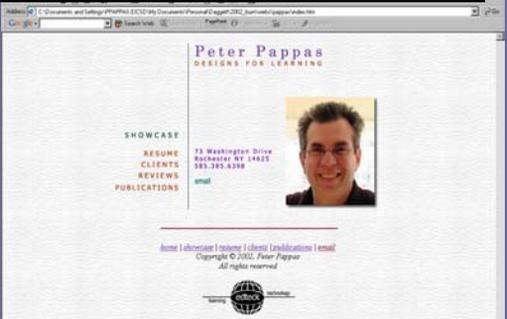




Rigorous and Relevant Instruction

Peter Pappas
www.peterpappas.com

additional projects and resources



www.peterpappas.com

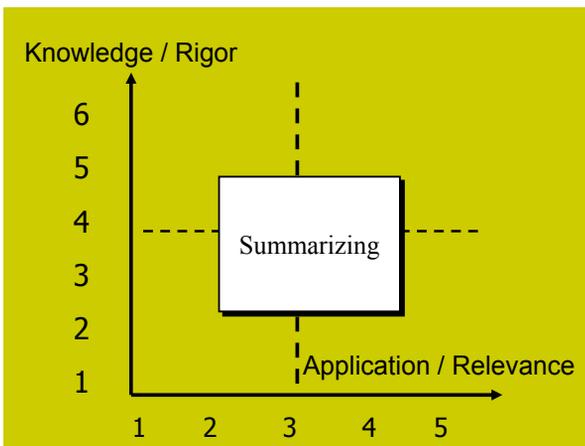


Skill Building #1:
Deriving Meaning
by Summarizing

Research shows improving student summarizing skills results in a 34 -percentile gain in student performance. *Classroom Instruction that Works, ASCD, 2001*

Reflecting on summarizing skills

1. In what situation is it important for my students to summarize? (a few examples)
2. What does summarizing help my students do?
3. What do I do to help my students understand and use the process of summarizing?
4. What questions do I have about using summarizing in my classroom?



Building summarizing skills
– delete, substitute, and keep

1. Delete trivial information that is unnecessary to understanding
2. Delete redundant information
3. Substitute super ordinate terms for lists (“flowers” for “daisies, tulips and roses”)
4. Select a topic sentence (or invent one if it is missing)

The Plow that Broke the Plains 1936

The 1930s - a time of grinding poverty and incredible creativity in the arts.

Filmmaker Pare Lorentz produced a film documenting the drought conditions affecting the Great Plains.



Build more Powerful Summaries with Pairs- Read

1. Reader reads 1st paragraph to listener
2. Listener gives a summary
3. Check back to text for accuracy
4. Record summary
5. Switch roles



Pair-Read extensions

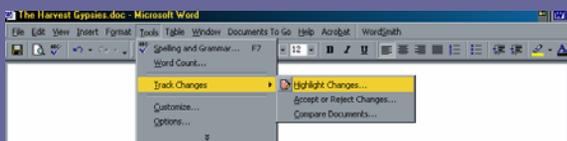
- Allow pairs of students to meet with 2nd pair to “renegotiate” their list of ideas
- They must use textual evidence to support why an idea is important.
- Add a graphic organizer

Extension activities “The Plow”

- View the film
- Do a graphic organizer of the script
- Add maps, diagrams, timelines
- Storyboard using historic images
- Evaluate as poetry
- Evaluate as propaganda



Sample think aloud: *The Harvest Gypsies* by John Steinbeck



The Harvest Gypsies
by John Steinbeck

San Francisco News, between October 5 and October 12, 1936.

Article I

At this season of the year, when California's great crops are coming into harvest, the heavy grapes, the prunes, the apples and lettuce and the rapidly maturing cotton, the highways swarm with the migrant workers, that shifting group of nomadic,

In Word: Tools / Track Changes / Highlight Changes



Use Summarizing Techniques to Interpret Visual Documents

Design the student outcome

Given an image students will be able to demonstrate an ability to **interpret** a visual document by clearly **identifying** the people, objects, and activities in the image.

Step 1. Observation



- Study the image for 2 minutes. Form an overall impression of the image and then examine individual items.
- Next, divide the image into sections and study each to see what new details become visible.
- List people, objects, and activities in the image.

Step 2. Inference - Based on what you have observed, list three things you might infer from this image.



Step 3. What questions does this image raise?
Where could you find answers to them?

Differentiate the objective for different ability levels

Using the visual document supplied by the teacher

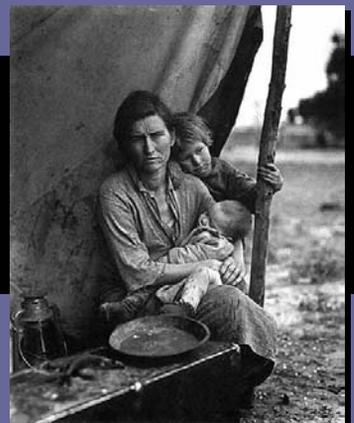
- Identify - **comprehension**
- Classify - **analysis**
- Draw your version - **synthesis**
- Judge based on criteria - **evaluation**

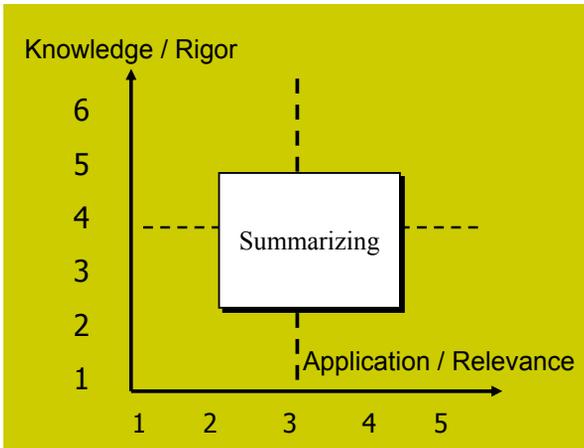
Guided Practice



The Editorial Perspective

Which photo would you use?





Reflecting on summarizing skills

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4. What questions do I have about using summarizing in my classroom?

Planning for Summarizing

1. Do I need to set aside time to teach summarizing skills?
2. If so, how will I teach the skills?
3. What source material will we use?
4. How will students communicate their summaries?
5. How will I monitor how well students are doing with summarizing?
6. How will I respond if some students are not summarizing effectively?