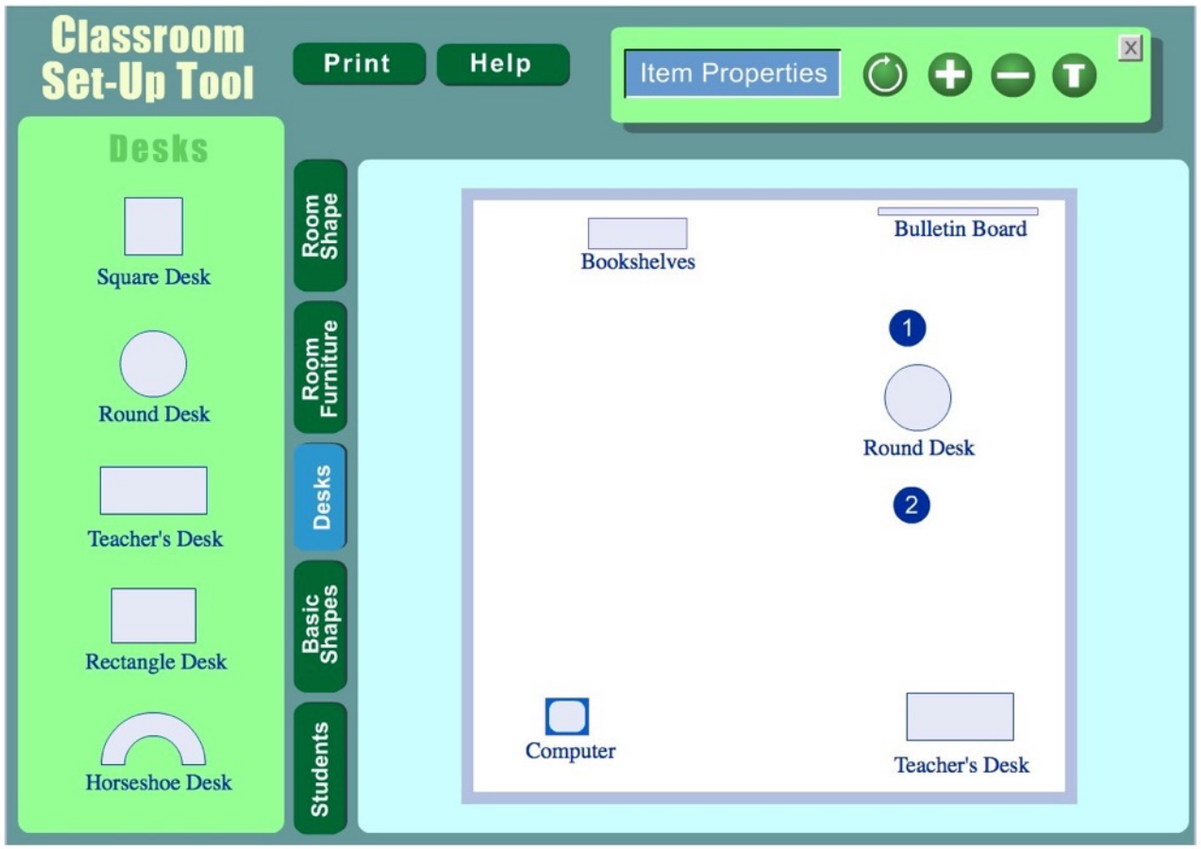
CLASS SET-UP TOOL

A great back-to-school resource!

Class Set-Up tool is a new, easy-to-use, virtual layout tool that helps you design customized and effective classrooms to promote learning. Use this tool to rearrange and set-up mock classrooms, and map out virtual seating charts.

Related articles from *Instructor* Magazine:
Classroom Organizing Tips
A Learning Space That Works
Opening Soon!

Design your class offline with this free printable:
Seating Chart (PDF)



http://classroom.4teachers.org/

Classroom Architect

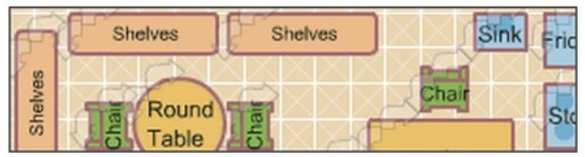
Powered by 4Teachers.org | 4Teacher Tools

Classroom Architect

4Teachers | ALTEC | Contact Us

Outline Your Classroom Floor Plan

For students, the classroom environment is very important. The size of the classroom and interior areas, the colors of the walls, the type of furniture and flooring, the amount of light, and the room arrangement all influence how students learn. Thoughtful arrangement of the indoor and outdoor environments will support your learning goals for students.This tool provides an opportunity for experimentation with the layout of your classroom without any heavy lifting!



To use this tool:
1. Select the basic dimensions of the room from the Room Dimensions dropdowns.

2. Drag objects to the grid from the Items bar, or draw in your own objects with the Draw bar. Arrows will allow you to change the position of some items. Delete an object by dragging it to the trashcan at the bottom, or by clicking 'delete' on your keyboard.

3. Print out your classroom creation. If you have trouble printing, take a screenshot of your floor plan, paste into a doc, and print the doc. Floor plans can be saved to a cookie on your computer and can only be viewed on this computer.

Example: Tell us how you use this tool >

Learning Goals | Example Elementary Classroom

Select Room Dimensions 25 ft by 15 ft or Open Recent Floorplan --Choose File--

Items drag to the grid

Tables: Kidney Table, Round Table, Computer, Student Table, Teacher Desk

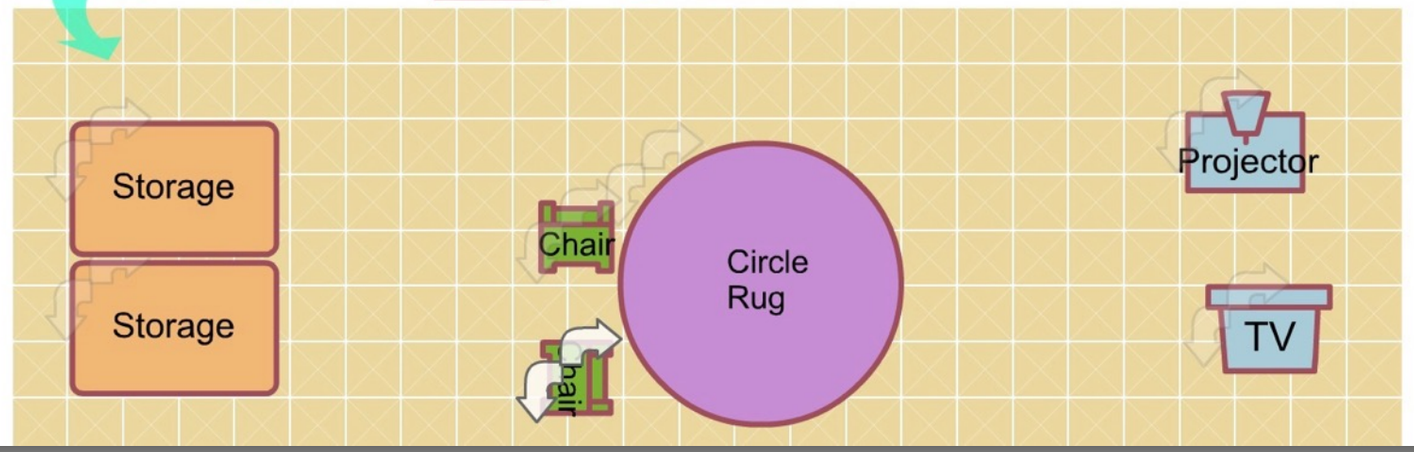
Chairs: Chair, Plush Sofa, Beanbag Chair, Desk

Shelves: Storage, Shelves

Rugs: Circle Rug, Square Rug

Misc.: Fridge, Sink, Book Stand, Easel, Clothes Stand, Projector, TV

Draw



https://www2.uwstout.edu/content/profdev/rubrics/secondaryteamworkrubric.html

Collaboration rubric

CATEGORY	EXEMPLARY
Focus on the task and participation	Consistently stays focused on the task and what needs to be done. Very self-directed.
	A true team member who contributes a lot of effort, and encourages and supports the efforts of others in the group.
Dependability and shared responsibility	Consistently punctual for group meetings, turns in all work on time.
	Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.

CATEGORY	EXEMPLARY
Listening, questioning, and discussing	Respectfully listens, interacts, discusses and poses questions to all members of the team during discussions and helps direct the group in reaching consensus.
Research and information sharing	Routinely gathers research and shares useful ideas when participating in the group discussion. Defends/ rethinks ideas relating to the group's project goals.
Problem-solving	Actively looks for and suggests solutions to problems.

CATEGORY	EXEMPLARY
Group and partner teamwork	Consistently makes necessary compromises to accomplish a common goal.
	Always has a positive attitude about the task(s) and the work of others.
	All team members contribute equally to the finished project
	Performs all duties of assigned team role and contributes knowledge, opinions, and skills to share with the team. Always does the assigned work.

https://www2.uwstout.edu/content/profdev/rubrics/secondaryteamworkrubric.html

Icebreaker

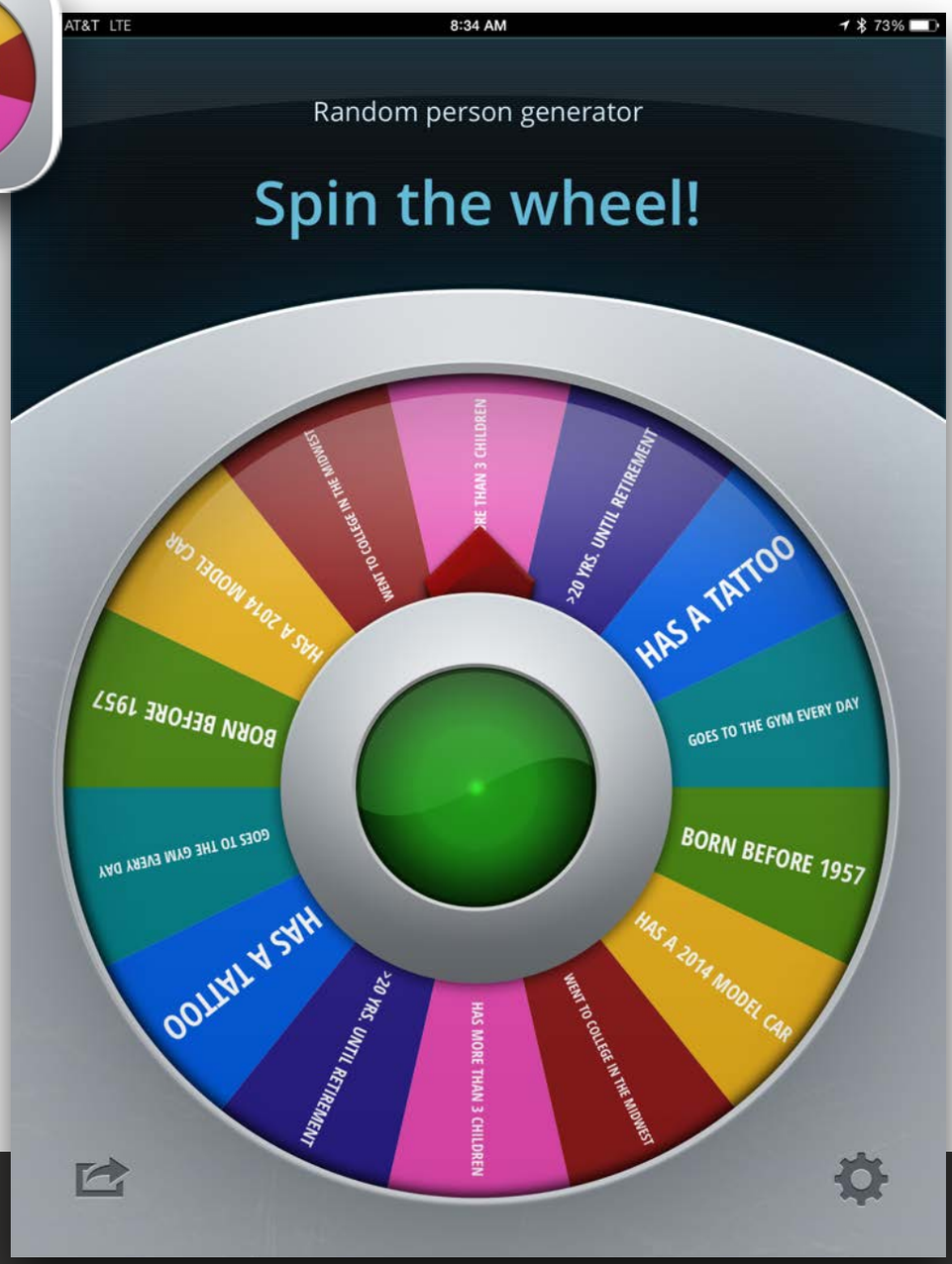
UNIQUE AND SHARED

Students in groups
Notetaker makes a list of common traits or qualities
Notetaker shares aloud
Notetaker lists traits that are unique to a single person
Notetaker shares with other groups

Spinner apps

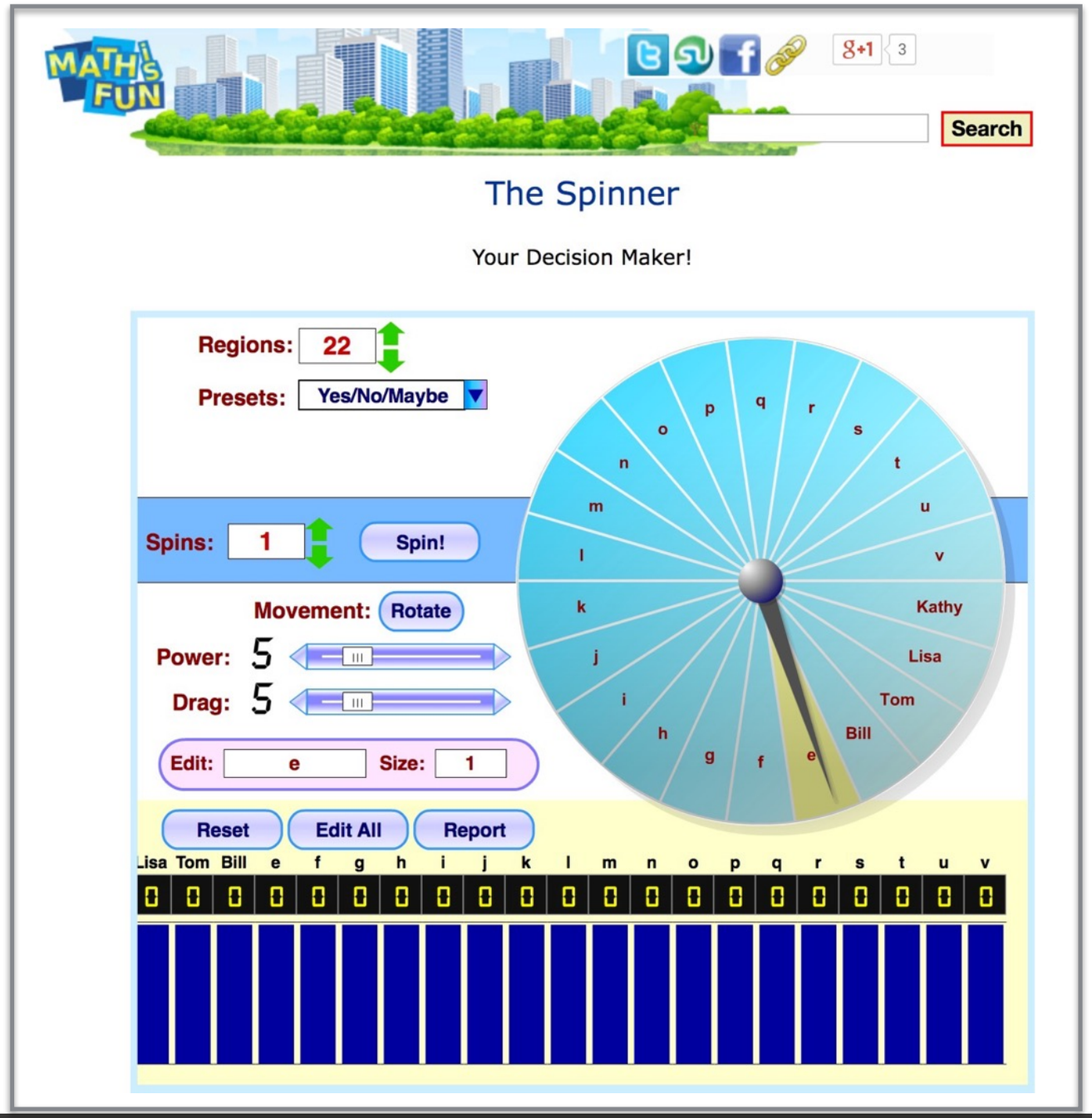
Ultimate Decider

Decide Now (.99)



http://www.mathsisfun.com/data/spinner.php

Online spinner



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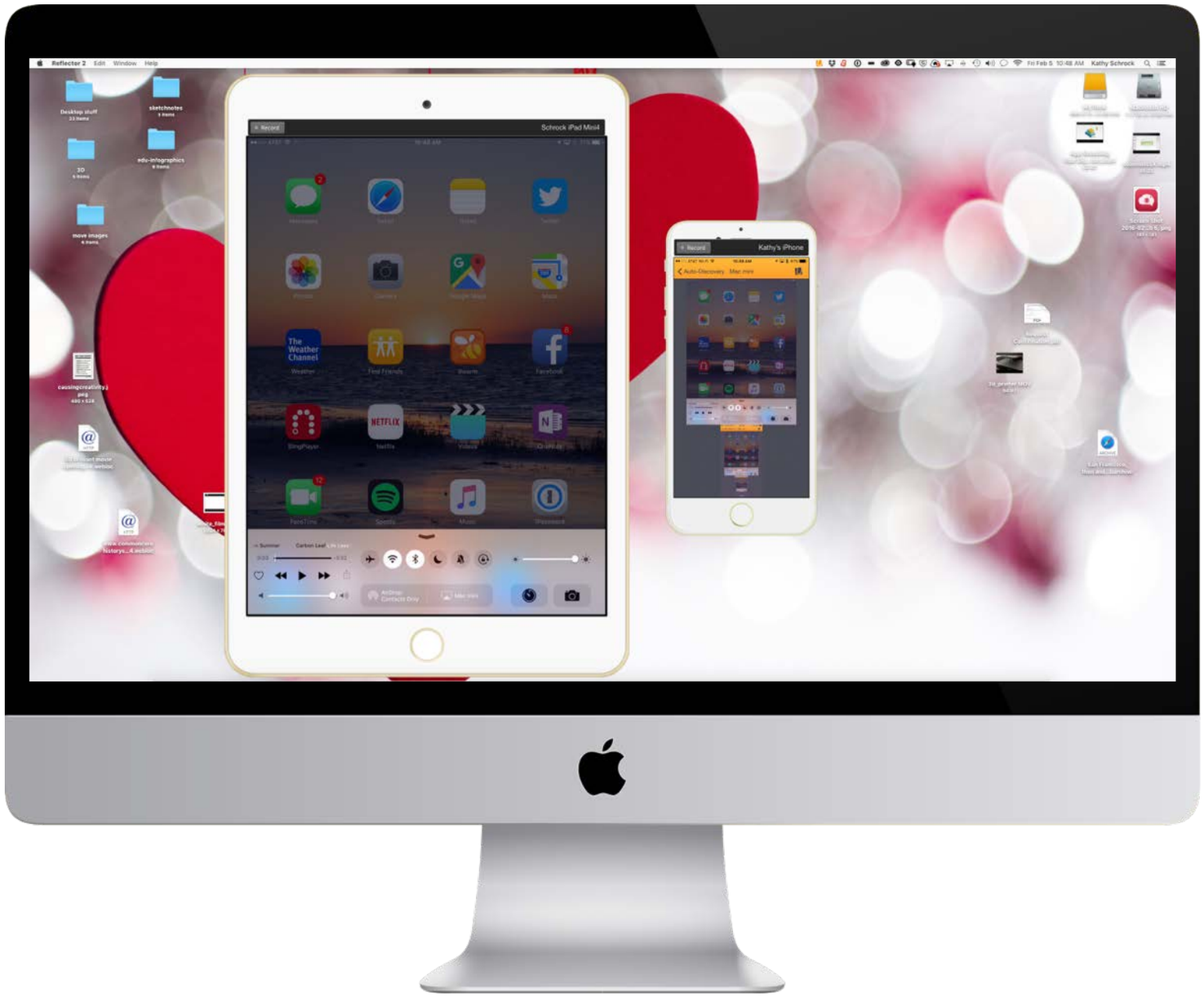
Sharing

Sharing: Apple TV

Sharing: Reflector 2 App

$14.99

Sharing: Reflector Student

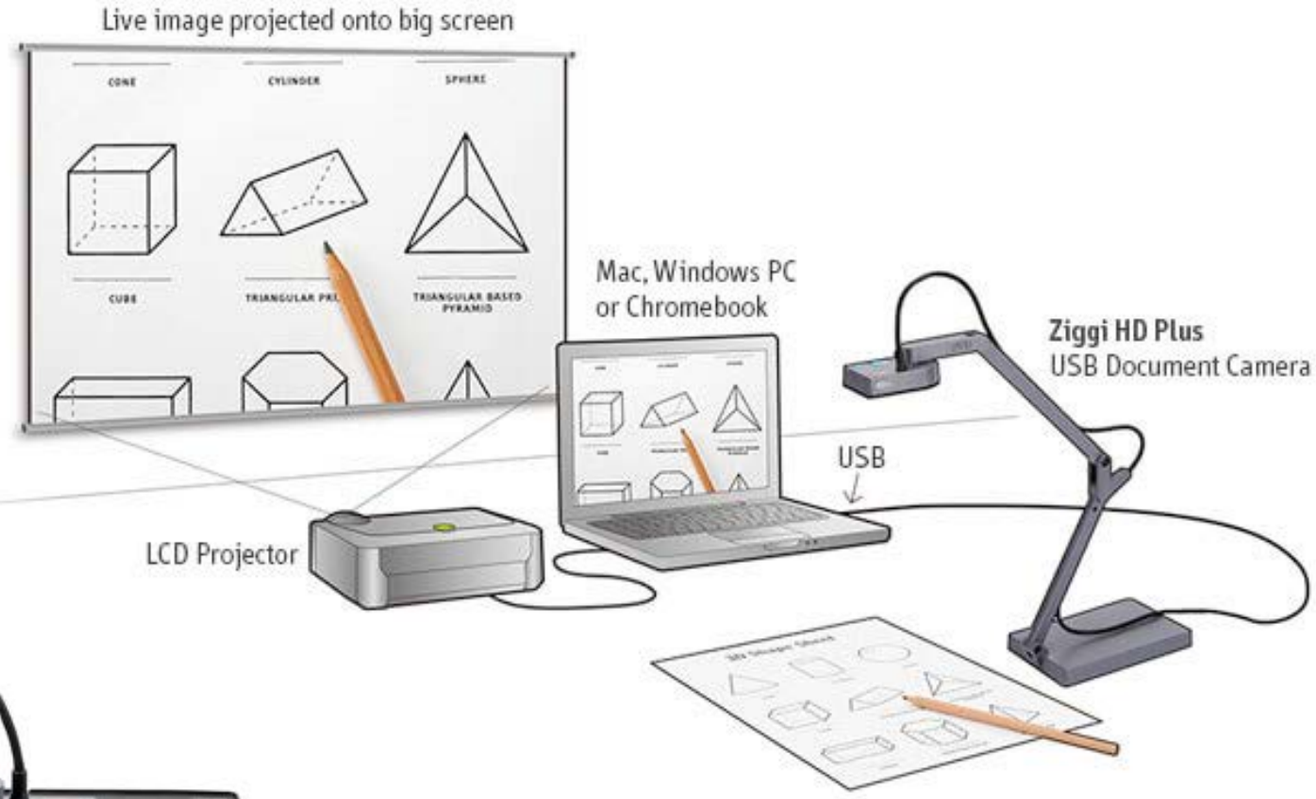


Sharing: Ziggi Wireless 1708

$159.99

Sharing: Quicktime

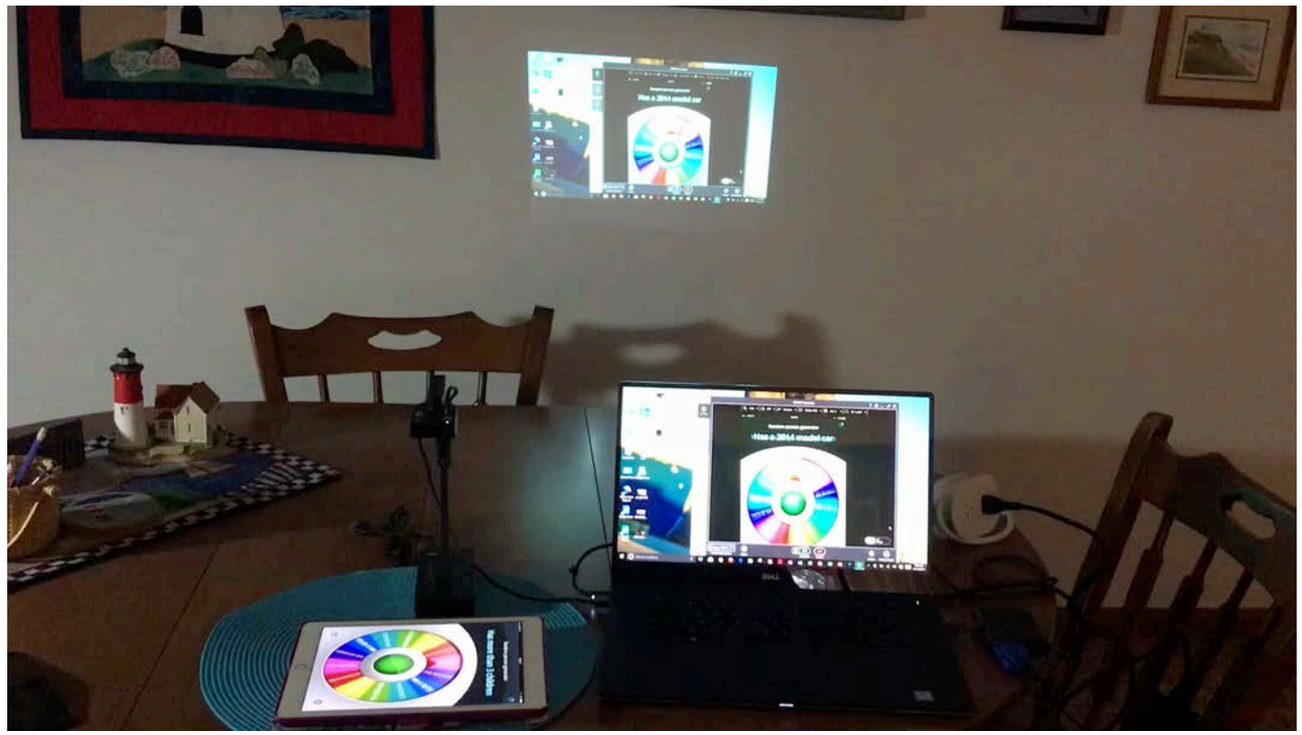
Sharing: Ziggi HDPlus 1708



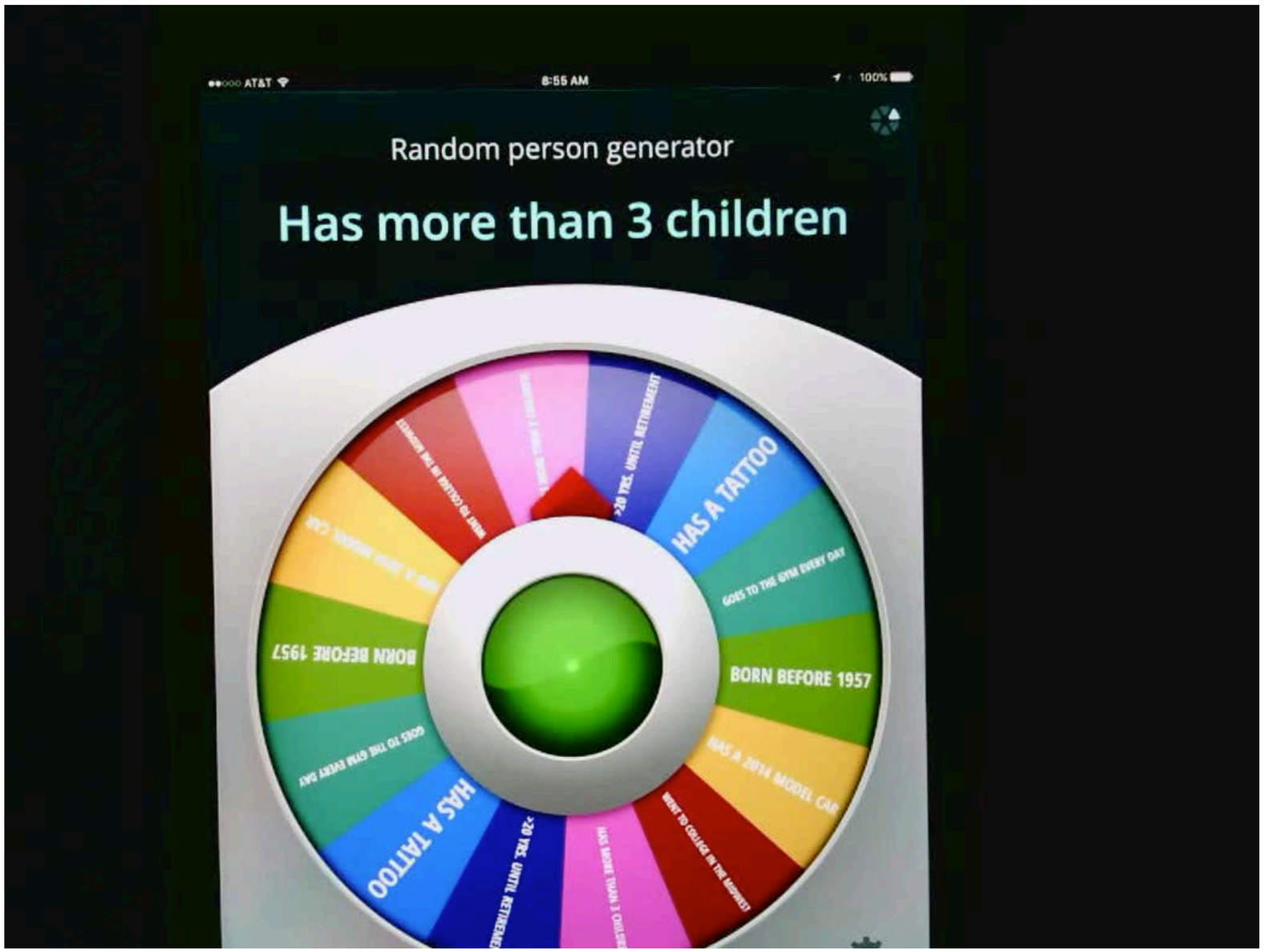
IPEVO

$99.99

Spinner app recording



Ziggi recording



Icebreaker

FIVE MINUTE PERSONALITY QUIZ

- Students complete a PDF personality quiz
- Get into “like groups”
- Discuss how accurate the results are

http://www.heartbridgeusa.com/devo/wp-content/uploads/2010/12/2008_personality_test1.pdf

Personality test

The "5-MINUTE PERSONALITY TEST"

Below are ten horizontal lines with four words on each line, one in each column. **In each line, put the number "4" next to the word that best describes you in that line; a "3" next to the word that describes you next best; a "2" to the next best word, and a "1" by the word that least describes you.** On each horizontal line of words, you will then have one "4", one "3", one "2", and one "1".

For example: One choice for the first line of words would be as follows:
3 Likes Authority 4 Enthusiastic 2 Sensitive Feelings 1 Likes Instructions

	L	O	G	B
1.	____ Likes Authority	____ Enthusiastic	____ Sensitive Feelings	____ Likes Instructions
2.	____ Takes Charge	____ Takes Risks	____ Loyal	____ Accurate
3.	____ Determined	____ Visionary	____ Calm, Even Keel	____ Consistent
4.	____ Enterprising	____ Very Verbal	____ Enjoys Routine	____ Predictable

Personality test

L = Lions

Lions are leaders. They are usually the bosses at work...or at least they think they are! They are decisive, bottom line folks who are observers, not watchers or listeners. They love to solve problems. They are usually individualists who love to seek new adventures and opportunities.

Lions are very confident and self-reliant. In a group setting, if no one else instantly takes charge, the Lion will. Unfortunately, if they don't learn how to tone down their aggressiveness, their natural dominating traits can cause problems with others. Most entrepreneurs are strong lions, or at least have a lot of lion in them.

Natural Strengths

- Decisive
- Goal-oriented
- Achievement driven
- Gets results
- Independent
- Risk-taker
- Takes charge
- Takes initiative
- Self-starter
- Persistent
- Efficient
- Competitive
- Enjoys challenges, variety and change
- Driven to complete projects quickly and effectively.

Natural Weaknesses

- Impatient
- Blunt
- Poor listener
- Impulsive
- Demanding
- May view projects more important than people
- Can be insensitive to the feelings of others
- May "run over" others who are slower to act or speak
- Fears inactivity, relaxation
- Quickly bored by routine or mechanics

Basic Disposition:	Fast-paced, task oriented
Motivated by:	Results; challenge, action, power, and credit for achievement
Time Management:	Lions focus on NOW instead of distant future. They get a lot more done in a lot less time than their peers. Hate wasting time; and like to *get right to the point.*
Communication Style:	Great at initiating communication; not good at listening (one way communicator)
Decision Making:	Impulsive; makes quick decisions with goal or end result in mind. Results-focused. Needs very few facts to make a decision.
In Pressure or Tense Situations:	The lion takes *command* and becomes autocratic.
Greatest Needs:	The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants *direct* answers.
What the Lion Desires:	Freedom, authority, variety, difficult assignments, opportunity for advancement.

Observe

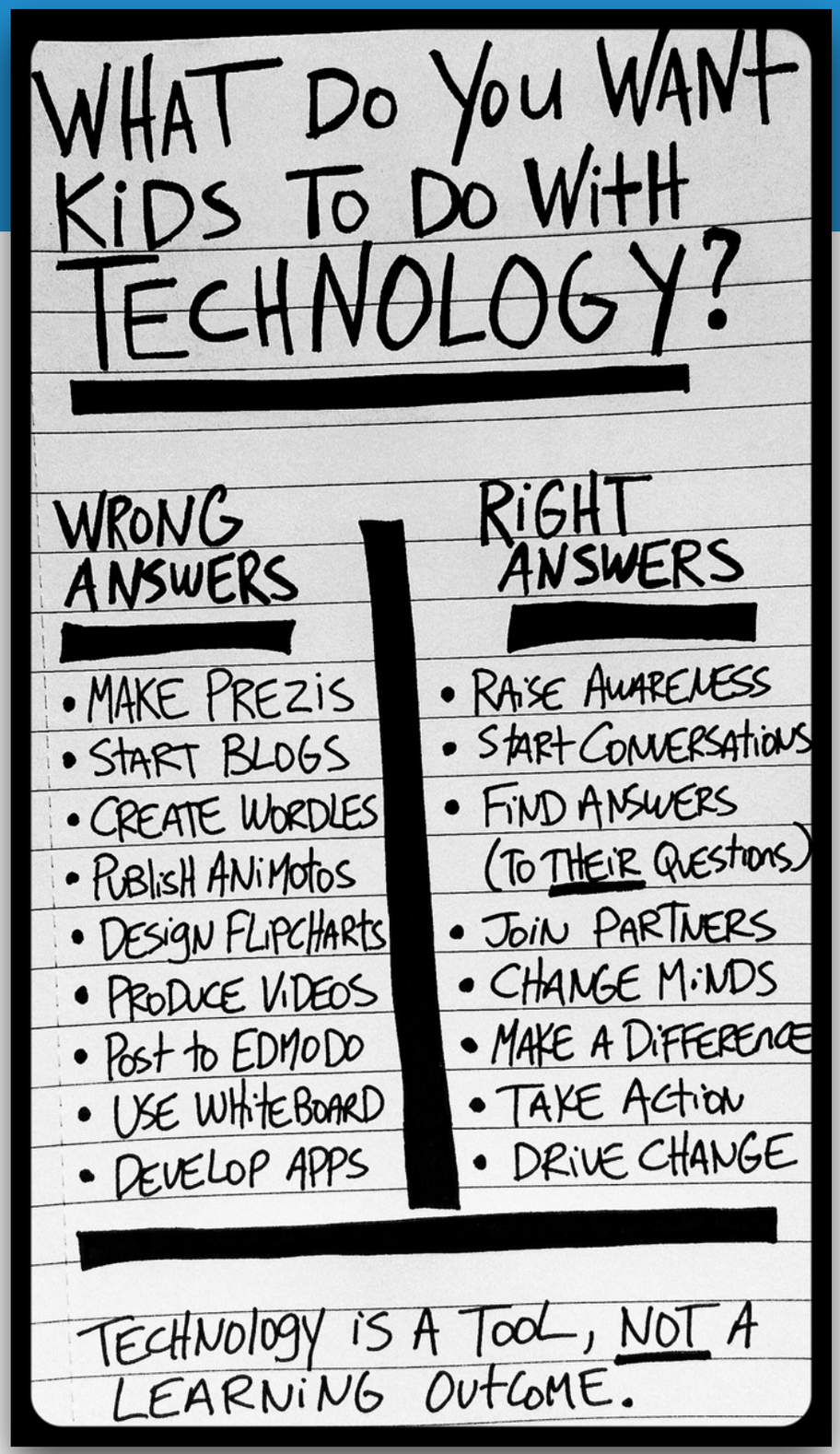
Observe how the students interact with their classmates. Watch for students not participating or being heard.

https://www.teachingchannel.org/videos/videotaping-tips-for-teachers

Recording in the classroom

https://www.flickr.com/photos/plugusin/9223386478/

Bill Ferriter



How can the use of mobile devices help?

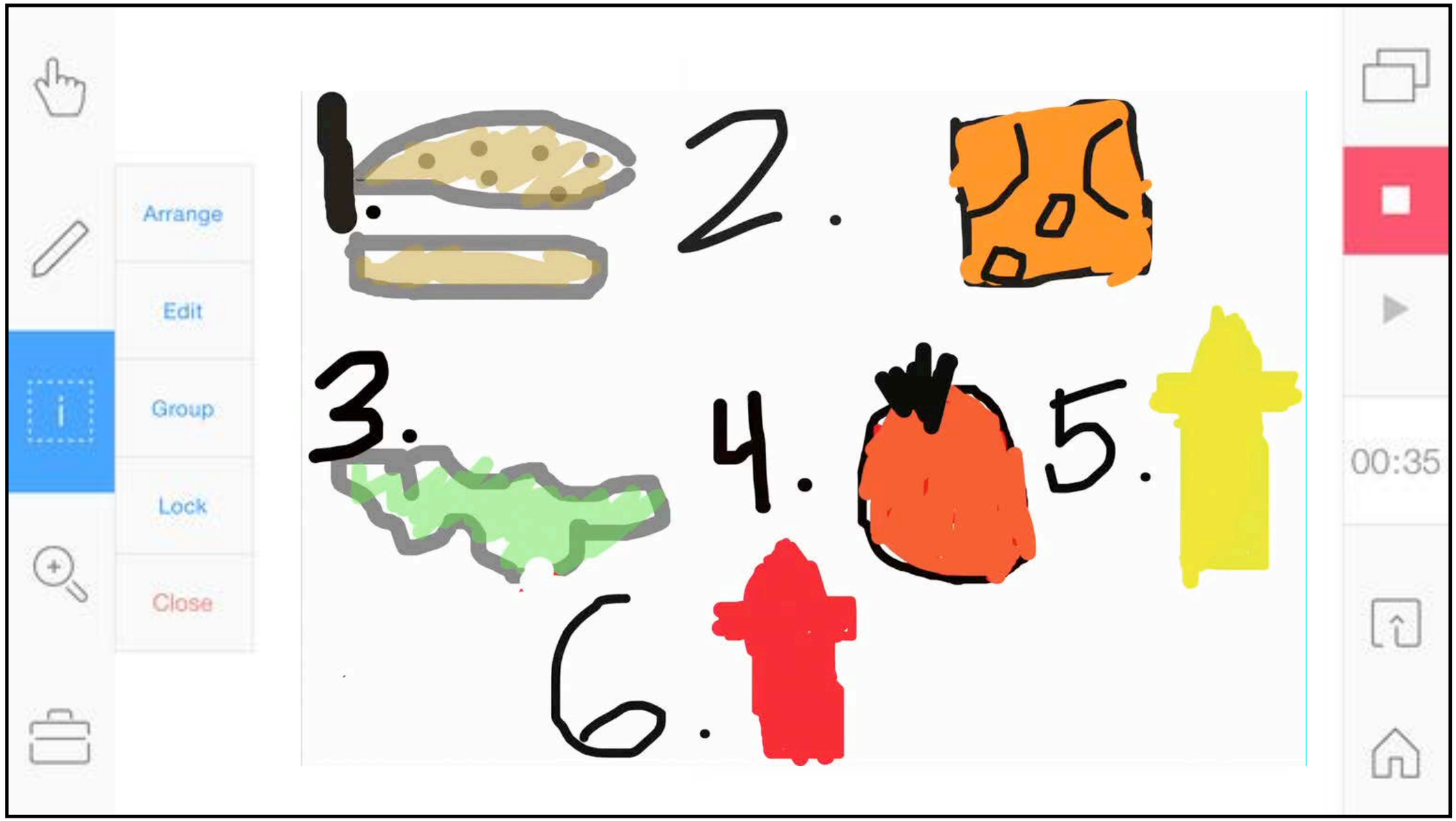
Image

Mia MacMeekin

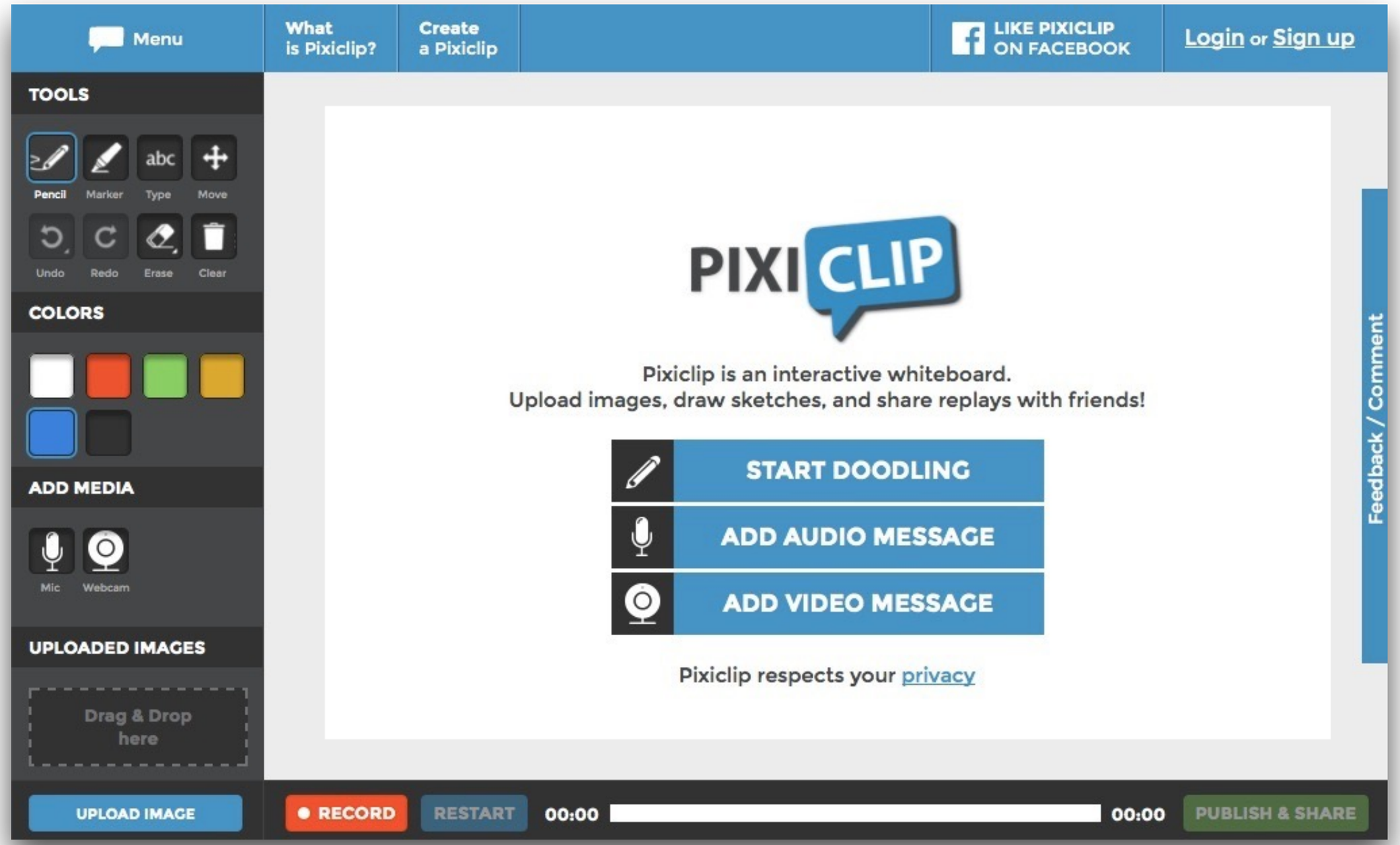
Draw

Draw what you know. Ask the students questions about their drawings.

Draw and record: Explain Everything



Draw and record: Pixiclip



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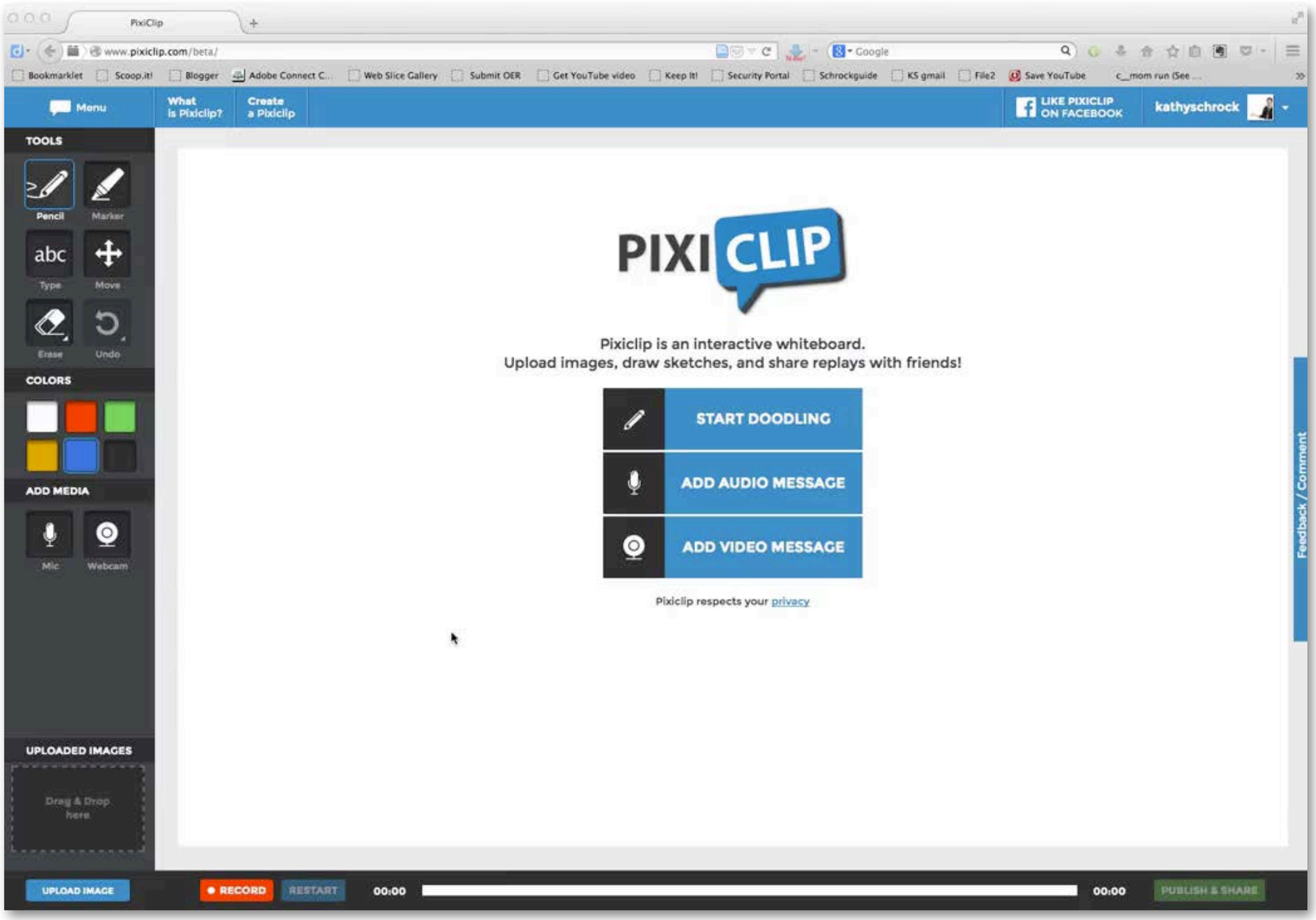
Pixiclip overview



Point Out

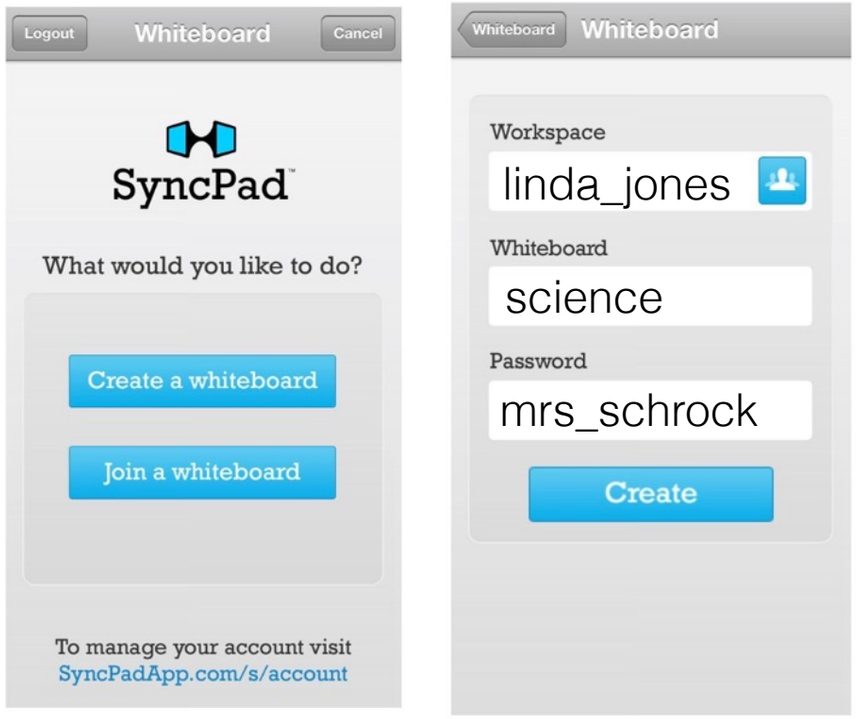
Point out any misconceptions the student is displaying.

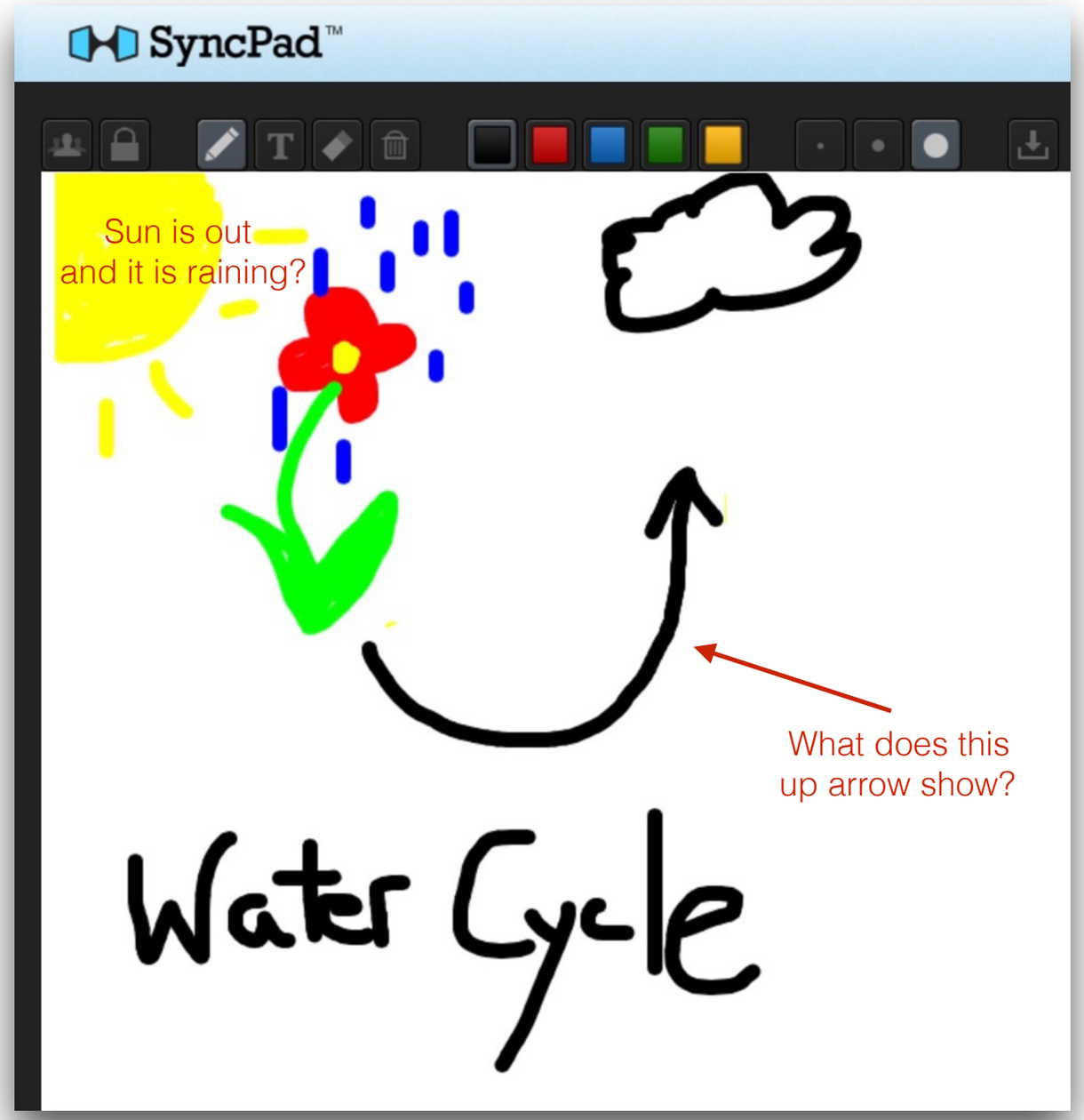
Keep notes.

Address misconceptions.

https://syncpadapp.com/

Shared workspace: SyncPad



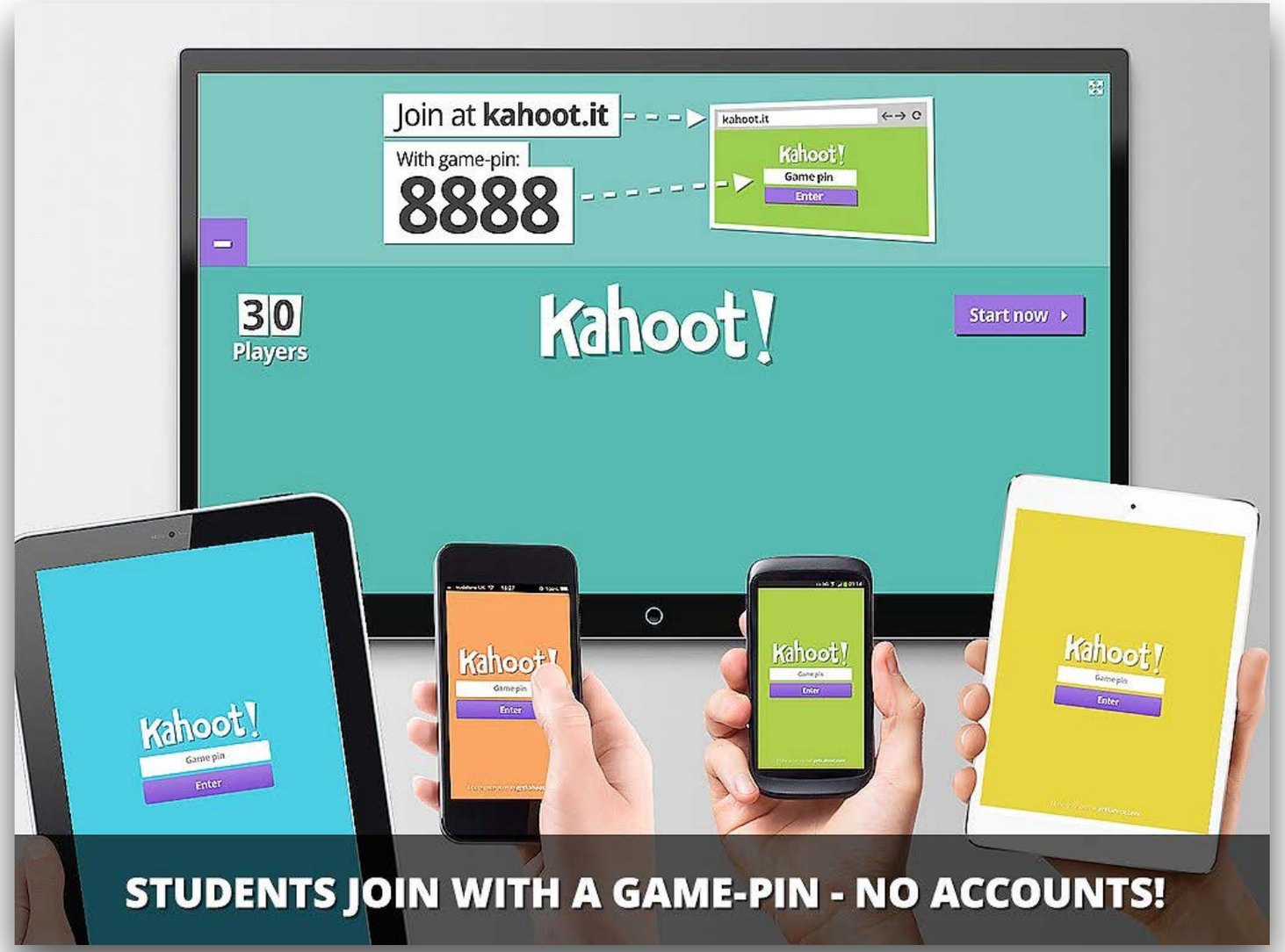


Quiz

Take a pre-quiz.

http://getkahoot.com

Poll the class: Kahoot!



Quiz

- Timed
- Points awarded

Survey

- Timed
- No points

Discussion

- Single question
- No points
- Not timed

WEB 2.0

Explain

Ask the students to explain, as a group, what they know about the subject.

K-W-L

How a Pumpkin Grows

K (What I Know)	W (What I Want to Know)	L (What I Learned)
• Pumpkins are orange. • Pumpkins grow in Fall. • We can make jack-o-lanterns. • Pumpkin pies are yummy.	• Why are pumpkins orange? • How do they grow? • What do they need to grow? • How big are the seeds?	

Name _____ Date _____

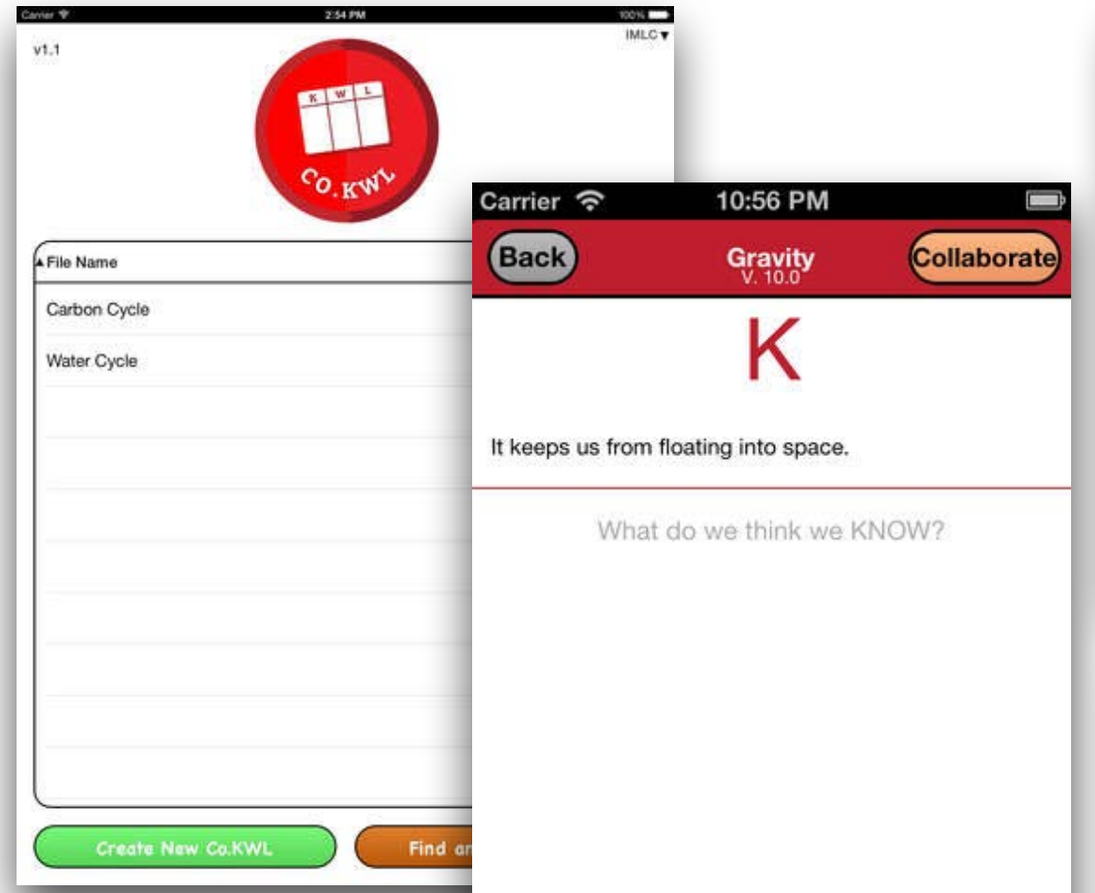
KWL Chart

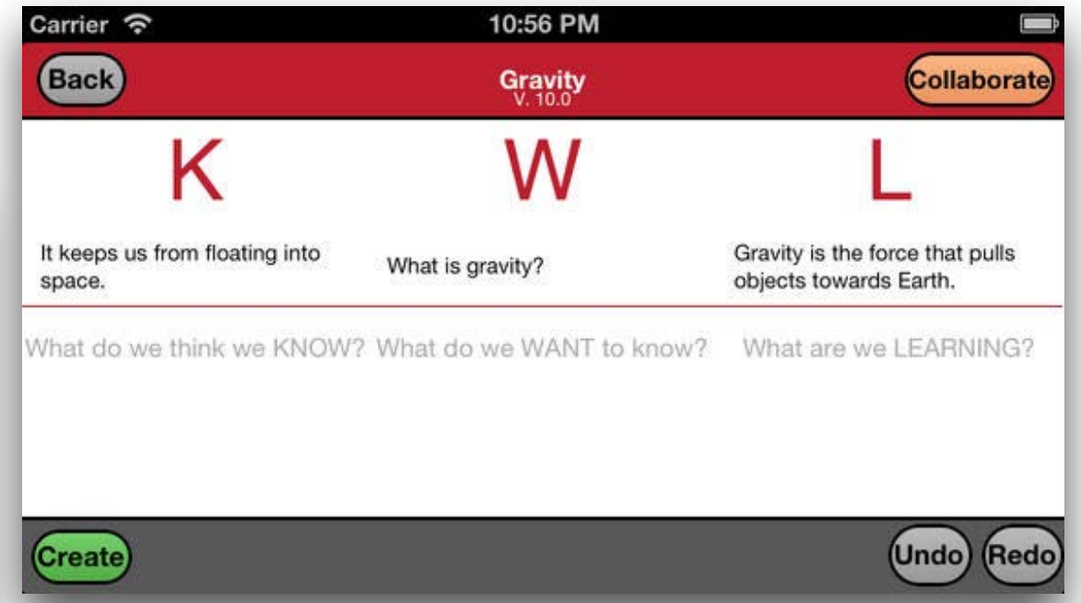
Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

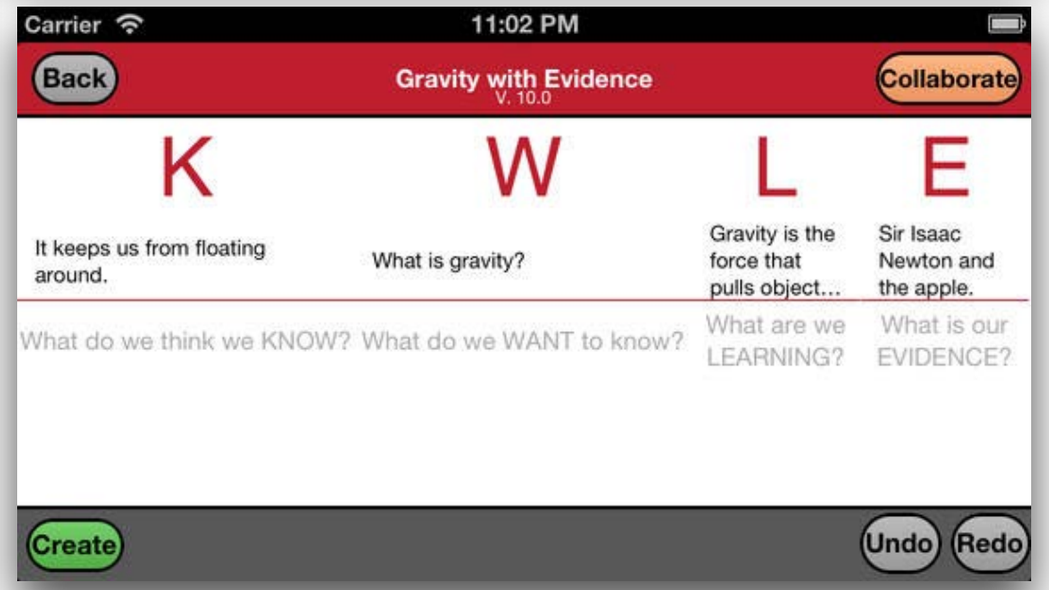
Topic _____

What I Know	What I Want to Know	What I Learned

K-W-L


v1.1
IMLC
CO.KWL
File Name
Carbon Cycle
Water Cycle
Create New Co.KWL
Carrier
10:56 PM
Back
Gravity
V. 10.0
Collaborate
K
It keeps us from floating into space.
What do we think we KNOW?
Create
Undo
Redo


Carrier
10:56 PM
Back
Gravity
V. 10.0
Collaborate
K
W
L
It keeps us from floating into space.
What is gravity?
Gravity is the force that pulls objects towards Earth.
What do we think we KNOW?
What do we WANT to know?
What are we LEARNING?
Create
Undo
Redo


Carrier
11:02 PM
Back
Gravity with Evidence
V. 10.0
Collaborate
K
W
L
E
It keeps us from floating around.
What is gravity?
Gravity is the force that pulls object…
Sir Isaac Newton and the apple.
What do we think we KNOW?
What do we WANT to know?
What are we LEARNING?
What is our EVIDENCE?
Create
Undo
Redo

http://sketchlot.com

Online K-W-L

sketchlot

Email: kathy@kathyschrock.net *

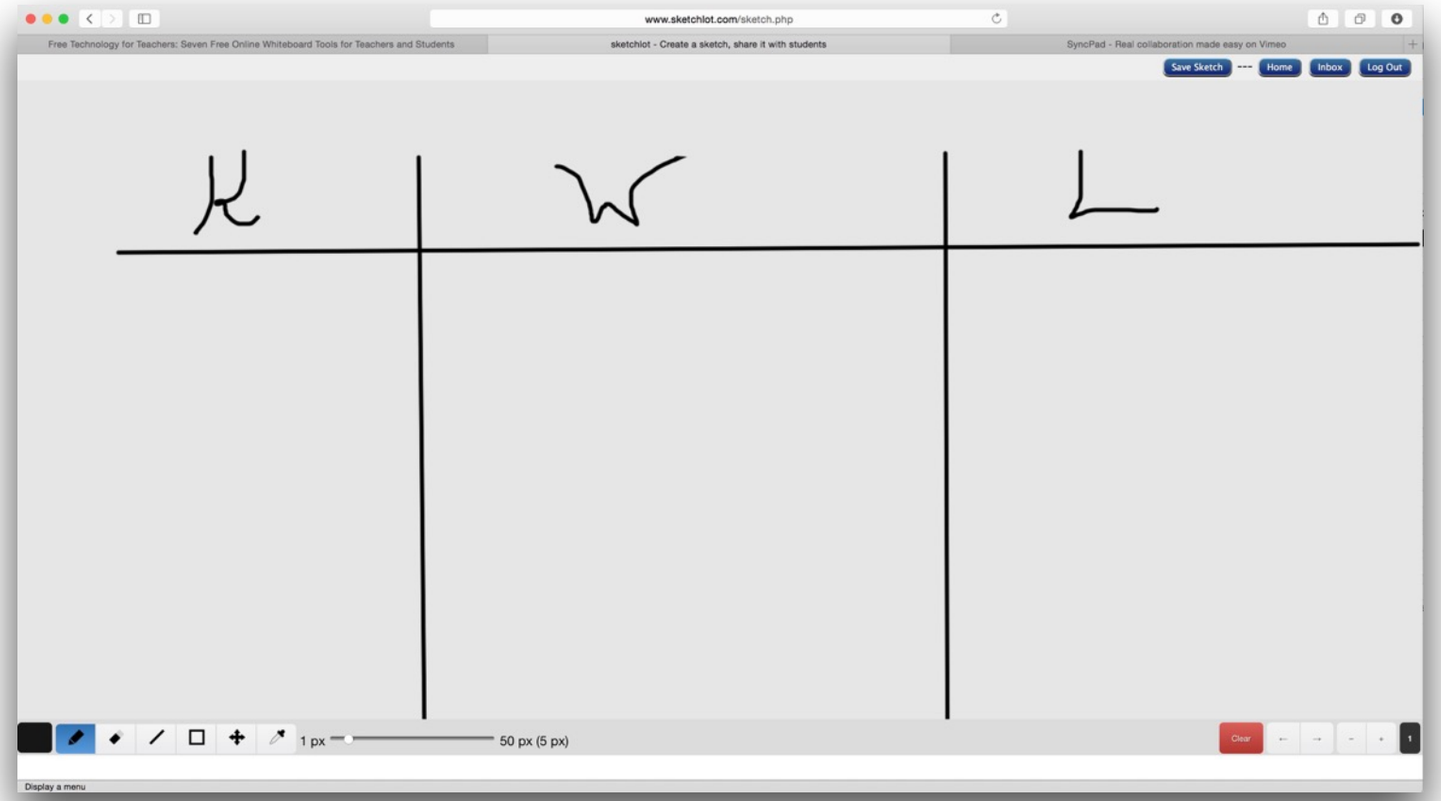
Password: ••••••••• *

Password Again: ••••••••• *

Class Code: schrock57 *

Students will use this code to log in.
It must be all lower case and contain a number.
Special characters (eg: '/"*) are not permitted.

I agree to the Terms of Service.



WEB 2.0

Challenge

Create a challenge. Evaluate their prior knowledge.

Paired verbal fluency

45 seconds

Student 1

Student 2

30 seconds

Student 1

Student 2

15 seconds

Student 1

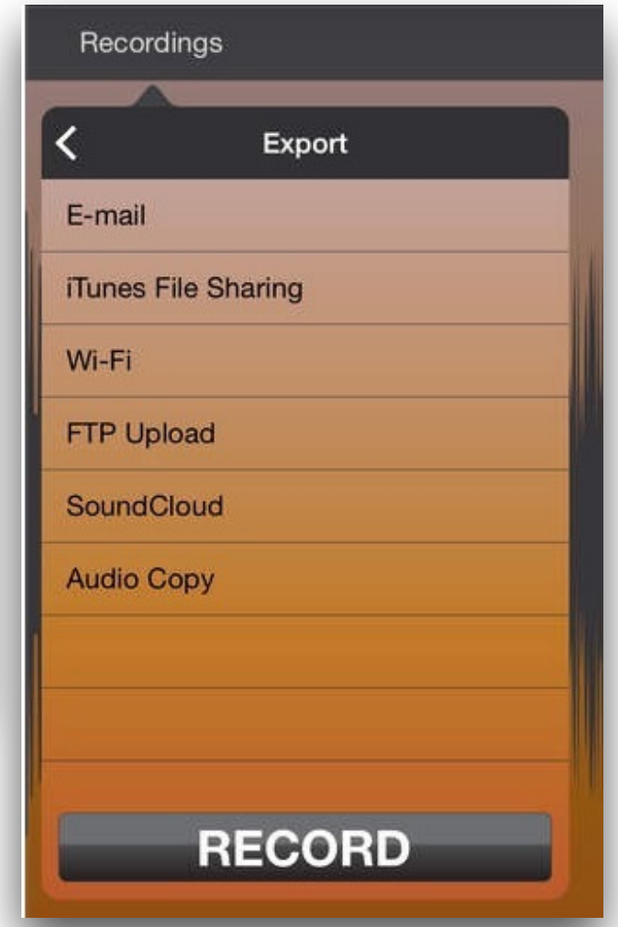
Student 2

True

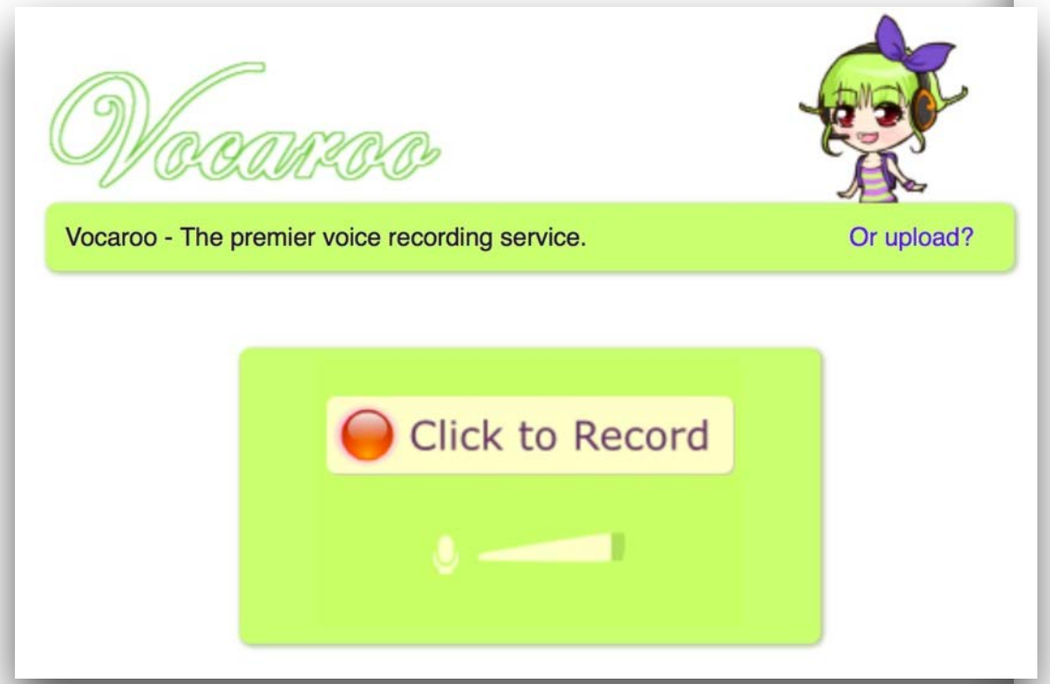
Need clarification

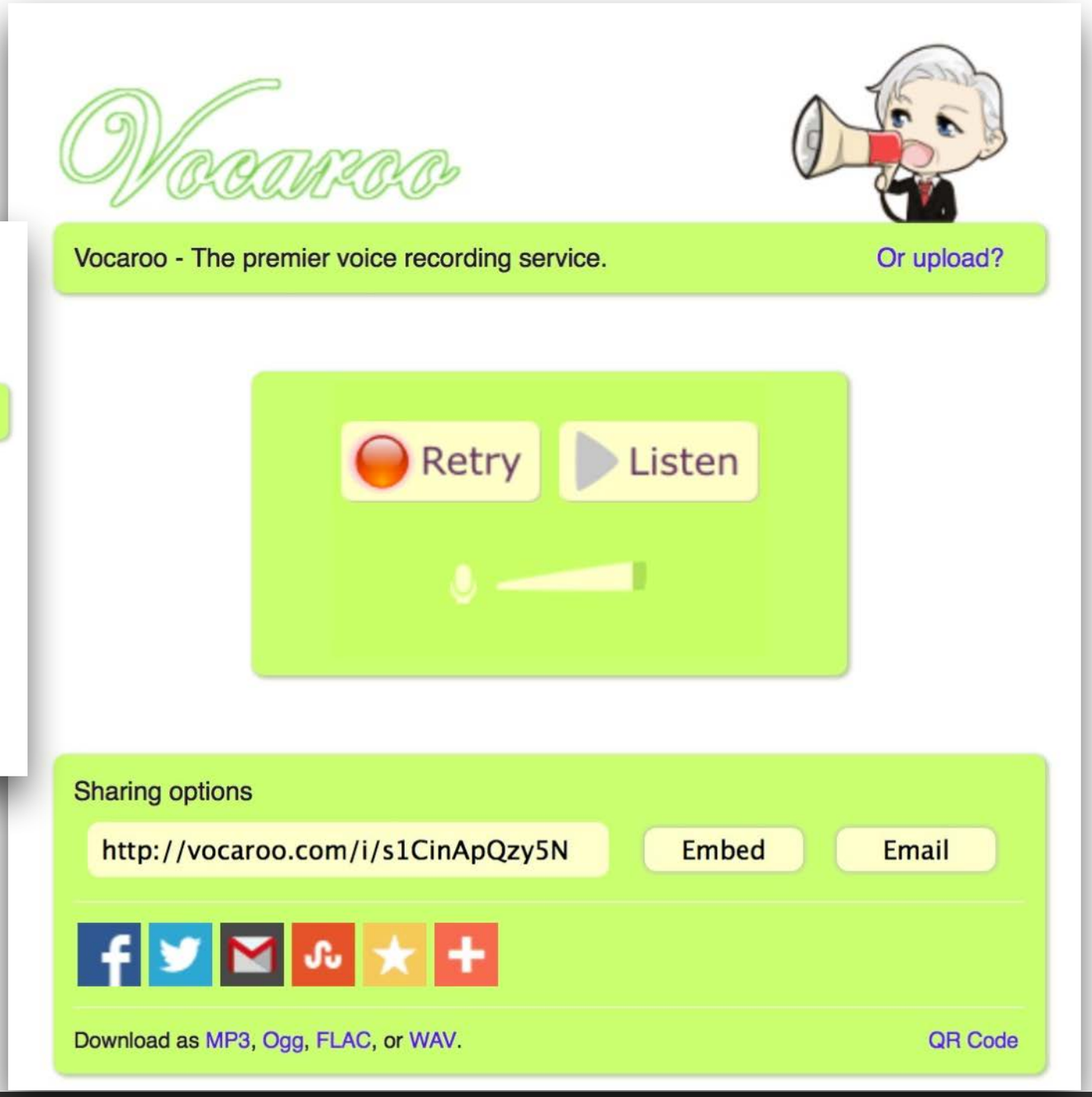
Ask a question

Recording app: iRig Recorder



Recording tool: Vocaroo





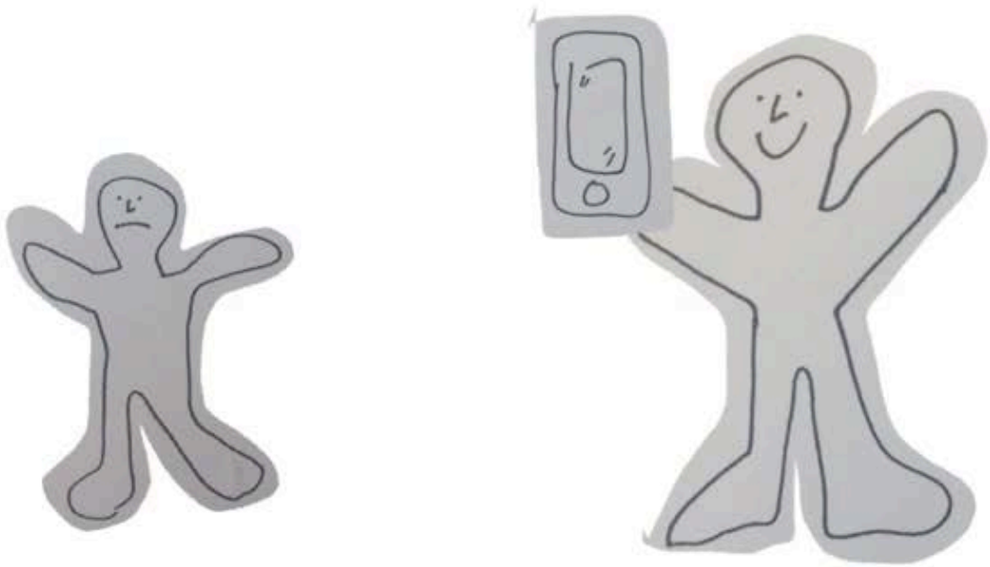
WEB 2.0

DEMONSTRATE

Demonstrate how you would train someone on the prior knowledge.

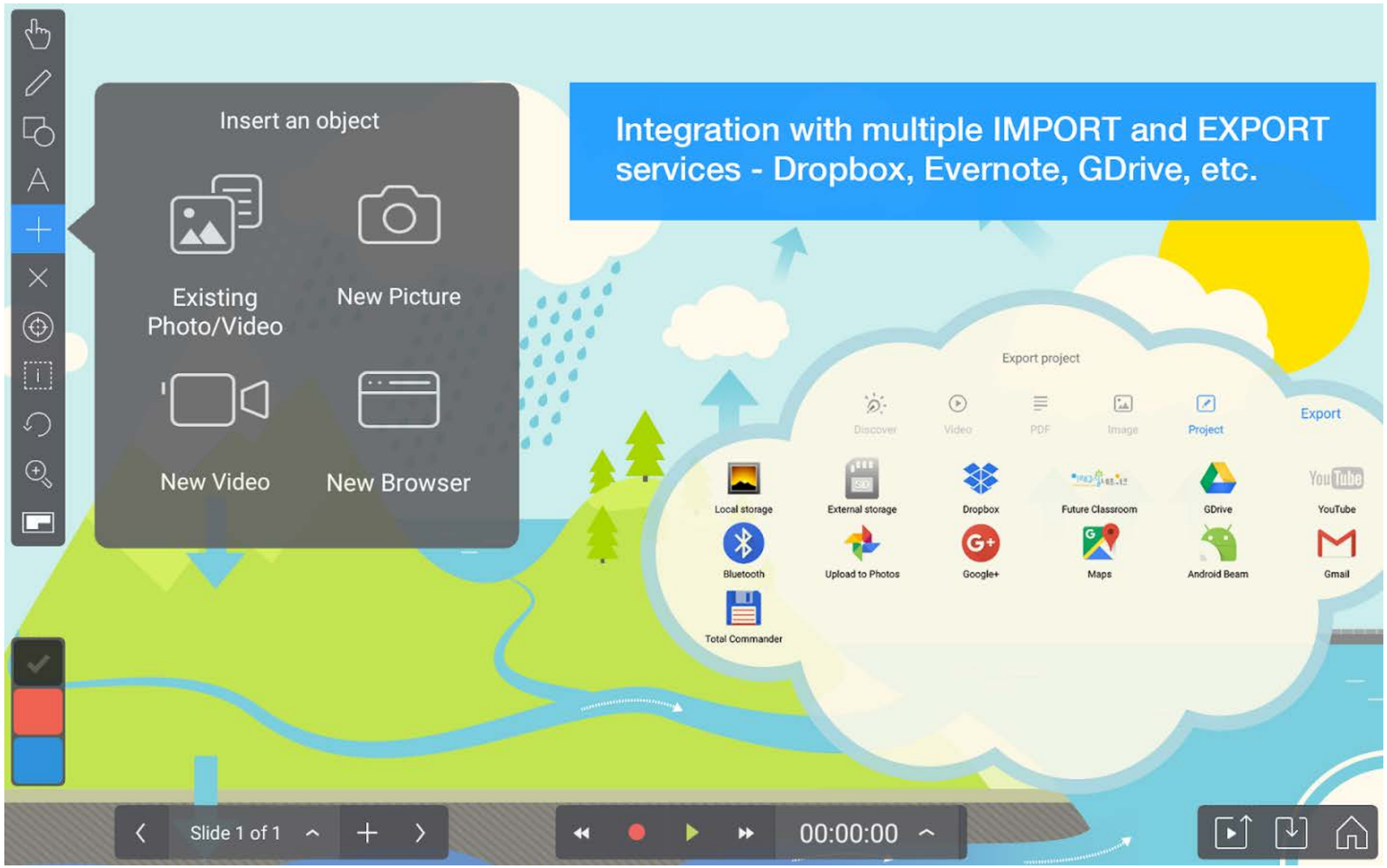
https://vimeo.com/105579280

Animation: Explain Everything



https://vimeo.com/105579280

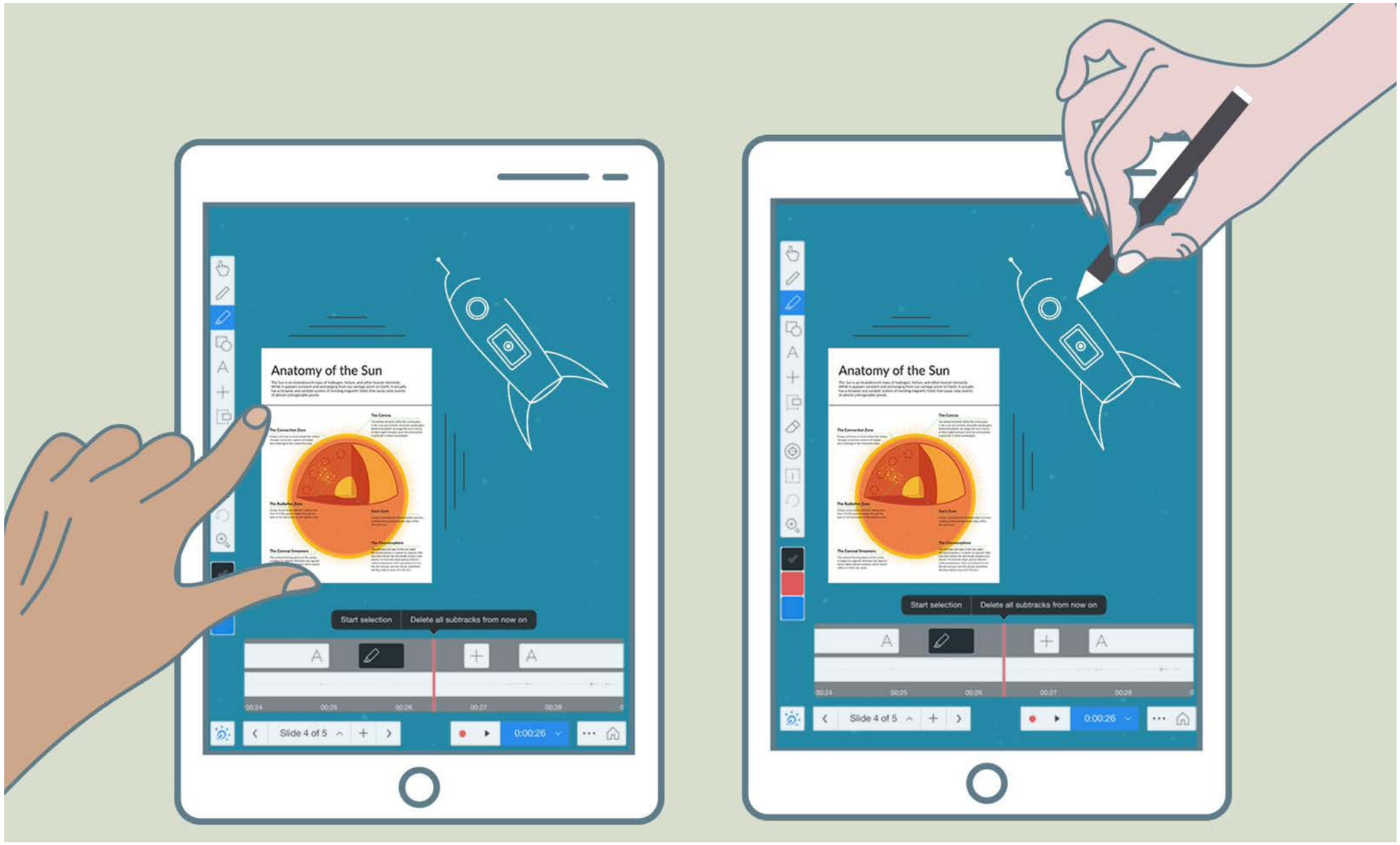
Screencasting: Explain Everything



$3.99

https://vimeo.com/105579280

Screencasting: Explain Everything



Group pricing

https://www.youtube.com/watch?v=mAwCnfbpSes

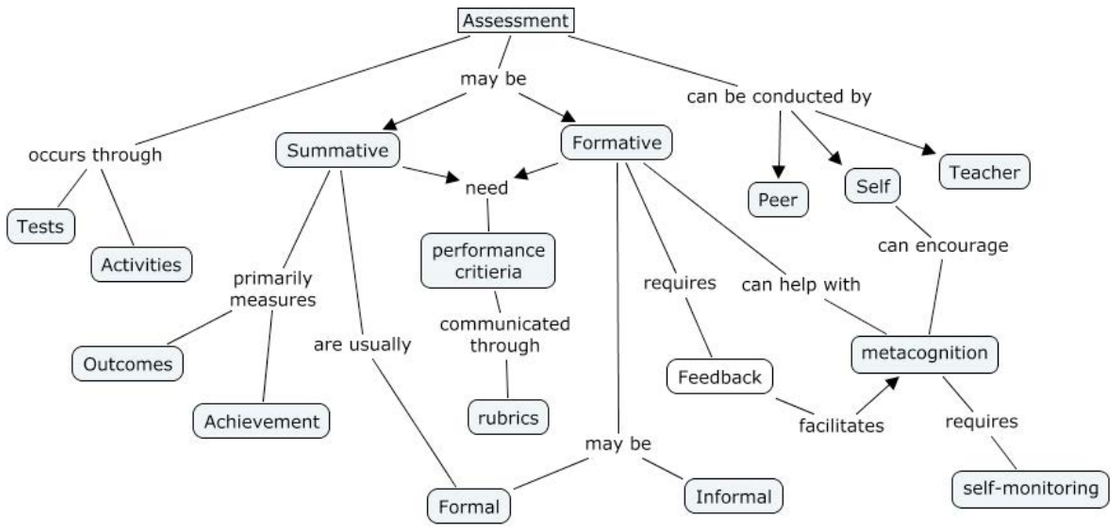
Animation: Explain Everything

Mind Map

Create a mind map of your prior knowlege.

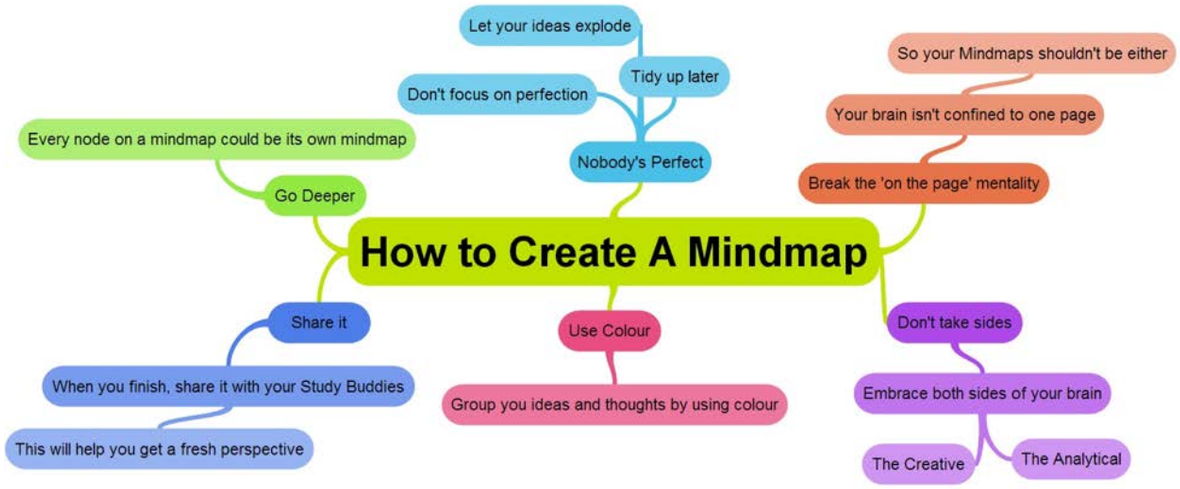
Concept map vs. Mind map

Concept map



http://linkyy.com/osc

Mind map



https://info.examtime.com/files/2012/11/How-to-create-a-mind-map-mindmap.jpg

Mapping tools

Mobile Apps

iPad and iOS

- Connected Mind
- Examtime (online tool that works with iPad)
- Idea Sketch
- Inspiration Maps ($) (Lite)
- Maptini
- Mindnode ($)
- Mindmeister
- Mindomo
- Popplet
- SimpleMind Free
- weMap collaborative mapping tool

Android

- Thinking Space
- Mind Map Memo
- Mindomo
- Mindmeister
- Mindjet Maps
- SimpleMind Free
- weMap collaborative ma
- Connected Mind $

Online tools

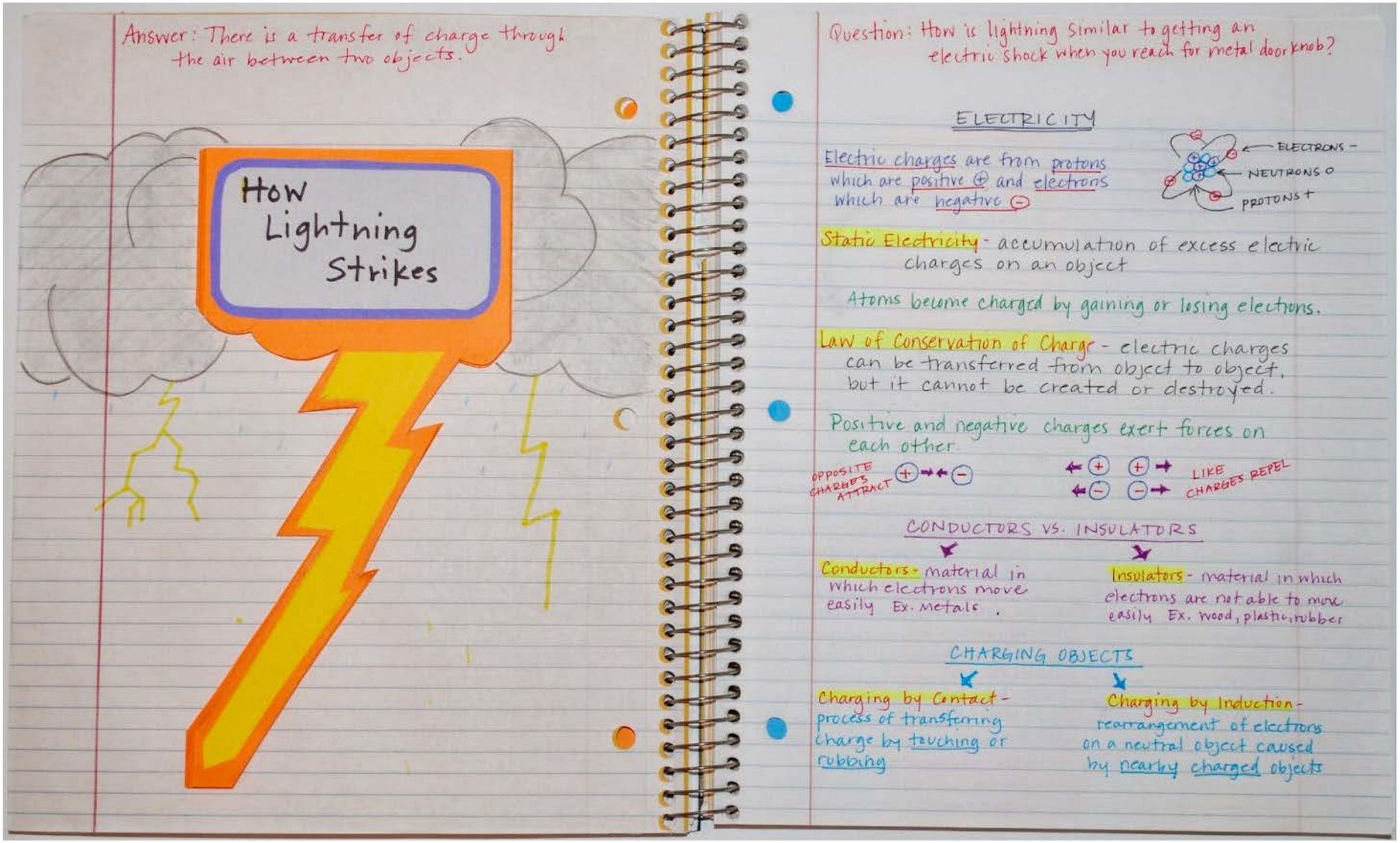
- Creately
- Examtime
- Gliffy
- Lucid Chart (free for K-12 classrooms)
- Mindmeister
- Exploratree (Digging up Roots or Knowing Trees)
- bubbl.us
- Google Docs: Drawing
- Coggle.it
- Popplet
- Text 2 Mind Map
- UnConcept
- RealtimeBoard for Education
- Connected Mind

http://www.schrockguide.net/concept-mapping.html

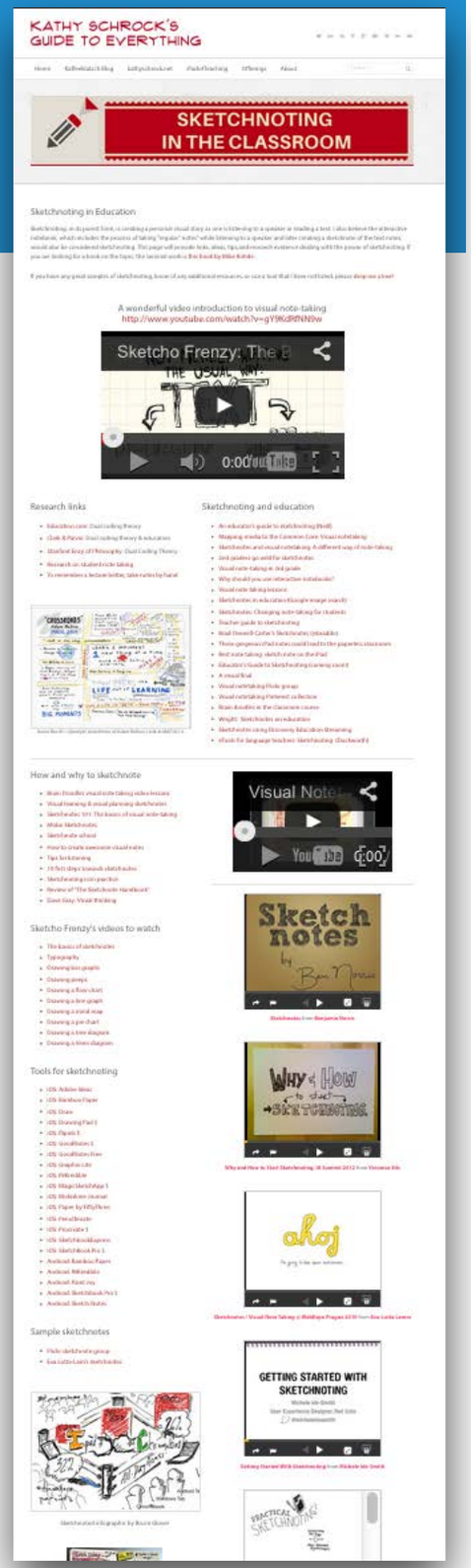
http://creativeinspiration.deviantart.com/art/Diabetes-Symptoms-Mind-Map-89223054

Sketchnoting

Interactive notebook



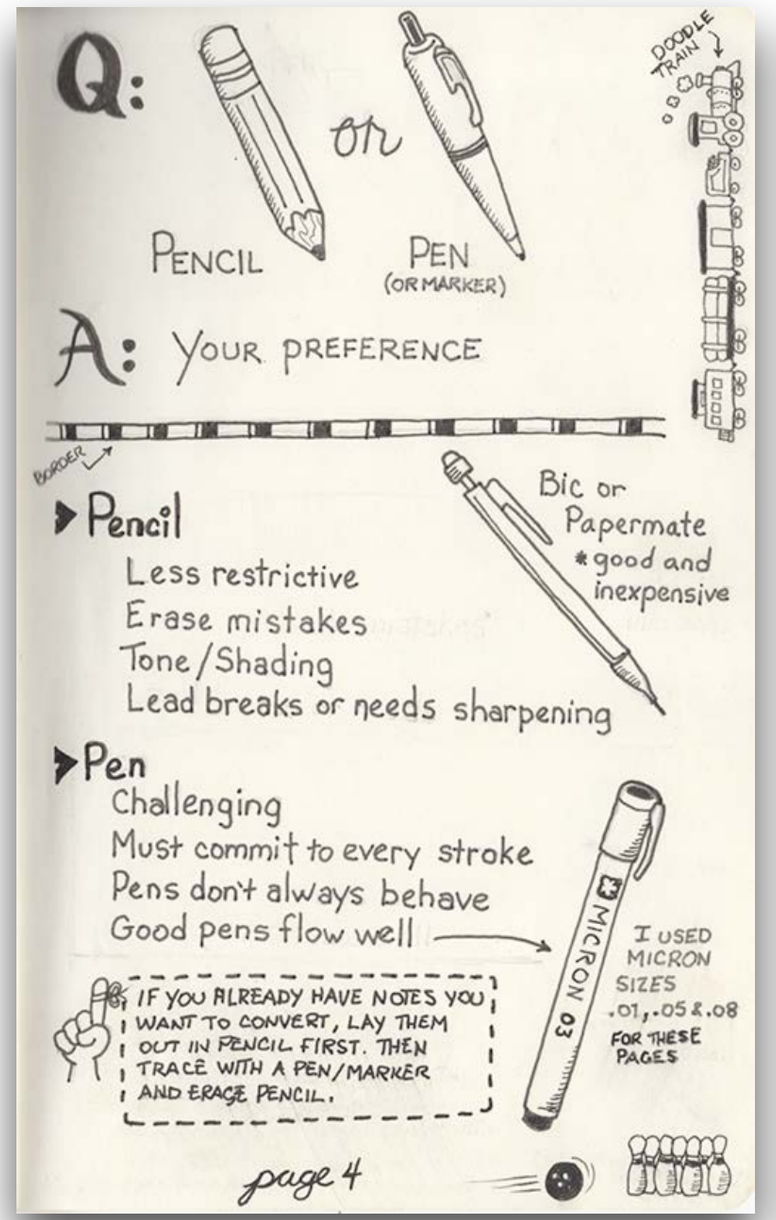
Sketchnoting apps



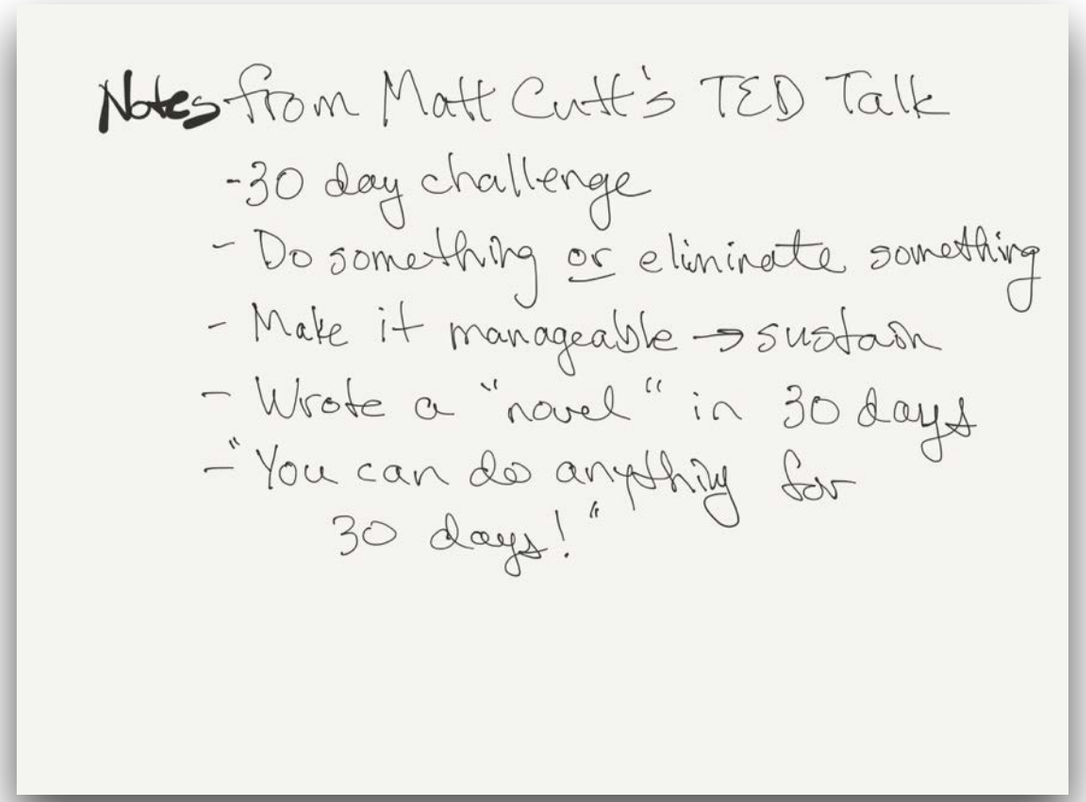
http://www.schrockguide.net/sketchnoting.html

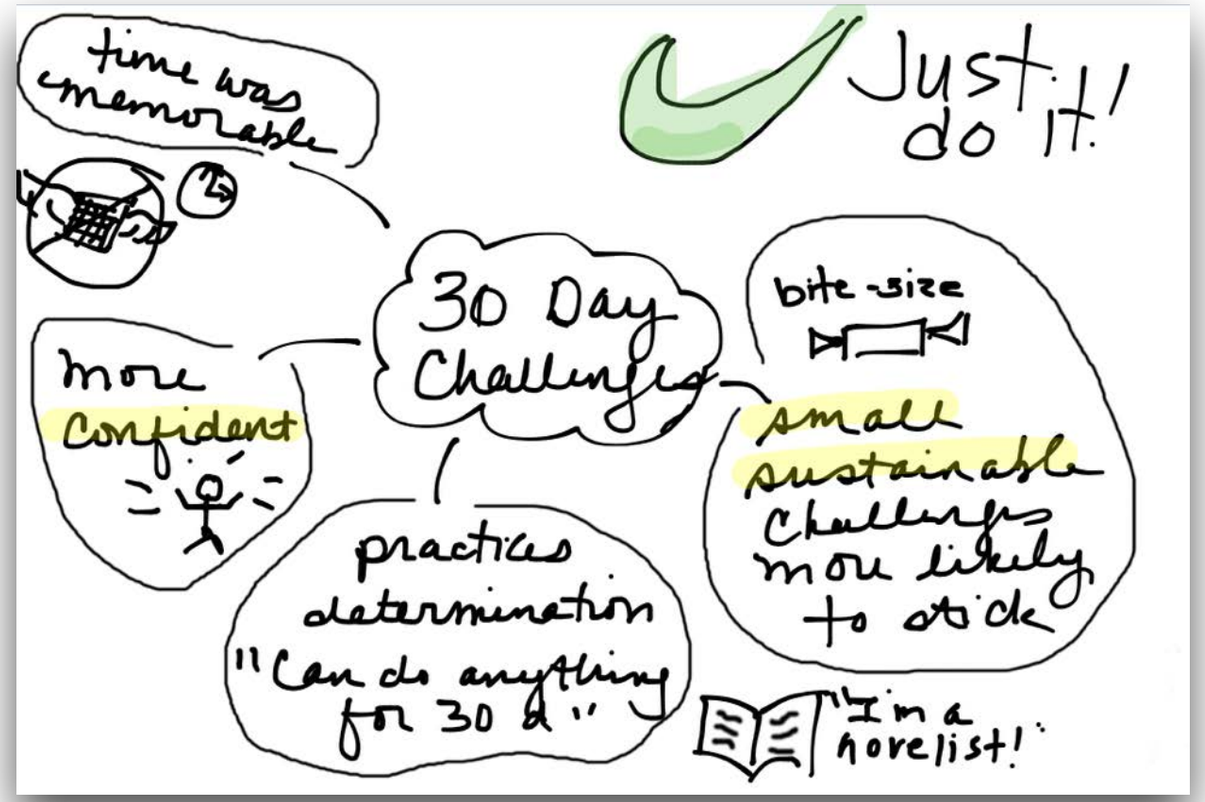
http://nuggethead.net/2013/01/what-are-sketch-notes/

Beginning sketchnoting



Sketchnoted notes and map



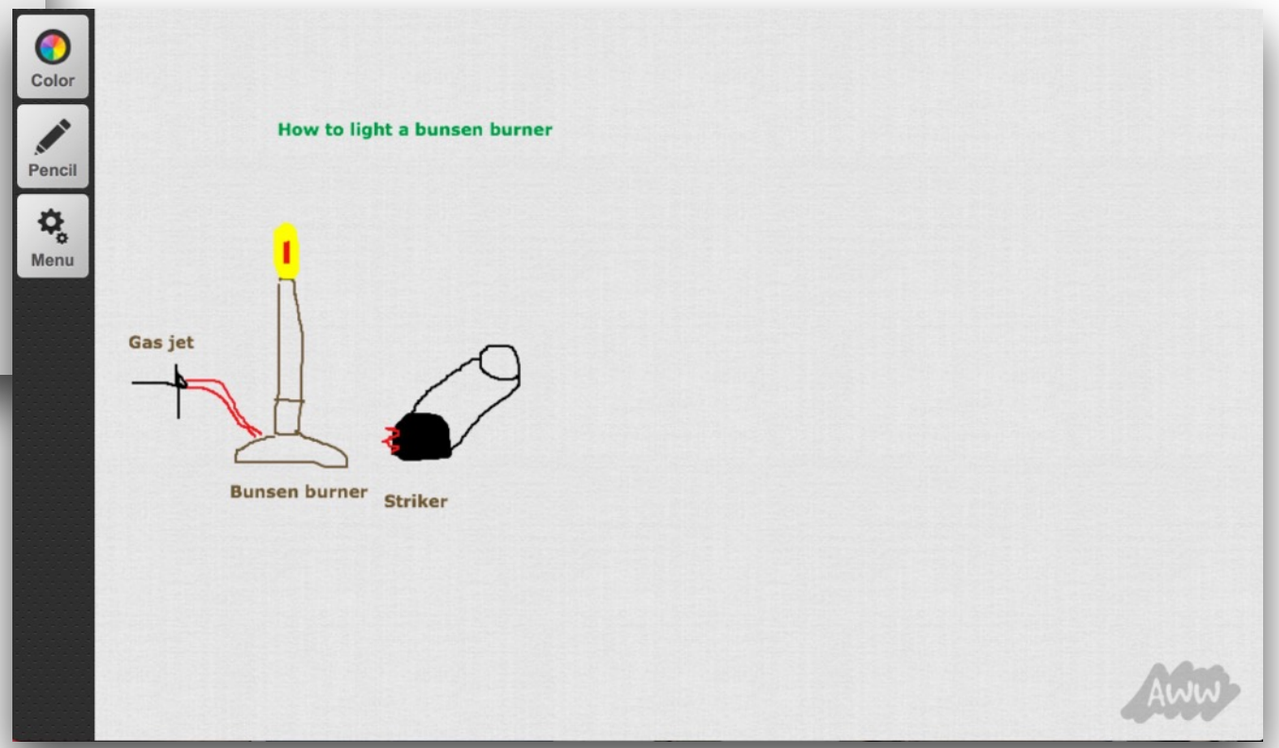


Evaluate

Evaluate whether the information the student is telling you is understood.

http://awwapp.com

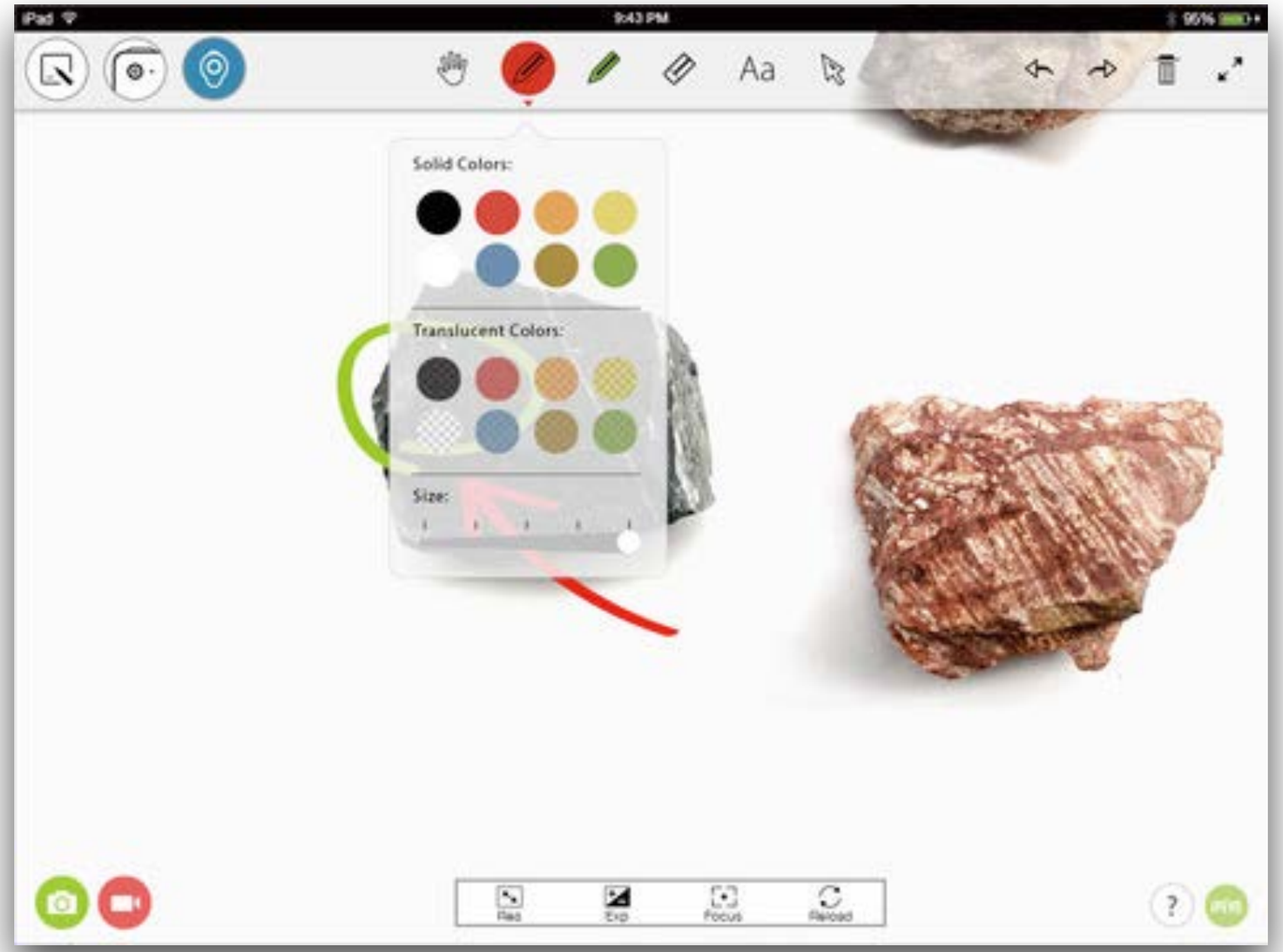
Draw and show: AwwApp



WEB 2.0

http://bit.ly/1F8SvMe

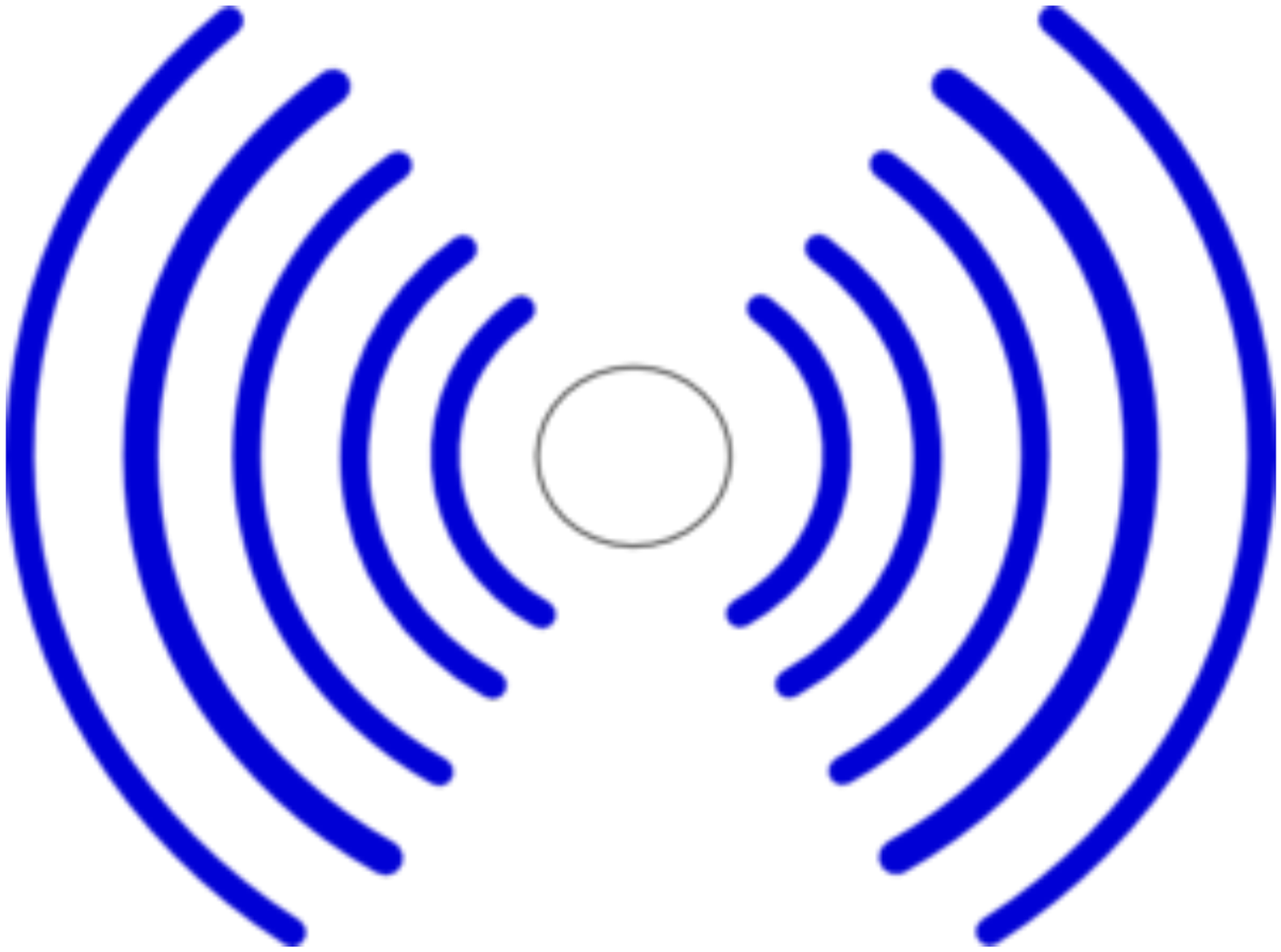
Draw and show: IPEVO Whiteboard



Interview

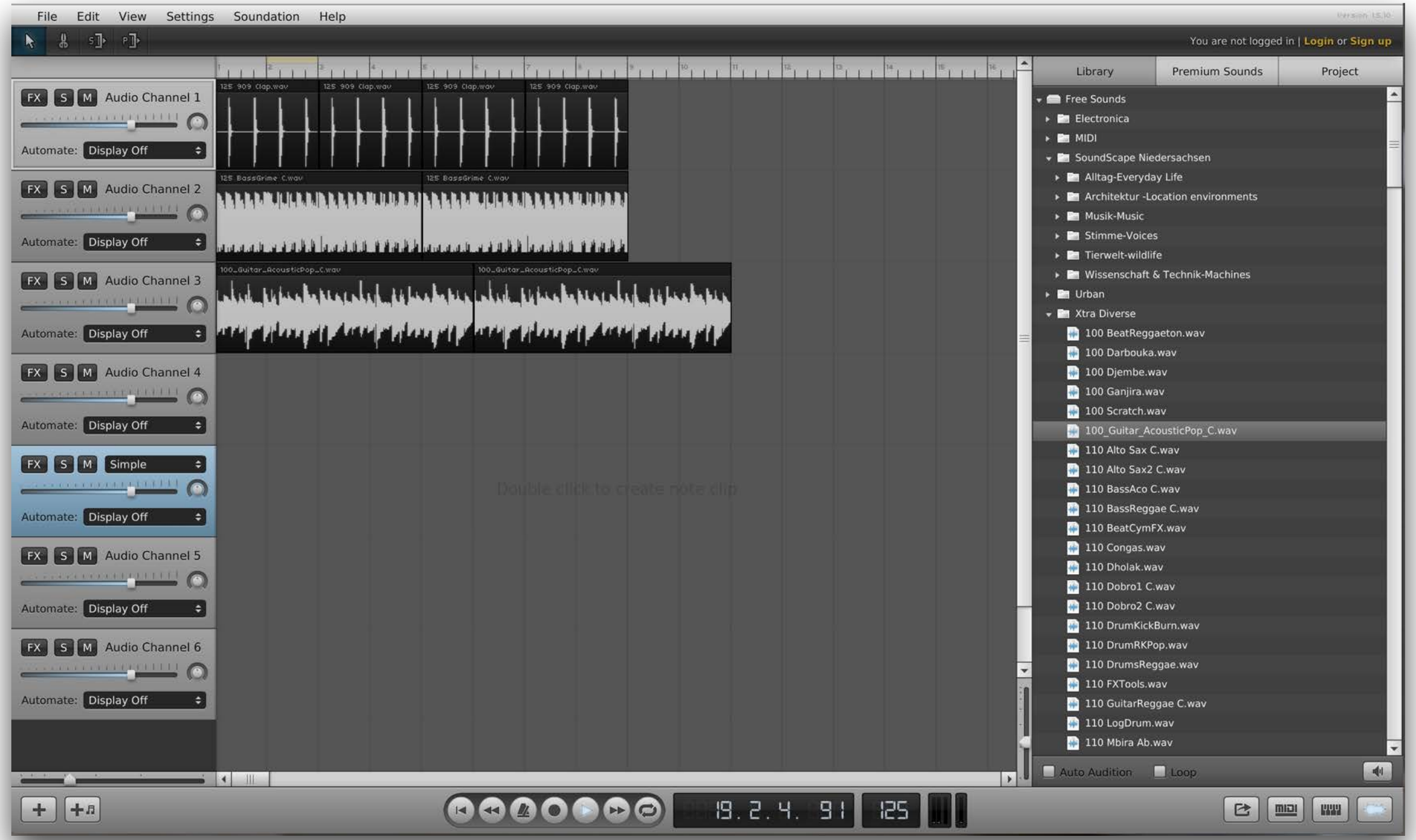
Interview classmates
about what they know.

Interviewing



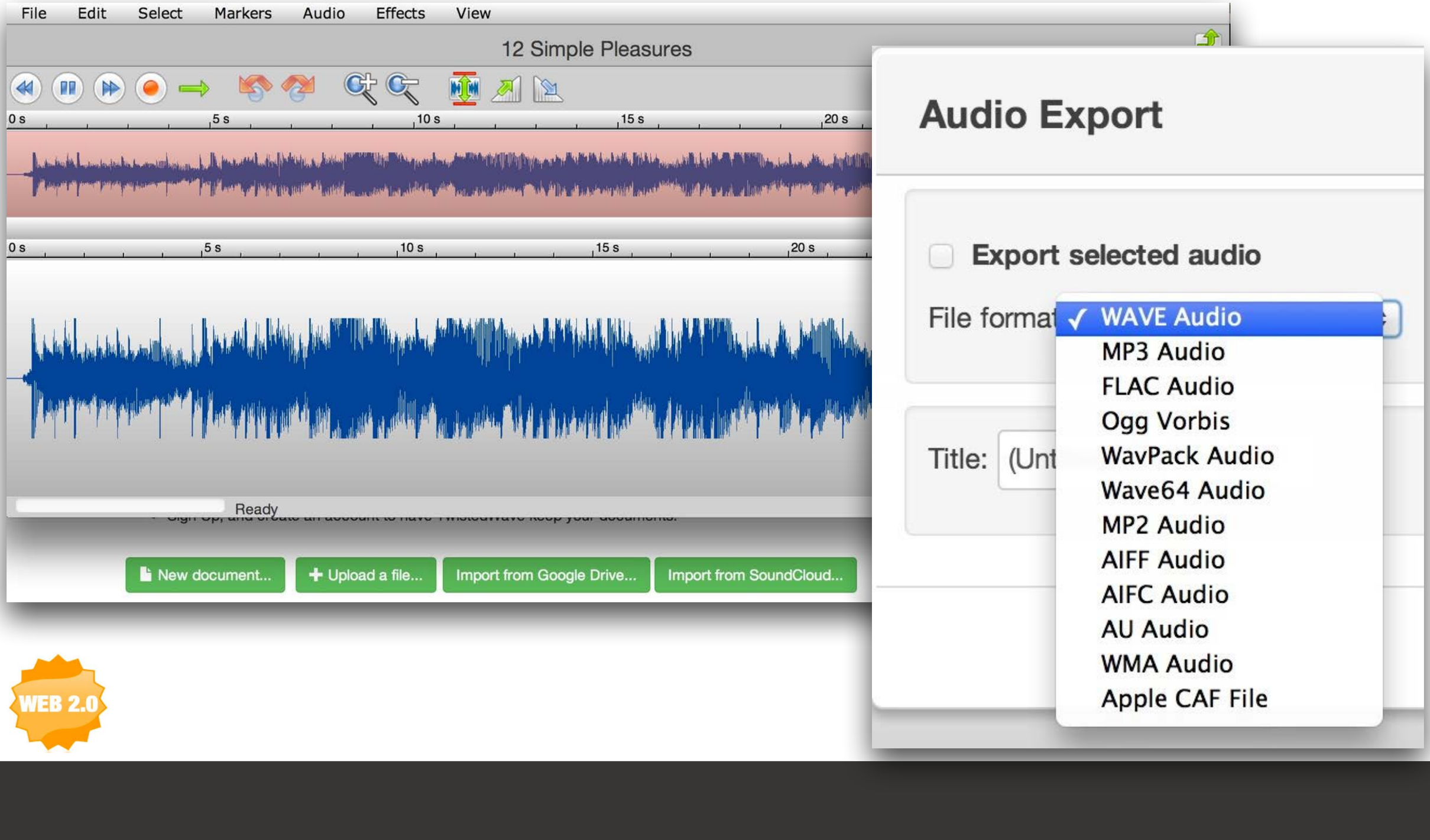
Podcast or audio recording

Audio recording: Soundation Studio



http://twistedwave.com

Audio recording: Twisted Wave



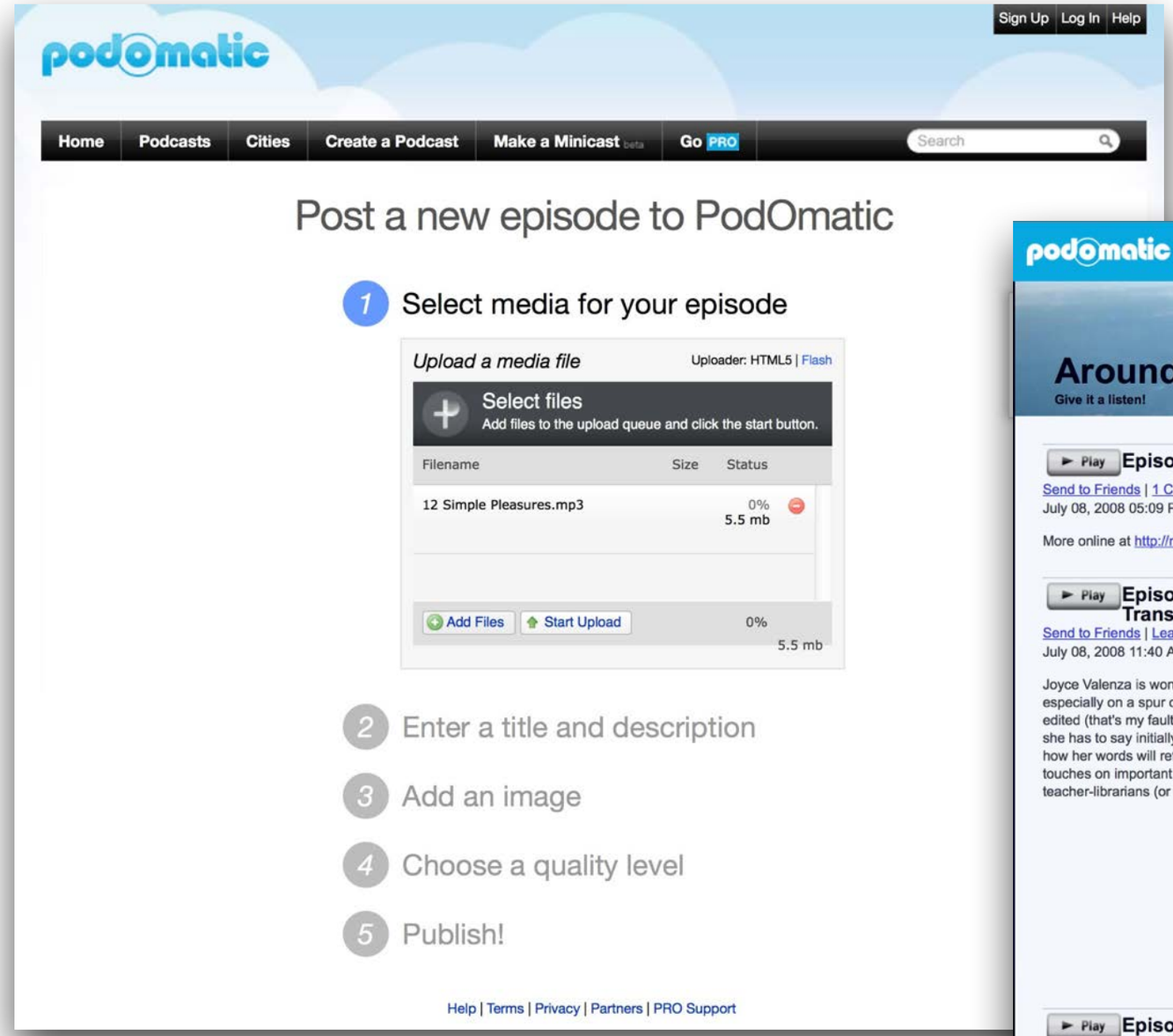
WEB 2.0

Audio recording: Wave Pad

Podcasting: Audioboom app

http://podomatic.com

Podcasting: Podomatic



Show-Me

Ask the student to “show me”

Sort Card strategy

ACTIVATOR

Teacher makes cards

Students work in groups to categorize

Defend their choices

SUMMARIZER

Students make cards

Students work in groups to categorize

Visit other groups / one person stays behind

Reflect and refine

Sort cards: Padlet

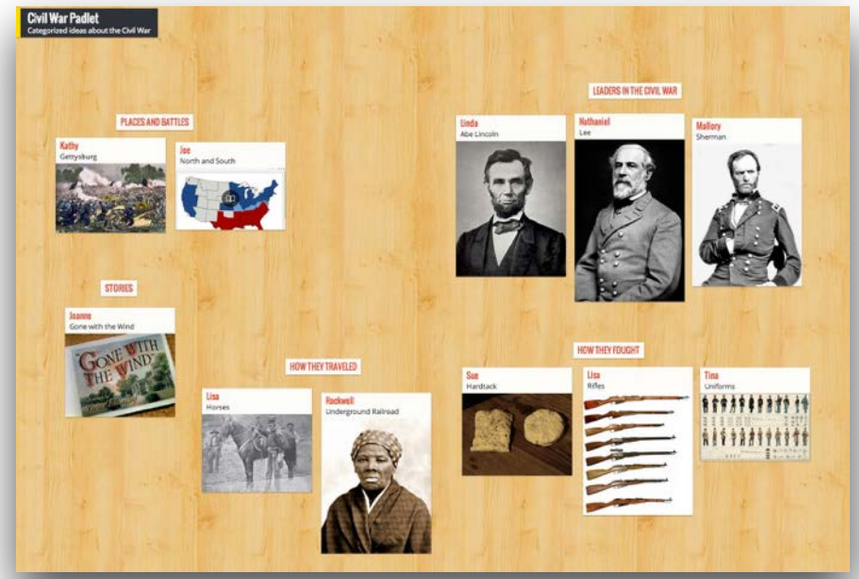
List mode

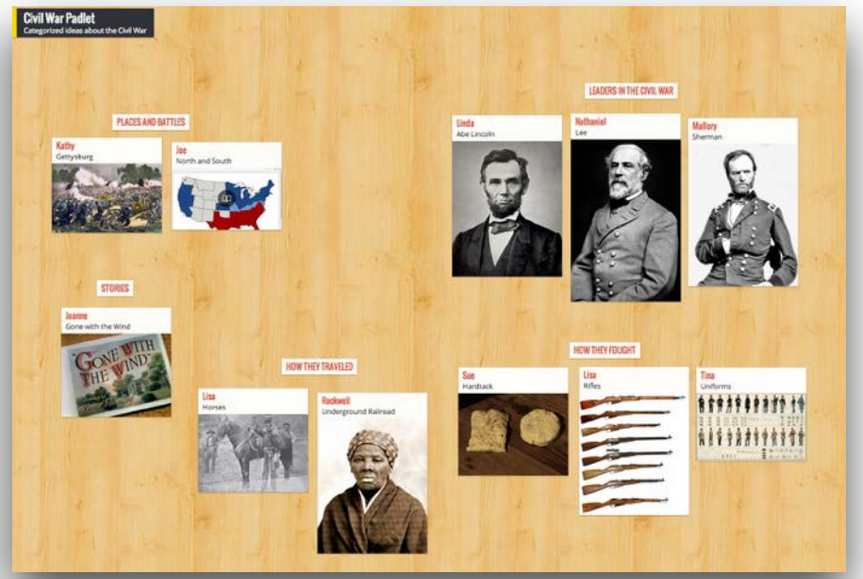
Grid mode

Note mode

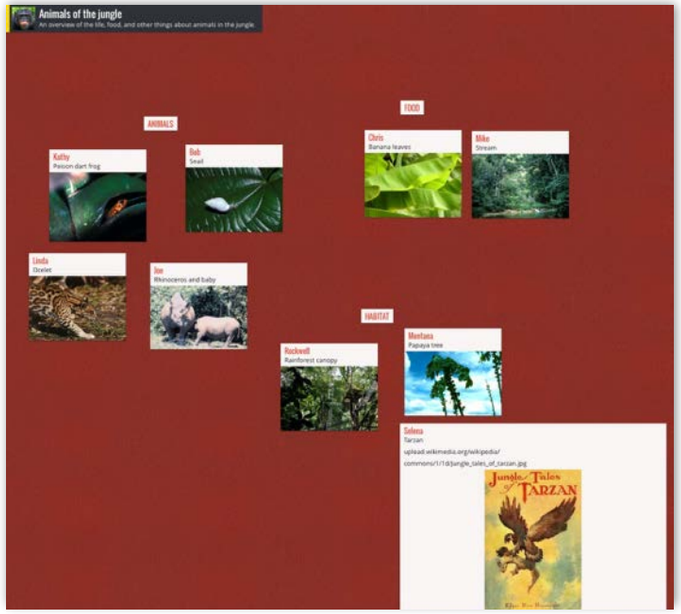
WEB 2.0

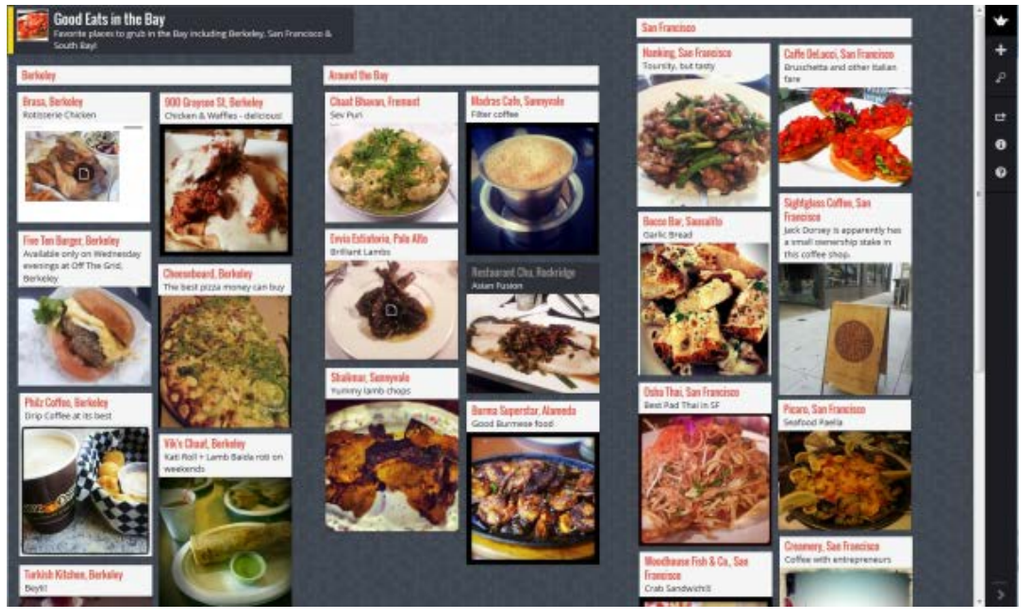
Padlet as an activator

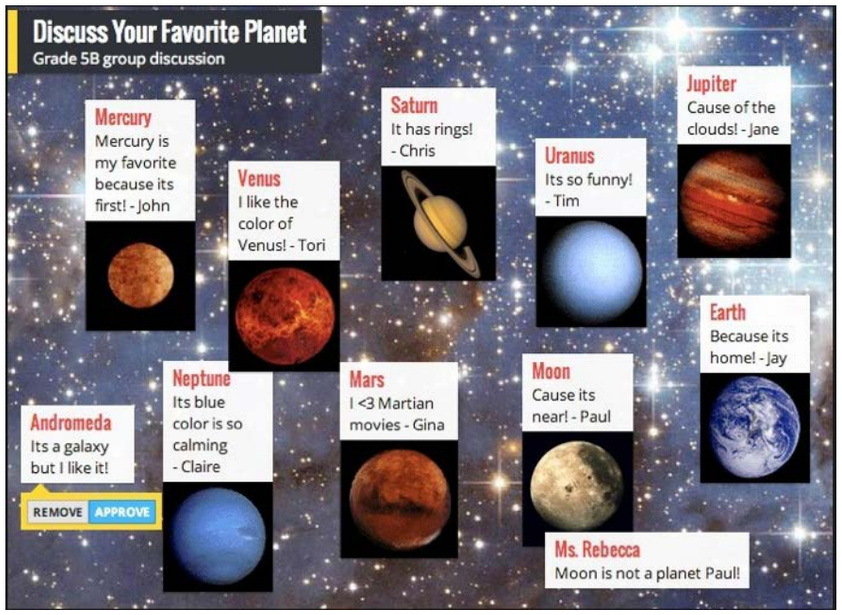


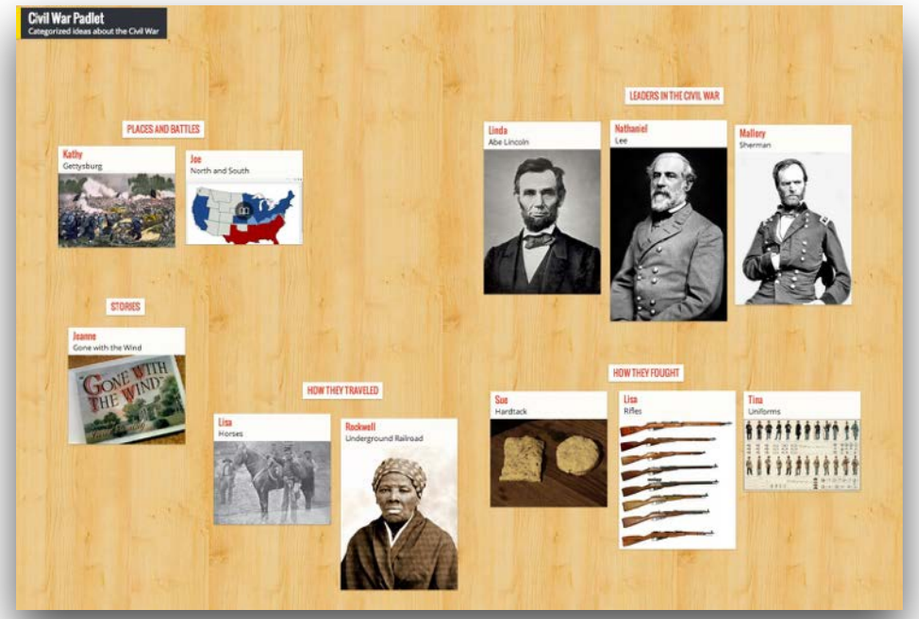


Padlet as a summarizer





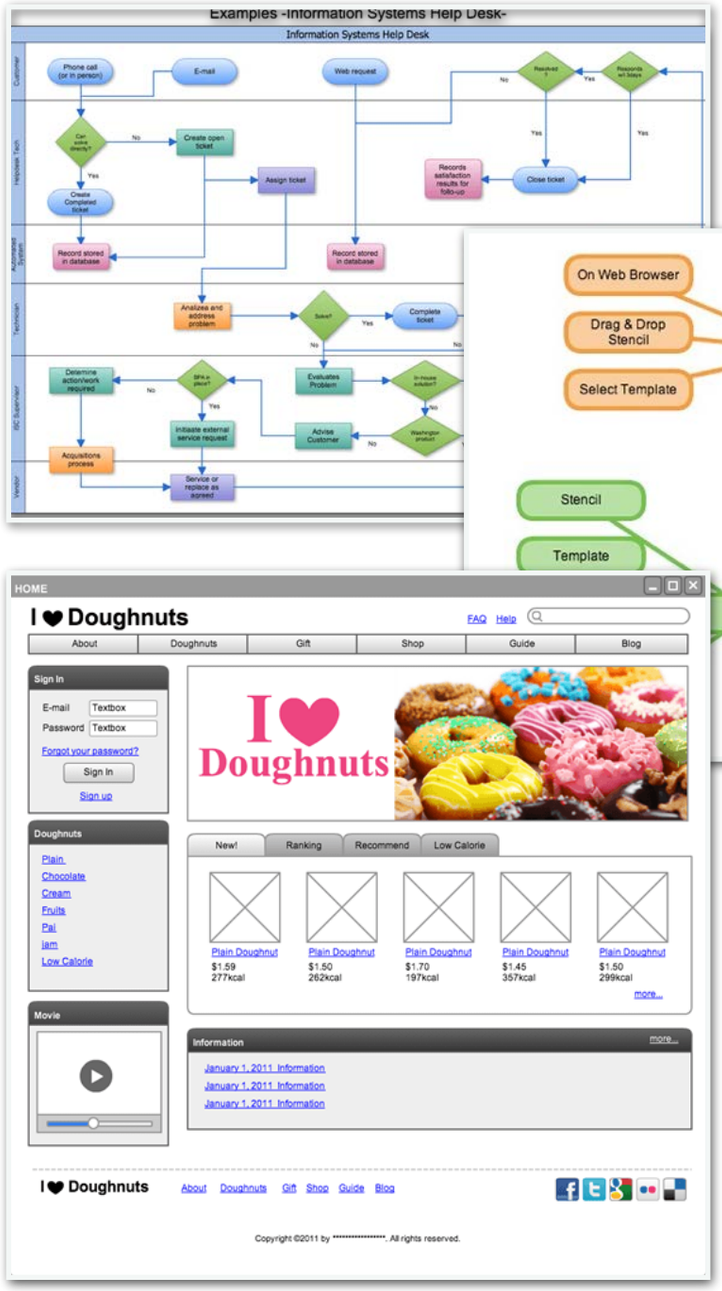


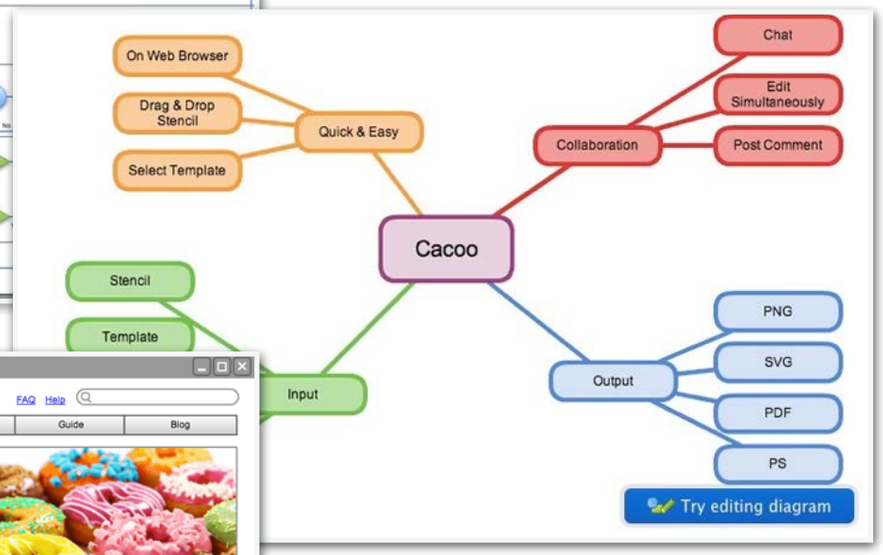


LiST

List all the keywords about what you have learned.

Listing: Cacoo

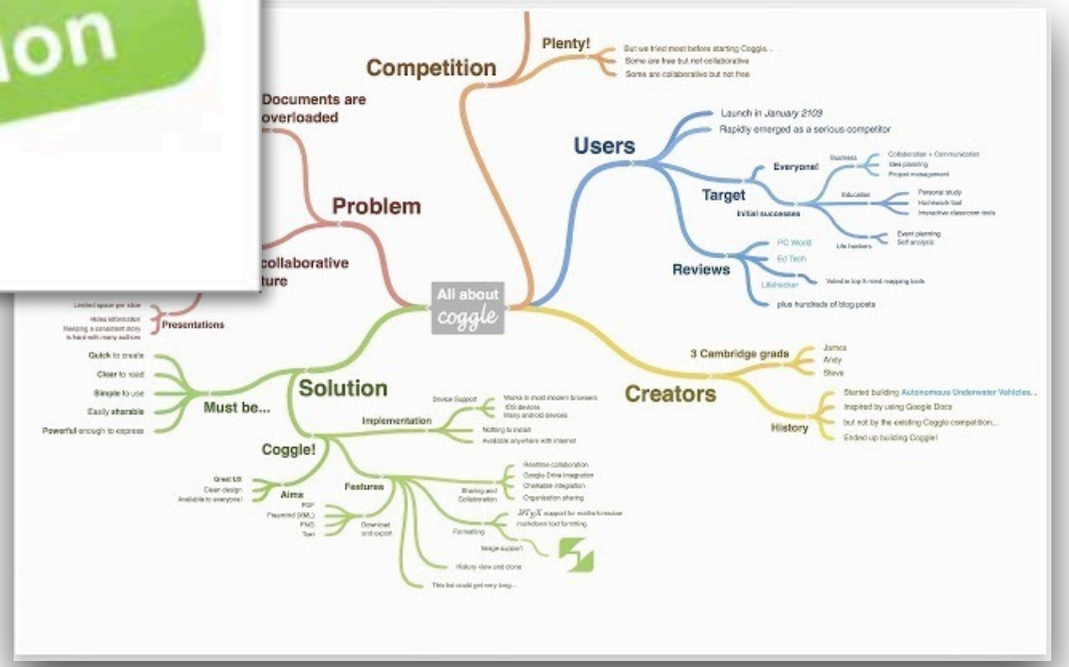




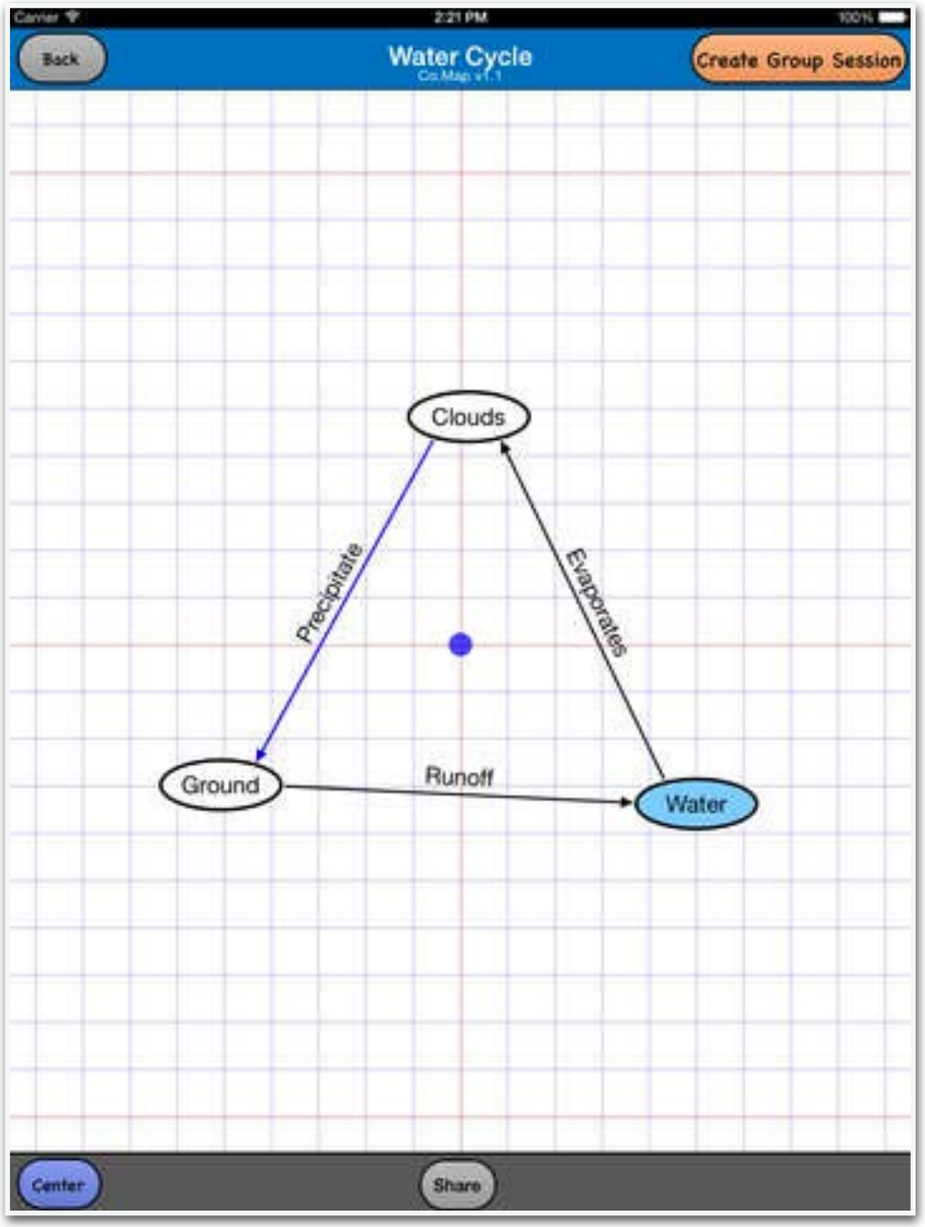
Real-time collaboration
Several diagram types
Image libraries
Import own images
Free version

WEB 2.0

Listing: Coggle



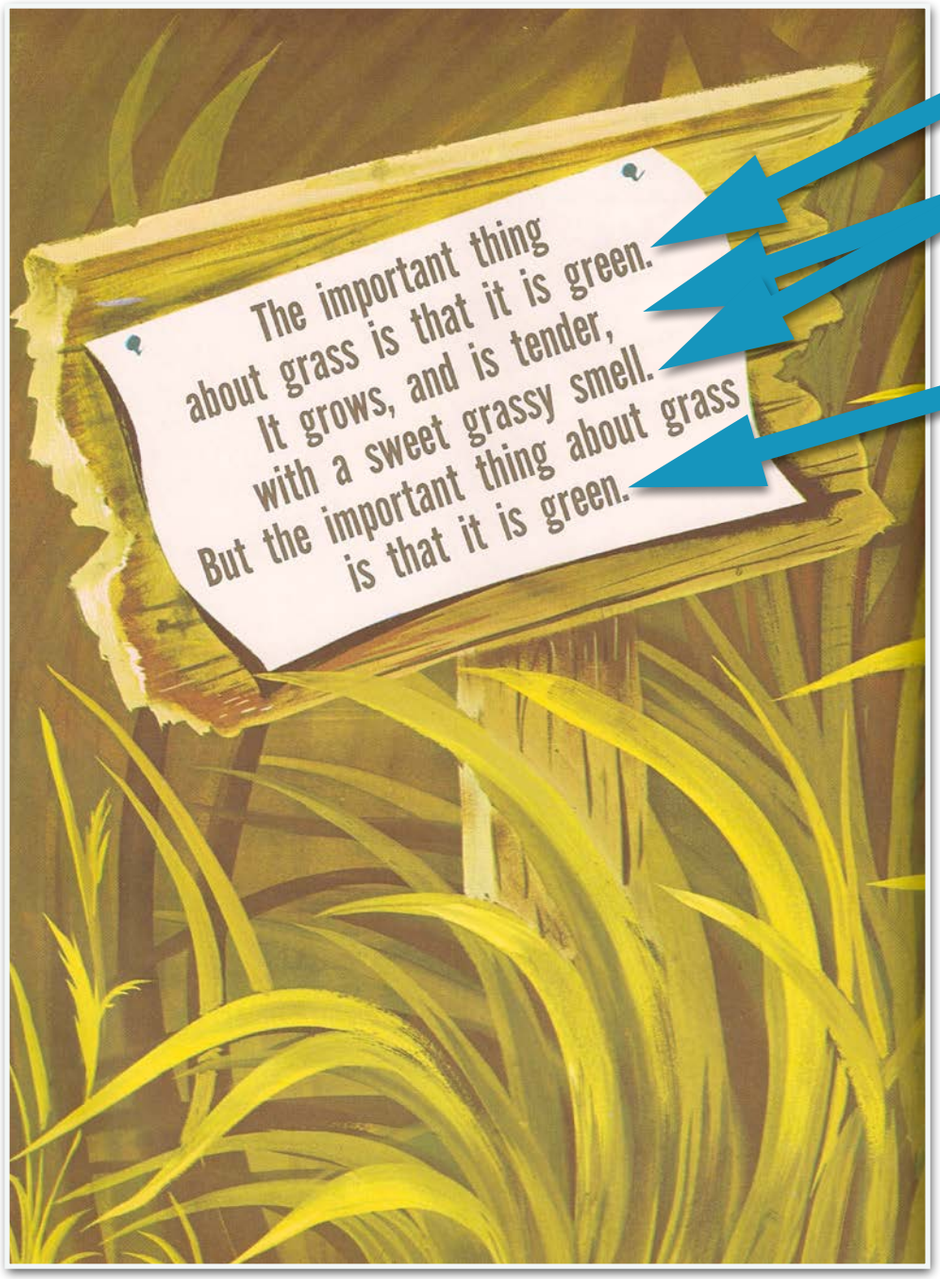
Listing: Co.Map



Summarize

Have students synthesize the information learned.

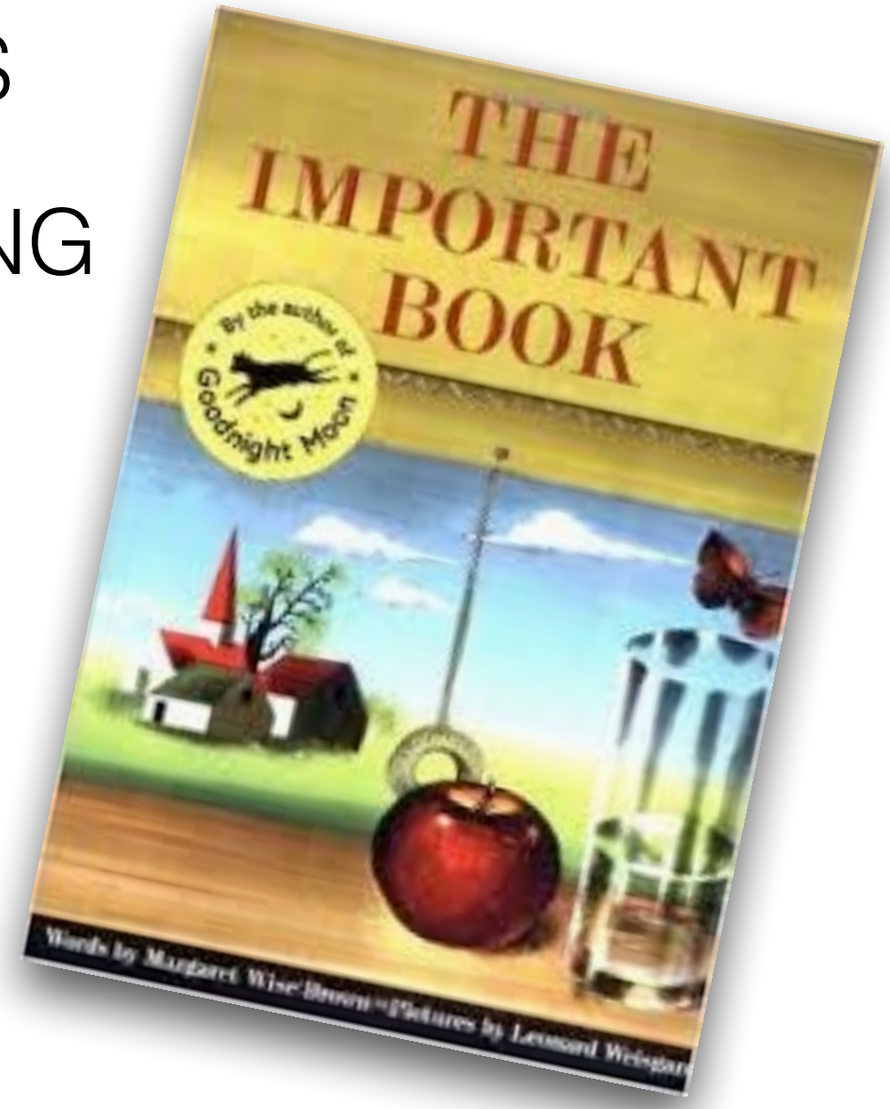
Summarize: The Important Book



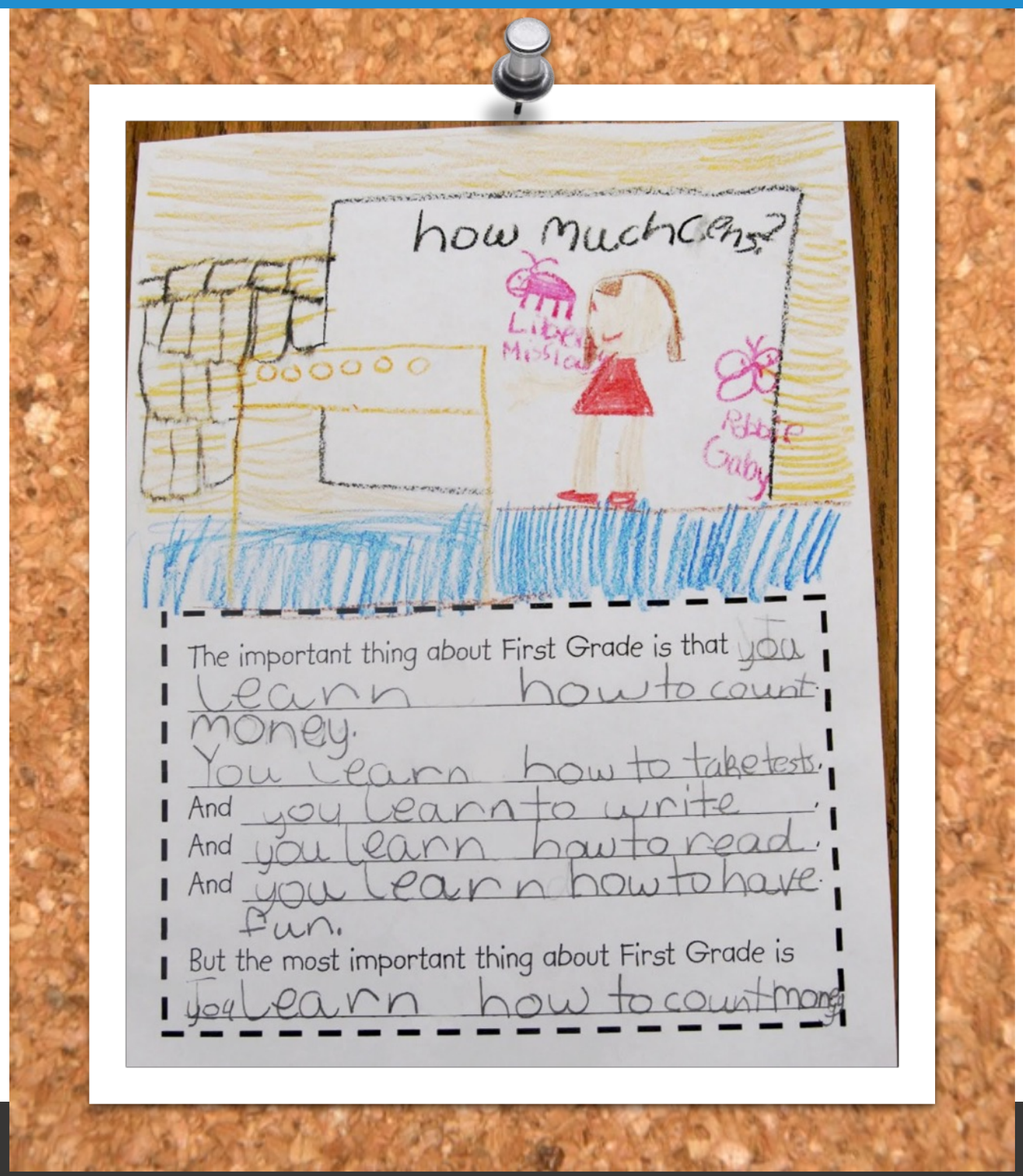
TOPIC

DETAILS

CLOSING



Sample: The Important Book



Video

Sample: The Important Book

Apps and tools

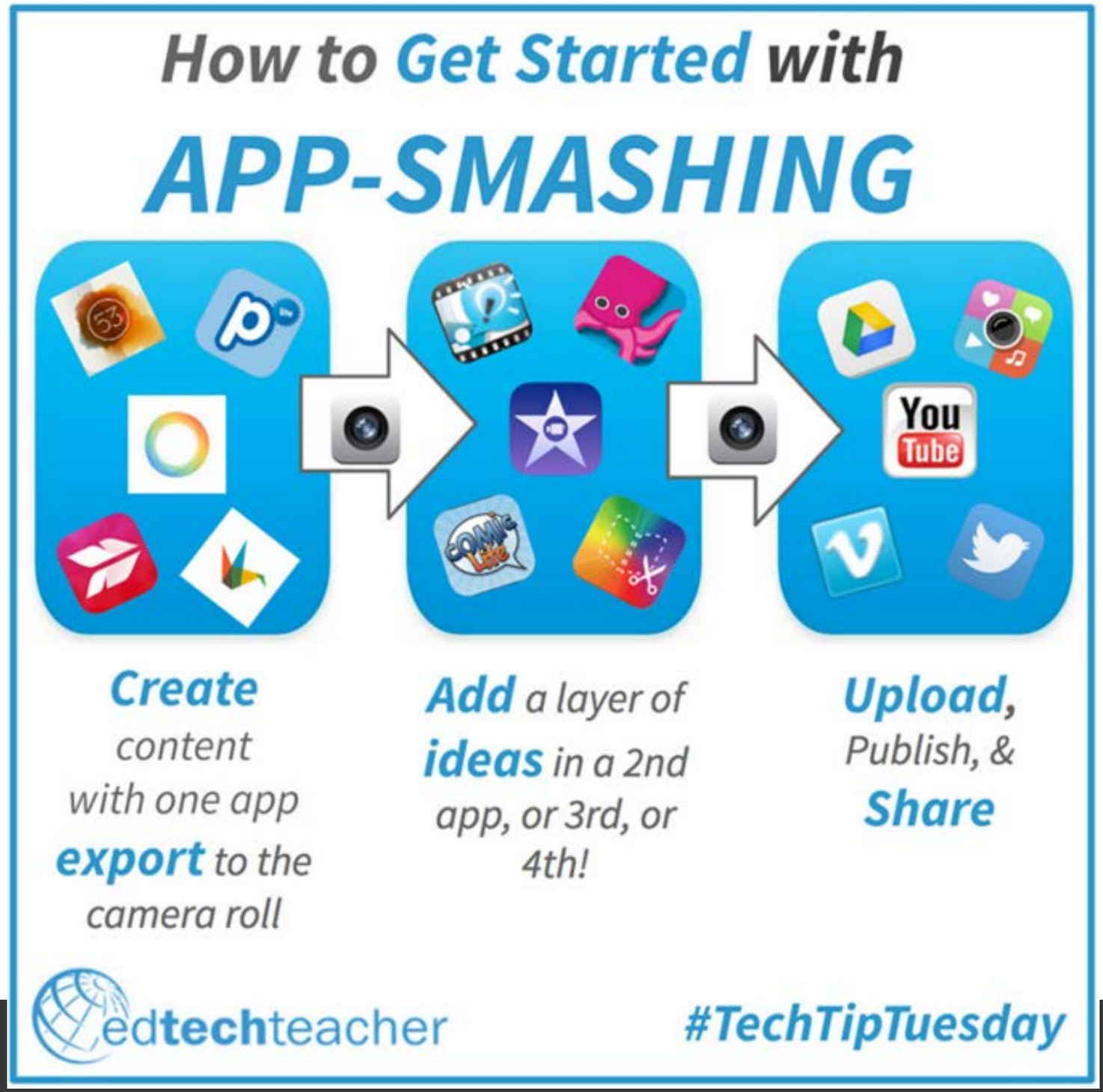
Video creators

Book creators

Screencasting

https://www.flickr.com/photos/edtechteacher21/15186204431/

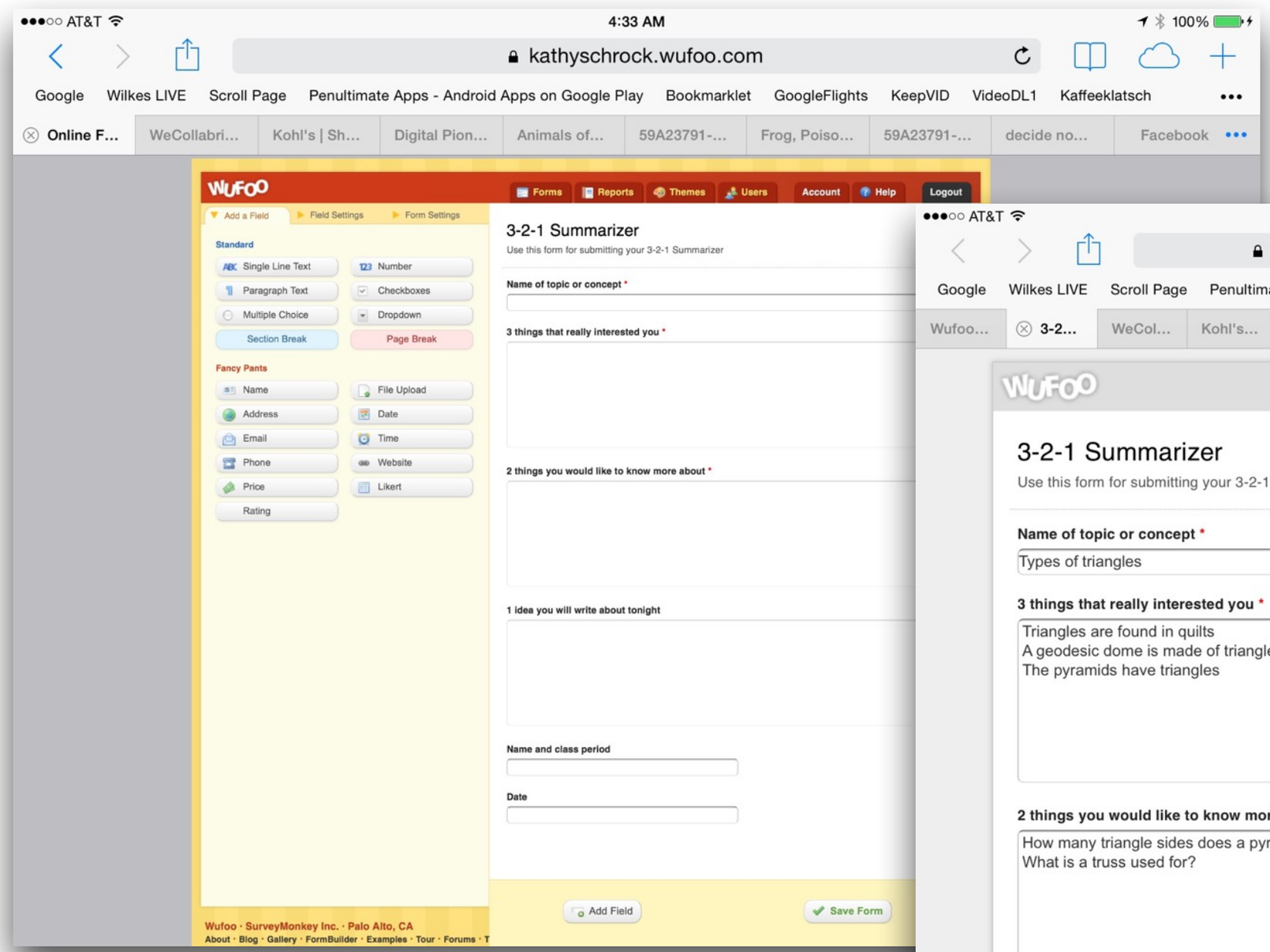
App-smashing

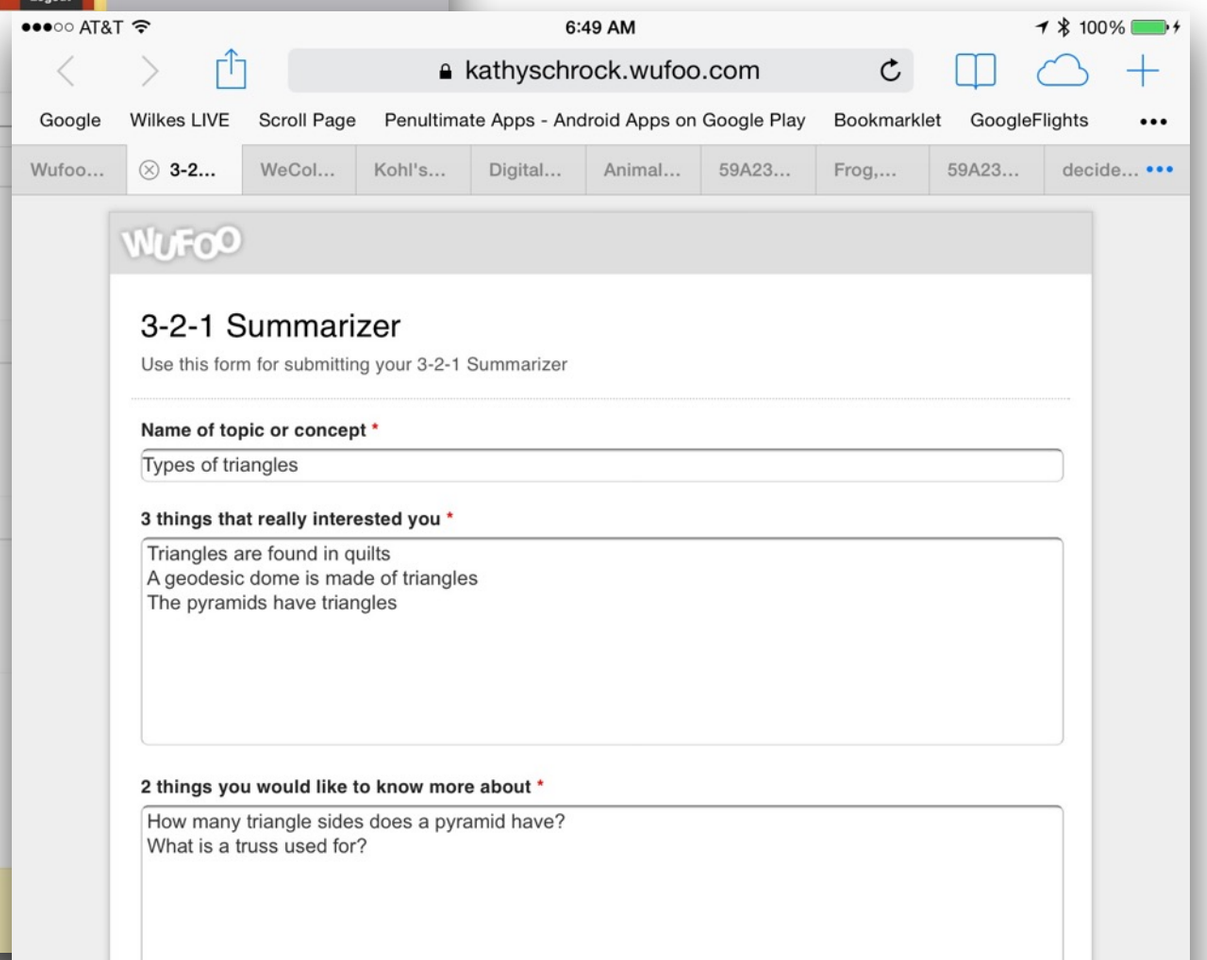


3-2-1 Summarizer

http://wufoo.com

3-2-1 Summarizer: Wufoo





Summarizer: Tabletop Texting

Students each have a piece of paper

A movie they are watching is paused every 30 seconds for them to write a “text message” in a bubble on the page.

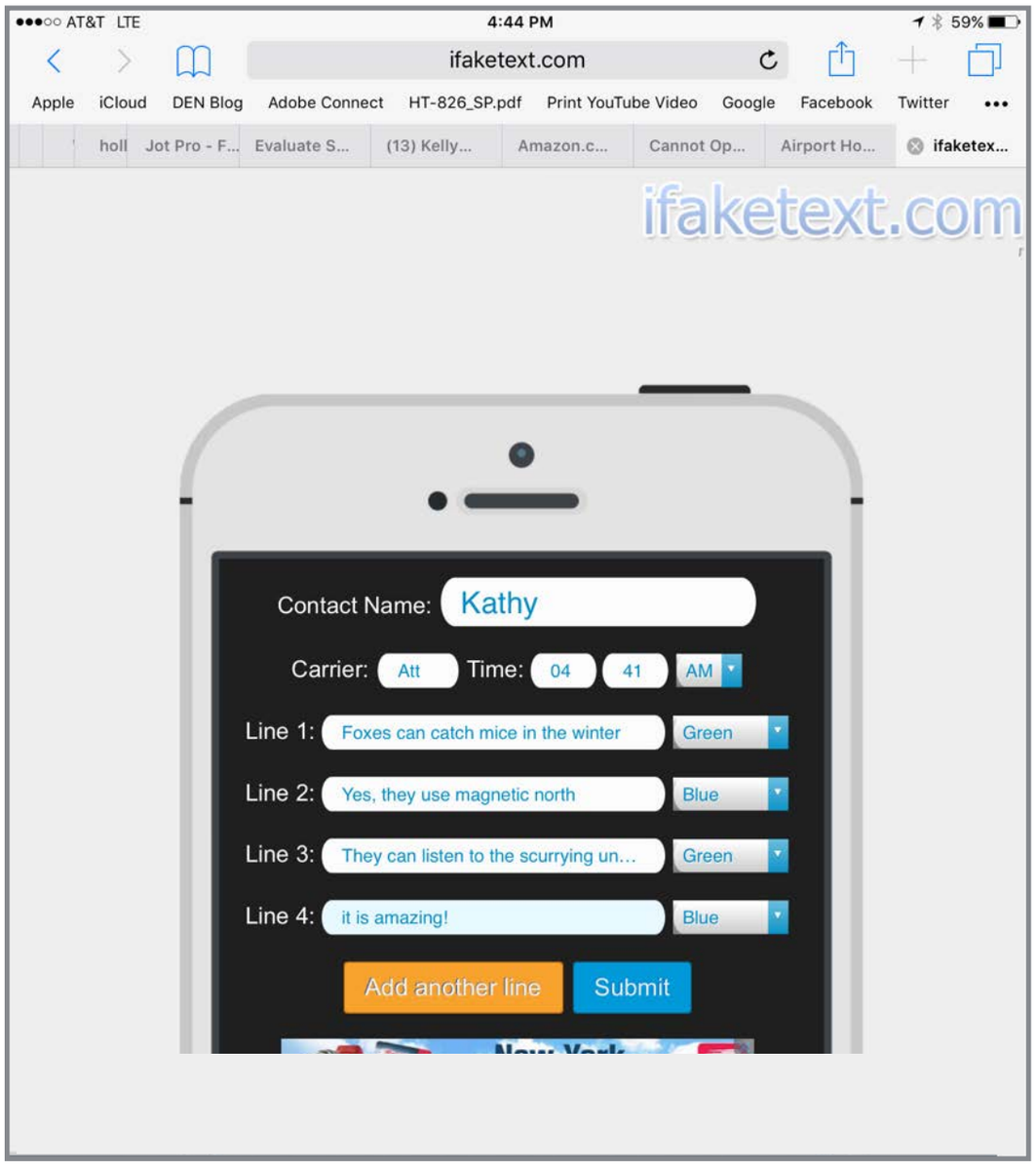
Make a statement, ask a question, etc.

Share these with their neighbor.

Discovery EDUCATION™

http://ifaketext.com

My version of Tabletop Texting



WEB 2.0

Summarizer: Make it Concrete

Students watch a video segment

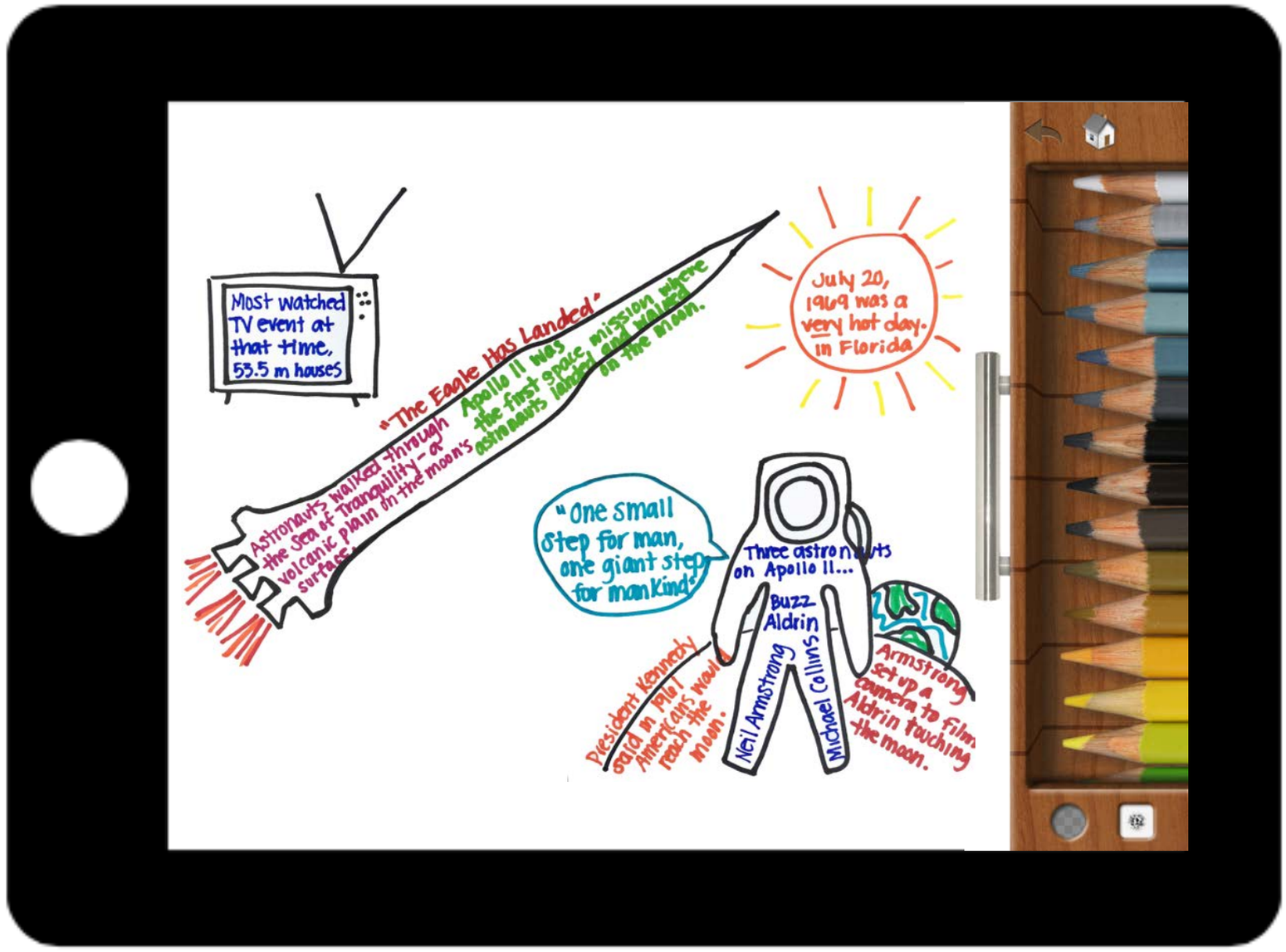
After viewing, draw an outline of an image (or images) that represent the main concept of the video

Fill in the shape with details in text or graphic form

Share in small groups and on the Web.

Discovery EDUCATION

Make it concrete: Drawing Pad



$1.99

http://www.schrockguide.net/uploads/3/9/2/2/392267/critical-thinking-workbook.pdf

Silent Sharing

SILENT SHARING

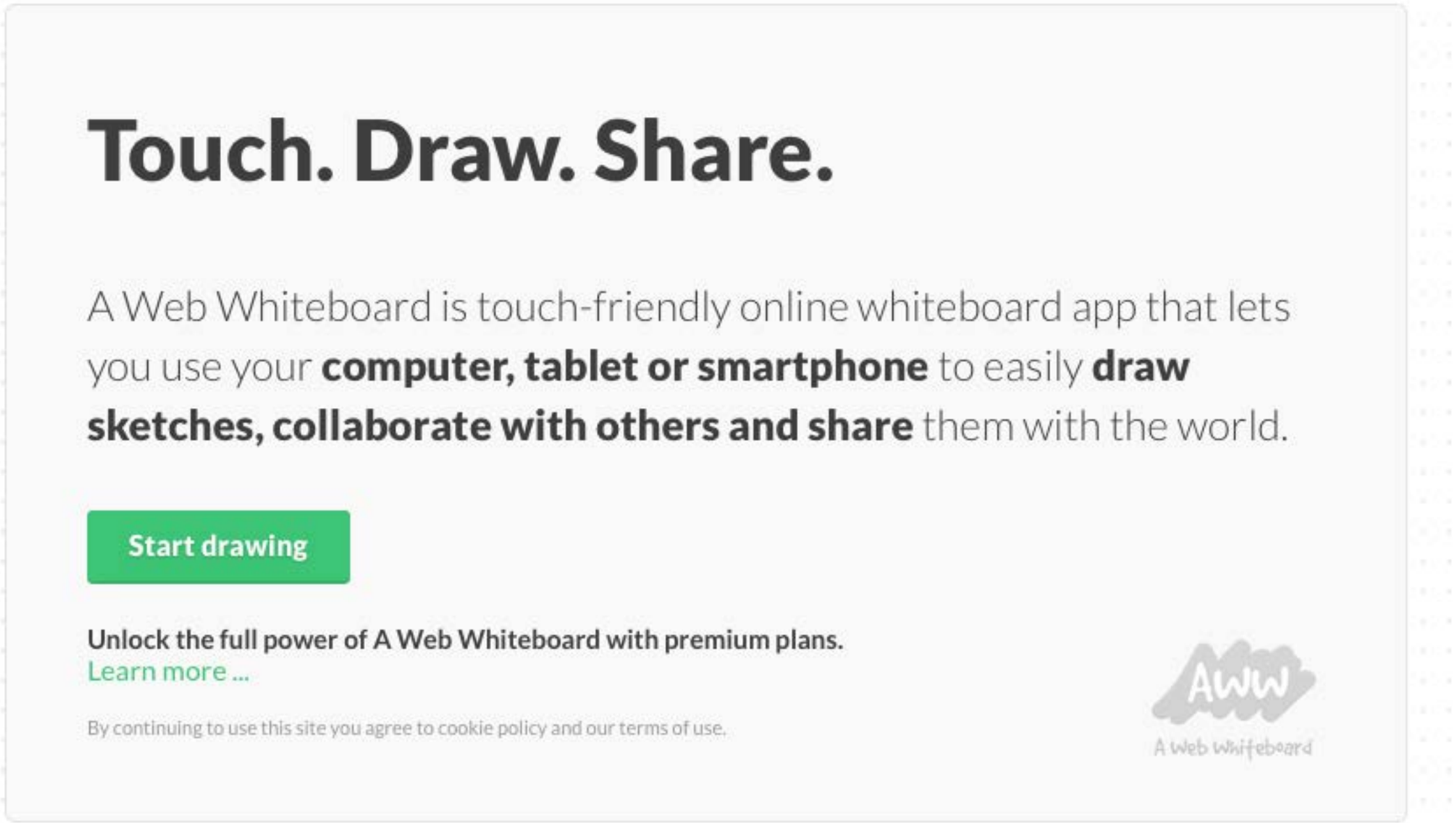
Here is an exercise for visualization and non-verbal communication. It involves conversing with writing and drawing to develop reflection and deliberate thinking.

Break into groups of 2 or 3. Each person gets their own sheet (or create one big one for the team). The teacher will provide an essential driving question to ponder. Write it at the top of the sheet. Next, reflect on the question and then begin "talking" about it using only writing and sketching in your space.

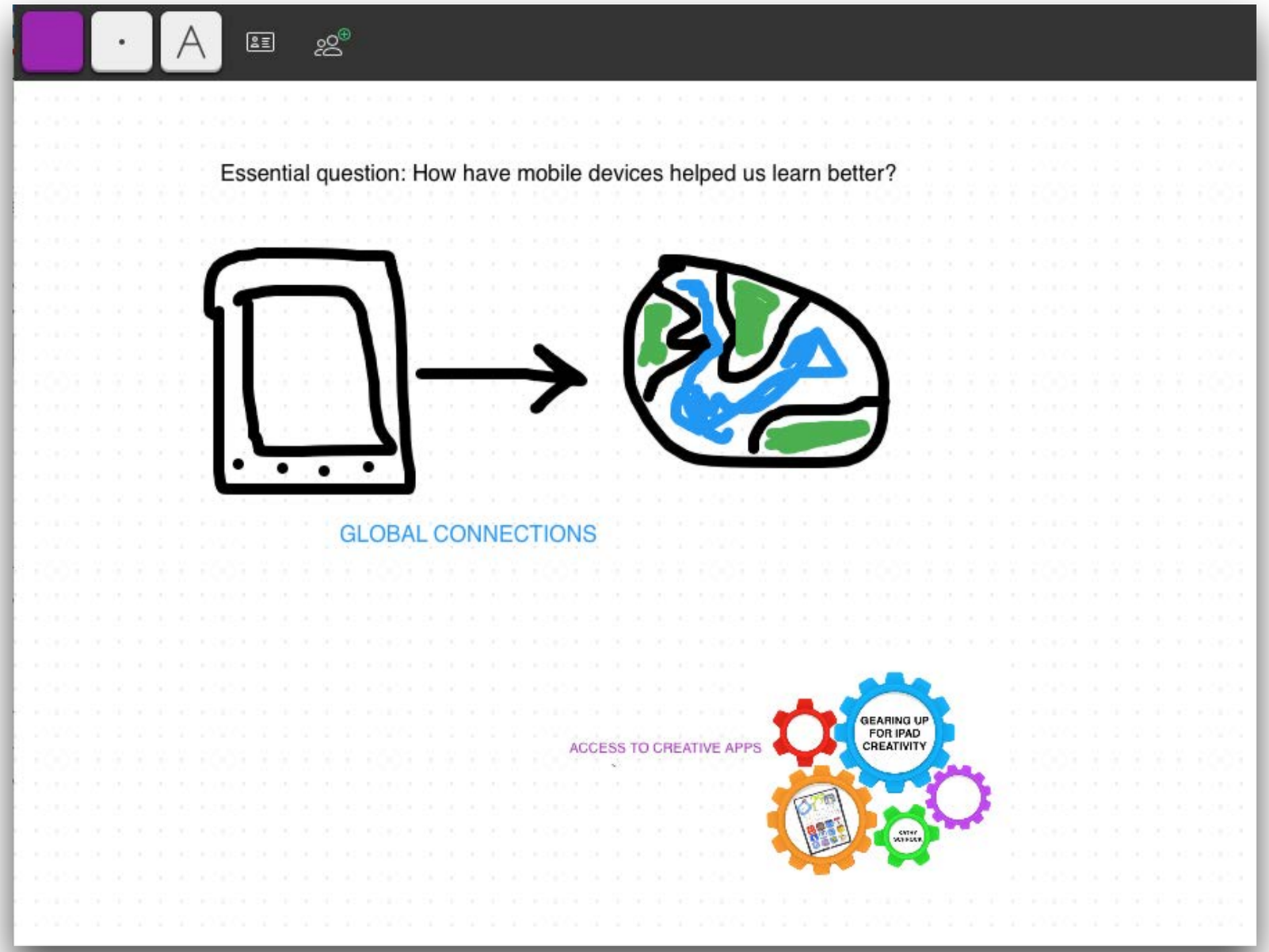
The Essential Question: _____

http://awwapp.com

Silent Sharing: AWW



Silent Sharing: AWW



http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html?tab=4

Summarizer: Advertisement

Students each have a piece of paper

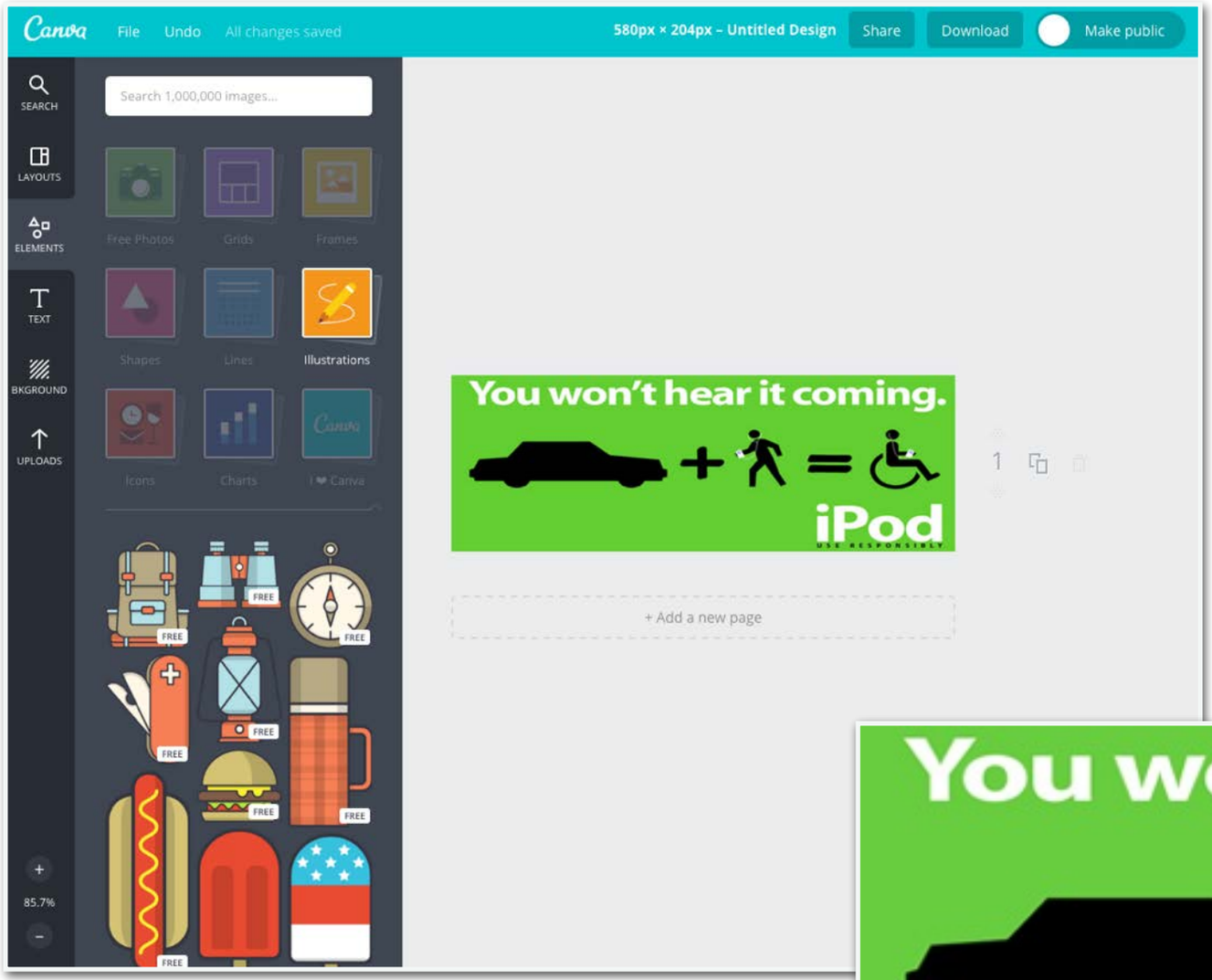
At the end of the lesson or unit, they develop an advertisement, with visuals and text, for the newly learned concept.

http://library.duke.edu/digitalcollections/adaccess/

Ad*Access collection

http://canva.com

Advertisement: Canva

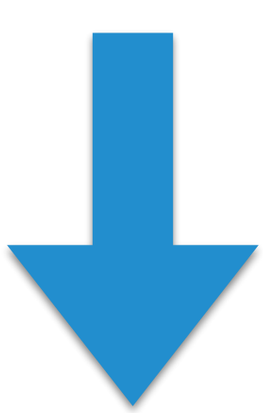


Quick scaffolding sample

https://anethicalisland.wordpress.com/2013/10/22/scaffold-like-an-ant-a-simple-scaffolding-example/

Prompt

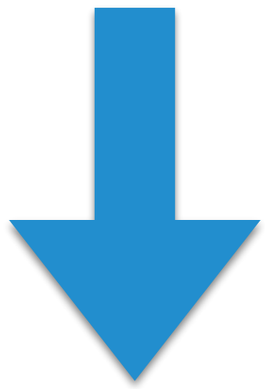
Ask students a question.



What do you know about ants?

Essential Question

Present a mystery for students to solve.



How does an ant carry 50 times its body weight? Can you?

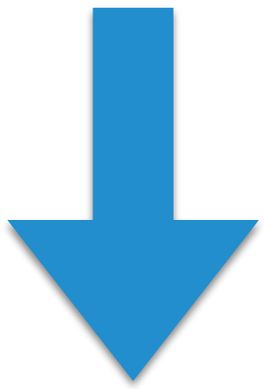
Activator

Ask students to draw what they know.

Can you draw how you think ants carry things?
How do you carry things?

Research / Info Literacy

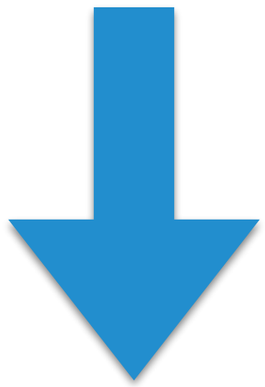
Give students time to research the mystery.



Can you find the answer and bring it back to class?

New knowledge

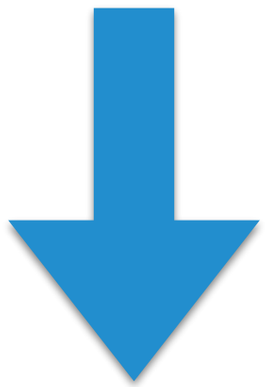
Ask students to draw the mystery and solution again.



Can you draw that for me?

Explain / Summarize

Ask students to share their drawings with other students.



Can you explain your drawing to each other?

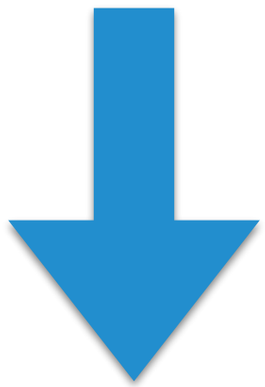
Collaborate / Create

Ask students to pull all their ideas into one drawing.

Can you use all your ideas to solve the mystery?

Question / Extend / Reflect

Teacher asks
“what if” questions.



How would an ant carry an apple on my desk?
How would you do it differently? Why?

Definitions

Activators

Techniques to activate students' prior knowledge through the use of engaging strategies designed to **focus learning**

Summarizers

Activities to promote the retention of knowledge through the use of engaging strategies designed to rehearse and practice skills for the purpose of **moving knowledge into long-term memory**

Learning process

focus learning

moving knowledge into long-term memory

Thank you!

Support page
http://bit.ly/schrockiste16

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