

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

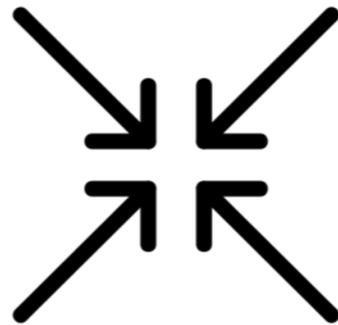
Activators

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

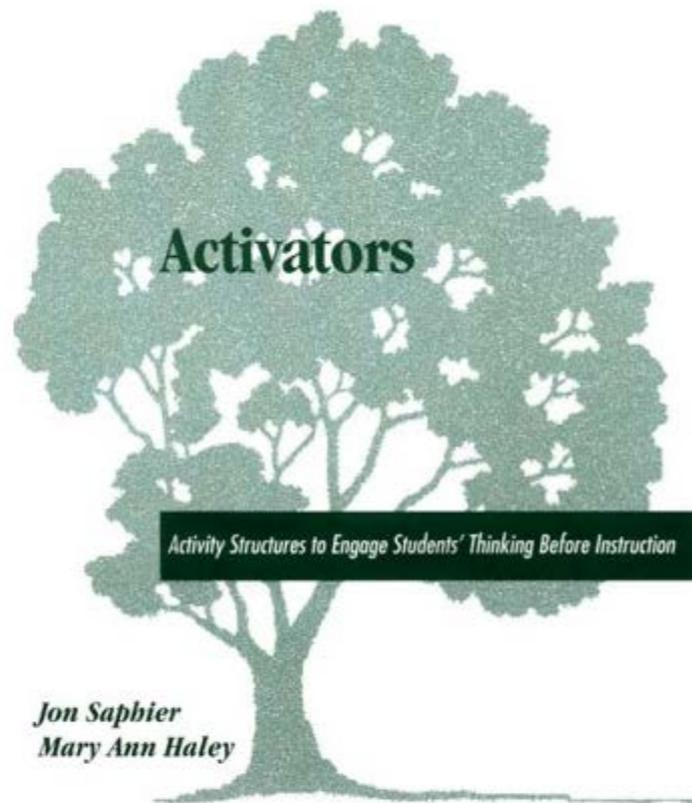


focus learning



moving knowledge into long-term memory

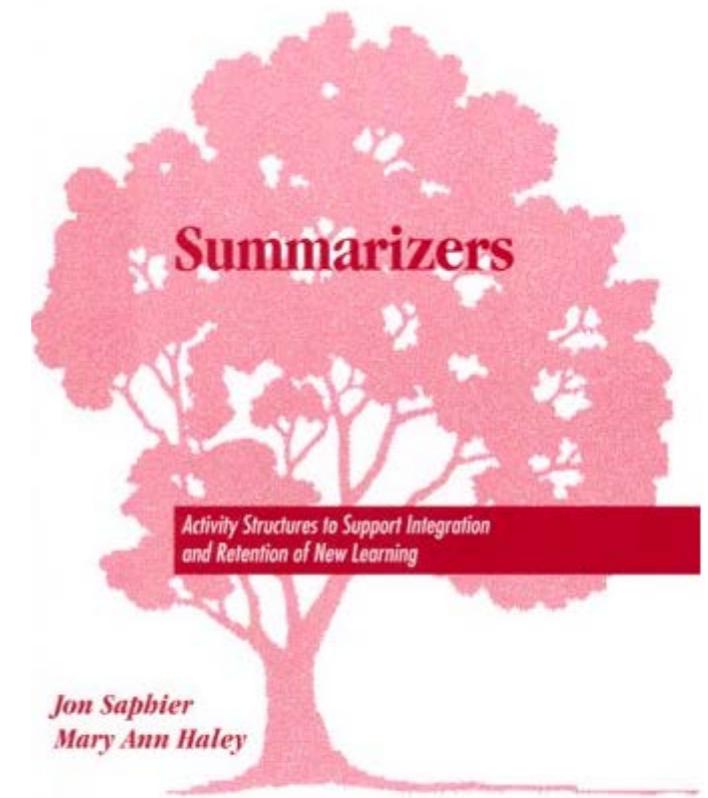
Research for Better Teaching



Research for Better Teaching, Inc. 56 Bellows Hill Road, Carlisle, Massachusetts 01741

John Saphier
and
Mary Ann Haley

Activators
Summarizers

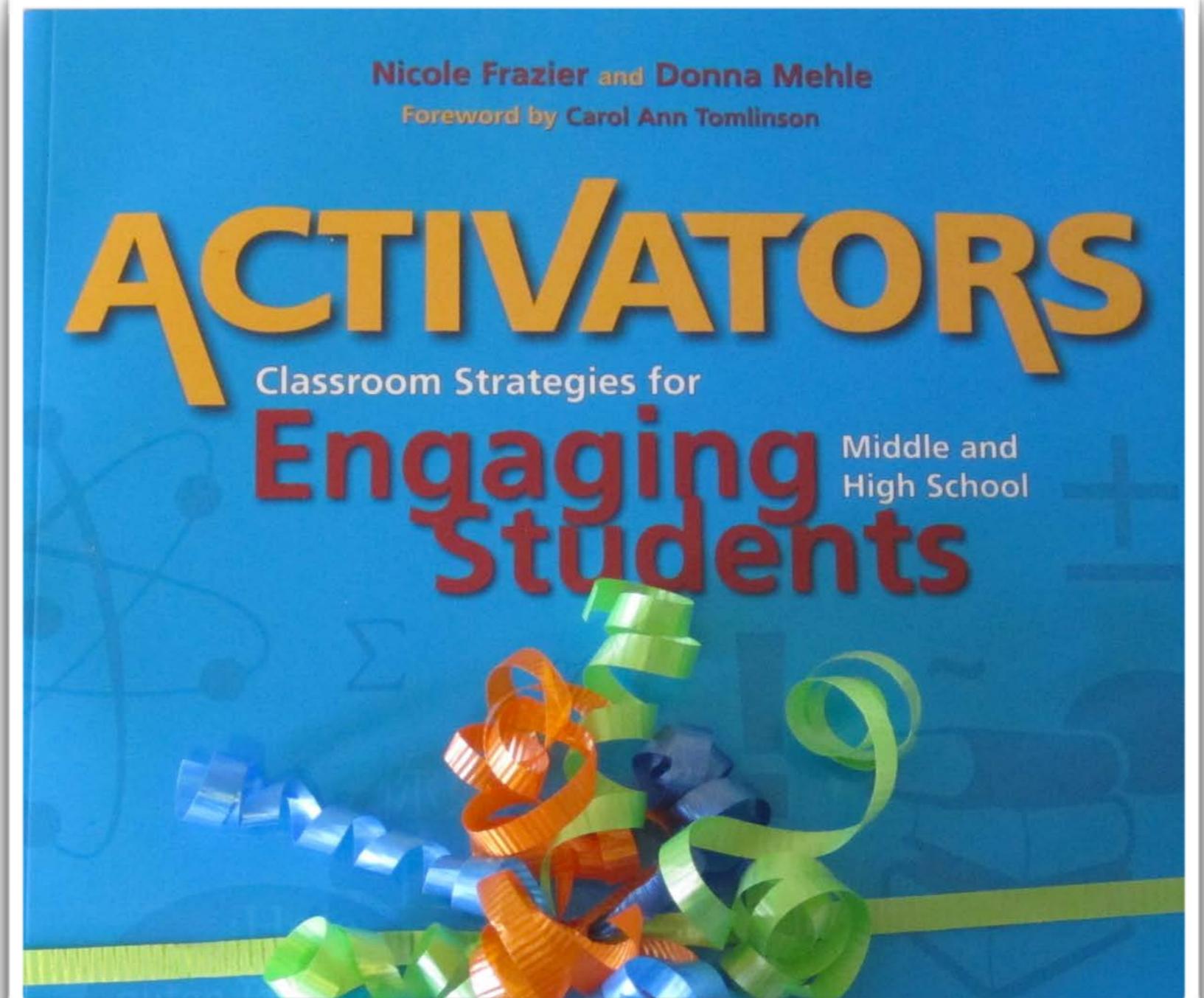


Research for Better Teaching, Inc. One Acton Place, Acton, Massachusetts 01720

Middle and high school

Nicole Frazier
and
Donna Mehle

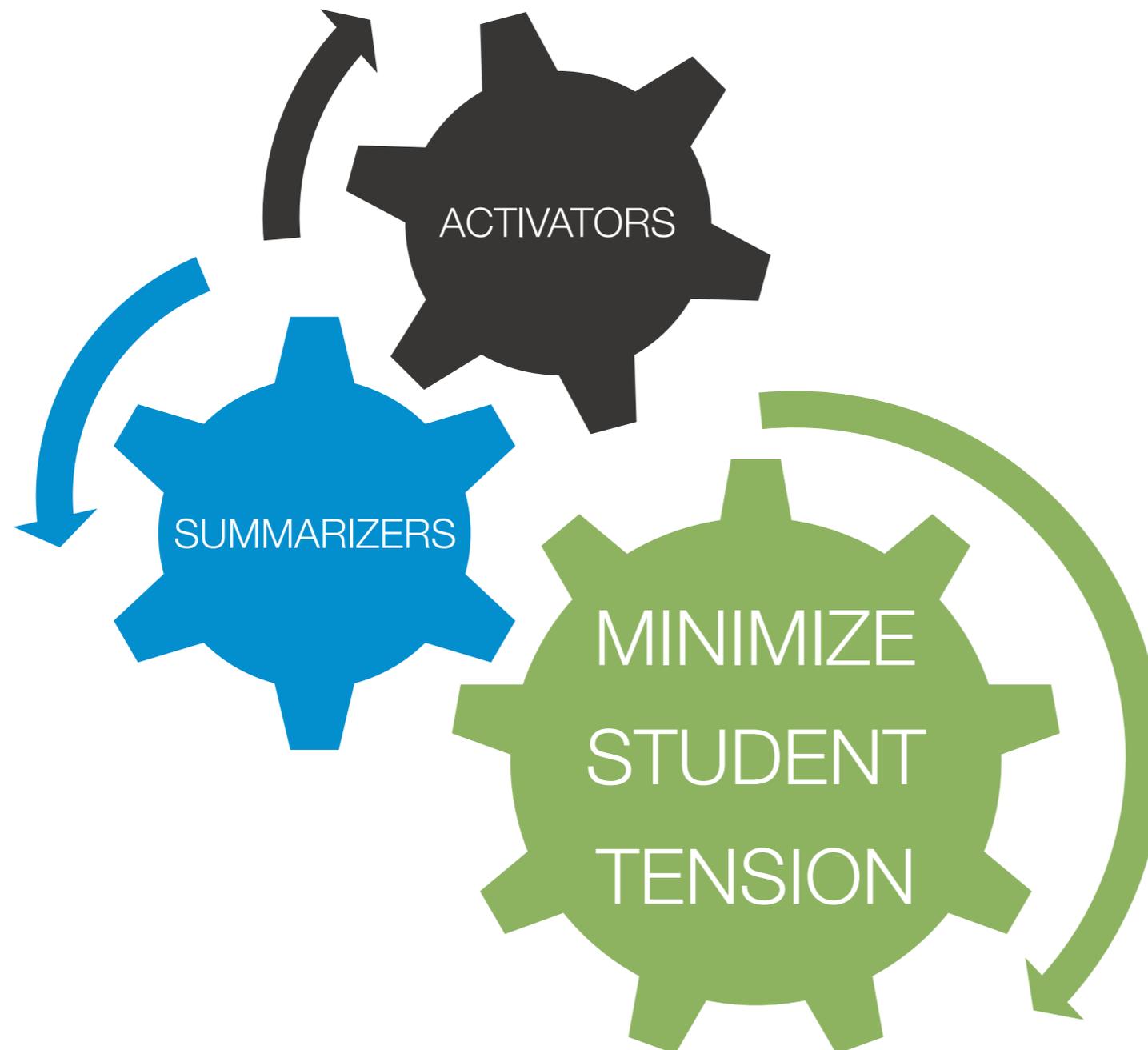
[Amazon](#)



Side effect

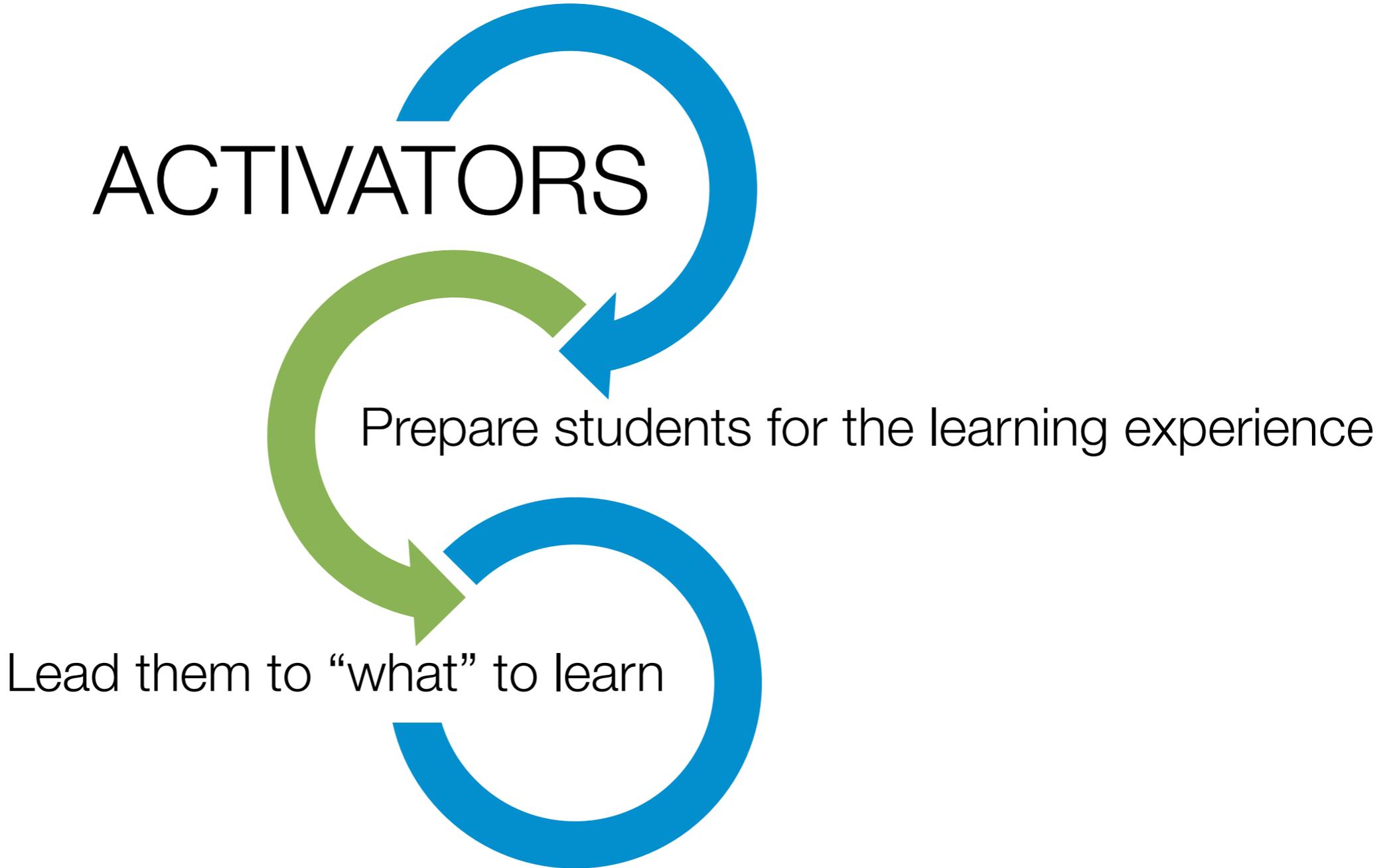
Coral Martin

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



Side effect

ACTIVATORS

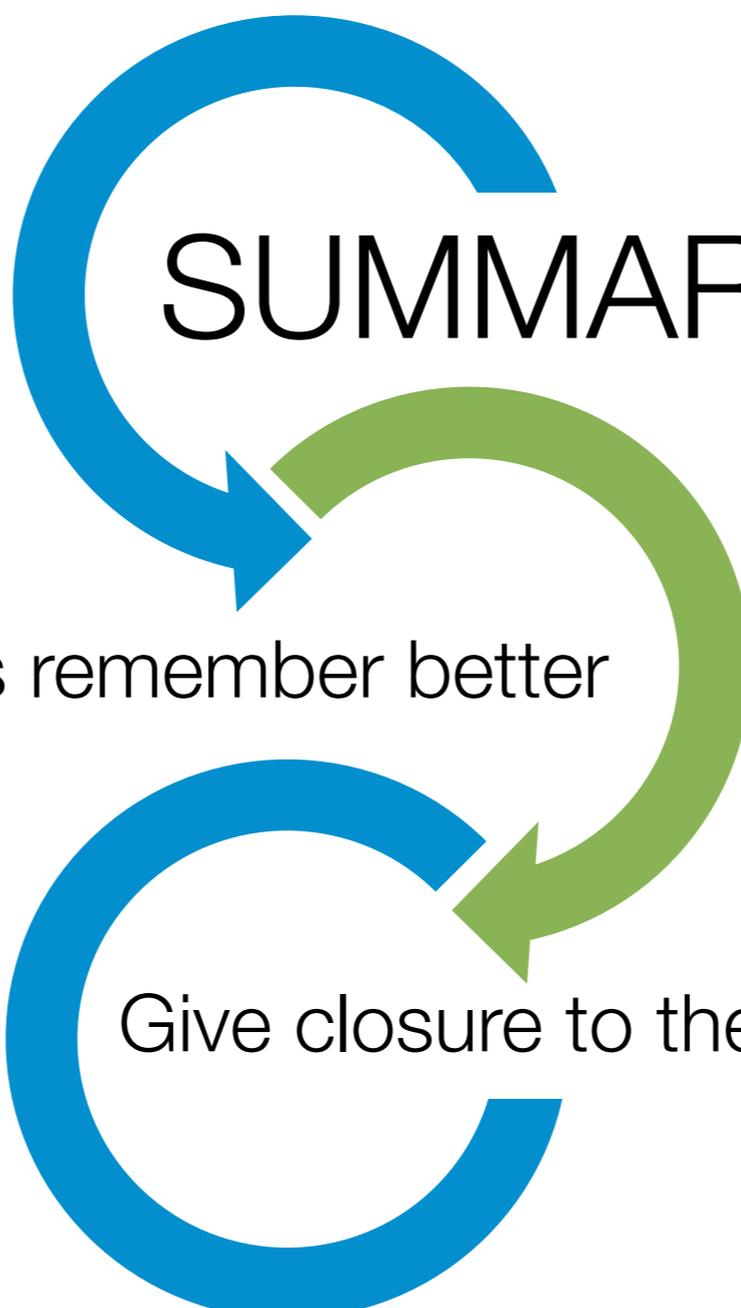


Prepare students for the learning experience

Lead them to “what” to learn

Side effect

SUMMARIZERS



Help students remember better

Give closure to the learning experience

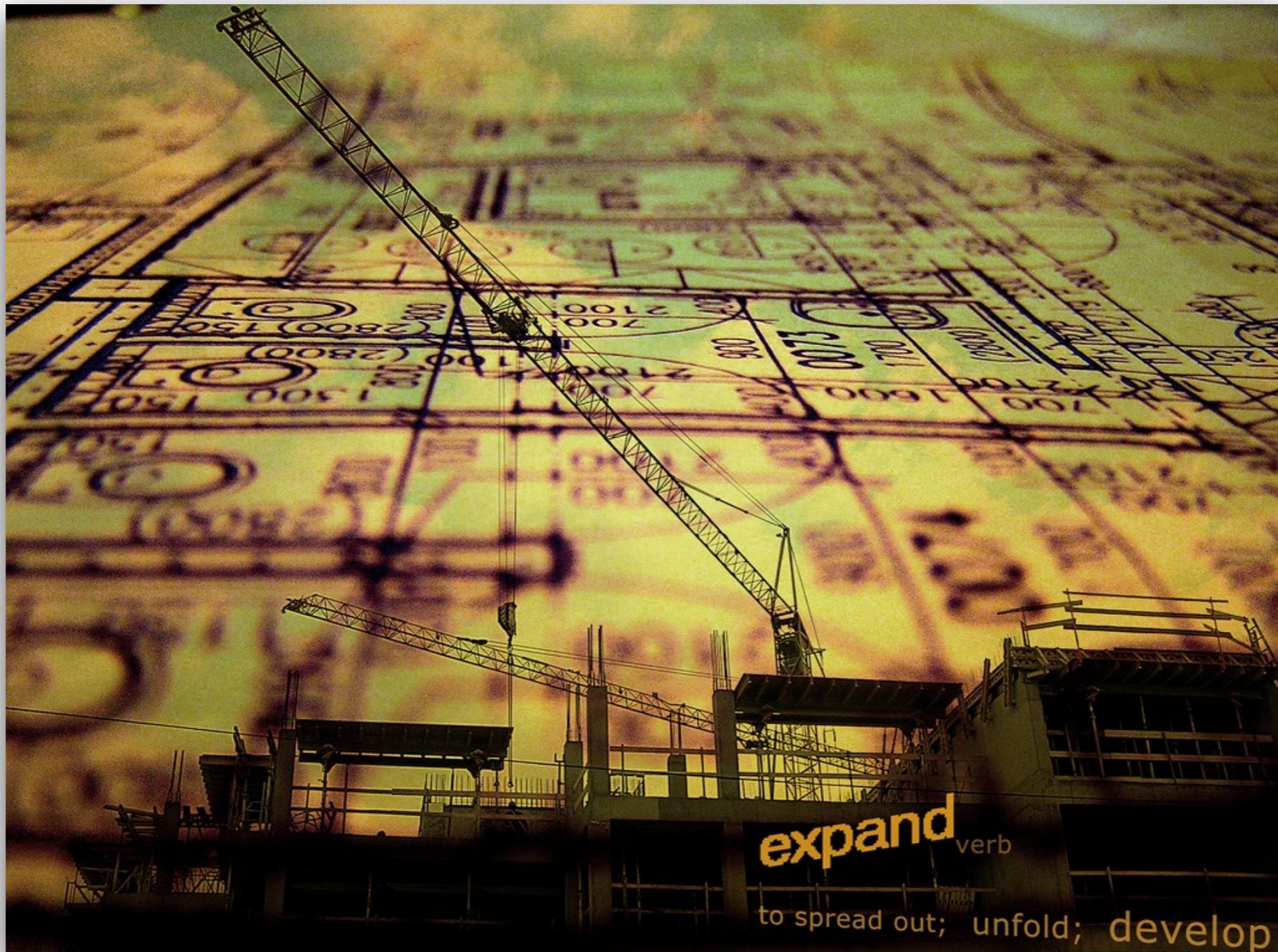
Why should they be used?

Students deepen their understanding

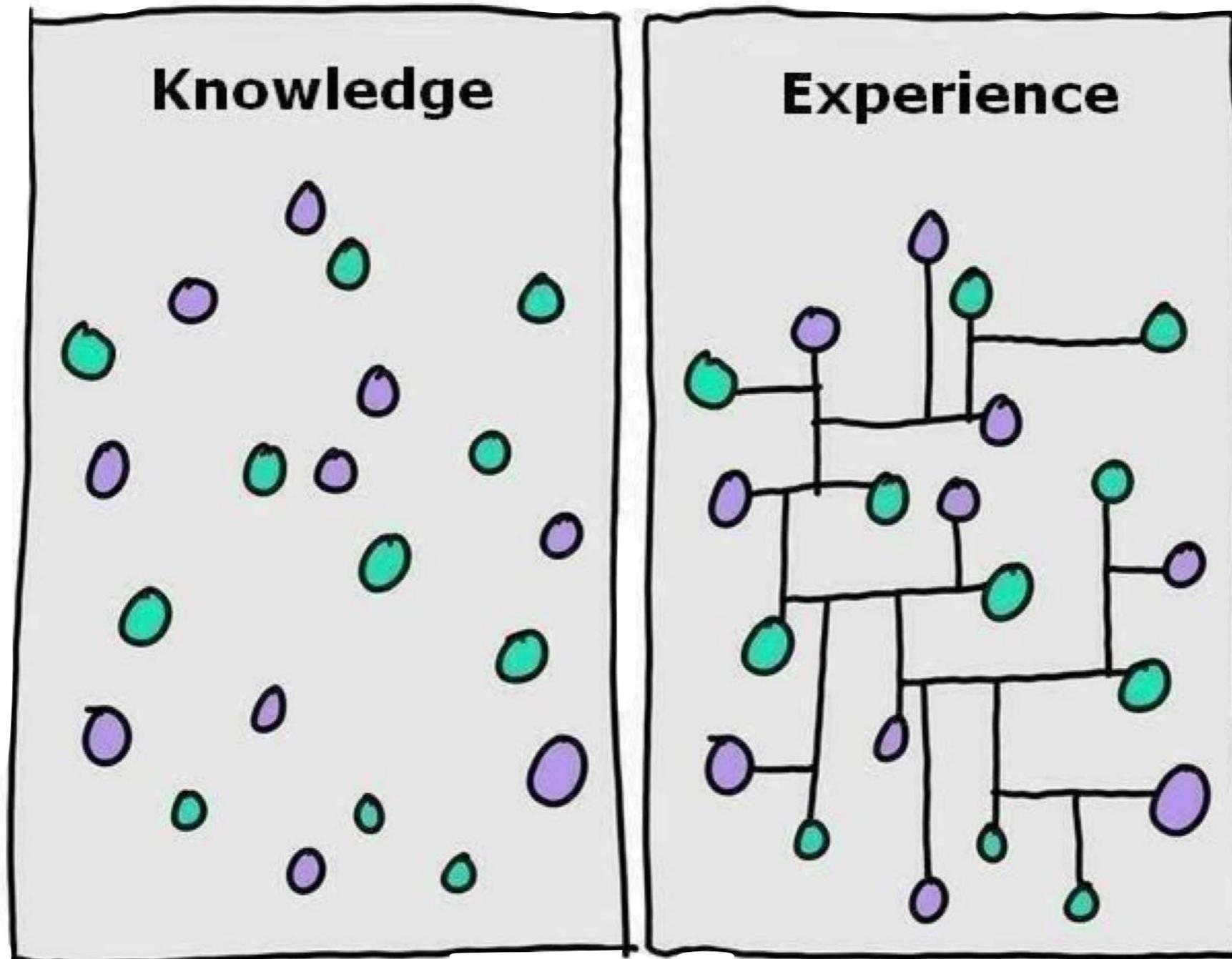
Deepens

An underwater photograph showing light rays filtering down from the surface, creating a serene and deep atmosphere. The word "Deepens" is overlaid in large, white, bold letters across the upper portion of the image.

Students construct knowledge



Students organize thoughts



Students see the big picture



Students feel empowered



Teachers can surface confusions



Teachers can check for understanding



Teachers can inform instruction



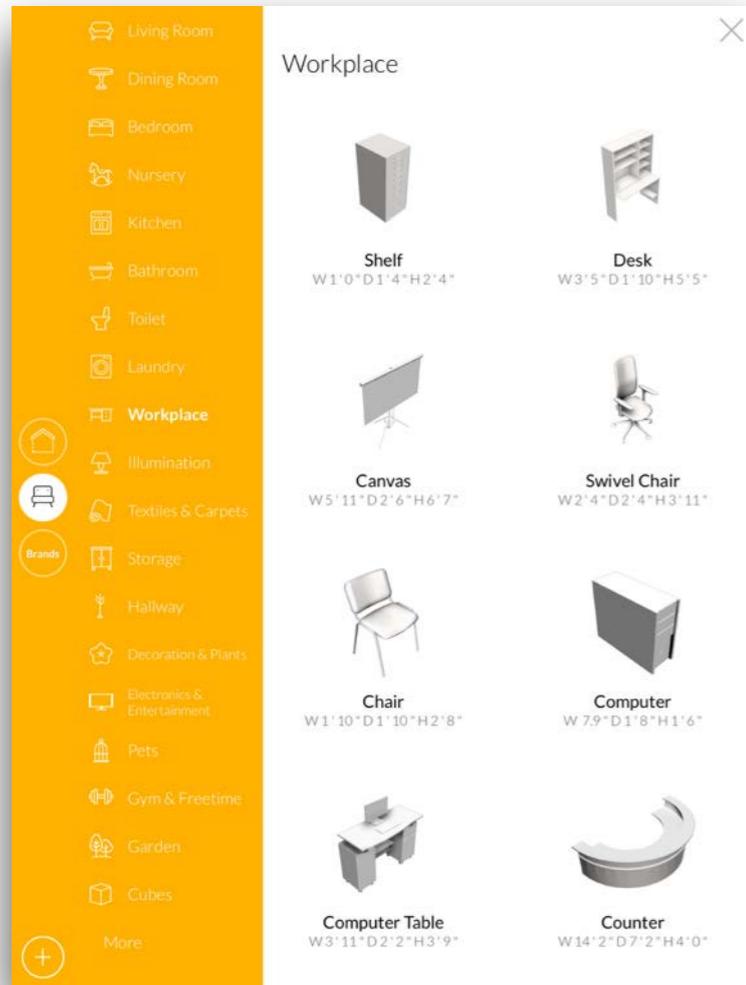
A 3D rendering of the word "CHANGE" spelled with green letter blocks. Above the word, the letters "A" and "D" are stacked vertically on white letter blocks. Below the word, the letters "P" and "T" are stacked vertically on white letter blocks. The entire arrangement forms a cross shape centered on the word "CHANGE".



A faint, light gray 3D rendering of the letter "I" on a white block, positioned below the main text.

How can I introduce them?

Classroom set-up: Roomle app





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 \(PDF\)](#)

Classroom Set-Up Tool [Print] [Help] [Item Properties] [Refresh] [Zoom In] [Zoom Out] [Text]

Desks

- Square Desk
- Round Desk
- Teacher's Desk
- Rectangle Desk
- Horseshoe Desk

Room Shape

Room Furniture

Desks

Basic Shapes

Students

Bookshelves

Bulletin Board

1

Round Desk

2

Computer

Teacher's Desk

Classroom Architect

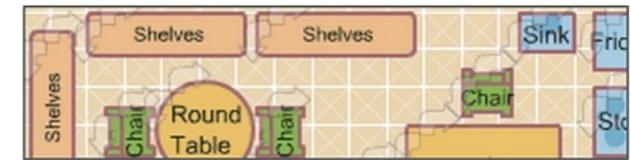
Classroom Architect

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 ft by ft or [Open Recent Floorplan](#)

Items drag to the grid

<p>Tables</p>	<p>Chairs</p>	<p>Shelves</p>	<p>Rugs</p>	<p>Misc.</p>
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Draw

Collaboration rubric

CATEGORY	EXEMPLARY	CATEGORY	EXEMPLARY	CATEGORY	EXEMPLARY
Focus on the task and participation	Consistently stays focused on the task and what needs to be done. Very self-directed.	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.	Group and partner teamwork	Consistently makes necessary compromises to accomplish a common goal.
	A true team member who contributes a lot of effort, and encourages and supports the efforts of others in the group.		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.
Dependability and shared responsibility	Consistently punctual for group meetings, turns in all work on time.	Problem-solving			Actively looks for and suggests solutions to problems.
	Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.		Performs all duties of assigned team role and contributes knowledge, opinions, and skills to share with the team. Always does the assigned work.		

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



Your question here Edit



- Option1
- Option2
- Option3
- Option4
- Option5
- Option6
- Option7
- Option8



Share with facebook friends

Decide Now (.99)



AT&T LTE 8:34 AM 73%

Random person generator

Spin the wheel!



Online spinner

MATH'S FUN

Twitter, YouTube, Facebook, LinkedIn, Google+ 3

Search

The Spinner

Your Decision Maker!

Regions: ↑↓

Presets: ▼

Spins: ↑↓

Movement:

Power: ←→

Drag: ←→

Edit: Size:

Lisa Tom Bill e f g h i j k l m n o p q r s t u v

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	



Sharing

Sharing: Apple TV

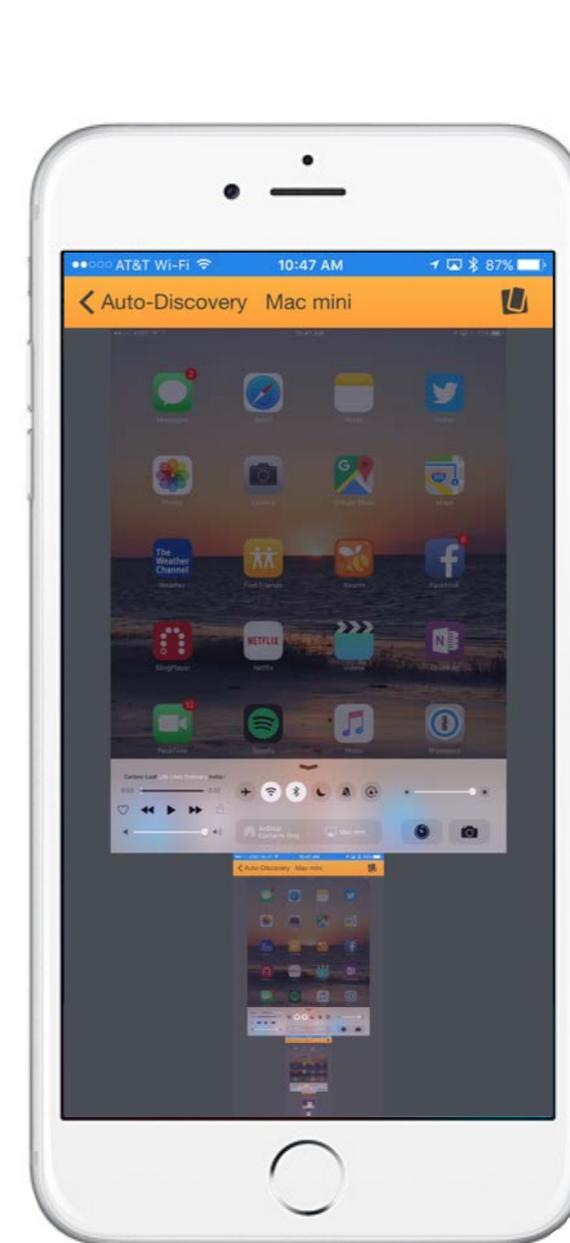


Sharing: Reflector 2 App



\$14.99

Sharing: Reflector Student



Sharing: Ziggi Wireless 1708



\$159.99

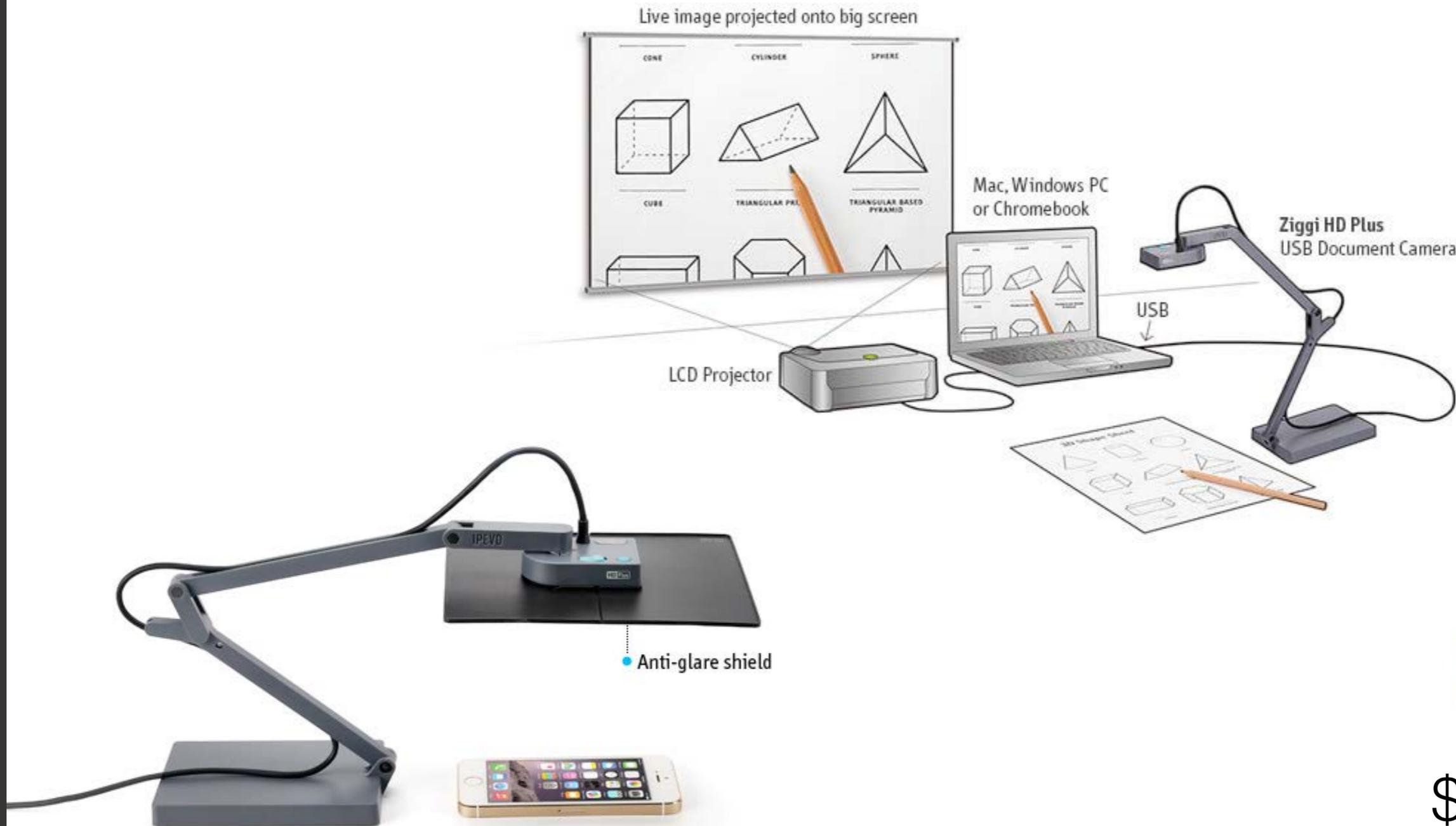


Sharing: Quicktime



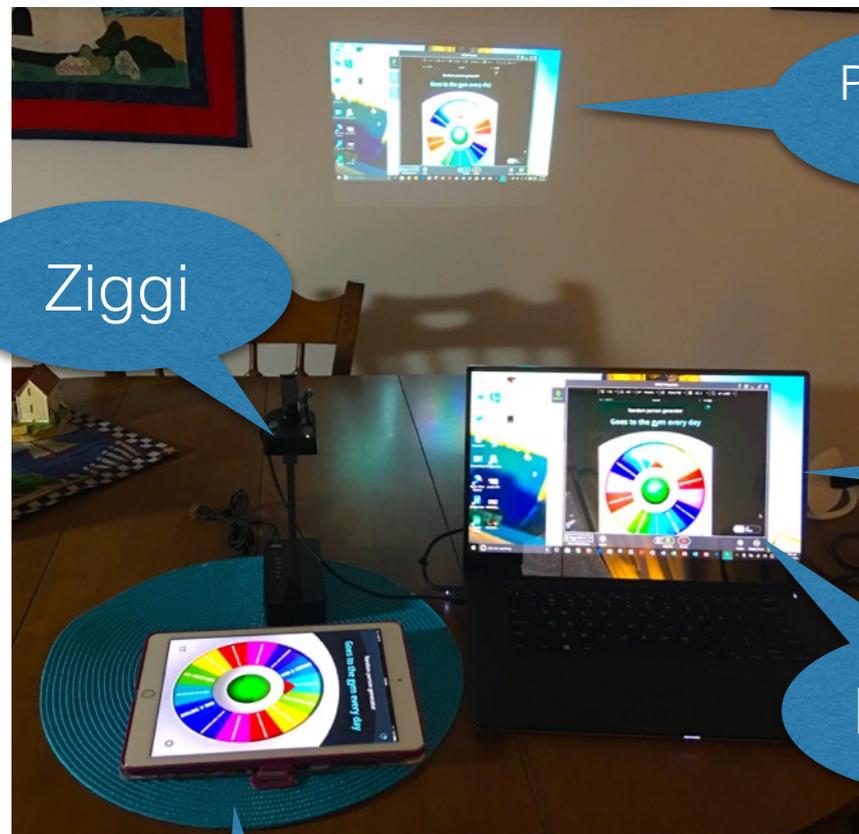
Sharing: Ziggi HDPlus

1708



\$99.99

Spinner app recording



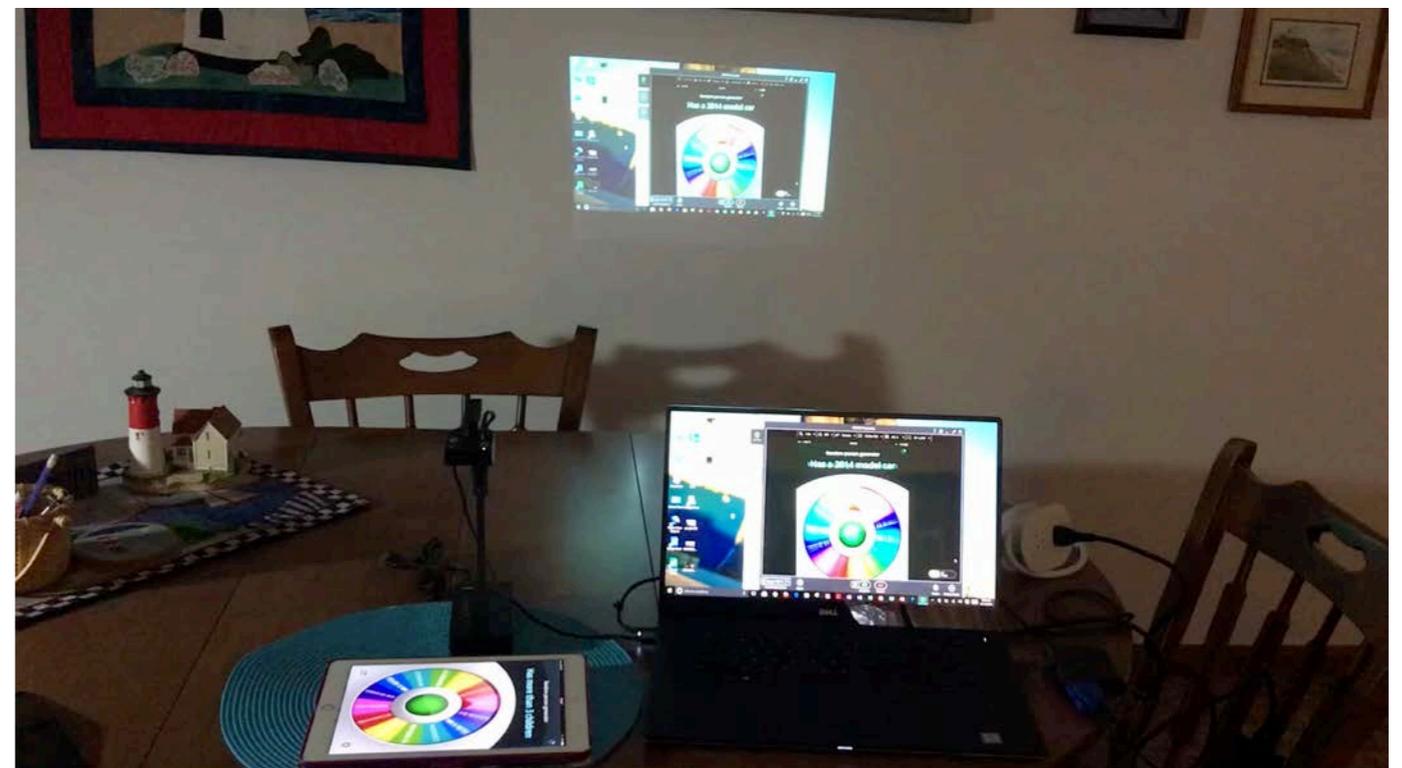
Projected image

Ziggi

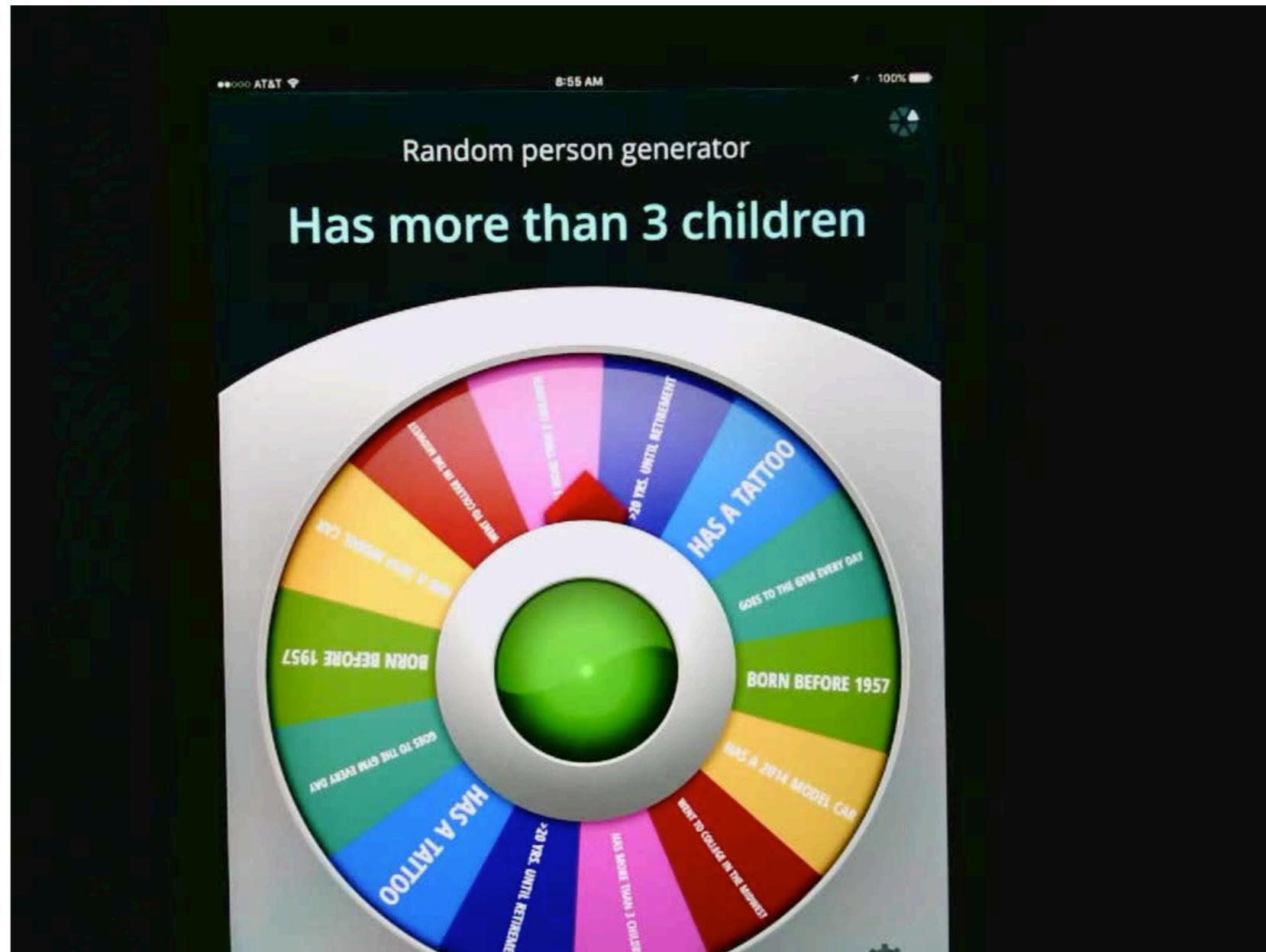
Projector

Laptop

iPad



Ziggi recording



Icebreaker

FIVE MINUTE PERSONALITY QUIZ

Students complete a PDF personality quiz

Get into “like groups”

Discuss how accurate the results are

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 <i>get right to the point</i> .
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 <i>command</i> and becomes autocratic.
Greatest Needs:	The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants <i>direct</i> 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.

Recording in the classroom

The image shows a screenshot of a video player on the Teaching Channel website. At the top left is the 'Tch Teaching Channel' logo with the tagline 'Getting Better Together'. To the right are navigation links for 'VIDEOS', 'TEACHERS', 'Q&A', and 'BLOG'. The video title is 'Using Video to Improve Practice: Video 101', with a subtitle 'All Grades / All Subjects / Recording'. Below the title is a social media sharing bar with a 'Like' button showing 117 likes, and icons for Facebook, Twitter, and Pinterest. The video player area is mostly blank, with a faint 'Tch' watermark in the bottom left corner.

Bill Ferriter

WHAT DO YOU WANT KIDS TO DO WITH TECHNOLOGY?

WRONG ANSWERS

- MAKE PREZIS
- START BLOGS
- CREATE WORDLES
- PUBLISH ANIMOTOS
- DESIGN FLIPCHARTS
- PRODUCE VIDEOS
- POST TO EDMODO
- USE WHITEBOARD
- DEVELOP APPS

RIGHT ANSWERS

- RAISE AWARENESS
- START CONVERSATIONS
- FIND ANSWERS
(TO THEIR QUESTIONS)
- JOIN PARTNERS
- CHANGE MINDS
- MAKE A DIFFERENCE
- TAKE ACTION
- DRIVE CHANGE

TECHNOLOGY IS A TOOL, NOT A
LEARNING OUTCOME.

How can the use of
mobile devices help?

Mia MacMeekin

An Events in Instruction Series **3**

PRIOR KNOWLEDGE

How do you determine students' prior knowledge?

Draw Draw what you know. Ask the students questions about their drawings.	Create Create a prototype of what you know. Explain what you made.	Demonstrate Demonstrate how you would train someone on the prior knowledge.
Mind Map Create a mind map of your prior knowledge.	LIST List all the keywords about what you learned.	Interview Interview classmates about what they know.
Quiz Take a pre-quiz.	Point Out Point out any misconceptions the student is displaying. Keep notes. Address misconceptions.	Debate Conduct a debate.
Challenge Create a challenge. Evaluate their prior knowledge.	Explain Ask the students to explain, as a group, what they know about the subject.	Fill-in Begin a story and ask the students to fill-in-the-blanks with their prior knowledge.
Reveal Ask each student to play a character. Instruct the other students to guess who or what they are. Reveal the answers.	Expose Expose the students to a real life problem. Ask them to describe what tools they would need to solve it.	Solve Ask them to use what they know to solve the problem.
Watch Watch the students as you assess prior knowledge. Look for clues that they understand.	Listen Listen to what the students are telling you. Ask them to clarify if it sounds like book knowledge.	Experience Show the students an experience they might face. Ask them to describe what they would do.
Observe Observe how the students interact with their classmates. Watch for students not participating or being heard.	Send Send the students on a scavenger hunt to assess their prior knowledge.	Ask Ask questions.
Speak Speak to the students about misconceptions. Inquire about why they believe what they believe.	Rate Rate where the student is on a continuum.	Judge Ask the students to judge their own prior knowledge.
Evaluate Evaluate whether the information the student is telling you is understood.	Show-Me Ask the student to, "Show Me."	Shout Have all the students shout out what they know all at once.

Draw

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

Draw and record: Explain Everything



A screenshot of the Explain Everything drawing application interface. The interface includes a toolbar on the left with icons for hand, pencil, eraser, lasso, zoom, and trash. A central menu contains options: Arrange, Edit, Group, Lock, and Close. The main canvas displays six numbered hand-drawn items: 1. A sandwich with brown filling and a grey outline; 2. An orange square with black outlines; 3. A green, irregular shape with a grey outline; 4. A red, irregular shape with a black outline; 5. A yellow, irregular shape with a black outline; 6. A red, irregular shape with a black outline. On the right side, there are icons for a red square, a play button, a timer showing 00:35, a share icon, and a home icon.

Draw and record: Pixiclip

The screenshot shows the Pixiclip web application interface. At the top, there is a navigation bar with links for 'Menu', 'What is Pixiclip?', 'Create a Pixiclip', 'LIKE PIXICLIP ON FACEBOOK', and 'Login or Sign up'. The main workspace is a large whiteboard area with the Pixiclip logo and the text: 'Pixiclip is an interactive whiteboard. Upload images, draw sketches, and share replays with friends!'. Below this text are three buttons: 'START DOODLING', 'ADD AUDIO MESSAGE', and 'ADD VIDEO MESSAGE'. A privacy notice states 'Pixiclip respects your [privacy](#)'. On the left side, there is a toolbar with sections for 'TOOLS' (Pencil, Marker, Type, Move, Undo, Redo, Erase, Clear), 'COLORS' (white, red, green, yellow, blue, black), 'ADD MEDIA' (Mic, Webcam), and 'UPLOADED IMAGES' (Drag & Drop here). At the bottom, there is a control bar with buttons for 'UPLOAD IMAGE', 'RECORD', 'RESTART', a timer showing '00:00', and 'PUBLISH & SHARE'. A vertical 'Feedback / Comment' button is located on the right side of the interface.



PixiClip overview

The screenshot shows the PixiClip web application in a browser window. The browser's address bar displays `www.pixiclip.com/beta/`. The page features a blue header with navigation links: "Menu", "What is PixiClip?", and "Create a PixiClip". On the right side of the header, there is a "LIKE PIXICLIP ON FACEBOOK" button and a user profile for "kathyschrock".

The main content area is a large white canvas. At the top center of the canvas is the "PIXICLIP" logo, where "PIXI" is in black and "CLIP" is in white inside a blue speech bubble. Below the logo, the text reads: "PixiClip is an interactive whiteboard. Upload images, draw sketches, and share replays with friends!".

In the center of the canvas, there are three blue buttons stacked vertically, each with an icon and text: "START DOODLING" (with a pencil icon), "ADD AUDIO MESSAGE" (with a microphone icon), and "ADD VIDEO MESSAGE" (with a video camera icon). Below these buttons, it says "PixiClip respects your [privacy](#)".

On the left side of the canvas, there is a dark grey sidebar with several sections:

- TOOLS**: Contains icons for Pencil, Marker, Type (abc), Move (four-way arrow), Erase (eraser), and Undo (circular arrow).
- COLORS**: A grid of color swatches including white, red, green, yellow, blue, and black.
- ADD MEDIA**: Contains icons for Mic and Webcam.
- UPLOADED IMAGES**: A dashed box with the text "Drag & Drop here".

At the bottom of the application, there is a dark grey control bar with buttons for "UPLOAD IMAGE", "RECORD", "RESTART", a progress bar showing "00:00", and "PUBLISH & SHARE". On the right edge of the canvas, there is a vertical blue bar with the text "Feedback / Comment".

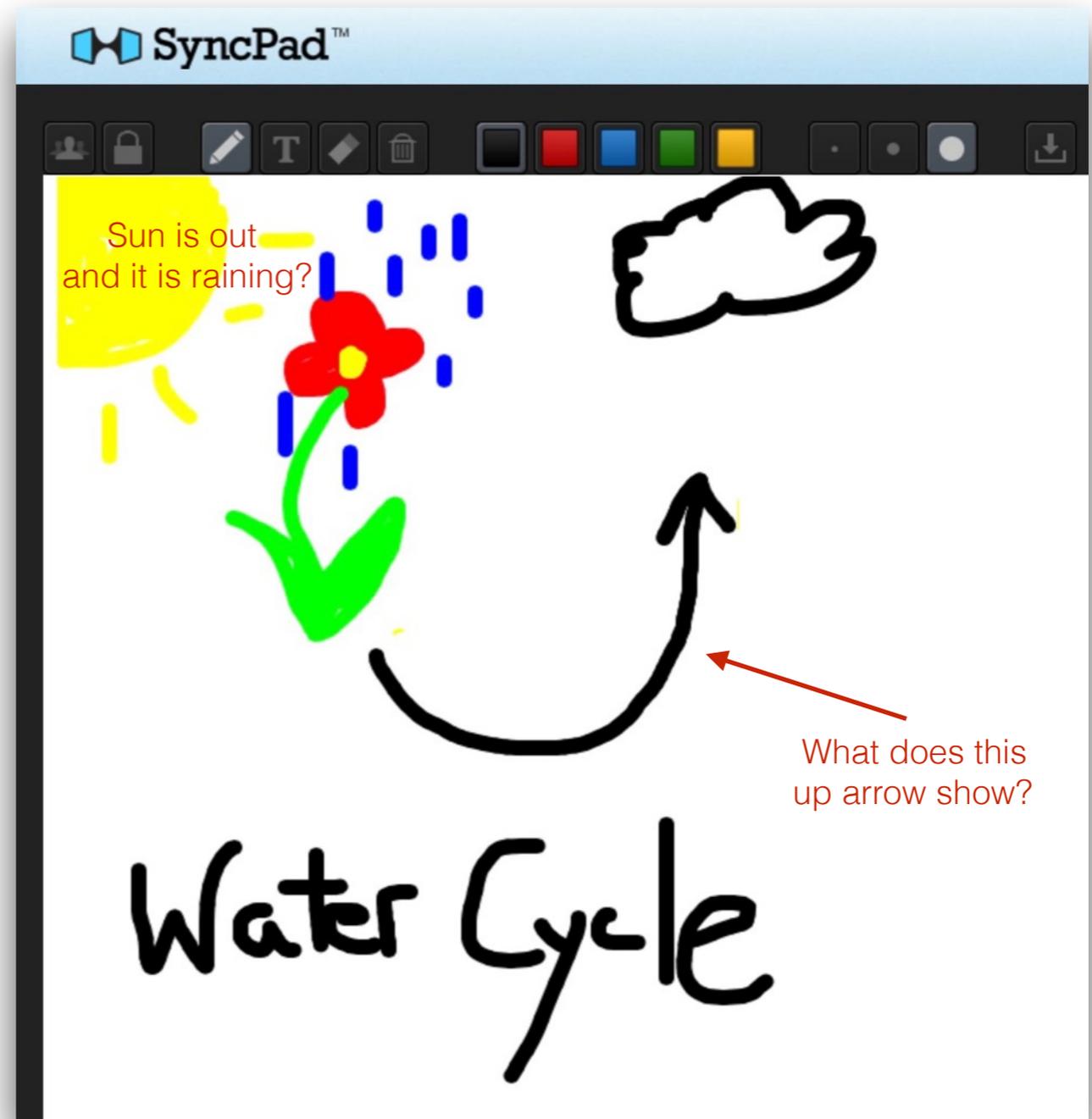
Point Out

Point out any misconceptions
the student is displaying.

Keep notes.

Address misconceptions.

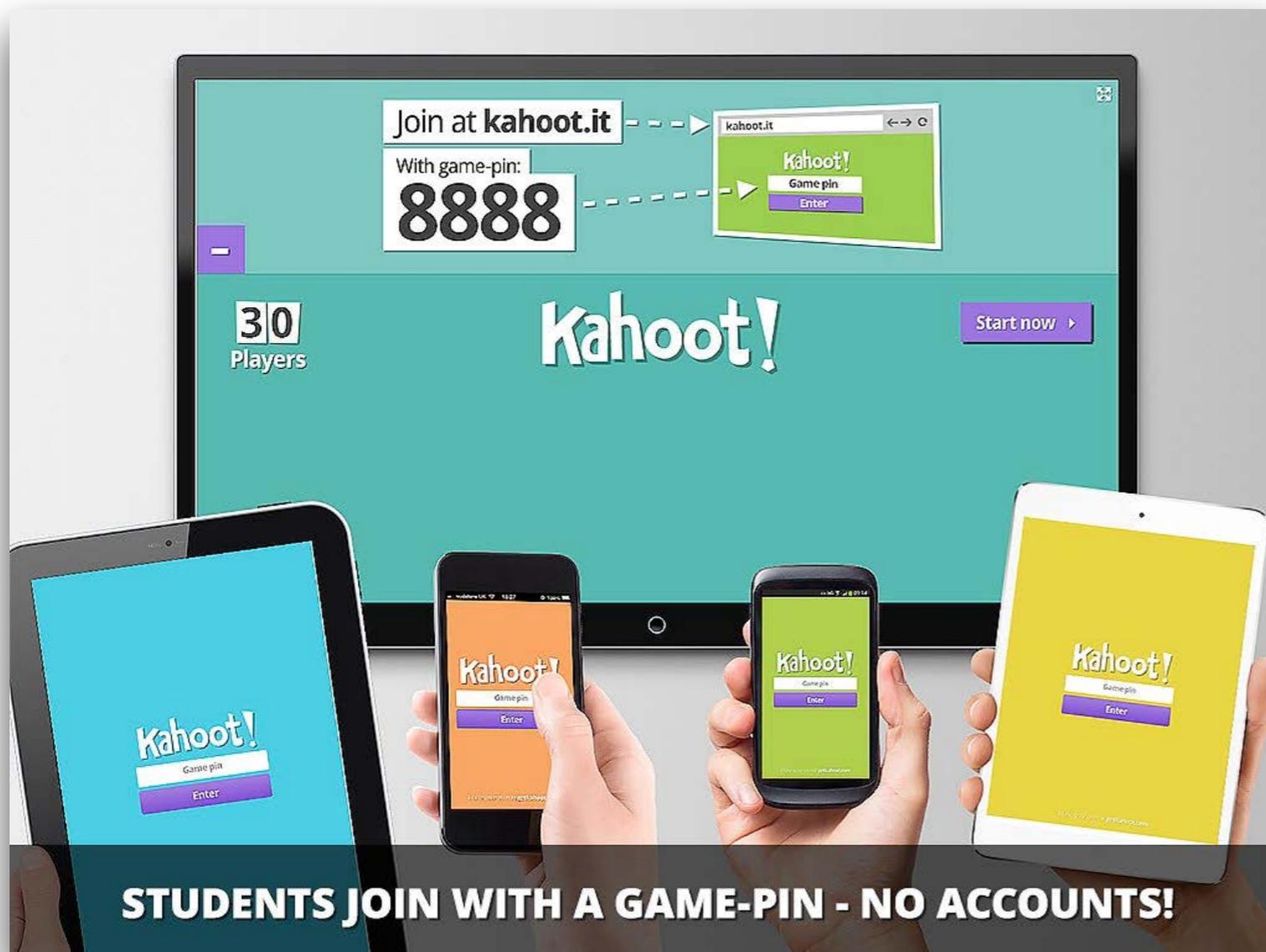
Shared workspace: SyncPad



Quiz

Take a pre-quiz.

Poll the class: Kahoot!



Quiz

- Timed
- Points awarded

Survey

- Timed
- No points

Discussion

- Single question
- No points
- Not timed



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)
<ul style="list-style-type: none">• Pumpkins are orange.• Pumpkins grow in Fall.• We can make jack-o-lanterns.• Pumpkin pies are yummy.	<ul style="list-style-type: none">• Why are pumpkins orange?• How do they grow?• What do they need to grow?• How big are the seeds?	

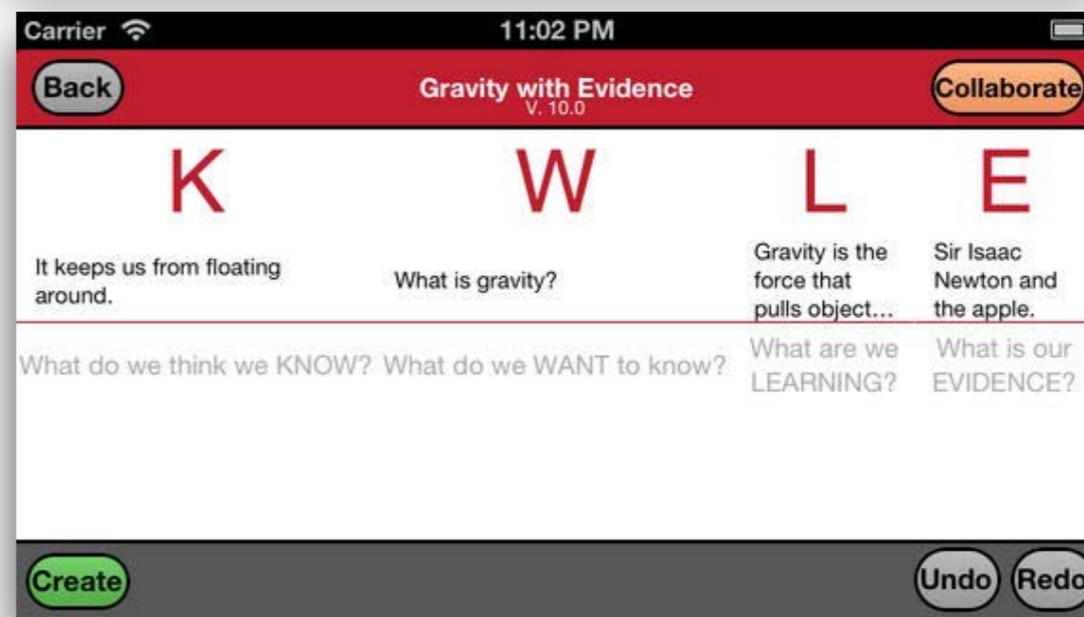
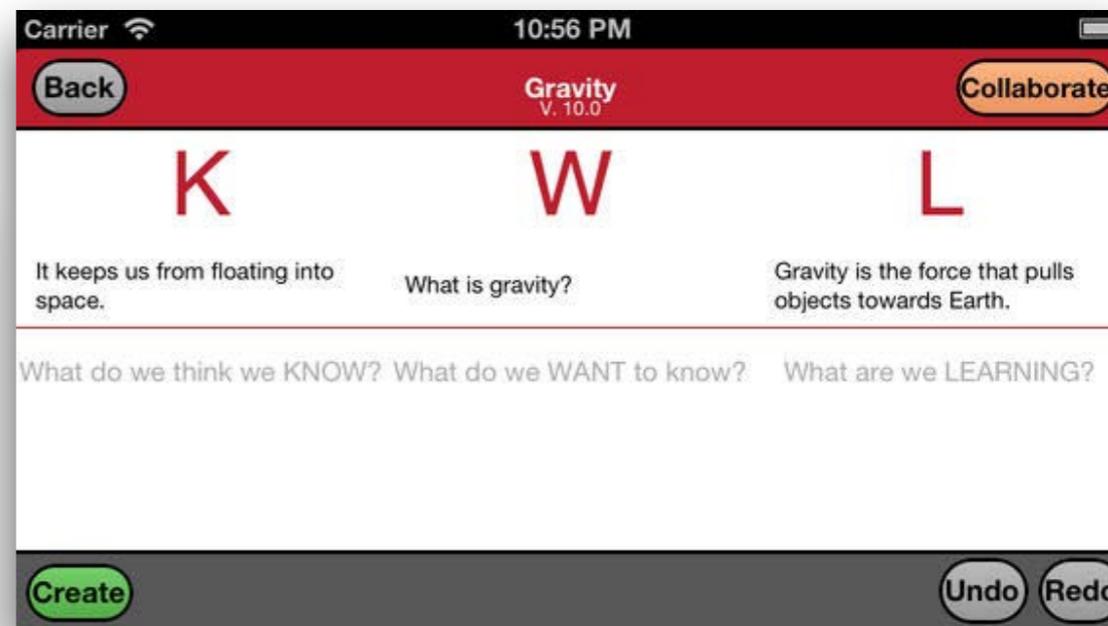
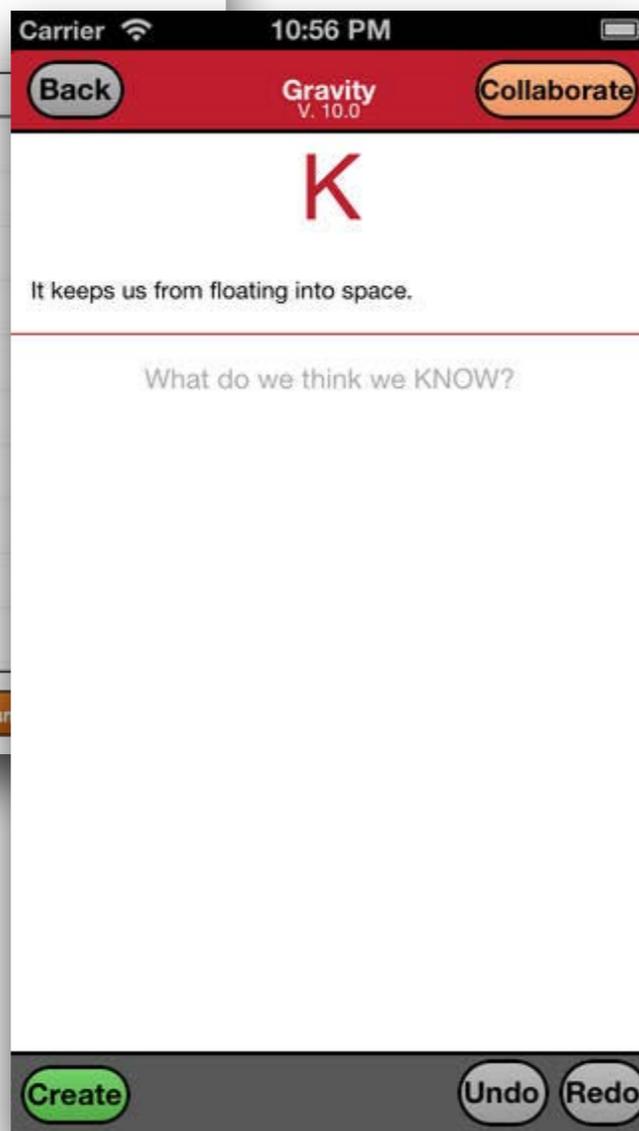
Name _____ Date _____

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



Online K-W-L



Email: *

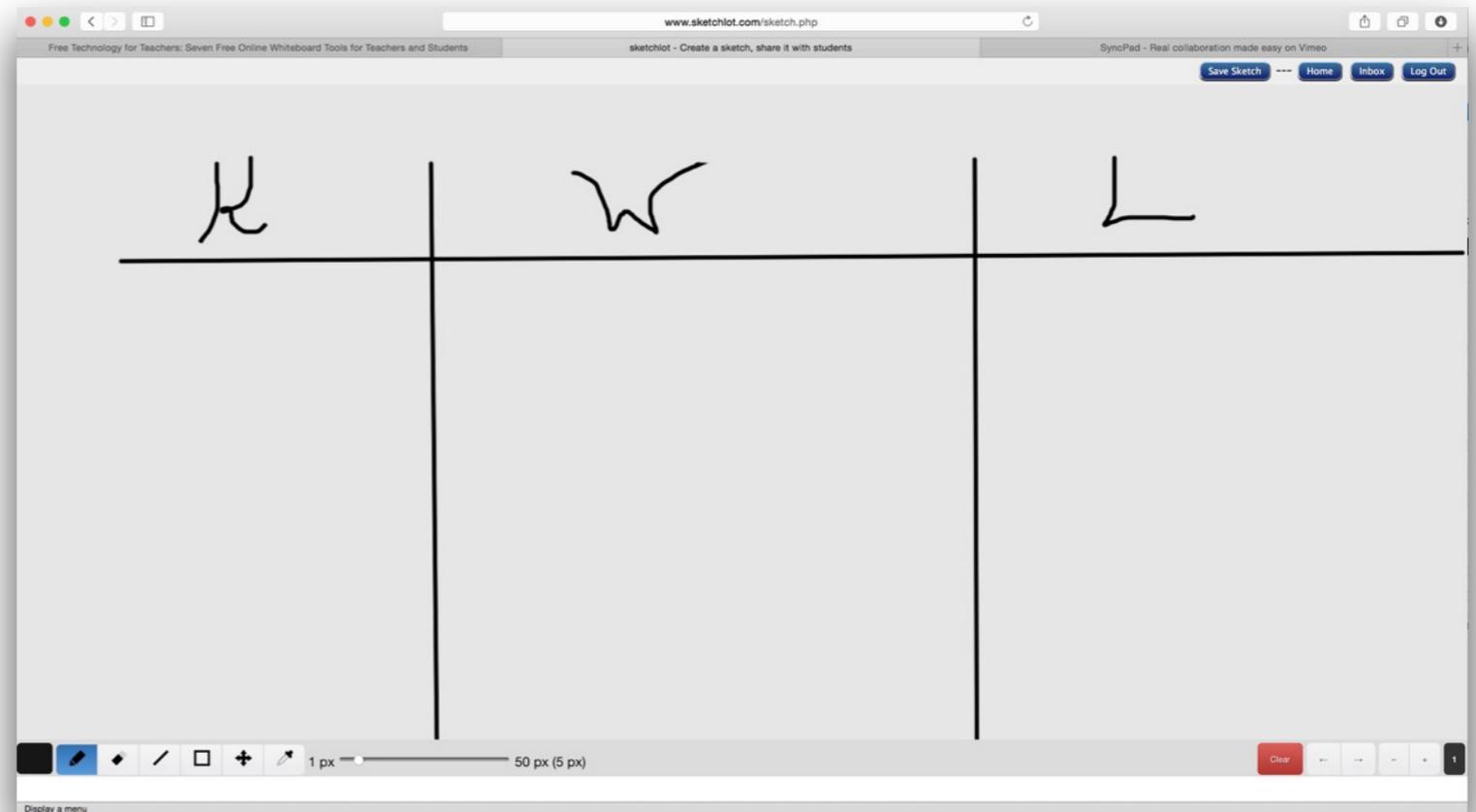
Password: *

Password Again: *

Class Code: *

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

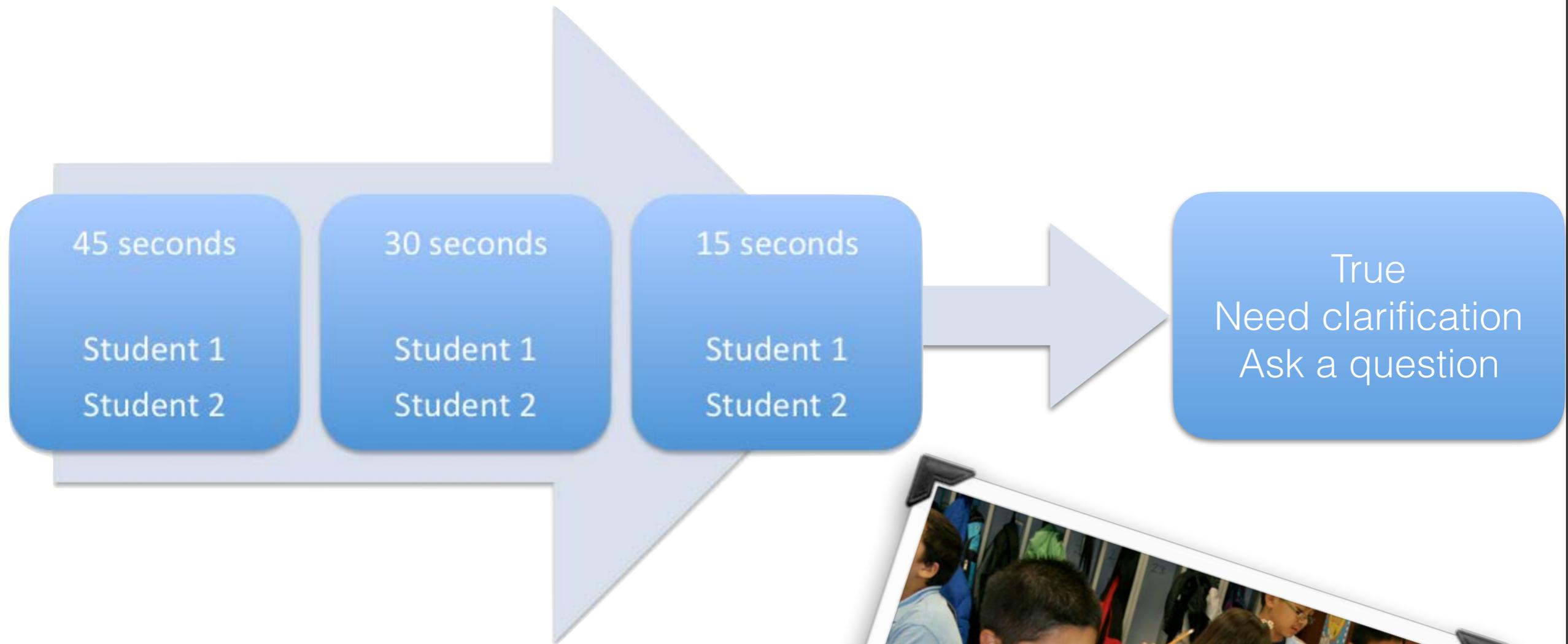
I agree to the [Terms of Service](#).



Challenge

Create a challenge. Evaluate
their prior knowledge.

Paired verbal fluency



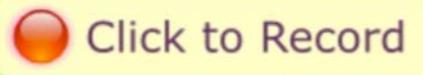
Recording app: iRig Recorder



Recording tool: Vocaroo



Vocaroo - The premier voice recording service. [Or upload?](#)



Vocaroo - The premier voice recording service. [Or upload?](#)



Sharing options

<http://vocaroo.com/i/s1CinApQzy5N> [Embed](#) [Email](#)

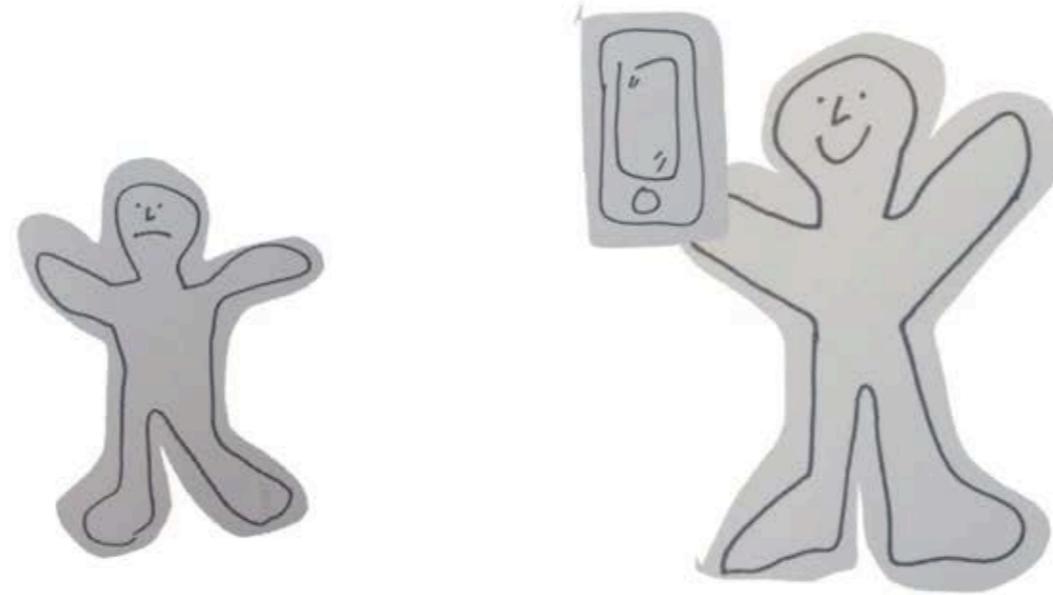
Download as [MP3](#), [Ogg](#), [FLAC](#), or [WAV](#). [QR Code](#)



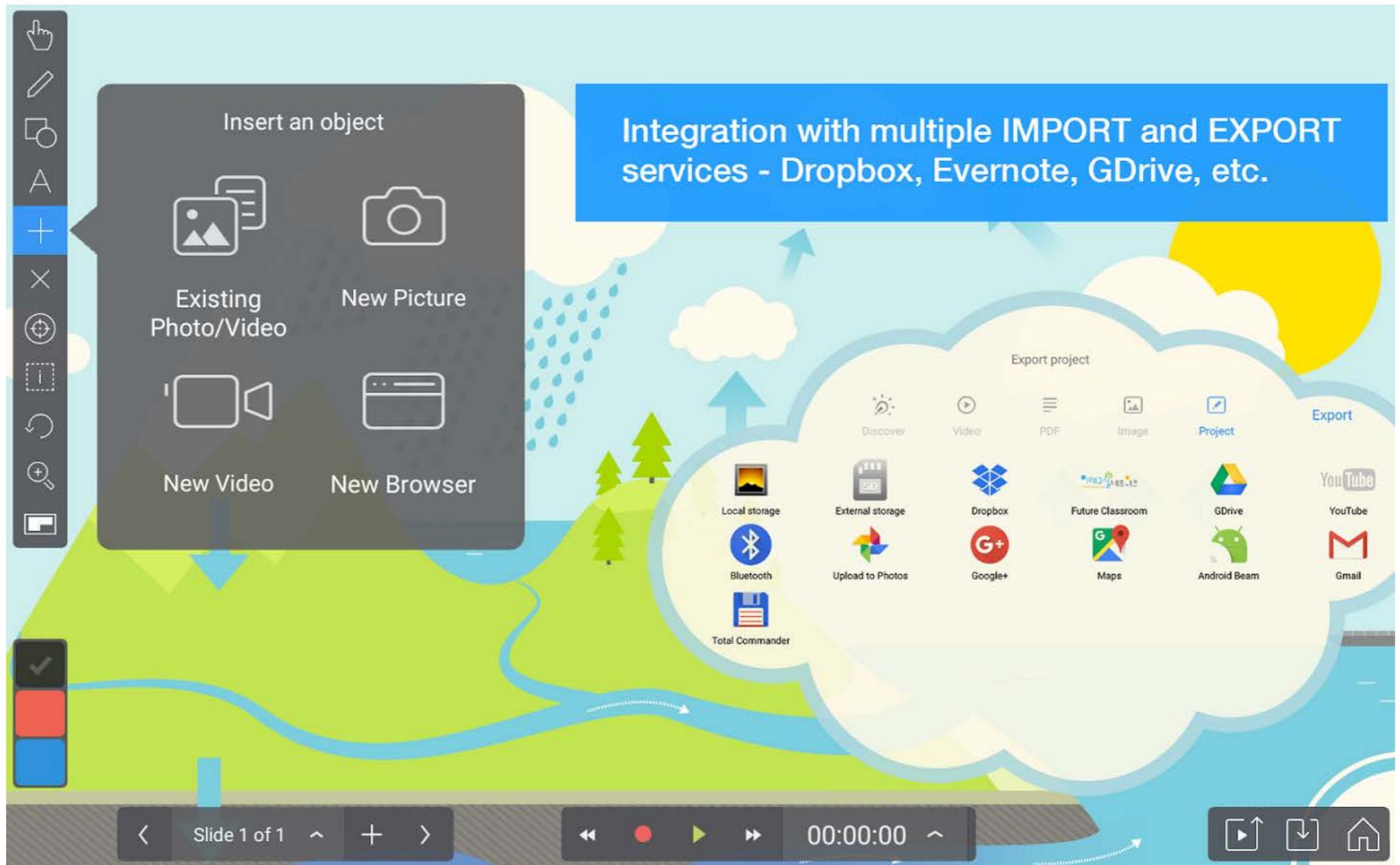
DEMONSTRATE

Demonstrate how you would train someone on the prior knowledge.

Animation: Explain Everything



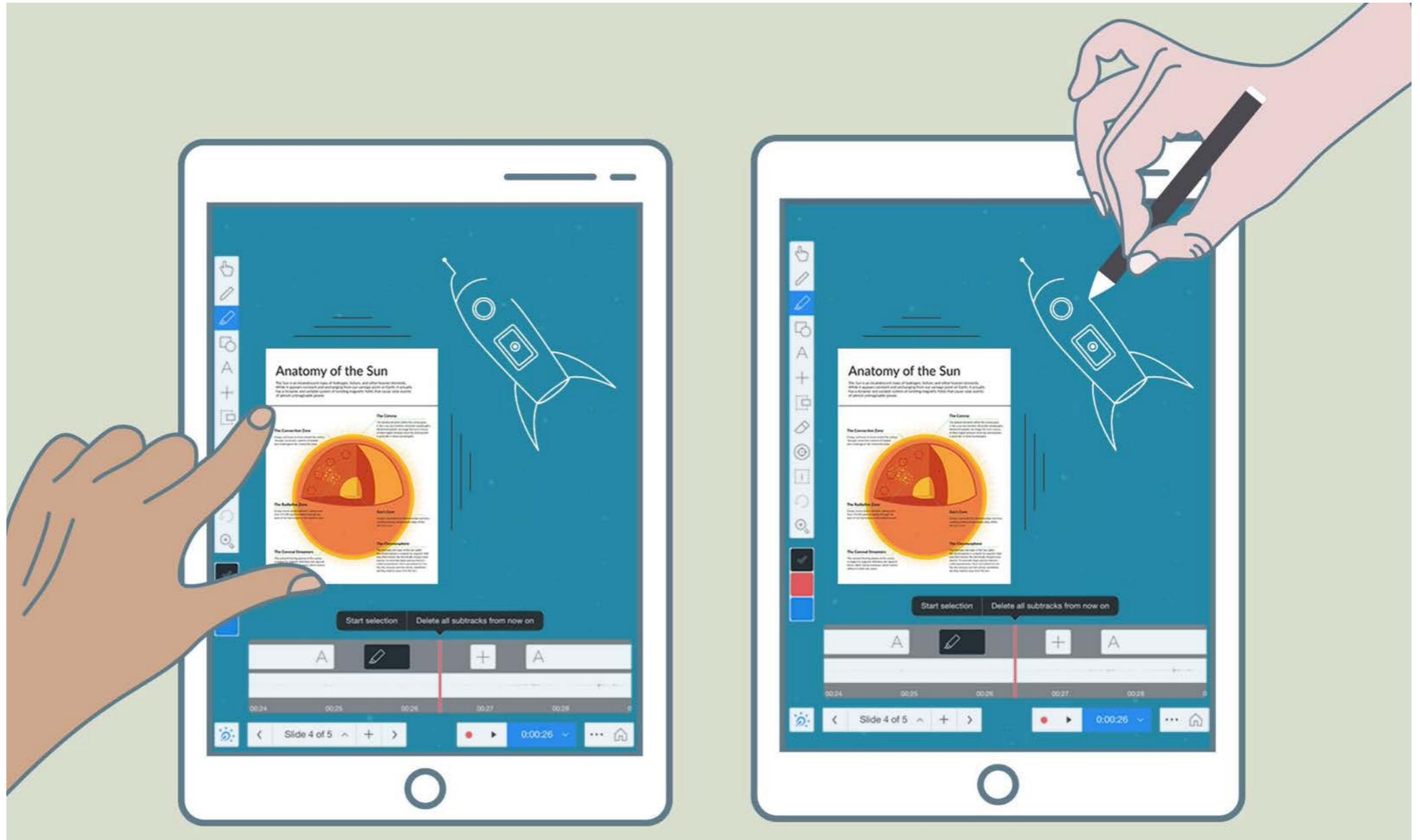
Screencasting: Explain Everything



\$3.99



Screencasting: Explain Everything



Group pricing

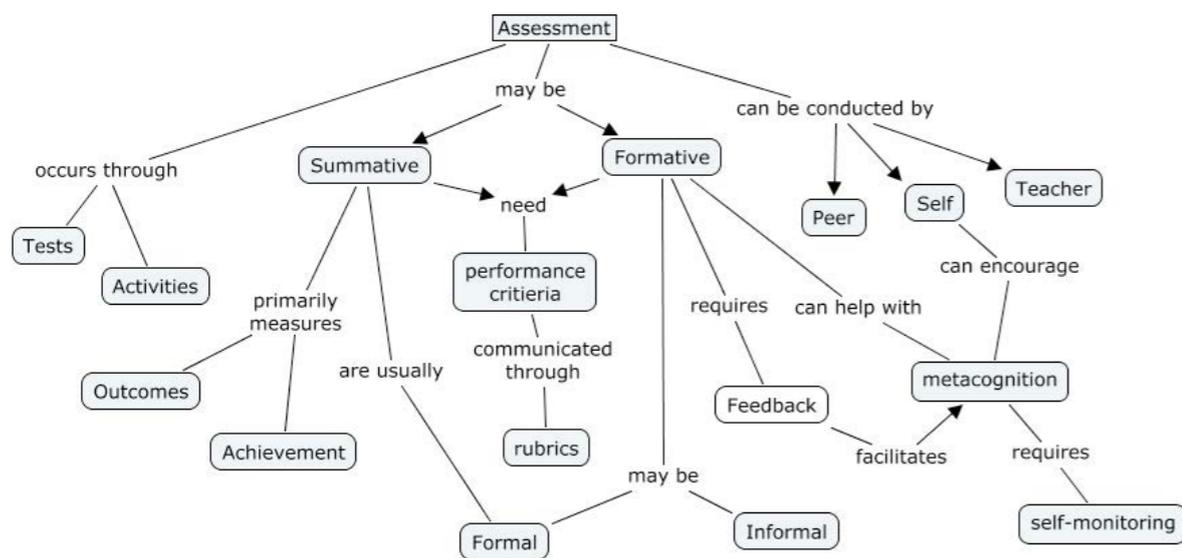


Mind Map

Create a mind map of your
prior knowlege.

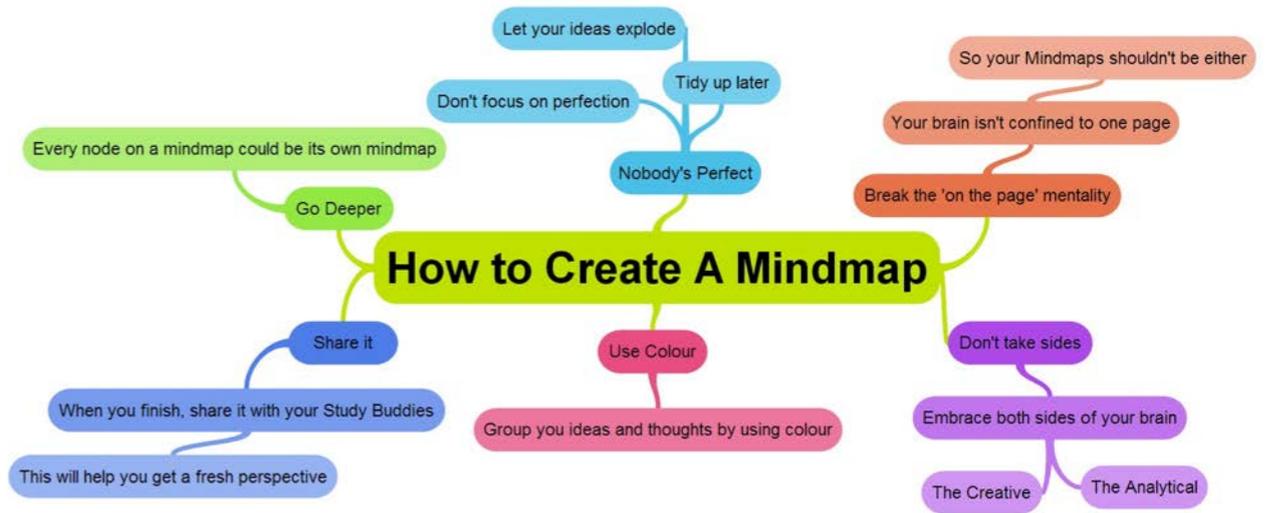
Concept map vs. Mind map

Concept map



<http://linkyy.com/osc>

Mind map



<https://info.examttime.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>

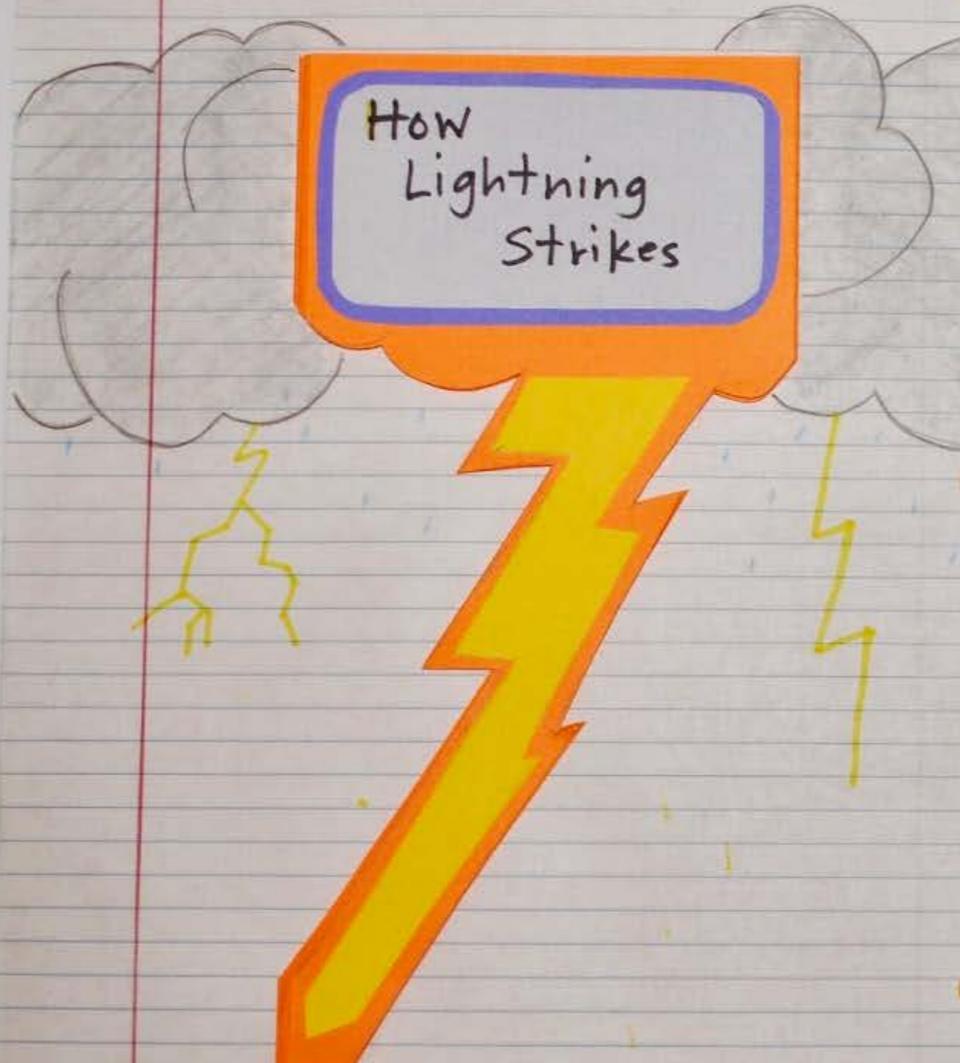
Sketchnoting



Interactive notebook

Answer: There is a transfer of charge through the air between two objects.

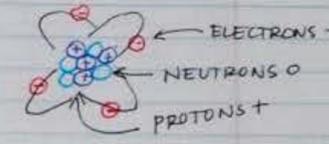
How Lightning Strikes



Question: How is lightning similar to getting an electric shock when you reach for metal door knob?

ELECTRICITY

Electric charges are from protons which are positive \oplus and electrons which are negative \ominus



Static Electricity - accumulation of excess electric charges on an object

Atoms become charged by gaining or losing electrons.

Law of Conservation of Charge - electric charges can be transferred from object to object, but it cannot be created or destroyed.

Positive and negative charges exert forces on each other

OPPOSITE CHARGES ATTRACT $\oplus \rightarrow \ominus$ $\ominus \rightarrow \oplus$

LIKE CHARGES REPEL $\oplus \rightarrow \oplus$ $\ominus \rightarrow \ominus$

CONDUCTORS VS. INSULATORS

Conductors - material in which electrons move easily. Ex. metals.

Insulators - material in which electrons are not able to move easily. Ex. wood, plastic, rubber.

CHARGING OBJECTS

Charging by Contact - process of transferring charge by touching or rubbing

Charging by Induction - rearrangement of electrons on a neutral object caused by nearby charged objects

Beginning sketchnoting

LETTERING

3 basic styles:

1. Print - UPPERCASE/lowercase
2. Script (cursive)
3. **BLOCK**

GO WITH WHAT'S NATURAL AND COMFORTABLE

The more you practice, the more **CREATIVE** you will become.

Old English

CLASSY FONT BUT TAKES WAY TOO MUCH TIME, UNLESS YOU'RE A SKILLED AND EXPERIENCED CALIGRAPHER

PG 3 SUBLIMINAL AD MESSAGE → <http://nuggethead.net>

NUGGETHEAD studios

Q: PENCIL or PEN (OR MARKER)

A: YOUR PREFERENCE

Pencil

- Less restrictive
- Erase mistakes
- Tone/Shading
- Lead breaks or needs sharpening

Pen

- Challenging
- Must commit to every stroke
- Pens don't always behave
- Good pens flow well

Bic or Papermate *good and inexpensive

I USED MICRON SIZES .01, .05 & .08 FOR THESE PAGES

IF YOU ALREADY HAVE NOTES YOU WANT TO CONVERT, LAY THEM OUT IN PENCIL FIRST. THEN TRACE WITH A PEN/MARKER AND ERASE PENCIL.

page 4

THINGS TO CONSIDER

1. CREATE YOUR OWN VISUAL STYLE.
2. DON'T HAVE TO FILL PAGE.
3. USE SYMBOLS, ICONS, AND PICTO-NOTES.
4. KEEP YOUR PENCIL/PEN MOVING.
5. MAKE MISTAKES!

HOMEWORK:

- ★ SKETCHNOTE A NEWS BROADCAST
- ★ SKETCHNOTE A NARRATIVE WHILE PEOPLE WATCHING AT A MALL, ZOO, OR AIRPORT
- ★ SKETCHNOTE AN EXPERIENCE:
 - A BOOK
 - FUNNY CONVERSATION WITH A CHILD
 - GOOD/BAD CUSTOMER SERVICE
 - A MEETING OR CONFERENCE
 - A CHURCH SERMON

I DO THIS OFTEN

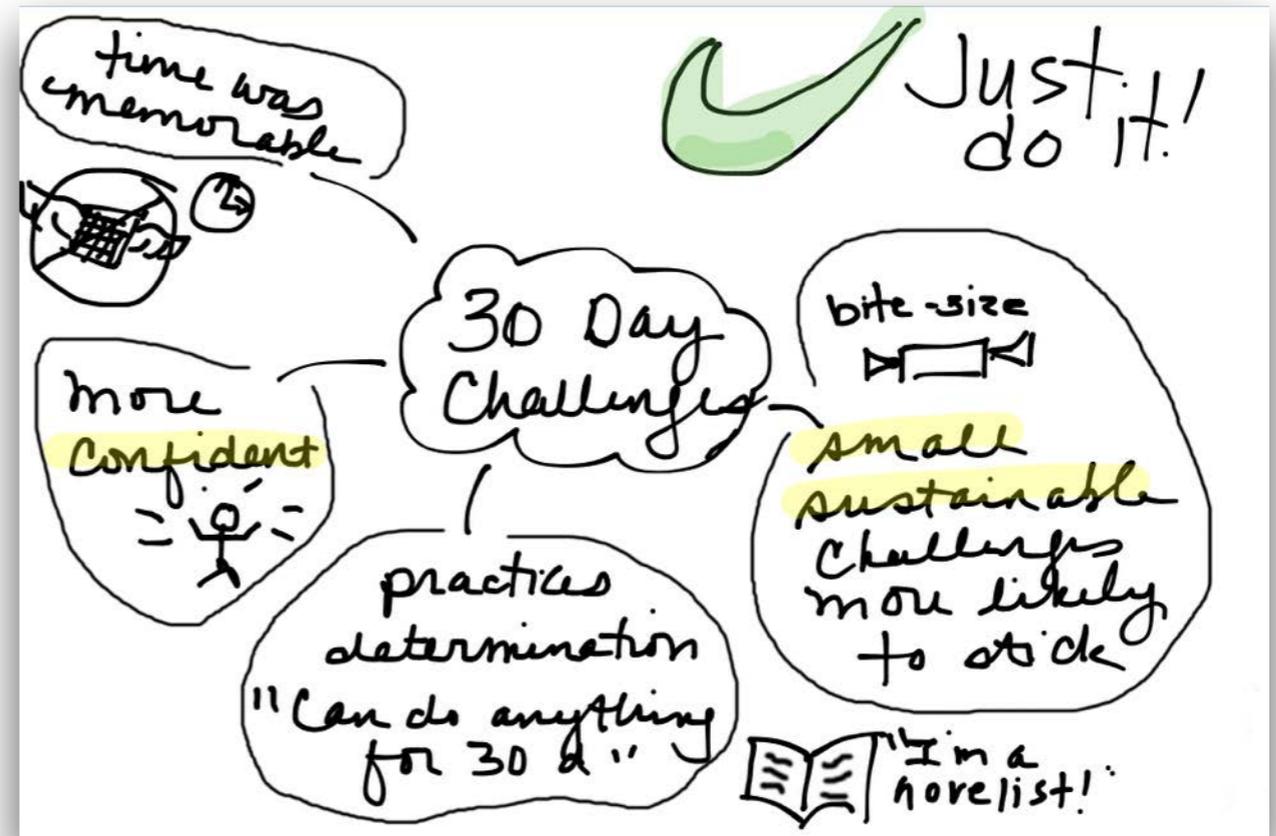
<http://nuggethead.net>

Go Sketchnote now!

Sketchnoted notes and map

Notes from Matt Cutt's TED Talk

- 30 day challenge
- Do something or eliminate something
- Make it manageable → sustain
- Wrote a "novel" in 30 days
- "You can do anything for 30 days!"



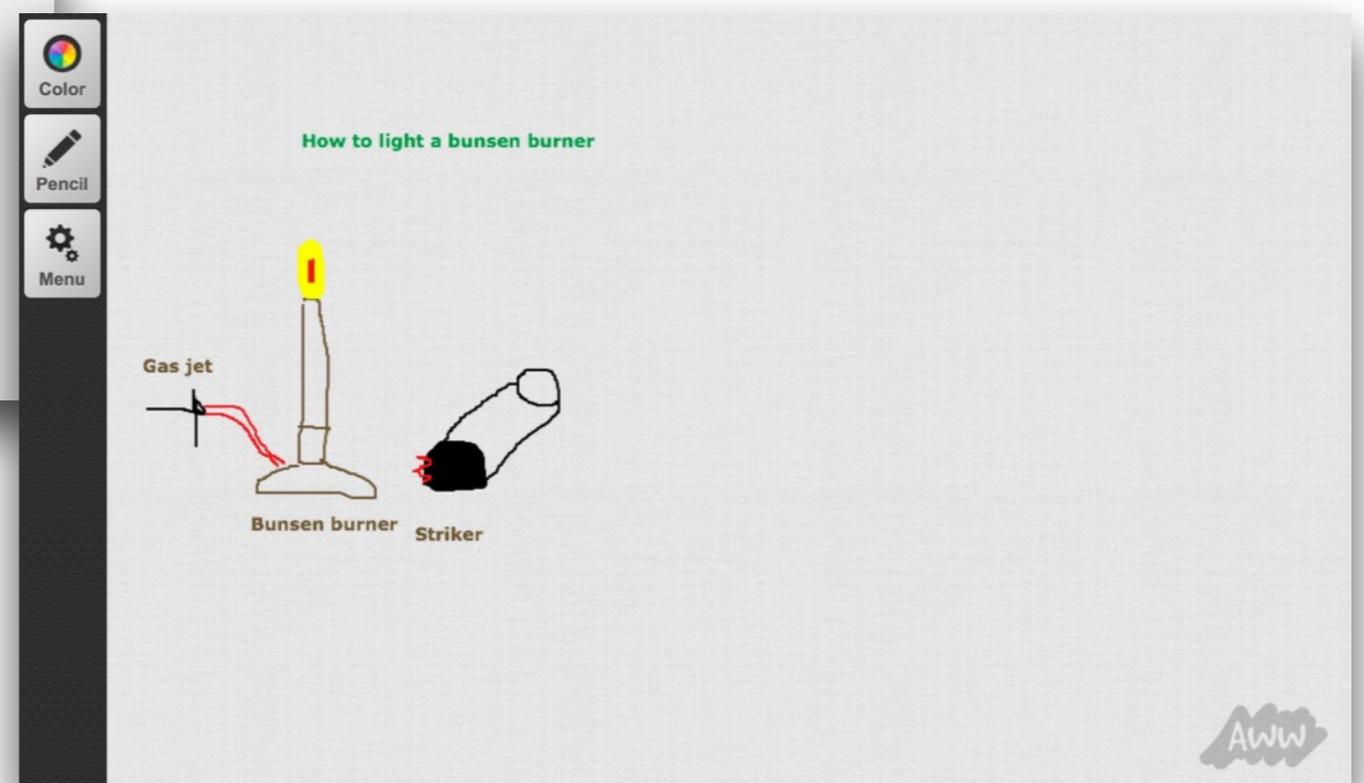
Evaluate

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

Draw and show: AwwApp



The screenshot shows the AwwApp website landing page. At the top, there is a green logo with the letters 'AWW' and the text 'A Web Whiteboard' below it. The main heading is 'Touch. Draw. Share.' followed by a paragraph: 'A Web Whiteboard is touch-friendly online whiteboard app that lets you use your **computer, tablet or smartphone** to easily **draw** sketches, **collaborate** with others and **share** them with the world.' Below this, it says 'Works on all **modern browsers**, no installation needed.' A prominent green button labeled 'Start drawing' is at the bottom left. On the right side, there is a circular inset showing a drawing toolbar with icons for Color, Pencil, Eraser, New, Share, and a vertical menu with options for Thin, Medium, and Thick line weights.

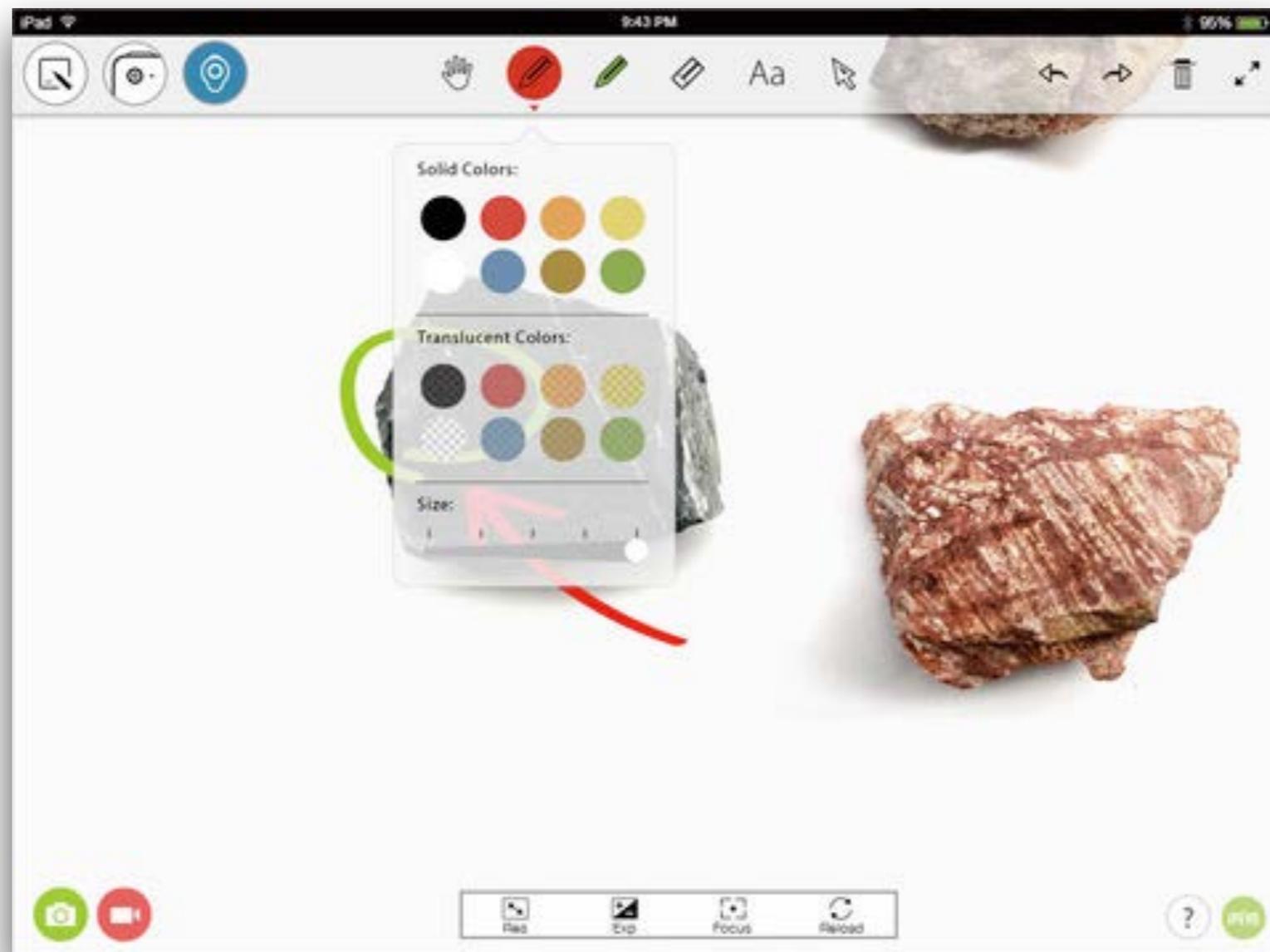


The screenshot shows the AwwApp drawing interface. On the left, there is a vertical toolbar with icons for Color, Pencil, and Menu. The main drawing area contains a hand-drawn diagram titled 'How to light a bunsen burner'. The diagram shows a Bunsen burner with a lit flame, a gas jet, and a striker. Labels 'Gas jet', 'Bunsen burner', and 'Striker' are placed near their respective parts. A small 'AWW' logo is visible in the bottom right corner of the drawing area.



<http://bit.ly/1F8SvMe>

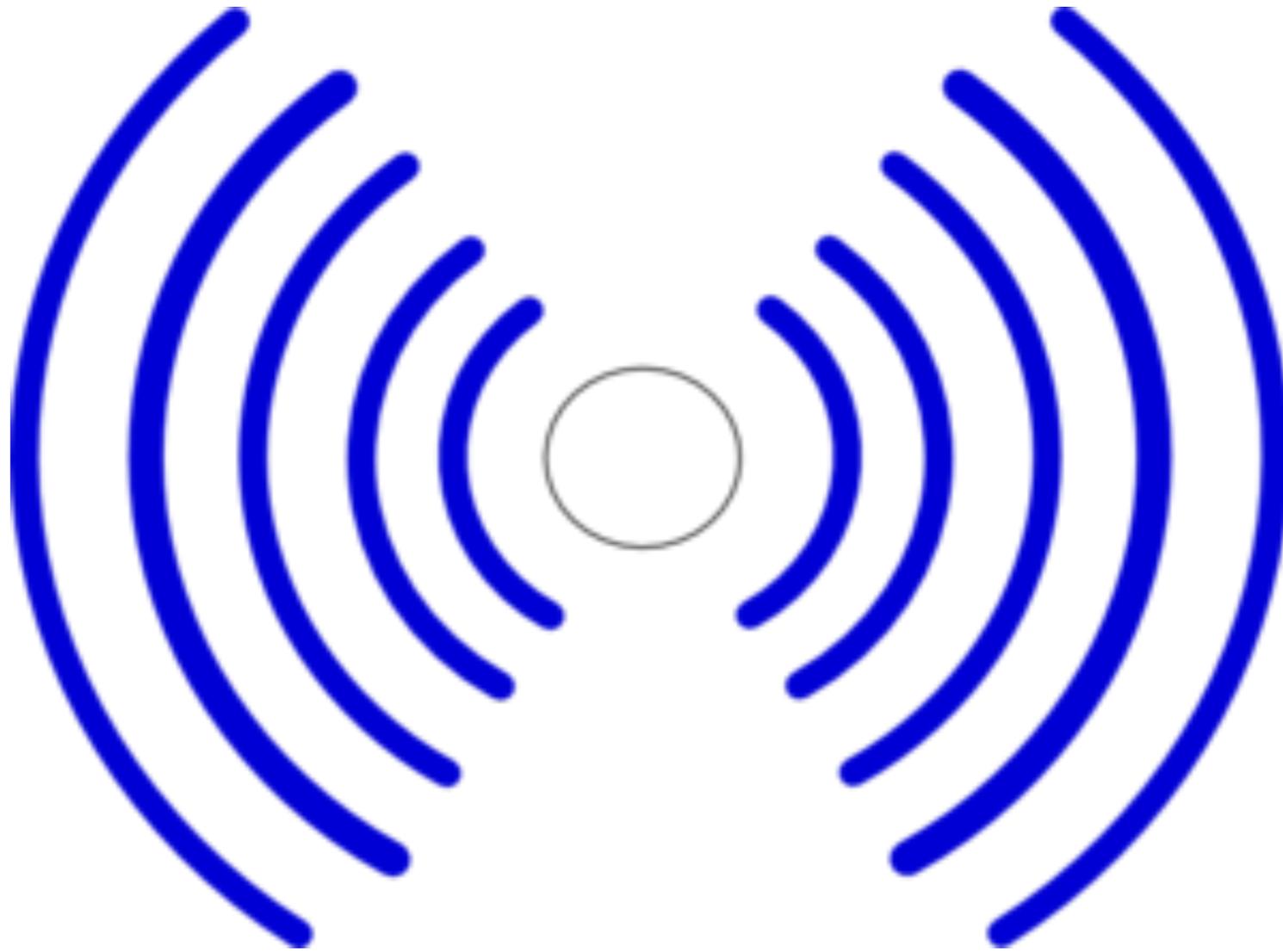
Draw and show: IPEVO Whiteboard



Interview

Interview classmates
about what they know.

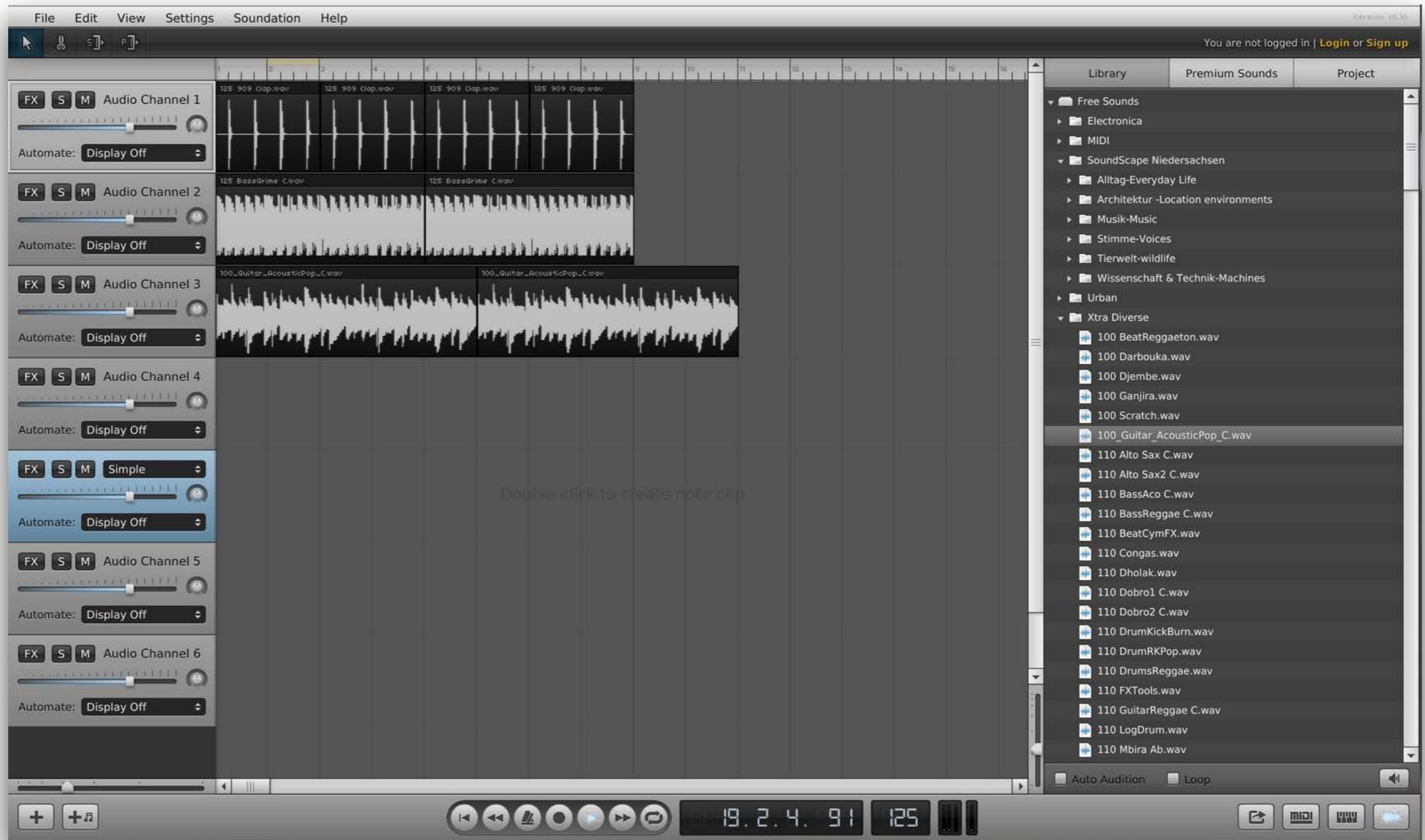
Interviewing



Podcast or audio recording



Audio recording: Soundation Studio



Audio recording: Twisted Wave



Audio Export

Export selected audio

File format **WAVE Audio**

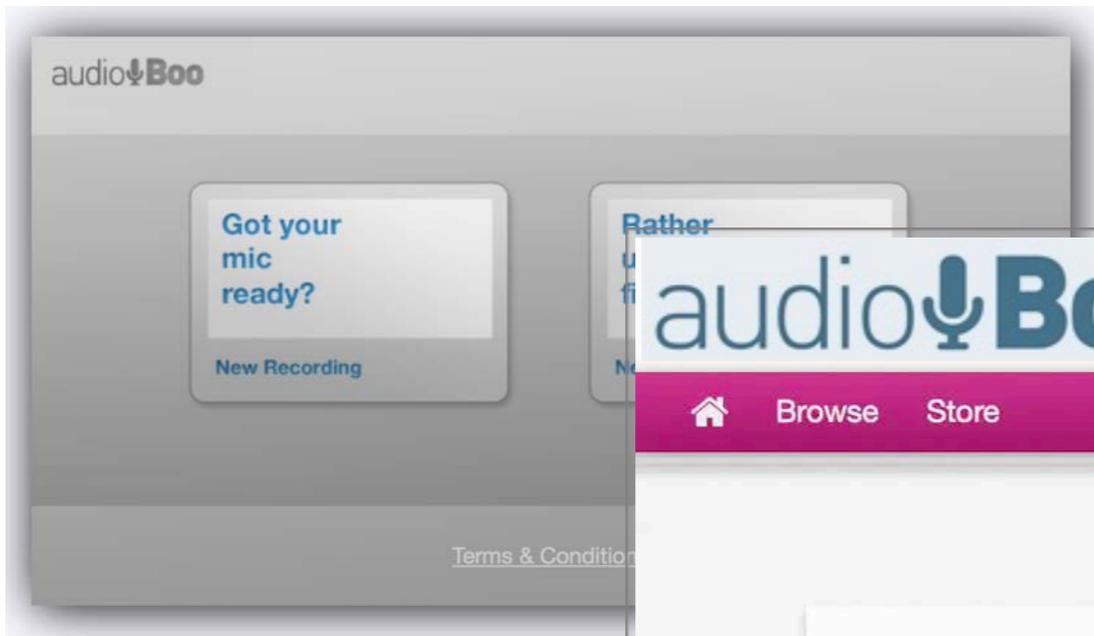
- MP3 Audio
- FLAC Audio
- Ogg Vorbis
- WavPack Audio
- Wave64 Audio
- MP2 Audio
- AIFF Audio
- AIFC Audio
- AU Audio
- WMA Audio
- Apple CAF File



Audio recording: Wave Pad



Podcasting: Audioboom app

A screenshot of the Audioboom website. The header includes the "audioBoom" logo, a search bar, and a "Record / upload" button. A pink navigation bar contains "Browse" and "Store" links. Below the navigation bar is an "Audioboo assistant" button. The main content area features a featured post titled "How Audio Recordings enhance learning in the Classroom" by user "KBRICE331". The post includes an audio player with a waveform and a duration of 1:45. Below the player are social media sharing icons for Facebook and Twitter, and a set of hashtags: #education #audiorecordings #learning. At the bottom of the post, there is a user profile for "kbrice331" with a "view recent activity" link and buttons for "Playlist", "Like", and "Embed". A "RELATED POSTS" section is visible at the bottom right.

Podcasting: Podomatic



Post a new episode to PodOmatic

1 Select media for your episode

Upload a media file Uploader: HTML5 | Flash

Select files
Add files to the upload queue and click the start button.

Filename	Size	Status
12 Simple Pleasures.mp3	5.5 mb	0%

[Add Files](#) [Start Upload](#) 0% 5.5 mb

2 Enter a title and description

3 Add an image

4 Choose a quality level

5 Publish!

[Help](#) | [Terms](#) | [Privacy](#) | [Partners](#) | [PRO Support](#)



podomatic Discover Create **Go PRO** Search [Log Out](#)

Around the Corner-MGuhlin.net Podcast

Give it a listen!

[Play](#) **Episode 51: Successful Bond Projects**
[Send to Friends](#) | [1 Comment](#) | [Download](#) | [Permalink](#)
July 08, 2008 05:09 PM PDT
More online at <http://mguhlin.net> in the Audiocasts.

[Play](#) **Episode 50: A Chat with Joyce Valenza Regarding Transparency**
[Send to Friends](#) | [Leave a Comment](#) | [Download](#) | [Permalink](#)
July 08, 2008 11:40 AM PDT

Joyce Valenza is wonderfully articulate, especially on a spur of the moment, poorly edited (that's my fault), podcast. I LOVE what she has to say initially about transparency and how her words will reflect who she is. She also touches on important topics like branding teacher-librarians (or something like that).



[Play](#) **Episode 49- Blogging in Higher Education**
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July 04, 2008 08:07 PM PDT

Dr. Maria Kuyler / University of Texas at San

About Miguel Guhlin



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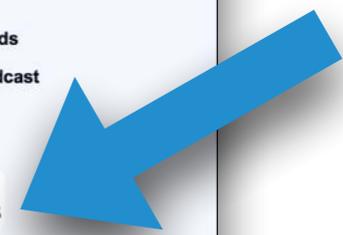
- podOmatic

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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

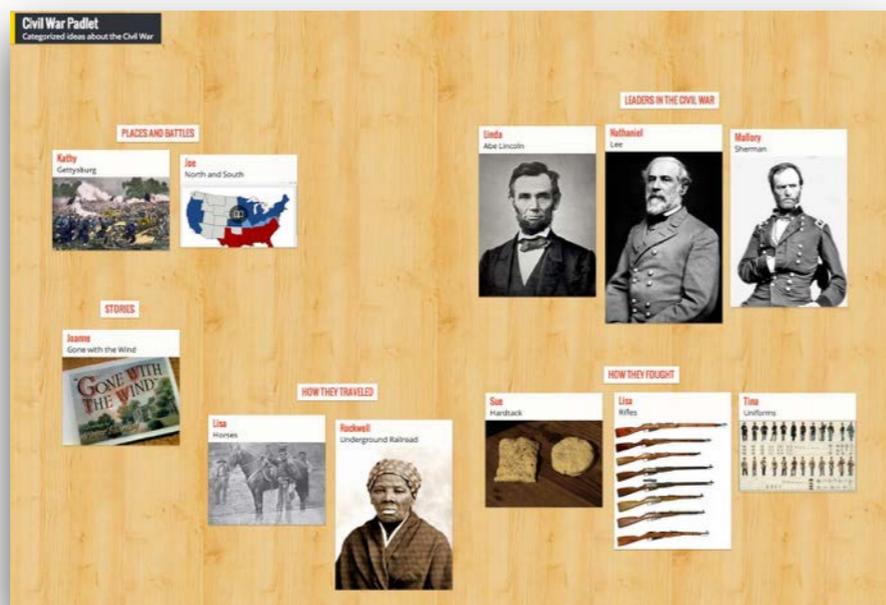
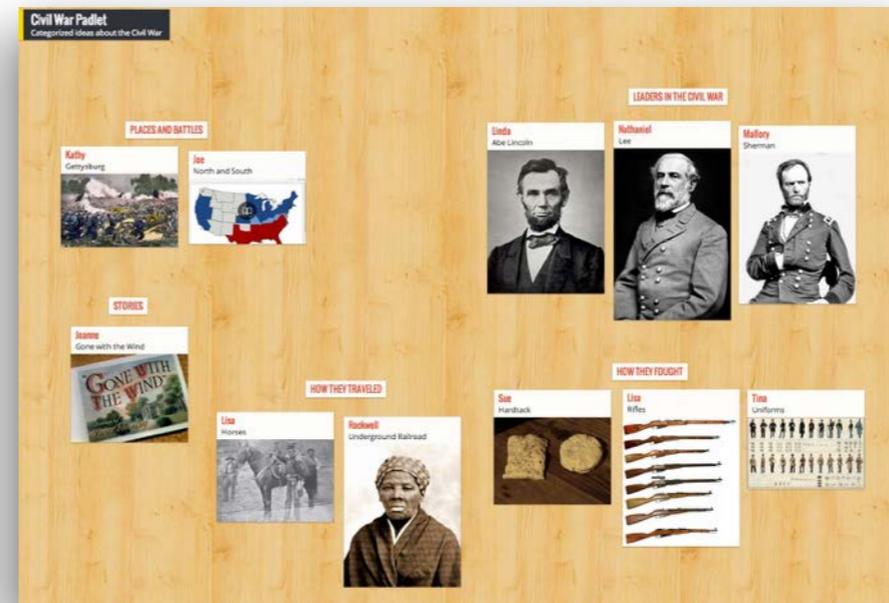


Grid mode

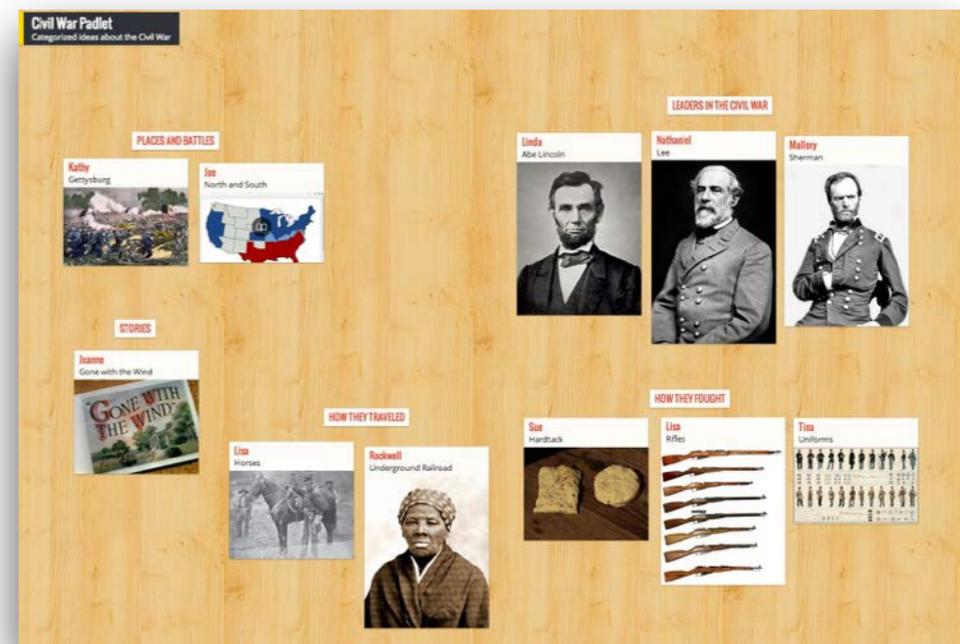
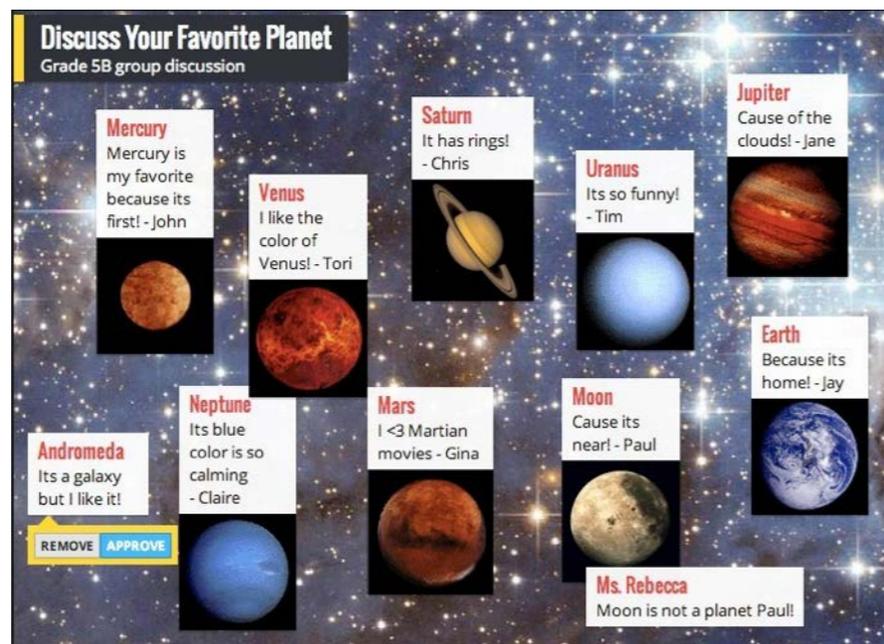
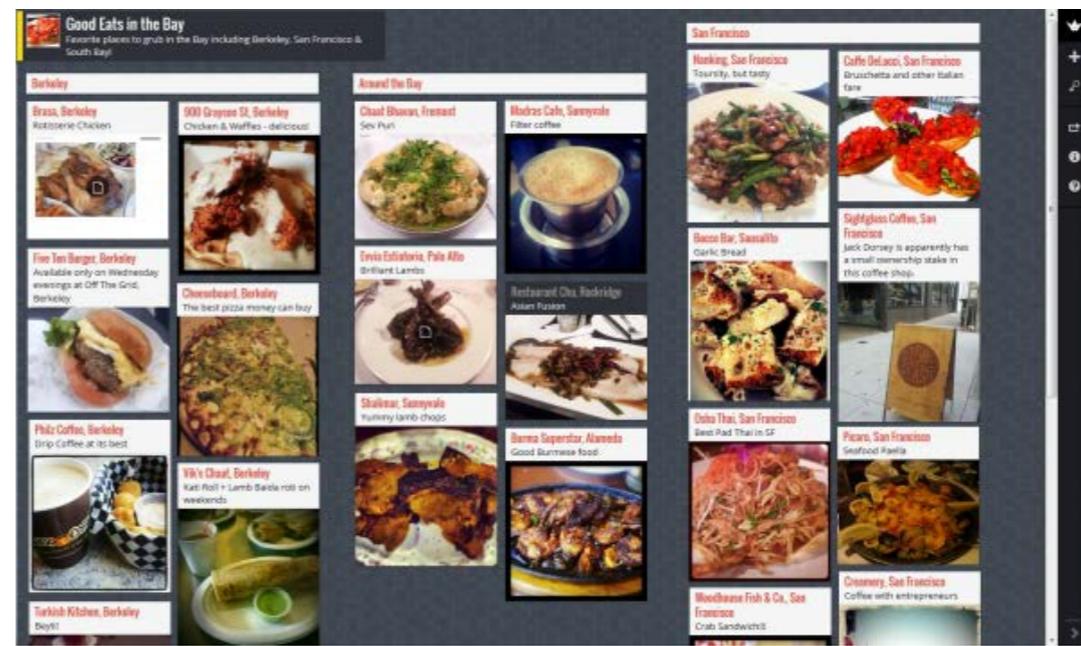
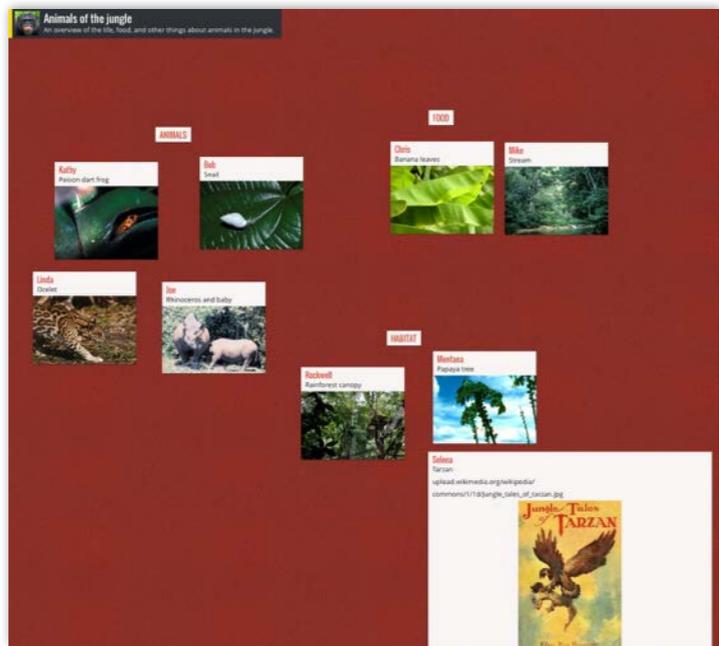


Note mode

Padlet as an activator



Padlet as a summarizer



LIST

List all the keywords about what you have learned.

Listing: Cacoo

The collage features several key elements:

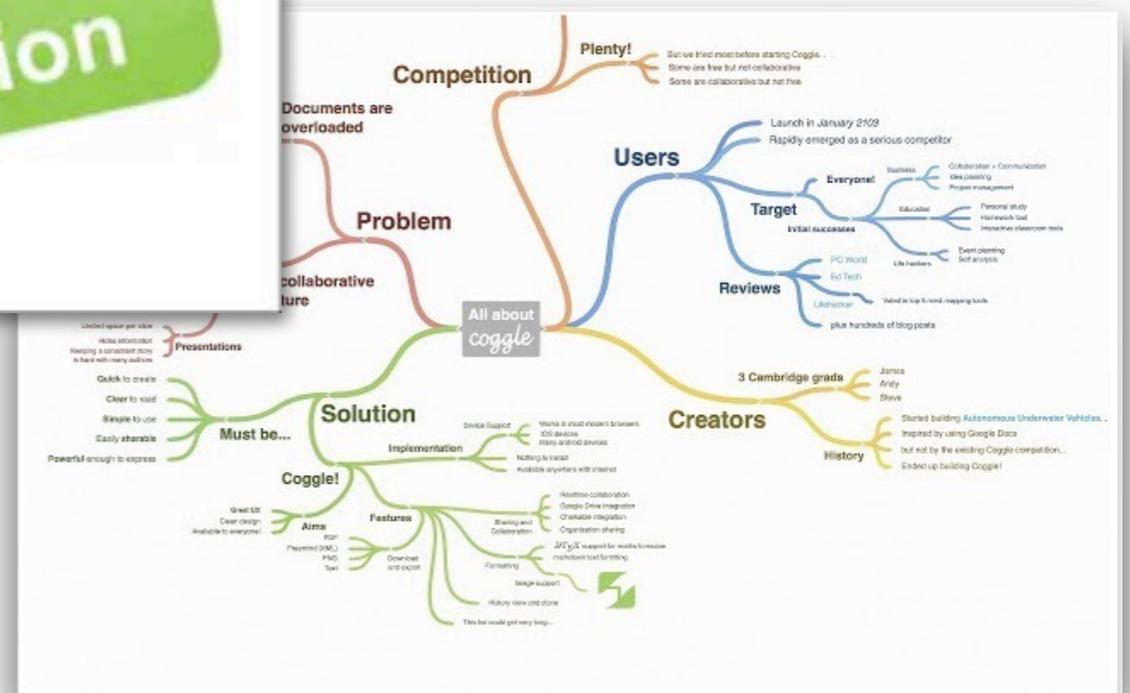
- Flowchart:** A detailed process flow for an 'Information Systems Help Desk' with steps like 'Phone call', 'E-mail', 'Web request', 'Create open ticket', 'Assign ticket', 'Close ticket', and 'Records stored in database'.
- Mind Map:** A central node 'Cacoo' branches into 'Quick & Easy' (On Web Browser, Drag & Drop Stencil, Select Template), 'Collaboration' (Chat, Edit Simultaneously, Post Comment), 'Output' (PNG, SVG, PDF, PS), and 'Input' (Stencil, Template). A 'Try editing diagram' button is also present.
- Website Screenshot:** A browser window showing the 'I ♥ Doughnuts' website with a sign-in form, a product list (Plain Doughnut, Chocolate, Cream, Fruits, Pal, Jam, Low Calorie), and a movie player.
- WEB 2.0:** A yellow starburst badge in the bottom right corner.

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

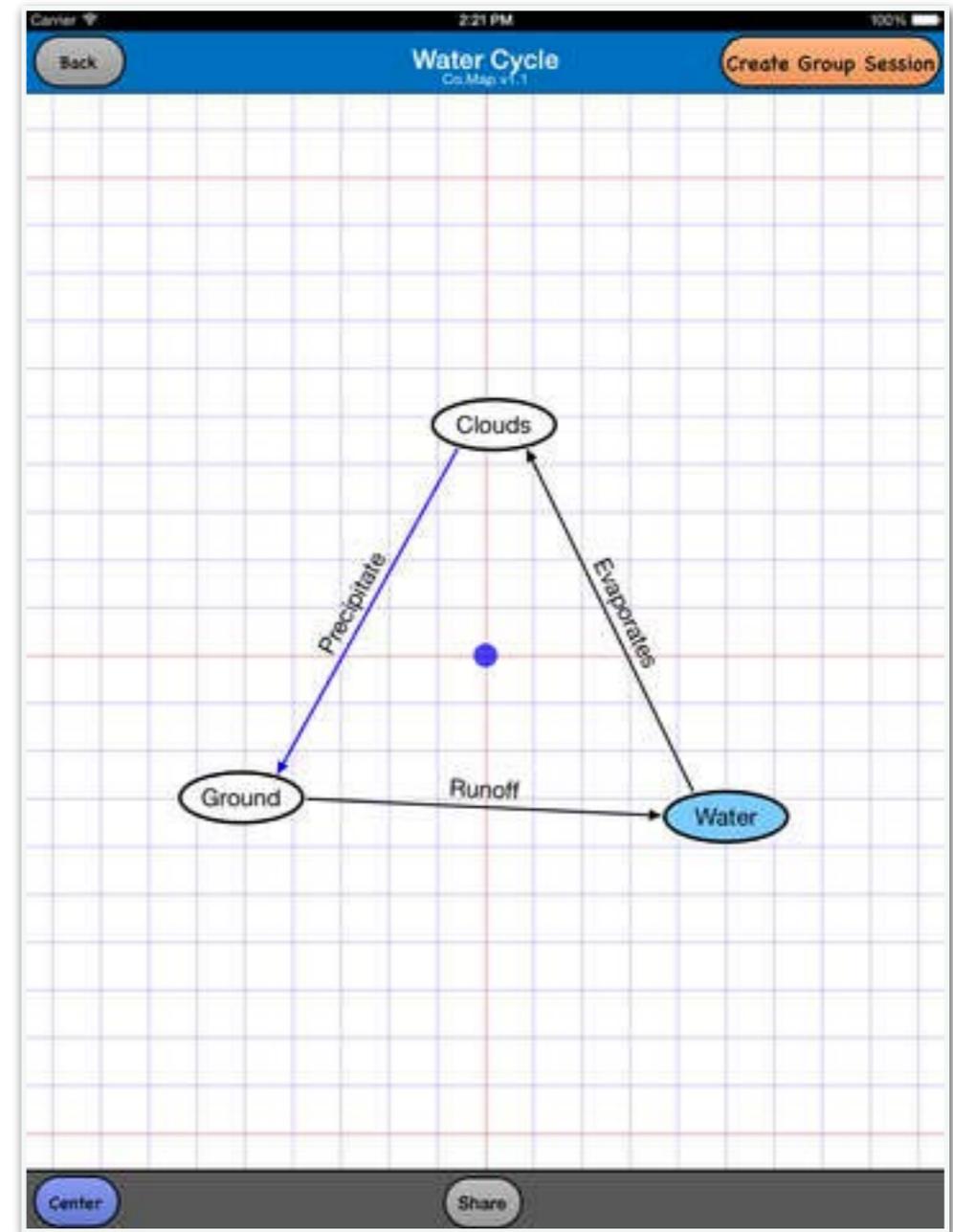
Listing: Coggle

coggle
BETA

Tutorial Video:
Introduction



Listing: Co.Map



Summarize

Have students synthesize the information learned.

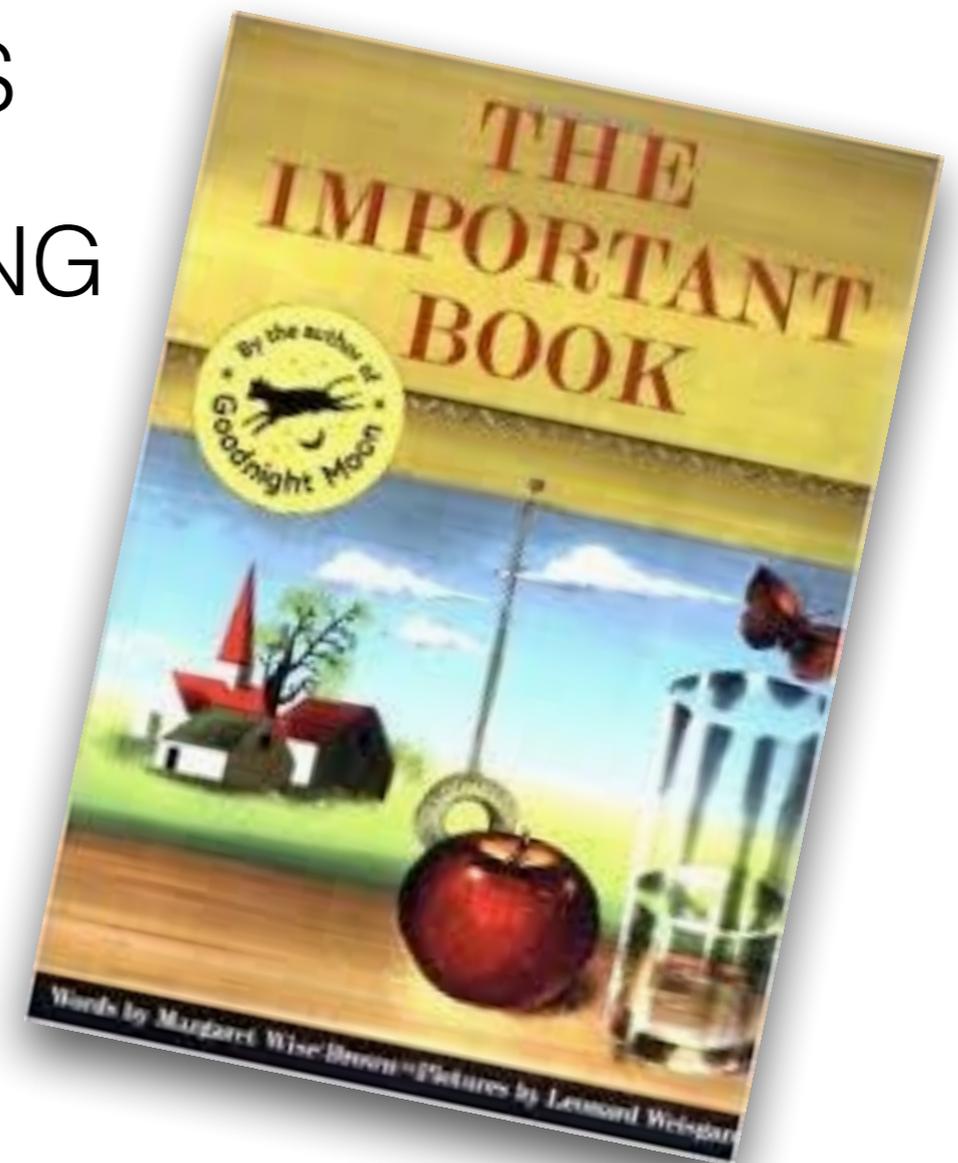
Summarize: The Important Book



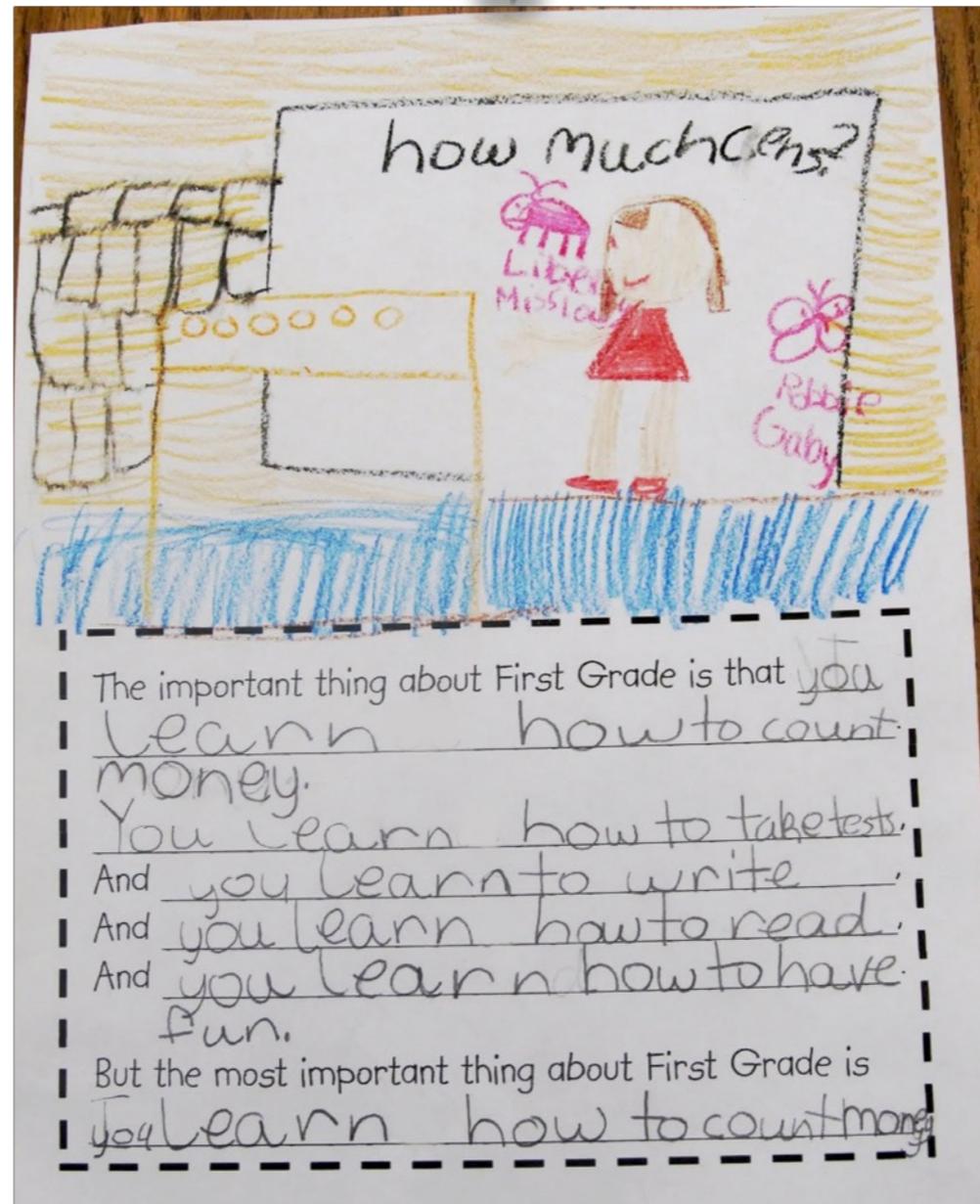
TOPIC

DETAILS

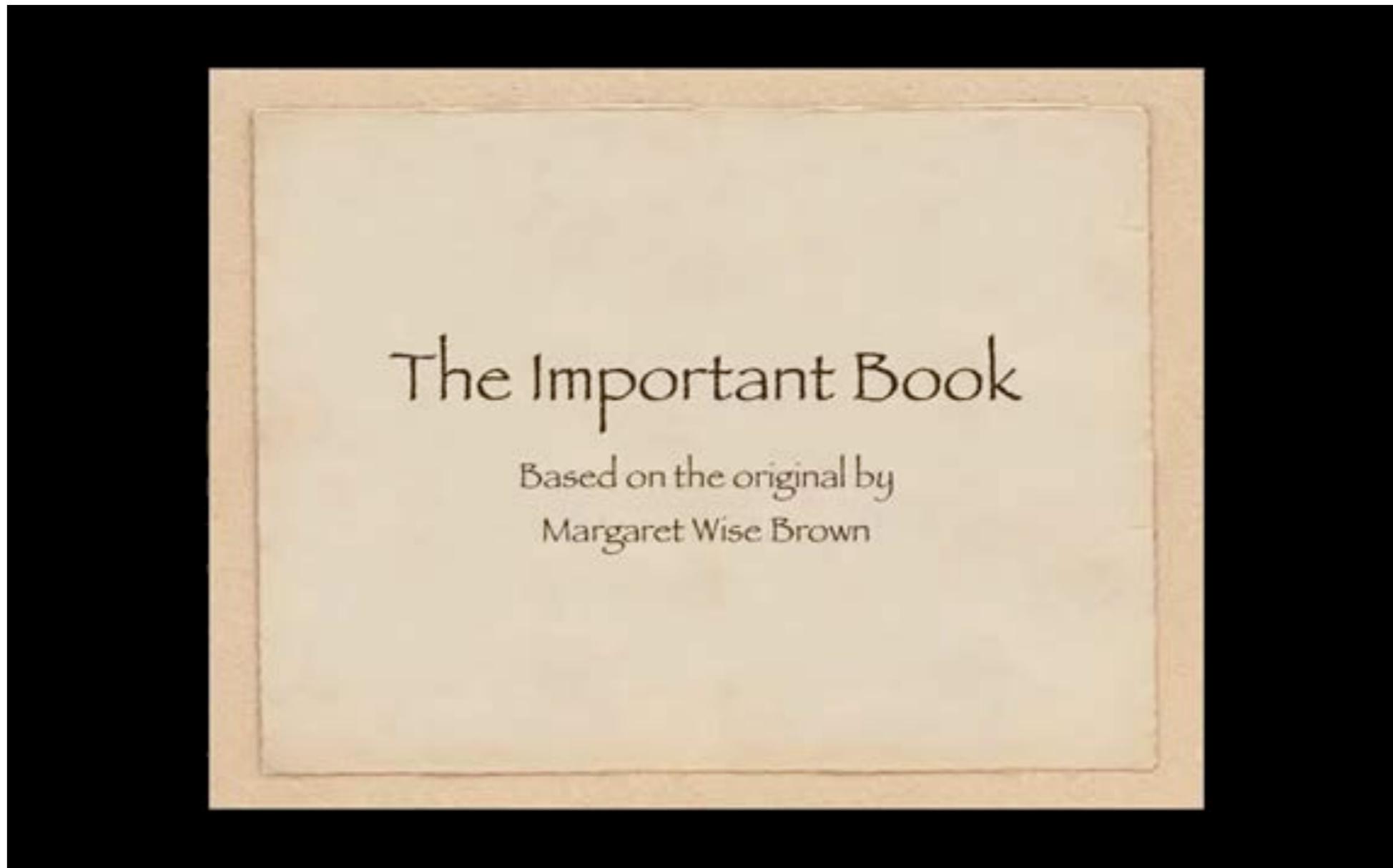
CLOSING



Sample: The Important Book

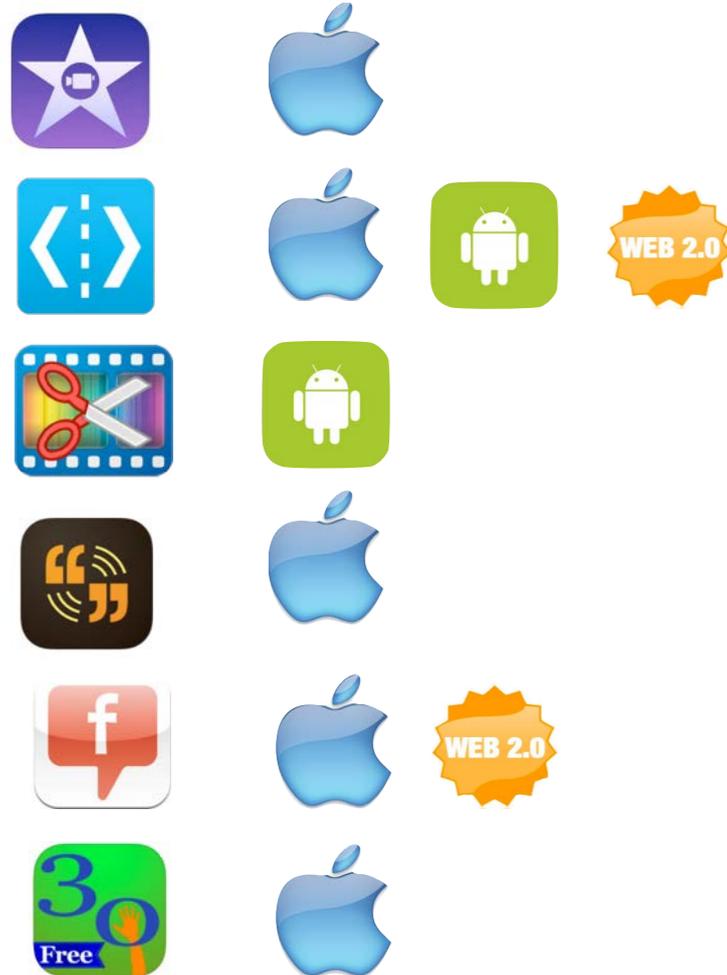


Sample: The Important Book

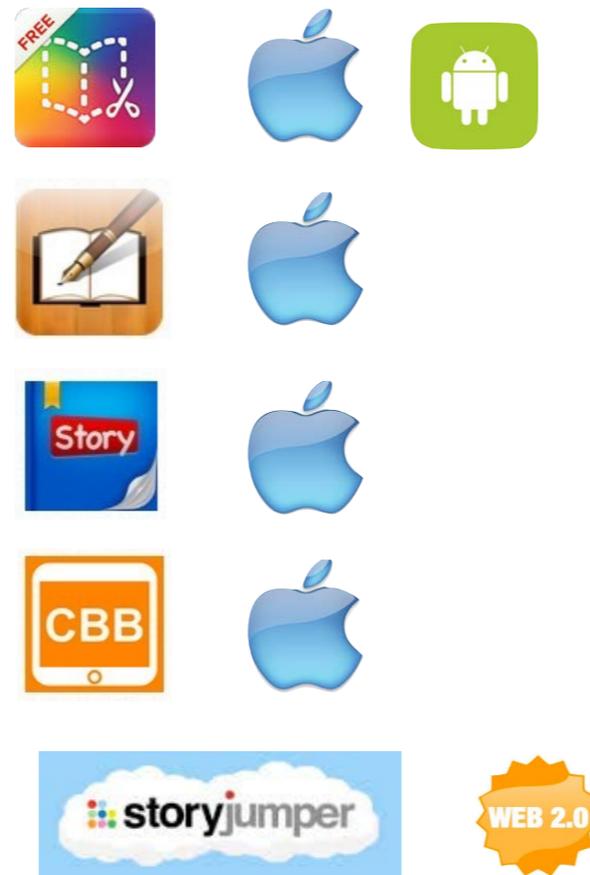


Apps and tools

Video creators



Book creators



Screenrecasting



App-smashing

How to Get Started with **APP-SMASHING**



Create
content
with one app
export to the
camera roll

Add a layer of
ideas in a 2nd
app, or 3rd, or
4th!

Upload,
Publish, &
Share

3-2-1 Summarizer

3-2-1 Strategy Chart

Name: _____ Date: _____

Title of article: _____

Source: _____

3 things you discovered

2 interesting things

1 question you still have

3-2-1 Summarizer: Wufoo



A screenshot of the Wufoo form builder interface on a mobile device. The browser address bar shows "kathyschrock.wufoo.com". The page title is "3-2-1 Summarizer". On the left, there is a sidebar with various form field options categorized into "Standard" (Single Line Text, Paragraph Text, Multiple Choice, Section Break) and "Fancy Pants" (Name, Address, Email, Phone, Price, Rating, File Upload, Date, Time, Website, Likert). The main area shows a form with the following fields: "Name of topic or concept", "3 things that really interested you", "2 things you would like to know more about", "1 idea you will write about tonight", "Name and class period", and "Date". At the bottom, there are "Add Field" and "Save Form" buttons.

A screenshot of the completed "3-2-1 Summarizer" form on a mobile device. The browser address bar shows "kathyschrock.wufoo.com". The form contains the following data:

- Name of topic or concept:** Types of triangles
- 3 things that really interested you:** Triangles are found in quilts, A geodesic dome is made of triangles, The pyramids have triangles
- 2 things you would like to know more about:** How many triangle sides does a pyramid have?, What is a truss used for?
- 1 idea you will write about tonight:** Other items that use triangles that are common.

Summarizer: Tabletop Texting

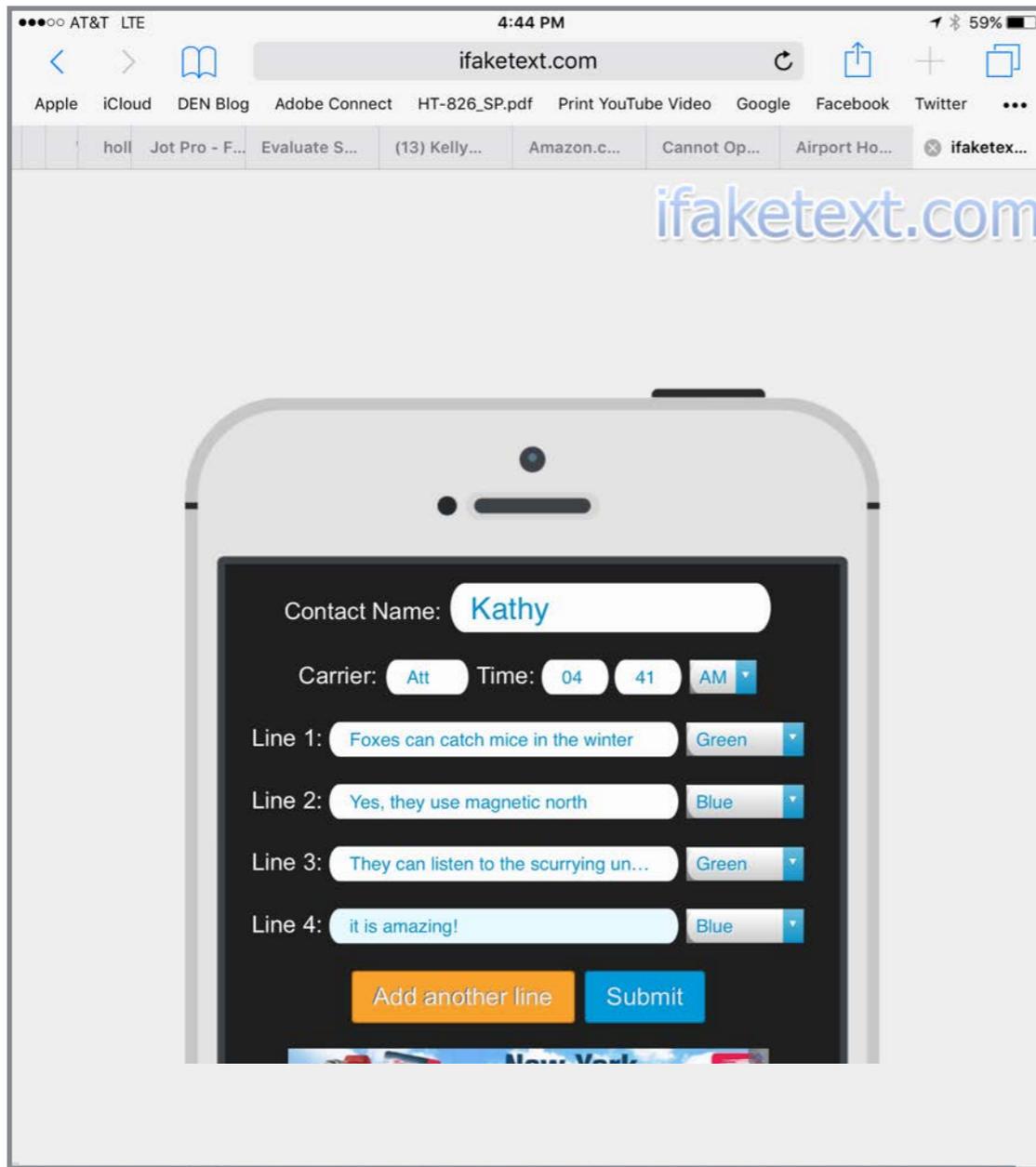
Students each have a piece of paper

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.

My version of Tabletop Texting



Summarizer: Make it Concrete

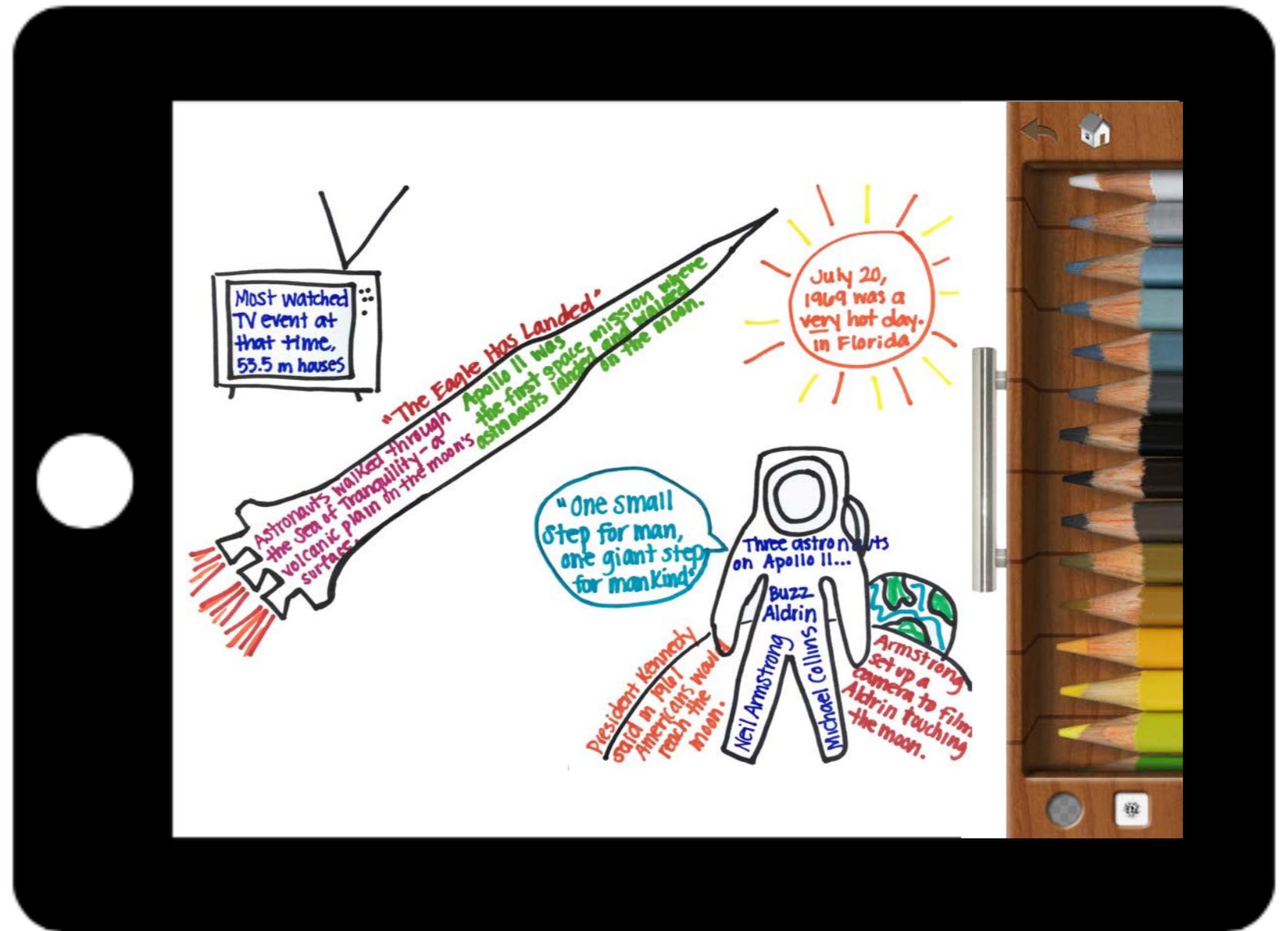
Students watch a video segment

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.

Make it concrete: Drawing Pad



\$1.99



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: _____



Silent Sharing: AWW

Touch. Draw. Share.

A Web Whiteboard is touch-friendly online whiteboard app that lets you use your **computer, tablet or smartphone** to easily **draw sketches, collaborate with others and share** them with the world.

[Start drawing](#)

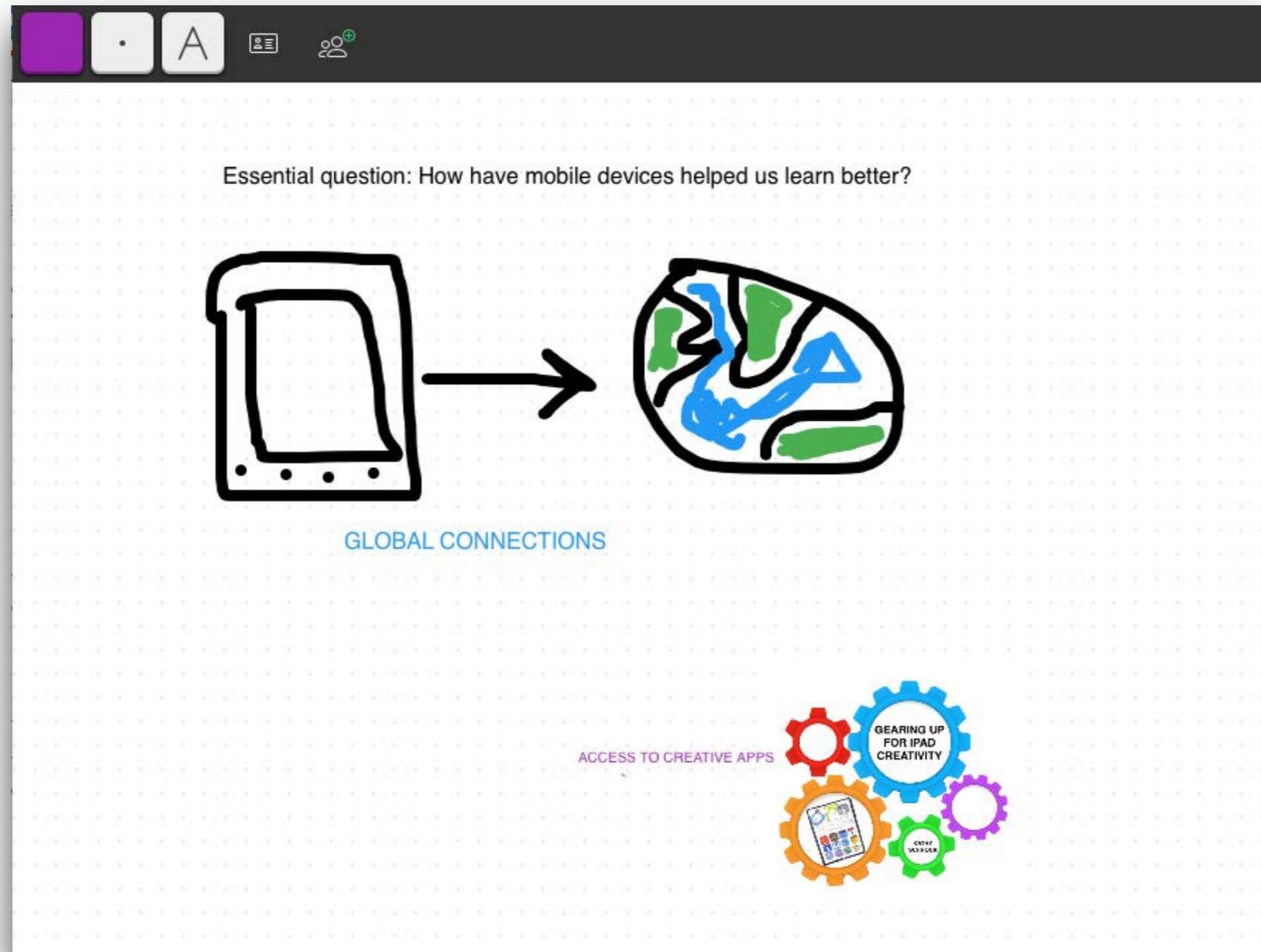
Unlock the full power of A Web Whiteboard with premium plans.

[Learn more ...](#)

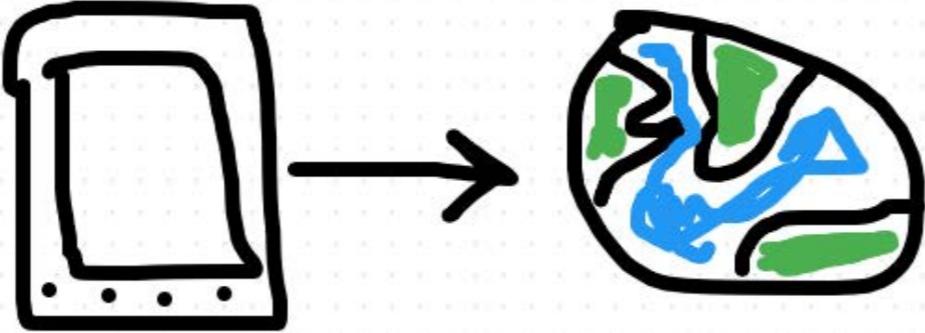
By continuing to use this site you agree to cookie policy and our terms of use.



Silent Sharing: AWW



Essential question: How have mobile devices helped us learn better?



GLOBAL CONNECTIONS

ACCESS TO CREATIVE APPS



GEARING UP FOR IPAD CREATIVITY

CRAFT SKILLS

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.

Lesson Plan
Persuasive Techniques in Advertising

[E-mail](#) / [Share](#) / [Print This Page](#) / [Print All Materials](#) (Note: Handouts must be printed separately)

	Grades	9 - 12
	Estimated Time	Seven 50-minute sessions, with additional time for producing commercials
	Lesson Author	Daniel Kuglich Champaign, Illinois
	Publisher	NCTE National Council of Teachers of English

Ad*Access collection

DUKE UNIVERSITY LIBRARIES DIGITAL COLLECTIONS FIND A COLLECTION »

Ad*Access
John W. Hartman Center for Sales, Advertising, and Marketing History

Over 7,000 U.S. and Canadian advertisements covering five product categories - Beauty and Hygiene, Radio, Television, Transportation, and World War II propaganda - dated between 1911 and 1955. [Read More »](#)

in **This Collection** Advanced ▾

OUR GOVERNMENT Says: DON'T WASTE FOOD
Visking Corporation

Browse All (7,309)
About
Copyright and Citation
Frequently Asked Questions
Research Guide
Timeline

Research Help
John W. Hartman Center for Sales, Advertising & Marketing History
Ask a Question | 919-660-5827

Member Of
Advertising

Company	Product	Date	Publication	Subject	Medium	Headline	Audience
Palmolive Company (242)	Union Pacific Railroad (100)	KLM Royal Dutch Airlines (65)					
Procter & Gamble Co. (234)	Magnavox Company (100)	Westinghouse Electric Corporation (63)					
American Airlines, Inc. (198)	Richard Hudnut (81)	Coty, Inc. (62)					
Zenith Radio Corporation (169)	National Airlines (81)	Elizabeth Arden (60)					
United Air Lines (143)	General Electric Company (77)	Yardley & Co., Ltd. (60)					
Trans World Airline (139)	Trans World Airlines (76)	Tampax Inc. (59)					
Lever Brothers Company (137)	Northwest Airlines (70)	New York Central System (59)					
Allen B. DuMont Laboratories, Inc. (125)	Modess (68)	Pullman Company (55)					
Greyhound (118)	Admiral Corporation (68)	MORE »					

More reasons why

THE NEW WESTINGHOUSE RADIO * PHONOGRAPH

will be the finest you can own!

TONE SO NATURAL AND TRUE, YOU SEEM TO BE THERE!
Many Westinghouse radio sets will contain FM, products of Westinghouse research for many years. Westinghouse FM reproduction programs with broadcast quality sound that even the finest conventional radio cannot give you.

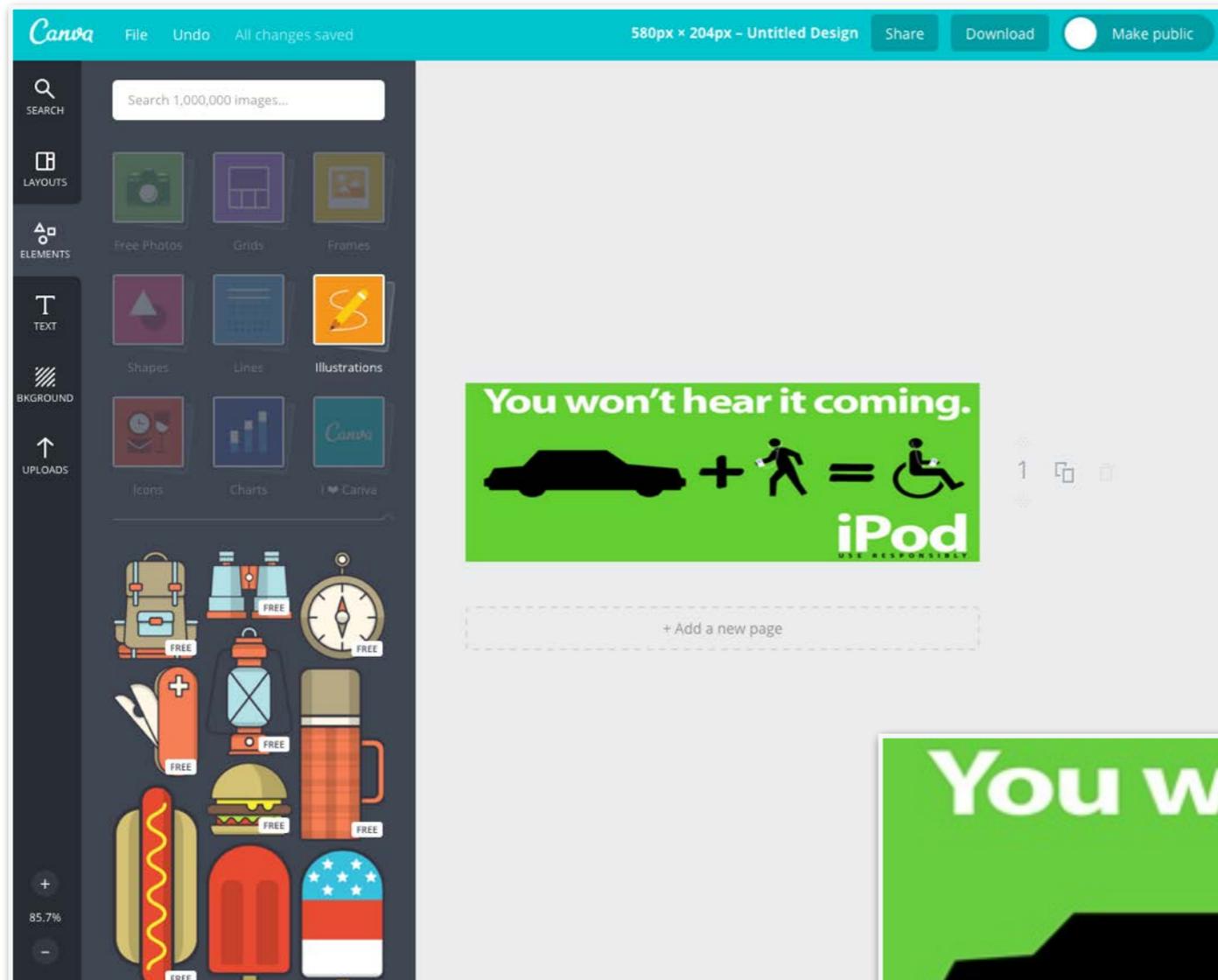
SIX TIMES THE RECORD STORAGE SPACE IN THE SAME SIZE CABINET!
Compact Westinghouse radio-phonograph with its unique storage arrangement for six records in the same size cabinet as previous models of the same size.

AN AUTOMATIC RECORD CHANGER THAT WORKS... AND KEEPS ON WORKING!
Every Westinghouse radio-phonograph will have a new automatic record changer that will stay in adjustment. The leather-weight tone arm will glide over your records preserving their life and purity of tone.

Westinghouse
RADIO * TELEVISION

TUNE IN: John Charles Thomas, Sun., 5:30 EWT, N.B.C. • Ted Striker, Mon., Thurs., Wed., 8:50 P.M. EWT, Blue Network

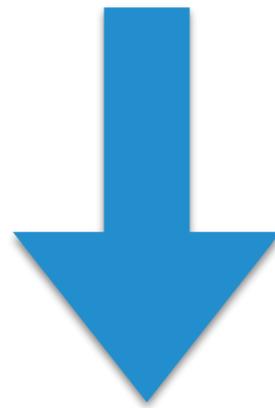
Advertisement: Canva



Quick scaffolding sample

Prompt

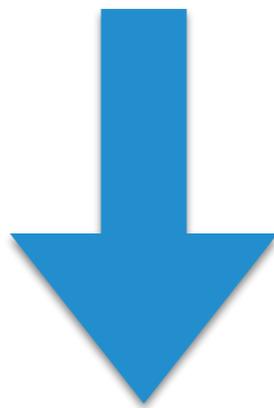
Ask students a question.



What do you know about ants?

Essential Question

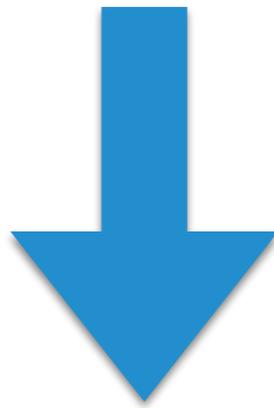
Present a mystery for students to solve.



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

Activator

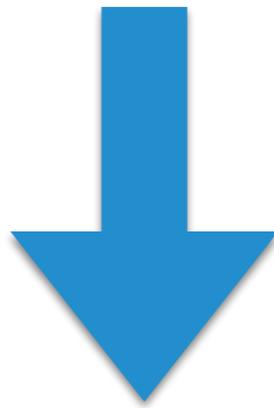
**Ask students to
draw what they know.**



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

Research / Info Literacy

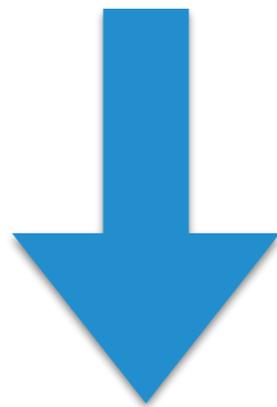
**Give students time to
research the mystery.**



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

New knowledge

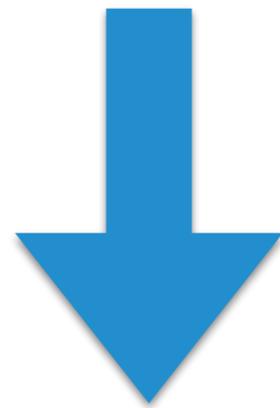
**Ask students to draw the
mystery and solution again.**



Can you draw that for me?

Explain / Summarize

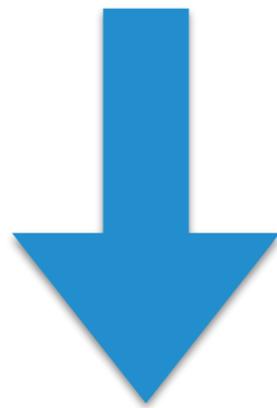
Ask students to share their drawings with other students.



Can you explain your drawing to each other?

Collaborate / Create

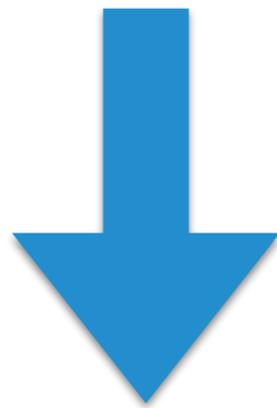
Ask students to pull all their ideas into one drawing.



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

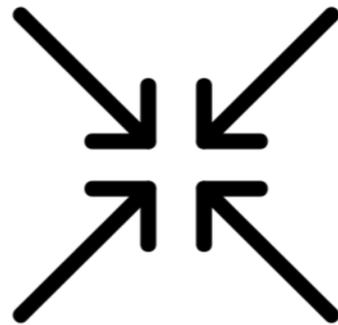
Activators

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>

Contact information

kathy@kathyschrock.net

[@kathyschrock](#)