

WHY SUMMARIZATION WORKS

Summarization is restating the essence of a text or an experience in as few words as possible or in a new yet efficient way.

Summarization can be done in the following ways:

- Writing
- Dramatically
- Artistically
- Visually
- Physically
- Musically

These can be done individually or as a group.

Why Summarization now?

1. Primacy-Recency Effect
We remember best what we experience first and last.

2. Learning comes from time spent reflecting and processing. It comes from the debriefing afterward

3. Chunking material is more effective way to teach than presenting large amounts of information in one setting.



Steps in Summarizing for all students to remember:

1. Find the **main idea**
2. Identify **important information**
3. **Disregard** less important information
4. **Analyze** redundant information
5. **Collapse, Connect and Label** important information.

MIDAC



One of the most important skills we can teach our students!

Summarization Savvy

1. Activate Personal Background Knowledge
2. Prime the Students Brains
3. Teach underlying Text Structures
4. Enumeration
5. Analogies
6. Chunk Text

Adapted from Rick Wormeli: Summarization in Any Subject

Created by Brian Dolezal

SUMMARIZATION TECHNIQUES!!!

1. 3-2-1

Write down the numerals 3,2,1 on the left side of the paper. Then post prompts for each number asking students to write three of something, two of something, one of something. (Write 3 new things you learned, two areas you are still confused, one way to apply what you learned.

2. Acronyms

Acronyms are a mnemonic device to help students remember concepts. Have students list the critical attributes of something you are teaching them.

3. Backward Summaries

Offer the final version of something explained, performed, or presented well. Then have them explore the smaller components and their meanings.

4. Bloom's Taxonomy Summary Cubes

Have students construct paper cubes. On each of the sides write each level of Blooms. Provide students a list of sample prompts on your specific topic. Ask them to choose a way to express what they've learned about the topic at each level.

5. Body Analogies

Ask students to form groups and identify ways that the specific topics you are studying are analogous to body parts. (Minus the genitalia for obvious reasons) Groups might find it easier to identify the unique characteristics of certain body parts and how they are analogous to the specific topics. (Antony would be the right arm of Caesar)

6. Body Sculptures

Have students form groups. After they have encountered the information (from lecture, movie, chapter, sample problems) and discussed the material ask students to "sculpt" a representation of one of the topics studied using every group member's body.

7. Model Building

Consider the essential and enduring concepts, facts, skills you are teaching. Then, identify those that could be expressed through some sort of model. Remember, this is not an arts and crafts activity. Students must be able to explain their model that they build Teachers should ask guiding questions through the entire process.

8. Camp Songs

Remember the old campfire songs? (Clementine, This Old Man, Home on the Range, I've been working on the railroad). Have students become familiar with the tune have students change the lyrics replacing them with the important concepts. (You can also use popular rap songs!!!)

9. Carousel Brainstorming

Around the room, put posters showing quotes, questions, and concepts. Divide your class into groups of three to four and give each group a different marker. In the space provided, students can list facts, ideas, opinions, compare and contrast concepts, etc. No matter the concept, it is asking students to review information from previous lessons.

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10. Concrete Spellings

Blending art and content can be an illuminating way to summarize. (Being careful not to turn the assignment into an arts and crafts activity.) Have students write key concepts they are learning in the shape of their meaning. The letters and words form the shapes of what they represent.

11. Design a test

Explain to students how teachers come up with test questions. Show them effective and ineffective questions and different types of questions. When students have become really familiar with questioning formats have them design a series of test questions and what the responses should be.

12. Exclusion brainstorming

Write the topic on the overhead or chalkboard, followed by a series of words or short phrases. All but one connects or fits with the topic. The task is to draw a line through the word that does not connect.

13. Human Continuum

Put a line from wall to wall. On one side of the room put agree and on the other side of the room put disagree. In the middle put I don't know. Create questions around the concepts you have taught that students can form dialogue. Students must take a stand on various issues surrounding the content.

14. Luck of the Draw

Each day students write a summarization of what's been covered in class or the reading. The next day, the teacher pulls one name from a hat and that lucky student must read his or her summarization from the previous day's lesson. The rest of the class critiques.

15. One word summaries

Ask students to write one word that summarizes the lesson's topic, then to explain why they chose that word. The student's analysis requires them to isolate critical attributes of the concept, person, or event, and to analyze the relevance or validity.

16. P-M-I

Have students identify the positives, the negatives, and the questions (interrogatives) over specific concepts and ideas. This can be in a T-Chart.

17. Point of View

Ask students to retell or recount something they've learned about from a different point of view. The content could be anything, a story, an account of a scientific, mathematical, or manufacturing process.

18. P-Q-R-S-T

This starts prereading and proceeds through all of the text.

P=**preview** to identify main parts

Q=**Develop questions** to which you want to find answers

R=**Read** the material, twice if possible

S=**State** the central idea or theme

T=**Test** yourself by answering questions

19. RAFT

R=**Role**. Who the student is going to be
A=**Audience**. Who will the student be addressing?

F=**Format**. What form will the presentation take?

Time: What time period or setting will the presentation be in?

This can take a variety of formats.

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20. Save the Last Word for me

Ask students to read a possible passage either the night before or the previous class period. Ask them to identify three or more sentences they would like to discuss. Divide students into groups of four to five. Have students share one of their statements to the group without commenting.. The rest of the group comments on the statement. The last person to talk is the student who shared the quote.

21. Share one; Get one

Present the lessons concepts and skills as you normally would. When it is time to take a break, have students draw a grid with 9 squares, big enough to cover at least half a sheet of notebook paper. In any three squares, have students identify three different concepts they recall from the lesson. Students finding others who have the information fill up the remainder of the squares.

22. Sorting Cards

After you have taught students something that has multiple categories, such as cycles in science, types of government, systems of body, elements of plot, multiple theorems in geometry, do a card sort. Write down the names of categories being studied, and then provide students with index cards or sticky note that have individual facts, concepts, or attributes of the various categories. Have students sort the index cards to fit the categories.

23. Summarization pyramids

Construct a pyramid of lines on a sheet of paper. Begin with 8 lines. For each line, choose prompts that yield one-word or short answers for the shorter lines, longer responses for the longer lines.

For example, synonym for a topic, an analogy, Causes of a problem, etc.

24. Summary Ball

Present your material like you normally would. After a critical mass of information has been presented ask students to form a circle. Begin by having a beach ball tossed around the circle. The student who catches the ball has three seconds to state any fact, concept, or skill recently presented. He or she then tosses the ball to someone who has not yet spoken. Continue until everyone has contributed.

25. Synectic Summaries

After students have had some experience with a topic, ask them to describe it, focusing on descriptive words and critical attributes. Then identify an unrelated category to compare to the descriptions. For example, comparing characters in Romeo and Juliet to kitchen utensils. Students must then begin to find similarities.

26. Taboo

Create Taboo cards. Turn an index card vertically and write a concept or vocabulary word at the top. Place a thick line underneath it. In the remaining space, write five to seven words or concepts your students would normally associate with the word. Students are to get their team to guess the concept without using any of the words on the card.

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Things to think about when summarizing text.

Underlying Text Structures

❖ Compare and Contrast

Explains similarities and differences.

Key words: *although, as well as, but, conversely, either, however, not only, on the one hand, rather than, unless, unlike.*

❖ Cause and Effect

Show how something can happen as a result of something else having happened.

Key Words: *Accordingly, as a result, because, consequently, nevertheless, so that, therefore, this led to, thus.*

❖ Problem Solution

Explains how a difficult situation, puzzle, or conflict developed, then describes what was done to solve it. Key Words: *same as cause and effect*

❖ Chronological

Refers to structures that put facts, events and concepts into sequence using time references.

Key Words: *After, before, gradually, not long after, now, on (date), since, when, while.*

❖ Enumeration

Focuses on listing facts, characteristic, features, or a combination of those.

Key Words: *to begin with, first second, third, then, next, finally, several, numerous, for example, for instance, in fact, most important*

Finding the Main Idea of a text.

Have students search out the following questions:

WHO is involved in the writing?

WHAT is happening?

WHEN is it happening?

WHERE is it happening?

WHY is it happening?

HOW is it happening?

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