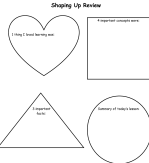
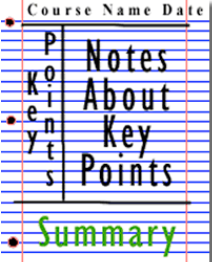


<p><b>Generalizations about Summarizing &amp; Note Taking</b></p> <p>Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students will learn to put information into their own words and how to synthesize information accurately and concisely.</p>	<p><b>Marzano's Summary Frames:</b></p> <ol style="list-style-type: none"> <li>1. Narrative Frame</li> <li>2. Topic-Restriction-Illustration Frame</li> <li>3. Definition Frame</li> <li>4. Argumentation Frame</li> <li>5. Problem/Solution Frame</li> <li>6. Conversation Frame</li> </ol>	<p><b>Formats for Notes:</b></p> <ol style="list-style-type: none"> <li>1. informal Outline</li> <li>2. Webbing</li> <li>3. Combination Notes</li> </ol>	<table border="1"> <thead> <tr> <th>K</th> <th>W</th> <th>L</th> </tr> </thead> <tbody> <tr> <td>What do you know about this topic?</td> <td>What do you WANT to know about this topic?</td> <td>What do you LEARN about this topic?</td> </tr> </tbody> </table>	K	W	L	What do you know about this topic?	What do you WANT to know about this topic?	What do you LEARN about this topic?
K	W	L							
What do you know about this topic?	What do you WANT to know about this topic?	What do you LEARN about this topic?							
<p><b>Read more:</b> <a href="http://www.netc.org/focus/strategies/summ.php">http://www.netc.org/focus/strategies/summ.php</a></p>	<p><a href="http://sddial.k12.sd.us/esa/doc/teachers/marzano/SummaryFrames.pdf">http://sddial.k12.sd.us/esa/doc/teachers/marzano/SummaryFrames.pdf</a></p>	<p><b>A to Z Review &amp; TILT Journals:</b> <a href="http://msbinstructionalcoach.wordpress.com/teaching-tip-tuesday-archives/">http://msbinstructionalcoach.wordpress.com/teaching-tip-tuesday-archives/</a></p>							
<p>Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, <b>quick writes, graphic organizers, column notes, affinity diagrams</b>, etc.</p>	<p><b>templates:</b> <a href="http://classroom.leanderisd.org/webs/marzano/summarizing_and_note_taking.htm">http://classroom.leanderisd.org/webs/marzano/summarizing_and_note_taking.htm</a></p>	<ol style="list-style-type: none"> <li>1. Students write a summary statement starting with a letter of the alphabet</li> <li>2. Students keep a TILT journal "Things I learned today..." &amp; write in it at the end of class.</li> </ol>							
<p><b>Group Summary</b></p> <p><a href="http://www.readingquest.org/edis771/group_sum.html">http://www.readingquest.org/edis771/group_sum.html</a></p> <ol style="list-style-type: none"> <li>1. Designate and label a section of the chalkboard for each major heading of the text the class is going to read.</li> <li>2. After reading each section of the text, students will write main idea statements on the board for each section. Rules: in their own words, complete sentences, include the topic and important info/big ideas from the section.</li> <li>3. Combine all of the summary statements into a group summary for the entire text.</li> </ol>	<p><b>Shaping Up Review</b></p> <p><a href="http://msbinstructionalcoach.wordpress.com/2012/05/15/teaching-tip-tuesday-shaping-up-review/">http://msbinstructionalcoach.wordpress.com/2012/05/15/teaching-tip-tuesday-shaping-up-review/</a></p> 	<p><b>Cornell Notes</b></p>  <p>Students divide the paper into 3 sections. On the left they write key points, on the right are notes/info about the key points. At the bottom, students write a summary.</p> <p><a href="http://coe.jmu.edu/learningtoolbox/cornellnotes.html">http://coe.jmu.edu/learningtoolbox/cornellnotes.html</a></p>							
<p><b>Exit Slips</b></p> <p>During last 5 minutes of class, students must write a one sentence summary of what they learned that day, make a list of facts learned, etc.</p>	<p><b>3-2-1</b></p> <p><a href="http://msbinstructionalcoach.wordpress.com/2012/05/09/teaching-tip-tuesday-3-2-1/">http://msbinstructionalcoach.wordpress.com/2012/05/09/teaching-tip-tuesday-3-2-1/</a></p> <ul style="list-style-type: none"> <li>• 3 things that I learned from this lesson/from this text.</li> <li>• 2 questions that I still have.</li> <li>• 1 simile/metaphor to represent what I learned. (or one sketch of a symbol to represent what I learned.)</li> </ul>	<p><b>INSERT note-taking</b></p> <p><a href="http://msbinstructionalcoach.wordpress.com/2012/04/17/teaching-tip-tuesday-insert/">http://msbinstructionalcoach.wordpress.com/2012/04/17/teaching-tip-tuesday-insert/</a></p> <ol style="list-style-type: none"> <li>1. During reading, students will place post-it notes in the margin of the text with their reactions, thoughts, and notations.</li> <li>2. After reading, students use their post-its to explain/summarize their learning on paper</li> </ol>							
<p><b>Foldables</b></p> <p><a href="http://www.csun.edu/~krowlands/Content/Academic_Resources/Foldables/Basic%20Foldables.pdf">http://www.csun.edu/~krowlands/Content/Academic_Resources/Foldables/Basic%20Foldables.pdf</a></p>	<p><b>Reciprocal Teaching</b></p> <ol style="list-style-type: none"> <li>1. In groups of 4, students will each be given a role: summarizer, questioner, clarifier, predictor</li> <li>2. Have students read a few paragraphs of the assigned text and use note-taking strategies (selective underlining or sticky notes)</li> <li>3. At the given stopping point, each student will do their job of summarizing, clarifying, questioning, or predicting.</li> <li>4. The roles then switch, one person to the right. The next section is read. Students repeat the process using their new roles. This continues until the entire selection is read.</li> </ol> <p>For more info on the tasks for each role and graphic organizers to use: <a href="http://www.readingrockets.org/strategies/reciprocal_teaching/">http://www.readingrockets.org/strategies/reciprocal_teaching/</a></p>								
<p><b>Chalk Talk</b></p> <p><a href="http://msbinstructionalcoach.wordpress.com/2012/04/03/teaching-tip-tuesday-chalk-talk/">http://msbinstructionalcoach.wordpress.com/2012/04/03/teaching-tip-tuesday-chalk-talk/</a></p>	<p><b>RAFT</b> <a href="http://www.adlit.org/strategies/19783/">http://www.adlit.org/strategies/19783/</a></p> <p>A writing strategy that helps students present their ideas about content information they are studying by responding to prompts that require them to think about various perspectives:</p> <p><b>R: role of the writer</b>      <b>F: format</b> <b>A: audience</b>                <b>T: topic</b></p>								